



Henderson Community College Title III

# Coaching for Student Success

## Spotlight on the Hill:

### HCC Re-Writes Reading to Reflect Best Practices

In the spring of last year, Doris Cherry along with adjunct instructors Dianne Luebbert and Susie Thurman attended the National Association for Developmental Education Conference in order to gain ideas and insight for improving the way Developmental Reading courses are taught at HCC.

Then the three spent their summer combining insight gained from the conference with additional brainstorming and research. This resulted in redesigned reading courses for HCC.

They then implemented these redesigned courses—RDG 010, 020 & 030—last fall. Changes made for all three courses included: a modified, more learner-centered syllabus, addition of measurable student learning outcomes

to complement the current course objectives, and a revised attendance policy to allow fewer absences.

Additionally, the modifications resulted in changing from RDG 010/020 bi-terms to 020/030 bi-terms for fall semesters. HCC offered DRE 012 for the first time and required concurrent enrollment for RDG 010 students.

One additional alteration to the courses includes the addition of a selected chapter from an HCC textbook in both RDG 020 and 030 courses. As Dianne stated, "... (this) gave the students a real view of just how much is expected in a college class. Initially they were both alarmed and unsure about this assignment but found it a worthwhile exercise."

Some of the other changes are as follows:

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Traditional Approach to Reading 010	Pilot Approach to Reading 010
Assignments given on course calendar attached to syllabus on first day of class.	Syllabus with course calendar attached given first day of class; assignments given at each session.
Utilized textbook as main source of readings and exercises for lecture, discussion and group work.	<ul style="list-style-type: none"> <li>• Give student greater choice in selection of material and work.</li> <li>• Supplement text with materials from SSC.</li> <li>• Add use of computer for research of student-derived questions from reading and vocabulary.</li> <li>• Bring back SCRABBLE.</li> <li>• Utilize modeling, paired work and reading out loud in addition to pre-reading activities, discussions and work groups.</li> </ul>
Three main chapter tests, multiple quizzes and homework assignments.	Chapter quizzes and homework, five main passage tests, COMPASS at end of course.
No make-up quizzes or tests given until end of semester.	Make-up quizzes or test given at the end of semester if two or more missed; otherwise given within week of original date. <i>(additional Reading changes continued page 2)</i>

## HCC Re-Writes Reading to Reflect Best-Practices (continued)

Traditional Approach to Reading 020	Pilot Approach to Reading 020
Primary instruction is lecture and using workbook exercises.	Group work with emphasis on students gathering information and transferring knowledge.
Homework and daily assignments collected and graded	<ul style="list-style-type: none"> <li>• More emphasis on daily reading with quizzes and drills.</li> <li>• Added computer lab use to reinforce text assignments, thus creating a variety of topical assignments.</li> <li>• Added a chapter from a currently used college textbook</li> <li>• Added a service learning component.</li> </ul>
Students are given three tests a semester.	Students given four tests per semester.
Traditional Approach to Reading 030	Pilot Approach to Reading 030
Introduction of <i>Reader's Guide to Periodical Literature</i> .	Revision of usage of Reader's Guide; introduction to implementation of use of online InfoTrac; both with the emphasis on how students will use these at present and in future higher-level classes.
Introduction of basic library terms students should know.	More detailed study of library terms students will need in future classes and therefore important for student success; further hands-on study of certain library components they will use in future classes.
Basic study of library magazine selections available at HCC	Refining activities centered around library magazine selections so students will be familiar with previously unknown magazines at HCC; responding to reading articles taken from various magazine articles.
<p style="text-align: center;">New or increased activity:</p> <ul style="list-style-type: none"> <li>• Adding more learner-centered activities in the classroom.</li> <li>• Adding three more ancillary articles read, especially with emphasis on the articles that foster student discussion and critical thinking skills.</li> <li>• Adding three Internet-related assignments to help students gain familiarity with reading and researching on the Internet.</li> <li>• Adding three writing-responding components that relate to articles read in class.</li> <li>• Increasing discussion of prior knowledge of a topic (which, according to reading research, is a key factor in reading success) before beginning study of material.</li> <li>• Increasing discussion of personal connections to a topic (another key factor in reading success) before and after the study of material.</li> </ul>	

# Active Learning: Creating Excitement in the Classroom

Research consistently has shown that traditional lecture methods, in which professors talk and students listen, dominate college and university classrooms. It is therefore important to know the nature of active learning, the empirical research on its use, the common obstacles and barriers that give rise to faculty members' resistance to interactive instructional techniques, and how faculty, faculty developers, administrators, and educational researchers can make real the promise of active learning.

## WHAT IS ACTIVE LEARNING AND WHY IS IT IMPORTANT?

Analysis of the research literature (Chickering and Gamson 1987) suggests that students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing.

Use of these techniques in the classroom is vital because of their powerful impact upon students' learning. For example, several studies have shown that students prefer strategies promoting active learning to traditional lectures. Other research studies evaluating students' achievement have demonstrated that many strategies promoting active learning are comparable to lectures in promoting the mastery of content but superior to lectures in promoting the development of students' skills in thinking and writing.

## HOW CAN ACTIVE LEARNING BE INCORPORATED IN THE CLASSROOM?

The modification of traditional lectures (Penner 1984) is one way to incorporate active learning in the classroom. Research has demonstrated, for example, that if a faculty member allows students to consolidate their notes by pausing three times for two minutes each during a lecture, students will learn significantly more information (Ruhl, Hughes, and Schloss 1987). Two other simple yet effective ways to involve students during a lecture are to insert brief demonstrations or short, ungraded writing exercises followed by class discussion. Certain alternatives to the lecture format further increase student level of engagement: (1) the feedback lecture, which consists of two mini-lectures separated by a small-group study session built around a study guide, and (2) the guided lecture, in which students listen to a 20- to 30-minute presentation without taking notes, followed by their writing for five minutes what they remember and spending the remainder of the class period in small groups clarifying and elaborating the material.

Discussion in class is one of the most common strategies promoting active learning—with good reason. If the objectives of a course are to promote long-term retention of information, to motivate students toward further learning, to al-

low students to apply information in new settings, or to develop students' thinking skills, then discussion is preferable to lecture (McKeachie et al. 1986). Research has suggested, however, that to achieve these goals faculty must be knowledgeable of alternative techniques and strategies for questioning and discussion (Hyman 1980) and must create a supportive intellectual and emotional environment that encourages students to take risks (Lowman 1984).

Several additional strategies promoting active learning have been similarly shown to influence favorably students' attitudes and achievement. In-class writing across the disciplines is another productive way to involve students in doing things and thinking about the things they are doing. Other active learning pedagogies worthy of instructors' use include cooperative learning, debates, drama, role playing and simulation, and peer teaching. In short, the published literature on alternatives to traditional classroom presentations provides a rich menu of different approaches faculty can readily add to their repertoire of instructional skills.

## WHAT ARE THE BARRIERS?

Certain specific obstacles are associated with the use of active learning including limited class time; a possible increase in preparation time; the potential difficulty of using active learning in large classes; and a lack of needed materials, equipment, or resources.

Perhaps the single greatest barrier of all, however, is the fact that faculty members' efforts to employ active learning involve risk—the risks that students will not participate, use higher-order thinking, or learn sufficient content, that faculty members will feel a loss of control, lack necessary skills, or be criticized for teaching in unorthodox ways. Each obstacle or barrier and type of risk, however, can be successfully overcome through careful, thoughtful planning.

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

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## WHAT CONCLUSIONS SHOULD BE DRAWN AND RECOMMENDATIONS MADE?

The reform of instructional practice in higher education must begin with faculty members' efforts. An excellent first step is to select strategies promoting active learning that one can feel comfortable with. Such low-risk strategies are typically of short duration, structured and planned, focused on subject matter that is neither too abstract nor too controversial, and familiar to both the faculty member and the students.

*Adapted from article by Bonwell and Eison found at: <http://www.ntlf.com/html/lib/bib/91-9dig.htm>.*

## Travel and Title III: Where is Everyone Going?

An integral part of the Title III grant is bringing new ideas to HCC through faculty and staff attendance at regional and national conferences that relate to the objectives we are trying to meet.

The grant has two separate budgets that contain funds earmarked for travel. We have around \$5,000 per year set aside for activity travel. This travel is for faculty and staff members who are working on specific activity objectives and can relate the travel to those objectives. We were able to use some additional funds in Year 1 to allow for additional travel due to some grant positions not being filled.

If you have caught yourself wondering, “Where is everybody going?,” here is the information you have been looking for. Below is a listing of people who have traveled under the “activity” portion of the budget during the last 18 months along with the conferences that were attended.

Name	Date	Conference	Purpose
Cathy Hunt, Kim Conley	October 2004 (Year 1)	League for Innovations Conference on Information Technology	Expand understanding of the integration of technology into courses and explore new ideas for technology integration across the curriculum. Explore early intervention tracking software packages being used at other colleges
Doris Cherry	November 2004 (Year 1)	KADE (Kentucky Association for Developmental Education)	Network and exchange ideas with other developmental faculty
Doris Cherry, Kim Conley*	January 2005 (Year 1)	Florida Conference on Title III Grants	Examine how other Title III schools have gained success in implementing their grant projects
Susie Thurman, Dianne Luebbert, Doris Cherry	March 2005 (Year 1)	NADE (National Association for Developmental Education)	To network and exchange ideas with other developmental faculty
Sharon Burton, Cathy Hunt, Lilia Joy, Marlana Thweatt, Doris Cherry, Kim Conley*	March 2005 (Year 1)	League for Innovations Annual Conference	Explore new ideas in working with at-risk students; network and exchange ideas with other faculty members
Fern Bishop, Patty Mitchell	April 2005 (Year 1)	American College Personnel Association Conference	Attend session pertaining to at-risk students and student retention
Kim Conley, Doris Cherry, Sarah Thomas, Cathy Hunt, Farah Newman	June 2005 (Year 1)	League for Innovations Learning Summit 2005	Attend sessions pertaining to organizational culture, staff recruitment and development as well as learning outcomes, student engagement and technology

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Name	Date	Conference	Purpose
Mary Jobe, Maura Corley	June 2005 (Year 1)	Math Conference	Develop ideas on the modification of developmental math courses.
Fern Bishop, David Brauer, Cathy Hunt, Doris Cherry, Kim Conley*, Sarah Thomas	Sept./ October 2005 (Year 2)	Valencia Community College Learning Summit	Expand knowledge of the Learning College and learn more about the process Valencia uses to address at-risk students
Sarah Thomas	October 2005 (Year 2)	League for Innovations Conference on Information Technology	Integration of technology into courses and exploration of new ideas for technology integration across curriculum
Cathy Crick	November 2005 (Year 2)	Kentucky Association for Developmental Education	Network and exchange ideas with other developmental faculty
Doris Cherry, Kim Conley	March 2006 (Year 2)	League for Innovation National Conference	Network and exchange ideas with other faculty members; explore new ideas in working with at-risk students.

There is a separate part of the budget that is restricted to project management. Approximately \$3,000 each year is earmarked for travel, and the Project Manager is required to attend two national conferences and one regional conference with these funds. The purpose of this travel is to stay abreast of new and emerging topics in education that relate to our Title III project. Travel money in this category can only be used by the Project Director and the Project Administrative Assistant. Below is a breakdown of how these funds have been used in the last 18 months:

Kim Conley	November 2004 (Year 1)	Orientation to Title III Project Management with Ramona Munsell and Associates	Training in how to interpret regulations related to Title III and how to successfully implement a Title III federal grant.
Tracy Sword, Kim Conley	December 2004 (Year 1)	Training in Evansville, Indiana on the use of Microsoft Project	Software training for grant management
Kim Conley	March 2005 (Year 1)	Noel Levitz Conference on Title III Grants	To network and exchange ideas with other Title III schools
Kim Conley	March 2006 (Year 2)	League for Innovations National Conference	Explore new ideas in the community college and the at-risk student.

All faculty and staff traveling with Title III funds must file reports outlining what they learned and how they plan to implement that knowledge. They are also asked to share something they learned through either a training session or a newsletter article. If you have a conference that you would like to attend and you believe Title III funds would be applicable, please see Kim Conley or Doris Cherry for information on how to apply.

*\* Kim Conley's participation in this conference paid in-part from the project management budget.*

## New Technology Geared to Ease Communication for HCC

*By Kim Conley and Rebecca Emerson*

By fall, HCC personnel should be able to check advisees and print class rosters with just a few clicks of the mouse. Thanks to the new Title III sponsored database project, one simple screen will show entire course rosters complete with students' phone numbers and e-mail addresses. This seemingly simple document currently requires the formatting and merging of several different PeopleSoft reports and usually requires assistance from IT.

In addition to printing class or advisee rosters, Phase 1 of this multi-phase project also allows easy e-mailing to several students or an entire student group at one time. This will allow faculty, student services, and academic departments to get information out to students meeting specific criteria without the time-consuming task of sorting names, looking up e-mail accounts, and typing each address individually.

This tool does not replace HCC's current PeopleSoft, but instead gathers and organizes PeopleSoft data in a

clearer, more concise and user-friendly format. The information will be automatically update nightly, meaning that if a student drops a course at 2:00 p.m., that information will show up on the instructor's roster the next day.

An outside company, Red Pixel Studios, is building the software but HCC faculty and staff will be consulted before any cus-

tomized formatting or functional aspects are designed. Since Phase 1 simply entails gathering data from PeopleSoft and re-organizing it into a more user-friendly format, it was the easiest to implement and did not require a lot of work on anyone's part here at HCC. Trainings on how to use Phase 1 will be available later this month for those who would like a user ID and password to the system in time for advanced registration.

The next part of the project, Phase 2, will be the development of an Early Alert system. There will be several meetings over the next 6-8 weeks with software designers and various HCC staff and faculty to better structure the framework for this phase.

The goal is to implement Phase 2 in the fall with a pilot group of Student Success Advisors. In conjunction with the Early Alert system we will be automating several of the process that we already do. Here are the highlights:

- To automate the second-week financial aid "check-up".

Instructors will simply log in and put a checkmark by the name of any student who is not attending class. This will generate a notice to financial aid as well as allow workers in that department the ease of preparing automated mailings.

- To automate mid-term deficiencies. Instructors will simply have to log in to the system, put a check by students having difficulties in their classes. The system will then give the instructors the opportunity to add comments or request help on the students' behalf.

These types of click-and-report notices are the basis for an intrusive advising pilot planned for this fall. As a continuation of a project Professor David Fritts currently manages, the fall pilot will involve additional advisors, students, and instructors. This program is designed with the hopes of helping at-risk students stay on track by increasing awareness of support services offered on our campus and develop good relationships with their instructors. The plan is to continue piloting various versions of this project until the faculty and staff are together able to develop the system that works best for HCC.

Phase 3 of the software development will begin this fall with the hopes of implementation in the Spring 2007 semester. Phase 3 will track information that we have not been able to capture in PeopleSoft such as learning styles, ADA accommodations and various socio-economic factors that indicate student-at-risk status. The input process of that phase will be very important and will involve a large number of faculty and staff groups to make sure all relevant and needed information can first be included, given out to appropriate people, and then most importantly, kept safe.

This database project is an ongoing endeavor and is expected to continue modifications even after the Title III grant ends. Feedback will be solicited from all users and will be used to improve the processes HCC currently has in place. Questions or input may be directed to Project Director Kim Conley at 19696.

*This will allow faculty, student services and academic departments to get information out to students...without the time-consuming task of sorting names, looking up e-mail accounts, and typing each address individually.*

### Quick-Glance Phase Summary

- 1: Gather information from various areas of PeopleSoft into a more user friendly format,
- 2: Provide ease in communicating between instructors and various portions of student services, including usage within an expanded pilot of intrusive advising,
- 3: Addition and usage of information not currently available in PeopleSoft, including learning styles, special needs and identification of potential risk factors.



## Spotlight on the Hill: Advising Tips from our Faculty

Something that I have done that has really helped me in advising is that I have created an academic plan for each advisee as a saved file on my hard drive on the computer. Now when an advisee asks me how many courses and in what subject areas does he or she need to take to complete the degree,

I just go to my computer and access his/her individual academic plan. I can (and have) also sent the student a copy via email as an attachment upon request.

I have always kept a paper record (and still do) of the student's academic progress, but I find that the electronic file is much neater and easier to read. Naturally, I still have to update the electronic academic plan each semester just as I have always done on paper. I also update my paper advising file at the same time as a backup.

I discovered the real benefit of having the academic plan on file this semester when it came to completing the necessary paperwork for graduation. It was no trouble to access and print the student's up-to-date academic plan and give the student a copy along with the application page and a graduate exit survey, both of which I had as extra copies to distribute. On the last day to submit the graduation application, one of my advisees caught me in between classes and I was able to process the paperwork for her in less than 5 minutes.

—Lorie Maltby

## Year 2 Objectives and Performance Indicators

### From HCC Title III Grant

1. By the end of Year 2, the percent of students earning a B or above in modified developmental reading, math and English courses will exceed percent in the control group earning a B or above in non-modified courses in the previous year by at least 10%.

a. By September 30, 2006 at least 60 students will have completed modified developmental education courses, with their grade levels compared to grades of students in non-modified courses in the previous year, as verified by the Learning Specialist and the Independent Evaluator.

*Initial comparisons in reading and math courses show no statistical changes in the grades for reading. Piloted math courses showed an 11% increase in those students receiving a B or higher in MT 055 and a 25% increase in those students receiving a B or higher in MT 065. The pilot courses were also taught by full time faculty as opposed to part time faculty, combined with the fact that these were VERY small samples, we are looking forward to seeing the results for the Spring courses.\**

2. By the end of Year 2, 20 at-risk students\* enrolled in the Power Up course and receiving assistance in career planning will be retained from Fall 2006 at a rate 6% higher than students in the control group in the same year. \*at-risk students = minimum 1 developmental education course.

a. By October 1, 2005, the tracking/reporting tools for assessment\placement\career advising will be installed

on the SIS, as verified by the IE. *This has been delayed and will not take place until late in the Spring 2006 semester. Planning for the tracking software is ongoing.*

- b. By October 15, 2005, 20 developmental education students in Power Up will be assessed for learning styles/career aptitudes and plan Career Blueprint (Advising Coach checks) *This has been completed for the Fall of Power Up and is in progress for the Spring Power up course.*
- c. By September 30, 2006, the fall to fall retention rates of the 20 developmental students in the Power Up course will be compared to the fall to fall retention rate of students not enrolled in the course, verified by the Advising Coach and the Independent Evaluator
- d. By the end of Year 2, modification of English developmental education courses to include alternative instruction strategies that foster the success of at-risk students will be 100% complete

By December 15, 2005, modification of English developmental education courses will be completed and reflect alternative teaching strategies, as verified in review of syllabi by Learning Specialist and IE. *The course modifications have been completed and the pilot is taking place this Spring.*

\* *Math results compared Fall 05 pilot group with an "A, B, E" grading scale to a Fall 04 control group with an "A, B, C, E" grading scale. Reading comparisons were made with both groups operating on the "A, B, C, E" scale.*

## March Professional Development Opportunities

<b>Outlook II</b>	This class will teach you some basics of Outlook including: distribution lists, how to build a list, change the list, send a partial list and print your lists. To make this learning opportunity as hands-on as possible, we will be using Remote Desktop to log into your office computers from the learning lab. This will enable you to practice what you are learning. When you return to your office, all the task you performed with your newly-learned skills will be on your office computer.	<b>March 10th</b> 9 to 10 a.m. or 1 to 2 p.m.
<b>Outlook Calendar</b>	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.	<b>March 17th</b> 9 to 10 a.m. (or) 1 to 2 p.m.
<b>Word Mail Merge</b>	This class will teach you some basics of Mail Merge, how to set up the data file, how to create a set of documents that you will merge with a data list, and how to add fields within your document.	<b>March 31st</b> 9 to 10 a.m. (or) 1 to 2 p.m.
<b>Strengths Quest*</b>	This professional development workshop will help participants identify their top five strengths/ strength themes and how to apply those to their personal and professional lives. It will also teach participants to develop a strengths-based team approach.	<b>Moved to May 4th</b> 9:30 — 3:00 Lunch provided

\* Strengths Quest will be presented in AS 112; contact Cathy Hunt for more information (19723)  
All other classes available in AD 205; contact Jacque Conn for more information or to register (19680).

### Staffing Notes:

The Title III staff is happy to introduce the newest member of our team starting later this month: Learning Specialist Marcus Baltzell. Marc comes to us from a position as a technology and teacher trainer with the public school system in Orlando, Florida. In addition, he has experience helping that school district lead curriculum modifications. He has a wife and two small children. Watch for his arrival the week following Spring Break. Welcome Marc!

## Title III Staff

**Kim Conley**  
Project Director  
x. 19696  
kim.conley@kctcs.edu

**Doris Cherry**  
Activity Director  
x. 19771  
doris.cherry@kctcs.edu

**Rebecca Emerson**  
Advising Coach  
x. 19828  
rebecca.emerson@kctcs.edu

**Tammy Thomas**  
Administrative Assistant  
x. 19699  
tammy.thomas@kctcs.edu