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INTERSTATE PASSPORT



Handbook for Registrars and
Institutional Researchers



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**Handbook for Registrars and
Institutional Researchers**

Updated November 2016

INTERSTATE PASSPORT

Handbook for Registrars and Institutional Researchers:

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INTERSTATE PASSPORT

Handbook for Registrars and Institutional Researchers

Interstate Passport: Introduction

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

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

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

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

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

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 the institutions among which transfer students migrate.

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

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

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

Student Mobility in the United States

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

² Ibid., 5.

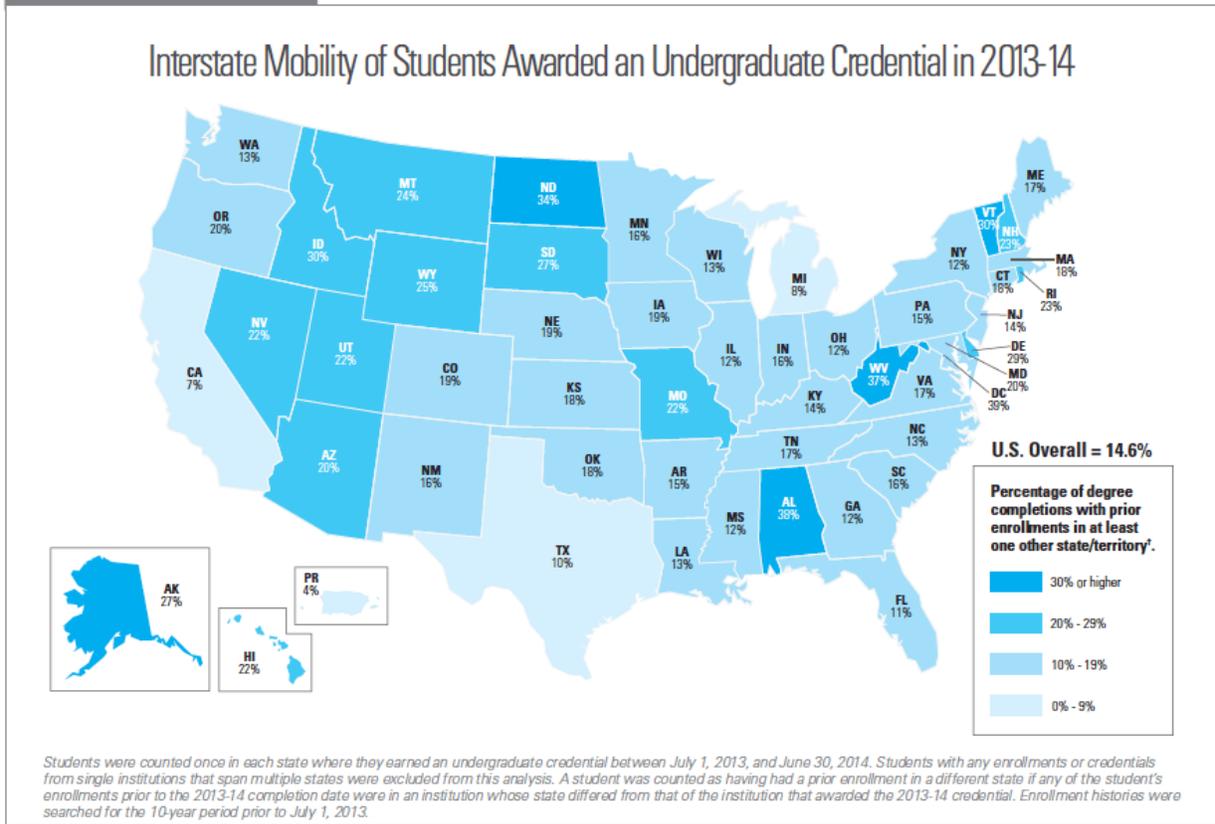


Figure 1: Interstate Mobility of Students
 Source: Snapshot Report: Interstate Mobility. (2015). Herndon, VA: National Student Clearinghouse Research Center. <http://research.studentclearinghouse.org>

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. A study by Monaghan and Attewell found that only 58 percent of transfer students are able to bring all or almost all (90 percent or more) of their credits with them; about 14 percent of transfers lose more than 90 percent of their credits; and the remaining 28 percent lose between 10 percent and 89 percent of their credits. The authors conclude that there is an association between the numbers of credits that transfer and degree completion.³

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

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.

The Passport Framework

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

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

Knowledge of Concept and Skill Areas

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

Foundational Skills

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

Knowledge of Concepts

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

Crosscutting Skills

8. Critical thinking

9. Teamwork and value systems.

Passport Learning Outcomes

Faculty representatives from two-year and four-year institutions in seven states (CA, HI, ND, OR, SD, UT, WY) worked collaboratively to develop the Passport Learning Outcomes (PLOs) for each lower-division general education knowledge and skill area. The PLOs are **what a student should know and/or be able to do** at the lower-division general education level. The 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*. 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. No institution is expected to replace its learning outcomes with the PLOs. Nor are they set in stone; the PLOs are expected to evolve over time. The Passport Review Board will reconvene interstate faculty teams as necessary to respond to concerns about the PLOs raised by faculty at participating institutions.

Passport Proficiency Criteria

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

Students demonstrate proficiency through successful completion of a wide range of course assignments and exercises. The Passport proficiency criteria are **examples only, not requirements**. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Indeed, each faculty member will have his/her own ways for students to demonstrate proficiency with the PLOs.

Passport Block

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

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

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

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

EXAMPLE: North Dakota State University

ORAL COMMUNICATION

- COMM 110 Fundamentals of Public Speaking

WRITTEN COMMUNICATION

Two courses from the following:

- ENGL 110 College Composition I **OR**
- ENGL 111 Honors Composition I **OR**
- ENGL 112 ESL College Composition **AND** ENGL 120 College Comp II **OR**
- ENGL 121 Honors Composition II **OR**
- ENGL 122 ESL College Composition II

QUANTITATIVE LITERACY

One course from the following:

- Math 103 College Algebra **OR**
- Math 104 Finite Mathematics **OR**
- Math 146 Applied Calculus I **OR**
- Math 165 Calculus I **OR**
- STAT 330 Introductory Statistics

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

The Important Role of Registrars and Institutional Researchers

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

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

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

As a first step in the transition, NSC conducted a pilot project with 16 Passport institutions to develop the specifications to fully automate Passport data collection and academic tracking. Ultimately, NSC will provide two services: PassportVerify and Academic Progress Tracking (APT). For both services, at the end of each term, Passport institutions will upload data, via secure FTP accounts, on the students awarded a Passport and on the academic progress of relevant transfer and native students. The PassportVerify service – similar to the DegreeVerify service currently offered to all NSC participating institutions – will allow Passport institutions to query the Clearinghouse to find out if an incoming transfer student has earned the Passport and if so, where and when. Through the new APT service, NSC will calculate aggregate academic progress

data for each of the three populations reported by receiving institutions and then sort it by Passport sending institutions. And like the CDR, the Clearinghouse will produce and deliver reports to the sending institutions about the performance of their former students, and deliver a composite report of de-identified student data to the Passport Review Board annually.

Below is one example of the type of report sending institutions will receive.

Inst	Native	Passport?	Grade F	Grade Dnf	Grade P	Grade D	Grade C	Grade B	Grade A	Mean Credits	W Gpa	Total Students
PSSPT 1	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	0	0	0	0	0	0	0	0.00	0.00	0
PSSPT 2	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	0	0	0	0	0	0	0	0.00	0.00	0
PSSPT 3	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	0	0	0	0	0	0	0	0.00	0.00	0
PSSPT 4	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	0	0	0	0	0	0	0	0.00	0.00	0
PSSPT 5	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	0	0	0	0	0	0	0	0.00	0.00	0
PSSPT 6	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	7	1	0	0	0	7	11	13.00	2.52	2
PSSPT 7	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	26	38	6	27	38	130	347	8.62	3.36	335
PSSPT 8	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	1	4	9	0	19	28	84	12.04	3.48	12
PSSPT 9	Stay at Native Institution	Received Passport	11	12	7	10	35	89	132	11.38	2.90	22
		No Passport	11,095	7,541	4,579	7,551	23,764	49,931	82,405	10.68	2.80	17,644
PSSPT 10	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	0	0	0	0	0	0	0	0.00	0.00	0
PSSPT 11	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	435	398	64	154	651	1,347	2,607	11.45	2.78	300
PSSPT 12	Transfer to Passport Institution	Received Passport	0	0	0	0	0	0	0	0.00	0.00	0
		No Passport	0	0	0	0	0	0	0	0.00	0.00	0

Figure 3: Example of Report to Sending Institution, Academic Progress

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

Registrar/IR Guiding Principles and Assumptions

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

- The Passport will be a General Education block transfer framework based on the AAC&U LEAP learning outcomes, not courses and credits.
- The Passport Framework has been rolled out in stages as faculty members from Passport institutions add more learning outcomes, either singly or as additional blocks. The first version will be a proof of concept.
- The first version of the Passport included the lower-division general education core learning outcomes associated with oral communication, written communication, and quantitative literacy (foundational skills).
- The final version of the Passport—Passport LDGE—includes the lower-division general education core learning outcomes in all nine Passport areas: oral communication, written communication, quantitative literacy, natural sciences, human cultures, creative expression, human society and the individual, critical thinking, and teamwork/value systems.
- The number of courses and credits required to achieve a version of the Passport will vary from one institution to another. *For example, a student may achieve the first version of the Passport at Institution A with nine credits. Although 12 credits would be required of native students at Institution B, a student from Institution A could transfer with the Passport and meet all the general education core requirements. S/he may be required to take an additional three credits to graduate or meet some other requirement, but not in general education core.*
- Students may achieve the Passport in different ways at different institutions. These may include course completion, test scores, e-portfolio and/or other ways deemed appropriate by the Passport institution's faculty.
- The number of institutions participating in the Passport will grow as this new transfer model wins acceptance and more learning outcomes are included in the block.
- The solutions must work across different student information systems and work for both paper and electronic student records. Minor customization may be required for different platforms.
- The solutions should be simple and easy to implement, and should not require vendor modifications at this time.
- The notations on the student's record will make sense to registrars at non-Passport institutions.

Registrar and Institutional Researcher Tasks/Responsibilities

The responsibilities of registrars and institutional researchers at institutions participating in the Passport Network include the following:

Implementing the Passport Block. The first task for Passport registrars is to implement policies and procedures to identify students who satisfactorily complete the learning outcomes in the institution's Passport Block. Constructed by faculty, the Block is a list of courses and/or learning experiences that provide students with ways to achieve the Passport Learning Outcomes at the transfer level. Faculty should provide to the registrar the summary list of the courses and/or learning experiences that constitute the institution's Passport Block.

Recording the Passport on the Student Record. The Passport needs to be recorded on the SIS, showing when the Passport was awarded, and also recorded on the student's transcript. It is recommended that a comment be used on the transcript.

In the development phase of the program, the Task Force on Student Tracking devised three options for showing the Passport on student records. Their work was informed by background information related to the transcript and student record from the American Association of Collegiate Registrars and Admissions Officers (AACRAO).⁴ Institutions indicate that a student has achieved the Passport by choosing one or more of the following options, as preferred by the registrar:

- Adding a comment on the transcript using a standard format.
- Posting a pseudo course on the transcript.
- Creating an additional record to accompany a transcript.

The Task Force weighed the advantages and disadvantages of each option, and concluded that a receiving institution will see a comment and/or a pseudo course, or a supplementary transcript from the sending institution. Also the registrar's preference would take into consideration usual practice and the institution's Student Information System.

Identify incoming transfer students with a Passport. Once the PassportVerify service from NSC is in place (January 2017), registrars will upload a file of students who earned the Passport at the conclusion of each term, just as they do for degrees with DegreeVerify. Registrars at other

⁴ According to AACRAO, the transcript is an extract of a student's record, which reflects his or her academic performance at an institution. Items considered essential for inclusion on a transcript are academic activities that result in credits, grades and credentials, such as degrees. AACRAO distinguishes between a database and a transcript, indicating that a database may contain many items which are either optional, or not recommended for inclusion on the transcript (*AACRAO 2011 Academic Records and Transcript Guide*). See http://www2.aacrao.org/transcript/index.cfm?fuseaction=show_view&doc_id=4988.

Passport receiving institutions can then query the service to immediately find out which incoming transfer students have earned a Passport, the name of the institution that awarded it and the term awarded. Registrars will enter this information into the SIS system, ensuring that these students receive recognition for having completed their lower-division general education requirements and flagging them for participation in the Passport's academic progress tracking.

Notifying students who earn the Passport. Registrars must establish a way to inform students when they have been awarded a Passport – such as email, degree audit system, document of completion, or other means of communication most relevant to their student population – within 60 days of the student's completion of the Passport. Students should be advised that they can seek more information from their academic advisor and also from the Passport website, www.wiche.edu/Passport.

Tracking academic progress of Passport students. The Passport is founded upon the principle of “trust but verify”. When faculty members at 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 Passport Network institutions. This work is accomplished through the Passport's Academic Progress Tracking (APT) service provided by the National Student Clearinghouse. At the conclusion of each term, registrars/institutional researchers submit de-identified data to NSC on transfer students for the two terms immediately after transfer as well as de-identified data on native students (first-time freshmen who earned their degree at the same Passport awarding institution) for two terms after earning the Passport. These data are compiled, aggregated, and sorted by the NSC, which generates, annually, individual institution reports on the academic progress of former students for use in continuous improvement efforts as desired. The NSC also provides an aggregate report for the Passport Review Board's use in evaluating the overall effectiveness of the Passport program.

Submitting data to the NSC at the end of each term. In order to use de-identified student data and follow the same student for two terms after transfer or for two terms after earning the Passport, registrars will assign a unique auto-generated number to each student and use it each time they submit data to the APT service. The process for submitting Passport data will be designed so that institutions can generate files easily through their SIS and upload the data to NSC. The Advisory Committee for Registrars/IR is developing scripts/programming for the different student information systems (Banner, Colleague, PeopleSoft) used by Passport

institutions that will simplify the file extraction process. The data file will be uploaded to NSC via a secure FTP account – the same process that institutions use for uploading other data to NSC. Registrars will submit data to NSC at the end of every term. See the Passport APT data elements in Appendix A. It is not anticipated that the data elements will change, or if so, not significantly, so institutions can make submission of Passport data a routine task. Registrars and institutional research staff will be informed promptly of any changes to the data elements or to the submission process by Passport staff.

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

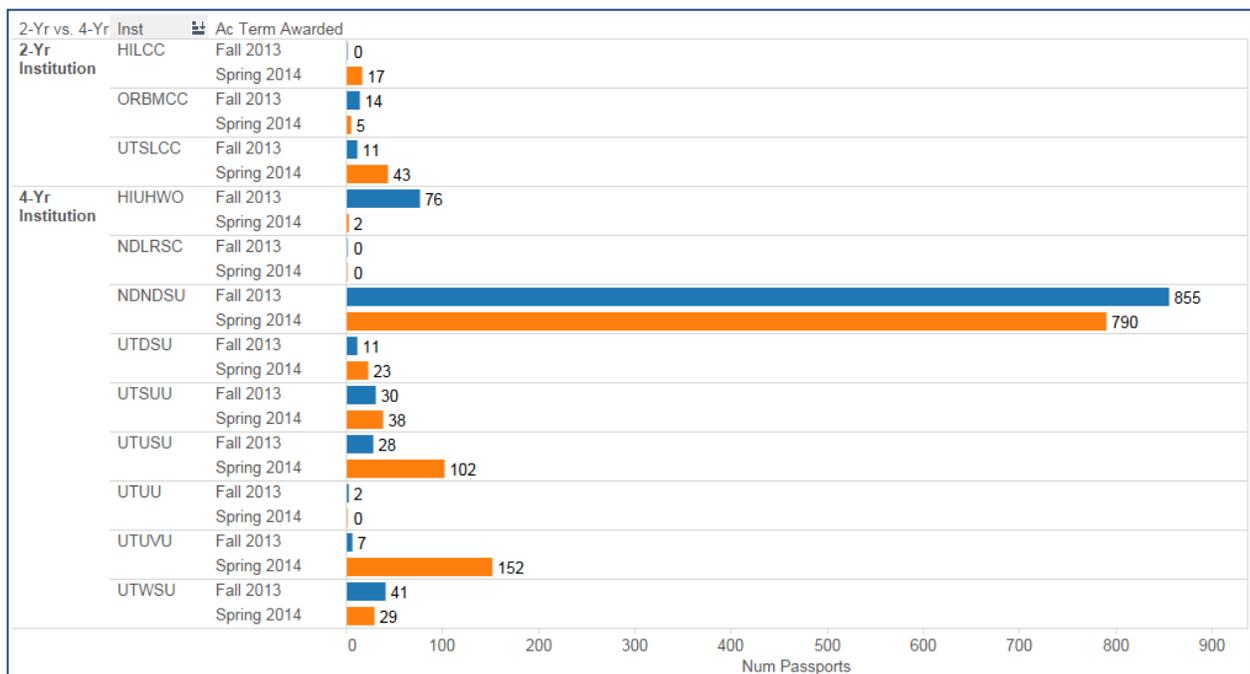


Figure 4: Total Passports awarded by institution level, AY 2013-14, from the 2013-14 Passport Annual Report

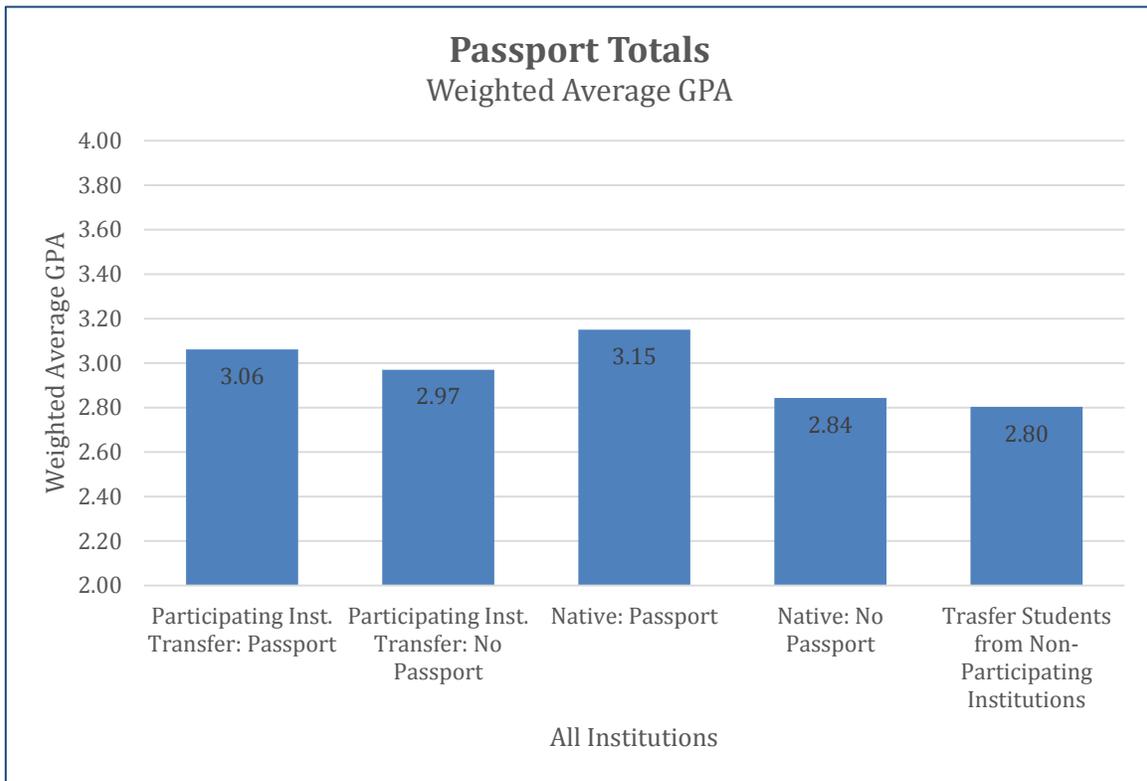


Figure 5: Sample report, Weighted Average GPA, Passport Totals

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

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

Passport Data Management Plan

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

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

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

1. The Interstate Passport Network is committed to safeguarding individual privacy and ensuring the security of all data collected in the initiative, while providing for the necessary sharing of data that enables institutions and key stakeholders to evaluate outcomes of the initiative.
2. WICHE staff, participating institutions, sub-contractors and any other participating entities must, at a minimum, comply with all relevant federal and state laws and regulations with regard to privacy and data security, including but not limited to the Family Education Rights and Privacy Act (“FERPA”).
3. The Network will clearly establish binding policies for data ownership and use, including relevant intellectual property, for all parties to the initiative.
4. All personally identifiable student information provided by institutions to the NSC for the Passport program will remain at all times the property of that individual institution and remains the legal responsibility of the institution disclosing the data.
5. Data submitted by Network members may be used by WICHE and its authorized sub-contractors only for the purposes set out in the Passport Memorandum of Agreement or in subsequent agreements between Network members and WICHE.
6. WICHE and its sub-contractors are prohibited from selling the data received under such agreements to external third parties or from using institution-specific data for marketing purposes without the specific institution’s written consent.
7. Institutions providing data to the initiative shall have a role in determining the limitations on access to and the use of data they provide through representation on the Passport Review Board.

The full Data Management Plan provides further information on the data collection and submission processes and the NSC Security Program Overview. A copy of the full plan is available on the Passport website at <http://www.wiche.edu/passport/registrarinfo>.

Academic Quality Assurance

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

1. Retention and GPA of students who transfer after earning a Passport will be tracked for two terms post-transfer, and compared with non-Passport transfer students at the receiving institution and with freshman-entry students who earn a Passport at that institution. The results will be reported back to the sending institution.
2. The National Center for Higher Education Management Systems (NCHEMS) is conducting a grant-funded mapping exercise across two institutions in each of three Western states (CO, NM, MT) that were not involved in the original development of the Passport Learning Outcomes and Proficiency Criteria. Faculty in these states will be trained to exchange and evaluate both critical assignments and de-identified student work products on those assignments that purport to demonstrate achievement of PLOs in order to determine their consistency across institutions and the reliability of faculty assessments.
3. In order to be awarded a Passport, a student must earn at least a C or equivalent in every course included in the Passport Block on the transcript. A grade lower than C would not assure proficiency on all of the Passport Learning Outcomes the institution had associated with that course.
4. The First in the World (U. S. Department of Education) grant, awarded to the Passport in October 2015, supports the Education and Employment Research Center at Rutgers University to conduct a longitudinal study of the outcomes for Passport Students, including persistence, GPA, graduation rate, and time to degree.
5. The Passport Review Board (PRB) consists of one member from each participating state, as well as transfer, learning outcomes and assessment experts, and Passport staff. The PRB meets in person at least once annually and electronically as needed to review the results of all of the data collection and analyses, as well as to discuss any issues brought forward by a state or institution. The PRB will be able to require a Network member institution to make changes, if needed, or to give up its Passport status if its students are not being well served.

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

Application for Passport Status and Memorandum of Agreement

Once institutions have taken the steps to define their Passport Block, they can apply for Passport status as a member of the Interstate Passport Network. The application requires that institutions agree to all of the provisions of the Memorandum of Agreement (MOA), which has five-year renewable terms for institutions in good standing. The MOA requires the institution, through its faculty, to review the PLOs and to construct the institution's Passport Block; and through its registrar to award the Passport to students who achieve it and notify them of this achievement, notate the achievement of the Passport on the student record, recognize incoming Passport students as having met the institution's lower-division general education requirements, and participate in the tracking process. The online application process will be operational in spring 2016. See a copy of the Memorandum of Agreement 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 Interstate Passport Network. Its members include the Passport State Facilitators — one individual selected by Passport member institutions in each state — who serve ongoing terms, and other higher education experts who serve two-year renewable terms. The Board is responsible for defining all policies and procedures for the Passport Network as outlined in the Passport Bylaws, i.e., elect officers; approve candidate member institutions for Passport status; set fees associated with participation in the Passport and approve the annual budget; determine the need for faculty review and/or updating of PLOS and PC; evaluate the overall performance of the Passport program as well as the performance of participating institutions on an annual basis and provide strategies for more successful participation in the Network as needed; and publish the Annual Report on the Passport's status. At the PRB annual meeting, the PSFs relate any concerns from faculty in the respective states and the PRB determines appropriate action including reconvening interstate faculty teams to revise and/or expand PLOs and transfer-level proficiency criteria in one or more knowledge/skill areas. The list of those currently serving on the PRB is available at www.wiche.edu/Passport/PRB.

More Information

The Passport website — www.wiche.edu/Passport — is a comprehensive source of updated information about the Passport. Users can find background on the project, the Passport Framework, participating institutions and PSFs, Passport Blocks, and staff contact information. A copy of this handbook can also be downloaded at <http://www.wiche.edu/passport/registrarinfo>.

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APPENDIX A

PassportVerify Data Elements for File Submission to NSC

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

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

Passport Completion File – Header Record Layout

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

Field Name	Required/Optional	Max Length	Data Type	Additional Comments
Record Type	R	5	AN	Header Record Type, must = 'PSAP1'
Service Account	R	15	N	Your School's Interstate Passport Service Account number
Organization Code (OPEID, FICE)	R	6	N	Organization Code of the School (OPEID, FICE)
Branch Code	R	2	N	School Branch Code, must = '00'
Filler 1	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 2	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Submission Date (YYYYMMDD)	R	8	N	Date that data is reported/submitted by school, must be in YYYYMMDD format and cannot be a future date
Term for which Passports are being awarded.	R	80	String	Term for which Passport population is being reported (e.g., History 1980-1998, Spring 2000, Summer 2002, etc.). *Note: This is for informational purposes only. Individual award dates are indicated in each detail record.
Filler 3	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 4	R	0	AN	Filler Field for changes or additional

Field Name	Required/Optional	Max Length	Data Type	Additional Comments
				information that is currently not collected. Must be left blank.
Client File ID	O	50	String	Sending schools can use this field to name the file which makes most sense for them, for example "Fall 2016 Passport Completions"
Filler 5	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 6	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 4	O	0	AN	Filler Field for changes or additional information Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 8	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.

Passport Completion File – Body (Detail Records) Layout

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

Field Name	Required/Optional	Max Length	Data Type	Additional Comments
Record Type	R	3	AN	Value for each detail record is "PD1"
Student SSN	O	9	N	Numbers only, no hyphens
First Name	R	60	A	Student's first name
Middle Name	O	60	A	Student's middle name or, if full name is not available, middle initial
Last Name	R	60	A	Student's last name
Name Suffix	O	5	AN	e.g., III, Jr, Sr, etc.
Previous Last Name	O	60	A	Student's previous last name
Previous First Name	O	60	A	Student's previous first name
Date of Birth	R	8	N	Date of birth of student entered as YYYYMMDD
College Student ID	O	20	AN	Institutionally-supplied student ID number; do not include special characters in this field (e.g., @, #, *, etc.)

Field Name	Required/ Optional	Max Length	Data Type	Additional Comments
Number of institution credits (not transfer credits) earned at time the Passport is awarded	R	59	N	Number of credits earned at the sending institute at the time the Passport is awarded - Value must be > 3 - Value may contain 2 digits after the decimal point, for example 88.55
Passport Type	O	1	AN	Type of Passport earned by the student - If provided, valid value =1
Passport Title	R	80	AN	Type of skills the student obtained; value must be "Passport Lower-Division General Education" without the quotation marks
School Awarding Passport	O	50	String	Name of the school awarding Passport
Joint School/College/Division Awarding Passport	O	60	String	If passport is jointly awarded, name of joint school, college, division, or institution
Date Passport Awarded (YYYYMMDD format)	R	8	N	Date Passport was awarded - Should be in YYYYMMDD format - Should be a valid date - Should not be in the future (should be <= today)
GPA for total institution credits at time Passport is awarded	R	80	N	Grade point average of the Passport student - Value must be >= 0 - Cannot have more than 2 decimal places
Major Course of Study 1	R	80	AN	Student's college Major for e.g., History
Major Course of Study 2	O	80	AN	e.g., Political Science
Major Course of Study 3	O	80	AN	e.g., Communications
Major Course of Study 4	O	80	AN	e.g., Sociology
Filler (1)	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Minor Course of Study 1	O	80	AN	e.g., Computer Science
Minor Course of Study 2	O	80	AN	e.g., Philosophy
Minor Course of Study 3	O	80	AN	e.g., Mathematics
Minor Course of Study 4	O	80	AN	e.g., Linguistics
Filler (2)	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Major Option 1	O	80	AN	e.g., Criminal Justice Option
Major Option 2	O	80	AN	e.g., Western European Option
Filler (3)	R	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.

Field Name	Required/ Optional	Max Length	Data Type	Additional Comments
Major Concentration 1	O	80	AN	e.g., Public Communications Concentration
Major Concentration 2	O	80	AN	e.g., Russian Culture Concentration
Major Concentration 3	O	80	AN	e.g., French Concentration
Filler (4)	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
NCES CIP Code for Major 1	O	6	N	Appropriate NCES CIP code for major, if available. Do not enter decimal points (".").
NCES CIP Code for Major 2	O	6	N	Appropriate NCES CIP code for major, if available. Do not enter decimal points (".").
NCES CIP Code for Major 3	O	6	N	Appropriate NCES CIP code for major, if available. Do not enter decimal points (".").
NCES CIP Code for Major 4	O	6	N	Appropriate NCES CIP code for major, if available. Do not enter decimal points (".").
Filler (5)	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
NCES CIP Code for Minor 1	O	6	N	Appropriate NCES CIP code for minor, if available. Do not enter decimal points (".").
NCES CIP Code for Minor 2	O	6	N	Appropriate NCES CIP code for minor, if available. Do not enter decimal points (".").
NCES CIP Code for Minor 3	O	6	N	Appropriate NCES CIP code for minor, if available. Do not enter decimal points (".").
NCES CIP Code for Minor 4	O	6	N	Appropriate NCES CIP code for minor, if available. Do not enter decimal points (".").
Filler (6)	O	0	N	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Academic Honors	O	50	AN	e.g., Cum Laude, Summa Cum Laude, Magna Cum Laude, etc.
Filler (7)	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Honors Program	O	50	AN	Title of honors program
Filler (8)	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Other Honors	O	150	AN	Name of other honors (e.g., Phi Beta Kappa, etc.)
Attendance From Date	O	8	N	Date must be in YYYYMMDD
Attendance To Date	O	8	N	Date must be YYYYMMDD Must be > or = "Attendance From Date"
FERPA Block	R	1	AN	"Y" or "N"

Field Name	Required/Optional	Max Length	Data Type	Additional Comments
School Financial Block	O	1	AN	"Y" or "N"
Filler (9)	O	0	AN	Filler Field for changes or additional information that is currently not collected
Name of Institution Granting Degree (if it is different than the school name in the header)	O	50	AN	Name of institution granting degree, if it is different than the school named in the header record (to reflect historical institution name changes)
Reverse Transfer Flag	O	1	AN	"Y" or "N"
Certificate Type	O	1	AN	Undergraduate Certificate Type; the value must = P
Filler (10)	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.

Passport Completion File – Trailer Record Layout

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

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

PassportVerify Request File

Header Record Layout:

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

Field Name	Required	Max Length	Data Type	Additional Comments
Record Type	R	5	AN	Header Record Type, must = PSAP2
Service Account	R	15	N	Your institution's Interstate Passport Service Account number
Organization Code (OPEID, FICE)	R	6	N	Organization Code
Branch Code	R	2	N	School Branch Code, must be 00
Filler 1	O	0	AN	Filler Field for changes or additional information

Field Name	Required	Max Length	Data Type	Additional Comments
				that is currently not collected. Must be left blank.
Filler 2	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Submission Date YYYYMMDD	R	8	N	Submission Date is the date data is reported by school; must be in YYYYMMDD format and cannot be a future date
Term for which passports are being requested.	R	80	String	Term for which Passport population is being requested (e.g., History 1980-1998, Spring 2000, Summer 2002, etc.). <i>Note:</i> This is for informational purposes only. Individual award dates are indicated in each detail record.
Filler 3	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 4	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Client File ID	O	50	String	Sending schools can use this field to name the file which makes most sense for them, for example "Fall 2016 PassportVerify Request File"
Filler 5	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 6	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 4	O	0	AN	Filler Field for changes or additional information Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 8	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.

PassportVerify Request File—Detail Record Layout:

All files must have at least one detail record.

Field Name	Required	Max Length	Data Type	Additional Comments
Record Type	R	3	AN	Value for each detail record is "PD1"
Student SSN	O	9	N	Numbers only, no hyphens
First Name	R	60	A	Student's first name
Middle Name	O	60	A	Student's middle name or, if full name is not available, middle initial.
Last Name	R	60	A	Student's last name
Name Suffix	O	5	AN	e.g., III, Jr, Sr, etc.
Date of Birth	R	8	N	Date student was born entered as YYYYMMDD.

Field Name	Required	Max Length	Data Type	Additional Comments
Date Passport Awarded (YYYYMMDD format)	O	8	N	Date the Passport was awarded
Filler 1	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 2	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 3	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 4	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.
Filler 5	O	0	AN	Filler Field for changes or additional information that is currently not collected. Must be left blank.

PassportVerify Request File—Trailer Record Layout

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

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

Proposed Academic Progress Tracking Data Elements for Submission to NSC

Following are the data elements and specifications in development for the Passport Academic Progress Tracking, a new service to be offered to Passport institutions by the National Student Clearinghouse that is based on the NSC Reverse Transfer model. Passport institutions will upload data via secure FTP accounts at the end of each term on the students awarded a Passport and on the academic progress of relevant transfer and native students. The shaded elements on the next page are not required for the Passport, but may be submitted by the institution if both the institution and its student opt to provide this information. Institutions participating in NSC's Reverse Transfer may want to take advantage of this option.

File Format: Tab Delimited File				
Academic Tracking System				
Field Description	Length	Data Type	Required	Notes
Header				
Record Type Enter "PSAP1" without quotation marks	5	AN	Yes	
Your 6-digit school code (e.g., 001234).	6	N	Yes	
Your 2-digit branch code (e.g., 00).	2	N	Yes	
File Certified Date	8	N	Yes	
Client File ID	50	N	Yes	
Detail				
Record Type "PD1"	3	AN	Yes	
Passport Reporting Institution Auto-Generated Unique Student ID	80	AN	Yes	
Year of Birth (YOB)	8	N	Yes	
Low income	3	A	Yes	Yes, No or null? Provide list of valid values
Gender	20	AN	Yes	Provide list of valid values
Race/Ethnicity	20	AN	Yes	Provide list of valid values
Military/Veteran	3	A	Yes	Yes, No or null? Provide list of valid values
First Generation	8	Char	Yes	Yes, No or null?
Date Admitted to Reporting Institution	8	N	Yes	
Transfer Student	3	A	YES	Yes, No or null? Provide list of valid values
Sending Institution OPEID remain (Original School?)	6	N	Yes, if transfer student	The name can be changed to Previously attended or Previous institute OPEID
Sending Institution OPEID Branch Code	2	N	Yes, if transfer student	The name can be changed to Previously attended or Previous institute branch code
Total GPA earned at Sending Institution	4	N	Yes, if transfer student	The name can be changed to GPA at Previously attended or Previous institute
Total Credits earned at Sending institution	10	N	Yes, if transfer student	The name can be changed total credits at previously attended or Previous institute
Passport	3	A	Yes	Yes, No or null? Provide list of valid values

Field Description	Length	Data Type	Required	Notes
Date Passport Awarded	8	N	Yes if Passport Flag is Y or Yes	
Degree Granted by Institution Named in Header	3	A	Yes	Yes, No or null? Provide list of valid values
Date Degree Awarded YYYYMMDD	8	N	Yes if Degree flag is Y or yes	
Type of Degree	20	Char	Yes if Degree flag is Y or yes	Provide list of valid values
Major Course of Study	20	Char	Yes	Provide list of valid values
Course Name	20	Char	Yes	
Course Number	20	Char	Yes	
Course-Term Session	20	Char	Yes	
Course Begin Date	8	N	Yes	
Grade Effective Date	8	N	Yes	
Number of Credits	20	N	Yes	
Credit Description	20	N	Yes	
Host Student ID	20	Char	Yes	This Identifiable student-level information in the shaded area is not required to participate in the Passport unless both an institution and its students opt to share this information. Institutions participating in NSC's Reverse Transfer may wish to do so.
SSN	9	N	No	
ITIN	9	N	No	
First Name	60	AN	No	
Middle Name	60	A	No	
Last Name	60	A	No	
Suffix	10	AN	No	
Street line 1	30	Char	No	
Street line 2	30	Char	No	
City	20	Char	No	
State	2	A	No	
Zip	10	Char	No	
Country	15	A	No	
Student Phone Number	20	Char	No	
Student Email	255	Char	No	
Trailer Record Layout				
Record Type Enter "PST1" without quotation marks	4	N	Yes	
Total Record Count	No Limit	N	Yes	

APPENDIX B

Passport Learning Outcomes

FOUNDATIONAL SKILLS

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

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

ORAL COMMUNICATION	
Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)
Preparation for Performance	<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, 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. f. There is inherent beauty and wonder in science in and its possibilities.
Scientific Inquiry	Students demonstrate the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions.
Core Concepts	Students accurately describe the scope of scientific study 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.
Ethics	Students demonstrate an understanding of the standards that define ethical scientific behavior, including: <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.

APPENDIX C

Passport Guiding Principles for Faculty

Passport Students

1. The Passport ensures that a student who earns a Passport at one institution and transfers to another Passport institutions will not have to repeat learning already achieved in order to meet Lower-Division General Education requirements at the new institution.
2. A student earns a Passport by completing courses or other learning opportunities – earning a C or better in each course – that impart proficiency with Passport Learning Outcomes in nine lower-division general education skill and knowledge areas: oral communication, written communication, quantitative literacy, natural sciences, human cultures, creative expression, human society and the individual, critical thinking, and teamwork and value systems (<http://www.wiche.edu/passport/phase-ii/knowledge-skillareas>).
3. Participating institutions award a Passport to all students who earn one—not just to those students intending to transfer.
4. The Passport transfers as a block, fulfilling the lower-division general education (LDGE) requirements at all two-year and four-year institutions participating in the Interstate Passport Network.
5. Passport transfer students are not required to take any courses and/or other learning opportunities in a receiving institution’s Passport Block—even though the courses/learning opportunities differ—in order to complete the LDGE requirements at the receiving institution. However, Passport transfer students may be required to take one or more courses in the receiving institution’s Passport Block as pre-requisites for certain majors.

Role of Faculty

6. Teaching faculty are the experts on what students should know and be able to do (learning outcomes) and on ways that students can demonstrate this (proficiency) at the LDGE level.
7. Interstate faculty teams negotiated and agreed upon consensus Passport Learning Outcomes (PLOs). Institutions are not required to use the same language in their learning outcomes as that in the PLOs or to adopt them as their own. Rather, faculty at institutions participating in the Passport determine that their school’s learning outcomes are congruent with—not in conflict with—the Passport Learning Outcomes (PLOs).
8. The faculty at each Passport institution determines the institution’s Passport Block—consisting of a list of courses and/or learning opportunities—that provides the ways its students can achieve the PLOs. The Passport Blocks vary by institution; they are not identical. Faculty can update their Passport Block as they make changes to their curriculum without triggering a review as long as they ensure that the PLOs are still addressed.

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

Passport Learning Outcomes and Tracking

10. Transfer is based on the learning outcomes that are happening in the classroom now—not on what could or should be happening.
11. The Passport Learning Outcomes are not set in stone and are expected to evolve over time. The Passport Review Board, the policy-making body, will reconvene interstate faculty teams as necessary to respond to concerns raised by faculty at participating institutions.
12. The Passport is founded upon the principle of "trust but verify." By becoming a Passport institution, faculty agree to trust their colleagues at other Passport institutions to prepare their students to achieve the PLOs, and this trust is verified by tracking student academic progress after the student transfers

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

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

APPENDIX D

Passport Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

time year).

Credit hour: A **course credit** (often **credit hour**, or just **credit** or "unit") is a unit that gives weighting to the value, level or time requirements of an academic course taken at an educational institution.

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

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

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

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

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

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

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

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

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

Interstate Passport Framework: The structure of the Passport comprised of the nine LDGE Passport knowledge and skill areas, with three different components for each area: (1) the Passport Learning Outcome Feature, which describes the category of the outcome (for example, fundamentals, basic information); (2) Passport Learning Outcomes, or what a student is expected to know; and (3) Passport Passport Handbook for Registrars and Institutional Researchers

Proficiency Criteria, assignments or activities that provide evidence that the learning outcomes have been achieved.

Interstate Passport Initiative: A series of related projects, managed by the Western Interstate Commission for Higher Education, focused on the development of the Interstate Passport framework and network.

Interstate Passport Network: Group of signatory institutions participating in the development, implementation and operation of the Interstate Passport.

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

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

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

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

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

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

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

Native student: A student who enrolls in an institution as a freshman and not as a transfer student, sometimes termed a freshman-entry student.

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

Passport: Documentation on a student record that a student has completed an institution's requirements in the lower-division general education core subjects covering nine knowledge and skill areas: oral communication, written communication, quantitative literacy, natural sciences, human cultures, creative expression, human society and the individual, creative thinking, and teamwork and value systems. Learning achieved via the Passport transfers *as a block* to another participating Passport institution; students with a Passport do not have to repeat or take additional courses to meet lower-division general education

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

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

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

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

Passport Review Board (PRB): The policy making body of the Interstate Passport Network. Members include the Passport State Facilitators who represent their constituents on the Board and serve unlimited terms. Other individuals, selected to serve at-large for a two-year term, have special expertise relevant to Passport issues and operations.

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

Passport State Facilitator (PSF): Individual designated in a Passport state to oversee the initiative’s activities, and communicate with institution administrators and representatives, including faculty, administrators, registrars, institutional researchers, academic advisors, and marketing representatives. The PSF organizes in-state meetings as necessary and communicates with Passport staff on state activities, concerns or problems. The PSF also serves on the Passport Review Board, the Network’s policy-making body.

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

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

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

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

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

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

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

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

Southern Regional Education Board (SREB): One of four regional compacts created in 1948 by Southern governors and legislators, SREB is a nonprofit, nonpartisan organization of 16 member states

headquartered in Atlanta. The Board includes the governor and four gubernatorial appointees from each member state, including at least one state legislator and one educator. The Legislative Advisory Council of legislators from each state advises the Board. The organization maintains its focus on critical issues that hold the promise of improving quality of life by advancing public education. Member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

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

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

Transfer: To withdraw from one institution and enter another.

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

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

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

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

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

