TO:  Louise Pagotto  
Acting Vice Chancellor for Arts and Sciences  

Subject: Plan for Remedial/Developmental Education White Paper

The Council of Chancellors has approved the plan submitted by the Chief Academic Officers for the development of the white paper on remedial/developmental education with one modification. An additional amount of $14,028 has been added to the proposed budget to provide backup support for the four non-instructional committee members. Campuses may use that money for student help, casual appointments, or other means to compensate or provide support for the non-instructional participants. The total project budget is therefore $93,912.

The Council of Chancellors also request quarterly updates on the progress of the project.

I would be happy to attend the first meeting of the group to provide the charge and answer any questions the group may have.

John Morton  
Interim Vice President for Community Colleges

c: Mike Rota  
Mike Unebasami  
Chancellors
Memorandum

July 31, 2006

To: John Morton, Interim Vice President for Community Colleges

From: Louise Pagotto, Acting Vice Chancellor for Academic Affairs, Kapi‘olani Community College, for the UHCC Chief Academic Officers

Subject: Plan for Remedial/Developmental Education White Paper

At their 7/27/06 meeting, UHCC Chief Academic Officers and Deans developed a plan in response to your 6/27/06 memo outlining the UHCC senior administration’s request for the development of a white paper on remedial/developmental education. Cognizant of the need to involve faculty and staff at the earliest stages of such an endeavor and of the need to situate program improvement suggestions into a structured assessment cycle, we see the development of the white paper as the first phase in what should be a longer-term project:

- 2006-2007 Phase I: Development of the white paper
- 2007-2008 Phase II: Pilot test of selected strategies
- 2008-2009 Phase III: Assessment and subsequent implementation

**Phase I: Development of the Remedial/Developmental Education White Paper**

*Due Date: 1/4/07*

**Overall goal:** to prepare a white paper on improving remedial/developmental education that will include (1) data on the current levels of student success as measured by successful course completion and successful transition to career and transfer programs, (2) an examination of successful models for delivering remedial/developmental education, and (3) a plan and budget for implementing improvements.

This immediate goal can only be accomplished through the positive collaboration of engaged faculty and staff. To this end, the deans set the following parameters for the team: two representatives each from math, reading, writing, counseling, and academic support. To balance out the representation, four of the team members should be from neighbor island campuses. Preliminary decisions about coverage have been made, based on the campus’ strengths. The chart below outlines the staffing.

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(808) 734-9517 fax (808) 734-9828
pagotto@hawaii.edu
An Equal Opportunity/Affirmative Action Institution
Staffing for the Development of the White Paper

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<th>Haw</th>
<th>Hon</th>
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<tr>
<td>Math</td>
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Additional staffing: Louise Pagotto has agreed to convene the group for the first meeting. The deans recommend that one person from among the ten members be selected to lead the group. Support staff from the UHCC system office would be most helpful in assisting with meeting logistics, etc.

Fall 2006 Objectives and Activities: Laying the Groundwork
1. Gather student achievement data and establish baseline
   - Work with IR staff to develop common student achievement measures
   - Identify remedial/developmental and subsequent career and transfer classes on each campus
   - Determine current student achievement on each campus
   - Analyze data to identify likely areas in need of intervention

2. Identify exemplary instructional and student support programs
   - Review the literature, especially NADE
   - Visit institutions with successful programs
   - Identify a consultant to work with the team and visit the campuses

3. Identify best practices that address identified areas of need
   - Use data analysis to inform selection of strategies and models
   - Identify multiple strategies and models

Spring 2007 Objectives and Activities: Planting the Seeds
1. Review the Curriculum
   - Consult with DOE schools to align expectations and required levels of English/math preparation (Jean Harra’s assistance would be helpful)
   - Consult with career and transfer programs to assess English/math needs
   - Propose curricular adjustments based on data gathered
2. Develop and share draft of white paper
   • Integrate identified strategies and models with suggested curricular changes
   • Visit each campus to share results of research and design and obtain feedback
   • Share draft with vice chancellors and deans

3. Complete final version of the white paper
   • Submit final version to the Vice President and Chancellors by April 1.
### 2006-2007 Budget

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Project Costs</th>
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</thead>
<tbody>
<tr>
<td>Assigned time: 3 credits each for 6 instructional faculty(^1) ($1169/credit)</td>
<td>21,042</td>
<td>21,042</td>
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<td>Consultant</td>
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<td>10,000</td>
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<td><strong>Total Personnel</strong></td>
<td><strong>31,042</strong></td>
<td><strong>21,042</strong></td>
<td><strong>52,084</strong></td>
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<table>
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<th>Travel</th>
<th>Fall 2006</th>
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<td>Trips to Exemplary Institutions</td>
<td>20,000</td>
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<td>10 trips (5 trips for 2 people) ($2,000 per trip)</td>
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<td>Meetings</td>
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<td>Campus visits</td>
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<td>1,400</td>
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<td>7 trips by/to neighbor islands ($200 per trip)</td>
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<tr>
<td><strong>Total Travel</strong></td>
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<td><strong>4600</strong></td>
<td><strong>27,800</strong></td>
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<td><strong>54,242</strong></td>
<td><strong>25,642</strong></td>
<td><strong>79,884</strong></td>
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The project costs exceed the $75,000 budgeted amount. If no system funds are available, the deans suggest that the Chancellors allocate campus funds. Alternatively, the number of participants and/or activities can be cut to make costs fall within the allocation.

c: Chancellors
   Mike Rota
   Chief Academic Officers and Deans

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\(^1\) Appropriate compensation for 11-month non-instructional faculty/staff will be the responsibility of the affected campus (KauCC, MauCC and WinCC).
June 27, 2006

TO: Chief Academic Officers

SUBJECT: Remedial/Developmental Education White Paper

Successful remedial/developmental education programs are key if we are to increase the going rate and completion rate for community college students. The Chancellors and I are interested in seeing whether we can significantly improve our success through a systematic examination of our current efforts, best practices, and recommended changes for improvement.

The attached charge outlines the approach we would like to take, including funds available to support the effort. We will be relying on your leadership for this effort.

I would be happy to meet with you at your next meeting to discuss the charge in more detail and answer any questions you might have.

John Morton

c: Chancellors
   Michael Rota
Remedial/Developmental Education

Charge to the Chief Academic Officers

To develop a white paper that will analyze the current successes and issues with our remedial and developmental programs and recommend a series of program improvements that will increase the number of students enrolling in and successfully completing the necessary developmental work preparatory to the community college technical and transfer programs.

Background

Workforce development data suggests that Hawai‘i must increase the going rate to post-secondary education if a properly trained workforce, with requisite technical skills, is to be available in the local economy. Many of these new community college students are likely to require remedial/developmental education if they are to be successful.

Our current remedial/developmental programs have had mixed results. While some students have completed remedial and developmental work and gone on to successful completion of college programs, other students find the remedial/developmental barriers too steep and drop out without ever reaching the college program.

Improving success in remedial/developmental education requires a comprehensive assessment of our current practices, identification of best practices across community colleges in the U.S., and a strategy on incorporating change and improvements in our remedial/developmental programs. The best practices should include an examination of instruction (including curricula, teaching methodologies, and delivery modes), academic support, and student services supporting remedial/developmental education.

The Chief Academic Officers, working with faculty, counselors, and support staff, are in the best position to design these improvements. Accordingly, the Chancellors request that the Chief Academic Offices develop and implement a strategy to prepare a white paper on improving remedial/developmental education. The white paper should consider the following:

1) the current level of success with remedial/developmental education as measured by student completion and successful student transition to the technical or transfer programs;
2) different models of delivering remedial/developmental education; and
3) resource requirements and strategies to implement planned improvements.
The white paper should also address issues related to DOE readiness and the role of the Adult Community Schools in remedial/developmental education.

To assist in the preparation of the white paper, a budget of up to $75,000 is being provided. The funds may be used for faculty assigned time, travel, consultants; and other costs associated with producing the white paper.

Timeline

The design of the approach and detailed budget for producing the white paper should be completed and presented to the Chancellors for approval by August 1.

The white paper should be completed by April 1, 2007.