



Holistic Credit Mobility

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Case Studies

Select one to review; discussion prompts on p.2

Case Study 1: Florida's House Bill 7071

Enacted in 2019, Florida's House Bill 7071 addresses a variety of career and technical education issues, as well as transition pathways¹:

- First, the legislation requires the State Board of Education and the Board of Governors of the State University System of Florida (BOG) to create a reverse transfer articulation agreement with the Florida College System (FCS). Through the reverse transfer agreement, students who exit the community college system without first earning their associate's degree would have the option to receive their degree even after enrolling in the state university system.
- Second, the legislation requires a regional career pathways agreement for specific programs between the state's career centers and the college system. These agreements must guarantee college credit to students who graduate from a career center with a career or technical certificate.

Case Study 2: The Success Center for California Community Colleges

The Success Center for California Community Colleges partners with the Chancellor's Office and the California Community Colleges to promote the sharing, adoption, and implementation of effective practices and policies to better serve California's community college students.²

¹ <https://www.flsenate.gov/Committees/bills/summaries/2019/html/1997>

² <https://successcenter.cccco.edu/>

One of several collaborative initiatives, the Success Center has focused on providing students with credit for prior learning, or CPL. The Center and Chancellor's Office have taken actions like convening a statewide cross-role, cross-sector advisory committee to develop new policy recommendations that expand CPL assessment methods, streamline internal processes to award credit, and make institutions more responsive to students who arrive with prior learning experiences.³ The Center has also organized a Resource Center where California community college faculty and staff can find resources about CPL, collaborate to share practices across campuses, engage in dialogue, and contribute to creating more equitable prior learning assessment opportunities for students.⁴

Case Study 3: Transfer Explorer

Transfer Explorer, co-developed by Ithaka S+R and the City University of New York (CUNY), is a publicly accessible website displaying easy-to-navigate, real-time data on how any course taken at any CUNY college will be treated if a student transfers to any other CUNY college. In addition to serving as an informational resource to prospective transfer students and their advisors, a group of eight CUNY institutions has formed a community of practice to use the public site and additional feature prototypes to inform changes in transfer policy and processes.

Other features under development include functionality for users to see how transferred courses count toward any degree program at any CUNY college, the ability for users to create and monitor a transfer plan, details on the outcomes of transfer students at each of CUNY's colleges, and the inclusion of information on how CUNY colleges treat credits or validated learning earned outside of CUNY. The Transfer Explorer team also has plans to expand or replicate the site to other higher education institutions and state systems.

Discussion Questions

1. Based on the brief summary, which elements of holistic credit mobility are represented by the case study? Which are not?
2. How might the leaders of this initiative implement even more holistic credit mobility strategies?
3. What challenges do you expect the institution or system will face in implementing holistic credit mobility supports?
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?

³ <https://successcenter.cccco.edu/Strategic-Projects/Credit-for-Prior-Learning-Initiative>

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