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

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College: Kauai Community College Program: Remedial/Developmental Writing

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: **Cautionary**

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	Enrolled in any Remedial/Developmental	198	204	138	Unhealthy
2	Semester Hours Taught	45	60	45	
3	* Student Semester Hours (SSH) Taught	669	717	477	
4	Full Time Students (Fall) Enrolled	100	101	83	
5	Full Time Students (Spring) Enrolled	34	45	14	
6	Number of Classes Taught	15	20	15	
Achieving the Dream		AtD Fall Cohort			
		2011	2012	2013	
7	Percent AtD Cohort with Placement	91%	89%	90%	
8	AtD Cohort Placing Remedial/Developmental	57%	52%	49%	
9	Cohort Enrolling Remedial/Developmental	136	104	96	
9a	Percent Cohort Enrolling Remedial/Developmental	64%	53%	57%	
10	* Increase Percent Enrolling	3%	-11%	4%	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
11	Average Class Size	14.9	12.0	10.6	Healthy
12	* Fill Rate	79.6%	70.2%	72.2%	
13	Number of Low-Enrolled (<10) Classes	2	5	8	

14	* BOR Appointed Faculty (FTE)	0.6	1.2	0.9
15	Non-BOR Appointed Faculty Teaching Classes	5	6	4
16	Percentage Classes Taught by Regular Discipline Faculty	40%	60%	60%
17	Percentage Classes Taught by non Regular Discipline Faculty	60%	40%	40%
18	Program Budget Allocation	Not Reported	\$95,412	Not Yet Reported
18b	Tuition and Fees	Not Reported	\$0	Not Yet Reported
19	Cost per SSH	Not Reported	\$133	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)					Unhealthy
20	1 Level Below College Level	95%	96%	91%	
21	2 Levels Below College Level	94%	96%	88%	
22	3 or More Levels Below College Level	N/A	0%	0%	
Successful completion (Equivalent C or Higher)					
23	1 Level Below College Level	72%	65%	57%	
23a	1 Level Below College Level	122	123	77	
24	Withdrawals (Grade = W)	8	7	12	
25	2 Levels Below College Level	55%	69%	60%	
25a	2 Levels Below College Level	29	35	15	
26	Withdrawals (Grade = W)	3	2	3	
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	136	104	96
30	Cohort Successful Completion at Least One Remedial/Developmental Course within First Academic Year	87	74	66
31	Percent Cohort Successful Completion	64%	71%	69%
Remedial/Developmental Pipeline				
32	AtD Cohort Size	374	374	343
33	Percent AtD Students Placing Into Remedial/ Developmental Level	57%	52%	49%
34	Percent AtD Cohort Enrolled in Remedial/ Developmental Course	36%	28%	28%
35	Percent AtD Cohort Successfully Completing Any Remedial/ Developmental Course Within First Academic Year	41%	38%	39%
36	Percent AtD Cohort Successfully Completing College Level Course Within First Academic Year	45%	47%	57%

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	60.2%	42.1%	45.8%
37a	From 1 Level Below College Level, To College level	53	48	44
38	Percent From 2 Levels Below College Level, To 1 Level Below	83%	34%	45%
38a	From 2 Levels Below College Level, To 1 Level Below	15	10	9
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	30	27	13
40a	* Percent College Level From 1 Level Below	56.6%	56.2%	29.5%
41	1 Level Below From 2 Levels Below College Level	9	6	3
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

Glossary | Health Call Scoring Rubric

Part II. Analysis of the Program

Demand and effectiveness are both considered unhealthy, and efficiency is considered healthy according to existing benchmarks.

- In R&D Writing, 138 students were enrolled in the 14-15 academic year, a decrease of 66 from the previous year.
- The average class size was 10.6, down from 12 the previous year.
- The fill rate was 72.2% which is 2.0% higher than the previous year.
- Retention in courses one level below the college level (i.e., remedial courses) was at 91% and 88% for courses two levels below the college level (i.e., developmental courses). The retention rates for the remedial courses fell by 5% and by 8% for developmental courses.
- The successful completion numbers were 57% for remedial and 60% for developmental courses. The completion rates for remedial courses dropped by 8% and by 9% for developmental courses.

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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 folding the reading learning outcomes and curriculum into the accelerated writing sequence.

R&D writing courses are likely going to be moved to accelerated formats. In the short term, this means the English Program will be offering at least one corequisite section of English 19 and English 22 and multiple sections of corequisite English 22 and English 100 courses each semester. These models, commonly referred to as ALPs, have been run in a limited trial; however, since the UHCC system is mandating a change to the existing reading and writing sequences, it is likely that the College will be prevented from offering stand-alone sections of

English 19 and 22 and that all sections will be accelerated. At the time of this writing, it is unclear what the impact will be on programs that have English 22 requirements for some lower level certificates. The English Program is also considering other methods of acceleration, such as and English 100 with variable credit lab components for students who are testing 1 and 2 levels below the college level.

Over the last year, there has been a decline in enrollment in R&D writing courses. At this time is unclear what may be the cause for this decrease. Several factors could potentially be culprits: First, more students may have placed directly into English 100, and second, declining enrollment may have played a factor overall. There was also a mass cancellation of courses in the Spring 2015 semester, which was intended to increase the fill rates; however, may have also had the unintended consequence of eliminating the only possible section of courses for some students.

In the meantime, tutoring will continue to be an important support service for students in R&D writing courses. Under the coordination of Tina Castro, the tutoring center continues to have English tutors available throughout the day. Furthermore, the Brainfuse tutoring service offers an online option for students looking for assistance with R&D writing. (It should be noted that there is some skepticism about Brainfuse's effectiveness--from faculty, those in the tutoring center, and students.)

In Fall 2014, the Developmental English Coordinator facilitated the first writing 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 emphasis on acceleration, professional development for faculty who have little or no experience teaching accelerated, corequisite courses will be needed.

Part IV. Resource Implications

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. This center will consolidate all the full-time English faculty in one place and have tutoring and other supplementary resources in place for students (<http://stem.kapiolani.hawaii.edu/the-stem-center/>). This space should also have similar tools and equipment as the ones above.

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