Completion Report Form

for

Remedial/Developmental Award

One report should be completed for each strategy or project.

A. Campus University of Hawaii Maui College

B. Project Description (from approved proposal, abbreviated):

This project is designed to create innovative curriculum which fits the needs of students in UHMC Developmental English courses (English 15 and English 22) and to implement curriculum department-wide. A committee of four teachers will collaborate, with two especially focused on the production of electronic guidebooks for English 15 and two for English 22. The purpose of the project is to establish a guidebook for new and current faculty. The intention is not to “standardize” the curriculum, but rather to infuse the courses with innovative core and supplemental material and resources that enhance student learner outcome success and increase retention.

C. Activities Planned/Completed (Add/Delete lines as necessary)

Activities Planned (from proposal)

Completed

If not, explanation

English 15 electronic guidebook—Completed, and the UHMC English department continues to add and assess materials.

English 22 electronic guidebook—Completed, and the UHMC English department continues to add and assess materials.

Faculty will continue ongoing contributions to fit the needs of the students. These materials are accessible to other UH campuses who are teaching English 22 and who will be offering English 15.

If some activities in the plan were not completed, the campus should provide a brief explanation of why (e.g., after x recruitments a qualified counselor could not be found, delays in hiring, delays in purchasing, etc.)
E. Performance Indicators Addressed, Effectiveness Measures, and Expected Outcomes

Performance Indicators, Effectiveness Measures, Expected Outcomes (from proposal)

Results

Retention and Persistence: documenting and aggregating student retention rates with the following goals:

- **English 15 Fall 2010**: Retention rate maintained at 80%, Persistence in English 19 increased to 60%
- **English 15 Spring 2011**: Retention rate decreased to 62%, Persistence in English 19 increased to 76%
- **English 15 Fall 2011**: Retention rate decreased to 68%, Persistence in English 19 increased to 50%
- **English 22 Fall 2010**: Retention rate increased to 70%, Persistence in English 100 increased to 75%
- **English 22 Spring 2011**: Retention rate decreased to 57%, Persistence in English 100 decreased to 62%
- **English 22 Fall 2011**: Retention rate increased to 61%, Persistence in English 100 increased to 64%

Portfolio Quality: As the handbook was implemented by English 22 instructors, there has been an increasing improvement in the overall quality of student portfolios submitted at the end of the semester and evaluated by veteran and novice English 22 instructors. It is difficult, however, to demonstrate evidence of this improvement. With a long term study of persistence rates of the passing students, the data are expected to demonstrate improved persistence rates.

Satisfaction: A Fall 2013 survey for English 15 and English 22 indicated the handbook was effective for improvement in student learning and teaching strategies. The results showed that

- 7/8 have used the online guidebook as a resource several times—88%
- 1/8 has visited the online guidebook and plan to use as a resource (new Lecturer).

Comments about how they used the online guidebook:

"I LOVE the guidebook and wish we had one for English 100. I consult it before pretty much every class. I use the lesson ideas, the assignment sheets...student samples and professional samples. I basically follow the entire sequence."

"Frankly, Laulima is a rusty bucket, but the resources are useful!"

Guidebook was essential to my first semester teaching English 22. It was helpful to see examples of the essays, handouts to introduce the assignments and some ideas for writing prompts. I appreciated having a springboard to jump from."
"I've used it for prompts, rubrics, samples, exercises. It's wonderful to exchange ideas and find time-tested materials."

"I had not been on the site until recently, but will be using it for activities, grammar assignments and in-class essay prompts."

"I'd be lost without the 22 guidebook! I use practically everything in there. Thank you again for putting it together."

If the results were less than expected or something other than expected, e.g., a key piece of equipment or software is no longer available, not enough students opted to utilize the service/program, etc.)

The results demonstrate an unexpected dip in improvement rates. One of the key variables has been the rotation of brand new lecturers. An interesting outcome of the handbook has been that new lecturers are now generally assigned English 22 for a first course, because of the wealth of resources and mentorship provided with the handbook and portfolio assessments. This has been an improvement to new lecturer mentorship practices, but with some challenges to data collection. We believe a longer term study of English 22 student learning evidence will demonstrate the project has met its target goals and outcomes.

G. Impact (qualitative and quantitative)

  e.g. A ___ % increase (from # to #) in students that passed x.
  A ___ % increase in students used a particular service (from x to y).
  A decrease in the number of complaints re: …. (from x/sem to y/sem)

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Retention</th>
<th>Passed (% of Retained)</th>
<th>Persistence</th>
<th>Passed (% of Retained)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 15</td>
<td>Fall 2010</td>
<td>60/84</td>
<td>71%</td>
<td>52/84</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td>52/84</td>
<td>62%</td>
<td>28/37</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>Fall 2011</td>
<td>69/101</td>
<td>68%</td>
<td>30/60</td>
<td>50%</td>
</tr>
<tr>
<td>English 22</td>
<td>Fall 2010</td>
<td>221/341</td>
<td>64.6%</td>
<td>135/186</td>
<td>72.5%</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td>151/267</td>
<td>57%</td>
<td>65/105</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>Fall 2011</td>
<td>210/345</td>
<td>61%</td>
<td>110/172</td>
<td>64%</td>
</tr>
</tbody>
</table>

H. Expenditure Report (Suggestion: use original budget spreadsheet and add a column to show actual expenses and total). Be sure to highlight or notate changes from original budget plan.

<table>
<thead>
<tr>
<th>Amount Budgeted</th>
<th>Amount Expended</th>
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<tbody>
<tr>
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</tbody>
</table>
A. Personnel

$14,766

$14,766

(Itemization optional)

Faculty research and curriculum design for English 15

Casual overload (two credit equivalent each for two faculty)

$7383

$7383

Faculty research and curriculum design for English 22

Casual overload (two credit equivalent each for two faculty)

$7383

$7383

B. Other Current Expenses

N/A

(Itemization optional)

C. Equipment

N/A

(Itemization optional)

TOTAL

$14,766

$14,766