I. REVIEW OF FIRST MEETING (10-17-07)

A. **Members:** Mazie Akana, Wanda Miyamoto, Sandra Kelley, Melanie Van der Tuin, Jim Ogg, Aulii Ross, Blake Hunrick, Laurie Kuribayashi Eric Matsuoka, Gail Levy, James Goodman

B. **Mission and Definition**
   1. Need to articulate mission of college re: Remedial/Developmental (RD) education
   2. Need to “define” Remedial/Developmental education
   3. Need to “rename” Remedial/Developmental education
   4. Need to establish and publicize this mission (together with definition/name)
      a. In catalog
      b. On website
      c. Via other materials disseminated to students (prospective, incoming, and current) and community (including high schools)

C. **Organization (structure)--Establish as a program**
   1. Developmental education coordinator
      a. Work with advisory committee
      b. Work with other coordinators
      c. Network within college, UH system
   2. Developmental education math coordinator
   3. Developmental education English/LA coordinator
   4. Ombudsman
      a. Monitor problems
      b. Use case management procedures
   5. Assessment coordinator-- testing
      a. Pre-test assessment
      b. Alternate testing
      c. Follow-up testing by discipline
         i. On recommendation
         ii. By request
      d. Diagnostic testing and analysis
   6. Need for Program Assessment

D. **Prospective and incoming students (procedures/process)**
   1. Pre-registration education
      a. Online self-assessment
      b. Sample test questions
      c. Information about the “cost” of placement
      d. Pre-compass assessment
2. Placement testing
   a. Flaws in current system
   b. (refer to notes re “testing” under assessment coordinator)
3. Brush-up/Review courses
   a. Pre-compass: after self-assessment or pre-compass test
   b. Post-compass
4. Orientation
   a. Mandatory
      i. Target groups
         a) Double deficiency
         b) First-generation college
      ii. Options for...
         a) Distance education
         b) Late registration
         c) Other scheduling issues
   b. Format and Content
      i. Availability of Remedial Ed programs
      ii. Learning Resource Center/Tutors
      iii. Student Conduct Code
      iv. Academic Grievance Policy
      v. Responsibility of checking on their edu accounts
      vi. Wireless Instructions
      vii. Financial Aid (FA), Scholarships, and Grants
   c. Incentives for participating in orientation and/or applying early
      i. Early registration (WCC model)
      ii. Option to take part in pre-compass assessment and brush-up/review courses
5. Connections with high schools
   a. More data about incoming students (transcripts?)
   b. More dialogue with high schools re preparation for college

E. Current Students
1. Early response system
2. Lack of classes after advising
3. Incorrect placement
4. Post-compass advising and alternatives

F. Curriculum changes (to be Continued at next meeting)
1. Modular courses
2. First-year experience
3. Study skills
4. Content infusion

G. Materials distributed
1. “Basic Skills as a Foundation for Student Success in California Community Colleges” (July 2007)
   a. Table of contents, executive summary, part 1 introduction
   b. Section A – organizational and administrative practices
II. SECOND MEETING (10-29-07) & THIRD MEETING (11-05-07)

A. Achieving the Dream
1. William Akama and Patsy Dudoit, Leeward CC members of the Achieving the Dream team, and Kathy Hill, Director of Leeward CC’s DPPA
2. Briefing re Achieve the Dream’s initial focus (to gather data prior to making recommendations)

B. Program Issues
1. Look at other programs
   a. Leeward CC’s Pass program
      i. Study skills taught in conjunction with content areas
      ii. Students could choose topics for writing assignments
      iii. Only could accommodate eighty students per semester
      iv. All-day program for students and instructors
   b. Kapiolani CC’s Holomua: example of centralized system
2. Need to integrate resources and services and assess effectiveness
3. Determine what can be sustained
4. Triple tier of priorities for initiatives/recommendations?
   c. First tier: no-cost
      i. Pretest (in high schools or online on our website)
      ii. Preregistration counseling (may need to hire counselor(s) so may not be “no cost”)
   d. Second tier: facilities
   e. Third tier: facilities and staff

C. Orientation and Placement Issues
1. Recommendation: required orientation prior to registration for all new students who are based at Leeward CC
   a. Need back-up plan
   b. Need to make orientation available at night and online
   c. What about using video like “Discover LCC”?
   d. Is there a staffing issue that needs to be addressed?
   e. What will orientation cover?
      1. Effect of Compass placement
      2. Financial aid
      3. Time management
      4. Other?
2. Pre-compass test from Kapiolani CC: Provides orientation to Compass (what’s on test and what to expect)
3. Goals: more accurate placement and more active support (pre-placement and pre-registration)
D. **Professional development**
   1. What can Leeward CC do to provide professional development opportunities?
   2. Many remedial/developmental courses taught by lecturers: is this a problem?

E. **SARS**
   1. Appointment-tracking system
   2. Early alert program?

F. **Curriculum Initiatives**
   1. **Supplemental Instruction (SI)**
      a. Leeward CC program coordinated by Karla Phillips
         1. Student retention and success
         2. Perhaps talk with former SI student leaders for more information?
      b. Problems:
         1. Space, time, student staffing, cost
         2. KCC has used and is running out of money
      c. LCC Wai‘anae has G funds for SI coordinator
   2. **Study Skills**
      a. Make part of content in remedial/developmental courses
      b. Create study skill modules
      c. Perhaps require for students on academic warning (prior to registration for next semester?)
   3. **Modular Courses**
      a. Skill-building
         1. Diagnostic testing to identify weaknesses
         2. Three one-credit skill-building courses
      b. Modular math
         1. Students study independently in lab-setting
         2. Paraprofessional, under math instructor supervision, assists
G. INITIATIVES TO INCREASE STUDENT SUCCESS

1. Address Credit Load
   a. Problem
      1. Many RD students fail because they are taking too many courses—
         not enough time to study for twelve credits with their life and jobs.
      2. RD students should take lighter load, but twelve credits necessary for
         FA, scholarships, and health insurance.
   b. Possible option: Offer free online three-credit Study Skills course
      1. Used at Mount Hood Community College
         (http://www.mhcc.edu/pages/1.asp ) where retention rate up 30%
      2. Will this option offer “more time” for students?

2. Recommend use of N grade in RD courses (A,B,C, N)
   a. Will not affect Leeward CC GPA or prompt Academic Warning status
   b. Reads the same as an F for financial aid, so not good to get, but not all RD
      students are on FA