

**Hinds Faculty/Staff/Administrators
Bridgwater Professional Development Study Tour
Goals, Projects, and Outcomes**

Name	Title
Barbara Blankenship	Dean of Students, Raymond
<p>Goals:</p> <ol style="list-style-type: none"> 1. to develop an Interactive Health Fair based on information learned from Bridgwater College 2. to link the distribution of financial aid to attendance and performance in classes through the use of a weekly stipend – much like a paycheck <p>Information Utilized:</p> <p>Immediately upon walking through the front door at Bridgwater College, students can easily see the admissions and the financial aid employees. These two offices have joined to form a team whose primary purpose is to provide students easy admission and access to financial aid.</p> <p>Follow up to admissions includes student placement into a mentoring program. Every student is assigned a mentor. These mentors are instructors and are responsible for 15-30 students. Mentors meet with their mentees weekly during a class. Each mentor also has access to vital data on students, like grades, attendance, absences, student activity participation, work hours, through special software developed by Bridgwater.</p> <p>Of particular interest to me, however, was how the student’s financial aid was tied to “earning” so many points per week based on achievement of their goals and their attendance. Too many absences resulted in a withholding of the government stipend. The mentor and student are then required to meet and discuss the situation. Generally speaking, the next week usually resulted in an earned stipend.</p> <p>Projects:</p> <ul style="list-style-type: none"> • Submission of an article to the ACE Publication which is intended to plant seeds for change in the way Federal Financial Aid is awarded. • Proposing a “weekly stipend” model similar to that used by Bridgwater College. • Follow-up with members of the MS Community College Board i.e. Shawn Mackey. • Developed and implemented an Interactive Health Fair. <p>Project Outcomes:</p> <ul style="list-style-type: none"> • The ACE article is in the draft form – projected submission this summer. • A successful Interactive Health Fair was held on the Raymond Campus during the 2009 spring semester. 	

Sherry Franklin	Director, Career-Technical Education, Secondary Programs
<p>Goal: to determine if Bridgwater College, through design of curriculum and instruction or pattern and practice, incorporates 21st Century Skills and categorizes its program offerings into career pathways</p> <p>Information Utilized: At Bridgwater College, I investigated how students at the secondary level are transitioned to the post-secondary level. I visited with the School Links Coordinator who works with students in the secondary schools to educate them about the program offerings at Bridgwater. I also talked with secondary students who were actually enrolled in the Catering course. Bridgwater markets career and technical programs by showing how they link secondary interest with postsecondary offerings. Students are allowed to try the programs out while enrolled in school (secondary) prior to enrolling in college (postsecondary).</p> <p>Projects:</p> <ul style="list-style-type: none"> • I used the knowledge obtained at Bridgwater to link the secondary programs at the Pearl/Rankin Career and Technical Center with the post-secondary programs at Hinds during Preview Night/25th Rankin Campus Celebration. The programs were set up in pathways (career/technical/academic) to allow attendees to see the opportunities that were available beginning at the secondary level. • Currently working to enhance marketing techniques, through Tech Prep, for career-technical programs to include brochures to target parents, business and industry representatives, students (various levels) and community members. <p>Projected Outcome: To increase enrollment in both secondary and post-secondary career and technical programs at Hinds by</p> <ul style="list-style-type: none"> • marketing the secondary and postsecondary programs together • by educating secondary students at an earlier grade level about career pathway offerings 	
Theresa Hamilton	Vice-President, Raymond Campus & Director of College Parallel Programs
<p>Goal: to find ways to improve the professional development program for instructional staff</p> <p>Information Utilized: I met with the Bridgwater director of the Advanced Practitioner Program and learned how these faculty disseminate examples of best practice in teaching to their colleagues at Bridgwater. Also, I discussed with the director of the Quality Reviewer program how this program works with faculty to assure quality content in curriculum.</p> <p>Project: Beginning with fall 2009, possibly during convocation, an informal workshop will be held for faculty to share their best teaching practices for the purpose of improving classroom instruction. A faculty member from career technical and one from academic transfer will be identified to lead the discussion. The core participants may very well be only a small group of veteran Hinds instructors and newly hired faculty who will be required to attend. Other workshops will be held during the year. Topics will be driven by needs expressed by the participants.</p> <p>Projected Outcomes: Intended outcomes are the improvement of classroom management, enthusiasm on the part of the teachers, well prepared students, and increased retention.</p>	

Colleen Hartfield	Vice-President of Community Relations
<p>Goal: to improve the perception of Hinds Community College as a student-centered institution</p> <p>Information Utilized: The Bridgwater College Website and recruitment materials were well developed, professional reflections of the college, which also created a sense of people and place. I was interested in learning what resources they utilized to develop the materials, how they engaged the student body in participating in the marketing efforts, and what marketing/advertising strategies were most successful.</p> <p>Bridgwater’s print publications were mirror images of the college’s Website, which served the dual purpose of marketing and information dissemination. The focus of my project shifted from a simple video production for recruitment purposes to a broader strategy to use currently enrolled students to target promotion of particular programs to specific targeted prospects and to utilize video on the college website.</p> <p>Project: Requested and received funding to purchase video camera and editing software for college website and began emulating Bridgwater’s successful use of photography and video in student recruitment marketing efforts.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • Initiated complete redesign of the college Web site, utilizing current students as “models” for all photography • Implemented video to promote college and athletic programs, Hinds WebTV and Hinds Sports TV, fall 2008 • Conducted a student video competition, “Start Something at Hinds,” as a recruitment tool • Presented at National Council for Marketing and Public Relations; topic – “The Strategic Value of Video on a College Website,” March 2009. • Utilized video on the web to inform and raise awareness of major college initiatives, including Strategic Leadership Planning and Web Registration • Posted Career-Technical :60 Video on select CTE programs’ departmental pages • Will implement “Video of the Week” segment on college homepage Summer 2009 	
Clair Helms	Accounting Instructor
<p>Goal : to develop new ways to recruit and retain students in the HCC business program at Rankin</p> <p>Information Utilized: At Bridgwater I interviewed student “tutors,” who are actually life coaches and mentors. Tutors and administrators at Bridgwater stressed how this one-on-one contact is key in helping retain students. Also, I reviewed Bridgwater’s online tutoring software that allows faculty from all disciplines to share information directly with tutors.</p> <p>Project: Upon return I distributed a survey to accounting classes to get their opinion of our educational system and what can be done to encourage student retention. Results showed that students desire faculty who are encouraging and supportive and who take an interest in students’ career goals. As a result, I developed a “mentoring” role with my students. I maintained closer contact with students and reached out to them when they were absent. I also developed a series of small group study sessions.</p> <p>Outcomes: Fall 2006 there was a 22% withdrawal rate in my accounting classes. Fall 2008 showed a decrease to 14% (with 4% due to student illness). This increase in retention resulted from increased group study time and more one-on-one time.</p>	

Martha Hill	Landscape Management, Chair
<p><u>Goal:</u> To collaborate with Bridgwater College students and faculty and Hinds Community College students and faculty to develop an international internship program between the two schools with selected businesses and public gardens in each country.</p> <p><u>Information Utilized:</u></p> <p>Spring Break 2007: I visited Bridgwater College with a faculty/administrative international study group. When Bridgwater College absorbed Cannington College (Campus), it was discovered that enrollment in the Horticulture/Arboriculture/Golf Course Management areas of study were in decline, even before the merger. Bridgwater faculty in this area and their administrators believed that a visit to Hinds CC and the Landscape Management Department here would be of great benefit and would allow time to develop internship programs in both countries.</p> <p>Spring Break 2009: Shortly after our last visit to Bridgwater, the Program Manager with whom I had established contact was replaced. During this trip, I met the new Program Manager and developed a rough framework for collaborative work between our two programs. Bridgwater personnel have forwarded to me the following list of information, which I am studying to help further develop our project:</p> <ul style="list-style-type: none"> • A copy of the National Standards that are specifically related to all landscape, sports turf, arboriculture, floristry, and horticulture areas of study • A sample checklist or certification process used in 'certifying' students in the operation of any equipment they might use • A detailed course outline for all the Horticulture programs of study • An example of Bridgwater/Cannington class schedules for a week/semester • Documentation used to rotate students through work experience with the Grounds Department/Division • A list of possible places Hinds CC students might be employed in internship positions in an exchange program • A list of tours we might put together for Hinds CC Landscape students to visit on a trip to England • A summary of how Cannington developed the relationship with Jacobson Turf Equipment and how often the equipment is changed or upgraded • An organizational chart showing every position within the Horticulture area and the people responsible for each area • Ideas you might have developed from my visit with you on how Hinds Community College Landscape Management Department and Bridgwater College Horticulture Area might link or work together <p><u>Proposed Project:</u></p> <ul style="list-style-type: none"> • Students from Bridgwater's Cannington Campus will come to the United States and participate in our national competition, PLANET Student Career Days. Dates are April 5 - 11, 2010 in Atlanta, Georgia <p><u>Outcomes:</u> To be determined</p>	
Tiffany Jefferson	Director of Dance

Goals: to increase publicity and enrollment in dance and to build more diversified offerings in the dance department

Information Utilized:

During Spring Break 2007, my department chair, Paula Rodriguez, accompanied a group of Hinds faculty on a study tour to Bridgwater College. They observed dance classes at Bridgwater and met with faculty, tutors, and administration. With these initial contacts, we were able to discuss the feasibility of a student exchange that would feature a collaborative performing arts project.

Project:

- traveled to Bridgwater with students during Spring Break 2008
- developed and performed with students a 30-minute performance based on the history of the "American Woman," using icons such as Rosie the Riveter and pieces from "The Motherland"
- students studied Laban modern dance technique method in classes at Bridgwater
- taught Bridgwater students West-African Dance, Horton, and Hip Hop dance techniques, which they performed in a concert in the summer of 2008
- Hinds and Bridgwater students performed a joint dance selection they learned while in England

Outcomes:

- I especially noted the way the Bridgwater community responded with enthusiasm during the joint performances between Hinds and Bridgwater's joint dance, theatre, and music performances. Interviews with faculty revealed a degree of enthusiasm and cooperation necessary for such a joint venture to take place. Inspired by this collaboration between Bridgwater's performing groups, the Dance Department and HCC Wind Ensemble developed a joint venture entitled "Africa."
- Next fall, HCC is offering Beginning Modern Dance (DAN 1212 RYAA).
- I am currently writing a proposal for a musical theatre production at Hinds that will unite the Theatre, Dance, and Music Departments.
- Our students are now "more effective global citizens" as a result of their international study experiences.

Joyce Jenkins

Assistant Dean, Post-Secondary Education

Goal: to determine if Bridgwater College, through design of curriculum and instruction or pattern and practice, incorporates 21st Century Skills and categorizes its program offerings into career pathways

Information Utilized: At Bridgwater, I visited several programs to observe the instruction and learning about the industry partnerships and to learn how they related the career pathways and 21st Century Skills. I visited the Hairdressing and Fashion Designer programs at Bridgwater with hopes of expanding our program offerings in our Barbering program and implementing a Fashion Design Technology Program at the Raymond Campus.

Outcomes:

- I used knowledge from Bridgwater to help design our first Career Day at Hinds' Raymond Campus. This effort was extremely successful with secondary, postsecondary and industry participation.
- I have already had requests from industry for involvement in Career Day next year.
- Career-Technical programs at Hinds are being marketed more effectively.

Upcoming Projects:

- Expand Career Day next year
- Implement a Fashion Design Technology Program
- Conduct a study to identify the need to expand the offerings of the Barbering Program

Tom Kelly

Academic Dean, Raymond

The two major areas which I tried to focus upon from the visit to Bridgewater last year have been the development of the “Garage Band” program and the increased involvement of faculty with student career choices. Both have made major strides this last year. The “Garage Band” program seems to be on track to attract a very acceptable number of initial students for its initial year. The advent of on-line registration has obviously increased faculty participation in helping students select courses and careers.

Marvin Moak

Electrical Technology Instructor

Goals:

- To build collaboration between Bridgewater technical faculty and Hinds Community College technical faculty
- To meet with the Bridgewater faculty and collaborate on common problems facing the two departments and to look at different methods of construction used in the US and the UK

Information Utilized: After developing a relationship with Bridgewater faculty via e-mail correspondence, I visited Bridgewater during a Spring Break 2007 faculty exchange.

Project: During Spring Break 2009, I accompanied two Electrical Technology students during an international study trip to Bridgewater.

Outcomes:

- Students traveled out of the country for the first time, thus, giving them international experience and first knowledge of America as a global partner. They are now “more effective global citizens.”
- Students visited sites devoted to sustainability, providing insight into the need for green technologies that protect the planet.

Marcus Mott

Automotive Accessories and Marketing Technology Instructor

Goals:

- To renew the relationship between automotive programs at Hinds Community College and Bridgewater College
- To examine the success of the automotive programs at Bridgewater

Information Utilized: Hinds’ initial student exchange occurred in the automotive area. Bridgewater has benefited greatly from the information they gained from this exchange. Today, their automotive program is one of the largest and most successful in the college. Also, it generates its own funds to help support the program. I met with Jason Kilduff, who is the Automotive program manager, and discussed recruiting and retention strategies. We reviewed all of the automotive courses available at Bridgewater College and I actually sat in classes to observe content and approach.

Proposed Project:	
<ul style="list-style-type: none"> To continue the relationship between the Hinds CC automotive programs and Bridgwater automotive programs faculty To establish a student/faculty exchange between the two Automotive programs 	
Projected Outcome: increased enrollment and retention in HCC automotive programs	
Sue Powell	Vice-President Rankin/Jackson ATC Campuses and Director of Occupational Programs
<p>Goal: to determine if Bridgwater College, through design of curriculum and instruction or pattern and practice, incorporates 21st Century Skills and categorizes its program offerings into career pathways</p> <p>Project: I developed a questionnaire that would determine if Bridgwater students are equipped with 21st Century Skills. The Director of Tutoring aided me by distributing the instrument to tutors.</p> <p>Information Utilized: Interaction with Bridgwater educators and material disseminated at the College enabled me to see the need for assessment of 21st Century Skills at Hinds Community College.</p> <p>Outcomes:</p> <p>A. On April 7 a meeting was held with two individuals from the State Board for Community and Junior Colleges to learn about the Career Readiness Certificate, a program that assesses 21st Century skills for individuals transitioning into the workforce. Hinds Community College is working with the SBCJC to secure the software agreements for Hinds' career and technical graduates.</p> <p style="padding-left: 40px;">Projected Outcomes:</p> <ol style="list-style-type: none"> Graduates who are successful in taking exams will receive a certificate identifying their level of 21st Century skills. Employers can be confident that Hinds' career and technical graduates will be able to function at the Bronze, Silver, or Gold level when hired. <p>B. On April 8 a meeting was held with the Rankin County GED Advisory Board, where discussion included the partnership between Hinds and the GED program at the newly-acquired Rankin Campus Career and Technical Building. GED students will enroll in on-site career programs in electrical, plumbing, or welding.</p> <p style="padding-left: 40px;">Projected Outcome: GED recipients will take the Career Readiness Certificate exams before graduating from the programs.</p>	
Jeremy Smith	Dean, Career-Technical Education
<p>Goal: to determine if Bridgewater College utilizes 21st century skills and categorizes its program offerings into career pathways</p> <p>Information Utilized: Questionnaire distributed to Bridgwater Personal Tutors</p> <p>Project : analysis of data from survey provided</p> <p>Outcomes: to be determined</p>	
Shane Sprayberry Bob Cheesman	Director of Bands Music Department Chairman

Terry Fletcher

Director of Choirs

Goals:

- To increase enrollment and retention in music programs
- To investigate the possibility of adding a music industry and technology program

Information Utilized:

In Spring 2007, Hinds music faculty traveled to Bridgwater College. After observing the Music Industry Program in place at Bridgwater, we determined that a rock band and music technology program would be fairly easy to start up with our current students and computer labs that were already in place.

Project:

Fall 2007: We began discussing a student exchange program in Theatre, Dance, and Music with the Performing Arts Department at Bridgwater.

Spring 2008: Students from performing arts traveled to Bridgwater College for a concert. They also participated in classroom activities and collaborative presentation projects. The Bridgwater College Show Choir traveled to Mississippi and worked with our faculty and students in a collaborative project. The first Hinds Rock Band was formed.

Summer 2008: Sprayberry returned to Bridgwater to study GarageBand and other software for recording. Cheesman visited Bridgwater with an Administrative study tour of Bridgwater in order to better understand the program in place there. Ben Houlihan, Music Technology Program Director at Bridgwater College, visited Hinds and consulted with Sprayberry and Cheesman on building the first recording studio.

Fall 2008: Consultations continued with music industry programs in Texas, at Delta State University, and with Ben Houlihan at Bridgwater. The first rock band classes developed and bands performed for a packed house at Mugshots in Jackson, MS. We also added a GarageBand class for students interested in this field.

Spring 2009: A 3rd rock band was added to the schedule along with GarageBand 2 (recording techniques). We have now produced our first CD. Hinds Rock Band students and Bridgwater's Show Choir met in Orlando, Florida for a collaborative performance at the CCID Conference and at Universal Studios.

Outcomes:

- Students who traveled to Bridgwater not only enjoyed a "once in a lifetime" experience, but they also aided the College in meeting its goal of enabling "students to become more effective global citizens."
- This program is essential to the music department at Hinds Community College. Technology is becoming an increasingly important part of the traditional music world. Students wanting to become band directors, choir directors and professional musicians can take classes at Hinds that will teach them to use popular and inexpensive recording equipment in their classrooms. We have found a group of students that now have an outlet for their art. Before this fall, students were playing music in their homes and garages but now they can come to Hinds and participate in a rock band. Interest and enrollments in the music department have increased. This new program is proving to be an important recruiting tool.
- Terry Fletcher's Jazz Choir students have adopted some of Bridgwater's ideas about movement as an enhancement while singing.

Proposed Projects:

- Bridgwater College has expressed a desire to develop a classical music program and has expressed an interest in a faculty exchange with our vocal instructors. A study/faculty exchange with the Hinds choir is being discussed.
- Shane Sprayberry is continuing consultation with Ben Houlihan at Bridgwater.
- A student assistant will study GarageBand at Bridgwater this summer and will return to work as a lab assistant at Hinds this fall.

Alison Stafford
Paula Rodriguez

Director of Theatre
Speech and Theatre, Chair

Goals:

- to recruit students into theatre arts at Hinds
- to investigate the feasibility of a student exchange with Bridgwater College

Information Utilized:

Spring 2007: During Spring Break, we accompanied a group of Hinds faculty on a study tour to Bridgwater College. We observed theater classes at Bridgwater and met with faculty, tutors, and administration. With these initial contacts, we were able to discuss the feasibility of a student exchange that would feature a collaborative performing arts project. Also, we attended performances of plays in Bristol and London in order to determine which location would provide the best venue for instruction.

Project:

Spring 2008: During Spring Break 2008, Rodriguez accompanied four theatre students from Hinds who were part of a touring company of music, theatre, and dance students. The Hinds students performed theatre scenes which they had prepared, and they also worked in classes with Bridgwater students on new material. Collaborative performances were presented in a program at the end of the week at Bridgwater College. Students visited London and attended the musical *Wicked*.

Spring 2010: We are discussing with Bridgwater instructor Jenny Mear the possibility of having Bridgwater theater students visit Hinds and to develop some type of collaborative work during their visit. The specifics have yet to be worked out.

Outcomes:

- Students who were part of this international travel experience were excited and energized by their travel. They brought back their excitement to the classroom.
- Students tried new acting techniques in England and these informed their performances with the Lendon Players' productions in the spring and this following year.
- Continued international study experiences serve as a reliable recruiting tool.
- Also, many students who traveled with us developed strong friendships with the Bridgwater students they met. Through our international travel, our students have helped us meet the College's goal of enabling "students to become more effective global citizens."

Stephen Wedding

Social Science Instructor (History, Philosophy, Political Science, Religion)

Goals:

- to learn ways to increase the number of majors and minors in our History, Philosophy, and Political Science programs

- to increase the number of students taking multiple courses from our faculty

Information Utilized: Bridgwater administration and faculty do an excellent job of “selling” the benefits of a Bridgwater education and placing their students in universities. One of the tools they utilize is a “taster” night where prospective students and their parents are invited to meet with the faculty and are given a preview of the program. This preview includes information about the Bridgwater students’ success rates at universities and in the work place. We modeled a reception for prospective students on the Bridgwater “taster.”

Project: The week before registration begins, any students interested in History, Philosophy, Political Science, or Religion classes are invited to attend a reception. Students are provided with pamphlets that detail employment opportunities for graduates with majors and minors in these fields. The pamphlets also include a description of the program and list the requirements for a major or minor in these subjects for each of the universities and colleges in Mississippi that offer degrees in these areas. Faculty members who are teaching non-core requirement courses the following semester are given an opportunity to present an introduction of the class to the students. For example, during our spring reception, Dr. Loyce Miles, who will be teaching a women’s history class in fall 2009, gave a description of the course requirements and subjects covered in the class. We have also begun to invite representatives from the four-year institutions to speak at these events. Fall 2008 Dr. Samuel Bruton of the University of Southern Mississippi’s Philosophy and Religion Department spoke to our students about USM’s new Religion major.

Outcomes:

- A. The response to these events has been very encouraging for our department.
 - The average attendance is 20-25 students
 - The majority of the attendees enroll in one or more of our classes for the following semester. An example of this increased enrollment is the spring semester Introduction to Humanities class, which has increased from 10-13 in Spring 2006 to 25 students in Spring 2008.
 - The number of students seeking advisement from our faculty members has risen 10% each year.

- B. This trip also provided many professional development opportunities for my classes, in particular. I had the opportunity to get firsthand knowledge and pictures of much of the culturally significant architecture and art I use in my class. For example, while in London I was able to visit the British Museum and photograph the Elgin Marbles from the Athenian Parthenon as well as Roman mosaics at the town of Bath. These pictures and knowledge are used in my history and humanities classes.

Russell Wood

Director of Information Technology

Goal: To observe the means by which Bridgwater efficiently manages technology

Information Utilized: During a faculty/administrative exchange during Spring Break 2007, I observed Bridgwater’s computing services department and established important contacts with the personnel working there. I noted that Bridgwater has a 70/30% ratio of thin client devices to PC’s. Thin client is a dumb terminal device using remote desktop. Server virtualization is a high priority at Bridgwater as they reduce the carbon footprint of their Data Center.

Outcomes: Bridgwater personnel have visited Hinds, seeking to learn more about how we use Colleague. A long term employee exchange has been put into place to leverage the technology strengths of each school.