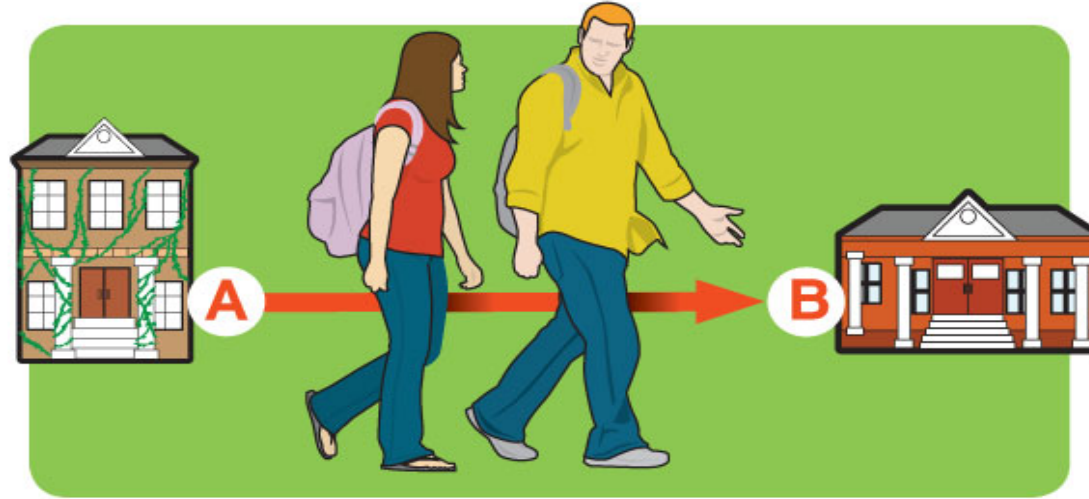


Utah State Board of Regents  
Academic and Student Affairs  
Committee  
January 2019



## Transfer (Round 2)

# Prioritizing Actions for Seamless Transfer

# Overview

- Quick Data Refresher from Last Meeting
- SSID
- Transfer Guide
- Specific Problems Affecting Students
  - Knowing transfer options
- Policy recommendations for the board to consider, including student appeals processes

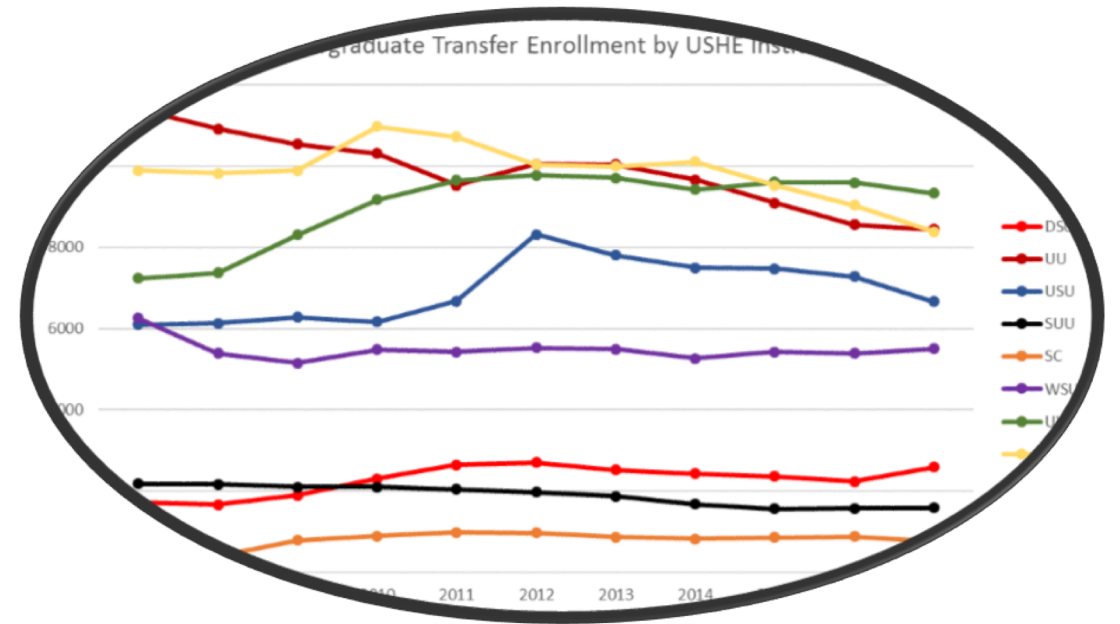
# 1. Data Refresher

# Sources of transfer credits

- Courses taken at a college or university
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Cambridge A-Level
- Concurrent Enrollment
- College-Level Examination Program (CLEP)
- Credit for Prior Learning (CPL) / Prior Learning Assessment (PLA)
- DANTES (Defense Activity for Non-Traditional Education Support)

# Transfer at USHE Institutions

- 30% of degree-seeking undergrad students have transfer credit.
- 57% of students who transfer enroll full-time.



# When Student Records are Disconnected, Cannot Easily Answer Key Questions

- What are student transfer patterns between institutions?
- How do students perform in course sequences before and after transfer?
- What courses are most frequently requested for transfer and denied?
- What courses are most frequently repeated at the receiving institution?
- Which courses are most frequently assigned a “ghost” credit (e.g., Math XXXX) or an elective credit?
- Which programs have alignment problems between institutions?



# Additional Data to Help Understand the Issues: Repeated Courses

- Only 10% of repeated courses are taken after transferring, so not a huge issue.
- Delve further into data to understand why majority of course repeats are to improve course grade.



## 2. The State Student Identifier (SSID)



# Utah Law Requires the SSID

Updated 1/24/2018

53E-4-308. Coordination of higher education and public education information technology systems -- Use of unique student identifier.

(1) As used in this section, "unique student identifier" means an alphanumeric code assigned to each public education student for identification purposes, which:

- (a) is not assigned to any former or current student; and
- (b) does not incorporate personal information, including a birth date or Social Security number.

(2) The board, through the superintendent of public instruction, shall assign each public education student a unique student identifier, which shall be used to track individual student performance on achievement tests administered under this part.

(3) The board and the State Board of Regents shall coordinate public education and higher education information technology systems to allow individual student academic achievement to be tracked through both education systems in accordance with this section and Section 53B-1-109.

(4) The board and the State Board of Regents shall coordinate access to the unique student identifier of a public education student who later attends an institution within the state system of higher education.

# 2018 Update:

(3) Information technology systems utilized at an institution within the state system of higher education shall utilize the unique student identifier of all students who have previously been assigned a unique student identifier.

# Among the Issues Needing Resolution for SSID Implementation

- Students without a USBE SSID (e.g., adult students, private school students, or out-of-state students) will need one assigned.  
Process/system needed to generate or store new numbers to avoid duplicates.
- Plan/timeline/deadline for transition to SSID for currently enrolled students.

# Recommendation: Implement SSID to Comply with Law and Improve Data

- Direct Commissioner and staff to draft policy language to implement the SSID for Regent consideration
- Require compliance by <DATE>

## UTREX-UTAH E-TRANSCRIPT AND RECORDS EXCHANGE

Contact USOE for setup: 801-538-7800

<http://www.schools.utah.gov/computerservices/Services/Data-Clearinghouse.aspx>

The screenshot shows the 'UTREx Overview' page for 'LAKEVIEW ACADEMY'. It displays a 'Data Overview' table with columns for 'Collection', 'Status', and 'Date Collected'. The table lists 'Collection Status' as 'Completed' and 'Validate Status' as 'Validated'. Below this, a 'Processing Status' section shows 'Processing Status' as 'Processing' and 'Processing Date' as '07/20/15 02:01 PM'. The interface includes a search bar, navigation tabs, and a sidebar with links to 'UTREx Overview', 'Reports', and 'Historical Updates'.

Collection	Status	Date Collected
Collection Status	Completed	07/20/15 02:01 PM
Validate Status	Validated	07/20/15 02:01 PM

Processing Status	Processing Date
Processing Status	07/20/15 02:01 PM

### UTREx:

- The UTREx/Data Clearinghouse gathers and stores student data throughout the year for exchanging student records and for reporting at the local, state and national levels.

# 3. Upgraded Transfer Guide

- Student Support: Clarifying transfer options for students
- Data Source: Helping USHE/institutions identify course-level and program-level transfer patterns and problems



# Goal: Robust, system-wide transfer guide that:

## ➤ Shows students:

- How credits transfer at various institutions
- Length of time to complete desired degree at any potential receiving institution
- Required coursework to complete in current institution to assure seamless transfer to desired degree at receiving institution

## ➤ Provides data on:

- Common course numbering and how courses are accepted at various institutions (ASAC priority)
- Program level articulation and where there are mismatches

## ➤ Increases # of students transferring with equivalent rather than elective credit and no transfer issues

# Transfer Guide Upgrade Progress Report



**\*\*Bids by Spring 2019\*\***

# Still to do:

- Identify a way to pay for the transfer guide





# Policy Recommendation:

Mandate institutional participation in the USHE Transfer Guide

### 3. Specific Problems Affecting Students

- Identified in focus groups
- Identified in USHE data
- Identified by institutions



# Key Transfer Issues Identified

- **Major/Program Transfer:** Re-examining course alignment between associate's and related bachelor's degrees (Program Mapping Alignment underway; discussion at Majors Meetings)
- **GE Certificates and Letters of Completion:** Policy clarity and consistency for certificates/letters of completion
- **Lack of Knowledge of Transfer Credit Appeal Options**

# Transfer Issues

## Recommendation 1: Continue Work to Align Major/Pre-major Pathways

- Create pre-major to major pathways for the most popular majors; publish in the Transfer Guide
- Include pre-requisites in the pathways to identify “hidden credits.”
- Work toward developing pathways for more majors; publish in the Transfer Guide, once it is in place

# Begin with these 6 majors

- Business
- Psychology
- Biology
- Nursing
- Elementary Education
- Accounting

## Top majors

### For all graduates

1. Psychology
2. Business Administration & Management
3. Nursing
4. Accounting
5. Elementary Education and Teaching
6. Economics
7. Biology
8. English

### For transfer students

1. General Studies
2. Business Administration
3. Psychology
4. Biology
5. Nursing
6. Airline/Commercial Professional Pilot (UVU)
7. Elementary Education
8. Accounting

# Transfer Issues

Recommendation 2: Assure Alignment of General Education, Associate Degree, and Pre-major Policy Language

Direct Commissioner and staff to evaluate R401 and R470 for possible clarifying language around transfer and articulation issues

# Common Student Appeals Process Elements

- Student Documentation (e.g., syllabus, text, graded course assignments or tests)
- Student Discussion with Initial Transfer Credit (e.g., faculty member, department chair, transfer advisor)
- Appeal
  - Dean or other supervisor
  - Student Appeals Committee

# Transfer Issues

## Recommendation 3: Enhance Communication with Students

Require in Regent policy that institutions:

- (1) Have a student appeals process that covers transfer credit determinations/disputes.
- (2) Clearly provide information about transfer processes on institutional and system websites, the Transfer Guide, and in advising offices.
- (3) Communicate adjudication/appeals processes for transfer problems and make these easier for students to find.

