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:** 4/25/2007

**Writing-Intensive Program Director:** Marcia Roberts-Deutsch

**Report submitted by:** Marcia Roberts-Deutsch  
**Title:** Professor (Art and Women’s Studies) and Division Chair, Humanities and Social Sciences

## 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 WI Coordinator continues to serve without compensation.

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

   A WI committee comprised of member of the faculty who teach WI courses assists in the evaluation of new course proposals and, as needed, with recertification. The WI coordinator meets with other focus-area chairs and with the Gen Ed chair.
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?

Currently, yes. Student assistants are available to manage the administration of end-of-semester evaluations required of students in all WI courses. Reports are prepared for individual WI faculty, and a summary report is provided to the WI coordinator that includes aggregate data for the WI program as a whole.

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

Yes, although the level of activity may vary from year to year. This year, our primary focus was on accreditation, so we did basic assessment (as noted above) of courses. Next year we will again look at student writing samples. Faculty preparing WI proposals for the first time are mentored by others who have had experience developing and conducting WI 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. We have maintained this standard very consistently.

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. In general, the workload of faculty who teach WI courses is balanced. (The general issue of CC faculty workload is another story altogether!)

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

It has not been my experience nor my understanding that this is taken into account. I think faculty who do elect to teach WI courses (especially those outside Language Arts) do so because they are committed to the development of better student writing; i.e., the rewards are intrinsic.

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

Yes. We offer a good array of WI courses in a variety of subject areas (typically 15 or so each semester.)

9. Are WI courses clearly designated in class schedules?
Yes. Each semester’s schedule includes a separate page with all the focus-area courses listed separately as well as within the section for each subject area.

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

This happens more through the advising/counseling process and through the college catalogue.

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

Assistance for students comes primarily from instructors of the WI courses, but is also available through our College Skills Center and from volunteer faculty and staff tutors.

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

Yes, they are recorded in Banner.

**Budget**

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

No funds are specifically allocated for WI at this campus.

**II. COURSE DESIGNATION PROCESS**

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

Yes. We try to be somewhat flexible with deadlines when circumstances warrant this, but otherwise do expect that WI courses go through the review and approval process the semester prior their being listed in the upcoming schedule.

2. Does the designation process include the following:
   a) Publicizing the hallmarks of writing-intensive courses
   b) Soliciting proposals from individual faculty members
   c) Reviewing proposals
   d) Approving the designation of courses as writing-intensive
   e) Notifying appropriate personnel of such designations

Yes to all of the above.
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]

We normally certify WI courses for a period of two years at a time.

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. As noted above, students in WI courses are required to complete evaluations. We are doing this mostly online. The current survey instrument includes questions that cover the WI hallmarks as well as other items. Reports are generated for each instructor and a summary report is also received by the WI coordinator. I would be happy to share a copy of our current survey instrument and a summary report by request.

2. Do program supervisors monitor the progress of students as they move through WI courses?

Yes. I review the summary report each semester to track the overall level of performance. We also periodically review student writing samples. These measures provide a collective assessment, rather than tracking the progress of individual students.

IV. FACULTY TRAINING PROGRAM

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

Mentoring and occasional workshops for faculty are available. These are recommended rather than required. Additional feedback and assistance is offered during the process of initial review of a WI proposal.

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

See above. A call goes out for new proposals, with deadlines indicated, but orientation per se is handled less formally.

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

See above. Faculty are also made aware of the material on the MWP website.

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