

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: Richland College, School of Humanities, Fine and Performing Arts

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

Instruction X Student Services X Administrative

Combination of areas: (Please list)

Contact Person: Tara D. Thompson
Academic Advisor II

Retention Best Practice Title: Academic Alert System

Retention Best Practice Area of Focus:

Math STEM Honors College Other

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

Faculty (both full-time and adjunct) in the School of Humanities, Fine and Performing Arts were emailed the Academic Alert form (see page 3) at the beginning of the fall 2008 semester. Faculty complete this form and email it to Tara Thompson, the Academic Advisor/Liaison to the School of Humanities, Fine and Performing Arts, to ask additional support for students about whom they are concerned (either due to absences or academic performance issues).

Tara contacts the student's other instructors to determine if the identified behavior is across the board or limited to a single class. Tara then contacts the student to let him/her know that the instructor has asked her to make contact. She listens to the student's story and then matches the need with one of the college's support resources and services.

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

This is the first semester of program implementation. At the end of the semester, each student contacted will be asked to complete a survey regarding their interaction with the academic advisor and its impact on academic success in the related course(s).

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

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.

Some of the program results include:

* one student missed the first two weeks due to his work schedule. Tara urged him to meet with each of his instructors to determine if he had options for getting caught up and completing. He did drop all his classes, but now knows that if he only misses one or two days of class, he should initiate contact with his professors first and arrange for makeup work.

* one student's mother died right before the semester started; she said she would get back to her classes in an attempt to complete. As of 10/21, she is still enrolled.

* one student realized that he needed the services of our Disability Office, and Tara supplied him with their contact information.

* one student realized an on-campus class was not going to work with her being a working single mom. Tara introduced her to the RLC Working Wonders program in an attempt to provide her more assistance.

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

The desire of faculty and advisors to work together on student retention is all that is required. The form was replicated from a successful program at the University of New Mexico.

Cost to implement this practice (financial and human):

It requires additional time to make contact with instructors and students, but it is time well spent in helping students achieve greater levels of retention and academic success.

See Academic Alert Program Attachment in Accompany File

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