HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Developmental Reading

November 30, 2015

Review Period
July 1, 2014 to June 30, 2015

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/program-unit-review/

Program Description

Please provide a brief description of your Program. Include your Program Mission statement.

The developmental reading effort at HawCC consists of three reading 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 depends on developmental reading 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.

LBRT Program Mission:
For the learner, the general education provided by the Liberal Arts program at Hawaii Community College fosters self-awareness; broadens the understanding of an individual's role within communities and environments; supports cultural understanding; emphasizes the breadth and interconnectedness of knowledge; and creates a foundation for continued personal, intellectual and professional development.

Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

http://www.hawaii.edu/offices/cc/arpd/

Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

Demand Health: UNHEALTHY

Strengths: Though demand for developmental reading classes is categorized as unhealthy (due to decreases compared to previous AY), the courses still serve a significant number of students:

- 328 students enrolled in development reading courses;
- 69 semester hours taught;
- 126 full-time students enrolled in the fall; and
- 1,086 student semester hours taught.

Weaknesses:
- enrollment in developmental reading courses dropped from 372 to 328; student semester hours taught dropped from 1224 to 1086; and
- AtD cohort enrollment decreased by 7%.

Efficiency Health: HEALTHY
Strengths:

- Average class size of 15.7 out of class capacity of 20 indicates efficiency of class size;
- fill rate for developmental reading classes was 78.6%;
- 3 low enrolled classes were offered; and
- percentage of classes taught by regular discipline faculty increased from 54% to 57%.

Weakness:
- Average class size decreased slightly from 17 to 15.7 students out of 20;
- fill rate decreased from 85% to 78.6%; and
- although the percentage of courses taught by regular discipline faculty rose from 54% to 57%, 43% of classes were taught by non-regular faculty.

Effectiveness Heath: UNHEALTHY

Strengths:
- Retention rates for all levels remained above 90%; retention rose slightly for two levels below college level (93% to 96%);
- successful completion rate increased from 42% to 58% for three levels below college level;
- persistence levels rose from 20% to 29% for three levels below college level; and
- percentage of ATD cohort students successfully completing a developmental reading course within the first academic year stayed steady at 63%.

Weakness:
- retention fell slightly for all levels;
- successful completion rates declined for one level below college level (from 60% to 58%), and for two levels below college level (from 56% to 46%);
- withdrawals increased for one level and three levels below college level;
- persistence levels dropped for one level and two levels below college level; and
- success at the subsequent level for one level below college level to college level dropped from 68.5% to 54.5%.

Overall Health, Action Plan Results, and Trends

Demand Health paralleled a continuing drop in college enrollment, and declining persistence levels may reflect the decrease in enrollment and the decline in successful completion. Though Effectiveness Indicators remained unhealthy, Efficiency Indicators improved.

AY 13-14 Goals: 1) Increase full-time faculty for developmental English courses; 2) Obtain funds to allow one faculty member teaching developmental reading to attend a national level professional development conference/workshop; 3) Supply three English classrooms (2 in Hilo, 1 at UCHWH) with tablets or laptops and storage for 25 students each. Due to budget limitations, none of the goals above was reached.

In order to emphasize the importance of reading alignment and reading across the disciplines, a UHCC Literacy Summit was held on Oct. 25, 2014 to discuss reading issues concerning the high school to college transition and to share UHCC Reading Across the Disciplines (RAD) program development. HawCC facilitated its own RAD workshop for both HawCC and UH Hilo faculty on May 26, 2015.

Part III. Action Plan

Describe in detail the Program's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of "Cautionary" or "Unhealthy," and any Perkin's Core Indicator(s) for which the Program's Goal was not met.

The Developmental Reading Action Plan remains much the same for AY 15-16: 1) Increase full-time developmental English faculty; 2) Obtain funds for quality professional development; 3) Obtain funds for increased classroom computer resources for developmental learners. One difference affecting the above goals is the UHCC 2015-2020 Strategic Plan's Developmental Education initiative. This initiative seeks to increase the accelerated co-requisite developmental English course offerings by Fall 16. To prepare for such steps, there is a greater need than ever for the above Action Plan requests:

- Offering accelerated co-requisite reading sections will require more teaching personnel, as one of the ALP co-requisite sections services only half the number of students as in a normal stand-alone section. This will also create a need for additional classroom space.
- Accelerated or linked/learning community courses require additional instructional approaches, pedagogy, methodologies, techniques, resources, materials, etc. to supplement standard stand-alone course instruction. Quality professional development opportunities are critical for instructors to be adequately trained to teach such courses.
- Co-requisite course offerings requiring students to spend six hours (and up to four days) a week in English classes necessitate accessible computer resources to allow for multi-dimensional, practical learning opportunities: instructors and students must be able to combine computer/internet-type activities with regular classroom activities.

The above Actions are designed to help increase developmental students' chances for success in progressing to college-level coursework. With the elimination of Compass placement in AY 16-17, more students may be placed into college-level English as a result of various placement measures; this may lead to decreased Demand Indicators. Accelerated co-requisite course offerings will also likely lead to decreased Efficiency Indicators, as the number of students taught per section will decrease. Effects of increased accelerated co-requisite course offerings will have an undetermined effect on Effectiveness Indicators: current analysis from a sister community college campus indicates that co-requisite courses can be very successful for the higher-level developmental student; however, such success is not seen for lower-level developmental students. These results reinforce national research results. The HawCC English Department is currently undergoing discussion of diversifying reading course options, including linked reading-writing courses, and possible acceleration structures.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. HAWCC Strategic Plan

New faculty position $55,000	Personnel	$55,000

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 reading courses.

National developmental education conference/workshop attendance by two faculty	Personnel	$8000

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.

Equip three English classrooms (2 in Hilo, 1 at UHCWH) with tablets or laptops and storage for 25 students each.	Equipment	$175,000

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 reading/written communication skills for college and the workplace.

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.

As Developmental Education is not a separate program within LBRT, no comprehensive reviews are conducted.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

Part VI. Program Student Learning Outcomes

For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.

As Developmental Education is not a separate program within LBRT, and LBRT PLO assessment only involves 100-level or higher courses, only course level assessment is conducted at the developmental level.

A) Evidence of Industry Validation (CTE Programs)

[General Pre-Professional Programs can skip industry validation.]

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, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s).

B) Expected Level of Achievement
For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., "85% of students will achieve Excellent or Good ratings in the assessed activity" or "90% of students will score Meets or Exceeds Standards on the assessment rubric").

Given that this is the first department-wide ENG 21 assessment project, the department will use results to establish a performance baseline for artifacts scoring "Meeting Proficiency" or "Mastery."

C) Courses Assessed

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up "Closing the Loop" assessment was implemented in AY 2014-15.

Assessed Course Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
ENG 21	14-15	Critical Reading: Read critically to synthesize information to gain understanding

"Closing the Loop" Assessments Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed

D) Assessment Strategy/Instrument

For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artefacts were selected, and how the artefacts were analyzed.

PROJECT OVERVIEW
Reading faculty developed the assessment project to complement the standardized, timed, vocabulary and reading comprehension pre- and post-tests administered to all ENG 21 students. This untimed, multi-step project will identify student competency in study reading (e.g., SQ3R).

The Reading Coordinator and Reading faculty collaborated on the initial design of the project in Spring 2013, meeting at various times to achieve the following: 1) collect/select suitable articles in several different content areas (for student choice), and 2) design the common assignment sheet and rubric. The Reading Coordinator piloted the project in Spring 2014. Department-wide implementation of the project will occur in Spring 2015.

PROJECT DESCRIPTION
Reading faculty decided on an untimed, multi-step study reading project, such as SQ3R, to provide a measure of student skills related to CLO 2: Comprehend various types of entry-level written and visual college materials and to CLO 3: Demonstrate application of varied reading strategies to entry-level college texts. The project will involve students completing the following: 1) Selecting an article from a group of previously-approved readings; 2) surveying and questioning the text; 3) reading and annotating the text; 4) creating notes on/outline of text's content; 5) taking a quiz using notes/outline. Steps 2-5 of the project will be jointly scored using the rubric created in 2013.

PROJECT PLAN
Spring 2013: Reading faculty met at the Assessment Retreat (March 1, 2013) to discuss the potential ENG 21 assessment project; group participants agreed to an untimed study reading project, such as SQ3R, and worked on fine-tuning the assignment sheet. After the retreat, potential texts were collected from several different content areas (so that students could choose an article based on their area of interest/course of study: sociology, business, healthcare, natural science, history, and art), and a group of articles was identified as being suitable for the assignment (length, reading level). Resource materials were ordered for multiple-section assessment. The first draft of the rubric was presented and then revised on April 17, 2013.

Fall 2013: The rubric was reviewed, and weight/scoring measures were devised. The assignment sheet and rubric were finalized for piloting. An article was selected for piloting in Spring 2014.

Spring 2014: The Reading Coordinator piloted the project.

Fall 2014: The Reading Coordinator and faculty will meet to confirm potential articles and to finalize the assignment and rubric. All materials will be distributed to ENG 21 instructors before the end of the semester so that instructors can effectively plan for project implementation in Spring 2015 (participation by all sections).

<mark>PROJECT IMPLEMENTATION</mark>
Spring 2015: The Reading Coordinator disseminated the article, assignment, and rubric. The project was implemented over two class periods toward the end of the semester.

E) Results of Program Assessment

For each Course assessed in AY 2014-15, provide a summative description of the assessment results. Discuss how these results collectively demonstrate achievement of the Program's Learning Outcomes and support the College's Mission.

57 student samples were included in the data. (IMPORTANT: 4-5 sections of ENG 21 did not participate in the assessment project.) The skill areas in which the percentage of items missed was highest were the following:

- Critical Reading (38%)
- Central Point/Main Idea (35%)
- Patterns of Organization (35%)
- Inferences (34%)
- Supporting Details (27%)

Participating Reading faculty determined the following assessment goals:

- Include more representative data across all/majority of sections.
- Review assessment results and use as a guide to focus our instructional time/efforts (on areas of weakness).
- Discuss ways of strengthening instruction in specific skill areas.
- Create a list of Action Items in Fall 15.

The assessment project/results support the curriculum's attention PLO 2 Critical Reading and to ILO 1 and 2 (in developing student ability to accurately comprehend written communication).

F) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.

The loss of data from the 4-5 sections that were not included in the assessment was due to a faculty member's failure to participate in the assessment project.

G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

Action Plan will be generated in Fall 15.

Part VII. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds   = $_____
Federal Funds   = $_____
Other Funds   = $_____
Tuition and Fees   = $_____

Part VIII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____

[If your program does not utilize external licensures, skip Part IX.]