



THE ICRC ONGOING ARTICULATION REVIEW

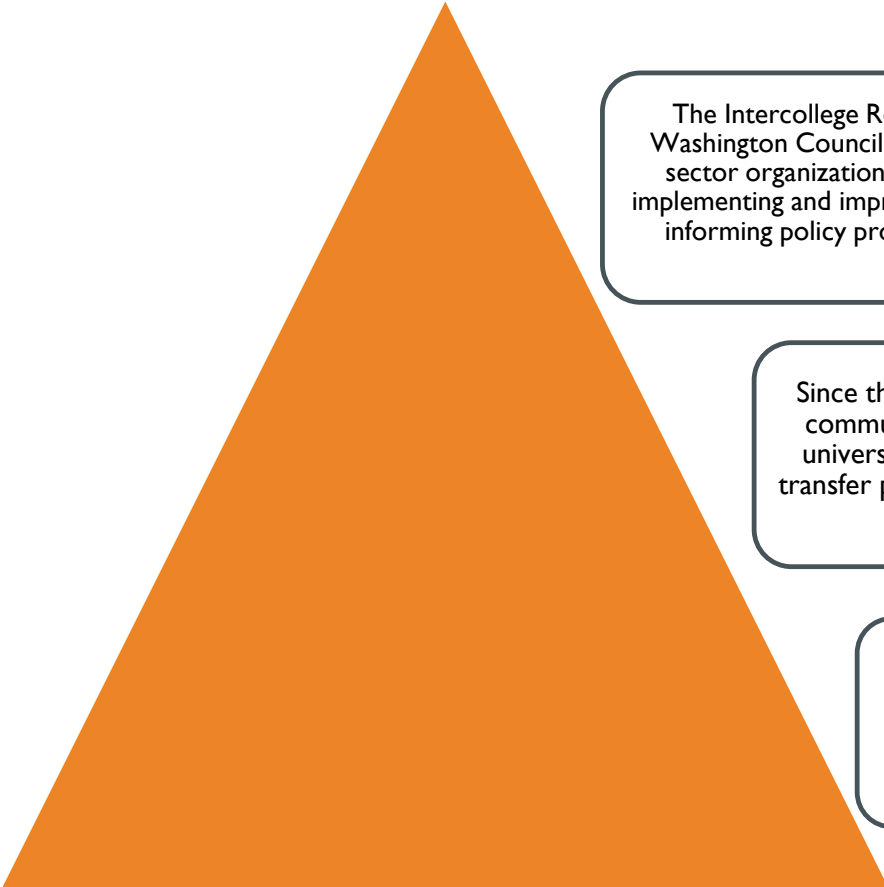
PEER TO PEER ENGAGEMENT



A LITTLE HISTORY

- For more than 45 years Washington's public baccalaureate institutions; community and technical colleges; and private, nonprofit four-year colleges and universities have worked together to provide students with clearly identified, direct pathways from two- to four-year institutions.

THE INTERCOLLEGE RELATIONS COMMISSION (ICRC)



The Intercollege Relations Commission (ICRC), which is a part of the Washington Council on High School-College Relations, is a critical, multi-sector organization in Washington's transfer discussion and focuses on implementing and improving communication among universities and colleges, informing policy proposals, and identifying and helping to solve transfer problems.

Since the 1970s, ICRC has focused on the implementation and improvement of communication and liaison among Washington public and private colleges and universities; studied, evaluated and assisted in the development of solutions to transfer problems which occur between educational institutions; and consider and promote activities of general concern to these institutions.

As part of this work, ICRC created the Ongoing Articulation Review (OAR) Committee with the purpose of monitoring the success of transferable associate degrees through the ongoing articulation review process.

KEY TERMS

• BI	• Intercollege Relations Commission (ICRC)
• Council of Presidents	• ICRC Handbook
• DTA Guidelines	• State Board of Community & Technical Colleges
• Independent of Colleges of Washington	• Washington Council

PURPOSE OF OAR

With its single focus to monitor the success of transferable associate degrees, the Ongoing Articulation Review Committee serves three functions.

Review transferable associate degrees including the Direct Transfer Agreement (DTA), Associate of Science – Transfer (AS-T 1 and AS-T 2), and Major Related Programs (MRPs), offered by Washington’s community and technical colleges for compliance with the degree guidelines identified in the ICRC Handbook.

Review the acceptance of transferable associate degrees between Washington’s community and technical colleges and baccalaureate institutions for compliance with transfer degrees.

Study problems and provide recommendations to ICRC members regarding the interpretation of the DTA Guidelines.

OAR COMMITTEE

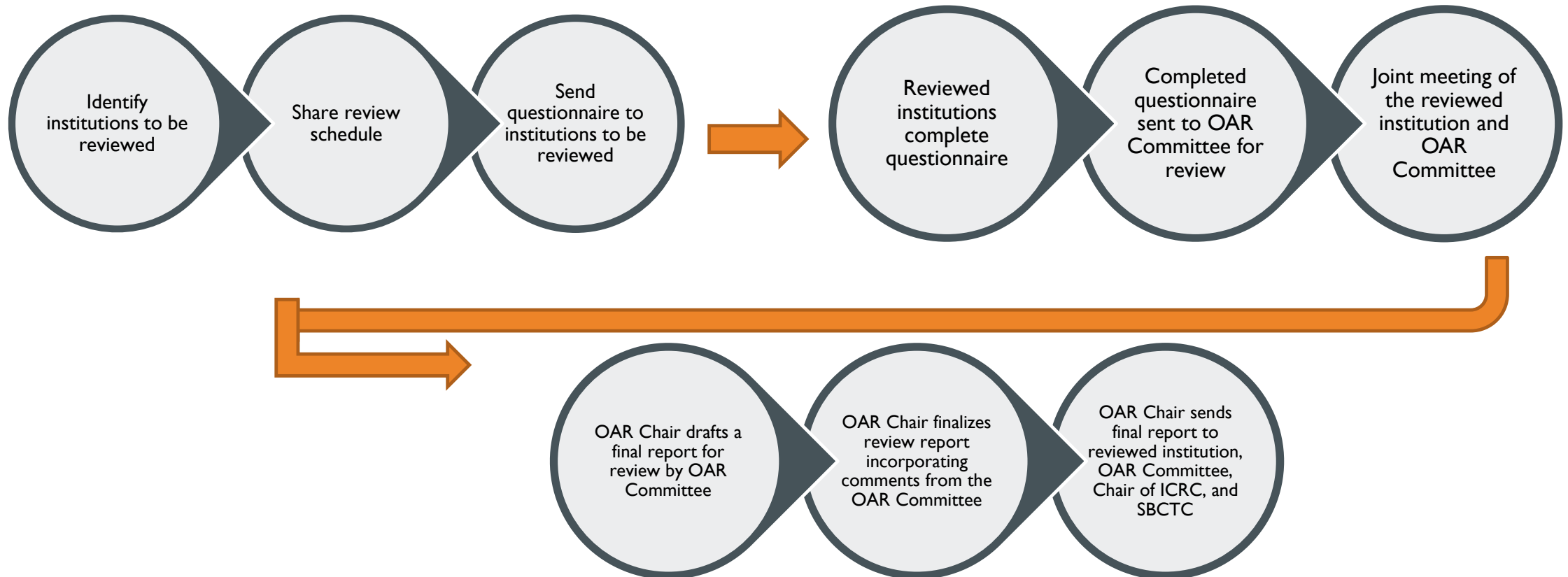
The OAR Committee consists of six members, in addition to the chair.

OAR committee membership is divided equally between community and technical colleges and baccalaureate representatives, and must include the ICRC Executive Committee At-Large Member. The At-Large Member will cycle forward into the next Executive Committee position (Secretary) annually, following the election of a new At-Large Member.

The Committee shall be chaired by an ICRC member who is elected from within the OAR Committee membership.

All OAR Committee members shall serve staggered terms of no more than three years.

THE REVIEW PROCESS



FOCUS OF THE REVIEW

The community and technical college review will consider the presentation of degree requirements in institutional transfer related materials, the structure of the degree and credit requirements, and the types of courses which meet distribution requirements

Any discussion regarding specific courses applicable to the degree will be limited to a review of course appropriateness based upon the catalog and other descriptive material. It is not within the purview of the OAR Committee to conduct a formal review of course quality. Transfer related materials include the institutional academic catalog, website and degree advising documents.

The baccalaureate institution review will consider the presentation of the degree-accepting institution's agreement in its transfer related materials, the benefits provided to a transfer student holding a transferable associate degree, and the specifics of any proviso claimed by the degree-accepting institution.

COMMON QUESTIONS

- **Is the OAR Review an accreditation?**
 - No, the OAR Review is not an accreditation. The OAR Review is focused on a periodic review of institutional transfer related materials at both the community and technical colleges and baccalaureate degrees to ensure that the guidelines adopted in the ICRC Handbook by Washington's higher education institutions are met. The intent is to identify and address any "drift" between policy and practice.
- **Does the OAR Review include a Campus Site Visit?**
 - No, the OAR Review does not include a campus site visit. The OAR Review Committee will invite the reviewed institution to discuss the completed questionnaire. Each member of the OAR Review committee reviews the questionnaire prior to the discussion with the full committee and the reviewed institution. The focus of the conversation with the full committee and the reviewed institution is to respond to comments and questions that emerge from the Committee's review of the questionnaire, gain insight from the reviewed institutions' perspective and provide feedback to continually improve the review process.
- **Does the OAR Review Process lead to Recommendations similar to Accreditation?**
 - The OAR Review Committee provides a final report to the reviewed institution that includes comments and suggestions based on the joint conversation about the complete questionnaire between the reviewed institution and the OAR Committee. The report provides areas for consideration but does not carry a mandated authority for change.
- **Who is Responsible for Addressing the Recommendations and What is the Timeline?**
 - The Institution is responsible for addressing the recommendations provided in the final report. There is not determined timeline, but the hope is that the recommendations may be implemented sooner rather than later.

ADDITIONAL RESOURCES

- OAR Review Committee
 - <https://www.washingtoncouncil.org/oarschedule.htm>
- Intercollege Relations Commission (ICRC)
 - <https://www.washingtoncouncil.org/icrc>
- ICRC Handbook
 - <https://www.washingtoncouncil.org/2017%20ICRC%20Handbook%20Final.pdf>



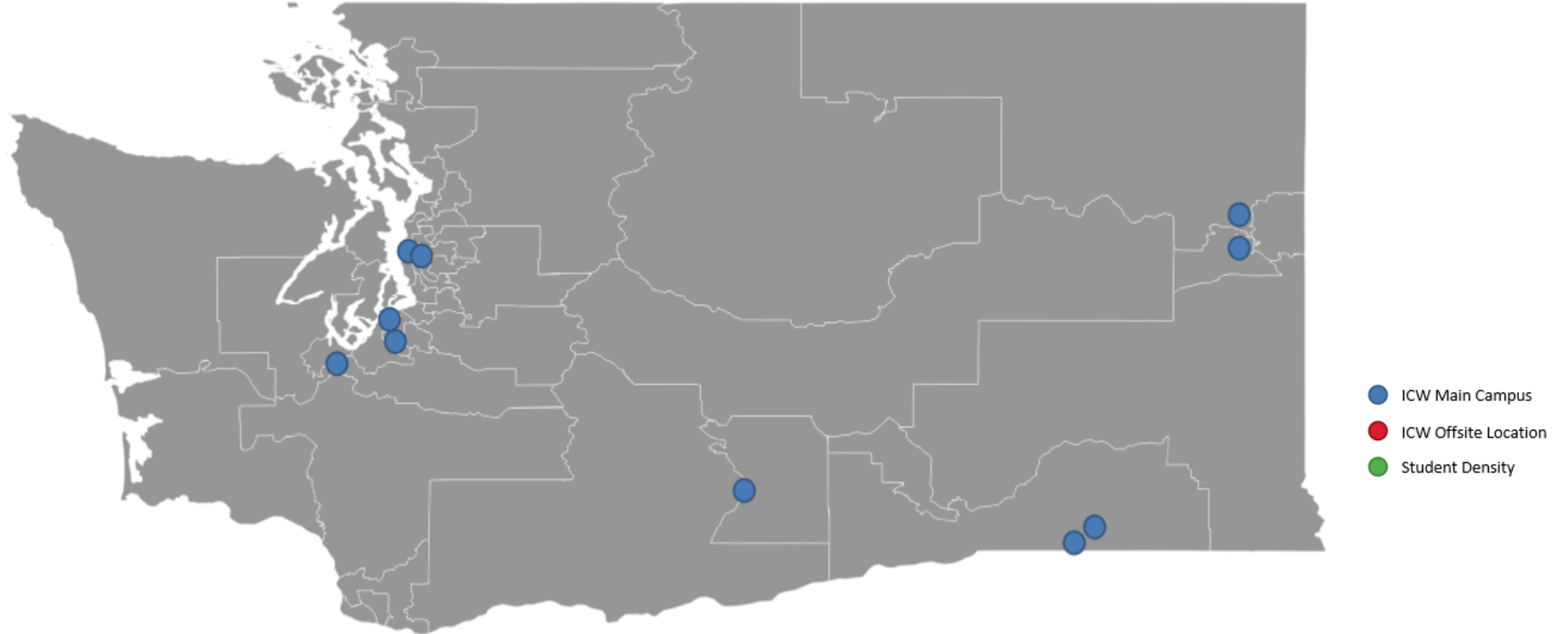
Independent Colleges of Washington



Gonzaga University ★ Heritage University ★ Pacific Lutheran University ★ Saint Martin's University
Seattle Pacific University ★ Seattle University ★ University of Puget Sound
Walla Walla University ★ Whitman College ★ Whitworth University



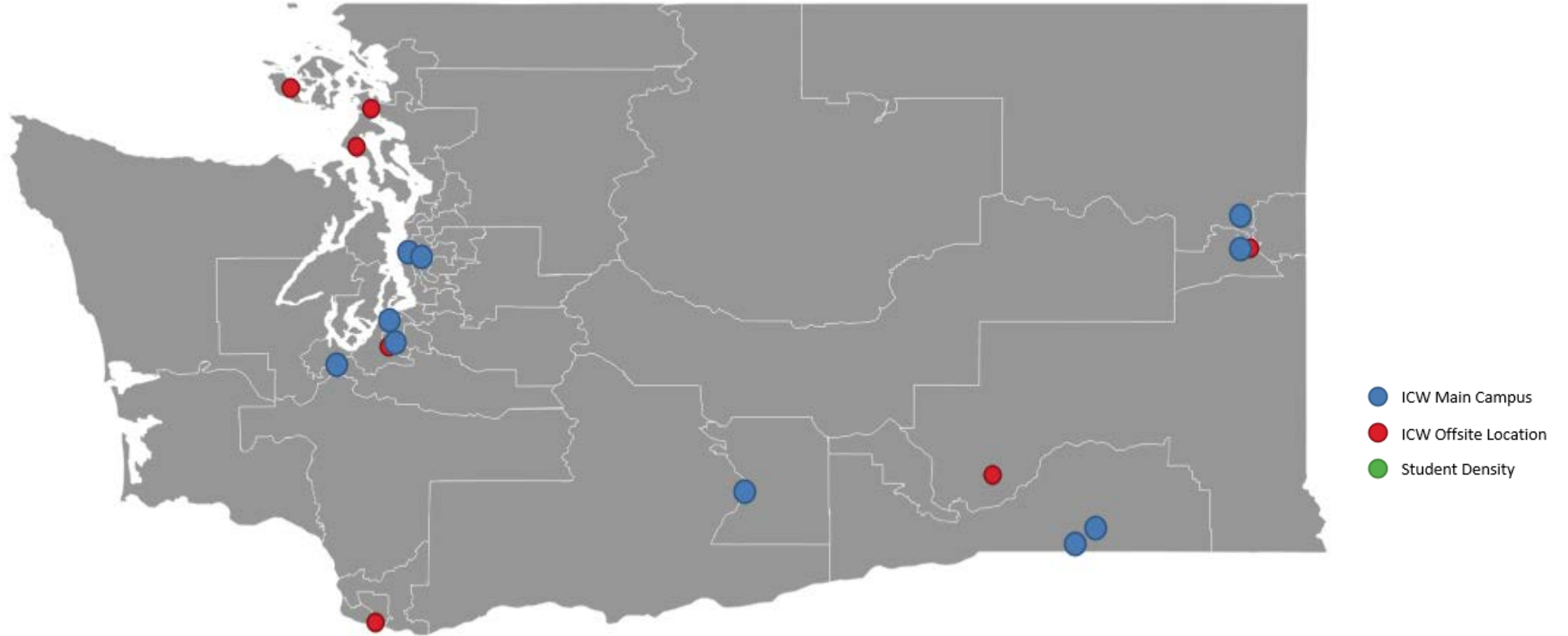
Serving Washington



Gonzaga University ★ Heritage University ★ Pacific Lutheran University ★ Saint Martin's University
Seattle Pacific University ★ Seattle University ★ University of Puget Sound
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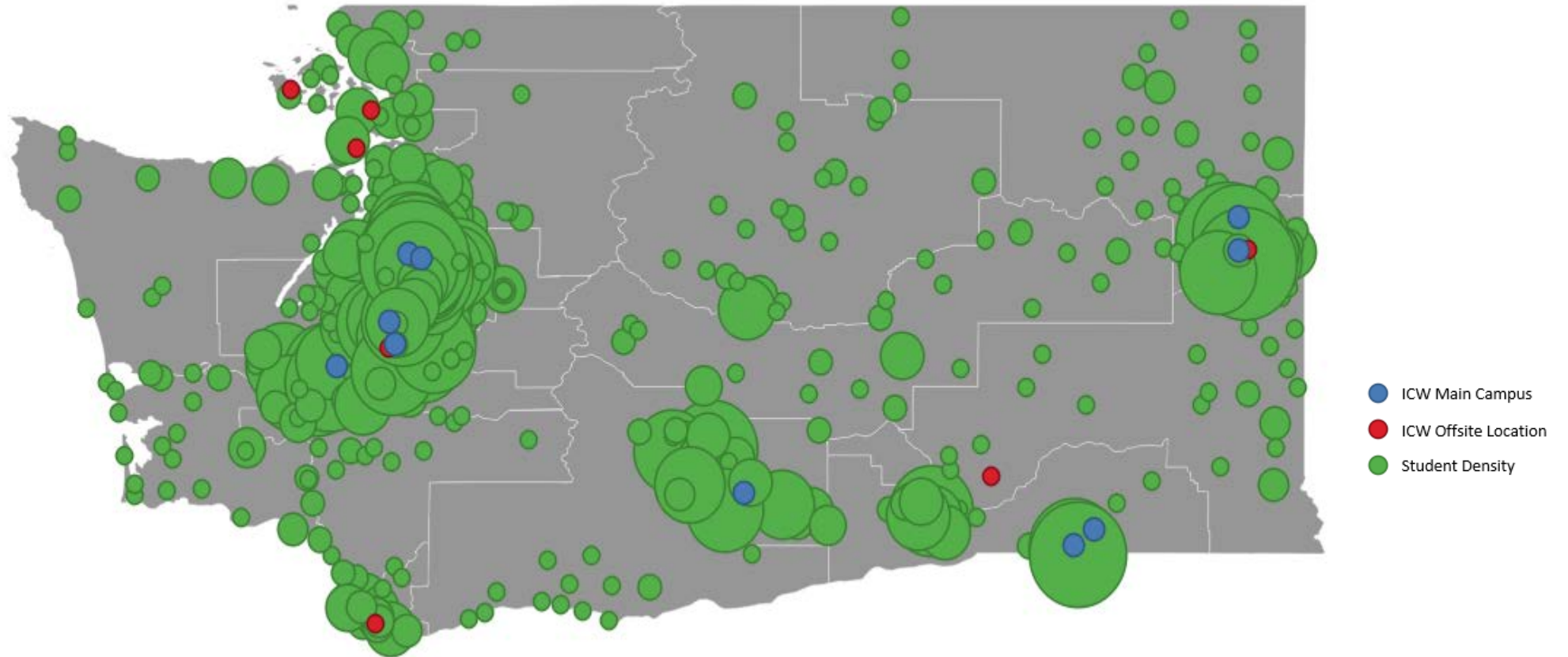
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Championing Diversity



Low-Income Undergraduates



Students Above Age 25



Students of Color



Transfer Students*

*of Juniors and Seniors (transferring 45+ credits)

Source: ICW Member Schools Survey, 2018

Our Students at a Glance

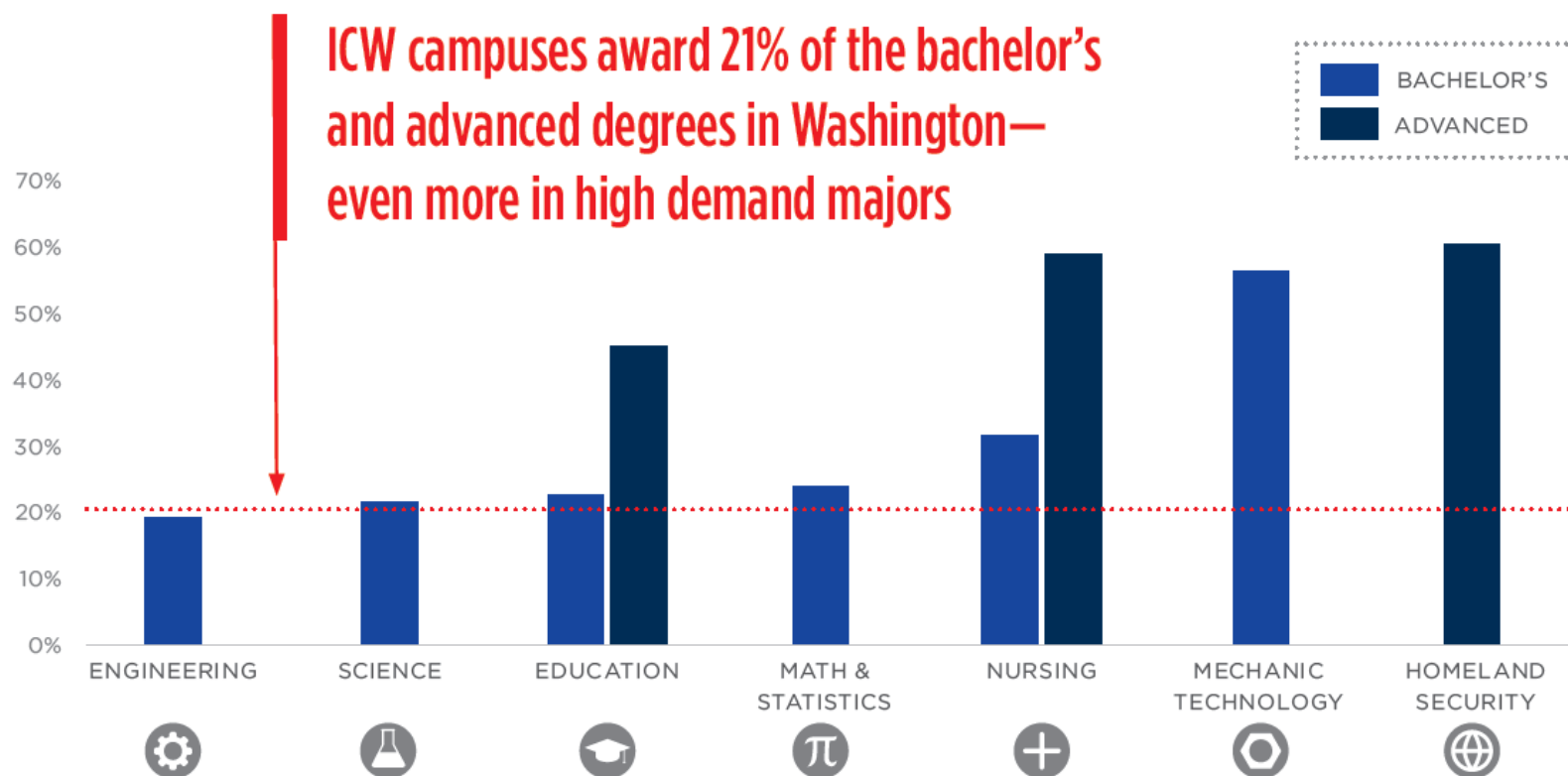


Source: ICW Member School Survey, 2018

Gonzaga University ★ Heritage University ★ Pacific Lutheran University ★ Saint Martin's University
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Completing Degrees



Source: U.S. Dept. of Education, National Center for Education Statistics (NCES)

Gonzaga University ★ Heritage University ★ Pacific Lutheran University ★ Saint Martin's University
Seattle Pacific University ★ Seattle University ★ University of Puget Sound
Walla Walla University ★ Whitman College ★ Whitworth University



New Baccalaureate Degrees

- Business Administration, Data Analytics (Saint Martin's University)
- Business Analytics (Seattle University)
- Communication & Civic Engagement (Pacific Lutheran University)
- Community, Culture and Language in Education (Gonzaga University)
- Computer Engineering (Seattle University)
- Criminal Justice and Law (BA/JD 3+3 program) (Seattle University)
- Dance (Gonzaga University)
- Design (Seattle University)
- Exercise Science (Saint Martin's University)
- Film & Media Studies (Pacific Lutheran University)
- Musical Theatre (Pacific Lutheran University)
- Nursing (Saint Martin's University)
- Secondary Education (Saint Martin's University)



New Minors

- Arabic Language (Seattle University)
- Asian History (Gonzaga University)
- Critical Race & Ethnic Studies (Gonzaga University)
- Data Science (Pacific Lutheran University)
- Early Christian Studies (Pacific Lutheran University)
- Ecotheology (Seattle Pacific University)
- Ethics (Seattle University)
- Gender & Identity Studies (Saint Martin's University)
- Global Engagement (Seattle Pacific University)
- History of Race & Ethnic Communities (Gonzaga University)
- Innovation Studies (Pacific Lutheran University)
- Interactive Computing and Art (Seattle Pacific University)
- Latin American History (Gonzaga University)
- LGBTQ Studies (Seattle University)
- Mechanical Engineering (Seattle University)
- Medieval and Early Modern Studies (Seattle University)
- Museum Studies (Seattle Pacific University)
- Native American and Indigenous Studies (Pacific Lutheran University)
- Sacred Music Concentration for Bachelor of Music Students (Gonzaga University)



New Graduate Degrees

- Business Administration (MBA) (Seattle University) – online
- Business Analytics (MS) (Seattle University) - online
- Catholic Education Leadership (Post-Bacc Cert) (Saint Martin's University)
- Computer Science with Specialization in Software Engineering (MSCS-SE) (Seattle University)
- Education (M.Ed.) (Gonzaga University) – online
- Education Leadership (Ed.D.) (Gonzaga University)
- Education Specialist in School Psychology (Ed.S.) (Gonzaga University)
- Environmental Engineering (MS) (Saint Martin's University)
- Higher Education Student Affairs (M.Ed.) (Saint Martin's University)
- Mechanical Engineering (MS) (Seattle University)
- Sports Business Leadership (MSBL) (Seattle University)



Of Note

Heritage University

Added competency-based component to our BLE/ESL endorsement. Program now available face-to-face, online, hybrid online/traditional, and competency-based. Students may mix and match modules between the different delivery models. Heritage calls this the hi-flex.

Expanded Workforce Training options (not for credit), curated for local employer's specific needs.

Expanded Summer English and Math Bridge programs for students placing below college-level that couldn't attend during the summer. The Making Academic Progress (MAP) program provides Bridge content along-side college-level courses and additional supports outside of the classroom.

Pacific Lutheran University

253 PLU Bound Full Tuition Scholarship now available to transfer students with a college GPA of 3.3 or higher who are College Bound Scholarship eligible. Scholars will also receive \$1,000 in additional scholarship assistance for books and supplies.

Transfer guides now available online for 10 community colleges: <https://www.plu.edu/admission-transfer/wa-2-year-colleges-to-plu/>



Of Note, continued

Seattle Pacific University

Transfer Promise Program: Beginning in 2020, Seattle Pacific University will offer 50 percent off tuition for eligible community college students in the City of Seattle's new Seattle Promise program.

Seattle University

Offering 4 reserved seats into our 2-year transfer nursing program for Running Start applicants who meet our transfer requirements (which includes 10 prereqs and a completion of a DTA).

Increased Alfie Scholarship amount to \$15,000 last year – this is a competitive transfer scholarship for students who complete an associate's degree at a WA CC.

Continuing to offer our [merit-scholarships](#) for transfer students.

University of Puget Sound

[Transfer course equivalency tool](#) on their website. Waiver of application fee for Washington community college students and for military veterans.



WA Independent College Transfer Counselors

Member Campus	Transfer Counselor	Phone
Gonzaga University	Audrey Minton	800-322-2584 509-313-6579
Heritage University	Gabriel Pinon	509-865-0420
Pacific Lutheran University	Brandon Bruan	253-535-8742
Saint Martin's University	Caitlin Gordon	360-438-4594
Seattle Pacific University	Cathy Dominguez-Chinn	206-281-2021
Seattle University	Mallory Torgerson-Preuitt	206-220-8242
University of Puget Sound	Torri Henson	253-879-3608
Walla Walla University	Gerry Larson	509-527-2776
Whitman College	Kris Surovjak	509-527-5176
Whitworth University	Reagan Kissel	509-777-4626

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2019 ICRC FALL MEETING SBCTC REPORT

JAMILYN PENN, DIRECTOR, TRANSFER EDUCATION-SBCTC

October 10-11, 2019

Western Washington University



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board



JAMILYN'S EDUCATIONAL FOOTPRINT



OSPI



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board



**LAKE WASHINGTON
INSTITUTE OF TECHNOLOGY**
LWTech.edu



SBCTC STATE BOARD'S STRATEGIC PRIORITIES

- Equity focused/equity lens
- Guide Pathways and other proven student success strategies
- Implement Strategic Enrollment plan
- Implement Career Connect Washington
- Advocacy and Community engagement

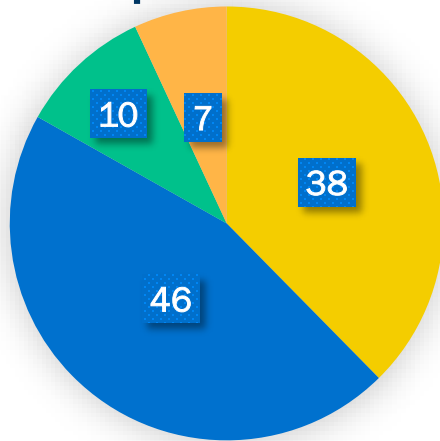
EQUITY AND DIVERSITY RESOLUTION 19-06-28

SBCTC Vision Statement-

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social and economic justice in service to our diverse communities.

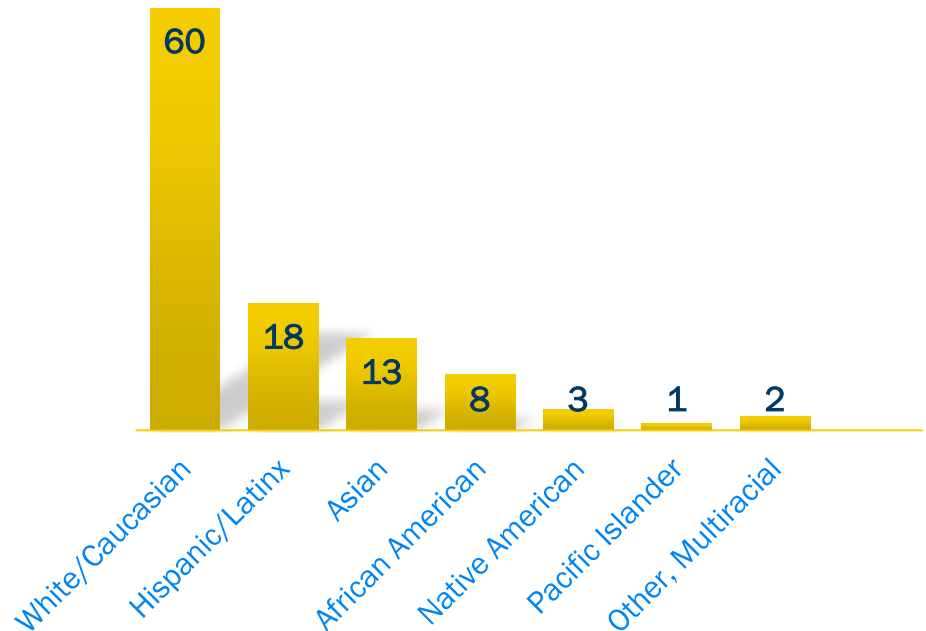
COLLEGE FACTS

Type of student by percent



- academic/transfer
- workforce education
- basic skills
- other

Race/ethnicity*



COMMUNITY AND TECHNICAL COLLEGE FACTS

- 362,862 students enrolled
- 50% full-time
- 56% women
- 58% of students enrolled in Washington's public higher education system are enrolled in community and technical colleges.



COLLEGE TRANSFERS 2016-2017

- Public BI's 10,572
- Western Governors University 2,373
- Independent Colleges of Washington 1,593
- CTC's BAS Programs 1,447
- Other independent colleges 394
- Portland State University 142

[After College Status: Transfers](#)

COLLEGE TRANSFERS 2016-2017**

Transfers to Independent and Other Baccalaureate Institutions:

<https://www.sbctc.edu/colleges-staff/research/data-public/transfers-dashboard.aspx>

**The data for 2017-2018 will be available in December 2019, or later

2017-18 TRANSFER DEGREES AWARDED

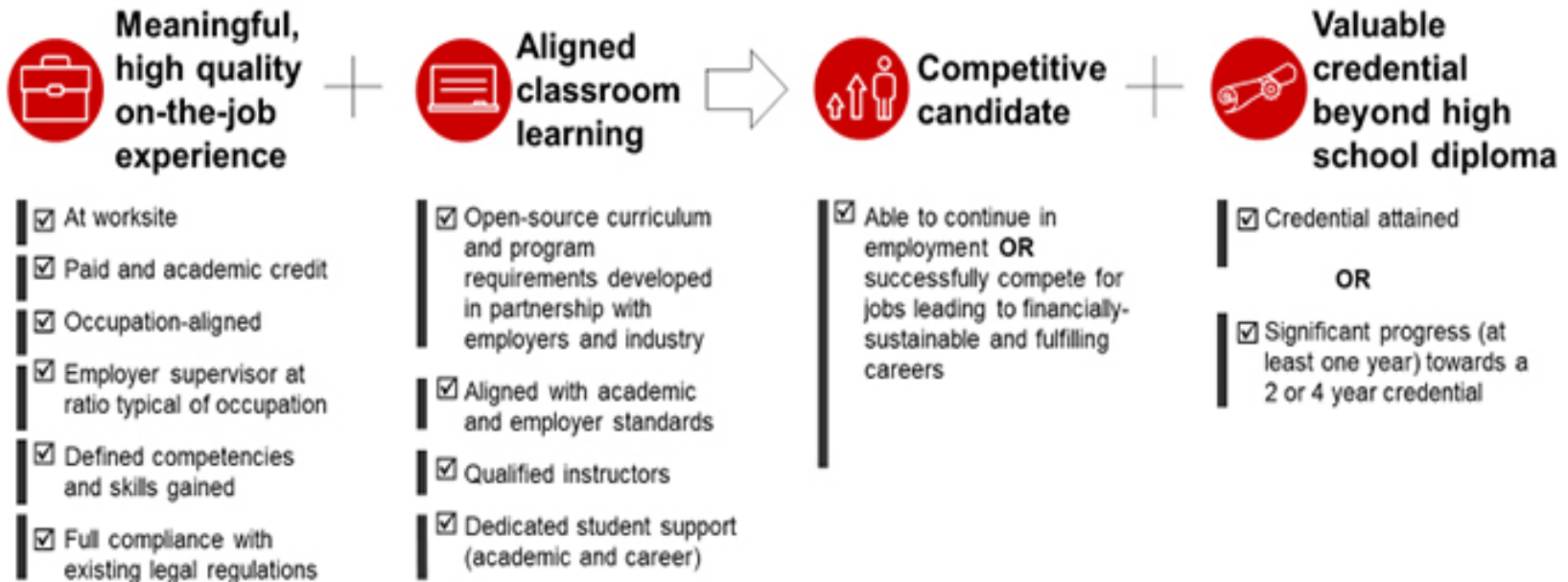
Direct Transfer Agreement (DTA)	15,578
Business DTA/MRP	1,883
AS-T Track 2 (Engineering/Physics)	895
Pre-Nursing DTA/MRP	571
AS-T Track 1 (Biology/Chemistry)	397
Nursing DTA/MRP	288
Biology DTA/MRP	246

[Credentials Awarded Dashboard](#)

CAREER CONNECT WASHINGTON

- Partnering with the Governor's Task Force
- K-12-Baccalurate pathways
- Identifying actionable and effective steps to promote educational pathways
- Focus on careers for Washingtonians

Career Launch Programs: Positioning young adults for promising careers



TRANSCRIPT POSTING REQUIREMENTS

- Locally designed associate degrees also intended for transfer by an individual college may not carry the **DTA**, **AS-T**, or **DTA/MRP** titles
- *Unless* approved by SBCTC degree approval process and registered on the [transfer degree inventory](#) (last updated July 31, 2019)

Negotiated Agreement

- Between **SBCTC** (representing 32 community and technical colleges) and the **public and private four-year baccalaureate institutions**

AP/IB/CI CROSSWALKS

- AP Scores Crosswalk 2019 published/posted
- IB Scores Crosswalk 2019 reviewed and approved by Instructional Council (IC)
- Cambridge Scores Crosswalk 2019, still under discussion



HOT TOPICS

- System-Wide Credit Policy for AP/BI/CI
- Guided Pathways
- Reverse Articulation
- BAS Programs
- Career Launch
- Nursing (funds and pathways)



CTCLINK (PEOPLESOFT/PRODUCT)

- Tacoma Community College and Spokane Colleges up and running
- Clark College and SBCTC transitioning
- Launch Monday, October 28, 2019
- Alignment and continued movement/support



ICRC MEMBERSHIP LIST UPDATED



Thank you, Lori Crist-SBCTC Secretary Senior, Education Division

EMERGING SECTOR TOPICS

- Guided Pathways, especially mathematics
- DTA credit transfer-elective/for credit
- SBCTC Strategic Plan
- SBCTC Vision Statement
- Transfer Institute 2.0
- Cross sector data

QUESTIONS

Please let me know if you have questions.

I look forward to working with you.

Contact Info.:

jpenn@sbctc.edu

360-704-4338

Intercollege Relations Commission

Fall 2019





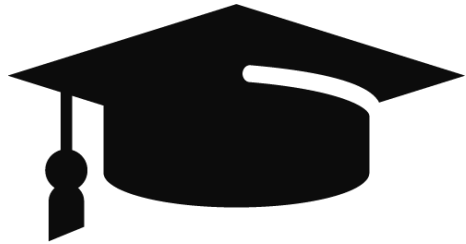
About the Council



We advance educational opportunities and attainment in Washington.



Washington's Attainment Goals



100%

High school diploma
or equivalent



70%

Postsecondary
credential

Washington population ages 25-44



Dual Credit Resources

This table covers basic information about dual credit programs in Washington State. For complete information about costs, as well as how and when students receive credit, reference the program sections or visit the Office of the Superintendent of Public Instruction's (OSPI) website (links available in sources).

Legend
 IHE Institute of Higher Education (college or university)
 CTC Community and Technical College
 FRPL Free and reduced price lunch
 BEA Basic Education Allowance

	Standardized exam		Articulation		Course Completion	
	Advanced Placement (AP)	International Baccalaureate (IB)	Cambridge International (CI)	Tech Prep	Running Start	College in the High School (CHS)
High schools*	302	19	3	373	440	112
Students*	62,627	8,223	1,070	114,842	23,304	22,534
Credits*	196,249	47,521	3,787	219,500	158,534	46,981
Instruction site	High school	High school	High school	High school	IHE or home (online)	High school
Teacher	High school	High school	High school	High school	IHE faculty	High school**
Curriculum creator	College Board	International Baccalaureate	University of Cambridge	High school and IHE	IHE	IHE
Potential for earning college credit	College evaluation of AP exam results	College evaluation of IB exam results	College evaluation of CI exam results	Varies by high school and IHE	Course completion with passing grade	Course completion with passing grade
Eligible grades	9-12	9-12	9-12	9-12	11-12	10-12
Potential cost to students	Each exam: \$93	Registration: \$168 Each exam: \$116	Exam fees vary by level	No or minimal registration, transcription fees Varies by consortium, and IHE	Up to 10% of tuition Transportation, books, fees	Varies up to \$65/credit
FRPL subsidy	\$15		\$15		Fees waived for FRPL	Prioritized by location, size, FRPL rate
Cost to school	No or minimal cost to high school	Annual high school fee	Annual program fee	Fee to participate in consortium	Based on BEA 93% to IHE 7% to school district	Possible book costs

*Number of Students, 9th-12th, who completed at least one course in that specific program. Data pulled on 03-02-17. **Must meet specific credential requirements.

Washington State public or private independent institution. Course articulation on this website is not official and does not guarantee transfer credit. This site is not a substitute for an official evaluation with an advisor or the official transfer articulation that is completed after admission to a Washington postsecondary institution.

In other words, use this as a tool for information only, and make sure to meet with your school counselor or your college's admissions or transfer office for help in determining which of your AP, IB, or Cambridge credits will transfer to your college.

Select Tests

1) Select Test Type

2) Select Test

3) Enter Score (optional)

Add Test

Comparison Chart

- Wsac.wa.gov/policy

Dual Credit Lookup Tool

- Readysetgrad.org



Takeaway: Dual Credit Updates

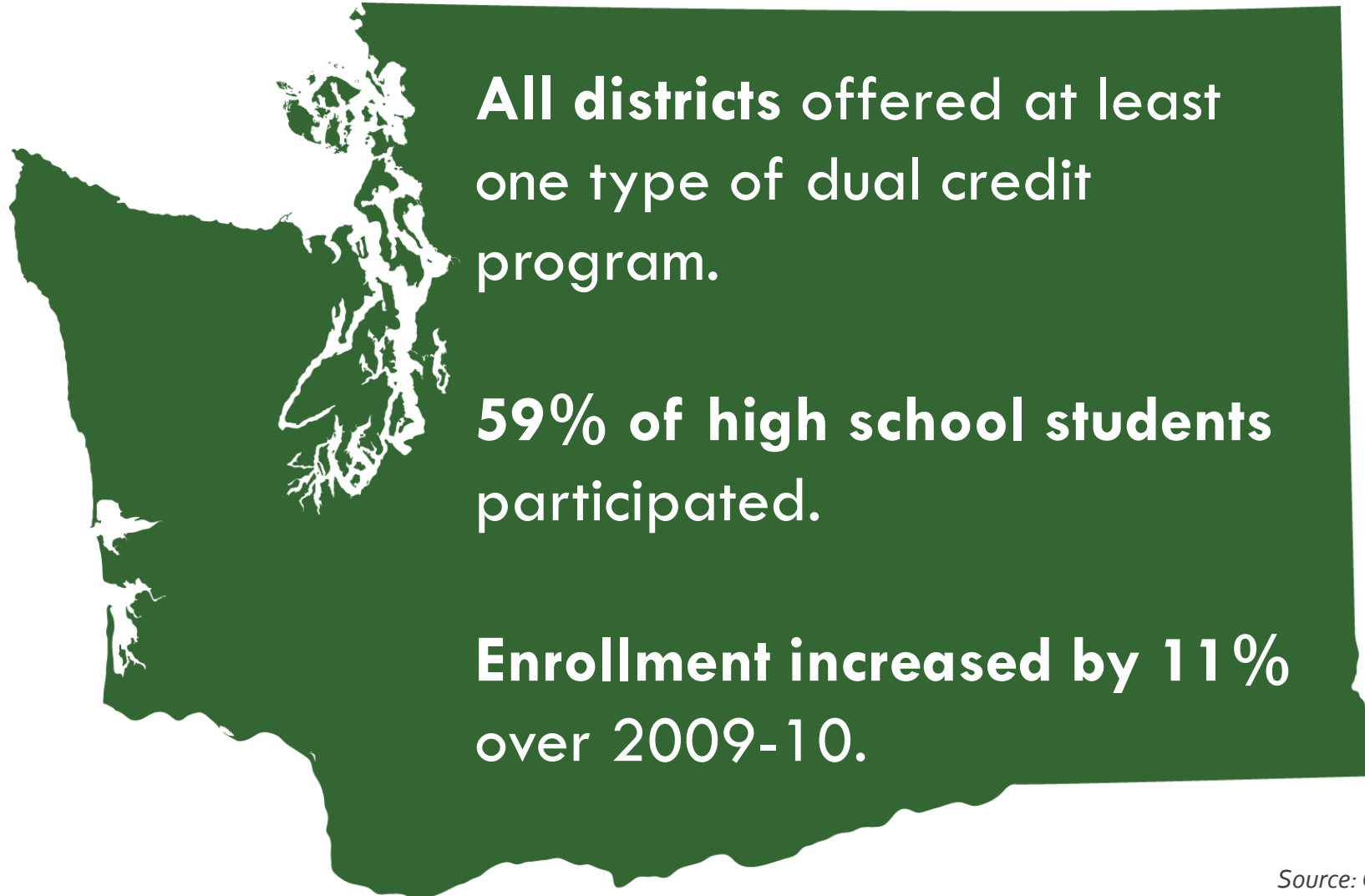
2SHB 1973: The Dual Enrollment Scholarship

E2SHB 1599: Promoting Career & College Readiness Through Modified HS Graduation Requirements

Dual Credit & Financial Aid: Myth Busters

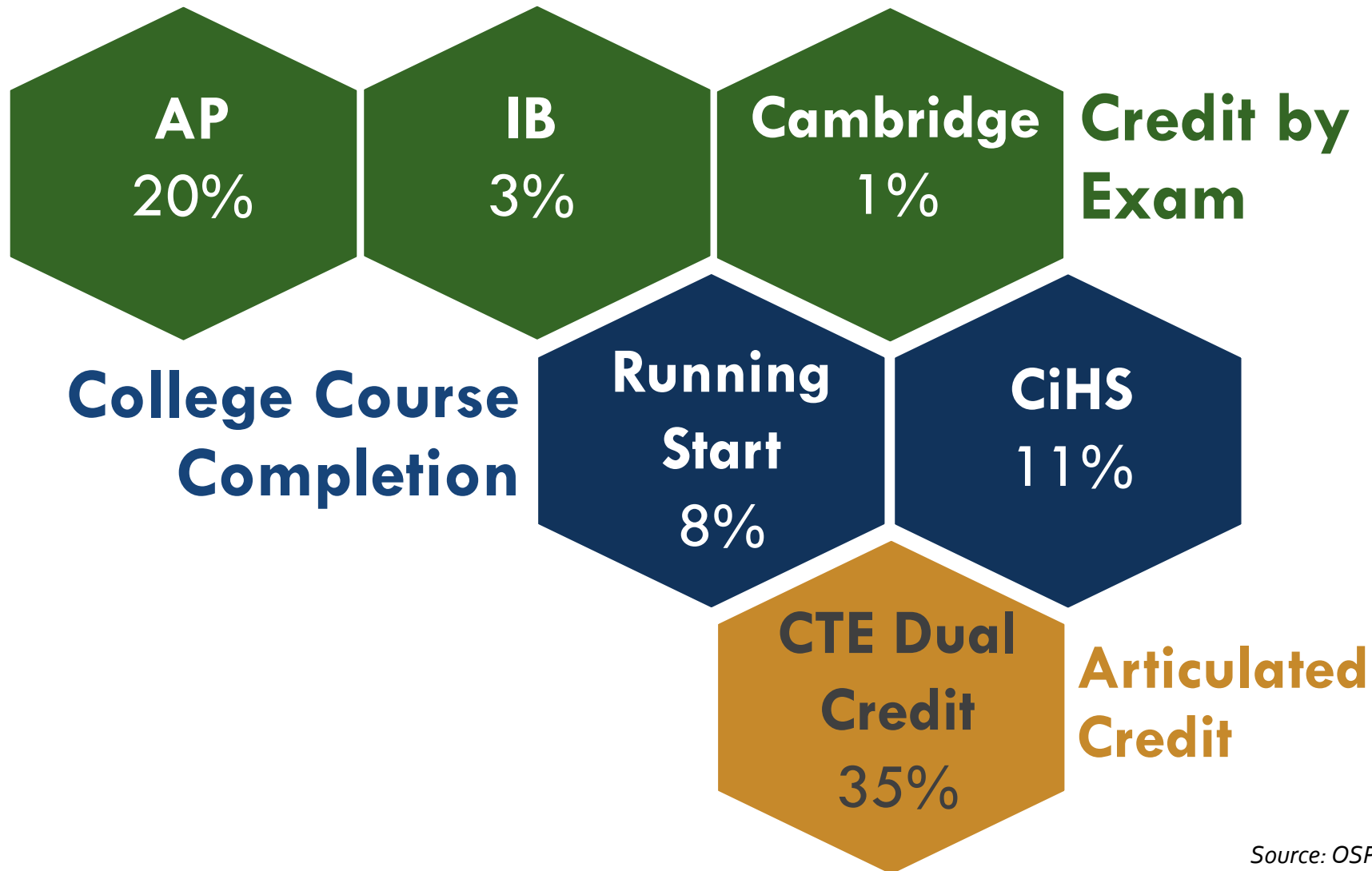


2017-18 WA dual credit snapshot



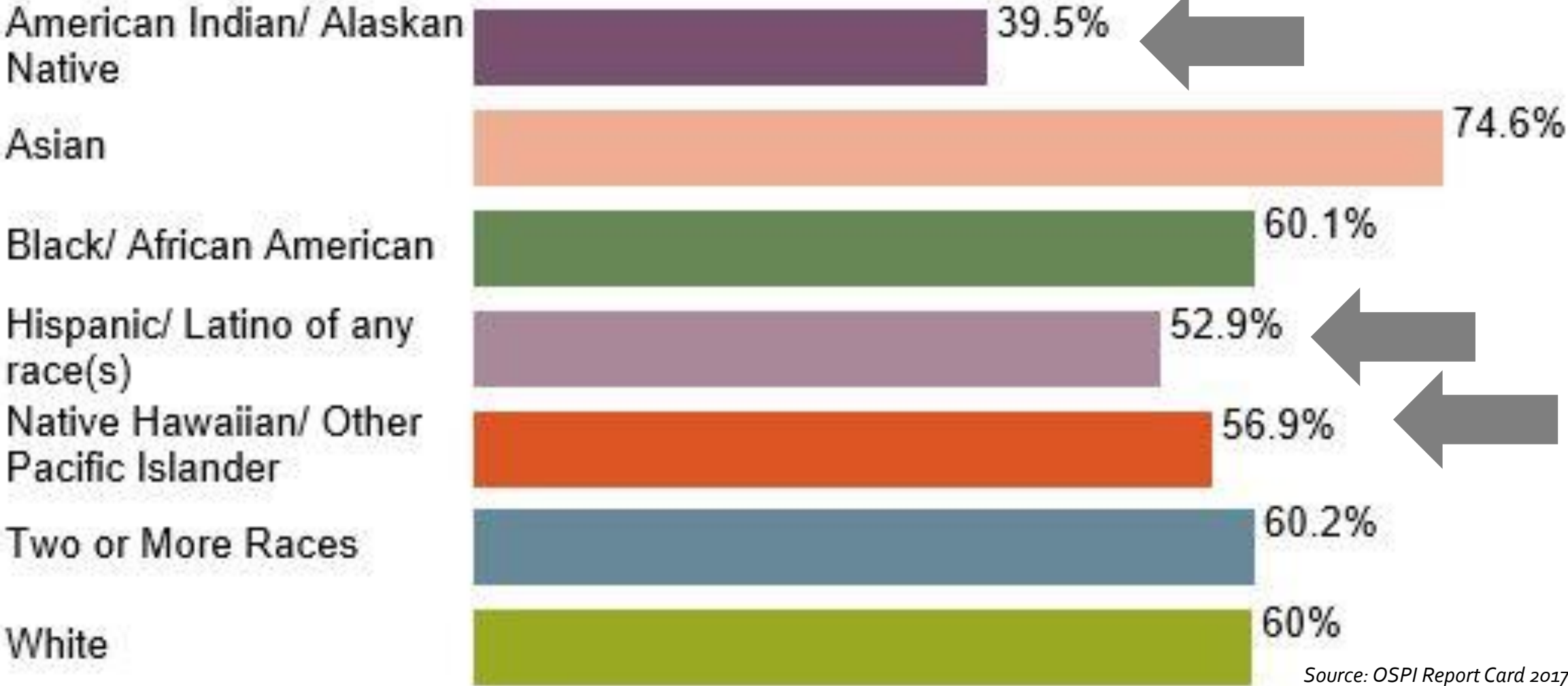


2017-18 dual credit enrollments





Dual Credit Enrollment Gaps 2017-18



Source: OSPI Report Card 2017-18.



MRP updates

Active

- Pre-Nursing
- Engineering

Upcoming

- Computer Science
- Nursing
- Allied Health/Health Sciences

Events, Workshops, and Resources





Join Us - Pave the Way

A blue banner featuring a winding road graphic in shades of grey and orange. The text "Pave the Way" is at the top, followed by the tagline "Advancing Equity, Expanding Opportunity, Increasing Attainment". The year "2019" is prominently displayed in the center. On the right side, there is a circular logo for the Washington Student Achievement Council, which includes the tree-and-pencil icon.

Pave the Way
Advancing Equity, Expanding Opportunity, Increasing Attainment

2019

WASHINGTON STUDENT
ACHIEVEMENT COUNCIL

December 11 • University of Washington • Seattle

www.wsac.wa.gov/pavetheway



Join Us – The Dual Credit Summit

Washington Dual Credit Summit: Strengthening Programs and Addressing Equity

Save the Date - Update
March 16-17, 2020

Seattle Airport Double Tree
18740 International Blvd.
Seattle, WA 98188



Resource: Student Loan Advocate

Supports current & future student loan borrowers in WA

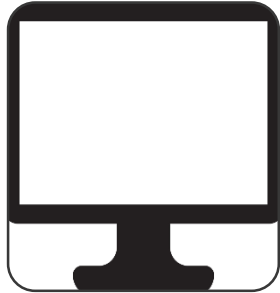
- Understanding the different types of loans
- Income driven repayment
- Public service loan forgiveness
- Loan discharges, deferment & forbearance, consolidation, private loans

Stephanie Sampedro

- Stephanies@wsac.wa.gov
- 360-753-7781



Continue the Conversation



Online:

- www.readysetgrad.wa.gov
- www.thewashboard.org
- www.wsac.wa.gov



On Twitter:

- [@WSACouncil](https://twitter.com/WSACouncil)
- [@Ready_Set_Grad](https://twitter.com/Ready_Set_Grad)



On Facebook:

- www.facebook.com/WSACouncil
- www.facebook.com/ReadySetGrad

Statewide Adult Reengagement Framework



Rachelle Sharpe, PhD | Deputy Executive Director



COLLEGE & CAREER
COMPASS
WASHINGTON

Intercollege Relations Commission (ICRC)

10.10.19

ATTAINMENT GOALS

- Employers need a highly skilled workforce to remain competitive.
- Our residents are not earning the needed credentials – and there are gaps at every educational level.
- Employers find talent elsewhere and our residents are not competitive for living-wage jobs.

THE ROADMAP

A Plan to Increase Educational Attainment in Washington



100%
High school




70%
Postsecondary


Washington adults ages 25-44


OPPORTUNITY: \cong 1 MILLION WORKING-AGE ADULTS

Target
population



 Some college
(n=400,000)

 High school only
(n=420,000)

 No high school
(n=170,000)

More than half of the 1.9 million adults in Washington have an opportunity to further their education.

- A lack of a credential suppresses employment outcomes.
- Financial constraints, family and work obligations, and other barriers lead adult students to postpone or withdraw from their education.
- There is no statewide system of information or supports for adult learners.

VISION



Empower adults so they can return to school, earn their credential, and advance their careers.

Statewide framework supports adults to return and complete their education, so they can compete to meet the needs of Washington employers.

OBJECTIVES FOR THE INITIATIVE

Find and **encourage** former students

Partner with employers and community based organizations

Connect adult learners to campuses committed to their success

Coach adult learners with relevant action steps

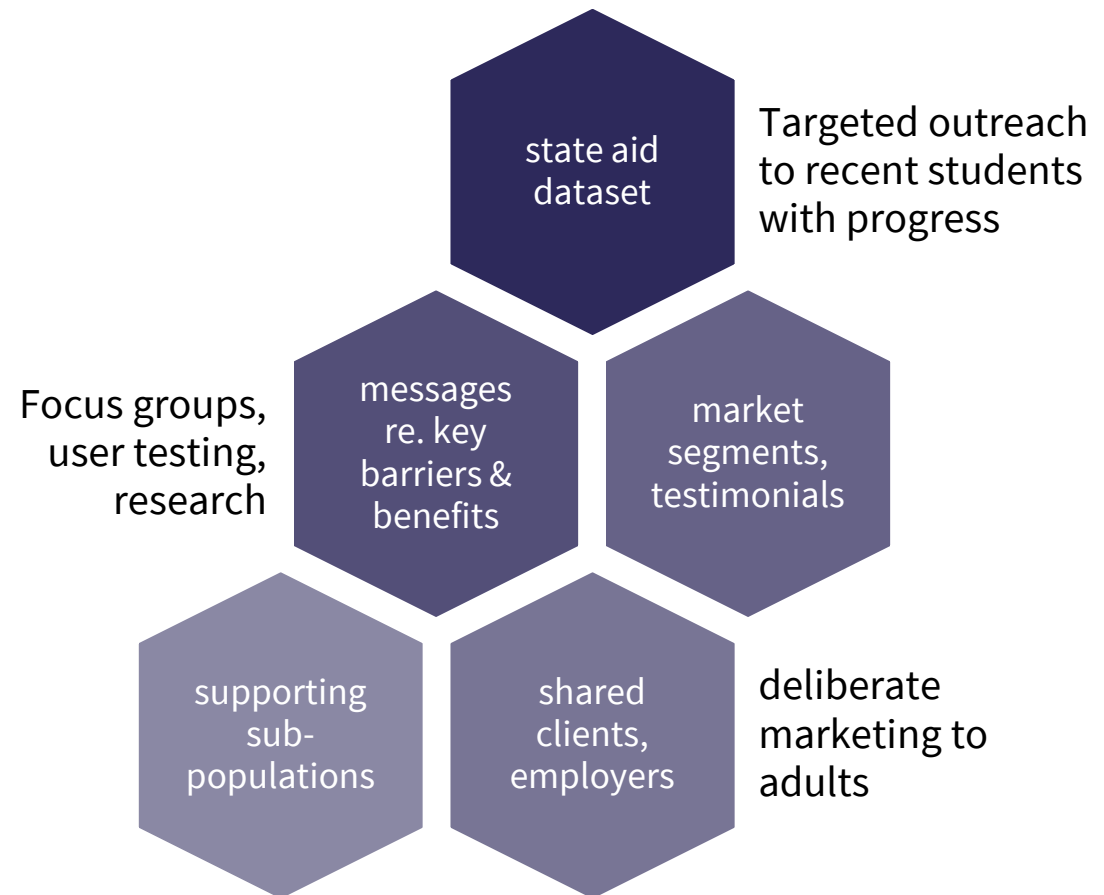
Build a state **network** to propel best practices

Test **innovative** practices such as MicroGrants

STUDENT IDENTIFICATION AND OUTREACH

Target recent aid recipients who are adults and have significant progress.

- Set aside students with financial aid issues.
- Remove enrolled and completed students.
- Use equity lens to review demographics of each dataset.



OUTREACH

Focus groups > Messages addressing key barriers > Audience segmentation > Marketing campaign

College and Career Compass WA
Sponsored

Are you ready to improve job stability, earn a higher salary, and put your passion to work?
Take the first step to finishing your education today.



Start Your Future

COMPASSWA.GOV
Your Future Starts Today! [LEARN MORE](#)

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It's not too late to earn your degree. Finish your educational journey and launch your career with #CompassWA.



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Finish Learning to Start Earning TODAY [LEARN MORE](#)

College and Career Compass WA
Sponsored

Build a solid career, make higher wages, and use your passion and skills to improve the lives of others. Ready to get started?



Finish Your Degree, Start Earning More.

COMPASSWA.GOV
Finish Learning, Start Earning [LEARN MORE](#)

College and Career Compass WA
Sponsored

Complete your education to earn your degree today, secure a future in a career with higher wages for a better tomorrow.

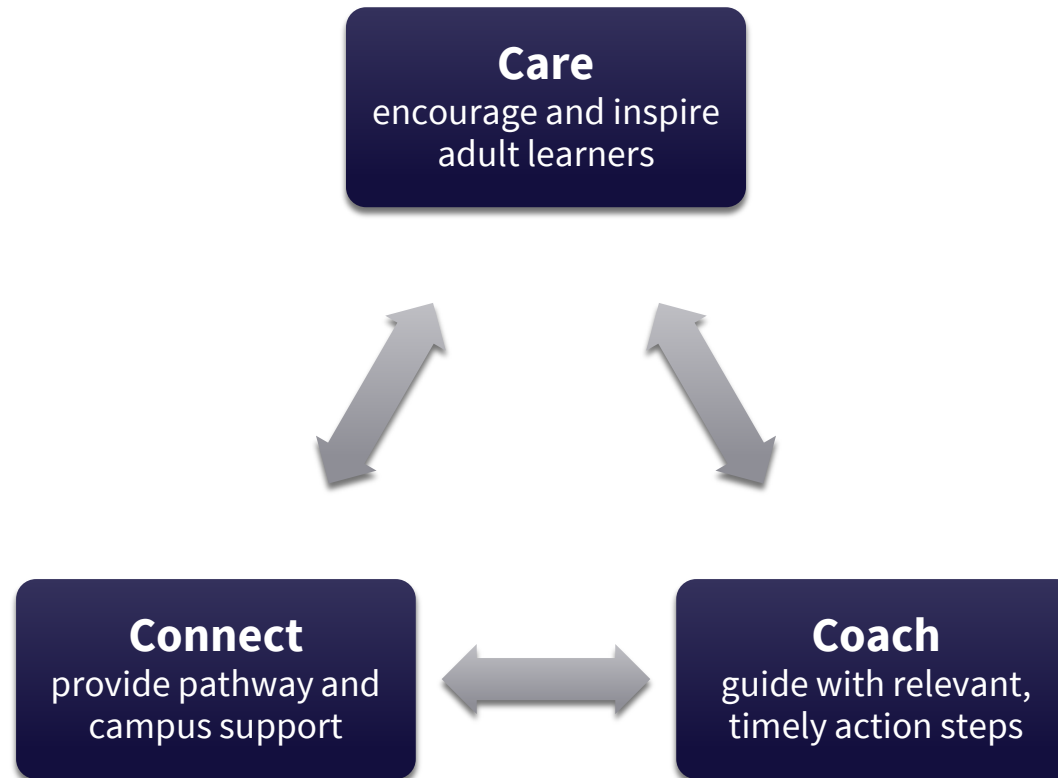


Learn More, Earn More.

COMPASSWA.GOV
Higher Wages, Better Future [LEARN MORE](#)

Creative • Social media • Email • Posters • Brochure

OBJECTIVES FOR THE TOOL



SOFT LAUNCH NOVEMBER 2019



Data for programs, labor market • **Filters** narrow results • **Profiles** of participating campuses



[Search colleges](#) [Backpack](#)

Search



Any

Online




Evenings/weekends

Sort: Name




Edmonds Community College
Acute Care Nursing Assistant

 **Length:** 6 Months
 **Award:** Certificate

Seattle University
**Advanced Practical Nursing
Immersion**

 **Length:** 2 Years
 **Award:** MSN
 **Online**

Big Bend Community College
Associate Degree Nursing

 **Length:** 2 Years
 **Award:** AAS
 **Evenings/weekends**

CONTENT MODULES

Prompts assess needs > **Articles** address needs > **Action** items for users

Concerned about paying for college?

Will college be worth it financially?

What are the costs of college?

What kind of financial help is there?

How can I prepare financially?

What program to complete?

How can I finish faster?

Will my credits transfer?

Can I get credit for my work experiences?

Ways to attend: in-person or online?

How to get ready for college?

What if my skills are rusty?

Need your high school diploma?

What technology will I need?

How can I balance work and family?

Will I feel welcome?

How are Veterans supported?

Is there an LGBTQ community?

As a person of color, will I feel supported?

Would you like to learn about support for immigrants?

BUILD YOUR BACKPACK

- Tips, action items
- Questions for schools
- Resources



CAMPUS PARTICIPATION

- Identify students
- Outreach and marketing
- Develop, maintain tool
- Evaluate
- Share best practices
- Engage partners and employers

WSAC



- Provide programs and data
- Complete self-assessment
- Respond to leads
- Support enrollment, completion
- Share outcomes
- Participate in evaluation

Campus



ADULT LEARNERS FACE UNIQUE BARRIERS

Personal

- Family, work obligations
- Remediation
- Financial
- Negative experiences
- Self-doubt



System

- Stale credits
- Credit acceptance
- Costs
- Aid timeframe limits
- Access to records

ADDRESS BARRIERS WITH POLICIES, SUPPORTS

Enrollment

- Clear communication of programs
- Pre-enrollment advising and support
- Credit transfer policies and processes

Supports

- Navigation and Coaching
- Flexible hours/locations for tutoring, advising
- Referrals

Academics

- Evening/Weekend/Online
- Prior Learning Assessment
- Grade amnesty

Affordability

- Messaging aid
- Emergency funds
- Transparency with academic progress appeals

COMPASS COLLEGES ARE CHANGE AGENTS

Receive portal student inquiry “leads”
to expand recruitment efforts

Promote programs
and campus services

Support community, including
employers and local residents

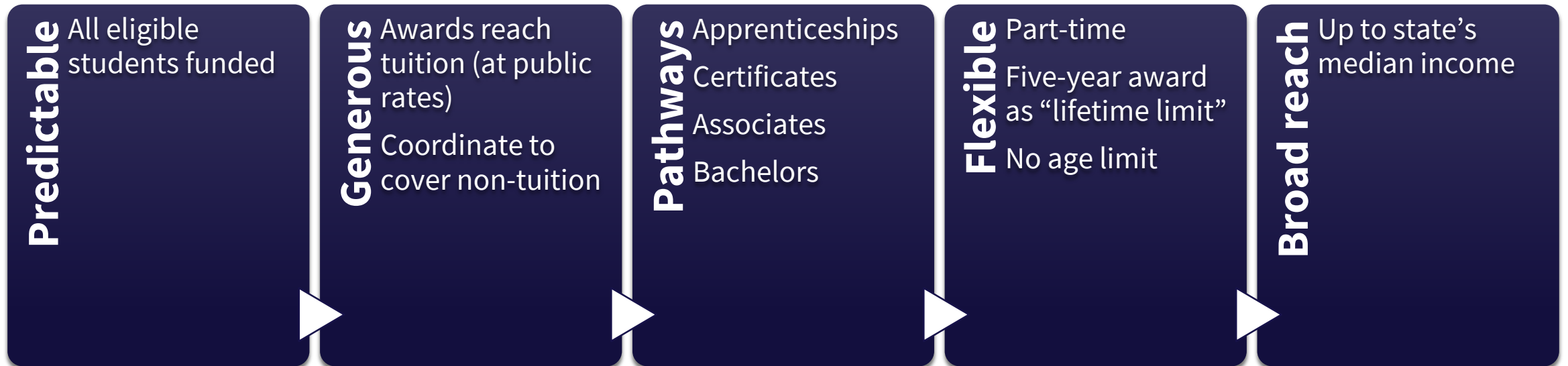
Participate in a learning community of partners with shared values to
address unique barriers of adult learners including sub-populations

Expand partnerships
locally and statewide

Influence system-wide
improvements for adult learners

PROMISE PROGRAM SUPPORTS ADULT LEARNERS

Washington College Grant is the state's "Adult Promise" program

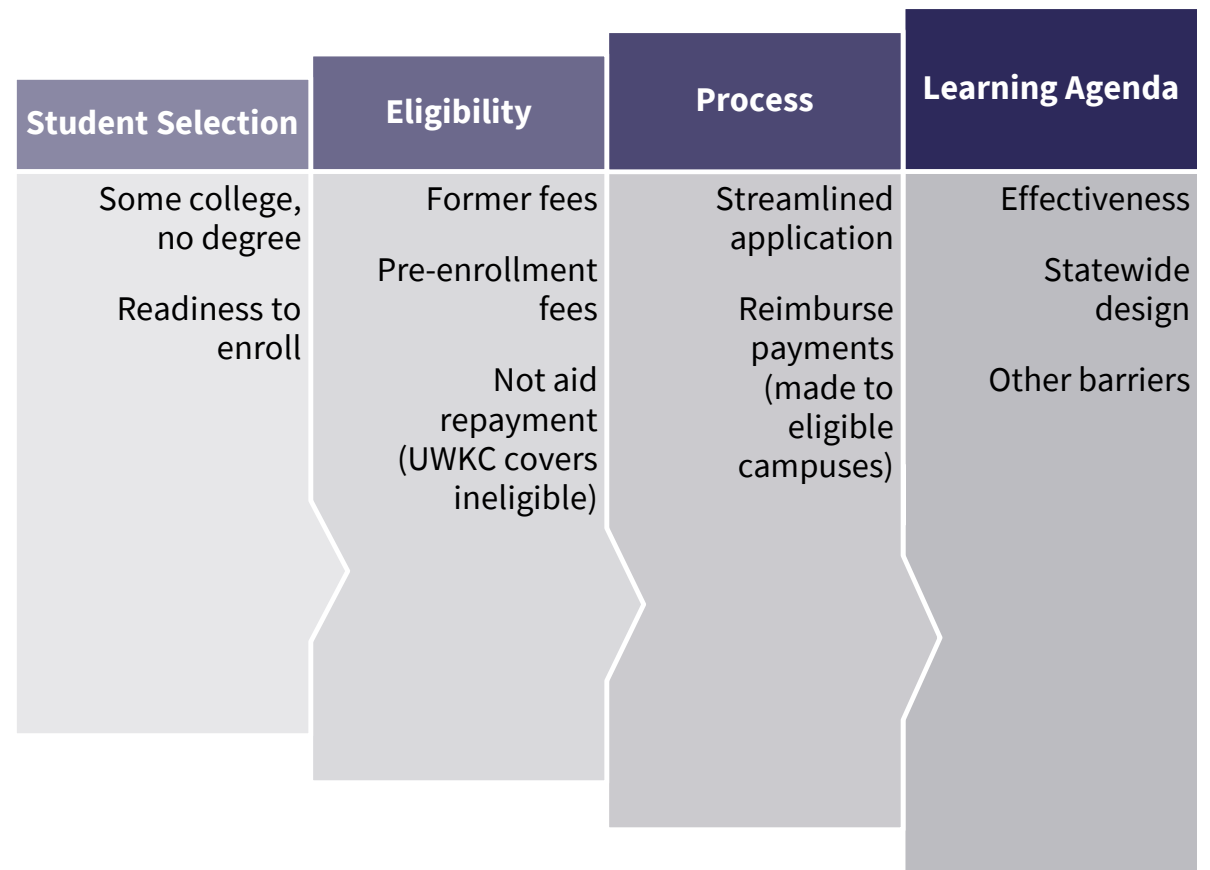


MICROGRANT COMMUNITY PARTNER PILOT

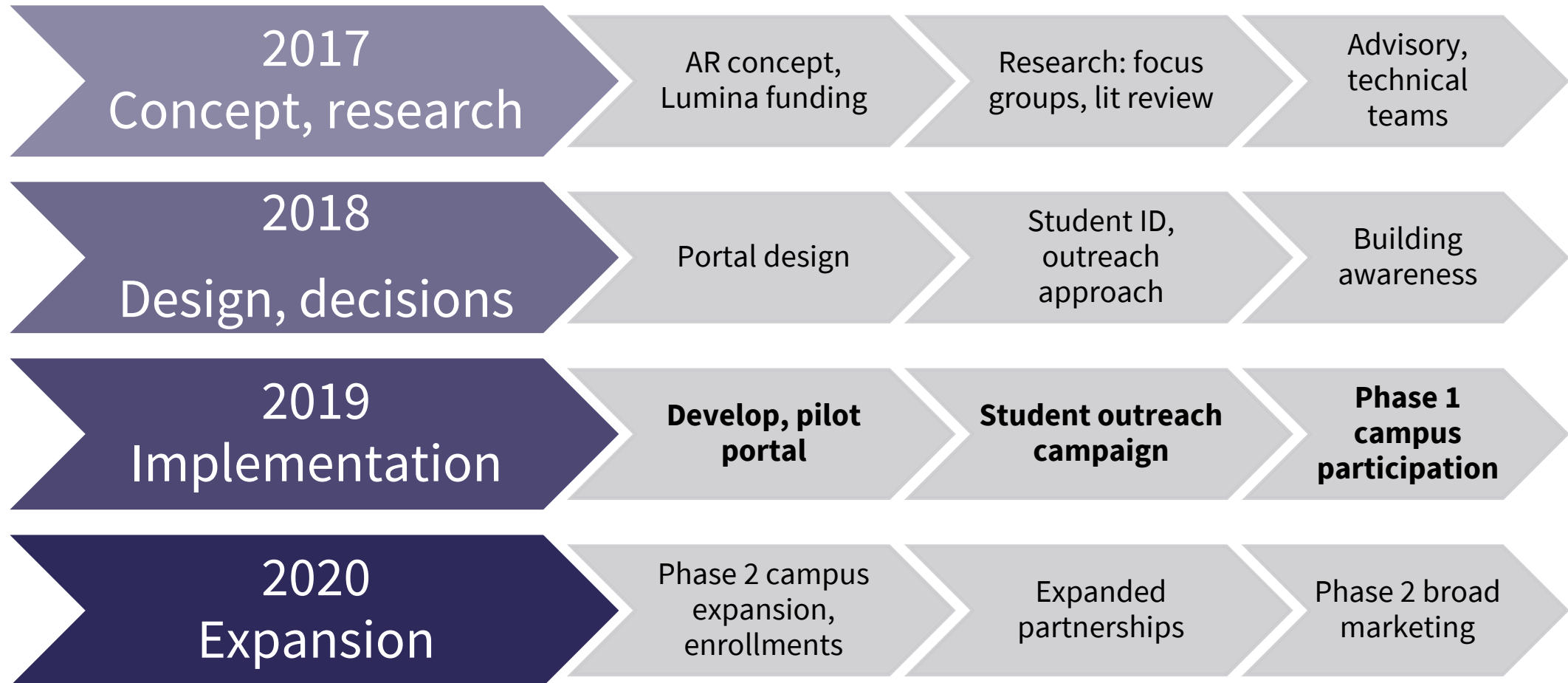
Small Dollar Pre-Enrollment Barriers

Testing concept with:

- **GSI**
Working with Spokane Colleges, EWU & Whitworth
- **Seattle Colleges District**
Working with United Way of King County



TIMELINE





Continue the conversation

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Fall 2019 – Council of Presidents ICRC Report

Emerging Points of Discussion

Washington’s public baccalaureate institutions continue to discuss emerging and existing issues focused on transfer between two- and four-year institutions. These include:

- The current status of implementation regarding the recording of source credit on community and technical college transcripts.
- Understanding the community and technical college process for identifying repeat credit courses on the transcript.
- The use of CLEP credit in the DTA and the 15 grey credit limit.
- Clarification of what it means when community and technical colleges state baccalaureates are “unpacking the DTA”.

We look forward to discussing these issues with our colleagues at ICRC.

Dual Credit

Multiple initiatives focused on dual credit continue to advance.

College in the High School and Running Start

The College in the High School State Review team completed the initial review of CiHS programs for the 2020-21 academic year. All review applications must be completed and updated by October 15, 2019.

OSPI finalized revisions to the College in the High School WAC. The [WAC](#) revisions made changes to the state review process and clarified requirements around accreditation.

COP, WSAC, SBCTC and OSPI collaborated to create an FAQ for CiHS and Running Start. The FAQs can be found at: <https://councilofpresidents.org/academic-policy-work/>

AP/IB/Cambridge

Washington’s public baccalaureate sector has fully implemented SB 5410

(<http://lawfilesexxt.leg.wa.gov/biennium/2019-20/Pdf/Bills/Session%20Laws/Senate/5410-S.SL.pdf>).

As of fall 2019, institutions have:

- Established coordinated, evidence-based policy for granting as many undergraduate college credits, as possible and appropriate, for the following minimum scores:
 - 3+ Advanced Placement Exam
 - 4+ Standard-Level and Higher-Level IB Exams
- Implemented policy to allow credit for IB students who enrolled in a college or university for the first time in the 2018-19 AY to retroactively be awarded credit for 2019-20 AY.
- Posted credit awarding policies to their institutional websites.

- Responded to written requests from a student the evidence-based reason if general education or course equivalent credit is not awarded for the minimum exam score.
- Provide updates, at least annually, to the Washington Student Achievement Council Dual Credit Look-Up Tool: https://readyssetgrad.wa.gov/rsg_cred_wiz/form

COP, WSAC, SBCTC and OSPI also collaborated to create an FAQ for AP, IB and Cambridge. The FAQ can be found at: <https://councilofpresidents.org/academic-policy-work/>

Institutions will begin a review of Cambridge A-Level and AS-Level equivalencies this academic year (2019-20) for the fall 2020 catalog.

Dual Credit Data Work Group

A multi-sector data work group focused on dual credit met in August. Led by ERDC, the work group includes policy and data representatives from COP, SBCTC, WSAC and OSPI. The goal is to identify a set of dual credit data questions and inform the development of a data set. The work group will continue to meet over time to discuss analysis of the data, identify potential new questions and discuss any opportunities or challenges.

Dual Credit Summit Update

Dual Credit Summit Steering Committee continues to meet to plan the upcoming March 2020 Dual Credit Summit: Strengthening Partnerships and Addressing Equity. The summit is scheduled for March 16-17, 2020 at the Doubletree in SeaTac. Stay tuned for details as they emerge!

The Steering Committee includes representatives from higher education, K-12 and non-profit organizations and agencies.

House Bill 1973 Dual Credit Enrollment Scholarship Pilot Program

The 2019 Legislature passed House Bill 1973 which requires WSAC to establish the Washington Dual Enrollment Scholarship Pilot Program. To implement this program, WSAC convened a multi-stakeholder group to design the program and implementation within the guidelines identified in the legislation. The work group has continuously met since late July. Students who are eligible must qualify for free or reduced-price lunch, be enrolled in College in the High School (CiHS) or Running Start and have a minimum GPA of 2.0. For Running Start the scholarship must cover mandatory fees, prorated based on credit load, course fees and lab fees, and a textbook voucher. For CiHS the scholarship must cover tuition and fees.

The multi-sector stakeholder group is focusing first on CiHS for fall term and will follow with Running Start in early fall.

Invitations to high schools and districts were sent in late September regarding CiHS. To be eligible CiHS sites must be school districts or high schools, have at least 40% FRPL population, have applied for the OSPI subsidy in 2018-19, 2019-20 or both and not be receiving an OSPI subsidy in 2019-20.

The Work Group is in the process of finalizing the details around Running Start and will be reaching out to higher education institutions in October. The legislation can be found:

<http://lawfilesexxt.leg.wa.gov/biennium/2019-20/Pdf/Bills/Session%20Laws/House/1973-S2.SL.pdf>

OSPI Dual Credit Funding Proviso Work Group

Dual credit continues to be a priority of Washington State Superintendent Chris Reykdal. As part of this work, the 2019-21 operating budget contained a proviso directing OSPI to collaborate and

consult with K-12 and higher education stakeholders to study and make recommendations to make dual credit enrollment cost-free to students who are enrolled in Running Start, College in the High School, AP, IB, Cambridge and CTE Dual Credit within existing basic education apportionments.

COP was invited to participate along with representatives from higher education, K-12 and state government to respond to the funding proviso. OSPI expects to complete the study by mid-October.

Transfer

WA Council for High School-College Relations

COP attended and presented at the 2019 Washington Council for High School and College Relations Transfer Advisor Workshop. The Workshop brings together community and technical colleges and public and private four-year baccalaureate institutions to share updates regarding transfer admission and create a collaborative dialogue between the two sectors focused on increasing communication and streamlining transfer for students. COP's presentation focused on the demographics of students within our sector, academic success, and updates on state-level transfer initiatives. COP's presentation can be found: <https://www.washingtoncouncil.org/WCHSCR%2009-19%20Transfer%20Advisor%20Workshop%20Merged%20Pwr%20Pts.pdf>

Career Connect Washington

COP continues to participate in various aspects of the Career Connect Washington ([CCW](#)) Initiative. Career Connect Washington is focused on providing career connected guidance and opportunities for students from elementary through postsecondary education and training to explore career options and identify postsecondary pathways to pursue and meet their goals.

The Career Launch Program Endorsement went live in September. The Endorsement recognizes high-quality, postsecondary career connected learning opportunities addressing persistent educational opportunity gaps, meeting the talent needs of employers and leading to academic learning and building awareness of, exposure to, and preparation for career opportunities.

Details can be found at: <https://www.sbctc.edu/career-launch/>

Engagement

Washington's public four-year institutions continue to engage with our higher education, K-12 and state partners to share and listen with a focus on opportunities for collaboration.

Beginning this fall and through summer 2020, COP staff are traveling to meet with academic and transfer leaders at Washington's community and technical colleges and public baccalaureate institutions. To date I have visited thirteen campuses representing the two sectors

New COP Website

COP is excited to announce the newly revamped COP website. It features a fresh, modern look along with streamlined organization in order to more efficiently locate information, including all our materials related to academic policy, legislative sessions, sector related materials, and key education and workforce partners, and our many other initiatives and efforts. To view the website:

<https://councilofpresidents.org/>

COP Fact Sheets and Information

Fact sheets and information about Washington's public baccalaureate sector can be found on the new website. Visit to check out COP's 2019 Legislative Report and other materials. To view the website: <https://councilofpresidents.org/>

2020 Supplemental Legislative Session

The 2020 Supplemental Session will begin on January 13, 2020. According to the latest revenue forecast, major General Fund-State (GF-S) revenue collections for the June 11- July 10, 2019 collection period came in \$132.5 million (8.0%) above the June forecast, but \$84.7 million of that amount represented a transfer of funds out of the GF-S. Adjusted for the delayed transfer, collections are \$47.8 million (2.9%) higher than forecasted.

According to the Economic and Revenue Forecast Council, “the Washington economy is expanding at a rapid pace. Washington job growth remains strong and the unemployment rate remains near its all-time low. Washington real GDP growth led the nation by a wide margin in 2018. Seattle home prices continue to weaken though housing construction remains strong. Washington manufacturing activity continues to expand but exports declined over the year due to a reduction in transportation equipment exports.”

Budget and Policy Priorities

It is anticipated that there will be a handful of budget and policy priorities for the 2020 supplemental session. From a budget perspective there will likely be a legislative view that policymakers “took care” of higher education in 2019 with the passage of House Bill 2158 and K-12 with the prior passage of McCleary legislation implementation. With that in mind, budget priorities are likely to include death penalty repeal; housing, homelessness and opioid crisis; child welfare; data privacy; and clean energy and climate resilience. On the policy front for higher education anticipated topics include meeting the human service needs of college students (i.e. childcare, housing and food insecurity) non-disclosure agreements, student fees, campus sexual violence prevention and Title IX; dual credit and student loan debt.

Dates to Be Aware

There are several key dates between now and the end of session to be aware:

2019

- September 25: Updated revenue forecast
- November 5: Election day
- November 20: Updated revenue forecast
- December: Governor releases 2020 supplemental operating and capital budgets

2020

- January 13: 2020 Supplemental Legislative Session begins
- March 13: Last day of 2020 supplemental session
- July 1: First day of FY 2021
- November 3: Election Day

Resources

New High School Graduation Pathways

OSPI recently published an up (1) Update on implementation of transcript recording of source credit at the CTCs, (2) Clarification of what is meant when CTCs share that Bls are “unpacking the DTA, (3) The use of CLEP credit in the DTA and exceeding the 15 gray area credit limit and (4) CTC process for identifying repeat credit courses on the transcript. dated [Graduation Pathways Toolkit](#) for the Class of 2020. The Toolkit is intended to provide a comprehensive understanding of Washington’s new high

school graduation requirements and pathways, as well as a suite of other tools and resources.

As Superintendent of Public Instruction Chris Reykdal writes, “Roughly two-thirds of all jobs now require post-high school training and education. Thus, the need for robust high school and beyond planning, academic guidance, and career exploration opportunities continues to grow. Washington is leading the nation in the critical work to prepare students for an ever-changing economy through the expansion of graduation pathways and post-high school planning.”

[AAUP Statement on Dual Enrollment](#)

In June 2019, the American Association of University Professors issued a statement on Dual Enrollment. The Statement provides background; a summary regarding standards, governance and academic freedom; and recommendations for good practice in dual-enrollment instruction. The statement can be found at: <https://www.aaup.org/sites/default/files/DualEnrollment.pdf>