The Interstate Passport Initiative

A New Interstate Transfer Framework

General Education and Assessment; A Sea Change in Student Learning Transfer Frameworks; From Policy to Outcomes

March 1, 2013

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www.wiche.edu/passport

INTERSTATE

PASSPORT

A WICHE States’ Initiative
Passport Project: Context

On average ...

- 27 percent of all transfer students cross state lines (~300,000 in WICHE region annually)
- 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
Can there not be a common currency to facilitate student transfer between states.... a Passport based on a common currency of Learning Outcomes?

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.
Passport Vision

New agreements and policies
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**.
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
- Envisioned as a **series of related projects** over an approximate 5-year span
- **Participation is voluntary** in all projects
First Passport Project

- Funded by the Carnegie Corporation of New York: $550,000 over two years
- Participants: 23 two-year and four-year institutions
- Scope: Lower division general education core
- Co-Chairs:
  
  **Dr. Michel Hillman**, Vice Chancellor for Academic and Student Affairs, North Dakota University System
  
  **Dr. Peter Quigley**, Associate Vice President of Academic Affairs for the University of Hawaii System
1st Passport Project Goals

Three major components:

1. **Research** status of general education core in the WICHE states and relationship to transfer

2. Conduct **a pilot project** to establish block transfer agreements based on Lower Division Gen Ed Core learning outcomes

3. **Identify policy implications** for institutions and states of a transfer framework based on outcomes
1. **Research Component: Some Findings**

A. **How does each WICHE state define “Lower Division Gen Ed core”?**
   - In 14 of the 15 WICHE states:
     - Communication – written or oral
     - Humanities/social or behavioral sciences
     - Quantitative skills/critical thinking (includes math in some states)
     - Physical and natural sciences (includes mathematics in some states)
   - In 11 WICHE states there is a statewide general education core

B. **What is the role of learning outcomes in defining “Lower Division Gen Ed core”?**
   - 3 WICHE states (CA, MT, UT) aligned gen ed core student outcomes with LEAP Essential Learning Outcomes

C. **How many students transfer among WICHE states?**
   - **In WICHE region:** 3,460,836 Total Students
     - **308,360 transfer out of state**

*Data from NCHEMS NCES IPEDS Enrollment Survey*
2. Pilot Component – Participants

Pilot States

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

CA, HI, ND, OR & UT

23 2- and 4-yr institutions
2. Pilot Component - Passport Process

Pilot State Facilitators assemble state teams of faculty & administrators

- Using **LEAP Essential Learning Outcomes and VALUE Rubrics** as a base, establish common learning outcomes for Lower Division General Education in Oral Communication, Written Communication, Quantitative Literacy = Passport Learning Outcomes = PLOs

- Define evidence of student mastery of PLOs at the transfer level
- Develop system for noting Passport on student records
- Create system for tracking Passport student academic performance
- Negotiate regional transfer agreement
- Sign “Passport Status Agreement”
2. Pilot Component - Passport Process Model

Two-year institution faculty define general education core learning outcomes
Feb 2012

Single Institutions or a State System

Four-year institution faculty define lower division general education core learning outcomes
Feb 2012

Two- & four-year faculty agree on low div gen ed core learning outcomes based on LEAP ELOs Passport Learning Outcomes
Oct 2012 – March 2013

Faculty define how students will demonstrate mastery of Passport Learning Outcomes

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

Negotiate regional transfer agreements for general education core
Spring 2013

Participants sign block transfer agreement “Passport Status”
Aug 2013
2. Pilot Component - 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.
## 2. Pilot Component: 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>
<td></td>
</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>
<td></td>
</tr>
<tr>
<td>3. Speak effectively in a variety of contexts and modes, using a variety of communication skills.</td>
<td>3. Skill Area (Content):</td>
<td>3. 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>
<td>2. Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose.</td>
<td></td>
</tr>
<tr>
<td>4. Speak in civic, academic, and professional settings with a sense of purpose and audience.</td>
<td>3. Skill Area (Content): Determine purpose</td>
<td>3. Use language, techniques, &amp; strategies appropriate to the audience &amp; occasion.</td>
<td>3. Monitor and adjust for audience feedback.</td>
<td>3. Listen and critically evaluate the speaker’s central message and use of supporting materials.</td>
<td></td>
</tr>
<tr>
<td>5. Communicate skillfully involving learning the conventions associated with speaking and learning.</td>
<td>3. Determine purpose</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>
<td>4. Use competent oral expressions to initiate and sustain discussions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Organize content</td>
<td>5. Summarize, analyze, &amp; evaluate oral communications &amp; ask coherent questions as needed.</td>
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</tr>
<tr>
<td></td>
<td>3. Supporting materials</td>
<td>6. Use competent oral expressions to initiate and sustain discussions.</td>
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</tr>
</tbody>
</table>
### 2. Pilot Component – PLOs

**Oral Communications as An Example**

<table>
<thead>
<tr>
<th>Passport Learning Outcome Features</th>
<th>Passport Learning Outcomes (WHAT the student has learned)</th>
<th>Transfer Proficiency Level Criteria (SIGNS of mastery of the learning outcome appropriate at the transfer level)</th>
<th>Assignments/Assessments/Indicators (HOW students developed and/or demonstrated the indicators of Learning)</th>
</tr>
</thead>
</table>
| Preparation for Performance        | Develop a central message and supporting details by applying critical thinking and information literacy skills. | Coming soon!                                                                                     | *California: The Executive Order 1065 does not specify a set of assessments. Each CSU campus determines its own GE guidelines and assessment procedures and standards within the framework of the executive order. Oral Communication: “Courses must include faculty-supervised, faculty-evaluated practice in communicating orally in the physical presence of other listeners.”*  
*Hawaii: Student presentations  
*North Dakota: Rubric Measured Final Presentations; Capstone Test; Campus/Instructor Assessment; Presentations; Pre- and post-test Communication Apprehension Test.  
*Oregon: Informative speech; Persuasive speech; Demonstration speech; The Day I was Born speech; Commemorative speech; Quizzes; Research (MLA/APA); Outlines; Seeing speeches outside of class; Peer review.  
*Utah: Video of final speech embedded within an E-portfolio evaluated by an oral communication rubric. |
| Delivery                           | Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose |                                                                                                   |                                                                                                  |
| 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.          |                                                                                                   |                                                                                                  |

Also PLOs for Written Communication & Quantitative Literacy.

**Passport Transfer Template: ORAL COMMUNICATION**
2. Pilot Component – Relationship of PLOs to Courses/Credits – scenario #1

<table>
<thead>
<tr>
<th>Sending Institution</th>
<th>Receiving Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSPORT from Columbia Gorge CC</td>
<td>PASSPORT at CA State Univ, Sacramento</td>
</tr>
</tbody>
</table>

### COURSES THAT COVER PASSPORT LOs

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

**WRITTEN COMMUNICATION**
- WR121

**QUANTITATIVE LITERACY**
- MATH111

**TOTAL CREDITS**
- 12 Qtr Hrs = 8 Sem Hrs

### PASSPORT at CA State Univ, Sacramento

**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**
- 16 Sem Hrs = 18 Qtr Hr

CGCC PASSPORT Student is **not required** to take any CSU Sacramento PASSPORT BLOCK COURSES for CSU Sacramento Low Div Gen Ed

Due to **CREDIT HOUR DIFFERENCES** between CGCC and CSU Sac PASSPORT blocks, OR CC Passport student **needs 8 more Sem Hrs of Elective or other nonPassport courses** for a degree.

INTERSTATE PASSPORT
A WICHE States' Initiative
2. Pilot Component – Relationship of PLOs to Courses/Credits – scenario #2

<table>
<thead>
<tr>
<th>PASSPORT from Sac City College</th>
<th>PASSPORT at Eastern Oregon University</th>
<th>CGCC PASSPORT Student is not required to take any Eastern Oregon University PASSPORT BLOCK COURSES for Eastern Oregon U Low Div Gen Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sending Institution</strong></td>
<td><strong>Receiving Institution</strong></td>
<td></td>
</tr>
<tr>
<td><strong>COURSES THAT COVER PASSPORT LOs</strong></td>
<td><strong>COURSES THAT COVER PASSPORT LOs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ORAL COMMUNICATION</strong></td>
<td><strong>ORAL COMMUNICATION</strong></td>
<td></td>
</tr>
<tr>
<td>Any one of the following courses:</td>
<td>Any one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>COMM 301 COMM 302</td>
<td>COMM 111 COMM 112</td>
<td></td>
</tr>
<tr>
<td>COMM 311 COMM 331 COMM 361</td>
<td>COMM 214 COMM 215</td>
<td></td>
</tr>
<tr>
<td><strong>WRITTEN COMMUNICATION</strong></td>
<td><strong>WRITTEN COMMUNICATION</strong></td>
<td></td>
</tr>
<tr>
<td>Any one of the following courses:</td>
<td>WR121</td>
<td></td>
</tr>
<tr>
<td>ENGWR300 ENGWR 480</td>
<td><strong>QUANTITATIVE LITERACY</strong></td>
<td></td>
</tr>
<tr>
<td>ESLW340</td>
<td>MATH300 OR MATH312</td>
<td></td>
</tr>
<tr>
<td><strong>QUANTITATIVE LITERACY</strong></td>
<td>Any one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>MATH300 or 335 MATH342</td>
<td>MTH111 or MTH112 AND</td>
<td></td>
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<tr>
<td>MATH500 or 351 or 352 MATH370</td>
<td>Any one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>MATH400 or 401 or 402 MATH410</td>
<td>MTH211, 212 or 213</td>
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</tr>
<tr>
<td>MATH420 MATH482 STAT300</td>
<td>MTH214, 242 or 243</td>
<td></td>
</tr>
<tr>
<td>STAT480 CSP440</td>
<td>MTH239 or 240 MTH251</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
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<td></td>
</tr>
<tr>
<td>15 Sem Hrs = 22 Qtr Hrs</td>
<td>16 Qtr Hrs = 12 Sem Hrs</td>
<td></td>
</tr>
</tbody>
</table>

Due to CREDIT HOUR DIFFERENCES between SacCC and EOU PASSPORT blocks, SacCC Passport student receives 6 Qtr Hrs of Elective or other nonPassport toward their degree
1. Research Component: Some Findings

A. How does each WICHE state define “Lower Division Gen Ed core”?

- In 14 of the 15 WICHE states:
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B. What is the role of learning outcomes in defining “Lower Division Gen Ed core”?

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C. How many students transfer among WICHE states?

- In WICHE region: 3,460,836 Total Students
  - 308,360 transfer out of state

* Data from NCHEMS NCES IPEDS Enrollment Survey
2. Pilot Component – Assess by “Trust & Tracking”

- Each Passport institution identifies students who completed courses their Passport block
  - at the end of each term - process like checking for earned certificate or degree

Each Passport institution send list of new Passport students to Clearinghouse
- at the end of the term - Clearinghouse stores the lists

A. Student emailed notice that they earned Passport
   A. link to the Passport website to list of Passport institutions
   B. Institutions would check on an as needed basis for students that have recently transferred to their institution from a WICHE Passport participating institution. They would send the list to the Clearinghouse to have them check to see if the student has earned the passport. They would then record someplace in their system students that have the passport.

B. in order to track Passport students, the receiving institution creates a roster of Passport students and tracks them needs to record it in the Student Information System or some other place. This tracking is needed for degree audit applications and for reporting success of the project.

C. Tracking reports information from all receiving institutions would be sent to a central data storage site (Clearinghouse? WICHE?) which would then compile the tracking reports to be sent to each of the sending institutions. (what data, the frequency, and the duration have not been determined yet)

What is the role of learning outcomes in defining “Lower Division Gen Ed core”?
- 3 WICHE states (CA, MT, UT) aligned gen ed core student outcomes with LEAP Essential Learning Outcomes

A. For the Passport Pilot Project, since the Clearinghouse is receiving and storing information on students with Passports, it may not be necessary to include a "Passport stamp" on the student's transcript but it should be noted somewhere in the student record.

D. How many students transfer among WICHE states?
- In WICHE region: 3,460,836 Total Students
  * 308,360 transfer out of state

*Data from NCHEMS NCES IPEDS Enrollment Survey
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*Data from NCHEMS NCES IPEDS Enrollment Survey*
3. Implications Component

**Identify policy implications** for institutions and states of a transfer framework based on outcomes

- Compile a list of challenges and opportunities resulting from the pilot
- Determine which ones merit further research
- Seek funding to conduct research and/or expand the project
Advisor Board

Dr. Susan Albertine  
*Association of American Colleges and Universities*

Dr. Michel Hillman  
*North Dakota University System*

Dr. Nancy Krogh  
*University of Idaho*

Dr. David Longanecker  
*WICHE*

Dr. Susan Neel  
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Dr. Karen Paulson  
*NCHEMS*

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*University of Hawaii Community College System*

Dr. Jane Sherman  
*Washington State University*

Jeff Spano  
*Chancellor’s Office of the California Community Colleges*

**Evaluator:** Nancy Shulock  
*Professor and Executive Director, Institute for Higher Education Leadership and Policy at California State University, Sacramento*

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A WICHE States’ Initiative
Questions

Thank you!

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