HONOLULU COMMUNITY COLLEGE
CAMPUS LEADERSHIP TEAM

MINUTES
September 14, 2015


Absent/Excused: Derek Inafuku, Suzi Johnston, Billie Lueder, Conred Maddox, Jim Poole.

VCAA Katy Ho welcomed everyone, with a reminder to sign in, and sign up to serve as recorder for subsequent meetings. The Minutes of the last meeting (May 4, 2015) were circulated; Katy asked that they be reviewed and that Renette be informed of any changes/corrections as soon as possible.

STUDENT SUCCESS PATHWAY:
Katy indicated that the Chancellor was finishing the narrative for the College’s new Strategic Plan, which is aligned with the UHCC Plan (see the OVPCC website.) She also noted that the College did very well in meeting the goals linked to performance-based funding, falling only slightly short of the benchmark for native Hawaiian graduates in STEM fields. A Town Hall will be scheduled to present our Strategic Plan, when finalized, as part of the context for the Student Success Pathway, which Katy is currently presenting to various campus groups. Katy’s PowerPoint (attached to these minutes) outlined the Pathway, and the specific actions and goals for each step. This year we will focus on the first phase, Prepare, with three specific clusters of initiatives, one of which will introduce significant changes in Developmental Education.

DEVELOPMENTAL EDUCATION CHANGES:
A system-level Student Success Pathway committee is focusing on Developmental Education as a key factor in determining whether a student will be successful, and has formed fourteen working groups in connection with this initiative. Drivers of this work include the fact that COMPASS will no longer be available as a diagnostic/placement tool after the end of 2016, and VP Morton’s mandate that new curriculum, consistent across all campuses, be in place by Fall 2016 that will require students to complete any needed developmental preparation within their first semester or first year. Katy and several faculty members in English and Math have participated in the meetings of the working groups. Katy outlined the proposed structure of the new curriculum in English and Math (see following chart.) Katy
indicated that as part of the process of adopting the new curriculum, her office will be responsible for making wholesale changes for programs and the catalogue, in order to avoid excessive paperwork.

The system working groups will continue to address questions that arise, including the following:

- How do we know it will work? Will we track students to assess subsequent success?
- What if a student starts with the non-STEM option and then wants to switch to STEM (or vice-versa)?
- What about Math for CTE programs? Will that be a third option?
- What about the Adult Basic Ed / ESL population, who may not need a comprehensive Math course?
- Will there be a partial credit option for those who might otherwise fail (e.g., something like credit for Math 8 rather than Math 9)?

FOCUS FOR CLT – ON-CAMPUS COMMUNICATION:
Katy said that based on discussions at the end of last year, this year’s CLT meetings will focus on internal (on-campus) communication, to counterbalance the work being done around the Outreach and Communication Plan that is part of the Student Success Pathway “Prepare” phase. Billie Lueder will make a presentation at the next CLT meeting, looking at strategies to improve in-house communication— with students, with each other—and get feedback from constituents.

OTHER CAMPUS NEWS:
In Derek's absence, Katy shared some updates on facilities: ATTC groundbreaking will occur in Spring 2016, with banyan tree issues resolved; Renovation of Building 5 is on track; work on the stairwells in Building 6 has begun. The College now has a Facilities Manager, David Tanaka, so we will be hearing more from him. Katy also indicated that Derek would be communicating further with the campus about Title IX issues.

Minutes submitted by
Marcia Roberts-Deutsch
## DEVELOPMENTAL MATH – PROPOSED CURRICULUM

<table>
<thead>
<tr>
<th>Initial Placement*</th>
<th>College Math (Non-STEM)</th>
<th>College Algebra (STEM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-ready</td>
<td>MATH 100, 111, 115</td>
<td>MATH 103</td>
</tr>
<tr>
<td>2 or more levels below (move to college-ready in 2nd semester)</td>
<td>MATH 75 (3 cr) or MATH 75x (4 cr)</td>
<td>MATH 82 (4 cr) or MATH 82x (5 cr)</td>
</tr>
<tr>
<td>1 level below</td>
<td>MATH 100, 111, or 115 plus Co-Req: MATH 78 (1 cr)</td>
<td>MATH 103 Plus Co-Req: MATH 88 (2 cr)</td>
</tr>
</tbody>
</table>

## DEVELOPMENTAL ENGLISH – PROPOSED CURRICULUM

<table>
<thead>
<tr>
<th>Initial Placement</th>
<th>Required Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-Ready</td>
<td>ENG 100</td>
</tr>
<tr>
<td>2 or more levels below</td>
<td>ENG 100 plus 2 cr Co-Req.</td>
</tr>
<tr>
<td>1 level below</td>
<td>ENG 100 plus 1 cr Co-Req.</td>
</tr>
</tbody>
</table>

Notes:
HonCC is already doing something like this for students who place into ENG 22, offering ENG 100 with a required co-requisite—ENG 100S (1 cr).

For English, there is also the proposed ALP (accelerated learning) option, where ENG 22 and ENG 100 could be taken in a single semester in an accelerated but sequential format.