

**HAWAI`I COMMUNITY COLLEGE  
ANNUAL  
PROGRAM REVIEW REPORT  
(System Data)**

**Remedial/Developmental  
Writing Program Review**

**December 2, 2009**

**(Assessment Period: Summer 2008, Fall 2008 and Spring 2009)**

**Writer(s):  
Annie Maeda**

## UHCC December 2009 Coversheet – Annual Report Remedial Developmental Data

**College:**

**Check One:**     **Reading**     **Writing**     **Math**

**Introduction:** Brief description of the program and program mission.

The remedial and developmental writing courses at Hawai'i Community College include **ENG 22 – Introduction to Expository Writing** (1 level below college level), **ENG 20W – College Writing/Grammar** (2 levels below college level), and **ENG 98 – Sentence Skills** (3 levels below college level), an experimental course which is currently being proposed as **ENG 19 – Writing Essentials**.

Hawai'i Community College also offers writing courses to students of English as a Second Language (ESL). ESL writing courses include **ESL 15 – Introduction to Expository Writing (ESL)** (1 level below college level), **ESL 13 – Grammar and Writing** (2 levels below college level), and **ESL 11 – Basic Grammar and Writing** (3 levels below college level). System data includes ESL 15 along with ENG 22 for 1 level below college level, ESL 13 along with ENG 20W for 2 levels below, and ESL 11 along with ENG 98 for 3 levels below.

Although Hawai'i Community College does not have a separate program for remedial/developmental courses, these courses are an integral part of the English Department of the Liberal Arts and Public Services Division. In many cases, these courses are prerequired for college-level courses for the Associate of Arts Degree and for courses in the Nursing and Business Education degree offerings.

The Associate in Arts (AA) degree program mission states:

*The Associate in Arts degree Program is designed for students who are preparing themselves to transfer to a four-year college or university and prepares students for roles as continuing students, family members, employers, employees, and citizens of local and global communities.*

**Part I.**

**Quantitative Indicators - Reported on 2009 Summary Report Remedial and Developmental Data excel sheet. Program costs added by college.**

**Annual Report of Program Data for Remedial/Developmental Writing  
Hawaii Community College**

| Demand Indicators                              |   | Academic Year   |      |           |
|--|---|-----------------|------|-----------|
|  |   |                 |      | 08-09     |
| 1  | Enrolled Students placed below College Level (unduplicated) |                 |      | N/A       |
| 2  | Enrolled in any Remedial/Developmental                      |                 |      | 562       |
| 3  | Percent Placed Below College Level and Enrolled             |                 |      | N/A       |
| 4  | Enrolled Students With No Placement                         |                 |      | N/A       |
| 5  | Semester Hours Taught                                       |                 |      | 133       |
| 6  | Student Semester Hours (SSH) Taught                         |                 |      | 2,156     |
| 7  | Full Time Students (Fall) Enrolled                          |                 |      | 224       |
| 8  | Full Time Students (Spring) Enrolled                        |                 |      | 173       |
| 9  | Number of Classes Taught                                    |                 |      | 39        |
| Efficiency Indicators                          |   | Academic Year   |      |           |
|  |   |                 |      | 08-09     |
| 10   | Average Class Size  |                 |      | 17.18     |
| 11   | Fill Rate   |                 |      | 86%       |
| 12   | Number of Low-Enrolled (<10) Classes                        |                 |      | 6         |
| 13   | BOR Appointed Faculty (FTE)                                 |                 |      | 3.6       |
| 14   | Non-BOR Appointed Faculty Teaching Classes                  |                 |      | n/a       |
| 15   | Percentage Classes Taught by Regular Discipline Faculty     |                 |      | 79%       |
| 16   | Percentage Classes Taught by non Regular Discipline Faculty |                 |      | 21%       |
| 17   | Program Budget Allocation                                   |                 |      | \$249,626 |
| 18   | Cost per SSH  |                 |      | \$115.78  |
| Effectiveness Indicators                       |   | Academic Year   |      |           |
|  |   |                 |      | 08-09     |
| Retention (Course Completion)                  |   |                 |      |           |
| 19   | 1 Level Below College Level                                 |                 |      | 94%       |
| 20   | 2 Levels Below College Level                                |                 |      | 93%       |
| 21   | 3 or More Levels Below College Level                        |                 |      | 95%       |
| Successful completion (Equivalent C or Higher) |   |                 |      |           |
| 22   | 1 Level Below College Level                                 |                 |      | 54%       |
| 23   | Withdrawals (Grade = W)                                     |                 |      | 26        |
| 24   | 2 Levels Below College Level                                |                 |      | 49%       |
| 25   | Withdrawals (Grade = W)                                     |                 |      | 12        |
| 26   | 3 or More Levels Below College Level                        |                 |      | 45%       |
| 27   | Withdrawals (Grade = W)                                     |                 |      | 1         |
| Achieving the Dream                            |   | AtD Fall Cohort |      |           |
|  |   | 2005            | 2006 | 2007      |
| 28   | Cohort Enrolled in Remedial Developmental Course            | 146             | 166  | 160       |

|  |   |               |     |     |
|--|---|---------------|-----|-----|
| 29   | Cohort Successful Completion at Least One Remedial/Developmental Course with in First Academic Year | 85            | 98  | 83  |
| 30   | Percent Cohort Successful Completion  | 58%           | 59% | 52% |
| Longitudinal Tracking  |   | Academic Year |     |     |
|  |   | 08-09         |     |     |
| Persistence (Fall to Spring)                                   |   |               |     |     |
| 31   | From 1 Level Below College Level, To College level  |               |     | N/A |
| 32   | From 2 Levels Below College Level, To 1 Level Below   |               |     | N/A |
| 33   | From 3 or More Levels Below College Level, To 2 Levels Below  |               |     | N/A |
| Success in Subsequent Semester Course (Equivalent C or Higher) |   |               |     |     |
| 34   | From 1 Level Below College Level, To College Level  |               |     | N/A |
| 35   | From 2 Levels Below College Level, To 1 Level Below   |               |     | N/A |
| 36   | From 3 or More Levels Below College Level, To 2 Levels Below  |               |     | N/A |

C/P denotes College provided data

N/A denotes data currently not available

Data current as of: 8/19/2009 - 11:00:13 AM

## Part II.

**Analysis of the Remedial and Developmental efforts (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).**

### Strengths

- **Large demand for remedial and developmental writing classes** as evidenced by the following data:
  - **562 students** enrolled in remedial/development writing courses (item #2 on page 3),
  - **133 semester hours** (item #5 on page 3) and **2,156 student semester hours** taught (item #6 on page 3), and
  - **39 remedial/developmental writing classes** were offered (item #9 on page3).
- **Efficiency is high** as evidenced by the following data:
  - **Average class size of 17.18** out of class capacity of 20 indicates efficiency of class size (item #10 on page 3),
  - **Fill rate of remedial/developmental writing classes is high at 86%** (item #11 on page 3),
  - **High commitment by English Department** faculty to remedial/developmental writing courses--**79%** as opposed to 21% of classes taught by lecturers (items #15 and 16 on page 3), and
  - **Relatively low cost per SSH of \$115.78** (item #18 on page 3).

- **High effectiveness percentages** as evidenced by the following data:
  - **Retention rate of 94% for one level below college level, 93% for two levels below, and 95% for three levels below** (items #19, 20 and 21 on page 3);
  - **Successful completion rate of 54% for one level below college level, 49% for two levels below, and 45% for three levels below** (items #22, 24 and 26 on page 3); and
  - **52% to 59% successful completion rates for cohort of Achieving the Dream students enrolled in remedial/developmental writing courses** (item #30 on page 4).
- Remedial/developmental writing courses support a great number of programs, i.e. these courses are prerequired for college-level courses for the Associate of Arts Program and for courses in the Nursing and Business Education Program offerings.
- Significant numbers of students are assisted by remedial/developmental writing courses to support their success thus responding to the needs of the community.
- Additional funding for the AA degree program received due to enrollment growth which included adding several sections of remedial/developmental writing classes in response to students' needs and community demand.

### Weaknesses

- Lack of dedicated computer classroom(s) for writing students. At present, we provide classes in E. HI on the Manono campus, in a portable classroom up by the gym, and in K building. We also “borrow” classrooms from the Business Education program.
- Inadequate, dilapidated, and insufficient classrooms and offices;
- Limited parking for faculty and students especially during peak class hours and for students and faculty traveling between campuses which may result in liability concerns;
- East Hawaii campus is separated into two locations requiring greater distance in transportation between classes, in particular when cohorts are involved;
- Facilities in both E. and W. HI are inadequate;
- Anticipated high number of vacancies due to retirements, domino effect of reassignments and budget constraints;
- Decreasing pool of lecturers who meet the minimum qualifications;
- Externally required reports continue to consume excessive amounts of time and energy;
- Lack of resources for Professional Development for instructors; and
- Increasing requests for writing faculty to participate in initiatives and/or projects that require additional time and energy from remedial/developmental writing faculty.

- Data from System office include numbers from ESL classes; therefore, in order to get a true picture of remedial/developmental writing statistics and progress, ESL data should be omitted.

**Significant Program Actions -- curriculum changes, stop-out; gain/loss of positions, etc.**

- Participation in Achieving the Dream (AtD) initiative (Hulu`ena) which includes the use of in-class tutors in designated remedial/developmental writing courses,
- A current proposal to initiate a new pilot program (Hui Makamae) includes the involvement of remedial/developmental writing faculty,
- Writing faculty continue to participate in campus, as well as System, Remedial/Developmental Committees.

**Part III. Action Plan**

- Remedial/Developmental Committee continues to implement and define Remedial/Developmental and Achieving the Dream initiatives with Hui Makamae pilot program and Hulu`ena,
- Ongoing participation on Remedial/Developmental Committee,
- Ongoing discussion of SLOs of remedial/developmental courses and sharing of best practices,
- Ongoing course development in response to student needs, and
- 20% of English courses have undergone a review and remedial/developmental writing classes are currently being reviewed.

**Part IV. Resource Implications (physical, human, financial).**

- Provide increased number of suitable office and classroom spaces.
  - As enrollment increases, there is a higher demand for remedial/developmental courses. At present, we need to rely on lecturers to help out, but they need office space to plan and meet with students. Also, we provide classes on the Manono campus, in a portable classroom up by the gym, and in K building. We also “borrow” classrooms from the Business Education program.
- Develop creative plans to accommodate traveling between campuses by increasing the efficient use of available parking spaces.
- Fund and provide resources for professional development.

**Annual Report Program Data and analysis located on college website at:**

**HAWAI`I COMMUNITY COLLEGE  
ANNUAL  
PROGRAM REVIEW REPORT  
(Local Data)**

**Remedial/Developmental  
Writing Program Review**

**December 2, 2009**

**(Assessment Period: Summer 2008, Fall 2008 and Spring 2009)**

**Writer(s):  
Annie Maeda**

Since this is the first “Program” Review for Remedial/Developmental Reading, data was collected locally by Hawai`i Community College IT Specialist for the period of Summer 2008, Fall 2008, and Spring 2009. Below are the results of the data, which include ESL 15 (1 below college level), ESL 13 (2 below), and ESL 11 (3 below) to be consistent with System data.

| <b>Hawaii Community College</b>  |                |                 |                 |                |  |
|--|----------------|-----------------|-----------------|----------------|--|
| Remedial / Developmental Program Review data elements  |                |                 |                 |                |  |
| 2008-09 academic year.   |                |                 |                 |                |  |
| <b>Demand:</b>   |                |                 |                 |                |  |
| 1. Students Taking Compass Test:   | 2856           |                 |                 |                |  |
| 2. Students taking Compass with remedial / developmental placement (Students placing at DOE level not included.) |                |                 |                 |                |  |
| <b>Writing</b>   | 1177           |                 |                 |                |  |
| Unduplicated count of students placing in at least one remedial / developmental discipline based upon Compass    | 2562           | 89.71%          |                 |                |  |
| 3. HAWCC Students enrolled in at least one remedial course:  | <b>LBRT</b>    | <b>CTE</b>      | <b>Uncl.</b>    | <b>Total</b>   |  |
| HAW  | 312            | 647             | 15              | 974            |  |
| HAW - Unduplicated*  |                |                 |                 | 961            |  |
| WHI  | 112            | 76              | 1               | 189            |  |
| WHI - Unduplicated*  |                |                 |                 | 189            |  |
| Combined   | 424            | 723             | 16              | 1163           |  |
| Combined - Unduplicated**  |                |                 |                 | 1130           |  |
| *Students changing their major during the study period can cause them to be counted in multiple categories.      |                |                 |                 |                |  |
| **Note: Some students took remedial classes at both HAWCC Hilo & WHI.  |                |                 |                 |                |  |
| 4. HAWCC SSH on remedial / developmental classes only:   |                |                 |                 |                |  |
| Haw  | 2040           | 4123            | 67              | 6230           |  |
| WHI  | 674            | 467             | 8               | 1149           |  |
| Combined   | 2714           | 4590            | 75              | 7379           |  |
| 5. HAWCC FTE Enrollment (Total SSH / 27)   |                |                 |                 |                |  |
| Haw  | 75.56          | 152.70          | 2.48            | 230.74         |  |
| WHI  | 24.96          | 17.30           | 0.30            | 42.56          |  |
| Combined   | 100.52         | 170.00          | 2.78            | 273.30         |  |
| 6. HAWCC Students first time enrolled in each discipline by level  | <b>1 Level</b> | <b>2 Levels</b> | <b>3 Levels</b> | <b>Total</b>   |  |
|  | <b>Below</b>   | <b>Below</b>    | <b>Below</b>    | <b>Rem/Dev</b> |  |
| <b>HAW</b>   |                |                 |                 |                |  |
| Writing  | 222            | 103             | 67              | 392            |  |
| <b>WHI</b>   |                |                 |                 |                |  |
| Writing  | 56             | 22              |                 | 78             |  |



|   |                                  |                                  |                               |  |  |
|---|----------------------------------|----------------------------------|-------------------------------|--|--|
| <b>Combined</b>   |                                  |                                  |                               |  |  |
| Writing   | 278                              | 125                              | 67                            | 470                                    |  |
|   |                                  |                                  |                               |  |  |
| 7. Students enrolled in one, two, or three remedial / developmental course subjects. (Reading/Writing/Math)                             | <b>Single</b>                    | <b>Double</b>                    | <b>Triple</b>                 | <b>Total</b>                           |  |
| <b>HAW</b>  | 562                              | 264                              | 135                           | 961                                    |  |
| <b>WHI</b>  | 130                              | 44                               | 15                            | 189                                    |  |
| <b>Combined</b>   | 692                              | 308                              | 150                           | 1150                                   |  |
| <b>Combined - Unduplicated*</b>   | 663                              | 314                              | 153                           | 1130                                   |  |
| * Students taking remedial classes at both Hilo & WHI Campus cause them to fall in different categories (i.e. Double instead of single) |                                  |                                  |                               |  |  |
|   |                                  |                                  |                               |  |  |
| 8. Number of sections taught, max, and actual enrollments (without and with W Included)   | <b>Sections Taught</b>           | <b>Max Enrollment</b>            | <b>Actual Enrollment No W</b> | <b>Actual Enrollment With W</b>        |  |
| <b>HAW</b>  |                                  |                                  |                               |  |  |
| Writing   | 32                               | 640                              | 535                           | 577                                    |  |
| <b>WHI</b>  |                                  |                                  |                               |  |  |
| Writing   | 7                                | 140                              | 88                            | 95                                     |  |
| <b>Combined</b>   |                                  |                                  |                               |  |  |
| Writing   | 39                               | 780                              | 623                           | 672                                    |  |
| <b>Efficiency</b>   |                                  |                                  |                               |  |  |
|   |                                  |                                  |                               |  |  |
| 9. Average Class Size:  | <b>EOS Including Withdrawals</b> | <b>End of Semester</b>           | <b>Count W/ C or Better</b>   | <b>% Passing Including Withdrawals</b> | <b>% Passing Excluding Withdrawals</b> |
| <b>HAW</b>  |                                  |                                  |                               |  |  |
| Writing   | 18.03                            | 16.72                            | 301                           | 52.17%                                 | 56.26%                                 |
| <b>WHI</b>  |                                  |                                  |                               |  |  |
| Writing   | 13.57                            | 12.57                            | 52                            | 54.74%                                 | 59.09%                                 |
| <b>Combined</b>   |                                  |                                  |                               |  |  |
| Writing   | 17.23                            | 15.97                            | 353                           | 52.53%                                 | 56.66%                                 |
|   |                                  |                                  |                               |  |  |
| 10. Fill Rate (Enrolled student count in remedial / developmental classes divided by the sum of max enrollment values by discipline)    | <b>EOS Including Withdrawals</b> | <b>EOS Excluding Withdrawals</b> |                               |  |  |
| <b>HAW</b>  |                                  |                                  |                               |  |  |
| Writing   | 90.16%                           | 83.59%                           |                               |  |  |
| <b>WHI</b>  |                                  |                                  |                               |  |  |
| Writing   | 67.86%                           | 62.86%                           |                               |  |  |
| <b>Combined</b>   |                                  |                                  |                               |  |  |
| Writing   | 86.15%                           | 79.87%                           |                               |  |  |
|   |                                  |                                  |                               |  |  |

|   |  |                |  |              |  |
|---|--|----------------|--|--------------|--|
| 11a. Remedial / developmental Hours Taught  |  | <b>Writing</b> |  | <b>Total</b> |  |
| <b>HAW</b>  |  |                |  |              |  |
| BOR Staff   |  | 94             |  | 210          |  |
| Non-BOR Staff   |  | 18             |  | 101          |  |
| <b>Total HAW</b>  |  | 112            |  | 311          |  |
| <b>WHI</b>  |  |                |  |              |  |
| BOR Staff   |  | 15             |  | 33           |  |
| Non-BOR Staff   |  | 6              |  | 40           |  |
| <b>Total WHI</b>  |  | 21             |  | 73           |  |
| <b>Combined HAW &amp; WHI</b>   |  |                |  |              |  |
| BOR Staff   |  | 109            |  | 243          |  |
| Non-BOR Staff   |  | 24             |  | 141          |  |
| <b>Combined Total</b>   |  | 133            |  | 384          |  |
| 11b. Full Time Equivalency: (FTE)<br>(Remedial/developmental class hours divided by 27)         |  | <b>Writing</b> |  | <b>Total</b> |  |
| <b>HAW</b>  |  | 4.15           |  | 11.52        |  |
| <b>WHI</b>  |  | 0.78           |  | 2.70         |  |
| <b>Combined</b>   |  | 4.93           |  | 14.22        |  |
| 12a. Full Time Equivalency: BOR faculty   |  |                |  |              |  |
| <b>HAW</b>  |  | 3.48           |  | 7.78         |  |
| <b>WHI</b>  |  | 0.56           |  | 1.22         |  |
| <b>Combined</b>   |  | 4.04           |  | 9.00         |  |
| 12b. Full Time Equivalency: Non-BOR faculty   |  |                |  |              |  |
| <b>HAW</b>  |  | 0.67           |  | 3.74         |  |
| <b>WHI</b>  |  | 0.22           |  | 1.48         |  |
| <b>Combined</b>   |  | 0.89           |  | 5.22         |  |
| 13. Ave. Faculty Load. (Number of students enrolled divided by FTE at EOS-withdrawals included) |  | <b>Writing</b> |  |              |  |
| <b>HAW</b>  |  | 139.10         |  |              |  |
| <b>WHI</b>  |  | 122.14         |  |              |  |
| <b>Combined</b>   |  | 136.42         |  |              |  |
| 14. Program budget allocation   |  |                |  |              |  |
| <b>HAW</b>  |  |                |  |              |  |
| Staff Costs   |  | 167,908.62     |  |              |  |
| Program Expenses  |  |                |  |              |  |
| Total Costs HAW   |  | 167,908.62     |  |              |  |
| <b>WHI</b>  |  |                |  |              |  |
| Staff Costs   |  | 29,618.12      |  |              |  |
| Program Expenses  |  |                |  |              |  |
| Total Costs WHI   |  | 29,618.12      |  |              |  |
| 15a. Student Semester Hours (SSH) by Discipline   |  |                |  |              |  |
| <b>HAW</b>  |  | 1877           |  |              |  |
| <b>WHI</b>  |  | 285            |  |              |  |

|  |                      |                       |                       |                       |                   |
|--|----------------------|-----------------------|-----------------------|-----------------------|-------------------|
| 15b. Cost per SSH. (Program budget allocation divided by # of student semester hours in discipline)            |                      |                       |                       |                       |                   |
| <b>HAW</b>   |                      |                       | 89.46                 |                       |                   |
| <b>WHI</b>   |                      |                       | 103.92                |                       |                   |
| 16. Number of low enrolled classes (Less than 10 students)   |                      |                       |                       |                       |                   |
| <b>HAW</b>   |                      |                       | 5                     |                       |                   |
| <b>WHI</b>   |                      |                       | 1                     |                       |                   |
| <b>Effectiveness</b>   |                      |                       |                       |                       |                   |
|  |                      |                       |                       |                       |                   |
|  | <b>Fall 2008</b>     | <b>Persisting</b>     | <b>Percent</b>        | <b>Persisting</b>     | <b>Percent</b>    |
|  | <b>Count</b>         | <b>to spring</b>      | <b>Persisting</b>     | <b>to</b>             | <b>Persisting</b> |
| 17. Persistence (From one semester to the next)  | <b>(With W)</b>      | <b>2009</b>           | <b>(%)</b>            | <b>Fall 2009</b>      | <b>(%)</b>        |
| <b>HAW</b>   |                      |                       |                       |                       |                   |
| Writing  | 314                  | 231                   | 73.57%                | 167                   | 53.18%            |
| <b>WHI</b>   |                      |                       |                       |                       |                   |
| Writing  | 61                   | 31                    | 50.82%                | 20                    | 32.79%            |
| 18a. Student / class count. Remedial classes by level (Not a student headcount. Used for 18c Percentage calc.) | <b>1 Level</b>       | <b>2 Levels</b>       | <b>3 Levels</b>       | <b>Total</b>          |                   |
|  | <b>Below</b>         | <b>Below</b>          | <b>Below</b>          | <b>Rem/Dev</b>        |                   |
| <b>HAW</b>   |                      |                       |                       |                       |                   |
| Writing  | 341                  | 154                   | 82                    | 577                   |                   |
| <b>WHI</b>   |                      |                       |                       |                       |                   |
| Writing  | 71                   | 24                    | 0                     | 95                    |                   |
| 18b. Successful class completion (C or better) by discipline and level   | <b>1 Level Below</b> | <b>2 Levels Below</b> | <b>3 Levels Below</b> | <b>Total Rem/Dev.</b> |                   |
| <b>HAW</b>   |                      |                       |                       |                       |                   |
| Writing  | 194                  | 73                    | 34                    | 301                   |                   |
| <b>WHI</b>   |                      |                       |                       |                       |                   |
| Writing  | 37                   | 15                    | NA                    | 52                    |                   |
| 18c. Successful completion percentage (C or better) by discipline and level                                    | <b>(%)</b>           | <b>(%)</b>            | <b>(%)</b>            | <b>(%)</b>            |                   |
| <b>HAW</b>   |                      |                       |                       |                       |                   |
| Writing  | 56.89%               | 47.40%                | 41.46%                | 52.17%                |                   |
| <b>WHI</b>   |                      |                       |                       |                       |                   |
| Writing  | 52.11%               | 62.50%                | NA                    | 54.74%                |                   |

**Hawaii Community College  
Remedial Program Review: (Local)  
Summer 2008, Fall 2008, Spring 2009  
(Includes ESL)**

| Writing  |        |   |
|--|--------|---|
| 1 Enrolled Students Placed below college level*          | 699    | 3856 (Total Enrolled)                                     |
| 2 Enrolled Students in any Remedial / Developmental      | 522    |   |
| 3 Percent Placed Below College Level and Enrolled**      | 55.61% | (699 out of 1257 enrolled**** placed in remedial writing) |
| 4 Enrolled Students Remedial With No Placement***        | 30     |   |
| 5 Semester Hours Taught (ESL not included)               | 99     | 1971 (sh taught)  |
| 6 Student Semester Hours (SSH) Taught (ESL not included) | 1860   | 53625 (total ssh)   |
| 7 Full Time Students (Fall) Enrolled                     | 206    | 1331 (2884 is total fall headcount)                       |
| 8 Full Time Students (Spring) Enrolled                   | 144    | 1219 (2835 is total spring headcount)                     |
| 9 Number of classes taught                               | 33     | 1425  |

\* Based upon max compass score for the applicable discipline during the 2008 year.

\*\* Of students who enrolled in study period and took Compass from Jan 1 - Dec 31 2008, using their highest Compass score in discipline, what % had remedial placement. (DOE placement not included in this number.)

\*\*\* Of remedial students enrolled during study period, this is the number of students who had not taken a Compass test in the indicated discipline prior to 1/16/2009 – The last day to add/drop classes. Compass records only go back to 1/1/2006.

\*\*\*\* This is the number of enrolled students who took a Compass test in the indicated discipline between 1/1/2008 and 12/31/2008

## Part II.

### **Analysis of the Remedial and Developmental efforts (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).**

#### **Strengths**

- **Large demand for remedial and developmental writing classes** as evidenced by the following data:
  - **699 out of 1,257 enrolled students enrolled, or 55.61% of students who took the COMPASS test were placed into a remedial/development writing class** (items #2 and 3 on page 12);
  - Excluding ESL courses, **99 semester hours** (item #5 on page 12) and **1,860 student semester hours** taught (item #6 on page 12); and
  - **33 remedial/developmental writing classes** were offered (item #9 on page 12).

- **Efficiency is high** as evidenced by the following data:
  - **Average class size of 17.23** out of class capacity of 20 indicates efficiency of class size (item #9 on page 9),
  - **Fill rate of remedial/developmental writing classes is high at 86.15%** (item #10 on page 9),
  - **Commitment by English Department** faculty to remedial/developmental writing courses—109 BOR Staff, or **82%**, as opposed to 24 Non-BOR Staff, or **18%** (item #11a on page 10), and
  - **Relatively low cost per SSH of \$89.46 in E. HI and \$103.92 in W. HI** (item #15b on page 11).
- **High effectiveness percentages** as evidenced by the following data:
  - **Persistence rate of 73.57% in E. HI and 50.82% in W. HI from the Fall 2008 to Spring 2009 semester** (item #17 on page 11, and
  - **Successful completion rate of 56.89% in E. HI and 52.11% in W. HI for one level below college level and 47.40% in E. HI and 62.50% in W. HI for two levels below** (item #18c on page 11).
- Remedial/developmental writing courses support a large number of major programs, i.e. these courses are prerequired for college-level courses for the Associate of Arts Program and for courses in the Nursing and Business Education Program offerings.
- A significant number of students are assisted by remedial/developmental writing courses to support their success thus responding to the needs of the community.
- Additional funding for the AA degree program received due to enrollment growth which included adding several sections of remedial/writing writing classes in response to students' needs and community demand.

### Weaknesses

- Lack of dedicated computer classroom(s) for writing students. At present, we provide classes in E. HI on the Manono campus, in a portable classroom up by the gym, and in K building. We also “borrow” classrooms from the Business Education program.
- Inadequate, dilapidated, and insufficient classrooms and offices;
- Limited parking for faculty and students especially during peak class hours and for students and faculty traveling between campuses which may result in liability concerns;
- East Hawaii campus is separated into two locations requiring greater distance in transportation between classes, in particular when cohorts are involved;
- Facilities in both E. and W. HI are inadequate;
- Anticipated high number of vacancies due to retirements, domino effect of reassignments and budget constraints;
- Decreasing pool of lecturers who meet the minimum qualifications;

- Externally required reports continue to consume excessive amounts of time and energy;
- Lack of resources for Professional Development for instructors; and
- Increasing requests for writing faculty to participate in initiatives and/or projects that require additional time and energy from remedial/developmental writing faculty.

**Significant Program Actions -- curriculum changes, stop-out; gain/loss of positions, etc.**

- Participation in Achieving the Dream (AtD) initiative (Hulu`ena) which includes the use of in-class tutors in designated remedial/developmental writing courses,
- A current proposal to initiate a new pilot program (Hui Makamae) includes the involvement of remedial/developmental writing faculty,
- Writing faculty continue to participate in campus, as well as System, Remedial/Developmental Committees.

**Part III. Action Plan**

- Remedial/Developmental Committee continues to implement and define Remedial/Developmental and Achieving the Dream initiatives with Hui Makamae pilot program and Hulu`ena,
- Ongoing participation on Remedial/Developmental Committee,
- Ongoing discussion of SLOs of remedial/developmental courses and sharing of best practices,
- Ongoing course development in response to student needs, and
- 20% of English courses have undergone a review and remedial/developmental writing classes are currently being reviewed.

**Part IV. Resource Implications (physical, human, financial).**

- Provide increased number of suitable office and classroom spaces.
  - As enrollment increases, there is a higher demand for remedial/developmental courses. At present, we need to rely on lecturers to help out, but they need office space to plan and meet with students. Also, we provide classes on the Manono campus, in a portable classroom up by the gym, and in K building. We also “borrow” classrooms from the Business Education program.
- Develop creative plans to accommodate traveling between campuses by increasing the efficient use of available parking spaces.
- Fund and provide resources for professional development.

In order to get a clearer picture of remedial/developmental writing, data was collected by Hawai'i Community College IT Specialist for the period of Summer 2008, Fall 2008, and Spring 2009, excluding ESL. The numbers in bold print indicate R/D Writing data only. Below are the results of the data.

|  |                    |                    |                   |                    |                    |
|--|--------------------|--------------------|-------------------|--------------------|--------------------|
| 8. Number of sections taught, max, and actual  |                    |                    |                   |                    |                    |
| enrollments (without and with W Included)  | <b>Sections</b>    | <b>Max</b>         | <b>Actual</b>     | <b>Actual</b>      |                    |
|  | <b>Taught</b>      | <b>Enrollment</b>  | <b>Enrollment</b> | <b>Enrollment</b>  |                    |
| <b>HAW</b>   |                    |                    | <b>No W</b>       | <b>With W</b>      |                    |
| Writing  | 26 / 32            | 520 / 640          | 494 / 535         | 522 / 577          |                    |
| <b>WHI</b>   |                    |                    |                   |                    |                    |
| Writing  | 7                  | 140                | 88                | 95                 |                    |
| <b>Combined</b>  |                    |                    |                   |                    |                    |
| Writing  | 33 / 39            | 660 / 780          | 582 / 623         | 617 / 672          |                    |
| <b>Efficiency</b>  |                    |                    |                   |                    |                    |
| 9. Average Class Size:   | <b>EOS</b>         | <b>End</b>         | <b>Count W/</b>   | <b>% Passing</b>   | <b>% Passing</b>   |
|  | <b>Including</b>   | <b>of</b>          | <b>C or</b>       | <b>Including</b>   | <b>Excluding</b>   |
|  | <b>Withdrawals</b> | <b>Semester</b>    | <b>Better</b>     | <b>Withdrawals</b> | <b>Withdrawals</b> |
| <b>HAW</b>   |                    |                    |                   |                    |                    |
| Writing  | 20.08 / 18.03      | 19.00 / 16.72      | 271 / 301         | 51.92% / 52.17%    | 54.86% / 56.26%    |
| <b>WHI</b>   |                    |                    |                   |                    |                    |
| Writing  | 13.57              | 12.57              | 52                | 54.74%             | 59.09%             |
| <b>Combined</b>  |                    |                    |                   |                    |                    |
| Writing  | 18.70 / 17.23      | 17.64 / 15.97      | 323 / 353         | 52.53%             | 55.50% / 56.66%    |
| 10. Fill Rate (Enrolled student count in remedial / developmental classes divided by the sum of max enrollment values by discipline) | <b>EOS</b>         | <b>EOS</b>         |                   |                    |                    |
|  | <b>Including</b>   | <b>Excluding</b>   |                   |                    |                    |
|  | <b>Withdrawals</b> | <b>Withdrawals</b> |                   |                    |                    |
| <b>HAW</b>   |                    |                    |                   |                    |                    |
| Writing  | 100.38% / 90.16%   | 95.00% / 83.59%    |                   |                    |                    |
| <b>WHI</b>   |                    |                    |                   |                    |                    |
| Writing  | 67.86%             | 62.86%             |                   |                    |                    |
| <b>Combined</b>  |                    |                    |                   |                    |                    |
| Writing  | 93.48% / 86.15%    | 88.18% / 79.87%    |                   |                    |                    |
| 11a. Remedial / developmental Hours Taught   |                    | <b>Writing</b>     |                   | <b>Total</b>       |                    |
| <b>HAW</b>   |                    |                    |                   |                    |                    |
| BOR Staff  |                    | 60 / 94            |                   | 168 / 210          |                    |
| Non-BOR Staff  |                    | 18                 |                   | 101                |                    |
| <b>Total HAW</b>   |                    | 78 / 112           |                   | 269 / 311          |                    |

|   |  |                 |  |               |
|---|--|-----------------|--|---------------|
| <b>WHI</b>  |  |                 |  |               |
| BOR Staff   |  | 15              |  | 33            |
| Non-BOR Staff   |  | 6               |  | 40            |
| <b>Total WHI</b>  |  | 21              |  | 73            |
| <b>Combined HAW &amp; WHI</b>   |  |                 |  |               |
| BOR Staff   |  | 75 / 109        |  | 201 / 243     |
| Non-BOR Staff   |  | 24              |  | 141           |
| <b>Combined Total</b>   |  | 99 / 133        |  | 342 / 384     |
| 11b. Full Time Equivalency: (FTE)   |  |                 |  |               |
| (Remedial/developmental class hours divided by 27)  |  | <u>Writing</u>  |  | <u>Total</u>  |
| <b>HAW</b>  |  | 2.89 / 4.15     |  | 9.96 / 11.52  |
| <b>WHI</b>  |  | 0.78            |  | 2.70          |
| <b>Combined</b>   |  | 3.67 / 4.93     |  | 12.67 / 14.22 |
| 12a. Full Time Equivalency: BOR faculty   |  |                 |  |               |
| <b>HAW</b>  |  | 2.22 / 3.48     |  | 6.22 / 7.78   |
| <b>WHI</b>  |  | 0.56            |  | 1.22          |
| <b>Combined</b>   |  | 2.78 / 4.04     |  | 7.44 / 9.00   |
| 12b. Full Time Equivalency: Non-BOR faculty   |  |                 |  |               |
| <b>HAW</b>  |  | 0.67            |  | 3.74          |
| <b>WHI</b>  |  | 0.22            |  | 1.48          |
| <b>Combined</b>   |  | 0.89            |  | 5.22          |
| 13. Ave. Faculty Load. (Number of students enrolled divided by FTE at EOS-withdrawals included)     |  |                 |  |               |
|   |  | <u>Writing</u>  |  |               |
| <b>HAW</b>  |  | 180.69 / 139.10 |  |               |
| <b>WHI</b>  |  | 122.14          |  |               |
| <b>Combined</b>   |  | 168.27 / 136.42 |  |               |
| 14. Program budget allocation   |  |                 |  |               |
| <b>HAW</b>  |  |                 |  |               |
| Staff Costs   |  | 167,908.62      |  |               |
| Program Expenses  |  |                 |  |               |
| Total Costs HAW   |  | 167,908.62      |  |               |
| <b>WHI</b>  |  |                 |  |               |
| Staff Costs   |  | 29,618.12       |  |               |
| Program Expenses  |  |                 |  |               |
| Total Costs WHI   |  | 29,618.12       |  |               |
| 15a. Student Semester Hours (SSH) by Discipline   |  |                 |  |               |
| <b>HAW</b>  |  | 1566 / 1877     |  |               |
| <b>WHI</b>  |  | 285             |  |               |
| 15b. Cost per SSH. (Program budget allocation divided by # of student semester hours in discipline) |  |                 |  |               |
| <b>HAW</b>  |  | 107.22 / 89.46  |  |               |
| <b>WHI</b>  |  | 103.92          |  |               |



|  |                  |                   |                   |                   |                   |
|--|------------------|-------------------|-------------------|-------------------|-------------------|
| 16. Number of low enrolled classes (Less than 10 students)   |                  |                   |                   |                   |                   |
| <b>HAW</b>   |                  |                   | 0 / 5             |                   |                   |
| <b>WHI</b>   |                  |                   | 1                 |                   |                   |
| <b>Effectiveness</b>   |                  |                   |                   |                   |                   |
|  | <b>Fall 2008</b> | <b>Persisting</b> | <b>Percent</b>    | <b>Persisting</b> | <b>Percent</b>    |
|  | <b>Count</b>     | <b>to spring</b>  | <b>Persisting</b> | <b>to</b>         | <b>Persisting</b> |
| 17. Persistence (From one semester to the next)  | <b>(With W)</b>  | <b>2009</b>       | <b>(%)</b>        | <b>Fall 2009</b>  | <b>(%)</b>        |
| <b>HAW</b>   |                  |                   |                   |                   |                   |
| Writing  | 291 / 314        | 209 / 231         | 71.82% / 73.57%   | 150 / 167         | 51.55% / 53.18%   |
| <b>WHI</b>   |                  |                   |                   |                   |                   |
| Writing  | 61               | 31                | 50.82%            | 20                | 32.79%            |
| 18a. Student / class count. Remedial classes by level (Not a student headcount. Used for 18c Percentage calc.) | <b>1 Level</b>   | <b>2 Levels</b>   | <b>3 Levels</b>   | <b>Total</b>      |                   |
|  | <b>Below</b>     | <b>Below</b>      | <b>Below</b>      | <b>Rem/Dev</b>    |                   |
| <b>HAW</b>   |                  |                   |                   |                   |                   |
| Writing  | 326 / 341        | 136 / 154         | 60 / 82           | 522 / 577         |                   |
| <b>WHI</b>   |                  |                   |                   |                   |                   |
| Writing  | 71               | 24                | 0                 | 95                |                   |
| 18b. Successful class completion (C or better) by discipline and level   | <b>1 Level</b>   | <b>2 Levels</b>   | <b>3 Levels</b>   | <b>Total</b>      |                   |
|  | <b>Below</b>     | <b>Below</b>      | <b>Below</b>      | <b>Rem/Dev.</b>   |                   |
| <b>HAW</b>   |                  |                   |                   |                   |                   |
| Writing  | 184 / 194        | 63 / 73           | 24 / 34           | 271 / 301         |                   |
| <b>WHI</b>   |                  |                   |                   |                   |                   |
| Writing  | 37               | 15                | NA                | 52                |                   |
| 18c. Successful completion percentage (C or better) by discipline and level                                    | <b>(%)</b>       | <b>(%)</b>        | <b>(%)</b>        | <b>(%)</b>        |                   |
| <b>HAW</b>   |                  |                   |                   |                   |                   |
| Writing  | 56.44% / 56.89%  | 46.32% / 47.40%   | 40.00% / 41.46%   | 51.92% / 52.17%   |                   |
| <b>WHI</b>   |                  |                   |                   |                   |                   |
| Writing  | 52.11%           | 62.50%            | NA                | 54.74%            |                   |

There are significant differences in class size (item #9), fill rate (item #10), number of low-enrolled classes (item #16), and percentage of BOR staff to non-BOR staff (item #11a.) who teach the courses between the two data elements; on the other hand, some of the other data elements, such as persistence (item #17) and successful completion rate (item #18b.) have minimal differences. In order to get a true picture of how the remedial/developmental writing “program” is progressing, System should consider excluding ESL from the data that they provide.

**AY 2009 Completed Annual Program-Unit Reviews**