Honolulu Community College
2103 Annual Report of Instructional Program Data

Remedial/Developmental Reading

As a core tenant our mission, Honolulu Community College endeavors to provide higher education to all members of the community who can benefit. As an open-door institution, we must help underprepared students not yet ready to take on college-level instruction. To address this need, the College instituted a policy in 2011 requiring mandatory placement testing for incoming students, with subsequent first-semester enrollment in remedial/developmental English or Math courses when needed. With this policy, instruction was realigned to the supervision of the English and Math departments from the College Skills Center tutoring facilities.

The remedial/developmental curriculum includes three levels: ENG 9, ENG 19, and ENG 22/60. These courses parallel a series of Reading courses: ENG 8, ENG 18, and ENG 21. These courses are housed in the Essential complex, which includes three classrooms, one computer lab, a Writing Center for tutoring, workrooms, and support and retention services.

The mission of the developmental writing and reading program is “to prepare and advance students to college-level writing and reading as quickly as possible.” For students seeking the AA, AS, or other degrees, the minimum requirement for the General Education Communications Foundation is college-level ENG 100.

Part II. Analysis of the Program

The College’s formal remedial/developmental reading program was established in the 2010-11 academic year, and adjustments to this new program are reflected in the data. The Demand indicator shows the Health Call to be “Unhealthy” because of a decline in student semester hours taught (item 3), but the decrease indicates improved placing of students and adjustments to the curriculum that reduced the number of classes (item 6).

The AtD Cohort enrollment in remedial/developmental reading was a strong 180 but with no data to compare to the previous year (item 9). This number (along with remedial/developmental writing) significantly boosts the College’s number of those enrolled in developmental intervention courses.

The Efficiency indicators show the Health Call to be “Healthy” because of an increase in the fill rate (item 12). The data shows a drop in full-time faculty teaching reading classes, but the indicator is based on Spring 2010 data. From Spring 2013, when a new reading instructor was hired, full-time faculty have taught all reading courses.
As for Effectiveness, the Health Call is “Cautionary,” but the data for the program is too new to indicate conclusive trends. However, the retention rate is over 90% for all levels in the past two academic years (items 20-22), and the completion rates one level below college-level was a high 79% (item 23). Although the completion rates for two or more levels below eased slightly (items 24, 27), this decline reflects a drop in the number of students withdrawing from the courses (items 26, 28). Our strengthened and proactive retention center is helping more students to complete the courses. The retention center calls students when they do not attend or when they fail to turn in assignments regularly.

An Essentials Lab, where students can work on reading assignments strengthens the program.

Action plan

The action plan, part of the Liberal Arts plan, includes hiring an additional full-time faculty to lessen the number of remedial/developmental courses to be staffed by lecturers.

The developmental reading program helps underprepared students progress in their education so they can graduate or transfer to baccalaureate institutions.

Resource Implication

Continued funds for Essentials Lab that supports the remedial/developmental reading program is uncertain.