

# Lessons Learned Retention Alert

Wednesday 2:30-3:15 pm



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OKLAHOMA CITY COMMUNITY COLLEGE



# Presenter Information

❖ Pat Stowe, Director of Student Support Services

◦ [pstowe@occc.edu](mailto:pstowe@occc.edu) 405.682.7520

❖ Mary Turner, Learning Support Specialist

◦ [mturner@occc.edu](mailto:mturner@occc.edu) 405.682.7544

❖ EJ Warren, Director of e-Student Services

◦ [ejwarren@occc.edu](mailto:ejwarren@occc.edu) 405.682.7569



# 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

**Manually  
enter  
information**

<b>Faculty/Staff Referral Student Support Services</b>	
<p>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.</p>	
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)	<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing Skills <input type="checkbox"/> Study Skills <input type="checkbox"/> Test Taking <input type="checkbox"/> Time Management <input type="checkbox"/> Stress Management <input type="checkbox"/> Personal Issues <input type="checkbox"/> Test Anxiety <input type="checkbox"/> Classroom Etiquette <input type="checkbox"/> Attendance <input type="checkbox"/> Organizational Skills <input type="checkbox"/> Verbal Skills <input type="checkbox"/> Non-native Speaker
Referred to tutoring, but still needs follow through?	<input type="radio"/> Yes <input type="radio"/> No
Need assistance with a personal or emotional crisis?	<input type="radio"/> Yes <input type="radio"/> No
C.A.R.E. (Please include a description of the problem or concern)	<input type="radio"/> Yes
	<input type="button" value="Submit"/> <input type="button" value="Reset"/>



# Early Alert Data

## Fall 2008

- ❖ Referrals 561
- ❖ Student Contacts 55

## Spring 2009

- ❖ Referrals 542
- ❖ Student Contacts 81

**Student Contact Ratio 10-15%**



# Opportunity

- ❖ Research software options
- ❖ Define Stakeholders – 360° review
  - Administrators
  - Faculty
  - Information Technology
  - Support Staff
  - Students



# Timeline 2009-Present

## ❖ 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

## Contribute Retention Info

Who?

What?

How?

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Retention Case for \_\_\_\_\_

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Type of Issue\*

Summary\*

Detailed Notes\*

**Did you contact this student? Check Any that Apply**

In person	<input type="checkbox"/>
E-mail	<input type="checkbox"/>
Phone	<input type="checkbox"/>
Fax	<input type="checkbox"/>
IM (Instant Message)	<input type="checkbox"/>
Standard mail	<input type="checkbox"/>
Voice mail	<input type="checkbox"/>
Text message	<input type="checkbox"/>

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Do you want to report additional issues regarding this student?

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SUBMIT



# 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



# Retention Data

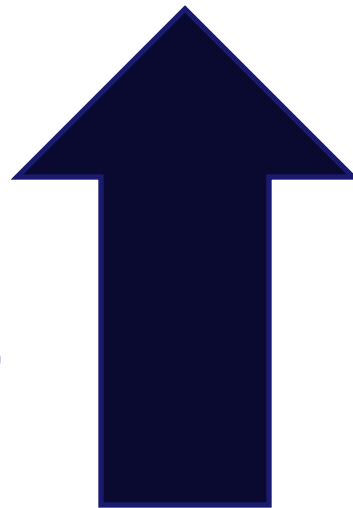
## Fall 2009

- ❖ Referrals 569
- ❖ Student Contacts 229

## Spring 2010

- ❖ Referrals 425
- ❖ Student Contacts 347

**300%**



**Student  
Contacts**

Fall to Fall 304%    Spring to Spring 316%



# Retention Data

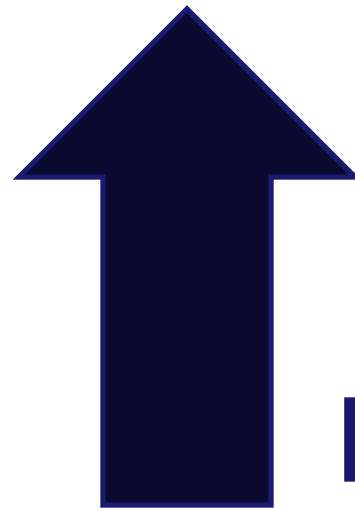
## Fall 2009

❖ Referrals	569
❖ Faculty	74

## Fall 2010

❖ Referrals	875
❖ Faculty	99

**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?



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