

NISTS 2023

BE A CONNECTOR FOR TRANSFER STUDENT SUCCESS

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The following presentation was given at the 21st Annual Conference for the National Institute for the Study of Transfer Students. Please cite responsibly and direct questions to the original presenter(s).

Educational Session

2794 - Lessons Learned: Interstate Passport after Five Years of Implementation

Leadership and Strategic Planning, Partnerships and Collaboration

Every year innovative programs are implemented at institutions, demanding enthusiasm, staff labor, and dedicated budgets, but what happens as a program ages? This presentation will reflect on the first five years of the Interstate Passport program and will discuss stakeholder turnover and the challenges of measuring and tracking impact. This presentation will encourage participants to reflect on assessing the success of ongoing programs and revising established programs in new cultural and policy landscapes.

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Western Interstate Commission for Higher Education



Lessons Learned: Interstate Passport after Five Years of Implementation

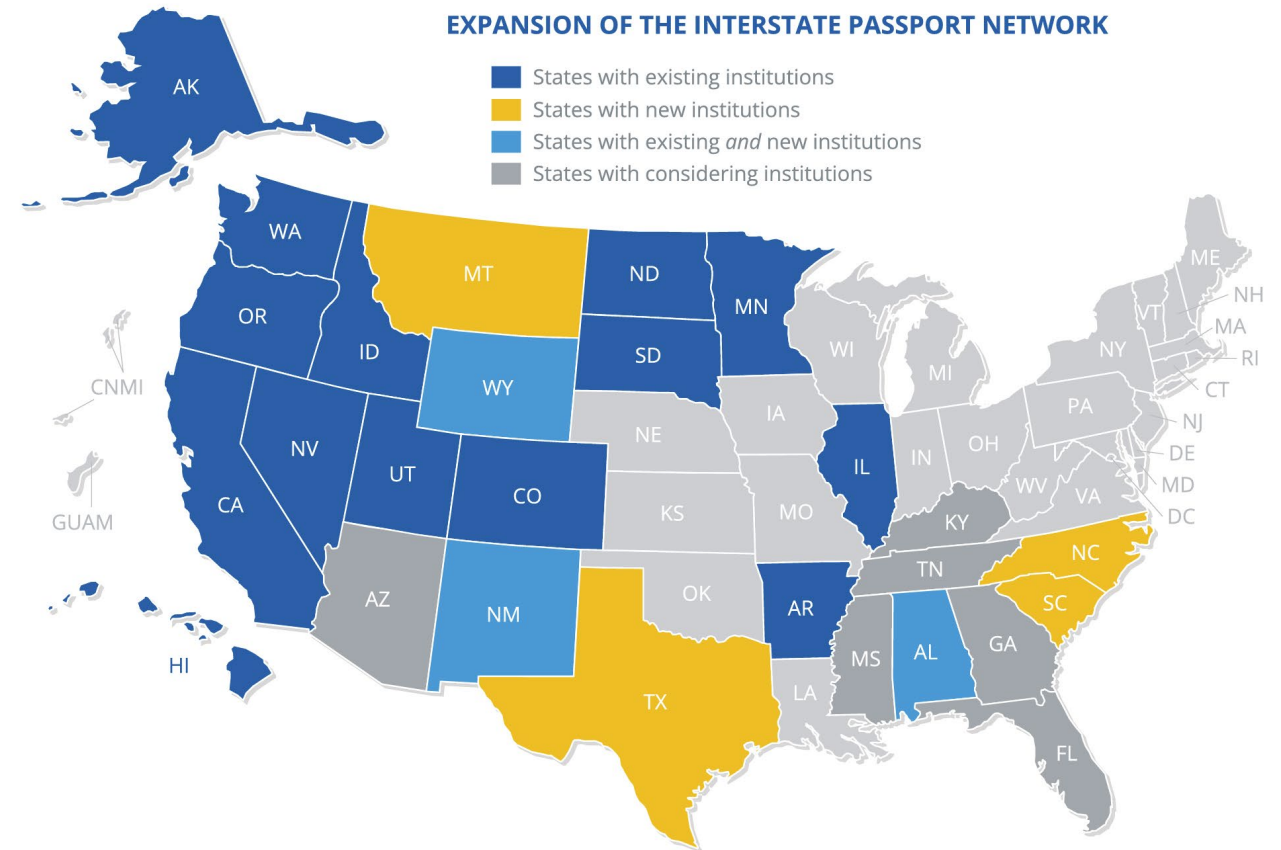
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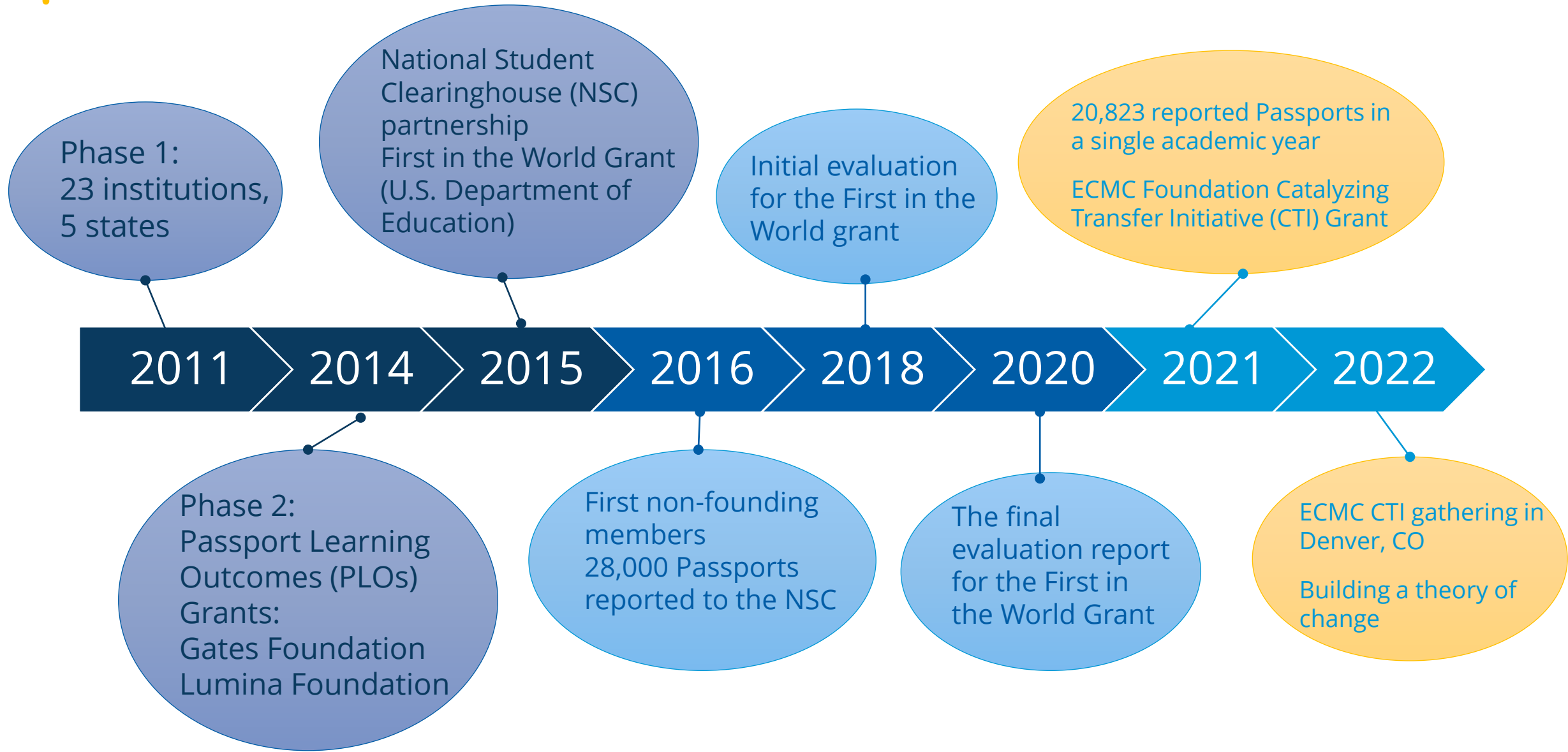
Western Interstate Commission for Higher Education (WICHE)

WHAT IS INTERSTATE PASSPORT?

- ▶ Interstate Passport® is a national program that enables seamless block transfer of lower-division general education.
- ▶ Interstate Passport® based on an agreed upon set of learning outcomes rather than on specific courses and credits.



THE HISTORY OF INTERSTATE PASSPORT



STUDENT TRANSFER PATTERNS IN THE WICHE STATES: A LOOK AT THE FALL 2006 COHORT

At the outset of the Interstate Passport initiative, a report was produced to examine the student transfer picture of the fall 2006 cohort in the 15 WICHE states.*

The transfer rate for full-time students was 35.9 percent, and 31.6 percent for part time students or 33.6 percent of the entire cohort.

Of the students who began at a public two-year institution, 15.4 percent transferred out of state; 25.3 percent of students who began at a public four-year institution did so. Neighboring states gained the highest number of interstate transfer students.

*The WICHE region has grown to 16 states and freely associated territories

Table 2. Transfer within State and out of State 2006 - 2010 by Sector and Control of Origin Institution All Transfer Students, WICHE States, Fall 2006 Cohort

Origin Institution	Within-State Transfer		Out-of-State Transfer		Total	
	Weighted Count	%*	Weighted Count	%*	Weighted Count	%*
Two-Year						
Public	108,246	84.6%	19,647	15.4%	127,893	100%
Private Nonprofit	270	75.1	90	24.9	360	100
Private for-Profit	23,667	95.5	1,111	4.5	24,778	100
Four-Year						
Public	52,125	74.7	17,647	25.3	69,773	100
Private Nonprofit	7,752	58.6	5,481	41.4	13,234	100
Private for-Profit	317	58.5	225	41.6	542	100

* Share of students over entire cohort of transfer students, by institution type

Source: National Student Clearinghouse Research Center.

Note: Totals for Table 1 and 2 do not match due to differing state sector coverage weights. In addition, all reported figures exclude the movement of students into and out of multistate institutions.

Table 5. Interstate Transfers among WICHE States Two-year and Four-year Public Institutions Fall 2006 Cohort

	Student Transfers Into the State from Other WICHE States	Student Transfers Out of the State to Other WICHE States Only	Student transfers Out of the State to Non-WICHE States Only	Total Student Transfers Out of the State
Alaska	182	367	254	621
Arizona	1624	1,137	905	2,042
California	3,061	3,868	3,899	7,767
Colorado	1,188	1,091	1,612	2,703
Hawai'i	381	273	214	487
Idaho	601	769	164	933
Montana	373	367	225	592
Nevada	900	779	350	1,129
New Mexico	401	411	661	1,072
North Dakota	83	79	924	1,003
Oregon	1,811	1,029	342	1,371
South Dakota	94	74	475	549
Utah	601	724	496	1,220
Washington	1,661	1,882	749	2,631
Wyoming	253	364	233	597
TOTAL	13,214	13,214	11,503	24,717

Source: National Student Clearinghouse Research Center.

EVALUATING A PROGRAM



- Identify stakeholders and decision-makers



- Define the challenges with the program



- Compare the initial goals and context of the program to current goals and context



- Consider the growth or degrowth over the life of the program



- Map activities that could lead to the short- and long-term results



- Write a proposal for change for stakeholders

THINK-PAIR-SHARE

- ▶ Consider a program at your institution.
- ▶ What mechanisms for evaluation does your institution utilize?
- ▶ What are the roadblocks to evaluation?
- ▶ What are the signs that a program needs evaluation?
- ▶ Was the program revised or retired?

SUMMER 2022 MARKETING FOCUS GROUPS

Member Perspective

- ▶ They implemented the program, but they do not know if Interstate Passport is working.
- ▶ Three key questions
 - Are our students using it to transfer?
 - Are transfer student success outcomes improved?
 - Does participating in the Interstate Passport Network gain us students?

Prospective Member Perspective

- ▶ No urgency
- ▶ Positive feelings but no passion
- ▶ Not a unique solution that they feel their institution must pursue
 - Legislative mandates are seen as a “competitor” to the program
- ▶ No connection to Interstate Passport as solving a real problem for their students

CREDIT MOBILITY IN 2023

- ▶ [NISTS](#)
- ▶ COVID-19 Transfer, Mobility, and Progress report from [National Student Clearinghouse \(NSC\)](#)
- ▶ Issue brief from [Ithaka S+R](#)
- ▶ National Transfer Landscape scan from [Education Commission of the States \(ECS\)](#)
- ▶ State-wide transfer initiatives and mandates
- ▶ Feedback from ECMC Foundation Catalyzing Transfer Initiative

THE FUTURE



THANK YOU!

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