The Interstate Passport Initiative
A New Interstate Transfer Framework: Streamlining Pathways to Graduation

WICHE Commission Meeting
Boulder, CO
November 11, 2013

Patricia Shea

www.wiche.edu/passport
About the Passport Initiative

- A **grass-roots originated effort by academic leaders** in the WICHE states to advance friction-free transfer for students in the region with a **new framework based on learning outcomes**
- Envisioned as **a series of related projects** over an approximate five-year span
- **Participation is voluntary** in all projects
The Alliance asked WICHE to help create a zone of transfer where academic work completed at institutions in one state is accepted without repetition at institutions in a number of states.

Can there not be a common currency to facilitate student transfer between states... a Passport based on a common currency of Learning Outcomes?
On average ...

- 27 percent of all transfer students cross state lines **(over 300,000 in WICHE region annually)** (National Student Clearinghouse Signature Report, 2012)
- Transfer students who earn a B.A. take **1.2 years longer** to do it (U.S. Dept. of Education, 2010)
- The extra time costs a student **over $9,000** for tuition and fees alone (WICHE, 2010)
- **Unnecessary repetition of academic work** costs time and money for students, institutions, states, the federal government, and taxpayers
New agreements and policies will allow transfer students to carry with them an Interstate Passport, *signaling completion of a lower-division general education core*, based on *LEAP Essential Learning Outcomes*, that will minimize duplication of academic work and so help streamline their pathway to graduation.
Passport Project—Phase I

- Funded by the Carnegie Corporation of New York: $550,000 over two years
- Two-year project: October 1, 2011-Sept. 30, 2013
- Participants: 23 two-year and four-year institutions
- Scope: Lower-Division General Education Core
- Co-Chairs:
  - Dr. Peter Quigley, Associate Vice President of Academic Affairs for the University of Hawaii System
  - Dr. Michel Hillman, Former Vice Chancellor for Academic and Student Affairs, North Dakota University System
Participating Pilot States

CA, HI, ND, OR & UT
23 two- and four-yr institutions

Facilitators

Dr. Debra David Project Director, "Give Students a Compass“
CSU Office of the Chancellor

Dr. Dick Dubanoski
Dean, College of Social Sciences
University of Hawaii at Manoa

Lisa Johnson
Director of Articulation and Transfer
North Dakota University System

Dr. Phyllis “Teddi” Safman, Assistant Commissioner for Academic Affairs
Utah Board of Regents

Dr. Karen Marrongelle, Assistant Vice Chancellor for Academic Standards and Collaborations
Oregon University System
Pilot Scope

Association of American Colleges and Universities
Liberal Education and America’s Promise
General Education Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students prepare for twenty-first century challenges by gaining:

- **Knowledge of Human Cultures and the Physical and Natural World**
  Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts; focused by engagement with big questions, both contemporary and enduring.

- **Intellectual and Practical Skills, including**
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork and problem solving

  Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

- **Personal and Social Responsibility**
  - Civic knowledge and engagement – local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges.

- **Integrative and Applied Learning**
  - Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.
Two-year institution faculty define lower division general education core learning outcomes based on LEAP ELOs

Single Institutions or a State System

Four-year institution faculty define lower division general education core learning outcomes based on LEAP ELOs

State 1 set
State 2 set
State 3 set
State 4 set
State 5 set

Two- & four-year faculty representatives agree on Lower Division General Education Passport Learning Outcomes

Two- & four-year faculty representatives agree on Transfer Level Proficiency Criteria

Each Campus maps to PLOs, identifies Passport Block Courses, and Assessment Tools

Pilot campuses sign Passport Agreement

Passport Opens to Other WICHE States and Institutions
# Passport Learning Outcomes: Negotiation

## Oral Communication

<table>
<thead>
<tr>
<th>NORTH DAKOTA</th>
<th>UTAH</th>
<th>OREGON</th>
<th>HAWAI’I</th>
<th>CALIFORNIA</th>
<th>NEGOTIATED PASSPORT OUTCOMES DRAFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate written, oral, and visual communication skills, information literacy, and technological skills.</td>
<td>1. Demonstrate critical and analytical thinking in an oral presentation.</td>
<td>1. Engage in ethical communication processes that accomplish goals.</td>
<td>Gather information appropriately and communicate clearly both orally and in writing.</td>
<td>Note: Outcomes for oral and written communication are identical.</td>
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</tr>
<tr>
<td>2. Think, speak, and write effectively.</td>
<td>2. Analyze a target audience and occasion and apply that analysis to his/her presentation.</td>
<td>2. Respond to the needs of diverse audiences and contexts.</td>
<td>1. Identify &amp; analyze the audience and purpose of any intended communication.</td>
<td>1. Students will develop knowledge and understanding of the form, content, context and effectiveness of communication.</td>
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<tr>
<td>3. Speak effectively in a variety of contexts and modes, using a variety of communication skills.</td>
<td>3. Effectively marshal evidence providing support and insight as part of the oral communication.</td>
<td>3. Skill Area (Content):</td>
<td>Gather, evaluate, select, and organize information for the communication.</td>
<td>2. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy.</td>
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</tr>
<tr>
<td>4. Speak in civic, academic, and professional settings with a sense of purpose and audience.</td>
<td>4. Skill Area (Delivery):</td>
<td>4. Use language, techniques, &amp; strategies appropriate to the audience &amp; occasion.</td>
<td>3. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively.</td>
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<tr>
<td>5. Communicate skillfully involving learning the conventions associated with... speaking and learning.</td>
<td>Careful choice of words appropriate to topic and audience</td>
<td>4. Speak clearly &amp; confidently, using the voice, volume, tone, &amp; articulation appropriate to audience &amp; occasion.</td>
<td>4. Listen and critically evaluate the speaker’s central message and use of supporting materials.</td>
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</tbody>
</table>

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**INTERSTATE PASSPORT**

A WICHE States’ Initiative
Passport Learning Outcomes

Oral Communication

- **Preparation for Performance:** Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. Organize content for a particular audience, occasion and purpose.

- **Delivery:** Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate.

- **Monitor and Adjust:** Monitor and adjust for audience feedback.

- **Critical Receiver:** Listen and critically evaluate the speaker’s central message and use of supporting materials.
## Transfer Level Proficiency Criteria

### SAMPLE

<table>
<thead>
<tr>
<th>Passport Learning Outcome Features</th>
<th>ORAL COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passport Learning Outcomes (What the student has learned)</td>
<td>Transfer Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)</td>
</tr>
</tbody>
</table>

**No single student is expected to demonstrate ALL of these Proficiency Criteria nor is this intended to be a list of all possible Proficiency Criteria.**

**Student speakers will be able to:**

- Select topics that are relevant to and important for a public audience and occasion.
- Find, retrieve, and critically examine information from personal experience and published sources for credibility, accuracy, relevance, and usefulness.
- Select and critically evaluate appropriate support materials.
- Represent sources accurately and ethically.
- Become fully informed about the subject matter.
- Defend motive of the presentation.
- Apply organizational skills in speech writing that use the claim-warrant-data method of argument construction.

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*Also developed for written communication and quantitative literacy*
TRUST: Passport Course Block

**EXAMPLE: North Dakota State University**

- **ORAL COMMUNICATION**
  - COMM 110 Fundamentals of Public Speaking

- **WRITTEN COMMUNICATION**
  - Two courses from the following:
    - Engl 110 College Composition I OR
    - Engl 111 Honors Composition I AND Engl 120 College Composition II OR
    - Engl 121 Honors Composition II OR
    - Engl 125 Intro to Professional Writing

- **QUANTITATIVE LITERACY**
  - Math 103 College Algebra OR
  - Math 104 Finite Mathematics OR
  - Math 146 Applied Calculus I OR
  - Math 165 Calculus I OR
  - Math 330 Introductory Statistics
TRUST: Assessments of Student Learning

Example: North Dakota State University

ORAL COMMUNICATION:
- Pre-course and post-course Communication Apprehension Test.

WRITTEN COMMUNICATION:
- The English Department reads and scores a sample (about 10%) of the student portfolios for both classes.

QUANTITATIVE LITERACY:
- Individual Computer Science instructors use a variety of classroom assessment techniques from Angelo and Cross for formative assessment. They use an objective-based evaluation of an exercise or examination for summative assessment of student learning.
- Individual Mathematics instructors use a variety of formative assessment tools to assess student learning.
TRACKING: Passport Verification

Institutions indicate that a student has achieved the Passport by choosing to use one or more of the following options as preferred by the registrar:

- Adding a comment on the transcript using a standard format.
- Posting a pseudo course on the transcript.
- Creating an additional record to accompany a transcript.
# TRACKING: Academic Progress

Template for CDR to use for its annual report to each sending institution

## Annual Report from CDR to Each to Sending Institution

### First Term After Transferring

<table>
<thead>
<tr>
<th>Academic Term of This Report</th>
<th>Academic Term of Entry into Receiving Institution</th>
<th>Term Type</th>
<th>Sending Institution</th>
<th>State of Receiving Institution</th>
<th>Receiving Institution</th>
<th>Student Category</th>
<th># of students</th>
<th># of As</th>
<th># of Bs</th>
<th># of Cs</th>
<th># of Ds</th>
<th># Did Not Finish</th>
<th># of Fs</th>
<th>Mean GPA Weighted on basis of # of Credits each student completed</th>
<th>Mean number of credits enrolled</th>
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</table>
Learning Outcomes as the Currency
Relationship of PLOs to Courses/Credits – scenario #1

**PASSPORT from Snow College**
Sending Institution

**COURSES THAT COVER PASSPORT LOs**

**ORAL COMMUNICATION**
Any one of the following courses:
COM111, COM112, COM214

**WRITTEN COMMUNICATION**
WR121

**QUANTITATIVE LITERACY**
MATH111

**TOTAL CREDITS**
9 Semester Hours

**PASSPORT at North Dakota State**
Receiving Institution

**COURSES THAT COVER PASSPORT LOs**

**ORAL COMMUNICATION**
Both of the following courses:
COMMS4, COMMS5

**WRITTEN COMMUNICATION**
Any one of the following courses:
ENGL 1A, ENGL 2, ENGL 11, ENGL 11M

**QUANTITATIVE LITERACY**
Any one of the following courses:
MATH 1, MATH 15H, MATH 17, STAT 96A, STAT96B, STAT 96Y

**TOTAL CREDITS**
12 Semester Hours

**Snow PASSPORT Student is not required** to take any North Dakota State PASSPORT BLOCK COURSES for North Dakota’s Lower Division Core.

Due to **CREDIT HOUR DIFFERENCES** between Snow College and NDS PASSPORT blocks, Passport student **needs 3 more semester hours of elective or other nonPassport courses** for NDS degree.
Relationship of PLOs to Courses/Credits – scenario #2

**PASSPORT from Snow College**
Sending Institution

**COURSES THAT COVER PASSPORT LOs**

**ORAL COMMUNICATION**
Any two of the following courses:
- COMM 301
- COMM 302
- COMM 311, COMM 331, COMM 361

**WRITTEN COMMUNICATION**
Any two of the following courses:
- ENGWR 300, ENGWR 480
- ESLW 340

**QUANTITATIVE LITERACY**
Any one of the following courses:
- MATH 300
- MATH 310
- MATH 334 or 335
- MATH 342
- MATH 350 or 351 or 352
- MATH 370
- MATH 400 or 401 or 402
- MATH 410
- MATH 420
- MATH 482
- STAT 300
- STAT 480
- CSP 440
- ECON 310

**TOTAL CREDITS**
15 Sem Hrs = 22 Qtr Hrs

**PASSPORT at Eastern Oregon U**
Receiving Institution

**COURSES THAT COVER PASSPORT LOs**

**ORAL COMMUNICATION**
Any one of the following courses:
- COMM 111
- COM 112
- COM 214
- COM 215

**WRITTEN COMMUNICATION**
WR 121

**QUANTITATIVE LITERACY**
MTH 111 OR MTH 112 AND
Any one of the following courses:
- MTH 211, 212 or 213
- MTH 242, 243
- MTH 239 or 240
- MTH 251

**TOTAL CREDITS**
16 Qtr Hrs = 12 Sem Hrs

Snow College PASSPORT Student is **not required** to take any Eastern Oregon University **PASSPORT BLOCK COURSES** for Eastern Oregon U Lower Division General Education.

Due to **CREDIT HOUR DIFFERENCES** between Snow College and EOU PASSPORT blocks, Snow College Passport student **receives 6 Qtr Hrs of Elective or other nonPassport** toward their degree.

**INTERNATIONAL**

**A WICHE States' Initiative**
The Passport Agreement

- Signatories agree to...
  - A block transfer of oral communication, written communication, quantitative literacy
  - Notate student records
  - Track and share data on academic progress
  - Term of five years

- 14 pilot institutions in four states have signed

  **HI:** Leeward Community College
  **ND:** Lake Region State College
  - North Dakota State College
  - ND College of Science
  - Valley City State University
  **OR:** Eastern Oregon University
  **UT:** Dixie State College
  - Salt Lake Community College
  - Snow College
  - Southern Utah University
  - University of Utah
  - Utah State
  - Utah Valley University
  - Weber State University
Next Steps

- Expand participation in WICHE institutions and states for Phase I
- Launch Phase II Pilot
  - Develop PLOS and transfer proficiency criteria in the remaining Gen Education academic content areas:
    - Intercultural knowledge (social sciences)
    - Natural and physical sciences
    - Information literacy
    - Creative arts
    - Teamwork and problem-solving
    - Critical thinking
- Expand tracking and reporting
- Expand participation in WICHE institutions and states and beyond for Phase II
Join Us!

- Open invitation to all WICHE states/institutions to participate in **Phase I Block** (oral communication, written communication, quantitative literacy)

- How-to Instructions and Applications available on Passport website
  - **Institution**: [www.wiche.edu/info/passport/institutionApplication.pdf](http://www.wiche.edu/info/passport/institutionApplication.pdf)
  - **State**: [www.wiche.edu/info/passport/stateApplication.pdf](http://www.wiche.edu/info/passport/stateApplication.pdf)
Thank you!

Questions

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www.wiche.edu/passport