Hawaii Graduation Initiative  
November 8, 2013  
8:00 – 9:30am  
Meeting Agenda  
Room D235

Present: Eun Ahn, Ross Cordy, Jim Cromwell, Mike Furuto, Sreang Heak, Sarah Juran, Hye Jung Kim, Amy Nishimura, Terri Ota, Stan Orr, Sherry Proper, Garyn Tsuru

I. GradesFirst – Sarah (on behalf of Margy) shared with the group the plans for the pilot launch and the implementation timeline. Specific components of the GradesFirst system will be tested in the pilot program, such as early intervention and advising scheduling components. An email notification went out to everyone prematurely and Lui sent out a message clarifying the status of GradesFirst. Pueo leaders will be a part of the pilot program, and Kealohi Perry will test the advising module. Participating faculty need to be identified. It was unclear to the HGI team whether faculty participants have been approached yet, or what the process will be to identify faculty participants. Linda and Lui are informing faculty of the pilot program via the Division meetings. There were some questions about the cost (per student?) associated with the GradesFirst software, and what the overall pilot program objectives are. It was suggested that Lui come to an HGI meeting and explain the details and objectives of the pilot program to this group so we can share accurate information with others and be as supportive as possible regarding the pilot program.

II. EDI Workshop Follow-Up:

A. Leaver’s Survey – Jim informed everyone about a Leaver’s Survey that the retention subcommittee developed (based on a Manoa model). Jim will be deploying it soon. The survey will be sent to students who were enrolled this past spring semester but who are not enrolled in the fall (approximately 275 students). Seniors are excluded.

B. GradesFirst – Sarah confirmed that Lui and Linda will be visiting all divisions to discuss the GradesFirst initiative.

C. Embedded Remedial Courses – Eun told the group that so far the reports are overwhelmingly positive for the Math 196 pilot developmental course (Hye Jung). Although students have had some complaints about having to get up early for this class, they feel that it is helpful to them. ENG 196 reports have also been positive (Carman). The required supplemental instruction for ENG 196 has been very important for the students’ success; however, according to the instructor the overall workload seems counterproductive if they are pushed to complete 15 credits in the semester they are taking the developmental course. She felt that if students have a job outside of school, they should not be pushed to do a lot of credits. Amy emphasized that support/disability support services are needed if we were to expand the program. Terri noted that these pilot class enrollments for spring students will consist of self-identified students. Prerequisites are set up for both of the 196 sections, and text has been added to identify the classes that meet the requirement for ENG 100 and MATH 103.
For Fall 2014, the group decided that the best approach is to continue the pilot program and tentatively plan on expanding it to 2 sections of the developmental ENG courses and 2 sections of the developmental MATH courses. New alpha numbers need to go through the curriculum committee so the courses will have the ENG 100L and MATH 103L designations next year to avoid the complications we had this year with the 196 numbering.

A discussion ensued regarding other ways to provide developmental coursework. For example, the Summer Bridge program could be used for remedial purposes, followed by, or in conjunction with, a university skills class. Concern was raised that there is no longer any funding for the Summer Bridge program.

III. Updates

A. Sample Academic Plans – No update was available for this meeting, but the deadline is December, so the team is hoping they will be completed. Discussion about the usefulness of the sample academic plans again indicated that they will be more useful in some disciplines and not very useful in others. It was emphasized that the sample academic plans can include broad guidance (e.g., a 300-level course without specifically stating which one) to maintain faculty flexibility in planning. Also, the plans can include required faculty advising at certain stages, if that is desired by the department.

B. Retention Subcommittee – Sherry, Jim, Loke and Margy comprise the retention subcommittee. Sherry reminded the group that there is an open invitation to attend the meetings. Any HGI team members who want to attend are welcome. The retention subcommittee meets on Thursdays from 10:30-11:30 a.m. in D235. The subcommittee did not meet yesterday but continues to look at data and will have a summary report for the December or January HGI meeting. Among other things, the subcommittee has been looking at national data pertaining to SAT/ACT and Compass test correlations. Sreang gave them some institutional data that also supported a correlation. The subcommittee’s report that is forthcoming may include a suggestion for the HGI team to further consider this correlation and whether a broader campus discussion is beneficial regarding the use of ACT or SAT scores for math and English placement.

IV. Other Items:

A. Ross said he will be suggesting that UHWO drop its O and ETH requirement and modify the WI requirement. He will draft a proposal for Linda and Eun to review.

B. Note the correction below regarding the next meeting time and location. The next meeting date was incorrect on the agenda. The next meeting is December 13th (not November 13th) and the room location will be E109 (not D235).

Next meeting: December 13th @ 8am in room E109