Lessons Learned
Retention Alert

Wednesday 2:30-3:15 pm
Presenters Information

- **Pat Stowe**, Director of Student Support Services
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- **Mary Turner**, Learning Support Specialist
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- **EJ Warren**, Director of e-Student Services
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Early Alert

- Notification System
- Pre-determined at-risk group
- Individual Students (case by case)
- Not Semester Restricted
- Faculty Driven
- Needs Student Information System access
History

- Inception 2000
- Case Creation:
  - Paper document
  - Emails
  - Telephone calls
- Working Cases
  - Mailing customized letters – students & faculty
  - Telephone calls
  - Student appointments
Challenges – Original System

- Difficult for Faculty Participation
- Timeliness of Student Contacts
- Reports
- Lack of Student Compliance
- Accurate Student Contact Information
Challenges – Learning Support

- Labor Intensive
- Storage of paper documents
- Tracking of case information
- Communication
Early Alert Form

Faculty/Staff Referral Student Support Services

This form was previously the Early Alert form. The name has been changed to encourage faculty and staff to submit a referral any time they have a concern about a student. An additional category (C.A.R.E.) has been added to the form to indicate a concern that the student might cause harm to self or to others. Please add a description if you are submitting a referral for this reason. These referrals will be evaluated by a team of individuals to determine the best course of action. Thank you.

Student:

Student ID #:

Course:

Referring Faculty Member:

Referring Faculty Member EMail:

Referring Faculty Member’s Phone Number:

Describe Problem:

Student may need help with: (check all that apply)

- Reading
- Math
- Writing Skills
- Study Skills
- Test Taking
- Time Management
- Stress Management
- Personal Issues
- Test Anxiety
- Classroom Etiquette
- Attendance
- Organizational Skills
- Verbal Skills
- Non-native Speaker

- Referred to tutoring, but still needs follow through?
  - Yes
  - No

- Need assistance with a personal or emotional crisis?
  - Yes
  - No

C.A.R.E. (Please include a description of the problem or concern)

Yes
<table>
<thead>
<tr>
<th></th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals</td>
<td>561</td>
<td>542</td>
</tr>
<tr>
<td>Student Contacts</td>
<td>55</td>
<td>81</td>
</tr>
</tbody>
</table>

Student Contact Ratio 10-15%
Opportunity

- Research software options
- Define Stakeholders – 360° review
  - Administrators
  - Faculty
  - Information Technology
  - Support Staff
  - Students
Spring
- Purchase and Install software module within existing SIS system

Summer
- Pilot: Faculty (20) and Students (10)

August
- Implemented
- Training: Prep and Planning Week
- Awareness Campaign
Retention Case Form

Who?

What?

How?
Case Types

- **Academic Concerns**
  - Knowledge, Skills, Ability
- **Attendance**
  - None, Inconsistent, Insufficient
- **Behavioral Concerns**
  - Personal or Classroom
- **College and Life**
  - Financial, Personal, Stress
- **Other (Please Specify)**
- **C.A.R.E. (Harm to Self or Others)**
Retention Alert

- Paradigm shift
  - Migration from “early” to “retention”
  - Daily processes

- Automated communications (daily)
  - E-Mails to Students and Faculty
Fall 2009
- Referrals: 569
- Student Contacts: 229

Spring 2010
- Referrals: 425
- Student Contacts: 347

Fall to Fall: 304%  Spring to Spring: 316%
Retention Data

<table>
<thead>
<tr>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals</td>
<td>569</td>
</tr>
<tr>
<td>Faculty</td>
<td>74</td>
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</tbody>
</table>

25% Faculty Participation
Enhancements

- **Workflow**
  - Automated: Case Type
  - Manual: By Determination

- **Hyperlink Access**
  - Ease of Use for Working Cases
    - GPA, Profile, Program, Schedule, Transcript

- **Faculty Access**
  - Class Roster, LMS, Portal
Lessons Learned

- Reports
  - Division
  - Faculty
  - Case Types
  - Persistence
  - Retention

- Training
Future Plans

- Use of Automated Case Creation
  - Criteria
  - At-Risk Groups
  - Positive Outreach

- Reporting

- Dashboards
Considerations

- Early adopters and pioneers
- Make them curious
- Develop partnerships
- Review Case Types
- Advertise to students
Questions?