

2024 Annual Report of Program Data **Co-requisite English**



1. Program or Unit Mission

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

2. Program Student Learning Outcomes or Unit/Service Outcomes

None of our co-requisite classes were formally assessed in the 2023-24 academic year.

3. Analysis of the Program/Unit

[UHCC Annual Report of Program Data \(VARPD\)](#)

[The 2024 Annual Report of Program Data for First-Year English](#)

Table A. First Year College-Level English Enrollment and Completion of First-Time Freshmen

Campus	Fall Semester	First-Time Freshmen (FTF)	Enrolled in College-Level English	College-Level English Enrollment Rate	Completed College-Level English (C or higher)	Completion Rate of College-Level Enrollees	Completion Rate of all FTF
Hawaii CC	2023	401	212	53%	139	66%	35%
	2022	378	188	50%	124	66%	33%
	2021	385	206	54%	112	54%	29%
	2020	435	231	53%	151	65%	35%
	2019	521	279	54%	170	61%	33%

1/ Fall-Entering, Home-Based, Classified First-Time Freshmen

2/ Completion by first Spring semester counted as a C or higher in ENG 100, ENG 100E, ENG 106, or ESL 100

3/ Includes completion through Spring (counts students who received credit prior to Fall via early college, summer school, or etc.)

Goal: Completion of College-level English in 1st year (new 2024-29 metric)

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According to the VARP data for the last 5 academic years, in AY 2023-24, the overall completion rate of Hawai'i CC First-Time Freshmen (FTF) of ENG 100 (or equivalent) in their first year was up slightly from the previous 2 years (35%), while completion of college-level *enrollees* in that course remained relatively high (66%), as well as comparable to the other CCs on that metric (other CCs ranged from 60% to 69%). A continued low enrollment rate of first-time freshmen in college-level writing in the fall 2023 semester (53%) likely reflects our advice that most students take ENG 102, our College Reading class, prior to taking college level-writing. It is also worthy of note that most of our CTE associate degree programs offer a choice of ENG 100 *or* ENG 102 as their sole English requirement; those students' successful completions of ENG 102 in the first year are included as failures (non-enrollment) in Table A.

Having redesigned ENG 102 as a first-year experience course (starting in Fall 2022) to support college success and persistence, as well as teach key skills such as research writing that students will need for other courses, we have encouraged counselors to advise students into this course in their first semester. Nearly all of our full-time faculty have redesigned their courses and received First Year (FY) designation for their ENG 102 courses.

While Table B (below) does not differentiate between first-semester and later semester/year enrollees, it shows that the overall number of students enrolling in ENG 100 (640) has grown slightly over the past few years, with completion rates also generally high (68%). We will be interested to track whether our department's investment in first-year students' success also contributes to another new metric, Retention rate (first fall to second fall).

Table B. English Enrollment and Completion by Course, Hawaii CC

English Course	AY 2023-2024			AY 2022-2023			AY 2021-2022			AY 2020-2021		
	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed
ENG 20	3	2	67	26	16	62	28	12	43	36	14	39
ENG 20W	-	-	-	-	-	-	-	-	-	-	-	-
ENG 21	18	11	61	57	40	70	55	35	64	84	46	55
ENG 22	36	24	67	35	24	69	43	21	49	75	53	71
ENG 97	-	-	-	-	-	-	-	-	-	-	-	-
ENG 100	640	437	68	634	446	70	580	337	58	656	422	64
ENG 102	415	234	56	434	236	54	460	244	53	568	325	57

We believe that the contribution of our co-requisite courses to supporting first-year college English success is also significant, though data from the previous academic year show that far fewer students took our lowest level course (ENG 20, 3 students) and our reading co-requisite (ENG 21,

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18 students) in AY 2023-24. Our ENG 22 co-requisite enrollment (36) and pass rate (67%) was similar to past years despite the slight climb in ENG 100 numbers (and the observation by faculty that more students who would benefit from the co-requisite are entering ENG 100 without it). We continue to work on System-wide initiatives to improve placement qualifiers so that students who need developmental support are placed correctly.

We have also struggled with low-enrollment and cancellations for our lowest-level and co-requisite classes, as well as finding options for students seeking in-person classes at our Kona and Honoka'a campuses.

4. Action Plan

Aligned with the College's Mission to serve all segments of our island community and with Ka'ika'i Kuleana and Ka'ika'i Haumāna, we will work to strengthen our support for students across the island. Specific steps:

1. Hire an additional full-time faculty member for our Pāalamanui campus (search committee Fall 2024)
2. To improve options for developmental and ESL students who seek to complete college-level English in their first year, add additional cross-listed and videoconference courses to serve students on our Kona and Honoka'a campuses, including an experimental ALP that combines ENG 22, ESL 22W, and ENG 100E.
3. Support Systemwide initiatives to improve placement of students, especially those who need ESL and/or co-requisite support for first-year writing success.
4. Work with Distance Education and First Year Experience committees to support professional development for faculty and lecturers, including FY designation for ENG 102 faculty and lecturers (when new application process is available) and new lecturer onboarding site (now undergoing migration to Lamakū)

5. Resource Implications

Special Resource Requests not included in your operating "B" budget

*Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans. *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.*

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

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: 0 (4 items max.)