



South Dakota State University

**INTERSTATE**<sup>®</sup>  
**PASSPORT**  
Study ▶ Transfer ▶ Succeed

# ANNUAL REPORT 2019-20

Interstate Passport® is a program that enables block transfer of lower-division general education based on learning outcomes and proficiency criteria rather than on specific courses and credits. Students who complete a Passport at one Network institution will be recognized as having completed all lower-division general education requirements at all other Network institutions. The program's overarching goal is simple: to eliminate unnecessary repetition of academic work after students transfer. Designed to improve graduation rates, shorten time to degree, and save students money, the program can also simplify existing articulation agreements and support institutions' continuous improvement efforts. All components of Interstate Passport have been designed by faculty, registrars, institutional researchers, and academic advisors.

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

"The University of Hawai'i (UH) System is delighted to join the Interstate Passport network. UH faculty, staff and administrators have been early participants and implementers in shaping the initiative and, after seeing its value, all 10 of our campuses are enthused about its potential to assist transfer students and shape our thinking about general education."

*David Lassner,  
President, University of Hawai'i and WICHE Vice Chair*



Western Interstate Commission  
for Higher Education

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## Message from the Interstate Passport® Director and Co-Chairs

As we all know, the COVID-19 pandemic created a unique set of challenges for not only higher education, but for all of us. Despite the challenges this past year, the Interstate Passport program experienced tremendous growth in its Network membership, developed collaborative partnerships, responded to the pandemic with a [Call to Action to Fix Student Transfer Nationwide](#) and established the Colleagues for Interstate Passport's Future advisory group. After four years of operation, 49,069 students have earned a Passport.

The Interstate Passport Network (Network) welcomed 28 new schools this year, expanding membership to 59 institutions spanning 17 states across the nation. During AY 2019-2020, Network member institutions awarded 10,183 Passports to students. Staff and institution representatives presented on Interstate Passport at multiple state, regional, and national conferences and meetings, including annual conferences hosted by regional accrediting agencies. Advisory committees met quarterly to share best practices and provide first-hand perspective on how Interstate Passport is working for students on member campuses. The feedback gained from these committees serves us well by helping to refine our products and processes to better administer the program.

Our newsletter, Interstate Passport Briefing, presented interviews with leading experts, including [Janet Marling](#), executive director of the National Institute for the Study of Transfer Students and [John Gardner](#) of the John N. Gardner Institute. In addition, the Northwest Commission on Colleges and University hosted a webinar, [Interstate Passport: Streamlining Transfer for Increased Student Success](#), for its membership featuring representatives from Network member institutions.

Key findings of the Academic Progress Tracking data analysis indicate that students who transferred with a Passport earned an average GPA of 3.54 post-transfer as compared to 2.92 for students who transferred without a Passport. The average number of credit hours earned post-transfer by students who transferred with a Passport was 13.64, compared to 9.74 for students who transferred without a Passport. These results, which track students two terms post-transfer, are very promising and are also an important data source for Network member institutions.

Higher education will continue to face difficult challenges as the pandemic rages on, resources shrink, and equity gaps among students grow. Institutions successfully put emergency solutions in place this past year to face these challenges, but some of the most troubling and longstanding concerns remain, especially as it relates to barriers around student transfer. Students who lose credits in transfer may experience increased debt and delay in time to graduation, sometimes preventing them from graduating. According to the 2018 Transfer & Mobility report by the National Student Clearinghouse (NSC), 38 percent of the nation's student population transfers at least once and 27 percent of transfer students cross state lines. More notable, in the NSC COVID-19 Transfer, Mobility, and Progress report, findings indicate the disruption caused by the pandemic may be greatest for students from low-income backgrounds, rural communities, or communities of color, as identified by the steep declines in student mobility across multiple transfer pathways. To summarize, transfer is an equity issue. These data points accentuate the importance of Interstate Passport and its benefits to students in streamlining the transfer process both within and across state lines.

We encourage you to further explore the accomplishments of Interstate Passport, the Network member institutions, and the positive trends of the Academic Progress Tracking data analysis in this annual report. As we continue to scale, we welcome institutions to join our growing Network to better meet the needs of all the transfer students we share, with a special commitment to those who need efficient transfer options more than ever—low-income students, students of color, military and veteran students, and older and/or returning students.

Sincerely,



*Anna T. Galas  
Director, Academic  
Leadership Initiatives,  
Western Interstate  
Commission for Higher  
Education*

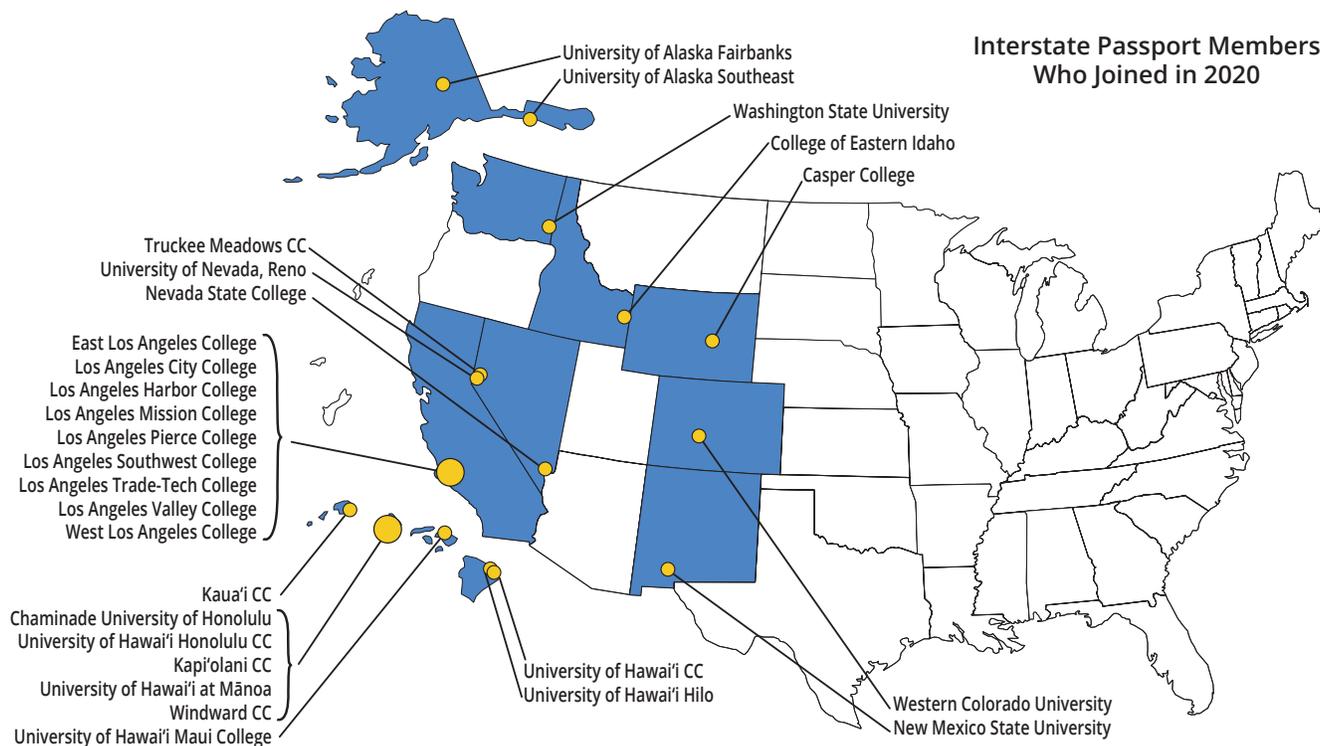


*Paul Disney  
Adjunct Professor of  
Business Management  
and Leadership, Western  
Oregon University*



*Kari Brown-Herbst  
Interim Vice President,  
Academic Affairs,  
Laramie County  
Community College*

# 2019-20 Accomplishments



## New Network Members

During AY 2019-2020, the Interstate Passport Network experienced tremendous growth with the addition of 28 institutions, increasing the total number to 59 members located in 17 states (see full member list on pg. 17). Of that total, 29 are two-year institutions and 30 are four-year institutions. Additionally, 25 of those members are classified as Minority Serving Institutions. In four states – Alaska, Hawai'i, South Dakota and Utah – all public institutions are members. Passport staff and consultants are working with these new member institutions to develop their Passport Blocks and reporting procedures. The new members are briefly profiled below.

### University of Alaska Fairbanks and University of Alaska Southeast

These two universities joined the University of Alaska at Anchorage as Network members, resulting in participation by all institutions in the University of Alaska System. The

system includes 13 community campuses associated with the universities. In fall 2019, the system enrolled 25,000 full- and part-time students in 500 unique degree, certificate, and endorsement programs. All three institutions maintain partnerships with the native tribes of the state and promote good stewardship of the unique natural environment and cultures of Alaska.

### Los Angeles Community College District

The Los Angeles Community College District (LACCD) consists of nine community colleges in the greater Los Angeles area: East Los Angeles College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Tech College, Los Angeles Valley College, and West Los Angeles College. The colleges enroll roughly 230,000 students, half of whom enroll with the intent to transfer. Almost 70 percent of students attend part time, nearly half are first generation, and 80



"I am very excited that University of Alaska Southeast has become a part of the Interstate Passport Network! This program will allow students from other states to transfer easily to UAS and have their credits counted as they pursue their education and career goals."

*Karen Carey,  
Provost, University of Alaska Southeast*

percent are from underserved populations. The district promotes lifelong learning to provide retraining and multiple careers.

### Western Colorado University

Located at 7,700 feet above sea level in Gunnison, Colorado, Western Colorado University is a four-year liberal arts institution that offers more than 90 areas of undergraduate study and seven graduate programs. The university enrolls 3,400 students and is the second institution in Colorado to join the Interstate Passport Network.

### University of Hawai'i System

All 10 institutions in the University of Hawai'i System are now members of the Interstate Passport Network. The University of Hawai'i West O'ahu and Leeward Community College have been members since 2016 and have been heavily involved in developing Interstate Passport policies and practices. In early 2020, the other eight institutions in the System joined: Hawai'i Community College, Honolulu Community College, Kapiolani Community College, Kaua'i Community College, Maui College, University of Hawai'i Hilo, University of Hawai'i Mānoa, and Windward Community College. Overall enrollment in the system is nearly 50,000 full- and part-time students across 700 undergraduate and graduate programs.

### Chaminade University of Hawai'i

Founded in 1955, Chaminade University is a private institution in Honolulu, the only Catholic university in the state and one of three Marianist institutions in the country. It serves just over 1,000 students in 25 undergraduate and graduate programs.

### College of Eastern Idaho

The College of Eastern Idaho, located in Idaho Falls, is the second institution in the state to join the Network. The college offers academic associate of arts and science degrees with transferable general education credits, as well as early college programs for high school students. It serves over 19,000 students in a nine-county region, the majority of whom attend part time.

### Nevada State College, Truckee Meadows Community College and University of Nevada, Reno

Three institutions from Nevada joined the Interstate Passport Network in July – the first members from the state. Nevada State College, located in Henderson, is a four-year comprehensive public institution that provides an essential bridge between the two-year colleges and the research institutions, with over 5,500 enrolled students. Truckee Meadows Community College in Reno, Nevada, is a comprehensive community college that serves more than 25,000 students in credit and non-credit programs at five educational sites and more than 20 community locations. The University of Nevada at Reno (UNR) is the state's land-grant institution, founded in 1874. UNR enrolls over 21,000 students across 11 schools and colleges.

### New Mexico State University

The first Interstate Passport Network member from New Mexico is New Mexico State University (NMSU), located in Las Cruces. A Hispanic-Serving Institution and a NASA Space-Grant College, NMSU enrolls more than 14,000 students from 49 states and 89 foreign countries in hundreds of undergraduate and graduate programs. The university serves a multi-cultural population of students and community members across the state at five campuses, cooperative extension offices in all 33 counties, and 12 agriculture research and science centers.

### Washington State University

The first Interstate Passport member from the state, Washington State University is a land-grant university located in Pullman. It serves nearly 31,000 students on five campuses and online in over 200 degree programs for undergraduates and graduates, including professional degree programs in medicine, pharmacy, and veterinary medicine.

### Casper College

Casper College is the third institution in Wyoming to join the Interstate Passport Network. Founded in 1945 as the first junior college in the state, Casper College enrolls nearly 3,000 students in more than 140 academic transfer and technical and career programs. In addition, 11 universities offer advanced degrees on the campus through college-university partnership programs.

"The COVID-19 pandemic exacerbates the inequities and shines a bright light on health and economic disparities for the most vulnerable student populations, who were already under-resourced before the pandemic. The time to fix transfer is now."

*Chancellor, Los Angeles Community College District, and Co-Chair, Colleagues for Interstate Passport's Future*



## Collaborations

On behalf of Interstate Passport®, WICHE



entered into an agreement with the American Council on Education (ACE) to use the Passport Learning Outcomes (PLOs) as its framework for evaluating and recommending the identification of general education learning outcomes in workforce training programs for academic credit. For over 60 years ACE's faculty panels have evaluated learning that happens outside of the formal college setting and issued recommendations for academic credit. ACE will use the 63 PLOs to evaluate general education and college-level knowledge and skills embedded in some of these extra-institutional learning opportunities. The specific PLOs achieved by learners will appear on ACE's digital transcripts on Credly's Acclaim platform, providing colleges and universities with more information about what ACE transcript holders know and are able to do as they consider ACE's associated credit recommendations. The goal of this collaborative effort is to help more students with prior learning attain high-quality postsecondary credentials.



## Interstate Passport Call to Action

The 2019-2020 academic year in the U.S. was upended – like the rest of the world – by the COVID-19 pandemic. The virus appeared in the United States in early 2020 and by the end of March all colleges and universities had responded by closing their doors and sending students home to attend classes online, or by offering a mix of in-person and online classes. The issue of transfer was front and center as institutions sought to maintain enrollments by ensuring that obstacles to transfer – and degree completion – were eliminated. Despite efforts to keep students engaged and enrolled, and to simplify transfer, community college enrollment declined precipitously in the fall 2020 semester, and many schools struggled with opening and closing campuses due to COVID outbreaks. Colleges and universities are expected to continue dealing

with student enrollment declines, financial constraints, and staffing issues throughout 2021.

Interstate Passport leaders and staff recognized the dire circumstances faced by institutions across the country, and, in response, formed a task force to provide advice on issuing a Call to Action to help students in the wake of the pandemic and its impact on the economy. Issued in July 2020, the [Call to Action](#) urged institutions to work together to remedy the long-standing problems with transfer. It makes the case for implementing the Interstate Passport program nationwide to ensure that students avoid repeating learning already achieved to meet lower-division general education requirements post-transfer, saving them time and money. Supporters who signed on to the Call to Action number over 200, and include representatives of the WICHE Commission, Network member institutions, non-member institutions, and regional and national higher education organizations and associations including: the Association of Community College Trustees (ACCT), American Council on Education (ACE), Complete College America (CCA), Hispanic Association of Colleges and Universities (HACU), National Association for Equal Opportunity in Higher Education (NAFEO), National Association of Student Personnel Administrators (NASPA), and The League for Innovation in the Community College.

Members of the task force agreed to continue serving in an advising capacity by participating in the newly formed *Colleagues for Interstate Passport's Future*, which will meet on a quarterly basis in the coming year. The advisory group is co-chaired by Sam Gingerich, former provost and executive vice chancellor of the University of Alaska Anchorage, and Francisco Rodriguez, chancellor of the Los Angeles Community College District. Other members include representatives from state higher education institutions, systems, and associations.

## Committees

Advisory committees of institutional team members continued to meet virtually on a bi-monthly or quarterly basis throughout the year. Committees include Institution Liaisons, Registrars/Institutional Researchers, Academic Advising, Campus Marketing, and Military and Veterans Affairs. Members provide a communication channel to their counterparts at participating institutions, serve as local experts in their respective areas of responsibility on matters relating to Interstate Passport, and develop resources that are shared with other Interstate Passport Network institutions. The committees also provide recommendations to Interstate Passport staff and the Passport Review Board. Highlights from this past year for the committees include:

- The Institution Liaison Advisory Committee assisted in development of the *Joining the Interstate Passport Network* flyer and the *Mapping the Passport Learning Outcomes Worksheet*. Both documents are key resources for prospective members of the Interstate Passport Network.
- Members of the Academic Advisory and Campus Marketing Committees recommended the promotion of and institutional participation in the National Transfer Student Week. This event is organized by the National Institute for the Study of Transfer Students to celebrate transfer students and the professionals who support them on their journeys.

In addition to the advisory committees, the interstate faculty teams for each of the nine knowledge and skill areas covered by the Passport Learning Outcomes convened virtually. The purpose of these calls was to orient new team members, review the PLOs, and report on implementation of the Interstate Passport program at members' institutions. The chairs of each of the nine teams participate on the Faculty Team Chairs Committee, which discusses issues raised in the individual committees and provides recommendations to the Passport Review Board.

## Outreach

The combined efforts of the Call to Action and staff and consultant outreach raised awareness about the Interstate Passport program in current and new states significantly. This is especially true in the South where 130 institutions accredited by the Southern Association of Colleges and Schools Commission on Colleges signed the Call to Action.

## Evaluation/Research Project

As required by the First in the World grant awarded by the U.S. Department of Education, an external evaluation was conducted by the Education and Employment Research Center (EERC), School of Management and Labor Relations, at Rutgers University. The evaluation team's objective was to determine how well the Interstate Passport was performing at member institutions. The team focused its study on three states – Hawai'i, South Dakota, and



The Chicago School of Professional Psychology

Utah – to collect data for analysis that included student characteristics (age, gender, race/ethnicity, Pell status), academic preparation variables, transfer information (including student movement to and from institutions), and student academic history. The evaluation team also conducted a qualitative study focused on students' intentionality in earning a Passport. Due to the pandemic, the team was not able to interview as many students as planned but did collect sufficient data to examine progress towards project goals related to persistence, time to degree and cost. Overall results were positive.

The study of nine Interstate Passport Network (Network) member institutions across two states found that students who transferred among Network institutions were enrolled more continuously, earned more credits, and had slightly higher grade point averages (GPAs) than similar students who transferred into Network institutions from non-member institutions. The findings for enrollment and credit accumulation suggest that the Interstate Passport program may facilitate students' post-transfer pathways in their receiving institutions. The modest GPA impact could mean that, compared to similar policies and practices, the Passport Learning Outcomes are better at preparing students for academic success after transfer.

The final evaluation report was submitted to the U.S. Department of Education and is available upon request.



"The transfer of academic credit has been a stumbling block for students for many years. The Interstate Passport, based on the evaluation of competencies rather than courses, is a wonderful way for colleges across the country to feel confident that students have actually mastered the skills they need to be successful."

*Belle Wheelen,  
President, Southern Association of Colleges and Schools Commission on Colleges*

## Student Transfer by Destination State Database

Developed by Interstate Passport, the [Student Transfer Destinations by State](#) database illustrates student transfer patterns across the entire country and U.S. Territories. To the existing data on the 2006, 2008, 2010 and 2012 entering student cohorts, the 2014 cohort data was added this year. The website serves as a dynamic tool to demonstrate, over time, the interstate and intrastate transfer trends by providing a visual display of where students are transferring to and from across state lines.

## Marketing and Dissemination

Educational Marketing Group (EMG), a nationally recognized leader in higher education marketing, continued to increase awareness of and generate interest in Interstate Passport through a variety of marketing and media relations efforts. In collaboration with Interstate Passport staff, EMG planned, implemented, and managed the Call-to-Action campaign designed to increase interest and membership in the Interstate Passport Network. The campaign was directed at higher education administrators and decision makers and ran from July through August 2020.

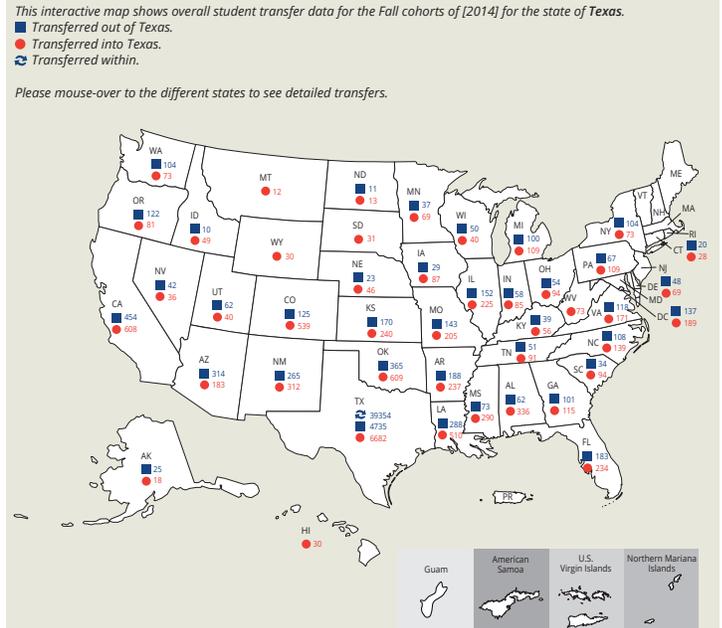
The two-month campaign resulted in an almost 46 percent increase in website traffic and the Call-to-Action effort was featured in the following publications, among others:

- *The Hechinger Report*
- *The Washington Post*
- *University Business*
- *The American Association of Collegiate Registrars and Admissions Officers Newsletter*
- *Lake Region State College News*

## Publications

Interstate Passport appeared in several publications during the year. The Northwest Commission on Colleges and Universities (NWCCU) featured a [piece](#) written by Patricia Shea, Senior Adviser for Academic Leadership Initiatives on Interstate Passport, in its newsletter, *The Beacon*. The article details what the Interstate Passport

Figure 1: Geographic Distribution of Transfer Students by Selected State



program is, why it is needed, and how it works. The January 2020 issue of *Change Magazine* included an article, “[The General Education Transfer Highway](#),” by Jane Sherman, Passport State Coordinator, and Patricia Shea. The article makes a solid case for utilizing the Interstate Passport program as a vehicle for recognizing completion of lower-division general education and, importantly, preparing students for upper-division coursework. In addition, Shea was invited to submit a case study, “Interstate Passport®: Streamlining Student Transfer Across State Lines,” for *The Transfer Experience: A Handbook for Creating a More Equitable and Successful Postsecondary System* edited by John N. Gardner, Michael J. Rosenberg, and Andrew K. Koch; Gardner Institute to be published in February 2021.

## Interstate Passport Briefing

The monthly newsletter, [Interstate Passport Briefing](#), reports on program activities and events, features both opinion and spotlight sections, and highlights pertinent reports and studies on student transfer. The newsletter is distributed to nearly 900 subscribers including



“Interstate Passport provides a vehicle to minimize students repeating similar courses across institutions – and paying for the same requirement again – and facilitate shared General Education competencies across institutions of higher education.”

R. Joel Farrell II,  
Chief, Institutional Analytics, Air University

academic administrators, faculty members, registrars, institutional researchers, advisors, and campus marketing representatives from Network member institutions, as well as prospective members, associations, regional accreditors, members of the Western Alliance of Community College Academic Leaders and the Western Academic Leadership Forum, and WICHE Commissioners. Newsletters over the last year featured notable interviews with Janet Marling, executive director of the National Institute for the Study of Transfer Students; John Gardner of the John N. Gardner Institute; and Gretchen Schmidt, Pathways executive director for the American Association of Community Colleges. Current and archived newsletter content is available on the website at <http://interstatepassport.wiche.edu/newsletters>.

## Webinars

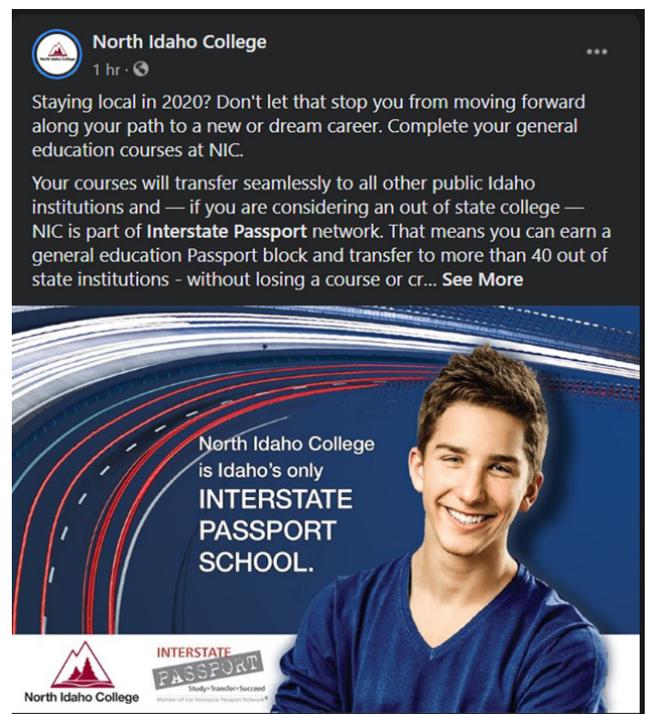
Interstate Passport continues to offer webinars to help support program implementation and to scale membership in the Interstate Passport Network. This year the Northwest Commission on Colleges and University hosted a webinar, [Interstate Passport: Streamlining Transfer for Increased Student Success](#), for its membership and featured institutional representatives from North Idaho College, University of Alaska, and Utah State University. Also new this year is a four-part video series that provides an overview on becoming a member of the Interstate Passport Network. These four videos feature an introduction to Interstate Passport; the faculty role in mapping learning outcomes; the role of registrars and institutional researchers in collecting and reporting data; and communication and marketing. All webinars can be viewed at <http://interstatepassport.wiche.edu/category/webinars/>.

## Presentations and Meetings

Interstate Passport staff, consultants, Passport State Facilitators, and institutional representatives made presentations in person and virtually at 18 state, regional, and national meetings during the 2019-2020 academic year. Some were designed to provide assistance to existing members and onboarding members while others focused on increasing awareness of and generating interest in joining the Interstate Passport Network among prospective members. A complete list of presentations can be found [here](#).

## Members' Marketing Videos

In response to the pandemic, North Idaho College produced a [video](#) and social media campaign geared toward students returning home to finish up the academic school year. The campaign featured the benefits of earning a Passport to ensure successful transfer of the lower-division general education course work.



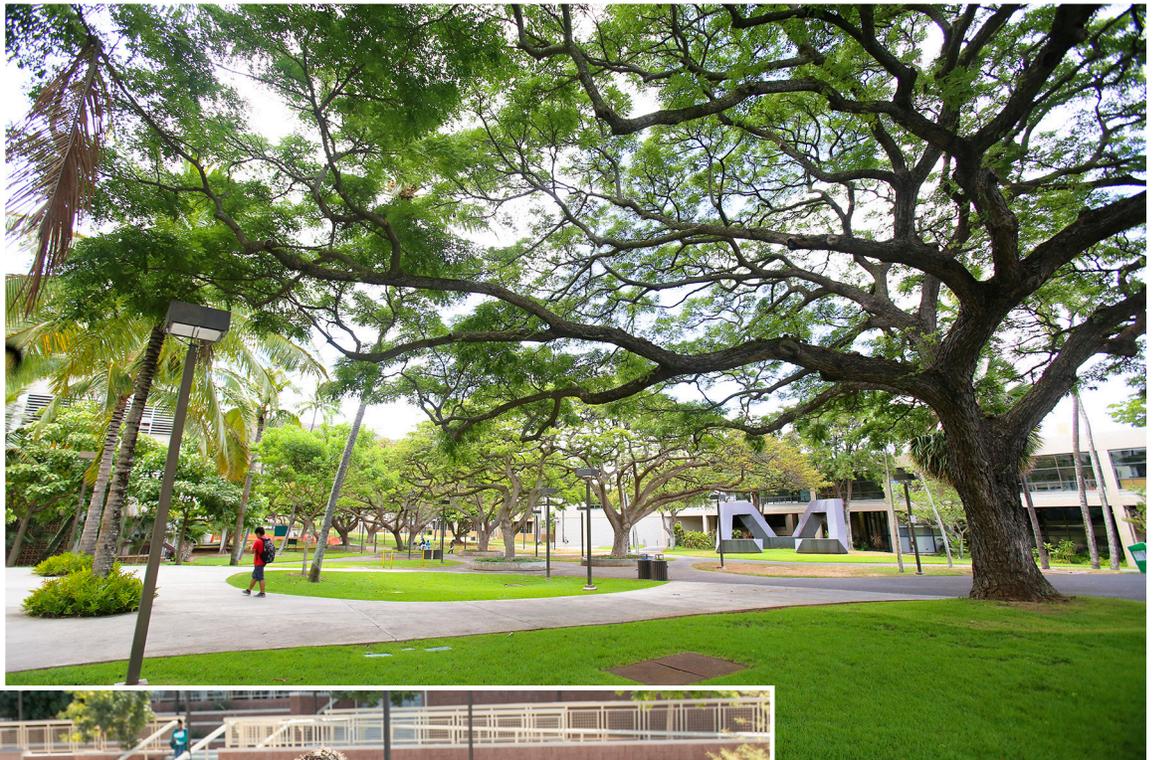
"Interstate Passport flips the traditional transfer paradigm, making the sending institution responsible for ensuring what a student knows and can do rather than the receiving institution making that determination. Interstate Passport is a proven model that benefits students by streamlining the transfer process."

*Sam Gingerich,  
Former Provost & Executive Vice Chancellor, University of Alaska Anchorage,  
and Co-Chair, Colleagues for Interstate Passport's Future*





University of Alaska Anchorage



University of Hawai'i Mānoa



Nevada State College

# Student Tracking Data Analysis and Summary of Results

## Passports Awarded and Academic Success Post-Transfer

Annually, the Interstate Passport Review Board (PRB) reviews two reports provided to WICHE by the National Student Clearinghouse (NSC) that aggregate student-level data submitted by Network members for the academic year (AY). The PRB, as the policy making body, reviews these reports to ensure that the Passport Network is providing expected benefits to students and that member institutions are meeting expectations. These reports are:

- (1) Total Number of Passports Awarded in the Academic Year
- (2) Academic Progress Tracking of Passport Earners

The first report is a simple summary of annual Passport awards organized by state and institution. The second report tracks students with a Passport who transferred to a Network member institution. It compares the academic progress of students who transferred with a Passport to two groups: a) students without a Passport who transferred from one Network institution to another; and b) students who earned a Passport at the reporting institution but did not transfer. This report aggregates data from all receiving institutions across nine dimensions for at least two terms after transfer. The expectation is that students transferring with a Passport will perform (in aggregate) better (in terms of GPA and credits earned) than students transferring without a Passport, and that they will perform at least as well as those “native” students who earn a Passport but do not transfer. An individualized report is also provided to the sending institutions about their former students’ academic progress for use in continuous improvement efforts.

For the 2020 reporting year, COVID-19 disruptions have delayed reporting by a number of Interstate Passport Network members, thus the data presented here is incomplete. The smaller institutions, especially two-year institutions, were particularly affected, and we expect award numbers to rise when all institutions have submitted their data. As a result of these challenges, opportunities for detailed analysis are more limited this year, compared to last. The “sample” of Passport transfer students is, to-date, smaller than the sample from last year, and as a result, although the patterns in the data are consistent with last year’s very positive results, the statistical reliability underlying those patterns is less robust.

Sixteen institutions submitted data within the reporting deadline on the number of Passports they awarded in AY2019-2020. A total of 10,183 Passport awards were reported for the academic year bringing the total number of Passports awarded to 48,541. Table 1 shows the total number of Passports awarded since the program was implemented.

The number of institutions reporting Academic Progress Tracking data through the NSC for the 2019-2020 year was lower due to COVID. A review of the academic progress data reported for AY 2019-20 to-date shows general trends across all reported dimensions that are similar to the results from last year. The aggregated grade point average (GPA), after transfer, of the 192 Passport earners reported, 3.54, was statistically higher than the 2.92 aggregated GPA of students who transferred without a Passport in the same period (see Figure 1). Academic performance of those Passport transfer

**Table 1: Total Number of Passports Awarded by Academic Year**

Academic Year	Count of Passports Awarded by Term			Total Passports Awarded	
	June. 1 - Aug. 31	Sep. 1 - Dec. 31	Jan. 1 - May 31	Total	Cumulative
2016-17	0	5698	6899	12597	
2017-18	4225	4255	5023	13503	26100
2018-19	1061	5596	6129	12786	38886
2019-20	906	4375	4902	10183	49069

“As a faculty member, I believe it is unnecessary for students to repeat similar general education coursework when they transfer between institutions. I support the Interstate Passport as a meaningful way to save students time and money after transfer.”

*Jonathan Carrier,  
Interim Dean, School of Arts and Humanities, Laramie County Community College (WY)*



students was roughly comparable to Passport earners who remained at the same institution. The positive patterns for Passport transfers, statistically verified in last year's academic progress data across multiple dimensions, have persisted through the current academic year, albeit with a smaller number of transfers reported. Across many of the reported dimensions for these comparison groups, the sample size is not large enough this year to draw statistically valid conclusions, but the overall results for Passport earners remain strong.

For the students who transferred with a Passport to another Network member institution and completed two terms by AY 2019-2020, the aggregated average weighted student credit hours (SCH) earned was 13.64 compared to 9.74 for students who transferred without a Passport. For "native" Passport earners who remained, the aggregated average weighted credits earned was 13.39 (see Figure 2). Across the reported dimensions, the sample size is not large enough to draw other statistically valid conclusions but again the results for Passport earners look consistently promising.

The processes in place for institutions to report data on Passports awarded and to track academic progress of Passport students post-transfer continue to work as designed in collaboration with the National Student Clearinghouse. Academic Progress reporting continues to lag Passports-awarded reporting as expected, given the additional time necessary for implementation. The sustained increase in institutions joining the Interstate



University of Arkansas Community College at Batesville

Passport Network and submitting data will continue to yield more robust datasets. This, in turn, will better help the Network understand the transfer population and the full impact of Interstate Passport across all of the dimensions reported in aggregate by NSC to the Passport Review Board.

Figure 1: GPA Outcomes for Students in Three Representative Dimensions

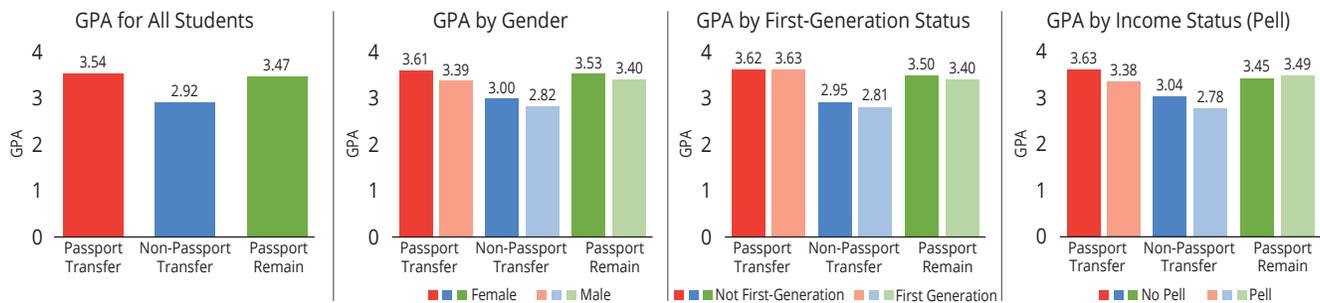
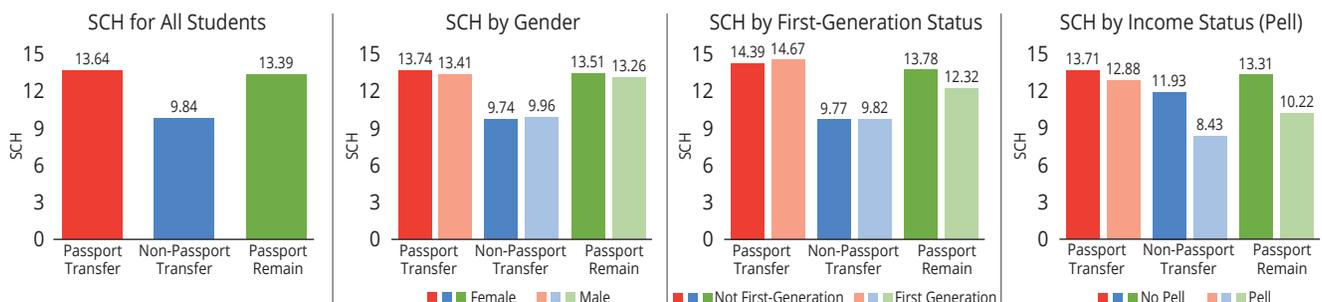


Figure 2: Student Credit Hours (SCH) Outcomes for Students in Three Representative Dimensions



# Financial Statement

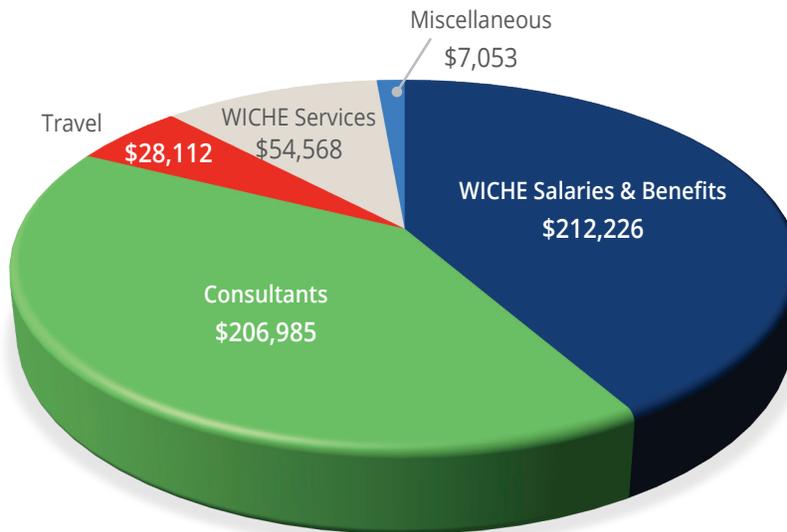
## Project Year: October 1, 2019 – September 30, 2020

Our work this year was supported by \$508,943 of 2018-19 carryover funding from the U.S. Department of Education's First in the World grant. Helpfully, the FITW program officer had recommended spending funds cautiously in the first years of the grant in case a no-cost fifth year extension should be needed to complete the Department of Education's required research study.

WICHE's customary charge for its administrative services (rent, IT, telephone, and indirect) during this project year amounted to \$98,329. Since some of the expenses are not allowed by funders or exceeded allowable indirect limits, however, WICHE charged the project \$54,568 with the balance of \$43,762<sup>1</sup> contributed in-kind.

During this period, cash expenditures of \$508,943 were allocated as follows (see Figure 3): 40.7 percent for consulting, including marketing; 41.7 percent for WICHE salaries and benefits; 10.7 percent for WICHE services (rent, IT, phone, and indirect); 5.5 percent for travel, and 1.4 percent for miscellaneous.

**Figure 3: Interstate Passport Grant Expenditures**  
*Actual and Projected*  
October 2019 through September 2020



<sup>1</sup> Value of WICHE services not allowed by funders or that exceed the funders' allowable limits: U.S. Department of Education: cost of the difference in WICHE's customary 15 percent indirect charge on all expenses and the Department's cap at 8 percent on all expenses except for the contractual (consulting) category, which is further limited to 8 percent on each vendor's first \$25,000 charge (\$46,379).

"We are excited to join other leading universities in the Interstate Passport Network. Being a member of the Network validates the quality of our University's general education curriculum and gives us access to a new pool of highly qualified transfer students that will no doubt enrich our University community."

*Kevin Carman,  
Executive Vice President and Provost, University of Nevada, Reno*



## Financial Statement (cont.)

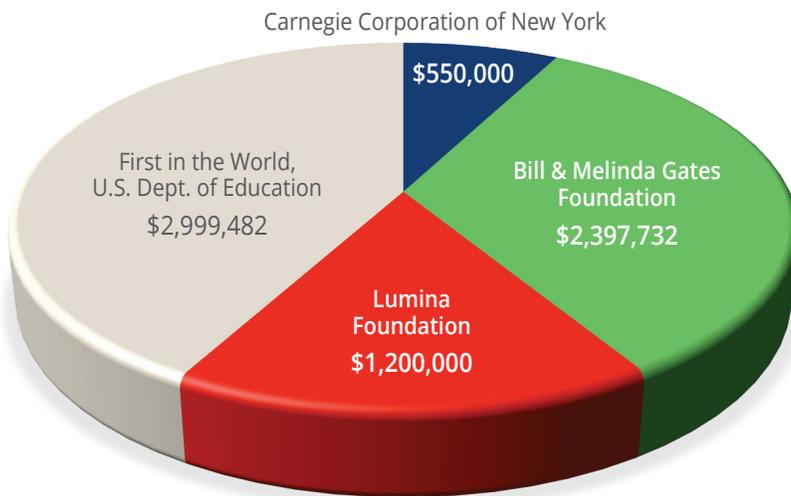
### Overview of Grant Funding and Expenditures: October 1, 2011 – September 30, 2020

Figure 4 shows overall revenue (actual) and Figure 5 shows expenditures (actual) in support of the Interstate Passport program from October 2011 through September 2020 – the period for which we have had grant funding. The overall grant support for Interstate Passport, to date, is \$7,171,676.

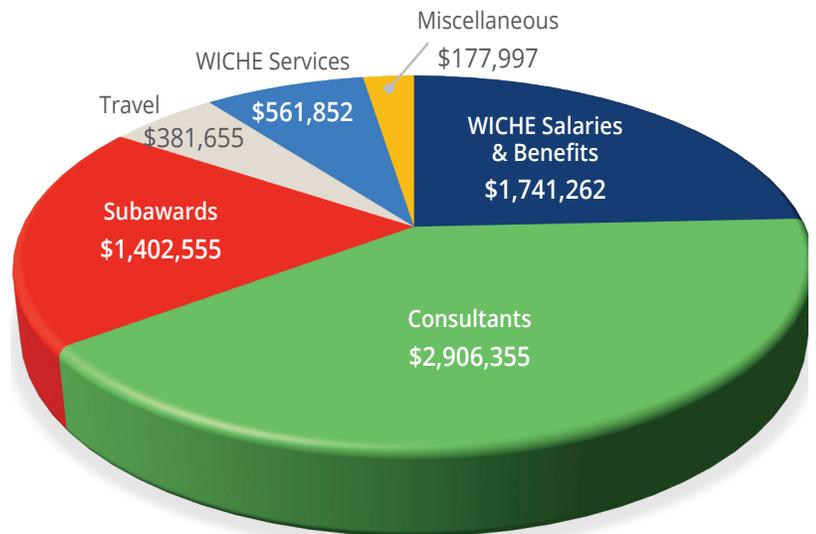
Earned interest in the amount of \$24,462 has been incorporated into the budget. WICHE’s customary charge for its administrative services (rent, IT, telephone, and indirect) for these grants would have been \$1,221,158. Since some of the expenses are not allowed by funders or exceed allowable limits, WICHE charged the project \$561,852 with the balance of \$659,306<sup>2</sup> contributed in-kind.

Overall, cash expenditures are allocated among the following categories (see Figure 3): 40.5 percent for consulting, 24.3 percent for WICHE staff salaries and benefits, 19.6 percent for sub-awards to states and institutions, 7.8 percent for WICHE services, 5.3 percent for travel, and 2.5 percent for miscellaneous.

**Figure 4: Interstate Passport Total Revenue**  
*Actual and Projected  
October 2011 through September 2020*



**Figure 5: Interstate Passport Grant Expenditures**  
*Actual and Projected  
October 2011 through September 2020*



<sup>2</sup> Value of WICHE services not allowed by funders or that exceed the funders’ allowable limits: Carnegie Corporation of New York: cost of WICHE’s 15 percent indirect on consultant expenditures, rent, phone, and IT (\$66,662); Lumina Foundation: cost of WICHE’s 15 percent indirect on all expenses (\$180,905); Bill & Melinda Gates Foundation: cost of conference calls, rent, phone, IT and WICHE’s 15 percent indirect on these items (\$101,501); U.S. Department of Education: cost of the difference in WICHE’s 15 percent indirect charge on all expenses and the Department’s cap at 8 percent on all expenses except for the contractual (consulting) category which is further limited to 8 percent on each vendor’s first \$25,000 charge (\$310,238).

## Looking Ahead

The repercussions of the COVID-19 pandemic on higher education will continue to be felt for years. Thousands of students have had their college plans interrupted, at best, or ruined, at worst. However, many college leaders recognized early in the pandemic the urgent need for solutions to keep students engaged and enrolled. Simplifying student transfer has become a priority as institutions revise transfer policies, ensure acceptance of transfer credits, collaborate with other schools, and reach out to students who may have dropped out or stopped out. As Interstate Passport's Call to Action declared, if ever there were a time to streamline transfer, this is it. The pandemic has led to an increased focus among Network members and staff on improving pathways in all transfer directions, as well as increasing the number of minority-serving colleges and universities as members. These priorities will guide our efforts in the coming year as we seek to expand the Network and make the Passport available to more students.

The design, development, and initial launch of Interstate Passport have been made possible by multiple funding sources (the Carnegie Corporation of New York, Lumina Foundation, Bill & Melinda Gates Foundation, and the U.S. Department of Education First in the World grant). For Interstate Passport to make a significant contribution to higher education's completion and equity agendas, our emphasis in the coming years is to scale up the number of participating institutions both within existing states and new states so that students have wider access to seamless transfer, and so that institutional equity efforts benefit from the feedback data it provides.

Based on the Interstate Passport Strategic Plan that was approved in 2018, staff and consultants are making noteworthy progress on many of the goals and actions necessary to expand the Interstate Passport Network to the number of institutions needed for the success of its mission.



Adams State University

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

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

Building on the momentum from the Call to Action and the enthusiasm for Interstate Passport as demonstrated by the number of new Network members this last year, the primary emphasis for AY 2020-2021 is to continue scaling the Interstate Passport Network to the point of widespread adoption and fiscal sustainability. These efforts will be supported by a recent grant. In addition, Interstate Passport is moving forward with its newly formed partnership with ACE and exploring additional opportunities for collaboration with national higher education organizations devoted to improving equitable educational opportunity for students through transfer. And we are continuing to explore funding to support development of a Passport tailored for STEM students.



"Interstate Passport is a transparent way to facilitate the transfer of courses, minimizing loss of credits, extended time to degree, and ultimately, financial loss. At the same time, it cuts down on laborious transfer evaluation work, typically conducted in Registrar offices. It is a win-win proposition!"

*Laurie Nichols,  
President, Black Hills State University*

# Participants

## Interstate Passport® Network

\* New member in 2019-20

### ALABAMA

- Air University/Community College of the Air Force

### ALASKA

- University of Alaska Anchorage
- University of Alaska Fairbanks\*
- University of Alaska Southeast\*

### ARKANSAS

- University of Arkansas Community College at Batesville

### CALIFORNIA

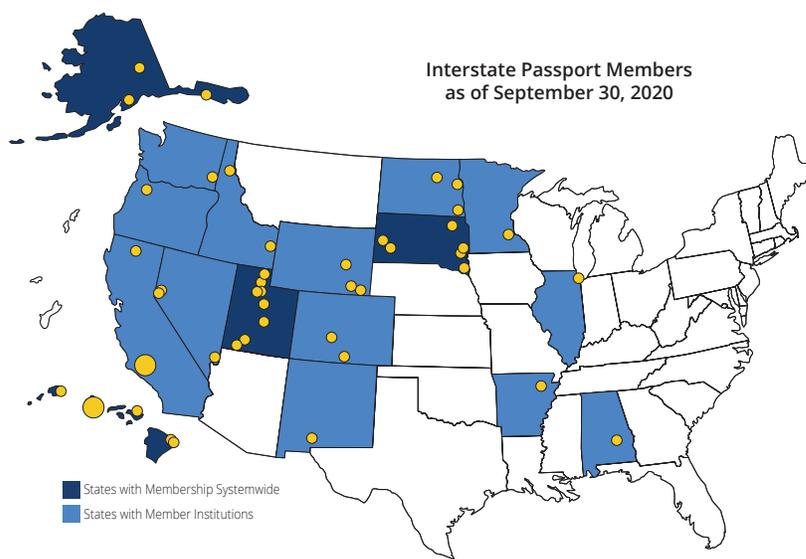
- Cerritos College
- College of the Siskiyous
- Los Angeles Community College District\*
  - East Los Angeles College
  - Los Angeles City College
  - Los Angeles Harbor College
  - Los Angeles Mission College
  - Los Angeles Pierce College
  - Los Angeles Southwest College
  - Los Angeles Trade-Tech College
  - Los Angeles Valley College
  - West Los Angeles College

### COLORADO

- Adams State University
- Western Colorado University\*

### HAWAII

- Leeward Community College
- University of Hawai'i West O'ahu
- Hawai'i Community College\*
- Honolulu Community College\*
- Kapi'olani Community College\*
- Kaua'i Community College\*
- Maui College\*



- University of Hawai'i Hilo\*
- University of Hawai'i Mānoa\*
- Windward Community College\*
- Chaminade University\*

### IDAHO

- North Idaho College
- College of Eastern Idaho\*

### ILLINOIS

- The Chicago School of Professional Psychology

### MINNESOTA

- Concordia University, St. Paul

### NEVADA

- Nevada State College\*
- Truckee Meadows Community College\*
- University of Nevada, Reno\*

### NEW MEXICO

- New Mexico State University\*

### NORTH DAKOTA

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

### OREGON

- Western Oregon University

### SOUTH DAKOTA

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

### UTAH

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

### WASHINGTON

- Washington State University\*

### WYOMING

- Casper College\*
- Laramie County Community College
- University of Wyoming\*

## Passport Review Board

Passport Review Board members include the Passport State Facilitators (PSF) from participating states and at-large members who are experts in academic quality, faculty roles and interactions, research and analysis, state transfer policy, student affairs, or other aspects of the higher education enterprise relevant to transfer (see, <http://interstatepassport.wiche.edu/review>). The Passport Review Board held its annual meeting in Boulder, Colorado, in January 2020 and a follow-up meeting by conference call.

### Passport State Facilitator Members, 2019-20



**Alaska:** Dan Kline, professor of English, director of general education, University of Alaska Anchorage



**Arkansas:** Beverly Meinzer, instructor in Chemistry, University of Arkansas Community College at Batesville



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



**Hawai'i:** James Goodman, dean of Arts & Sciences, Leeward Community College



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



**Minnesota:** Lynn Lundquist, registrar, Concordia University, St. Paul



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



**New Mexico:** Susan Beck, professor, New Mexico State University



**North Dakota:** Brandi Nelson, director of academic affairs, Lake Region State College



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



**Oregon:** Paul Disney, adjunct professor of business management and leadership, Western Oregon University



**South Dakota:** Joelle Lien, system associate vice president for academic affairs, South Dakota Board of Regents



**Utah:** Blair Carruth, assistant commissioner for academic affairs, Utah System of Higher Education



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



**Wyoming:** Kari Brown-Herbst, interim vice president, academic affairs, Laramie County Community College

*\*Non-voting member*

### At-Large Members



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



**Western Alliance of Community College Academic Leaders Representative:** Peter Quigley, professor of English, University of Hawai'i at Mānoa and former associate vice president, academic affairs, University of Hawai'i System

## Institutional Liaisons

Each member institution identifies an Institutional Liaison to serve as Interstate Passport staff's primary contact, and to take the lead in organizing campus staff to apply for membership and coordinate policies and procedures in ongoing participation. The name of each member's institution liaison can be found on its member profile page at [interstatepassport.wiche.edu/institute](http://interstatepassport.wiche.edu/institute).

## Advisory Committees

Much of the work of the Interstate Passport program is carried out in committees. Members are appointed by the respective Institutional Liaison or Passport State Facilitator. For more information see our [website](#).

Active committees include:

- Interstate Faculty Team Chairs
- Interstate Faculty Knowledge and Skill Teams (9)
- Registrars/Institutional Researchers
- Institutional Liaisons
- Campus Marketing Representatives
- Academic Advisors
- Military and Veteran Affairs



Interstate Passport meeting, January 2020

## Interstate Passport® Staff and Consultants



**Anna Galas**, director, academic leadership initiatives and Interstate Passport, WICHE



**Kate Springsteen**, member services coordinator, Interstate Passport, WICHE



**Kay Hulstrom**, manager of institution services, WICHE



**Cherie Curtin**, administrative assistant, Interstate Passport, WICHE



**Patricia Shea**, senior advisor, consultant



**Jane Sherman**, Passport state coordinator, consultant



**LaDawn Miera**, registrar expert, consultant



**Michael Torrens**, institutional researcher expert, consultant

"The Interstate Passport program builds on Utah's systemwide work and expands opportunities for students by enabling them to broaden their higher education career and experiences within the Interstate Passport Network, while saving time and money."

*David Woolstenhulme,  
Commissioner, Utah System of Higher Education, and WICHE Commissioner*





Western Oregon University

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email: [interstatepassport@wiche.edu](mailto:interstatepassport@wiche.edu)