DATE: August 18, 2013

TO: Associate VP Peter Quigley; HCC Chancellor Erika Lacro; Director of UHCC Academic Programs Suzette Robinson; HCC University College Dean Marcia Roberts-Deutsch; HCC Language Arts Division Chair Jeff Stearns

FROM: Eric Paul Shaffer, Assistant Professor, Honolulu Community College

SUBJECT: Report on English 100 Accelerated Courses, Spring 2013 (2011-12 Innovative Development Education Initiatives), 11 pages

This document constitutes the final report concerning the outcome of our experimental sections of English 100 Accelerated required by the grant made to Honolulu Community College as part of the 2011-2012 Innovative Developmental Education Initiatives.

As a result of our efforts, I present and support the conclusion that English 100 Accelerated is a course that will provide many students an opportunity to learn effectively and advance more quickly toward their certificates and degrees.

Thank you for the opportunity to construct and conduct the experimental version of English 100 Accelerated in Spring 2013 as we developed the course for general launch in Fall 2013 and full implementation in semesters to follow.

Outline of Project Accomplishments, As Related to UH Strategic Outcomes, 2008-2015

Noting, as one would expect, that the Strategic Plans for the UH System, the UHCC system, and Honolulu Community College are aligned nearly word for word, what follows is a survey of the project accomplishments with specific reference to strategic outcomes as stated in the Honolulu Community College Strategic Plan:

“Goal A: Promote Learning & Teaching for Student Success
The Community Colleges will focus on student success by being learning colleges, providing access to quality programs which are affordable, adaptable, flexible, and responsive to the changing needs of students and their communities.”

Strategic Outcomes

I. Native Hawaiian Educational Attainment
“Position the University of Hawai‘i as one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.”

Performance Measures

c. “Increase the number and percent of Native Hawaiian students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.”
This performance measure relates to data unavailable to me. Of the sixteen students who enrolled in and completed English 100 Accelerated, as with many of our dedicated students at Honolulu Community College, most were of multi-ethnic and/or socio-economically disadvantaged circumstances. As expected, all received better instruction and produced better writing, and thirteen succeeded in receiving credit for English 100.

With respect to this particular performance measure, I recommend a vigorous student information campaign concerning the advantages of English 100 A to all students, with an emphasis on Native Hawaiian students.

II. Hawai‘i’s Educational Capital

“Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.”

Performance Measures  
c. “Increase the number of students enrolled in a developmental intervention that successfully complete at least one course in the development sequence within their first academic year by 3% per year to 260 in English and 335 in mathematics by 2015.”

This performance measure relies largely on raising student awareness of the benefits of English 100 Accelerated. Our efforts to fill these experimental courses are a case in point. Without adequate or accurate information about the benefits of this course, students were reluctant to enroll; as a result, enrollments were low. Counselors and program coordinators need to be further informed about English 100 Accelerated and strongly encouraged to recommend it to their constituents.

That said, enrollment in English 100 Accelerated should easily increase to the numbers forecast, and student who successfully complete this course will make considerable and fundamental progress in their degree-applicable instruction.

Report on Measurable Outcomes Identified in the Application

The Course and Context
The English 100 Accelerated course I taught consisted of the following linked sections: ENG 100 (CRN 24207) and ENG 98L (CRN 24279). The ENG 100 section met MW 11:30AM-12:45PM; the ENG 98L (the lab section) met T 11:30AM-12:45PM. The English 100 Accelerated course taught by Tanya Torres consisted of the following linked sections: ENG 100 (CRN 24208) and ENG 98L (CRN 24280). Ms. Torres’ ENG 100 section met MW 1:00PM-2:15PM; the ENG 98L (the lab section) met T 1:00PM-2:15PM.

The English 100 Accelerated course admits students who have just completed ENG 19 and are, therefore, eligible to enroll in ENG 22 or admits students who have been placed in ENG 22 by
the COMPASS test. The purpose is to accelerate these students by providing supplemental lab instruction, extra class time, and extra contact time with an instructor.

Concerning the reading and writing courses within the English Essentials Curriculum, this chart represents placements based on COMPASS scores.

<table>
<thead>
<tr>
<th>Reading Compass Score Ranges</th>
<th>Writing Compass Score Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 21</td>
<td>56-78</td>
</tr>
<tr>
<td>ENG 18</td>
<td>46-55</td>
</tr>
<tr>
<td>ENG 8</td>
<td>0-45</td>
</tr>
</tbody>
</table>

According to the chart, of the ten students in my English 100 Accelerated class, excepting the one student with no score reported, nine were to be placed in ENG 22 (see Outcomes chart below); therefore, they were the exact population this course is designed to serve.

**The Course Outcomes**

Ten of the registered students completed the course and were present for the final day of my English 100 Accelerated course. Of those ten, seven received credit for ENG 100, and three received no credit for ENG 100 or ENG 22. In the other section of English 100 Accelerated, taught by Tanya Torres, all six students received credit for ENG 100.

The following is a chart of the relevant information about each student in my English 100 Accelerated course. All students are anonymous in this report.

<table>
<thead>
<tr>
<th>Student</th>
<th>COMPASS Score Reading</th>
<th>COMPASS Score Writing</th>
<th>Final Course Grade</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>56</td>
<td>no score reported</td>
<td>D</td>
<td>No credit</td>
</tr>
<tr>
<td>H</td>
<td>86</td>
<td>67</td>
<td>B</td>
<td>ENG 100</td>
</tr>
<tr>
<td>K</td>
<td>77</td>
<td>70</td>
<td>B</td>
<td>ENG 100</td>
</tr>
<tr>
<td>L</td>
<td>86</td>
<td>45</td>
<td>C</td>
<td>ENG 100</td>
</tr>
<tr>
<td>M</td>
<td>69</td>
<td>56</td>
<td>D</td>
<td>No credit</td>
</tr>
<tr>
<td>N</td>
<td>82</td>
<td>67</td>
<td>C</td>
<td>ENG 100</td>
</tr>
<tr>
<td>Q</td>
<td>73</td>
<td>56</td>
<td>C</td>
<td>ENG 100</td>
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<tr>
<td>S</td>
<td>96</td>
<td>45</td>
<td>B</td>
<td>ENG 100</td>
</tr>
<tr>
<td>W</td>
<td>81</td>
<td>67</td>
<td>D</td>
<td>No credit</td>
</tr>
<tr>
<td>Z</td>
<td>73</td>
<td>56</td>
<td>C</td>
<td>ENG 100</td>
</tr>
</tbody>
</table>

**The Students**

The best way to understand the outcomes of the experimental version of English 100 Accelerated is through a short survey of the work, commitment, and achievement of the individual students. Here is a quick survey of the students in my course.

**Student B**

B was reluctant to participate in English 100 Accelerated from the start. An ESL student, B found it difficult to formulate sentences in speaking and in writing. B was partly committed to the work for the course, but finally, B’s achievement was not acceptable although considerable
improvement was made during the course. My decision to have the class read and write about a novel in order to meet the many student learning outcomes for ENG 22 and ENG 100, however, made a great positive difference to B. Reading sentences aloud with classmates and discussing their meaning as we went along made a great difference to B’s understanding and ability to read. In the end, however, B’s work was not adequate for credit for ENG 22 or ENG 100.

Student H
H was an ardent student, dedicated to the course, one who reacted well to the Pearson online grammar program and who learned a great deal from interactions with the program and from further grammar questions in class. H regularly turned in work on time and clearly spent a good deal of time revising, in many cases extensively. A slow, careful thinker, H would raise questions about the further implications of the grammar or essay or literary questions we dealt with during class time. Because of the size and atmosphere of the class, H was very creative in approaching assignments, often taking a direction no one else took and making good work of it. H consistently produced good work and did well on both formative and summative assessments.

Student K
K was heavily committed to work and family outside of school, and class work did not receive the time needed. Had K spent the time required, quick intelligence and a thoughtful nature would have increased benefits from the course. A good writer, K’s main hindrance was poor proof-reading and editing that, done well, would have improved the writing considerably. When K took the time to revise, edit, and proof-read, the results were good, better than those of most other students in the class. Shy, K was still able to participate in class discussion because of the size and atmosphere of the class. Impatient, K was too willing to present underdone work. Toward the end of the semester, a concerted effort brought K’s work to good quality.

Student L
L was a loud and friendly student who helped the class cohere. Unsure of writing abilities and reluctant to spend time on writing, L often turned in work that was only of satisfactory quality at best. L was good at organizing essays, but sentences fell far behind thinking and organizational skills. Midway through the semester, however, L suddenly applied a more methodical nature to the work and spent more time revising the writing at the sentence level, much to the improvement of the writing. Quick on the uptake during class discussion of grammar and literature, L often led the analysis and reasoning concerning the topic at hand.

Student M
M was a pleasant and participatory student who was not at all dedicated to the work in the course, whether it was the writing, revision, editing, discussion, or online grammar course. M had severe problems with constructing clear and complete sentences, and M steadily ignored the need to revise, edit, or proof-read. Although always part of the class discussion and engaged in the classroom, M rarely did work of satisfactory quality. M clearly enjoyed reading the novel and the class work and discussion, but no matter how many opportunities were provided in the course and how much encouragement were provided by the instructor and fellow students, M never produced any work of adequate quality. In the end, however, M’s work was not adequate for credit for ENG 22 or ENG 100.
Student N
N was not only heavily committed to work and family outside of school, but also had further life complications that interfered with class and writing, so class work did not receive all the time needed. N was a fairly skilled writer to begin with, so improvement and refinement had been overlooked during high school courses. In our course, N was continuously re-assessing knowledge and strategies that had always worked before, when not examined closely, but were clearly not working now. In many ways, N worked hardest in the course, shedding bad strategies and ideas on one hand and replacing them with newly-acquired good strategies learned as they were employed. In class, when present, N was an active and helpful participant and did steadily improve sentences and essays.

Student Q
Q was active and engaged in the course. The writing, though not always completed on time, was usually extensively and effectively revised. Most important, Q was an active participant and, because of the small size of the class, was eager to ask questions and assist other students in the class. Enthusiasm, again the result of the small number of students and the friendly atmosphere of the class, made Q a natural leader and a successful participant in the course. Concerning both the grammar and the essay construction elements of the course, Q was quick to grasp and quick to share, and I believe Q participated so much because of the inviting atmosphere of the class.

Student S
S was a quiet, reserved student who was industrious and creative. Essays were imaginative, and observations in class and in writing were thoughtful, intelligent, and insightful. S had particular grammar and composition issues that were persistent but which S consistently addressed until most were under control and some were no longer present. A retiring person, S benefited from the small class and contributed on a regular basis, if not a lot. Of all of the students in this course, S spent the most time on revision, and S’s writing improved the most even if some persistent problems remained at the end of the course.

Student W
W was a student who wanted to improve but would not commit to doing the writing, revising, editing, and proof-reading good writing requires. Quick to understand, W would not apply that understanding to the work, which often meant that questions raised or problems noted when I assessed early drafts were left completely unaddressed in subsequent drafts. Any work done in class or discussion in class showed W participating, but writing and revisions were often late and rarely complete. W responded well to personal encouragement, but did not follow through. In the end, W’s work was not adequate for credit for ENG 22 or ENG 100.

Student Z
Z was a serious and committed student of English 100 Accelerated, not only reacting well to instruction but seeking further details in and out of class in order to improve the writing. Usually quiet in class, when Z made comments, other students listened since Z’s observations or good questions were often good and led to understanding for other students. Z began with serious composition, grammar, punctuation, mechanics, and construction problems, but devoted the attention needed to steadily improve the use of each to the point where the writing was satisfactory to earn credit for ENG 100.
As you read on in this report, please keep foremost in mind the performance and the outcomes of the students whose brief histories you read above, for they are the basis of all of my observations and recommendations that follow.

An Outline of Campus Improvements, As Related to UH Strategic Outcomes

In order to maximize the effectiveness of the course, I will note the improvements already made on the campus and recommend further improvements to the English 100 Accelerated course and its implementation.

Observations, After Completing the Spring 2013 Semester

English 100 Accelerated should be taught only by full-time HCC Language Arts faculty. Our lecturers are well-qualified and hard-working, but the nature of their employment often results in an irregular teaching schedule during a semester and from semester to semester. Not only are full-time faculty able to overcome that, but the regularity of teaching the course from semester to semester allows for the sort of continuity, improvement, and flexibility this course requires.

No full-time HCC Language Arts faculty member should ever teach more than two sections of English 100 Accelerated in one semester. For the intensive composition and revision process to be effective enough to provide students the full range of exposure to what is normally taught in two courses, the teaching load must be restricted.

In addition, any faculty member who teaches one or two sections of English 100 Accelerated should be granted one course relief per semester in order to meet the daily challenges of reading, commenting on, and returning writing assignments overnight. This feature of the course is fundamental and essential. Faculty members must be provided time to do what they must do in order to ensure student success. It should be noted that the increased contact hours of English 100 Accelerated reduces instructor time outside of class; for English 100, there are 150 minutes of classroom contact time per week, but with the laboratory section added to English 100 Accelerated, there are 225 minutes of classroom contact time. Note well that this extra contact time constitutes an extra meeting day per week so that teaching English 100 means meeting in a classroom twice a week whereas English 100 Accelerated means meeting in a classroom three times a week. Those additional classroom meetings every week generate a significant restriction on instructor time.

Laboratory sections for English 100 Accelerated were restricted to students in the classroom sections. In other words, all students attending regular course sections of English 100 Accelerated were scheduled to attend the same laboratory sections; thus, for each course, the two regular weekly class meetings and the laboratory session contained all of the same students. The continuity in this arrangement should be mandated and maintained. This arrangement heightens class cohesion, provides time for writing-based discussions, allows for in-class work on the online grammar instruction program, incites other course-related interactions among students,
and generates greater willingness in students to participate, share, question, and assist each other. This class-to-laboratory restriction is effective and beneficial.

**Improvements—Implemented During Spring Semester 2013**

During the Spring semester, Chancellor Erika Lacro and I met for one formal and a few informal sessions to discuss English 100 Accelerated. Our Chancellor is thoroughly committed to student success, and in the course of our meetings, we agreed on the following permanent features for English 100 Accelerated.

1) **Enrollment Cap:** English 100 Accelerated courses will be capped at fifteen students. This number will allow faculty more time individually with students and will assure the regular and immediate return of writing assignments to students. It should be noted that limiting class size is also a very successful feature of the UHCC Writing-Intensive Program. Small class size also fosters and provides for the “workshop” atmosphere that makes this course more effective and workable for students and instructors.

2) **Attendance Policy:** English 100 Accelerated courses will adopt and apply the attendance policy currently a part of our English Essentials Curriculum. The attendance policy requires the students to review and sign a contract concerning the course. One of the most important features of that contract is that students are administratively removed from the course after missing five meetings. This feature has a number of benefits: 1) students who wish to pass the course know that attendance is essential; 2) students who cannot attend are removed, which benefits the other students, who receive more attention; 3) benefits the course by underscoring the importance and the “workshop” nature of the course; 4) benefits the instructor by removing the distractions of spotty or erratic student attendance.

3) **Earning Credit:** Recalling that students of English 100 Accelerated are students who have placed in English 22 or passed English 19, I also raised the issue with the Chancellor that the possible outcomes of English 100 Accelerated were essentially three:

First, a student who performs well can receive passing credit for English 100, which is credit toward most degrees, and can move on to writing-intensive courses of their choice. These students have effectively completed two courses—English 22 and English 100—in one semester, which provides credit toward a degree or certificate and shortens the students’ time in school by one semester.

Second, a student who does not achieve competence in English 100, but has progressed satisfactorily can be awarded credit for English 22. These students still must complete English 100 in an upcoming semester, but they have lost no time toward earning a degree since students placing in English 22 or passing English 19 also have two semesters ahead of them (English 22 and English 100) as well. In addition, English 100 Accelerated will have prepared and exposed these students to the demands of English 100, making them more likely to pass and/or excel in the next semester.
Third, a student who does not achieve competence in English 22 or English 100 can be denied credit for either. These students still must complete English 22 and English 100 in upcoming semesters, and the two semesters will provide the necessary review and further practice in English 22 and English 100 required by their performance. In addition, English 100 Accelerated will have prepared and exposed these students to the demands of English 22 and English 100, making them more likely to pass and/or excel in the upcoming semesters.

In summary, after taking English 100 Accelerated a student has three possible outcomes: 1) a passing grade with credit for ENG 100; 2) a passing grade for ENG 22, which means the student would then enroll the following semester in ENG 100; 3) no credit for either course, which means the student would then enroll the following semester in ENG 22 and in a subsequent semester in ENG 100.

**Improvements--Recommended for Future Semesters of English 100 Accelerated**

1) **Earning Credit: The Banner Situation**: Currently, the grade-reporting system in the UHCC system is not equipped to provide these three options for student credit in English 100 Accelerated. As a result, I worked closely with our registrar Nova Suniga to find a way to register the third result discussed above, which was the outcome for three of my students in English 100 Accelerated.

Also above, I noted that seven of my students received credit for ENG 100. Under those circumstances, grades can be easily entered by means of MyUHPortal in the entry panel provided for the English 100 course.

The difficulty arises in providing grades for students who only earn credit in ENG 22 or who earn no credit at all. In Spring 2013, three of my students did not receive credit for ENG 100 or for ENG 22. Under the circumstances, I met with the registrar, and together, we created a section of English 22 within which to report the grades of these three students.

As I recall, after the ENG 22 section was created and these three students were entered, I was able to assign grades by means of MyUHPortal in the entry panel provided for the English 22 course.

**Suggested Improvements**
Provide easy access to all grading options for English 100 Accelerated to all instructors.

I am not well-versed in the complexities of the Banner system, but I am firmly dedicated to the idea that technology should not dictate the grade outcomes of courses. In the current situation, where only one ENG 100 section is listed on Banner, instructors may be “technologically influenced” to give all students credit for English 100 Accelerated because the alternative is time-consuming, confusing, and frustrating.
I suggest, therefore, that every section of English 100 Accelerated be created with a “mirror section” of English 22, with the same roster of students and the same or a sequential Banner course reference number (CRN). With these sections available to instructors through MyUHPortal, end-of-semester grades can be assigned, under the ENG 100 CRN, for the students who receive credit in ENG 100, and end-of-semester grades can also be easily assigned, under the ENG 22 CRN, to students who earn only ENG 22 credit or who receive no credit at all. If necessary, instructors could supply a final administrative drop list to the registrar so that students who don’t receive credit for ENG 100 can be removed from the ENG 100 roster, and students who do receive credit for ENG 100 can be removed from the ENG 22 roster.

2) Creating the English 100 Accelerated Faculty Community

Currently, English 100 Accelerated is relatively unknown to the HCC Language Arts Division English faculty.

Suggested Improvements
Provide HCC Language Arts faculty the basic information concerning the status, background, content, context, and aims of English 100 Accelerated.

A regular orientation meeting for instructors of English 100 Accelerated should be held during the duty week of each semester so that new instructors can be introduced to the course and expectations and continuing instructors can contribute ideas and strategies, raise issues, ask questions, and discuss the course in general. As with student attendance of English 100 Accelerated, faculty attendance should be mandatory.

All full-time HCC Language Arts Division English faculty should be included in the first orientation, and all should be encouraged to teach this course.

In addition, an English 100 Accelerated Coordinator should be appointed to facilitate the regular delivery of the course. The Coordinator should be provided one course relief per academic year to complete the duties of consulting with English 100 Accelerated faculty, updating the “English 100 Accelerated Course Outline,” assisting the Division Chair in scheduling the courses, assisting in resolution of problems with the course and students, and providing faculty members the option to observe the coordinator’s courses or be observed in their courses in order to broaden their perspectives, background, and understanding of the courses.

3) English 100 Accelerated Course Guidelines

Administration, Counselors, HCC faculty, and Language Arts English faculty should be advised of how and why English 100 Accelerated differs radically from English 100.

Suggested Improvements
In order to accomplish this new awareness of the nature of English 100 Accelerated, an “English 100 Accelerated Course Outline” for HCC Language Arts faculty members assigned to teach the
English 100 Accelerated course (and other interested parties) should be developed and distributed. The small booklet would provide a clear description of the course, how it differs from English 100, what the goals and expectations are, options and strategies concerning how to address the challenges of the course, and suggestions for best practices.

Some of the following would be included in the English 100 Accelerated course guidelines.

English 100 Accelerated should be consistently and determinedly recognized as fundamentally “different” from the two courses it nominally combines. English 100 Accelerated is a course that allows students to complete two semesters of writing courses in one, but the methods of delivering instruction should be significantly different. English 100 Accelerated should be recognized, acknowledged, and taught as a “workshop” course. Most of the work should be composing sentences at all levels of paragraph and essay development, and grammar, punctuation, and mechanics review should be addressed on the spot as those issues arise in student writing. The online grammar program is in place to provide a topic-by-topic review of essential grammar, punctuation, and mechanics issues, and the in-class attention should be swift, flexible, and immediate. Instructors should make an effort to incorporate the issues that do arise in class into future testing and writing assignments as the semester progresses. English 100 Accelerated must be flexible enough to accommodate this approach, and that means that no class will look like any other section, but every section will be directly and definitively addressing the challenges of writing that arise.

As an essential feature of English 100 Accelerated, writing done in and outside of the classroom must be turned in on a regular, nearly daily, basis, and that writing must be returned to the students at the next meeting along with an assignment to further refine that writing assignment. Revision, which is the excellence at the heart of writing, must be modeled in the class throughout the semester. Revision, the actual re-casting, re-arrangement, and editing of writing at the sentence, paragraph, and essay level, is resisted by most students, many of whom have been asked for years to write something, turn it in, and get it back (weeks later) with a grade and no further options.

English 100 Accelerated must teach that revision is where the excellence in writing starts; revision is not a punishment or a chance to raise a grade on a poor piece of writing by re-typing and making cosmetic changes. To do that, students and instructors must engage in a very regular exchange of writing, a circulation on a nearly daily basis. This sort of immediate feedback and constant assignments allows the “laboratory” approach to deliver maximum impact. A laboratory is where you do and do and do and re-do experiments; English 100 Accelerated should be that kind of course. The length of the writing doesn’t much matter; the immediate feedback and immediate revision assignment does.

NOTE: I have applied for a sabbatical for Spring 2014 in order to provide myself the opportunity both to oversee the Spring 2014 sections of English 100 Accelerated and write, revise, and further develop the English 100 Accelerated course guidelines.
Closing

I must emphasize here, and I will emphasize any time the English 100 Accelerated course is under discussion, that instructors MUST HAVE THE TIME AND OPPORTUNITY to devote themselves to the serious circulation of writing, writing assignments, and writing revision I have outlined in brief above. My suggestions that any instructor who teaches English 100 Accelerated be granted one course relief per semester and that no instructor ever be assigned to teach more than two sections of English 100 Accelerated are made with an eye to providing the instructors the time and the opportunities for real one-on-one work with students that are absolutely required for the success of English 100 Accelerated.

English 100 Accelerated takes time. We should expect that English 100 Accelerated would take time and require great attention since the course not only attempts to provide instruction generally delivered in two courses, it also attempts to recast student awareness and comprehension of what writing and writing success is. That is a large task for one semester, and it will not be easy or cheap. Now is the time, and HCC is the place, to invest the real resources of personnel and money to really generate student success. English 100 Accelerated should be recognized for the true innovation it is and treated and funded accordingly.

Education is not a business; education is an investment in the future of our students, our fellow citizens, our community, and our nation. By nature, educators must be optimists, too. Under these circumstances, and after studying the results of our English 100 Accelerated courses taught in Spring 2013, I fully recommend that we provide English 100 Accelerated to our students in the form I have suggested here. When we do, they will succeed and prosper in their future endeavors, and we will benefit from wise investment in the future, theirs and ours.