Developmental Education Project Proposal Form  
2011-12

College: Honolulu Community College

Project Title: Accelerated Learning Project

Proposer's Name and email address: Ralph Kam, kam@hawaii.edu

Proposal Period: Spring 2012-Fall 2012

Year 1 x Year 2 Year 3 Budget Request: $7,506

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]

Date: 9/30/11

Chancellor

[Signature]

Vice Chancellor of Academic Affairs

Date: SEP 30 2011

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
1. Description of Proposed Project

An Accelerated Learning Project would students who test into English 22 concurrently enroll in English 22 and English 100. The project is designed to shorten the time to degree for students and improve successful completion of English 22 and English 100. In Fall 2010 294 students took English 22 with 185 students, or 62.9 percent passing the course with 'C' or better. Of the students passing, 88, or 22.9 percent of the original 294, took English 100, with 50, or 17 percent of the original 294 student passing. This project would establish Accelerated Learning pairs for Fall 2012:

a. Four Accelerated Learning pairs of classes consisting of English 22 and English 100. Two pairs would be taught by the same instructor and would consist two English 100 sections composed of six students who had placed into English 22 and 14 students with English 100 placement in each. The English 22 section would combine the six students from each of the English 100 into one section. The sections would be scheduled back to back with the English 22 section sandwiched between the two English 100 sections. This arrangement would allow comparisons to see the optimal arrangement of classes. The second set of two English 100 sections would include eight English 22-level students in each English 100 section. The English 100 sections would each be paired with an English 22 section comprised of eight students in each. The second set of English 100-English 22 Accelerated Learning pairs would allow comparisons to help determine the optimal class size for the English 22 sections.

b. In preparation for the introduction of the ALP courses: 4-1/2-day ALP summer institute, Three credits release time for three faculty members for preparation time for the first time offerings. Three credits of course release time for one faculty member for coordination of the project. Travel for four faculty members to the National Conference on Acceleration in June 2012. During the planning phase the faculty will need to be identified who will teach the ALP courses. Once identified the faculty will need to identify best practices that need to be established a Honolulu Community College to successfully implement an ALP. Woring with institutional research benchmarks will have to be established to monitor the success rates of students participating in the ALP.

2. Research Foundation

A presentation by Peter Adams of the Community College of Baltimore served as the primary research influence and foundation for the project. CCOE has run Accelerated Learning Project classes since Fall 2007. The experience of Community College of Baltimore saw increases in completion of their English 22 equivalent from 69 to 82
percent when included in an ALP combination. Passing the CCQB equivalent of English 100 increased from 40 percent to 75 percent.

3. Honolulu Community College would partner with Kapiolani Community College, Leeward Community College and Windward Community College and University of Hawaii Maui College to implement best practices developed in the implementation of ALP courses on their campuses. Because Honolulu Community College is introducing a variant of the ALP at other campuses, Honolulu Community College would partner with all other community colleges to aggregate data and provide comparative analysis of the ALP models being implemented.

4. The ALP would help Honolulu Community College increase the educational capital of the state by creating courses that

a. Increase college going rates
b. Increase retention
c. Increase the transfer rate from 2 year to 4 year campuses and
d. Increase production of certificates, associate, and bachelor’s degrees.

Specifically the measure in the Honolulu Community College Strategic Plan would be:

GOAL A: Promote Learning & Teaching for Student Success
The Community Colleges will focus on student success by being learning colleges, providing access to quality programs which are affordable, adaptable, flexible, and responsive to the changing needs of students and their communities.

STRATEGIC OUTCOMES:

Native Hawaiian Educational Attainment
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.

Performance Measures

c. Increase the number of Native Hawaiian students enrolled in a developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year by 3% per year to 65 in English and 70 in mathematics by 2015.

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.
Performance Measures

c. Increase the number of students enrolled in a developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year by 3% per year to 260 in English and 335 in mathematics by 2015.

The ALP would also meet the following Community College System Strategic Plan and UH System Strategic Goals:

GOAL A: Educational Effectiveness and Student Success (UH System Strategic Plan 2002-2010)

GOAL A: Promote Learning & Teaching for Student Success (UHCC System Strategic Plan 2002-2010)

A. Native Hawaiian Educational Attainment - 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:

A3. Increase the number and percent of Native Hawaiian students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction, and

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

B3. Increase the number and percent of students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

5. At least one form of ALP scheduling would be sustainable without additional system funding. System funding will allow initial training of faculty to successfully implement ALP courses. Because the model that has eight ENG 22 in each ENG 100 classes, the resultant ENG 22 class would have 16 students, well within the numbers that would avoid cancellation due to underenrollment, and well above the small class size (10 or fewer) reported to the Board of Regents.

6. The college already tracks success rates as part of the Achieving the Dream effort. Success or failure of the Accelerated Learning Project will be immediately apparent and reportable. The ALP success rates CCOB jumped from 27 percent to 66 percent between Fall 2006 and Fall 2007 and have been maintained at a rate between 59 and 66 percent in subsequent semesters. Given the dramatic increase in success rates at CCOB, an increase
in success rates is also anticipated at Honolulu Community College, albeit at a lower level, reflected in comparisons between CCOB success rates for English 100 equivalent courses at the two institutions.

The goal of the ALP at Honolulu Community College will be to increase the success rate by the same percentage increase as experienced at Community College of Baltimore. The CCOB experienced a 137.0 percent increase in success rates between Fall 2006 when no ALP classes were taught and Fall 2007 when ALP classes were first introduced. Using the same percent increase, the success rate at Honolulu Community College would be expected to increase from 17 percent to 41 percent for the ALP students. For the 28 students participating in the ALP at Honolulu Community College, the number of successful students would be expected to more than double, from five (4.78) to 11 (11.48).

7. The ALP will potentially reduce the time to degree by a minimum of one semester by running the courses concurrently. Currently the six programs have a program prerequisite of placement in English 100 (APTR, CA, CENT, ED, FIRE, OESM). By increasing the success rate in English 100, the ALP will reduce the number of students having to retake English 100 to satisfy program requirements.

8. Signature page includes signature of Chancellor and Vice Chancellor.
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Three Faculty Members to 4-1/2-day ALP summer institute in Baltimore, MD, in June 2012</td>
<td>$6,700.00</td>
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<tr>
<td>Three credit release time each for one faculty member for coordination and two faculty members for preparation for first-time offerings of ALP courses.</td>
<td>$14,806.00</td>
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<td><strong>TOTAL</strong></td>
<td>$21,506.00</td>
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