

HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Remedial/Developmental
Writing

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

The remedial/developmental courses in writing are not part of a program and have not completed a comprehensive program reviews

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

The remedial/developmental writing effort at HawCC consists of three writing courses offered by the English Department: English 19, English 20W, and English 22. The courses are designed to prepare students to write effectively for college courses and programs, including certificates and degrees. A significant number of students in the CTE and Liberal Arts divisions depend on remedial/developmental writing courses to support their success. To assist student success, the English Department depends on the interdependence of its reading, writing, and ESL faculty, as well a close working relationship with other departments. Its primary goal is to meet student needs and the needs of the community.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

The Associate in Arts Degree Program prepares students for roles as continuing students, family members, employers, employees, and citizens of local and global communities.

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Describe how this program supports the College's mission.

The English Faculty at Hawai'i Community College are committed to providing a strong base for our students to achieve their reading and writing goals. Our faculty have a variety of backgrounds and specialties, including linguistics, literature, reading, ESL, and composition. English remedial/developmental writing courses strive to reflect the college spirit of E 'Imi Pono (seeking excellence), preparing students for success on their chosen career paths.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

The remedial/developmental writing courses -- ENG 19, ENG 20W, ENG 22 -- introduce and develop writing skills necessary for communication in college and the workplace.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2:

The remedial/developmental writing courses -- ENG 19, ENG 20W, ENG 22 -- introduce and develop research skills that help students to gather information, evaluate it, and use it appropriately in written communication.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

The remedial/developmental writing courses -- ENG 19, ENG 20W, ENG 22 -- introduce and develop a student's ability to present information in a manner respectful of a diverse audience.

Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

Overall Health-- Healthy

Demand -- Healthy

Strengths:

Demand for remedial and developmental writing classes remains healthy as evidenced by the following data:

- 650 students enrolled in remedial/development writing courses;
- 135 semester hours taught
- 284 full-time students enrolled in the fall;

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- 2,325 student semester hours were taught; and
- the percentage of ATD students who placed into remedial developmental classes and then enrolled in remedial classes, increased by 4%, matching the healthy benchmark set by the UHCC data scoring rubric.

Weaknesses:

Demand for remedial classes remained healthy,

- but enrollment in remedial/developmental dropped from 740 to 650, while semester hours taught dropped only from 138 to 135; and
- student semester hours taught dropped from 2670 to 2325

Efficiency -- Healthy

Strengths;

Efficiency is healthy as evidenced by the following data:

- Average class size of 17.2 out of class capacity of 20 indicates efficiency of class size;
- the fill rate for remedial/developmental writing classes is 89.6%, which falls well within the healthy benchmark set by the UHCC data scoring rubric;
- only 5 low enrolled courses were offered;
- percentage of classes taught by regular discipline faculty increased from 24% to 36%;
- percentage taught by non regular discipline faculty decreased from 76% to 64%; and
- program budget allocation increased by 1.1% from the previous year.

Weakness:

- Although fill rates remained healthy, 89.6%, they dropped from 96.7%;
- although the percentage of courses taught by regular discipline faculty rose from 24% to 36%, 64% of faculty were taught by non regular faculty;
- there was a \$20 increase in cost per SSH.

Effectiveness -- Cautionary

Strengths:

- The retention rate increased from 94% to 96% for three levels below college level;
- the successful completion rate increased from 50% to 54% for one level below college level; from 55% to 65% for two levels below college level; and from 56% to 63% for three levels below college level; and
- withdrawals dropped from 8 to 5 for three levels below college level, while increasing by only one per level for the two other levels below college level.

Weakness:

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- Although the persistence level from one level below college level to a college-level course increased slightly, from 51.8% to 52.3%, this remained well below the healthy level of at least 70%;
- success at the subsequent level for one step below college level to college level dropped from 75.9% to 69.6%.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

N/A: No remedial/developmental courses offered online

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

N/A

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

N/A

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
Identify funds and classrooms to provide English writing classes with computers, enabling writing classes to use technology as a means of achieving student success.	For Fall 2012 and Spring 2013, remedial courses, including an Accelerated Learning Project (22/100) were offered in a computer-lab classroom with 20 computer stations. The classroom is now assigned to the English Department for instructional use. The English department has roughly five more classrooms in Hilo and two in Kona, all of which need laptops or tablets for our students.
Utilize the program review process to evaluate developmental	Developmental reading and writing courses are now part of the program review process, even though the courses are

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education enrollment and completion to determine effectiveness; meet once a year as a program	not a program, just a series of courses designed to help students reach college-level writing skills. Faculty meet monthly as part of the English Department.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. Completed development of ALP ENG 19/20W project, now being offered in Fall 13 and Spring 14 with computers in classroom
2. Postponed use of the ENG 22 and ENG 20W common final for one year in order to evaluate its effectiveness and research possible replacements for assessment purposes. Redesigned scoring rubric and course information sheets to reflect new approach to skill development, with more emphasis on critical thinking.
3. Preliminary agreement to align course numbers, titles, and learning outcomes with other CCs in the system.

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Demand	Approximately 650 students enrolled in remedial/developmental courses and 2,325 semester hours were taught. The percentage of ATD students who need remediation and enrolled in remedial courses increased by 4%.
S2. Efficiency	Average class size of 17.2 out of a 20-seat capacity indicates the ability of make maximum use of classroom space and faculty, with a fill rate of 89.6%.
S3. Retention	Retention rates remain high, in the 90s for all three levels, indicating student and faculty commitment to success

Weaknesses	Using supporting evidence, describe why this is a
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	Weakness
W1. Demand	Ironically, high demand, a strength for the courses, is also their weakness. Strong demand for developmental skills indicates a continued stream of students in need of writing courses designed to meet the needs of below-college-level students, meaning that those skills have not been taught in high schools, and now resources have to be directed away from college-level students. The English Department has one classroom equipped with computers, not nearly enough to handle demand.
W2. Efficiency	Although the number of full-time faculty to lecturers increased slightly, the English Department relies heavily on lecturers to deliver remedial developmental courses. Although lecturers provide some of our best instruction, they are not required to do committee work or advising, or little else beyond the classroom experience. They are hired on a semester-to-semester basis, are barred from attending conferences during the summer, and are less likely to do any curriculum development work, and less likely to receive any professional development funds. Hiring and evaluating new lecturers is time consuming and costly, not only for faculty but for support staff. In the fall of 2012, of the 23 sections of remedial writing courses taught, 17 were taught by lecturers. Of the 10 lecturers who taught those sections, only 5 were teaching remedial courses in the fall of 2013.
W3. Effectiveness	Although improving, successful completion rates remain below 70%. From 2010 to 2013 for E22, success rates have gone up from 48% to 54%; for E20W from 53% to 65%; and for E19 from 51% to 63%. However, although persistence for fall to spring increased slightly for E22 (51.8-52.3%), it dropped for E20W (68% to 58%) and E19 (75% to 69.6%). Success at the next level for E22 dropped from 75.9% to 69.6%

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

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Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Increase faculty for remedial developmental writing courses	Remediation	ILO 1	D.1	c.	
	Transfer	ILO 2	D.1	c.	
	Workforce	ILO 3	D.1	c.	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. The strategic plan calls for funding new positions recommended by CERC but the English Department has seen no additions in this area. As enrollment and need has increased, the department is left to hire more lecturers which puts a strain on available resources.
2.
3.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

The AMP calls for increased rates of graduation or transfer, workforce training, and success levels in remediation; increased faculty will assist in all these areas. With weak writing and reading skills students struggle to transfer or contribute to an increasingly complex and global work place.
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Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development	September 2014

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Shade replacement Irrigation design and installation	Fall 2014 Spring 2015
Obtain one new positions via program review for developmental and college-level writing	AY 2013-14

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Seek funding to supply three English classrooms with tablets or laptops and storage for 25 students each.	Remediation	ILO 1	A2.3	e.	
	Transfer	ILO 2	A2.4	c.	
	Workforce	ILO 3	D.1	f.	

Narrative of New Action Strategy for Strategic Plan:

1. As technology continues to evolve and require additional skills from our students, the English Department seeks to develop ways to engage students and make writing instruction relevant to those students who need to develop basic skills, train for the workforce or transfer to a four-year institution.
2.
3.

Briefly explain how Program Action 2 aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

The program action aligns with the ILOs and AMP priorities by training students, especially those in need of developing basic skills, for the workforce and transfer to four-year colleges.

Calendar of planned activities for Program Action 2 – In chronological order, briefly describe the procedures/activities planned to achieve Program Action 2

Activity	When will the activity take place
Request funds	Fall 2013
Purchase tablets/laptops	Spring 2014

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Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Obtain funds to allow one faculty member teaching developmental writing to attend a national level conference	Graduation	ILO 1	D.1	a.	
	Program Development	ILO 1	D.1	a.	
	Transfer	ILO 1	D.1	a.	

Narrative of New Strategy for Strategic Plan:

1. Fund staff development by paying for a faculty member teaching developmental writing to attend a national-level writing conference.
2.
3.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Action aligns with Goal D of the Strategic Plan to invest in faculty and their environment.

Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place
Request funds for travel	Fall 2013
Attend conference	Summer or Fall 2014

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
1P1		

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Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
New faculty positon	Personnel	\$55,000	D.1	c.	new strategy	S1	W2
			A2.3	d.	new	S1	W1
			A2.4	f.	new	S1	W1

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Full-time faculty provide consistency of instruction, work on committees, academic advising, participate in professional development, and support department activities

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
Equip three classrooms with tablets/laptops and storage	Equipmen	175,000	A2.3	d.	21.4	S1	W2
			A2.4	f.	21.4	S1	W1
			D.1	New Strategy	21.4	S1	W1

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Continued demands of evolving technology require that writing students engage in learning via the technology that they will be using in academic and commercial work places.

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Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
Conference	Personnel	5,000	D.1	New Strategy	new	S3	W3
			A2.3	d.	new	S1	W1
			A1.3	e.	new	S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

In order to innovate, faculty must be aware of new ideas and new methods to improve retention and success rates. Although we have access to technology which allows for distance education, faculty need to be outside their comfortable environment to accept new ways of doing things.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input checked="" type="checkbox"/>	Communication -- Speak and write to communicate information and ideas in professional, academic and personal setting
2	<input type="checkbox"/>	
3	<input checked="" type="checkbox"/>	Critical thinking --make informed decisions through analyzing and evaluating information
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Evidence of Industry Validation for CTE Programs – Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment

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by the program's advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

Evaluators used standard writing rubric that used organization, support and sentence skills as its three criteria; students were rated as low, fail, border, pass, or high pass depending on ease of reading, amount of logical support, and clarity of presentation. Faculty were aiming for 100% success rate of pass or high pass.

C) List Course(s) Assessed – List the courses assessed during the reporting period.

ENG 20 W and ENG 22

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

At the end of fall and spring semester, all students in the E20W and E22 classes were given two hours to write a response to one of five prompts: 200 words for E20W and 300 words for E22 students. All essays were assigned numbers for blind grading, and at least two faculty rated each essay without knowing the other's score. Writers who had more than three majors errors, two for E20W students, in sentence skills failed the exam.

E) Results of Program Assessment – The % of students who met the outcome(s) and at what level they met the outcome(s).

Pass rate was approximately 60%

F) Other Comments – Include any information that will clarify the assessment process report.

G) Next Steps – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options.

For years the English Department had been using this final exam method to evaluate its students' writing. The process was labor and time intensive. Faculty questioned this use of time and its emphasis on sentence skills rather than content. In the spring of 2013, faculty revised the course information sheets for both classes, eliminating the requirement to grade papers down for number of errors, and decided to engage in a year-long conversation to seek other means of testing for skills acquisition, including the possibility of a portfolio for assessment. Faculty were also concerned that the time saved could be used to assess other remedial courses, such as ENG 19 and ENG 18.