

**Draft 12/26/04**

**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**

# **Progress Report on Student and Credit Transfer Within the University of Hawai'i January 2005**

## **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. On April 20, 2004 Acting President/VPAA McClain sent a memo to Regent Trent Kakuda, Attachment 2, summarizing that discussion. 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 systemwide 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 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.
- 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 Services) 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.
- *Possible additions: updates from Foundations group (Nathan Dwyer) and SE Asian group (Leon Richards), clarification from UHM regarding sunrise date for diversification (Neal Smatresk), revision to information needed to request diversification designation (UHM GEC)*

#### 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.

## **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>

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.



## UNIVERSITY OF HAWAII

David McClain  
VICE PRESIDENT FOR ACADEMIC AFFAIRS

April 20, 2004

### MEMORANDUM

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

FROM: David McClain *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 (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 Nunokawa, 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 Callejo  
UH System Senior Management Team  
Chancellors  
Chief Academic Officers  
All Campus Council of Faculty Senate Chairs  
Senior Student Affairs Officers  
Student Caucus