




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			
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			
Assessment	MATH 103	Placed 1 level BELOW college alg	Placed 2 levels BELOW college alg
	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
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

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 HAWAII¹
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 Retesting SAT Uniform Math Instructions.pdf](http://www.hawaii.edu/offices/cc/docs/placement/2007%20APRIL%20Testing%20Procedures%20Retesting%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

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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)