



**south dakota**  
DEPARTMENT OF EDUCATION

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**SOUTH DAKOTA'S TECHNICAL INSTITUTES**



**Technical Institutes 2006-2011 Institution Retention Report by Career Clusters**

Career Clusters	2007 Retention %	2008 Retention %	2009 Retention %	2010 % Retention	2010 10-Day Enrollment	2011 10-Day Return and/or Graduated #	2011 Retention %
Agriculture, Food & Natural Resources	74%	82%	80%	81%	375	307	82%
Architecture & Construction	76%	72%	73%	80%	443	376	85%
Arts, Audio-Video Technology & Communications	71%	74%	66%	62%	141	88	62%
Business, Management & Administration	71%	65%	66%	65%	816	530	65%
Education and Training	-	-	-	-	-	-	-
Finance	62%	64%	83%	71%	56	44	79%
Health Science	74%	75%	86%	76%	1347	1031	77%
Hospitality & Tourism	79%	72%	67%	61%	43	27	63%
Human Services	53%	82%	74%	76%	176	141	80%
Information Technology	75%	71%	64%	67%	594	413	70%
Law Public Safety & Security	77%	62%	65%	69%	237	157	66%
Manufacturing	82%	79%	79%	82%	303	218	72%
Marketing Sales and Services	71%	72%	68%	64%	150	97	65%
Science Technology & Engineering & Mathematics	78%	76%	76%	77%	237	178	75%
Transportation Distribution & Logistics	72%	71%	76%	76%	544	415	76%
Program Prep (Those awaiting opening in Program)	67%	40%	45%	51%	321	164	31%
<b>TOTALS</b>		71%	74%	71%	5783	4022	70%

Retention Rate is figured using the 10 day count from the previous year as the divisor. The dividend is the number of returning and/or graduated students on day 10 of current year.

Baseline Retention Rate Programs: 59.98%

\*Responses to programs falling below baseline are addressed by individual technical institute directly proceeding their data.



**LAKE AREA**  
TECHNICAL INSTITUTE

It's your world.

230 11th Street NE  
Watertown, South Dakota 57201  
1-605-882-5284

Lake Area Technical Institute 2007-2011 Retention Report (% graduated or retained)

Clusters	Programs	2007 Retention %	2008 Retention %	2009 Retention %	2010 Retention %	2010 10-Day Enrollment	2011 10-day Program Retention	2011 Program Retention %	2011 10-Day Retained by Institution	2011 10-Day Return and/or Graduated #	2011 Retention %
Agriculture, Food & Natural Resources	Agriculture (AAS)	88%	83%	85%	84%	128	105	82%	2	107	84%
Agriculture, Food & Natural Resources	Environmental Tech (AAS/Diploma)	73%	100%	90%	93%	30	26	87%	1	27	90%
Architecture & Construction	Building Trades (AAS)	68%	86%	83%	88%	53	47	89%	0	47	89%
Finance	Financial Services (AAS)	62%	64%	83%	71%	56	43	77%	1	44	79%
Health Science	Dental Assisting (AAS/Diploma)	81%	82%	88%	83%	56	44	79%	3	47	84%
Health Science	Medical Assisting (AAS/Diploma)	53%	78%	81%	81%	51	35	69%	5	40	78%
Health Science	Medical Lab Tech (AAS)	46%	80%	79%	69%	47	28	60%	7	35	74%
Health Science	Occupational Therapy Assistant (AAS)	58%	97%	82%	91%	42	37	88%	3	40	95%
Health Science	Physical Therapy Assistant (AAS)	76%	97%	89%	91%	50	41	82%	3	44	88%
Health Science	Practical Nursing (Diploma)	67%	88%	86%	84%	92	72	78%	4	76	83%
Human Services	Cosmetology (Diploma)	73%	86%	88%	88%	61	53	87%	1	54	89%
Human Services	Human Services Tech (AAS/Diploma)	45%	89%	83%	61%	48	32	67%	1	33	69%
Information Technology	Computer Systems (AAS)	79%	73%	63%	64%	56	37	66%	1	38	68%
Law Public Safety & Security	Med Fire Rescue (AAS)		**	69%	62%	31	17	55%	1	18	58%
Manufacturing	Electronics (AAS)	75%	40%	100%	75%	10	8	80%	0	8	80%
Manufacturing	Energy Operations (AAS)	**	**	**	82%	29	17	59%	3	20	69%
Manufacturing	Energy Tech (AAS)	**	91%	93%	96%	67	61	91%	0	61	91%
Manufacturing	Machine Tool Tech (AAS/Diploma)	82%	95%	87%	83%	22	20	91%	0	20	91%
Manufacturing	Robotics (AAS)	71%	90%	82%	88%	14	9	64%	2	11	79%
Manufacturing	Welding (AAS/Diploma)	95%	86%	91%	77%	38	30	79%	0	30	79%
Marketing	Business Associate (AAS)	61%	81%	75%	64%	78	52	67%	3	55	71%
Science Technology & Engineering & Mathematics	Engineering / Drafting Technology (AAS)	75%	88%	87%	82%	23	16	70%	1	17	74%
Transportation Distribution & Logistics	Automotive (AAS)	70%	81%	86%	87%	53	44	83%	1	45	85%
Transportation Distribution & Logistics	Aviation (AAS/Diploma)	80%	76%	95%	95%	24	20	83%	0	20	83%
Transportation Distribution & Logistics	Diesel Tech (AAS)	100%	100%	97%	90%	111	105	95%	0	105	95%
	Program Prep***	42%	60%	56%	60%	97	3	3%	58	61	63%
	<b>TOTALS (%)</b>			83%	81%	1367	1002	73%	101	1103	81%

\*\* New program no data available

\*\*\*Program Prep includes students preparing for programs

Baseline Retention Rate for Cluster: 59.98%



**LAKE AREA**  
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## ***Program Level Retention Strategy***

**ISSUES:** LATI has the following programs below the watermark of 59.98% retention that have also been running for more than three years:

1. Medical Lab Technician (MLT) (rate: 59.57%)
2. Med/Fire Rescue (MFR) (rate: 54.84%)

*Note: Energy Operations was also below 59.98%, but was only in it's second year*

### **ANALYSIS:**

**MFR:** This is the first year for the program to be below the watermark for retention. The Med/Fire Rescue program is very challenging for any student, but more so for traditional students. While there are a variety of reasons why students chose to leave the program, nearly all departing students are traditional. Adding to MFR's retention problems is the fact that students must pass a national certification exam at the end of the Fall Semester in order to continue into the Spring Semester.

**MLT:** This is the first year for the program to be below the watermark for retention. We had a significant increase in the number of new students starting Fall 2010. Of these new starts, approximately 12 of them were found to be academically unprepared or not really interested in this career choice.

### **ACTION TAKEN:**

**MFR:** The addition of the Paramedic Diploma option appears to be increasing enrollment and retention, especially among non-traditional students. In regard to increasing traditional student retention, continued interest in the Med/Fire Rescue program has created the need to establish different application and admission standards. Currently, the program has 10 second year students and 18 first year students, having lost just one student for attendance reasons in this current school year. The MFR program recently completed the site visit portion of the national accreditation process, and looks forward to receiving accreditation by the end of the current school year.

**MLT:** We are assessing raising our academic requirements for entrance. It is common for some of the students to struggle with the difficulty of the material covered in our MLT classes. The program is in the process of gathering admission test score data for this report's group of students to see if there is a need for this change. Changing the difficulty of the classes is not an option as the students take a certification test after graduation.

Another alternative being assessed would be to put more emphasis on what is involved in a career in MLT before they enter the program to be certain they are pursuing the correct field of study.

MLT retention at the start of the 2011 – 2012 school year looks much better, and they anticipate being above the watermark next year. To date MLT has lost:

- an online student who was retaking her courses from 2011 spring semester (she was unable to stay on track with the schedule both semesters).
- a continuing student due to personal reasons.



1800 E Spruce  
 Mitchell, South Dakota 57301  
 1-605-995-3056

Mitchell Technical Institute 2007-2011 Retention Report (% graduated or retained)

Clusters	Programs	2007 Retention %	2008 Retention %	2009 Retention %	2010 Retention %	2010 10-Day Enrollment	2011 10-Day Program Retention #	2011 Program Retention %	2011 10-Day Retained by Institution	2011 10-Day Return and/or Graduated #	2011 Retention %
Agriculture, Food & Natural Resources	Agriculture Chemical (Diploma)	na	100%	75%	100%	1	1	100%	0	1	100%
Agriculture, Food & Natural Resources	Agriculture Technology (AAS/Diploma)	65%	72%	70%	83%	55	41	75%	0	41	75%
Agriculture, Food & Natural Resources	Farm Business Management (Certificate)	99%	100%	99%	98%	82	76	93%	0	76	93%
Architecture & Construction	Architectural Design & Building Construction (AAS/Diploma)	70%	67%	90%	71%	48	38	79%	0	38	79%
Architecture & Construction	Electrical Construction & Maintenance (AAS/Diploma)	87%	73%	71%	83%	115	95	83%	2	97	84%
Architecture & Construction	Heating & Cooling Technologies (AAS/Diploma)	100%	83%	93%	80%	40	31	78%	2	33	83%
Architecture & Construction	Power Line Construction & Maintenance (Diploma)	85%	95%	97%	92%	95	88	93%	0	88	93%
Architecture & Construction	Propane & Natural Gas Technologies (Diploma)	78%	81%	82%	93%	29	21	72%	3	24	83%
Architecture & Construction	Wind Turbine Technology (AAS/Diploma)				82%	63	49	78%	0	49	78%
Business, Management & Administration	Accounting/Business Management (AAS)	81%	76%	56%	77%	80	55	69%	2	57	71%
Health Science	Medical Assistant (AAS)	83%	67%	64%	86%	41	31	76%	0	31	76%
Health Science	Medical Laboratory Technology (AAS)	82%	55%	64%	72%	29	22	76%	1	23	79%
Health Science	Medical Office Professional (AAS)	67%	73%	60%	91%	25	17	68%	1	18	72%
Health Science	Radiation Therapy (AAS)	100%	100%	100%	100%	7	7	100%	0	7	100%
Health Science	Radiologic Technology (AAS)	77%	93%	93%	88%	25	21	84%	1	22	88%
Health Science	Speech-Language Pathology Assistant (AAS)				**	24	15	63%	0	15	63%
Hospitality & Tourism	Culinary Arts (AAS/Diploma)	79%	72%	67%	61%	43	27	63%	0	27	63%
Information Technology	Information Systems Technology (AAS/Diploma)	75%	80%	77%	80%	41	31	76%	1	32	78%
Information Technology	Office Technology Specialist (AAS/Diploma)	81%	75%	75%	72%	18	13	72%	0	13	72%
Information Technology	Satellite Communications (AAS)	93%	87%	82%	82%	45	33	73%	0	33	73%
Information Technology	Telecommunications (AAS)	53%	71%	85%	82%	32	25	78%	2	27	84%
Science, Technology, Engineering & Mathematics	Automation Controls/SCADA (AAS)	100%	91%	85%	81%	43	30	70%	1	31	72%
Transportation, Distribution, & Logistics	Outdoor Power and Recreational Vehicle Technology (AAS/Diploma)	-	-	65%	86%	61	49	80%	0	49	80%
	Program Prep***	83%	76%	44%	38%	31	13	42%	1	14	45%
	<b>TOTALS (%)</b>			79%	80%	1073	829	77%	17	846	79%

\*\* New program no data available

\*\*\*Program Prep includes students preparing for programs

Baseline Retention Rate for Cluster: 59.98%



## ***Program Level Retention Strategy***

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**\*No MTI programs are below the baseline retention rate**

Issues:

Analysis:

Action Taken:



2320 N Career Ave  
Sioux Falls, South Dakota 57108  
1-605-367-7624

Southeast Technical Institute 2007-2011 Retention Report (% graduated or retained)

Clusters	Programs	2007 Retention %	2008 Retention %	2009 Retention %	2010 Retention %	2010 10-Day Enrollment	2011 10-Day Program Retention #	2011 Program Retention %	2011 10-Day Retained by Institution	2011 10-Day Return and/or Graduated #	2011 Retention %
Agriculture, Food & Natural Resources	Horticulture Technology (AAS)	80%	67%	58%	50%	22	16	73%	0	16	73%
Agriculture, Food & Natural Resources	Landscape Technology (AAS)	77%	69%	73%	58%	27	19	70%	0	19	70%
Agriculture, Food & Natural Resources	Sports Turf Management (AAS)	75%	81%	71%	60%	30	18	60%	2	20	67%
Architecture & Construction	Architectural/Construction Technology (AAS)	77%	67%	70%	69%	48	32	67%	3	35	73%
Architecture & Construction	CAD Engineering Technology (AAS)	70%	86%	71%	69%	36	27	75%	0	27	75%
Architecture & Construction	Construction Management Technology (AAS)	n/a	n/a	50%	71%	30	16	53%	1	17	57%
Architecture & Construction	HVAC (AAS/Diploma)	71%	73%	58%	77%	44	35	80%	1	36	82%
Arts, Audio-Video Technology & Communications	Animation (AAS)	n/a	n/a	48%	63%	40	26	65%	2	28	70%
Arts, Audio-Video Technology & Communications	Graphic Communications (AAS)	68%	53%	65%	62%	101	50	50%	10	60	59%
Business, Management & Administration	Accounting (AAS/Diploma)	65%	59%	53%	68%	84	60	71%	0	60	71%
Business, Management & Administration	Business Administration (AAS)	69%	59%	69%	61%	436	258	59%	15	273	63%
Business, Management & Administration	Financial Services (AAS)	81%	70%	77%	62%	31	23	74%	0	23	74%
Business, Management & Administration	Office Assistant (Diploma)	64%	71%	39%	44%	13	7	54%	1	8	62%
Health Science	Bio-Medical Equipment Technology (AAS)	75%	83%	58%	88%	25	21	84%	0	21	84%
Health Science	Cardiac Ultrasound (AAS)	84%	83%	78%	80%	44	30	68%	7	37	84%
Health Science	Diagnostic Medical Sonography (AAS)	77%	84%	79%	79%	31	26	84%	2	28	90%
Health Science	Electroneurodiagnostic Technology (AAS)	85%	89%	81%	68%	23	20	87%	2	22	96%
Health Science	Health Information Services (Diploma)				46%	44	34	77%	2	36	82%
Health Science	Invasive Cardiovascular (AAS)	100%	88%	77%	77%	26	20	77%	0	20	77%
Health Science	Licensed Practical Nursing (Diploma)	91%	84%	84%	85%	127	100	79%	4	104	82%
Health Science	Nuclear Medicine (AAS)	84%	83%	82%	75%	41	28	68%	3	31	76%
Health Science	Pharmacy Technician (Diploma)	73%	58%	67%	81%	35	25	71%	2	27	77%
Health Science	Phlebotomy (Diploma)	60%	50%	80%	82%	30	18	60%	2	20	67%
Health Science	Surgical Technology (Diploma)	76%	94%	77%	71%	34	22	65%	2	24	71%
Health Science	Vascular Ultrasound (AAS)	76%	85%	71%	81%	40	27	68%	7	34	85%
Human Services	Early Childhood Specialist (AAS/Diploma)				63%	67	51	76%	3	54	81%
Information Technology	CIS/Computer Technician (Diploma)	71%	45%	70%	44%	33	14	42%	0	14	42%
Information Technology	CIS Systems Administrator (AAS)	77%	60%	67%	70%	30	21	70%	0	21	70%
Information Technology	Computer Network Security (AAS)	75%	63%	88%	60%	43	24	56%	4	28	65%
Information Technology	Computer Programming (AAS/Diploma)	60%	61%	53%	64%	49	27	55%	2	29	59%
Information Technology	Electronics Technology (AAS/Diploma)	78%	67%	67%	71%	71	53	75%	2	55	77%
Information Technology	Network Administrator (AAS)	68%	64%	61%	67%	90	63	70%	3	66	73%
Law, Public Safety & Security	Law Enforcement (AAS)	64%	61%	60%	70%	81	41	51%	0	41	51%
Manufacturing	Mechatronics (AAS)	**	**	**	50%	23	13	57%	0	13	57%
Manufacturing	Precision Machining Technology (AAS/Diploma)	76%	72%	65%	67%	23	7	30%	3	10	43%
Marketing Sales and Services	Marketing (AAS)	81%	62%	52%	64%	72	40	56%	2	42	58%
Science, Technology, Engineering & Mathematics	Civil Engineering Technology (AAS)	88%	65%	69%	72%	42	36	86%	1	37	88%
Transportation, Distribution, & Logistics	Automotive Technology (AAS/Diploma)	73%	72%	67%	68%	52	36	69%	1	37	71%
Transportation, Distribution, & Logistics	Collision Repair & Refinish Technology (AAS/Diploma)	82%	67%	69%	70%	46	29	63%	0	29	63%
Transportation, Distribution, & Logistics	Diesel Technology (AAS/Diploma)	83%	55%	63%	60%	53	40	75%	0	40	75%
	Program Prep	62%	40%	46%	53%	167	81	49%	0	81	49%
	<b>TOTALS (%)</b>				68%	<b>2384</b>	<b>1534</b>	<b>64%</b>	<b>89</b>	<b>1624</b>	<b>68%</b>

\*\* New program no data available

\*\*\*Program Prep includes students preparing for programs **Baseline Retention Rate for Cluster: 59.98%**



## Program Level Retention Strategy

### **ISSUES:**

The following STI programs fell below the 59.98% retention threshold level for Fall 2011:

- Construction Management Technology
- Graphic Communications
- Computer Technician
- Computer Programming
- Law Enforcement
- Precision Machining (program has been discontinued)
- Marketing
- Mechatronics

### **ANALYSIS:**

**Construction Management, Graphics, Computer Programming, Law Enforcement and Marketing** have all had recent years that have been above the targeted 59.98%. Most of these programs were also very close to the target this year and could have easily met it with a few more retained students. None of these programs have shown a consistent pattern of not meeting the target.

**Mechatronics** is a new program, and although the program did not meet the target at this point, it has shown significant gains from the retention rate of the previous year.

**Computer Technician** has had two years of lower retention rates. Previous years have been much higher. The Computer Technician program is a one-year program that feeds students into our two-year networking options. It is frequently used by students as a place to start. Many students coming to STI begin in this program because they like computers and believe this is the program they want. However, many find that it is not what they wanted and they decide to leave the program. (We believe our JumpStart Days - see below - may help with this.) It is important to note that the two year networking programs - Network Administrator, Systems Administrator, and Computer Network Security all have higher retention rates.

STI has now discontinued its machining program.

### **ACTION TAKEN:**

Beginning with Fall 2011, STI implemented JumpStart Days. Every program holds a JumpStart Day for new students the week before the start of the semester to help new students prepare for the upcoming semester. Students learn more about the program, meet their instructors, complete program requirements such as safety testing, see labs and learn about what it takes to be a successful student. Students also get their laptops, meet with financial aid and attend a short session on important items new students need to know as they begin their first semester. STI believes that these sessions will help better prepare students and make the first week of the semester easier for students to concentrate on their classes rather than all the other items that typically must be done at the beginning of a new semester.

STI is also piloting a new pre-academic English course that is taken along with the required Composition course. Students who have scored low on the COMPASS English placement test can get the additional help they need in this pre-academic course while still taking the required Composition course. This allows the student to still complete the English requirement in one semester, rather than have to take the pre-academic course in one semester and then take the required course in another.

STI is looking at using a software based math program for all of its math courses that would allow students to complete their math requirement at an individualized pace. This will allow students the time they need to complete these requirements at a pace that is appropriate for them, which will lead to less student frustration and more success.

Law Enforcement is looking at modeling the program after industry by having levels such as captain, etc. that students can earn based on their program performance. Some students who come into the law enforcement are very young (18) and do not always understand what the program involves and it turns out to not be a "fit" for them. We are working on ways to help them better understand the program. The program has also recently had three students deployed, five commit to basic training, and two lost to industry (in field) before they graduated. Another left for industry but is planning to come back in the spring.

Marketing sometimes becomes a place holder for students who aren't sure what they want. This can lead to low retention; however, overall Marketing at STI has had excellent retention, so we don't believe this is a trend. STI has, however, increased options for students in marketing so that students can look at Marketing Design and Sales as additional options, which will hopefully help retain more of these students.



800 Mickelson Dr.  
Rapid City, South Dakota 57703  
1-605-394-4034

Western Dakota Tech 2007-2011 Retention Report (% graduated or retained)

CLUSTER	PROGRAMS	2007 Retention %	2008 Retention %	2009 Retention %	2010 Retention %	2010 10-Day Enrollment	2011 10-Day Program Area Retention #	2011 Program Retention %	2011 10-Day Retained by Institution	2011 10-Day Return and/or Graduated #	2011 Retention %
Architecture & Construction	Computer Aided Drafting (AAS)	74%	62%	79%	75%	54	42	78%	1	43	80%
Business Management & Administration	Accounting (AAS)	75%	58%	68%	79%	46	34	74%	2	36	78%
Business Management & Administration	Business Management & Marketing (AAS)	68%	57%	64%	66%	126	70	56%	3	73	58%
Health Science	Health Unit Coordinator (Diploma)	69%	43%	67%	53%	41	10	24%	5	15	37%
Health Science	Health Information Management (AAS/Diploma)	32%	31%	68%	58%	61	40	66%	5	45	74%
Health Science	Medical Assistant (AAS)	**	**	**	**	23	16	70%	1	17	74%
Health Science	Paramedic (AAS)	**	**	**	53%	49	26	53%	5	31	63%
Health Science	Pharmacy Technician (Diploma)	76%	51%	60%	61%	61	31	51%	2	33	54%
Health Science	Phlebotomy/Laboratory Assistant (Diploma)	58%	55%	73%	77%	31	12	39%	5	17	55%
Health Science	Practical Nursing (Diploma)	90%	41%	79%	76%	61	41	67%	5	46	75%
Health Science	Surgical Technology (Diploma)	89%	69%	73%	56%	31	24	77%	1	25	81%
Information Technology	Programming and Computer Networking (AAS/Diploma)	67%	62%	65%	64%	44	29	66%	2	31	70%
Information Technology	Programming/Application Development (AAS/Diploma)	**	**	**	57%	42	23	55%	3	26	62%
Law, Public Safety, Corrections & Security	Fire Science (AAS)	76%	70%	69%	70%	54	45	83%	0	45	83%
Law, Public Safety, Corrections & Security	Law Enforcement (AAS)	85%	56%	64%	63%	37	29	78%	1	30	81%
Law, Public Safety, Corrections & Security	Paralegal/Legal Assistant (AAS)	70%	63%	75%	76%	34	23	68%	0	23	68%
Manufacturing	Welding Manufacturing (AAS/Diploma)	64%	67%	77%	70%	77	44	57%	1	45	58%
Science, Technology, Engineering & Mathematics	Electrical & Electronic Technology (AAS)	50%	63%	87%	74%	81	53	65%	3	56	69%
Science, Technology, Engineering & Mathematics	Environmental Engineering Technician (AAS)	**	80%	92%	82%	48	33	69%	4	37	77%
Transportation, Distribution & Logistics	Collision Repair (AAS)	53%	64%	60%	48%	34	20	59%	1	21	62%
Transportation, Distribution & Logistics	Hot Rod Technology (AAS)	**	**	**	100%	5	1	20%	1	2	40%
Transportation, Distribution & Logistics	Transportation Technology (AAS)	44%	51%	65%	70%	105	53	50%	11	64	61%
	Program Prep	65%	68%	48%	42%	26	7	27%	1	8	31%
	<b>TOTALS (%)</b>			67%	65%	1171	706	60%	63	769	66%

\*\* New program no data available

\*\*\*Program Prep includes students preparing for programs

Baseline Retention Rate for Cluster: 59.98%



## Program Level Retention Strategy

**ISSUES:** WDT has the following programs below the watermark of 59.98% retention that have also been running for more than three years:

1. Business Management and Marketing (rate: 55.56%)
2. Pharmacy Technician (rate: 50.82%)
3. Phlebotomy/Laboratory Assistant (rate: 38.71%)
4. Health Unit Coordinator (rate: 24.39%)
5. Welding Manufacturing (rate: 57.14%)
6. Collision Repair (58.82%)
7. Transportation Technology (50.48%)

*Note: Paramedic and Programming/Application Development also fell below rate, but are in 2nd year  
Hot Rod Institute is in final program year, will be finished at conclusion of 2011-2012 school year*

### ANALYSIS:

**BMM:** The WDT students who are enrolled in the BMM courses on-campus have a much higher rate of retention than the on-line students. The on-campus retention rate was 60% while the online retention rate was 51%. The two combined created an overall retention rate of 58%. We do not see a retention issue with the on-campus courses at this time, but as always will continue to strive for higher numbers. WDT has an active Online Steering Committee that is working diligently on improving the quality of WDT online courses. The Committee is also developing courses that have the intent of better preparing students to be successful in online programs. One year ago, our online BMM retention was in the low 30% range. Retention has increased 20+ percent in the on-line BMM program since the Online Steering Committee efforts have been utilized. The Committee continues to seek improvement which should result in better retention in the future.

**PharmTech:** The program implemented an interview process for admission for the 2011-2012 academic year. The expectation is that this will provide an opportunity for additional advising so that students have a more comprehensive understanding of what the program requires and entails

**Phleb/Lab Asst:** Doesn't have the same acceptance criteria as some of the health programs, such as Surgical Tech or Practical Nursing. WDT has identified that several students sign up for the program because they didn't get into their first choice program or it was easier to get into Phlebotomy. Sometimes when students find out the curriculum is rather rigorous they'll drop or need to be withdrawn at the drop date. WDT will be working on an interview process and admissions for the Phlebotomy program to implement fall 2012.

**HUC:** This program has a new program lead that began fall 2011. WDT has identified that there is an on-going problem with this program that involves students who are undecided or are more interested in other programs such as Practical Nursing. The students start in HUC and then transfer to a Nursing program without finishing HUC. Students also decide that they are not as interested in a career in health as they thought after the first semester. WDT is working with the Nursing faculty to determine how to better present the pre-nursing students so that they do not enroll in the HUC program without intent to complete. WDT is also investigating the effectiveness of having an interview process for the HUC program that would be an additional advising opportunity for the program lead.

**Welding:** WDT is working with the program curriculum to align with Carnegie credit hours. This process is streamlining the curriculum and staffing as well as creating a more even work load for faculty, which should enhance curriculum delivery in the classroom. WDT is also working on remedial efforts for students. The expectation is that these efforts will result in better retention of the Welding student.

**Collision Repair:** Based on the retention data from last year WDT has implemented a diploma option for the Collision Repair program. The diploma option began fall 2011. This change is supported by the advisory committee as well. WDT will monitor the results of the change to a diploma option this academic year to determine if this is effective in retention.

**Transportation Technology:** The number of initial enrollment last year was abnormally high. WDT is monitoring and will follow through with contacting students to collect data regarding the withdrawal from the program. The plan for retention can then be data driven.



## ***Program Level Retention Strategy***

### **ACTION TAKEN:**

WDT provides pre-admissions information and services to students such as advising, placement testing, and career counseling. Once enrolled, students have a one-hour advising session with the instructors of their academic programs to gain clear expectations and guidance for their program area. Four weeks into the semester, grades are posted for advisors to review. At that time, students with poor grades are reached out to by their advisor to determine student needs such as tutoring. At mid-term, advising sessions are conducted with all students to address a variety of student needs, improvement, and academic planning. WDT values the relationships developed between faculty and student and views this as a primary retention factor. Faculty are required to have five office hours, but most go above and beyond. WDT has a climate of faculty accessibility by students. The majority of faculty are available throughout the day for students. WDT has an Academic Resource Center that provides free tutoring to students. The primary courses addressed are math, English, Accounting, and sciences, but free tutoring is provided for students in any course as needed. Ongoing monitoring of program enrollment is conducted to ensure that the program is maintaining enrollment. If enrollment is not at the normal levels or drop rates are high, data analysis is conducted to try to determine causes and possible corrections. Currently we are working on our remedial program as we have determined more than half of WDT students need remedial services of some kind. Several options are being discussed and plans for implementation will be summer or fall 2012.

If the issue is with a particular program then program data, via program review is gathered, meetings with the advisory board associated with the program are conducted, marketing, and other program factors are evaluated. Meetings with the faculty and any necessary marketing strategies are identified. Meetings with the students either currently enrolled or recently withdrawn are conducted in order to evaluate the issues associated with student exiting the program without successfully completing their program of study. Program improvement plans are drafted, implemented, and monitored to ensure effectiveness in implementing program improvement. Any formative adjustments are made during the program as deemed necessary; the program will be assessed on a summative basis to make long term adjustments as necessary.