

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:

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

Instruction X Student Services_____ Administrative_____

Combination of areas: (Please list) **Partnership with Center for Tutoring and Learning Connections and School of Business Information and Technology**

Contact Person: (Include contact information)

John Millemon (972) 238-6927, jmill@dcccd.edu

Retention Best Practice Title: **Master Lab**

Retention Best Practice Area of Focus:

Math_____ STEM_____ Honors College_____ Other **Accounting & Economics as well as other academic disciplines (currently we're expanding into Math)** . We believe that the program could be adapted to fit all disciplines.

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

Our mission is to increase student retention in high-risk groups by providing a coordinated program of academic and social support combined with community service designed to foster academic skills and student contributions to the community and thereby reduce the expense to school and society resulting from excessive student drop-outs.

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

Compare grades of students who participate in Master Lab with those of students who do not participate.

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.

Success rates of students in selected sections of ACCT 2301, ACCT 2302, ECON 2301, ECON 2302 who participated in Master Lab were compared with non-participants for four semesters (Fall 2005, Spring 2006, Fall 2006, Spring 2007) with the following results summarized below (full table of statistics attached to end of form):

Fall 2005 = 94% of students participating in Master Lab earned A, B, or C

54% of non-participants earned A, B, or C

Spring 2006 = 100% of students participating in Master Lab earned A, B, or C

59% of non-participants earned A, B, or C

Fall 2006 = 98% of students participating in Master Lab earned A, B, or C

60% of non-participants earned A, B, or C

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

Spring 2007 = 100% of students participating in Master Lab earned A, B, or C
65% of non-participants earned A, B, or C

In 2008, Master Lab has expanded to include selected sections of MATH 1325 and MATH 1370. Student Success Statistics are not yet available on these courses.

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

A Master Lab Coordinator, part-time, 18.5 hours per week

Cost to implement this practice (financial and human):

18.5 hours times approximately \$12.00 per hour = \$222.00 per week

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October 24, 2008***

Success Rates

Participating Master Lab Students vs. Nonparticipating Students

Classes: Economics 2301, Economics 2302, Accounting 2301, Accounting 2302

Instructors: Dave Shorow, Fred Newbury, Loretta Anderson

Terms: Fall 2005, Spring 2006, Fall 2006, Spring 2007

Semester	Percentage Master Lab Students with Grade A,B,C	Percentage Nonparticipating Students with Grade A,B,C
Fall 2005	94%	54%
Spring 2006	100%	59%
Fall 2006	98%	60%
Spring 2007	100 %	65%

Semester	Total Number Master Lab Students	Total Number Nonparticipating Students	Total Students Enrolled
Fall 2005	48	244	292
Spring 2006	37	246	292
Fall 2006	42	258	300
Spring 2007	104	301	405

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