

UAS and the Interstate Passport Lower-Division Gen Ed Block Transfer

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UAA GERs: 3 Tiers, 7 Categories, 9 Outcomes (and 37 credits & 256 courses)

1. Tier 1: Basic Skills (12)

- Written Comm (6)
- Oral Comm (3)
- Quantitative Skills (3)

2. Tier 2: Disciplinary Knowledge (22)

- Natural Sciences (7)
- Social Sciences (6)
- Humanities (6)
- Fine Arts (3)

3. Tier 3: Integrative Capstone (3)

- Meets GER in the major
- Integration of Tier 1 in major

After completing the GERs, UAA students shall be able to:

- **Communicate effectively** in a variety of contexts and formats.
- **Reason mathematically** and analyze quantitative and qualitative data competently to reach sound conclusions.
- **Relate knowledge to the historical context** in which it developed and the human problems it addresses.
- **Interpret different systems of aesthetic representation** and understand their historical and cultural contexts.
- **Investigate the complexity of human institutions and behavior** to better understand interpersonal, group and cultural dynamics.
- **Identify ways in which science** has advanced the understanding of important natural processes.
- **Locate and use relevant information** to make appropriate personal and professional decisions.
- **Adopt critical perspectives** for understanding the forces of globalization and diversity.
- **Integrate knowledge** and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner.

Faculty-Developed GER Outcomes & Indicators

AY14-15: Faculty Senate GER Assessment Committee recommendations (GenEd Director & three outcomes per year)

AY15-16 – Rubric 1: Written Communication, Oral Communication, and Information Literacy.

- ✓ GER assessment

AY16-17 – Rubric 2: Social Sciences, Humanities, and Fine Arts

- ✓ GER & AA assessment (shared assessment and simplified outcomes) aligned

AY17-18 – Rubric 3: Natural Sciences, Quantitative Skills, and Knowledge Integration.

- ✓ GER, AA, AAS (shared assessment and aligned curriculum; all five UAA campuses)

Rubric 1: Written, Oral, and Information Literacy (AY15-16)					
Written Communication: Communicate effectively in a variety of contexts and formats					
1. Responds effectively to assignment					
2. Demonstrates effective organization					
3. Develops content adequately					
4. Controls syntax & mechanics					
Oral Communication: Communicate effectively in a variety of contexts and formats					
1. Demonstrates clear & appropriate organization					
2. Uses clear & suitable language					
3. Incorporates appropriate verbal & nonverbal cues					
4. Develops relevant & adequate content					
Information Literacy: Locate and use relevant information to make appropriate personal and professional decisions					
1. Determines information needs					
2. Demonstrates relevant use of evidence					
3. Uses information sources critically					
4. Follows appropriate documentation conventions					
Rubric 2: Social Sciences, Humanities, Fine Arts (AY16-17)					
Soc Sci: Investigate complexity of human institutions/individ behavior to understand interpersonal, group, & cultural dynamics					
1. Identifies key principles, theories, or themes that characterize the discipline					
2. Defines the qualitative and/or quantitative method appropriate to the discipline					
3. Applies disciplinary knowledge / perspectives to the social issues identified					
4. Evaluates the complexity of human behavior and/or social structures appropriate to the discipline					
Humanities: Relate knowledge to the historical context in which it developed and the human problems it addresses					
1. Identifies the historical and/or cultural context of the text, object, or concept under study					
2. Defines the central issue(s) or foundational concept(s) addressed by artifact					
3. Applies the key principles, theories, or themes that characterize the discipline					
4. Analyzes the meaning, significance, or central issue of the concept or artifact					
Fine Arts: Interpret different systems of aesthetic representation and understand their historical and cultural contexts					
1. Identifies the media, historical context, and/or cultural influence of the work					
2. Defines the principles of structure, design, and/or composition of the work(s)					
3. Applies disciplinary perspectives to the broader historical and/or cultural contexts					
4. Interprets the meaning of the work(s) in terms of their stylistic characteristics, cultural importance, and/or historical significance					
Rubric 3: Quantitative Literacy, Natural Sciences + Lab, Knowledge Integration (AY17-18)					
Quant Lit: Reason mathematically and analyze quantitative & qualitative data competently to reach sound conclusions					
1. Interprets information presented in mathematical form (equations, graphs, diagrams, tables, words)					
2. Represents and/or converts relevant quantitative information and explain its assumptions and limits					
3. Applies mathematical forms (equations, graphs, diagrams, tables, words) to quantitative problems to reach sound conclusions					
4. Communicates quantitative results appropriate to the problem or context					
Natural Sciences + Lab: Identify ways in which science has advanced the understanding of important natural processes					
1. Describes scientific processes appropriate to the task or assignment					
2. Interprets the outcomes of scientific processes appropriate to the task or assignment					
3. Applies scientific processes appropriate to the task or assignment					
4. Communicates scientifically produced outcomes appropriate to the task or assignment					
Lab 1 – Practices scientific processes appropriate to the context or discipline (to the task or assignment)					
Lab 2 – Work with the tools appropriate to the context or discipline (to the task or assignment)					
Knowledge Integration:					
• Synthesize creative thinking, critical judgement, and personal experience in a meaningful and coherent manner					
• Adopt critical perspectives for understanding the forces of globalization and diversity					
1. Demonstrates cross-cutting skills (Tier 1 plus) as applied to disciplinary content: (a) Written Communication, (b) Oral Communication, (c) Quantitative Literacy, (d) Information Literacy, (e) Critical Thinking					
2. Integrates appropriate content / outcomes from Tier 2 disciplines: (a) Natural Sciences, (b) Social Sciences, (c) Humanities, (d) Fine Arts					
3. Discusses the contribution of, and/or impact upon, diverse populations appropriate to the discipline, subject, or project					
4. Reflects upon one's personal investment in, or relationship to, the material appropriate to the discipline, subject, or project					
4 Mastery	3 Proficient	2 Developing	1 Beginning	0 Undeveloped	Null - ∅ Not Applicable

WICHE Interstate Passport – Faculty Driven

- The Interstate Passport contains **63 Passport Learning Outcomes (PLOs)** for block transfer of **lower-division general education** in nine knowledge and skill areas.
- **Seven WICHE states** (California, Hawaii, North Dakota, Oregon, South Dakota, Utah and Wyoming) sent **two representatives** (one 2-year & one 4-year rep) to serve on each of the nine interstate faculty teams. Two-year discussion.
- Teams worked **with faculty at their institutions** to refine the PLOs.
- Faculty at member institutions agree that the **PLOs are congruent with** – not in conflict with – their institution’s own student learning outcomes.
- Institutions are **not required to adopt the Passport PLOs** or to use the same language in their own.
- **Trust but Verify:** Transcribed locally, Reported to National Student Clearing House, Individually Tracked & Reported to Sending Institution

What Problem Does the Passport Solve?

- Students are transferring more often (national data but Alaska wot)
 - 37.2% of FTFT students transferred to another institution at least once within 6 years and before receiving a baccalaureate degree
 - 45% of those students transferred more than once
 - 18% of 2-year students and 24% of 4-year students transfer across state lines.
- Students losing credits in transfer (Monaghan & Attewell 2014)
 - 58% were able to bring 90% of their credits
 - 14% lose more than 90% of their
 - 28% lose between 10% - 89% of their credits
- State-based approaches a partial fix
 - 31 states have guaranteed transfer of an Associate Degree
 - 36 states have transferable core of lower-division credits
 - 16 states have common course numbering for lower-division credits
 - 15 states have reverse transfer
- *Interstate* Passport (was WICHE Passport)

Passport PLOs: Nine Areas mapped to LEAP



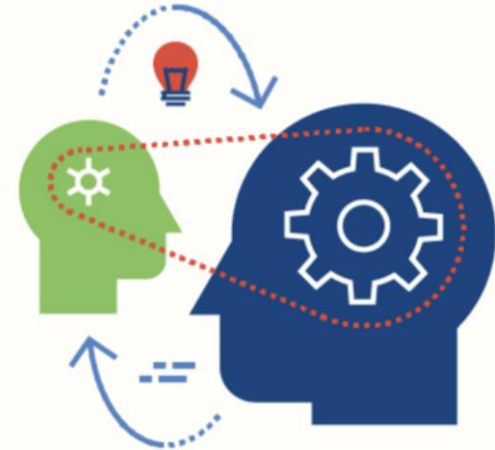
Foundational Skills

Oral Communication | Written Communication | Quantitative Literacy



Knowledge of Concepts

Natural Sciences | Human Cultures | Creative Expression | Human Society and the Individual



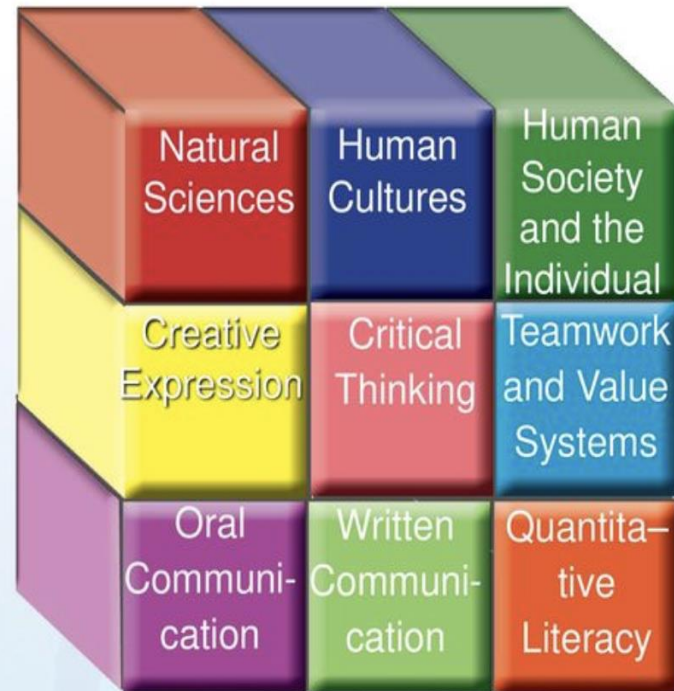
Crosscutting Skills

Critical Thinking | Teamwork and Value Systems

Passport Framework

1. Faculty at each institution identify which of their courses meet the Passport PLOs in each area.
2. The courses go into the Passport block.
3. The Passport is “sealed.”
4. The Passport transfers and meets the Gen Ed requirements at the incoming institution.

What is the Passport? Nine Knowledge & Skill Areas



Knowledge of Concepts

Crosscutting Skills

Foundational Skills

UAA GER to Passport: Creative Expression

fx Interstate Passport | Creative Expression

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Interstate Passport Creative Expression													
2	<i>Interpretive and creative expression of the potential and limits of the human condition relies on critical analysis of specific texts or works to support its claims. Relationship to institutions' Passport Block: This area includes disciplines such as music, visual arts, design, theater, film, media, literature, architecture, and others. UAA Note: Courses meeting the Alaska Native Themed GER outcomes are indicated by an asterisk.</i>													
3														
4														
5	For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		AKNS/M US A215*	AKNS/M US A216*	ART A160	DNCE A170	MUS A121	MUS A221	MUS A222	MUS A224	THR A111	THR A214	THR A215	
6														
7														
8	Learning Outcomes		Put a "+" in each cell where the course addresses the Passport Learning Outcome at transfer-level proficiency. Put a "-" in each cell where the course does not address the Passport Learning Outcome at transfer-level proficiency.											
9	History and Culture	Identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts.	+	+	+	+	+	+	+	+	+	+	+	+
10	Ethics	Demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience.	+	+	+	+	+	+	+	+	+	+	+	+
11	Creative Process	Engage in a creative process through experimentation, reflection, tolerance for failure, and revision.	+	+	+	+	+	+	+	+	+	+	+	+
12	Aesthetics and Analysis	Use appropriate methods and tools to analyze, interpret and critique creative processes, works, and/or presentations.	+	+	+	+	+	+	+	+	+	+	+	+

UAA GER to Passport: Human Society & the Individual

Interstate Passport Human Society and the Individual															
Human society and the individual explores human behavior in social settings through scientific inquiry within the context of value systems, institutions, economic structures, social groups and/or environments. Relationship to institutions' Passport Block: This area includes social science disciplines such as sociology, geography, history, criminology, psychology, economics, and others. UAA Note: Courses meeting the Alaska Native Themed GER outcomes are indicated by an asterisk.															
For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		ANTH A101	ANTH A200*	ANTH A202	ANTH A211	ANTH A250	BA A151	CEL A292	ECON A100	ECON A123	ECON A201	ECON A202	ECON A210	EDEC A105	ENVI A212
LEARNING OUTCOMES		Put a "+" in each cell where the course addresses the Passport Learning Outcome at transfer-level proficiency. Put a "-" in each cell where the course does not.													
Core Knowledge	<ul style="list-style-type: none"> Define vocabulary, concepts and terminology in the social sciences, and identify theories. Explain the role of individuals and institutions within the context of society. 	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Basics of Scientific Inquiry	<ul style="list-style-type: none"> Explain and apply theories to social phenomena and human activity. Evaluate various types and forms of research, including their ethical considerations. 	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Analytical Applications	<ul style="list-style-type: none"> Identify, frame and/or respond to a research question. Compile, interpret, analyze and/or evaluate qualitative and/or quantitative data. 	+	+	+	+	+		+	+	+	+	+	+	+	+
Information Use and Communication	<ul style="list-style-type: none"> Interpret and communicate various representations of qualitative and/or quantitative data. Responsibly identify, categorize, evaluate, and cite multiple sources. 	+	+	+	+	+		+	+	+	+	+	+	+	+
Social Responsibility	<ul style="list-style-type: none"> Recognize the complexities of diverse social identities. Evaluate issues of social justice with regard to identities within diverse contexts. Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live. 	+	+	+	+	+	+	+	+	+	+	+	+	+	+

UAA GER to Passport: Natural Sciences

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
		Interstate Passport Natural Sciences																				
		Proficiency in the natural sciences entails exploration and comprehension of the universe that requires an informed understanding of the scientific method and its scope, an appreciation of the inherent beauty and wonder that one can find in science and its possibilities, and its application in conducting research to gather and subject empirical evidence to quantitative analysis. Proficiency also demands understanding and appreciation of the requirement that all applicable evidence must be integrated into scientific models of the universe, and that scientific models must evolve. Relationship to Institutions' Passport Block: This area includes disciplines such as astronomy, biology, chemistry, geology, physics, and others.																				
		For each potential Passport Block course, enter the course prefix, number and title in the columns to the right.		BIOL/GEOL A179	PHYS A101	BIOL/CP LX A200	ANTH A205	ASTR A103 & A103L	ASTR A104 & A104L	BIOL A102 & BIOL A103	BIOL A108	BIOL A111	BIOL A112	CHEM A103 & A103L	CHEM A104 & A104L	CHEM A105 & A105L	CHEM A106 & A106L	ENVI A211 & A211L	GEOG/ENVI A111	GEOL A111 & A111L	GEOL A115 & A115L	GEOL A221
Learning Outcomes																						
Nature of Science	Students explain the following attributes of science: a. Science is based on the assumption that reality exists, operates by consistent principles, and that the rules are understandable by critical analysis. b. Processes and results must be reproducible and subjected to peer review. c. The results will display intrinsic variation and limitations. d. Continued scientific inquiry produces credible evidence that is used to develop scientific models and concepts. e. Models and concepts that withstand the most wide-ranging and persistent critical analyses are assumed to most closely describe reality and the principles by which it operates.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Scientific Inquiry	Students demonstrate the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Core Concepts	Students accurately describe the scope of scientific study in both the physical and life sciences, their core theories and practices, using discipline related terminology.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Scientific Literacy	Students shall: a. Recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions; b. Demonstrate an ability to gather, comprehend, apply and communicate credible information on scientific and technical topics.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Scientific Reasoning	Students demonstrate scientific reasoning processes to draw conclusions.	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Ethics	Students demonstrate an understanding of the standards that define ethical scientific behavior, including: 1. Honesty: The accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues; 2. Safety: Ensuring the safety and well-being, both mental and physical, of practitioners, test subjects, local community, and environment; 3. Social Responsibility: Recognition of the impact of our actions have on the natural and human world.																					
Science and Society	Students understand the role science plays in historical and contemporary issues.																					

UAA Review & Mapping Process

- **Summer 2018 Review Team**
 - Kristin Ogilvie (ANTH– ANC)
 - Rachael Hannah (BIOL – ANC)
 - Rachel Graham (MATH – MatSu)
 - Carrie King (Dietetics – ANC)
- **Map UAA GER SLOs to Passport PLOs**
 - Descriptions, SLOs, GERC Templates, CIM & CCGs
 - Passport Block Worksheets
- **Disciplinary Faculty Review – Sep 18**
- **UAA Curricular Review – Fa18**
- **UAA Faculty Senate – Fa18**

UAA GenEd SLOs	Interstate Passport Outcomes								
	WC	OC	QL	NS	CT	CE	HC	TV	HSI
Tier 1: Basic Skills (12 cr)									
Written Communication 6 credits (2 courses)	█				█			█	
Oral Communication 3 credits (1 course)		█			█			█	
Quantitative Literacy 3 credits (1 course)			█		█				
Information Literacy (Dev across multiple courses)					█				
Critical Thinking (Dev across multiple courses)					█				
Tier 2: Disc Knowledge (22 cr)									
Natural Sciences (2 courses + 1 lab)			█	█	█			█	
Social Sciences 6 credits (2 courses outside of maj)					█		█	█	█
Humanities 6 credits (2 courses)					█	█	█	█	█
Fine Arts 3 credits (1 course)					█	█	█		█
Alaska Native (AKNT) GER						█	█	█	█

“Quality Assurance” Mechanisms

- Minimum Grade of C or Better for Passport
- Academic Progress Tracking
 - National Student Clearinghouse (NSC) reports to Passport institutions about the academic progress of their Passport earners who transferred to another Passport institution.
- Pilot Project to Map Assignments to Passport Learning Outcomes
 - The National Center for Higher Education Management Systems (NCHEMS) funded mapping exercise across six institutions not involved in the Passport development to exchange and evaluate assignments aligned with the PLOs.
- Passport Review Board
 - The Passport Review Board (PRB) consists of one member from each participating state, as well as transfer, learning outcomes, and assessment experts who evaluate the NCS data and recommend adjustments to member institutions.
- External Evaluation
 - Rutgers University’s Education and Employment Research Center is conducting a multi-year evaluation of the outcomes for Passport students, including persistence, GPA, graduation rate, and time to degree (funded by the U.S. Department of Education’s First in the World grant).