This form is based on the document “Procedures and Policies for University of Hawai‘i Writing-Intensive Programs to Provide for Inter-Campus Articulation of Writing-Intensive Course Designations, April 1988.”

According to the 1988 Inter-Campus Articulation agreement, each campus will annually submit to the System-wide Standing Committee on Written Communication a description of how its Writing-Intensive (WI) program addresses the concerns listed below. Campus WI Program Directors may provide supporting or qualifying details in the blank spaces provided or may append additional materials as needed.

Upon receipt of each description, the Committee will review, advise, and recommend action on inter-campus articulation of the campus’s WI courses.

**Campus:** HONOLULU COMMUNITY COLLEGE  
**Date:** April 24, 2006

**Writing-Intensive Program Director:** Marcia Roberts-Deutsch, Professor of Art  
Division Chair, Humanities and Social Sciences

**Report submitted by:** Marcia Roberts-Deutsch

**Title:** Description of Writing-Intensive Program

### Personnel

1. Is the program directed by a person who has been appropriately appointed and given appropriate released time to supervise the program? *(Note: For the last few years, the Committee has interpreted “appropriate released time” as “support that is appropriate for the program’s current size and state of development”–TH)*

   The Writing-Intensive Coordinator at HCC continues to serve without compensation or assigned time.

2. Who assists the director in supervising the program? (e.g., Faculty Board, student assistant)

   The Writing-Intensive Coordinator works with a small faculty committee to review WI applications as needed. Periodic assessment of student writing samples (the next round will be done in Fall 2006) involves all WI faculty.

3. Do the director and board members have adequate professional/secretarial/clerical assistance to support their work and maintain records necessary for articulation of WI courses?

   The Writing-Intensive Coordinator and WI committee have no additional clerical assistance. Records are maintained by the Coordinator.

4. Does a network of support exist for instructors of WI courses?

   Yes. This year support has been provided on an individual basis for those faculty initiating new WI proposals; the college has otherwise been primarily focused on preparing for accreditation. In Fall 2006, in addition to the assessment of student writing samples (as noted above), WI faculty will get together and will also focus on recertification of courses.
**Overall Teaching Load and Class Size**

5. Are classes designated as WI limited to 20 students so that effective interaction between instructor and student can occur?

Yes. This is one aspect of the WI program that we have been able to maintain quite rigorously.

6. Are teaching loads of instructors such that courses can be planned for and carried out in a way that is true to the spirit of the WI guidelines and that does not add unreasonably to the overall workload of the instructor?

Yes.

7. Is the teaching of WI courses appropriately rewarded in review processes, including tenure and promotion?

Yes.

8. Are enough WI courses offered so students can meet graduation or degree requirements?

Yes. Given the increasing mobility of students within the UH system, one thing we might examine more closely is whether students take their WI (and other Focus-area courses) at their “home” campuses or elsewhere.

9. Are WI courses clearly designated in class schedules?

Yes. The college schedule flags the WI courses with a special designation in the main listing, and also includes a separate page that lists all Focus-area courses.

10. Are students advised about the availability of and purpose for WI courses through regular campus publications?

Yes. The college catalogue, academic advisors and teaching faculty are all sources of information and guidance regarding WI and other requirements.

11. Can students who need help on writing problems get help, either from instructors or from staff in a writing workshop or laboratory?

Instructors who teach WI courses are, naturally, the first line of support for students who need assistance. The college also has some tutorial help available through the College Skills Center, though more support in this area would be most welcome. Peer support is another option that some instructors utilize.

12. Are WI designations recorded and explained on student transcripts?

Yes they are recorded, but since we do not see student transcripts it is not known how they are explained.

**Budget**

13. Have adequate funds been provided to support the program?

As noted above, there is no funding or release time nor clerical support allocated to support this program. Material supplies (e.g., duplication of student writing samples, application materials, and so on) are absorbed into the budget of the Division of Humanities and Social Sciences.
II. COURSE DESIGNATION PROCESS

1. Is the WI designation process reasonable, explained to faculty, and followed regularly by program administrators?

Yes.

2. Does the designation process include the following:
   a) Publicizing the hallmarks of writing-intensive courses

   Yes. The hallmarks as well as corollary materials relating to the WI program are posted on the College’s website.

   b) Soliciting proposals from individual faculty members

   Yes. Faculty are encouraged to consider developing new WI offerings.

   c) Reviewing proposals

   Yes. We have established a two-year cycle of recertification.

   d) Approving the designation of courses as writing-intensive

   Yes. As noted above, WI proposals are reviewed to ensure that they meet the WI criteria and the WI hallmarks. We also check to be sure that course syllabi include appropriate Student Learning Outcomes.

   e) Notifying appropriate personnel of such designations

   Yes. Faculty are informed and a list of approved WI courses is also forwarded to our Committee on Programs and Curricula (CPC). The secretary for our unit is also informed to verify the designation of courses as Writing Intensive for publication in the schedule of classes.

3. Does the program offer an option for WI designations that extend beyond a single semester? If yes, please add a brief description of the option. [added spring 1998]

   Yes. As noted above, we are on a two-year cycle of recertification.

III. EVALUATION PROCEDURES

1. Is there a program of evaluation that assesses WI courses to see if they are doing what they are supposed to do—help students improve their writing?

Yes. WI faculty are required to provide an opportunity for students to assess their courses to assess the extent to which the WI and course hallmarks are being met.

Also, as noted above, the college periodically assesses student writing samples from students who are in their 3rd or 4th semesters.
2. Do program supervisors monitor the progress of students as they move through WI courses?

The tracking of individual students in this context is not something we have done, due primarily to the limitations on available time and resources. We can, of course, check to make sure that they have taken the requisite number of courses required for graduation, and the assessment of writing samples gives us some aggregate qualitative information. We would welcome information on how to do this, particularly if it is an expected in order to maintain the integrity of the WI program as a whole.

IV. FACULTY TRAINING PROGRAM

1. Are training programs in WI course instruction required or provided for faculty who want to participate in them?

The campus Faculty Development Committee and the WI committee periodically provide information sessions and/or workshops, but these are not required. In general, individual mentoring by senior faculty who have taught or are teaching WI courses has served to provide the kind of guidance new faculty need. Examples of successful applications and syllabi are also available for review.

2. Are orientation sessions provided at the beginning of each semester for instructors new to WI course instruction?

See above.

3. Are resources provided for instructors who want or need help in planning and teaching WI courses?

See above. Given the size of our WI program and the number of experienced faculty actively participating, we have found that one-to-one consultation has been very effective.

*If you have additional information for the committee, please submit it with this form.*