

Hawaii

University of Hawai'i
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- 1) Does the state have an identifiable "P-16" effort visible? Who is in charge of this effort?
Yes -- we have "United for Learning: The Hawai'i P-20 Initiative." This is a voluntary group (as opposed to state-mandated) led jointly by three people: the University of Hawai'i President (David McClain), the Hawai'i DOE Superintendent (Patricia Hamamoto), and the Executive Director of the Good Beginnings Alliance (Elisabeth Chun). More information is available at www.p20hawaii.org.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Not at this time. The P-20 Initiative is working with another voluntary entity, HI-CAN (Hawai'i College Access Network), with the ultimate goal of having such a website. "Georgia 411" and "Go Higher Kentucky" are models.
- 2) Is a mandated or recommended college preparatory curriculum in place in the state's public high schools?
Currently, the Board of Education Diploma (an honors diploma, different from the standard diploma) is available. It requires a rigorous college prep curriculum, but it is not mandated. The State of Hawai'i, though, is participating in the third cohort of states in the American Diploma Project Network. One of the four basic tenets of the ADP Network is requiring a rigorous curriculum for all students. The state is moving in that direction.
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be "college ready?"
As noted in the response to question three, the state is participating in the ADP Network. One aspect of such participation is development of secondary-to-postsecondary alignment based upon a common definition of "college ready." Our initial meeting with other members of the Alignment Institute will come at the end of March 2007. The goal is to have statewide agreement about this definition in eighteen months.
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?

Yes -- a variety of accelerated learning options exist. The most often used program is Advanced Placement. We also have a concurrent enrollment program, Running Start, which allows students to enroll in University of Hawai`i courses while still in high school and to apply the credit earned both to the high school diploma and to a college degree. A third option is Early Admit, which is similar to Running Start but which does not necessarily generate dual credit -- but college credit "in escrow" pending high school graduation.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?

There is a statewide policy regarding placement into college-level courses at the seven University of Hawai`i Community College campuses. All seven campuses use the COMPASS test and have common cut scores. The placement decisions at the other three campuses of the UH System are unique to each campus, although UH Hilo does use the COMPASS as a partial basis for determining placement. The UH West Oahu campus will be accepting freshmen for the first time in 2007-08, and the use of COMPASS is under consideration.

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?

The UH policy on articulation and intercampus transfer is located at <http://www.hawaii.edu/apis/ep/e5/e5209.pdf>. It covers only public institutions. The main points of the policy are outlined in the memo (p. 1-2) at this url.

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

No, eight of the 10 campuses have adopted a similar set of general education requirements. Thus, there is no statewide transferable GE requirement.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

The AA degree meets the basic/core general education requirement at the three 4-year institutions of the UH system. This is stated in E5.209, the executive policy on articulation and intercampus transfer.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

Credit from transfer courses meet specific course requirements at the receiving institution. Since UH Manoa uses hallmarks to define their gen ed courses, courses from

the UHCC that has no direct equivalent at UH Manoa may still meet a general education requirement.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?
No. Although there is no statewide policy about alternative certification, each campus in the UH System does have policies that allow certification based on testing out or on demonstration of competencies. Also, there is an agreement between the UH Community Colleges collectively and UH West Oahu that credits awarded based upon such alternative methods will transfer from the awarding cc campus to UH West Oahu.
- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?
Yes, it is possible to obtain an associate degree entirely through distance education. More information is available at <http://www.hawaii.edu/uhec.e-learn/>.
- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?
Yes, the student information system, Banner, lists all courses offered during a specific semester at one website. The student does need to select courses by specific campuses, rather than being able to view all Art 101 courses offered through the UH campuses.
- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?
No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.
- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?
No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.

