Developmental Education Project Proposal Form
2011-12

College: UH Maui College

Project Title: Reading Across the Disciplines

Proposer's Name and email address: Emma White  ehw@hawaii.edu

Proposal Period: Sept. 2011

Complete the following sections:

1. 250 word description of the proposed project. Include data supporting the need for the project. (20pts)
2. Refer to research that influences or serves as foundation for the project. (10pts)
3. List partners in the CC system or explain how the design lends itself to export. (10pts)
4. Refer to the Campus and the System strategic plan section that demonstrates the relevance of this project. (10pts)
5. Discuss how this project will sustain itself after system funding ends. (10pts)
6. Indicate the way in which the success or failure of the project will be visible through measurable and reportable outcomes. (25pts)
7. Describe how this project reduces time to certificate or degree for students. (15pts)
8. Include a signature page that indicates the proposal was approved by the campus Chief Academic Officer.
9. Budget

√ The campus is committed to sustaining the project in year 2 if evidence of its success is warranted and funding is available. Con continue w/o funding.

Signed: (Signature)

Chancellor

(Stamp) SEP 26 2011

Date

(Stamp) 9-22-11

Vice Chancellor of Academic Affairs

Date
1. New project description:

Nearly 50% of our entering student place into the developmental/precollegiate reading level. At Maui College, the majority of these students show up on the rosters of college-level courses without any instruction targeted to improve their reading skills. As a result, most of our students enter their first college-level courses without college level reading skills, setting many students up for failure. This project has been designed to improve retention of this large segment of our student body by integrating elements of reading instruction into college-level “gate keeper” courses across the discipline. While targeted to address the needs of developmental readers, we feel this project will improve all student’s reading proficiency to enhance attainment of college-level student learning outcomes. We must support developmental students where they actually are: across the disciplines in both developmental and 100-level courses. The goal of the Reading Across the Disciplines (RAD) Project is to improve developmental students’ reading skills by integrating these strategies across the curriculum into classes where developmental students initially enroll, which is in both developmental and 100-level courses.

Research shows that strong reading skills are essential for retention and success in all developmental and college-level courses. During 2009-2010, nearly 50% of all entering UHMC COMPASS placement test-takers placed at or below the developmental reading level (1,401 of 2,868 tests administered). However, of those 1,401, less than 400 took developmental reading courses or received other reading intervention. UHMC currently allows developmental students to immediately enter college-level courses which require college-level reading. While this eliminates the problem of developmental-to-college persistence, it also places those students who need strong reading skills in peril, damaging their chances of success.

Accordingly, an estimated 1,000 UHMC students need reading intervention to succeed in college and are not receiving it. In other words, an estimated 1,000 developmental reading students are not currently receiving the reading intervention strategies they need for retention.

Two Reading faculty will cooperatively develop instructional materials and training programs for both the faculty and students of courses with high developmental enrollment (ex: SOC 100, Developmental Math and Writing, COM 145), emphasizing reading comprehension strategies adapted to course content. Our goal is not to fundamentally alter the content of these courses, but to supplement them with resources shown to enhance student comprehension, success, and retention.

In addition to trainings, the RAD Project faculty will build a Laulima site where instructors can access teaching strategies and instructional materials developed through the project; further, the site will provide a venue for instructors to continue sharing and developing materials. While materials and teaching strategies will be directed at the developmental and gatekeeper levels, they are designed to be flexible and easily adapted.

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<tr>
<th>Semester 1</th>
<th>ACTION</th>
<th>OUTCOME</th>
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<tbody>
<tr>
<td>Build, maintain and identify new partnerships with faculty who teach courses with high-developmental reading-level enrollment. Review relevant materials for reading strategies implementation.</td>
<td>Collection of sample assignments; types of projects and reading; reading strategies from textbooks; instructional strategies addressing reading skills. Assess these needs before implementing faculty workshop.</td>
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<tr>
<td>Research reading strategies and interdisciplinary materials; craft individualized materials for each target class</td>
<td>Collection of instructional strategies and sample lessons.</td>
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<tr>
<td>Exchange/discussion of materials</td>
<td>Matched reading strategies to specific</td>
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<tr>
<td>Apply reading strategies to materials of targeted classes</td>
<td>Drafts of template materials: instructional lessons and worksheets</td>
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<tr>
<td>Set up Laulima site</td>
<td>Materials posted on Laulima site, accessible to all instructors; relevant materials for tutors/students posted on The Learning Center’s website</td>
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<tr>
<td>Set up training sessions for following semester</td>
<td>Specific design and timeline for faculty and student training sessions</td>
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**Semester 2**

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<th>ACTION</th>
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<tr>
<td>Faculty training sessions</td>
<td>Faculty trained in use of materials and instructional reading strategies, create system-wide training for Reading Summits and 2012 Developmental Education Conference</td>
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<td>Test/refine materials</td>
<td>Feedback from instructors after trial use of materials in classes</td>
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<tr>
<td>Faculty follow-up sessions</td>
<td>Discussion/feedback/modification suggestions on materials and instructional strategies</td>
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<tr>
<td>Modification of materials, instructional strategies, Laulima site</td>
<td>Revised materials, instructional strategies, updated Laulima site, introduce project and materials system-wide at Reading Summits and 2012 Developmental Education Conference</td>
</tr>
<tr>
<td>Collect, analyze, and publish data from targeted classes</td>
<td>Identify measurable outcomes such as retention, persistence, and satisfaction</td>
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2. Research:
Numerous and extensive studies have found the pivotal role reading comprehension plays in college success across all disciplines.

**The Need:**

Half of the students enrolling in first year courses need developmental reading intervention. As mentioned in section 1, an estimated current 1,000 UHMC developmental students need reading intervention and are not receiving it. During 2009-2010, nearly 50% of all entering UHMC COMPASS placement test-takers placed at or below the developmental reading level (1,401 of 2,868 tests administered). However, of those 1,401, less than 400 took developmental reading courses or received other reading intervention. As enrollment grows and COMPASS placement-testing grows, this unmet need of developmental students grows.

According to National Center for Education, developmental reading students show greater retention and persistence rates when barriers to entry are removed. Developmental students showed higher retention and persistence rates when they received developmental reading intervention in college-level classes. Developmental students showed much lower retention and persistence rates when required to take only developmental-level courses designed to provide these same intervention strategies. College Board fellow Clifford Adelman reports that developmental students may feel “stuck” in developmental courses, causing them to give up. “When reading is at the core [of their needs] “ he notes, “the odds are so low [for retention and persistence] that other approaches are called for.” When given the opportunity to gain credit in college-level courses while receiving developmental intervention, developmental students exhibit higher retention and persistence rates. ("The Kiss of Death?: An Alternative View of College Remediation." National Crosstalk. The National Center for Public Policy and Higher Education. Web. 24 Oct. 2011.)
A review of research published in *Kansas Science Teacher* found that understanding the decoding process of reading is required for success in math: “If the student lacks the ability to process symbols, then he or she cannot read nor can they ‘do’ math. In short, the student must be able to read before they can be successful at any other academic endeavor. Trying to improve math performance for a student who cannot read will be ineffective” (11). (Fite, Gene. “Reading and Math: What is the Connection? A Short Review of the Literature.” *Kansas Science Teacher* 14 (Spring 2002): 7-11. Print.)

According to the American Research Institute, more than 75 percent of students at 2-year colleges do not score at the proficient level of literacy. (American Research Institute. 2006. *New Study of the Literacy of College Students Finds Some are Graduating with Only Basic Skills*).

To be effective in supporting the literacy development of all of their students, teachers need a deep knowledge of the reading process and the demands that subject-area texts place on readers, coupled with the ability to tap the language and literacy proficiencies that their students display outside the classroom (Alvermann, D. [Ed.] (2002). *Adolescents and Literacies in a Digital World.* NY: Lang).

RAD piloted a short reading faculty presentation this fall. Twenty-five faculty attended. Of those who participated in an exit-survey, 90% would attend future workshops and 100% would use an Laulima-delivered workshop or electronic guidebook.

**The Solution:**

We must meet developmental students where they actually are. They are not just in developmental courses, but gatekeeper courses as well. Achieving the Dream and many successful CCs notice this. According to research published by Achieving the Dream, colleges should consider innovative developmental reading intervention by embedding it directly into discipline-specific courses. The first step in boosting retention has to be retaining first-year students. And the key to that, according to a 2008 report by David S. Fike of Texas Tech University, is remedial education within BOTH gatekeeper and developmental courses. All disciplines should consider how to emphasize reading strategies. “College-level reading comprehension and reading strategies are essential for students to be able to read and understand their college-level textbooks.”

One such example is Bristol CC. Similar to RAD, they are developing increasing numbers of learning communities linking developmental reading and writing with gateway content courses such as psychology, history and sociology. This enables the student to gain effective reading-to-learn strategies through using materials for the credit course. In 2011 BCC graduated more than 100 students who had started with these learning communities (similar to RAD) courses within the last three years. One grad earned summa cum laude, 8 who earned magna cum laude and 7 earned cum laude. These results indicate that this program has been instrumental for both retention and success. Instructor Sally Gabb notes, “I think we have to be careful about these stats that suggest developmental education somehow works against student retention and success. Rather, we feel here at BCC that integrating support with the college academic experience is crucial. These data are startling and important, but should be viewed as an indication of our need to work more effectively with secondary education and standards of college readiness. “ (“Reading and Writing Skills of ABE Transition Learners - Transitions to Post-secondary Education - Literacy Information and Communication System (LINCS).” *The Literacy Information and Communication System (LINCS).* Web. 24 Oct. 2011.)

According to a 2008 study of Texas community college students, the strongest predictor for retention is learning reading skills. “College-level reading comprehension and reading strategies are essential for students to be able to read and understand their college-level textbooks. Collectively, these findings indicate the significant impact of reading skills on student success and retention, consistent with prior research findings” (Fike, D. S., and R. Fike. "Predictors of First-Year Student Retention in the Community College." *Community College Review* 36.2 (2008): 68-88. Print.)
The Academic Senate of California Community Colleges endorses the view that colleges should consider innovative reading integration into courses. In Chapter 10 of *Constructing a Framework for Success: A Holistic Approach to Basic Skills* (www.cccbsi.org/basic-skills-handbook), effective practices to incorporate reading into assignments for all disciplines. Study skills courses and student services interactions should consider how to emphasize reading strategies as well.

Kentucky Community Technical College assessed collaborative professional development aimed at reading integration across the disciplines and found that using content literacy practices to support student learning was a success. Student assessment found these changes: “growth from 64 to 78% engagement in learning, an increase from 63 to 89% in skills development strategies, and increase from 79 to 85% in understanding course content.” The report also found “profound shifts in pedagogical methods used by these faculty” to better support student’s reading comprehension. (Achieving the Dream Conference 2008; Waggoner, Herald, Aubrey and Muto).

An ongoing three-year WestEd research project is evaluating the effectiveness of incorporating the Reading Apprenticeship model in diverse content areas. A preliminary finding is that teachers report better student achievement and stronger retention in these classrooms, especially among English learners and other at-risk students enrolled in developmental classes. (Bouc, WestEd R&D Alert, 2010; http://www.wested.org/cs/we/view/feat/213).

3. How design lends itself to export:

The research shows that community colleges across the country and throughout Hawaii share reading comprehension challenges. The numbers of students in need of developmental reading intervention at the developmental and first year level are high throughout the CCs. Accordingly, if RAD benefits its target at UHMC, it can do the same across the CCs.

After evaluating the data produced from the RAD project, we plan to present this program at future reading summits and developmental education conferences for systemwide adoption similar to the Accelerated Learner Program (ALP). Both the Reading Summit and the English Developmental Education conferences are already existing conferences where faculty gather from across the CCS to share best practices and grant and pilot outcomes.

At the 2010 and 2011 Reading Summits, numerous other CCs, including Leeward and Honolulu, expressed interest in bringing this project to their campuses once it is developed. The Laulima site permits the instructional strategies created by the project to be exported across campuses. In-person training across campuses could occur within already-established Reading Summits or Developmental Education Workshops. Furthermore, future training sessions can include faculty in other disciplines. This project will serve as a model for other campuses who would like to address reading comprehension challenges within the disciplines.

4. Project relevance to UHMC and UH System Strategic Plans:

This proposal is supported by the following system documents (specific applicability comments in *italics*):

a.) UH Strategic Plan 2002-2010

Goal 1: Educational Effectiveness and Student Success

To achieve a shared institutional culture that makes student learning and success the responsibility of all.

*By sharing reading strategies across disciplines we reflect the learning community philosophy that teachers should share their expertise with other teachers and address learning challenges wherever*
developmental students are. RAD prepares teachers to meet their responsibility to help readers wherever they read.)

**Action Strategies:** Design and implement an effective enrollment management plan to improve the entry, retention, and success of diverse student populations, especially Native Hawaiians and underrepresented ethnic groups.

(As mentioned earlier in this proposal, reading intervention is the strongest indicator of developmental student retention. Native Hawaiian students represent a disproportionate amount of developmental students and thus a reading-skills program designed to help developmental students is geared toward meeting retention and success goals for Native Hawaiians. We are also exploring the possibility of targeting a 100-level HAW course for the RAD project.)

**Action strategies:** Addressing the need for remedial and developmental programs.

(RAD directly addresses the need for developmental programs by providing reading skills-intervention for developmental readers where the majority of them enroll: in developmental writing and math classes and in 100-level SOC and COM classes. RAD also addresses the developmental course barrier problem by using the learning community method of addressing developmental skills in college-level courses, effectively providing developmental intervention without putting another barrier to entry in the way of developmental students.)

Ensure that students experience a transforming education by:

- Providing access to a fully articulated, integrated, and comprehensive liberal arts foundation.
- Engaging students in active learning. *(The heart of RAD strategies is active reading.)*
- Nurturing the educated person and helping students to rise above prejudice and parochialism.
- Using technology to support learning.
- Enhancing the quality and efficiency of student service functions.
- Assessing student outcomes, conducting research on curriculum and pedagogy, and using results to improve student learning. *(This project will research and accumulate data on developmental readers while studying the efficacy of various reading intervention methods.)*
- Addressing the need for remedial and developmental programs.
- Facilitating the faculty role as coach, mentor, and tutor. *(RAD leaders will mentor other instructors and train tutors in reading intervention strategies.)*

b. University of Hawai‘i System, Maui Community College 2003 – 2010

**Goal 1: Educational Effectiveness and Student Success**

**Objective 1:** Achieve a shared institutional culture that makes student learning and success the responsibility of all.

**Action Strategies:**

1. Maintain all aspects of the College as a learning-centered institution. *(Learning communities such as RAD reflect curriculum designed for learning first.)*

2. Provide instructional methods, technologies, materials, facilities, and academic support services that accommodate students of varied learning styles, backgrounds, interests, and abilities. *(RAD acknowledges a previously unmet need: the majority of our 100-level students are developmental students when it comes to reading. This project is designed to accommodate these students of varied abilities.)*

3. Engage students in active learning. *(The heart of RAD strategies is active reading.)*

4. Use technology to enhance student learning and the quality and efficiency of student service functions. *(RAD utilizes Laulima, Camtasia, Prezi and eReaders.)*

5. Facilitate the faculty role as coach, mentor, and tutor. *(RAD leaders will mentor other instructors and train tutors in reading intervention strategies.)*
13. Create seamless instructional and support services, offering academic intervention at the earliest indication that a student is experiencing difficulties. (For most students, their initial experience difficulty is with college-level reading. RAD is designed to immediately meet students at this point.)

Objective 3:
Practice applied research for the discovery of knowledge. (This project will research and accumulate data on developmental readers while studying the efficacy of various reading intervention methods.)

Objective 2:
Strengthen the crucial role that the College performs for the indigenous people and general population of Maui County by actively preserving and perpetuating Hawaiian culture, language, and values.

Action Strategies:

1. Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians. (As mentioned earlier in this proposal, reading intervention is the strongest indicator of developmental student retention. Native Hawaiian students represent a disproportionate amount of developmental students and thus a reading-skills program designed to help developmental students is geared toward meeting retention and success goals for Native Hawaiians. We are also exploring the possibility of targeting a 100-level HAW course for the RAD project.)

5. Project sustainability:

Resources generated from this investment will be self-sustaining. Once materials for instruction and training have been developed, they can be used on an ongoing basis to support instruction wherever reading comprehension challenges occur. This will require no further financial investment. The initial efforts in developing the materials, training, and Lauilima site will establish a network from which continued dialogue, design, and sharing of curricula can occur between faculty. A successful project can lead to more extensive collaboration between whole departments in an exchange of common concerns, strategies, additional materials, best practices, and in increased integration. Campus professional development funds can also provide support for continued and expanded faculty and tutor training sessions.

6. Measurable and reportable outcomes upon two-year mark:

Outcomes will be measured by:

- Retention and persistence (as defined by ATD); documented and aggregated with the following goals:

  Note: given that over 60% of students in these target courses are developmental students, an overall improvement reflects an improvement of the developmental student target.

  - Retention rate of developmental students in targeted COM 145 increased by 8% in the Fall 2012 semester. This target will be determined as met or unmet by comparing the 2010-2011 retention rates (as baseline) in COM 145 with the retention rates in COM 145 after full RAD implementation in Fall 2012.
  - Retention rate of developmental students in targeted SOC 100 increased by 8% in the Fall 2012 semester. This target will be determined as met or unmet by comparing the 2010-2011 retention rates (as baseline) in SOC 100 with the retention rates in SOC 100 after full RAD implementation in Fall 2012.
  - Retention rate of developmental students in targeted developmental math courses increased by 8% in the Fall 2012 semester. This target will be determined as met or unmet by comparing the
2010-2011 retention rates (as baseline) in the same developmental math course with the retention rates after full RAD implementation in Fall 2012.

- Retention rate of developmental students in targeted developmental writing courses increased by 8% in the Fall 2012 semester. This target will be determined as met or unmet by comparing the 2010-2013 retention rates (as baseline) in the same developmental writing course with the retention rates after full RAD implementation in Fall 2012.

- Faculty assessing project success via survey where they report:
  - 75% or more of targeted instructors report improved student reading comprehension skills that fostered student retention
  - 70% or more of targeted instructors report accessibility of teaching strategies and materials; ease of incorporation into the curriculum; user-friendliness

- Students assessing project success via survey where they report:
  - 75% or more students find their abilities in targeted skill areas have improved, fostering student retention
  - 70% of more students perceive an improvement in their reading skills as measured by pre and post diagnostics.

7. Project impact on reducing time to certificate or degree:

Data shows that accelerated learning programs such as RAD, where learning communities bridge the gap between developmental skills and gatekeeper courses, exhibit higher retention and persistence rates for developmental students than developmental students who take only developmental-level courses (which some data shows may be a barrier to college entry). The goals of RAD are 1) to retain students with developmental-level reading skills (wherever high saturations exist; in both developmental and 100-level courses) by giving them the reading skills they need to succeed; and 2) to move developmental readers quickly into college-level courses and improve their chances for success in these courses by meeting them in these classes. By providing developmental reading intervention at the college level we get the heart of what makes learning communities successful: they remove barriers to entry and reduce time to readiness.

UH and UHMC data, together with research showing the fundamental role reading skills play in college success, present a compelling reason to provide developmental students across the disciplines with supportive reading strategies. The data shows that the great majority of such students lack adequate reading skills, which presents an additional obstacle to success in all classes where reading is required to learn, which is every class a student encounters in college. The goal of this project is to increase student success in classes where a high number of developmental students are enrolled, thus speeding time to readiness for students.

8. Campus Chief Academic Officer Signature

Vice Chancellor for Academic Affairs  
Date

9. Budget

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<tr>
<th>Item</th>
<th>Estimated Cost</th>
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<tbody>
<tr>
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<tr>
<td>Faculty researchers, curriculum designers and RAD training facilitators (Morgan Andaluz, MATL (Masters in Teaching Languages), MA English; Emma White, JD, MA English with Critical Reading Focus)</td>
<td>$9101.18 198.00 (2.17% Fringe)</td>
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<td>at 3 credit overload/equivalent for 2 faculty:</td>
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<td>3cr. x $1518.03 per cr. = $4554.09 x 2 = $9101.18</td>
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<tr>
<td>Stipend for 8 faculty with high enrollment of developmental readers to attend 3 days of trainings at $80/day x 3 days =</td>
<td>$1,920.00</td>
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<td>(This stipend also reflects the ongoing work these faculty members will do to implement RAD strategies in the classroom. This includes: daily modification of lesson plans to implement RAD strategies, initial 3-day training, monthly follow-up meetings with reading specialists, datakeeping and participation as graduate mentors in future RAD workshops.)</td>
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<td>Material supplies: Printing, photocopying, supplies: $500</td>
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<td>TOTAL:</td>
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1 According to a 2008 study of Texas community college students, the strongest predictor for retention is learning reading skills. "College-level reading comprehension and reading strategies are essential for students to be able to read and understand their college-level textbooks. Collectively, these findings indicate the significant impact of reading skills on student success and retention, consistent with prior research findings" (Fike, D. S., and R. Fike. "Predictors of First-Year Student Retention in the Community College." Community College Review 36.2 (2008): 68-88. Print.)

2 The number of students who place into developmental reading has grown significantly since the official program review of 2009-2010. COMPASS testing has become mandatory and college enrollment has grown markedly. The UH Institutional Research and Analysis Office counted the Fall 2011 overall student population for UHMC as 4,546 students (on September 8, 2011).