January 13, 2014

To: Philippe Gross, Kapi'olani Community College

From: John Morton, Vice President for Community Colleges

Subject: AY 2013-14 Part Time Student Innovation Projects REVISED

The UHCC System is pleased to support your project, "Accelerated Hybrid Weekend Courses Targeting Part Time Students," that includes a supplemental budget increase in the amount of $5,000.00. The total amount of the revised award is $16,701. Your 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 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/OVPPCC/strategic_planning/strategic_plan_2008_2015.php;
   - Results on the measurable outcomes compared to baseline data 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
    Brian Furuto, 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

Project Title: Accelerated Hybrid Weekend Courses Targeting Part Time Students  Date: April 8, 2013
Budget Request: $11,701  College: Kap'olani 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 3:30 pm 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

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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 Hawaii 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 26% 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: Kapi'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: 4/18/2013, 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
**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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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/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.

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.
Supplemental Budget Request for the Project: Accelerated Hybrid Weekend Courses Targeting Part Time Students

1. Rationale for the added request

a. Reasons why the supplies are needed now
   As of the date of this request, both pilot courses, PSY 100 and PSY 260, have sufficient enrollment and will not be cancelled and I have engaged KCC’s Center for Excellence in Learning, Teaching and Technology to provide consultation and course development support. Per CELTT Coordinator, Assoc. Professor Mary Therese Hattori, this supplemental request is being made with CELTT’s commitment to support the equipment being requested and continue collaboration to ensure successful delivery of the course. If the pilots are successful, they will be used as a model for other similar course development at Kapi‘olani CC through CELTT.

Flipped classroom pedagogies require rich, interactive web-based multimedia content and to support my work in this area, CELTT has just committed the services of a student intern to this project. Additional software licenses for SoftChalk and a laptop would enable more people like this intern to assist with development and maintenance of course materials and the course website. A tablet is requested for the purposes of testing the multimedia content on a mobile platform and also to provide a portable way for students to view the material on campus should they have technical difficulties at home. CELTT is interested in testing the potential of such alternatives for students in flipped and technology-intensive courses; this kind of resource can be scaled up for other courses, programs, and on-campus learning centers.

b. Reasons why the supplies were not included in the original proposal.
   Thus far, development of course materials, websites, and in-class activities is progressing well, the PSY 100 course website has been enhanced with student success materials, and additional resource needs have recently been identified in the course of this work. These needs were not anticipated at the time of the grant application as this is our (me and CELTT) first formal flipped classroom project. The availability of a student intern was also not known at the time of the writing of the initial grant application.

   The floor mats are being identified as a resource need based on direct experiences with PSY classes this semester. The grant application was submitted prior to the start of this semester, thus this need was not projected at that time. This semester, students and faculty have noted that the present classroom environment is not conducive to deep appreciation and understanding of concepts such as effective behavioral and cognitive techniques (progressive relaxation techniques, visualization techniques, and pain management techniques).

c. Who will be using the floor mats and the computer, mobile tablet, and software.
   These resources will be used by students enrolled in the class and by me and CELTT staff as we develop, test, and deliver course content. I will maintain responsibility for all resources with support from CELTT.
The mats will be kept in a large currently empty closet in the back of the psychology classroom. Those mats will be available to all psychology faculty for their classroom needs.

d. How the added materials will help meet the project outcomes.
The primary goal of this pilot project is to help part time students graduate faster by providing a learning environment that better meet their needs. The accelerated, flipped classroom model capitalizes on technology to achieve this goal. However, technology can either be a barrier or a catalyst, depending on its implementation.

The technology resources will enable more rapid development of course materials and website, as more people will have the ability to work directly on the project with devices dedicated to the work. Mobile devices will be a good alternative for students enrolled in the class who might experience difficulties accessing the course materials off campus. We have experienced technical issues such as the Laulima and Firefox incompatibilities that prevent external web resources from displaying properly, and want to mitigate potential barriers to student success. The floor mats are a low-cost way to easily enhance the classroom environment and ensure a positive experience for students as they do classroom activities. These activities will permit them to experience concepts and techniques, rather than just hear about them or read about them. The quality of students' direct experiences is important for learning.

Finally, students are the best course promoters. If the students have a positive learning experience that exceeds their expectations, they will promote the model to others, thereby insuring sustainability of the project.

2. Original budget and revised budget

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**Notes Regarding Supplemental Supplies Request:**

1. **$900.00 – floor mats**, estimated cost per mat: $25, estimated quantity: 36.
   Mats are needed to enhance the current learning environment so that students can have first-hand experience of course content including:
   a. effective behavioral and cognitive techniques such as progressive relaxation techniques, visualization techniques, and pain management techniques.
   b. collaborative activities such as concept mapping, brain modeling, and debating.
   The mats will only be used for specific class exercises and are not meant to become a permanent fixture of the classroom. **$900.00**

2. **$4,100.00 - Computer, mobile tablet, and software** for development, testing, and distribution of multimedia content.
   The online component of these flipped learning environments will include highly interactive supplemental course materials that leverage the multimedia, multimodal aspects of technology to support student success. Additional technology supplies such as mobile device and portable computer would enable more rapid development of content, testing on different platforms to ensure that more students can access content through multiple devices, and provide students who have technical or access issues with an alternative way to view the content.

**Total supplemental request for supplies: $5,000.00**