

Co-req English



2020

ANNUAL REVIEW OF PROGRAM DATA



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. 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?

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.

2. Analysis of the Program/Unit

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.

2020 UH Maui College ARPD
Program: Co-req English

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

Fall Semester	New Students ¹	Enrolled in Any English	% Enrolled	Did Not Enroll	% Not Enrolled
Fall 2017	485	405	84%	80	16%
Fall 2018	355	304	86%	51	14%
Fall 2019	330	274	83%	56	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 new placement procedures. For example, in AY 2017-18, 245 students enrolled in the “one level below” or “two level below” coreq courses while in AY 2019-20, approximately 232 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.

English Placement	AY 2017-18			AY 2018-19			AY 2019-20		
	Enrolled	Completed ²	% Completed College Level	Enrolled	Completed ²	% Completed College Level	Enrolled	Completed ²	% Completed College Level
College	360	263	73%	252	172	68%	256	176	69%
1-level	122	72	59%	122	77	63%	80	37	46%
2+ levels	125	70	56%	143	87	61%	158	96	61%
No Placement	28	21	75%	37	21	57%	47	24	51%
TOTAL	635	426	67%	554	357	64%	541	333	62%

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.

English Course	AY 2017-18			AY 2018-19			AY 2019-20		
	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed	Enrolled	Completed	% Completed
19	36	24	67%	39	26	67%	38	28	74%
22	196	142	72%	164	126	77%	153	106	69%
98	-	-	-	7	4	57%	17	9	53%
100	984	706	72%	972	694	71%	978	682	70%

Currently, the completion rate for ENG 98, considered a “one level below” course (offered only on Molokai) is 53%, which is significantly lower than the completion rates of ENG 100 (70%) and ENG 22 (69%). We believe this has resulted in the overall “one level below”

drop this year down to 46%. After discussion with Molokai Education Center Director Kelley Dudoit and ENG 98 the ENG 98 Instructor, we request funding for an in-class tutor on Molokai.

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.

3. 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 college-appropriate 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:

In the Spring of 2019, the English department collected samples of minimally passing ENG 100 essays deemed to meet the course SLOs at the “minimal.” After careful review the department determined by consensus that 100% of the samples

met the minimal standard for demonstrating SLO achievement. Due to the COVID-19 pandemic, this type of assessment was coordinated but did not occur in Spring 2020. We have a system in place under COVID-19 guidelines to resume assessment in Spring 2020.

Changes that have been made as a result of the assessments.

No documented changes.

4. 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.

To encourage the highest percentage of students who would benefit from the coreq course to enroll, the English department plans to shift from offering an ENG 22/100 combination course to a five credit ENG 100 T course, modeled after the course structuring at UH West Oahu. 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 five 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. These courses are currently under development and were submitted for approval in Spring 2020. Due to COVID-19 slowdowns, ENG 100 T is projected to be approved through the Curriculum Committee by late Spring 2021 and ready for enrollment in Fall 2021.

Currently, the completion rate for ENG 98, considered a “one level below” course (offered only on Molokai) is 53%, which is significantly lower than the completion rates of ENG 100 (70%) and ENG 22 (69%). We believe this has resulted in the overall “one level below” drop this year down to 46%. After discussion with Molokai Education Center Director Kelley Dudoit and ENG 98 the ENG 98 Instructor, we request funding for an in-class tutor on Molokai. UHMC Vice Chancellor John McKee promised long-term funding for in-classroom tutors to encourage the highest percentage of students to succeed in coreq English. 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 tutors for each of our coreq English classes.

5. Resource Implications

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

Students who place into coreq English are more likely to face financial insecurity. As such, they often must delay purchasing textbooks which risks their academic success from the start of the semester. To provide equitable learning access, English provides free 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 \$3,200 a year. We will assess the impact by surveying students.

To support the redesigned learning activities prevalent in the coreq classroom, the English department has requested funds to create a classroom space that supports our active-learning pedagogy. Lesson plans for coreq courses involve frequent transitions between a wide variety of learning activities—brief lectures, class discussion, small-group workshops, "pair shares," and individual work with visits from the classroom tutor and the instructor. We propose to utilize furniture designed explicitly to improve the learning experience of students as they engage in and transition between learning activities. We plan to redesign an existing classroom with this furniture and to prioritize the room for our redesigned coreq courses. We will assess the impact by comparing success rates of students in the new classroom to those of previous semesters.

Offering the new ENG 100T course will require significant time commitments from faculty to design and implement during the first year of offering. Further, while the course is just five credits, which benefits students, faculty will be putting in six credits of effort through extended office hours, more one-on-one time for students, and ENG 100T professional development/training. To balance the 27 credit yearly teaching load and avoid scheduling inefficiencies, faculty who teach ENG 100T will need to be granted this extra 1 credit as a TE. We are thus requesting this TE funding as well, projected to be between 3-6 total TE

credits per year total for the entire program. One TE costs between \$1691-\$2245 per section. We thus expect to need between \$5,073 and \$13,470 to cover TE costs. This would provide ENG 100T students the extra teaching time required to increase completion rates. We will assess the impact by comparing success rates of students in 100T with students in the ENG 22-100 Superclass.

Currently, the completion rate for ENG 98 (offered only on Molokai) is 53%, which is significantly lower than the completion rates of ENG 100 (70%) and ENG 22 (69%). After discussion with Molokai Education Center Director Kelley Dudoit and ENG 98 the ENG 98 Instructor, we request funding for an in-class tutor on Molokai. To encourage the highest percentage of students to succeed in coreq English, UHMC Vice Chancellor John McKee promised long-term funding for in-classroom 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 in ENG 98 for two semesters is roughly \$1,344, or \$672 per class. We are currently in the process of assessing the tutor program, but anecdotal evidence shows that students are more likely to attend class and succeed when a peer tutor is in the classroom. In classes like ENG 98 and 22, students are often new to student success strategies, and seeing those skills modeled by a peer who also tutors them in English is uniquely effective. We will assess the impact by comparing success rates of ENG 98 students with an in class tutor to those of previous semesters.