To: Kristine Korey-Smith, UHMC
From: John Morton, Vice President for Community Colleges
Subject: AY 2013-14 Innovative Developmental Education Initiatives

The UHCC system is pleased to support the project, “Compass Brush-Up Workshop,” in the amount of $15,090.00. The project focuses on piloting a series of COMPASS brush-up workshops to increase the college-readiness of a target group of 100 students. The reference number for your project is S-1.

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 (gaylei@hawaii.edu) with a copy to Suzette Robinson (suzetter@hawaii.edu) and to Laurie Kurbayashi (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.

cc: Clyde Sakamoto, Chancellor
    Peter Quigley, AVPAA
    John McKee, VCAA
    David Tamanaha, VCAS
    Cindy Yamamoto, Fiscal Officer
    Suzette Robinson, Director for Academic Programs
    Gayle Ishii, Academic Support
    Lisa Tsuchako, Budget Specialist
    Laurie Kurbayashi, Developmental Education Committee Chair

Att: Final Report template
AY 2013-14 UHCC Developmental Education Project Proposal Form
Deadline for Proposal Submission: 12:00 p.m. on February 21, 2013

Project Title: COMPASS Brush-Up Workshops
Budget Request: $15,090.00
Proposer's Name: Kristine Korey-Smith
Date: 2/19/13
College: UH Maui College
Proposer's Email Address: ksmith@hawaii.edu

1. Project Summary (3 points)

The Learning Center (TLC) at Maui College is seeking funding to plan and pilot a series of COMPASS Brush-up workshops using Pearson’s My Foundation Lab (MFL). MFL is a web based software package that provides front end diagnostic testing, multiple types of formative testing, several types of interactivity, help with pacing, and COMPASS math, reading, and writing practice tests. Participants will also have access to and guidance provided by a TLC facilitator/instructor and tutors. By completing the Path Builder diagnostic pre-test for each section: Reading, Writing, and/or Mathematics, MFL, based on the results of the assessment, provides a personalized learning path for each student. Students then work independently in MFL on interactive learning activities designed to build the mastery of the required skills. When ready, students can attempt the post-test for each section, achieving mastery by scoring a 70% or higher. The goal of the brush-up workshop is for students to improve their math, reading, and/or writing COMPASS scores and become more college-ready so they have increased course options and are propelled into credit-bearing course sequences, bypassing remedial and developmental courses.

A review of UH Maui College placement test scores from July 1, 2011 to June 30, 2012 showed that 2,064 test takers placed below 100 math, 1,080 placed below 100 in reading, and 1,390 placed below 100 in writing. Although not all of these students enroll at the College, for those that do, completing a series of remedial and developmental courses to overcome deficiencies involves significant time and money for students, slowing academic progress, and sometimes derailing momentum that comes with initial enrollment in postsecondary education.

The pilot program will serve 5 cohorts of 20 students during summer 2013-fall 2013. To qualify, students must have placed below the 100 level in math and/or English on the COMPASS test. The TLC houses the COMPASS testing on the Maui campus, and as students complete the test, the center staff will counsel eligible students into the pilot program. The first meeting of the brush-up will be face to face and will provide an overview of the COMPASS test and the MFL program. Additionally, students will complete the path builder diagnostic test and be introduced to their customized learning path. After the initial meeting, students will be required to complete a minimum of 32 hours per subject area in order to qualify for the COMPASS retake fee waiver. Students will be able to work on MFL from the TLC computer lab during open hours or at any computer with an internet connection. Students will have access to a brush-up facilitator and tutors that will be available to answer questions and guide students as needed.

The TLC is requesting funds to purchase the MFL program for 100 students, pay a facilitator 10 hours per week for twenty weeks, pay for 20 hours per week of tutoring for twenty weeks, and a retest fee for 100 students.

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

- 80% of students completing a minimum of 32 hours in MFL for the reading brush-up will increase their COMPASS placement score by one level on the retest.
• 80% of students completing a minimum of 32 hours in MFL for the writing brush-up will increase their COMPASS placement score by one level on the retest.

• 70% of students completing a minimum of 32 hours MFL for the math brush-up will increase their COMPASS placement score by one level on the retest.

3. Background Research (1 point)

Students lacking the skills required to enroll in college-level courses face significant challenges persisting to a degree. To address this, some Colleges have begun to offer placement test brush-up courses as a way to help students to fill in their knowledge gaps without committing to a full-term course.

In 2006, Ivy Tech Community College worked with Pearson to design a 4 to 12 week self-paced remediation program that would help students to score higher on placement tests. The program was called Online Accelerated Remediation (OAR) and was the precursor to the MFL program today. In this early study, 91% of those who retested in reading improved at least one course level; 70% of students who retested in writing improved at least one course level; 43% of students who retested in math improved at least one course level (Speckler, 2011).

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

By helping potential students to bypass developmental course work or decrease the number of developmental courses they need to take, the proposal addresses the UHCC strategic plan Outcome B, Performance Measure 5: Increase by 3% per year 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. It also addresses the Maui College Strategic Plan Objective 1: Achieve a shared institutional culture that makes student learning and success the responsibility of all by utilizing The Learning Center and its resources to advance students.

5. Scalability (1 point)

If the pilot is successful, the TLC will offer one reading/writing and one math brush-up each month thus incorporating the brush-up into the TLC’s regular academic support offerings.

6. Sustainability (1 point)

If the pilot is successful, the cost of future brush-up workshops will be charged to the participant (about $75.00 per participant); however, the reduction of overall tuition costs and time to degree/certificate completion represent a permanent cost savings to both the student and the College.

References:

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

Project Title: _COMPASS Brush-UP Workshops_ Date: __2/19/2013______
College: __UH Maui College_______ Proposer’s Name: __Kristine Korey-Smith_________
Budget Request: $__15,090.00______________

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: __February 19, 2013
Name: __Kristine Korey-Smith_________________
Title: __Director of The Learning Center_________________

Confirmation of Support by Dean or Division Chair
I have reviewed and support this proposal.

Signature: _______________________________ Date: __February 19, 2013
Name: ___David Grooms____________________
Title: Dean of Academic Affairs 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: __February 19, 2013
Name: ____John McKee_____________________
Title: Chancellor OR Vice Chancellor of Academic Affairs

Attachment 1
UHCC Developmental Education Project Proposal Form
BUDGET SUMMARY
AY 2013-14 UHCC Developmental Education Project Proposal
Deadline for Proposal Submission: 12:00 p.m. on February 21, 2013

Name of Project: ___COMPASS Brush-Up Workshops____________ Campus: __UH Maui College__

**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><strong>PERSONNEL</strong> ^1</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Facilitator: 10hrs * $20.00 * 20 weeks</td>
</tr>
<tr>
<td>A2</td>
<td>Tutoring: 20hrs * $10.00 * 20 weeks</td>
</tr>
<tr>
<td>A3</td>
<td>Fringe Facilitator: 2.06%</td>
</tr>
<tr>
<td>A4</td>
<td>Fringe tutor: .46%</td>
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<tr>
<td><strong>TOTAL PERSONNEL</strong></td>
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<tr>
<td><strong>SUPPLIES</strong> ^2</td>
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</tr>
<tr>
<td>B1</td>
<td>MFL: $33.00*100</td>
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<tr>
<td>B2</td>
<td>COMPASS Retake Fee: $25*100</td>
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<tr>
<td>B3</td>
<td>Computer for facilitator</td>
</tr>
<tr>
<td>B4</td>
<td>Printing of informational flyer</td>
</tr>
<tr>
<td><strong>TOTAL SUPPLIES</strong></td>
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<tr>
<td><strong>TOTAL BUDGET REQUEST</strong></td>
<td>$15,090.00</td>
</tr>
</tbody>
</table>

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^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.

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