

WASHINGTON STATE

Council of
Presidents

Proposed Revisions to Washington's Minimum Admission Standards

April 2023

Objectives

- Share the intent and process for proposed changes to the state's minimum admission standards policy.
- Share proposed changes to the policy.
- Share the process for additional feedback.

Proposed Revisions: The Whys



Nearly a decade since the last comprehensive review of the state's minimum admissions standards policy.



Changes in admissions process including self-placement and multi-measure placement for English and mathematics and test optional policies.



A need for greater clarity and transparency for counselors, students and families about the policy.



Address emerging and continuing areas of confusion.

Process for Review

Key Points to Inform the Review

- The 2022 annual review identified areas for further development.
- Stakeholders provided key feedback in the July listening session.
- Research included all 50 state admissions policies with focus on the 25 states that require a core set of high school courses for admissions.

Timeline	
2021 and 2022	Annual review of the policy.
July 2022	COP conducted a listening session with partners and stakeholders to inform the review of the policy.
August 2022- January 2023	Washington's public, baccalaureate institutions met to review the policy and develop proposed revisions.
January 2023	COP shared proposed revisions to the policy with WSAC lead staff.
February 2023	WSAC convened partners and stakeholders for the 2023 annual review of the policy.

Proposed Revisions



Create three separate but interlinked documents.



Change the name of College Academic Distribution Requirements (CADRs) to Core Classes for College (Three Cs).



Balance the dynamic nature of high school coursework and establishment of a statewide policy by creating a high school class review process to identify classes that may not easily be identified as meeting college coursework requirements.



Add a definition of lab science.

Proposed Revisions

- **Combine** Senior Year Math-Based Quantitative Course requirement and math requirement. The new math requirement would include the current three credits of math and a fourth year of math and math-based classes to include the classes that meet the current Senior Year Math-Based Quantitative Course requirement and an expansion of classes to meet this requirement.
- **Add** a definition of extracurricular courses.
- **Expand** options for students to meet the world language requirement.

Current Math and Senior Year Math-Based Quantitative Requirements		Proposed Revisions to Math and Senior Year Math-Based Quantitative Requirements	
Three Years Math:	<ul style="list-style-type: none"> • Algebra. I, Geometry, Algebra 2 or • Integrated Math I, II, III 	Four Years Math:	Three Years <ul style="list-style-type: none"> • Alg. I, Geometry, Alg. 2 or • Integrated Math I, II, III One Year <ul style="list-style-type: none"> • Math in the senior year
One Year Senior Year Math-Based Quantitative Requirements		Revision proposed merged with math requirement.	
Course Examples to Meet Senior Year Math-Based Requirements:		Course Examples to Meet Senior Year Math-Based Requirements:	
Math equal to or beyond required math credits (e.g., precalculus, calculus or higher), quantitative course (e.g., statistics, adv. Level applied math, math-based CTE course), algebra-based science course (e.g., chemistry, physics), AP computer science course A, Bridge to College Mathematics.		Math equal to or beyond required math credits (e.g., precalculus or higher), quantitative course (e.g., statistics, adv. level applied math, math-based CTE course), algebra-based science course (e.g., chemistry, physics), AP computer science A, AP Computer Science Principles, Business Finance, Bridge to College Mathematics, Logic.	

Note: Courses in red differ from current policy.

Presenters

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