



# WSAC Updates ICRC Spring 2017

**Gail Wootan**, Washington Student Achievement Council  
Associate Director of Academic Affairs & Policy

APRIL 13, 2017



**We advance educational opportunities and attainment in Washington.** In pursuit of our mission, the **Washington Student Achievement Council:**

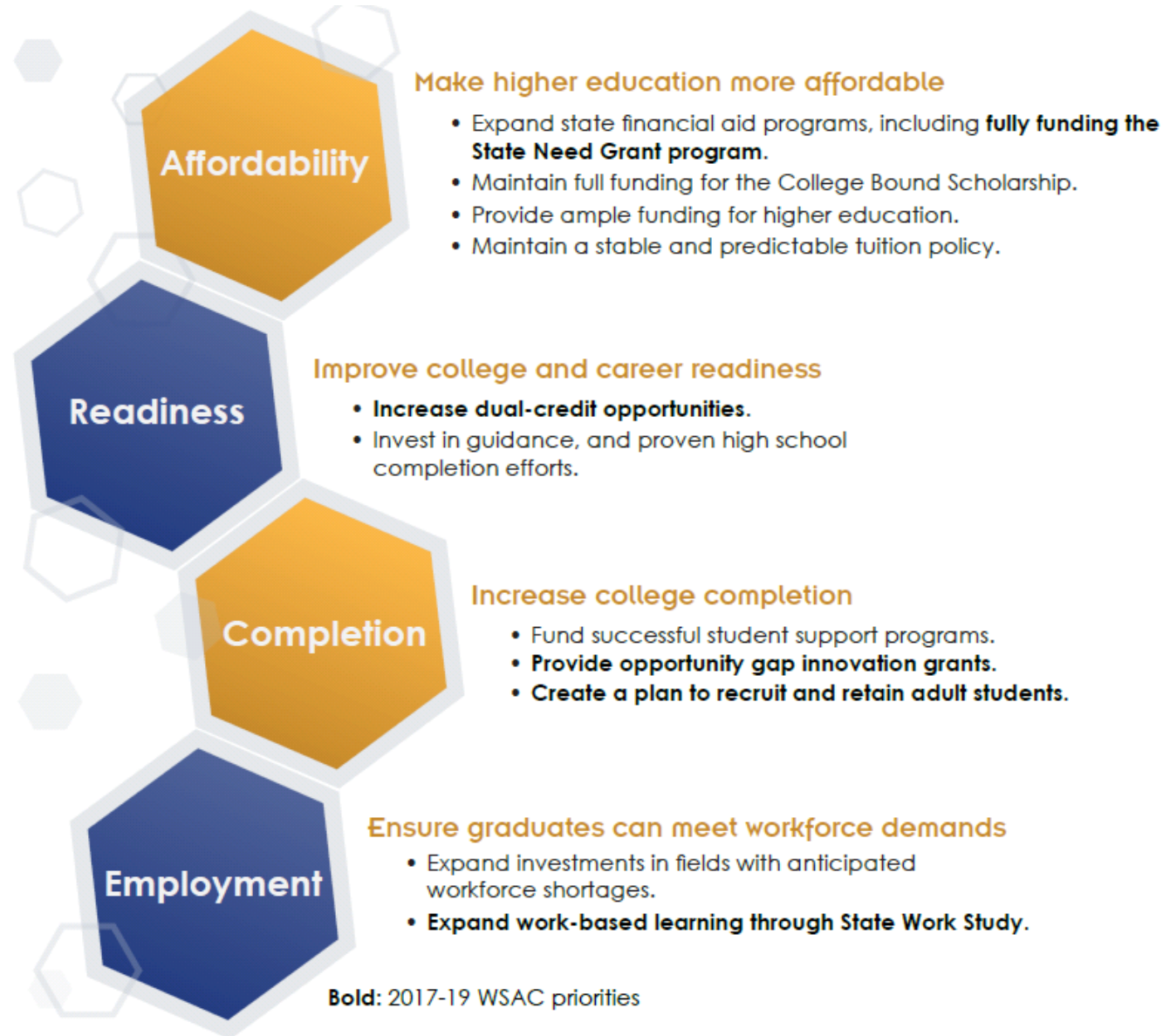
- Leads statewide strategic planning to improve educational coordination and transitions.
- Supports Washingtonians through the administration of financial aid, a college savings plan, and support services.
- Advocates for the economic, social, and civic benefits of postsecondary education.

**By 2023:**

**100% of adults ages 25 to 44 in Washington will have a high school diploma or equivalent.**

**At least 70% of Washington adults ages 25 to 44 will have a postsecondary credential.**

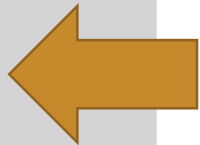
# System-wide strategies to support all students





## Policy & Research

- Attainment goals
- System & workforce needs
- Student transition policies



## Access & Support Programs

- Ready, Set, Grad
- GEAR UP
- 12<sup>th</sup> Year Campaign
- [washboard.org](http://washboard.org)

## Savings & Financial Aid Programs

- Guaranteed Education Tuition (GET)
- State aid admin.
- Workforce shortage loan programs

## Consumer Protection

- Degree authorization
- Approval of Veteran's benefits
- Complaint resolution
- Program compliance



**RCW 28B.77.210: “The council shall adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two and four-year institutions of higher education”**

Transfer  
degrees

Umbrella policy  
(and others)

ICRC handbook  
(course lists)

Collaboration  
with schools



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## **Transfer Degree Highlights**

11% increase in total degrees awarded over 2013-14

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>90% DTAs

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AS-T had biggest increase

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Running Start: 16% of total DTAs

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Most popular MRPs:  
Business, Pre-Nursing, Biology, Engineering

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## Other Transfer Highlights

Washington leads country in CTC transfers who earn bachelor's degrees

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1 / 3 of CTC students intend to transfer

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More students transferring (with or without degree)

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More transferring to BAS degrees

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## 2017 MRP Reviews

Business

Computer Science

Pre-Nursing?

## Resource Updates

ICRC handbook

Transfer policies

Transfer brochure

Transfer websites

## Future transfer reports

Re-examine metrics

“Deeper dive” research

## AS-T Track 2

ICRC version incorrect



Updating for the  
21st Century

Looking into  
combining transfer  
policies into one

Where does  
ACPL fit in?

**Will need  
feedback  
from you!!**



**Gail Wootan**

Associate Director of  
Academic Affairs and Policy

[gailw@wsac.wa.gov](mailto:gailw@wsac.wa.gov)

360-753-7890

# 2017 ICRC Spring Meeting

Joyce Hammer, Director of Transfer  
Education

Ruben Flores, Policy Associate

April 13-14, 2017

Grays Harbor College

	2013- 2014	2014- 2015	2015- 2016
<b>CTC System Total</b>			
<b>AS T Track 1 (Biology/ Chemistry)</b>	342	368	<b>384</b>
<b>AS T Track 2 (Engineering /Physics)</b>	673	703	<b>807</b>
<b>Bio and Chemical Engineering – AS-T/MRP</b>	14	23	<b>18</b>
<b>Computer and Electrical Engineering – AS-T/MRP</b>	40	46	<b>50</b>
<b>Mechanical, Civil, Aeronautical, Industrial and Materials Science Engineering – AS-T/MRP</b>	115	108	<b>146</b>
<b>Mechanical Engineering Technology (MET) AS-T/MRP</b>	0	0	<b>0</b>
<b>Electrical Engineering Technology and Computer Engineering Technology (EET/CET) AS-T/MRP</b>	0	0	<b>0</b>
<b>Associate in Technology – DTA/MRP</b>	2	0	<b>1</b>
<b>Physics Ed AS-T/MRP</b>	NA	NA	<b>NA</b>
<b><i>Associate in Arts – Transfer DTA</i></b>	14,072	14,862	<b>15,271</b>
<b>Math Education DTA/MRP</b>	7	8	<b>2</b>
<b>Elementary Education DTA/MRP</b>	59	54	<b>21</b>
<b>Business DTA/MRP</b>	1,475	1,602	<b>1802</b>
<b>Pre-Nursing DTA/MRP</b>	397	465	<b>490</b>
<b>Associate in Nursing DTA/MRP</b>	NA	NA	<b>24</b>
<b>Biology DTA/MRP</b>	102	125	<b>179</b>
<b>Associate in Construction Management – DTA/MRP</b>	1	0	<b>0</b>
<b>Associate in Music DTA/MRP</b>			<b>NA</b>
<b>Associate in Computer Science DTA/MRP</b>			<b>NA</b>
<b><i>Local Agreement</i></b>	140	127	<b>123</b>
<b>TOTAL</b>	<b>17439</b>	<b>18,491</b>	<b>19318</b>

## Hot Topics

- Transfer Institute
- CHS
- DTA/MRP Review
- Review AS-T Track #1
- Seal of Biliteracy
- Washington 45
- Guided pathways
- Reverse Articulation
- Interstate Passport
- SAI
- Math Pathways
- [ctcLink](#)



**GUIDED  
PATHWAYS  
PRINCIPLES**

**1. Clarify the paths**

Curricular Alignment

**2. Help students get on a path**

Student Support - On-Boarding

**3. Help students stay on the path**

Student Support - Monitoring

**4. Ensure students are learning**

Institutional Pedagogy

Get admitted



Fill out FAFSA and  
receive funding



Get placed in  
math and/or English



Attend orientation



Receive advising



Register for classes



Attend first day of classes

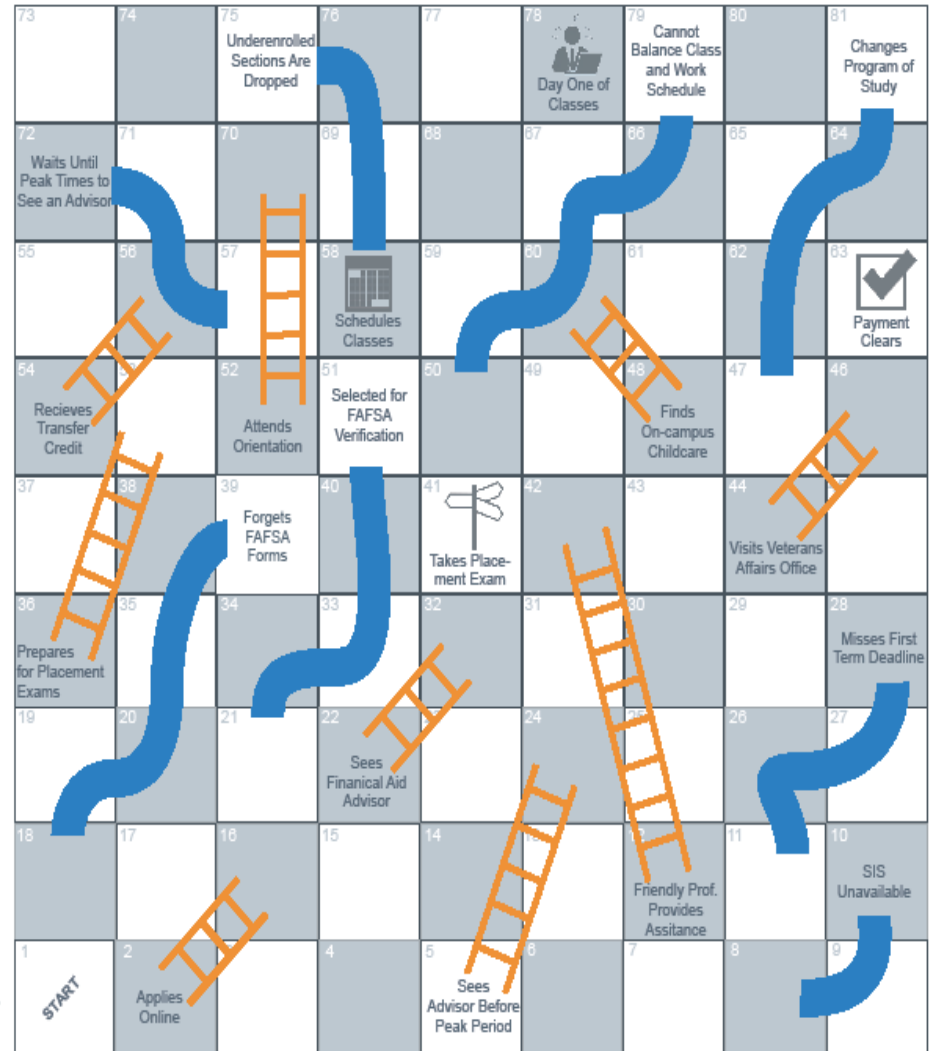
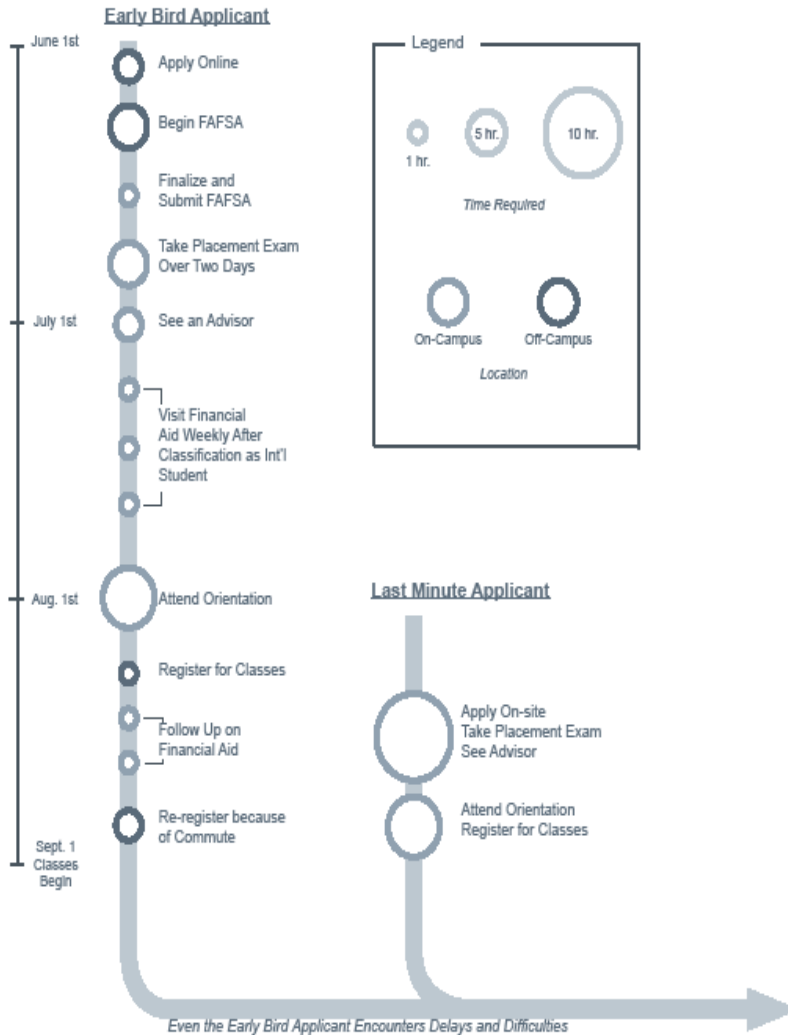


# Student Onboarding Akin to “Chutes and Ladders”

Uncommon Persistence and College Navigation Skills Needed



Community College Forum

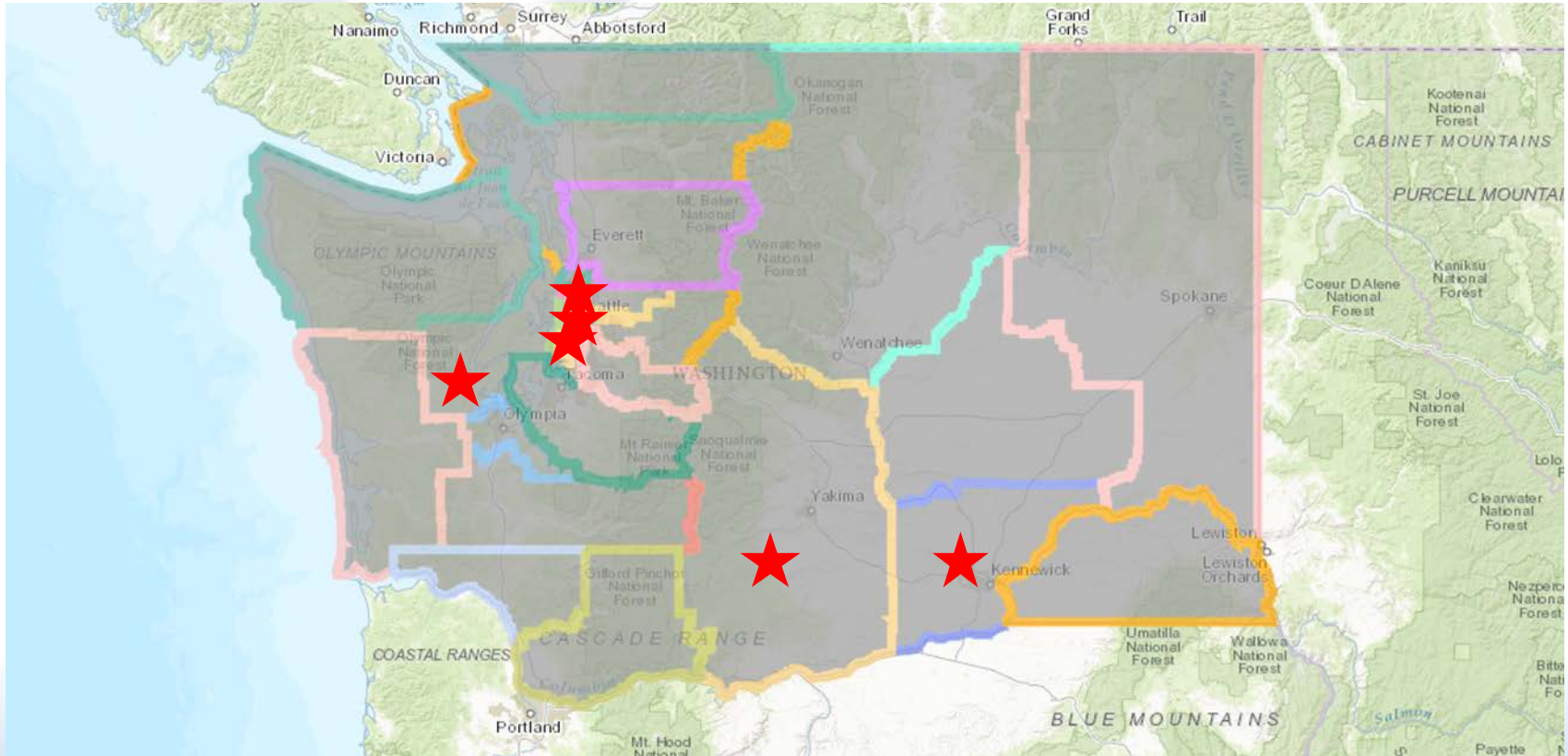


# Academic Credit for Prior Learning- On Transcript

- Students are not enrolled but receive credit
  - **Credit by Testing**
    - AP, IB, CLEP, DANTEs, Cambridge
  - **Prior Experiential Learning**
    - Life experiences/portfolio
    - HS21+ credits
    - Will apply toward NWCCU's 25% limit rule
  - **Extra-Institutional Learning**
    - ACE training programs, industry certification
    - Occupational Crosswalks
  - **Course Challenges**

House	Senate	Description
1333	5234	Creates a system-wide policy for College Credit for AP Test Scores
	5022	WA Student Loan Transparency Act: CTCs must provide loan info each time a new financial aid package is provided, including amount owed, estimated payments, etc.
1440		Student Loan Bill of Rights: creates student loan ombuds housed at WSAC
	5100	CTCs in collaboration with WSAC must take “reasonable steps to ensure” financial literacy seminars to incoming students by 2017-18
1169		Student Opportunity, Assistance, and Relief Act (SOAR): creates a hotline and free student education loan debt counseling
	5764	Records of college-affiliated advocates and certain investigative, law enforcement and crime victim information are protected
1375		Posting textbook costs on online course schedules or providing a link to bookstore websites or other websites that provide the information
	5778	Residency for military dependents, to conform with federal rules
2037		Re-authorizes the Disability Transfer Student Work Group; Work Group to develop a plan for reducing transfer obstacles by 12-31-17

# Mathematics Engineering Science Achievement (MESA)



- Columbia Basin College
- Edmonds Community College
- Highline College

- Olympic College
- Seattle Central College
- Yakima Valley College



# QUESTIONS?





CENTRAL WASHINGTON UNIVERSITY

EASTERN WASHINGTON UNIVERSITY

THE EVERGREEN STATE COLLEGE

UNIVERSITY OF WASHINGTON

WASHINGTON STATE UNIVERSITY

WESTERN WASHINGTON UNIVERSITY

WASHINGTON STATE

*Council of*  
**Presidents**

**ICRC Spring Meeting**  
**April 2017**

Julie Garver, Director of Policy and Academic Affairs

# About COP

COP is an association of Washington's six public baccalaureate degree granting college and universities. We strive to be a common voice for the public baccalaureate sector and the most respected and trusted resource for decision makers on issues affecting public higher education. We foster coordination and collaboration among the public baccalaureates as well as with myriad other partners.



President  
**George  
Bridges**  
*The Evergreen  
State College*



President  
**Ana Mari  
Cauce**  
*University of  
Washington*



President  
**Mary  
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*Eastern Washington  
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*Central Washington  
University*



President  
**Sabah  
Randhawa**  
*Western Washington  
University*



President  
**Kirk  
Schulz**  
*Washington State  
University*

# Transfer



# Transfer

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- Transfer Degrees: Review Business, Nursing and Pre-Nursing DTAs
- Reverse Articulation: To date finalized agreements with EWU, WSU and WWU
- JTC: Develop Webinar and Update JTC Website
- Partnering and participating in Transfer Institute and Mathways transfer and articulation work.
- Presented on Washington Transfer Opportunities and Challenges at NW Student Transfer Education Partnership (NW Step) February Mtg.

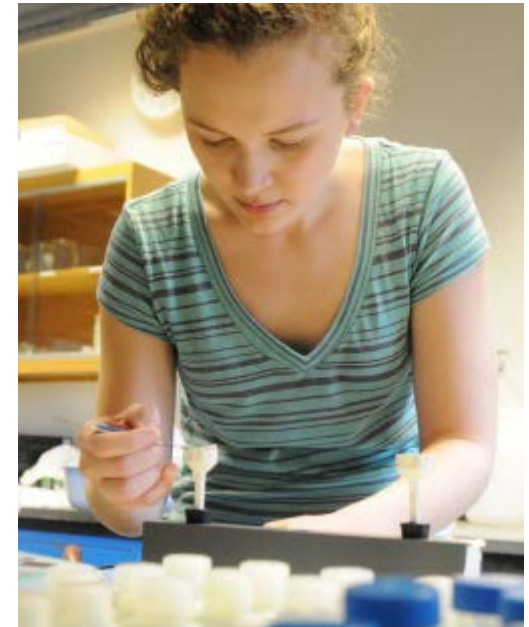


# Dual Credit

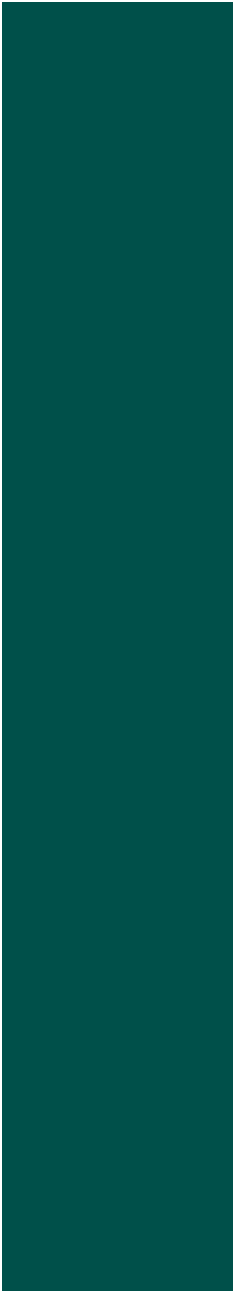
# Dual Credit

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- Updated AP and IB equivalencies for WSAC Dual Credit Look-Up Tool
- Approved minimum credit awarding language sector-wide for AP and IB
  - 2017 session Legislature passed SB 5234 regarding AP exam policy
  - 2017 session introduced legislation SB 5917 regarding IB exam policy
- Working towards sector-wide language for Cambridge A-Level Exams
- Focused on communicating dual credit sector and institutional policies with policymakers, K-12 and higher education partners
  - Washington Council Dual Credit Work Shop
  - OSPI Dual Credit Work Group
- OSPI Dual Credit Work Group participation
  - Implementation of first state review of CiHS programs
  - Revising current CiHS rules
  - Communication of dual credit policies and practices with education partners and K-12



# Communications



# Communications

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- Updates: One-pagers on issues ranging from internships to veterans
- New: Work-Study one-pager and Sector Fact Book
- Partnered with ICW and SBCTC:
  - Developed the Washington Competes Joint Agenda
  - Updated the Joint Transfer One-Pager



# Legislative

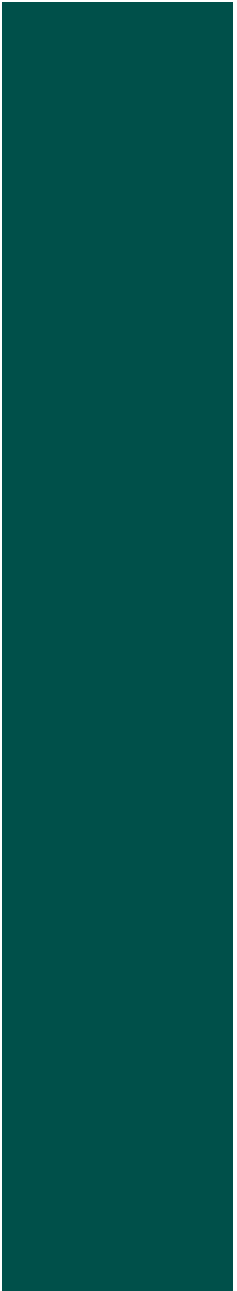
# Legislative Reports and Work Groups

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- Submitted several legislative reports prior to the 2017 session
  - Accelerated Degree Work Group Report
  - Campus Sexual Assault Prevention Report
  - Students with Disabilities Report
- Represented sector on legislative work groups
  - Behavioral Health & Suicide Prevention
  - Student Loan Debt
  - SE King County Higher Education Needs Assessment and Operating Plan



# Other Initiatives





# Other Initiatives and Work

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- Extended the Smarter Balanced Assessment Agreement to Class of 2020
- Working with WA Workforce Education and Coordinating Board around work-based learning and support for the Talent for Prosperity for All Strategic Plan
- Engaged with ERDC staff to update the public four-year dashboard
- Leading ICAPP Committee regarding new academic programs
- Engaged with WSAC adult re-engagement effort
- Continuing work with Statway and higher education partners

# Questions

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## Contact Information:

Julie Garver, Ph.D.  
Director of Policy & Academic Affairs  
Council of Presidents  
360-292-4102  
[jgarver@cop.wsu.edu](mailto:jgarver@cop.wsu.edu)





# ICRC Handbook Updates

**Gail Wootan**, Washington Student Achievement Council  
Associate Director of Academic Affairs & Policy

APRIL 13, 2017



Re-format

Language consistency

- DTA Associate degree
- CCs to CTCs
- ICRC Guidelines to DTA Guidelines

Updated history, agency names, Constitution, Umbrella Policy

Removed old DTAs (will put online)

Lower Division GE vs. GE



## AS-T Track 2

- Signed version vs. ICRC version

## OAR

- To MRP or not to MRP

## Regular Updates

- Yearly – outgoing president
- Includes Provisos



- Web friendly?
- Add all transfer policies?
- Anything to add or remove? Any inconsistencies?
- Feedback process?
- Regular Updates!



**Gail Wootan**

Associate Director of  
Academic Affairs and Policy

[gailw@wsac.wa.gov](mailto:gailw@wsac.wa.gov)

360-753-7890

# Guided Pathways: An Overview

**Lisa Garcia-Hanson**

Student Success Center Director  
Washington State Board for Community  
and Technical Colleges (SBCTC)



## **Beginning with the end in mind**

Improving completions by itself is not enough to close equity gaps and improve post-college outcomes for sustainable jobs and further education.

WHY GUIDED  
PATHWAYS?

**SOME DATA WE  
ARE  
OBSERVING**

- Earning a transfer degree creates the most momentum for transfer. All groups rise.
- 40% of students who graduate from a public baccalaureate were transfer students.
- Of those graduates, 75% transferred with an AA.

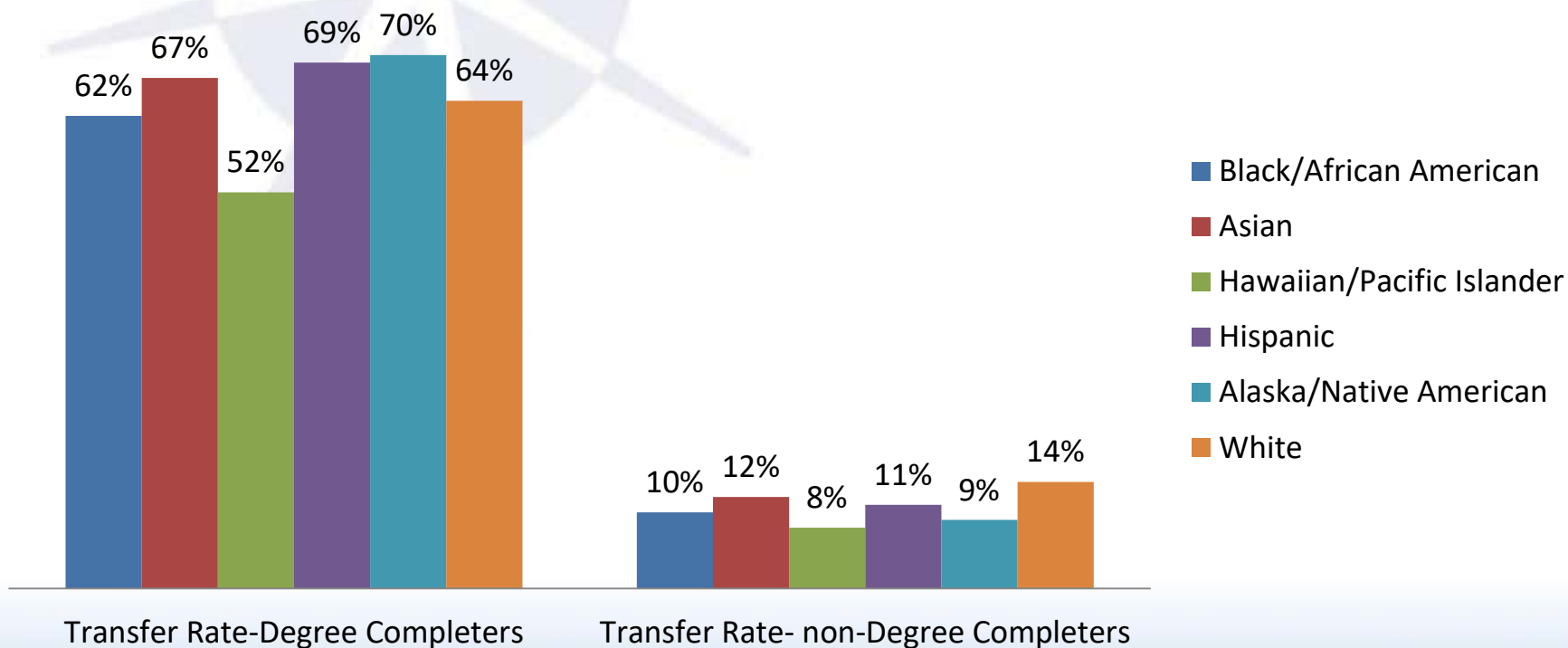
**Source: David Prince, IR Policy Associate, SBCTC.**

**SOME DATA WE  
ARE  
OBSERVING**

- Even with a transferable degree, many students don't transfer. Some racial/ethnic groups transfer less than others; women have lower transfer rates than men.
- Those students who earn the transfer degree and do not transfer, but go directly to work earn much less than students with workforce awards.

**Source: David Prince, IR Policy Associate, SBCTC.**

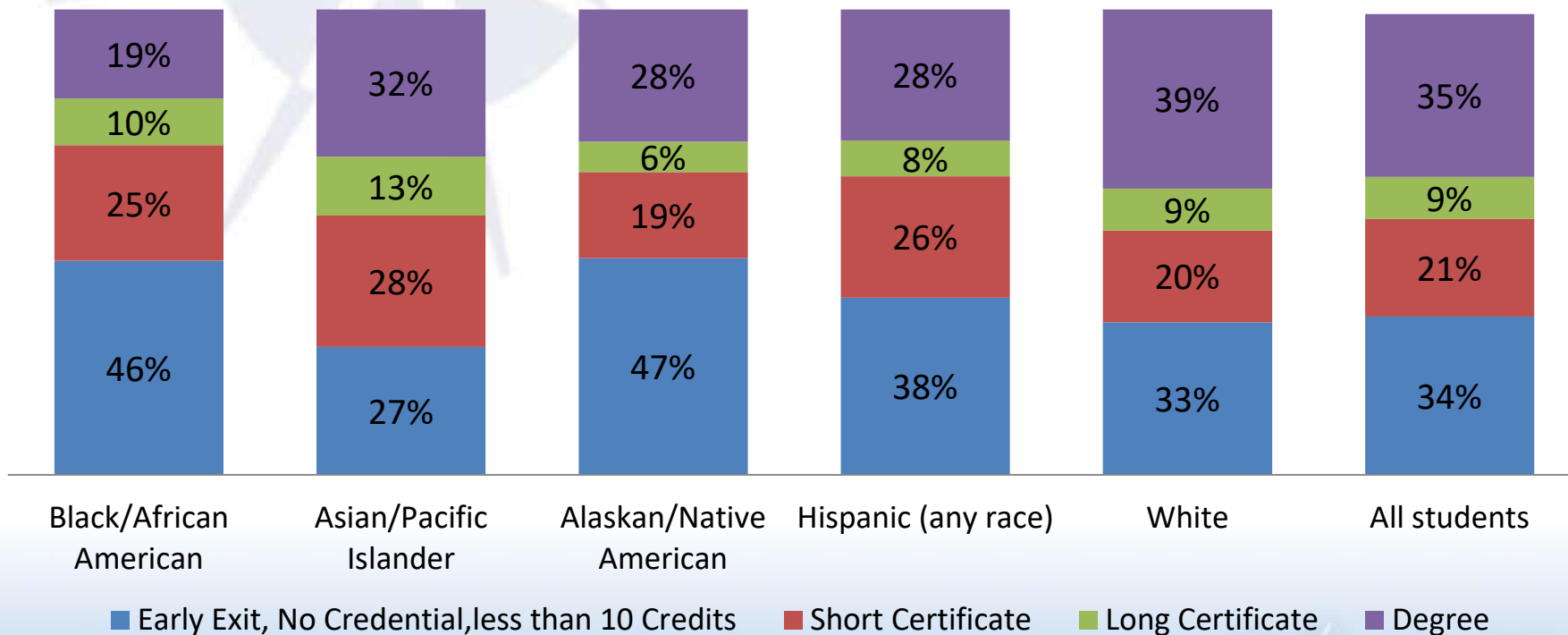
## Students are far more likely to successfully transfer if they finish their Associate degree.



Source: David Prince, IR Policy Associate, SBCTC.

***Under-represented students (particularly Afr. Americans) are less likely to earn degrees and more likely to be non-completers***

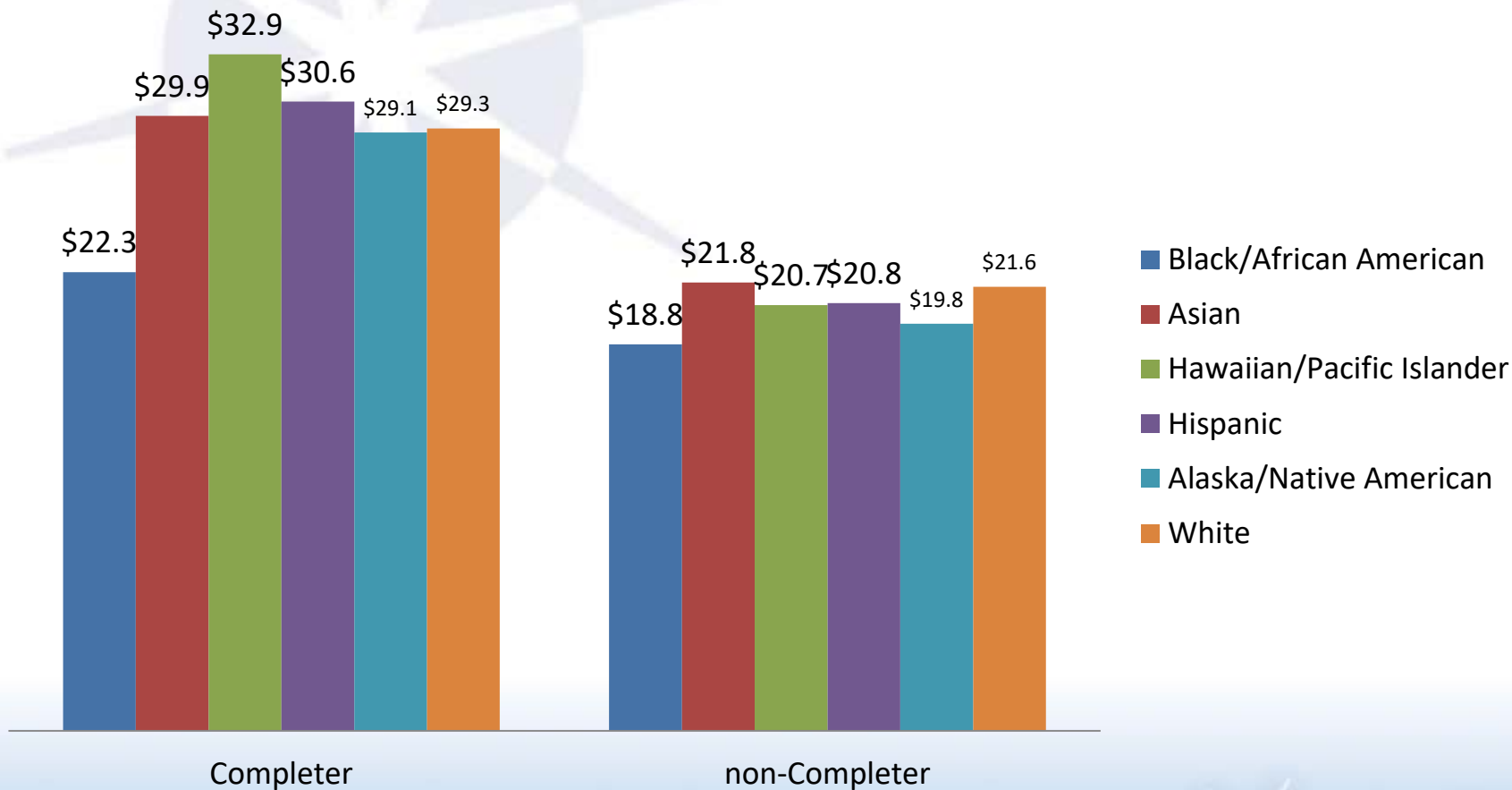
Highest Attainment Reached



Source: David Prince, IR Policy Associate, SBCTC.



## Completers earn more after college (\$K)





## MORE DATA OBSERVATIONS

- What you earn depends on what you study.
- Under-represented students are more likely to enroll in lower wage training areas. They are also more likely to leave with short certificates.
- Students going to work in low wage areas need strong plans for further education- even to a BA degree. This also applies to many female-dominant fields.

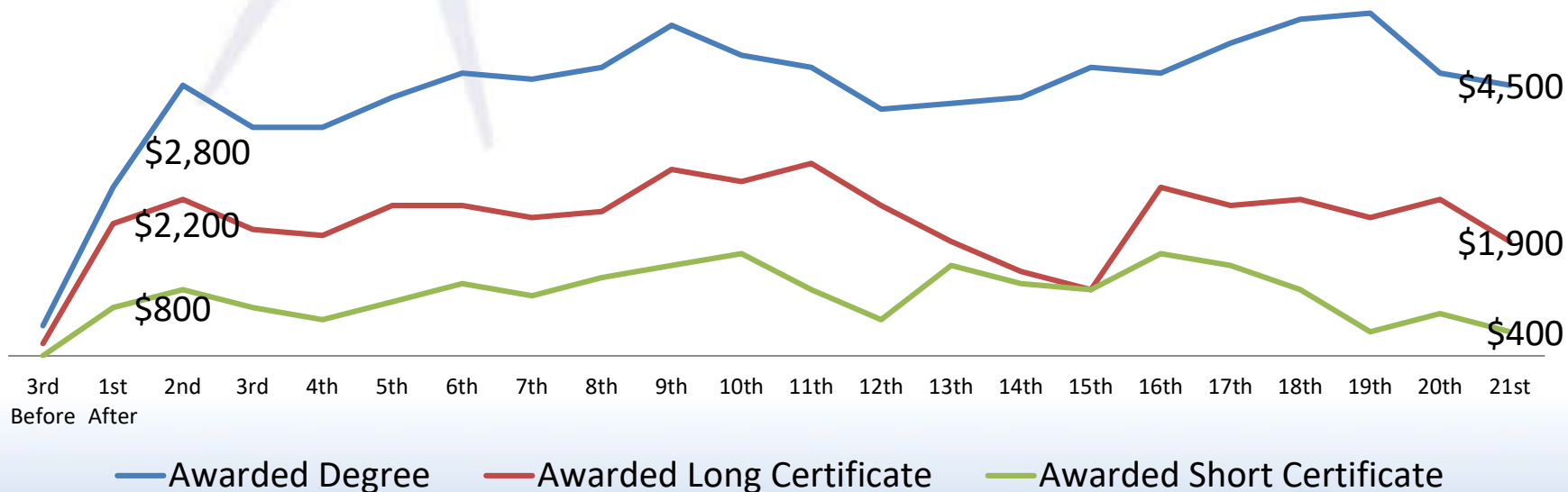
Source: David Prince, IR Policy Associate, SBCTC.



## Workforce Students

*This chart describes first-time-ever college students and shows the differences in quarterly earnings right after training and 5 years after between different awards and students with no award. The difference is greatest and grows the most for degrees.*

**Differences in Quarterly Earnings Over time Between Completers and Non-Completers for Students Seeking their First-Ever Post-Secondary Award**



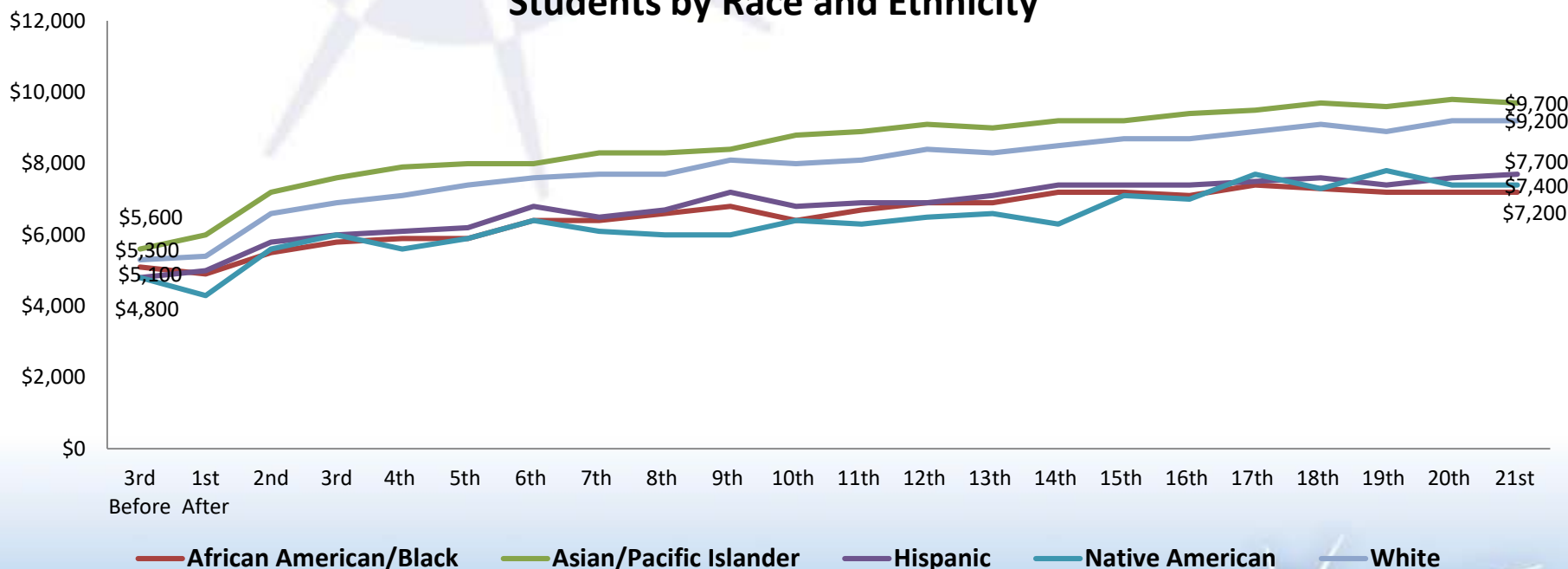
Source: David Prince, IR Policy Associate, SBCTC.



### Workforce Students

**Whites and Asians quarterly earnings increase 73%; Afr. Am. 40%, Nat. Am 50% and Hispanics 60% from pre-training to 5 years after graduating. Degrees generated the bulk of this wage growth; certificates from working more hours.**

### Earnings Trajectory Students by Race and Ethnicity

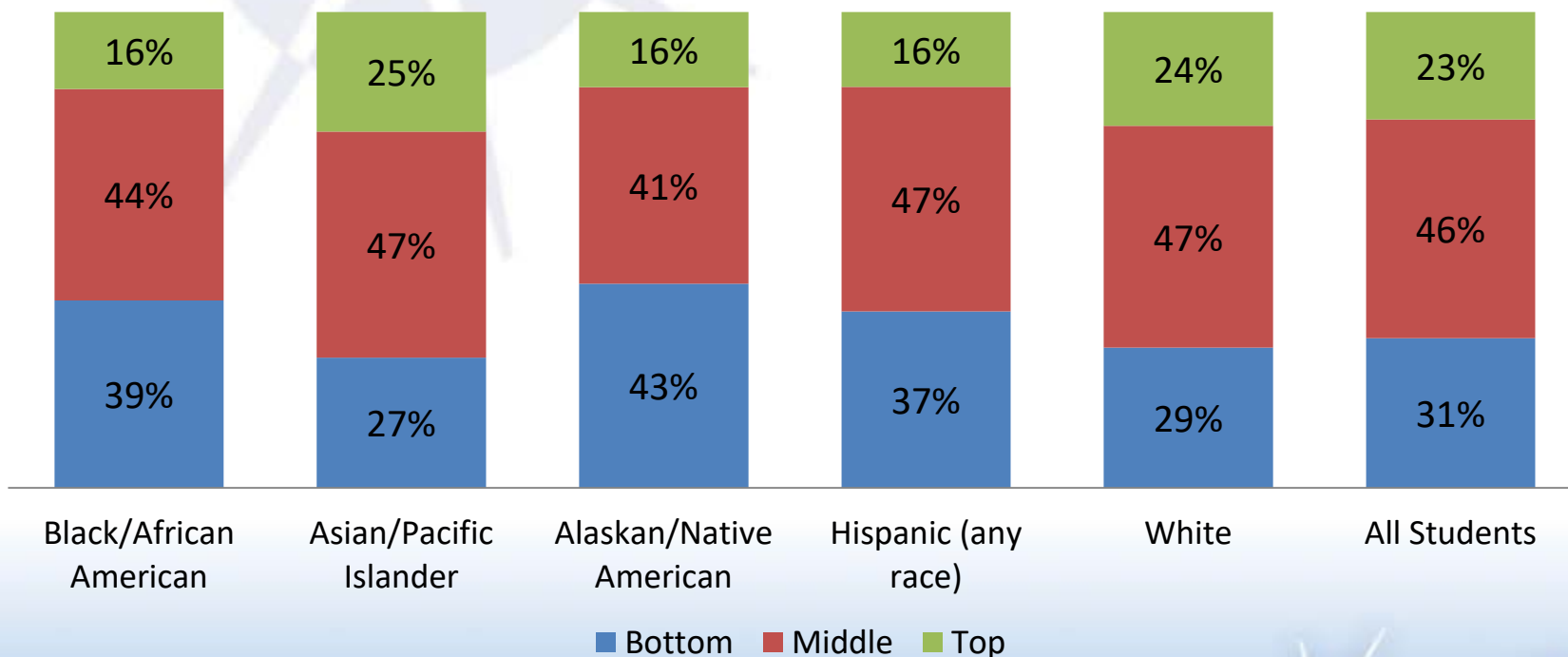


Source: David Prince, IR Policy Associate, SBCTC.



***Under-represented students are more likely to find themselves in lower wage tier programs than are Asians and whites***

**Program Wage Tiers in Which Students Prepared for Work**



**SOME DATA WE  
ARE  
OBSERVING**

All of this suggests that early in the student's program and career decision-making, we need to help all our students make more than one plan to transfer, offer more exposure to BAS degrees, and present other options for laddering a two-year workforce degree.

**Source: David Prince, IR Policy Associate, SBCTC.**



**BOTTOM LINE**

- We are asking our colleges to think differently: what will students do after they leave us and then work backwards to build Guided Pathways.
- In Washington's guided pathways work, we've made closing the equity gaps an explicitly stated goal.

GUIDED  
PATHWAYS  
PRINCIPLES

**1. Clarify the paths**

Curricular Alignment

**2. Help students get on a path**

Student Support - On-Boarding

**3. Help students stay on the path**

Student Support - Monitoring

**4. Ensure students are learning**

Institutional Pedagogy

**IMPORTANT TO  
KNOW WHEN  
UNDERTAKING  
THIS SYSTEMIC  
CHANGE WORK!**

These principles are presented in a linear, step-wise fashion.

In reality, guided pathways is hard, systemic change work and cannot be accomplished in a lock-step process.



**IMPORTANT TO  
KNOW WHEN  
UNDERTAKING  
THIS SYSTEMIC  
CHANGE WORK!**

For instance, a college cannot develop metamajors/pathways and program maps without considering student learning outcomes for the program, and vice versa.

**IMPORTANT TO  
KNOW WHEN  
UNDERTAKING  
THIS SYSTEMIC  
CHANGE WORK!**

- It will take collaborative work across all campus sectors to develop and implement guided pathways.
- No group can be left out of this process. Staying in silos will not help our students be successful.
- There is no cookie-cutter template to follow.



GUIDED  
PATHWAYS  
PRINCIPLE 1

## Clarify the paths

### Curricular Alignment

- Develop full program plans that will lead to meaningful jobs and family-wage income after graduation
- Map course sequences, critical courses, embedded credentials and progress milestones
- Identify contextualized math and English on-ramps that align with each pathway and program

GUIDED  
PATHWAYS  
PRINCIPLE 2

## Help Students get on a path

### Student Support - On-Boarding

- Help students understand their career options and explore their field and choose the pathway and major that will get them there
- Support students to develop full program plans based on workforce/transfer majors
- Ensure students have contextualized, integrated academic support to help students pass program gateway courses

**OLD  
(OR  
CURRENT)  
MODEL  
“CAFETERIA  
STYLE”**

- We expect our students to understand our higher education jargon and intuitively know the process of enrolling in college
- College personnel often perceive a student's path into college to be a smooth, linear progression from application to enrollment

Get admitted



Fill out FAFSA and  
receive funding



Get placed in  
math and/or English



Attend orientation



Receive advising



Register for classes



Attend first day of classes

# WASHINGTON'S COMMUNITY AND TECHNICAL COLLEGES

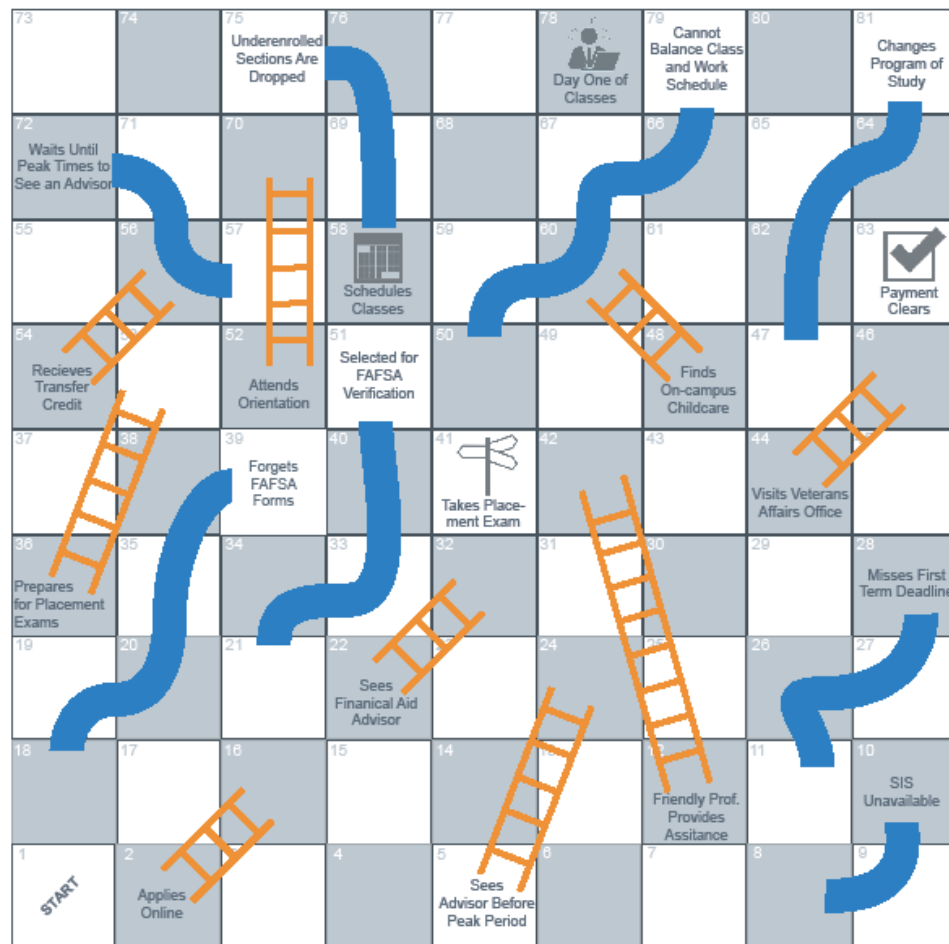
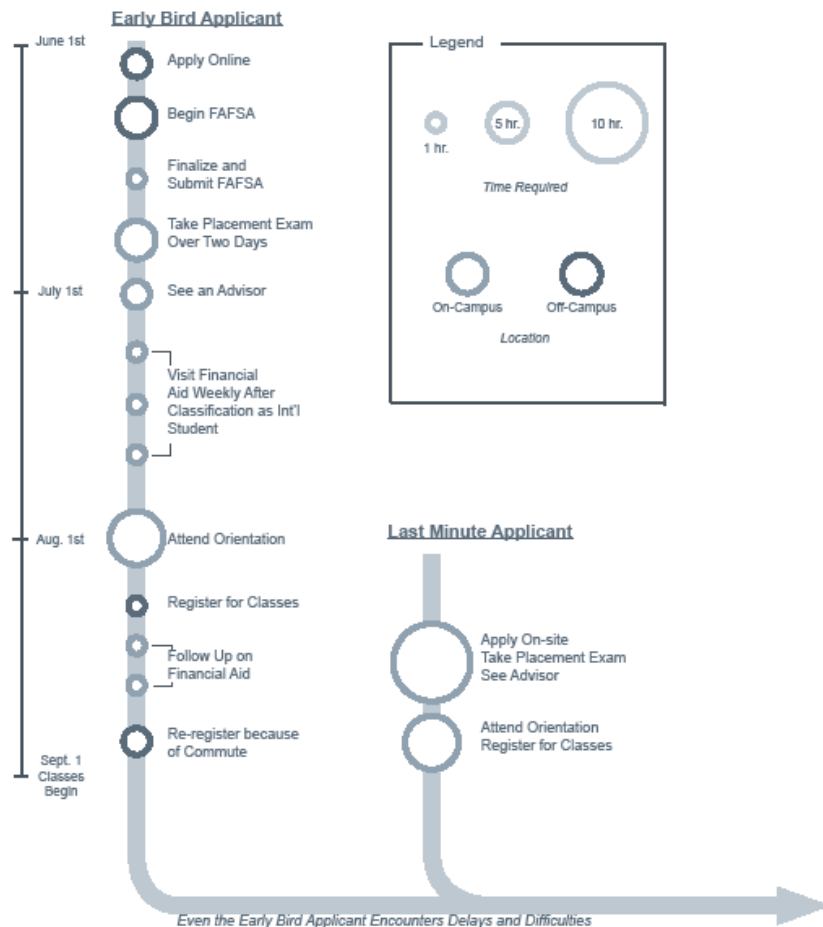
## Student Onboarding Akin to "Chutes and Ladders"

Uncommon Persistence and College Navigation Skills Needed



Education  
Advisory  
Board

Community College Forum



## HOW MANY BARRIERS?

How many hurdles do our students have to jump over to become enrolled for their first term?

### **Potential Barriers:**

- Visits to campus
- Phone calls and appointments
- Offices in different buildings
- Fees
- Offices only open 8 am-5 pm
- Parking/transportation

**HOW MANY  
BARRIERS?**

Unfortunately, many of  
our students succeed  
**despite** us, not **because**  
of us.



GUIDED  
PATHWAYS  
PRINCIPLE 3

## Help Students stay on the path

### Navigation

- Ensure on-going intrusive/intensive advising
- Develop systems for students and advisor to easily track student progress
- Develop structure/process to re-direct students who are not progressing to identify a more viable path



GUIDED  
PATHWAYS  
PRINCIPLE 4

**Ensure Students are learning  
(Institutional Pedagogy)**

- Develop specific learning outcomes, rather than focusing on discrete, course-by course outcomes
- Provide in-depth career exploration: Project-based, collaborative and applied learning experiences
- Faculty-led improvement of teaching practices, including culturally-responsive pedagogy
- Develop procedures to track mastery of learning outcomes all the way through program

TAKE-AWAY  
DISCUSSION  
QUESTIONS

1. Are you at the table in guided pathways planning discussions/steering committees?
2. If you are not, how do you get the information of what's planned and what's coming next?

**FOR MORE  
INFORMATION**

Visit the Student Success Center website:

<http://www.sbctc.edu/colleges-staff/programs-services/student-success-center/>

**Contact Lisa Garcia-Hanson**

Student Success Center Director

Washington State Board for Community  
and Technical Colleges (SBCTC)

[lgarcia-hanson@sbctc.edu](mailto:lgarcia-hanson@sbctc.edu) 360.704.1022



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