Division/Unit/Area Name: Language Arts

Summary of progress made during past year towards achieving program goals and college goals

- For divisions, this section will be used to indicate progress toward AA Degree goals as well as other program goals within a division and college goals.
- For educational units and support areas, this section will be used to indicate progress toward unit or area goals as well as college goals.
- Discuss how well previous year’s plans were implemented and the subsequent results of the implementation.

Writing (ENG 100 and above):

We continue our efforts to increase student success in ENG 100, which is identified as a gatekeeper course. Our efforts include the following:

- Continual assessment of ENG 100. By the end of Spring 2014, all five SLOs will have been assessed in less than the recommended five years.
- Use of assessment data to improve student success. Using data regarding SLOs 1 and 3, the discipline determined a need to conduct a survey of ENG 100 regarding best practices for teaching both the main idea and citing sources. We compiled a list of best practices and distributed it at a discipline meeting.
- Four members of the writing discipline took part in the College’s data team initiative. Those four members did a year-long study on how introducing study skills in ENG 100 could improve student success. This information was shared with the rest of the discipline.
- Members of the Writing Discipline participate in campus wide committees regarding student success/gatekeepers, Achieving the Dream, and First-Year experience.

In conjunction with the Developmental Education discipline, ENG 100 is offered as part of a Accelerated Learning Program (ALP). The ALP is in its fifth semester and has produced the following results:

An average of 88% of the ENG 22 ALP students earned A, B, or C for the course.

An average of 73% of these ENG 22 ALP students also earned A, B, or C for ENG 100.

To contrast, data from our Institutional Researcher for Fall 2006-2009 shows that 60% of ENG 22 students earned A, B, or C during their first attempt. Of these students, only 36% earned A, B, or C in ENG 100 during a subsequent semester.

In Fall 2013, 11 sections are being offered, 1 at Leeward CC Waianae.
200-level writing courses are all involved in various stages of course assessment. ENG 200, which is one of the top 25 courses that Leeward CC AA degree graduates take, had its learning outcomes approved effective fall 2013. Two learning outcomes are being assessed this semester.

**Developmental English**

We have been working on the Student Success Initiative Goal of decreasing the time it takes for students to get through developmental level English classes to one year. We have done this through the following efforts:

A new course entitled “ALP” or Accelerated Learning Program was added in Fall 2011 which combines ENG 22 and ENG 100 into one semester (it is worth 6 credits).

The ALP just finished its fifth semester and has produced the following results:

- An average of 88% of the ENG 22 ALP students earned an A, B, or C for the course
- An average of 73% of these ENG 22 ALP students also earned an A, B, or C for ENG 100.
- To contrast with regular ENG 22 courses, during the 2012 to 2013 school year 67% of students passed ENG 22, according to Part I: Program Quantitative Indicators from the 2013 Instructional Annual Report of Program Data.
- In the Fall 2013 semester, ALP instructors participated in an assessment of student writing that doubled the number of passing post-essays from pre-essays at the semester’s end. In addition, several faculty members encouraged their ALP students to make their writing public by participating in contests or publishing their writing. Students found this motivating.

Another new course, ENG 24 (6 credits) was added in Fall 2013. ENG 24 includes ENG 18, ENG 19, ENG 21, and ENG 22 into one semester. It is currently in its final semester of a two-year pilot program and has produced the following results:

- This course began with three instructors and with training have increased the teacher pool to eight instructors.
- Each semester two assessments of in-class essays (a midterm and final exam) have been conducted which assessed two SLOs. In Fall 2013, the midterm assessment showed a 53% pass rate. For the final exam, the pass rate was 73%.
- The ENG 24 team plans to submit a course modification proposal through curriculum central in Fall 2014 which will reflect the development of the course through the two-year pilot program.

In addition to the already mentioned courses, which aim to move students through developmental English quicker, other developmental English courses continue to be taught, including ENG 8, ENG 18, ENG 19, ENG 21, and ENG 22. Following are retention and success rates for each course for program year 2012 to 2013, according to Part I: Program Quantitative Indicators from the 2013 Instructional Annual Report of Program Data.
ENG 22
Retention rate = 95%, success rate = 67%
ENG 19
Retention rate = 90%, success rate = 48%
ENG 8
Retention rate = 99%, success rate = 57%
ENG 21
Retention rate = 96%, success rate = 72%
ENG 18
Retention rate = 95%, success rate = 53%

All developmental English courses are involved in various stages of course assessment.

ELI:
In regard to Student Success goals, the ELI has no success rates below 70%, with most in the 90% range. Through continual courses assessments, however, we continue to improve course content and student success. In regard to other goals, there has been no progress. Last year’s goals indicated a need for both a permanent FT faculty member in the ELI, and an APT in the OIP (goal D.1). Neither was approved despite the APT position being the top priority of Division Chairs consensus.

Speech:
• Continual assessment of Speech and Communication courses. Two significant goals that were met by the Speech faculty were rewriting the SLOs for Speech 151 and developing analytical rubrics as a comprehensive means of collecting more robust data.
• Sp. 151 course assessment completed, but only on one major SLO.

Other goals included the maintenance of classroom equipment, updated software, and providing more training for Speech faculty in the use of technology. The classroom equipment and software updates have been adequately addressed, however the Speech faculty recognizes the need for more training in the use of cutting edge technology as it relates to public speaking. We currently only offer one section of speech online (we need to consider offering more Speech and Communication courses online.)

Foreign Languages and Hawaiian:
We have continued to implement positive changes based on the results of the previous year’s assessment findings and to adapt them as necessary. For example, we made a plan to continue to work with each other (fellow language colleagues), the LRC, the International Programs Office (Study Abroad Programs; international students), other colleges, and community events to provide our students with the contacts, services, and programs that allow them to use and “live” the language and culture. The results have been as follows:
The Japanese Discipline, in collaboration with the Office of International Programs, has received a Japan-America Collegiate Exchange Travel Program grant from the Japan Foundation Center for Global Partnership. This $58,200 grant sent 20 students to Japan on a one-week study tour in Summer 2013. The students attended lectures at Gifu University, went on excursions with Japanese students from Gifu and Nanzan University, and visited historical sites in Kyoto and Nagoya.

The Japanese Discipline also hosted nine student interns from Josai International University in Spring 2012. In return, one Leeward student was awarded and completed a fully-paid six-week study abroad program to Japan in Fall 2013.

To meet college goal (B.3), we have proposed and approved a new course called “Japanese for Customer Service (JPNS197).

In order to increase students’ engagement, the Japanese and Spanish disciplines have continued to collaborate in coordinating the annual Speech Contest. The number of the attendee has increased to approximately 300 and the survey results reveal that the students enjoyed the event and it raised the motivations for their studies.

In order to increase students’ engagement with the culture, the campus, and the community, in Spring 2013 the Spanish Language Discipline hosted a special concert with a two-time Latin Grammy Nominee musical group Voz a Voz in the Leeward CC Theatre. This event was a concert in addition to a dance workshop after which the Spanish language students met with the group members for one-on-one conversation and potluck. Also in Fall 2013 the Language Discipline in partnership with the International Education Week Committee hosted an International Education Week Celebration to coincide with the national celebration of international education.

The Language Discipline has also partnered with the Learning Resource Center to continue offering conversation groups in the different languages. These are conversation sessions for the students with tutors and native speaker volunteers on a weekly basis for ten weeks. They offer the opportunity for students to practice what they are learning in class, to learn additional new material and cultural information, and to interact with native speakers of the language. The comments and results have all been positive.

**Assessment progress for past year**

- Attach report of program and course assessments from Tk20 for the 2012-2013 academic year.
- This report will include completed assessments as well as analysis of results and future plans.
ESL:

Recently-approved SLOs for all ESL courses including ENG 100E became effective as of Fall 2013.

Two SLOs for ESL 21 are currently being assessed. The report will be entered into the Tk20 program after the post test is given and the pre-tests and post tests are analyzed.

ESL 21
1.) Demonstrate reading comprehension of advanced-level material in the course.

2.) Demonstrate use of advanced reading strategies and skills introduced in the course.

Two SLOs for ESL 22 are currently being assessed. The report will be entered into the Tk20 program after the in-class writing test is given and the tests are analyzed.

ESL 22
1.) Apply the writing process through drafting, sharing, revising and editing to discover and articulate ideas in their writing of advanced-level compositions.

2.) Demonstrate the correct use of advanced-level grammar that is used in the course.

Two SLOs for ESL 2A are currently being assessed. The report will be entered into the Tk20 program after the semester ends.

ESL 2A
1.) Demonstrate reading comprehension of beginning-level material in the course.

2.) Demonstrate use of beginning-level reading strategies and skills introduced in the course.

Two SLOs for ESL 3A are currently being assessed. The report will be entered into the Tk20 program after the semester ends.

ESL 3A
1.) Apply the writing process through drafting, sharing, revising and editing to discover and articulate ideas in their writing of beginning-level compositions.

2.) Demonstrate the correct use of beginning-level grammar that is introduced in the course.
ELI:

In academic year 2012-2013, 4 courses in the ELI were assessed: ELI 30C and 30D in Fall 2012; and ELI 30A and 30D in Spring 2013 (Note: different SLOs of 30D were assessed in the two semesters.) In all courses the % of students meeting the success rate ranged from 80%-100%.

Foreign Languages and Hawaiian:

As of Fall 2013, all courses in Japanese (JPNS101, 102, 201, 202) are assessed within the 5 year cycle. Result reveals students are weaker in speaking ability than we expect.

Courses in Spanish (SPAN 101, 102, 201, 202) are also assessed within the 5 year cycle. Results will be uploaded into Tk20.

Description of current issues, problems, and opportunities

- Describe issues, problems, and opportunities to which the division/unit/area intends to respond. Specifically discuss those related to strategic plans and campus/system-wide initiatives.
- This section can also include a discussion of modified or new goals to be addressed, based on analysis of ARPD.

Writing (ENG 100 and above):

The Writing Discipline continues to work on the assessment of ENG 100, Composition 1. We are aware that it has been labeled as a “gatekeeper” course, and we are working to improve student success through analysis of assessment results.

Developmental English:

Developmental English Discipline continues to work on the assessment of all SLOs in all courses. We continue to work to improve student success in the traditional courses along with the newer courses that were designed to help students move through developmental English in one year or less.

ELI:

The existence of the OIP is tied closely to the outcomes of Goal B (“Leeward CC effectively provides access, prepares and facilitates progression for students to succeed in the local and global workplace.”) in that the Office oversees the ELI, Study Abroad, and international marketing and recruiting, which are key elements to creating a global workforce.
Unfortunately, the office has been understaffed for several years, hence the requests for both faculty and APT positions. With the loss of an additional staff member in October 2013, the Office is even more understaffed. This understaffing will directly result in less programming for Leeward students (especially in areas of Study Abroad promotion), fewer short-term groups from international partners), and reduced marketing and recruiting capability.

**Speech:**

- The recent retirement of two established Speech faculty members necessitated a review of all courses taught by those faculty members, and preparations are being made to replace the faculty members, and ensure the courses they have taught have been brought up to date, including rewriting SLOs for Communications 210 which was exclusively taught by one instructor.
- We have collaborated with the education division and paired Sp 151 with ED 285 (intro to classroom management) to create a learning community. Offering a Sp. 151 online course, our faculty member worked with faculty in the ed dept to create a learning community.

**Foreign Languages and Hawaiian:**

Data from previous assessment has shown that the a majority of the students in the language discipline has been meeting the SLO proficiency of 70%. There are common issues across the languages with the writing ability to be higher than that of the speaking ability. In addition, each language has its own unique areas of issues to resolve whether it is due to a different writing system to be learned and memorized or to special sentence or grammar structures.

Data show that the success rates for JPNS101 are considerably low (69%). This may be because students with no previous learning experience are having difficult time mastering Hiragana characters. To solve this, Japanese faculty conducted “Hiragana Workshop” for those students outside of class in Spring-Fall 2013, but only a limited number of students participated.

As discussed above, the speaking ability of the students in all level of Japanese courses are weaker. We need more speakers of Japanese to help practice speaking outside of class. Tutoring services is limited to one-hour per week. We need more availability of Japanese speaking tutors.

All language disciplines should have the opportunity to provide their students with additional outside of class practice and exposure to the language and culture. To meet this goal there needs to be funding available to (a) purchase technology necessary to keep up with online resources such as workbook and lab. manual practice in addition to providing additional support to both faculty/student (ex./camera, microphone for creating videos and providing
oral feedback) and to (b) to organize language and cultural related events such as guest speakers, festivals, concerts, and workshops.

**Plans for next year to respond to current situation and meet goals from CRE**

- Describe how the division/unit/area intends to respond to the ARPD analysis and the issues, problems, and opportunities identified above.
- Specific actions need to be identified and described with target dates and person responsible for ensuring the action is completed.
- Each action needs to describe how the division/unit/area will know if the action(s) planned is/are effective.

**Writing (ENG 100 and above):**

The Writing Discipline will continue to assess ENG 100 and make change as agreed upon by division members. We will assess the final two SLOs in Spring 2014. After this assessment, all of the ENG 100 SLOs will have been assessed in less than the recommended 5-year period.

Susan Wood and Kathryn Fujioa-Imai are responsible for this activity.

We will know if the assessment activity is effective if students score 70% or higher on it. If they do not, we will likely discuss reasons why, come up with a plan to address the challenges, and then assess once again. A second assessment would likely be scheduled for Spring 2015 if it is needed.

**Developmental English:**

All courses will continue to be assessed by all instructors teaching the courses and they will make changes to the courses based upon the outcomes of each assessment.

Each course has an instructor assigned to be in charge of assessment of the course. The same instructor inputs data from assessment into Tk20.

We will know if the assessment activity is effective if students score 0% or higher on it. If they do not, we will likely discuss reasons why, come up with a plan to address the challenged, and then assess one more time.

**ELI:**

The OIP continues to request a FT APT position in the office in order to grow the program. With the increased shortage of staffing (down to 1 FT faculty, 1 FT APT, and 1 half-time student assistant) beginning in Spring 2013 the Admin has agreed to a part-time casual hire to assist which should help in the short-run. Continuous under-staffing remains a concern, however.
Speech:

- Continue to evaluate and improve the sp 151 online course that is paired w/ ed 285, and perhaps expand this pairing to other ed courses.
- Working on putting Com 201 online
- Training more faculty to teach speech and communication courses online and expand number of sections offered.
- Redoing Com 210 H SLOs and course pedagogy to reflect more current trends in intercultural communications
- Providing more resources and training that would enable Speech faculty to use cutting edge technology for pedagogical purposes. One practical need would be to provide funds for ipad apps that can be used for presentations, etc…

Foreign Languages and Hawaiian:

1. Assign more online self-study homework for practicing hiragana that can be completed outside of class to increase the success rate of the students without previous learning experiences.
2. Familiarize students with different types of Japanese font so that the students will learn the proper hand writing style.
3. Increase the speaking activities and tests in class.
4. Record student performances on video camera/voice recorder for assessment. We need an increased number of equipments.
5. As the Japan Foundation’s grant program ended, we wish the college will provide scholarship for international studies.
6. Increase resources for tutoring so that we could create a mandatory group conversation sessions.
**Request for Resource Allocations**

Each prioritized planning list should be limited to the **top five requests** for your division, unit, or area. **Planning requests should be $5,000 or greater in amount.** Some divisions may want to keep a complete prioritized list of items for any amount to use for division fund requests.

- Operating Budget (includes Supplies, Student Help, Technology, Equipment/Furniture, Travel/Professional Development)
- Personnel (positions and release time)
- Repair and Maintenance

### OVERALL DIVISION/UNIT/AREA PRIORITIES FOR OPERATING BUDGETS

(This category includes Supplies, Student Help, Technology, Equipment/Furniture, and Travel/Professional Development)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Item or Action and improvement sought</th>
<th>College, Program, or Unit Goal</th>
<th>Data supporting request</th>
<th>New Funding Cost Estimate</th>
<th>If new funding not available: Possibilities for Extramural Funding or Reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>25 Computers for Faculty</td>
<td>Giving faculty the tools they need to use current technology for instruction...ie. google docs, Laulima, etc.</td>
<td>Replacement of outdated computers that IT has identified as not meeting the minimum specifications for computer and operation system upgrades – aligns with Mission statement and Goal B</td>
<td>$1,300.00 x 25 = $32,500.00</td>
<td>Language Arts could cover some of the costs if we are allocated our past summer session money.</td>
</tr>
<tr>
<td>2.</td>
<td>Provide complete funding for 3 ESL faculty to attend annual international conferences, such as TESOL.</td>
<td>Help Leeward CC graduates attain: Critical Thinking and Problem Solving and Written Oral Communication and Use of Technology /</td>
<td>There have been only 2 full-time ESL faculty members who has been granted travel to an international TESOL Conference on the Mainland since 2000. *As the largest organization</td>
<td>$9,000 ($3000 per person)</td>
<td>Yes, if applied for and granted in part by LA Division or the Innovation Center for Teaching and Learning on campus</td>
</tr>
<tr>
<td>5.1 Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership.</td>
<td>focused exclusively on English language teaching for speakers of other languages, TESOL annually hosts more than 6,500 people from across the United States and around the world at the international convention. Educators at all levels attend to find a productive exchange of ideas and information and to feel the embrace of a dynamic professional community. The TESOL International convention offers professional development in all areas of English language teaching with more than 700 educational sessions, important keynote speakers from the field, numerous opportunities to network with colleagues, and the popular English Language Expo featuring publishers, software providers, and other suppliers to the English language community.” (2012 TESOL International Convention &amp; English Language Expo) According to the Mission of the College statement, “the special mission of Leeward Community College is to provide teacher training …”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2 Video cameras, 4 Voice Recorders, and Speaking Self-Study Software</td>
<td>To instruction in language classes.</td>
<td>$1,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PERSONNEL (Positions and Release time)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Item or Action and improvement sought</th>
<th>College, Program, or Unit Goal</th>
<th>Data supporting request</th>
<th>New Funding Cost Estimate</th>
<th>If new funding not available: Possibilities for Extramural Funding or Reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### REPAIR and MAINTENANCE (R&M)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Item or Action and improvement sought</th>
<th>College, Program, or Unit Goal</th>
<th>Data supporting request</th>
<th>New Funding Cost Estimate</th>
<th>If new funding not available: Possibilities for Extramural Funding or Reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Floor repair in PS 101B</td>
<td></td>
<td></td>
<td>$13,000.00</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Leeward CC Mission Statement:
At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Strategic Plan Outcomes within a Leeward Context
Goal A Native Hawaiian Student Success
Academic Success; Empower & Inspire Native Hawaiian & Underserved Populations to Fulfill Their Potential
As an indigenous-serving institution we empower and inspire Native Hawaiian and underserved populations to fulfill their potential by increasing teaching effectiveness, recruitment, retention, academic success, completion and continuation of their education.

Goal B ALL Student Success
Content, Curriculum, Access, Support
Leeward CC effectively provides access, prepares and facilitates progression for students to succeed in the local and global workplace.

Goal C Workforce Development and Extramural Funds
Partnerships, External Funding, Economic Catalyst
Leeward CC provides skilled workforce by partnering with Central West Oahu businesses and organizations and government agencies to generate and support programs that stimulate and fulfill the economic vitality of the community.

Goal D Professional Development
Training & Professional Development, Learning Environment & Culture/Climate
Leeward CC provides access, funding and staffing to raise educational capital of the state.

Goal E Facilities, Sustainability, and Planning
Responsible Stewardship of Human, Material & Financial Resources
Leeward CC stewards resources in a responsible and purposeful manner