

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/World Languages, Cultures and Communications - English**

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

Instruction____ Student Services____ Administrative____

Combination of areas: (Please list)

Instruction and Administrative

Contact Person: (Include contact information)

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Retention Best Practice Title:

Faculty Training Sessions

Retention Best Practice Area of Focus:

Math____ STEM____ Honors College____ Other_**English Composition**

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

A well- informed faculty who participate in targeted professional development retain students more often and effectively. The English Program holds a Faculty Training Session each semester on various topics based on best practices, faculty and/or administrative requests, or need. For example, our next session will address grade calibration, a consistent plagiarism process, and newly developed learning modules instructors can upload to their eCampus shells to make available to students.

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

Annual reports that detail the percent of students who earn a "C" or better and the percentage of students who do not complete the course along with their reasons for dropping primarily drive our assessment of this best practice, but we also look at student surveys of instruction to see if we are in line with the learning preferences of our students.

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.

The percentage of students who earned a "C" or better has risen from less than 70% to just over 78% over the last four years. The percentage of students who dropped composition courses fell from just under 25% to a little over 13% in the same time frame. In addition, student surveys show a steady increase in satisfaction with instructors, content, and learning.

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

Very little really: since the training sessions are generated in house, the Program Coordinators, Lead Faculty, and even the Faculty themselves can propose, develop and present best practices, solutions to problems, and/or proposals to better our instructor knowledge and retain our students. I pay a training fee (set by the district) to compensate Adjunct Instructors for attending, and Full-time Professors as well as Adjunct Instructors earn Professional Development credit. We also have a pot-luck lunch, which doesn't hurt!

Cost to implement this practice (financial and human):

Approximately \$6,000.00 per academic year for instructor compensation in time and for materials (if needed).