Interstate Passport®: Putting Learning Outcomes to Work for Transfer

Patricia (Pat) Shea
Western Interstate Commission for Higher Education

Jane C. Sherman, Ed.D.
Western Interstate Commission for Higher Education

R. Joel Farrell II, Ph.D., LPC, NCC
Air University/Community College of the Air Force

Laura Vidler, Ph.D.
University of South Dakota

Western Interstate Commission for Higher Education
Today’s Topics

- Why Interstate Passport®
- Transfer in the U.S. Today
- What is Interstate Passport and How Does it Work
- Who’s Involved Now
- Becoming a Network Member
- Resources
Why Interstate Passport®

- ALLIANCE – Western Alliance of Community College Academic Leaders
- FORUM – Western Academic Leadership Forum
- WICHE – Western Interstate Commission for Higher Education
Transfer in the U.S.

- **3.6 million students** entered college for the first time in fall 2008,

- **37.2% of them (1.3 million students)** transferred to a different institution at least once within six years.

- Counting multiple moves, the 2008 students made **2.4 million transitions** from one institution to another by 2014.

These are the successful ones—what about all the others?

Transfer in the U.S.

Including both **in-state** and **out-of-state** community college transfer students:

- **14 percent** lose more than 90 percent of their credits.
- About **28 percent** lose between 10 percent and 90 percent of their credits.
- **58 percent** are able to bring all or almost all of their credits with them.

*Source: Monaghan, David and Paul Attewell (2014). The Community College Route to the Bachelor's Degree, published online by Educational Evaluation and Policy Analysis.*
“One important mechanism [against persistence] is the widespread loss of credits [in] transfer . . . the greater the loss, the lower the chances of completing a BA.”

Source: Monaghan, David and Paul Attewell (2014). The Community College Route to the Bachelor's Degree, published online by Educational Evaluation and Policy Analysis.
Why Interstate Passport

“...there are significant barriers to transfer—the most pressing being the loss of credits that community college students experience when they transition to four-year institutions.”

Improving the transfer process and ensuring that students can transfer credits efficiently has the potential to substantially raise college attainment.

What Is Interstate Passport®

A national program facilitating block transfer of lower-division general education attainment based on student learning outcomes, rather than on specific courses and credits.
Guiding Principles

- Student Focused
- Faculty Driven
- Institutional Autonomy
- Quality Assurance
How Was Interstate Passport® Developed

- A team of faculty members for each of nine areas of learning
- From two- and four-year institutions in seven WICHE states (CA, HI, ND, OR, SD, UT, WY)
- 5 years in the making
What Is Interstate Passport’s Framework

- Based on **63 Passport Learning Outcomes** across nine areas of learning
- Each supported by multiple **examples of some of the ways faculty members teach and assess learning at the lower division**
- With built-in **quality assurance based on academic progress data**.
How Does Interstate Passport® Work

Nine Knowledge and Skill Areas

- Knowledge of Concepts
- Crosscutting Skills
- Foundational Skills

- Natural Sciences
- Human Cultures
- Human Society and the Individual
- Creative Expression
- Critical Thinking
- Teamwork and Value Systems
- Oral Communication
- Written Communication
- Quantitative Literacy

Faculty Driven
The Institution’s Role

- Determines that its own learning outcomes are congruent with and cover same range of learning as the Passport Learning Outcomes (PLOs)

- Identifies the courses and lists of choices (Block) by which students can achieve the PLOs
### Passport Blocks—Excerpts

<table>
<thead>
<tr>
<th>Knowledge and Skill Areas</th>
<th>University of South Dakota</th>
<th>University of Arkansas Community College at Batesville</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Communication</strong></td>
<td>Students must take two of the following courses:</td>
<td>Students must earn a C or better in each of the following courses:</td>
</tr>
<tr>
<td></td>
<td>- ENGL 101 Composition I</td>
<td>- ENGL 1103 Composition I</td>
</tr>
<tr>
<td></td>
<td>- ENGL 201 Composition II</td>
<td>- ENGL 1203 Composition II</td>
</tr>
<tr>
<td></td>
<td>- ENGL 383 Introduction to Creative Writing</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>Students must take one of the following courses:</td>
<td>Students must earn a C or better in each of the following courses:</td>
</tr>
<tr>
<td></td>
<td>- SPCM 101 Fundamentals of Speech</td>
<td>- SPC 1003 Oral Communication</td>
</tr>
<tr>
<td></td>
<td>- SPCM 215 Public Speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SPCM 222 Argumentation</td>
<td></td>
</tr>
<tr>
<td><strong>Human Cultures</strong></td>
<td>Students must take one of the following courses:</td>
<td>Students must earn a C or better in TWO of the following courses:</td>
</tr>
<tr>
<td></td>
<td>- ENGL 210 Introduction to Literature</td>
<td>- ENGL 2113 World Literature I</td>
</tr>
<tr>
<td></td>
<td>- ENGL 311 World Literature I</td>
<td>- ENGL 2113 World Literature II</td>
</tr>
<tr>
<td></td>
<td>- ENGL 312 World Literature II</td>
<td>- GEO 2003 Introduction to Cultural Geography</td>
</tr>
<tr>
<td></td>
<td>- ENGL 214 Introduction to American Indian Literature</td>
<td>- HIS 1013 World Civilization I</td>
</tr>
<tr>
<td></td>
<td>- ENGL 221 British Literature I</td>
<td>- HIS 1023 World Civilization II</td>
</tr>
<tr>
<td></td>
<td>- ENGL 222 British Literature II</td>
<td>- HIS 2003 United States History I</td>
</tr>
<tr>
<td></td>
<td>- ENGL 241 American Literature I</td>
<td>- HIS 2013 United States History II</td>
</tr>
<tr>
<td></td>
<td>- ENGL 242 American Literature II</td>
<td>- GER 101 Introductory German I</td>
</tr>
<tr>
<td></td>
<td>- FREN 101 Introductory French I</td>
<td>- GER 102 Introductory German II</td>
</tr>
<tr>
<td></td>
<td>- FREN 102 Introductory French II</td>
<td>- GER 103 Introductory German III</td>
</tr>
<tr>
<td></td>
<td>- GER 101 Introductory German I</td>
<td>- PHIL 100 Introduction to Logic</td>
</tr>
<tr>
<td></td>
<td>- GER 102 Introductory German II</td>
<td>- PHIL 120 Introduction to Ethics</td>
</tr>
<tr>
<td></td>
<td>- GER 103 Introductory German III</td>
<td>- PHIL 123 Philosophy and Literature</td>
</tr>
<tr>
<td></td>
<td>- GREE 102 Advanced Elementary Greek</td>
<td>- PHIL 287 Philosophy of Art</td>
</tr>
<tr>
<td></td>
<td>- HIST 111 World Civilizations</td>
<td>- REL 214 Old Testament</td>
</tr>
<tr>
<td></td>
<td>- HIST 121 Western Civilization I</td>
<td>- REL 225 New Testament</td>
</tr>
<tr>
<td></td>
<td>- HIST 122 Western Civilization II</td>
<td>- RUSS 101 Introductory Russian I</td>
</tr>
<tr>
<td></td>
<td>- LAKL 101 Introductory Lakota I</td>
<td>- RUSS 102 Introductory Russian II</td>
</tr>
<tr>
<td></td>
<td>- LAKL 102 Introductory Lakota II</td>
<td>- SPAN 101 Introductory Spanish I</td>
</tr>
<tr>
<td></td>
<td>- LATT 102 Advanced Elementary Latin</td>
<td>- SPAN 102 Introductory Spanish II</td>
</tr>
<tr>
<td></td>
<td>- PHIL 100 Introduction to Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- PHIL 101 Introduction to Logic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- PHIL 120 Introduction to Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- PHIL 287 Philosophy of Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- REL 214 Old Testament</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- REL 225 New Testament</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- RUSS 101 Introductory Russian I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- RUSS 102 Introductory Russian II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SPAN 101 Introductory Spanish I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- SPAN 102 Introductory Spanish II</td>
<td></td>
</tr>
</tbody>
</table>
What’s in a Block

Typically….

30-38 Semester Credits
45-58 Quarter Credits
Passport Recorded on Transcript

Passport recorded on student transcript, indicating that Lower Division General Education requirements in nine areas have been achieved.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
<th>Term</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1030</td>
<td>General Chemistry II</td>
<td>B</td>
<td>16</td>
<td>4.0</td>
</tr>
<tr>
<td>HS 2010</td>
<td>Public Speaking</td>
<td>A</td>
<td>16</td>
<td>3.0</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>Economics, Law, and Government</td>
<td>A</td>
<td>16</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 2200</td>
<td>Calculus I</td>
<td>A</td>
<td>16</td>
<td>4.0</td>
</tr>
<tr>
<td>MICR 2240</td>
<td>Medical Microbiology</td>
<td>C</td>
<td>16</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**TERM**

18.0 18.0 18.0 60.0 3.333

**CUM**

54.0 51.0 54.0 172.0 3.373

Interstate Passport Cmplt - 12/16/16
Tracking Academic Performance

Process designed by Registrars and Institutional Researchers

1. Institutions Report Data to National Student Clearinghouse
   - Passport Completions
   - Passport Verify
   - Academic Progress Tracking

2. NSC Sends Annual Reports for Quality Assurance
   - Sending Institution
   - Passport Review Board

For a tutorial and guides to these services, see: https://studentclearinghouse.info/interstate-passport/
Quality Assurance

**Minimum grade of C in every Passport course**

**Tracking student progress after transferring:** National Student Clearinghouse (NSC)

**Passport Review Board monitoring**

**Evaluation Research Study of Interstate Passport impact:** Education & Employment Research Center, Rutgers University

**Mapping critical assignments to PLOs: CO, MT, NM with Peter Ewell at NCHEMS**
Passport Earners

25,572

Academic Years
2016-17 + 2017-18

(Official Count)
Early Adopters

28 Institutions

In 10 States
Military and Veterans

Air University & Community College of the Air Force

- 165,000 students
- Prohibited from teaching GE by federal policy
- Competency-based degree programs
Outreach

Interstate Passport Network - States with Institutions
- Participating as Members
- Inquiring about Membership
- Piloting Critical Assignment Mapping
- Testing Block Construction Process
- N/A to date
Interstate Passport® Goal: Student Success

- Save students’ time and money
- Increase persistence & degree completion – & finish on-time
- Avoid unnecessary repetition of learning already achieved
- Know in advance of transfer that General Education requirements will be met.
Benefits to Institutions

- Simplified transfer process
- Curricular flexibility
- Faculty ownership
- Academic progress reports for continuous improvement
- Increased retention and graduation rates
- Recruitment strategy
Join the Interstate Passport Network!

https://interstatepassport.wiche.edu
Resources

- **Handbooks** – for faculty, registrars & advisers
- **Webinars** - [http://interstatepassport.wiche.edu/webinars](http://interstatepassport.wiche.edu/webinars)
- **Consultants** – Academic; Registrar/IR; Joining the Network
- **Website** – [interstatepassport.wiche.edu](http://interstatepassport.wiche.edu)
Thank You!

Patricia (Pat) Shea  
Director, Academic Leadership Initiatives  
Western Interstate Commission for Higher Education  
Boulder, CO  
pshea@wiche.edu

Jane C. Sherman, Ed.D.  
Interstate Passport State Coordinator  
Western Interstate Commission for Higher Education  
Boulder, CO  
jsherman@wiche.edu

R. Joel Farrell II, Ph.D., LPC, NCC  
Chief of Academic Analytics  
Air University  
Montgomery, AL  
robert.farrell.16@hqau.af.edu

Laura Vidler, Ph.D.  
Associate Dean, College of Arts & Sciences/ Professor  
University of South Dakota  
Vermillion, South Dakota  
Laura.vidler@usd.edu
Why are Institutions & States Drawn to Interstate Passport®

“We attract students from a neighboring state – but would like to attract a lot more.”
Why Are Institutions & States Drawn to Interstate Passport®

“We have a legislative mandate to ‘fix’ transfer, but don’t want to standardize our courses.”
Why Are Institutions & States Drawn to Interstate Passport®

“We are a LEAP state (or institution) and would like to take practical steps in using the LEAP learning outcomes.”
Why Are Institutions & States Drawn to Interstate Passport®

“Our statewide course equivalency system is out of date and inhibits innovation – there must be something better.”
Why Are Institutions & States Drawn to Interstate Passport®

“Our statewide learning outcomes are pretty general and not well used – Passport could help us take it to the next level.”
Why Are Institutions & States Drawn to Interstate Passport®

“Our state sends a lot of transfer students out of state, and we want them to have a better transfer experience.”
Why Are Institutions & States Drawn to Interstate Passport®

“We want to focus more on learning outcomes to get ready for our upcoming accreditation review.”
"Our legislature has mandated our comprehensive universities increase their transfer enrollments – we think the Interstate Passport might help."
Why Are Institutions & States Drawn to Interstate Passport®

“We are a community college right across the state border from a university that’s much more convenient for our students.”
Why are Institutions & States Drawn to Interstate Passport®

“We have performance funding that’s partly based on post-transfer completions and we’re interested in anything that might help.”
Interstate Passport® Video

https://www.youtube.com/watch?v=OljWi1J6dIY