



UNIVERSITY
of HAWAII®
SYSTEM

John Morton
Vice President for Community Colleges

March 17, 2016

Dear Colleagues,

The University of Hawai'i Community Colleges (UHCC) is embarking on a major change in developmental education. Over the years, faculty, especially English and math faculty, have worked diligently and with passion to help our developmental education students succeed. Now the data is in--the developmental education structure presently in place is not the best for our students.

The road to the UHCC student success initiative has been a long one with many important steps taken. In Fall 2006, the White Paper Group (WPG) was formed. Composed of representatives (English, math, counselors, academic support), their task was to "recommend a series of program improvements that will increase the number of students enrolling in and successfully completing the necessary developmental work preparatory to the community college technical and transfer programs." In their research on the present state (2006 data) of the developmental education, they learned that at all UHCCs, the four semester persistence rate for developmental education students is between 10% and 20%.

Then in Fall 2007, the UHCCs joined other colleges in the nation in the Achieving the Dream initiative. This set the stage for the implementation of strategies that would attempt to increase the number of students, especially Native Hawaiian students, who completed developmental education courses, completed "gatekeeper" courses, earned a "C" or better in their classes, persisted from one semester to the next, and earned certificates and degrees. The data from that initiative indicated that the UHCCs were closing the gap between the Native Hawaiian students and the general population.

At the national level, the rhetoric surrounding developmental education started to increase. In 2009-2015, the Office of the Vice President for Community Colleges offered financial support for piloting experimental developmental education projects in an effort to help faculty sort out the many different ideas being presented from such organizations as the National Center for Academic Transformation (NCAT). In many cases, these projects greatly increased the success of students involved. However, what it did not do was "move the needle" because the number of students affected was very small. However, we know that changing the structure of developmental education works, so the next step is to offer that same kind of opportunity to many more students.

During this same time period, other national organizations such as Complete College America (CCA) began searching for ways to affect institutional changes. From their research, they identified five Game Changers—performance funding, co-requisite remediation, full time is 15,

2444 Dole Street, Bachman 207
Honolulu, Hawai'i 96822
Telephone: (808) 956-7038
Fax: (808) 956-5286

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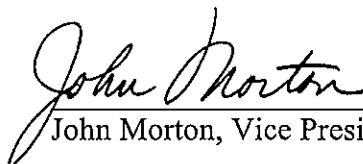
structured schedules, and guided pathways to success. The UHCCs have already implemented performance funding, full time is 15 (15 to Finish campaign), and guided pathways to success (STAR).

Our next big step is co-requisite implementation. To help in this movement, in Fall 2014, the systemwide Student Success Council (SSC) was formed. Made up of representatives from many parts of the UH system (student success faculty, discipline faculty, administrators, IR, Banner, P/20)) the Council began the arduous task of looking for ways that would change the structure of developmental education. Over a series of months and at day-long meetings, the SSC met to discuss, debate, and decide on different English and math models. To help, over a 100 faculty and staff were asked to sit on the nine (originally thirteen) ad hoc committees. These ad hoc committees met in Summer 2015, Fall 2015, and Spring 2016. In November 2015 and again in March 2016 the English, math, assessment, grading, and enrollment management ad hoc committees made specific recommendations for change. These recommendations were vetted and approved by the Associate VP for Academic Affairs and the Vice President for Community Colleges. The ad hoc committees continue to work on tasks such as offering “just in time, customized” services and providing professional development opportunities for faculty and staff.

There is still much to do before implementation of the co-requisite program in Fall 2016 and implementation will change many of the routines at the colleges. By working together, to do what is best for our students, we can achieve what we always want to do...help our students achieve their educational goal in as short a time as possible.

Thank you for all that you do. Your continued support is critical to students’ success.

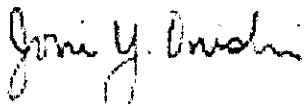
Mahalo,



John Morton, Vice President for Community Colleges

3/17/2016

Date



Joni Onishi, Interim Chancellor, Hawai'i Community College

3/17/2016

Date



Erika Lacro, Chancellor, Honolulu Community College

3/17/2016

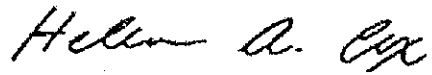
Date



Leon Richards, Chancellor, Kapi'olani Community College

3/17/2016

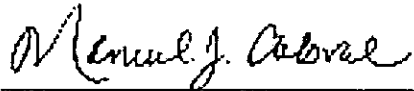
Date



Helen Cox, Chancellor, Kaua'i Community College

3/17/2016

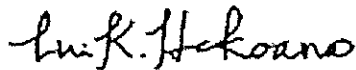
Date



Manuel Cabral, Chancellor, Leeward Community College

3/17/2016

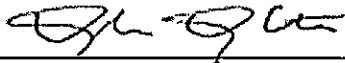
Date



Lui Hokoana, Chancellor, UH Maui College

3/17/2016

Date



Douglas Dykstra, Chancellor, Windward Community College

3/17/2016

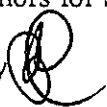
Date



March 16, 2016

MEMORANDUM

To: Vice Chancellors for Academic Affairs
Vice Chancellors for Student Affairs

From: Peter Quigley 

Re: Adoption of Math Ad hoc Committee Recommendations

This memo confirms the adoption of the Math Ad hoc Committee recommendations by the Student Success Council at its March 9, 2016 meeting.

- Use Accuplacer for a period of two years, during which time the tool will be monitored and validated
- Cross-walk current COMPASS cut-offs to Accuplacer scores
- Support faculty's construction of more customized options for math placement such as EdReady, MyMathTest, and/or ALEKS

The math recommendations will be reviewed with the intent to make changes, if appropriate.

One other suggestion from the Math Ad hoc Committee, which did not have support:

- Consider having all students take the Accuplacer test, including those who are able to provide information on the approved filters (ACT, SAT, high school GPA, etc.). Students would still be placed by whatever means gets them into the highest level course, but it would allow us to calibrate cut-off scores

Attachment:
SSC March 9, 2016 Math Ad hoc Committee Recommendations

Date: March 7, 2016

To: Dr. Peter Quigley, Associate Vice President for Academic Affairs, UHCC
Suzette Robinson, Director of Academic Programs, UHCC
Student Success Council, UHCC

From: Math Sub-Group – Student Success Council

Subject: Recommendation on Placement Instrument

The math Sub-Group was tasked with discussing, reviewing, and recommending a tool for assessing the math proficiency of students who do not have any of the standardized test scores or other high school metrics approved by the UHCC Student Success Council. Below is a summary of the recommendation from the sub-group to the Student Success Council for action at the upcoming March 9, 2016 meeting.

The results of an initial discussion by a sub-group of math faculty who volunteered to review the options for online testing instruments were shared with all the members of the Math Sub-Group. The discussion was conducted over email. The consensus on the instrument was reached on February 29, 2016. Additional recommendations and further questions were raised and are presented below. These warrant further discussion. Guidance from the UHCC SSC will be appreciated.

Recommendations

- Use Accuplacer for a period of two years, during which time the tool will be monitored and validated
- Cross-walk current COMPASS cut-offs to Accuplacer scores
- Support faculty's construction of more customized options for math placement such as EdReady, MyMathTest, and/or ALEKS

One other suggestion from the group, which did not have full support:

- Consider having all students take the Accuplacer test, including those who are able to provide information on the approved filters (ACT, SAT, high school GPA, etc.). Students would still be placed by whatever means gets them into the highest level course, but it would allow us to calibrate cut-off scores

The Math Sub-Group recommends that the Student Success Council (SSC) move to approve the use of Accuplacer as outlined in the recommendation above.



Office of the Vice President for Community Colleges
Academic Affairs

March 16, 2016

MEMORANDUM

To: Vice Chancellors for Academic Affairs
Vice Chancellors for Student Affairs

From: Peter Quigley

Re: Adoption of English Ad hoc Committee Recommendations

This memo confirms the adoption of the English Ad hoc Committee recommendations by the Student Success Council at its March 9, 2016 meeting.

- To use WritePlacer for a period of two years, during which time an internal study will also take place to look at validation of tool and the possibility of implementing an internal writing sample process.
- To use the same cut-off scores across the system for college-level, one-level below, and two-levels below (a cross-walk between COMPASS and WritePlacer scores would be the starting place). For campuses with courses more than two-levels below, the sub-committee recognizes more discussion will need to take place.

The English recommendations will be reviewed with the intent to make changes, if appropriate.

In addition, the English ad hoc committee stated in its February 22, 2016, English Models Articulation memo:

The English Sub-Group of the Student Success Council met to discuss articulation among the different English models in the UHCC system. The articulation, outlined below, will be forwarded to each campus so that the appropriate staff can enter information into articulation tables and advise students correctly. This information is being forwarded to the Student Success Council as an information item.

Attachment:

SSC March 9, 2016 English Ad hoc Committee Recommendations
SSC March 9, 2016 English Ad hoc Committee Articulation Memo

2327 Doie Street
Honolulu, Hawai'i 96822
Telephone: (808) 956-3870
Fax: (808) 956-3763

Date: February 22, 2016

To: Dr. Peter Quigley, Associate Vice President for Academic Affairs, UHCC
Suzette Robinson, Director of Academic Programs, UHCC
Student Success Council, UHCC

From: English Sub-Group – Student Success Council

Subject: Recommendation on Writing Sample Placement/Assessment Tool

The English Sub-Group was tasked with discussing, reviewing, and recommending a tool for assessing writing samples for students who do not have a way place into English classes as outlined by the recently adopted filters from the Student Success Council. Below is a summary of the recommendation from the sub-group to the Student Success Council for action at the upcoming March 9, 2016 meeting.

After much discussion of the pros and cons of using a software tool to help facilitate the scoring of writing samples, the sub-committee agreed by majority to learn more about WritePlacer, a function of the Accuplacer suite of tools. A webinar was held on Friday, February 19, 2016 with a sub-group meeting held immediately afterwards. Based on the information gained at the webinar and discussion, the sub-group recommends the use of WritePlacer with the following parameters:

- To use WritePlacer for a period of two years, during which time an internal study will also take place to look at validation of tool and the possibility of implementing an internal writing sample process.
- To use the same cut-off scores across the system for college-level, one-level below, and two-levels below (a cross-walk between COMPASS and WritePlacer scores would be the starting place). For campuses with courses more than two-levels below, the sub-committee recognizes more discussion will need to take place.

The English Sub-Group recommends that the Student Success Council (SSC) move to approve the use of WritePlacer as outlined above. Should the SSC vote in favor of this recommendation, the role of the English Sub-Group will be to help determine appropriate cut off scores once a contract is in place.

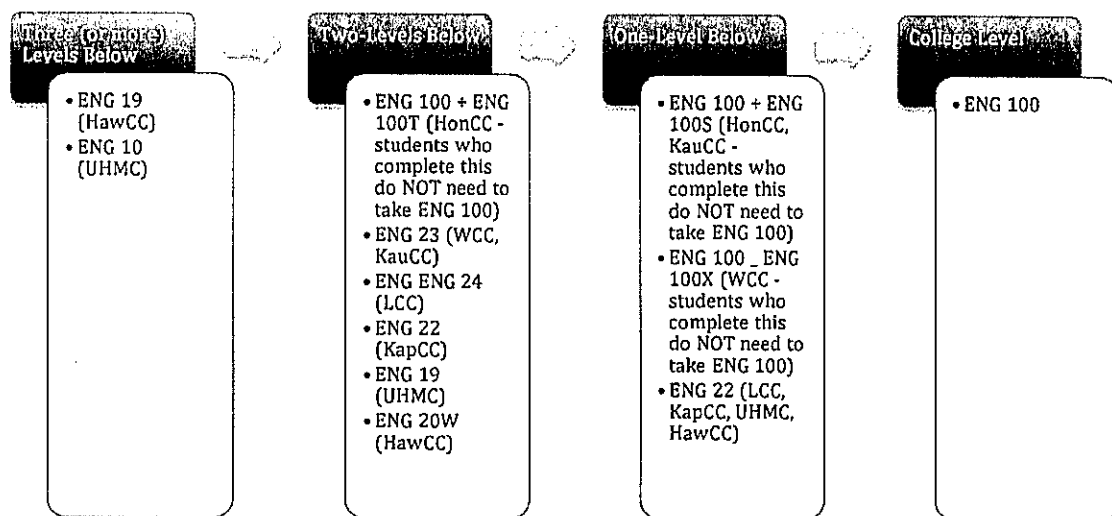
Date: February 22, 2016

To: Dr. Peter Quigley, Associate Vice President for Academic Affairs, UHCC
Suzette Robinson, Director of Academic Programs, UHCC
Student Success Council, UHCC

From: English Sub-Group – Student Success Council

Subject: English Models Articulation

The English Sub-Group of the Student Success Council met to discuss articulation among the different English models in the UHCC system. The articulation, outlined below, will be forwarded to each campus so that the appropriate staff can enter information into articulation tables and advise students correctly. This information is being forwarded to the Student Success Council as an information item.



The chart above shows articulation at an individual course level. For example, if a student started off at UHMC enrolled in ENG 19/22, but only completes ENG 19 and the next semester decided to enroll at KapCC they would be eligible to take KapCC's ALP of ENG 22/100. Another example would be a student who started at LCC in ENG 24 and during a following semester enrolled at HonCC, they would then take ENG 100 + ENG 100S.




UNIVERSITY
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SYSTEM

Office of the Vice President for Community Colleges
Academic Affairs

March 16, 2016

MEMORANDUM

To: Vice Chancellors for Academic Affairs
Vice Chancellors for Student Affairs

From: Peter Quigley 

Re: Adoption of Enrollment Management Ad hoc Committee Recommendations

This memo confirms the adoption of the Enrollment Ad hoc Committee recommendations by the Student Success Council at its March 9, 2016 meeting. Because of the complexity and level of detail of the recommendations, the recommendations are not listed in this memo but are found in the attachments.

The enrollment management recommendations will be reviewed with the intent to make changes, if appropriate.

Attachment:
SSC March 9, 2016 Enrollment Management Ad hoc Committee Recommendations

2327 Dole Street
Honolulu, Hawai'i 96822
Telephone: (808) 956-3870
Fax: (808) 956-3763

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UNIVERSITY of HAWAII
HONOLULU
COMMUNITY COLLEGE

March 1, 2016

To: Dr. Peter Quigley, Associate Vice President for Academic Affairs, UHCC
Suzette Robinson, Director of Academic Programs, UHCC

Subject: Recommendations for Enrollment Management

On behalf of the Enrollment Management Ad Hoc Committee please see the memorandum and attachments regarding collective recommendations of the group. Discussions commenced on July 31, 2015, and recommendations are being put forth today, March 1, 2016, regarding Banner, Financial Aid, Veteran Benefits, and Registration functions.

The group will continue to meet to discuss the advising toolkit portion of our assigned tasks as delivered by the Student Success Council.

All meeting agendas and corresponding minutes can be found here:

http://www.uhcc.hawaii.edu/OVPCC/acceleration_initiative/adHoc_enrollment.php

The group is comprised of a cross section of individuals across the Community Colleges and the UH System.

Special thanks to the following for their additional time developing and structuring the resources put forth in the attachments: Melissa Tome, UH System - Banner; Jannine Oyama, Honolulu Community College, and Geri Imai, Windward Community College.

A handwritten signature in black ink, appearing to read "Lara Sugimoto".

Lara Sugimoto, Interim Dean of Student Services
Convener, Enrollment Management Ad Hoc Committee
UHCC Student Success Council

ENTERING ASSESSMENT RESULTS IN SOATEST (2/18/16)

Smarter Balanced Scores (SBAC) - Scores can be submitted in various formats and from different sources. SBAC scores are "valid" for 24 months after test date. For now, SBAC scores will continue to be accepted beyond the 24 months; this may change after a round of post-implementation evaluations have been completed a year into this pilot.

SBEA – Smarter Balanced English Achievement Level (score of 1-4)

SBES – Smarter Balanced English Scaled Score (score of 2000-3000)

SBMA – Smarter Balanced Mathematics Achievement Level (score of 1-4)

SBMS – Smarter Balanced Mathematics Scaled Score (score of 2000-3000)

- Family Report – issued to the student's household.

Appendix C

Appendix C

- Test Data page of the Hawaii State DOE transcript.

Hawaii State Smarter Balanced Assessments

Student Name	Donakolo High	Student ID	
School Name		Date of Birth	
School Code		Grade	11
Test Date	2014 - 2015		

2014 - 2015
ELA/Literacy
 2527
 Level 3
 Met Standard

Mathematics
 2610
 Level 2
 Nearly Met Standard

Source = "who" entered the score (ex. Campus, DOE load, STDN reported by student)

Test Code	Description	Test Score	Test Date	Admission Request	Source	Equivalency Indicator	Reviser
SBEA	Smarter Bal Eng Achv Level	3	01-JUN-2015		HAW	Hawaii CC Tes	
SBES	Smarter Bal Eng Scaled Score	2527	01-JUN-2015		HAW	Hawaii CC Tes	
SBMA	Smarter Bal Math Achv Level	2	01-JUN-2015		HAW	Hawaii CC Tes	
SBMS	Smarter Bal Math Scaled Score	2610	01-JUN-2015		HAW	Hawaii CC Tes	

According to the P-20, Smarter Balanced test is administered between April and June. Since the actual test date is not provided on the score report or the transcript, we will enter a common date of June 1, XXXX (whatever year they sat for the exam). Since the test is being administered to students in their junior year, the year of the exam will be the end of their junior year (year prior to the student's graduation from high school).

HIGH SCHOOL "SCORES" – these may come in via a high school transcript or self-reported by the student.

12EN – 12th Grade English Course* (score 1-4, where 1=D, 2=C, 3=B & 4=A)

12GM – 12th Grade Math Course* (score 1-4, where 1=D, 2=C, 3=B & 4=A)

12TM – 12th Grade Transitional Math Course* (score 1-4, where 1=D, 2=C, 3=B & 4=A)

CHSG – Cumulative High School GPA (score 0.00-5.00)

MPA1 – Math Placement Algebra 1 Grade (score 1-4, where 1=D, 2=C, 3=B & 4=A); enter grade the student received in their Algebra 1 course

MPAG – Math Placement Algebra 2 Grade (score 1-4, where 1=D, 2=C, 3=B & 4=A); enter grade the student received in their Algebra 2 course

*See list of the DOE High School courses which qualify or fall into these categories below.

CUR GPA			
Grade 12 SY 2015-2016			
Kealahou High School			
WHS212	EXPOS WRITING 2	A	0.5
CUR GPA		CUR CR 1.00	

Test Code	Description	Test Score	Test Date	Admission Request	Source	Equiva Indic
12EN	12th Grade English Course	A	27-JAN-2016		HAW	Hawaii CC Tes
CHR1100	MODERN HISTORY OF HAWAII	A	0.5			
CHR1100	MODERN HISTORY OF HAWAII	B	1.0			
MAX1150	ALGEBRA 1	A	1.0			
PEP1010	PHY ED-LIFETIME ACTIVITIES	B	0.5			
SPH2003	PHY SCI	A	1.0			

Test Code	Description	Test Score	Test Date	Admission Request	Source	Equivalency Indicator	Re
MPA1	Math Placement Alg 1 Grade	4	27-JAN-2016		HAW	Hawaii CC Tes	
Total							
Cum GPA 3.444		Cum Cr					

Test Code	Description	Test Score	Test Date	Admission Request	Source	Equival Indica
CHSG	Cumulative HS GPA	3.44	27-JAN-2016		HAW	Hawaii CC Tes

In the **Test Date** field, use the date the score is being entered.

In the **Source** field, enter the campus specific code to document how the score was entered. For example, scores that a student has self-reported via the online application will indicate STDN – Reported by Student; Smarter Balanced scores which are being brought in directly from the MyFutureHawaii DOE student portal will indicate DOE – Hawaii State DOE, etc.

DEFINITION (based on HIDOE Class of 2016 Diploma and Honors Recognition Certificate Requirements Guide – 11/4/2015):

12GM – A yearlong (1 credit), or a combination of 2 half-year courses (0.5 credit each), Calculus pathway course in 12th grade. The following courses fall into the category of 12th grade Math:

HIDOE course name	Credit	ACCN
Algebra 3	0.5	MAX1310
Trigonometry	0.5	MCX1010
Pre-calculus	0.5	MCX1020
Analytic Geometry	0.5	MCX1030
Calculus	1.0	MCX1040
Calculus 3	1.0	MCX1140
AP Calculus	1.0	MCA1040
Running Start: Trig and Analytic Geometry	1.0	ZMR1401
Running Start: Calculus I	1.0	ZMR2501
Running Start: Calculus II	1.0	ZMR2060
Running Start: Calculus III	1.0	ZMR2310
Running Start: Calculus IV	1.0	ZMR2320

12TM – 12th grade transition course:

HIDOE course name	Credit	ACCN
Introduction to College Mathematics	1.0	MIC1200

12EN – a semester long or yearlong ELA course (0.5 or 1 credit) in 12th grade. The following courses fall into the category of 12th grade English:

HIDOE course name	Credit	ACCN
Expository Writing 1	0.5	LWH5213
Expository Writing 2	0.5	LWH5212
World Literature	0.5	LTH5110
American Literature	0.5	LTH5130
British Literature	0.5	LTH5150
AP English LANG and COMP	1.0	LAY6010
AP English LIT and COMP	1.0	LAY6100
IB Language A1 English Standards Level Part 1	1.0	LIY9000
IB Language A1 English Standards Level Part 2	1.0	LIY9010
IB Language A1 English Higher Level Part 1	1.0	LIY9020
IB Language A1 English Higher Level Part 2	1.0	LIY9030
IB English A1-Language and Literature HL-Year 1	1.0	LIY9045
IB English A1-Language and Literature HL-Year 2	1.0	LIY9050
Running Start: Composition I	1.0	ZLS1001
English Language Arts 3	1.0	LCY3010
English Language Arts 4	1.0	LCY4010
Running Start: American Literature	1.0	ZLS2500
Running Start: World Lit to 1600	1.0	ZLS2530
Running Start: Composition II	1.0	ZLS2000

HiSET SCORES

HSLA – HiSET Language Arts-Writing (score 01-20)

HSM – HiSET Mathematics (score 01-20)

The *HiSET*® Comprehensive Score Report

In the HiSET Status section you will find the guidelines needed to pass the HiSET exam along with easy Yes/No indicators to explain which subjects you need to retake and which you need to still work on completely.

ETS HiSET Comprehensive Score Report
High School Equivalency Test

Name: [REDACTED]
ETS ID: [REDACTED]
Date of Birth: August 28, 1990 HiSET Date: August 29, 2014

A Your HiSET Status

Have you taken all five of the HiSET individual subtests? Yes

Did you meet all three of the HiSET scoring criteria?

- Scored at least 8 out of 20 on all HiSET subtests? No Your score was less than 8 on the following subtests: Mathematics and Science
- Scored at least 2 out of 4 on the Essay? No You scored 1 out of 4
- Achieved a total scaled score on all HiSET subtests of at least 40? No Your Total Scaled Score is 43

Did you pass the HiSET exam? No **B**

C Your HiSET Summary

Subtests	Your Highest Scaled Score	Test Date	Your Highest Scaled Score
Mathematics	7	August 01, 2014	7
Reading	10	August 01, 2014	10
Science	11	August 01, 2014	11
Language Arts - Writing	12	August 03, 2014	12
Total Scaled Score	43		

D The bar graph displays whether your scaled score in each subtest met the passing standard for each subtest. A minimum scaled score of 8 is needed to pass each subtest.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

Not Pass Pass

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The HiSET Summary section will display the subtests you have achieved on each subtest along with the date you took each test.

Test Code	Description	Test Score	Test Date	Admission Request	Source	Equivalency Indicator
HSLA	HiSET Language Arts-Writing	10	08-AUG-2014		HAW	Hawaii CC Test
HSM	HiSET Mathematics	07	08-AUG-2014		HAW	Hawaii CC Test

GED SCORES





GEDL – GED Reasoning Through LangArts (score 100-200)

GEDM – GED Mathematical Reasoning (score 100-200)



OFFICIAL TRANSCRIPT

Issued under the authority of the Delaware Department of Education

FIRST NAME: 
 LAST NAME: 
 MIDDLE NAME: 
 DATE OF BIRTH: 
 ID NUMBER: *****5632

ADDRESS: 123 Any Street
 CITY: Bear
 STATE: DE ZIP: 19702
 COUNTRY: USA

Issued by
 Delaware Department of Education
 401 Federal Street, Suite 2
 Dover, DE 19901-3639

State HSE Administrator

TEST	DATE	SCORE	STATUS	% RANK	LEVEL	LANGUAGE
Reasoning through Language Arts	2/12/2015	156	PASS	54	2	ENGLISH
Social Studies	2/12/2015	152	PASS	51	2	ENGLISH
Science	2/12/2015	160	PASS	68	2	ENGLISH
Mathematical Reasoning	2/16/2015	164	PASS	61	2	ENGLISH
SCORE TOTAL		632	PASS			

TESTING CENTER:

Christina Adult Education
 925 Bear Corbill Rd
 Bear, DE 19702

Learn about levels at:
<http://www.gedtestingservice.com/pld>

To order additional transcripts or certificates,
 please visit: www.DiplomaSender.com


Learn about scores at:
<http://www.gedtestingservice.com/transcriptinfo>

Performance Levels: Level 1 - Below Passing // Level 2 - Passing High School Equivalency // Level 3 - High School Equivalency with Honors

The scores on this report are the highest scores achieved by the candidate as of the test date of 1/1/2015. Beginning 1/1/2014 GED test scores range from a low of 100 to a high of 200. GED® and the GED Testing Service® are registered trademarks of the American Council on Education® and may not be used or reproduced without the express written permission of the American Council on Education®. Any alteration to this document renders it null and void. Generated by Diploma Sender - www.diplomasender.com - Copyright 2014 L&L, LLC Doc. Ver. 140117 Generated: 1/1/2015 13:15

Test Code	Description	Test Score	Test Date	Admission Request	Source	Equivalency Indicator
GEDL	GED Reasoning Through LangArts	156	12-FEB-2015	<input type="checkbox"/>	HAW	Hawaii CC Tes <input type="checkbox"/>
GEDM	GED Mathematical Reasoning	164	15-FEB-2015	<input type="checkbox"/>	HAW	Hawaii CC Tes <input type="checkbox"/>
				<input type="checkbox"/>		<input type="checkbox"/>
				<input type="checkbox"/>		<input type="checkbox"/>

SAT SCORES



COLLEGE REPORT
 1042

Student Information

Name		Social Security Number		Latest Scores																					
Address				Test Date: JUN 01, 2013																					
Report Date	06/18/13	Sex	F	U.S. Citizen	Yes																				
First Language	English only	First Language	English only																						
Birth Date		EPS Market	HI-02	County	Kauai																				
H.S. Grad	May 2014	Ethnic Group	White	Phone Number																					
Current Grade Level	Junior	Religion																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Summary of Scores</th> </tr> <tr> <th colspan="3">SAT</th> <th colspan="3">SAT Subject Tests*</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Math</th> <th>Writing</th> <th>Listening</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>578</td> <td>460</td> <td>560</td> <td>55</td> <td>88</td> <td></td> </tr> </tbody> </table>						Summary of Scores		SAT			SAT Subject Tests*			Reading	Writing	Math	Writing	Listening	Science	578	460	560	55	88	
Summary of Scores																									
SAT			SAT Subject Tests*																						
Reading	Writing	Math	Writing	Listening	Science																				
578	460	560	55	88																					

* Prior to March 2005, the reading section was known as the verbal section. Scores from these two sections are comparable.

* Not all tests have subscores. Scores from the SAT Subject Test in Writing and the writing section on the SAT are not comparable.

SAT scores which a student is self-reporting (whether it be via the online application, hand carrying a paper copy, personally mailing in a copy or any other way such that it should be considered unofficial), the following test score codes should be used:

SSAR – Self Reported SAT Reading (score 200-800)

SSAM – Self Reported SAT Mathematics (score 200-800)

SSAW – Self Reported SAT Writing (score 200-800)

Test Code	Description	Test Score	Test Date	Admission Request	Source	Equivalen Indicator
SSAR	Self Reported SAT Reading	570	01-JUN-2013		HAW	Hawaii CC Tes
SSAM	Self Reported SAT Math	460	01-JUN-2013		HAW	Hawaii CC Tes
SSAW	Self Reported SAT Writing	560	01-JUN-2013		HAW	Hawaii CC Tes

If entering scores from a score report received directly from the testing service, use the following test score codes:

SATR – SAT Critical Reading (score 200-800)

SATM – SAT Math (score 200-800)

SATW – SAT Writing (score 200-800)

Test Code	Description	Test Score	Test Date	Admission Request	Source	Equivalen Indicator
SATR	SAT Critical Reading	570	01-JUN-2013	TEST ACT or SAT (ei	HAW	Hawaii CC Tes
SATM	SAT Math	460	01-JUN-2013		HAW	Hawaii CC Tes
SATW	SAT Writing	560	01-JUN-2013		HAW	Hawaii CC Tes

ACT SCORES

[REDACTED]				MALE		DATE OF BIRTH: [REDACTED]		PHONE NUMBER: [REDACTED]		TEST LOCATION: [REDACTED]		STATE: 04/15		DATE TESTED: 2016		The ACT	
[REDACTED]				LAS VEGAS				NV 89164									
SCORES AND PREDICTIVE DATA	TESTS AND SUBSCORE AREAS	TEST SCORE	PERCENTILE RANK	PERCENTILE RANK	TESTS AND SUBSCORE AREAS	TEST SCORE	PERCENTILE RANK	PERCENTILE RANK	OVERALL GPA PREDICTIONS			SPECIFIC COURSE PREDICTIONS					
									NAME OF SCHOOL	ACT GPA	ACT C	NAME OF COURSE	ACT C	ACT C			
ACT English	Reading	15	08	26	Reading	15	05	11	PREDICTIVE DATA UNAVAILABLE			PREDICTIVE DATA UNAVAILABLE					
	Writing	19	06	14	Writing	20	11	11									
	Math	19	06	14	Math	20	11	11									
	Science	19	06	14	Science	20	11	11									
LOCAL NORMS REPORTED ONLY IF INSTITUTION PARTICIPATES IN ACT RESEARCH SERVICES.																	
COMMENTS ON ESSAY (SEE WWW.ACT.ORG): 20, 40, 51																	
SELF-REPORTED HIGH SCHOOL INFORMATION:																	

Note: The test date indicated on the score report lists month/year. On SOATEST, since a day is also required, enter the 1st of the month. In this example, the test date should be entered as 01-APR-2015 since the score report lists 04/15.

ACT scores which a student is self-reporting (whether it be via the online application, hand carrying a paper copy, personally mailing in a copy or any other way such that it should be considered unofficial), the following test score codes should be used:

- SA1 – Self Reported ACT English (score 01-36)
- SA2 – Self Reported ACT Math (score 01-36)
- SA3 – Self Reported ACT Reading (score 01-36)

Test Code	Description	Test Score	Test Date	Admission Request	Source	Equivalency Indicator
SA1	Self Reported ACT English	15	01-APR-2015		HAW	Hawaii CC Tes
SA2	Self Reported ACT Math	19	01-APR-2015		HAW	Hawaii CC Tes
SA3	Self Reported ACT Reading	15	01-APR-2015		HAW	Hawaii CC Tes

If entering scores from a score report received directly from the testing service, use the following test score codes:

- A01 – ACT English (score 01-36)
- A02 – ACT Math (score 01-36)
- A03 – ACT Reading (score 01-36)

Test Code	Description	Test Score	Test Date	Admission Request	Source	Equivalency Indicator
A01	ACT English	15	01-APR-2015		HAW	Hawaii CC Tes
A02	ACT Math	19	01-APR-2015		HAW	Hawaii CC Tes
A03	ACT Reading	15	01-APR-2015		HAW	Hawaii CC Tes

Placement in ENG 100

Assessment	Score
SBEA (Smarter Bal Eng Achv Level)	4
CHSG (Cumulative HS GPA)	2.60-5.00
12EN (12 th Grade English Course)	3-4*
A01 (ACT English)	18-36
SATW (SAT Writing)	510-800
HSLA (HiSET Language Arts-Writing)	15-20
GEDL (GED Reasoning Through LangArts)	170-200
SA1 (Self-Reported ACT English)	18-36
SSAW (Self-Reported SAT Writing)	510-800

*Grade score where 4=A, 3=B, 2=C & 1=D

Placement in English course one level below ENG 100

Assessment	Score
12EN (12 th Grade English Course)	2-4*
CHSG (Cumulative HS GPA)	2.00-5.00
A01 (ACT English)	11-36
SATW (SAT Writing)	310-800
SA1 (Self-Reported ACT English)	11-36
SSAW (Self-Reported SAT Writing)	310-800

*Grade score where 4=A, 3=B, 2=C & 1=D

Placement in MATH 100, 111, 115

Assessment	Score
SBMA (Smarter Bal Math Achv Level)	3-4
SBMA (Smarter Bal Math Achv Level) & 12TM (12 th Grade Transitional Math)	2 & 3-4*
CHSG (Cumulative HS GPA) & MPAG (Math Placement Alg II Grade)	2.60-5.00 & 3-4*
A02 (ACT Math)	22-36
SATM (SAT Math)	510-800
HSM (HiSET Mathematics)	15-20
GEDM (GED Mathematical Reasoning)	170-200
SA2 (Self-Reported ACT Math)	22-36
SSAM (Self-Reported SAT Math)	510-800

*Grade score where 4=A, 3=B, 2=C & 1=D

Placement in Math 103

Assessment	Score
SBMA (Smarter Bal Math Achv Level)	4
SBMA (Smarter Bal Math Achv Level) & 12GM (12 th Grade Math Course)	3 & 3-4*
CHSG (Cumulative HS GPA) &	2.60-5.00 &

MPAG (Math Placement Alg II Grade)	3-4*
A02 (ACT Math)	22-36
SATM (SAT Math)	510-800
HSM (HiSET Mathematics)	15-20
GEDM (GED Mathematical Reasoning)	170-200
SA2 (Self-Reported ACT Math)	22-36
SSAM (Self-Reported SAT Math)	510-800

*Grade score where 4=A, 3=B, 2=C & 1=D

Placement in Math course one level below MATH 103

Assessment	Score
CHSG (Cumulative HS GPA)	2.60-5.00
&	&
MPA1 (Math Placement Alg I Gr)	3-4*

*Grade score where 4=A, 3=B, 2=C & 1=D

TEST SCORE CODES TO SUPPORT STUDENT SUCCESS INITIATIVE (2/17/2016)					
Test Code	Description	Number of Positions	Data Type	Minimum Score	Maximum Score
12EN	12th Grade English Course	1	N	1	4
12GM	12th Grade Math Course	1	N	1	4
12TM	12th Grade Transitional Math	1	N	1	4
A01	ACT English	2	N	01	36
A02	ACT Math	2	N	01	36
CHSG	Cumulative HS GPA	4	N	0	5
GEDL	GED Reasoning Through LangArts	3	N	100	200
GEDM	GED Mathematical Reasoning	3	N	100	200
HSLA	HiSET Language Arts-Writing	2	N	1	20
HSM	HiSET Mathematics	2	N	1	20
MPAG	Math Placement Alg II Grade	1	N	2	4
MPA1	Math Placement Algebra I Grade	1	N	1	4
SA1	Self Reported ACT English	2	N	1	36
SA2	Self Reported ACT Math	2	N	1	36
SA3	Self Reported ACT Reading	2	N	1	36
SATM	SAT Math	3	N	200	800
SATW	SAT Writing	3	N	200	800
SBEA	Smarter Bal Eng Achv Level	1	N	1	4
SBES*	Smarter Bal Eng Scaled Score	4	N	2000	3000
SBMA	Smarter Bal Math Achv Level	1	N	1	4
SBMS*	Smarter Bal Math Scaled Score	4	N	2000	3000
SSAM	Self Reported SAT Math	3	N	200	800
SSAR	Self Reported SAT Reading	3	N	200	800
SSAW	Self Reported SAT Writing	3	N	200	800
*Not included in placement measures, more for data gathering.					

**Enrollment Management
Ad Hoc Committee****Memo**

To: Dr. Peter Quigley, Associate Vice President for Academic Affairs, UHCC
Suzette Robinson, Director of Academic Programs, UHCC

From: Enrollment Management Ad Hoc Committee – Student Success Council

Date: March 1, 2016

Re: Enrollment Management Recommendations for the Student Success Initiative

The Enrollment Management Ad Hoc Committee was developed as a subcommittee of the Student Success Council (SSC). This committee was tasked with reviewing current enrollment practices and making recommendations based on UHCCP#5.213 Time to Degree: Co-Requisite, dated December 2015.

The committee has met in-person and via telephone conference to determine common practices and recommendations that will suit the majority of campuses whose dev ed models fall within the policy guidelines. Information regarding discussions can be found here: http://www.uhcc.hawaii.edu/OVPCC/acceleration_initiative/adHoc_enrollment.php

Given the various co-requisite models, recommendations were determined to suit the majority of campuses. Campuses with models falling outside of the policy will need to adapt the following recommendations of the committee to suit their specific workflow needs.

The committee has determined the following categories as integral to enrollment functions on each of the campuses: banner, financial aid, veteran's benefits, and registration. Each of these areas have specific needs for which recommendations were made to assist campuses with daily workflow operations and processing. Additionally, the committee was tasked with creation of an advising toolkit to aid academic counselors in recommending specific pathways and courses for registration.

The following are the final recommendations for your review. Administration from the campuses were also consulted and numerous faculty and staff from the campuses have contributed feedback and guidance regarding these recommendations. In alignment with the other ad hoc committees, the enrollment management subcommittee requests annual review of these recommendations to ensure applicability and appropriateness given changing co-requisite models, assessment measures, and other support mechanisms.

The following working documents are attached as part of the formal memo recommendation:

- Entering Assessment Results in SOATEST
- Prereq Table
- High School Curriculum and Test Score Pages for the Online Application
- Test Score Codes to Support Student Success Initiative
- Financial Aid Recommendations

As with the other developmental education memos, the recommendations in this memo should be implemented and reviewed as necessary. All recommendations were structured from the proposed English and Math Models as of February 25, 2016.

Banner

Application -The online application will be modified to reflect self-reported scores. The self-reported scores that will be accepted via online application are ACT, SAT, HiSET, & GED. Smarter Balanced (SBAC) scores reported through MyFuture Hawaii will be imported into Banner. SBAC scores will not be included in the online application at this time because score reporting could require the need for manual transcript evaluation. Two checklist pages will be added to the online application to self-report high school courses/grades and test scores (see High School Curriculum & Test Score Pages for Online App). Students have the option of hand-carrying placement measures to each campus. Placement measures could include documents such as high school transcript in combination with SBAC scores, ACT/SAT, HiSET, & GED. Please refer to the Cognitive Placement Recommendations for Student Success Initiative for information about approved placement measures. The application changes will go live during the week of March 1, 2016. Campuses were instructed to notify their feeder high school campuses.

Score Entry - Campuses should develop a workflow as to which offices will be responsible for intake of these "student" delivered placement measures and determine which office(s) will be tasked with score entry. All score entry will be done in SOATEST.

Building of the Rules - A table was created for the rules based on the Cognitive Placement Recommendations. Given the multiple campus models, rule building must be individualized per campus for courses that fall outside of UHCCP#5.213 co-requisite policy. Campuses will need to manually update their pre-requisite rules by incorporating these new placement measures as laid out in the table referred to above. New courses, after curriculum committee approval, will have to be created in Banner and manually entered into the pre-requisite rules if applicable.

Considerations:

Given workflow concerns, the committee discussed self-reported scores and related implications. It was noted that whether scores are self-reported online or hand-delivered, they remain self-reported.

Given the recommendation of the Cognitive Placement Committee, all scores will be entered into Banner. Banner cannot identify which score was used to determine actual course placement. In pre-requisite checking, whatever meets the rule, will place a student into a course. If a student meets the pre-requisite with multiple measures, determining a single placement is not possible.

Financial Aid

For financial aid processing, please refer to the attached instructional procedures.

For non-full semester courses (including summer), grades are due within 7 calendar days from the final course date.

A Discoverer Report must still be created to identify students who are in not in full semester length courses. A request has been submitted to banner central for assistance. The report must also identify students who withdraw from any non-standard term course.

Considerations:

Corequisite drop overrides should not occur without notifying financial aid.

For campuses who have courses that are less than full-semester length, financial aid offices will have to adjust student aid manually. There is no way to automate revision of aid at this time; however, campuses may consider disbursing aid based upon attending hours (E.g. If campuses choose to pay 10 days before the actual class start date and the courses do not start until 3 days into the term, aid will disburse 10 days prior to that start date versus 10 days to the start of the traditional term date.)

Clearinghouse reporting process must be reviewed, as there are implications and concerns regarding enrollment level status reporting for courses that are less than full term. Campuses must adhere to grade reporting timeline recommendations.

Veterans

VA requires a verifiable document for remedial courses. Campus certifying official should track students in remedial populations to ensure that a placement document has been received. Without the document, certification is not possible and the VA will not pay for the remedial course. All campuses currently have a form or checklist for veteran students. The form should reflect the VA requirement of verifiable document for certifying remedial courses.

Considerations:

Given the recommendations of the Committee for Grading Options, there is a concern noted that students are not required to pay back no credit (NC) courses that are not remedial such as ENG 100S/T/X. VA will not pay for a non-remedial course graded NC, similar to an N grade.

Registration

For the supplemental course option, it will need to be manually monitored after grade is submitted if the supplemental course earned is based on the ENG 100 course credit earned.

Final Note

As consistent with the other memos submitted by the ad hoc committees, recommendation is made to assess recommended processes in a timeframe deemed appropriate by the system.

Convenor:
Lara Sugimoto, Interim Dean of Students, Honolulu Community College

finalized as a committee recommendation on 3/1/2016 9:11 a.m.

Financial Aid Recommendations
February 2016

Based upon the UHCC Policy to shorten Time-To-Degree Process, draft dated September 2015, the following procedures are being recommended to reduce the impact of students who are receiving financial aid and in a course that is below college-level English and/or math.

- A. Students who are one level down and in courses that are full-semester length, do not have any Federal regulations for financial aid that needs to be taken into account for special populations and will be treated the same as all other full-semester length courses.
- B. Students who are two levels down and in courses that are co-requisites that consist of two 8-week courses that add up to a full-semester length have additional Federal regulations tied to financial aid.
 - 1. If the student is only taking a course that are co-requisites that consist of two 8-week courses that adds up to a full-semester length but does not complete the first 8-week course, financial aid is recommending that the student not be dropped from the next 8-week course if the student is continuing into the semester to complete the first 8-week course and if the student is unable to complete the second 8-week course, the student should receive a non-passing grade for the second 8-week course with the student's last date of attendance. This will reduce the need to recalculate the financial aid enrollment level and prorate cost to a shorter period which may result in a student having a financial obligation.
 - 2. If the student is in a similar situation as B.1. above but the student is dropped from the second 8-week course, a report must be created for financial aid so that these students are identified because the Federal regulations state that a recalculation to the enrollment level, cost, and Return to Title IV must be calculated. NOTE: That this is only for students who are registered only for this course. If the student is enrolled in another full-semester length course, the only calculation that may need to be done is change in enrollment level if the student is dropped from the second 8-week course due to "never attended." Please note that currently, there is only a report to identify completely withdrawn students.
- C. A request was submitted to the Banner Central Financial Aid Functional Lead to create a report to identify students who are enrolled in courses that are less than a full-semester length so that financial aid offices can determine if:
 - 1. Course Start date starts later than the first week of classes to determine if loan disbursement dates need to be delayed in RLADLOR and/or if first disbursement dates for all other aid needs to be delayed in Disbursement Schedule tab in RPAAWRD.
 - 2. If student is registered in only course(s) that are shorter than full-semester length to recalculate cost of attendance and revise Budget Duration in RNAVOxx to recalculate expected family contribution (EFC) based on number of months less than the full-year or term.

- D. If students are added into a course after the financial aid freeze (census) date, these courses cannot be counted towards the students' financial aid enrollment level. Traditionally, the financial aid freeze date is the last day to drop without a 'W'.

Highschool Curriculum (Checklist Item 9 of 11)

D Please enter all courses taken through grades 9 - 12. Courses should be entered in their appropriate categories. Be sure to also include courses in progress and/or courses planned for your senior year. If the course(s) taken qualifies for Advanced Placement or International Baccalaureate please indicate AP or IB in the "Course" column (i.e. AP English). Please complete all sections that apply to you. You may enter courses that do not fit the four major categories into the section "Other Courses". Click here for information on how to complete this section.

Example:

Course	Grade Level	Final Grade	Credits/ Units	Institution Name
1 Algebra 1	9	A	1	Your High School
2 Geometry A	10	B	0.5	Your High School
3 Geometry B	10	95.3	1/2	Your High School
4 AP Pre-Calc	11	B	1	Your High School
5 MATH 241	12		3	Your College

Please ensure that all information is entered accurately. Submission of inaccurate or false information may result in the revocation or denial of your admission and subject you to the requirements and/or disciplinary measures as provided under the University's Student Conduct Code.

English

Course	Grade Level	Final Grade	Credits/ Units	Institution Name
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Mathematics

Course	Grade Level	Final Grade	Credits/ Units	Institution Name
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Social Studies

Course	Grade Level	Final Grade	Credits/ Units	Institution Name
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Science

Course	Grade Level	Final Grade	Credits/ Institution Name
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Other Courses

Course	Grade Level	Final Grade	Credits/ Institution Name
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Cumulative High (Secondary) School Grade Point Average (GPA)

Cumulative High School GPA (Total GPA of all high school courses taken). Include senior year first semester grades into the GPA calculations if posted. Enter weighted GPA if you have taken courses such as AP, IB, etc.

GPA

Class Rank

(example: 421/579 or leave blank if not applicable)

GPA (Weighted)

(leave blank if not applicable)

Class Rank (Weighted)

(example: 422/579 or leave blank if not applicable)

Additional Comments

If you have any comments you would like to add regarding your application, please enter them in the space below:

(maximum 500 characters, 500 remaining)

[Checklist](#) [Continue](#) [Finish Later](#)

[Return to Checklist without saving changes](#)

Test Scores (Checklist Item 11 of 11)

Enter the results of college entrance tests you have taken. If you have taken a single test multiple times, please provide the highest score achieved in each section. Those will be considered unofficial scores. When you're finished, click **Continue** to navigate to the next section.

Test	Score	Date Taken
1. None	▼	Month -- Select -- Year (YYYY)
2. None	▼	Month -- Select -- Year (YYYY)
3. None	▼	Month -- Select -- Year (YYYY)
4. None	▼	Month -- Select -- Year (YYYY)
5. None	▼	Month -- Select -- Year (YYYY)
6. None	▼	Month -- Select -- Year (YYYY)
7. None	▼	Month -- Select -- Year (YYYY)

[Checklist](#) | [Continue](#) | [Finish Later](#)

[Return to Checklist without saving changes](#)

Via the online application Test Scores page, applicants will be able to self-report the following scores:

TEST CODE	DESCRIPTION
GEDL	GED Reasoning Through LangArts
GEDM	GED Mathematical Reasoning
HSLA	HISSET Language Arts-Writing
HSM	HISSET Mathematics
SA1	Self Reported ACT English
SA2	Self Reported ACT Math
SA3	Self Reported ACT Reading
SSAM	Self Reported SAT Math
SSAR	Self Reported SAT Reading
SSAW	Self Reported SAT Writing

Applicants who come in through the Hawaii State DOE MyFutureHawaii Portal who have Smarter Balanced test scores will have their scores imported to Banner (form SOATEST) when their online application is pushed into Banner. The Source on these test scores will be designated DOE.


		Percentiles		Test Scores (1)	Test Scores (2)	Test Scores (3)
Test Code	Description	Test Score	Test Date	Admission Request	Source	Equivalency Indicator
SBEA	Smarter Bal Eng Achv Level	3	03-JUN-2015		DOE	Hawaii State T
SBES	Smarter Bal Eng Scaled Score	2599	03-JUN-2015		DOE	Hawaii State T
SBMA	Smarter Bal Math Achv Level	3	03-JUN-2015		DOE	Hawaii State T
SBMS	Smarter Bal Math Scaled Score	2684	03-JUN-2015		DOE	Hawaii State T



February 18, 2016

MEMORANDUM

To: Vice Chancellors for Academic Affairs
Vice Chancellors for Student Affairs

From: Peter Quigley 

Re: Adoption of Student Success Council November 24, 2015 Grading Options
Recommendations

This memo confirms the adoption of the Student Success Council November 24, 2015 recommendations effective for fall 2016. The grading options will be reviewed annually with the intent to make changes, if appropriate.

The following attachments will serve as references for implementation of UHCCP 5.213, Time to Degree: Co-Requisites.

Attachments:
SSC November 24, 2015 Grading Options
UHCCP 5.213 Time to Degree: Co-Requisites
ACT 18 Pilot Memo



UNIVERSITY of HAWAII
LEEWARD
COMMUNITY COLLEGE

Office of the Vice Chancellor for Academic Affairs

November 23, 2015

MEMORANDUM

TO: Dr. Peter Quigley, Associate Vice President for Academic Affairs, UHCC
Suzette Robinson, Director of Academic Programs, UHCC

SUBJECT: Recommendations for Grading Options

As Acting Vice-Chancellor for Academic Affairs for Leeward Community College in the Spring of 2015, I invited representatives with a variety of responsibilities from each UHCC campus to form the Ad Hoc Committee for Grading Options. We commenced discussion on August 4, 2015 and concluded our deliberations on November 10, 2015 with the following recommendations.

A handwritten signature in black ink, appearing to read "James Goodman", written over a horizontal line.
James Goodman

Convener, Grading Options Ad Hoc Committee
UHCC Student Success Council

Ad Hoc Committee for Grading Options Recommendations

1. Summary

Based upon the responses of representatives from all of the University of Hawai'i Community Colleges, the Ad Hoc Committee for Grading Options recommends the below grading options.

- a. The grading option for (developmental) co-requisite courses in Math and English should be Credit/No Credit (Cr/NC).
- b. Students who pass the 100-level course should earn credit for that course regardless of their grade (Cr/NC) in the (developmental) co-requisite course.
- c. For the 100-level course, the grading option should be A-F (and Credit/No Credit*).

As the recommendations reflect the views of the majority of campuses, in the three major recommendations (found in the below items 3, 4, and 5), the advantages and disadvantages are listed under each of those recommendations.

2. Definition of Co-Requisite Course

In this document, the co-requisite model refers to two courses that are taken concurrently. It does not include a sequential model such as the 8-week/8-week model.

For Math, this refers to MATH 78 and MATH 88.

For English, this refers to ENG 22 in an ALP model (based on CC Baltimore County) and the to-be-determined new co-requisite course.

3. Recommendations for Co-Requisite Course Grading Options

- a. Recommendation--Cr/NC, where Cr represents readiness for the next instructional level, passing with a C or better.
- b. Advantages
 - i. Students might sacrifice study time in the 100-level course trying to earn a higher letter grade in the remedial co-requisite course that does not count toward their degree. The point of the companion co-requisite course is to support success in the transfer course. Letter grades are a distraction.
 - ii. VA benefits--If a student receives an F, he/she is not required to pay back the money from VA benefits. However, if a student receives an N, NC or I, he/she must pay back the tuition for that course.
 - iii. Cr/NC grades do not affect GPA, whereas letter grades do.
- c. Disadvantages
 - i. Cr/NC grades lack the incentive or reward of letter grades for students.
 - ii. Some students may not perceive of co-requisite as a "real" course if it does not have "real" grades, and therefore students may not take the course seriously.

- iii. Success (in terms of grades) in co-requisite course often bolsters students' confidence and motivation in the 100-level course.
 - iv. There is no D grade where students won't pass the course, but for financial aid purposes they can still earn credit (for earning the required 67% of credits carried each semester).
 - v. Restricting grading options to just Cr/NC limits the ability for students and instructors to meet individual students' needs.
4. Do students need to pass co-requisite course to pass 100-level course?
- a. Recommendation--No
 - b. Advantages
 - i. The purpose of the co-requisite course is to support students in passing the college-level course. A student is ultimately evaluated by the target college-level course (sufficiently meeting the SLOs).
 - ii. Allows for students who were "misplaced" to stop attending co-requisite course if it is no longer needed.
 - c. Disadvantages
 - i. Student may not participate in or attend co-requisite course regularly if they think passing the co-requisite course is not necessary to earn a passing grade in the 100-level course. ALP students often do well at the beginning of the semester with earlier assignments, but often need much more support as the semester progresses.
 - ii. If one student (even if s/he were misplaced) is allowed to miss the co-requisite course and still pass, it would set a bad example for the rest of the students who need the support of the co-requisite course.
 - iii. It disrupts the benefits of the cohort-effect in an ALP class if students see the co-requisite course as optional and attend sporadically.
5. Recommendations for College-Level Course
- a. Recommendation--A-F (and Cr/NC*)
 - b. Advantages
 - i. The majority of campuses are already using A-F grades for college-level course.
 - ii. Students who receive VA benefits will not have to pay back tuition for courses in which they receive an F grade. They do have to pay back tuition for N, NC or I grades.
 - c. Disadvantages
 - i. An F grade negatively affects students' GPAs, whereas an N grade does not impact students' GPAs.


*The Credit/No Credit option is only if a student does not intend to use the course (such as ENG 100 or Math 103) to fulfill a graduation or program requirement. Courses used to fulfill graduation and program requirements must be taken for letter grades.



February 18, 2016

MEMORANDUM

To: Vice Chancellors for Academic Affairs
Vice Chancellors for Student Affairs

From: Peter Quigley 

Date: February 17, 2016

Re: Adoption of Student Success Council November 24, 2015 Cognitive Assessment
Options Recommendations

This memo confirms the adoption of the Student Success Council November 24, 2015 recommendations effective for fall 2016. The cognitive assessment options will be reviewed annually with the intent to make changes, if appropriate.

As a reminder, Compass tests are available until November 30, 2016.

The following attachments will serve as references for implementation of UHCCP 5.213, Time to Degree: Co-Requisites.

Attachments:

SSC November 24, 2015 Cognitive Placement Recommendations for Student Success Initiative
UHCCP 5.213 Time to Degree: Co-Requisites
ACT 18 Pilot Memo

MEMO

November 24, 2015

TO: Dr. Peter Quigley, Associate Vice President for Academic Affairs, UHCC
Suzette Robinson, Director of Academic Programs, UHCC

FROM: Cognitive & Non-Cognitive Placement SubCommittee- Student Success Council

SUBJECT: Cognitive Placement Recommendations for Student Success Initiative

The Cognitive & Non-Cognitive Placement SubCommittees developed June of 2015 from the Student Success Council (SSC) was tasked with making recommendations for cognitive and noncognitive placement for both new English and Math initiative. The committees merged together in July due to the same core membership existing in both groups. The committee met in person and virtually over the last several months to determine what placement tools and options existed based on the models determined by the SSC and to decide on the final recommendations to be presented to the council as a whole.

The following is the final recommendation for your review. Numerous faculty, staff and administrators from across the UHCC system have provided input on these recommendations and we believe these will meet the challenge set forth by the SSC initiative to revamp developmental education across the system. Effectiveness of all placement tools/methods will be assessed and evaluated on an annual basis and should change based on analysis, efficiency and best practice.

English Placement Recommendation

- Meeting any of the assessments below places the student in ENG 100
 - a. Smarter Balanced
 - Score 4
 - Score 3, plus B or higher in 12th Grade ELA
 - Score 2, plus B or higher in 12th Grade ELA course jointly approved by HIDOE and UH
 - b. Cumulative HS GPA 2.6 or higher*
 - c. 12th Grade ELA course or AP Language & Composition class- Grade B or higher*
 - d. ACT - Score 18 or higher
 - e. SAT - Score 510 or above in Writing
 - f. HiSet College Ready - Score 15 or higher on Language Arts - Writing
 - g. GED – Reasoning Through Language Arts - 170
 - h. Writing sample
- Meeting any of the assessments below places the student in 1 level below

*approved at 11/24/15 Student Success Council System meeting

- a. Smarter Balanced
 - Score 3 plus C in 12th Grade ELA course, jointly approved by HIDOE & UH
 - b. Cumulative High School GPA 2.0-2.5*
 - c. 12th Grade ELA course or AP Language & Composition class- Grade C*
 - d. ACT - Score 11-17
 - e. SAT - Score 310-509
 - f. Writing sample
- Student not meeting any of the above assessments or through a writing sample **places the student in 2 levels below**

Assumptions:

1. Use of these assessments to have students placed at the highest level possible*
2. Students not meeting any of the assessments above or unable to provide assessments will do a writing sample or take college placement tool {meaning- use placement tool to evaluate writing sample}
3. Students would self report- no need for documentation*
 - a. If student does not self report to place at college level, they will submit writing sample or be placed via EdReady English or some comparable placement tool
4. No date limit*
5. Student may always opt to submit writing sample
 - a. It is recommended that if self reporting is older than 7 yrs college recommends a submission of a writing sample or taking the college placement tool
6. Effectiveness of placement tools and filters will be assessed and evaluated on an annual basis based on analysis, efficiency and best practice. Needed changes will be implemented after two years of assessment/evaluation.

Math Placement Recommendation

MATH PLACEMENT – COLLEGE MATH TRACK			
	Meeting any of the assessments below places the student directly in MATH 100, MATH 111, MATH 115	The assessments below place students one level below college level. Students eligible to enroll in MATH 100, 111, and 115 plus MATH 78 corequisite class	The assessments below place students two or more levels below college level. Students eligible to enroll in MATH 75
Assessment	MATH 100, 111, 115	Placed 1 level BELOW college math	Placed 2+levels BELOW college math
Smarter Balanced	-- Score 4 -- Score 3		

*approved at 11/24/15 Student Success Council System meeting

	-- Score 2 and successful completion of 12 th Grade transition course with a B or higher		
Cumulative High School GPA	Cumulative GPA of 2.6 or higher and successful completion of Algebra II with a B or better		
ACT	Score 22 or higher		
SAT	Score 510 or above		
HiSet College Ready	Score 15 or higher		
GED Mathematical Reasoning	Score 170 or higher		
Accuplacer (or whatever placement instrument is selected)	Appropriate score (to be determined)	Appropriate score (to be determined)	Appropriate score (to be determined, no minimum score)

MATH PLACEMENT – COLLEGE ALGEBRA TRACK			
	Meeting any of the assessments below places the student directly in MATH 103	The assessments below place students one level below college level. Students eligible to enroll in MATH 103 plus MATH 88 corequisite class	The assessments below place students two levels below college level. Students eligible to enroll in MATH 82
Assessment	MATH 103	Placed 1 level BELOW college alg	Placed 2 levels BELOW college alg
Smarter Balanced	-- Score 4 -- Score 3, Student must successfully complete a yearlong calculus pathway course in 12th grade (including a combination of ALG III, Trigonometry, Analytic Geometry,		

	Pre-Calculus, AP/IB Calculus) with a B or better		
Cumulative High School GPA	Cumulative GPA of 2.6 or higher and successful completion of Algebra II with a B or better	Cumulative GPA of 2.6 or higher and successful completion of Algebra I with a B or better	
ACT	Score 22 or higher		
SAT	Score 510 or above		
HiSet College Ready	Score 15 or higher		
GED Mathematical Reasoning	Score 170 or higher		
Accuplacer (or whatever placement instrument is selected)	Appropriate score (to be determined)	Appropriate score (to be determined)	Appropriate score (to be determined, a minimum score is required for placement at this level)

Assumptions:

1. Use of these assessments to have students placed at the highest level possible*
2. All scores valid for two years only**
 - a. Students whose scores are older than two years or have no SBAC/ACT/SAT/HiSET/GED scores will be required to test via Accuplacer or equivalent
3. Placement into MATH 135 and higher to be done via Accuplacer or equivalent
4. Students will self-report*
5. Kaua'i CC will continue to pilot EdReady
6. EdReady will be reviewed to determine if it would be an accurate replacement for Accuplacer
7. System will continue to use COMPASS through Fall 2016
8. Effectiveness of placement tools and filters will be assessed and evaluated on an annual basis based on analysis, efficiency and best practice. Needed changes will be implemented after two years of assessment/evaluation.

Final Critical Note:

CONTINUED ASSESSMENT OF FILTERS ON ALL LEVELS NEEDS TO OCCUR SYSTEMATICALLY BY THE SYSTEM

Conveners:

Dr. Brenda Ivelisse, VCSA, Kapi'olani Community College
 Dr. Debra Nakama, VCSA, University of Hawai'i-Maui College

*approved at 11/24/15 Student Success Council System meeting

* rescinded 3/9/16 SSC meeting
 due to current technical
 limitations (Banner) ⁸²

UNIVERSITY OF HAWAII

COMMUNITY COLLEGES POLICY

UHCCP #5.213 Time to Degree: Co-Requisite

December 2015

I. Purpose

The University of Hawai'i is committed to increasing the educational capital of the state by increasing the participation and completion of students and preparing them for success in the workforce and their communities, as outlined in the University of Hawai'i Community Colleges' strategic goals. This policy provides guidelines and practices to provide the necessary support to succeed in college-level courses through co-requisites, thereby shortening the time to successful completion of academic credentials at the University of Hawai'i Community Colleges (UHCC).

II. Related University Policies

- A. Board of Regents (BOR) Bylaws and Policies, Chapter 5 Academic Affairs
hawaii.edu/policy/?action=viewChapter&policySection=rp&policyChapter=5&menuView=closed
- B. University System-wide Executive Policy E5.201, Approval of New Academic Programs and Review of Provisional Academic Programs
hawaii.edu/policy/docs/temp/ep5.201.pdf
- C. UHCCP #5.200 General Education in All Degree Programs
uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.200_General_Education_in_All_Degree_Programs.pdf
- D. UHCCP #5.301 Common Course Numbering
uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.301-Common_Course_Numbering.pdf
- E. STAR as the Official Arbiter of Degree Completion
hawaii.edu/offices/aa/aapp/cms/STAR_Memo_07082014.pdf

III. Definitions

- A. Academic Credential - any credit degree or certificate for which college-level math and/or English are required.
- B. Student - any person enrolled at a UHCC seeking a BOR-approved academic credential.

- C. Co-Requisite - acceleration model that supports students' successful completion of college-level courses by concurrently taking the college-level course and a companion course or its equivalent. Co-requisite courses are most commonly associated with English and math courses. Students enrolled in such co-requisite courses will be eligible for courses requiring English 100 or Math 100 or its equivalent (e.g., Math 103, 111, 115) after successful completion of those college-level courses. Students enrolled in such co-requisite courses are not eligible to enroll in courses for which "Qualification for English 100" or "Qualification for Math 100 or its equivalent" is the prerequisite.

IV. Responsibilities

It is the responsibility of the Vice President for Community Colleges or designee, with appropriate consultation and collaboration across the UHCC system to:

- A. Align the scope and priorities of the UHCCs to meet strategic goals; and
- B. Approve the models, instruments, and/or strategies to implement this policy.

It is the responsibility of the Chancellor or designee to review and revise the Colleges' procedures to ensure consistent implementation of the policy,

- A. Implement academic and student support services related to approved models, instruments, and/or strategies;
- B. Identify and use resources to strategically address needs created by the implementation of the policy, including redeployment of personnel; and
- C. Ensure that the entering and maintenance of data and the tracking of students are consistent with system guidelines to assess the results of the approved models, instruments, and/or strategies.

V. Procedures

Campuses will implement approved models, instruments, and strategies consistently across the UHCC system as described in Attachment 1.

VI. Assessment of the Shorten Developmental Education Acceleration

The Chancellor or designee will review and revise the college's procedures to ensure consistency of guidelines and practices to shorten the time to and the successful completion of academic credentials at the UHCC.

See UHCC Strategic Plan 2015-2021 for specific strategic completion goals.

Time to Degree: Co-Requisite

Procedures

Campuses will implement approved models, instruments, and/or strategies consistently across the UHCC System.

- A. Implement diagnostic procedures that are consistent among the colleges.
- B. Implement and assess evidence-based, effective, successful co-requisite models for the math and English academic pipeline.
- C. Ensure that students will enroll in college-level, math and English credits as soon as possible within their programs, but no later than 30 credits.
- D. Advise students testing at level three into the co-requisite pathway or the iCAN model. The iCAN model can be structured to lead to a degree pathway or be aimed at a level terminating below college level English or math.
- E. A math pathway (yet to be detailed) will be available for CTE programs, many of which will use the Statway//Quantway options.

Outcomes (See UHCC Strategic Plan 2015-2021 for specific strategic completion goals)

Assessment

The Chancellor or designee will review and revise the college's procedures to ensure consistency of guidelines and practices to shorten the time to and the successful completion of academic credentials at the University of Hawai'i Community Colleges (UHCC).



UNIVERSITY
of HAWAII
SYSTEM

Vice Chancellors for Academic Affairs
University of Hawai'i Community Colleges

February 20, 2015

To: Chief Student Affairs Officers of the UH Community Colleges,
Placement Advisory Workgroup,
Director of Academic Technologies Services

From: Vice Chancellors for Academic Affairs
Joni Onishi, Hawai'i Community College
Katy Ho, Honolulu Community College
Louise Pagotto, Kapi'olani Community College
James Dire, Kaua'i Community College
Mike Pecsok, Leeward Community College
John McKee, Maui College
Ardis Eschenberg, Windward Community College

RE: System-wide project to pilot revised ACT Placement/Cut off Score for English 100/ESL
100 and other equivalent courses

This memo documents the establishment of a system-wide pilot project using the ACT writing placement/cut off score of 18 in the ACT English subject area for placement into college level English for all seven University of Hawaii community colleges.

Background:

The UH Community Colleges have a long standing agreement to honor UH Manoa Placement (currently at English score of 22).¹

Rationale:

However, according to ACT College Readiness Benchmarks, a score of 18 on the ACT English subject area test represents the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

(<http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/>)

¹[http://www.hawaii.edu/offices/cc/docs/placement/2007 APRIL Testing Procedures Retes
ting SAT Uniform Math Instructions.pdf](http://www.hawaii.edu/offices/cc/docs/placement/2007%20APRIL%20Testing%20Procedures%20Reting%20SAT%20Uniform%20Math%20Instructions.pdf)

[http://www.hawaii.edu/offices/cc/docs/placement/2013 June Placement Clarification.pdf](http://www.hawaii.edu/offices/cc/docs/placement/2013%20June%20Placement%20Clarification.pdf)

2444 Dole Street, Bachman 207
Honolulu, Hawai'i 96822
Telephone: (808) 956-7038
Fax: (808) 956-5286

An Equal Opportunity/Affirmative Action Institution

Timeline:

The UH Community Colleges system wide pilot project will commence effective for placement for fall 2015 and run for a period of three years. The project will be re-evaluated in Spring 2019.

Procedures:

The Vice Chancellor Academic Affairs at each college is responsible for establishing college-level procedures and processes for record-keeping and implementation. The Office of the Vice President for Community Colleges will work with ACT Research Division to validate the placement/cut off scores during the pilot project period.

The Vice Chancellors for Academic Affairs have reviewed and endorsed this project at their November 14, 2014 and February 12, 2015 meetings. It was similarly endorsed by CCAO and CSAO's at their joint meeting on December 17, 2014. This memo establishes the ACT writing placement/cut off score of 18, rather than 22, in the ACT English subject area for placement into college level English for all seven University of Hawaii community colleges.

Results:

If data indicate success rates equal to or greater than the ACT national data, placement using current Compass writing scores, or success rates of students entering from courses one level below, the score of 18 on the ACT English Subject area test will be accepted as a placement measure for the UH Community College system.

Submitted by



Katy Ho, VCAA, Honolulu Community College
on behalf of the UHCC Vice Chancellors for Academic Affairs

3/30/15

Date

Revised November 18, 2014
Revised January 5, 2015 (SR)
Revised February 12, 2015 (AE)



UNIVERSITY of HAWAII* COMMUNITY COLLEGES

3/17/2016

MySuccess Program

Status Updates

Student Impact

- Early Alert Surveys of faculty regarding their concerns about students at all Community Colleges for full-term courses in Fall and Spring Semesters. During January 1, 2014 – December 31, 2015:
 - 13,864 "No Shows" during the first weeks of class.
 - 20,111 Reminders to students consider withdrawing before the withdraw deadline.
 - 29,675 Academic and personal concerns about students during the semester.
 - 19,383 Positive Kudos.
- 13 Programs following up on instructors' concerns to intervene with students and discuss issues and provide students academic and personal support to meet their needs.
- Online Scheduling for 27 Programs/Units that send appointment reminders to staff and students and maintain electronic case management for student records
 - 73,037 appointments recorded in MySuccess during January 1, 2014 – December 31, 2015.
 - 3,822 times Students canceled their appointments online.
- 21 Programs configured for students to schedule themselves online using MySuccess 24/7
 - 21,404 times Students scheduled themselves online during January 1, 2014 – December 31, 2015.
- 6 Programs use MySuccess to manage their waiting rooms or have students sign-in when they arrive.

MySuccess Program by Year

Year 1 2012-2013

- LeeCC Early Alert Survey using Starfish software with interventions for students by Counseling & Advising, Retention Specialists, Native Hawaiian CTE Program.

Year 2 2013-2014

- Early Alert Surveys start at HonCC, HawCC, KapCC, MauC.
- Early Alert Surveys start for select courses at WinCC.

Year 3 2014-2015

- Hired System Functional and Technical Coordinators.
- Campuses begin customizing the configuration of their programs to fit the workflows on for each campus and better address the needs of the students and staff.
- In-person meetings for project administrators from each campus begin in each spring and summer
- Early Alert Surveys start for select courses at KauCC.
- Demonstrations for UH Hilo and UH West Oahu Leadership.

Year 4 2015-2016

- Early Alert Surveys for all full-term courses at all Community Colleges in Fall 2015.
- Early Alert Coordinators hired at KapCC, Kau CC, and LeeCC.
- All Advisors and counselors use online scheduling and can respond to instructors concerns about students.