September 10, 2014

To: Catherine Thompson, University of Hawai‘i – Maui College

From: John Morton, Vice President for Community Colleges

Subject: AY 2014-15 Part Time Student Innovation Projects

The UHCC System is pleased to support your project, “Maui County Part Time Student Survey” in the amount of $29,041.00. The project focuses on developing a stronger network of support to meet the needs of the part-time students at the University of Hawai‘i – Maui College and the entire community of Maui County though assessment of current course needs.

The project funding is subject to the following requirements:

1. Implementation will occur in Academic Year 2014-2015.
2. All funds must be expended, not just encumbered, by June 30, 2015.
3. 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, 2015.

The final report should outline:

2. Results on the measurable outcomes compared to baseline data identified in your application.
3. 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, 2014. 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: Clyde Sakamoto, Chancellor
    Peter Quigley, AVPAA
    John McKee, VCAA
    David Tamanaha, VCAS
    Cindy Yamamoto, Fiscal Officer
    Suzette Robinson, Director for Academic Programs
    Gayle Ishii, Academic Support
    Lisa Tshuhako, Budget Specialist
    Cory Ando, Part Time Initiative Committee Chair

Attn: Final Report template
Spring 2014 UHCC Part Time Student Project Proposal Form
Deadline for Proposal Submission: October 1, 2013

Project Title: ___Maui County Part-time Student Survey__________ Date: ___May 15, 2014___

Budget Request: $__29,041__________ College: ___University of Hawaii Maui College___

Proposer’s Name: Catherine A. Thompson, EdD Proposer’s Email Address: _catherin@hawaii.edu

I have submitted a proposal to have this project funded to the following Advisory Board(s):

- UHCC Developmental Education Innovations
- UHCC Perkins Innovations
- Achieving the Dream

Other: __________________________

I. Project Summary (3 points)

• Actions to be taken and resources needed

The University of Hawaii Maui College (UHMC) would like to conduct and market a countywide survey to assess scheduling and educational support needs of currently enrolled part-time college students as well as potential students in our three island county. Our diverse geographical locations with many rural areas, as well as our more centrally located areas are populated with people from various cultural and educational backgrounds who present complex and complicated scheduling concerns for the college. We have not formally researched students’ needs, potential students’ needs, community needs, and employers’ needs for over ten years, and it is time to update that data so that we can more effectively provide educational opportunities to this diverse population.

The countywide survey, which would include data from Maui, Molokai, and Lanai, can provide UHMC with information that can help us determine the efficacy of current programs and scheduling, as well as providing insight into other workforce/training/educational needs that we could meet to benefit our county, both in the long-term and in the short-term. UHMC is the college for all three islands, and, as such, has keep abreast of the changes that transpire on all three islands. This survey could allow us to do that.

The goals of this project are to (this was taken from J. Kalk’s proposal for Kauai CC)

Provide faculty and staff with overload time to develop or adapt a survey (Kapiolani Community College did a similar survey) to identify the best way to serve the part-time students addressing preferred time of day, day of the week, and mode of instructional delivery; (b) use/purchase local radio, newspaper, and blast e-mail list-serves to distribute the survey (some electronically and some paper forms); and (c) assess survey results and conduct follow-up focus groups by related program. (almost verbatim)
All of these goals will need to be addressed on each island of Maui County – Maui, Lanai, and Molokai. The principal researcher will coordinate the projects and work with staff on each island to gather the data. The principal researcher will be responsible for analyzing the data, and presenting the results to the appropriate bodies for considerations in scheduling.

- **Data supporting need for project (no attachments)**

As noted above, we have not conducted a countywide survey of students’ and the workforce’s needs and desires for college courses, programs, and scheduling for more than ten years. With the economic changes in the islands, the immigration patterns, and the push for 55% of our workforce population to have a college degree by 2025, it is imperative that we proceed with planning for part-time students with as much information about what is needed as is possible.

Currently, our Spring 2014 general enrollment for the college is 3,814 students. Full-time students number 1,225, and part-time students number 2,589. That means that 68% of our students in 2014 are part-time students. In order to provide them with the best possible solutions for credit courses, for scheduling, and for the chance to complete a certificate or degree in a timely manner, we need to know what they need and/or what they want. This survey could allow us to do that.

The purpose of this project proposal is to secure funding to develop and implement a Maui County survey. Thus, the completed survey has not yet been fully developed. As noted in the previous paragraph, most of our students at UHMC are part-time students. All the questions on the survey will be applicable to both part-time and full-time students, but the demographic variables of island of residence, part-time (6 credit or less), part-time (7-11 credits), and full-time (12 credits or more), age, educational goal(s), major, current employment status (how many hours per week), and willingness to enroll if the scheduling were appropriate will allow us to analyze the data according to who prefers or needs what with regard to scheduling. Thus, some sample questions will include information about:

1. What days and times would be good for them for classes – including live, Skybridge, hybrid, or online classes?
2. Would they consider hybrid classes - part on campus/SKY and part online and when – days and times?
3. Do they take most of their classes live or online?
4. Do they take most of their classes at night or during the day?
5. Would they be enroll in Saturday or Sunday classes - 3 hours or all day?
6. Would they enroll in Friday night/Saturday classes for fewer weeks?
7. Would they prefer that online classes be 10 or 12 weeks rather than 16 weeks (or some other number of weeks configuration)?
8. Would providing scheduling that suits their lifestyle better enable them to complete their degree/certificate more quickly?
9. What kind of scheduling would best suit their needs?

Thus, all the survey questions will be related to part-time students and how we can help them achieve their and our goals more quickly. The number of part-time students is 68% of the college population, so at least 68% of the questions will be directly related to part-time students!

In sum, the countywide survey can provide us information about part-time students with regard to:

- The need for credit and non-credit training/certification programs not currently offered
- Scheduling and Access preferences
- Career Guidance needs
- Support Services needs
- Prior Learning Assessment potential

- Explanation of how project reduces time to certificate or degree

The results of this survey will provide us with information that will allow us to assess how we can best use flexible scheduling and course delivery methods among our three islands to help reduce the time it takes students to obtain their certificates or degrees. According to the Part-time Student Profile (S. Robinson, 2014), situational barriers can be addressed by offering different/alternative course scheduling, as well as using other potential solutions. This survey can help us do that by identifying how the course scheduling can be used to accommodate students' and potential students' family and work obligations.

For example, if shorter classes (6 or 10 weeks versus 16 weeks) would accommodate them better, we could implement cohorts that might provide both situational and attitudinal support to part-time students and lessen their time to completion of their goal. If we find that part-time students have more time available, we might consider offering Block Scheduling. If we can offer scheduling that accommodates students' needs better, it is only logical to conclude that they might be able to earn more credits per academic year and shorten their time to completion. If we can schedule at appropriate times and in appropriate cycles with the General Education courses and the program courses, we can alleviate some of the situational barriers that prevent part-time students from completing their programs of study.

As noted in the Complete College America article, adequate scheduling and timing of courses can enable students to make informed choices, avoid earning unnecessary credits, and avoid wasting dollars and time on unnecessary courses. Finding out when they are most available to take courses is the first step in accomplishing these goals.

Thus, analyzing and then using the data to make informed choices is what will make the difference in helping part-time students earn 12 credits in an academic year, or shortening the time-to-degree for part-time students. Without the data, we cannot plan effectively. We will always be guessing what will work. Thus, far, our guesses have not been providing optimal results. We cannot guarantee that offering our courses more in alignment with part-time students' needs will lead to more credits earned in an academic year, or shortening the time-to-degree for part-time students, but we will be hard pressed to accomplish those two goals without a strong foundation of what part-time students need.

2. Effectiveness Indicators/Outcomes and Benchmarks (3 points)
The effectiveness of the proposed project will be measured in the following ways:

a. Comparison of current offerings in relation to suggestions from the community – what we are doing that works and what doesn’t seem to be working
b. Class enrollments after implementation of reasonable changes in offerings – raising class enrollments by 5% for part-time students and raising number of part-time students who complete at least 12 credits in an academic year, or shorten the time-to-degree for part-time students
c. Attrition rates Benchmark: 5% fewer dropouts/withdrawals for part-time students
d. Success rates Benchmark: 10% higher success rate than online and regular classes currently offered to part-time students
e. Student’s Feedback on changes (suggestions for improvement will be encouraged)

3. Background Research (1 point)

The Complete College America article, “Time is the Enemy,” reports that (information taken from Kalk’s proposal, but article also read by principal researcher):

• Non-traditional Students are now the majority.
• 75% of students are college commuters, often juggling families, jobs, and school.
• Only 40% of part-time students graduate.
• Only 12.2% of part-time students graduate in 2 years with a 1-year certificate.
• Only 7.8% receive a 2-year degree in 4 years.

At UHMC our statistics are even more disconcerting: Over half of our students are non-traditional by age alone, 25 years or age or older (n=1950), with 856 students falling between 35 to 59 years of age and 119 students aged 60 and over.

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

Knowing who our current and potential students are and what they need and want will help to better serve the state of Hawaii, and the County of Maui, in particular, by aligning what is needed with the UH System Strategic Plan and with UH Maui College’s Strategic Plan. Copies of both strategic plans are included below, and our Countywide Survey will help us reach our goals in almost every instance. In a recent WASC accreditation visit, this was a concern by the accreditors. This Countywide Survey could help address that concern.

These are the University of Hawai‘i System Strategic Outcomes and Performance Measures, 2008-2015:
• To 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.
- To increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions.
- To contribute to the state's economy and provide a solid return on its investment in higher education through research and training.
- To address critical workforce shortages and prepare students (undergraduate, graduate, and professional) for effective engagement and leadership in a global environment.
- To acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University's resources for a sustainable future.

The information from this Countywide Survey is directly tied to each of these Outcomes and Performance Measures. We have to know who we are serving and what their needs are to serve them well. This Countywide Survey will help us accomplish these goals.

These are the Goals from the University of Hawai’i Maui College's Strategic Plan. This Countywide Survey provides information that will be integral in meeting each of these goals, some more specifically than others, but all require knowing our market and how to help part-time students achieve their dreams.

College Goals

The energies and resources of the College will be focused on achieving five key strategic goals. These will be revisited and updated regularly in order to satisfy recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) and to meet the changing needs of the College and the community.

Goal 1

Educational Effectiveness and Student Success

Embrace a culture of excellence and performance as the hallmarks of effective student learning and success.

Objective 1:
Achieve a shared institutional culture that makes student learning and success the responsibility of all.

Action Strategies
1. Maintain all aspects of the College as a learning-centered institution.
2. Provide instructional methods, technologies, materials, facilities, and academic support services that accommodate students of varied learning styles, backgrounds, interests, and abilities.
3. Provide students with access to a seamless UH system with full articulation between all campuses.
4. Engage students in active learning.
5. Use technology to enhance student learning and the quality and efficiency of student service functions.
6. Expand student support, including counseling and academic support services, at Hana, Moloka‘i, and Lana‘i Education Centers.
7. Address the need for remedial and developmental programs.
8. Facilitate the faculty role as coach, mentor, and tutor.
9. Develop and support service learning and community service opportunities.
10. Implement a state-of-the-art student information system that supports a continuing relationship with students from recruitment to alumni status.
11. Complete instructional and academic support reorganization.
12. Provide full student support services, including advising, tutoring, counseling, and library services, that increase student retention and success in a learning-centered environment.
13. Create seamless instructional and support services, offering academic intervention at the earliest indication that a student is experiencing difficulties.

Objective 2:
Achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.
Action Strategies
1. Create a learning environment where diversity is valued and embraced.
2. Support the well-being of each individual in an atmosphere of open communication, integrity, and mutual respect.
3. Value and encourage innovation, collaboration, and creativity.
4. Encourage excellence in faculty and staff performance by offering opportunities for professional growth and renewal.
5. Recognize experimentation and institutional transformation as an ongoing process.
6. Continue to recruit and retain a diverse faculty and staff.
Objective 3:
Develop and implement a comprehensive evaluation system for regular review of all educational and student service programs.

Action Strategies
1. Establish a comprehensive institutional effectiveness system that integrates assessment with planning, budgeting, and program implementation in a continuous improvement cycle.
2. Implement educational program review and assessment and learning outcomes to evaluate and improve student learning.
3. Evaluate curriculum to improve student learning.
4. Identify student learning goals established by instructional programs.
5. Identify and make public expected learning outcomes for degree and certificate programs.

Goal 2
A Learning, Applied Research, and Service Network
Engage in intellectual and educational activities that enable the county of Maui and the state of Hawai‘i to flourish.

Objective 1
Support the county and state economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH system and with other public and private educational, governmental, and business institutions.

Action Strategies
1. Foster and maintain a working partnership with the Department of Education that focuses on public education (P-20), teacher education, Hawaiian language and culture education, student preparation, and lifelong learning.
2. Expand training and workforce development programs, e.g. Dental Assisting, in coordination with county, state, and industry economic initiatives.
3. Include liberal arts education as the foundation for an educated community and a competent workforce.
4. Involve faculty in the development of an efficient articulation process based on trust among faculties and on student outcomes and competencies.
5. Maximize opportunities for students to enroll and transfer among campuses in order to achieve their educational objectives in a timely manner.
6. Maintain affordable, open door access to the College for Hawai‘i residents.
7. Cooperate, as appropriate, with other higher education institutions to provide high quality educational services to the county and to the state through such programs as the University of Hawai‘i Center, Maui.
8. Develop standards and criteria for awarding credit for learning outside of normal school organizations.
9. Support the collaboration of credit-non-credit offerings through coordination of resources and other strategies.
10. Facilitate dialogue and discussion with business and community partners to better serve workforce needs.
11. Determine the need for emerging specializations in the workplace; create partnerships between college and community representatives to address new program initiatives.
12. Reevaluate existing college programs to ascertain relevancy and effectiveness.
13. Seek external funding sources, e.g. National Science Foundation, to develop programs that promote economic diversification and high-end technology.
14. Partner with the community to identify educational and training needs and to determine how the College can best meet those needs.
15. Develop appropriate sustainable baccalaureate degrees.

Objective 2
Provide access for students, faculty, and staff to a first-class information technology infrastructure, support, and services that sustain and enhance instruction, applied research, and administrative services.

Action Strategies
1. Maintain and continuously fund basic technology infrastructure, training, and support that improve the efficiency and effectiveness of the entire college community.
2. Mainstream institutional response to distance learning and ensure that all professional development and support for technology enhanced teaching, learning, and student services are integrated to benefit campus-based instruction as well as distance learning.
3. Acquire needed equipment to meet the on-going technological needs of the college campuses on the three islands.
4. Support the request for increased staff in technology development and in academic support.
5. Become the primary provider of workforce development and technology training programs in Maui County and promote partnerships for the advancement of technology-based development.
Objective 3
Practice applied research for the discovery of knowledge.
Action Strategies
1. Promote applied research through collaboration across disciplines and among campuses.
2. Improve physical infrastructure by incorporating new facilities into the revision of the Master Plan, including a new science building; additional nursing, dental, and health classrooms and labs; and additional faculty offices.
3. Develop, implement, and support new applied research programs, including electronics engineering technology, computer engineering technology, PC-cluster technology, and biotechnology.
4. Provide faculty with professional development opportunities and technical skills to restructure science, math, engineering, and technology courses to meet emerging demands for trained workers.
5. Assist the DOE and the US Department of Education in the recruitment and retention of Native Hawaiian students majoring in science, math, engineering, and computer technology.

Goal 3
A Model Local, Regional, and Global College
Transform the profile of the College, positioning it as one of the world’s foremost multicultural centers for island and indigenous studies.
Objective 1
Establish Maui Community College as a preferred educational and training destination for local, national, and international students.
Action Strategies
1. Identify and capitalize on strategic markets for profit-generating programs, e.g. short-term training.
2. Encourage interaction between international students and students from local ethnic groups.
3. Continue support for the study of diverse cultures and languages to support Hawai‘i students who wish to explore their cultural roots.
4. Expand on- and off-campus intercultural and education abroad opportunities.
5. Facilitate worldwide networking and intercultural exchanges involving faculty, visiting scholars, administrative staff, and students.
6. Establish and continue partnerships with international education institutions.
7. Strengthen the recruitment of International students in both credit and non-credit programs.
8. Develop partnerships with private companies to address student housing needs.
9. Support the ongoing development of facilities and infrastructure at Hana and on Moloka‘i and Lana‘i.
10. Provide academic support services to promote student retention and academic success.

Objective 2
Strengthen the crucial role that the College performs for the indigenous people and general population of Maui County by actively preserving and perpetuating Hawaiian culture, language, and values.
Action Strategies
1. Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians.
2. Use the technological capabilities of the College to provide access to international conferences and workshops for indigenous peoples.
3. Facilitate informational workshops in Maui County communities.
4. Support full participation of Native Hawaiians in all matters of the College relative to the College’s efforts on affirmative action and equal employment opportunities in its educational mission and as an employer.
5. Promote the use of the Hawaiian language at all MCC campuses, as appropriate and consistent with the Hawai‘i State Constitution.
6. Increase funding and provide for the study, development, and research of the Hawaiian language, culture, and history at all MCC campuses, as consistent with the Hawai‘i State Constitution.
7. Encourage Native Hawaiians to practice their language, culture, and traditions at all MCC campuses.
8. Plan and facilitate Native Hawaiian leadership development in partnership with community programs and businesses.
Goal 4
Investment in Faculty, Staff, Students, and Their Environment
Recognize and invest in human resources as the key to success and provide an inspiring work environment.
Objective 1:
Create a culture of excellence by recruiting, rewarding, and empowering faculty and staff and fostering a spirit of appreciation for all college employees.
Action Strategies
1. Establish competitive and equitable instructional, non-instructional, and academic support faculty and staff workloads that encompass teaching, scholarship, and service to the College and the community at large.
2. Improve employment and retirement benefits and raise faculty and staff salaries to competitive levels; ensure fair treatment of all employees.
3. Ensure that the College’s teaching and service enterprises are supported by adequate levels of classified support staff and resources.
4. Encourage excellence in faculty and staff performance by continually offering opportunities for professional growth and renewal.
5. Facilitate faculty, staff, and student participation in collegial governance, including planning, assessment, and communication needs.
6. Promote wellness of faculty, staff, and students through education, health, and counseling services and policy guidance.
7. Offer opportunities for the development of administrative leadership skills.
8. Recognize and reward accomplishments of faculty and staff.
9. Develop mechanism to achieve the goal of decreasing instructional and academic support workloads while maintaining necessary and appropriate instructional offerings.
10. Seek additional resources to allow faculty and staff opportunities to work in areas of curriculum development, service learning, and support to students.
11. Support the development of a strong infrastructure, thereby allowing all faculty and staff the opportunity to better carry out their areas of responsibility.
12. Collaborate with other components of the UH system to develop more appropriate personnel and classification procedures.
13. Encourage entrepreneurship activities.

Objective 2
Create positive, healthful, resource-efficient, and sustainable physical environments on the campuses of the College.
Action Strategies
1. Maintain and improve campus structures and landscaping to ensure the safety of people who use them and to provide an attractive and nurturing learning and working environment.
2. Pursue the timely progress of facilities development and establish capital improvement priorities in accordance with the academic priorities of the University system.
3. Ensure that new construction and renovation projects maximize environmental and economic sustainability principles with attention to the health and well-being of occupants.
4. Partner with the communities surrounding the campuses, adding vitality to both campus and community.

Goal 5
Resources and Stewardship
Acquire, allocate, and manage the resources needed to achieve success and exercise responsible stewardship over University assets.
Objective 1
Build an effective public and private constituency whose support provides revenue for the achievement and implementation of Strategic Plan goals.
Action Strategies
1. Develop and fund a competitive and fiscally sound enrollment management and marketing plan.
2. Develop a transparent policy on the appropriate allocation of financial responsibilities.
3. Reallocate resources as needed to ensure support for those programs deemed critical to the goals of Strategic Plan.
4. Develop and implement campus sustainability plans for the careful stewardship of natural and man-made resources, the saving of revenue, and the enhancement of the campus experience; serve as a model for the county and state.
5. Pursue fundraising strategies in support of college priorities.
6. Examine and modify current policies and practices that serve as barriers to student enrollment and retention.
7. Develop programs that respond to emerging markets and delivery systems that are responsive to current and prospective students.
8. Evaluate the appropriateness, adequacy, and effectiveness of student services and use the results of the evaluation as a basis for improvement.
9. Develop marketing, recruitment, and customer service strategies that are responsive to public demands and promote the College as a learning-centered institution.
10. Implement retention strategies that encourage continuous enrollment and promote academic success.

Objective 2
Allocate and manage resources to achieve continuing improvement in organization, people, and processes.

Action Strategies
1. Develop policy guidelines that ensure the implementation of assigned academic program responsibility consistent with functional responsibility and community needs.
2. Conduct a comprehensive review and redesign of administrative and student support processes; leverage information technology and best practices to improve efficiency and effectiveness.
3. Encourage risk-taking, reward innovation, and invest in change to reduce costs and paperwork and generate revenue.
4. Monitor and improve college functions and provide public accountability.
5. Leverage resources to attract government and private sector funding.
6. Improve both human resource and financial support for college marketing efforts.
7. Use management procedures and planning and budgeting processes that promote the economical, efficient, and effective use of resources.
8. Promote low cost access to learning through responsible management of fiscal resources such as tuition and fee revenues, student financial aid, and scholarships.

5. Scalability (1 point)

Kapiolani CC has already conducted a survey for their potential and current students. Using their information about surveying to help guide us, as well as developing our own areas of interest, should help the whole UH system in meeting their goals of 55% in 2025. Plus, this type of survey can be used by other CC's in the UH system to determine if they are meeting students' and employers' needs. It will need to conducted periodically to assess if the population needs are changing.

6. Sustainability (1 point)

The data gathered will be used to explore how our current offerings of credit and non-credit courses and scheduling them are helping residents of and employers in Maui County achieve their goals and will provide evidence as to how the college should proceed with programs, credit and non-credit courses, and the scheduling of those items for part-time, as well as full-time students. The data will also serve as key evidence in the strategic planning and budgeting for the college. The college will need to include ongoing analysis of their target market as part of their budgeting process after this research is conducted. Theoretically, targeting the offerings of the college could increase our revenues and efficiency, so that future surveys can easily be built into the budgeting process.
SIGNATURE PAGE
Spring 2014 UHCC Part Time Student Project Proposal Form
Deadline for Proposal Submission: October 1, 2013

Project Title: __Maul County Part-time Student Survey________________________ Date: __May 15, 2014
College: _UH Maui College_______ Proposer's Name: __Catherine A. Thompson, EdD____
Budget Request: $ __28,500.00__ CPT Detailed Personnel and it was $561 higher than originally Cited.

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: __Catherine A. Thompson________________________ Date: __May 15, 2014__
Name: __Catherine A. Thompson________
Title: __Assistant Professor, UHMC________

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

Signature: ________________________________ Date: __5-15-14__, 2013
Name: __David Groves_____________________
Title: Dean of __________ 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: __5-15-14__, 2014
Name: __John Miller_____________________
Title: __Chancellor / Vice Chancellor of Academic Affairs / Vice Chancellor for Student Affairs________
Name of Project: **Maui County Part-time Student Survey**  
Campus: **UH Maui 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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<tr>
<th>DESCRIPTION</th>
<th>BUDGET</th>
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<tbody>
<tr>
<td><strong>A</strong> PERSONNEL¹</td>
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<tr>
<td>A1</td>
<td>Coordinator Assigned Time Replacement for 3 credit Fringe 41.49% APT $19/hours, 120 hours Fringe for APT 41.49% Student help $12/hour, 240 hours Fringe for students 0.046%</td>
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<td>A2</td>
<td>Focus Group Coordinator(s)/Facilitator(s) (depends on number needed per site)</td>
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<td><strong>B</strong> SUPPLIES²</td>
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<tr>
<td>B1</td>
<td>Marketing - Newspaper, radio, other</td>
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<td>B2</td>
<td>Marketing Incentives (one time)</td>
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<td>B3</td>
<td>Laptop Computer, Survey Software, Statistics Software</td>
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<tr>
<td>B4</td>
<td>Paper and Copying Expenses for Surveys</td>
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<tr>
<td>B5</td>
<td>Display tablets, markers, and Easels for Focus Groups</td>
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<td>B6</td>
<td>Travel to Molokai and Lanai; Mileage for Focus Groups</td>
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<td><strong>TOTAL SUPPLIES</strong></td>
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<td><strong>TOTAL PERSONNEL</strong></td>
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<td><strong>TOTAL BUDGET REQUEST</strong></td>
<td><strong>$29,041</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/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.