

DCCCD Retention Best Practice Submission Form

Across the district there are many successful practices that contribute to the retention of students. As the district begins to develop a greater emphasis on its retention strategy, all locations are asked to identify and submit information about successful retention programs and activities. Please complete the following information on selected practices.

College/Location: Brookhaven College

The Retention Best Practice is primarily supported by what college/location area:

Instruction Student Services _____ Administrative _____

Combination of areas: (Please list)

Contact Person: (Include contact information)

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Retention Best Practice Title:

DREA Departmental Exams

Retention Best Practice Area of Focus:

Math _____ STEM _____ Honors College _____ Other Developmental Reading

Retention Best Practice Executive Summary: approximately 50 words (Please use additional pages for a detailed description) Beginning in 2001, two in-house departmental exams were created for each of the three levels of developmental reading. Rather than using only the students' standardized test scores as an exit measure, as we had done in the past, we now decide whether students may exit the course by considering students' grades on the standardized test as well as their grades on the two departmental exams.

Please describe the evaluation measures utilized to support this initiative as a best practice. Student scores on the departmental exams are evaluated, student scores on the standardized test are evaluated, and the departmental exam scores are compared to the standardized test scores.

Provide a summary of the results, including data (such as trend lines over time) to show how it impacted retention and is a best practice.

Other than a slight dip last year, student success rates in developmental reading have grown steadily over the past five years.

What would be needed to replicate the practice at other DCCCD colleges?

There would need to be a movement away from using standardized tests as the only tool to determine whether students are ready to move on or need to repeat developmental classes.

Cost to implement this practice (financial and human):

Departmental exams must be created.

Please submit this form to Dr. Sharon L. Blackman, DCCCD Educational Affairs by October 24, 2008