Developmental Education Project Proposal Form
2011-12

College: UH Maui College

Project Title: English Accelerated Learning Program

Proposer's Name and email address: Morgan Andaluz andaluz@hawaii.edu

Proposal Period: Sept. 2011

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

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

Signed: [Signature]

Chancellor

Vice Chancellor of Academic Affairs

SEP 26 2011

Date

Date
Developmental Education Project Proposal Form
2011-12

College: UH Maui College

Project Title: English Accelerated Learning Project

Proposer’s Name and email address: Morgan Andaluz andaluz@hawaii.edu

Proposal Period: Sept. 2011

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

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

Signed:

_________________________________________  ___________________________
Chancellor                                                  Date

_________________________________________  ___________________________
Vice Chancellor of Academic Affairs  Date

REMEDIAL/DEVELOPMENT PROPOSAL: English Accelerated Learning Project
September 2011
University of Hawaii Maui College

1. New project description:

UHMC English Department proposes to implement an accelerated learning project (ALP) for fall 2012 semester. This program would enable students enrolling in ENG 22 to simultaneously enroll in and complete ENG 100. Each instructor in the program would teach 12 credits within the ALP umbrella. Two sections (6 credits) would be ENG 100, and one would be ENG 22 (3 credits). The ENG 100 courses would be scheduled before and after the center section of ENG 22, 6 students from each would then be taking the ENG 22 section together, to total twelve students. Per the Community College of Baltimore’s recommendation that the total number of ENG 22 students in an ENG 100 section not exceed 8\(^{[1]}\), in our plan, only 6 of the 21 students in ALP 100 would be concurrently enrolled in ENG 22. The remainder would be traditional ENG 100 students.
Need:
Retention rates in traditional developmental education programs across the country have shown little improvement over time\(^2\). At UHMC, our retention rate for spring 2011 in ENG 22 was 56%, down from 64% in the fall of 2010. This decrease despite a record increase in enrollment strongly suggests the need for change.

2. Research:
Numerous studies have found that programs like ALP have a marked impact on retention of students enrolled in developmental courses. As suggested by numerous Achieving the Dream studies\(^3\), developmental writing programs that incorporate data driven best practices, and that allow students to participate in smaller groups significantly improve retention and persistence. Another key factor in retention is a classroom environment that allows students to address some of the non-classroom related factors often influencing student success, per recommendation of the Visher, et al. study regarding effectiveness of Learning Communities\(^4\). According to extensive research performed by the Community College Research Center, English 052 (equivalent to our ENG 22 offering) students enrolled in ALP between fall 2007 and fall 2010 experienced 81% retention as opposed to 69% for those enrolled in regular courses\(^5\).

3. How design lends itself to export:
After collaborating with faculty from across the UH system at the Peter Adams workshop, we were able to develop a model for our program based on the system currently in use at Community College of Baltimore County, but with some differences. Our proposed system increases the ratio of ENG 100 level students to ENG 22 students in the ENG 100 classroom, maintains the small group numbers in the 22 classroom, and makes use of alternate modes of delivery, such as MyWritingLab to increase hands on instruction. Given the variety of approaches to ALP within the UH system, we will have a valuable opportunity to share data, and to learn from one another about the effectiveness of the different ALP frameworks. In the future, the innovations within our system can be exported and shared with other CC systems around the country.

4. Project relevance to UHMC and UH System Strategic Plans:
This Accelerated Learning Project is supported by the following system documents, goals and objectives:
The first goal of the UH system strategic plan is to “achieve educational effectiveness and student success”. The plan also requires that we “provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians”. This plan considers research from Achieving The Dream, which points at the need for innovative teaching strategies that focus on the needs of the student first. Closing the gap through which so many developmental students leak, between ENG 22 and ENG 100 clearly lays the foundation for the kind of effectiveness called for in the system documents. Further, this plan will directly serve the needs of many Native Hawaiian students. The marketing of the plan will directly involve collaboration with Pai Ka Mana and Ku‘ina, to encourage students in those programs to enroll in the ALP program.

5. Project sustainability:
Once the initial groundwork is set, this program will be self-sustaining, and will not impact costs to UHMC\textsuperscript{[61]}. Should the ALP program prove successful, it can lead to more extensive collaboration between campuses across the UH system, as well as an exchange of common concerns, strategies, and development of additional materials. Campus professional development funds, should they be available, can also provide support for continued and expanded faculty training sessions. This plan does not require any new technology or infrastructure, nor will it require any future expenditures to UHMC. More importantly, it finds innovative ways to make use of tools and infrastructures, such as MyWritingLab and tutors from the learning center (already funded from another source) to improve on an already proven pedagogy.

6. Measurable and reportable outcomes upon two-year mark:
Outcomes will be measured by

- Retention and persistence; documented and aggregated with the following goals:
  - Retention rate of developmental students in ALP ENG 22 increased by a minimum of 10%, from 56% to 66%.
  - Retention rate of developmental students in ALP ENG 100 by a minimum of 8%, from 52% to 60%.

- Faculty assessing project success via:
  - students’ skill development according to ENG 22 learning outcomes with pre and post assessment
  - ENG 22 portfolio evaluation project involving blind reads of ALP 22 papers along with regular 22 papers
  - Including ALP 100 work in all ENG 100 assessment projects

- Students assessing project success via:
  - self-perception of abilities in learning outcomes pre and post will demonstrate 70% of students will note marked improvement in abilities as a result of participating in ALP
  - evaluation of effectiveness of course overall will demonstrate that 70% note ALP as effective

7. Project impact on reducing time to certificate or degree:
Achieving the Dream data, along with data collected by the ALP program at Community College of Baltimore County, have linked student success and retention with the kind of cooperative learning that happens in the ALP model classroom. Also significantly, programs that close off common points of exit such as the space of time between ENG 22 and ENG 100, do markedly shorten the amount of time it takes students to complete their certificates or degrees. The overall goal of this project is to increase student success in ENG 22 and ENG 100, and also to reduce the amount of time it takes for those students to complete both courses.

8. Campus Chief Academic Officer Signature

__________________________________________
Vice Chancellor for Academic Affairs

Date
9. Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course overload equivalent to 3 credits for organizing and marketing of program to</td>
<td></td>
</tr>
<tr>
<td>counseling staff, learning support staff, and students. Also to include curriculum planning,</td>
<td></td>
</tr>
<tr>
<td>and gathering of relevant data to assess program.</td>
<td></td>
</tr>
<tr>
<td>Morgan Andaluz, MATL (Masters in Teaching Languages), MA English, Faculty Rank 2</td>
<td>4,011.00</td>
</tr>
<tr>
<td>Misc. costs for copying and printing documents</td>
<td>50.00</td>
</tr>
<tr>
<td>Total:</td>
<td>4,061.00</td>
</tr>
</tbody>
</table>

Works Cited


[1] For detailed recommendations see Community College of Baltimore ALP site: “Features of ALP Responsible for Success”.


[4] For further statistics on effectiveness of Learning Communities see Visher, et. al. (5-11)

[5] Detailed statistics provided in ALP PowerPoint. (slides 3-5)

[6] For more information on potential financial outcomes, including cost benefit, analysis of the ALP program, see Jenkins, Speroni, Et. al.