

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 2382

Chapter 55, Laws of 2004

58th Legislature
2004 Regular Session

HIGHER EDUCATION--TRANSFER STUDENTS

EFFECTIVE DATE: 6/10/04

Passed by the House March 8, 2004
Yeas 94 Nays 0

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate March 3, 2004
Yeas 47 Nays 0

BRAD OWEN

President of the Senate

Approved March 22, 2004.

GARY F. LOCKE

Governor of the State of Washington

CERTIFICATE

I, Richard Nafziger, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 2382** as passed by the House of Representatives and the Senate on the dates hereon set forth.

RICHARD NAFZIGER

Chief Clerk

FILED

March 22, 2004 - 4:41 p.m.

**Secretary of State
State of Washington**

SUBSTITUTE HOUSE BILL 2382

AS AMENDED BY THE SENATE

Passed Legislature - 2004 Regular Session

State of Washington 58th Legislature 2004 Regular Session

By House Committee on Higher Education (originally sponsored by Representatives Kenney, Cox, Fromhold, Nixon, Anderson, Ruderman, Chase, Schual-Berke, Miloscia, Hudgins, Wood, Morrell, Santos, Moeller and Kagi)

READ FIRST TIME 02/06/04.

1 AN ACT Relating to improving articulation and transfer between
2 institutions of higher education; amending RCW 28B.80.290; adding new
3 sections to chapter 28B.80 RCW; and creating new sections.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** (1) The legislature finds that community and
6 technical colleges play a vital role for students obtaining
7 baccalaureate degrees. In 2002, more than forty percent of students
8 graduating with a baccalaureate degree had transferred from a community
9 or technical college.

10 (2) The legislature also finds that demand continues to grow for
11 baccalaureate degrees. Increased demand comes from larger numbers of
12 students seeking access to higher education and greater expectations
13 from employers for the knowledge and skills needed to expand the
14 state's economy. Community and technical colleges are an essential
15 partner in meeting this demand.

16 (3) However, the legislature also finds that current policies and
17 procedures do not provide for efficient transfer of courses, credits,
18 or prerequisites for academic majors. Furthermore, the state's public
19 higher education system must expand its capacity to enroll transfer

1 students in baccalaureate education. The higher education coordinating
2 board must take a leadership role in working with the community and
3 technical colleges and four-year institutions to ensure efficient and
4 seamless transfer across the state.

5 (4) Therefore, it is the legislature's intent to build clearer
6 pathways to baccalaureate degrees, improve statewide coordination of
7 transfer and articulation, and ensure long-term capacity in the state's
8 higher education system for transfer students.

9 NEW SECTION. **Sec. 2.** (1) The higher education coordinating board
10 must convene work groups to develop transfer associate degrees that
11 will satisfy lower division requirements at public four-year
12 institutions of higher education for specific academic majors. Work
13 groups must include representatives from the state board for community
14 and technical colleges and the council of presidents, as well as
15 faculty from two and four-year institutions. Work groups may include
16 representatives from independent four-year institutions.

17 (2) Each transfer associate degree developed under this section
18 must enable a student to complete the lower-division courses or
19 competencies for general education requirements and preparation for the
20 major that a direct-entry student would typically complete in the
21 freshman and sophomore years for that academic major.

22 (3) Completion of a transfer associate degree does not guarantee a
23 student admission into an institution of higher education or admission
24 into a major, minor, or professional program at an institution of
25 higher education that has competitive admission standards for the
26 program based on grade point average or other performance criteria.

27 (4) During the 2004-05 academic year, the work groups must develop
28 transfer degrees for elementary education, engineering, and nursing.
29 Each year thereafter, the higher education coordinating board must
30 convene additional groups to identify and develop additional transfer
31 degrees. The board must give priority to majors in high demand by
32 transfer students and majors that the general direct transfer agreement
33 associate degree does not adequately prepare students to enter
34 automatically upon transfer.

35 (5) The higher education coordinating board, in collaboration with
36 the intercollege relations commission, must collect and maintain lists

1 of courses offered by each community and technical college and public
2 four-year institution of higher education that fall within each
3 transfer associate degree.

4 (6) The higher education coordinating board must monitor
5 implementation of transfer associate degrees by public four-year
6 institutions to ensure compliance with subsection (2) of this section.

7 (7) Beginning January 10, 2005, the higher education coordinating
8 board must submit a progress report on the development of transfer
9 associate degrees to the higher education committees of the house of
10 representatives and the senate. The first progress report must include
11 measurable benchmark indicators to monitor the effectiveness of the
12 initiatives in improving transfer and baseline data for those
13 indicators before the implementation of the initiatives. Subsequent
14 reports must be submitted by January 10 of each odd-numbered year and
15 must monitor progress on the indicators, describe development of
16 additional transfer associate degrees, and provide other data on
17 improvements in transfer efficiency.

18 NEW SECTION. **Sec. 3.** (1) The higher education coordinating board
19 must create a statewide system of course equivalency for public
20 institutions of higher education, so that courses from one institution
21 can be transferred and applied toward academic majors and degrees in
22 the same manner as equivalent courses at the receiving institution.

23 (2) The board must convene a work group including representatives
24 from the state board for community and technical colleges and the
25 council of presidents, as well as faculty from two and four-year
26 institutions, to:

27 (a) Identify equivalent courses between community and technical
28 colleges and public four-year institutions and among public four-year
29 institutions, including identifying how courses meet requirements for
30 academic majors and degrees; and

31 (b) Develop strategies for communicating course equivalency to
32 students, faculty, and advisors.

33 (3) The work group may include representatives from independent
34 four-year institutions. The work group must take into account the
35 unique nature of the curriculum of The Evergreen State College in
36 developing the course equivalency system.

1 (4) The higher education coordinating board must make a progress
2 report on the development of the course equivalency system to the
3 higher education committees of the senate and house of representatives
4 by January 10, 2005. The report must include options and cost
5 estimates for ongoing maintenance of the system.

6 NEW SECTION. **Sec. 4.** (1) The higher education coordinating board
7 must conduct a gap analysis of upper division capacity in the public
8 higher education system to accommodate transfer students. The analysis
9 must address the total number of enrollment slots, specific academic
10 majors, and geographic location of demand and supply of upper division
11 capacity.

12 (2) The board must examine the full range of options, including
13 costs, to close the gap between demand and supply of upper division
14 capacity. Options include expansion of main campuses, branch campuses,
15 off-campus education centers, distance learning, and other strategies.

16 (3) The board must make a progress report by January 10, 2005, and
17 a final report by December 10, 2006, with recommendations to the higher
18 education committees of the senate and house of representatives for how
19 the state should expand upper division capacity in various locations
20 across the state.

21 **Sec. 5.** RCW 28B.80.290 and 1983 c 304 s 2 are each amended to read
22 as follows:

23 The statewide transfer of credit policy and agreement (~~shall~~)
24 must be designed to facilitate the transfer of students and the
25 evaluation of transcripts, to better serve persons seeking information
26 about courses and programs, to aid in academic planning, and to improve
27 the review and evaluation of academic programs in the state
28 institutions of higher education. The statewide transfer of credit
29 policy and agreement (~~shall~~) must not require (~~nor~~) or encourage
30 the standardization of course content (~~and shall not~~) or prescribe
31 course content or the credit value assigned by any institution to the
32 course. Policies adopted by public four-year institutions concerning
33 the transfer of lower division credit must treat students transferring
34 from public community colleges the same as students transferring from
35 public four-year institutions.

1 NEW SECTION. **Sec. 6.** Sections 2 and 3 of this act are each added
2 to chapter 28B.80 RCW.

 Passed by the House March 8, 2004.

 Passed by the Senate March 3, 2004.

 Approved by the Governor March 22, 2004.

 Filed in Office of Secretary of State March 22, 2004.