



ICRC SPRING 2025

April 10-11, 2025

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The search for the [Executive Director of SBCTC](#) is underway, with an anticipated start date of July 1, 2025.

The second edition of the [The Transfer Playbook](#) was released last month by the Community College Research Center.

Bachelor's Degree Programs in WA CTC's

- Over 170 approved bachelor's degree programs across all 34 community and technical colleges
- Includes 14 approved Bachelor of Science in Computer Science programs

New degrees:

- Bachelor of Applied Science in Respiratory Therapy (Columbia Basin College, SBCTC Board April 2025)
- Bachelor of Science in Computer Science (Columbia Basin College, SBCTC Board April 2025)
- Bachelor of Science in Computer Science (Whatcom Community College, SBCTC Board April 2025)
- Bachelor of Applied Science in Computer Information Security and IT Project Management (Bates Technical College, SBCTC Board February 2025)

Affordable Housing Study for CTC Sector

- 2024 Proviso to conduct a study on affordable housing for community and technical college students
- 38% of enrolled CTC students report housing insecurity or homelessness
- Examining the question – would affordable campus-based housing help alleviate housing shortfalls?
- Report due to legislature by June 30, 2025

AI Initiatives

- AI Summit at Clover Park Technical College on April 17th: This summit will explore emerging AI tools and strategies that align with Guided Pathways' goals.

Math Placement Project

- Eight pilot colleges are examining broader consistency in using high school transcripts for math placement, including expanding the time frame for consideration.

Student Success Platform RFP

- 11 vendor proposals were considered for the adoption of a single advising/student success platform that will include two-way integration with ctcLink.
- Opt-in will be optional and an announcement regarding the outcome of the RFP is expected by the end of the month.
- A community of Practice will launch with a group of “early adopter” colleges to examine and document effective implementation practices.



ICRC Spring Meeting

Update from Independent Colleges of Washington

April, 2025

Sheila@icwashington.org



INDEPENDENT
COLLEGES OF
WASHINGTON



ICW campuses
are close
to students
across the
state



Dedicated Funds for WA Students

All ICW member campuses want to work with Washington students and have institutional financial aid programs that can be helpful and stackable with the Washington College Grant and Pell Grant

Examples:

- Gonzaga Access Pledge
- Especially for College Bound scholarship recipients
 - [253 Bound \(Pacific Lutheran University\)](#)
 - [Falcon Bound \(Seattle Pacific University\)](#)
 - [Seattle University Bound Program](#)
 - [Whitworth Bound Promise](#)
- Whitman's Weingart Opportunity Scholarship

Championing Diversity

Four in 10 of our
undergraduates are
from families living on
low incomes

ICW campuses serve a
diverse and inclusive
student body, enhancing
the education of all



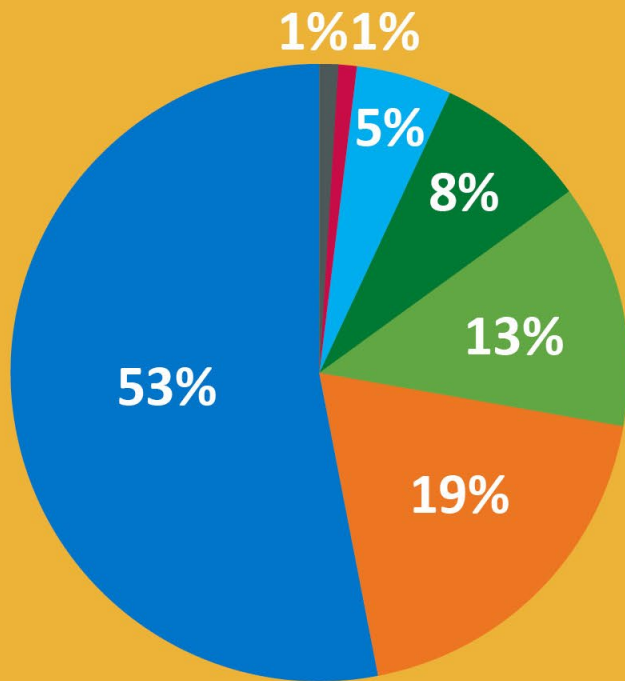


INDEPENDENT
COLLEGES OF
WASHINGTON



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

~50% ARE STUDENTS OF COLOR



UNDERGRADUATE ENROLLMENT BY RACE/ETHNICITY

- Native American/Alaska Native 1%
- Native Hawaiian/Pacific Islander 1%
- Black/African American 5%
- Two or More Races/Ethnicities 8%
- Asian 13%
- Latinx/Hispanic 19%
- White 53%



INDEPENDENT
COLLEGES OF
WASHINGTON



One in three
juniors and seniors
have transferred
credits



Transfer Pathways Scholarships

2023: \$95,000

2024: \$210,000

Criteria:

- ❖ Demonstrated financial need (Pell or Washington College Grant-eligible)
- ❖ Students who transfer from any of the 34 CTCs
- ❖ Enrolled part-time or full-time
- ❖ Institutional matching funds encouraged (from any source)
- ❖ Renewable, subject to availability, for up to three years

Participation in Statewide Agreements

Member Campus	AA/AS DTA	AS-T Track 1	AS-T Track 2	Biology	Busi- ness	Comp. Science	Engineer- ing	LPN-BSN	RN-BSN	Pre- Nursing	Reverse Transfer
Gonzaga University	Y		Y		Y	Y	Y				
Heritage University	Y	Y	Y	Y	Y	Y		Y			
Pacific Lutheran University	Y	Y		Y	Y	Y				Y	Y
Saint Martin's University	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Seattle Pacific University	Y	Y	Y	Y	Y	Y	Y			Y	Y
Seattle University	Y	Y	Y	Y	Y	Y	Y			Y	Y
University of Puget Sound	Y										
Whitman College	Y										
Whitworth University	Y	Y		Y	Y	Y					

State Advocacy Priorities

- Protect the Washington College Grant
- Help Washington achieve its postsecondary attainment goal
- Ensure Washington businesses have a prepared and ready workforce
- Support community-focused capital investments





Federal Advocacy Priorities

- Federal student aid
- Risk-sharing, Endowment tax
- Other



Questions?

If you have any questions, please contact:

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Senior Director, Policy & Community Engagement
Independent Colleges of Washington

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206-623-4494



Winter ICRC Meeting 2025 Legislative Session Update

Overview

The 2025-27 biennial legislative session convened on January 13, 2025. The session is scheduled to adjourn on April 27, 2025.

Key Deadlines -105-day legislative session

*Please note bills deemed necessary to implement the budget (NTIB) are not required to meet the deadlines. Bills not listed below did not meet the latest legislative deadline.

- April 16: All bills, unless deemed necessary to implement the budget (NTIB), must have moved from the opposite chamber to the Governor's desk.
- April 27: Legislature adjourns.

Policy Related Legislation

Athletics

- SB 5158: Student athlete insurance. Referred to House Floor

College and University Employees

- HB 1171: Exempting attorney higher education employees from certain mandated reporting of child abuse and neglect. Referred to Senate Floor
- SB 5503: Concerning public employee collective bargaining processes. Referred to House Rules Committee

Dual Credit

- HB 1273: Dual Credit Program Access. Referred to Senate Rules Committee

Credentialing/Degrees/Academic Programs

- HB 1279: Providing postsecondary education consumer protections. Referred to Senate Rules Committee
- HB 1651: Concerning teacher residency and apprenticeship programs. Referred to Senate Rules Committee
- SB 5663: Establishing a virtual campus for all Washingtonians. Referred to House Rules Committee

Financial Aid/Affordability

- HB 1587: Encouraging local government partner promise scholarship programs within the opportunity scholarship program. Referred to Senate Rules Committee
- SB 5543: Providing equity in eligibility for the college bound scholarship. Referred to House Rules Committee

Governance

- HB 1486: Adding a student member to the state board for community and technical colleges. Referred to Senate Floor
- HB 1572: Modifying higher education accreditation standards. Referred to Senate Rules Committee

Student Supports

- HB 1540: Expanding eligibility for the students experiencing homelessness and foster youth program to an accredited tribal college. Passed Senate 45-4
- SB 5355: Improving safety at institutions of higher education while supporting student survivors of sexual assault. Referred to House Floor

K-12

- HB 1414: Improving access to career opportunities for students. Passed Senate 48-1
- HB 1722: Reviewing state restrictions affecting students participating in secondary career and technical education programs and other state-approved career pathways. Referred to Senate Floor
- SB 5189: Supporting the implementation of competency-based education. Referred to House Rules Committee. Amended
- SB 5358: Concerning career and technical education in sixth grade. Referred to House Rules Committee

Other

- HB 1308: Concerning access to personnel records. Referred to Senate Floor
- HB 1860: Creating a Washington state supply chain competitiveness infrastructure program. Referred to House Transportation Committee
- SB 5101: Expanding access to leave and safety accommodations to include workers who are victims of hate crimes or bias incidents. Referred to House Rules Committee
- SB 5102: Establishing a public records exemption for the proprietary information of public risk pools. Referred to House Rules Committee
- SB 5104: Protecting employees from coercion in the workplace based on immigration status. Referred to House Rules Committee
- SB 5106: Establishing Eid al-Fitr and Eid al-Adha as state holidays. Delivered to Governor
- SB 5217: Expanding pregnancy-related accommodations. Referred to House Rules Committee. Amended

Fiscal Related Legislation

State Funding

- HB 1197/SB 5166: Making 2023-2025 fiscal biennium second supplemental operating appropriations. Public hearing January 13 House Appropriations Committee. Public hearing January 14 Senate Ways & Means Committee
- HB 1198/SB 5167: Making 2025-27 fiscal biennium supplemental operating appropriations. Referred to House Rules Committee. Conference Committee Appointed
- HB 1202/SB 5194: Concerning state general obligation bonds and related accounts. Referred to House Rules Committee. Referred to House.
- HB 1216/SB 5195: Supplemental Capital Budget. Referred to House Rules Committee. Referred to House.
- HB 2026: Creating the fairness in education funding act. Referred to House Finance Committee
- HB 2049: Investing in the state's paramount duty to fund K-12 education and build strong and safe communities. Public hearing April 3 House Finance Committee
- HB 2050: Implementing K-12 savings and efficiencies. Referred to House Rules Committee
- HB 2054: Limiting the number of full-time equivalent employees in higher education. Referred to House Appropriations Committee
- HB 2056: Reestablishing a state expenditure limit. Referred to House Appropriations Committee
- SB 5788: Achieving budget savings in certain policies that have yet to take effect. Referred to Senate Ways & Means Committee
- SB 5790: Concerning cost-of-living adjustments for community and technical college employees. Public hearing March 24 Senate Ways & Means Committee
- SB 5789: Restoring state financial aid assistance to a maximum of 125 percent of credits needed to graduate. Referred to Senate Ways & Means Committee

- SB 5791: Increasing state funding to expand access to higher education. Referred to Senate Ways & Means Committee
- SB 5792: Concerning temporary compensation reductions for state government employees during the 2025-2027 fiscal biennium. Referred to Senate Ways & Means Committee
- SB 5793: Concerning employer contributions and incentives for public and school employee health benefit plans. Referred to Senate Ways & Means Committee
- SB 5807: Concerning wellness incentives for public and school employee health benefit plans. Referred to Senate Ways & Means Committee

Revenue

- HB 1839: Increasing the investments in our workforce by amending the advanced computing surcharge.. Public hearing February 25 House Finance Committee
- HB 1895: Establishing a business and occupation tax credit for small business employers providing educational assistance to employees. Referred to House Finance Committee
- HB 1995: Concerning tax preferences. Executive session February 26 House Finance Committee
- HB 2045: Investing in Washington families by restructuring the business and occupation tax on high grossing businesses and financial institutions. Public hearing April 3 House Finance Committee
- HB 2046: Creating fairness in Washington's tax by imposing a tax on select financial intangible assets. Public hearing April 3 House Finance Committee
- HB 2055: Establishing a state revenue limit and directing excess revenues be deposited in the budget stabilization account. Referred to House Appropriations Committee
- HB 2066: Providing financial relief for families by establishing a sales tax holiday for back-to-school shopping. Referred to House Finance Committee
- HB 2071: Generating resources to combat domestic violence by imposing an excise tax on owners of online dating applications. Referred to House Finance Committee
- HB 2072: Sustaining and expanding behavioral health services by levying an opioid impact fee on opioid manufacturers. Referred to House Appropriations Committee
- HB 2075: Increasing the cannabis excise tax on high THC cannabis products.
- HJR 4206: Amending the Constitution to require a two-thirds majority vote of the legislature to raise taxes. Referred to House Finance Committee
- SB 5794: Adopting recommendations from the tax preference performance review process, eliminating obsolete tax preferences, clarifying legislative intent, and addressing changes in constitutional law. Public hearing March 31 Senate Ways & Means Committee
- SB 5795: Reducing the state sales and use tax rate. Public hearing March 31 Senate Ways & Means Committee
- SB 5796: Enacting an excise tax on large employers on the amount of payroll expenses above the social security wage threshold to fund programs and services to benefit Washingtonian. Public hearing March 31 Senate Ways & Means Committee
- SB 5797: Enacting a tax on stocks, bonds, and other financial intangible assets for the benefit of public schools. Public hearing March 31 Senate Ways & Means Committee
- SB 5798: Concerning property tax reform. Public hearing March 31 Senate Ways & Means Committee

Tuition

- HB 1556/SB 5542: Expanding tuition waivers for high school completers at community and technical colleges. Delivered to Governor. Referred to House Rules Committee
- SB 5110: Providing tuition waivers for tribal elders at Washington's community and technical colleges. Referred to House Rules Committee
- SB 5785: Modifying students' share of the education costs at institutions of higher education. Public hearing March 24 Senate Ways & Means Committee

2025 Spring ICRC Report

Admissions is Open - 2025

Applications for 2025 admissions 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 serving all students by identifying and reducing gaps among student populations.

Postsecondary Policy and Engagement

Update: 2024 Computer Science Direct Transfer Agreement/Major Related Programs (DTA/MRP)

The Joint Transfer Council finalized the approval and implementation of the 2024 Computer Science Direct Transfer Agreement/Major Related Program (DTA/MRP) in the fall of 2024. As of March 2025, all of Washington's public four-year institutions have signed the 2024 Computer Science DTA/MRP.

Apprenticeship and Higher Education Coordinating Committee

The Committee met in January and February. In February, SBCTC provided an update around their credit equivalency work, as prescribed in [RCW 28B.124.030](#). The SBCTC Apprenticeship Community of Practice developed the following policy to be adopted by each individual college, "All related supplemental instruction courses will be assessed for the appropriateness of awarding college-level credit and documented on student transcripts." Apprentices will now have community and technical college transcripts that list individual courses, which will aid in transfer of credit and communication about courses completed.

The Committee also discussed:

- Identifying barriers for apprentices to access the WG-A program and all other student services and support programs and resources and recommending ways to remove barriers. The Committee expressed some interest in creating a set of "best practices" for programs to remove barriers to WG-A and other student services.
- Gathering information, data, and/or topics the Committee would like to discuss at future meetings in 2025.
- Understanding better the costs to operate apprenticeships; where that funding is being directed; what is being charged to the sponsor, state, apprentice; how that funding is being allocated to apprentices; what the operating cost differences between programs without partnerships, programs with partnerships that do not use facilities, and programs with partnerships that use facilities; and how WIOA funds are being allocated to apprenticeships.
- Pursuing concurrent AAS-T degrees for state-registered apprenticeship completers without the need for additional coursework to meet general education requirements. The Committee will explore the potential for expanding the limited transferability of AAS-T degrees to additional four-year programs and degrees as a secondary goal moving forward.

In February, COP and EWU joined the Apprenticeship and Higher Education Work Group, a smaller work group to the larger Committee. The Work Group focused on examining state and national practices in delivery, awarding educational credentials to apprentices and identifying the model(s) best suited for implementation in Washington State and paths to credentials for apprentices.

Credential Transparency Work Group

In January, the Washington Workforce Board convened the Credential Transparency Work Group for a second meeting. The second meeting focused on further refining of the Work Group's vision statement. Our sector advanced a revised vision statement for consideration that was well received. In addition, the Work Group heard a presentation from Trevor Lane, WSU Associate Professor, on the Agri Prospect project in eastern Washington. The credential transparency work is a part of the Board's strategic workforce plan, [Talent and Prosperity for All](#) (TAP). COP is joined by representatives from WSU and EWU to represent our sector in this work.

Related to the state's work, our sector shared with the Work Group a unified list of guiding [principles from leading higher education stakeholders](#) for advancing Learning and Employment Records (LERs). LERs are digital records that hold credentials that capture and communicate an individual's employment information, including skills and competencies.

Washington Launches CHSA Grant

In late February, representatives from SBCTC, OSPI, and COP attended a meeting in Philadelphia, Pennsylvania to launch the College in the High School Alliance Grant (CHSA). The Washington core team joined the six other states participating in this work. The time in Philadelphia allowed the Washington team to begin initial consideration of the key requirements of the grant including the statewide vision statement, engagement with rural and Hispanic students, and policy and process changes to create an intentional dual credit framework. SBCTC is working to finalize a larger advisory group that will work with the core group to engage in this work. The core group includes representatives from SBCTC, COP, OSPI, and ERDC.

In mid-March, the CHSA Core Team met with CHSA coaches to evaluate the dual credit ecosystem in Washington. The intent of this engagement was to assist Washington in creating a shared understanding of how dual credit policymaking functions within Washington, the personnel involved, and their influence over the process. This work will inform the state's team in identifying: (1) who are the partners that the team needs to work with on developing and agreeing on a state vision, (2) who needs to be consulted, and (3) how the equity and intentional policy action plans are implemented. In addition, the core team began work to identify the questions and answers that remain to set a statewide vision for our dual enrollment programs with stakeholders. Questions that emerged included: (1) What are the goals of dual credit for students in Washington? (2) What are the goals of dual credit for the state of Washington? (3) Who is dual credit for? and (4) What is the ideal dual credit experience, irrespective of modality, that all students should be having? These questions will be echoed for each aspect of the initiative.

High School Digital Files of Transcript Data

WSIPC is working with COP on the Digital Transcript and Direct Admissions Project. This project aims to update how high school transcripts are shared, making it easier for students to access college and career opportunities.

As part of this effort, COP is leading a higher education work group. This group will include representatives from state agencies and education organizations to help guide decisions on key topics like:

- How high school transcripts are shared

- Ensuring data is accurate and useful
- Standardizing how student data is structured and processed

Members of this group will include representatives from the College Success Foundation (CSF), Foundation for Tacoma Students, Independent Colleges of Washington (ICW), OFM's Education Data & Research Center (ERDC), State Board for Community and Technical Colleges (SBCTC), Washington Education Association (WEA), Washington STEM, Washington Student Achievement Council (WSAC), Washington Student Association (WSA) and Workforce Board. COP will convene the group for the first time in March and a joint meeting with K-12 stakeholders is anticipated later this spring.

Finally, on March 26, COP partnered with Edmonds School District, Eastern Washington University, and WSIPC to present to the House Education Committee during a work session on [*Digitizing High School Transcripts for Improved Access*](#)

New Degrees

New public four-year university degrees implemented since the winter 2025 ICRC meeting:

- Eastern Washington University BS Interdisciplinary Studies: Integrated Behavioral Health
- Eastern Washington University MS Professional Cybersecurity
- Eastern Washington University MS Cyber Defense
- UW Seattle MS Anatomic Pathology

COP Contact and Resource Information

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



JOINT TRANSFER COUNCIL

Winter Meeting Executive Summary

Guided Pathways Presentation

SBCTC presented on the community and technical colleges Guided Pathways Initiative. Monica Wilson, Director of Student Success Center with SBCTC provided an overview of the guided pathway framework including the design, entry, navigation, metrics and teaching and learning within the guided pathway framework.

Statewide Transfer Degree Work

JTC received an update on baccalaureate signatures to the new Computer Science DTA/MRP. In addition, the Council learned about the status of work to review and update the Biology DTA/MRP and AS-T Track 1 degrees and the Pre-Nursing DTA/MRP.

JTC reviewed proposed institutional proviso changes to the Business DTA/MRP. JTC agreed the proposed proviso changes reduced requirements or increased flexibility for students and did not make substantive changes to the degree.

SBCTC provided an update on draft changes to the DTA. This work stemmed from the ICRC letter shared with JTC in 2023 to address needed clarifications and updates to the current DTA. SBCTC shared a draft with the community and technical colleges for consideration. The process for potential changes to the DTA is slightly different than the process for changes to a DTA/MRP or AS-T degree. It was critical that as a sector the community and technical colleges had buy-in to bring a concept/draft forward to JTC for consideration. Currently, proposed changes to the DTA are under discussion by the community and technical colleges. The intent is to bring the concept to SBCTC committees for approval in the spring and then to JTC in spring/summer for further discussion.

Other

- Updates on the CHSA Dual Credit Grant
- Updates from agencies and organizations including a 2025 legislative update.



Washington Student Achievement Council Updates

Spring 2025





Reminders

- WSAC's research team continues to work on the 2025 Legislative Transfer report. We anticipate the report will be available this Spring; once available, WSAC will notify ICRC.
- Universal Transfer Explorer: institutions are participating in a nationwide credit mobility project. Current participants include WSU, Shoreline Community College, and Columbia Basin College. We anticipate at least one more institution formally joining the project by Spring, and we still have the ability to add more institutions with full funding support through the end of 2025. Reach out if you're interested.
- WSAC's Transfer Repository: <https://wsac.wa.gov/transfers>.

Contact: Abby Chien, Associate Director, Strategy & Partnerships
abbyc@wsac.wa.gov



Additional Links of Interest

- Crowdsourced Immigrant Student Supports resource document.
- WSAC's Local Education Adult Resource Network (LEARN)
Community of Practice has one remaining virtual meeting in 2025.
Join us! All are welcome.
 - <https://wsac.wa.gov/LEARN>
 - May 13, 12-1:30 PM: [register here](#)



WSAC Resource: Data Dashboards

Looking for state data? WSAC maintains five dashboards for public use.

Start here: <https://wsac.wa.gov/data-dashboards>.

- **Strategic Action Plan Dashboard**: key performance indicators in affordability, enrollment, basic needs, and completion
- **Attainment Goal Dashboard**: tracks progress toward our statewide postsecondary attainment goal, 70% of adults with a credential beyond high school.
- **Affordability Model**: a tool that analyzes postsecondary affordability for students from different family income levels.

- **FAFSA Completion for High School Senior Dashboard**: tracks the progress of high school seniors' completion of the Free Application for Federal Student Aid
- **FAFSA Filers Dashboard**: displays cumulative weekly counts of Washington FAFSA filers in the same week of the previous FAFSA cycle.

FAFSA dashboards are updated weekly.



WSAC New Report Highlight – Otters Project

Improving a Chatbot to Increase Financial Aid Applications

- Washington State provides financial aid for college or career training for all eligible students, yet the use of this aid remains low. In 2019, WSAC launched OtterBot, an interactive, artificial-intelligence (AI) enabled chatbot. OtterBot provides K-12 students and their parents or guardians with real-time, always accessible guidance about the financial aid and enrollment processes.
- In 2022, the Optimizing Texting Technology through Engagement Research with Students (OTTERS) project was launched. The study looks at ways to improve the chatbot to better support students and families. This report covers the first two phases of the project: User Research (Phase 1) and Redesign and Testing (Phase 2). The process, tools, and methodologies from this project are applicable to any setting where there is an interest in using chatbots as an intervention.

[Read the OTTERS report.](#)



**THE PAST, PRESENT,
AND FUTURE OF THE
DTA**

AGENDA

How it all began... at ICRC

The Brainstorming... at JTC

Recommendations... at ATC

What's Next & Process Timeline

Discussion

A CATALYST FOR REIMAGINING THE DTA

ICRC – SPRING 2023

Transferability of Diversity Requirements
The Reality of 2+2 in Washington

3

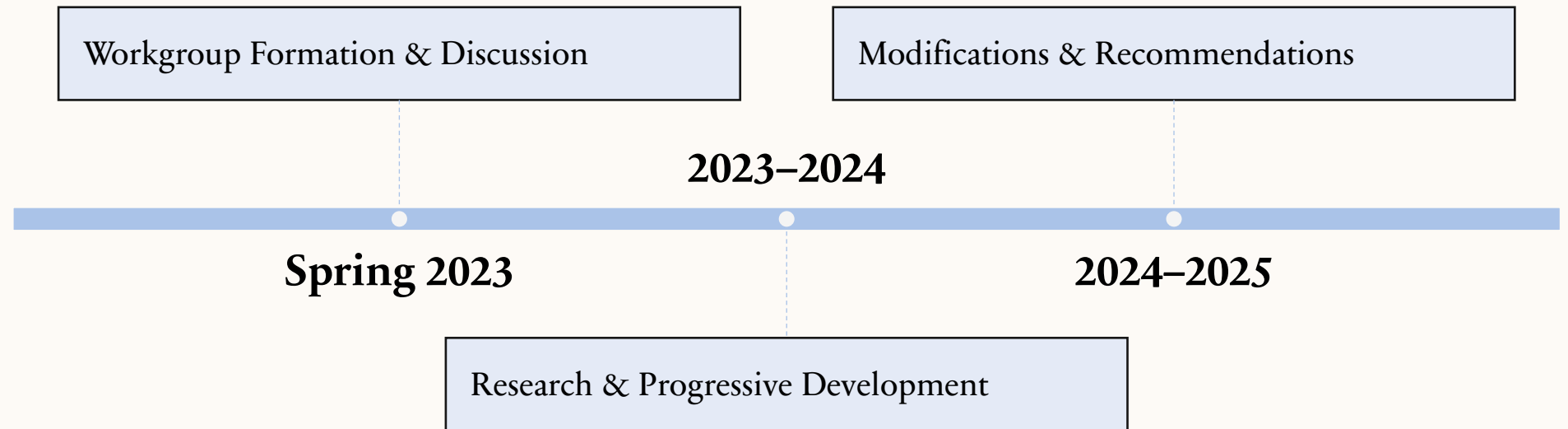


THE RESULT:

ICRC recommends that the Joint Transfer Council (JTC) form a workgroup to explore significant reform to the Direct Transfer Agreement (DTA) and how completion is defined. This reform is overdue as a result of the following:

1. The DTA is no longer student centric or consumer friendly.
2. Students have changing needs and major requirements to fulfill.
3. There is a lack of fit between guided pathways and the DTA.
4. There has been the introduction of and need for diversity requirements.
5. Students in some majors are better served currently by transferring prior to completing the DTA. When they do this, they lose the benefit of having their general education requirements fully met and thus run the risk of losing credits as the receiving institution unpacks their transfer credits. Completion of the AA-DTA credential could also be jeopardized. This is not a student-friendly process, but the constraints of the DTA and its transferability don't leave these students with any other options.
6. There is variation amongst Washington community and technical colleges in how the DTA is defined, particularly in distribution areas. These decisions have historically been made based on the desire to push enrollment in certain disciplines. They are often in excess of ICRC requirements.

JOINT TRANSFER COUNCIL 2023-2025



DIVERSITY/EQUITY REQUIREMENTS

ATC

Collection of CTC Diversity/Equity Requirements

COP, ICW & ICRC

Collection of BI Diversity/Equity Requirements

(in progress)

[Link](#)

ARTICULATION & TRANSFER COUNCIL

MAY 2nd Vote on Four Points:

- Should we amend or revise the DTA?
- If revised, should we require a DEI course (which will fit within the regular pool of distribution or restricted elective courses)?
- If revised, should we limit local DTA degree variations to 5 credits? To 10 credits?
- If revised, should we limit the distribution requirements to 10 credits/2 different discipline courses each in Humanities, Natural Science, and Social Science?

WHAT ARE THE NEXT STEPS?

May 1-2:

ATC Vote. Results Advance to IC.

May 12:

JTC Informational Updates.

May 15:

IC Transfer Committee Review & Evaluation.
Decision to Advance to full IC Meeting.

May 16:

IC Business Meeting Vote.
Results Advance to JTC.

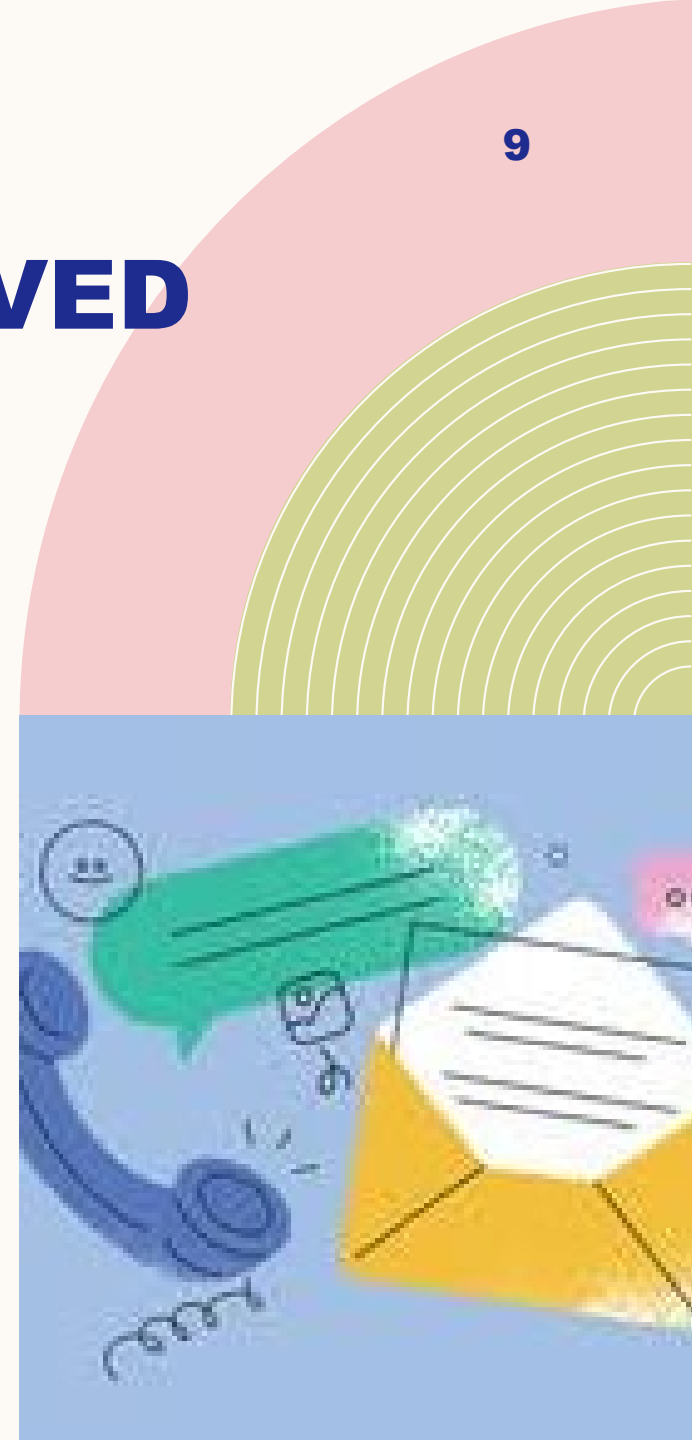
A hand is shown pointing at a teal button with the word 'VOTE' in white capital letters. The background features a large pink semi-circle and a green semi-circle with concentric white lines. The number '8' is in the top right corner.

VOTE

POSSIBLE TIMELINE, IF APPROVED

Est. Summer 2025 – Spring 2026:
JTC Cycle of Review-Feedback-Changes

Est. Spring 2026:
ICRC Handbook Updates
ICRC OAR Committee Questionnaire Review



DISCUSSION & FEEDBACK TO INFORM OUR PARTNERS

- Does this rendition of the DTA address ICRC's original memo request – i.e. student centric, transfer-major flexible/promotes degree completion, fits to guided pathways, addresses diversity requirement, realigns the DTA across CTC's?
- Consider how your institution might perceive these possible DTA changes. What might that perception look like? How about from a student experience or advising perspective?
- What are some anticipated benefits or challenges that might result from standardizing the number of local requirement credits in the DTA?
- What are some anticipated benefits or challenges associated with the addition of a diversity/equity requirement?
- If implemented, what can your institution do to support transfer pathways?

THANK YOU

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A Special Thanks to Agency Partners!

New or Revised Statewide Transfer Associate Degree Agreements

Organization and Agency Roles and Responsibilities

Statewide transfer associate degrees (degrees) are associate degrees offered by Washington's community and technical colleges. The community and technical colleges may seek to create and eliminate degrees. Partnership with baccalaureate institutions is critical for student success. The role of Washington's baccalaureate institutions is to determine how the degree will be received at the transfer institution in alignment with state law, rules and institutional policies and practices.

Organization or Agency

Responsibilities

Joint Transfer Council (JTC)

- Develop new or revised statewide transfer associate degrees
- Inform ICRC when new or revised transfer degree is under discussion for development
- Recommend transfer policies to system and sector organizations and groups for approval

Washington Colleges and Universities (i.e. community and technical colleges, public and private, not-for-profit four-year colleges and universities)

- Initiate proposals for new or revised transfer degree programs
- Participate on stakeholder transfer degree work groups
- Lead development of new or revised transfer degrees

Sector Organizations and Agencies (i.e. Independent Colleges of Washington, Council of Presidents, State Board for Community and Technical Colleges)

- Engage colleges and universities in identifying representatives to participate on stakeholder transfer degree work groups convened by the Washington Student Achievement Council and charged by JTC
- Obtain sector approvals for transfer degrees through the appropriate groups and councils within each sector (i.e. ATC, IC, ICUS and ICAO)
- Liaison, as appropriate, between institutions/sector and JTC regarding new or revised transfer degrees
- Notify institutions of new or revised transfer degrees
- Data sharing and analysis

Discipline Specific Organizations (i.e. WCERTE, WACSE)

- Advisory engagement to the stakeholder transfer degree work group. May be asked by JTC to participate as a member of the work group
- Identify potential revisions to existing degrees or new transfer degrees for development

Washington Student Achievement Council (WSAC)

- Convene stakeholder work groups charged by JTC
- Repository for statewide transfer degree agreements
- Assist with gathering and disseminating data for the purpose of examining transfer

Intercollege Relations Commission (ICRC)

- May discuss proposals and share comments with stakeholder groups and JTC
- Enforce the implementation of statewide transfer degrees

Roles and Responsibilities

New or Revised Statewide Transfer Degree **Identified**

Examples include:

- Joint Transfer Council
- ICRC
- Colleges and universities
- Discipline specific organizations
- Sector organizations/agencies
- Faculty

New or Revised Statewide Transfer Degree **Initiated**

Proposals for new or revised degrees begin with a discussion by JTC. New or revised degrees must be shared with JTC as the first step in the process.

Review Process

JTC determines if action is required. **If action is required:**

- JTC charges a work group
- Work Group members: JTC representatives, institution discipline-specific representatives identified through COP, SBCTC and ICW. May consider other discipline specific organizations.
- At the request of JTC, WSAC convenes the work group
- Work group meets and develops new or revised degree
- New or revised degree provided to JTC for discussion and approval

If JTC approves:

JTC approved new or revised degree seeks approval by sector through **sector approval process:**

- SBCTC: ATC then IC
- COP: ICUS and ICAO
- ICW
- Sector organizations/agencies

WSAC gathers signatures through sector entities

Overview on the DTA Review for Instructional Commission Members

(3.28.25)

Background

Both ICRC (Intercollege Relations Commission) and JTC (Joint Transfer Council) have reviewed the effectiveness of the degree, including how it is received by BI (baccalaureate institutions) partners and the student experience navigating at both the CTCs and receiving BI. JTC identified three structural areas to explore:

- The equity impacts of local requirements (specific ask from ICRC),
- Decreasing required credits in the three distribution areas (Social Science, Humanities, and Natural Sciences) from 15 to 10 to provide flexibility for students in meeting program requirements,
- Considering adding a 5-credit equity class requirement within existing distribution requirements.

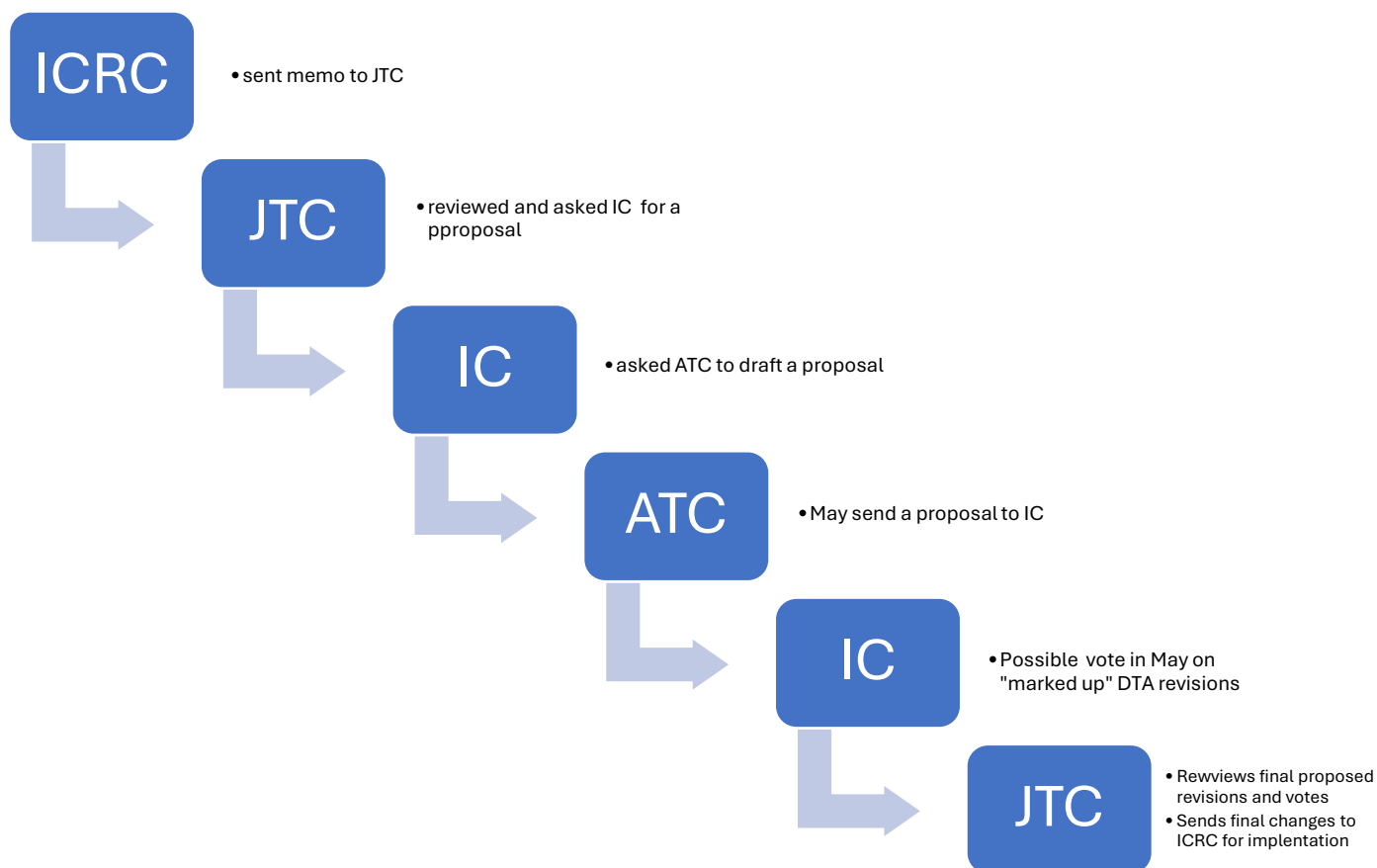
Process for IC Involvement

JTC tasked ATC (SBCTC's Articulation & Transfer Council) with developing a draft proposal incorporating the three structural changes. JTC reviewed and discussed the proposal at the 2025 winter meeting and identified next steps, including asking SBCTC Instructional Commission members to review and elicit feedback from CTCs in preparation for a possible JTC vote at the July 14, 2025 meeting.

State entities involved

JTC	IC	ATC	ICRC
<ul style="list-style-type: none">• Sector Reps• Manage DTA• Review DTAs, MRP	<ul style="list-style-type: none">• CTC VP reps• Transfer Committee	<ul style="list-style-type: none">• local CTC reps (deans)• Manages curricular actions from IC	<ul style="list-style-type: none">• local CTC reps (reg, deans)• Implement DTAs

DTA Revision Process



IC Member Actions

The IC Transfer Committee requests each VP engage in local conversations regarding potential changes to the DTA requirements in anticipation a planned vote at the spring IC meeting (May 15-16) on a “marked up” version of the DTA. This discussion with a possible vote will provide guidance to the IC representatives to JTC which is planning to discuss and entertain a motion for action at the summer meeting on July 14, 2025.

These conversations should include academic and faculty leadership, appropriate academic committees, your local ATC and ICRC representatives, Registrars, Financial Aid staff, Advising, and other vital stakeholders.

Proposed Revisions Under Consideration

1. Reduce from 15 to 10 required credits within each distribution area.
 - The purpose of this change is to provide students with the flexibility to complete program specific requirements for receiving BI's.
2. Limit local DTA requirements to 5-10 credits.

- The purpose of this change is to address equity concerns for required classes that may not easily transfer.
3. Include 5 credits of an “equity” based course within existing credits (i.e. within the distribution areas,
- The purpose of this to express shared values through our curriculum.
 - Note: We have outstanding work to determine what qualifies a course to meet this requirement.

Suggested questions for local college discussions:

Local Degree Requirements

- How do your college’s/district’s local degree requirements impact your students' transfer experience?
- What are the measured benefits or drawbacks (such as non-transferability) of your college’s/district’s local degree requirements?
- How would your students be affected if local colleges were limited to either 5 credits or 10 credits of local requirements?
- How do your college’s/district’s local requirements impact different student groups (first-generation, low-income, underrepresented students)?

Equity Course Requirements

- What would be the impact at your college of including a 5-credit equity course as a statewide degree requirement? (This may include courses that also meet distribution area requirements.)
- How does your college currently identify or designate a course as an "equity" course?
- Would your college need to add new courses and instructors to meet an equity requirement? If so, is this feasible? Why or why not?
- How much time would your college need to fully implement this requirement?

Program Alignment and Credit Distribution

- What are the potential advantages and disadvantages of reducing the required credits within distribution areas to better align with four-year program requirements?
- How much time would your college need to revise pathways, degree sheets, and other materials to reflect proposed changes to the Direct Transfer Agreement (DTA)?

Additional Considerations

- What other questions should we ask you about these potential changes?

Resources

Working Timeline

Spring '25:

- April 10 – IC Monthly Meeting: process check-in
- May 1-2 – ATC spring meeting – consideration of revision and vote on possible recommendations
- May 12 – JTC spring Meeting: Sharing out process update, no action
- May 15-16 IC Spring Meeting:
 - Transfer Committee receives, reviews, and recommends possible action to IC
 - IC discussion of possible revisions, and potential action during the business meeting

Summer '25:

- July 14 – JTC Meeting review, discusses, requests BI's feedback for fall

Fall '25:

- JTC Fall meeting: Review BI's feedback

Winter '26:

- JTC Winter meeting: possible vote on final proposal

Supporting Documents (sent previously)

- ICRC memo
- ATC report

Available for Confidential Conversations

If you have questions or would like to discuss local college process, please feel free to reach to Joyce, Kerry or Val.