**BOARD OF TRUSTEES WORK SESSION**
**DALLAS COUNTY COMMUNITY COLLEGE DISTRICT**
**AND RICHLAND COLLEGIATE HIGH SCHOOL**
**R.L. Thornton, Jr. Administration Building**
**701 Elm Street**
**Dallas, TX 75202**
**Board Room (4th floor)**
**Tuesday, December 16, 2008**
**2:00 PM**

**AGENDA**

I. Certification of Posting of Notice of the Meeting

II. Work Plan for Increasing Student Retention

III. Executive Session: The Board may conduct an executive session as authorized under §551.074 of the Texas Government Code to deliberate on personnel matters.

As provided by §551.072 of the Texas Government Code, the Board of Trustees may conduct an executive session to deliberate regarding real property since open deliberation would have a detrimental effect upon negotiations with a third person.

The Board may conduct an executive session under §551.071 of the Texas Government Code to seek the advice of its attorney on an investigation of an alleged ethics violation and/or on a matter in which the duty of the attorneys under the Rules of Professional Conduct clearly conflict with the Open Meetings Act. The Board may seek or receive its attorney's advice on other legal matters during this executive session.

V. Adjournment of Work Session

**CERTIFICATION OF POSTING OF NOTICE DECEMBER 16, 2008
WORK SESSION OF DCCCD BOARD OF TRUSTEES
AND RICHLAND COLLEGIATE HIGH SCHOOL**

I, Wright L. Lassiter, Jr., Secretary of the Board of Trustees of the Dallas County Community College District, do certify that a copy of this notice was posted on the 12th day of December, 2008, in a place convenient to the public in the R.L. Thornton, Jr. Administration Building, and a copy of this notice was provided on the 12th day of December, 2008, to John F. Warren, County Clerk of Dallas County, Texas, and the notice was posted on the bulletin board at the Frank Crowley Courts Building, all as required by the Texas Government Code, §551.054.
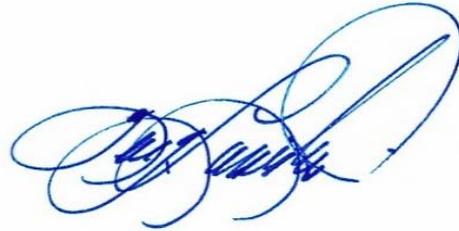
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Wright L. Lassiter Jr., Secretary

# Dallas County Community College District
## Office of the Chancellor

**TO:** DCCCD Board of Trustees

**FROM:** Wright L. Lassiter, Jr.

**DATE:** December 9, 2008

**RE:** Work Session on December 16, 2008

Executive Vice Chancellor Andrew Jones and Associate Vice Chancellor Sharon Blackman have provided background reading for you in advance of their presentation on December 16. I should like to preface their materials with my perspective from the CEO's desk.

First of all, when we talk about student retention, we are addressing one component of strategic enrollment management (SEM). Here is one of the better definitions of SEM: *...a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students, where "optimum" is defined within the academic context of the institution.*

Highly selective colleges have mature, finely tuned SEM operations. Open-door community colleges generally do not -- for the obvious reason that they are qualitatively different institutions. I am enamored with good SEM operations for I believe they have much to offer community college students. However, as an industry, we in community colleges are still climbing the SEM learning curve.

Turning from SEM to retention, here is one of the better definitions for retention: *...the maintenance of a student's satisfactory progress toward her or his pedagogical objective until it is attained.*

Once again, I will draw a comparison between selective and open admission colleges. Graduation rates in the most selective colleges are in the 95-97% range, and this should not surprise us. Many of these students have been groomed to be high achievers since the day they were born, literally. In community colleges, we subscribe to Thomas Jefferson's counsel to educators to "build an aristocracy of achievement based on a democracy of opportunity." We live close to the "democracy of opportunity."

The DCCCD Board may take pride in the goals it has set for retention and for students not yet ready for college-level work, those served by the democracy of opportunity. These include:

- Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) that prepare them for success in college-level courses.
- The College District's rate of student retention within courses – the proportion of students who complete with a passing grade [A, B or C] – will increase.
- The College District will apply and continuously improve a systematic approach to facilitating successful course completion for students enrolling the first time in fall semesters.

Retention is most helped by <u>coordinated and sustained</u> programs, policies, procedures and interventions. If not managed, well-intentioned but singular interests erode resources and leave no long-term remedy in their wake. I am pleased, therefore, that we have adopted a strategy that focuses all of DCCCD on students in developmental programs, specifically on students taking developmental math and specifically on increasing the proportion of students that complete with passing grades.

I expect this strategy to be pursued throughout the remainder of my tenure as your chancellor, and I expect we shall see tangible results beginning as early as Fall 2009. That is my commitment to you.

# DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
## *Student Retention Program*

## Introduction

Opening the door to higher education means opening the door to a better future for all Dallas County Community College District students. That process starts with recruiting our students, but their continued success depends on following through – once they walk through DCCCD's doors – and ensuring that they receive the instruction, services, guidance, and support they need to succeed and complete their education here.

Those key components to student success are the key components of retention as well. When we successfully retain, teach and assist our students, they then can move forward and achieve their educational goals.

Every member of the DCCCD family opens that door to education and helps retain our students – faculty, staff and administrators. We each have a role to play in student retention and success.

With that fact in mind, a new retention plan for the district now serves as a blueprint to retain students; it focuses initially on first-time-in-college students and those who are enrolled in developmental mathematics.

In order to implement that plan and to ensure that every college, location and employee becomes engaged in retention efforts, DCCCD is offering funds that can be used for retention programs and projects; has identified phases that we will use to build our new retention program; and encourages collaboration and cooperation among institutions so that we put our students' needs and interests first, which will help them stay on course and stay in school at our DCCCD colleges.

## Retention: Sustaining Students

While recruitment enables us to move students *into* our colleges at DCCCD, that effort represents only the first step toward helping students succeed. Moving them *through* our colleges is critical as well so that they can become productive citizens, achieve their personal goals, support their families and contribute to their communities.

Helping students stay in college is the goal of student retention. That process happens over a period of time as we work together to keep our students enrolled from one semester to the next and from one year to the next until they reach their academic goals. That means providing them with consistent advising; career and personal counseling; quality academic instruction; responsive student services; auxiliary services; and good customer service. These components comprise the key ingredients that retain students and provide the structure they need to move from one semester to the next and eventually graduate, transfer and complete their education or start new careers.

Every aspect and component of the district's retention program will involve implementing practices that can be replicated among our colleges; that are sustainable and can be scaled to fit students' needs; and that are collaborative – meaning that two or more colleges are involved.

Additionally, retention plans should be innovative and far-reaching – yet practical. That's not impossible. In fact, by putting several components in place, we can achieve that goal. By designing a plan that is tiered (or implemented in phases); has results that can be measured; includes strategies that produce immediate impact; and incorporates long-term strategies as well, we can reach those goals and help our students.

Retention: Phasing in the Plan

Retaining and sustaining DCCCD students calls for collaboration, cooperation and innovation – and that process won't happen overnight. It also requires teamwork and a detailed plan which, first and foremost, anticipates and delivers what students need.

The plan for DCCCD's retention program involves five phases: providing competitive incentive funding for several types of programs; training all college employees in successful retention practices; continuing the development of successful practices in retention that we can share with one another; developing educational initiatives and a marketing campaign that helps us all learn more about retention; and developing baseline data, a tracking system and subsequent tracking measures, data collection and other accountability measures so that we can analyze and improve on our retention efforts.

Retention: Applying for Funds

DCCCD retention awards are tools that our district and colleges can use to help improve existing efforts; create new programs or replicate existing ones (and fund them); and also acquire resources for those programs. Again, the initial retention program for the district will focus on first-time-in-college students and those who are enrolled in developmental mathematics – described by the chancellor's staff as the "most critical gatekeeper course" in terms of future student success. However, awards will not be restricted to these areas.

Research indicates that student retention occurs when institutions address several key areas: student persistence in college; case management programs (what students need and how we can help them on a case-by-case basis); instructional practices (such as learning communities, as well as collaborative assignments and projects, which engage students in the classroom); and technology that is integrated into instruction (hybrid courses and the use of course management systems, for example).

Developing early warning systems for those students who are at risk also is a critical element of successful student retention, including support systems such as tutoring, learning resource activities, one-to-one sessions about financial/adjustment issues and other related areas – all of which show students that DCCCD cares about them as a person and wants them to succeed.

# DCCCD Retention Program
## Phase I
## Retention Awards

DCCCD colleges have initiated many retention activities — some have just begun and others have a strong track record. In order for the district to take advantage of these and other successful practices, the following funding opportunities will be available for DCCCD locations through the District's Strategic Retention Plan.

## Award Program Goals
- Develop effective, scalable programs to retain students
- Ensure that all awardees are successful in completing their project/program
- Ensure that the Retention funds provided by the board are used judiciously

## Awards Criteria
All awards applications must include the following criteria:
- Clear program goals and objectives
- Measurable outcomes
- Demonstrate how the practices will be institutionalized
- Scalable strategies
- Show immediate positive impact on student retention for locations and throughout the DCCCD
- Involve collaboration among locations or will it lead to collaboration among locations

## Award Categories
There are four types of awards. See the descriptions below.

### *Planning Awards*
Planning awards are available for institutions to develop a plan that creates the opportunity for a retention effort to be implemented in the upcoming academic year. The award should be used for working with FTIC students or students who have acquired between 15 and 30 hours. Research has shown there is significant attrition after a student reaches 15 semester hours. These awards are available for one semester or four months. Awards will be funded up to an amount of $20,000 per application. The total amount available is $80,000.

### *Seed Awards*
Seed awards are available for institutions to pilot or to continue an initiative that is showing promise. These awards are available for a minimum of two semesters up to a maximum of four semesters. DCCCD colleges have identified several programs that have great potential to benefit retaining students. Awards will be funded up to an amount of $75,000. The total amount available is $700,000.

*Replication Awards*

Replication awards are available for implementing a proven model that provides for the opportunity of the award to be scaled-up in the location and/or the district. These awards are available for a minimum of two semesters and a maximum of four semesters. There are several identified successful programs that are currently offered in the District and throughout the nation. Awards will be awarded up to an amount of $100,000. The total amount of available is $450,000.

*Resource Awards*

Resource awards are available for the acquisition of resources to be used on a district-wide basis, for example, software that will be used at all locations to communicate individually with students. A resource award could include learning lab equipment that will be available at all locations for use with students as a learning tool. The total amount available is $200,000.

**District-Wide**
**Successful Completions (GRADES: A,B, & C)**

**All students**

| | 2003FA | | 2004FA | | 2005FA | | 2006FA | | 2007FA | | 5-YR Average | 2009 Fall Targets 5% increase over 5-yr average |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % Successful | Total enrollment | % Successful | Total enrollment | % Successful | Total enrollment | % Successful | Total enrollment | % Successful | Total enrollment | | |
| **DMAT** | **47.3%** | **17,123** | **46.6%** | **14,577** | **46.2%** | **14,602** | **48.8%** | **14,276** | **48.9%** | **14,619** | **47.6%** | 50.0% |
| DMAT-0066 | 62.7% | 271 | 56.5% | 423 | 55.1% | 653 | 56.3% | 673 | 54.7% | 961 | 57.1% | 59.9% |
| DMAT-0090 | 50.8% | 3,578 | 52.4% | 2,859 | 49.0% | 2,890 | 52.2% | 2,799 | 53.0% | 2,679 | 51.5% | 54.0% |
| DMAT-0091 | 44.2% | 1,823 | 48.0% | 1,343 | 45.4% | 1,079 | 44.4% | 1,206 | 46.4% | 1,261 | 45.7% | 47.9% |
| DMAT-0093 | 46.1% | 1,970 | 46.2% | 1,998 | 43.1% | 1,734 | 43.8% | 1,548 | 40.8% | 1,635 | 44.0% | 46.2% |
| DMAT-0096 | 46.2% | 866 | 48.5% | 776 | 50.2% | 540 | 45.9% | 499 | 47.4% | 555 | 47.6% | 50.0% |
| DMAT-0097 | 45.0% | 3,246 | 47.6% | 2,462 | 43.9% | 2,507 | 48.4% | 2,463 | 47.5% | 2,434 | 46.5% | 48.8% |
| DMAT-0098 | 45.1% | 2,566 | 40.2% | 1,956 | 43.7% | 2,103 | 46.7% | 2,457 | 48.1% | 2,507 | 44.8% | 47.0% |
| DMAT-0099 | 48.7% | 2,737 | 42.0% | 2,760 | 46.4% | 3,090 | 51.1% | 2,490 | 51.4% | 2,587 | 47.9% | |
| **DREA** | **49.9%** | **4,198** | **50.8%** | **4,258** | **49.5%** | **4,248** | **49.1%** | **4,068** | **49.6%** | **4,120** | **49.8%** | 52.3% |
| DREA-0090 | 47.1% | 1,246 | 46.3% | 1,383 | 43.2% | 1,499 | 45.9% | 1,384 | 43.9% | 1,410 | 45.3% | 47.5% |
| DREA-0091 | 55.3% | 1,487 | 53.9% | 1,436 | 55.7% | 1,410 | 50.5% | 1,375 | 53.2% | 1,380 | 53.7% | |
| DREA-0093 | 46.9% | 1,465 | 51.8% | 1,439 | 50.1% | 1,339 | 51.1% | 1,309 | 52.0% | 1,330 | 50.4% | 52.9% |
| **DWRI** | **45.8%** | **2,593** | **45.2%** | **2,247** | **45.4%** | **2,362** | **47.7%** | **2,198** | **51.1%** | **3,240** | **47.1%** | 49.4% |
| DWRI-0090 | 45.1% | 780 | 49.2% | 733 | 47.2% | 782 | 48.6% | 743 | 49.0% | 712 | 47.8% | 50.2% |
| DWRI-0091 | 47.4% | 856 | 44.8% | 645 | 46.4% | 692 | 49.5% | 650 | 53.7% | 1,110 | 48.4% | 50.8% |
| DWRI-0093 | 44.9% | 957 | 42.1% | 869 | 43.1% | 888 | 45.5% | 805 | 50.1% | 1,418 | 45.2% | 47.4% |

*note: -0060, -0061, -0100, -0200, -0300 level courses were excluded from analysis due to low enrollment
although these numbers are reflected in the total DMAT they are excluded from the course by course analysis

# District-Wide Fall Semesters

## Successful Completions (GRADES: A,B, & C)

| | FTIC 03-04 | | FTIC 04-05 | | FTIC 05-06 | | FTIC 06-07 | | FTIC 07-08 | | 5-YR Average | 2009 Fall Targets 5% increase over 5-yr average | Five year Target |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total FTIC enrolled in developmental | 7,148 | | 7,462 | | 7,623 | | 7,209 | | 6,783 | | | | |
| DMAT-0066 | 64.8% | 122 | 55.6% | 232 | 55.5% | 337 | 60.3% | 317 | 54.5% | 367 | 58.1% | 61.0% | 70% |
| DMAT-0090 | 52.2% | 1,433 | 56.8% | 1,266 | 51.4% | 1,383 | 54.4% | 1,237 | 54.7% | 916 | 53.9% | 56.6% | 70% |
| DMAT-0091 | 52.1% | 361 | 55.7% | 307 | 53.5% | 258 | 51.3% | 386 | 55.0% | 280 | 53.5% | 56.2% | 70% |
| DMAT-0093 | 61.8% | 288 | 57.4% | 502 | 53.1% | 418 | 48.9% | 321 | 46.2% | 325 | 53.5% | 56.1% | 70% |
| DMAT-0096 | 46.2% | 459 | 50.7% | 404 | 54.5% | 209 | 47.4% | 196 | 50.0% | 188 | 49.8% | 52.3% | 70% |
| DMAT-0097 | 53.1% | 842 | 53.5% | 656 | 51.7% | 642 | 55.1% | 595 | 53.8% | 585 | 53.5% | 56.1% | 70% |
| DMAT-0098 | 58.3% | 326 | 43.7% | 284 | 53.2% | 284 | 55.5% | 515 | 53.9% | 466 | 52.9% | 55.5% | 70% |
| DMAT-0099 | 61.3% | 514 | 48.5% | 688 | 52.9% | 787 | 64.5% | 496 | 62.6% | 462 | 58.0% | 60.8% | 70% |
| DREA-0090 | 49.5% | 553 | 47.9% | 772 | 45.2% | 828 | 47.3% | 742 | 45.9% | 640 | 47.2% | 49.5% | 70% |
| DREA-0091 | 60.5% | 660 | 57.5% | 690 | 63.4% | 744 | 57.3% | 703 | 57.8% | 580 | 59.3% | 62.3% | 70% |
| DREA-0093 | 53.9% | 560 | 57.0% | 637 | 56.2% | 634 | 58.0% | 583 | 58.8% | 497 | 56.8% | 59.6% | 70% |
| DWRI-0090 | 41.8% | 311 | 50.3% | 364 | 51.6% | 399 | 55.1% | 383 | 52.6% | 306 | 50.3% | 52.8% | 70% |
| DWRI-0091 | 49.6% | 274 | 44.5% | 247 | 49.2% | 254 | 51.0% | 239 | 58.2% | 462 | 50.5% | 53.1% | 70% |
| DWRI-0093 | 44.4% | 268 | 41.3% | 310 | 50.9% | 322 | 48.2% | 272 | 51.9% | 603 | 47.3% | 49.7% | 70% |

*note: -0060, -0061, -0100, -0200, -0300 level courses were excluded from analysis due to low enrollment although these numbers are reflected in the total DMAT they are excluded from the course by course analysis

## DCCCD - Fall to Spring Retention Rate of Fall 2007 First-Time-In-College Students

| By Ethnicity | Enrolled Fall 2007 | Returned Spring 2008 | Retention Rate | 5% increase |
|---|---|---|---|---|
| American Indian, Alaskan Native | 22 | 15 | 68.2% | 71.6% |
| Asian, Pacific Islander | 576 | 478 | 83.0% | 87.1% |
| Black, Non-Hispanic | 1,495 | 1,009 | 67.5% | 70.9% |
| Hispanic, Mexican-American | 2,100 | 1,487 | 70.8% | 74.4% |
| Non Res Alien/Foreign National | 20 | 17 | 85.0% | 89.3% |
| Unknown or Not Reported | 226 | 151 | 66.8% | 70.2% |
| White, Non-Hispanic | 2,016 | 1,432 | 71.0% | 74.6% |
| Total | 6,455 | 4,589 | 71.1% | 74.6% |

## DCCCD - Fall to Fall Retention Rate of Fall 2007 First-Time-In-College Students

| By Ethnicity | Enrolled Fall 2007 | Returned Fall 2008 | Retention Rate | 5% increase |
|---|---|---|---|---|
| American Indian, Alaskan Native | 22 | 7 | 31.8% | 33.4% |
| Asian, Pacific Islander | 576 | 390 | 67.7% | 71.1% |
| Black, Non-Hispanic | 1,495 | 651 | 43.5% | 45.7% |
| Hispanic, Mexican-American | 2,100 | 1,177 | 56.0% | 58.9% |
| Non Res Alien/Foreign National | 20 | 16 | 80.0% | 84.0% |
| Unknown or Not Reported | 226 | 122 | 54.0% | 56.7% |
| White, Non-Hispanic | 2,016 | 1,033 | 51.2% | 53.8% |
| Total | 6,455 | 3,396 | 52.6% | 55.2% |