Developmental Education Project Proposal Form
2011-12

College: Hawaii Community College

Project Title: Accelerated Learning Project (ALP) for Hawai‘i Community College: English 21 (Developmental Reading) and History 151

Proposer’s Name and E-mail Address: Jeanne Ryan; jlyryan@hawaii.edu

Proposal Period: Spring 2012-Fall 2012

Year 1 ______ Year 2 ______ Year 3 ______ Budget Request: $5,332

Complete the following sections:

1. 250 word description of the proposed project. Include data supporting the need for the project. (20pts)
2. Refer to research that influences or serves as foundation for the project. (10pts)
3. List partners in the CC system or explain how the design lends itself to export. (10pts)
4. Refer to the Campus and the System strategic plan section that demonstrates the relevance of this project. (10pts)
5. Discuss how this project will sustain itself after system funding ends. (10pts)
6. Indicate the way in which the success or failure of the project will be visible through measurable and reportable outcomes. (25pts)
7. Describe how this project reduces time to certificate or degree for students. (15pts)
8. Include a signature page that indicates the proposal was approved by the campus Chief Academic Officer.
9. Budget

I understand our campus is committed to sustaining the project in Year 4 if evidence of its success is warranted.

Signed:

[Signature]
Chancellor

[Date]

[Signature]
Vice Chancellor of Academic Affairs

[Date]

Criteria

- Projects receiving between 80-100 points will be supported for funds.*
- Projects receiving 60-79 points will have an opportunity to revise and resubmit.
- Projects receiving below 60 points will not be supported for funds.

*Final approval of projects made by VP Morton
08/02/2011
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1. The proposer is asking for three credits of release time for Spring 2012 to develop an Accelerated Learning Project (ALP).

The goal of the project is to increase student success in English 21 and accelerate student success in History 151, which has English 21 as prerequisite and is required for the college’s A.A. degree. The project accelerates student access to a required 100-level course, provides peer models, and contextualizes skills instruction in the linked developmental course.

One section of 20 English 21 students will be split between two sections of History 151, which enrolls 30.

Need for the project is determined by increased enrollment and lack of success in English 21 and delay in enrollment in History 151.

For English 21, from 2008/09 to 2009/10, enrollment increased 24%. Classes taught increased 17%. Success in the course (C or better) has been low, with rates of 55% in 2008/09 and 65% in 2009/10. Success is needed to continue in English 102, required for the A.A. degree. The course is also a prerequisite for a number of other transfer-level courses, both for the A.A degree and other programs.

For History 151, data show that students coming out of English 21 are delaying enrollment. For Fall 2010 and Spring 2011, of the 102 students enrolling with English 21 as their prerequisite, 63 (62%) had taken English 21 at least two years prior. This lag time delays students’ ability to meet A.A. requirements, increasing the likelihood that they may not complete.

Directive: Section 1, description of project, by adding more details on the tasks that need to be accomplished during the planning phase, and describing the connection between ENG 21 and HIST 151:

During the Spring 2012 planning phase of the project, the following will be accomplished:

A. Creating English 21 content: The English 21 reading class will use the History 151 text as students’ primary reading textbook. Reading specific materials incorporating reading objectives will be created based on the history textbook. Such materials will include the following:
   1. reading activities targeting key reading strategies and vocabulary development;
   2. associated assessments, including quizzes, major exams (midterm and final) and major assignments (including comprehensive reading analysis and book analysis projects);
   3. reading lab materials that incorporate the history text content, which student will use in place of the standard reading lab materials.

B. Aligning English 21 curriculum coverage with that of History 151: The reading instructor will regularly attend History 151 classes to gain a clear idea of content emphasis and schedule. This will support both content creation noted above, as well
as coordinated deployment, so that English 21 reading activities support History 151 content goals.

C. Doing outreach to counseling faculty to create awareness of the project and create advising materials that support the registration of participants.

2. The project is based on Peter Adams’ ALP at Baltimore County Community College. Adams presented his findings to UHCC attendees on Sept. 8 and 9, 2011. Adams’ data show that linking developmental and 100-level courses can increase success in the developmental course and accelerate success in the 100-level course, with 17% more students passing the developmental course and 35% more of the students who started at the developmental level passing the 100-level course.

The project’s focus on contextualized instruction is supported by the National Center for Post-secondary Research (NCPR), whose report at the 2011 National Achieving the Dream Conference suggested linking developmental education courses with content-area instruction to increase completion rates. Similarly, a report released September 27, 2011, by the not-for-profit group Complete College America recommends embedding sub-100 skills coursework in content as a strategy to increase graduation rates.

3. Other UHCC’s have found developmental student success with the implementation of ALP. KapCC, LeeCC and WinCC are presently utilizing an ALP model for writing courses. This model could be more widely exported to HawCC and expanded to include reading. HawCC’s reading version of ALP could serve as a model for other colleges in the system.

Directive: Section 3 partners in UH system, by either explaining how you will be partnering with the campuses mentioned or explaining in more detail how the project can be exported if it proves to be successful:

The following steps can be taken to export the project if it proves successful:

A. Project instructors can present at system workshops to provide information on the model, for subsequent implementation at other campuses.

B. Presentations can be videoed and shared via Laulima, for inexpensive, widespread access.

C. Project materials can be shared via Laulima.

4. The HawCC Strategic Plan, in support of the UH System’s strategic outcomes and performances measures, has identified a need to increase the number and percent of Native Hawaiian students (Goal A.1.3.) as well as all students (Goal A 2.3.) “enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress toward degree applicable instruction.” HawCC’s Strategic Plan has specific Action Strategies to meet the goals, which would be supported by the ALP.

Directive: Section 4, reference to campus and system strategic plan, by explaining how this will increase NH student success in ENG 21 and HIST 151. Will HawCC be specifically designing strategies for NH students? If not, just reference all students.

The goal of the project relates to all Liberal Arts majors who require developmental reading, with the intent being to increase success rates in English 21 and accelerate pass rates for History 151. Increased success and accelerated completion of courses improve student access to required transfer-level courses and accelerate student completion of degree
requirements. As such, the project supports the following goals of the HawCC Strategic Plan 2008-2015 and UHCC Strategic Plan Goals 2008-2015, Appendix B:

A. HawCC Strategic Plan, A2 / UHCC Strategic Plan Goals 2008-2015, Appendix B: Hawaii’s Educational Capital: Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.

B. HawCC Strategic Plan, A2.4 / UHCC Strategic Plan Goals 2008-2015, Appendix B: Hawaii’s Educational Capital, Performance Measure B3: Increase by 3% per year the number of students who successfully progress and graduate or transfer to baccalaureate institutions.

C. HawCC Strategic Plan, B1 / UHCC Strategic Plan Goals 2008-2015, Appendix B: Globally Competitive Workforce, Performance Measure B1: Increase by 3% per year the number of degrees awarded and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai‘i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006=$38,651).

5. The project is self-sustaining as there is no additional expenditure required other than the planning phase.

Directive: Section 5, sustainability, by including reference to a results-oriented discussion between administration and faculty that the decision making will be based on:

Administration is committed to piloting the project for two semesters, Fall 2012 and Spring 2013. Success of the project will be based on the performance measures referenced in Section 6. If the project proves successful, administration is committed to continuation of linked English 21 / History 151 classes and will explore expanding the model to link developmental reading courses with other content courses.

6. Success or failure of the project will be measured by performance in English 21 and History 151. For English 21, the project’s target is to increase the success rate by at least 5%. For History 151, the project’s target is to increase the number of students with English 21 as a prerequisite who pass History 151 within one year’s time by at least 5%.

Directive: Section 6, measurable outcomes, by specifically identifying the baseline and indicating the percentage increase in successful completion rates you expect to see in the ENG 21 and HIST 151 sections using this model by the end of spring 2012 and/or fall 2012 semesters. For learning outcomes data include the percentage of the target students that will meet or exceed the established benchmark(s) on the exit exams and other key assignments.

Following project planning during Spring 2012, the project will be piloted for two semesters, Fall 2012 and Spring 2013, with the following target performance outcomes:

A. Success in English 21: Baseline success rate is 65% (from AY 2009/10). Target success rate for the project is at least 70%. Regarding learning outcome data, the project will target at least 70% of project participants scoring at least 70% on the final exam.

B. Accelerated completion of History 151: Baseline completion for Liberal Arts majors with developmental reading requirements is based on AY 2010/11, during which time 32 students registered for History 151 within one year of completing English 21. Of that group, 22 students (68.8%) completed the course. For AY 2012/13, the project will target an increase of at least 15% in the number of students who enroll in History 151 within one year of completing English 21. The project will target an increase of at least 15% in the number of such students who complete History 151. Regarding learning outcomes data, the project will target at least 70% of project participants scoring 70% or better on midterm and final exams.
7. The project reduces time to degree by allowing students to take two courses in one semester rather than two. In particular, it accelerates student access to a required transfer-level course.

8. Signature page.

9. Budget: $5,332 to cover the cost of a lecturer to teach three credits of English normally taught by the proposer.