



# Retention Plan

## **Mission Statement:**

The mission of Manatee Technical College is to produce highly skilled individuals and resourceful leaders through collaborative education to meet the ever-changing needs of our communities and the workforce.

## **Vision Statement:**

The vision of Manatee Technical College is to be recognized as a leader in transforming people's lives through quality education.



**Retention Plan**

Purpose: The retention committee will implement outreach efforts to increase and sustain enrollment at Manatee Technical College (MTC). These initiatives will include, but are not limited to, strengthening strategic partnerships, hosting campus events and tours, initiating Signal Vine/email campaigns, increasing dual enrollment efforts, and making use of strategic marketing through social media. In addition to an increased MTC presence in our local high schools/middle schools, our plan includes partnerships with college and career advisors who actively outreach to graduating seniors with a communication plan highlighting the benefits of a technical education and its' articulating career pathways.

## **Focus Strategies to improve Student Retention**

### **1. Strategic Hiring**

Manatee Technical College prioritizes strategic and efficient hiring practices. Vacancies are published early in the school year to generate a large and talented applicant pool. Manatee Technical College utilizes the School District of Manatee County Human Resources team to ensure integrity and consistency in the process.

### **2. Strategic Partnerships**

MTC works with strategic community partners and stakeholders including local business and industries, trade associations, Veterans' organizations, the Chamber of Commerce, EDC, and CareerSource Suncoast to develop programs that encourages adult student success and workforce readiness at MTC. MTC and Career Source Suncoast partnership allow for specialized resource center located on the Main Campus to customize student support and provide direct access to workforce employment services. In addition to on-campus seminars, expos, and job fairs, MTC continues to work with local businesses to address community needs for continuing education and fast-track courses.

### **3. Marketing and Events**

The marketing and events team has developed a calendar of events for the school year along with a communication plan promoting each event. The intent of such a calendar is to focus our outreach efforts and allow ample time for planning, as the success of these events is contingent upon staff cooperation and pro-active marketing efforts. The committee understands the need to coordinate and streamline these efforts by implementing a process that encourages the schools and the community to adhere to, prior to participation.

### **4. Retention Committee**

The Manatee Technical College Retention Committee is comprised of volunteer members of faculty and staff. The Retention Committee meets monthly to discuss methods of increasing student retention and satisfaction. The Retention Committee Chairperson reports discussion, ideas, and strategies back to the administration team for review and changes are implemented accordingly.

### **5. Student Retention Survey**

A student retention survey is sent via email to students who have left the program early before achieving completion status. Collecting data on key indicators of students who have struggled with

poor attendance or not earning enough credits, provides awareness of student retention rates by gaining a deeper understanding of why students are most likely to drop out. The goal of the student retention survey is to measure student satisfaction and program effectiveness. These crucial insights help empower us to act quickly and address issues right away as well as to optimize ongoing programming efforts. The student retention survey data is analyzed by both administration and the retention committee and results are shared with faculty and staff.

## **6. Work-Based Learning**

Manatee Technical College provides work-based activities to their students in many programs which has been proven to increase student engagement and retention. Work-based activities are required by some program standards and optional for others. They are actively encouraged by all programs and aid as a path to employment. The work-based portion of any program enhances and applies the instructional competencies learned in the classroom. Students develop interpersonal, communication skills, real-world hands-on training and employability/soft skills needed to secure a position in the world of work.

Work-based activity sites are approved by the School Board of Manatee County for some externships in the medical and public service programs. These work-based activity agreements are signed by the School Board and the agencies themselves. Students are assigned to sites by their instructors or by the lead instructors. Other work-based activity programs are coordinated by the instructors for the students, such as Industrial Cooperative Education and Business Cooperative Education (ICE/BCE). In this on-the-job training, the instructor collaborates with assigned site personnel to ensure that students meet identified curriculum competencies and has the authority to discontinue the training of any student if deemed appropriate.

Students in a paid work-based activity location communicate with their instructor who coordinates with the students' supervisor to assure program competencies are met. Pre-defined goals are established prior to the work-based activity onset. An agreement is signed by the student, instructor, and work-based site supervisor.

### **Objectives**

1. Apply competencies learned in the classroom to the work-based site.
2. Demonstrate employability skills.
3. Apply management skills in the workplace.
4. Demonstrate positive human relations and leadership skills in the workplace.
5. Demonstrate ethical business behavior.

### **Evaluations**

1. The work-based site will complete an evaluation of the student to be submitted to the instructor at intervals determined by the program instructor. Students are ranked on their personal and professional traits, work habits and abilities.
2. Students complete an evaluation upon completion of the work-based activity based on their experience with the agency and effectiveness of the activity.
3. All final evaluations are the program instructor's responsibility, based on instructor observations and the student's work-based activity supervisor's input.

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