Vice Chancellor’s Task Force on Remedial & Developmental Education

Major Recommendations

1. The appointment of one Developmental (DevEd) Director (E/M level).
   Status:
   The Developmental Education (DevEd) Director position will be filled by the Dean of Arts and Sciences. James Goodman is the Interim Dean of Arts and Sciences. The DevEd Director will coordinate DevEd initiatives with various campus services, programs, and disciplines in collaboration with the DevEd Coordinators. This position will also act as an advocate for internal and external resources and campus awareness by connecting the efforts of the DevEd Committee with LCC and UHCC system strategic goals.

2. The appointment of one DevEd English Coordinator (3 credits per semester AT).
   Status:
   Kay Caldwell and Sandra Kelley are the DevEd English Coordinators.

3. The appointment of one DevEd Math Coordinator (3 credits per semester AT).
   Status:
   Eric Matsuoka will be the new DevEd Mathematics Coordinator effective Fall 2009.

4. Provide a facility that integrates math and English tutoring services, academic advising, and other support services for DevEd students.
   Status:
   Plans are being developed to establish a Learning Commons in the Library building.

5. Require Orientation for all first-time students.
   Status:
   LCC will require new students (i.e. no prior post-secondary education) to attend “New Student Orientation” sessions. Mandatory orientation is scheduled to be implemented by Fall 2009. Transfer students will be encouraged, but not required, to attend. Students may fulfill their mandatory orientation by attending group sessions or completing an on-line orientation. The on-line orientation will have mandatory and optional sections.

6. Revise Student Acceptance Letter to include an explanation of the importance of the Compass placement test and a reference to the Compass website for information about pre-tests and tips for doing well on the test.
   Status:
   A proposed paragraph revision to the LCC acceptance letter has been submitted to the Admissions and Records Office for review.

7. Recommend a “College Success Course (such as 3 credit IS100/104)” for students who score into DevEd math or English courses.
   Status:
   The College is currently offering four classes each of IS 100 and IS 104 with approximately 30 students in each class. The campus is evaluating the expansion of the courses.
8. Build a referral network for students to access support services on and off campus.
   Status:
   This network has been integrated into the Early Alert Program, which was implemented as a pilot project in selected Math 22, Math 73, ESL 22, ENG 19, ENG 22, and ENG 100 classes during the Fall 2008 term.

9. Create an Early Alert System for DevEd students. Faculty will be asked to report to Student Services students who are doing poorly (below C grade work), exhibiting behavior problems, not turning in work, or missing more than two classes in a row. A counselor will contact such students via phone and/or email to inquire if there are any problems and to offer to meet with students to discuss the support services that are available to them.
   Status:
   The Early Alert Program has been expanded to include all student support services and was launched on September 8 as a pilot project in the Math 22, Math 73, ESL 22, ENG 19, ENG 22, and ENG 100 classes. The alerts are useful in referring students to support services. However, the program has been difficult to administer for instructors and service providers due to the absence of key reports. Many alerts could not be closed because students were not checking their email as directed in the course syllabus. Additional reports from SARS are being requested to help the instructors and service providers track the status of the alerts more efficiently. Other proposed system changes include more information on the referral page and modification of concerns and services.

10. Create self-paced courses for Math 22 and Math 73.
    Status:
    Design of the self-paced courses is scheduled to be completed during the Spring 2009 term. The project team has met and decided on the expectations for each course and the criteria for the selection of the educational software. Once the software/textbook selections have been made, the supplementary resources and quiz and test banks will be developed.

11. Incorporate student success skills into DevEd mathematics courses.
    Status:
    The SLOs of all developmental mathematics courses have been revised to include a math study skills SLO which states that a student should be able to “identify and practice sound math study skills.” A pilot project to introduce math study skills as a learning outcome in the developmental mathematics courses was initiated in January 2009. Math instructors collaborated on lesson plans based on the booklet Math Study Skills by Alan Bass, which is included in the textbook bundle. Software applications for Math 22, Math 73, and Math 83 featuring online surveys and quizzes were developed in collaboration with Pearson Education. The surveys help the students to review their current habits and provide the instructors with information on their students’ attitudes and practices. The quizzes test the students’ knowledge of topics in the Math Study Skills book. With the Gradebook tool, the instructors are able to quickly assess the students’ knowledge of the study skills topics.

12. Support for professional development workshops and/or courses in DevEd for instructors who teach DevEd math and English courses.
    Status:
    • Twenty-eight Leeward CC faculty attended the PacADE, PiMATYC, and JADE Conference on “Empowering Collaboration in Developmental Education” on September 19 – 20. The
conference registration fee was paid by the College. Workshops on diverse topics such as using liberal arts options to increase retention among developmental students, web-based tools to promote active learning, and hands-on activities to enhance an algebra class were presented by faculty from Japan, Hawaii, and the Marshall Islands.

- Thirteen mathematics faculty attended the T3/HCTM Regional Conference on January 16 and 17, 2009 at Sacred Hearts Academy. The conference was hosted by Teachers Teaching with Technology (T3) and the Hawaii Council of Teachers of Mathematics (HCTM). The conference registration fee was paid by the College. Faculty members attending the conference were introduced to various software applications and hands-on activities to enhance student learning. They gained strategies to illustrate and enhance algebraic and geometric concepts using Texas Instruments (TI) technology and to increase student comprehension and retention with hands-on activities in pre-algebra and algebra classes.

- A workshop on the TI-Nspire technology and applications in algebra courses at the community college level was held in collaboration with Texas Instruments on March 6, 2009 from 9 am – 4 pm as part of the Professional Improvement Day program at the Leeward CC campus. Over 20 mathematics faculty members from LCC and WCC attended the workshop.

13. Support training for tutors in math & English.
   Status:
   Collaborative training for math tutors and writing consultants continued in Spring 2009, with a continued focus on study skills. The study skills book used by all developmental math courses was used as the foundation for individual practice sessions, reflective writing, and incorporation of study skills into tutoring sessions.

14. Develop a program for students who are failing or on academic probation (UAP).
   Status:
   This initiative is under review by the committee for feasibility and effectiveness.

15. Reintroduce the N grade for only DevEd math and English courses (e.g. A, B.C, D, N).
   Status:
   This initiative is being implemented this term. The developmental education instructors were notified via meetings and email.

16. Integrate college-success-skills modules and programs connecting students with campus resources into all remedial and developmental English course curricula.
   Status:

   **Study-skills and college-success-strategies SLOs:** The SLOs of the three DevEd reading courses (English 8, 18 and 21) will soon be augmented by a time management/goal setting SLO that formalizes an already-existing part of the courses’ curriculum. The Reading / Study Skills Discipline hopes that the SLO can be added to the core curricula by the end of Fall 2009.

   **Sequencing of SLOs:** Based on the recommendations of the Language Arts SLO committee, instructors of ENG 8, ENG 19, ENG 22, and ENG 100 will be working together to sequence their SLOs through the various course levels, for consistency and continuity. Lani Uyeno will be assisting the course facilitators in this effort.
Team Success: The six-instructor Team Success cohort completed its first-semester pilot program in remedial and developmental writing courses; end-of-semester surveys were administered to participating instructors and students, and assessment of the Fall 2008 pilot has begun. A new cohort (including reading instructors) is participating in the Spring 2009 pilot. These instructors and the new Language Arts DevEd coordinators have selected this semester’s components. The components include a common study-skills module focused on time-management and goal-setting, individual and in-class use of Learning Resource Center writing consultants, a campus "touchstones" project that familiarizes students with campus resources, participation in an Early Alert process, and administration and use of the LASSI survey (Learning and Study Skills Inventory) to analyze student study habits, motivation, expectation and attitudes.