

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)

Contact Person: (Include contact information)

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Retention Best Practice Title: **RLC English Faculty eCampus Site**

Retention Best Practice Area of Focus:

Math STEM Honors College Other **English Instructor support**

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

RLC English Faculty eCampus Site is a one stop shop for all that an instructor may need. It contains an orientation for new faculty, syllabi templates, discussion boards, technology instructions, previous training sessions, learning modules for students on topics instructors have little time to address in class (instructors can upload them to their own eCampus sites so their students can view them 24/7), and Teaching Learning Circles (alternative evaluation methods), among other areas.

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

We can track the number of hits for any given area. In addition, word of mouth sends instructors to the site, particularly to download grading rubrics and syllabi templates.

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.

Because of the orientation, previous training sessions, discussion boards, and Teaching Learning Circles, we have a well-informed and trained faculty; because of the syllabi templates and grading rubrics we have clear and transparent policies and evaluation practices; and because of the Learning Modules, students can obtain, review, and/or reinforce knowledge outside of the classroom. I don't have empirical data for student retention, but since the inception of this site, Adjunct Faculty retention has gone up nearly

50%, with the average Adjunct staying more than 6 years. Nearly every study shows that strong part-time faculty retention positively affects student retention.

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

Someone with medium or better technological knowledge to set-up the site, add and maintain material on the site would be needed.

Cost to implement this practice (financial and human):

One or two administrative contracts per semester, each equivalent to 60 hours extra-service (\$1,612.20).