

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: North Lake College

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

Instruction Student Services Administrative

Combination of areas: (Please list)

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Retention Best Practice Title: New to College Orientation/Success Courses

Retention Best Practice Area of Focus:

Math STEM Honors College Other: Retention/Success

Retention Best Practice Executive Summary: approximately 50 words (Please use additional pages for a detailed description)

If students are new to college and have been out of high school two years or less, or have attempted or completed the GED within the last two years, they must attend the New-to-College Orientation prior to registration. Orientation is a two hour overview preparing new students for college. The program includes presentations of campus resources available to students, how to prepare for registration, and how to access their North Lake College information online through eConnect. Orientation is free of charge and is offered many times prior to the beginning of the fall, spring and summer semesters. Students can sign up for orientation in person or over the phone. The New-to-College Orientation is coordinated through the Welcome Center which is a department of Student Services.

Also designed for the new to college student are two student success courses: Learning Framework (HDEV 1300) and Educational Alternatives (HDEV 0100). Both classes are semester-long and designed to help students develop skills to improve their success in college, life and work. Topics include adapting to college, thriving in the classroom, setting and achieving goals, and career planning. Students who are new to college and have been out of high school two years or less, or have attempted or completed the GED within the last two years are required to sign up for one of the above mentioned HDEV classes. Students register for the HDEV class at the same time they register for their other classes.

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

Please describe the evaluation measures utilized to support this initiative as a best practice.

For benchmarking purposes, new students who fit the IPEDS definition for first time in college, degree or certificate seeking students are tracked. The evaluation measures are divided into strategies, outputs, outcomes and measures.

The strategy is requiring participation of students in New to College Orientation and Success courses. The outputs capture the number of students participating; number and percent of students who attended Orientation only, HDEV only, or Orientation and HDEV who return the following spring and fall, who transfer or who graduate. The anticipated outcome for the program is an increase in the overall college graduation by 2 percent per year.

Success will be measured by (1) Retention rate of participants vs nonparticipants; (2) Transfer to other institution of higher education; (3) Completion of Program of Study. Data will be provided in aggregate.

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.

The attached graphs provide an eight-year trend of participants and non-participants for (1) fall to spring retention; (2) fall to fall retention; (3) transfer to four-year college or university; and (4) graduation. Overall results of the program indicate the success of this initiative. In general, students who participate in Orientation are retained at a higher rate than non-participants. Students who participate in both Orientation and the HDEV classes are retained at an even higher rate. The participants are also transferring and completing degrees at a higher rate than the non-participants.

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

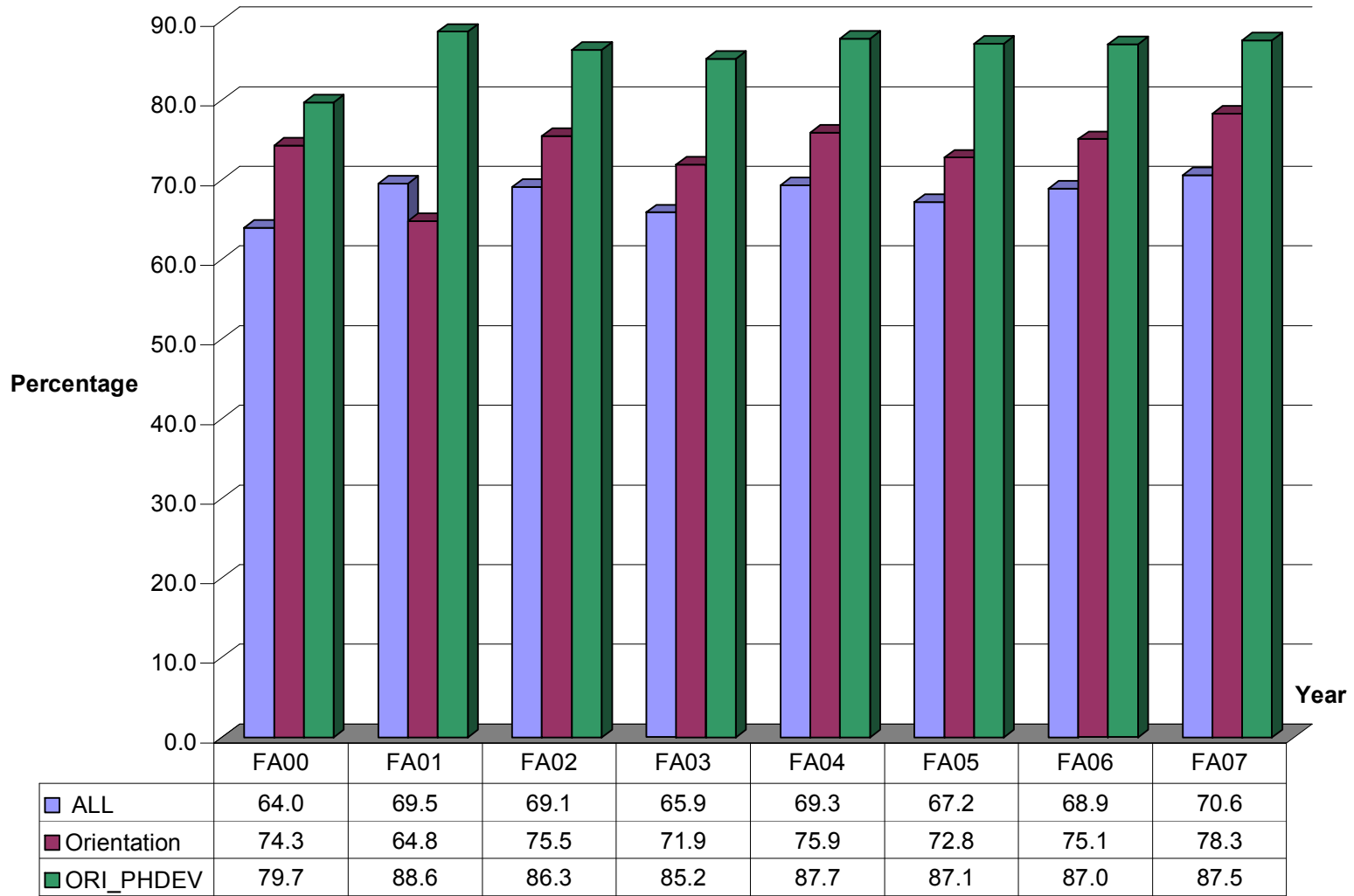
The college must be committed to reinforcing the necessity of more intrusive retention strategies and raising student expectations. The philosophical basis of this program follows Tinto's "rigor, relevance and relationships" model for student success. The success of the program also depends on a strong working relationship between Student Services, Instruction and administrative support.

Cost to implement this practice (financial and human):

In addition to the instructional cost of faculty salaries (full time and adjunct), funds must be provided from Student Services for advising staff and cost of materials (approximately \$30,000). The college must also commit space in which to offer the two-hour orientation throughout the registration period.

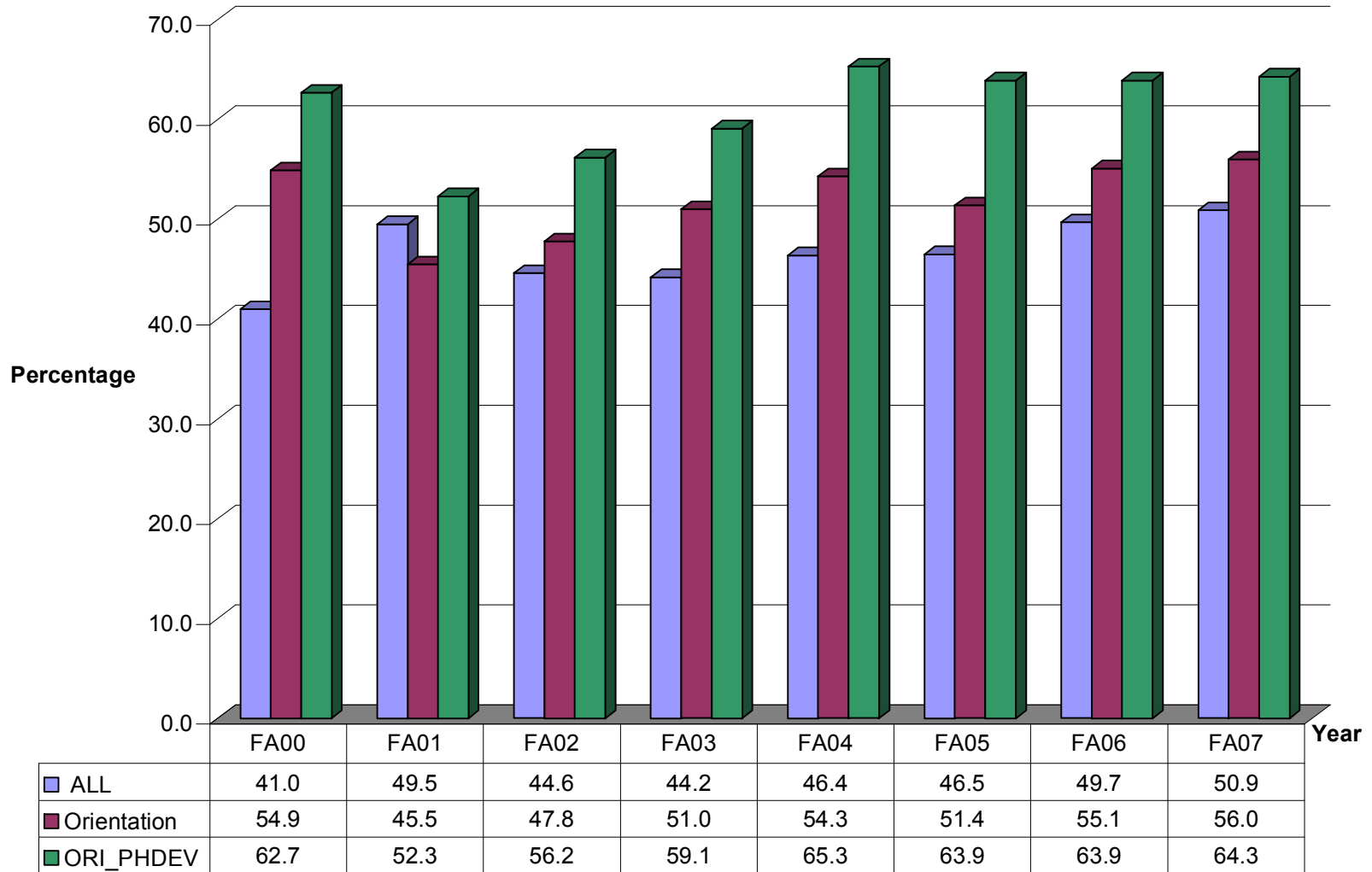
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IPEDS FALL TO SPRING RETENTION



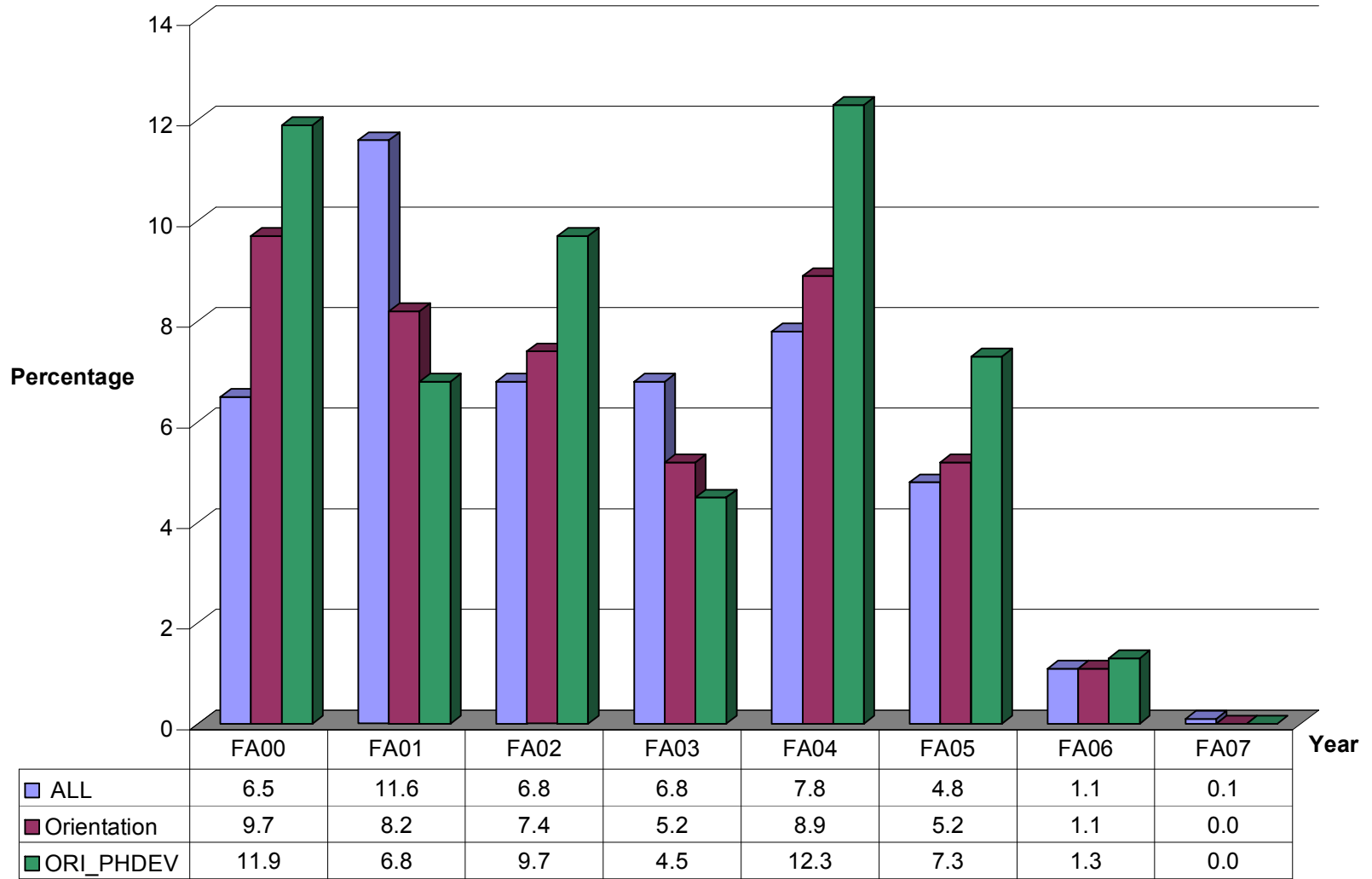
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IPEDS FALL TO FALL RETENTION



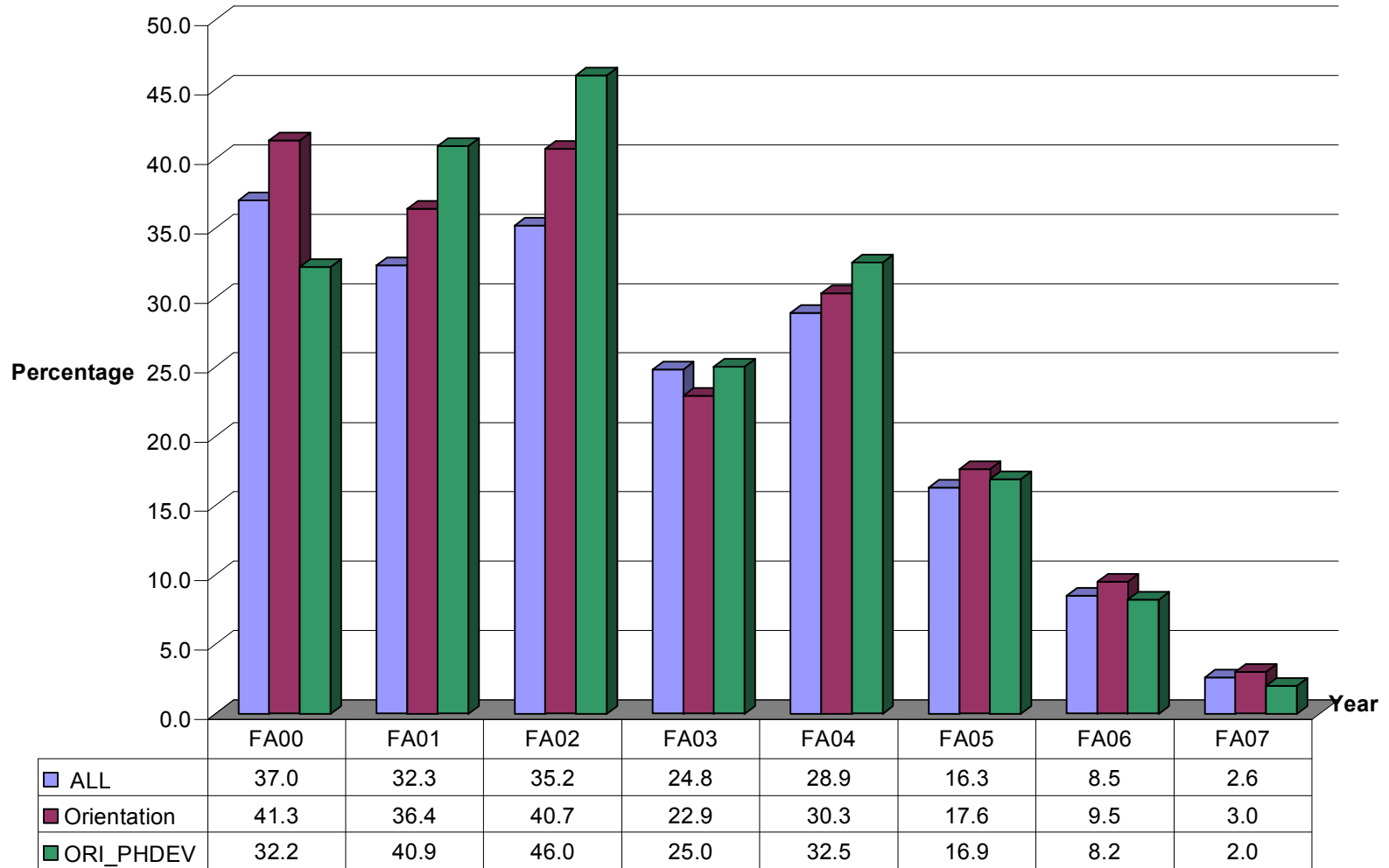
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IPEDS DEGREES



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IPEDS TRANSFER



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