

WASHINGTON STATE
Council of
Presidents

Washington State Minimum Admissions Standards

An Overview

January 2024



Objectives

- Provide background and context for Washington's minimum admissions standards.
- Increase awareness of the state's minimum admissions standards.
- Learn about next steps.

History: Minimum Admission Standards

- **Prior to 1985:** Legislative and budgetary practices based on enrollment shaped admission policies at the public, baccalaureate institutions.
- **1985:** Public baccalaureate institutions adopted minimum admission requirements effective in fall 1988.
- **1987:** Higher Education Coordinating Board (HECB) develops the [Washington Master Plan for Higher Education](#) which establishes different access/admissions standards for each postsecondary sector.
- **1988:** HECB adopts minimum requirements for regular admission to the public baccalaureate institutions as recommended in the Master Plan.
- **1991-1994:** High school course approval process to meet the core course requirements is established, modified, and eliminated.
- **2001-Present:** Series of reviews and revisions to Minimum Admissions Standards to clarify language, implement changes passed by the Legislature, and align with changes in admissions practices and policies of Washington's public baccalaureate institutions.

Minimum Admission Standards

- Establishes minimum admission requirements for undergraduate and graduate students.
- Identifies requirements for:
 - First-year students
 - Transfer students
 - Graduate and professional students
- The minimum admission requirements only apply to Washington's public baccalaureate institutions.



Minimum Admission Requirements

First-Year Student Admission Requirements

- 2.0 unweighted, cumulative GPA
- Completion of College Academic Distribution Requirements
- Running Start students are considered first-year students for purposes of admissions.

Transfer Student Admission Requirements

- 40 Quarter/26 Semester Credits or More of Transferable College-Level Coursework
 - 2.0 cumulate GPA in all transferable college-level courses
- Fewer than 40 Quarter/26 Semester Credits of Transferable College- Level Coursework
 - Satisfy College Academic Distribution Requirements; and
 - 2.0 cumulate GPA in all transferable college-level courses

Graduate and Professional Student Admission Requirements

- 3.0 cumulative GPA for credits earned at the institution awarding the bachelor's degree.
- Earned a Bachelor's degree from a nationally recognized postsecondary institution with institutional accreditation from a regionally accredited institution or equivalent for international institutions.

College Academic Distribution Requirements

Subject Area	1988	2007	Current
English	Four years	Four credits	Four credits
Math	Three years	Three credits	Three credits
Science	Two years	Two credits	Three credits
Social Studies	Three years	Three credits	Three credits
World Language	Two years	Two credits	Two credits
Art	One year	One credit	One credit
Sr. Year Math-Based Quantitative Course		One credit	One credit
Total	15	16	17

Next Steps

Where We Are

- **July 2022:** Washington's public baccalaureate institutions held a listening session with key stakeholders to identify potential revisions to the state's admissions standards.
- **September 2022- January 2023:** Washington's public baccalaureate institutions met to draft proposed revisions to the state's minimum admissions standards.
- **January 2023:** Council of Presidents shared draft proposed revisions with WSAC.
- **February 2023:** WSAC convened a kick-off meeting with key stakeholders where the proposed revisions were shared.
- **July 2023:** Council of Presidents sent a letter to WSAC inquiring about a timeline to receive feedback shared with WSAC from key stakeholders.
- **December 2023:** Council of Presidents received feedback from key stakeholders shared with WSAC.

Where We Are Going

- **February 2023:** Council of Presidents will convene the public baccalaureate institutions to review the feedback received to the proposed revisions and discuss further revisions to the proposed revisions to the standards.
- **March 2023:** Council of Presidents will finalize this work and provide any revisions to WSAC to share with key stakeholders.

Summary of Minimum Admission Standards

This memo provides a summary of the minimum admission standards in other states compared to Washington. The Education Commission of the States (ECS) [50-State Comparison](#), (May 2022), provided a resource for much of the information in this memo.

States' Credit and Subject Area Requirements

According to the Education Commission of the States (ECS) 50-State Comparison (May 2022):

- More than half of states require a baseline of academic standards for admission to postsecondary institutions, including Washington.
- Twenty-eight states have either a statewide or systemwide admissions policy for four-year institutions, including Washington.
- Twenty-eight states have high school coursework as a specific part of the state's common statewide or systemwide admissions policy, including Washington.
- Twenty-five states' admissions policies provide alternative opportunities for admission to students who do not meet minimum standards, including Washington.
- Twelve states have guaranteed or automatic admissions policies for high school students who meet certain criteria, including Washington.

Comparison of Credit and Subject Area Requirements

Table 1 summarizes a comparison of the number of credits required in Washington to the number of credits required in other states that have high school coursework as a specific part of the state's common statewide or systemwide admissions policy.

Table 1: Comparison of Credit and Subject Area Requirements

A summary of Washington's credit and subject area requirements compared to those of other states that have high school coursework as a specific part of the state's common statewide or systemwide admissions policy. The other states include Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Indiana, Iowa, Kansas¹, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, North Carolina, Oklahoma, South Carolina, South Dakota, Texas, West Virginia, Wisconsin, and Wyoming.

¹ Kansas does not require certain courses/units, but following the Kansas Scholars Curriculum as a pre-college curriculum is still recommended.

Table 1: Comparison of Credit and Subject Area Requirements

Subject ² Area	Credits Required by WA	Number of Other States with the Same Requirement	Number of Other States with Different Requirements	Notes re: Other States with Different Requirements
English	4	27		
Math	3	10	17	16 states require 4 credits of mathematics. Iowa requires 3 years for University of Iowa and University of Northern Iowa and 3 years for the College of Liberal Arts and 4 years for the College of Engineering at University of Iowa.
Senior Year Math-Based Quantitative	1	16	11	The 16 states requiring 4 credits of math, the 4 th year of math generally aligns with Washington's requirement of 3 years of math and the senior year math-based quantitative requirement. Of the 10 states that require 3 credits of math five recommend a 4 th year of math. Note above re: Iowa.
Social Studies/Sciences	3	20	7	Louisiana requires 4 credits. Arizona, California, North Carolina, and Massachusetts require 2 credits. Idaho requires 2.5 credits. Iowa requires 2 or 3 credits depending on the university and college within the university.
Science	3	21	6	Georgia, Texas, Wyoming, and Louisiana require 4 credits. California and Montana require 2 credits.
Arts	1	10	17	Fifteen states do not require Art. Arkansas requires 0.5 credit. Idaho requires 2 credits that may be Art or World Language.
World Language	2	14	13	Ten states did not require a world language. Colorado requires 1 credit. Iowa requires 2 years of world language for Iowa State University and University of Iowa; University of Northern Iowa does not require a world language. Idaho requires 2 credits that may be Art or World Language.

² The total for each row equals 27. The first column represents Washington, and the second and third columns represent other states.

Washington State Minimum Admissions Standards Background Brief

January 2024

Nearly 40 years ago, Washington's public baccalaureate institutions collectively formulated the first set of sector minimum admission requirements. This marked the beginning of a transformative journey aimed at enhancing educational access and fostering inclusivity within the state's higher education landscape.

Over the course of the last four decades, the state's public baccalaureate institutions have assumed a pivotal role in spearheading initiatives to further broaden access to higher education. Through a continuous evolution of admissions policies and practices, these institutions have sought to adapt to the changing needs of both students and education. This dynamic process of reform has been conducted in close collaboration with key stakeholders, fostering partnerships with various educational, and community entities.

This brief historical overview offers insight into the evolution of minimum admission standards in Washington. It showcases not only the commitment of public baccalaureate institutions to academic excellence, but also their dedication to breaking down barriers and promoting equitable opportunities for individuals seeking to pursue higher education.

State Minimum Admission Standards

The Washington Minimum Admission Standards apply only to the state's public baccalaureate institutions. The standards establish minimum admissions requirements for first-year, transfer, and graduate and professional students. Standards are designed to ensure students are well-prepared to be successful in achieving their postsecondary educational goals.

Admission criteria and decisions are determined by each institution. As a sector, Washington's public baccalaureate institutions collaborate to develop and implement common minimum admissions standards across the sector. The institutions work through the Council of Presidents (COP) in this work and engage with key stakeholders. Engagement with stakeholders to inform admissions requirements under consideration by institutions is led by the Washington Student Achievement Council (WSAC) as part of their statutory requirement to collaborate with state agencies and stakeholders to improve student transition and success across a range of transition-related issues between high school and college, and between higher education sectors (See Appendix B).

Minimum Admissions Standards: 1980s

In 1985, the public baccalaureate institutions adopted minimum admission requirements effective in fall of 1988¹. The requirements included a 2.50 cumulative high school grade point average (GPA) and specified college preparatory courses. Some institutions required additional coursework beyond the minimum².

Prior to 1985, legislative and budgetary practices shaped admission policies at the public baccalaureate institutions. Driven by legislative funding formulas and budget allocations, institutional funding was dictated by enrollment changes. This created an environment of uncertainty and constant change in admission practices and policies to support funding for institutions.

In 1986, the Washington Legislature established the Higher Education Coordinating Board (HECB)³. The primary responsibility of the HECB was planning the state's system of higher education. This resulted in the development of the [*Washington Master Plan for Higher Education*](#) (*Master Plan*) in 1987.

In 1987, the *Master Plan* proposed a new admission policy that built on present practice and provided multiple points of access to postsecondary education⁴. The new policy proposed different standards for each postsecondary sector, creating a system with three initial points of access/provisions for students to move among sectors according to their academic interests and success. The policy “encouraged access to higher education for all who might benefit but recognized that admission policies that encouraged and sustained students who are underprepared or mismatched is poor public policy.” The establishment of multiple points of access allowed students to enter postsecondary education where most appropriate to their educational goals, academic preparation, interests, and past achievements⁵.

In 1988, the HECB, as recommended in the *Master Plan*, adopted minimum requirements for regular and alternative admission to the state's public baccalaureate institutions for first-time students attending a public university at the undergraduate level and students entering the first year of graduate study. Transfer student admissions policies were delineated separately in the HECB transfer policy. For the public baccalaureate sector the development of the statement on admission used the “probability of success” concept. Recognizing predictions of future success must be grounded on past achievements, the statement noted GPA earned in high school was the primary indicator of success in college and the standardized test score provided a second indicator of potential success. In addition, the statement recognized that students who take challenging courses in high school are better prepared and enjoy an easier transition from high school to college. As a result, the statement required a balance of college preparatory high school courses and demonstrated academic achievement through a cumulative GPA and standardized test scores. The HECB set specific percentages of probability of success and required grade and test score combination thresholds.

¹ UW, CWU and WWU used these new requirements in fall 1987

² UW and WSU required college admission test scores and were combined with GPA to create an academic index. UW had long used this approach and WSU adopted it in 1984.

³ The Higher Education Coordinating Board was eliminated in 2011. The Washington Student Achievement Council was created as a new agency in 2012. The HECB succeeded the Council for Postsecondary Education in 1975, which was formerly the Council on Higher Education established in 1969.

⁴ The *Master Plan* was adopted by the HECB in 1988 and effective fall 1992.

For undergraduate students, the requirements included the completion of a minimum of fifteen subject years of core courses. This was in effect for first-year student entering college fall 1992. The completion of courses in specific subject areas was intended to provide students with the preparation necessary to succeed in college. The matter of which specific high school courses met this intention was left to the public baccalaureate admissions directors.

“It is intended that the competencies achieved by completion of these courses provide the student with the necessary preparation to succeed in a college or university. The matter of which specific high school courses meet this intention is left to the judgement of the college or university admissions officer.” – *Course Requirements for College Freshman, Effective Fall 1992, HECB.*

The Council of Presidents Interinstitutional Committee of Registrars and Admissions Officers (ICORA) defined the high school courses that would meet the minimum college high school core requirements set by the Board. ICORA considered requests to add to the list certain courses outside the core disciplines that satisfy core requirements and established a process to review these requests (Appendix A). The HECB also committed to the identification of: (1) competencies that students needed to succeed as first-year, college students and (2) the courses that developed those competencies. To this end, the *Freshman Competency Project* of K-12 and postsecondary education faculty in English and mathematics was created. The Project’s was charged to: (1) identify the minimum competencies that students needed to succeed as college first-year students and (2) propose a means for establishing channels of regular communication and dialogue to complete this work. Work toward similar objectives in science, social studies, world language, and the fine/visual and performing arts was to follow.

Minimum Admissions Standards: 1990s

In 1991, the High School Course Approval Process was revised in response to [House Bill \(HB\) 1936](#). [HB 1936](#) required the HECB, State Board of Education, and Office of the Superintendent of Public Instruction (OSPI) to jointly convene a task force to recommend a process for evaluating and accepting students’ high school coursework for entrance into a public baccalaureate institution. The process was required to meet the following goals:

- Give college first-year students a reasonable assurance that their high school coursework has prepared them to successfully proceed through college.
- Recognize the changing nature of high school crediting, instruction, and award appropriate credit for curriculum and competencies learned in a variety of ways (e.g., interdisciplinary classes, equivalency classes, and the academic component of vocational and technical classes).
- Recognize and award appropriate credit to measurable student competencies.
- Achieve decisions within a reasonable amount of time.
- Under special circumstances provide for on-site program or coursework review.
- Provide an appeal process, under special circumstances, that may provide an additional review of competencies, coursework, or classes.

ICORA advanced a proposal which was adopted with few changes by the HECB in November 1991. The new proposal included transferring the HECB staff responsibility for the coordination of the course review process. The review of high school courses was delegated to the Council of Presidents Interinstitutional Committee for Undergraduate Studies (ICUS) by the Council of Presidents Interinstitutional Committee of Academic Officers (ICAO).

In December 1991, the task force on high school course approval created by HB 1936 completed its work with a final report. The report discussed the impact on high school curriculum of the minimum requirements, potential education reform issues (e.g., competency-based education), and integrated academic and vocational curricula. The task force concluded: (1) a revised course approval procedure for admission to public baccalaureate institutions should be recommended to the HECB and (2) a need for improved communication and coordination between the public schools and public higher education institutions to construct and maintain an educational continuum for students in a time of intense change. The task force specifically recommended in the near term the HECB adopt the course approval process. In addition, the task force recommended the Washington Council for High School- College Relations (WCHSCR) develop strategies for ongoing articulation and coordination of efforts in the areas of curriculum content, guidance/counseling, early assessment/advising, student academic records, reports to high schools on the performance of their graduates, integration of vocational and academic curricula, and review of high school courses for first-year entrance requirements.

Finally, the task force approved long-term recommendations to improve articulation and coordination among public education sectors and the quality of education received by students including: (1) providing resources to the HECB to coordinate public baccalaureate institutions, State Board of Education, and OSPI to define competencies expected of students who completed the courses identified in the minimum requirements; (2) improving funding and emphasis on advising, guidance, counseling, and assessment; and (3) identifying obstacles in K-12 policy that impeded opportunities for students to take resource intensive lab science courses.

In 1993, ICAO and the HECB agreed that public baccalaureate institutions and the HECB would no longer review courses after they have been developed and instead public baccalaureate institutions would work with high schools on the development of new curricula early in the process to ensure smooth articulation. As a result, a new process was implemented in which school districts determined which courses met the standards and certified them on each student transcript.

Not all districts were able to fully implement transcript reporting due to limitations of technology. The HECB, in the interim, created a high school core course database where districts listed courses that met core academic requirements. Public baccalaureate institutions referenced the database when making admissions decisions.

In 1994, the HECB issued a statement on core course approval by the high schools, which stated the public baccalaureate institutions would no longer approve new high school courses for the purpose of meeting core. Public baccalaureates would accept decisions approved by the high school's district school board about any new courses for the purpose of meeting core entrance requirements. The public baccalaureates would continue to count courses to determine that the core pattern was met. If the school district approved a specific course or block of courses fulfilled the requirements of a subject area(s), that course or block would be counted for purposes of fulfilling core.⁶

⁶ 1995-1997 began and completed a revision of the minimum college admissions standards into competency-based admission standards.

Minimum Admissions Standards: 2000s

In 2001, the alternative admission standards for undergraduate students were changed to permit public baccalaureate institutions to waive ACT or SAT examinations on a case-by-case basis.

In 2007 the term College Academic Distribution Requirements (CADRs) was created to replace core courses to distinguish from high school graduation core courses. In addition, CADRs were revised effective for the graduating high school class of 2012. A change effective in 2010, to the science CADR was made to require students to earn two credits of laboratory science with one credit required in algebra-based biology, chemistry, or physics.

A change was also made to require high school students to meet CADRs for all six subject areas. This included a new requirement the Senior Year Math-Based Quantitative Course. High school seniors were required to earn one CADR credit in math or other math-based quantitative coursework to satisfy the senior-year quantitative requirement. This requirement did not mean students must pass a higher level of math; the intent was for students to take meaningful math in the senior year.

In addition, students unable to provide standardized SAT or ACT exam scores would be allowed to petition for a waiver. No more than five percent of the new freshman enrolled annually at each institution could receive waivers from this requirement.

Finally, the term “credit” replaced a “year of coursework” to recognize block scheduling or alternative course delivery models. Use of the admissions index was no longer required and comprehensive review of admission applications was encouraged. Ninth grade high school students in fall 2008 who intended to go to college were required to begin working to meet the new 2008 CADRs.

Minimum Admissions Standards: 2010s

In 2015, a formal review and revision was completed through collaboration among K-12 stakeholders and the public baccalaureate institutions. The primary goal was to foster alignment between K-12 assessment requirements, high school graduation requirements, and four-year public college admission requirements with the intent of maintaining all admissions pathways in a single policy.

To achieve this goal, the minimum admission standards policy was changed to increase admission exam options by allowing for test-optional policies; the addition of a third credit in science to align with a change in the high school graduation requirements was added; the addition of AP Computer Science as a course which may meet the Senior Year Math-Based Quantitative requirement was included; and language to allow Bridge to College English Language Arts which may meet one credit of literature, composition, or elective English and Bridge to College Mathematics which may meet the Senior Year Math-Based Quantitative Course requirement was added.

Minimum Admissions Standards: 2020s

In 2020, revisions were made with WSAC and the public baccalaureate institutions during the COVID-19 pandemic for academic years 2020-21 and 2021-22. The revisions included removal of the 15% cap for the number of first-year students that can be admitted using alternate standards, allowing institutions to go short-term test optional, test blind, or test not required without submitting the request to WSAC and removal of the 10% cap for the number of graduate and professional degree students that can be admitted to an entering class.

In 2021, the policy was fully revised with K-12 and higher education stakeholders. Revisions to the minimum admissions standards were made to broaden definition for first-time students of test optional policies to include test blind and test not required; allow for more student and institutional flexibility by removing the requirement for alternative assessments in place of test scores; and permanent removal of the 15 percent cap for the number of first-year students that can be admitted using alternative standards. In addition, revisions for graduate and professional student admissions were made to remove the 10 percent cap for the number of graduate or professional degree students that can be admitted to an entering class. Finally, additional context was added to the policy to improve clarity and increase understanding of the standards and the admissions review process for Washington’s public baccalaureate institutions.

In 2022, the policy was fully reviewed with K-12 and higher education stakeholders. Revisions to the standards were made for undergraduate students to add language clarifying, in general, special education courses do not qualify for CADRs. For special education courses to be classified as a CADR, the course must be fully aligned with grade level learning standards for the course represented. In addition, technical changes were made to recognize the State Board of Education COVID-19 waiver and Test Optional Policies was renamed to Standardized Test Policies and definitions were added for test not considered, test not required, and test optional. Finally, changes to the graduate alternative admissions standards were made to add language to include international students and adjustments to the requirements noting that a student must have significant professional experience as defined by the institution or graduate program.

Building on this work, in 2022, Washington’s public, baccalaureate institutions decided to complete a comprehensive review of the state’s minimum admission standards for increased clarity. In July, the public, baccalaureate sector held a listening session with key stakeholders to identify potential revisions to the Standards. The institutions used this feedback as part of their work during the fall of 2022 to propose revisions to the Standards. Proposed changes were shared with WSAC in January 2023 and in February, WSAC convened an initial meeting after which the proposed revisions were shared with stakeholders. In December 2023, the public, baccalaureate sector received feedback collected by WSAC.

Appendix A - Processes to Identify Courses to Meet CADR

1989

- High schools may request that certain courses outside the core disciplines as defined be accepted toward satisfaction of a core requirement.
- The school should send to the Director of Admissions a copy of the course outline and any other information demonstrating that the course covers the material typically included in a comparable core course.
- Supplementary documentation may include evidence of satisfactory student performance in subsequent higher level core courses, a record of success in related college courses, scores on an appropriate test that has been taken by course.
- Director of Admissions forwards the request and documentation to the chair of ICORA who circulated the information to each institution.
- Each institution reviewed the information to ensure the course provided adequate preparation for college study in the core areas.
- Course evaluations were reported back to the ICORA chair, who notified the requesting high school of the results.

1991

- Requests to recognize a high school course for first-year entrance requirements may be initiated by schools, districts, OSPI or a receiving public baccalaureate institution.
- Completed course review form and supporting documentation and sent to HECB.
- Original form signed by the school principal, district superintendent, superintendent of OSPI, university admissions director, as appropriate.

Requests Received By	Response Date
September, October, November	February 28
December, January, February, March	June 30
April, May, June, July, August	October 31

- HECB distributed copies of the application to each public baccalaureate institution. Note: provosts delegated this review to ICUS.
- Public baccalaureate institutions ensured that the course review process recognized that academic outcomes or competencies could be achieved in a variety of ways and that the desired course objectives may be accomplished through diverse pedagogical methodologies including integrated curriculum interdisciplinary courses, vocational and technical courses, and independent study programs.
- Each institution coordinated an institutional faculty review of the application and reported the results of the review to the HECB. If unanimity is lacking among the institutions, the HECB would refer the application back to the institutions and they would convene a Course Review

Committee to discuss the application and agreed to a recommendation to the HECB. If beneficial to the decision-making process, high school representatives were invited to attend the meeting.

- The Course Review Committee promptly informed the HECB in writing of its approval or disapproval. If a course is disapproved, the Course Review Committee’s response included a description of the courses’ deficiencies and, if appropriate, changes that might lead to course approval. Additional information may be requested by the Committee, as necessary. All decisions were communicated to the HECB in sufficient time to inform the requestor of the decision, indicated in timeline above.
- Requestor had the option to appeal a disapproved course to the HECB.
- HECB immediately referred all appeals to the provosts who made a final determination after reviewing the course and the recommendations of a representative interinstitutional faculty appellate group(s) to be appointed by the provosts.

Requested By	Response Date
April 1	June 15
December 1	March 15
September 1	November 15

- Final determination from the provosts were communicated in writing to the HECB.
- HECB maintained a file of all reviewed requests. Maintained a course database.
- Decisions only applied to the requested course. Any substantive changes in the content of the approved course submitted to the HECB for re-review under the above process.

1993

Public baccalaureate institutions

- Institutions would no longer review high school courses for equivalence to the minimum requirements.
- School districts would determine what curricular patterns met the specific minimum requirements and certified on each student transcript which requirements have been met.
- Process applied beginning November 18, 1993, for all courses to include new courses, integrated applied and academic courses, and restructured integrated and multi-disciplinary courses and programs.

HECB

- Review the minimum requirements to ensure that the descriptions are specific enough to provide guidance to school districts in reaching their decisions about what constitutes as a college preparatory program. In the meantime, the current standards remained.

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- Move ahead with all reasonable speed in its efforts to work with the Commission on Student Learning and restructuring efforts in public K-12 schools to ensure that their standards are consistent with the HECB's.
 - HECB staff enlisted cooperation with the State Board and OSPI to jointly monitor and discuss with the baccalaureate institutions the patterns of college preparatory course work that may emerge, both from K-12 restructuring and from this agreement.
 - HECB would work with OSPI to expand statewide the current pilot project to provide institutional feedback to high schools on the success of their students.
 - HECB would work with baccalaureate institutions, State Board, and OSPI to produce a statewide conference to examine the patterns of college preparatory work in place by that time and to discuss the appropriateness and effectiveness.

1994

The following procedures should be followed by high school districts to ensure that any newly approved course would be counted.

- If there are no new courses to consider, do nothing differently with applications than you have in the past.
- If there are any new courses to consider, submit one of the following with each application to the public baccalaureates: (1) an additional page that indicated any newly approved course or block of courses with a signature of an official and district approval, and (2) utilize an established reporting form such as the NCAA's 48H.
- If a high school is in doubt about a particular course, they should assume that it is not yet approved and seek district approval.
- Notify the HECB in writing of a newly approved courses that fulfill core requirements with the district approval date.

Appendix B – Minimum Admission Standard Statutes 1986-Present⁷

- 1986: Higher Education Coordinating Board is established.
- 1986-1987: RCW 28B.80.350 **Coordination of activities with segments of higher education. The Higher Education Coordinating Board shall coordinate educational activities among all segments of higher education taking into account the educational programs, facilities, and other resources of both public and independent two and four-year colleges and universities. The four-year institutions, the state board for community college education, and the commission for vocational education shall coordinate information and activities with the board. The board shall have the following additional responsibilities:** (1) Promote interinstitutional cooperation; **(2) Establish minimum admission standards for four-year institutions;** (3) Establish transfer policies; (4) Adopt rules implementing statutory residency requirements; (5) Develop and administer reciprocity agreements with bordering states and the province of British Columbia; (6) Review and recommend compensation practices and levels for administrative employees, exempt under chapter 28B.16 RCW, and faculty using comparative data from peer institutions; (7) Monitor higher education activities for compliance with all relevant state policies for higher education; (8) Arbitrate disputes between and among four-year institutions or between and among four-year institutions and community colleges at the request of one or more of the institutions involved, or at the request of the governor, or from a resolution adopted by the legislature. The decision of the board shall be binding on the participants in the dispute; (9) Establish and implement a state system for collecting, analyzing, and distributing information; (10) Recommend to the governor and the legislature ways to remove any economic incentives to use off campus program funds for on-campus activities; and (11) Make recommendations to increase minority participation, and monitor and report on the progress of minority participation in higher education.
- 1988-2011: RCW 28B.80.350 is revised as it pertains to admissions. Coordination of activities with segments of higher education. The board shall coordinate educational activities among all segments of higher education taking into account the educational programs, facilities and other resources of both public and independent two-and four-year colleges and universities. The four-year institutions and the state board for community college education shall coordinate information and activities with the board. The board shall have the following additional responsibilities: (1) Promote interinstitutional cooperation; **(2) Establish minimum admission standards for four year institutions, including a requirement that coursework in sign language shall satisfy any foreign language requirement the board or the institutions may establish as a general undergraduate admissions requirement;** (3) Establish transfer policies; (4) Adopt rules implementing statutory residency requirements; (5) Develop and administer

⁷ Bolded text highlights admissions related language.

reciprocity agreements with bordering states and the province of British Columbia; (6) Review and recommend compensation practices and levels for administrative employees, exempt under chapter 28B.16 RCW, and faculty using comparative data from peer institutions; (7) Monitor higher education activities for compliance with all relevant state policies for higher education; (8) Arbitrate disputes between and among four-year institutions or between and among four-year institutions and community colleges at the request of one or more of the institutions involved, or at the request of the governor, or from a resolution adopted by the legislature. The decision of the board shall be binding on the participants in the dispute; (9) Establish and implement a state system for collecting, analyzing, and distributing information; (10) Recommend to the governor and the legislature ways to remove any economic incentives to use off campus program funds for on-campus activities; and (11) Make recommendations to increase minority participation, and monitor and report on the progress of minority participation in higher education.

- 2004 RCW 28B.80.350 is recodified as RCW 28B.76.290. No changes made to admissions language.
- 2011: Higher Education Coordinating Board is eliminated.
- 2012: Washington Student Achievement Council is established as a new agency.
- 2012: RCW 28B.77.020 (1) Aligned with the state's biennial budget and policy cycles, the council shall propose educational attainment goals and priorities to meet the state's evolving needs. The council shall identify strategies for meeting the goals and priorities by means of a short-term strategic action plan and a ten-year plan that serves as a roadmap. (a) The goals must address the needs of Washington residents to reach higher levels of educational attainment and Washington's workforce needs for certificates and degrees in particular fields of study. (b) The council shall identify the resources it deems appropriate to meet statewide goals and also recognize current state economic conditions and state resources. (c) In proposing goals, the council shall collaborate with the superintendent of public instruction, the professional educator standards board, the state board of education, the state board for community and technical colleges, the four-year institutions of higher education, independent colleges and degree-granting institutions, certificate-granting institutions and the workforce training and education coordinating board. (2) The council shall update the strategic action plan every two years with the first strategic action plan to be submitted to the governor and the legislature by December 1, 2012. The ten-year roadmap must be updated every two years with the first roadmap to be submitted to the governor and the legislature by December 1, 2013. The council must provide regular updates to the joint higher education committee created in RCW 44.04.360 as needed. (3) In order to develop the ten-year roadmap, the council shall conduct strategic planning in collaboration with agencies and stakeholders and include input from the legislature. The roadmap must encompass all sectors of higher education, including secondary to postsecondary

transitions. The roadmap must outline strategies that address: (a) Strategic planning, which includes setting benchmarks and goals for long-term degree production generally and in particular fields of study; (b) Expanding access, affordability, quality, efficiency, and accountability among the various institutions of higher education; (c) Higher education finance planning and strategic investments including budget recommendations necessary to meet statewide goals; (d) System design and coordination; (e) Improving student transitions; (f) Higher education data and analysis, in collaboration with the education data center, which includes outcomes for recruitment, retention, and success of students; (g) College and career access preparedness, in collaboration with the office of the superintendent of public instruction and the state board of education; (h) Expanding participation and success for racial and ethnic minorities in higher education (i) Development and expansion of innovations in higher education including innovations to increase attainment of postsecondary certificates, and associate, baccalaureate graduate, and professional degrees; and innovations to improve precollege education in terms of cost-effectiveness and transitions to college-level education; and (j) Relevant policy research. (4) As needed, the council must conduct system reviews consistent with RCW 28B.77.080. (5) The council shall facilitate the development and expansion of innovative practices within, between, and among the sectors to increase educational attainment and assess the effectiveness of the innovations. (6) The council shall use the data and analysis produced by, and in consultation with, the education data center created in RCW 43.41.400 in developing policy recommendations and proposing goals. In conducting research and analysis the council at a minimum must: (a) Identify barriers to increasing educational attainment, evaluate effectiveness of various educational models, identify best practices, and recommend methods to overcome barriers; (b) Analyze data from multiple sources including data from academic research and from areas and agencies outside of education including but not limited to data from the department of health, the department of corrections, and the department of social and health services to determine best practices to remove barriers and to improve educational attainment; (c) Assess educational achievement disaggregated by income level, age, gender, race and ethnicity, country of origin, and other relevant demographic groups working with data from the education data center; (d) Track progress toward meeting the state's goals; (e) Communicate results and provide access to data analysis to policymakers, the superintendent of public instruction, institutions of higher education, students, and the public; and (f) Use data from the education data center wherever appropriate to conduct duties in (a) through (e) of this subsection. **(7) The council shall collaborate with the appropriate state agencies and stakeholders, including the state board of education, the office of the superintendent of public instruction, the state board for community and technical colleges, the workforce training and education coordinating board, and the four-year institutions of higher education to improve student transitions and success including but not limited to: (a) Setting minimum college admission standards for four-year institutions of higher education, including a requirement that coursework in American sign language or an American Indian language satisfies any requirement for instruction in a language other than English that the council**

(ii) Encouragement of the use of multiple measures to determine whether a student must enroll in a precollege course, such as placement tests, the SAT, high school transcripts, college transcripts, or initial class performance; (b) Proposing comprehensive policies and programs to encourage students to prepare for, understand how to access, and pursue postsecondary college and career programs, including specific policies and programs for students with disabilities; (c) Recommending policies that require coordination between or among sectors such as dual high school-college programs, awarding college credit for advanced high school work, and transfer between two and four-year institutions of higher education or between different four-year institutions of higher education; and (d) Identifying transitions issues and solutions for students, from high school to postsecondary education including community and technical colleges, four-year institutions of higher education, apprenticeships, training, or workplace education; between two-year and four-year institutions of higher education; and from postsecondary education to career. In addressing these issues the council must recognize that these transitions may occur multiple times as students continue their education. (8) The council directs the work of the office, which includes administration of student financial aid programs under RCW [28B.76.090](#), including the Washington college grant and other scholarships, the Washington advanced college tuition payment program, and work-study programs. (9) The council may administer state and federal grants and programs including but not limited to those programs that provide incentives for improvements related to increased access and success in postsecondary education. (10) The council shall protect higher education consumers including: (a) Approving degree-granting postsecondary institutions consistent with existing statutory criteria; (b) Establishing minimum criteria to assess whether students who attend proprietary institutions of higher education shall be eligible for the Washington college grant and other forms of state financial aid. (i) The criteria shall include retention rates, completion rates, loan default rates, and annual tuition increases, among other criteria for students who receive the Washington college grant in chapter [28B.92](#) RCW and any other state financial aid. (ii) The council may remove proprietary institutions of higher education from eligibility for the Washington college grant or other form of state financial aid if it finds that the institution or college does not meet minimum criteria. (iii) The council shall report by December 1, 2014, to the joint higher education committee in RCW [44.04.360](#) on the outcomes of students receiving Washington college grants, impacts on meeting the state's higher education goals for educational attainment, and options for prioritization of the Washington college grant and possible consequences of implementing each option. When examining options for prioritizing the Washington college grant the council shall consider awarding grants based on need rather than date of application and making awards based on other criteria selected by the council. (11) The council shall adopt residency requirements by rule. (12) The council shall arbitrate disputes between and among four-year institutions of higher education and the state board for community and technical colleges at the request of one or more of the institutions involved, or at the request of the governor, or from a resolution adopted by the legislature. The decision of the council shall be binding on the participants in the dispute. (13) The council may solicit, accept, receive, and

administer federal funds or private funds, in trust, or otherwise, and contract with foundations or with for-profit or nonprofit organizations to support the purposes and functions of the council.

(14) The council shall represent the broad public interest above the interests of the individual institutions of higher education.