

**Assessment of Program Success Factors**

**An Aspire Retention Tool**

This project was originally created by the Southwest Ohio ABLE Resource Center in 1999 and was supported by the United States Department of Education and the Ohio Department of Education with funds provided under Section 353 of the Adult Education Act P.L. 100-297 as amended. Updates to the project were made in 2022 by the Aspire Professional Development Network with funding from the United States Department of Education and the Ohio Department of Higher Education through the Workforce Innovation and Opportunities Act. The opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education, Ohio Department of Education, or Ohio Department of Higher Education, and no official endorsement by these offices should be inferred.

**Ohio Professional Development Network www.ohioaspire.org**

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**RATIONALE:**

Student retention is a complex issue and is not the result of any one program factor or strategy. "Good" retention is the end result of quality instruction and strong support systems that enable students to attend class long enough and consistently enough to achieve their goals. Programs control many of the conditions that affect student attrition rates and a successful retention effort requires a serious commitment by all staff members of time, energy and belief. *Conducting a regular program evaluation that ties to planning and revision, is an effective* ***starting point*** *for programs committed to student success.*

**PURPOSE:**

The purpose of this assessment instrument is two-fold. It will provide Aspire practitioners with a tool to assess and analyze individual program elements in order to identify strengths and needs. It will also help practitioners identify practices and strategies that lead to successful implementation of Ohio's Indicators of Program Quality. While this self-assessment does not yield a "score," it does offer a comprehensive and systematic method to evaluate and analyze program variables. This information can be used to develop retention objectives that reflect program-specific needs and individuality, and guide the development of a successful retention plan.

**SUGGESTED USE:**

For the most effective use of this instrument, it is recommended that this program self­assessment be completed in its entirety. Although some of the questions may relate more to the specific role that one assumes in the Aspire program (e.g. administrator, teacher, support staff), it is important that all staff answer all the questions from their perspective and to the best of their ability. Remember that this assessment does not have to be shared with anyone and that the effectiveness and validity of this retention tool will depend on the degree of commitment and honesty when responding to the evaluation statements.

**INSTRUCTIONS:**

Answer each statement with one of the following responses:

**Usually**  Your program usually and systematically does this.

**Sometimes** Your program sometimes does this, but not consistently or systematically.

**Rarely**  Your program rarely or never does this.

|  |  |  |  |
| --- | --- | --- | --- |
| Program |  | Date |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **Student Achievement** | **Usually** | **Sometimes** | **Rarely** |
| 1 | Assessment of a new student***is not*** their first activity in the program. |  |  |  |
| 2 | In addition to standardized tests, our program uses non-standardized assessment methods such as student portfolios, textbook tests, and observation. |  |  |  |
| 3 | Students have a procedure for routinely monitoring and recording their progress (e.g. charts, checklists). |  |  |  |
| 4 | Teachers use a process that systematically assesses learners' gains or changes at established intervals. |  |  |  |
|  | Assessment includes evaluation of: |  |  |  |
| 5 | * Life skills |  |  |  |
| 6 | * Learning styles |  |  |  |
| 7 | * Soft skills (e.g. problem solving, communication, and personal qualities) |  |  |  |
| 8 | Assessment captures authentic performance. |  |  |  |
| 9 | Our program has informal and formal student recognition systems for achievement, attendance, and commitment. (e.g. ceremonies, bulletin boards, certificates, social media) |  |  |  |
| 10 | Our program has a process in place and instrument to measure and document life skills. |  |  |  |
| 11 | Teachers provide opportunities for students to share and demonstrate academic skills (e.g. presentations, displays, letter writing, publications). |  |  |  |
| 12 | Students and teachers cooperatively develop individual learning plans using the student's reasons for participation and assessment results. |  |  |  |
| 13 | Individual learning plans include setting realistic long- and short-term learning goals. |  |  |  |
| 14 | Students are encouraged to identify and value their own life skills. |  |  |  |
| 15 | Because students' goals change, teachers and students meet regularly to review students' progress and make goal revisions. |  |  |  |
|  | **To get an overall view of your performance for this indicator, total the marks in each of the three columns.** |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2** | **Physical Environment** | **Usually** | **Sometimes** | **Rarely** |
| 1 | Community data is collected, maintained, and used to determine the best locations for sites. |  |  |  |
| 2 | Classrooms are of adequate size and number for the program's instructional services. |  |  |  |
| 3 | All instructional sites are located near where the target population lives. |  |  |  |
| 4 | Instructional sites are accessible to persons with disabilities. |  |  |  |
| 5 | All classrooms are easy to locate and access and have appropriate signage. |  |  |  |
| 6 | All instructional sites are safe. |  |  |  |
| 7 | Classrooms are clean and in good repair. |  |  |  |
| 8 | Classrooms are free from clutter and hazards. |  |  |  |
| 9 | Classrooms are temperature-controlled for comfort. |  |  |  |
| 10 | Accommodations are made for special needs learners (e.g. low noise or low light study areas). |  |  |  |
| 11 | Space is appropriate for the full range of program activities including individual conferences and large and small  group instruction. |  |  |  |
| 12 | Classroom tables and chairs are moveable, supporting a range of grouping strategies and teaching/learning activities. |  |  |  |
| 13 | Staff annually evaluates physical environments with a checklist or survey. |  |  |  |
| 14 | Adequate facilities and resources are provided for teachers, including storage space for supplies and materials and  access to computers and photocopy machines. |  |  |  |
|  | **To get an overall view of your performance for this indicator, total the marks in each of the three columns.** |  |  |  |

| **3** | **Program Planning and Administration** | **Usually** | **Sometimes** | **Rarely** |
| --- | --- | --- | --- | --- |
| 1 | A mission statement exists that defines the program's role and purpose, the population served, the nature of services provided, and the guiding principles and philosophies. |  |  |  |
| 2 | Written policies are employed that address all aspects of program functioning, including personnel, organizational  structure, and funding. |  |  |  |
| 3 | The program's philosophy and mission are translated into a written work plan with clearly articulated job duties and  expectations, clear outline of processes and policies, and a collaborative planning process that involves all staff. |  |  |  |
| 4 | Program plans clearly articulate action steps, timelines, and persons responsible for implementation. |  |  |  |
|  | Our program uses the following mechanisms for short- and long-term planning and evaluation: |  |  |  |
| 5 | * checklist or other tool |  |  |  |
| 6 | * focus groups |  |  |  |
| 7 | * use of outside consultants |  |  |  |
| 8 | * peer review |  |  |  |
| 9 | * agency retreats |  |  |  |
| 10 | * Advisory Committee meetings |  |  |  |
| 11 | Our Aspire Advisory Committee meets a minimum of twice a year. |  |  |  |
| 12 | Our Aspire Advisory Committee is representative of all our stakeholders. |  |  |  |
| 13 | We ensure that our program services meet community needs by gathering data through surveys and other community interaction. |  |  |  |
| 14 | Our program collaborates with other members of the literacy community to address common issues and available  services. |  |  |  |
| 15 | Supervisor and staff roles and responsibilities are clearly communicated. |  |  |  |
|  | Ongoing staff support and guidance are provided through: |  |  |  |
| 16 | * regular staff meetings |  |  |  |
| 17 | * observation and feedback |  |  |  |
| 18 | * supervisory conferences |  |  |  |
| 19 | * opportunities for informal exchange among staff |  |  |  |
| 20 | * adequate preparation time |  |  |  |
| 21 | Our staff meets four or more times per year. |  |  |  |
| 22 | All staff members have the opportunity and are encouraged to share ideas, information, and expertise (e.g.  suggestion boxes, "sound off” meetings). |  |  |  |
|  | There are processes in place that ensure clear and timely communication: |  |  |  |
| 23 | * between administration and staff |  |  |  |
| 24 | * between students and staff |  |  |  |
| 25 | * between staff members and support staff |  |  |  |
| 26 | * among staff members |  |  |  |
| 27 | Each site offers an adequate number of instructional hours to support student progress. |  |  |  |
| 28 | Class schedules are determined by student needs, not by staff convenience. |  |  |  |
| 29 | Program planning includes staff, learners, and other community or advisory board members. |  |  |  |
| 30 | Our program plan is shared with all staff. |  |  |  |
| 31 | All program staff participates in a yearly program evaluation. |  |  |  |
| 32 | The program demonstrates congruency between planned and actual activities. |  |  |  |
| 33 | Our program has a comprehensive, structured orientation/intake process. |  |  |  |
| 34 | The program atmosphere is organized, welcoming, and respectful for entering students. |  |  |  |
| 35 | Our orientation process is separate from the daily scheduled classroom teaching/learning environment. |  |  |  |
| 36 | Intake/Orientation is mandatory for each new student. |  |  |  |
|  | During orientation there is a structured exchange of information that determines the students': |  |  |  |
| 37 | * goals |  |  |  |
| 38 | * needs |  |  |  |
| 39 | * interests |  |  |  |
| 40 | * personal histories |  |  |  |
| 41 | * barriers to participation |  |  |  |
| 42 | * need for referral |  |  |  |
| 43 | * exploration of postsecondary education and training options |  |  |  |
| 44 | Entering students are given accurate oral and written information to determine whether the program can meet their needs, goals, and expectations. (i.e. program philosophy and goals, instructional services, schedules, attendance policy, and other requirements) |  |  |  |
| 45 | Our program gears the orientation/intake process toward program completion encouraging students to recognize the relationship between consistent attendance and achievement. |  |  |  |
| 46 | Our program has established ways to integrate students into the program/learning environment (e.g. ice breakers, peer mentoring, buddy system). |  |  |  |
|  | During the orientation/intake period |  |  |  |
| 47 | * students' doubts, hesitations, and/or anxieties about learning are acknowledged, and students are encouraged to believe in their ability to succeed. |  |  |  |
| 48 | * students are encouraged to make a commitment by making a student learning contract |  |  |  |
| 49 | * instruction on the goal setting process and setting long- and short-term goals takes place |  |  |  |
| 50 | * incoming students are informed of available support services and appropriate referrals are made |  |  |  |
| 51 | * all students' academic skills are assessed and used to guide initial placement and development of learning plans |  |  |  |
|  | **To get an overall view of your performance for this indicator, total the marks in each of the three columns.** |  |  |  |

| **4** | **Curriculum and Instruction** | **Usually** | **Sometimes** | **Rarely** |
| --- | --- | --- | --- | --- |
| 1 | All staff members have the educational backgrounds, experience, and interpersonal skills appropriate to their responsibilities. |  |  |  |
| 2 | Teachers are given regular and comprehensive feedback about their instruction from their supervisor. |  |  |  |
| 3 | The curriculum is academically challenging and covers a broad range of instructional levels. |  |  |  |
| 4 | Our program uses at least one life skills curriculum that serves a range of learning levels. |  |  |  |
| 5 | Our program selects curriculum and instructional methods based on the needs and goals of the student. |  |  |  |
| 6 | Our program uses real life materials to foster applied learning (e.g. newspapers, maps, work-related materials) |  |  |  |
| 7 | Teachers model and encourage the use of manipulatives and hands-on learning (e.g. calculators, squares, cubes, project- or inquiry-based learning). |  |  |  |
| 8 | Instruction incorporates a variety of technologies (e.g. calculators, videos, computers). |  |  |  |
| 9 | Teachers use curriculum that emphasizes learning and problem-solving strategies (e.g. KWL, DRTA) |  |  |  |
|  | Our program uses the findings from the students' various assessments to guide: |  |  |  |
| 10 | * initial placement |  |  |  |
| 11 | * curriculum selection |  |  |  |
| 12 | * methods of instruction |  |  |  |
| 13 | * movement within or outside of the program |  |  |  |
| 14 | Teachers have adequate knowledge of the different intelligences and consider them in the planning of instruction. |  |  |  |
| 15 | Teachers explain learning styles and use appropriate accommodations with students. |  |  |  |
| 16 | Teachers have knowledge of relevant learning theories and instructional methods (for adult learners) and apply that knowledge to student instruction. |  |  |  |
| 17 | Teachers recognize and plan for learning plateaus. |  |  |  |
|  | Teachers have a repertoire of teaching strategies that they use on a regular basis: |  |  |  |
| 18 | * instructor-centered (i.e. lecture) |  |  |  |
| 19 | * individualized teaching techniques (e.g. computer work or individualized learning) |  |  |  |
| 20 | * interactive methods (e.g. class discussion, group projects, and peer and cooperative learning) |  |  |  |
| 21 | Teachers display empathy and concern for their students. |  |  |  |
| 22 | Teachers have high expectations of students. |  |  |  |
| 23 | Teachers interact with students in a variety of ways including direct instruction and facilitation of individualized and cooperative learning. |  |  |  |
| 24 | Teachers provide opportunity for students to learn from each other in group activities. |  |  |  |
| 25 | Teachers give students immediate and frequent feedback on their learning progress. |  |  |  |
| 26 | Teachers use community resources as a learning vehicle (e.g. libraries, field trips, guest speakers). |  |  |  |
| 27 | Teachers maximize learner involvement and encourage self-directed learning. |  |  |  |
| 28 | Teachers display patience and are willing to explain material as many times as needed for the student's comprehension. |  |  |  |
| 29 | Teachers give clear, simple explanations about concepts, materials, and learning objectives. |  |  |  |
| 30 | Teachers draw upon the learners' experience through the use of discussions, problem solving exercises, group work,  scenarios, and role playing. |  |  |  |
| 31 | Teachers provide interdisciplinary instruction (e.g. using writing in a math lesson, math in a reading lesson). |  |  |  |
| 32 | Teachers emphasize the practical application of learning and relate learning to the life situations of the learner. |  |  |  |
| 33 | Teachers clearly communicate to the student the purpose, structure, and logic of a given assignment. |  |  |  |
| 34 | Teachers recognize students as a primary learning resource and provide an opportunity to share their experiences and to work together in class |  |  |  |
| 35 | Universal Design is incorporated into instruction. |  |  |  |
|  | **To get an overall view of your performance for this indicator, total the marks in each of the three columns.** |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5** | **Professional Development** | **Usually** | **Sometimes** | **Rarely** |
|  | Our program has policies and procedures that ensure opportunities for all staff to attend appropriate training and staff development activities, including: |  |  |  |
| 1 | * release time |  |  |  |
| 2 | * a professional development coordinator |  |  |  |
| 3 | * a time for discussion of professional development at each staff meeting |  |  |  |
| 4 | Our program requires that all staff meet the ODHE/Aspire professional development requirements and maintains written documentation and outcomes. |  |  |  |
| 5 | The ODHE Program Improvement and Consultation Plan (PICP) evolves out of a long-range plan that is driven by the  needs of the program and staff and reflects major federal and state initiatives. |  |  |  |
| 6 | All staff is familiar with the resources, assistance, and services offered by the Aspire Professional Development Network. |  |  |  |
| 7 | All new staff complete new hire PD within the required timeframes. |  |  |  |
| 8 | All new Aspire staff receive a local orientation prior to assuming full position responsibilities. |  |  |  |
| 9 | All staff are formally evaluated in writing each fiscal year. |  |  |  |
| 10 | Our program fosters collaboration and communication among staff and has regularly scheduled opportunities for staff to share information, ideas, and expertise. |  |  |  |
| 11 | Staff achievements and contributions are valued, and there are procedures for sharing and recognizing their  accomplishments. |  |  |  |
|  | **To get an overall view of your performance for this indicator, total the marks in each of the three columns.** |  |  |  |

| **6** | **Support Services** | **Usually** | **Sometimes** | **Rarely** |
| --- | --- | --- | --- | --- |
|  | Our program administration provides the following ongoing staff support and guidance: |  |  |  |
| 1 | * regular staff meetings |  |  |  |
| 2 | * observation and feedback on classroom practices |  |  |  |
| 3 | * opportunities for informal exchange among staff |  |  |  |
| 4 | Our program has a clear and effective decision-making process that allows for staff input. |  |  |  |
|  | Our program has a clear process for identifying and recording the following student support service needs: |  |  |  |
| 5 | * personal and/or family |  |  |  |
| 6 | * educational |  |  |  |
| 7 | * career |  |  |  |
| 8 | Our program has an established and clearly communicated process for addressing student support needs (referral,  documentation, follow-up). |  |  |  |
| 9 | Each of our staff has a written list of support services available to our students. |  |  |  |
|  | Our program uses the following procedures, strategies, and activities to encourage participation: |  |  |  |
| 10 | * counselors and/or advisors for students |  |  |  |
| 11 | * career planning assistance |  |  |  |
| 12 | * student family activities |  |  |  |
| 13 | * childcare and transportation options |  |  |  |
| 14 | Our program shares resources, information, and expertise with providers of related services (e.g. child care and counseling) and with the larger literacy community |  |  |  |
| 15 | Our program maintains an "early alert" system that identifies and applies special strategies to high-risk students |  |  |  |
| 16 | In the classroom, activities and other opportunities are provided for learners to get acquainted, establish rapport with fellow students, and form student support systems. (e.g. student bulletin boards, topical discussions) |  |  |  |
| 17 | Teachers work with students to develop problem-solving and coping strategies to address personal barriers. |  |  |  |
| 18 | Our program recognizes and builds upon students' strengths and experiences (e.g. transferable skills inventories, interest inventories, value and priorities activities, aptitude tests). |  |  |  |
|  | **To get an overall view of your performance for this indicator, total the marks in each of the three columns.** |  |  |  |

| **7** | **Program Promotion and Recruitment** | **Usually** | **Sometimes** | **Rarely** |
| --- | --- | --- | --- | --- |
|  | Our program implements a formal recruitment plan which includes: |  |  |  |
| 1 | * written materials (e.g. flyers, posters, brochures) |  |  |  |
| 2 | * contact with community agencies |  |  |  |
| 3 | * use of local media |  |  |  |
| 4 | * participating in community events |  |  |  |
| 5 | * social media |  |  |  |
|  | Our recruitment plan considers the needs and objectives of the following: |  |  |  |
| 6 | * prospective students and the community |  |  |  |
| 7 | * our program |  |  |  |
|  | Our recruitment materials and activities: |  |  |  |
| 8 | * portray the program accurately |  |  |  |
| 9 | * inform prospective students of services and expectations |  |  |  |
| 10 | * remain consistent with program philosophy |  |  |  |
| 11 | Our recruitment process enables students to self-screen for suitability, success, and appropriateness of program. |  |  |  |
| 12 | Our program tracks how students learned about the program and assesses the effectiveness of different recruitment strategies. |  |  |  |
| 13 | Our recruitment plan is monitored, evaluated, and revised as needed based on community and program  needs. |  |  |  |
| 14 | All staff have the knowledge and the interpersonal skills to respectfully and accurately provide program information (e.g. services, registration, and referrals). |  |  |  |
| 15 | Community organizations that refer our students understand our mission, can explain it, and have accurate, current,  print material about the program services. |  |  |  |
|  | **To get an overall view of your performance for this indicator, total the marks in each of the three columns.** |  |  |  |

| **8** | **Transitions** | **Usually** | **Sometimes** | **Rarely** |
| --- | --- | --- | --- | --- |
| 1 | Our program operates within the Transitions Framework. |  |  |  |
| 2 | Our program has an MOU for the workforce development system in our area. |  |  |  |
| 3 | Our program has a copy of our local workforce development plan. |  |  |  |
| 4 | Our program partners with local postsecondary education institutions and the workforce. |  |  |  |
| 5 | Our program maintains partnership agreements with ODHE and local community partners. |  |  |  |
| 6 | Our program seeks out partnerships and coordinates services as much as possible. |  |  |  |
| 7 | Our program collaborates with partners to build capacity and share resources for the benefit of all partners. |  |  |  |
| 8 | Our program follows a career pathways plan. |  |  |  |
|  | Our career pathways plan |  |  |  |
| 9 | * aligns with the skill needs of industries in the local economy |  |  |  |
| 10 | * prepares students to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships. |  |  |  |
| 11 | * includes advising to support individuals in achieving education and career goals |  |  |  |
| 12 | * includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster |  |  |  |
| 13 | * organizes education, training, and other services to meet the needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible |  |  |  |
| 14 | * enables an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential |  |  |  |
| 15 | * helps an individual enter or advance within a specific occupation or occupational cluster |  |  |  |
| 16 | * is used as a strategic planning tool |  |  |  |
| 17 | Our program has an Integrated Education and Training (IET) program. |  |  |  |
| 18 | Our program has established partnerships with occupational training providers for delivering an IET. |  |  |  |
| 19 | Our program tracks student enrollment in postsecondary education and training. |  |  |  |
| 20 | Our program tracks when students obtain employment. |  |  |  |
| 21 | Our teachers provide instruction designed to address the gaps in knowledge and skills for success in postsecondary education and the workplace (e.g., algebra, reading, critical thinking). |  |  |  |
| 22 | Our students have access to career evaluation, counseling, and advising. |  |  |  |
| 23 | Our program has a devoted staff member to delivering transitions services. (e.g. counselor, transitions specialist, transitions coordinator, career navigator) |  |  |  |
| 24 | Our transitions staff (career navigator/transitions coordinator) provides supports to all staff and students. (e.g. counseling, advice, instruction) |  |  |  |
| 25 | Our program has career pathways classes. (e.g. bridge, college prep, workplace education) |  |  |  |
| 26 | Our program has specialized programs. (e.g. Integrated Education & Training, Apprenticeships, Adult Diploma) |  |  |  |
| 27 | Our program partners with the local One-Stop delivery system (OhioMeansJobs). |  |  |  |
| 28 | All students at all levels have access to transitions services. |  |  |  |
| 29 | All students at all levels are introduced to career awareness. |  |  |  |
| 30 | Teachers are encouraged to include career awareness into instruction. |  |  |  |
| 31 | Teachers are provided with career pathways planning information to direct or refer students. |  |  |  |
| 32 | Our program’s curriculum is designed to prepare students for success in college and career. |  |  |  |
|  | **To get an overall view of your performance for this indicator, total the marks in each of the three columns.** |  |  |  |

| **9** | **Retention Implementation Practices** | **Usually** | **Sometimes** | **Rarely** |
| --- | --- | --- | --- | --- |
| 1 | Our program uses a variety of methods to collect data on student retention (e.g. interviews, attendance records, critiques of successful sites). |  |  |  |
| 2 | Our program reviews data for attendance patterns (e.g. learning plateaus, highest and lowest attendance periods). |  |  |  |
| 3 | Our program has a process to measure annual retention rates. |  |  |  |
| 4 | Our program focuses on retention in the design of each program element (e.g. programmatic, external, student, and  cultural issues). |  |  |  |
|  | Our program has well-established and clearly-communicated expectations for staff and students concerning: |  |  |  |
| 5 | * attendance |  |  |  |
| 6 | * length of stay/participation |  |  |  |
| 7 | * achievement goals and expectations |  |  |  |
| 8 | * program completion |  |  |  |
| 9 | Our program conducts a regular program evaluation process that is used to develop our program retention plan. |  |  |  |
| 10 | Our program regularly evaluates the impact of program changes on student retention rate. |  |  |  |
| 11 | Our staff identifies program retention priorities and develops activities and timelines for implementation and  evaluation. |  |  |  |
| 12 | Our program has a system designed to bring students back into the program (e.g. written and oral communications). |  |  |  |
| 13 | Our staff has attended training on retention strategies. |  |  |  |
| 14 | There is a designated person or people who coordinate the program retention efforts. |  |  |  |
| 15 | Our program includes discussion of retention issues on each staff meeting agenda. |  |  |  |
| 16 | Students are allowed to participate in the design and evaluation of program services. |  |  |  |
| 17 | Our program has in place a plan to address the needs of at-risk students, such as a past schooling inventory, grouping strategies, and follow-up. |  |  |  |
|  | **To get an overall view of your performance for this indicator, total the marks in each of the three columns.** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Adult Student Attrition Patterns** (add program-specific in blank cells) | **Yes** | **No** |
| 1 | Many of my students register for class but never attend a session. |  |  |
| 2 | Many of my students leave the program/class after attending the first class session. |  |  |
| 3 | Many students drop out of the program/class within two weeks of their enrollment. |  |  |
| 4 | Many of my students leave the program/class after holiday or program breaks. |  |  |
| 5 | Underrepresented students drop out of my program/class more than other student populations. |  |  |
| 6 | A higher percentage of males leave my program/class before completing their goal than do females. |  |  |
| 7 | A higher percentage of females leave my program/class before completing their goal than do males. |  |  |
| 8 | Younger students drop out of my program/class more often than other age groups. |  |  |
| 9 | Older students drop out of my program/class more often than other age groups. |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| 14 |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Comments** | | | | | | |
|  | | | | | | |
|  | **Frequently Cited Barriers to Student Participation** | | | | | |
|  |  | | | | | |
|  | **Student achievement** | | **Curriculum and instruction** | | **Professional development** | |
|  | Lack of progress |  | Assessment issues |  | Instructor knowledge |  |
|  | Unrealistic goals |  | Curriculum not helpful |  | Instructor interactions |  |
|  | Unrealistic expectations |  | Class too difficult |  | Teaching style |  |
|  | Student priorities |  | Class too easy |  | Class structure |  |
|  | Assessment results |  | Instruction not helpful |  | Instructional methods |  |
|  | Cultural issues |  | Not enough technology use |  |  |  |
|  | **Physical environment** | | **Support services** |  | **Program promotion and recruitment** |  |
|  | Classroom setup |  | Child care |  | Not what was expected |  |
|  | Class environment |  | Transportation |  | Site location change |  |
|  | Classroom composition |  | Family issues |  | Class schedule change |  |
|  | **Program planning and administration** | | Health Issues |  |  |  |
|  | Operating hours |  | Substance abuse |  | **Transitions** |  |
|  | Class availability |  | Self-esteem issues |  | Work schedule |  |
|  | Program expectations |  | Referrals not available |  | Services not available |  |
|  | Staff interactions |  |  |  | Advising/counseling not available |  |

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| --- |
| **Comments** |
|  |

**Retention Success Factor Summary**

**Directions**

* + - * + Record the number of responses from each Indicator in the chart below.
        + Use the information to identify and prioritize improvement areas

and outline a Success Factor Action Plan.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Indicator of Program Quality** | Total number of questions | Number of **Usually**  answers | Number of **Sometimes**  answers | Number of **Rarely**  answers | Priority rank |
| 1 | Student achievement | 15 |  |  |  |  |
| 2 | Physical environment | 14 |  |  |  |  |
| 3 | Program planning and administration | 51 |  |  |  |  |
| 4 | Curriculum and Instruction | 35 |  |  |  |  |
| 5 | Professional development | 11 |  |  |  |  |
| 6 | Support services | 18 |  |  |  |  |
| 7 | Program promotion and recruitment | 15 |  |  |  |  |
| 8 | Transitions | 32 |  |  |  |  |
| 9 | Retention implementation practices | 17 |  |  |  |  |

**Success Factor Action Plan**

|  |  |
| --- | --- |
| **Targeted indicator** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable outcome desired** | **Strategies for outcome completion** | **Timeframe** | **Outcome** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |