Progress Report on Student and Credit Transfer  
Within the University of Hawai`i

A Report to the Board of Regents

July 16, 2004

Office of the Vice President for Academic Affairs  
University of Hawai`i System
Progress Report on Student and Credit Transfer
Within the University of Hawai`i

Introduction

At its meeting in April 2004, the Board of Regents was provided a briefing on the progress and remaining challenges related to the transfer of students and credits within the University of Hawai`i system. Background information on the issues related to student and credit transfer, and the actions taken to respond to major curricular changes at the UH Mānoa campus are detailed in Appendix 1.

Following the briefing and related discussion, Vice President for Academic Affairs (VPAA), David McClain made a commitment to a number of actions, including quarterly reports to the Board. On April 20, VPAA McClain sent a memo to Regent Trent Kakuda, attachment 1, summarizing that discussion. This report details the major accomplishments that have taken place since the April meeting.

Accomplishments

- Following the April Regents meeting, a memo was sent from VPAA McClain to the campus Chancellors and Chief Academic Officers, attachment 2, covering the implementation of the outcomes of the meeting of the BOR Student Affairs Committee;

- During the spring of 2004, a series of system meetings of groups representing each campus in the areas of Foundations, Focus, and Hawaiian and Asian requirements explored the implementation details of an inter-campus articulation process that mirrored the successful approach to articulation developed to deal with the transferability of Writing Intensive classes across the University. This work contributed to the successful adoption of specific articulation agreements involving UH Mānoa, Kapi`olani CC, and Honolulu CC. This agreement, detailed in a memo from Chancellor Englert to the Council of Chancellors (attachment 3), implements the “Writing Intensive” model by having the community college campus establish similar hallmarks and processes as on the UH Mānoa campus, as is the case with the current Writing Intensive course articulation process. The memo also details an alternative for those campuses that have not adopted the recommended hallmarks and processes at their campus.

- The University Council on Articulation was reconfigured, new campus representatives, including two students, and leadership were designated, and a meeting of the Council was held to review its role and responsibilities. The membership of the Council and their campus affiliation are listed in attachment 4;

- Additional articulation efforts during Spring 2004 included a system-wide meeting of faculty teaching Hawaiian and foreign languages to promote more common approaches to student assessment, curricular design, and to promote student transfer opportunities; and the drafting of a UH system Mathematics Articulation Agreement that covers 100 and 200 level classes. This agreement has been distributed to each campus for approval; and

- The search to select an individual to fill a key system Academic Affairs staff position has been successfully concluded. This individual, if approved by the Board of Regents, will provide academic support services leadership in a number of key academic areas, including student transfer and academic program articulation across the ten-campus University system.
Planned Activities

While we have made significant progress over the past year in dealing with student transfer and curricular articulation issues, there are still a number of important items to be addressed, including:

- Revised Executive Policy. In Fall 1989, an Executive Policy, E5.209, dealing with student and credit transfer within the University system was first adopted. This policy was last updated in 1998, and needs to be revised again to reflect a number of significant changes that have taken place within the University. These changes include major revisions to the UH Mānoa and UH Hilo General Education requirements, and the reorganization of the University.

- Improved Student Information. Develop an updated, student friendly, Internet Web site that provides current information on student and credit transfer within the University, and a specific list of courses approved for fulfilling degree requirements on each UH campus.

- Broader Curricular Articulation. Organize and facilitate University-wide faculty workshops that result in course articulation agreements in areas other than General Education, such as program and course prerequisites, major requirements, designated electives, etc.
APPENDIX I

Background on University of Hawai`i System
Student Transfer and Inter-campus Articulation Issues
Background on University of Hawai`i System  
Student Transfer and Inter-campus Articulation Issues

The University of Hawai`i, as a comprehensive state-wide system, offers instruction in a wide variety of programs located at campuses on each of the major islands. Each campus has its own faculty curriculum approval process, each sets its own degree requirements, and each is separately accredited by the Western Association of Schools and Colleges.

During a typical academic year, approximately 3,000 students transfer from one campus to another within the University of Hawaii in order to meet their educational objectives. Approximately 1,000 students transfer from one community college campus to another; approximately 1,000 students transfer from a baccalaureate campus to a community college; and about 1,000 students transfer from a community college to a baccalaureate campus. When students transfer campuses, it is their expectation that relevant course work they have previously completed will be applicable to fulfilling degree requirements at their new campus. In order for this expectation to be met it is necessary that there be coordination between curricula at the various campuses, a process known as articulation.

The objectives of articulation are to assure that the transfer student is prepared for work at the new campus, that a degree earned through matriculation at two or more institutions within the system is comparable to a degree earned through matriculation at a single campus, and that the process of moving from campus to campus within the University of Hawaii works smoothly for the student.

In Fall 1989, an Executive Policy, E5.209, dealing with student and credit transfer within the University system was first adopted. This policy was last updated in 1998, and needs to be revised again to reflect a number of significant changes that have taken place within the University. These changes include major revisions to the UH Mānoa and UH Hilo General Education requirements, and the reorganization of the University.

The Executive policy addressed a number of critical articulation issues, including the authority of each campus in setting its own degree requirements and the acceptance of credits from other campuses to fulfill those requirements, the establishment of a process for periodic joint review and campus approval of courses offered across the University, the establishment of an accountability structure to promote the development of a smooth pathway for students moving from one campus to another within the University, and the publication of a list of courses that can be used to fulfill requirements on other University campuses.

The policy established the University Council on Articulation (UCA) which serves as the articulation coordinating body for the University. The UCA serves as the forum at which issues related to establishing and maintaining an effective and efficient transfer of students among the various campuses of the University may be discussed and problems resolved. The UCA also provides for the regular review and modification of policies and practices relating to the transfer of students and academic credits (see Appendix 2 for its membership).

In addition to the UCA, the Policy established University-wide faculty standing committees that had been assigned the task of reviewing course curricula, and monitoring the transfer of course work and credits in the major areas of the undergraduate curricula. Given the changes in General Education and the organization of the University, these committees and the processes they established were no longer appropriate to continue.
The issue is not transfer of credits, which is covered by existing articulation policies. Rather, the issue involves whether a particular course can be used by a student to meet a specific component of the new General Education requirements.

Responding to Campus and System Changes

Significant changes in the General Education requirements at UH Mānoa and UH Hilo and the reorganization of the University system required a change in the process of curricular articulation. In the case of UHH, the transition was relatively simple since the new requirements consist of a defined set of course distribution requirements (e.g. natural sciences, social sciences, arts and humanities, etc.), and the designation of specific courses was a relatively straightforward sorting and allocating process. This was also the case for the UHM distribution requirements. Following the BOR approval of the new requirements, The UCA completed a categorization of nearly 1,800 courses that were applicable to meeting the new requirements on all campuses. A list of these courses by campus is available at http://www.hawaii.edu/ovcaa/academics/articulation.htm

In the case of UHM, however, the process was much more complex and lengthy. In addition to the distribution requirements, the campus adopted a scheme that called for the establishment of two new categories: Foundations, and Focus requirements. Each of these new categories called for the creation of unique hallmarks, and separate faculty review committees to both develop and refine the hallmarks, and evaluate courses against those hallmarks to determine whether a particular course can be used by a student to fulfill the requirements of a specific category.

As a response to these changes, two interim memoranda were issued by the Vice President for Academic Affairs (VPAA). In December 2002, the then VPAA Deane Neubauer, initiated a “Fast Track” course review process for those courses that may be used to fulfill UHM Foundations, Focus, and Hawaiian and Asian requirements, and established five system committees to design new articulation process for the system. The second, issued by VPAA David McClain in April 2004, reconstituted the University Council on articulation.

In February 2003, more than 100 faculty members from all the campuses in the system spent a Saturday morning reviewing the syllabi submitted by any campus who wanted a specific course designated as meeting a particular UHM Foundation requirement. Ninety-two separate courses were submitted for review; eighty-seven were accepted as appropriate. In October 2003, more than 100 faculty members from all the campuses in the system spent a Saturday morning in exploring different approaches to the articulation of new courses into the UHM Foundations, Focus, and Hawaiian and Asian requirements.
MEMORANDUM

TO: Trent Kakuda, Chair
Student Affairs Committee, Board of Regents

FROM: David McClain
Vice President for Academic Affairs

SUBJECT: Outcomes of Student Affairs Committee Meeting of April 16, 2004

This memorandum will serve to document the outcomes of the Student Affairs Committee meeting on April 16, 2004. At that meeting, I:

1. Committed to providing the BOR with quarterly reports on the progress of articulation and transfer. The first such report will be delivered in mid-July.

2. Committed to revisiting the articulation issue with the Student Affairs Committee in a year's time, at the April 2005 BOR meeting.

3. Noted the need for improved dissemination of articulation information, and committed to addressing this need via an improved and more focused articulation web presence, via efforts to increase the number of counselors available to students, and via intensified communication with the Student Caucus.

4. Noted the reconstitution of the membership of the University Council on Articulation to include two students (one from a community college and one from a baccalaureate campus), and one non-voting liaison from the All Campus Council of Faculty Senate Chairs. The UCA will meet later this semester to identify outstanding articulation issues.

5. Reported my findings on the complaint of some community college faculty concerning the 2002 decision by UH Manoa to move its Ethics and Oral Communication (E&O) requirements to the junior and senior year, with effective date Fall 2004. These findings are:
   a. The members of the BOR who approved UHM's revisions to its general education core in 2000 considered this 2002 decision to be within the scope of authority granted UHM in 2000. This conclusion is based on an interview last fall with Regent Nanokawa, currently chair of the Academic Affairs Committee, and former Regent McElrath.
   b. The Western Association of Schools and Colleges Senior Commission finds UHM's particular approach to ensuring that its general education core extends across all four years of the curriculum to be acceptable. This conclusion is based on an interview last fall with Ralph Wolff, Executive Director of WASC.
The process by which UHM sought the opinions of community college administrators, faculty and students, while not ideal, did in the end result in UHM decisionmakers’ awareness of the concerns of their community college colleagues. This conclusion was based on an exhaustive review of the process extending from last fall through the middle of the spring semester.

d. As a result of the finding concerning BOR concurrence reported above in (a), no additional BOR or Presidential action is required to approve the 2002 decision.

Testimony given at the Student Affairs Committee meeting suggested that despite the best efforts of the UH System, UH Mānoa and UH Community Colleges administrations, the process by which articulation information is disseminated remains confusing to some students, and that such information simply doesn’t reach others. One UHM administrator noted that there are “14 different websites” dealing with articulation, and called for greater focus in our efforts to communicate to students.

In view of the “hold harmless” clause in BOR policy concerning the treatment of students when articulation rules are changing, and the continuing challenges in accurately and fully disseminating articulation information, but mindful of the need to proceed with full implementation of the UHM General Education Core, I stated that the implementation of the UHM decision on E&O courses would be effective with the Spring 2005 semester, instead of the Fall 2004 semester.

Finally, I stated to the BOR that I would request the UHM faculty to take another look at the E&O issue.

I made clear, however, that the Spring 2005 implementation could not be contingent on this “second look.” As noted in 5., above, the UHM decision on E&O was consistent with both BOR and WASC policy, and was informed by dissenting opinions both from within the UHM campuses and from other campuses in the UH System. Its implementation is being reset to Spring 2005 solely to ensure that students who have had difficulty securing accurate articulation information are in fact held harmless during this change.

I asked the BOR for any feedback on the above decisions and statements that would change the course of actions outlined, and received none.

It is my intention to report to the BOR on this “second look” by UHM no later than April 2005, as part of the review promised in 2. above.

c. Board of Regents
   Executive Administrator and Secretary of the Board Info
   President Dobello
   Chief of Staff Collejo
   UH System Senior Management Team
   Chancellors
   Chief Academic Officers
   All Campus Council of Faculty Senate Chairs
   Senior Student Affairs Officers
   Student Caucus
MEMORANDUM

TO: Chancellors
    Chief Academic Officers

FROM: David McClain
      Vice President for Academic Affairs

SUBJECT: Implementing the Outcomes of the BOR Student Affairs Committee Meeting of April 16, 2004

My recent summary memorandum on this subject to Regent Kakuda (posted at www.hawaii.edu/vpaa) noted that the dissemination of articulation and transfer information to students needed improvement, and made several commitments aimed at meeting this need. It also reported my finding that UH Mānoa’s 2002 decision to move the Contemporary Ethical Issues (E) and Oral Communications (O) Focus Special Mānoa Graduation Requirements to the junior and senior year was consistent with the BOR’s 2000 approval of the new UH Mānoa General Education schema, and with the Western Association of Schools and Colleges’ Senior College Commission’s intentions concerning the expansion of general education coursework across all four years of a student’s baccalaureate experience.

As stated in Executive Policy E 5.209, “each campus of the University of Hawaii system has the authority and responsibility to determine its own curriculum, degree requirements, and related academic policies, and to ensure the integrity of campus-based credentials.” Thus, given the finding of consistency with earlier BOR approvals and with WASC Senior’s intentions, and the finding that UH Mānoa’s efforts to solicit feedback from other units in the System did in the end result in Mānoa decisionmakers’ being aware of concerns about this change, Mānoa’s decision that E and O courses may only be offered at the upper-division level will be, and indeed must be, honored by the UH System.
Chancellors and Chief Academic Officers
April 30, 2004
Page 2

My memorandum also stated that “in view of the ‘hold harmless’ clause in BOR policy (and Executive Policy E 5.209) concerning the treatment of students when articulation rules are changing, (and) the continuing challenges in accurately and fully disseminating articulation information,” implementation of the UH Mānoa decision to move its Ethics and Oral Communications requirements to the junior and senior year should be effective with the Spring 2005 semester, instead of the Fall 2004 semester.

This finding was based on the weight of testimony delivered at the Student Affairs Committee Meeting describing what one might call the “fog of information” specifically concerning articulation and transfer available to students from one of the other nine campuses in the UH System interested in coming to UH Mānoa.

Accordingly, and again in the spirit of the “hold harmless” clause, Lower Division courses from UH Community Colleges or Hilo which have an existing E or O designation will have that designation extended through Fall 2004. These courses will only be available to students in the UH System whose “home” campus is not Mānoa. (Reference the April 23 Memo from UH Mānoa Interim Vice Chancellor for Academic Affairs Karl Kim.)

For students already at Mānoa, E & O focus requirements will be fulfilled by taking upper division courses beginning Fall 2004, as previously published by that campus.

Permit me to take this opportunity to affirm the observations made by Associate Vice President for Academic Affairs Mike Rota in his presentation to the Regents during that Committee meeting. While articulation to UH Mānoa’s General Education requirements has occupied much of our focus recently, there are other articulation and transfer issues which need attention. For example, there is the issue of the acceptability of courses to UH Mānoa’s many professional schools (several of whom have separate, additional accreditation rules, which limit course transfer options).

The UH System Office of Academic Affairs commits itself to working with faculty and administrators across the 10-campus System to provide students with better information and advising about the specific requirements of individual professional and other baccalaureate programs available across the system. We will also continue to lend our efforts to facilitate systemwide conversations on the whole range of articulation and transfer issues; to ensure that policy guidelines are followed; to help lift the fog of articulation information; and to promote, in the curricular areas to which it is applicable, the WI model of articulation and transfer.

c: University Articulation Council
   All Campus Council of Faculty Senate Chairs
   Student Caucus
MEMORANDUM

TO: Council of Chancellors
   All Campus Council of Faculty Senate Chairs

FROM: Peter Englet
       Chancellor

SUBJECT: PROCEDURES FOR ARTICULATION TO UH-MĀNOA’S GENERAL EDUCATION FOUNDATIONS REQUIREMENTS

A March 11, 2004 memorandum from the UH-Mānoa Interim Vice Chancellor for Academic Affairs to Vice President David McClain described governing concepts for general education articulation approved by both faculty and administration. This memorandum sets forth faculty- and administration-approved procedures for campus-to-campus articulation to the foundations component of UHM’s general education program.

GOVERNING CONCEPTS

As background, Interim Vice Chancellor Kim’s March 11 memorandum described two approved approaches to articulation to UHM’s foundations requirements: articulation of an approved foundations program and articulation of individual foundations courses. Specifically, the memorandum stated:

1. Foundations Program Option: Procedures for Articulation Among Approved Foundations Programs

Several campuses are considering adoption of general education core foundations requirements that employ the categories and hallmarks in use at UHM. The resulting emergence of a ‘Common Foundations Requirement’ provides us with an opportunity to extend the WI model of
articulation to this area. The Mānoa Faculty General Education Committee and the Senate Executive Committee have voted to support an articulation process by which campuses may establish an approved foundations program. We encourage campuses to adopt Mānoa hallmarks and enter into discussion to develop an approved program for articulation.

At the same time, Mānoa welcomes individual course proposals from all campuses. Course proposals may be submitted using procedures that are consistent with E5.209.*

GOVERNING DEFINITIONS

UHM General Education Program: UHM's general education core (foundations and diversification) requirements and the courses approved to satisfy those requirements, plus UHM's special graduation (Hawaiian/second language and focus) requirements and the courses approved to satisfy those requirements.

UHM General Education Core Foundations category: Requirements and approved courses in global and multicultural perspectives; symbolic reasoning; and written communication.

Common Foundations Program: Requirements “common” to those UH campuses that have adopted all of UHM’s foundations requirements for certain degrees and use UHM’s foundations hallmarks to designate courses that satisfy the requirements.

PROCEDURES FOR ARTICULATION TO UHM’S FOUNDATIONS REQUIREMENTS

Two different procedures govern the articulation of courses to meet the general education core-foundations requirement at UHM:

A. procedures for articulation involving an entire common foundations program (for campuses that have common foundations requirements for one or more degrees), and

B. procedures for articulation of individual courses using UHM foundations hallmarks (for campuses that do not have an approved common foundations program).
A. Articulation Involving a Common Foundations Program

Campuses that have an approved common foundations program, as described below, will have the authority to review their own courses for foundations designations. Requests for a common foundations program approval will be submitted to a systemwide committee for consideration. Recommendations made by the systemwide committee are subject to approval by the receiving campus(es). Once a campus's common foundations program is fully approved, its students' foundations courses can be readily transferred to other UH campuses that have an approved common foundations program.

Approval criteria for a common foundations program. The systemwide foundations committee evaluates campus proposals for a common foundations program using the following criteria:

1. establishment of common foundations requirements for an Associate of Arts or Bachelor's degree, including acceptance of the UHM foundations hallmarks and UHM's interpretation of those hallmarks for purposes of course designation;

2. appropriate University approval of the foundations requirements for an Associate of Arts or Bachelor's degree;

3. appropriate campus foundations-requirement support, including adequate numbers of faculty and support personnel, attention to student needs, and budget;

4. appropriate course designation and evaluation procedures;

5. appropriate assessment of student learning outcomes and the use of the assessment to improve educational effectiveness (which is required by WASC); and

6. appropriate faculty training.

Systemwide committee membership. A systemwide committee will consist of members from each campus that has an approved common foundations requirement. Each campus selects its representative(s). Committee membership will be determined by Faculty Senates and the Council of Chancellors.
Approval process. The UHM Office of the Vice Chancellor for Academic Affairs (OVCAA) will convey to the campuses, upon request, detailed instructions for proposing a common foundations program.

Annual review by systemwide committee. Campuses are expected to improve their common foundations requirement procedures and courses through the use of assessment data. So that evolving courses and procedures remain in compliance with the approval criteria, annual common foundations program review will be conducted by each campus and annual rearticulation by the systemwide committee will take place.

B. Articulation Involving Individual Course Review

Campuses that do not have an approved common foundations program may propose individual courses for articulation. A catalog description plus governing syllabus should be sent to the UHM OVCAA, which will oversee the review of individual courses using the appropriate foundations hallmarks. Governing procedures are spelled out in E5.209.

UHM is very interested in moving forward with both processes for articulation of foundations requirements and hope we can move quickly towards our shared vision of articulation across the system.

The following parties agree to the form and content of this memorandum.

John Morton
Negshin Modavi
Ramsey R. Pederson
Jerry Saviano
Peter Eaglert
Mary Tiles

Date: June 9, 2004

President Evan S. Dobelle
Vice President David McClain
## University Council for Articulation
### Membership 2004-05

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<tr>
<th>Name</th>
<th>Unit</th>
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<td>Jan Heu</td>
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<td>Interim Director for Records and Registration</td>
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<td>UH West Oahu</td>
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<td>Ipo Melendez</td>
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<td>Senator, UHHS A</td>
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<td>Neghin Modavi</td>
<td>Kapi'olani CC</td>
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<td>Sharon Ota</td>
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