HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Remedial/Developmental Reading

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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.

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 reading are not part of a program and have not completed comphrehensive 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 reading effort at HawCC consists of three writing courses offered by the English Department: English 18, English 20R, and English 21. The courses are designed to prepare students to read 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 reading 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:
Hawaiʻi Community College (HawaiʻiCC) promotes student learning by embracing our unique Hawaiʻi Island culture and inspiring growth in the spirit of "E ʻImi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawaiʻi Island community.

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

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 reading 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 reading courses -- ENG 18, ENG 20R, ENG 21 -- introduce and develop reading skills necessary for commuication 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 18, ENG 20R, ENG 21 -- introduce and develop research skills that help students to gather information, evaluate it, and use it appropriately.

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 18, ENG 20R, ENG 21 -- introduce and develop a student's ability to acquire and 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 reading classes remains healthy as evidenced by the following data:
•	535 students enrolled in remedial/development reading courses;

- 1818 (SSH) semester hours taught
- 284 full-time students enrolled in the fall;
- 198 full-time student enrolled in the fall and 122 in spring; and
- enrollemt for the ATD cohort increased by 3%.

Weaknesses:

Demand for remedial classes remained healthy,

- but enrollment, following a campus-wide trend, in remedial/developmental reading dropped from 638 to 535, while semester hours taught (SSH) dropped from 2109 to 1818; and
- number of classes taught dropped from 38 to 33.

Efficency -- Healthy

Strengths;

Efficiency is healthy as evidenced by the following data:

- Average class size of 18.2 out of class capacity of 20 indicates efficiency of class size;
- the fill rate for remedial/developmental reading classes is 91.8 which falls well within the the healthy benchmark set by the UHCC data scoring rubric;
- no low enrolled courses were offered;
- percentage of classes taught by regular discipline faculty increased from 21% to 36%;
- percentage taught by non regular discipline faculty decreased from 79% to 64%; and
- cost per SSH dropped by $1 from the previous year.

Weakness:

- Although fill rates remained healthy, 91.8%, they dropped slightly from 92.5%;
- although the percentage of courses taught by regular discipline faculty rose from 21% to 36%, 64% of faculty were taught by non regular faculty;
- program budget allocation dropped from $280,612 to $239,335.

Effectiveness -- Cautionary

Strengths:

- The retention rate increased for all three levels: from 95-98-91% to 96-99-100% for all three levels;
- the successful completion rate increased for all three levels, from 56-54-41% to 59-63-58%; and
- withdrawals dropped from 4 to 0.

Weakness:

- Persistence levels dropped for one level below college, from 21.6% to 15.3%, but went up for two levels below college level, from 74% to 84%, and three levels below, from 46% to 50%; the drop in

persistence levels for one step below college level could be attributed to ENG 21 being the terminal level for many students under the previous AAS degree requirements, which are being phased out;
• success at the subsequent level for one step below college level to college level dropped from 78.7% to 72.4%.

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
Utilize the program review process to evaluate developmental education enrollment and completion to determine effectiveness; meet once a year as a program	Developmental reading are now part of the program review process, even though the courses are 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. Continue to monitor results.
Expand financial aid programs and improve remedial/developmental education by securing a portion of	Received a $50,000 grant from UHCC system to equip a classroom with 25 laptops and security cart for developmental writing course, but equipment will be available eventually for

the $2 million UH system funds set aside for these purposes.	reading classes.

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

1. Prelimiinary agreement to align course numbers, titles, and learning outcomes with other CCs in the system for English 18, 20R, and 21.
2. Piloted an ENG 21-History 151 linked-course project to shorten time to graduation. Allowed students who did not meet prerequiste for History 151 to enroll inboth courses.
3.

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation <u>and</u> 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 535 students enrolled in remedial/developmental reading courses and 1,818 semester hours were taught. The percentage of ATD students who need remediation and enrolled in remedial courses increased by 3%.
S2. Efficiency	Average class size of 18.4 out of a 20-seat capacity indicates the ability to make maximun use of classroom space and faculty, with a fill rate of 91.8%.
S3. Retention	Retention rates remain high, with three levels below reaching 100%, indicating student and faculty commitment to success

Weaknesses	Using supporting evidence, describe why this is a 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 reading courses designed to meet the needs of below-college-level students, meaning that those skills have

	not been taught or acquired in high schools, and now resources have to be directed away from college-level students. The English Department has one classroom equiped with computers, not nearly enough to handle demand.
W2. Effciency	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 classrrom experience. They are hired on a semester-to-semester basis, are not funded to attend 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.
W3. Effectiveness	Although improving at all levels, successful completion rates remain below 70%. (From 56-54-41% in 11-12 to 59-63-58% for 12-13)

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.

> The remedial/developmental courses are in flux as the English Department waits to see what courses will be required for AAS and AS degrees.

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 reading 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 Hawaiʻi 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 dpeartment is left to hire more lecturers which puts a strain on available rsources.
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.

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
    Shade replacement
    Irrigation design and installation
	
	 September 2014
	 Fall 2014
	 Spring 2015

Obtain one new positions via program review for developmental and college-level reading.	AY 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 for security cart and 25 laptops/tablets for mobile classroom.	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 reading instruction relevant to those students who need to develop basic skills to be successful in other courses, to train for the workforce or to transfer to a four-year institution. Withou
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

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 reading to attend a national level conference	Graduation	ILO 1	D.1	a.	
	Program Developme	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 reading to attend a national-level reading 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 Startegic 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		
1P1		
1P1		
1P1		
1P1		
1P1		

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"	From Part II above	From Part II above
New faculty positon	Personnel	$55,000	D.1	c.	new strategy	S1	W2
			A2.3	d.	21.7	S1	W1
			A2.4	f.	21.6	S1	W1

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Link to Hawaii Community College Institutional Learning Outcomes
Link to Hawaiʻi 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, provide 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"	From Part II above	From Part II above
Equip 1 classroom with tablets/laptops and security storage cabinet	Equipmen	$50,000	A2.3	New Strategy	21.4	S1	W2
			A1.1	New Strategy	new	S1	W1
			A1.1	New Strategy	new	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.

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"	From Part II above	From Part II above
Conference	Personnel	$5,000	D.2	New Strategy	new	S3	W3
			A1.1	New Strategy	new	S1	W1
			A1.1	New Strategy	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	☐	
2	☒	Read critically to synthesize information to gain understanding.
3	☒	Critical thinking --make informed decisions through analyzing and evaluating information
4	☐	
5	☐	
6	☐	
7	☐	
8	☐	
9	☐	
10	☐	

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 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."
While reading faculty worked to complete an assessment project for ENG 102, remaining faculty began the planning for ENG 21 assessment to take place in AY 14.

C) **List Course(s) Assessed** – List the courses assessed during the reporting period.
ENG 21.

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

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

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.