To: Jeffrey Stearns  
Honolulu Community College

From: John Morton, Vice President for Community Colleges

Subject: FY 2013-14 Innovative Developmental Education Initiatives Round 2

January 22, 2014

The UHCC system is pleased to support the "Accelerated Development Writing Project" in the amount of $4,472.00. The project will scale-up students so they will acquire skills taught in ENG 19 and ENG 22 in one semester instead of two.

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 Kuriyayashi (laurieak@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.

ec: Erika Lacro, Chancellor  
Peter Quigley, AVPAA  
Russell Uyeno, VCAA  
Douglas Boething, VCAS  
Derek Inafuku, Fiscal Officer  
Suzette Robinson, Director for Academic Programs  
Gayle Ishii, Academic Support  
Lisa Tsuhako, Budget Specialist  
Laurie Kuriyayashi, 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: Accelerated Development Writing Project  Date: October 21, 2013

Budget Request: $4,472  College: Honolulu Community College

Proposer's Name: Jeff Stearns  Proposer's Email Address: stearns@hawaii.edu

1. Project Summary (3 points)

The Accelerated Development Writing Project is a way to scale-up students so they will acquire the skills taught in ENG 19 (Writing Essentials II) and ENG 22 (Introduction to Expository Writing) in one semester instead of two. To do this, students would take a class combining the two writing levels for 4 credits. The class would meet three times a week instead of two, the classwork would be more intensive, and assignments would be more concentrated. To make this happen, a faculty member familiar with both courses would prepare the curriculum. That faculty member also would teach and assist other instructors when we offer four or more sections of the course in Fall 2014.

The advantage of this course would be to reduce the time underprepared students spend to complete their developmental courses to one semester from two. The students would benefit from lower college costs and by shrinking the time of completion before they can begin their intended career programs. The college would benefit from better retention and eventually award more certificates and degrees. If we shorten the time students are required to get certificates or degrees, they are more likely to complete them.

A similar project with developmental English was tried with success at Maui CC. The results of the project improved retention levels (grades of C or higher) by 10 percentage points. We would expect similar results from this project at Honolulu CC.

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

The Accelerated Developmental Writing project would be successful if at least 75% of the students completing the course receive credit for ENG 22, which is 10 percentage points higher than our current success rate of ENG 22/60. (Some of the remaining 22% of students could still get ENG 19 credit if they fell short of reaching the writing skills of ENG 22.) The course could potentially affect as many as 96 students an academic year. Completing this course would ready the students for college-level ENG 100 (Composition I).

Our five-year college data to 2011-12 shows an average 70 students enrolling in ENG 19 each academic year. This number compares to an average 111 who enroll in the next level ENG 22/60.

Since we began our developmental English courses in 2010, the success rate of students in ENG 22/60 has been 64% to 68% during the two years to 2011-12. For ENG 19, the success rate has been 69% to 72%.
We can scale-up a lot of students with this accelerated class. This project would allow us not only to see 75% of students successfully complete ENG 19 but also ENG 22 at the same time.

We will target a 75% success rate. Achieving this rate would be a great success because we are taking two semesters of 6 credits and reducing them to one semester of just 4 credits (using much less class time). We are also concentrating the content of two semesters into one.

3. Background Research (1 point)

In fall of 2010, UH Maui College implemented redesigned instruction in developmental English courses. The approach was a hybrid of widely recognized best practices in developmental education that included placing tutors in the classroom and migrating coverage of fundamental writing skills to computer assisted instruction. This approach enabled a high degree of faculty to student interaction throughout the writing process. Instruction via lecture was significantly reduced, replaced by active student work in the classroom. Recently, they introduced this approach in accelerated courses that combine two levels of writing and add a substantive focus on reading skills. Because courses were cross-listed, lower achieving students could complete one developmental level if they failed to achieve the learning outcomes for the second course. In the pilot course, a combination of ENG 19 and ENG 22, fourteen out of fourteen students passed ENG 19 and ten of the fourteen also passed ENG 22. In response to the success of the pilot, Maui offered two cross-listed ENG 19/22 courses and two cross-listed ENG 22/100 courses in the fall semester. Mid-term indications in these courses were encouraging with reports of high retention and a strong majority of students passing the first of the two courses at the halfway point.

Implementing the redesign has brought some challenges. While all developmental faculty were provided with tutors in the classroom and were encouraged to use computer-assisted instruction, many were reluctant to abandon habitual methods of instruction and have yet to embrace the new methods of the redesign. Maui sees that through regular training workshops, frequent classroom visits, and regular feedback on classroom instruction, the redesign will achieve full implementation in the semesters to come. Careful assessment of success in these courses should provide further incentive to embrace new methods of teaching.

Below are the data on success rates from one semester representing success rates before the classroom tutors and MyWritingLab were introduced and several recent semesters' success rates. Many factors influence the rate of student success in our courses, but Maui believes that the new approach will result in gradual increases toward higher success rates, especially as teachers become more comfortable with the new teaching modes, and the improved instruction becomes ingrained department-wide.

PRE INTRODUCTION OF REDESIGN ELEMENTS:

- English 19 Fall 2007 Retention 64/93 = 69%
- English 22 Fall 2007 Retention 123/200 = 61.5%

POST INTRODUCTION:

- English 19 Fall 2012 Retention 115/148 = 78%
- English 22 Fall 2012 Retention 225/329 = 68%
- English 19 Spring 2013 Retention 86/115 = 75%
- English 22 Spring 2013 Retention 139/236 = 68%

Acceleration Pilot
- English 19 Fall 2012 Retention 14/14 = 100%
Note: Retention = C or better grade in course.

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

This project relates specifically to Goal A of promoting learning and teaching for student success in our strategic plan. Within this section is Hawaii's Educational Capital's goal of "increase[ing] the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions." More specific, it would play a part in "increase[ing] the number and percent of students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction."

This project also relates to the Native Hawaiian Educational Attainment because some students in developmental courses are Native Hawaiians. Specifically, the goal would be to "increase the number and percent of Native Hawaiian students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction." This accelerated developmental writing project could contribute in reaching our goals.

5. **Scalability** (1 point)

If this project is successful, our college will consider similar projects with our developmental reading sequence. Anyway we can cut semesters students spend in our developmental writing and reading program, without sacrificing standards, helps underprepared students attain certificate and degrees faster, assisting our college with retention.

6. **Sustainability** (1 point)

Our accelerated learning project for ENG 100, as an example, led to a permanent course. As noted above, we began offering six of these accelerated ENG 100 classes each semester. The same result is likely to happen for the Accelerated Developmental Writing project. We currently offer ten ENG 19 classes each academic year, affecting many developmental students. If we get faculty to rethink the way we teach developmental writing by combining ENG 19 and ENG 22 in an accelerated format and can prove that the course is successful, the course will become a permanent offering, like our Accelerated ENG 100 course.
SIGNATURE PAGE

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

Project Title: Accelerated Developmental Writing Project          Date: 10-21-2013
College: Honolulu Community College        Proposer's Name: Jeff Stearns
Budget Request: $5,994

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: ___________, 2013
Name: Jeff Stearns
Title: Division Chair Language Arts

Confirmation of Support by Dean or Division Chair

I have reviewed and support this proposal.

Signature: ___________________________ Date: ___________, 2013
Name: Jeff Stearns
Title: Dean of ___________________________ OR Division Chair of Language Arts

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: ___________, 2013
Name: Erika Lacro
Title: Chancellor

Attachment 1

UHCC Developmental Education Project Proposal Form

090813
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: Accelerated Developmental Writing Project  Campus: Honolulu Community 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.

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<th>DESCRIPTION</th>
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<tr>
<td>A</td>
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<tr>
<td>A1 1 Faculty to prepare the curriculum – faculty overload (3 credits) (for FY2014)</td>
<td>$4359</td>
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<tr>
<td>A2 Fringe benefits for faculty overload at 2.06%</td>
<td>$113</td>
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<td>TOTAL PERSONNEL</td>
<td>$4,472</td>
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<td>B SUPPLIES.2</td>
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<td>TOTAL EQUIPMENT</td>
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<td>TOTAL BUDGET REQUEST</td>
<td>$4,472</td>
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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.

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

Attachment 2  
UHCC Developmental Education Project Proposal Form