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2a. Number of normalized completers:

2b. Number of weighted normalized completers (#1 x #2a)

3a. Number of normalized graduates:

3b. Number of weighted normalized graduates (#1 x #3a)

4. Total of normalized completers and graduates (2a + 3a):

5a. Number of normalized withdrawals:

5b. Number of weighted normalized withdrawals (#1 x #5a)

6. Total Leavers:

7. Comprehensive Graduation Ratios:

   a. For graduates only (Question #3a / #6)
   b. For graduates and completers (Question #4 / #6)

**Non-Programmatic Enrollment**

Do you have any non-programmatic enrollment in courses that are part of an approved program (not including "Non-Credit, Short-Term Program")?

- Yes
- No

1. Enrollment as of the beginning of this reporting period:
   0
2. Additions during the year:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) New starts: 0</td>
</tr>
<tr>
<td>b) Re-entries: 0</td>
</tr>
</tbody>
</table>

3. Total enrollment during the reporting period:

| 0 |

4. Of the total enrollment (#3 above), how many:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Enrolled without a high school diploma or equivalent? 0</td>
</tr>
<tr>
<td>b) Obtained a high school diploma or its equivalent while enrolled? 0</td>
</tr>
<tr>
<td>c) Enrolled in one or more courses through distance learning delivery mode? 0</td>
</tr>
</tbody>
</table>

5. Of the number of students enrolled in one or more courses through distance learning (#4c), how many:

<table>
<thead>
<tr>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Were at least partially on-ground students but enrolled in one or more distance learning courses 0</td>
</tr>
<tr>
<td>b) Were classified as fully online or 100% distance learning students? 0</td>
</tr>
</tbody>
</table>

**2012 CAMPUS DATA**

Link (URL) to web page with public disclosures:

www.rj.edu

Total number of 1-year programs:

1

Modified Total Enrollment in 1-year Programs:

1062

1. Enrollment as of the beginning of this reporting period, July 1, 2011:

2075

2. Additions during the year:
e) Withdrew to enroll in institution with common ownership? 0
f) Withdrew due to incarceration? 0

g) Withdrew due to death? 0
h) All other withdrawals? 590
i) Are still enrolled? 3106

9. Total Enrollment: 4312

10. Adjusted total unduplicated enrollment (Question #5 - #8e): 3250

11. Total graduates and completers (Question #8b + #8c): 616

12. Of the students listed in #11 above, how many enrolled without a high school diploma or equivalent? 0

13. Of the students in #8h above, how many withdrew for related employment? 0

14. As of the date this report was completed, how many of the students who completed or graduated were:

<table>
<thead>
<tr>
<th>Count</th>
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<tbody>
<tr>
<td>a) Placed in their field of study? 26</td>
</tr>
<tr>
<td>b) Placed in a related field? 0</td>
</tr>
<tr>
<td>c) Placed out of field? 0</td>
</tr>
<tr>
<td>d) Not available for placement due to pregnancy, death of other health-related situations? 0</td>
</tr>
<tr>
<td>e) Not available for placement due to continuing education? 590</td>
</tr>
<tr>
<td>f) Not available due to active military? 0</td>
</tr>
<tr>
<td>g) International students not available due to visa restrictions? 0</td>
</tr>
<tr>
<td>h) Completers and graduates from a stand-alone English as a Second Language Program? 0</td>
</tr>
<tr>
<td>i) Not available due to incarceration? 0</td>
</tr>
<tr>
<td>j) Not working? 0</td>
</tr>
</tbody>
</table>
Additions

a) New starts 2229
b) Re-entries 8

3. Total enrollment during the reporting period: 4312

4. How many students reported as part of the enrollment as of the beginning of this reporting period (Question 1) or as new starts (Question 2a) or re-entries (Question 2b) were reported a second time, either in the same program or a different program, as one of the following:
   a. Enrolled in a second program after completing the first 0
   b. Concurrently enrolled in two programs 1062

5. Total unduplicated enrollment during the reporting period (Question #3 – (#4a+#4b)): 3250

6. Of the total enrollment (#3 above), how many:

   a) Enrolled without a high school diploma or equivalent? 0
   b) Obtained a high school diploma or its equivalent while enrolled? 0
   c) Enrolled in one or more courses through distance learning delivery mode? 2768

7. Of the number of students enrolled in one or more courses through distance learning (#5c), how many:

   a) Were at least partially on-ground students but enrolled in one or more distance learning courses 2731
   b) Were classified as fully online or 100% distance learning students? 37

8. Of your institution's total enrollment, how many:

   a) Were enrolled in less than a full program? 0
   b) Completed a program? 0
   c) Graduated from a program? 616
   d) Withdrew due to active military service? 0
16. Indicate if your institution participated with a federal, state or local government entity (including GI Bill, JTPA, VOCREHAB, VEA or AEA), other company or organization whereby your institution was responsible for providing training to the contracted students, including students who were incarcerated at the time of training?

   Yes

   No

17. Did your institution participate in any third party contractual programs with another organization or educational institution whereby the other organization had the obligation to provide a portion of your students' training?

   Yes

   No

18. Does the institution participate in a consortium agreement with another entity?

   Yes

   No

19. Does the institution serve as a host institution under a consortium arrangement?

   Yes

   No

20. Is the consortium agreement among institutions operated by the owning corporation?

   Select...  

21a. Have there been any suits/legal actions, judgments, or settlements concerning the institution?

   Yes

   No

If yes, please explain below:

21b. Have there been any program reviews or I.G. audits during this period? (by the U.S. Department of Education)?
# RETENTION IMPROVEMENT PLAN

Please use this form (or format) for each program for which an improvement plan is required, and include it, or append it to, the Campus Effectiveness Plan.

| Campus Name & ACICS ID #, Program Name & Credential Level – One plan may be used to address more than one deficiency in a program’s outcomes (retention, placement and/or licensure pass rate). | Michigan Jewish Institute Main Campus 00023385  
Bachelors of Applied Science, Talmudic Law & Jurisprudence Certificate |
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<tr>
<td><strong>Data</strong> - Please include data on the relevant measure or measures from the last three CARs. Add any relevant information on graduate satisfaction, employer satisfaction, student learning outcomes or other topics which the campus finds useful.</td>
<td><strong>CIS/BIS Retention Trends</strong></td>
</tr>
<tr>
<td>Retention Rate</td>
<td>61.1%</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>55.8%</td>
</tr>
<tr>
<td><strong>Analysis</strong> - Please provide a narrative description, based upon a review of the data and information, of the reasons why the institution believes the rate(s) has fallen below the ACICS standard.</td>
<td>Overall, MJJ retention is still well above the targeted rate. While there was a 14.6% reduction from the previous year, this is seen as regression to the mean and not at all unexpected. The CEP team will continue to monitor these numbers throughout the 2012/13 academic year. On a programmatic level there were reductions that cannot be explained as merely normalization. The Talmudic Law and Jurisprudence Certificate program saw enrollment decreases to unusually low levels. As such, even one student dropping out has an extreme impact on annual retention rates. The CIS/BIS program is of the greatest concern as the enrollment is sufficiently large enough for such a drastic reduction (-41%) to be cause for alarm. At this point such a significant drop is seen by the CEP team as an indication of the worsening employment outlook for entry level business and/or computer degree holders. Many of our students simply cannot afford the opportunity cost of full time enrollment in school studying for a degree.</td>
</tr>
<tr>
<td><strong>Planned Activities</strong> - Please provide a narrative description of the activities the institution plans to take to raise the relevant rate(s). If the campus has submitted a previous plan, please describe how activities in that plan were implemented, why they have not</td>
<td><strong>CIS/BIS</strong>: The institute plans to add CIS/BIS BAS degree programs to the list of approved programs to be delivered via Distance Education. Dov Stein will submit the Distance Education Application for CIS/BIS BAS program. The new delivery method with expand the target for new student populations, increase the number of applicants to the program and positively impact retention rates.</td>
</tr>
</tbody>
</table>
yet achieved the desired outcome, and when that outcome will be reached.

| Talmudic Law & Jurisprudence: The institute plans to add a new, state of the art learning site to attract applicants from around the world to our Talmudic Law and Jurisprudence Certificate Program. Dr. Hershel Gardin will submit the application to ACICS for approval of a new learning site to house students in the Talmudic Law and Jurisprudence Cert. program. The new location will attract increased number of applications to the program and positively impact retention rates. |

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1 This Retention Improvement Plan was created in October 2012. At the time this supporting document was submitted in March 2013, the 10 Mile Rd. application had been submitted to ACICS and approved.