English Co-Requisite

ANNUAL
REPORT OF PROGRAM DATA
2021

July 1, 2020 through June 30, 2021

UNIVERSITY of HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

Program or Unit Name:

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1. Program or Unit Description

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. Analysis of the Program/Unit

UHCC Annual Report of Program Data (VARPD)

ENROLLMENT GOAL: 100% of new students enroll in English in their first year

Table 1. Percent of New Students Attempting English in their First Year

Fall Semester	New Students [1]	Enrolled in Any English	% Enrolled	Did Not Enroll	% Not Enrolled
Fall 2018	411	249	61%	162	39%
Fall 2019	471	266	56%	205	44%
Fall 2020	377	214	57%	163	43%

[1] Entering fall as first-time freshmen or first-time at campus transfers, no prior English courses, classified, degree-seeking only.

EFFICIENCY BY PLACEMENT GOALS:

1. By 2021, 75% of students placed at one level below college-ready standards will complete their college-level English course within one semester of enrolling in English.
2. By 2021, 70% of students placed at two or more levels below college-ready standards will complete their college-level English course within one year of enrolling in English.

We are currently in our soft-launch with the First Year designated courses, and our full launch will begin in the Fall 2022 semester. English 102 has a course designation (FY), so as we continue to offer this course as FY, more students should take it within the first year of enrollment. The drop in students enrolled in any English course from Fall 2018 to Fall 2020 reflects the impact of the COVID-19 pandemic, which has significantly affected enrollment.

Program or Unit Name:

Table 2. Strategic Directions: College-Level English Completion by Placement, New Students [1]

English Placement	AY 2018-19			AY 2019-20			AY 2020-21		
	Enrolled	Completed [2]	% Completed College Level	Enrolled	Completed [2]	% Completed College Level	Enrolled	Completed [2]	% Completed College Level
College	304	173	57%	330	202	61%	286	167	58%
1-level	57	32	56%	48	21	44%	37	14	38%
2+ levels	12	0	0%	30	13	43%	32	13	41%
No Placement	22	15	68%	21	12	57%	10	7	70%
TOTAL	395	220	56%	429	248	58%	365	201	55%

[1] First-time attempters/enrolled in English; no prior subject history; classified, degree-seeking only.
[2] Completed within one semester for College and 1-level, within two semesters for 2+ and no placement levels.

Placement has been an ongoing challenge as many students are incorrectly placed into English courses. Although UHCCs implemented multiple measures for placement testing in 2016, campuses continue to heavily rely on placement tests, Accuplacer in particular. At HawCC, placement data reveal that over half of our incoming freshmen/transfer students were placed using Accuplacer in math and English. Evidence-based best-practice has suggested time and again that multiple measures with attention to cumulative High School Grade Point Average (HSGPA) and other measures, including completed coursework, is the most accurate procedure for placement. Further, research has found that placement tests are limited in their capacity to gauge college readiness, are modest at best in predicting performance, tend towards underestimating student capabilities, and that the consequent under-placement of students risks them not enrolling, dropping out, delaying completion, or not completing.

STUDENT LEARNING GOAL: All students meet course student learning outcomes.

Table 3. English Course Completion Rates, All Students

English Course	AY 2018-19			AY 2019-20			AY 2020-21		
	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed
20W	13	4	31%	-	-	-	-	-	-
21	95	71	75%	89	64	72%	66	37	56%
22	105	67	64%	72	47	65%	75	53	71%
97	18	14	78%	-	-	-	-	-	-
100	733	436	59%	757	482	64%	656	416	63%

Table 3. English Course Completion Rates, All Students

English Course	AY 2018-19			AY 2019-20			AY 2020-21		
	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed
102	95	57	60%	89	57	64%	65	29	45%

Now that English 102 is offered as a FY course, which means that it incorporates the Kaʻao Model and high engagement strategies, the completion rate for English 102 should increase. Some factors that may contribute to this data are that the English department lost a vacant position, and two faculty members retired. Also, the COVID-19 pandemic created unique challenges for both students and instructors as we were forced to change course modalities mid-semester in the Spring 2020 semester; thereafter, we offered all English courses online, which is problematic for students with no internet access.

3. Program Learning Outcomes or Unit/Service Outcomes

CLOs for English 21:
1. Effectively use entry-level college vocabulary;
2. Comprehend various types of entry-level written and visual college material;
3. Demonstrate application of varied reading strategies to entry-level college texts.

CLOs for English 102:
1. Apply a range of reading strategies appropriate to academic, scholarly, popular, and literary writings.
2. Accurately summarize and paraphrase ideas from a variety of texts.
3. Demonstrate critical reading skills, including the ability to analyze, organize, evaluate, and synthesize ideas.
4. Demonstrate information literacy, including the ability to access, evaluate, and ethically use research.

CLOs for English 22:

1. Effectively use a multi-step writing process that includes drafting, revising, and editing; respond constructively to written and oral feedback
2. Write compositions that have a main point and supporting ideas developed with specific, logically organized details
3. Integrate source material according to academic conventions
4. Proofread for effective grammar, word choice, punctuation, and spelling

CLOs for English 100:

Program or Unit Name:

1. Compose college-level writing with a clear purpose, in a form appropriate to intended audiences;
2. Demonstrate critical thinking in the process of writing;
3. Document credible sources in accordance with an appropriate style guide.

Courses Assessed

English 22/100: Analysis and Action Plan: ENG 100/22 Assessment
I. Identify how well students are meeting Course Learning Outcomes in all sections of ENG 100.

A.   CLO 1: Compose college-level writing with a clear purpose, in a form appropriate to intended audiences.
- Exceeds 3.3%
- Meets 46.9%
- Developing 32.9%
- Does not meet 16.9%
B. CLO 2: Demonstrate critical thinking in the process of writing.
- Exceeds 1.6%
- Meets 40.5%
- Developing 24.5%
- Does not meet 33.3%
C. CLO 3: Document credible sources in accordance with an appropriate style guide.
- Exceeds 2%
- Meets 39%
- Developing 48%
- Does not meet 11%

II. Determine whether students in ENG 22 ALP are able to work at the ENG 100 level by the end of the semester.

A.   Pass ENG 100/22 (Exceeds/Meets)
- 47.9%
B. Pass ENG 22 Only (Developing)
- 23.1%
C. Retake ENG 100/22 (Does not Meet)
- 28.9%

Analysis of Results

Many factors contribute to the above results beginning with the essay collection requirements. We intentionally left the assignment requirements broad to gather information regarding what type of end of semester assignments instructors are using. We will require more specific guidelines for future assessments to see how the assignments address the CLOs. We also need to make some adjustments to the rubric to obtain more accurate assessments particularly in better assessing students' ability to analyze and synthesize information. The large number of lecturer-taught sections of ENG 100 in the Fall 2019 semester also illustrates that we need to spend more time preparing

lecturers to effectively meet the CLOs for ENG 100. In particular, many of the essays that were collected from courses taught by lecturers did not include MLA formatting or the formatting was developing. Additionally, with 33.3% of students not meeting CLO 2, we realize that we need to have more discussions about how we are addressing critical thinking in our instruction, activities, and in our assignments. Moreover, students are often incorrectly placed into ENG 100, and this also contributes to the CLOs results. Finally, based on these results, students need access to more support systems outside of the English department. In response to our second and third assessment goals, the English department met on April 9, 2021 for a grade norming session in preparation for assessing essays collected in the Fall 2019 semester. After meeting on October 15, 2021 to discuss the results of our assessment of those essays, we agree that having more grade norming sessions in the future, to include lecturers, will help ensure more consistency in grading English 100 essays. We need more opportunities to meet with each other to discuss, share, and improve our course materials and teaching techniques.

Action Plan

- Require more specific guidelines for future assessments.
- Change the rubric to have the support section address imbalanced evidence, especially in arguments (lack of a counterargument) and to address content that is predominately source information without much analysis.
- Offer professional development opportunities, if funding is available, to help better prepare and support lecturers.
- Provide more opportunities for lecturers and faculty to meet with each other to discuss, share, and improve our course materials and teaching techniques.
- Request funding to pilot a multiple measures alternative to placement (English faculty create the writing sample prompts and assess them).

English 21/102: We are currently working on closing the loop for our assessment of this course.

4. Action Plan

1. Continue to offer English 102 as an FY designated course and help lecturers obtain designation to teach the course as FY.
2. Create better onboarding practices for lecturers.
3. Continue to work with student services to try to implement adapt and adopt KCC's placement tool as a starting point for all incoming students with support/advice from Counseling, TLC, Paepae ʻŌhua, Hale Kea, and English department faculty.

5. Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating "B" budget, including reallocation of existing resources (physical, human, financial).

 *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 ONE-TIME resources for my program/unit.**

X **I AM requesting additional ONE-TIME resource(s) for my program/unit.**
Total number of items being requested: _____1_____(4 items max.)

==*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the==

[Hawaii CC - Program & Unit Review Submission portal](https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)
https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

- ✓ Item Description
- ✓ Justification
- ✓ Priority Criteria (must meet at least one of the following):
  1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
  2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
  3. Expand our commitment to serving all segments of our Hawaii Island community through Pālamanui and satellite centers
  4. Address aging infrastructure.
  5. Continue efforts to promote integrated student support in closing educational gaps.
  6. Leverage resources, investments with returns, or scaling opportunities
  7. Promote professional development.

Category-Specific Information				
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
Professional Development	Estimated Date Needed **January 7 2022**	Have you applied before (Y/N); was it approved? **No**	Professional Development Type **Onboarding lecturers**	PD Details; Impact; Total Cost **We would like to offer lecturers a stipend to attend two professional development opportunities; one**

				will be a meet and greet with faculty and a review of expectations of courses, responsibilities, resources, etc. The second will be mid or near the end of the Fall 2022 and will include sharing assignments, resources, etc. The impact will help better onboard and involve lecturers in assessment and instructional materials, best teaching practices, etc., which will improve student retention. The total cost is $500 per lecturer x 5 lecturers = $2500, plus $500 for food and drinks (if we can safely meet in person in the Fall 2022 semester) total $3000.
Reallocation	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

X **I am NOT requesting changes to the SOC codes/occupations listed for my program.**

☐ **I am requesting changes to the SOC codes/occupations listed for my program.**
  O*Net CIP-SOC Code Look-up
  *in the **Crosswalks** box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.