Fact Book, Volume 7
AAD Management Team Discussion
February 26, 2013

1. How can we get the students who place in developmental English and Math courses to complete these courses within one year as ATD (Achieving The Dream) institutions do?
2. How can we increase the number of completers in all programs?
3. How can we improve academic advisement/student services to help students to complete their programs?
4. Automotive has a large number of declared students but very few completers. How can we improve the completion rate for automotive programs?
5. Page 18: Does the percentage of SLO's being assessed reflect fall semester assessment results only?
6. Page 11: GED: unduplicated enrollment numbers are very low. Why? Based on graduation numbers, enrollment not accurate.
7. Page 13: Total number of Successful Outcome vs. Total Registrations, there's a large difference in the Success Outcomes. How can we increase the successful outcome numbers?
8. Page 14: AS Emergency Management began in AY2008, only 1 completer in AY2010. Any marketing in the certificate or degree program?
9. Page 15: Certificate in Supervision & Management: only 1 completer in AY 2008. Any new marketing methods being used? Need to increase the number of completers.
10. Page 15: Zero in Industry Certification. Is this number accurate?
11. While retention and enrollment trends remain consistent, the persistence trend is not as dramatic beginning 2010, approximately. However, persistence outnumbers retention by 50% on average. Should we count non-degree seeking students in the retention and persistence calculations given non-degree seeking students do not have a vested interest in returning to classes being transient in nature? Where are students less likely to continue; developmental courses, gen-ed, 100 level, 200 level?
12. Can we promote program retention/persistence by either (1) allowing students to take short/CE courses as a preview or primer of a course(s) or program(s), or (2) encourage enrollment for a rebated tuition (full credit can be earned by paying the rebate back within a certain period and pass an SLO assessment)?
13. Can we better manage enrollment and the schedule by using a "pre-enrollment" (i.e. a student's notice of intent to register but without a commitment in the system, thus avoiding financial obligation, complications due to changing curriculum requirements, etc.)?
14. Looking at the number of students enrolled in the Pre-Nursing Certificate Program and comparing that to the number of students enrolled in and identified as having completed the Practical Nursing Certificate Program and the Medical Assisting Certificate and

Associates program; what is happening to the students who are not accepted into the Certificate of Pre-Nursing Program and the Medical Assisting Certificate and Associates program?

15. Looking at the number of students enrolled in the Pre-Nursing Certificate Program and comparing that the number of students who completed the Practical Nursing Certificate Program; why are the numbers of completers for Pre-Nursing Program significantly lesser than the number of completers for the Practical Nursing Certificate Program when the completion of the Certificate in Pre-Nursing is a prerequisite for entry into the Practical Nursing Certificate Program?

16. How can we increase the persistence and retention rates so that students can complete their degree programs on time?

17. Can we somehow break down completion and success into smaller milestones, ie. Progression through courses?