I. Background

Developmental Education (Dev Ed) at Windward Community College consists primarily of Math and English classes that serve to provide skills to students who, for a variety of reasons, place at less than college level upon enrollment to WCC. The majority of placement is conducted via the Compass examination, which is mandatory for all entering, new to college students. A pre-college level ICS 50: Basic Computing Skills course is also offered at WCC, but was not focused on by this taskforce.

Data for Developmental Education completion and success demonstrates the substantial challenges facing this area of education. At WCC in 2012 (last year data was available), Developmental Writing shows a significant gap between Native Hawaiian and non-Native Hawaiian successful completion with a C or better (i.e. passing any one class in either Fall or Spring semester) at 1 level below college (17.54% gap), which is where the majority place. There is improvement in the completion rate (64%), but less than 70% of students are successful in the first year. For Developmental Math, Native Hawaiians, and non-Native Hawaiians have similar performance rates, but the success rate is very low (56%).

The objective of Developmental Education is success in transfer level courses upon completion of this remediation. However, there are concerns in this area as well. For gatekeeper Math, there is a large equity gap (76% general successful completers vs 59% for Native Hawaiians), but this is an improved overall rate (73%). For Gatekeeper English, there is a large equity gap (44% success for Native Hawaiian, 66% for all) and a success rate under 70%. This is a negative trend in comparison with past years.

Although this data is concerning, our persistence rate from Fall to Fall (51%) and degree attainment (223 students in 2014) is promising. One complicating factor at WCC is our large number of part-time students (43% of Achieving the Dream 2012 cohort). Part-time students tend to have lower success and completion.

In order to best understand and prepare to address this issue, the Developmental Ed Taskforce met at least monthly for Spring 2014 semester. Activities included overviewing national best practices, reviewing our institutional data, analyzing results of several innovative practices employed on campus, sharing personal best practices, and forming an action plan. The action plan, which incorporates national and local best practices is presented in this paper. It is formatted to present potential interventions and innovations in the order the student would encounter them, beginning with application and continuing through coursework toward degree.

II. Before enrollment: More accurate placement

Currently, students are most frequently placed for classes based on COMPASS testing results. This is less than ideal and results in frequent over and under placement, which
causes frustration and can result in increased time to degree (e.g. http://ccrc.tc.columbia.edu/publications/predicting-success-placement-tests-transcripts.html).

As of Spring 2013 all Juniors in public high schools in Hawaii take the ACT. Currently, all UH schools allow ACT and SAT scores to be used for placement into the transfer level. The score for English placement, however, is artificially high as it is based on an entrance requirement rather than placement cut-off score for UH Mānoa. National best practice supports a score of 18. LCC piloted use of 18 in Spring 2014. Lance Uyeda, with our WCC English faculty, is spearheading a project to do so at WCC beginning Fall 2014 (see attached memo). The Department has voted to approve and affirm the ACT cut-off score as 18 and is moving forward to make this institutional policy.

Another area meriting exploration is the use of high school grades and course fulfillments as a prerequisite to college level coursework. High school grades in particular have been found to be more predictive of college performance than placement tests (http://ccrc.tc.columbia.edu/publications/predicting-success-placement-tests-transcripts.html). For Math, Kauai CC is currently allowing students who have passed Algebra II and had at least a 2.6 GPA in high school to qualify for Math 100, 103, 115. Clayton Akatsuka and our Math faculty are spearheading a similar project for WCC in Fall 2014.

A potential area for future endeavors in this area is the use of high school grades for English placement. Kauai CC is currently piloting a last high school English course grade of B or better and a cumulative GPA of 3.0 or higher for transfer level English placement.

III. Before first semester enrolled: Summer Bridge

Currently, WCC holds a very successful Math Summer Bridge, which results in success rates for developmental level Math coursework for over 90% of those enrolled (2014, 2013, 2012 data). This is aimed at entering freshman, both from high school and adult learners. Some continuing students in TRiO also benefit. This is our most successful Math intervention.

Summer bridge coursework is also utilized for continuing students in our Paipai o Koʻolau adult learner grant project and our Hūlili grant project, which targets recent high school graduates. These groups are provided with free summer coursework to accelerate time to degree.

Diego Navarro’s Academy for College Excellence (ACE) also shows great promise, especially for Native Hawaiian males, as a potential intervention to promote both dev ed and college success. This will be explored via a system initiative over the coming year.
IV. Schedule modification: **Freshman Cohorts**

In Fall 2013, WCC instituted its first implementation of our Freshman Cohort Policy. This program, which mandatorily placed first time, full time freshman with a developmental need in cohorts, had a strong impact on student success. Cohort students surpassed transfer level placing students in first semester GPA, persistence to Spring, and earned credits. It is recommended that these continue.

V. Course modification: **Redesign**

Three strategies for modifying how coursework is structured are the focus of national best practice: compression, contextualization, and modularization. Compression is offering dev ed and transfer level courses concurrently or in sequence in the same semester. Contextualization is applying the course content to the chosen career field of the student group or to a specific interest area. Modularization is breaking down a class into discrete units of study so that students can move quickly/skip over areas they already know and focus time on areas of weakness.

Our Math department has implemented **modularization**, but the results produced have been lower than for traditional coursework. It was noted that in the implementation of modularization at WCC, student instructor interaction was decreased as students were expected to self-pace and self-guide themselves via computer based learning. While interaction between SI/tutor and student as well as instructor and student does occur, the decrease in traditional interaction and guidance has coincided with decreased success. This is evidenced by the fact that success in Summer Math Bridge versions of modularized coursework had high success rates but incorporated a lecture element, which paced the class and provided information, and strong guidance and work with not only instructors but also counselors and Supplemental Instructors. It is recommended that computer-based modularized classes be de-emphasized in our schedule. In Spring 2014, Math experimented with regular semester modularized classes that also incorporated lectures. Results are forthcoming.

**Contextualization** has not yet been tried at WCC but is promising (e.g. I-Best types of initiatives). Janine Oshiro will employ this strategy in a section of English in Fall 2014.

**Compression** has been utilized by English faculty using the Baltimore model ALP. In this, 10 students take English 22 and English 100 consecutively with the same instructor. 10 other students take English 100 only. English 22 doesn't function as an independent course but rather a support course for ENG 100. Our results have seemed mixed for implementation. However, in discussions with nationally recognized dev ed expert, Katie Hern, we have been encouraged to consider the data with a different focus – success in English 100. On July 3, 2014, our English department met with Katie Hern to reconsider data and look at best practice in compression strategies. Active learning techniques (see section VI) were highlighted to increase comprehension of texts and main ideas and increase homework accountability. It was noted that each level of pre-
College level classwork creates an exit point for drop out and decreases likelihood of college level enrollment in the discipline. The English faculty will consider how to implement strategies from this workshop in the Fall.

English has also had compressed classwork consisting of Reading and Writing coursework combinations (e.g. ENG 18/19 and ENG 21/22). This compression will be formalized in the next year as two (4) credit English classes. This will reduce the developmental education English sequence by 1 course (removes ENG 08) and create a 2 semester maximum path to transfer level English. Results will be analyzed after implementation.

**VI. Classroom engagement: Structure, self-awareness, growth mindset, active learning**

Our English faculty in particular have had increased success through creating highly structured lessons. For example, an instructor may begin by providing a handout with overview of the lesson, proceed to a lecture with visual components, have students engage in hands on application, review/reflect upon the application and then give a quiz to check for acquisition and knowledge gaps. Then, a related video can be provided for review outside of class. This incorporates student engagement, repetition, and building of scope over the class period.

Helping students to become better at self-assessment and awareness of their strengths, weaknesses, progress, and success helps them to become self-directed learners. English instructors achieve this through a number of initiatives throughout the semester, such as having students grade themselves and conferencing early in the semester for self-diagnosis, again for a midterm reflection, and at the end as a final overview.

Dr. David Yaeger has shown that students succeed at better rates when they are provided with tools to build a **growth mindset**, as opposed to a fixed mindset. He has students read articles which describe the brain as a muscle, which can grow stronger by working hard, early in the semester and reinforcing this through grading comments (e.g. you’ve improved, you are trying hard and it is showing etc. rather than good or you are so smart). This work was introduced to all entering Freshman as Frosh Camps (x3) in Fall 2014 in Vice Chancellor Eschenberg’s plenary address. It might be further incorporated in specific in IS103 for Frosh Cohorts and/or Dev Ed English. It might also be reinforced in all other coursework to promote success.

Student engagement and success can be greatly enhanced by incorporating active learning strategies in the classroom. Examples of these include using the **jigsaw** method to promote small group learning, using **instant debate** to assess acquisition and promote learning, using Jeopardy or **game-playing**, especially to review materials, and **incentivizing** activities via credit or a small fund created to donate to a specific cause. Relating materials to students ( ) can also greatly enhance engagement.
All of the above strategies will need to be scaled up and broadened to other disciplines and instructors. This committee recommends a series of brown bag lunches or workshops focusing on engagement next year. Jenny Webster and Annette Priesman have begun this initiative by presenting Active Learning Strategies in afternoon breakout sessions at our Fall 2014 convocation.

VII. Wrap around services: **Skill building, Supplemental Instruction, Intrusive Counseling**

Instructors can promote learning by helping students to build good study skills. This can include checking students’ notes in class and promoting note-taking and various study strategies.

Supplemental Instruction (SI) works to do this in addition to providing out-of-class group study sessions. Supplemental Instruction has been very effective in some classes but less effective in others. In order to promote more effective implementation and provide leadership opportunities for veteran SI Leaders, a Supplemental Instruction Mentor position was created. Under this position, students have provided oversight and guidance to junior SI Leaders by assisting in session planning, observing SI sessions, and developing programmatic materials, resources, and in-service training. In addition, training will be provided for the course Instructors on how to most effectively integrate Supplemental Instructors in their courses. All instructors with SI will be required to mention this in the syllabus. A Maui model where supplemental instruction is scheduled as part of the class time will be piloted in the Spring semester. A corequisite model may also be considered.

Other wrap around services to promote success are intrusive counseling, where counselors proactively work with students who display needs before these needs derail their academic journey. Starfish software will be piloted to create alerts to counselors for those students who are struggling in classes.

One further strategy being considered is creating a shared calendar for students where their tests, homework and relevant institutional dates (e.g. last date for 50/100% refunds, last date to withdraw etc.) are made available on a calendar that students, instructors and counselors have access to. Starfish software may or may not allow for this.

VIII. Action Plan Summary

1. At enrollment: **Accurate placement**
   - ACT placement with score of 18 for English: FALL 2014 pilot
   - Algebra II score of $>C$ with h.s. g.p.a. of $>2.6$: FALL 2014 pilot
   - English placement based on high school grades: for future though
2. Prior to first Fall semester: **Summer bridge**
   - Implement Dev Ed Math summer bridge: continuing
   - ACE summer bridge coursework: explore in 2014 for possible 2015 implementation.

3. First semester enrollment: **Freshman Cohorts**
   - Implementation of mandatory cohorts for freshman: continuing

4. Course modification: **Redesign**
   - Modularization of Math: de-emphasize in schedule as results have been poor
   - Modularization of Math: evaluate modularized coursework delivered in more traditional framework Spring 2014
   - Contextualization: ENG 22, Janine Oshiro FALL 2014
   - Compression: ALP Eng 22/100 ongoing
   - Compression: refine with Katie Hern, July 2014
   - Compression: Combined reading/writing: formalized in Fall 2014

5. Classroom engagement: **structured classes, self-awareness, active learning, growth mindset**
   - Structure: highly structured classes
   - Self-awareness: conferencing
   - Growth mindset: D. Yaeger, incorporate into Frosh Camp, Dev Ed English and IS 103, Fall 2014?
   *Promote these forms of engagement via workshop series in 2014-2015

6. Wrap around services: **SI, study skill building, shared calendar**
   - Supplemental Instruction: student master SI guidance: Fall 2014
   - SI: frequent classroom visits to improve quality strategies: Fall 2014
   - SI: Maui model: Fall 2014
   - SI: instructor orientation/training: Fall 2014
   - SI: syllabus inclusion: Fall 2014
   - Skill building: note checking: include in workshops with #5
   - Shared calendar: future initiative
   - Intrusive counseling: Starfish: Fall 2014

**IX. Conclusion**

WCC has already begun many activities to promote success in developmental education. Freshman cohorts are currently at scale. Summer Math Bridge is also largely at scale (n>100). Other strategies, such as compression, modularization, and Supplemental Instruction have been implemented at a larger scale but are being reviewed and refined. Piloting will soon occur for more accurate placement measures, contextualization, and growth mindset interventions. This year, we will assess ACE (D. Navarro) for possible
future implementation and promote active learning strategies through workshops and professional development.

Note that many of the successful strategies targeted at developmental education are truly strategies that could produce better outcomes at all levels, including transfer level courses (e.g. summer coursework to promote acceleration and completion, cohort scheduling/degree pathways, engagement and growth mindset initiatives). This underscores the need to consider the ultimate goal of developmental education to be success at the **transfer level**. That is, developmental education is not a goal unto itself but rather a support for the ultimate goal of college success. This taskforce’s final recommendation is that we create a **SUCCESS COMMITTEE** to help the entire institution to promote success. Developmental students are all our students.