



CENTRAL WASHINGTON UNIVERSITY

EASTERN WASHINGTON UNIVERSITY

THE EVERGREEN STATE COLLEGE

UNIVERSITY OF WASHINGTON

WASHINGTON STATE UNIVERSITY

WESTERN WASHINGTON UNIVERSITY

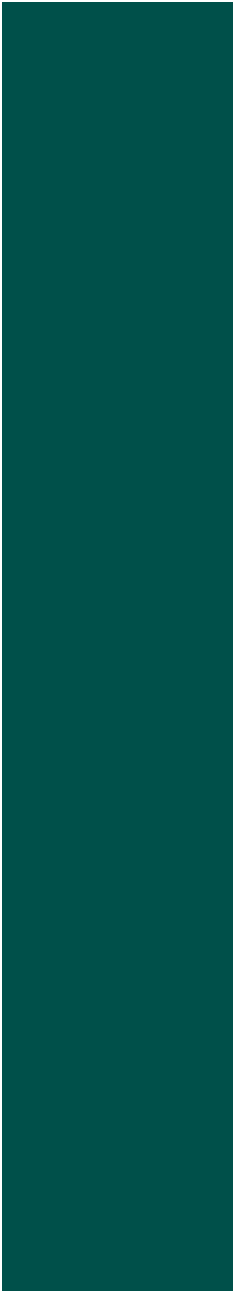
WASHINGTON STATE

Council of
Presidents

ICRC Spring Meeting
April 2018

Julie Garver, Director of Policy and Academic Affairs

2018 Legislative Session: What Happened

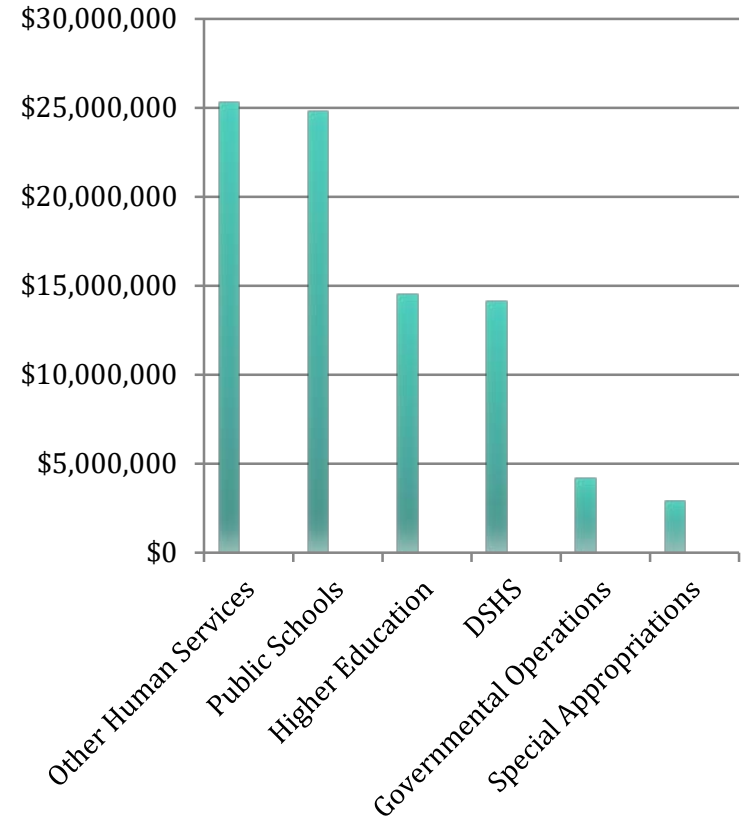


2018 Supplemental Operating Budget

Highlights:

- **State Need Grant: \$18.5 million** NGF-P. Reduces wait list by 25% in FY19 (approx. 4,600 students); with a reduction by 50% in FY20 and 75% by FY21. Full elimination of wait list targeted for FY22.
- **WA Opportunity Scholarship: \$4.3 million**
- **New and expanded financial aid programs: \$1.46 million** includes expansion of WA State Opportunity Scholarship program to students pursuing a 2yr certificate/degree, expansion of the Passport to College Promise Program and the administration of the Medical Student Loan Program.
- **Gold Star Family Stipends: \$750k** for all public institutions of higher education to provide annual textbook stipends for children/spouses receiving a tuition waiver because their parent or spouse died, became totally disabled, or is considered a prisoner of war or missing in action due to active military service.
- **Institutional Investments**
 - UW Compensation: \$9 million
 - UW Computer Science Enrollments: \$3 million
 - WWU New Degree Programs: \$2 million for early childhood education in collaboration with Olympic College and Integrated Marine and Coastal Sciences.

2018 Supplemental Operating Budget: Areas of Government



Source: Washington State Fiscal WA Gov: <http://fiscal.wa.gov/Budget0>

Legislative Session 2018

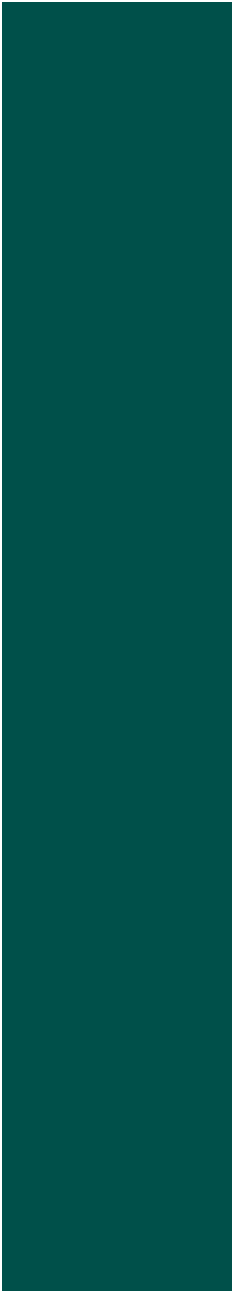
Higher Education Legislation

- **HB 1561:** Requires WSAC to administer the open educational resources grant pilot program for the four-year institutions.
- **HB 1600:** Supports career and college readiness with the establishment of the Work-Integrated Learning Initiative (Initiative) to promote work-integrated learning experiences for students through programs at schools selected to participate in the Initiative.
- **HB 2685:** Promotes pre-apprenticeship opportunities for high school students.
- **HB 2686:** Establishes additional minimum content requirements for High School and Beyond Plans and requires OSPI in collaboration with stakeholders including institutions of higher education, to identify best practices for the Plans, subject to funding.
- **SB 5917:** The institutions of higher education must establish a coordinated, evidence-based policy for granting credit to students who successfully complete International Baccalaureate and Cambridge International examinations. The credit policy for all IB and Cambridge International exams must be posted on each institution of higher education's website effective for the 2018 fall academic term. The institutions of higher education must conduct biennial reviews of the IB and Cambridge International policy and report noncompliance to the appropriate committees of the Legislature by November 1, beginning November 1, 2020.
- **SB 6133:** Changes the development of CTE courses from those with STEM content equivalent to academic math and science courses to those CTE courses equivalent to academic courses in English language arts, math, science, social studies, arts, world languages, or health/PE.
- **SB 6136:** Removes requirement that a student be concurrently enrolled in or have successfully completed Algebra II for AP computer science to be counted as career and technical equivalent to high school math.
- **SB 6582:** Unless an institution of higher education is using a third-party application, they are prohibited from requesting information about the criminal history of an applicant. If the institution is using a third-party application, they must post a notice on their website stating that the institution of higher education may not automatically or unreasonably deny an applicant's admission or restrict access to campus based on an applicant's criminal history.

By the Numbers:

- **60-Day Session**
- **New bills introduced: 1,425**
- **Bills passed by the Legislature: 310 compared to 339 bills passed during the 2017 session**
- **10-Year average : 427 bills in regular sessions; 292 bills in supplemental sessions**

Transfer

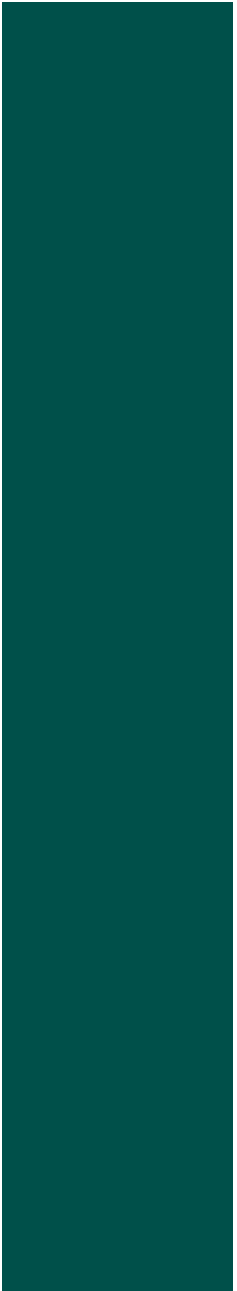


Transfer

Since we last met:

- Transfer Degrees: Participate in review of Pre-Nursing DTA/MRP (working title Health Sciences DTA/MRP)
- Participated in JTC-led Transfer Degree 101 Webinar November 2017
 - 247 individuals registered for the webinar
 - 144 attended the webinar
 - The majority were from higher education institutions with slightly more from two-year institutions than four-year institutions. Only a handful from state agencies
 - Link to the Webinar Recording:
<https://www.youtube.com/watch?v=jTEG6jhuiIY&feature=youtu.be>
- Reverse Articulation: All six public baccalaureates have finalized agreements with the SBCTC (SB 6354, 2015) <https://www.sbctc.edu/colleges-staff/programs-services/transfer/reverse-articulation/>
- Partnering and participating in Mathways transfer and articulation work.

Dual Credit



Concurrent Enrollment and College Preparatory Programs with Exams

Since we last met:

- In the process of developing a sector statement
- Partnering to streamline and increase accuracy of WSAC Dual Credit Look-Up Tool
- Working towards sector-wide language for Cambridge A-Level Exams
- College in the High School/Running Start
 - Complete CHS state program review process
 - Continue to receive questions from the field
- Met collaboratively with AWSP, CTCs and PBIs
- Presented with OSPI and WSAC to Washington High School Counselors (WSCA)

Concurrent Enrollment and College Preparatory Programs with Exams: Implementation

- **Credit policies for AP, IB, Cambridge** must be posted on campus websites by fall 2017 for AP and fall 2018 for IB and Cambridge.
 - **Current institutional policies for programs must be posted on websites as follows: AP fall 2017, IB fall 2018 and Cambridge fall 2018**
- **Institutions must conduct biennial reviews of AP, IB and Cambridge** and report noncompliance to the appropriate committees of the legislature by November 1, 2019 for AP and November 1, 2020 for IB and Cambridge.
 - **Institutions have until November 1, 2019 to complete the review of AP credit policy.**
 - **Institutions have until November 1, 2020 to complete the review of IB and Cambridge credit policy.**

Concurrent Enrollment and College Preparatory Programs with Exams: Implementation

- **AP:** The institutions of higher education must establish a coordinated, evidence-based policy for granting as many undergraduate college credits to students who have earned minimum scores of three on AP exams as possible and appropriate.
- **Cambridge/IB:** The institutions of higher education must establish coordinated evidence-based policies for granting as many undergraduate college credits as possible and appropriate for general education requirements or the equivalent to students who have successfully completed International Baccalaureate (IB) or Cambridge International courses and demonstrated mastery of college-level curriculum, as shown by the students' examination scores or grades for those programs. The institutions shall take into account the evidence for student success and the relevance of the IB or Cambridge international curriculum and test scores or grades in consideration of granting college credit or waiving course requirements, with appropriate consideration of the institutions' degree distribution requirements or curriculum for specific degree programs. Policies may consider, for example: Whether a 4 on SL or HL IB examination and whether a grade of E on a Cambridge international examination indicates that the student has mastered college-level coursework for which undergraduate college credits may be granted; and What test score or grade for specific subjects indicates if graduation distribution requirements or prerequisite courses may be waived, while preserving the integrity of the institution's faculty process for determining degree and major curriculum requirements.
 - **Institutions must review AP, IB (HL and SL) an Cambridge to determine equivalencies and provide evidence of why a student would not receive credit for the following:**
 - **AP score of 3**
 - **Cambridge grade of E A-Levels an AS-Levels**
 - **IB score of 4 HL and SL credit**

Other Initiatives

Other Initiatives and Work

- Revised 11th Grade SBAC Sector Agreement and developing sector response to new 10th Grade SBAC Sector Agreement
- COP is directly engaging with several K-12 stakeholders including Association of ESDs, WA State School Directors, WEA, PSE, WA School Principals, WA State PTA, WA School Administrators and OSPI
- Working collaboratively with CTCs about the communication and development of BAS degrees
- Continuing to lead the ICAPP Committee regarding new academic programs and implementation of new program planning process
- Continuing to engage with WSAC adult re-engagement effort
- Updating public four-year sector fact sheets. Fact sheets updated to date include: Student Loan Debt, Financial Literacy, Success After Graduation, Veteran Services. To view go to: http://www.councilofpresidents.org/index-3_issues.html
- Representing COP on the WA Council

Questions

Contact Information:

Julie Garver, Ph.D.
Director of Policy & Academic Affairs
Council of Presidents
360-292-4102
jgarver@cop.wsu.edu

