

# NFC Allied Health Student Retention Plan



**North Florida College Allied Health  
Student Retention Plan**

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## **NFC Allied Health Student Retention Team**

Robin Pearson MSN, RN – RN Bridge Instructor, Chairman

Julie Townsend DNP, RN - Allied Health Director

Amanda Williams BSN, RN – LPN Instructor

James D. Holland PhD – BSN Instructor

## **Academic Student Success Resources**

Academic Success Center – Elizabeth Gonzales

SMARTTHINKING – Elizabeth Gonzales

Tutor Lab – Peer Tutoring

SAMS (Specific to program that require TABE testing)

Contracted free counseling services

## ***NFC Shared Vision***

To be our communities' first choice for education and cultural enrichment.

## ***Allied Health Mission***

Our mission is to meet the community healthcare career needs through facilitation of student enrollment and progression through healthcare programs with a student centered learning environment that promotes students success through flexible and varied learning activities that foster creativity, critical thinking and professional growth.

## ***Student Success Definition***

NFC Allied Health defines student success as a sequential series of goal attainment, starting with course completion, followed by persistence, retention, and culminating in the completion of a certificate and/or associate's degree. Our mission is to increase the rates of student completion and/or educational goal attainment in our NFC Allied Health programs through a specific, ambitious, and data-informed Student Retention Plan.

# Student Retention Priorities

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## Visibility and Teamwork

**Priority 1.0:** Retention, completion, and student success initiatives are prioritized within the college community. Faculty, staff, and students value student success and are engaged in a continuous process of data-informed improvement to meet shared goals.

## Learning-Centered Policies and Practices

**Priority 2.0:** Revise and/or create learning-centered policies which align with institutional goals of student success and goal/degree completion.

## Targeted Interventions

**Priority 3.0:** Existing resources will be strategically deployed using a data-informed decision making process, and in the absence of resources in the face of student need, new interventions to support students will be developed.

## Motivational Communications

**Priority 4.0:** Intentional communications with students and support continuous enrollment and student success.

## Curriculum and Instruction

**Priority 5.0** Faculty will review curriculum and instruction to integrate creative learning strategies and skills for student success to engage students in the learning process and improve student retention.

# Student Retention Priorities

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## Visibility and Teamwork

**Priority 1.0:** Retention, completion, and student success initiatives are prioritized within the college community. Faculty, staff, and students value student success and are engaged in a continuous process of data-informed improvement to meet shared goals.

***Activity 1.1: Create Student Retention Allied Health Team (SRAHT) chaired by the RN Bridge Instructor***

1.1a Team of at least 4 active members from Allied Health programs will be formed.

1.1b Team will meet once each month to discuss how to prioritize existing resources in the most effective and efficient way possible in order to improve student success in Allied Health Programs

1.1c Team decisions and priorities will be informed by data/patterns. At least one piece of data relevant to student success will be discussed in each meeting.

***Activity 1.2: Coordinate retention activities between the Academic Resource Center, NFC Advisory Committee, and NFC faculty and staff.***

1.2a A member of the Allied Health Retention Committee will serve on above-listed campus committees in order to share student success information from the SRAHT and to bring information from listed committees back to the SRAHT.

1.2b The Director of Allied Health will funnel recommendations from the SRAHT across campus to senior leadership for consideration and implementation.

## Learning-Centered Policies and Practices

**Priority 2.0:** Revise and/or create learning-centered policies which align with institutional goals of student success and goal/degree completion.

***Activity 2.1: A review of all existing NFC Allied Health student retention policies and practices will be completed.***

2.1a The SRAHT, will complete an audit of NFC Allied Health policies in order to ensure learning-centered policies support student success.

Retention efforts of a student

- Campus support services are shared with students at orientation and identified in syllabus.
- One on one meeting with instructor for any student making a verbal or written *request* for any reason
  - Test review
  - Study strategies

- Test taking strategies
- Time management
- Organization of time and or material
- *Mandatory* meeting with instructor for any student who fails 2 consecutive exams.
  - Test review
  - Discuss study habits in detail (amount of time, location, type of strategy)
    - *Attachment 1(Descriptive Study Details)*
  - Test taking strategies
  - Time management
    - *Attachment 2 (Student Schedule Planner)*
    - Discuss work schedule (days working, amount of hours per week)
    - Organization of time and or material (academic/personal)
  - Recommendation or appointment made for student to visit Academic Success Center
    - Attachment 3 (ACS Referral Form)
- *Mandatory* meeting with instructor for any student who does not have a passing exam average according to the Allied Health policy at midterm.
  - Test review
  - Discuss study habits in detail (amount of time, location, type of strategy)
  - Test taking strategies
  - Time management
    - Discuss work schedule (changes in work schedule, part-time, PRN)
    - Organization of time and or material (academic/personal)
  - Recommendation to visit Academic Success Center (who has not previously attended)

***Activity 2.2: New policies and procedures will be written by the SRAHT to ensure alignment with the college mission of student success.***

2.2a The introduction of new policies and procedures will be influenced by student success and be communicated to other committees.

### **Targeted Interventions**

**Priority 3.0:** Existing resources will be strategically deployed using a data-informed decision making process, and in the absence of resources in the face of student need, new interventions to support students will be developed.

***Activity 3.1: The SRAHT will develop a definition of at-risk students and create a “Student Information Sheet”. This student information sheet will triage the most-at risk students.***

3.1a Student intake includes the collection and inclusion of information on students' goals, skills, work and life issues, and needs. Implementation of the Student Information

Sheet will be the first semester of enrollment in an Allied Health Program. Completed Student Information Sheets will be provided to the program lead instructor.

3.1b A customized list of resources that align with risk factors, for use by faculty, staff, advisors and students will be developed and shared with all Allied Health faculty.

***Activity 3.2: 100% of at-risk students (identified at intake as "at-risk" through assessment tools) are assigned advisors and have educational plans established and monitored.***

3.2a The SRAHT will leverage student retention and advising resources (SSS, Advising & Counseling, Career Source, Family Self Sufficiency Program (FSSP), and Suwannee River Economic Council) to target students for intrusive advising starting during their first semester of program.

3.2b An instructor resource packet will be developed by May 2018.

3.2c DegreeWorks software can be utilized across campus by faculty and advisors for degree audits, educational planning, and advising notes.

## **Motivational Communications**

**Priority 4.0:** Develop and implement a communication path that provides easy access to resource information and Allied Health Instructors, advisor & staff to promote student access and student success.

***Activity 4.1: Create, maintain, and implement an Allied Health communications plan for current students.***

4.1a The Allied Health Student Communication path will be developed & maintained by allied health faculty. *Attachment 4 (Communication path)*

***Activity 4.2: Target 100% of current students enrolled in Allied Health Programs.***

4.2a Communication with students is for all practical purposes. While the benefits of maintaining an engaged and informed population are significant. Methods of communication will include face-to-face interactions, email, text messages, D2L, and written material. We will adopt the most appropriate communication methods to ensure that we promote student engagement and dialogue, ensuring a coordinated approach to the delivery of key information. Examples of proactive communication include posting faculty office hours, expected response time in syllabus, and instructors/faculty contact information available in syllabus and D2L.

***Activity 4.3: Utilize NFC D2L as an engagement tool to support student success.***

4.3a Post "Student Success Tip" on the course home page monthly in D2L beginning Summer semester 2018.

## **Curriculum and Instruction**

**Priority 5.0** Faculty will use annual program reviews to integrate creative learning strategies and skills for student success to engage students in the learning process and improve student retention.

### ***Activity 5.1: Redesign curriculum and instruction across content areas.***

5.1a Faculty will engage in training and instruction across content areas to integrate creative learning strategies.

5.1b Faculty will integrate results from program reviews into courses as needed. Program reviews will be discussed at the September monthly faculty meeting.

5.1c Faculty will create portfolios to present their course redesign to the Allied Health Director for Professional Development purposes. Course redesign related to professional development will be discussed at the March monthly faculty meeting.