The Interstate Passport Initiative
A New Interstate Transfer Framework
www.wiche.edu/passport

Context:

On average ...

- 27 percent of all transfer students cross state lines (300,000 in WICHE region annually)
- 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
Passport Vision

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.
First Passport Project Goals

Three major components:

1. **Research** status of general education core in the WICHE states and relationship to transfer

2. Conduct **a pilot project** to establish block transfer agreements based on lower-division general education core learning outcomes

3. **Identify policy implications** for institutions and states of a transfer framework based on outcomes
Pilot Component - Passport Process

Pilot State Facilitators assemble state teams of faculty and administrators

• Using **LEAP Essential Learning Outcomes and VALUE Rubrics** as a base, establish common learning outcomes for lower-division general education in oral communication, written communication, quantitative literacy → Passport Learning Outcomes = PLOs

• Define evidence of student mastery of PLOs at the transfer level
• Develop system for noting Passport on student records
• Create system for tracking Passport student academic performance
• Negotiate regional transfer agreement
• Sign “Passport Status Agreement”
<table>
<thead>
<tr>
<th>Passport Learning Outcome Features</th>
<th>Passport Learning Outcomes (What the student has learned)</th>
<th>Transfer Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetorical Knowledge</td>
<td>Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task.</td>
<td>Student’s collection of writing may include one or more of the following:</td>
</tr>
<tr>
<td></td>
<td>Writing in a variety of genres, including, for example, essays, reviews, lab reports, case studies, research papers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflective commentary with analysis of writer’s own levels of effectiveness in a variety of writing situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Narrative of historical events and/or fictional events using chronological organization.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organization and presentation of factual information in the form of a report.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of a unified, coherent essay focused on a thesis.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of an analytical argument with attention to detailed supporting material appropriate to the context.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description and analysis of rhetorical features of a document, such as audience, purpose, and genre.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employment of a variety of types of evidence, such as definition, explanation, analogy, graphics, and/or visuals, as appropriate to the context.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of a variety of tones, voices, and personae, such as writing in the first person, writing in the third person, adjusting syntax, diction, and structure according to the formality of the occasion and purpose.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Awareness of the conventions and expectations of academic audiences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of technology appropriate to the context.</td>
<td></td>
</tr>
<tr>
<td>Passport Learning Outcome Features</td>
<td>Passport Learning Outcomes (What the student has learned)</td>
<td>Transfer Level Proficiency Criteria (Evidence of proficiency of the learning outcome appropriate at the transfer level)</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student’s collection of writing may include one or more of the following: from focusing on what to write toward how to write it, but recognizing that the writing process is recursive, not linear, and the writer may return to any stage of process at any time). Illustration of skillful use of strategies to create both coherence and cohesion (e.g., readers are provided signals to guide their construction of meaning from the text by means of transitional words, phrases, and sentences; looking forward or backward in the text; and other devices). Reflective commentary that shows metacognitive awareness of successful and unsuccessful use of processes in samples submitted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions and Mechanics</td>
<td>Demonstrate proficiency with conventions, including spelling, grammar, mechanics, word choice, and format appropriate to the writing task.</td>
<td>Demonstration of sentence variety in terms of type, length, word order, emphasis, etc. Evidence that proficiency with language extends to matters of format and paragraphing as well as syntax and style appropriate to the context. Efforts to eliminate common errors in grammar, punctuation, and mechanics; over time, student demonstrates improvement in ability to identify and correct patterns of errors.</td>
</tr>
<tr>
<td>Self-Assessment and Reflection</td>
<td>Reflect on one’s inquiry and composing processes to critique and improve one’s own and other’s writing.</td>
<td>Discussion of student’s writing process, including experiences and/or strategies with invention, drafting, peer feedback/peer review, revising, and editing. Description and analysis of student’s strengths and weaknesses in writing. Discussion of student’s writing processes and writing choices concerning particular assignments.</td>
</tr>
</tbody>
</table>
Pilot Component - 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.