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

Writing-Intensive Program Director: Marcia Roberts-Deutsch

Report submitted by (name and title): Marcia Roberts-Deutsch, Professor of Art and Women’s Studies

Date: April 12, 2010

I. PROGRAM SUPPORT

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)

   Appropriately appointed, yes; however, no release time is received.

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

   No additional assistance is received for supervision of the program. However, various faculty members will assist as needed in the review of courses submitted for initial approval or recertification.

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?

   As noted above, no additional clerical or other help is provided. However, I do have a student assistant who provides assistance for my division as a whole and his services may be used, if needed, for WI tasks that are not confidential in nature. We also employ the services of someone who assists with survey preparation and data analysis for WI as well as for other forms of course and program assessment.

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

   In addition to active, informal peer support, WI faculty meet as a group at least once a year to discuss issues of general concern and to review the results of WI assessments done each semester.
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 the community college workload itself is substantial.

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

Yes, if the faculty member chooses to highlight this activity in his/her dossier narrative. (It is not a formal criterion in the faculty classification system.)

Student Needs

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

Yes. We try to offer a good complement of courses each semester so that all have healthy enrollments and none have to be cancelled. A number of courses are offered on a cyclical basis (i.e., not every semester.)

9. Are WI courses clearly designated in class schedules?

Yes. WI courses are designated by a W- preceding the course title, and WI and other Focus-area courses are included in a separate listing in the schedule.

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

Yes; class schedules and college catalogue. Individual instructors may also provide information about the nature and goals of WI in their syllabi.

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

Faculty teaching WI courses are, of course, the front-line of such assistance, but additional help is available from tutors and from the College Skills Center.

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

On HCC transcripts, WI courses are indicated by a “W” preceding the course title (e.g., SOC 214, W-Introduction to Race and Ethnic Relations). No other explanation is given. Changes in transcript format or information would probably have to be made at the system level.

Budget

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

Program costs, such as they are, are absorbed into the overall budget for the division.
II. COURSE DESIGNATION PROCESS

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

Yes to all of the above.

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

Yes. WI hallmarks, along with other pertinent information, are posted on the campus internal website.

   b) Soliciting proposals from individual faculty members

Yes. A general announcement is made at the beginning of each academic year. Also, since WI is fully institutionalized at our campus, faculty members are generally quite aware of this option. We would, however, like to encourage more submissions from faculty in our CTE programs.

   c) Reviewing proposals
   d) Approving the designation of courses as writing-intensive
   e) Notifying appropriate personnel of such designations

Yes. The WI Coordinator works with 2-3 other WI faculty (usually from programs or disciplines other than the one for which a proposal is being submitted) to review new proposals. The Coordinator will then inform the faculty member submitting a proposal of the status of the proposal (e.g., either full approval, or approval contingent on some adjustment being made). When a course is fully approved, it can be scheduled as instructor and division chair see fit.

An annual report of WI actions (initial approval and recertification) is provided to the campus Committee on Programs and Curricula (CPC).

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]

Initial certification is for a period of three years; courses may then be recertified for a five-year period. These periods of certification and recertification are contingent on the faculty member conducting regular student evaluations each semester a course is offered.

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?

As noted above, faculty teaching WI courses are expected to have their students complete WI-specific evaluations at the end of each semester. These evaluations include items linked to the WI hallmarks as well as several items linked to the rubric used to periodically assess student writing samples. The WI Coordinator receives copies of individual course assessments as well as an aggregate report in order to assess the effectiveness of the WI program as a whole. Writing sample assessment is conducted on a biannual basis; we are in the process of coordinating this (in alternate years) with a similar assessment of samples from ENG 100 sections. WI writing samples are drawn from students who have taken 42+ credits (i.e., have “sophomore” status.)
2. Do program supervisors monitor the progress of students as they move through WI courses?

To date, we have tended to look at general trends rather than at individual student progress. However, the WI Coordinator has begun to look at selection of WI courses made by students (since breadth of writing experience is of interest), and the WI evaluation instrument we use would allow for cross-tabulation of number of WI courses taken against level of student confidence in writing skills. We are also interested in the extent to which ENG 100 (passed with a “C” or better) is providing good preparation for WI courses, since this is a prerequisite for WI. The primary concern here seems to be the competence students have (or do not have) in the various skills required for writing research papers.

IV. FACULTY TRAINING PROGRAM

1. Are training programs in WI course instruction required or provided for faculty who want to participate in them?
2. Are orientation sessions provided at the beginning of each semester for instructors new to WI course instruction?
3. Are resources provided for instructors who want or need help in planning and teaching WI courses?

As noted above, formal requirements for WI courses are posted on the campus internal website. This includes general information about the way in which the WI requirement (part of the larger Focus-area requirements) fits into the General Education core and the Liberal Arts (AA) program; WI hallmarks; and forms for certification and recertification. There is no formal training program per se; faculty members considering offering a WI course receive support from their peers and from the WI coordinator. Copies of syllabi for WI courses as well as samples of application forms are made available, as needed. Discussion of shared concerns as well as best practices is always included in our annual meetings. The reports that are provided individual instructors based on student evaluations also serve to help faculty fine-tune their teaching in this context.

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

One significant change that was made this year, that will take effect in Fall 2010, was a change in the WI requirements for graduation. Where previously we had required students to take WI courses in different disciplines (by catalogue language that limited the courses in English that would qualify), students will now be able to fulfill their Honolulu Community College WI requirement (a minimum of two courses) with any two courses. New catalogue language, while allowing for flexibility of choice, will emphasize the importance of having different kinds of writing experiences in different subject areas. We will be tracking this (i.e., selection patterns) to ensure that the breadth of course offerings we have been able to sustain is not compromised.