

ICW UPDATE ICRC Spring 2022 Meeting

Independent Colleges of Washington is an association of 10 private, not-for-profit universities that call the state of Washington home including:

[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](#)

These campuses offer students **high-quality, academically rigorous learning** grounded in the **liberal arts**, with an emphasis on **critical thinking, lifelong learning, ethics, leadership, and community service**. Our member campuses educate students from each of Washington's 39 counties and offer more than 135 years of service to Washington. Approximately 33% of students have transferred credits to our campuses and our member campuses award one in five of the baccalaureate and graduate degrees earned in the state of Washington.

ICW is working to increase upward transfer in the state of Washington, especially among underserved and low-income students. Our recent focus (2020-21) has been particularly in encouraging transfer to bachelor's degree programs in the social sciences and humanities with planning grant funding from The Teagle Foundation and The Arthur Vining Davis Foundations. **ICW's Strengthening Transfer Pathways to the Liberal Arts** in Washington initiative has the potential to affect students who do not currently see transfer to a four-year liberal arts college or university as a viable option. By creating clearer pathways and shoring up administrative, cultural, and financial support for transfer students, we hope to increase the number of students who successfully transfer upwards to complete a four-year degree, thus enhancing their social and economic mobility. Students most likely to benefit from this work are those who have earned some credits but have not enrolled in a bachelor's program. For these students, a liberal arts degree may be the shortest path.

ICW represents Washington's private, not-for-profit colleges and universities on a number of boards and organizations and is proud to volunteer with our higher education partners and community-based organizations to support students on their postsecondary journeys. One such effort is **Aim Higher Washington**. Aim Higher is a coordinated effort to help more students in Washington apply for financial aid. The initiative focuses on increasing equity in educational attainment for students of color and other marginalized groups. Aim Higher programs provide students with early financial aid information and application support. The initiative's partners

help carry out this work and foster a college-going culture in communities across the state. ICW is represented on the Aim Higher Steering Committee.

ICW also serves on the **Washington Council for High School to College Relations** (WCHSCR), another statewide effort to assist Washington students to access and engage in post-secondary opportunities at its member institutions. As part of our commitment to WCHSCR and high school students across the state, we regularly participate in college fairs, financial aid workshops for school counselors and college advisors, and one-on-one consultations with students and their families.

ICW is committed to supporting transfer students and serves on the **Joint Transfer Council**, a multi-sector standing committee that works to improve and advance student transfer in Washington. In collaboration with other state partners in JTC, ICW supports the development of new transfer pathways, the monitoring, and updating of existing transfer pathways and degrees, as well as the development of multi-sector transfer policies. We are also engaged in the JTC Computer Science Work Group to support the review and revision of the Computer Science DTA/MRP.

If you have any questions, about our work or would like to connect with any of our 10 member campuses, please contact:

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Spring 2022 – ICRC Report

Sector Work

Washington's public baccalaureate institutions continue to proactively address emerging and existing issues.

Transfer Students -Washington Public Baccalaureate Sector- [2019-2020](#)

- 37,627 transfer students.
- 45% identify as students of color.
- 31% received a Washington College Grant.
- Students served in all 39 Washington counties.

Admissions is Open - 2022

Applications for spring and fall 2022 admission are now open. **Please encourage students to apply now!**

Postsecondary Policy and Engagement

WSAC Transfer Task Force

COP, along with institutional and organization sector representatives, continues to partner through the WSAC-led SHEEO/Gardner Institute Transfer Initiative. The Washington Transfer Task Force meets monthly. Each meeting is focused on a dimension area provided by the Gardner Institute and the key performance indicators for this area. In January, the task force focused on transfer philosophy and rationale. In February, the task force focused on equity, and in March discussed the presence of a transfer receptive culture in Washington. Over the coming months, the task force will focus on data, accountability and improvement, and learning and curricular pathways. A key theme that continues to emerge across the dimensions is the need for greater public communication and transparency about the transfer work in Washington and greater centralization of information for students, advisors, and other stakeholders. The Task Force will continue to meet through June and will develop a report of recommendations to be shared with the full Student Achievement Council, JTC, and ICRC.

Aim Higher Washington

COP is engaged in the [Aim Higher Washington](#) initiative, which aims to increase equity in postsecondary attainment by supporting statewide college-going culture through early, accessible, pathway-relevant support of financial aid application (FAFSA and WASFA) completion. The most recent meeting of this group focused on the outcomes of the 2022 legislative session for financial aid and discussions about how to expand this work moving forward. Please continue to encourage students to complete the FAFSA or WASFA form!

ACPL Toolkit Project Group

The ACPL Toolkit Project Group met for the second time since January, with a focus on developing an ACPL Toolkit that is a useful and relevant resource. The March meeting focused on recommended topics to be included in the handbook. The group identified the following working list: equity, experiential (on the job) learning, data/financial models, and transfer. The group discussed how ACPL is incorporated into institutional strategic plans and existing crosswalks including military training and certifications and industry credentials. The next meeting of the group is in April.

K-12 Transitions to College

Guaranteed Admission Program

In January, the current participating campuses, along with UW Tacoma and UW Bothell, began discussions regarding the 2022-23 academic year. Over a series of meetings, the group has reflected on the current year, identified areas for improvement (e.g., centralization and standardization) and discussed what reframing/restructuring is required moving forward. Discussions continue to be ongoing as we prepare for 2022-23 though the expectation is to learn from the current pilot and pivot in the future to be more intentional about increasing the college-going culture to our sector in this work.

Dual Credit

- *Dual Credit Summary.* In January 2021, COP released a [Dual Credit Summary](#) report that provides a full explanation of each dual credit program in our state, as well as outreach and work for Washington's public baccalaureate sector around dual credit.
- *Dual Credit Joint Events.* Representatives from SBCTC, ICW, COP, OSPI, and WA Council met in January to plan for dual credit-focused events for the remainder of 2022. Together, we will host a series of sessions focused on Dual Credit 101. The focus is to build a foundation of understanding about dual credit in Washington and create a shared learning community. This is in direct response to requests from the field as colleges and universities and districts continue to experience staff changes. Upcoming dates and times are below, details will follow. Two sessions have already taken place with over 170 participants across both sessions. In the fall, we are planning to host a series of webinars that focus on a deeper dive into each of Washington's six dual credit programs. Finally, we are beginning work to plan for 2023 events.
 - Dual Credit 101 Sessions
 - April 12, 12:00-1:00 p.m.
 - April 27, 12:00-1:00 p.m.
- *Dual Credit – National Engagement.* COP continues to participate as an ambassador for the [College in the High School \(CiHS\) Alliance](#) and in the monthly meetings of the CHSA Peer Learning Network. Each month institutional and state leaders meet to discuss dual enrollment topics. In January, the group focused on JFF's *The Big Blur: An Argument for Erasing the Boundaries Between High School, College, and Careers—and Creating One New System That Works for Everyone*. In February, the topic was *Promoting Cross-State Collaboration on Dual Enrollment Policy Among Agencies and Stakeholders* and in March, *State Approaches to Funding Dual Enrollment Programs*

Mastery-Based Learning

In 2022, COP will participate in the State Board of Education-led Washington State Mastery-based Learning Collaborative (MBLC). The purpose of the MBLC is to identify best practices for implementing Mastery-based Learning (MBL), identify sample tools for educators using a MBL approach, and offer professional learning to in-service educators, including teachers, principals, and counselors. The project's overarching goal is to inform future policy by helping decision makers better understand what quality MBL looks like, how long it takes to implement, and what resources are necessary.

Modernizing Algebra II, Office of the Superintendent of Instruction

Since June, OSPI has engaged in developing a modernized Algebra II course to pilot in the 2022-23 school year. To inform this work, COP convened institutional academic leads, faculty, and admissions directors to proactively engage in providing feedback about the content of the proposed course and addressing admission, placement, and other topics. In February, COP, SBCTC, and OSPI staff met again to discuss feedback to the proposed course from each sector. In late March, public baccalaureate admission directors and math placement leads will each meet with OSPI to review the proposed new course.

High School and Beyond Plan Advisory Council, Office of the Superintendent of Instruction

OSPI recently established the High School and Beyond Plan (HSBP) Advisory Council. The purpose of the Advisory Council is to drive adoption of best practices to standardize the understanding and use of the HSBP and support the planning of expanded and enhanced professional development around the HSBP. COP and WWU are representing the public baccalaureate sector in this work. The first meeting of the Advisory Council took place in February. The meeting provided an overview of the objectives of the Council to increase awareness and understanding of HSBP best practices and resources, increase meaningful use of the HSBP and the connection to social emotional well-being of students and improve education outcomes. The Council plans to achieve the objectives through the development of online professional development modules, relaunching the career guidance Washington curriculum and updating the HSBP template. The next meeting will occur in May.

2022 Supplemental Legislative Session Adjourns

The 2022 Supplemental Legislative Session adjourned on March 10. This session over 1,000 bills were introduced; COP tracked more than 125 of them. This session several themes emerged across both policy and fiscal discussions, including K-12 learning loss, residency, apprenticeship and transfer, student financial aid, investments in FAFSA/WAFSA filing and educational attainment, hazing, dual credit, and maintenance of current investments. A number of these initiatives result in joint interim work for COP, SBCTC, and WSAC.

A complete list of bills COP tracked can be found [here](#). The final operating [budget](#) passed by the Legislature makes some critical investments in postsecondary education:

- Compensation increases for faculty and staff
- Investments in nursing, pharmacy, and other health care fields
- New and expanded cybersecurity programs
- New and expanded student success initiatives, including peer mentoring, mental health supports, and advising
- Washington College Grant and Bridge Grants
- Funding a Washington State Student Loan Program

We expect Governor Inslee to take action on the operating budget in the next few weeks.

COP Fact Sheets, Reports and Sector Information

- COP is excited to announce a new blog. To view the blog and sign-up to receive the latest go [here](#).
- Fact sheets and information about Washington's public baccalaureate sector can be found on the [COP website](#). Currently, COP is working to and/or has completed the following:
- COP Publications and Communications Updates
 - Developing a statement about mastery-based learning and transcripts and admissions
 - Updated since December: Sector Fact Book, one-pager on admissions, one-pager on the transfer of professional technical credits
 - Finalized: Washington College Grant one-pager, student loan one-pager and financial literacy one-pager.

Spring 2022 –JTC Report

April 2022

Areas of Discussion

The Joint Transfer Council continues to proactively address emerging and existing issues.

- Diversifying the Council
- Addressing equity gaps in transfer
- Reviewing statewide transfer degrees
- Collaborating with WSAC, SHEEO, and the Gardner Institute to support Transfer Task Force

JTC Activities

JTC is engaged in the revisions of statewide transfer degrees and other document updates to support students in the transfer process.

Computer Science Work Group: In December, a work group of computer science faculty, college and university advisors and agency and sector leads convened to review and revise the current Computer Science DTA/MRP and consider a new Associate of Science Track 2/MRP in Computer Science. The work group has met bimonthly with the goal of finishing its work by the end of April. It is anticipated the work group will finalize a revised Computer Science DTA/MRP and propose a new AS-T/MRP. In addition, the work group is identifying recommendations to JTC for further consideration. Recommendations are likely to include the need to review the AS-T degree structure and support for further engagement to support WACSE.

Transfer Pathways in Liberal Arts: This work, led by ICW through the *Strengthening Transfer Pathways to the Liberal Arts*, is continuing in the form of a work group focused on exploring the transfer landscape around the psychology major. The work group discussed the challenges students are experiencing at both the two- and four-year institutions as it relates to transfer in psychology. In preparation for the next meeting the work group is preparing a comprehensive overview of all Guided Pathways and transfer information for psychology from the community colleges and technical colleges to identify common elements across the sector. The work group will next meet in April.

LPN to BSN Statewide Degree Options: At the February 2022 meeting of the State Board of Community and Technical College Instruction Commission, the Commission approved the LPN to BSN Degree Options 1 and 2. In March, the Joint Transfer Council (JTC) met and approved both degree options. Currently, both degree options are being shared by each sector agency/organization to identify and gather signatures from participating institutions. Both degree options will be effective in fall 2022.

Transfer Engagement

During the winter JTC meeting, the Council reviewed Washington [data](#) which shows inequitable educational opportunities exist for students historically underrepresented. Within this context, the Council discussed its role and work in this area now and going forward with the following questions in mind:

- What is JTC's role in identifying systematic changes to ensure support and success to enable degree/credential completion?
- Does JTC have an established process that continuously anticipates, identifies, and addresses student needs and is subject to regular assessment and adjustment?
- Do transfer policies and practices that JTC is responsible for address students' abilities, lived experiences, prior academic history, academic goals, and current needs and interests in their development and implementation?

- Does JTC regularly assess its own cultures, policies, and processes to assure it is equitably and consistently meeting the needs of all transfer students at both the state and institution level?

JTC discussed what the available data reveals and what data is needed to inform the Council's work. Recognizing data analysis is within the scope of JTC's purpose and work the Council advanced the development of a new purpose or revised statement to intentionally state the Council's work around data analysis to inform transfer policy, practices and processes.

In addition, JTC discussed the need to develop fundamental questions around equity to frame the role and purpose of the Council's work. For example, how a transfer policy/practice/process impacts historically underrepresented students as an intentional framework to guide discussion as JTC reviews and develops transfer policies, practices and processes. JTC discussed how diversity is defined and how does the Council situate equity within its work. Finally, JTC discussed that the framework should be responsive to allow the Council to be more proactive in addressing current and emerging issues.

To achieve these goals, JTC supported the development of a strategic plan that is frequently and intentionally guiding the Council's work. The plan should be multi-year and include goal statements to drive the work. This will be the focus of the Council's upcoming summer retreat.

Meetings and Resources

JTC will meet for the Council's spring meeting on May 12.

For more information about JTC

- JTC [Webpage](#)
- JTC Document [Repository](#)