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

A Report to the Board of Regents
January 2005

Office of the Vice President for Academic Affairs
University of Hawai`i System
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 Manoa campus are detailed in Attachment 1.

Following the briefing and related discussion, Acting President and Vice President for Academic Affairs (VPAA) David McClain made a commitment to a number of actions, including quarterly reports to the Board. This report details the major accomplishments that have taken place since the October 2004 progress report to the Board.

Accomplishments

- Under the leadership of John Morton and David Lassner, data from Banner will be used to create a database available to the public regarding course to course equivalencies and course to general education category across the UH campuses. Using Banner provides the most current and accurate information and eliminates the need for campuses to maintain their own static WebPages regarding course equivalences and course to category transfers. This is possible because Banner is a system wide student information system.
- Continuing efforts to create a seamless general education transfer web resulted in a meeting with the faculty senate, deans and curriculum leaders at Leeward CC to encourage them to adopt the UHM hallmarks for general education and to modify their campus’ general education requirements to conform to UHM expectations. Representatives from Kapiolani and Honolulu Community Colleges (David Cleveland, Neghin Modavi and Jerry Saviano) facilitated this meeting. Honolulu and Kapiolani Community Colleges have adopted general education core foundations requirements that employ the categories and hallmarks in use at UHM and entered into a multicampus agreement with UHM.
- Maui Community and Hawaii Community Colleges have successfully completed the articulation process for the approval of selected math courses to satisfy the Foundations (symbolic reasoning) requirement at UH Manoa.
- UHM has issued a memo (Attachment 2) that clarifies the “sunrise” dates for UH System courses that meet UHM’s Diversification requirements.
- A meeting of the UH System Teacher Preparation group and the Hawai`i Department of Education was held November 5, 2004. Among the outcomes of the meeting was that four UHCC campuses have agreed to develop a common Associate of Science degree in Early Childhood Education which will fully articulate to a new four year degree at UH West Oahu (UHWO). This proposed degree is a BA in Social Sciences with a focus in early childhood education. UHWO is preparing an Authorization to Plan request.
- With the acceptance of Perkins Act funding, the University of Hawai`i is committed to a statewide effort to develop Career Pathways with the Hawai`i Department of Education. When completed, the pathways (in Arts and Communications, Business, Health, Industrial and Engineering Technology, Natural Resources and Public and Human
will enable students to transfer seamlessly from one education level to the next. Thus far, a list of internal articulation agreements have been compiled; information sessions have been conducted for administrators and faculty at both the four year and two year campuses; training on student learning outcomes have been provided for faculty; faculty from similar programs (i.e. hotel operations and culinary arts) across the UH system have met to discuss the pathways for transferring from one level to the next; faculty from similar programs across the UH System have begun identifying common courses, developing student learning outcomes and standardized assessment of the outcomes for these courses (i.e. business and digital media).

- Current articulation agreements along UH campuses are being reviewed and updated (i.e. nursing) and will be posted on a systemwide Student Transfer/Articulation webpage (currently in revision) for greater accessibility and dissemination.
- Revision to Executive Policy E5.209 related to Student Transfer and Inter-campus Articulation is ongoing.

Planned Activities

- Continue to organize and facilitate UH system workshops that result in course articulation agreements in areas other than General Education. The faculty who teach cultural anthropology have expressed an interest in meeting (Spring 2005) as a systemwide group to share course expectations.
- A review of course alphas, numbers, titles and credits for consistency across the UH system is planned.
- The Multicampus Foundations committee, composed of representatives from Honolulu CC, Kapiolani CC and UHM, plan to convene cross-campus groups to collaboratively compose a shared understanding of the hallmarks and to develop guidance for evaluating courses for adherence to the hallmarks. The campuses will also begin incorporating assessment into their course evaluations. The tri-campus board will be facilitating these discussions as well as reviewing the board approval process.
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 Manoa 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.

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 is 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 Manoa 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-one 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: Council of Chief Academic Officers

FROM: Neal Smatresk
       Vice Chancellor
       for Academic Affairs

SUBJECT: Diversification “Sunrise” Dates

January 6, 2005

I am writing to clarify concerns raised at the University Council on Articulation regarding “sunrise dates” for UH System courses that meet UH Mānoa’s Diversification requirements.

In Spring 2002, the UH Mānoa General Education Committee worked with Barbara Polk and John Muth to review UH System courses that would meet Mānoa’s Diversification requirements. A considerable number of courses were articulated to satisfy the new Diversification categories. These new Diversification designations became effective in Fall 2002.

A question has arisen as to how our Admissions Office evaluates Diversification courses taken prior to Fall 2002. The Office of Admissions cannot determine the core year of a UH System student who transfers to Mānoa. As a result, the Admissions Office has utilized the current Diversification designations and applied them to courses taken prior to 2002 that may meet Diversification categories. If the course transfers as a direct equivalent to a UH Mānoa course, the course number appears on the student’s transfer evaluation as an equivalent and is utilized by the student’s college or school advising office based on how the course fits that particular student’s core year. If there is no direct equivalent, then the course transfers as meeting current Diversification categories. For example, Chemistry 100 does not have a direct equivalent at UH Mānoa. Yet, Chemistry 100 meets the Diversification Physical Science requirement, and we will count the course as meeting this requirement even if the student took the course prior to Fall 2002, which is listed as the effective date.

The administration and faculty at UH Mānoa share the goal of making a student’s transfer process as predictable and transparent as possible and within the area of Diversification, we have been flexible in how we apply the current Diversification designations to those students who entered the UH System and completed courses prior to Fall 2002.

cc: Associate Vice President Michael Rota
    Associate Dean Ronald Cambra
    Interim Director Janice Heu
    Director Thomas Hilgers
    Adviser Carolyn Brooks-Harris
    Dr. Helene Sokugawa