

English Co-Requisite



2020

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program or Unit Description

The English department offers two accelerated learning programs: English 102/21, College Reading/Introduction to College Reading, and English 100/22, Composition I/Introduction to Composition. We also offer English 20, Reading and Writing Essentials, which combines reading and writing instruction for students who do not place into the English 102/21 and English 100/22 ALP courses.

2. Analysis of the Program/Unit

ENROLLMENT GOAL: 100% of new students enroll in English in their first year

Fall Semester	New Students ¹	Enrolled in Any English	% Enrolled	Did Not Enroll	% Not Enrolled
Fall 2017	482	276	57%	206	43%
Fall 2018	411	249	61%	162	39%
Fall 2019	471	266	56%	205	44%

¹ Entering fall as first-time freshmen or first-time at campus transfers, no prior English courses, classified, degree-seeking only.

EFFICIENCY BY PLACEMENT GOALS:

1. By 2021, 75% of students placed at one level below college-ready standards will complete their college-level English course within one semester of enrolling in English.
2. By 2021, 70% of students placed at two or more levels below college-ready standards will complete their college-level English course within one year of enrolling in English.

Table 1 (above) shows that in Fall 2018, the number of students taking English in the first year increased; however, since the data only includes writing courses, this number would be higher if reading courses were also included as many students take reading courses before writing courses. Also, we do not currently have a policy that requires students to enroll into English courses within their first year, and students are not always advised to take English in the first year. The English department has agreed to making ENG 102 an essential piece of FYE. This includes 1) integration of the Ka'ao model, 2) use of high-engagement strategies, and 3) meeting three specific outcomes which are a part of the FYE goals.

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3. English Placement	AY 2017-18			AY 2018-19			AY 2019-20		
	Enrolled	Completed ²	% Completed College Level	Enrolled	Completed ²	% Completed College Level	Enrolled	Completed ²	% Completed College Level
College	296	163	55%	304	173	57%	330	202	61%
1-level	69	19	28%	57	32	56%	48	21	44%
2+ levels	58	25	43%	12	0	0%	30	13	43%
No Placement	19	9	47%	22	15	68%	21	12	57%
TOTAL	442	216	49%	395	220	56%	429	248	58%

¹ First-time attempters/enrolled in English; no prior subject history; classified, degree-seeking only.

² Completed within one semester for College and 1-level, within two semesters for 2+ and no placement levels.

The data in Table 2 suggests that we need to reexamine our placement options to ensure that students are correctly placed. For example, the number of students completing college-level English with no placement is higher in AY 2017-2018 than students who did place into college-level English. Many factors may affect the data for placement shown above, so we need to carefully examine all placement options for accuracy. The English department strongly recommends that our campus use multiple measures for placement. Our campus does not currently use multiple measures for placement, yet this is something that the English department has advocated for some time now.

STUDENT LEARNING GOAL: All students meet course student learning outcomes.

English Course	AY 2017-18			AY 2018-19			AY 2019-20		
	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed
100	793	452	57%	733	436	59%	757	482	64%
20W	25	15	60%	13	4	31%	-	-	-
22	135	83	61%	105	67	64%	72	47	65%
97	31	19	61%	18	14	78%	-	-	-

Table 3 shows English course completion rates for all students. Again, this data only contains information for writing courses and excludes reading courses, so it is an inaccurate representation of course completion rates for our English courses. We did offer English 20 (formerly ENG 97) in the AY 2019-2020 year, but there is not data listed for this course. As for English 100 and English 22, the completion rates reflect a number of factors, including that we have an unfilled English position, which has not been filled for three years, and we have had to use lecturers to teach several sections of English 100 and English 22.

3. Program Student Learning Outcomes or Unit/Service Outcomes

SLOs for English 21:

1. Effectively use entry-level college vocabulary;
2. Comprehend various types of entry-level written and visual college material;
3. Demonstrate application of varied reading strategies to entry-level college texts.

SLOs for English 102:

1. Apply reading and study skills for success in college-level courses;
2. Demonstrate increased vocabulary, as well as skills in decoding unknown words through context clues, word construction, and origin;
3. Distinguish between stated or implied main ideas and supporting details as well as locate specific information;
4. Analyze, organize, evaluate, and synthesize ideas from textbooks, periodicals, literature, and Internet sources;
5. Recognize different literary elements in both fiction and nonfiction works;
6. Demonstrate increased proficiency (speed and comprehension) in reading college-level materials across a range of genres and disciplines;
7. Effectively access library resources and appropriately cite these materials when writing accurate paraphrases and summaries.

SLOs for English 22:

1. Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback
2. Write compositions that have a main point and supporting ideas developed with specific, logically organized details
3. Integrate source material according to academic conventions
4. Proofread for effective grammar, word choice, punctuation, and spelling

SLOs for English 100:

1. Compose college-level writing with a clear purpose, in a form appropriate to intended audiences;
2. Demonstrate critical thinking in the process of writing;
3. Document credible sources in accordance with an appropriate style guide.

Courses Assessed

ENG 21: We are currently working on closing the loop for our assessment of this course; it was assessed with ENG 102 and as a result of our assessment, we are changing some of our CLOs for ENG 102.

ENG 22: We are assessing artifacts for ENG 22/100 in the Fall 2020 semester since last semester we were not required to complete our assessment project due to the pandemic.

4. Action Plan

Our action plan for English ALP courses includes the following:

1. Make ENG 102 an essential piece of FYE. This includes 1) integration of the Ka'ao model, 2) use of high-engagement strategies, and 3) meeting three specific outcomes which are a part of the FYE goals. This will increase the number of students taking English in the first year, and more importantly, it will better prepare students to succeed in their other college courses.
2. Continue to access best placement practices; the English department will work with the counseling department to address placement concerns and in incorporating multiple measures in student placement.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

I am NOT requesting additional resources for my program/unit.