



Henderson Community College Title III

Coaching for Student Success

Grant's Year Three Objectives Outlined

By Kim Conley, Project Director

Year 3 of our *Coaching for Student Success* Grant began on October 1, 2006 and continues until September 30, 2007. The grant has specific objectives and performance indicators that we must meet each year. The activities that we pursue with grant funds must support these objectives and performance indicators. Each year's objectives and performance indicators are related to increasing the graduation, retention and success rate of those students who test into at least one developmental course. This year's objectives and the activities that are planned to support them are below:

Objective 1:

By the end of Year 3, the percent of students enrolled in the modified Developmental Education Math courses who earn a B or above will exceed the percent in the control group who earned a B or above in non-modified courses in the previous year by at least 10%.

Performance Indicator 1.1:

By June 6, 2007, at least 75 math students will have completed modified Developmental Education Math, with their grade levels compared to grades of students in non-modified courses in the previous year, as verified by the Learning

Activities to achieve this Objective

- Modification of both developmental math courses during the fall semester and piloting of the courses in the spring semester.

- Professional development for all faculty, both full and part-time who teach developmental math in alternative delivery methods that will increase the success of students taking developmental math courses.

Objective 2:

By the end of Year 3, the degree to which the College meets "Best Practices" in Developmental Education programs will increase to at least 3.0 in at least 18 of the 27 categories where the College was failing or only minimally meeting those standards in 2004.

Performance Indicator 2.1:

By June 6, 2007, responses of the Leadership Team and faculty to Best Practices survey presented in the CDP will have been received and analyzed by the Project Director, Activity Director and Independent Evaluator, with results indicating Developmental Education program is at least "somewhat meeting" best practices in the 27 categories where it was not meeting or minimally meeting standards in the 2004 survey.

Activities to achieve this Objective

- The Leadership Team will work with faculty and staff to implement recommendations and best practices as listed in the CDP.
- Professional development sessions will be provided for faculty and staff in critical thinking, alternative learning strategies for at-risk students and

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Advisors and Parents: Together Building Stronger Advising Relationships

Introduction

In the early 1980's adult attitudes toward children started to shift. According to Howe and Strauss (2000), the authors of *Millennials Rising: The Next Great Generation*, the '80's became the era of the protected and worthy child. Children became a planned part of adult life. Planned parenthood, fertility clinics, test-tube babies, and surrogate mothers all became popular. The children of the Baby Boomers and Generation X, known as Millennials, became the largest, healthiest, most wanted and most cared-

This generation accepts their parents as personal advocates, who are ready, willing, and sometimes eager to challenge authority on behalf of their children.

for child generation in American history (Howe & Strauss, 2000). Millennials are the children we saw securely buckled into child-safety seats and shuttled in mini-vans and carpools to play sessions, soccer games, and other structured activities with their parents leading the way.

Millennials are now old enough to go to college, and the protective parents that structured their lives as children are still holding the hands of their now young adults as they make their way to colleges and universities across the nation. Parents want to be a part of their children's college experience. They want to monitor their progress in classes, insure they are involved in activities, and, in so many ways, be there for them to help solve any and all issues that may arise. As a result, this generation feels secure, close to their parents, and comfortable with authority (Howe & Strauss, 2000).

Today's parents can seem intrusive and demanding. Their presence is changing the relationship between academic advisors and the students they advise. Advisors are now faced with finding a way to include parents in the advising session without compromising a sense of trust and confidence with students.

Generational Distinctions

When working with students, academic advisors may find it helpful to understand the differences in social norms adopted by different generations. The socially accepted values and conditions of those raised in the '60s and 70s are very different from those raised in the '80s and '90s. The Baby Boomers, those born be-

tween 1943 and 1960, are a generation raised by parents who read Dr. Spock. Spock offered the first comprehensive philosophy to raising children and offered advice to parents in a changing society (Verbeek, 1994). The Baby Boomer generation was driven by new philosophies and government change. They rebelled against authority and were driven in fighting for what they believed was right for a better society. The Boomers are a generation of sit-ins, marches on Congress, and free-love.

Generation X, born between 1961 and 1981, is a generation that experienced single parent households and being latchkey-kids. They witnessed the beginning of the AIDS crises and the falling of the Berlin Wall. Generation X grew up in a society that advocated individual freedoms and looking out for #1.

Late Boomers and early Xers are the parents of the new generation, self dubbed, Millennials. The arrival of the Millennial generation was announced by "Baby on Board" signs on minivans. They were raised by protective parents obsessed with safety. They grew up respecting authority and believing in a system that exists to help make the world a better place (Howe & Strauss, 2000). This generation accepts their parents as personal advocates, who are ready, willing, and sometimes eager to challenge authority on behalf of their children. According to a 1999 survey in *Time*, seventy-nine percent of 12- to 14-year-olds polled said they looked up to their parents more than any other adult role model (Howe & Strauss, 2000, pg. 123). Today's generation admire their parents and care about what they think.

Millennials are also the first generation to be technologically savvy. They grew up with the Internet, cell phones, and other new technologies. When it comes to acquiring information, this generation is used to easy access and instant gratification.

Impact This Has on Academic Advising Today

Academic advisors today are not just meeting with young students eager to start their college career and plan their lives for the future; they are also meeting with the parents and other family members of this new college generation. Parents now expect to be an integral part of their children's college experience. This significantly changes the practice of academic advising and advisors need to outline the expectations of students and parents. Good communication is the key.

When communicating with family members it's important that they understand the Family Educational Rights and Privacy Act (FERPA). FERPA guarantees

students the right to privacy by limiting the accessibility to the student's academic records to third parties, including the student's parents. It's important for academic advisors to help parents understand that they may be undermining the advisor's attempt to establish trust with the student by asking the advisor to discuss the student's academics or other issues without the student's permission.

Other things academic advisors can do to help parents understand that the advisor and the institution have the best interest of their student in mind is to offer as much information within the guidelines of FERPA as possible. Important information advisors may consider sharing with parents include the goals developed by the National Academic Advising Association (NACADA) Task Force charged with providing input to the Council for the Advancement of Standards (CAS), available through the *Clearinghouse of Academic Advising Resources* (2005). These goals include but are not limited to:

- Assisting students in evaluating their personal values and beliefs.
- Assisting students in considering their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.
- Assisting students in developing educational goals consistent with their life goals and objectives and using these goals as a guide to decision making.
- Assisting students in developing decision-making skills.
- Providing accurate information about institutional policies, procedures, resources and programs.

This type of information can help parents realize how advisors support students in their learning and that advisors possess the expertise needed to insure students get the most out of their time in college. When communicating with parents, advisors can explain how college provides a unique opportunity for parents and the institution to partner together in helping students adjust to college life (MacKay & Ingram, 2002). By encouraging communication between students and their parents, parents can be allies to advisors and help strengthen the advisor/advisee relationship.

Stack (2003) offers more advice when communicating with parents:

- Provide parents (whether in person or by mail) with some written information they can read later about advising theory used at the institution.

- Be sympathetic but not apologetic: if the student has run afoul of the college's rules and policies, he or she needs to take responsibility.
- Stay cool and clearly outline the student's options.
- Do not attempt to interpret or fix family dynamics. However, continue to emphasize the student's responsibility for his or her progress and encourage student-parent communication about grades and progress.

Fairness and Consistency in Advising

To foster trust and respect from parents and students, consistency in advising practices is vital. Baby Boomers and Xers are accustomed to challenging authority and will do so on behalf of their children. Parents will challenge inequities if they feel their child is getting a "raw deal". It's important to treat students as individuals, but advisors must be consistent in their approach to advising. Articulating and following an advising theory with all advisees can help avoid inequities and legitimize advising practices.

One of the most important and valuable things parents can offer their college students is support and encouragement. Because students of today's millennial generation look up to their parents as mentors and role models, positive reinforcement from parents is crucial to college success. It is also important that advisors, students, and parents support each other in helping students make responsible decisions that will shape their future. Young college students are in the process of realizing their autonomy. Helping parents understand the importance of letting their children do things for themselves can help students emerge as capable adults. If parents understand the competencies and expertise of the academic advisor, they are more likely to trust the judgment and wisdom of the advisor and allow their children to experience and appreciate the new and exciting challenges college life can bring.

Because students of today's millennial generation look up to their parents as mentors and role models, positive reinforcement from parents is crucial to college success.

Menezes, M. D. (2005). Advisors and parents: Together building stronger advising relationships. Retrieved December 5, 2006 from the *NACADA Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Advisors-Parents.htm>

Does Progressive Delivery Increase Student Engagement?

By Marcus Baltzell, Learning Specialist

When our students come to class, and we look them in the eye, what do we see? If the eye is the window to the soul, why is it too often that the curtains are drawn tight? We can certainly pinpoint numerous reasons. The pressures of work, home-life, and an ever-increasing demand for cognitive resources cause many of our students to come to class lifeless and distracted- if they come at all. However, instead of looking at why they don't engage in the classroom, I'm interested to know what they engage in outside of the classroom. Admittedly, this is risky business, much like looking in the medicine cabinet of someone you're dating, you never know what you might find, and you're more than a little frightened.

Growing up, I was certainly not a "Baby-Boomer". Nor was I labeled a "Gen-X'er" (until recently). I certainly don't fit the category of "Neo-Millennial", because I don't own an iPod (a prime requisite to fit into this category). So, I'll label myself a "*Trans-Generational*". I'm taking applications to join the club if you're interested. Having identified my niche, I think it's important to list some of the characteristics:

- I know the lyrics to almost all of the songs from the first British Invasion (thanks dad), but Prince and U2 are my all-time faves.
- My first personal computer was a Texas Instruments 99 (data was fed by a cassette tape).
- I've owned an Atari 2600 (remember Pong), Nintendo, Sega Genesis, Sony PS2 and will own a PS3 game system.
- I was a high school student when Windows 3.1 was the preeminent operating system, and today I have above average skills with XP applications.
- I own every episode of the Andy Griffith show, MASH, and Seinfeld on DVD.
- Every song in my music collection is stored on my computer, I download music (for a fee), and I currently run 4 websites.

As you can see, I don't fit a particular group. If I were to enter this college today as a student, how would I be labeled and how would you teach me? Would I be non-traditional? Am I *that much* different than a first-time freshman? What I would hope that you notice about me is that my cognitive processes have been cultivated by media. As an instructor, do you see this as a weakness, strength, or an instructional burden?

Definitions of terms used in this article:

- **Podcast:** An audio broadcast that has been converted to an MP3 file or other audio file format for playback in a digital music player or computer. Using the RSS 2.0 syndication format, Podcasts are made available to subscribers just like news feeds.
- **Blog:** Blog is short for weblog. A weblog is a journal (or newsletter) that is frequently updated and intended for general public consumption. Blogs generally represent the personality of the author or the Web site.
- **Neo-Millennial:** Neo-Millennial learners seek distributed learning situations that interweave face-to-face interactions with communication and shared experiences across distance and time.
- **Generation X:** Generation X has been described as a generation consisting of those people whose teen years were touched by the 1980s. The generation born between the mid 1960s and the mid 1970s, perceived as being disaffected and directionless.
- **Favs:** My own trans-generational way of saying favorites.
- **Googled:** *transitive verb*, to use the Google search engine to obtain information about (as a person) on the World Wide Web. Miriam Webster.

Progressive delivery is a term I've begun using to describe an instructor's need to deliver content in a format that will be engaging to the student- usually via multimedia. Incidentally, I Googled the term to be certain that someone else isn't already using it and, of course, once again I'm probably a decade late.

As an example of progressive delivery, Podcasting was all the rage at a recent national conference I attended focusing upon technology in education. I watched as literally hundreds of Community College educators and leaders were fighting for seats at hands-on sessions. After the sessions, I listened as the participants extolled the virtues of Podcasting and how instructors could convert their lectures to Podcasts. Remarkable how students would consume the content like Wal-Mart patrons swarming through the local super-center on Black Friday. What was lacking in the discussion however, was the point of this very wordy and bloggish article. Very few of the folks — so fervent about this form of progressive delivery — had considered the content itself, relative to the format (Podcasting). Their euphoria over such a "cutting edge" technology, that is relatively simple

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to produce, blinded them to the fact that at their core, Neo-Millennial and Gen-X'ers alike shouldn't be defined by the media they consume or the technology they employ. Instead it may be much more significant to understand how these things affect aspects of engagement on a cognitive level. It is my belief that simply delivering instruction using the technology of the day is not enough. *If a student- regardless of generational label- does not like a song, they will not listen to it even on an iPod. Why then would anyone expect that a poorly received in-class lecture would be more engaging as a Podcast?*

A recent study by Forrester Research Group suggested that Podcasting for example may not yet be the unstoppable force we often assume it is. The study showed that while 25% of American internet users had dabbled in Podcasting, only 1% download and subscribe to Podcasts on a consistent basis. It is important to note that of the consistent users, 98% were in the 16-25 year old age group. Based upon 2006 internet usage statistics this is a group consisting of about 2.3 million people. Groups that predict internet trends indicate that the number of Podcast subscribers, will more than triple in 2007. Of the 10 most popular Podcasts listed on a specific website, none was greater than 6 minutes in length. This speaks to the amount of time users are willing to spend interacting with this format. How long was your last lecture? Podcasting, as an example of progressive delivery, is a method that deserves close attention. Moreover, this method really requires *close inspection* of cognitive goals before rushing to employ it in a course.

Returning to the idea that educational priority should be given to the actual cognitive results rather than just the delivery medium, I believe it is of paramount importance to consider carefully how students interact with technology. Looking at popular models such as Podcasting, blogging, and video blogging, as

avenues towards student engagement will help us to bring our students into the learning process. However, making use of the methods just for the sake of packaging content in a student-desirable format may in fact be less effective.

I am without question an advocate of using progressive delivery methods. Proper planning of objectives, student use evaluation, and knowledge of the technology are all vital parts of the process. As we move forward, I invite you to join me as we look at ways to use progressive delivery to increase student engagement. In the next semester as part of the Professional and Organizational Development schedule, I will be offering sessions in Camtasia, Podcasting, blogging, and other forms of progressive delivery. I hope you will make time to join me. In addition, I invite you to participate in a form of progressive delivery as I have posted this article on my personal blogsite called [Ghost In The Machine](#). Please feel free to access it and post your thoughts and comments for the benefit of everyone.

If a student...does not like a song, they will not listen to it even on an iPod. Why then would anyone expect that a poorly received in-class lecture would be more engaging as a Podcast?

Resources:

Ghost In The Machine Blogsite Address: <http://www.wefoundnemo.net/wordpress/>
 Neo-Millennial Learning: <http://www.educause.edu/apps/eqm05/eqm0511.asp?bhcp=1>
 Podcasting In Education: <http://www.apple.com/education/products/ipod/podcasting.html>

What can I do for you?

The Title III Learning Specialist is available for help with:

- Project Assistance
 - Research
 - Creation
 - Presentation
 - Technology Integration
 - Instructional Assistance
 - Observations
 - Research Alternative Methods
 - Implementation Assistance
 - Distance Learning
 - Secondary Resource for Blackboard
 - Best Practices
 - One-on-One Training / Assistance
 - Digital Learning Lab
 - Project Planning
 - Instructional Technology Assistance
 - Professional Development
- [Click here to e-mail Marc for assistance in these or other areas.](#)

Where'd You Get Your Laptop?

Pilot classroom project provides technology for developmental students

By Professor Doris Cherry, Activity Director

No more excuses for turning in handwritten work; no more excuses for not having access to a computer and Internet at least while on campus. On Monday, September 11, eighteen students enrolled in the

“I don’t have a computer at home and having the lap top has given me the ability to do my home work...in the comfort of my own home.”

—GE 101 Student

three-credit-hour course GE 101—Strategies for Academic Success (PowerUp) received wireless Gateway laptops for use during the fall semester in all of their classes. Additionally, each student was given a flash drive bracelet to keep. Students turned in their laptops to Tammy Thomas for routine maintenance and upgrades

twice during the semester. Drop-off dates were on Wednesdays with pick ups the following day.

The IT Department provided initial instruction in utilizing the laptops. Marc Baltzell walked me through setting up an eCommunity with a discussion board and introduced this to the class; Rebecca Emerson worked with the class on assessments and other study tips material available through Student Success System (S3) within Blackboard. Angie Watson along with Rebecca spent time with the students working on FOCUS, a computer-based career exploration and planning worksheet Angie designed.

As those who hold classes in a classroom/ computer lab know, it is a wonderful tool for students to have access to a computer during the class to readily respond or to go to the Internet for specific needs. However, the downside is “monitoring” behavior. With the small monitors and inability to subtly walk around the room behind students, note taking with the laptop wasn’t always the kind of note taking I had in mind! I had hoped, too, that now all students would eagerly and regularly check school email, the announcements and the discussion board. This often was not the case unless given an assignment or specifically reminded as they were coming into class,

although there was improvement throughout the semester as I guided them in this direction.

I asked students to comment on their experience with this laptop pilot. Some responses follow:

“Having a laptop was very very helpful in all my classes. I don’t have a computer at home and having the laptop has given me the ability to do my home work essays and written papers in the comfort of my own home. The only bad thing is that I would have to go where ever they have internet signal to get on the internet but that really wasn’t a big issue for me. ... It allowed me to do my home work when it fit my schedule to do homework at late hours and hours that everyone else was asleep.”

“I love having my laptop. Since the computer that I have at home is extremely slow, I can get things done ten times faster on the lap top. Unfortunately I cannot get on the internet on my laptop if I am at home, so any research I need to do have to be done at school. . . . It really is great thing to have since I am always writing a paper for one of my classes.”

“Having a laptop has really helped me . . . both attending HCC; therefore, sometimes we need to be on the computer at the same time. The laptop has helped tremendously for this reason alone. It took some getting used to at first, but after I learned how to use the laptop I really like it. I like the fact that it is portable . . . Of course there were a few bugs . . . sometimes we have trouble getting on line at school, although I believe that is because the wireless connection is not strong enough.”

“I really do use my laptop a lot. I am not able to connect to the internet at home but I use this for my school work while [child] plays on my home computer. I am thankful for the opportunity to use this laptop while I school. . . .I can’t use my home printer either so what I type, I have to save on jumpdrive then print on my PC. . . I take it with me on my trips to use in hotels.”

“Out of all honesty, the laptop has only helped me out in class when we’re doing assignments right off of a computer. I have a computer at home that does what

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I need and more. . . . it just sat in my apartment in it's case. I've already signed up for classes next semester and I do not plan on getting myself another laptop. It holds me back, it's this extra baggage that really isn't a necessity. The one thing that I did find extremely helpful that we received . . . was the flashdrive bracelets. It allowed me to transfer so many of my assignments from one computer to another. That way I could actually do my work at home and then bring it with me to school and not have to worry about losing papers on the way."

"I like having a laptop. I have to say though; it becomes a hassle lugging it around to all my classes. It was very convenient . . . One time I even wrote a paper in my car!!!"

"... Learning how to adapt to the size of it compared to my older one at home was quick and easy. . . . Getting online, other than in the ADM building wasn't easy on campus, such as the library or printing from the library. Also, since my printer at home isn't adaptable to the laptop, I had to . . . I would greatly appreciate being able to have use of the laptop in my coming semesters."

"I think that having a laptop is very useful even though I can not get internet at home . . . I take it to work with me so when I get free time I can work on my homework. . . . is also in college and he is always using the house computer . . . so I do not have to wait for him to finish, I can just take the laptop to my room and do my work. It makes life easier at home . . . so we are not fighting over who gets to use the computer first."

"I think that having a laptop was useful in someway because in my English class . . . and my computer at home only has Microsoft works. . . It didn't help me when I need to get information on the internet, because I had no internet access at home. . . ."

"I really like having a laptop. I find it very useful. The only thing I don't really like about it is I can't print out things at home, so . . . I have wireless internet at home, and so I am alright as far as using the internet at home. . . . One thing I don't like about the lap top is the mouse . . ."

"Having a laptop has been helpful . . . I am not able to get online with it at home but I have a computer at home to make up for that. It is very convenient to

have a laptop nearby. In several events I was not able to be at home . . . but with the laptop it was possible to complete school assignments. . . ."

It was a learning experience for the students and me. There were some problems with the laptops for some students during class time but assistance was always nearby. Others did not have a complete charge and thus had to plug in around the room. I felt fortunate to be able to pilot the laptop use with the GE 101 students and would prefer that students in all my classes could bring a laptop with them to class.

Current GE 101 students will have an opportunity to check out a laptop for use again for a total of six semesters if they remains at HCC to complete a certificate or degree. They also must be full-time and maintain a 2.5 grade point average.

How well do you know T3?

Correctly answer and submit all questions below by noon Monday, December 11th and be entered into a drawing for a great Title III prize. [Click here](#) to submit your answer via e-mail, or bring to Rebecca Emerson's office in AD 204A.

1. How many students participated in the GE 101 computer pilot?
2. Title III is sponsoring what activities to increase success for the developmental student?
3. Which Title III staff member once worked in radio broadcasting?
4. What is the http: address of the Learning Specialist's blogsite?
5. Which Title III staffer has a daughter named Stefanie?
6. Where can you sign up for HCC professional development offerings?
7. Current traditional-aged college students fall into a generation called _____.
8. Where on campus can you go to read and review documentation on Title III activities?

Year Three Objectives Outlined (continued from page one)

progressive delivery. Pre and post assessments will be given to measure faculty and staff learning in these areas.

Objective 3:

By the end of Year 3, the fall-to-fall retention of the at-risk cohort entering in Fall 2006 will at least equal the retention of the cohort entering the same Fall who did not require remedial assistance.

Performance Indicator 3.1:

By December 15, 2006 the Advising Coach will verify the baseline data for Fall 2006 for at-risk cohort and cohort not requiring remedial assistance.

Performance Indicator 3.2:

By September 10, 2007, the fall-to-fall retention rates of the two Fall 2006 cohorts will be analyzed and compared by the Advising Coach and the Independent Evaluator.

Activities to achieve this Objective

- The Early Alert System will be implemented in the 2007 spring semester, with faculty and staff being trained in its usage.

- The Advising Coach will expand her duties to include intervention in situations with students who are referred by instructors or advisors through the Early Alert System. The Advising Coach's role will be to make sure the student is connected with the services they need to succeed.
- A Summer Bridge Program will be developed and implemented in summer 2007 with a minimum of 20 students completing the program. Those students completing the program are expected to increase their Compass scores by one level.
- The Student Success System, Power-Up course and Student Success Center will be utilized to assist at risk students in both academic as well as non-academic areas that affect their ability to succeed at HCC.

More information and documentation on current and past years Title III activities is available for review in the Title III Project Director's office, located on the first floor of the Administration Building.

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