HAWAII COMMUNITY COLLEGE
PROGRAM REVIEW REPORT

Developmental Writing

March 2, 2015

July 1, 2013 to June 30, 2014

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Program/Unit Review at Hawaii 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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Program Description

The 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 depends on developmental writing courses to support their success. To assist student success, the English Department relies on the interdependence of its reading, writing, and ESL faculty, as well as on collaboration with Student Support Services and other departments. The primary goal is to meet student needs and the needs of the community.

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

1. Completed development of ALP ENG 19/20W and 22/100 courses, initially offered in Fall 13; two sections of ALP 22/100 will be offered in Fall 15.
2. Postponed use of the ENG 22 and ENG 20W common final for two years 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. Due to inconsistency in similarity and quality of final writing samples collected during the postponement period, the current ENG 22 assessment project seeks to measure achievement with a common, timed, in-class writing assignment to be administered in Spring 15.
3. Alignment of course titles and learning outcomes with other CCs in the system.

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.
- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:
http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW
Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

Based on the data from the ARPD, analyze the program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.
If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health	Efficiency Health	Effectiveness Health
UNHEALTHY Strengths: Though demand for developmental writing classes is categorized as unhealthy (due to minor decreases compared to previous AY), the courses still serve a significant number of students: • 614 students enrolled in development writing courses; • 129 semester hours taught; • 272 full-time students enrolled in the fall; • 2,223 student semester hours taught. Weaknesses: • enrollment in developmental writing courses dropped from 650 to 614; semester hours taught dropped from 135 to 129; and student semester hours taught dropped from 2325 to 2223; • AtD cohort enrollment decreased by 1%.	CAUTIONARY Strengths: • Average class size of 17.2 out of class capacity of 20 indicates efficiency of class size; • fill rate for developmental writing classes is 90.8%, a slight increase from previous AY • only 3 low enrolled courses were offered, a decrease from previous AY; • percentage of classes taught by regular discipline faculty increased from 36% to 42%; • percentage taught by non-regular discipline faculty decreased from 64% to 58%; and • program budget allocation increased by 12% from the previous year. Weakness: • although the percentage of courses taught by regular discipline faculty rose from 36% to 42%, 58% of classes were taught by non-regular faculty; • there was a $25 increase in cost per SSH.	UNHEALTHY Strengths: • Retention rates increased by 4% for one level below college level and for three levels below college level; • successful completion rate increased from 54% to 60% for one level below college level; from 65% to 68% for two levels below college level, and from 63% to 72% for three levels below college level; • withdrawals dropped from 31 to 12 for one level below college level, and from 5 to 1 for three levels below college level, while increasing by only 1 for two levels below college level; • the percentages of ATD cohort students successfully completing a developmental writing course within the first academic year rose slightly for all levels (from 1% to 3% increases). Weakness: • though successful completion rates rose for one level below college level and for three levels below college level, successful completion remains below 70% for one and two levels below college level; • persistence levels dropped between 12% to 23% for all levels; • success at the subsequent level for one level below college level to college level dropped from 69.6% to

		62.3%.

Overall Health
UNHEALTHY Demand Health parallels an overall drop in college enrollment, and though Effectiveness Health remains in the 60-70% range, this range is consistent with the other campuses in the UHCC system and is cause for system-wide attention and improvement efforts.

Distance Education: Completely Online Classes -- *List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)*

Perkins IV Core Indicators -- *Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were **not** met and specify action strategies.*

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- *Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?*

C. Trends & 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.*

The UHCC Developmental Education Committee has initiated efforts to promote alignment of developmental education across campuses. The first achievement was the agreement of all campuses on common course numbers, titles, and course learning outcomes. This agreement led to curricular modifications of HawCC developmental English courses.

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai`i Community College (HawCC) 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.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

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 composition, literature, ESL, and linguistics. English developmental writing courses strive to reflect the college spirit of E 'Imi Pono (seeking excellence), preparing students for success on their chosen academic and career paths.

2) ILO Alignment

a) ILO1: *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO1"

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

b) ILO2: *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"

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

c) ILO3: *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

The 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.

B. Program Mission – *Write Official Program Mission*

The Associate in Arts Degree Program, also referred to as the Liberal Arts (LBRT) Program, is designed for students who are preparing themselves to transfer to a four-year college or university.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
Program Curriculum	1) Sequential alignment of course learning outcomes leading to college-level writing 2) Regular, authentic assessment of student writing—in particular, use of common assessments (across course sections) 3) Innovative actions: ALP development, cross-disciplinary linked courses
Efficiency	Average class size of 17.2 out of a 20-seat capacity indicates the ability to make maximum use of classroom space and faculty, with a fill rate of 90.8%.
Retention	Retention rates remain high, between 95% and 100%, indicating student and faculty commitment to success.

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
Demand	A 5% decrease in enrollment in developmental classes (along with a 1% decrease in the AtD cohort placing at the developmental level), indicates a decreased demand for such courses. However, this is impacted by a decrease in overall college enrollment. The significant number of students still enrolling in developmental classes indicates the continuing need for writing courses designed to meet the needs of below college-level students. In Fall 14, there were 19 sections of below college-level writing classes compared with 23 college-level (expository) writing courses offered, indicating the college's demand for developmental instructional resources.	Work with administration and faculty to create policy requiring students who place at the developmental level to take an appropriate developmental course within the first year of college. Work with Student Services to efficiently advise/register students placing at the developmental level into appropriate classes within the first year of college.
Efficiency	Although the percentage of classes taught by regular discipline faculty increased from 36% to 42%, the English Department relies heavily on	Continue to advocate for more full-time English positions to teach developmental courses.

	lecturers to teach 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 less likely to do any curriculum development work, and are less likely to receive any professional development funds. Hiring and evaluating lecturers is time consuming and costly, not only for faculty but for support staff. In Fall of 2014, of the 19 sections of remedial writing courses taught, 11 were taught by lecturers.	
Effectiveness	Although improving at all levels, successful completion rates remain below 70% for one and two levels below college level. Persistence levels have dropped from the previous AY. Success at the subsequent level for one level below college level to college level dropped from 69.6% to 62.3%.	• Continue to engage in department-wide assessment to determine areas needing improvement • Continue to participate in UHCC DevEd activities, including participating in English discipline meetings, sharing data, and collaborating on ideas to increase effectiveness

Part III: Course/Program Assessment

A. Course(s) Assessed -- *List the course(s) (Alpha/#) assessed during this reporting period.*

ENG 22

B. Expected Level of Achievement -- *Describe the different levels of achievement for each*

characteristic of the learning outcome(s) that were assessed. That 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."

During the common final exam postponement period, a revised writing rubric—using Line of Reasoning, Structure, Language/Prose/Syntax, and Integrating Sources (where appropriate to the assignment) as its four criteria—was utilized in departmental assessment. Students were rated as Beginning (1), Emerging (2), Competent (3), or Advanced (4), depending on ease of reading, quality and quantity of logical support, and clarity of presentation. Faculty were aiming for 70% success rate of Competent or Advanced writing.

C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

The department collected ENG 22 final writing assignments from multiple sections, regardless of assignment type, to ascertain performance differences from the previously-administered common final exam. Class sets were collected and 12 papers were selected for assessment in Spring 14. The department used the revised rubric for scoring of the various final writing assignments.

Strategy/Instrument 2:	
Strategy/Instrument 3:	
Strategy/Instrument 4:	

D. Results of Course Assessment - *Provide a summary of assessment results.*

The attempted assessment of different final writing assignments resulted in inconsistent evaluation, due to the fact that instructors required very different writing tasks at the end of the semester. There was a general sense that the course assignments needed to be more substantive and meaningful, specifically with a possible increase in reading-based assignments.

Challenges in using the new rubric included lack of clarity in the descriptors: some felt that there was too big a gap in descriptors for Levels 1 and 2, and some wanted more clarity/specificity in the Level 3 (Competent) descriptor.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
Change 1: The department decided to design a common final writing assignment (timed, in-class, reading-based) to be administered in Spring 15 to try to obtain more consistent and reliable assessment results.	*Evaluation of Change 1:* Departmental assessment of a random sampling of artifacts will take place in Fall 15.
Change 2: The ENG 22 assessment workgroup continues to discuss possible revision of the rubric; changes will be made prior to assessment of the writing assignments collected in Spring 15.	*Evaluation of Change 2:* Departmental assessment of a random sampling of artifacts will take place in Fall 15.

E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

For years the English Department had been using a common final exam method to evaluate developmental student writing. Though consistent, the process was labor and time intensive. A two-year long postponement of this practice has resulted in discussions of different instructional/skill emphases, a new ENG 22 writing rubric, and an attempt to assess varied samples of writing. The resulting variety of assignments made it difficult to perform consistent assessment in AY 13-14, so the decision was made to go back to assessing a common final assignment for ENG 22. Results of the current assessment project will inform the decision on whether or not to continue with a common final exam/assignment for developmental writing courses in the future.

F. 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 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.*

Part IV Action Plan
A. 20% Course Review
a) Courses Reviewed -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title
ENG 22	Introduction to Composition

b) 20% Course Review Schedule
Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ENG 19				X	
ENG 20W			X		
ENG 22	X				

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- *List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf)*
- *Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.*
- *Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.*
- *Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.*

AMP Program Actions	Progress Evaluation & Evidence of Achievement
Increase faculty for developmental writing courses.	No new English Dept. positions were created.
Seek funding to supply three English classrooms with tablets or laptops and storage for 25 students each.	No funds were granted.
Obtain funds to allow one faculty member teaching developmental writing to attend a national level conference.	No funds were granted.

C. New Goals (Action Strategies) and Alignment – *Describe New Goals, if any*

Define Goal (Action Strategy) 1

Increase full-time faculty for developmental English courses.

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
Goal 1 aligns with ILO1 in providing more instructional support to enable students' effective communication skills. Goal 1 aligns with ILO2 in providing more instructional support to develop students' research skills. Goal 1 aligns with ILO3 in providing more instructional support to develop students' ability to engage in diverse issues and to effectively communicate with diverse audiences.

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
Goal 1 aligns with *SP A.2.3.a Increase (by 3%) the number of students enrolled in developmental course(s) through immediate advising after results of COMPASS placement testing are received so that within the first year, students are registered in appropriate developmental class(es); SP A.2.3.c. Develop and implement a policy, through the Academic Senate, that requires students to enroll in their first year in at least one developmental course when results of COMPASS place students in more than one developmental course; SP A.2.3.d For students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options; SP A2.4.b For students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options; SP B1.f. Include in a first year experience, exploration of career options and the development of literacy skills in areas such as reading, computer and technology, and global understanding; SP D.1.c Fund new positions (faculty/staff) recommended by CERC when necessary and appropriate.* More permanent, full-time faculty are needed not only to teach high-demand developmental courses, but also to consistently participate in assessment, curriculum development, and student success strategies concerning developmental writing courses.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
AMP 31.7 Revise HAW 5.501 Placement Testing policy and create a		X		X		X

Developmental Education policy requiring students placing in two or more developmental courses to take a required sequence of courses; AMP 31.16 Expand financial aid programs and improve remedial/developmental education by securing a portion of the $2 million UH system funds set aside for these purposes. Creating more full-time positions supporting developmental education will help to meet the need for more classes and assessment if students placing in developmental courses are required to begin a developmental sequence within the first year of entry.						

UH System Collaboration (if applicable)
- *Include collaboration efforts w/other campuses.*
- *Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).*

Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
Support revision of HAW 5.501 Placement Testing policy and create a Developmental Education policy requiring students placing in two or more developmental courses to take a required sequence of courses.	ongoing

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Define Goal (Action Strategy) 2

Obtain funds to allow two faculty members teaching developmental writing to attend a national level professional development conference/workshop.

Alignment of Goal 2 to ILO(s)

Goal 2 aligns with ILO1 in providing professional development to support instructional efforts to improve students' effective communication skills. Goal 2 aligns with ILO2 in providing professional development support to instructional efforts to improve students' research skills. Goal 2 aligns with ILO3 in providing professional development to support instructional efforts to improve students' ability to engage in diverse issues and to effectively communicate with diverse audiences.

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Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
Goal 2 aligns with *SP A.2.3.d For students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options; SP A2.4.b For students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options; SP B1.f. Include in a first year experience, exploration of career options and the development of literacy skills in areas such as reading, computer and technology, and global understanding; SP D.1.a By 2015, staff development expenditures will be 1% of total personnel expenditures.* Annual professional development is needed for faculty to stay abreast of new instructional/curricular/program strategies addressing developmental student needs and success.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf
AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.						
	STEM	**Graduation Remediation Workforce**	**Student Transfer**	**Underserved Populations**	**Green Curricula**	**Program Development**
AMP 31.15 Utilize incentive funding received to finance strategies targeting STEM, student remediation, and other high-need areas; AMP 31.16 Expand financial aid programs and improve remedial/developmental education by securing a portion of the $2 million UH system funds set aside for these purposes. Professional development opportunities will expose faculty to new innovations and strategies being proposed/enacted around the country to address developmental student needs.		X		X		X

UH System Collaboration (if applicable) – ● *Include collaboration efforts w/other campuses.*

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Identify high value national conferences/workshops that focus on developmental writing issues.	Spring/Summer 2015
Request funds for travel	Fall 2015
Attend conference/workshop	Spring/Summer 2016

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Define Goal (Action Strategy) 3

Supply three English classrooms (2 in Hilo, 1 at UHCWH) with tablets or laptops and storage for 25 students each.

Alignment of Goal 3 to ILO(s)

Goal 3 aligns with ILO1 in providing technology to support the development of students' effective communication skills. Goal 3 aligns with ILO2 in providing technology to support the development of students' research skills. Goal 3 aligns with ILO3 in technology to support the development of students' ability to engage in diverse issues and to effectively communicate with diverse audiences.

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
Goal 3 aligns with *SP A.2.3.d For students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options; SP A2.4.b For students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options; SP B1.f. Include in a first year experience, exploration of career options and the development of literacy skills in areas such as reading, computer and technology, and global understanding.* Increasing the technology available to students in the classroom will help to develop their information competency, technological literacy, and written communication skills for college and the workplace.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf
AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
AMP 21.4 Identify funds and classrooms to provide English writing classes with computers, enabling writing classes to use technology as a means of achieving student success. Increasing the technology available to students in the classroom will help to develop their information competency, technological literacy, and written communication skills for college and the workplace.		X		X		X

UH System Collaboration (if applicable) –
● *Include collaboration efforts w/other campuses.*
● *Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).*

Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place
Request funds	Fall 2015
Purchase tablets/laptops	Spring 2016

Part V: Resource Implications

A. Cost Item 1

Description	Type ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	Estimated Cost
New faculty position $55,000	Personnel	$55,000

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Cost Item 1 aligns with *SP Outcome A.2.3 Increase the number and percent of students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction; SP Outcome A2.4 Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution; SP B1.f. Include in a first year experience, exploration of career options and the development of literacy skills in areas such as reading, computer and technology, and global understanding; SP Outcome D.1 Recruit, renew and retain a qualified, effective, and diverse faculty, staff, and leadership;* and *SP D.1.c Fund new positions (faculty/staff) recommended by CERC when necessary and appropriate.* More permanent, full-time faculty are needed not only to teach high-demand developmental courses, but also to consistently participate in assessment, curriculum development, and student success strategies concerning developmental writing courses.

Alignment of Cost Item 1 to Academic Master Plan (AMP)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.

Cost Item 1 aligns with *AMP 31.7 Revise HAW 5.501 Placement Testing policy and create a Developmental Education policy requiring students placing in two or more developmental courses to take a required sequence of courses.* Creating more full-time positions supporting developmental education will help to meet the need for more classes and assessment if students placing in developmental courses are required to begin a developmental sequence within the first year of entry.

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Cost Item 1 aligns with Program Curriculum strength: Regular, authentic assessment of student writing—in particular, use of common assessments (across course sections), and execution of innovative actions (such as ALP development, cross-disciplinary linked courses) are dependent upon sufficient full-time faculty whose duties include assessment and curriculum development.

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
Cost Item 1 aligns with Demand and Efficiency weaknesses: Increased demand for classes (as a result of students taking developmental courses within one year of entry) and having a majority of classes offered taught by full-time faculty depend on additional full-time positions.

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B. Cost Item 2

Description	**Type** ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	**Estimated Cost**
Conference/workshop attendance by two faculty	Personnel	$8000

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
Cost Item 2 aligns with *SP Outcome A.2.3 Increase the number and percent of students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction; SP Outcome A2.4 Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution; SP B1.f. Include in a first year experience, exploration of career options and the development of literacy skills in areas such as reading, computer and technology, and global understanding; SP Outcome D.1 Recruit, renew and retain a qualified, effective, and diverse faculty, staff, and leadership;* and *SP D.1.a By 2015, staff development expenditures will be 1% of total personnel expenditures.* Annual professional development is needed for faculty to stay abreast of new instructional/curricular/program strategies addressing developmental student needs and success.

Alignment of Cost Item 2 to Academic Master Plan (AMP)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.
Cost Item 2 aligns with *AMP 31.15 Utilize incentive funding received to finance strategies targeting STEM, student remediation, and other high-need areas; AMP 31.16 Expand financial aid programs and improve remedial/developmental education by securing a portion of the $2 million UH system funds set aside for these purposes.* Professional development opportunities will expose faculty to new innovations and strategies being proposed/enacted around the country to address developmental student needs.

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
Cost Item 2 aligns with Program Curriculum and Retention strengths: Regular, authentic assessment of student writing—in particular, use of common assessments (across course sections); Innovative actions: ALP development, cross-disciplinary linked courses; and high retention rates (over 90%) indicating student and faculty commitment to

success will benefit from faculty exposure to new innovations and strategies being proposed/enacted around the country to address developmental student needs.

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Cost Item 2 aligns with Effectiveness weakness: With college and system-wide developmental course success rates below 70%, faculty exposure to new innovations and strategies being proposed/enacted around the country can help to foster program improvement.

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C. Cost Item 3

Description	Type ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	Estimated Cost
Equip three English classrooms (2 in Hilo, 1 at UHCWH) with tablets or laptops and storage for 25 students each.	Equipment	$175,000

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Cost Item 3 aligns with *SP A2.4.b For students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options; B1.f. Include in a first year experience, exploration of career options and the development of literacy skills in areas such as reading, computer and technology, and global understanding.* Increasing the technology available to students in the classroom will help to develop their information competency, technological literacy, and written communication skills for college and the workplace.

Alignment of Cost Item 3 to Academic Master Plan (AMP)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Cost Item 3 aligns with *AMP 21.4 Identify funds and classrooms to provide English writing classes with computers, enabling writing classes to use technology as a means of achieving student success.* Increasing the technology available to students in the classroom will help to develop their information competency, technological literacy, and written communication skills for college and the workplace.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Cost Item 3 aligns with Program Curriculum strengths: Common assessment of student writing skills and instructional

innovations can be greatly aided by student access to technology in the classroom.

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
Cost Item 3 aligns with the Effectiveness weakness: Increased student access to technology can provide additional instructional/learning strategies to help to foster student success.

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.
(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

With the majority of incoming students placing at the developmental level for writing, the program plays an essential role in helping to prepare students for college-level writing in multiple disciplines. Without a developmental program, many students would not be able to succeed in college-level courses and obtain the degrees that they desire. The developmental writing program enables students to develop one of the foundational skills required for success in college and in the workplace. The program is necessary and sustainable.