Remedial/Developmental White Paper Group
Honolulu Community College, Building 2 Room 201
September 8, 2:00-4:00pm

Present: all participants (neighbor islands via Polycom), flo wiger, plus guests at HawCC and MauCC

1. **Introductions**

2. **Charge**

   VP Morton unable to attend, but wishes to thank the participants for their service and to underline the importance of improving student success in pre-college courses.

   From the DOIS plan: 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

   Qs from participants: (1) There’s a rumor that the purpose of the project is to extend KapCC’s Holomua model to all campuses. Answer: Not. The plan is to identify as many best practices as possible to see what can be implemented on our campuses. (2) What’s the connection to Adult Basic Ed? We’ll be looking at that area in the Spring semester, as part of our consultations with feeders to our campuses. (3) What is the group’s scope of authority? What assurances do we have that strategies will be implemented? The chancellors asked for this work to be done. The group will make recommendations to the chancellors. The white paper will include recommendations for strategies and the cost of implementation.

3. **Discussion of Project and Timeline**

   *Quantitative data:* We will look to UHCC IR for data gathering.

   Identifying data elements: Participants had a good discussion about data, what data to collect, what the data might tell us, how to disaggregate the data

   (1) Demographics: age, gender, ethnicity; disaggregated by semester (Fall, Spring, Summer)
(2) Success rates in remedial and developmental courses (C or higher, or Pass or Credit), disaggregated by semester (Fall, Spring, Summer), disaggregated by total number of credits the students are taking.

(3) Success rates in next course in the sequence (C or higher, or Pass or Credit), compared to people who test in; disaggregated for fall→spring; spring→fall course-taking patterns; disaggregated by total number of credits the students are taking.

(4) Success rate in college-level ENG/MATH class (D or higher and C or higher, shown separately), compared to people who test in.

(5) Success rate in transfer level courses or CTE program courses one year later, as measured by GPA.

Quantitative data to be gathered ASAP since the data will inform the rest of the work.

*Qualitative data:* focus groups with students to explore other than quantitative data; how successful the remedial or developmental course was in preparing students for subsequent courses or transfer/program courses—using same instrument across the campuses. Focus groups with Liberal Arts and CTE faculty; program coordinators will be interested in knowing this. Program requirements may need to be reviewed.

Qualitative data gathering to be conducted in early Spring semester.

Sep-Oct: Identify exemplary programs, research best practices on the internet; decide on team assignments for visits.

Nov: Visit exemplary institutions.

4. **Assignment of Responsibilities and Goals for the Next Meeting**

Look into resources on internet, identify exemplary institutions, share existing campus-specific studies

5. **Setting Meeting Schedule for Fall 2006**

Monday, 2:00 Oct 9: WinCC, Room TBA
Monday 2:00 Nov 6; WinCC, Room TBA
Friday 9:00-3:00 Dec 8; WinCC, Room TBA

For Spring 2007, free up Monday afternoons

Chair: Kristine Korey-Smith
6. **Report on Smarthinking & Karen Steinberg**

Demo on Smarthinking, a 24/7 online tutoring service. Will be shared with the systemwide deans. Karen Steinberg from Adult Basic Ed group shared resources on successful models

**Homework:**


Louise and flo: Consult with UHCC IR re obtaining data

All RDEWPG members: (1) internet research on best practices, exemplary institutions; (2) check with department chair to see if it’s possible to free up Monday afternoons for Spring 2007 meetings; (3) share existing campus-specific studies, (4) correct the information in the UHCC Rem/Dev Courses chart & send the corrected chart to Louise