

Holistic Credit Mobility: Centering Learning in Credential Completion





ITHAKA S+R

Holistic Credit Mobility: Centering Learning in Credential Completion

WICHE Academic Leadership Forum 2023
April 27, 2023

Agenda

- Background and Motivation
- What is holistic credit mobility?
- What supports holistic credit mobility?
- Challenges
- Questions and Discussion
- Applying the framework to case studies

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Learning, by the numbers



64%

of Bachelor's degree completers who began in the 2014-15 academic year earned credits at more than one institution before completing.

Source: NSC



21%

of 16-65 year olds have completed some kind of educational work experience program

Source: NCES

Transfer, by the numbers



-8.4%

change in transfer enrollment
during pandemic, from July
2020 - June 2021

Source: NSC



85%

of the transfer decline during
the pandemic were by students
over aged 20

Source: NCES

Mobile students face systemic challenges

- Loss of credits
- Not all types of learning are treated the same in the transfer process
- In-state transfer policy focuses on vertical transfer pathways
- Inter-state transfer largely unregulated
- Lack of clear, reliable information
- Limited access to advising while between institutions

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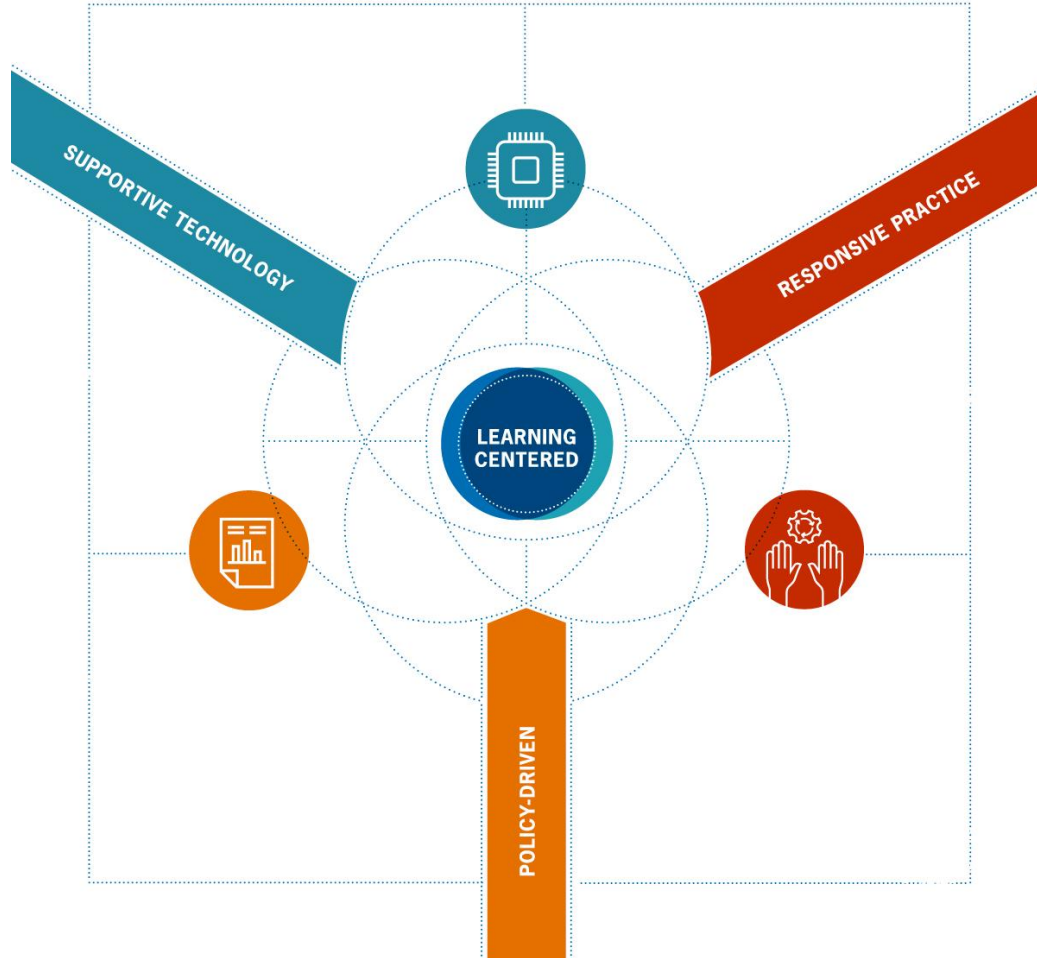
Holistic credit mobility embraces the multi-source, multi-modal credit accumulation of mobile students, and empowers those students to chart a path that counts all their learning toward a credential.

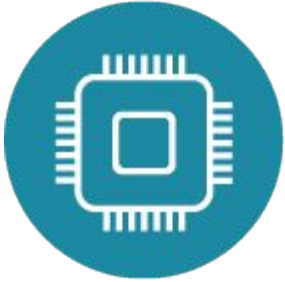
Holistic Credit Mobility centers learning first by:

- Counting validated learning regardless of source
- Avoiding repeated learning of the same content
- Requiring inter-institutional collaboration
- Including student advising on what credit is accepted as well as what learning is still required to earn the desired credential

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Supportive Technology

1. Tools to support transfer course equivalency assessment should be broadly accessible, and the information within them should be reliable.
2. Tools should be scaled as much as possible- multi-institution or even statewide systems can provide the most clarity to students and potential students.
3. While technological tools may support students as well as academic advisors, each of their needs are different, and require unique designs and implementation to best reach the intended audience.



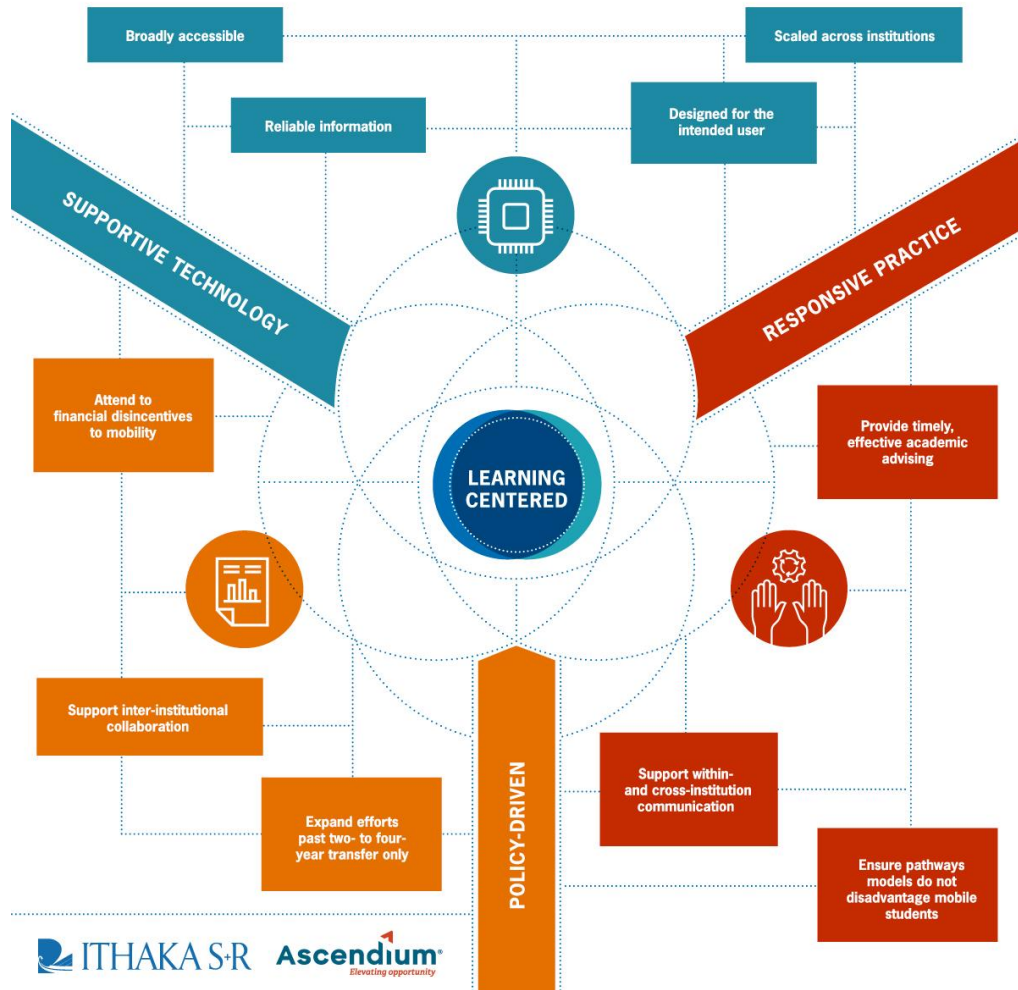
Policy-Driven

1. Policy leaders may consider expanding efforts focused only on vertical transfer to include student learning accumulation and mobility more broadly.
2. Policy may promote or require inter-institutional collaboration to ensure mobile students are not disadvantaged when they move between institutions.
3. State postsecondary funding models could incent institutions to not only admit transfer students, but to accept credits, translate other learning into credits, and apply those credits towards credential requirements.



Responsive Practice

1. Leverage pathways models in ways that do not disadvantage mobile students.
2. Timely, effective academic advising is provided throughout the student lifecycle: from when students are considering attendance through credential completion.
3. Inter- and intra-institutional coordination is created, supported, and maintained.



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Ensuring Quality

- Perceived constraints from accreditors
- Faculty alignment

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Questions?

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Check out the brief at: <https://sr.ithaka.org/publications/holistic-credit-mobility/>

Small Group Exercise

1. Which elements of holistic credit mobility are represented by this case study? Which are not?
2. What recommendations do you have for the leaders of this initiative? How might the leaders of this initiative implement even more holistic credit mobility supports?
3. What challenges do you expect the institution or system will face in implementing your recommendations?
4. What strategies might they use to work around these challenges?
5. How does this resonate with your experiences at your own institution, or those you work with?