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THE
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INTERCOLLEGE RELATIONS COMMISSION
A Commission of the Washington Council for High School-College Relations
<https://www.wa-council.org/icrc/>
Spring 2022 Meeting Agenda
Thursday, April 14, 2022 9:00 a.m. – 12:00 p.m.

Join Zoom Meeting from PC, Mac, Linux, iOS, or Android:

<https://olympic.zoom.us/j/91425783234>

Notes: Zoom account authentication may be required to join this meeting. Please also update your Zoom display name to include your institution consider wearing school logo or using it as a Zoom background. There will be a Zoom waiting room for attendees.

8:57 a.m. – Zoom open for general meeting/social chat/ introductions

9:00-9:20 – ICRC Meeting Opening Session

- Call to Order – Kirsten Clawson called the meeting to order at 9:03am.
 - Kirsten clarified that past issues with the ICRC listserv appear to have been resolved. She shared the link to join the listserv and added that the link is also available on the ICRC website.
 - Joslin Boroughs stated via chat that a confirmation email needs to be acted upon within 3 days to finish signing up; please check your junk mail if you don't see the confirmation email in your inbox.
 - Val Sundby explained via chat that she moderates the ICRC listserv on behalf of SBCTC, so people have trouble, please reach out to her directly at vsundby@sbctc.edu
- Approval of [Winter Minutes](#)
 - Kirsten Clawson called for a motion to approve.
 - Cathy Shaffer moved to approve the winter meeting minutes. Rose Spodobalski-Brower seconded. Approval passed with a vote of the membership.

- Treasurer’s Report – Rose Spodobalski-Brower
 - The balance is still \$7,325.08. There haven’t been expenses with all virtual meetings.
 - Kirsten Clawson highlighted the proposed dates for next year’s meetings, which may include an in-person option.
- Ongoing Articulation Review (OAR) Committee Report- Beccie Seaman
 - <https://www.wa-council.org/icrc/oar-committee/>
 - Eight colleges were scheduled for review this year. Five have already been completed and three are remaining to be reviewed. Clark, CBC, and Gonzaga are remaining for this year.
 - One of the main takeaways from this year is as more colleges are using a guided pathways model, there is more information on the institutions’ websites to lessen student confusion. This also generates more questions from OAR because the websites can be somewhat cluttered.
 - OAR best practices for CTCs are on the OAR Committee website, but there are not best practices available for BI’s yet. The Committee is generating sample best practices that align with the questions for BI’s based off the BI’s that have been reviewed so far.
 - Beccie Seaman shared the rotations for the current OAR Committee members. A BI rep may be needed for next year. Two CTC members are rotating off after this year, so will need two reps from this sector for this year.
 - Kirsten Clawson reiterated the need for new OAR members and explained we’ll solicit nominations/volunteers at the end of today’s meeting. She encouraged OAR as great way to get involved and a good learning experience to understand transfer across the state. She also shared nominations will also be sought for a public BI volunteer to be the Executive Board’s Member at Large who will also serve on OAR for the year as well.

9:20- 9:50 – Agency Discussion Q&A

Agency reports were sent out in advance for review prior to the meeting and are available on the ICRC website.

- Independent Colleges of Washington (ICW) – Shea Hamilton
 - <https://icwashington.org>
 - ICW presentation includes:
 - updates on ICW activities since the winter ICRC meeting in February
 - and work within the JTC Computer Science workgroup, WCHSER, etc.
- State Board for Community and Technical Colleges (SBCTC): Valery Sundby
 - <https://www.sbctc.edu>
 - SBCTC’s spring common messaging document was shared via chat, highlighting efforts across SBCTC.
 - Valery Sundby highlighted that LPN to BSN pathways have been approved to go into effect Fall 2022. SBCTC is working with colleges to adopt this option and to provide guidance to schools that don’t have an LPN but do have BSN and want to adopt the pathway.
 - Working groups have been formed to articulate what Computer Science BS degrees at CTC’s look like and how this option is different from BAS offerings. There are several proposals going forward. SBCTC has a statement of need from a consortium of 7 colleges for a joint degree. Seattle Colleges led by North Seattle has submitted a proposal as well.
- Council of Presidents (COP) &
 - <https://councilofpresidents.org>

•Joint Transfer Council (JTC) – Julie Garver

- <https://www.sbctc.edu/colleges-staff/programs-services/transfer/join-transfer-council.aspx>
- Computer Science BS degree meetings to finalize the degrees are occurring in the next two weeks.
- In these meetings, conversations have also been occurring around the AST's, especially the AST-2. The degree is very tight, and faculty would like greater flexibility as their disciplines are continually changing. These recommendations will be sent to JTC in the spring and will be shared with ICRC.
- Val Sundby added that once these recommendations are shared with SBCTC, she will also send them through ARC for feedback too as many on that commission work directly with students and their feedback will be helpful.

•Joint Q&A

- Miles Jackson from Clark asked for more information re modernizing Algebra 2.
 - Julie Garver responded she will send out the PowerPoint re modernizing to the ICRC group.
 - OSPI, Admissions, Placement, and Math faculty have been involved in this conversation.
 - Overall, COP members are in a wait and see mode while data is collected. Modernizing Algebra 2 is a pilot for the 22-23 school year and data will be forthcoming afterwards.
 - It will also be essential to see how students perform when they get to COP member institutions and members also want to be sure these efforts are not resulting in student tracking.
- Anne White asked regarding the ACPL Toolkit Project Group to see if this is a new working group or if it's building on the previous group.
 - Julie Garver explained there had been great work prior to the pandemic in this area. There is now a grant through the Seattle Colleges to create a guide for implementing ACPL, similar to the guides for military credit training.
 - She will send out the latest notes and include a follow up contact.
 - Julie Garver added all sectors have been represented and the goal is to generate a guide before rolling the information out more broadly and communicating to other stakeholders such as ARC and the institutions.
 - Waylon Safranski noted in chat that the ACPL workgroup will be meeting next week, and it would be helpful to pass that information on to ICRC after that discussion.
- Joslin Boroughs asked for more clarification regarding the examination of the AST-2.
 - Julie Garver explained currently, it is very specific with physics, chemistry, etc.
 - Computer Science majors are evolving over time and some assumptions about math and science may be changed at the institutional level.
 - Stakeholders want to be they sure have flexibility in the AST-2 to accommodate this.
 - She added the discussion also centers around updates since the degree hasn't been updated in decades, similar to discussions about updating the DTA.
 - Val Sudby added via chat that there has been work to create a new pathway within the AST Track 2 specific to Computer Science.
 - Joslin Boroughs added via chat that there have been concerns expressed about the degree being over 90 credits and students running into financial aid issues.
 - Julie Garver responded via chat that there is a recommendation about this to JTC.

- Kirsten Clawson asked if there are any summaries or updates on dual credit.
 - Julie Garver responded it's been a light dual credit year.
 - The WASAC task force will finish their work in the fall, and she shared the [report](#).
 - Bills in the legislative session reflect legislators hearing our biggest challenge is eliminating out of pocket expenses for students in dual credit with the state as true partner. These bills were not successful; however, they pointed the conversation in the right direction.
 - Some language was included in the budget.
 - The supplemental budget expires June 2023. These measures will either need to be renewed in the next cycle or be permanent through legislation passing. Efforts regarding Running Start in the summer and a pilot to cover costs for College in the High School at CTCs were included.

9:30-10:15 ICRC Update on AA-DTA and Open Discussion

•Follow up from Winter Meeting Discussion

- Kirsten Clawson noted that at the Winter ICRC meeting there was an action item following discussion re the AA-DTA.
- She attended JTC and raised the concern there. She explained there was a great discussion regarding evaluating the structure of the AA-DTA and how that needs to evolve and change.
- Coming out of JTC, the recommendation was to take this discussion to ATC for next steps.
- Waylon Safranski highlighted need for BI's to assess their general education and be sure proposals to ATC are informed by these as well. May could be a good timeframe to have this completed.

•Additional Transfer Work

- Waylon Safranski shared it's good to see movement and traction on examining the DTA and AST. He's excited to see us moving in the direction to create efficiency in our courses and requirements to have alignment.
- Computer Science is challenging since there's variability in receiving institution's requirements and having flexibility is important.
- It's also exciting to have the Psychology MRP work for Liberal Arts pathways too.
- Kirsten Clawson explained she is on the subcommittee for the Psychology MRP as well. All members have evaluated CTC's and how psychology is presented, focusing on how that's done within pathways and who the CTC's are linking with at the BI level. The original goal was to wrap up by June, but the group realized there is a need to continue working thru summer and fall.
- Shea Hamilton recommended getting updates on transfer pathways for the fall ICRC meeting. She added the Psychology MRP is a multiyear project. Institutions have been selected for work in the first year, second year, and third year.
- Shea Hamilton also highlighted updates in the JTC document regarding transfer pathways work.

•ICRC Handbook

- Kirsten Clawson highlighted the ICRC handbook as an important document. She explained significant changes were made December 2020. Julie Garver also sent updates yesterday as well.

- The ICRC Handbook is a living document that is constantly updated. Additionally, the Handbook Committee is open to everyone.
- Kirsten Clawson recommended the group look at options going forward for Handbook Committee meetings to occur more formally in this next year.
- Waylon Safranski shared the ICRC Past Chair typically initiates these meetings. Recommendations for updates typically arise through large ICRC meetings and next year will be a good opportunity to integrate handbook work.
- Maribel Jimenez asked if there is someone to reach out to if there are questions regarding the handbook. Kirsten Clawson responded people can reach out to the ICRC Past Chair and can send out questions through the listserv. Asking clarifying questions via the listserv allows for people to receive multiple perspectives. Val Sundby added that agency reps are happy to help with questions for folks in their sectors too.

- ICRC Website

- Waylon Safranski noted some follow up is needed in maintaining historical documents on the ICRC website.
- Cathy Shaffer supported this as well as there are over 641 documents.

- New Member Meeting

- Kirsten Clawson shared how helpful it was to have the New Member Meeting yesterday. She encouraged new members to ask questions of the larger group as well as ICRC is a very supportive group and questions are welcomed.
- Waylon Safranski explained he'll post the [PowerPoint slides](#) from the New Member meeting to the ICRC website.

- ICRC 2022-23 Meeting Dates and Format

- Kirsten Clawson shared the following proposed dates:
 - Fall October 13-14, 2022
 - Winter (Zoom) February 9, 2023
 - Spring April 13-14, 2023
- She requested member input on meeting in person or by zoom, particularly for the fall and spring meetings. She asked if people would be able to attend given travel budgets at institutions throughout the state. She also shared there have been hybrid meetings with some in person and some joining by zoom. The Executive Board consensus was that this hybrid format often not effective.
- David Sundine echoed that hybrid meetings are frequently challenging and fully in person or fully remote meeting structures typically go more smoothly, but open to suggestions. He also elaborated that many schools have eliminated their travel budgets, so the Executive Board was unsure if people could still participate if we had in person meetings.
- Cathy Shaffer highlighted a comment from the chat suggesting large scale remote sites, one on the east side of the state and one on west side.
- Shea Hamilton pointed out that if ICRC is meeting in person, we would also reinstitute membership fees/dues that were paused while meeting remotely.
- David Sundine added that if the meeting is remote for fall, it doesn't mean we would always be remote.
- Waylon Safranski stated that other statewide transfer councils are discussing larger in person meetings similar to the pre-COVID transfer institute in Walla Walla.

- David Sundine recommended ICRC members and guests hold the dates for next year's meetings. He shared that a two-day meeting makes sense for an in person meeting to accommodate travel to a central site. If we decide to stay remote, we could open a discussion for a two day or one day meeting. We've had abbreviated three-hour meetings during the pandemic, and we would like to return to longer meetings for enhanced conversation/productivity.
- David Sundine asked if the group prefers a two day or a robust one day with a lunch break? Would it help for ICRC to meet remotely and then work with groups like JTC where we all come together once a year since we do very related/intertwined work?
- Karl Smith shared he's been part of ARC and have had this conversation many times in that forum. He explained it's challenging since travel budgets are tough, but there is great value in discussions in the in-person meetings through non-formal time. He added ARC is meeting in person next week for the first time in two years.
- Shea Hamilton highlighted that new members may not know the utility of the in-person ICRC meetings because they have not experienced them. She asked for veteran members to share what happened in historical in person meetings.
- David Sundine responded there is value to in person and longer meetings. There is robust discussion when we have a longer timeframe. Including work on the ICRC Handbook, bringing in professional development, etc. These efforts could also be done remotely in a longer meeting. He also noted appreciation for the important discussion that happens informally over coffee, lunch, etc. at in person meetings.
- Cathy Shaffer added it is not just robust discussions, but also connections/relationships formed across the state at in person meetings. It is so useful as a counselor in working with students on issues that come up to have relationships with others working on transfer statewide. Those relationships don't develop through zoom and relationships are paramount to what we do. Being able to ask questions when getting coffee and then knowing that's a person I can continue to reach out to is part of the value of ICRC.
- Beccie Seaman shared her first year in ICRC was in person and has since been online. In her first year, she connected with so many people, which helped with setting up articulation agreements and so many other things. In zoom meetings, sometimes not seeing faces and don't really have the process of building relationships. We miss out on body language that are 80-95% of communication. Those individual connections are so important.
- Julie echoed that we're social creatures and so much happens that's not the meeting. It's about building the relationships, especially cross sector. She suggested a split format with some in person, but not all meetings in person. She also shared that she is "getting stacked with zoom meetings." As a result, she must do other work during the meeting and doesn't have time process what is discussed. Zoom has created other issues with communication. If we stay with zoom, we need to address the meeting structure.
- David Sundine shared feedback from offline discussions suggesting one in person meeting, e.g., in the fall where we often shared campus updates, new programs/degrees and then have winter and spring virtual. He added we have a range of options.
- Kirsten Clawson explained we'll continue to explore these options and finalize the format.
- The following comments were shared via chat during this discussion:
 - Kristina Young asked if anyone has tried a two-location approach with a large scale zoom.
 - Julie Garver responded that was tried for the fall JTC meeting and it was a bit of a fail.
 - Laura Knight asked if it would be possible to hold one in person meeting a year and the others virtually.

- Beccie Seaman stated she suspects some travel funds were permanently cut, so it will take time to rebuild those budgets after colleges are sure that the worst is over.
- Gwen Cash-James shared that coming from a college that is trying to encourage in person attendance, etc., she is more supportive of an in-person meeting. But she does understand that budgets at other schools may be a consideration. Our college is reducing certain types of travel, but not for meetings, etc.
- Jeanne Gaffney asked if there are still some travel stipends available through ICRC.
- Waylon Safranski responded that there is approximately \$7300 worth, and the Executive Board could assess this.
- Kirsten Clawson added the budget is in good shape, so it could be done.
- Liz DeVilleneuve shared that day long zoom meetings are so draining; she loses focus.
- Kristina Young suggests more hours but spread out more frequently for work and fuller focus.
- Jeanne Gaffney stated with so many new members and so many virtual meetings, ICRC should invest in the time it will take to rebuild connections.
- Tasady Turner wrote that there are benefits to both in-person and virtual meetings. One benefit of virtual is that more colleagues can attend and bring information and details to ICRC and back to the campus. She added that she misses the dinners where history, current affairs, and reasons about how things came to be were shared. The story telling about how CTC's and BI's came to be and work together in the state was valuable.

10:17-10:30 – Break

10:30-11:30 – Community College Research Initiatives (CCRI) Facilitated Discussion

•CCRI Introduction – David Sundine

- University of Washington houses the Community College Research Initiative (CCRI). Our guest is CCRI's Director, Dr. Leah Wetzstein. CCRI conducts research on equitable access to transfer. Dr. Wetzstein will give a presentation on their work and then facilitate a discussion on how we can use their work in ICRC to apply an equity lens.

•CCRI STEM Transfer Partnerships Project Presentation – Dr. Wetzstein

- CCRI started at UW in 2016 to research equitable college access, degree completion, and employment in living wage careers.
- Additionally, CCRI seeks to apply this research to positively impact student outcomes.
- Previous findings:
 - transfer partnerships can influence the transfer experience of historically marginalized student populations;
 - there are multiple ways of doing transfer work;
 - there are many catalysts and barriers to transfer partnership work.
- These findings came from research with high performing transfer pairs that had high success with historically marginalized student populations.
- Dr. Wetzstein noted that success resulted from very deliberate work and a focus on shared students.
- Transfer partnerships are intentional, strategic partnerships. Transfer partners work together collaboratively to find what's in the way of student success and to address structural barriers. They are applying this work specifically to STEM students in WA state.
- Why focus on STEM and low-income students?

- STEM curriculum can be very complex to get through, especially when moving between institutions
- There are equity concerns as 50% fewer low-income students pursue STEM degrees than higher income students.
- STEM degrees can lead to living wage careers that are stable through economic downturns based on outcomes for STEM bachelor's degree graduates retaining their jobs in the 2008 recession.
- The COVID pandemic has had a disproportionate impact on low-income students in WA state with many low-income students stopping out.
- This project is also funded by an Ascendium Education Grant, which has a focus on helping students move thru the transfer process and focuses on low-income and rural students.
- WA Transfer Associate Degree Effectiveness Report from 2021
 - Students receiving the WA College Grant end up taking more credits to complete a bachelor's degree. Thus, students who may not have as many resources to deal with extra classes are taking more credits.
 - Engineering transfer students completing a DTA and receiving the WA College Grant took the most credits of any student population to complete their degree. Shared data demonstrating that students receiving WA College Grant took more credits than those not receiving the grant for many of the possible pathways (e.g., direct entry, transfer with degree, transfer without degree, etc.).
- CCRI project is working with 10 pairs of two- and four-year institutions to create a community of practice to impact low-income STEM transfer students' outcomes.
- CCRI will provide information about multiple successful transfer models and potential barriers to transfer partnerships. CCRI will also provide coaching, technical support, facilitation, and information as well as funding to help implement models and attend convenings.
- First convening April 29, 2022. They will have 5 Community of Practice Convenings April and October 2022, 2023, and 2024. Participants will also have monthly meetings with coaches between convenings.
- Participants represent all regions of WA state.
- Some institutions have worked with their transfer partner in the past and some are looking to establish a new relationship.
- Each pair includes 3-5 people from each institution.
- How?
 - Transfer pairs are sharing data to understand their students, which was a new experience for many of the pairs.
 - They will use data to understand potential problems and solutions and create a plan.
 - Participants will solicit student input on the plan.
 - Transfer pairs will share with the Community of Practice their progress, difficulties, inspirations, and insights so members can help each other.
 - Members will also work with their coaches to keep moving forward between Community of Practice convenings.
 - They will continue to use data to evaluate their plan.
 - There is also a goal for members to share with their institutions and with councils, boards, at Guided Pathways meetings, and larger state meetings on their findings and progress.
 - All transfer pairs will create a sustainability plan so their work can continue beyond the financial support of the grant.

- Questions?
 - Shae Hamilton highlighted that previous research shows systemic barriers result in low-income students not selecting STEM majors.
 - Julie Garver asked how does preparation for STEM degrees and other degrees impact the number of credits for the degree? She clarified there are many systemic barriers in K-12 and students come into CTCs with gaps in learning that CTCs are working to address. She shared we need to be conscious that we're working with students impacted by these systemic barriers.
 - Shea Hamilton asked how the project is using the WA College Grant as a proxy for low income. She inquired if the project is doing anything further to parse this data as families with income up to \$100K are eligible for WA College grant? Are institutions also using this criterion?
 - Dr Wetzstein responded that CCRI asked institutions to identify their own proxy. She gave the example that receiving the Pell Grant can be a useful proxy for low-income, but it doesn't include students who are not citizens. As a result, some institutions use receipt of the WA College Grant. She explained she appreciates this is also not a perfect way to assess. WASAC study cited in the presentation used WA College Grant to try to capture lower income students, but this is not a perfect proxy. The key in the CCRI project is that two year and four-year institutions in the transfer pair are using the same proxy for consistency in measurement across the institutions.
 - Shea Hamilton asked if the measure used is being considered as participants look at interpretation of data and outcomes going forward.
 - Dr Wetzstein responded this is part of the importance of student feedback when evaluating plans and incorporating a check in with students on the data being used as well.
 - Katie Gulliford asked if Engineering students have an MRP or AST-2 rather than a DTA.
 - Dr Wetzstein clarified the DTA path vs MRP path is a potential opportunity for transfer pairs to examine. For example, students not well prepared for math may be self-directed or directed towards a DTA rather than an MRP, which results in more credits for degree.
 - Julie Garver added this is an advising issue. Sometimes students are already down a DTA.
 - WASAC report highlighted that DTA is not an efficient path for STEM.
 - Joslin Boroughs asked if students pursuing the AST degrees are not ending up with as many credits as students pursuing the DTA. She added it's not surprising students in STEM are taking multiple credits because it gets tricky when students transfer. However, she asked is the AST helping. Would be an interesting question to see if AST is doing its purpose.
 - Dr Wetzstein responded one of the partners is looking at this for Biology, comparing the Biology DTA and AST-1.
 - CCRI is asking pairs what are the degrees students are transferring with and is there a difference so can compare the AST for Engineering to other options.
 - CCRI is also asking pairs to evaluate if it is better to finish an associate degree or not prior to transfer.
 - CCRI hopes to look at these questions as a group to examine outcomes for students coming with one degree or another.

- Dan Taylor explained he has been teaching and advising Engineering students in the AST and shared in 17 years of doing this work he cannot recall a time that a student left college with less than 100-110 credits. If the receiving institution only accepts 90, there's 20 that are gone. If they didn't get the right things, there may be more needed at the receiving institution. He hopes the AST is more effective, but anecdotally could see there would still be excess credits.
- Julie Garver shared the [2021 Transfer Report](#) via chat and recommended referencing pages 17-19 for the AST degrees.

•Discussion Questions

- What policy could you imagine that would incentivize the exchange of transfer student data between institutions? We acknowledge our policies aren't designed for institutions to work together. How could a policy facilitate this by incentivizing data exchange/ sharing?
 - Julie Garver stated there's a state task force around transfer looking at this too. They are working with [Education Research and Data Center \(ERDC\)](#) that has access to all public data and then working with private institutions to bring back a transfer report that went away some time ago.
 - It would be helpful to dovetail with that work at state level and make the data publicly presentable.
 - It would also be helpful to look at how BIs can identify the degrees students come in with to see how they follow through.
- How do you imagine transfer partnerships could improve transfer students' experiences and outcomes?
 - David Sundine responded that more seamless advising with collaboration between CTC advisors and partners at BIs would be helpful. He added a more seamless handoff could drastically improve the experience.
 - Dr Wetzstein shared that in some of CCRI's examples with advising, joint advising does exist, but seamless advising and a warm handoff is very important.
 - For example, sending an email to the advisor at the four year with student on it is impactful. "Here's my student coming. Can you make sure they're going to be ok?" Student feels that someone cares and feel a connection that is important.
 - Megan McConnell highlighted that cocurricular opportunities benefit students at both institutions. She provided an example from CWU's Des Moines Center with Highline College. Business faculty discovered Highline students in accounting classes were interested in working with the tutoring center to help dig in to higher level accounting questions. CWU Accounting students were brought in and worked with Highline students on this. This was a way to connect students before transfer.
 - Anne White explained that Pierce College has a shared advisor with UW Tacoma. The institutions share the cost of this employee. They work part time at Pierce and part time at UW Tacoma. This has been a really nice model for supporting students.
 - Dr Wetzstein noted shared advising has been found to be very helpful in CCRI research, particularly since a shared advisor often understood the culture and contacts at both institutions.
 - Julie Garver stated that public BIs have a transfer center and separate transfer orientation. There appears to be a gap between student affairs work and what faculty at public BIs are aware of. It is great to discuss how to bring instruction into these efforts.

It's also helpful as students are preparing to transfer to also loop in faculty advisors as well as professional advisors.

- Dr Wetzstein clarified the CCRI project is also involving faculty as well.
- Kirsten Clawson noted that, based on location, there may be natural transfer partners. Students may not be aware of other possibilities. For example, students may assume they can't afford to attend a private college or transfer to colleges not in the immediate geographic area. When examining equity, need to make sure students are opened up to the wide possibilities available and not just the BIs closest to where they currently live.
- Megan McConnell noted the colocations CWU has to help build partnerships. She shared faculty have engaged across institutions via book groups on shared pedagogy. For example, CWU did this regionally and it started many conversations. They are also looking at ways to continue to provide opportunities to build and maintain these relationships, particularly given how busy faculty are.
- The following comments were shared via chat during this discussion:
 - Dan Taylor stated that he would love more sharing of data for our own assessment activities for our transfer programs.
 - Katie Gulliford explained that having a soft handoff would be great.
- What policies or practices do you feel disincentivize transfer partnership work?
 - Dr Wetzstein noted most institutions are not designed for working together and policies don't generally incentivize transfer partnership work.
- Knowing the COVID pandemic disproportionately impacted low income and racially minoritized students, what can institutions do, in partnership, to help students transition back and complete baccalaureate degrees?
 - Shea Hamilton shared an [inclusive language resource](#) in the chat.
 - Kirsten Clawson explained the Multicultural Center at Olympic College takes students to a Students of Color Conference every year. She also stated that support and exposing students to the possibilities available is essential. Advisors play a vital role. Oftentimes it's also peer to peer. At CTCs, it would be helpful to work on programs to encourage students who have already transferred to mentor students at the CTCs working on the transfer process. It is helpful to hear from someone who has been in your shoes.
 - Karl Smith explained one of the challenges right now is this work is so critical and important and is also one more thing to think about when staffing and budgets are stretched and we're struggling to keep basic services open. Where do we come up with bandwidth, staffing, etc. to add more to already full plates? What can we not do to make room for this important work?
 - Dr Wetzstein asked are there things we can utilize that we had to figure out during COVID that could be leveraged to help students? For example, is advising online helping students? Can advisors do a warm handoff in other ways? The hope is we don't go back to the way things were because that wasn't working for many students. Did we learn something from this time that we can utilize to help students that have the most obstacles in the way?
 - Megan McConnell responded that when we look at the impacts of COVID, it's all about the money. We have limited control over that, but we can watch states that have moved to free community college and can measure outcomes and transfer outcomes so we can implement in WA state as well. It will take a number of years before we see

outcomes there. There are little things we can do to reduce costs, though. For example, we could waive transcript fees for students doing a reverse transfer.

11:30-11:50— Executive Board and OAR Voting of Members

- Kirsten Clawson explained the structure of the [ICRC Executive Board](#) and solicited nominations for a public BI Member at Large and CTC Vice Chair and three OAR members. She specified 2 CTC OAR members and 1 public BI OAR member are currently rotating off.
- Executive Board CTC Vice Chair
 - Cathy Shaffer nominated Gwen Cash-James from Spokane Community College for CTC Vice Chair, which she accepted. Gwen Cash-James is the Dean of Arts and Sciences at SCC and has been in this role since 2017. She has been on ICRC since 2017 and also serves as SCC's representative to ATC.
 - Tasaday Turner from Clark College was also nominated for this position. Tasaday Turner is the Associate Director of College Services, College Prep, and Transfer at Clark and has been a member of ICRC since 2016.
 - Kirsten Clawson had the two nominees join a breakout room and called for a vote.
 - Gwen Cash-James was elected to position.
- Executive Board Public BI Member at Large
 - Kirsten Clawson requested nominations for public BI Member at Large and clarified timeframe of commitment and roles.
 - Cathy Shaffer encouraged participating on the board as a great learning opportunity.
 - Kirsten also shared that it's an opportunity for new members as well. Shae Hamilton joined board at her first meeting and has done a wonderful job.
 - Kirsten clarified the goal is to have nominations and vote today but can do in other ways if needed.
 - Waylon Safranski questioned if we could have an ICW representative as part of this potential pool as well. He's reviewing materials to see if this is an option too and discussion was tabled for now.
- OAR Committee Members
 - Kirsten Clawson solicited nominations for joining OAR from any sector.
 - Rose Spodobalski-Brower nominated Megan McConnell from CWU.
 - Laura Knight from Renton Technical College nominated herself.
 - Katie Gulliford from Tacoma Community College nominated herself.
 - Beccie Seaman clarified the role of OAR and the framework for work with institutions undergoing review.
 - The nominees were elected to the three vacant OAR positions.
 - Via chat, Beccie Seaman explained that new OAR members can reach out to her at rseaman@olympic.edu
- Executive Board BI Member at Large
 - Waylon Safranski followed up that Jeanne Gaffney sent documentation regarding Member at Large Elections and representation, which allows for an ICW or public BI representative.
 - Kirsten Clawson encouraged participation/nominations.
- Maribel Jimenez asked if work happening on issues raised during winter meeting.
 - Kirsten Clawson responded that ICRC is shifting from "survival mode" to returning to more action-oriented work. She referenced updates from earlier in the meeting on

action taken on the AA-DTA based on ICRC feedback following our winter meeting. She also explained the Executive Board is referencing the minutes to be sure issues brought up are addressed and not forgotten.

- Maribel Jimenez asked specifically regarding the inventory for CTCs and requirements for degrees.
 - Kirsten Clawson explained this was discussed at JTC and is being moved to ATC for a future meeting and many CTCs are working on this at own campuses too.
 - Val Sundby added there is a subgroup of ATC working on DTA implementation requirements.
- Kirsten Clawson explained we will be reaching out via email for a member at large.

11:50-12:00— Wrap Up

- Kirsten Clawson requested members hold the dates for upcoming meetings and that we'll send out a formal poll on format.
- David Sundine recognized Waylon Safranski for his work and his service on the Executive Board over the last 6 years. He also recognized Kirsten Clawson for her service as Chair for this past year.
- Cathy Shaffer recognized David Sundine for his service as Vice Chair. It was also clarified that he will be transitioning into Chair after spring term.
- Cathy Shaffer recognized Rose Spodobalski-Brower for service as Treasurer.
- Shea Hamilton encouraged attendance at future meetings.

12:01 – Adjournment by Kirsten Clawson

Tentative 2022-2023 Meeting Dates:

Fall October 13-14, 2022

Winter (Zoom) February 9, 2023

Spring April 13-14, 2023