

Key components of a successful remedial/developmental education program include an effective organizational structure, mandatory assessment and diagnostic testing, required orientation, a variety of instructional approaches, integrated learning assistance, structured advising and career/education planning, an effective monitoring system, well prepared faculty, and an effective evaluation system. The following is a detailed implementation plan involving the above components for the University of Hawaii Community Colleges.

Snapshot of Remedial/Developmental Education Implementation Plan

Key Components	Phase I 2008-2009	Phase II 2009-2011	Phase III 2011-2013
1. Organizational Structure <ul style="list-style-type: none"> • Remedial/Developmental Program Coordinators 	X		
2. Assessment <ul style="list-style-type: none"> • Post COMPASS advising • Diagnostic Testing • Post Diagnostic testing advising 		X	
3. Required Orientation <ul style="list-style-type: none"> • Before start of classes workshop/activities • Human development course/activities for doubly deficient students 		X	
4. Instructional Approaches <ul style="list-style-type: none"> • Self-paced courses • Accelerated courses • Preparatory courses • College level writing courses with embedded skill development • Learning communities • Modular Courses • Labs • Cohorts for doubly deficient students • Embed “how to learn” strategies in remedial/developmental courses • Capstone assessment 		X	
5. Integrated Learning Assistance/Support <ul style="list-style-type: none"> • Face to Face and Online tutoring • Course based learning assistance 			X
6. Structured Advising <ul style="list-style-type: none"> • Develop a structured academic advising model 			X
7. Effective Monitoring System			X
8. Professional Development <ul style="list-style-type: none"> • Employing effective classroom strategies 	X		
9. Effective Evaluation System <ul style="list-style-type: none"> • Identify data sets • Identify benchmarks • Review data on a cyclical basis 	X		

Description of Each Component:

Organizational Structure – Either a centralized or decentralized structure for developmental education can be effective as long as each institution has remedial/developmental program coordinators who encourage faculty teaching remedial/developmental courses to meet regularly to discuss the issues that are relevant to remedial/developmental education. Remedial/developmental coordinators should also meet regularly with other coordinators in the UHCC system to discuss course articulation and compliance drift. Additionally, each remedial/developmental program, whether centralized or decentralized, should have a guiding mission statement and established goals.

Assessment – Research has shown that mandatory assessment and placement in an appropriate program is fundamental to building a successful foundation for college work. In addition to mandatory assessment and placement, the college should require post COMPASS counseling/advising for all students who place into remedial/developmental courses. This population of students should also be given a follow up diagnostic test in reading, writing and /or math to determine a student’s learning gaps and the extent of those gaps. After diagnostic testing, additional counseling/advising should be mandatory for students to determine what courses and support services will best meet their needs.

Required Orientation – The colleges should require students testing into remedial/developmental courses to complete an orientation that is scheduled before the start of classes. This orientation should include an introduction to developmental education, an introduction of remedial/developmental education faculty, counselors and student leaders (tutors, mentors, peer leaders), and a tour of the available learning support resources on campus. Doubly deficient students should be required to enroll in a Human Development course designed to assist students in identifying their career and educational goals, personal strengths, college resources and service. In addition, it should focus on helping students to develop effective time management, decision making, and study skills strategies.

Instructional Approaches – To meet the goal of providing curriculum that supports student success, the colleges should develop a program of study that benchmarks best practices in developmental education. The program should reflect a model that uses instructional methodologies and support services designed to improve retention and success. Adult learners demonstrate a need for diversity of instructional methodologies. To address unique learning needs and styles of these students, the developmental education faculty should develop courses using a variety of formats, delivery modes, and innovative approaches. The colleges should include a variety of regular and accelerated formats designed to accommodate individual student needs and learning styles.

Self-Paced Courses – computer mediated math courses that allow students individualize a program of study based on their strengths and weaknesses as indicated by diagnostic testing. These types of courses should allow students to move quickly through material or spend extra time learning difficult concepts.

Accelerated Courses – Students should be able to register for two eight-week courses during a sixteen-week semester. These courses should meet more frequently during the semester and allow students to complete their developmental courses in a single semester.

Preparatory Courses – These should be late start courses that enroll students who are struggling in the regular developmental course. For example, those who are struggling in Math 24 should have the option of switching into a preparatory course for Math 24. These courses should break the attrition cycle because they focus on building the necessary background or foundation needed to be successful in Math 24 rather than having students sign up again the next no better prepared to succeed than they had been before.

College Level Courses – Enroll students who score at the upper range on the COMPASS writing test, but not into college level in an English 100 taught by a developmental education faculty who can embed skill development into the regular composition course content.

Learning Communities – Pair developmental reading and writing courses with college-level course. These courses encourage students to apply the skills being taught in a developmental course to the college level course. Research suggests that skills taught in isolation are less likely to be applied productively to further coursework.

Modular Courses – A broad array of 1-credit courses, such as grammar workshops, note taking, textbook reading methods, writing a research paper, preparation for zoology, that are available to all students at the institution.

Labs – Integrate learning labs with remedial/developmental courses to allow for more time on task and support for a course. Labs should have computers so students can utilize computer-assisted instruction. The lab work should provide supervised practice and concept application for students.

Cohorts for doubly deficient students – Cohorts of doubly deficient students should take packaged courses (i.e. math, English, Human Development) together with the purpose of establishing student communities around learning. Research suggests that success in college not only depends on the quality of instruction, but also on the social integration of students into college.

“How to Learn” Strategies – Developmental education requires a two-pronged curriculum approach: improving skills and learning how to learn. All remedial/developmental courses need to specify learning how to learn strategies in the course curriculum so that instructors and students emphasize the process of learning as much as the content that needs to be learned.

Capstone assessment – develop common exit tests, portfolios, or projects, and grading rubrics for students enrolled in English 22, Math 25/83, or a comparable course.

Integrated learning assistance/support – Provide learning support for all post secondary students. All students’ benefit from peer mediated learning such as tutoring, peer mentoring, and course based learning assistance. Research suggests that offering learning support outside of the classroom is important for student success.

Structured Advising – All new students enrolled in remedial/developmental education should meet with a counselor or an advisor three or more times a semester to develop an individual educational plan based on the career pathway they intend to pursue. In general,

- Counselors – work with new students who are doubly deficient (enrolled in both remedial/developmental math and English) or have not decided on a career pathway.
- Advisors – work with new students who are enrolled in one remedial/developmental class (either math or English).

The individual education plan is a plan for academic success that is individualized based on a student’s educational goals and strengths and weaknesses. Each plan should meet the following criteria:

- Be designed on an individual basis to provide the best opportunity for each student to succeed in college
- Provide to the student a description of the appropriate developmental education/ learning support considered necessary to ensure the readiness of that student in college level courses
- Provide the student with a plan for moving from developmental courses into college level courses.

Effective Monitoring System – Students who are enrolled in remedial/developmental courses benefit from early alert systems that identify students who are having personal difficulties and who are struggling academically. Additionally monitoring of all students enrolled in remedial/developmental courses can help to ensure progression into a certificate or degree program. In general,

- Counselors – monitor progress of individual education plan, and advise doubly deficient students
- Advisors- monitor the progress of individual education plan, and advise students who need only one remedial/developmental class (either math or English)

Professional Development – Faculty who work with developmental students must be among the best prepared of all faculty. Developmental education enrolls some of the neediest students with the weakest educational backgrounds, and thus requires the greatest amount of experienced faculty who have a well equipped toolbox for addressing this population of students. The colleges should continue to employ and support a well-prepared, well-credentialed faculty who demonstrate a high level of expertise and who continue to participate in professional development activities to ensure the currency and relevancy of their knowledge.

Effective Evaluation System – Systematic evaluation is important for all remedial/developmental programs to ensure that the programs improve and continue to address institutional goals. Evaluation must focus more heavily on retention, persistence and

successful completion of courses rather than enrollment numbers. Additionally, reasonable benchmarks need to be established so that remedial/developmental programs can monitor their performance.

**Implementation Plan: Phase I
2008-2009**

Key Component	Objective	Major Activities	Resources	Expected Outcome
Organizational structure	To designate remedial/developmental math, reading, writing, and counseling program coordinators.	<ul style="list-style-type: none"> • Coordinators will: Develop a remedial/ developmental education mission statement. • Facilitate meetings with faculty teaching remedial/ developmental education courses. • Meet with other remedial/ developmental education coordinators in the UHCC system to discuss articulation and compliance drift. • Attend high-level campus meetings to advocate on behalf of remedial/ developmental education. 	Ongoing reassigned time for coordinators	<ul style="list-style-type: none"> • A more cohesive remedial/ developmental education unit at the college and system levels • More focused attention on the issues facing remedial/ developmental education.

**Implementation Plan: Phase I
2008-2009**

Key Component	Objective	Major Activities	Resources	Expected Outcome
Professional Development	To encourage and support professional development of remedial/ developmental educators	<ul style="list-style-type: none"> • Establish a mentoring system for new instructors teaching remedial/developmental education. • Develop a manual for new faculty that outlines policies and procedures as well as pedagogy and techniques for teaching students enrolled in remedial/ developmental courses. • Establish a specialization in developmental education/ learning assistance at the graduate level. • Encourage membership in local organizations including PYMATIC and PacADE that provide professional development and resources for developmental educators. 	<p>Ongoing travel funds for professional development</p> <p>Partnership with UH Manoa for graduate specialization</p> <p>Reassigned time to develop manual</p>	<ul style="list-style-type: none"> • Increased knowledge and number of strategies to address the changing needs of students enrolled in remedial/ developmental education. • Increased understanding of learning support and its relevance to all postsecondary students • Increased number of qualified applicants to teach remedial/ developmental courses and work in learning assistance programs.

**Implementation Plan: Phase I
2008-2009**

Key Component	Objective	Major Activities	Resources	Expected Outcome
Evaluation System	To develop an effective evaluation system for remedial/ developmental programs to ensure that the programs improve and meet institutional goals	<ul style="list-style-type: none"> • Establish benchmarks • Identify data sets that can be reviewed on a cyclical basis 	IR Office	<ul style="list-style-type: none"> • Increased focus on improving remedial/ developmental programs

**Implementation Plan: Phase II
2009-2011**

Key Component	Objective	Major Activities	Resources	Expected Outcome
Mandatory Assessment and advisement	<ul style="list-style-type: none"> • To facilitate entry into college for students who place into remedial/developmental courses 	<ul style="list-style-type: none"> • Post COMPASS advising for students placing into remedial/developmental courses. • Diagnostic Testing for students who place into remedial/developmental courses • Post diagnostic testing advising • Advisor assisted registration for all students testing into remedial/developmental courses 	Counselors and advisors for post compass advising and registration assistance Purchase diagnostic test	<ul style="list-style-type: none"> • Increase in number of students who take COMPASS, but do not register for classes • More individualized program of study for students placing into remedial/developmental courses.

**Implementation Plan: Phase II
2009-2011**

Key Component	Objective	Major Activities	Resources	Expected Outcome
Required Orientation	<ul style="list-style-type: none"> • To facilitate transition into college and provide information to help students manage in a new environment • To offer activities that focus on career exploration and personal strengths. 	<ul style="list-style-type: none"> • Provide an orientation for new students who placed into remedial/ developmental courses • Assign a peer mentor to new doubly deficient students for the first year of college • Require new doubly deficient students to complete a course in the first semester designed to explore educational and career goals, personal strengths, college resources and services 	<p>Orientation materials</p> <p>Peer mentors</p> <p>Faculty/counselors to teach course</p>	<ul style="list-style-type: none"> • Improved persistence from first year to second year.

**Implementation Plan: Phase II
2009-2011**

Key Component	Objective	Major Activities	Resources	Expected Outcome
Instructional Approaches	<ul style="list-style-type: none"> • To address unique learning needs and styles of students by offering courses that use a variety of formats, delivery modes and innovative approaches. • To provide registration advising so that students enroll in the best course for that student 	<ul style="list-style-type: none"> • Design and offer self paced courses • Design and offer accelerated courses • Design and offer preparatory courses for students who are struggling in a remedial/developmental course • Design and offer learning communities • Design and offer modular courses of math, reading and writing, science and study skills • Provide learning labs for remedial/developmental courses • Create cohorts for doubly deficient students • Embed how to learn strategies into remedial/developmental course curriculum • Create capstone assessment projects 	Faculty to design approaches and offer approaches	<ul style="list-style-type: none"> • Increased success rates • Increased retention rates • Increased persistence rates

**Implementation Plan: Phase III
2011-2013**

Key Component	Objective	Major Activities	Resources	Expected Outcome
Learning Assistance/ support	<ul style="list-style-type: none"> • To provide learning support to all postsecondary students • To provide peer mentors for doubly deficient students 	<ul style="list-style-type: none"> • Provide course based learning assistance such as Supplemental Instruction for courses that departments identify as high risk • Provide face to face tutoring and online tutoring for all postsecondary students • Provide peer mentoring to doubly deficient students through their first year of college 	SI Leaders Peer Leaders Tutors Training program for all peer leaders and tutors	<ul style="list-style-type: none"> • Increased success rates in traditionally difficult courses • Increased persistence rates • Increased retention rates

**Implementation Plan: Phase III
2011-2013**

Key Component	Objective	Major Activities	Resources	Expected Outcome
Structured Advising	<ul style="list-style-type: none"> • To help students navigate through their first year of college • To utilize counselors and faculty advisers to help students to plan their educational programs and career paths 	<ul style="list-style-type: none"> • Mandate that students enrolled in remedial/developmental courses meet with a counselor or faculty advisor three or more times per semester • Recruit and train faculty advisors across the college • Design and implement a structured advising plan • Design and implement a individual educational plan • Offer career exploration workshops 	Faculty advisors and counselors Template for education plan	<ul style="list-style-type: none"> • Increased retention rates • Increased success rates

**Implementation Plan: Phase III
2011-2013**

Key Component	Objective	Major Activities	Resources	Expected Outcome
Effective Monitoring System	<ul style="list-style-type: none"> • To recognize students who are having difficulties in school and refer them to a counselor or advisor for help 	<ul style="list-style-type: none"> • Design and implement early alert systems in remedial/developmental education programs 	Centralized tracking system	<ul style="list-style-type: none"> • Increased persistence rates • Increased retention rates • Increased success rates