

STUDENT RETENTION PLAN

Introduction

Retention of students at Auburn Career Center (ACC) is intradepartmental; starting with the first contact staff or instructor. Maximizing student retention can be achieved through ongoing contact with instructors, administration. This is achieved by set academic milestones, intervention, and remediation throughout the training program, primarily in Auburn Practical Nursing and Public Safety programs with the goal to add this to the trades programs.

To maximize retention, Auburn Career Center administration, instructional staff, and support staff must:

- Identify student learning weaknesses either before or early on in their enrollment at Auburn with educational services (pretesting, tutoring (i.e. Aspire), instructor advising, etc.), classroom learning, and hands-on activities
- Identify student concerns related to their program or personal and/or work situations that may impact the student's attendance and achievement of their educational goals

Retention components

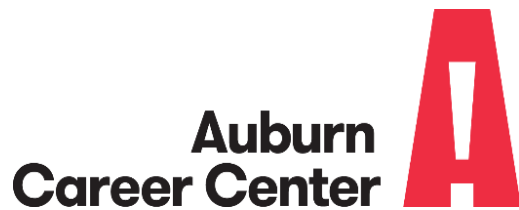
Auburn Career Center Mission Statement

Auburn Career Center provides an innovative career and technical education that empowers all learners to excel in the emerging workplace and enrich their community.

Retaining students requires:

- Each employees and student to demonstrate and trust core values: We believe:
 - People are personally responsible for their choices and actions.
 - Treating people with dignity and respect will enhance learning.
 - Attitude and goals drive achievement.
 - All people can learn.
 - All people can make a positive contribution.
 - Change is exciting and essential for growth.
 - Measuring student satisfaction with the classroom/laboratory environments, instructors, and tools needed for learning – with end of module and end of course surveys
 - Maintain effective classroom strategies as listed on final page of this plan
 - Students who are at risk financially, socially, academically or have other barriers will be monitored by Auburn staff throughout the program and suggest resources as much as possible
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Student Retention Continuum

Student retention begins with the first interaction between the student and a staff member, an instructor, or an administrator whether that is with a telephone conversation, an email, or a face-to-face meeting. While the offices of Admissions/Enrollment, Administration, Financial Aid, and Career Services are separate entities, each with a different focus, they collectively provide services/amenities that students need for achieving success.

Once the student is in the program, the instructor(s) plays a significant role in retention. When issues arise, the instructor, staff, and/or administrators must exhibit the following:

- Attentively listening and being nonjudgmental
- Being understanding by embodying the school philosophy
- Engaging the student in problem identification
- Being creative where necessary as possible to resolve student issues
- Being persistent with follow-through on student issues/concerns
- Students and Staff need to recognize that not all issues can be resolved in alignment with the student's request, but should focus on achieving the best outcome possible.

Ongoing Monitoring and Resolution

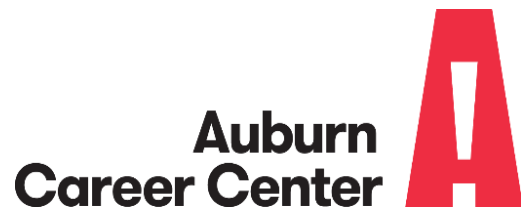
The program teachers, directors, financial aid coordinator and certifying veteran official all monitor daily attendance and grades submitted by the instructors. If issues are identified, the directors work with the instructor(s) to resolve them. If warranted based on the issue, the student can be referred to Aspire for available remediation training, and aid for skill improvement.

Measurement

The Career Coordinator and Adult Director report on the following data:

1. Student success data including applicants, enrollments, starts, completion, and career placement

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2. Retention data by program, including completion, placement, and licensure (CPL) data
3. Withdrawal numerical data by program

Training/Professional Development

Program Directors send staff to professional development as needed to assist the retention plan processes. This plan will be evaluated by faculty, staff and students on an annual basis.

Evaluation and results communicated to staff and instructors

This plan is evaluated, annually.

The Retention Plan will be revised, accordingly.

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Retention Strategies

Actions, Activities, or Circumstances Goal is to maintain student engagement starting with the enrollment process.

Examples: minimizing financial barriers by keeping programs affordable, providing scholarships and grants, finding employment, class scheduling, pretesting, classroom environment such as instructor's normal teaching style, tutoring availability, study group formation, etc.

Goal is to help a student who is becoming less engaged and/or is experiencing difficulties—personal or professional.

Examples: modified teaching style, additional tutoring, or more frequent study groups, instructor

Goal is to help a student work through withdrawal or find an alternative education pathway.

Examples: discussions and guidance from the instructor, directors or administration