In Fall 2010, responding to English 22 student achievement rates, which indicate that 30% of students did not successfully complete English 22 in Fall 2010 and 40% of students did not successfully complete the course in Spring 2011 (Table 1), faculty worked to identify specific areas in which students were under-achieving so as to implement interventions to increase overall success in course completion. Using the end-of-semester portfolio reading and corresponding assessment rubric based on course SLOs, Kapi‘olani Community College English 22 faculty identified specific areas in which students were not achieving scores of “competent” or “strong.” Particularly, English 22 Portfolio Assessment Data compiled from all Fall 2010 English 22 courses indicated that students achieved lower in the Research outcome compared to other identified outcomes, with 17% of students achieving “Not at College Level” in activities associated with research skills, such as annotating, summarizing, and synthesizing information from research sources, compared to 8% in Writing Process, 7% in Essays, 6% in Editing, and 7% in Organization. These results were further validated by the English 22 Portfolio Assessment Data compiled from all Spring 2011 English 22 courses wherein 20.5% of students were identified as being “Not at College Level” in Research compared to 9.1% in Writing Process, 10.2% in Essays, 12.5% in Editing, and 12.5% in Organization. Faculty determined that the lower success rates in the identified areas may be preventing students from successfully completing the developmental writing sequence.

Table 1: English 22 Achievement Rates for Fall 2010 and Spring 2011

<table>
<thead>
<tr>
<th>Overall English 22</th>
<th>Fall 2010 Completion Rate</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>72.45%</td>
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</tbody>
</table>
As a result, writing and library faculty co-designed the Library Research Activity (prototyped during Summer 2011 in selected English 100 and 22 courses) to promote successful attainment and application of research skills across the writing pipeline. The activity re-envisions the current support paradigm from one that informs students of resources and how to use them in writing to one that engages students with resources in an interactive step-by-step activity. Students navigate through a series of computer-assisted in-class “quests” that begin with keyword creation and end with a variety of outcomes that range from an Annotated Bibliography to information incorporated as paraphrase, summary, and quotation in ways that support writing assignments and is in MLA or APA format. The activity is designed so that it can be tailored to address specific instructor’s curriculum, and Library and writing faculty facilitate the activity together as subject matter experts to support students during the learning process.

2. Refer to research that influences or serves as foundation for the project. (10pts)

Scholarship in the field of Information Literacy, such as Melissa Bowles-Terry, Erin Davis, & Wendy Holliday’s “‘Writing Information Literacy’ Revisited: Application of Theory to Practice in the Classroom,” advocates collaboration between writing instructors and Librarians in the creation of lesson plans that involve “problem-based learning to facilitate a more social and situated [information literacy] experience” (227). Drawing from this research so as to address the comparatively low student success in the Research area in the English 22 courses at Kapi‘olani Community College, faculty and librarians co-designed a set of activities to help students more fully engage with research material and thus retain application skills in terms of that research through Problem-Based learning (PBL). Bowles-Terry, Davis, & Holliday explain key characteristics of PBL that facilitate its success as a classroom practice:

Problem-based learning (PBL) provides students with authentic problems or questions to research. It focuses on the process of making meaning or extending understanding rather than producing a formally correct final product. PBL also highlights the social construction of knowledge as students learn about discipline-specific ways of knowing and communicating and as they develop understanding through collaborative group work. PBL also relies on authentic practice as the vehicle for learning. (227)

The activity designed at Kapi‘olani Community College is based on models of PBL and takes into account the recommendations for design and application highlighted in this particular study.
3. List partners in the CC system or explain how the design lends itself to export. (10pts)

The activity administered to a particular class is created from a template (a sample template is attached) and custom designed for each teacher. Thus, the template can easily be employed by teachers and librarians at other campuses once the process for customization has been streamlined. Leeward Community College faculty have already expressed interest in the activity and arrangements are being made for a more formal sharing in Spring 2012.

4. Refer to the Campus and the System strategic plan section that demonstrates the relevance of this project. (10pts)

The activity aligns with Performance Measures B3 and F2 in Kapi‘olani Community College’s Strategic Plan:

B3: 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 83 percent; in developmental reading from 63 to 80 percent; in developmental math from 62 to 80 percent.”


As this project is designed to increase student success in a competency required to pass a required course in the writing sequence, it aligns with Measure B3. In addition, the incorporation of technology into the delivery of the project facilitates students’ familiarity and negotiation of technology in the classroom, and funding of this project will allow for the acquisition of more laptop computers for student use, thus increasing compliance levels in terms of the accessibility of technology used in learning, as identified in Measure F2.

This project also supports the System Strategic Plan, specifically:

Goal 1: Educational Effectiveness and Student Success,
Objective 1: To achieve a shared institutional culture that makes student learning and success the responsibility of all.
Action Strategy: Enhance the involvement of undergraduate students in the creation and transfer of knowledge through Research-intensive courses; and

Goal 2: A Learning, Research, and Service Network: Engage diverse elements of the U H system in intellectual capital formation that enables Hawaii to flourish.
Objective 1: To excel in basic and applied research for the discovery and dissemination of new knowledge.
Action Strategy: Promote research through collaboration across disciplines, among campuses, and with international colleagues.

As this project is designed to support students’ acquisition of basic research skills required in Research-intensive courses, it acts as a foundational step in the objective to prepare students for active research. Moreover, as the project is to be implemented through collaboration between two departments, Kahikoluamea and the Library, it reinforces an inter-disciplinary facet of research.

5. Discuss how this project will sustain itself after system funding ends. (10pts)

Having a mobile computer cart with laptops will allow for the activity to be conducted in classrooms during a specific class period rather than having the class relocate to an instructional room in the library. This will greatly increase the continued viability of the project as it will reduce impediments to delivering the activity due to scheduling conflicts and/or trying to accommodate numerous room booking requests. The computer cart with laptops as well as teaching equivalence time for Web Design will not involve annual funding, but rather periodic (every 3 years) funding. As the activity will be shared between the library and Kahikoluamea, funding these periodic upgrades can be shared, which will reduce the overall financial burden on either department for sustaining the project. In terms of personnel, the student helpers will assist the library activity project by covering specific duties while the librarians custom design the activity for each course, and deliver the activity to English 22 classes. Overall, as the Kahikoluamea Department and the Library are sharing resources (manpower and technological) in the design and delivery of the project, the joint resources available increase the sustainability.

6. Indicate the way in which the success or failure of the project will be visible through measurable and reportable outcomes. (25pts)

In addition to teacher assessment of the work produced by individual students in this activity, the end-of-semester Portfolio Assessment will produce data that indicate students’ success rates in the Research area. The data from the Portfolio Assessment are currently used to demonstrate competency in Program Assessment. Six out of eight full-time faculty have agreed to implement the activity in their courses in Spring 2012. This will result in the activity being delivered in approximately ten courses to 200 students. This high level of participation will yield data on measurable and reportable outcomes in terms of the success of the project. Specifically, it is anticipated that implementation of this activity will have a corresponding positive effect on student attainment and achievement in the Research area of the identified outcomes for English 22, resulting in a 5% increase in the number of students attaining “Competent” or “Strong” in the Research outcome and a consequent 5% increase in overall student success in terms of achievement in completing the course (Table 2):
7. Describe how this project reduces time to certificate or degree for students. (15pts)

Research is an essential component of the English 22 course, and, as such, is identified as a Student Learning Outcome. Successful completion of English 22 thus demands that students demonstrate competency in this area. Not being “At College Level” in terms of research often results in students’ failure of the course; likewise, successful attainment of the skills associated with research correspond to successful completion of the course and greater success in subsequent ENG 100, Writing Intensive, as well as other courses that require research, which in turn speeds up time to certificate or degree.

8. Include a signature page that indicates the proposal was approved by the campus Chief Academic Officer.

9. Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 laptops ($1,400.00/ea x 19)</td>
<td>26,600.00</td>
</tr>
<tr>
<td>3 credits teaching equivalences for one FT Faculty to assist with web version 11% of salary + 38% fringe</td>
<td>7659.00</td>
</tr>
<tr>
<td>18 MS OFFICE site licenses ($45/ea x 18)</td>
<td>810.00</td>
</tr>
<tr>
<td>Total</td>
<td>35,069.00</td>
</tr>
</tbody>
</table>

The campus is committed to sustaining the project in year 2 if evidence of its success is warranted and funding is available.

Signed:
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

Application deadline is 9/30/2011. Send electronic project proposals to ksmith@hawaii.edu.

6/15/2011