Reading Summits

to increase reading competency and student success across UHCC

1. Narrative:

The first Reading Summit was held on September 26, 2009 at Leeward CC. The UH Office of Planning and Policy generously paid for travel expenses for the participants from Kauai, Maui and the Big Island; each of the Oahu campuses sent at least two representatives. This Summit’s focus was informational rather than directive because many of the participants were not familiar with what is taught on other campuses.

The day-long event included:
- participants explaining the scope and sequence of their campus’s reading courses and how the campuses use reading prerequisites (COMPASS reading scores +/or reading courses);
- comparing the SLOs of the UHCC’s English 21s, the one course that is in all CC’s catalogs (though dormant at Honolulu CC);
- discussing the four SLOs all English 21s have in common; we they decided were crucial components of any reading-development course;
- sharing effective lessons or activities;
- planning the next Summit’s agenda and what needs to be done between the two Summits (the next one will occur in Spring 2010).

The working goals of subsequent Summits (one per semester, from Spring 2010 to Spring 2011) include but are not limited to:
- finalize the core curriculum for English 21 (and later, other courses in common);
- learn from UHCC expertise and outside sources how to
  - increase student success in reading and reading-heavy courses,
  - encourage retention in the first and second semesters,
  - and more fully engage students in reading courses and college in general;
- examine several methods and measurement devices that could yield the information we need to evaluate the effectiveness of our courses - sources will include UHCC faculty and institutional researchers, other two-year colleges and experts in the field;
- choose an assessment package to be used in English 21s taught across UHCC;
- where possible, gather pre-assessment data from what has already been evaluated and other relevant material;
- implement the cross-CC assessment;
- gather and analyze that data with the help of UH Institutional Researchers;
- combine the cross-campus data with information gleaned from research on individual campuses (past and present);
- use the combined data to guide us in changing course content and/or pedagogy; and
- increase the effectiveness of new-teacher support, which is much-needed because no Hawaii colleges provide instruction for teachers of reading in post-secondary institutions.

2. New or Ongoing? The first Reading Summit occurred on September 26, 2009, so from that point of view, it is “new.” We are requesting financial assistance so this much-needed activity can continue, so from that point of view, it is “ongoing.”
3. Relevant Research:

The three studies mentioned herein found strong evidence for a commonly accepted premise, that when teachers work together toward a common goal – student success – the results are more than worth the effort involved.


In an inner-city Oregon school, teachers work together in all aspects of instruction, including curriculum design, assessment, and professional development. The result has been a marked decrease in drop-outs and a marked increase in the number of students successful in postsecondary settings. Kassishe, Julia and Barton, Rhonda. *The top Priority: Teacher Learning. Principal Leadership*, v9 n7 p22-26 March 2009.

4. UHCC partners: UHCC discipline-knowledgeable representatives will attend each Reading Summit. Additionally, prior to and after those Summits, they will actively participate in electronic conversation about such topics as course content, sequencing, assessment and articulation; proven teaching practices; current research results (in and beyond UHCC), and anything else that will increase student success, persistence and retention.

5. Strategic Plan connections:

A3. *Increase the number and percentage of Native Hawaiian students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree-applicable instruction.*

B3. *Increase the number and percentage of students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree-applicable instruction.*

D: *Build partnerships to improve intra-campus communication and improve articulation of courses.*

6. Sustainability

If needed, funds will be requested from the Office of Planning and Policy, the Wo Foundation, and each campus’s Staff Development department and/or coordinator. In addition, a sub-committee will research other funding sources.

7. Measuring the project’s effect

- **FIRST STEP:** We know which course we will assess: English 21 (Introduction to College Reading), the one course that is in all UHCC catalogs. However, before any assessment can occur, we first must agree on a core curriculum. Fortunately, that task is almost complete. During the September '09 Summit we discovered that all English 21s include the same four student learning outcomes. The next task is to decide if other SLOs should be part of the core curriculum. This
discussion will occur prior to and during the second Reading Summit. The second Reading Summit (Spring 2010) will finalize English 21’s core curriculum and all campuses will then do what is necessary for full articulation. FYI: individual campuses reserve the right to add SLOs as desired.

- While the above discussion is occurring, RS participants will also discuss current and potential assessment measures. This discussion will include, but is not limited to:
  - current UHCC assessment procedures (informal and formal) and any data gathered;
  - other methods found in relevant literature; and
  - ideas suggested by UH Institutional Researchers.

- By the end of the next Reading Summit (Spring 2010), participants will have chosen at least one SLO-driven assessment measure that will be used on all UHCC campuses in English 21 courses, and will have determined the assessment timeline.

- That assessment will be implemented during Fall 2010. The assessment will be repeated during the following semester (Spring 2011) and fine-tuned as needed.

- Assessment data from both Fall ’10 and Spring ’11 will be analyzed by Summit participants and their discipline colleagues, and Institutional Researchers as needed.

- Summit participants will use the data from the cross-campus assessment (both the experience and the results) and previous assessment data to determine what changes are needed in English 21.

- These changes and the form they should take will be the subject of ongoing electronic conversations and future Summit(s).

- The next level of assessment will be to measure student success in reading-heavy courses; this process will probably involve responses from content-area teachers as well as students.

8. Reduction in delivery costs; improving time to readiness; improving retention and student success

Our goal is to use what we learn from the Reading Summits, from the work that leads up to them, from course assessment and other sources, to increase the number of students who pass their reading courses the first time, thus moving them along their academic path as quickly as possible. Though the factors that lead students to withdraw and/or need to repeat a course include many that are outside our control, whatever we can do, we will.

Please don’t be concerned by the lack of specificity in the phrase used above: “increase the number of students”. I cannot be more specific because the focus of the first Summit was necessarily informational rather than directive. However, the assessment “package” created and refined by future Summits will include specific objectives (similar to those used by Achieving the Dream).

9. Budget

<table>
<thead>
<tr>
<th>3 day-long Summits [Spring 2010, Fall 2010, Spring 2011]</th>
<th>Item</th>
<th>Estimated Cost</th>
<th>Total estimated cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel expenses for 3 participants from Kauai, Maui, Big Island [3 Summits]</td>
<td>~ $90 round-trip for 9 people attending 3 Summits =</td>
<td>$2,430.00</td>
<td></td>
</tr>
<tr>
<td>Ground transportation</td>
<td>$45 per car</td>
<td>$270.00</td>
<td></td>
</tr>
<tr>
<td>Summit Supplies [materials]</td>
<td>$200 per Summit</td>
<td>$600.00</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Journal subscriptions + books re: assessment and curriculum</td>
<td>$400</td>
<td>$400.00</td>
<td></td>
</tr>
</tbody>
</table>

**One expert in Assessment or Instruction, whatever is most needed**

<table>
<thead>
<tr>
<th>airfare</th>
<th>$1200</th>
<th>$1,200.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-site costs</td>
<td>honorarium ($1500), per diem ($300), ground transportation ($50) and supplies ($150)</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

| Total | $6,900.00 |

NOV - 9 2009

Michael Pecsok, CAO

Date

Proposer: Sandra Kelley, Leeward Community College, on behalf of the reading teachers on all campuses and the 40 to 60% of first-time students who cannot understand college-level material