

English

I. Program or Unit Description

Program or Unit Mission or Purpose Statement

Mission: The UHMC English department teaches students 21st-century literacy, communication, and critical thinking skills that support personal, civic, professional, and academic pursuits.

Core Values:

- All students have the right to determine their own potential.
- All students deserve an education and opportunities to advance their lives.
- Teaching and learning are student-centered and inclusive.
- Literacy is an important element of a self-determined life.
- We serve the needs of the college community and the community at large.

Essential Strategies:

- Respect all students and provide resources and strategies at every level of need.
- Use writing as a vehicle for learning.
- Model how mistakes are a portal for understanding.
- Invite students to engage in course work as their authentic selves.
- Allow the heart to be present in social and intellectual endeavors.

What is the target student or service population?

UHMC is an open-door institution that serves learners from all walks of life. Like most community colleges, students often enter lacking college-ready writing and reading skills. Students from many ethnic, gender, age, and socio-economic backgrounds are served by the coreq. English program. English coreq. supports students who need supplemental academic support to develop college-readiness in written communication. Courses are designed to include additional learning activities that emphasize scaffolding of course content, collaborative work, and feedback from the instructor and an embedded classroom tutor.

The co-requisite classes meet twice a week for three hours each class (double class time), which is similar to other co-requisite English classes in the UHCC system. They have embedded peer tutors as well. Instructors who teach co-requisite courses also teach college-level English (ENG 100). The one-below co-requisite class, ENG 22-100, allows students placing one-below college-level to complete college-level English, (ENG 100), in one semester.

The two-below co-requisite class, ENG 19-22, allows students placing at two levels (or lower) to complete college-level English (ENG 100) within two semesters, one academic year. Due to lack of enrollment and requests from counselors, programs, and students, we now instead offer a three credit ENG 19 and a three credit 22 standalone option. Students choose 19 or 22 but are combined into the same classroom and class time, meeting twice per week for 1.25 hours each session. A few years ago, UHMC began using multiple

measures for English class placement rather than a standardized test, and this placement usage has increased enrollment straight into ENG 100, reducing the number of students placing into corequisite developmental English classes.

Before implementation of these courses, students placing in developmental English classes had to take up to four courses over four semesters to then access college-level English. college-level English at UHMC is ENG 100, which is required for all AA, AS, and BA degrees granted at our college. The co-requisite ENG 22-100 model shortens this path significantly down to one or two semesters. While there is certainly room for further improvement, college English course completion rates for students placing in corequisite classes has increased significantly in the newer corequisite model when compared to the earlier longer pathway, which sapped student financial aid and progress to degree.

At UHMC, students are not asked if they are ELL and there is no college-credit ELL program for students to place into. This means our ELL population, which is estimated by Maui DOE numbers to be about 20% of our students, are enrolled in our coreq. and college-level English classes. In contrast, Honolulu CC, deemed a model English coreq. program, offers a separate for-credit ESL program and has stated that including ELL students in English coreq. would reduce their completion rates significantly. Students identified as ESL are not permitted to enroll in English coreq. classes and must complete the ESL classes before becoming eligible for ENG 100 at Honolulu CC. This makes the coreq. data incomparable between institutions.

II. Analysis of the Program/Unit

A. Enrollment

ARPD data does not measure coreq. programs (Math, English) demand, per se. However, in relation to campus enrollment, demand for the program has remained stable as shown in the chart below. In comparison to other UHCC campuses, our program has above average rates of English enrollment in the first year. However, we are still short by 17% to reach 100% enrollment in English during a student's first year. Enrolling students during the first year into English prepares them with the writing and reading skills they need to complete assignments in other college courses, so early English completion is essential.

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

Fall Semester	New Students 1/	Enrolled in Any English		Did Not Enroll	% Not Enrolled
Fall 2019	330	274	83%	56	17%
Fall 2020	289	241	83%	48	17%
Fall 2021	250	208	83%	42	17%

^{1/} Entering fall as first-time freshmen or first-time at campus transfers, no prior English courses, classified, degree-seeking only.

Demand for coreq. courses has steadily diminished over the past few academic years in response to diminished college enrollment nationwide and UHCC English multiple measures placement procedures. For example, in AY 2020-21, 110 students enrolled in the "one level below" or "two level below" coreq. courses while in AY 2021-2022, approximately 36 students have enrolled. This decrease in demand is likely due to more students who traditionally enrolled in developmental and coreq. courses choosing to enter directly into the transfer level course, given that there are a wide variety of placement mechanisms that allow students to enroll directly into ENG 100. The percentage of students completing college-level English in each category has remained relatively stable, while some dips are evident in the pandemic period.

B. Student Learning Goals

B.1. ENG 19, 22-100

As you can see below, the student learning goals for students placing at one or two levels below just miss the mark by about five to ten percentage points. The number of students enrolled in 19 was just three, so little can be analyzed there. We have a plan to meet the system goals of 70% and 75% ENG 100 completion, detailed in the action plan section.

STUDENT LEARNING GOAL: AI	II students meet course	student learning outcomes.
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	AY 2019-2020			AY 2020-2021			AY 2021-2022		
English Course	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed
100	978	682	70%	933	655	70%	819	554	68%
19	38	28	74%	20	14	70%	3	1	33%
22	153	106	69%	121	88	73%	66	54	82%
98	17	9	53%	4	2	50%	0	0	0

B. 2. ENG 90v

ENG 90v, the co-req class for English language learners (ELL), and ENG 19, which provides preparation for students placing at two-levels below ENG 100, are no longer being offered as of 2019 and 2021. Both classes do not enroll enough students to meet the class enrollment cut-off, and so have been determined not financially viable. To continue meeting the needs of these unique populations and to further align across the system, we are developing two courses that mirror alignment with Honolulu Community College, ENG 100S (for one-below) and 100T (for two-below). 100S was approved in the curriculum process all the way up to the Chancellor of Academic Affairs, and has been awaiting approval there since 2021. In contrast, we are in the initial phase of the curriculum approval process for 100T.

In the interim, during Spring of 2022, we collaborated with the Learning Center to enroll students who place in ENG 19 into an IS 104B, a one-credit course where the student meets once weekly for academic coaching as they work through EdReady English. While this pilot was offered, no students enrolled.

B.3. ENG 98

ENG 98 is no longer offered. This is part of a long term strategy to align classes across the UHCC system. Last year I collaborated with Molokai Education Center Director Kelley Dudoit and English Lecturer Cheryl Corbiell to ensure students formerly placed in 98 had access to the ENG 22-100 six credit superclass via zoom. When 19 and 22 standalone are offered, Molokai students are offered access via zoom. This Spring 23, Cheryl Corbiell will teach a hyflex 19 and 22 class from the Molokai Education Center and students from elsewhere will zoom in.

B. 4 ENG 100 Standalone

While there have not been troubling results in terms of success rates of students who enroll in ENG 100, faculty members have expressed the following concerns:

- -Have faculty recalibrated the challenge level of courses, including learning activities, assignments, and grading criteria to account for the lower-skilled students who enter directly into ENG 100?
- -Do lower-skilled students who manage to earn a "C" in ENG 100 leave the course with a level of writing skills that support their long-term academic goal achievement? Would some students who pass ENG 100 have developed stronger skills in the coreq. course, improving their ability to achieve their goals?
- -In short, some faculty are concerned that a significant portion of students who enroll directly in ENG 100 are "scraping by" with a low "C" without having achieved the level of writing skill that supports long-term success in achieving academic goals.
- -Overall retention and graduation rates.

C. Placement Efficiency and Data Discrepancies

The placement efficiency data is not accurate. We are working with IR to remedy this so that a more sound analysis can be made. These data discrepancies may also call into question the student success data in section B.

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.

English Placement	AY 2019-2020			AY 2020-2021			AY 2021-2022		
	Enrolled	Completed 2/	% Completed College Level	Enrolled	Completed 2/	% Completed College Level	Enrolled	Completed 2/	% Completed College Level
College	256	176	69%	263	181	69%	112	66	59%
1-level	80	37	46%	66	30	45%	24	16	67%
2+ levels	158	96	61%	44	25	57%	12	3	25%
No Placement	47	24	51%	108	68	63%	266	185	70%
TOTAL	541	333	62%	481	304	63%	414	270	65%

^{1/} First-time attempters/enrolled in English; no prior subject history; classified, degree-seeking only.

At UHMC, students are not asked if they are ELL and there is no college-credit ELL program for students to place into. This means our ELL population, which is estimated by Maui DOE numbers to be about 20% of our students, are enrolled in our coreq. and college-level English classes.

In contrast, Honolulu CC, deemed a model English coreq. program by the system, offers a separate for-credit ESL program and has stated that including ELL students in English coreq. would reduce their completion rates significantly. This semester, over sixty students are enrolled in these ESL classes at Honolulu CC, which have a three or four-class progression. Students identified as ESL are not permitted to enroll in English coreq. classes and must complete the ESL classes before becoming eligible for ENG 100 at Honolulu CC. This makes the coreg. data incomparable between institutions.

Our placement efficiency data is not accurate if the UHCC system is assuming ELL students are not included in our English corequisite programs.

Themes

While this ARPD data is not accurate, large themes still surface. In AY 2020-21, while the pandemic necessitated online delivery of our ENG 22-100 coreq, student success decreased. The developmental English classes are centered on face-to-face small group interaction, which does not work as well online. We implemented last year's action plan and have seen a 20% increase in pass rates for this class in AY 2021-22. The key change? We offer this class in person or hyflex.

^{2/} Completed within one semester for College and 1-level, within two semesters for 2+ and no placement levels.

III. Program Student Learning Outcomes or Unit/Service Outcomes

While English coreq. does not have explicit PLOs, given that the goal of these courses is a "C" or better grade in ENG 100, the written communications Foundation requirement, the SLOs for this course serve as the learning goals for these courses:

Upon completion of the coreq. course, students will be able to do the following:

- 1) Develop rhetorical strategies to meet college-level writing challenges.
- 2) Write clear, well-reasoned essays that coherently develop a thesis using collegeappropriate prose.
- 3) Find, evaluate, and integrate ideas from varied sources according to academic conventions.

Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data:

SLO 1: Develop rhetorical strategies to meet college-level writing challenges. In November of 2021 and May 2022, the English department collected samples of minimally passing ENG 100 essays deemed to meet the course SLO 1 at the "minimal." We reviewed the assignment, teaching process, and student work. We also discussed course outcome achievement of SLO 1 between zoom, face-to-face, and asynchronous ENG 100 classes.

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Changes that have been made or requested as a result of the assessments:

- 1. Requiring weekly tutor visits with sign-in (Honolulu CC model) for two-below students.
- 2. Requiring at least two research planning visits with librarians per semester for all corequisite students.
- 3. Redesign ENG 22-100 to become ENG 100S-ENG100, for the same credits/teaching time, but with all college credit, incentivizing student enrollment (Honolulu model). —Awaiting approval from Chancellor of Academic Affairs.
- 4. Clarify placement guidelines with counseling so students who need coreq. class enrollment choose that class (Math best practice).
- 5. Streamline English coreq. offerings for systemwide alignment (Math best practice).
- 6. Further promote and incentivize online learning professional development.
- 7. Meet with IR to get more data on ELL students at Maui College for English strategic planning and to determine how best to serve all of our students.
- 8. Stabilize tutoring pool and reestablish Tutor.com access for students.

IV. Action Plan

As Hawaii transitions from a tourism-dependent economy to a more diversified, information-based economy, written communication, critical thinking, and information literacy skills addressed in this program will be even more essential.

A. Change one-below ENG 22-100 to ENG 100S

To further system alignment and encourage the highest percentage of students who would benefit from the co-requisite course to enroll, the English department plans to shift from offering an ENG 22/100 combination course to a three-credit ENG 100 S course connected to a three-credit ENG 100, modeled after the course structuring at Honolulu CC.

This model shows the highest completion rates in the system. At Honolulu CC, students pay for only one credit of 100S, but are awarded, attend, and faculty are paid, three-credits. The ENG 100 is coreqed in Banner so that it is scheduled at the same time and is populated only by the same ENG 100S students. Instead of requiring students to pay for a six-credit course that awards only three college credits, the new course would award passing students with six college-level credits. This aligns with the teaching philosophy behind the course which immerses students in college-level work while providing additional support to help them succeed.

After researching the Honolulu 100S model and meeting with its creators, we have identified that the pedagogical hallmarks are extremely similar to our existing ENG 22-100 (in-class tutors, 6 credits of teaching and learning time, one semester to finish 100, small groups). The main differences are that Honolulu CC offers a discount to students so that they only pay for four of the six credits, all six credits are college (100-level) credit, and excludes ELL students. We also plan to offer a discount to students so that they only pay for four of the six credits and will make all of the six credits college-level, but we will not, at this time, exclude ELL students.

This has been approved by the English Department, the Curriculum Committee, and the Academic Senate. We are awaiting final approval for this change from our Chancellor of Academic Affairs.

B. Retire two-below ENG 19, Replace with 100T

For two-below placing students, we piloted in Spring 2022 ma one-credit course where the student meets once weekly for academic coaching by The Learning Center director, Kristine Kory Smith, as they work through EdReady English. No one enrolled. To better align across the system, we plan to create ENG 100T, a similar one-credit coreq. course that is added on to 100S and 100 so that two-below placing students (formerly ENG 19) are best prepared for ENG 100 in a shorter time frame. The 100T component, added on to the 100S and 100, would require that students meet individually with a tutor outside of class time weekly, with sign-in and sign out at TLC.

100T is structured with the Honolulu CC model in mind, but a current large difference is that our coreq. courses include ELL students, while the Honolulu model enrolls ELL students into a separate ESL program and does not permit them to enroll in ENG coreq. courses. Maui will work with IR and continue strategic planning to determine what is best for our students, aware that the data comparisons between Honolulu and Maui are likely to differ based on this student population difference.

In the meantime, we are offering ENG 19 and ENG 22 as standalone three credit classes. To ensure they fill in our environment of low enrollment, they are offered at the same time in the same class. Prior to this, the six-credit ENG 19-22 did not fill, and standalone ENG 19 and 22 offered at separate times did not fill either. This alternative allows the class to fill/be offered.

C. Retire EG 98

Done.

D. Improve Placement

We will meet with counselors to explore ways to ensure students enroll in the English classes they need to succeed. We'll also work with IR to better identify and understand our corequisite data and ELL student population. We have created a placement guide for distribution and are in regular collaboration with Counseling and are working on a student placement survey/guide.

E. Professional Development

We currently offer monthly English corequisite-focused professional development workshops. We'll continue to offer this and also encourage instructors to access more of the distance learning pedagogy available.

<u>F. Strengthen Tutor Pool with Funding of Tutor.com, Tutor Professional Development and TLC Collaboration Improvement</u>

While tutors currently engage in professional development, English can collaborate more with TLC to enhance tutor training. We'll continue to meet with TLC frequently. Tutors are difficult to find and keep. A raise will help attract and retain tutors. In the meantime, students, especially our growing population of online students, need tutor back up with Tutor.com, which provides 24-hour access to tutoring, meeting students where they are.

G. Move Half of the Co-Requisite Courses Back to face-to-face Modality

Done. Students in developmental programs tend to have higher success rates in face-to-face classes. This is a national trend. We are transitioning half of our co-requisite course back to face-to-face. The other half will be synchronous online to balance learning needs with student scheduling needs.

5. Resource Implications

Offering the new ENG 100S and 100T course will require significant time commitments from faculty to design and implement during the first year of offering. We will assess the impact by comparing success rates of students in 100S with students in the ENG 22-100 Superclass.

Embedded Tutors

Embedded tutors are an essential component to all English coreq. classes, and reduce time to degree. They will continue to be essential. Since the systemwide English redesign, students have achieved ENG 100 course completion more quickly and successfully than pre-redesign. To encourage the highest percentage of students to succeed in co-req English, the UHCC system and UHMC administration promised long-term funding for inclassroom tutors in all developmental English classes. This aligns with the teaching philosophy behind the course which immerses students in college-level work while providing additional support to help them succeed. We will continue to work with TLC Director Kristine Kory-Smith to train and secure peer tutors for each of our coreq. English classes. The cost of a tutor for two semesters is roughly \$1,344, or \$672 per class.

TLC Tutors and Tutor.com

As we further improve our coreq. curriculum, embedded tutors will remain, and TLC tutor-visits will increase. This is inspired by the 100T (two-below) Honolulu CC model, where students are required to meet with a tutor one-on-one once a week at the TLC in addition to the 100S and 100 class activities. This may mean an increased tutor staffing need for an estimated 20 students per semester. Online students demand online tutor access to meet their work hours. Tutor.com provides tutoring 24-hours a day and is necessary, too.

Textbook Printing

Students who place into coreq. English are more likely to face financial insecurity, and student reading comprehension is better with paper textbooks than on screens. As such, they often must delay purchasing textbooks which risks their academic success from the start of the semester, and may opt for cheaper etextbooks that negatively impact reading comprehension. To provide equitable learning access, English provides free paper OER textbooks for most coreq. classes on the first day of class.

We have observed that our students who have access to these OER textbooks attend class more prepared, especially in the first few weeks when non-OER students sometimes struggle to access the textbook due to financial or shipping restraints. Since OER texts need not be resold to recoup costs for the student, faculty can encourage students to take notes directly in the text, a study strategy that increases reading comprehension. These benefits have caused the majority of UHMC English faculty to adopt OER materials. Recognizing that reading comprehension is best with a printed text, Department Secretary Lori Chiasson prints and binds OER textbooks at no cost to students. We need a supply

budget for printing and binding costs to keep offering this service. Each book costs about \$2.00 in supplies, which amounts to approximately \$3,000 a year.

Full-Time English Faculty Replacement

In Fall 2022, 60% of UHMC English courses will be taught by lecturers. Just 40% of English courses are taught by faculty. This is one of the highest lecturer to faculty ratios in the system. Many programs with such high lecturer rates have recently seen relief with midyear vacancy or annual budget position request approvals, such as Biology and Hawaiian Studies. We hope for the same.

English delivers General Education classes that prepare students for success in all other college programs. The connection between retention, persistence, and graduation for community college students is directly linked to their preparation and success in general education English courses. Nationwide, employers rank writing skills as a top priority for hiring. Students need highly-skilled English faculty who have the time and training to support them. This is even more essential now, when incoming students present with greater literacy, writing, and learning skills challenges than before the pandemic.