



Henderson Community College Title III

Coaching for Student Success

Campaigning for Student Success at HCC

By Rebecca Emerson, Advising Coach—

More scholarship money available! That’s what it boils down to for local students in regard to HCC’s recent Fulfilling the Promise Campaign. The details are written into the federal grant HCC received last year. This Title III grant allows for up to 20 percent of total funds to be set aside for an endowment sponsoring student scholarships. That means out of the entire 1.8 million dollar budget, Title III will contribute up to \$360,000 for HCC student scholarships. But, there are strings attached. These funds hold the stipulation that they must be matched, dollar-for-dollar, by local donors. And, at the prospect of doubling their investment, local donors stepped up to the plate.

“We raised the funds in a very short period of time,” says HCC Chief Institutional Advancement Officer, Lisa Piccolo. “In fact, the entire amount was raised by contributions from only four donors.”

The endowment funds will be invested and up to 50% of the income earned on the investment may be distributed for student scholarships. This ensures that these generous donations and matching funds serve students on The Hill for years to come.

Henderson Community College’s Fulfilling the Promise Campaign continues. Piccolo says that additional initiatives include a Child Development Center and Technology Infrastructure Advancement. She says the college is “pleased with the progress made on the Campaign,” and that the Campaign continues to “move forward.”

Spotlight on the Hill: Title III Helps Professor Bring Learning to Laptops

By Reza Mihankhah, Professor of Physics
As some of you may know, I have been teaching College Physics on-line for the past three years. One of the main challenges I had to overcome was the laboratory portion of my courses. Since there are very limited virtual physics experiments available for students, I created a lab kit containing necessary equipment to perform 10 college physics experiments in order to get the full benefit of hands-on practice. However, this kit lacks some equipment for experiments due to size, costs, and safety issues.

To overcome this problem, I included a diagram and detailed description of the hardware along with the data gathered from performing the lab. While the students would use the data to write their lab reports, the actual hands-on experience was still missing.

This fall, HCC’s Title III Learning Specialist helped me videotape an experiment which requires a very heavy, tall, and expensive unit. I then edited and added voice to the video recording, which is now added as a link on my homepage. Now, my on-line students will be able to view the video and observe the procedure for the experiment. This technology will increase the comprehension of my online students as if they were present in the physics lab at HCC. If you would like to increase your student’s success in your classroom/laboratory, I recommend attending one of the available workshops.

(Note: Watch Title III website for upcoming “Using Technology in Your Classroom” workshop announcements.)

Inside this issue:

- Principles that Make Improvement a Positive Process 2
Upcoming Learning Opportunities 2
Counselor’s Corner: Leading Students Toward Self-Discovery 3

Principles That Make Improvement a Positive Process

Improvement is not a dirty word—All teachers can improve; most should. Don't base efforts on premises of remediation and deficiency. Positive premises work just as well. You can improve your teaching just as effectively doing more of what works well as you can by seeking to eliminate weaknesses.

Don't trivialize what's involved in the process—Stop thinking quick fixes, techniques, and training. The "just-do-it" approach toward instructional change doesn't cut it. Discovering a good technique and attaching it to whatever's happening in class tomorrow trivializes the complex interplay of variables that contribute to success in the classroom. Effective, sustainable change rests on careful planning and a systematic, thoughtful approach to change.

Recognize the role of learning in the improvement process—Most faculty aren't trained to teach, and norms expecting ongoing growth and development are not strong. As a result, most of what we know about teaching we have learned by doing—not by study, analysis, and careful reflection. Most faculty are surprised when they discover how much can be learned by reading, by encountering research and theory, and by thoughtful analysis. Part of what makes this learning motivating and satisfying is that class time tomorrow (or sometime soon) offers an opportunity to apply that new knowledge. Most of us love to learn, and seeing teaching as new material to master can make teaching a source of intellectual intrigue.

Personhood is expressed through teaching—We do teach content and we do teach students, but just as surely we teach who we are. Conduct in and out of the classroom conveys important messages about values, beliefs, and attitudes. Because students respond to us as people, because teaching reveals something about us as human beings, it leaves us vulnerable, open, exposed, and thereby able to be hurt. It's an occupational hazard for which we don't get extra pay or protection. But it also affords opportunity—the chance to be val-

ued and confirmed as a person, to be honored and respected.

Improvement begins and ends with the faculty member—You play the central role in the improvement process. Others may try to motivate. They may threaten (no merit raise if you don't improve). They may cajole (your students deserve it). They may try to persuade (your students will learn more if you do it this way). But they cannot implement one change in your classroom . . . you alone can do that. In the same way that you can't learn anything for your students, nobody can improve your teaching for you. It's something done by you, for you (and for your students).

Formative feedback guarantees the integrity of the improvement process—Teachers need diagnostic, descriptive details that help them understand the impact of their policies, practices, and behaviors on student learning. The systems used by most institutions to evaluate instruction fail to provide this kind of feedback. This failure is a good news/bad news scenario. The bad news is that most institutions could (and should) be doing better. This is an area in which much useful research has been conducted. The good news is that you can step in and make the process work for you. You can ask students about the impact of a particular assignment, activity, practice, exam, or reading on their learning. You can ask questions about the impact of any aspect of instruction on learning. You should be asking about many of these aspects if you want to make wise and well-informed decisions about improvement.

See teaching excellence as a career-long quest—Don't expect to finally get it right or to permanently achieve an exemplary level of teaching excellence. Once you think you've arrived, the journey is over. It's the quest for teaching excellence that motivates, inspires, and satisfies. Find pleasure in your travels. Once you reach one destination, leave shortly for yet another interesting place.

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Upcoming Learning Opportunities for HCC Personnel

Title	Description	Date / Time
Beginning Contribute	Focuses on basics of Contribute, the program used to create and update a web page.	January 20 th , 9-10 a.m.
Contribute II Workshop	Continuation of Beginning Contribute for people who would like additional assistance. Bring information for building or editing a personal or department web page	January 20 th , 1-2 p.m.
Beginning Powerpoint	Learn basics of presentation software. Learners will start from scratch to build a presentation / show so attendees may begin using this tool for themselves.	Jan 27 th 9-10 a.m. (or) 1-2 p.m.

Leading Students to Self-Discovery

And Moving Advising Toward a Developmental Approach

By Rebecca Emerson, Advising Coach

In counseling, there are almost as many theories on the human spirit as there are counselors. Seldom can one find a truly unique outlook but instead find eclectic compilations of ideas that have been gleaned, reviewed and then personalized by each Helper.

The same can be said of advising models and academic advisors. But when all theories of student success are boiled down, what is left is a compote of one type or another: essentially advisors are either “Prescriptive” or “Developmental.”

Prescriptive advising relies on a student-advisor relationship based on the authority of the advisor and the limitations of the student. Meetings usually happen during times of registration and discussions focus primarily on what courses the student should take to meet the requirements of a specific degree. In this style of advising, which is sometimes necessary, the advisor is King and the student is given the role of Loyal Subject.

I come to Henderson Community College with a background in professional counseling along with a passion for higher education and its students. Along with that, I come with new ideas, theories and an eagerness to learn about this campus from you: the people who have built, shaped and fashioned this institution over the last several decades. Because of the combination of my theories and my passion, I’d like to promote the second way of relating with advisees—Developmental Advising.

Developmental advising first presented as a theory in the 1970’s, when Americans continued the move away from an authoritarian culture to being a people who wanted to ask “why” and have more control of their own destinies. Out of this movement rose models from Terry O’Bannon and Burns Crookston based on theories of psychosocial development. They took these concepts and challenged advisors to look at advisees holistically, asking, “What was going on in the student’s life? Where is she developmentally?” This information was then used to help guide advisees to self discovery, uncovering a purpose for their life, and autonomy in decision making. Instead of starting with classes the advisee needed to register for that semester (Prescriptive Advising), O’Bannon and Crookston urged advisors to start with helping students uncover their likes, dislikes and abilities in order to define who they are, choose a major accordingly, and then, last but not least, choose which classes they should enroll in based on those discoveries.

Can this entire process occur during the half hour in which we meet with new students before registration? Absolutely not. During that crunched chunk of time, advising sometimes has to be somewhat “prescriptive.” But it can get started at that time. For those of you who are “list” people, the following is a simple step-by-step system whereby you may get started implementing a developmental approach.

Initially, seek answers to topics such as:

What do you like to do?

- > What have they enjoyed studying, learning, reading?
- > What experiences have been most interesting to them?
- > What are they most eager to learn?

What are your strengths and weaknesses?

- > In what subjects have they been most/least successful?
- > What can they explain to others particularly well?
- > What subjects are difficult for them to explain?
- > What is their preferred learning style?

*Prescriptive Advising:
“Do it for them”*

*Developmental Advising:
“Help them do it for
themselves.”*

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Leading Students to Self Discovery...

(continued from page 3)

Discuss these issues with the students, and then use this information to set goals, make decisions about careers, majors and classes, then finally, evaluate the process to make sure you are both on the right track. These are the beginning steps to a process called the “Circular Process of Inquiry.”

In February’s newsletter we will review the entire Circular Process of Inquiry within the Developmental Advising model as well as discuss advising pilots for Spring 2006 and how we will incorporate feedback from each faculty member into these pilots. Be on the lookout for an updated and web-based Advising Handbook, and make sure you save these newsletters to incorporate into your Advising Binder. Upcoming newsletters will be made so that you may remove the back page and place it into your Handbook for reference.

Don’t forget— now is the time to sign up for your slot in the Advising Center. Working in the Advising Center is a great way to serve HCC students while staying in touch with changing trends and requirements in higher education. You may serve in the Advising Center during some of your regularly scheduled office hours as long as you notify your students where they can find you. Sign up now to get first “dibs” on the time slot that works best for you! Once everyone gets signed up, we will meet briefly to get us all oriented and on the same page for a great semester. Please feel free to call me at 19828 or stop by my office within the Advising Center (AD 204A) at any time. I am excited about working with each of you to make our students at HCC as successful as they can be!

Working beside you,

Title III Staffing Note:

Goodbyes are never fun, but Friday, January 6th will be my last day at HCC. I have accepted a position as Advertising Manager for *Evansville Parent Magazine*. It has been a pleasure working with all of you during the last year and I wish everyone continued success.

Sarah Thomas

Rebecca

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