



## University of Hawaii Community Colleges Annual Report of Program Data Analysis Preview

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### PREVIEW

#### College: Kauai Community College Program: Remedial/Developmental Reading

Program did not provide date of the last comprehensive review.

#### Program Description

The Remedial and Developmental Reading and Writing program at Kauai Community College consists of all Reading and Writing courses that are below college level and is coordinated by the English department as part of their regular curriculum offerings.

#### Part I. Quantitative Indicators

### Overall Program Health: **Unhealthy**

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	Enrolled in any Remedial/Developmental	107	56	37	<b>Unhealthy</b>
2	Semester Hours Taught	24	18	15	
3	* Student Semester Hours (SSH) Taught	333	189	117	
4	Full Time Students (Fall) Enrolled	36	23	17	
5	Full Time Students (Spring) Enrolled	11	2	0	
6	Number of Classes Taught	8	6	5	
Achieving the Dream		AtD Fall Cohort			
		2011	2012	2013	
7	Percent AtD Cohort with Placement	92%	89%	89%	
8	AtD Cohort Placing Remedial/Developmental	42%	44%	39%	
9	Cohort Enrolling Remedial/Developmental	59	54	26	
9a	Percent Cohort Enrolling Remedial/Developmental	37%	32%	19%	
10	* Increase Percent Enrolling	3%	-5%	-13%	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
11	Average Class Size	13.9	10.5	7.8	<b>Cautionary</b>
12	* Fill Rate	55.5%	43.4%	31.2%	
13	Number of Low-Enrolled (<10) Classes	1	3	3	
14	* BOR Appointed Faculty (FTE)	0.6	0.4	0.4	

15	Non-BOR Appointed Faculty Teaching Classes	2	2	1
16	Percentage Classes Taught by Regular Discipline Faculty	75%	67%	80%
17	Percentage Classes Taught by non Regular Discipline Faculty	25%	33%	20%
18	Program Budget Allocation	Not Reported	\$4,500	Not Yet Reported
18b	Tuition and Fees	Not Reported	\$0	Not Yet Reported
19	Cost per SSH	Not Reported	\$24	Not Yet Reported

\*Data element used in health call calculation

Last Updated: July 30, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
Retention (Course Completion)					<b>Unhealthy</b>
20	1 Level Below College Level	96%	100%	93%	
21	2 Levels Below College Level	93%	100%	91%	
22	3 or More Levels Below College Level	N/A	0%	0%	
Successful completion (Equivalent C or Higher)					
23	1 Level Below College Level	67%	49%	64%	
23a	1 Level Below College Level	54	19	18	
24	Withdrawals (Grade = W)	3	0	2	
25	2 Levels Below College Level	47%	38%	73%	
25a	2 Levels Below College Level	14	9	8	
26	Withdrawals (Grade = W)	2	0	1	
27	3 or More Levels Below College Level	N/A	0%	0%	
27a	3 or More Levels Below College Level	N/A	0	0	
28	Withdrawals (Grade = W)	N/A	0	0	

Achieving the Dream		AtD Fall Cohort		
		2011	2012	2013
29	Cohort Enrolled in Remedial Developmental Course	59	54	26
30	Cohort Successful Completion at Least One Remedial/Developmental Course within First Academic Year	36	37	10
31	Percent Cohort Successful Completion	61%	69%	38%
Remedial/Developmental Pipeline				
32	AtD Cohort Size	374	374	343
33	Percent AtD Students Placing Into Remedial/Developmental Level	42%	44%	39%
34	Percent AtD Cohort Enrolled in Remedial/ Developmental Course	16%	14%	8%
35	Percent AtD Cohort Successfully Completing Any Remedial/ Developmental Course Within First Academic Year	23%	23%	7%
36	Percent AtD Cohort Successfully Completing College Level Course Within First Academic Year	11%	7%	6%

Successful Next Level		Program Year		
		12-13	13-14	14-15

Persistence (Fall to Spring)				
37	* Percent From 1 Level Below College Level, To College Level	0%	0%	0%
37a	From 1 Level Below College Level, To College level	0	0	0
38	Percent From 2 Levels Below College Level, To 1 Level Below	33%	11%	22%
38a	From 2 Levels Below College Level, To 1 Level Below	4	2	2
39	Percent From 3 or More Levels Below College Level, To 2 Levels Below	N/A	N/A	N/A
39a	From 3 or More Levels Below College Level, To 2 Levels Below	N/A	N/A	N/A
Success in Subsequent Level (Equivalent C or Higher)				
40	College Level From 1 Level Below	0	0	0
40a	* Percent College Level From 1 Level Below	N/A	0%	0%
41	1 Level Below From 2 Levels Below College Level	1	0	0
42	2 Levels Below From 3 or More Levels Below College Level	N/A	N/A	N/A

\*Data element used in health call calculation

Last Updated: July 30, 2015

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## Part II. Analysis of the Program

According to existing benchmarks, the demand and effectiveness quantitative indicators are considered “unhealthy” and the efficiency indicator is considered “cautionary.”

- In R&D Reading 37 students were enrolled in the 2014-2015 academic year, down from 56 the previous year and down from 107 the year before that.
- The average class size was 7.8, down from 10.5 the previous year.
- The fill rate was 31.2%, a 4.4% decrease from the previous year.
- Retention in the courses for one level below (remedial courses) the college level is at 93% (a 7% decrease from the previous year) and retention for two levels below (developmental courses) the college level is 91% (a 9% decrease from the previous year).
- The successful completion numbers were 73% for remedial (a 35% increase from the previous year) and 64% (a 15% increase from the previous year) for developmental courses.

The Learning Center continues to provide tutors serving English students in the 2014-2015 academic year. This is an AtD strategy that has proven to be successful. Also, one English faculty member, Mary Alexander, conducted an “English Boot Camp” over the summer to help indoctrinate first-time students.

## Part III. Action Plan

The UHCC system has mandated radical changes to the R&D sequences for reading and writing. Although the individual campuses have some leeway, the sequencing of courses and how they are taught are going to change to accelerated formats. The current emphasis is on the writing sequence (i.e., English 19, 22, and 100), and there hasn't been a lot of discussion about the reading sequence. There is a distinct possibility that stand-alone R&D reading courses may be eliminated altogether. There has been some discussion about incorporating the reading learning outcomes and curriculum into the accelerated writing sequence.

Over the last few years, there has been a steep decline in enrollment in R&D reading courses. Several CTE programs no longer require or recommend that their students enroll in these courses. Instead, these students are being encouraged to enroll in the writing courses to better facilitate completion of degrees and certificates. Until there is renewed interest in the reading courses, it is likely they will wither away.

In the meantime, tutoring will continue to be an important support service for students in R&D reading courses. Under the coordination of Tina Castro, the tutoring center continues to have English tutors available throughout the day.

In Fall 2014, the Developmental English Coordinator facilitated the first Reading Across the Disciplines faculty institute at KCC. Nine faculty from various disciplines participated. Data is still being collected on the effectiveness of this initiative. More workshops will be planned for the future. Also, one English faculty member, Mary Alexander, conducted an English "boot camp" last summer to help indoctrinate first-time students.

Lastly, with the new mandate for the accelerated pathways, professional development for faculty who don't have experience teaching accelerated co-requisite courses will be needed.

## Part IV. Resource Implications

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The Remedial and Developmental Reading and Writing Program (via the English Program) has already incorporated its resource requests in the LAH APRU. However, below is a summary.

1. Refilling of a full-time English position (a position that will become vacant in the Spring 2016 semester).
2. Hiring of professional tutors to function as embedded or discrete tutors.
3. Priority classroom usage when the Learning Resources Center (LRC) reopens.
4. A renovation of the aforementioned classrooms to make them dynamic and flexible learning spaces, like the "innovation zones" in Sakamaki Hall at UH Manoa (<http://www.hawaii.edu/news/2014/09/15/21st-century-classroom-design-cultivates-collaboration/>). The renovation should include the following tools and equipment:
  1. Interactive, touch-enabled smart projectors (<https://youtu.be/3RlcFTXZ28>),
  2. Idea Paint (or similar product) covered walls (<http://www.ideapaint.com/>),
  3. Convertible and flexible furniture (<http://www.hermanmiller.com/solutions/education/applications/learning-spaces.html>), and
  4. Computer equipment for student and faculty use--e.g., Chromebooks and tablets.
5. New construction, renovation, or addition to an existing building (e.g., Faculty 1) for an English Center, like the STEM Center at Kapiolani CC (<http://stem.kapiolani.hawaii.edu/the-stem-center/>). This center will consolidate all the full-time English faculty in one place and have tutoring and other supplementary resources in place for students. This space should also have similar tools as the ones mentioned above.

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