2019
Transfer and Articulation Audit

Phase Three: A review of 2019-20 Transfer Agreements

**Prepared by the Nevada System of Higher Education
Department of Academic and Student Affairs**

May 2019

NEVADA SYSTEM OF HIGHER EDUCATION

BOARD OF REGENTS

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Executive Summary

Background

In March 2015, the Board of Regents' Academic, Research, and Student Affairs (ARSA) Committee requested a review by the Chancellor's Office of transfer and articulation policies and practices across the Nevada System of Higher Education (NSHE). This request was prompted by persistent concerns expressed by regents, students, legislators, and other education stakeholders regarding the challenges reported anecdotally by students when trying to transfer courses from one institution to another.

The Nevada Board of Regents responded to these concerns over the years, including adopting policies governing the transfer and articulation of courses within NSHE designed to streamline the process, and requesting audits of the policies. The ARSA Committee's request for a review of these policies reflects an ongoing desire of the Board to identify and address the source of any challenges for transfer students. This effort is consistent with the Board's strategic planning goals, including access (increase participation in post-secondary education), success (increase student success), close the achievement gap among underserved student populations, and workforce (collaboratively address the challenges of the workforce and industry education needs of Nevada).

In Fall 2015, the NSHE Department of Academic and Student Affairs conducted the first phase – a full audit of the NSHE transfer policies – and reported its initial findings to the ARSA Committee in June 2016. The second phase – reported to the ARSA Committee in February 2019 – focused on the full audit of all regional transfer agreements between NSHE institutions, as well as recent actions by the Board to address the ongoing concerns relating to transfer and articulation. This report is the third and final phase of review that includes a follow-up review of all regional transfer agreements. Findings and recommendations of this third phase are included herein. Each phase of this extensive review yielded positive results, an indication that NSHE transfer and articulation policies, procedures, and agreements support student success by ensuring that students transfer seamlessly.

The Process

In the interest of consistency, all regional transfer agreement reviews were completed in the same manner. The 2018 and 2019 phases consisted of auditing all available transfer agreements whereas the 2015 audit was completed using a random sample of transfer agreements. The 2019 audit included a
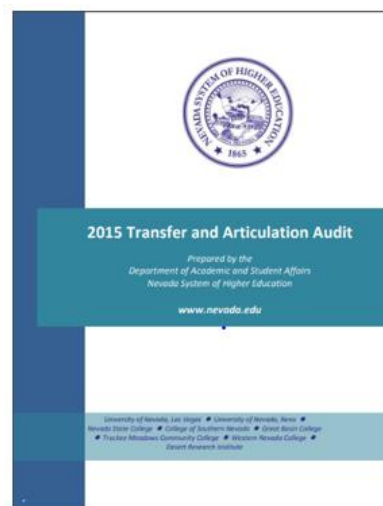
correction phase to give the institutions an opportunity to fix identified exceptions found in the initial 2019 audit reviews. This additional step in the audit was included so that institutions could appropriately correct transfer agreements to align with the Board's policy, ensuring that the 2019-20 transfer agreements available to students were up-to-date and in the best possible condition for student use. As curriculum is continually updated to ensure the highest integrity for degree programs, transfer agreements will continually need adjustment. The correction phase was undertaken so that at the end of the process the Board, students, and education stakeholders could be assured that, as of a point in time, regional transfer agreements were in good order, evident by the final audit results with 95.4 percent of regional transfer agreements in compliance with Board policy.

Highlights

After reviewing nearly 600 regional transfer agreements for academic year 2019-20, the audit found an initial result of 77.8 percent of transfer agreements in full compliance with Board policy. This is an increase in overall satisfactory completion of 1.8 percentage points over the 2018 audit results. Looking at the initial audit finding, it should be noted that the compliance is as high as 90 percent between certain institutions. After the correction phase, agreements in compliance increased to 95.4 percent overall. In the following pages, the findings are summarized by region with an added comparison between the 2018 and the final 2019 audits.

2019 Transfer Agreement Audit Process

In preparation for this audit, the NSHE System Office created a timeline for the 2019 audit and began the process by preparing a list of all regional transfer agreements that would be reviewed during the audit process. Transfer agreements identified in the list were required to be submitted to the System Office by May 15, 2019. This deadline was later extended to July 15, 2019, due to a backlog of agreements in process. The review process of each individual agreement continued throughout the summer and into the fall.

This audit followed the same design as the 2018 audit. Each transfer agreement was reviewed to determine the following:

> ➤ General compliance with Board policy governing transfer and articulation, including collaboratively developed transfer agreements for each baccalaureate program with the corresponding associate program or general transfer associate program if no corresponding associate program exists.
> ➤ Whether the transfer agreements include a year-by-year course outline as required by Board policy, with the associate degree requirements clearly set forth in the first two years of the year-by-year course outline.
> ➤ Whether the first two years of the year-by-year course outline result in an associate degree with minimal (0-3) loss of credits upon transfer to a four-year degree program.

One significant difference between this audit and the 2018 audit was the addition of a correction opportunity following the initial audit review. On December 2, 2019, the System Office requested all the institutions to correct agreements that were not in compliance with Board policy. This request was
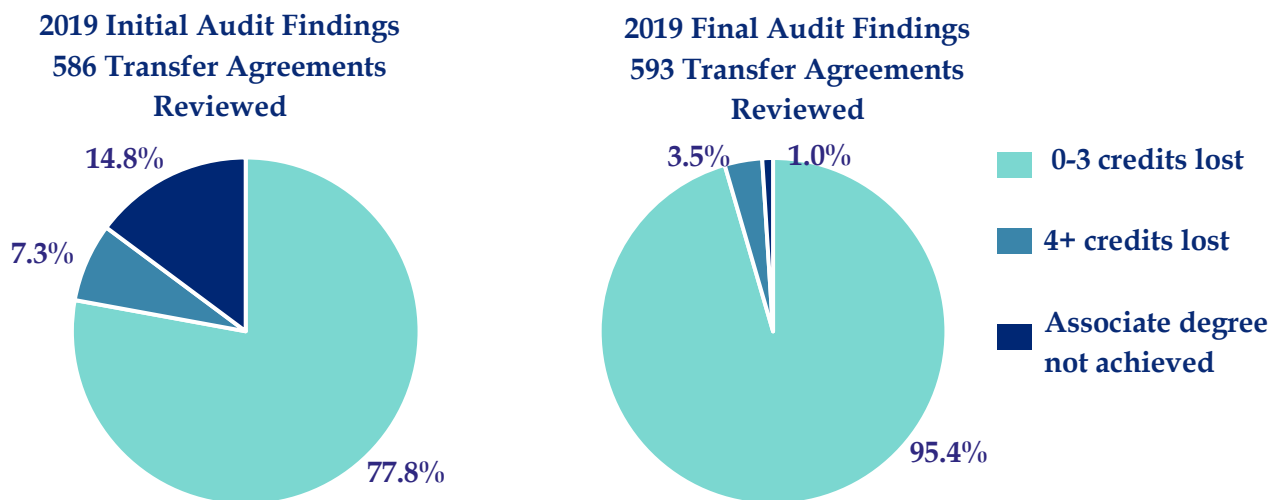
sent to the Academic Officers and the Articulation Coordinating Committee representatives. The request included a spreadsheet listing all transfer agreements that were either not received, showed a loss/non-articulation of four or more credits upon transfer, or the associate degree was not achieved. The institutions were given a deadline of March 16, 2020, to correct these agreements and resubmit them for a second review. In total there were 160 agreements in need of correction. By the deadline, 152 of 160 agreements were corrected and resubmitted. Upon re-review 63.5 percent in the south and 91.7 percent in the north were determined to be corrected. While this is not a step that is typically taken in a formal audit, it was done in an effort to get as many agreements as possible in compliance with Board policy to support seamless transfer and student success.

Exit interviews with the institutions were held via video in March and April 2020. With the review of corrections still occurring, the exit interviews were based on initial findings only.

2019 Transfer Agreement Audit Findings

Initial 2019 audit results indicated NSHE institutions are generally compliant with current Board policy on transfer and articulation. Almost all the bachelor's degree programs (98 percent) had transfer agreements between the two-year and four-year regional NSHE partners. Likewise, all agreements included the four-year course outline and, with few exceptions, the agreements aligned the corresponding associate and bachelor's program, where applicable. These initial results found that 456 out of 586 transfer agreements submitted (78 percent) complied with Board policy by achieving the associate degree with minimal (0-3) credits lost or not articulated upon transfer. This shows an overall improvement of 1.8 percentage points over the 2018 audit.

After the correction phase, final results of the audit show 95.4 percent of the transfer agreements in compliance with Board policy by achieving the associate degree with minimal (0-3) credits lost (or not articulated) upon transfer. This is an increase of 19 percentage points over the 2018 audit. The correction period gave the institutions the opportunity to correct minor errors, submit agreements previously noted as missing, and re-work those that did not achieve the associate degree. The substantial improvement between the two audit periods, as well as between the initial and correction phases of the 2019 audit, underscores the ongoing, process-oriented nature of the transfer and articulation work performed by the campuses.

2019 Initial Audit Findings
586 Transfer Agreements
Reviewed

14.8%
7.3%
77.8%

2019 Final Audit Findings
593 Transfer Agreements
Reviewed

3.5%   1.0%
95.4%

- 0-3 credits lost
- 4+ credits lost
- Associate degree not achieved

Southern Region – UNLV, NSC, CSN

For the purposes of this audit, southern Nevada transfer agreements between CSN, as the associate degree-granting institution, and UNLV and NSC, as the bachelor's degree-granting institutions, were reviewed. All agreements submitted by the initial deadline of July 15, 2019, were for the correct academic year and all included a four-year course outline. UNLV submitted 114 agreements and NSC submitted 26 agreements. The overall submission rate of agreements was high with only two agreements missing from UNLV and one from NSC.

INITIAL 2019 RESULTS - TRANSFER AGREEMENTS – SOUTHERN REGION – UNLV/NSC/CSN

	Total Agreements for 2019-20 Academic Year	Number of Agreements Not Submitted	Number of Agreements Submitted & Reviewed	Number of Credits Lost under Agreements Submitted/Reviewed					
				0-3 Credits		4-12 Credits		Associate not Achieved	
				#	%	#	%	#	%
UNLV/CSN	116	2	114	73	64%	18	16%	23	20%
NSC/CSN	27	1	26	17	65%	0	0%	9	35%
Total	**143**	**3**	**140**	**90**	**64%**	**18**	**13%**	**32**	**23%**

The total number of agreements needing correction in the southern region was 63. In total, 62 corrected agreements were submitted for the correction phase. The second review found that 40 of the agreements submitted for correction allowed a student to achieve their associate degree and transfer with a minimal (0-3) credits lost. However, 21 of the 63 that were submitted for correction still left a student that received their associate degree losing 4 or more credits upon transfer to the four-year institution. The number of agreements that did not achieve the associate degree for the southern region was significantly reduced, from 32 in the pre-correction phase to one after corrections were submitted and evaluated.

FINAL 2019 RESULTS - TRANSFER AGREEMENTS – SOUTHERN REGION – UNLV/NSC/CSN

	Total Agreements for 2019-20 Academic Year	Number of Agreements Not Submitted	Number of Agreements Submitted & Reviewed	Number of Credits Lost under Agreements Submitted/Reviewed					
				0-3 Credits		4-12 Credits		Associate not Achieved	
				#	%	#	%	#	%
UNLV/CSN	116	1	115	96	84%	18	16%	1	1%
NSC/CSN	27	0	27	24	89%	3	11%	0	0%
Total	**143**	**1**	**142**	**120**	**85%**	**21**	**15%**	**1**	**1%**

Compared to 2018, this audit saw an increase in the number of transfer agreements received for the southern region and an increase in agreements that achieved the associate degree with minimum credits (0-3) lost (7 percentage points higher than the 2018 audit). In 2019, 84 percent of agreements between UNLV and CSN and 89 percent of agreements between NSC and CSN fell into this category. In 2018 the rates were 76 percent and 81 percent, respectively, with a regional rate of 78 percent. For agreements that resulted in four or more credits lost or not articulated to a bachelor's degree, in 2019 UNLV had 16 percent in this category, while NSC had 11 percent. This resulted in 15 percent for the region, up from the five percent reported in 2018. This increase was offset by a significant decrease in

the number of agreements that did not achieve the associate degree. Only one for UNLV and none for NSC failed to achieve the associate degree, resulting in less than one percent for the region, a decrease of 16 percentage points over the 2018 audit.

COMPARISON 2018 AND FINAL 2019 - TRANSFER AGREEMENTS – SOUTHERN REGION – UNLV/NSC/CSN

	Total Agreements Subject to Review	Number of Agreements Not Submitted	Number of Agreements Submitted & Reviewed	Number of Credits Lost under Agreements Submitted/Reviewed					
				0-3 Credits		4-12 Credits		Associate not Achieved	
				#	%	#	%	#	%
2018	130	36	94	73	78%	5	5%	16	17%
FINAL 2019	143	1	142	120	85%	21	15%	1	1%

There were a number of factors that impacted the 2019 results in the southern region. Between the 2018 and 2019 audit periods, CSN embarked on an internal review and made curricular changes to various programs to facilitate alignment of programs and ease of transfer for students that were not all accounted for in the agreements initially submitted for the 2019 audit. For at least some of the NSC agreements, the 2018-19 CSN catalog was used to create the agreement; therefore, these agreements did not reflect the changes that were implemented for the 2019-20 academic year. This resulted in some misalignment between the two and four-year programs, but it is important to note that the catalog confusion was a result of miscommunication and timing, rather than a lack of collaboration. With the UNLV transfer agreements, there were a number of agreements where the total credits on the agreement were higher than the number of credits published in the institutional catalog. In some cases, the difference was substantial. It is possible there are underlying catalog issues that impacted this result. UNLV indicated that while these agreements do exceed the published credit totals, transfer students do not take more credits than native students. These agreements were included in the request for correction. Importantly, both CSN and UNLV have brought on dedicated staff whose responsibility is to monitor, maintain, and improve the transfer agreements and the transfer going process between the two institutions.

Northern Region – UNR, GBC, TMCC, WNC

For the purposes of the 2019 audit, northern Nevada transfer agreements between TMCC, WNC, and GBC, as the associate degree-granting institutions, and UNR and GBC, as the bachelor's degree-granting institutions, were reviewed. All agreements submitted were for the correct academic year and all agreements included a four-year course outline. UNR submitted 426 transfer agreements (144 each with TMCC and WNC and 138 with GBC) and GBC submitted 20 agreements (10 each with TMCC and WNC) by the audit submission deadline of July 15, 2019. This was also a strong response with only nine missing agreements from UNR and no missing agreements from GBC.

INITIAL 2019 RESULTS - TRANSFER AGREEMENTS – NORTHERN REGION – UNR/TMCC/WNC/GBC

	Total Agreements for 2019-20 Academic Year	Number of Agreements Not Submitted	Number of Agreements Submitted & Reviewed	Number of Credits Lost under Agreements Submitted/Reviewed					
				0-3 Credits		4-12 Credits		Associate not Achieved	
				#	%	#	%	#	%
UNR/TMCC	145	1	144	130	90%	3	2%	11	8%
UNR/WNC	145	1	144	126	88%	2	1%	16	11%
UNR/GBC	145	7	138	100	73%	16	12%	22	16%
GBC/TMCC	10	0	10	3	30%	4	40%	3	30%
GBC/WNC	10	0	10	7	70%	0	0%	3	30%
Total	455	9	446	366	82%	25	6%	55	12%

Following the initial review, 97 agreements in the northern region required corrections. After the correction period 90 corrected agreements were submitted for re-review. The updated reviews found that 89 of the agreements submitted for correction allowed a student to achieve their associate degree and transfer with a loss of 0-3 credits. Only one agreement left a student unable to achieve the associate degree and 7 agreements were not received or not corrected. Significantly, this results in 99 percent of all transfer agreements in the northern region meeting Board policy requirements.

FINAL 2019 RESULTS - TRANSFER AGREEMENTS – NORTHERN REGION – UNR/TMCC/WNC/GBC

	Total Agreements for 2019-20 Academic Year	Number of Agreements Not Submitted	Number of Agreements Submitted & Reviewed	Number of Credits Lost under Agreements Submitted/Reviewed					
				0-3 Credits		4-12 Credits		Associate not Achieved	
				#	%	#	%	#	%
UNR/TMCC	145	0	145	145	100%	0	0%	0	0%
UNR/WNC	145	0	145	144	99%	0	0%	1	1%
UNR/GBC	145	4	141	140	99%	0	0%	1	1%
GBC/TMCC	10	0	10	7	70%	0	0%	3	30%
GBC/WNC	10	0	10	10	100%	0	0%	0	0%
Total	455	4	451	446	99%	0	0%	5	1%

The 2019 northern region final audit results reflect an increase of 23 percentage points over 2018. Of the 431 agreements with UNR, a considerable number of those achieved the associate degree with minimal credit (0-3) loss: 145 agreements with TMCC (100 percent), 144 agreements with WNC (99 percent), and 140 agreements with GBC (99 percent). For comparison, rates from the 2018 audit were 84 percent with TMCC, 82 percent with WNC, and 60 percent with GBC. Of the 17 agreements with GBC that achieved the associate degree with minimal loss of credit, results show agreements with TMCC are at 70 percent while WNC shows at 100 percent. This is a significant increase over the 2018 results which reported both TMCC and WNC at 30 percent. Just as in 2018, in 2019 there were no agreements that resulted in four or more credits lost or not articulated. Lastly, the number of agreements that did not achieve the associate degree were two with UNR and three with GBC. This brings the overall percentage of associate degrees not achieved down to one percent for the northern region. This is a dramatic improvement over the 24 percent in 2018.

COMPARISON 2018 AND FINAL 2019 - TRANSFER AGREEMENTS - NORTHERN REGION

| | Total Agreements Subject to Review | Number of Agreements Not Submitted | Number of Agreements Submitted & Reviewed | Number of Credits Lost under Agreements Submitted/Reviewed | | | | | |
| | | | | 0-3 Credits | | 4-12 Credits | | Associate not Achieved | |
				#	%	#	%	#	%
2018	421	145	276	209	76%	1	0%	66	24%
FINAL 2019	455	4	451	446	99%	0	0%	5	1%

Even with these positive results, there were several instances on the UNR agreements where the overall credit count for the bachelor's program was well above the published program totals. In some cases, this may be due to a catalog issue, but in other cases there are credits not articulated which resulted in the credit overages. These were included in the request for correction and will need to be worked out for future agreements.

2019 Final Audit Results Compared to 2018 Audit Results

The final results of the 2019 audit found that overall 566 out of 593 transfer agreements submitted (95 percent) comply with Board policy by achieving the associate degree with minimal (0-3) credits lost or not articulated upon transfer. This is an overall improvement of 19 percentage points over the 2018 audit. There was a small increase of two percentage points in the number of agreements that achieved the associate degree with 4 or more credits lost upon transfer. This increase was offset by a significant decrease in the number of agreements that did not achieve the associate degree, from 22 percent for 2018 to one percent for the final 2019 results.

COMPARISON 2018 AND FINAL 2019 - TRANSFER AGREEMENTS - STATE

| | Total Agreements for 2019-20 Academic Year | Number of Agreements Not Submitted | Number of Agreements Submitted & Reviewed | Number of Credits Lost under Agreements Submitted/Reviewed | | | | | |
| | | | | 0-3 Credits | | 4-12 Credits | | Associate not Achieved | |
				#	%	#	%	#	%
2018	551	181	370	282	76%	6	2%	82	22%
FINAL 2019	598	5	593	566	95%	21	4%	6	1%

Recommendations

Having completed this third audit and based on conversations and interactions with institutional staff actively working on this project, the following recommendations are being made. Implementation of these recommendations would address some of the remaining challenges to compliance with Board policy.

Recommendation No. 1 – Barriers to Transfer - Suggested Policy Revisions

Currently, Board policy governing transfer and articulation provides that the first two years of the course-by-course outline must result in the associate degree. Cases have been identified where 300-400 level courses were included in the first two years of the course-by-course outline, and as a result the associate degree is not achieved in accordance with Board policy. It is recommended that the policy be revised to clarify that upper-division (300-400) coursework may not be included in the

first two years of the four-year course outline, with exceptions requiring approval by the Vice Chancellor for Academic and Student Affairs; and

Recommendation No. 2 – Suggested Policy Clarification

Current Board policy provides for reverse transfer (*Title 4, Chapter 14, Section 18*) whereby course credits may be transferred from the university or college to a community college for the purpose of meeting the requirements for an associate degree. In a small number of specialized or highly technical disciplines, it may be optimal for students to take some credits at the four-year institution before officially transferring. It is recommended that the Board's policy on transfer agreements be revised to clarify the use of reverse transfer for the purpose of an aligned transfer agreement.

Recommendation No. 3 – System Office: Ongoing Monitoring and Catalog Review

To the extent feasible and contingent upon necessary staffing levels, the System Office should perform ongoing monitoring and review of transfer agreements and provide support as needed to institutions collaborating on transfer matters. As part of an annual review process, the System Office will review catalog program descriptions, including a verification of the total number of actual program credits, checking for hidden prerequisites, and reviewing the recommended two or four-year outlines to ensure compliance with the 60/120 credit policy and allowable exceptions. Cleaning up catalog issues would not only be beneficial in the ongoing maintenance of transfer agreements but is also essential in maintaining transparency in degree requirements for all students.

Conclusion

The 2019 transfer and articulation audit was a follow-up recommended by the Board's ARSA Committee in response to the 2018 audit report. In addition to the follow-up audit, it was also recommended that transfer agreements be included in the approval process for new program proposals as they are reviewed by the Academic, Research, and Student Affairs Committee prior to Board of Regents approval. Previously, new program proposal submissions did not require transfer agreements be included in submission documentation. Since implementing this requirement, new program proposals are not considered by the ARSA Committee unless the corresponding regional transfer agreements are in place and in compliance with Board policy.

A recommendation stemming from the 2018 audit report was to implement a revised approval process for Common Course Number (CCN). This recommendation is under development and will be implemented August 2020. The new process requires all new courses to be submitted to Academic Affairs at the System as an initial step for review and identification of any duplicate course work or titles prior to notifying other institutions. During this process, a course prefix can be placed in the CCN database and reserved to eliminate crossover processing of courses using the same number or title. The objective with this new process is to identify potential conflicts earlier in the process in order to avoid the need for cumbersome changes late in the curricular cycle.

The results between the audit phases beginning in 2015 indicate substantial improvement. Of the random sample reviewed in the 2015 audit, only 46.4 percent achieved the associate degree. Between the 2015 and 2019 audit, there is a significant increase in the number of associate degrees achieved. As of the final 2019 audit results, **95.4 percent of regional transfer agreements are in compliance with**

Board policy, evidence that transfer and articulation is working to support student success across NSHE. In addition, policy awareness and support have grown remarkably on all NSHE campuses. Through this system-wide effort, a culture shift has taken place; there is collaboration between campuses and a mutual goal to continually improve the process for transfer students.

In order to maintain these substantial gains, ongoing maintenance and monitoring of transfer agreements will continue to occur. The institutions must continue to build transfer-going cultures with intentionality and place a priority on transfer students and the transfer process. To do so will increase the transfer rate throughout the state and allow students to realize their higher education goals.

Appendix: Board of Regents Policy

Title 4, Chapter 14, Section 15 – NSHE Transfer Admissions

Transfer students to the State College and universities may be admitted under the following alternatives:

1. Associate of Arts (AA), Associate of Science (AS), and Associate of Business (AB) Degree Graduates

The primary basis for admission to upper-division study with full junior status of transfer students from an NSHE community college to any other NSHE institution shall be the associate of arts, associate of science, and the associate of business degrees.

a. The completion of the associate of arts, associate of science, and associate of business degree at a community college automatically fulfills the lower-division general education requirements at any other NSHE institution.

b. Associate of arts, associate of science, and associate of business graduates will have completed a minimum of 60 credits of baccalaureate level courses.

c. Baccalaureate students who have completed NSHE associate of arts, associate of science, or associate of business degree shall complete a minimum number of credits at the accepting NSHE institution. This minimum number shall be set by the baccalaureate degree granting institution.

d. Baccalaureate level courses included as part of the associate of arts, associate of science, or associate of business degree will transfer to any other NSHE institution at a minimum as general elective credit.

e. All baccalaureate academic majors at a university or college must have current transfer agreements with NSHE community colleges. These agreements must provide clear information for community college students as to those courses that will transfer efficiently to another NSHE institution within each major. Information on these agreements must be available to all students on each campus.

f. Transfer agreements shall be developed collaboratively by both the baccalaureate degree-granting institution and the associate degree-granting institution for each baccalaureate program where a corresponding associate program exists. Absent a corresponding associate program, the transfer agreement shall be based on the general transfer degree (AA, AS or AB with no emphasis or major). A co-admission agreement, as authorized under Chapter 16, may be established to accommodate course requirements and potential reverse transfer pursuant to this Chapter. Transfer agreements must include a year-by-year outline of course requirements, including general education and degree requirements, in which the course of study leading to the baccalaureate degree includes the first two years coursework that will result in completion of the requirements for an associate degree.

g. Transfer agreements shall be updated to reflect any changes made in baccalaureate majors or associate degree requirements as they occur.

h. The receiving institution will evaluate all university and college parallel courses attempted at the community college (and any other educational institution attended)

and compute an overall admission grade point average in accordance with the institution's transfer policies.

   i. For associate of arts, associate of science, and associate of business graduates, if the overall transfer grade point average computed by the receiving institution is less than a 2.0 grade point average, the student shall be placed on probationary status until such grade point deficiencies are corrected.

2. Other Associate Degrees

Other associate degrees and certificates may be awarded by a community college for programs that have requirements different from the associate of arts, associate of science, associate of business, or a primary objective of transfer. A student with an associate degree other than an associate of arts, associate of science, or associate of business is not guaranteed junior status at a receiving institution.

3. Associate of Applied Science and Bachelor of Applied Science Degrees

   a. The Bachelor of Applied Science degree is a four-year occupationally specific degree that is intended to respond to the needs of the workforce. A student with an Associate of Applied Science degree in a program approved by the Board of Regents seeking a Bachelor of Applied Science degree is guaranteed junior status upon transfer to another applicable NSHE institution.

   b. Transfer agreements must include a year-by-year outline of course requirements, including transfer general education and degree requirements, in which the course of study leading to the Bachelor of Applied Science degree includes the first two years coursework that will result in completion of the requirements of an associate of applied science degree.

4. Non-Associate Degree Admissions

   a. Approved baccalaureate level courses shall be transferable to another NSHE institution at a minimum as general elective credit.

   b. Community college students should be strongly encouraged to complete their lower-division programs and an associate degree before transfer, but qualified students may apply for transfer at their own discretion.

   c. An applicant who does not satisfy university admission requirements upon graduation from high school must complete the equivalent of 24 semester credits in baccalaureate level courses with an overall grade point average of at least 2.50 at a community college or other accredited institution and must place into college-level English and mathematics courses or have completed college-level English and mathematics prior to transfer to qualify for university admission.

   d. An applicant who does not satisfy State College admission requirements upon graduation from high school must complete the equivalent of 12 semester credits in baccalaureate level courses with an overall grade point average of at least 2.00 at a community college or other accredited institution to qualify for State College admission.

   e. A course with a "D-" grade or better will be accepted for transfer provided the institution specific overall grade point average established in Subsections c. and d.

above is maintained. Transfer courses with a "D-" grade or better will count towards a bachelor's degree in the same manner as "D-" grades or better obtained by students enrolled in the lower-division at a State College or university. Credits from courses transferred with a "D-" grade or better count towards credit earned for a baccalaureate; however, it is at the discretion of the department or college offering the major as to whether courses with "D-" grades in the major satisfy requirements in the major field.