Meeting and Notes on English 20/22
February, 20, 2009

Present: Tim Cubero, Dolores Donovan, Ross Egloria, Christine Hacskaylo, Charles Miller, Lianne Nagano, Earl Nakahara

English 22 – Tim, Dolores

ENG 22 instructors are expected to maintain coverage of all the listed Student Learning Objectives (SLOs) decided on from a few semesters ago. Although faculty might be using different texts and requiring a wide variety of different assignments, the instruction fulfills meeting the SLOs.

In regards to the SLOs where students are taught the documentation of sources (the use of citations), instructors would be expected to assign a research paper [however, Tim requires students to author two mini/abbreviated research papers: demonstrating both the traditional MLA and especially the APA style, so that students are adequately prepared to write for any professor or any discipline. There is actually one generic research essay that is reformatted to the two separate citation styles.].

Traditional grammar elements are taught: complete sentences vs. fragments; agreement (subject-verb and pronoun-antecedent/referent); parallelism; dangling modifiers and misplaced modifiers; the apostrophe, etc.

Basic writing instruction includes: the sentence; the extended paragraph (with topic sentence and exclusion of misfit sentences; and the essay with outline (with thesis statement and paragraphs' topic sentences), all of which are matched with instruction on coherence and organization.

A required departmental exit exam in both grammar and writing sample is issued at the conclusion of the semester.

Tim notices every semester that it is very easy working with ENG 22 students who came from ENG 20. They are well-prepared and are open to suggestions and recommendations in ENG 22. He also tells his students that they are better off having started with ENG 20 and 22 before moving on to ENG 100 if they need it.

English 20BCDE – Earl, Chris, Charles, Lianne

Earl gave an overview of the CSC English course, describing briefly how it evolved and explaining that it differs from other similar programs in the community college system as it is the only course that has been always offered for credit.

Assignments have a number of learning/study skills embedded in them: for example, the steps that lead to a writing assignment can contain practice with oral communication,
active listening skills, cross cultural teamwork, and so on, in addition to the actual essay writing.

In a number of areas, English 20 actually feeds into what is being required in English 22—the grammar that Tim went over is the grammar focused on in English 20; the use of computers to compose multiple drafts with plenty of revision is similar; and the comparison/contrast, summary, narrative, direction papers are lined up with a number of their papers as well.

Chris thinks it would be useful to sit down with Tim sometime and go over some sample syllabi, seeing where we do match up and if there is something we could be doing to achieve a better fit. We also know we need to keep our tech programs in mind too.

A sample folder was shared. English 20 students complete more than 40 assignments in four months, including 12 one-page paper assignments.

**Tutoring – Earl**

Earl explained the procedures for instructors to send students to the CSC for tutoring in English by student peer tutors. He also distributed copies of the form that should be completed by instructors before sending the students to the CSC.

**Assessment Data – Ross**

These are the important points Ross would like to contribute:

1. Of the students who complete ENG 20, how many complete ENG 22 the first time?

2. Of the students who place into ENG 22, how many complete ENG 22 the first time?

Comparing these and using this as a benchmark from which to improve on will help with program review.

3. Not only are there specific performance gains that Achieving the Dream is aiming at with Remedial courses (ENG 20), but there is specific language in the UHCC System Strategic Plan (and thus will be in the HonCC Strategic Plan) specifically dealing with Developmental courses (ENG 22). This falls under Goal A: Promote Learning & Teaching for Student Success, Strategic Outcome A: Native Hawaiian Educational Attainment and Strategic Outcome B: Hawaii's Educational Capital. The specific Performance measure under each of these two outcomes reads (respectively): "Increase the number and percent of Native Hawaiian students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction." & "Increase the number and percent of students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction."
As of right now, I don't believe there are specific target numbers (I could be wrong though). However, it will be important (and probably scrutinized) to be able to explain where we've been (in other words, what have the numbers looked like for the past 2 years?) where we are annually, and what is the target/goal for increase on an annual basis?

The reason Ross brings this up here (measurement of ENG 22 performance) is because there seems to be a relationship between ENG 20 and ENG 22 where those who have taken ENG 20 are more likely to succeed in ENG 22 versus just placing into ENG 22 from the placement exam. If this relationship can be demonstrated, it would give the CSC very strong evidence for why resources are needed for ENG 20.

It will also be important for Dolores (Language Arts DC) and Tim (ENG 22 instructor) to keep track of students’ performance in ENG 22 and to report these in the Liberal Arts/AA program review report that Ralph Kam currently puts together.