



# NISTS 2020

## REIMAGINING THE TRANSFER STUDENT EXPERIENCE FEBRUARY 5-7, 2020 • ATLANTA, GEORGIA

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### **Interstate Passport®: A Learning Outcomes Solution to Transfer Credit Loss**

*Curricular Alignment or Degree Pathways, Partnerships and Collaboration*

Interstate Passport re-imagines transfer by basing acceptance of a block of general education coursework on shared learning outcomes rather than on specific courses and credits. It promotes student success by preventing loss of credit in transfer. It is the only nationwide program smoothing transfer for students across state lines and can also help resolve in-state transfer. It has special relevance for military and veterans, and for low-income students, who more often begin at two-year colleges.

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# Interstate Passport<sup>®</sup>: A Learning Outcomes Solution to Transfer Credit Loss

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for Higher Education

# Today's Topics

- Transfer in the U.S.
- Why Interstate Passport®
- What it is and how it works
- Who's involved
- What the data tells us
- How to become a member



# Transfer in the U.S.

- **2.8 million students** entered college for the first time in fall 2011,
- **38 % of them (over 1 million students)** transferred to a different institution at least once within six years.
- Counting multiple moves, the 2011 cohort made **1.8 million transitions** from one institution to another by 2018.

*and...*

**27 % of the transfer population crossed state lines**

*Source: Shapiro, D., Dundar, A., Huie, F., Wakhungu, P.K., Bhimdiwali, A., Nathan, A., & Youngsik, H. (2018, July). Transfer and Mobility: A National View of Student Movement in Postsecondary Institutions, Fall 2011 Cohort (Signature Report No. 15). Herndon, VA: National Student Clearinghouse Research Center.*

# Transfer in the U.S.

Students who transfer among public institutions  
lose an estimated **43%** of their credits

*Source: United States Government Accountability Office (2017). Higher Education: Students Need More Information to Help Reduce Challenges in Transferring College Credits, Report to Congressional Requesters (GAO-17-574 U). Washington, DC: USGAO.*

*“... the greater the loss, the lower the chances of  
completing a BA.”*

*Source: Monaghan, David and Attewell, Paul (2014). The Community College Route to the Bachelor's Degree, published online by Educational Evaluation and Policy Analysis.*

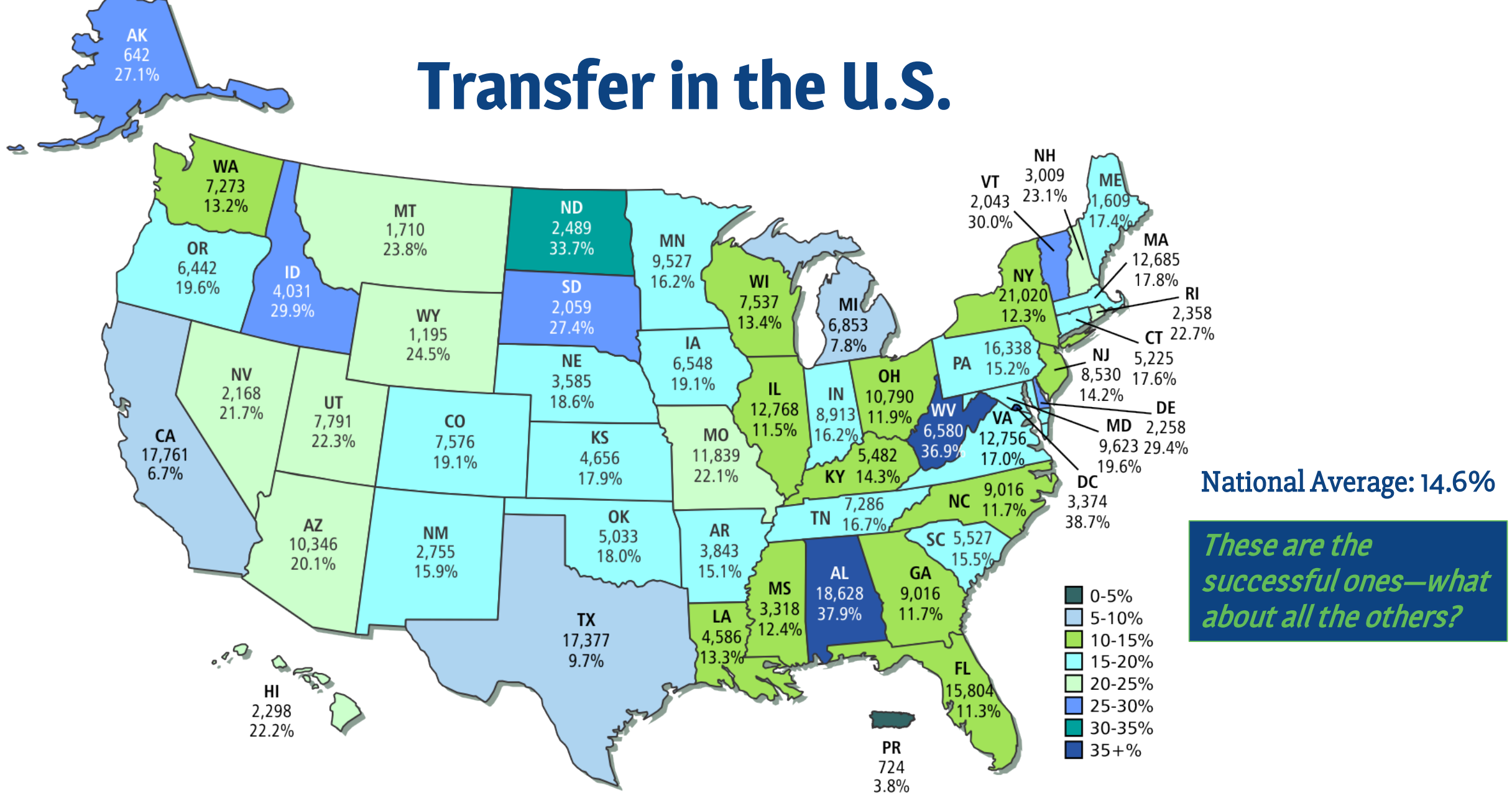
# Transfer in the U.S.

Including both **in-state** and **out-of-state** community college transfer students:

- **14 percent** lose more than 90 percent of their credits.
- About **28 percent** lose between 10 percent and 90 percent of their credits.
- **58 percent** are able to bring all or almost all of their credits with them.

*Source: Monaghan, David and Paul Attewell (2014). The Community College Route to the Bachelor's Degree, published online by Educational Evaluation and Policy Analysis.*

# Transfer in the U.S.



Source: Snapshot Report: Interstate Mobility. (2015). Herndon, VA: National Student Clearinghouse Research Center.

# Transfer Destinations by State: Florida



Our interactive [website](#) with view of first time transfer for first-time enrollees.

Figure 1: Geographic Distribution of Transfer Students by Selected State

Print/Export

This interactive map shows overall student transfer data for the Fall cohorts of [2006, 2008, 2010, 2012] for the state of Florida.

- Transferred out of Florida.
- Transferred into Florida.
- ↻ Transferred within.

Please mouse-over to the different states to see detailed transfers.

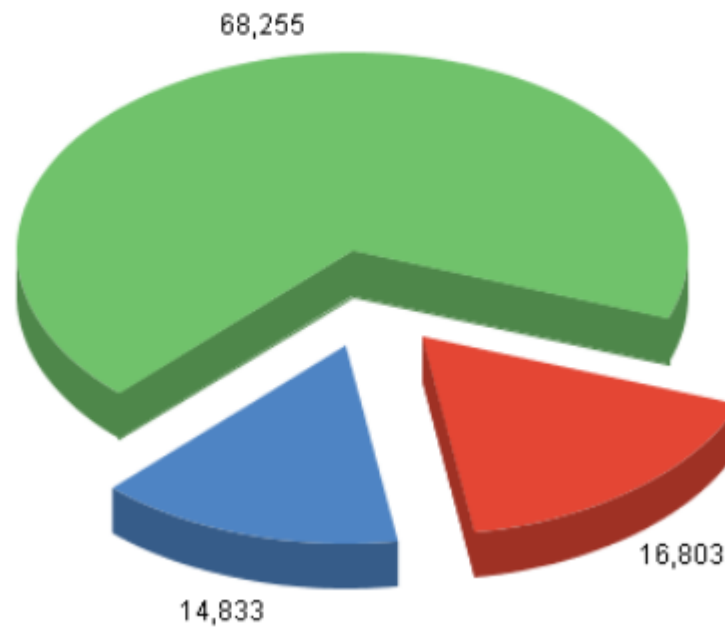


# Transfer Destinations by State: Florida

Figure 4: Overall Transfer Activity for Selected State and Cohorts [ Fall of 2006, 2008, 2010, 2012]

*Note that this pie chart shows total student transfer for selected Cohorts only. It does not correspond to the selected parameters.  
Please refer to the above charts for detailed breakdown of students transfers based on your selection.*

■ Transferred within Florida ■ Transferred out of Florida ■ Transferred into Florida



**32% of Florida's transfer students crossed state lines**

# Why Interstate Passport

“... there are significant barriers to transfer—the most pressing being the loss of credits that community college students experience when they transition to four-year institutions.”

Improving the transfer process and ensuring that students can transfer credits efficiently has the potential to substantially raise college attainment.

Jenkins, D., & Fink, J. (2015). *What We Know About Transfer*. New York, NY: Columbia University, Teachers College, Community College Research Center.

# Why Interstate Passport®

- Western Interstate Commission for Higher Education (WICHE)
  - Western Alliance of Community College Academic Leaders (the Alliance)
  - Western Academic Leadership Forum (the Forum)



# Interstate Passport®

A national program facilitating  
block transfer of lower-division general education  
attainment based on student learning outcomes,  
rather than on specific courses and credits.

Student Focused

Faculty Driven

Institutional Autonomy

Quality Assurance

# Benefits to Students

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- Achieve an early milestone encouraging persistence to degree, regardless of transfer
- Avoid unnecessary repetition of learning already achieved upon transfer
- Know in advance of transfer that GE requirements will be met
- Save time and money w/o repetition
- Earn a meaningful foundational skills “credential” with value in the workforce



# Passport Earners

38,886

In 3 Academic Years  
(2016-2019)



University of North Dakota

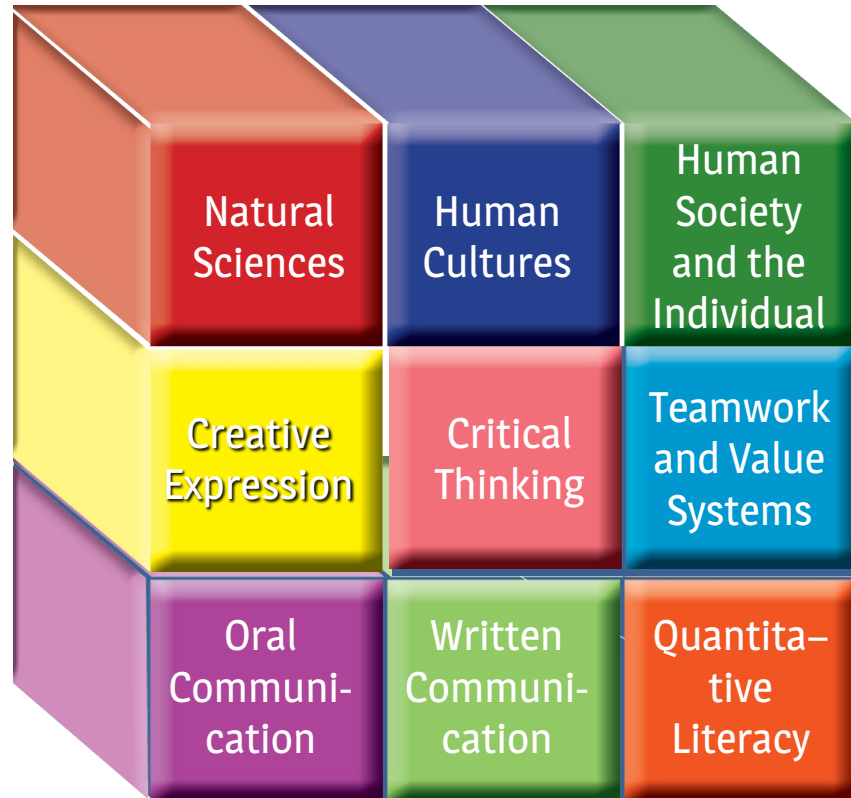
# Nationwide Articulation Framework

- Built on the good work of LEAP, states & institutions
- Based on 63 Passport Learning Outcomes across nine areas of learning
- Each supported by multiple **examples of how faculty members teach** and assess learning at the lower division



Interstate Faculty Team Meeting

# How Does Interstate Passport<sup>®</sup> Work



## Nine Knowledge and Skill Areas

- Knowledge of Concepts
- Crosscutting Skills
- Foundational Skills



# Mapping Outcomes

*Are they congruent and cover the same range of learning?*

## Univ of Hawaii System

1. Foundations Requirements  
(Written Communication, Quantitative Reasoning, Global & Multicultural Perspectives)
2. Diversification Requirements  
(Arts, Humanities, & Literature; Social Sciences, Natural Sciences)
3. Focus Requirements  
(Contemporary Ethical Issues; Hawaiian, Asian, & Pacific Issues; Oral Communication, & Writing Intensive)

<http://www.catalog.hawaii.edu/18-19/corerequirements/coreRequirements.html>

## Passport Learning Outcomes

1. Oral Communication
2. Written Communication
3. Quantitative Literacy
4. Human Cultures
5. Creative Expression
6. Human Society & the Individual
7. Natural Sciences
8. Critical Thinking
9. Teamwork & Value Systems

<https://interstatepassport.wiche.edu/about/outcomes/>

*“We all file differently, but what we file may be remarkably similar.”*

## MinnState Univ System

1. Communication
2. Critical Thinking
3. Natural Science
4. Mathematical/Logical Reasoning
5. History & the Social & Behavioral Sciences
6. Humanities & the Arts
7. Human Diversity
8. Global Perspectives
9. Ethical & Civic Responsibility
10. People & the Environment

[http://www.mntransfer.org/transfer/mntc/t\\_sample.php](http://www.mntransfer.org/transfer/mntc/t_sample.php)

# Passport Blocks—Excerpts

Knowledge and Skill Areas	University of South Dakota	University of Arkansas Community College at Batesville
Written Communication	<p>Students must take two of the following courses:</p> <ul style="list-style-type: none"> <li>• ENGL 101 Composition I</li> <li>• ENGL 201 Composition II</li> <li>• ENGL 283 Introduction to Creative Writing</li> </ul>	<p>Students must earn a C or better in each of the following courses:</p> <ul style="list-style-type: none"> <li>• ENGL 1103 Composition I</li> <li>• ENGL 1203 Composition II</li> </ul>
Oral Communication	<p>Students must take one of the following courses:</p> <ul style="list-style-type: none"> <li>• SPCM 101 Fundamentals of Speech</li> <li>• SPCM 215 Public Speaking</li> <li>• SPCM 222 Argumentation</li> </ul>	<p>Students must earn a C or better in each of the following courses:</p> <ul style="list-style-type: none"> <li>• SPC 1003 Oral Communication</li> </ul>
Human Cultures	<p>Students must take one of the following courses:</p> <ul style="list-style-type: none"> <li>• ENGL 210 Introduction to Literature</li> <li>• ENGL 211 World Literature I</li> <li>• ENGL 212 World Literature II</li> <li>• ENGL 214 Introduction to American Indian Literature</li> <li>• ENGL 221 British Literature I</li> <li>• ENGL 222 British Literature II</li> <li>• ENGL 241 American Literature I</li> <li>• ENGL 242 American Literature II</li> <li>• FREN 101 Introductory French I</li> <li>• FREN 102 Introductory French II</li> <li>• GER 101 Introductory German I</li> <li>• GER 102 Introductory German II</li> <li>• GREE 102 Advanced Elementary Greek</li> <li>• HIST 111 World Civilizations I</li> <li>• HIST 112 World Civilizations II</li> <li>• HIST 121 Western Civilization I</li> <li>• HIST 122 Western Civilization II</li> <li>• LAKL 101 Introductory Lakota I</li> <li>• LAKL 102 Introductory Lakota II</li> <li>• LATI 102 Advanced Elementary Latin</li> <li>• PHIL 100 Introduction to Philosophy</li> <li>• PHIL 200 Introduction to Logic</li> <li>• PHIL 220 Introduction to Ethics</li> <li>• PHIL 233 Philosophy and Literature</li> <li>• PHIL 287 Philosophy of Art</li> <li>• REL 224 Old Testament</li> <li>• REL 225 New Testament</li> <li>• RUSS 101 Introductory Russian I</li> <li>• RUSS 102 Introductory Russian II</li> <li>• SPAN 101 Introductory Spanish I</li> <li>• SPAN 102 Introductory Spanish II</li> </ul>	<p>Students must earn a C or better in TWO of the following courses:</p> <ul style="list-style-type: none"> <li>• ENG 2113 World Literature I</li> <li>• ENG 2213 World Literature II</li> <li>• GEO 2003 Introduction to Cultural Geography</li> <li>• HIS 1013 World Civilization I</li> <li>• HIS 1023 World Civilization II</li> <li>• HIS 2003 United States History I</li> <li>• HIS 2013 United States History II</li> <li>• SOC 2003 Principles of Sociology</li> <li>• SOC 2013 Social Problems</li> <li>• SPA 1003 Spanish I</li> <li>• SPA 1013 Spanish II</li> </ul>

Typically....  
 30-38 Semester Credits  
 45-60 Quarter Credits

# Benefits to Institutions



- Simplified transfer process
- Recruitment strategy
- Increased retention and graduation rates
- Faculty ownership with curricular flexibility
- Academic progress reports for continuous improvement

# Passport Recorded on Transcript

- Student must earn a minimum grade of “C” in all courses leading to Passport.
- Passport signifies all lower-division GE requirements met.

16/FA	CHEM	1030	General Chemistry II	B	I	4.0	4.0	4.0	12.0
	CO/M	2010	Public Speaking	A	I	3.0	3.0	3.0	12.0
	ECON	1200	Economics, Law, and Governme	A	I	3.0	3.0	3.0	12.0
	MATH	2200	Calculus I	A	I	4.0	4.0	4.0	16.0
	MICR	2240	Medical Microbiology	C	I	4.0	4.0	4.0	8.0
						18.0	18.0	18.0	60.0
						54.0	51.0	54.0	172.0
									3.333
									3.373
			Interstate Passport Cmplt - 12/16/16						

# Reporting Academic Performance

*Process designed by Registrars and Institutional Researchers*

## 1. Institutions Report Data to National Student Clearinghouse

- Passport Completions
- Passport Verify
- Academic Progress Tracking

NATIONAL STUDENT CLEARINGHOUSE

Welcome, SBAL | Log Out

Accessibility Help Contact Home

Student Reporting Verification Services Research Services Transcript Services Reverse Transfer Student Look-Up Members Account Mgmt Interstate Passport

Student Reporting > Interstate Passport

File Submission Summary

Search

Match  All  Any

Submission Number

Submission Type Passport Academic Progress

Submission Status

Validation Status

Service Account Number

OPEID

File Received Date

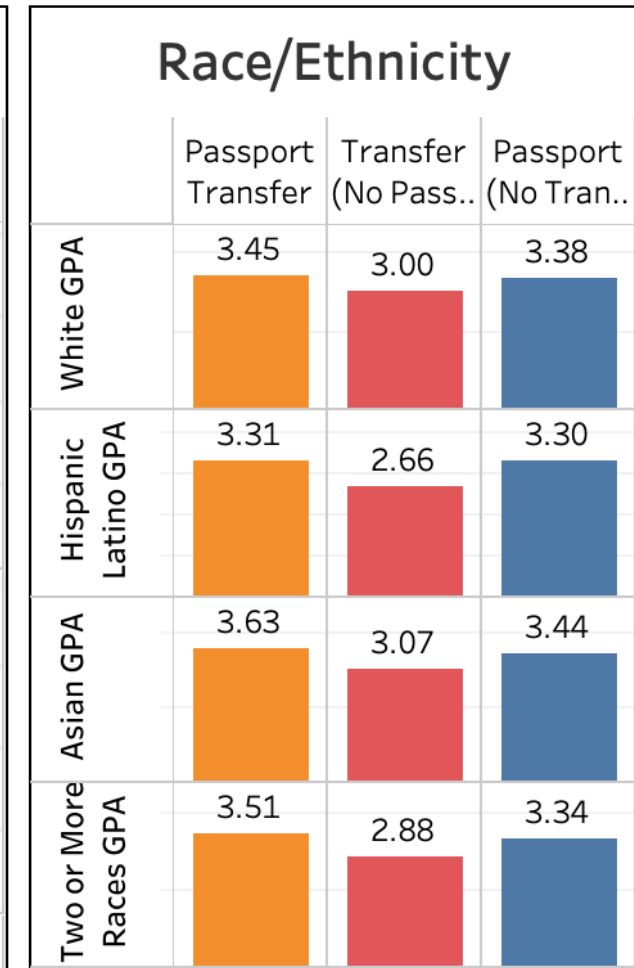
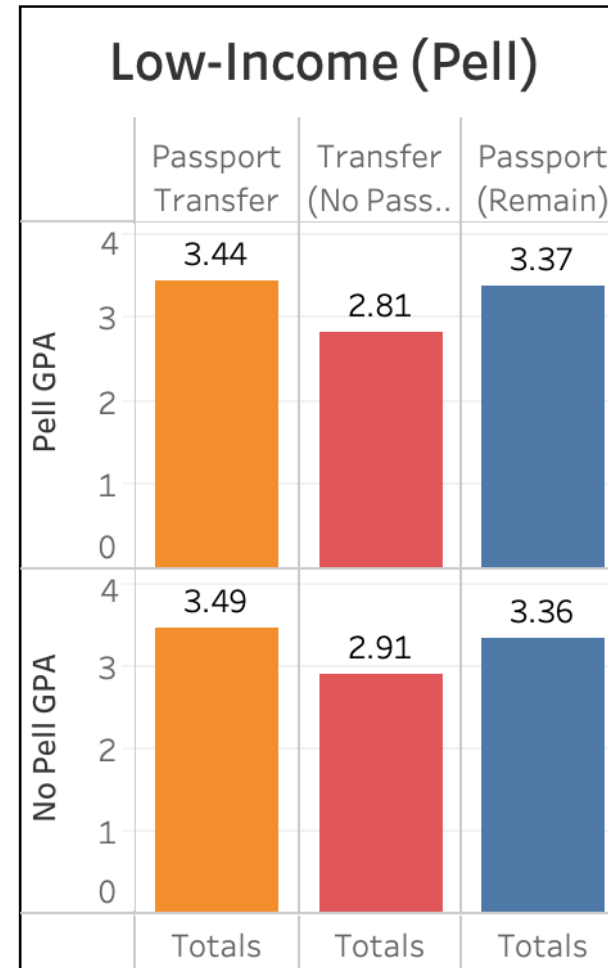
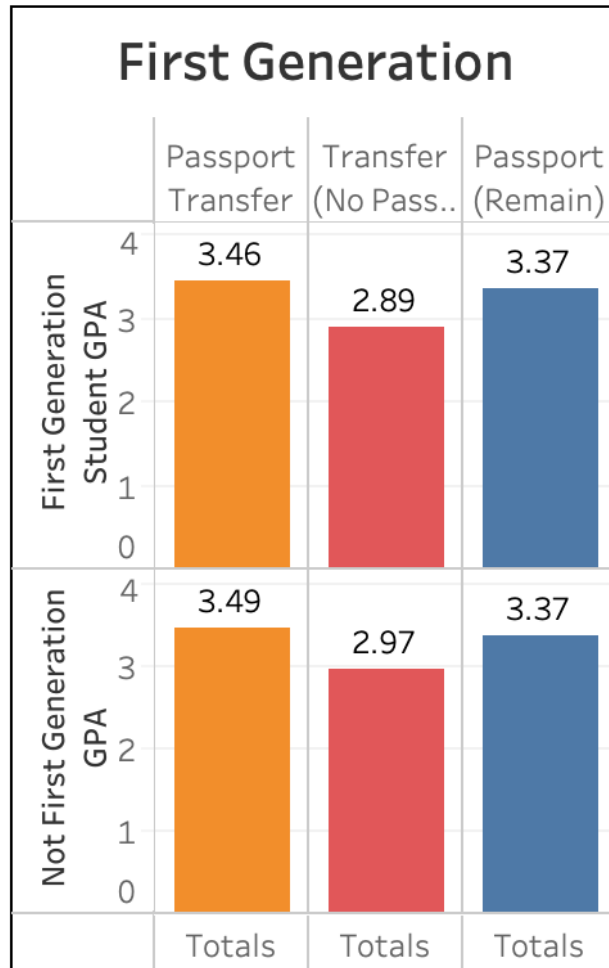
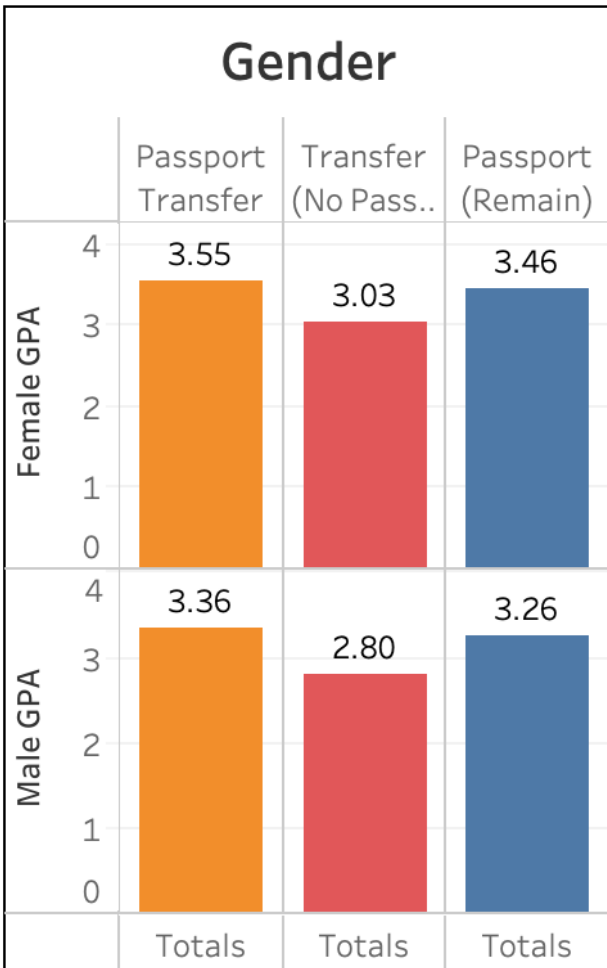
Search Reset

For a tutorial and guides to these services, see:  
<https://studentclearinghouse.info/interstate-passport/>

## 2. NSC Sends Annual Reports for Quality Assurance

- Sending Institution
- Passport Review Board

# Academic Performance: 2018-2019 Cohort Results



# Academic Performance: 2018-2019 Cohort Results

- Post-transfer *academic progress* for **472** students in the AY2018-2019 Cohorts, who transferred with a Passport.
- Average GPA for these students was **3.48** – compared to **2.93** for students who transferred without a Passport, and **3.37** for non-transfer students.
- Average semester credits taken by students who transferred with a Passport was **11.25**, compared to **10.36** credits for students who transferred without a Passport.

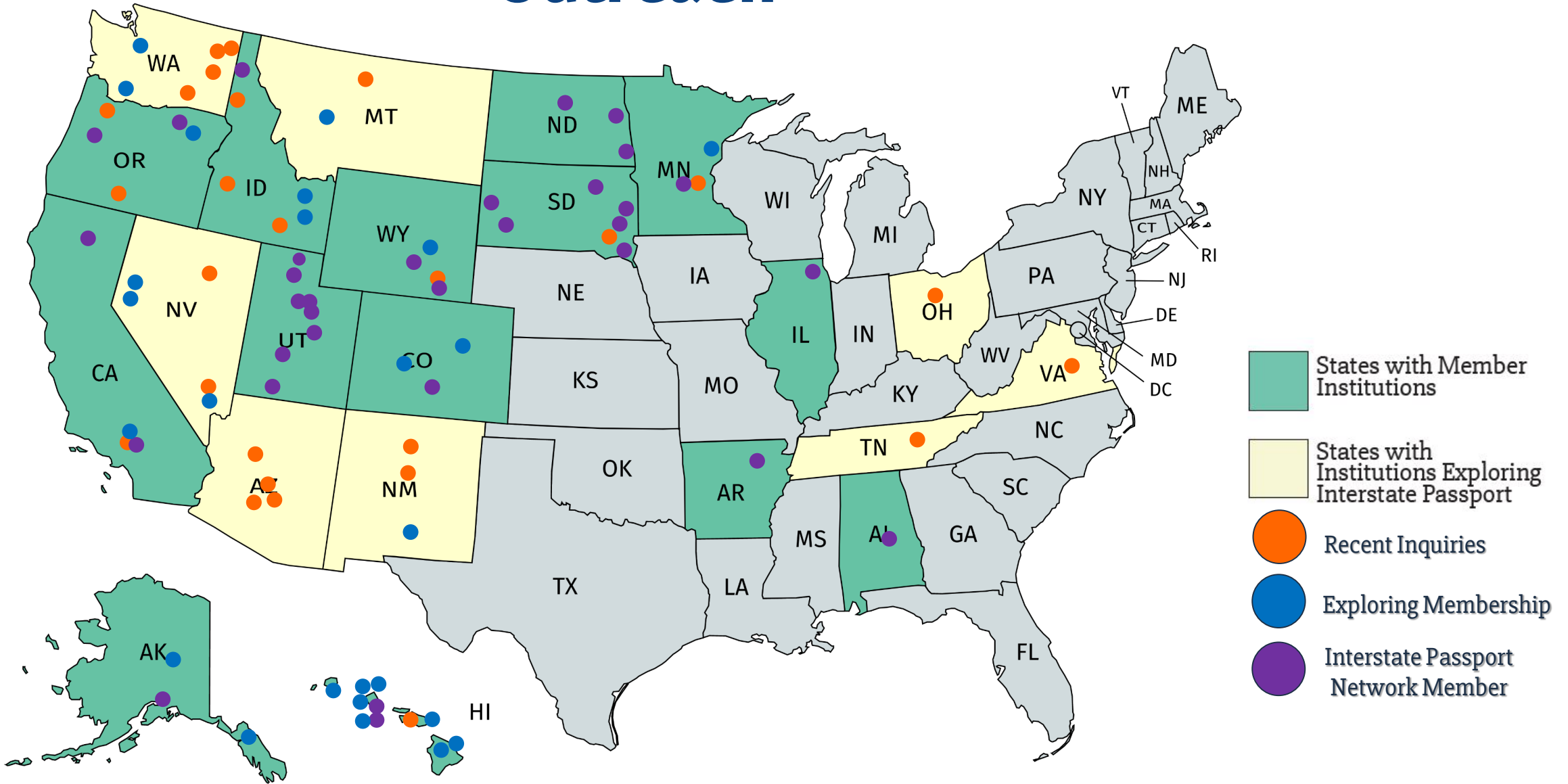
# Interstate Passport Network



32 institutions spanning 14 states



# Outreach



# Steps to Membership

- Name an Institutional Liaison
- Review Learning Outcomes and Construct a Passport Block
- Sign Memorandum of Agreement
- Generate Interstate Passport Profile
- Set Up Progress Tracking

# In Summary

## Interstate Passport...

- makes learning outcomes the currency of GE transfer
- is built on LEAP & blends with Guided Pathways
- transfers as a block
- addresses equity gaps

# In Summary

## Interstate Passport...

- gives students an incentive to earn at least a C in GE courses
- produces a milestone of completion
- simplifies the GE transfer process
- provides a new recruiting & retention tool and...
- leads to higher GPA and increased credit load post-transfer

# Thank You!



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