



UNIVERSITY OF HAWAII

OFFICE OF THE VICE PRESIDENT
FOR COMMUNITY COLLEGES

MEMORANDUM

September 16, 2005

TO: UHCC Chancellors

SUBJECT: Implementing the Agreed Upon Compass Test Practices

I am writing as a follow-up to our recent discussions about implementing the agreed upon Compass Test practices. In April 2005, we agreed to delay the implementation of changes in the COMPASS placement cutoff scores for both math and English until spring 2006. In addition we asked the English faculties to revisit the recommendations of the Deans of Instruction/Chief Academic Officers regarding English 21 and English 102 cutoff scores, and agreed that if there were any changes to be made in the Eng 21 and Eng 102 cutoff scores they will be implemented in Fall 2006. We also agreed that all other recommendations be implemented for spring 2006.

Attached you will find a schedule that details the current test scores that will be used for placement decisions effective starting with the Spring semester 2006.

In addition to implementing the new placement schedule, we are continuing to implement the following validation initiatives:

ENG 21/102 English faculties will review the ACT analysis of 1998-2002 and 2002-2005 data to validate COMPASS reading placement test score cutoffs between English 21 and English 102 and make recommendations to the Chief Academic Officers. Any changes in reading placement test cutoff scores will be implemented for students registering for fall 2006. Decisions will be made and implementation information disseminated by February 1, 2006.

Math 24/25 Math faculties will continue their systemwide discussions, review the learning outcomes for developmental math courses, align these outcomes with transfer level course and come to consensus on a sequence of course. The results may mean the creation of new courses rather than adjustments to Math 24 and Math 25. The guiding principle should be successful student learning and coherence between course and across the system.

As part of the discussion that resulted in this agreement it became clear that we have a number of existing course prerequisites that affect student placement decisions across the colleges that have not been validated for their effectiveness. As stated in ACCJC Standards of Accreditation, "The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases (Standard II, B 3 e)." In addition, a campus

civil rights compliance audit conducted at Maui Community College by the Office of the State Director for Career and Technical Education call for an assessment of the effectiveness of course prerequisites for students in career programs.

The UHCC system will design and conduct a pilot study to validate prerequisite requirements. The pilot study will begin with the validation of reading course prerequisites for developmental and baccalaureate transfer level writing courses. The study will be conducted under the leadership of the Community Colleges' Director of Policy, Assessment, and Planning, with broad systemwide participation in the design and analysis of the study. A description of the study design will be presented to the Council of Community College Chancellors by December 1, 2005. The report of the findings of the analysis will be presented to the Council of Chancellors by October 15, 2006 with implementation of any resulting changes for students registering for fall 2007



Michael T. Rota
Associate Vice President for Academic Affairs

- c. Cheryl Chappel Long
CC Chief Academic Officers
CC Deans of Student Services