

Committee for Academic Affairs & Policy (CAAP)

The Committee for Academic Affairs and Policy addresses issues related to academic policy. This includes the seven Roadmap action items below. It also discusses issues related to the Council's responsibilities regarding consumer protection, the Disability Task Force, and diversity issues.

Action Items:

- Ensure high school graduates are career and college ready.
- Streamline and expand dual-credit and dual-enrollment programs.
- Align postsecondary programs with employment opportunities.
- Provide greater access to work-based learning opportunities.
- Leverage technology to improve student outcomes.
- Ensure cost is not a barrier for low-income students.
- Help students and families save for postsecondary education.

Scheduled Meeting Times

Meeting time: 8:30 to 10:30 AM

Tuesday, March 17, 2015

Thursday, May 21, 2015

Thursday, July 16, 2015

Wednesday, September 23, 2015

Thursday, December 10, 2015

Members

Council of Presidents: Jane Sherman

Independent Colleges of Washington: Violet Boyer

Office of Superintendent of Public Instruction: Dixie Grunenfelder

State Board for Community and Technical Colleges:

Alison Grazzini, Jan Yoshiwara

State Board of Education: Linda Drake

Student Representative: Akua Asare-Konadu, Aviance Tate

Workforce Training and Education Coordinating Board:

Nova Gattman, Eleni Papadakis

WSAC Members

Council: Jeff Charbonneau, Gil Mendoza, Rai Nauman Mumtaz

Staff: Randy Spaulding

Support Staff: Ellen Matheny

AGENDA

1. Minimum College Admission Requirements (Randy / Noreen)
 - a. Review of Council Role in establishing a policy
 - b. Discussion of suggested changes in light of changes to High School Graduation requirements and feedback from the field
2. Policy Briefs/Outlines (Randy, Alan, Noreen, Anne, and Mark)
 - a. Staff are in planning stages for three briefing papers to provide background for the Roadmap update and development of metrics. Topics are:
 - i. Factors influencing high school graduation
 - ii. Factors associated with successful postsecondary transition, and
 - iii. Factors influencing postsecondary completion
3. Metrics (Alan)
 - a. Update on the development of metrics for the Roadmap update
4. Updates/Other Business (Randy)

Meeting Notes March 17, 2015

Attendees:

Council of Presidents: Jane Sherman

University of Washington Seattle: Robert Corbett

Independent Colleges of Washington: Violet Boyer

Office of Superintendent of Public Instruction: Jessica Vavrus

State Board for Community and Technical Colleges: Jan Yoshiwara (phone), David Prince (phone)

State Board of Education: Linda Drake

Workforce Training and Education Coordinating Board: Terri Colbert

WSAC Council: Rai Nauman Mumtaz (phone)

WSAC Staff: Randy Spaulding, Alan Hardcastle, Mark Bergeson, Noreen Light, Jim West, Ellen Matheny, Anne Messerly, Cristina Gaeta

Agenda and Discussion

The purpose of our discussion is to gather perspectives and see what additional information we need to move on with this work.

2015 Review: Questions for Consideration Minimum college admission standards with the advent of evolving high school (HS) graduation requirements

Randy reviewed the history and basic philosophy of minimum college admission standards and the Admissions document distributed with the agenda that includes three policies: freshman admission, alternative admission for students over 25, and graduate student admissions. Minimum admission standards set a floor that is not so high as to be exclusionary but high enough so that students who meet it will succeed. High schools need to provide curriculum that meets minimum admission standards.

I. Freshmen University Admission Policy

A. Running Start students – freshmen or transfer status?

Running Start (RS) and other dual credit-earning students, including those who have earned more than 40 quarter hours of credit, who enter a baccalaureate institution directly from high school must meet minimum admission standards.

DISCUSSION: Should RS students continue to be treated as freshman? Or should the policy allow for some to be treated as transfer students? If RS students enroll in the quarter immediately following their senior year in HS, regardless of the number of credits earned, they are categorized as freshman at public Baccalaureate Institutions (BI). Some colleges require all first year students to live on campus. This includes RS students. In addition, first time on campus students require an orientation to campus life, even if they have transfer credits. Transfer students do not have advantages in the admission process according to BI Admission Directors.

We have heard through different avenues (including parents and students) that some RS students would like to be categorized as transfer students upon first arrival on campus. They have attended college and believe they are not like first time freshman students. They do not want to be required to live on campus.

QUESTIONS:

1. Do RS students with significant transfer credits register with freshman or do they receive priority based on the number of their accumulated credits?
2. When are transfer credit evaluations completed for RS students?
3. When are they assigned official class standing based on their transfer credit?

B. College Academic Distribution Requirement (CADR)

- a. Add a third science credit to CADRs, concurrent with change in High School (HS) grad requirements.
DISCUSSION: Yes effective 2021 to align with HS graduation requirements. At that point, science CADRs and HS graduation requirements will be fully aligned.
- b. Currently 1 credit in fine, visual or performing arts. Should the HS graduation requirements continue to allow additional coursework in other academic areas to substitute for fine, visual or performing arts? This is currently an area of non-alignment with HS graduation requirements.
DISCUSSION: Flexibility is currently allowed to replace with other CADR courses (e.g. more math, science, English). However, this does not fully align with current HS graduation requirements which do not allow for substitution. Currently WWU and UW have a stricter requirement in this area.
RECOMMENDATION: Further conversation may be required regarding visual, fine, or performing arts to ensure the language is clear in the policy and in communications to students, parents and counselors. A policy change was not recommended at this time, however, a question was raised about whether the ICW colleges require Fine, Visual, or performing arts.
- c. State-mandated HS reading assessment is equivalent to the first two CADR credits of English (SB is at higher level than previous assessments.)
DISCUSSION: Our current language indicates results on statewide assessments can satisfy the first two CADR credits in English but this was rarely used (if ever). Would we want to count 11 grade assessments in English and Math to satisfy CADR?
RECOMMENDATION: Following discussion it was suggested we remove that language from our CADR. We need to wait until we have research on SBAC and then perhaps we can add language that would address the SBAC assessments. SBAC results will be evaluated in Fall of 2017.
- d. Senior year transition courses (Bridge to College Mathematics/ELA) - do these meet CADRs?
DISCUSSION: These courses help kids get up to college ready level. They were designed jointly by high school teachers and college faculty. There are short papers that describe the standards of the 12th grade English class and math bridge courses that should be distributed widely so more people understand what they are. These are currently on the OSPI website.

Does the curriculum of 4th year transition course in ELA count as 4th year of English, and does the math course satisfy algebra II requirements of the CADR? When reading the description of the math course, some college admissions directors thought it might satisfy the algebra II requirement. But will it prepare students for pre-calculus?

Transition courses do not exempt students from placement assessments at the universities (both public and private) but they will exempt from CTC placement.

From a policy standpoint, these are statewide courses, so we want to see as much uniformity as possible as to how these courses are treated across the system. We need to ensure that transition course learning outcomes are broadly distributed.

Currently schools are operating on the assumption that the Bridge to College ELA would satisfy the English requirement but that the Math would not meet the third year math requirement (although it would meet the senior year quantitative requirement). Math may require further discussion.

C. Exemptions from CADR and other admission requirements, including standardized testing

- a. Up to 15% of freshmen can have up to three CADRs waived for admission. In addition there are other provisions made for students older than 25.
- b. Currently students who have earned 40 college level credits are exempt from minimum standards, but NOT if they earned the credits through dual credit programs.
- c. SAT or ACT Scores are required as part of the Minimum College Admission Standards (MCAS). Up to 5% of new freshmen: SAT or ACT scores waived

QUESTION: Should institutions have greater flexibility to adopt a test optional policy?

DISCUSSION: Randy and Noreen attended an ICORA meeting (Interinstitutional Committee of Registrars and Admissions Officers - Registrars and Admissions Officers at public baccalaureate institutions) for input on possible revisions to requirements. Members would like to see some flexibility in exam requirements, perhaps using other predictors of success. It is also important for Washington to know how our students are doing compared to others in the country and nationwide standardized tests are one way to make this assessment. Accessibility of standardized tests is also something to take into consideration. Many states pay for testing every student to address one accessibility issue.

Options were discussed:

- 1. Leave the requirements as they are now.
- 2. Test Optional by institution. Colleges would submit a plan for a waiver of the testing requirement. A majority of Admission directors would like a test optional option.
- 3. Quasi test optional. Leave testing as a requirement (ACT/SAT) and include the SBAC as one of the test options. This could harm students going to colleges out of state if they opted to not participate in ACT/SAT testing. In addition, students coming from other states might not have the same option. Or perhaps they would if they took the SBAC or PARCC exams in another state?
- 4. Increase the percent of CADR and SAT waivers. Colleges do not currently appear to be near the waiver limits so this might not be necessary.

RECOMMENDATION: Further thought and discussion is needed. Paul Francis will take this to the public college provosts for discussion.

D. World Language requirements were discussed, and it was decided no changes were required at this time.

II. Policy Briefs/Outlines (Randy, Alan, Noreen, Anne, and Mark)

A. Staff are in planning stages for three briefing papers to provide background for the Roadmap. Topics include:

- a. Factors influencing high school graduation
- b. Factors associated with successful postsecondary transition, and
- c. Factors influencing postsecondary completion

B. Purpose

- a. Discuss what helps students become successful but not develop new metrics. Complete a literature review to help our Council and others not steeped in higher education understand these issues. The document should help a lay audience understand that there is a lot of research on key factors and help guide conversation about which strategies would be most effective in meeting attainment goals.

DISCUSSION: Jan Yoshiwara suggested the papers focus in on students who we need to be a better job of serving to reach our statewide attainment goals. We don't need to worry about those already preparing to go to college. We need to systematically serve those who are NOT planning on going to college. We should look at research around low income, returning

adults, and students of color. We should quantify each group's potential contribution to meeting attainment goals.

Randy mentioned the work Jan Yoshiwara and Jane Sherman completed in 2008/09 for our agency's strategic planning ([Policy and Demographic Analysis Work Group Draft Report November 2008](#)). The HECB quantified the groups mentioned, but we need to quantify Latino and adult returning students too if we want to bring them up to the participation rate of other students. The questions becomes, "How would we increase the participation rate of Latino and adult returning students to the same level as other students in the state? How do we do that for XXX number of students?"

Perhaps we need to also include 20+ something workers returning to school, post military students, incarcerated students. ALL transition students. This may be a fourth brief or possibly integrated into the transitions brief.

Quantifying the size of the problem would be a first step in order to have the greatest impact.

REQUEST: All present were asked to send resources and information to Randy.

III. Metrics (Alan)

The Council was asked at its Feb. 11 meeting whether it wanted to address changing the Roadmap strategies and goals, or focus on metrics that would should how we are doing so far

- A. The Council reported that it is interested in looking at metrics to determine our progress thus far on the core measures. They are also interested in including some leading indicators related to the core measures. They agreed that we can't include every indicator, but they would like a small number of leading indicators at this time.
- B. The Council has called for a technical workgroup to convene to address these questions. An initial meeting will be held the end of March with our partners. The group is currently looking at the literature to see what indicators are typically used and progress metrics tied to the core measures. The goal is to determine what indicators and progress metrics to include in the 2015 Roadmap.
- C. The goal is to have an update to the Roadmap by end of this year.

IV. Updates/Other Business (Randy)

- A. A brief legislative update was provided on the dual credit bills and veteran's residency.
- B. National and local ISLS meeting updates were provided.

2015 Review: Questions for Consideration

Minimum college admission standards

1.1 Freshmen Admission Policy

1. Running Start students – freshmen or transfer status?
 - a. RS and other dual credit-earning students, including those who have earned more than 40 quarter hours of credit, who enter a baccalaureate institution directly from high school must meet minimum admission standards.

College Academic Distribution Requirement (CADR)

1. **Add a third science credit** to CADRs, concurrent with change in HS grad requirements.
2. Currently 1 credit in fine, visual or performing arts. Change to allow additional coursework in academic areas to substitute for fine, visual or performing arts.
3. State-mandated HS reading assessment is equivalent to the first two CADR credits of English (SB is at higher level than previous assessments.)
4. Senior year transition courses (Bridge to College Mathematics/ELA) - do these meet CADRs?
5. Other possible changes to course requirements.

Exemptions:

1. Up to 15% of freshmen: CADRs waived; older than 25, CADRS waived IF GPA is raised to 2.5
2. Students who have earned 40 college level credits are exempt from minimum standards, but NOT if they earned the credits through dual credit programs.

SAT or ACT Scores Required

Official SAT or ACT test scores sent directly to college or university. Fee waivers may be available.

1. Should institutions have greater flexibility to adopt a test optional policy?

Exemptions:

1. Up to 5% of new freshmen: SAT or ACT scores waived



March 2011

Admissions Standards Policy

Effective Date: Entering Freshmen Class of 2012 except where otherwise noted.

Introduction

Freshmen Admission Policy

- 1.1 Freshmen Admission Policy
- 1.2 Alternative Freshman Admission Policy

Transfer Admission Policy

- 2.1 Transfer Admission Policy

Graduate Admission Policy

- 3.1 Graduate Admission Requirements
- 3.2 Alternative Standards for Admission to Graduate and Professional Schools
- 3.3 Regular Admission of Graduate and Professional School Students with Significant Professional Experience

Introduction

Authority to Establish Admission Policy

The Higher Education Coordinating Board (HECB) has responsibility to “Establish minimum admission standards for four-year institutions, including a requirement that coursework in American sign language or an American Indian language shall satisfy any requirement for instruction in a language other than English that the board or the institutions may establish as a general undergraduate admissions requirement” (RCW 27B.600.160).

28B.76.290 Coordination of activities with segments of higher education.

28A.600.160 Educational pathways.

On November 17, 2010 (resolution 10-29), the board adopted revised minimum requirements for freshmen admission and reaffirmed alternative admission and minimum admission for graduate and professional programs.

The primary goal of the 2010 revisions was to foster alignment between high school graduation requirements and four-year public college admission requirements and integrate all admissions pathways into a single policy. To foster alignment between high school graduation requirements and four-year public college admission requirements, the HECB and the State Board of Education adopted changes to their respective requirements that will:

- Add a third credit in science concurrent with a change in the high school graduation requirements.
- Place emphasis on competencies rather than defined “seat time” and allow for use of competency-based assessments to meet admission requirements and eliminate the specification of a time-based curriculum in high school.
- Reaffirm or modify current policies to ease administrative burden, clarify intent, and ensure alignment with changes to the graduation requirements, including current testing requirements.

Under the new high school graduation requirements (beginning with the graduating class of 2016), students will be automatically enrolled¹ in a curriculum that prepares them for careers or college and, for the first time, the state high school graduation requirements will match the minimum college admission requirements.

¹ Students would be automatically enrolled in a college and career ready pathway that meets the minimum college admission requirements. However, they may opt for an alternate curriculum that focuses more coursework on career, academic, or other interests based on their high school and beyond plan.

Implementation

Except where noted, these revised policies take effect for students entering college summer or fall term 2012.

1.1 Freshmen Admission Policy

Freshmen admission requirements apply to all applicants to the public four-year colleges who enter directly from high school and/or students who enter college with fewer than 40 credits of college level coursework or equivalent.

Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of college-level credit, who enter a public baccalaureate institution directly from high school must meet minimum college admission standards (i.e., CADR, minimum GPA, submittal of SAT/ACT test scores, etc.).

Rigorous Coursework Each Year in High School

Admission to many of the state's institutions is competitive. The best preparation for success in college is a rigorous high school curriculum. Students are strongly encouraged to earn three credits of CADR courses each year of high school, including their senior year.

Comprehensive Review of Applications for Admission

Currently, each of the public baccalaureate institutions employs a comprehensive or holistic review process for at least a portion of their applicants. The board encourages institutions to utilize comprehensive and holistic review as a means of ensuring student access. In particular, the board encourages institutions to consider traditionally underserved populations who otherwise might not appear prepared using standardized criteria. In cases where students do not meet the minimum college admission standards, the policy provides for alternative admission policies which may be more appropriate for certain students.

Course Requirements: College Academic Distribution Requirement (CADR)

CADR reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions. For a more detailed description of CADR courses and how they can be met in high school as well as in college, please see Appendix B.

Changes to course requirements

- Contingent upon legislative approval and funding, the requirement in science will increase to 3 credits beginning for the class entering postsecondary education in summer or fall of 2016 (see Appendix A).

Courses may be assessed based upon competency rather than “seat time”

- In meeting the CADR requirements, the minimum admission standards reference “credits” rather than “years of coursework” to better recognize alternative scheduling and competency-based assessment of student learning.
- The policy also allows for dual purpose courses. A dual purpose course is a single course that meets one academic requirement and one other requirement in high school (e.g., principles of technology may count as a lab science and Occupational Education). This approach is described as “2 for 1” in the State Board of Education high school graduation requirements. As described below, dual purpose courses must be indicated with the “B” designation on the high school transcript.²
- Students may meet high school requirements with courses taken in middle school, provided the courses are part of a sequence which is successfully continued in high school, or the course is included on the high school transcript as a high school level course.
- Students may meet the World Language requirement through passage of a district approved competency assessment consistent with the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The State Board of Education provides a sample policy for districts and recommended assessment tools:
(<http://www.sbe.wa.gov/documents/FAQ%20World%20Language%20Proficiency.pdf>). Assessment procedures for other subject areas will be established in the future.
- Achieving proficiency on the state mandated high school reading assessment is equivalent to the first two CADR credits of English. Achieving proficiency on state mandated high school math assessment is equivalent to the first two CADR credits of math (algebra I and geometry, or integrated math I and II).³

Transcript Designations

Washington Administrative Code (WAC) 392-415-070 requires that standardized high school transcripts include a “B” designation for courses that meet or satisfy HECB core course requirements.

Because the term “core course” may have different meanings depending upon context, the term “College Academic Distribution Requirements” (CADR) is used to describe courses that meet

² The senior year quantitative course may be met by taking courses that do not carry the B designation. At this time there is not a way to flag these on the transcript. OSPI is working on revisions to the transcript that will allow schools to indicate which courses meet the quantitative requirement.

³ CADR equivalency may be met through passing scores on WASL, HSPE, or State Mandated End of Course Exams.

the HECB minimum requirements and, therefore, should carry the “B” designation on the transcript.

It is the responsibility of each school district to determine which of its high school courses meet CADR guidelines and to ensure that the “B” designations are made on students’ transcripts.

SAT or ACT Scores Required

Official SAT or ACT test scores must be sent directly to the college or university to which a student is applying. Students who cannot afford the test should check with their high school to inquire about a fee waiver. Both College Board (SAT) and ACT provide for fee waivers. Students unable to provide standardized ACT or SAT test scores may petition the institution for a waiver from the requirement. No more than five percent of the new freshmen enrolled annually at each institution may receive waivers from this requirement.

Minimum Grade Point Average

Students must attain a minimum, non-weighted cumulative grade point average of 2.0 on a 4.0 scale. Graduates of institutions not using a grading system would be exempt from the GPA minimum requirement but would have to submit equivalent measures of performance as determined by the college or university.

1.2 Alternative Freshmen Admission Policy

There are two approaches that may be used to admit students who may not meet the current freshmen admission standards. The first, open to all students, provides for waiver of some high school course requirements. The second, designed for students who have been out of high school longer (entering students who are age 25 or older) allows students to be admitted without consideration of specific high school course requirements. Up to 15 percent of freshmen offered admission at each of the six public baccalaureate institutions may be admitted using an alternative standard.⁴

Option 1: Alternative Admission Standards

Undergraduate students must meet the following standards:

1. Submit a score on the SAT or ACT unless a waiver has been granted by the receiving baccalaureate institution;
2. Submit a transcript showing achievement of a 2.0 high school grade point average or a passing score on the General Educational Development (GED) certificate test;
3. Complete high school course requirements as prescribed, with no more than three CADR credits waived; and
4. Present evidence of success outside the classroom and strong motivation to succeed in college.

Option 2: Admission of freshmen 25 years or older.

An applicant 25 years of age or older who is seeking initial entry at the freshman level may be offered regular admission if the student meets standards appropriate to the applicant's age and personal experience. These applicants must meet at least two of the following requirements:

1. Submit satisfactory scores on the SAT, ACT, or other university-administered tests;
2. Submit a transcript showing the achievement of a 2.5 high school grade point average or a passing score on the General Education Development (GED) certificate test;
3. Write an essay demonstrating entry-level critical thinking and communication skills; or
4. Present evidence of success outside the classroom and strong motivation to succeed in college.

⁴ Students receiving the SAT or ACT Score Requirement Waiver are included in this 15 percent total.

2.1 Transfer Admission Policy

Students who have earned 40 college level credits are exempt from the state minimum freshmen admission requirements and should inquire with institutions for requirements for transfer admission. However, Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of credit who enter a public baccalaureate institution directly from high school, must meet minimum college admission standards as outlined in section 1.1.

The state provides a number of tools to smooth the transfer process including the Direct Transfer Agreement (DTA), Associate of Science Transfer (AST), and Major Related Pathways (MRP). For more information on transfer, please visit the transfer web site at: (<http://www.hecb.wa.gov/go/transfer>).

3.1 Graduate Admission Requirements

Adopted September 8, 1998, Resolution 98-30; reaffirmed November 17, 2010, Resolution 10-29

Students seeking regular admission to graduate programs or to their first professional degree programs are required to have a minimum grade point average of 3.0 in the last 90 graded quarter hours or the last 60 semester hours. Graduates of The Evergreen State College or other institutions or programs not using a grading system would be exempt from the GPA minimum requirement, but would have to submit equivalent measures of performance.

Applicants with earned graduate or professional degrees from appropriately accredited institutions are judged by their academic accomplishments to show evidence of student preparedness generally equivalent to these minimum admissions requirements.

3.2 Alternative Standards for Admission to Graduate and Professional Schools

Institutions may admit up to 10 percent of an entering class of a graduate or professional school under alternative standards. This exemption must be applied on an institution-wide basis. Each institution will develop alternative standards that could vary by program. Alternative standards are submitted to the Higher Education Coordinating Board for approval. Application of alternative standards must be documented by the institution for the purpose of future review and audit.

3.3 Regular Admission of Graduate and Professional School Students with Significant Professional Experience

Students with at least ten years of increasingly responsible professional experience in the field for which they are applying could be offered regular admission to a graduate or professional program. These applicants would have to meet at least three of the following requirements:

1. Submit a transcript showing the achievement of a 3.0 grade point average for the last 90 quarter hours or 60 semester hours;
2. Submit satisfactory scores on the GRE, GMAT, or other approved test;
3. Write an essay demonstrating critical thinking skills;
4. Write a Statement of Intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study; or
5. Present evidence of professional success in a field relevant to the proposed area of study.

Implementation Timeline for Changes to the Minimum College Admission Requirements

Subject Area	Credits	Freshmen Entering College
English	4	Current
Mathematics	3	Current
	Algebra I, Geometry, & Algebra II, or Integrated Math I, II, & III, or higher level math.	
Senior Year Math-Based Quantitative Course	Additional math or an algebra-based science course required ⁵	Current
Science	2 2 lab science: 1 algebra-based and 1 in biology, chemistry, or physics	A third credit of Science will be required when the State Board of Education formally adopts into rule a 3-credit science graduation requirement. The third credit would not need to be lab-based.
Social Sciences	3	Current
World Languages	2	Current
Arts	1 ⁶	Current
	Fine, visual, or performing arts	
Policy Changes		
Remove <u>Requirement</u> for 3 CADRs per year		No Impact ⁷
Allow Dual Purpose Courses		Freshmen entering Summer or Fall 2012
High School Level Courses in Middle School Accepted if on High School Transcript		Freshmen entering Summer or Fall 2012
Approved Competency Assessment to meet requirements		Freshmen entering Summer or Fall 2012
“State Mandated Test” to meet first two credits in Math and English (replaces WASL)		Freshmen entering Summer or Fall 2012
Third credit of Science pending SBE adoption as graduation requirement		A third credit of Science will be required when the State Board of Education formally adopts into rule a 3-credit science graduation requirement. The third credit would not need to be lab-based.

⁵ Considered a dual-purpose course and may be satisfied by any math or algebra-based science in the senior year.

⁶ HECB would allow additional coursework in academic areas to be used to substitute for fine, visual, or performing arts.

⁷ The requirement was scheduled to take effect for the class of 2012. The revised policy changes the requirement to a recommendation.