# Coreq. English, Maui College

**ANNUAL**
REPORT OF PROGRAM DATA
**2021**

UNIVERSITY *of* HAWAIʻI®
**MAUI COLLEGE**

## 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 corequisite classes meet twice a week for three hours each class (double class time), which is similar to other corequisite English classes in the UHCC system. They have embedded peer tutors as well. Instructors who teach corequisite courses also teach college-level English (ENG 100). The one-below corequisite class, ENG 22-100, allows students placing one-below college-level to complete college-level English, (ENG 100), in one semester. The two-below corequisite class, ENG 19-22, allows students placed at two levels (or lower) to complete college-level English (ENG 100) within two semesters, one academic year.

Before implementation of these courses, students placed 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 corequisite 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 placed 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. It is nationally recognized that English (developmental/coreq. and otherwise) course completion rates are lower for ESL students than non-ESL students, but that ESL students can succeed in coreq courses. We are committed to continuing inclusion of this important population at UHMC.

In contrast, Honolulu CC, deemed a model English coreq. program, offers a separate for-credit ESL program. This semester, over fifty 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 coreq. data incomparable between institutions.

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 placed into corequisite developmental English classes.

## 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 15% 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

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 | 355 | 304 | 86% | 51 | 14% |
| Fall 2019 | 330 | 274 | 83% | 56 | 17% |
| Fall 2020 | 255 | 216 | 85% | 39 | 15% |

[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 have steadily diminished over the past few academic years in response to new placement procedures. For example, in AY 2019-20, 265 students enrolled in the "one level below" or "two level below" coreq. courses while in AY 2020-2021, approximately 177 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 placed at one or two levels below just miss the mark by about five to ten percentage points. 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:** 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 |
| 19 | 39 | 26 | 67% | 38 | 28 | 74% | 20 | 14 | 70% |
| 22 | 164 | 126 | 77% | 153 | 106 | 69% | 121 | 88 | 73% |
| 90V | 9 | 6 | 67% | - | - | - | - | - | - |
| 98 | 7 | 4 | 57% | 17 | 9 | 53% | 4 | 2 | 50% |
| 100 | 972 | 694 | 71% | 978 | 682 | 70% | 933 | 655 | 70% |

B. 2. ENG 90v
ENG 90v, the coreq 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). These are in the initial phase of the curriculum approval process. In the interim, we are working with the Learning Center to enroll students who are placed 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. This one-credit course will be offered free of charge. IS 104B will begin its pilot in Spring 2022.

B.3. ENG 98
Currently, the completion rate for ENG 98, considered a "one level below" course (offered only on Molokai) is 50%, which is significantly lower than the completion rates of ENG 100 (70%) and ENG 22 (73%).  We believe this has resulted in the overall "one level below" drop this year down to 49%. Last year, after discussion with Molokai Education Center Director Kelley Dudoit and the ENG 98 Instructor, Molokai requested funding for an in-class tutor on Molokai. The in-class tutor request was not funded. Upon the Molokai Education Center Director's return in January 2022, I will meet with her to consider alternatives to ENG 98 such as ENG 100T or 100S, or further student support, such as mandatory tutoring.

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 the 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 strong 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 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.

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 | 252 | 172 | 68% | 256 | 176 | 69% | 287 | 199 | 69% |
| 1-level | 122 | 77 | 63% | 80 | 37 | 46% | 57 | 28 | 49% |
| 2+ levels | 143 | 87 | 61% | 158 | 96 | 61% | 120 | 67 | 56% |
| No Placement | 37 | 21 | 57% | 47 | 24 | 51% | 17 | 12 | 71% |
| TOTAL | 554 | 357 | 64% | 541 | 333 | 62% | 481 | 306 | 64% |

[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.

## C. 1. Data Discrepancy One

The placement efficiency data above shows that 120 students enrolled at 2 levels below in AY 2020-2021 (ENG 19). However, Banner data shows that fewer than 40 students enrolled in ENG 19 during AY 2020-2021.

## C. 2. Data Discrepancy Two

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. It is nationally recognized that English (developmental/coreq. and otherwise) course completion rates are lower for ESL students than non-ESL students, but that ESL students can succeed in coreq courses. We are committed to continuing inclusion of this important population at UHMC.

In contrast, Honolulu CC, deemed a model English coreq. program, offers a separate for-credit ESL program. This semester, over fifty 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 coreq. data incomparable between institutions.

Our placement efficiency data is inaccurate 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. Since the pandemic, student success in our corequisite classes has decreased. This may be due to the classes

shifting to online. The developmental English classes are centered on face-to-face small group interaction, which does not work as well online. This is addressed in our action plan in section IV.


## 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 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:

**SLO 1:  Develop rhetorical strategies to meet college-level writing challenges.**

**In October 2021**, we gathered as a department to review coreq. ARPD data and contrast it with other UHCC English Departments as well as national models.
We also explored Math coreq. success rates and methods with Sam Bowe, Math redesign lead, to identify applicable strategies.

Changes that have been made as a result of this assessment:

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, incentivising student enrollment (Honolulu model).
4. Clarify placement guidelines with counseling so students who need coreq. class enrollment chooses 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. Encourage all students going for four year degrees to take ENG 200.

**In November 2021**, the English department collected samples of minimally passing ENG 100 research essays deemed to meet the course SLO 1 at the "minimal." We then met to review the assignment, teaching process, and student work. Following meetings will compare course outcome achievement of SLO 1 between zoom, face-to-face, and asynchronous ENG 100 classes.

In this process, we discussed the following best practices in our collaborative notes:

1. Faculty, including lecturers, should prioritize lunch bunch PD attendance (including assessment meetings) over all other PD.
2. Schedule librarian meetings/tutor meetings for research skill building, tutorials.
3. Prevent cognitive overload: TLC tutor, encourage taking ENG 200 after.
4. Complete RAD PD for ENG 22/100 faculty.
5. Scaffold research skills throughout the semester with feedback and revision each time.
6. More students in ENG 100 with lower skills as result of placement changes: use class topic/canned research/shared research to support facility with the research.
7. Support topic selection: help students avoid pitfalls.
8. Find ways to identify student confusion when you cannot see their faces in online classes.
9. Implement more learning activities that develop synthesis, commentary, and context/relationship between ideas/research. Purpose-Source; Audience-Purpose.
10. Scaffold research projects so that different skills are practiced or developed during different essays-- then the final research project should do all.
11. For online/asynch, how do you give feedback on critical thinking/quality of research? Ie. Require students to respond substantively to feedback.
12. Use clear, consistent, **redundant** learning activities that support the **three pillars of ENG 100 skills:  thesis support/development, focused paragraphs, source integration.**
13. Support students in their understanding of hierarchy of ideas- scaffolding early and often.
14. Consider removing argument rhetorical mode to replace it with a simpler one  when introducing research: informative/teacher/questionnaire/researcher mode
    -argumentative mode encourages cherry-picking research and bias
    -consider a curious writer personality that asks questions within the paper to the very end. Encourage thinking on the page; not mastery.
    -Caution: ensure papers include evaluative/argumentative research NOT just spitting out informative papers--evaluating/applying research in writing and then asking more questions in writing.

"Cognitive Overload":

- When a student fails to demonstrate learning outcomes due to overly complex tasks, simultaneous application of new skills, procrastination, and/or atypical neurology.

What does CO look like in an essay?
- Lack of synthesis, connection, and integration of skills, techniques, and ideas in student writing.

Remedies for CO?
- Appropriate scaffolding; due dates that deter procrastination and late-stage application of too many complex skills into one assignment.
- What about atypical neurology, whether congenital or due to drug & alcohol abuse?

What defines "minimally sufficient" success in an ENG 100 research essay?
- Appropriate level of success: supported thesis, focused paragraphs, integration of relevant sources using conventional techniques (+ minimally sufficient English prose)

## 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 corequisite 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 exclude ELL students.

Currently, our class size for coreq. classes are 20. We are considering lowering class capacity from twenty to ten to increase teacher-to-student ratio and individual attention so we can better address non-cognitive issues.  This class size is a key feature of the Baltimore CC Accelerated Learning Program (ALP) model, which was the model  for the systemwide UHCC developmental English redesign. This would align with Leeward, Kapiolani, and Hawai'i CCs who are also applying the Baltimore CC ALP and who limit class sizes to 10 or 15.

B. Retire two-below ENG 19, Replace with 100T
For two-below placing students, we have designed, and will pilot in Spring 2022, a 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. This one-credit course will be offered free of charge. 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.

C. Redesign or Retire ENG 98
Currently, the completion rate for ENG 98, considered a "one level below" course (offered only on Molokai) is 50%, which is significantly lower than the completion rates of ENG 100 (70%) and ENG 22 (73%).  We believe this has resulted in the overall "one level below" drop this year down to 49%. Last year, after discussion with Molokai Education Center Director Kelley Dudoit and the ENG 98 Instructor, Molokai requested funding for an in-class tutor on Molokai. The in-class tutor request was not funded. Upon the Molokai Education Center Director's return in January 2022, I will meet with her to consider alternatives to ENG 98 such as ENG 100T or 100S, or further proven student support, such as mandatory weekly tutoring for each ENG 98 student.

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.

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.

F. Tutor Professional Development and  TLC Collaboration Improvement
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.

G. Move Half of the corequisite Courses Back to face-to-face Modality
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 corequisite 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 coreq English, the UHCC system and UHMC administration 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 for two semesters is roughly $1,344, or $672 per class.

TLC Tutors
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.

Textbook Printing
Students who are placed into coreq. English is 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.

Furniture-already purchased.
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.  Academic Affairs has ordered this furniture, and we are grateful.

Librarian-already in budget to be hired.
A major part of the English curriculum develops research skills, and collaboration with the UHMC library is an essential partnership. With the shift to online learning, librarian workload has increased so that formerly face-to-face library tools and consultation can be moved online. Developmental students require additional learning time with faculty, tutors, and librarians as part of the core model that accelerates time to college English completion.

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