May 10, 2013

To:        ‘Iwalani Tasaka, Kap‘olani Community College
From:      John Morton, Vice President for Community Colleges
Subject:   AY 2013-14 Part Time Student Innovation Projects

The UHCC System is pleased to support your project, “Peer Mentoring for Online HAW Language Classes,” in the amount of $19,608.39. The project focuses on increasing part time students’ course completion rates through an interactive, multimedia, multimodal online environment. The reference number for your project is PTSI-3.

The project funding is subject to the following requirements:
1. Implementation will occur in AY 2013-14.
2. Enrollments in the pilot courses have 50% or more enrollments by part time students, to the extent possible.
3. All funds must be expended, not just encumbered, by June 30, 2014.
4. The project final report (in the form attached) must be submitted in electronic form to Gayle Ishii (gaylei@hawaii.edu) with a copy to Suzette Robinson (suzetter@hawaii.edu) and to Cory Ando (cando@hawaii.edu) not later than September 30, 2014. 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/OVPCO/strategic_planning/strategic_plan_2008_2015.php;
   • Results on the measurable outcomes (raw numbers and %) compared to baseline data (raw numbers and %) identified in your application.
   • Data aggregated by those students who were part time versus full time.

Tuition and Fee Special funds will be transferred to your campus for this project after July 1, 2013. Any adjustments to the budget submitted in your proposal must first be approved by Cory Ando and Suzette Robinson. The project proposal and reports will be published on the UHCC website.

Thank you for your work in developing innovations to increase student success amongst students enrolled at the part time level. We look forward to working with you as the project unfolds.

ec:        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 Tsuchako, Budget Specialist
           Cory Ando, Part Time Initiative Committee Chair

Att:       Final Report template
AY 2013-2014 UHCC Part Time Student Project Proposal Form
Deadline for Proposal Submission: April 12, 2013

<table>
<thead>
<tr>
<th>Proposal Section</th>
<th>Pts</th>
<th>Proposal Guidelines</th>
</tr>
</thead>
</table>
| 1. Project Summary               | 3   | 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 | 3   | Specific explanation of how project’s effectiveness will be assessed, including the following:  
  • Effectiveness indicators/outcomes  
  • Benchmarks (numeric and percentage)                                                                                                                                          |
| 3. Background Research           | 1   | Concise explanation of background research (with citation information) for project                                                                                                                                                         |
| 4. Relationship to Campus & UHCC Strategic Plans | 1   | Discussion of project’s relationship to campus & 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                   | 1   | Discussion of project’s scalability (on campus and/or to other campuses)                                                                                                                                                                 |
| 6. Sustainability                | 1   | Discussion of project’s sustainability (after UHCC project funding ends)                                                                                                           |
| TOTAL                            | 10  |                                                                                                                                                                                                                                           |

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 for Proposal Submission:
Please email your completed proposal (with a scanned copy of the executed signature page) to Cory Ando (cando@hawaii.edu) with a copy to Gayle Ishii (mailto:gaylei@hawaii.edu) and Suzette Robinson (suzetter@hawaii.edu) on or before the deadline noted above.

Your campus may have internal deadlines for the required review by your campus institutional research, business, and human resources offices and your campus administration. Please confer with your campus UHCC Part Time Student Committee member prior to submission to confirm any campus requirements and deadlines and to ensure your proposal is complete and meets the guidelines.

Review by UHCC Part Time Student Committee and UHCC Administration
Proposals received by the deadline noted above will be reviewed by the UHCC Part Time Student Committee, using the Project Proposal Rubric Form (see attached). After the UHCC Part Time Student Committee’s review, proposals will be forwarded to UHCC Administration for additional review. Proposals may be returned to proposers for revision and resubmission prior to review by UHCC Administration. Final approval comes from VP Morton.

Funds for proposals accepted by UHCC Administration for funding will be available upon receipt of the award letter and must be expended, not just encumbered, by June 30, 2014. Accepted proposals will be published on the UHCC website. Proposers whose proposals are funded are required to submit year-end reports (see attached) 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 YEAR-END REPORT FORM (included for informational use only)

01/31/2013 ce
Project Title: Peer Mentoring for Online HAW Language Class
Date: April 12, 2013

Budget Request: $19,608.39
College: Kapi‘olani Community College

Proposer's Name: ‘Iwalani Tasaka (Mary Hattori, secondary)
Proposer’s Email: tiwalani@hawaii.edu

1. Project Summary (3 points)

Actions to be taken and resources needed
This project's goal is to create a rich, supportive learning environment for online Hawaiian Language courses. The learning environment would include highly interactive supplemental course materials that leverage the multimedia, multimodal aspects of technology to support student success. A major component of this rich ecology of learning will be a Peer Mentor who will provide additional support for students in technical and instructional aspects of the course. This project establishes a constellation of resources that can help students navigate their way to success in the virtual environment which many students find confusing and isolating.

This project has two phases: development in Fall and deployment in Spring. In the development phase, design and construction of the learning environment would be done by project faculty and a student assistant.

In the deployment phase, the course would be offered and additional dedicated student support would be provided in the form of a Peer Mentor. The student assistant hired in the first phase would continue to work throughout the lifetime of the project, providing direct technical support to the Peer Mentor and students enrolled in the Spring course. These two student employees will have the skills and knowledge to help their student peers resolve technical issues that arise from remotely accessing distance educational resources in Laulima and through Blackboard Collaborate (Elluminate); the Peer Mentor will have additional skills in Hawaiian language and will assist students in instructional matters as well as technical matters.

A Peer Mentor will provide dedicated support to students in three areas:
- Technical issues: Hawaiian fonts, technical readiness (use of audio, video, uploading, downloading, etc.), online Hawaiian resources, Laulima, BlackBoardCollaborate web conferencing tool.
- Instructional/Language: grammar support, language practice, vocabulary drills, dialogues, questions/answers, homework support.
- Website Content: search and update Hawaiian resources links to external websites, create site with FAQs for students, review activities, post announcements in Hawaiian, maintain a calendar or post announcements of current events.

To provide data for project assessment, the Peer Mentor will use a campus-based service request system to track all support activities and student requests. The Peer Mentor will provide data to project faculty on a regular basis.
A Student Assistant at the A4-1 level, the Instructional Computing Assistant will provide direct support to the Peer Mentor, faculty involved in this project, and students enrolled in the online class in these areas:

- As directed by faculty, using faculty-provided content and content obtained through directed research, construct web pages with rich media, interactive exercises, quizzes and text to support student learning. The campus currently uses SoftChalk, a web page authoring tool that permits rapid construction of interactive, multimedia web pages. It has been used by several student services units and instructional faculty and CELTT has several staffers who are trained to provide technical support for this tool.
- Upload the web pages to the course’s Laulima site or ancillary sites, conduct thorough tests of the web pages before and after upload, maintain the content on the pages.
- Modify and maintain elements of the course Laulima site and any ancillary course sites as directed by faculty.
- Technical issues: Hawaiian fonts, technical readiness (use of audio, video, uploading, downloading, etc.), online Hawaiian resources, Laulima, BlackBoardCollaborate web conferencing tool.
- Website Content: assist Peer Mentor with updating links to external websites, creation and maintenance of FAQs for students, and posting activities and events to course web sites.

To provide data for project assessment, the Peer Mentor and Instructional Computing Assistant will use a campus-based service request system to track all support activities and student requests. They will provide data to project faculty on a regular basis. Faculty involved in this project are not seeking funding support for themselves; work will be done as part of regular duties related to curriculum development (Iwalani Tasaka) and the application of technologies to improve learning (Mary Hattori).

**Data supporting need for project**

The goals and design of this project are informed by data from two studies performed at Kapiolani Community College (KapCC) and studies published by the Community College Research Center (CCRC) in 2012 and 2013. The two KapCC studies were published by our Hawaii Graduation Initiative Team and the Office for Institutional Effectiveness (OFIE). The CCRC paper presented findings based on analysis of quantitative and qualitative data in an administrative dataset including nearly 500,000 online and face-to-face courses taken by more than 40,000 degree-seeking students who initially enrolled in one of Washington State’s 34 community or technical colleges during the fall term of 2004. More details of these three data sources is provided later in this proposal, in Section 3: Background Research.

Reports of these studies indicate that:

- part-time students make up 71% of KapCC’s online student population
- they want more online courses in order to matriculate as full-time students
- many online students have difficulty adapting to the online context, reporting isolation and challenges with the technical aspects of the learning environment
- participants explicitly characterized foreign-language courses as “poorly suited to the online context” (Xu & Jaggars, 2012, p. 8)

The OFIE report recommended that “Campus stakeholders on distance learning can use this data and develop interventions to target the two areas identified as the challenging
areas for online students and set goals for achievement (Use of Student Services, p.7)." The two areas of challenge are: Improving collaborative learning environment and increase technical support for online classes (p. 7)."

The CCRC report suggested several strategies for improving student success in online environments and the following suggestions can be implemented with this project:

- incorporating the teaching of online learning skills into online courses and
- incorporating early warning systems into online courses in order to identify and intervene with students who are having difficulty adapting. For example, if a student fails to sign in to the online system, or fails to turn in an early ungraded assignment, the system could generate a warning for the instructor or for the college's counseling department, who could in turn call the student to see if he or she is experiencing problems and discuss potential supports or solutions (pp. 25-26).

The report notes that the first strategy "would require the college to work with instructors to develop materials and assignments that develop online learning skills and deploy them in the selected courses." Project proposers Tasaka and Hattori both have graduate degrees in Educational Technology with experience teaching online courses; this project will enable them to leverage those experiences and expertise in implementing this strategy.

The second strategy, early warning systems, are very costly. Similar results can be achieved with a Peer Mentor and using the existing University of Hawaii Course Management System, Laulima. With appropriate adjustments, Laulima course sites can generate site statistics that can be closely monitored by the Peer Mentor and instructor. The statistics include information on most recent log in of students, frequency of visits, and usages of specific course materials. Based on the data, the Peer Mentor can alert the instructor who will personally intervene and offer direct support based on the students' specific needs. Direct support might involve technical trouble-shooting, technical or language tutorials, or homework help; this support may come from anyone associated with this project, i.e., faculty members, Peer Mentor or Instructional Computing Assistant.

**Explanation of how project reduces time to certificate or degree**

In addition to enhancing the learning experience for all students, providing more direct support for online Hawaiian language learners may reduce attrition, thus enabling students who would otherwise fail or drop out of the course achieve success and complete their language requirements in a more timely fashion.

2. **Effectiveness Indicators/Outcomes and Benchmarks (3 points)**

**Outcomes**

We hope to facilitate student achievement on the following outcomes:

- student gains daily, minutes, hours of practice using Hawaiian Grammar and Vocabulary
- student applies content learned in class with real-life experiences
- student completes ALL assignments in a timely matter (with the help of mentor)
- empower both students and peer mentor in Hawaiian Language learning and teaching

01/31/2013 ca
• student work with peers, role models and gain interest in language teaching through technology

**Benchmarks**

• Students who use Peer Mentoring services will be asked to complete surveys which will measure satisfaction with various parts of the service and their overall satisfaction with the service. An instrument using a Likert Scale will be used, e.g., rating from 1 for not satisfied to 4 for very satisfied. At the end of the project all surveys will be analyzed with an expected outcome of an overall average above 3.0.

• Improve course completion rate by 5% and improve course success rate by 5%.

• Increase demand for the course, perhaps as much demand as is needed for an additional section, by marketing the course, informing students of the added support.

3. **Background Research (1 point)**

**KapCC’s Hawai’i Graduation Initiative Team: Fall 2012 Survey of Part-Time Students**
The team distributed a survey to 3,668 part-time students (as of the fifth week of the semester) and 528 students responded. Responses indicated a desire for more online courses: 31.65% of respondents indicated that they were not enrolled full-time because “there were not enough online courses.” and 46.12% of participants cited “Offer more online courses” as a factor that would have helped them enroll full-time.

**Fall 2011 CCSSE Distance Ed Survey (CDES)**
In October 2011, KapCC’s Office for Institutional Effectiveness administered an in-house adaptation of the Community College Survey of Student Engagement (CCSSE) to online students; the instrument was adapted for online learners. The report of this study noted that part-time students comprise 71% of the total distance education population. Survey results indicate that online classes seem to create a sense of isolation among the respondents; a third of the students never communicated with their fellow students through online media (Use of Student Support, p.5). Authors of the study concluded that “Students may also struggle with the technical aspects of online classes. Although two thirds of the students received tutorials, only about half indicated that the technology used for the class was easy to master. Improving collaborative learning environment and increase technical support for online classes emerge as two areas to focus for online instructors and student support services (Use of Student Support, p.7).”

**Xu and Jaggers, Adaptability to Online Learning: Differences Across Types of Students and Academic Subject Areas, Community College Research Center**
Investigators Xu and Jaggers analyzed a large administrative dataset including nearly 500,000 online and face-to-face courses taken by more than 40,000 degree-seeking students who initially enrolled in one of Washington State’s 34 community or technical colleges during the fall term of 2004. Xu and Jaggers explored the overall impact of online learning on student outcomes found robust negative estimates on both course persistence and (among course completers) course grade, indicating that many students had difficulty adapting to the online context. They also examined course subjects that students preferred to take online rather than face-to-face, finding that students preferred to take “difficult” courses (with mathematics being a frequently cited example) in a face-to-face setting, while “easy” courses could be taken online. Students also explicitly identified some subject areas that they felt were “poorly suited to the online context” (p. 8), such as laboratory science courses and foreign-language courses. (Xu and Jaggers, Adaptability to
4. **Relationship to Campus and UHCC Strategic Plans** *(1 point)*

This project addresses the following outcomes of KapCC's Strategic Plan 2008-2013 and the UHCC Strategic Plan 2002-2010 Update; Strategic Outcomes and Performance Measures, 2008-2015:

- 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.
- Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.
- Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.

The project will implement the following strategies from the KapCC Strategic Plan:

- Improve outreach to Native Hawaiian students by developing better communication technologies and appropriate distance learning courses. [A1B]
- Create learning environments based on Hawaiian values that foster community and student engagement and allow for the changing needs and expectations of students, faculty and staff. [A3B]
- Provide, maintain and make visible fully accessible student support services to improve student success rates. [B4B]
- Increase the number and improve the quality of online and hybrid classes. [B5A]
- Support the development, implementation, evaluation, and improvement of learning materials and pedagogies based on research-based best practice. [E1C]
- Invest resources to provide technology support to students. [F2D]

This project will also advance the following strategies from the Comprehensive Program Review, Liberal Arts 2013-2016:

Re/design and create courses which include innovative pedagogy, updated content and alternative delivery methods.

Support programs and faculty initiatives that promote student engagement, learning, and achievement.

This project aims to create learning environments that promote values of aloha, mālama, and ōla mau (language perpetuation) by offering online HAW 101 courses that are rich, supportive, high-quality learning environments agile enough to address varying needs of a diverse student body. The learning environments would include highly interactive supplemental course materials that leverage the multimedia, multimodal aspects of technology to support student success. A major component of this rich ecology of learning will be a Peer Mentor who will provide additional support for students in technical and instructional aspects of the course. Many students enrolled in Hawaiian language courses are native Hawaiians; this project will improve outreach to that community.
5. **Scalability (1 point)**
This student success strategy could be implemented in other Hawaiian and foreign language courses being taught online. Much of the support material, e.g., tutorials on installation of the Hawaiian language keyboard and interactive web pages with instructional tutorial and interactive learning and assessment activities could also be used by Hawaiian language courses taught face-to-face. The interactive web pages which include self-checks and activities like flash cards, sound files, cross-word puzzles, and map quizzes could be used for multiple delivery systems, i.e., face to face technology-enhanced, hybrid/blended and online. Peer mentors could be recruited from all languages that offer 102 or 200 level courses and this may also improve the fluency of those students who are peer mentors.

6. **Sustainability (1 point)**
Maintaining and updating the technical tutorials can be done by existing CELTT interns, student employees and staff. Peer Mentoring support services could be worked into Service Learning or Internships or into an Independent Study course in HAW so that paying for peer mentors won't be a perpetual cost.

An experimental course on Hawaiian language pedagogy could be developed for students in the AA in HWST, or for elective credit for HAW/HWST/Ed majors. These students would do practicum as Peer Mentors for the online introductory HAW language classes.
Attachment 1

SIGNATURE PAGE
AY 2013-2014 UHCC Part Time Student Project Proposal
Deadline for Proposal Submission: April 12, 2013

Project Title: Peer Mentoring for Online HAW Language Class
Proposer's Name: 'Iwalani Tasaka (Mary Hattori, secondary)

Date: April 12, 2013

College: Kapi'olani Community College
Budget Request: $19,608.39

Certification by Proposer

I certify that I have consulted with and submitted this proposal in a timely manner to the appropriate (A) institutional research office, (B) business office, and (C) human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal. I understand I will have primary responsibility for monitoring any funds awarded and agree to maintain accurate and current records of expenditures consistent with the attached budget.

Signature: 2013

Name: 'Iwalani Tasaka
Title: Associate Professor, Hawaiian

Confirmation of Support by Dean or Division Chair

I have reviewed and support this proposal.

Signature: 2013

Name: Charles Sasaki
Title: Dean of Arts & Sciences OR Division Chair of

Confirmation of Campus Approval by Chancellor/Vice Chancellor of Academic Affairs/
Vice Chancellor for Student Affairs

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

Signature: 2013

Name: Louise PAgotto
Title: Chancellor / Vice Chancellor of Academic Affairs / Vice Chancellor for Student Affairs

04/12/2013 ca
Attachment 2

**BUDGET SUMMARY**
**AY 2013-2014 UHCC Part Time Student Project Proposal**
**Deadline for Proposal Submission: April 12, 2013**

Project Title: Peer Mentoring for Online HAW Language Class  
Campus: Kapūolani 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.

The relationship between the requested expenditures and the project’s effectiveness indicators/outcomes and benchmarks **must be addressed specifically** in the project proposal.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PERSONNEL</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Student Assistant to serve as peer mentor, A4-1, 20 hours per week per semester in spring</td>
</tr>
<tr>
<td>A2</td>
<td>Student Assistant (tech support), A4-1, 30 hours/week in summer, 20 in fall, 10 in spring</td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL</strong></td>
<td><strong>$14,608.39</strong></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SUPPLIES</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>SoftChalk 7.0 Licenses for content creation to support students</td>
</tr>
<tr>
<td>B2</td>
<td>Two computers with MS Office Pro and Acrobat Pro to be used for program work</td>
</tr>
<tr>
<td><strong>TOTAL SUPPLIES</strong></td>
<td><strong>$5,000.00</strong></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EQUIPMENT</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>None</td>
</tr>
<tr>
<td>C2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EQUIPMENT</strong></td>
<td><strong>$0.00</strong></td>
</tr>
<tr>
<td><strong>TOTAL BUDGET REQUEST</strong></td>
<td><strong>$19,608.39</strong></td>
</tr>
</tbody>
</table>

---

<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 (for FY2013) are as follows: faculty/staff 41.48%; graduate assistant 9.55%; casual hire/overload 2.06%; student 0.46%. Please confirm the current fringe benefits rate with your human resources or business 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.

01/31/2013 ca