

Interstate Passport: Feasibility as a Non-Degree Credential



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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

Type	Definition
Sub baccalaureate credit certificates	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)
Non-credit certificates	Credential awarded by an institution (educational or workplace) for completion of a noncredit educational program
Apprenticeship	Credential awarded after completion of structured educational and workplace program based on industry and occupational standards.
Industry certification	Credential awarded by an industry body or governmental agency for demonstration of skills typically via examination based on industry or occupational standards.
Occupational or professional licensure	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.
Badges, microcredentials	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.

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

To help protect your privacy, PowerPoint has blocked automatic download of this picture.

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



Student Impact

38,800+ students
awarded Passports!

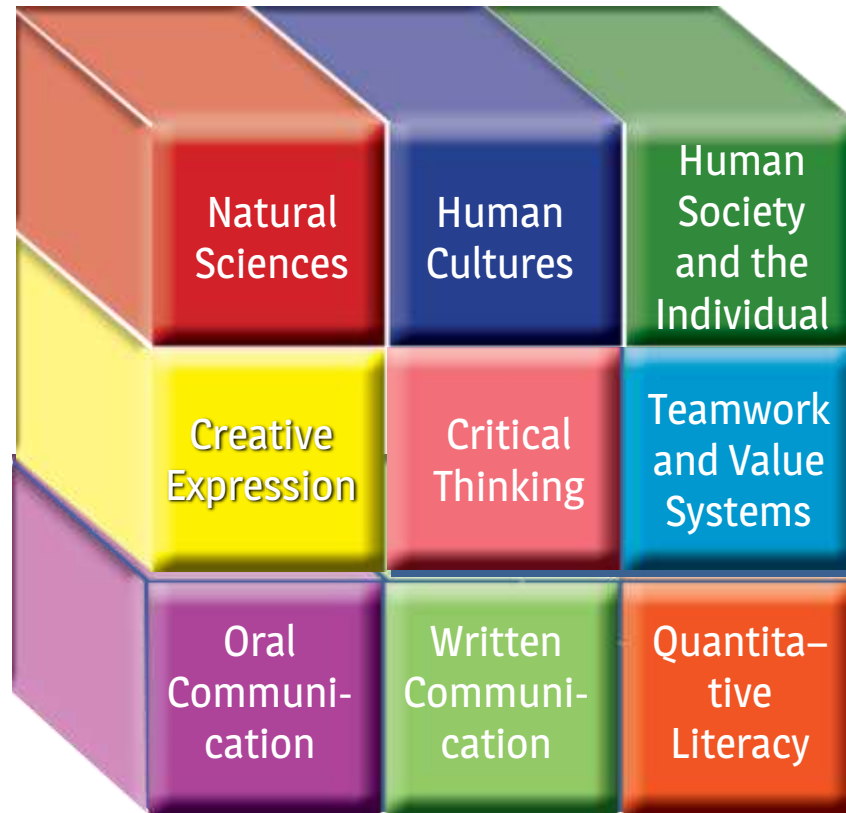


South Dakota School of Mines & Technology



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



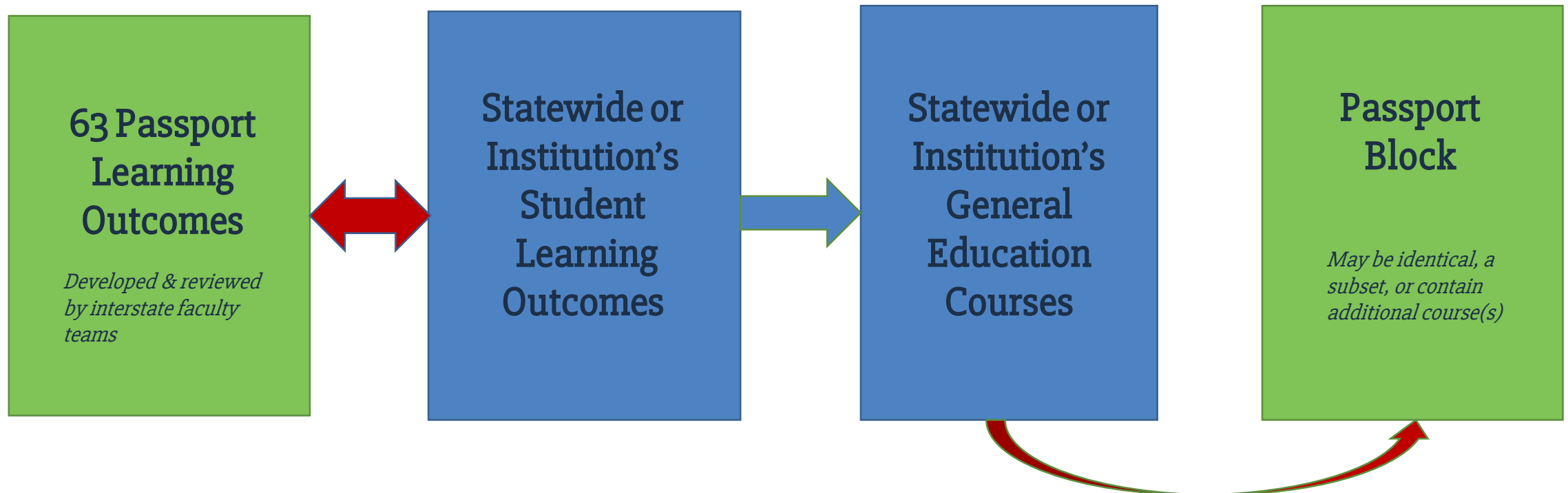
63 Passport Learning Outcomes in Nine Knowledge and Skill Areas

- Knowledge of Concepts
- Crosscutting Skills
- Foundational Skills

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



Passport Blocks—Excerpts

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

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

Passport Learning Outcomes

developed & monitored by interstate faculty teams

Minimum grade of C

in every Passport Course

Tracking student progress

post transfer to the National Student Clearinghouse (NSC)

Passport Review Board

monitoring overall effectiveness of program

Evaluation Research Study

of Interstate Passport impact by Education & Employment Research Center, Rutgers University

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



Source: 2018-2019 Interstate Passport Annual Report, [http://interstatepassport.wiche.edu/documents/2018-2019 Interstate Passport Annual Report.pdf](http://interstatepassport.wiche.edu/documents/2018-2019%20Interstate%20Passport%20Annual%20Report.pdf)

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, Sovia 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

 OFFICIAL TRANSCRIPT - ISSUED ON 02/26/2019


Kelsey Donally

ID#: 000001

Birth Date: 12 December 1988

kelseydonally@gmail.com

www.youracclaim.com/user/KelseyDonally



Disney Creativity and Innovation Course


Issued by: Walt Disney Company

Issued to: Kelsey Donally

Issued on: 17 December 2018

Description:

The course objective is to provide the knowledge and skills to correctly and profitably manage a service center, properly handling all aspects of running a business and building innovative solutions.



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:

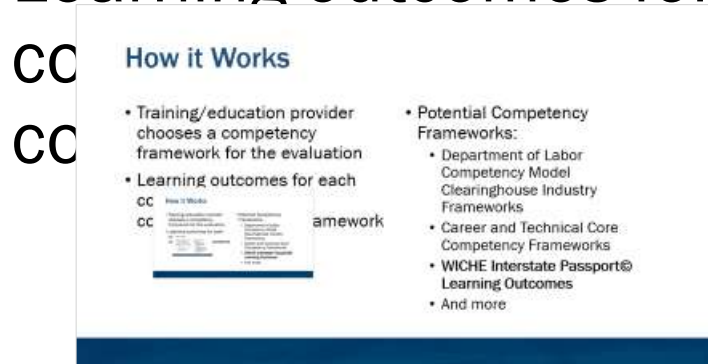
- Demonstrating concern for others
- Show sincere interest in others and their concerns
- Demonstrate sensitivity to the needs and feelings of others

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



amework

- Potential Competency Frameworks:
 - Department of Labor Competency Model Clearinghouse Industry Frameworks
 - Career and Technical Core Competency Frameworks
 - **WICHE Interstate Passport® Learning Outcomes**
 - And more

Example

Original Learning Outcome	Competency from Framework
Describe the physical and virtual components of and identify the principle technologies of cloud based systems	Understand capabilities and applications of network equipment including hubs, routers, switches, bridges, servers, transmission media, and related hardware within data centers or the “cloud”
Explain strategies for protecting data at rest and data in motion	Distinguish between data in use, data in motion (transit), and data at rest
Conduct risk assessments of existing and proposed cloud-based environments	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

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

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Endorsements on badges

- Organizations create badges with course information

Badge Data	
Image	Time
Name	Cost
Description (500 characters)	Recommended next steps
URL to additional info	Type
Skills (multiple)	Level
Badge criteria (type, URL, and description)	Educational standard (name, URL, description)







Sample badge

Issued by [American Council on Education](#)

The earner of this badge has basic knowledge about badging and can badge badges for badge earners. All aspects of badging are badged, including badge design, issuing badges, assisting learners with badging, sharing badges, and ordering transcripts with all badges badged.

Demonstrated Skills

[Badge](#) [BadgeTesting](#) [Credentials](#)

Earning Criteria

- [Complete the Sample Badging course](#)
- [Obtain a minimum passing score of 80 percent on quizzes, examinations, performance rubrics \(checklists\), on the job training practice, and proficiency exams.](#)

Standards

[Open Badges](#)

This course teaches to OpenBadges 2.0 standards and IMS-Global CASE specifications.


[Additional Details](#)

[ABOUT CREDLY](#) | [REQUEST DEMO](#) | [TERMS](#) | [PRIVACY](#) | [DEVELOPERS](#) | [SUPPORT](#) | [FEEDBACK](#)

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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

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ID#: 000001
Birth Date: 12 December 1988

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Endorsement Information

Endorsement Details

URL	<input type="text" value="http://www2.acenet.edu/credit?fuseaction=browse.getOrganizationDe"/>
Description	<div>Front End Foundations</div>
Course ID	<input type="text" value="CS301"/>

- 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

Dates Valid
(optional)

Define the period for which the endorsement is valid. The dates entered will not be displayed publicly.

Start Date

End Date

Credits
(optional)

Endorse a badge by providing a credit recommendation. This will not be displayed publicly.

Credit 1

Credit Hours

Level

Program

[Remove](#) ✕

[Add Credit](#)

Competencies
(optional)

Give additional context for any competencies this badge represents. This will not be displayed publicly.

[Add Competency](#)

Competencies
(optional)

Give additional context for any competencies this badge represents. This will not be displayed publicly.

Competency 1

Name

URL

[Remove](#) ✕

[Add Competency](#)

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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LFerris-McCann@ACENET.EDU