



INTERSTATE
PASSPORT[®]
Study ▶ Transfer ▶ Succeed

ANNUAL REPORT 2017-18



Photo courtesy University of North Dakota

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Interstate Passport® is a program that facilitates block transfer of lower-division general education based on learning outcomes and proficiency criteria. Its overarching goal is simple: to eliminate unnecessary repetition of academic work after students transfer. Designed to improve graduation rates, shorten time to degree, and save students money, the program can also simplify existing articulation agreements and support institutions' continuous improvement efforts. All components of the Interstate Passport have been designed by faculty, registrars, institutional researchers, and academic advisors.

Interstate Passport is based at the Western Interstate Commission for Higher Education (WICHE), a nonprofit 501(c)(3) organization, founded by the U.S. Congress in 1953 as one of four regional compacts dedicated to expanding higher education access and excellence for the nation. WICHE's headquarters are in Boulder, Colorado.

Message from the Interstate Passport® Director and Co-Chairs

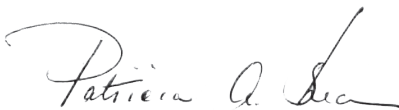
By summer 2018, more than 25,500 students had earned a Passport. Some of these students are beginning to transfer to other Network member institutions, and we and their sending institutions are starting to learn through Interstate Passport student tracking data about their academic performance post-transfer. This is an exciting milestone for our program, but also an important new resource for the field of higher education.

For too long, students have suffered from archaic transfer processes and policies designed for an earlier era when transfer was uncommon. Today, the transfer path is one of the most frequently used routes to a four-year degree, with nearly 40 percent of the nation's student population transferring and 27% of those transfer students crossing state lines. That's why we are so excited about our new, interactive transfer destinations website that allows users to view how many students are coming and going from each state within six-year cohorts, by year and by sector (interstate-passport.wiche.edu/public/?transfer). By studying this data, we hope to increase our understanding of transfer patterns and how we might better support our collective pool of transfer students. And that is increasingly important to do. The transfer path is an especially common one for the growing percentage of low-income, first-generation, and minority students who disproportionately begin at a two-year institution and transfer to complete a bachelor's degree. Many of these students struggle to pay for their courses the first time. Repeating

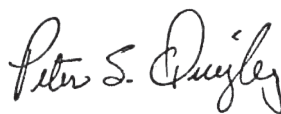
general education learning unnecessarily can be a showstopper, no doubt contributing to the 33% freshman loss that plagues our nation's pipeline to a degree. This is where Interstate Passport can make a real difference in the equity agenda. Although the sample size of students transferring with a Passport in our AY 2016-17 data is still too small to be significant, we are excited about some positive signs indicating no academic performance differences post-transfer for underrepresented students in this population. Moreover, students who transferred with a Passport achieved superior academic performance when compared to students who transferred without a Passport, and roughly equal performance when compared to students who earned a Passport and remained at the same institution.

Indeed, Interstate Passport's twin focus on quality and student success takes faculty's hard work on learning outcomes and makes it portable as the new currency of transfer, providing a seamless experience for all students. It makes clear to students what general education is and what they will know and be able to do as a result of their studies. While preparing students for advanced work, earning a Passport is an early milestone of completion that encourages persistence to a degree—a long road for too many students, especially those who must work part or even full time.

It is time now to fully scale up this innovative program—to build that interstate highway nationwide. If your institution is focused on student success, join us today in this important endeavor!



Patricia A Shea, Director
Academic Leadership Initiatives
Western Interstate Commission
for Higher Education



Dr. Peter Quigley
Associate Vice President
University of Hawai'i System



Dr. Paul Turman
System Vice President for
Academic Affairs
South Dakota State Board of Regents



2017-18 Accomplishments

Thousands of Students Earn Passports

During the second year of full implementation of Interstate Passport®, 16 institutions reported to the National Student Clearinghouse (NSC) that students earned 12,975 Passports. For the 2016-17 academic year, eight institutions submitted data files to NSC reporting 12,597 Passport awards. Combined, Interstate Passport Network institutions have awarded 25,572 Passports thus far. These students have achieved the learning required for their institutions' lower-division general education curriculum—knowledge and skills that form the foundation for two-year and four-year academic degrees as well as for employment. Through the Passport, students take this achievement with them when they transfer to other institutions. At Interstate Passport Institutions, this learning is recognized and positions students to continue on their academic pathways without having to repeat coursework or lose credits. This is a significant consequence: according to the 2017 U.S. Government Accountability Office higher education report “Students Need More Information to Help Reduce Challenges in Transferring College Credits,” students who transferred from 2004 to 2009 lost, on average, an estimated 43 percent of their credits. And as NSC data show, on average, one-third of all students transfer at least once. Interstate Passport is designed to ensure that transfer is efficient and not in any way an obstacle to academic success. Passport students lose no credits and are able to carry on in their academic pursuits.

New Members

During AY 2017-18, three two-year institutions joined the Interstate Passport Network, raising the total number from this sector to seven and the overall total number of members to 28 in 10 states (See list on page 18). The new Network members are Air University/Community College of the Air Force in Alabama, North Idaho College, and College of the Siskiyous in California.

Air University/Community College of the Air Force

In February 2018, Air University, based in Montgomery, Ala., joined the Interstate Passport Network. Air University's Community College of the Air Force (CCAF) graduates about 20,000 students annually with an Associate of Applied Science. Air University is the second institution from outside



the WICHE region to join. A 1954 policy from the U.S. Department of Health, Education and Welfare prohibits Air University from offering general education courses and relies on students to complete their general education courses at civilian institutions. As military students are reassigned to new posts throughout the country and attempt to continue their education, too often they must repeat coursework to satisfy general education requirements. The completion—transferability and portability—of general education requirements is one of key factors in students delaying or not completing their degree. In the future, military students who earn a Passport will know in advance that their general education requirements will be met when transferring to other Network member institutions.

The Air Force seeks to increase the education level of Air Force personnel in general and wants students to take their GE core courses earlier, particularly in science and math. As a member of the Network, CCAF will be a receiver of Passport students, enabling military students to proceed on their pathways toward degree completion.

The addition of CCAF has led to a special focus in Interstate Passport implementation on the needs of military students, veterans, and military dependents, whose transfer experiences can be particularly daunting. In addition, Interstate Passport recruiting efforts will expand to include institutions that serve large numbers of military students. As the Air Force partnership evolves, it will also provide a template for work with the other branches of the military.

North Idaho College

North Idaho College (NIC) also joined the Interstate Passport Network in February 2018 after completing construction of its Passport Block. NIC offers a wide spectrum of degrees and certificates for academic transfer, as well as career and technical education programs for the Coeur d'Alene and Spokane/Eastern Washington areas as well as the five northern counties of Idaho. In addition to transferring within the state, NIC students typically transfer to Montana and Washington, where efforts are underway to sign up new Passport member institutions. The college serves approximately 6,000 students in credit classes and 4,400 in noncredit courses. Along with its main campus, NIC serves the Idaho panhandle with outreach centers in surrounding counties. Since joining,



NIC has implemented internal procedures to advise students regarding Interstate Passport® and to program its student information system for reporting purposes. It began promoting Interstate Passport to students in fall 2018 and will be awarding Passports for the first time at the end of that term.

College of the Siskiyous

The Interstate Passport Network welcomed College of the Siskiyous (COS) in September 2018. It is the second institution from the state of California to join the Network. Established in 1957, College of the Siskiyous is one of 114 publicly funded California community colleges. The primary campus, centered in the historic lumber town of Weed at the base of Mount Shasta, offers numerous associate degree and certificate programs in the arts, athletics, humanities, sciences, and mathematics, as well as career and technical programs in business/computer science, emergency medical services-paramedic, fire, and welding. COS is one of only 11 community colleges in California to offer students on-campus student housing. The college operates a smaller campus in Yreka, 30 miles north of Weed, which is the site of the Rural Health Sciences Institute (RHSI) and the Technology Training Center, home to the college's nursing programs. Based on its location, COS also has students primarily transfer across the state line to Oregon as well as in-state. The college serves approximately 3,900 students in credit classes and 700 students in noncredit courses.



Military and Veteran Affairs Advisors Workshop, July 17-18, 2018

Sharing Best Practices

Seven face-to-face meetings were held in 2018 for key groups of campus staff with responsibility for implementing the program at Network member institutions. These meetings, listed below, resulted in the sharing of best practices for launching and operating the Interstate Passport program, ideas for new implementation tools, recommendations for improvements in messaging, and common concerns for future resolution.

- Military and Veteran Affairs Advisors Planning Meeting, March 28-29
- Academic Advisors Planning Meeting, May 15-16
- Interstate Faculty Team Chairs Meeting, May 23-24
- Institutional Liaison Meeting, June 4-5
- Campus Marketing Meeting, June 19-20
- Military and Veteran Affairs Advisor Workshop, July 17-18
- Academic Advisors Train-the Trainer Workshop, Sept. 18-19

Committees

A network of five advisory committees, some established this year, help to align institutional teams across the membership, as well as provide a built-in feedback mechanism for Interstate Passport staff and program leadership. In addition to advising and providing recommendations to the Passport Review Board, committee representatives from the member states provide a communication channel to their counterparts at participating institutions and serve as local experts in their respective areas of responsibility on matters relating to Interstate Passport. Each committee has one representative from each member state. New committees include the Institutional Liaisons Advisory Committee, Interstate Faculty Team Chairs Committee, and the Military and Veteran Affairs Advisory Committee. The existing Academic Advisors and Campus Marketing Advisory Committee was split into two separate committees while the Registrar and Institutional Advisory Committee continues in its existing form.

Of special note is the work of the Interstate Faculty Team Chairs Committee (with each member representing one of the nine knowledge and skill areas). The committee recommended that the Passport Review Board (PRB) call for the review of the Passport Learning Outcomes (PLOs) on a five-year rotation and that the faculty teams convene by conference calls annually to orient new members and consider information related to future reviews of the PLOs. Both recommendations were approved by the PRB.



Institutional Liaison Meeting, June 4-5, 2018

Outreach to Prospective Members

Institutions in several new states are working toward membership, as follows. The University of Alaska Anchorage is currently in the final stages of preparation for membership. The University of Nevada, Reno has nearly completed construction of its Passport Block, and the Core Curriculum committee is supportive of Interstate Passport. New Mexico State University is working on a model for building its Passport Block that could be replicated for statewide participation. University representatives expect to complete that work by fall 2019. In Washington, two community colleges are also working on a model that would allow systemwide participation. Several institutions in Tennessee are discussing a pilot that would begin in 2019 and possibly lead to membership by 2020. With interest in serving military students, veterans, and their families, Thomas Nelson Community College in Virginia is finalizing its Passport Block to continue moving toward Interstate Passport membership. All institutions in the state of Ohio are involved in a multiyear statewide general education reform effort in which Interstate Passport is being considered. That work is expected to take another year. Meanwhile, efforts in existing member states such as California, Hawai'i, and Idaho are expected to result in additional institutions joining the Network.

Evaluation/Research Project

An external evaluation of the Interstate Passport® program is required by the U.S. Department of Education's First in the World grant. The evaluator is the Education and Employment Research Center (EERC), School of Management and Labor Relations, at Rutgers University. This year the evaluator moved forward on the study in two states—South Dakota and Utah. The team has worked closely with the staff and representatives in both states throughout the year to make sure that all required data points for the analysis can be gathered from existing data sets. Data points required for the analysis include student characteristics

(age, gender, race/ethnicity, Pell status), academic preparation variables, transfer information (including institution to and from), and student academic history. In addition, the evaluation team conducted interviews with campus representatives, registrars, and institutional liaisons in South Dakota and Wyoming to continue to map the process of implementation. To better understand the campus implementation process, the evaluation team also conducted interviews with academic advisors participating in the Interstate Passport's train-the-trainer workshop in September. A copy of Rutgers' report to the Department is available at: interstatepassport.wiche.edu/wp-content/uploads/documents/FITW_2018_Rutgers_Evaluation_Report.pdf.

Student Transfer Destinations by State

Originally developed for the WICHE region several years ago, the Student Transfer Destinations by State website illustrated transfer patterns of students in the West for the 2006 cohort based on data secured from the National Student Clearinghouse Research Center (NSCRC). The site was expanded this year to include all 50 states and territories and data for the 2006, 2008, and 2010 student cohorts. Subject to availability of funding, additional cohorts will be added to the site in the future as the data become obtainable. This website serves as a dynamic tool to demonstrate, over time, the interstate and intrastate transfer trends among cohorts, and provides a visual display of where students are transferring to and from across state lines. See interstate-passport.wiche.edu/public/?transfer.

Marketing and Dissemination

Education Marketing Group (EMG), a nationally recognized leader in higher education marketing, continues to increase awareness of and generate interest in Interstate Passport through a variety of media campaign efforts. In October 2017, EMG designed our new Interstate Passport website, which has received over 32,000 pageviews from over 11,300 new users through August 2018. Online display and Interstate Passport targeting ads resulted in 4.9 million impressions and 7,178 Interstate Passport website visitors. This effort reached affinity audiences and previous website visitors, while targeted ads reached higher education administrators, faculty, and staff members nationwide. Through earned media, Interstate Passport was reported on and or referenced in articles featured in the Hechinger Report, the Washington Post, Education Dive, Business Wire Postings, and the Spokane Spokesman-Review. The

coverage in high-profile publications increased overall program awareness and credibility, while direct email communications generated additional interest and cultivated audience engagement. These combined efforts of outreach, the new website, advertising, direct email, and earned media significantly increased awareness and interest in the Interstate Passport Network among prospective member institutions.

Marketing Materials

As a result of recommendations stemming from the face-to-face meetings this year, several existing materials were updated and new materials were developed, including the following:

- Interstate Passport® Network Organizational Chart
- Interstate Passport Institutional Team Organizational Chart
- Interstate Passport Network Member Rosters
- Interstate Passport Guided Pathways and Meta Majors Handout
- Registrars and Institutional Researcher Checklist
- Academic Advisors Toolkit

Interstate Passport Briefing

The monthly newsletter *Interstate Passport Briefing* reports program activities and events. In addition to the news, it features both opinion and spotlight sections, and highlights pertinent reports and studies on student transfer. The newsletter is distributed to almost 600 subscribers including faculty, registrars, institutional researchers, advisors, and campus marketing representatives from Network member institutions, as well as prospective members, associations, regional accreditors, members of the Western Alliance of Community College Academic Leaders and the Western Academic Leadership Forum, and WICHE Commissioners. Current and archived newsletter content is available on the website at interstatepassport.wiche.edu/category/briefing/.

Webinars

Our webinar series, targeting key stakeholders and prospective members, is an activity designed to help support implementation and scale membership in the Interstate Passport. This year's webinars included *Constructing Your Passport Block: Perspectives from the System Level*; *Developing the Passport Learning Outcomes and Proficiency Criteria: Quantitative Literacy*; *Using Banner to Collect and Submit Passport Student*

Data; and *Ensuring Quality in Interstate Passport*. See interstatepassport.wiche.edu/category/webinars/.

In the 2018-19 year, we plan to offer two webinars for registrars and institutional researchers on data collection related to the Colleague and PeopleSoft student information systems, and three targeting academic advisors and campus marketing staff focusing on best practices in advising and marketing efforts at Network institutions. One of three webinars will feature an overview of the transfer landscape in the U.S. by Doug Shapiro, executive research director of the National Student Clearinghouse Research Center.

Presentations and Meetings

Interstate Passport staff, project consultants, Passport State Facilitators and faculty members presented at over 27 state, regional, and national meetings during the 2017-18 academic year to provide assistance to members and prospective members and to increase awareness of and generate interest in joining the Interstate Passport Network. A complete list of presentations can be found here: interstatepassport.wiche.edu/wp-content/uploads/documents/Presentations_October_2017-September_2018.pdf.

Members' Marketing Videos

This year two Network member institutions, Laramie County Community College (WY) and University of Utah, created very informative videos about Interstate Passport targeting different audiences. The University of Utah [video](#) emphasizes that students can get off the merry-go-round of repeating learning in general education courses already achieved and fast-track their way to a degree by earning a Passport. The Laramie County Community College [video](#) focuses on informing faculty and staff about the benefits of Interstate Passport through testimonials from administrators and staff. These testimonials are interlaced with the latest transfer student data to deliver key messages about the program.

Trademark

In February 2018, the U.S. Patent and Trademark Office issued a third Certificate of Registration, this time for the name "Interstate Passport." All of the program's documents and web pages now include the trademark symbol – ® – which not only protects the name, our program and products but also affirms Interstate Passport as a unique vehicle through which institutions can improve student transfer.



Photo courtesy Cerritos College, Calif.



"The train-the-trainer workshop for academic advisors generated a lot of ideas for advisors from across the country. It was an energizing way to support member institutions and those considering membership in the Interstate Passport program!"

**- Judy Owen, Director,
First Year Advising Center and Coordinator for University Academic Advising,
South Dakota State University**

Student Tracking Data Analysis & Summary of Results

Total Passports Awarded

This has been the second year of Interstate Passport® Network operations, which is reflected by greater participation in reporting for the AY 2017-18 cycle. A total of 16 institutions submitted Passport Completion data to the National Student Clearinghouse (NSC) within the formal reporting period.

This year's submissions are a significant increase over last year, when many institutions were programming output from their student information systems and others were working through awards recording, data preparation, and file submission. Last year, only nine of 24 AY 2016-17 Passport institutions submitted

completion data files within the required reporting period, less than 40% of Network members. For the AY 2017-18 cycle, over 60% of active members reported. Staff continue to work with institutions to refine and streamline the processes and systems required for successful reporting.

As shown in Figure 1, the total number of Passports awarded in AY 2017-18 (as reported to NSC) is 12,975, compared to 12,597 last year. The small increase in totals does not reflect positive changes within the reporting statistics. Institutions may choose, when joining the Network, if they will award Passports on a "go-forward" basis, or if they will award Passports for

Figure 1: Total Number of Passports Awarded by State and by Institution, AY 2017-18

Passports Awarded as Reported to NSC <i>PassportVerify</i>			Academic Year 2017-18			Total Passports Awarded
			Jun. 1-Aug. 31	Sep. 1-Dec. 31	Jan. 1-May 31	
State	2 yr./4 yr.	Institution	Passports Awarded	Passports Awarded	Passports Awarded	
North Dakota						
	2 yr.	Lake Region State College	0	3	5	8
	4 yr.	University of North Dakota	0	3	5	8
		Subtotal N.D. institutions	0	6	10	16
Oregon						
	4 yr.	Western Oregon University	0	54	12	66
		Subtotal Ore. institutions	0	54	12	66
South Dakota						
	4 yr.	Black Hills State University	282	9	134	425
	4 yr.	Dakota State University	208	15	76	299
	4 yr.	Northern State University	21	0	329	350
	4 yr.	South Dakota School of Mines	75	0	9	84
	4 yr.	South Dakota State University	1909	72	719	2700
	4 yr.	University of South Dakota	758	13	316	1087
		Subtotal S.D. institutions	3253	109	1583	4945
Utah						
	2 yr.	Salt Lake Community College	623	231	376	1230
	4 yr.	Dixie State University	43	312	313	668
	4 yr.	Snow College	0	0	490	490
	4 yr.	Southern Utah University	0	312	0	312
	4 yr.	University of Utah	306	1118	1028	2452
	4 yr.	Utah State University	0	1612	1137	2749
		Subtotal Utah institutions	972	3585	3344	7901
Wyoming						
	2 yr.	Laramie County Community College	0	14	33	47
		Subtotal Wyo. institutions	0	14	33	47
		Grand total all institutions	4225	3768	4982	12975
		Subtotal 2 yr. institutions	623	248	414	1285
		Subtotal 4 yr. institutions	3602	3520	4568	11690

all current enrollees. In early implementation years, this can lead to just a few institutions awarding very large numbers of awards. For example, in last year's reporting, a single institution contributed nearly half (6,269) of the total Passports awarded and another institution contributed more than 35% (4,461). For current reporting (AY 2017-18), the distribution of Passport awards is more evenly spread, with no institution contributing more than 21% of the total. In another positive development, the number of Passports awarded by two-year institutions has almost doubled between AY 2016-17 and AY2017-18. Last year's report included institutions from three states, while this year's report includes institutions from five states, including six institutions reporting from South Dakota that were absent last year.

Of the 16 institutions that reported for AY 2017-18, 13 (81%) were four-year institutions. The largest number of Passports awarded by two-year institutions continues to be Salt Lake Community College, in Utah, with a total of 1,230 in AY 2017-18.

Academic Progress Reporting for Passport Transfer Students

In the formal reporting period for Academic Progress Tracking through the National Student Clearinghouse, eight institutions submitted reports by Aug. 15, 2018. Although double the number of institutions reporting for the prior year, this still represents only half of the number of institutions that reported Passports awarded for this year. A total of 44 student transfers *with a Passport* were reported in the three cohorts included in AY 2017-18 (June 1 – Aug. 31, 2017; Sept. 1 – Dec. 31, 2017; and Jan. 1 – May 31, 2018). Academic Progress Tracking is required for (at least) two terms after transfer, including two comparison groups available: 1) students who made the same transfer (from one Network institution to another Network institution), but transferred without a Passport, and 2) students who earned a Passport, but did not transfer. Academic progress details are available across nine dimensions, with detailed information available on progress for:

- Race/Ethnicity
- Gender (Male/Female)
- Age
- Low Income (Pell-Eligible as the proxy for low income)
- Active Military/Veteran
- GPA Earned Before Transfer
- Credits Earned Before Transfer

- First-Generation Student
- Degree-Level (Associate vs. Bachelor's)

Summary of Results

A comprehensive review of the academic progress data reported for AY 2017-18 shows some general trends across all reported dimensions. As a group, the 44 students who transferred with a Passport earned a grade point average (GPA) that was higher across all dimensions and terms compared to students who transferred without a Passport in the AY 2017-18 cohorts. Across all dimensions, academic performance of students who transferred with a Passport was comparable to the GPA of students who earned a Passport and remained at the same institution. For most of the measured dimensions such as Gender, Pell-Eligible, Credits Earned at Sending Institution, and First-Generation Student, the average grade point was equal to or higher than for students who earned a Passport and remained at the same institution. For three of the eight dimensions for the spring cohort, grade point average was slightly lower for subcategories of students, but never at a level of statistical difference.

For example, students in the age range of 25-29 who transferred in the spring (Jan. 1 – May 31, 2018) cohort had a lower GPA than the comparison students who earned a Passport and remained at the same institution (3.0 vs. 3.5 in the first term and 3.0 vs. 3.2 in the second term after transfer), resulting in a slightly lower GPA for that overall cohort than for the “earned and remained at institution” comparison. Grade point averages earned by students after transferring with a Passport were consistently above 3.0 in all measured dimensions and categories, in both the first and second terms after transfer—in most cases well above the 3.0 level. This was better than for students who transferred without a Passport.

With only 44 transfer students with a Passport in total, sample sizes were very small in the subcategories of several dimensions (race/ethnicity, age, etc.). Although not statistically significant, a careful review of subcategories that might be areas of potential concern (minorities, older students, low-income students, first-generation students, military/veterans, students with lower GPAs prior to transfer etc.) showed no difference in academic progress for those students. Across all of these categories, students who transferred with a Passport achieved higher academic performance compared to students who transferred without a Passport, and approximately equal performance when compared to students who earned a Passport

and remained at the same institution. In summary, across all the dimensions, post-transfer academic progress for students who transferred with a Passport was consistently higher than the average grade point earned by students who transferred without a Passport.

In addition, the AY 2017-18 data suggest that the proportion of students successfully graduating post-transfer was higher for those students transferring with a Passport, with six of the 44 transfers (13.6%) graduating within two terms after transfer. This compares to a graduation percentage of 1% for those students in the comparison group who transferred without a Passport. Again, caution is warranted given the small sample size, but overall outcomes remain positive for the second full year of Passport implementation.

Reports to Sending Institutions

On Feb. 1, 2019, all participating institutions are scheduled to receive reports on the academic progress of their students who transferred to another Network member institution. Data is supplied annually by NSC to these institutions, annually, for both native and transfer students, aggregating student-level results by institution, and by “earned Passport” (Y/N). The reports supplied to individual sending institutions contain information on student academic progress with the same level of detail outlined in the bulleted dimensions above. NSC maintains the confidentiality of each institution’s data, and the data reporting relationship is maintained between NSC and each participating institution.

Figure 2: Academic Progress of Low Income (Pell Eligible) Students, AY 2017-18

NSC Passport Academic Tracking Report: Low Income (Pell Eligible) for September 1-December 31, 2017 Cohort																							
	Sep. 1-Dec. 31, 2017											Jan. 1-May 31, 2018											Grad Count
	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits			
Transferred With a Passport																							
Yes	10	56	40	23	0	0	0	0	3.40	11.90	10	71	52	1	8	0	0	0	3.70	13.20	3		
No	9	72	26	10	0	0	0	0	3.56	12.00	9	93	26	13	0	0	0	0	3.33	14.67	2		
D	0	0	0	0	0	0	0	0		0.00	0	0	0	0	0	0	0	0		0.00	0		
Transferred Without a Passport																							
Yes	364	1691	1001	463	102	181	0	0	2.54	9.45	388	2879	1713	812	205	187	0	3	2.49	14.95	7		
No	396	1969	1061	477	96	71	0	4	2.70	9.29	411	3578	1804	842	197	152	0	7	2.64	16.01	9		
D	0	0	0	0	0	0	0	0		0.00	244	1874	810	308	30	75	105	3	3.34	13.14	0		
Earned a Passport and Remained at Institution																							
Yes	220	1427	546	185	16	35	0	0	3.40	10.04	15	172	37	3	11	4	0	3	2.60	15.33	10		
No	28	155	90	35	0	0	0	0	2.75	10.00	21	221	66	38	4	0	0	0	2.38	15.67	7		
D	0	0	0	0	0	0	0	0		0.00	1119	7021	3546	1336	224	303	438	98	3.20	11.59	0		

NSC Passport Academic Tracking Report: Low Income (Pell Eligible) for January 1-May 31, 2018 Cohort																							
	Jan. 1-May 31, 2018											June 1-Aug. 31, 2018											Grad Count
	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits			
Transferred With a Passport																							
Yes	8	96	6	6	3	0	0	0	3.75	13.88	3	12	0	0	3	3	0	0	3.00	6.00	1		
No	9	67	20	6	3	0	0	0	3.44	10.67	0	0	0	0	0	0	0	0		0.00	0		
D	7	35	16	3	0	12	3	0	3.00	9.86	7	22	17	3	3	0	0	11	3.00	8.00	0		
Transferred Without a Passport																							
Yes	1287	4886	2369	1042	495	1402	0	71	2.77	7.98	1028	3289	1492	685	298	1073	0	36	2.74	6.69	8		
No	318	1642	794	419	114	114	0	3	3.04	9.70	94	590	369	105	47	80	0	0	2.39	12.67	2		
D	368	2253	992	434	117	310	91	65	3.11	11.58	238	941	530	165	65	87	25	16	3.21	7.68	4		
Earned a Passport and Remained at Institution																							
Yes	39	395	135	45	6	0	0	0	3.64	14.90	96	366	132	47	7	18	0	3	3.39	5.97	35		
No	80	842	241	67	26	4	0	0	3.51	14.75	7	68	24	13	0	0	0	0	2.43	15.00	3		
D	0	0	0	0	0	0	0	0		0.00	0	0	0	0	0	0	0	0		0.00	0		

Interstate Passport's® tracking system collaboration with NSC for collecting data on Passports awarded and tracking academic progress of Passport students post-transfer continues to work as designed. Academic Progress reporting continues to lag Passports-awarded reporting as expected, given the additional time necessary for implementation.

As more institutions join and submit their data, we will see more-robust data that will help us better understand the transfer population and the full impact of Interstate Passport.

A total of 18 low-income (Pell-Eligible) students transferred with a Passport and 25 non-Pell students who transferred with a Passport, across the two cohorts from AY 2017-18 are included above in Figure 2. While

not statistically significant, the average grade point for Pell-Eligible students was generally better than for non-Pell students, while also being equal to or better for students transferring with a Passport than for students who transferred without a Passport or those students who earned a Passport and remained at the same institution. Students transferring with a Passport took similar numbers of credits when compared to students who earned a Passport and remained at the same institution, and roughly similar numbers of credits regardless of their Pell status.

In summary, income status, using Pell-Eligible status as a proxy for "low-income," income status does not appear to impact student academic progress for those students who transferred with a Passport in the AY 2017-18 cohorts. Those students appear to do

Figure 3: Academic Progress of Native and Transfer First-Generation Students, AY 2017-18

NSC Passport Academic Tracking Report: First Generation Student for September 1-December 31, 2017 Cohort																						
	Sep. 1-Dec. 31, 2017										Jan. 1-May 31, 2018										Grad Count	
	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits		
Transferred With a Passport																						
Yes	7	40	29	19	0	0	0	0	3.29	12.57	7	53	41	1	4	0	0	0	3.57	14.14	1	
No	12	88	37	14	0	0	0	0	3.58	11.58	12	111	37	13	4	0	0	0	3.50	13.75	4	
U	0	0	0	0	0	0	0	0		0.00	0	0	0	0	0	0	0	0		0.00	0	
Transferred Without a Passport																						
Yes	323	1552	841	361	94	123	0	4	2.59	9.21	397	3055	1686	810	173	184	25	10	2.59	14.97	2	
No	435	2087	1221	579	104	129	0	0	2.64	9.47	628	5201	2572	1121	256	219	80	3	2.84	15.05	14	
U	2	21	0	0	0	0	0	0	4.00	10.50	18	75	69	31	3	11	0	0	3.28	10.50	0	
Earned a Passport and Remained at Institution																						
Yes	107	585	269	117	6	22	0	0	3.19	9.34	199	1380	703	250	38	33	72	12	3.25	12.50	8	
No	107	755	275	71	4	10	0	0	3.39	10.42	955	6034	2944	1127	198	270	366	86	3.16	11.54	9	
U	34	242	92	32	6	3	0	0	3.56	11.03	1	0	2	0	3	4	0	3	1.00	12.00	0	

NSC Passport Academic Tracking Report: Low Income (Pell Eligible) for January 1-May 31, 2018 Cohort																						
	Jan. 1-May 31, 2018										June 1-Aug. 31, 2018										Grad Count	
	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits	Student Count	A	B	C	D	F	P	Did Not Finish	Avg GPA	Avg # Credits		
Transferred With a Passport																						
Yes	8	89	12	9	0	0	2	0	3.75	14.00	3	11	8	3	3	0	0	0	3.33	8.33	1	
No	15	99	30	6	6	12	1	0	3.20	10.27	6	19	9	0	3	3	0	11	2.67	7.50	0	
U	*	*	*	*	0	0	0	0	4.00	10.00	*	*	*	*	0	0	0	0	4.00	4.00	0	
Transferred Without a Passport																						
Yes	651	2790	1255	554	262	759	13	34	2.75	8.71	528	1829	866	378	249	585	3	20	2.69	7.44	5	
No	1154	5442	2630	1180	413	883	78	105	2.95	9.30	684	2582	1349	495	130	580	22	28	2.84	7.58	9	
U	168	549	270	161	51	184	0	0	2.84	7.23	148	409	176	82	31	75	0	4	2.99	5.25	0	
Earned a Passport and Remained at Institution																						
Yes	54	655	103	17	9	0	0	0	3.78	14.52	47	171	46	17	0	11	0	3	3.51	5.28	14	
No	53	507	211	61	19	3	0	0	3.36	15.11	47	239	90	36	7	0	0	0	3.19	7.91	20	
U	12	75	62	34	4	1	0	0	3.42	14.67	9	24	20	7	0	7	0	0	3.00	6.44	4	

as well as, or better than, their peers who earned a Passport and did not transfer, and they appear to be doing better than those peers who transferred without a Passport. Sample sizes for this dimension, however, remain too small to be statistically significant.

A total of 15 first-generation students were reported as transferring with a Passport in the AY 2017-18 cohorts, as shown in Figure 3. Academic progress for these first-generation students appears to be better than both the native and non-Passport comparison groups for those students who transferred in the Sept. 1 – Dec. 31, 2017, cohort. For the Jan. 1 – May 31, 2018, cohort, academic progress, as represented by average grade point, seems to be much better when compared to the group of students who transferred without a Passport, and academic performance is quite similar to performance for first-generation students who earned a Passport and remained at the same institution (3.75 compared to 3.78).



“Interstate Passport® is a fantastic way for students to keep the credits they’ve worked so hard to earn even when life takes them miles from their college starting point. This takes the ‘guess work’ out of schedule making.”

**– Beverly Meinzer,
Chemistry Faculty, University of Arkansas
Community College at Batesville**



“As a community college, North Idaho College is an open-access institution. Joining Interstate Passport broadens our concept of open access for our students from open access to entry, to now also having access to completion.”

**– Lita Burns,
Vice President for Instruction,
North Idaho College**



Photo courtesy University of Hawai'i West Oahu

Looking Ahead

Originating from an innovative “big idea” in 2010, Interstate Passport® is now an operational network of states and institutions that recognize transferable blocks of lower-division general education requirements based on learning outcomes rather than on specific courses and credits. Over 25,500 Passports have been officially awarded through summer 2018 and some of those students are beginning to transfer to other Network institutions.

Interstate Passport is specifically designed to save students time and money and to encourage them to transfer when necessary to complete a bachelor’s degree by certifying that they have achieved transfer-ready learning. This combination of characteristics—economy and encouragement—is the core of the Passport and embodies its entire purpose. And while economy and encouragement are important to all students, they can be especially critical for the success of low-income and first-generation students, who are disproportionately African American, Hispanic, and Native American, and who disproportionately enroll first in two-year colleges.

This year, Interstate Passport staff and consultants convened to develop a strategic plan. Based on input from Network advisory committees, the group has identified the multiple strategic directions and actions necessary to expand the Interstate Passport Network to the number of institutions needed for its goals of measurable increases in student success and efficient completion to be realized.

The seven goals from the strategic plan are as follows:

1. Simplify the process and shorten the timeline by which institutions become active members of the Interstate Passport Network.
2. Align Interstate Passport with national student success initiatives.
3. Conduct multiple outreach efforts to expand membership in the Interstate Passport Network.
4. Build nationwide awareness about Interstate Passport among the higher education community and the public at large, leading to more institutions joining the Network and more Passports awarded.
5. Provide professional development opportunities and resources for campus teams to ensure enterprise-wide implementation of Interstate Passport at their institution and consistency in the user experience across the Network.
6. Ensure that the Interstate Passport program retains its academic quality.
7. Grow Interstate Passport into a self-sustaining operation.

These goals of the strategic plan are focused on three essential objectives:

- Expand the Interstate Passport Network of colleges and universities rapidly and efficiently while maintaining quality.
- Build partnerships with other like-minded organizations, states, and systems that are focused on student success.
- Achieve financial sustainability within the timeframe of the plan.

Multiple funding sources (Carnegie Corporation of New York, Lumina Foundation, Bill & Melinda Gates Foundation, U.S. Department of Education First in the World) have made possible the design, development, and initial growth of Interstate Passport. For Interstate Passport to make a significant contribution to higher education’s completion and equity agendas, one imperative is to scale up the number of participating institutions both within states and across state lines so that students have wide access to its benefits of economy and encouragement, and so that institutional equity efforts benefit from the feedback data it provides.

Enthusiasm for Interstate Passport continues to gain momentum: the rate of new inquiries is increasing and partnership opportunities are expanding. The next step—implementing the strategic plan—will help to scale Interstate Passport to the point of widespread adoption and fiscal sustainability.



Photo courtesy Blue Mountain Community College, Ore.

Financial Statement

Project Year: Oct. 1, 2017-Sept. 30, 2018

During the project year, our generous funders—the Bill & Melinda Gates Foundation, Lumina Foundation, and the U.S. Department of Education—provided funding in the amount of \$2,013,135 from existing grants to support our work, as shown in Figure 4. Note that \$65,300 of this total represents state and region sub-award funds returned to WICHE by the recipients for refund to Lumina Foundation.

WICHE's customary charge for its administrative services (rent, IT, telephone, and indirect) during this project year would be \$187,288. Since some of the expenses are not allowed by funders or exceeded allowable limits, WICHE charged the project \$118,909 with the balance of \$68,379¹ contributed in-kind.

During this period, cash expenditures of \$1,063,946 were allocated as follows (see Figure 5): 37 percent for consulting, 33 percent for WICHE salaries and benefits, 11 percent for WICHE services (rent, IT, phone, and indirect), 7 percent for travel and 2 percent for miscellaneous.

NOTE: Revenue for this year includes carryover funds from the 2016-17 project year (BMGF: \$449,634; FITW: \$403,421; Lumina Foundation: \$96,921), due to several factors: 1) a no-cost extension of the Lumina Foundation grant; 2) a reallocated payment from BMGF for the supplemental grant; and 3) reduced spending on FITW-funded activities on the recommendation of the FITW program officer to spend funding cautiously in the first years of the grant in case a fifth year should be needed with a no-cost extension to complete the Department of Education's required research study.

Carryover from this project year into the 2018-19 project year totals \$899,844 (BMGF: \$341,110 and FITW: \$558,734). These funds will be used to continue work on the adjusted timeline in the coming project year.

¹ Value of WICHE services not allowed by funders or that exceed the funders' allowable limits: Lumina Foundation: cost of WICHE's 15 percent indirect on all expenses (\$14,920); Bill & Melinda Gates Foundation: cost of conference calls, rent, phone, IT and WICHE's 15 percent indirect on these items (\$26,150); U.S. Department of Education: cost of the difference in WICHE's 15 percent indirect charge on all expenses and the Department's cap at 8 percent on all expenses except for the contractual (consulting) category, which is further limited to 8 percent on each vendor's first \$25,000 charge (\$27,309).

Figure 4. FY Interstate Passport® Revenue Oct. 2017 - Sept. 2018

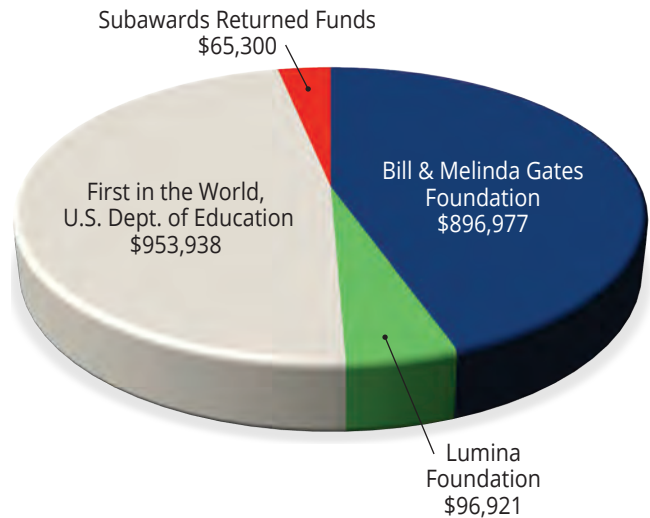
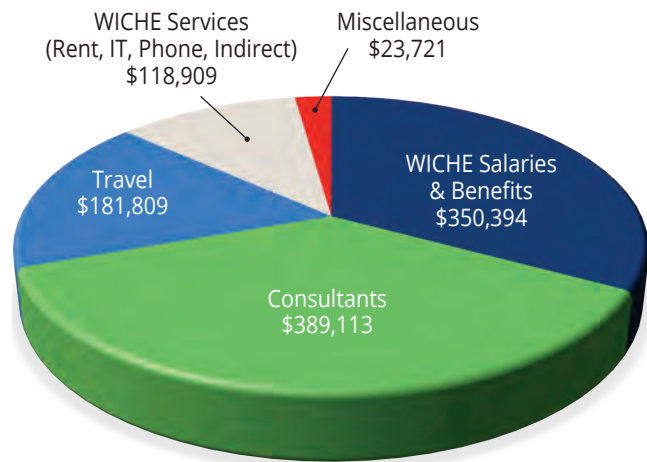


Figure 5. Interstate Passport Expenditures Oct. 2017 - Sept. 2018



“Active military, veterans, and their families--a highly mobile portion of the student population—are often negatively affected by transfer. Participating in the Interstate Passport Network provides our institutions an opportunity to minimize these effects.”

**– Tony Flores,
Program Coordinator of the Veterans Resource Office, Utah State University**

Overview of Grant Funding & Expenditures: Oct. 1, 2011-Sept. 30, 2019

Figures 6 and 7 show overall revenue (actual) and expenditures (actual plus forecast) in support of the Interstate Passport® program from October 2011 through September 2019—the period for which we have and will have grant funding. Figure 6 shows overall grant support for Interstate Passport, to date, of \$7,147,164.

Earned interest in the amount of \$23,030 has been incorporated into the budget. WICHE’s customary charge for its administrative services (rent, IT, telephone, and indirect) for these grants would be \$1,223,818. Since some of the expenses are not allowed by funders or exceed allowable limits, WICHE charged/will charge the project \$567,669 with the balance of \$656,149² contributed in-kind.

Overall, cash expenditures are allocated among the following categories (see Figure 7): 42 percent for consulting, 23 percent for WICHE staff salaries and benefits, 20 percent for sub-awards, 8 percent for WICHE services, 5 percent for travel, and 2 percent for miscellaneous.

² Value of WICHE services not allowed by funders or that exceed the funders’ allowable limits: Carnegie Corporation of New York: cost of WICHE’s 15 percent indirect on consultant expenditures, rent, phone, and IT (\$66,662); Lumina Foundation: cost of WICHE’s 15 percent indirect on all expenses (\$180,905); Bill & Melinda Gates Foundation: cost of conference calls, rent, phone, IT and WICHE’s 15 percent indirect on these items (\$99,485); U.S. Department of Education: cost of the difference in WICHE’s 15 percent indirect charge on all expenses and the Department’s cap at 8 percent on all expenses except for the contractual (consulting) category which is further limited to 8 percent on each vendor’s first \$25,000 charge (\$309,097).

Figure 6. Interstate Passport Total Revenue
Oct. 2011 - Sept. 2019

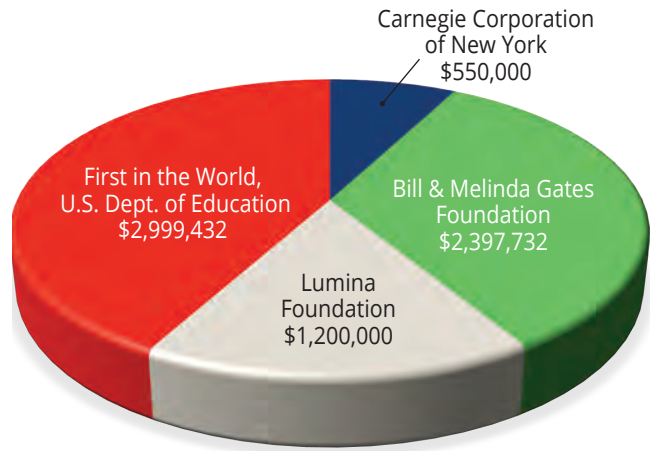
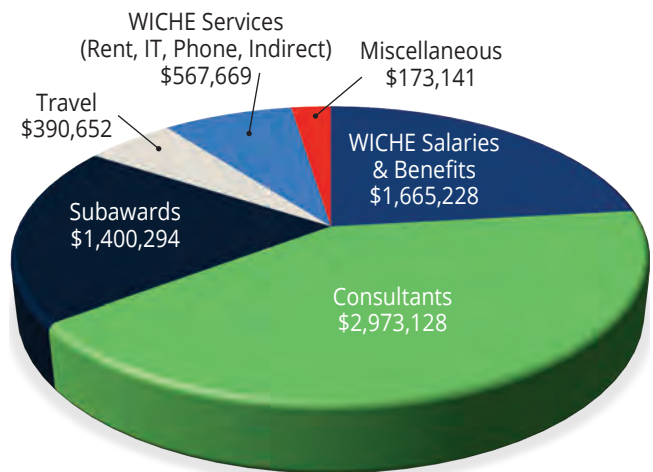


Figure 7. Interstate Passport Grant Expenditures -
Actual and Projected, Oct. 2011 - Sept. 2019



“According to the *Wall Street Journal*, critical thinking is one of the most sought after skills for entry level managers by employers today. I found it very helpful to use the Passport Learning Outcome for Critical Thinking to improve the assignments I teach in my management courses.”

**– Paul Disney,
Adjunct Instructor, Business/Economics,
Western Oregon University**



“Interstate Passport offers an opportunity for a growing number of participating US colleges and universities to work together to meet Complete College America’s goals.”

**– DeAnn Johnson,
Advisor for Completion and Transferability,
North Idaho College**

Participants

Interstate Passport® Network

As of September 2018, Interstate Passport Network members include:

ALABAMA

- Air University/Community College of the Air Force*

ARKANSAS

- University of Arkansas Community College at Batesville

CALIFORNIA

- Cerritos College
- College of the Siskiyous*

HAWAII

- Leeward Community College
- University of Hawai'i West Oahu

IDAHO

- North Idaho College*

NORTH DAKOTA

- Lake Region State College
- North Dakota State College of Science
- University of North Dakota

OREGON

- Blue Mountain Community College
- Western Oregon University

SOUTH DAKOTA

- Black Hills State University
- Dakota State University
- Northern State University
- South Dakota School of Mines & Technology
- South Dakota State University
- University of South Dakota

UTAH

- Dixie State University
- Salt Lake Community College
- Snow College
- Southern Utah University
- The University of Utah
- Utah State University
- Utah Valley University
- Weber State University

WYOMING

- Laramie County Community College

*New members in 2017-18

Passport Review Board

The Passport Review Board comprises the Passport State Facilitators (PSF) from the participating states and at-large members who are experts in academic quality, faculty roles and interactions, research and analysis, state policy and transfer, student affairs, or other aspects of the higher education enterprise relevant to transfer (see, interstatepassport.wiche.edu/about/review). This year the Passport Review Board held its annual meeting and follow-up conference calls. The board approved several policies, including the Interstate Passport Guiding Principles, Interstate Faculty Knowledge and Skills Area Teams, and Procedure for Modifications to the Passport Learning Outcomes and Proficiency Criteria.

Passport State Facilitator Members



Arkansas: Ann Clemmer, senior associate director, academic affairs, Arkansas Department of Higher Education



California: Thomas Krabacher, professor of geography, California State University Sacramento



Hawai'i: Richard Dubanoski, dean emeritus, College of Social Sciences, University of Hawai'i at Manoa



Indiana: Ken Sauer, senior associate commissioner and chief academic officer, Indiana Commission for Higher Education*



Idaho: Sherry Simkins, division chair, Communication and Fine Arts, North Idaho College



Montana: Joe Theil, director of academic policy and research, Montana University System*



New Mexico: Ryan Goss, associate professor, Department of Agronomy and Horticulture, New Mexico State University*



North Dakota: Karyn Plumm, assistant vice provost for student success, University of North Dakota



Ohio: Paula Compton, associate vice chancellor, executive director, Ohio Articulation and Transfer Network, Ohio Department of Education*



Oregon: Patricia Flatt, professor of chemistry, Western Oregon University



South Dakota: Paul Turman, system vice president for academic affairs, South Dakota Board of Regents; Co-Chair, PRB



Utah: Greg Benson, assistant commissioner for academic and student affairs, Utah State Board of Regents



Virginia: Paul Smith, associate for student mobility policy and research, State Council of Higher Education for Virginia*



Wyoming: Kari Brown-Herbst, director, Center for Teaching & Learning, Laramie County Community College

*Non-voting member

At-Large Members



State Policy/Transfer Advisor: Michel Hillman, consultant on higher education policy and practice



Western Alliance of Community College Academic Leaders Representative: Peter Quigley, associate vice president, academic affairs, University of Hawai'i; Co-Chair, PRB

Institutional Liaisons

Each member institution identifies an institutional liaison to serve as its primary contact for the institution, take the lead in organizing staff and resources to apply for membership, and coordinate internal activities to establish policies and procedures for participation in the Interstate Passport program. The names of the Passport Network Member Institutional Liaisons can be found on the institutions profile page at interstatepassport.wiche.edu/institute.

Advisory Committees

Active committees include:

- Interstate Faculty Team Chairs
- Nine Interstate Faculty Knowledge and Skill Teams
- Registrars/Institutional Researchers
- Institutional Liaisons
- Campus Marketing
- Academic Advisors
- Military and Veteran Affairs

Interstate Passport® Staff and Consultants



Patricia Shea, director, academic leadership initiatives and principal investigator for Interstate Passport, WICHE



Anna Galas, program manager, Interstate Passport, WICHE



Kate Springsteen, member services coordinator, Interstate Passport, WICHE



Kay Hulstrom, manager of institution services, WICHE



Shelley Plutto, administrative coordinator, Interstate Passport, WICHE



Jane Sherman, Passport state coordinator, consultant



Tom Steen, Passport state coordinator, consultant



Roland Squire, registrar expert, consultant



Michael Torrens, institutional researcher expert, consultant

Email: interstatepassport@wiche.edu
 Website: interstatepassport.wiche.edu
 Phone: 303-541-0307

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Photo courtesy University of Utah

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