On Friday, April 23rd, Honolulu Community College’s Faculty Senate Executive Committee unanimously approved in full the following recommendations by the Under-Prepared Student Task Force:

Use Banner as a mechanism to assure that all credit students take the placement test.

Offer Compass pre-test brush up sessions on a schedule that meets the needs of students.

Require students scoring deficiently on placement test to IMMEDIATELY enroll into necessary developmental remedial curricula.

Require a mandatory studies skills course that connects directly to their developmental curricula for students who test into two of the three developmental areas: reading, math, and writing.

Create, maintain, and evaluate a curricular sequence that results in students ready to take courses that meet degree requirements, including reading, writing, numeracy, and analytical skills. As part of this process, we will:

- Develop a separate developmental reading curriculum to join our developmental writing and math curriculums.
- Make ALL developmental curricula essentially semester-based—modeled on curricular sequences from institutions recognized nationally for developmental education success—but that allows students the opportunity to progress at as fast a pace as is warranted by a student’s achievement.
- Allow students to retake Compass as needed without waiting in that, on March 18, 2010, The UH Compass Placement Advisory Working Group recommended eliminating a waiting period system-wide and that campuses charge 25$ for students retaking Compass.

Examine the current structure of developmental education in order to determine whether improvements can be made to better provide students the necessary skills in English and Math for their future success in college and life. This evaluation process will seek meaningful input from all relevant college resources.

Revisit and revise the Minimum General Education Requirements for ALL degree programs in order to ensure that our students attain the skills necessary for success in college, life, and especially their future success in today’s challenging, rapidly changing, and globally competitive world economy. Based on personal interviews as well as examining requirements and outcomes from institutions recognized nationally for developmental education success, the taskforce believes that revisiting and revising these requirements will provide incentive for students to take developmental curricula more seriously. The process of raising expectations will be one that will meaningfully include all stakeholders such as advisory committees in order to design a pathway of increasing rigor and demand while allowing for a reasonable period of transition.

Cap all developmental courses—reading, writing, and math—to 20 students per section.

Set firm attendance policies and allow developmental instructors to drop students in Banner who don’t meet attendance or course requirements and policies.
Establish and adhere to pre-requisite policies for courses and programs in order to ensure student success.

Expand, maintain, and evaluate high quality supplemental instructional services, which are centrally coordinated, and rely on professional tutors whenever possible and highly trained, highly qualified student tutors when necessary, and ensure that all supplemental instruction have the necessary space and access to resources to provide tutors and students with the proper educational material in order to promote additional student success.

Ensure specific academic counseling support for under-prepared students while they’re in developmental classes but also when they enter their degree programs.

Create comprehensive and aggressively pro-active support services such as separate academic counseling and a dynamic early-alert system for developmental students.

Demonstrate a commitment to developmental instructors by striving to provide ample opportunities to engage in professional development and to remain informed regarding best practices of institutions recognized nationally for achieving success in developmental education.

Report the performance of underprepared students in specific courses and programs.

Include information in program reviews regarding the progress of under-prepared students, and evaluate the effectiveness of the services they get to improve their basic skills as well as their access to continued help once the student enrolls in a specific degree program.

**Members of the Under-Prepared Student Task Force:** Erika Lacro, Femar Lee, Chris Hacskaylo, Joy Nagaue, Ina Miller-Cabasug, Gary James, Craig Ohta, Ross Egloria, Jerry Saviano, and Poima Sataua.