Interstate Passport: Feasibility as a Non-Degree Credential

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Rutgers University

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Programs and Services,
Western Interstate Commission on Higher Education (WICHE)

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Director, Academic Integrity and Quality
American Council on Education
Agenda

- Introduction
- Interstate Passport and the NDC idea
- Introduction to Interstate Passport
- ACE and the Interstate Passport
- Research Next Steps
- Discussion
Think of today’s presentation as a thought experiment….

• What is an NDC?
• How do NDCs emerge?
• What gives them value?
• How do they enter the marketplace?
First in the World Study

- Currently conducting a study on Interstate Passport
- Part of the First in the World Grant Program
- QED in three states HI, SD, and UT
- Focused on transfer
Emergence of the NDC Idea

• Fall 2019 – conducted qualitative interviews with Passport member institutions.
• Respondents talked about:
  – Value to non-completers
  – State credential goals
  – Value of lower division general education learning outcomes for workforce and further education
  – Momentum point or milestone for students
Non-Degree Credential Quality: A Conceptual Framework to Guide Measurement

https://smlr.rutgers.edu/NDCQuality
# Types and Definitions of Non-Degree Credentials

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub baccalaureate credit certificates</strong></td>
<td>Credential awarded by an educational institution for completion of a subbaccalaureate credit educational program, usually less than one year in length (short-term and long-term credit)</td>
</tr>
<tr>
<td><strong>Non-credit certificates</strong></td>
<td>Credential awarded by an institution (educational or workplace) for completion of a noncredit educational program</td>
</tr>
<tr>
<td><strong>Apprenticeship</strong></td>
<td>Credential awarded after completion of structured educational and workplace program based on industry and occupational standards.</td>
</tr>
<tr>
<td><strong>Industry certification</strong></td>
<td>Credential awarded by an industry body or governmental agency for demonstration of skills typically via examination based on industry or occupational standards.</td>
</tr>
<tr>
<td><strong>Occupational or professional licensure</strong></td>
<td>Credential awarded by a governmental agency for demonstration of skills in a specific occupation and sometimes also completion of an educational program; often required to work in an occupation.</td>
</tr>
<tr>
<td><strong>Badges, microcredentials</strong></td>
<td>Credential awarded for completion of a short program of study or demonstration of a targeted set of skills; these are newly emerging and are still being developed.</td>
</tr>
</tbody>
</table>
Key Elements of Non-Degree Credential Quality

• *Credential design.* This element includes numerous features, usually decided on by the credential grantor, that define what a credential represents in terms of the competencies it marks and how it seeks to do so.

• *Competencies.* These are the skills and knowledge that the credential aims to represent.

• *Market Processes.* This term refers to the ways that a credential comes to be recognized and have currency in the world, which are based on the competencies it marks.

• *Outcomes.* The accumulation of competencies represented by credentials are expected to generate outcomes of value, typically in terms of the educational, employment, and social advancement of individuals, employers, and society.
Interstate Passport®
An Introduction

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

A national program enabling 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
Why Interstate Passport®

Western Alliance of Community College Academic Leaders

Western Academic Leadership Forum

WICHE

Western Interstate Commission for Higher Education
Benefits to Students

- Achieve early milestone of completion, encouraging persistence, regardless of transfer
- Avoid unnecessary repetition of learning already achieved, saving time and money
- Know in advance of transfer that Gen Ed requirements will be met at Network member institutions
- Earn a meaningful foundational skills “credential” that may have value in the workforce
COVID exacerbates the inequities and shines a bright light on health and economic disparities for the most vulnerable student populations, who were already under-resourced. The time to fix transfer is now.

Francisco Rodriguez, Chancellor, Los Angeles Community College District
How Interstate Passport® Works

63 Passport Learning Outcomes in Nine Knowledge and Skill Areas

- Knowledge of Concepts
- Crosscutting Skills
- Foundational Skills

Faculty Driven

Aligns with LEAP
Mapping GenEd Learning Outcomes

State GenEd Committee or Institution’s faculty map SLOs to PLOs...
...If congruent and cover same range of learning, create Passport Block

- 63 Passport Learning Outcomes
  - Developed & reviewed by interstate faculty teams

- Statewide or Institution’s Student Learning Outcomes

- Statewide or Institution’s General Education Courses

- Passport Block
  - May be identical, a subset, or contain additional course(s)
## Passport Blocks—Excerpts

<table>
<thead>
<tr>
<th>Knowledge and Skill Areas</th>
<th>University of South Dakota</th>
<th>University of Arkansas Community College at Batesville</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Communication</strong></td>
<td>Students must take two of the following courses:</td>
<td>Students must earn a C or better in each of the following courses:</td>
</tr>
<tr>
<td></td>
<td>• ENGL 201 Composition I</td>
<td>• ENGL 1101 Composition I</td>
</tr>
<tr>
<td></td>
<td>• ENGL 201 Composition II</td>
<td>• ENGL 1102 Composition II</td>
</tr>
<tr>
<td></td>
<td>• ENGL 299 Introduction to Creative Writing</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>Students must take one of the following courses:</td>
<td>Students must earn a C or better in each of the following courses:</td>
</tr>
<tr>
<td></td>
<td>• SPAN 101 Fundamentals of Speech</td>
<td>• SPAN 1003 Oral Communication</td>
</tr>
<tr>
<td></td>
<td>• SPAN 111 Public Speaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SPAN 122 Argumentation</td>
<td></td>
</tr>
<tr>
<td><strong>Human Cultures</strong></td>
<td>Students must take one of the following courses:</td>
<td>Students must earn a C or better in TWD of the following courses:</td>
</tr>
<tr>
<td></td>
<td>• ENGL 210 Introduction to Literature</td>
<td>• ENGL 2113 World Literature I</td>
</tr>
<tr>
<td></td>
<td>• ENGL 211 World Literature I</td>
<td>• ENGL 212 World Literature II</td>
</tr>
<tr>
<td></td>
<td>• ENGL 212 World Literature II</td>
<td>• ENGL 213 World Literature III</td>
</tr>
<tr>
<td></td>
<td>• ENGL 214 Introduction to American Indian Literature</td>
<td>• GEO 2003 Introduction to Cultural Geography</td>
</tr>
<tr>
<td></td>
<td>• ENGL 221 British Literature I</td>
<td>• HIS 1013 World Civilization I</td>
</tr>
<tr>
<td></td>
<td>• ENGL 222 British Literature II</td>
<td>• HIS 1025 World Civilization II</td>
</tr>
<tr>
<td></td>
<td>• ENGL 241 American Literature I</td>
<td>• HIS 2003 United States History I</td>
</tr>
<tr>
<td></td>
<td>• ENGL 242 American Literature II</td>
<td>• HIS 2013 United States History II</td>
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<tr>
<td></td>
<td>• FRN 101 Introductory French I</td>
<td>• SOC 2003 Principles of Sociology</td>
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<tr>
<td></td>
<td>• FRN 102 Introductory French II</td>
<td>• SOC 2013 Social Problems</td>
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<tr>
<td></td>
<td>• GER 101 Introductory German I</td>
<td>• SPA 1003 Spanish I</td>
</tr>
<tr>
<td></td>
<td>• GER 102 Introductory German II</td>
<td>• SPA 1013 Spanish II</td>
</tr>
<tr>
<td></td>
<td>• GREE 102 Advanced Elementary Greek</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• HIST 111 World Civilizations I</td>
<td></td>
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<td></td>
<td>• HIST 112 World Civilizations II</td>
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<td>• HIST 121 Western Civilization I</td>
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<tr>
<td></td>
<td>• HIST 122 Western Civilization II</td>
<td></td>
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<tr>
<td></td>
<td>• LAKL 101 Introductory Lakota I</td>
<td></td>
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<tr>
<td></td>
<td>• LAKL 102 Introductory Lakota II</td>
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<td>• LATT 102 Advanced Elementary Latin</td>
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<tr>
<td></td>
<td>• PHIL 100 Introduction to Philosophy</td>
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<tr>
<td></td>
<td>• PHIL 101 Introduction to Logic</td>
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<tr>
<td></td>
<td>• PHIL 200 Introduction to Ethics</td>
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<tr>
<td></td>
<td>• PHIL 287 Philosophy of Art</td>
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</tr>
<tr>
<td></td>
<td>• REL 124 Old Testament</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• REL 225 New Testament</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• RUS 101 Introductory Russian I</td>
<td></td>
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<tr>
<td></td>
<td>• RUS 102 Introductory Russian II</td>
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<tr>
<td></td>
<td>• SPAN 101 Introductory Spanish I</td>
<td></td>
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<tr>
<td></td>
<td>• SPAN 102 Introductory Spanish II</td>
<td></td>
</tr>
</tbody>
</table>

**Typically...**

30-38 Semester Credits
45-60 Quarter Credits
Benefits to Institutions

A Tool to...

- Simplify the transfer process
- Use to recruit students
- Mark early milestone of completion/ foundational credential
- Help increase retention graduation rates
- Provide faculty curricular flexibility
- Track academic progress post-transfer for continuous improvement
## Built in Quality Assurance

<table>
<thead>
<tr>
<th>Passport Learning Outcomes</th>
<th>Minimum grade of C in every Passport Course</th>
<th>Tracking student progress post transfer to the National Student Clearinghouse (NSC)</th>
<th>Passport Review Board monitoring overall effectiveness of program</th>
<th>Evaluation Research Study of Interstate Passport impact by Education &amp; Employment Research Center, Rutgers University</th>
</tr>
</thead>
</table>
Academic Progress Tracking AY 2018-2019

Early data on students who transferred with and without a Passport

Average GPA post-transfer
- Transferred with Passport - 3.48
- Transferred without Passport - 2.93

Average semester credits post-transfer
- Transferred with Passport - 11.25
- Transferred without a Passport - 10.36

What Our Supporters Say…

Interstate Passport provides a vehicle to (1) minimize students repeating similar courses across institutions--and paying for the same requirement again, and (2) facilitate shared General Education competencies across institutions of higher education.

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

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 and Executive Vice Chancellor, University of Alaska Anchorage

The transfer of academic credit has been a stumbling block for students for many years. 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 Wheelan, President, Southern Association of Schools and Colleges Commission on Colleges

Interstate Passport is a truly novel approach to transfer of general education. It focuses on learning outcomes, not courses, and in so doing reminds us all of the real value of general education.

George Mehaffy, Senior Advisor, Sova Solutions
Thank You!

interstatepassport@wiche.edu
Interstatepassport@wiche.edu
WICHE Interstate Passport
Learning Outcomes in the ACE
Working Transcript
The ACE Working Transcript

- A new digital platform for our documentation: Acclaim
- Badges for students to share freely
- Transcripts sent securely direct to schools
- Competencies to represent granular learning to multiple audiences
How it Works

• Training/education provider contracts with ACE for evaluation of learning experiences
• Provider opts to evaluate for competencies and/or credits

• Current clients include:
  • Walt Disney, Inc.
  • Saylor Academy
  • JetBlue Airlines
  • National Emergency Training Center
  • Defense Language Institute
  • College Board (CLEP & AP)
  • Electrical training ALLIANCE
How it Works

• Training/education provider chooses a competency framework for the evaluation

• Learning outcomes for each course are matched to competencies in the framework

Potential Competency Frameworks:

• Department of Labor Competency Model Clearinghouse Industry Frameworks
• Career and Technical Core Competency Frameworks
• WICHE Interstate Passport© Learning Outcomes
• And more
<table>
<thead>
<tr>
<th>Original Learning Outcome</th>
<th>Competency from Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the physical and virtual components of and identify the principle technologies of cloud based systems</td>
<td>Understand capabilities and applications of network equipment including hubs, routers, switches, bridges, servers, transmission media, and related hardware within data centers or the “cloud”</td>
</tr>
<tr>
<td>Explain strategies for protecting data at rest and data in motion</td>
<td>Distinguish between data in use, data in motion (transit), and data at rest</td>
</tr>
<tr>
<td>Conduct risk assessments of existing and proposed cloud-based environments</td>
<td>Demonstrate ability to identify threats/risks and vulnerabilities taking into account the frequency, probability, speed of development, severity and reputational impact to achieve a holistic view of risk across the entity</td>
</tr>
</tbody>
</table>
How it Works

• Subject matter expert faculty evaluators determine whether the identified competency is mastered and adequately demonstrated by every student who passes the course in question

• If yes, the competency is included as part of the course record and ACE endorsement

Course Number: YRUDP-099222
Total Credits: 3
Grade: Pass

Credit Recommendation:
- 3 semester hours in hospitality management in the lower-division baccalaureate/associate degree category

Competencies:
- Demonstrating concern for others
- Show sincere interest in others and their concerns
- Demonstrate sensitivity to the needs and feelings of others
Endorsements on badges

- Organizations create badges with course information

<table>
<thead>
<tr>
<th>Badge Data</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Image</td>
<td>Time</td>
</tr>
<tr>
<td>Name</td>
<td>Cost</td>
</tr>
<tr>
<td>Description (500 characters)</td>
<td>Recommended next steps</td>
</tr>
<tr>
<td>URL to additional info</td>
<td>Type</td>
</tr>
<tr>
<td>Skills (multiple)</td>
<td>Level</td>
</tr>
<tr>
<td>Badge criteria (type, URL, and description)</td>
<td>Educational standard (name, URL, description)</td>
</tr>
</tbody>
</table>
Endorsements on badges

- ACE adds the endorsement with credit recommendation and competency information
- While the badge is owned by the issuer, the endorsement is locked by ACE and cannot be edited
- All text and representations of WICHE content will be agreed upon with ACE
Endorsement Information

- URL to ACE National Guide entry
- Description: ACE endorsement boilerplate plus framework information
- This displays on the badge
- Language to explain use of IP learning outcomes
Endorsement Information

- Endorsement details: these display on transcripts
Other Options

• If more explanation is needed, we can use other fields in the badge for explanation of use of learning outcomes and ask issuers not to edit them
  • Standards
  • Description
• Use of linking opportunities, where would you like to point to
Thinking about Interstate Passport: Key Elements of Non-Degree Credential Quality

- **Credential design.** This element includes numerous features, usually decided on by the credential grantor, that define what a credential represents in terms of the competencies it marks and how it seeks to do so.

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Thinking about the Key Elements of Non-Degree Credential Quality and Interstate Passport

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Research Next Steps

• Continue to do interviews to see if and how this idea moves forward at states and institutions.
• Conducting interviews with Rural institutions this fall on implementation for an upcoming publication.
• Currently working with WICHE and HI to conduct a job postings study
  – HI proprietary job postings tool
  – Looking to see the prevalence of Interstate Passport learning outcomes in postings
Important Themes for NCRN Network Discussion

- Emergence of NDCs
- What does it mean to be an NDC?
- Value of NDC
- Quality of NDCs
Questions and Discussion
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