STUDENT RETENTION PLAN

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Introduction

Student retention is an all-campus effort. HCC believes that high retention rates start with student satisfaction and engagement with the school. If the student feels disengaged with the school, the student will not prioritize their education over other work/life demands. However, if the school engages the student successfully throughout the program, from enrollment to completion and thereafter, students will prioritize their education and feel driven to complete their programs. This Student Retention plan describes the policies and procedures of the school to maintain and improve our retention rates.

Increasing Student Engagement

At Healthcare Career College, increasing Student engagement begins during the Student Orientation when the Dean asks all the students present to remember the names and the programs of the students starting with them. The students are divided into groups to get to know each other better and to create a group Vision Board of their plans and goals while in the school. During their campus tour, students are introduced to the Faculty and Staff, and given time to know them more. The students are given a classroom and laboratory orientation by their instructors and introduced to their classmates who are already in the program. On their first day of each class, instructors divide the students into groups and have to complete a treasure hunt game consisting of talking "selfies" of themselves with the Faculty, the staff, and their classmates.

The Dean assures all incoming students that they can text him at all times and students with issues about their class, instructors, and classmates should report the matter to the Dean as soon as possible.

During their weekly Faculty Meetings, time is allotted for Faculty In-service which includes topics like: "Student Retention Strategies" and " The Student Engagement Wheel". The Student Engagement Wheel is a wheel containing different activities such as partner/ group discussions, hands-on technology, random calling of students, use of humor in the class, self reflection, and conducting outside class activities. Instructors are required to complete the Student Engagement Wheel module in their Faculty Professional Development LMS. Instructors are asked to complete "The Teacher's Self Assessment for Student Engagement" form.

TEACHER'S SELF ASSESSMENT FOR STUDENT ENGAGEMENT
Check all that apply (Not every item is observed in one visit).

I. Lesson Planning

The teacher:

☐ Provides a warm-up

☐ Incorporates in lessons activities that address differentiated instructional levels – i.e., Prerequisite,

Target, and Enhanced -- from the Learning Plan Grid designed by the Grade/Content Level Instructional Team

☐ Provides clear objectives for the lesson, including preparation for real-life tasks

☐ Implements student work time activities that insure all students are actively engaged

☐ Addresses student work time needs via centers (i.e., Independent, Computer-Based, Student-Directed

and Teacher-Directed)

☐ Provides for closure of the lesson

II. Instructional Strategies

The teacher:

☐ Introduces new material in a clear, organized manner

☐ Facilitates students' linking new knowledge to prior knowledge/new material to former material

☐ Introduces material in a variety of ways

☐ Addresses varying learning style

☐ Observes wait time ☐ Provides clear transitions ☐ Gives clear directions and checks for understanding

☐ Provides opportunities for students to practice ☐ Independently; ☐ In Small Groups; ☐ In Pairs

☐ Employs strategies to facilitate student learning and understanding by implementing activities that give

students more responsibility for and choices in their learning – intentionally facilitating student autonomy

☐ Responds appropriately to student questions ☐ Offers praise and encouragement

III. Class Climate

The teacher:

☐ Promotes mutual respect

☐ Facilitates a positive climate that evidences promotion of individual student success/competence

☐ Encourages creative and critical thinking and risk taking

☐ Arranges class seating so students can interact with teacher and peers (i.e., desks are in quads or pairs, etc.)

☐ Displays word walls that are interactive and appropriate to the current lesson

☐ Displays student work and bulletin boards that are appropriate to the current lesson

☐ Provides a consistent classroom management system

☐ Provides positive reinforcement (does not reward negative behavior with consistent attention)

IV. Assessment

The teacher:

☐ Uses a variety of assessments including ☐ Pre tests ☐ Post tests to inform differentiated instruction

☐ Aligns Pre tests with Post tests, insuring that they are parallel.

☐ Allows for student self-correction

☐ Uses rubrics designed with the class to insure consistency in scoring, provide guidance for

   student expectations, promote student ownership of activity, and use as a communication tool for parents

☐ Facilitates and/or promotes individual student self-reflection on student learning/metacognitive

   processing

☐ Facilitates the ongoing formative assessment process including **assessing for individual student**

   learning during work time and adjusting work time activities as appropriate

V.   **Student Behaviors:**

  Students:

☐ Follow established routines

☐ Are actively engaged in class activities

☐ Ask and answer questions, taking risks ☐ Demonstrate understanding of new/old material

☐ Demonstrate respect for ☐ teachers and ☐ peers

☐ Encourage and praise one another

☐ Interact appropriately with peers and teachers

☐ Demonstrate creative and critical thinking skills

Bloom's Taxonomy

Knowledge	Define, List, Identify, Describe, Recall, Locate
Comprehension	Explain, Summarize, Paraphrase, Describe, Illustrate
Application	Demonstrate, Apply, Solve, Interpret, Construct, Modify
Analysis	Analyze, Categorize, Compare, Contrast, Infer
Synthesis	Create, Design, Hypothesize, Invent, Develop
Evaluation	Judge, Appraise, Critique, Justify, Criticize, Recommend

Satisfactory Progress Monitoring

The Dean also conducts classroom observations and conduct student surveys at the end of every module. Results of the survey are discussed with the instructors and corrective plans of action are made if necessary. Instructors complete a Student Advisement Forms at the end of each module to evaluate student's attendance and academic progress. Attention-Required students and ATB students issues are placed on attendance or academic warning, probation, or dismissal status and monitoring and improvement plans and goals with dates of completion required are completed and documented in Diamond SIS.

Student Communication Policy

Through their enrollment period, a network of communication is established between the Admissions, Financial Aid, Business Office, Career Services, and the Education department and the student. The Dean, The Director of Nursing, and the

Campus Directors keep constant communication with the students through emails, texts, LMS and Student Portals in Diamond SIS.

Attention-Required Student Monitoring and Student Counseling Policy

The Dean has developed The HCC 4 Steps in the monitoring and management of Attention-Required students.

STEP 1 : Identify the early indicators of Attention-Required students

___ All New Starts shall be treated as Attention-Required Students through their first module

 ___FA not fully packaged, student taking too long in completing FA requirements

____Absent on first day of class, 2 consecutive absent days

____Late on first day of class, 2 consecutive late days or leaving early days

____Lack of and poor communication, does not call or return calls

____Dress code violations, hair, piercings, tattoos, jackets, shoes

____Food Issues in the classroom and lab

____Not engaged, lack of participation

____Signs of boredom, inattentive, sleepy

____Disruptive behaviors, angry, bully, negativism

____Missed tests, Failing Grades

____Late or Incomplete homework, classwork, and laboratory packets

____ATB Students

____Students who have requested and provided proper documentation for special accommodation

____Others

STEP 2: Discuss Student Challenges

Refer student to the Dean to determine with student which issues need to be addressed immediately. Upon determining which parties need to be involved, the Dean shall schedule the First Intervention Meeting to engage the student and the parties involved: Instructor, Admissions, Financial Aid, and or Career Services to form an advisory group for the issue(s) concerned and determine the applicable and most effective solutions for the student's problem(s).

STEP 3: Follow up with Attention-Required Students

Follow up of Attention-Required Students shall be as follows:
a. New Starts: Stand up meeting with Instructor daily, and 15 minute meeting

every Friday to determine issues, concerns, and progress. The Dean shall be involved anytime as necessary.

b. Attention-Required Students stand up meeting with instructor daily, and 15 minute meeting every Friday to determine issue, concerns, and progress with the Dean anytime as necessary.

c. A Student Advisement Report shall be prepared by the Dean for these meetings as necessary and documented in Notes in DiamonD. Email notifications and meetings with the instructors, Administrative, and Community partners in the intervention strategies shall be sent regularly.

d. A Second Intervention Meeting with parties involved shall be scheduled as needed or if requested by the other parties.

STEP 4: Ongoing Faculty In-Service

The Dean shall arrange for Instructors to receive additional training and in-service for effective intervention strategies to prevent drop outs and maximize retention.

a. Engagement and Partnering with students and parents after obtaining FERPA.

b. Cultivating Relationships, Advisories, and Study Groups

c. Watch Out for Resurgence of Warning Signs

d. Make Learning Relevant for Bored and Disengaged Students

e. Raise the Academic Bar, Set High Expectations, More Challenges To Meet Employer Demands

f. Personalize Learning, Determine Learning Styles of Students, Must Be Congruent with Instructor's Teaching Style

g. Providing Additional Instruction Time for Tutoring and Make Up Work

h. Develop More Student Centered Instructional Aids

Student Support Network

The student support network at Healthcare Career College involves all the Staff and Faculty from the time the students are enrolled and assisted by Admissions, Financial Aid, and Business Office departments. The Faculty and Career Services provides them with the necessary knowledge, laboratory, clinical skills, and professionalism competencies to be gainfully employed. Healthcare Career College student support continues even after students have graduated, assisting the students towards their certifications, licensures, and employment requirements.

Students who have been out of school for a while and who wish to continue in the program or find employment are welcome to review in our lecture and laboratory

classes upon the recommendation of the Dean. The Career Services Director maintains constant communication with the alumni as part of the school's student support networking services.

Determining the Effectiveness of Student Personnel Services

The effectiveness of our student personnel services will be evaluated by:

1) Student Retention Rates
2) Student Placement Rates
3) Results of Student Satisfaction Surveys

The results of the above are discussed in weekly faculty meetings, and modifications are made when necessary.