MEMORANDUM

Date: November 27, 2013

To: John Morton
   Vice President

Via: Peter Quigley
      Associate VP

From: Suzette Robinson
      Director

Attached for your review and feedback is the UHCC Developmental English Alignment Project Recommendations. Chaired by Eric Engh, the Developmental Education English Alignment Subcommittee, met over the last three semesters (fall 2012, spring 2013, fall 2013), and five of the seven colleges have agreed to adopt the following developmental education course elements for courses 1, 2, and 3 levels below English 100. (One college’s decision is still pending.)

Alpha
Number
Title
Shared essential SLO’s (Colleges may add additional SLO’s to meet student/course/college needs.)

Committee members included:

HawCC: Lou Zitnik
HonCC: Jerry Saviano
KapCC: Krista Hiser and Reid Sunahara
KauCC: William Dressler
LeeCC: Ann Berner
UHMauC: Eric Engh
WinCC: Janine Oshiro

Your endorsement of these recommended changes is requested and will assist the committee members in gaining support from their colleges. Plans include implementation fall 2014. If you support these actions, I will prepare a draft memo for you.

If you have questions, please contact Laurie Kuribayashi, Developmental Education Committee chair or me.

Attachment: Developmental Education Alignment Project Recommendations

cc: Laurie Kuribayashi, Developmental Education Committee Chair
    Eric Engh, Developmental Education English Alignment Project Chair

APPROVED/DISAPPROVED:

[Signature]

[Stamp: 2/27/14]

John Morton
Date
UHCC Developmental English Alignment Project Recommendations

Listed below are alphanumeric designations, course titles, and student learning outcomes recommended by consensus of the UHCC Developmental English Alignment Project Committee comprised of representatives from each UHCC campus:

**Developmental Writing One Step Below College Level**

**ENG 22: Introduction to Composition**

To qualify for a “C” or better, students should be able to do the following:

- **SLO 1**: Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback.
- **SLO 2**: Write compositions that have a main point and supporting ideas developed with specific, logically organized details.
- **SLO 3**: Integrate source material according to academic conventions.
- **SLO 4**: Proofread for effective grammar, word choice, punctuation, and spelling.

**Note**: Courses with the above SLOs satisfy the prerequisite for ENG 100 when students pass with a “C” or better. By agreement, campuses may opt out of SLO 3.

**Developmental Writing Two Steps Below College Level**

**ENG 19: Writing Essentials**

To qualify for a “C” or better, students should be able to do the following:

- **SLO 1**: Use a multi-step writing process that includes drafting, revising, and editing; respond to written and oral feedback.
- **SLO 2**: Write short compositions that have a main point and supporting ideas developed with logically organized details.
- **SLO 3**: Write effective summaries and paraphrase main ideas accurately.
- **SLO 4**: Proofread to identify and correct errors in grammar, punctuation, and spelling.

**Note**: Courses with the above SLOs satisfy the prerequisite for ENG 22 when students pass with a “C” or better. By agreement, campuses may opt out of SLO 3.

**Developmental Writing Three Steps Below College Level**

**ENG 9: Writing Fundamentals**

To qualify for a “C” or better, students should be able to do the following:

- **SLO 1**: Perform basic writing process steps including drafting, revising, and editing.
- **SLO 2**: Write short compositions that have main ideas with supporting details.
- **SLO 3**: Write summaries of basic texts.
- **SLO 4**: Identify and correct basic sentence-level errors.

**Note**: Courses with the above SLOs satisfy the prerequisite for ENG 19 when students pass with a “C” or better. By agreement, campuses may opt out of SLO 3.
Developmental Reading One Step Below College

Level ENG 21: Introduction to College Reading

To qualify for a “C” or better, students should be able to do the following:
SLO 1: Effectively use entry-level college vocabulary.
SLO 2: Comprehend various types of entry-level written and visual college materials.
SLO 3: Demonstrate application of varied reading strategies to entry-level college texts.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 102 when students pass with a “C” or better.

Developmental Reading Two Steps Below College

Level ENG 18: Reading Essentials

To qualify for a “C” or better, students should be able to do the following:
SLO 1: Effectively use pre-college-level vocabulary.
SLO 2: Comprehend various types of pre-college-level written and visual materials.
SLO 3: Demonstrate application of varied reading strategies to pre-college-level texts.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 21 when students pass with a “C” or better.

Developmental Reading Three Steps Below College

Level ENG 8: Reading Fundamentals

To qualify for a “C” or better, students should be able to do the following:
SLO 1: Effectively use basic-level vocabulary.
SLO 2: Comprehend various types of basic-level written and visual materials.
SLO 3: Demonstrate application of varied reading strategies to basic-level texts.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 18 when students pass with a “C” or better.

Developmental Reading and Writing (Combined) One Step Below College

Level ENG 23: Introduction to College Reading and Writing

To qualify for a “C” or better, students should be able to do the following:
SLO 1: Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback.
SLO 2: Write compositions that have a main point and supporting ideas developed with specific, logically organized details.
SLO 3: Integrate source material according to academic conventions.
SLO 4: Proofread for effective grammar, word choice, punctuation, and spelling.
SLO 5: Effectively use entry-level college vocabulary.
SLO 6: Comprehend various types of entry-level written and visual college materials.
SLO 7: Demonstrate application of varied reading strategies to entry-level college texts.

Note: Courses with the above SLOs satisfy the prerequisite for ENG 100 and ENG 102 when students pass with a “C” or better.
**Developmental Reading and Writing (Combined) Two Steps Below College**

**Level ENG 20: Reading and Writing Essentials**

To qualify for a "C" or better, students should be able to do the following:
- **SLO 1**: Use a multi-step writing process that includes drafting, revising, and editing; respond to written and oral feedback.
- **SLO 2**: Write short compositions that have a main point and supporting ideas developed with logically organized details.
- **SLO 3**: Write effective summaries and paraphrase main ideas accurately.
- **SLO 4**: Proofread to identify and correct errors in grammar, punctuation, and spelling.
- **SLO 5**: Effectively use pre-college-level vocabulary.
- **SLO 6**: Comprehend various types of pre-college-level written and visual materials.
- **SLO 7**: Demonstrate application of varied reading strategies to pre-college-level texts.

**Note**: Courses with the above SLOs satisfy the prerequisite for ENG 21, ENG 22, and ENG 23 when students pass with a "C" or better.

**Developmental Reading and Writing (Combined) Three Steps Below College**

**Level ENG 10: Reading and Writing Fundamentals**

To qualify for a "C" or better, students should be able to do the following:
- **SLO 1**: Perform basic writing process steps including drafting, revising, and editing.
- **SLO 2**: Write short compositions that have main ideas with supporting details.
- **SLO 3**: Write summaries of basic texts.
- **SLO 4**: Identify and correct basic sentence-level errors.
- **SLO 5**: Effectively use basic-level vocabulary.
- **SLO 6**: Comprehend various types of basic-level written and visual materials.
- **SLO 7**: Demonstrate application of varied reading strategies to basic-level texts.

**Note**: Courses with the above SLOs satisfy the prerequisites for ENG 18, ENG 19, and ENG 20 when students pass with a "C" or better.

**Explanatory notes:**

1. These SLOs represent the skills students should demonstrate to qualify for a "C" or better in a course. They also describe readiness for the next instructional level.
2. These SLOs do not imply specific instructional methods.
3. These SLOs describe the essential learning outcomes for courses in general language. They should not restrict faculty from developing additional SLOs to meet unique needs of student populations nor from refining these general outcomes with specific language for varied purposes such as a list of detailed learning outcomes on a syllabus or criteria for a grading rubric.
MEETING NOTES

Present: Karen Crowell (Support) and Marilyn Bader (Math), Hawaii CC
Shanon Miho (Counseling) and Ina Miller-Cabasug (CTE), Honolulu CC
Krista Hiser (English) and Sang Chung (Math), Kapiolani CC
Will Dresler (English) and Coco Chi (Math), Kauai CC
Jenny Watada (Math), Leeward CC
Eric Engh (English), Maui C
Janine Oshiro (English) and Johnny Singh (Math), Windward CC
Suzette Robinson and Cheryl Chappell-Long (UHCC)
Laurie Kuribayashi (Chair), Leeward CC

CAMPUS REPORTS

Hawaii CC (submitted by Karen Crowell)

- We have a new English 197—which combines Reading and Writing to meet the Applied Technical Education programs needs for a 100 level English class and it will not be transferable to meet undergraduate requirements to the best of my knowledge. One section is being offered in spring 2014 and prereqs are: completion of Eng 20W and Eng 21 or placement in Eng 22 and Eng 102.
- A 100 level Quantitative Methods course is being developed for use as a substitute for Math 100 in the Applied Associate of Science degrees-Automotive Mechanics and Autobody Repair and Painting and I believe it will be available in fall 2014.
- We are offering 2 ALP English courses in spring 2014. Both in writing classes, the first including English 19 and Eng 20W and the second Eng 22 and Eng 100. These are being recommended for students who have COMPASS scores in the top range of the placement requirements.
- The Culinary Arts program is adding back in their applied Math course and EIMT (Electrical Installation and Maintenance and AEC (Architectural Engineering and CAD) have both retained their below 100 applied Math courses in addition to adding Math 100 as a graduation requirement for their AAS degrees.
- HawCC continues to adjust to the transition to 100 level general education courses for our Applied Associate of Science degrees.

Honolulu CC (submitted by Ina Miller-Cabasug)

- The Academic Success Center is focused on campus wide retention initiatives such as academic alert, academic/personal/career advising, academic coaching, and success skill presentations. In addition to providing campus wide retention services, we support students who are placed and currently enrolled in Dev. Ed. math and English courses. We are working with the C3T
grant in providing opportunities for students in the Dev. Ed. classes to get ahead by providing a free MyFoundationsLab prep program to retest Compass and place out of the Dev. Ed courses.

Kapiolani CC (submitted by Krista Hiser)
- See attached Foundations Report.

Kauai CC (submitted by Coco Chi)
- We implemented a math place pilot project in Fall 2013. All incoming students who have passed Algebra 2 with a C or better and have a cumulative GPA of 2.6 or higher will have the option of enrolling in any of our entry college level Math courses in Fall 2013. These include: Math 100, 103, 111, 115.
  - We are going to offer a Math 75 in Fall 2014. Math 75 is a developmental math for non-STEM majors and serves as prerequisite to Math100, 111, 115.
  - We are going to offer 2 ALP Math courses in the Fall 2014. One is a STEM major ALP Math 25/103 and a non-STEM major ALP Math 75/115.

Leeward CC (submitted by Jenny Watada)
- Successful completion rates for AY2012-2013
  MATH 18: 74%
  MATH 82: 56%
- Redesign emporium model: Leeward CC is continuing full implementation of the redesign emporium model
- This semester (fall 2013), MATH 9 (Basic math course) is not being offered. Students who would have been placed into MATH 9 enrolled in MATH 16 (Study skills course) and MATH 18 (Pre-algebra course) concurrently. If this is successful, Leeward will not be offering MATH 9 anymore. Leeward CC will have only 2 courses below college-level math.

Maui C (submitted by Eric Engh)
- UHMC is currently implementing several developmental education initiatives.
  - First, the English department continues its implementation of redesigned developmental writing instruction utilizing student tutors in the classroom, computer-mediated learning, and teaching strategies that increase faculty-student interaction. Weekly training workshops on elements of the redesign are held during the first several weeks of each semester. The department has also scaled up pilots of accelerated writing courses. These courses incorporate best practices from national redesign models that combine two levels of writing instruction into a semester-length course. This year we offered seven sections of combined courses, and by next year, these courses are expected to become the primary delivery mode of developmental writing instruction at UHMC.
  - Two English faculty members have also implemented the Reading Across the Disciplines (RAD) project on campus, which provides training in addressing the needs of developmental reading students as they enter “gateway” courses. Workshops are held during summer with follow-up meetings throughout the following academic meeting. In response to positive feedback from faculty participants in this program as well as reports on improved student success rates in RAD enhanced courses, this program is presently scaling up to include participants from other UHCC campuses. Independent RAD programs are expected to develop at sister campuses in
coming years. UHMC faculty will present these strategies and analysis of resulting data at the upcoming Achieving the Dream Hawaii Strategy Institute.

- Math faculty have also implemented a dramatic redesign of developmental instruction in recent years, shifting from a traditional lecture-based instructional delivery to an instructional model that relies primarily on computer assisted learning in a lab environment. In an aim to address some student concerns with the impersonal nature of computer instruction, developmental Math faculty have implemented a strategy to improve student engagement that includes instructor created supplemental videos, embedded student tutors in math classes, and enhancement of live instructor presentations using SmartBoards.

- Lastly, developmental English curriculum is presently moving through the curriculum process with the goal of having revisions to all developmental English courses that align with the system-wide alignment agreement approved by the Academic Senate for Fall '14.

Windward CC (submitted by Janine Oshiro and Johnny Singh)

From Janine Oshiro:

- This semester new FT freshman with at least 1 developmental need are in cohorts. They take 1 math, 1 English, 1 IS103, and 1 other course.
- ALP 22/100: We are currently offering our 6th ALP 22/100 class. Limited data so far show that student success is lower in ALP courses than non-ALP courses when comparing the same instructor’s ALP courses vs non-ALP courses.
- WCC has decided to integrate reading and writing courses for Fall 2014. New sequence is ENG 20 Reading and Writing Essentials (6), ENG 23 Introduction to College Reading and Writing (6), and ENG 100. We will continue to offer a stand-alone ENG 22 and continue offering ALP 22/100. We will now have two levels below 100.
- The system numbers, course names, and SLOs have been approved by the department and are currently going through Curriculum.
- We are in the third semester of offering integrated reading and writing courses ENG 18/19 and ENG 21/22. Limited data is below:
  - Informal and formal evidence suggest that integrating reading and writing courses may contribute to students’ course success and persistence.
  - While 47% of students succeeded in a stand-alone English 19 in Fall 2012, 57% succeeded in an integrated reading and writing English 18/19, reflecting an increase of 21.3%. While 60% of students succeeded in a stand-alone English 22 in Fall 2012, 65% succeeded in an integrated reading and writing English 21/22, reflecting an increase of 8.3%.
  - Students who took integrated reading and writing courses persisted at a higher rate than those who took stand-alone writing courses. Of the students who succeeded in a stand-alone English 19 in Fall 2012, 22% persisted to the next English course; 50% of students who enrolled in an integrated English 18/19 persisted to the next English course, reflecting an increase of 127%. Of the students who succeeded in a stand-alone English 22 in Fall 2012, 72% persisted to the next English course; 85% of students who enrolled in an integrated English 21/22 persisted to the next English course, reflecting an increase of 18%.
  - Additionally, teachers report improved attendance in class and conferences, deeper engagement with course content, and improved student-student rapport and
student-teacher rapport in the integrated six-credit reading and writing courses. The increased classroom time also offers more opportunities for "time on task," which students at these remedial and developmental levels need.

From Johnny Singh: see attached ARPD (Math).

**BELOW-100 ALIGNMENT PROJECT**

**Under-100 English Alignment Project Update**

- See attached memorandum, dated _____, signed by VP John Morton.

**Under-100 Math Alignment Project Update**

*(submitted by Jenny Watada for Eric Matsuoka)*

- Re-numbering of Pre-algebra course to MATH 22
- Include common course descriptions for MATH 9/18/22 and MATH 24/25/82
- Add common SLOs for MATH 9/18/22, MATH 24, and MATH 25/26/82
- Replace current application SLO with common SLO for MATH 9/18/22, MATH 24, and MATH 25/26/82
- As of November 8:
  - See table below for individual campus changes
  - One campus submitted all changes to curriculum committee and was approved
  - Two campus’ will submit changes to curriculum committee
  - Three campus’ are still in discussion about changes
  - One campus submitted changes for course description. SLO changes still in discussion
  - Each month, campus representatives will email Eric Matsuoka progress updates.

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<th>UHM</th>
<th>Hawaii CC</th>
<th>Hon CC</th>
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PROJECT PROPOSAL REVIEW

The following proposals were recommended for approval by UHCC Administration:

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<td>Emma White &amp; Morgan Andaluz</td>
<td>Maui C</td>
<td>Reading Across the Disciplines</td>
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<td>Jeff Stearns</td>
<td>Hon CC</td>
<td>Accelerated Development Writing Project</td>
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<td>Leeward CC Under-100 Math (Re-) Alignment and Acceleration</td>
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UPDATE:

Proposers revised their proposals per the Committee’s and UHCC administration’s recommendations; and the VP Morton approved funding for all four proposals, as revised. Award letters for all four proposals were sent to proposals as of January 27, 2014.

UPDATE:

SP14 MEETING SCHEDULE: April 4, 2014; 9AM-4PM; Dole Street Conference Room
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 foundations 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 Kahikolua mea 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 Kap‘i‘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. Kap‘i‘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. 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.

---

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>Kapu‘olani Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Retention</td>
<td>• Compass Placement</td>
</tr>
<tr>
<td>• Completion of needed remediation</td>
<td>• Complete developmental coursework, specifically Math 24/25 and English 22</td>
</tr>
<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>
</tr>
<tr>
<td>• Complete community college transfer curriculum</td>
<td>• Transfer OR complete certificate or degree</td>
</tr>
<tr>
<td>• Transfer from community college to a university</td>
<td></td>
</tr>
<tr>
<td>• Complete certificate or degree</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remediation:</th>
<th>Remediation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begin remedial coursework in first term, if needed</td>
<td>• Work towards accurate COMPASS placement (Brush Ups, ICAN, JIT)</td>
</tr>
<tr>
<td></td>
<td>• Complete developmental coursework in first year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway Courses:</th>
<th>Gateway Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete college-level English/math in first 1 or 2 years</td>
<td>• Enroll in college-level English/math early in sequence through advising/counseling intervention</td>
</tr>
<tr>
<td>• Complete a college success course or first-year experience program</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Accumulation and Related Behaviors:</th>
<th>Credit Accumulation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• High ratio of course completion (low rate of course dropping and failure)</td>
<td>• Emphasize college-wide strategies to support high course completion</td>
</tr>
<tr>
<td>• Complete 20-30 credits in the first year</td>
<td>• Complete 20 credits in the first year (UH System “15 to Finish”)</td>
</tr>
<tr>
<td>• Earn summer credits</td>
<td>• Earn summer credits</td>
</tr>
<tr>
<td>• Enroll full time</td>
<td>• Invest in learning support throughout the pathway sequence (tutoring, etc.)</td>
</tr>
<tr>
<td>• Enroll continuously, without stop-outs</td>
<td></td>
</tr>
<tr>
<td>• On-time registration for courses</td>
<td></td>
</tr>
</tbody>
</table>
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 Kapo'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 Kapo'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>
</tr>
</thead>
<tbody>
<tr>
<td>Entry to the College</td>
<td>Foundations Student Support Team</td>
</tr>
<tr>
<td></td>
<td>FYE counselor/coordinator (1)</td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To be located in the learning center</td>
</tr>
<tr>
<td></td>
<td>A foundations counselor will be available for immediate interpretation of results and post placement test advising</td>
</tr>
<tr>
<td></td>
<td>Placement sheet should be updated to reflect foundations program options (e.g. brush ups, counseling, etc.)</td>
</tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>All programs/departments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advising sheets revised that place ENG/MATH in first year</td>
</tr>
<tr>
<td></td>
<td>All counselors/peers/NSO/FYE/TYE advising highly encourage students to take ENG/MATH in the first year</td>
</tr>
<tr>
<td>1st semester</td>
<td>Foundations Support Team</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>• 1st month: foundations counselors visit all MATH/ENG to share support programs (e.g. Learning Center, Tutors, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Intrusive advising by foundations counselors</td>
</tr>
<tr>
<td></td>
<td>• FYE/TYE counselors develop awareness programs/fairs/events: peer mentoring, tutoring, MyPlan</td>
</tr>
<tr>
<td></td>
<td>• Before registration: mandatory advising - foundations students required to see foundations counselors (registration hold)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd semester</th>
<th>Foundations Support Team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundations counselors continue to monitor student progress</td>
</tr>
<tr>
<td></td>
<td>Foundation counselors introduce students to program or MKC counselors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd semester/2nd year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations completed, students are now in programs/Majors</td>
</tr>
</tbody>
</table>

**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
  Kahikoluama 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
Present: L. Kanae, K. Ontai, A. Inoshita, N. Salvador, B. Sen, G. Harada, M.
Lawhorn, D. Kubota, M Minahal, R. Sunahara, D. Kawaharada, F. Acoba, P.
Dela Fuente, K. Hiser, D. Uedoi

- 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>
</tr>
</thead>
<tbody>
<tr>
<td>(+)</td>
<td>(+)</td>
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<tr>
<td>(-)</td>
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</tbody>
</table>

**Easier to fill campus committee assignments**
- Possible conflicts between Kahiko and LLL interests (teaching philosophy & curriculum issues).
- Writing faculty in one department
- Not enough personnel, facilities support/resources
- Owned focus on one course (22 or 100)
- Fewer assessment resources
- Fewer meetings
- Kahiko to lose flexibility in hiring requirements
- Program assessment/improve ment plan
- No pipeline for 22/100
- Can still dialogue with faculty
- Less coherency

**Tenure/promotion less confusing for Kahiko/LLL split faculty**
- Kahiko/Holomua culture will be missed
- Pipeline for 22/100
- English faculty divided
- Less view of continuity

**Increased and more efficient opportunities for alignment**
- Potential for improved norming
- Faculty still can't teach 200 level courses
- Split faculty

**Easier to schedule**
- Integration: tutors, records, 22/100 easier to monitor
- Tension s over hiring
- 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>
</tr>
</thead>
<tbody>
<tr>
<td>· Opportunity for Kahikoluamea faculty can teach a wider variety of courses</td>
<td>· Less variety in courses for Math/Science faculty</td>
</tr>
<tr>
<td>· Helps continuity for students moving from developmental to college level math courses</td>
<td>· Kahikoluamea faculty might not be qualified to teach MATH 100 or 103 (different MQ's)</td>
</tr>
<tr>
<td>· If class sizes decrease, faculty workload will decrease thus lowering student to faculty ratio (assumed outcome and presumably good)</td>
<td>· Increased demand would put a strain on already shorthanded Kahikoluamea math faculty (would need more FT faculty to teach more classes)</td>
</tr>
<tr>
<td></td>
<td>· Faculty might have issues with workload increase due to possible change in class size (may not be possible to keep class sizes under 30)</td>
</tr>
<tr>
<td></td>
<td>· Current student perception of Kahikoluamea courses are that they are remedial/developmental and this might carry over to how MATH 100/103 is viewed</td>
</tr>
<tr>
<td></td>
<td>· &quot;Where do you draw the line?&quot; (Is this a trend where Kahikoluamea would absorb more classes from M/S in the future?)</td>
</tr>
<tr>
<td></td>
<td>· Lack of resources needed to handle move (rooms, faculty, etc.)</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<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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</tbody>
</table>
students, aligning expectations between courses)
- Pooling of resources (rooms, faculty, funding, etc.)
- Easier to schedule courses, including room assignments
- Easier to advise students
- Faculty will have a variety of courses they can teach (if qualified)
- Increase in mathematical camaraderie (possibility to do research, bounce ideas off each other)
- Decrease in administrative and support costs due to combining services
- Increase in travel funding, research opportunities, etc. for Kahikoluamea faculty (i.e. STEM related)
- Combining counseling services can better serve students
- Frequency of discipline meetings (more regularly and/or conducted online vs. F2F)

- Adding in the extra courses might make Math/Science department too big (accommodating students, all students will be harder)
- Concern over direction/growth of innovations:
  - Will current innovations be continued?
  - Will future innovations be stifled?
  - Will there be any future innovations at all?
- Possible need for organization/reorganization of leadership in department
- Part of Kahikoluamea’s mission is to focus on strong counseling support for developmental students and this might be negatively impacted by the move
  - Related side note: Consolidation of counselors (old system where students were assigned a counselor based on last name)

No courses are moved (Everything stays the same, separate departments keep their current courses)

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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>
</tr>
<tr>
<td>Separate MQ’s mean we don’t have to lose good lecturers</td>
<td>Lack of continuity/flow of concepts between courses</td>
</tr>
<tr>
<td>Difficulty for faculty in one department to teach courses for the other department (dual citizenship)</td>
<td>Some faculty get bored being restricted to one level</td>
</tr>
<tr>
<td>Waste of money</td>
<td>Redundancy in administrators, staff, etc.</td>
</tr>
<tr>
<td>o Redundancy in administrators, staff, etc.</td>
<td>o Having separate administrators creates positions that might not be needed otherwise</td>
</tr>
<tr>
<td>Workload inequality (differing class sizes)</td>
<td>Hard to gauge retention of material</td>
</tr>
</tbody>
</table>
Part II. Analysis of the Program

Demand. The demand for remedial and developmental math continues to be high as indicated by the data. Enrollment in remedial and developmental math courses was 769 in AY2010-11, 804 in AY2011-12, and 841 in AY2012-13, which reflects an increase of 4.6% during each academic year and an overall increase of 9.3% in three year period. Over the same three year period, SSHs taught increased 7.5% and the number of classes taught increased 44.2%. One reason for the steady increase in demand is that these remedial and developmental courses are mandatory prerequisite courses for MATH 100, 101, 103, 111 or 115. MATH 100 and MATH 103 satisfy the Foundations Symbolic requirement for the Associate of Arts (AA) degree. MATH 101 is required for the Certificate of Achievement in Veterinary Assisting, and MATH 111 is a prerequisite for Elementary Education. Furthermore, completion of MATH 25, 28, or 29 with a "C" grade or better is one way to satisfy a graduation requirement for the AA degree. During AY2012-13, the Math Discipline moved its redesigned sequence of MATH 19, 28, and 29 from pilot stage to full implementation to provide students the option between self-paced learning and lecture based learning. This factor into considerable increase in the number of classes offered from AY2011-12 to AY2012-13 along with enrolment increase.

Efficiency: The average class size for remedial and developmental classes remains healthy. The average class size for remedial and developmental math classes was above 23 (approximately 93% fill rate) from AY2010-11 to AY2011-12. During AY2012-13, the class size decrease to 18.1 (84.6% fill rate). This is in part due to Math Discipline increasing the number of classes offered during AY2012-13 to accommodate multiple instructional modes. Math Discipline also increased the number of developmental math classes offered later in the day to accommodate working student population, which historically has low enrollment.

The percent of classes taught by regular discipline faculty has decreased overall all in the three year period (53% in AY2010-11, 37% in AY2011-12, and 45% in AY2012-13), while the percent of remedial and developmental math classes taught by non-regular discipline faculty (lecturers) increased (47% in AY2010-11, 63% in AY2011-12, and 55% in AY2012-13). The program goal is to have lecturers teach no more than 30% of program classes and 30% of program credits. The College has not met this program goal.

Effectiveness: The retention rate for remedial and developmental math classes at all levels below college level was 85% or higher for the three year period. There was small fluctuation but no significant trend can be found. Furthermore the retention rate was 90% or higher during the AY2012-13 for all level below college level. The program goal is to maintain an average retention rate of 80%. The College has met this program goal at each level below college level.
Successful completion rates for 3 or more levels below college level saw small increase year after year (57% in AY2010-11, 61% in AY2011-12, and 63% in AY2013). Successful completion rates for 1 level below college level remained relatively flat around 58%. Successful completion rates for 2 levels below college level decreased over the two academic years (59% in AY2010-11, 54% in AY2011-12, and 43% in AY2012-13), which is an area of concern. One reason of low success rate in AY2012-13 may be due to offering considerable number of sections of self-paced MATH 28, which contains more course content than the lecture equivalent 2 level below college level course (Math 24) to allow students to go directly to MATH 100 and 101. In addition, students in math 19, 28, and 29 must score 80% or higher on each unit exam in order to move forward compare to 70% or higher in lecture based classes. The discipline is planning to offer multiple section of lecture based MATH 28 to improve success rate. The program goal is to maintain successful completion rate of 70%. The College has not met the program goal of 70% in this area.

On average, both the fill rates and the retention rates have remained consistently high and have exceeded the program goals. However average successful completion rates continue to remain far below the program goal of 70%. One reason may be attributed to the continued heavy reliance on lecturers. The data seem to suggest an inverse relationship between the increasing use of lecturers and the decreasing successful completion rates of the remedial and developmental math courses.

The successful next level data reveals average persistence rates of 63% for all levels during AY2012-13 (fall to spring), which on average is higher than persistence rates from previous year. The success in percent college level from 1 level below to college level increase from 61.4% in AY2011-12 to 64% in AY2012-13.

**Summary:** Overall, based on the quantitative indicators, the remedial and developmental efforts in mathematics remain healthy. There has been a steady and high demand for remedial and developmental math courses with an average retention climbing above 90% and low average successful completion rate needs to be addressed.
Part III. Action Plan

1. To increase class fill rate efficiency by offering all self-paced Math 19, 28, and 29 as combination classes.

2. Math Discipline will be offering lecture based math 28 to improve success rate in 2 levels below college level.

3. Continue to support Supplemental Instruction for the remedial and developmental math courses.

4. Increase Math Lab hours from 30 hours per week to 40 hours per week to provide tutoring to students enrolled in Developmental Math.

5. Continue to support Math Center to assist redesign computer-based classes and testing need.

Part IV. Resource Implications

1. Hire a FT instructor, reducing the heavy reliance on lecturers each semester.

2. Increase Math Lab funding to hire more tutors and extend operation hours to 40 hours per week to accommodate students need in developmental math.

3. Continuous Supplemental Instruction support for Developmental Math courses to maintain success rate.