

A COMMISSION OF
THE
WASHINGTON
COUNCIL

for High School-College Relations, Inc.
www.washingtoncouncil.org

INTERCOLLEGE RELATIONS COMMISSION
Fall 2018 Meeting Minutes
October 11 – 12, 2018
Hosted by: Clark College

Thursday, October 11, 2018

Introduction and Opening

Call to Order - Debbie Crouch at 1:06 pm.

Housekeeping - Tasaday Turner

Welcome - Celina Castro, Dean of Student Enrollment

- Working on Guided Pathways.
- Two new BAS programs – Human Services and Cyber Security.

Introductions of Members and Guests

Approval of Minutes

- Pam Kelley moved to approve
- Cathy Schaffer seconded
- Motion passed unanimously

Treasurer's Report – Kathy Yackey

- We are in balance. Schools who over paid or had not paid for meeting/dues were asked to meet with Kathy.

Circulation of Question Box – Ariana Stafford

Reminder and Announcements – Sindie Howland

- Dinner sign up.
- Electing a member-at-large from Public BI during meeting.
- Please submit professional development ideas for future meetings in the Question Box.

ICRC related Committee Reports:

- *Ongoing Articulation Review (OAR) Committee – Kirsten Clawson*
- The OAR committee reviews 2 year catalogs against DTA requirements through rubric questionnaires.

- Over the summer the OAR committee edited the previous rubrics and created rubrics for DTA/MRPs that had not previously been created. Also, rubrics for the Baccalaureate Institutions (BI) were created. Today the committee reviewed the rubrics for accuracy.
- In the future, the committee would like a representative from the review school to be a part of the review discussion.
- The committee will review membership and send current committee to Executive team.
- The schedule for review has also been updated.
- Rubrics will be sent out to schools and put on the website.
- Joyce Hammer stated that all Direct Transfer Agreements must have the words DTA and MRP. DTA/MRP, must be included in the name of the degree.

- *Executive Committee Update – Debbie Crouch*

In place of professional development at this meeting, we are taking time to come to agreement about issues that have lingered and to make policy recommendations to JTC.

The committee reviewed the Host form and made the following changes at their board meeting:

- Hotel/motel rooms – provide recommendation for rooms
- Agenda – host college make copies of the agenda
- Change time of snacks to 3:00 pm
- Remove Campus Tour – provide to group for information

- *Articulation and Transfer Council (ATC) – Kerrie Cavaness*

Nothing to report at this time. Meeting is next week.

- *Washington Council for High School-College Relations (WCHSCR) – Debbie Crouch*

- Our membership needs to mirror WCHSCR. To be a member of ICRC schools must also be a member of WCHSCR. Criteria is accreditation with NWCCU and a physical campus in Washington. They are finalizing by-law language. Various agencies attend WCHSCR, including OSPI, as WCHSCR is related to high schools. At WCHSCR there was a lengthy and spirited discussions about dual credit including RS and CHS. They also discussed that 8% to 9% of HS Students who attempt to do RS fail miserably.
- They discussed the preferred pathways and the advanced dual credit? Options for students and parents need to be determined and students need to make sure they are choosing wisely. WCHSCR discussed ways to lay out dual credit so students understand all of the possibilities and include previous students. The State Board High School priorities are:
 - Credit for work or extracurricular activities
 - 2 credit waiver for 24 credit graduation requirement
 - High School credit for courses taken in Middle School for High School Standards.

- *ICRC Handbook Committee – Ariana Stafford*

- The Handbook Committee met and reviewed the handbook. The committee will review the Handbook and provide updates at the Spring meeting.

Agency Reports with Time for Discussion

- *State Board for Community & Technical Colleges (SBCTC) - Joyce Hammer*
- Joyce Hammer gave a presentation that reviewed the current status of the ctc system. Highlights: There are 34 colleges, 29 community colleges and 5 technical colleges. There were 369,709 students enrolled in 2017-2018. Annual tuition is \$4,027 in 2018-2019. 58% of students in Washington public colleges and universities are enrolled in the ctc system, including Running Start students. 44% of the 2016 High School graduating class enrolled in a community college. 38% enroll in academic transfer, 46% enroll in workforce education, 10% enroll in basic skills and 7% enroll in other. Over 18,000 students transferred to a 4 year university in 2016-2017. 23,470 ctc students earned a bachelor's degree in 2016.

Hot Topics:

- **AP/BI/CI Chart:** Chart for minimum awarding for AP/IB/CI was sent out by the State Board. The information must be posted by September 15th on college websites. There is also a crosswalk for AP scores. SBCTC is also developing a crosswalk for BI and CI. Make sure colleges have AP/BI/CI chart where it can be found with a search. More clarification regarding the crosswalk will be provided at the next meeting.
- **CCN&:** There have not been changes to the common course numbering system.
- **Engineering MRP (w/WCERTE):** Group of 2 and 4 year engineering faculty reviewed and discussed the Engineering MRPs. They would like to add electives to the bio-chemistry pathway and drop the "Pre" from the title of the degree. Want to add a new AAS-T in Material plastics and composition. The proposals will go through the perspective councils, then to JTC. More information will be presented at the Spring meeting.
- **Guided Pathways 101:** Guided pathways is about establishing clear roadmaps, incorporating clear intake processes, offering on-ramps to programs of student, and embedding advising, progress tracking, feedback, and support throughout a student's educational journey. There will be a transfer institute 2.0 in the spring. At this institute, groups from the ctcs will talk about barriers to transfer. This institute will look at how we can mesh what we are doing at ctcs to BIs to make clear paths and clear MRPs.
- **Reverse Articulation:** Bill in congress that gives a FERPA release for reverse transfer. SFCC is working with Eastern to transfer courses.
- **Interstate Passport:** Western Interstate Higher Ed Commissions is working on determining 45 to 55 credits that transfer as a block for other states. Great for student athletes transferring to other states. Good for colleges on state boarder like Walla Walla.
- **Math Pathways:** The STATway sequence is being accepted for non-stem majors.
- Program requirements for Math: Are we providing the right math for admissions into BIs. Working on common course math courses.
- Guided Pathway Video, produced by State Board.
 - Establishing roadmaps
 - 12 schools have received funds to establish pathways

- Schools are working on intake process clarity
- Advising support
- What do we need to do to improve transfer – data
 - Looking at improving transfer through data with an equity lens.

- *Council of Presidents – Julie Garver – Director of Academic Affairs*

Julie provided the history of the Council of Presidents. They are an association of Washington's six public four-year degree granting college and universities. They are located across the state.

Joint SBAC Baccalaureate Statement:

- There are two different pathways for students depending on when the student took the SBAC. After 2018 and beyond the assessment is taken in 10th grade so it is a High School assessment, not a placement tool. If a student took the previous exam prior to 2018 in 11th grade exam, the BIs will honor the old agreement for one more year.
- The following materials have been produced regarding the use of Smarter Balanced Assessment scores in the public four-year sector:
 - COP 11th Grade SBAC Agreement (SBAC Assessments taken prior to January 1, 2018 for the graduating Class of 2019 and 2020)
 - Joint statement from COP and the Independent Colleges of Washington regarding the 10th Grade SBAC Assessment
 - COP 10th Grade SBAC Statement (SBAC Assessments taken after January 1, 2018 and after)
 - COP FAQ

Materials are available on the COP [website](#).

Concurrent Enrollment and College Preparatory Programs with Exams:

- COP is working with OSPI, AWSP, WASAC and SBCTC to revise the College in the High School (CHS) Washington Administrative Code (WAC). Initial review of the CHS applications have been completed. Final review is in February.
- The College Preparatory HB 5917 requires institutions to coordinate evidence-based policies for granting as many undergraduate college credits as possible and appropriate for general education requirements or the equivalent to students who have successfully completed IB or Cambridge international courses and demonstrated mastery of college-level curriculum, as shown by the student's examination scores or grades for those programs. COP is re-evaluating to see if there are different equivalencies. Policies and information posted on COP website.
- COP is partnering with WSAC on the dual look-up table. The Four-Year Public Sector has posted a statement regarding dual enrollment. See presentation for statement.

Degree Paths:

- Ongoing work with ctc partners concerning BAS degrees. Provosts from BIs and ctc raised concerns regarding cross-sector communication and external communication. They are developing proactive transfer focused materials. Keith Klaus from EWU stated that we need to be intentional in how ctc schools are speaking about BAS degrees. The BAS degrees are approved by NWCCU. Need to be clear on articulating the differences.

- COP is reviewing the degree authorization WAC. The WAC has not been revised in 25 years.

Possible 2019 Legislative Session Budget Priorities:

- Mental Health Care systems
- Forest Fire/climate resilience
- Housing, homelessness
- Foster care
- K-12 Education, focus on Early Learning
- Collective Bargaining
- Higher education

Possible 2019 Higher Education Policy Issues

- Career connected learning
- Affordability
- Workforce Demand
- Sexual Assault Prevention
- Free Speech
- Human Service Issues
- Faculty Issues
- Concurrent Enrollment

- *WSAC Updates – Gail Wooten, Associate Director of Policy and Research*

WSAC is a state agency. Primary goal is to advance educational opportunities and attainment in Washington State. WSAC oversees policies and research, the state savings and financial aid programs, access and support programs, and consumer protection. WSAC policy attainment goal: 70% of Washington residence will have post high school degree, long term certificate or beyond. System and Workforce Needs: WSAC provides data on their website. How many students graduated HS, have a degree, etc. Gail works on transfer and transition policies. In the RCWs we are tasked with policies around transfer. There are RCWs, an Umbrella policy, the ICRC Handbook, and collaborations among schools.

DTA/MRP Reviews:

- WSAC reviews the DTA/MRPs. There is a new outlining when MRPs will be reviewed. MRPs should be reviewed every 4 years.
 - In 2017 the Associate in Business was reviewed. There is a new advising note from UofW.
 - Currently reviewing the Pre-Nursing MRP/DTA.
 - The next MPR/DTAs to be reviewed are Computer Science and Nursing.
 - The Technology and Engineering Technology soon MRPs will be eliminated soon.
- There is a committee reviewing the Pre-Nursing MRP. Their suggestions for the Pre-Nursing MRP include:
 - Replace 5 credit stats with 10 credit QSR (including stats) (5 credits come out of electives)
 - Keep 5 credit public speaking

- Add 5 credit diversity focused social science (non-psych)
- The Pre-Nursing MRP is not going away. The name may be changed but will not be changed for AHE path. The 10 credits of QSR is a UofW credit requirement.
- There was a discussion regarding why this was added to the agreement. The council felt adding 5 more credits for UofW was not looking at what all students need. Pre-Nursing is a holding degree. We have very few students getting this degree. This degree is used for students in pre-requisites. It was presented that a new degree for students needing health sciences pre-requisites is needed. We need to keep as many pathways open regardless of licensing purposes. Needs another degree to fill the gap of prerequisites for health science degrees.
- Public BI's did not see that the degree, as it stands, would prepare for a wide variety of majors. The problem with health sciences is that although this degree might match up with some programs it is too broad it would not meet the needs of all of those possibilities. The degree would need to be very specific. Right now the majority on the committee are nursing faculty. The issue with this degree is it is called Pre-Nursing and people think it is the pre-to RN. This is very confusing for students. Right now we shoe horn courses into the Pre-nursing degree. The Associate in Nursing DTA, which is the three year program, applies to the nursing curriculum after first year. Pre-Nursing graduates transferring to a 4-year institution are hoping to get into nursing and they can't because there are limited spaces. What can these students take?
- Gail would like feedback to take to JTC which is next month. If anyone here has a brainstorm, send to Gail. There are equity issues, f/A issues, issues in the nursing realm. TO DO: Send information to Gail Wooten.

Other Updates:

- WSAC has compiled the ACPL report and provided feedback to colleges. JTC is asking this council to send recommendations and language to JTC regarding the policy language. They want a wide array of input with solid input.
- Residency change: Students who have expired DACA are now able to keep their residency status.

Meeting adjourned for the day at 4:49 p.m.

Friday, October 12

Call to Order - 8:32 a.m.

Announcements: The member-at-large position nominations will be at the end of the meeting. The Member-at-Large will be on the OAR committee.

ListServe: Joyce sent an email yesterday about looking at Nursing programs. If members have not joined the listserve, you should join.

Why Are We Here?

- We have many new members and many historians have left.
- The ICRC exists to help facilitate the transfer of students between institutions of postsecondary education. The ICRC holds two meetings during each academic year for

purposes of discussion, education, information dissemination, and to consider various means to resolve problems affecting the transfer of students and courses among its member institutions. In addition, ICRC works closely with WSAC, SBCTC, Council of Presidents (COP), Articulation & Transfer Council (ATC), Joint Transfer Council (JTC), and other groups when needed to assist with projects related to transfer articulation and higher education legislation.

- We get together to problem solve, discuss policies, or the lack of necessary policies that are impacting students. Our work is to keep the student's central to our conversations and policies. Mutual respect and trust is the foundation of the work we do. The Commission gives people time to state what impact transfer policies have had on their campuses.
- Keith Klaus – EWU – Been here for quite some time. Mark Baldwin early on in 1999 let him tag along once to a trip here and helped open his mind to see the relationships we have made here. He dove into the handbook and has found it very useful. Opened his eyes to what is going on. The impact of writing good policy really has an impact on students. He gets to go back and be an expert on his campus. He is an expert because of the relationships and policies from this council.
- Gail Wooten - WSAC – Conversation we had yesterday about nursing is exactly what we should be talking about. Washington State is unique in that we can have these conversations. Gail's goal, as well as this group, is to make things better for students. We get to come to work and think about how we decrease the time and debt for students.
- Julie Garver – COP, We have honest conversations about issues that are uncomfortable at ICRC. She is able to call up colleagues at colleges to help inform her own sector. Great to have College to College collaboration. She likes the diverse mix of this group with people on the ground and policy makers to make good decisions for students. If you are thinking it, someone else might have those questions also.
- Meagan at Evergreen joined in 2013. She stays in touch with this group for assistance. Joyce Hammer helps her because she hears a rumor and then she can come to this meeting to find out if an issue is systemic or just one student. She goes to councils and hears how issues move through the system.
- Debbie Crouch echoed what the others stated. There are no dumb questions. Ask Questions! Our role is to represent our institutions and take back information to our campus. Our group is strong because we have people from various roles from our campuses. In collecting our membership, all representatives were appointed by presidents. You can bring as many people from your institutions as you want to the meetings. From the 2 year schools we have more and more Deans and less people that are advisors, from enrollment services, or on the ground. These are the people who see students on a daily basis. Think about bringing employees from your school who are from this sector to the meeting.

Reciprocity for MRP's within DTA:

- Even if your institution has not signed on to a particular MRP, the institution still takes the MRP. Seattle Pacific has not signed on to the Music or Nursing MRP, but they are still DTAs so they still accept them as a DTA.
- MRP's are built for students to take courses in the first two years so they are major ready.
- Business DTA/MRP: All of the elements of the Business DTA in the distributions still fulfill the general distribution requirements.
- Joyce Hammer is working on reciprocity so that courses that count at 2 year will count the same as at a 4 year.
- ARC needs to work on a way to easily get classes transfer approved.
- CollegeSource is working on a statewide reciprocity transfer process. WSAC is working on a team to find students with some credit and no degree. These students may have credits to transfer. Transferology does this across the country. Any school could join.
- Academic GPS has also been looking at ways to help students get a degree for years. There is a reengagement group working on this issue.
- There is a webinar next week about transfer portal.
- Credits are transferring across the US but they are being accepted by credits and not as the actual class. This conversation has been happening since 2002.
- Seattle U is having conversations with faculty regarding equivalency versus common courses.
- Question – Do Common Course Number courses need to be 70% of the same information. Answer: The title needs to be close and have 70% the same outcomes but there is no requirement.
- For workforce courses, the outcomes do match which is putting pressure on the academic side to review outcomes. There is no information on the common course side with information about outcomes.
- SBCTC.edu has a wealth of information on transfer information.
- WSAC website has the agreements for the Transfer degrees DTA/MRP/AST/AAST and they list the schools that offer the degrees and which schools accept the degrees. All schools accept the DTA but some may not accept the MRP part of it.
- When you sign on to an MRP you agree to what is relative to that particular area. We agree that the standards are met for the basic information. The MRP is the guidance to students for all of the institutions that signed the agreement. They have affirmed that they agree the courses will transfer.
- MRPs are a standardized guideline of courses.

Reverse Transfer:

- WWU has always done reverse transfer and allows students to complete DTA retroactively. They capture the students at the front end and do outreach to students with 60 credits and at least 20 credits at a college. They have about 1/5th of students that do get the DTA in the end.

- Central WU – They do the same thing. They let students know they can take classes at Central and go back and get DTA. They have a ComGen message that goes out to students with 60 credits.
- Eastern WU has a similar procedure. Students with 60 credit receive a letter and have a flag that allows students to talk directly with students. The benefits is that they have a one to one relationship and conversation. They do not have data yet at this point.
- WSU Vancouver has 3 to 5 students a week during the first part of the quarter contacting students who transfer. They are working with Tasaday at Clark. Reverse transfer situations vary.
- WSU: Waylon is going to take these ideas back to WSU. Right now they do not have a process in place.
- UofW Seattle has policy in place but it takes time to get communication out. They are identifying students who do not have a degree with 30 or more credits. Identify students who have a high likelihood of being able to do a reverse transfer. They sent the first message this last month. They have had several students respond. They will send this out now every quarter.
- Joyce pointed out that this would be a great doctoral research project. The more recordkeeping the better!
- Private Institutions have programs also. It is to the benefit of the ctcs. It is also good for students as they have a credential.
- City U works with students with transfer credits. However, they sent a transcript back to a ctc and the college transcribed 40 credits instead of only the 5 the student needed.
- Running Start Student that fall within 60 credit range, Eastern WU advises students to transfer credits back.
- We have the Washington Reverse Articulation Policy (WRAP). Joyce stated she will put these on State Board website.
- If a student meets a requirement at one school, the reciprocity agreement states it must be taken at the other school. This includes the “D” diversity requirement and QSR.
- A student that has completed the Gen Ed at one public BI meets the requirement for the Gen Eds at another public BI, under the Transfer Rights and Responsibilities in the handbook. Private institutions are not required to take the Gen Eds.
- Question: How do 4 year schools accept the courses if the student did not get DTA. They look at each class individually and they may not fulfill the Gen Eds of the receiving institution.

4 and 4.5 quarter credit courses:

- The courses are utilized within DTA distribution areas. We would like to add a clarifying proposed policy to the handbook so they are accepted the same at the ctcs and the public BIs.
- City U - In the context of the DTA, as a policy, they accept them the same thing for all students.
- SCC has a policy of only 1 credit in each distribution area.

- At Eastern WU, they allow 4 or 5 credits for their degree. They have not seen a problem.
- At Clark they have a school that is doing CHS and offering 4 credit in ENGL 101 and 5 credits in ENGL 102.
- WSU – would not pick apart the DTA. They would take the credits.
- Pierce – the practice they have is that they can be up to 1 credit short in each distribution area and make up the credits with other distribution areas. The student still needs 60 credits of distribution credits.
- Grays Harbor has always done 1 credit in the distribution area. Doesn't see that 12 credits would be enough in a distribution area.
- Debbie will send the policy to ARC to discuss.
- The way the DTA is written is that the distribution areas are per credit. Need to look at it more by credit, not by class. There will be some degrees this won't work, like the Nursing degree.

Nominations for Member-at-Large from a Public BI school were opened up to the council.

Nominations:

- Dave Sundown from University of Washington
- Isaias Nunez from Eastern Washington University
- Miguel Ovies-Bocanegra from Evergreen State College

Each candidate presented their involvement in Higher Education and then left the room for the Council to vote.

Dave Sundine – received 15 votes

Isaias Nunez – received 20 votes

Miguel Ovies-Bocanegra – received 5 votes

Isaias Nunez was voted in as the new Member-at-Large representative.

Question Box

Question: In today's climate, limiting CLEP and Military crosswalks to restrictive electives seems out dated. Can there be discussion about this? It's about eliminating barriers, reducing student debt and less time to degree.

Answer: The handbook states "In addition to the subject areas listed, community college representatives should be aware that credits granted for CLEP exams, military experience and training courses, life and work experience, and other nontraditional credits are also not acceptable at most colleges, and are restricted within the same 15-credit limit as the listed subjects. Credits for College Board AP exams are generally granted directly by the receiving institution on the basis of score reports, and are not treated as transfer credits."

Discussion:

- There was a group convened that looked at ACPL and how it would be received by the BIs. They produced a draft document that describes how BIs will take these credits and this aligns with state policies. This document was shared with the group.

- From this workgroup, Joyce is taking this to her appropriate groups. The Council of Presidents met and did some clarification and streamlined the wording. The content did not change, only wording.
- Each university has their own institutional limits on top of what the state put forward.
- JTC has provided their recommendation. COP have reviewed and will approve in November.
- This will go into the handbook so this council needs to review, other councils need to review and then bring it back in Spring to discuss.
- ctcs are having trouble supporting students in this process. Students are being put in the middle of ctc and BIs. State Legislation is stating we will award credits for prior learning.
- The law states that each Institution must award credit, it does not state how many credits must be awarded.
- We need a statewide policy on military credit, not on CLEP. We need to figure out how to make this clearer for students.
- Pierce college has many military students that have a Joint Service Transcript with ACE recommendation credits and each institution has their right to make a decision on what they will accept.
- Through the DTA, the ctcs are stewards of the universities of the bachelor degree. The BIs are outsourcing the Gen Eds to the ctclinks but they also have demands. We need to make sure the student is not caught in the middle.
- Veterans are very particular about how their JST is reviewed and the Veteran's office states what they will pay for and what they won't. VA rules state we have to take JST credits. They have had audits regarding VA and they always go over JST credits and find discrepancies. They do their best to take as many credits as possible. Sometimes the student has to pay back the VA for classes they felt should have been transferred in.
- It is dangerous to raise certain questions because you do not know what will come out of the question. If we push back on policy makers they could make more invasive policy decisions.

Question: BIs occasionally receive transcripts from ctc with repeated courses counted twice toward a DTA. Example, ENGL 101 and ENGL& 101). Will ctcLink fix this Is this a human error issue.

Answer: ctcLink has a process to mark repeated courses however it is currently not yet implemented. It should be implemented by the time all colleges are on ctcLink. The Academic Advisement Requirements should also be set up so that a course is not counted twice.

Discussion:

- Some courses are repeatable and some are not. Ctc's do have students request to have grade repeated. It is a basic principle that a course cannot be used twice.
- If a transcript is received that does not have 90 credits the ctc should be contacted to have a discussion.
- RCW 28B.10.696 is the statute regarding the DTA. If a student has erroneously been awarded a degree it needs to be rectified.

Question: Legislation says colleges must award AP credit for a score of 3 or above. Are there circumstances where a college wouldn't do this? For example, the student took PSYC 100 and the student took PSYCH AP and the college would award credit for PSYCH 100.

Answer: This is taking the same course twice and it is a repeat of the course.

Question: The spring meeting minutes included a comment from Joyce that the ctcs will give credit for English 101 with an AP score of 4 (not 3). We (BI) continue to see DTA's awarded with an AP English score of 3. Are students grandfathered in under former DTA guidelines?

Answer: Yes, the score is grandfathered in.

Discussion:

- Cannot be more generous than what is on the crosswalk. This is what the IC has established. If ctc is more generous, there will be transfer issues.

Question: Why is an agency member serving on the OAR Committee? By-Laws state 2 year, 4 year public, private colleges only.

Answer: At the fall meeting last year the question was brought up and no one had an issue with having an agency member. There was no objection to having an agency member on the committee. Representatives from all agencies are also members of this body.

Discussion:

- Look at who is on list serve to find out who is on it and why. Joyce Hammer is the gatekeeper and she lets everyone in if they work in the Higher Ed. System. Is there a reason to exclude people from the list serve? Joyce will bring a list of who is on the list serve to the Spring meeting.

Question: Our University has noticed a trend of community colleges moving away from research writing and speech-focused courses. Is our observation accurate? If so, why?

Answer: Others have not heard of people moving away from research writing and speech focused courses.

Question: How is the English 235 Technical Writing course being accepted at the 4 year BIs? Does anyone require their own technical writing requirement in addition to the DTA?

Answers:

- WSU accepts ENGL 235 as UCore. Working with engineering to automate it for major distribution. English 102 is more consistently a research course.
- Eastern does take it.
- Central does not accept technical writing for English course. Takes it for Gen Ed requirement.

Question: How many P or S grades may be used toward a DTA?

Answer: We do not have a state policy that Joyce is aware of. P and S grades should be avoided for Gen Ed courses.

Question: What is the SBCTC policy on using non-US business courses for a Business DTA?
Awarded with 45 credits of non-us credits, transferred to BI and did not accept non-us courses.

Answer: Central – Business Law must be US Business Law. It is best to contact the transfer university.

WSU – will look at each class one-by-one.

Meeting adjourned – 11:49 am