THE COLLEGE OF NURSING FACULTY PERCEPTIONS AND ACCEPTABILITY TO THE UNIVERSITY'S STUDENT RETENTION AND ELIMINATION POLICY

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ABSTRACT

Student retention is defined as the extent to which the learners stay or remain at an HEI or Higher Education Institution and complete a program or course of study within a specified period. Several terms are linked to describe retention and its' policies. Based on research, one of the key components of student success is the faculty. They play a vital role in the student's college experiences, including retention. A college student manual was distributed University-wide and supplemental manuals were created to provide information to the students and faculty regarding rules and regulations. However, despite the presence of these documents, a study regarding the faculty's perception and whether they accept these policies is still non-existent. The role of the faculty in successful institutional efforts in student retention is not well investigated. Therefore, these weaknesses can challenge the successful outcomes of many institutional efforts, hence creating this research initiative. The purpose of this study is to explore the faculty's perception regarding the student retention and elimination policy. Moreover, the acceptability, appropriateness, and feasibility of the policy were evaluated. The current research findings and recommendations could assist the University and administration in developing strategic plans to respond more effectively to challenges associated with student retention.

The current analysis applied a mixed-methods approach of triangulating the quantitative questionnaire and qualitative interviews. Particularly the concurrent triangulation strategy. . Based on the findings, all areas yielded high acceptability (4.32), highly appropriate (4.375), and highly feasible as reflected in the table. This would mean that the faculty embraced the contents of the

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student manual about its' retention and elimination policy. However, four themes emerged during data analysis namely: (A) Dissemination; (B) Orientation; (C) Action; and (D) Revalidation. The faculty members understand the value they bring to institutions' ability to help retain students, because they care about their success, and strive to incorporate practices that support student retention. The findings show that the faculty have moved beyond needing to be persuaded that they are important to student retention to recognizing the value of their role. Faculty are willing to participate in student retention initiatives that align with their values.

INTRODUCTION

Student retention is defined as the extent to which the learners stay or remain at an HEI or Higher Education Institution and complete a program or course of study within a specified time. Several terms are linked to describe retention and its' policies. Some emphasize what is termed the "student dimension" for example, persistence, success, or withdrawal. On the contrary, it can be by retention within an institution or University or perhaps the system for example graduation rates, and then the responsibility shifts to the institution or government. In the University of Cebu System, a retention criterion exists and is reflected in the college student manual (pages 18-19) under Academic Policies. It is reflected that *"The general retention requirements vary with the status of the prospective student and the program in which he/she is to enroll. The University reserves the right not to retain any applicant whose qualifications do not meet the standards and requirements of the program in which he/she is to enroll."*

9.1 If in any one semester or summer session, a student failed in 1/3 of the units for which he/she is registered, he/she may not enroll in the same program without the written recommendation of the college dean. If the student failed the second time, he/she may enroll in another program if accepted by the college dean of the new program or recommended for career evaluation by concerned parties (e.g. Dean's Office, Guidance Center, SAO, etc.)

9.2 For other requirements about the retention of students to different colleges, please refer to the program-specific supplemental student manual. (e.g. Supplemental Student Manual for Maritime Education, Supplemental Student Manual for Nursing, etc.)

9.3 The disciplinary rules and regulations of CHED and the University govern the non-academic reasons for the non-readmission of a student.

Moreover, a **supplemental student manual for nursing regarding** Retention and Elimination (Pages 11-12) also exists thereby supporting the college manual. An excerpt is reflected below.

A. Retention

Note: Nursing subject has a parallel RLE. Therefore, failure in the said subject would mean failure in RLE or vice versa (Art.7 Sec.15a CHED Memorandum Order No.5 Series of 2007.)

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1. *A student will be retained if he/she falls in one to two subjects in a semester.*
2. *A student with failure/s in RLE/ Laboratory subjects will be made to repeat the same along with their lecture components.*

B. Elimination

1. *A student will be eliminated or disqualified from continuing in the College of Nursing if he/she incurs failure in:*
   1.1 three (3) or more subjects in a semester
   1.2 any repeated subject
2. *A student may be eliminated or expelled or asked to withdraw, after due process, on the following grounds:*
   a. *Illegal termination of pregnancy*
   b. *Serious error in the clinical area which directly or indirectly affects the condition of the patient*
   c. *Diseases such as psychosis, cancer, heart disease, palsy, epilepsy, STD, etc.*
   d. *Subversion*
   e. *Concealment of civil status or age*
   f. *Immorality or gross misconduct (drug abuse, manhandling, illegal assembly, posting on social media, etc.)*
   g. *Falsification and tampering with school and hospital records*
   h. *Fraudulent acts.*
   i. *Utilizing hospital and school supplies and equipment for personal use; making false entries; and charting medications, not administered*
   j. *Abandonment of duty*
   k. *Forgery*
   l. *Plagiarism*
   m. *Malversion of funds*
   n. *Vandalism*
   o. *Mockery*
   p. *Other violations or offenses stipulated in UC College Student Manual*
   q. *Wearing body piercing, and jewelry while in uniform*
   r. *Public display of affection while in uniform*
   s. *Smoking and drinking alcoholic beverages*
   t. *Engaging in the obscene act in public*
   u. *Invasion of patient privacy.*

Based on a study by Shelton(2003) that students who reported greater perceived faculty support were more likely to persist throughout a nursing program than students who withdrew either voluntarily or because of academic failure. It was concluded that to promote the retention of nursing students, faculty need to provide the caring atmosphere of a mentoring relationship and direct

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assistance to facilitate student learning. Based on research, one of the key components of student success is the faculty. They play a vital role in the student's college experiences, including retention (Huerta et al., 2021; Tinto, 2017). The impact of the faculty transcends more than in the classroom up to the student socialization in college life up into graduation (Hlinka, 2017; Kerby, 2015; Simmons, 2016; Voigt & Hundrieser, 2008). Specifically, these retention activities include mentoring, modeling, and teaching(Tinto, 2017). Despite this information, a study regarding the faculty's perception and whether they accept these policies is still non-existent. The role of the faculty in successful institutional efforts in student retention is not well investigated. Therefore, these weaknesses can challenge the successful outcomes of many institutional efforts.

Several articles reflected theories informing on student retention research and the factors influencing their decisions (Ellis, 2020; Graham, 2017). Most of the findings of this research point to the faculty as having influential roles in students' decisions to persist or to depart from college (Astin, 2014; Bean, 1988; Tinto, 1987; Voigt & Hundrieser, 2008). The activities including faculty participation are considered High Impact Practices and were used to define the initiatives in which the faculty are asked to participate. These strategies as cited by several articles include faculty use of attendance policies, student orientation programs, scheduling, advising and counseling programs, and performance-based financial aid (J. R. Bailey, 2017; T. Bailey et al., 2016; Tinto, 2017; Voigt & Hundrieser, 2008).

Aside from the theories of student retention, the researcher opted to understand as well the motivation and deterrent of faculty participation in retention initiatives. Herzberg's Motivation-Hygiene Theory will serve as a framework to consider in data gathering coming to the college of nursing faculty. The theory emphasizes the motivation factors like responsibility, recognition, the work itself, achievement, and advancement. For the hygiene factors, supervision, salary, work environment, organizational policies, and interpersonal relations are possible considerations and were used to identify the workplace factors that may affect faculty participation in institutional retention initiatives (Herzberg et al., 2017, 2018).

The purpose of this study is to explore the faculty's perception regarding the student retention and elimination policy. Moreover, the acceptability, appropriateness, and feasibility of the policy were evaluated. The current research findings and recommendations could assist the University and administration in developing strategic plans to respond more effectively to challenges associated with student retention.

METHODOLOGY

The current analysis utilized the mixed-methods approach of triangulating the quantitative questionnaire and their qualitative responses. Particularly the concurrent triangulation strategy (QUAL-QUAN- Figure 2.) will be used, where qualitative data are collected and analyzed first, then quantitative data are collected and used to test findings empirically(Cassidy et al., 2009; Schoonenboom & Johnson, 2017; *What Is Mixed Methods Research?
 — Delve*, n.d.). Based on the criteria set for using mixed methods (Shorten & Smith, 2017), the researcher opted for this methodology because of the limited quantity of the number of respondents particularly the faculty

of nursing. To provide rigor in the analysis and conclusion, the approach was chosen. Several sources were sought to provide reliable methodological guidance (Terrell & Ph, 2012) and come up with a reliable output.
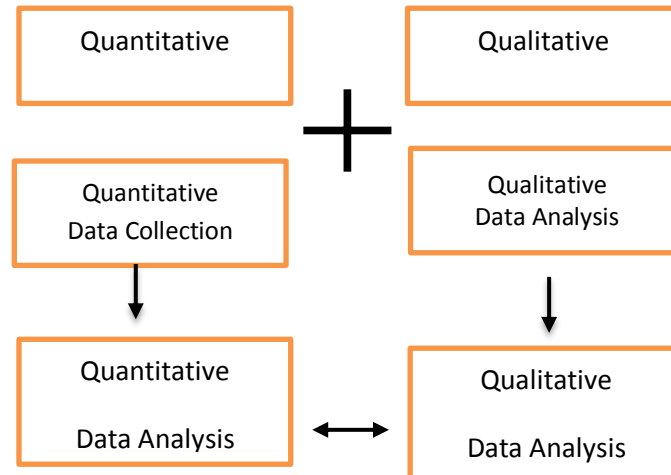

Figure 1 Mixed-methods approach

The respondents were the faculty of the college of nursing. There are 14 full-time faculty members and the researcher will employ a non-probability sampling method. Convenience sampling will be used because of the availability and accessibility of the respondents. This method is quick, inexpensive, and convenient within the proximity of the researcher (Elfil & Negida, 2017). In the qualitative component, the faculty were asked about their perception of the Retention and Elimination policies of the University. It is believed that the data will be saturated by those numbers and that the collection of additional data does not provide further insight into the topic of investigation. It borrows from the principle that more data does not necessarily lead to more information, but rather a repetition of the same information (*Qualitative Health Research.*, n.d.; Schutt & Chambliss, 2013). The data will be coded and common themes will be identified, particularly by employing thematic analysis with established guidelines(Braun & Clarke, 2006; Nowell et al., 2017).

For the quantitative part, all faculty were requested to answer a modified version of Acceptability, Appropriateness, and Feasibility of an Intervention Measure. Based on the guidelines of this tool, the variables could be supplemented depending on the needs of the researcher in his/her study. It is a 5 –point Likert scale exhibiting the following: (A)Completely agree; (B) Agree; (C) Neither agree nor disagree; (D) Disagree; (E) Completely disagree. The tool exhibited substantive and discriminant content validity. A trimmed CFA with five items per construct exhibited acceptable model fit (CFI = 0.98, RMSEA = 0.08) and high factor loadings (0.79 to 0.94). The alphas for the 5-item scales were between 0.87 and 0.89. Scale refinement based on measure-specific CFAs and Cronbach alphas using vignette data produced 4-item scales (α's from 0.85 to 0.91). A three-factor CFA exhibited acceptable fit (CFI = 0.96, RMSEA = 0.08) and high factor loadings (0.75 to 0.89), indicating structural validity. ANOVA showed significant main effects,

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indicating known-groups validity. Test-retest reliability coefficients ranged from 0.73 to 0.88. Regression analysis indicated each measure was sensitive to change in both directions(Weiner et al., 2017). Both data were triangulated to come up with the final output. Using triangulation as a methodological metaphor can facilitate the integration of qualitative and quantitative findings, and help researchers to clarify their theoretical propositions and the basis of their results (Creswell & Clark, 2007; Östlund et al., 2011; Tashakkori, A., & Teddlie, 2008). Scales can be created for each measure by averaging responses. Scale values range from 1 to 5. No items need to be reverse-coded. Good measurement practice: assess structural validity to confirm the uni-dimensionality of each measure and calculate the alpha coefficient to ascertain reliability. The descriptive equivalence is presented in Table 1. and these statements are based on the guidelines presented above for five-point rating scale interpretation.
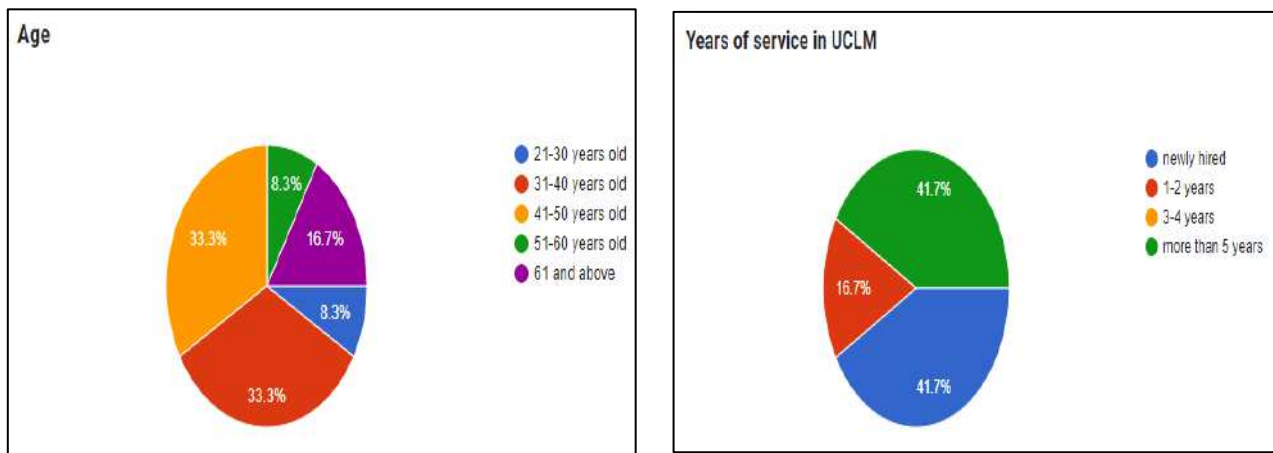
Table. Likert-scale descriptive interpretation

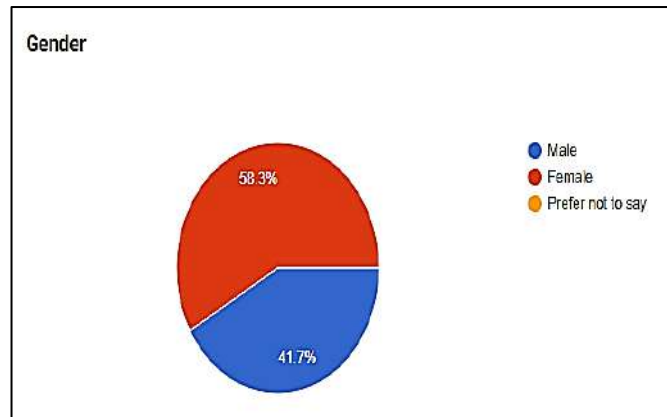| Scale	Range	Descriptive Rating		
		Acceptability	Appropriateness	Feasibility
5	4.21-5.0	Highly acceptable	Highly appropriate	Highly feasible
4	3.41-4.20	Acceptable	Appropriate	Feasible
3	2.61-3.40	Moderately acceptable	Moderately appropriate	Moderately feasible
2	1.81-2.60	Fairly Acceptable	Fairly appropriate	Fairly feasible
1	1.0-1.80	Not Acceptable	Not appropriate	Not feasible

RESULTS AND DISCUSSION

Part 1 presents the profile of the respondents. The college of nursing faculty composition varies in age group reflecting diversity in experience in clinical settings and teaching. In terms of years of service, 41.7% were newly hired and the same number for the senior faculty members with more than 5 years of experience. 16.7% of the faculty have 1-2 years of experience. There is an equal distribution of male and female respondents as reflected in the chart.
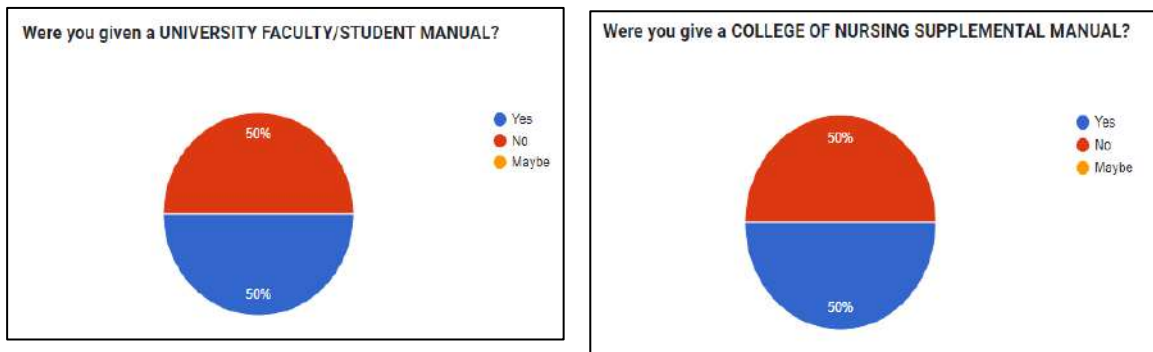
Part 1. Profile of the respondents

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As shown in the pie chart (Part 2), half of the respondents have not yet received the University Manual. The supplemental manual of the College of Nursing was only received by 50% of the respondents.

Part 2. Distribution of manuals

Part 3 presents the acceptability, appropriateness, and feasibility of the policy as perceived by the faculty. Based on the findings, all areas yielded high acceptability (4.32), highly appropriate (4.375), and highly feasible as reflected in the table. This would mean that the faculty embraced the contents of the student manual concerning its' retention and elimination policy.

Part 3. Acceptability, Appropriateness, and Feasibility of the Policy

Acceptability of the policy	Mean 4.32	sd 0.874	Interpretation Highly acceptable
Appropriateness of the policy	Mean 4.375	sd 0.51	Interpretation Highly appropriate
Feasibility of the policy	Mean 4.45	sd 0.59	Interpretation Highly feasible

For the qualitative data, the responses of the faculty were coded into themes namely: (A) Dissemination; (B) Orientation; (C) Action; and (D)Revalidation. Although the general data in Part

3 is high, there were points of concern of the faculty who were the main players in the application of these policies. Firstly, dissemination is one of the key factors for both the student and the faculty. *"Dissemination is important for information"* is one of the verbalizations of the faculty to improve the knowledge base of the students, therefore helping them be aware of the processes of the University. According to a study by Flieger et al. (2020), inadequate knowledge and misconceptions lead to apprehension among patients and have been identified as barriers to the use of patient care. Second, orientation must be done by the University. *"Orientation to increase awareness"* is expressed by the respondents and providing them with student manual compliments this activity. Employees/students who know tasks and also have more commitment toward their activities to be successful, understanding such factors have great value for promoting the organizational goals (Ghazaei et al., 2016). The third point is action. As expressed by one respondent *"The University must have a system of disciplinary action".* E. Oding et al., (2021), reiterated that concrete actions may be done to address the misconceptions about the retention policy. The retention policy will remain a challenge to all students if the academic institution is not fully equipped to respond to the needs of the students. Lastly is all about revalidation. "Revisit student manual" as stated by some of the respondents to help develop the policy and better adapt to the changing times. Implicit in the process of quality assurance is a quality improvement (Crosling et al., 2009).

CONCLUSION

This mixed-method study sought to capture the faculty perceptions and their level of acceptability with student retention. While there is a growing body of literature about which practices increase student retention, there is a paucity of research exploring how the faculty perceives these practices. Based on the findings, all areas yielded high acceptability (4.32), highly appropriate (4.375), and highly feasible as reflected in the table. This would mean that the faculty embraced the contents of the student manual concerning its' retention and elimination policy. However, four themes emerged during data analysis namely: (A) Dissemination; (B) Orientation; (C) Action; and (D) Revalidation. The faculty members understand the value they bring to institutions' ability to help retain students, because they care about their success, and strive to incorporate practices that support student retention. The findings show that the faculty have moved beyond needing to be persuaded that they are important to student retention to recognizing the value of their role. Faculty are willing to participate in student retention initiatives that align with their values.

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