Transfer of Credit

Background

- Fourth-generation Idahoan who is also a First-generation college grad
  - Attended all three universities for undergraduate education
- Former Chief Academic Officer of the Idaho State Board of Education
- Current Vice Provost for Academic Strategy & Institutional Effectiveness
  - Northwest Commission on Colleges & Universities Accreditation Evaluator

Considerations

- Northwest Commission on Colleges & Universities Accreditation Standards
- State Board of Education Policy
- WICHE Interstate Passport
- Lumina Tuning/Degree Qualifications Profile
NWCCU

- Voluntary, non-governmental, self-regulatory process of quality assurance and improvement
- Recognized Institutions since 1918
- Higher Education Act of 1965 increased the role of regional accreditors
- Title IV Federal Financial Aid

NWCCU

- Standard 2.A.14
  - Widely publish transfer of credits policies
  - Policies facilitate mobility
- Standard 2.C.8
  - Provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees
  - Ensure the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers
- Transfer & Award of Academic Credit Policy
  - 3 considerations

Board Policy

- SBOE Policy III.N. General Education
  - Addresses the general education framework
  - Intended to prepare students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges
- SBOE Policy III.V. Articulation & Transfer
  - Addresses the transfer of credit among the regionally accredited institutions under the Board's governance
<table>
<thead>
<tr>
<th>Receivng Institution</th>
<th>Total Number Of Credits Transferred From Another Idaho Institution</th>
<th>Number Of Credits Transferred As General Electives</th>
<th>Number Of Credits Transferred As Specific Course Equivalency</th>
<th>Percent Of Credits Accepte From ID Institutions Transferred As Specific Course Equivalency</th>
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</thead>
<tbody>
<tr>
<td>BSU</td>
<td>159,115.00</td>
<td>13,446.00</td>
<td>145,669.00</td>
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<td>SN</td>
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<td>4,532.41</td>
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<td>50,867.77</td>
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</table>

**WICHE: Interstate Passport**

- Work began with a few states/institutions in 2010
  - Expanded to include participants from 16 states
- Learning outcomes-based framework allows for cross-border match of outcomes-integrated general education

**Lumina DQP/Tuning**

- More than 400 colleges and universities
  - Includes 2 and 4 year institutions
- Presents outcomes for 3 levels degrees by articulating increasing levels of challenge for student performance for each of the learning outcomes (associate, baccalaureate, master’s degree)
- The development of disciplinary-level outcomes
Specific Concerns

- Page 2, lines 27-32
- Page 2, lines 42-48
- Page 3, lines 6-9
- Page 3, lines 16-17
- Page 3, lines 29-34

- Unintended Consequences
  - Satisfactory academic progress
  - Accreditation vulnerabilities

Alternatives

- Have the State Board Office build on the work done with general education to look at degrees and programs using the DQP and Tuning frameworks
- Request the State Board Office evaluate where the "real" transfer "challenges" exist
- Work with the State Board Office to ensure the language doesn't jeopardize our accreditation or lead to unintended consequences for our students

Questions