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Student Success

The 7 Points of these issues outlined further in the full text of the article:

1. Students Need Developmental.
2. Most Colleges Need to Admit Underprepared Students.
3. Most Colleges and Universities Need Developmental Education
4. American Colleges and Universities Have Always Enrolled Underprepared Students
5. Developmental Education is Part of the Solution, Not Part of the Problem.
6. Relegating Developmental Education to Community Colleges is Not the Answer.
7. School Reform Initiatives Are Not Likely to Improve the Quality of High School Graduates in the Foreseeable Future.

This newsletter is a monthly publication brought to you in the spirit of



Making the Case for Developmental Education

By Hunter R. Boylan, the Director of the National Center for Developmental Education at Appalachian State University in Boone, NC.

Remedial Versus Developmental Education

The debate over where to do developmental education or whether to do it at all is fraught with misunderstandings, oversimplifications, half-truths, and some outright lies. Many educators and legislators simply do not understand the issue in all of its complexity. Many university faculty and administrators harbor distorted notions of what developmental education is, what it does, and what its true role should be in academe.

A critical misunderstanding in this debate is the distinction between 'remedial' and 'developmental' education. Colleges and universities have long offered precollege-level courses designed to teach the basic academic skills necessary for success in college. These served students who were quite competent as poets, writers, or philosophers but lacked mathematical skills or students who had excellent potential as scientists, mathematicians, or engineers but had difficulty with the written word. TIEN also served some students who were deficient in several basic skills.

Traditionally, these students were enrolled in what were called remedial classes. These were designed specifically to compensate for

deficiencies in prior learning. As educational researchers began to understand the factors behind successful college performance, it was recognized that although remedial courses were valuable, they were often not sufficient. Students fail to do well in college for a variety of reasons, and only one of them is lack of academic preparedness. Factors such as personal autonomy, self-confidence, ability, to deal with racism, study behaviors, or social competence have as much or more to do with grades, retention, and graduation than how well a student writes or how competent a student is in mathematics.

Issues in the Developmental Education Debate

A second set of issues in this debate has to do with whether or not developmental education is needed in higher education and, if so where such activities should be placed. The seven points, outlined as follows address these issues.

For the entire article click [here](#).

Student Success

The New Faculty Academy 2008-2009

To nurture a culture of "student success", new Delta faculty need to be provided with basic information. Most importantly, new faculty should have a common understanding of Delta's teaching and student learning expectations and the knowledge and skills to meet these expectations. The following article describes how we are doing this with the New Faculty Academy.



Dr. Kathy Hart



Spotlight

For the past several years, the College has hired a substantial number of new full-time faculty members to replace those who have retired and to enhance our full-time to part-time ratio. At the same time, through the AI Process, we established a New Faculty Academy. Conceived collaboratively and facilitated by the Professional Development Center staff, the Academy focused primarily on introducing the new faculty to Delta College culture, expectations, services and systems, answering their questions and concerns, and providing them with a cross-disciplinary learning community of colleagues who were experiencing Delta College as a full-time faculty member for the first time. Each community of new faculty began with a 2-day orientation followed by a yearlong calendar of 2-hour sessions that met about twice a month. New faculty who participated fully in the Academy consistently found it valuable in content and process; they appreciated the opportunity to meet colleagues across the College.

This year we made some modifications. With nearly 30 new faculty and no Professional Development Instructor, Janice Takahashi, in her role as Student Success Coordinator, and I decided to co-facilitate. In addition, we wanted the primary emphasis of the orientation and the sessions to be on the faculty's role in achieving the College mission and goals. We wanted to focus on how to set

high expectations for students while simultaneously providing them with the necessary support to achieve success. Through direct experience we hoped to show the new faculty ways to create and maintain a positive, interactive learning environment in their classrooms, to develop effective student learning outcomes and authentic assessments for their classes, and to learn new ways of enhancing student success.

In addition to meeting College administrators, managers, faculty and staff, touring the facilities, learning the essentials of rosters, email, and the like, and completing their paperwork for Human Resources, we focused the orientation sessions on the College mission and goals, the local community environment, and the characteristics of our students. We involved the new faculty immediately in discussions of student learning outcomes and assessment, the statewide Basic Skills Initiative, and our own local student success initiative. With a variety of models, we worked together on ways of composing and presenting course information sheets and syllabi that clearly articulate academic and behavioral expectations for students.

Next, with orientation as their context, new faculty participated in the District-wide in-service where Vince Tinto echoed the need to raise expectations for students while providing sufficient support. Since the in-service day many of the Academy sessions have provided information: making the best use of the Library for themselves and their students, using Academic Alert, College policies for faculty, turnitin.com, the intricacies of the

faculty load report, the complexities of curriculum development and the CurricUNET software, and the tenure review process. But more importantly, the Academy sessions have provided experiences: new faculty spent three full days at the OnCourse workshop where, along with their more seasoned Delta College colleagues, they involved themselves in interactive teaching and learning methods and techniques. Using the web, they found information about culturally responsive teaching, learning styles, multiple intelligences, collaborative and cooperative learning, and then worked with that material in interactive sessions in a variety of small and large group formats. Online courses provided them with sexual harassment, diversity, and bloodborne pathogens training. So far, the feedback on the Academy has been extremely positive.

Next semester we look forward to an even greater focus on improving student success. Topics include the student learning outcomes and assessment process and how to use assessment outcomes for course improvement; curriculum development; online learning and web enhancing classes; integrating instruction across disciplines; articulating courses with high schools and colleges; classroom assessment and research; enhancing general education and transfer; improving career and technical education; and seeking external funding for improving teaching and learning.

If you wish to submit a staff member (faculty, management, classified, etc.) to be spotlighted for a Student Success innovative contribution, please contact Micaela Smith at x5866 or msmith@deltacollege.edu