

OAR committee has deemed as a best practice in how the DTAs and
AST-1 and -2 are explained to students

Bellevue College

Associate in Arts and Sciences AAS DTA http://s.bellevuecollege.edu/ws/current/Transfer/AAS_DTA.pdf

Associate in Business DTA/MRP http://s.bellevuecollege.edu/ws/current/Transfer/AB_DTAMRP.pdf

Associate in Science Track 1: http://s.bellevuecollege.edu/ws/current/Transfer/AS_TrackI.pdf

Associate in Science Track 2: http://s.bellevuecollege.edu/ws/current/Transfer/AS_TrackII.pdf

Pierce College

Pre-Nursing DTA/MRP: see link below, pages 62/63

http://www.pierce.ctc.edu/dist/degree/ref/files/worksheets/2015-16/associate_preNursing_DTA_worksheet.pdf

Associate in Science Track 1: 1 http://www.pierce.ctc.edu/pubs/catalog/ref/files/2014-15/1415_catalog.pdf pages 31/32

https://www.pierce.ctc.edu/dist/degree/ref/files/worksheets/2015-16/associate_of_science_trk1_DTA_worksheet.pdf

Associate in Science Track 2:

http://www.pierce.ctc.edu/dist/degree/ref/files/worksheets/2015-16/associate_of_science_trk2_DTA_worksheet.pdf

WSAC Update

Intercollege Relations Commission

October 2015

Jim West, Associate Director



Agenda

- General Updates
 - 2016 Legislative Priorities
 - Residency
 - 1079 students
 - DACA Students – AG Memorandum
 - State Need Grant Eligibility
 - College Bound Scholarship
 - Veterans - 5355 Choice Act
- In the works

Council Meeting

<http://www.wsac.wa.gov/2015-meetings>

- Council Meeting October 15 – UPS
 - Roadmap Progress Data and Analyses
 - GET Update
 - Legislative Priorities Advancing Educational Attainment
 - Recommended changes to Minimum College Admission Standards
 - Adult Reengagement Through Innovative Program Delivery

Legislative Priorities

<http://www.wsac.wa.gov/sites/default/files/2015.10.15.04.Legislative.Priorities.pdf>

- WSAC recommends that the Governor and Legislature:
 - Provide an additional **\$19 million** for SNG to reduce the funding gap so an additional **4,500** students can be served.
 - Over 27,000 students who were eligible did not receive a grant in 2014-15
 - Maintain College Bound scholarship awards to meet the caseload forecast and provide **\$531,000** to enhance outcomes for College Bound Scholarship students
 - For administrative activities in communications, research, and data exchange to monitor scholarship eligibility.
 - 15,690 students will be eligible for scholarship payments in 2016-17 (as of June 2015)

Legislative Priorities

<http://www.wsac.wa.gov/sites/default/files/2015.10.15.04.Legislative.Priorities.pdf>

- In addition, and within OFM mandated limitations, the Council is requesting:
 - **\$155,000** for continuation of the STEM Alliance to advance STEM education initiatives and develop a web-based progress report.
 - **\$223,000** to provide resources to
 - increase on-site technical assistance and outreach in the areas of **Degree Authorization** for out-of-state institutions doing business in Washington
 - monitoring institutions participating in **state financial aid programs**, and
 - oversight in the approval of **Veterans Benefits**. (Student consumer protection)
 - **\$94,000** in expenditure authority for ***The Aerospace Training Student Loan Account*** to align with the intent for the fund to eventually be self-sustaining and provide resources to administer the growing program.

Residency

RCW 28B.15.012

Classification as
resident or
nonresident student-

Definitions.

- (2) The term "resident student" shall mean:
 - (a) A financially independent student who has had a domicile in the state of Washington for the period of one year immediately prior to the time of commencement of the first day of the semester or ... and has in fact established a bona fide domicile in this state primarily for purposes other than educational;
 - (b) A dependent student, if one or both of the student's parents or legal guardians have maintained a bona fide domicile in the state of Washington for at least one year immediately prior to commencement of the semester or quarter...;
 - (c) *A student classified as a resident based upon domicile by an institution on or before May 31, 1982, who was enrolled at a state institution during any term of the 1982-1983 academic year, so long as such student's enrollment (excepting summer sessions) at an institution in this state is continuous;*
 - (d) Any student who has spent at least 75% of both his or her junior and senior years in high schools in this state, whose parents or legal guardians have been domiciled in the state for a period of at least one year within the five-year period before the student graduates from high school, and who enrolls in a public institution of higher education within six months of leaving high school, for as long as the student remains continuously enrolled for three quarters or two semesters in any calendar year;

Residency - 1079 Provision

RCW 28B.15.012

(2)(e) Applies to students who have either

- a) Completed the full senior year of high school and obtained a high school diploma, **or**
- b) Have received the equivalent of a diploma and...
 - lived in Washington for at least **3 CALENDAR** years immediately prior to receiving the diploma or its equivalent; *(NOTE: revised 1079 affidavit last year)*
 - continuously lived in Washington after receiving the diploma or its equivalent; and
 - provides to institution an affidavit indicating they will file an application to become a permanent resident at the earliest opportunity they are eligible to do so; and
 - are willing to engage in any other activities necessary to acquire citizenship, including but not limited to citizenship or civics review courses.

Residency 1079 Provision

NEW

- Based on discussions between the AG for Residency and the Department of Homeland Security, requirements for nonimmigrant visa holders submitting 1079 affidavits are revised **effective January 1, 2015**.
- **No additional documentation** will be required beyond what would normally be requested of any other student submitting the 1079 affidavit. That is, an I-485 receipt notice is no longer required when submitting the 1079 affidavit.

DACA

Deferred Action for Childhood Arrival

NEW

- On June 15, 2015, the Department of Homeland Security's office of U.S. Citizenship and Immigration Services (USCIS) issued updated clarification about individuals granted Deferred Action for Childhood Arrival (DACA) status.
- **USCIS clarified that individuals granted deferred action are not precluded by federal law from establishing domicile in the U.S.**
- On July 31, The AG's Office clarified that "DACA students may now qualify for resident tuition pursuant to **RCW 28B.15.012(2) (a)-(d)** and qualify under the exception from the definition of nonresident student for individuals "permanently residing under color of law" (PRUCOL) found in **RCW 28B.15.012(3)(b).**

DACA

Deferred Action for Childhood Arrival

- *As a consequence:*
 - Some Washington financial aid programs may be available to more students.
- The effect of the USCIS clarification:
 - Individuals with DACA status now have the ability to establish domicile and qualify for residency under RCW **28B. 15.012(2) (a)-(d)**.
 - This means that these students may participate in the CBS program provided they meet all other program requirements.

DACA Status – Financial Aid Impact

CBS

College Bound Scholarship Program (CBS) limits eligibility to students qualifying as resident students pursuant to **RCW 28B.15.012(2)(a)-(d)**.

- Students with DACA status that are residents under (a)-(d) may participate in the CBS program provided they meet all other program requirements.
- Students (including DREAMers without DACA status) that are determined to meet residency under (e) (*aka 1079*) **may not participate in the CBS program at this time.**

DACA Status – Financial Aid Impact

SNG

- State Need Grant (SNG) limits eligibility to students qualifying as resident students pursuant to RCW 28B.15.012(2) **(a)-(e)**.
- Students with DACA status that are determined to be residents under **(a)-(d)** may participate in the SNG program provided they meet all other program requirements.
 - This could include students that did not previously meet **(e)/1079** requirements (3 years and/or Washington high school graduation).

Residency and Financial Aid

SUMMARY

- Residency definitions vary by financial aid program.
 - SNG - State Need Grant = RCW 28B.15.012(2)(a)-(e). *Includes DREAMers (1079) (e) as of 2014.*
 - CBS - College Bound Scholarship = RCW 28B.15.012(2)(a)-(d), *including DACA as of July 2015*

Residency for Veterans and their families ESSB 5355

Modifying
definition of
resident to comply
with Choice Act of
2014

- Signed into law effective July 24, 2015.
- This act amends RCW 28B.15.012:
Classification as Resident or Nonresident
Student – Definitions

Veteran

New sections
added to
28B.15.012(2)
Definitions of
resident student

- **28B.15.012 (2)(k)** A student who has separated from the **uniformed services** with any period of honorable service after at least ninety days of active duty service; is **eligible for benefits** under the federal all-volunteer force educational assistance program (38 U.S.C. Sec. 3001 et seq.), the federal post-9/11 veterans educational assistance act of 2008 (38 25 U.S.C. Sec. 3301 et seq.), or any other federal law authorizing educational assistance benefits for veterans; and enters an institution of higher education in Washington **within three years of the date of separation;**

Spouses and dependents

New section added to 28B.15.012(2)

- **28B.15.012(2)(I)** A student who is entitled to veterans administration educational assistance benefits based on the student's relationship as a **spouse**, **former spouse**, or **child** to an individual who has separated from the uniformed services with any period of honorable service after at least ninety days of active duty service, and who enters an institution of higher education in Washington within three years of the service member's date of separation;

New section
added:
28B.15.012(2)
(m)

- **28B.15.012 (2)(m)** A student who is entitled to veterans administration educational assistance benefits based on the student's relationship with a **deceased member of the uniformed services** who completed at least ninety days of active duty service and died in the line of duty, and the student enters an institution of higher education in Washington within three years of the service member's death;

Summary:

New sections added to 28B.15.012(2)

- The 2015 amendments to RCW 28B.15.012 align state residency requirements with eligibility for federal veteran education benefits.
- If a student demonstrates that they live in the state of Washington, meet the 90 day, three year requirement, and possess a current **Certificate of Eligibility** (COE) for federal veteran education benefits, the student qualifies as a resident for tuition purposes.
 - The student may possess a **current COE** but is not required to be using the benefits at this time.
 - The student presents the COE and Form DD 214 to determine the three year period (exit date).
- Once an individual is classified as a resident pursuant to RCW 28B.15.012(2)(k), (l), or (m), that status shall remain unchanged so long as the individual is continuously enrolled at an institution of higher education in Washington.

In the Works

- 1079 data collection –now
- WAC250.18 (WAC) Residency revision - now
- Residency Q & A Development
- PLA Conference – November 6, CWU
- PLA Data Collection (now) and Report

For further
information

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Academic Affairs and Policy

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Financial Aid – WASFA information

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sng@wsac.wa.gov

Becky Thompson, Director

Student Financial Assistance

beckyt@wsac.wa.gov

Joyce Hammer
Director of Transfer Education

2015 ICRC Fall Meeting
October 15-16
Heritage University

BETTER JOBS, BRIGHTER FUTURES, A STRONGER WASHINGTON



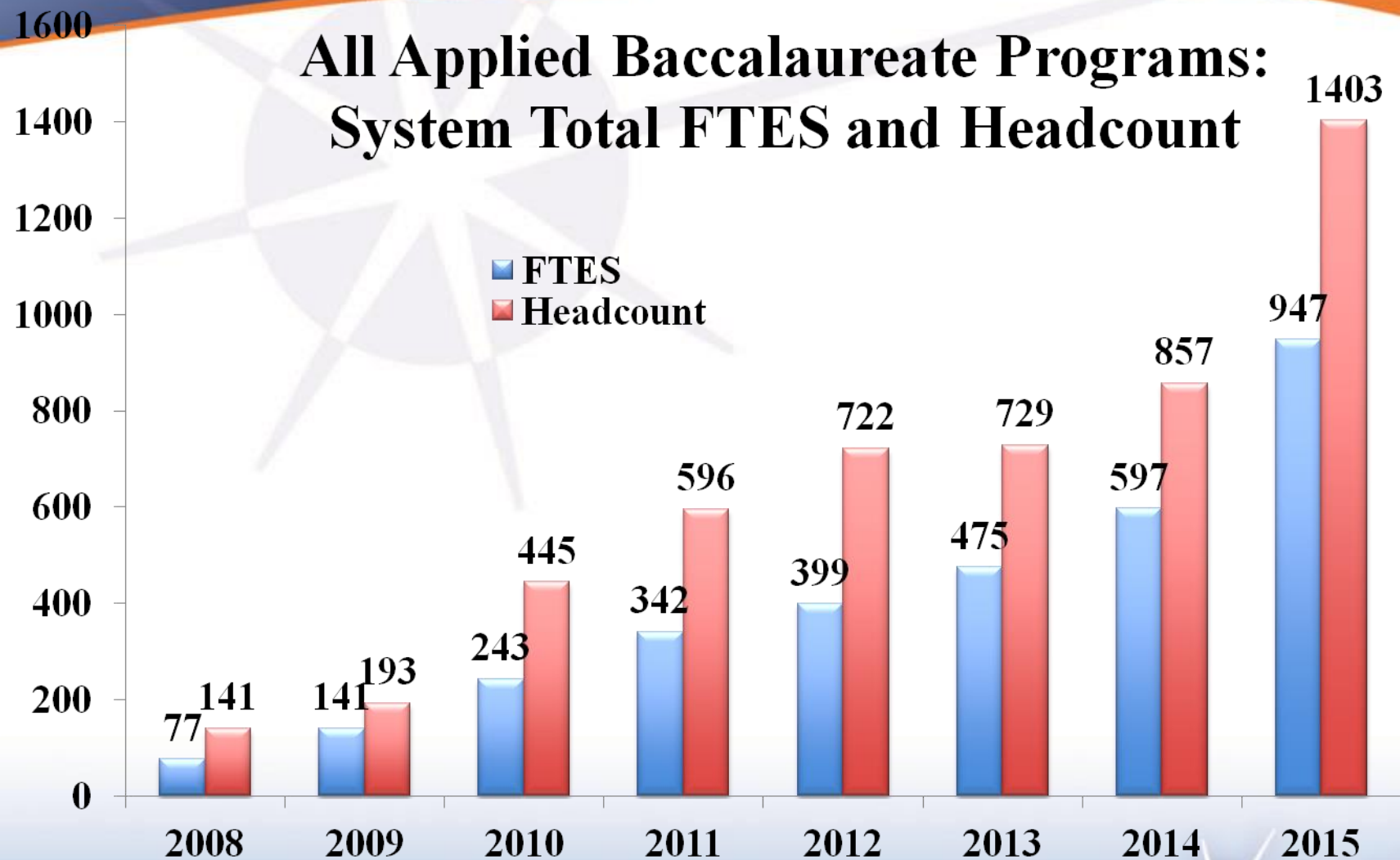
CTC Transfers 2014-2015

- Public BI's (unofficial) 15,000+
- Western Governors University 2,175
- University of Phoenix 651
- Washington Independent BI's 3,272
- Portland State Univ. and U/Idaho 251

Applied Baccalaureate Degrees

- 2005 pilot (Bellevue, Olympic, Peninsula, South Seattle), 2010 regular status
- 2012 SBCTC authorized to approve
- Currently **35 programs** at **15 colleges**
- 2014-2015: 947 FE enrolled, 1403 headcount
- 1079 Completions (September 2015)
- 2017-2018: **52 programs** at **23 colleges**

All Applied Baccalaureate Programs: System Total FTES and Headcount



Applied Baccalaureate Degrees: Policy and Outcomes Evaluation

Research Report 15-2 August 2015

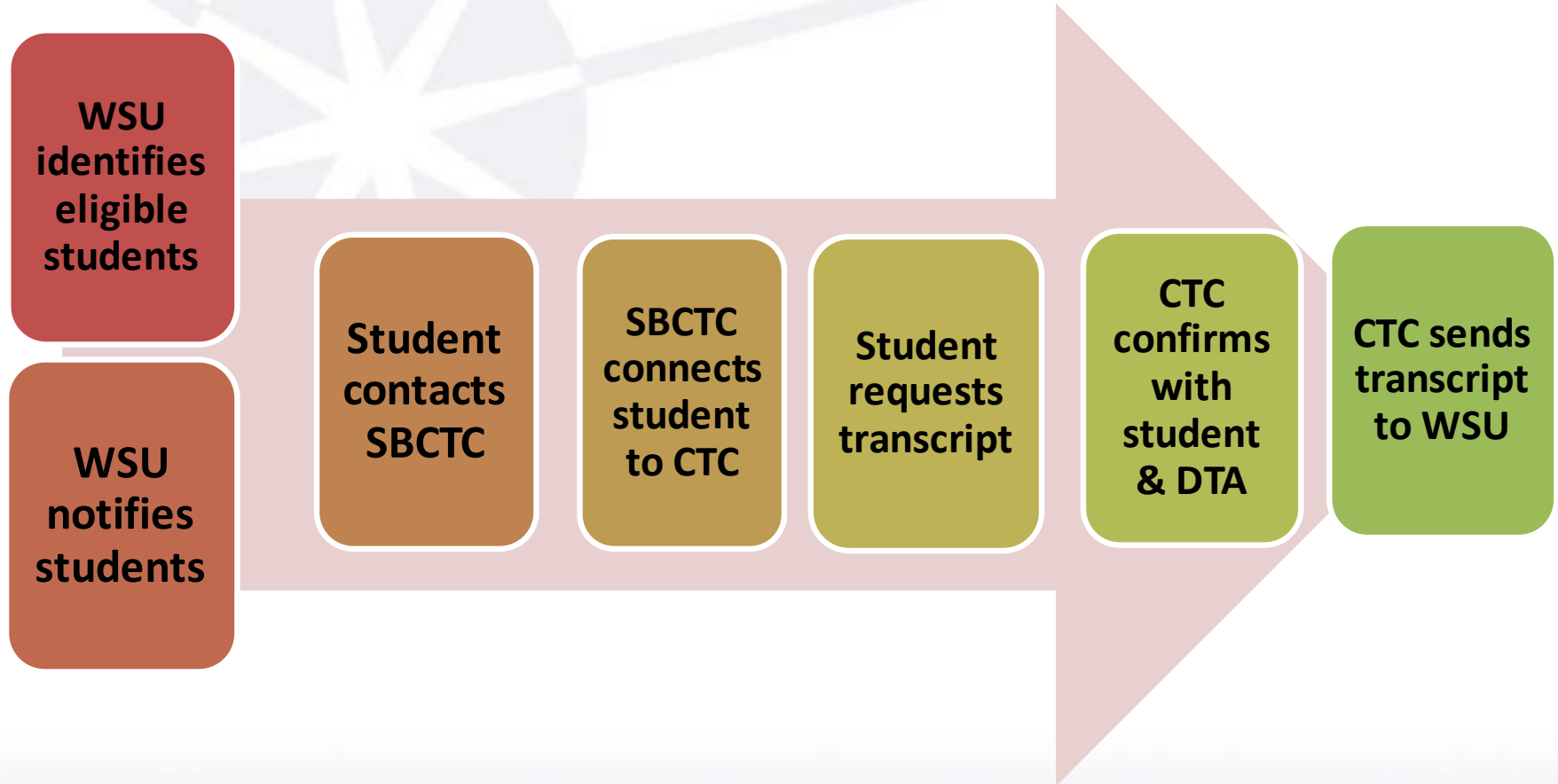
Post Program Earnings Differences Between the Associate in Applied Baccalaureate Degrees

Research Report 15-3 August 2015

Reverse Transfer in Washington

- EWU and Community Colleges of Spokane
 - Current undergraduate
 - 60 quarter credits at CTC
- WGU
 - 15 quarter credits at CTC
 - One term at WGU
 - WA residency and enrolled at time of articulation
- Kick-off meeting

WASHINGTON'S COMMUNITY AND TECHNICAL COLLEGES



Challenges

- Name
- CTC graduation requirements
- CTC residency requirements
- Reciprocity agreement
- FERPA and MRTE
- Opt-in vs opt-out
- Transcript fee
- Equity gap
- Workload
- Other?

Resources

www.reversetransfer.org

<http://occrl.illinois.edu/projects/credit-when-its-due-convening/>

Other Hot Topics

- CTC Link
- Dual credit
- Reciprocity agreement
- Smarter Balanced Assessment
- Legislative asks
- English 100
- [Competency-Based Education Projects](#)
- CCN “&”



SBCTC Responsibilities

ARC, WCHSCR
Scott Copeland
Policy Associate for Student Services
[Scott Copeland](#)

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

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



CENTRAL WASHINGTON UNIVERSITY

EASTERN WASHINGTON UNIVERSITY

THE EVERGREEN STATE COLLEGE

UNIVERSITY OF WASHINGTON

WASHINGTON STATE UNIVERSITY

WESTERN WASHINGTON UNIVERSITY

WASHINGTON STATE

Council of Presidents

2015 ICRC Fall Meeting October 15, 2015

Julie Garver, Associate Director for Academic Policy

About COP

COP is a voluntary association of Washington's six public baccalaureate degree granting college and universities. We strive to be a common voice for the public baccalaureate sector and the most respected and trusted resource for decision makers on issues affecting public higher education. We foster coordination and collaboration among the public baccalaureates as well as with myriad other educational partners.



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Cullinan**
*Eastern Washington
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*Washington State
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President
**Ana Mari
Cauce**
*University of
Washington*

Washington's Public Baccalaureates



- Presence in all 39 counties
 - 4 branch campuses: UW Bothell, UW Tacoma, WSU Tri-Cities, WSU Vancouver
 - WSU Spokane – Health science campus with partners EWU and UW
 - University centers and academic partnerships with 21 community and technical colleges
 - Over one third of undergraduates are low income
 - 37% of entering students are transferring from another institution
- 85% of undergrads are Washington residents
 - Average 2014-15 FTE enrollment of 107,935



Transfer and Articulation

Transfer and Articulation

- Transfer students and freshman-entry students in Washington complete their bachelor's degrees with, on average, nearly the same number of accumulated credits.
- The three year graduation rate for DTA/AST transfer students who entered in 2010-11 was **71%** and climbed to **76%** four years after transfer.
- Transfer students without the DTA/AST transfer degrees did not complete at the same rate. Sixty-three percent completed in three years and **70%** completed within four years of transfer.



Source: Washington Statewide Public Four-Year Dashboard. ERDC.

Current Achievements

- Final stages of approving a DTA/MRP in Computer Science
 - Joint Transfer Council Effort – Led by Julie and Joyce
 - Current Status: Draft agreement in circulation for review, possible approval Fall 2015
- Final stages of approving a DTA/MRP in AFA-Music
 - Joint Transfer Council – Led by Jim West
 - Current Status: Draft agreement under consideration
- Several areas of work in the area of dual credit:
 - AP: Outlined equivalencies
 - IB: Outlined equivalencies
 - Provided a structure for updating WSAC on AP/IB course equivalencies



Next Steps

- Continue to partner with the CCTCs and ICW on DTAs/MRPs
- Work to provide clarity around what is a DTA vs. MRP
- Several areas of work in the area of dual credit:
 - AP/IB: Work on clarity with re: to policy within our sector
 - Cambridge: Work on equivalencies
 - Rulemaking for implementation of HB 1546: Quality Standards



Questions

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Transfer Credit Practices *of* Designated Educational Institutions

An Information Exchange



AMERICAN ASSOCIATION OF COLLEGIATE
REGISTRARS AND ADMISSIONS OFFICERS

2015



THE
TRANSFER HANDBOOK
PROMOTING
STUDENT
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American Association of Collegiate Registrars and Admissions Officers



AACRAO Technology & Transfer Conference
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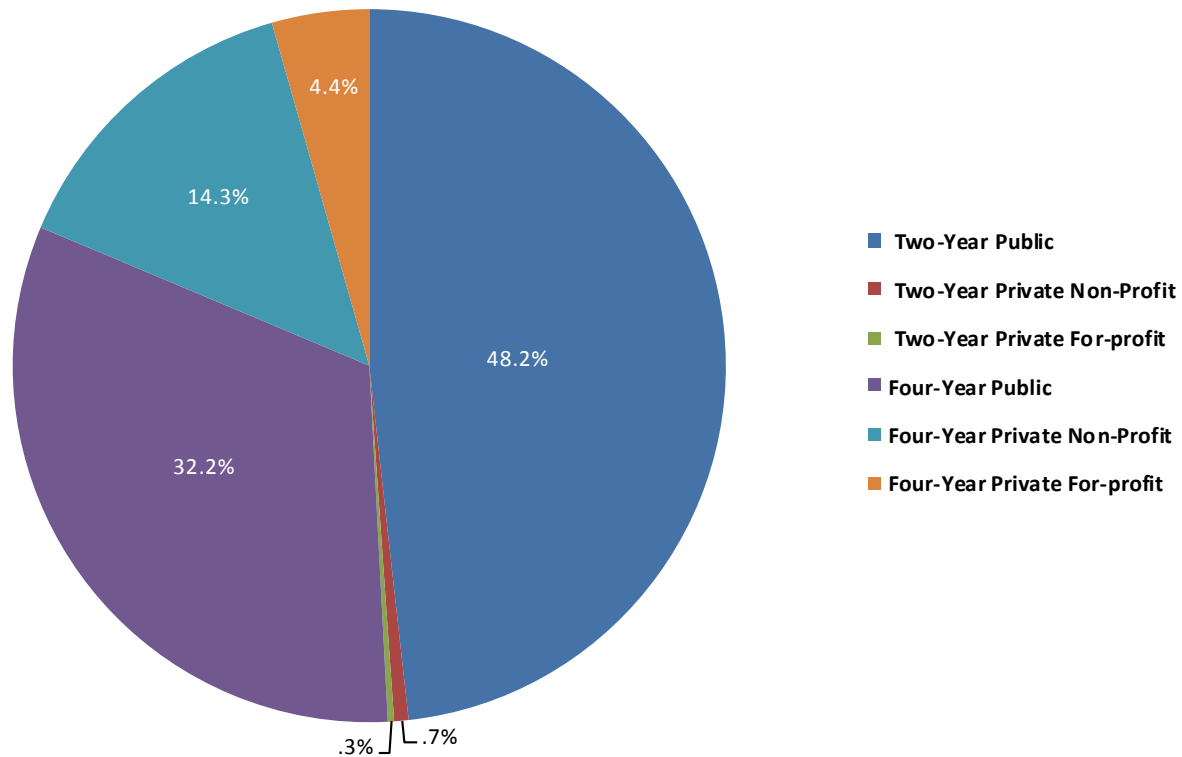
The National Student Clearinghouse Data

- Researchers can follow students across all types of institutions; two-year and four-year, public and private;
- Data are not limited by state lines;
- Outcomes can be measured over multiple years and for different cohorts;
- Results can be reported at the national, state or regional level.

Cohort and Outcome Definitions

- 3.6 million first-time students in Fall 2008;
- Full-time, part-time, mixed enrollment;
- Transfer outcomes over 6 years through August 2014;
- Transfer defined as enrollment in an institution different from the starting institution

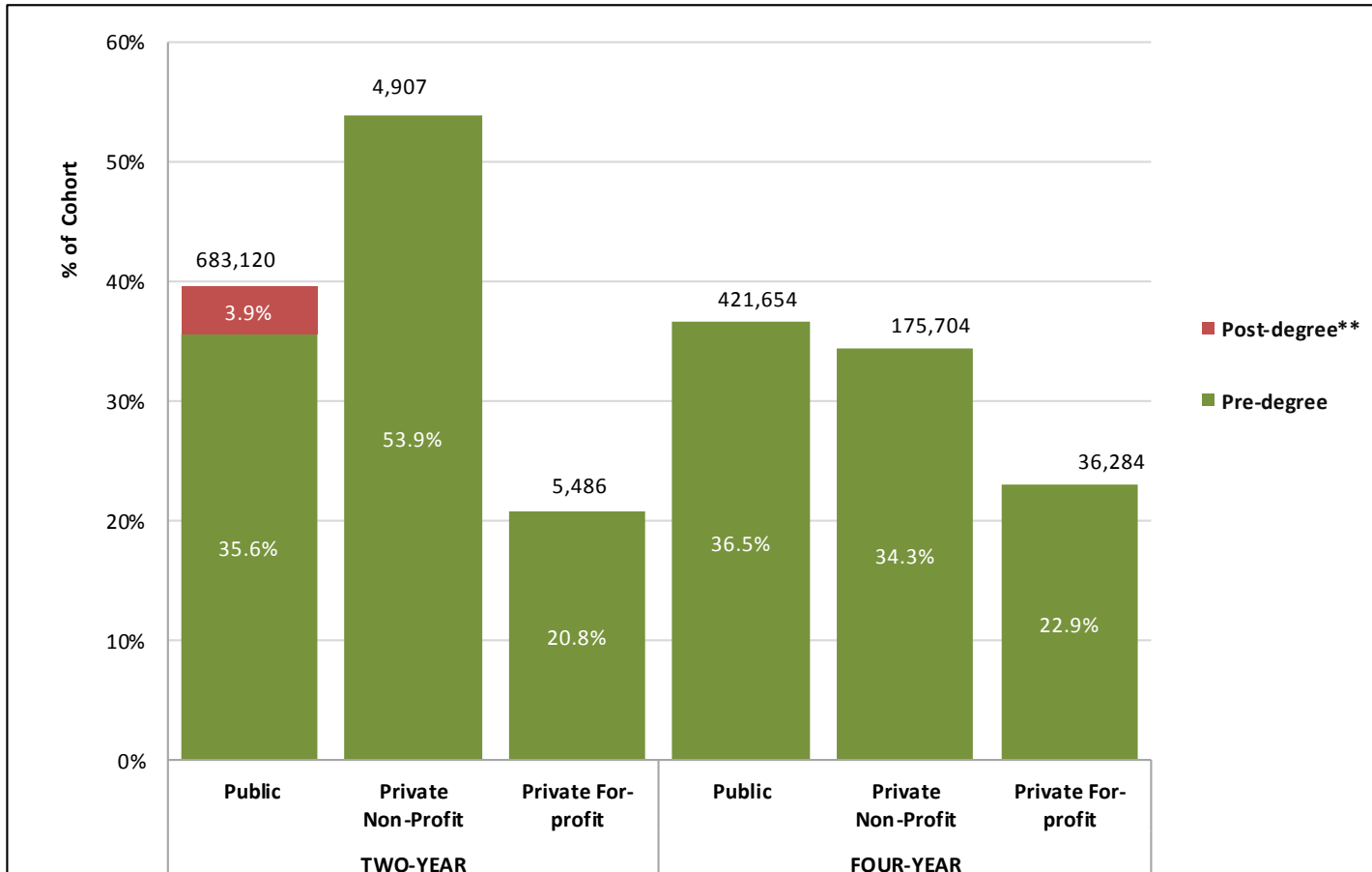
Students' First Enrollment by Institution Type, Fall 2008 Cohort



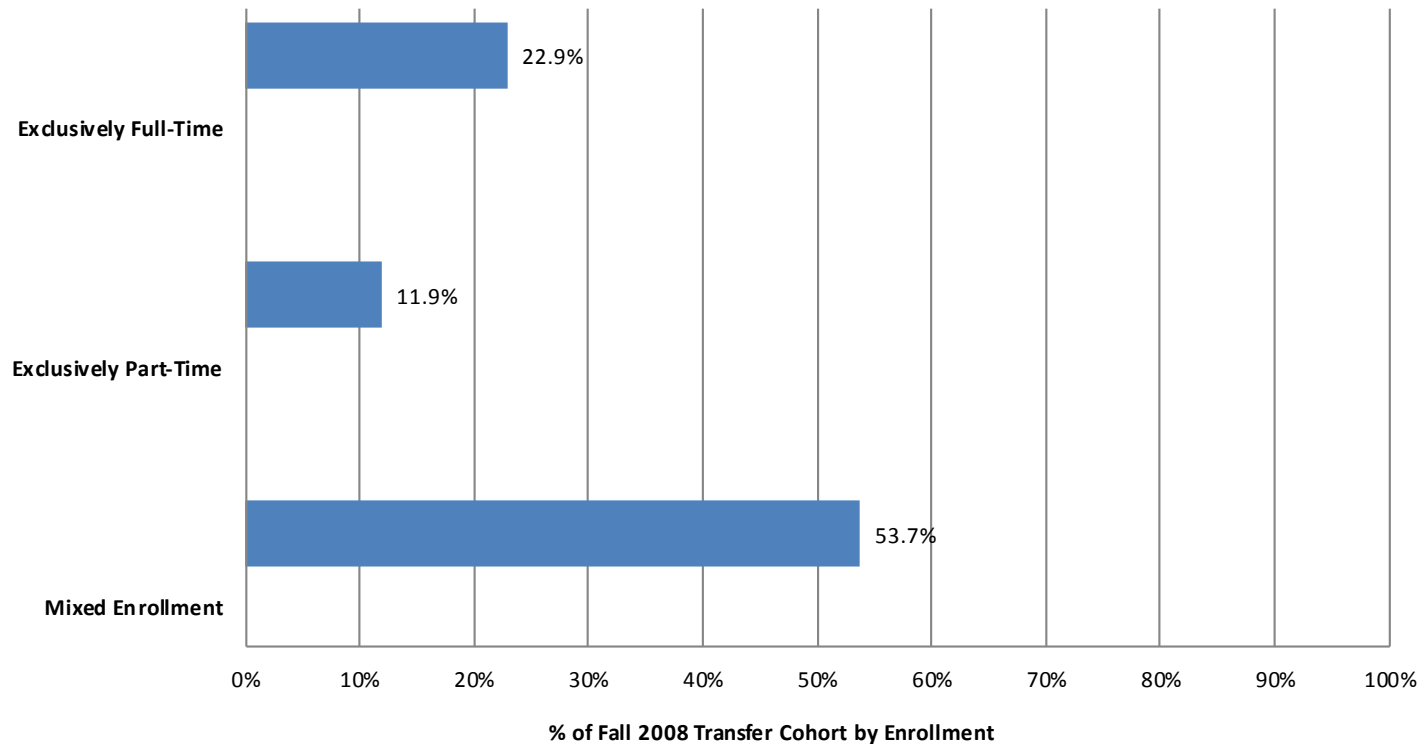
Overall Transfer Rates

- Over a third (37.2 percent) transferred to a different institution at least once within six years.
- Of those who transferred, almost half (45 percent) changed their institution more than once.
- Counting multiple moves, students in the fall 2008 cohort made 2.4 million transitions from one institution to another within six years.

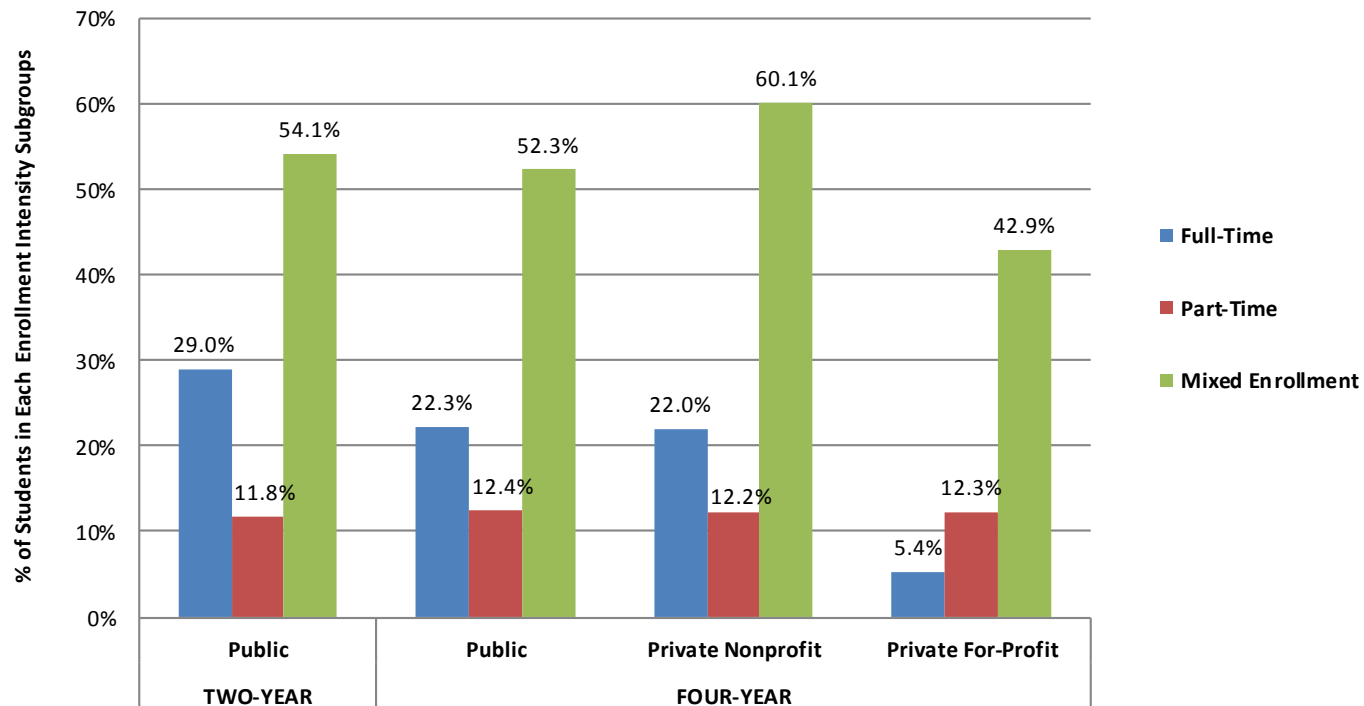
Six-Year Transfer and Mobility Rates by Sector and Control of Starting Institution



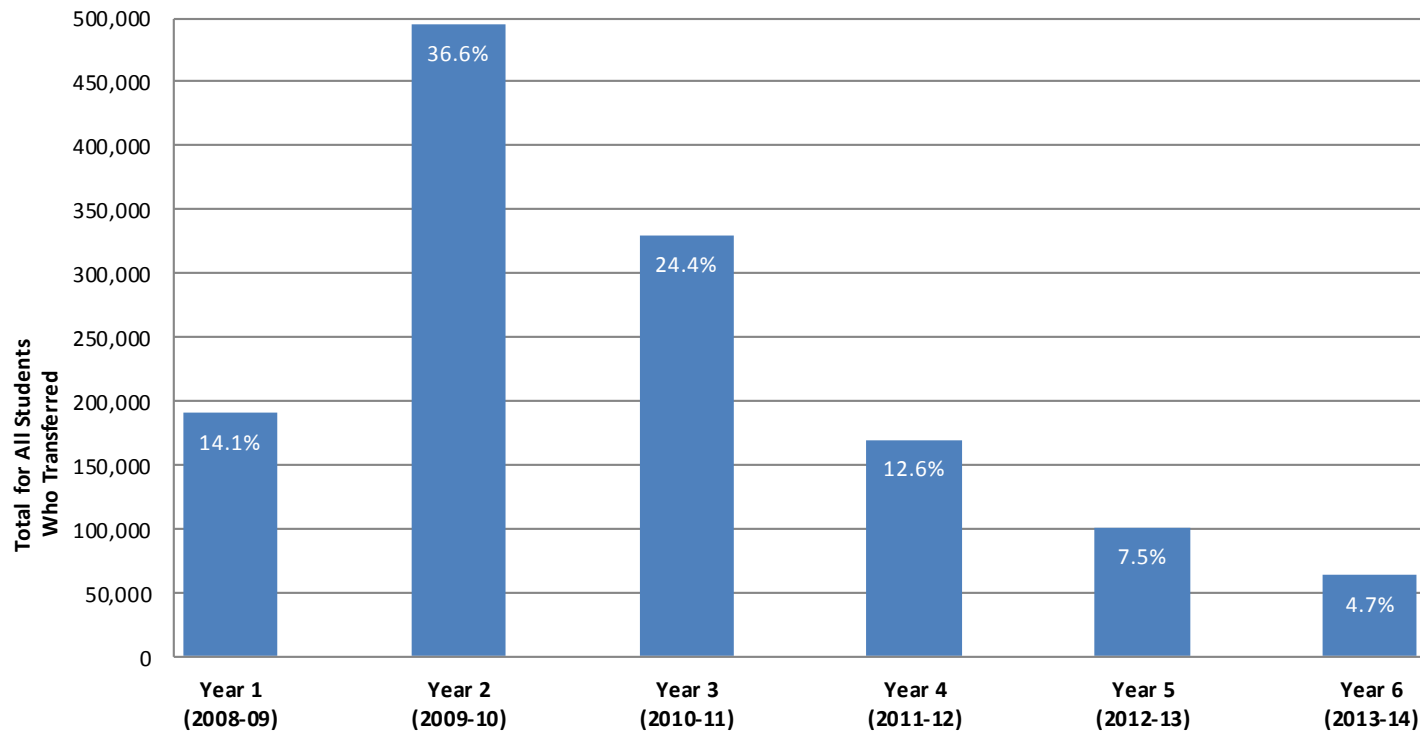
Six-Year Transfer and Mobility Rates By Enrollment Intensity



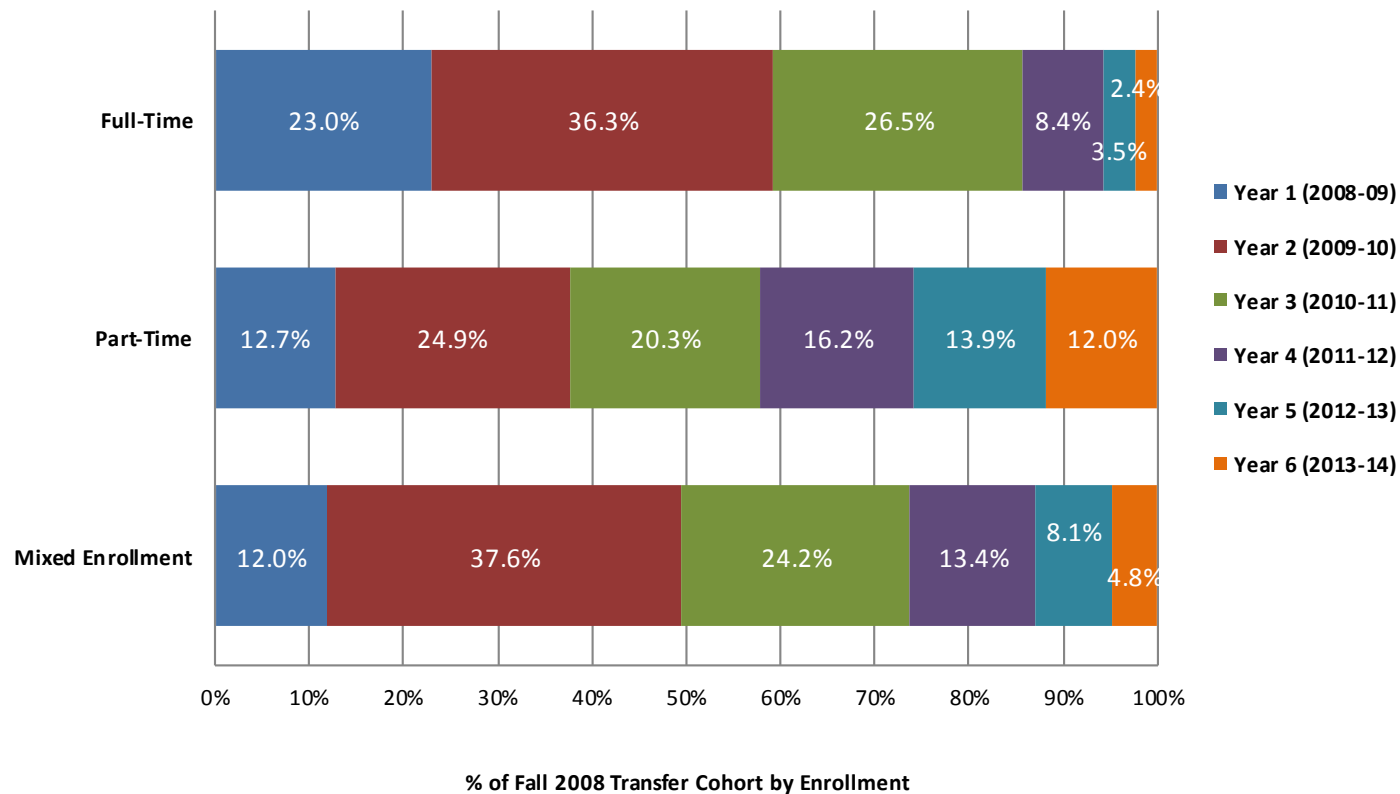
Transfer and Mobility Rates by Enrollment Intensity and Institution Type



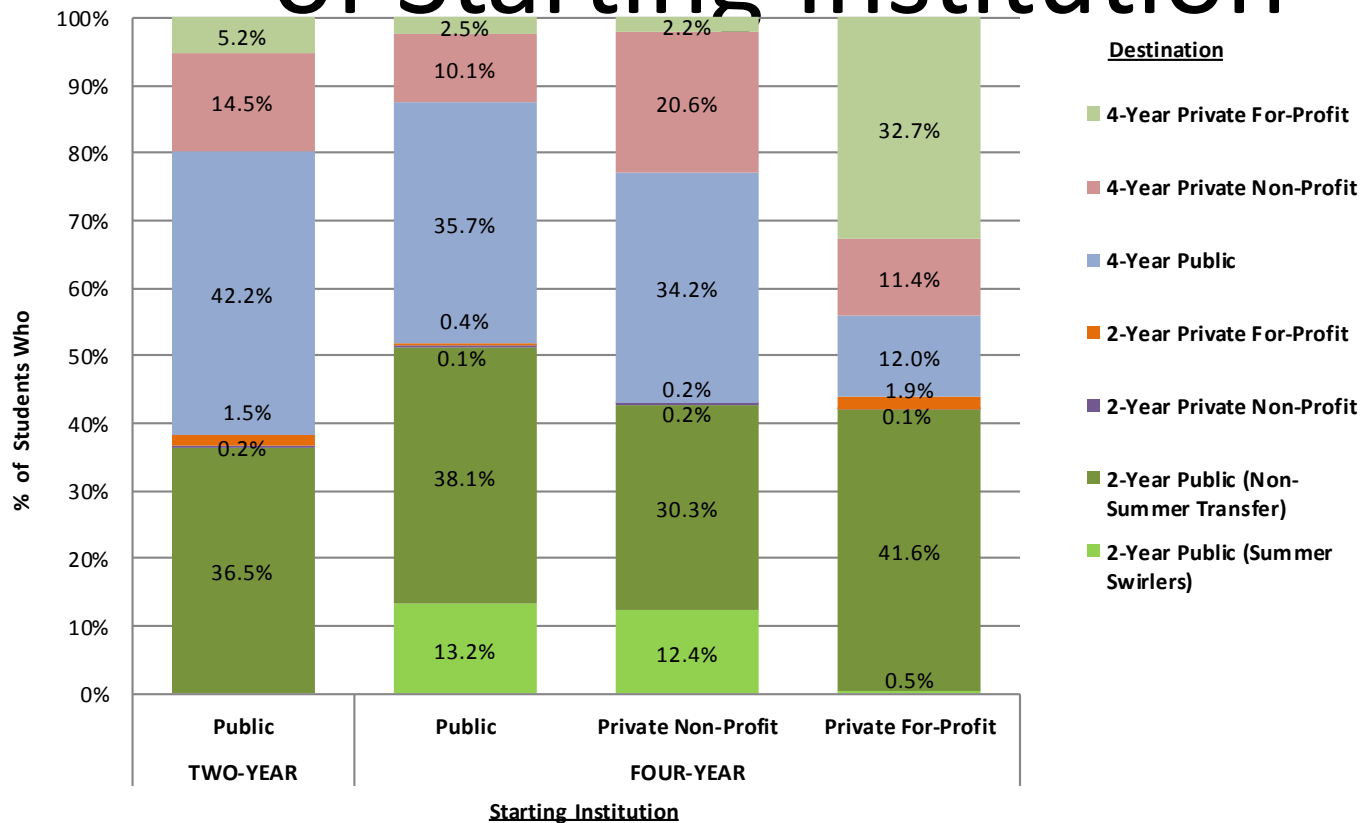
Timing of First Transfer or Mobility



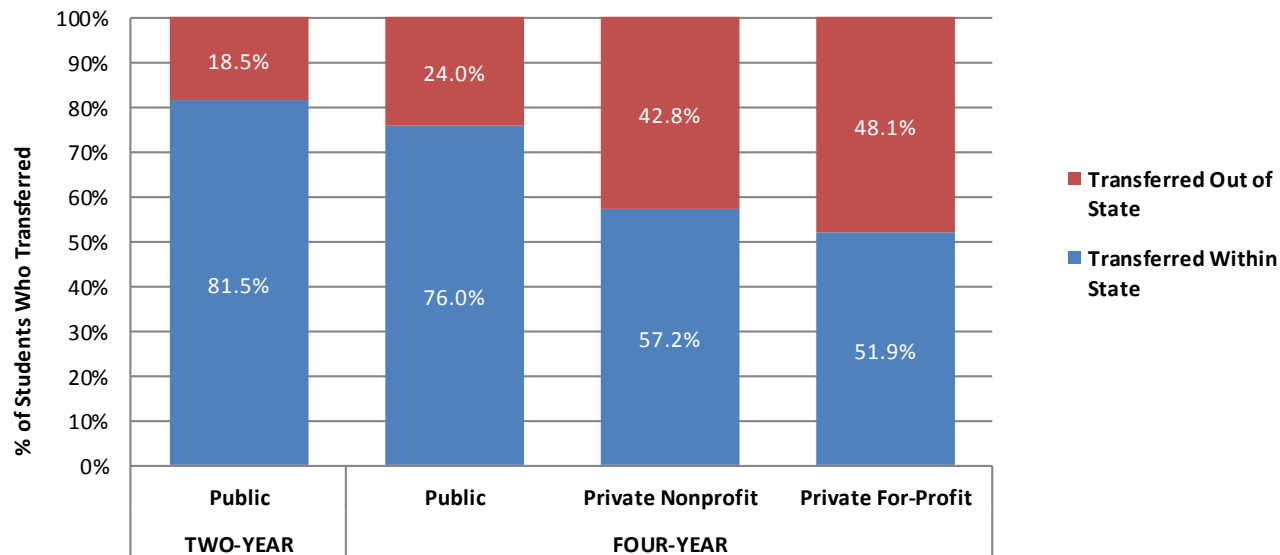
Timing of First Transfer or Mobility by Enrollment Intensity



Destination of First Transfer or Mobility by Sector and Control of Starting Institution



In-State and Out-of-State Transfer and Mobility by Sector and Control of Starting Institution



Sector and Control of Transfer Students' Starting Institution

Key results

- Over a third transferred at least once within six years.
- Mixed enrollment students had by far the highest transfer and mobility rate (53.7 percent). Exclusively part-time students had the lowest transfer rate (11.9 percent).
- About 1 in 4 two-year starters transferred to a four-year institution within six years (24.4 percent) but only 3.2 percent did so after receiving a credential at their starting two-year institution.
- The higher proportions of students transferring without an associate's degree may create a growing case for reverse transfer initiatives being pursued in many states.

Key results

- Two-year public institutions are the top mobility destination for students who start in four-year institutions.
- More than half (51.3 percent) of those who transferred from four-year public institutions moved to a two-year public institution. 42 percent of those who transferred from four-year private institutions headed to community colleges.
- A quarter of all student mobility from four-year institutions to community colleges consisted of summer swirlers, who returned to the starting four-year institution in the following fall term.
- Nearly 1 in 5 transfers among students who started in two-year public institutions and 1 in 4 from four-year public institutions crossed a state line in the transition.

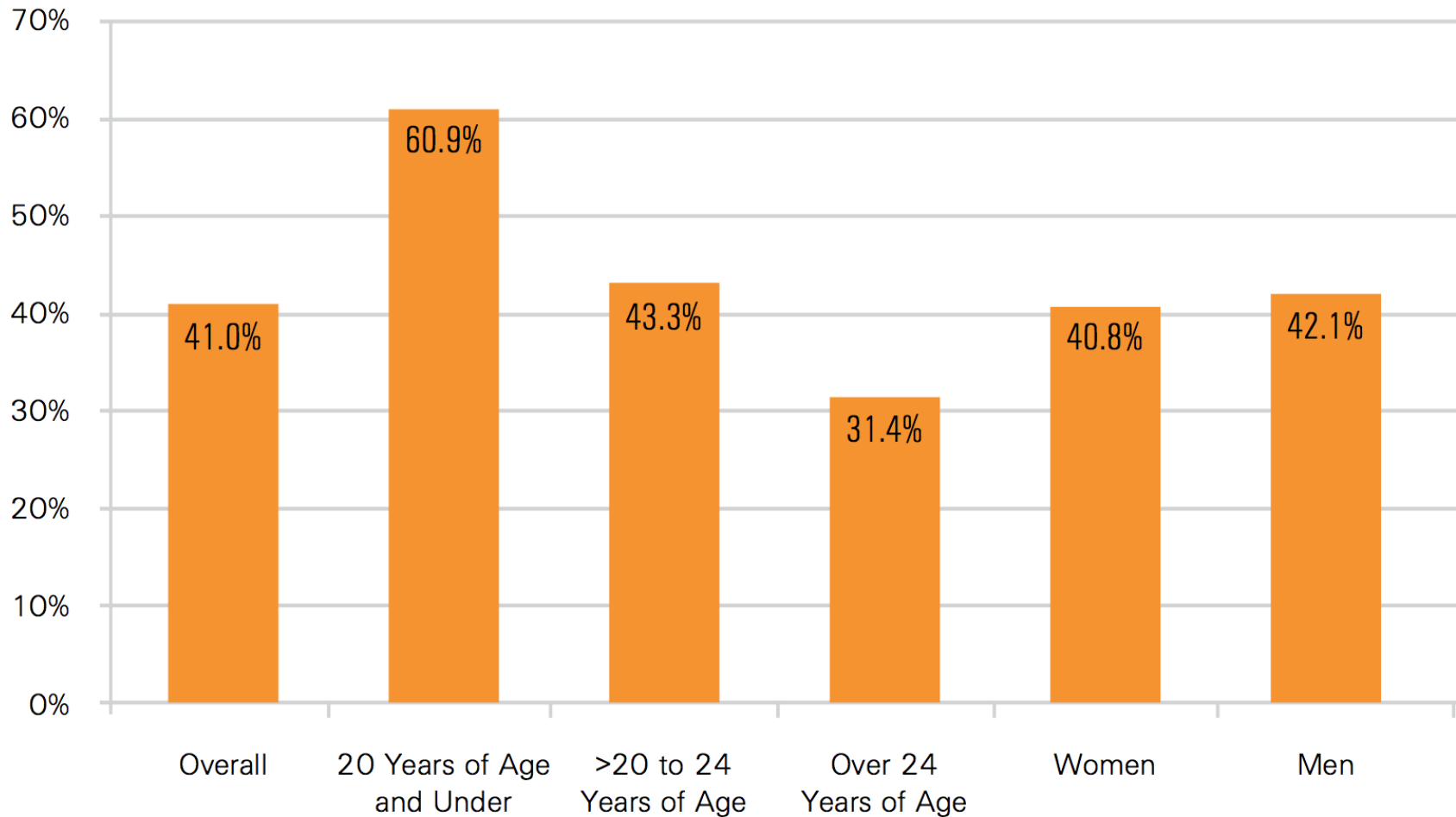
Implications

- While mobility can often result in loss of credits, recommending that students do not change their institution does not seem to fit the reality of today's students, given the prevalence of transfer.
- Instead, both starting and destination institutions should work together to better inform and advise students, and to make these transitions smoother and hurdle-free.

Implications (continued)

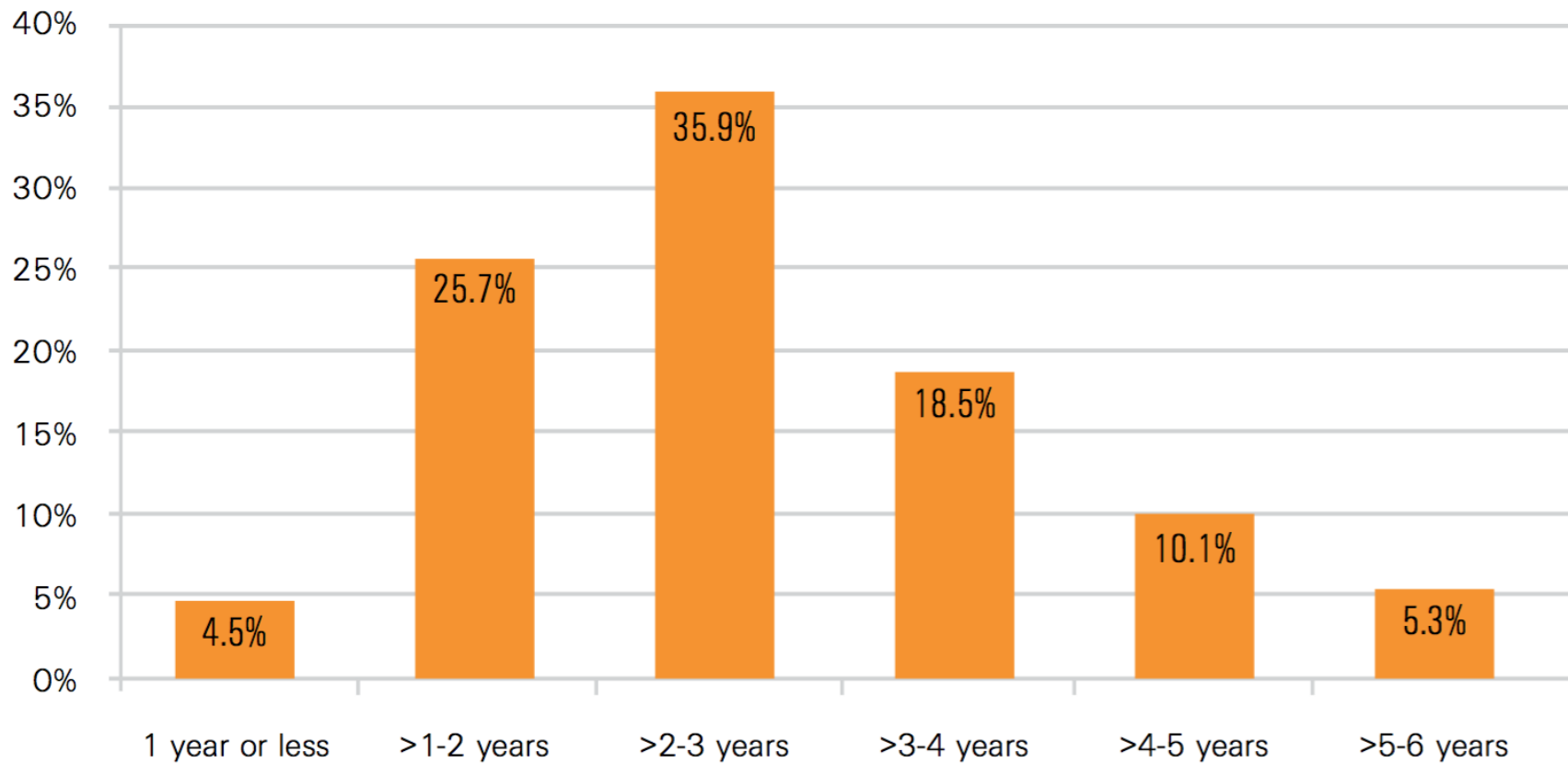
- Student mobility is not limited by state-lines. As more states move towards performance-based funding, it is more important than ever for states and institutions to be able to measure the outcomes of their transfer-out students.
- The increased attention to student outcomes and degree attainment at the national and state levels are likely to lead to new accountability measures for postsecondary institutions that will need to go beyond the first-time full-time cohorts that institutions are used to tracking.

Percentage of Students Earning Associate Degree as a First Credential Who Subsequently Earned a Bachelor's Degree



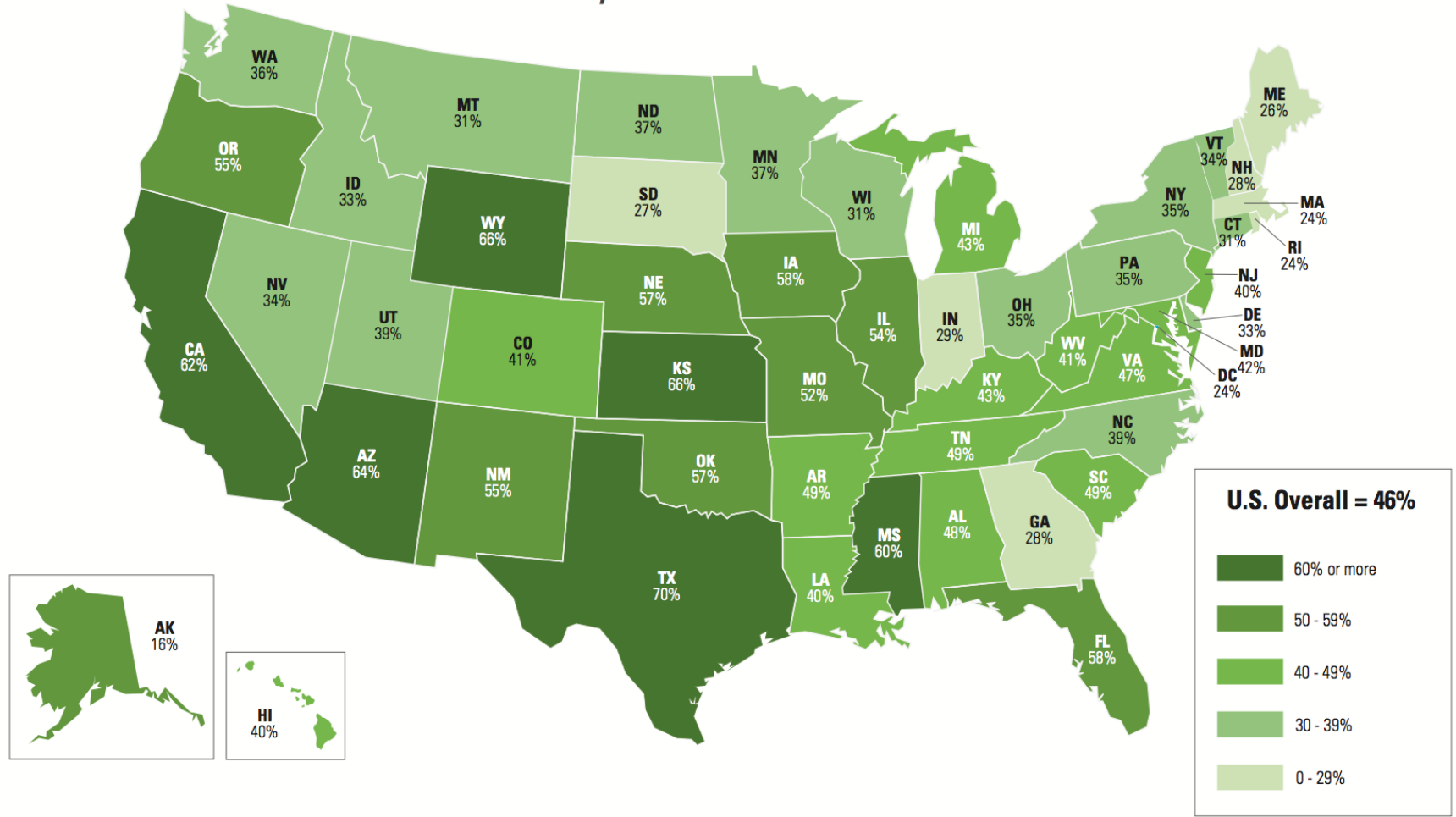
Note: Based on students whose first postsecondary credential was an associate degree earned between July 1, 2008, and June 30, 2009. Student age refers to the age when the first credential was awarded. Subsequent credentials are limited to credentials completed within six years of the first credential award date.

Distribution of Time from Associate to Bachelor's Degree



Note: Time from associate to bachelor's degree was calculated by determining the number of days between the associate award date and bachelor's award date and dividing by 365.25.

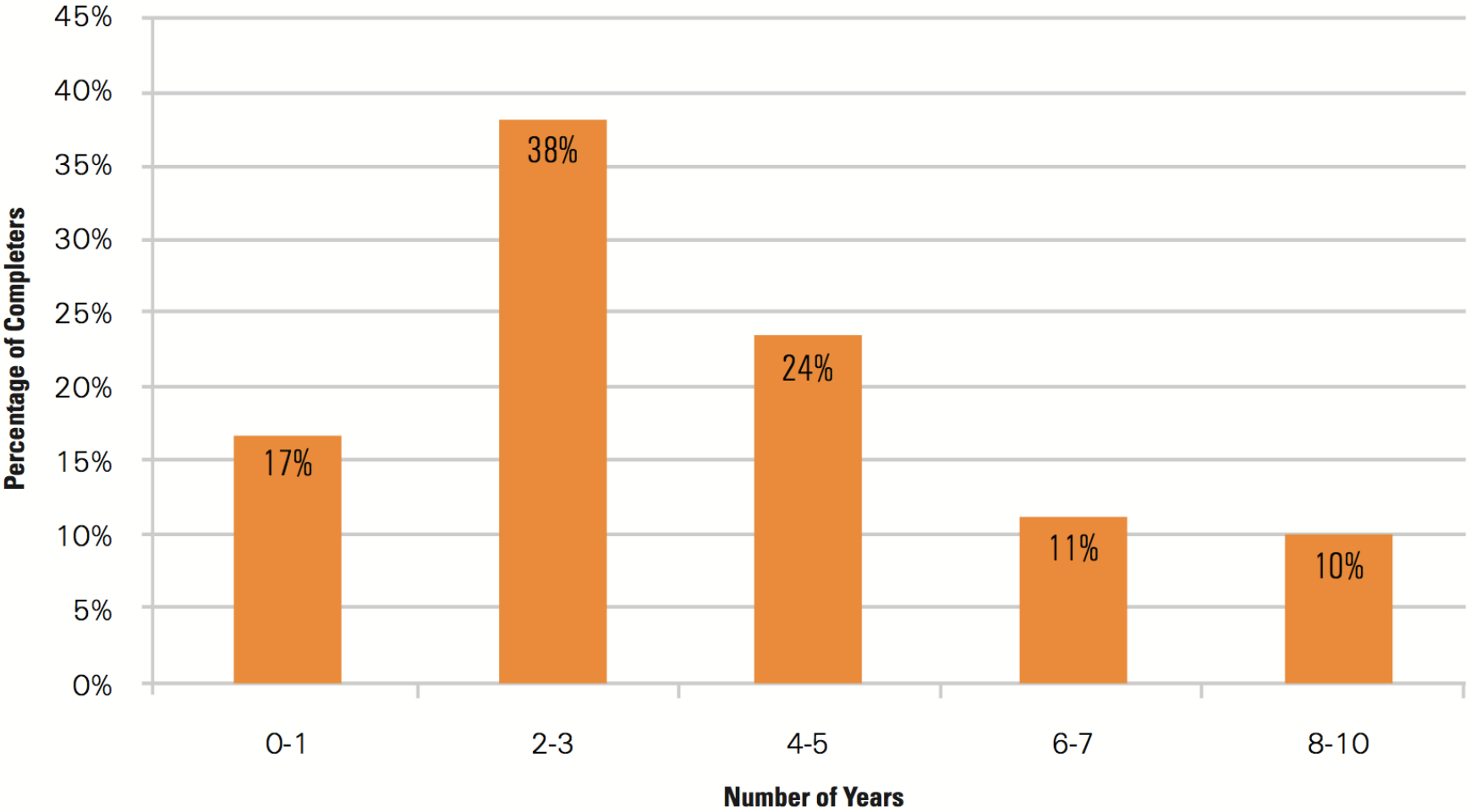
Percentage of Students Completing Degrees at Four-Year Institutions Who Previously Enrolled at Two-Year Institutions*



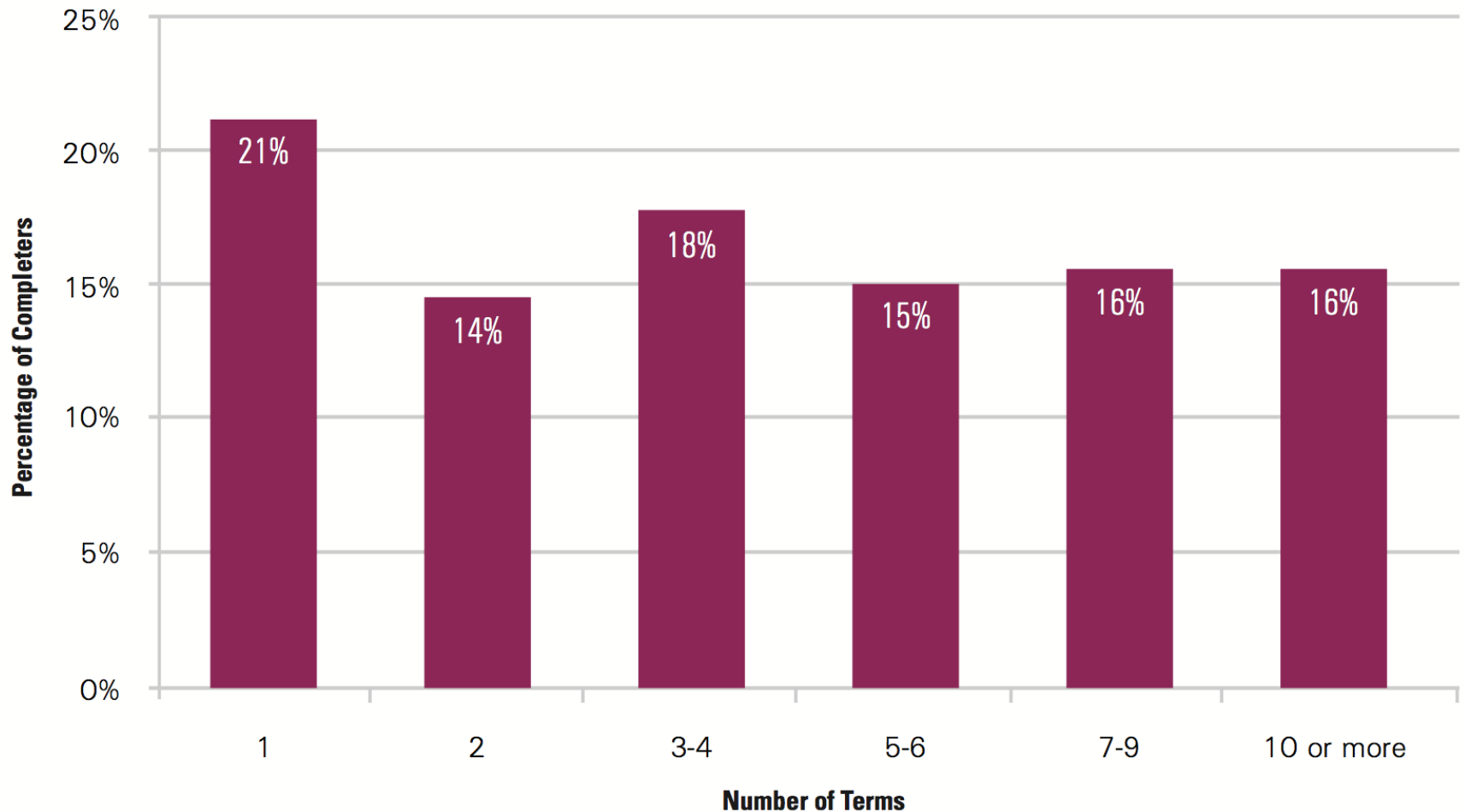
**Students were considered enrolled at two-year institutions if they had at least one full-time or part-time enrollment at a two-year institution prior to the four-year completion date.*

Note: The state shown is the state in which the degree was awarded. The prior two-year enrollments may have occurred in any state. The institution levels are based on 2013 IPEDS institutional characteristics, with the Florida College System being the only exception. The 28 schools in that system offer four-year degrees, but all are categorized as two-year institutions for this analysis, meaning their enrollments are counted as contributing to four-year awards elsewhere, but their own awards are not counted in the denominator. This is in keeping with their traditional role as a primary point of access to higher education.

Number of Years Between Degree Completion at Four-Year Institution and Most Recent Prior Enrollment at Two-Year Institution

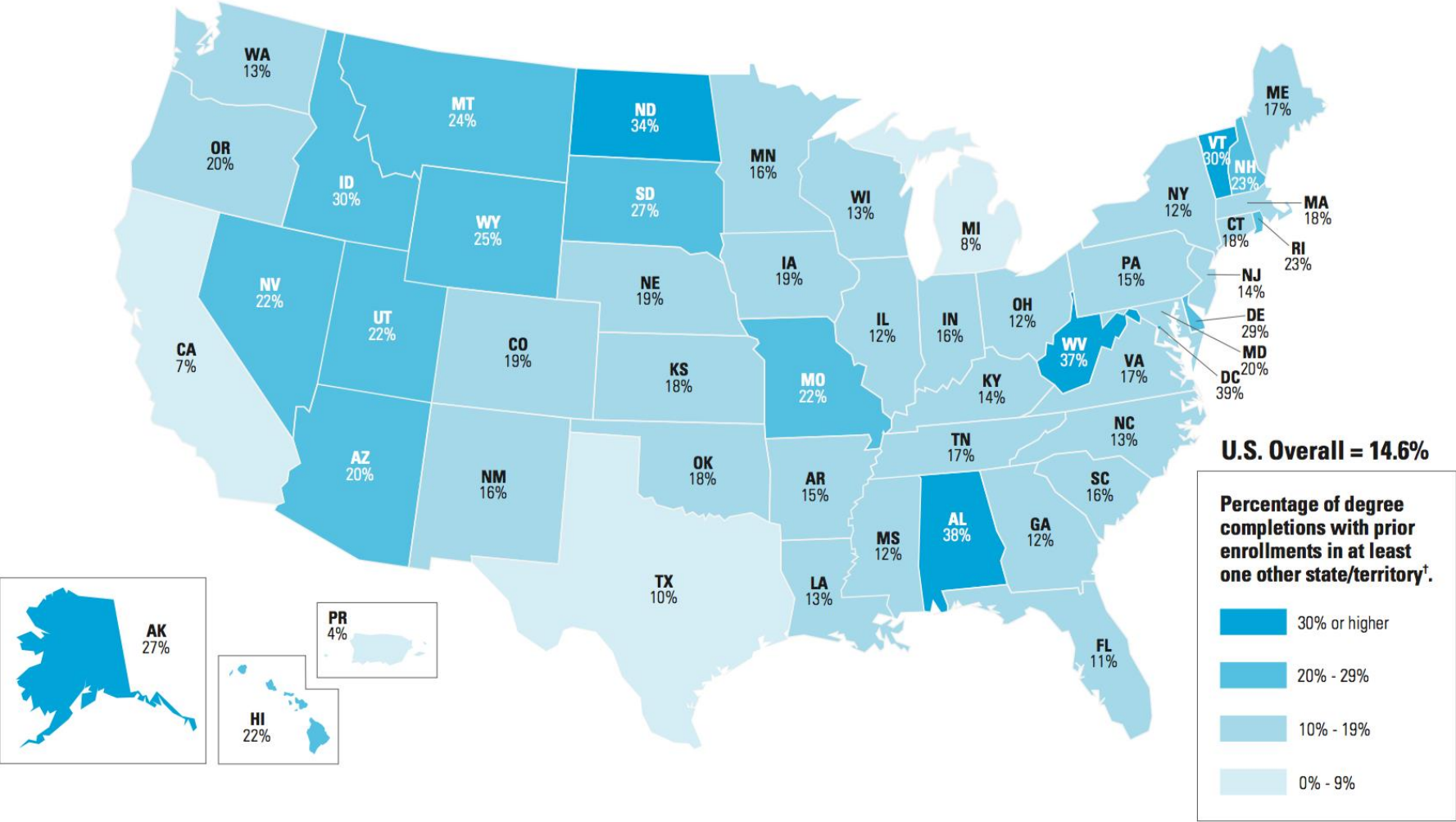


Number of Enrolled Terms at Two-Year Institutions Prior to Degree Completion at Four-Year Institution*



**Terms in this analysis are institutionally-defined, so term length varies. The average term length was 106 days.*

Interstate Mobility of Students Awarded an Undergraduate Credential in 2013-14

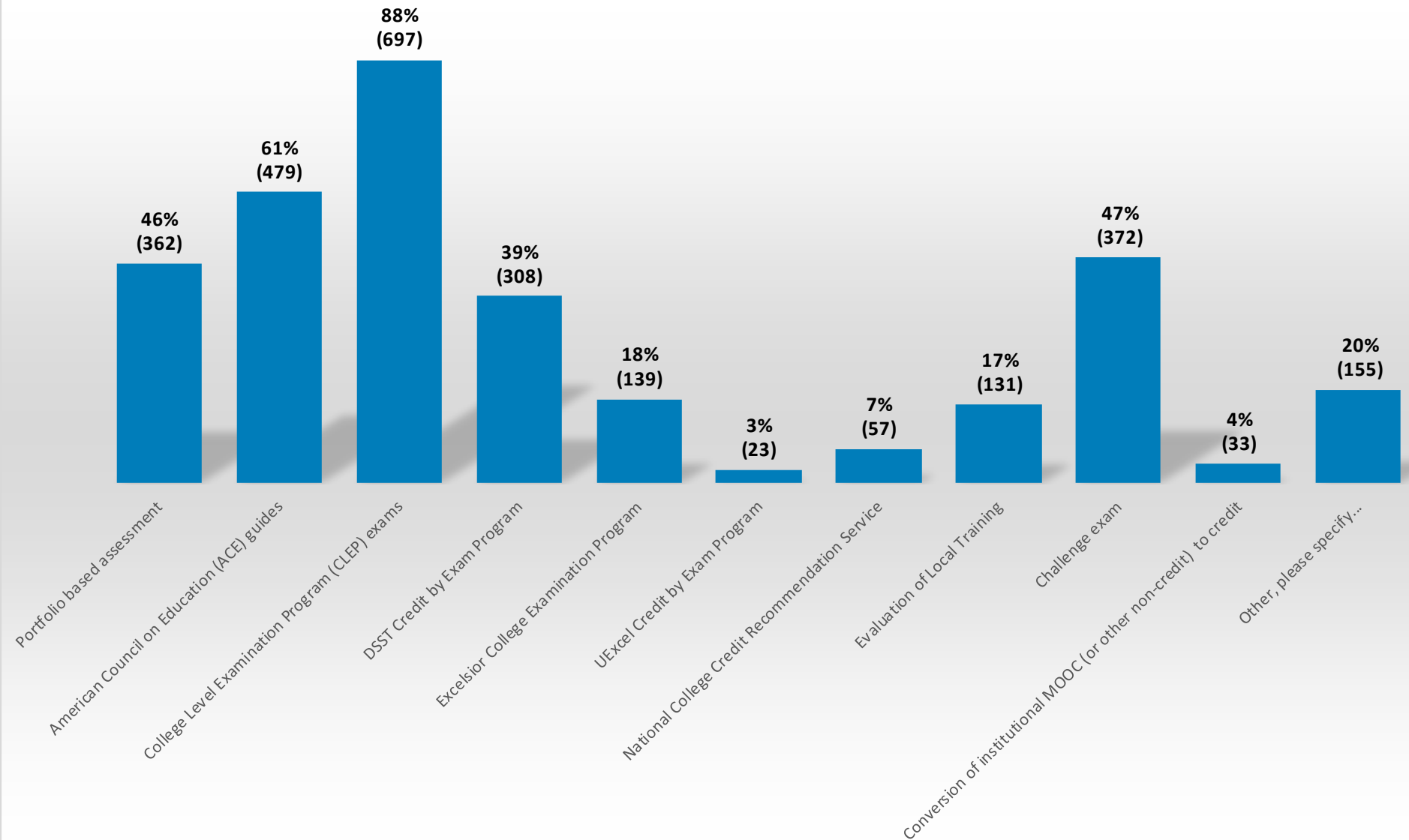


Students were counted once in each state where they earned an undergraduate credential between July 1, 2013, and June 30, 2014. Students with any enrollments or credentials from single institutions that span multiple states were excluded from this analysis. A student was counted as having had a prior enrollment in a different state if any of the student's enrollments prior to the 2013-14 completion date were in an institution whose state differed from that of the institution that awarded the 2013-14 credential. Enrollment histories were searched for the 10-year period prior to July 1, 2013.

Other National Transfer Trends to Watch

- Reverse transfer
- Concern about credit loss
- Competency based education and “competencies” becoming the currency of transfer
- Credit for prior learning and prior learning assessment

CPL Assessment Use by Respondents Who Said “Yes” (n=792)



CPL Practices for Transcribing, Financial Aid and Reporting

	Credit counted in institutional GPA	Credit not counted in institutional GPA	Institutional (resident) Credit	Eligible for financial aid	Prior learning flag (indicator) for reporting	Total Responses
Portfolio assessment	17 (5.2%)	243 (75.0%)	85 (26.2%)	21 (6.5%)	118 (36.4%)	324
ACE guides	23 (5.2%)	399 (90.1%)	54 (12.2%)	20 (4.5%)	102 (23.0%)	443
CLEP	35 (5.5%)	571 (89.6%)	85 (13.3%)	33 (5.2%)	123 (19.3%)	637
DSST	8 (2.8%)	264 (91.3%)	29 (10.0%)	8 (2.8%)	68 (23.5%)	289
Excelsior	4 (3.0%)	122 (92.4%)	12 (9.1%)	6 (4.5%)	34 (25.8%)	132
UExcel	3 (13.6%)	18 (81.8%)	1 (4.5%)	1 (4.5%)	7 (31.8%)	22
National College Credit Recommendation Service	2 (4.0%)	45 (90.0%)	4 (8.0%)	3 (6.0%)	21 (42.0%)	50
Evaluation of Local Training	6 (5.1%)	95 (81.2%)	25 (21.4%)	7 (6.0%)	49 (41.9%)	117
Challenge exam	21 (6.1%)	223 (64.6%)	141 (40.9%)	25 (7.2%)	90 (26.1%)	345
MOOC (or other non-credit) conversion	3 (10.3%)	23 (79.3%)	4 (13.8%)	3 (10.3%)	12 (41.4%)	29
Other	6 (4.7%)	103 (81.1%)	23 (18.1%)	12 (9.4%)	32 (25.2%)	127