

UHCC December 2009 Coversheet – Annual Report Remedial Developmental Data

College: Maui Community College

Check One: X Reading X Writing X Math

Introduction: Brief description of the program and program mission

Students whose high school experiences do not satisfy college level requirements have an opportunity to overcome deficiencies through remedial and developmental coursework. Students are offered an opportunity to attain their educational and career goals through instruction appropriate to their level of progress.

Part I. Quantitative Indicators (see web)

Part II. Analysis of Remedial and Developmental efforts

(Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).

- Demand for developmental courses is high, with the number of sections of math, reading, and writing at 54, 4, 35, respectively and accommodating 1,276 student registrations.
- Efficiency in all three disciplines is very high, with the fill rate consistently over 100 percent (102%, 105%, 104%). Average class size neared or exceeded the maximum of 20 or 25 in all three disciplines (20.1 – 25.3).
- There were no low-enrolled sections.
- BOR FTE faculty teach around 50 percent of the classes, except for a shortage in math where regular faculty teach only 25 percent of offered classes.
- Program effectiveness is high, with the retention levels over 95 percent.
- Effectiveness as measured by persistence is adequate, except in math where completion rate is 50 percent and withdrawals number 66.

Significant Program Actions (curriculum changes, stop-out; gain/loss of positions, etc.)

- Funding was successfully used to assist remedial/developmental students with SMARTHINKING, a 24-hour online software where students can connect with an e-structor any time of the day, interact with a live tutor, schedule a personal session with the e-structor of their choice, and submit writing for any class to an online writing lab.
- N-grade option was passed through the curriculum process for students who participate to the end of the semester but are not yet prepared to succeed at the next level (in lieu of giving them an F grade), to be implemented in developmental math, reading, writing, and LSK classes in the F09 semester.
- Non-credit remedial courses in writing and math were converted to the credit program (ENG 15 and MATH 1), in order to better control the quality of curriculum and lecturers.
- Newly created remedial ENG 15 greatly enhanced retention by adding a learning study skills component.
- COMPASS prerequisite scores for developmental math were lowered, for consistency with other UHCC campuses.
- MATH 27-Intermediate Algebra was restructured, removed from the developmental sequence, and converted to college-level MATH 103, for consistency with other UHCC campuses.
- Accelerated math curriculum was developed, which combines two developmental courses into a single course, at two different levels, in order to accelerate passage through the algebra sequence, especially for students who need algebra refresher (as opposed to those learning the material for the 1st time).
- New testing policy was drafted that would require all students entering the college to take placement tests. Academic senate tabled the proposal due to concern for unclassified students who planned to take just a course or two.
- John Squires, who led a successful math course redesign at Cleveland State Community College, visited the campus to consult with faculty and administration on implementation strategies for the “emporium” method. The emporium model implements a learning resource center featuring online materials and on-demand personalized assistance. In the proposed MCC model, students will be required to attend both a computer classroom for an hour a week with the balance of their scheduled time in a computer math lab.
- To assist with improvement of reading strategies, TLC provided 22 in-classroom study skills presentations for automotive, culinary arts, dental assisting, dental hygiene, human services, Ku’ina, nursing, science, and Kamehameha Schools Maui campus students; plus 33 study skills workshops at TLC, two of which were video streamed and placed on the TLC website for easy student access.
- Math Summit #3 was held at WinCC where system math faculty agreed on issues related to Algebra II end-of-course exam and placement into math courses.
- Reading Summit #1 was held for systemwide reading teachers to discuss system alignment of courses and best practices in reading.

Part III. Action Plan

- Implement the accelerated math courses, and evaluate their retention and persistence.
- To improve student performance in remedial/developmental mathematics courses, implement the self-paced, individualized, computerized course redesign based on the emporium model used at Cleveland State.
- Pilot for three years math Algebra II proposal regarding math placement and cutoff scores.
- Plan for two more reading summits in 2010 and 2011.
- Align SLOs for ENG 21 (and possibly ENG 102) by Sp10.
- Expand New Student Orientation (NSO) for high school students to include online version for distributing information to new students.
- Increase number of hours student have access to SMARTHINKING, a 24/7 comprehensive tutorial program.
- Expand Netbook project to include developmental math and English students who will have access to personal Netbooks for instruction both inside and outside the classroom.
- Develop sustainability plan to expand Netbook project

Part IV. Resource Implications (physical, human, financial)

- Hire a 1.0 faculty position in mathematics to reduce over-dependence on lecturers.
- Create a dedicated computer math lab, and support staffing for the lab.
- Procure resources to support faculty in comparing and selecting course materials, networking with other UHCC faculty, creating common materials (diagnostics, homework, quizzes, exams), establishing common policies to support student success, and generating the necessary infrastructure.
- Secure funds for expansion of NSO.
- Secure funds for additional hours of SMARTHINKING.
- Secure funds for travel to Oahu for additional Reading Summits.

Annual Report Program Data and Analysis located on college website at:

http://www.maui.hawaii.edu/faculty/program_review.php