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 7, 2008

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

**Report submitted by:** Marcia Roberts-Deutsch  
**Title:** Professor of Art / Division Chair, Humanities & 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)
   
   No release time is provided for the WI Coordinator.

2. Who assists the director in supervising the program? (e.g., Faculty Board, student assistant)
   
   Assistance is provided by WI faculty and members of the General Education Board.

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?
   
   No general clerical assistance is available, but we do have a student worker who helps with the administration and analysis of the required WI evaluations each semester.

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

#### 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.
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, with the understanding that five courses a semester for CC faculty remains a subject of debate. However, the Teaching Assignment Reduction (TAR) option does help somewhat.

7. Is the teaching of WI courses appropriately rewarded in review processes, including tenure and promotion?
   This is not a criterion that receives additional weight; faculty can choose to highlight it in their dossiers if they feel it is significant.

8. Are enough WI courses offered so students can meet graduation or degree requirements?
   Yes. We have a good and diverse complement of courses that are offered as WI and have had no complaints about lack of availability.

9. Are WI courses clearly designated in class schedules?
   Yes. In addition to being designated in the general schedule with a W- preceding the title, all the WI and other Focus-area courses are also listed on a separate page.

10. Are students advised about the availability of and purpose for WI courses through regular campus publications?
    Yes. Students receive this information in the college catalogue and through the advising process by counselors.

11. Can students who need help on writing problems get help, either from instructors or from staff in a writing workshop or laboratory?
    Yes, although this is an area where more services would be beneficial. Some help is provided at our college skills center, by volunteer tutors (faculty and staff members) and by individual instructors of WI and other courses.

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

**Budget**

13. Have adequate funds been provided to support the program?
    No funds other than faculty salaries and support for a student assistant are provided. It should be noted that the student assistant position is for various forms of assessment activities, not just WI.

**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 as flexible as possible in the timetable for review and certification. Information about the WI (W-Focus) program is posted on the college intranet site.

2. Does the designation process include the following:
   a) Publicizing the hallmarks of writing-intensive courses  Yes (on college intranet site, catalogue)

   b) Soliciting proposals from individual faculty members  Yes (e-mail each semester)

   c) Reviewing proposals  Yes (WI Coordinator and other faculty review proposals)
d) Approving the designation of courses as writing-intensive  Yes (see c above)

e) Notifying appropriate personnel of such designations  Yes (faculty, Committee on Programs and Curricula and administration are notified)

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]

   WI courses are generally certified for a two-year period.

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?

   HCC requires that all instructors of WI courses have students complete a separate WI evaluation each time the course is taught. This is often in addition to a general course evaluation and/or other focus area evaluations (e.g., some courses are both WI and E-Focus.) These evaluations are most often done online. Individual reports are prepared for instructors, and a summary report with aggregate data is prepared for the WI Coordinator. This report is shared with WI faculty so that trends can be discussed and analyzed. (I will bring a copy of this report from Fall 2007 to the April 11 meeting.) We also periodically evaluate student writing samples.

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

   We currently evaluate the work of students who have accrued 42+ credits (i.e., would be considered sophomores.) We also work to enhance continuity of writing mastery.

IV. FACULTY TRAINING PROGRAM

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

   Preparation of faculty to teach WI courses has generally been handled more informally through peer mentoring as needed. The analysis of student evaluations by the WI coordinator also helps to identify any need for intervention or additional faculty support.

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

   Orientation, when needed, is generally handled as part of the review and certification process for new courses proposed by new instructors.

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

   As noted above, the process is handled more on a case-by-case basis through collegial peer-mentoring. Periodic meetings of WI faculty also provide a forum for general discussion of best practices for WI courses.

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