The Interstate Passport: Outcomes as the New Currency for Transfer

A CONVENING WITH GATES: STAGE TWO
“Transfer Solutions through Cross-Organization Alignment”
July 28-29, 2014
HOST: Western Interstate Commission for Higher Education
Denver, CO
Regional Interstate Compacts for Higher Education

Midwestern Higher Education Compact (MHEC), one of four statutorily-created interstate compacts, was founded in 1991 and serves Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin. MHEC fulfills its purpose by being a catalyst for collaborative actions that improve the quality, accessibility, effectiveness, and efficiency of postsecondary education by becoming the region’s premier resource for innovative and transformative policies and practices toward this end.

New England Board of Higher Education (NEBHE) promotes greater educational opportunities and services for the residents of New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

Southern Regional Education Board (SREB) works with 16 member states to improve public education at every level, from pre-K through Ph.D. SREB is a nonprofit, nonpartisan organization headquartered in Atlanta. Member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. SREB’s work is funded by member appropriations and by grants and contracts from foundations and local, state and federal agencies.

Western Interstate Commission for Higher Education (WICHE) is a regional organization created by the Western Regional Education Compact, adopted in the 1950s by Western states. WICHE was created to facilitate resource sharing and collaboration among the higher education systems and institutions of the West. It improves access to higher education and fosters student success through its student exchange programs, regional initiatives that foster academic collaborations, cost savings initiatives, efforts to advance excellence in technology-enhanced teaching and learning, and research and policy work on numerous issues. Sixteen western states comprise WICHE: Alaska, Arizona, California, Colorado, Hawai‘i, Idaho, Montana, Nevada, New
What is WICHE?

- Western Interstate Commission for Higher Education  [www.wiche.edu](http://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.
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](http://www.wiche.edu/alliance)
  - Western Academic Leadership Forum (four-year sector) [www.wiche.edu/forum](http://www.wiche.edu/forum)

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

- Early discussions amongst the Alliance executive committee about wanting to tackle large scale issues as focus of our mission
- Recent discoveries inside states re: swirling. “If attacking these obstacles to transfer is important inside states, why isn’t it important across state lines?”
- What would a regional or even national approach look like? Why isn’t completion of the core in Arizona equal to completion of general education core in Utah?
On average ...

- 33 percent transfer and of those 27 percent cross state lines \textbf{(over 300,000 in WICHE region annually)}. \textit{(National Student Clearinghouse Signature Report, 2012)}

- Transfer students who earn a B.A. \textbf{take 1.2 years longer} to do it. \textit{(U.S. Dept. of Education, 2010)}

- The extra time costs a student \textbf{over $9,000} for tuition and fees alone. \textit{(WICHE, 2010)}

- \textbf{Unnecessary repetition of academic work} costs time and money for students, institutions, states, the federal government, and taxpayers.
Students face horrendous obstacles in the transfer and completion arena

-A dizzying blizzard of requirements and

-Impersonal, non interactive systems for navigation, inside a single institution.

-These difficulties are compounded when students try to transfer...
Academic Coverage: “Jumping the Chasm”

The Community College Route to the Bachelors Degree*
by David B. Monaghan and Paul Attewell

- Of Community College students...
  with 60 credits who desire to earn BS or BA
  only about **60% successfully transfer** to a four-year institution
  “Jumping that Chasm is probably a big part of the fall-off in completion rates.”

- Of 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

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<thead>
<tr>
<th>LACK OF TRANSFER</th>
<th>LOSS OF CREDITS</th>
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* http://epa.sagepub.com/content/early/2014/02/28/0162373714521865.full
Friction free transfer is seen as part of the bigger CBD solution picture for success, acceleration, and completion.

**Connection**
From Interest to Enrollment
Build direct routes to college opportunities through strategies such as dual enrollment, early college, and contextualized basic skills instruction.
Improve assessment and placement policies, including consideration of multiple measures.

**Entry**
From Enrollment to Entry into Program of Study
Support strong college advising, orientation, and student success courses, including advising that encourages early entry into a program stream that leads to a major.
Reduce, accelerate, and contextualize developmental education.
Invest in professional development to prepare faculty for pedagogical and curricular changes and promote faculty engagement.

**Progress**
From Program Entry to Completion of Program Requirements
Leverage technology to support individualized student planning, tracking, degree audit, and early warning systems.
Design financial aid to encourage and reward student progress.

**Completion**
Completion of Credential of Value for Further Education and (for CTE) Labor Market Advancement
Create structured transfer pathways by improving transfer and articulation policies.
Redesign CTE programs into more structured pathways with clear labor market value.
Support structured pathways with better use of labor market information and program-level data.
A COMMON TRANSFERABLE GENERAL EDUCATION CORE

A general education core is a useful foundation for transfer and articulation policy that delivers several benefits for students. The core also provides statewide guidance on general education requirements, which helps colleges target appropriate requirements while limiting student accumulation of excess credits.

The core also should bring to the table representatives from two- and four-year institutions and encourage a statewide conversation about transfer.
- and encourage a statewide conversation about transfer.....
- This has spawned new approaches to common numbering, complicated articulation crosswalks within some states, clarifying course choices (students don’t do optional), pathways into majors etc...
- Success here is very mixed, the institution as silo is in danger of a remedy that makes the state a silo
- The Passport can be layered on any initiative going on inside a state
For transfer, students are siloed inside the rituals and requirements of single colleges or if this is addressed then it is a state box.
The view of articulation when it is all about the institution protecting its course choices; instead transfer should be a friction-free zone acknowledging the work of the student and her right to take this work anywhere.
Not too long ago, moving around in Europe was like bringing your transfer credits to another college or into another state. A process with excruciating calculations that always left students with residual “credit” that didn’t “fit” – a pocket full of detritus.
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.

Can there not be a common currency to facilitate student transfer between states.... a Passport based on a common currency of Outcomes not courses, not credits?
Passport Partners: Phase I Facilitators

CA, HI, ND, OR & UT

23 two-year and four-year institutions

Dr. Debra David Project Director, "Give Students a Compass“
CSU Office of the Chancellor

Dr. Dick Dubanoski
Dean, College of Social Sciences
University of Hawai‘i 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
Association of American Colleges and Universities
Liberal Education and America’s Promise
General Education Essential Learning Outcomes

Passport Learning Outcomes
GENERAL EDUCATION

Upper Division Requirements

Lower Division Requirements

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

Passport Phase I
Oral Communication
Written Communication
Quantitative Literacy

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.
The Process

- 2-4 year faculty within a state tune their outcomes for general education
- Agree on outcomes and levels of proficiency
- Then reps from each state meet in a cross state format to perform same exercise with some deliverables
- Agreed upon outcomes, agreed upon proficiency criteria are worked out over a period of months of back and forth
## Transfer Level Proficiency Criteria

**Acceptable to Faculty at Every Passport Institution**

One example: Quantitative Literacy

<table>
<thead>
<tr>
<th>Passport Learning Outcome Features</th>
<th>Quantitative Literacy</th>
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<tbody>
<tr>
<td>Communication of Quantitative Arguments</td>
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<tr>
<td>Expresses quantitative information symbolically, graphically, and in written or oral language.</td>
<td>Transfer Level of Proficiency (Evidence of proficiency in a specific discipline) must be achieved to earn credit. The outcome is appropriate at every Passport Institution. No single student is expected to satisfy all aspects of these Proficiency Criteria nor is this intended to be a list of all possible Proficiency Criteria.</td>
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<tr>
<td>Correctly uses mathematical notation in all aspects of the solution of a typical problem at the appropriate level.</td>
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<tr>
<td>Accurately converts between proper mathematical notation/expressions and written/oral narrative.</td>
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<tr>
<td>Expresses answer and intermediate steps with correct units.</td>
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<tr>
<td>Uses appropriate language to link between different steps of stating or solving problems. Avoids using “=” to mean anything other than equality.</td>
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<tr>
<td>Uses function notation and parentheses correctly in solving problems.</td>
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<td>States the conclusion to a significance test and writes an explanation of the rationale for the conclusion.</td>
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<tr>
<td>Makes appropriate use of graphical objects (such as geometrical figures, graphs of equations in two or three variables, histograms, scatterplots of bivariate data, etc.) to supplement a solution to a typical problem at the appropriate level.</td>
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<td>Includes an appropriate graph to support or emphasize trends or findings.</td>
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<tr>
<td>Draws two consecutive iterations of the Koch Snowflake to demonstrate that perimeter increases at each step.</td>
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Working backward from agreed outcomes to validate and ground outcomes

- Outcome
- Proficiency criteria for transfer
- Faculty to identify crucial assignments; perhaps states post eportfolio examples of assignments that document outcomes
The Passport Block as the Currency

Transitioning from credit hours to competencies

• Passport Institutions agree that...
  • Each institution decides **what** 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.
    ➢ They will not be required to take courses in a receiving institution’s Passport Block to complete lower-division GE in Passport academic areas.

• When credits differ between Passport sending and receiving institutions:
  ➢ **More credits** in Passport Block of sending than receiving institution:
    **Student receives elective or other non-Passport credits equal to the difference.**
  ➢ **Fewer credits** in Passport Block of sending than receiving institution:
    **Student takes elective or other non-Passport credits equal to the difference.**
Student directed initiative but real benefits for faculty as well

- Cross institutional and cross state discussions on outcomes and competencies between faculty
- Continued work on evolving a commitment to these larger conversations
- Opportunity for conferences and workshops centered on these outcomes and their assessment: within a context of TRANSFER
The Passport’s Creation: Important Roles

from multiple institutions in five states

- **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
The Passport Agreement: Phase I

- Signatories agree to...
  - A block transfer of Passport Learning Outcomes (oral communication, written communication, quantitative literacy).
  - Notate student records.
  - Track and share data on academic progress.
  - Term of five years.

- 17 pilot institutions in four states have signed

**HI:** Leeward Community College
  - University of Hawai‘i, West Oahu
  - University of Hawaii, Hilo

**ND:** Lake Region State College
  - North Dakota College of Science
  - North Dakota State University
  - Valley City State University

**OR:** Eastern Oregon University
  - Blue Mountain Community College

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

**INTERSTATE**
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) GATES HAS ADJUSTED THESE
- Add six more content areas to complete lower division.
- More robust tracking system.
- Electronic application/renewal process.
- Roll out across the WICHE region.
Identification of Passport Students
Developed by Registrars from Pilot Institutions

Institutions indicate that a student has achieved the Passport by *choosing to use one or more of the following options* as preferred by the institution’s registrar:

- Adding a **comment** on the student record using a standard format.
- Posting a **pseudo course** on the student record.
- Creating an **additional record** to accompany a transcript.
Tracking Academic Progress of Passport Students
Developed by Registrars and Institutional Researchers

- Every receiving institution
  - Records Passport student grades of first two terms following transfer
  - Reports to Central Data Repository (CDR)

- CDR compiles and sends report to
  - Each sending institution
  - Passport Review Board
Passport is a Dynamic Matrix...is operational, not just an idea

- Can integrate other initiatives like LEAP and expand upon them
- Has the potential to include structured pathway opportunities as well as New Mathways
- Capable of targeting STEM paths
- Capable of engaging with PLA
- Could produce Eportfolio examples per state of assignments where outcomes demonstrated
- Reverse transfer could be deployed
- Preserves faculty creativity: Interstate Passport doesn’t care how you get to agreed upon outcomes
- Sets up possibility for a multi-state degree audit system