

**DCCCD Incentive Funding
Retention Awards
Executive Summary**

PLANNING AWARDS:

Speech Communication 1311 Textbook Customization and Website Development

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Award Amount: \$5,294 Award Period: 1 semester

Serving over 1300 students per academic year, Speech Communication 1311 at El Centro College has a retention rate of 74.6% (students completing the course with a "C" or better). In an effort to improve retention, we will customize the required textbook for SPCH 1311(Introduction to Speech Communication) and further develop the program website so that it serves as a support resource for our students. This will help to institutionalize the following El Centro College "Best Practices"-

1. One Student at a Time

A. **New Faculty Mentoring and Orientation** – While moving towards greater accountability as well as student learning outcomes (SLOs) assessment at all levels, a customized textbook with easily accessible website resources will provide a dynamic opportunity to mentor and coach new faculty along with adjunct faculty. By specifying and highlighting SLOs, performance standards, and measurements that will ultimately contribute to a "culture of evidence" required by SACS, faculty will have greater clarity of their roles, responsibilities, and the entire process. This should then manifest itself in better teaching and learning, which is the ultimate goal of assessment, because "When students learn, they stay."

B. **Course Specific Orientation** – A customized textbook coupled with further website development will provide each student with exactly what s/he needs in order to be most successful in this core class as it is taught at El Centro College.

2. **Collaborative Teaching of Information Literacy** – El Centro College's Library and Instruction Department has identified Information Literacy as a "Best Practice" in part because of its collaboration with the Speech Communication Department. Speech communication faculty has partnered with the library faculty to create lessons on the following areas: topic selection, research, bibliography methods, plagiarism, and PowerPoint. This collaboration has continued to develop over the past few years and now supplements (and in some instances substitutes for) those sections of the current textbook. Customizing the text so that it represents faculty needs and the needs of students is the next logical step to take.