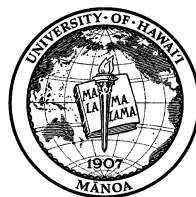


**The Transfer Process as Viewed by Filipino, Hawaiian and Other  
University of Hawai'i Community College Students**



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## Executive Summary

A total of 262 Filipino, Hawaiian and Other transfer students from the University of Hawai'i Community Colleges (UHCC) were surveyed during the summer of 2000 on their views on the transfer process to the University of Hawai'i at M-noa (UHM).

- Most (60-70 percent) UHCC transfer students found the transfer process straight forward and their expectations on transfer credits met. They also reported receiving needed help and useful information from UHM personnel.
- However, Filipino transfers were less likely than other groups to find their transfer credit expectations realized and to seek/receive assistance from UHM.
- Only half of UHCC transfers used and found accurate UHCC counseling services in the transfer process. Another 10-15 percent used their services and found them to be inaccurate and 10-15 percent did not know that they offered such services.
- Similarly, about 40-50 percent of transfers used and found accurate the services of the UH-M-noa admissions and records office. Another 5-10 percent used their services and found them to be inaccurate and about 15 percent did not know that they offered transfer assistance.
- About half of Filipino transfers either knew of the services of admissions and records and did not use them or did not know that they offered such services.
- Of the major resources available to transfer students, the UH-M-noa catalog was the most used and found the most accurate with about 65-70 percent of transfers using it.
- Admissions information for transfer students is available on the UH-M-noa web page. Users of the system ranged from 40-55 percent and found the web-based information to be accurate. Hawaiian transfers used it the most and Filipinos the least for obtaining admissions information. About 20-25 percent of all groups did not know that admissions information was available on the web.
- A transfer credit search process is also available on the UH-M-noa web site. It is underutilized by all groups of transfer students. However, Hawaiian transfers use it the most and Filipino transfers the least. Nearly half of all transfers did not know about the system.
- When asked "What one thing would you like to see continued in the transfer process?" transfers chose the New Student Orientation for transfer students.

- When asked “What one thing would you like to see improved or changed in the transfer process?” transfer students suggested more and improved communication.
- Lastly, when asked “What advice on the transfer process would you give to students who plan to transfer to UH-M-noa?” transfer students had three major interrelated suggestions:
  - Plan ahead
  - Take initiative and responsibility
  - Attend the New Student Orientation for transfer students

# **The Transfer Process as Viewed by Filipino, Hawaiian and Other University of Hawai'i Community College Students**

## **Introduction**

Transfer students entering the University of Hawai'i at M-noa (UHM) have expressed their interest and concern about the transfer process for many years. This report provides a summary of the responses of University of Hawai'i Community College (UHCC) transfer students to certain aspects of the transfer process. The results and comparisons are presented for Filipino, Hawaiian and Other transfer students. The purpose of this report is to supply information to UHM and UHCC decision makers and to potential transfer students to facilitate and improve the transfer process. It is also presented to foster the success of all transfer students who plan to matriculate to UH-M-noa.

This report may be viewed on the web by going to <http://www.hawaii.edu/osa> and clicking on Student Assessment Reports.

## **Method**

The study focuses on Filipino, Hawaiian and Other UHCC students who transferred to UHM in fall 2000. The one-page Transfer Process Survey instrument was developed in collaboration with the UHM Admissions and Records office with contributions from other student affairs offices. The survey was attached to the New Student Survey which is administered during the New Student Orientation for transfer students held on campus during the summer. UHCC transfer students who did not attend the orientation were surveyed by mail followed by two post-card reminders. A copy of the Transfer Process Survey can be found in Appendix A.

Of 618 New Student Surveys administered, 262 were completed for a return rate of 42 percent. The results are representative of the overall UHCC transfer student population in ethnicity. In age, respondents were slightly younger than the UHCC population. Of the 262 respondents, 43 Filipinos, 39 Hawaiians and 180 Other UHCC transfers completed the Transfer Process Survey. Because the numbers of Filipinos and Hawaiians are small, the results should be interpreted with caution.

## **Results**

Data were linked to the New Student Survey to identify the sub groups and analyzed using the Statistical Package for the Social Sciences (SPSS).

This report is divided into five sections:

1. The Transfer Process
2. Use and Accuracy of Personnel and Information
3. Aspects of the Transfer Process That Should be Continued
4. Aspects of the Transfer Process that Should be Changed
5. Advice Given by Transfer Students

### **The Transfer Process**

Respondents were asked to rate the following topics on a scale of 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree and 5=Strongly Disagree. Results are reported in terms of respondents who agreed and strongly agreed.

1. My admissions process to this campus was straight forward.
2. All or most of the courses I expected to transfer did transfer.
3. I was able to get the help I needed from UH-M-noa on the transfer, advising and registration process.
4. UH-M-noa staff and advisors provided me with useful information.

Results indicated the following: (See Figures 1 and 2 and Table 1 in Appendix B)

- The majority of transfer students in all groups agreed or strongly agree that
  - the admissions process was straight forward,
  - they expected that all or most of their courses would transfer from UHCC to UHM,
  - they received help from UHM on the transfer, registration and advising process and
  - UH-M-noa staff and advisors provided useful information.
- Overall, Filipino transfer students more so than other groups found the transfer process to be straight forward. However, they were less likely than other groups to have their course transfer expectations realized and to receive help from UHM in transfer, registration and advising services.

Figure 1  
Transfer Process

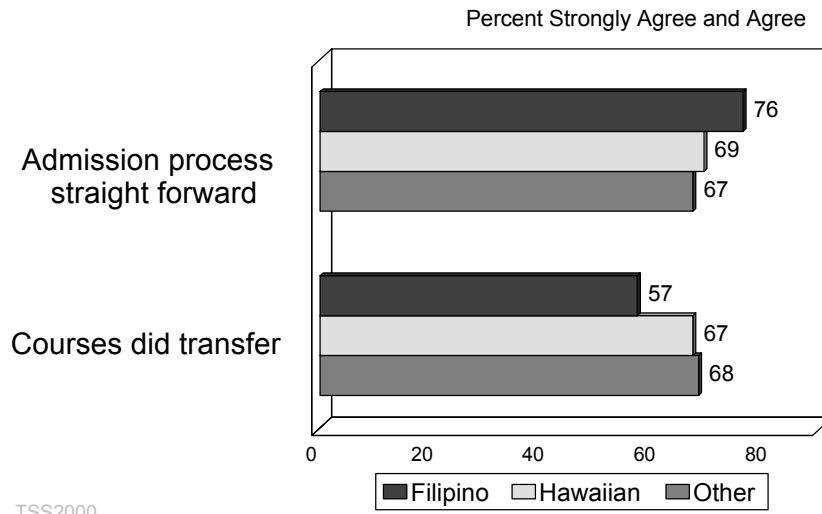
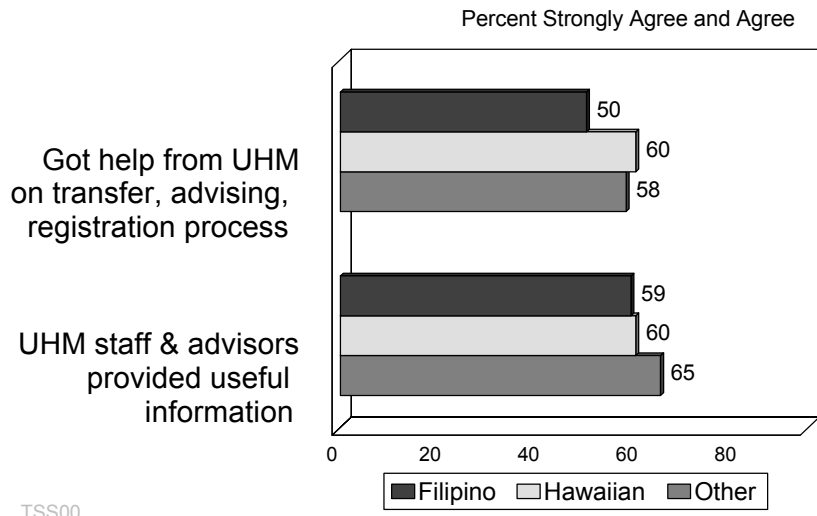


Figure 2  
Transfer Process (Continued)



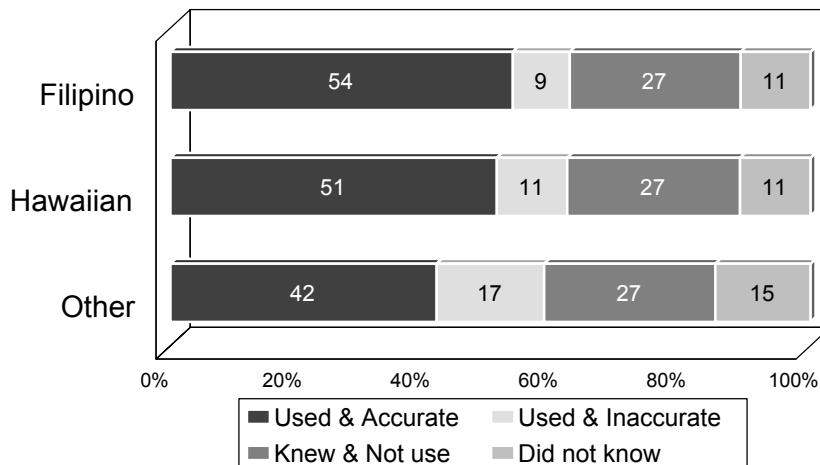
## Use and Accuracy of Personnel and Information

Respondents were asked to assess the accuracy of the information they obtained from community college counselors, UHM admissions and records personnel, the UHM catalogue and information on the Web in regards to admissions and transfer credit search. The four point assessment scale included the following categories: 1) used and accurate, 2) used and inaccurate, 3) knew and not used and 4) did not know.

### Community College Counselor: (Figure 3)

- About 60 percent of all transfer groups used the services of community college counselors to assist with the transfer process.
- About 17 percent of Other transfers found the services or information provided by counselors to be inaccurate, whereby, only about 10 percent of Filipinos and Hawaiian found the same.
- Over 25 percent knew of services provided by counselors but did not use their services.
- About 10-15 percent did not know that counselors offered such services.

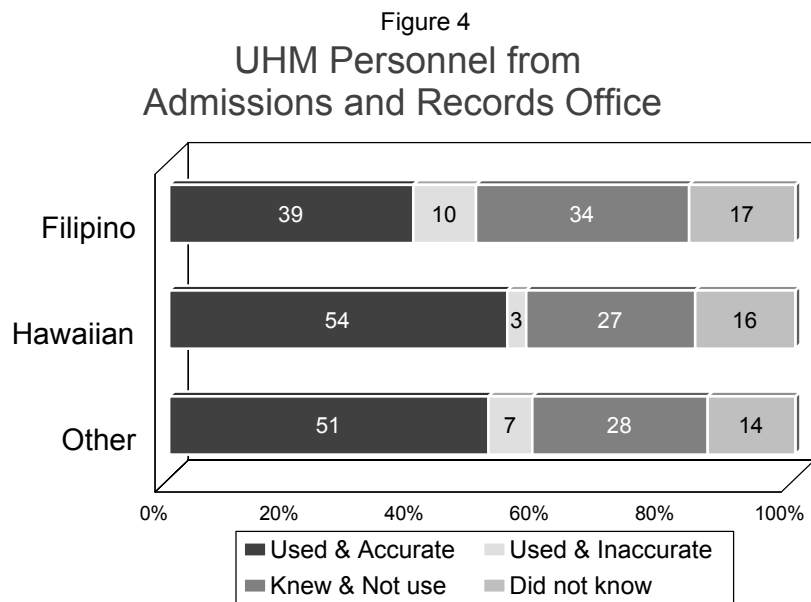
Figure 3  
Used Counselor from Previous College



TSS00

**UH-M~noa Admissions and Records Staff:** (Figure 4)

- About 50-60 percent of all groups used the services of the UH-M~noa admissions and records staff to assist in the transfer process.
- About 10 percent of Filipinos found the services of the admissions and records staff to be inaccurate.
- About 30 percent of all groups knew of their services but did not use them.
- About 15 percent did not know that they assisted in the transfer process.

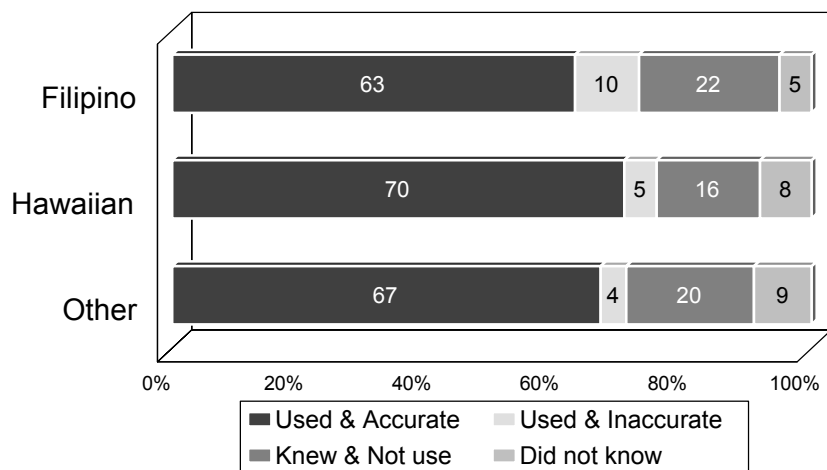


TSS00

**UHM Catalogue:**

- Of the resources available to transfer students cited in the survey, the UH-M~noa catalogue was the most used and found the most accurate with about 65-70 percent of transfers using it. Still, about 25-30 percent did not use it as an informational source to assist with the transfer process. (Figure 5 )

Figure 5  
UH-Manoa Catalogue

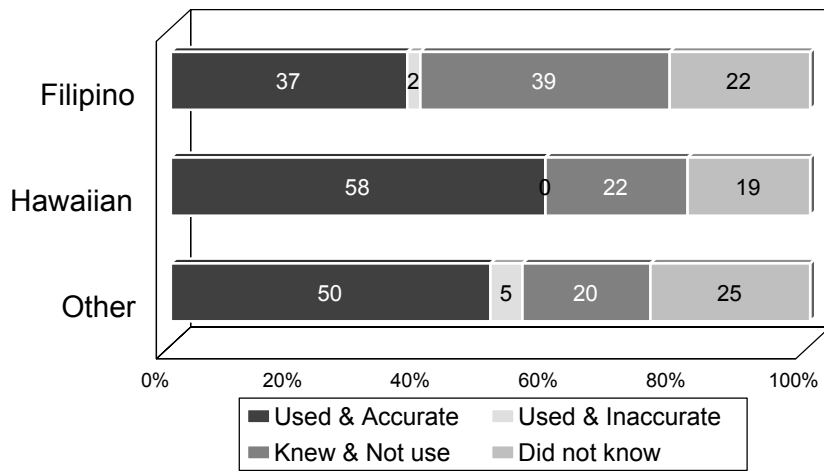


TSS00

**UH-M~noa Web Page:** (Figures 6 and 7)

- Admissions information for transfer students is available on the web. Users of the system find the web-based information accurate.
- Hawaiian transfers were the greatest users of the web to obtain admissions information
- Filipinos were least likely of the three groups to use the web for admissions information and many who knew of the service did not use it.
- About 20-25 percent of all groups did not know that admissions information was available on the web.

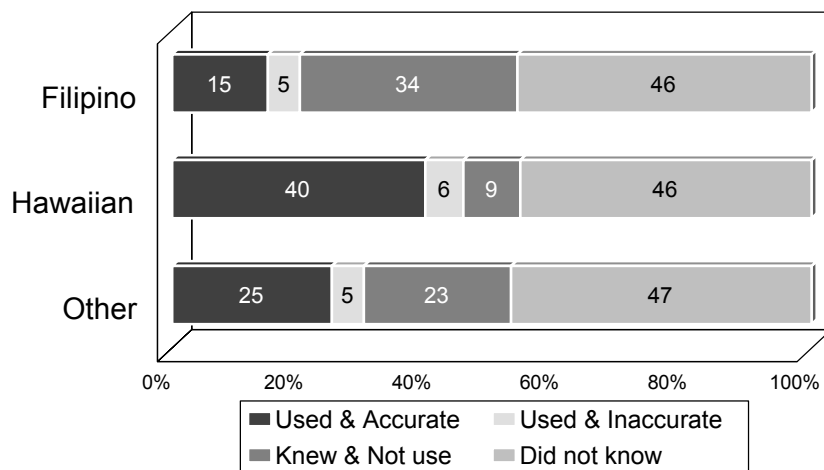
Figure 6  
UHM Web Page on Admissions  
of Transfer Students



TSS00

- A transfer credit search process is also available on the web. It is underutilized with 40 percent of Hawaiian transfer students as the largest users of the system.
- About 30 percent of Filipino transfers know about the system but did not use it.
- Nearly half of all transfer students did not know about the system.

Figure 7  
UHM Web Page on Transfer Credit Search



TSS00

## **Aspects of the Transfer Process That Should Be Continued**

UHCC transfer students were asked “What one thing would you like to see continued in the transfer process?”

A total of 95 students responded to this question. Since the numbers were small, the results were not subdivided into Filipino, Hawaiian and Other transfer student groups.

The six aspects emphasized by UHCC transfers were as follows:

1. New Student Orientation for transfer students (34)
2. Advising on transfer issues (21)
3. Informational resources (16)
4. Transfer evaluation services (12)
5. Web page (6)
6. Overall satisfaction (6)

The comments of students are summarized as follows:

### 1. New Student Orientation (NSO)

Generally, respondents felt the New Student Orientation was beneficial and should be continued. The printed information sent to them was helpful, but they wanted to be sure that all students transferring to UHM were aware of the NSO.

They liked the people involved with NSO including students, faculty, staff and advisors. The sessions with faculty were helpful and informative. They suggested continuing this aspect of the NSO, particularly the “questions and answers with department heads.”

Students who assisted with the orientation were described as, “great leaders,” and they appreciated having students available when they were selecting courses. They noted, “student advisors [are helpful] because they have taken courses recently and can give valuable information about instructors and course difficulty.” In contrast, there were respondents who felt the students who worked during NSO should be “more knowledgeable staff - no students working in positions they can’t handle.”

They appreciated “meeting with the advisor from my college,” and having “cool advisors” for “one on one” meetings. Their interactions with staff were positive, and they appreciated the campus tour and assistance getting them to the buildings for advising. Finally, they appreciated the food, the “great video presentation,” and “good financial awards.”

## 2. Advising on transfer issues

Students were generally positive and appreciated meeting with advisors and getting assistance with course selection and personal growth. They liked getting information on specific fields and majors, help with and “explanations of core requirements” and “seeing how transferred credits fit into UH curriculum.” However, they wanted “better communication between UH advisors and community college advisors on College of Arts and Sciences” requirements.

## 3. Informational resources

Students indicated that printed materials, including the catalogue, were “useful” and should continue to be sent to transferring students. They appreciated the straightforward assistance they received, and the “promptness” of staff to “effectively” answer “any questions I had.” Generally, they found the staff “willing” and “helpful.” They commented positively on “the speed the school lets you know about things.”

## 4. Transfer evaluation services

Students felt the transfer credit evaluations should be continued.

## 5. Web page

Students found “very useful and easy” the credit search function on the Web site, noting it “helps a lot!” They also liked “being able to register on line before attending the NSO.”

## 6. Overall satisfaction

Students indicated that generally “everything was okay.”

### **Aspects of the Transfer Process That Should be Changed**

UHCC transfer students were asked “What one thing would you like to see improved or changed in the transfer process?”

A total of 82 students responded to this question. The six aspects emphasized by UHCC transfers were as follows:

1. Communication (34)
2. New Student Orientation for transfer students (17)
3. Advising (16)
4. Articulation (15)
5. Registration (2)

The comments of students are summarized as follows:

### 1. Communication

Generally, UHCC transfer students want more and better communication between UH-M-noa and students. Specifically, they suggested better telephone assistance to answer questions and concerns about where they were in the process, the “confirmation on receipt of transcripts” and transfer grade point average.

They wanted to be given a “general list of everything a transfer student needs,” including core requirement tracking sheets by major, procedures for registering, dorm information costs and schedule, procedures for obtaining meal plan cards, the process to petition course transfer evaluations and notification to register.

They wanted a better explanation of “the transfer of CLEP exams - which CLEPs are accepted and which are not,” as well as a “quicker, easier evaluation” process of courses taken. They recommended better coordination and communication between M-noa, community college advisors and students, including those on Neighbor Islands.

Finally, they desired better informed admissions office staff who can provide better assistance to student.

### 2. New Student Orientation for transfer students

Students wanted more prior information on the following: content of the orientation, agenda by session, costs and items students needed to bring or purchase to fully participate in the sessions.

They wanted better information on the time and location of placement exams in relation to Orientation sessions. Several respondents felt the event should be better organized, including clearer and more concise directions for parking and locating the NSO site.

Students suggested that duplicate materials not be sent to participants. They wanted to receive the agenda ahead of time; they wanted Orientation sessions to start on time; and they wanted small sessions for specific majors. They needed more scheduled time to complete surveys. They desired more and better food, a campus tour and time to obtain new student identification cards.

Respondents suggested that the NSO for transfer students be held at the community colleges, preferably in May or June rather than August, allowing transfer students earlier registration.

Finally, three students commented on the Ask Me Fair, wanting more booths, and one student found “ridiculous” the “intention to register fee.”

### 3. Advising

UHCC transfer students wanted more information on courses M~noa would accept as transfer credits “two to four years before [transferring] so they can plan on courses that are transferable.” They wanted more help to understand UH-M~noa’s general education core requirements and possible electives available before enrolling at M~noa. They wanted information on course availability for “more than one semester” in order to better plan their transfer process. They indicated a need for more one-on-one assistance with financial, personal and course advising.

### 4. Articulation

Respondents wanted more information earlier during their tenure as community college students about the equivalency of M~noa to community college courses. They expressed a desire for a listing of courses that will transfer to UH-M~noa as core requirements. They also wanted more information on M~noa courses that have equivalents at community colleges. Finally, they wanted more courses to transfer, “particularly math, science and psychology courses that any mainland school would accept.”

Transfer students felt the transcript evaluation “process is too slow!” and there is a perception that the UH-M~noa staff is “very unorganized.”

### 5. Registration

Three respondents suggested that transfer students “should be able to register with the continuing students from UH [M~noa]” particularly if they are “already a sophomore or higher.” One student noted a need for “very specific classes...and by the time i was able to register, they were full.”

## **Advice Given by Transfer Students**

UHCC transfer students were asked “What advice on the transfer process would you give to students who plan to transfer to UH-M~noa?”

A total of 122 students responded to this question. Advice given by UHCC transfer students generally fell into three interrelated areas:

1. Plan ahead
2. Take initiative and responsibility
3. Attend the New Student Orientation for transfer students

Respondents suggested that new transfer students plan their majors carefully finding out what courses are needed for their major by talking to counselors and calling UHM.

They can do this by researching the requirements needed for their major, “study the catalogue,” knowing what courses are required and finding out when the courses will be offered. Respondents recommended that transferring students “plan ahead and talk to counselors early,” having in mind when they intend to transfer.

At the community college, they need to enroll in courses that would “definitely transfer” to M-noa as core or elective requirements. “Make sure everything you take applies to the college you plan on attending.”

They advised other students, “Don’t expect your credits to transfer as you would like. They are very picky at what credits are accepted as electives, or those that can actually be used toward your degree.”

They suggested “plan ahead with this in mind; respond quickly to all mailings; mail documents early to arrive by due dates; and follow up with Admissions and Records to ensure documents have arrived on time and all paperwork has been completed.”

Respondents advised transferring students to contact a counselor early in the process, preferably one in the department into which they want to transfer. The purpose of this session would be to review the student’s records and determine a balanced set of courses to take. Students need to take responsibility for monitoring the process, and staying informed about the progress of their situation. Also, they need to recognize that mistakes can be made.

Lastly, students can use the Web site for on-line registration.

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Filipino respondents recommended that students planning to transfer contact a M-noa counselor by e-mail or phone to talk about their situation, when they can begin taking courses in their major, and deadlines for submitting documents. They recommended that students follow up on all paperwork to make sure certain things are on schedule. They also recommended that it would be useful to attend a New Student Orientation.

Hawaiian respondents made similar recommendations, and additionally emphasized that the transfer process is not difficult if students are prepared, willing to ask questions and start the process early making sure they meet all deadlines.

## Conclusions

The results of this study indicate that although the transfer process is viewed as straight forward by a majority of transfer students, work still remains in improving communications and transfer services, marketing services and addressing needs of sub populations of transfer students.

This study documents some of the student concerns in the transfer process and creates a baseline for future studies.

## Transfer Student Survey

For the questions below, please use the following scale:

- 1=Strongly Agree
- 2=Agree
- 3=Neutral
- 4=Disagree
- 5=Strongly Disagree

- |    |           |   |
|----|-----------|---|
| 1. | 1 2 3 4 5 | My admission process to this campus was straight forward  |
| 2. | 1 2 3 4 5 | All or most of the courses I expected to transfer did transfer                                  |
| 3. | 1 2 3 4 5 | I was able to get the help I needed from UH-M~noa on the transfer/advising/registration process |
| 4. | 1 2 3 4 5 | UH-M~noa staff and advisors provided me with useful information                                 |

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For the questions below, please tell us if you used the following sources for transfer and admission information and if you found them to be accurate:

- 1 = Used and found it to be accurate
- 2 = Used and found it to be inaccurate
- 3 = I knew about it but did not use it
- 4 = I did not know about this

- |    |         |   |
|----|---------|---|
| 5. | 1 2 3 4 | Counselor from your previous college                  |
| 6. | 1 2 3 4 | UH-M~noa catalogue                                    |
| 7. | 1 2 3 4 | UH-M~noa Web page "Admission of Transfer Students"    |
| 8. | 1 2 3 4 | UH-M~noa Web page "Transfer Credit Search"            |
| 9. | 1 2 3 4 | UH-M~noa personnel from Admissions and Records Office |

10. If you marked "2" on any item directly above, please indicate which item(s), and why you found it(them) to be inaccurate.

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11. What one thing would you like to see continued in the transfer process?

12. What one thing would you like to see improved or changed in the transfer process?

13. What advice on the transfer process would you give to students who plan to transfer to UH-M~noa?

**Thank you for your participation!**



**Table 2**  
**Use and Accuracy of Personnel and Information**

<b>Transfer Process</b>	<b>Used &amp; Accurate</b>	<b>Used &amp; Inaccurate</b>	<b>Knew &amp; Not Use</b>	<b>Did Not Know</b>	<b>Group</b>	<b>No.</b>
1. Counselor from	42	17	27	15	F	41
previous college	51	11	27	11	H	37
	54	9	27	11	O	172
2. UH-Manoa Catalog	63	10	22	5	F	41
	70	5	16	8	H	37
	67	4	20	9	O	177
3. UH-Manoa Web page:	37	2	39	22	F	41
"Admissions of	58	0	22	19	H	36
Transfer Students"	50	5	20	25	O	177
4. UH-Manoa Web page:	15	5	34	46	F	41
"Transfer Credit	40	6	9	46	H	35
Search"	25	5	23	47	O	176
5. UH-Manoa personnel	39	10	34	17	F	41
from Admissions	54	3	27	16	H	37
and Records Office	51	7	28	14	O	176