To: Misty Carmichael, Hawai'i CC

From: John Morton, Vice President for Community Colleges

Subject: AY 2012-13 Innovative Developmental Education Initiatives

January 14, 2013

The UHCC system is pleased to support the project, "MacBook Mobile Development Classroom," in the amount of $48,577.00. Your project will maintain, coordinate, and establish a mobile optional "Tech Lab" for faculty in MPA-1, a classroom used by the English department for developmental writing classes. Part of the project will also include professional development and reassigned time to implement the project.

The project funding is subject to the following requirements:
1. Implementation will occur in AY 2012-13.
2. All funds must be expended, not just encumbered, by June 30, 2013.
3. The project final report (in the form attached) must be submitted in electronic form to Gayle Ishii (gayle@hawaii.edu) with a copy to Suzette Robinson (suzetter@hawaii.edu) and to Laurie Kuribayashi (laurieak@hawaii.edu) not later than September 30, 2013. Please be sure to monitor expenditures to ensure accurate fiscal reporting.


Tuition and Fee Special funds will be transferred to your campus for this project after July 1, 2012.

Based on the information provided in your final report, funds may be re-purposed. The project proposal and report will be published on the UHCC website. Thank you for your work in developing innovations to increase student success in developmental education. We look forward to working with you as the project unfolds.

Noreen Yamane, Chancellor
Peter Quigley, AVPAA
Joni Onishi, VCAA
James Yoshida, VCAS
Susan Hortimoto, Fiscal Officer

Suzette Robinson, Director for Academic Programs
Gayle Ishii, Academic Support
Lisa Tshuhako, Budget Specialist
Laurie Kuribayashi, Developmental Ed Committee Chair

Att: Year End Report template
# UHCC Developmental Education Project Proposal Form -- AY 2012-2013

**Deadline for Proposal Submission:** 4:30 p.m. on October 1, 2012

<table>
<thead>
<tr>
<th>Proposal Section</th>
<th>Pts</th>
<th>Proposal Guidelines</th>
</tr>
</thead>
</table>
| 1. Project Summary                    | 15  | Concise description of project, including the following:  
|                                       |     | • Actions to be taken and resources needed  
|                                       |     | • Data supporting need for project (no attachments)  
|                                       |     | • Explanation of how project reduces time to certificate or degree  
|                                       |     | • Prior year's outcomes for continuation projects |
| 2. Effectiveness Indicators/Outcomes and Benchmarks | 15  | Specific explanation of how project's effectiveness will be assessed, including the following:  
|                                       |     | • Effectiveness indicators/outcomes  
|                                       |     | • Benchmarks (numeric and percentage) |
| 3. Background Research                | 5   | Concise explanation of background research (with citation information) for project |
| 4. Relationship to Campus & UHCC Strategic Plans | 5   | Discussion of project's relationship to campus & UHCC strategic plans, including the following:  
|                                       |     | • Specific references to and copies of applicable sections of plans  
|                                       |     | • Brief explanation of relationship between project and referenced sections |
| 5. Scalability                        | 5   | Discussion of project's scalability (on campus and/or to other campuses) |
| 6. Sustainability                     | 5   | Discussion of project's sustainability (after UHCC project funding ends) |
| **TOTAL**                             | 50  |                     |

Also required:  
- Executed Signature Page (see Attachment 1)  
- Budget Summary (see Attachment 2)  

*Proposals which do not have both a fully executed signature page and a budget will not be reviewed.*

**Deadline for Proposal Submission:** 4:30 p.m. October 1, 2012

Please email your completed proposal (with a scanned copy of the executed signature page) to Gayle Ishii (gayle@hawaii.edu) (with a copy to Suzette Robinson (suzetter@hawaii.edu) and Laurie Kuribayashi (laurieak@hawaii.edu) on or before the deadline noted above.

Your campus may have internal deadlines for the required review by your campus institutional research, business, and human resources offices and your campus administration. Please confer with your campus UHCC Developmental Education Committee member prior to submission to confirm any campus requirements and deadlines and to ensure your proposal is complete and meets the guidelines.

**Review by UHCC Developmental Education Committee and UHCC Administration**

Proposals received by 4:30 p.m. on October 1, 2012, will be reviewed by the UHCC Developmental Education, using the Project Proposal Rubric Form (see attached). After review by the UHCC Developmental Education Committee, proposals will be forwarded directly to the UHCC Administration for review and decision and will not be returned to proposers for revision and resubmission.

Funds for proposals accepted by UHCC Administration for funding will be available upon receipt of the award letter and must be expended, not just encumbered, by August 31, 2013. Accepted proposals will be published on the UHCC website. Proposers whose proposals are funded are required to submit final reports (see attached) which will also be published on the UHCC website.

**PROJECT PROPOSAL FORM** (for completion and submission)  
- Attachment 1: Signature page  
- Attachment 2: Budget Summary

**PROJECT PROPOSAL RUBRIC FORM** (included for informational use only)

**PROJECT PROPOSAL REPORT FORM** (included for informational use only)
AY 2012-13 UHCC Developmental Education Project Proposal Form
Deadline for Proposal Submission: 4:30 p.m. on October 1, 2012

Project Title: MacBook Mobile Developmental Classroom

Budget Request: $48,577.30
College: Hawai‘i Community College

Proposer’s Name: Misty Dawn Carmichael
Proposer’s Email Address: mcar@hawaii.edu

1. Project Summary (15 points)

Technology persists simultaneously as the most sought-after and controversial classroom tool. While almost all instructors desire the convenience of some technology in the classroom, stationary desktop computers present a variety of classroom mobility issues. Typical desktop-enabled classrooms often inhibit group work assignments, and the presence of a stationary screen makes it difficult to multitask. Now that the price of notebooks and laptops have decreased enough to make purchasing a “mobile classroom” a reality, making the classroom a place where these devices are available at instructor discretion is a practical, pedagogically sound, and fiscally sensible response to this dilemma.

With a mobile classroom, students can use laptops to post to discussion boards, submit assignments through Laulima, submit drafts or peer reviews to Turnitin.com, browse textbook-accompanying publishers’ sites, and perform a nearly limitless list of other activities with an instructor’s guidance and assistance. In addition, the instructor can switch gears, putting the laptops away and engaging students in a critical discussion about how the interaction is different without computers. This is not only convenient, but it also enables students to develop the versatility expected in the job market when employees are asked to balance the technical with the interpersonal.

All developmental writing course outcomes explicitly reference “revision” and “editing,” and the English department administers a hand-written final exam which is group-graded. While the ability to compose without a computer is important, the danger is that, in a writing classroom equipped with only a chalkboard, the tendency is to “teach to the test.” Students are missing out on exposure to the unique “revision” and “editing” skills necessary to compose concise and correct electronic texts such as invoices, inspections, and incident reports, not to mention preparation for developmental students who wish to obtain a liberal arts degree. By introducing portable computers into the writing classroom, the department widens the meaning of and more extensively addresses the SLOs. However, because not all instructors are familiar with practical pedagogy involving every student working with a computer, professional development is a necessary part of this proposal if the technology is to be utilized in a supportive and collaborative way.

Actions to be taken and resources needed:

The proposer will need reassigned time to maintain, coordinate, and establish a mobile optional “Tech Lab” for faculty in MPA-1, a classroom used by the English department for developmental writing classes. This accounts for a total of 3 hours of faculty time to set up the mobile classroom with IT and implementation of the mobile classroom.
In support of the proposer's commitment to sustainable education in the field of ever-changing technology and best practices, the instructor also requests funds for the professional development costs associated with attendance of the College Composition and Communication Conference (CCCC) for 5 faculty members, which has a theme of "The Public Work of Composition" and will hold multiple sessions and workshops addressing student engagement and the student experience. The proposer will send out an invitation to English discipline colleagues throughout the state immediately upon approval of the project, asking fellow colleagues if they wish to participate in this opportunity to encourage interested in a similar project. Colleagues must be willing to write a report detailing the pedagogical and methodological impact of this event in relation to the classroom technology, and be willing to retrieve statistics from IR offices in their institution on developmental English class pass rates for comparison. In the event that the invitations are declined, HawCC colleagues will be given the opportunity to attend. At the conference, the composer will conduct a collaborative session with colleagues which will compare utilization of computer classrooms and success rates to encourage similar projects.

The proposer requests 1 Apple MacBook Learning Lab (with 20 MacBook Air computers) including a Bretford Mobility Cart for charging, a Wall Mount display, 22 versions each of the software Pages '09, and Keynote '09, and 1 additional MacBook Air and Mac Pro for instructor support. Various additional cables and adapters are connected to the price of the main instructor support (Mac Pro), as the instructor will be expected to develop and research activities used in a writing lab, compose instructions and presentations for other faculty, and occasionally sync computers with a quicker, more versatile device.

Data supporting need for project:

According to Institutional Research Office data published April 2012, students 24 years old and under have the lowest persistence rates in all age groups, both part-time and full time. The availability of computers has been shown a successful tool to engage this age group in the classroom at other colleges. For example, administration at Seton Hill University found such a strong connection between student success, faculty interaction, and engagement that "Beginning in the fall of 2010, all first year undergraduate students at Seton Hill will receive[d] a 13" MacBook laptop and an iPad." At George Fox University, incoming freshman get to choose between a MacBook and an iPad. Oklahoma State, Duke, and many other colleges across the nation are following suit.

Writing classes in the UH System require "finished prose" consisting of revised, edited, and typed assignments. Hawai'i Community College currently has only one computer lab on the Mano'olu campus — Hale Kea. Although Hale Kea is marvelously run and well-maintained, it is currently staffed by only two full-time employees. These two people cannot be expected to assist every student's writing assignment. Also, with regular semester classes scheduled in 387 TECH, not all instructors have access to the computer classroom. A mobile classroom offers a flexible, desirable environment for writing instructors and students.

* Information retrieved from the following URL:
http://www.ipadsinschools.com/category/ipad-in-college/

Explanation of how project reduces time to certificate or degree:

The Mobile Learning Lab will reduce time to certificate or degree for many nontraditional students who enter HawCC after a long hiatus from secondary school. These older students will arguably benefit the most from intermittent technology exposure because they have already been in the workforce long enough to see the inevitable need for adapting to new technology. Although this cohort is also arguably the most unfamiliar with technology, this only reiterates the need for a gradual, intermittent, instructor-supported integration of current modern hardware and software to prevent attrition and therefore reduce time to certificate or degree.

In line with John Morton and the UH System's Community College's recent media-driven "15 to Finish"
campaign supporting the HI Graduation Initiative, a mobile classroom serves as a vehicle for student engagement and, therefore, retention. In 2011, Associate Degree seeking full-time students took 3.8 yrs to get their Associate’s degree. Part-time students took 5.3 years. Part of this initiative is the “strategic use of distance education.” Students, particularly nontraditional ones, will be more comfortable with computers if they have previously accessed and interacted with the technology in face-to-face classes.

2. Effectiveness Indicators/Outcomes and Benchmarks (15 points)

In the Fall 2010 AtD cohort for developmental writing, out of 350 students enrolled, only 182 completed the course for a total of 52% completing. This project aims to increase retention rates of both reading and writing classes using the mobile lab resources up to 65%.

Success rates of students who complete the course will be compared to success rates of students who complete the course in traditionally-delivered Reading and Writing courses in K 102. Individual success is defined as a grade of “C” or. The project goal is to have at least 60% of students completing the course succeed.

With a current attrition rate of 43% for DevEd English classes at Hawai‘i CC, and retention and persistence having been linked to engagement in HawCC’s strategic plan (A 2.3), it stands to reason that using one modern technological devices would increase engagement, reduce attrition, and increase both retention and persistence rates (proposer seeks to show correlation, not causation). The project goal is to have 90% persistence of students who succeed in English Reading and Writing mobile classroom courses go on to take and pass the next developmental course in sequence.

Above data regarding success rates, retention, and persistence for these experimental Mobile Classrooms will be compared to students not accessing technology-enabled classrooms, and the proposer will create and administer a survey to assess perceived student engagement. Effectiveness indicators of the project will be measured by comparing the following course statistics to traditional (non-technology enabled sections) of Reading and Writing classes given in MPA-1:

* percentage of students passing Developmental English classes with a “C” or better in the Mobile Classroom
* percentage of DevEd students passing a non-technology enabled classroom and going on to pass the next class in sequence eventually vs. not at all.

Conference attendance will be considered successful if 50% of attendees write-ups mention opportunities for use of the proposed technology in the classroom, and if 80% of attendees deem the experience as likely to impact their teaching practices. In the review, the proposer will include a chart of statistics from IR offices from the institutions correlating technology use to developmental English class pass rates. These rates and differences will be presented to HawCC’s English department in support of the technology the proposer requests, and will be shared with other institutions to encourage similar projects, and will be presented at a conference (specific conference TBD).

3. Background Research (5 points)

Technology has long been associated with student engagement and success in respected peer-reviewed journals. For example, ERIC reports the “astonishing achievement gains” of students “using [laptops] master[ing] more than 85 percent of the two-year state-recommended curriculum” as far back as 2006. More recently, researchers Jeanne L. Pfander and Dr. Jeffrey Fehmi of Arizona State found that “2008 laptop use encourage[d] e-book readership and at the same time enhance[d] the learning experience in the classroom
4. **Relationship to Campus and UHCC Strategic Plans** (5 points)

MacBooks will be used by each student to complete composition projects in line with ILO number 1 (one), stating that "graduates will be able to communicate effectively in a variety of situations," — including online environments, and again in ILO 2 (two), asserting "graduates will be able to gather, evaluate, and analyze ideas and information." If our community college and/or local graduates are unable to navigate and communicate with the global community online, they are arguably at a drastic disadvantage to students competing for similar local jobs willing to move to Hawai‘i from the mainland. Therefore the proposer believes this technology relevant and necessary as a supplement to English department resources.

The project goal of providing computers to students is further supported by A 2.3 in the subcategory "Collaborative Student Benchmark" goal, stating that "the more actively engaged students are — with college faculty and staff, with students, and with the subject matter they study — the more likely they are to persist toward achieving their academic goals." The action strategy goes on to assert that "student engagement is a valuable yardstick for assessing whether, and to what extent an institution is employing educational practices likely to produce successful results."

5. **Scalability** (5 points)

Again, computer-assisted classrooms have long been associated with student success and engagement regardless of the discipline or program, especially as a means for assessment and persistence across disciplines. The MacBook assisted writing classroom will enhance what has already been proven to be an effective learning tool in our unique Hawaiian Island environment, allowing conclusions to be drawn based on our own student population, and can either encourage or discourage future similar projects.

Barring catastrophe, these computers will be available for students in the writing classroom for many semesters to come. Attendance at the CCC conference will result in piggyback ideas from off-island colleagues working with integrating technology in their classes, and faculty can move forward together in discovering new innovations commensurate with teacher research, garner support of the faculty and lecturers not attending, and encourage application of much-needed forward-thinking technology-based pedagogy in the writing program at Hawai‘i CC. Necessarily, more instructors will hear about practical uses for this technology and, in this familiarity, will be more supportive of employing technology with developmental students.

At present, zero instructors are implementing student-centered technology in MPA-1 for the simple reason that the laptops and carts do not exist. Over the course of two semesters, the proposer aims to have 100% of instructors that teach in MPA-1 with the laptops use them at some point during the semester. The proposer will use a benchmark of 100% of instructors in the Mac-equipped MPA-1 classroom using the laptops a minimum of two class sessions a semester as a measure of success.

The professional development opportunity will result in piggyback ideas from off-island colleagues working with integrating technology in their classes, and faculty can move forward together in discovering new innovations commensurate with teacher research, garner support of the faculty and lecturers not attending, and encourage
application of much-needed forward-thinking technology-based pedagogy in the writing program at Hawaii CC. In relation to conference attendance, the proposer uses a benchmark of 100% of conference attendees reporting an interest in using technology-equipped MPA-1, and 80% of total faculty supporting technology-equipped MPA-1 in a SurveyMonkey poll two semesters after the technology is implemented.

6. **Sustainability (5 points)**

If the project is successful and more departments adopt their use, modeling instruction to make use of online resources, students could be required to purchase a MacBook or less expensive alternative when they enter college. This would allow for better engagement and access to educational materials, including collection of course work in a portfolio that could be used across disciplines and in Learning Communities. Rather than the college bearing the cost, it would be transferred to students who could make use of financial aid to acquire a tool that will help them gain access to unlimited educational resources. A first-semester course using laptops in any program could introduce students to the technology needed to succeed and give them the tool to easily assemble accessible proof of their academic achievements.

In the event that MPA-1 proves to be less accessible to instructors than another classroom, the Mobile Learning Lab can be used to equip another classroom, such as K101 or K-103, for developmental courses. The proposal includes the cost of extended care through Apple. By then we may know what kind of device will be cheapest and best for students to buy and if requiring purchase for our college is a good idea.

Until then, this project will follow the Hawaiian Studies’ model, employing the program’s successful “Laptop Borrowing & Policy Agreement: Paepae ‘Ohua.” After two years of loaning out MacBooks to students both overnight and for the entire semester, Melanie Marciel, who is in charge of signing out laptops to students, advised the proposer to have students fill out a form and work with academic affairs to arrange a hold placed on student accounts if laptops are not returned. By employing this security measure, all laptops have been returned in good condition and are still in use. In this way the project becomes sustainable for students in future semesters who are not able to bear the cost of purchasing a computer.

Also notable regarding the student population struggling with affordable textbook options, both major publishers (Bedford and Pearson) of the department-approved developmental texts for Developmental English courses have produced more inexpensive eBook versions. These versions will be available for students immediately.

Pertaining to the conference, the proposer will assess participant write-ups and, for the first semester the computers are implemented, distribute a “Computer Classroom Tip of the Month” email to all English faculty teaching in MPA-1, sponsored by the faculty member who inspired the tip. In this way, practical and collaborative support can be shared within the department. In a SurveyMonkey poll two semesters after the technology is implemented, the usefulness and effectiveness of this emails will be assessed in a scale question. The proposer aims for 70% of faculty to respond that the emails are “somewhat helpful.”
SIGNATURE PAGE
AY 2012-13 UHCC Developmental Education Project Proposal
Deadline for Proposal Submission: 4:30 p.m. on October 1, 2012

Project Title: MacBook Mobile Developmental Classroom
College: Hawai'i Community College
Proposer's Name: Misty Dawn Carmichael
Budget Request: $40,209.55

Certification by Proposer

I certify that I have consulted with and submitted this proposal in a timely manner to the appropriate (A) institutional research office, (B) business office, and (C) human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal.

[Signature]
Name: Misty Dawn Carmichael
Title: Instructor
Date: 10/1/2012

Confirmation of Support by Dean or Division Chair

I have reviewed and support this proposal.

[Signature]
Name: [Name]
Title: Dean of [Department] OR Division Chair of English
Date: 10/1/2012

Confirmation of Campus Approval by Chancellor or Vice Chancellor of Academic Affairs

The campus approves the proposal and is committed to advance the amounts, if any, described in the proposal as being funded by the campus and is committed to sustaining the project if evidence of its success is warranted and funding is available.

[Signature]
Name: [Name]
Title: Chancellor OR Vice Chancellor of Academic Affairs
Date: 10/1/2012

Attachment 1
UHCC Developmental Education Project Proposal Form
BUDGET SUMMARY
AY 2012-13 UHCC Developmental Education Project Proposal
Deadline for Proposal Submission: 4:30 p.m. on October 1, 2012

Name of Project: MacBook Mobile Developmental Classroom  Campus: HawCC

Instructions: Complete the following, inserting and/or deleting rows as needed.

General guidelines: Funds may be used for faculty and staff assigned time; for pilot projects; for consultants; for financial aid audits; for related equipment, software, or curriculum materials; or similar one-time expenses. Funds may not be used to hire new full-time faculty or staff.

For projects involving more than one campus, budget must include a breakdown of costs by campus in addition to a total project budget. Single requests over $2,500 require Superquote.

The relationship between the requested expenditures and the project's effectiveness indicators/outcomes and benchmarks must be addressed specifically in the project proposal.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>A PERSONNEL¹</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>3 credit hours for one semester for Instructional Tech to set up and run a “Mobile Classroom”</td>
</tr>
<tr>
<td>A2</td>
<td></td>
</tr>
<tr>
<td>TOTAL PERSONNEL</td>
<td>$5,265.84</td>
</tr>
<tr>
<td>B SUPPLIES²</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>CCCC Conference for 5 faculty members (includes registration, flight, hotel [-tax], car rental, and $71 per diem)</td>
</tr>
<tr>
<td>B2</td>
<td>2 Instructional support computers, charging centers, current software, maintenance plans, and various necessary cables and accessories.</td>
</tr>
<tr>
<td>TOTAL SUPPLIES</td>
<td>$17,560.49</td>
</tr>
<tr>
<td>C EQUIPMENT³</td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>Apple MacBook Learning Lab (taxes not included)</td>
</tr>
<tr>
<td>C2</td>
<td></td>
</tr>
<tr>
<td>TOTAL EQUIPMENT</td>
<td>$25,199.00</td>
</tr>
</tbody>
</table>

TOTAL BUDGET REQUEST $48,577.30

¹ Personnel: Personnel costs include, but are not limited to, faculty or staff overload, student assistants, casual hires, and/or lecturer replacement. Unlike federal regulations, these funds do not require that the person doing the work be paid from this funding source. Personnel fill requests are required to be in the form of a lecturer B step.

Indicate fringe percentage and cost as a separate line item. Fringe benefits rate (as of July 15, 2011) are as follows: faculty/staff 40.25%; APT 40.25%; casual hire/overload 2.17%; student 0.52%. Please confirm the current fringe benefits rate with your human resources office because the rates are subject to change.

² Supplies: Supplies include, but are not limited to, office supplies, travel, conference fees, mileage, and computers.

³ Equipment: Equipment is defined as any one item costing $5,000 or more.

Attachment 2
UHCC Developmental Education Project Proposal Form
## Your Cart

<table>
<thead>
<tr>
<th>Item Picture</th>
<th>Description</th>
<th>Quantity</th>
<th>Total Quantity</th>
<th>Unit Price</th>
<th>Total Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Handover in a Box</td>
<td></td>
<td>10</td>
<td>$1.10</td>
<td>$11.00</td>
</tr>
<tr>
<td></td>
<td>A Series 11500 MW</td>
<td></td>
<td>5</td>
<td>$2.10</td>
<td>$10.50</td>
</tr>
</tbody>
</table>

**Subtotal:** $21.50