

## I - Executive Summary

Advising of pre-program health and nursing students is a complicated process. The complexity is heightened by the need to consider many factors, such as specific pre-requisite coursework, grade point averages, testing requirements, and timelines for program application and program acceptance. Students often select majors in healthcare based on limited information which may portray healthcare as glamorous and fun-filled, leaving the rigorous academic and skill requirements unconsidered. Review of the best practices shows that developing streamlined pathways with individualized degree planning helps students to persist toward their goals or get back on track if they deviate. Institutional data shows that this population has below average term-to-term persistence and year-to-year retention when compared to other departments and divisions of the college.

Piedmont Technical College has developed a Quality Enhancement Plan, the CAREplan, designed to promote success for students seeking careers in healthcare through the redesign of the advising process specifically for these students.

The **goal** of the CAREplan is to establish an environment where pre-program students in limited enrollment health science and nursing majors actively participate in the advising process to develop relationships, behaviors, and skills that lead to student success.

Success of the CAREplan will be measured by (1) fall-to-spring persistence (2) fall-to-fall retention, and (3) completion of the “program readiness” requirements to be eligible to apply for the clinical portion of a health science or nursing program *or, alternatively*, change of major to a non-health science or nursing program more suited to the student’s interests and skills.

**Student Learning Outcomes:** Through active engagement with advising, pre-program health science and nursing students will:

1. Select a career path appropriate to their interests and skills.
2. Develop a degree plan to health science or nursing program readiness.
3. Follow the developed degree plan to program readiness.
4. Describe and identify the roles and responsibilities of advisors and advisees.

Through a newly-designed **guided pathway** that will include **early connection activities**, a **common first semester**, and a required **Health Care Careers course**, students will start forming relationships with advisors, faculty and other students with similar career interests. In the CARE Planning Center, a designated **centralized location** for advising for pre-program health science and nursing students, students and advisors will collaboratively develop **individualized degree plans**. These students will participate in related student activities and leadership development through the establishment of a **student organization** for students pursuing careers in healthcare. Advisors will monitor student progress to program readiness, and students needing additional assistance will participate in a **case management advising** process. **Career validation** will be included into the Health Careers course as well as in each advising appointment. A critical component for effective advising, **advisor training and support**, will begin with face-to-face training of all pre-program health science and nursing advisors. Additionally, a competency-based online advisor training program will be developed and implemented, to provide advisors with access to individualized training based on their skill level and needs. The advisor training will incorporate NACADA core competencies and values.