MEMORANDUM

TO: Patricia Lee
Chairperson, Board of Regents

FROM: David McClain
Acting President
Vice President for Academic Affairs

SUBJECT: Quarterly Progress Report On Student And Credit Transfer Within The University Of Hawaii System

October 15, 2004

At the April 2004 meeting of the Board of Regents, I made a presentation on the status of student and credit transfer within the University System. Following the presentation and subsequent discussion, I made a commitment to provide the Board with a quarterly report on the progress being made to improve the process of student transfer and curricular articulation.

Attached is the second report covering the period July 2004 through September 2004. If members of the Board have specific questions about the contents of the report or the process of student and credit transfer, I will be happy to respond to their inquiries.

Attachment

c. Chancellors
All Campus Council of Faculty Senate Chairs
University Student Caucus
Associate VP Rota
University Council on Articulation
Progress Report on Student and Credit Transfer
Within the University of Hawai`i

A Report to the Board of Regents

October 15, 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 2004 progress report to the Board.

Accomplishments

- Following the search to select an individual to fill a key system Academic Affairs staff position, Dr. Joanne Itano’s appointment approved by the Board of Regents. She is providing academic support services leadership in a number of key academic areas, including student transfer and academic program articulation across the ten-campus University system;

- As a follow-up to the spring of 2004 series of system meetings and the successful adoption of specific articulation agreements involving UH Mānoa, Kapi`olani CC, and Honolulu CC, a meeting of the representatives from the participating campuses was held to review each campus’ portfolio and map out the activities and goals for the coming year. A summary of this meeting is detailed in attachment 2;

- During the spring of 2004, a series of system meetings of groups representing each campus in the areas of Foundations, and Hawaiian, Asian and Pacific Focus 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. As reported above, this led to the adoption of an agreement as to how to implement Foundations articulation. We have not yet reached that point in the Hawaiian, Asian and Pacific Focus area. To facilitate student and credit transfer, the UH Mānoa General Education Committee extended the articulation of currently approved courses through August 2005 (Attachment 3);

- The University Council on Articulation was updated and a meeting of the Council was held on October 8, 2004 to review this report and to identify its activities and goals for the upcoming year. The council will hold monthly meetings for the remainder of the 2004-05 Academic Year. The current membership of the Council and their campus affiliation are listed in attachment 4;

- In July 2004, UHM Vice Chancellor for Academic Affairs distributed a memo (attachment 5) that clarified the process for articulating courses to fulfill the General Education Diversification requirements at UH Mānoa. This provides all campuses with a process to
add new courses to the considerable list of courses currently approved as meeting UHM Distribution requirements.

- At the April 2004 BOR meeting, Vice President for Academic Affairs David McClain reported to the Board that the UHM decision to implement moving the E&O Focus requirements from lower-division courses to upper-division courses would be delayed until spring 2005, and that he would ask the UHM faculty to take another look at the E&O issue. VP McClain has spoken to the UH Mānoa Vice Chancellor for Academic Affairs, Neal Smatresk, about launching the review of the E&O situation, and we expect to have a report to the BOR on the outcomes of the review during the April 2005 BOR meeting.

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. We expect a revised draft Executive Policy, E5.209, to be completed by the UCA in early December 2004, campus consultations to be completed by March 1, 2005, and a new policy put into place by early April 2005.

- **Improved Student Information.** Under the leadership of Dr. Joanne Itano, we will 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. A system website is intended to provide a single source of information related to course transfer/articulation for students transferring within the UH system campuses is in the planning stage. The intended audience is students and the website will be developed from that perspective. However, faculty and staff will likely find the website useful. The initial focus will be to bring together all relevant data in one place to provide timely and authoritative information to students and answer the question, "how does a course(s) taken at a one UH campus transfer in as a course equivalent and/or meeting a specific general education requirement at another 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. The first such meeting for the 2004-05 Academic Year involves faculty in Asian Studies. The meeting is hosted by Kapiʻolani CC on Friday October 15.
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. In the case of the UHM distribution requirements, there are several hallmarks that must be met before courses may be designated as meeting distribution requirements and then sorted into categories similar to those at UHH. 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](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 baccalaureate campus and one from a community college) 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 (EOC) 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 insuring 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.
c. 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 web sites" 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 would 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 campus and from other campuses in the UH System. Its implementation is being reset to Spring 2005 solely to insure 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 Iha
President Dobelle
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
TO: Linda Cox, Tom Hiigers, Dennis Kawaharada, Sherwood Maynard, Neghin Modavi, James Nishimoto, Sharon Ota, Louise Pagotto, Pat Patterson, Leon Richards, Neal Smatresk
CC: Helene Sokugawa

FROM: Nathan Dwyer (KCC), Todd H. Sammons (UHM), Jerry Saviano (HCC)
University of Hawai‘i Systemwide Foundations Committee

RE: Report on the first meeting of the Systemwide Foundations Committee

As charged by Vice-Chancellor Smatresk and our respective campuses, we met on 9/25/2004 to review each campus' portfolio and to map out our activities and goals for the coming year. We had a thoroughly productive meeting in an environment that was both positive and encouraging.

We came to consensus on the following points:

We agree that the overarching goal of the Systemwide Foundations Committee is to provide a system of check and balances for each campus's foundations board while still enabling autonomy for each campus in the review and assignment of foundations designations. To that end we've each approved all three portfolios that have been submitted. We strongly recommend that our respective campuses fully approve the common foundations programs of the other two campuses. We believe that this formal approval will enable us to move ahead with the work of creating a smoother transfer process for all UH-system students.

We agree that given UH Manoa's experience with interpreting and applying hallmarks, it is most expedient for KCC and HCC to adopt UHM's current documented interpretations as the basis for evaluating their own courses. Additionally, we agree that our collective understanding of the hallmarks will continue to change and grow, much as it has done in the past during the meetings of the UHM foundations board. We are committed to annually producing a collaboratively written and owned document that represents the current shared understanding and best practices for interpreting and applying UHM's hallmarks. This document will be incorporated into the program review process for the following year.

We agree that an ongoing task for this year will be to refine the criteria and process for each foundation program's annual review. This will include defining what constitutes "appropriate assessment" and "appropriate faculty training". However, we believe that before we can quantify effective program review processes, we need to create a cross-campus, common understanding of the hallmarks, their interpretation, and the course review process. In lieu of systemwide foundations committee meetings in the short-term,
we instead agree to make a concerted effort to arrange for members of each board to attend the board meetings of other campuses as non-voting observers. We believe that this involvement with other boards will most likely lead to the realization that we already share a common understanding of the hallmarks as well as a common commitment to the quality of the education we provide.

The coming year will surely provide a multitude of challenges as well as opportunities to question ourselves and each other. Despite this, we agree that the potential rewards from this common foundations articulation process are significant and we are committed to making it work.

Signed:

Nathan Dwyer (KCC)

Todd H. Sammons (UHM)

Jerry Saviano (HCC)
MEMORANDUM

TO: Council of Chief Academic Officers

FROM: Neal Smatresk
Vice Chancellor
for Academic Affairs

SUBJECT: Renewal of Hawaiian, Asian and Pacific Issues (H) Focus Courses

The Mānoa General Education Committee (GEC) has extended the articulation of currently approved H Focus courses until the end of the 2004-2005 academic year. Therefore, the following currently designated H course (course approvals and class/instructor approvals) expiring in December 2004 will expire, instead, in August 2005:

Hawai‘i CC – HWST 107
Honolulu CC – BOT 105, HWST 105, HWST 107, SSCI 125
Kapi‘olani CC – BOT 105, HWST 107
Kauai CC – BOT 105, HWST 107
Maui CC – BOT 105, HWST 107
Windward CC – BOT 105, HWST 107

GEC also ratified the following procedures for H Focus class/instructor combinations that are proposed for H designation for Spring 2005 and beyond:

- Approvals will be attached to particular instructors. In other words, only a combination of class and instructor will be approved.
- To propose a new course (one not covered by the extension) for the H designation in Spring 2005, please use the form at: http://www.hawaii.edu/gened/articulation_HformS05.pdf. (If an instructor submitted a proposal by the UHM 9/10/04 deadline, a new proposal need not be submitted.) The signatures of the department chair and the campus chief academic officer are required on the form.
- New H course proposals for Spring 2005 should be sent to me in Hawai‘i Hall 209 before November 3, 2004.
- H course proposals for Fall 2005 should be sent to me before March 1, 2005.

Proposals approved for Spring 2005 will be effective from Spring 2005 through Fall 2007. Proposals approved for Fall 2005 will be effective from Fall 2005 through Summer 2008.
In order for this process to work for students, campus implementation of H articulation will need to follow Banner procedures that Mānoa establishes. My office will have procedural oversight to ensure that sections are appropriately recorded in Banner and can be easily differentiated as satisfying Mānoa’s H requirements.

Thank you for notifying appropriate individuals regarding this matter. Please contact Helene Sokugawa at 956-9396 or helene@hawaii.edu if you have any questions.

c: Vice President David McClain
Chancellor Peter Englert
Director Thomas Hilgers
Interim Director Jan Heu
GEC Chair Linda Cox
H Focus Board Chair Ron Solis
Dr. Joanne Itano
Dr. Helene Sokugawa
## University Council for Articulation
### Membership 2004-05

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<th>Name</th>
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<td>Ron Cambra</td>
<td>UH Mānoa</td>
<td>Associate Dean, Colleges of Arts and Sciences</td>
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<tr>
<td>Linda Currivan</td>
<td>Leeward CC</td>
<td>Professor of English</td>
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<td>Jan Heu</td>
<td>UH Mānoa</td>
<td>Interim Director for Admission and Records</td>
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<td>Lynn Hodgson</td>
<td>UH West Oahu</td>
<td>Professor of Natural Science</td>
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<td>Ipo Melendez</td>
<td>UH Hilo</td>
<td>Senator, UHHSA</td>
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<td>Neghin Modavi</td>
<td>Kap'olani CC</td>
<td>Associate Professor of Social Sciences</td>
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<td>Sharon Ota</td>
<td>Honolulu CC</td>
<td>Dean of Academic Affairs</td>
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<td>Kenji Rasmussen</td>
<td>Honolulu CC</td>
<td>President, ASUH - HCC</td>
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<td>Michael Rota, Convener</td>
<td>UH System</td>
<td>Associate VP for Academic Affairs</td>
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<td>Jerry Saviano</td>
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<td>Wade Tanaka</td>
<td>Kauai CC</td>
<td>Assistant Professor/Counselor Student Affairs</td>
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<td>Mary Tiles</td>
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<td>Floyd McCoy</td>
<td>UH - ACCFSC</td>
<td>Faculty Senate Chair – Windward CC</td>
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MEMORANDUM

TO: Council of Chief Academic Officers

FROM: Neal Smatresk
Vice Chancellor for Academic Affairs

SUBJECT: UH Mānoa’s Diversification and Focus E and O Requirements

July 7, 2004

We, as a system, can be proud of the major strides that have made to facilitate the articulation of courses to meet UH Mānoa’s General Education Core Requirements. The Council of Chief Academic Officers and faculty across the system campuses have worked diligently in anticipation of an agreement that has been recently signed by Kapi’olani Community College, Honolulu Community College, and UH Mānoa to streamline the approval of courses to meet Mānoa’s Foundations requirements. We anticipate that other campuses will also participate this agreement in the near future.

The process for receiving approval for courses to satisfy Mānoa’s Diversification requirements has been simple and efficient. System campuses need only to submit course syllabi and catalog descriptions to this office. We will be responsible for the review and approval of courses for a Diversification designation. We are requesting a syllabus for each proposed course since we require it for our own faculty and since a course syllabus allows for a more accurate review of the proposed course.

As a reminder, because Mānoa has determined that Focus Ethical Issues (E) and Oral Communications (O) hallmarks can be satisfied most appropriately within the context of the students’ academic major, these requirements will be met only by upper-division courses. Therefore, for courses taught in Spring 2005 or after, only those numbered 300 or above will be eligible to meet Mānoa’s E or O requirements.

We remain committed to improving and expanding options for students to satisfy their educational objectives. We appreciate your cooperation as we make progress in our articulation efforts across the system.

c: Vice President David McClain
Chancellor Peter Englert
Director Thomas Hilgers
Interim Director Jan Heu

Dr. Linda Cox
Dr. Carolyn Brooks-Harris
Dr. Helene Sokugawa