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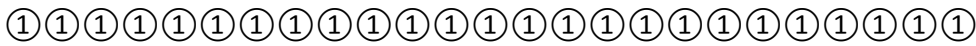
Sunday, May 29, 12:00pm

▤ "Transforming Data into Information for Successful Decision Making"

🗩 Karl Burgher, Indiana State Karl.Burgher@IndState.edu

www.indstate.edu/StrategicPlan

"Can't measure it, you can't manage it…" Peter Drucker

Data Problem → Culture → Data Life Cycle

> Data Problem
>
> Data Driven Plan for Success, 5% of budget, problem was finding 'one version of the truth'
>
> IR demand was growing 3 fold, and getting more complex… and everyone was using various data systems
>
> Un-Centralized
>
> Needs: Co-curricular Record (Transcript), Data Warehouse, One Stop Shot
>
> Culture Change
>
> Goal: data coming from robust system with repeatable results… data to knowledge (d2k)
>
> Date Life Cycle
>
> Follow students
>
> 'not a technology issue, but a people problem'

Data team: 1-+2 FTE + regular day job

"Make it special" Thorstein Veblen

(Veblen believed that technological advances were the driving force behind cultural change)

Need great communications, top down, approach; unit specific train works better

Data relief: robust decisions and operation student success division

	→	email
Data → Real time action	→	text
	→	voice

limit „touches"

Passion: if you don"t have passion, no one else will care
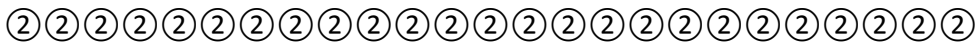
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Sunday, May 29, 4:30pm
Opening Session

🗩Evelyn Waiwaiole
Enrollment ▲Spending▼
🗏 Get students to "Finish what you start"
Increase the Culture of Completion → Student Transfer

🗩Martha Kanter, DoEd; Walter Mumphus, AACC
🗏 "What the National Agenda means to you"

Needs: Simplification, in search of „Elegance"
Move from Access →Completion

90% of Community Colleges graduates go on to Small or Middle sized businesses,
so more business partnerships need to be created
to fill the current open position.

Issue: PELL grants used to fund 2/3 of education, now down to 1/3 of college costs.
44 of 50 states will have budget cuts

Solutions may include:
Redesign of orientations, more like a GPS to keep students on track
Streamline articulations

Create additional high demand classes to help student avoid taking non-degree plan classes, simply because
they need 12 hours… and can"t find a degree plan class available

"Testing is broken," there is a need to rebuild better testing for placement
Campuses might consider Faculty learning committees

CCSSE and Achieving the Dream can help transfer best practices

🗩from the Bill and Melinda Gates Foundation:
"Meet them where they are… let them see where they can go…"

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Monday, May 30, 8:15am

🗎 "General Session"

🗩 John Alexiou, ETS; Nonprofit makers of GRE, etc.

🗩Richard Rhodes, EPCC (TX);

1) Discussed reverse graduation agreement between EPCC and UTEP.

When a student transfers to 4 years school without first getting AS, they track the University classes and if the core is met, the CC awards a degree (helps with completion rates.)

2) EPCC Actively tests for College Readiness in the local high schools

🗪 Larry Gatlin, Jeff Little, Guildford Tech CC (NC)

Discussed setting up a music program for not just performers, but engineers, songwriting, etc.

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Day, May 30, 10:00am
📄 ""Increasing Retention in Online Classes: Preparing Students for Success"
💬Leslie Bowman, Online professor/Instructional Designer, Ozarks Technical CC (MO)

Topics: Types of Orientation   Extending Success   Implementing/Improvement plan   Ongoing Support

Goal: Minimize time away from content
Students get behind, lack study habits, and time management skills
Key: Success early on

Students need to:
know your Expectations
read announcements
understand your Learning Management System
Time management

Take away their excuses
Get technology issues solved the FIRST week. To do this, have orientation BEFORE class

Orientation
Your orientation should address multiple learning styles
Orientation should be BEFORE the class
Orientation should cover technology, study skills, writing, and time management
        Technology: Navigation
                        Word processing
                        Saving files
                        Naming files
                        Attachments
                        eMail
                        Netiquette
                        Have them copy Tech Support contact information and print, so they can access if computer dies

Note: Often times you have to teach more than the content of the class, because students don't know how to:
        Make outlines or Organize or take notes
        Follow a schedule and/or Keep up with due dates…
so… make these items homework early in the semester… can be done without sacrificing content of teaching.

How to motivate students? You should be visible in your online class, you should have a place to answer questions that others can see, and have timely turn around. Make sure they understand they are not bothering you.

Extending Success
Some activities: require 5 log ins… so they don't forget they are in class. Include reminders in assignments to use question forum, make available notes, info on approx. time required, where to get help with taking notes, use a CAT (Classroom Assessment Technique) to help them summarize. Give them a task planner or calendar to write on.

Implementing/Improvement plan
Have private forum for students who fall behind to explain what wasn't done, why, and their plan to catch up
Use checklists and give student an opportunity to share what they did right, or other accomplishments.

Ongoing Support
Encourage study partners and or use students for coaches
http://www.elearningprof.net/

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Day, May 30, 11:15am
📄 "Educational Technologies for Online Courses: Helping Students Imagine the Possibilities"
💬 Yazdan Shaghaghi, Professor and Coordinator, Bunker Hill CC (MA)

Bunker Hill CC hires faculty that are tech savvy, vibrant, and who use technology to ENHANCE learning… they don't just show up, they "Show up and TEACH"

Faculty Expectation   Software/Technology   Support   Faculty Training   Student Pre-Assessment

Faculty Expectation
Faculty:
Create a sense of community: connection, contact, immediacy
Practice proactive course management
Remind students, remind of upcoming deadlines
Provide clear guidelines for interaction
Define how each Learning Management Tool is used
REQUIRE faculty to respond within 24 hour (3 strikes, faculty member is out)
Provide information and acknowledgement, feedback
Use active learning, including peer to peer discussions

Software/Technology
Bunker Hill faculty use discussions, journals, and or eMail
They use Elluminate and white boards
To bring a class alive, thy use auditory and visual tools (YouTube, video clips, iTunes, movies, podcasts)
Asynchronous lectures (Elluminate, Camtasia, Wimba, Voiceboard, Adobe Presenter, PwerPoint)

Support
Bunker Hill has 7 day support, including evening and weekend; they can walk in, call, email; also have Tech FAQ

REMOVES STUDENT EXCUSES
Bunker Hill enforces tech requirements and limit who can take on-line classes
Orientations:
Live every semester   Technology
Virtual (chat)   covers   Expectations
Recorded   Guidelines on how to be a successful student

Make tutoring available (SmarThinking), encourage mentoring,
Advising: live, phone, online

Deliver a WELCOME letter, with ID, access, info on tutoring

Students enter a DEMO course before taking a real online class

Faculty Training
Faculty are required to take a 5 week online workshop (compensated)
- Pedagogy is the study of being a teacher or the process of teaching. The term generally refers to strategies
- Andragogy consists of learning strategies focused on adults. It is often interpreted as the process of engaging adult learners with structure of learning experience (self-directed and autonomous learners and teachers as facilitators of learning)
- Learning styles   Gardner
- Interaction   Anderson
- Events of instruction   Gagne

⑤ Continued
Day, May 30, 11:15am
📄 "Educational Technologies for Online Courses: Helping Students Imagine the Possibilities"
💬 Yazdan Shaghaghi, Professor and Coordinator, Bunker Hill CC (MA)"

Faculty are required to take a 5 week online workshop (compensated)
List continued

- Blooms Taxonomy
- 7 principles of effective teaching
- Communications theory

Reduces Tech support

Student Pre-Assessment
Psychological and Motivational with Post Course assessment, links to online registration when complete

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Day, May 30, 12:30pm
📄 "Graduation Rates as a Measurer of Two Year College Success"
💬Dr. Jimmy Roberts Temple College (TX)

Round table, eMail jdr@templejc.edu for details

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Day, May 30, 1:30pm

📄 "Whole Brain Learning"

🗨Dr. Mark A. Smith, R. Craig Collins; Temple College (TX)

See Professional Development Web site for this presentation

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Day, May 30, 2:45pm
📄 "At the Heart of Student Success: Strategies to Increase Degree Attainment and Real Learning"
💬Courtney Adkins, Survey Operations Coordinator, April Juarez, College Liaison; Center for Community College Student Engagement (CCCSE)

Strategies to promote learning that matters

Importance of Completion
- Only 28% of first time full time students complete within 3 years
- Less than 45% within 6 years
- 52% will persist after 1st year
- 15% with 0 credits persist compared to 74% of students who have credit

Defining Success
 Degree=Real learning
 Teaching quality → Learning → Completion
 Degree/Certification is one measure of success, but there are others

- Student engagement
- Faculty on student engagement
- 'entering student' engagement (SENCE: topical areas)
- Initiative on student success
- CCCSE: identify areas in which to improve

Raise expectations
                Late work 31%
1st 3 weeks {   no reading 43%
                Skip class 26%   Finding: 1 missed class, probably fail

"Active Learning"   Work with other students, in or out of class, presentations, etc.

Deep Learning   Higher level on Bloom Taxonomy, only 52% use judgment, 65% memorize

Build/encourage relationships 88% know HOW to contact faculty, but 68% DON'T

Make students welcome   25% were neutral on if they felt welcome

They want to know where they stand (Grades (93%)/Feedback (only 57% felt they got it); Define Expectations

Integrate student support into Learning

63% felt service was important, even if only 34% use it
Student Support → Student Engagement
        Tutor   → Study group, etc
Professional Development on Engagement (groupwork hands on, presentations, in-class writing; experiential work)

Create conditions for learning: Orientation Mandoatory?

88% were assessed, but only 75% take classes indicated

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Day, May 30, 4:00pm

📄 "Take a Week Off: Improve your Campus with Zero Week"

💬 Dr. Robbin Ray, R. Craig Collins; Temple College (TX)

See Professional Development Web site for this presentation

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Tuesday, May 31, 8:30am

Exhibit Hall

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Tuesday, May 31, 10:45am
▤ "When they come to class, Make them Work!"
🗩Martha Robertson, Coordinator, Faculty Professional Development,
Ann Tate, Director Center for Excellence in Teaching and Learning (CETL);
San Jacinto College, Central (TX)

"Student's DON'T do 'optional'"

Engagement from Day 1

Reverse lecture: lecture online or via homework; class time is for groupwork and lab

Khan Academy http://www.khanacademy.org/
'Pop' quizzes from previously discussed Khan item, but must consider Internet Access
Use solution to Khan item as a 'ticket' in the door

Group and Hands on
http://www.epsteineducation.com/home/ IFAT
Students work question, then group work

Create your own games:
1) Cards with True/False problems

Have groups work through stacks

2) "Jigsaw", great for practice after exposure;
sub group become experts on a type
these experts then work with group.

Each member becomes an expert on something
all learn and teach

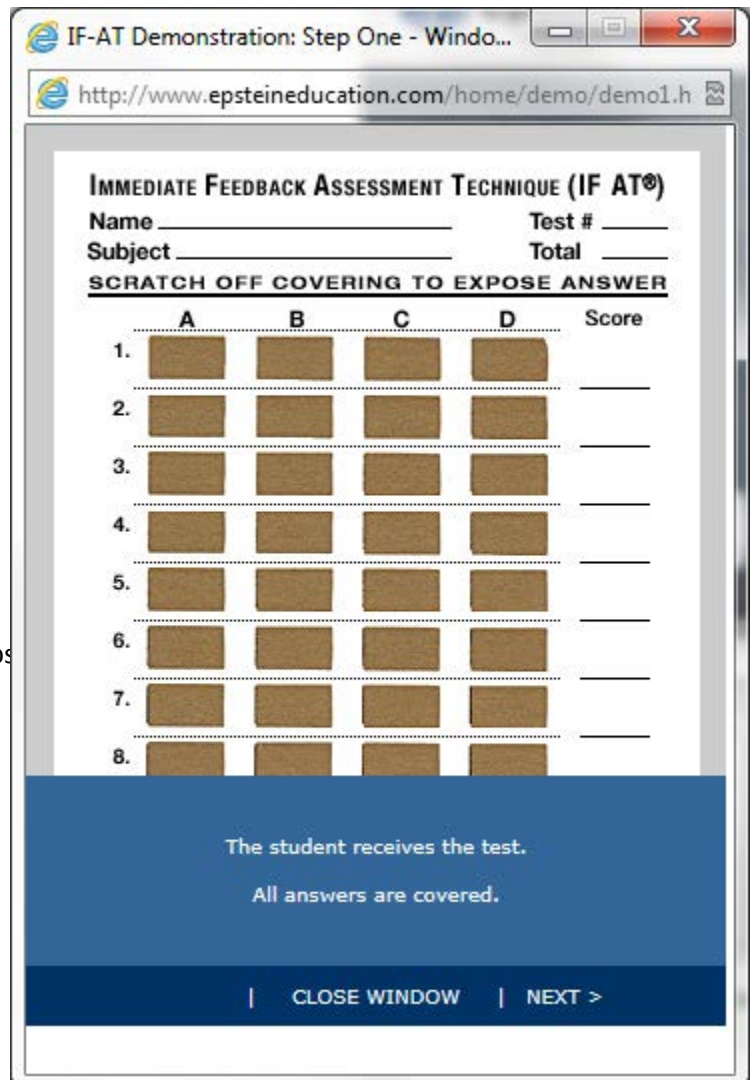Can use colored paper to keep track of experts and groups

3) Test Review Relay
Warn in advance
Divide into groups, alternate questions between groups

Also works as bonus

Favorite quote: "I'm Adorable"

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Day, May 31, 12:00pm
📄 "General Session"
💬Rod Risley, Executive Director, Phi Theta Kappa Honor Society

Discussed perception, and how access is essential. He said we should be on a mission… as access = opportunities and we should have an educated citizenry.

Stressed unlocking potential.

Noted that this was 'critical' in recent State of the Union speeches.

Pointed out that Community college students CAN perform after transferring to selective Universities.

Discussed the surge in enrollment, especially first time/full time… and tuition driving students to community colleges.

The old mentality was 'students have the right to fail'

But with accountability rising, and the goal of graduating 5 million more students, that won't work anymore.
Must focus on retention, completion… by using streamlining.

In some the culture is to value an athlete over a teacher, must work to make it cool to be smart.

Schools and the country need new systems to "complete"

Suggestions:
While talk is cheap (inexpensive), talk to students about the value of credentials, and earnings
Have high expectations, students will rise to the 'lowest' highest
Students like to get recognized
Students want to be engages

For everyone on campus: Education is the PRIMARY job
Everyone on campus can talk about career paths

Noted that some PTK student start in development… (it's not where they start, but where they end up)

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Tuesday, May 31, 2:00pm

📄 "Faculty Excellence Equals Student Success"

🗨Robert Hume, Coordinator, Training and Development, Houston CC (TX)

At HCC they pay a stipend of $250 for Certification

Develop a list of benefits to show that Professional Development has value

They have a track for Department Chairs

They require 3 courses to teach DE (hybrid are not policed… working on it)
  Basic LMS-Orientation to DE-Copyright/Library Literacy
Going to 10 courses, 4 hours each=40 hours

Chair must be involved (track courses for chairs, etc.)

Discussion items:
Recognition instead of money?
Use mentors
CUEs, toward degree?

Investigate NCSPOD   POD Network   VOKI http://www.voki.com/

FACULTY EXCELLENCE EQUALS STUDENT SUCCESS –
THE HEARTBEAT OF A COMMUNITY COLLEGE

Department of Teaching and Learning Resources (TLR)
http://hccs.edu/tlr

TLR Mission: to promote, enhance, and assess teaching effectiveness and student learning through faculty development and instructional design support; additionally, the TLR seeks to enhance instructional leadership effectiveness through department/program chair development.

Center for Teaching and Learning Excellence (CTLE)
Services: *professional development, instructional design*
http://hccs.edu/tle

CTLE is the unit of the TLR that supports faculty through professional development programs and instructional design services. HCC is committed to offering our students learner-centered teaching and learning environments that are measured by the Community College Survey of Student Engagement (CCSSE) Benchmarks of Effective Educational Practice:

- Academic Challenge
- Active and Collaborative Learning
- Student Effort
- Student – Faculty Interaction
- Support for Learners

The CTLE sponsors the following faculty development programs:
- Teaching and Learning Excellence Program
- Instructional Technology Program
- Achieving the Dream Student Success Program
- Extended Learning Program
- Faculty Interns/Scholars Program
- Part-Time Faculty Success Program

Instructional Media Center (IMC)
Services: *multimedia support*
http://hccs.edu/imc

The IMC is the unit of TLR that supports various instructional media services and special project requests. These include:
- Web services
- HCC iTunes University
- Multi-media development
- Database projects
- Training lab management
- Instructional server support
- ListServ support
- Instructional Technology evaluation
- District-wide instructional software licensure

The IMC also supports programs and other organizational units system-wide, impacting research and development of instructional technology topics related to software, hardware and technology environments.

Chair Excellence Institute (CEI)
Services: *instructional leadership development*
http://hccs.edu/cei

As a unit of the TLR, the CEI was established to enhance leadership, management, and service knowledge and skills of instructional leadership. It is designed for all chairs.
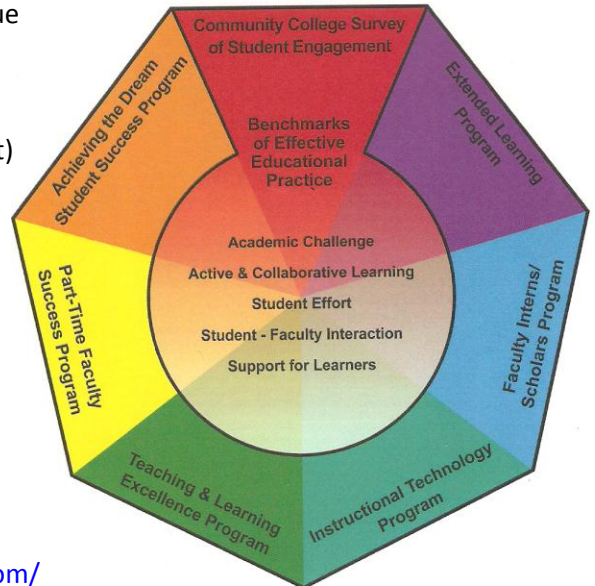
CEI workshops facilitate the transition from specialized duties as faculty to broader duties related to the role of Chair.

Workshop topics include:
- Policies and procedures
- Workloads
- Scheduling
- Legal and ethical issues
- Curriculum development
- Community relationships
- Faculty evaluation
- Quality Assurance
- Budget Development

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☹☠💣 I left this one early… limited options for TC

Day, May 31, 3:15pm
📄 "iPads, iPhones, and Droids… Oh My! Providing Students and Faculty with High-Quality Media Streaming"
💬Danella Soeka, Marketing and Media Distribution Manager, Governor's State University (IN),
Ryan Dumon, Lead Developer, College Anywhere

CollegeAnywhere basically acquires content to redistribute… member driven non-profit consortium.
Three rates to join consortium; prcing by allotment

They provide a searchable book mark-able delivery of Licenced material;
their library includes PBS, Annanberg, Governors, and 90% of Dallas Telelearning
Can support faculty content, stream to iPad, iPhone, and Droid.

NO TRANSCTIPTION SERVICE for ADA, requires separate login from LMS

☹☠💣 I left this one early… limited options for TC … mainly marketing delivery of their existing content

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Day, May 31, 3:15pm
📄 **"OMG! Technology Literacy Placement…Really?"**
💬Angel Fonseca, Faculty, eCommerce and Web Technology, Jackson CC (MI)

Like TC, this school has been fighting how to ensure students are computer literate.
However, this school has developed an assessment to give ALL students, so they can place ALL students in a Computer class as part of their degree. They offer four different classes, from basic to geek.

They gave up on SAM's for the assessment, and actually programmed their own.

Classes

- Computer Basics; 2 hr, 7 week, offered twice
  Computer concepts, Hardware, Software, OS, Internet Search, Keyboarding intro, email

- Computer Literacy; 2 hr, 7 week, offered twice
  Computer Concepts, Internet, keyboard, email comm., FILE MGMT, Install, Storage media, word processing, PowerPoint

- Intro to IT; 3 hr,
  Computer Concepts, Word processing, Spreadsheets, Presentation graphics, Database Intro, Integration intro

- (Advanced) eCommerce; 3 hr
  Web collaboration, File Conversion, Cross platform, Web 2.0, Social Media, Mobile communications

Their school has decided (Dean on down) "**Competence with Technology is a foundation to learning**."

DCCCD tried something similar… not to offer a class for all, but instead to assess all and place those in need…
 but had to back down… they could not offer enough sections

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Wednesday, June 1, 8:15am

📄 "The Pursuit of Success: Engaging the Veteran Student Body"

💬Lesley Keeling-Olson, Temple College (TX); Stephen Phelps, CTC; Michelle Watkins, EPCC

Email lkeeling@templejc.edu for details

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Wednesday, June 1, 9:30am

📄 "iTeach: Classroom "Apps" That Engage Tech-Savvy Students""

💬Katie Storey, Coordinator, Student Life and Adjunct Faculty, Elgin CC (IL)

kstorey@elgin.edu

- Cell Phone
  - o Poll Everywhere
    - Free up to 30
    - Phone or Web
    - http://poll4.com
    - ID message
      122298 message

- Apps for clickers
  - o Turning Technology App
    - Use phone instead of clicker
    - Response Ware / Turning Point

- Classroom Starters/Ice Breakers/Brain training
  - o Two truths and a lie (great for math?)
  - o Students Create Business cards
    - Introduce each other
  - o Online Radio, set mood, motivate
    - Pandora
    - Grooveshark (class ownership)
    - iHeart
  - o Online 'movies' to start a class
    - Bunnies Theatre
    - AngryAliens.com
  - o Deliverables
    - Animoto: share 30 second 'video' stream (can do from phone)
    - Wordle.net: can add to PowerPoints, repeated words come up bigger
      - (Investigate advanced
        - o ~ acts as a non-breaking space
        - o :5 means treat as if word repeated 5 times

  - o Sporkle.com: mental stimulating diversions (brain training)
  - o Discussed course smart.com ebook (for accommodations?)
  - o Collaboration
    - Google Docs
      - Share documents, collaborate
      - Use for forms