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Student Success Initiative: Co-Requisite Model for Math & English

Office of the Chancellor <announce@hawaii.edu>

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To: announce@hawaii.edu

Dear Faculty:

A major change will be implemented in fall 2016, but many of you are feeling the effects now. Some math and English classes will be delivered with a co-requisite course in the fall. In short, a co-requisite model means that students testing below college level will be in classes with college-level students but will be provided targeted support to help boost their understanding and learning of the college-level course material.

This student success initiative is being rolled out system-wide. Why are we going through this major change, you may ask, especially as the change is increasing the number of classes that we offer for math and English, affecting faculty and classroom schedules? Studies have shown that a high percentage of students who need to take many levels of developmental courses, do not go on to attain an Associate's Degree. In addition, if students are using financial aid to pay for the developmental courses, there is a possibility that they will run out of funds before a degree can be acquired. In contrast, national studies have shown that the co-requisite model has a high percentage of success in moving students to graduation.

Please refer to the following presentations, which cites data on successful models:

Rob Johnstone's National Trends in CC Improvement Efforts

http://www.uhcc.hawaii.edu/OVPCC/student_success/docs/Rob%20Johnstone_National%20Trends%20in%20CC%20Improvement%20Efforts%20-%20Hawaii%20Nov%2024%202015-1.pdf

Latest National Efforts on the Co-Requisite Model by Bruce Vandal

http://www.uhcc.hawaii.edu/OVPCC/student_success/docs/Latest%20National%20Efforts%20on%20Co-Requisite_Bruce%20Vandal_Nov%2024%202015.pptx.pdf

Although it seems the decision to adopt the co-requisite model was made in haste that is simply not the case. The following outlines the history of this decision:

- In 2013 the Foundations Project Ad Hoc Committee was formed to address the low success rates of students in developmental education at Kapi'olani.
- In Fall 2014 the system-wide Student Success Council was formed to focus on developing and implementing approaches that would improve the success of our students. The first area of focus was the exploration of co-requisite models of course delivery for developmental English and math.
- In June 2015 a four-day meeting was convened at Windward Community College to bring together math and English faculty from across the system to brainstorm how the colleges would design and implement co-requisites. Representatives of math and English faculty from all seven campuses have been meeting regularly since then, refining the models and working on curriculum.

While student success is driving this initiative, there are other academic benefits as well. Many of our 100- and 200-level courses have math and English prerequisites. If more students are able to successfully complete college-level English and Math within the first 30 credits (per the policy mandate), more students will be prepared sooner to take those 100- and 200-level courses.

Implementing the co-requisite model may inconvenience faculty particularly in the Arts and Sciences departments. Teaching schedules that faculty have had for years may be changed and the way classrooms are scheduled may be very different. These modifications allow math and English courses to be scheduled throughout the day, not only in the early morning or late in the afternoon, where openings currently exist. This provides equity for all students and faculty in terms of scheduling and using classrooms.

I'm asking that we work together to do what is best for our students. I'm asking that you share your classrooms and allow minor changes in your schedules to support our students in this new model. Let's work together to help our students cross the finish line.

Mahalo,
Leon Richards, Chancellor

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