



UNIVERSITY
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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,

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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

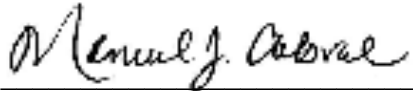
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Helen Cox, Chancellor, Kaua'i Community College

3/17/2016

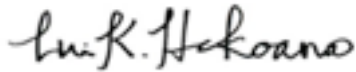
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Manuel Cabral, Chancellor, Leeward Community College

3/17/2016

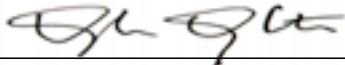
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Lui Hokoana, Chancellor, UH Maui College

3/17/2016

Date



Douglas Dykstra, Chancellor, Windward Community College

3/17/2016

Date