

# **Washington Student Achievement Council Update**

Intercollege Relations Commission

April 11, 2013

## The Washington Student Achievement Council consists of nine members:

- **Five citizens** appointed by the Governor, including one student.
- **Four education sector** representatives:
  - Two-year public colleges
  - Four-year baccalaureate institutions
  - Independent Colleges of Washington
  - Office of Superintendent of Public Instruction



Agency staff led by and Executive Director support the work of the Council.

Created by the Legislature in 2012 with three primary responsibilities:

- **Propose goals** for increasing educational attainment in Washington.
- **Identify improvements** and innovations.
- **Promote benefits** of postsecondary education.



## Key planning duties:

- **Develop a Ten-Year education Roadmap** for raising educational attainment and sustaining a viable, accountable, and effective education system.
- **Develop a Two-Year Strategic Action Plan** that identifies priorities to be addressed in the Roadmap.



## Critical Crossroads: A Call for Action

- Completed December 2012.
- Identified five areas for further analysis and action in the Roadmap:
  - **Readiness**
  - **Affordability**
  - **Institutional Capacity and Student Success**
  - **Capturing the Potential of Technology**
  - **Stable and Accountable Funding**



# Challenge 1: Readiness

## Roadmap will address four Readiness issues:

- **Early Learning:** Family poverty hampers learning among pre-K children.
- **Remedial Education:** Many students need to repeat high school work in college.
- **Outreach and Support:** Preventing students from falling out of the K-20 pipeline.
- **Alignment:** Ensuring students get the courses they need for college admission.





## Challenge 2: Affordability

### American public higher education is founded on the principle of shared responsibility

- In 2000, annual tuition and fees at Washington's public four-year institutions was about 5% of the state's median income for a family of four.
- By 2012, it had more than doubled to 11%.



## Finding space for qualified students

- Students admitted to Washington's public colleges and universities are highly likely to graduate...
- ...Yet Washington ranks near the bottom among the 50 states in degree production.





## Challenge 4: Technology

**Today information technology is a core tool for educating**

- eLearning
- Educating working adults and students in remote areas
- “Bundling”
- Massive Online Open Courses (MOOCs)



## Challenge 5: Funding

### **Stable and accountable funding for higher education confronts these challenges today:**

- Unlike K-12, higher education funding is discretionary.
- State funding largely depends upon property taxes, sales taxes, and other tax revenue.
- Tax revenue is not stable. Economic downturns can dramatically impact revenues.
- An unpredictable funding base complicates planning for expansion and enhancement.

## **Recommendations in the Roadmap will be based on:**

- Facts and evidence about what is being done today and needed improvements.
- Objective, empirical data and careful analysis.
- Evaluation and best practices within our state and beyond.
- Stakeholder input.

## The Listening Tour

- In early 2012, the Council visited eight communities to gather feedback on Roadmap issues.
- Six themes emerged:
  - Collaboration and innovation happen at local level, but they must be enabled and encouraged statewide.
  - Support “systems thinking”
  - Change can have downsides
  - Be wary of “one size fits all” solutions
  - Consider socioeconomic factors in solutions
  - Funding and prioritization will be critical
- See full listening tour summary at [www.wsac.wa.gov/PlanningAndResearch/Roadmap/Listening](http://www.wsac.wa.gov/PlanningAndResearch/Roadmap/Listening)

## Roadmap Timetable

- Council will hear additional reports from Roadmap work groups in May, July, and September.
- Council will adopt final Roadmap and deliver to the Governor and Legislature in late November.



## Stay current on Council work and contact us

Subscribe to news updates:

[www.wsac.wa.gov/news](http://www.wsac.wa.gov/news)

Visit the Roadmap website:

[www.wsac.wa.gov/PlanningAndResearch/Roadmap](http://www.wsac.wa.gov/PlanningAndResearch/Roadmap)

Give us your feedback:

[communications@wsac.wa.gov](mailto:communications@wsac.wa.gov)



# Council of Presidents

REPRESENTING WASHINGTON'S PUBLIC BACCALAUREATE INSTITUTIONS

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**Memorandum****Date:** April 4, 2013**Subject:** Revising the Quantitative/Symbolic Reasoning Requirement in the DTA

Washington's Public Baccalaureate Institutions are committed to supporting and strengthening the long-standing and successful Direct Transfer Agreement (DTA) between the two-year and four-year sectors of higher education in the state. To that end, the undersigned institutions approve, and recommend implementation of, the attached revision of that agreement.

The effects of this revision will be to:

1. Clarify and narrow the options for completing the Quantitative/Symbolic Reasoning (QSR) Skills requirement in the DTA, thus strengthening QSR student outcomes;
2. Communicate that different degree pathways utilize different college-level QSR starting points;
3. Recognize that, while all college students should have high-quality preparation in intermediate algebra, different versions of intermediate algebra course work may be appropriate as prerequisites for specific courses that meet the QSR requirement;
4. Support the community and technical colleges' innovative efforts to promote retention, completion, and transfer success.

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Marilyn A. Levine, Provost, Central Washington University

Date

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Rex Fuller, Provost, Eastern Washington University

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Michael Zimmerman, Provost, The Evergreen State College

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Ana Mari Cauce, Provost, University of Washington

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Warwick M. Bayly, Provost, Washington State University

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Catherine A. Riordan, Provost, Western Washington University

Date

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## Proposed Change to the Direct Transfer Agreement (DTA)

### MATH IN THE DTA

#### 1998 – Current DTA requirement:

Quantitative/Symbolic Reasoning Skills (5 credits)

1. One of the following (5 credits)
  - (1) Symbolic reasoning course
  - (2) Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.
2. Intermediate Algebra Proficiency -- All students must be proficient in intermediate algebra. May be satisfied by completion of high school mathematics through second year algebra, by course challenge or other examination demonstrating mastery of intermediate algebra skills, or by completion of an intermediate algebra course (to be numbered below 100) or a mathematics course for which intermediate algebra is a prerequisite.

#### 2013 – Proposed New Requirement

Quantitative/Symbolic Reasoning Skills (5 credits)

1. Five (5) credits of college level mathematics (a course with a Mathematics prefix numbered 100 or above<sup>1</sup>) that furnishes the quantitative skills required in the commonly recognized educational transfer pathways toward a baccalaureate degree. Accepted courses in these pathways are: Precalculus or higher, Mathematics for Elementary Education<sup>2</sup>, Business Precalculus/Finite Mathematics, Statistics, and Math in Society; or
2. Five (5) credits of a symbolic logic course that focuses on (a) sentence logic with proofs and (b) predicate logic with quantifiers and proofs and/or Aristotelian logic with Venn Diagrams.

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<sup>1</sup> To qualify for QSR, college level math and logic courses must require intermediate algebra course work (high school or college) with a grade of 2.0 or higher as a prerequisite.

<sup>2</sup> The University of Washington accepts Mathematics for Elementary Education for elective credit, but not as meeting its QSR requirement, since UW offers no degree pathway for which it is appropriate.

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# **The Washington *Core to College* Project: Connecting Higher Education to the Common Core State Standards & Smarter Balanced Assessment**

Presentation to ICRC  
April 2013

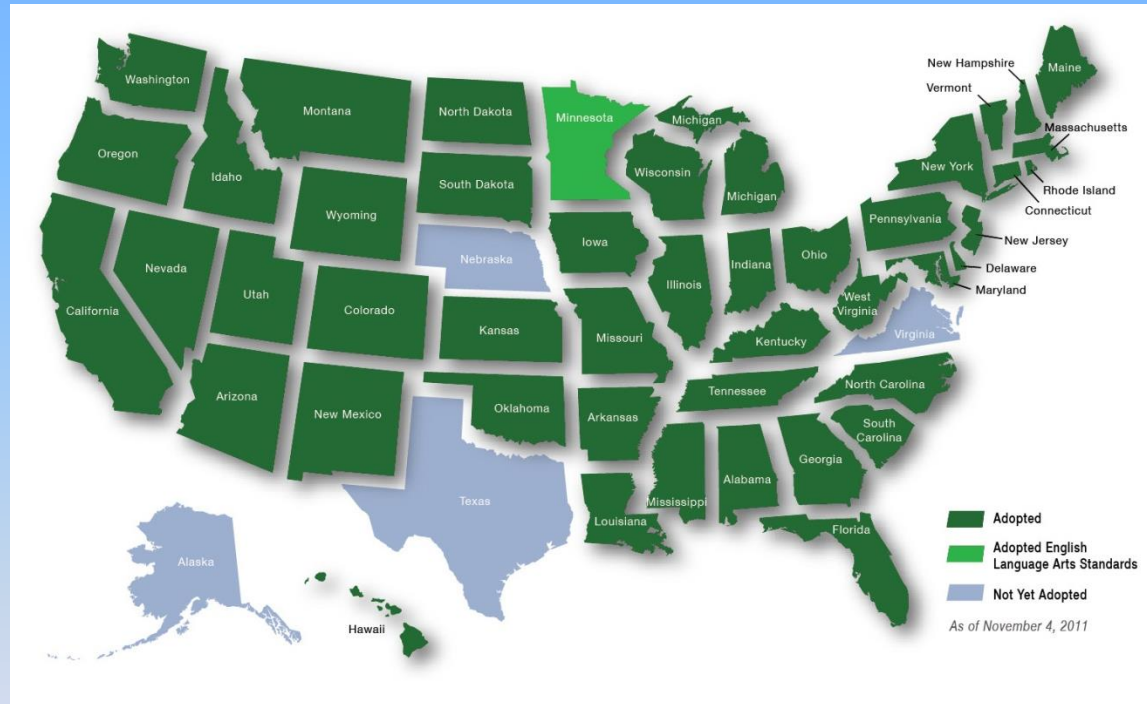
William S. Moore, Ph.D., Policy Associate, SBCTC  
Director, Core to College Alignment &  
Transition Mathematics Project  
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## Questions Being Addressed by the Project

1. Do the Common Core State Standards and Smarter Balanced assessment represent a definition of college- and career-readiness that works for higher education?
1. Specifically, how will the 11<sup>th</sup> grade assessment results be used?

# Common Core State Standards

- Clear, consistent, rigorous standards in English language arts/literacy and mathematics
- Knowledge and skills needed for college and career success
- Developed voluntarily and cooperatively by states with input from teachers and college faculty



Source: [www.corestandards.org](http://www.corestandards.org)

# Major Shifts in the CCSS:

## “Fewer, Higher, Clearer, Deeper”

### MATH

- **Focus** strongly where the standards focus
- **Coherence**: Think across grades and link to major topics within grades
- **Rigor**: Require conceptual understanding, fluency, and application

### ELA

- **Building content knowledge** through **content-rich nonfiction**
- Reading, writing, and speaking **grounded in evidence from text**, both literary and informational
- **Regular practice with complex text** and its **academic language**



*Federally-funded consortia of states :  
Smarter Balanced & PARCC (Partnership for  
Assessing the Readiness for College and Careers)*

- Provide both achievement and growth information (progress toward “college and career readiness”)
- Valid, reliable, and fair for full range of test-takers
- Administered online
- Operational in 2014-15 school year

# Smarter Balanced Assessment Consortium



**Smarter Balanced Assessment Consortium**

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State Connected:  What are you looking for?

**Smarter Balanced Assessment System Presentation**

Executive Director Joe Wilhoit provides an update on the progress of Smarter Balanced in a new webinar. [see video](#)

**Smarter Balanced Assessment Consortium**

Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/mathematics that are designed to help prepare all students to graduate high school college- and career-ready. [see more](#)

**Latest News**

**Smarter Balanced Chief State School Officers Meet to Advance Assessment System Design**

Chief state school officers from Smarter Balanced member states met in St. Louis on September 12 during the Consortium's bi-annual Collaboration Conference. The event brought together K-12 state leaders, higher education leaders, work groups, and contractors to discuss the design and implementation of the assessment system. [see more](#)

**Smarter Balanced Awards Test Delivery System Contract to American Institutes for Research**

The Consortium announced today that the American Institutes for Research (AIR) will develop an open source solution for delivering the Consortium's online, computer adaptive summative and interim assessments to

**School Years**

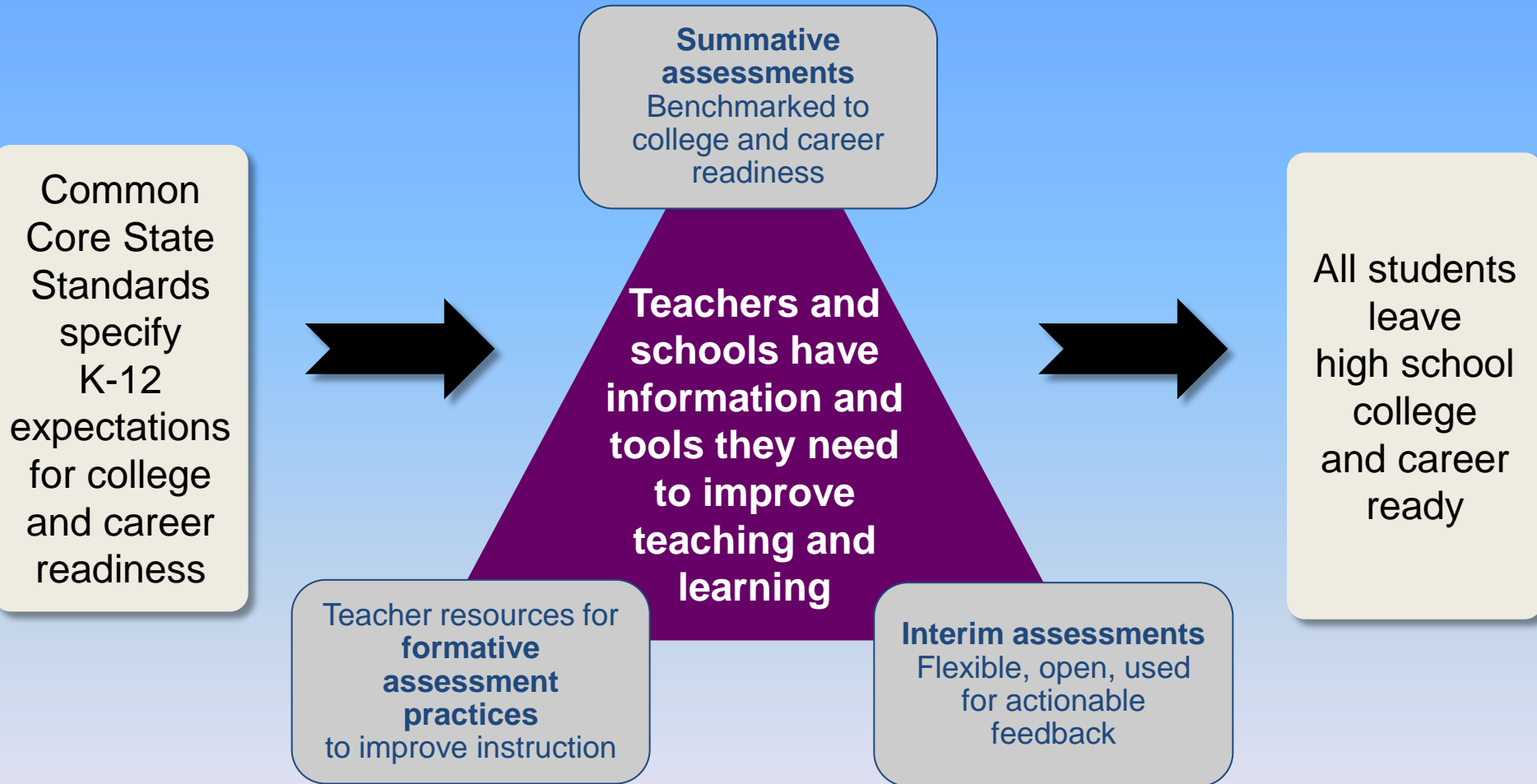
Smarter Balanced assessments will be implemented in the 2014-15 school year. Click below to see what's happening and when.

- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016

**What's Happening**

During 2013-2014, Smarter Balanced will release a pilot test of the assessment system. [see more](#)

# A Balanced Assessment System



# Summary of Ongoing Validation Work

## Test content

- Does test content reflect skills associated with college readiness?

## Response processes

- Are students using intended skills to answer questions and solve problems?

## Internal structure

- Dimensionality analysis, score precision, decision accuracy & consistency, test information function

## Relations to other variables

- Correlation to other college-related tests, grades, course behavior. Predictive studies of course success.

## Test consequences

- Investigation of intended and unintended changes in placement and remediation policy, college enrollment patterns.

# Use of the 11<sup>th</sup> Grade Assessment

## ➤ **Strengthen 12<sup>th</sup> Grade “Launch Year”**

- ☐ Encourage Dual Credit courses for students who are college-ready
- ☐ Provide targeted curriculum for students who are not yet college-ready

## ➤ **College Placement**

- ☐ Full or conditional exemption from developmental course work when entering college
- ☐ Need to define what evidence of continued learning will be considered appropriate for conditional exemption

# College Content-Readiness Policy Framework

Level	College Content Readiness	Implications for Grade 12	Implications for High School Graduates who Immediately Enter Higher Education
<p>4</p> <p>Demonstrates <b>thorough</b> understanding of and ability to apply the knowledge and skills associated with college content-readiness.</p>	<p>Student is exempt from developmental course work. (Higher education and K-12 officials may jointly set Grade 12 requirements to maintain exemption.)</p>	<p>Within each state, students may be required to satisfactorily complete Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials may jointly determine appropriate courses and performance standards).</p> <p>Students are encouraged to take advanced credit opportunities earning college credit while still in high school.</p>	<p>Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.</p>



# College Content-Readiness Policy Framework

Level	College Content Readiness	Implications for Grade 12	Implications for High School Graduates who Immediately Enter Higher Education
3 (adequate)	Student is conditionally exempt from developmental course work, <i>contingent on evidence of <u>sufficient</u> continued learning in Grade 12.</i>	<p>Within each state, higher education and K–12 officials jointly determine appropriate evidence of sufficient continued learning (such as courses completed, test scores, grades or portfolios).</p> <p>Student are encouraged to take additional 4th year courses as well as appropriate advanced credit courses leading to college credit while in high school.</p>	<p>For students who demonstrate evidence of <u>sufficient</u> continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level.</p> <p>For students who <b>fail to demonstrate</b> sufficient evidence of continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.</p>

# Key Clarifications of Proposed Framework

- **Limitations of Test Items:** “Plus standards” and need for additional evidence of readiness for advanced math courses (e.g., for STEM majors)
- **Admissions:** Policy operates within the context of existing institutional admission policies
- **Recommended “Cut Scores”:** To be set summer 2014 after pilot and field testing
- **Participation agreement:** No later than January 2015
- **Score Expiration:** Scores only valid for students who matriculate directly from high school to college

# Questions?



# **Reverse Articulation Policy Agreement between WGU Washington and The Washington State Board for Community and Technical Colleges**

## **Preamble**

In 2011 the Washington State Legislature enacted SHB 1822 that formed WGU Washington in partnership with Western Governors University (WGU). The purpose of the bill was to enable more Washington residents to obtain the higher educational levels required to maintain a competitive workforce.

The Washington Community and Technical Colleges (CTC) are integral to workforce development, offering coursework leading to associate degrees. Many CTC students go immediately into the workforce, and others transfer to universities to complete bachelor degrees. WGU Washington (University) and the Washington Community and Technical Colleges executed a formal articulation agreement in May 2011 to assist associate degree graduates to transition into the University's bachelor programs.

WGU Washington actively encourages students to complete their associate degree before transferring to the University, understanding that students with associate degrees are more likely to attain a bachelor degree. However, the University also recognizes that some college students will enroll in WGU Washington before completing an associate degree; and, further, during the course of completing their bachelor credentials at the University, they will have earned sufficient credits to complete an associate degree.

In order to encourage degree completion among Washingtonians, the University and the CTC are advancing their partnership by offering a Reverse Articulation Agreement (Agreement) whereby the CTC's will award an earned associate degree for students post-transfer. The Agreement enables eligible students who transfer credits from a community or technical college to receive their associate degree from a CTC, while they are an enrolled student in the University, once they have satisfied the degree requirements of the community or technical college. The Agreement will have a significant impact on advancing the academic credentials of Washington residents by providing students with an organized academic plan with demonstrable interim goals. The Agreement also demonstrates an effective collaboration between two institutions of higher education.

## **Reverse Articulation Policy and Conditions**

- Students who transfer from a Washington community and technical college before successful completion of the associate degree may qualify for reverse articulation when the following conditions have been met:
  1. The transfer student must have successfully completed a minimum of 15 quarterly credit hours with an individual Washington community or technical college before transferring to the University; and
  2. The CTC transfer student must have completed a minimum of 12 competency units (one term) with the University to qualify for the Agreement. Conditions under #1 and #2 (minimum of 15 quarterly CTC credits and 12 competency units at WGU) will trigger a review and monitoring of the student's transcript by the potential awarding CTC.

3. The total number of competency units earned at the University, combined with the number of credits earned at the Washington community or technical college, plus other community or technical college degree requirements must be satisfied in order for the associate degree to be awarded by the community or technical college...
- WGU Washington students must maintain residency in Washington while meeting eligibility for the Agreement and up to the point of the conferral of the associate degree.
  - Students must be actively enrolled with the University at the time of execution of the reverse articulation.

#### Reporting Requirements

- The University will submit all Reverse Articulation Applications and transcripts completed by eligible students to the appropriate Washington community or technical college for degree review and conferral.
- The CTC will report associate degrees earned under the Agreement to the University.

#### Execution

- The University will provide a transcript to the Washington community or technical college for transfer analysis once a student meets the conditions outlined under *Reverse Articulation Policy and Conditions*, Items 1 -2, and has submitted the Reverse Articulation Application to WGU's Records department.
- The Washington community or technical college is responsible for determining, through the Agreement and transcript review, which WGU courses may satisfy the associate degree requirements allowing for the conferral of the degree.
- The University will maintain a web-based landing page and an applicable section in the WGU Student handbook that explains the Agreement.
- Community and technical colleges will inform students of the Agreement through their student advising processes and transfer handbooks.

#### Duration

The Agreement shall be reviewed annually by both parties to ensure that it reflects any changes in policy by either party that may require modification of the agreement.



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Jean Floten, Chancellor, WGU Washington

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Marty Brown, Executive Director, SBCTC

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Date: 3-12-2013

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Date: