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

A CONVENING:
Transfer Solutions through Cross-Organization Alignment
March 24-25, 2014
Boulder, Colorado

Mike Hillman, Passport Co-Chair
Peter Quigley, Passport Co-Chair
Pat Shea, Passport Principal Investigator
Bob Turner, Passport State Coordinator

INTERSTATE
PASSPORT
A WICHE States’ Initiative
On average ...

- 33 percent transfer and of those 27 percent 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.
The Passport: “Jumping the Chasm”

“Inefficiencies around the transfer of credits have a ‘substantial effect on whether you graduate.’”

David B. Monaghan, doctoral student at the Graduate Center of the City University of New York
Monaghan & Attewell, Graduate Center of the City University of New York, 2014.

“Starting All Over Again” by Paul Fain, Inside Higher Ed, March 19, 2014.
http://www.insidehighered.com/news/2014/03/19/lost-credits-hold-back-transfer-students-study-finds

<table>
<thead>
<tr>
<th>Transcript Continuum</th>
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<tbody>
<tr>
<td>Transfer Credit Hours</td>
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<tr>
<td>Cal State U Golden 4</td>
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<td>Inter-segmental Gen. Ed. Transfer Curriculum</td>
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<tr>
<td>Associate Degree</td>
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<td>Passport Phase 1 Block</td>
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<td>Passport Phase 2 Block</td>
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<td>Bachelor Degree</td>
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The view of articulation when it is all about the institution protecting its course choices; instead, transfer should be a friction-free zone acknowledging the work of the student and her right to take this work anywhere.
The Alliance Questions that Led to Passport Proposal

Upon discovering that students swirl inside states, initiatives were deployed to make this movement seamless. Don’t students deserve the same consideration when moving between states?

Can there not be a common currency to facilitate student transfer between states, a Passport based on a common currency of Learning Outcomes or Competencies?
New agreements and policies allow transfer students to carry with them an Interstate Passport.

Passport signals completion of a lower-division general education core.

Passport rises from the LEAP Essential Learning Outcomes.

Minimizes duplication of academic work.

Helps streamline student pathways to graduation.
Characteristics of the Passport

- A grass-roots originated effort by academic leaders in the WICHE region to advance friction-free transfer for students in the region.
- A new block transfer framework based on learning outcomes.
- To be rolled out in phases over an approximate five-year span.
- Participation is voluntary in all phases.
Goals: Phases I and II

A focus on quality assurance with accelerated completion through transfer

- Advance the completion agenda with a large scale and bold regional plan.
- Open doors, remove obstacles for students to move GE package freely in the western region.
- Bring multi-state faculty together to collaboratively develop outcomes, competencies; but not just a tuning exercise. Tuning that is also transfer!
- Minimize duplication of academic work, streamlining students’ pathway to graduation.
- Conduct tracking and research.
  - Track transfer activity/success.
  - Conduct research on the transfer actions, choices, and consequences of students.
Passport Partners: Phase I Facilitators

CA, HI, ND, OR & UT

23 two-year and four-year institutions
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 should prepare for twenty-first century challenges by gaining:

- Knowledge of Human Cultures & the Physical & 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.
Passport Learning Outcomes: 
Negotiated among Faculty from Five Pilot States 
Illustration of the Process

<table>
<thead>
<tr>
<th>ORAL COMMUNICATION</th>
<th>NORTH DAKOTA</th>
<th>UTAH</th>
<th>OREGON</th>
<th>HAWAII</th>
<th>CALIFORNIA</th>
<th>NEGOTIATED PASSPORT OUTCOMES DRAFT</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>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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<td>2.</td>
<td>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>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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<td>3.</td>
<td>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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<td>4.</td>
<td>Speak in civic, academic, and professional settings with a sense of purpose and audience.</td>
<td>4. Skill Area (Delivery):</td>
<td>Determine purpose</td>
<td>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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<td>5.</td>
<td>Communicate skillfully involving learning the conventions associated with...speaking and learning.</td>
<td>Careful choice of words appropriate to topic and audience</td>
<td>Organize content</td>
<td>Speak clearly &amp; confidently, using the voice, volume, tone, &amp; articulation appropriate to audience &amp; occasion.</td>
<td>4. Monitor and adjust for audience feedback.</td>
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<td>Appropriate nonverbal behavior that supports verbal messages</td>
<td>Supporting materials</td>
<td>Summarize, analyze, &amp; evaluate oral communications &amp; ask coherent questions as needed.</td>
<td>5. Listen and critically evaluate the speaker's central message and use of supporting materials.</td>
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<td></td>
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<td>Listening</td>
<td>Listening</td>
<td>Use competent oral expressions to initiate and sustain discussions.</td>
<td>6. Develop a central message and supporting details by applying critical thinking and information literacy skills.</td>
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INTERSTATE PASSPORT 
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Passport Learning Outcomes:
Acceptable to Faculty at Every Passport Institution

One example: 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**
Acceptable to Faculty at Every Passport Institution

One example: Oral Communication

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

*Also developed for written communication & quantitative literacy*
Passport Course Block
Uniquely Defined by Faculty at Each Passport Institution

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 OR
  - ENGL 112 ESL College Composition AND ENGL 120 College Comp II OR
  - ENGL 121 Honors Composition II OR
  - ENGL 122 ESL College Composition II

- **QUANTITATIVE LITERACY**
  - Math 103 College Algebra OR
  - Math 104 Finite Mathematics OR
  - Math 146 Applied Calculus I OR
  - Math 165 Calculus I OR
  - STAT 330 Introductory Statistics
Assessments of Student Proficiency
Uniquely Defined by Faculty at Each Passport Institution

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.
Identification of Passport Students
Developed by Registrars from Pilot Institutions

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

- Adding a comment on the student record using a standard format.
- Posting a pseudo course on the student record.
- Creating an additional record to accompany a transcript.
Tracking Academic Progress of Passport Students

Developed by Registrars and Institutional Researchers

- Every receiving Institution
  - Records Passport student grades each of first two terms
  - Reports to Central Data Repository (CDR)

- CDR
  - Compiles and sends report to
    - Each sending institution
    - Passport Review Board
The Passport Agreement: Phase I

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

- **16 pilot institutions in four states have signed**

**HI:** Leeward Community College
University of Hawai‘i, West Oahu

**ND:** Lake Region State College
North Dakota College of Science
North Dakota State University
Valley City State University

**OR:** Eastern Oregon University
Blue Mountain Community College

**UT:** Dixie State College
Salt Lake Community College
Snow College
Southern Utah University
University of Utah
Utah State University
Utah Valley University
Weber State University
Passport Funding & Timeline

- **Phase I** (Oct 2011-Sept 2013)
  - Two-year project w/$550,000 in funding from **Carnegie Corporation of New York**.
  - No-cost extension (to April 2014).
  - Now open to other WICHE states.

- **Phase II** (3-year project)
  - Add six more content areas to complete lower division.
  - More robust tracking system.
  - Electronic application/renewal process.
  - Roll out across the WICHE region.
Looking Ahead: Scalability & Sustainability

In addition to Phase II ...

- Possible transition of CDR to National Student Clearinghouse
- Passport State Facilitators & Passport Review Board
- PLOs & Proficiency Review
- Centralized staffing for Passport coordination
- Expand beyond the WICHE region
Questions

- More information: [www.wiche.edu/passport](http://www.wiche.edu/passport)
  
  - **Mike Hillman**, Former Vice Chancellor, Academic and Student Affairs, *North Dakota University System*; Passport Co-Chair
  
  - **Peter Quigley**, Associate Vice President, Academic Affairs, *University of Hawai‘i System*; Passport Co-Chair
  
  - **Pat Shea**, Passport Principal Investigator; Director, Academic Leadership Initiatives, *WICHE*
  
  - **Bob Turner**, Passport State Coordinator, *WICHE Consultant*