



Spotlight on the Hill:

HCC Re-Writes English to Reflect Best Practices

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After a semester of meeting, planning and collaboration, HCC's English department emerged with changes and modifications to the way Developmental English is presented to and assessed from students. Just as each section of a writing class reflects the distinct attitude and flavor of the instructor, so did the changes in curriculum reflect the personalities and creativity of the people who were to teach them.

Although each of the five instructors involved (Sharon Burton, Cathy Crick, David Fritts, Bill Gary, and Lillia Joy) contributed to the overall changes to ENC 090 and 091, the way these modifications are being implemented this semester is as different as the people who lead each class. Below is a listing of the overall course changes, followed by excerpts of reports detailing how those changes will be implemented in individual sections of the course.

The English Workgroup initially proposed to make the following changes in spring 2006 in ENC 090 and ENC 091, the developmental writing classes at HCC:

Technological changes

1. Each instructor will web-enhance his or her class, making the syllabus and class assignments available online. This change should improve student preparedness for class.
2. Unless doing so will duplicate the above efforts, the English Program will develop a homepage for English faculty (including adjuncts) and related activities (such as the HCC Literary Magazine).
3. Developmental classes will make use of Smart Board technology to try to engage students.

Sometime in the future, we would like to have input into the design of a computer lab/writing classroom.

Evaluative changes

1. The syllabi for ENC 090 and ENC 091 will reflect changed standards and objectives for the courses, including substantive changes in the method of evaluating students' readiness for entry into ENG 101.

2. The exit test will undergo changes not yet fully determined. We are still threshing out the use of sources, the importance of a timed essay to a portfolio, and other matters.

Other suggestions not yet agreed upon include a PLATO or Success Center requirement as a class supplement.

Classroom activity changes

1. We are just beginning to look at new texts for next semester since we wanted first to establish our learning objectives for the courses. We are discussing the possibility of incorporating a novel or other forms of literature into one or both courses in order to expand class work on critical thinking activities.

2. Through Inkwell, we plan to continue sharing assignments that motivate students, such as the newspaper writing assignment being used by Cathy Crick this (fall) semester.

3. We plan to incorporate reflective assignments so that students can learn to assess their own efforts and process.

We plan to incorporate varied methods (Smart Board technology, group work, visual and aural presentation, etc) to address a variety of learning styles.

Pilot Learning Communities

1. We plan to pilot a learning community with emphasis on mentoring with students in one section of ENC 091 and students in one section of ENG 101.

2. We plan to pilot an online learning community with students in two sections of ENC 091.

Title III Travel Notes:

“What You See Depends on Where You Stand”

By Doris Cherry

Over spring break, I had the opportunity to acquaint myself with Georgia Perimeter College at the League for Innovations Conference. Presenters Dr. Brown and Dr Daddona shared the college’s path to a model for student success in their presentation, “Communicating and Collaborating for Student Success.”

In building this path, they asked various homogeneous groups at a Leadership Retreat to consider these questions: “What is your part of the path?”

“How do you make a difference to the students at GPC?”

“How do you impact student success and retention?”

Then the groups were asked to draw a model illustrating how their respective areas support the college’s students.

Illustrations were shared from views of various faculty members, the academic dean, the joint enrollment coordinator who works with high schools, enrollment and registra-

tion services, the library, the honors coordinator, and plant operations. One faculty member instead of drawing wrote, “If the student catches the wave just right, it’ll put him on the island; if not, the student will be crushed.” (To view all of the models, go to: http://www.gpc.edu/~bbrown/innovations2006_files/frame.htm.)

From their efforts, it was obvious that “what you see depends on where you stand.” Thus, they worked to develop an integrated model for student success.

Among the steps to implement this model was an orientation of 4 to 4.5 hours, a college experience course, a “branded” model of the student success illustration for students that could be posted, training for advisors, additional points of contact with students, and outside classroom involvement of students.

The final words—“Essential that we WORK TOGETHER to benefit students.”

Meet Marc: HCC’s new Title III Learning Specialist

By Marcus Baltzell, Learning Specialist

Let me take a moment to extend a warm greeting to all of the faculty and staff at Henderson Community College. Many of you I’ve met, and some I have yet to have the privilege of meeting, but I can say with honesty that I feel very welcomed here. I’ve found this to be true not only of HCC but of this region in general. I look forward to having an opportunity to work with a group of educators and professionals who are so dedicated to their work.

We chose to relocate to this area of Kentucky after having five hurricanes directly hit our neighborhood in just 20 years. The final straw was last September, when my wife and I, our newborn, and our two-year-old, lived with no electricity for 27 days. It was at this point we decided to leave our home and our 22-member family in Central Florida, seeking a different climate and change of seasons.

My wife, a former teacher who spent the last five years as a director for the local office of the National Education Association, earned a position as regional director for the Kentucky Education Association. Never having been to Western Kentucky, we felt like expansionist settlers with a road of challenges ahead.

The previous ten years of my professional life were spent working as a classroom teacher in elementary and high school as well as serving as an Educational Technology Facilitator and Curriculum Specialist for Seminole County Public Schools. I was proud to be teaching in the district where I attended high school, but more importantly

I was simply proud to be a teacher. I’ve advocated for teachers while serving in leadership within the local teacher’s union, and I still consider myself an advocate of educators. Even though the profession has undergone an ever-revolving cycle of profound change, my goal within it has never changed. My goal is, and has always been a simple one: to help students achieve beyond what they believe they can achieve.

Off campus, my life centers completely on my family. This has been a monumental life change for me as I approach my fourth wedding anniversary at age thirty-five. In four short years I’ve gone from living the single life to being completely blessed and dedicated to my wife, my daughter (now three and a half), and my son (who just turned one last month). During the brief moments that I have to myself, I focus on writing and arranging music, fishing, and officiating basketball.

Because I know how valuable an educator’s time is, I want to thank you for getting to know a bit about me. I look forward to learning more about you and invite you to stop by my office to discuss how I can support you. Or, if you prefer, come by anytime so I can ask the important questions like, “Where’s the best place to eat around here?” or, “Where do the fish bite best?”

Editor’s Note: If you’d like more information about Marc, his career experience, and his educational philosophies, please see his website at <http://www.probalt.net>.

Title III Travel Notes:

CPE Conference on Developmental Education

Reported by Sharon Burton, from Lexington, KY

On March 13-14, the Council for Post-Secondary Education sponsored a conference on developmental education with the purpose of encouraging Kentucky's two- and four-year institutions, both public and private, to make developmental education a priority. Dr. Robert McCabe of Miami-Dade opened the meeting with a call for commitment.

According to Dr. McCabe, institutions of higher education will make progress in this area only when they do the following:

Colleges, community members, and legislators must stop pointing fingers at high schools. Rather than occurring as an outgrowth of 20th century laxness in standards, developmental education dates back to the 18th century. Moreover, do what they can, high schools will never solve the problem. Instead, post-secondary institutions must take responsibility for all their students.

Developmental efforts will succeed only with the support of administration. That support must go beyond words into deeds that should include economic commitment in the form of monetary rewards for ideas, involvement, or results in developmental education; in the form of money for reduced class sizes or increased contact hours; in the form of money for professional development, not only for full-time faculty but for adjunct faculty as well; and in the form of money to increase the numbers of full-time faculty teaching developmental classes.

Support must come from the entire faculty. McCabe quite bluntly advises that any faculty members who don't want to teach developmental students shouldn't be teaching. After all, the rising percentage of students who need developmental work should speak to teachers' self-interest if not to their altruism, for without these students, colleges will have very few students to teach at all. Just as the barriers between "developmental" students and "regular" students should be eliminated, any snobbish distinction between developmental teachers and general education teachers, or between

developmental classes and general education classes, must be eliminated. Teachers of general education classes and developmental classes alike should become versed in learning styles, in new technology, and in new attitudes.

Educators must be prepared to change in response to data-driven evidence of what works and what doesn't work. Educational methods should rely on such hard evidence of success/failure and retention/attrition rather than on mere feelings of what "should" work or anecdotal evidence. Developmental classes in particular need regular critical examination.

The conference included a "team planning session," intended to allow time for each institution to determine its "first, next step" in improving developmental education for its students. Members of the various KCTCS institutions met together as one team and discovered a great disparity in the approaches to developmental education. Hazard, for instance, is now attempting to implement many of the changes Henderson has made in the last few years. Other schools in the system have not yet implemented or even discussed changes to their developmental classes. As a group, we decided the "first, next step" for the KCTCS institutions would be to ask the system office for help in the form of a centralized developmental director, help in gathering data to support and direct change, and help in locating grant opportunities and in writing those grants.

Conference Summary At-a-Glance

1. Colleges, community members and legislators must stop pointing fingers at high schools.
2. Developmental efforts will succeed only with the support of administration.
3. Support must come from the entire faculty.
4. Educators must be prepared to change in response to data-driven evidence.

Creating Learning-Centered Classrooms

What does learning theory have to say?

The time is ripe for a closer examination of learning in college classrooms. Recent questioning of the value of higher education focuses on the worth of undergraduate education and on the quality of learning that takes place in college classrooms. In response, many colleges and universities have focused on changes that center on improving teaching and learning.

In the past decade, we have seen a focus on teaching techniques in college classrooms, a movement that emphasizes active learning, the value of out-of-class learning, and

To be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation.

the importance of assessment on college campuses. We have addressed the all-important issue of learning by college students without focusing on the all-important question of "how" our students learn academic material. One change that could begin to maximize students' learning would create "learning-centered" campuses (Barr and Tagg 1995).

To create such a campus, we need to know how college students learn, to understand barriers to students' learning, and to develop classroom techniques that promote learning among college students. The keys to this knowledge lie in the fields of psychology, philosophy, and sociology; many have a basis in the study of children's learning and development, but we know much about the learning of youth and adults as well, particularly in academe.

What Theories and Frameworks are Relevant to Learning in College?

Some of the many models of learning theories are particularly relevant to the traditional college classroom. For example, research shows that college students' attributions for success or failure (Weiner 1992) and their beliefs about their own abilities, or self-efficacy (Bandura 1997), influence students' motivation and goals for academic work. Moreover, some theories expand our view beyond the individual student and focus on the social context of learning. Approaches to learning that promote social constructivism, or learning within a social context, and that feature active group constructions of knowledge (Jaworski 1994) provide an ideal environment for some learners. Approaches to learning that create awareness of students' social conscience and that promote an awareness of possibilities for social transformation through action, such as conscientization (Freire and Faundez 1989), can stimulate learning, particularly for students from traditionally disadvantaged groups. And the theories of multiple intelligences (Gardner 1983)

and learning styles (Kolb 1981) help us challenge time-worn assumptions about learners and learning that can exclude students and that limit our ways of thinking about the role of the college student in the classroom.

What Do We Know About College Students' Learning?

Research tells us much about learning in college; for example, we know that students can develop realistic attributions regarding success and failure that lead to positive study behaviors when working with counselors. Researchers have also demonstrated that constructs related to self-efficacy are positively related to achievement. And in several instances, classes designed for low-achieving students that focused on developing self-efficacy as well as academic learning experienced dramatic successes. Social constructivist approaches to learning have been applied through classroom practices such as collaborative learning, problem-based learning, and peer learning groups. Most often, students who participate in these innovative instructional approaches perceive a more meaningful learning experience and in some cases actually learn more than students in conventional learning situations. Research on the application of Freire's theory of conscientization is more limited, and scholars are only beginning to apply the theory with nontraditional students and in ESL (English as a second language) courses. With regard to theories of learning styles and multiple intelligences, researchers have validated the existence of the various ways of learning and the existence of various types of intelligence. Many examples of ways to apply the theories in the classroom are available.

What Practices Promote Learning Among Students?

From the literature focusing on frameworks and theories of learning, we can identify several general practices that promote learning for college students:

Social learning experiences, such as peer teaching and group projects, particularly those that promote group construction of knowledge, allow a student to observe other students' models of successful learning, and encourage him or her to emulate them (social constructivism, self-efficacy, learning styles); Varying instructional models that deviate from the lecture format, such as visual presentations, site visits, and use of the Internet (multiple intelligences, learning styles, self-efficacy); Varying expectations for students' performance, from individual written formats to group work that includes writing and presentation, interpretation of theatrical, dance, musical, or artistic work, and performance of actual tasks at a work site (attribution theory, conscientization, multiple intelligences, learning styles); Choices that allow students to capitalize on personal strengths and

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Faculty-Initiated Activities That Increase Retention

1. Utilize small group discussions in class whenever feasible.
2. Take the initiative to contact and meet with students who are doing poor work. Be especially cognizant of the "passive" student, one who comes to class, sits quietly, does not participate, but does poorly on tests, quizzes, etc.
3. Encourage students who had the first part of a course to be in the second part together. Try to schedule the same time slot for the second course.
4. Ask the Reading faculty to do a "readability study" of the texts you use in your classroom.
5. Develop library/supplementary reading lists which complement course content. Select books at various reading levels.
6. Use your background, experience, and knowledge to inter-relate your subject matter with other academic disciplines.
7. Throughout the semester, have students submit topics that they would like to cover or discuss.
8. Take students on a mini-tour of the learning resources center, reading/study skills area, counseling center, etc. If a particular student needs reading/study skills help, don't send him/her, TAKE him/her.
9. Work with your division counselor to discuss procedures to follow-up absentees, failing students, etc.
10. Use your imagination to devise ways to reinforce positively student accomplishments. Try to avoid placing students in embarrassing situations, particularly in class.
11. Create situations in which students can help you (get a book for you from library, look up some reference material, conduct a class research project).
12. Set up special tutoring sessions and extra classes. Make these activities mandatory, especially for students who are doing poorly.
13. Confer with other faculty members who have the same students in class. Help reinforce one another.
14. Look at your record book periodically to determine student progress (inform them) and determine if you know anything about that student other than his/her grades.
15. Team teach a class with a colleague or switch classes for a period or two. Invite a guest lecturer to class.
16. Use the library reference shelf for some of your old tests and quizzes. Tell the students that you will use some questions from the old tests in their next test.
17. Engage in periodic (weekly) self-evaluation of each class. What was accomplished this past week? How did students react?
18. At mid-term and at final exam, your last test question should ask if a student is going to continue at the college or drop out at the end of the semester. If a potential drop-out is identified, you can advise the student to work with the division counselor.

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Creating Learning-Centered Classrooms

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interests (self-efficacy, multiple intelligences, learning styles); Overt use of sociocultural situations and methods that provide authentic contexts and enculturation into an academic disciplinary community (social constructivism, conscientization); Course material that demonstrates valuing of diverse cultures, ethnic groups, classes, and genders (conscientization, learning styles).

Although it might be difficult or even impossible to incorporate all these practices into one college class, if most college classes could incorporate just a few of these elements, colleges would develop into more learning-centered communities and would move toward meeting the learning needs of a greater portion of their students.

What Additional Questions Must Be Answered?

Many important questions about college students' learning remain to be explored through research. Although

we know that students' beliefs and attributions affect learning, we are not sure whether an instructor can apply techniques that will modify those beliefs and attributions to help students learn. And although literature exists to describe innovations in the classroom designed to foster learning using various models and theories, few authors have systematically tracked differences in learning across classes. Such research is needed to establish definitively the importance of these theories and models. Finally, differences in learning by gender and across racial subgroups need to be explored. Carefully designed studies employing both quantitative and naturalistic approaches are needed to help us learn more about these important topics.

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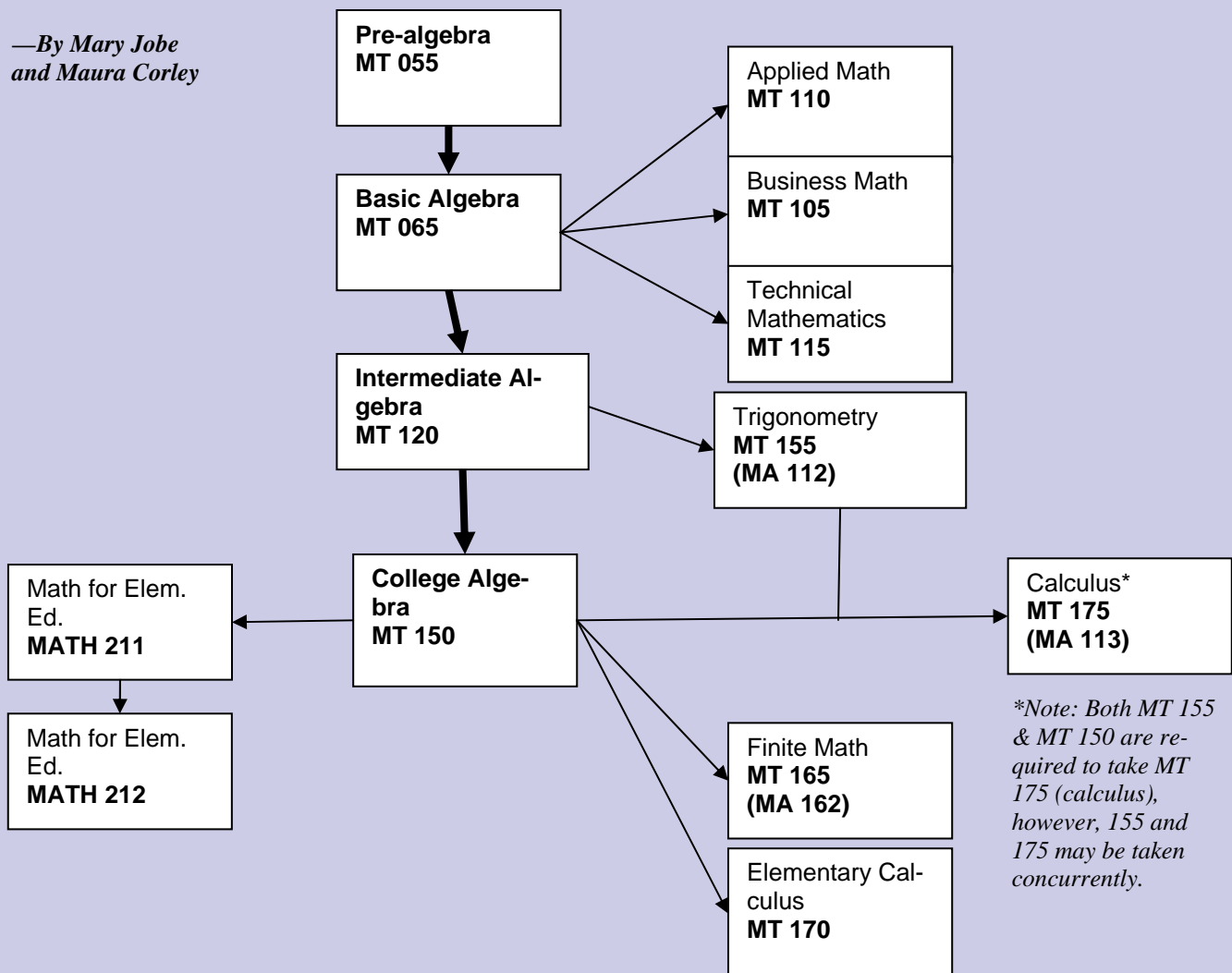
Spotlight on the Hill: Tips on Helping Choose Math Courses

Students are often unclear or confused when it comes to understanding the sequence of math courses that are needed to meet their degree requirements. In particular, the path to college algebra is often muddy because of recent changes in course numbering and names. Students in basic algebra often think that college algebra is their next course. Also, COMPASS placement scores provided for advisors are not totally straight forward due to different domain ranges and the way courses are listed. So, to help we have developed a flow chart. This outline is based on course sequences and prerequisites. ACT or COMPASS scores still determine the starting point.

For example, using the chart, a student who has completed MT 110 and now realizes that he/she needs MT 150 could easily see that he/she would be required to complete MT 120 and then take MT 150. And, a student who has completed MT 065 would continue with MT 120 before taking MT 150.

We hope that this chart can be used by advisors and will be helpful with directing students in the math area. If following the flow chart with a particular student's credentials is still not clear, it is always safe to go strictly by the prerequisite requirements.

—By Mary Jobe
and Maura Corley



Intrusive Advising Means Direction, Not Pampering

Because underprepared first-year students do not often seek academic and personal assistance voluntarily, these authors believe advisors must be intrusive in their approach to helping students navigate the college environment. The concept of intrusive advising was pioneered by Robert Glennan and his associates in the seventies (Glennan, 1975), and further refined in subsequent writings (Glennan, 1983; Glennan & Baxley, 1985; Glennan, 1991). According to Glennan, in intrusive advising, the institution takes the initiative. Advisors do not wait for students to come forward to ask for help but insist that students make frequent appointments throughout the year to check on their progress, identify crisis situations, offer options, make referrals, and motivate students toward academic success.

However, intrusive advising does not ordinarily mean "hand-holding" or parenting. Rather, it does mean active concern with the students' academic preparation and a willingness to assist them in exploring services and programs that can improve their skills and motivate them to complete their degree, certificate, or educational plan. It also means taking an interest in them personally and approaching them with an open and caring attitude. Such a personal and intentional relationship will help reduce and psychological distance between faculty and students that many first-year students experience when they enter institutional of higher education.

Effective advisors of underprepared students must insist upon regular contact with their advisees regardless of whether or not advisees think it is needed. This intervention allows the advisor to head off potential problems before they arise and reduces the need for crisis management more typical of the underprepared student's style. In crisis, underprepared students tend to spend their energies blaming others rather than solving problems (Spann & VanDett, 1982; DeBoer, 1983). In a preventative mode, the advisor can help the student anticipate problems and model problem-solving skills and strategies.

The literature on advising cites frequent examples supportive of the proactive, action-oriented, intrusive approach to advising being advocated here. For example, Glennan and Baxley (1985) describe the philosophy of intrusive advising as one in which students are contacted throughout on a regular basis throughout the year instead of waiting until the normal once- or perhaps twice-a-semester mandatory advising session or until the student is in serious academic trouble. Earl conceived of intrusive advising as deliberately structuring intervention activities at the first sign of academic difficulty in order to motivate the student to seek assistance. Intrusive advising blends both prescriptive advising and developmental advising (the integration of academic, personal, social, and career goals) in that the advisor is systematic and directive in offering assistance to students while supporting

them in identifying developmental needs and accomplishing educational goals. Furthermore, Earl believes that throughout the academic year, and during advising sessions with underprepared first-year students, the advisor should monitor and evaluate the student's performance, recommend specific course placement based on high school performance and college entry testing, and refer students when needed to counseling and learning assistance services. Because there is constant contact with students, advisors have the opportunity to develop rapport, become familiar with students' abilities, discuss their progress, assist in their decisions about majors and careers, and refer them to other programs to meet specific needs. In turn, entering students find a supportive advocate and ally with whom they feel secure in discussing academic and personal concerns.

While some authors (e.g., Earl, 1988) believe that intrusive advising begins with the first sign of academic difficulty, intrusive advising should begin even earlier through an "early alert" intervention activity. In an early alert system, underprepared students are identified even before they arrive on campus through a series of measures such as high school performance indicators, SAT, or ACT scores, state-mandated competency tests, and student self-reported data on their academic and personal needs. This information is provided in advance of the student's arrival and allows the advisor to anticipate possible problems students might face before they get into difficulty and to work with students in taking necessary actions to prevent problems from occurring.

Another element of intrusive advising is effective communication. DeBard (1987) suggests that advisors be person-centered rather than bureaucratic. Underprepared students need to feel that questions about alternative actions will be received empathetically and openly, not processed through a bureaucracy of academic policies and procedures. This approach takes into consideration their short-term options as well as their long-term needs. Making referrals to resources both within and without the institution, as needed, send a message to entering students that they are important in a system where too often a student is "just a number." DeBard also believes that the need for empathy does preclude the need for providing information to students to help them explore alternatives and seek constructive action that will allow them to realize more of their potential.

Originally presented in: *The National Resource Center for The Freshman Year Experience & Students in Transition, University of South Carolina, 1995.*

"Intrusive advising does not ordinarily mean 'hand-holding' or parenting."

Registration Note: GE 100, 101 for Fall 2006

By Doris Cherry

GE 100—Introduction to College, 1 credit hour, and GE 101—Strategies for Academic Success, 3 credit hours, will be offered this fall. Both courses consist of assessments in communication and learning styles and career focus work. Both courses also address the skills of listening, note taking, test taking, remembering, and managing time and stress as well as acquainting students with the campus and its activities. GE 100 is more of a survey course whereas GE 101 goes into greater depth with the skills.

These courses are designed with the **first-time, developmental student** in mind. Students who already enrolled in GE 100 in fall '05 or spring '06 should not enroll in GE 101 since a lot of the material will be repeated. If a student has already had GE 100 or GE 101 in the past and failed,

dropped or wants to improve his grade, then please enroll him in the respective course.

Students enrolling in GE 100 or GE 101 this fall will have their tuition, book and supplies paid by the Yeager Grant. Please inform your advisees of this. The amount will be credited to their accounts approximately 3 to 4 weeks after the course begins.

As new students complete COMPASS and test into developmental courses, their result sheets will be stamped with "Advise GE 100 or GE 101" to remind advisors (and them) to consider one of these courses.

Please let me know if you have questions regarding either course or about a student's enrollment in GE 100 or GE 101.

April Professional Development Opportunities

Contribute	This class will focus on the basics of using Contribute, the program used to create and update a web page on HCC's website. Every department/division should have an individual trained to maintain their section of the website. We also encourage faculty to attend	April 14th 9 to 10 a.m.
Beginning Power Point	This class will teach you the basics of this presentation software. Start from scratch and create a new show for your office and classroom. We will include sound, animation and clip art.	April 21st 9 to 10 a.m. (or) 1 to 2 p.m.
Outlook Calendar	This class will teach you about using your calendar in Microsoft Outlook. You will learn about different calendar views, navigating appointments, creating meetings and setting up delegation	April 28th 9 to 10 a.m. (or) 1 to 2 p.m.

All classes available in AD 205; contact [Jacque Conn](#) for more information or to register (19680).

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