

# Transfer Student Success

Embracing the Hot Potato of Statewide Collaboration to Produce Transformative Change

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# Transfer Student Success

Statewide collaborations to  
produce transformative change



How can we sustain a state policy environment that encourages buy-in, mutual trust, and collaboration?

How have individual institutions implemented student-focused transfer initiatives in Idaho?

## Session Overview

- Five-minute presentations from each perspective/institution
- Q&A

# Idaho educational policy context

Heidi Estrem, PhD

Associate Academic Officer  
Idaho State Board of Education



# Participatory Governance in a Statewide Context

The hot potato: small system in a rural state + high uptake of dual credit opportunities + high transfer/returning student populations + low college-going rates + high distrust environment

# Participatory Governance in a Statewide Context

“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” (*Hope Circuits* 66).

# Participatory Governance in a Statewide Context

Surface the systems

Take a systems-level approach

Build intentional community (*Hope Circuits 60*)

and

Who's not in the room?

# General Education Governance and Transfer

Statewide approach – *all* institutions

General Education Committee – participatory governance



# The Purpose of the Statewide General Education Policy is to:

- a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses,
- b. Establish shared disciplinary/Ways of Knowing rubrics that guide institutional decision-making about designating courses to GEM competency areas, and
- c. Create a transparent and seamless transfer experience for undergraduate students across Idaho's public postsecondary institutions.

[III.N Statewide General Education](#)

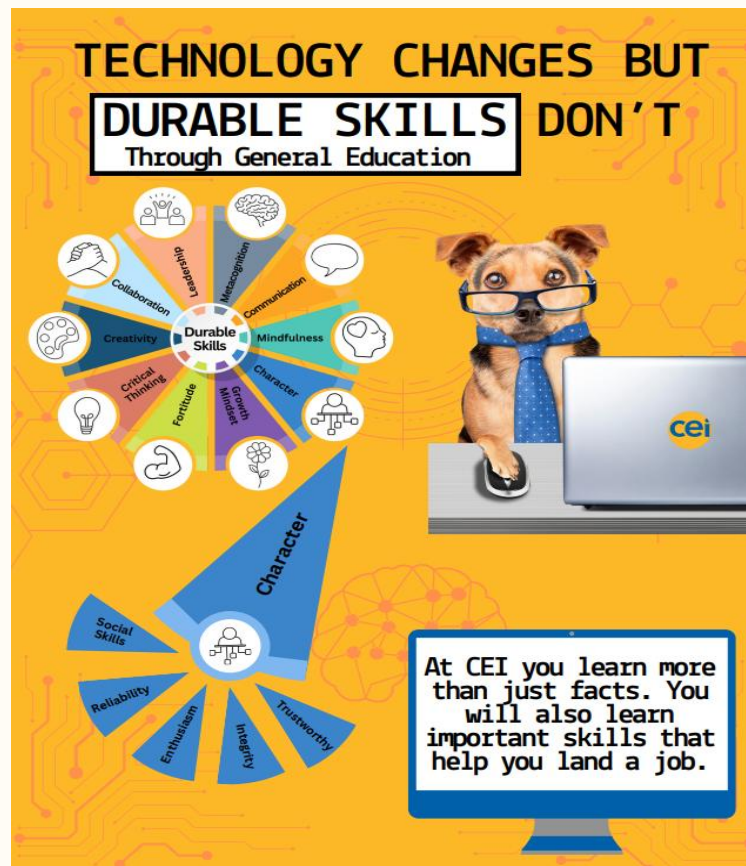
# General Education Committee

One general education leader from each institution (8)

Constituency representatives: Idaho Registrars' Council, dual credit, open education, online learning, and Career-Technical Education (5).

# General Education: Procedural and Inspirational

How can we tell the story of general education?



# College of Southern Idaho

Tiffany Seeley-Case  
Vice President of Instruction



Unique Challenge: CSI doesn't pair to any 4-year partner geographically

Solutions: Using the statewide framework for support, our solutions have been able to be more relational than geographic.

- GEM Summit is key to this work
- Statewide framework is key to this work
- Support from disciplinary colleagues across the state

# College of Eastern Idaho

Angela Sackett  
Vice President of Academic and  
Student Affairs



Brief History

Foundational General Education

# Statewide Framework

- Critical for us to determine if courses met General Education Criteria
- Allows for Flexibility
  - Ways of Knowing Framework
  - General Education Matriculation (GEM) Decided at Institutional Level
- Academic Freedom for Faculty
  - Faculty Propose Courses for GEM Stamping
  - Faculty Have a Voice in Curriculum
- Seamless Transfer
  - Credit for Gen Ed Core Completion (36 Credits)
- Idaho Institutions are “Transfer Friendly”
- Encourages Students to Transfer to Idaho Institutions

# College of Western Idaho

Justin Vance





- General Education Summit Collaboration
  - Participation by faculty reps from each Gen Ed Category/each institution
- General Education Core Certification immensely helpful to our students
  - Complete all categories of Gen Ed, an AA, or AS
- Common General Education Class list
- Common Test for credit (AP, CLEP etc.
- Common degree definitions
  - AAS is a CTE degree
  - AA or AS must include entire Gen Ed Core
- Regular Registrar Collaboration
  - Transcript sharing project in progress
  - UG co-admission and co-enrollment agreement-2022 (concept has supported this work)



# discussion

1. How do state-level transfer initiatives shift from being perceived as 'compliance requirements' to becoming catalysts for meaningful institutional change, particularly in light of Kezar's sensemaking framework?
1. What specific strategies have proven most effective in gaining faculty buy-in for general education alignment across institutions?
1. How can institutions balance maintaining their unique academic identity while participating in standardized transfer pathways and agreements?