



UNIVERSITY  
of HAWAII®  
SYSTEM

**John Morton**  
Vice President for Community Colleges

July 11, 2012

To: Mona Lee, KapCC  
From: *for* John Morton, *[Signature]* Vice President for Community Colleges  
Subject: AY 2012-13 Innovative Developmental Education Initiatives

The UHCC system is pleased to support the project, "Building a Student Success Model through Writing Pathways," in the amount of \$60,461.00. Your project focuses on providing improved physical resources and faculty training needed to scale up Kapi'olani CC's Accelerated Learning Project pilot. The project consists of three activities: (1) create a Technology Enhanced Classroom; (2) design a professional development experience; (3) increase the number of ALP sections to at least 10 sections in Spring 2013 and to at least 14 sections in Fall 2013.

The project funding is subject to the following requirements:

1. Implementation will occur in AY 2012-13.
2. All funds must be expended, not just encumbered, by June 30, 2013.
3. The project final report (in the form attached) must be submitted in electronic form to Gayle Ishii ([gaylei@hawaii.edu](mailto:gaylei@hawaii.edu)) with a copy to Suzette Robinson ([suzetter@hawaii.edu](mailto:suzetter@hawaii.edu)) and to Laurie Kuribayashi ([laurieak@hawaii.edu](mailto:laurieak@hawaii.edu)) not later than September 30, 2013.

The final report should outline results of this project's accomplishments and campus improvements especially as they relate to the UH System Strategic Outcomes and Performance Measures, 2008-2015 dated May 2008:

[http://uhcc.hawaii.edu/OVPCC/strategic\\_planning/strategic\\_plan\\_2008\\_2015.php](http://uhcc.hawaii.edu/OVPCC/strategic_planning/strategic_plan_2008_2015.php) . Be sure to report on the **measurable outcomes** identified in your application.

Tuition and Fee Special funds will be transferred to your campus for this project after July 1, 2012.

2444 Dole Street, Bachman 207  
Honolulu, Hawaii 96822  
Telephone: (808) 956-7038  
Fax: (808) 956-5286

An Equal Opportunity/Affirmative Action Institution

Based on the information provided in your final report, funds may be re-purposed. The project proposal and report will be published on the UHCC website.

Thank you for your work in developing innovations to increase student success in developmental education. We look forward to working with you as the project unfolds.

c: Leon Richards, Chancellor  
Peter Quigley, AVPAA  
Louise Pagotto, VCAA  
Milton Higa, VCAS  
Carol Masutani, Fiscal Officer  
Suzette Robinson, Director for Academic Programs  
Gayle Ishii, Academic Support  
Lisa Tshako, Budget Specialist  
Laurie Kuribayashi, Developmental Education Committee Chair

Att: Final Report template

# UHCC Developmental Education Project Proposal Form -- 2012-2013

## Proposal Guidelines:

1. **Project Summary** (15 points)
  - Concise description of project, including the following:
    - Actions to be taken and resources needed
    - Data supporting need for project (no attachments)
    - Explanation of how project reduces time to certificate or degree
    - Prior year's outcomes for continuation projects
2. **Effectiveness Indicators/Outcomes and Benchmarks** (15 points)
  - Specific explanation of how project's effectiveness will be assessed, including the following:
    - Effectiveness indicators/outcomes
    - Benchmarks (numeric and percentage)
3. **Background Research** (5 points)
  - Concise explanation of background research (with citation information) for project
4. **Relationship to Campus and UHCC Strategic Plans** (5 points)
  - Discussion of project's relationship to campus and UHCC strategic plans, including the following:
    - Specific references to and copies of applicable sections of plans
    - Brief explanation of relationship between project and referenced sections
5. **Scalability** (5 points)
  - Discussion of project's scalability (on campus and/or to other campuses)
6. **Sustainability** (5 points)
  - Discussion of project's sustainability (after UHCC project funding ends)

## Also required:

**Executed Signature Page** (see Attachment 1)

**Budget Summary** (see Attachment 2)

*Proposals which do not have both a fully executed signature page and a budget will not be reviewed.*

## Deadline: April 23, 2012

Please email your completed proposal to [uhcc.deved@gmail.com](mailto:uhcc.deved@gmail.com) (with a copy to Laurie Kuribayashi at [laurieak@hawaii.edu](mailto:laurieak@hawaii.edu)) on or before the deadline. Please confer with your campus UHCC Developmental Education Committee member prior to submission to ensure your proposal is complete and meets the guidelines. After review by the UHCC Developmental Education Committee, proposals will be forwarded directly to the UHCC Administration for review and decision and will not be returned to proposers for revision and resubmission.

Proposals accepted by UHCC Administration for funding will be published on the UHCC website. Proposers whose proposals are funded will be required to submit status and completion reports which will also be published on the UHCC website.

**PROJECT PROPOSAL FORM** (for completion and submission)

*Attachment 1: Signature page*

*Attachment 2: Budget Summary*

**PROJECT PROPOSAL RUBRIC FORM** (included for informational use only)

**PROJECT PROPOSAL REPORT FORM** (included for informational use only)

# UHCC Developmental Education Project Proposal Form -- 2012-2013

Deadline: April 23, 2012

**Project Title:** Building a Student Success Model through Writing Pathways

**Budget Request:** \$60,461

**Proposer's Name:** Mona Lee

**Proposer's Email Address:** monal@hawaii.edu

**College:** Kapi'olani Community College

## 1. Project Summary (15 points)

Kapi'olani Community college's success rate for English 22 for all students over the past three fall semester has remained relatively unchanged (64.0%, 63.8%, 62.8%). Achieving the Dream (AtD) data over a similar period indicate that the AtD cohort has performed slightly lower (63.5%, 61.6%, and 62.3%). Looking at both all students and AtD student groups, the college has scored consistently below the UHCC performance goal of 65% as stated in the system strategic plan. The college's Kahikoluamea writing faculty have been discussing this data with evidence documented in the analysis section of the Annual Report of Program Data (ARPD). Over the past two years the faculty have piloted several innovative and promising practices in response to the data and assessed their outcomes. Based on the data and through discussions with faculty, staff, and administration, the college has plans to scale the ALP model to reach a larger percentage of the total number of students enrolled in English 22 in any given semester. The hiring of three new writing faculty in fall 2011 also allows the Kahikoluamea Department to take the Accelerated Learning Pathway (ALP) model to scale, based on the success of the small pilot conducted to date.

In the ALP model, 12 English 22 students are co-enrolled with 8 English 100 students in an English 100 class. The 12 English 22 students simultaneously take an English 22 course, with both courses taught by the same instructor. In fall 2011, data from three ALP sections demonstrated success rates of 73%, or 8% above the UHCC performance targets. More importantly, 67% of students enrolled in ALP sections also completed English 100 in the same semester which accelerates their progress in taking 100-level courses required for their AA or AS degrees. Currently, it takes an entire year (fall/spring/summer) for the same percentage of students to complete their English 100 foundation writing requirement.

Discussions between faculty and administrators on the scaling of the model have focused on need for improved physical resources and faculty training. This proposal attempts to address these critical needs and allow the department to move forward with the scaling of the ALP model.

This proposal consists of three activities.

1. Create a **Technology Enhanced Classroom** and offer at least 10 ALP (English 22) sections if not more, based on faculty availability and any scheduling factors. The classroom will contain 8 computer stations, a projector, and printing capability, as well as desk space (movable furniture, tables and chairs) for 12 students for group work and class discussion. A class set of one handbook such as Penguin Handbook and/or writing textbooks such as Writer's Way is included. The books stay in the classroom to be used by multiple classes instead of being bought by students.

2. Design a **professional development experience**, coordinated by writing faculty Reid Sunahara and Krista Hiser that prepares faculty new to the ALP model, as well as helping faculty already teaching the model to maximize its potential. In addition, funds can be used to enhance cooperation and collaboration between English 22 and English 100 faculty in order to lay groundwork for scaling the ALP model over the coming semesters.

To prepare for scaling up ALP model, a stipended professional development experience will be effective in both bringing new faculty into the ALP model and sharing what has been developed by faculty teaching in the pilot project. Peter Adams has suggested the following components for ongoing PD related to ALP:

- A 20-hour stipend for shadowing and workshops in fall 2012 for faculty new to the model. This is essentially a course redesign, guided by faculty who have taught the model.
  - An ongoing, online faculty development component for faculty to post and share ideas. Funding would be for one course release during spring 2013 for a faculty member to design and maintain the online environment.
  - A twice-a semester one-day workshop for all faculty teaching in the model to dialogue on assessment outcomes and other topics raised during the spring pilot (no cost activity since it will be held during duty period).
3. Increase the number of ALP sections currently offered from 3 to at least **10 ALP sections by spring 2013** and to at least 14 ALP sections by fall 2013 to support first year as well as transfer students who place in developmental writing courses and accelerate the completion of their foundation writing requirement in the first semester.

The ALP model will not be a stand-alone project, but will be integrated with other innovations ongoing at the campus including the First-Year Registration Project, Math “Emporium” Project, Library Research Project, Student Pathway Initiative and Ka`ie`ie Transfer Pathways. Each of these innovations is strategically positioned within the college to form a student success pathway for all students including Native Hawaiian, underprepared and first-generation college students to ensure that they are succeeding in completing an Associates or Bachelor’s degree to meet critical state workforce needs. This pilot may also require that we redesign current policies, practices and reallocate existing departmental resources based on the momentum gained from all of our innovations as we continue to transform our student success pathways. Our goal is to embed the ALP model into a pathway process that works to support students through a series of milestones along their way to degree completion.

## **2. Effectiveness Indicators/Outcomes and Benchmarks (15 points)**

Data on project effectiveness will be measured at several levels. At the college level, the strategic plan calls for an 83% student success in developmental writing to by 2015 (Ka`iolani Strategic Plan, 2008-2015: Performance Measure B3). Without an appropriate scaling of a successful model, the college will not be able to meet this goal. The previous ALP pilots, although small, provided us with data indicating that expanding the model has the potential to increase our overall English 22 success rate by 3% each year to meet our strategic goal. We also hope to see a 3% increase in fall to spring persistence rate for first year ALP students as compared to first year students enrolled in traditional sections (78.6% average rate for fall 2009-fall 2011) and a similar 3% increase in spring to fall persistence rate (71.6% average of fall 2009-fall 2010).

The other indicator of success for this project will be the percentage of first year students completing their Foundation Communication Requirement by the end of the first year. Through this project the college hopes to increase this rate from 71.7 (average rate for fa09 and fa10 AtD cohorts) to 80%.

For faculty, the project offers opportunities to continue their dialogue which is then reflected in the annual ARPD that is designed to further course improvements. The idea of teaching English 22 as a workshop with more opportunities for in-class writing is another outcome of the pilot. In the area of professional development, the two one-day workshops included in the project will provide opportunities for faculty reflection and discussion on student learning outcomes assessment, curricular alignments and other topics in order to improve student success. The workshops also provide opportunities for faculty to discuss co-curricular learning opportunities outside of the classroom that could enhance learning and the overall student experience.

Although withdrawal rates for ALP students have been low (10% for the fall 2011 cohort), this project provides an opportunity to understand why students withdraw through the development of data collection practices. Analysis of this information could lead to revisions in advising practices, early alert interventions or other innovative attempts to address student needs.

### **3. Background Research (5 points)**

The ALP model for English 22 was first introduced to Kapi`olani Community College by Reid Sunahara, KCC writing faculty, through his professional development work as a Gates Scholar from 2009-2011 where he met Peter Adams from the Community College of Baltimore County where the program originated.

Research studies on program effectiveness have been well documented through the work of the Community College Research Center (CCRC), Teachers College at Columbia University <http://ccrc.tc.columbia.edu/Collection.asp?cid=67>. Their model measured success rates for both the developmental and the college-level course, persistence rate from term to term, and the number of credits completed by ALP students as compared to those who took the traditional course. Their findings showed that ALP students experienced greater success at a lower cost to the college. While our project is not focusing on cost factors (cost data is not yet available for study), the increase in course success will lead to a decrease in repeaters allowing the college to shift resources into higher level writing courses as a result.

KCC faculty also attended Peter Adams' September 2011 workshop on the ALP model which furthered our interest in scaling this model.

### **4. Relationship to Campus and UHCC Strategic Plans (5 points)**

This project addresses UHCC Strategic plans A and B..

1. A. Native Hawaiian Educational Attainment - Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians and Performance Measure A3. Increase the number and percent of Native Hawaiian students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.
2. B. Hawaii's Educational Capital - Increase the educational capital of the state by increasing the participation and completion of students, particularly low- income students and those from

underserved regions and Performance Measure B3. Increase the number and percent of students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

This project addresses Kapi'olani Community College Strategic plans A and B as follows.

1. Strategic Outcome A: Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher education institutions by supporting the access and success of students of Native Hawaiian ancestry and Performance Measure A3: Increase the percentage of Native Hawaiian students, who if assigned to a developmental reading, writing, or math intervention, successfully complete that sequence. Native Hawaiian success rates in developmental writing to increase from 72 to 81 percent; in developmental reading from 50 to 76 percent; in developmental math from 52 to 72 percent.
2. Strategic Outcome B: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions and Performance Measure B3: Increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent. All student success in developmental writing to increase from 74 to 83 percent; in developmental reading from 63 to 80 percent; in developmental math from 62 to 80 percent

This project focuses on both the UHCC and KCC strategic plan through its focus on scaling the ALP model which has, through a small pilot, shown higher success rates. The ALP model allows the student to complete both English 22 and English 100 in the same semester and leads to quicker completion of the student's foundational writing requirement and allows the student to enroll in all 100-level classes offered at the college by their second semester of the first year.

#### **5. Scalability (5 points)**

During the first phase, the college will refurbish a traditional classroom to create an enhanced learning environment allowing faculty to utilize technology (laptops/desktops) and movable furniture to allow the English 22 class to be taught as a writing workshop, thereby allowing time for questions about the materials and allowing for more writing to occur in class. By designating an entire classroom for ALP, the college will be able to schedule at least 10 ALP sections that are easy for the student to schedule along with other classes. Previously, the college was unable to increase the number of sections because of the lack of a designated classroom which created scheduling challenges that slowed down any scaling of this model. (The college previously received funding to renovate a classroom to create a math lab which allowed full scale implementation of the "emporium model". Based on how this pilot will work, the college will be able to continue offering the ALP by reallocating classrooms within the Kahikoluamea Department to add up to four more ALP sections in fall 2013 in a future project phase.

Scaling the model not only involves rethinking of the class schedule, but it also involves having an adequate number of faculty trained to teach in the model. Although many faculty already have experience teaching in learning communities, summer bridge programs, accelerated 6 and 8-week sessions, the model requires that an instructor teach both a developmental and college level writing class in the same semester to the same group of developmental students. Including a strong faculty development program within the project allows the college to have more trained faculty. In turn these faculty can serve as trainers for new faculty who will shadow them during the semester prior to their being assigned to teach in the model.

It is not intended in this first phase that all English 22 students will enroll in ALP. The department will continue offering other models (8/8, a 21/22 LC, online, and regular), initially giving students several choices for meeting their developmental writing requirements. However, if the ALP model continues to contribute to greater student success as shown in the small pilot, the college will gradually reduce its traditional lecture/discussion offerings.

The college will continue to work closely with other UHCC campuses offering ALP such as Leeward Community College, and will continue to present our data at annual UHCC workshops.

#### **6. Sustainability (5 points)**

Because our funding request is for a one-time classroom upgrade, the college will be able to sustain the expansion of the model to offer 10 ALP sections for several years. We anticipate that more and more students will own their own computers which will reduce our need to continue to replace computers in the classroom as often as we do now.

In the ALP model discussed by Peter Adams in September 2011, he provided a cost analysis that demonstrated actual savings to the college through the model. While we are unable to provide cost data at this time, we plan to work on developing an actual cost per student that we can use to evaluate the cost of ALP against the cost of the traditional lecture class.

Through the planning and budgeting process at the college, the department intends to demonstrate the success of this model in order to secure continued funding based on data. The Vice Chancellor also has the authority to internally reallocate funds to support the model should campus funding not be available.



**SIGNATURE PAGE (please see attached scanned signature page)**  
**UHCC Developmental Education Project Proposal**

**Project Title: Building a Student Success Model through Writing Pathways**

**College: Kapi`olani Community College**

**Proposer's Name: Mona Lee**

**Budget Request: \$ 60,461**

**Certification by proposer:**

I certify that I have consulted with and submitted this proposal to the appropriate institutional research office, business office, and human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal.

SIGNED:

\_\_\_\_\_  
Name: Mona Lee  
Title: VCSA

Date: \_\_\_\_\_, 2012

The campus is committed to advance the amounts, if any, described in the project proposal as being funded by the campus; and the campus is committed to sustaining the project if evidence of its success is warranted and funding is available.

SIGNED:

\_\_\_\_\_  
Name: Leon Richards  
Title: Chancellor

Date: \_\_\_\_\_, 2012

\_\_\_\_\_  
Name: Louise Pagotto  
Title: Vice Chancellor of Academic Affairs

Date: \_\_\_\_\_, 2012

Campus Priority \_\_\_\_\_

**Attachment 1**  
**UHCC Developmental Education Project Proposal Form**

**BUDGET SUMMARY**  
**UHCC Developmental Education Project Proposal**

**Name of Project: Building a Student Success Model through Writing Pathways**

**Campus: Kapi'olani Community College**

*Instructions: Complete the following, inserting and/or deleting rows as needed.*

*General guidelines: Funds may be used for faculty and staff assigned time; for pilot projects; for consultants; for financial aid audits; for related equipment, software, or curriculum materials; or similar one-time expenses. Funds may not be used to hire new full-time faculty or staff.*

*For projects involving more than one campus, budget must include a breakdown of costs by campus in addition to a total project budget. Single requests over \$2,500 require Superquote.*

DESCRIPTION		BUDGET
<b>A</b>	<b>PERSONNEL<sup>1</sup></b>	
<b>A1</b>	Writing faculty (Reid Sunahara) @ \$1556 x 3 credit replacement x 2 semesters Fringe @ .41%	\$13164
	Writing faculty (TBD) @ 1556 x 3 credit replacement x 1 semester Fringe @ .41%	\$6582
<b>A2</b>		
<b>A3</b>	20-hour shadowing requirement @ \$20.65/hour x 3 new faculty	\$1239
<b>TOTAL PERSONNEL</b>		<b>\$20985</b>
<b>B</b>	<b>SUPPLIES<sup>2</sup></b>	
<b>B1</b>	<i>Penguin Handbook/Writer's Way estimate \$65/copy x 2 titles x 12 students</i>	\$1560
<b>B2</b>	8 Computers/laptops @ \$1400 each	\$11,200
<b>B3</b>	10 movable tables @\$550 each and 20 chairs @\$160 each	\$8700
	Mobile whiteboard easels 30" @ \$625 each	\$1866
	Shipping/freight/installation @25% of total cost	\$2650
<b>TOTAL SUPPLIES</b>		<b>\$25976</b>
<b>C</b>	<b>EQUIPMENT<sup>3</sup></b>	

<sup>1</sup> **Personnel:** Personnel costs include, but are not limited to, faculty or staff overload, student assistants, casual hires, and/or lecturer replacement. Unlike federal regulations, these funds do not require that the person doing the work be paid from this funding source. Personnel fill requests are required to be in the form of a lecturer B step.

Indicate fringe percentage and cost as a separate line item. Fringe benefits rate (as of July 15, 2011) are as follows: faculty/staff 40.25%; APT 40.25%; casual hire/overload 2.17%; student 0.52%. Please confirm the current fringe benefits rate with your human resources office because the rates are subject to change.

<sup>2</sup> **Supplies:** Supplies include, but are not limited to, office supplies, travel, conference fees, mileage, and computers.

<sup>3</sup> **Equipment:** Equipment is defined as any one item costing \$5,000 or more.

C1	Data and electrical costs for computer installation in selected classroom (Iliahi 103 is an older classroom building and has very limited electrical/wiring capacity)	\$13,500
C2		
<b>TOTAL EQUIPMENT</b>		\$13500
<b>TOTAL BUDGET REQUEST</b>		\$60,461

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*UHCC Developmental Education Project Proposal Form*

**SIGNATURE PAGE**  
**UHCC Developmental Education Project Proposal**

**Project Title: Building a Student Success Model through Writing Pathways**

**College: Kapi'olani Community College**

**Proposer's Name: Mona Lee**

**Budget Request: \$ 60,461**

**Certification by proposer:**

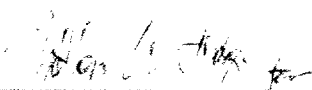
I certify that I have consulted with and submitted this proposal to the appropriate institutional research office, business office, and human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal.

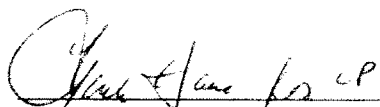
SIGNED:

 \_\_\_\_\_ Date: 4/23, 2012  
Name: Mona Lee  
Title: VCSA

The campus is committed to advance the amounts, if any, described in the project proposal as being funded by the campus; and the campus is committed to sustaining the project if evidence of its success is warranted and funding is available.

SIGNED:

 \_\_\_\_\_ Date: 4/23, 2012  
Name: Leon Richards  
Title: Chancellor

 \_\_\_\_\_ Date: 4/23, 2012  
Name: Louise Pagotto  
Title: Vice Chancellor of Academic Affairs

Campus Priority \_\_\_\_\_

Attachment 1  
**UHCC Developmental Education Project Proposal Form**