




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 or NC, they are not required to pay back the money from VA benefits. However, if a student receives an N (or I), they 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 or NC grade. They do have to pay back tuition for N 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.

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

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)