May 10, 2013

To: Laurie Lawrence, Leeward CC
From: John Morton, Vice President for Community Colleges
Subject: FY 2013-14 Innovative Developmental Education Initiatives

The UHCC system is pleased to support the project, "Going to Finish On-Time," in the amount of $48,871.00. The project is a program for developmental education students who want to graduate with their AA degrees in 2-3 years and provides "intensive personal, academic, and financial support for [2-3] years to remove the obstacles they might normally face to on-time graduation. The reference number for your project is S-2.

The project funding is subject to the following requirements:
1. Implementation will occur in AY 2013-14.
2. All funds must be expended, not just encumbered, by June 30, 2014.
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, 2014.


Tuition and Fee Special funds will be transferred to your campus for this project after July 1, 2013.

Based on the information provided in your final report, funds may be re-purposed. The project proposal and reports 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.

ec: Manuel Cabral, Chancellor
Peter Quigley, AVPAA
Michael Pecson, VCAA
Mark Lane, VCAS
Cecilia Lucas, Fiscal Officer
Suzette Robinson, Director for Academic Programs
Gayle Ishii, Academic Support
Lisa Tsuchako, Budget Specialist
Laurie Kuribayashi, Developmental Education Committee Chair

All: Final Report template
1. Project Summary
   3 Pts
   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
   3
   Specific explanation of how project’s effectiveness will be assessed, including the following:
   - Effectiveness indicators/outcomes
   - Benchmarks (numeric and percentage)

3. Background Research
   1
   Concise explanation of background research (with citation information) for project

4. Relationship to Campus & UHCC Strategic Plans
   1
   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
   1
   Discussion of project’s scalability (on campus and/or to other campuses)

6. Sustainability
   1
   Discussion of project’s sustainability (after UHCC project funding ends)

TOTAL
10

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: 12:00 p.m. February 21, 2013

Please email your completed proposal (with a scanned copy of the executed signature page) to Gayle Ishii (mailto:gaylei@hawaii.edu) (with a copy to Suzette Robinson (suzetlen@hawaii.edu) and Laurie Kurabayashi (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 the deadline noted above will be reviewed by the UHCC Developmental Education Committee, using the Project Proposal Rubric Form (see attached). After the UHCC Developmental Education Committee’s review, proposals will be forwarded to UHCC Administration for additional review. Proposals may be returned to proposers for revision and resubmission prior to review by UHCC Administration. Final approval comes from VP Morton.

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 June 30, 2014. Accepted proposals will be published on the UHCC website. Proposers whose proposals are funded are required to submit year-end 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 YEAR-END REPORT FORM (included for informational use only)
AY 2013-14 UHCC Developmental Education Project Proposal Form
Deadline for Proposal Submission: 12:00 p.m. on February 21, 2013

Project Title: Going to Finish On-Time                  Date: February 11, 2013
Budget Request: $48,871                                College: Leeward Community College-Wai`anae
Proposer’s Name: Laurie Lawrence                        Proposer’s Email Address: lauriejl@hawaii.edu

1. Project Summary (3 points)
Going to Finish On-Time at Leeward Community College-Wai`anae is a program for developmental education students who want to graduate with their AA degree in 2-3 years. The program requires that students commit to taking a full-time load of 12-15 credits each semester. Students in the program will receive intensive personal, academic, and financial support for two-three years to remove most of the obstacles they might normally face to on-time graduation. This holistic approach will reduce the time to graduation.

Students in this program are expected to successfully complete their developmental coursework in one semester and begin taking a 12-15 credit load of college level courses in their second semester. Courses are blocked in the first three semesters so that students are taking their courses in a cohort.

Students will be recruited for the program in spring and early summer 2013. Students who commit to the program by May 2013 will be able to take MAT11 18 or MAT11 82 during the summer tuition free. Students who commit to the program by July 2013 will be required to participate in 20 hours of math, writing, and learning skills brush up workshops.

All students who commit to the program will be required to attend a program orientation in August, as well as the Leeward NSO.

Specific requirements and benefits of the program are:
- Students will be required to meet with their assigned counselor twice a month. Each appointment will be 30-60 minutes in length. Appointments may consist of individual or group advising.
- Students will be required to attend a weekly College Success Seminar on Friday mornings. Each seminar is one hour in length and will be led by peer advocates.
- Students will be required to meet weekly for one hour with a writing and/or math tutor.
- Students who fulfill the requirements of the program and maintain a minimum GPA of 2.0 will receive a free UPass bus pass and free textbook loans each semester that they stay in the program.
- They will also be given priority registration status, allowing them to register for their classes on the first day of pre-registration regardless of how many credits they have earned.
- Students who earn 15 college-level credits with minimum GPA of 2.0 by the end of the Spring 2014 semester will receive a tuition waiver for one 3 credit class in Fall 2014.
The total request to implement this pilot project for 40 students in AY 2013-2014 will be $48,871. This will fund the following components of the project:

- Summer overload for 2 math and 1 writing faculty members
- 5 student employees (2 peer mentors and 3 tutors) for summer 2013 and AY 2013-2014
- Textbooks to loan for 40 students each semester

**Data Supporting the Need for Project**

The following data provides support for the need for this program.

- The 4-yr. graduation rate for full-time students (2005 cohort) at the UH community colleges was 20%. (source: HGI Summit, Oct. 2012)
- The 4-yr. graduation rate for part-time students (2005 cohort) at the UH community colleges was 7%. (source: HGI Summit, Oct. 2012)
- The 3-yr. graduation rate for first-time, full-time students (2005 cohort) at Leeward Community College was 10.2%. (source: HGI Campus Completion Score Card 2011)
- The 3-yr. graduation rate for Native Hawaiian students (2005 cohort) at Leeward Community College was 5.7%. (source: HGI Campus Completion Score Card 2011)
- The percentage of associate degree seeking students taking 15 credits or more in Fall 2011 at Leeward Community College was 7.6%. (source: HGI Campus Completion Score Card 2011)
- The percentage of freshmen completing at least 30 credit hours within the 1st academic year (2010 cohort) at Leeward Community College was 3.7%. (source: HGI Campus Completion Score Card 2011)
- The percentage of students completing college level English and math within the 1st academic year (2010 cohort) at Leeward Community College was 40.9%. (source: HGI Campus Completion Score Card 2011)
- The percentage of students at LCCW from Fall 2010 cohort that did not persist after 1 year was 49% and after 2 years was 66%. The percentage of non-persisters who were part-time was 60% and who had a GPA of below 2.0 was 72%. (source: LCC OPPA)
- The number of students at LCCW from the Fall 2010 cohort who graduated in 2 years was 2 (1.3%).
- The percentage of students at LCCW in Fall 2010 cohort who were not college ready
  - Math 93%
  - Writing 64%
  - Reading 50%

2. Effectiveness Indicators/Outcomes and Benchmarks (3 points)

The effectiveness of this program will be assessed using the following metrics for students in the program at the end of the first and second semesters, compared with students who are not in the program:

- Overall average total credits attempted
- Overall average GPA
- Overall average total credits attempted in developmental courses
- Overall average total credits earned in developmental courses
- Overall average total credits attempted in college level courses
- Overall average total credits earned in college level courses
- Overall average course success rates
- Overall average fall-to-spring persistence rates
Expected outcomes are

- Students in the program will attempt and earn a larger number of credits each semester compared to students who are not in the program.
- Students in the program will earn a higher GPA each semester as compared to students who are not in the program.
- Students in the program will complete developmental education after one semester at a higher rate than students who are not in the program.
- Students in the program will persist to the second semester at a higher rate than students who are not in the program.
- Students in the program will have higher transfer level course success rates in the second semester than students who are not in the program.

Benchmarks for program success in AY 2013-2014 are:

- 75% of students (30 out of 40) pass all developmental courses in first semester and 100% of them (30 out of 30) register for college level English and math in the second semester.
- 75% of students (30 out of 40) will earn a cumulative GPA of at least 2.0 by the end of the second semester.
- 75% of students (30 out of 40) will earn at least 15 transfer level credits by the end of the second semester.

3. Background Research (1 point)

Going to Finish On-Time at Leeward Community College-Waianae is modeled after the Accelerated Studies in Associates Programs (ASAP) at City University of New York (CUNY). The keys to success of ASAP, which we hope to replicate, are: removing financial barriers, removing structural barriers, creating a community and providing wide range of support services.

The ASAP program serves 2200 students across 6 community college campuses. Students who commit to the program are required to register for 12-15 credits each semester, complete developmental education requirements during the first year of enrollment, meet with their advisor twice a month, and attend weekly college success seminars during the first year. ASAP’s goal is to graduate at least 50% of participating students within three years, far exceeding typical graduation rates for low-income developmental students.

Since implementation in 2007, they have seen significant improvements in retention and graduation for ASAP students compared to non-ASAP students. A June 2012 MRDC evaluation of the ASAP program, reports the following early impacts. (http://www.mrdc.org/sites/default/files/full_625.pdf)

- During the first semester, ASAP increased the proportion of students who enrolled full time and increased the average number of credits students earned.
- ASAP increased the proportion of students who had completed all their developmental requirements by the end of the first semester.
- ASAP increased the proportion of students who returned to school in the second semester.
- ASAP increased credits earned during the second semester and increased the proportion of student who enrolled in school in the third semester.

CUNY’s evaluation of ASAP has revealed that the program has a significant increase in 2-3 year graduation rates when ASAP participants are compared to students who are not in ASAP. (http://www.cuny.edu/academics/programs/notable/asap/about/evaluation.html)

- Average 3 year rate: 55% vs. 23%
• Average 2 and ½ year rate: 44% vs. 15%
• Average 2 year rate: 26% vs. 7%

4. **Relationship to Campus and UHCC Strategic Plans (1 point)**

This success of this project will contribute to the successfully meeting the following goals outlined in the UHCC and Leeward Community College Strategic Plans 2008-2015.

1. **Native Hawaiian Educational Attainment: To 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.**
   1.3 Increase the number and percent (to 80%) of Native Hawaiian students who, if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction by 2015.
   1.4 Increase by 6-9% per year the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

2. **Educational Capital: To increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions increasing the total annual amount of PELL aid disbursed and increasing the number of aid recipients making satisfactory progress.**
   2.3 Increase the number and percent of students who, if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction.
   2.4 Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

5. **Scalability (1 point)**

ASAP began as a centralized program in the Office of the Vice President for Academic Affairs at CUNY. The program was implemented across six community college campuses in the CUNY system. Each campus has its own ASAP Director, 3-6 academic advisors, an employment specialist, a recruitment coordinator, a database/administrative assistant, and tutors. These positions are dedicated to the ASAP program, which means that the program is not an add-on for staff who also have other responsibilities (for example, counselors who also function as generalists).

Leeward Community College-Waianae currently has a similar staffing structure as the ASAP, with an Academic Coordinator, 2 counselors, a retention specialist, an outreach specialist, an education specialist, an administrative assistant, and tutors and peer mentors. We currently function as a team that focuses on student success. Beginning in Fall 2012, we began tracking and supporting the Fall 2012 freshman cohort at LCC-W with more intrusive advising and tracking them their success and persistence. We currently offer developmental reading and writing in a learning community with a learning skills class. If the program is successful at LCC-W, we have the staff and the infrastructure available to handle the increased advising and support model for additional students. The only position we do not have is an employment specialist, but we do have the opportunity to work with Job Prep Services to provide this service to our students.

In order to scale up at the Pearl City campus, similar staffing structure would need to be created, including hiring a program coordinator, counselors, and APTs.
6. **Sustainability** (1 point)

Leeward Community College has non-need-based financial aid funds that can be redirected to support the financial incentives that are integral to recruiting students and holding them accountable. While the textbooks purchased will be loaned to students in the program and returned for use with the following year's new cohorts, the bus passes will need to be purchased each year. This is a recurring expense that will have to be covered by non-need-based financial aid funds.

Even with the additional financial investment, ASAP data demonstrates that the program is cost effective. A recent cost-effectiveness study of the ASAP program compared the cost of producing an ASAP graduate to the cost per graduate of a non-ASAP student. The study found that the cost per graduate for ASAP is comparable or less than that of the traditional approach.

SIGNATURE PAGE
AY 2013-14 UHCC Developmental Education Project Proposal
Deadline for Proposal Submission: 12:00 p.m. on February 21, 2013

Project Title: Going to Finish On-Time
Budget Request: $48,871
Proposer’s Name: Laurie Lawrence

Date: February 8, 2013
College: Leeward Community College-Wa‘ianae
Proposer’s Email Address: lauriejl@hawaii.edu

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. I understand I will have primary responsibility for monitoring any funds awarded and agree to maintain accurate and current records of expenditures consistent with the attached budget.

Signature: ___________________________ Date: Feb. 11, 2013
Name: Laurie Lawrence
Title: ECC-wa‘ianae Coordinator

Confirmation of Support by Dean or Division Chair

I have reviewed and support this proposal.

Signature: ___________________________ Date: 2/11, 2013
Name: Ren Umezu
Title: Dean of Career & Technical Ed OR Division Chair of ______________________

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: ___________________________ Date: 2/19, 2013
Name: Michael H. Pesook
Title: Chancellor OR Vice Chancellor of Academic Affairs

Attachment 1
UHCC Developmental Education Project Proposal Form
Name of Project: Going to Finish On-Time  
Campus: Leeward Community College-Waia'anae

**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.

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<th>DESCRIPTION</th>
<th>BUDGET</th>
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<tr>
<td><strong>PERSONNEL</strong>¹</td>
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<td>A1 Developmental math instructor to teach 2 sections MATH 18 &amp; 1 section MATH 82 (summer overload May 28-Aug 2, 2013)</td>
<td>6,850</td>
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<td>Fringe @ 2.06%</td>
<td>141</td>
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<td>A2 Developmental math instructor to run math skills brush up workshops (4hrs. per week for 5 weeks) (summer overload July-Aug 2013)</td>
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<td>A3 Developmental writing instructor to run writing and learning skills workshops (4hrs. per week for 5 weeks) (summer overload July-Aug 2013)</td>
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<td>A4 2 student peer mentors @4hrs./week @$9.00/hr. for 40 weeks</td>
<td>2,880</td>
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<td>Fringe @ 0.46%</td>
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<tr>
<td>A5 3 student tutors (2 math and 1 writing) @10hrs/week @$9.00/hr. for 40 weeks</td>
<td>10,800</td>
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<tr>
<td>Fringe @ 0.46%</td>
<td>47</td>
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**TOTAL PERSONNEL**  
22,181

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 (for FY2013) are as follows: faculty/staff 41.49%; graduate assistant 9.55%; casual hire/overload 2.06%; student 0.46%. Please confirm the current fringe benefits rate with your human resources or business office because the rates are subject to change.

112612
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<td><strong>TOTAL BUDGET REQUEST</strong></td>
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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*