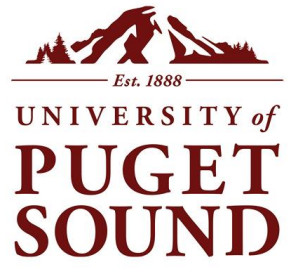




2022 ICRC Winter Meeting

February 10, 2022



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



Who We Are

Independent Colleges of Washington is an association of 10 private, not-for-profit universities that call the state of Washington home. 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**. With students from each of Washington's 39 counties and more than 135 years of history, member campuses award one in five of the baccalaureate and graduate degrees earned in the state of Washington.

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Seattle University ▪ University of Puget Sound ▪ Walla Walla University ▪ Whitman College ▪ Whitworth University

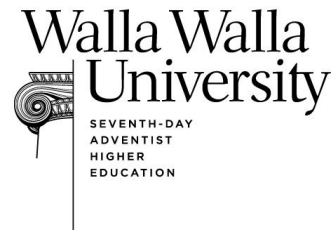
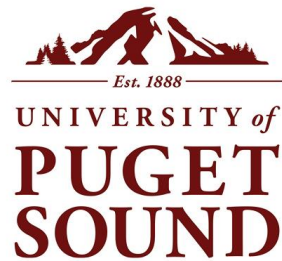


Legislative Priorities

- **Washington College Grant:** preserve full, guaranteed funding; eventually address “equity” in the maximum award
- **College Bound, State Work-Study:** maintain and eventually boost funding; permit flexibility amid pandemic
- **Leverage the capacity of not-for-profit colleges and universities,** especially in the areas of health care and education
- **Leverage not-for-profit colleges and universities to incentivize construction spending** as part of an economic recovery plan



Member Campuses



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



Admission Testing Policies

College/University	SAT/ACT Test Optional?	Exceptions
Gonzaga University	✓	Home-schooled students; those who attended schools that do not assign grades
Heritage University	✓	
Pacific Lutheran University	✓	
Saint Martin's University	✓	Home-schooled students
Seattle Pacific University	✓	
Seattle University	✓	
University of Puget Sound	✓	Home-schooled students; those who attended schools that do not assign grades
Walla Walla University	✓	
Whitman College	✓	Home-schooled students; those who attended schools that do not assign grades
Whitworth University	✓	Home-schooled students; those with competency-based grades w/o cumulative GPA

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



Investing in High-Demand Fields

- **Gonzaga University's** new **John and Joan Bollier Family Center for Integrated Science and Engineering** – 2021
- **Pacific Lutheran University's** new **School of Nursing Clinical Learning & Simulation Center** – 2020
- **Saint Martin's University's** new **Nursing Education Center** – 2020
- Expansion of the **Diversity and Equity Center** at **Saint Martin's University**
- **Seattle University's** new **The Jim and Janet Sinegal Center for Science and Innovation** – 2021
- **Whitworth University** to open the **Dana & David Dornsife Health Sciences Center** – opening 2022
 - Also opened **Whitworth Athletics Leadership Team (WALT) Center** in 2020

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Seattle University ▪ University of Puget Sound ▪ Walla Walla University ▪ Whitman College ▪ Whitworth University



Powering Economies

- ICW member campuses generate **22,000** direct and indirect jobs
- Taken together, our ten member campuses would be a **top 20 private employer** in Washington
- Capital spending by member campuses estimated to be as much as \$200M in 2021

INDEPENDENT COLLEGES
IN WASHINGTON
FUEL OUR ECONOMY

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



Diversity, Equity, and Inclusion

As we seek a fuller understanding of our nation’s true history and work to build equity and inclusion, Independent Colleges of Washington member campuses are holding space, leading, and learning with their communities. For links to our racial justice action plans, see: <https://icwashington.org/equity>

Our campuses sponsor diversity, equity, and inclusion offices that encourage and promote diversity across multiple dimensions:

Gonzaga University	Office of Diversity, Inclusion, Community & Equity	Seattle University	Office of Diversity and Inclusion
Heritage University	Institute for Student Identity Research	University of Puget Sound	Office of Diversity & Inclusion
Pacific Lutheran University	The Diversity Center	Walla Walla University	Office of Diversity and Inclusion
Saint Martin's University	Diversity and Equity Center	Whitman College	Diversity, Equity and Inclusion
Seattle Pacific University	Office of Inclusive Excellence	Whitworth University	Diversity, Equity & Inclusion

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Seattle University ▪ University of Puget Sound ▪ Walla Walla University ▪ Whitman College ▪ Whitworth University



Resources for Counselors

<https://icwashington.org/schoolcounselors>

Students' Admissions Questions Answered

Fall 2021 First-Year Students

Do you want to enroll in Fall 2021? This update is for you.

[READ MORE](#)

AY 2020-21 Transfer Students

Are you a community college student looking to transfer? Click below.

[READ MORE](#)

Dual Credit High School Students

Are you a high school student also pursuing college credit? Click below.

[READ MORE](#)

Accessing Admissions Info

Looking for Gonzaga, Heritage, PLU, Saint Martin's, SPU, Seattle U., Puget Sound, Walla Walla U., Whitman & Whitworth. We have you covered.

[READ MORE](#)

A Message from Independent Colleges of Washington

You continue to be on our minds. 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.

As your partners in the work of guiding students to post-secondary education and training, we want to offer our support to you as well. Should you have admission or financial aid questions, please contact us.

We are here collectively, and as individual colleges and universities, to help your current and future students achieve their goals, navigate this crisis, and plan for their futures. You are not alone. We are in this with you and for you.

Thank you for your dedicated work to the students, and to your communities. We look forward to continued work together.

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Seattle University ▪ University of Puget Sound ▪ Walla Walla University ▪ Whitman College ▪ Whitworth University



New Academic Programs

Undergraduate Majors

- Crime, Law, and Justice (University of Puget Sound)
- Criminal Justice (Pacific Lutheran University)
- Criminology and Criminal Justice (Whitworth University)
- Engineering (Whitworth University)
- Environmental Science (Whitworth University)
- Front-End Design (Whitworth University)
- Gender, Sexuality, and Race (Pacific Lutheran University)
- LPN-BSN **transfers only** (Saint Martin's University)
- Songwriting (University of Puget Sound)
- Strategic Communication (Whitworth University)
- Theology and Religious Studies (Saint Martin's University)
- Women, Gender, and Sexuality Studies (Seattle University)
- Women, Gender, and Ethnic Studies (Saint Martin's University)

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New Academic Programs

Undergraduate Minors

- Accounting (Saint Martin's University)
- African and African American Studies (Seattle University)
- Asian History (Gonzaga University)
- Critical Race & Ethnic Studies (Gonzaga University)
- Film Studies (Gonzaga University)
- History of Race & Ethnic Communities (Gonzaga University)
- Latin American History (Gonzaga University)
- Latino Studies (Pacific Lutheran University)
- Native Voices (Saint Martin's University)
- Public Health (Saint Martin's University)
- Sustainable Foods Systems (Saint Martin's University)
- Spanish (Saint Martin's University)
- Spanish Heritage (Seattle Pacific University)
- STEM Education (Pacific Lutheran University)
- Trauma Studies (Saint Martin's University)
- Women, Gender, and Sexuality Studies (Seattle University)

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New Graduate & Certificate Programs

Graduate

- Business Analytics (Seattle University)
- Kinesiology (Pacific Lutheran University)
- Leadership Studies (Saint Martin's University)
- Occupational Therapy (Saint Martin's University)
- Physical Therapy (Whitworth University)
- Public Health (Univ of Puget Sound, *Fall 2021*)
- Social Work (Walla Walla University)

Certificate

- Washington Veteran's to Technology (Saint Martin's University)



Member Campuses Supporting Washington Students

- Act Six
- Visit scholarship
- Automatic admissions partnership
- Career-connected learning opportunities
- College in High School
- Nursing program opportunities
- Palmer Scholars Partnership
- PLU Pledge

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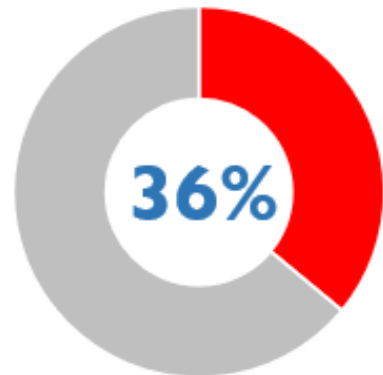


ICW Supporting Washington Students

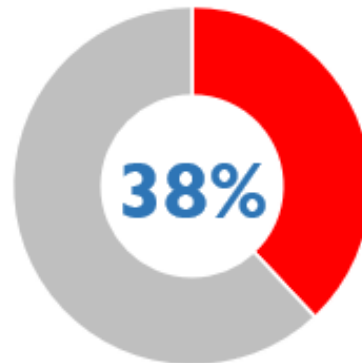
- Strengthening Transfer Pathways to the Liberal Arts
 - With support from The Teagle Foundation and The Arthur Vining Davis Foundations
- Partnering cross-sector colleagues to disseminate joint letter to high school seniors in Washington
- Encouraging FAFSA completion with Aim Higher Washington
- Expanding College in High School programs and working towards NACEP accreditation
- Collaborating with sector partners and WSAC to develop guidance around dual credit and admissions standards

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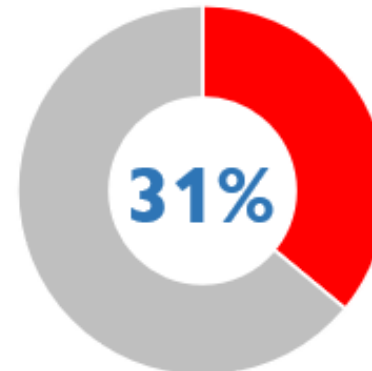
Enrolled Students of Color



All Students



Undergraduate Students

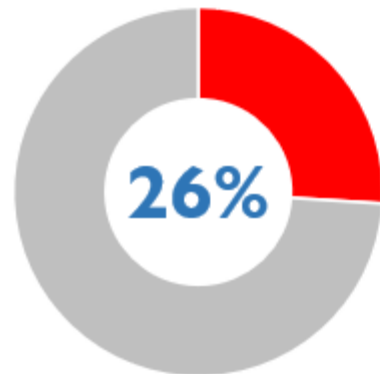


Graduate Students

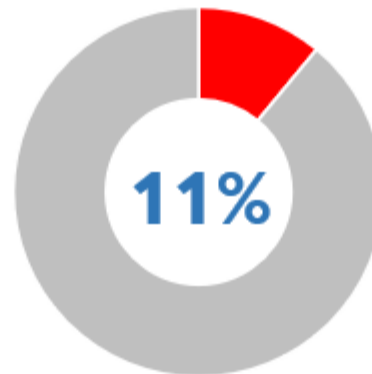
Source: ICW Member Schools Survey 2019-20

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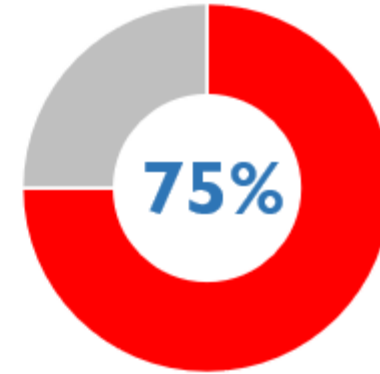
Enrolled Students Above Age 25



All Students



Undergraduate Students

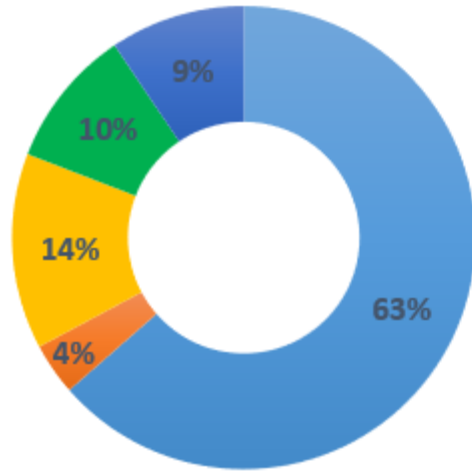


Graduate Students

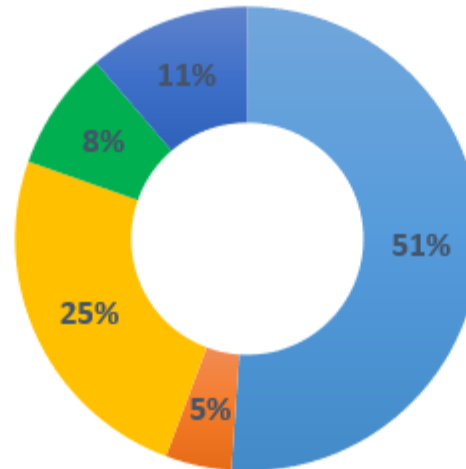
Source: ICW Member Schools Survey 2019-20

Enrolled Students by Race/Ethnicity

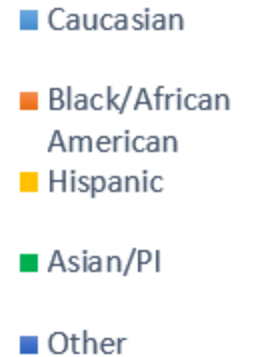
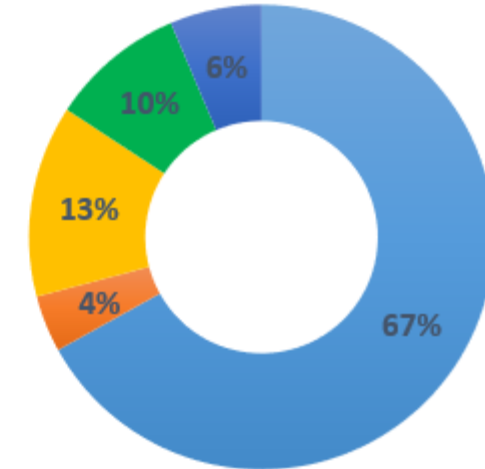
Independent Colleges of Washington



Public K-12 Students in WA



Washington State (as a whole)

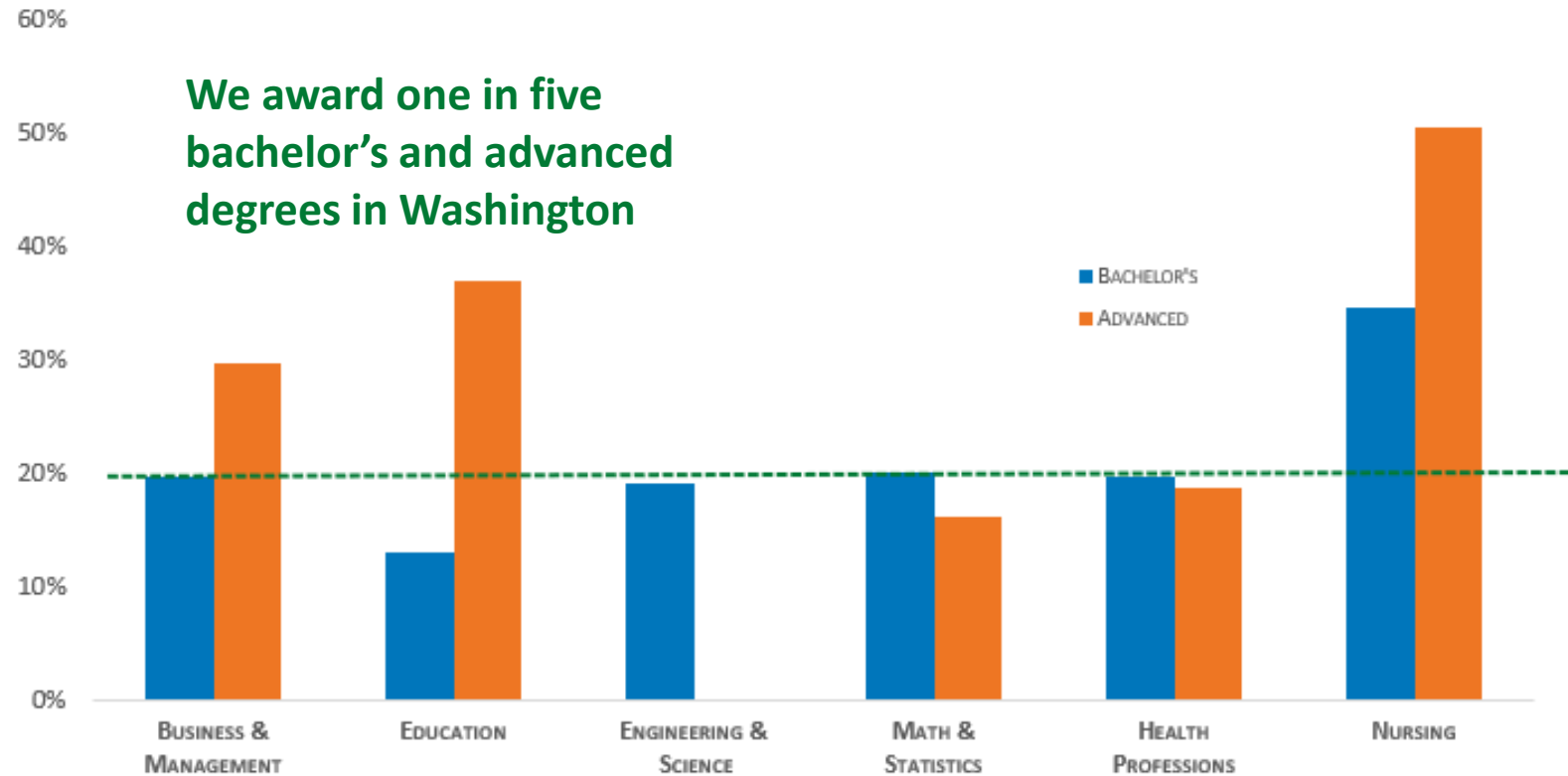


Sources:

- ICW Member Schools Survey 2020
- Washington Office of Superintendent of Public Instruction (OSPI)
- Washington Office of Financial Management

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Percent of Degrees Conferred, Selected Majors



Source: National Center for Education Statistics, IPEDS (2020)

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Our campuses add
\$2.2 billion
in economic activity
across Washington state.



Nearly **10,000**
students graduate
from ICW campuses
annually.



**ICW campuses
invest millions in
academic and campus
spaces, creating jobs
across the state.**



We educate students
from all 39 countries
in Washington and
from 90 countries.



INDEPENDENT
COLLEGES OF
WASHINGTON



**Our campuses
can educate more
students to meet
our state's needs.**

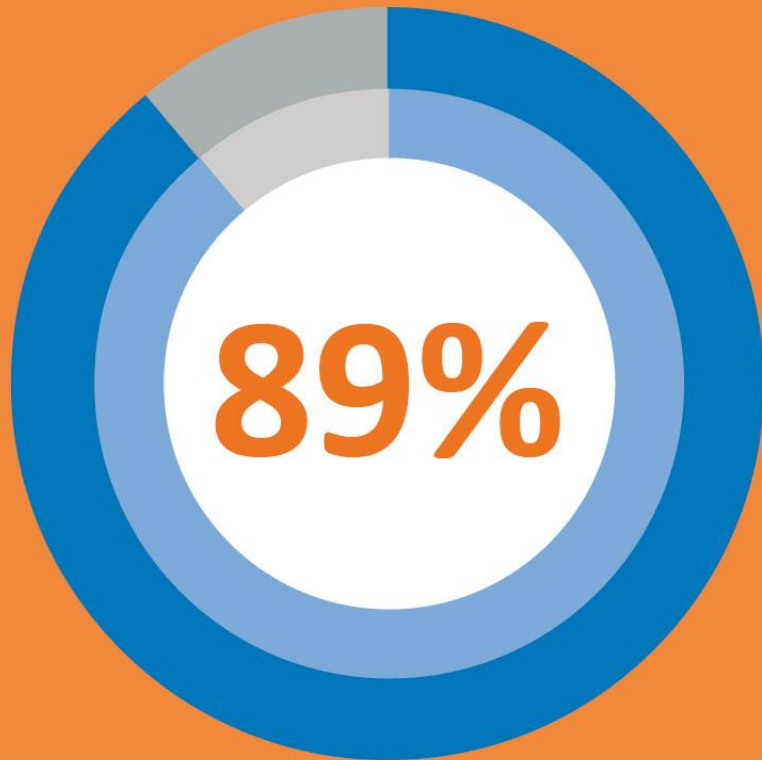
**Two out of five graduate
degrees in education are
awarded by our campuses.**





INDEPENDENT
COLLEGES OF
WASHINGTON

**Our 11:1 student to
faculty ratio** allows for
personalized instruction.



of classes
have fewer than
30 students.



ICW campuses
generate **22,000**
jobs in Washington.

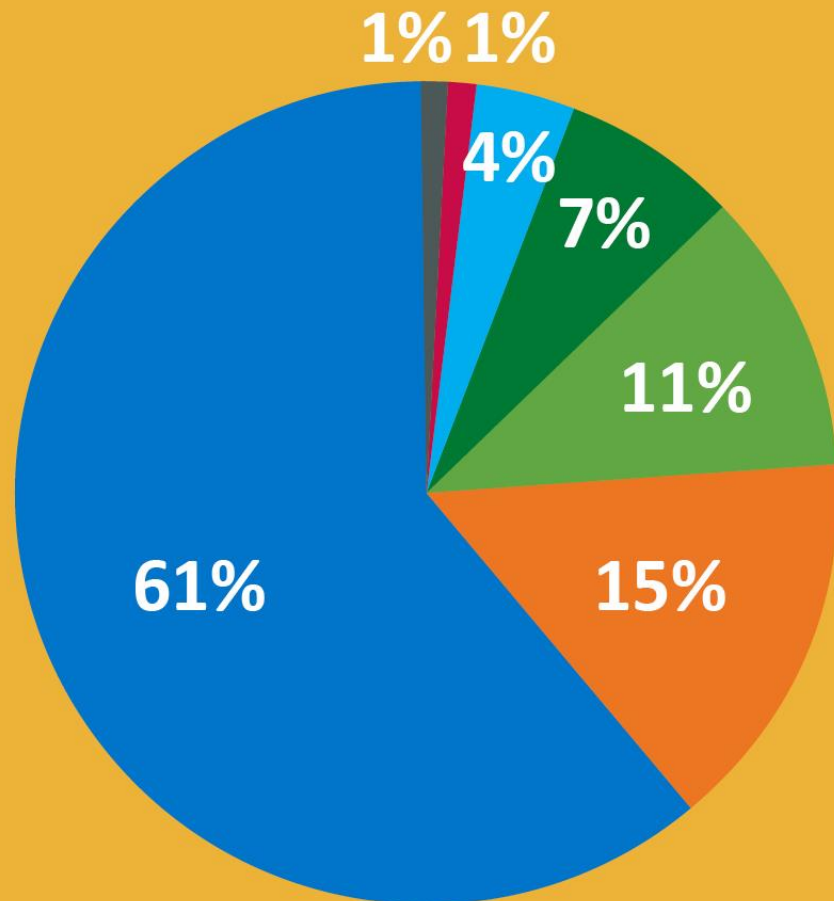


ICW campuses
together are among
the state's **top 20**
private employers.



of students are
**Black, Indigenous
or people of color.**

39% ARE STUDENTS OF COLOR



ENROLLMENT BY RACE/ETHNICITY

- Asian 11%
- Black/African American 4%
- Latinx/Hispanic 15%
- Native American/Alaska Native 1%
- Native Hawaiian/Pacific Islander 1%
- Two or More Races/Ethnicities 7%
- White 61%

One in five are **first-generation**
college students.





We educate
more than
35,000 students.



200,000

**alumni work
in our state.**



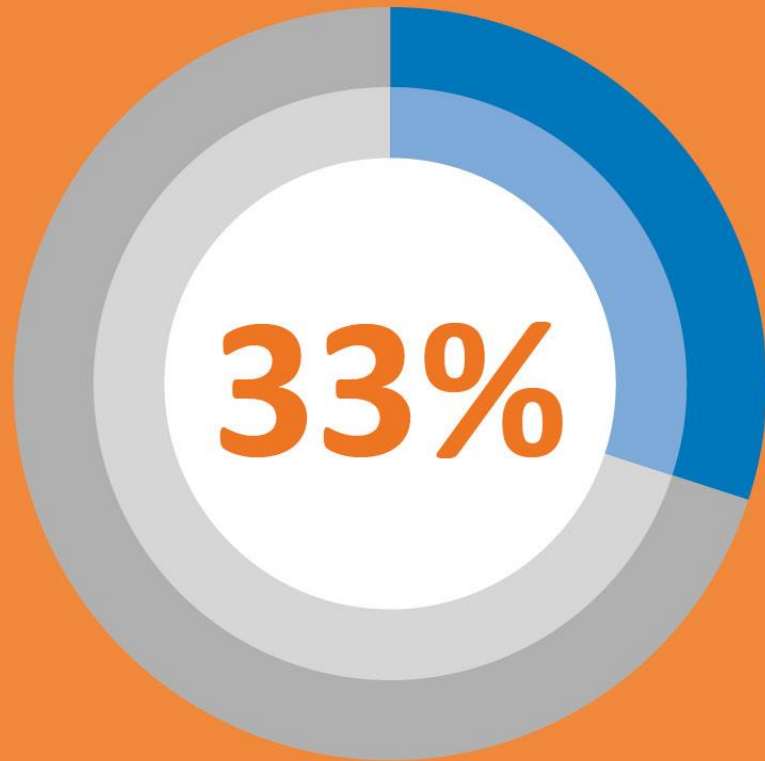
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9 in 10 students
get aid from
their colleges.

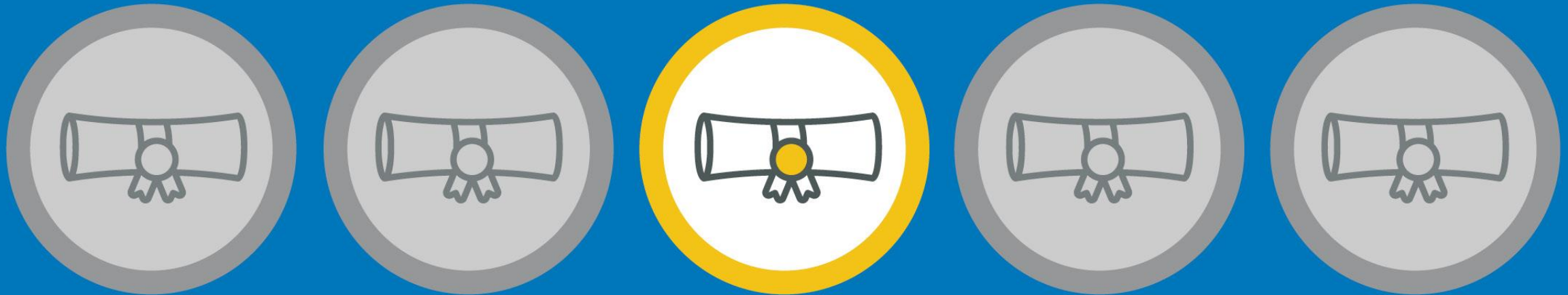
Two in five receive government aid such as Pell Grants and/or the Washington College Grant.





33% of students have transferred credits to our campuses.

Our campuses confer one
in five four-year+ degrees
in our state.





INDEPENDENT
COLLEGES OF
WASHINGTON



20%

of WA four-year+ degrees
are conferred at ICW colleges



More than a third of undergraduates at ICW member campuses are from families living on low incomes

STRONG COMPLETION RATES



82%
Independent
college
average
(WA)



76%
National
average

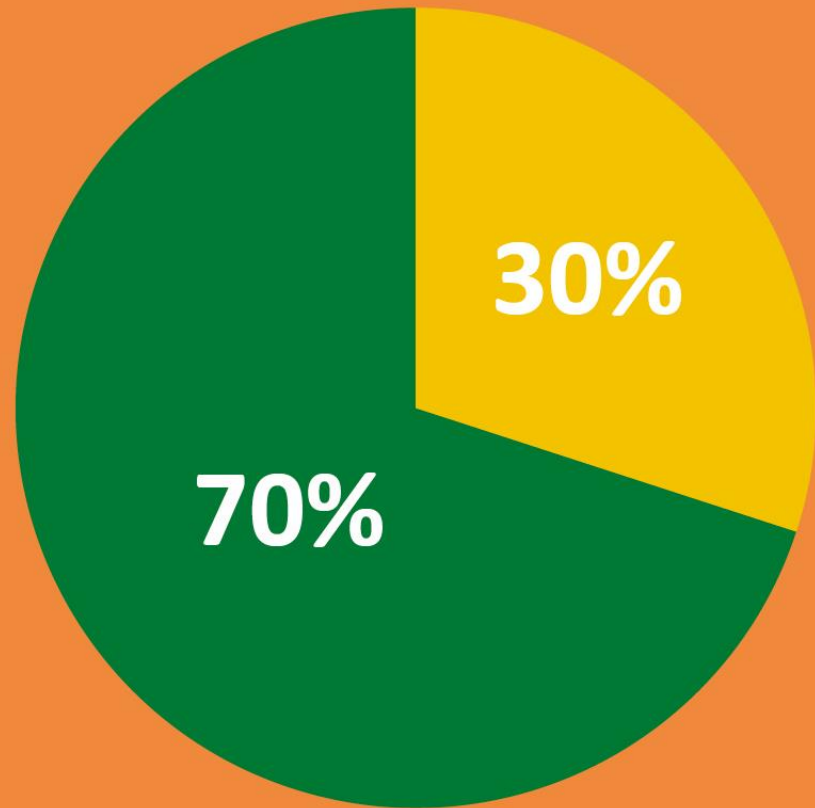
TOP 10 DEGREE FIELDS



INDEPENDENT
COLLEGES OF
WASHINGTON

- 1** Business, Management, Marketing, and related support services
- 2** Health Professions and related programs
- 3** Education
- 4** Biological and Biomedical Sciences
- 5** Psychology
- 6** Social Sciences
- 7** Engineering
- 8** Communication, Journalism and related programs
- 9** Visual and Performing Arts
- 10** Legal Professions and studies

800 PROGRAMS OF STUDY



ENROLLMENT STATUS

- Graduate 30%
- Undergraduate 70%



INDEPENDENT
COLLEGES OF
WASHINGTON

28% of ICW
students are
older than 25



1,000+
veterans attend
ICW schools



INDEPENDENT
COLLEGES OF
WASHINGTON

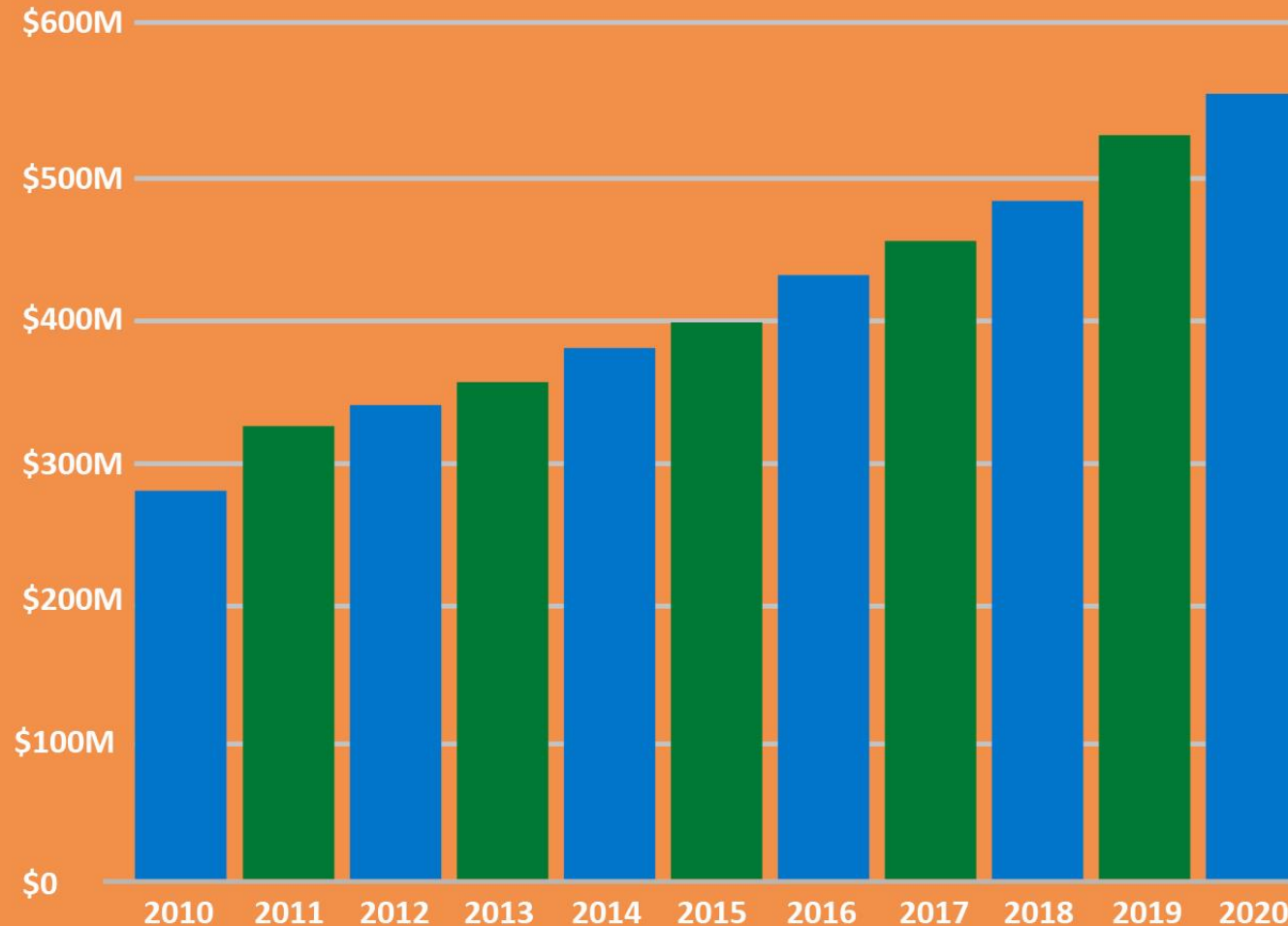


**ICW campuses
are close
to students
across the
state**



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

9 IN 10 STUDENTS GET AID FROM THEIR COLLEGES



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



INDEPENDENT
COLLEGES OF
WASHINGTON



One in five is a
**first-generation
college student**



INDEPENDENT
COLLEGES OF
WASHINGTON



**Our campuses
can educate
more students
to meet our
state's needs**



ICW member
campuses
generate
22,000+ jobs
in Washington



INDEPENDENT
COLLEGES OF
WASHINGTON

JOBS

Find Your Career
at ICW Campuses

**Taken together,
ICW member
campuses are
among the state's
top 20 private
employers**

ICW member campuses prepare leaders and contributing workers



INDEPENDENT
COLLEGES OF
WASHINGTON





**ICW campuses
invest millions
in academic and
campus spaces,
creating jobs
across the state**



INDEPENDENT
COLLEGES OF
WASHINGTON

Our member campuses
add **\$2.2 Billion**
in economic activity
across Washington



THE ECONOMIC IMPACT OF A COLLEGE OR UNIVERSITY CAN BE MEASURED BY DIRECT AND INDUCED SPENDING



Direct spending is money spent by the institution, employees and students on groceries, housing, as well as funding of building operations, libraries, instruction, and tickets to sporting events. **Induced spending** occurs when businesses spend more on labor and supplies in response to the growing demand for their services, which is fueled by the presence of a nearby campus.



INVESTING IN WASHINGTON'S FUTURE ONE STUDENT AT A TIME

**CYNTHIA SANCHEZ
SAINT MARTIN'S UNIVERSITY**

<https://icwashington.org/StudentStories>



Questions?

If you have any questions, please contact:

Dr. Shea Hamilton

Director of Policy and Public Affairs

Independent Colleges of Washington

Email: shea@icwashington.org

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Winter 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.

Winter 2022

Washington's public baccalaureate institutions continue to offer primarily in-person instruction this academic year and beyond. Our sector continues to provide robust online opportunities for those who want to learn remotely. Institutions are engaged in discussions about future offerings of courses through the hybrid modality.

Our students' learning, personal well-being, and life success remain our top priority. All our member campuses continue to incorporate federal, state, and local public health directives and standards into their policies and guidance. Additional information can be found on our [COVID-19 resource page](#), including transfer and financial aid [contacts](#).

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

Transitions between Sectors

COP continues to actively participate in transfer related discussions at the state level.

WSAC Transfer Task Force

COP, along with institutional and organization sector representatives, are participating in the WSAC-led SHEEO/Gardner Institute/ECMC 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 while in February, the task force will focus on equity. Over the coming months the task force will focus on data, accountability and improvement; learning and curricular pathways; and transfer receptive culture.

Guaranteed Admission Program

This fall, COP member institutions implemented the [Guaranteed Admission Program \(GAP\) Pilot](#). The pilot includes CWU, EWU, Evergreen, WSU and WWU. Eligible students are those that meet a set criteria identified by each institution. Over 50 districts and schools are currently participating in the pilot. Institutions are engaged with districts to implement GAP for the fall 2022 admissions cycle. In addition, the current participating campuses along with UW Tacoma and Bothell are beginning work to plan for 2022-23 GAP implementation.

Dual Credit

Multiple initiatives focused on dual credit continue to advance.

Dual Credit Joint Events

Representatives from OSPI, WSAC, SBCTC, ICW, COP 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 webinars focused on dual credit 101 between February and April. 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. Dates will be announced soon. 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.

WSAC Dual Credit Task Force

The WSAC-led Dual Credit Task Force submitted a final report to the Legislature in December. The report can be found [here](#).

Dual Credit- National Engagement

COP continues to participate as an ambassador for the [College in the High School \(CiHS\) Alliance](#). In addition, COP continues to participate in monthly meetings of the CHSA Peer Learning Network. Each month institution and state leaders meet to discuss dual enrollment topics. In November, the group focused on Ensuring Dual Enrollment Course Quality Through Policy followed by a focus on Expanding Access to Dual Enrollment for Students with Disabilities in December. The most recent meeting in January 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](#)

New Degrees

New degrees implemented since the fall 2021 ICRC Meeting:

- Eastern Washington University: BA Geoscience, BS Geoscience
- University of Washington, Seattle BS Public Health-Global Health
- University of Washington, Seattle BS Real Estate
- Washington State University, Vancouver BA Chemistry
- Western Washington University: BAE Computer Science, BA Biochemistry

Other Initiatives

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

Aim Higher Washington

COP is engaged in the [Aim Higher Washington](#) initiative, which aims to increase equity in postsecondary attainment by supporting a 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 training and feedback updates, legislative session and discussions about how to expand this work moving forward.

Mastery-Based Learning, State Board of Education

The State Board of Washington convened a [Mastery-Based Learning Work Group](#) in 2018. The group is focused on identifying barriers to mastery-based learning and explores ways to increase student access to relevant and robust mastery-based academic pathways aligned to personal career and postsecondary goals. In October, admission directors for WWU and UW [presented](#) on behalf of the sector to the work group along with colleagues from ICW member institutions and the SBCTC. In November, COP provided joint feedback to the recommendation around mastery transcripts (attached). We followed this work up as a sector with a meeting with leadership from the Mastery-Transcript Consortium ([MTC](#)). We are planning to engage with MTC in 2022 to think through Washington specific issues, such as CADRs. Finally, admissions directors and registrars met with leadership from [Gibson Elk High School](#) in Washington which has transitioned to mastery-based learning and mastery transcript to learn more. Finally, on [November 15](#) admission directors for WWU and UW presented before the Senate Early-Learning and K-12 Committee to further discuss mastery transcripts.

Modernizing Algebra II, Office of the Superintendent of Instruction

In December, COP responded to Superintendent Reykdal and SBCTC Executive Director Jan Yoshiwara regarding the Launch Year Recommendations issued in June 2021. Since June, OSPI has engaged in developing a modernized Algebra II course to pilot in the 2022-23 school year. COP, along with the SBCTC, will be engaged in providing feedback in the first part of 2022. To inform this work, COP brought together institutional academic leads and admissions directors to proactively engage in providing feedback to the content of the proposed course and addressing admission, placement, and other topics.

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:

- Update the Sector Fact Book
- Update a Sector one-pager on admissions
- Develop a one-pager on the transfer of professional technical credits
- Finalized one-pagers on the Washington College Grant, student loan debt and financial literacy.

Winter 2022 –JTC Report

February 2022

Areas of Discussion

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

- Diversifying the Council
- Addressing equity gaps in transfer
- Pandemic recovery discussion around transfer
- SHEEO/Gardner Institute WSAC led Transfer Task Force

JTC Work

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

Computer Science: In December, JTC convened a Joint Transfer Work Group to Review the Statewide Transfer Degrees for Computer Science. The work group is staffed by COP. The purpose of this work group is to review the existing computer science statewide transfer degrees in Washington. There are two current statewide transfer degrees and a proposed new degree: (1) Computer Science [DTA/MRP](#), (2) Computer Science [AS-T Track 2](#) and (3) new proposed Computer Science AS-T Track 2/MRP. The work group will address two objectives: (1) At the state level what is the purpose and role of the statewide transfer degrees offered in computer science? What is the impact for students with three different degrees focused on computer science? What is the impact on advising and communication? Should all three degrees continue forward and why? What is the problem we are trying to solve? And (2) What revisions are needed to the computer science statewide transfer degrees? What changes to courses, advising notes, etc.? Are there changes to the narrative to each degree? What are the barriers students are experiencing with existing degree pathways? The Work Group held its second meeting in January to review a draft AS-T Track 2 MRP and discuss potential recommendations for JTC. The Work Group will focus on the DTA/MRP at its February meeting. The goal is to provide a recommendation from the work group to the Joint Transfer Council at the Council's spring meeting.

Social Sciences: JTC raised the topic of taking a step back from the goal of developing a DTA/MRP in Psychology during the fall JTC meeting. JTC discussed the value of bringing this work group together to examine the issues and recommend potential solutions to include other considerations beyond a statewide transfer degree such as advising guides and aligning with guided pathways work. In January, JTC convened this group. The group is staffed by ICW. The group focused on the work to date and how to move forward.

LPN to BSN: JTC: Approved the LPN to BSN and LPN to RN to BSN be shared with each sector for feedback and additional comments to move forward for adoption.

WA 45: JTC discussed the need to update the [Washington 45](#) at the fall meeting. The purpose of the Washington 45 is to guide dual credit student in high school around course choices that will transfer. The current Washington 45 was developed initially by the SBCTC Articulation and Transfer Council (ATC) around proposed common course numbers that were recognized by the baccalaureate institutions - all public baccalaureates had to accept the common transfer and the courses need to transfer as general education courses. ATC identified the courses. The list then was shared with COP who worked through internal processes to review and finalize. JTC asked SBCTC representatives to take the current Washington 45 list to ATC for review and updates. Once the list is updated ATC will provide to COP for public baccalaureate review.

In addition, JTC will convene a small work group to develop advising material(s) to accompany the Washington 45 list for review and approval by JTC.

Transfer Overall: JTC discussed at the fall JTC meeting the larger transfer issues and how to proceed. How do we move transfer students who begin at a community or technical college to completion and successful transfer to the baccalaureate institutions? Discussed how to build on guided pathways which is showing some impact on areas of inequity. In addition, how does JTC frame this work to address equity gaps including the potential of revisiting existing

structures such as the MRP itself. Strong interest by JTC to develop a strategic plan centered on reflection of the work around the two transfer institutes and current data. This includes discussions about the DTA, Washington 45, equity gaps, data transfer, and others. Consider a facilitator to develop a strategic plan for JTC that re-envision what transfer looks like in Washington.

Diversifying the Council: JTC continued its discussion of intentional diversifying of the Council. A proposal was advanced to add a DEI representative to JTC from each sector. JTC discussed concerns with adding another responsibility to our overwork/over-capacity DEI colleagues. Questions posed regarding details around process for identifying DEI representative for each sector and ensuring a common process across sectors. Raised discussion about the work JTC members were doing themselves around DEI. How does JTC create a culture to allow for all members awareness to be heightened and does not pass this work to others. How is JTC defining diversity – race/ethnicity or broader? Need to continue our own growth as a group. Raised the potential for JTC training as professional development. It was agreed upon that the Co-Chairs would identify DEI professional learning and development for JTC members. The intent is to dedicate the winter meeting to this training and add intentional discussion/training to the spring, summer and fall JTC meetings.

Allied Health Exploratory Tool Focused on Career and Academic Options: In spring 2020, the Joint Transfer Council supported the development of an exploratory allied health degree pathway focused career and academic advising tool for advisors, faculty and consideration to share with K-12. In fall 2020, JTC identified a sub-group to focus on the development of this tool. The sub-group met two times between fall 2020 and spring 2021. The sub-group utilized the work previously completed by JTC around a potential allied health statewide transfer degree to inform the advising tool. The sub-group developed a draft advising tool with intention to provide students attaining the Pre-Nursing DTA/MRP information about the multiple bachelor's degree and career opportunities available. JTC reviewed and discussed the advising tool and how to proceed. JTC noted the value of the tool and the potential for its use with multiple statewide transfer degrees. JTC will add the advising tool to the upcoming reviews of pre-nursing and nursing statewide transfer degrees.

Meetings and Resources

JTC decided to add a winter meeting for the first time. JTC will meet for half a day via Zoom on March 3, 2022. JTC meetings for spring and summer have yet to be determined.

For more information about JTC

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

Additional Updates

STEM Transfer Partnership: The STEM Transfer Partnership will convene five partnerships between baccalaureates and community and technical colleges over three years. Intentionally designed to include rural institutional pairs. The partnership is focused on public baccalaureates, but ICW member institutions can apply as well as BAS degree offering institutions among the community and technical colleges. The latter must be a BAS that is at a different community or technical college than is offering the BAS. The proposals to participate will be reviewed by a team using a rubric.

Additional information. <https://www.washington.edu/ccri/2021/10/01/press-release/> and <https://www.washington.edu/ccri/research-to-practice/stp/>

JTC Statewide Transfer Degree Review Schedule

A final transfer statewide transfer degree review process and schedule was approved by JTC at the fall meeting. The information can be found here.



2022 ICRC WINTER MEETING SBCTC REPORT

**JAMIE TRAUOGOTT, DIRECTOR OF DUAL CREDIT & K-12 ALIGNMENT-
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

February 10, 2022

STAFFING UPDATES

- Director of Transfer Education-Dr. Valerie Sundby (Feb 22)
- Director of Student Success Center-Monica Wilson
- Director of Educational Resources & Innovation-Dr. Michael Brown
- Policy Associate, Student Services-Christine McMullin
- Director of Policy Research-Vacant



DATA DASHBOARDS

- [Enrollment Data Dashboards- Susan Jameson](#)-Updated with fall 2021 data (public)
- [Quarterly Enrollment and Allocation Monitoring Reports- Travis Dulany](#)- Updated with fall 2021 data (CTCs only)
- [First Time Entering College Dashboard – Tom Mankovich](#) Will be updated for fall 2021 in mid February (CTCs only)
- [College Spark Early Progress Metrics-Tom Mankovich](#) Will be updated for fall 2021 in mid February (CTCs only)



PUBLICATIONS

- [Research Report 21-1: Fall 2020 Enrollment : Challenges and Opportunities](#)- [Darby Kaikkonen](#), [Summer Kenesson](#), [Travis Dulany](#)

This report summarizes observations about enrollment patterns in the 2020-21 academic year both nationally and in Washington state, provides an in depth analysis into the key components of enrollment changes in fall quarter 2020, and details possible opportunities for removing barriers to enroll more students and support those already in the midst of their studies. Fall 2021 Enrollment Report will be released by the end of February.



TRANSFER DEGREES AWARDED

- Direct Transfer Agreements
- AS-T Track 1 (Biology/Chemistry)
- AS-T Track 2 (Engineering/Physics)
- DTA/MRPs in Biology, Business, Computer Science, Construction Management, Education, Music, Nursing, Pre-Nursing
- AS-T/MRP in Engineering fields
- Local Agreement Transfer Degrees

LPN STATEWIDE TRANSFER DEGREES

- Joint Transfer Council (JTC) has approved two LPN statewide transfer degree agreements: LPN-BSN and LPN-ADN
- Both agreements will be reviewed and approved through the below process:
 1. Articulation and Transfer Council (ATC) will review and approve
 2. Workforce Education Council (WEC) will review and provide feedback
 3. Once approved by ATC, the agreements will be reviewed by Instructional Council for final approval



BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- Substitute Senate Bill 5401 (2021) has authorized community and technical colleges to offer bachelor degrees in computer science
- SBCTC hosted first BS Summit on January 21, 2022, to gather stakeholder feedback on how to approach this work within the ctc system.
 - Areas of consideration:
 - Faculty sharing
 - Course sharing
 - Regional consortias
 - 4 year vs 2+2 pathways
- The second BS Summit will be held on March 4, 2022, at 2:00pm

APPLIED BACHELOR DEGREE PROGRAMS UPDATE

- To date, the State Board has approved over 130 applied bachelor degree programs at 32 colleges, and one Bachelor of Science in Computer Science degree program at Bellevue College.
- In the 2020- 21 academic year, there were 4,855 FTES in baccalaureate programs representing 4.71 percent of state support FTES in the college system. This represents a baccalaureate FTE increase of 9 percent over the previous year. A SBCTC dashboard for baccalaureate student enrollment and progression will be available in March.
- Two additional BAS programs should be approved during the February Board meeting, Everett's BAS in Accounting, and Bellevue's BAS in Cybersecurity.



TRANSFER DEGREES-GLOBAL TITLE & CODING UPDATES

- Per the State Board for Community and Technical College's Policy manual, transfer degree titles, specifically those designated as state approved degrees such as the Direct Transfer Agreement (DTA), Associate in Science-Transfer (AS-T), or any with the Major Related Pathway (MRP) designation represent specific negotiated agreements between the State Board for Community and Technical Colleges (representing the 34 community and technical colleges) and the public and private four-year baccalaureate institutions.
- To meet the policy requirements designed to reflect the negotiated agreements, the following fields in the PeopleSoft environment will have global coding and titles and with no local control available for institutional modification:



GLOBAL TITLE AND CODING UPDATES

- **Academic Plan field**
 - All DTA and DTA/MRP's will contain AA as the last two characters in the Academic Plan code
 - All AS-T degrees will contain AS as the last two characters in the Academic Plan code
- **Academic Program field**
 - ACADM will be used for all DTA and DTA/MRP degrees
- **Short Description field**
 - All DTA and DTA/MRP's will contain AA as the last two character in the Short Description field
 - All AS-T degrees will contain AS as the last two character in the Short Description field
- **Degree Offered field**
 - AA code to align with Associate in Arts title
 - AS code to align Associate in Science title
- **Diploma Description and Transcript Description fields**
 - Both fields will carry the official degree title

QUESTIONS

Interim Contacts:

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Winter 2022 – 2022 Legislative Session Update

As of 2.9.22

Overview

The 2022 legislative session convened the 60-day supplemental session on Monday the 10th, January 2022.

Some upcoming key dates.

- February 15: Floor Cut-Off from Chamber of Origin
- February 24: Policy Cut-Off from Opposite Chamber

The second major deadline of the 2022 session has passed. On February 7, Thursday, all policy bills must have moved from their respective fiscal committee to their respective chamber Rules Committee for further consideration. The exception are bills that are deemed necessary to implement the budget which are not required to meet this deadline.

As you will see below, several bills included in this summary are moving forward in the process. The bills listed are considered still active Bills that did not meet the latest deadline or meet the exception are not listed. Finally, note bills advancing are not final versions.

As you will see below, several bills included in this summary are moving forward in the process. Note the bills advancing are not final versions.

Bills of Interest for ICRC

[HB 1659](#) - *Making higher education more affordable and accessible for students by bridging the gap between cost and need to reduce barriers, improve opportunity, and advance economic security.*

The bill was amended and passed out of the House Appropriations Committee. The amendments delay the bridge grant award amounts in the underlying bill until academic year 2024-25 and establish that for academic years 2022-23 and 2023-24, students receiving the maximum WCG award, but who are not recipients of the College Bound Scholarship must receive a \$500 annual bridge grant award; delay the WCG income eligibility threshold changes in the underlying bill until academic year 2024-25 and establishing the following award levels for academic years 2022-23 and 2023-24; and add a null and void clause. The bill was advanced to the House Rules Committee for further consideration. Current [bill](#).

[HB 1736](#) - *Establishing a state student loan program.*

The bill was amended and passed out of the House Appropriations Committee. The amendments modify the definition of "institution of higher education" to include all institutions eligible to participate in state financial aid programs rather than only the public institutions of higher education; change the amount that may be used for loan origination from \$65 million to \$35 million; require the Washington Student Achievement Council to contract with a credit union to provide loan origination for the Washington Student Loan Program; and add a null and void clause. The bill was advanced to the House Rules Committee for further consideration. Current [bill](#).

[HB 1751](#) - *Concerning hazing prevention and reduction at institutions of higher education.*

The bill was amended and passed out of the House Appropriations Committee. The amendments require each public institution of higher education to establish a hazing prevention committee to promote and address hazing prevention and establishes the composition of the committee; prohibit a student who is a member of a student organization, athletic team, or living group that was affiliated with a hazing violation within the last twelve months to participate in or be a member of the hazing prevention committee; and add a null and void clause. The bill was advanced to the House Rules Committee for further consideration. Current [bill](#).

[HB 1760](#) - *Expanding access to dual credit programs through changes to the current fiscal model, makes permanent the Running Start summer school program*

The bill was amended and passed out of the House Appropriations Committee. The amendments change the Running Start (RS) Program by: (1) Permitting RS students to be funded up to a combined maximum enrollment of 1.6 full-time equivalents (FTEs), rather than 1.2 FTEs, as is currently permitted in the operating budget; (2) Making the RS Program a year-round program by requiring adoption of rules to fund RS students' summer course enrollments; (3) Modifying eligibility for certain high school graduates to continue participating in the RS program by allowing high school graduates who have 15, rather than 5, or fewer college credits to earn before meeting associate degree requirements to earn up to 15, rather than 5, college credits during the summer academic term following their high school graduation; (4) Declaring that RS Programs as a service delivery model, associated funding levels beyond 1.0 FTE per student, and funding for high school graduates enrolled in RS courses, are not part of the state's statutory program of basic education; and (5) Requiring that an annual report to the Legislature on the combined FTE experience of students participating in running start programs include enrollments by high school and participating institution of higher education; remove provisions creating a dual enrollment subsidy program, reducing per college credit fees for eligible college in the high school students, and revising eligibility for the RS Program tuition fee waiver; require that dual credit information provided to students and their parents or legal guardians include information about financial assistance available to reduce dual credit course costs, rather than information about the dual enrollment subsidy program; and add a null and void clause. The bill was advanced to the House Rules Committee for further consideration. Current [bill](#).

[HB 1835](#) - *Creating outreach and completion initiatives to increase postsecondary enrollment*

The bill was amended and passed out of the House Appropriations Committee. The amendments modify the FAFSA and Washington Application for State Financial Aid (WASFA) Outreach and Completion Initiative to a pilot program administered by the State Board for Community and Technical Colleges; require SBCTC to select community or technical colleges to participate in the FAFSA and WASFA Outreach and Completion Pilot Program that are located within educational service districts that are in the bottom two for FAFSA completion rates when combining their respective school districts' FAFSA completion rates over the past three completed academic years prior to the effective date of the bill; specify that the colleges selected to participate in the FAFSA and WASFA Outreach and Completion Pilot Program must employ outreach specialists to work directly with high school located in the corresponding educational service district; make the FAFSA and WASFA Outreach and Completion Pilot Program reporting requirement to the Legislature an annual report; limit the State Library Grant Pilot Program to only those public libraries located within educational service districts that are in the bottom two for FAFSA completion rates when combining their respective school districts' FAFSA completion rates over the past three completed academic years prior to the effective date of the bill; remove the expiration date on the State Library Grant Pilot Program and make the report an annual report; remove the Temporary Assistance for Needy Families and the Refugee Cash Assistance programs from the list of public assistance programs that the Washington Student Achievement Council (WSAC) may use to confirm income eligibility for the Washington College Grant (WCG) and adds the Essential Needs and Housing Support and Pregnant Women Assistance programs to the list; require WSAC to collaborate with DSHS to facilitate individual-level outreach to individuals receiving benefits through public assistance programs to inform those individuals of their eligibility for the WCG; permit WSAC to use the information received from DSHS to conduct outreach promoting the WCG; Establishes the Washington Career and College Pathways Innovation Challenge Program to allow WSAC to award competitive grants to local and regional partnerships to increase educational attainment; add that the Washington Career and College Pathways Innovation Challenge Program account may retain its portion of interest in the Treasurer's Trust Fund; permit WSAC to solicit and receive gifts, grants, and endowments from public or

private sources for the benefit of the Washington Career and College Pathways Innovation Challenge Program; require WSAC to report to the Legislature each September 1st on the grants awarded under the Washington Career and College Pathways Innovation Challenge Program and add a null and void clause. The bill was advanced to the House Rules Committee for further consideration. Current [bill](#).

[HB 1867](#) - *Concerning dual credit program data.*

The bill was amended and passed out of the House Education Committee. The amendments remove the statewide nonprofit organization with expertise in promoting and supporting science, technology, engineering, and mathematics education from the list of entities required to collaborate on the annual dual credit report; change data disaggregation provisions; eliminate; the requirement to report on credit usage and removes the definitions of "credit usage" and "academic performance;" broaden the use of the term "institutions of higher education" by removing a definition that makes the term apply only to public institutions of higher education; add that the report must recommend additional categories of data reporting and recommended; and direct the 2022 report to recommend whether to require: (1) reporting of data related to application of postsecondary credits earned through a dual credit program towards postsecondary credentials and degrees; and (2) comparison of postsecondary credential and degree attainment between students who did or did not participate in a dual credit program, and between students who participated in different dual credit programs. The bill now moves to the House Floor for further consideration. The bill was advanced to the House Rules Committee for further consideration. Current [bill](#).

[SB 5764](#) - *Concerning apprenticeships and higher education.*

The bill was amended and passed out of the Senate Ways and Means Committee. The amendments require the William D. Ruckelshaus Center to review national funding structures for apprenticeship programs for applicability in Washington State and require public institutions of higher education to establish policies for granting as many credits as possible and appropriate, for an apprenticeship's related supplemental instruction, rather than develop course equivalencies. The bill was advanced to the Senate Rules Committee for further consideration. Current [bill](#).

[SB 5534](#) - *Concerning the use of verifiable credentials.*

The bill passed out of the Senate Ways & Means Committee. The bill was not amended. The bill was advanced to the Senate Rules Committee for further consideration. Current [bill](#).

[SB 5789](#) - *Creates the Washington career and college pathways innovation challenge program.*

The bill was amended and passed out of the Senate Ways & Means Committee. The amendments require the student achievement council to consult with representatives of the public two and four-year institutions, the state's ethnic commissions, the Governor's office of Indian affairs, the LGBTQ commission, and the women's commission, in the design and administration of the grant program. Current [bill](#).