May 10, 2013

To: Philippe Gross, Kapi"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, “Accelerated Hybrid Weekend Courses Targeting Part Time Students,” in the amount of $11,701.00. The project focuses on designing, implementing, and assessing accelerated weekend courses using the flipped classroom model to increase part time students’ time to degree completion and or transfer. The reference number for your project is PTSI-2.

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 (gayiel@hawaii.edu) with a copy to Suzette Robinson (suzette@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/OVPCC/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.

cc: 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 Tsuhako, 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>
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<tbody>
<tr>
<td>1. Project Summary</td>
<td>3</td>
<td>Concise description of project, including the following:</td>
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<td>- Actions to be taken and resources needed</td>
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<td>- Data supporting need for project (no attachments)</td>
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<td>- Explanation of how project reduces time to certificate or degree</td>
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<td>- Prior year's outcomes for continuation projects</td>
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<td>2. Effectiveness Indicators/Outcomes and</td>
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<td>Specific explanation of how project's effectiveness will be assessed, including the following:</td>
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<td>Benchmarks</td>
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<td>- Effectiveness indicators/outcomes</td>
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<td>- Benchmarks (numeric and percentage)</td>
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<tr>
<td>3. Background Research</td>
<td>1</td>
<td>Concise explanation of background research (with citation information) for project</td>
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<td>4. Relationship to Campus &amp; UHCC Strategic</td>
<td>1</td>
<td>Discussion of project's relationship to campus &amp; UHCC strategic plans, including the following:</td>
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<td>Plans</td>
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<td>- Specific references to and copies of applicable sections of plans</td>
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<td>- Brief explanation of relationship between project and referenced sections</td>
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<td>5. Scalability</td>
<td>1</td>
<td>Discussion of project's scalability (on campus and/or to other campuses)</td>
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<td>6. Sustainability</td>
<td>1</td>
<td>Discussion of project's sustainability (after UHCC project funding ends)</td>
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<td><strong>TOTAL</strong></td>
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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 ca
Project Title: Accelerated Hybrid Weekend Courses Targeting Part Time Students  Date: April 8, 2013

Budget Request: $11,701     College: Kapiʻolani Community College

Proposer’s Name: Philippe L. Gross, Ph.D.     Proposer’s Email Address: grossphi@hawaii.edu

1. Project Summary (3 points)

Problem to be addressed (Data supporting need for project): Data from Complete College America (2011) has shown that 4 of every 10 public college students are part-time students, and part-time students rarely graduate (see background research below). The report’s striking conclusion is that “the longer it takes, the more life gets in the way of success.” In addition to this national survey, KCC’s Hawaii Graduation Initiative Team conducted its own survey in 2012. When asked “What factors would help you to enroll in 15 credits AND complete all 15 credits at the end of the semester?” 45% selected “more online courses,” and 27% selected “more weekend (Saturday)” courses. To address this issue, I am submitting this proposal for your consideration.

Actions to be taken: The goals of this project are: (a) design two hybrid courses (flipped classrooms) during Summer and Fall 2013, (b) reach out to part time students to enroll in these two courses during Spring 2014, (c) deliver both courses during the Spring of 2014, and (d) assess success of the project and formulate strategies for improvement, scalability and sustainability.

The courses to be offered would be: (a) Introduction to Psychology (PSY100) and (b) Psychology of Personality (PSY260). Each course would be offered over a 6-week period with face-to-face (F2F) meeting on Saturdays from noon to 3:30pm and daily online learning assignments (i.e., 5 days a week).

The proposed PSY100 course would begin January 18, 2014 and end on February 22, 2014. The following PSY260 course would begin March 1 and end April 5, 2014.

The proposed courses will be designed based on the flipped classrooms approach and will require students to perform daily activities outside of class, including watching videos, doing psychology lab exercises, and/or taking a variety of tests and quizzes. It is anticipated that each of the 30 activities for these courses would require an average of 5 hours of preparation (total of 2 courses*30 activities*5 hours=300 hours); hence the request for resources below. In addition, specific in-class activities will be developed to engage the students and allow them to discuss, explore, demonstrate, and further solidify their new knowledge (no additional resources are asked for this since such preparation time is expected for all courses).

Note that flipped classrooms can be challenging to develop. In 7 Things You Should Know About Flipped Classrooms (Educause, February 2012) the authors note some downsides to the flipped classrooms, including students’ complaints about reduced face-to-face lectures and/or lack of enthusiasm at coming to class. These noted downsides must be mitigated by creating meaningful class activities that engage the students, improve their learning, and count toward their final grades (that is, by using both intrinsic and extrinsic motivators).

How part time students will be targeted: To recruit part time students to enroll in these two proposed courses, the project manager will work with counselors and inform them of the project and its benefits for part time students. Other approaches to contact part time students to inform them of this project will be explored as well.

How the project reduces time to certificate or degree: This project is to pilot test the feasibility of offering accelerated hybrid courses (i.e., over the weekend and online) to help part time students decrease the amount of time needed to
complete their AA degrees and attempt to build a learning network by encouraging students to sign up for two popular psychology classes. The ultimate goal of the project is to serve the needs of a growing segment of the student body that have been unable to take more classes during regular weekdays because of work and/or family obligations.

The reasons why this approach may be successful to increase students' engagement are as follows: Pure online classes often lack the motivational elements that a face-to-face class can offer and traditional F2F classes are time consuming (e.g., travel time during busy hours and parking challenges during the week). By providing online assignments (e.g., videos, psychology labs, and online quizzes) and using class time for class discussions, group projects, dynamic lectures, and other class exercises, an hybrid class can increase efficiency without losing any of the benefits of traditional courses. Additionally, research as shown that a supportive student’s network can decrease attrition rates and increase students' overall success (see Complete College America Report, 2011).

Resources needed: Funding to hire one lecturer to permit 3 credits of release time for the proposer, so that he can work on: (a) Development of two hybrid courses, (b) Developing project assessment tools, and (c) reaching out to part time students during Fall 2013. Additionally the project asks for 160 hours of overload time during Summer 2013 (120 hours) and Spring 2014 (40 hours) for early development of accelerated hybrid course and assessing and reporting project outcomes at the end of the project.

Budget requested for Summer 2013: $3,673. That is 120-hour overload (i.e., 20 hours a week for 6 weeks from July 1, 2013 until August 9, 2013) at Instructor level 2 rate of $30.61. $30.61*120h = $3,673.

Budget requested for Fall 2013: 3 credits for lecturer replacement: 3* $1,603= $4,809 + $1,995 (fringe benefit of 41.49%) = $6,804.

Budget requested for Spring 2014: 40-hour overload for Level 2 instructor (rate of $ 30.61*40) $1,224.

Total budget for the project is $3,673 (Summer 2013)+$6,804 (Fall 2013)+$1,224(Spring 2014)= $11,701.

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

The effectiveness of this proposed project is to be measured with the following indicators:

(a) Class enrollment: This will be calculated by dividing the number of students enrolled in each class by 35 (which is the maximum number of students allowed per class).

(b) Attrition rates. This will be calculated by dividing the number of students who did not complete the class by the number of students who were enrolled on the first day of class. The operational definition for non-completion or course work is the failure to participate in the activities of the class, including not taking exams and failure to turn in class projects. Benchmark: 10% fewer drops/withdrawals than in online classes.

(c) Success rates. This will be calculated by dividing the number of students who earned a C grade or better by the number of students who completed the course. Benchmark: 5% higher success rate than online and regular classes.

(d) Pass rates. This will be calculated by dividing the number of students who earned a D grade or better by the number of students who completed the course. Benchmark: 5% higher success rate than online and regular classes.

(e) Fail rates. This will be calculated by dividing the number of students who completed the course work but failed to do so at a passing level by the number of students who completed the course. Benchmark: 5% higher success rate than online and regular classes

(f) Course Learning Report: We will use the existing course learning report (CLR) to assess class success for each SLO. Success rates for the project will be compared to the success rates of the existing courses. Benchmark: An average of 5% higher success rate for all SLOs
(g) Students feedback: Students who participate in this pilot project will be asked to monitor their progress (e.g., comment on class participation and completion of assignments) and to report on the benefits and challenges of the pilot program. Suggestions for improvement will be encouraged.

(h) Student network maintenance rate: This will be calculated by dividing the number of students who enrolled in the second Psychology class by the number of students who successfully completed the first course. Benchmark: 25% (note that this benchmark is harder to calculate because of a lack of prior data)

(i) Students demographic and status questionnaire to measure individual progress (i.e., number of credits taken thus far, number of credits taken during Spring Semester, number of years in school, personal challenges to getting a degree, etc.).

Note that the data may be analyzed further based on demographics and other unforeseen factors.

Background Research: Data collected from campuses in 33 states, representing more than 10 million students, were analyzed for a comprehensive report by Complete College America and published in 2011 under the title: “Time is the Enemy.” The findings are a wake-up call: “4 of every 10 public college students are able to attend only part-time” (p. 2) and, most critically, “Part-time students rarely graduate” (p. 3). The report’s striking conclusion is that “the longer it takes, the more life gets in the way of success” (p. 3). The situation is so dire that the report calls for immediate action, specifically: “It's time to rethink scheduling and programs to help more students attend full-time” (p. 8) and proposes several actions, including (a) the use of block schedules to help students manage their time; (b) reducing the amount of time students must be in class; and (c) forming peer support and learning networks among students in the same program.

Kapi'olani Community College, through the KCC's Hawai'i Graduation Initiative Team, conducted its own survey in 2012. The survey was sent out to 3,668 students who were part-time at the time of census (fifth week of the semester) and 523 students responded. When asked “What factors would help you to enroll in 15 credits AND complete all 15 credits at the end of the semester? 45% selected “more online courses,” and 27% selected “more weekend (Saturday) courses.” To the question “What factors would have helped you to enroll full-time (12 credits or more) at KCC?” 46% selected “Offer more online courses” and 28% selected “Offer more weekend courses (Saturday).” When asked “Why did you not enroll full-time (12 credits or more)?” 32% selected “Not enough online courses offered” and 21% selected “Not enough weekend courses (Saturday) offered.” (Note that the students were asked to respond on a scale that included “not at all,” “not much,” “much,” and “very much.” The positive responses cited here combined the “much” and “very much.”)

3. Relationship to Campus and UHCC Strategic Plans (1 point)

The proposed project directly addressed KCC Collegewide Strategies number 3: Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence by: 1) “improving technology-enhanced learning environments” and “promoting the effective use of student engagement pedagogies such as learning communities, service-learning, gatekeeper course initiatives, online classes and tutorials” and number 4: Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer, specifically “7) improving alternative delivery classes and programs.” (See Strategic Plan 2008-2015: Framework, Process, and Context).

The proposed project also addresses the UH CC strategic plan’s goal to “increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.” (See UHCC Strategic Plan 2002-2010 Update; Strategic Outcomes and Performance Measures, 2008-2015).
4. **Scalability** (1 point) Assuming the pilot project is successful, the same methodology could be replicated by other disciplines or departments willing to teach hybrid courses or courses during the weekend. The added courses would not affect classroom allocation since most classrooms are empty during the weekend. An added benefit is that the project would free classroom space allowing more traditional students to attend classes on campus during regular teaching hours.

5. **Sustainability** (1 point) Once in place, this particular project does not require additional funding to be maintained (i.e., courses would need a minimum of students to pay for itself) the only limitation would be staff willingness to teach during the weekend. Fortunately, there is no shortage of staff or lecturers willing to teach outside of the standard scheduling, thereby insuring that the project could be sustainable.
SIGNATURE PAGE
AY 2013-2014 UHCC Part Time Student Project Proposal
Deadline for Proposal Submission: April 12, 2013
Project Title: Accelerated Hybrid Weekend Courses Targeting Part Time Students Date: April 9, 2013
College: Kap'olani Community College Proposer's Name: Philippe L. Gross, Ph.D.
Budget Request: $11,701

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: ___________________________ Date: 4/12/2013, 2013
Name: Philippe L. Gross
Title: Instructor

Confirmation of Support by Dean or Division Chair
I have reviewed and support this proposal.

Signature: ___________________________ Date: April 12, 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: ___________________________ Date: 4/12/2013
Name: Louise Pagotto
Title: Chancellor / Vice Chancellor of Academic Affairs / Vice Chancellor for Student Affairs
## BUDGET SUMMARY

**AY 2013-2014 UHCC Part Time Student Project Proposal**

**Deadline for Proposal Submission: April 12, 2013**

**Name of Project:** Accelerated Hybrid Weekend Courses Targeting Part Time Students

**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.

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

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<th>DESCRIPTION</th>
<th>BUDGET</th>
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<td><strong>A</strong></td>
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<tr>
<td>Personnel¹</td>
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<td>A1</td>
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<td>Lecturer replacement and staff overload</td>
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<td>A2</td>
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<td>Fringe benefits for lecturer replacement</td>
<td>$1,995</td>
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<td>**TOTAL PERSONNEL</td>
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<td><strong>TOTAL EQUIPMENT</strong></td>
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<td><strong>TOTAL BUDGET REQUEST</strong></td>
<td><strong>$11,701</strong></td>
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¹ **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 41.49%; graduate assistant 9.55%; casual hire/overtask 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.

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

³ **Equipment:** Equipment is defined as any one item costing $5,000 or more.

01/01/2013 ca