Passport Annual Report
Academic Year 2014-15

INTRODUCTION

This second Annual Report presents information about Phase II activities and accomplishments for Academic Year 2014-2015, as well as data on Passport students from participating Phase I Passport institutions during the same period.

The second phase of the Passport’s development began in October 2014 with the award of grants from the Bill & Melinda Gates Foundation and Lumina Foundation totaling $2.8 million over 24 months. The grant funds support the development of the Passport Learning Outcomes (PLOs) and transfer-level proficiency criteria (PC) in the remaining six lower division general education areas for the Passport, the piloting of data collection through the National Student Clearinghouse, the development of a business plan, an application system, and a plan for a longitudinal study, plus expansion to states/institutions outside the WICHE region.

Phase II partners in the work, supported by sub-awards, include institutions and organizations in seven Western states (CA, HI, ND, OR, SD, UT, WY) as well as the three other regional compacts and up to 12 institutions in six states within their borders.

A major effort of Phase II is to complete the development of the full Passport containing all nine lower division general education areas (LDGE) and ready it for implementation. To distinguish this version from the earlier and partial Phase I Passport, the full Passport will be known simply as Passport. Faculty members from the seven states are collaborating to develop PLOs and PC in the remaining six lower-division general education areas of the Passport:

- **Knowledge of Concept Areas**: natural sciences, human cultures, creative expression, and human society and the individual
- **Crosscutting Skill Areas**: critical thinking, teamwork and value systems.

This work builds on that accomplished by faculty from participating institutions in five states (CA, HI, ND, OR, and UT) during Phase I who developed the PLOs and PC in three areas:

- **Foundational Skills**: oral communication, written communication, quantitative literacy.

The Passport framework will be complete in spring 2016 and Phase I Passport will no longer be offered. Regionally accredited two-year and four-year public and private not-for-profit institutions in the U.S. may then construct their Passport Block—a list of courses and/or learning experiences by which their students can earn the Passport—and be positioned to award the Passport for the first time in Fall 2016.
ACTIVITIES

Stakeholder Kick-Off Meeting. Phase II began with an orientation meeting in November 2014 for the Passport State Facilitators, state experts on the Passport, from the seven states, coordinated by project staff. Some of the state facilitators served in that role during the pilot and have brought their experience and knowledge to this phase of the work. New state facilitators learned about the processes and timeline for the work ahead. This group identified faculty, registrars, institutional research representatives, and academic advisors to be involved and began working with them on intrastate activities leading to participation in the multi-state negotiation meetings to develop the Passport Learning Outcomes and Transfer-Level Proficiency Criteria. In addition, each Passport State Facilitator produced a written plan on how the funds in the state’s sub-award will be used to build stakeholder awareness and increase participation in the project within the state, as well as to support the intrastate and interstate tasks necessary for the state to participate effectively in the development and implementation of the completed Passport framework.

Intrastate Meetings. In preparation for the interstate negotiation meetings of faculty in Boulder, Passport State Facilitators convened faculty members from two- and four-year institutions in their states to develop the “state set” of learning outcomes in a specific content or skill area. The state set represented a consensus among faculty at participating institutions in the state for the lower-division general education learning outcomes in a specific area. All of the state sets were presented together in a “crosswalk” at the interstate faculty negotiation meeting to serve as the starting point in the discussion to develop the Passport Learning Outcomes. This process was repeated for the proficiency criteria in each knowledge or skill area. For both PLOs and PC, faculty recognized the commonalities among the states, and discussed the essential elements for inclusion in the Passport LOs and PC.

Faculty Interstate Negotiation Meetings. Project staff convened three interstate faculty negotiation meetings at which Passport Learning Outcomes and Transfer-level Proficiency Criteria were developed by faculty from participating institutions in four knowledge and skill areas, as follows:

- February 10-11, 2015: PLO Faculty Negotiation Meeting for natural sciences and human cultures
- April 14-15, 2015: PLO Faculty Negotiation Meeting for creative expression and critical thinking
- April 15-16, 2015: PC Faculty Negotiation Meeting for natural sciences and human cultures

A total of 50 unique faculty members, with expertise and experience in the selected knowledge and skill areas, attended the three meetings in Boulder and held rich and in-depth discussions about learning outcomes, course assignments and activities, language, and communicating clear expectations. Each faculty team in the knowledge/skill areas selected a chairperson to
oversee the work, which was supported by project staff and consultants Robert Turner, Passport state coordinator, and Terry Underwood, proficiency criteria specialist. Faculty members departed the meetings with an agreed-upon draft of the PLOs or PC to solicit feedback from colleagues back home. Each team participated in a series of conference calls to report on feedback and to revise, fine-tune and finalize the draft PLOs or PC. Three more faculty negotiation meetings will take place in the next academic year—one to develop the PC for creative expression and critical thinking, and the other two to develop both the PLOs and PC in the areas of human society and the individual and teamwork and value systems. This will bring the academic component of the Passport transfer framework to conclusion.

**Pilot Project with the National Student Clearinghouse.** The Passport Initiative has entered into an agreement with the National Student Clearinghouse (NSC) to conduct a manual pilot project as the first step toward fully automating the data verification and academic progress tracking process. The Passport Verify service – similar to the Degree Verify service currently offered to all NSC participating institutions – will allow Passport institutions to query the Clearinghouse to find out if an incoming transfer student has earned the Passport and if so, where and when. Registrars at Passport institutions will upload data on Passport students to NSC in the same fashion that they currently upload student tracker data to NSC, via a special secure FTP account. NSC will aggregate the data and produce reports for the Passport sending institutions. The purpose of this manual pilot is to identify the specifications for an NSC automated system. NSC has arranged for Passport data to be uploaded three times per year in the pilot, and also for institutions to make queries at three different times during the year. The NSC pilot project will run concurrently with the Passport Central Data Repository data collection and tracking functions, in which Passport data is collected manually just once per year. The pilot project sets the stage for automating the data collection process, reducing the burden on registrars to track and submit data manually, and enabling them to get immediate verification of Passport status for incoming transfer students 24 hours a day every day of the year. In addition, FITW funds will support the development the Academic Progress Tracking service (APT) in which NSC will calculate aggregate academic progress data for each of the three populations reported by receiving institutions and then sort it by Passport sending institutions. And like the Central Data Repository (CDR), which currently collects and analyzes Passport data, the Clearinghouse will produce and deliver reports to the sending institutions about the performance of their former students, and deliver a composite report of de-identified student data to the Passport Review Board annually. Registrars and institutional research staff from participating institutions will be asked to review the design for the new NSC automated services and provide feedback and recommendations on the process.

**Expansion of the Passport through the Regional Compacts.** WICHE hired Dr. Jane Sherman in June to serve as the Passport Tri-Region Coordinator. Sherman began working with representatives of the three other regional compacts (the Midwestern Higher Education Compact, New England Board of Higher Education, and Southern Regional Education Board) to identify and engage up to 12 institutions in the Passport activities—one two-year and one four-
year per state in two states of each region. Faculty at the participating institutions with responsibility for each of nine knowledge and skill areas within lower-division general education will review the PLOs and PC for congruence with the campus’s learning outcomes. These faculty will also create the institution’s Passport Block by identifying the courses and/or other learning experiences that the institution provides for its students to achieve transfer-level proficiency with the Passport Learning Outcomes.

A Passport State Facilitator will be identified in each new state to build awareness about the Passport in the state and work with campus liaisons to oversee Passport activities at the participating institutions, which will include ensuring that registrars and institutional researchers understand the process for notating the Passport on student records and tracking Passport student academic progress. The PSFs, in conjunction with the campus liaisons, will also convene academic advisors and marketing specialists to inform them about the Passport structure and process, and to solicit their input on the best ways to build awareness among students, parents, and staff. Ultimately the PSF and campus liaisons in each state will document their efforts to accomplish these tasks in a case study to be submitted to Passport staff. The case studies will help staff in continuous improvement efforts to the Passport application and implementation process.

Business Plan/Marketing Strategy. Passport staff developed a Request for Proposals to produce a business plan and solicited them from a variety of recommended consultants and firms. The business plan will describe strategies to scale and sustain the Interstate Passport Network (Network) as a self-sufficient operation over the next five years, including an analysis of market challenges and opportunities; a comparison of the Passport framework to related operations in the transfer arena; a marketing strategy for scaling participation in the Network nationally; a staffing and management structure; a pricing structure; and a budget to establish the Network as a self-sufficient operation. Due to the unique niche of the Passport, project staff elected to write the first draft of the business plan to be used as a basis for revision and expansion by a consulting firm to be secured in fall 2015.

Plan for a Six-Year Longitudinal Study. A plan to study the academic progress of Passport students following the conclusion of this Phase II project is currently in development, in consultation with project staff, by Heather McKay, director, Education and Employment Research Center (EERC), School of Management and Labor Relations, Rutgers, The State University of New Jersey. The plan calls for EERC to evaluate the Passport initiative to identify the commonalities and unique challenges of integrating the Passport into institutions’ transfer policies and procedures; examine the processes of ensuring quality and external validity for the new learning outcomes; and assess the impact of the Passport on transfer student retention and completion, especially for low-income students. Additional funding will be required to implement the plan for this study.
**Development of Specifications for the Web-Based Application Repository.** Passport staff member Kate Springsteen, hired in November, has taken the lead on developing the online application process for future participants in the Passport. She is working with the WICHE web designer and a programming consultant to identify the specifications and steps for the online applications. Using a web connection, applicants will select a user name and password to provide all information electronically. The system will allow for application approval and renewal by the Passport Review Board. In addition, institution and state information provided by approved applicants will be captured to dynamically generate state and institution profiles on the Passport web pages. The online application system is expected to be operational in spring 2016.

**Dissemination and Communication:**

- Passport staff (Catherine Walker and Patricia Shea) authored a monograph on the Passport for the National Institute of the Study of Transfer Students (NISTS) in preparation for their annual conference to be held in February 2016. Approximately 450-500 people attend this conference from all over the country.
- Passport staff (Catherine Walker, Patricia Shea and Roland Squire, Registrar, Utah State University) authored a chapter about the Passport in the American Association of Collegiate Registrars and Admissions Officers (AACRAO) book that was published this spring, *The Transfer Handbook: Promoting Student Success*. The book is available to AACRAO’s membership of 11,000 members through the organization’s website.
- Information about the Passport is included in each issue of the WICHE electronic newsletter *Newscap*, which is distributed six times per year to over 2,500 governors and legislators and their staffs, state and institution administrators, faculty and researchers in the WICHE region. *Newscap* is posted on the WICHE website homepage.
- During this period a six-panel informational brochure about the Passport was produced that described the initiative, cited data about the need for the Passport, and included a description of the framework and the academic tracking system. The brochure was distributed to participants at all Passport meetings and presentations and conferences around the country attended by staff.
- Passport staff provide updates and information on the Passport to WICHE Commissioners, the Western Academic Leadership Forum, and the Western Alliance of Community College Academic Leaders at their regular meetings each year. An update to the Presidents of all of the regional accrediting agencies was also sent in June.
- Project staff visited five of the seven Passport states during this reporting period – Hawaii, North Dakota, Oregon, Utah, and Wyoming – to meet with faculty and administrators, and have attended meetings and/or made presentations about the Passport at numerous events since fall 2014, including the League for Innovation in the Community College; Jobs for the Future; National Institute of the Study of Transfer Students; Arizona Transfer Summit; Botanical Society of America (presentation by a
 faculty team member); State Higher Education Executive Officers Policy Conference, The
College Board, and Simon Fraser University, Vancouver.

LOOKING AHEAD

On September 22, 2015 WICHE was awarded a U.S. Department of Education First in the World
grant totaling $2.99 million to expand and strengthen the Passport over the next four years.
The FITW project scope of work focuses on four main components.

1. Building a more robust and automated national data collection and student tracking
infrastructure for the Passport, in partnership with the National Student
Clearinghouse (NSC).
2. Examining critical assignments for congruency with the Passport Learning Outcomes,
in partnership with the National Center for Higher Education Management Systems
(NCHEMS).
3. Scaling Participation in the Passport, a robust marketing campaign that builds
awareness of the benefits of participating in the Passport program.
4. Researching the Impact of the Passport on Transfer Students, an evaluation of the
effectiveness of the Passport, in partnership with the School of Management and
Labor Relations' Education and Employment Research Center at Rutgers University.

The first year of the federal grant project will overlap with the second and last year of Gates
and Lumina grants (October 1, 2015-September 2016).

PASSPORT PHASE I AWARDS AND ACADEMIC PROGRESS FINDINGS FOR: AY 2014-15

The information presented here on Passport Phase I students is a continuation of the proof of
concept for the initiative as we make progress in refining and adjusting our process and
specifications in anticipation of our transition to the National Student Clearinghouse and
institutions’ awarding the completed Passport. As such, the quantity of Phase I students is less
important than the testing of the process and its potential findings as we scale up.

This report represents the first year in which institutions were able to report student academic
progress data for two terms, which is one of the standards of the tracking system. Phase I
Passport transfer numbers were expected to be very small again this academic year because
the Phase I courses correspond to only 9-12 credits; students are more likely to transfer in their
second year when they have 30-60 credits. Many of those who did transfer in this time period
most likely completed the foundational courses before their institution offered the Passport. As
more time passes, however, we’ll see steady growth in Passport transfers—especially after we
begin offering the completed Passport, which represents 30-39 semester credits. The full
Passport is timed to coincide with NSC deployment of Passport-Verify and the Academic
Progress Tracking so that data can be submitted each term and verified automatically 24x7 for
incoming transfers, increasing the reliability that Passport students are recognized and counted.

The Passport Central Data Repository, based at Utah State University (USU), produced the data report that follows. Roland Squire, USU Registrar, is director of the CDR, and oversees data collection. Michael Torrens, Director, Analysis, Assessment and Accreditation at USU provided the analysis.

An important part of the Passport framework is the detailed outcomes data provided by the Passport’s academic progress tracking process. Each Passport signatory institution has agreed to supply Phase I data annually to the Passport’s Central Data Repository on specific measures. The CDR organizes the data and provides a report to each Passport sending institution that indicates the academic progress of their former students after transferring to another Passport institution. The CDR also provides an aggregate report to the Passport Review Board to inform the overall effectiveness of the initiative.

In this second reporting period, the Central Data Repository received reports from 12 institutions (four-year institutions unless otherwise noted):

- **Hawaii**
  - Leeward Community College (HILCC), two-year institution

- **North Dakota**
  - Lake Region State College (NDLRSC)
  - North Dakota State University (NDNDSU)
  - North Dakota Valley City State University (NDVCSU)

- **Oregon**
  - Blue Mountain Community College (ORBMCC), two-year institution

- **Utah**
  - Dixie State University (UTDSU)
  - Salt Lake Community College (UTSLCC), two-year institution
  - Southern Utah University (UTSUU)
  - Utah State University (UTUSU)
  - Utah Valley University (UTUVU)
  - Weber State University (UTWSU)

- **Wyoming**
  - Laramie County Community College, two-year institution (WYLCCC)

Two institutions that did not submit data this year but did so last year are the University of Hawaii, West Oahu (HIUHWO) and the University of Utah (UTUU). Two institutions that submitted data this year but not last year include North Dakota Valley City State University (NDVCSU) and Laramie County Community College, two-year institution (WYLCCC).
During this pilot, each participating Phase I Passport institution receives a customized version of the Passport Data Collection Tool – a customized Excel template – on which to record data on students relevant to the Passport initiative.

Passport institutions were asked to submit data for three terms of the 2014-15 academic year: summer 2014, fall 2014, spring 2015. Institutions submitted data on the number of Phase I Passports awarded in the three terms, and also academic progress tracking data on transfer students and native students during the same three terms, broken out by cohorts for transfer students and for native students, as follows:

**Transfer Students with and without a Phase I Passport:**

- *Spring 2014 Cohort, second-term data, i.e., fall 2014 term academic progress data for students who transferred to the institution in spring 2014 term*
- *Fall 2014 Cohort, first-term data, i.e., fall 2014 term academic progress data for students who transferred to the institution in fall 2014 term.*
- *Fall 2014 Cohort, second-term data, i.e., spring 2015 term academic progress data for students who transferred to the institution in fall 2014 term.*
- *Spring 2015 Cohort, first-term data, i.e., spring 2015 term academic progress data for students who transferred to the institution in spring 2015 term.*

**Native Students:**

- *Fall 2014 term for native students who earned or did not earn a Passport prior to January 2014, which represents the second-term data for students who earned a Passport in fall 2013.*
- *Fall 2014 term for native students who earned/did not earn a Passport in spring 2014, which represents first-term data for the spring 2014 cohort.*
- *Spring 2015 term for native students who earned/did not earn a Passport in fall 2014, which represents second-term data for the spring 2014 cohort.*

With the first collection of Phase I Passport student data last year, not enough time had elapsed since awarding had begun for students who earned a Phase I Passport to transfer, or for institutions to track academic progress for more than one term. This year, however, academic data were collected for two terms following transfer and/or the award of the Phase I Passport. Throughout this process the participating institutions have continued to be very helpful and responsive. The results of the data collection and analysis are presented in the following pages.
Summary of Results

Total Passports Awarded

The total number of Phase I Passports awarded across all participating institutions (as reported) is presented in Figure 1 below. Note: The first term that the Phase I Passport was awarded was fall 2013.

![Figure 1: Total Phase I Passports Awarded by State and by Institution, AY 2013-14 and 2014-15](image)

The number of Phase I Passports awarded more than doubled between Academic Year 2013-2014 and 2014-2015, from 2,276 to 4,821. Of particular importance is the fact that Phase I Passports awarded by two-year institutions increased from only 90 in the first year to 365 in the second year. Given that one of the greatest potential benefits to students enrolled in participating institutions is the transfer from two-year community college programs to four-year programs, the increase in the number of Phase I Passports awarded by the two-year schools is of significant importance and points to the value of increasing participation of two-year institutions when the Passport is complete and operational.

The total number of Phase I Passports awarded by term is sorted by institution level in Figure 2 below:
TOTAL PHASE I PASSPORTS AWARDED BY LEVEL AND BY INSTITUTION

<table>
<thead>
<tr>
<th>2-Yr Institution</th>
<th>AY13-14</th>
<th>AY14-15</th>
<th>Grand Total</th>
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</thead>
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<tr>
<td></td>
<td>Fall 2013</td>
<td>Spring 2014</td>
<td>Total</td>
</tr>
<tr>
<td>UTSLCC</td>
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<td>54</td>
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<td><strong>90</strong></td>
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<table>
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<th>AY13-14</th>
<th>AY14-15</th>
<th>Grand Total</th>
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<tbody>
<tr>
<td></td>
<td>Fall 2013</td>
<td>Spring 2014</td>
<td>Total</td>
</tr>
<tr>
<td>NDNDNSU</td>
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<td>790</td>
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<td><strong>Grand Total</strong></td>
<td>1,075</td>
<td>1,201</td>
<td><strong>2,276</strong></td>
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</table>

Figure 2: Total Phase I Passports Awarded by State and by Institution, AY 2013-14 and 2014-15

Phase I Passport Transfer Students

As noted earlier in this report, the purpose of the Phase I pilot is to model and refine the Passport processes before scaling up to the full Passport and involving more institutions. The number of students transferring during the pilot with the Phase I Passport was expected to be very low because of the time elapsed. Most students transfer at the end of their first or second year, more in line with what will occur when students can earn the full Passport. Nevertheless, some students (97) have transferred with the Phase I Passport and this has provided insight into variations in implementation among the campuses participating in the pilot and highlighted the value that the NSC service will bring to ensure that all Passport students are recognized at their receiving institutions. Once recognized Passport students will be tracked for two terms after transfer and sending institutions will benefit from learning about how well their former students performed. The increase in Phase I Passports awarded at the two-year schools, and the increasing participation of community colleges are both positive signs towards seeing those transfer numbers (with Passport) increase significantly as the full Passport is rolled out.
Academic Progress

Grade Averages

Our sample size of students transferring with a Phase I Passport is still too small to draw definitive conclusions but it does shed some light on areas to explore in the future. By examining the Spring 2014 and Fall 2014 cohorts, we can observe that Passport student performance improves greatly by the second semester of tracking, where both grades and average GPA are higher for transfer students with Passports vs. all students from the same cohorts who transferred without a Passport. We need to be cautious, however, in the interpretation of these data, particularly with regard to the evaluation of distribution of specific grades (A, B, C, etc.). The population sizes for students transferring with a Passport are still quite small (20-40 per cohort), compared with thousands of students who transferred without a Passport, so comparing specific grades in this case is questionable. The average GPA comparison is also based on the small sample size for Passport transfer students, but average GPA at least aggregates all of the course grades together for each student, so it's a little less problematic with such a small sample.

Caution is also recommended in terms of evaluating the very strong improvement in grades for students transferring with a Passport in their second term of enrollment compared to those without a Passport. Note that the number of students enrolled in the second semester is lower for each of the cohorts where two semesters of data is available. Because institutions submit only aggregated data, there is no way to know, but given the small population of Passport transfer students, logic would suggest that there may have been a few students who particularly struggled after transfer (bringing down the grades), and that they may have subsequently left school (raising grades in the second term). The same decline in transfer student enrollment can be seen in the populations of students who transferred without a Passport, but the impact on their grade distribution and GPA is much less.

In summary, there may be some positive signs in the grades data, but it's more of a mixed story than the average credit and GPA analysis. Given the small population size and the use of aggregate data, it's hard to know what we don't know. All of these issues will be greatly resolved once we move to NSC reporting with student-level de-identified data.

Average GPA

Students who earned a Phase I Passport have a higher GPA, on average, across all cohorts currently reporting. This is true both for students who choose to stay at their native Passport institution, and for students who choose to transfer to another Passport institution. Performance across cohorts is a little more nuanced. In general, for the cohorts where we have two terms of data (SP2014 and FA2014 Cohorts), students who transferred with a Phase I Passport to another Passport institution performed better in the second semester of
enrollment. Care must be taken in the interpretation of these data, however, as the sample size ("n") is still quite small, and one can observe that there is some attrition between first and second semesters of enrollment for students who transfer (both Passport and non-Passport students). Because institutions are currently only reporting aggregate totals, it is not possible to distinguish between students who may have dropped out, graduated, taken an approved leave of absence, or transferred to yet another institution. Once reporting transitions to NSC, WICHE will be able to adjust data based on student attrition for these and other reasons.

**Average Credits**

Results for average credits taken per semester are more consistent, with students who earn a Phase I Passport taking classes at a greater average intensity than those who have not earned a Passport. The result is similar, both for students who transfer (non-native), and for those that remain (native). It is worth noting that students who earned a Phase I Passport take more than 20 percent more credits than students without a Passport. We could speculate that there could just be a correlation between taking a lot of credit and getting the Phase I Passport, e.g., students that are taking a higher intensity of credits are more likely to earn a Phase I Passport vs. the other way around. However, an interesting fact is that the students who transfer with a Phase I Passport take 20-30 percent more credits per semester, on average, than students who transfer without a Phase I Passport. Passport students are taking classes at higher intensity at recipient institutions after having earned the Phase I Passport than their peers who transferred without a Passport.

**Reports to Sending Institutions**

Participating institutions report on the academic progress of both native and transfer students, aggregating student-level results by institution, and by “earned Passport” (Y/N). This reporting enables the Central Data Repository to supply each participating institution with details of the academic progress of its former students who transferred to other participating institutions, as well as providing a baseline for “native” students with and without a Passport. For this second reporting period, the data submitted were a bit richer than last year, i.e., higher numbers of awarded Phase I Passports, students with Phase I Passports transferring, and academic progress tracked for more than one term.

The reports supplied to individual institutions (sending institutions) contain information on student academic progress. The Central Data Repository affirms its commitment to maintaining the confidentiality of each institution’s data, as will be the case with the National Student Clearinghouse. On the next page (Figures 3) is an example of an institution-specific report, which in this case provides information on the academic progress of USU students, specifically the average number of credits and average GPA, by cohort, of native students with or without the Passport, and transfer students with or without the Passport and the sending institutions. Such reports are intended to inform a sending institution of how well its students progressed after transferring, and may indicate that the institution’s Passport Block is robust and effective,
or that adjustments may be considered. As the project moves forward and expands, Passport staff will be responsive to institution requests for additional or more specific information in the data reports.

Figure 3: Institution-Specific Report Prepared for Sending Institutions
Feasibility and Efficacy of Passport Tracking System

The tracking system for collecting data on Passport students was designed by registrars and institutional research representatives from the participating Phase I Passport institutions, and it will continue to be refined and improved as the project advances and transitions to the National Student Clearinghouse. Institution representatives are encouraged to contact Passport staff or that of the Central Data Repository with requests for clarification and explanation, and many did so during this reporting period. The overwhelming majority of these requests were for clarification. Some of the queries pointed to areas that may need to be considered for revision or improved explanation. As we develop the specifications and processes for submitting data electronically to the Clearinghouse, data collection and submission for the next reporting cycle (Fall 2016) should be much simpler and more efficient for institution staff. Passport staff and representatives of the CDR and NSC are committed to making the process as simple and efficient as possible for all Passport institutions.
## Institutions and Organizations Participating in Phase II Passport Development

### CALIFORNIA
- Academic Senate, California State University
- Academic Senate, California Community Colleges

### HAWAI‘I
- Leeward Community College
- University of Hawai‘i West Oahu

### NORTH DAKOTA
- Lake Region State College
- North Dakota State University
- North Dakota State College of Science
- Valley City State University

### OREGON
- Blue Mountain Community College
- Western Oregon University

### SOUTH DAKOTA
- Black Hills State University
- Dakota State University
- Northern State University
- South Dakota School of Mines & Technology
- South Dakota State University
- University of South Dakota

### UTAH
- Dixie State University
- Salt Lake Community College
- Snow College
- Southern Utah University
- The University of Utah
- Utah State University
- Utah Valley University
- Weber State University

### WYOMING
- Laramie County Community College
Passport Review Board

Passport State Facilitator Members
- California: Thomas Krabacher, professor of geology, California State University Sacramento
- Hawaii: Richard Dubanoski, former dean, College of Social Sciences, University of Hawaii at Manoa
- North Dakota: Thomas B. Steen, Professor Emeritus and former director, Office of Essential Studies; University of North Dakota
- Oregon: Sean Pollack, policy specialist, Academic and Student Affairs, Oregon Higher Education Coordinating Commission
- South Dakota: Paul Turman, system vice president for Academic Affairs, South Dakota Board of Regents
- Utah: Phyllis (Teddi) Safman, assistant commissioner for Academic Affairs, Utah State Board of Regents
- Wyoming: Kari Brown-Herbst, director, Center for Teaching & Learning, Laramie County Community College

At-Large Members
- Academic Quality Expert (DQP, MSC, GEMS): Peter Ewell, vice president, National Center for Higher Education Management Systems
- Faculty Expert: Susan Neel, associate professor of History, Utah State University
- Research Expert: Karen Paulson, Pennsylvania State University
- State Policy/Transfer Expert: Michel Hillman, consultant; Co-chair PRB
- Student Affairs Expert: Kathryn Flewelling, director, Student Planning and Success, Laramie County Community College
- Western Academic Leadership Forum Representative: TBD
- Western Alliance of Community College Academic Leaders Representative: Peter Quigley, associate vice president, Academic Affairs, University of Hawaii; Co-Chair PRB

Passport Project Staff
- Patricia Shea, principal investigator
- Robert Turner, Passport state coordinator
- Cathy Walker, project manager
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- Jane Sherman, Tri-Region coordinator