



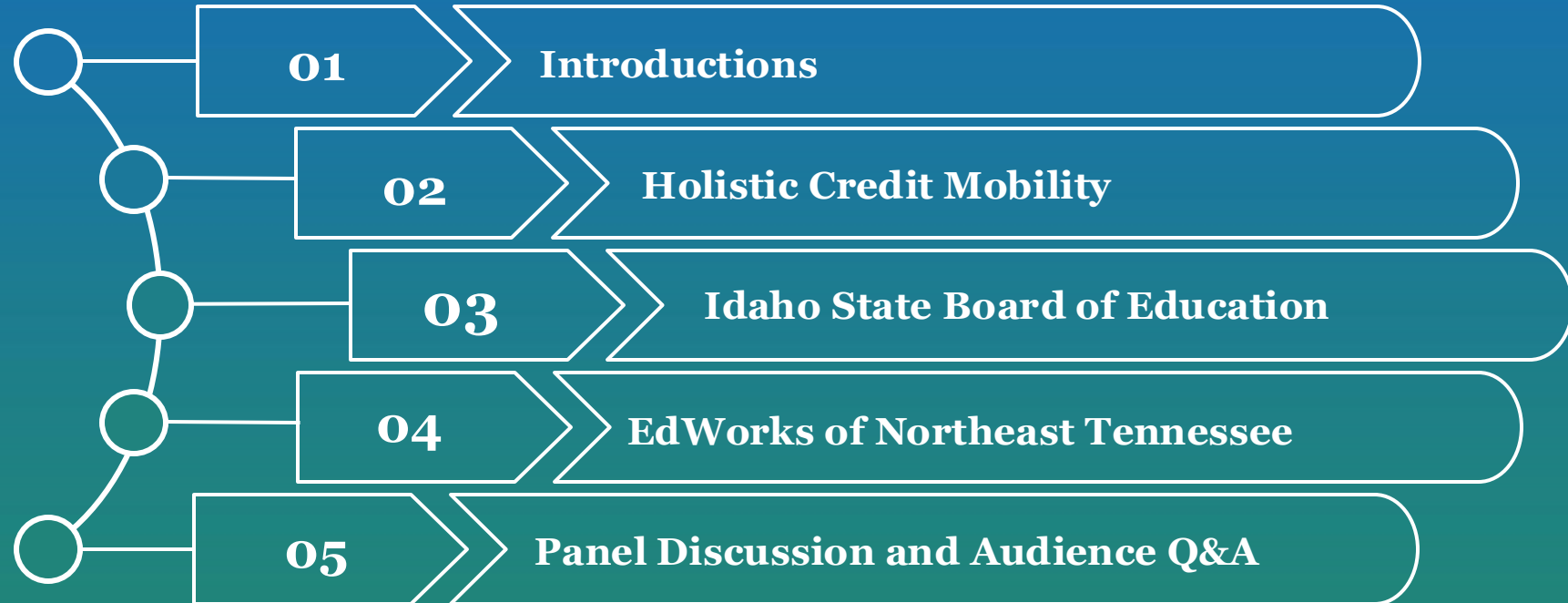
Holistic Solutions for Counting All Learning

Perspectives from Holistic Credit Mobility Cohort Participants

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ITHAKA S+R





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Credit Mobility Quiz

What share of bachelor's degree recipients have earned college credits from more than one college or university?

- A. 10%
- B. 26%
- C. 48%
- D. 67%

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Approximately what share of transfer students have to repeat at least one course they have already taken and passed?

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- C. 20%
- D. 30%

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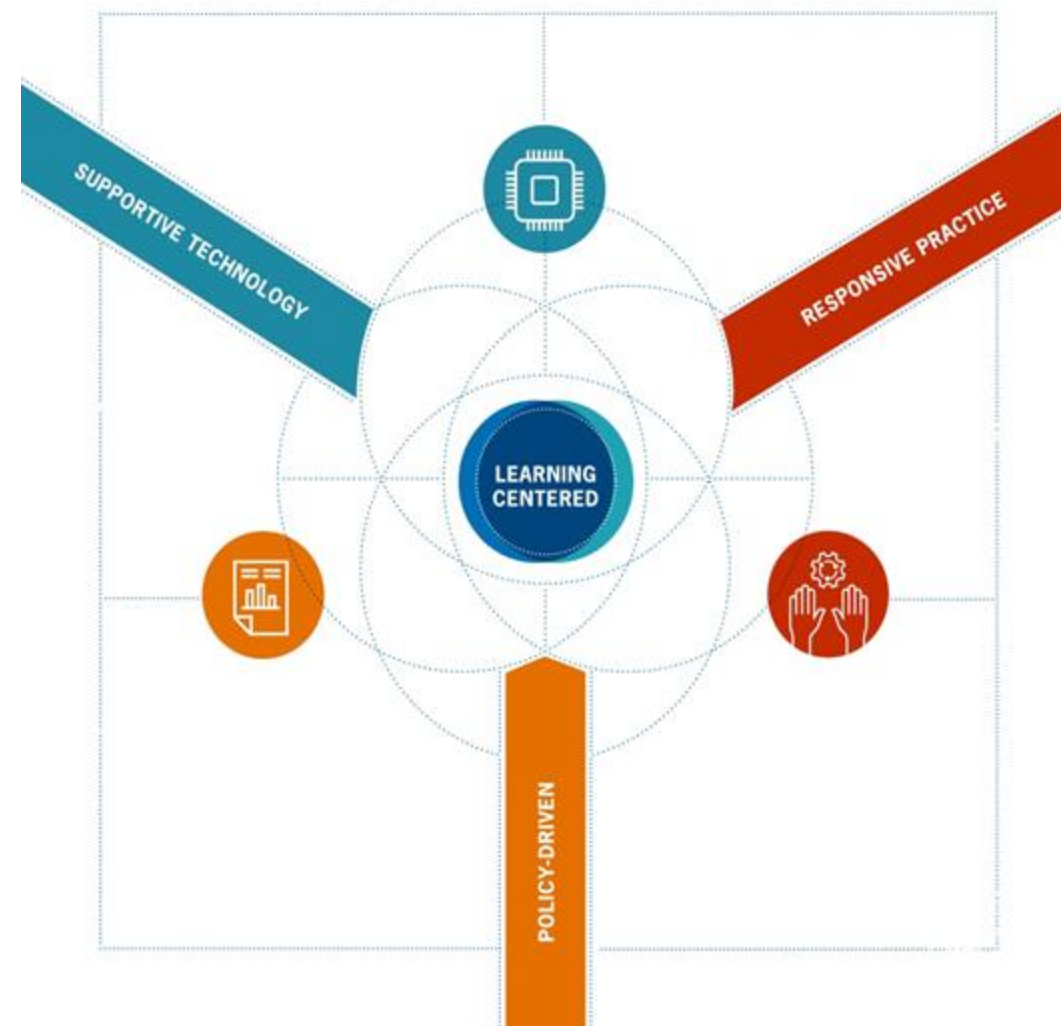
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Learner and Learning Mobility are Ubiquitous and Present Enduring Challenges

- Large share of degree holders possess transcripts from multiple institutions:
 - 45% Associates Degree
 - 67% Bachelor's Degree
- Student mobility is increasingly multi-directional, crossing institutional types, system and state boundaries.
- Transfer students lose an estimated 43 percent of their credits when they move to a new institution.
- Systemic problems and challenges limit credit earning and transferability for students.
- Students from lower socioeconomic backgrounds disproportionately impacted.
- Credit mobility limitations contribute to lower levels of credential completion.

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

- Centers student learning as the determining factors in credit completion and progress towards a credential.
- Counts *all* validated learning regardless of source.
- Avoids repeated learning of the same content.
- Requires institutional collaboration.



Credit Mobility Strategies in Action: A Case Study Report

Publication Date: February 27, 2025

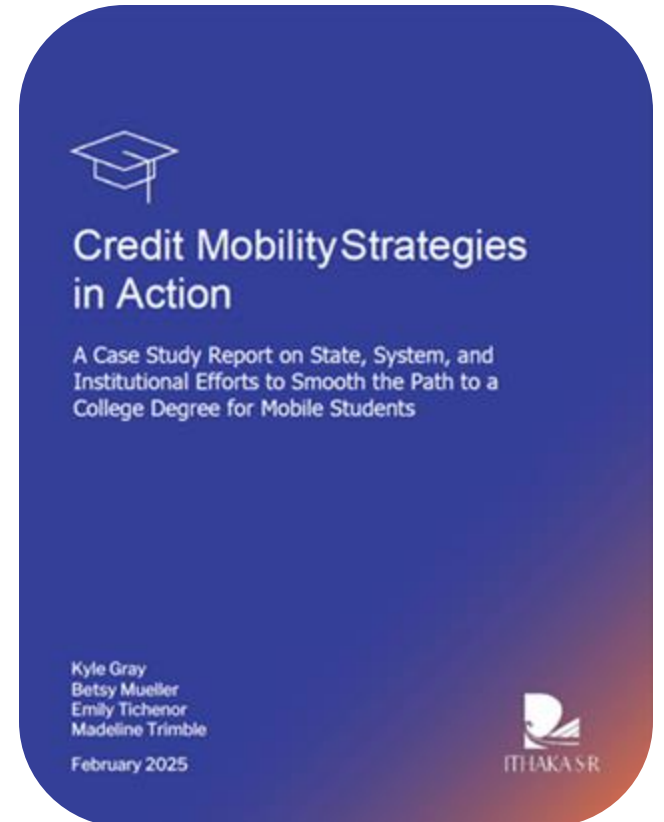
Authors: Kyle Gray, Betsy Mueller, Emily Tichenor, Madeline Trimble.

Purpose: To understand the complex nature of learning recognition and credit transfer in American postsecondary education.

Methodology: Series of qualitative interviews in fall 2024 with state, system, and institutional leaders.

Participants:

- Idaho State Board of Education
- Illinois Community College Board
- Ohio Department of Higher Education
- University of North Carolina System
- Charter Oak State College (CT)
- Florida International University



THE EVOLVING CREDIT MOBILITY LANDSCAPE

RESPONSIVE PRACTICE

Responsive and iterative approaches to improving student outcomes over time.

Changes in system and state approaches to credit mobility do not occur in a vacuum.

TECHNOLOGY

Technological processes improvement to reduce costs of routine forms of transfer, freeing up labor to address more complex student needs or develop new capacities.

MEASUREMENT

Measuring learner mobility enables deeper understanding and targeted supports.

Shift from: “how **credit** is moving from one institution to another” to how **people** are moving from one institution to another

POLICY

Credit mobility can recruit student populations uniquely positioned to fill labor market gaps.

Mobile students are an increasingly necessary mechanism to keep enrollment strong while also addressing economic needs.

TRANSFER-TECH OPTIMISM

States and systems use a wide array of tools and programs to support students, faculty, and administrators.

Software tools address credit mobility knowledge gaps at scale, informing students, practitioners, and policymakers simultaneously.

Software tools increase transparency and access, but do not operate as standalone solutions and are intended to be used in conjunction with other student supports.

FOSTERING INSTITUTIONAL & FACULTY TRUST

Trust is paramount to fostering respect and garnering goodwill throughout these states, allowing leaders to more accurately and acutely ascertain needs, challenges, and desires.

State coordinating and governing boards manage stakeholder relationships to the success of holistic credit mobility initiatives.

Regular, intentful convening promotes holistic credit mobility and improves the policy-making process.

COORDINATION AND COLLABORATION

Successful credit mobility initiatives demand continued collaboration between key stakeholders.

State boards and coordinating bodies play a key role in convening key stakeholders, forging connections across institutions, and supporting policy development and implementation.

ECONOMIC AND WORKFORCE ALIGNMENT

Credit mobility within states and systems is driven in part by cross-institutional and economic and workforce alignment, bringing together individual and state needs to drive attainment and economic growth.

Identifying and tapping demand for particular programs, certifications, or labor can garner buy-in from key stakeholders, recruit in-demand populations of learners, and yield beneficial outcomes that reverberate through a region or sector.

Holistic Credit Mobility Acceleration Cohort 2025–2026 Spans 12 Systems and Consortia

- Idaho State Board of Education
- Minnesota State
- South Carolina Commission on Higher Education
- Louisiana Board of Regents
- EdWorks of Northeast Tennessee
- Missouri Department of Higher Education & Workforce Development

- Nevada System of Higher Education
- Ohio Department of Higher Education
- Pennsylvania State System of Higher Education
- Shasta College/North State Together Partnership
- EWU on behalf of a regional group of education and training organizations
- University System of Georgia

Holistic Credit Mobility Playbook, with actionable strategies and implementation guides, will be published in 2026

Why We're Here: A Shared Vision for Credit Mobility

The Need

Students face barriers to transferring credits earned at one institution to another. This hinders academic progress and leads to unnecessary time and financial burdens. This cohort aims to address this challenge by building a strong community to explore credit mobility opportunities.

Our Goal

Together, we'll identify and implement strategies to enhance credit mobility, creating a seamless path for students to transfer earned credits and ultimately achieve their educational goals.

Three Strands: Creating Collaborative Models and Strengthening State Transfer Initiatives via the Holistic Credit Mobility Grant

Heidi Estrem, Chief Academic Officer, Idaho State Board of Education
Tiffany Seeley-Case, Vice President of Instruction, College of Southern Idaho
Cynthia Hill, Senior Vice Provost for Instructional Effectiveness & ALO, Idaho State University
Tyler Brown, AVP, Enrollment and Student Services, College of Western Idaho
Connie Black, Registrar, CWI



Closeness Despite Geography



- Eight institutions. One governing board. 83,569 square miles.
- Thirty-five of Idaho's forty-four counties are rural; we are the 44th state for population density.
- There are no direct commercial flights within the state, no north-south interstate, and our state covers two time zones.
- Wide open spaces also mean few barriers. Smaller institutions mean that we know we need to collaborate.
- Creative state networks encourage cross-pollination in ways that enrich us all.

Collaboration and Transfer Demands Participatory Governance and Shared Trust

“Our differences should not turn into barriers for cooperation or excuses for entrenched views; instead, they must precisely be invitations that nourish the urgent actions and solutions we must imagine and build together.”
(Jessica Riddell, *Hope Circuits* 2024, p. 66).

Three Strands for Creating Collaborative Models and Strengthening State Transfer

Policy:

State-level transfer data reporting

There is a legislative requirement for transfer data reporting ([33-3729 Transfer of Credit](#)). We are working this year to improve the data so that it is usable for all stakeholders.

Responsive Practice:

Faculty collaboration and transfer degree development

Idaho State University and the College of Southern Idaho are spending the next year in deep collaboration (with support from the Aspen Institute as well); they are improving transfer pathways, creating marketing materials, and learning with students.

Supportive Technology:

Student Data-sharing Project

College of Western Idaho is investing in infrastructure and in preparing for direct student data sharing with Boise State, their largest partner institution.

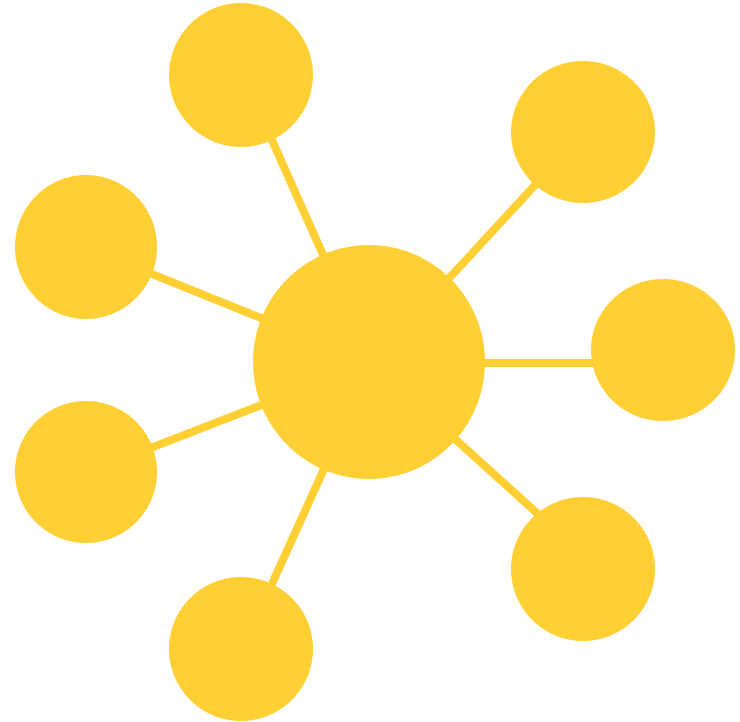


EAST TENNESSEE STATE
UNIVERSITY

EdWorks of Northeast Tennessee

A Regional Consortium

- 1 public university
- 3 private religious universities
- 2 community colleges
- 2 technical schools
- 0 statutory authority



Learner Centered

- Students don't think in terms of state systems.
- Packaging and communicating articulation agreements clearly early in students' decision-making processes.
- Fostering relationships between institutions.

Responsive Practice

- Efforts to create clear transfer pathways from technical schools through community colleges and on to a bachelor's-granting institution.
- Particularly clear pathways in high-demand career areas with well-defined skills (e.g., nursing, engineering).
- Partnerships with P12 districts and industry are key.



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Q&A



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Thank You

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