

The Interstate Passport Initiative

A New Interstate Transfer Framework:
Streamlining Pathways to Graduation

University of Alaska System
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INTERSTATE

PASSPORT

A WICHE States' Initiative

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



WICHE Passport Project: 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

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



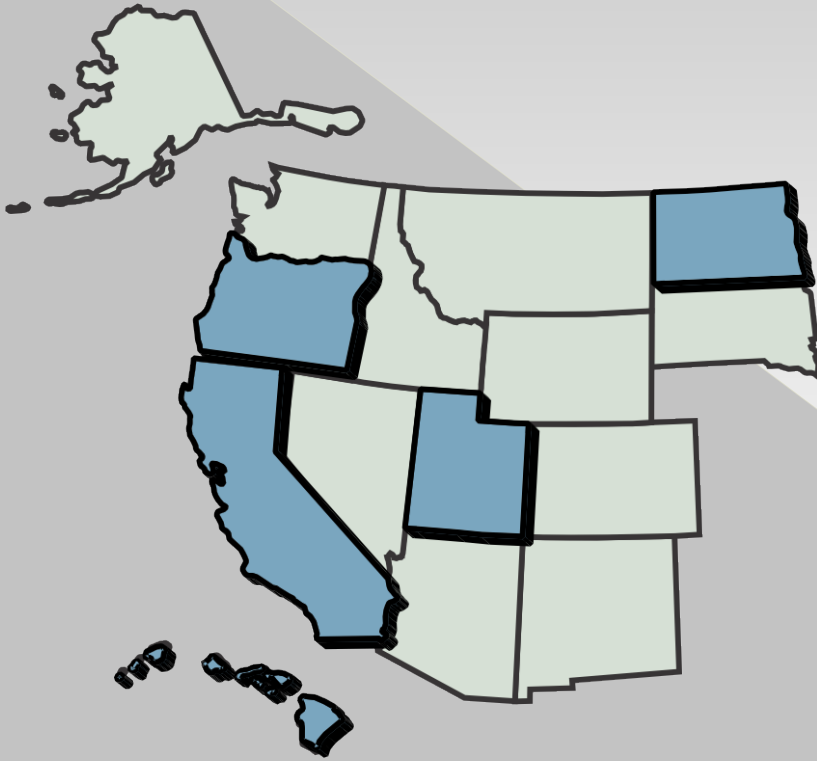
The Alliance asked WICHE to help create a zone of transfer where academic work completed at institutions in one state is accepted without repetition at institutions in a number of states

Vision



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.

Participating Pilot States



CA, HI, ND, OR & UT

23 two- and four-yr institutions

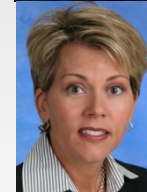
Facilitators



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

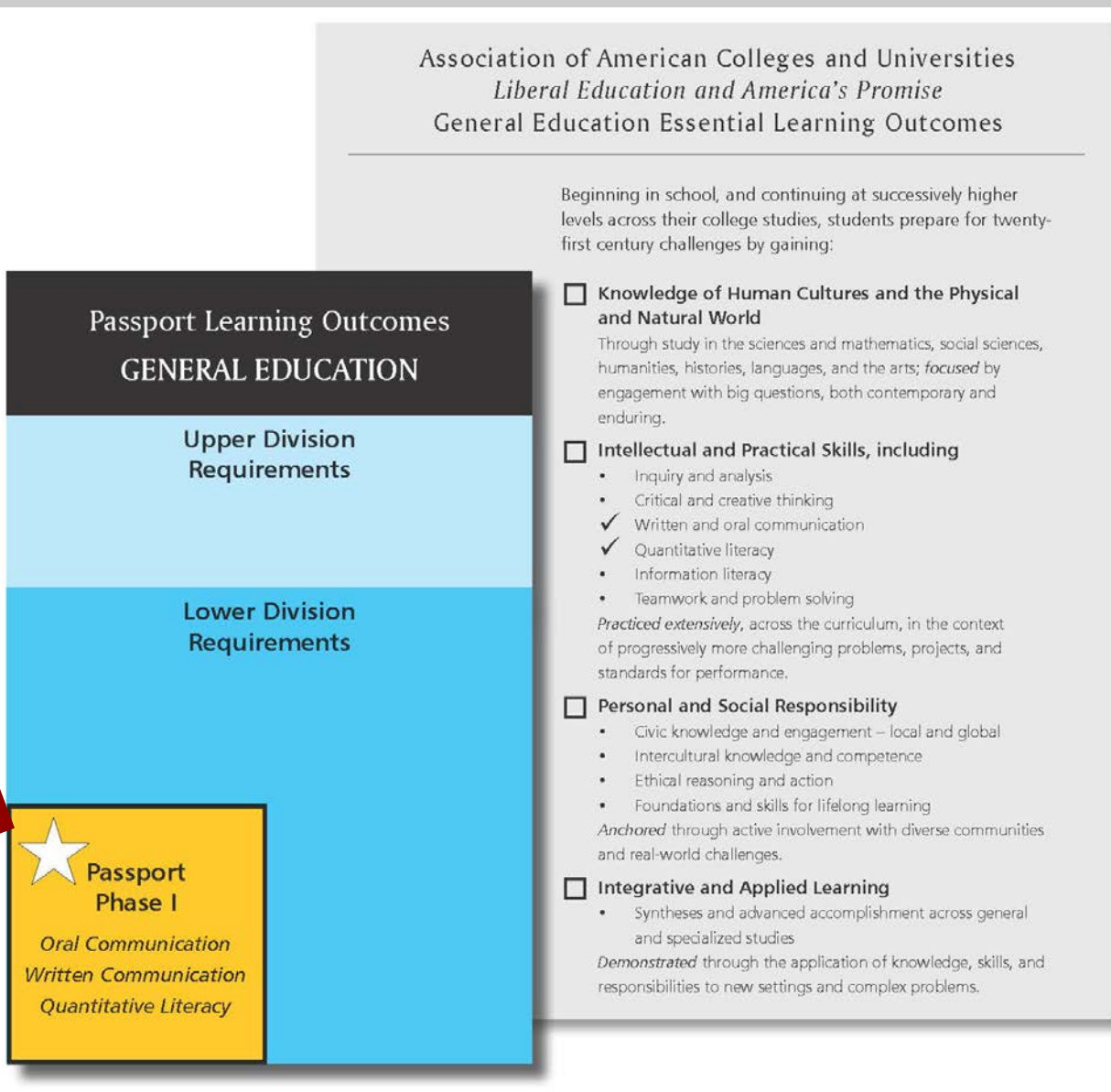


Dr. Phyllis "Teddi" Safman, Assistant
Commissioner for Academic Affairs
Utah Board of Regents

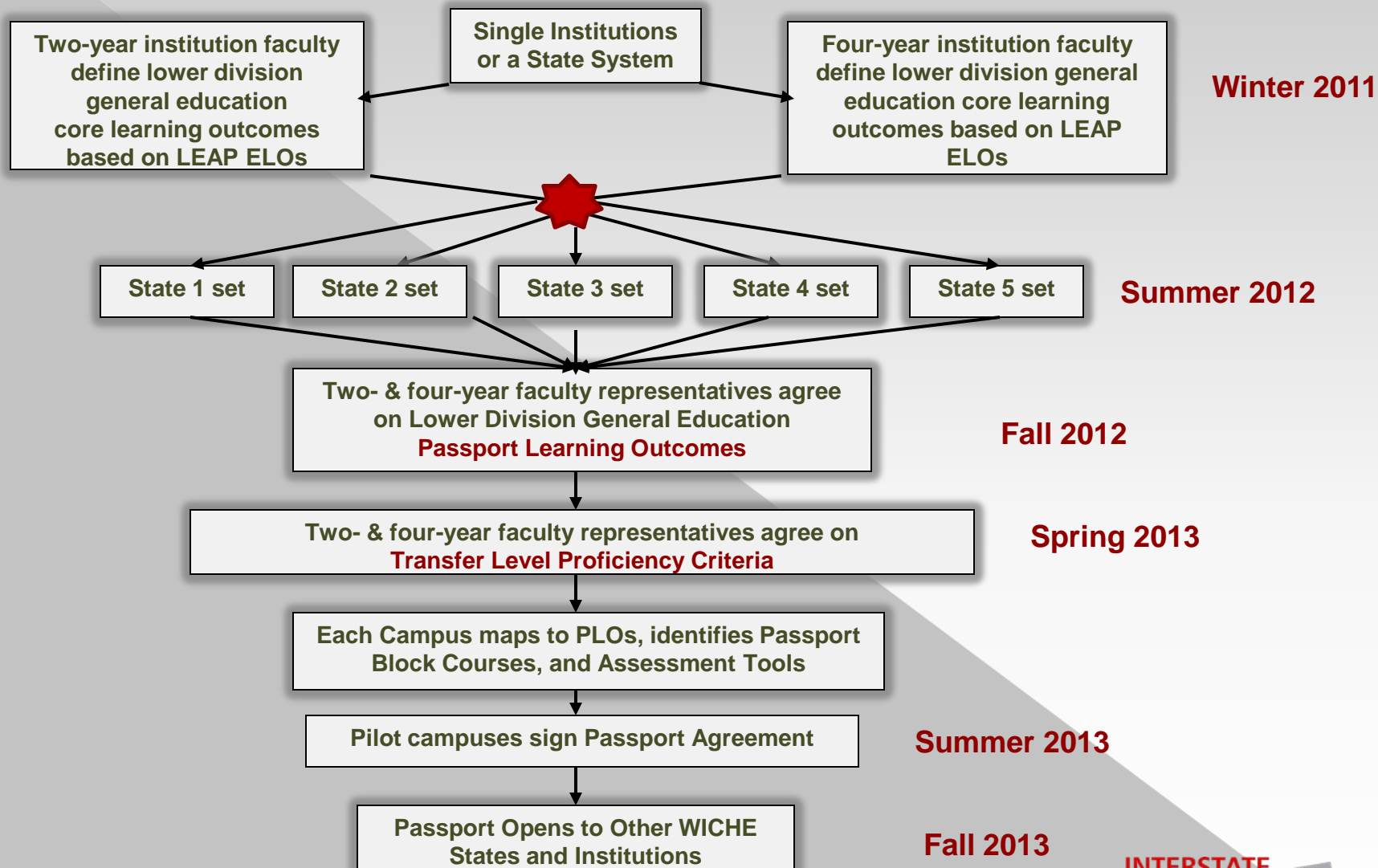


Dr. Kent Neely, Liaison for Statewide
Academic Initiatives
Oregon University System

Pilot Scope



Passport Process



Passport Learning Outcomes Negotiation

Oral Communication

ORAL COMMUNICATION					
NORTH DAKOTA	UTAH	OREGON	HAWAI'I	CALIFORNIA	NEGOTIATED PASSPORT OUTCOMES DRAFT
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Engage in ethical communication processes that accomplish goals. 2. Respond to the needs of diverse audiences and contexts. 3. Skill Area (Content): <ul style="list-style-type: none"> • Determine purpose • Organize content • Supporting materials • Listening 4. Skill Area (Delivery): <ul style="list-style-type: none"> • Careful choice of words appropriate to topic and audience • Appropriate nonverbal behavior that supports verbal messages • Listening 	<p><i>Gather information appropriately and communicate clearly both orally and in writing.</i></p> <ol style="list-style-type: none"> 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 & confidently, using the voice, volume, tone, & articulation appropriate to audience & occasion. 5. Summarize, analyze, & evaluate oral communications & ask coherent questions as needed. 6. Use competent oral expressions to initiate and sustain discussions. 	<p>Note: Outcomes for oral and written communication are identical.)</p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 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 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) <u>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</u> 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.	<ul style="list-style-type: none"> - 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*

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 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

Uniquely Defined by 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.

TRACKING: Passport Verification

Chosen by 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

Consistent across all Passport Institutions

Data Each Receiving Institution Will Send to the CDR

First Term After Transferring (3 quarters – never summer term)

Academic Year	Academic term of This Report	Academic Term of Entering Receiving Institution	Term Type	Receiving Institution	Sending Institution	State of Sending Institution	Student Category: TYPP=transfer w/PSPT; TNPP=Transfer w/o PSPT		# of 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
2014-5	Spring 2015	Fall 2014	Sem	ND1	All TYPP	All	Passport	TYPP	119	70	97	131	97	29	30	2.19	16.1
					All TNPP	All	No	TNPP	10	5	9	12	9	4	2	2.16	15
					HI 1	HI	Passport	TYPP	12	6	10	15	10	3	3	2.14	18
					HI 2	HI	No	TNPP	46	6	10	13	10	5	2	2.2	15.3
					OR 1	OR	Passport	TYPP	36	20	30	45	30	10	10	2.15	16.3
					UT 1	UT			19	9	12	16	12	6	3	2.23	17.5
					UT 2	UT			51	35	45	55	45	10	14	2.22	14
					UT 3	UT	Passport	TYPP	1								

Since UT3 has fewer than five Passport students, no grades will be reported.

Second Term After Transferring

Academic Year	Academic term of This Report	Academic Term of Entering Receiving Institution	Term Type	Receiving Institution	Sending Institution	State of Sending	Student Category: TYPP=transfer w/PSPT; TNPP=Transfer w/o PSPT		# of 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
2015-6	Fall 2015	Fall 2014	Sem	ND1	All TYPP	All	Passport	TYPP	122	70	97	131	97	29	30	2.19	16.1
					All TNPP	All	No	TNPP	10	5	9	12	9	4	2	2.16	15
					HI 1	HI	Passport	TYPP	12	6	10	15	10	3	3	2.14	18
					HI 2	HI	No	TNPP	18	11	15	20	15	6	5	2.18	15.3
					OR 1	OR	Passport	TYPP	36	20	30	45	30	10	10	2.15	16.3
					UT 1	UT			19	9	12	16	12	6	3	2.23	17.5
					UT 2	UT			51	35	45	55	45	10	14	2.22	14
					UT 3	UT	Passport	TYPP	4								

Since UT3 has fewer than five Passport students, no grades will be reported

TRACKING: Academic Progress

Consistent across all Passport Institutions

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	#D s	#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	

Learning Outcomes as the Currency



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

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
 - **How-To:** <http://www.wiche.edu/info/passport/howToBecomePassportInstitution.pdf>
 - **Institution:** www.wiche.edu/info/passport/institutionApplication.pdf
 - **State:** www.wiche.edu/info/passport/stateApplication.pdf