MEMORANDUM

September 26, 2012

TO: Nawa’a Napoleon Sharoh Moore
    Dawn Zoni Maria Bautista
    Lisa Kanae Krista Hiser
    Evan Yoshimura Dennis Perusse
    Ron Takahashi Sheila Kitamura
    Melvin Jadulang

FROM: Leon Richards, Chancellor

SUBJECT: Committee on Self-Study for Foundational English and Math Programs

To continue the ongoing improvements in students’ completion of math and English requirements for KCC degrees and/or certificates, I am asking each of you to serve on a committee to conduct a self-study aimed at developing unified and focused Foundational English and Math Programs at KCC. Your committee will be coordinated by Department Chairs Nawa’a Napoleon and Sharoh Moore, and Student Affairs Coordinator Dawn Zoni. I am also asking Dean Charles Sasaki and Vice Chancellor Mona Lee to attend your meetings and provide support to your efforts.

Our college is in the process of discussing and adopting a policy that requires first-year and/or Math 103 students to complete their foundational English (up to Eng 100) and math courses (up to Math 100) by the end of their first college year. Our effort in joining the Carnegie Foundation for the Advancement of Teaching’s newly developed community college mathematics pathway is one of the ways the college will work toward reaching this goal.

This policy will ensure that students develop a strong foundation in English and math in their first year to qualify them for the discipline courses that should become the focus of their coursework in their second year and beyond.

Studies have shown that the proper preparation in English and math in the first year can improve college retention, achievement and graduation rates.

At the same time we want to work at improving the quality of student learning outcomes and student success in foundational English and math courses.
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I am asking your committee to initiate a collaborative planning process to develop a Foundations Program that engages students in the foundational courses relevant to the pathways into their degree programs.

The goal of this process is to twofold:

1. To connect the different levels of foundation courses to promote student progress through them, with student success in the required foundation course at the end of the sequence.
2. To connect the foundation courses to the students disciplines while ensuring that the courses also deliver the general education outcomes that are the hallmarks of the transfer-level foundation courses in the UH system.

The program should also feature support from the counseling staff, the financial aid office, and the learning support units (e.g. tutoring, mentoring and the library)

Thus, consultation with the Liberal Arts and CTE programs, as well as student support services are essential in developing this plan.

In providing me with a plan by February 15, 2013, please include the following elements:

1. Development of a mission statement for this program including a process for measuring departmental effective toward accomplishing this mission.
2. A description of the proposed (1) writing and math course pathways including mode of delivery, (2) student counseling, and (3) tutoring, and lab services and how the integration of these services will support the college’s Completion Agenda.
3. A description of the human, physical, technology and financial resources needed.
4. A plan for departmental leadership that best empowers the department to develop policies requiring completion of the foundations courses within the first year. The leadership plan must incorporate a decision-making process for curricular action that involves input from all college degree programs.

I am available to meet with your planning committee members to hear your initial ideas on how you plan to proceed. If there are immediate resource needs to carry out this project, we can discuss them at that time.

LR:nm

c Mona Lee
Louise Pagotto
Charles Sasaki
Patricia O’Hagan
Frank Haas
Susan Dik