
HOUSE BILL 1982

State of Washington

64th Legislature

2015 Regular Session

By Representatives Pollet, Walkinshaw, Gregerson, Carlyle, Tarleton,
and Orwall

Read first time 02/04/15. Referred to Committee on Higher Education.

1 AN ACT Relating to enhancing student completion through advising,
2 mentoring, recapture initiatives, remedial programs, and accelerated
3 precollege instruction and creating the innovations for student
4 completion program; and adding new sections to chapter 28B.10 RCW.

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

6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28B.10
7 RCW to read as follows:

8 (1) The legislature finds that advising, mentoring, learning
9 skills, effective remedial writing and mathematics, recapture, and
10 service learning programs are essential to increasing the percentages
11 of students who enroll in higher education and who continue to
12 successfully complete degree or certificate programs. These programs
13 also help to improve the academic success of low performing, high-
14 risk students in K-12 and postsecondary education in addition to
15 other benefits. Institutions of higher education in Washington and
16 not-for-profit organizations that partner with the institutions, have
17 developed innovative programs that have proven to be highly
18 successful and cost-effective in each of these program areas. The
19 legislature intends to encourage the adoption of such innovative
20 programs at other institutions of higher education and to encourage
21 additional innovations.

1 (2) The legislature finds that advising programs at institutions
2 of higher education have been dramatically curtailed as state funding
3 support was reduced during the great recession. This funding
4 reduction harmed the ability of students to successfully complete
5 degree or certificate programs; reduced the ability of students to
6 enroll in courses necessary for timely completion; increased the
7 number of students who incurred debts, but were unable to complete
8 degree or certificate programs; and impacted students' abilities to
9 enroll in programs that they hoped to pursue.

10 (3) The legislature finds that mentoring programs, including
11 those that use student volunteers, service learning program enrolled
12 students, and partnerships with not-for-profit organizations, are
13 very successful at assisting K-12 students who have no immediate
14 family member who attended college, are English language learners, or
15 are minority and disadvantage youth, to apply and enroll, obtain
16 financial aid, and remain enrolled through completion of a degree or
17 certificate program. The legislature intends that each institution of
18 higher education will have appropriate mentoring and service learning
19 programs, in conjunction with increased advising, to improve
20 recruitment, enrollment, use of financial aid, and successful
21 completion of degrees or certificates. The legislature intends to
22 increase mentoring and service learning opportunities for K-12 and
23 postsecondary education students, especially those who are at risk of
24 not completing their programs of study.

25 (4) Among the successful innovative advising programs pioneered
26 at Washington institutions of higher education are programs referred
27 to as recapture. These programs use an advisor to contact students
28 who have completed a substantial portion of the requirements for a
29 degree or certificate program, but who dropped out and did not
30 complete their degree or certificate at another institution. The
31 institution the student dropped out of helps facilitate reenrollment
32 and program completion. Recapture programs are proven to be extremely
33 cost-effective while changing students' lives. A student who does not
34 complete his or her degree or certificate has incurred debt and lost
35 years without gaining the proven economic opportunity that comes from
36 attaining a degree or certificate. These programs assist students by
37 removing barriers to completing a degree or certificate. The
38 legislature intends that each institution of higher education should
39 have a program to recapture students. The legislature also intends
40 that each institution provide comprehensive advising services, which

1 include connecting students with needed resources, such as child
2 care, to keep students enrolled and on course to complete degrees and
3 certificates.

4 NEW SECTION. **Sec. 2.** A new section is added to chapter 28B.10
5 RCW to read as follows:

6 (1) Western Washington University shall host a statewide
7 consortium of public and private institutions of higher education
8 with the purpose of providing and increasing the number of campus-
9 based mentoring and service learning opportunities in K-12 education
10 and at eligible institutions as defined in RCW 28B.12.030. The
11 consortium shall develop and administer a state campus compact
12 between eligible institutions, and shall partner with nonprofit
13 organizations that provide mentoring services including:

14 (a) A nonprofit organization that provides higher education
15 advocacy and opportunity to young people struggling to overcome
16 poverty and adversity in King county; and

17 (b) A nonprofit organization that provides opportunities for
18 fifth to twelfth grade students from traditionally underrepresented
19 and diverse backgrounds in Whatcom and Skagit counties to be mentored
20 by university students.

21 (2) The mentoring and service learning opportunities developed
22 under the state campus compact are intended to serve the following
23 target populations of students:

24 (a) For K-12 students, those who are at risk of dropping out of
25 school, not on track to complete their high school diploma on time,
26 from a low-income family, in or transitioning from foster care, or
27 from a family with no previous experience in attending college; and

28 (b) For postsecondary education students, those who are not on
29 track to complete their degree or certificate on time, enrolled in
30 one or more precollege level courses or programs, from a low-income
31 family, in or transitioning from foster care, from a family with no
32 previous experience in attending college, or veterans of the armed
33 services.

34 (3) The mentoring and service learning opportunities of the state
35 campus compact shall be designed to:

36 (a) Increase student engagement in learning and postsecondary
37 education;

38 (b) Develop workforce, financial literacy, and citizenship
39 skills;

1 (c) Improve student attitudes and behaviors; and
2 (d) Improve academic success and retention.
3 (4) The state campus compact shall address:
4 (a) Training and outreach to postsecondary students to serve as
5 mentors and increase the number and retention of participating
6 mentors;
7 (b) Coordination of service learning projects;
8 (c) Training for successful partnerships between institutions and
9 schools;
10 (d) Financial literacy training for mentors and mentees;
11 (e) Methods to improve the accountability of the program by
12 compiling statewide data to measure the impact of mentoring programs
13 and implementing statewide assessment tools by measuring:
14 (i) Academic improvement;
15 (ii) Retention and completion rates;
16 (iii) Access to institutions of higher education; and
17 (iv) Development of workforce and citizenship skills, attitudes,
18 and behaviors;
19 (f) Increased tutoring support for developmental education
20 students taking online mathematics courses; and
21 (g) Dissemination of best practices and impacts of mentoring
22 programs statewide.
23 (5) Community and technical colleges are authorized to make space
24 available to mentoring organizations, funded by public or private
25 sources, that have staff members who provide a continuity of advising
26 and mentoring for students. This advising and mentoring may include
27 encouraging and assisting high school students or adults to apply to
28 college, to apply for financial aid, and provide initial orientation
29 to campus and registration, with the provision of ongoing advising if
30 done in collaboration with the college's advising staff.

31 NEW SECTION. **Sec. 3.** A new section is added to chapter 28B.10
32 RCW to read as follows:

33 (1) The innovations for student completion program is
34 established. The purpose of the program is to determine whether
35 student support services, such as advising, mentoring, recapture, and
36 accelerated precollege instruction, boost student retention,
37 completion rates, and the number of degrees and certificates awarded
38 at institutions of higher education.

1 (2) The state board for community and technical colleges shall
2 administer the program for the state's community and technical
3 colleges. Each community and technical college shall have an
4 innovations for student completion program with the following
5 features:

6 (a) A proactive advising and mentoring system that is custom
7 designed to meet the needs of each college, but includes at a
8 minimum:

9 (i) Academic advisors assigned to students with required meetings
10 as necessary for each student;

11 (ii) A new student orientation or student success course, which
12 may be an intensive course before, or at the start of a student's
13 first quarter, or a quarter-long course, that provides students
14 enrolling in a degree or certificate program with information related
15 to student success, such as study skills, time management, financial
16 aid, remedial academic skill resources, financial and employment
17 counseling resources, and degree or certificate navigation
18 information;

19 (iii) Degree or certificate mapping and career counseling; and

20 (iv) An early alert component, to the extent funding is available
21 for the infrastructure or software, that connects both professional
22 and academic advisors with data, such as attendance, grades, and
23 other indicators of academic progress. The data should be used as a
24 signal to identify a student at risk of not completing a degree or
25 certificate so an advisor can intervene and contact the student. The
26 advisor shall provide information regarding resources that may assist
27 the student to remain enrolled and succeed in obtaining his or her
28 degree or certificate;

29 (b) A recapture program that contacts and helps students who
30 completed a substantial portion of their program's requirements, but
31 dropped out before graduating and did not complete their degree or
32 certificate at another institution, to reenter their program. The
33 community or technical college may determine priorities among former
34 students for this outreach and counseling effort. The community or
35 technical college shall provide counseling, access to higher
36 education system and community resources, assistance in accessing
37 financial aid or work study programs, and shall take innovative steps
38 to eliminate barriers for these students to help them reenroll in the
39 community or technical college and successfully complete a degree or
40 certificate;

1 (c) A mentoring program that partners underrepresented, low-
2 income students from the area middle and high schools with student
3 mentors from a community or technical college. In order to become a
4 community or technical college student mentor, the student must take
5 a course in mentorship to be offered by the college for academic
6 credit.

7 (3) The state board for community and technical colleges shall,
8 subject to appropriations provided for this purpose, administer a
9 competitive grant program for the community and technical colleges
10 that want to pursue innovative advising, mentoring, and service
11 learning programs. A community or technical college may engage in
12 more targeted or intensive student support service programs that
13 focus on elements of advising, mentoring, recapture, and learning
14 skills that go above and beyond the required elements of the
15 innovations for student completion program. Colleges may propose
16 innovative programs, or the adoption of programs pioneered at other
17 campuses, by submitting an application to the state board for
18 community and technical colleges to be considered for a competitive
19 grant.

20 (4) The state board for community and technical colleges shall,
21 subject to appropriations provided for this purpose, administer an
22 innovative grant program for community or technical colleges to
23 expand their integrated basic education and skills training program
24 to adult basic education and English as a second language students. A
25 community or technical college interested in expanding its integrated
26 basic education and skills training program may submit an application
27 to the state board for community and technical colleges, which shall
28 select candidates based on the number of applications and available
29 funding.

30 (5)(a) The baccalaureate institutions of higher education shall
31 each administer an innovations for student completion program on
32 their campuses that has the following elements:

33 (i) A proactive advising and mentoring system that is custom
34 designed to meet the needs of each college, but includes at a
35 minimum:

36 (A) Academic advisors assigned to students with required meetings
37 as necessary for each student;

38 (B) A new student orientation or student success course that
39 provides information related to student success, such as study
40 skills, time management, financial aid, remedial academic skill

1 resources, financial and employment counseling resources, and degree
2 navigation information, for individual students who would benefit
3 from such programs as determined by the institution;

4 (C) Degree mapping and career counseling; and

5 (D) An early alert component that connects advisors with data,
6 such as attendance, grades, and other indicators of academic progress
7 that can be used as a signal to then intervene and connect with a
8 student at risk of not completing;

9 (ii) A recapture program that contacts and helps students who
10 completed a substantial portion of their program's requirements, but
11 dropped out before graduating and did not complete their degree or
12 certificate at another institution, to reenter their program. The
13 baccalaureate institution of higher education may determine
14 priorities among former students for this outreach and counseling
15 effort. The baccalaureate institution of higher education shall
16 provide counseling, access to higher education system and community
17 resources, assistance in accessing financial aid or work study
18 programs, and shall take innovative steps to eliminate barriers for
19 these students to help them reenroll in the institution of higher
20 education and successfully complete a degree or certificate;

21 (iii) A mentoring program that partners underrepresented, low-
22 income students from the area middle and high schools with student
23 mentors from the baccalaureate institutions of higher education,
24 which may be designed and operated in conjunction with the state
25 campus compact under section 2 of this act. In order to become a
26 student mentor, the student must take a course in mentorship to be
27 offered by the baccalaureate institution of higher education for
28 academic credit.

29 (b) The student achievement council shall, subject to
30 appropriations provided for this purpose, administer a competitive
31 grant program for the baccalaureate institutions of higher education
32 that want to pursue innovative advising, mentoring, and service
33 learning programs. These institutions may engage in targeted or more
34 intensive student support service programs that focus on elements of
35 advising, mentoring, recapture, and learning skills that go above and
36 beyond the required elements of the innovations for student
37 completion program. These targeted or more intensive advising and
38 mentoring programs may include a focus on a group of students, such
39 as transfer students, underserved or first generation students,
40 students with disabilities, or veterans, or a specific program

1 element, such as career pathways or expanded tutoring options.
2 Eligible programs may include partnerships with nonprofit
3 organizations that train and supervise service learning students.
4 Priority shall be given to those working with communities or tribes
5 whose participation in higher education is underrepresented. If the
6 baccalaureate institutions of higher education decide to pursue a
7 more innovative student support program, they may submit an
8 application to the student achievement council to be considered for a
9 competitive grant.

10 (6) An attendance pilot project shall be established at a
11 community or technical college to be selected by the state board for
12 community and technical colleges, which shall be in addition to the
13 innovations for student completion program. The project shall require
14 the advisors of students who miss a number of classes without an
15 excused absence, which number shall be determined by the pilot
16 project college, to reach out to the students to determine why the
17 students have not been attending. The advisor shall provide guidance
18 and if need be, help the student find appropriate resources to assist
19 the student in successfully continuing his or her degree or
20 certificate program.

21 (7)(a) The state board for community and technical colleges and
22 the baccalaureate institutions of higher education, in consultation
23 with the student achievement council, shall conduct a rigorous
24 evaluation of the innovations for student completion program and
25 attendance pilot project after two years and four years of the
26 programs' inception. The evaluation shall include an assessment of
27 whether practices at some institutions are more successful than
28 others and whether those practices should be replicated by other
29 institutions.

30 (b) The evaluation results shall be submitted to the higher
31 education committees of the legislature by November 1, 2018, and by
32 November 1, 2020, in a report that includes recommendations for the
33 program. Outcomes measured in the report shall include, but not be
34 limited to:

- 35 (i) Retention and completion rates, including time to completion;
- 36 (ii) Number of degrees and certificates awarded;
- 37 (iii) Data regarding credits, such as the average number of
38 credits successfully completed, credits retaken due to failing
39 grades, and excess credits taken but not required to graduate;
- 40 (iv) Grade point averages; and

1 (v) Attendance rates.

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