To: William Albritton, Faculty Senate Chair , Leeward Community College

Rosiana Nani Azman, Faculty Senate Chair , University of Hawaiʻi Maui College

Samuel Giordanengo, Faculty Senate Chair , Hawaiʻi Community College

David Krupp, Faculty Senate Chair , Windward Community College

Victoria Mathis, Faculty Senate Chair , Kauaʻi Community College

Stefanie Sasaki, Faculty Senate Chair , Honolulu Community College

CC: Louise Pagotto, Interim Chancellor for Kapiʻolani Community College

John Morton, Vice President for Community Colleges

From: Susan Inouye, Faculty Senate Chair , Kapiʻolani Community College

Lynn Hamada, Faculty Senate Vice Chair , Kapiʻolani Community College

Re: Resolution in Opposition of UHCCP 4.203 Institution Set Standards

Date: April 10, 2017

At its April 3, 2017 Faculty Senate General Meeting, the Kapiʻolani Community College Faculty Senate discussed an Action Request (AR 1617027) that was submitted to the Faculty Senate by the Math Sciences Department opposing portions of UHCCP # 4.203 Institution-Set Standards.

The Faculty Senate passed the following motion with respect to the sections on Course Completion and Degrees and Certificates awarded:

> Given the impact of factors such as community college open access policy, decreasing enrollment due to economic and demographic factors, and the stringent requirements of some disciplines, the Senate opposes proposed institution-set standards in UHCCP 4.203 and recommends that each course identify its completion rate and identify strategies for improving course completion that do not compromise academic

standards. Courses differ drastically in scope and depth; therefore courses should be considered independently.

The Kapiʻolani Community College Faculty Senate requests this issue be added to the CCCFSC agenda for its April 21, 2017 meeting.

Please see the appended Action Request 1617027 in its entirety.

Kapiʻolani Community College
Faculty Senate Action Request - #1617027

Did you request action from a union representative?	If YES, please contact your department or campus union representative.
Is this a personal matter?	If YES, please consider discussing the matter with your supervisor or union representative.
Have you filed a grievance/lawsuit over this matter?	If YES, please allow the grievance process to be completed before the matter is brought to Faculty Senate.
Timestamp in Google Doc:	3/8/2017 11:54:09
Submitted By:	Charles Matsuda
UH User Name:	cmatsuda
Academic Unit:	Mathematics and Natural Sciences
Did you request action from a department head or administrator?	No
Is this a departmental matter?	No
Is this a college wide matter?	Yes
Is this a system wide matter?	Yes
Does this matter align with the responsibilities of a Faculty Senate Committee? If YES, which one?	Admission, Academic Standards and Graduation; Evaluation; Professional Rights and Responsibilities
Does this matter align with the College's Strategic Plan? If YES, which one?	Values - Kupono Practicing honesty and integrity with clarity in all relationships
Does this matter align with the UH System Strategic Directions? If YES, which one?	The university stands firmly committed to advancing these directions in concert with core values of the institution: academic rigor and excellence, integrity and service, aloha and respect.
Is there a relevant deadline for action by the Senate? If you answered YES, please indicate the deadline date:	
Please describe the action requested:	We, the members of the Math and Sciences Department would like to formally submit an Action Request that UHCCP # 4.203 be rescinded, specifically the sections on Course Completion and Degrees and Certificates awarded. The following arguments are presented as reasons why: General Concerns: 1. Any policy implementing a minimum standard should include data-supported reasons as justification for the

request. No evidence has been provided that a benchmark of 70% equates to degree success, completion, or employment.

2. If the legislature passes the bill that will provide free tuition for all who qualify for financial aid at CCs, there may be a decline in student performance. Some students may see college attendance as "low stakes" if they have not committed anything financially to attend.

3. By our objection to UHCCP # 4.203, we are exercising faculty responsibilities in matters of academic policy, as substantiated in BOR RP 1.210:

It is the policy of the university to maintain and strengthen organized and systematic involvement by faculty in academic decision-making and policy development. Consistent with this policy, the faculties of the University of Hawai'i at Mānoa, the University of Hawai'i at Hilo, the University of Hawai'i at West O'ahu, and the Community Colleges are authorized to develop faculty organizations by which regular and organized faculty involvement may be exercised in carrying out their collective responsibilities with their administrative colleagues in matters of academic policy for the particular campus, major organizational unit headed by a chancellor, and the university, and to make such determinations as set forth herein below…

Degree Completion:

1. UHCCP # 4.203 requires the continual increase of degree completion at a time of changing demographics for our college that may decrease enrollment, namely decreasing population of college-aged students in the surrounding neighborhoods, strong economy and high employment. These factors have historically resulted in decreased college enrollment.

2. In addition, the policy requires this continual increase in degree completion at a time of no planned expansion of space and facilities on campus. Science labs, for example, are at full capacity.

Course Completion:

1. UHCCP # 4.203 does not describe what will happen if a course does not achieve the baseline completion rate of 70%. According to the policy, "If the actual effectiveness measure falls below the baseline, the college shall prepare an action plan to address improvements in the achievement results. It should be made clear whether or not this could include penalizing individual faculty members.

2. Some college courses have more of a challenge achieving a 70% completion rate due to the challenging nature of the material and the number of students who are attracted to the course. If faculty members are penalized for not achieving 70% completion, a lowering of standards may

	result.
	3. The drive to achieve 70% completion may negatively influence the rigor needed to succeed in downstream courses, if faculty feel the need to satisfy the external metric.
	4. The policy may ultimately divide courses into 2 groups, inherently easier ones (or those that lower their standards) and those that adequately maintain standards to provide students with content necessary for downstream achievement.
	5. Some instructors may employ scare tactics to discourage weaker students from taking their course, which runs counter to the spirit of an open enrollment college.
	6. In an open access institution like ours, there are variables that are out of the hands of faculty, including student motivation, preparation in English, math, reading and other basic skills, and personal and family issues.
	7. Math and English have undergone recent changes in which under-prepared students are now jumping into 100 level courses with accompanying support. Expecting course completion rates to increase at this time may not be realistic.
	Addressing the ACCJC Standard: Given the ACCJC requirement (listed below), there are other ways to meet this standard that do not risk lowering academic standards. "The institution defines standards for student achievement and assesses its performance against those standards…"
	B. Standard I.B.3 1. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
	IV. Standards A. Each standard shall have a baseline or minimum level of achievement. Additionally, each standard shall have an aspirational target for improvement. These aspirational targets shall be aligned with system strategic plan targets. The standards adopted are as follows: 1. Course Completion 2. Degrees and Certificates Awarded
Proposed Recommendation:	Possible Solutions: 1. Each course can identify its completion rate and identify strategies for improving course completion that do not compromise academic standards. Courses differ drastically in scope and depth, therefore courses should be considered independently. 2. Completion rate goals can be replaced with more

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	comprehensive goals that account for degree value. The administration should track job placement, transfer student success in professional schools, four-year institutions, and graduate schools, as a measure of the college's mission success.
	3. Misinformed or unfocused students with unrealistic expectations adversely affect completion rates. Properly placed students with clear advisories of class prognoses improve completion rates. Student counseling services may shoulder part of the blame or acclaim for completion rates. This component should be made part of the course completion metric.
	4. The number of students in class should be defined as those students who sign and live up to a pledge to invest their time and effort to earn a threshold letter grade. The threshold for most classes would be a C, but for classes that are program prerequisites for admission, the threshold letter grade could be set higher. By signing the pledge, the students vow to track their own progress in the class, and to seek help from the instructor or other sources recommended by the instructor when their evaluation indicates they are not achieving the threshold grade. Students who do not sign or who do not seek help as they promised in writing will be omitted from the class calculation for completion rate. Passing the class would still be defined as a D or better grade. It would be possible to pass the class but fall below the threshold grade.
Other:	Evidence-Based Policy Making NOT Policy-Based Evidence Making

Faculty Senate Use Only	
Action Taken:	Date:
Outcome:	Date: