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 **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.
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

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**
  - Syntheses and advanced accomplishment across general and specialized studies
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.
Passport Process

Two-year institution faculty define lower division general education core learning outcomes based on LEAP ELOs

Single Institutions or a State System

Four-year institution faculty define lower division general education core learning outcomes based on LEAP ELOs

State 1 set

State 2 set

State 3 set

State 4 set

State 5 set

Two- & four-year faculty representatives agree on Lower Division General Education Passport Learning Outcomes

Two- & four-year faculty representatives agree on Transfer Level Proficiency Criteria

Each Campus maps to PLOs, identifies Passport Block Courses, and Assessment Tools

Pilot campuses sign Passport Agreement

Passport Opens to Other WICHE States and Institutions
## 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>1. Develop a central message and supporting details by applying critical thinking and information literacy skills.</td>
<td>1. Students will develop knowledge and understanding of the form, content, context and effectiveness of communication.</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>2. Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose.</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>
</tr>
<tr>
<td>3. 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>3. 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>
<td>3. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively.</td>
</tr>
<tr>
<td>5. Communicate skillfully involving learning the conventions associated with speaking and learning.</td>
<td>5. Careful choice of words appropriate to topic and audience</td>
<td>5. Summarize, analyze, &amp; evaluate oral communications &amp; ask coherent questions as needed.</td>
<td>5. 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>
<td>5. Listen and critically evaluate the speaker's central message and use of supporting materials.</td>
</tr>
</tbody>
</table>

---

**INTERSTATE PASSPORT**

A WICHE States' Initiative
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

<table>
<thead>
<tr>
<th>Passport Learning Outcome Features</th>
<th>ORAL COMMUNICATION</th>
<th>Transfer Level Proficiency Criteria</th>
<th>Student speakers will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passport Learning Outcomes (What the student has learned)</td>
<td><strong>ORAL COMMUNICATION</strong></td>
<td>(Evidence of proficiency of the learning outcome appropriate at the transfer level) <strong>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</strong></td>
<td>- Select topics that are relevant to and important for a public audience and occasion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Find, retrieve, and critically examine information from personal experience and published sources for credibility, accuracy, relevance, and usefulness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Select and critically evaluate appropriate support materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Represent sources accurately and ethically.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Become fully informed about the subject matter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Defend motive of the presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Apply organizational skills in speech writing that use the claim-warrant-data method of argument construction.</td>
</tr>
</tbody>
</table>

Also developed for written communication and quantitative literacy
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)**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Academic Term of This Report</th>
<th>Academic Term of Entering Receiving Institution</th>
<th>Term Type</th>
<th>Receiving Institution</th>
<th>Sending Institution</th>
<th>State of Sending Institution</th>
<th>Student Category: TYPP=transfer w/PSPT; TNPP=Transfer w/o PSPT</th>
<th># of Students</th>
<th>#As</th>
<th>#Bs</th>
<th>#Cs</th>
<th>#Ds</th>
<th>#Did Not Finish</th>
<th>#Fs</th>
<th>Mean GPA Weighted on basis of # of Cr each student completed</th>
<th>Mean number of credits enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-5</td>
<td>Spring 2015</td>
<td>Fall 2014 Sem ND1</td>
<td>All TYPP</td>
<td>All Passport</td>
<td>TYPP</td>
<td>119</td>
<td>70 97 131 97 29 30</td>
<td>2.19</td>
<td>16.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All TNPP</td>
<td>All No</td>
<td>TNPP</td>
<td>10</td>
<td>5 9 12 9 4 2</td>
<td>2.16</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hi 1</td>
<td>Hi Passport</td>
<td>TYPP</td>
<td>12</td>
<td>6 10 15 10 3 3</td>
<td>2.14</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hi 2</td>
<td>Hi No</td>
<td>TNPP</td>
<td>46</td>
<td>6 10 13 10 5 2</td>
<td>2.2</td>
<td>15.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OR 1</td>
<td>OR Passport</td>
<td>TYPP</td>
<td>36</td>
<td>20 30 45 30 10 10</td>
<td>2.15</td>
<td>16.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UT 1</td>
<td>UT</td>
<td>Passport</td>
<td>TYPP</td>
<td>19</td>
<td>9 12 16 6 3 2</td>
<td>2.23</td>
<td>17.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UT 2</td>
<td>UT</td>
<td>Passport</td>
<td>TYPP</td>
<td>51</td>
<td>35 45 55 45 10 14</td>
<td>2.22</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UT 3</td>
<td>UT</td>
<td>Passport</td>
<td>TYPP</td>
<td>4</td>
<td></td>
<td>2.16</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Second Term After Transferring

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Academic Term of This Report</th>
<th>Academic Term of Entering Receiving Institution</th>
<th>Term Type</th>
<th>Receiving Institution</th>
<th>Sending Institution</th>
<th>State of Sending Institution</th>
<th>Student Category: TYPP=transfer w/PSPT; TNPP=Transfer w/o PSPT</th>
<th># of Students</th>
<th>#As</th>
<th>#Bs</th>
<th>#Cs</th>
<th>#Ds</th>
<th>#Did Not Finish</th>
<th>#Fs</th>
<th>Mean GPA Weighted on basis of # of Cr each student completed</th>
<th>Mean number of credits enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-6</td>
<td>Fall 2015</td>
<td>Fall 2014 Sem ND1</td>
<td>All TYPP</td>
<td>All Passport</td>
<td>TYPP</td>
<td>122</td>
<td>70 97 131 97 29 30</td>
<td>2.19</td>
<td>16.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All TNPP</td>
<td>All No</td>
<td>TNPP</td>
<td>10</td>
<td>5 9 12 9 4 2</td>
<td>2.16</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hi 1</td>
<td>Hi Passport</td>
<td>TYPP</td>
<td>12</td>
<td>6 10 15 10 3 3</td>
<td>2.14</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hi 2</td>
<td>Hi No</td>
<td>TNPP</td>
<td>18</td>
<td>11 15 20 15 6 5</td>
<td>2.18</td>
<td>15.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OR 1</td>
<td>OR Passport</td>
<td>TYPP</td>
<td>36</td>
<td>20 30 45 30 10 10</td>
<td>2.15</td>
<td>16.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UT 1</td>
<td>UT</td>
<td>Passport</td>
<td>TYPP</td>
<td>19</td>
<td>9 12 16 6 3 2</td>
<td>2.23</td>
<td>17.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UT 2</td>
<td>UT</td>
<td>Passport</td>
<td>TYPP</td>
<td>51</td>
<td>35 45 55 45 10 14</td>
<td>2.22</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>UT 3</td>
<td>UT</td>
<td>Passport</td>
<td>TYPP</td>
<td>4</td>
<td></td>
<td>2.16</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since UT3 has fewer than five Passport students, no grades will be reported.
### Annual Report from CDR to Each to Sending Institution

#### First Term After Transferring

<table>
<thead>
<tr>
<th>Academic Term of This Report</th>
<th>Academic Term of Entry into Receiving Institution</th>
<th>Term Type</th>
<th>Sending Institution</th>
<th>State of Receiving Institution</th>
<th>Receiving Institution</th>
<th>Student Category</th>
<th># students</th>
<th># As</th>
<th># Bs</th>
<th># Cs</th>
<th># Ds</th>
<th>#D's Not Finish</th>
<th>#Fs</th>
<th>Mean GPA</th>
<th>Weighted on basis of # of Cr each student completed</th>
<th>Mean number of credits enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Spring 2014</td>
<td>Sem</td>
<td>HI2</td>
<td>OR</td>
<td>OR 1</td>
<td>TYPP</td>
<td>9</td>
<td>20</td>
<td>30</td>
<td>45</td>
<td>30</td>
<td>10</td>
<td>10</td>
<td>2.9</td>
<td>16.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TNPP</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>2.07</td>
<td>15.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ND</td>
<td>ND1</td>
<td>TYPP</td>
<td>4</td>
<td>11</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>6</td>
<td>5</td>
<td>2.15</td>
<td>18.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TNPP</td>
<td></td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>2.05</td>
<td>15.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ND</td>
<td>ND2</td>
<td>TYPP</td>
<td>12</td>
<td>30</td>
<td>40</td>
<td>55</td>
<td>40</td>
<td>15</td>
<td>15</td>
<td>2.17</td>
<td>16.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TNPP</td>
<td></td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>2.06</td>
<td>17.5</td>
<td></td>
</tr>
</tbody>
</table>

#### Second Term After Transferring

<table>
<thead>
<tr>
<th>Academic Term of This Report</th>
<th>Academic Term of Entry into Receiving Institution</th>
<th>Term Type</th>
<th>Sending Institution</th>
<th>State of Receiving Institution</th>
<th>Receiving Institution</th>
<th>Student Category</th>
<th># students</th>
<th># As</th>
<th># Bs</th>
<th># Cs</th>
<th># Ds</th>
<th>#D's Not Finish</th>
<th>#Fs</th>
<th>Mean GPA</th>
<th>Weighted on basis of # of Cr each student completed</th>
<th>Mean number of credits enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Spring 2014</td>
<td>Sem</td>
<td>HI2</td>
<td>OR</td>
<td>OR 1</td>
<td>TYPP</td>
<td>9</td>
<td>30</td>
<td>40</td>
<td>40</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>3.4</td>
<td>14.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TNPP</td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
<td>17</td>
<td>11</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>2.78</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ND</td>
<td>ND1</td>
<td>TYPP</td>
<td>4</td>
<td>14</td>
<td>16</td>
<td>25</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>2.34</td>
<td>18.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TNPP</td>
<td></td>
<td>3</td>
<td>7</td>
<td>12</td>
<td>16</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>2.29</td>
<td>15.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ND</td>
<td>ND2</td>
<td>TYPP</td>
<td>12</td>
<td>50</td>
<td>44</td>
<td>60</td>
<td>20</td>
<td>11</td>
<td>10</td>
<td>2.55</td>
<td>16.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TNPP</td>
<td></td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2.33</td>
<td>18.0</td>
<td></td>
</tr>
</tbody>
</table>
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
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](http://www.wiche.edu/info/passport/howToBecomePassportInstitution.pdf)
- **Institution:** [www.wiche.edu/info/passport/institutionApplication.pdf](http://www.wiche.edu/info/passport/institutionApplication.pdf)
- **State:** [www.wiche.edu/info/passport/stateApplication.pdf](http://www.wiche.edu/info/passport/stateApplication.pdf)