Developmental Education Project Proposal Form
2011-2012

College: Windward Community College

Project Title: Accelerated Writing

Accelerated Writing:
   English 22 Intro to Expository Writing and English 100 Expository Writing

Proposers' Names and email addresses:
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Proposal Period: Spring 2012-Fall 2012

Budget Request: $3,789

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

The proposed project seeks to improve the successful completion rate of students who place in the remedial and developmental levels by providing more effective modes of instruction, smaller class sizes, and accelerated pacing. Students will gain the skills needed for college-level courses in less time than the traditional course sequence.

The success rate for English 22 shows room for improvement. For the 2009-2010 academic year, 54% successfully completed English 22. In the 2010 annual reports, language arts faculty identified several factors that may affect course completion, including smaller class sizes and modes of instruction.

Following the Accelerated Learning Project (ALP) model pioneered by Peter Adams from the Community College of Baltimore County, students will enroll in English 22 and English 100 concurrently with the same instructor. The English 100 class will be composed of twelve students who placed in English 100 and twelve who placed in English 22. The English 22 students will benefit from exposure to the stronger writers in English 100, while also attending a twelve-student English 22 class that supports and scaffolds the English 100 content.

Three credits of reassigned time are needed for one instructor in Spring 2012 to develop curriculum for a Fall 2012 English 22/100 ALP course. This instructor will research best practices in ALP courses and create syllabi, daily learning activities, and assessment tools. These materials will be made available to other faculty who teach ALP courses. This instructor will also work together with the college's institutional research office on a data collection procedure to enable efficient tracking of participants' success in other college-level courses.

2. Refer to research that influences or serves as foundation for the project. (10 points)
The Accelerated Learning Project workshop at Kapi‘olani Community College, featuring Peter Adams, provides the foundation for the move toward the combined English 22/100. Key elements of his model are shortening the pipeline, providing fewer exit points, exposing developmental students to stronger writers, providing support for the college-level course in a smaller developmental class, and integrating the discussion of life issues.

Adams reported that in Fall 2006, 27% of the students entering the developmental level passed that course and succeeded in college-level English. In the ALP model, students take both developmental and college-level English simultaneously. Between Fall 2007 and Fall 2010, 59-66% of students entering the developmental level passed college-level English, demonstrating the improved success of the ALP model.

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

All campuses in the UHCC system can continue working together to export and implement successful strategies from other campuses as we offer the same or comparable developmental writing and reading courses. Participating faculty will present and share resources with faculty in the system; they will also be available to mentor faculty from other campuses who have not yet implemented the ALP model.

The proposed project takes a position of compromise between recent models of acceleration, which call for the elimination of one or more course levels in the developmental/remedial sequence, and the traditional remedial/developmental model, which can require students to complete two courses per developmental or remedial course level. This project’s design features and curriculum may be exportable to community colleges in the UH system and elsewhere who see value in the existing sequence of developmental coursework but also see promise in the concept of acceleration and exit point elimination. Small campuses such as Kauai CC or others on the mainland, whose remedial/developmental courses may be taught by only one or two instructors per course level, may find particularly useful this project’s graduated approach to implementing acceleration. This project’s design will allow Windward CC and other small campuses to gradually build faculty support for acceleration. Faculty buy-in, while important everywhere, is a limiting factor on small campuses, which may benefit from following this project’s model.

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

This project addresses the UHCC strategic planning outcome B: Hawaii’s Educational Capital—which is intended to increase the educational capital of the state by increasing the participation and degree completion of students, particularly low-income students and those from underserved regions (UHCC Strategic Outcomes and Performance Measures, 2008-2015).

This project addresses the Windward CC strategic plan in two ways: 1.3 Increase the number and percent of Native Hawaiian students who, if assigned to a developmental intervention, successfully complete that sequence and move on to college-level instruction. 2.3 Increase the number and percent (to 80%) of students who, if assigned to a developmental intervention, enroll in and successfully complete that sequence and move on to degree applicable instruction and increase CCSSSE Active and Collaborative Learning Benchmark.
5. Discuss how the project will sustain itself after system funding ends. (10 points)

The proposed project requests reassigned time for curriculum development, which is a one-time cost.

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

Measurable and reportable outcomes:

- Course outline and curriculum, including daily learning activities and assessment tools, will be developed in Spring 2012 and implemented in Fall 2012 for the ALP ENG22/ENG100.
- Marketing Plan--including fliers, meetings with the counselors before and after the registration period, and an article in the school newspaper--will be developed and implemented in Spring 2012.
- Assessment will be conducted after Fall 2012, including a comparison of Fall 2011 with Fall 2012 data and an analysis of student perception surveys from the revised courses. This project seeks to improve the success rate by at least 5% from the previous year.
  - The targeted success rate for the ALP English 22/100 is 59%.

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

The accelerated models provide students placed in the remedial or developmental level the opportunity to advance to college-level courses in less time than the traditional course sequencing. A student placed in English 22 would traditionally encounter the following exit points: passing English 22, enrolling in English 100, and passing English 100. A student in the ALP section would take English 22 and English 100 simultaneously, reducing exit points and halving the completion time.

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

9. Budget

Proposed Estimated Budget: $3,789

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Reassigned time for one instructor</td>
<td>$3,789</td>
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$917 (8.37% Fringe) = $4,106.00

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

Signed:
Richard J. Feldman (Go D2) 12/6/11
Chancellor Date

Richard J. Feldman 12/6/11
Vice Chancellor of Academic Affairs Date
References