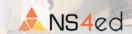# Dr. Luvon Hudson

Dr. Luvon Hudson, NS4ed's Vice-President of Professional Development, holds a Masters in Training & Development and a PhD in Instructional Design for Online Learning. Her background includes over fifteen years of education management, professional development, relationship/account management, and human resources management experience focused on leading instructional design and program assessment initiatives within higher education and corporate environments.

As the Vice President, Professional Development at NS4ed and Pathway2Careers, Dr. Hudson plays a significant role in leading efforts in professional development for a range of initiatives involving strategic planning and coordination of the development and delivery of technology-enabled learning environments – online, hybrid, blended, and face-to-face.
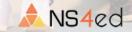
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SESSION AGENDA

- Riddle Me Not! (10 minutes)
- Implications (10 minutes)
- Practical Strategies (10 minutes)
- Feasibility Exercise, SSSO, Q&A (20 minutes)

Icebreaker: Riddle Me Not!

What Am I?

1

CLOUDS

I can fly by but I have no wings. I can cry but I have no eyes. Wherever I go darkness follows me.

What am I?

2

A COLD

I can never be thrown but I can be caught. Ways to lose me are always being sought.

What am I?

3

A COIN

I have a head and a tail that will never meet. Having too many of me is always a treat.

What am I?

What Am I?

4 — I shave every day, but my beard stays the same.

What am I?

A BARBER

5 — I'm where yesterday follows today and tomorrow is in the middle.

What am I?

A DICTIONARY

What am I?

6

A BANK

I have branches, but no fruit, trunk or leaves.

What am I?

7

A PEA

A seed with three letters in my name. Take away two and I still sound the same.

What am I?

8

A BAR OF SOAP

I help you from your head to your toe. The more I work, the smaller I grow.

What am I?

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What am I?

You go at red, but stop at green.

9

What am I?

A WATERMELON

I am tall when I'm young, and I'm short when I'm old.

10

What am I?

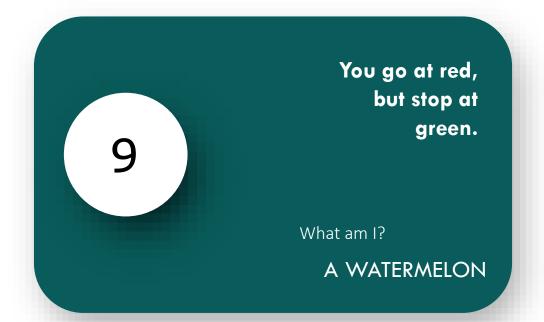A CANDLE

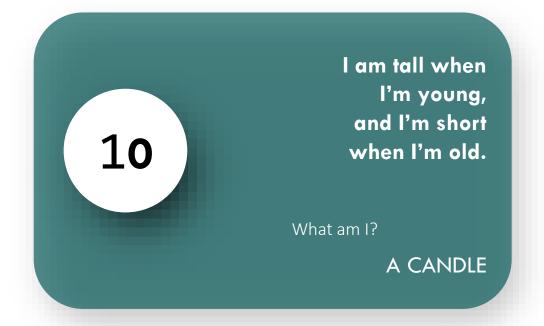NEW MEXICO
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What If?

1

I can fly **float/overhead** but I have no wings. I can cry but I have no eyes. Wherever I go darkness follows me.

2

I can never be thrown but I can be caught **between one person to another**. Ways to lose me are always being sought.

3

I have a head and a tail that will never meet. Having too many of me **in my pocket** is always a treat.

4

I shave **others** every day, but my beard stays the same.

5

I'm where yesterday follows today and **tomorrow's pages are** in the middle.

6

I have branches and **drive thrus**, but no fruit, trunk or leaves.

7

A **green** seed with three letters in my name. Take away two and I still sound the same.

8

I help you from your head to your toe. The more I work **in the water**, the smaller I grow.
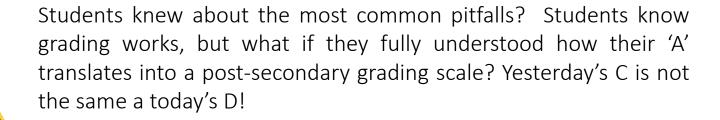
9

You go at red, but stop **eating** at green.

10

I am **waxy** and tall when I'm young, and I'm **hot** and short when I'm old.

What If….

1 Students knew about the most common pitfalls? Students know grading works, but what if they fully understood how their 'A' translates into a post-secondary grading scale? Yesterday's C is not the same a today's D!

2 Students knew about available resources. Students know that resources and support services are available, but what if they fully understood that in post-secondary support it most often requires a proactive approach and needs to be sought out.

3 Students were provided with a timeline of things they need to complete before heading off to college. Students know that the clock is winding down, but what if the timeline showed them their list of "to dos" and the timeframe in which they need to have all items done.

Transition Timeline

AUG - SEPT
- Meet with counselor – double check graduation requirements
- Discuss other post-high school options
- Make preliminary college list

OCT - NOV
- Complete financial aid forms
- Finalize list of schools to apply to
- Prepare to submit regular decision applications in advance of deadlines
- Research and apply for scholarships

DEC
- Follow up with teachers/counselors about recommendations
- Send test scores and transcripts

JAN - FEB
- Submit applications to colleges with late deadlines
- Considering a gap year or an alternative to college? Research options
- Continue to apply for scholarships

APR - MAY
- Decide whether to accept offers
- Compare financial aid awards
- Keep grades up – the college you accept will require a final transcript

JUNE - JULY
- Inform and thank counselor/teacher who wrote recommendations of your choice
- Research first-year housing options
- Attend admitted student events
- Identify your future counselor!

Implications & Factors

Do Students Feel Prepared for What Comes Next?

50% | YouthTruth (2015)
Only half of U.S. students think their high schools have prepared them with the knowledge and skills they need for college.
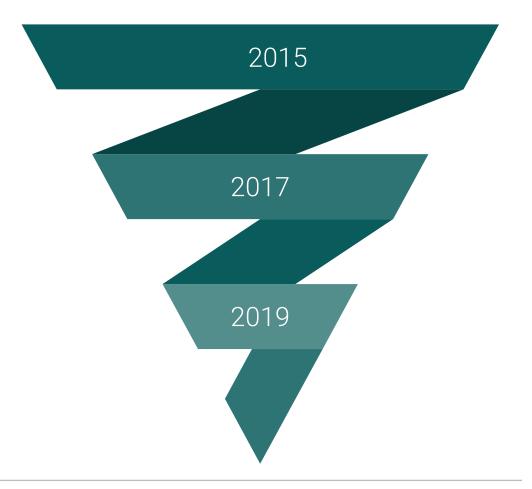
80% | Gallup Poll (2017)
Although 80% of high school students plan on enrolling in college but more than 1 in 3 students do not feel their school is adequately preparing them to make that transition.

55% | AACU (2019)
55% of students attending high school feel prepared to enter the real world.

2015

2017

2019

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Do Students Feel Prepared for What Comes Next?

73% | NATIONAL ALUMNI SURVEY
73% of students taking a gap year felt an increased "readiness" for college

2020-2021

Post-Secondary Perceptions

1 **Thinking Critically**
- Analyze facts
- Draw conclusions based on real data
- Ability to question standard assumptions

2 **Self-Advocacy**
- Speaking up for themselves
- Proactively seeking support and resources
- Taking ownership of learning success

3 **Time management**
- Being punctual
- Transforming into routines
- Managing multiple deadlines and class priorities

4 **Stress Management**
- Paying for college
- Making new friends
- 1st Gen expectations

5 **Motivation**
- Focusing on end goals
- Staying the course after the first semester
- Mixing priorities (more motivated by extracurricular activities)

6 **High-Impact Practices**
- Leveling varying experiences
- Lack of hands-on research
- Applying learning to real-life problems

7 **Study Habits**
- Approaches to papers and projects
- Studying for exams
- Lack of regimen

8 **Soft Skills**
- Lack of basic social skills
- Low levels of independence
- Creating habits needed for note taking, punctuality, group interactions

Implications to Success

01 Pandemic

02 Mental Health

03 Social-Emotional

04 Academic Progress

05 Limited Capacity

Controllable Factors

Positive transitions are impacted by factors such as common ones found below:

Setting Realistic Expectations

01 Informing students on the good, bad, and ugly of what to expect provides a level of transparency and leaves minimal room for surprises.

Determining Dates & Deadlines

03 Give students to do's that get them ready for the papermill deadlines that lie ahead. Equip them with the fact that due dates do not stop in K-12. It only intensifies!

Communicating the Costs

02 Three (3) in every ten (10) students drop out due to the cost of college after the first year. Take the surprise away by discussing the affordability and what the costs look like after the first year.

Presenting Viable Options

04 Align students with institutions that match with their strengths. All liberal arts institutions are not suited for every student just as technical curriculums are not ideal for all students.

Uncontrollable Factors

Transitions are also impacted by extraneous factors such as common ones found below:

Autonomy

01 There is a level of freedom that comes with post-secondary education, which often times results in too much autonomy. Time management can fly out the window and education can take the backburner.

Sheltered

03 Students are no longer held by the hand and are immersed in social environments with other adult learners; some twice their age requiring them to mature and think without the guidance of the educator.

Parental Interference

02 For the past 13 years, you have served as the pseudo-parent. With the transition, parents can over do it! Creating instances of over-communication, worry, and angst.

Peer Influence

04 Students move on to peers that are are exhibiting the same challenges found in 1, 2, and 3. While building community to work through issues is positive, outcomes are largely determined by making good decisions.
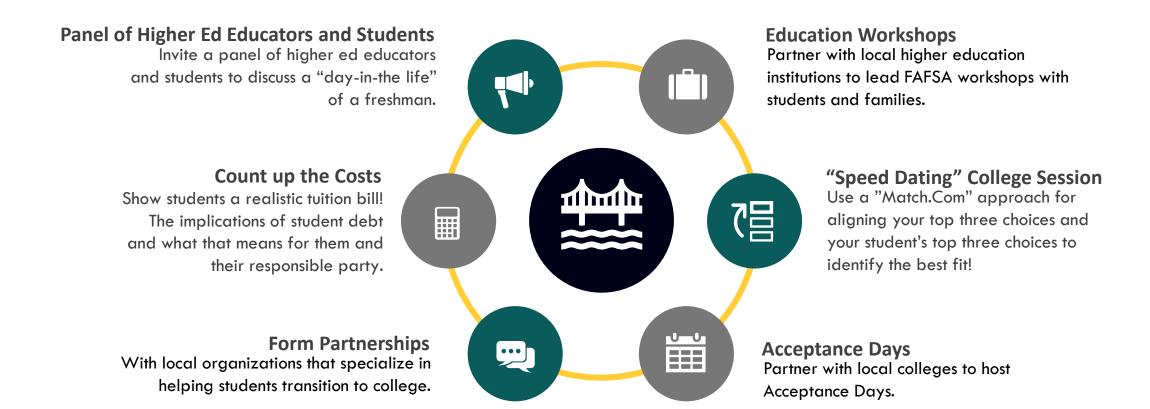
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Practical Strategies

Practical Strategies

Panel of Higher Ed Educators and Students
Invite a panel of higher ed educators and students to discuss a "day-in-the life" of a freshman.

Education Workshops
Partner with local higher education institutions to lead FAFSA workshops with students and families.

Count up the Costs
Show students a realistic tuition bill! The implications of student debt and what that means for them and their responsible party.

"Speed Dating" College Session
Use a "Match.Com" approach for aligning your top three choices and your student's top three choices to identify the best fit!

Form Partnerships
With local organizations that specialize in helping students transition to college.

Acceptance Days
Partner with local colleges to host Acceptance Days.

We are all in this together!

Short on resources? No time to think through it all? What's feasible? Don't recreate the wheel!

Model Programs

You won't be the first or the last! Research other transitioning plans that exhibit similar "genetic makeups"

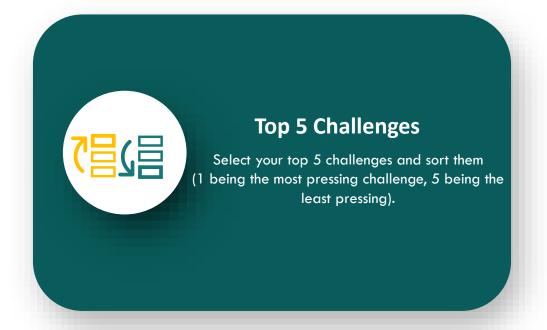## Email Others!

What has worked for others? Expand your network to quickly poll counselors to understand their approaches for effectively transitioning their students

What Worked?

Poll students that have graduated to understand future scoping for transition and planning success

Feasibility Exercise
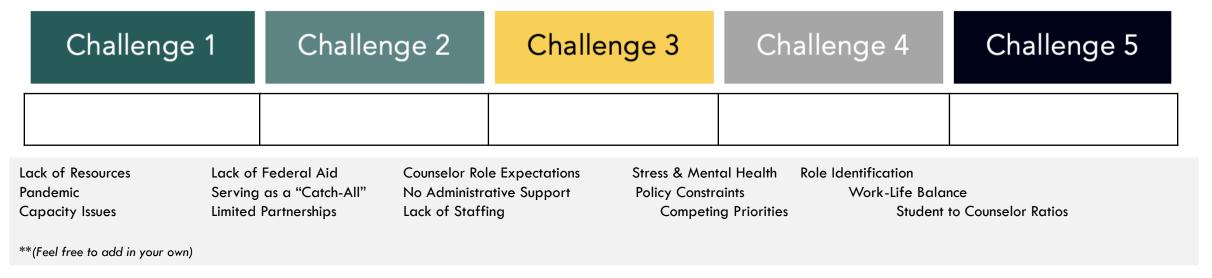
Top 5 Challenges

Select your top 5 challenges and sort them (1 being the most pressing challenge, 5 being the least pressing).

Top 5 Feasible Solutions

Align the best solution discussed that could potentially assist you in implementing a viable solution for your top 5 challenges.

CHALLENGES

Challenge 1	Challenge 2	Challenge 3	Challenge 4	Challenge 5

Lack of Resources   Lack of Federal Aid   Counselor Role Expectations   Stress & Mental Health   Role Identification

Pandemic   Serving as a "Catch-All"   No Administrative Support   Policy Constraints   Work-Life Balance

Capacity Issues   Limited Partnerships   Lack of Staffing   Competing Priorities   Student to Counselor Ratios

**(Feel free to add in your own)*

SOLUTIONS

Challenge 1	Challenge 2	Challenge 3	Challenge 4	Challenge 5

Call on Volunteers   Partner w/Local HEIs   Sublease Competing Priorities   Use Automated Tools/Global Communication   Tag-Team Efforts

Education Workshops   Cross Train w/ Depts   Model Successes from Others   Seek Wellness & Mental Health Communities   Student Ambassadors

Hire Contract Staff   Partner w/Local Orgs   Build a Referral Network   Host Focused Topic Days to Reach More Students   Role Clarification

**(Feel free to add in your own)*

10 00
Minutes Seconds

Solutions & Strategies Share Out!

Questions

Thank You!

Feel free to contact me.

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