December 18, 2013

To: Jennifer Watada, Leeward CC
From: John Morton, Vice President for Community Colleges
Subject: FY 2013-14 Innovative Developmental Education Initiatives Round 2

The UHCC system is pleased to support the project, "Accelerating Students into MATH 100" in the amount of $13,271.00. The project will apply the principles of the National Center for Academic Transformation "Linked Workshop" model and the Accelerated Learning Program (ALP) for English composition courses to MATH 100.

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 (suzettr@hawaii.edu) and to Laurie Kuribayashi (lauriek@hawaii.edu) not later than September 30, 2014.

Tuition and Fee Special funds will be transferred to your campus for this project after January 1, 2014.

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: Manuel Cabral, Chancellor
Peter Quigley, AVPAA
Michael Pecso, 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

Att: Final Report template
AY 2013-14 UHCC Developmental Education Project Proposal Form
Deadline for Proposal Submission: 12:00 p.m. on October 24, 2013

Project Title: Accelerating Students into MATH 100
Date: October 17, 2013

Budget Request: $13,270.99
College: Leeward CC

Proposer’s Name: Jennifer Watada
Proposer’s Email Address: jwatada@hawaii.edu

1. Project Summary (3 points)

This project seeks to apply the principles of the National Center for Academic Transformation “Linked Workshop” model and the Accelerated Learning Program (ALP) for English composition courses to MATH 100. This way of getting more students into a transfer-level course has been very widely documented for English and has been successfully used for the liberal arts math course at Austin Peay State University.

Currently, 23% of new, first-time students place into MATH 82. Many of these students are not on the STEM track and can use MATH 100 to meet the AA degree FS core requirement. These students would ordinarily enroll into MATH 82 in their first semester and MATH 100 after passing MATH 82. Pushing core requirements into subsequent years makes completion of a degree less likely so an accelerated path to MATH 100 is critical and useful to non-STEM students who place into developmental mathematics.

To facilitate this, a one-credit companion developmental math course will be created to serve as the Linked Workshop to MATH 100. Students who would have otherwise been placed into MATH 82 will enroll in MATH 100 with concurrent enrollment in the companion developmental math course. This practice is an adaptation of a Complete College America recommendation of using co-requisite courses rather than pre-requisites. The companion course will provide students with Just-In-Time remediation material that will directly support MATH 100. This enables students’ direct entry into a college level math course and reduces time to degree.

Another significant outcome of this project is offering the companion course and MATH 100 through web delivery, which provides students an accelerated avenue to a widely-accepted MATH 100 course that meets their Foundation Symbolic Reasoning (FS) or Mathematical/Logical Reasoning (M/L) Associate in Arts degree core requirement.

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

Fifty students (2 sections of 25 students each) will be offered the MATH 100 web course in fall 2014. Twenty-five of those students are expected to qualify for the MATH 100 web course by taking the companion course. The students who use the companion course as co-requisite to qualify for MATH 100 will be tracked and is particularly significant since such students would otherwise have needed at least one additional semester in order to use MATH 100 to meet an AA degree’s FS requirement. To gauge the effect of the accelerated MATH 100 placement, an anonymous survey will be developed jointly by the development team and the Leeward CC IR office. Students taking MATH 100 with the companion course will be asked how important it was to each of them that MATH 100 could be taken in that semester and not having to wait at least one additional semester to meet the prerequisite in some other fashion.
For students who take the MATH 100 web course without the companion course, there is an open question of whether the availability of the course was vital to meeting their degree requirement. To address this side of the issue, an anonymous survey will be developed jointly by the development team and the Leeward CC IR office. Students taking the MATH 100 web course will be asked what effect the course offering had on their progress toward a degree or certificate. A reasonable initial expectation is that at least 25% will report that the availability of a distance MATH 100 course removed a significant barrier to their progress toward a degree or certificate. As the project matures and additional sections are offered system-wide, this percent is expected to grow to as much as 50% or more.

Reasonable benchmarks indicating project success are:
- Students who enroll in the MATH 100 web course with the companion course will maintain comparable success rates to the traditional on-campus MATH 100 course with historical benchmark success rates of 65%.

3. **Background Research** (1 point)

There is a great deal of research that documents the potential of the redesign that the National Center for Academic Transformation named the “Linked Workshop” model. The Accelerated Learning Program (ALP) first developed at the Community College of Baltimore County has documented successes using their implementation in freshman composition courses at many colleges across the country. While ALP’s successes are in freshman composition, Austin Peay State University has documented success applying the same principles to terminal math courses like MATH 100 (Survey of Mathematics). Complete College America also advocates for a co-requisite, rather than the pre-requisite, model and cites ALP and Austin Peay’s models among others.

http://www.thencat.org/PlanRes/R2R_Model_Linked.htm
http://alp-deved.org/
http://www.apsu.edu/academic-support-center/sla/about

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

Developmental prerequisites and MATH 100 are quite under-represented in the UHCC distance course offering. The Linked Workshop, companion developmental math course and MATH 100, enables students who otherwise placed into MATH 82 direct entry into MATH 100 accelerates students to nursing and allied health programs which require MATH 100 and feed to jobs paying above the U. S. average. In this way, the project addresses the strategic plan outcome:
- Globally Competitive Workforce - Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.
  (4.1 Increase the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawaii shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006=$38,651).)

In addition, offering the companion developmental math course and MATH 100 courses through the web increases participation and is an alternative method for non-STEM track students to prepare for college level math, which reduces time to degree. This contributes to the strategic plan outcomes:

- UHCC Strategic Outcome Update and Performance Measures B: Hawaii’s Educational Capital – Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions
- Leeward CC Strategic Plan Update outcome A.B3.c: Develop alternative pathways for developmental courses to prepare students for college level instruction.

5. Scalability (1 point)

Every UHCC campus offers MATH 100 as a face-to-face course but only Leeward CC offered it state-wide as a distance course in 2012. That cable course offering is an instructor-specific course and not well suited to export; however, having non-proprietary web courses that are designed to be used in turn-key fashion by any instructor make the proposed MATH 100 and companion Linked Workshop course attractive. The appeal of being able to offer remote Native Hawaiian and other under-served distance students a MATH 100 course, in addition to the novel accelerated placement option, to meet their AA degree FS or other program or degree requirement without having to do extensive curriculum development will be very appealing to the other campuses.

6. Sustainability (1 point)

Once the initial development of these courses is completed, no additional funding is required. Course revisions will be relatively minor and will generally involve replacement of outdated material or targeted addition of new material. These should require minimal time and thus would not require substantial ongoing maintenance costs. Faculty tasks, including assisting other campuses with their implementation of the courses, will constitute a portion of ongoing professional development, which is a secondary duty for all faculty.
SIGNATURE PAGE
AY 2013-14 UHCC Developmental Education Project Proposal
Deadline for Proposal Submission: 12:00 p.m. on October 24, 2013

Project Title: Accelerating Students into MATH 100 Date: October 17, 2013
College: Leeward CC Proposer's Name: Jennifer Watada
Budget Request: $13,270.99

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: Jennifer Watada Date: October 18, 2013
Name: Jennifer Watada
Title: Assistant Professor/Dev. Math Coordinator

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

Signature: James Goodman Date: October 21, 2013
Name: James Goodman
Title: Dean of Arts & Sciences 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: Michael Fecsok Date: October 23, 2013
Name: Michael Fecsok
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 October 24, 2013

Name of Project: Accelerating Students into MATH 100  
Campus: Leeward CC

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>
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<td>A PERSONNEL¹</td>
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| A1 Web MATH 100 development, split between two faculty  
2 credits at C2 summer overload rate of $1,411 per credit = $2,822  
2 credits at C5 summer overload rate of $1,984 per credit = $3,968 | $ 6,790.00 |
| A2 Linked workshop companion course development  
2 credits at C3 summer overload rate of $1,627 per credit = $3,254 | $ 3,254.00 |
| A3 Fringe: $10,044 @ 2.26% | $ 228.99 |
| TOTAL PERSONNEL | $10,278.99 |
| B SUPPLIES² |        |
| B1 2 x Livescribe sky wifi smartpen 8gb propack @ $250 each | $ 500.00 |
| B2 Desktop multimedia computer system | $ 2,500.00 |
| TOTAL SUPPLIES | $ 3,000.00 |
| C EQUIPMENT³ |        |
| C1 |        |
| TOTAL EQUIPMENT |        |
| TOTAL BUDGET REQUEST | $13,278.99 |

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.

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

Attachment 2

UHCC Developmental Education Project Proposal Form