REVISED MEMORANDUM

March 25, 2013

To: Faculty Senate
c/o Susan Dik, Faculty Senate Chair

From: Foundations Project Ad Hoc Committee

Aloha and thank you for providing the Ad Hoc Committee members the opportunity to respond to the charge of the September 28, 2012 Memorandum with the Subject: Committee on Self-Study for Foundational English and Math programs. We were asked to conduct a self-study aimed at developing unified and focused Foundational English and Math Programs at KCC. This self-study should have resulted in a policy statement that encouraged, support and require students to enroll in and complete the Foundational English and Math programs in their first year at Kapi‘olani Community College.

Our committee was tasked to complete a self-study regarding foundational English and Math; however, a self-study is a systematic and thorough examination of, in this case, English and Math programs’ components in light of the Chancellor’s stated mission. Most self-studies take anywhere from six to 18 months to complete and should be ongoing. However, for four months, the committee met once a week for two hours to collaborate on this report. Our committee could not complete a self-study as requested due to a variety of challenges:

1) The inability to find a common meaning
2) The short time frame given to complete this task
3) Length of time to receive data requested when project required data to make a Data-driven decision
4) Coordinating schedules of faculty who are involved in so many other initiatives and processes on campus

Our group had valuable discussions. We were able to begin the healing process due to the departmental issue of where faculty and courses would reside. It was a beneficial learning experience. However, due to the above listed factors, our committee was unable to come to a consensus and agree upon a policy statement, which prevented us from meeting the goals of your request.

In lieu of the self-study report, we have included our notes, discussion points and recommendations for you. Again, we appreciate the opportunity to assist you and the college in addressing this very complex issue. Mahalo.
NOTES
DISCUSSION POINTS
RECOMMENDATIONS

Submitted by
Foundations Ad Hoc Committee

March 22, 2013

Kapi’olani Community College
4303 Diamond Head Road
Honolulu, Hi 96816
**KEY DEFINITIONS:**

**First Year Student:** Students who are newly enrolled and home-based at Kapi‘olani Community College for two semesters or less and have not previously attended any college or university.

**Success:** Completion of a course with a C or better.

**Developmental Course:** Course that is below the 100 level.

**Foundational Requirements:** (taken from “UH Manoa Undergraduate General Education Requirements”): The foundational requirements are intended to give students skills and perspectives that are fundamental to undertaking higher education. The two Foundations requirements that are relevant to this report are:

- **Written Communication (FW):** 3 credits
  - Written Communication courses introduce students to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. Courses also provide students with experiences in the library and on the Internet and enhance their skills in accessing and using various types of primary and secondary materials.
  - FW Courses in this document are English 100 and ESL 100

- **Symbolic Reasoning (FS):** 3 credits
  - Symbolic Reasoning courses expose students to the beauty and power of formal systems, as well as to their clarity and precision; courses do not focus solely on computational skills. Students learn the concept of proof as a chain of inferences. They learn to apply formal rules or algorithms, engage in hypothetical reasoning, and traverse a bridge between theory and practice. In addition, students develop the ability to use appropriate symbolic techniques in the context of problem solving and to present and critically evaluate evidence.
  - FS Courses in this document are MATH 100 and MATH 103.

**Milestone:** the use of the term “milestone” in the national literature, and in this document allows us to consider multiple points for intervention. Completion of developmental coursework is a milestone; completion of 100-level English and Math courses is a separate milestone.

The chancellor presented the committee with this draft policy to consider:

“Kapi‘olani Community College shall require all first-year students to complete their foundational English (ENG 100) and Math (MATH 100 or 103) courses by the end of their first year at the college.”
This policy aligns with KCC’s Strategic Plan Outcome B: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions. It addresses specifically Performance Measures 3 and 4: Increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to a degree applicable instruction to 80 percent. All student success in developmental writing to increase from 74 to 83 percent; in developmental reading from 63 to 80 percent; in developmental math from 62 to 80 percent. Increase by three percent per year the number of students who successfully Strategies that would be useful are B3A “instructors, counselors and support staff that have an interest in and a commitment to under-prepared students” and B3B, which is aimed at improving “the effectiveness of Kahikoluamea programs and services”.

Though common sense tells us that completion of foundational courses should improve the likelihood of a student finishing a degree, there is a lack of strong evidence to support this position. There were also a number of concerns brought up by the committee that include (but are not limited to):

- Are students who finish their degree (or transfer) in a timely manner doing so because they complete their foundational courses early or because they were academically strong students to begin with?
- Students who are dually deficient in English and Math may not be capable of completing their foundational courses within one year.
- How do we enforce such a policy? What would be the penalty for students who are not able to meet the deadline? Should/can we prevent counselors from overriding this policy?
- Is this fair for students who are not degree/certificate seeking?
- What about ESL students?
- What about programs, like Culinary, whose students have a major time commitment outside foundational courses?

As such, the committee could not come to a consensus on the recommendation of a policy to require students to complete their Foundational courses in their first year at Kapi‘olani Community College. However, the group did agree to support a policy that strongly encouraged students to enroll in Foundational Math and English courses in their first year, and discussed ways to enhance existing initiatives to provide support to complete these courses.

**PROPOSED POLICY**

The committee drafted a revised policy that would address the concerns listed above:

1. Kapi‘olani Community College requires first-year students who have declared a major or intend to seek a degree or certificate that requires foundational English/math courses, take the placement test to determine the most appropriate academic entry point.

2. First-year students who place into developmental English and/or math courses are required to enroll in at least one of these courses per semester with continued enrollment until qualifying for foundational courses.
Students (qualifying for English or math foundational courses) are highly recommended and encouraged to enroll in (their foundational English or math courses.) the level of English and mathematics indicated by their placement as early as possible.

Currently, taking the placement test is not mandatory upon entrance to the college, but all degree/certificate seeking students should take the placement test in order to classify whether or not they are ready to start college level classes. It’s not logical to have a blanket policy for all students when there are many different cohorts (college ready students, developmental students, and ESL students) each faced with different challenges. A policy would need to take these cohorts into account. Students who are classified as developmental (in English and/or math) should not put off working towards qualifying for their foundational courses and should continuously work towards completing the necessary courses in a timely manner. By changing the wording from “complete” to “enroll”, students who need to take developmental courses can still meet the desired goal without being unfairly targeted by the policy. Including the generalized statement supporting the completion of foundational courses in the first year allows for new innovations that can help to meet the goal we all share — student success.

In addition to looking at a proposed policy regarding completion of foundational courses, the committee also examined the current developmental English and math programs and came up with recommendations that can further support first-year students in completing their foundational courses as soon as possible. These include innovations that are already in use as well as new approaches that should be considered. Most are designed to: 1) review options at placement testing, with intervention strategies available after initial placement; and 2) shorten the length of time spent in developmental courses. The committee also discussed resource needs for implementation and data needed in order to properly assess the program.

The following sections list the committee’s findings, discussions, and recommendations.

LITERATURE REVIEW
It is well known and much lamented that approximately one-half of entering first year students are not prepared for college.

Nationally at two-year colleges, 60% of recent high school graduates and 42 percent of all students take remedial or developmental courses (Burdham 2012); Students deemed college-ready in a subject have a 75% chance of passing a first-year college course in that area. (Sheehy 2012), According to the ACT’s The Condition of College and Career Readiness 2012 report, 60% of 2012 high school graduates are at risk of struggling in college and a career (Huffington Post).

Kapi'olani Community College STATISTIC - Of the FYE students who take the compass exam at KapCC, anywhere from 65-70% of the students place in developmental MATH and 37-40% of
them place in developmental ENG.\textsuperscript{1}. In fact, completion of a high school degree is not necessarily the appropriate academic preparation to be successful in college level coursework.

The new common core standards adopted in the DOE are an important step toward bringing high school and college learning attainments into alignment.

The “Road to Nowhere” report makes several recommendations that fall into three general areas: aligning with high schools; offering co-requisite learning support; and accelerating completion of program-related gateway courses.

As an open admissions institution, we accept responsibility to remEDIATE students, from “one/two levels below college-level” to “college level.” The Foundations Program addresses how we do this. The “Road to Nowhere” report states that nationally, while 62% of students complete remediation, only 22.3% go on to complete associated college-level courses within two years. (p. 8). At Kapi’olani, the numbers are similar.

First Year Registration
The report also found that “Students who complete at least three required “gateway” courses in a program of study within a year of enrollment are twice as likely to earn certificates or degrees” (Road to Nowhere, p. 8). This is the statement upon which the idea of completing English 100 and Math 100 or 103 (both gateway courses for most certificates and degrees) in the first year is based.

The Institute for Higher Education Leadership and Policy compiled a report, “Student Progress Toward Degree Completion: Lessons from the Research Literature” (2009). The report lists “milestones” for degree completion. Milestones are defined as:

“… measurable intermediate outcomes, that should be tracked, depending on institutional type. For example, for students beginning their studies in a community college, transferring to a university represents a milestone on the pathway to earning a bachelor’s degree. The purpose of tracking intermediate milestones is to provide more points along the road to degree completion to which data can be applied to identify appropriate behaviors, strategies, and interventions. (Moore and Shulock 2009, p. 11)”

The report recognizes the following milestones as important points of attention on the path to degree attainment. This table indicates how a Foundations Program addresses these milestones, providing an overview of the program and how it aligns with national recommendations while, at the same time, interpreting our college-specific data and our unique population.

\textsuperscript{1} Percent for ENG was calculated by dividing the number of First Year Students who placed in developmental ENG by the number of students who placed in both College level ENG and developmental ENG. The percentage was taken from academic year 2008-2009, 2009-2010, & 2010-2011. Percent for MATH was calculated in the same manner.
<table>
<thead>
<tr>
<th>Milestones Predictors of Success</th>
<th>Kapiʻolani Milestones</th>
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<tbody>
<tr>
<td>Retention</td>
<td>Compass Placement</td>
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<tr>
<td>Completion of needed remediation</td>
<td>Complete developmental coursework, specifically Math 24/25 and English 22</td>
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<tr>
<td>Transition to college-level coursework</td>
<td>Earn 20 college credits in one year</td>
</tr>
<tr>
<td>Earn one year of college-level credits</td>
<td>Complete English 100 and Math 100/103</td>
</tr>
<tr>
<td>Complete general education (GE) coursework</td>
<td>Complete general education (GE) coursework</td>
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<tr>
<td>Complete community college transfer curriculum</td>
<td>Transfer OR complete certificate or degree</td>
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<tr>
<td>Transfer from community college to a university</td>
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<tr>
<td>Complete certificate or degree</td>
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**Remediation:**
- Begin remedial coursework in first term, if needed
- Work towards accurate COMPASS placement (Brush Ups, iCAN, JiT)
- Complete developmental coursework in first year
- Complete developmental coursework, specifically Math 24/25 and English 22
- Earn 20 college credits in one year
- Complete English 100 and Math 100/103
- Complete general education (GE) coursework
- Transfer OR complete certificate or degree

**Gateway Courses:**
- Complete college-level English/math in first 1 or 2 years
- Complete a college success course or first-year experience program
- Enroll in college-level English/math early in sequence through advising/counseling intervention
- Complete college-level English/math in first 1 or 2 years
- Complete a college success course or first-year experience program

**Credit Accumulation and Related Behaviors:**
- High ratio of course completion (low rate of course dropping and failure)
- Complete 20-30 credits in the first year
- Earn summer credits
- Enroll full time
- Enroll continuously, without stop-outs
- On-time registration for courses
- Maintain adequate academic performance
- Emphasize college-wide strategies to support high course completion
- Complete 20 credits in the first year (UH System “15 to Finish”)
- Earn summer credits
- Invest in learning support throughout the pathway sequence (tutoring, etc.)
DESCRIPTION OF THE FOUNDATIONS PROGRAM
The task force recommends the following be considered in a foundations program:

ENGLISH
Our campus model of the Accelerated Learning Program (ALP) employs “co-requisite” support instead of “pre-requisite” support, allowing students to take English 22 at the same time as English 100, for 6 credits. Twelve spaces in the ENG 100 class are reserved for these ENG 22 students, who will have the same assignments, instruction, and activities as their ENG 100 peers, along with a second class that provides targeted remediation needed to complete the ENG 100 course. Although the majority of ALP courses are delivered face-to-face, some are delivered with a face-to-face English 22 and an online English 100.

In both stand alone ENG 22 and the ALP ENG 22 courses, college success skills and career exploration activities have been integrated into the developmental writing course curriculum. In terms of co-curricular integration, some ENG 100 courses could be redesigned with content to serve students who are seeking CTE certificates or degrees that require ENG 100.

All English/Writing students need writing support services. The committee strongly recommends a centrally located, easily accessible Learning Center where qualified and trained tutors provide services for both native speaking and non-native speaking writers at all levels, but particularly at the developmental level.

MATH
Version 1 (Easy):
Offer brush-ups prior to taking the placement test. These brush-ups should also be available to students who initially place below college level courses and want to review concepts prior to retaking the placement test hopefully qualifying for a higher course. Late starting classes will be needed as an option for students who opt to complete the brush up (and retake placement test) at the start of the semester. The current innovation of self paced courses for MATH 24/25 allow students to start later in the semester if needed, but options for MATH 81/100/103/111/115 need to be discussed to determine the best approach to take.

New Student Orientation (NSO) and counselors will inform students who initially place into developmental courses that late starting courses are available if they want to retake the placement to qualify for a higher course. The goal would be to decrease the number of students who start off in developmental courses, or shorten the time necessary for students to complete their foundational courses.

Several versions of such a brush up are being designed by those involved with iCAN, JIT (Just In Time), and self-paced courses to be piloted in the near future. Since these are all in the planning stages, resources needed are to be determined at a later date. For students that do successfully place into higher courses, late starting courses will be needed if they are to avoid waiting one semester to take their courses. Resources include classrooms and instructors along with a change in scheduling classes for the late starting classes.
Version 2 (Challenge):
A completely different approach is to replace developmental courses with a new college math prep course designed specifically to help students address their specific weaknesses in order to retake the placement test and place directly into a college level course. This new “course” would be a repeatable, non-credit course that contains modules to cover all current course competencies included in all developmental courses. No tests/grades will be part of this course but upon completion of modules based on the target course (MATH 100/103), students retake the placement test in order to qualify for the appropriate course. Note that since placement scores are used by all UHCC campuses, qualification for foundational classes will be accepted everywhere.

This option will need a large computer lab (100+ computers) or learning center that is staffed with math tutors (peer mentors) and/or instructors who can provide on demand assistance for students. Faculty will need assigned time to redesign the developmental sequence to the required modules. Faculty workload would have to be re-evaluated in terms of how much time in the lab constitutes a credit hour. Staffing should also include personnel to do routine computer maintenance and/or light cleaning of lab, technical support for students, and dedicated counselors/advisors.

COUNSELING AND ADVISING
New Student Orientation (NSO) is one component of the college’s First Year Experience (FYE) program. First time students are required to participate in NSO to receive registration and advising information at the beginning of the college career.

A Transfer Year Experience (TYE) program recently started at the college and a Transfer Counselor was hired to manage that program which aims to assist students transferring from another college to Kapi‘olani. The transfer counselor meets with all incoming transfer students and conducts advising, assists with transfer credit pre evaluations, and provides continued support through the student’s first year at Kapi‘olani. This level of support supports the proposed policy that will ensure proper placement into appropriate Foundations courses and connections to campus resources for all transfer students.

To provide all incoming students and transfer students with support to complete the first year at the college and successfully complete their foundations courses a Foundations Student Support team, comprised of counselors and coordinators, will support a first year experience going beyond the NSO. The proposed counseling and advising plan highlights key activities and people/groups responsible for various interventions.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person/Group responsible for the interventions</th>
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<tbody>
<tr>
<td>Entry to the College</td>
<td>Foundations Student Support Team</td>
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<tr>
<td></td>
<td>FYE counselor/coordinate (1)</td>
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</table>
- Is responsible for the implementation/oversight of NSO as well as collaboration w/ other counseling units to create FYE-type programs.
- Promote foundations support team as well as student learning resource
- Maintain the student activities calendar

**TYE counselor/coordinator (1)**
- Provide human evals for transfer credit/determine if met Foundations courses/credits
- Responsible for the Transfer Year Experience program for all transfer students

**Foundations counselors/academic advisors (4)**
- Counselors are assigned to all foundations English/math classes
- Located in housed in a central location, such as a learning center

**Peer Mentor Coordinator (1)**
- Responsible for training and managing all peer mentors who serve at various locations throughout the college that provide assistance to students

**Peer Mentors (50)**
- Assists with student inquiries and referrals in various student support offices throughout the campus
- Conducts student engagement activities to support a FYE and TYE program

The Foundations Support Team will develop and conduct a college preparedness survey

<table>
<thead>
<tr>
<th>Assessment/Placement</th>
<th>COMPASS testing</th>
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<tbody>
<tr>
<td></td>
<td>To be located in the learning center</td>
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<td></td>
<td>A foundations counselor will be available for immediate interpretation of results and post placement test advising</td>
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<tr>
<td></td>
<td>Placement sheet should be updated to reflect foundations program options (e.g. brush ups, counseling, etc.)</td>
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<tr>
<td></td>
<td>Foundation counselors guide students to math brush-ups and/or placements in proper math tracks (iCAN, JIT, MATH 100/103, late start, etc.)</td>
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<table>
<thead>
<tr>
<th>Enrollment</th>
<th>All programs/departments</th>
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<tbody>
<tr>
<td></td>
<td>Advising sheets revised that place ENG/MATH in first year</td>
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<tr>
<td></td>
<td>All counselors/peers/NSO/FYE/TYE advising highly encourage students to take ENG/MATH in the first year</td>
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<tr>
<td>1st semester</td>
<td>Foundations Support Team</td>
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<tr>
<td>1st month: foundations counselors visit all MATH/ENG to share support programs (e.g. Learning Center, Tutors, etc.)</td>
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<tr>
<td>Intrusive advising by foundations counselors</td>
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<tr>
<td>FYE/TYE counselors develop awareness programs/fairs/events: peer mentoring, tutoring, MyPlan</td>
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<tr>
<td>Before registration: mandatory advising - foundations students required to see foundations counselors (registration hold)</td>
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<tr>
<th>2nd semester</th>
<th>Foundations Support Team</th>
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<tbody>
<tr>
<td>Foundations counselors continue to monitor student progress</td>
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<tr>
<td>Foundation counselors introduce students to program or MKC counselors</td>
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| All counselors |
| Create 2 year plan (help students complete STAR planner) |
| End of year: recognition program of students who completed foundations |

| 3rd semester/2nd year | Foundations completed, students are now in programs/Majors |

Learning Center and Continued Academic Support Beyond the Foundations Courses
Currently, the Kahikoluamea Center not only provides developmental English and math courses, and classroom and computer lab space, the Center also provides learning support, resources, and guidance through tutoring assistance, peer mentoring, counseling and academic advising. These programs, however, are designed for and offered exclusively to developmental students. Although similar kinds of support are offered to non-developmental students, these means of support -- tutoring, peer mentoring, advising, and computer lab use -- are available through specific programs/disciplines in various, often times obscure “pockets” across campus. As a result, students are often either confused or uninformed about access to these services, and these services are often seen as exclusive to students of certain programs/disciplines.

To support the proposed Foundations policy, the committee recommends consolidating placement testing, New Student Orientation, academic advising, informational and experiential workshops, and learning support (tutoring services and peer-mentoring) into a unified department that is housed in a centralized location that provides access to all KCC students -
developmental or college-level, first year students, certificate or 2 year degree seeking, transfer-level students -- for both native-speakers and non-native speakers.

Benefits of a Learning Center

- A centralized location ensures accessibility to all students and faculty.
- A centralized location will introduce all support services to NSO participants creating a common “experience” in orientation, placement testing, foundations course support and second-year support in a more “holistic” and inclusive manner; therefore,
  - Testing will no longer be a ‘terminating’ experience.
  - Writing and Math tutors will be consistently managed and trained to service students by one department vs. several departments/disciplines/programs.
- Supports the proposed foundations policy
  - Will support the increase in numbers of degree-seeking students who must take 22 or 100 in the first year, as the policy recommends
  - Learning Center could collaborate with Testing Center to help students prep for COMPASS.
- Supports course e-portfolio (assessment) with multi-media studio and tech support.

PURPOSE/IMPLEMENTATION

- The Learning Center mission and philosophy will be aligned with the current Kahikoloumea mission and philosophy, which is to “engage, enlighten and encourage” students to “identify and acknowledge” their “personal strengths, values, interests” through providing support with tutoring assistance, peer mentoring, counseling and academic advising and cultural activities by remaining a student services center. The difference is all student needs will be met.
- The Learning Center will continue to use the same resources, but as a student support learning center, not a developmental writing/math department.

RESOURCES

- Coordinator or Director of Learning Center
- Tutors and Peer Mentors
- Training
- Renovation and Technology (i.e. furniture, computers, re-purpose space)
- Additional classrooms to accommodate necessary number of ENG and MATH sections for FY students

Alignment with STRATEGIC PLAN

Establishing a centralized Learning Center supports the following:

- Strategic Outcome A: Native Hawaiian Educational Attainment
  - Performance Measure 2, Potential Strategy A4A - Provide, maintain and make visible fully accessible student support services to improve Native Hawaiian student success rates.
  - Performance Measure 2, Potential Strategy A4J - Develop, evaluate, and improve a campus-wide Second Year Experience program that provides a
positive experience for Native Hawaiian students who have successfully completed 24 or more credits as they prepare to transfer to baccalaureate institutions or move into careers.

- **Strategic Outcome B: Hawai‘i’s Educational Capital**
  - Performance Measure 3 B3A - Support the recruitment, training, and retention of instructors, counselors, and support staff that have an interest in and commitment to underprepared college students.

- **Strategic Outcome E: Resources and Stewardship -- Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.**
  - Performance Measure 1, Potential Strategy E1B - Encourage responsible risk taking, reward innovation, and invest in change. Support faculty driven innovation in learning outcomes assessment.
  - Performance Measure 1, Potential Strategy E1C - Support the development, Implementation, evaluation, and improvement of learning materials and pedagogies based on research-based best practice.

**ASSESSMENT**
OFIE track the data for the next five years and report on what happens to them or hire an assessment coordinator to organize, plan, and prepare necessary reports and other miscellaneous data collection on student success in the new foundations program.

**WHERE SHOULD FOUNDATIONS COURSES RESIDE**
Developmental courses in English and math should be organized in a common department with their college-level counterparts.

- On January 14, 2013 Kahikoluamea and LLL faculty who teach ENG 22 & 100 participated in a brainstorming activity that asked faculty to list the advantages and disadvantages of three scenarios: 1) Moving ENG 100 courses to Kahikoluamea, 2) Moving ENG 22 to LLL/Arts & Sciences, and 3) keeping developmental and college level ENG courses in separate departments. Results of the activity can be found in Appendix. The purpose of the activity was to include faculty voice in what should be a faculty driven decision. Although the activity was not a “vote” for a favored scenario, in general, the activity revealed that English (developmental and college-level) faculty, students and courses would benefit from being organized as one “writing” program.

- On January 25, 2013 the aforementioned process was repeated with Kahikoluamea and Math faculty. Results of the activity can be found in Appendix. The general consensus was that there would be a lot more benefits to merging all Math faculty back into one department, which would require a separation of the current Math and Science department into two departments: a Math department and a Science department.
APPENDIX

Meeting Notes from KCC Writing/Lit Meeting
Monday, January 14, 2013
12:15-1:30
Olona 106
• Faculty agreed that Kahiko and LLL share ONE combined mailing list on Laulima for all writing/lit communications.
• Gail Harada shared update on work on the Critical Thinking Assessment Project. Look out for possible Critical Thinking assessment paper exchange for 200-level literature and writing courses. Group discussed that OFIE needs to be direct about sample set, and in the past there has been no feedback on reports from assessment team.
• A draft of the Foundations Policy that was written by Foundations Committee was shared with the group.

Draft of Policy (12/7/2012):
- All admitted students must take the COMPASS test (except for transfer students or students who have completed a Math/ENG 100-level requirement). Students without a COMPASS score will get a hold on registration. This policy builds upon the vision of 100% attendance at NSO for the first year first time students.
- Students who place into developmental English, Math or below ESOL 100 should be required to enroll in those courses in the first year, and to continue working towards completion of college-level enrollment in other courses.

• The progress of the Foundations committee was shared with the group. In a Friday meeting, committee members participated in a brainstorming activity that asked members to envision how the policy will be implemented. Lisa and Krista, who have been tasked to look at how writing and lit faculty envision the policy had writing faculty participate in a similar activity. Faculty were asked to look at three scenarios and explore positive, negative and other comments. Notes from the activity are attached, and Lisa and Krista will take faculty vision to Foundations Committee meeting.

Next combined Kahiko and LLL writing meeting will be on Friday, April 15 1215-130. Location TBA.
<table>
<thead>
<tr>
<th>22 returns to LLL</th>
<th>100 goes to Kahikoluamea</th>
<th>Departments Remain the Same</th>
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| Possible conflicts between Kahiko and LLL interests (teaching philosophy & curriculum issues.) | writing faculty in one department | Not enough personnel, facilities support/resources |
| Fewer Meetings | Program assessment/improvement plan | No pipeline for 22/100 |
| Kahiko/Holomua culture will be missed | English faculty divided | Can still dialogue with faculty |
| Tenure/promotion less confusing for Kahiko/LLL split faculty | pipeline for 22/100 | Less view of continuity |
| Increased and more efficient opportunities for alignment | Potential for improved norming | Split faculty |
| Easier to schedule | Integration: tutors, records, 22/100 easier to monitor | Faculty teach less variety of courses |
| Faculty would teach variety of courses at different levels, which would further better alignment | ALP and Real World Content | Zero mentoring |
| Full pathway | | |
Meeting Notes from Math & Kahikoluamea Meeting
January 25, 2013

MATH 100 & 103 to move to Kahikoluamea

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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| · Opportunity for Kahikoluamea faculty can teach a wider variety of courses  
· Helps continuity for students moving from developmental to college level math courses  
· If class sizes decrease, faculty workload will decrease thus lowering student to faculty ratio (assumed outcome and presumably good) | · Less variety in courses for Math/Science faculty  
· Kahikoluamea faculty might not be qualified to teach MATH 100 or 103 (different MQ’s)  
· Increased demand would put a strain on already shorthanded Kahikoluamea math faculty (would need more FT faculty to teach more classes)  
· Faculty might have issues with workload increase due to possible change in class size (may not be possible to keep class sizes under 30)  
· Current student perception of Kahikoluamea courses are that they are remedial/developmental and this might carry over to how MATH 100/103 is viewed  
· "Where do you draw the line?" (Is this a trend where Kahikoluamea would absorb more classes from M/S in the future?)  
· Lack of resources needed to handle move (rooms, faculty, etc.) |

Developmental courses move back to Math/Science (Merge departments)
Faculty present also explored a fourth option related to this scenario where Math faculty split off to become an independent department. Other UHCC’s already have a separate Math department instead of a joint Math/Science department.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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<tbody>
<tr>
<td>· Better communication (amongst faculty, between faculty and</td>
<td>· Some faculty (Kahikoluamea) don’t meet MQ’s and would not be able to teach all courses offered</td>
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<tr>
<td>Pros</td>
<td>Cons</td>
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<tr>
<td>· Easy to leave things the way they are</td>
<td>· Isolates instructors from sharing the excitement of exploring higher math concepts, etc.</td>
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<tr>
<td>· Some faculty prefer to specializing in only one level</td>
<td>· Lack of communication between departments (it’s difficult even when we try now)</td>
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<td>· Separate MQ’s mean we don’t have to lose good lecturers</td>
<td>· Lack of continuity/flow of concepts between courses</td>
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<td>· Difficulty for faculty in one department to teach courses for the other department (dual citizenship)</td>
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<td>· Some faculty get bored being restricted to one level</td>
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<td>· Waste of money</td>
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<td>· Redundancy in administrators, staff, etc.</td>
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<td>· Having separate administrators creates positions that might not be needed otherwise</td>
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<td></td>
<td>· Workload inequality (differing class sizes)</td>
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<td></td>
<td>· Hard to gauge retention of material</td>
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