

Tri-County – Student Retention Plan

The quality of a Tri-County's educational experience is measured in part by student retention and graduation rates. Fundamentally, a student bases their decision to stay or to leave on a complex set of factors comprised of unique costs and benefits. Tri-County must identify factors that are shared by many students and over which our institutional activity can have influence. Then, we must develop or improve upon systems to mitigate the factors that lead to an unsuccessful experience at Tri-County. The Student Retention Plan provides steps to identify these factors and develop solutions that work within the framework of the Tri-County experience.

Analysis:

- a. Students that leave the program are identified along with the reason for leaving. Reasons for withdrawal can be categorized as financial, academic, personal, social or other. Understanding the reasons for withdrawal is the key to analyzing the effectiveness of retention strategies.
- b. Whenever possible the Student Withdrawal Survey should be completed by the student. If the student cannot fill out the survey faculty or staff should fill out the survey immediately upon withdrawal. The survey will be uploaded into the student record management database for future reference.
- c. At the end of June of each year, after program completion, a list of students that left the programs will be created with the reason for withdrawal. Faculty and staff will review the list to determine what could have been differently with each student in order to retain them to program completion.
- d. Based on the findings of the review strategies will be reviewed and modified as warranted.

2. Retention Strategies:

- a. Faculty connection- All instructors should meet either individually with each student in the program or in small groups within the first two weeks to create a comfort level with students before any issues arise.
- b. Learning Communities/Study Groups- Learning communities/study groups provide students both academic and social support. Instructors should encourage the formation of these groups within each program within the first two weeks of school as they lead to higher academic achievement and stronger sense of community that leads to improved performance.
- c. Academic Support- Instructors need to remind students to take advantage of your scheduled extra help. Students struggling academically shall receive verbal and written

warnings of the instructors concerns about the students' progress. Upon meeting with the student, a plan will be agreed upon with the student for remedial support services from the instructor.

- d. Social Support- Students with identified social, emotional, or personal issues should be directed to the school adjustment counselor or school social worker for support. Students should be referred as soon as faculty and/or staff are aware of any issues.
- e. Financial- Students concerned with financial issues should be directed to discuss these issues with the Adult Education Director for possible support opportunities.

3. Evaluation:

- a. This plan shall be evaluated by faculty annually for strategy effectiveness. Adjustments, additions or modifications shall be made and the new plan published accordingly.
- b. This plan shall be published on the Tri-County website for faculty and student access.
- c. Comments or suggestions for the plan may directed to the Adult Education Office in writing.