Congratulations and Best Wishes!

Congratulations to Dr. JuliaGrace Jester, associate professor of psychology and interim social sciences department chair, and Dr. Richard Moss, assistant professor of history, on being granted tenure. We thank both of them for all they bring to our students and the College. Also, congratulations to Dr. Dwayne Hunt who successfully defended his dissertation. We celebrate his accomplishment.

Best wishes to Cindy Schanke who left the College at the end of last week to pursue other work interests. Many of you have worked with Cindy over the years, and her contributions to HACC and Virtual Learning, in particular, will be evident for a long time.

As we approach the home stretch for the spring 2016 semester, remember to pace yourself and be patient with one another. If there is anything the Virtual Learning staff can do to assist, never hesitate to let us know.

- Amy Withrow

Nobody can go back and start a new beginning, but anyone can start today and make a new ending.

~ Maria Robinson
What Faculty Need to Know About Campus Tutoring
by Tamara Girardi
Assistant Professor of English, Virtual Learning

Although HACC students have access to Smarthinking for online tutoring needs, Virtual students can also utilize face-to-face tutoring at any of the college’s campuses. The directors of each of the tutoring centers on HACC’s physical campuses will attend the March 22nd VLFA meeting to discuss resources for Virtual students. To prepare for that meeting, review the ten tips below, and prepare any questions you have for discussion.

Tutoring Centers can get busy on certain days and times. Although the directors try to plan accordingly, due to staffing issues and the unpredictability of student needs at any given time, the tutoring centers can get very busy. Students should visit the centers well before assignment deadlines to ensure they have enough time to meet with tutors and complete their work.

The writing tutoring is not a proofreading or editing service. Students are sometimes disappointed when they visit the tutoring centers and request tutors read and edit their essays, but writing center philosophy focuses on helping students improve their writing skills, not completing the work on their behalf.

Tell students to come early in the writing process. Again, students might visit the writing center to receive feedback on what they believe to be a final draft, but when tutors start working with the students, they identify larger issues with the writing. For that reason and others, the directors recommend that students come earlier in the writing process.

Tutors cannot offer makeup work opportunities. If students miss lessons or peer reviewing opportunities due to absence, some instructors send them to the tutoring center with the expectation the tutors will teach the missed lessons or peer review student writing. However, the tutoring centers don’t teach or recreate learning opportunities missed in class.

Continued on page 3...
Academic integrity is paramount. In the tutoring centers, the students take responsibility for their work and their learning with tutors facilitating that process. Tutors will not complete work for students but instead guide the students to learning how to complete the work themselves. This approach can lead to frustration for students who want the tutors to give them the answers rather than engaging in a dialogue with their tutors to find the answers on their own.

Tutors are required to attend extensive training. Tutors attend extensive training to ensure they know the protocols and can work with students effectively while maintaining academic integrity. Training is ongoing and required for all tutors.

Faculty are welcome to visit the centers. To learn more about the campus tutoring centers, VL faculty can visit the centers at any time. More information about the various campus centers and their hours of operation can be found here: https://www.hacc.edu/Students/Tutoring/.

Students might need guidance and encouragement from their instructors. To avoid some of the misconceptions noted above, faculty should demystify the tutoring centers on the campuses as much as possible to ensure student expectations are aligned with the offerings available. Likewise, faculty can also encourage students to use the centers when appropriate.

Advise students to come prepared. The tutoring centers recommend students bring their assignment sheet, class notes, a style guide, and/or any relevant feedback from the instructor to sessions.

Faculty should regard negative student feedback with some skepticism. Student dissatisfaction with tutoring has been noted in several instances above. Additionally, though, faculty should know that tutors will not advise students of what kind of grade they should receive on writing assignments or other homework. If a student reports a dissatisfying tutoring experience to you, take the time to discuss the complaint with the tutoring center director for further clarification.
**Virtual Learning Faculty Assembly**

The next meeting will be Tuesday, Mar. 22, at 1 p.m. Dwayne Hunt, the Dean for Student Affairs at Virtual Learning, and representatives from the library, career services, and tutoring and testing will be in attendance to discuss student support resources for virtual students and brainstorm ways to further develop those resources in the future. The meeting will be held via AdobeConnect at the following link: [http://hacc.adobeconnect.com/virtuallearningfacultyassembly/](http://hacc.adobeconnect.com/virtuallearningfacultyassembly/)

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**Do You Know?**

- HACC will offer 17 online degrees starting fall 2016 (up from 13 online degrees for fall 2015).
- Online dual enrollment students increased from 71 in fall 2014 to 202 in fall 2015.

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**From the Dean of Academic Affairs**

Thank you to the full-time faculty for the individual meetings over the past 2 months. I have found these meetings to helpful in transitioning to Virtual Learning as it allowed me to get a variety of perspectives, as well as history of the Virtual Learning unit. I appreciate you taking the time to meet with me and for sharing your experiences and questions.

I would like to share with you the following article on online student success [https://www.umuc.edu/visitors/about/ipra/upload/developing-data-driven-predictive-models-of-student-success-final.pdf](https://www.umuc.edu/visitors/about/ipra/upload/developing-data-driven-predictive-models-of-student-success-final.pdf). Thanks to Christine Nowik for providing this resource.

— Kelley Engle

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**From the Dean of Student Affairs**

Greetings students, colleagues and community members. Over the past month, I have been brought up to speed on what we need to work on regarding Virtual Learning student affairs. I want to assure you the initiatives in the Virtual Learning master plan are a priority. I want to make sure that my efforts move us toward those goals. I appreciate faculty and staff who have given their time to make sure we “keep the first thing first,” which to me means making sure students are comfortable with the support they receive while taking virtual classes.

A Few Current Initiatives:

- Enhance the Virtual Learning webpages.
- Review and enhance online new student orientation.
- Explore how to implement Virtual Learning student ambassadors.

— Dwayne Hunt
Attending Meetings Remotely

Virtual Learning is working with the Office of Information Services and Technology (OIST) to explore technology that would allow Virtual Learning faculty to attend video-conference meetings even when off-campus.

To this end, OIST will be working with a group of Virtual Learning faculty to install Real Presence desktop software on their devices. This software ties into existing video-conference capabilities and will allow faculty members to use a webcam or device camera to connect to the meeting. The monitor will be used to view the video materials. See screenshot, below.

This software will be evaluated using a number of criteria, including ease of use and the parity of experience with in-room attendees. Recommendations for next steps will be drawn up based on participant feedback.
The VLSAC Keeps Students Connected

In today’s technological world, it’s more than likely that your cell phone or other electronic device(s) is a “must have” at school and work. Now think about how many times you’ve found yourself with a low batty and either no electrical socket nearby or no charging cable because you left it at home during your mad rush to get out the door.

We have great news for you!

The Virtual Learning Student Advisory Council (VLSAC) is proud to present the first secure charging stations at HACC! No longer will you need to remember to bring your phone or tablet charger to campus. No more sitting strategically so you’re near an outlet to plug in. Now, all you need is your device and a 4-digit pin. The charging station makes your low battery full again, so you can stay connected to the world!

Just find an empty compartment, connect your device using the appropriate cable (several cables compatible with most phones and tablets are available in each compartment), create a PIN to lock the cabinet and walk away. Later, when you come to retrieve your device, just enter your unique 4-digit PIN and voila — You’re good to go!

The GoCharge stations are funded by the VLSAC and will be installed at all five HACC campuses over the next several months, so students and faculty alike can take advantage of this convenient and secure charge station. They are already installed and in use in the cyber café at the Lebanon Campus, and in the Cytec building on the York Campus. Next up: Gettysburg!
Smarthinking Facts About Student Use

- Smarthinking hours from fall 2015 (1070.43 hours) are slightly up from fall 2014 (1053.72 hours).
- 40% of students utilize Smarthinking from 6 p.m.—7 a.m.
- Essay Center, Algebra, Grammar and Documentation and General Chemistry are the most popular subjects requested for tutoring.

Don’t forget: students can access Smarthinking directly from within Brightspace by D2L!

Access to Smarthinking can be found under the Help for Students widget on the home page of Brightspace by D2L. Within the course, it can appear in two ways based on preference when designing the NavBar or the My Resources dropdown menu section. You may also find it under the default menu items.

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- Fall 2015 Tutoring Sessions by Day of Week

![Bar chart showing tutoring sessions by day of week]
YOUR Scholarship Guide

A new scholarship tool has been created! Scholarship cheat sheets (general and specific) have been developed and can be found by going to The Office of College Advancement channel and clicking on the “Scholarships” tab in myHACC.

The purpose of these cheat sheets are to:

- Inform faculty and staff of the various Foundation scholarships.
- Educate colleagues on ways to search for scholarships by asking student qualifying questions.
- Learn about scholarships relevant to your role to help in marketing to students.
- Encourage more students to apply for scholarships in which they are eligible to ensure HACC’s vision - HACC will be the first choice for a quality and accessible higher education opportunity - is a reality.
- Allow faculty and staff to work together with one main effort in mind - Creating opportunities and transforming lives to shape the future - together

How can I use it as a faculty member?

A faculty member who teaches, for example, engineering and technology classes can go through the steps below to become familiarized with all scholarships that pertain to that specific program.

Go to https://hacc.academicworks.com/
Click on “Show Filters” on the right
Click on the “Engineering and Technology” scope (under “By Keyword”)
Click “Filter Opportunities” to view all scholarships related to that program

How can I use it as an admissions counselor?

When admissions counselors are speaking with students they can ask the qualifying questions on the cheat sheets while building rapport with the student. A role play example is provided below.

Admissions counselor – “Are you a student worker?”
Student – “Yes, I work at the library.”

Congrats to Alyssa Burfield, Virtual Learning student, on receiving a $1,000 tuition giveaway at HACC’s Winter Open Enrollment Day!
Admissions counselor – “Excellent, did you know we have various scholarships that may be applicable to you since you are a student worker?”

Student – “I did not know that, but it sounds like a great opportunity. I think I will apply.”

What is the difference between the specific and general scholarship cheat sheet?

The general scholarship cheat sheet includes opportunities that contain less eligibility requirements for students, but the specific scholarship cheat sheet includes opportunities that have more stringent eligibility requirements. Therefore, the specific scholarship cheat sheet includes opportunities that are more difficult to award since there are usually fewer applicants, so it is best to focus on marketing those first.

Please learn more about HACC Foundation scholarships by clicking here, and email HACCScholarships@hacc.edu with any questions.

Academic Student Resources

There is a new Online Learning Tutoring & Testing Lib Guide in town! The primary focus is in the area of academics for online students. Some of the information provided includes supplements for academics and technology, as well as college success tools. Information about this exciting resource is included in the online student newsletter named the eNewSource.

The eNewSource

The eNewSource is the online student newsletter. Every other week, students receive messages about information, news and events for online students. If you would like to include a message for all online students, please contact Jazmin Simpson at jbsimpso@hacc.edu.
**Virtual Learning Team**

**Faculty Leadership:**
- Full-time: Karen Woodring, VLFA Chair
  Lori Hockley, VLFA Committees
  Xiaoqing Zhu, Operations House

**Shared:**
- Mary Jo Keiter

**Adjunct:**
- Claire Knowles-Morris, Operations House

**Non-Voting:**
- Kari Meck, CITE Coordinator
- Tamara Girardi, VLFA Secretary

**Leadership:**
- Kelley Engle
- Duane Hunt
- Amy Withrow

**Administrative Assistants:**
- Elaine Holland
- Joanne McPherson

**Student Support:**
- Gina Bowers
- John Conforti
- Emily Fox
- Jazmin Simpson

**Center for Design and Instruction:**
- Melissa Dietrich
- Josh Rumpf
- Joe Mordzycki
- Qiquan Wang
- David Wartell

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**#haccvirtual Twitter Chats**

**Tuesday, Apr. 19, 12-12:30 p.m.**
Learn about the new Wellness and Health Promotion program with Sandra Kroft

**Monday, May 16, 12-12:30 p.m.**
Learn about the Geospatial Technology program with Nicole Ernst

For more information about the Twitter chats or to view past chats, visit: [http://www.hacc.edu/NewStudents/Connect/Twitter.cfm](http://www.hacc.edu/NewStudents/Connect/Twitter.cfm)

**Program Webinars:**

**Tuesday, Apr. 12, 12 p.m. - Wellness and Health Promotion with Sandra Kroft**

**Tuesday, May 10, 12 p.m. - Geospatial Technology with Nicole Ernst**

For more information about the webinars or to view past webinar recordings, visit: [http://www.hacc.edu/NewStudents/Connect/Webinars.cfm](http://www.hacc.edu/NewStudents/Connect/Webinars.cfm)

**Open House (on all campuses and online)**

**Saturday, April 9, 10 a.m.—1 p.m.**
For more information visit [www.hacc.edu/openhouse](http://www.hacc.edu/openhouse)

**Staff Meeting (everyone welcome)**

**Friday, Apr. 15, 9-10:30 a.m.**
W-226D or VoicePlus, 221-1305
Conference ID 211303#

**Spring Retreat (RSVP to Elaine Holland by 3/28)**

**Friday, Apr. 8, 8:30 a.m.—2:15 p.m.**
Midtown2, Room 206