



## Henderson Community College Title III

**Coaching for Student Success****Year 1 Comes To a Close**

Year 1 of the Title III Coaching for Student Success Grant came to a close on September 30, 2005. It was a year of many changes for the entire campus. You have read about most of these in previous newsletters, but here is a quick review and update.

- Equipment—3 new “smart” classrooms, 3 additional classroom response systems, new computers for faculty, new computers in student labs
- Student Success Center—advising, counseling, career services, assessment and tutoring in one building
- Best Practices—modification and pilot of two developmental math and all three reading courses, modification in process of two developmental English courses, pilot of intrusive advising, pilot of GE 100, development and distribution of student planners to students in developmental courses
- Professional Development Opportunities—14 scheduled workshops, 38 individual, departmental and other small group mixes with Sarah Thomas, Learning Specialist, who came on board in May; travel to conferences by Fern Bishop, Sharon Burton, Cathy Hunt, Lilia Joy,

Dianne Luebbert, Patty Mitchell, Tracy Sword, Marlena Thweatt, Susie Thurman, Doris Cherry, Kim Conley, Sarah Thomas, Dr. Brauer

It may look simple but achieving this much in just the first year took a tremendous effort on everyone's part. Thank you.

Year 2 is already a month underway. Colleagues attended Valencia's Learning Conversations Conference and League for Innovation Conference on Information Technology. Interviews have begun for the Advising Coach position. This year we will look at results of course modifications and other pilots as well as pilot course modifications in developmental English. You will read and hear about the specifics of these pilots. We will continue professional development opportunities in a variety of ways, begin brainstorming and research meetings by interested parties in faculty/staff development, best practices in developmental education/gateway curriculum, student support services, and information infrastructure. Again this year, it will take the ideas and energy of everyone on campus to continue improving student success and retention.

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## Finding the Style that is Right for You

**By Jonna Reule-Ziniel, Instructor of Communications**—Early in September, before the leaves had begun to fall, and the air was a little warmer, I attended a professional learning opportunity entitled, “You Got Style!” This session explored learning styles and how we can use them in the classroom and in our lives.

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*“Learning styles is NOT just for instructors, however, and does not JUST focus on education.”*

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I thoroughly enjoyed this session, mostly because learning styles have always been a large part of my classroom. I love having discussions about learning styles, and I walked away from this educational opportunity having truly gained new information. Learning styles, I believe, play a central role in continuing to strive to-

wards a more learning-centered environment.

There are many different types of learning, and a vast number of scholars have proposed their own models and theories on the styles of learning. This session focused on learning styles from three perspectives: Visual, Auditory, and Kinesthetic. Most

people will find that they lean toward one type of learning style, however we all tend to have different elements of each type. Because we are people, we are often a mixed bag of learning. However, we tend to teach best to the learning style we learn from best. This is important to understand because if we were to only teach from this style of learning, only the students with this same learning style would learn most effectively. The idea of learning styles is not to change your own style of teaching, but rather to incorporate new ways of teaching into our current practices, in order to make the learning environment richer for everyone, students and instructors.

Learning styles is NOT just for instructors, however, and does not JUST focus on education. We encounter learning styles every day. The way we approach a task is influenced by our learning style. The way we give and follow directions is affected by learning styles. Knowing our learning style, and being able to recognize the learning styles of those around us can allow for better communication with our colleagues, and a more cohesive work environment.

This session really did give me a whole new “style” and approach to learning styles. For more information about finding your own learning style, and how learning styles can enhance your life, contact the Student Success Center.

## Learning Conversations Conference

**By Patty Mitchell, Dean of Student Affairs**—Along with six HCC colleagues, I attended Valencia Community College’s 2005 Learning Conversations Conference in Orlando, Florida, September 25-28.

I attended several sessions focused on the learning centered college. One particularly interesting session was a discussion of Valencia’s Start Right Program, a cooperative effort between academic affairs and student affairs, designed to get students and faculty started “on the right foot” before classes begin. The components of the program include, but are not limited to, the following:

1. Application deadline at least two weeks prior to the beginning of classes.
2. Information Station where general admissions/registration questions are answered.
3. Answer Center where specific admissions/registration questions are answered.

4. Customized orientation program focused on the student’s career “direction”.
5. No Late Registration
6. “Lean” schedule of classes which can be expanded as needed.
7. Essays and writing diagnostics used in the placement process.
8. Publication of an on-line only class schedule well in advance of the semester.
9. Intensive orientation for adjunct faculty & incentives to attend other activities.
10. Two weeks for faculty planning time before the beginning of the semester.

In addition, instructors communicate via e-mail with their students prior to classes beginning to welcome the students and distribute course syllabi. These efforts, along with many others, provide the students the information and assistance needed to begin their academic journeys.

## You Might Be Learning-Centered If...

*By Cathy Hunt, Professor of Biology and Professional Development Coordinator*—At several sessions of the recent Valencia Learning Conversations conference the focus was on the characteristics of Learning Centered education. As I participated in these sessions, a list began to form in my head which I share as a point from which to build our own “Learning Conversations.”

*It might be Learning Centered instruction if...*

- Students actively participate in challenging ways
- Instructor helps students recall what they know and build on it
- Instructor asks questions that go beyond facts and encourages students to learn from different points of view
- Instructor respectfully encourages high quality responses
- Classes are taught with students’ experiences, concerns and interests in mind
- Students make choices related to learning that include experiences, values, needs and strengths
- Students comfortably and respectfully share their perspectives with instructor and each other
- Routines (ground rules, cooperative learning) which contribute to respectful learning are evident
- Instructor shares or develops with students clear criteria for success (e.g. rubrics, personal conferences)
- Students have opportunity to make mistakes and learn from them
- Students engage in performances and demonstrations with real world connections
- There are multiple ways to demonstrate learning
- Students self assess
- Grades reflect what students know and can do with what they know

## How’d They Do That?

*By Sarah Thomas, Learning Specialist*—Do you often see exciting and effective new strategies being used in the classroom and wonder, “How’d they do that?” It’s not as difficult as you might think! You don’t have to be technologically savvy to turn your class lectures into lessons that will capture and hold attention. All you need is the right equipment, and me! I am here to work with you and help you learn how to incorporate new teaching tools into your class.

I can help you...

- Add video to your on-campus, web-enhanced, or online class.
- Create interactive activities/lessons.
- Add digital photos to your lessons and activities.
- Transfer your overheads to the computer.
- Build lessons/activities to use in the SMART classrooms.
- Build lessons/activities for a web-enhanced or online class.
- Create engaging and effective PowerPoints.
- Create a web page for yourself, your classes, or your department.
- Build interactive learning simulations.
- Create graphics for your class lessons/lectures.
- Add sound clips to your lessons/lectures.
- Build interactive games for class review/activities.
- Create video tutorials.
- Assist with research in technology and best practices for your subject area.

Aren’t sure what you want or need? Don’t understand what half this stuff means? That’s ok! Contact me and I can give you a demonstration and show examples of the things listed above.

I am generally on campus from 7:30-4 M-F in AD 207. You can contact me by phone at x19829, or email [sarah.thomas@kctcs.edu](mailto:sarah.thomas@kctcs.edu).

Join us on  
**Friday, November 11, 1:00- 3:00**  
**AS 212**

**“Every Teacher Can Be a Reading Teacher:  
Strategies to Promote Reading Comprehension in Your  
Class”**

We know that many of our students enter college with deficient reading skills, and even those reading on grade level struggle with subject-specific reading assignments. To promote the success of our students, we must extend tools for improving reading comprehension beyond developmental reading classes. This workshop, lead by Susan Edington from Murray State University, will assist you in doing this, without deterring from your time-on-task or your students' focus on your subject matter. Each participant will leave this workshop with easy to use tools that you can implement in your courses immediately. Please bring an upcoming reading assignment for one of your classes with you to this workshop.

Please reserve your spot with [Cathy Hunt](#) for this wonderful workshop!

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