

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

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

Instruction Student Services Administrative _____

Combination of areas: (Please list)

School of Business/Accounting Department & Center for Tutoring and Learning Connections

Contact Person: (Include contact information)

Greg A Gross Medina Hall M-216
972-761-6740 gagross@dcccd.edu

Retention Best Practice Title:

Virtual Accounting Lab

Retention Best Practice Area of Focus:

Math _____ STEM _____ Honors College _____

Other Accounting and OnCampus/OnLine Tutoring

Retention Best Practice Executive Summary: approximately 50 words

The **Virtual Accounting Lab** provides one-click access to tutoring in the Center for Tutoring and Learning Connections, CTLC. Whether studying in Thunderduck Hall or Tokyo, Japan CTLC quality of service is now delivered to all Richland College accounting students enrolled OnCampus and OnLine. Cost efficiencies are maximized through in-house design and implementation and slack-time utilization as scheduled tutors monitor virtual sites during idle periods of regular CTLC work-shifts. (please view attached report)

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

Primary focus of data analysis reports the comparison of accounting lab users versus non users with emphasis on proven increases of A, B, C grades and reductions in D, F, and W for stated populations. Further analysis reports to faculty specific course section participation and the relative success of sections with high and low lab usage. Tutor activity reports provide enthusiasm to tutors as they view the numbers of students they help each semester.

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.

Consistent reduction of withdrawals: Up to 15% decrease department wide;

Consistent increase in completers (A, B, C grades), up to 17% increase department wide (please view attached report)

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

Basic eCampus/Blackboard skills; Basic web development skills within departmental staff; Currently staffed tutors to monitor virtual sites; Cooperation of faculty to link tutoring resources from their course site; eager students wanting to improve knowledge and success.

Cost to implement this practice (financial and human):

Development Cost: Approx. 10 hours of web design and eCampus set up @ going local rate

Implementation Cost: All necessary servers and tools are provided through DCCCD eCampus/Blackboard LMS

Manpower Costs: Depending on current staff and schedules, regular tutoring staff should be able to monitor all activities during slack-time in current lab settings. Incremental budget increases should be expected to support program success as lab usage increases.

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



Richland College

Center for Tutoring and Learning Connections

Virtual Accounting Lab



Delivering Learning Resources to the Student's Desktop



The Virtual Accounting Lab provides one-click access to tutoring in the Center for Tutoring and Learning Connections, CTLC. Whether studying in Thunderduck Hall or Tokyo, Japan CTLC quality of service is now delivered to all Richland College accounting students enrolled OnCampus and OnLine.

Payroll efficiencies are maximized by utilizing slack-time gaps in face-to-face tutoring sessions to monitor virtual sites and assist students needing help from a distance.

Lab usage data provides internal (faculty) and external (student) marketing tools promoting CTLC lab services through recorded student success rates.

Virtual Accounting Labs

Tutor Resource Sites for ACCT-2301/2302

The screenshot displays the Dallas County Community College District eCampus interface. The top navigation bar includes 'My DCCCD', 'Courses', 'Community' (highlighted with a red box), 'Training & Support', 'Libraries', 'Faculty Please Read Often', and 'eConnect'. A sidebar on the left contains links for 'Start-Here', 'Announcements', 'Meet Your Tutors', 'Discussion Board', 'Tutor Profiles', 'Shannon's Demos', 'Tech Support', and 'Master Link'. The main content area features a banner for 'Richland College' and 'Center for Tutoring and Learning Connections' with the tagline 'Bridging the Path to Student Success'. Below the banner, the site is titled 'Accounting: ACCT 2302 OnLine Tutoring Resource Site'. Navigation icons include 'Post a Question', 'eMail Tutors', 'Publisher Resource Site', 'Problem Solutions', and 'Publisher Slides'. The site is organized into two columns: 'OnLine Tutoring Services' and 'Supplemental Course Materials'. The 'OnLine Tutoring Services' column lists: 'Post course questions on open discussion forums' (with sub-points: 24 hour response by tutors, collaborate with students), 'eMail tutors for course content questions' (with sub-points: 24 hour response, include course/section number, give reference), and 'Quality, experienced tutors providing expert services' (with sub-points: Accounting graduate students, retired CPAs). The 'Supplemental Course Materials' column lists: 'Check your homework problems with solution sets' (with sub-point: Check for correctness), 'Review chapter slides for learning-objective reinforcement' (with sub-point: Refer to course materials), 'Access publisher website for additional resources', 'All materials on this site are supplemental to class offerings' (with sub-points: Maintain strong communications, Support and encourage classmates, Interact with tutors), and 'Work Hard, Learn Well, Have Fun!!!' (with sub-point: Stay on schedule - Reach for help). A footer note states: 'This site is a collaborative effort of the Center for Tutoring and Learning Connections and the Richland College Accounting Department. We will continue to work together to bring you, the student the highest level of quality to your course offerings. Please let us know how we can improve. Greg A. Gross, Accounting Coordinator, Center for Tutoring and Learning Connections'.

■ eCampus Organization Sites

- Students access the sites from the Community tab or My Organizations section under the My DCCCD tab in eCampus. Access is also provided directly from the course site navigation bar.

■ OnLine Tutor Interaction

- Students communicate with tutors online through email or posting a question on the open discussion board within the site.
- Each CTLC accounting tutor checks email and discussion boards during their on-campus tutoring shift. Response to student questions is guaranteed within 24 hours on schooldays.

■ Supplemental Learning/Teaching Materials

- Students check homework assignments against solution sets and review lecture slides for each chapter.
- Faculty have centralized access to publisher resources for classroom presentation of teaching materials .

Virtual Accounting Labs

One-Click Access from Student's Course Site

The screenshot shows a web interface for Dallas County Community College District. The top navigation bar includes 'My DCCCD', 'Courses' (highlighted with a red box), 'Community', 'Training & Support', 'Libraries', 'Faculty Please Read Often', and 'eConnect'. A left sidebar contains a vertical menu with options: 'Start Here!', 'Read the Syllabus', 'Meet Your Teacher', 'Meet Your Class', 'Get Free Tutoring' (highlighted with a red box), 'Take Exams', 'Check Your Grades', 'Course Master Link', and 'Check for News'. Below this is a 'Tools' section with 'Communication', 'Course Tools', 'Course Map', 'Control Panel', 'Refresh', and 'Detail View'. The main content area is for 'Principles of Accounting I: Financial Accounting - ACCT 2301.8400/9467' at Richland College. It features a banner with 'We've Got It All!' and logos for 'Texas Accounting Quality Standard' and 'Texas Accountancy Board'. The page includes sections for 'DETAILED DIRECTIONS', 'LEARNING MODULES', and 'Shannon's Tutoring: An Interactive Learning Module Supplemental Learning Units Loaded in Chapters 1, 2, & 3'. A 'MEMO' section provides 'Information and Procedures' and 'Learning Resources and Modules' with bulleted lists of instructions and resources.

Inter-Departmental Collaboration

- Accounting department creates eCampus shells for all course sections
- CTLC creates Virtual Labs through eCampus tutor resource sites
- Students have one-click access to support services directly from their course navigation bar
 - Students access the *Virtual Lab* without leaving their course

Virtual Accounting Labs

One-Click Return to Course Materials

Dallas County Community College District
Fall 2008 DCCCD eCampus System

Access from course site.

My DCCCD | Courses | Community | Training & Support | Libraries | Faculty Please Read Often | eConnect

Start Here!
Read the Syllabus
Meet Your Teacher
Meet Your Class
Get Free Tutoring
Take Exams
Check Your Grades
Course Master Link
Check for News

Richland College
Dallas County Community College District
Center for Tutoring and Learning Connections
Bridging the Path to Student Success

CTL: Medina Hall M-216 | Drop-In Tutoring | Math Workshops | Study Skills Workshops | Student Club | Mentoring | Case Management | 972-238-4226

Accounting: ACCT 2301 OnLine Tutoring Resource Site

Post a Question | eMail Tutors | Publisher Resource Site | Problem Solutions | Publisher Slides

OnLine Tutoring Services

- Post course questions on open discussion forums
 - 24 hour response by tutors (max time on schooldays)
 - Collaborate with students from all course sections
- eMail tutors for course content questions
 - 24 hour response by tutors (max time on schooldays)
 - Include course and section number in subject line
 - Give reference of what chapter, page or problem you are looking at so tutors can easily identify solution
- Quality, experienced tutors providing expert services
 - Accounting graduate students from UTD & SMU
 - Retired CPAs and industry professionals

Supplemental Course Materials

- Check your homework problems with solution sets
 - Check for correctness only, learn by doing
- Review chapter slides for learning-objective reinforcement
 - Refer to course materials to identify primary objectives
- Access publisher website for additional resources
- All materials on this site are supplemental to class offerings
 - Maintain strong communications with your instructor
 - Support and encourage classmates toward success
 - Interact with tutors to reinforce class instruction
- Work Hard, Learn Well, Have Fun!!
 - Stay on schedule - Reach for help

This site is a collaborative effort of the Center for Tutoring and Learning Connections and the Richland College Accounting Department. We will continue to work together to bring you, the student the highest level of quality to your course offerings. Please let us know how we can improve.
Greg A. Gross: Accounting Coordinator, Center for Tutoring and Learning Connections

Interrelated Provision of Content and Support

- Ease of movement from course content to support services and back
- Once the student enters the course site all resources; content and support are at hand
- Students have one-click access to each element of the learning process

Virtual Accounting Labs

Supplemental Course Materials: Presentation Slides

Dallas County Community College District

Home Help Logout

My DCCCD Courses Community Training & Support Libraries Faculty Please Read Often eConnect

Start Here
Meet Your Tutors
Announcements
Discussion Board
Tech Support
Shannon's Demos
Master Link

Tools
Communication
Organization Tools
Organization Map
Control Panel
Refresh
Detail View

Accounting: ACCT 2301 Chapter Presentation Slides

Chapter 1: The Financial Statements
Chapter 2: Transaction Analysis
Chapter 3: Accrual Accounting and Income
Chapter 4: Internal Control & Cash
Chapter 5: Short-Term Investments & Receivables
Chapter 6: Inventory & Cost of Goods Sold
Chapter 7: Plant Assets & Intangibles
Chapter 8: Liabilities
Chapter 9: Stockholder's Equity
Chapter 10: Long-Term Investments &
Chapter 11: The Income Statement & T
Chapter 12: The Statement of Cash Fl
Chapter 13: Financial Statement Analy

TM

Presentation Slides are provided by permission of your course instructor as a tool to help you achieve the learning-objectives to focus on topics to give your highest level of attention. Remember, to solve all homework problems, study presentation slides, then work with tutors.

Get ADOBE FLASHPLAYER

Accounting for Uncollectible Receivables

- Extending credit to customers bears some risk
- Risk: Some customers do not pay the amount owed
- Cost: Uncollectible accounts

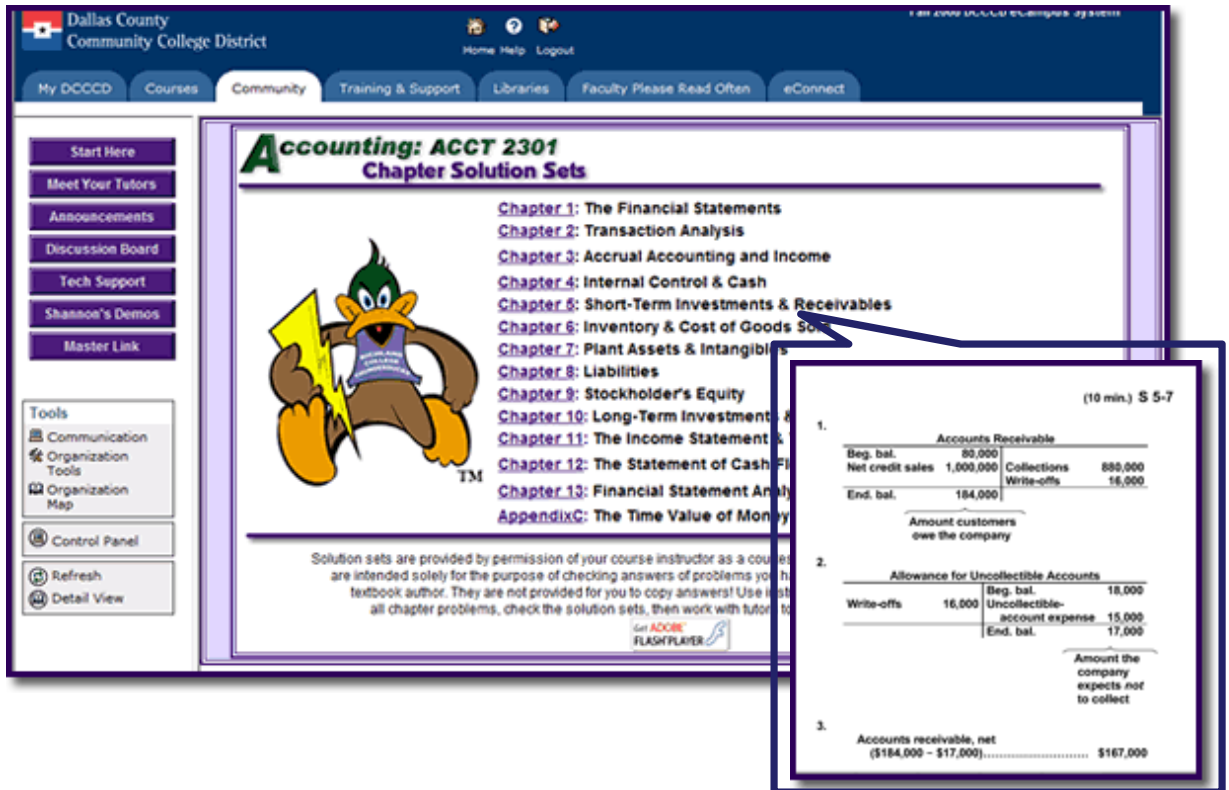
5-18
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Mutual Relationship of Teaching and Learning

- Faculty utilize presentation slides for foundation of classroom lectures
- Students review slides to reinforce primary course objectives presented by their instructor

Virtual Accounting Labs

Supplemental Course Materials: Solution Sets



Accounting: ACCT 2301
Chapter Solution Sets

Chapter 1: The Financial Statements
Chapter 2: Transaction Analysis
Chapter 3: Accrual Accounting and Income
Chapter 4: Internal Control & Cash
Chapter 5: Short-Term Investments & Receivables
Chapter 6: Inventory & Cost of Goods Sold
Chapter 7: Plant Assets & Intangibles
Chapter 8: Liabilities
Chapter 9: Stockholder's Equity
Chapter 10: Long-Term Investments
Chapter 11: The Income Statement
Chapter 12: The Statement of Cash Flows
Chapter 13: Financial Statement Analysis
Appendix C: The Time Value of Money

Solution sets are provided by permission of your course instructor as a courtesy. They are intended solely for the purpose of checking answers of problems you have solved. They are not provided for you to copy answers! Use them as a guide. After you have solved all chapter problems, check the solution sets, then work with your tutor.

1. (10 min.) S 5-7

Accounts Receivable			
Beg. bal.	80,000		
Net credit sales	1,000,000	Collections	880,000
End. bal.	184,000	Write-offs	16,000

Amount customers owe the company

2.

Allowance for Uncollectible Accounts			
Write-offs	16,000	Beg. bal.	18,000
		Uncollectible-account expense	15,000
		End. bal.	17,000

Amount the company expects not to collect

3.


Accounts receivable, net	
(\$184,000 - \$17,000)	\$167,000

Mutual Relationship of Teaching and Learning

- Faculty members demonstrate process of assignment development
- Students review previously worked assignments for correctness


Virtual Accounting Labs

Data Collection: Assessment and Reporting



Accounting Tutoring Lab

Center for Tutoring and Learning Connections
Richland College
Session Record Fall 2007



Student Information

Last Name:

First Name:

Course Information

Course Sect:

Instructor:

Session Date

Oct 2007 Oct 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Thursday

10/18/2007

Assistance Received

Tutors:

Faculty:

Chapter / Problem / Topic:

TimeIn:

TimeOut:

Automated Database:

- Student activity
- Course/Section activity
- Tutor activity
- Common topic problems
- Session timing measures

Virtual Accounting Labs

Building Marketing Strategies: Internal

ACCT 2301 Lab Participants												
Section	A	B	C	D	F	I	W	Pts (A-F)	Total A-F	GPA	Total User	% W
8001	2	2	2	0	0	0	1	18	6	3.00	7	14.29%
8002	1	2	1	0	0	0	2	12	4	3.00	6	33.33%
8003	0	0	0	0	0	0	1	0	0		1	100.00%
8005	0	0	1	0	1	0	1	2	2	1.00	3	33.33%
8006	7	1	0	0	1	0	2	31	9	3.44	11	18.18%
8007	3	2	1	0	1	1	0	20	7	2.86	8	0.00%
8008	3	6	2	0	3	0	0	34	14	2.43	14	0.00%
8250	0	0	1	0	0	0	1	2	1	2.00	2	50.00%
8501	1	1	0	0	0	0	2	7	2	3.50	4	50.00%
8502	1	0	1	1	1	0	2	7	4	1.75	6	33.33%
8503	1	4	0	0	0	0	1	16	5	3.20	6	16.67%
8504	1	0	0	0	0	0	0	4	1	4.00	1	0.00%
8505	0	0	0	0	0	0	0	0	0		0	
Totals	20	18	9	1	7	1	13	153	55	2.78	69	18.84%

ACCT 2301 Non-Lab Participants												
Section	A	B	C	D	F	I	W	Pts (A-F)	Total A-F	GPA	Total Non	% W
8001	2	3	2	0	3	0	5	21	10	2.10	15	33.33%
8002	8	2	5	1	4	0	10	49	20	2.45	30	33.33%
8003	1	2	5	0	2	0	2	20	10	2.00	12	16.67%
8005	1	0	2	0	3	0	7	8	6	1.33	13	53.85%
8006	5	6	0	2	2	0	6	40	15	2.67	21	28.57%
8007	5	4	5	0	7	0	7	42	21	2.00	28	25.00%
8008	4	8	4	1	1	0	3	49	18	2.72	21	14.29%
8250	1	0	3	0	2	0	5	10	6	1.67	11	45.45%
8501	3	1	6	2	5	0	10	29	17	1.71	27	37.04%
8502	3	1	1	1	1	0	8	18	7	2.57	15	53.33%
8503	7	6	4	1	3	0	4	55	21	2.62	25	16.00%
8504	11	7	3	1	1	0	6	72	23	3.13	29	20.69%
8505	1	1	0	2	2	0	6	9	6	1.50	12	50.00%
Totals	52	41	40	11	36	0	79	422	180	2.34	259	30.50%

ACCT 2301	A	B	C	D	F	I	W
% Total Registered	21.95%	17.99%	14.94%	3.66%	13.11%	0.30%	28.05%
% Total Lab Participants	28.99%	26.09%	13.04%	1.45%	10.14%	1.45%	18.84%
% Total Non - Lab	20.08%	15.83%	15.44%	4.25%	13.90%	0.00%	30.50%
Difference Lab User - Non-Lab User	8.9%	10.3%	-2.4%	-2.8%	-3.8%	1.4%	-11.7%

Utilize assessment results as marketing tools:

- Internal Marketing:
 - Demonstrate success of lab services to faculty through course section participation records
 - Encourage faculty promotion of tutoring to their students

Virtual Accounting Labs

Building Marketing Strategies: External

Accounting Tutoring Lab							
Free Tutoring							
Center for Tutoring and Learning Connections (CTLC)				Medina Hall M-216 972-238-6226			
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
9:00AM							
10:00AM							
11:00AM							
12:00PM							
1:00PM					ACCT Tutoring	ACCT Tutoring	
2:00PM	ACCOUNTING Tutoring	ACCOUNTING Tutoring	ACCOUNTING Tutoring	ACCOUNTING Tutoring			ACCT Tutoring
3:00PM							
4:00PM							
5:00PM							
6:00PM							
7:00PM							
8:00PM							

CTLC Also Has Drop-In Labs Available for Economics, Math and Writing;
Tutoring in the Sciences and Political Sciences is also Available:
Medina Hall M-216 972-238-6226

Statistics show that students who use the accounting tutors make higher scores and are less likely to drop the class than those who do not. This material is learned by doing and not by reading. If you are having problems, let a tutor help you understand and not fall behind. Repeating the course is much more costly and frustrating than learning it the first time.

Students who Did Attend Lab Sessions
have had up to:

15% More A's, 11% more B's
8% Fewer F's and 12% Fewer Withdrawals
Than Students who Did Not Attend Lab Sessions

Utilize assessment results as marketing tools:

- **External Marketing:**
 - **Demonstrate success of lab services to students through schedule/flyer distribution**
 - Classroom-Visit presentations
 - OnLine posting and email distribution
- **Combination of internal and external marketing of lab services created over 41% increase in volume, exceeding action plan measure of 10% increase.**

Virtual Accounting Labs

Summary of Benefits

- **Student Success** (lab users vs. non lab users per semester)
 - **Retention**
 - **Consistent reduction of withdrawals**
 - Up to 15% decrease department wide
 - **Consistent increase in completers (A, B, C grades)**
 - Up to 17% increase department wide
- **Maximize Cost Efficiencies**
 - **Payroll**
 - **Utilize Unavoidable Slack-Time Hours**
 - Tutors monitor virtual sites while idle in lab
 - **Incremental budget increases should be expected to accommodate growth and support program SUCCESS (if you build it they will come)**
 - **Development Platform**
 - **eCampus/BlackBoard LMS**
 - **Contains common commercial tools such as email, Discussion Board, Interactive Whiteboard/Chat technologies**
 - **InHouse Design, Development and Maintenance**
 - **Implementation Model**
 - **Hybrid OnCampus/OnLine Tutoring Model**
 - **Eliminates cost of unused prepaid hours from outsourcers such as SmarThinking**
 - **Eliminates upstart/maintenance fees from 3rd party plug-ins like AskOnline**

Virtual Accounting Labs

Concept Expansion: Writing and Math



Dallas County
Community College District



Home Help Logout

Technical Support Information

My DCCCD
Courses
Community
Training & Support
Libraries
Faculty Please Read Often
eConnect

Start Here

Read the News

Meet Your Tutors

Guidelines

Submit Essays

Pick-Up-Essay

Tools

Communication Organization Tools Organization Map

Control Panel

Refresh

Detail View



Richland College
Dallas County Community College District



Center for Tutoring and Learning Connections
Bridging the Path to Student Success

[CLC: Medina Hall M-216](#) | [Drop-In Tutoring](#) | [Math Workshops](#) | [Study Skills Workshops](#) | [Student Club](#) | [Mentoring](#) | [Case Management](#) | 972-238-6226

Richland College Online Writing Lab

Tutoring for English and Developmental Writing

[Submit-Essay](#)

[Pick-Up-Essay](#)

[Email Tutor](#)

[Chat and Appointments](#)

The RLC Writing Center's online tutoring is a free service to currently-enrolled Richland students, which combines the services of our face-to-face tutoring center with the convenience of eCampus. Before submitting a paper to an online writing tutor please review our [guidelines](#).

OnLine Tutoring Services:

- **Submit essay for tutor review:**
 - 2 school-day turnaround from delivery to return
 - One essay per submission
- **Check submission status and feedback:**
 - Download returned essay
 - Review tutor comments
- **Set personal, online appointments with tutors:**
 - Clarify tutor feedback
 - Address specific questions

Here is What to Expect:

- **Here is what the tutor will do:**
 - Help you plan and revise writing tasks
 - Suggest ways to improve your writing
 - Answer specific questions about grammar
- **Here is what the tutor will NOT do:**
 - Write an assignment for you
 - Proofread or edit your work
 - Predict or guarantee a grade
 - Read a draft which you have no time to complete



Dallas County
Community College District



Home Help Logout

Technical Support Information

My DCCCD
Courses
Community
Training & Support
Libraries
Faculty Please Read Often
eConnect

Start Here

Check the News

Meet the Tutors

Post a Question

Calculator Help

Handy Handouts

Solutions

Tools

Communication Organization Tools Organization Map

Control Panel

Refresh

Detail View



Richland College
Dallas County Community College District



Center for Tutoring and Learning Connections
Bridging the Path to Student Success

[CLC: Medina Hall M-216](#) | [Drop-In Tutoring](#) | [Math Workshops](#) | [Study Skills Workshops](#) | [Student Club](#) | [Mentoring](#) | [Case Management](#) | 972-238-6226

Richland College Online Math Lab

College Algebra: MATH 1414

[Post a Math Question](#)

[eMail Tutors](#)

[Calculator Help](#)

[Handy Handouts](#)

[Review Solution Sets](#)

OnLine Tutoring Services

- **Submit your math question**
 - 24 hour response by tutors on school-days
 - Weekend submissions answered on Monday
 - Open forum for student collaboration
- **eMail tutors**
 - Additional information on submitted questions
 - General information
- **Work Hard, Learn Well, Have Fun!!!**

Supplemental Course Materials

- **Calculator Help**
 - The IM Expression Editor
 - The IM Grapher
 - The TI-83/84 Calculator Instructions
- **Handy Handouts**
 - Check frequently for tips on troublesome topics
- **Solution Sets**
 - Homework solutions: posted after due dates
 - Test question solutions: posted after test deadlines

This site is a collaborative effort of the Center for Tutoring and Learning Connections and the Richland College Math Department. We will continue to work together to bring you, the student the highest level of quality to your course offerings. Please let us know how we can improve.
Ruelona Overby : Tutoring Site Coordinator, Center for Tutoring and Learning Connections



Richland College
Center for Tutoring
and Learning Connections

Bridging the Path to Student Success