



INTERSTATE PASSPORT

CONSTRUCTING YOUR INSTITUTION'S PASSPORT BLOCK



INTERSTATE PASSPORT

Faculty Handbook:
Constructing Your Institution's Passport Block

Updated March 2017

Faculty Handbook: Constructing Your Institution's Passport Block

Contents

<u>Section</u>	<u>Page</u>
Interstate Passport: Introduction	1
Student Mobility in the U.S.....	2
The Passport Framework	4
Knowledge and Skill Areas, Passport Learning Outcomes,	
Foundational Skills	5
Knowledge of Concept Areas	8
Crosscutting Skills	13
Passport Transfer-Level Proficiency Criteria.....	15
Defining and Constructing the Passport Block	17
Seven Steps for Creating Your Block.....	18
Processes for Building the Passport Block	19
Example of Completed Passport Block	22
Sample Worksheet.....	23
Worksheet Summary: Complete Passport Block	24
Guided Pathways	29
Tracking Academic Student Progress.....	31
Academic Quality Assurance.....	32
Application for Passport Status and Memorandum of Agreement.....	33

Interstate Passport: Introduction

The Interstate Passport program, based at the Western Interstate Commission for Higher Education (WICHE), offers a new, learning-outcomes-based framework for transfer with the goal of improving graduation rates, shortening time to degree, and saving students' money. It 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 courses or complete additional courses at the receiving institution to meet lower-division general education requirements.

The idea for the Passport was conceived by chief academic officers 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 37 percent of today's students transferring—and nearly 24 percent of those students 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 one 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 its 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 dynamic. Holding these considerations in mind, a foundational premise of the Passport design process has been that teaching faculty must be asked to develop the Passport framework, and to do so in a way that respects and does not violate the individuality of each 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 to be achieved by students who complete LDGE, and

¹ Shapiro, D., Dundar, A., Wakhungu, P.K, Yuan, X., & Harrell, A. (2015, July). Transfer and Mobility: A National View of Student Movement in Postsecondary Institutions, Fall 2008 Cohort (Signature Report No. 9). Herndon, VA: National Student Clearinghouse Research Center.

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.

The Passport offers benefits not only to students but also to institutions and states. (See *Passport Guiding Principles* at <http://www.wiche.edu/passport/general-information>.) As noted above, the Interstate Passport seeks to save transfer students time and money by preventing them from having to repeat or take additional LDGE courses. Fewer unnecessary or duplicated courses also mean greater motivation to complete, and a clearer pathway to completion.

Through the Passport, institutions have the opportunity to be a part of a national network of institutions that review and align current general education course outcomes with LEAP-inspired learning outcomes. Also, aligning with Passport outcomes reduces renegotiation of equivalencies as courses and disciplines evolve, allowing greater curricular flexibility. Finally, tracking persistence, completions, and time to degree of Passport students relative to other transfer students adds useful data for institutions' student success initiatives.

Passport states benefit through grant-funded collaboration with other states and regions participating the Passport. In addition, the intended outcome of more students persisting and completing with fewer credits could improve overall state metrics and per-student costs.

Since 2011, faculty members from two-year and four-year institutions in states across the U.S. have been involved in developing and testing the Passport Framework. To date, this work has been funded 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.

Student Mobility in the U.S.

Postsecondary education students are increasingly mobile. The National Student Clearinghouse (NSC) reports that one-third of all students nationwide 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.

² Ibid., 5.

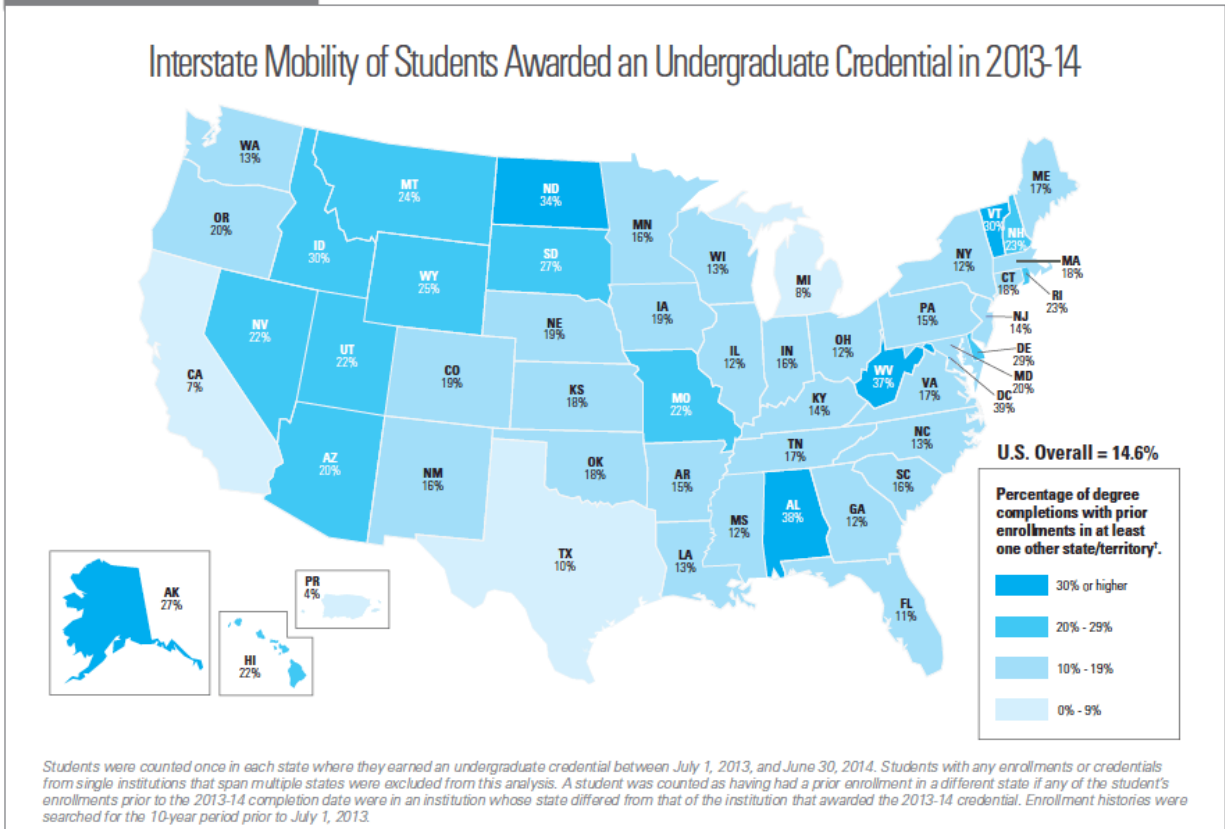


Figure 1: Interstate Mobility of Students

Source: *Snapshot Report: Interstate Mobility*. (2015). Herndon, VA: National Student Clearinghouse Research Center. <http://research.studentclearinghouse.org>

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. 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 number of credits that transfer and degree completion.³

The 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 ensure that less time will be spent repeating coursework by students, as well as negotiating course-by-course articulation by registrars.

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

The Passport Framework

Knowledge and Skill Areas

The Passport framework consists of nine knowledge and skill areas. These areas are based on 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 on research conducted by WICHE on the general education requirements of colleges and universities in the region. For each knowledge or skill area, the framework is made up of the Features, 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) developed 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 Passport 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*. Features are topics that help to index or categorize the PLOs in each knowledge and skill area. 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 (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.

The Passport Learning Outcomes are not set in stone and are expected to evolve over time. The Passport Review Board, the Network’s policy making body, will reconvene interstate faculty teams as necessary to respond to any concerns about the PLOs that might be raised by faculty at participating institutions.

The Passport Learning Outcomes for each Passport knowledge and skill area are presented below.

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 <i>(What the student is expected to know and/or be able to do)</i>
Preparation for Performance	<ul style="list-style-type: none"> ▪ 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 <i>(What the student is expected to know and/or be able to do)</i>
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 <i>(What the student is expected to know and/or be able to do)</i>
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, an appreciation of the inherent beauty and wonder that one can find in science and its possibilities, 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 <i>(What the student is expected to know and/or be able to do)</i>
The Nature of Science	Students explain the following attributes of science: <ol style="list-style-type: none"> 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.
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 in both the physical and life sciences, their core theories and practices, using discipline related terminology.
Scientific Literacy	Students shall: <ol style="list-style-type: none"> 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.

NATURAL SCIENCES <i>(continued)</i>	
Features	Passport Learning Outcomes <i>(What the student is expected to know and/or be able to do)</i>
Ethics	<p>Students demonstrate an understanding of the standards that define ethical scientific behavior, including:</p> <ol style="list-style-type: none"> 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; 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 <i>(What the student is expected to know and/or be able to do)</i>
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 <i>(What the student is expected to know and/or be able to do)</i> <i>Through the study of literary, performing and/or visual arts, students will:</i>
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 <i>(What the student is expected to know and/or be able to do)</i>
Core Knowledge	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> • Explain and apply theories to social phenomena and human activity. • Evaluate various types and forms of research including ethical considerations.
Analytical Applications	<ul style="list-style-type: none"> • Identify, frame and/or respond to a research question. • Compile, interpret, analyze and/or evaluate qualitative and/or quantitative data.
Information Use and Communication	<ul style="list-style-type: none"> • Interpret and communicate various representations of qualitative and/or quantitative data. • Responsibly identify, categorize, evaluate, and cite multiple information resources.
Social Responsibility	<ul style="list-style-type: none"> • 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 <i>(What the student is expected to know and/or be able to do)</i>
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 <i>(What the student is expected to know and/or be able to do)</i>
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.

Passport Proficiency Criteria

The proficiency criteria (PC) were developed in the same way the PLOS were developed by interstate faculty teams whose members have expertise and classroom experience in one of the specific knowledge and skill areas. Each interstate team reviewed, compared and contrasted state samples of proficiency criteria to arrive at a consensus set of Passport proficiency criteria for their area. 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 among their institutions.

The proficiency criteria are **how** students demonstrate proficiency. Many of them are currently in place at participating institutions. Students demonstrate transfer-level 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, performance, individual, group). Indeed, each faculty member will have his/her own ways for students to demonstrate proficiency with the PLOs.

Proficiency Criteria in ORAL COMMUNICATION		
Feature	Passport Learning Outcomes (What a student is expected to know and be able to do)	Passport Transfer-Level Proficiency Criteria (Examples of evidence of proficiency of the learning outcome appropriate at the transfer level) Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements . Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
Preparation for Performance:	<ul style="list-style-type: none"> Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills. Organize content for a particular audience, occasion or purpose. 	<ol style="list-style-type: none"> Select topics that are relevant to and important for a public audience and occasion. Find, retrieve, and critically examine information from personal experience and published sources for credibility, accuracy, relevance, and usefulness. Select and critically evaluate appropriate support materials. Represent sources accurately and ethically. Become fully informed about the subject matter. Defend motive of the presentation. Apply organizational skills in speech writing that use the claim-warrant data method of argument construction.

The Passport Learning Outcomes **and** proficiency criteria can be found at www.wiche.edu/passport/interstate_passport_components

See, also, the *Passport Glossary of Terms* at <http://www.wiche.edu/passport/general-information>.

Defining and Constructing the Passport Block

The role of faculty has been central to the development of the Passport. By gathering faculty together from multiple institutions and states for conversations about student learning, much common ground about objectives and outcomes across disciplines and between institutions became obvious. Only faculty have the experience and expertise to determine what learning outcomes should result from general education, and only faculty can identify the assignments and learning experiences that make up the proficiency criteria. In the same vein, faculty at each institution own the curriculum in their respective areas, so only faculty members from Passport institutions are equipped to identify the learning experiences that make up the institution's Passport Block. These experiences may be courses as well as other learning experiences. In some cases, the relevant learning 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 opportunities that align with the PLOs just as they would compile the learning opportunities 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. As members of the Passport Network, institutions agree not to unpack other institutions' Passport Blocks, and Passport transfer students are not required to repeat or add any learning in a receiving institution's Passport Block in order to complete the LDGE requirements at the receiving institution in the Passport's nine areas. As an example of a completed block, the complete Passport Block for Laramie County Community College appears on page 21.

Seven Steps to Creating Your Institution's Passport Block

1. **Assemble faculty** responsible for lower-division general education to participate in construction of your institution's Passport Block. (See the *Passport Guiding Principles* at <http://www.wiche.edu/passport/general-information> and refer to *Frequently Asked Questions* at <http://www.wiche.edu/passport/faq-home>.)
2. **Review the Passport Learning Outcomes (PLOs)** for each of the nine lower-division general education areas and answer this question: *Are your institution's general education learning outcomes congruent with, not in conflict with, and at a similar level of specificity as the PLOs?*
 - If yes, proceed to step 3.
 - If partially, identify where there is not congruence or there is conflict and determine if the difference(s) can be easily resolved, e.g., by examining your course-level outcomes in more detail. If yes, proceed to step 3.
 - If no, determine where there is significant and irresolvable difference(s) and discuss with your team leader whether or how your institution should proceed.
3. ***IF*** your institution (or your state) has identified specific learning outcomes, or competencies, for each required area of ***your*** General Education program; ***and IF*** each course approved for inclusion in your General Education program has been reviewed to ensure that it includes your required learning outcomes, creating your Passport Block may be very simple. ***IF yes***, you may be able to simply adopt all or part of your General Education program requirements as your institution's Passport Block. *Go to step 5, below. If not, proceed to step 4 below.*
4. **Develop a list of courses/learning opportunities** that fulfill the PLOs in each of the nine LDGE areas to create your institution's Passport Block. Multiple PLOs may be addressed in a single course or in a selection of courses. Also, PLOs for crosscutting skills may be found in many of the same courses/learning opportunities identified for the foundational skill and knowledge areas. A sample worksheet for constructing the block and a full set of worksheets are available in this handbook and at <http://www.wiche.edu/passport/facultyhandbook>.
5. **Seek approval** for your institution's Passport Block from the appropriate individual(s) or body authorized to approve articulation agreements.
6. **Notify your registrar of the contents of your Passport Block.** If your institution's Passport Block is different from your completed General Education program, provide the approved Passport Block to your registrar so its contents can be loaded into appropriate student information and degree audit systems.
7. **Establish an account for your Institution Liaison on the Interstate Passport's website and apply** to become a member of the Interstate Passport Network. The application requires your Passport Block. If the institution is approved for membership, its Passport Block will be displayed in its profile on the Interstate website as information for faculty at other member institutions. Institutions may update their profile at any time as they change their Passport Blocks. See profiles at http://www.wiche.edu/passport/membership/network_members.

Constructing the Passport Block: A Look at Some Different Approaches

States and institutions will take different approaches to constructing a Passport Block. In some states, it may be done as a statewide or system-wide activity with each institution adding some of its unique courses. In other states, each institution will construct its block independently. Below are two examples shared by faculty at Western Oregon University and Laramie County Community College (WY).

Western Oregon University

Faculty at Western Oregon University began Passport Block construction in just one area – Creative Expression – in the wake of developing proficiency criteria in this knowledge area as part of their role on the interstate faculty team. The faculty committee was made up of every department in Western Oregon’s Creative Arts Division, with at least one faculty member from each department.

1. The committee began by determining which classes meet each of the Learning Outcomes, and which ones meet more than one Learning Outcome.
2. We discussed whether or not we felt it necessary that each discipline be represented in the final Passport Block. We decided that was not necessary.
3. We identified the total number of classes and credit hours that would be optimal for our Creative Expression Passport Block.
4. We then met with the Deans, the head of the General Education Committee, president of the Faculty Senate, the Registrar, and representatives from each of the divisions across campus to explain the Passport process across disciplines.
5. From those meetings, we began building the Passport Blocks for the other eight knowledge and skill areas in the Passport.
6. After all Passport Blocks are built, we will once again present to the Faculty Senate. If the Senate signs off on the Passport, then it will go to the Administration for final approval.
7. This entire process took approximately five months from start to approval.

This process afforded the faculty committee numerous opportunities to educate the campus at large about the Passport.



“Since the Passport is an entirely new way of thinking about inter-institutional transfers, the trick is education, education, education! Helping the faculty understand that the Passport benefits both our students and others who may transfer in, without changing our current university requirements at all, was the key. And, each university knowing that they have autonomy in how to build their Passport block makes the process easier too.”

- Michael Phillips, Professor of Theater, Western Oregon University; chair, Creative Expression Interstate Faculty Team, Interstate Passport

Laramie County Community College

Laramie County Community College (LCCC) in Cheyenne, Wyoming, invited all lower-division general education faculty to “plot” the Passport Learning Outcomes across the curriculum. Faculty determined which learning outcomes were addressed in each course, and organized the courses by the Passport knowledge and skill areas. Some courses addressed all of the learning outcomes in a specific area, particularly for foundational skills, while others fulfilled all outcomes in more than one area. In some cases, the LCCC faculty determined proficiency in the learning outcomes would require successful completion of two courses. (This method of building the Passport Block is the basis for the worksheets institutions can use to build their blocks; see www.wiche.edu/passport/facultyhandbook.)

Faculty examined all of the courses in the College’s General Education block, identified which ones addressed which learning outcomes, and assembled the list of courses that would make up the block in each Passport knowledge and skill area. The LCCC Institution Liaison went one step further and looked at the College’s master course outlines to confirm that the proposal for inclusion in the Passport block was supported by a documented indication of the embedded outcomes. This process confirmed that the Passport learning outcomes were indeed an element of the College’s general education structure.

Once the Passport block was drafted and vetted, LCCC identified course sequence options from the Block in each of its pathways. These Block-embedded pathways assist students in making the most efficient choices to earn a Passport on the way to a degree.



“Cross-referencing between the proposed block and sequencing of all courses in the block confirmed that the Passport can be marketed as an early milestone towards completion of most degrees at the College.”

- Kari Brown-Herbst, Director, Center for Teaching and Learning, Laramie County Community College; Institution Liaison for LCCC and Passport State Facilitator for Wyoming.

The complete Passport Block from Laramie County Community College is presented on the next page, and includes information on how many courses within each area are required to achieve the learning outcomes. A sample worksheet in the knowledge area of Human Society and the Individual used by LCCC is on page 22, followed by a Worksheet Summary, which faculty members would complete as the institution’s complete Passport Block. Worksheets for each knowledge and skill area and the Worksheet Summary are available at www.wiche.edu/passport.facultyhandbook.

Laramie County Community College
Passport Block

The Passport block is considered complete when a student has demonstrated success (C or better) in a course in each of the nine learning outcomes areas.* Any course appearing in more than one area can serve as “completion” in each area where it appears.

Oral Communication	Written Communication	^Quantitative Literacy	Creative Expression	Human Cultures	Human Society and the Individual	*Natural Sciences		Critical Thinking	Teamwork
						Life Science	Physical Science		
CO/M 2010	ENGL 1010	MATH 0960	ART 1010	AMST 2110	AGEC 1010	AECL 1000	ASTR 1050	AECL 1000	COLS 1000
		AND	ART 1050	ANTH 1200	AMST 2010	ANTH 1100	CHEM 1000	AGEC 1010	CO/M 1015
		STAT 2060	ART 1010	ART 2010	AMST 2110	BIOL 1003	CHEM 1020	ANTH 1100	CO/M 1030
		OR	CO/M 1030	ART 2020	ANTH 1200	BIOL 1010	GEOG 1010	ART 1050	GEOL 1035
		STAT 2070	COM 2010	CO/M 2500	ART 2010		GEOG 1050	ART 1110	THEA 1000
		MATH 0970	MMMM 2400	ECON 1000	ART 2020		GEOL 1100	BIOL 1003	
		AND		FREN 1010	ECON 1000		GEOL 1035	BIOL 1010	
		MATH 1000		FREN 1020	ECON 1010		GEOL 1200	CHEM 1020	
		OR		GEOG 1020	ECON 1200		PHYS 1050	CO/M 1040	
		MATH 1010		MUSC 1000	EDST 2450		PHYS 1090	DEST 2450	
		MATH 0980		PSYC 1000	GEOG 1000		PHYS 1100	ECON 1010	
		AND		SOC 1000	GEOG 1020		PHYS 1130	GEOG 1010	
		MATH 1380		SPAN 1010	GEOG 1050			GEOG 1040	
		OR		SPAN 1020	HIST 1110	<i>*Must have one Life Science course and one Physical Science course</i>		GEOG 1050	
		MATH 1400			HIST 1120			GEOL 1035	
		MATH 0990			HIST 1211			GEOL 1100	
		AND			HIST 1221			GEOL 1200	
		MATH 1390			HIST 1250			HUMN 1080	
		OR			HIST 1251			MUSC 1023	
		MATH 1401			MUSC 2024			PHIL 1000	
		MATH 1450			POLS 1000			PHYS 1050	
		MATH 2150			POLS 1200			PHYS 1090	
					PSYC 1000			PHYS 1100	
					SOC 1000			PHYS 1310	
								PSYC 1000	
								ZOO 2010	

^Successful completion of MATH 0960 and STAT 2060 equates to success in STAT 2070

^Successful completion of MATH 0970 and MATH 1000 equates to success in MATH 1010

^Successful completion of MATH 0980 and MATH 1380 equates to success in MATH 1400

^Successful completion of MATH 0990 and MATH 1390 equates to success in MATH 1401

SAMPLE WORKSHEET: Interstate Passport | 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.

For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		EDST 2450 Human Life Span Dev	GEOG 1000 World Reg Geog	HIST 1110 West Civ I	HIST 1120 West Civ II	HIST 1211 US to 1865	HIST 1251 WY Hist	MUSC 2024 World Music	POLS 1200 NonWest Pol Cult	PSYC 1000 Gen Psych	SOC 1000 Socio Princpl
LEARNING OUTCOMES		Put a "+" in each cell where the course addresses the Passport Learning Outcome at transfer-level proficiency. Put a "-" in each cell where the course does not address the Passport Learning Outcome at transfer-level proficiency.									
Core Knowledge	<ul style="list-style-type: none"> Define vocabulary, concepts and terminology in the social sciences, and identify theories. Explain the role of individuals and institutions within the context of society. 	+	+	+	+	+	+	+	+	+	+
Basics of Scientific Inquiry	<ul style="list-style-type: none"> Explain and apply theories to social phenomena and human activity. Evaluate various types and forms of research, including their ethical considerations. 	+	+	+	+	-	+	+	+	-	+
Analytical Applications	<ul style="list-style-type: none"> Identify, frame and/or respond to a research question. Compile, interpret, analyze and/or evaluate qualitative and/or quantitative data. 	+	+	-	-	+	+	+	+	+	-
Information Use and Communication	<ul style="list-style-type: none"> Interpret and communicate various representations of qualitative and/or quantitative data. Responsibly identify, categorize, evaluate, and cite multiple sources. 	+	+	-	-	-	+	+	-	+	+
Social Responsibility	<ul style="list-style-type: none"> 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. 	+	+	+	+	+	+	+	+	+	+

- A student must take one of EDST2450, GEOG1000, HIST1251 OR MUSC2024: each of these four courses satisfies all of the learning outcomes in Human Society and the Individual.
- OR student must take a combination of:**
- HIST1110 and PSYC1000, OR
- HIST 1211 and SOC 1000
- HIST 1120 and POLS 1200 do not satisfy the PLOs individually or together, so these courses would not be included in the institution's Passport Block.

**WORKSHEET SUMMARY:
 COMPLETE PASSPORT BLOCK**

Enter the course information for each knowledge and skill area below for the courses that make up your institution's Passport Block. This information should be included in the institution's application for participation in the Interstate Passport Network, and also provided to the institution's registrar. Expand each section as necessary to list all of the desired courses and course options with relevant instructions for each. (For example: Take one course from this list, OR take one combination of courses from these options, OR choose one course from this group and one course from this group.) The worksheets (in Excel) for each knowledge and skill area and the Worksheet Summary are available at www.wiche.edu/passport.facultyhandbook.

Passport Knowledge/ Skill Area	Course Prefix, Number and Title List the course or combination of courses that address the Oral Communication learning outcomes. Include the course prefix, number, and title for each course	# Credits of Each Course (optional)
Oral Communication		
Indicate if one or more courses or a combination of courses satisfy the PLOs.		

(continued next page)

Passport Knowledge/ Skill Area	Course Prefix, Number and Title List the course or combination of courses that address the Oral Communication learning outcomes. Include the course prefix, number, and title for each course	# Credits of Each Course <i>(optional)</i>
Written Communication		
Indicate if one or more courses or a combination of courses satisfy the PLOs.		
Quantitative Literacy		
Indicate if one or more courses or a combination of courses satisfy the PLOs.		
Natural Sciences		
Indicate if one or more courses or a combination of courses satisfy the PLOs.		

(continued next page)

Passport Knowledge/ Skill Area	Course Prefix, Number and Title List the course or combination of courses that address the Oral Communication learning outcomes. Include the course prefix, number, and title for each course	# Credits of Each Course <i>(optional)</i>
Human Cultures		
Indicate if one or more courses or a combination of courses satisfy the PLOs.		
Creative Expression		
Indicate if one or more courses or a combination of courses satisfy the PLOs.		
Human Society and the Individual		
Indicate if one or more courses or a combination of courses satisfy the PLOs.		

(continued next page)

Passport Knowledge/ Skill Area	Course Prefix, Number and Title List the course or combination of courses that address the Oral Communication learning outcomes. Include the course prefix, number, and title for each course	# Credits of Each Course <i>(optional)</i>
Critical Thinking		
Indicate if one or more courses or a combination of courses satisfy the PLOs.		
Teamwork and Value Systems		
Indicate if one or more courses or a combination of courses satisfy the PLOs.		

Guided Pathways

The academic pathways that students embark on toward an associate or bachelor's degree are fully compatible with the Passport. The beginning courses of a pathway often reside within an institution's lower-division general education curriculum and include courses that make up the institution's Passport Block. Academic advisors can recommend Passport courses to students on a selected pathway so that they earn a Passport on their way to a degree. This makes the most efficient use of students' time and money and provides them with a safety net should they decide or be forced to abandon a partially completed pathway later on. If they earned a Passport before abandoning a pathway, it will count for satisfying lower-division general education requirements in the Passport's nine areas at a new Network institution. Additionally, through the Passport students who have to stop out will have attained the knowledge and skills that can be desired by employers, especially for industries or occupations that do not require employees to have a degree.

On the next page is an example of how LCCC identified course option sequences from its Passport Block in a pathway to a degree to help students make the most efficient choices.

Laramie County Community College

Passport Block

The Passport diagrammed below is one example of how it can be achieved in the pathway for the Health Sciences Associate of Science degree.

The Passport block is considered complete when a student has demonstrated success (C or better) in a course in each of the nine learning outcomes areas.* Any course appearing in more than one area can serve as “completion” in each area where it appears.

Oral Communication	Written Communication	^Quantitative Literacy	Creative Expression	Human Cultures	Human Society and the Individual	*Natural Sciences		Critical Thinking	Teamwork	
						Life Science	Physical Science			
CO/M 2010	ENGL 1010	MATH 0960	ART 1010	AMST 2110	AGEC 1010	AECL 1000	ASTR 1050	AECL 1000	COLS 1000	
		AND	ART 1050	ANTH 1200	AMST 2010	ANTH 1100	CHEM 1000	AGEC 1010	CO/M 1015	
		STAT 2060	ART 1010	ART 2010	AMST 2110	BIOL 1003	CHEM 1020	ANTH 1100	CO/M 1030	
		OR	CO/M 1030	ART 2020	ANTH 1200	BIOL 1010	GEOG 1010	ART 1050	GEOL 1035	
		STAT 2070	COM 2010	CO/M 2500	ART 2010		GEOG 1050	ART 1110	THEA 1000	
		MATH 0970	MMMM 2400	ECON 1000	ART 2020		GEOL 1100	BIOL 1003		
		AND		FREN 1010	ECON 1000		GEOL 1035	BIOL 1010		
		MATH 1000		FREN 1020	ECON 1010		GEOL 1200	CHEM 1020		
		OR		GEOG 1020	ECON 1200		PHYS 1050	CO/M 1040		
		MATH 1010		MUSC 1000	EDST 2450		PHYS 1090	DEST 2450		
		MATH 0980		PSYC 1000	GEOG 1000		PHYS 1100	ECON 1010		
		AND		SOC 1000	GEOG 1020		PHYS 1130	GEOG 1010		
		MATH 1380		SPAN 1010	GEOG 1050			GEOG 1040		
		OR		SPAN 1020	HIST 1110	*Must have one Life Science course and one Physical Science course		GEOG 1050		
		MATH 1400			HIST 1120				GEOL 1035	
					HIST 1211				GEOL 1100	
		MATH 0990			HIST 1221			GEOL 1200		
		AND			HIST 1250			HUMN 1080		
		MATH 1390			HIST 1251			MUSC 1023		
		OR			MUSC 2024			PHIL 1000		
		MATH 1401						PHYS 1050		
		MATH 1450			POLS 1000			PHYS 1090		
		MATH 2150			POLS 1200			PHYS 1100		
					PSYC 1000			PHYS 1310		
					SOC 1000			PSYC 1000		
								ZOO 2010		

^Successful completion of MATH 0960 and STAT 2060 equates to success in STAT 2070

^Successful completion of MATH 0970 and MATH 1000 equates to success in MATH 1010

^Successful completion of MATH 0980 and MATH 1380 equates to success in MATH 1400

^Successful completion of MATH 0990 and MATH 1390 equates to success in MATH 1401

Tracking Student Academic Progress

The Passport is founded upon the principle of “trust but verify.” When the faculty members at Interstate Passport institutions agree on the PLOs, they trust the faculty at every other Passport institution to impart transfer-level proficiency with the PLOs to their Passport students. With this acknowledgement of trust it can be assumed that any Passport student should be able to use the academic achievement of his/her Passport Block to continue academic work at a performance level that meets that of non-Passport transfer students and that of students who started postsecondary education at the receiving Passport institution. The Passport structure monitors this assumption by tracking the academic progress of these three populations – Passport transfer students, non-Passport transfer students, and “native” students – at Network institutions. Transfer students are tracked for the two terms immediately after transfer to the receiving institution while native students (those who remain at their Passport awarding institution) are tracked for two terms after earning the Passport.

Institutions participating in the Interstate Passport Network agree to send aggregate data annually to the National Student Clearinghouse (NSC), which is offering two services to Network institutions: PassportVerify and Academic Progress Tracking (APT). The data submitted as part of APT represent the academic progress of transfer students with and without a Passport compared to the institution’s native students. The NSC sorts the data and delivers reports to each sending institution about the performance of its former students across the participating institutions for use in continuous improvement efforts. The NSC also provides a composite report to the Passport Review Board so that it can evaluate the overall effectiveness of the Passport.

The Interstate Passport’s partnership with the Clearinghouse is intended to simplify reporting for Passport institutions by leveraging the data infrastructure, system management and controls of the NSC, the nation’s leading provider of educational reporting, data exchange, verification, and research services. More than 3,600 colleges and universities participate in the Clearinghouse, reporting enrollment and degree information regularly throughout the year. For both services provided by NSC, Network 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. 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. The Clearinghouse will produce and deliver reports to the sending institutions about the performance of their former students, and deliver a composite report to the Passport Review Board annually.

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, and 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 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 above analyses, as well as 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 an institution has taken the steps to construct its Passport Block, it can apply for Passport status leading to membership in the Interstate Passport Network. The application requires that institutions agree to all of the terms of the Memorandum of Agreement, which has five-year renewable terms for institutions in good standing. The MOA requires the institution, through its faculty, to review the PLOs and define their institution's Passport Block; and through its registrar to award the Passport to students that achieve it, notate student achievement of the Passport on the transcript, recognize incoming Passport students as having met their lower-division general education requirements in the Passport's nine areas, and participate in the tracking process. The application is available online at <http://www.wiche.edu/passport/membership>.

The Role of the Passport Review Board

The Passport Review Board (PRB) is the policy making body of the initiative. 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 take corrective action as warranted; 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 faculty teams to revise and/or expand PLOs and transfer-level proficiency criteria in one or more concept/skill areas. The bylaws and a list of those currently serving on the PRB are available at <http://www.wiche.edu/passport/about/PRB>.

More Information

The website of the Interstate Passport – www.wiche.edu/passport – is a comprehensive source of continuously updated information about the program. 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 may also be downloaded at <http://www.wiche.edu/passport/facultyhandbook>.

INTERSTATE[®]
PASSPORT
Study ▶ Transfer ▶ Succeed

interstatepassport.wiche.edu

