UHCC Developmental Education Peer Support Collaborative Conference

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Proposers:

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Leeward Community College.

1. Description of Proposed Project

Series of inter-campus conferences for coordinators of peer support (tutoring and mentoring) services for students enrolled in Developmental Education (DevEd) courses on the UHCC campuses.

Spring 2010: face-to-face conference at Kapi'olani Community College
Fall 2010: video or online conference
Spring 2011: face-to-face conference at Leeward Community College
Fall 2011: video or online conference

Note regarding agenda for initial conference:

Participants will be asked to provide written summaries of current campus peer support programs for DevEd students, including “best practice” identification, to be distributed and discussed at the conference. (Proposers intend to supply participants with a matrix form to be used for these summaries to facilitate discussion.)

Discussion of these programs will focus upon (A) identifying challenges facing these programs (including those identified in the campus program reviews) and possible ways to address these challenges, both on an individual campus level and as an inter-campus group; (B) outlining current practices and “best practices” and methodology for alignment of the two; and (C) planning for the future conferences. Concrete objectives for the initial conference include (1) written update of peer support services for DevEd students; (2) starting draft of “best practices” for peer support services for DevEd students in the UHCC system; and (3) identification of specific inter-campus collaboration options.

The rationale for having the initial conference at Kapi'olani is to allow interested participants to tour the campus learning center, Kahikoluamea Center, currently under renovation for further improvements, scheduled for completion in Spring 2010. While changes made to Leeward’s math lab to address the needs of DevEd math students were implemented in Fall 2009, current projections do not show completion of the new learning commons, with its writing center, until the Spring 2011 conference.

A. Objectives and Measurable Outcomes: Promote inter-campus communication and collaboration amongst peer support service programs serving DevEd students--

1. To create a “community” of peer support colleagues working together to share ideas, strategies, and resources.
   a. Produce a written update of “white paper group” inventory of campus peer support services.¹

¹ White Paper Group Committee, University of Hawai'i Community Colleges. Remedial and Developmental Education in the University of Hawai'i Community College System (2007).
b. Enhance system-wide program review of DevEd peer support services with information exchanged at conference and gathered for inventory.

c. Begin discussion of possible plans for sharing resources, such as research materials, tutoring and mentoring services, and tutor and mentor training.

2. To develop “best practices” to more effectively, efficiently, and consistently meet DevEd student needs at all the UHCC campuses.

a. Identify “best practices” based on existing models at UHCC campuses as well as relevant research in related fields.

b. Produce a follow-up survey or report on planned and/or implemented changes based on “best practices” in areas, such as content training, mentoring/mentoring strategies, and data collection and analysis.

B. NEW OR ONGOING PROJECT

Focusing on collaboration and conferencing between and amongst peer support programs on the various UHCC campuses is a new perspective and a movement away from an “isolationist” or “campus-centric” perspective. We believe collaboration and communication amongst peer support coordinators can lead to (1) more effective and consistent peer support services to increase DevEd student success; and (2) increased efficiencies with the sharing of ideas and strategies and, eventually perhaps, resources.

C. RELEVANT RESEARCH AND CONSIDERATIONS

1. WHITE PAPER GROUP (WPG) RECOMMENDATIONS

The WPG recommended the UHCC system “focus on student success by creating a learner-centered culture that helps all postsecondary students attain their educational goals” (p. 42). The WPG recognized the importance of learning assistance programs in such a learning-centered culture by further recommending the UHCC system work to “[p]rovide a range of high-quality learning support systems to help students enrolled in remedial/developmental courses to persist and succeed in their postsecondary careers” (p. 45).

The WPG found all campuses offered “some form of tutoring for students taking remedial and developmental courses” (p. 26). The WPG reported the tutoring programs faced similar funding and staffing challenges and challenges in getting DE students to use learning support services. We believe bringing together peer support coordinators from the UHCC campuses will directly address the WPG recommendations which were based upon thorough review of the literature and in-depth inter-campus discussions.

2. INCREASE IN MULTIPLE REGISTRANTS AT UHCCS

According to University of Hawai‘i’s Institutional Research Office, the number and percentage of students enrolling at more than one campus has consistently increased over the last 5 years (2003-2008). While the total number of multiple registrants for the entire UH system was only 6.2% of the unduplicated count in Fall 2008, 21% of students enrolled at Kapi‘olani and 17.3% at Leeward were also enrolled at one or more of the other UH campuses.¹

² White Paper Group Committee, University of Hawai‘i Community Colleges. Remedial and Developmental Education in the University of Hawai‘i Community College System (2007).

³ Institutional Research Office, University of Hawai‘i. “Multiple Registrants Across the University of Hawai‘i System. Fall 2008. Multiple registrants at Kapi‘olani CC are primarily enrolling at UH Mānoa, Leeward
In addition, with the increase in the number and percentage of students who are taking online courses and given the significant increase in enrollment and simultaneous limit in sections/seats across UHCCs, it is reasonable to expect that more students will be taking classes at a campus that is not the same as where they seek out peer and academic support. In a recent survey conducted during Kapi'olani's pilot Online Writing Center, student feedback indicated that students would be more likely to seek out support services on their main or home campus than those offered by the course's campus.  

2. **PARTNERS IN UHCC SYSTEM**

The conference series is intended to create a partnership amongst the peer support coordinators at the various UHCC campuses. The joint submission of this proposal by Leeward and Kapi'olani is the first step towards building this partnership.

3. **CAMPUS AND STRATEGIC PLAN REFERENCES**

The UHCC Strategic Plan⁵ and both the Leeward⁶ and Kapi'olani⁷ Strategic Plans focus upon increasing "Hawaii's Educational Capital" by "increasing the participation and completion of students, particularly low-income students and those underserved regions" (UHSOPM; LCC SP; KCC SP). All also focus upon increasing the success of DevEd students, not only in the DevEd courses, but also in matriculating towards and earning degrees; and both the Leeward and the Kapi'olani Strategic Plans also identify learning support systems as an integral part of the campus strategies for increasing this success.⁸

All three strategic plans target increasing CSSE benchmarks as goals. The UHCC and Leeward plans directly address the Active and Collaborative Learning benchmark. One of the

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CC, and Honolulu CC (in descending order). Multiple registrants at Leeward CC are primarily enrolling at Kapi'olani CC, UH Mānoa, and Honolulu CC (in descending order).

⁴ Survey was administered by Reid Sunahara, Kapi'olani Community College, and reviewed and analyzed by Dr. Meredith J. Lee, Kapi'olani Community College, Fall 2009.

⁵ UHCC Strategic Plan 2002-2010 Update (UHCC SP); Strategic Outcomes and Performance Measures, 2008-2015 (UHCC SOPM).

⁶ LCC Strategic Plan Update 2008-2015 (LCC SP); Performance Measures (LCC PM); Leeward CC Strategies (LCC Strategies).

⁷ KCC Strategic Plan 2008-2015 (KCC SP); Performance Measures (KCC PM); Kapi'olani CC Collegewide Strategies (KCC Strategies).

⁸ UHCC and LCC PM: Increase the number and percent of students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

LCC Strategies: Sustain and develop support services to facilitate student success in developmental courses; Unify developmental instruction by coordinating the English, Math, and Study Skills components as well as support services.

KCC PM: Increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent. All student success in developmental writing to increase from 74 to 80 percent; in developmental reading from 63 to 70 percent; in developmental math from 62 to 70 percent.

KCC Strategies: Promoting the effective use of student engagement pedagogies such as learning communities, service-learning, undergraduate research, online classes and tutorials, study abroad, and capstone experiences.
components of this benchmark is student-to-student interaction. The Kap'ilani Strategic Plan specifically targets student success.10

We believe the conference series will lead to development of collaboration and communication pathways amongst the peer support systems at the UHCC campuses and these pathways will contribute to achievement of these strategic plans' goals, not only by strengthening the individual peer support programs to increase student success and engagement, but also by moving towards greater inter-campus consistencies and efficiencies.

4. SUSTAINABILITY

Our hope is that between and after the conference series there will be continued collaborative communication and partnerships that can for the most part be conducted via Laulima, email, other online communication tools (such as Halawai, SKYPE, and Elluminate), and phone. After the fourth conference in this series, subsequent conferences could be continued on an online basis; and if there is continued interest and need for face-to-face conferences, costs would be borne by each campus and coordinators who are unable to attend in person will be able to participate via video or online conferencing. Any cost for travel and time would be absorbed by the members and/or their campus programs.

5. BUDGET*

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<tr>
<th>EXPENSES</th>
<th>COST</th>
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<tr>
<td>Airfare for 2 participants per neighbor-island CC (Kauai CC, Maui CC, Hawaii CC) at $150 per person: 6 x 2 x $150 (estimated roundtrip airfare cost) = $1800</td>
<td>$3600</td>
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<td>$1800 x 2 (Spring 2010 and Spring 2011) = $3600</td>
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<td>Transportation for neighbor-island CC participants: 3 x $50 (estimated compact rental car daily cost) = $150</td>
<td>$300</td>
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<td>$150 x 2 (Spring 2010 and Spring 2011) = $300</td>
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<td>Materials &amp; Supplies (including photocopying)</td>
<td>$200</td>
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<td>$100 x 2 (Spring 2010 and Spring 2011) = $200</td>
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<td>Student Clerical Support (including staffing support at the conference)</td>
<td>$200</td>
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<td>$100 x 2 (Spring 2010 and Spring 2011) = $200</td>
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<td>Refreshments (coffee, juice, water)**</td>
<td>Provided by host institution</td>
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*Funds will be administered through Kap'ilani.

**Participants will be responsible for their own lunches.

6 UHCC SPOM; LCC PM: Increase CCSSE Benchmark percentile rank for Active and Collaborative Learning benchmark to among the top performing institutions. LCC Strategies: Additional strategies may be needed if current strategies do not address Active and Collaborative Learning CCSSE benchmark.

10 KCC PM: Every two years, target 2 CCSSE benchmark items for improvement by the next administration of the CCSSE. These items should have major impact on student success.
6. **Signature Page Indicating Review of Proposal by Chief Academic Officer**

**Kapi'olani Community College**

By __________________________

Its __________________________

Dated: November 9, 2009

*(signed in counterparts)*

**Leeward Community College**

By __________________________

Its Vice Chancellor for Academic Affairs

Dated: November 9, 2009