Developmental Education Project Proposal Form
2011-12

College: Hawaii Community College

Project Title: ALP:

Proposer's Name and email address: Lou Zitnik, zitnik@hawaii.edu

Proposal Period: Spring 2012- and Fall 2012

Year 1 ___ X ____ Year 2 ______ Year 3 ______ Budget Request: $5332.00

5778.33

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:

Chancellor

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
08/13/2011
Proposer: Lou Zitnik

Description of Project Proposal:

1. The proposer is asking for three credits of Assigned time in the Spring 2012 semester to develop an Accelerated Learning Project (ALP) modeled after the ALP directed by Peter Adams of Baltimore County Community College (BCCC).

   The HawCC project will create an English 100 comb-course with a cap of 8 ENG 22 students and 12 ENG 100 students. The ENG 22 students will concurrently enroll in an ENG 22 course with a cap of 8 students. The same instructor will teach both courses. If another instructor can be found, a second section of the two courses will be taught by a different instructor, for a total of four classes.

   At HawCC, 54% (2008/09) and 53% (2009/10) of the students taking English 22 passed the course with C or better. Students not passing with a C grade or higher were prevented from continuing into ENG 100.

   The assigned time is necessary because the proposer is the department chair, a position that does not allow for a decreased teaching load in the spring semester (15/12). Chairs teach the same load in both semesters. The Assigned time would be used to complete the following:

   • Because I haven’t taught ENG 22 in almost four years, I need to review current English 22 curriculum, the departmental text that is required for all English 22 students, and the final exam taken by all students in 22, in order to develop daily activities.
   • Because I have been teaching English 100 online for the last three years, I need the time to design a course calendar and daily activities for a face-2-face section of English 100 that aligns with the English 22 activities.
   • Because I may be retiring at the end of the spring semester 2012, I need the time to train at least one other instructor to handle a section of the combined courses in the fall of 2012. If I do retire, there will be at least one section of the combined courses; if not, at least two.
   • Because one of the sections is designed for the Hawaiian Lifestyles students, I will use the time to find reading material and activities that are culturally relevant not only to these students but to the others as well.
   • Because the success of the project depends on enrollment and support services, I will use the time to coordinate efforts with Student Services, Institutional Research, and Hawaiian Lifestyles.
   • If there is any time left over, I will use it to design and implement a hybrid English 100 section that is taught 50% in a computer classroom and 50% online,
thereby reducing the time that students are on campus but increasing their chance of success in ENG 100. This is separate from the combo project.

2. Adams presented his research findings to UHCC attendees on Sept. 8 & 9, 2011. For BCCC students enrolled in the sequence of developmental to transfer-level writing courses without the benefit of ALP, 69% successfully completed developmental writing (i.e., passed), 54% persisted (i.e., enrolled in the next college-level transfer writing course) and 40% successfully completed the college-level course. For those students enrolled in an ALP section: 82% successfully completed developmental writing, 82% persisted and 75% successfully completed the college-level course.

3. Because similar projects are in place at KapCC, LeeCC, and WinCC, sharing of data and curriculum via the system developmental education committee and the HawCC English Department representative will support export across the system and at HawCC.

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. One of the combo sections is being designed in coordination with a representative from the Hawaiian Lifestyle program to meet the needs of Native Hawaiian students. See attached letter from Kekuhi Keali'iikanaka'oleohailanilani.

5. This project has been proposed to VCAA Joni Onishi; the VCAA has confirmed that she will support the project in the 2012-2011 school year, and based on results will consider further support in the coming academic years to allow for a number of sections of the combination model to be offered with a lowered cap in the English 22 sections.

6. Success or failure of the project can be measured by collecting the following data from the combo course and comparing it to data from traditional sections of English 22 and English 100:
   - percentage of students passing the English 22 section with C or better
   - percentage of English 22 students enrolling in English 100
   - percentage of Eng 22 students passing 22 and going on to pass English 100

The data from BCCC project noted an increase from 69%--54%--40% for traditional sections to 82%--82%--75% for ALP courses (passing 22, enrolling in 100, and passing 100). The following two bullets are meant to assess quality of work, and although not necessary to judge the efficacy of the project, they eventually should be implemented to assess skills acquisition compared to what is achieved in traditional course sections.

   - percentage of students passing the English 22 final exam
- percentage of students in the English 100 course completing Key Assignment with passing grade.

7. The project reduces the time to degree or certificate by allowing students to complete English 22 and English 100 in one semester rather than two.

8. Signature page included with previous submittal.

9. Budget: $5,332 to cover the cost of a lecturer to teach 3 credits of English normally taught by the proposer. The budget will also require additional funds in the fall to cover the added cost of offering an English 22 with only 8 students; HawCC will cover this cost for the fall semester.
October 11, 2011

Dear Selection Committee:

This communication gives I Ola Hāloa Hawaii Life Styles (HLS) Program support to Lou Zitnik’s proposal to increase student success in English. We are working together to decrease the number of remediation English courses for Native Hawaiian students and to increase their academic success in English writing and reading courses.

Native Hawaiian students comprise approximately 42% of the entire student population at Hawai‘i Community College. 66.59% students taking the Compass Placement Tests in 2010-11 at Hawai‘i Community College scored in the remedial writing course level. Responding to this need, the English Department is committed to increasing the student success in English courses, especially Native Hawaiians. To this end, I Ola Hāloa and the English Department are working to launch Themed Learning Communities in Fall 2012. Mr. Zitnik’s collaboration is pivotal in Native Hawaiian student success.

Funding for his proposal would afford Mr. Zitnik the time and access to resources to work on the Accelerated English module and develop the Themed Learning Communities initiative with I Ola Hāloa – Hawaii Life Styles. Mr. Zitnik is also included in specific professional development activities sponsored by I Ola Hāloa.

Thank you for the opportunity to affirm our institution’s commitment to student success.

Sincerely,

Kekahi Kealiʻi‘ikanakaʻoleohailiilani
I Ola Hāloa Program Director