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. Due to low enrollment, ENG 24C has been approved by the curriculum committee to be retired in fall 2022.

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. ENG 98B is now a permanent course, ENG 16, effective fall 2021.

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; 32 in 2019-2020; and 27 in 2020-2021.

The numbers of students enrolled in developmental education writing courses at Leeward were 617 in 2016-2017; 443 in 2017-2018, a reduction of 28%; 361 in 2018-2019; 269 in 2019-2020; and 207 in 2020-2021. English enrollment dropped generally during this time period, indicating students may be delaying taking English courses. However, 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, -2.8% in 2019, and -3.2% in 2020. (*University of Hawaii, Institutional Research and Analysis Office*). It is unclear to what extent the new UHCC Placement Measures, which allow 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. The COVID pandemic and the move to online learning may have resulted in lower enrollment.

**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. In fall 2020, 84% of 696 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. In 2020-2021, 11 of the 15 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 was on temporary reassignment. For 2020-2021 AY, Language Arts has a total of two faculty members 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. For 2020-2021, 65% of 1,551 students completed ENG 100, which is a slight increase.

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 2020-2021, 235 students enrolled in ALP with a completion rate at 64% (150) students. The decline in recent completion rates may be due to challenges related to the pandemic.

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.

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%).

In 2020-2021, one section of ENG 24 was offered in fall 2020 and 8 out of 14 students enrolled completed the course, at 57%. In 2020-2021, 38 students enrolled in 98B with a pass rate of 37%. The COVID-19 pandemic and online learning for the 2020-2021 academic year may have contributed to the lower pass rate.

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. In AY 2020-2021, 1,071 students enrolled and 61% were successful.

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. In 2020-2021, 63% of the 862 students enrolled in college English successfully completed the course. This makes the average for 2016-2021 65.6%.

The completion rates for students who placed one level below college-English have declined especially during the pandemic (beginning in spring 2020). 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. For 2020-2021, 113 students enrolled with a 48% ENG 100 completion rate. Although this completion rate is lower and does not meet 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 online summer workshops and attendance at virtual 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. For 2020-2021, 94 students placed two levels below and 57% completed college English, which is an improvement compared to previous years. Data will continue to be collected and changes made to 98B based on three years of the program, but we did not 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. In fall 2020, 90.9% of students felt encouraged and supported to stay in school, and 90.9% of papers were improved, based on a student survey of the peer mentorship program. In spring 2021, 80% 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. 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 2021</td>
<td>SLO 3: Incorporate appropriate source material.</td>
<td>45%</td>
</tr>
<tr>
<td>Fall 2020</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>78.8%</td>
</tr>
<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>SLO 4: 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</td>
<td>89%</td>
</tr>
</tbody>
</table>
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.

In fall 2020, SLO 5 was assessed, and 78.8% of students were able to “demonstrate effective use of study skills and college success strategies such as active reading, note taking, time management, and utilization of college resources” by passing the ENG 100 Information Literacy Exam. In spring 2021, SLO 3 was assessed, and 45% of students were able to “incorporate appropriate source material.” Due to the pandemic, assessment was done asynchronously. The low percentage can be attributed to faculty not having a norming session to ensure that we are on the same page when using a revised rubric. There were 11 third reads (out of 31 samples) since the first and second reads were not in agreement. ALP instructors discussed what improvements could be made, and it was suggested that a Style Guide be created. A survey was distributed to ENG 100 instructors to begin a discussion on how we could improve assessment results for SLO 3 since SLO3 for ENG 100 and ENG 22 are related.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>ENG 24 SLO 2: Write a structured academic essay.</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>ENG 24 SLO 3: Evaluate sources and integrate appropriate source material into own argument;</td>
<td>75%</td>
</tr>
<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 2: Write a structured academic essay.</td>
<td>55.5%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>ENG 24 SLO 1: Analyze and apply text(s) to logically support an argument.</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>ENG 24 SLO 3: Evaluate sources and integrate appropriate source material into own argument;</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>ENG 24 SLO 4: Apply reading, writing, and critical thinking strategies in other contexts.</td>
<td>78%</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>Period</td>
<td>Course SLO</td>
<td>Assessment Rate</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>ENG 98B SLO 2: Write a structured academic essay.</td>
<td>50%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>ENG 24 SLO 2: Write a structured academic essay.</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>ENG 24 SLO 5: Apply study skills to improve learning.</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>ENG 98B SLO 2: Write a structured academic essay.</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>ENG 98B SLO 4: Apply study skills to improve learning.</td>
<td>73%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>ENG 24 SLO 3: Evaluate sources and integrate appropriate source material into own argument.</td>
<td>79%</td>
</tr>
</tbody>
</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.

In fall 2020, ENG 24 assessed SLO 2: “Write a structured academic essay” and 100% of student samples met criteria for this skill. In fall 2020, ENG 98B assessed SLO 2: “Write a structured academic essay” and 55.5% of student samples met criteria for this skill. Students need to improve by including topic sentences in body paragraphs that support their thesis. For ENG 98B, we revised the assessment rubric for SLO 2 in spring 2019. At that time, the sample size was only 4 students. Therefore, we retested the new rubric in fall 2020. For SLO 2, ENG 98B had a higher pass rate (55.5%) in fall 2020 compared to the pass rate (50%) in spring 2019.

4. Action Plan

In the 2021-2022 year, the Developmental Education Writing Program will do the following:

1. Continue to support 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 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. In the 2021-2022 year, faculty are encouraged to
participate in professional development opportunities that support student learning especially during this pandemic.

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. Delete ENG 24C.

ENG 24C was created for Career and Technical Education (CTE) students, but students may take ENG 24 instead. As a result, a proposal was submitted in fall 2021 for the deletion of ENG 24C. The deletion of ENG 24C has been reviewed and approved by the campus’ Curriculum Committee. ENG 24C will retire in fall 2022.

5. Resource Implications

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

Peer Mentors: $11,184

English Peer Mentors (2 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-(2) Peer Mentor II (11.65 x 15hrs x 16wks x 2 peer mentors = $5,592);
Spring- (2) Peer Mentor II (11.65 x 15hrs x 16wks x 2 peer mentors = $5,592)

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.

6. Optional: Edits to Occupation List for Instructional Programs

☐ I am requesting changes to the SOC codes/occupations listed for my program/unit.