Welcome to the Interstate Passport Webinar Series

Webinar Starting Time: 12:00 pm MST

- This webinar is being **recorded and will be available** at www.wiche.edu/passport/webinars by November 17th, 2016.

- **Questions**? If you have questions throughout the webinar, **type in your question in the question box** and it will be brought to the presenter’s attention.

- Following this webinar, **please fill out a quick survey** here: https://www.surveymonkey.com/r/MD2M9RT.
The Interstate Passport

Developing the Passport Learning Outcomes and the Proficiency Criteria: Creative Expression

November 16th, 2016 12:00 pm (MST)

Michael Phillips
Professor of Theatre
Western Oregon University

Paul Wickline
Theatre Department
Chair/Academic Senate President
College of the Canyons
What is the Interstate Passport?

A new framework to advance friction-free student transfer

- A grass-roots initiative originated by academic leaders in the western states
- Lower-division general education
- Block transfer based on learning outcomes & proficiency criteria developed by multi-state faculty negotiation
- Tracking student academic progress designed by registrars and institutional researchers

...focusing on ensuring quality

...and streamlining pathways to graduation...
Purpose of the Passport:

Reduce unnecessary repetition of academic work after students transfer.

...focusing on ensuring quality and streamlining pathways to graduation....
Major Components of Passport

1. **Passport LDGE Areas** (from LEAP outcomes)  
   by PSFs/staff

2. **Passport Learning Outcomes** in each area  
   by FACULTY

3. **Transfer-Level Proficiency Criteria** per PLO  
   by FACULTY

4. **Passport Blocks** learning experiences; address all PLOs  
   by FACULTY

5. **Tracking System:** Student Academic Progress  
   by REGISTRARS/IR

6. **Application and MOU**
Consensus Lower-Division GE Learning Outcomes and Proficiency Criteria

1. **Passport Learning Outcome (PLO):**
   Statement of what student must know and/or be able to do to attain LDGE proficiency in each feature.
   e.g., Critical Receiver (listening): Listen and critically evaluate the speaker's central message and use of supporting materials.

2. **Transfer–Level Passport Proficiency Criteria:**
   Statement of an assignment currently used for student to show transfer-level proficiency with the PLO.
   e.g., Critical receiver (listening): Complete appropriate, constructive peer evaluations; summarize speech’s main points
2. Passport Learning Outcomes for each Knowledge/Skill area ACCEPTABLE to Every Passport Institution

<table>
<thead>
<tr>
<th>Critical Thinking PLO Feature</th>
<th>Critical Thinking Passport Learning Outcomes (what the student has learned)</th>
<th>Courses, other learning opportunities that address the PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Setting</td>
<td>Identify a problem or question and its component parts.</td>
<td></td>
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<tr>
<td>Recognize Assumptions</td>
<td>Recognize and assess personal and other relevant underlying assumptions.</td>
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<tr>
<td>Evidence</td>
<td>Identify, gather, and analyze the information/data necessary to address the problem or question.</td>
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</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate information/data for credibility (e.g. bias, reliability, validity) and relevance to a situation.</td>
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</tr>
<tr>
<td>Context</td>
<td>Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories and theories.</td>
<td></td>
</tr>
</tbody>
</table>
Development of the Creative Expression LO’s

Nine faculty representing institutions in seven states
# Institutions and Disciplines involved in the Development of the Creative Expression

Passport Creative Expression Team

<table>
<thead>
<tr>
<th>State</th>
<th>Institution Type</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>Community College</td>
<td>Theatre</td>
</tr>
<tr>
<td>Hawaii</td>
<td>Comm. Coll. &amp; University</td>
<td>English; Creative Media</td>
</tr>
<tr>
<td>North Dakota</td>
<td>University</td>
<td>Music</td>
</tr>
<tr>
<td>Oregon</td>
<td>University</td>
<td>Theatre; Art</td>
</tr>
<tr>
<td>South Dakota</td>
<td>University</td>
<td>Art</td>
</tr>
<tr>
<td>Utah</td>
<td>University</td>
<td>Music; Graphic Communication</td>
</tr>
<tr>
<td>Wyoming</td>
<td>Community College</td>
<td>Art</td>
</tr>
</tbody>
</table>
Writing PLOs and PC

1. Intra-State PLO/PC
   Intra-state meetings of two- and four-year faculty – mutually acceptable; submit to Passport Staff to assemble crosswalk

2. Crosswalk and Interstate Negotiation
   Passport staff compile all in-state PLOs/PC into one crosswalk document, distribute attendees; use to find common PLOs/PC, and to negotiate draft

3. Return to State and Vet
   Obtain peer faculty feedback on draft PLOs/PC

4. Up to four Conference Calls
   Negotiate final PLOs/PC

5. Passport Review Board
   Monitor feedback and effectiveness; distribute for editing and redraft
Creative Expression

Interpretive and creative expression of the potential and limits of the human condition relies on critical analysis of specific texts or works to support its claims. Relationship to institutions’ Passport Block: this area includes disciplines such as music, visual arts, design, theater, film, media, literature, architecture, and others.

<table>
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<tr>
<th>Passport Learning Outcome Feature</th>
<th>Passport Learning Outcomes (what the student has learned)</th>
<th>Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level)</th>
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<tr>
<td></td>
<td></td>
<td>Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.</td>
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Creative Expression Faculty Meetings

1. Pre-Feb 2015: intrastate meetings
   *(Crosswalk content)*

*Individual State Recommendations*
Developing the Creative Expression LO’s

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<tr>
<th>Passport Learning Outcomes</th>
<th>HA'AWI'</th>
<th>NORTH DAKOTA</th>
<th>OREGON</th>
<th>SOUTH DAKOTA</th>
<th>UTAH</th>
<th>WYOMING</th>
<th>Passport Transfer-Level Proficiency Criteria - DRAFT</th>
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<tr>
<td><strong>Basic Knowledge:</strong></td>
<td>1. Identify basic story elements such as inciting incident, central conflict, climax, and resolution in a given motion picture.</td>
<td>1. Provide a vocabulary list of 30 terms with definitions, which are associated within the subject area.</td>
<td>Students may fulfill this outcome by engaging in one or more of the following activities or assignments: 1. Understand and use the elements and principles of design to successfully create a visual composition.</td>
<td>Proficiency as demonstrated by the following: ideation; iterative action with manipulation of materials/tools and applied theory.</td>
<td>1. Students demonstrate an understanding of discipline specific principles, terminology, skills, technology, and methods through the successful completion of reading assignments and comprehension tests, projects, and exams.</td>
<td>1. Students can define discipline-specific vocabulary in words and in their original creations.</td>
<td></td>
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<tr>
<td>Employ fundamental discipline-specific principles, terminology, skills, technology and methods</td>
<td>2. Define given video production terminology.</td>
<td>2. Within a concert report, provide details about the style, genre, form and elements of the work.</td>
<td>2. Demonstrate knowledge of the technical elements of stage production.</td>
<td>2. Students employ introductory knowledge of skill in ones chosen art medium through the successful completion of practical assignments that might include [i.e., specific assignments, activities, etc. - see list below in ( R3 )]</td>
<td>2. Students define discipline-specific vocabulary in their own words in the form of a written assignment or quiz.</td>
<td>2. Employ introductory knowledge of technical skills in a chosen creative area through the successful completion of practical assignments; for example, create a theater costuming.</td>
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<td>3. Use proper video production terminology when communicating with team members.</td>
<td>3. Demonstrate the basics of music terminology, including keys, time signatures, musical form, etc.</td>
<td>3. Demonstrate fundamental musicianship concepts, including rhythm, melody, clef, keyboard, dynamics, intervals, overtones, etc.</td>
<td>3. Students demonstrate conceptual knowledge in creative expression</td>
<td>3. Students can critically evaluate an existing piece in the discipline.</td>
<td>3. Students correctly use discipline-specifics terminology in peer reviews / critiques.</td>
<td>3. Employ introductory knowledge of technical skills in a chosen creative area through the successful completion of practical assignments; for example, create a theater costuming.</td>
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### Developing the Creative Expression LO's

#### Creative Expression

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<td>Histories and Cultures: Identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts.</td>
<td>1. Name the artist who created a given artwork, photograph, film, etc.&lt;br&gt;2. Identify the art period of a given artwork, photograph, film, etc.&lt;br&gt;3. Identify characteristics of a given art period.&lt;br&gt;4. Identify characteristics of a given art movement.&lt;br&gt;5. Match given artwork with the right art period, movement, to artist.&lt;br&gt;6. Discuss how a given work or artist influenced the creative work of others.&lt;br&gt;7. Demonstrate knowledge of the societal, cultural, and historical contexts of the plays read (THEA 220, THEA 221, THEA 222)&lt;br&gt;8. Order events to</td>
<td>1. Identify and explain numerous perspectives such as individualism, social stratification, monothelism, social privilege, modernization, division of labor or other perspectives as it relates to musical listening examples or other works.&lt;br&gt;2. Provide the lineage in a bullet-format of the art form beginning from a certain timeframe and assigned location.</td>
<td>Students may fulfill this outcome by engaging in one or more of the following activities or assignments:&lt;br&gt;1. Write a response paper to a viewed film, play, or opera [or other performance] which focuses on the historical and cultural contexts, and how they relate to contemporary concerns. <em>UT1</em>&lt;br&gt;2. Through quizzes and exams, demonstrate an understanding of works of art within their specific cultural, social and economic contexts.&lt;br&gt;3. Perform historically accurate research for character development, musical or dance performances, or visual communication.</td>
<td>Proficiency as demonstrated by direct references (cultural, ethnic, historical) to source imagery by appropriate citations via internet search engines and appropriate professional journals in the discipline.</td>
<td>1. Students demonstrate an understanding and appreciation of artists, time periods, and cultures through the successful completion of written and oral presentations.&lt;br&gt;2. Students demonstrate historical knowledge of prior generations of professional creativity through the successful completion of written and oral presentations emphasizing biographical, technical, and aesthetic value.</td>
<td>1. Students can research and present evidence of historical and cultural influences on artistic forms.&lt;br&gt;2. Students can research and present evidence of historical and cultural influences on artistic pursuits in the form of a written paper or presentation.</td>
<td>1. Analyze the factors that have shaped the arts in different parts of the globe at different times; cultural factors may include religion, politics, economics, etc through written or oral presentation.</td>
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Creative Expression Faculty Meetings

1. April 14-15, 2015 (Boulder): PLOs drafted

2. April 28, May 4, 11, 2015: follow-up conference call meetings

3. May 11, 2015: PLOs finalized

Interstate negotiations
Creative Expression – Learning Outcomes

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Five Outcomes Identified...
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## Creative Expression – Learning Outcomes

<p>| History and Cultures | Identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts. |</p>
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<th><strong>Ethics</strong></th>
<th>Demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience.</th>
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<td><strong>Creative Process</strong></td>
<td>Engage in a creative process through experimentation, reflection, tolerance for failure, and revision.</td>
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<tr>
<td><strong>Aesthetics and Analysis</strong></td>
<td>Use appropriate methods and tools to analyze, interpret and critique creative processes, works, and/or presentations.</td>
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Questions?
Creative Expression Faculty Meetings


2. Nov. 10: team conference call to complete PC draft

3. Dec. 3: Conference call to finalize PC

Again – Interstate negotiations
Transfer Level Proficiency Criteria
(Evidence of proficiency at the transfer level)
Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
## Creative Expression Proficiency Criteria

| Passport Learning Outcome Feature | Passport Learning Outcomes (what the student has learned) | Transfer Level Proficiency Criteria  
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1. Demonstrate conceptual knowledge in creative expression using key terminology and principles in response to, for example, concerts, theatrical presentations, exhibitions, dance performances, film screenings, or literary readings.
2. Employ introductory knowledge of technical skills in a chosen creative area through the successful completion of practical assignments; for example, create a theater costing sewing sampler.
3. Define discipline-specific vocabulary in the form of a written assignment or quiz.
4. Demonstrate discipline-specific abilities such as performing basic dance steps, constructing a musical scale, or drawing using perspective.
5. Demonstrate ability to utilize specific technologies; for example, shooting and editing a video using industry standard equipment and software.
### Creative Expression Proficiency Criteria

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<td>Engage in a creative process through experimentation, reflection, tolerance for failure, and revision.</td>
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<td>1. Engage in the art of a culture not your own and reflect on your experience, for example, write a paper or make a presentation.</td>
<td>1. Participate, onstage or backstage, in a university/college theatrical play, vocal or instrumental ensemble, or dance concert.</td>
</tr>
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<td>2. Examine creative works from diverse points of view: political, social, racial, gender, sexual orientation. Share reflections and insights in a class discussion, paper or presentation.</td>
<td>2. Create discipline-specific work such as video productions, short stories, visual art and communication, musical compositions, monologues, and others, and incorporate peer/instructor feedback along the way.</td>
</tr>
<tr>
<td>3. In a paper or exam, compare and contrast the different values, beliefs, and tensions displayed in works of art.</td>
<td>3. Construct and revise a work of art, abiding by discipline-specific creative processes. Self-reflect and report on the process.</td>
</tr>
</tbody>
</table>

“...examples of some methods faculty are currently using”
Questions?
Becoming a Passport Institution…

- Review Passport Learning Outcomes for Congruence
- Construct Institution’s Passport Block
- Inform & Advise Students About Passport
- Apply for Passport Status/Sign MOA
- Track Academic Progress of Passport Students
- Award Passport

Interstate Passport

FACULTY

ADVISORS/MARKETERS

REGISTRARS & INSTITUTIONAL RESEARCHERS

ADMINISTRATORS
PASSPORT BLOCK – Creative Expression

Western Oregon University

CATEGORY ONE: Take one class from the following:
  • A 204 Art History: Prehistoric-Late Antiquity
  • A 205 Art History: Middle Ages-Renaissance
  • A 206 Art History: Baroque-Contemporary
  • D 251 Introduction to Dance
  • MUS 101 Popular Music in America
  • MUS 102 Rock Music: A Social History
  • MUS 103 Jazz History
  • MUS 105 The Magic of Mozart
  • TA 110 Introduction to Theatre
  • TA 112 Introduction to Film
  • TA 115 Introduction to Scenic Art

CATEGORY TWO: Take one class from the following:
  • A 115 Beginning Design: 2D
  • A 116 Beginning Design: 3D
  • A 120 Foundations of Digital Art & Design
  • A 130 Beginning Drawing
  • MUS 111 Musicianship
  • TA 251 Elements of Acting

Or take two classes from the following:
  • Any Dance Fundamentals class, chosen from D 170-198
  • Any Music Ensemble, chosen from MUEN 100-173
  • MUS 181 Voice Class
  • TA 244 Technical Theatre: Scenecraft
  • TA 245 Technical Theatre: Lighting
  • TA 246 Technical Theatre: Costuming
  • TA 247 Technical Theatre: Sound
  • TA 253 Production Workshop
Passport Quality Assurance

1. **Minimum** grade of C
2. **Tracking** student progress after transferring: Through National Student Clearinghouse
3. **Passport Review Board monitoring** of Passport efficacy
4. **Evaluation Research Study** of Passport impact: Education & Employment Research CTR at Rutgers University School of Management & Labor Relations
5. **Pilot:** mapping assignments to PLOs -- CO, MT, NM and NCHEMS
Why Become a Passport Institution?

- Facilitates transfer across state lines and within states
  - Eliminates a major obstacle to transfer student success
  - Eliminates necessity for review of lower-division GE course changes in articulation agreements

- Focuses on quality for positive impact on completion based on what students should learn and be able to apply
  - Generates data on academic success after transfer
  - Provides data for use in continuous self-improvement

- Adapts to higher education’s changing landscape
  - Embraces assessments determined by department/program/institution
  - Includes non-course-based educational experiences
Resources

http://www.wiche.edu/passport/interstate_passport_components
Questions?

INTERSTATE PASSPORT

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Kate Springsteen, Passport Project Coordinator, WICHE, kspringsteen@wiche.edu