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”
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**
  - Synthesizes and advanced accomplishment across general and specialized studies
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.