INTERSTATE PASSPORT®

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INTERSTATE PASSPORT

HANDBOOK FOR REGISTRARS AND INSTITUTIONAL RESEARCHERS

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Updated November 2019

INTERSTATE PASSPORT

Handbook for Registrars and Institutional Researchers:

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Interstate Passport: Introduction

Interstate Passport®, based at the Western Interstate Commission for Higher Education (WICHE), is a new learning-outcomes-based program for student transfer designed to improve graduation rates, shorten time to degree, and save students' money. The completed framework, launched in 2016, focuses on lower-division general education, the common denominator among most institutions—concentrating on it as a whole, not on individual courses—and allows for a cross-border "match" of outcomes-integrated general education for block transfer. Students who earn a Passport at one participating institution and transfer to another one will have their learning achievement recognized; they will not be required to repeat or take additional courses at the receiving institution to meet lower-division general education requirements. They may be required to take courses in the receiving institution's Passport Block as prerequisites for majors or minors or to meet graduation requirements, however.

The idea for the Passport was conceived by chief academic leaders in the WICHE region in 2010 as a solution for transfer students, who too often lose credits, have to repeat courses, and spend additional money to complete their degrees. With approximately 33 percent of today's students transferring—and nearly 27 percent of them crossing state lines, according to a study by the National Student Clearinghouse—the Passport promises a new way to streamline transfer students' pathways to graduation.[1]

The Passport is both a process and structure that is overtly student centered: accomplishing the initiative's goal will decrease the time and expense spent by transfer students to earn their degrees. Reducing time to degree is also the goal of the "completion agenda" that has become the focus over the last few years of any number of educational, political and economic leaders and organizations. But the Passport has been constructed with consistent attention to several additional constituencies and concerns towards achievement of its goal. Chief among these are the faculty and institutions that are engaged in educating the student.

Each postsecondary education institution has its own unique history and culture that defines the programs and curriculum it offers to students. The nature and constitution of its faculty must be consistent with the institutional offerings and simultaneously able to evolve so that the faculty is able to effectively and continuously deliver quality offerings to a student population that is itself

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[1] Hossler, et al. (2012). *Transfer and Mobility: A National View of Pre-Degree Student Movement in Postsecondary Institutions (Signature Report No. 2),* National Student Clearinghouse and Project on Academic Success.

dynamic. Holding these considerations in mind, a foundational premise of the Passport design process has been that teaching faculty have developed the Interstate Passport framework, and have done so in a way that respects and does not violate the individuality of the institutions among which transfer students migrate.

Another design feature of the Passport is that it addresses only lower-division general education (LDGE), both because this is the most consistent offering across all institutions and it is the base upon which academic programs are built. The reasonable prediction is that all institutions will have very similar expectations of the intellectual growth achieved by students who have completed LDGE, and that transfer students will be able to apply their completed LDGE from any institution to their continuing academic work at any other institution to which they transfer. But the Passport, though it addresses only LDGE expectations, does so with a structure and process that places no constraints on the unique methods different institutions and faculties use to deliver LDGE.

Since 2011, faculty, registrars, institutional researchers, and other key stakeholders from two-year and four-year institutions in a number of states have been involved in developing and testing the processes of the Interstate Passport. This work has been funded to date by the Carnegie Corporation of New York, the Bill & Melinda Gates Foundation, Lumina Foundation, and a First in the World grant from the U.S. Department of Education.

WICHE, one of four regional compacts established by the U.S. Congress in the 1950s to facilitate the sharing of information and expertise in the higher education community in the region, works collaboratively with its member states to expand educational access and excellence for all citizens of the West. It also manages several national projects, including the Interstate Passport.

Student Mobility in the United States

Postsecondary education students are increasingly mobile. The National Student Clearinghouse (NSC) reports that one-third of all students across the nation transfer at least once within a five-year period.[2] Nationally, 14.6 percent of all 2013-14 college graduates attended college in at least one other state or territory in the 10 years prior to receiving a credential. The comparable figure for 2010-11 graduates was 13.9 percent. As shown in the map below, for each state and territory the NSC Research Center has calculated the percentage of undergraduate credential completers in the 2013-14 academic year who had prior enrollments in at least one other state or territory. The median per state/territory was 17.5 percent.
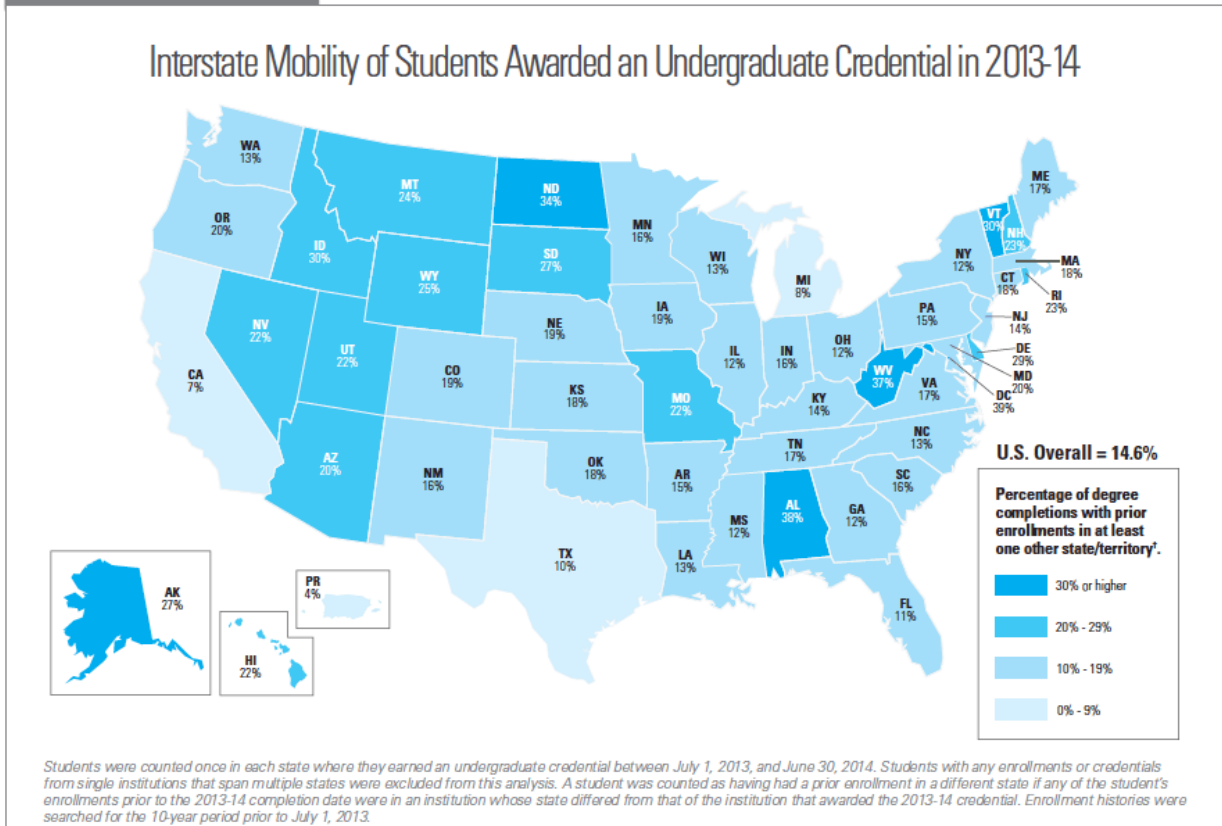
Figure 1: Interstate Mobility of Students
Source: Snapshot Report: Interstate Mobility (2015).
Herndon, VA: National Student Clearinghouse Research Center

Loss of credits is a major deterrent to student degree completion. Even with institutional efforts to produce clarity about the transfer process and inter-institutional articulation agreements that spell out degree requirements and pathways, transfer students still frequently encounter the obstacle of less-than-total transfer of credits for academic work completed at the sending institution. A study by Monaghan and Attewell found that only 58 percent of transfer students are able to bring all or almost all (90 percent or more) of their credits with them; about 14 percent of transfers lose more than 90 percent of their credits; and the remaining 28 percent lose between 10 percent and 89 percent of their credits. The authors conclude that there is an association between the numbers of credits that transfer and degree completion.[3]

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[3] Monaghan, D.B. & P. Attewell. The Community College Route to the Bachelor's Degree. *Education Evaluation and Policy Analysis* (2014).

Interstate Passport is an elegant solution to these obstacles. It facilitates transfer across state lines, increasing the potential for persistence and completion, and it maintains institutional autonomy for curriculum, pedagogy, and assessment. Students will continue to "swirl" both within states and across state lines, but the Passport can help ensure that less time will be spent repeating coursework by students, as well as negotiating course-by-course articulation by registrars.

The Passport Framework

A Passport State Facilitator (PSF) is appointed in each Interstate Passport Network (Network) state to oversee the initiative's activities, and communicate with institution representatives, including faculty, administrators, registrars, institutional researchers, academic advisors, and marketing representatives. The PSF organizes in-state meetings as necessary and communicates with Passport staff on state activities, concerns or problems. The PSF also serves on the Passport Review Board, the policy-making body of the initiative. The list of current PSFs is available at http://interstatepassport.wiche.edu/about/review/.

Institutions that become members of the Interstate Passport Network designate an Institution Liaison who oversees Passport activities and communication on campus. The liaison also communicates with Passport staff on concerns and to stay informed on the various components of the program.

Knowledge of Concept and Skill Areas

As part of the development process of the Passport framework, starting in 2011, PSFs identified the faculty members in their states with expertise and experience in each knowledge and skill area, and invited those individuals to participate in the development of the framework, which consists of nine knowledge and skill areas. These areas were selected on the basis of the Essential Learning Outcomes developed by the Association of American Colleges and Universities as part of its Liberal Education and America's Promise (LEAP) initiative and also on research conducted by WICHE on general education requirements in the region. For each knowledge or skill area, the framework contains the Passport Learning Outcomes and attendant Transfer-Level Proficiency Criteria. The nine knowledge and skill areas are categorized as follows:

Foundational Skills
1. Oral communication
2. Written communication
3. Quantitative literacy

Knowledge of Concepts
4. Natural sciences
5. Human cultures
6. Creative expression
7. Human society and the individual

Crosscutting Skills
8. Critical thinking
9. Teamwork and value systems

Passport Learning Outcomes

Faculty representatives from two-year and four-year institutions in seven states (CA, HI, ND, OR, SD, UT, WY) worked collaboratively to develop the Passport Learning Outcomes (PLOs) for each lower-division general education knowledge and skill area. The PLOs are *what a student should know and/or be able to do* at the lower-division general education level. The interstate faculty teams – comprised of faculty members with expertise in each designated area – reviewed, compared, and contrasted sets of learning outcomes submitted by each participating state and then negotiated to arrive at an agreed-upon draft set of learning outcomes – the *Passport Learning Outcomes*. Team members then vetted the draft learning outcomes with faculty and other stakeholders in their states, and through a series of team conference calls, the learning outcomes were refined and finalized for each knowledge or skill area. Institutions that become part of the Interstate Passport Network sign a Memorandum of Agreement acknowledging that their lower-division general education learning outcomes are congruent with and not in conflict with the Passport Learning Outcomes and are acceptable as a basis of transfer. No institution is expected to replace its learning outcomes with the PLOs. Nor are they set in stone; the PLOs are expected to evolve over time. The Passport Review Board will reconvene interstate faculty teams regularly and as necessary to review the PLOs and to respond to concerns raised by faculty at participating institutions. See:
http://interstatepassport.wiche.edu/documents/The_Passport_Learning_Outcomes.pdf.

Passport Proficiency Criteria

The proficiency criteria (PC) were developed in a similar fashion by interstate faculty teams whose members have expertise and classroom experience in each designated area. The interstate teams reviewed, compared and contrasted state sets of proficiency criteria to arrive at an agreed-upon set of Passport proficiency criteria. The proficiency criteria are *how* students demonstrate proficiency, and are currently used by faculty. The PC, in effect, serve as a communication tool among faculty to establish an understanding of the rigor of the academic experiences of Passport students who transfer into their institution.

Students demonstrate proficiency through successful completion of a wide range of course assignments and exercises. The Passport proficiency criteria are *examples 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). Indeed, each faculty member will have his/her own ways for students to demonstrate proficiency with the PLOs.

Passport Block

Faculty members at each Passport institution are responsible for identifying the learning experiences that make up the institution's Passport Block. These experiences may be courses as well as other learning opportunities. In some cases, the relevant educational experience may be restricted to only one particular course; in others, to more than one course, or several alternative courses or combinations of courses.

The Passport Block is constructed by faculty compiling learning experiences that align with the Passport Learning Outcomes, just as they would compile the learning experiences that constitute the institution's General Education program, academic minor, academic major or any other program at the institution. The essential consideration is that the total of the learning experiences in the Passport Block must address all of the PLOs in the nine knowledge/skills areas. Once a student completes the courses/learning opportunities in the institution's Passport Block, earning a grade of C or better in each course, he earns a Passport. If he transfers to another Passport institution, his learning will be recognized: he will not be required to take any courses in the receiving institution's Passport Block to meet lower-division general education requirements, even if the list of courses and the number of credits differ from his sending institution. However, Passport transfer students may be required to take one or more courses in a receiving institution's Passport Block as pre-requisites for certain majors or as another institution requirement.

As members of the Interstate Passport Network, institutions agree not to unpack other institutions' Passport Blocks, and Passport transfer students are not required to repeat or take additional courses or learning experiences in a receiving institution's Passport Block in order to complete the lower-division general education requirements at the receiving institution. Figure 2 below presents the foundational skills portion of one institution's Passport Block.

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PHASE I PASSPORT BLOCK – Foundational Skills
Uniquely Defined by Faculty at Each Passport Institution

EXAMPLE: Leeward Community College

☐ **ORAL COMMUNICATION**
Students must take ONE of the two courses listed below OR any lower-division course that is approved or designated as Oral Communication focus.
- SP 151 Personal and Public Speech
- SP 251 Principles of Effective Public Speaking

☐ **WRITTEN COMMUNICATION**
Students must take ONE of the two courses listed below.
- ENG 100 Composition I
- ENG 100E Composition I

☐ **QUANTITATIVE LITERACY**
Students must take ONE of the two courses listed below.
- MATH 100 Survey of Mathematics
- MATH 115 Statistics

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Figure 2: Example of One Institution's Passport Block (excerpt, Foundational Skills)

The Important Role of Registrars and Institutional Researchers

An essential component of the Interstate Passport program is the data collection and tracking process that will provide information on the performance of Passport students for use in continuous improvement efforts by Passport institutions and for evaluation of the overall effectiveness of the Passport framework. Network institution registrars and institutional researchers are key players in designing and implementing this process.

During the first phase of the project, the Task Force on Student Tracking – comprised of registrars from participating Passport institutions – developed the basic steps for recording the Passport on student records and also the data collection template for submitting data on Passport students. Institutional research staff members from several Passport institutions determined the necessary elements for tracking student academic progress and also the resulting data reports. Sixteen Passport institutions participated in the first data collection cycle of the initiative, in which only the three foundational skill areas were operational. These institutions awarded the Passport to students who earned it; recorded the Passport on student records; tracked the academic progress for two terms after transfer of students who transferred with and without a Passport, and native students that earned a Passport; and submitted the data. Many of these tasks had to be completed manually by the registrars and their staffs. The Passport Central Data Repository (CDR), housed at Utah State University, managed the data collection and analysis and produced customized data reports for each sending institution as well as a Passport Annual Report, containing aggregate data from all participating institutions.

With the completion of the Passport framework in spring 2016, in which the Passport Learning Outcomes were developed in all nine content areas, the data collection and tracking process now expands to capture data for the full Passport. At the same time, the data collection and reporting process has transitioned from the CDR to the National Student Clearinghouse (NSC). Data reporting has become fully automated, which will significantly simplify collection and reporting tasks for Passport institutions and facilitate national scalability for the initiative. By leveraging the data infrastructure, system management and controls of the NSC, Passport data collection and submission will be consistent, straightforward, and ultimately a routine task.

NSC will provide two services: PassportVerify and Academic Progress Tracking (APT). For both services, at the end of each term, Passport institutions will upload data, via secure FTP accounts, on the students awarded a Passport and on the academic progress of relevant transfer and native students. The PassportVerify service – similar to the DegreeVerify 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. Through the new APT service, 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 CDR, 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. The tables below illustrate the type of report sending institutions will receive, showing the academic performance of Passport students, and non-Passport transfer students, for two terms.

During the transition to NSC and afterward, the input and recommendations of Interstate Passport registrars and institutional researchers is crucial. Registrars and IR staff bear the responsibility for the Passport data and academic tracking functions and for ensuring that student records are accurate. Passport registrars and institutional researchers are essential partners in the development and launch of the NSC services.

Interstate Passport: NSC-Reported Academic Progress of Native Students and Students that Transferred from Sample Community College, for Cohort Term Fall 2014, <u>Term 1</u>

Transferred <u>With</u> a Passport		*Term 1 (e.g., Spring 2015)*									
		Count of Students	**A**	**B**	**C**	**D**	**F**	**P**	**Did Not Finish**	**Avg GPA**	**Avg # of credits**
	Rec Inst #1	6	24	18	9	3	1	10	2	2.7	9.2
	Rec Inst #2	24	48	33	16	4	2	8	0	2.9	10.04
Total	2	30	72	51	25	7	3	18	2	2.8	9.62

Transferred <u>Without</u> a Passport		*Term 1 (e.g., Spring 2015)*									
		Count of Students	**A**	**B**	**C**	**D**	**F**	**P**	**Did Not Finish**	**Avg GPA**	**Avg # of credits**
	Rec Inst #1	150	1,225	1,047	876	250	149	175	89	2.81	10.2
	Rec Inst #2	275	2,545	1,975	926	275	51	110	125	2.72	9.03
	Rec Inst #3	60	116	124	87	52	25	94	15	2.64	8.6
Total	3	485	3,886	3,146	1,889	577	225	379	229	2.72	9.28

Earned a Passport and Remained at Institution		*Term 1 (e.g., Spring 2015)*									
		Count of Students	**A**	**B**	**C**	**D**	**F**	**P**	**Did Not Finish**	**Avg GPA**	**Avg # of credits**
	Sending Institution	57	26	8	6	0	0	0	0	3.38	12.13
Total		57	26	8	6	0	0	0	0	3.38	12.13

Interstate Passport: NSC-Reported Academic Progress of Native Students and Students that Transferred from Sample Community College, for Cohort Term Fall 2014, <u>Term 2</u>

Transferred <u>With</u> a Passport

	Count of Students	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # of credits	Count of Graduated	Count of Students w/GPA below 2.0
Term 2 (e.g., Fall 2015)												
Rec Inst #1	10	38	24	12	6	2	3	2	2.66	9.3	0	0
Rec Inst #2	37	55	49	15	3	0	4	1	3.12	9.87	0	0
Rec Inst #3												
Total	2	47	93	73	27	9	2	7	3	2.89	9.585	0	0

Transferred <u>Without</u> a Passport

	Count of Students	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # of credits	Count of Graduated	Count of Students w/GPA below 2.0
Term 2 (e.g., Fall 2015)												
Rec Inst #1	362	2,943	2,070	987	333	187	197	441	2.78	10.68	0	5
Rec Inst #2	424	3,012	2,244	1,015	301	199	220	97	2.87	9.75	0	2
Rec Inst #3	89	145	150	97	24	13	75	7	2.71	9.6	0	1
Total	3	875	6,100	4,464	2,099	658	399	492	545	2.79	30.03	0	8

Earned a Passport and Remained at Institution

	Count of Students	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # of credits	Count of Graduated	Count of Students w/GPA below 2.0
Term 2 (e.g., Fall 2015)												
Sending Institution	75	52	40	35	2	0	5	0	3.12	10.7	0	2
Total	75	52	40	35	2	0	5	0	3.12	10.7	0	2

Registrar/IR Guiding Principles and Assumptions

The responsibilities of Interstate Passport registrars and institutional researchers are guided by the following parameters established by the Passport Advisory Board, the Passport State Facilitators and their faculty representatives in 2011:

- The Passport will be a General Education block transfer framework based on the AAC&U LEAP learning outcomes, not courses and credits.
- The Passport framework consisting of the Passport Learning Outcomes and proficiency criteria has been rolled out in stages as faculty members from Passport institutions add more learning outcomes, either singly or as additional blocks. The first version will be a proof of concept.
- The final version of the Passport—Passport LDGE—includes the lower-division general education core learning outcomes in all nine Passport areas: oral communication, written communication, quantitative literacy, natural sciences, human cultures, creative expression, human society and the individual, critical thinking, and teamwork/value systems.
- The number of courses and credits required to achieve the Passport will vary from one institution to another. *For example, a student may achieve the Passport at Institution A with 30 credits. Although 34 credits would be required of native students at Institution B, a student from Institution A could transfer with the Passport and meet all the general education core requirements. S/he may be required to take an additional three credits to graduate or meet some other requirement, but not in general education core.*
- Students may achieve the Passport in different ways at different institutions. These may include course completion, test scores, e-portfolio and/or other ways deemed appropriate by the Passport institution's faculty.
- The number of institutions participating in the Passport will grow as this new transfer model wins acceptance and more learning outcomes are included in the block.
- The solutions must work across different student information systems and work for both paper and electronic student records. Minor customization may be required for different platforms.
- The solutions should be simple and easy to implement and should not require vendor modifications at this time.
- The notations on the student's record will make sense to registrars at non-Passport institutions.

Registrar and Institutional Researcher Tasks/Responsibilities

The responsibilities of registrars and institutional researchers at Interstate Passport Network institutions are detailed below.

PASSPORT BLOCK

The registrar at each Passport institution should have received from faculty the institution's Passport Block, which lists the courses, course sequences, and/or other learning experiences by which students achieve the Passport Learning Outcomes. The Passport Block contains courses for nine different knowledge and skill areas, and in most cases more than one course or a combination of courses is required to achieve the learning outcomes in a specific area.

1. Watch/listen to the webinar prepared by the National Student Clearinghouse (NSC), *Overview of the Interstate Passport Program*, available at https://studentclearinghouse.info/interstate-passport/. The presentation includes general information about the Interstate Passport program and specific information about the Passport Services offered by NSC and the file submission process.
2. From the same NSC web page, download and review the file formatting and submission instruction guides. Three guides are available, one each for the type of data file to be used by Passport institutions: (a) Passport Completion Data File, (b) PassportVerify Request File, and (c) Academic Progress Tracking Data File.
3. Upon receipt of the Amendment to the Core Services Agreement to Provide Passport Services from NSC, review the Amendment and secure the appropriate signature for your institution. (Institutions that do not already have a Core Services Agreement for Services from NSC should first contact the Clearinghouse about such an agreement.)
4. Return the signed amendment to NSC as directed by NSC.

RECORDING THE PASSPORT, DATA EXTRACTION, FILE SUBMISSION

Institution Students (Native Students)
1. Identify students that meet the requirements for the Passport. The scripts/processes developed by fellow registrars for the Banner and Colleague student information systems could be helpful (see below).
2. For each student that has earned the Passport, record the Passport in the SIS for processing and reporting. Most institutions are using a pseudo course for this purpose, which is easy to test for, knowing that a Passport has been awarded, the date awarded, and the institution granting the award. A pseudo course also works well with the degree audit to test for completion.
3. Make an entry on the official student transcript that a student has earned the Passport. The entry should be recorded as **Interstate Passport-LDGE** and include the date of the award. A comment is recommended for this entry on the transcript.
4. At the end of each term, submit a Passport Completion Data File to NSC containing information on the students awarded Passports. Fall 2016 is the first term that the Interstate Passport-LDGE has been awarded. Registrars may go back in history to test for completion

in previous terms, assuming the institution's lower-division general education curriculum has not changed.
5. Notify students when they have earned the Passport and what that means, i.e., achievement of the [Passport Learning Outcomes in nine knowledge and skill areas](#). Each institution may determine how students are notified – an email message or letter/document.

Incoming Transfer Students
1. Submit a PassportVerify Request File (Student Tracker-type request) to NSC to identify students that have transferred to your institution with the Passport. This request can be made at the most appropriate or convenient time for each institution.
2. If NSC reports that a transfer student earned a Passport at a previous institution, record the Passport in the SIS (including the awarding institution and date awarded). A pseudo course could be used for this purpose.
3. Ensure that incoming transfer students that have earned the Passport do not need to repeat courses or take additional courses to achieve the Passport Learning Outcomes (consult your institution's Passport Block). When possible, the degree audit system should be coded to recognize the Passport and mark the Passport Learning Outcomes as complete.

Tracking Academic Progress
1. At the end of each academic year, submit the Academic Progress Tracking Data File to NSC that contains de-identified student information on courses and grades on three different populations of students: (1) transfer students with Passports, (2) transfer students without Passports, and (3) native students with Passports. The courses reported will include undergraduate courses taken the first and second terms after a student transfers or after the student earns the Passport. Data for more than two terms may be reported but the report should not include courses taken after a bachelor's degree is awarded.
2. APT Data Files are due from all Passport institutions no later than **August 15** each year.
3. NSC will compile and report the information to sending institutions and to the Passport Review Board.

STUDENT INFORMATION SYSTEMS

Interstate Passport Network institutions use different student information systems, however, registrars and institutional researchers at member institutions have developed processes/scripts for some of the data files for Banner and Colleague. Efforts to develop additional scripts will continue. See, http://interstatepassport.wiche.edu/resources/information-for/registrars/.

Reviewing Reports/Providing Recommendations. The Clearinghouse will provide reports to the Passport sending institutions about how their students performed after transfer. Institutional research staff and registrars should review these reports for their own information and for use in the institution's continuous improvement efforts, as appropriate. In addition, each year the Clearinghouse will produce composite reports of aggregate data compiled from all Network institutions for use by the Passport Review Board in its Annual Report. The total number of Passports awarded, by term, and data on the academic performance of the Passport cohorts of students after transfer compared to non-Passport transfer students and to native students will be reported. The Annual Report will be posted on the Passport website. The two figures below show examples of the type of data presented in the Annual Report.
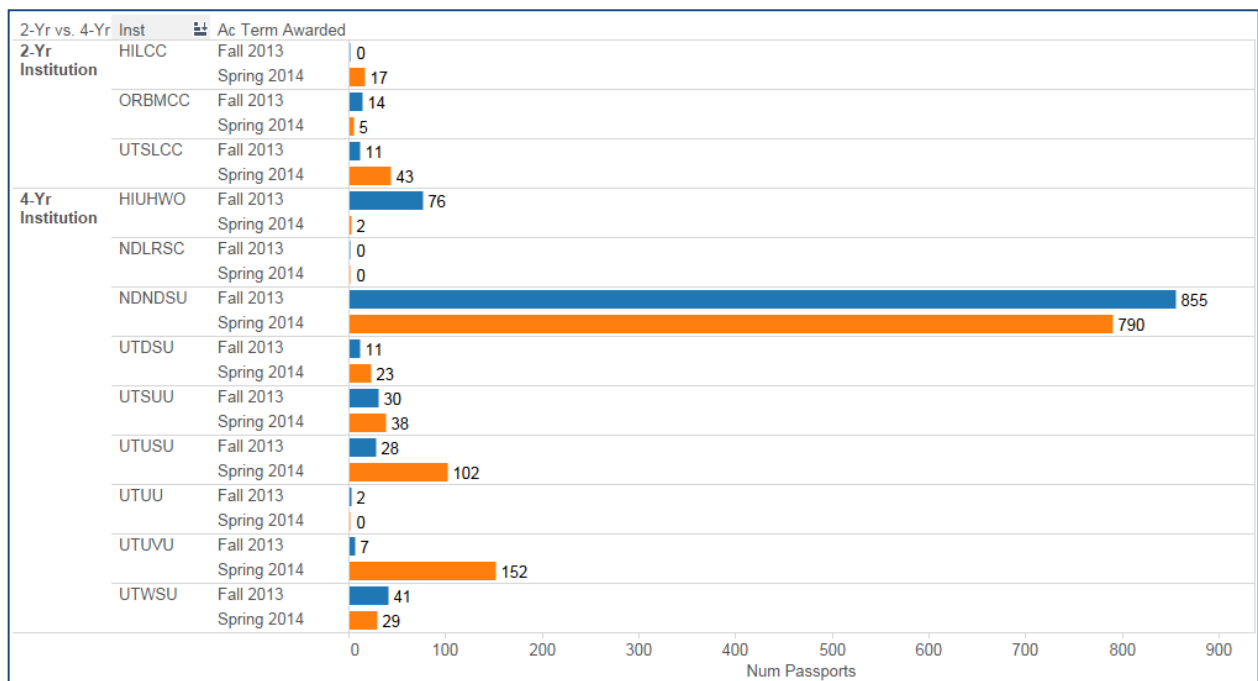

Figure 4: Total Passports awarded by institution level, AY 2013-14, from the 2013-14 Passport Annual Report
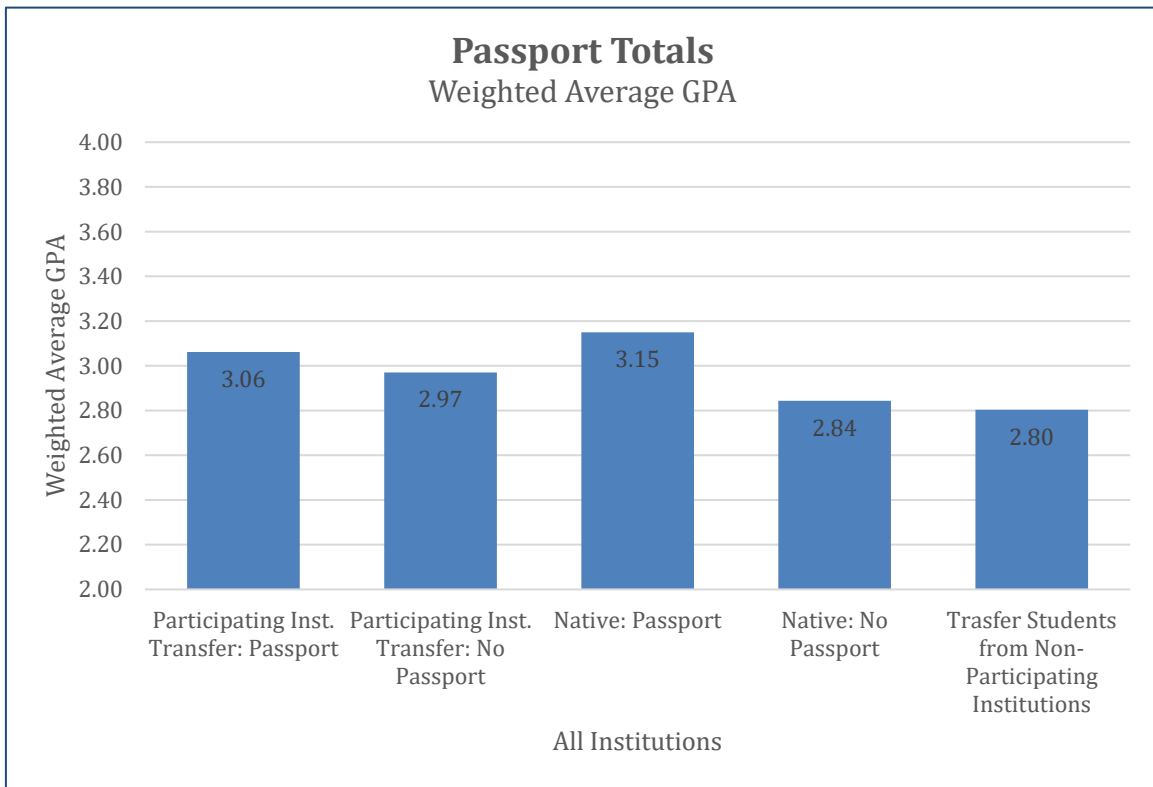
Figure 5: Sample report, Weighted Average GPA, Passport Totals

Providing Information About the Passport on Campus. Working with academic advisors and also marketing specialists at the institution, registrars and institutional researchers should be prepared to share information about the Passport with students and ensure that accurate information about how the Passport works and its benefits to students is included in the institution's catalog. Not all students will transfer to another institution, and those who do will not necessarily transfer to another Passport institution. However, institution staff should have Passport information on hand for those students who will benefit.

Recommending Changes to Passport Operations. Institutional researchers and registrars are encouraged to provide feedback to Passport staff on policies and procedures related to their role in the Passport. This includes suggestions for additional topics on the Frequently Asked Questions section of the Passport website (http://interstatepassport.wiche.edu/resources/faq/) and recommendations on the reports generated by NSC, as well as the creation of custom or other reports that could provide useful information to the institution, to a group of institutions participating in the Passport Network, or to the members of the Passport Network as a whole.

Passport Data Management Plan

The Passport Data Management Plan is integral to the success and scalability of the Interstate Passport Network. The plan provides details on data management, descriptions, sharing, privacy, security and rights and is considered a working document that may change over time.

The design of the Passport includes three important standard services involving student data: the ability for (1) receiving institutions to verify that a transfer student has earned a Passport at his/her sending institution and when; (2) sending institutions to learn about the academic success of their former students to use in continuous improvement efforts; and (3) the Passport Review Board to make informed decisions about Passport operations and policies based on this aggregated information.

Among the Core Principles of the Data Management Plan are the following:

1. The Interstate Passport Network is committed to safeguarding individual privacy and ensuring the security of all data collected in the initiative, while providing for the necessary sharing of data that enables institutions and key stakeholders to evaluate outcomes of the initiative.

2. WICHE staff, participating institutions, sub-contractors and any other participating entities must, at a minimum, comply with all relevant federal and state laws and regulations with regard to privacy and data security, including but not limited to the Family Education Rights and Privacy Act ("FERPA").

3. The Network will clearly establish binding policies for data ownership and use, including relevant intellectual property, for all parties to the initiative.

4. All personally identifiable student information provided by institutions to the NSC for the Passport program will remain at all times the property of that individual institution and remains the legal responsibility of the institution disclosing the data.

5. Data submitted by Network members may be used by WICHE and its authorized sub-contractors only for the purposes set out in the Passport Memorandum of Agreement or in subsequent agreements between Network members and WICHE.

6. WICHE and its sub-contractors are prohibited from selling the data received under such agreements to external third parties or from using institution-specific data for marketing purposes without the specific institution's written consent.

7. Institutions providing data to the initiative shall have a role in determining the limitations on access to and the use of data they provide through representation on the Passport Review Board.

The full Data Management Plan provides further information on the data collection and submission processes and the NSC Security Program Overview. A copy of the full plan is available

on the Passport website at http://interstatepassport.wiche.edu/resources/information-for/registrars/.

Academic Quality Assurance

The Interstate Passport has been developed and piloted by faculty and staff in multiple states at a variety of institutions – large and small, two-year and four-year, urban and rural. It is reasonable to ask whether students at such diverse colleges and universities are, indeed, achieving the same learning outcomes and at a level to be prepared to succeed at any receiving institution to which they are admitted. Five avenues of quality assurance have been built into the design of the initiative, each of which approaches the question from a different direction.

1. Retention and GPA of students who transfer after earning a Passport will be tracked for two terms post-transfer, and compared with non-Passport transfer students at the receiving institution and with freshman-entry students who earn a Passport at that institution. The results will be reported back to the sending institution.

2. The National Center for Higher Education Management Systems (NCHEMS) is conducting a grant-funded mapping exercise across two institutions in each of three Western states (CO, NM, MT) that were not involved in the original development of the Passport Learning Outcomes and Proficiency Criteria. Faculty in these states will be trained to exchange and evaluate both critical assignments and de-identified student work products on those assignments that purport to demonstrate achievement of PLOs in order to determine their consistency across institutions and the reliability of faculty assessments.

3. In order to be awarded a Passport, a student must earn at least a C or equivalent in every course included in the Passport Block on the transcript. A grade lower than C would not assure proficiency on all of the Passport Learning Outcomes the institution had associated with that course.

4. The First in the World (U. S. Department of Education) grant, awarded to the Passport in October 2015, supports the Education and Employment Research Center at Rutgers University to conduct a longitudinal study of the outcomes for Passport Students, including persistence, GPA, graduation rate, and time to degree.

5. The Passport Review Board (PRB) consists of one member from each participating state, as well as transfer, learning outcomes and assessment experts, and Passport staff. The PRB meets in person at least once annually and electronically as needed to review the results of all of the data collection and analyses, as well as to discuss any issues brought forward by a state or institution. The PRB will be able to require a Network member institution to make changes, if needed, or to give up its Passport status if its students are not being well served.

Taken together, these measures provide a robust system supporting the academic quality of the Passport at every institution that offers it, and reassuring receiving institutions that Passport students will be well-prepared to succeed after transfer.

Application for Passport Status and Memorandum of Agreement

Once institutions have taken the steps to define their Passport Block, they can apply for Passport status as a member of the Interstate Passport Network. The application requires that institutions agree to all of the provisions of the Memorandum of Agreement (MOA), which has five-year renewable terms for institutions in good standing. The MOA requires the institution, through its faculty, to review the PLOs and to construct the institution's Passport Block; and through its registrar to award the Passport to students who achieve it and notify them of this achievement, notate the achievement of the Passport on the student record, recognize incoming Passport students as having met the institution's lower-division general education requirements, and participate in the tracking process. The online application process became operational in spring 2016. See a copy of the Memorandum of Agreement at http://interstatepassport.wiche.edu/membership/.

The Role of the Passport Review Board

The Passport Review Board (PRB) is the policy making body of the Interstate Passport Network. Its members include the Passport State Facilitators — one individual selected by Passport member institutions in each state — who serve ongoing terms, and other higher education experts who serve two-year renewable terms. The Board is responsible for defining all policies and procedures for the Passport Network as outlined in the Passport Bylaws, i.e., elect officers; approve candidate member institutions for Passport status; set fees associated with participation in the Passport and approve the annual budget; determine the need for faculty review and/or updating of PLOS and PC; evaluate the overall performance of the Passport program as well as the performance of participating institutions on an annual basis and provide strategies for more successful participation in the Network as needed; and publish the Annual Report on the Passport's status. At the PRB annual meeting, the PSFs relate any concerns from faculty in the respective states and the PRB determines appropriate action including reconvening interstate faculty teams to revise and/or expand PLOs and transfer-level proficiency criteria in one or more knowledge/skill areas. The list of those currently serving on the PRB is available at http://interstatepassport.wiche.edu/about/review/.

More Information

The Passport website – interstatepassport.wiche.edu – is a comprehensive source of updated information about the Passport. Users can find background on the project, the Passport Framework, participating institutions and PSFs, Passport Blocks, and staff contact information. A copy of this handbook can also be downloaded at http://interstatepassport.wiche.edu/resources/information-for/registrars/.

APPENDICES

APPENDIX A

PassportVerify Data Elements for File Submission to NSC

Following are the data elements and specifications for PassportVerify, a new service to be offered to Passport institutions by the National Student Clearinghouse. Through a pilot project in 2015, the Clearinghouse tested the data submission process to confirm the data elements and specifications for analysis and reporting. The file format is based on NSC's DegreeVerify service that most institutions already use.

Two different files are submitted by Passport institutions as part of the PassportVerify service: the Passport Completion File, which contains data on students awarded the Passport, and the PassportVerify Request File, which queries NSC on whether incoming transfer students have earned a Passport and, if so, when and where. All files will be uploaded via secure FTP accounts. The data elements below may be slightly modified.

Passport Completion File

Header Record Layout: All Passport Completion files must include a properly formatted Header section in order to be processed successfully. The Header section is the first set of data validated by The Clearinghouse.

Field Name	Required/ Optional	Max Length	Data Type	Additional Comments
Record Type	R	5	AN	Header Record Type = '**PSAP2**'
Service Account	R	15	N	Passport Services Account Number for your organization/school
Organization Code (OPEID, FICE)	R	6	N	Organization Code of your school (OPEID, FICE)
Branch Code	R	2	N	School Branch Code = '**00**'
Filler 1	O	0	AN	See *Filler* Field definition above under the *PassportVerify Request File – Data Definitions* section. **All Passport Filler fields must be left blank.**
Filler 2	O	0	AN	
Submission Date (YYYYMMDD)	R	8	N	Date that Passport data is reported/submitted by your school: • YYYYMMDD format • Cannot be future date (i.e., Submission Date <= *today's date*) • Date must be valid (e.g., '20160231' will result in a validation error)
Term for which records of students with Passports are being requested.	R	80	String	Term for which Passport population is being requested (e.g., History 1980-1998, Spring 2000, Summer 2002, etc.). *Note:* This is for informational purposes only. Individual award dates are indicated in each detail record.
Filler 3	O	0	AN	See *Filler* Field definition above under the *PassportVerify Request File – Data Definitions* section. **All Passport Filler fields must be left blank.**
Filler 4	O	0	AN	

Client File ID	O	50	String	Client File ID is used by reporting schools to uniquely name each Passport data file they submit to NSC (e.g., 'Fall 2016 PassportVerify Requests'). *NOTE: This field is for informational purposes only.*
Filler 5	O	0	AN	See *Filler* Field definition above under the *PassportVerify Request File – Data Definitions* section. **All Passport Filler fields must be left blank.**
Filler 6	O	0	AN	
Filler 7	O	0	AN	
Filler 8	O	0	AN	

Passport Completion File

Detail Records Layout: All Passport Completion files must include at least one properly formatted Detail record in order to be processed successfully.

Field Name	Required	Max Length	Data Type	Additional Comments
Record Type	R	3	AN	Value for each detail record is "PD1"
Student SSN	O	9	N	Numbers only, no hyphens
First Name	R	60	A	Student's first name
Middle Name	O	60	A	Student's middle name or, if full name is not available, middle initial.
Last Name	R	60	A	Student's last name
Name Suffix	O	5	AN	e.g., III, Jr, Sr, etc.
Date of Birth	R	8	N	Date student was born entered as YYYYMMDD.
Date Passport Awarded (YYYYMMDD format)	O	8	N	Date the Passport was awarded
Filler 1	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 2	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 3	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 4	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 5	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.

Passport Completion File

Trailer Record Layout: All Passport Completion files must include a properly formatted Trailer section in order to be processed successfully. The Trailer section is the last set of data validated by The Clearinghouse.

Field Name	Required / Optional	Max Length	Data Type	Comments
Record Type	R	5	AN	Trailer Record Type = '**PST1**'
Total Record Count	R	10	N	Total Record Count in the Trailer row indicates the number of student detail records contained within the file, **INCLUDING THE HEADER AND TRAILER ROWS (i.e., the number of student detail records + 2).** *Example: If a file contains 10 student records, then the Total Record Count for the file in the Trailer row = 12.*
Filler	O	0	AN	See *Filler* Field definition above under the *PassportVerify Request File – Data Definitions* section. **All Passport Filler fields must be left blank.**

PassportVerify Request File

Header Record Layout: All files must have a header; the Clearinghouse will not be able to process the file without a header.

Field Name	Required / Optional	Max Length	Data Type	Additional Comments
Record Type	R	5	AN	Header Record Type = '**PSAP2**'
Service Account	R	15	N	Passport Services Account Number for your organization/school
Organization Code (OPEID, FICE)	R	6	N	Organization Code of your school (OPEID, FICE)
Branch Code	R	2	N	School Branch Code = '**00**'
Filler 1	O	0	AN	See *Filler* Field definition above under the *PassportVerify Request File – Data Definitions* section. **All Passport Filler fields must be left blank.**
Filler 2	O	0	AN	
Submission Date (YYYYMMDD)	R	8	N	Date that Passport data is reported/submitted by your school: • YYYYMMDD format • Cannot be future date (i.e., Submission Date <= *today's date*) • Date must be valid (e.g., '20160231' will result in a validation error)
Term for which records of students with	R	80	String	Term for which Passport population is being requested (e.g., History 1980-1998, Spring 2000, Summer 2002,

Field Name	Required	Max Length	Data Type	Additional Comments
Passports are being requested.				etc.). *Note:* This is for informational purposes only. Individual award dates are indicated in each detail record.
Filler 3	O	0	AN	See *Filler* Field definition above under the *PassportVerify Request File – Data Definitions* section. **All Passport Filler fields must be left blank.**
Filler 4	O	0	AN	
Client File ID	O	50	String	Client File ID is used by reporting schools to uniquely name each Passport data file they submit to NSC (e.g., 'Fall 2016 PassportVerify Requests'). *NOTE: This field is for informational purposes only.*
Filler 5	O	0	AN	See *Filler* Field definition above under the *PassportVerify Request File – Data Definitions* section. **All Passport Filler fields must be left blank.**
Filler 6	O	0	AN	
Filler 7	O	0	AN	
Filler 8	O	0	AN	

PassportVerify Request File
Detail Record Layout: All files must have at least one detail record.

Field Name	Required	Max Length	Data Type	Additional Comments
Record Type	R	3	AN	Value for each detail record is "PD1"
Student SSN	O	9	N	Numbers only, no hyphens
First Name	R	60	A	Student's first name
Middle Name	O	60	A	Student's middle name or, if full name is not available, middle initial.
Last Name	R	60	A	Student's last name
Name Suffix	O	5	AN	e.g., III, Jr, Sr, etc.
Date of Birth	R	8	N	Date student was born entered as YYYYMMDD.
Date Passport Awarded (YYYYMMDD format)	O	8	N	Date the Passport was awarded
Filler 1	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 2	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 3	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 4	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 5	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.

PassportVerify Request File

Trailer Record Layout: All files must have a trailer; the Clearinghouse will not be able to process the file without a trailer.

Field Name	Required	Max Length	Data Type	Comments
Record Type	R	5	AN	Value must be "PST1"
Total Record Count	R	10	N	Total count equals the number of student detail records plus two (the header and trailer records are included in the total)
Filler	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.

Academic Progress Tracking Data Elements for Submission to NSC

Following are the data elements and specifications for the Passport Academic Progress Tracking service offered to Interstate Passport Network institutions by the National Student Clearinghouse, which is based on the NSC Reverse Transfer model. Passport institutions will upload data via secure FTP accounts at the end of each term on the students awarded a Passport and on the academic progress of relevant transfer and native students.

Field Name	Required/ Optional	Max Length	Data Type	Additional Comments
Record Type	R	5	AN	Header Record Type = '**PSAP3**'
Service Account	R	15	N	Interstate Passport Service Account Number for your organization/school
Organization Code (OPEID, FICE)	R	6	N	Organization Code of your school (OPEID, FICE) See, https://ifap.ed.gov/ifap/fedSchoolCodeList.jsp to locate code
Branch Code	R	2	N	School Branch Code = '**00**'
Filler 1	O	0	AN	See *Filler* Field definition above under the *Passport Academic Progress Tracking Data File – Data Definitions* section. **All Interstate Passport Services Filler fields must be left blank.**
Filler 2	O	0	AN	
Submission Date (YYYYMMDD)	R	8	N	Date that Passport data is reported/submitted by your school: • YYYYMMDD format • Cannot be future date (i.e., Submission Date <= *today's date*) • Date must be valid (e.g., '20160231' will result in a validation error)
Passport Submission Term	R	80	String	Term for which Passport student population is being reported (e.g., History 1997-1998, Spring 2000, Summer 2002, etc.) *NOTE: This field is for informational purposes only. Each individual student's Passport Award Date will be included in the student's corresponding detail record.*
Filler 3	O	0	AN	See *Filler* Field definition above under the *Passport Academic File – Data Definitions* section. **All Interstate Passport Services Filler fields must be left blank.**
Filler 4	O	0	AN	
Client File ID	O	50	String	Client File ID is used by sending schools to uniquely name each Passport data file they submit to The Clearinghouse (e.g., 'Fall 2016 Passport *Academic*'). *NOTE: This field is for informational purposes only.*
Filler 5	O	0	AN	See *Filler* Field definition above under the *Passport Academic File – Data Definitions* section. **All Interstate Passport Services Filler fields must be left blank.**
Filler 6	O	0	AN	
Filler 7	O	0	AN	
Filler 8	O	0	AN	

Passport Academic Progress Tracking Data File — Detail Record(s) Layout

All Passport Academic Progress Tracking Data Files must include at least one properly formatted Student Detail record in order to be processed successfully.

Field Name	Required/ Optional	Max Length	Data Type	Description/Additional Comments
Record Type	R	3	AN	Detail Record Type = 'PD1'
Passport Reporting Institution Auto-Generated Unique Student ID	R	20	AN	Auto-generated number for declared degree-seeking native and transfer students; this number allows The Clearinghouse to connect data on transfer students (from first to second term after transfer) and native students (from first to second term after earning Passport).
Year of Birth	R	4	N	Student's year of birth: • YYYY format • Cannot be future year (i.e., Year of Birth <= *today's year*) • Date must fall between the years 1900 and current year (i.e., Year of Birth >= *1900*)

Low Income (Y or N)	R	1	A	• IPEDS-defined student demographic field
				• **Pell-eligible student:**
				  o Y = student is Pell-eligible
				  o N = student is NOT Pell-eligible

Gender (M or F)	R	1	A	• IPEDS-defined student demographic field
				• **Gender:**
				  o M = MALE
				  o F = FEMALE

Race/Ethnicity (1-9)	R	1	N	• IPEDS-defined student demographic field
				• **Race/Ethnicity:**
				  o 1 = NONRESIDENT ALIEN
				  o 2 = HISPANIC/LATINO
				  o 3 = AMERICAN INDIAN OR ALASKA NATIVE
				  o 4 = ASIAN
				  o 5 = BLACK OR AFRICAN AMERICAN
				  o 6 = NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
				  o 7 = WHITE
				  o 8 = TWO OR MORE RACES
				  o 9 = RACE AND ETHNICITY UNKNOWN

Military/Veteran (Y/N/U)	R	1	A	• IPEDS-defined student demographic field
				• **Currently or formerly serving in the U.S. Military:**
				  o Y = student is Military/Veteran
				  o N = student is NOT Military/Veteran
				  o U = student's Military/Veteran status is unknown

Field Name	Required/ Optional	Max Length	Data Type	Description/Additional Comments

First Generation (Y/N/U)	R	1	A	• IPEDS-defined student demographic field
				• Parents' highest level of education is a high school diploma or less:
				   o Y = student is first generation
				   o N = student is NOT first generation
				   o U = student's first generation status is unknown or unavailable
				
				NOTE: In cases where parents have different levels of education, the maximum education level of either parent determines how the student is categorized. (NCES, 1998)

Date Admitted to Reporting Institution	R	8	N	Date Admitted to reporting institution named in the header is necessary in order to track transfer students with/without a Passport for at least two terms after transfer and to identify native students to track for at least two terms after earning a Passport. • YYYYMMDD format • Cannot be future date (i.e., Admission Date <= *today's date*) • Date must be valid (e.g., '20000231' will result in a validation error)

Transfer Student (Y or N)	R	1	A	Indicates whether or not the student is a transfer student; indicator to be used for sorting and tallying purposes.
				• **Transfer Student:**
				   o Y = student is a transfer student
				   o N = student is NOT a transfer student

Sending Institution OPEID	R*	6	N	Dept. of Education "FICE" six-digit code (OPEID) associated to the sending institution from which the student transferred. This is the OPEID of the most recent institution unless a Passport was received at a previous institution; in this case, this field reflects the Passport-awarding Institution.
				See, https://ifap.ed.gov/ifap/fedSchoolCodeList.jsp to locate code
				• ***Conditionally required field:**
				   o **REQUIRED** if Transfer Student indicator field = Y
				   o **LEAVE BLANK** if Transfer Student indicator field = N
				NOTE: A valid OPEID code is required for all transfer students (Transfer Student = Y). This field should remain empty for all non-transfer students. Any Sending Institution OPEID field containing a valid code when the student's Transfer Student indicator field = N will result in a validation error.

Field Name	Required/ Optional	Max Length	Data Type	Description/Additional Comments
Sending Institution OPEID Branch Code	R*	2	N	Indicates the school Branch Code suffix (or '00' if no Branch Code exists) associated to the sending institution from which the student transferred. This is the Branch Code of the most recent institution *unless* a Passport was received at a previous institution; in that case, this field reflects the Passport-awarding Institution. • ***Conditionally required field:** ○ **REQUIRED** if Transfer Student indicator field = Y ○ **LEAVE BLANK** if Transfer Student indicator field = N *NOTE: A valid Branch Code is required for all transfer students (Transfer Student = Y). This field should remain empty for all non-transfer students. Any Sending Institution Branch Code field containing a valid code when the student's Transfer Student indicator field = N will result in a validation error.*
Sending Institution Official Name	R*	80	String	Official Name of the sending institution from which the student transferred. This is the Official Name of the most recent institution *unless* a Passport was received at a previous institution; in that case, this field reflects the Passport-awarding Institution. • ***Conditionally required field:** ○ **REQUIRED** if Transfer Student indicator field = Y ○ **LEAVE BLANK** if Transfer Student indicator field = N *NOTE: An Official Name is required for all transfer students (Transfer Student = Y). This field should remain empty for all non-transfer students. Any Sending Institution Official Name field populated when the student's Transfer Student indicator field = N will result in a validation error.*
Total GPA Earned at Sending Institution	R*	4	N	Student's Grade Point Average (GPA) earned at the sending institution from which the student transferred. This is the GPA earned at the most recent institution *unless* a Passport was received at a previous institution; in that case, this field reflects GPA from the Passport-awarding Institution. • ***Conditionally required field:** ○ **REQUIRED** if Transfer Student indicator field = Y ○ **ENTER ZERO (0)** if previous transcript unavailable ○ **LEAVE BLANK** if Transfer Student indicator field = N *NOTE: Total GPA Earned is required for all transfer students (Transfer Student = Y), or enter zero if previous transcript is unavailable. This field should remain empty for all non-transfer students. Any Total GPA Earned field containing a valid GPA when the student's Transfer Student indicator field = N will result in a validation error.*

Field Name	Required/ Optional	Max Length	Data Type	Description/Additional Comments

Total Transfer Credits Accepted by Receiving Institution	R*	10	N	Number of transfer credits accepted by receiving institution for the student.
				• ***Conditionally required field:**
				   o **REQUIRED** if Transfer Student indicator field = Y
				   o **ENTER ZERO (0)** if previous transcript unavailable
				   o **LEAVE BLANK** if Transfer Student indicator field = N
				NOTE: Total Number of Transfer Credits Accepted by Receiving Institution is required for all transfer students (Transfer Student = Y), or enter zero if previous transcript is unavailable. This field should remain empty for all non-transfer students. Any Total Transfer Credits Accepted field containing a valid number of credits when the student's Transfer Student indicator field = N will result in a validation error.

Passport (Y or N)	R	1	A	Indicates whether or not the student earned a Passport; this field will be used for sorting and tallying purposes.
				• **Passport:**
				   o Y = student earned a Passport prior to transferring into the institution or earned a Passport at the reporting institution
				   o N = student transferred in without a Passport or has not earned a Passport at the reporting institution

Passport Title	R*	80	AN	Title of Passport earned which ~~usually~~ indicates a particular set of skills acquired by the student. ***Conditionally required field:** o **REQUIRED** if Passport indicator field = Y ***NOTE: A Passport Title is required for all students who have earned a Passport (Passport = Y). This field should remain empty for all students without a Passport:*** *If the student has earned a Passport, the system will accept the following entry only:* • **Interstate Passport LDGE** *Any other entry populated in this field will result in a validation error.*

Date Passport Awarded (YYYYMMDD)	R*	8	N	Term End Date in which the student's Passport was awarded:
				• YYYYMMDD format
				• Cannot be future date (i.e., Date Passport Awarded <= *today's date*)
				• Date must be valid (e.g., '20150231' will result in a validation error)
				• ***Conditionally required field:**
				   o **REQUIRED** if Passport indicator field = Y
				   o **LEAVE BLANK** if Passport indicator field = N
				NOTE: This field should contain a date only if a Passport has been awarded to the student. Any Date Passport Awarded field containing a valid date when the student's Passport indicator field = N will result in a validation error.

Field Name	Required/Optional	Max Length	Data Type	Description/Additional Comments

Degree Granted by Reporting Institution Named in Header (Y or N)	R	1	A	Indicates whether or not the student earned an undergraduate degree at the institution submitting this data file (i.e., the institution named in the Header row)
				Degree Granted by Header Institution (Associate Degree or equivalent two-year degree, or higher)**:**
				  o Y = student earned a degree at the submitting institution
				  o N = student did NOT earn a degree at the submitting institution

Date Degree Awarded (YYYYMMDD)	R*	8	N	Date in which the student's undergraduate degree was awarded by the reporting institution named in the header:
				• YYYYMMDD format
				• Cannot be future date (i.e., Date Degree Awarded <= *today's date*)
				• Date must be valid (e.g., '20150231' will result in a validation error)
				• *Conditionally required field:*
				  o **REQUIRED** if Degree Granted by Header Institution indicator field = Y
				  o **LEAVE BLANK** if Degree Granted by Header Institution indicator field = N
				NOTE: *This field should contain a date only if a Degree has been awarded to the student. Any Date Degree Awarded field containing a valid date when the student's Degree indicator field = N will result in a validation error.*

Type of Degree	R*	20	String	Type of undergraduate degree earned by the student at the reporting institution named in the header.
				• **Conditionally required field:**
				  o **REQUIRED** if Degree Granted by Header Institution = Y
				  o **LEAVE BLANK** if Degree Granted by Header Institution indicator field = N
				  o **Allowable entries:**
				    ▪ Associate's
				    ▪ Bachelor's
				NOTE: *A Degree Type is required for all students who have earned a degree (Degree Granted by Header Institution = Y). This field should remain empty for all students without a degree:*
				• *If the student has earned a degree and the Type of Degree field is required, the system will only accept one of the following two entries:*
				  o **ASSOCIATE'S**
				  o **BACHELOR'S**
				• *Any other entry populated in this field will result in a validation error.*
				• *Any Type of Degree field populated when the student's Degree Granted by Header Institution indicator field = N will result in a validation error.*

Field Name	Required/ Optional	Max Length	Data Type	Description/Additional Comments
Major Course of Study	R	6	N	Student's major course of study indicated with a valid CIP Code; CIP Codes are used in order to allow for 'undeclared' students.
Name of Major Course of Study	R	80	String	Student's college major (e.g., History) – **Name of Major Course of Study is REQUIRED and must be submitted for each record.** *NOTE: Populate this field with 'NOT APPLICABLE' whenever appropriate.*
Course Prefix	R	20	String	Prefix name of the previously defined course (i.e., MATH, ENGL) – **Course Prefix is REQUIRED and must be submitted for each record.** *NOTE: Populate this field with 'NOT APPLICABLE' whenever appropriate.*
Course Number	R	20	String	Number for the previously defined course (i.e., 1010 for "MATH 1010") – **Course Number is REQUIRED and must be submitted for each record.** *NOTE: Populate this field with 'NOT APPLICABLE' whenever appropriate. Any special characters (other than period, hyphen or underscore) included in this field (e.g., @, #, *, etc.) will result in a validation error.*
Course Title or Short Description	R	250	String	Title or short description of the previously defined course (i.e., Fundamentals of Writing) – **Course Title or Description is REQUIRED and must be submitted for each record.** *NOTE: NO COMMAS. Populate this field with 'NOT APPLICABLE' whenever appropriate.*
Course-Term Session	R	20	String	Term-Session of the previously defined course – **Course Term-Session is REQUIRED and must be submitted for each record. Determination of the Course-Term Session entry should coincide with each institution's term schedule (e.g., Quarters or Semesters):** • The system will only accept the following Course-Term Session entries for quarterly terms: ○ SUMMER ○ FALL ○ WINTER ○ SPRING • The system will only accept the following Course-Term Session entries for semester terms: ○ SUMMER ○ FALL ○ SPRING

Field Name	Required/ Optional	Max Length	Data Type	Description/Additional Comments
Course Begin Date (YYYYMMDD)	R	8	N	Institution-designated date that the student began the previously defined course: • YYYYMMDD format • Cannot be future date (i.e., Attendance From Date <= *today's date*). • Date must be valid (e.g., '20150231' will result in a validation error) *Course Begin and End Dates are both* REQUIRED – *Course Begin Date < Course End Date.*
Course End Date (YYYYMMDD)	R	8	N	Institution-designated date that the student ended the previously-defined course: • YYYYMMDD format • Cannot be future date (i.e., Attendance From Date <= *today's date*). • Date must be valid (e.g., '20150231' will result in a validation error) *Course Begin and End Dates are both* REQUIRED – *Course End Date > Course Begin Date.*
Grade	R	20	A	Grade the student earned (e.g., A, A+, A-, etc.). Cannot be all spaces. Valid values- A+, A, A-, B+, B, B-, C+, C, C-, D+, D, E, F, Pass/Fail, DNC (e.g., Did Not Complete, same as incomplete), Withdrawal. *NOTE: Do not enter data for audited courses.*
Grade Effective Date (YYYYMMDD)	O	8	N	Date that the grade is effective: • YYYYMMDD format • Cannot be future date (i.e., Grade Effective Date <= *today's date*) • Date must be valid (e.g., '20160231' will result in a validation error)
Number of Credits	R	20	N	Number of credits earned by the student for the previously defined course – **Number of Credits is REQUIRED and must be submitted for each record.**

Credits Description	R	20	String	Type of credits earned by the student – **Credits Description is REQUIRED and must be submitted for each record. Determination of the Credits Description field entry should coincide with each institution's term schedule (e.g., Quarters or Semesters):**
				• The system will only accept the following Credits Description entries:
				   o **QUARTER HOUR CREDIT**
				   o **SEMESTER HOUR CREDIT**

Filler 1	O	0	AN	See *Filler* Field definition above under the *Passport Academic File – Data Definitions* section. **All Filler fields must be left blank.**
Filler 2	O	0	AN	
Filler 3	O	0	AN	
Filler 4	O	0	AN	

Field Name	Required/ Optional	Max Length	Data Type	Description/Additional Comments
Filler 5	O	0	AN	

Passport Learning Outcomes

FOUNDATIONAL SKILLS

Oral Communication: Public speaking entails a crucial set of skills for higher education students to develop not just because of its importance for effective participation in classrooms, but primarily because of its central position as a tool of democracy and civic engagement. The ability to prepare and extemporaneously deliver an argument grounded in credible information and organized effectively is usually developed in one or more courses in oral communication and becomes refined and strengthened through application across the curriculum. The following learning outcomes are not meant to convey all that a student might learn about public speaking, but to provide a balanced portrait of what receiving institutions can expect from transfer students who have earned a Passport. Proficiency in oral communication also requires development of the ability to hear, accurately summarize and evaluate oral presentations by others.

Relationship to Institutions' Passport Block: An introductory speech course or equivalent demonstration of speech proficiency is required.

ORAL COMMUNICATION	
Features	**Passport Learning Outcomes** *(What the student is expected to know and/or be able to do)*
Preparation for Performance	▪ Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. ▪ Organize content for a particular audience, occasion and purpose.
Delivery	Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate.
Monitor and Adjust	Monitor and adjust for audience feedback.
Critical Receiver	Listen and critically evaluate the speaker's central message and use of supporting materials.

Written Communication: Writing sits at the heart of the mission of the higher education institution. Regardless of the discipline, irrespective of the curriculum, written communication is the key that unlocks critical thinking, analysis, and logical reasoning. Learning to write effectively as an undergraduate is not accomplished in any one course, but learning to use this key to unlock intellectual potential across the curriculum does, in fact, require at least one dedicated course. Proficiency at writing is imparted by at least one formal writing course that includes the use of sources, writing process knowledge, convention and mechanics, self-assessment and reflection. This area further includes at least an introduction to analysis of the content of others' writings, critical thinking about that content, and logical reasoning in addressing that content in an appropriate context.

Relationship to Institutions' Passport Block: An introductory writing course or equivalent demonstration of writing proficiency is required, with an expectation that students have opportunities to write as part of other lower-division courses.

WRITTEN COMMUNICATION	
Features	**Passport Learning Outcomes** *(What the student is expected to know and/or be able to do)*
Rhetorical Knowledge	Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task.
Use of Sources	Evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate documentation system.
Writing Process Knowledge	Develop flexible strategies for generating, revising, editing, and proofreading.
Conventions and Mechanics	Demonstrate proficiency with conventions, including spelling, grammar, mechanics, word choice, and format appropriate to the writing task.
Self-Assessment and Reflection	Reflect on one's inquiry and composing processes to critique and improve one's own and other's writing.

Quantitative Literacy: Quantitative literacy requires comfort and capability with fundamental quantitative methods, and incorporation of quantitative concepts into the student's worldview so the student does not hesitate to apply quantitative skills in any appropriate context. Specific quantitative skills that must be addressed are mathematical process, computational skills, formulation of quantitative arguments, analysis of quantitative arguments, communication of quantitative arguments, and quantitative models.

Relationship to Institutions' Passport Block: A course in mathematics or equivalent demonstration of quantitative literacy is required.

QUANTITATIVE LITERACY	
Features	**Passport Learning Outcomes** *(What the student is expected to know and/or be able to do)*
Computational Skills	Demonstrate proficiency with arithmetic and algebraic computational skills, and extend them, for example, to geometric and statistical computations.
Communication of Quantitative Arguments	Express quantitative information symbolically, graphically, and in written or oral language.
Analysis of Quantitative Arguments	Select and use appropriate numeric, symbolic, graphical and statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others.
Formulation of Quantitative Arguments	Recognize, evaluate, and use quantitative information, quantitative reasoning and technology to support a position or line of reasoning.
Mathematical Process	Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result.
Quantitative Models	Create, analyze and apply appropriate quantitative models to solve quantitative theoretical and real-world problems.

KNOWLEDGE OF CONCEPTS

Natural Sciences: Proficiency in the natural sciences entails exploration and comprehension of the universe that requires an informed understanding of the scientific method and its scope, and its application in conducting research to gather and subject empirical evidence to quantitative analysis. Proficiency also demands understanding and appreciation of the requirement that all applicable evidence must be integrated into scientific models of the universe, and that scientific models must evolve.

Relationship to Institutions' Passport Block: This area includes disciplines such as astronomy, biology, chemistry, geology, physics, and others.

NATURAL SCIENCES	
Features	**Passport Learning Outcomes** *(What the student is expected to know and/or be able to do)*
The Nature of Science	Students explain the following attributes of science: a. Science is based on the assumption that reality exists, operates by consistent principles, and that the rules are understandable by critical analysis. b. Processes and results must be reproducible and subjected to peer review. c. The results will display intrinsic variation and limitations. d. Continued scientific inquiry produces credible evidence that is used to develop scientific models and concepts. e. Models and concepts that withstand the most wide-ranging and persistent critical analyses are assumed to most closely describe reality and the principles by which it operates. f. There is inherent beauty and wonder in science in and its possibilities.
Scientific Inquiry	Students demonstrate the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions.
Core Concepts	Students accurately describe the scope of scientific study using core theories, practices and discipline-related terminology in two independent fields covering both a physical science and a life science.
Scientific Literacy	Students shall: a. Recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions; b. Demonstrate an ability to gather, comprehend, apply and communicate credible information on scientific and technical topics.
Scientific Reasoning	Students demonstrate scientific reasoning processes to draw conclusions.
Ethics	Students demonstrate an understanding of the standards that define ethical scientific behavior, including: 1. Honesty: The accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues; 2. Safety: Ensuring the safety and well-being, both mental and physical, of practitioners, test subjects, local community, and environment;

NATURAL SCIENCES	
Features	**Passport Learning Outcomes** *(What the student is expected to know and/or be able to do)*
	3. Social Responsibility: Recognition of the impact our actions have on the natural and human world.
Science and Society	Students understand the role science plays in historical and contemporary issues.

Human Cultures: Proficiency in evolving human cultures Increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity and/or cultural evolution over time. Subject matter may include study of the similarities and differences among cultures including cultural values, traditions, beliefs, and customs, as well as the range of cultural achievements and human conditions through time.

Relationship to institutions' Passport Block: This area includes disciplines such as history, anthropology, archaeology, political science, geography, ethnic studies, gender studies, languages, and others.

HUMAN CULTURES	
Features	**Passport Learning Outcomes** *(What the student is expected to know and/or be able to do)*
Core Knowledge	Define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories and debates).
Modes of Inquiry	Identify and describe past and current forms of inquiry into changing human cultures across time and place.
Investigation	Research human cultures using relevant methodologies.
Areas of Study	Examine identities, languages, beliefs, and behaviors of oneself and others as parts of a dynamic culture or cultures.
Attitudes Toward Cultural Difference	Demonstrate understanding, respect, sensitivity, and empathy when interacting with one's own or others' cultures (including but not limited to people, language, artifacts, ideas, values, and customs).
Factors Shaping Human Cultures	Examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age, language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social movements, religion, and other forms of identity.

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.

CREATIVE EXPRESSION	
Features	**Passport Learning Outcomes** *(What the student is expected to know and/or be able to do)* *Through the study of literary, performing and/or visual arts, students will:*
Basic Knowledge	Employ fundamental discipline-specific principles, terminology, skills, technology, and methods.
History and Cultures	Identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts.
Ethics	Demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience.
Creative Process	Engage in a creative process through experimentation, reflection, tolerance for failure, and revision.
Aesthetics and Analysis	Use appropriate methods and tools to analyze, interpret and critique creative processes, works, and/or presentations.

Human Society and The Individual: Human society and the individual explores human behavior in social settings through scientific inquiry within the context of value systems, institutions, economic structures, social groups and/or environments.

Relationship to institutions' Passport Block: This area includes social science disciplines such as sociology, geography, history, criminology, psychology, economics, and others.

HUMAN SOCIETY AND THE INDIVIDUAL	
Features	**Passport Learning Outcomes** *(What the student is expected to know and/or be able to do)*
Core Knowledge	▪ Define vocabulary, concepts and terminology in the social sciences, and describe theories. ▪ Explain the role of individuals and institutions within the context of society.
Basics of Scientific Inquiry	• Explain and apply theories to social phenomena and human activity. • Evaluate various types and forms of research including ethical considerations.
Analytical Applications	• Identify, frame and/or respond to a research question. • Compile, interpret, analyze and/or evaluate qualitative and/or quantitative data.
Information Use and Communication	• Interpret and communicate various representations of qualitative and/or quantitative data. • Responsibly identify, categorize, evaluate, and cite multiple information resources.
Social Responsibility	• Recognize the complexities of diverse social identities. • Evaluate issues of social justice with regard to identities within diverse contexts. • Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

CROSSCUTTING SKILLS

Critical Thinking: Critical thinking is a cross-disciplinary process based on information literacy that uses inquiry and analysis and leads to problem solving. Critical thinking is also a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a judgment or conclusion. Critical thinkers deeply reflect on the process and each of the steps below and return to each step as necessary.

Relationship to institutions' Passport Block: This area may be addressed by a single course or in multiple courses across the lower-division general education curriculum. Options may include science, quantitative literacy, economics, computer science, sociology, philosophy, history, literature and others.

CRITICAL THINKING	
Features	**Passport Learning Outcomes** *(What the student is expected to know and/or be able to do)*
Problem Setting	Identify a problem or question and its component parts.
Recognize Assumptions:	Recognize and assess personal and other relevant underlying assumptions.
Evidence	Identify, gather, and analyze the information/data necessary to address the problem or question
Evaluate	Evaluate information/data for credibility (e.g., bias, reliability, validity) and relevance to a situation.
Context	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories
Reasoning/Conclusion	Develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Teamwork and Value Systems: Teamwork is collaborating towards a common purpose through shared responsibility and mutual accountability, while maintaining healthy relationships. Value Systems are a coherent set of ethical standards adopted and/or evolved by a team as a standard to guide its behavior. Teamwork and Value Systems may be embedded in any of the content areas or across multiple courses in the institution's Passport Block.

Relationship to institutions' Passport Block: This area may be addressed by a single course or in courses across the lower-division general education curriculum. Options may include science lab courses, theater, psychology, and many others.

TEAMWORK AND VALUE SYSTEMS	
Passport Learning Outcome Features	**Passport Learning Outcomes** *(What the student is expected to know and/or be able to do)*
Teamwork Fundamentals	Students will explain teamwork fundamentals including but not limited to team roles, rules and expectations, time and conflict management, goal setting and problem solving, and other relevant models and concepts.
Purposeful Participation	Students will demonstrate teamwork fundamentals through participation and mutual accountability
Shared Values Systems	Students will demonstrate shared ethical obligations and intercultural sensitivity as they relate to teamwork.
Evaluation	Students will evaluate and communicate strengths and weaknesses of their teamwork: contributions of oneself, team members, and the team.
Reflection	Students will reflect on and communicate the impact and effectiveness of their teamwork.

APPENDIX C

Passport Guiding Principles for Faculty

Passport Students

1. The Passport ensures that a student who earns a Passport at one institution and transfers to another Passport institutions will not have to repeat learning already achieved in order to meet Lower-Division General Education requirements at the new institution.

2. A student earns a Passport by completing courses or other learning opportunities – earning a C or better in each course – that impart proficiency with Passport Learning Outcomes in nine lower-division general education skill and knowledge areas: oral communication, written communication, quantitative literacy, natural sciences, human cultures, creative expression, human society and the individual, critical thinking, and teamwork and value systems (http://www.wiche.edu/passport/phase-ii/knowledge-skillareas).

3. Participating institutions award a Passport to all students who earn one—not just to those students intending to transfer.

4. The Passport transfers as a block, fulfilling the lower-division general education (LDGE) requirements at all two-year and four-year institutions participating in the Interstate Passport Network.

5. Passport transfer students are not required to take any courses and/or other learning opportunities in a receiving institution's Passport Block—even though the courses/learning opportunities differ—in order to complete the LDGE requirements at the receiving institution. However, Passport transfer students may be required to take one or more courses in the receiving institution's Passport Block as pre-requisites for certain majors.

Role of Faculty

6. Teaching faculty are the experts on what students should know and be able to do (learning outcomes) and on ways that students can demonstrate this (proficiency) at the LDGE level.

7. Interstate faculty teams negotiated and agreed upon consensus Passport Learning Outcomes (PLOs). Institutions are not required to use the same language in their learning outcomes as that in the PLOs or to adopt them as their own. Rather, faculty at institutions participating in the Passport determine that their school's learning outcomes are congruent with—not in conflict with—the Passport Learning Outcomes (PLOs).

8. The faculty at each Passport institution determines the institution's Passport Block—consisting of a list of courses and/or learning opportunities—that provides the ways its students can achieve the PLOs. The Passport Blocks vary by institution; they are not identical. Faculty can update their Passport Block as they make changes to their curriculum without triggering a review as long as they ensure that the PLOs are still addressed.

9. Each faculty member will have his/her own ways for students to demonstrate proficiency with the PLOs. The Passport's Proficiency Criteria (PC) are a reference, providing <u>examples</u> of ways faculty ask their students to demonstrate proficiency of a "C" or better with one or more PLOs.

Passport Learning Outcomes and Tracking

10. Transfer is based on the learning outcomes that are happening in the classroom now—not on what could or should be happening.

11. The Passport Learning Outcomes are not set in stone and are expected to evolve over time. The Passport Review Board, the policy-making body, will reconvene interstate faculty teams as necessary to respond to concerns raised by faculty at participating institutions.

12. The Passport is founded upon the principle of "trust but verify." By becoming a Passport institution, faculty agree to trust their colleagues at other Passport institutions to prepare their students to achieve the PLOs, and this trust is verified by tracking student academic progress after the student transfers

Passport Network Insures Collection and Distribution of Data on Transfer Student Success (Tracking)

13. The Passport's tracking system provides data on the academic progress of Passport students for two terms after transfer back to the sending institution for use in continuous improvement efforts. Data on the academic progress of non-Passport students, and of "native" students who earn a Passport, are also reported to the sending institution. This insures automatic availability of data to every Passport Network institution on the academic progress of every transfer student.

APPENDIX D
Glossary of Terms

Academic Progress Tracking (APT): The process by which Interstate Passport student performance is monitored. Passport Network institutions upload data to the National Student Clearinghouse at the end of each term on the students awarded a Passport and on the academic progress of relevant transfer and native students. NSC calculates aggregate academic progress data for each of the three populations reported by receiving institutions, sorts it by Passport sending institutions, and produces and delivers reports to the sending institutions about the performance of their former students.

Academic Year: The period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a 4-1-4 calendar system.

Articulation agreement: A formal agreement (or some might call a partnership) between two or more colleges and universities documenting the transfer policies for a specific academic program or degree in general. In many cases such an agreement will allow a student to apply credits earned in specific programs at one institution toward advanced standing, entry or transfer into a specific program at the other institution. The Interstate Passport is a type of articulation agreement.

Assessment: Process or instrument for determining the level of proficiency acquired by a student upon completion of a unit of study. The most common types of assessments are objective exams (e.g., multiple choice, true/false, matching and short answer exams), essay exams, written assignments such as papers, reports, review of subject matter), oral exams or recitations and portfolios.

Associate degree: A degree containing no remedial or adult education courses that is awarded primarily by junior colleges, community colleges, and technical institutes, and is designed to be completed in two years of full-time study or the part-time equivalent.

Associate transfer degree: An associate degree comprised only of college-level courses that contains no remedial or adult education courses and is wholly or principally creditable toward a baccalaureate degree.

Block credit transfer: Allows credits earned to transfer en masse. Also known as block transfer, it is typically applicable to general education or prerequisite courses.

Community college: A college that primarily offers academic and/or technical education programs designed to be completed in two years or less of full time study, with the associate degree the highest degree awarded in most or all programs.

Core: The part of the general education curriculum that is required of all students.

Course: A credit-bearing unit of instruction offered by an academic institution.

Credit: The unit used to gauge the amount of academic study that the student has completed. A student earns one academic credit for (or for the equivalent of) one hour of classroom instruction and two hours of out of class preparation each week. A semester credit translates to 1.5 quarter credits. For example, 30 semester credits (one full-time year) is the equivalent of 45 quarter credits (also one full-time year).

Credit hour: A **course credit** (often **credit hour**, or just **credit** or "unit") is a unit that gives weighting to the

value, level or time requirements of an academic course taken at an educational institution.

Crosscutting Skill Areas: Part of the Interstate Passport framework; two Passport skill areas – critical thinking and teamwork and value systems – that can be found across multiple lower-division general education disciplines/content areas.

Degree Qualifications Profile (DQP): Developed by the American Association of Colleges and Universities, the DQP is a template of proficiencies required for the award of college degrees at the associate, bachelor and master's levels. It describes the knowledge, skills and applications that prepare graduates to succeed in the economy, civil society and their own lives.

e-Portfolio: An electronic portfolio. (See "portfolio".)

Equivalent: Equal in value, measure, force, effect, significance. For example, two different courses covering the same subject matter.

Foundational Skills: Part of the Interstate Passport framework; three Passport skill areas – oral communication, written communication, and quantitative literacy – of lower-division general education considered foundational in nature.

Four-Year School: Institution that awards the majority of credentials as baccalaureate degrees or higher.

General Education: Learning experiences that expose students to the humanities, social sciences and sciences, and also provide them with communication, critical thinking and quantitative skills necessary to succeed in their continuing academic endeavors and as effective contributors to their community following completion of their postsecondary education.

Headcount: A count or total of the number of students enrolled, used for FTE and other calculations. For example, the number of FTE students is calculated by IPEDS based on fall student headcounts as reported by the institution. The full-time equivalent (headcount) of an institution's part-time enrollment is estimated by multiplying specific factors (such as undergraduate enrollment, public or private institution, two- or four-year institution) times the part-time headcount. These are then added to the full-time enrollment headcounts to obtain an FTE for all students enrolled in the fall. (IPEDS glossary.)

High Impact Practices (HIPs): HIPs include first year seminars and experiences, common intellectual experiences, learning communities, writing intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning/community-based learning and internships and capstone courses and projects. Participation in HIPs is correlated with a student's success in and completion of their academic program. (See http://www.aacu.org/leap/hip.cfm for more information.)

Institution Liaison: The individual appointed by an institution to coordinate the activities of its staff (faculty, registrars, institutional researchers, academic advisors, campus marketing representatives) as the institution applies for membership and/or participates in the Interstate Passport Network.

Interstate Passport®: A program that facilitates block transfer of lower-division general education based on a set of learning outcomes. (The service mark should be used the first time the term appears on a document.)

Interstate Passport Framework: The structure of the Interstate Passport comprised of the nine LDGE Passport knowledge and skill areas, with three different components for each area: (1) the Passport Learning Outcome Feature, which describes the category of the outcome (for example, fundamentals, basic information); (2) Passport Learning Outcomes, or what a student is expected to know; and (3) Passport Proficiency Criteria, assignments or activities that provide evidence that the learning outcomes have been achieved.

Interstate Passport Network: A consortium of regionally accredited, public and private, two-year and four-year, non-profit institutions authorized to award a Passport (for short, "Network").

Knowledge of Concept Areas: Part of the Interstate Passport framework; four Passport content areas of lower-division general education: natural sciences, human cultures, creative expression, and human society and the individual (social sciences).

LEAP Essential Learning Outcomes: The Essential Learning Outcomes (ELOs) developed by the Association of American Colleges and Universities as part of its Liberal Education and America's Promise (LEAP) campaign are a set of "Principles of Excellence providing a new framework to guide students' cumulative progress through college. For more information, see https://www.aacu.org/leap/essential-learning-outcomes.

Learning Outcomes: Learning outcomes are clear, concise, and assessable statements of the knowledge and skills that a student will acquire, understand and be able to use in unfamiliar situations upon completion of a course or other unit of study.

Loss of Credits: Credits that a student earns that are not applied toward completion of the degree or program that the student elects to complete.

Lower-Division Course: A lower-division course is a non-remedial postsecondary course that earns college credit and is intended to be completed while the student is engaged in the first half of the academic requirements for a Bachelor's degree. Such courses usually bear a 1XX or 2XX course number.

Lower-Division General Education (LDGE): General education requirements at colleges and universities are designed to give undergraduates a broad background in many major academic disciplines — natural sciences, physical sciences, social sciences, humanities and fine arts. The lowest or entry-level courses that students take in their first two years are considered lower division. General education requirements must be satisfied or waived to receive a degree. Often students can satisfy some GE requirements before entry to the institution through high school coursework, dual credit, Advanced Placement or International Baccalaureate curricula or assessments.

Midwestern Higher Education Compact (MHEC): One of four statutorily created interstate compacts, founded in 1991 that serves 12 member states in the Midwestern region of the country. Its purpose is to provide greater higher education opportunities and services in the Midwestern region, with the aim of furthering regional access to, research in and choice of higher education. Member states are Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Native student: A student who enrolls in an institution as a freshman, and not as a transfer student,

sometimes termed a freshman-entry student.

New England Board of Higher Education (NEBHE): One of four statutorily created interstate compacts, founded in 1955 that serves six member states in New England: Connecticut, New Hampshire, Maine, Massachusetts, Rhode Island, and Vermont. NEBHE works Promote programs, and best practices to assist the states in implementing important regional higher education policies; promote regional cooperation and programs that encourage the efficient use and sharing of educational resources; and provide leadership to strengthen the relationship between higher education and the economic well-being of New England.

Passport: A milestone of completion earned by a student who achieves the Passport Learning Outcomes (PLOs) at the transfer level of proficiency at an Interstate Passport Network member institution, and which is documented on the student record by the institution. Learning achieved via the Passport transfers *as a block* to another participating Passport institution; students with a Passport do not have to repeat or take additional lower-division general education coursework. *(The term "Passport" should not be used as an adjective.)*

- Currently, only one type of Passport is available—**Passport Lower-Division General Education (Passport-LDGE)**—which includes PLOs in nine knowledge and skill areas (oral communication, written communication, quantitative literacy, natural sciences, human cultures, creative expression, human society and the individual, creative thinking, and teamwork and value systems).
- Passport-Phase I or Passport-Foundational, awarded between 2013 and 2015 by 12 institutions, during the proof of concept project, consisted of the PLOs in three foundational skill areas. Those students who earned a Passport-Foundational may be eligible to earn a Passport-LDGE by achieving the PLOs in the remaining six areas. Otherwise, the Passport-Foundational was retired on September 1, 2016.

Passport Block: The list of LDGE courses and/or learning experiences by which the Passport Learning Outcomes are achieved. The faculty at each Passport institution is responsible for constructing the institution's Passport Block and updating it as appropriate. Passport Blocks are posted on the Passport website for participating Passport institutions.

Passport Feature: Topics that help to index or categorize the Passport Learning Outcomes in each knowledge and skill area (for example, fundamentals, basic information).

Passport Learning Outcomes (PLO): Learning outcomes are statements – what a student should know or be able to do – developed by faculty members of Passport institutions in the nine Passport knowledge and skill areas.

Passport Mapping Specialists (PMS): Individual at each of the participating institutions in the Mapping pilot who serves as the primary contact and coordinator of the faculty's work in the project on his/her campus. The PMS participates in ongoing planning sessions with project staff, NCHEMS, and Taskstream to plan and support project activities, participates in a train-the-trainer mapping workshop, and leads faculty through the steps of selecting and scoring a sample of critical assignments and the responding student artifacts from courses in its institution's Passport Block. The scoring is of a sample from the home campus as well as samples from the other participating campuses.

Passport Review Board (PRB): The policy-making body of the Interstate Passport Network. Members

include the Passport State Facilitators who represent their constituents on the Board and serve unlimited terms. Other individuals, selected to serve at large for a two-year term, have special expertise relevant to Passport issues and operations.

PassportVerify: Service provided by the National Student Clearinghouse – similar to the Degree Verify service currently offered to all NSC participating institutions – that allows Interstate Passport Network institutions to query the Clearinghouse to find out if an incoming transfer student has earned the Passport and if so, where and when.

Passport-Seeking Student: A student who is working toward earning a Passport at an institution participating in the Interstate Passport Network.

Passport State Facilitator: The individual who serves as the state's expert on the Interstate Passport and assists institutions through their institution liaisons to become members of the Interstate Passport Network; the PSF also represents its member institutions on the Passport Review Board.

Passport Student: A student who has earned a Passport at an institution participating in the Interstate Passport Network.

Portfolio: A portfolio is a structured collection of student work, assembled by the student following guidelines, which is used both for guided reflection upon, and demonstration of, the extent to which the student has mastered a set of learning objectives.

Primary Transfer Institution: Institution from which the reporting institution accepted the largest number (not percent) of credits toward degree completion; in case of a tie, institution that the student attended most recently.

Proficiency Criteria (PC): Part of the Interstate Passport framework, proficiency criteria are examples, not requirements, of student assignments or activities that demonstrate proficiency of the learning outcome appropriate at the transfer level. Faculty members at Passport institutions developed a number of proficiency criteria for each Passport Learning Outcome across the nine knowledge and skill areas, drawing from current practices.

Receiving Institution: In the Interstate Passport program, the institution to which a student transfers – the institution receiving the transfer student.

Regional Compacts: Regional organizations established by the U.S. Congress in the 1950s to facilitate the sharing of information and resources among stakeholders in the higher education community. The four regional compacts are: Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education Board, and Western Interstate Commission for Higher Education. The states of New Jersey, New York, and Pennsylvania do not belong to any of the regional compacts.

Reverse Transfer: A process where academic credits for course work completed at a four-year university are transferred back to a community college or two-year institution to satisfy associate degree requirements. The term applies to several approaches, including the granting of associate degrees by four-year institutions, sometimes retroactively, for previously earned credits, or as part of "pathways" where transfer students finish their associate degree at a four-year college. Also, some students go back to earn an

associate degree after getting their bachelor's degree in another field.

Rubric: Stated criterion that is used to evaluate an activity or a product. In the Interstate Passport Mapping Pilot, there are two sets of rubrics: one for scoring critical assignments addressing a PLO(s) and one for scoring proficiency in student artifacts responding to the assignments.

Sending Institution: In the Interstate Passport program, the institution *from* which a student transfers – the institution "sending" the transfer student to another institution.

Southern Regional Education Board (SREB): One of four regional compacts created in 1948 by Southern governors and legislators, SREB is a nonprofit, nonpartisan organization of 16 member states headquartered in Atlanta. The Board includes the governor and four gubernatorial appointees from each member state, including at least one state legislator and one educator. The Legislative Advisory Council of legislators from each state advises the Board. The organization maintains its focus on critical issues that hold the promise of improving quality of life by advancing public education. Member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

Student FTE: FTE stands for full-time equivalent. A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term may be deemed a full-time student. From the IPEDS Glossary: the full-time equivalent FTE of students is a single value providing a meaningful combination of full-time and part-time students. Calculations of FTE students may use fall student headcounts or 12-month instructional activity. The number of FTE students is calculated based on the credit and/or contact hours reported by an institution.

Transcript: An official report supplied by a school on the record of an individual student, listing subjects studied, grades received, etc.

Transfer: To withdraw from one institution and enter another.

Transfer credit: Credit that is earned at one institution that satisfies some of the degree requirements of a second institution.

Transfer student: A student who already has college credits and withdraws from one institution to enroll in another and transfers those credits to the second institution.

Tuning: A process of faculty collaboration, within an academic discipline, that identifies student learning outcomes and competencies expected through each degree level – associate, bachelor, and masters' degrees. In tuning, faculty determine not only the learning outcomes and competencies at each successive level of depth, but the methods that students may use to demonstrate attainment of competencies. These methods include high-impact practices such as e-portfolios, group projects and written research papers. The process is transparent and clearly communicates to students, parents, employers and policy makers what students are expected to know, understand, and do at each degree level. (The Tuning USA project is funded by Lumina Foundation.)

Two-year institution: Institution that awards the majority of credentials as certificates or associate degrees, not baccalaureate degrees.

Western Interstate Commission for Higher Education (WICHE): Regional organization created by the Western Regional Education Compact and adopted in the 1950s by Western states; operations began in 1953. WICHE was created to facilitate resource sharing among the higher education systems of the West. It is governed by three gubernatorially appointed commissioners from each member, which includes 15 Western states and the Commonwealth of the Northern Mariana Islands. Member states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

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