May 10, 2013

To: Morgan Andaluz, Emma White, UHMC
From: John Morton, Vice President for Community Colleges
Subject: FY 2013-14 Innovative Developmental Education Initiatives

The UHCC system is pleased to support the project, “Reading Across the Disciplines (RAD),” in the amount of $18,201.00. The project focuses on expanding the RAD workshop offerings at UHMC to meet faculty demand. The reference number for your project is R-1.

The project funding is subject to the following requirements:
1. Implementation will occur in AY 2013-14.
2. All funds must be expended, not just encumbered, by June 30, 2014.
3. The project final report (in the form attached) must be submitted in electronic form to Gayle Ishii (gaylei@hawaii.edu) with a copy to Suzette Robinson (suzetter@hawaii.edu) and to Laurie Kuribayashi (laurieak@hawaii.edu) not later than September 30, 2014.


Tuition and Fee Special funds will be transferred to your campus for this project after July 1, 2013.

Based on the information provided in your final report, funds may be re-purposed. The project proposal and reports will be published on the UHCC website.

Thank you for your work in developing innovations to increase student success in developmental education. We look forward to working with you as the project unfolds.

cc: Clyde Sakamoto, Chancellor
    Peter Quigley, AVPAA
    John McKee, VCAA
    David Tamanaha, VCAS
    Cindy Yamamoto, Fiscal Officer
    Suzette Robinson, Director for Academic Programs
    Gayle Ishii, Academic Support
    Lisa Tsuhako, Budget Specialist
    Laurie Kuribayashi, Developmental Education Committee Chair

Att: Final Report template
SIGNATURE PAGE
AY 2013-14 UHCC Developmental Education Project Proposal
Deadline for Proposal Submission: 12:00 p.m. on February 21, 2013

Project Title: Reading Across the Disciplines Date: 
College: UHCC Proposer’s Name: Emma White + Morgan ANDALUZ
Budget Request: $13,201.18 (or $13,201.8 if budget item 82 removed).

Certification by Proposer
I certify that I have consulted with and submitted this proposal in a timely manner to the appropriate (A) institutional research office, (B) business office, and (C) human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal.
I understand I will have primary responsibility for monitoring any funds awarded and agree to maintain accurate and current records of expenditures consistent with the attached budget.

Signature: Emily White + A. Morgan Andaluz Date: 02/07/13, 2013
Name: Emily White + A. Morgan Andaluz
Title: Instructor + Instructor

Confirmation of Support by Dean or Division Chair
I have reviewed and support this proposal.

signature: Laura Nagle
name: Laura Nagle
position: Dean of OR Division Chair of English

Confirmation of Campus Approval by Chancellor or Vice Chancellor of Academic Affairs
This campus approves the proposal and is committed to advance the amounts, if any, described in the proposal as funded by the campus and is committed to sustaining the project if evidence of its success is warranted and available.

signature: Jonathan McKEE
Name: Jonathan McKEE
Position: Chancellor OR Vice Chancellor of Academic Affairs
SIGNATURE PAGE
UHCC Developmental Education Project Proposal

Project Title: ______Reading Across the Disciplines (RAD)________

College: ______UH Maui College________

Proposer's Name: ______Emma White and Morgan Andaluz________

Budget Request: $____18,201.18 (or $13,201.18 if budget item B2 removed.)

Certification by proposer:
I certify that I have consulted with and submitted this proposal to the appropriate institutional research office, business office, and human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal.

SIGNED:

_________________________________________ Date: _________________, 2013
Name:
Title:

The campus is committed to advance the amounts, if any, described in the project proposal as being funded by the campus; and the campus is committed to sustaining the project if evidence of its success is warranted and funding is available.

SIGNED:

_________________________________________ Date: _________________, 2013
Name:
Title: Chancellor

_________________________________________ Date: _________________, 2013
Name:
Title: Vice Chancellor of Academic Affairs

Campus Priority _________________
DEVELOPMENTAL PROPOSAL: Reading Across the Disciplines (RAD) Project
April 2013
University of Hawaii Maui College

1. Project Summary:

Faculty who attended the RAD workshop in 2013 show a marked increase in their retention in the classes where they applied RAD strategies. RAD has met its benchmark goals for the first grant period, is on track for meeting them in our second grant period, and needs to continue into a third year in order to continue gathering data and implementation strategies.

To accommodate the faculty’s enthusiastic response to the Reading Across the Disciplines (RAD) workshop offered in summer 2012 and 2013, we anticipate the need to expand workshop offerings into 2014 to meet demand at UHMC. Over 55 faculty members have attended mini-workshops so far, and the summer workshop scheduled for June 2013 is overenrolled. Quite simply, faculty are demanding more RAD workshops.

Nearly 50% of our entering students 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 is 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 students’ 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.

**Spring 2013**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>OUTCOME</th>
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<tbody>
<tr>
<td>Build, maintain and identify new partnerships with faculty who teach</td>
<td>Collection of sample assignments; types of projects and reading;</td>
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<tr>
<td>courses with high-developmental reading-level enrollment. Review</td>
<td>reading strategies from textbooks; instructional strategies addressing</td>
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<tr>
<td>relevant materials for reading strategies implementation.</td>
<td>reading skills. Assess these needs before implementing faculty</td>
</tr>
<tr>
<td>Research reading strategies and interdisciplinary materials; craft</td>
<td>Collection of instructional strategies and sample lessons.</td>
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<tr>
<td>individualized materials for each target class</td>
<td></td>
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<tr>
<td>Exchange/discussion of materials</td>
<td>Matched reading strategies to specific content/concerns</td>
</tr>
<tr>
<td>Apply reading strategies to materials of targeted classes</td>
<td>Drafts of template materials: instructional lessons and worksheets</td>
</tr>
<tr>
<td>Set up Laulima site</td>
<td>Materials posted on Laulima site, accessible to all instructors; relevant</td>
</tr>
<tr>
<td></td>
<td>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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**Fall 2014**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>OUTCOME</th>
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</thead>
<tbody>
<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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<tr>
<td>Test/refine materials</td>
<td>Feedback from instructors after trial use of materials in classes</td>
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<td>Faculty follow-up sessions</td>
<td>Discussion/feedback/modification suggestions on materials and instructional strategies</td>
</tr>
<tr>
<td>Modification of materials, instructional</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>strategies, Laulima site</td>
<td></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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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) 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 college level class. 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.

2. Effectiveness Indicators/Outcomes and Benchmarks:
Measurable and reportable outcomes upon two-year mark:

<table>
<thead>
<tr>
<th>Effectiveness Indicators/Outcomes and Benchmarks (from approved proposal)</th>
<th>Results (If continuation project, also include prior year's outcomes.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAD workshop is valued by instructors in numerous disciplines; Mini-workshops attended by over 35 instructors as well (overbooked)</td>
<td>Workshop &quot;sold out&quot; and overenrolled. Another scheduled for 2013.</td>
</tr>
</tbody>
</table>
| 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 | In progress. We have identified measurable outcomes such as retention, persistence, and satisfaction. Retention and persistence data is still being collected as Fall 2012 grades have not been reported and we will also need Spring 2013 grades to actually measure persistence. Consulting with data-collection experts to get adequate and relevant data.  
    
    Note: These baselines were established before workshop enrollment. Now, data defined by workshop participants and what they actually teach. Each teacher teaches classes with at least 50% developmental reader enrollment.  
    
    Note: These baselines were established before workshop enrollment. Now, data defined by workshop participants and what they actually teach. Each teacher teaches classes with at least 50% developmental reader enrollment.  
    
    Baseline retention rate of 75% COM 145. Fall 2012 retention rate for targeted course was 86%. Target met. |
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

No Sociology faculty enrolled in summer RAD workshop

No math faculty enrolled in summer RAD workshop.

The ENG 22 baseline retention rate is approximately 59% (the average from combining ENG 22 courses from 2010 through spring 2012).

Emma White fall 2012: 90% retention
Morgan Andaluz fall 2012: 75% retention
Eric Engh fall 2012: 71% retention

The average increase from baseline is 19%. Target met.

Survey: 100% reporting in survey agreed: "Students demonstrated increased reading comprehension as compared to my previous similar classes after I provided students with RAD techniques (such as annotating)."

Survey: 100% reporting in survey agreed: "Overall, I noticed that these students read a greater percentage of assignments than students from previous similar classes."


Survey: 100% reporting in survey agreed
This semester, I required that students annotate their reading for this class. Please comment.
Survey: 100% reporting in survey agreed
I used a RAD technique or material for this class. If so, please specify at least one in the box below.
Survey: 100% reporting in survey agreed
I believe the RAD strategies I applied in class improved student reading comprehension in some way.
Survey: 100% reporting in survey agreed
Some of the strategies and materials presented during the workshop can be implemented in my class.
The strategies and materials presented during the workshop are user-friendly.
Survey: 100% reporting in survey strongly agreed:
Incorporating RAD strategies in my classroom was reasonably practical.
Survey: 66% reporting in survey agreed:
This semester, I required that students annotate their reading for this class.” And “I used the materials I developed during the workshop in my own classroom.”

RAD Fellows (Instructors) Comments:

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.

STUDENTS:
Survey: 94% students reporting in survey agreed: “I feel that my reading comprehension skills gained in this course will help me succeed in college.”
Survey: 68% students reporting in survey agreed: “I typically read all assignments more fully than I did before this class.” None disagreed. The rest were neutral.
Survey: 85% students reporting in survey agreed: “I feel that I understand more of what I read now than when I began this class.”
Survey: 89% students reporting in survey agreed: “I use at least one of the reading tips I learned in this class which has improved my overall reading comprehension.”

Discussion of results:
A RAD faculty fellow (workshop participant) says it best, “I was surprised by how much material I had read and understood. I was able to complete my pre-survey quizzes correctly while being quite confident with my answers. The RAD workshop was the wake-up call I needed to improve my reading comprehension.”
We’ve reached over 35 faculty and 500 students so far. We’ve exceeded our benchmarks in survey data; and it shows that RAD is both vital and needed in our CCs. It will take several years of training, data collection and analysis to fully understand and design the most effective RAD framework. We are constantly evolving and our data on persistence and retention is not yet fully formed.
New steps guided by results:

Discussion of effectiveness indicators/outcomes and benchmarks identified in approved proposal:
Please see analysis of results above.

We are pleased to note that for all of the completed measurements, we have met our goal. However, we are looking for ways to refine our measurements and to increase faculty participation. For those faculty members who participated in our RAD summer workshop during 2012, we want to be sure that they continue to apply the RAD strategies that they learned. We also want to be sure that more faculty participate in our summer 2013 workshop. One key to the success of this initiative will be faculty perception and participation. These two factors will have an impact on the effectiveness indicators in the future. Perhaps more importantly, maintaining momentum and enthusiasm among faculty participants will have a direct impact on the student’s learning experience. We are working together to find ways to ensure that all students enrolled in these gatekeeper courses are learning better academic reading skills, and using those skills to succeed.
Both 2012 and 2013 summer workshops are sold out and overenrolled. This faculty recognition data serves as a compelling indication of the need to continue workshops into 2014.

So far, we’ve held 8 mini-workshops which have been well-attended and well-received by over 48 faculty members at UHMC. When surveyed, 98% of participants said that they would recommend RAD workshops to a friend and 96% said that they learned skills to meet reading challenges that they have not found help with anywhere else. After attending a RAD mini workshop, UHMC Faculty Development Coordinator Joyce Yamada also recognized the value of RAD, and will be attending the RAD 2012 Summer workshop (even though it is sold out and stipends are no longer available, Joyce values RAD so much that she is attending as an overflow participant).

Here’s an example of results RAD mini-workshop results reported by faculty:

“After the first month of every semester, I send out an anonymous survey to my students to see how they’re doing. One of the questions I asked was,

Have you established a good rhythm to your week in order to complete the assigned work for this class? Let me know what is working for you, and what is not working for you.

And here is one student’s answer:

‘Yes I have. Ever since the week when you needed us to mark up our book for the questions and scan a copy for one of them, I was able to use that to do my weekly questions. It help to encourage me to look through the book and understand the material before I would answer the questions. Before I answer the questions on Laulima, I would write out the questions and answers in my class notebook to interact with the homework more. I found it to be more effective to me because I was able to get better scores and grades than last semester because I would just look over the information briefly, then answer the questions. Discussions got easier to do because I understood the material and was able to remember what I read after reading the questions. This way, I was able to finish my discussions before Sunday. Thank you very much for the push, well for me, in marking our books and scanning a page to show you that we did do it. It helped me to be more on top of things and of the class itself. Thanks again! :’

- Reported by Liana Horowitz, History Instructor

Extensive data will become available after Fall 2012, when Summer 2012 workshop participants have had a chance to apply the RAD strategies to their Fall classrooms. As statisticians will note, to develop data extensive enough to base solid conclusions off of, we need to extend the program into 2013.

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:
  o 75% or more of targeted instructors report improved student reading comprehension skills that fostered student retention
  o 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:
  o 75% or more students find their abilities in targeted skill areas have improved, fostering student retention
  o 70% of more students perceive an improvement in their reading skills as measured by pre and post diagnostics.

3. 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

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).

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.

One 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 student 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.

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, Awbrey 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](http://www.wested.org/cs/we/view/feat/213)).

4. Relationship to Campus and UHCC 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)*
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. Scalability:

The research shows that community colleges across the country and throughout Hawai‘i 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 Lau‘ima 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.

We applied and were selected to present at the 2013 Hawaii Strategy Institute where we will engage faculty from across the CCs. We will create a network from this event that will serve to bridge RAD onto other campuses. We are also inviting faculty from other campuses to attend our 2013 summer workshop on Maui.

6. Sustainability:

Once we gather enough data to determine what works and what doesn’t, resources generated from this investment will be self-sustaining. Once materials for instruction and training have been developed, they can be used in 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 Lau‘ima 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.

9. Budget

UHCC Developmental Education Project Proposal Form
**BUDGET SUMMARY**

UHCC Developmental Education Project Proposal

Name of Project: Reading Across the Disciplines  
Campus: UHMC

*Instructions*: Complete the following, inserting and/or deleting rows as needed.

**General guidelines**: Funds may be used for faculty and staff assigned time; for pilot projects; for consultants; for financial aid audits; for related equipment, software, or curriculum materials; or similar one-time expenses. Funds may not be used to hire new full-time faculty or staff.

For projects involving more than one campus, budget must include a breakdown of costs by campus in addition to a total project budget. Single requests over $2,500 require Superquote.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONNEL</strong></td>
<td></td>
</tr>
<tr>
<td>A1 Emma White</td>
<td>4,554.09</td>
</tr>
<tr>
<td>A2 Morgan Andaluz</td>
<td>4,554.09</td>
</tr>
<tr>
<td>A3 Faculty Workshop Stipend (Workshop Summer 2014 12 faculty for 3 days @ 100 per day)</td>
<td>3,600.00</td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL</strong></td>
<td>12,101.18</td>
</tr>
<tr>
<td><strong>SUPPLIES</strong></td>
<td></td>
</tr>
<tr>
<td>B1 Workshop materials</td>
<td>500.00</td>
</tr>
<tr>
<td>B2 Travel and Tuition for both Emma White and Morgan Andaluz to attend a Reading Apprenticeship training/conference during Summer 2014 (training date, price, location, and length not yet set by Reading Apprenticeship company. Will update with specific numbers and receipts or will follow other required procedure. We estimate the total cost (all included for both of us) to be less than $5,000 total. If this is not acceptable, please take it out of the proposal and view the proposal without this budget request item.)</td>
<td>Est. 5,000 (or less)</td>
</tr>
<tr>
<td><strong>TOTAL SUPPLIES</strong></td>
<td>500.00</td>
</tr>
<tr>
<td><strong>EQUIPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EQUIPMENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL BUDGET REQUEST</strong></td>
<td>18,201.18 (or 13,201.18)</td>
</tr>
</tbody>
</table>

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1 **Personnel**: Personnel costs include, but are not limited to, faculty or staff overload, student assistants, casual hires, and/or lecturer replacement. Unlike federal regulations, these funds do not require that the person doing the work be paid from this funding source. Personnel fill requests are required to be in the form of a lecturer B step.

Indicate fringe percentage and cost as a separate line item. Fringe benefits rate (as of July 15, 2011) are as follows: faculty/staff 40.25%; APT 40.25%; casual hire/overload 2.17%; student 0.52%. Please confirm the current fringe benefits rate with your human resources office because the rates are subject to change.

2 **Supplies**: Supplies include, but are not limited to, office supplies, travel, conference fees, mileage, and computers.

3 **Equipment**: Equipment is defined as any one item costing $5,000 or more.
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 number of students who place into developmental reading has grown significantly since the official program review of 2009-2010. COMPASSS 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).