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, student services, and/or administration. This is achieved by set academic milestones, intervention, and remediation throughout the training program.

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:

- All employee 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
- Having prevention, protection, and mitigation safeguards (see attached definitions) to keep the student engaged in the classroom

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- Actively tracking at-risk-students from admissions to completion with early intervention where needed with faculty notifications/input
- Reframing attrition by offering alternate training that would be a stepping stone toward the student's goals
- Following through on success plan components

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 Student 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 Student Services Coordinator monitors daily attendance and grades submitted by the instructors. If issues are identified, the Coordinator works with the instructor(s) to resolve them. If warranted based on the issue, the student can be referred to Aspire (tutoring) for available remediation training, and aid for skill improvement. If necessary, the coordinator will include directors and/or administrators, as needed, to facilitate student accountability.

Measurement

The Career and Student Services Coordinator is responsible for measurements, which include:

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
4. Withdrawal data categorized based on the reason for withdrawals. The root cause will be identified to the extent possible.

Training/Professional Development

The Student Services Coordinator will assist training new instructors on 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 Student Services Coordinator shares this plan for review and the previous year's data with the five-year trend data with staff, respective instructors, and program directors. This includes student success data, CPL, and withdrawal data delineated by the type of withdrawal—student withdrawal, financial withdrawal, student conduct withdrawal, administrative withdrawal, etc.—and any root cause analysis.

The Retention Plan will be revised, accordingly.

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Safeguard Definitions

Safeguards fall into three categories—prevention, protection, and mitigation:

Safeguard	Student status	Actions, Activities, or Circumstances
Prevention	Student is engaged.	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.
Protection	Student is becoming less engaged as evidenced by grades, attendance, and/or emotional factors.	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 and/or Student Services intervention, etc.
Mitigation	Student has disengaged and withdrawal, either student-initiated or Auburn-initiated, is the next step.	Goal is to help a student work through withdrawal or find an alternative education pathway. Examples: discussions and guidance from the instructor, Student Services, or Administration.

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