ANNUAL REVIEW REPORT

for

Developmental Education

Academic Year 2004 – 2005

December 1, 2005
Developmental Education
Assessment Period: Fall 2004-Spring 2005

Prepared by Clayton Akatsuka and Ellen Ishida-Babineau

College Mission Statement
Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

Developmental Education Mission Statement
The mission is to provide quality remedial and developmental education through a series of courses designed to strengthen mathematics, reading, and writing skills; to encourage the development of academic and life skills to handle the rigors of future academic endeavors and to function in today’s society.

Part I. Executive Summary of Program Status
There is no response to recommendations since this is the first annual report completed for developmental education.

Part II. Program Description
A developmental education program, which has a separate organizational structure or funding, does not exist on this campus. There is no coordinator nor is there separate funding. Course offerings are under the purview of each department in consultation with the Dean of Instruction. The program is a set of sequential courses designed by the Language Arts and mathematics faculty.

In mathematics, the courses are:

MATH 21A, Basic College Mathematics I
MATH 21B, Basic College Mathematics II
MATH 22, Pre-Algebra Mathematics
MATH 24, Elementary Algebra I
MATH 25, Elementary Algebra II

In English, the courses are:

LSK 035, Learning Skills for College Success
ENG 021, Intermediate Reading
ENG 022, Introduction to Expository Writing
History

When the college first opened its doors, the campus offered only college-level courses, i.e., courses above the 100-level. However, it became evident that with the open-door policy, students were under-prepared to handle the expectations of college-level work. By 1984, developmental English courses such as English 001-Reading I, English 009-Basic Reading Skills, English 010-Basic Writing Skills, English 021-Intermediate Reading, English 022-Introduction to Expository Writing, and LSK 035-Study Skills were included in the English curricula. In 1990, ESL 005 was offered but was not successful because of the small number of non-native speakers on the campus. In response to the Chancellor of the Community Colleges and the President of the University of Hawaii system, remedial English and math courses were replaced with pre-developmental courses in 1990. In 1995, English 001, English 009, English 010 were replaced with LSK 035-Learning Skills for College Success, a four-credit course integrating reading, writing, and study skills.

By 1978, Math 001 was being offered. In 1981, Math 025-Elementary Algebra was included in the catalog. Math 025 was changed to Elementary Algebra II in 1994. In 1995, Math 027-Intermediate Algebra and Math 033-Unified Geometry were offered. Math 024 was added in 1997. In response to the needs of students, Math 021A-Basic College Mathematics I, Math 021B-Basic College Mathematics II were added to the curricula in 2004, and Math 022-Pre-Algebra Mathematics was added in 1998. See Program History for the current English and mathematics course offerings.

Program Student Learning Outcomes

Because there is no formal structure for developmental education, program student learning outcomes have not been identified. The student learning outcomes are identified in specific course outlines for specific courses. See Appendix for Remedial and Developmental English Courses, Fall 2005 and Remedial and Developmental Mathematics Courses, Fall 2005.

Faculty and Staff

Language Arts and Mathematics department faculty teach these courses. In most cases, these instructors also teach 100-level courses. Assignment to developmental courses occurs at a needs-basis. Until Fall 2005, two full-time, tenured Language Arts department faculty members taught specifically remedial and developmental courses; in the mathematics department, two full-time tenured faculty members taught specifically remedial and developmental courses. Mathematics and English lecturers taught the sections not taught by full-time personnel.

<table>
<thead>
<tr>
<th>2004-2005 Language Arts Faculty Teaching Developmental Courses</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Jean Shibuya</td>
</tr>
<tr>
<td>Ellen Ishida-Babineau</td>
</tr>
<tr>
<td>Aileen Yim*</td>
</tr>
<tr>
<td>Frances Oliver</td>
</tr>
<tr>
<td>Jody Helfand</td>
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</tbody>
</table>
2004-2005 Mathematics Faculty Teaching Developmental Courses

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Courses Taught</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clayton Akatsuka</td>
<td>MATH 21A, MATH 21B, MATH 22, MATH 24, MATH 25</td>
<td>Professor</td>
</tr>
<tr>
<td>Sione Uluave*</td>
<td>MATH 022</td>
<td>Instructor</td>
</tr>
<tr>
<td>Grace Duarte</td>
<td>MATH 024, MATH 025</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Jean Okumura</td>
<td>MATH 024</td>
<td>Professor</td>
</tr>
<tr>
<td>Wei Ling Landers</td>
<td>MATH 025</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Wendee Sakamoto</td>
<td>MATH 024, MATH 025</td>
<td>Lecturer</td>
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</tbody>
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*Retired at the end of the Spring 2005 semester.

Resources

Because people who teach these courses are Language Arts and mathematics faculty, the resources are part of departmental budgets. No outside resources are used to offer these courses.

Articulation with outside agencies or groups

Over the years, Windward CC English and mathematics faculty have met with DOE teachers from the Windward side. In January 2000, there was an O‘ahu Tech Prep Consortium Articulation Meeting to share information about ways to prepare students for matriculation into post-secondary institutions. There has been little discussion since then.

Part III. Quantitative Indicators for Program Review

At this time, there is little data on demand and efficiency as well as outcomes. Requests for quantitative data were made October 21, 2005 and again on November 3, 2005 to the Office of Institutional Research, but at the time of this report, we have not received all relevant quantitative data elements. Until we receive data, it is difficult to assess the strengths and weaknesses of our developmental courses based on efficiency and in outcomes. However, it is obvious that the two departments need to discuss issues related to developmental education on this campus.

Part IV. Assessment Results Chart for Program SLOs

Since there is really no developmental program, no formal assessment has been conducted at the time of this report.

Part V. Curriculum Revision and Review

Math 97 (or Math 97B), Elementary Algebra for Liberal Arts Majors, was offered in Spring 2002 as a response to student needs to acquire prerequisite math competencies in a shorter period of time. The desire was to have a 4-credit course in one semester as opposed to two 3-credit courses taken over two semesters to acquire the pre-requisite skills for Math 100 and thereby satisfying the Quantitative/Logical Reasoning requirement for the AA degree. The mathematics
faculty designed the Math 97 as an experimental course and decided to offer it over several semesters and conduct an assessment. Math 97 was offered for four semesters, Spring 2002 to Fall 2003, enrolling 76 students with 52 successfully passing the course with a “C” grade or better. Of the students successfully completing the Math 97 course, 48% went on to take Math 100 with a 77.8% passing rate and 7.7% went on to take Math 115 with a 50.0% passing rate. A concern was the smaller class enrollment in this course (13-23 students). It was thought to be economically favorable to offer Math 24 and Math 25, which typically enrolled 30 students each semester. The recommendation was not to continue offering the Math 97 course thus requiring that students complete the Math 24 and Math 25 sequence over two semesters to acquire the prerequisite math competencies. See Appendix for A Review of Math 97B – Elementary Algebra for Liberal Arts Majors.

Faculty discussions and a review of COMPASS placement test results revealed a need for a math course for students not able to take a math course at WCC; that is, they fail to score at the minimum cut off score for Math 22. In accordance with both the Strategic Plan for 2002-2010 and the Mission of Windward Community College, Math 21A and Math 21B were developed and offered in Fall 2004. Math 21A – Basic College Mathematics I begins with basic skills in mathematics that are essential prerequisite skills not only for subsequent coursework in mathematics and related areas, but also to strengthen the life skills of our students.

In Spring 2005, as a result of faculty discussions and anecdotal assessment of Math 21A/Math 21B “graduates” enrolled in Math 24, a few selected topics were added to Math 21A and a few to Math 21B to further strengthen the skills of its “graduates.”

Spring 2003 was the last offering of Math 27 – Intermediate Algebra. In keeping with UH Community College initiatives, Math 27 was modified and renumbered to Math 103 – College Algebra. The depth and rigor of the content was also modified to ensure the integrity of the above 100 numbering of a transfer level college course. One reason for this modification was to offer a prerequisite course for the pre-calculus sequence that better prepared the students.

A result of the assessment of the mathematics discipline student learning outcomes conducted in Fall 2003, was the recognition that a topic was introduced in Math 24, not worked with in Math 25, and then assessed in Math 100 or Math 103. The department moved to include a section of that topic in Math 25 allowing students to reinforce their work with that topic.

Language Arts and Mathematics faculty have reviewed all remedial and developmental courses. Student learning outcomes for LSK 035, ENG 021, ENG 022, MATH 21A, MATH 21B, MATH 22, MATH 24, and MATH 25 have been submitted to the CAAC. See Appendix for Remedial and Developmental English Courses, Fall 2005 and Remedial and Developmental Mathematics Courses, Fall 2005. As a first step in the assessment of our developmental courses, math and English faculty have begun aligning course SLOs to the skills and competencies required for each discipline. See Appendix for Alignment of Student Learning Outcomes to Skills and Competencies in Remedial and Developmental English Courses.

Within the community college system, there is ongoing discussion and meetings concerning COMPASS placement score cut-offs in reading, writing, and mathematics. In fact, after five
years of data (analyzed by ACT), the system recommended several changes in placement score cut-offs. Most of the recommendations regarding reading and writing were accepted by faculty. However, the recommendation to lower the placement score into English 102 has sparked a discussion among campuses, administration, and the system office for Academic Planning, Assessment, and Policy Analysis. The placement score for English 102 is still under discussion. With minor changes, the mathematics faculty members have accepted the recommendations made by the system and administration.

**Part VII. Analysis of Program**

The College mission states, “We support and challenge individuals to develop skills, fulfill their potential, [and] enrich their lives....” The course student learning outcomes reflect the need for community members to express themselves clearly in writing, read critically, develop learning skills to pursue lifelong learning, and use logical reasoning and mathematical skills that are essential for survival in this society. The student learning outcomes for the developmental courses relate specifically to students developing skills necessary to continue their educational pursuits and to function successfully in the community.

Because the purpose of this campus is to serve the postsecondary educational needs of individuals, developmental courses for persons needing to review the basic learning skills are provided (see 2002-2010 Strategic Plan, page 11, Strategic Direction 1.A). The campus has provided sufficient sections for developmental education courses to meet the educational needs of students. In the English area, the number of sections in English 021 has decreased mainly due to changes in COMPASS placement scores. Because of this change, English 022 sections increased. Since one full-time reading instructor retired and two full-time faculty members who normally teach the developmental courses have been reassigned to do accreditation and assessment duties, the number of lecturers increased this fall. See *Appendix for Developmental Education Course Offerings, Spring 2004-Fall 2005 and LSK 35m English 021, and 22 Offerings: Spring 2002-Fall 2005.*

This situation will change when the faculty members return back to their normal teaching load, but it does illustrates the need to nurture other developmental reading and writing instructors as well as filling the vacancy left by the reading instructor.

With the retirement of two full-time faculty, one in Language Arts and the other in the Mathematics department, the departments made personnel changes. The Mathematics department was given sufficient notice of retirement and was therefore able to hire a full-time instructor. The Language Arts department was not given official notice early enough, so the position is still vacant and lecturers were hired this semester. However, the Language Arts department sent a memorandum to the Dean of Instruction to fill the vacancy by the end of Spring 2006. Also, the department recommended that the vacant Japanese position be divided into two half-time positions—Japanese language and English composition and literature. This recommendation was based on data supplied by the office of Dean of Instruction.
<table>
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<tr>
<th>Tasks</th>
<th>Person(s) Responsible</th>
<th>Deadline for Completion</th>
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</table>
| 1. Although there is no formal developmental education program, the Language Arts and Mathematics departments recognize the need to collect data systematically in the following areas:  
  - Student semester hours for all classes  
  - FTE total enrollment  
  - Number of classes taught  
  - Average class size  
  - Class fill rate  
  - FTE of BOR appointed program faculty  
  - Semester credits taught by lecturers  
  - Percent of classes taught by lecturers  
  - FTE Workload  
  - Student/faculty ratio  
  - Cost per SSH  
  - Persistence of students from fall to spring  
  - Student retention  
  - Student success at next level  | Clayton Akatsuka and Ellen Ishida-Babineau will follow up requests to OIR.  
  Office of Institutional Research is responsible for providing data.                                                                                                                                                  | January 31, 2006       |
| 2. Both departments need to discuss the current structure of the developmental education courses and decide whether the campus creates a developmental program or remain primarily under the departments and General Education. This includes establishing a means to discuss issues related to developmental education.  | Clayton Akatsuka and Ellen Ishida-Babineau will schedule meetings to discuss the direction the departments will take and a decision will be made by April 1, 2006.  
  Decisions and recommendations will be communicated to administration.                                                                                                                                              | April 1, 2006          |
| 3. Language Arts and Mathematics departments need to discuss strategies to assess course SLOs for student learning.  | Clayton Akatsuka and Ellen Ishida-Babineau will schedule meetings to discuss strategies and ensure decisions are made by April 1, 2006.  
  Decisions and recommendations will be communicated to administration.                                                                                                                                              | April 1, 2006          |
Part IX. Budget implications

There are no budget implications at this time.
APPENDICES

1. Remedial and Developmental English Courses, Fall 2005
2. Remedial and Developmental Mathematics Courses, Fall 2005
3. A Review of Math 97B—Elementary Algebra for Liberal Arts Majors
4. Alignment of Student Learning Outcomes to Skills and Competencies in Remedial and Developmental English Courses
5. Developmental Education Course Offerings, Spring 2004-Fall 2005
6. LSK 035, English 021 and 22 Offerings: Spring 2002-Fall 2005