

Executive Summary

Remedial/Developmental Education Programs 2008-2009

Hawai'i Community College completed program reviews in remedial mathematics, reading, and writing for the first time. Through the efforts of the system-wide committee on remedial/developmental education a set of data was delivered to teach campus. In addition, the program coordinators supplemented system data with campus data to complete their analysis.

The College uses the Compass Placement Test to place students appropriately in the various levels in math, reading, and writing. Based on Placement Test results, students are required to take these courses before gaining access to college-level courses for the Associate of Arts Degree and for courses in the Career and Technical Programs. It should be noted that the College does not have a separate program for remedial/developmental education. The courses are an integral part of the Liberal Arts and Public Services Division.

There is a very high demand for classes in remedial/developmental math with 83% of students who took the Compass Placement test placing in a remedial math class. This is reflected in an average class size of 23 students (92% fill rate). Because only 57% of the remedial/developmental classes are taught by regular discipline faculty, the Math department is heavily dependent on lecturers to teach remedial/developmental math courses. During this past year, the department was challenged with finding qualified lecturers to teach these courses. The Remedial/developmental Math Coordinator recognized high effectiveness rates as evidenced by 90+% retention rates, 60% to 62% successful completion rates, and approximately 60% successful completion rates for AtD cohort.

While the enrollment in remedial/developmental reading courses increased from 184 in 2005 to 208 in 2007, the campus data showed that 38% of students who took the Compass test were placed into a remedial/development reading class. For students attending Hawai'i Community College, fewer students place into the remedial/development courses in reading than in math or writing. With an average class size of 18 out of 20 and a 91% fill rate, the remedial/developmental program can be deemed "healthy" in the efficiency measure. There is less reliance on lecturers to teach remedial/developmental reading courses as compared to math. Retention rates were high at a rate of at least 93%. Successful completion rates increased from 58% to 64% indicating a high degree of effectiveness.

There is a very high demand for classes in remedial/developmental writing with 56% of students who took the Compass Placement test placing in a remedial writing class. With an average class size of 17 out of 20 (maximum) and a fill rate of 86%, these measures will support a health call of healthy. In addition, 82% of BOR English faculty teach remedial/developmental writing courses. Retention rates are high at 94%, but successful completion rates are lower than those for reading and math.

Many of our programs heavily rely on the support of the Liberal Arts departments to offer courses in Remedial/Developmental math, reading, and writing. Some of the challenges facing the offerings in our remedial/developmental programs are lack of resources, inadequate facilities, increase demand on faculty to participate in initiatives to service this population, and a decreasing pool of qualified lecturers in most disciplines. Additional challenges also include the separation of the lower campus from the upper campus and the separation of the East and West campuses. The remedial/development programs have engaged in a number of initiatives designed to increase the success rates of students who are placing in at least one remedial/developmental course.