APPLICATION FOR PASSPORT STATUS PART II:
STATE SET

The PASSPORT is an interstate transfer agreement of a lower division general education core block between two-year and four-year institutions in several states in the WICHE region. Applying for PASSPORT status is a two-step process. First, each institution that wishes to become a Passport institution will submit the Application for Passport Status Part I: Institution to the state’s Pilot State Facilitator. The Pilot State Facilitator will then complete and submit this Application for Passport Status Part II: State Set on behalf of all institutions that completed the Part I: Institution application. Depending on the governance structure within a state, Part II may be completed either for a system or for a state’s set of institutional partners. The phrase “state set” is used in this application to refer to both of those circumstances.

DIRECTIONS for Submitting Application for Passport Status Part II: State Set

This application should be completed by the Pilot State Facilitator and submitted to the Pilot State Coordinator and the Passport Project Manager. Questions about completing this application should be directed to the Pilot State Coordinator (see page 6). The application is due SEPTEMBER 14, 2012.

This Part II: State Set application compiles information submitted as part of the Part I: Institution applications. In addition, the Part II: State Set application will be used to negotiate PASSPORT agreements with other states in the WICHE region participating in the pilot project.
INSTITUTIONS THAT COMPLETED the Application for Passport Status Part I: Institution

Please list the name of each participating institution and mark an “X” in the appropriate column for its type. Each institution listed below guarantees that its learning outcomes map to and are equivalent to the state set learning outcomes. Add more lines for additional institutions as necessary.

ATTACH ALL PART I APPLICATIONS TO THIS PART II APPLICATION.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Two-Year</th>
<th>Four-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento City College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State University, Sacramento</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

APPLICATION FOR PASSPORT STATUS PART II: STATE SET
1. **CORRESPONDENCE OF STATE SET LOWER DIVISION GENERAL EDUCATION LEARNING OUTCOMES WITH AAC&U’s ESSENTIAL LEARNING OUTCOMES:**

On the table below, please list the lower division general education learning outcomes agreed upon by your state set of institutions. Indicate how each outcome corresponds to the Liberal Education and America’s Promise (LEAP) Essential Learning Outcomes developed by the Association of American Colleges and Universities. These learning outcomes may not be worded identically at every institution in the state set, but each institution guarantees that its learning outcomes map to and are equivalent to the state set learning outcomes.

If more than five state set learning outcomes map to a specific LEAP outcome, please include that additional information in a Word document and attach it to this application. If your state has only one state set learning outcome for a certain LEAP outcome, then leave row 2 in the corresponding cell of column 3 blank.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASSPORT LOWER DIVISION GENERAL EDUCATION CORE AREAS</td>
<td>AACU LEAP GEN ED LEARNING OUTCOMES and the AAC&amp;U VALUE RUBRIC definitions of each core area</td>
<td>CORRESPONDING STATE SET LOWER DIVISION LEARNING OUTCOMES</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Oral Communication A prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors</td>
<td>1. See attachment.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Written Communication The development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.</td>
<td>2.</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>Quantitative Literacy A &quot;habit of mind,&quot; competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats.</td>
<td>3.</td>
</tr>
</tbody>
</table>

APPLICATION FOR PASSPORT STATUS PART II: STATE SET
2. **STATE SET ASSESSMENTS** of mastery of each lower division general education learning outcome: Please add additional assessments to the table as required. For example, if only one assessment is used to determine mastery of oral communication, list that assessment as #1 in the relevant cell of column 3 and leave row 2 blank.

*(NOTE: This table is intended to compile a list of the most commonly used assessments in the entire state set in order to inform faculty in other Passport states. It is not intended to directly or indirectly influence choice of assessments.)*

<table>
<thead>
<tr>
<th>STATE SET ASSESSMENTS</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PASSPORT LOWER DIVISION GENERAL EDUCATION CORE AREAS</strong></td>
<td><strong>AACU LEAP GEN ED LEARNING OUTCOMES</strong></td>
<td><strong>ASSESSMENTS USED TO DETERMINE MASTERY OF EACH LOWER DIVISION GEN ED LEARNING OUTCOME</strong></td>
<td></td>
</tr>
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<td>Oral Communication</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative Literacy</td>
<td>5.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A &quot;habit of mind,&quot; competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. STATE SET CERTIFICATION OF INDIVIDUAL STUDENT’S COMPLETION OF PASSPORT

(NOTE: This section is reserved for descriptions of the methods that participating institutions in the state sets will use to document student mastery of the Interstate Passport’s lower division general education core block outcomes. Instructions will be written after consultation with registrars and institutional researchers.)

4. SUCCESS OF PASSPORT STUDENTS RELATIVE TO NON-PASSPORT TRANSFER AND NATIVE STUDENTS

(NOTE: This section is reserved for descriptions of the methods that participating institutions in state sets will use to track student progress. Consistent with development of Section 3, instructions will be written after consultation with registrars and institutional researchers.)

5. CONTINUATION OF STATE’S PASSPORT STATUS

The Interstate Passport Initiative is funded as a two-year pilot project through September 30, 2013. The goal is to continue and expand the scope of the project beyond that date. Please provide the name, title and contact information of the individual likely to serve as your State Passport Facilitator as your state continues participating in the regional Passport Initiative. If this is the same individual identified in Section 6, list only the name here.

NAME: Debra David
TITLE: Project Director, Give Students a Compass
ADDRESS: CSU Chancellor's Office, 401 Golden Shore, 6th floor
CITY, STATE, ZIP: Long Beach CA 90802
PHONE NUMBER: 562-951-4775 EMAIL ADDRESS: ddaivd@calstate.edu
6. **APPLICATION FOR PASSPORT STATUS PART II: STATE SET SUBMITTED BY PILOT STATE FACILITATOR:**

The individual submitting this application represents and warrants that he/she has the right, power, legal capacity, and appropriate authority to do so on behalf of the institutions named above and for which he/she signs below.

**Printed Name:** Ken O'Donnell

**Signature:** [Signature]  
**Date Submitted:** 9/13/2012

**CONTACT INFORMATION:**

**TITLE:** Sr. Director, Student Engagement & Academic Initiatives & Partnerships

**ADDRESS:** CSU Chancellor’s Office, 401 Golden Shore, 6th Floor

**CITY, STATE, ZIP:** Long Beach, CA  90802

**PHONE NUMBER:** 562-951-4735  
**EMAIL ADDRESS:** kodonnell@calstate.edu

**Submitted via:** [ ] FAX  [ ] SURFACE MAIL  [X] EMAIL

Application is due **SEPTEMBER 14, 2012**. Please submit this **Application Part II: State Set** and all accompanying applications, **Part I: Institution**, to:

**Bob Turner**  
Passport Initiative Pilot State Coordinator  
bturner@wiche.edu  
Phone: 541-829-1983

**Cathy Walker**  
Passport Iniative Project Manager  
cwalker@wiche.edu  
Phone: 303-722-5635
Section 1 - Correspondence of Learning Outcomes

From California State University (CSU) Chancellor’s “Executive Order 1065”, which outlines General Education Breadth Requirements, article 3.2 “CSU Student Learning Outcomes”: “Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities.

LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning”

From article 4: Subject area distribution

**Oral communication:** (Note - Outcomes for oral and written communication are identical)

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.

**Written communication:**

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.
Quantitative reasoning

1. Students shall develop skills and understanding beyond the level of intermediate algebra.
2. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.
Section 2 – State Set Assessments

The Executive Order 1065 does not specify a set of assessments. Each CSU campus determines its own GE guidelines and assessment procedures and standards within the framework of the Executive Order.

Courses at community colleges designed to transfer to the CSU system are reviewed for articulation purposes by the CSU Chancellor’s Office. If they are designed to transfer to the University of California (UC) system, they are reviewed through their system Office of the President. To help reviewers, the public institutions publish “Guiding Notes for General Education Course Reviewers.” In most cases, community college courses designed to meet first-semester written communication requirements and quantitative reasoning requirements are intended to transfer to both CSU and UC systems. An exception is that the CSU will accept community college math courses developed specifically for students preparing to teach elementary schools. The CSU requires an oral communication course, but the UC does not. The section below draws on the “Guiding Notes.”

Oral communication: “Courses must include faculty-supervised, faculty-evaluated practice in communicating orally in the physical presence of other listeners.”

Written communication: “A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level”. Reviewers look for evidence of assigned and graded student writing, both in class and as assigned homework. The UC requires a minimum of 6000 words; the CSU does not specify a minimum number of words, however “some number of words should be specified in the course outline.”

Quantitative reasoning: No specific assessment methods are identified in the “Guiding Notes.” Instructors usually assess student learning through examinations and homework.