

Intercollege Relations Commission

2014 Fall Update

Washington Student Achievement Council



Who We Are

The Washington Student Achievement Council was created by the Legislature in 2012.

Our Mission:

- We advance educational opportunities and attainment in Washington.

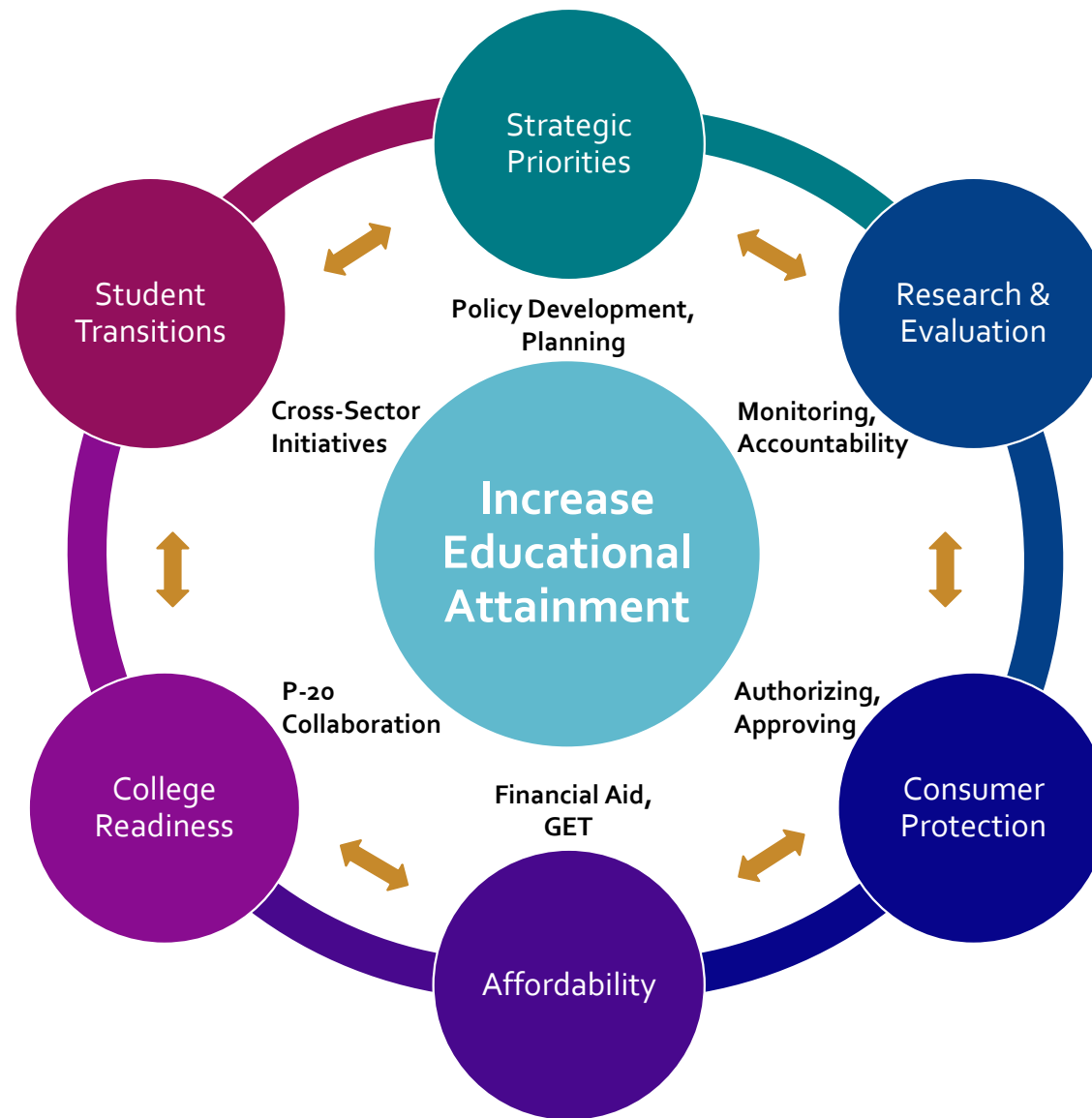
In pursuit of our mission, the Washington Student Achievement Council:

- Leads statewide strategic planning to improve educational coordination and transitions – Roadmap
- Supports Washingtonians through the administration of financial aid, GET, and support services.
- Advocates for the economic, social, and civic benefits of postsecondary education.

Our Vision:

- We inspire and foster excellence in educational attainment.

Our Work



By 2023:

100% of adults ages 25-44 in Washington will have a high school diploma or equivalent.

- Current level of attainment: 89%

At least 70% of Washington adults ages 25-44 will have a postsecondary credential.

- Current level of attainment: 50%

Ready Set Grad

WSAC's student, family, and educator-focused website.

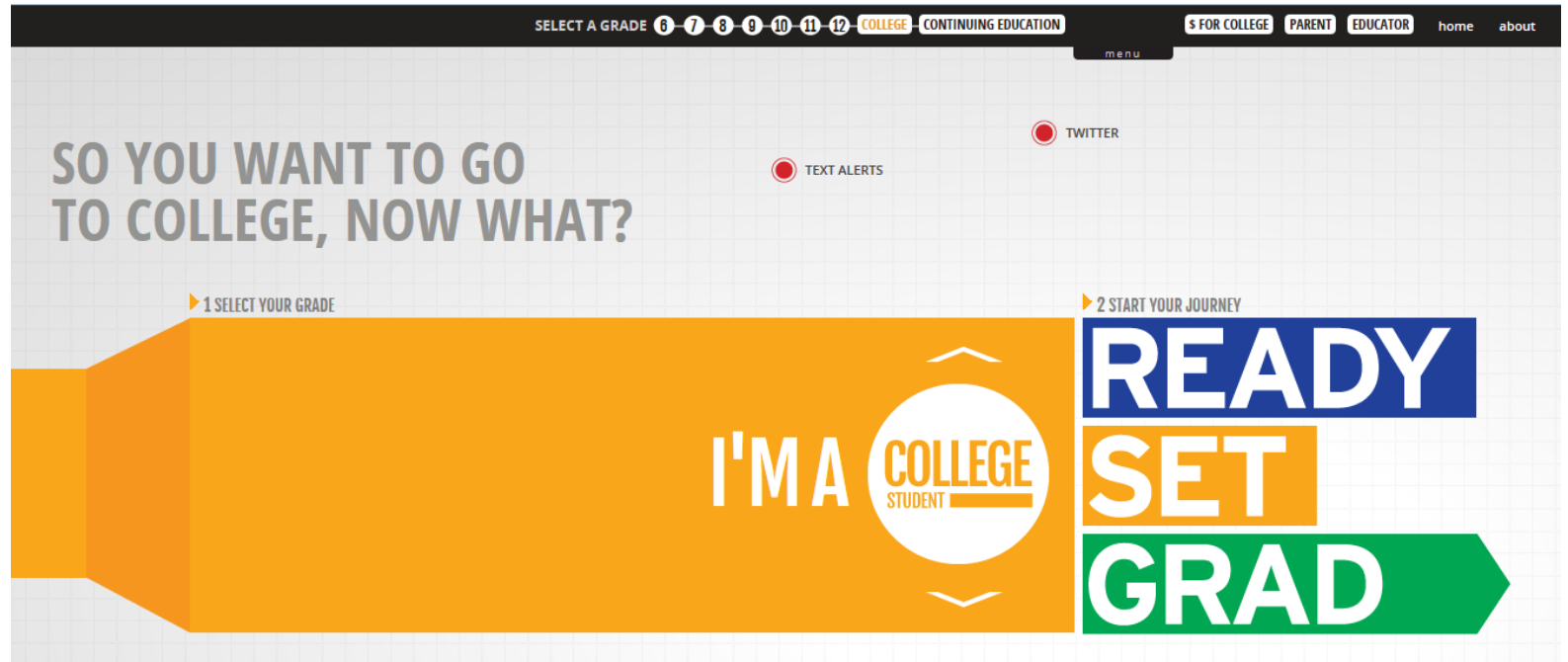
READYSETGRAD.ORG

Recent Updates



Policy focused website:

WSAC.WA.GOV



Accessibility	• Installation of Google Translate. • Americans with Disabilities Act compliance updates.
Dual-Credit Look-Up	• Feature to look up and compare AP, IB, and Cambridge scores needed for credit at specific universities. (Coming soon!)
Financial Aid	• Expansion of financial aid content, including College Bound resources, WASFA application, and 12th Year Campaign information.

Financial Aid Landscape

It is true...

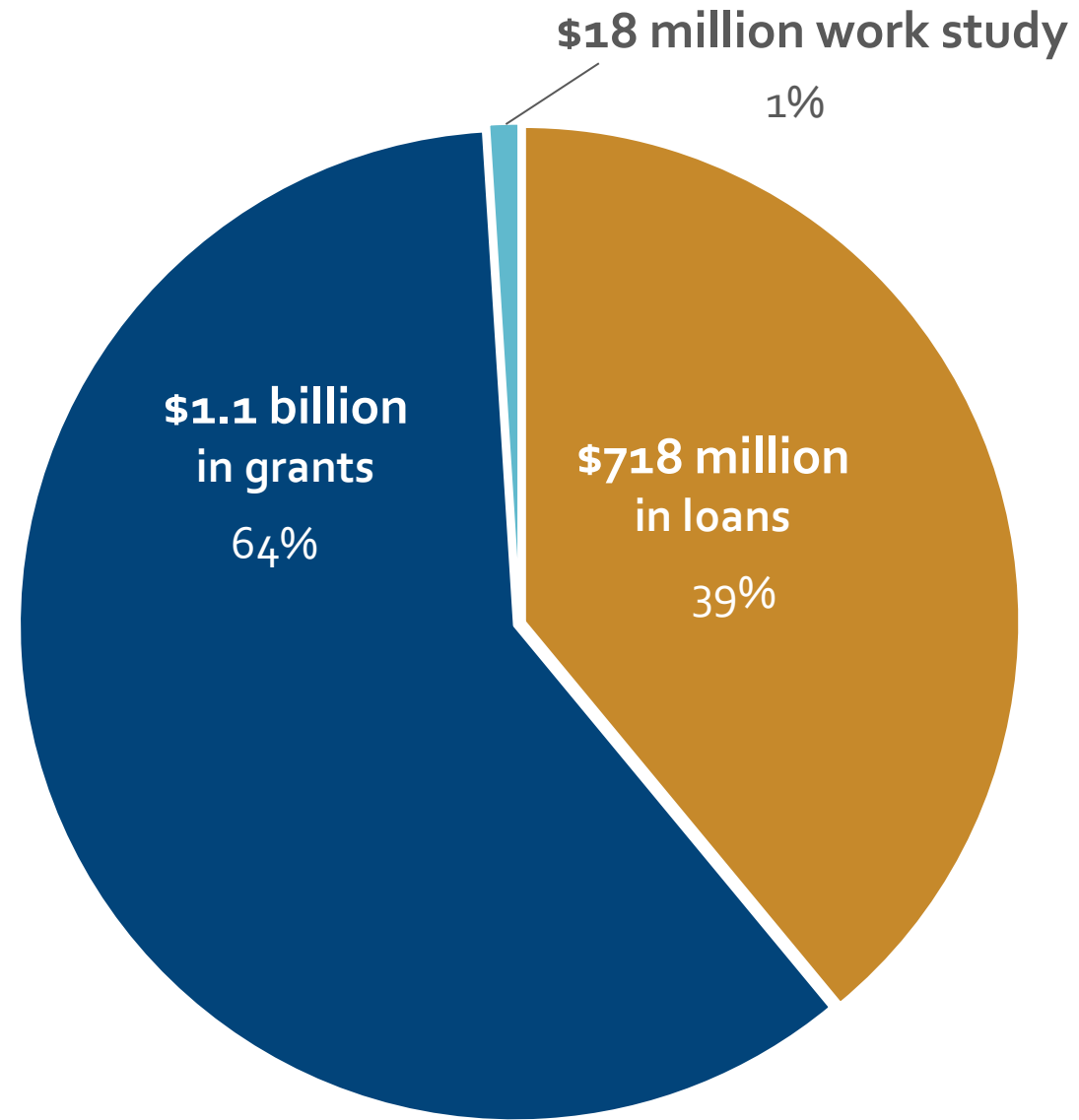
- Tuition has significantly increased.
- Many students are financially needy. Record numbers of FAFSAs filed in 2013-14—exceeding 500,000.
- Average loan amounts are increasing.

Yet in Washington...

- Over a billion dollars in aid was distributed to resident undergraduates last year.
- Washington is a top state in need-based aid.
- Tuition increases were frozen for two years.

Aid Distribution

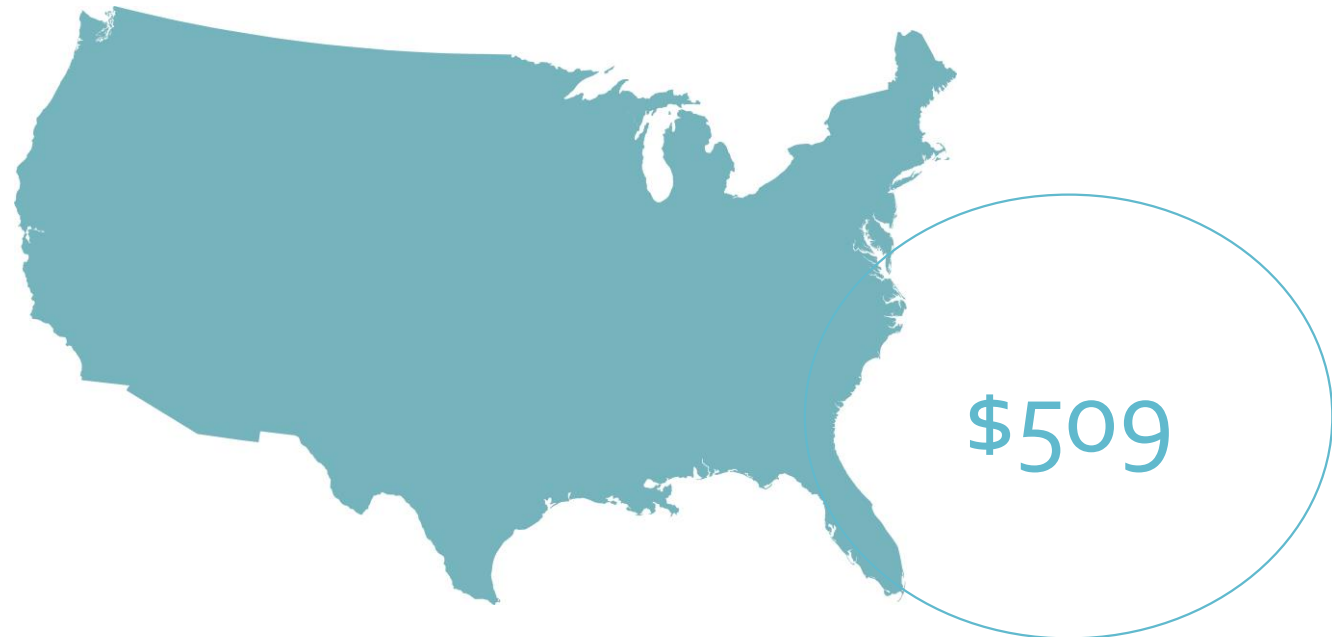
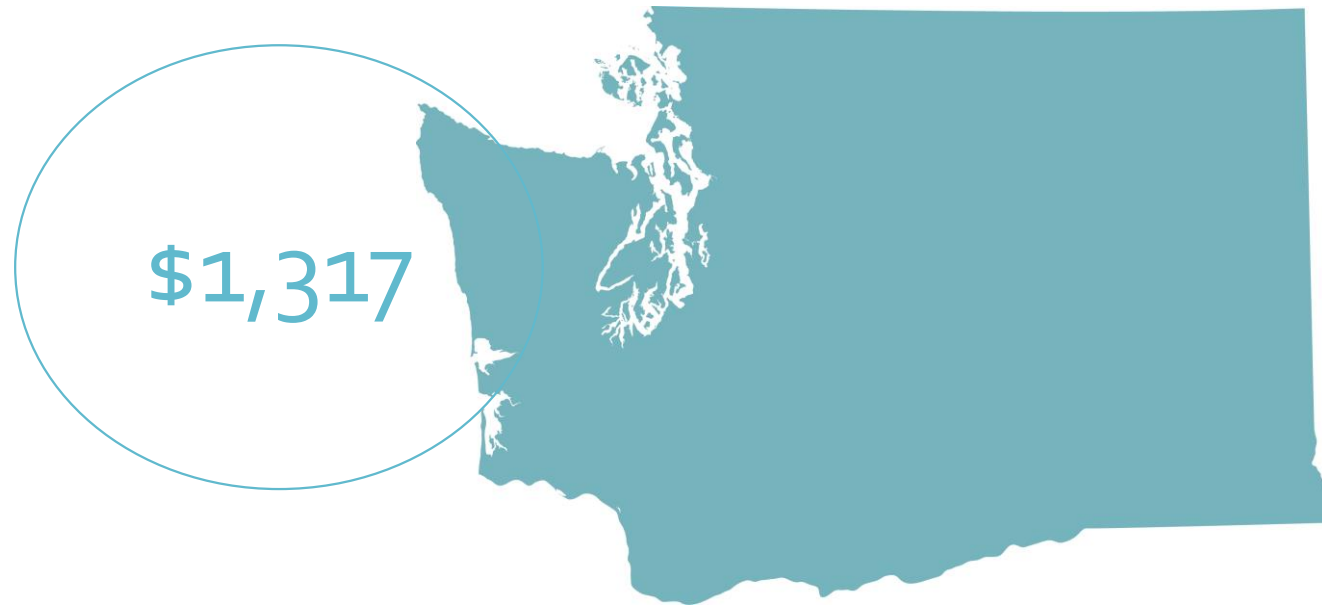
Undergraduate students in Washington received **1.8 billion dollars** in need-based aid.



Washington Student Achievement Council. 2012-13 Unit Record Report. [WA resident undergraduate need-based recipients].

Washington Ranks #1 in Funding

Need-based aid per
undergraduate FTE



WASFA for “DREAMers”

New this year

Expanded eligibility for State Need Grant to non-citizens who meet residency requirements:

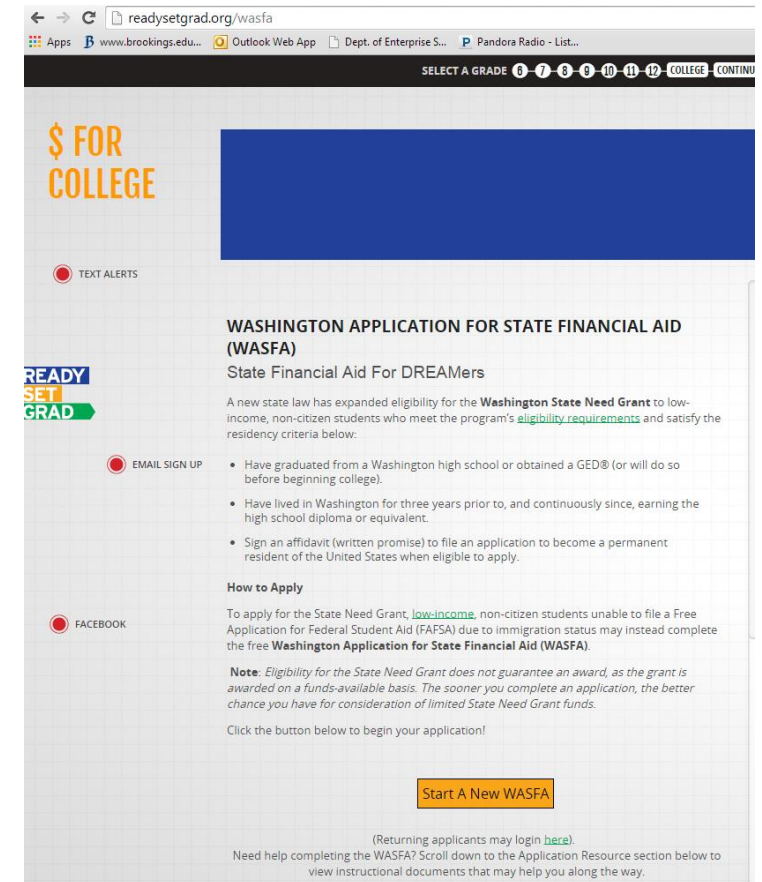
- Have graduated from a Washington high school or obtained a GED® (or will do so before beginning college).
- Have lived in Washington for three years prior to, and continuously since, earning the high school diploma or equivalent.
- Sign an affidavit (written promise) to file an application to become a permanent resident of the United States when eligible to apply.

Provided an additional \$5 million to State Need Grant.

- Funding incorporated into overall appropriation and is not an earmark for this population.

Applying for WASFA

- Students who met residency requirements should complete a Washington Application for State Financial Aid (WASFA) *instead* of a FAFSA.
- The WASFA can be found at ReadySetGrad.org/WASFA.
- Students can currently use the site for the 2014-15 application. Beginning in January the 2015-16 application will be available.



What is New

Strategic Action Plan

<http://www.wsac.wa.gov/2014-meetings>

October 8, Tacoma

- **Maintenance Level**
 - College Bound Scholarship - Maintain commitment to Students - increase investment
 - Continue to invest in public higher education – keep momentum
- **Policy Recommendations**
 - Commit to fully fund the State Need Grant Program
 - Expand the reach of Dual Credit Options
 - Support underrepresented students – leverage the state’s investment through coordination of support service programs
 - Reinvest in State Work Study – expand to 3,000 additional students
 - Develop affordability framework – policy driven investment to make higher education more affordable

Current Projects

- **Residency**
 - Revising Rules (WAC)
 - Aligning new Veterans section with Federal Law – section 702 of the Veterans Access, Choice, and Accountability Act of 2014
 - Data Collection for DREAMers – 1079 – Report
- **Transfer**
 - Report due January 15, 2015
 - New Associate Degree Nursing DTA/MRP 2014
 - Associate of Fine Arts Workgroup convening October 24
 - Transfer Liaison – no issues (many others!)
- **Prior Learning Assessment**
 - Report to legislature due December 30, 2014
 - Data request going out now
 - Send paragraph of what your campus is doing
 - Statewide Conference – November 21 – Clover Park

Contact Information

Transfer, Transfer Liaison, Residency,
Prior Learning Assessment

Jim West
JimW@wsac.wa.gov

State Financial Aid Questions

finaid@wsac.wa.gov

Find us online:

www.wsac.wa.gov
www.readysetgrad.org
www.thewashboard.org
www.get.wa.gov

On Twitter:

@WSACouncil
@Ready_Set_Grad

On Facebook:

www.facebook.com/WSACouncil
www.facebook.com/ReadySetGrad

Office Hours: *Where educational policy
complements practice.*

www.wsac.wa.gov/office-hours

Our new blog aims to bridge the gap
between Washington's educational policy
and practice discourse.

ICRC Fall 2014



Washington Community & Technical Colleges

One system. 34 colleges. Unlimited possibilities.

Joyce Hammer
Director of Transfer Education
jhammer@sbctc.edu

sbctc.edu ■ checkoutacollege.com

ICRC Fall 2014



Research Report

No.13-6

Bachelor of Applied Sciences: Outcomes Evaluation

August 2014

[Report Link](#)

CTC Transfers 2013-14

Public BI's (unofficial)	10,000+
+Western Governors University	1,815
Washington Independent BI's	1,800+
Portland State Univ. and U/Idaho	275
University of Phoenix	2498

Transfer Degree Inventory

Effective 2009, technical colleges may also offer transfer degrees in selected fields in support of professional baccalaureate work.

Bellingham , Clover Park, Lake Washington , and Renton offer
DTA/MRP's

[Transfer Link](#)

(Scroll to bottom of page for *Transfer Degree Inventory*)

Applied Baccalaureates

2014-2015,

- **36** Applied Baccalaureate Degrees at **16** colleges

2015-2016

Cascadia College

- Bachelor of Applied Science in Sustainable Practices

Clark College

- Bachelor of Applied Science in Dental Hygiene

Seattle Central College

- Bachelor of Science in Nursing

[Applied Baccalaureate Degrees List](#)

ICRC Fall 2014



SBCTC Transfer Responsibilities

ICRC, JTC, ATC, and IC
Director of Transfer Education
[Joyce Hammer](#)

WSSSC, WACTC Education Services Committee
Director of Student Services
[Joe Holliday](#)



PNLC
Pacific Northwest
Learning Consortium



"Taking a Look Under the Hood"

Research Findings on General Education Learning

Dr. Dave Veazey

Pacific Lutheran University

Director: Pacific Northwest Learning Consortium

Oct. 10, 2014

Parkland, WA

What are Employers Looking For?



General Education Learning

How well do students in higher education
develop General Education....

Skills

Attitudes

Habits of Mind

A Great
Deal

Somewhat

A little

None



Critical Thinking

CAAP Critical Thinking Test measures students' skills in clarifying, analyzing, evaluating, and extending arguments.

A Great
Deal

Somewhat

A little

None



Psychological Well Being

Ryff Scales of Psychological Well-Being: Self-acceptance, environmental mastery, positive relations with others, personal growth, purpose in life, and autonomy

A Great
Deal

Somewhat

A little

None

Diversity Awareness

Miville-Guzman Universality-Diversity Scale: Assesses student awareness and acceptance of both similarities and differences among people.



A Great
Deal

Somewhat

A little

None

Positive Attitude Towards Literacy

*Measures students' enjoyment of reading and
writing*



A Great
Deal

Somewhat

A little

None

Academic Motivation

Measures students' interest in working hard, getting good grades, and engaging challenging intellectual material



A Great
Deal

Somewhat

A little

None



Political & Social Involvement

Measures the importance students place on volunteering, promoting racial understanding, and influencing political structures

A Great
Deal

Somewhat

A little

None

Arts & Science Interest

Measures the importance students place on making a contribution to the arts, humanities and science



A Great
Deal

Somewhat

A little

None

Radical Change

“...although there is considerable number of virtuous and studious youth in the College, yet there has been a practice of several immoralities; particularly stealing, lying, swearing, idleness, picking of locks, and too frequent use of strong drink....”

Report by the Visitation Committee of Harvard College.

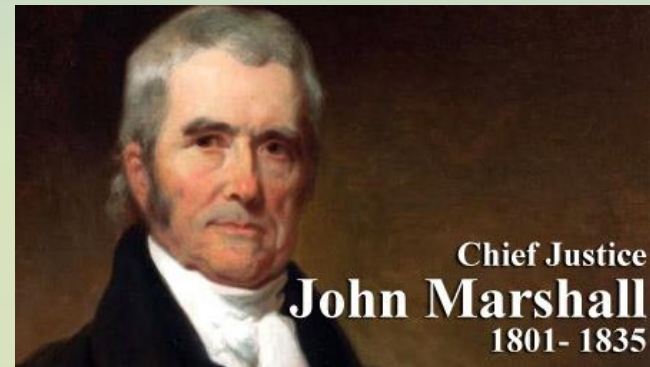
October 9, 1723

Higher Education & Change

United States Higher Education has always been
“Market Driven”



Failed effort to found the
University of the United States



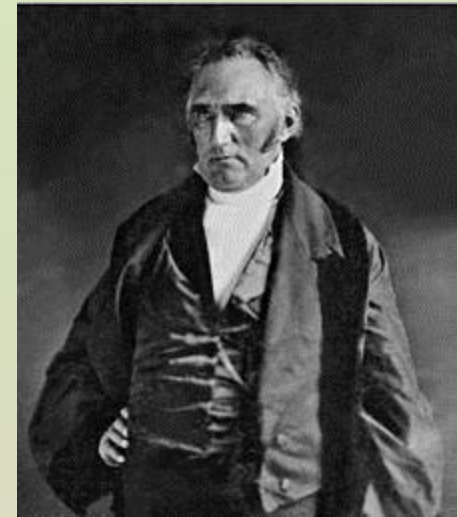
Ruled in favor of Dartmouth
(1819) to prevent state
interference in operations of
the college – led to the
American corporation and the
free enterprise system

Change

- Religious doctrine
- Moral character
- Education for white male elite only
- Modern disciplines – Social and Natural Sciences
- Practical disciplines – Agriculture and the Mechanic Arts
- Research
- Racial and gender equality
- Mass education
- Convenient education

“Many new subjects have been added but the length of college remains the same. Colleges must choose contraction in the number of subjects or, extend college education over a longer period of time – which the American public is unwilling to accept.”

Francis Wayland – President Brown University 1827 - 1856



General Education

“Present college programs are not contributing adequately to the quality of students’ adult lives either as workers or as citizens. This is true in large part because the unity of liberal education has been splintered by overspecialization.”

Report of the President’s Commission on Higher Education, 1947

A TEST OF LEADERSHIP

Charting the Future of U.S. Higher Education

A Report of the Commission Appointed by
Secretary of Education Margaret Spellings

*“At a time when we need to be increasing the quality of **learning outcomes** and the economic value of a college education, there are disturbing signs that suggest we are moving in the opposite direction.”*

Educational Goals

Find a Life Worth Living

Survive

Prosper

“Fit between character of student and institution”

Can we put authentic objective outcome criteria on such subjective outcomes with vastly unique institutions AND variables well out of our control?

Christopher Nelson President, St. John's College in Annapolis

Learning is Iterative & Variable

College Control of Student Experience

Before College

College

After College

Parent
Involvement

Classes
Co-Curricular
Studying



NSPE

National Standardized Parent Exam



Rankings

- Peer Reputation
- Tuition & Fees
- Graduation Rate
- Alumni Giving

LEARNING?

- Yield %
- Pell %
- Endowment Size
- Student Load Default
- Industry Income
- Jobs & Income of Graduates

Can dogs talk?



WABASH NATIONAL STUDY OF **Liberal Arts** Education

Longitudinal Study of 49 institutions & 17,000 students
Evaluating Liberal Arts Outcomes

Outcome Measures

CAAP Critical Thinking Test

Need for Cognition Scale

Miville-Guzman Universality-Diversity
Scale (M-GUDS)

Socially Responsible Leadership Scale
(SRLS-R2)

Defining Issues Test (DIT-2)

Ryff Scales of Psychological Well-Being

Contribution to the Arts

Contribution to the Sciences

Political and Social Involvement

Professional Success

Openness to Diversity and Challenge

Academic Motivation

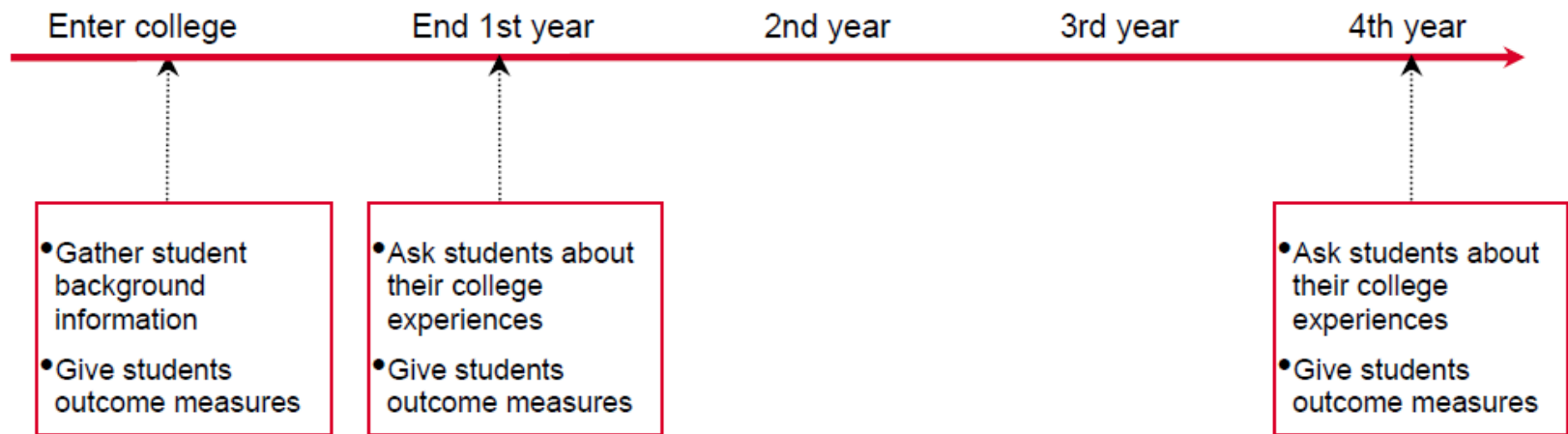
Positive Attitude toward Literacy

Experience Surveys

NSSE

Student Experiences Survey

Timeline



Are Student Self Report Data Valid?

Pedagogies

Supportive Practices



Assignments

WABASH NATIONAL STUDY OF
Liberal Arts Education

Student Self Report?

Longitudinal sample of over 3,000 first-year college students:

“Across several cognitive and non-cognitive outcomes, the correlations between self-reported and longitudinal gains are small or virtually zero”

WABASH NATIONAL STUDY OF
Liberal Arts Education



Liberal Arts Outcomes?

Figure 4. Proportion of students who showed moderate to high growth, small growth, or no growth/decline on Wabash National Study outcome measures over four years of college.

research

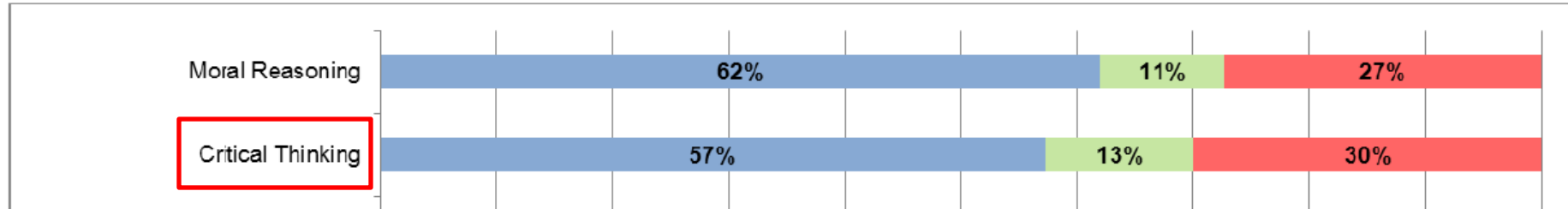


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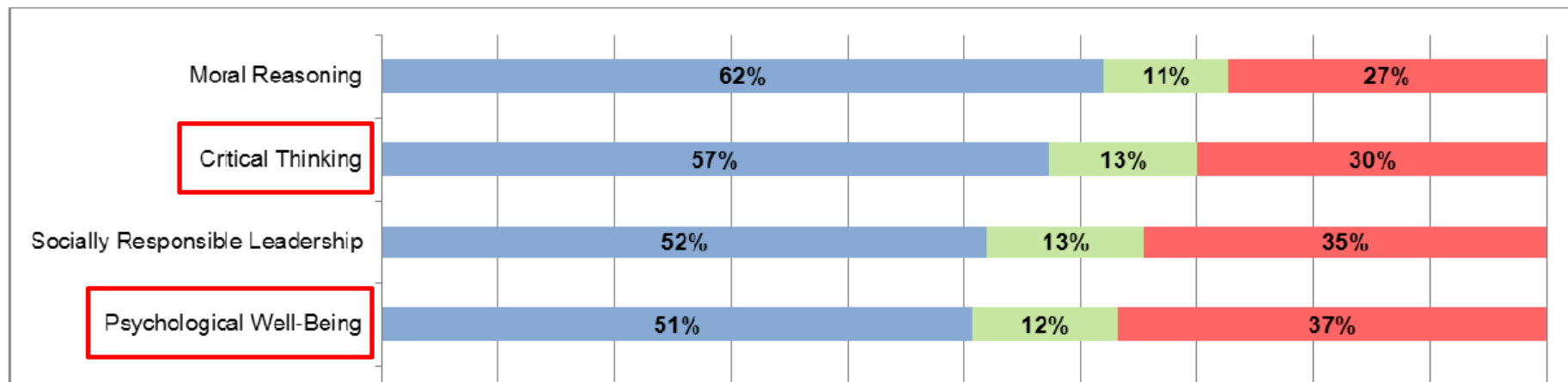


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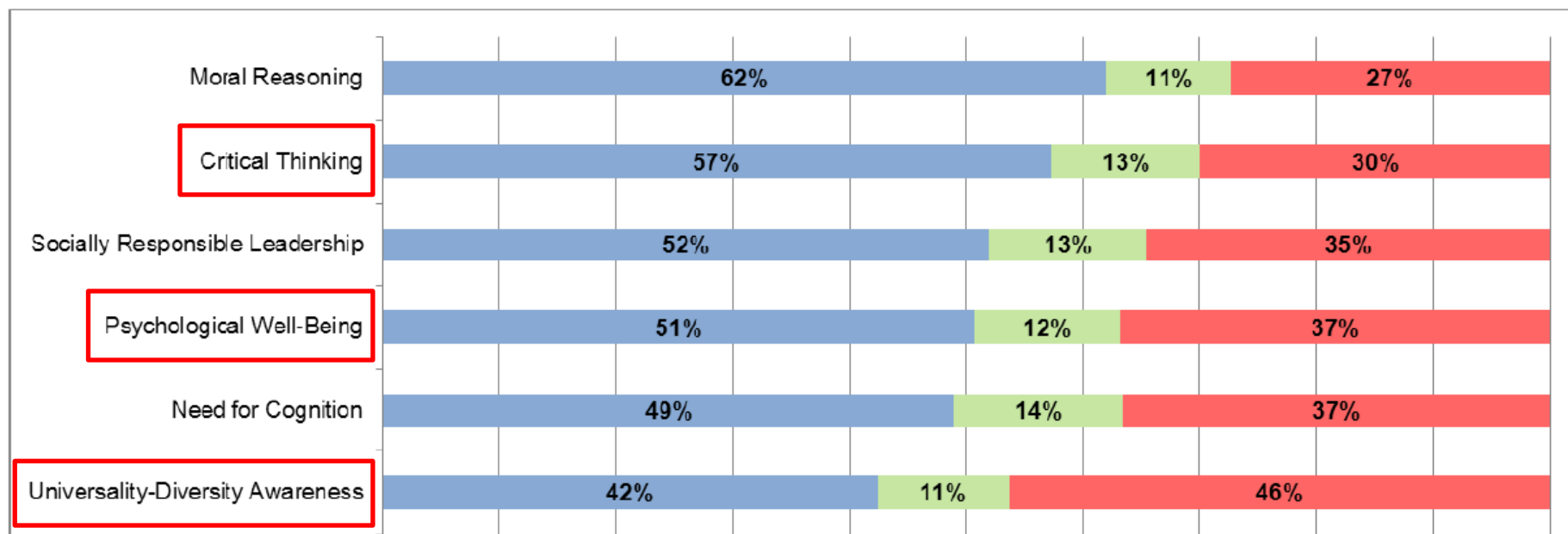


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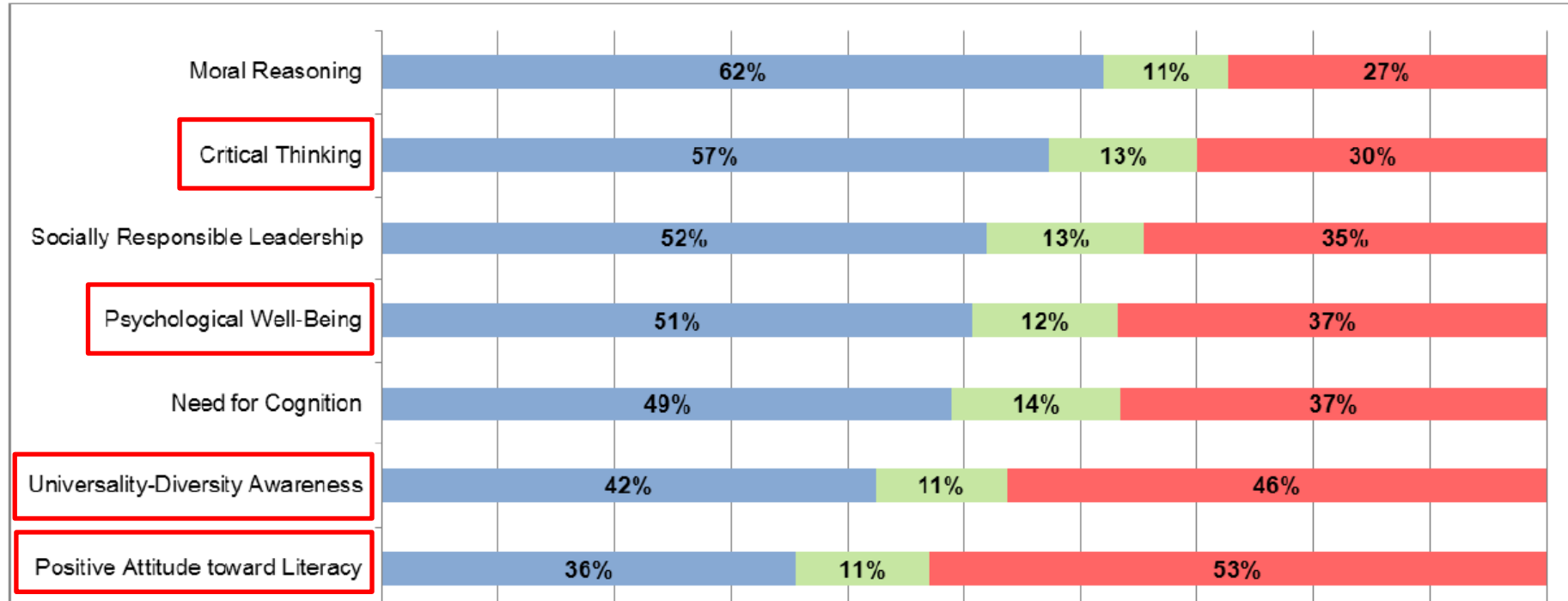


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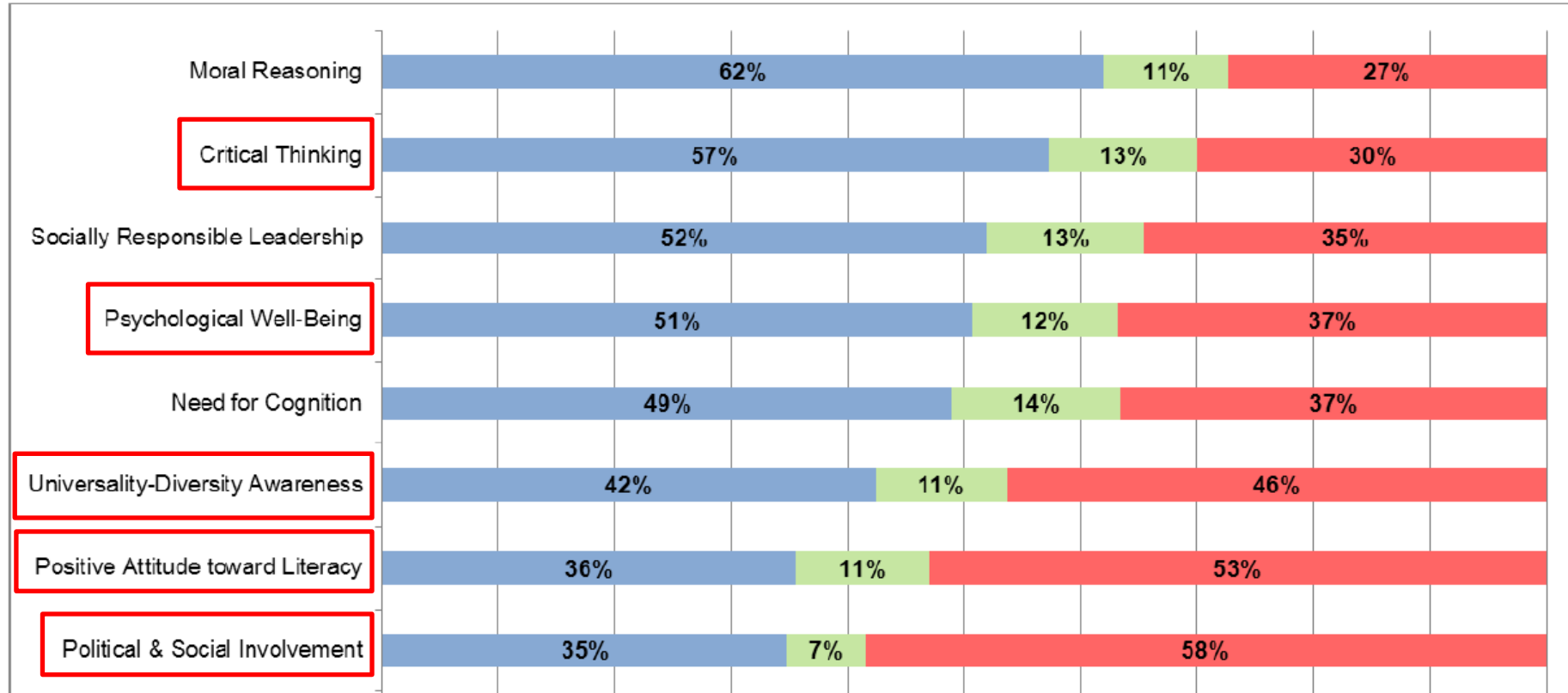


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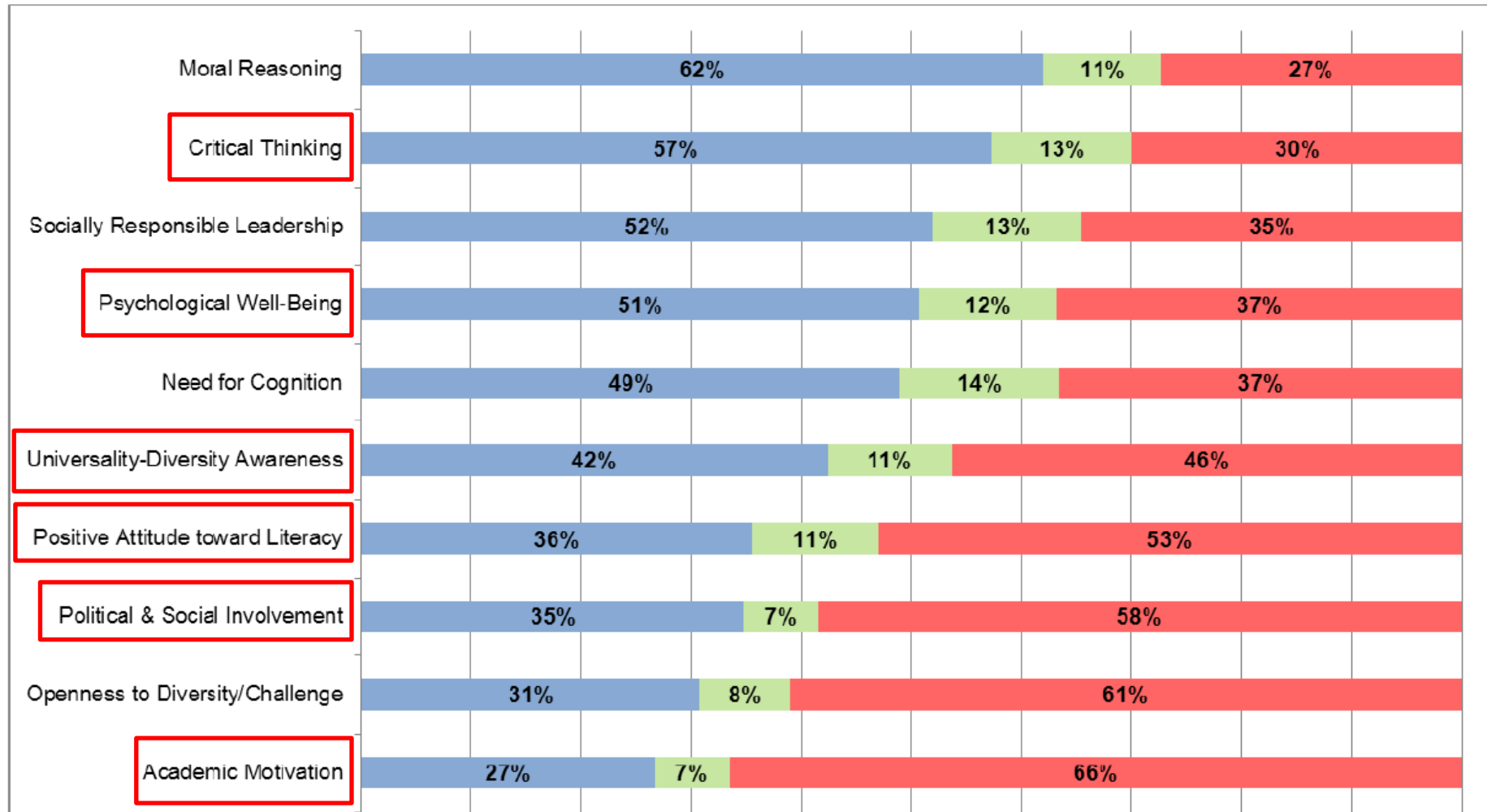


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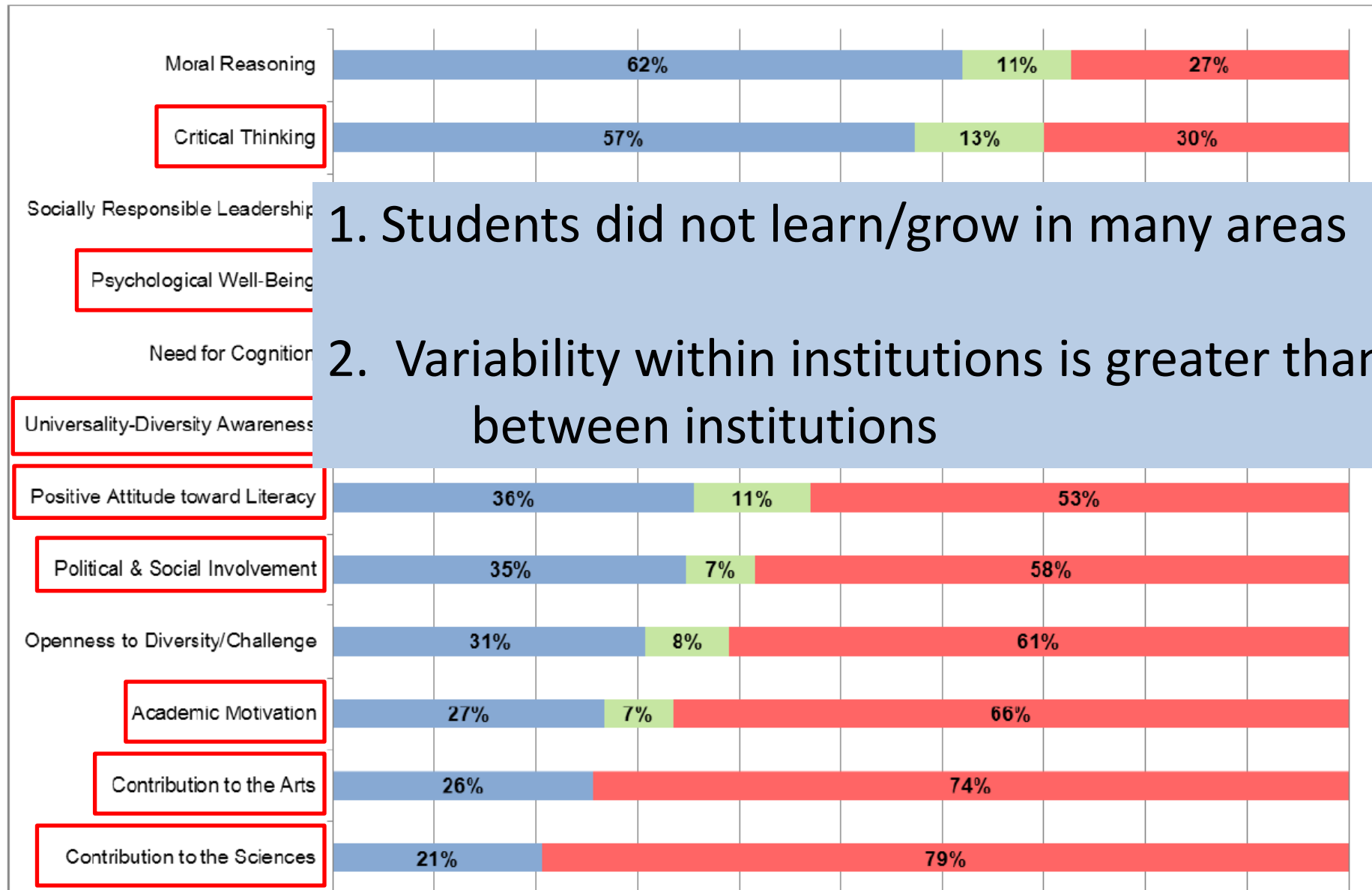


Figure 5. Box plots of the within-institution variation for small colleges (S) and large universities (L) in four-year student change (in standard deviations) in **academic motivation**.

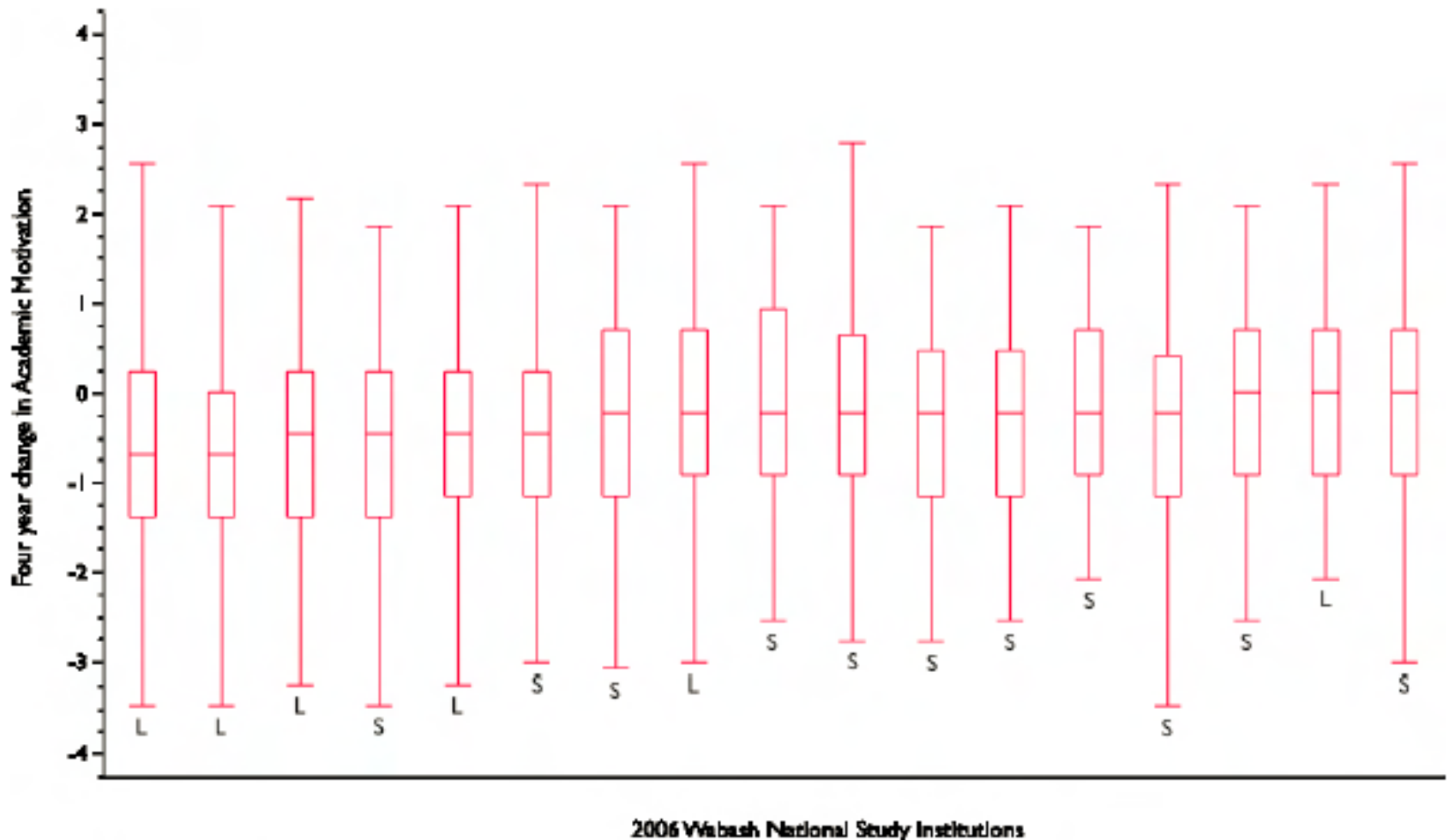
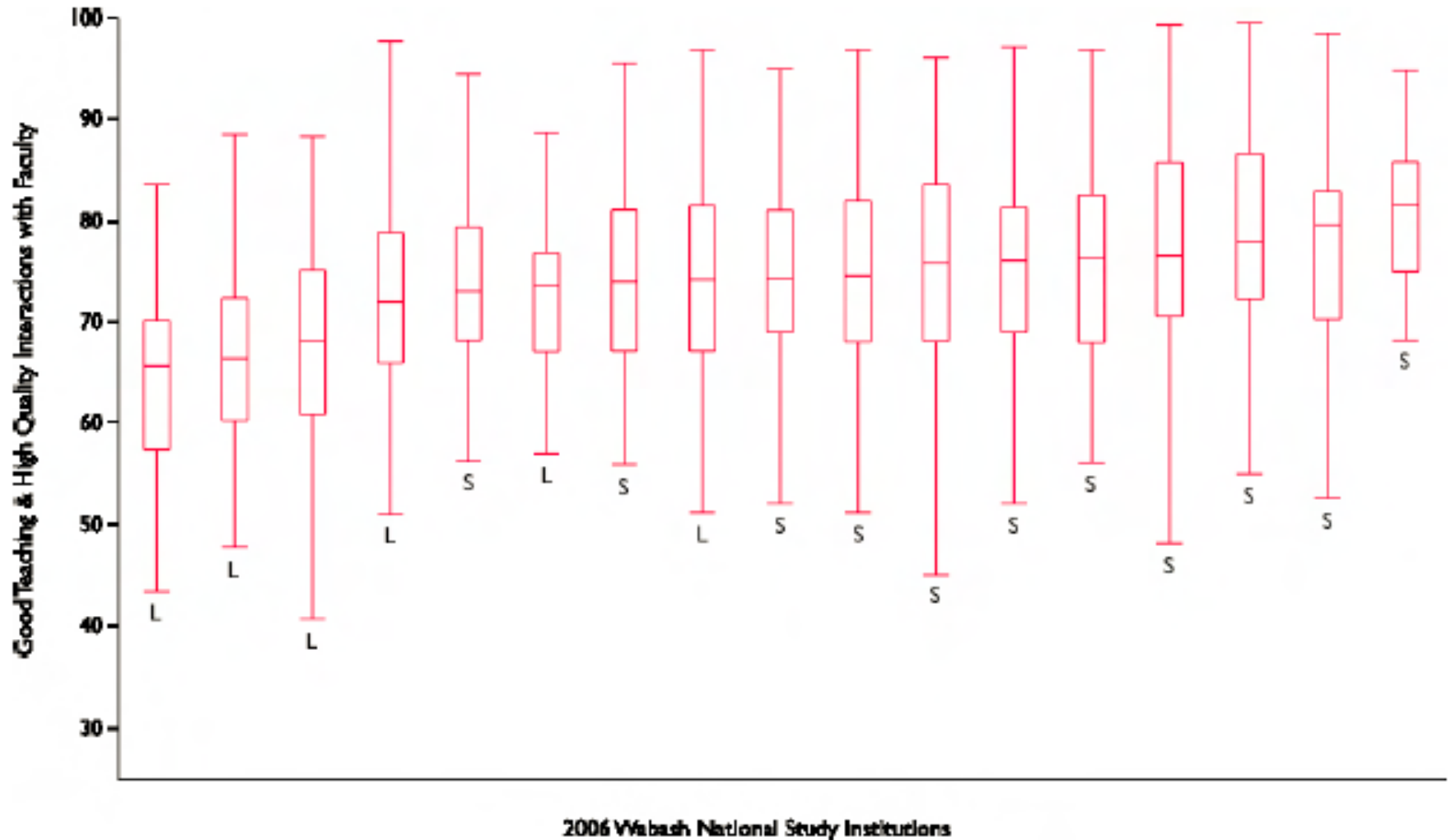


Figure 6. Box plots of the within-institution variation for small colleges (S) and large universities (L) in the level of *good teaching and high-quality interactions with faculty* (scores from 0-100).



What Works?

Good practices from the Wabash Study

- Students who report higher levels of the following are more likely to grow on most of the 12 learning outcomes in the Wabash Study
 - Good Teaching and High-Quality Interactions with “Faculty”
 - ▶ *Faculty/staff interest in teaching and student development*
 - ▶ *Out-of-class student/staff & student/faculty interactions*
 - ▶ *Organization, preparation, clarity, prompt feedback*
 - Academic Challenge and High Expectations
 - ▶ *Hard work, challenging assignments and interactions*
 - ▶ *Synthesis, judgment, integration, and reflection*
 - Interactional Diversity
 - ▶ *Meaningful interactions*
 - Deep Learning
 - ▶ *Higher-order, integrative, and reflective learning*

Chickering & Gamson (1987)

Good Teaching Practice

- 1. Interaction between students and faculty.**
- 2. Interaction and collaboration between students.**
- 3. Active learning techniques.**
- 4. Prompt feedback.**
- 5. Emphasizes time on task.**
- 6. Communicates high expectations.**
- 7. Respects diversity --- talents, experience, and ways of learning.**

*“Learning begins with student engagement, which in turn leads to knowledge and understanding. Once someone understands, he or she becomes capable of performance or action. Critical reflection on one’s practice and understanding leads to **higher-order thinking** in the form of a capacity to **exercise judgment in the face of uncertainty** and to create **designs in the presence of constraints and unpredictability**. Ultimately, the exercise of judgment makes possible the **development of commitment**. In commitment, we become capable of **professing our understandings** and our **values, our faith and our love**, our skepticism and our doubts, **internalizing those attributes and making them integral to our identities.**”*

Schulman, 2002

Academic Reach?

Higher Education may need to be honest about what it REALLY provides to the majority of students

Mission,
Educational Values,
Espoused Outcomes
Are High Ideals....

Not something we can
control or even measure
in most cases



Academic Reach?

Internally agree upon these outcomes and
define standards

Avoid excessive standardization

But

Have Standards



Academic Reach?

Develop a means to constructively communicate these outcomes to the public in order to change the national conversation



If outcomes are often WORSE at the end for students in residential 4 year institutions....

What does this say about outcomes for students that swirl in and out of multiple institutions and transfer credit based on words in a syllabus?

Well Established Institutions Have Inertia Difficult to Change

Tax System



Health Care Delivery



Well Established Institutions Have Inertia Difficult to Change

Inequality

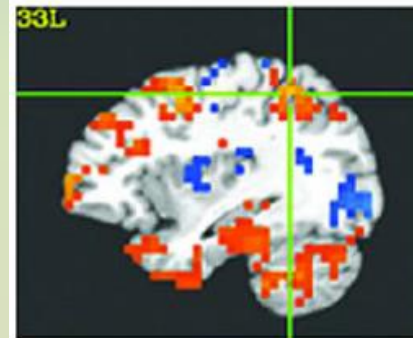
Figure I.1. Income inequality in the United States, 1910-2010



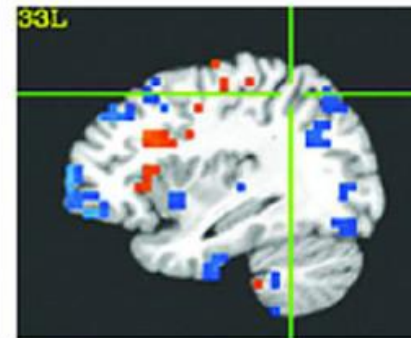
The top decile share in U.S. national income dropped from 45-50% in the 1910s-1920s to less than 35% in the 1950s (this is the fall documented by Kuznets); it then rose from less than 35% in the 1970s to 45-50% in the 2000s-2010s. Sources and series: see piketty.pse.ens.fr/capital21c.

American Football

Pre-Season



In-Season



Higher Education

Is learning and competency used in applying credit to student transfers?

Do students gain the skills, attitudes and habits of mind they need to succeed?

Educational Attainment in the U.S.*	1910	2012
25 or older with a High School Diploma	13%	87.6%
25 or older with a Bachelor's Degree	2.7%	31%
College Enrollment	350,000	21,000,000

*National Center for Education Statistics



PNLC
Pacific Northwest
Learning Consortium



Thank You !

One Day Student Learning Workshops in October:

October 22 – Spokane, WA	Developing and Implementing Assessment Plans
October 24 – Portland, OR	Understanding Student Learning in General Education

www.plu.edu/pnlc





Tips

1. Be COMMITTED to improvement – Incremental, Long-Term, Sustainable
 2. Education goals & process MUST stem from mission & culture
 3. Value the notion of openly QUESTIONING long standing institutional practices
 4. EMBRACE the fuzzy world of program level learning – it is not research !
 5. The first “understanding student learning experience” NEEDS to be a good one
 6. Pilot, pilot again, AND again
 - a. Be willing to EXPERIMENT before data is “conclusive”
 - b. Develop rubrics/methods of evaluation – get close enough – observable,
 - c. Create 4 levels ONLY in the rubric (2 above, 2 below)
 - d. Develop the rubric and analyze student evidence TOGETHER with those that teach the courses
 - e. Use student evidence to support and drive faculty development, curricular/pedagogical change
 - f. Return to a.
- QUALITY TEACHING IS WHAT MATTERS !

COMPREHENSION

ANALYSIS

EVALUATION

KNOWLEDGE

APPLICATION

SYNTHESIS

	Associate				
Cite	Classify		Analyze	Arrange	Appraise
Count	Compare	Apply	Appraise	Assemble	Assess
Define	Compute	Calculate	Calculate	Collect	Choose
Draw	Contrast	Classify		Compose	Compare
Identify	Differentiate	Demonstrate	Categorize	Construct	Criticize
List	Discuss	Determine	Classify	Create	Determine
Name	Distinguish	Dramatize	Compare	Design	Estimate
Point	Estimate	Employ	Debate	Formulate	Evaluate
Quote	Explain	Examine	Diagram	Integrate	Grade
Read	Express	Illustrate	Differentiate	Manage	Judge
Recite	Extrapolate	Interpret	Distinguish	Organize	Measure
Record	Interpolate	Locate	Examine	Plan	Rank
Repeat	Locate	Operate	Experiment	Prepare	Rate
Select	Predict	Order	Inspect	Prescribe	Recommend
State	Report	Practice	Inventory	Produce	Revise
Tabulate	Restate	Report	Question	Propose	Score
Tell	Review	Schedule	Separate	Specify	Select
Trace	Tell	Solve	Summarize	Synthesize	Standardize
Underline	Translate	Translate	Test	Write	Test
		Use			Validate
		Write			

COMPREHENSION			ANALYSIS		EVALUATION	
KNOWLEDGE	APPLICATION		SYNTHESIS			
Associate					Appraise	
Cite	Classify	Apply	Analyze	Arrange		Assess
Count	Compare		Appraise	Assemble		Choose
Define	Compute	Calculate	Calculate	Collect		Compare
Draw	Contrast	Classify	Categorize	Compose		Criticize
Identify	Differentiate	Demonstrate	Classify	Construct		Determine
List	Discuss	Determine	Compare	Create		Estimate
Name	Distinguish	Dramatize	Debate	Design		Evaluate
Point	Estimate	Employ	Diagram	Formulate		Grade
Quote	Explain	Examine	Differentiate	Integrate		Judge
Read	Express	Illustrate	Distinguish	Manage		Measure
Recite	Extrapolate	Interpret	Examine	Organize		Rank
Record	Interpolate	Locate	Experiment	Plan		Rate
Repeat	Locate	Operate	Inspect	Prepare		Recommend
Select	Predict	Order	Inventory	Prescribe		Revise
State	Report	Practice	Question	Produce		Score
Tabulate	Restate	Report	Separate	Propose		Select
Tell	Review	Schedule	Summarize	Specify		Standardize
Trace	Tell	Solve	Test	Synthesize		Test
Underline	Translate	Translate		Write		Validate
		Use				
		Write				

“Assessment practices, and data-gathering, vary widely across different disciplines. How can administrators aggregate data from different departments and programs to arrive at meaningful comparisons with regard to student learning outcomes?”

- Understanding student learning is ***engaged community action***, not research. Enforcing standardized reporting methods may or may not be the most helpful course of action.
- Don't let methodological imperfection deter incremental improvement.
- Think about these questions:

What is most useful ?

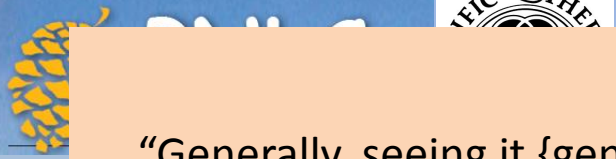
What is politically viable ?

What “comparisons” would aid our understanding of student learning ?

“What are the best practices for integrating assessment without it becoming burdensome for faculty?”

Most faculty already make efforts to understand student learning – however, changes based on what faculty ***already know*** are sometimes supported by anecdote and made in an ad-hoc manner...if changes are made at all.

- Find out what area of learning people are interested in
- If you have a senior experience/capstone, often faculty will describe the deficiencies students bring to this culminating experience – START THERE.
- Keep it simple and focused:
 - Pick one outcome, and one only as a start – let people’s interests guide the focus
 - Pick one assignment/project in a course to use as evidence as a start
 - Spend one day agreeing upon a rubric and evaluating student work
 - Write a few paragraphs about what you learned and what you will do next
 - You are done until next time !



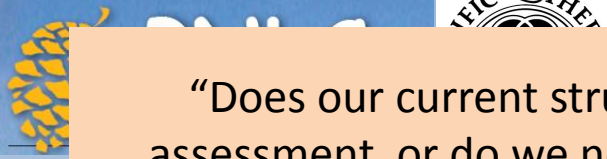
“Generally, seeing it {general education} as more than just hoops to jump through (both the student and faculty perspective). Why exactly are students required to take these classes? It would be good to better explicate that.”

Be authentic and transparent about reality:

“The current state of affairs in our departments, curricular structures, and programs is usually a compromise carefully negotiated among numerous parties over the course of years. Unless the findings are truly devastating, assessment data has little impact on this tightly constrained arrangement.”

Blaich & Wise, NILOA 2011

Politically – What is the motivation for change?



“Does our current structure of General Education requirements lend itself to assessment, or do we need to better articulate our learning objectives? How can learning objectives be more consistent without imposing undue restraints on faculty regarding course content?”

Start with mission & core educational values where faculty share a passion:

Consider these questions:

Is our current general education system serving students optimally?

How would we know or find out?

What would student behavior/performance look like if the goal is met?

Are we being realistic about what our students learn?



“We don’t have a good way of assessing learning outcomes except in a VERY general way through the CLA. What is the solution to these curricular and assessment issues?”

Realize CLA is for accountability – not understanding student learning

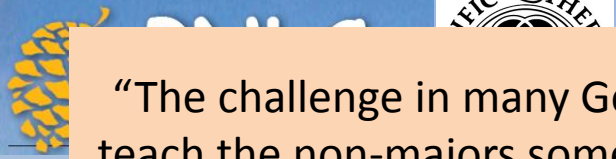
CLA: Critical Thinking, Analytic Reasoning, Problem Solving

Problems:

81% of the variance in institution scores is due to students’ prior learning

“Value Added”, while appealing, is not a valid means to measure changes in student learning (it can work in a laboratory with random sampling and controlling of variables). Reliability score is 0.1 for student learning.

Not tied to what faculty do in the classroom and curriculum



“The challenge in many Gen Ed classes that have mixed populations of students is to teach the non-majors something without boring the majors. In some cases the majors don’t even bother to buy the book since they have already covered much of the material in HS. Kind of sad, in my opinion.”

Down the road – as faculty embrace the idea of change....

Leave Fiefdom Gen Ed and embrace Core Learning tied to mission:

Requires collaborative discussions across departments/units in which faculty wrestle with what general education means at the institution.

Communication

Information Literacy

Critical Thinking

Global and Civic Leadership

Ethical Reasoning

Quantitative and Scientific Reasoning

Creative Expression