Developmental English

2020
ANNUAL REVIEW OF PROGRAM DATA
1. Program or Unit Description

The goal of the Developmental Writing Program is to prepare students for college-level courses as quickly as possible, preferably in under one year.

2. Analysis of the Program/Unit

A. Demand Indicators

In an effort to increase student success, Leeward offers accelerated developmental courses following the UHCC System goal of 70-75% passing within one academic year.

The division has run ENG 24 and 24C (for Career and Technical Education or CTE students), designed to push students placing two or more levels below college English through the developmental pipeline in one semester. They were developed to replace ENG 18, 19, 21, and 22, and by fall 2015 no stand-alone ENG 18, 19, or 21 sections were offered. In 2016-2017, 21 sections of ENG 24 and three ENG 24C ran. By spring 2016, ENG 8 ceased. Therefore, those students who would normally have taken the extended pathway through ENG 8, 18, 19, and 21 were absorbed into the single-semester ENG 24 or ENG 24C.

Initially, this course was developed from Chabot College’s accelerated developmental model where students completed two levels of below-college English in a single term. The course integrated college-success strategies into reading- and writing-based assignments that addressed the cognitive composition requirements of a college-level course. Holistically designed, all hard skills were incorporated into recursive assignments instead of being taught in isolation. Since that beginning, however, the course has moved away from these basic tenets. Thus, with ENG 98B, the Developmental Education English coordinator has re-established the program's commitment to the synthesis of soft- and hard-skill development required for this and subsequent course completion. Indeed, the goal for ENG 98B is not only student success in this course, but more importantly in the subsequent college/transfer level ENG 100. A committee of seasoned English instructors with vast experience in both developmental as well as college-level English education has collaboratively developed this multi-modal, ISS, 21st century global learner centered curriculum for this delicate demographic. 98B began its pilot year in 2018-2019, and included peer mentoring to provide students with one-on-one and group support. As part of the newly designed Transitional English Pathway, subsequent to completion in 98B students take an ENG 22/100 co-requisite stacked course with the same instructor as 98B with 5 additional students who placed directly into ENG 100.

For those placing one-step below college, the division offers the Accelerated Learning Program (ALP), which includes concurrent enrollment in ENG 22 and ENG 100 for both general and CTE populations. Here, ten developmental education students take ENG 100 with 10 students who placed directly into college-level writing. Based on Peter Adams’ Community College of Baltimore County’s nationally lauded 2007 model, Leeward’s consistently runs filled with 52 sections in 2016-2017; 36 in 2017-2018 when all UHCC campuses saw a drop in enrollment (Leeward’s headcount dropped 6.4% in fall 2017, the largest drop in at least ten years -- University of Hawaii, Institutional Research and Analysis Office); 34 in 2018-2019; and 32 in 2019-2020.
The numbers of students enrolled in developmental education writing courses were 617 in 2016-2017; 443 in 2017-2018, a reduction of 28%; 361 in 2018-2019; and 269 in 2019-2020. English enrollment dropped generally during this time period, indicating students may be delaying taking English courses. However, Leeward’s enrollment reductions are reflected in the fall headcounts across all UHCCs during this time period, which trended downward: -5.3% in 2016, -4.6% in 2017, -2.3% in 2018, and -2.8% in 2019 (University of Hawaii, Institutional Research and Analysis Office). It is unclear to what extent the new UHCC Placement Measures, which allows self-reporting of test scores including the ACT, SAT, Smarter Balance, HiSet and GED, high school GPAs, as well as the replacement of Compass with AccuPlacer, have impacted enrollment in developmental English. Anecdotally, instructors have noted a larger range of student preparation, or lack thereof, with the change of placement practices. ALP faculty have begun collecting student-reported placement measures and hope to be able to track these measures as they relate to success in college-English as well as subsequent writing classes.

B. Efficiency Indicators

Efficiency Indicators demonstrate Leeward is doing well in enrolling students into college-level courses. In fall 2016, English enrolled 1,069 first-time freshmen or first-time at campus transfers, no prior English, classified, degree-seeking students. Of these, 93% enrolled into English their first semester at the college. In 2017, 934 students of the same demographic, enrolled into Leeward with 91% of 852 taking English in semester one. Fall 2018 saw a slight drop as 84% of 939 first-time freshmen enrolled in an English class. In fall 2019, 87% of 943 first-time freshmen enrolled in an English class. While these numbers are strong, based on UHCC’s goal of 100% enrollment in English for new students, Leeward will continue to work on getting students into English in their first year.

Regarding instruction, the number of BOR-Appointed Faculty versus non went from 78% in 2015-2016 to 84% in 2016-2017 as well as in 2017-2018, a favorable increase holding at six percent. In 2018-2019 13 of the 16 faculty who taught a developmental English course were full-time. In 2019-2020, 12 of the 16 faculty who taught a developmental English course were full-time. Ergo, students who take developmental education writing classes are likely to be taught by full-time discipline faculty. It is imperative to maintain the number of tenured and tenure-track teachers to support course development, instructional consistency, and program continuity. Full-time faculty who are trained in developmental teaching strategies are particularly crucial to an acceleration model, which is a system-wide mandate. Language Arts lost two tenured developmental English faculty prior to the start of the 2019-2020 AY and a third faculty member is on leave, making it harder to add additional sections of ALP and 98B when sections fill prior to the start of the semester as lecturers are less likely to be trained to teach effectively in accelerated classes. For the 2019-2020 AY, Language Arts hired a faculty member; one faculty member is on temporary reassignment.

C. Effectiveness Indicators

In 2016-2017, 67% of 2,114 college-level-placing students completed ENG 100. For 2017-2018, 64% of 2,018 students persisted, which is a slight decrease, though 66% of the 1,859 students...
enrolled in 2018-2019 completed ENG 100, bringing the percentage back up. For 2019-2020, 64% of 1,771 students completed ENG 100.

In ALP, the 2016-2017 AY 523 students enrolled with 72% passing. The next AY showed a reduction in enrollment of 143 students; a total of 380 students placed into the co-req with 71% completing this foundational course. ALP saw another slight decrease in enrollment with a total of 349 students in 2018-2019, though the completion rate remained steady at 71% (247) students. For 2019-2020, 301 students enrolled in ALP with a slight decline in the completion rate at 66% (199) students.

For students placing two-steps or more below college English, in 2016-2017, an average of 61% of 286 passed ENG 24. In the subsequent academic year (2017-2018), 60% of 180 passed. During these two academic years, ENG 24 faculty increased student progress monitoring and trigger warning interventions. In 2018-2019 with the reduced number of sections of ENG 24 and ENG 24C offered, 31 out of the 46 students enrolled completed the course, at 67%. In that same AY, 77 students enrolled in 98B, with a pass rate of 66%. The 66.5% average pass rate for the 123 students who began a course two-levels below ENG 100 in AY 2018-2019 shows a 5.5% increase over the same population in 2016-2017, even with 163 fewer students enrolled. This is promising with 98B moving forward.

In 2019-2020, one section of ENG 24 was offered in fall 2019 and 12 out of the 20 students enrolled completed the course, at 60%. In 2019-2020, 59 students enrolled in 98B with a pass rate of 59%. The transition to online learning due to the COVID-19 pandemic in spring 2020 could have contributed to the slight decrease in the pass rate. The pass rate for spring 2020 (55%) is 7% lower compared to the pass rate for fall 2019 (62%).

D. Persistence Indicators

Based on information from “Fall 2016 Data on New Methods for Placement and [sic] Math and English,” in 2013, the legacy data year, of 1,323 students enrolled in any English course, 37% completed college-level English after two semesters while 45% finished after four. In Academic Year (AY) 2016-2017, data from UHCC demonstrates that of first-time degree-seeking students with no prior English history, 1,473 students enrolled in any English with 936 (64%) completing; in 2017-2018, 1,302 enrolled with 799 (61%) passing. Leeward saw an increase in college-level completion rates in AY 2018-2019, whereby of the 1,215 students enrolled, 65% were successful within 2 semesters. In AY 2019-2020, 1,185 students enrolled and 62% were successful. This shows an average completion rate of 63% for 2016-2020, which is an increase of 26% from 2013. Much of this success can be attributed to the implementation of developmental acceleration.

The disaggregated data shows college-level-placing students completing their foundational English requirement at 69% of 814 students in AY 2016-2017. For 2017-2018, 63% of the 806 students enrolled finished their writing requirement in a year. This was a decrease of 6%; however, in 2018-2019 68% of the 758 students enrolled in college English successfully completed the course. In 2019-2020, 65% of the 843 students enrolled in college English successfully completed the course. This makes the average for 2016-2020 66.25%.
The completion rates for students who placed 1 level below college-English remained consistent. For ALP students, in AY 2016-2017, of 337 students enrolled, 214 (64%) completed ENG 100 in one year. For 2017-2018, enrollment decreased by 92 to 245 with 158 (64%) passing. Enrollment continued to drop in 2018-2019 with 231 students enrolled with a 62% ENG 100 completion rate. For 2019-2020, 197 students enrolled with a 57% ENG 100 completion rate. Although this completion rate is slightly lower, we work towards the 2021 UHCC System goal of 75% of students completing ENG 100 in one semester, the ALP continues to provide regular professional development opportunities including summer workshops and attendance at national conferences.

Student success has improved for those placing two-steps below. In 2016-2017, 280 students enrolled in ENG 24 with 124 (44%) completing college English within one academic year. For 2017-2018, 198 took ENG 24 and 102 students (52%) completed. Beginning in fall 2018 Leeward offered both ENG 24 and 98B for students who placed 2 levels below college-English. In 2018-2019 130 students enrolled in one of these courses with 61 students (47%) completing college English within 2 semesters. That puts the 3-year average at 47.6%, which is an improvement from the 44% of 2016-2017. For 2019-2020, 72 students placed 2 levels below and 35% completed college English. The COVID-19 pandemic could have been a factor in this decrease when students suddenly switched to online learning in spring 2020. Data will continue to be collected and changes made to 98B based on two years of the program to help achieve the UHCC System goal of 70% completion of college English within one year for students placed at two or more levels below college-ready by 2021.

Per the 2016-2017 ARPD, Integrated Student Supports have been implemented and continue to be utilized with the goal of improving persistence, retention, and overall student success:

1. Instructors have been inviting Writing Center consultants into English classrooms since 2006 to facilitate collaborative projects and peer editing. The addition of these tutors allows instructors to offer more one-on-one and small group instruction, thereby increasing student confidence, perseverance, and thus passing rates.

2. Instructional Librarians support instructors in building primary and secondary source research skills. Workshops such as the “Research Challenge” require students to undergo a series of source-finding and evaluating activities to build analytical, critical reading, and research methodology skills.

3. Developmental Education Counselor, Nicole Keim-Fortuno, has proven to be invaluable to student achievement. Available for one-on-one as well as small group or full class consultations, Ms. Keim-Fortuno advises developmental students (including second language learners) whose personal and academic struggles threaten their advancement in our writing courses. Furthermore, Nicole is an integral source of support to developmental education instructors searching for ways to help students overcome such barriers as PTSD, cognitive challenges, and behavior issues.

4. In spring 2019 Leeward’s Pearl City campus launched a peer mentoring program, led by a faculty member with experience in developing, creating, and maintaining such a student-driven support model. Initial feedback has been positive: In its inaugural semester, 88% of students felt encouraged and supported to stay in school, and 82.3% of papers were improved, based on a student survey of the peer mentorship program. In fall 2019, 91% of students felt encouraged and supported to stay in school, and 91.7% of papers were
improved, based on a student survey of the peer mentorship program. In spring 2020, 100% of students felt encouraged and supported to stay in school, and 100% of papers were improved, based on a student survey of the peer mentorship program. The higher percentages for fall 2019 and spring 2020 show that the peer mentor program is effective in supporting students. We are collecting additional data for this program.

3. Program Student Learning Outcomes or Unit/Service Outcomes

A. List of the Program Student Learning Outcomes

**ALP ENG 22**
SLO 1: Use a multi-step writing process that includes drafting, editing, and proofreading while making use of written and oral feedback.
SLO 2: Write compositions that have a main point and supporting ideas developed with specific and logically organized details.
SLO 3: Incorporate appropriate source material.
SLO 4: Apply to writing the rules and conventions of grammar, word choice, punctuation, and spelling.
SLO 5: Demonstrate effective use of study skills and college success strategies such as active reading, note taking, time management, and utilization of college resources.

**ENG 24**
SLO 1: Analyze and apply text(s) to logically support an argument.
SLO 2: Write a structured academic essay.
SLO 3: Evaluate sources and integrate appropriate source material into own argument.
SLO 4: Apply reading, writing, and critical thinking strategies in other contexts.
SLO 5: Apply study skills to improve learning.

**ENG 98B**
SLO 1: Analyze and apply text(s) to logically support an argument.
SLO 2: Write a structured academic essay.
SLO 3: Apply reading, writing, and critical thinking strategies in other contexts.
SLO 4: Apply study skills to improve learning.
B. Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.

<table>
<thead>
<tr>
<th>Date Assessed</th>
<th>1-Level Below College English ENG 22 ALP SLOs</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2020</td>
<td>SLO 1: Use a multi-step writing process that includes drafting, editing, and proofreading while making use of written and oral feedback.</td>
<td>97%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>SLO 2: Write compositions that have a main point and supporting ideas developed with specific and logically organized details.</td>
<td>66%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>SLO4: Apply to writing the rules and conventions of grammar, word choice, punctuation, and spelling.</td>
<td>89%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>SLO 1: Use a multi-step writing process that includes drafting, editing, and proofreading while making use of written and oral feedback.</td>
<td>89%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>SLO4: Apply to writing the rules and conventions of grammar, word choice, punctuation, and spelling.</td>
<td>50%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>SLO 1: Use a multi-step writing process that includes drafting, editing, and proofreading while making use of written and oral feedback.</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>SLO4: Apply to writing the rules and conventions of grammar, word choice, punctuation, and spelling.</td>
<td>92%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>SLO 2: Write compositions that have a main point and supporting ideas developed with specific and logically organized details.</td>
<td>70%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>SLO 5: Demonstrate effective use of study skills and college success strategies such as active reading, note taking, time management, and utilization of college resources.</td>
<td>97%</td>
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C. Assessment Results and changes that have been made as a result of the assessments.

The ALP has a long-established SLO assessment system and remains up-to-date in the assessment cycle with strong results. In spring of 2016, ALP faculty assessed samples of student annotations for a given article that students had to then evaluate. The group found that 97% of students demonstrated this skill. In fall 2017 student samples were reviewed to assess whether students could write an essay supporting a thesis with textual support; 70% of student samples demonstrated this
skill, with instructors debating how best to improve the teaching of thesis statements in subsequent semesters. SLOs 1 and 4 were then assessed in the spring of 2018 where 100% of student writing collected showed revision improvement, and 92% of student samples met acceptable standards for grammar, word choice, punctuation, and spelling.

SLOs 1 and 4 were also assessed in spring 2019 where 89% of student writing collected showed revision improvement, and 50% of student samples met acceptable standards for grammar, word choice, punctuation, and spelling. The spring 2019 sample included only RALP students (students who previously received credit for 98B and were taking a reverse ALP course) with eight third reads (more variation in the assessors). Although SLO 4 had a low 50% percentage, SLO 4 was assessed in fall 2019 and 89% of student samples met acceptable standards for grammar, word choice, punctuation, and spelling. The fall 2019 assessment included RALP and ALP students with only four third reads. The writing was generally better or there was less variation in the assessors. In fall 2019, SLO 2 was assessed, and 66% of student samples met the standard of compositions containing a main point with supporting ideas with logically organized details. The rubric was modified for the fall 2019 SLO 2 assessment, and assessment discussions are ongoing. In spring 2020, SLO 1 was assessed with 97% of student writing collected showing revision improvement.

As the SLOs have all been assessed within a 5-year cycle, the ALP began a new cycle in fall of 2019, hoping to build upon past rates and improve instruction and methods of gathering meaningful data.

B. Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.

<table>
<thead>
<tr>
<th>Date Assessed</th>
<th>2-Levels Below College English ENG 24 and 98B SLOs</th>
<th>Pass Rate</th>
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<tbody>
<tr>
<td>Fall 2019</td>
<td>ENG 24 SLO 1: Analyze and apply text(s) to logically support an argument.</td>
<td>75%</td>
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<tr>
<td></td>
<td>ENG 24 SLO 3: Evaluate sources and integrate appropriate source material into own argument;</td>
<td>75%</td>
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<tr>
<td></td>
<td>ENG 24 SLO 4: Apply reading, writing, and critical thinking strategies in other contexts.</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>ENG 98B SLO 1: Analyze and apply text(s) to logically support an argument</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>ENG 98B SLO 3: Apply reading, writing, and critical thinking strategies in other contexts</td>
<td>78%</td>
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</table>
**C. Assessment Results changes that have been made as a result of the assessments.**

ENG 98B’s development in response to ENG 24’s success rates has meant 2 courses with corresponding SLOs, and both courses that are offered to students who place 2-below college writing have been undergoing assessments. In spring of 2016 ENG 24 instructors assessed SLO 3: Evaluate sources and integrate appropriate source material into own argument, with a 79% pass rate; instructors agreed to continue practicing summary writing and related reading/writing skills to help students demonstrate that they can use source material in their writing. In the fall of 2018 with the limited number of sections of ENG 24 offered, 4 students’ samples were reviewed to assess SLOs 2 and 5; 100% of the samples were found to both demonstrate that students could write a structured academic essay and apply study skills to improve learning (measured with a pre and post test). In that same semester, ENG 98B assessed SLO 2: Write a structured academic essay, and found that 53% of the 15 student samples met the criteria for this skill. The discrepancy between the same skill measured in ENG 24 and 98B may be attributed to the differing pools of sample student writing and the stringent expectation that students meet all related essay writing skills to meet the criteria for assessment. 98B also assessed SLO 4: Apply study skills to improve learning and found that 73% of the 15 student samples did demonstrate achievement of this SLO. In spring of 2019 98B instructors revised the rubric used to measure SLO 2 to see if it would yield more meaningful data about what skills students had trouble demonstrating: of the 4 student samples collected, 50% were able to meet all required criteria for the SLO. In both fall 2018 and spring 2019 samples, students had the most trouble including detailed support for their points; therefore, 98B instructors have focused on practicing these skills in writing assignments and activities moving forward and will continue to consider how best to measure these SLOs.
In fall 2019, ENG 24 assessed SLO 1: Analyze and apply text(s) to logically support an argument and 75% of student samples met criteria for this skill. ENG 24 assessed SLO 3: Evaluate sources and integrate appropriate source material into own argument and 75% of students samples met this SLO. ENG 24 assessed SLO 4: Apply reading, writing, and critical thinking strategies in other contexts and 75% of student samples met this SLO. In fall 2019, 98B assessed SLO 1: Analyze and apply text(s) to logically support an argument and 78% of student samples met criteria for this skill. 98B assessed SLO 3: Apply reading, writing, and critical thinking strategies in other contexts and 78% of student samples met this SLO. ENG 24 and 98B instructors continue to improve methods for SLO assessment.

4. Action Plan

In the 2020-2021 year, the Developmental Education Writing Program will do the following:

1. Continue to support/fund professional development.

The Acceleration Initiative, which also includes a revamp of placement measures to allow self-reporting of test scores including the ACT, SAT, HiSet and GED, high school GPAs, as well as the replacement of Compass with AccuPlacer or EdReady, requires instructors to be up-to-date in pedagogy, classroom management, technology, and educational techniques that target accelerated learning. Thus, attendance at discipline conferences, workshops, or seminars in Hawai‘i or elsewhere is essential. The strategies learned can be employed towards retention of our students.

The division will encourage faculty to seek diverse professional development opportunities. Upon return, attendees will share fresh insights with other division members. As we move further into a digitally integrated world, it is imperative that this division help instructors obtain the tools to develop our students into effective, ethical global citizens.

In response to last year’s Action Plan, in summer 2019 five Language Arts faculty members traveled to the Conference on Acceleration in Developmental English in San Diego, with three of the faculty presenting strategies that have been successful in their developmental English courses. Additionally, two summer workshops were developed and run by ALP and 98B faculty, respectively, to identify strategies to help integrate student support that can lead to improved student success. In summer 2020, a workshop was developed and run by ALP and 98B faculty on strategies to teach online during times of COVID-19. In fall 2020 four Language Arts faculty members participated in the virtual National Council of Teachers of English conference. This conference included topics of the importance of reading and inclusion.

2. Continue to offer peer support for two-levels below college classes.

ENG 24 on the Wai‘anae Moku campus has utilized peer tutors since the program’s inception, and the Pearl City campus has now begun its own peer mentorship program, launched spring 2019 and led by a faculty member with experience in developing, creating, and maintaining such a student-driven support model. These peer mentors are students who have successfully passed the course and have returned in a teaching assistant capacity. Anecdotal evidence from both faculty and students
point to the success of this added layer of support. According to the ENG 24 Coordinator, and 98B faculty, the benefits to the students are multifaceted. Peer mentors serve as role models because they went through exactly what the students are going through now. They aid students in starting and completing assignments, and offer a compassionate shoulder while simultaneously underscoring the importance of mastering both soft- and hard- skills necessary for course execution.

3. Complete the pilot phase of 98B.

After the development of the 98B course in summer 2018, the department piloted 98B starting fall 2018. During its inaugural year it has been an experimental course, and after the pilot phase ENG 98B faculty solidified curriculum, Learning Outcomes, and assessment practices. This course has been reviewed and approved by the campus’ Curriculum Committee. This course will be changed from ENG 98B to ENG 16 in fall 2021. Having a set and accepted curriculum will ensure consistency in classes taught and for different instructors.

5. Resource Implications

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

1. Peer Mentors: $17,112

English Peer Mentors (3 Student Hires)
Duties include but not limited to peer mentoring, outreach, general clerical assistance, tracking and follow up, development of retention tools and tips, coordination, registration assistance, communication (newsletter, website, social media), class assistance and visitations, presentations and information sessions, assistance and instruction in using degree and success tracking tools like STAR and MySuccess, and assistance in developing and executing programs that promote student success. Total cost roughly based on 15 hrs/week for 32 weeks:

Fall-(3) Peer Mentor II (11.65 x 15hrs x 16wks x 3 peer mentors = $8,388);
Spring- (2) Peer Mentor II (11.65 x 15hrs x 16wks x 2 peer mentors = $5,592) + (1) Peer Mentor III (13.05 x 15hrs x 16wks = $3,132)

Peer mentors will be students who have completed Leeward CC's two-steps below English course in the past two semesters, thus the experience will be fresh. Moreover, assistants will be former students of the facilitating faculty member thereby entering the position with an established relationship with instructor and curricular expectations. Under this faculty member's supervision, peer mentors will provide guidance and assistance to current first-year students in and outside of classroom environments, determine obstacles and address students' needs, and assist the embedded counselor with the promotion of career, major, and degree selections and registration activities. They will also provide first-year students with one-on-one and group support that will personalize the college experience, promote purpose for the student attending college, and provide the means for students to succeed.
2. **Peer Mentor Coordinator: 3 credit Teaching Equivalencies**

Having one devoted peer mentor supervisor establishes a point person for this program. This faculty member shall be a full-time English instructor with experience teaching the sequence of Leeward's English composition classes with specific emphasis on the two-steps below demographic. The depth and breadth of teaching experience will facilitate student achievement by offering a supervisor with intimate knowledge and understanding of the soft and hard skills needed to succeed in Leeward's composition course pathway from the basic developmental level through college/transfer, WI, and beyond.

The coordinator will organize and coordinate faculty and peer mentors participating in the English Peer Mentor program. Duties include but are not limited to working with Developmental Education English Counselor and Coordinator in addition to Language Arts Division Chair to establish and enforce peer mentors’ job description and hours, hire and train assistants, offer professional development for participating faculty, work with success tracking tools such as STAR and MySuccess as well as campus coordinators, and assist in executing intervention programs.

3. **Training and Supplies for Peer Mentors: $1,738.80**

Peer mentors will be provided orientation, training, and general supplies to support students online. When face-to-face courses resume, peer mentors will be provided with office space in the LA Division to meet with students and hold tutoring hours. Office supplies such as paper, pens, staplers, folders, Post-Its, planners, dry erase markers, and drawing boards will facilitate the completion of duties as well as contribute to the mentors' overall productivity, morale, as well as the scholastic pursuits of the developmental students they serve.

4. **Conference Attendance: $2,500**

To ensure faculty may participate in current academic discussions surrounding student support and success in developmental English, five faculty members, two at the two-below and three at the one-below levels, will participate in an online conference.

The NCTE Virtual Annual Convention is an opportunity for ALP and 98B faculty to participate in sessions about best practices and national trends in developmental English education, which aids in our efforts to address student needs. Faculty are also able to network and/or present results of our campus' programs, thereby making connections and receiving feedback that can help us improve our approaches to student success. Information gained at NCTE is brought back to be shared with other English faculty via division or intra-campus professional development workshops.

5. **Summer Professional Development Workshop: $2,400**

This workshop offers ALP instructors, new and seasoned, the opportunity to norm classes and course assessments, share best practices, trouble-shoot, and discuss national innovations in acceleration. As it is held in summer, faculty are available to participate fully, both physically and
mentally, in this two-day event. After last year’s workshop, 100% of participants rated the event "excellent" or "very good" and the activities applicable to their own teaching.

6. Supplies for English classrooms: $800

As all 9 Developmental English classrooms are equipped with COWs and printers, having printer paper and toner will help make best use of the classroom technology. Additionally, having supplies such as dry erase pens in each classroom will facilitate classroom activities. Supplies include items that support online courses.