Developmental Education Project Proposal Form 2011-2012

College: Kauai Community College

Project Title: Accelerated-Learning English 100 and English Support-Course Project

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Proposal Period: Spring 2012

Year 1: Year 2: Year 3: Budget Request: 548,542.00 $48,617.00

Complete the following sections:

1. 250 word description of the proposed project. Include data supporting the need for the project. (20 pts)

Kauai Community College (KauCC) proposes to implement an accelerated-learning project (ALP) to begin in Fall 2012 which will pair English 100 with a support course. This will allow students who have tested into ENG 22 to enroll ENG 100 instead.

From Fall 2005 to Fall 2010 at KauCC, 829 students attempted ENG 22 for the first time. Of this group, 533, or 64%, were successful in earning a C grade or higher. Of the 533 students who successfully completed ENG 22, 235 of them went on the successfully complete ENG 100 the following semester. Thus, of the original group of 829 students who first attempted ENG 22, only 28% were able to successfully complete ENG 100 by the following semester.

In our proposed ALP, one instructor will teach both the support and the ENG 100 courses. The support course will be limited to 10 students who have tested into ENG 22, and the ENG 100 course will be composed of the 10 support course students and 10 ENG 100 eligible students (i.e., students who have tested directly into ENG 100). This model reflects elements of other successful ALP models: small class size, membership in a cohort, exposure to strong writers in ENG 100, and a "shortening of the pipeline" by enabling students to complete ENG 100 in one semester rather than two.

We are planning to run 3 ALP cohorts over the course of two semesters (1 in Fall 2012 and 2 in Spring 2013). After the Spring 2013 semester, we will evaluate the program and determine whether to expand the offerings.

In order to move forward with our proposal, we will require assigned-time for an instructor to design the support course in Spring 2012, as well as classroom equipment to be installed by June 2012, which is detailed in the budget section.

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

A 2010 study conducted by the Community College of Baltimore County (CCBC) examined the impacts of an accelerated-learning model in which students enrolled in both a developmental English course (ENG 52) and a college-level English Course (ENG 101). Both courses were taught by the same instructor, and the ENG 52 course was limited to eight students, who were then joined by twelve other students who placed directly into ENG 101 (Jenkins et al, 2010). The CCBC study found that students enrolled in this ALP model successfully completed ENG 101 at a higher rate (82%) than students who had completed the traditional developmental course (69%).

A similar result was seen with an ALP model at Kapiolani Community College. In Fall 2010, 76% of developmental students enrolled in the ALP courses (ENG 22 and ENG 100) successfully completed ENG 100, compared with a success rate of 66% for ENG 100 students overall. In Spring 2011, the ENG 100 success rates were 75% for ALP students, and 56% overall.

3. List partners in the CC system or explain how the design lends itself to export. (10 pts)

Although Kauai Community College (KauCC) will not be partnering with a specific institution to plan and implement an accelerated-learning project (ALP), it may look to sister institutions who have either already implemented an ALP or are currently in the planning process for advice and suggestions. These institutions include:
Hawaii Community College,
Honolulu Community College,
Kapiolani Community College,
Leeward Community College,
The Office of the Vice President of Community Colleges,
University of Hawaii, Maui College, and
Windward Community College.

KauCC's proposed design differs from those that have been implemented on other campuses throughout the UH Community College System (UHCCS). Instead of implementing an English 22/English 100 ALP cohort, KauCC is planning to link English 100 with an experimental English course designed to support English 100 (or to modify a section of IS 103, ENG 22, or ENG 199-V to help support the writing assignments in English 100). Although the model differs from ones implemented around the UHCCS, the overall format is essentially the same and will lend itself nicely to exportation or implementation on other campuses.

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

KauCC's proposed ALP design is aligned with UHCC Strategic Plan Goal 1: Educational Effectiveness and Student Success and KauCC Strategic Plan Goal 2: Learning and Teaching - To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and life-long learning. Both of these goals use as performance measures increased developmental education success, and increased graduation and transfer rates for all students, and Native Hawaiian students in particular.

One important facet is to help better serve under-prepared and under-represented students (e.g. Native Hawaiians). KauCC's proposed ALP design will give many of these students an opportunity to move into the transfer-level track sooner with, as much of the evidence shows, much better persistence and retention rates. By coupling the quicker pace and higher success rates with other established programs (e.g. the Wai'ale'a Project), Native Hawaiian and remedial/developmental students will be better supported.

This added support will hopefully have a positive impact on the overall success of under-prepared and under-represented students as outlined in the "Performance Measures" of the institution's strategic plan.

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

Once the Spring 2012 assigned-time for planning the project has been completed and the requested additional equipment for LRC 124B has been purchased and installed, the project costs will be included under regular G Funds for staff/instructors and for maintenance and upgrading of the technological equipment. Assuming the project is a success, it can then be institutionalized and expanded to offer either additional sections of the proposed model or to develop further accelerated learning projects with other courses (such as English 19/English 22 in the writing sequence or English 18/English 21 in the reading sequence).

If the ALP project is successful, the KauCC faculty involved can export this model by showcasing our project design and results in a number of forums, including the Hawaii Strategy Institute and Achieving the Dream and First Year Experience conferences.

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

The assigned-time work will involve the instructor developing the curriculum for the course that will support and enhance ENG 100 for the participating students. The instructor will give periodic reports to the English faculty; the Language, Arts, and Humanities division; and the Administration.
6. Indicate the way in which the success or failure of the project will be visible through measurable and reportable outcomes. (25 pts)

- The assigned-time work will involve the instructor developing the curriculum for the course that will support and enhance ENG 100 for the participating students. The instructor will give periodic reports to the English faculty, the Language, Arts, and Humanities division; and the Administration. Also, the instructor will need to work with Student Services; counselors or advisors will be key in helping to identify likely students and/or develop guidelines on students who may choose to take the accelerated option, based on COMPASS placement scores and/or passing ENG 19 as a prerequisite. Another group to work with might be the Waiakea Project, with the coordinator of that program advising on students who might benefit from the accelerated courses.

The success or failure of the accelerated course itself will be based on several factors. Overall, completion and success rates will be key indicators. Campuses that have employed accelerated-learning projects have seen anywhere from 10-30% increases in these figures compared to regular ENG 22 and ENG 100 classes. There would need to be some analysis of how well the accelerated learning increases such factors. Also, the instructor(s) will likely survey students in these classes to get feedback on what works and what doesn't work with the accelerated model.

7. Describe how this project reduces time to certificate or degree for students. (15 pts)

- KauCC's proposed ALP design will help in the reduction of time a student takes to finish a certificate and/or degree. Of course, the obvious reduction of one semester course is apparent; however, the proposed design will also impact overall institutional success by having students move through their certificate and degree programs more efficiently with fewer disruptions (i.e. imposed academic probabilities and/or suspensions or voluntary drop outs). The ultimate hope is that with better overall success in the ALP course, students' behavior, motivation, and ability to prioritize will improve and carry over into their overall college careers.

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

9. Budget (See Appendix A)

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.
- Project receiving below 60 points will not be supported for funds.

*final approval of projects made by AP Morton
### Appendix A

#### Proposed Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Unit Cost</th>
<th>Total Cost</th>
<th>Sub-Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned-Time for planning</td>
<td>3 credits for Spring 2012: Planning Phase</td>
<td>Salary: $1,774/credit hour</td>
<td>$1,774*3=</td>
<td>$5,322</td>
</tr>
<tr>
<td>Assigned-Time Fringe Benefits</td>
<td>Fringe benefits</td>
<td>Fringe: 6.96%</td>
<td>5322*5.96%=</td>
<td>$320 $445</td>
</tr>
<tr>
<td>Interactive learning equipment</td>
<td>Interactive learning equipment (e.g. Smartboard, Perceptive Pixel Multi-touch or Samsung LCD panel and related paraphernalia)</td>
<td>$14350 *Cost reflects shipping/support costs.</td>
<td>$14,350*1=</td>
<td>$14,350</td>
</tr>
<tr>
<td>Tablet computers</td>
<td>30 Tablet PCs (e.g. Thinkpad Tablets with stylil)</td>
<td>$800 *Cost reflects shipping/support costs.</td>
<td>$800*30=</td>
<td>$24,000</td>
</tr>
<tr>
<td>Keyboard Folios</td>
<td>30 Keyboard folios for tablet computers</td>
<td>$150 *Cost reflects shipping/support costs.</td>
<td>$150*30</td>
<td>$4,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grand Total=</td>
<td>$18,542 $18,617</td>
</tr>
</tbody>
</table>