The Interstate Passport Initiative

A New Interstate Transfer Framework:
Streamlining Pathways to Graduation

Washington's Joint Transfer Council

April 16, 2014
South Puget Sound Community College,
Olympia, Washington

Bob Turner, Passport State Coordinator

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Interstate Passport: The Context

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

The Passport "Jumping the Chasm & Choke Points"

"The Community College Route to the Bachelors Degree" *

David B. Monaghan and Paul Attewell

❖ **Community College students ---**

with ~ 60 credits   desire to earn BS or BA

only about ***60 % successfully transfer*** to 4 year institution

"Jumping that Chasm is probably a big part of the fall-off in completion rates"

❖ **Community College students who successfully transfer---**

only about ***60 % are able to bring all or most of their credits***

"Students who transfer most of their credits are more likely to complete a BA"

CHOKE POINTS

LACK OF TRANSFER   **LOSS OF CREDITS**

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* http://epa.sagepub.com/content/early/2014/02/28/0162373714521865.full

The view of articulation when it is all about the institution protecting its course choices; instead transfer should be a free friction zone acknowledging the work of the student and her right to take this work anywhere

The Alliance Questions that Lead to Passport Proposal

Upon discovering that students swirl inside of 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?

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Vision

New agreements and policies

- allow transfer students to carry with them an **Interstate Passport,**

- *that signals completion of a lower-division general education core*,

- based on *LEAP Essential Learning Outcomes*,

- that minimizes duplication of academic work

  and so help streamline their pathway 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 1 and 2

- To advance the completion agenda with a large scale and bold regional plan

- To open doors, remove obstacles for students to move gen ed package freely in western region

- To bring cross-state faculty together in agreement on outcomes, competencies; but not just a tuning exercise. Tuning that is also transfer!

- To conduct tracking and research: a) track transfer activity/success and b) continuous research on the transfer actions, choices, and consequences of students

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Passport Partners: Phase I
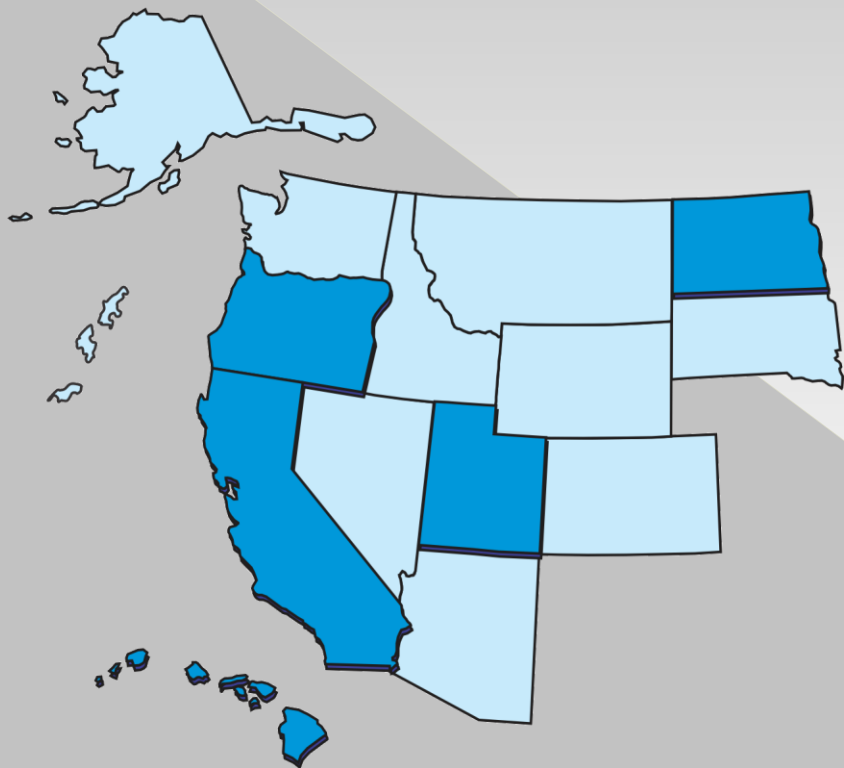
CA, HI, ND, OR & UT

23 two-year and four-year 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. Kent Neely, Liaison for Statewide Academic Initiatives
Oregon University System

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Passport Advisory Board: Phase I

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
Utah State University-Eastern

Dr. Karen Paulson
NCHEMS

Dr. Peter Quigley
University of Hawaii Community College System

Dr. Jane Sherman
Washington State University

Jeff Spano
Chancellor's Office of the California Community Colleges

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Scope: Lower Division GE—Phases I and II

Passport Learning Outcomes
GENERAL EDUCATION

Upper Division Requirements

★ Lower Division Requirements

▶ **Proposed Passport Phase 2**

Intercultural Knowledge (Social Science)
Information Literacy
Physical/Natural Sciences
Humanities/Creative Arts
Teamwork/Problem Solving
Critical Thinking

✓ **Passport Phase 1**

Oral Communication
Written Communication
Quantitative Literacy

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.

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The Passport's Creation: Important Roles
from multiple institutions in five states

- ❑ **Chief Academic Officers**
  - ▪ Develop the vision and guide the project
- ❑ **Faculty**
  - ▪ Created the Passport Learning Outcomes
  - ▪ Created the Proficiency Criteria for Transfer
- ❑ **Registrars**
  - ▪ Recommended ways to identify students achieving Passport
  - ▪ Recommended ways to notate Passport on student's record
- ❑ **Institutional Research Office Representatives**
  - ▪ Recommended how to track student academic progress
  - ▪ Created the reporting template
- ❑ **Advisors**
  - ▪ Created sample materials for use in informing students about how the Passport works

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Passport Learning Outcomes:
Negotiated among Faculty
Oral Communication

ORAL COMMUNICATION					
NORTH DAKOTA	**UTAH**	**OREGON**	**HAWAI'I**	**CALIFORNIA**	**NEGOTIATED PASSPORT OUTCOMES DRAFT**
1. Demonstrate written, oral, and visual communication skills, information literacy, and technological skills. 2. Think, speak, and write effectively. 3. Speak effectively in a variety of contexts and modes, using a variety of communication skills. 4. Speak in civic, academic, and professional settings with a sense of purpose and audience. 5. Communicate skillfully involving learning the conventions associated with...speaking and learning.	1. Demonstrate critical and analytical thinking in an oral presentation. 2. Analyze a target audience and occasion and apply that analysis to his/her presentation. 3. Effectively marshal evidence providing support and insight as part of the oral communication.	1. Engage in ethical communication processes that accomplish goals. 2. Respond to the needs of diverse audiences and contexts. 3. Skill Area (Content): • Determine purpose • Organize content • Supporting materials • Listening 4. Skill Area (Delivery): • Careful choice of words appropriate to topic and audience • Appropriate nonverbal behavior that supports verbal messages • Listening	*Gather information appropriately and communicate clearly both orally and in writing.* 1. Identify & analyze the audience and purpose of any intended communication. 2. Gather, evaluate, select, and organize information for the communication. 3. Use language, techniques, & strategies appropriate to the audience & occasion. 4. Speak clearly & confi-dently, using the voice, volume, tone, & articu-lation appropriate to audience & occasion. 5. Summarize, analyze, & evaluate oral commun-ications & ask coherent questions as needed. 6. Use competent oral expressions to initiate and sustain discussions.	Note: Outcomes for oral and written communication are identical.) 1. Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. 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. 3. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively.	1. Develop a central message and supporting details by applying critical thinking and information literacy skills. 2. Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose. 3. Monitor and adjust for audience feedback. 4. Listen and critically evaluate the speaker's central message and use of supporting materials.

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.

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Transfer Level Proficiency Criteria
Acceptable to Faculty at Every Passport Institution

One example: Oral Communication

		ORAL COMMUNICATION		

Passport Learning Outcome Features	Passport Learning Outcomes (What the student has learned)	Transfer Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level) **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:
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.	- 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 and quantitative literacy

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TRUST: Passport Course Block

Uniquely Defined by 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 <u>OR</u>
  - Engl 111 Honors Composition I <u>AND</u> Engl 120 College Composition II <u>OR</u>
  - Engl 121 Honors Composition II <u>OR</u>
  - Engl 125 Intro to Professional Writing
- ❑ **QUANTITATIVE LITERACY**
  - Math 103 College Algebra <u>OR</u>
  - Math 104 Finite Mathematics <u>OR</u>
  - Math 146 Applied Calculus I <u>OR</u>
  - Math 165 Calculus I <u>OR</u>
  - Math 330 Introductory Statistics

Learning Outcomes as the Currency
Transitioning from credit hours to competencies

- **Passport Institutions agree that…**

  - Each institution decides **<u>what</u>** is in its Passport Block

  - The number of courses/credits will vary among the institutions

  - They do not unpack each other's Passport Block

  - Passport students will not be penalized or privileged

    - ➢ Do not take courses in a receiving institution's Passport Block to complete Lower Division Gen Ed in Passport academic areas

    - ➢ Receives the number of credits in the receiving institution's Passport Block

  - When credits differ between Passport sending and receiving institutions

    - ➢ **<u>More credits</u>** in Passport Block of sending than receiving institution: <u>**receives Elective or other nonPassport credits equal to the difference**</u>

    - ➢ **<u>Fewer credits</u>** in Passport Block of sending than receiving institution: <u>**take Elective or other nonPassport credits equal to the difference**</u>

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.
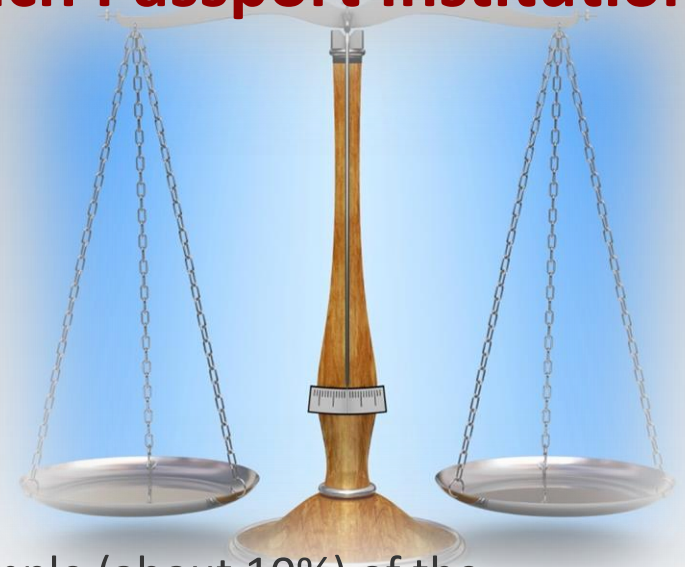
Identification of Passport Students

Developed by Registrars from Pilot Institutions

Choice of Registrar at Each Passport Institution

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 of Passport Students

Developed by Registrars and Institutional Researchers from Pilot Institutions

- **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**
    - **to Passport Review Board**

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														
Academic Term of This Report	Academic Term of Entry into Receiving Institution	Term Type	Sending Institution	State of Receiving Institution	Receiving Institution	Student Category	# students	# As	# Bs	# Cs	# Ds	#Did Not Finish	#Fs	Mean GPA Weighted on basis of # of Cr each student completed	Mean number of credits enrolled
Fall 2014	Spring 2014	Sem	HI2	OR	OR 1	TYPP	9	20	30	45	30	10	10	2.9	16.1
						TNPP	2	3	7	10	7	2	1	2.07	15.0
				ND	ND1	TYPP	4	11	15	20	15	6	5	2.15	18.0
						TNPP	3	6	10	13	10	5	2	2.05	15.3
					ND2	TYPP	12	30	40	55	40	15	15	2.17	16.3
						TNPP	2	4	8	11	8	3	1	2.06	17.5
Second Term After Transferring														
Academic Term of This Report	Academic Term of Entry into Receiving Institution	Term type	Sending Institution	State of Receiving Institution	Receiving Institution	Student Category	# students	# As	# Bs	# Cs	# Ds	#Did Not Finish	#Fs	Mean GPA Weighted on basis of # of Cr each student completed	Mean number of credits enrolled
Fall 2014	Spring 2014	Sem	HI2	OR	OR 1	TYPP	9	30	40	40	20	0	0	3.4	14.4
						TNPP	2	4	17	11	0	0	0	2.78	16.0
				ND	ND1	TYPP	4	14	16	25	10	5	2	2.34	18.0
						TNPP	3	7	12	16	7	3	1	2.29	15.3
					ND2	TYPP	12	50	44	60	20	11	10	2.55	16.3
						TNPP	2	5	10	15	4	2	0	2.33	18.0

How do We Become A Passport Institution?

- **Administration**
  - Complete and submit Application for Passport Status

- **Faculty**
  - Agree to Passport Learning Outcomes & Proficiency Criteria in their academic area
  - Identify a block of educational experiences that provide PLO proficiency
  - Transmit Passport block and assessments being used to Passport staff

- **Registrars/IR Personnel**
  - Decide how to indicate the Passport on students' records
  - Run "Passport" audits to identify students with complete Passport Block
  - Track & report academic progress of Passport students that transfer
  - Track and share data on academic progress

- **Advising Office Staff**
  - Become familiar with and inform students about Passport

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Why Should We Become A Passport Institution?

- **Facilitates transfer across state lines and within states**
- **Positive impact on completion**
- **Based on what students should learn and be able to use**
- **Eliminate necessity for review of course changes in articulation agreements**
- **Adapts to non-course based educational experiences**
- **Generates data on academic success after transfer**
- **Provides data for use in continuous self-improvement**
- **Adapts to assessments determined by department/ program/institution**

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

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

HI: Leeward Community College
   University of Hawaii, West Oahu

ND: Lake Region State College
   North Dakota State College
   ND College of Science

OR: Eastern Oregon University
   Blue Mountain Community College

UT: Dixie State College
   Salt Lake Community College
   Snow College
   Valley City State University
   Southern Utah University
   University of Utah
   Utah State University
   Utah Valley University
   Weber State University

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Passport Current Status

2011
2012
2013
2014
2015
2016

❑ **Phase I** (Oct 2011-Sept 2013)

- ▪ Two-year project w/$550,000 in funding from Carnegie Corporation of New York.

- ▪ No-cost extension (through April 2014).

- ▪ Now open to other WICHE states.

❑ **Phase II** (three-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.

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Looking Ahead: Scalability & Sustainability

- All Lower Division GE content areas

- Participation across the WICHE region & beyond

- Possible transition of CDR to National Student Clearinghouse

- Passport State Facilitators & Passport Review Board

- PLO & Proficiency Review

- Centralized staffing for Passport coordination

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Questions

- More information: www.wiche.edu/passport

  - **Peter Quigley**, Associate Vice President, Academic Affairs, *University of Hawaii System*; Passport Co-Chair

  - **Mike Hillman**, Former Vice Chancellor, Academic and Student Affairs, *North Dakota University System*; Passport Co-Chair

  - **Bob Turner**, Passport State Coordinator, *WICHE Consultant*

  - **Pat Shea**, Director, Academic Leadership Initiatives*, WICHE*

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What is WICHE?

- Western Interstate Commission for Higher Education www.wiche.edu

- **Four regional compacts**
  - MHEC, NEBHE, SREB, WICHE

- Established by the U.S. Congress in early 1950s

- Non-Profit 501 (c)(3)

- **Purpose:** To support cooperation and resource sharing across the higher education community in the region to expand access and excellence.

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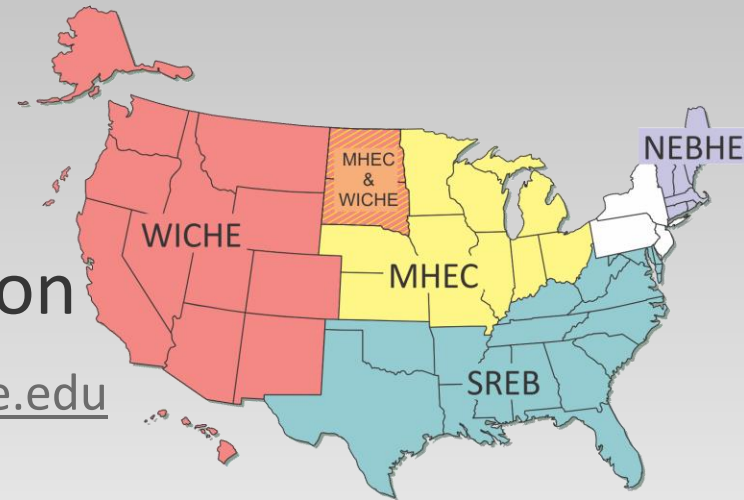
The Alliance and Forum

- Two membership organizations based at WICHE for Chief Academic Officers at institutions, systems, and state agencies in the region

  - Western Alliance of Community College Academic Leaders (two-year sector) www.wiche.edu/alliance

  - Western Academic Leadership Forum (four-year sector) www.wiche.edu/forum

- Focus on issues of common concern beyond the scope of a single institution or state

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