PROBLEMS

- Streamlining enrollment process from Admissions, Placement Testing, to Registration.
- Students filling out application but not coming to Mott
- Registration process
- Communication with students during the initial intake process
- Advising
- Are we placing students where they best fit?
- How do we prevent students from taking “wrong” courses, i.e. do not add to program/degree completion; are not at their skill level; are only selected to help them “be a student” not succeed as a student?
- Students not in correct educational track for their strengths
- Students being in proper program (fits their needs and abilities) and getting proper assistance/guidance/advising once in program
- How to create a more successful student opportunity for completion of a specific academic goal?
- Mitigating the developmental sequence
- Frustration with developmental education. The trifecta: Reading/Writing/Math
- Students getting “stuck” in developmental ed level courses
- Classes aren’t offered when student can take them
- Scheduling of classes, ie., class isn’t offered in semester student needs it
- 2/3’s Rule. Revise? Why?
- How can needs (academic) be translated into course development opportunities?
- Schedules conflict: Math 140 – evenings; Same time as Tech XXX, only evening sections
- Class offerings
- Retention
- Program completion
- Students not completing courses? then programs
- Tracking System. Why are students not completing their courses?
- Students getting financial aid refund and dropping classes
- Students registering but dropping courses
- What is the college (MCC) doing that is getting in your way? *Class times; *Order of Classes; *Pre-reqs
- Keeping students eligible for financial aid
- Financial difficulties
- Streamline processes so that a decision made in one department doesn’t impact the student in a negative way in another department. Example: dropping a class – how that impacts Financial Aid. The student needs to know the impact.
- Students get dropped from classes because of financial aid between transfer school →no space in class
- Transfer students
- Why did you go to another college? (Why not MCC?)
- Getting those eligible to graduate to graduate
- Getting first time students to graduate
- Academic/Institutional flexibility: to respond to the changing student population
- How do we identify the person or department who is identified by (1) Who cares; (2) Who can do something about it?
- Communication: Updates on policy; Process changes within the institution
We “blame” students – could it be “us?”
Students do not update contact info on a regular basis. How do we call?
Do students know we (staff/faculty) care about each one of them? Value them as individuals?
Term to term retention
What would allow you to stay? (money)
What is holding you (or others) back?
Students quitting school
Students getting frustrated and contemplating quitting school
Student unrealistic goals
Unrealistic goals (18 credits/semester, full-time job, etc.
Frustration students by taking actions that are outside of their realm of expectation
Students’ lack of understanding for organizational processes cause their expectations to not be met

OPPORTUNITIES – Enrollment Services
• Move students out of developmental ed classes faster (changes in placement levels and mandatory placement)
• Student academic orientations based on pathways or careers
• Continue to streamline admissions process
• Pre-program testing/Academic skills
• Utilize ACT scores and other non-MCC assessments
• Opportunities for choosing the correct on-ramp for a student: *Identification of their skills; *Identification of their goals; *Identification of whether there is a matching path
• Have students clearly define transfer or get Mott degree then transfer: *easy to identify; *Track; *Not counted in Retention/Graduation as they intend to leave
• Increasing the accuracy of MCC students actual program major in MCC system
• Creating transfer associates?

OPPORTUNITIES – Retention
• Our research – that could also help out area
• Using data to reach students that are less than 12 credits from graduation. How to get them back in college?
• Track students each semester, verifying they are enrolled. If not, contact.

OPPORTUNITIES – Surveys
• Survey students
• Surveying our students may be a good opportunity to find out why they’re completely withdrawing from our institution

OPPORTUNITIES – Communications
• Use Web Advisor Absence Reporting not just for financial aid but also to contact students
• Enroll more students
AQIP Student Pathways
Thursday, February 11, 2013
Brainstorming Session

- Better communication
- Program Completion
- Better communication between transfer school and MCC for financial aid
- Degree or program guides that provide recommended semester sequences
- Nets to “catch” students that may have problems ahead of time instead of once they are “out the door.”
- Obtaining data and contacting students that qualify for graduation that never applied
- Engaging students/keeping them on campus for longer periods of time
- An opportunity for communication to take place when “lynch pin” actions are modified so all are synchronous in working, advising, teaching and supporting a student seeking success.
- Class rotation guidelines that indicated when and how often classes will be held: Fall/Winter/ Spring/Summer
- Utilize program coordinators more for planning each student’s program of study.
- Orientation based on student types (FTE), new, transfer
- Automatic graduation – no application required
- Improve students’ understanding of organizational processes

OPPORTUNITIES – Academics

- Suggested course plans for programs (e.g., First semester schedule will be ENGL-101, MATH-121, etc.)
- Program guides with specific list of when courses are offered
- Expand Resources (tutoring, staff, division office hours) to accommodate evening students
- Create more innovative class schedules (fast pace, 8 wk., 4 wk., Friday night)
- Directive advising – more faculty presence.
- On-going meetings or updates with students by major
- More academic programs that provide 1-year or shorter certificate options – Success Builds Success
- Run degree audit every semester
- Classes that are required for a degree should be run once every two years regardless of enrollment