







Background

- Fourth-generation Idahoan who is also a First-generation college grad
 - Attended all three universities for undergraduate education
- Former Chief Academic Office 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



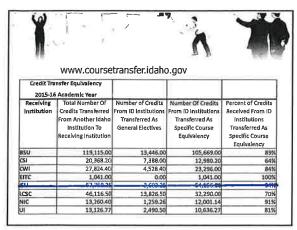
NWCCU

- Standard 2.A.14
 - Widely publish transfer of credit polices
 - 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
 - Ensures 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



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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 of degrees by articulating increasing levels of challenge for student performance for each of the learning outcomes (associate, baccalaureate, master's degrees)
- The development of disciplinary-level outcomes



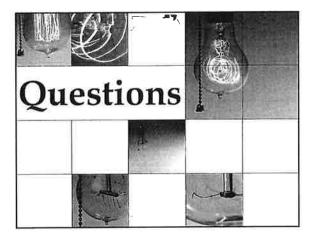
Specific Concerns

- 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



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