Table 1

CHALLENGES:
1. Define “success” for developmental students.
2. Dana needs support staff (personal assistant).

STRENGTHS:
1. Strength the system in place on which to build.
2. Getting commitment for participation.

Table 2

CHALLENGES:
1. Understand learning disabilities for staff and faculty.
2. Define success-for student based on goals of individual student

STRENGTHS:

Table 3

STRENGTHS:
1. Students are identifiable because of placement etc.
2. REID tags are great for tracking.
3. Student goals are all over the place (no consistency in goals).

CHALLENGES:
1. Retention of students through program.
2. Consistency of grading across curriculum.

Table 4

STRENGTHS:
1. Good “scope and sequence” of courses: course materials
2. “We” think this is the best organized/coordinated series of classes/programs at HCC.

CHALLENGES:
1. All at HCC need to know what Dev. Ed is?
2. Be realistic with these students when advising and when unsuccessful in the classroom.
Table 5
CHALLENGES:
1. If when tracked, a large number are not deemed successful then what?
2. Challenge with using the reading model is that the numbers of students in Development Ed writing and math are much large.
3. Applying improvements across many-sectioned courses in a consistent manner is difficult—particularly with many adjuncts teaching these courses.

STRENGTHS:

Table 6
CHALLENGES:
1. Meeting all student needs
2. Not watering down the curriculum for dev. ed. students in order to retain them.
3. Student’s diverse needs.
4. How high to set the “bar” for dev. ed. students.
5. Overcoming differences in pedagogical priorities.
6. How do developmental students define success? Is it realistic?
7. Dev Ed grade does not count in GPA. So classes are not valued.
8. How do we allow students with inadequate preparation in more than one area still complete a program in a reasonable time?

STRENGTHS:
1. Established program
2. Great faculty
3. Knowledge and caring attitude of those involved in teaching and helping.
4. Tracking successful students into college classes.
5. What role do non-classroom support processes (e.g., study groups) play in success rates for these students?
6. Second crucial issue writing skills are usually good. Need willingness to ask for definitions and help.
7. Do they acquire sufficient background knowledge to function in a non-D.E college classroom?
8. Support must continue even after completion of the developmental sequence.
Table 7

CHALLENGES:
1. See that students are prepared for 100 level when arrive/go through dev program.
2. Students come and go students need application of content of courses to their personal goals.
3. Retention.
4. Student self concept “I can’t do-“
5. Some student’s issues are more social than intellectual and vise versa.
6. Students here had less than desirable experiences and scores-need help to feel like they belong here.

STRENGTHS:

Table 8

CHALLENGES:
1. Can developmental ED be open-ended rather than semester based. A student gets out when they successfully meet outcomes of final dev Ed class.
2. Time consuming process, we’ll want to track students long-term.
3. Is developmental Ed goal or process oriented? Is it a bad thing, if student continues to take a class 2 times, each time in order to pass it.
4. Is developmental success the same as non-developmental success?
5. Involves a lot of students to handle students who stop out of course progression.

STRENGTHS:
1. Faculty is very dedicated.
2. System to use as a model (reading tracking).
3. Will help students by identifying where problems for success occur.

Table 9

CHALLENGES:
1. Will there be a plan in place for those students who are not college material? Do they “flunk out” and quietly disappear?
2. Dev Ed student face all kinds of life issues that impede success and doesn’t reflect on HCC’s program.
3. Like tracking student success measures that success by graduating or transfer, are there other measures (i.e., I want to help my child with math).
4. What happens to students who never leave Dev. Ed? What programs/ideas can we offer those students?
5. Students should be given the opportunity to retest placement and study aids should be developed on a (?).
6. Track which students use support services in order to achieve success in these developmental courses.
7. Students need more support and information when signing up for classes.

STRENGTHS:

Campus Conversation II ● April 28th, 2006
Tracking Developmental Education Discussion