

*A COMMISSION OF*



for High School-College Relations, Inc.  
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**INTERCOLLEGE RELATIONS COMMISSION**

**Spring 2017 Meeting Minutes  
April 13-14, 2017**

**HOSTED BY: Grays Harbor College**

**Thursday, April 13**

**Introduction/Opening Session**

- Call to Order @ 1:10 – Ted Olsen
- Welcome – Jim Minkler, President Grays Harbor College
- Housekeeping – Jerad Sorber
- Introduction of Members and Guests
- Approval of Fall 2016 Minutes – Ted Olson
  - Kyle Hammond moved to approve
  - Patrick Brown second
  - Motion passed unanimously
- Treasury Report – Kathy Yackey
  - Full year for last year listed
  - Balances for first quarter of this year
  - Last year income was \$3300 expenses were about \$4400
- Circulation of Question Box – Cathy Shaffer
- Reminders and Announcements – Erin Morgan
  - Dinner sign up (will send around)
  - Maps on sign up table to restaurant and Best Western
  - Need ICRC Executive Board member for next year from a Community & Technical College to replace Cathy Shaffer; they will be member-at-large
  - Set dates and need hosts for 2017 Fall and 2018 Spring meetings
  - Brad Tomhave is retiring and has been the ICRC historian; we'll need someone to replace him in that role; this should be someone who has been a long time member of ICRC and can remember back and help the group when there are questions about past practices/decisions/how something came about. We are working on getting about 700 historical documents loaded to the website which

can be used as resources.

### **ICRC related Committee Reports**

- Ongoing Articulation Review (OAR) Committee – Megan Daniels, Chair
  - Noticing that DTAs are looking good in course catalogs; consistent language is present in catalogs; feedback given has been reflected in catalogs
  - Asking questions about whether catalogs should include the advising notes; is it necessary to recommend that these notes should be included when needed for clarification
  - Discussing coming up with “best practices” list or set of guidelines; examples of things that they’ve seen before that were done well as an example for others
  - Still noticing a lot of variation on and can be difficult to read are how the AST degrees are represented (especially the difference between Track 1 and Track 2); AST Track 2 degrees are represented in a wide variety of ways (inconsistency)
  - Looking at the original charge for OAR; original intent was to review the DTA and the AST degrees; MRP degree review has been incorporated (this may be confusing to some colleges filling out the questionnaire if they don’t have the MRP that OAR is reviewing; OAR looking at whether the MRPs should be included; also discussing if they should review the BIs and how they accept the DTA/AST degrees
  - As the college catalog takes on new shapes and forms (e.g., online), the scope of the OAR charge needs to be reviewed
  - Keeping the questionnaire updated is also a big job but needs to be updated to keep up with the changing needs of the review process
  - Jerad Sorber suggested OAR could review fewer colleges each year (the time between reviews would be longer) to give more time to do a review that included looking at information on college websites along with catalogs
  - Megan will find out which 6 institutions are up for review next year and send it out to ICRC listserv
  - Megan asked that the ICRC Board formalize the charge of OAR and include it in writing in the ICRC handbook; include what will be included in the review (catalogs, websites, etc)
  - Brad Tomhave pointed out that OAR used to do site visits and speak to students
  - Brad shared that OAR did some working groups during the year that include the larger ICRC group and suggested that might work again
  - ICRC Board will discuss with OAR group and bring some ideas for change to the fall 2017 meeting
- Articulation and Transfer Council (ATC) – Peter Williams
  - February 2017 meeting
    - ATC voted to deactivate the MRP for Technology
    - Placement reciprocity policy was reviewed
      - Sub-group worked with ARC to change some of the language and clarify the form of verification students would need from their institutions

- Changes forwarded to the Washington Council
- Washington Council for High School-College Relations (WCHSCR) – Ted Olsen & Carlo Cavillo
  - Check out the new look of the Washington Council
  - Washington Student Achievement Council shared updated CADRs, discussed College in the High School and upcoming bills
  - For 2017 there were 7 sites for **8<sup>th</sup> Grade Days**, for 2018 Wenatchee Valley CC and Columbia Basin College will be host sites. The program is growing each year, serving more and more 8<sup>th</sup> Grade students
  - **Community College Transfer Fairs**, working with NW STEP to help better coordinate both events and streamline processes for college fairs across the state
  - **Transfer Advisors' workshops** are undergoing possible change. Discussion is occurring around timing, various dates, focus of the workshops and maybe offering them as webinars. More to come, no dates set for 2017 at this time
  - **Dual Credit Workshop** was held on March 24th at CWU. Feedback will be provided at the June Washington Council meeting
  - Next **Washington Council meeting** will be June 20<sup>th</sup> & 21<sup>st</sup>
  - **Fall 2017 Counselor workshops (Carlo)** held in nine locations across the state will begin on Sept. 11<sup>th</sup> and end on Sept. 21<sup>st</sup>. Registration is open; locations are provided online at [washingtoncouncil.org](http://washingtoncouncil.org). Workshops provide updated information to high school counselors.
  - **Invites to community colleges and universities to participate haven't been sent out**
    - Expect information late spring/early summer
  - **The agenda is undergoing a slight revamp as well as the Handbook the high school counselors receive at the workshops**

#### Agency Reports with Time for Discussion

- Washington Student Achievement Council (WSAC) – Gail Wootan, Associate Director of Academic Affairs & Policy
- Presentation link: <http://www.washingtoncouncil.org/WSACICRCSp17.pdf>
  - WSACs Mission
    - **We advance educational opportunities and attainment in Washington.**  
In pursuit of our mission, the **Washington Student Achievement Council:**
      - Leads statewide strategic planning to improve educational coordination and transitions.
      - Supports Washingtonians through the administration of financial aid, a college savings plan, and support services.
      - Advocates for the economic, social, and civic benefits of postsecondary education.
  - By 2023
    - Goals

- 100% of adults ages 25 to 44 in Washington will have a high school diploma or equivalent.
  - At least 70% of Washington adults ages 25 to 44 will have a postsecondary credential.
- Areas they focus on to reach the goals of the agency:
  - Make higher ed more affordable
  - Improve college and career readiness
  - Increase college completion
  - Ensure graduates can meet workforce demands
- WSAC's Primary Duties
  - Policy & Research
  - Access & Support Programs
  - Savings & Financial Aid Programs
  - Consumer Protection
- WSAC and Student Transition
  - RCW 28B.77.210: "The council shall adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two and four-year institutions of higher education"
    - Transfer degrees
    - Umbrella policy (and others)
    - ICRC handbook (course lists)
    - Collaboration with schools
- 2017 Legislative Transfer Report (required every odd year)
  - 11% increase in total degrees awarded over 2013-14
  - >90% DTAs
  - AS-T had biggest increase
  - Running Start: 16% of total DTAs
  - Most popular MRPs: Business, Pre-Nursing, Biology, Engineering
  - Washington leads country in CTC transfers who earn bachelor's degrees
  - 1/3 of CTC students intend to transfer
  - More students transferring (with or without degree)
  - More transferring to BAS degrees
- Transfer Updates
  - 2017 MRP reviews
    - Business
    - Computer science
    - Pre-nursing (possibly this year)
  - Resource updates
    - ICRC handbook
      - New handbook should be available online soon
    - Transfer policies
      - Update language to reflect current agency names, etc.

- Looking at policies to see if we are still doing what is stated in the policy
    - Transfer brochure
      - One-page brochure – brief outline of transfer degrees in WA; emphasis on letting students know to talk to both schools; point students toward Read-Set-Grad website
    - Transfer website
  - Future Transfer reports
    - Next report due in 2019; re-examine metrics of the report
  - AS-T Track 2
    - In the ICRC handbook the AST-T 2 is not quite right; the signed version that colleges signed doesn't match the handbook language
- Transfer Policy Update
  - Updating for 21<sup>st</sup> century
  - Combining transfer policies into one
  - Where does ACPL (academic credit for prior learning) fit in?
    - Workgroup just met earlier this week
    - Need data from institutions to analyze whether the state is meeting its goals with ACPL; need baseline data
  - Plan to compare ACPL year to year; need data to determine if ACPL is successful in the state
    - Q: can there be consistency across the state for the transfer of military credit? Most thought that wasn't possible; some institutions working on building military credit equivalencies
    - Debbie Crouch: Military credit accepted at the 2 year may not carry forward when they transfer to the 4 year institution
    - Julie Garver: legislature looking for consistency and ability of students to find information on how their military credit will transfer
- State Board for Community & Technical Colleges (SBCTC) – Joyce Hammer & Ruben Flores
- Presentation link:
  - <http://www.washingtoncouncil.org/ICRC%20Fall%20Update%202017-1.pdf>
  - Shared latest numbers on awarding of associate degrees
    - Degree awards are increasing
    - AS-Ts are significantly increasing
    - Sent out a survey to CTC sector on AS-T Track 1 to get more information on who is pursuing it and how advising is done
    - Reviewing the Associate in Business DTA/MRP
    - Will be looking at the Computer Science DTA/MRP this year
  - CTC Transfer 2015-16
 

▪ Public BI's (2014-2015)	13,935
▪ Western Governors University	<b>2,251</b>
▪ University of Phoenix	<b>385</b>

- Washington Independent BI's **2,506**
- Portland State Univ. and U/Idaho **257**
- Hot Topics
  - Transfer Institute
    - Just received a grant from Achieving the Dream; WA being viewed as a model for exemplary transfer policy
    - Grant will run an institute at the end of June; would look at student success in transfer; barriers; how to overcome those barriers
    - JTC will be the group that will carry this work forward
    - Will be getting data as part of this project on where our students transfer and what programs they are pursuing after transfer
  - CHS(College in the High School)
    - Webinars & workshops taking place
  - DTA/MRP Review
  - Review AS-T Track #1
  - Seal of Biliteracy
    - 4 years have already looked at this; SBCTC now looking at it also
    - This is a seal they give in high school that is equivalency to a 4 year high school competency in world languages
    - Could this be a possible placement tool?
  - Washington 45
    - Hasn't been updated or reviewed yet but needs review
  - Guided pathways
  - Reverse Articulation
    - Still working on this; working with National Student Clearinghouse to find out options on how they can help us
  - Interstate Passport
    - In the 4 year sector now; they will talk about it this fall; like a DTA for the WICHE states; we are the only WICHE state which doesn't do this
  - SAI (Student Achievement Initiative)
    - 5% of funding for CTC sector; performance based funding
  - Math Pathways
    - Still discussing STATWAY
  - ctLink
    - Cyber (consulting firm/implementation support) declared bankruptcy
    - Cyber will be bought out by a French company
    - The CTC presidents have taken over on their tech committee

- and are leading the charge of the project and resolving the issues
      - Hired a new manager for the project
  - Guided Pathways Principles (focus on student advising to keep them on the path)
    - **Clarify the paths**
      - Curricular Alignment
    - **Help students get on a path**
      - Student Support - On-Boarding
    - **Help students stay on the path**
      - Student Support - Monitoring
    - **Ensure students are learning**
      - Institutional Pedagogy
  - Academic Credit for Prior Learning on Transcript (will be indicated as prior learning credit on the transcript)
    - Students are not enrolled but receive credit
    - Credit by Testing
      - AP, IB, CLEP, DANTES, Cambridge
    - Prior Experiential Learning
      - Life experiences/portfolio
      - HS21+ credits
      - Will apply toward NWCCU's 25% limit rule
    - Extra-Institutional Learning
      - ACE training programs, industry certification
      - Occupational Crosswalks
    - Course Challenges
  - House & Senate bills (see PPT for list of bills)
    - Following legislation as it's winding down to bills that are still alive
    - SB5022 requires FA offices to notify students every time a loan is packaged; information that must be sent to a student is pretty extensive; some of the amendments might help with this
  - Mathematics Engineering Science Achievement (MESA)
    - This made it through the house budget and the governor's budget; plans to extend the program to other institutions
- **Break 3:15 p.m.**
- **Meeting resumed 3:35 p.m.**
- Council of Presidents (COP) – Julie Garver
- Presentation link: [http://www.washingtoncouncil.org/4.13.2017\\_ICRC\\_PPT%20.pdf](http://www.washingtoncouncil.org/4.13.2017_ICRC_PPT%20.pdf)
  - Review Business, Nursing & Pre-Nursing DTAs
    - At the table with partners reviewing the DTAs
  - Reverse Articulation – final agreements with EWU, WSU, and WWU

- By the end of this year; all BIs need to have agreement in place
- JTC will develop a webinar and update the JTC website
  - Develop webinars on DTAs for new people in the state agencies/institutions
  - Send ideas for other webinars if you have them
- Partnering & participating in Transfer Institute and Mathways transfer and articulation work
- Presented on Washington Transfer Opportunities and Challenges at NW Student Transfer Education Partnership (NW Step) at the Feb. meeting
- Dual Credit
  - Updated AP & IB equivalencies for WSAC Dual Credit Look-up Tool
    - Most up-to-date information still on institution websites
  - Approved minimum credit awarding language sector-wide for AP and IB
    - 2017 session Legislature passed SB 5234 regarding AP exam policy
      - Requires a coordinated evidence-based AP policy by the public higher ed sector
    - 2017 session introduced legislation SB 5917 regarding IB exam policy
      - Similar IB bill introduced; didn't go forward but likely will next year
  - Working towards sector-wide language for Cambridge A-Level Exams
    - Continuing this work through the fall of 2017
  - Focused on communicating dual credit sector and institutional policies with policymakers, K-12 and higher education partners
    - Working to improve communication with K-12/OSPI
    - Next steps will be myth-busting work with parents
    - Some students coming to the BIs with excessive credits or already being on probation
    - Washington Council Dual Credit Work Shop
    - OSPI Dual Credit Work Group
  - OSPI Dual Credit Work Group participation
    - Implementation of first state review of CHS programs
    - Revising current CHS rules
    - Communication of dual credit policies and practices with education partners and K-12
- Updated communications
  - Update communications
  - New work-study one-pager
  - Updated joint transfer one-pager
- Submitted several legislative reports prior to the 2017 session
  - Accelerated Degree Work Group Report
  - Campus Sexual Assault Prevention Report
  - Students with Disabilities Report
- Represented sector on legislative work groups



- Behavioral Health & Suicide Prevention
    - Student Loan Debt
    - SE King County Higher Education Needs Assessment and Operating Plan
  - Extended the Smarter Balanced Assessment Agreement to Class of 2020
  - Working with WA Workforce Education and Coordinating Board around work-based learning and support for the Talent for Prosperity for All Strategic Plan
  - Engaged with ERDC staff to update the public four-year dashboard
  - Leading ICAPP Committee regarding new academic programs
  - Engaged with WSAC adult re-engagement effort
  - Continuing work with Statway and higher education partners
- Joint Transfer Council (JTC) – Keith Klaus
    - All items of JTC have been covered in other presentations

### Call for Unfinished Business

- Update from Handbook Revision workgroup – Gail Wootan
- Presentation link: <http://www.washingtoncouncil.org/ICRCHandbookPresentation.pdf>
  - Re-format
  - Language consistency
    - DTA (DTA Associate Degree)
    - CCs to CTCs
    - ICRC Guideline to DTA Guidelines
  - Updated history, agency names, ICRC Constitution, Umbrella policy
  - Removed old DTAS and will put those online
  - Lower division GE vs. GE
  - AS-T Track 2
    - Signed version vs. ICRC handbook version
  - OAR (MRP review or not)
  - Regular updates
  - Next steps
    - Web-friendly
    - Add all transfer policies?
    - Anything to add/remove? Inconsistencies?
    - Feedback process?
    - Regular updates
      - Executive Board will ask for provisos every year at spring meeting for BIs to submit provisos at following fall meeting and then proviso would appear in handbook by following spring. Students attending before proviso would be grandfathered in for 2 years to not comply with new proviso
      - Outgoing chair would be responsible for making changes to handbook

- Ongoing review of motions passed in fall 2016 meeting – JTC’s position
  - 2 motions were put forward at the fall meeting regarding the relationship between ICRC and JTC
  - After the motions were voted and passed, Joyce Hammer amended her vote to no longer support those motions
  - Ted brought those motions forward to JTC and ATC meetings
  - Document was found that stated that courses added to the restricted and unrestricted distribution lists for the DTA need to be unanimously approved by the ATC and the Instruction Commission and are then sent to JTC where the BIs have an opportunity to give input
  - After the JTC meeting where this was briefly discussed, a conference call was set up with JTC leadership, Ted Olsen & Cathy Shaffer
  - Discussion focused on gaps in communication
  - JTC values the role that ICRC plays in the process
  - Possible dedicated JTC liaison to ICRC so that there is a more formal communication path
  - ICRC Board would like the motions previously passed to be rescinded based on this new information
  - A request was made by Ariana Stafford that this relationship structure go into the ICRC handbook
  - Keith Klauss stated that at EWU, there is no signed document to show that this was agreed upon and when it was agreed upon
    - This puts the 4 years in the position of “blocking” at the last step
  - Debbie Crouch stated that she understands when the DTA was established, the BIs had control over 15 of the elective credits and the CTCs over the other 15. Now the CTCs want to control the 15 under the BIs control.
  - Emily Leggio asked if there is a constructive way we can move forward that give the BIs an earlier advisory role in the process.
  - Jim Brady supported Emily’s statement.
  - Joyce Hammer suggested one idea is to create something at the ATC level that would require consultation with the BIs.
  - Ted stated that the spirit of the conversation with JTC was that we were getting too role focused and not goal focused.
  - JTC has put ICRC as their very first agenda item.
  - Keith Klauss proposed to amend the motion to insert the BIs into the process earlier.
  - Ted stated that we hope to put together a graphic representation of the relationship between the bodies that would be in the ICRC handbook.
  - Ted stated that motions are still out there; should we rescind or not; should we modify? Jess Gilmore from Walla Walla made the fall motions and stated she

wanted to rescind the motions and perhaps have conversations that lead to future motions. Jess Gilmore moved to rescind, Kyle Hammon seconded, vote and motion passed.

### **Meeting Adjourned at 5:08 p.m.**

### **Friday, April 14**

#### **General Session Resumes**

- Call to Order @ 8:37 a.m.—Ted Olsen
- Circulate Question Box— Cathy Shaffer
- Announcements—Erin Morgan
  - Debbie Crouch & Cathy Shaffer – short presentation to honor Brad

#### **New Business**

- Select new ICRC Executive Board member-at-large for next year from a Community & Technical College to replace Cathy Shaffer
  - Keith Klauss nominated Jess Gilmore from Walla Walla
  - Rose Spodobalski-Brower seconded.
  - Motion passed.
- Set dates and select hosts for 2017 Fall and 2018 Spring meetings
  - Fall 2017 – October 12 & 13 hosted by Eastern Washington University
  - Spring 2018 – April 12 & 13 hosted by Everett Community College (tentative location)
- Membership fees & budget
  - May need to increase the dues structure to meet expenses
  - Costs are getting higher (food, space)
  - ICRC Executive Board discussed yesterday, we are starting to see a negative cash flow; would like to offer more travel grants; would like to bring in more national speakers when possible
  - Possible increase to \$75 member fee and \$25 fee for additional guest
  - Debbie Crouch moved that we raise the annual fee to \$75 for member & \$25 for additional guest
  - Rose Spodobalski-Brower seconded.
  - Motion passed; need to run it past the Washington Council
- BAS degrees
  - Ted asked for feedback on questions students have about the BAS
  - Arne Reed stated that students think it complete the gen ed; but he believes that students would still need to take math or science if it wasn't in the degree (if they didn't complete the BAS)
  - Debbie Crouch said that SPU would accept it as they do a bachelor's
  - Waylon said that WSU also would accept it
  - Megan Daniels – Evergreen would also accept it if they had completed the BAS
  - Jess Gilmore – BAS requires a college level English, college level math, and a science course

- Emily UW – for someone w/ a BA who wants to work on post-bac, they don't automatically say student has met gen eds. Students may need to take additional gen eds toward post bac. That's for all students regardless of where they completed their BA. This could be a bigger collection of gen eds for students with BAS degrees. UW doesn't have any agreements around BAS degrees. If someone doesn't have a DTA, they are not applying any special criteria for someone who has a BAS degree.
- From Jim Brady to Joyce Hammer, does logic (PHIL& 120) lose its quantitative status if used outside the DTA.
- Select new ICRC historian to replace Brad
  - We will send this out to the list serv to ask for volunteers
  - Historical ICRC wills be posted to the ICRC website as an aid to this role
- Review ICRC bylaws – membership and voting
  - Board has been looking at the constitution and is suggesting updates
    - Article III – Membership there is no reference to the COP partnership. We would like to add COP as a voting member; remove or clarify the 2 high school principals (appointed by the Associated of WA School Principals) who are to be part of ICRC
      - The 2<sup>nd</sup> item should go back to WCHSR (so not included in proposed changed)
      - Keith Klauss stated that should help with myth-busting about how courses transfer
      - Debbie Crouch – would high school counselors be a better representative than principals?
    - Article IV – Officers – would like to create a non-officer sub category and add the Treasurer position and a Tech position (to maintain and develop the website content and online handbook)
      - Currently the treasurer is serving a 5 year term as a member (not a board member)
      - Need to also have a tech position to keep the website updated (not a board member)
        - Debbie Crouch – in the past, ICRC paid a student to do this
    - Article VI – Committees – Propose the creation of a handbook revision subcommittee chaired by outgoing chair of the Executive Committee, members to include participation from each sector and agency reps as needed per relevant content/policy review.
    - Need motion to approve adding COP to membership as a voting member (Article II); adding the treasurer and tech positions as 5 year non-executive board member positions (Article IV); create a handbook revision standing subcommittee chaired by the outgoing ICRC Executive Board chair position (handbook would be reviewed and updated annually)
      - Patrick Brown moved to table all but the addition of COP to next meeting
      - Heidi Ypma seconded

- Motion passed.
- Jerad Sorber moved to add a COP representative as a voting member
- Jeanne Gaffney seconded.
- Motion passed.

**Break 9:45 a.m.**

**Meeting resumed 9:52 a.m.**

**Professional Development: Guided Pathways in Washington**

- **Lisa Garcia-Hanson – SBCTC Student Success Center Director**
- **Gail Bruce – Skagit Valley College – Counselor/Transfer Director**

Presentation link:

<http://www.washingtoncouncil.org/Guided%20Pathways%20General%20Overview%20PPT%20LGH%2004.2017.pdf>

- 13 states in the U.S. have Student Success Centers and WA state has one of them.
- Website @ <http://www.sbctc.edu/colleges-staff/programs-services/student-success-center/guided-pathways.aspx> and <http://www.sbctc.edu/colleges-staff/programs-services/student-success-center/default.aspx>
- Guided Pathways take previous ideas and expands on them
- Looks at where the students wants to go in their career and how do we build backwards to get them there; not enough to get students retained and graduated
- Students are more likely to succeed if they finish their Associate Degree (they are more likely to transfer)
- Under-represented students are more likely to be non-completers
- Completers earn more after college
  - Low income & under-represented students more likely to enroll in lower wage training certificates
  - Ask ourselves if we are unconsciously steering students into short-term certificates that lead to low-wage jobs
- We need to help all of our students know all of their options; understand that there are BAS degrees; if they plan to do a certificate – show them how they can “ladder up” to a degree
- Asking colleges to think about what students will do when they leave and work backwards from there to develop a Guided Pathway and make it a goal to close the equity gap
- Steps of Guided Pathways
  - Clarify the paths
    - Curricular alignment (internal work)
    - Develop full program plans; map course sequences
  - Help students get on a path
    - Student support – on-boarding
    - Help students understand career options and explore their field so they choose the pathway that gets them to their goal

- Help student stay on the path
  - Don't put barriers in front of our students
    - Fees, office hours, parking, visits to campus, offices in different bldgs., phone calls or appts
  - Many of our students succeed despite us, not because of us
  - On-going intrusive/intensive advising
  - Develop systems to track student progress and redirect students who aren't progressing
- Ensure students learning
  - Institutional Pedagogy
  - Develop specific learning outcomes
  - Provide in-depth career exploration
  - Faculty-led improvement of teaching practices
  - Track mastery of learning outcomes
- No linear path to develop a Guided Pathway
- Need to get out of silos; no cookie-cutter template; takes collaborative work across all sectors
- Think about what obstacles students face when entering or continuing their education at your institution

#### **Professional Development – Share outs:**

- Across sectors, websites are difficult to navigate, online materials are not always current, and verbiage is not always understandable
- Students may not be coded correctly from the start and thus misadvised.

#### **Answers to the Question Box – Cathy Shaffer**

1. With all the focus on PLA credits, has there been discussion on removing the language in the handbook that CLEP can only be applied as elective credit?
  - a. **Answer: WWU doesn't take CLEP but will honor within 15 grey area credits in DTA. BIs don't take it from the CTCs, extracurricular learning is taken based on institutional credit. Different BIs give different standing (junior or not). Some CTCs are giving DTAs where CLEP falls under a distribution area. That is not what the handbook says is allowed. More discussion needed – please put on Fall agenda.**
2. A student is working on the business DTA/MRP and instead of needing to take MATH& 141 OR 145, they will be receiving MATH& 151 credit from an AP test. The MATH& 151 can be used to satisfy the MATH& 148 degree requirement (via course substitution) but that still leaves them 5 credits short in the QSR area. How do other schools deal with this type of situation?
  - a. **Answer: Some advise to take a higher level. Needs to meet credit requirements.**
3. Can someone clarify or describe the Music Transfer Degree?
  - a. **Answer: Joyce – it is a statewide DTA/MRP. The reason we developed it was not to prep students for high-paying jobs, but to look at pathway that is now 6 years. That is still accurate at the BIs. Music faculty from both sectors were involved and that shortened student's process to 5 years instead of 6 year needed prep for careers. The meetings to develop this degree created much better understanding across sectors. The degree is 104 credits. Combo of theory and lessons. Next conversation is around**

**inconsistent performance testing requirements between native students and transfer students.**

4. Is directed self-placement interpreted as Local Skills Assessment? Are the CTCs compelled to observe it as placement reciprocity?
  - a. **Answer: Per Joyce - Yes. Questions around outcomes and success. Joyce will follow up with Bill for data on outcomes. Jennifer @Shoreline – if a school is using directed self-placement then school allowing it needs to provide documentation to student.**
5. How are other schools handling Distribution Reciprocity with our BIs, particularly if a course would not typically be used? An example is a finance course from WSU-V that is a Q distribution, has no math pre-req, and is being transferred back to Clark (from reverse articulation) to be used as Q to complete the AA degree. Clark cannot offer a comparable course as we must show an intermediate algebra pre-req.
  - a. **Answer: Joyce – unless a school has a specific grad requirement, we must honor reciprocity with BIs. This reciprocity policy overrides the intermediate algebra requirement in the DTA. Move to agenda item at fall meeting**
6. OAR membership specifically states that membership should be divided equally between CTC and BI representatives. Is there room for an agency representative to participate on OAR reviews? Thoughts?
  - a. **Answer: yes.**
7. How do other CTCs accept distribution credits from semester colleges or quarter colleges with only 4 credits? Is there a difference in-state/out-of-state? How do you make up the balance of credits in the area if short 5 credits? 1 credit? Do you make it up in the distribution area? Elective? What impact does the decision have on transferring to BIs?
  - a. **Answer: The body of the distribution needs to be 60 credits. It could be made up with something that fits in another area of 60 (so use ½ credit from excess SS could be used to make up Humanities). Anne at Pierce says she hasn't seen it in writing but this is also how Pierce does it. We need to discuss this more at Fall meeting. CTCs are doing different things. Maybe provide multiple scenarios in advance to have BIs review prior to fall meeting. One scenario needs to be about nursing because nursing requirements are very strict.**

**Adjournment – 11:51 a.m.**