**Campus Conversation II**

**STUDENT SUCCESS**

**Table 1**

1\(^{st}\) STEP:

1. Revise application form.
2. Are students being placed correctly? And if not, how drastically does this affect retention.
3. Clearer expectations from student’s goals—college student agreement.
4. Recruitment—get posters, flyers, etc. to local high schools—I’ve been there and found none.

2\(^{nd}\) STEP:

1. If placement is incorrect, can students still succeed in the classroom? Do they get the most of their education?
2. Childcare have to work too much don’t buy into expectations don’t follow instructions.
4. Provide greater support to students—many students have to work too much, have childcare issues, test anxiety.
Table 2

1st STEP

1. What about students who don’t know what they want from HCC.
2. Information that action committee can work can work on immediately; discriminate between students notions of “success” and institutional/faculty notions of “success”.
3. Follow up with students to see if they achieved success (according to original comment or to see if goal changed).
4. Students don’t know what they want.
5. Students can easily change their minds about their goals and they should college I for exploration.
6. How do we track changing goals?
7. How do we track student satisfaction?
8. Have students complete fill in blank? Regarding their perception of success. “I will consider my experience at HCC successful if/when!!.
9. Need to start by doing a better job of simply tracking students-cant define/measure success if you don’t even know who/where student’s prospective of the students are.
10. Recruitment/Retention suggestion: Need to find a way to walk students from the initial interest in HCC to enrollment (i.e., better define the communication process with prospective students).
11. Establishing the criteria/the categories/the goals.
12. Ask better questions on application to access goal.
13. Define a systematic process to evaluating goals and decision making in our students.

2nd STEP

1. One grade can erode self-esteem.
2. Student success is measured only by graduation. How do we track transfer success after graduation.
3. Part of the college is influencing and helping student define their goals.
4. Students don’t understand process.
5. How do wee adjust the classroom experience to promote those activities successful students have defined?
6. Defining course goals/outcomes collaborate so that students are prepared for future courses. Measuring outcomes in a more systematic, well-defined way.
7. Defining success in classroom: you’ll probably want to train faculty in data-gathering techniques, or else develop a system for data collection.
8. Some standards do not focus on the broader goals and just focus on getting the papers done.
Table 3
1st STEP:
1. Exit interviews/surveys.
2. Keep the track of student goals: changes-formalize process –make it self-reflexive.
3. Recruitment, retention, placement
4. Student’s develop/maintain a goals portfolio with assistance from advisors.
5. Goals shouldn’t be identified on application before students get acquainted with HCC.

2nd STEP:
1. Help students see application/purpose of course to real life/education.
2. Look at all forms of placement- assessment, transfer credits. Are students being placed correctly?
3. Let students define their success more choices of their goals/objectives.

Table 4
1ST STEP:
1. Most incoming students do not have the necessary skills to succeed academically.
2. Clearly articulate definition of success, what will be your measures.
3. Recruitment and retention placement, find out why they are here, what they want to achieve?
4. Goals of typical students-educational.
5. Who are our students? Where do they come from?
6. Is this a functional definition, a standardized definition, a standardized term, a student-defined term, a college defined term, what date do we use? What do we consider to be baseline data?
7. How can we make it easy to update information as students change their plans, and how can we insure that this updating takes place?
8. What are student goals?

2ND STEP:
1. No clear measures of success through simple “retention” count.
2. Not all cats have the ability to be herded. Being realistic about just how far a student can get.
3. Preparation for college.
4. What are the components of the success? Grades only.
5. A degree of uniformity in introductory course.
6. Ability self esteem efficacy.
7. Not all students want to be herded.
Table 5
1ST STEP:
1. Ask better questions on application to assess goal.
2. Define a systematic process to (?) and evaluation goals and decision making in our students.

Table 6
1ST STEP:
1. Offer course on COLLEGE SUCCESS.
2. Define success.
3. Students often don’t know what they really want or even why they are here?
4. Develop a student portfolio with initial goals and review processes in place until those goals are met. Begin at the 1st advising session.
5. Define how to initially profile students who tart college with argue or unclear goals.
6. How do we profile and follow through for students who need accommodations-physical, emotional, and cognitive?

2ND STEP:
1. Students often have the wrong goals in the classroom. Many have the goal “complete he class” instead of “learn the material”.
2. Track information literacy skills from entry to exit of HCC.

Table 7
1ST STEP:
1. Students need help deciding what their goals are?
2. How is the goal information collected and updated? Initial survey-follow up survey? Questions asked at each semester’s registration?

2ND STEP:
1. Outside of sequential courses, how is successive success determined.
2. Be open to a widen range of answers to the question: “what are your goals?”

Table 8
1ST STEP:
1. Does “success” relate to some specific grade level or average? If so, what is that grade average?
2. How to define categories of information. Great range of data, exit data- ho to collect?, what to collect? How can we help to remove “roadblocks”?

2ND STEP:
1. Establish more prerequisites.
Table 9

1\textsuperscript{st} STEP:
1. Helping them identify their own goal.
2. What current data we’re collecting? And what else needed to be collected?
3. Need to know their group.
4. Are the placements cuts optimal for students?

2\textsuperscript{nd} STEP:
1. Identify necessary prerequisites, slots and knowledge for success (Whatever that is).
2. Individual student goals may change throughout college.