




October 8, 2015

**MEMORANDUM**

To: University of Hawaii Community College Colleagues

From: Peter Quigley  
Associate VP for Academic Affairs 

Re: STUDENT SUCCESS INITIATIVE

Over the last two years, the UHCCs embarked on the task of setting strategic directions for 2015-2021. To help in this effort, chancellor-led subcommittees were established, drafts of the UHCC Strategic Plan 2015-2021 were vetted with the colleges through Vice President Morton's annual spring college visits, and the Strategic Plan Council endorsed the plan. At the end of Spring 2015, UHCCs adopted its Strategic Plan 2015-2021.

In the plan, one of the key goals in the section on reducing the time to degree states the following:

- 75% of students who place one-level below college will complete college-level within one semester.
- 70% of students who place two or more levels below college will complete college-level within one year.

This goal was adopted with the recognition that a significant factor in the non-success of students was the current sequential, semester long, multiple layered remedial and developmental courses. Students were simply not succeeding at moving beyond remediation into completion of the foundational courses in math and English and were therefore never able to become graduate or transfer successes.

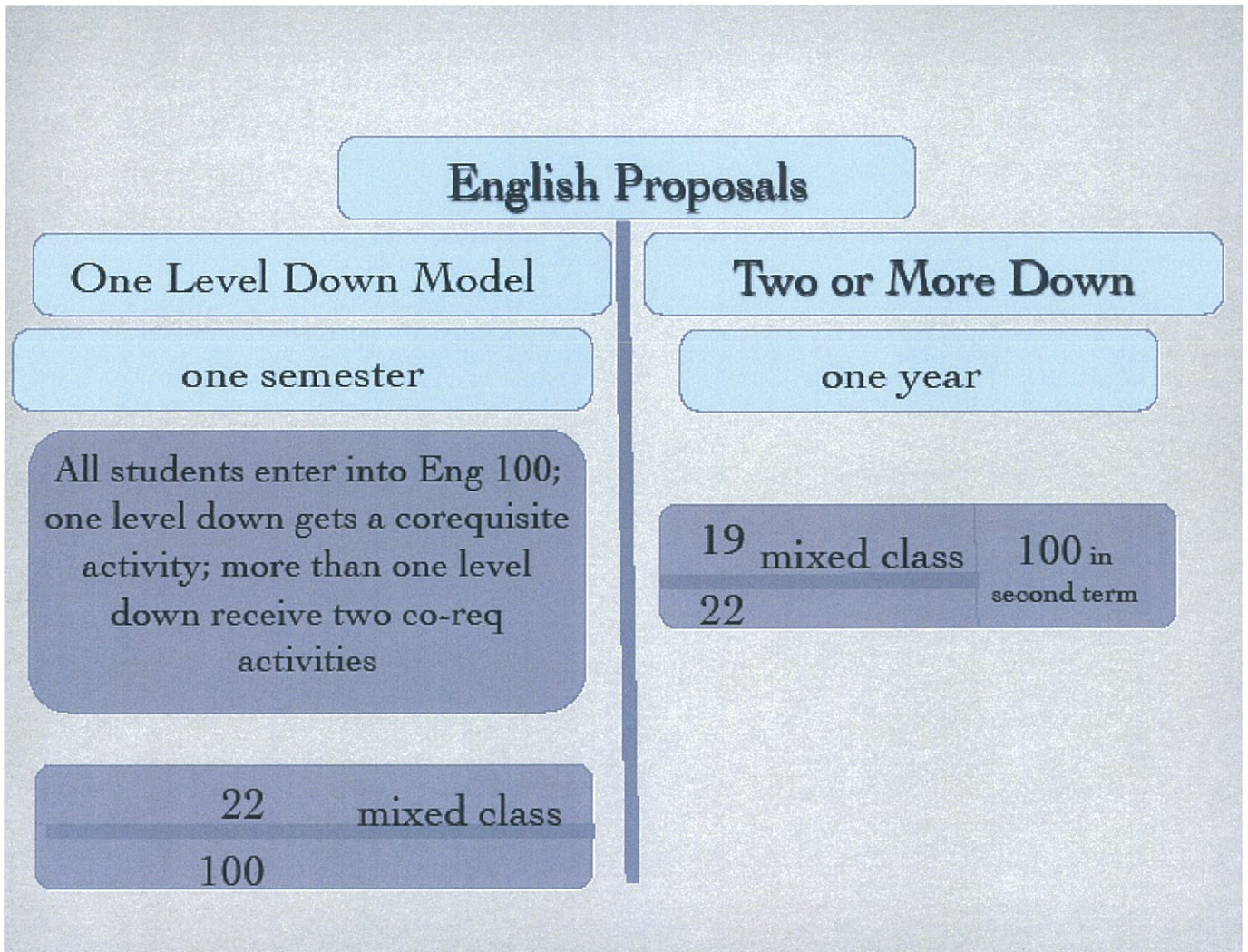
To date, as part of the implementation strategies for this goal, the following have occurred

April 28, 2015	Student Success Council (SCC) meets to lay out a plan on how to organize to reach the goal
June 22-25, 2015	An intense workshop of math and English faculty but also counselors, financial aid directors, registrars, and others begin to define possible acceleration models and needed policy and program supports to make those models work
July 6, 2015	Math faculty meeting with Vice-President Morton to clarify the proposed acceleration models and identify issues/questions related to the models
July 27, 2015	English faculty meeting with Vice-President Morton to clarify the proposed acceleration models and identify issues/questions related to the models
August 10-11, 2015	Additional meeting of the task force to refine the proposed models and identify next steps forward

From the two task force meetings came two major recommendations:

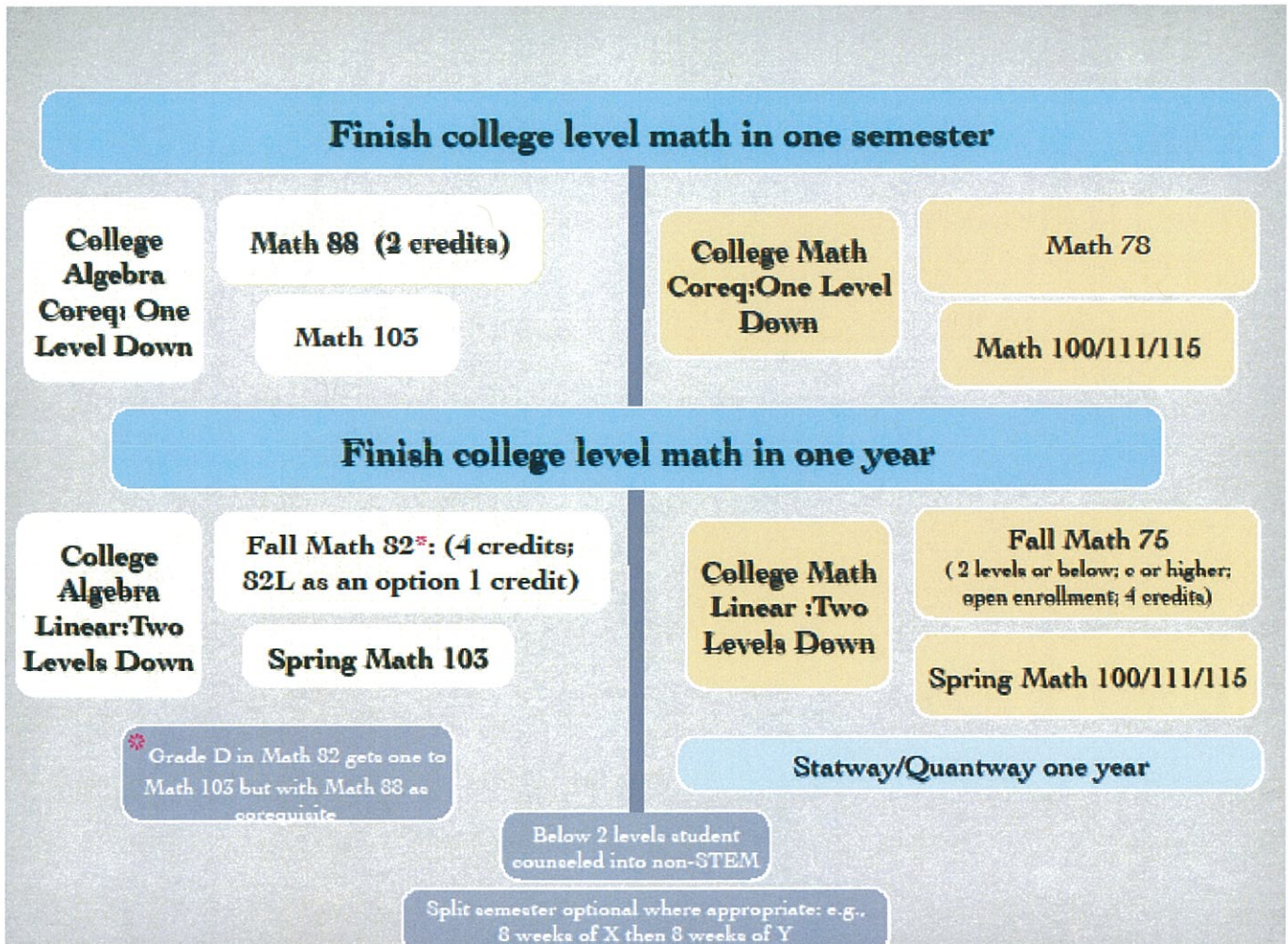
1. Proposed English and math acceleration models with some details to be addressed:

English:





Math:



- The creation of thirteen ad hoc committees to address the variety of changes that need to be made to support the English and math acceleration models. These committees, led by vice chancellors, include key stakeholders from across the campuses.

Ad Hoc Committees/Conveners as of 9/15/15

Committees	Convener/s
Policy-Time to Degree	Peter Quigley
Assessment Options: a) Cognitive Math, Reading/Writing, b) Non-Cognitive	Debbie Nakama Brenda Ivelisse
Case Management: Coaching, Counseling and other Wrap Around Services	Earl Nishiguchi Cathy Bio Curtis Washburn

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Changing the Culture through Professional Development	Joni Onishi, Jason Cifra Ardis Eschenberg
Curriculum Development English Corequisite	Katy Ho
Curriculum Development Math Corequisite	Louise Pagotto, Jonathon McKee James Dire
Data and Predictive Analytics Measures	Cheryl Chappell-Long
Enrollment Management: Banner, FA, Registration, Veterans	Lara Sugimoto
Facilities Usage	James Dire
Grading Options: Pass/Fail, Letter Grades, Credit/No Credit (Pros/Cons)	James Goodman
Pre-Requisite Issues	Jonathon McKee
Support Service Inventory: What Support Services are on Each Campus	Amy Rozek
Workload Impact	Michael Pecsok

The targeted implementation of the acceleration models is Fall 2016. As such the following recommended dates will help ensure timely implementation:

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| 1. Selection of cognitive assessment tool                        | October 9, 2015    |
| 2. Completion and approval of Time to Degree Policy              | October 30, 2015   |
| 3. Completion of Support Services Inventory                      | September 28, 2015 |
| 4. Determination of Grading Options                              | November 1, 2015   |
| 5. Identification and resolution of pre-requisite issues         | November 1, 2015   |
| 6. Creation and submittal of English and math curriculum changes | November 15, 2015  |
| 7. Identification of gaps in Case Management Services            | November 1, 2015   |
| 8. Implementation of data and predictive analytics measures      | December 1, 2015   |
| 9. Coordination of enrollment management services                | December 15, 2015  |
| 10. Selection of non-cognitive assessment tool                   | November 15, 2015  |
| 11. Coordination of facilities usage                             | December 1, 2015   |
| 12. Determination of workload impact                             | December 31, 2015  |
| 13. Changing the culture through professional development        | Spring 2016        |

As we progress with this initiative, certain principles will guide our work:

- Success is measured not by students passing a developmental course but rather by students successfully passing the foundational college level math and English courses that are required for our degrees and for transfer.
- The purpose of the initiative is not to eliminate developmental education but to intensify it. All of our own pilot testing, as well as national results from our sister community colleges, show that this co-requisite, intensive approach has far better results for all students, regardless of their preparation, than the sequential course approach.

- The design must incorporate not only the academic course design but also the support required by students to be successful. This support may include tutors, peer mentors or coaches, counseling and advising, financial aid, and other support to address issues that cause a student to not be successful.
- We remain committed to finding a successful pathway for all students who enter our open door but we also recognize that our current structure does not result in success for the least well prepared students.

We will continue to keep you informed of the progress of the committees and the task force.