

**PROGRAM ARTICULATION BETWEEN
2-YEAR AND 4-YEAR INSTITUTIONS
IN HONG KONG:
WHAT CAN BE LEARNED FROM THE
US EXPERIENCE?**

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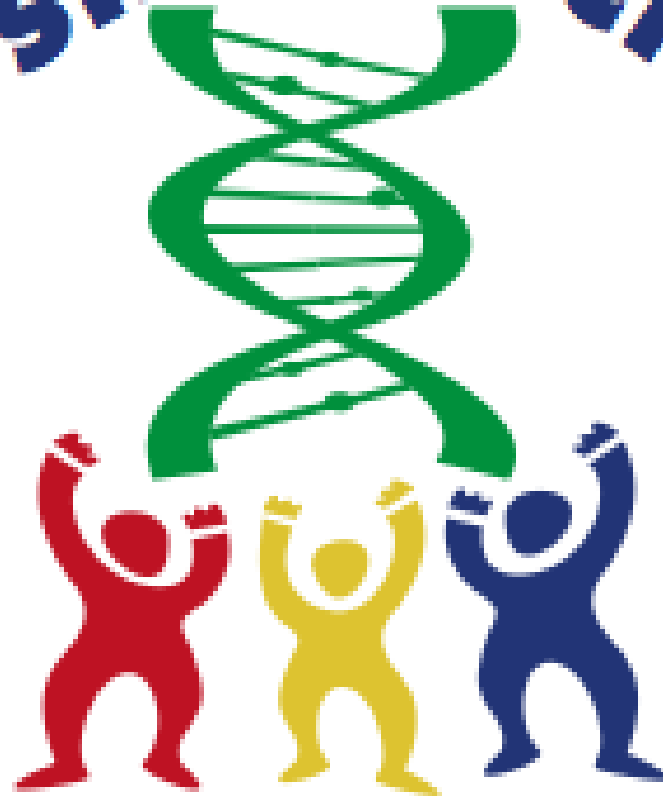
**FSTE Seminar for GE administrators
HKCC 7 June 2013**

OUTLINE

- Introductions
- Articulation models
- University perspectives
- Community college perspectives
- General education
- Requirements for success
- Particular issues for Hong Kong
- Questions and discussion



STRONG-CT



*Science and Technology Reaching Out
to New Generations in Connecticut*



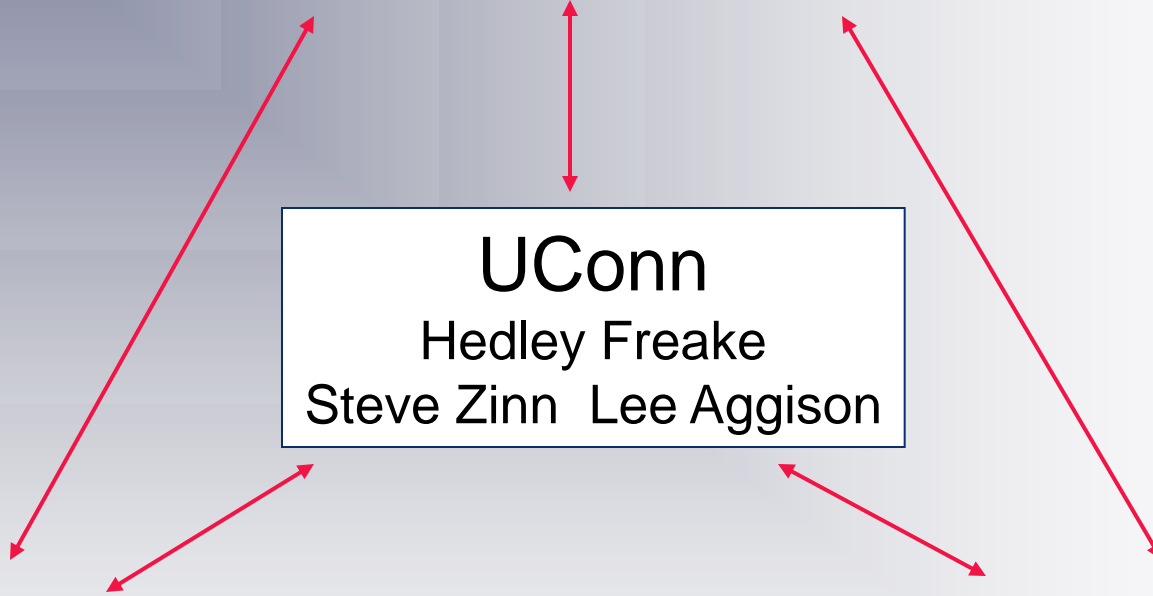


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STRONG-CT

The Science Technology Reaching Out to a New Generation in Connecticut alliance targets first generation and historically underrepresented student populations to increase enrollment, retention and graduation of these students from both community college partnering institutions and the University of Connecticut.



STRONG-CT DETAILS

- National Science Foundation
- Funded at \$1.99M/5years
- Recruit 10 students/institution/year
- Encourage transfer of students from CCs to UConn after associate's degree
- 130 students in program
- Life sciences disciplines



STRONG-CT OUTCOMES

STRONG-CT students

- Are more engaged academically
- Achieve 0.2 - 0.5 increments in GPA
- Are more likely to transfer from 2 to 4 year college
- Are more likely to persist in STEM
- Are more likely to graduate with a STEM degree



DIFFERENT MODELS FOR ARTICULATION



Texas Higher Education Coordinating Board

GENERAL EDUCATION CORE CURRICULUM

- Mandated at the state level for all public higher education institutions in Texas
- Nine categories of courses
- Each institution determines which courses satisfy each category
- Meeting requirements at one institution => meeting them at all
- 42-48 credit hours



TEXAS CORE CURRICULUM

- 010 - Communication (English rhetoric/composition)
 - 020 - Mathematics (logic, college algebra-equivalent or above)
 - 030 - Natural Sciences
 - 040 - Humanities
 - 050 - Visual/Performing Arts
 - 060 - U.S. History
 - 070 - Political Science
 - 080 - Social/Behavioral Science
 - 090 - Institutionally Designated Option (additional hours in areas listed above or computer literacy, health/wellness, kinesiology, capstone or interdisciplinary areas)
- 

CONNECTICUT

- Three sets of public institutions
- University of Connecticut
 - State Land Grant university
 - Research 1 university
- Connecticut State Universities
 - Eastern, Central, Southern, Western
- Connecticut Community Colleges
 - 12, distributed across the state
- Many private institutions

Now governed by the
Board of Regents for
Higher Education



TRANSFER WITHIN THE CONNECTICUT CSU/CC SYSTEM

- A common general education core
- Common lower division pre-major pathways
- A focus on credit applicability to degree
- Junior status upon transfer
- Guaranteed or priority university admission
- Associate and bachelor degree credit limits

Derived from: "Implementing Statewide Transfer and Articulation Reform"
by the Center for the Study of Community Colleges




NEASC (NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES)

Students will demonstrate competence in

- written and oral communication in English;
- the ability for scientific and quantitative reasoning,
- for critical analysis and logical thinking;
- and the capability for continuing learning, including the skills of information literacy.

They will also demonstrate knowledge and understanding of

- scientific,
 - historical and
 - social phenomena, and a knowledge and appreciation of the
 - aesthetic and ethical dimensions of humankind.
- 

COMMON GENERAL EDUCATION CORE


- 30 credits at CCs
- 42-48 credits at CSUs
- Designated Competencies vs Embedded Competencies
- Some flexibility at the institutional level
- Outcomes agreed for these competencies
- Each institution responsible for assessment



UNIVERSITY OF CONNECTICUT

Guaranteed Admissions Program

Gives admission to students who:

- Enroll at a Connecticut community college
 - Apply to the Guaranteed Admission Program with 30 or fewer transferable credits.
 - Earn an associate degree in a Liberal Arts Transfer Program within five years
 - Achieve a minimum cumulative grade point average of 3.0
 - Plan to earn a bachelor degree in an Agriculture & Natural Resource or Liberal Arts and Sciences program at UConn
- 

Program articulation
vs.
Course articulation



Program articulation:

- Approval of a course to meet program requirement holds for all institutions

Course articulation

- Course equivalencies determined by the receiving institution
 - Even if not equivalent, can still be approved to meet program requirement



COMMON CORE VS. GUARANTEED ADMISSION

- Guaranteed admission does not assure smooth articulation
- Course equivalencies remain to be determined
- Meeting of requirements is dependent on individual courses, not programs
- Can be supplemented with individual program agreements
- Requires close and well informed advising

- Does Common Core allow for identity of individual institutions to be maintained?



GENERAL EDUCATION AND TRANSFER

GE is particularly relevant

- Often taught early
- May focus on transferable skills
- May be institution specific



AAC&U ESSENTIAL LEARNING OUTCOMES

- ***Knowledge of Human Cultures and the Physical and Natural World***

Focused on engagement with big questions, enduring and contemporary

- ***Intellectual and Practical Skills***

Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

- ***Personal and Social Responsibility***

Anchored through active involvement with diverse communities and real-world challenges

- ***Integrative and Applied Learning***

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems





**RELATIONSHIPS BETWEEN
COMMUNITY COLLEGES AND
UNIVERSITIES**

THE UNIVERSITY VIEW

Community colleges

- Are less rigorous institutions
- Enroll less capable students
- Teach inferior courses



THE COMMUNITY COLLEGE VIEW

Universities

- Are elitist institutions
- Do not take teaching seriously
- Offer large classes taught by TAs



BRIDGING THE HIGHER EDUCATION DIVIDE

Strengthening Community Colleges and Restoring the American Dream

The Report of The Century Foundation Task Force on Preventing
Community Colleges from Becoming Separate and Unequal

With background papers by Sandy Baum and Charles Kurose;
Sara Goldrick-Rab and Peter Kinsley; Tatiana Melguizo and Holly Kosiewicz

- “Two-year colleges are asked to educate those students with the greatest needs, using the least funds, and in increasingly separate and unequal institutions Our higher education system, like the larger society, is growing more and more unequal.”
- 81% of students enter with the intention of transferring and earning a bachelors degree
- Only 12% do so within 6 years
- For high achieving poor students:
 - Start at 4-yr: 69% get bachelors
 - Start at 2-yr: 19% get bachelors



THE COMMUNITY COLLEGE CHALLENGE

- Open door institutions
- 11 million students – 45% of college population
- Elite institutions
 - 70% students from highest SES quartile
 - 5% students from lowest SES quartile
 - 12% African-American or Hispanic
- Community colleges
 - 16% students from highest SES quartile
 - 28% students from lowest SES quartile
 - 33% African-American or Hispanic
- 60% of community college students receive developmental/ remedial education



THE MONEY GAP

○ Instructional costs/student

- Community colleges \$5,000
- Public research \$10,000
- Private research \$20,000

○ Public funding/student

- Community colleges \$8,594
- Public research \$16,966

○ The gap is widening



Why Access Matters: The Community College Student Body

Christopher M. Mullin

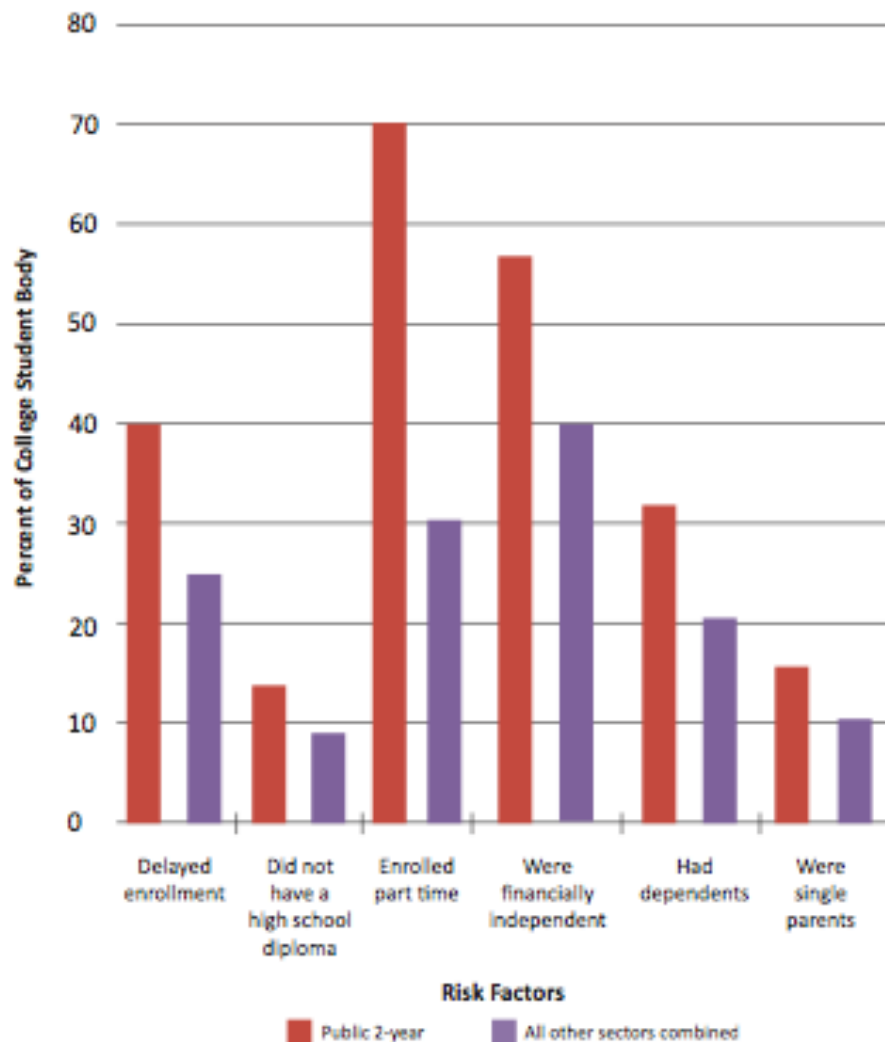


AACC Policy Brief 2012-01PBL
February 2012



Figure 2

Enrollment Distribution of Students With Characteristics That May Adversely Affect Persistence and Attainment, for Community Colleges and All Other Sectors Combined: 2007–2008



Source: NCES (2011a)



BRIDGING THE HIGHER EDUCATION DIVIDE

- Adopt state and federal adequacy-based funding akin to that used in K-12 education, combined with a consideration of outcomes.
- Establish greater transparency regarding public financial subsidies to higher education.
- Encourage the growth of redesigned institutions that improve the connection between community colleges and four-year institutions.
- Take steps to help students transfer from community colleges to four-year institutions.
- Encourage innovation in racially and economically inclusive community college honors programs.
- Encourage innovation in early college programs that enhance community college diversity.
- Prioritize funding of new programs for economically and racially isolated community colleges.
- Provide incentives for four-year institutions to engage in affirmative action for low-income students of all races.



DO UCONN STUDENTS MIRROR THE STATE?

	CT population ¹	UConn ²	CANR ³
White	70.9	73.8	80.5
African American	11.1	7.2	5.5
Hispanic	13.8	9.3	6.8
Native American	0.5	0.2	0.3
Asian American	4	9.5	7.0

¹ Data from the US Census Bureau, 2010

² All UConn students, 2012, expressed as a % of those making a choice

³ CANR undergraduate students, 2011, expressed as a % of those making a choice



LESSONS FROM STRONG-CT

Difficulties encountered by transfer students

- The size of the school made for a hard transition the lack of 1 on 1 that was found at the community college. 200 kids sardined into a lecture hall, taught through online clickers, and handed off to TA
- not knowing which classes to take in the beginning (tend to overload credits). It takes time to adjust and get used to a certain routine (ie study habits) that you might be used to at a community college.
- It was hard adjusting to the size of classrooms and learning my way about campus. UConn is also a hard school for commuters. I work full-time, have a teenager, and an hour and a half commute each way. It is impossible to find time for extra review sessions or field trips teachers often schedule at night or weekends.
- Time management. To me, school was very fast paced. I felt that I was always on the run...either physically (running from one building to the other on the opposite side of campus) or mentally (trying to not fall behind in classes, exams, labs, etc).
- The hardest part of my transition was learning where places are on campus and finding an advisor that understood that I was in STRONG-CT and a transfer student.



LESSONS FROM STRONG-CT

Things that help

- My transition to UConn was easier due to Strong-CT and the articulation program between the TRCC and UConn. Especially Strong-CT, it provided a small network of people to help with the transition, whether it was finding my way around campus at first or questions regarding the non academic aspects of class such as registration, financial aide, etc.
- The good thing about the transition to UConn is knowing people there that are part of STRONG-CT and came from a community college that have similar goals as me.
- The advisors really helped me in getting some of my credits from previous institutions transferred to UConn. She was always available and she certainly took the time to explain things to me when I had questions. My advisor in Nutritional Sciences helped me plan ahead the classes I needed to take to fulfill my program requirements. Always available to answer my questions or to give me support when I had difficult times. So, I'll encourage students to contact their advisors without hesitation.
- It was a really good experience to go from a Community College to a Large University. The variety of social clubs, events, and activities going on every week are very interesting!!! Also, the professors were all great!!



REQUIREMENTS FOR GOOD ARTICULATION

- Good communication between institutions
- Mutual respect
- Coherent program design
- Recognition of the challenges
- Well-informed advising
- Appropriate orientation and support for transfer students
- Flexible programming





HONG KONG

What are the similarities and differences?

ISSUES

- External constraints from UGC
- Who are the transfer targets?
- Variability in sending institution requirements
- Variability in receiving institution requirements



GOALS OF HK GE PROGRAMMES

Attribute	CU	CityU	HKBU	HKIED	PolyU	HKU	HKUST	Lingnan	Total*
Breadth	X	X	X	X	X	X	X	X	8
Higher order thinking	X	X	X	X	X	X	X	X	8
Civic / global responsibility			X	X	X	X	X	X	6
Ethics	X	X	X	X	X		X		6
Life long learning	X	X			X	X	X		5
Literacy and communication	X	X	X		X		X		5
Multicultural skills	X	X	X			X		X	5

GOALS OF HK GE PROGRAMMES

Attribute	CU	CityU	HKBU	HKIED	PolyU	HKU	HKUST	Lingnan	Total*
Chinese culture	X				X			X	3
Teamwork	X	X					X		3
Healthy Lifestyle			X		X		X		3
Quantitative skills		X	X						2
Information literacy		X	X						2



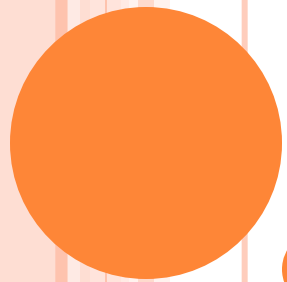
CREDIT REQUIREMENTS FOR HK GE PROGRAMMES

Institution	Number of Credits	
	Including language	Without language
Chinese University of Hong Kong	39	24
City University of Hong Kong	30	24
Hong Kong Baptist University	38	29
Hong Kong Institute of Education		24
Hong Kong Polytechnic University	30	21
Hong Kong University	27	18
Hong Kong University of Science and Technology	36	27
Lingnan University	51	33

ISSUES

- External constraints from UGC
- Who are the transfer targets?
- Variability in sending institution requirements
- Variability in receiving institution requirements
- Is there agreement on course articulation?
- Are the students different?
- Effects of the new secondary system





QUESTIONS?