

University of Hawai‘i at Mānoa Faculty Senate  
Committee on Academic Policy and Planning  
**Spring 2014 Committee Report**

Aloha kākou,

As of today (May 1, 2014), CAPP met a total of 5 times during the Spring 2014 semester (January 22, February 12 & 26, April 9 & 23).

Below is a list of all 15 CAPP issues, completed issues listed first followed by other issues we dealt with this semester and ending with issues that were tabled given the large number of issues on our plate or that issues we learned did not require immediate action but instead required monitoring or simple follow-up only.

**COMPLETED ISSUES**

**Issue #14.14: Bachelor of Environmental Design**

On 10/14/13 CAPP was charged to examine the proposed Bachelor of Environmental Design. A sub-committee was assigned to review the proposal and to make recommendations to CAPP. Initial impressions were that the proposal as solid and straightforward. The sub-committee reviewed the proposal and prepared questions that were sent to Dean Bingham of Architecture who responded. The sub-committee was satisfied with his responses and recommended to CAPP that we bring a resolution to approve the proposal to the full Mānoa Faculty Senate (MFS). The resolution was presented and passed by MFS on 1/15/14.

**Issue #15.14: Bachelor of Science in Astrophysics & Bachelor of Arts Degree in Astronomy**

On 10/14/13 CAPP was charged to examine the new proposed Bachelor of Science Degree in Astrophysics and Bachelor of Arts Degree in Astronomy. A sub-committee was assigned to review the proposal and to make recommendations to CAPP. Two sub-committee members met on November 22, 2013 with Physics & Astronomy Department Chair Lam and two faculty members from the Institute for Astronomy. Following the meeting, the sub-committee prepared a list of specific questions for the proposers to answer. They were instructed to answer the questions by submitting a revised proposal to CAPP with all changes and new sections highlighted within in order to expedite the process. CAPP received the revised proposal on February 5, 2014 and were satisfied with the changes made, so we voted to bring a resolution to approve the proposal to the full MFS. The resolution was presented and passed by MFS on 3/19/14.

**Issue #10.14: Policy of Exclusion of Non-System Junior College Credits in Excess of 60 credits**

Krystyna Aune (Interim Associate VCAA) and Lisa Wong (from Student Academic Services) attended the November 13, 2013 CAPP meeting to provide background on the differing treatment of transfer credits for system and non-system junior college students to UH Mānoa. They both clarified that there is only one existing UHM policy that limits the amount of transfer credits non-system/out-of-state junior college students can count towards their 120 total credits to graduate (60 max). There is no similar policy for UH system/in-state transfer students.

They both see a problem with the differential treatment of these two groups of students and suggested that CAPP consider eliminating the existing 60 credit policy for non-system/out-of-state students as a way to make things more equitable. In other words, they suggested that there be no limit to the number of transfer credits a junior/community college student can count towards their 120 total credits to graduate. In their opinion, the consequences of moving in this direction may have a positive impact on retention and graduation rates and numbers of transfer students wanting to come to UHM while decreasing the number of disgruntled students. However, they were unable to give us specific data on how many students this policy change would affect. Therefore, CAPP agreed that the Council for Academic Advisors (CAA) and/or the VCAA's office needed to provide data that answered the following questions before CAPP could make an informed decision on what should be done:

- what is the number of students that this policy change might affect in a given year?
- what are the standards/existing policies for transfer of junior/community college credits from our peer and benchmark institutions?

The CAPP Chair contacted Krystyna & Lisa after the November 13, 2013 meeting asking for this data. This data was received on January 16, 2014. In our review of the data, we discovered that over the last decade this requirement affected only about 100 students/yr or 1% of student body was impacted since 2000. The survey of peer and benchmark institutions showed that only 1 other campus allows 75 credits, six allow only 60 credits. Other campuses allow a transfer of 64-67 credits but rarely 70. A question was raised as to why this policy exists in the first place, and it was indicated that this is a historical policy that provides privilege to within-system students who take courses that are articulated with UHM. It was clarified that this only relates to junior college transfer students and does not include other universities in Hawai'i.

The recommendation was made by the sub-committee to maintain the status quo with respect to this policy, that is, maintaining a limit of 60-credits allowed to count towards the 120 credits needed to graduate for out-of-system students transferring from a junior college, with no limit for within UH-system transfer students. This recommendation is based on a) the peer-benchmark data and b) the relative low number of students that are affected by this policy.

A memo reflecting this recommendation was drafted and approved by CAPP on February 12, 2014 and sent to Krystyna Aune, then Interim Associate Vice Chancellor for Academic Affairs, on February 20, 2014.

#### **Issue #11.14: Classroom Attendance Policy**

The CAPP Chair contacted the VCAA on October 9, 2013 asking his office to provide information on comparative attendance policies at our peer and benchmark institutions in response to his memo to the SEC on September 25, 2013. He responded soon after (10/10/13) saying that his office will be gathering the data for us and will forward it to us as soon as it is ready.

After several months, no data was received, so the sub-committee in charge of this issue reviewed the VCAA memo again. In the memo, the VCAA asked MFS to consider whether the current attendance policy is an adequate policy, and hinted at a much more robust policy. Upon close review of the memo, CAPP concluded that these suggestions raised issues of academic

freedom. Furthermore, class attendance is a very important matter for all students. As CAPP considered this issue we noted that there is wide variation in the formatting of courses across the campus. In addition to face-to-face classes, Mānoa supports asynchronous online learning, independent study, hybrid, clinical, lab and fieldwork based courses. Punctuality, attendance and class participation requirements vary for each of these course types. For instance, some asynchronous online or independent study courses do not have specific attendance expectations, and instead focus on the student deliverables. Conversely, for courses that include laboratory, clinical or fieldwork instruction, attendance is usually mandatory and even two absences may result in failure of a course (regardless of the reason or excuse). Therefore, CAPP feels that it would be inappropriate to mandate an across the board specific class attendance policy for all schools or units to follow. CAPP does not see the need to add to, or alter the catalog statement.

A memo to David Ericson was drafted regarding CAPP's recommendation to leave the current classroom attendance policy of UHM as is. The memo was emailed to David Ericson on May 1, 2014.

### **Issue #9.13: Governance of Interdisciplinary Programs**

CAPP was charged in 8/6/2012 to examine the governance of interdisciplinary programs in response to a faculty survey. The sub-committee met to review the charge, notes on last year's discussions. The understanding of the sub-committee was that the issue is one of program governance: How do we make these disparate programs more efficient, more effective, and less vulnerable to budget cuts? Interdisciplinary units exist all over the campus, yet there is no coherent approach to their structure, support, and shape. It was recommended that this sub-committee might initially do a survey of existing interdisciplinary programs on campus to determine what are the various forms of governance at UHM.

Following this initial meeting, the sub-committee examined the Interdisciplinary Studies (IS) Department's Self Study Report (2011-2012) and the External Program Review Report of the OVCAA/Undergraduate Education (11 July 2012).

Preface: It is easy to become overwhelmed by the topic of interdisciplinarity in terms of research, teaching, advising, etc. We followed with our charge to focus on governance of academic programs.

Here is a list of the findings the sub-committee came up with this semester:

- 1) We strongly support interdisciplinary for students to meet the needs of a fast-developing future.
- 2) We see that IS as a unit has two main functions (a) To be an incubator for new interdisciplinary fields like women's studies, peace studies, environmental studies... to develop on campus, and (b) to allow a flexible unit for students at Mānoa or Maui to be able to assemble a multi-disciplinary degree that meets their interests, academic performance, schedule, etc.
- 3) Beyond IS, there are units that began in IS, but became established on their own, and there is discussion on campus about establishing other interdisciplinary units.

Here is the analysis of their findings:

- 1) Focusing on the short-term, we believe that IS is under-resourced if it is to meet its current goal of advising so many students. It may benefit from increased staffing (perhaps APT rather than instructional faculty) to focus on advising. Like many units on campus, it seems to need increased support staff as well. We imagine that there will be more need for IS now that advising is being sent to the departments.
- 2) The External Study raised some questions about student satisfaction with advising in IS. This may need further investigation in terms of governance, oversight, appeals... although some criticism is probably a natural part of such a program as the adviser is the one who is charged with establishing limits on the student's plans.
- 3) In the long run we believe that there needs to be a more strategic planning type of campus-wide investigation on how to encourage interdisciplinarity. If UHM wants to support interdisciplinarity, there should be ways of making that happen through advising, rethinking the way that units are rewarded so as to encourage students, faculty, staff, and administration to be able to make this happen. Unless there is strategic planning on this at a campus level we will continue to have some disparity between the rhetoric of wanting to be a 21st century learning environment and the reality of a complex campus with many under-funded units operating in their own silos.

No further work on this issue was deemed a priority by CAPP at this time.

#### **Issue #10.13: Counting Course Credits on Cross-Listed Courses**

The sub-committee dealing with this issue talked to the University Registrar, Stuart Lau, and he said that cross-listed courses are indeed tracked using STAR and BANNER; however, a course might not be listed as cross-listed if a department chair does not note that when submitting the list of courses for the new semester. However, the Registrar might still catch that though since that would be a problem if the two CRNs are meeting at the same room at the same time.

As an interesting aside, he added that the Registrar also handles some of the large classes in the same way of linking related classes. For example, there might be 400 students signed up for one HISTORY 151 class, but the students might be divided up into 10 CRNs since they meet with different labs. We don't know if the last problematic IRO report measuring campus teaching productivity recognized this when examining average numbers of students in a course.

Should the Chancellor design a system to allow tuition dollars to follow student credit hours, he should be mindful of unintended consequences on cross-listed courses. We don't want to institute an approach that discourages interdisciplinary course offerings, especially since cross-listing courses encourages units to offer a variety of courses which help students graduate in a more timely fashion. No further action on this issue was deemed a priority by CAPP at this time.

#### **OTHER ISSUES ACTIVELY ENGAGED IN THIS SEMESTER**

**Request from Natural Sciences regarding 45 upper division credit requirement (related to old CAPP Issue #51.12 Recommendation on 60 Non-introductory Credit Requirement)**

Prior to Fall 2012, UH Mānoa undergraduate majors were required to graduate with 60 Non-introductory course credits. However, in 2010, UH Mānoa's Committee on Enrollment Planning's Task Force on Retention and Graduation recommended that the 60 Non-introductory course credit requirement be replaced with a 45 credit upper division (300 & 400 level courses) credit requirement. At the time, UH Mānoa counted any 200-level course with a specific content-based prerequisite as a non-introductory (NI) course. However, many community college 200-level courses are not "non-introductory" by Mānoa standards since they don't require a content-based prerequisite course. The non-introductory credit requirement was confusing to students and required the Office of the Registrar and Office of Admissions to research 200-level community college courses to see if they qualified as non-introductory courses.

CAPP formed a sub-committee to review this recommendation and then presented it to Mānoa Faculty Senate (MFS). On December 8, 2010, MFS approved this recommendation and it became effective policy in Fall 2012, along with the change to the total number of credits to graduate from 124-120.

When the new requirement was being discussed, Natural Sciences faculty voiced concerns about the significant impact it would have on their students' timely progress to degree given the structure of the curriculum in the Biology and Chemistry departments in particular. On February 8, 2012, the VCAA approved a request by the College of Natural Sciences to delay implementation of the 45 upper division credit requirement for their majors for a two-year period. The extension was granted so that they could perform an analysis of the situation and propose some solutions to be considered by the MFS and VCAA. With the two-year extension set to expire in Fall 2014, the College of Natural Sciences sent CAPP a document outlining their analysis and proposed solutions. CAPP reviewed the document and offers the following recommendation.

#### CAPP Recommendation:

The current academic policy language for "M5.320 Upper Division Credit Requirement" shall stay the same:

"Effective Fall 2012, students must complete a minimum of 45 upper division credits to earn a baccalaureate degree. Upper division credits are defined as 300 and 400 level course credits."

A notation shall be added beneath the current policy:

"Important Note: The 45 upper division credit requirement for undergraduate majors has been modified or waived in the following departments: Departments of Biology and Chemistry. Students pursuing an baccalaureate degree in Biology or Chemistry must complete either a minimum of 45 upper-division credits or a combination of no fewer than 25 upper-division and 35 major-required lower-division credits."

A motion reflecting this recommendation was drafted and approved by CAPP on April 9, 2014. It was sent to the VCAA (via Kristin H.) and to the proposers from the College of Natural Science. At the following CAPP meeting on April 23, 2014 it was suggested that the term "non-introductory" be added to the motion CAPP approve at the last meeting (4/9/14). Revised motion language read:

“Students pursuing an baccalaureate degree in Biology or Chemistry must complete either a minimum of 45 upper-division credits or a combination of no fewer than 25 upper-division and 35 major-required **non-introductory** lower-division credits.”

The revised motion was sent to the VCAA (via Kristin H.) and the proposer from the College of Natural Sciences. On May 1, 2014, CAPP received a response from Natural Sciences via email expressing their concern with the revised motion asking CAPP to reconsider the revision and revert back to the original motion without the “non-introductory” term. CAPP Chair forwarded their response to CAPP to consider and vote over email given no future CAPP meetings are scheduled for this semester. In the end, 11 CAPP members unanimously voted to revert back to the original motion. Therefore, the CAPP Chair sent the final motion to Natural Sciences and to Kristin H. on May 5, 2014 to forward to Reed and to upload onto the May 7, 2014 MFS agenda.

The motion will be presented and voted on at the May 7, 2014 MFS meeting where members of Natural Science will be present to answer questions from senators during discussion of the motion.

### **Issue #13.13: Streamlining of Administrative Procedures with Regard to Course Approvals**

On the issue of simplifying course approval and modification policies, CAPP has become involved in reviewing the Kualu Curriculum Management system at the SEC’s request. One CAPP member and the SEC liaison to CAPP attended a Q&A session with the Kualu folks in early Fall 2013. It appeared to CAPP members who attended the Q&A that the project is on a "fast track" at the system level, with very little faculty input. That said, the initial impression of those CAPP members who reviewed the Kualu Curriculum Management system was that it appeared to offer some real promise, specifically in streamlining the course approval process. It also appears that the system is far easier to use than the Kualu financial system that the campus is now using. That said, CAPP members are monitoring with more care the efforts to conflate the course approval system with the UH assessment system, something the community colleges are calling for given the requirements from Junior WASC.

With these concerns in mind, CAPP invited Myrtle Yamada from the VCAA’s office to attend the October 23, 2014 CAPP meeting to give us more background on the project. At that time we requested that when the design and implementation of the system is ready to begin that the VCAA contact the SEC to identify a Mānoa faculty senator (likely from CAPP) to be a part of the team to make sure Mānoa faculty interests are heard. The VCAA followed through by asking the SEC to recommend a member of CAPP to represent Mānoa faculty on the Kualu implementation team. Two CAPP members were identified at the November 27, 2013 meeting and the names forwarded thereafter to the SEC.

During the Spring 2014 semester, CAPP representatives have been attending several meetings of the Kualu Curriculum Management System Implementation Committee. This larger committee includes folks from all the campuses, most of whom are administrative staff. The larger committee was broken into two sub-committees: 1) a “features” committee, which is focused on the larger sections/areas of the system and what they should be collecting and 2) a “User Interface” committee, which is focused on the format, wording, and grouping of the actual questions in the system. CAPP representatives rotated attending the User Interface committee meetings and continually reported back to CAPP. Workload of the UI committee is very intense

and requires a lot of technical knowledge of Banner and Curriculum Central, so help from staff from the Banner and Catalog offices (to name a few) have been instrumental in helping us navigate the process and make informed recommendations.

UHM has a bunch of administrative and technical staff on the larger Kualii committee and very few faculty, but we all strongly support segregating assessment from course approval. UHM representatives on Kualii are very clear that assessment activities and curriculum proposal and modification forms need to be separated; we want an electronic version of our current UHM 1 & 2 forms, essentially.

Work on this implementation committee will continue through Summer 2014 but it is unclear how MFS and CAPP can remain engaged since one CAPP representative is a 9-month employee while the other is leaving MFS.

#### **Issue 24.14 SAT/ACT Admissions Requirement for International Students**

This issue pertains to the Mānoa International Education Committee exploring the possibility of waiving SAT/ACT admissions requirement for international students with one of the expectations being that it would increase the international student enrollment. CAPP was forwarded this issue by the SEC on February 2, 2014. A sub-committee was assigned to review this issue. They discussed the possibility of waiving SAT requirements for international students and conducting a two-year study of the impact of such a waiver. However, further research notes that SAT corresponds with the quality of high school education. Thus, for a U.S. student one can essentially use the High school grades and SAT to get the same predictive results. However, in reference to an international student, such data would not be available. In absence of such data, the SAT is a predictor for international students.

CAPP needs more time to research this issue more thoroughly and is not prepared to make a recommendation at this time. More research is needed to come up with an appropriate process that predicts success for our international students. This issue should remain on the list of active/ongoing issues for CAPP to pick up again next academic year.

#### **Issue #12.13: Admissions Policy**

The sub-committee dealing with this issue looked into the history and rationale behind the admissions office transfer policies, which require a minimum GPA of 2.0 for Hawai'i residents, while non-Hawai'i residents are required to have a minimum GPA of 2.5. These provisions differ from those in the Executive Policy on Student Transfer and Inter-Campus Articulation (E5.209, 8/25/2006), which—instead of using Hawai'i residency as a standard—states that UH community college students with 24 credits or an AA degree will be admitted to UHM with a 2.0 GPA. The sub-committee also attempted to obtain data on the potential impact upon admissions and enrollment of raising the minimum GPA for all transfer students to 2.5.

Although the sub-committee repeatedly contacted both the Office of Admissions and the Mānoa Institutional Research Office, we were unable to gain information on the history of current policies and on the impact of changes. Without the necessary facts, CAPP is unable to make any recommendations on this issue at this time.

### **Issue #21.13: Advising Students (CSA/CAPP)**

CAPP learned from the SEC that this issue has several parts: 1) how good is the advice students are getting, especially with respect to linking to the 15 to Finish program? 2) how well is the transfer of advisors from A&S to its respective colleges working? (if not already being examined by the A&S senate), and 3) what is the current state of articulation and transfer of credits from community colleges to Mānoa?

The sub-committee investigating this issue decided to take the following actions:

- a) Set up a meeting with VP Johnsrud to determine administrative expectations in relation to generating and disseminating the report, 15 to Finish. Questions to ask include: What is the impact of students who take longer than 4 years to graduate? Given the kind of mandate they have, can the community colleges accommodate such an initiative so that students finish in two years?
- b) Conduct a survey of academic advisors to find out their perceived role and responsibilities in relation to achieving an increase in the number of students graduating in 4 years.
- c) Meet with the head of the unit in Undergraduate Education, Mānoa Transfer Coordination Center.
- d) Gather information from the Academic Advising and Transfer Network UH System conference that was held on October 25<sup>th</sup>.
- e) Invite the head of the Council of Academic Advisors and Ron Cambra (he sponsors an annual conference for this group) to speak to CAPP.

The transfer of advisors from A&S to respective colleges has not been implemented yet (according to conversations with two academic advisors involved in the reorganization). At the moment, the transfer of advisors to the colleges is with the deans. It seems that finding space for the advisors at the colleges needs to be resolved.

In Spring 2014, the sub-committee met with the former VP for Academic Affairs, Linda Johnsrud, who reported on an increase in graduation rates since the implementation of the 15-to-finish initiative, an observation which was subsequently supported by Ron Cambra at the January 22, 2014 CAPP meeting.

According to Dr. Cambra, the 4-year graduation rate increased by 1% every year for the past 5 years: in fact, graduation rates are up to 6% for the four-year graduation rate, up to 56-57% for 5 years, and above the national average for graduation in 6 years. However, the real question that persists in the effort to provide effective advisement is: Are we assisting students as efficiently as possible?

To address these issues, Cambra revealed a 3-pronged approach to improving student advisement:

1. **Exploratory student initiative** to address the following issues: that 34-45% of incoming students are still without a major after two years; as a pilot program, advising should help



students identify academic interests and that sophomores with undeclared majors take a 3 credit hour course to help them identify one. Additionally, financial aid packages being offered will be limited to 12 semesters. Community college students with lots of credit hours will lose financial assistance if they do not graduate on time, and that intake should be at 50% for transfer students from sister colleges, and 50% from other local and outside systems.

2. **Pilot computer program** for communicating grades, what's available on campus, and tracking student athletes. This pilot will take place at UH West Oahu, but not at the community colleges where a different program is being used.
3. **Discussion Series** with advisors presenting on topics of interest.

This sub-committee then began the process of drafting a survey for academic advisors to find out their perceived role and responsibilities in relation to achieving an increase in the number of students graduating in four years. To date, interviews with two advisors in the Arts and Sciences have been requested in order to help shape the first draft of this survey. This sub-committee awaits a response from the identified advisors. This issue should remain on the list of active/ongoing issues for CAPP to pick up again next academic year.

#### **TABLED, FOLLOW-UP OR MONITOR-ONLY ISSUES**

##### **Issue #3.14: Leavers Survey**

CAPP is waiting further developments from SEC on this issue before we move forward.

##### **Issue #23.12: High DFIW Course (CAPP, GEC, MAC)**

CAPP is waiting data that separates courses with high D & F grades from courses with high I & W grades as we see them as separate issues. CAPP has tabled this issue until such data is supplied.

##### **Issue #26.12: Undergraduate Degree Plan Implementation**

Tabled for now so time could be spent tackling some of the higher priority issues.

##### **Issue #46.12: Suspension of Academic Action –Follow-up**

##### **Issue #54.12: Grade Replacement Policy Task Force –Follow-up**

##### **Issue #55.12: Office of Student Affairs Course Subject Code (CAPP/CPM/CSA) –Follow-up**