

OAR Committee Members 2022-2023

Chair: Melissa Sitzenstock, Green River College
Kathleen Duvall, Big Bend Community College
Nikki Measor, Eastern Washington University
Andrew Moore, WGU, Washington
Megan McConnell, Central Washington University
Laura Knight, Renton Technical College

We got off to a late start since we didn't have chair worked out until February, but we are off and running.

2022-2023 Committee Review Schedule

Fall 2022: Whatcom, Big Bend, Grays Harbor, Clark (carried over from 21/22), Heritage University

Spring 2023: Lower Columbia, Wenatchee, Walla Walla, Northwest Indian College
Fall colleges/university

Big Bend CC is scheduled for 4/17 11 am review, we still need to receive the completed questionnaire, I'm sure it will be on its way soon.

Whatcom C is schedule for 4/26 1 pm review, the completed questionnaire was emailed to committee on 3/2/2023.

Clark C is scheduled for 4/18 1 pm review, we still need to receive the completed questionnaire, I'm sure it will be on its way soon.

Grays Harbor C has a lot of new staff and no one has done an OAR review there, the VPI is hoping to connect with me via phone for more information (proving to be difficult). Likely will request to move review till next year.

Heritage University, asked for extension to turn in questionnaire.

Spring colleges/university

Lower Columbia C, good connection on track

Wenatchee Valley C, good connection on track

Walla Walla CC, after realizing I contacted Walla Walla University by mistake, found Walla Walla CC folks and we are on track.

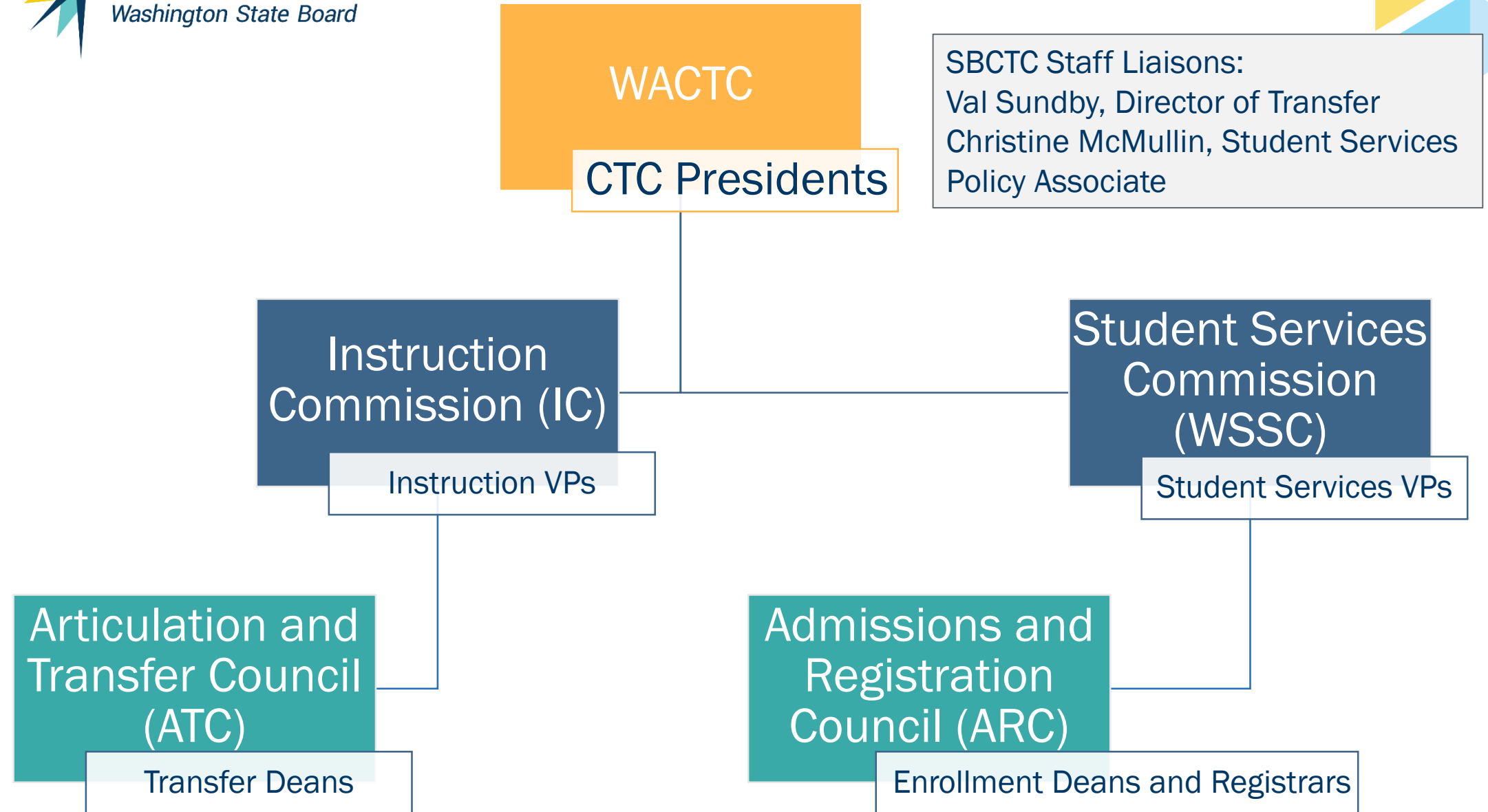
Northwest Indian College, responded that they may need more time to complete the survey.



SBCTC UPDATES

ICRC Spring Quarter Updates

April 2023



SBCTC 2023 LEGISLATIVE PRIORITIES

- Fully funded competitive compensation for faculty and staff
- Advance equity, diversity and inclusion efforts already underway
- Support workforce development programs
- Expand learning technology for classes, equipment and IT infrastructure
- Funding for the system's capital project list to maintain and modernize campuses



LEGISLATIVE UPDATE

- The Senate and House Chairs have both released operating and capital budgets
- The SBCTC is preparing a conference letter that will contain feedback on our priorities
- Little action on transfer this session
 - SBCTC, JTC, and ICW participated in a senate work session on system transfer
 - 2SSB 5593 is still in play – would require data sharing agreements to transfer student data between K-12 and higher ed
- Last day of session is April 23, 2023



STUDENT SERVICES

- Fraudulent Applications – a landing page and guidance document will be published by late April
- The Career and Employment Services Council has been discontinued; work will continue in other spaces
- Support for Students Experiencing Homeless – 28 colleges participated in the pilot and served 2,227 students. The bill to expand this work is on its way to the Governor’s Office for signature.
- Student Conduct Academy – The Student Services Commission is developing a training for staff and students with a formal role in conduct proceedings

STUDENT SUCCESS – GUIDED PATHWAYS

- Proposals are open for the [Student Success Summit](#)
 - Event is September 5; proposals are due June 22
- Upcoming lunch and learn May 4
 - [Shared Responsibility: How Faculty Advisors and Success Coaches Can Work Together to Support Student Success](#)
- Guided Pathways Award for Innovation & Equity: Infusing Undergraduate Research to Close Equity Gaps
 - YVC, SVC, TCC, GRC, and WCC were awarded funds to support their work creating course-based undergraduate research experiences (CURES)



WORKFORCE EDUCATION

- Career Launch Endorsement
 - Programs provide students with paid work experience, employer standard-aligned classroom experience, and culminate in a valuable credential or 45 college credits
 - Endorsed programs are eligible for equipment funds and enrolment enhancement FTES
- CTE Dual Credit
 - SBCTC and OSPI will reconvene the CTE Dual Credit Advisory Committee on April 24, 2023
- Online Program Approval Process
 - Coming in April for workforce; transfer and BAS next up



BASIC EDUCATION FOR ADULTS

- Alternatives to Testing
 - SBCTC and members from Council for Basic Skills (CBS) presented on alternatives to testing at the recent Coalition on Adult Basic Education conference in Atlanta, Georgia. The presentation was well-received and we continue to build a national case asking OCTAE to authorize research pilots to approve other methods of documenting student learning.
- RFIs Submitted
 - SBCTC submitted responses to the DOC Request for Information for starting up new Prison Education Programs in correctional facilities. We look forward to meeting with the DOC on these RFIs and next steps in late May/early June.



DUAL CREDIT

- If your college has started a NEW College in the High School Program during the 2022-2023 year or will be starting one in 2023-2024 please notify Jamie Traugott at jtraugott@sbctc.edu so that we can update our records.
- NACEP Summer Accreditation Institute
 - July 19-20 at Everett Community College
- Running Start Funding for Summer 2023
 - Most colleges will be able fund students seeking credit recovery, college success courses, and professional technical programs and courses for summer 2023. Funding is limited so please connect with your Running Start administrator at your college ASAP.



EDUCATIONAL TECHNOLOGY

- Significant work is happening with:
 - Microcredential Steering Committee
 - Academic Credit for Prior Learning
 - Systemwide Course Sharing
 - Creation of stackable micro-credentials recognized and supported by industry partners
- WA CTC students save \$14 million over the past 4 quarters with the implementation of OER and low-cost labeling policies
 - 5,290 class sections using OER materials have enrolled 57,857 students
 - 3,264 class sections using low-cost materials (priced at \$50 or less) have enrolled 37,431 students



TRANSFER EDUCATION

- Bachelor of Science in Computer Science
 - Funds have been allocated to 15 colleges to support the design of bachelor's level computer science programs
- Climate Solutions
 - The work of faculty leads for Climate Justice Across the Curriculum kicked off in January – this work focus on integrating climate justice into transfer curriculum
- New Proposed Computer Science Transfer Degree
 - The Joint Transfer Council continues to seek input on a new proposed degree - Associate of Science Transfer - Track 3, Computer Science (AST-3).

BACHELOR'S DEGREES

- After more than 10-years and 150 bachelor's programs statewide CC bachelor's degrees have:
 - Served nearly 40,000 students (and more than 27,000 FTE)
 - Had an average fall to fall retention rate of 74% and a 4-year completion rate of 67.1%
 - Resulted in 78% of students being employed 3-years from their initial BAS enrollment
- The student demographics and program mix have changed over time but the data clearly show these programs are effective

INVENTORY UPDATES AND TRANSCRIPTS

- All CTCs are finally live in CTClick!
- The SBCTC is working on data clean up to assure:
 - Transcript descriptions are accurate
 - Degree types are accurate
 - Inventories are updated and accessible via CTClick
- A “batch update” of DTA titles will be submitted to the ICRC handbook committee
- SBCTC contact: Shelby Means smeans@sbctc.edu

QUESTIONS?

Val Sundby

Director of Transfer Education

vsundby@sbctc.edu

Christine McMullin

Student Services Policy Associate

cmcmullin@sbctc.edu



Intercollegiate Relations Commission Update from Independent Colleges of Washington

April 13-14, 2023

info@icwashington.org



Counselors for Students Transferring

College/University	Transfer Staff	Contact
Gonzaga University	Lindsey Spencer	spencerl2@gonzaga.edu
Heritage University	Miriam Soto Guillen	Soto-Guil_M@heritage.edu
Pacific Lutheran University	Jordan Pike	jordan.pike@plu.edu
Saint Martin's University	Caitlin Gordon Cabe	cgordon@stmartin.edu
Seattle Pacific University	Stephen York	admstephen@spu.edu
Seattle University	<i>Three counselors, based on last name of the student</i>	transfer@seattleu.edu
University of Puget Sound	Torri Henson	thenson@pugetsound.edu
Walla Walla University	Manuel Armesto	Manuel.Armesto@wallawalla.edu
Whitman College	Jesse Crosby	crosbyj@whitman.edu
Whitworth University	Raul Sanchez	raulsanchez@whitworth.edu

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



Participation in Statewide Agreements

Member Campus	AA/AS DTA	Biology	Business	Comp. Science	Engineering	Practical Nurse-BSN	RN-BSN	Pre- Nursing	Reverse Transfer
Gonzaga University	Y		Y	Y	Y				
Heritage University	Y		Y	Y		Y			
Pacific Lutheran University	Y		Y	Y				Y	Y
Saint Martin's University	Y	Y	Y		Y	Y	Y	Y	Y
Seattle Pacific University	Y	Y	Y	Y	Y			Y	Y
Seattle University	Y	Y	Y	Y	Y			Y	Y
University of Puget Sound	Y								
Walla Walla University	Y		Y		Y	Y		Y	
Whitworth University	Y	Y	Y	Y					

As of March 2023

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

URL: icwashington.org/counseling_resources



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Resources for Counselors, College Advisors

As you work with our young adults in these tumultuous times, thank you for the good work you do in counseling and supporting Washington State's high school students. We are here collectively, and as individual colleges and universities, to help your current and future students achieve their goals and plan for their futures.

We invite Washington students of every age to consider the terrific options available here at home. Below please find resources available at our member campuses to help you answer questions and make referrals:



Admissions, planning a campus visit

Find out why an Independent Colleges of Washington member campus may be exactly the right place for you to thrive.

[EXPLORE FURTHER](#)

Financial aid

ICW member campuses provide high-quality opportunities for students from a wide range of backgrounds, with a variety of career interests, and at different stages in their lives.

[FIND OUT MORE](#)



Supporting Student Success



Diversity, equity, inclusion, and justice

As communities across Washington continue to evolve, Independent Colleges of Washington's member institutions are committed to creating and maintaining a vibrant and welcoming community for students, staff, and faculty.



Behavioral health

Our campuses provide a number of resources aimed at improving students' well-being, mental health, and resiliency.



Basic needs

Various programs at our member campuses offer help to students in need, such as housing, food insecurity, and financial assistance.



Academic tutoring

In support of student success, our institutions make a variety of academic services available to help students achieve their academic goals.



**ICW campuses
are close
to students
across the
state**

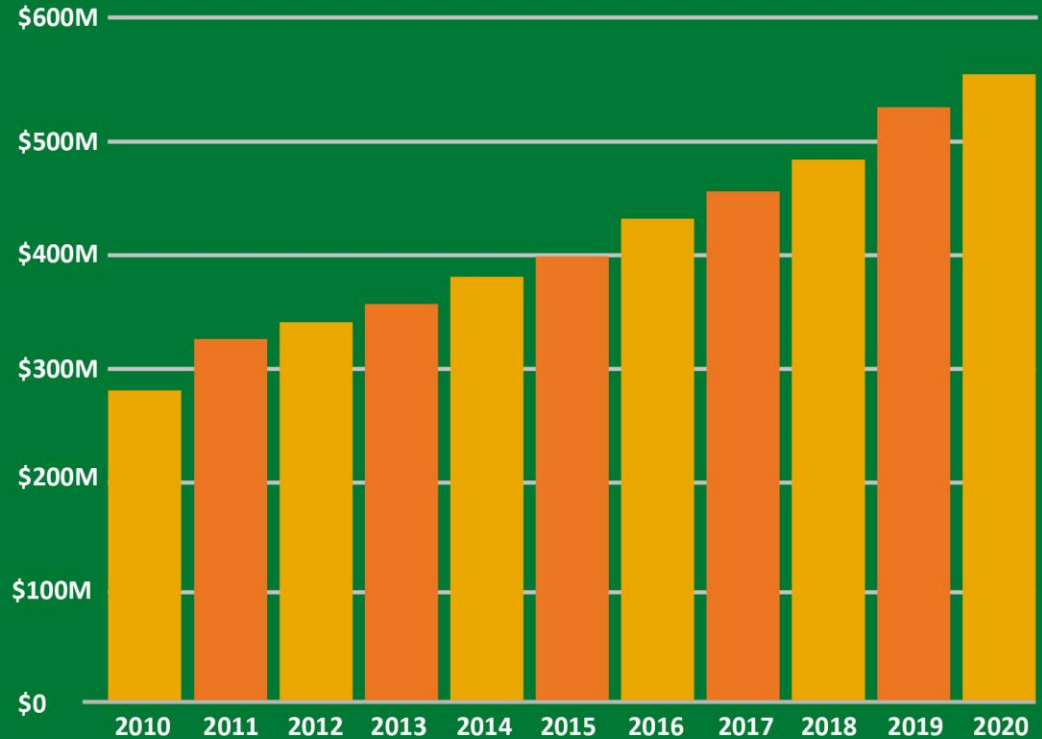


Two in five receive **student aid such as Pell Grants and/or the Washington College Grant**

Delivering Value

Nine in 10 of our undergraduates receive financial aid from their campus or other sources

Between 2010 and 2020, institutional aid from ICW member campuses has nearly doubled



Top Fields of Study



**Business, Management,
Marketing, and Related
Support Services**



Education



**Health Professions and
Related Programs**



**Computer and Information
Sciences and Support Services**



**Biological and
Biomedical Sciences**



Social Sciences



Psychology



Engineering



**Communication, Journalism,
and Related Programs**



**Legal Professions
and Studies**



INDEPENDENT
COLLEGES OF
WASHINGTON

Completing Degrees

ICW member campuses
have strong completion
rates

Nearly 10,000 students
graduate with bachelor's
and advanced degrees from
ICW member campuses
each year



83%

Independent
college
average
(WA)



62%

National
average,
all sectors



Strengthening Transfer Pathways to the Liberal Arts: Three Prongs

Statewide: Transfer pathways in the liberal arts

- Fully leverage Biology MRP
- Build on Guided Pathways
- Psychology transfer workgroup

Local: Transfer partner teams

- Regional transfer partners
- Faculty and staff
- Initial self-assessment of institutional partnership
- Action plan for improvement

On campus: Transfer readiness dimensions

- Academic
- Social-cultural
- Financial



INDEPENDENT
COLLEGES OF
WASHINGTON

Spring 2023 –JTC Report

JTC Work and Engagement

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

Computer Science Transfer Degrees

During the fall JTC meeting, members further discussed the JTC computer science work group's proposed computer science transfer degree revisions. JTC decided to advance the elimination of the computer science major as an option for the AS-T Track 2 and create a new AS-T Track 3 for computer science. The Computer Science AS-T/Track 3 is now under review at the sector level. Sector feedback will be shared with JTC at the spring meeting for further discussion. In addition, at the fall meeting JTC agreed to further review the computer science DTA/MRP to examine the degree completion discipline/major for students who transfer with this degree and further discuss at the spring meeting.

Transfer Pathways in Liberal Arts

The work group met and is looking for new guidelines for transfer in Psychology. The group focused on a fundamental question: do we view this work as building a better road map for transfer, or do we build a better, straighter road to facilitate transfer? The work group is committed to the latter of building a better student-focused road to guide students. The work group will have more definitive materials to share at the spring JTC meeting.

Review of Transfer Degrees in the 2022-23 AY

JTC determined at the fall meeting that the Biology DTA/MRP and AS-T Track 1 will be reviewed this academic year. JTC will review the Pre-Nursing DTA/MRP in the 2023-24 AY.

Meetings and Resources

JTC will meet for the Council's spring meeting on May 8 at PLU.

For more information about JTC

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

Spring 2023 –ICRC Report

Admissions is Open - 2023

Applications for 2023 admission are now open. **Please encourage students to apply now!**

We are excited to welcome Washington students to any one of our public four-year universities or college! If a student wants to go to college, is thinking of college, or has not yet considered college, there is a place for them in Washington to achieve their dreams, receive an education, earn a degree, and follow their passion. Together, we are committed to serve all students by identifying and reducing gaps among student populations.

Postsecondary Policy and Engagement

Transfer

- On March 17, COP was joined by colleagues from SBCTC and ICW to present as a panel on student transfer. The Committee asked for information about the statewide transfer degrees, reverse transfer and emerging issues. The work session can be viewed on TVW by going to link [here](#).
- WSAC finalized the year-long Transfer Equity Project in February with the completion of the final report. The project took the form of a self-study and engaged a task force in which our sector participated. The project provided an opportunity to reflect on the long history of successful transfer in Washington and the work that is needed to continue our national leadership in this area. Through this work three themes emerged: (1) Increasing transparency and effective transfer pathways for students, advisors, faculty and transfer stakeholders; (2) Developing a more complete picture of the transfer ecosystem and a future research agenda; and (3) Defining a statewide shared transfer philosophy and goals. Together these themes will serve as a guide to inform conversations through the Joint Transfer Council, Intercollege Relations Commission and within each sector to move toward action.
- The Gardner Institute and SHEEO were key partners in the Transfer Equity Project. In late February, COP joined colleagues from SBCTC, WSAC and ESD 171 in Denver to present the final report of the Transfer Equity Project. Washington was joined by Colorado, North Carolina and South Carolina, all participants in the initial rollout of this work by the Gardner Institute. In addition, five other states participated in this gathering to begin their work around transfer.
- In February, COP met with staff from the [William D. Ruckelshaus Center](#). The Center is conducting an interview-based process called a “situation assessment,” to better understand the relevant issues and interests of involved parties, related to apprenticeship and higher education. The assessment, directed by Engrossed SB 5764, requires:
 - The State Board for Community and Technical Colleges, in collaboration with the Washington Student Achievement Council’s Office of Financial Assistance, to provide eligible apprentices access to the Washington College Grant for Apprenticeships through the financial aid office where the apprentices receive related supplemental instruction by the 2025-26 academic year.
 - State public institutions of higher education to grant as many credits “as possible and appropriate,” for apprentices’ related supplemental instruction, “within six years of the date of

the program’s registration for all registered apprenticeship programs approved after July 1, 2022.”

- Washington Student Achievement Council (WSAC) to contract with the Center to develop opportunities for apprentices to earn degrees; specifically, to research, evaluate, consult with stakeholders, and report on opportunities for apprentices to receive credit towards degrees, including an examination of national best practices, the funding model for apprentices in the community and technical college system, and barriers to the accessing the Washington College Grant for Apprenticeships. This assessment is part of that effort.

The assessment’s purpose is to create a shared baseline of information, definitions, and purpose to support the development of opportunities for apprentices to earn degrees and credit toward degrees, including the funding model for apprentices in the community and technical college system. The assessment will:

- develop an understanding of the current landscape of structural, policy, and operational challenges and opportunities for moving forward and
- establish a foundation and process for parties to work collaboratively on fulfilling the requirements of the legislation.

The assessment will consist of background research as well as interviews and possibly small group discussions with key parties including:

- state agencies
- apprenticeship programs
- institutions of higher education
- employers
- nonprofits
- other relevant entities identified by the Center.

A report from the Center with initial findings and recommendations is due to WSAC by June 30, 2023. WSAC must submit the report to the legislature annually through December 2026, starting on December 1, 2023.

K-12 Transitions

- The [Guaranteed Admissions Program](#) (GAP) supports a college-going culture and guaranteed admission efforts at Central Washington University, Eastern Washington University, The Evergreen State College, Washington State University and Western Washington University. GAP is the most recent collaborative initiative among the state’s public, four-year institutions to increase the college-going culture in Washington.

In September, GAP finalized 65 district and school partners for the 2022-23 academic year. District and school partners represent eight of Washington’s nine Educational Service Districts (ESDs) and are diverse in size, student demographics and location. Since the end of February, we have sent over 13,000 guaranteed admission letters to 12th grade students and their families and over 27,000 letters about college admissions awareness and welcoming students to consider our sector were sent to 11th grade students and their families. The program was most recently highlighted in [Yakima Herald-Republic](#). More information about GAP can be found [here](#).

- In November, the College in High School Alliance's (CHSA) convened the first State Dual Enrollment Academy focused on teacher credentialing for high school teachers and College in the High School. Building on this work, CHSA hosted monthly collaborative calls through March to follow up with states regarding progress on implementation, lingering challenges, and next steps. The series of meetings provided participants with updates from the states involved and identified areas of focus for the future including teacher prep program endorsements and incentive programs for high school teachers.
- COP also continues to participate both as an ambassador for the [College in the High School \(CiHS\) Alliance](#) and in monthly meetings as a member of the CHSA Peer Learning Network.

Other

- In January, ERDC held a kickoff meeting to learn more about the Preschool-to Grade 20-to-Workforce (P20W) Data System Study. The focus of the study is to evaluate the technical processes and tools of the state's P20 data environment. The meeting provided information regarding the framework for the data and analytics, how engagement will be approached, and the timeline, data discovery and next steps. In February, the higher education data contributors met with ERDC to provide feedback from the sector's perspective. Additional information about the study can be found [here](#) and [here](#).
- Over the last few months, COP has met with the CTC representatives to JTC with the intent of building relationships and opening communications around transfer. In addition, prior to the pandemic, COP had visited 24 of the 34 community and technical colleges and met with college Vice Presidents of Instruction. Over the next several months, COP has plans to meet with the remaining 10 colleges.

New Degrees

New public four-year university degrees implemented since the winter 2023 ICRC meeting:

- UW Seattle: BS Computational Finance and Risk Management: Data Science
- UW Seattle: BA Education Studies
 - UW Seattle: BA Education Studies: Early Childhood Studies
 - UW Seattle: BA Education Studies: Education Research and Policy
 - UW Seattle: BA Education Studies: Sports and Education
 - UW Seattle: BA Education Studies: Foundations of Teaching
 - UW Seattle: BA Education Studies: Multilingual/Language in Education
- WSU Everett: BS Cybersecurity
- WSU Pullman: BS Cybersecurity
- WSU Spokane: BS Pharmaceutical and Medical Sciences
- WSU TriCities: BS Cybersecurity
- WSU Vancouver: BA Political Science – General Option

2023 Biennial Legislative Session Convenes

The 2023 biennial legislative session convened on January 9, 2023, and is scheduled to adjourn on April 23, 2023. A complete list of bills COP tracks and other legislative information can be found [here](#).

COP and Sector Information

Discover the latest information about Washington's public baccalaureate sector and COP [here](#) and on social media on [Twitter](#) and [LinkedIn](#).



Spring ICRC Meeting 2023 Legislative Session Update

Overview

The 2023-25 biennial legislative session convened on January 9, 2023. The session is in Week 14 of a 105-day session. The session is scheduled to adjourn on April 23, 2023.

Bills of Interest for JTC

In late April, the Washington Senate and House each released their proposed biennial [operating and capital budgets](#). On March 29, the Senate passed their proposed biennial operating budget ([SB 5187](#)) with a vote of 40-9 following passage of the proposed biennial capital budget on March 24. The House passed SB 5187 on April 3 with a vote of 57-40. The biennial capital budget has been referred to the House Rules Committee. The budgets will now be referred for concurrence and a bi-chamber conference committee will be established to reconcile the budgets for a final biennial budget proposal for the Governor's consideration.

Bills of Interest for JTC: Current Status

Signed by Governor

[SB 5079](#) – Concerning the date by which tuition operating fees are established.

Passed the Opposite Chamber

[HB 1002](#) – Increasing the penalty for hazing.

[HB 1030](#) – Concerning applied doctorate degree-granting authority.

[HB 1289](#) – Concerning program administration for the Washington state opportunity scholarship program.

[HB 1308](#) – Concerning high school graduation pathway options.

[HB 1522](#) – Addressing sexual misconduct at scholarly or professional associations.

[HB 1763](#) – Ensuring completion of conditional scholarship obligations and reducing penalties for excusable incomplete obligations.

[SB 5243](#) – Concerning high school and beyond planning.

[SB 5512](#) – Adding financial transparency reporting requirements to the public four-year dashboard.

[SB 5617](#) – Facilitating course equivalency agreements between skill centers and school districts.

[SB 5702](#) – Expanding the students experiencing homelessness and foster youth pilot program.

Rules Committee

[HB 1146](#) – Notifying high school students and their families about available dual credit programs and any available financial assistance.

[HB 1232](#) – Enhancing the college bound scholarship program.

[HB 1316](#) – Expanding access to dual credit programs.

[HB 1362](#) – Improving government efficiency related to reports by state agencies by eliminating reports, changing the frequency of reports, and providing an alternative method for having information publicly available in place of reports.

[HB 1559](#) – Establishing the student basic needs at public postsecondary institutions act.

[HB 1724](#) – Increasing the trained behavioral health workforce.

[HB 1823](#) – Modifying the Washington student loan program.

[SB 5048](#) – Eliminating College in the High School Fees.

WASHINGTON STATE
Council of
Presidents

ICRC Legislative Update

April 2023



Upcoming Legislative Deadlines

The 2023-25 biennial legislative session convened on January 9, 2023, for a 105-day session.

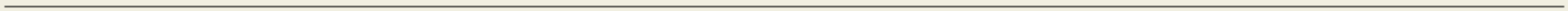
April 12– All bills, unless deemed necessary to implement the budget (NTIB), must have moved to the Governor’s desk for his consideration.

Mid to Late April – Final passage of legislative biennial operating and capital budgets.

April 23 – The session is adjourned.

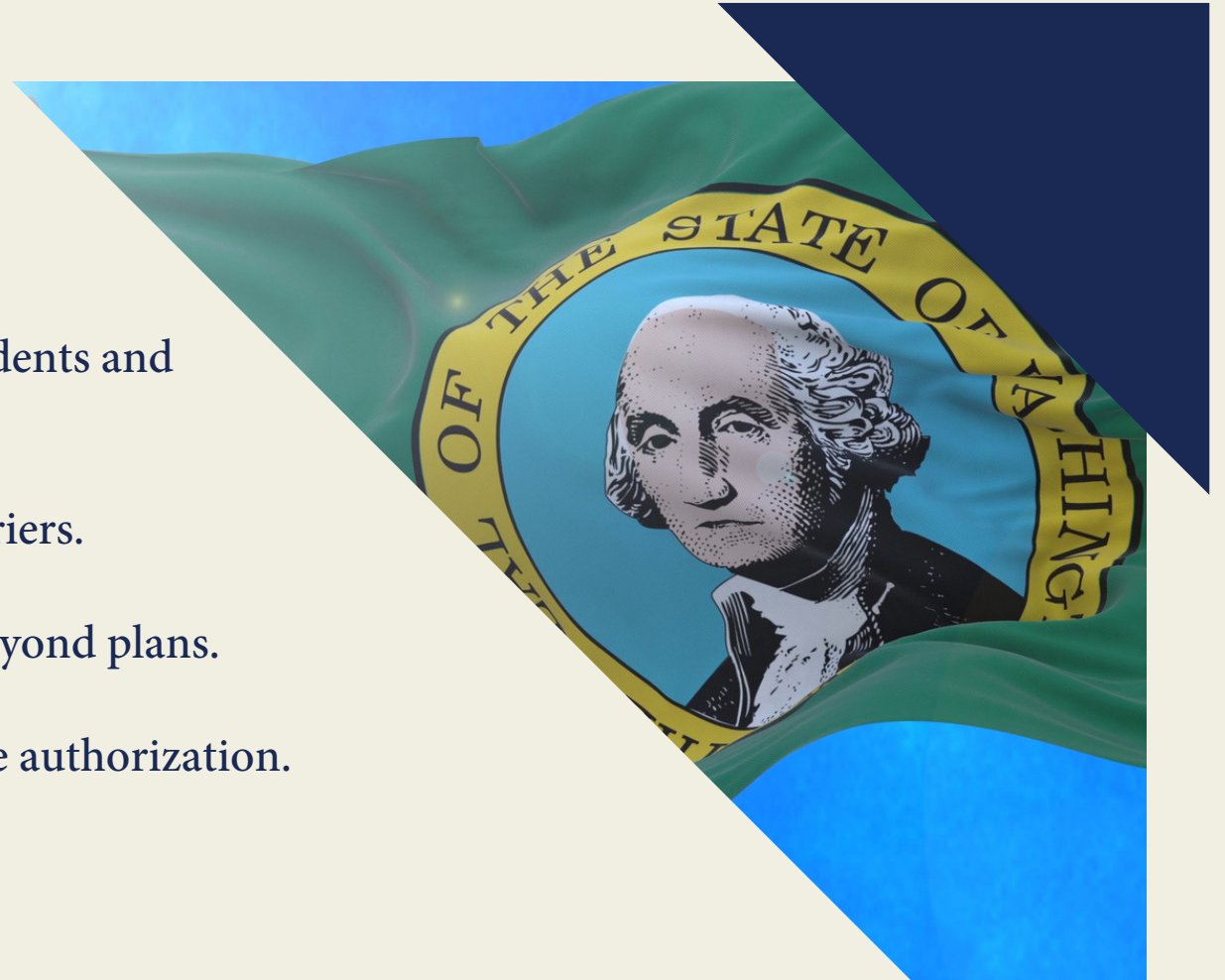
April–May – Governor Inslee considers passed legislation for signature or veto.

90-Days After – Ninety days after a bill is signed it becomes law unless specified differently in the legislation.



Legislation Update

- **Dual Credit:** Removing out-of-pocket costs for students and communications about dual credit.
- **Financial Aid:** Expanding funds and removing barriers.
- **K-12:** Graduation pathways and high school and beyond plans.
- **Other:** Data privacy, student basic needs and degree authorization.





Additional Information

Resources

Washington Governing and Legislative Framework [Primer](#)

Washington Legislature Bill [Information](#)

Council of Presidents Website

www.councilofpresidents.org

Contact Information

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Council of Presidents

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Twitter: [@CouncilofPresWA](https://twitter.com/CouncilofPresWA)

LinkedIn: [Council of Presidents](#)

ATC

SP23 updates

WA 45 Revisited /Degree Maintenance & Review

- Purpose?
- Question of 200-levels
- adjusting for revised CADRs
- utility for multiples stakeholders
- Get IC subcommittee feedback
- Expect them to send to JTC, then to ICRC

Pathways and Progression

- AST III
 - Discussion stage
 - Weighing disconnected efforts and unclear purpose of the proposal
- Information gathering by group discussion document
- Impacts of CADR changes
- Academic I-Best in light of Guided Pathways

Common Course Number Review

- Common Course revisions to process and forms getting feedback, then to committee
- ATC review in Spring
- Changes to course titles/removals getting feedback statewide
- Reviewing and soliciting feedback on new CCN for Intercultural Communication and DEI course(s)
- Future project: CIP code alignments

Professional Development

- Coffee Talks monthly
- Equity Themes: Institutional, Instructional, and Technology and Access
- Equity-themed afternoon PD at May meeting

Spring Expectations

- Election of the Executive Committee
- Summary discussion of workgroup issues
- PD on Equity themes

Questions

- Holly Bringman, President ATC; hbringman@wvc.edu
- Kristina Young, ICRC/ATC Liaison; kyoung@cascadia.edu

Post Pandemic Trauma – and what is Really Causing the Youth Mental Health Crisis

Joe Streetman, PhD, LMHC

Associate Professor of Counseling



It's important to note...

- I'll be talking in generalizations about how people experience trauma.
 - Remember it's different for everyone.

- I'll be focusing on the negative impacts of trauma.
 - Remember the strengths trauma survivors develop.
 - Resilience
 - Focused attention and attunement

Self care...

This session addresses psychological trauma and will include discussion of physical and sexual abuse, domestic violence, and other causes of trauma, that may be upsetting to some. I urge you to take care of yourself in whatever way is needed.



COVID-19

The Natural Disaster Model of Pandemic Trauma



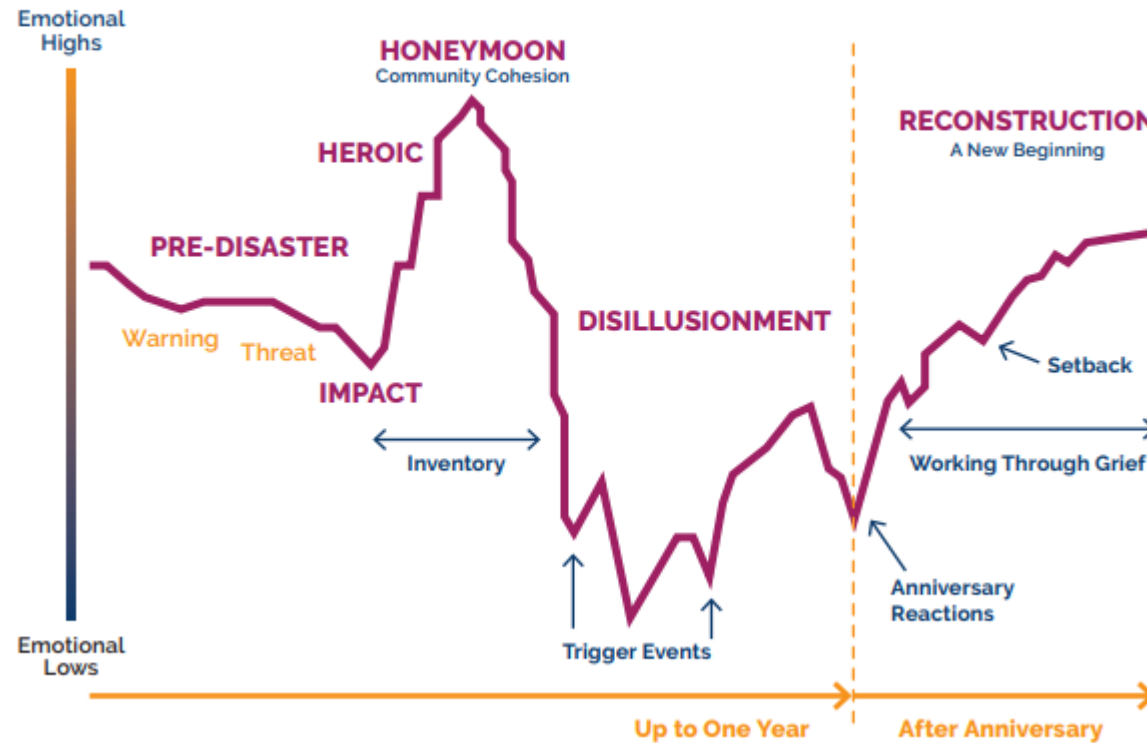
Pandemic Trauma

- Pandemics impact communities in the same way a natural disaster can.
- According to the International Federation of Red Cross and Red Crescent Societies, pandemics are classified as a natural hazard.

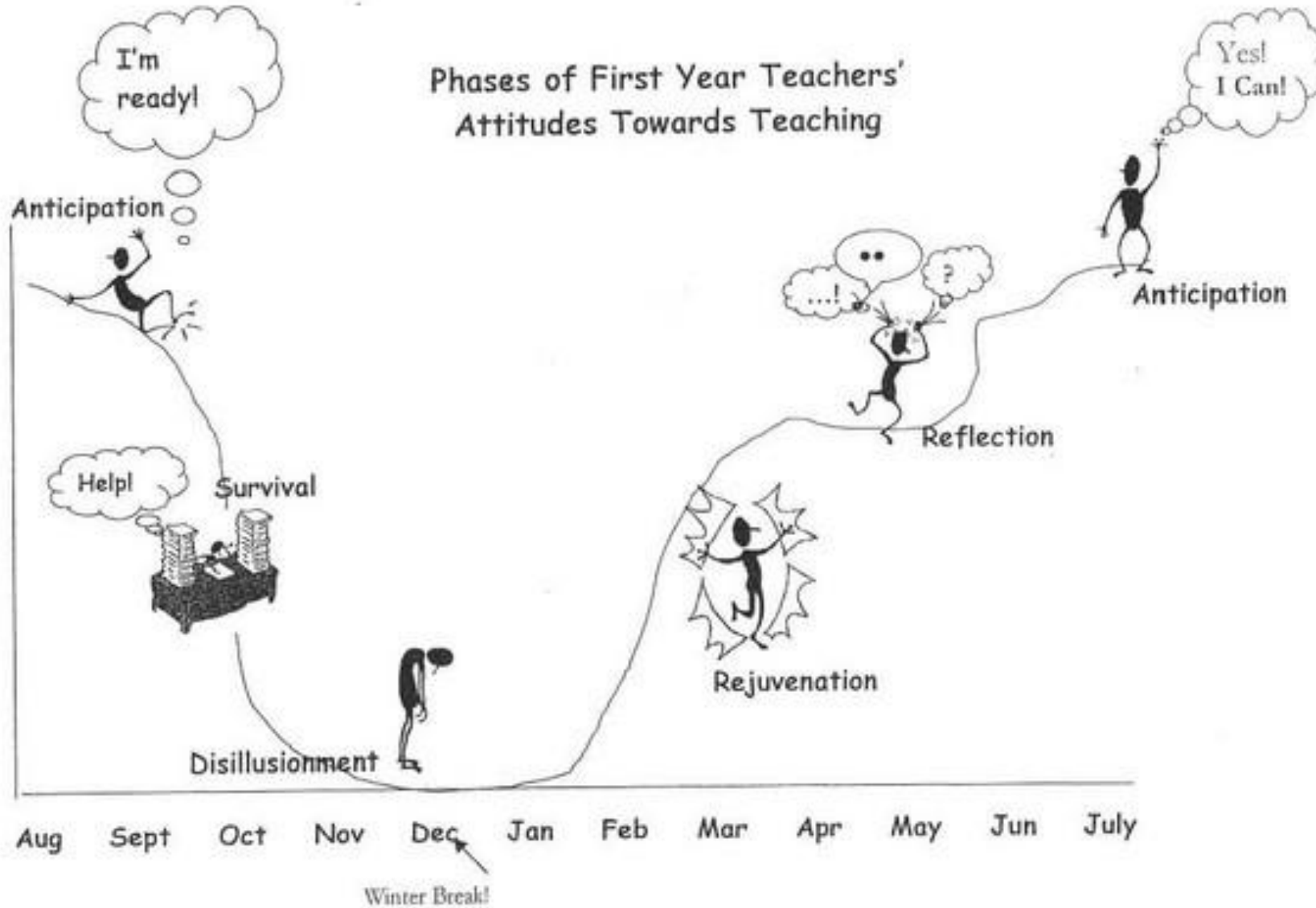
Seddighi H. COVID-19 as a Natural Disaster: Focusing on Exposure and Vulnerability for Response. *Disaster Med Public Health Prep.* 2020 Aug;14(4):e42-e43. doi: 10.1017/dmp.2020.279. Epub 2020 Jul 27. PMID: 32713408; PMCID: PMC7492580.

Pandemic = Disaster

UNDERSTANDING THE PHASES OF DISASTER



Look familiar?



Pre-Disaster Phase



PRE-DISASTER PHASE

Characterized by fear and uncertainty

February - March 2020

Reports of COVID-19 began to circulate, but people weren't sure when or if it would reach our communities or how dangerous it would be. This uncertainty led to feelings of fear and anxiety.

Impact Phase

IMPACT PHASE

Characterized by a range of intense emotional reactions
March 2020

The impact of COVID-19 became a reality and people began to feel shock and panic. To protect themselves and their families many began hoarding supplies like flour and toilet paper.



March 13, 2020



Heroic Phase



HEROIC PHASE

**Characterized by a high level of activity with a low level of productivity
March – April 2020**

States began purchasing respirators and equipment—in some cases, causing bidding wars that sent prices skyrocketing.

Honeymoon Phase



HONEYMOON PHASE

**Characterized by a dramatic shift in emotion
April – May 2020**

People started baking sourdough bread and cleaning out closets, determined to make the best of the situation. Disaster assistance and supplies became readily available.

Disillusionment Phase

DISILLUSIONMENT PHASE

Characterized by a drastic shift in optimism;
discouragement and stress take a toll
September 2020 - Today

As the pandemic wears on, people are tiring of restrictions. They miss seeing family and friends. They are overwhelmed by the virus, and their thoughts, actions, and behaviors are declining.



Reconstruction Phase



RECONSTRUCTION PHASE
Characterized by an overall feeling of recovery
Any day now

Individuals and communities begin to assume responsibility for rebuilding their lives and adjust to a new “normal” while continuing to grow.

Now that the vaccine is available, we anticipate the recovery phase is right around the corner!

HA HA

March 29, 2023

- Plenty of inventory.

9% - 15% price increase.



Worse for Students

- Pandemic trauma may have a greater impact on students, especially those who were in middle school and high school during the time due to:
 - The importance of peer social interaction and the impact of disruption and protracted social isolation.
 - Social isolation slows normal social development and reduces self-confidence.

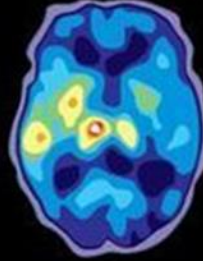
The Impact for Students

Trauma and MH disorders impact brain function.



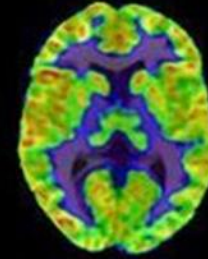
Mental Health Disorders are Brain Disorders

BRAIN WITH DEPRESSION



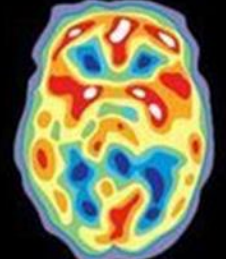
"Get over it. Lots of people have it worse than you do."

BRAIN WITH PTSD



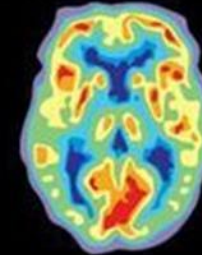
"What happened to you wasn't even that bad!"

BRAIN WITH OCD



"You're just picky. Grow up and stop being so childish."

NORMAL

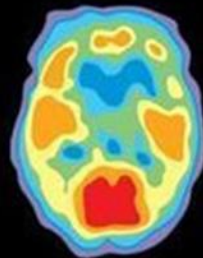


MENTAL

HEALTH

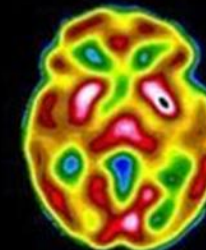
BRAIN

"What are the voices in your head telling you to do today?"



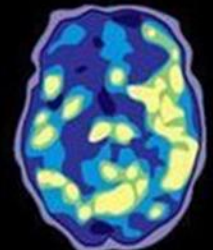
BRAIN WITH SCHIZOPHRENIA

"You're such a coward. Why are you so scared of everything?"



BRAIN WITH ANXIETY

"Why can't you control your emotions and act like a normal human being?"



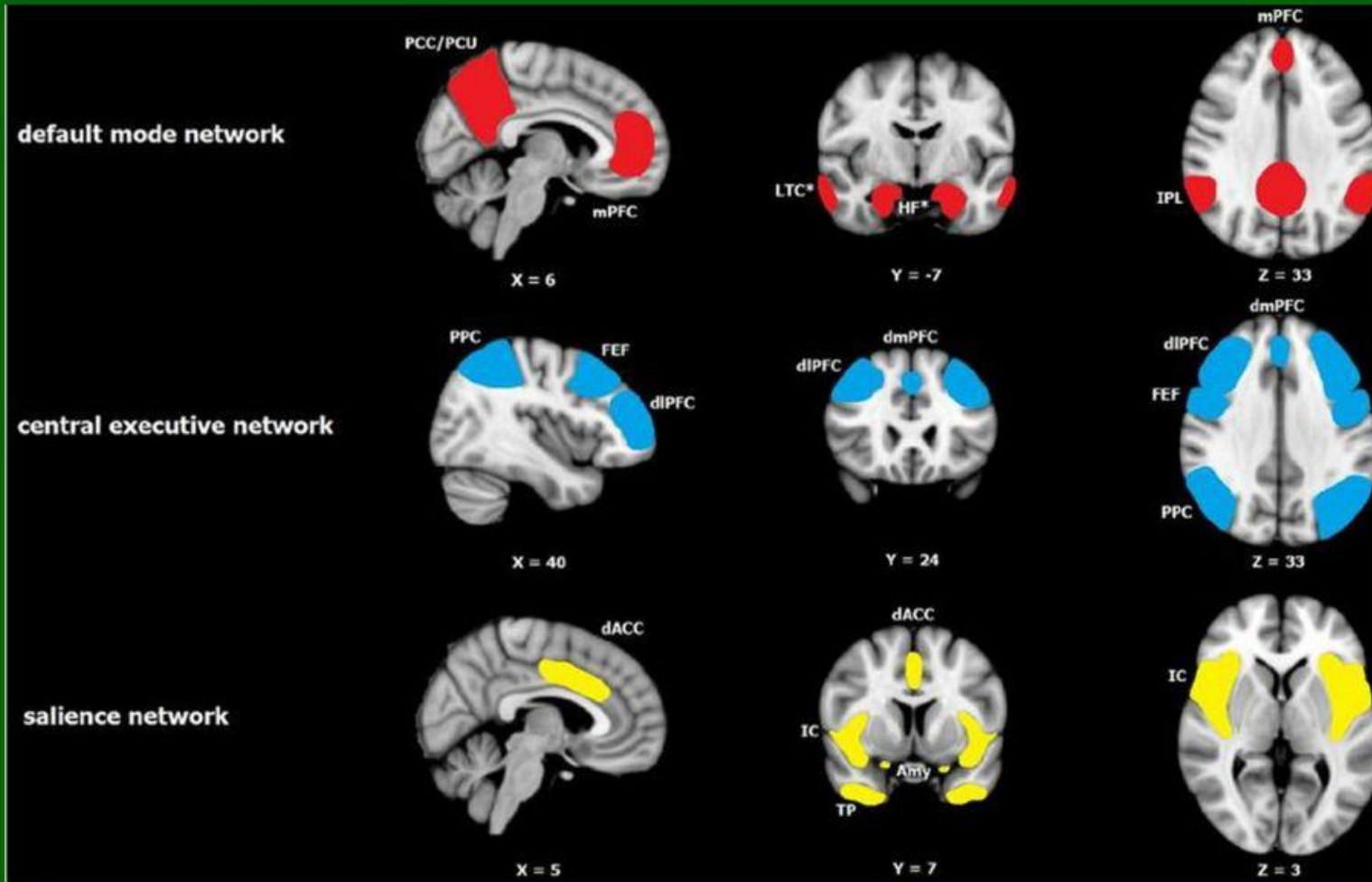
BRAIN WITH BIPOLAR DISORDER

Trauma Affects the Brain

- Research shows the brain's **Intrinsic Connectivity Network (ICN)** is disrupted by traumatic experience.
- The ICN includes:
 - The Central Executive Network
 - The Default Mode Network
 - The Salience Network

Intrinsic Connectivity Network

DMN, CEN and SN networks



Impact of PTSD

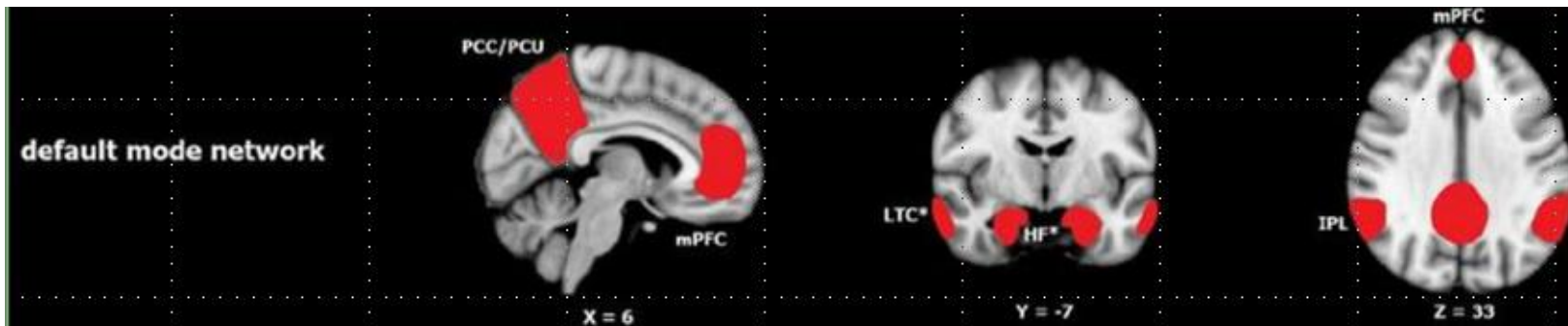
- Symptoms of PTSD are associated with disruptions in these networks.
 - Central Executive Network = cognitive dysfunction
 - The CEN is crucial to verbal learning and executive function.
 - The Default Mode Network = altered sense of self
 - The Salience Network = increased/decreased arousal/interoception

- Lanius et. al. (2015) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4390556/>

Trauma Affects the Brain

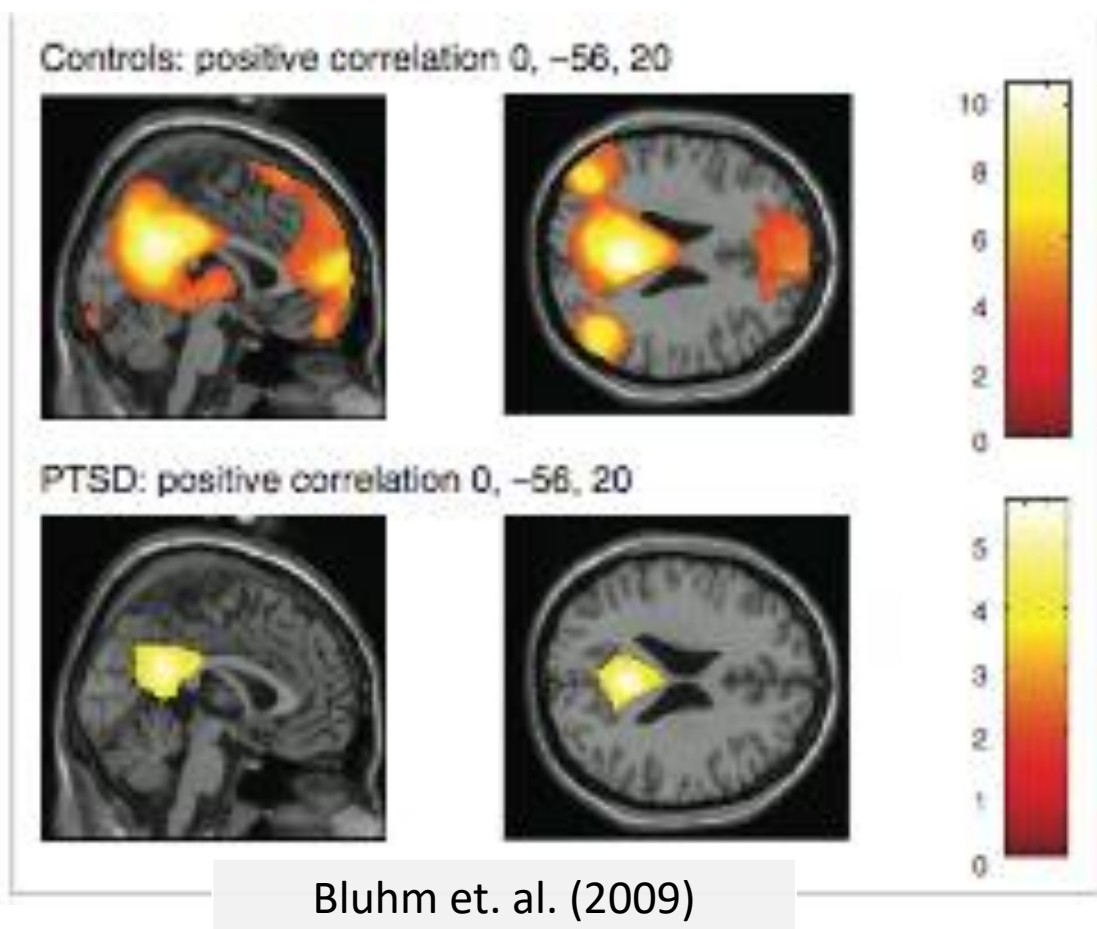
- **Default Mode Network**

- Called the DMN because this region of the brain is most active during periods of rest.
- Responsible for
 - Rapid Episodic Spontaneous Thinking (REST) (those random thoughts)
 - ***self-referential processing***
 - *autobiographical memory*
 - ***social cognition***
 - **readiness for future events**



Trauma Affects the Brain

- How do we know?

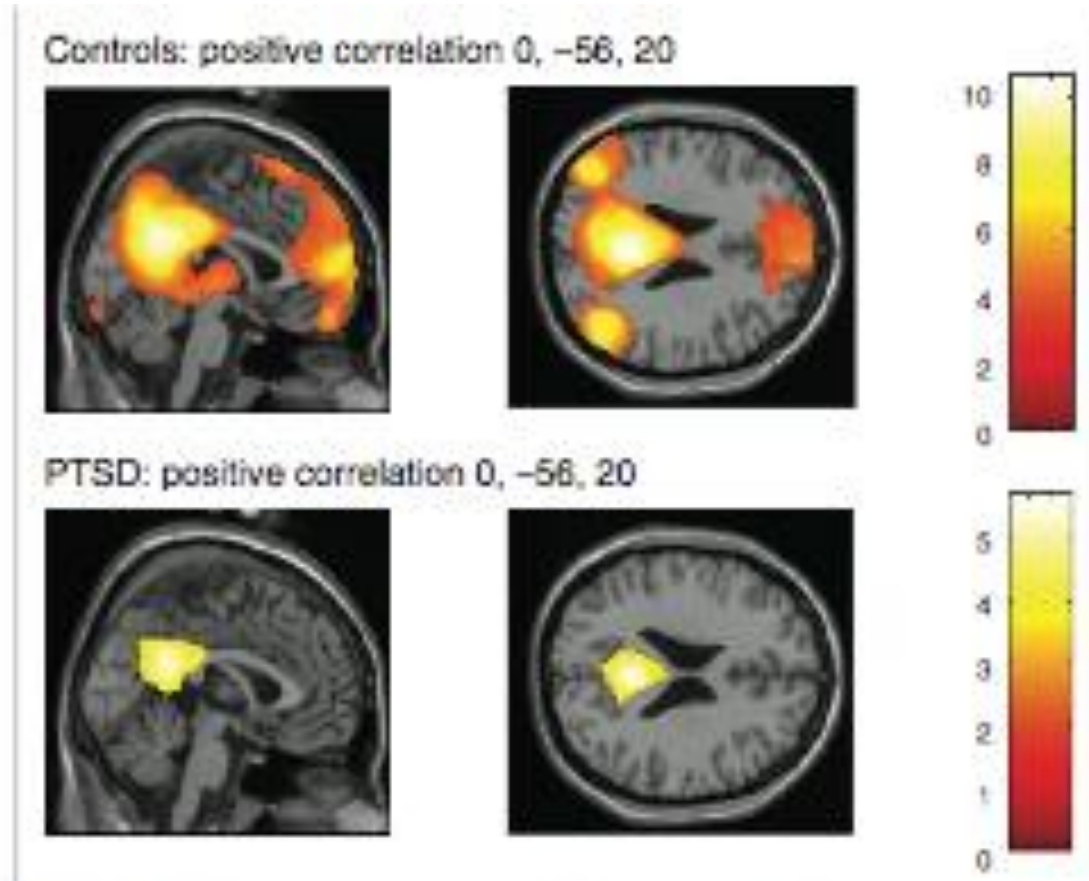


- Two example studies:
 - One compared how people who experience trauma but don't develop PTSD compare to those who do.
 - Bluhm et. al. (2009) study compared brains of traumatized and not traumatized while activating the default mode network.

Trauma Affects the Brain

- Studies help explain the *hyper-vigilance* and the *hypersensitivity* to trauma reminders that are central characteristics of PTSD in terms of an **increased likelihood of an emotional response** to environmental stimuli *due to the altered connectivity between the default network and the amygdala, hippocampus and insula.*
(Bluhm et. al., 2009)
- The strength of DMN connectivity is correlated with the severity of symptoms. (Lanius et. al., 2015)

Trauma Affects the Brain

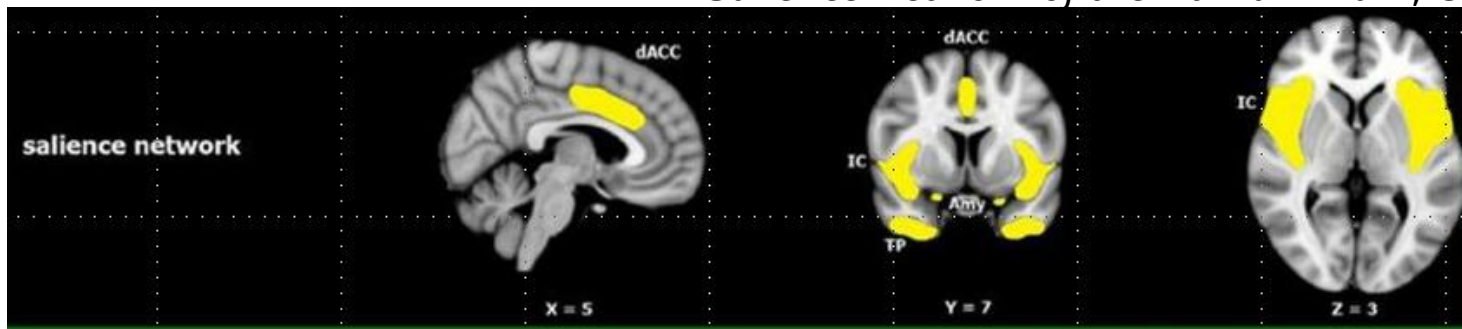


Bluhm et. al. (2009)

The Salience Network

- The salience network selects which stimuli are deserving of our attention.
- Critical for *detecting behaviorally relevant stimuli* and for *coordinating the brain's neural resources* in response to these stimuli.
- The insular cortex is a complex and multipurpose structure that plays a role in numerous cognitive functions related to perception, emotion, and interpersonal experience—and *the failure of this network to function properly can lead to numerous neuropsychiatric disorders, including autism spectrum disorder, psychosis, and dementia.*

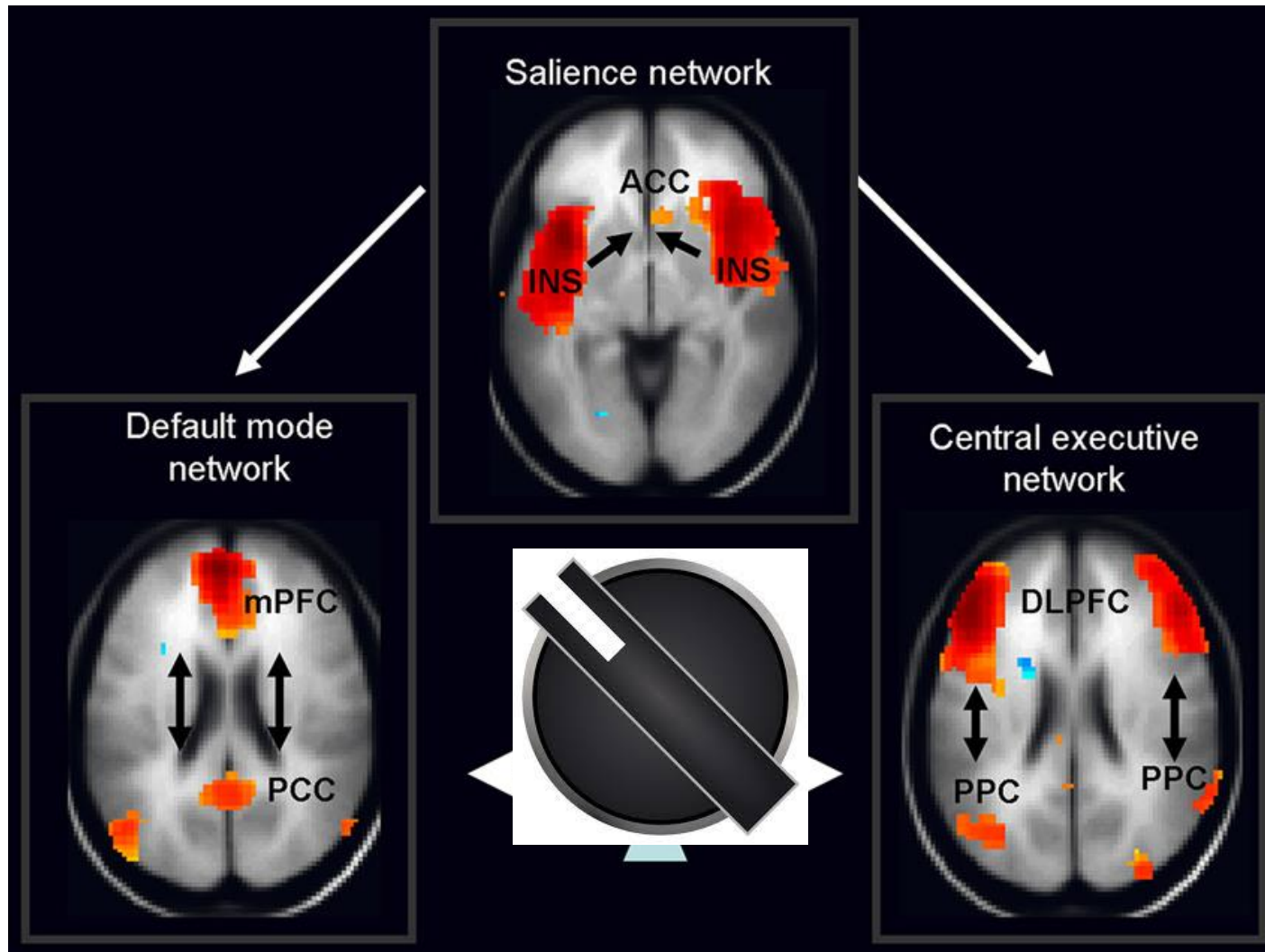
Salience Network of the Human Brain, Uddin, Lucina (2017)



- Repeated trauma leads to emotional detachment and desensitization in response to overwhelming feelings and emotions that further limits SN efficiency.
- “Critically, without emotional experience, the capacity for salience detection becomes significantly impaired as emotions are crucial in directing behavior and physiological states to the most important actions, with the goal of maintaining homeostasis.”

Lanius et. al., 2015

The Saliience Switch



The Saliience Network essentially acts like a switch that determines whether the brain focuses on internal or external processes and whether this information is processed cognitively or emotionally.

Lanius et. al., 2015

The Salience Network

- “...childhood maltreatment was negatively correlated with connectivity between the insula and amygdala when viewing fearful and angry faces, but positively correlated with prefrontal-limbic connectivity when viewing angry faces.” (Lanius et. al., 2015).
- In other words there are reduced connections between the amygdala and the insula (lack of regulation) and there is too much connection between emotional and executive centers in the brain (emotional override).
- Studies demonstrate improvements in functional connectivity for persons who’s PTSD is successfully treated.
- Bottom line: these alterations in connectivity help explain hypervigilance and hyperarousal symptoms in PTSD.

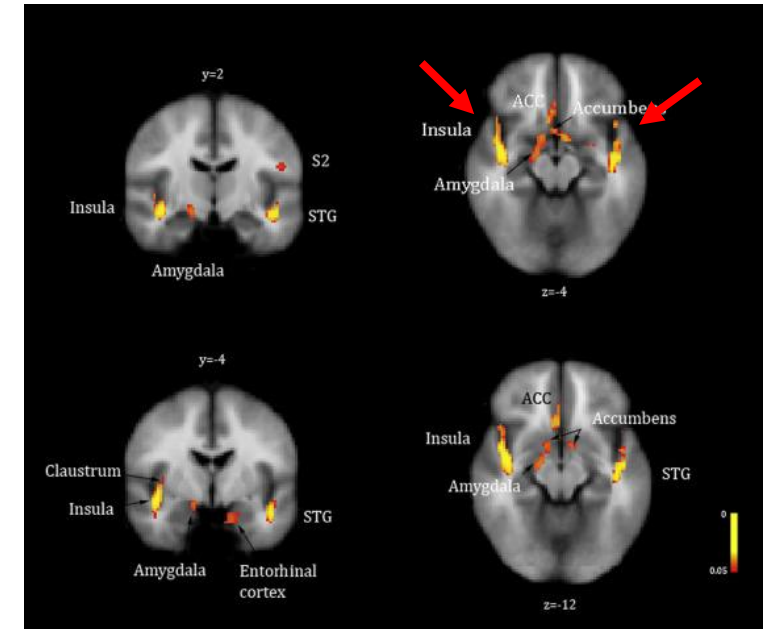
Past Experience Matters

The way we experience current events is conditioned by our experience of past events.



Trauma Affects the Brain

- Notice the impact of trauma on connectivity in the insula – a critical region in the salience network.
- Insula play an essential role in interoception.
- Disruptions in connectivity can disrupt or exaggerate communication between the brain and body.
- This is an essential communication loop!



[Functional MRI Advances to Reveal the Hidden Networks Behind the Cerebral Processing of Itch](#)

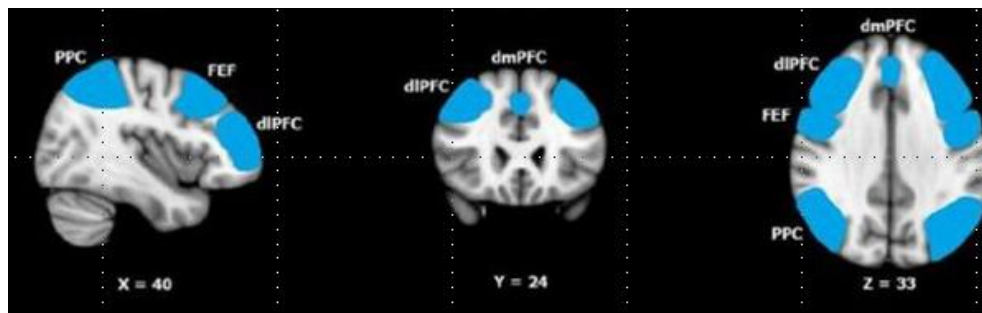
Alexandru D.P. Papoiu, in [Imaging in Dermatology](#), 2016

Salience Network Repair

- Mindfulness meditation, specifically the “body scan” meditation which focuses on identifying bodily sensations and the connections between emotions and sensations.
- Any class that includes physical movement, the study of anatomy, psychology, or mindful awareness could be a vehicle for rewiring these connections.
- Individuals who experience overmodulation of the SN (hyperaroused) will likely benefit from standard anxiety management skills.

Trauma Affects the Brain

- The **Central Executive Network**
 - Active during cognitively and emotionally challenging activities.
 - Responsible for decision making, problem solving, and goal directed behavior.
 - Plays some *role in emotional regulation*.
 - Studies have found decreased connectivity in the CEN among patients with PTSD during cognitive tasks and emotional processing tasks.



Trauma Affects the Brain

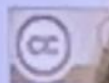
- Changes in EEG patterns:
 - Lack of alpha response with eyes closed.
 - Alpha waves promote calming.
 - Thought to be a mechanism to suppress intrusive images...
 - Alpha brain waves increase creativity and reduce depression.



“Curiosity comes out of a sense of safety, rigidity out of being vigilant to threats.”

Dr. Sue Johnson, summarizing research conducted by Mikulincer, Florian, and Weller (1993)

ername
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Trauma behaviors...

- Strong emotional reactions, that often seem out of context with the cause.
- Mental disorganization – ADHD like symptoms (hypervigilance).
- Reduced interoception and self-awareness
- A lack of trust for persons in authority or “supportive” systems
- A tendency toward obsessive behavior driven by the need to control situations.
- Trauma is often accompanied by symptoms of depression and anxiety and so is often misdiagnosed.

Student Mental Health Crisis Started Before Pandemic



Disclaimers

- I'm going to be talking about a reality that may be difficult to embrace.
- I'm going to be talking critically about systems that you and I are a part.
- The data I'm presenting is real and factual.
- The opinions I'll be presenting are my own and do not represent the opinions of Columbia Basin College or any other entity.
- It is difficult for me to talk about this topic in an impassioned way, but please know that my only go is to speak from heart and express the urgent and deep concern I have for young people.

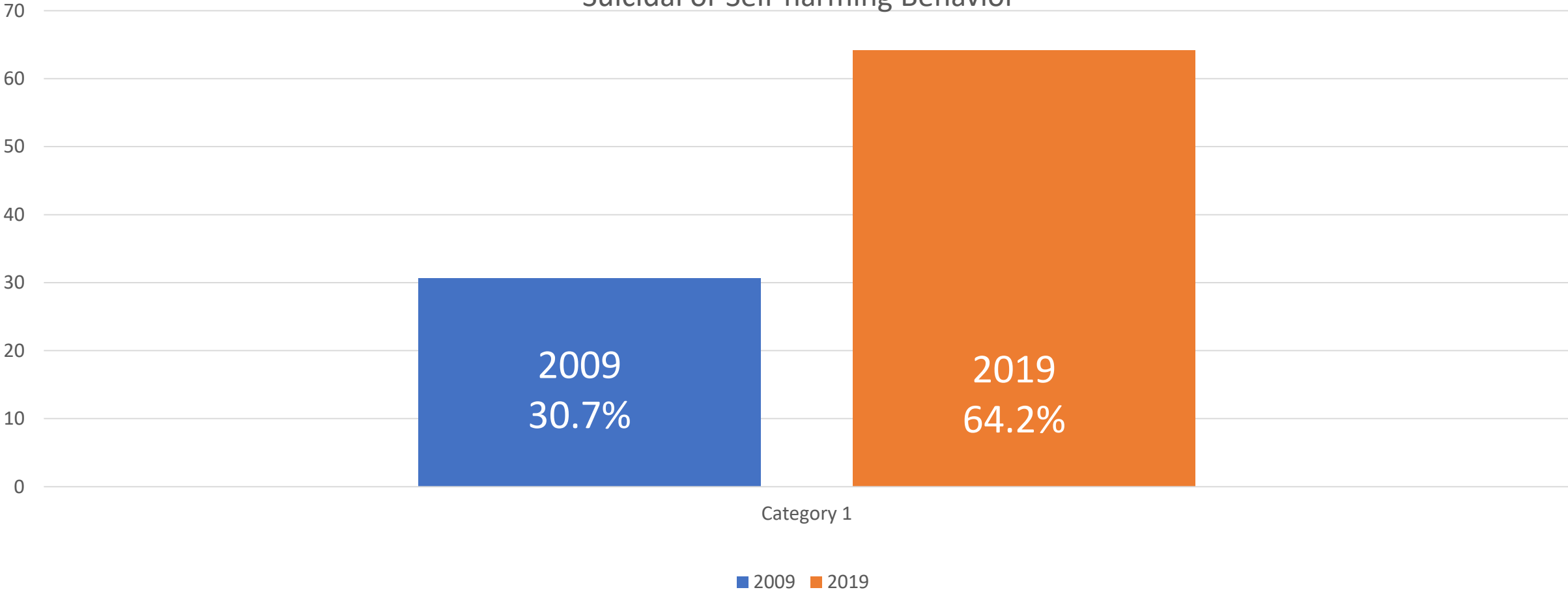
Student MH Pre-pandemic...

- Already in serious decline.
- “An analysis of 4,767,840 pediatric hospitalizations by researchers at Dartmouth, published on (3/28/23) in the medical journal JAMA, found that ***between 2009 and 2019***, mental health hospitalizations ***increased by 25.8 percent*** and cost \$1.37 billion.”
- “Especially striking was the rise in suicidal behavior as a cause: The portion of pediatric mental health hospitalizations involving suicidal or self-harming behavior rose to **64.2 percent in 2019, from 30.7 percent in 2009**. As a proportion of overall pediatric hospitalizations, suicidal behavior rose to 12.7 percent in 2019 from 3.5 percent in 2009.”

Student MH Pre-pandemic...



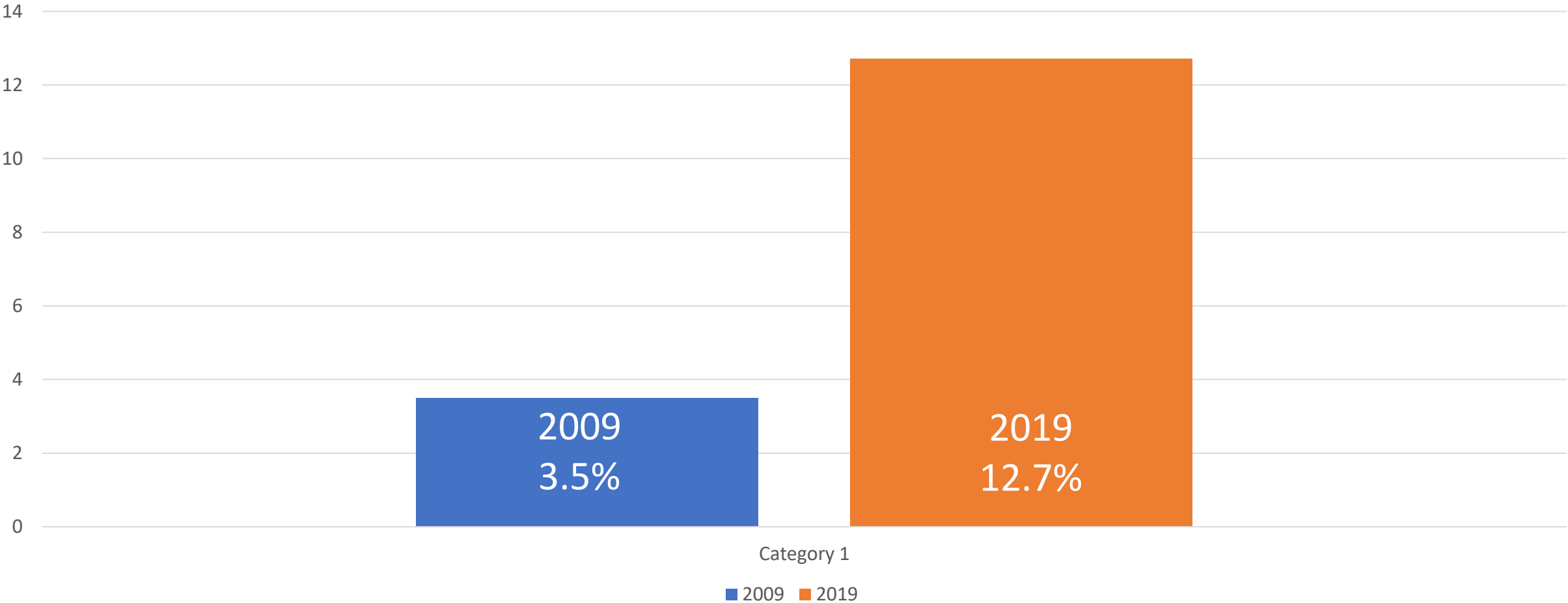
Portion of Pediatric Hospital Admissions Resulting from Suicidal or Self-harming Behavior



Student MH Pre-pandemic...



Percentage of Pediatric Hospitalizations Attributed to Suicidal Behavior



Current stats...

CDC data released 2/13/23 (<https://www.nytimes.com/2023/02/13/health/teen-girls-sadness-suicide-violence.html>)

- “Nearly three in five teenage girls (almost 60%) felt persistent sadness in 2021, double the rate of boys”
- **One in three** girls seriously considered attempting suicide.



What's Causing This?

Multiple factors that predate the pandemic have likely left this generation far less prepared to cope. Some of this amplified by the pandemic.

- Social isolation caused by reliance on virtual interaction.
- Well documented negative mental health impact associated with internet and social media use.
- Social factors that perpetuate traumatic fear.
 - Fear of school shootings
 - Social and legal attacks on minorities and POCs
 - Climate change fears – “no adults in the room”
 - Economic strife (I'll never be able to pay for college or buy a home). Imagine what it's like to be working toward your independence and realize that renting an apartment will take 50% or more of your income.



— WASHINGTON GOVERNOR —
JAY INSLEE

Flag Lowering - 3/28/23 (Tragedy in Nashville, Tennessee)

Pursuant to the attached Presidential Proclamation, Governor Inslee hereby [directs](#) that Washington State and United States flags at all state agency facilities be lowered to half-staff **immediately**, in honor and remembrance of the victims who tragically lost their lives on March 27, 2023, in Nashville, Tennessee.

Flags should remain at half-staff until close of business or sunset on **Friday, March 31, 2023**.



The systemic bias of state-level anti-gay legislation

The systemic bias of state-level anti-gay legislation

ACTIVE SHOOTER RESPONSE

LEARN HOW TO SURVIVE A SHOOTING EVENT

RUN HIDE FIGHT

CALL 911 ONLY WHEN IT'S SAFE TO DO SO

RUN

- HAVE AN ESCAPE PLAN
- EVACUATE
- LEAVE YOUR BELONGINGS
- HELP OTHERS IF POSSIBLE
- DO NOT MOVE WOUNDED PEOPLE

HIDE

- BE OUT FROM SHOOTER'S VIEW
- LOCK DOORS AND BLOCK THEM WITH FURNITURE
- KEEP YOUR OPTIONS FOR MOVEMENT
- SILENCE PHONE
- BE QUIET

FIGHT

- ACT AGGRESSIVELY
- INCAPACITATE THE ACTIVE SHOOTER
- THROW OBJECTS
- YELL AND CALL FOR HELP
- FIGHT ONLY AS A LAST RESORT**
- BE PREPARED**

CALL 911 WHEN YOU ARE SAFE

WHEN LAW ENFORCEMENT ARRIVES

- GIVE INFORMATION TO THE OPERATOR
- FOLLOW THE INSTRUCTIONS OF POLICE OFFICERS
- DROP ANY OBJECT
- KEEP HANDS VISIBLE

ACTIVE SHOOTER SAFETY GUIDELINES

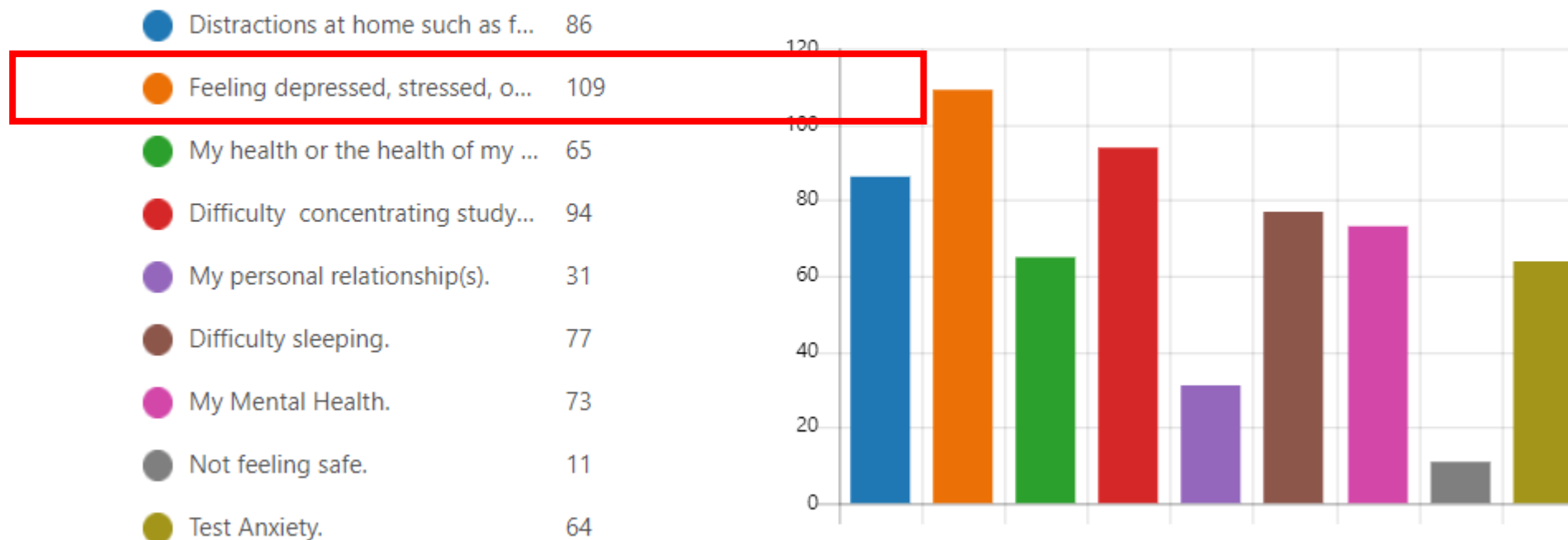
RECOMMENDED BY
Columbia Basin College

GOP senators introduce measure to overturn Biden's student debt forgiveness plan

...leads to (?)

- Current survey of CBC students – 155 respondents.
- 70% indicated depression, stress, and/or anxiety making school difficult.

2. Do any of the following make it hard to do your best in school? (mark all that apply)



Question

- The problem is much bigger and much more complex than these few mental health statistics show.
- First generation with expected to have life span shorter than their parents.
- What are some basic things a person must do to maintain maximum health and mental acuity?

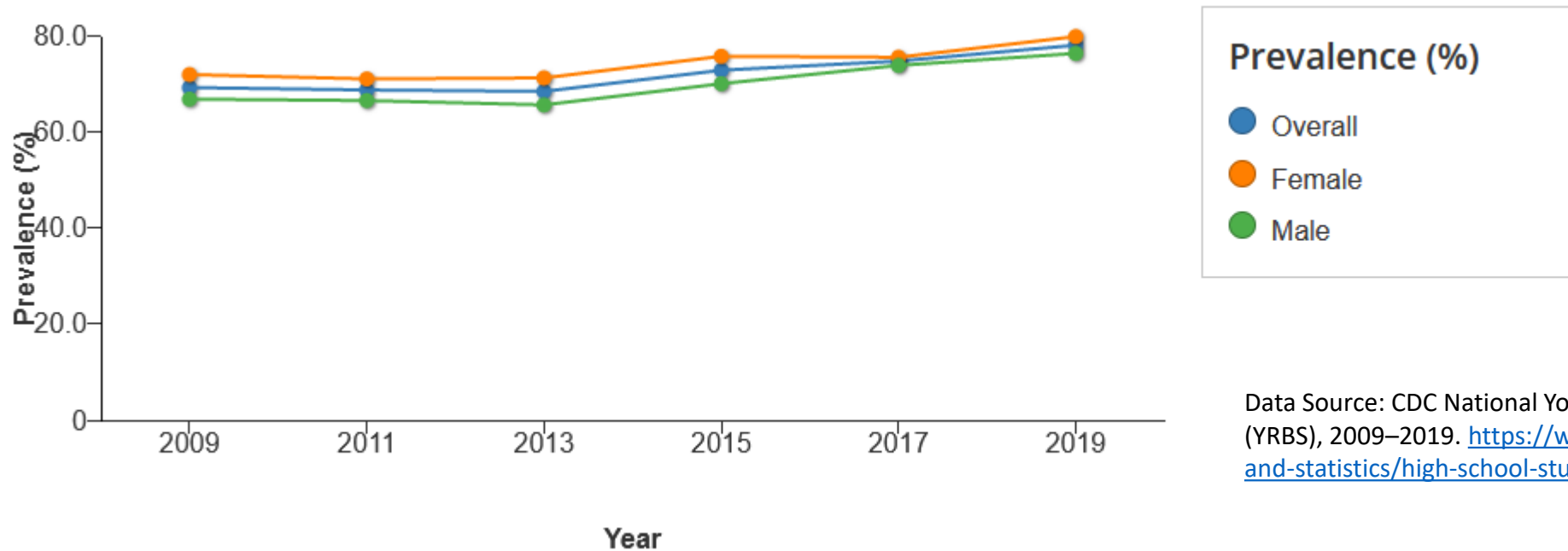
Consider

- What percentage of our students...
 - get enough sleep?
 - regularly eat a healthy diet or even have access to healthy food choices?
 - are getting adequate physical exercise?
 - are spending time engaged in activities that promote maximum physical and mental development (as opposed to staring at a screen)?

Consider

- What percentage of our student regularly get enough sleep?

Short sleep duration based on response to the question:
“On an average school night, how many hours of sleep do you get?”



Data Source: CDC National Youth Risk Behavior Survey (YRBS), 2009–2019. <https://www.cdc.gov/sleep/data-and-statistics/high-school-students.html>

Our response?

- Using chatbots to communicate important information to students.
- Statistics show the majority of student inquiries come after midnight.
- In the K-12 system the response has been to widely ignore volumes of research showing multiple benefits of starting school later for high school students.
- Perhaps the chatbot should reply with a simple reminder to go to sleep and see one of the 100s of people on campus who are paid to help you during regular business hours.

Consider

What percentage of our students regularly eat a healthy diet or even have access to healthy food choices?

- 68 percent say they satisfy their hunger with unhealthy foods because it's more accessible to them at school than healthy food.
- Most teens wish there were healthier food options in their community (74 percent) and at home (69 percent), while 1 in 4 reported having to drive 30 minutes to buy groceries (25 percent). According to a 2020 nationwide study conducted by 4-H
- 2013 study published in the journal Circulation found:
 - **LESS THAN 1%** of boys and girls reached ideal healthy diet levels.
 - More than **80%** had “poor diet scores.”
 - 1/3 of adolescents were overweight or obese
 - 1/3 had cholesterol levels in the intermediate or poor ranges.

Christina M. Shay, Hongyan Ning, Stephen R. Daniels, Cherie R. Rooks, Samuel S. Gidding and Donald M. Lloyd-Jones
Originally published 1 Apr 2013 <https://doi.org/10.1161/CIRCULATIONAHA.113.001559> Circulation. 2013;127:1369-1376

Our response?

Lunchables with 'improved nutrition' to be part of US school lunch programs

Ready-to-eat packaged meals will be modified to satisfy federal nutrition regulations and will be offered to students this fall



March 14, 2023

<https://www.theguardian.com/us-news/2023/mar/14/lunchables-school-lunch-programs>

One of the reasons many schools are supporting this is because of a lack of funding to purchase nutritional food or funding to hire the staff to prepare and serve it. (Ed. Week Update newsletter).

CDC 2017-2019 data indicates 20% of children and adolescents between the ages of 2 and 19 are obese.

The Consequences

- The developing field of nutritional psychiatry is finding a strong connection between diet and mental health.
- This relationship is most easily observed in the relationship between a healthy gut microbiome and mental health. The microbiome is in direct communication with the brain.
- Poor diets = poor gut microbiome.
- Especially alarming for young children as one of the functions of the microbiome is the regulation of gene expression.
- Poor diets in childhood have a much greater impact on adult health than the food we eat as adults.

Consider

What percentage of our students are getting adequate physical exercise?

- 2005 study of preschoolers (aged 2-6) activity levels, only 54% getting recommended 60 minutes per day.
- About 30% of adolescents have physical activity levels less than ideal. Helped by PE classes.
- 40% to 50% of college students are physically inactive
<https://pubmed.ncbi.nlm.nih.gov/16255324/> 2005 (Notice the date - likely higher due to screen time.)

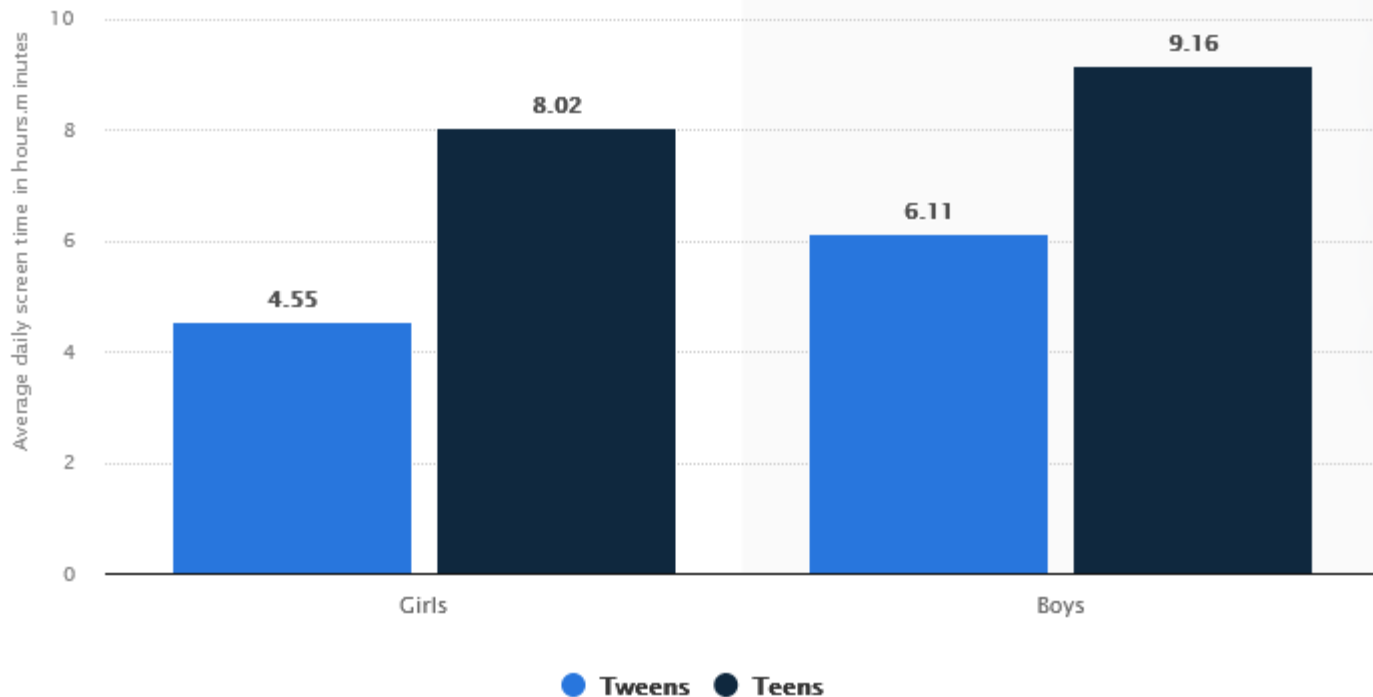
Our response?

- Limiting, sometimes even discouraging physical activity in the K-12 system (to reduce liability) or replacing active exercise with more sedentary activities (e.g. cup stacking).
- Far too much emphasis on organized sport activities for very young people. Likely reduces overall physical activity and usually followed by a toxic snack.

Consider

What percentage of our students are spending time engaged in activities that promote maximum physical and mental development (as opposed to staring at a screen)?

Average daily entertainment screen time by children and teens in the United States in 2021, by gender (in hours.minutes)



Studies at Baylor (2014) and Stanford (2020) Universities showed college students phone use averaging:

8 – 10 hours a day.

Baylor Study:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4291831/>

Stanford Study:
<https://stanforddaily.com/2020/07/08/stanford-students-now-spend-four-fifths-of-the-waking-day-staring-at-a-screen-is-this-the-new-college-normal/>

Our response?

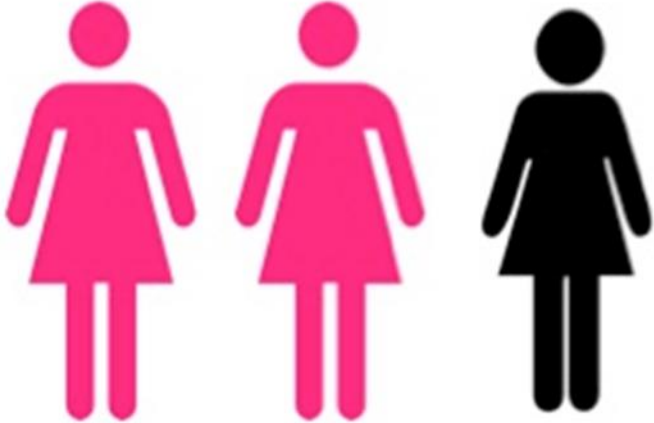
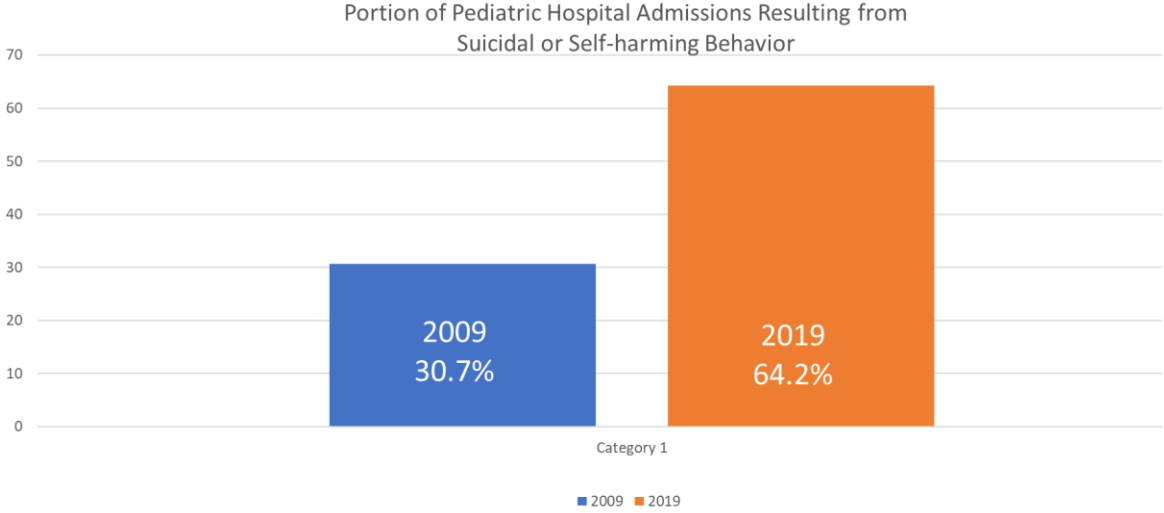
- A chat bot to communicate with students 24-7.
- Suggestions from instructional designers to format documents to be easily viewable on the Canvas phone app.
- Offering programs in digital marketing where we teach students the same predatory techniques that are driving phone addiction.

The Consequences

Abi-Jaoude E, Naylor KT, Pignatiello A. Smartphones, social media use and youth mental health. CMAJ. 2020 Feb 10;192(6):E136-E141. doi: 10.1503/cmaj.190434. PMID: 32041697; PMCID: PMC7012622.

- “Evidence from a variety of cross-sectional, longitudinal and empirical studies implicate **smartphone and social media use** in the **increase in mental distress, self-injurious behaviour and suicidality** among youth; there is a **dose-response relationship**, and the effects appear to be **greatest among girls.**”
- “**Social media can affect** adolescents’ **self-view** and **interpersonal relationships** through social comparison and **negative interactions, including cyberbullying**; moreover, social media content *often involves normalization and even promotion of self-harm and suicidality among youth.*”!!!!!!!!!!!!!!!!!!!!
- High proportions of youth engage in heavy smartphone use and media multitasking, with resultant **chronic sleep deprivation**, and **negative** effects on **cognitive control, academic performance and socioemotional functioning.**

The Consequences



2022 1/3 of high school girls seriously considering suicide.

So what do we do?

It is time we all become activists and insist:

- On reasonable gun legislation that restores some sense of safety to our schools and society.
- Challenging corporate systems that knowingly and willfully harm people – especially children – whether through marketing/social media, the toxic food supply, or our broken, for profit health care system.
- Stand up against the corporatization and privatization of education.

So what do we do?

It is time we all become activists and insist:

- Create some kind of mental health care system that can remotely begin to address the concerns presented here.
- Redesign the K-12 system to actually prepare students for college or at least be smart enough to distinguish fact from fiction.
- Stop the political insanity that grows from the ignorance promoted by the internet and social media that is sending us backwards in time.
- Practice compassion, patience, and love whenever we can and teach others how to do the same.

Thank you



We All Soar Together