

**University of Hawai'i
Composition Directors
October 24, 2007 Meeting Notes**

PRESENT

Eric Chock, UHWO
Pam Hudson, HawCC
Jean Shibuya, WinCC

Gail Harada, KapCC
Donna Matsumoto, LeeCC

Karla Hayashi, UHH
Richard Randolph, KauCC

GUESTS

Lisa Fujikawa, UHM
Amy Nishimura, UHWO

Thomas Hilgers, UHM
Monica Stitt-Bergh, UHM

Kathy Jaycox, UH System

ABSENT

Dolores Donovan, HonCC

Eric Engh, MauCC

Jim Henry, UHM

The meeting was called to order at 3:15 pm by Karla Hayashi. The UHM site was unable to broadcast, so the representatives and guests from KapCC, WinCC, UHM, and the UH system were not able to actively participate.

A. Writing Placement. The UHM English Department voted to discontinue the Writing Placement Exam. Instead, standardized test scores (ACT, SAT, COMPASS) will be used to place students into introductory writing at UHM effective Fall 2008. (Exception: ELI students may have to take a writing test administered by the ELI.) UHH will continue to use its 1-1/2 hour writing exam to place students into ENG 100 and ENG 100T. Community colleges will continue to use COMPASS.

B. Review of Campus Assessment Efforts.**1. UH West O'ahu (Eric Chock)**

UHWO's first ENG 100 courses are being offered this semester. All juniors take a 2-hour essay exam that determines whether they need to take HUM 310.

2. Leeward Community College (Donna Matsumoto)

LCC began creating SLOs for ENG 100 in Spring 2006. It took several semesters to agree on common SLOs, and another semester after that to translate them into language for a student audience. A common research paper assignment was given to all students in the course, and the assignment was evaluated using a common rubric created specifically for the assignment. The first time, 75% of the students scored below acceptable. The second time, a common in-class essay assignment was given, where students were asked to critique a source. All students were evaluated; 55% passed. Most recently, participation was voluntary. Students of 8 or 9 faculty members were evaluated, and 48% passed. In short, regardless of the evaluation tool or the sample used, only about half of the students have been found to be able to write a clear thesis statement, cohesive paragraphs, etc. This assessment project has allowed for meaningful discussion and more open communication between faculty members. The question is, how can the current data be used in a meaningful way to inform future practice? LCC will begin assessment of their non-native speaker composition class, ENG 100E, in 2009.

3. Hawai'i Community College (Pam Hudson)

HawCC has SLOs for all its courses. Current assessment efforts have been focused on ENG 20W and ENG 22, both of which have common in-class final exams, grading rubrics, and evaluation by a faculty group. Three below-100-level ESL classes are also being assessed. In general, efforts have been focused on

remedial and developmental courses because they comprise 21% of classes at HawCC. Assessment of ENG 100 is still needed.

4. Kaua'i Community College (Rick Randolph)

KauCC has some of its SLOs and is working on developing a common rubric. Currently, they are trying to shorten the list to 5 or 6 common items, after which individual instructors will be allowed to add their own. They have completed "capstone" assessment of WI student writing done by students near graduation. An English professor receives release time to oversee campus assessment.

5. UH Hilo (Karla Hayashi)

In Spring 2007, all faculty who taught ENG 100 met after finals to create a rubric, which was used to evaluate the last assignment in each section. 61% of the students in ENG 100 and ENG 100T scored a 2 or better on the 0-4 point scale, which meant that the student "demonstrated competency." Instructors were compensated for their time (4-6 hours/day for 4 days) through an internal assessment grant. It was noted that "same class" was not indicative of "same (comparable) ability." A final report of the assessment committee is available and will be sent out. An IRO report with an analysis of the statistics is also available.

6. Kapi'olani Community College and Windward Community College

Reports on assessment efforts will be emailed because the representatives from these campuses were at a site that was unable to connect with the group.

7. Honolulu Community College, Maui Community College, and UH Mānoa

Campuses were not represented at the meeting. They will be contacted and asked to submit information about their SLOs and assessment efforts.

Action: All campuses were asked to email SLOs, assessment efforts, and other relevant information to the Mānoa Writing Program at mwp@hawaii.edu. Once collected, materials will be posted on the MWP website.

C. American Diploma Project (ADP)

Kathy Jaycox sent pre-and post-meeting information about the Project (see attached). Karla Hayashi spoke on Kathy's behalf at the meeting because Kathy was at the "silent" UHM site. ADP is a large-scale effort to improve high school students' readiness to transition from high school to college or the workforce. As a "first step," UH faculty members were surveyed about requisite entry-level language and math skills. These results should be available in November.

ADP differs from the GEAR UP program primarily in scale. GEAR UP funds small initiatives and projects that are more individually based (e.g., a project with several high schools that feed into the local UH campus). ADP is a state-level program supported by Governor Lingle and President McClain. It is connected to P-20 and involves the UH system and the DOE. Both ADP and GEAR UP offer faculty the opportunity to actively help students and open the lines of communication between high school and college.

D. Articulation of Hawai'i-based College Writing Courses

Tabled until the next meeting.

Next Meeting: April 2008, ideally face-to-face.

The meeting adjourned at 4:15 pm.

Notes submitted by Lisa Fujikawa, recorder.