

A COMMISSION OF  
THE  
WASHINGTON  
COUNCIL

for High School-College Relations, Inc.  
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**INTERCOLLEGE RELATIONS COMMISSION**  
**A Commission of the Washington Council for High School-College Relations**  
<https://www.wa-council.org/icrc/>  
**Winter 2022 Meeting Agenda**  
**Thursday, February 10, 2022 9:00 a.m. – 12:00 p.m.**

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**8:30 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 9:09am.
- Approval of [Fall Minutes](#)–
  - Kirsten Clawson called for discussion regarding the fall meeting minutes.
  - Valerie Robertson moved to approve. Rose Spodobalski-Brower seconded. Minutes approved by vote of membership.
- Treasurer’s Report
  - Rose Spodobalski-Brower shared balance is the same: \$7,325.08.
  - Kirsten Clawson explained virtual meetings are free of charge and the Executive Board hopes to have an in person meeting for Fall 2022.
- Housekeeping and Membership Roster
  - Kirsten Clawson explained an updated membership roster has been sent out to institutions for verification that listed members and alternates are correct.

- Kirsten Clawson acknowledged challenges with the listserv and shared she has been working to resolve so information can be shared out readily.

### 9:20- 9:30 – 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
    - information on the ICW legislative agenda,
    - updates on what campuses are doing and
    - updates for the association itself.
- Council of Presidents (COP) – Julie Garver
  - <https://councilofpresidents.org>
  - COP presentation includes updates on initiatives impacting transfer partners and a joint legislative document was also sent out via the ICRC listserv.
  - CCRI UW article has released the names for [STEM transfer partnerships](#)
  - Updates in the COP presentation include information on dual credit, transfer taskforce, and K-12 work
- Joint Transfer Council (JTC) – Julie Garver
  - <https://www.sbctc.edu/colleges-staff/programs-services/transfer/join-transfer-council.aspx>
  - Presentation includes updates on
    - LPN to ADN pathway and LPN to BSN pre-licensure pathway,
    - JTC convening a workgroup around revising Computer Science related transfer degrees, and
    - conversations about recommendations to send to JTC, particularly for updating AST degrees.
- State Board for Community and Technical Colleges (SBCTC): Jamie Traugott
  - <https://www.sbctc.edu>
  - Dr. Val Sundby is the new Transfer Director at SBCTC
  - There are many new positions at state board
  - Updates include
    - information re LPN pathways,
    - recent work in response to legislation allowing CTCs to offer bachelor’s degrees in Computer Science,
    - global title and coding updates for ctclink to be sure they’re accurate when students graduate and transfer (Scott Copeland has been leading these efforts-Jamie explained these updates will be effective by June and a formal announcement will come out via IC and JTC),
    - SBCTC data dashboards, and
    - updates on BAS approval process

### 9:30 -9:48 – Current Legislative Hot Topics Discussion

- Julie Garver explained the general legislative process:
  - Anyone can propose a bill in the House.
  - Almost all bills go through the Policy Committee first where amendments can be made.

- Most bills are then sent to the Fiscal Committee who reviews for financial impact and then forwards to the Rules Committee.
  - The Rules Committee decides if a bill will be forwarded and when and discusses potentially controversial elements.
  - Bills are then sent to the floor for discussion and vote.
  - Julie explained a similar process is followed in the Senate and then bills are sent to the Governor.
  - Deadlines for these committees are occurring this month.
- Themes for bills of interest to ICRC
    - Low FAFSA/WAFSA returns and concerns regarding low enrollment – bills attempting to address these concerns include proposals to establish grants for institutions and a state loan program
    - Dual credit
    - Student Services
    - Creating structure and limits around hazing
    - Apprenticeship and transfer
      - In the current version of the bill all institutions are tasked with creating a policy for graduates of apprenticeships wishing to earn a bachelor’s degree and BIs retain authority on how they evaluate and accept these credits. Per Julie Garver, BIs do need to engage in an authentic review. If not, legislature will likely be more prescriptive in the future.
      - Megan McConnell asked if there are efforts for collaboration/support across BIs. Julie Garver shared that the language COP has supported has been the most flexible as possible, which can make institutional implementation challenging. Bill still needs to go through process and may be revised. COP will then convene a group for their sector in collaboration with ICW and SBCTC to work on implementation together. A Ruckelshaus Center workgroup has also been established to help support this group.
      - David Sundine shared this current version is an improvement over the original version that mandated awarding credit. The previous version could have been harmful for students by requiring awarding of credit and placing students in a position where they may have excess credits and be in danger of violating SAP policies.
      - Ruth Adams asked via chat if the bill also includes Community Medical Apprenticeships (CMAA).
      - Julie Garver responded [SB 5764](#) references state registered apprenticeships, which she believes are defined.

**9:48-10:00 – Break**

**10:02-11:50— Open Discussion**

Kirsten Clawson opened the floor for an open discussion and shared prompts of possible topics that the Executive Board generated based on notes from previous meetings and current statewide discussions impacting transfer.

- 2 versus 3 disciplines within each group in the DTA

- Bill Rambo opened discussion stating the ICRC handbook requires 2 disciplines, but some schools require 3. He asked, is there agreement in the state for 2 disciplines?
- Kirsten Clawson shared Olympic College requires 2 disciplines, which is helpful for being major ready.
- Rose Spodobalski-Brower explained CWU is comfortable with 10cr in 1 discipline as per ICRC handbook.
- Waylon Safranski commented this is part of a larger discussion regarding the effectiveness of the AA-DTA since it's challenging to have a one size fits all. BI's general education requirements have changed in recent years. For example, WSU has fewer general education credits required than the AA. This can make it challenging for students to be major ready if their major classes don't fit within the Humanities and Social Sciences section of the distribution. He added it would also be helpful to examine the AST's to see if that framework is helping students be major ready.
- Dan Taylor explained 2 vs 3 disciplines is a college specific decision. ICRC specifies 2, but a college can choose to be more restrictive. At Centralia, it is a political decision where some fear classes wouldn't fill if the institution went with 2 disciplines instead of 3 and they would have workload issues.
- Megan McConnell stated at CWU and UW, general education will accept 2 disciplines rather than 3. It wouldn't be problematic for a student transferring in to have 2 disciplines.
- Rose Spodobalski-Brower supported this as well for CWU.
- Ariana Stafford explained Everett looked at going from 3 to 2. Historically, they were at 3 due primarily to political reasons and areas wanting to protect their loads. Everett's Registrar reached out to BIs to see if 3 disciplines benefit transfer students.
- Hannah Weitz added there is a similar discussion at Bellevue with pushback from faculty worrying that some subjects won't be taken. She stated there is also conversation that the goal in having 3 subjects is to have higher academic rigor. Hannah Weitz also discussed that it may be easier for students to graduate with 2 subject areas. Bellevue's current policy is still 3 disciplines, which can make it very hard for students who self-advise to graduate.
- Anne White explained Pierce went from 3 to 2 disciplines. She stated this policy fits well with guided pathways efforts and advisors' work with students to be transfer ready. She added having 3 is hard on students. She concluded that particularly with the current enrollment situation and trying to help students complete degrees, removing barriers is important.
- Kerrie Cavaness stated that Yakima Valley College requires 3 disciplines. They previously had 20 Social Science credits required and reduced to 15. Social Science is requesting going back to 20. She is advocating for being less restrictive and staying in line with other institutions and how BIs evaluate degrees. She added she would appreciate a deep dive into the AA-DTA in partnership with ATC and faculty to go to JTC. "When we look at political issues, we're not looking at what's best for students. We want to retain subject areas, which also impacts students too." She explained it would be helpful to have more guidance on this so that institutions are similar in what is required for students.
- Bill Rambo shared that the AA-DTA was supposed to mirror the student experience for the first two years at BIs so that it blends right into the BI bachelor's degrees.
- Kirsten Clawson agreed and added it is very difficult to explain 3 disciplines to students.
- Cathy Shaffer agreed as well and shared that Spokane Community College last evaluated the AA-DTA in a significant way in 1990 and they're looking at it now to be sure requirements are in students' best interest.
- Maribel Jimenez requested a plan for next steps.
- Julie Garver suggested Kirsten Clawson bring this to the JTC winter meeting in March to see how to move this forward and develop a joint plan.

- Cathy Shaffer moved this be brought to JTC. Seconded by Maribel Jimenez.
- In call for discussion, Waylon Safranski asked if it would be helpful for the BIs to complete some inventorying to help support these efforts. Julie Garver responded it would and added it would be helpful to have a framework of the areas of AA-DTA that might need to be reevaluated.
- Kristina Young recommended proposing a discussion of the number of disciplines within the AA-ATA and guided pathways as a place to start and to provide some accountability back to ICRC as well.
- Maribel Jimenez supported Waylon Safranski's recommendation to develop a BI inventory so there is a clear sense of what transfer students can expect that is least restrictive. CTC's can then share with this information with their institutions. She explained that if it's coming from ICRC, that can help with the politics of it.
- Ruth Adams reiterated that many BIs require fewer credits in general education than the AA-DTA requires.
- Waylon Safranski explained WSU dropped credits from general education as more major requirements also meet general education requirements.
- Ruth Adams added this seems to be due to majors becoming more credit heavy and general education has become less as a result. She explained BIs have also added diversity, college 101, freshman year experience and other requirements that not all CTCs have included in the AA-DTA.
- Kerrie Cavaness stated Yakima Valley College completed an inventory for CTCs. She added that guided pathways is supposed to help for incorporating more major specific classes and mirrors the trend at BIs for major related classes that also meet general education requirements.
- Waylon Safranski clarified that WSU still requires 120 semester credits for a degree. He noted students aren't lacking general education. Many students have an excess in many areas in general education, but many of these classes are also major requirements. For example, Business requires a lot of social science related classes. He acknowledged it's a challenge that no one wants to lose seats in their disciplines. Institutions have a responsibility to show the value of other areas such as Humanities.
- Nikki Measor explained EWU has looked to reduce their general education footprint and become more flexible. She added "this is the way higher ed is going, making it easier for students to earn a degree." She shared she personally is mourning the decrease in general education because there is value in taking disciplines outside a student's major, to be exposed to other ideas and have cross discipline fertility. What is gained from taking broad coursework is getting lost in the conversation. The degree is important, but the journey is what makes it worthwhile. Students don't know what will be meaningful or impactful in the next 20 years. She explained she understands the landscape of our current environment, but we need to put that out there: the learning that is difficult to quantify is disappearing a little bit.
- Megan McConnell agreed and shared that in working with young people today and reviewing recent articles, money is a barrier for students completing a degree. A liberal arts education and training to be a citizen is also an essential part of education. Young people look at cost and don't want to pay a high price tag for liberal arts courses they don't see as directly relevant to their major/career.
- The following were shared via chat during this discussion:
  - Karen Joiner: Lower Columbia College was at three disciplines and went to two to make it more student friendly.
  - Jonathan Barnett: he has been advocating for two disciplines at Wenatchee Valley College to make the process more student friendly and support guided pathways.

- Dan Taylor: Centralia has two disciplines required for Natural Sciences and is still working on Humanities and Social Sciences.
- Dave Knapp: Whatcom switched from requiring three to two disciplines to make it more student friendly.
- Aileen Arsenio: Green River College has three disciplines for Humanities/Fine Arts/English and two required for Social Sciences.
- Miles Jackson: Clark requires two disciplines for Humanities and Natural Sciences and three for Social Sciences.
- Waylon Safranski: WSU has a policy that limits three general education classes that can also apply to major requirements. For example, a history major could use History courses for gen ed Humanities, Social Sciences, and Diversity (a standalone requirement at WSU) for major application. That's WSU's only limitation.
- Waylon Safranski: WWU has a [four course maximum for courses from any one department](#) to apply to their Humanities, Social Sciences, and Comparative, Gender, and Multicultural Studies.
- Kristina Young: the three discipline approach fractures program and thematic connections we build in pathways – the cafeteria model wins again.
- David Sundine: UW is similar to WSU. The only restriction is that UW policy limits 15 credits of general education in the same discipline as the student's major.
- Megan McConnell: [CWU's general education](#).
- Nancy Dick: Shoreline requires two disciplines for Humanities, Social Sciences, and Natural Sciences.
- Following this rich discussion, Kirsten Clawson summarized a revised motion for ICRC to work to create a formal general education inventory with input to ATC to take to JTC to further this conversation regarding the number of disciplines within each section of the DTA and to work together on these efforts. Motion carried with a vote of the membership.
- Anne White requested a representative from ATC send out their inventory as well.

•Coding Undecided AA-DTA students in ctcLink

- Dave Knapp asked if CTCs that have gone live with ctcLink have figured out a way to group undecided AA-DTA students that are truly undecided.
- Ariana Stafford shared Everett has a positive service indicator for Exploratory Pathway to pull data regarding truly undecided students because they're coded as AA-DTA. This pathway code is applied at entry advising. The pathway code can then be changed if the student submits a program change request.
- Dave Knapp explained it's possible in ctcLink to identify by major pathway by using the sub plan feature in ctcLink. He believes this can be a requirement at the point of application if a student selects AA-DTA. He added there might be a way to have recommended classes for that sub plan be included in academic requirements as well.
- Anne White stated Pierce is using sub plans. She explained an exploratory sub plan is available for each pathway at Pierce. They are having conversations about a General Exploratory for the DTA overall if students can't narrow down to a pathway. Admissions doesn't require students to choose a sub plan but does display them. Advisors use a homegrown system to submit changes to sub plans.
- Kirsten Clawson noted the challenge with pathways for students to know at entry to a CTC their intended major and transfer institution to align their studies with the BI's requirements to provide best possible transfer.

- Kristina Young in chat asked the group regarding the advising models across transfer programs and level of intrusiveness.
- Dave Knapp shared advisors with caseloads under 150 can be more intrusive, but those with caseloads over 400 are not able to do so. Part of the motivation for coding students appropriately is so they can redistribute students and have data to support more positions to drive caseloads down.
- Kristina Young stated that beyond maps and pathways there is a lot of revision to advising models and the technology used to provide nudges for student-initiated checks. She asked how BIs are advising and how intrusive and hands on advising is there.
- Waylon Safranski explained WSU is “knocking on doors” and being as intrusive as possible. He stated they try to on board exploring students into curriculum to help with major/career choice. He added “we have a marketing issue in higher ed to show the value of what we’re offering, to show the value of fine arts for engineering students, for example.”
- Kirsten Clawson highlighted OAR is looking at how pathways are presented in catalogs, particularly online catalogs. Overall, CTC’s are doing better at presenting information for intended majors so it’s easier to find them on CTC websites, so students who are looking can find them.
- Bill Rambo shared caseload is 900-1200 at Spokane Community College, so there are challenges in tracking and reaching out to students. They have created a webpage with plans Cathy Shaffer has created to connect with regional institutions. Counselors work intensively with the students they can get to, but it is hard when they’re carrying huge caseloads.
- Cathy Shaffer clarified the plans she has created predate pathways work and the maps created by instructional faculty.
- The following were shared via chat during this discussion:
  - Aileen Arsenio: For those institutions along the I-5 corridor, it's also difficult to be intrusive when students are taking courses across different institutions.
  - Kristina Young: There is also the issue of student contact when we now have a common student number but only one email can be primary.

•Repeated classes and Transfer

- Waylon Safranski clarified a few years ago there was an attempt to inventory how BIs treat repeated classes and academic forgiveness policies. There was past robust discussion on this, but an inventory wasn’t created.
- Cathy Shaffer supported creating an inventory and asked if anyone remembers it being done.
- Julie Garver shared she may have something for public BIs and will look.
- Nikki Measor clarified that institutional policies may differ from financial aid policies.
- Kirsten Clawson added students receiving military funding may also have different limitations/guidelines on repeating.
- Cathy Shaffer added competitive programs like Nursing may have specific repeat policies for admissions.
- Nikki Measor noted institutional policies on repeats tend to be more flexible than financial aid repeat policies, which tends to disadvantage underrepresented students. This mirrors a trend in higher ed in general that institutional policies aren’t always aligned with financial aid policies because institutions are trying to be more flexible, which hurts students in the end because its challenging to navigate multiple and sometimes conflicting policies.
- Rose Spodobalski-Brower explained CWU treats in residence and transfer student repeats the same where the last course is what is accepted. She explained CWU has an exception in place

where they will honor a repeat policy from a transferred in institution if it is noted on the official transcript.

- Nikki Measor asked if evaluators note repeats or if the system catches it.
- Rose Spodobalski-Brower explained at CWU they use both. David Sundine shared UW is the same.
- Waylon Safranski added there is not a different repeat policy for credits completed as Running Start.
- Anne White shared that Pierce uses highest grade towards GPA calculation. Rose Spodobalski-Brower clarified if the transcript shows the highest grade is accepted and coded on the transcript, CWU will honor that. If not, then CWU uses their repeat policy to evaluate.
- Kirsten Clawson asked if other institutions have a grade forgiveness option for students returning after an absence, so some classes are not calculated into the GPA.
- Cathy Shaffer responded Spokane Community College has a grade forgiveness policy, but she worries about the impact for transfer students and encourages retaking classes to improve their GPA. She added many BIs still count all previous credits even if a student is granted grade forgiveness.
- Dan Taylor shared Centralia has a grade forgiveness policy for individual classes and an academic renewal policy for grades for an entire term. He also voiced concern regarding the impact when students transfer.
- Kirsten Clawson explained she recommends students share what had happened as part of the admissions process in holistic review when they transfer.
- David Sundine explained UW Seattle uses holistic review. He added UW will honor a clear delineation in time for not including classes in the GPA, but they don't do this for individual classes here and there. In holistic review, UW looks at overall trends over time for admission to the university.
- Cathy Shaffer added she has worked with students accepted to the university who were not able to enter their major because the major didn't look at overall trends and examined GPA only.
- David Sundine clarified that at UW admission to specific majors may be done differently.
- Kristina Young asked if there will be a COVID related lens for repeat policies/evaluations.
- Julie Garver shared there have been challenges with COVID grading for K-12 and that a balance is needed to be sure it is serving students well. She noted this also highlights that K-12 doesn't have any metrics that evaluate the effectiveness of K-12 in preparing high school graduates for post-secondary achievement/attainment. The flexibility allowed during COVID has set students up to expect that flexibility will continue and they've lost out on soft skills development as well as academic preparedness in writing and math.
- Kirsten Clawson also noted differences in BIs and CTCs in the pace of returning to campus and in person classes.
- Waylon Safranski stated it would be helpful to create a folder/repository for this information, so it is transparent. The information is present in catalogs, but it can be hard to find. Julie Garver added she can help put together a policy handbook for their sector. She highlighted there are differences between institutions and COP will honor these differentiations.
- The following was shared via chat during this discussion:
  - Audrey Minton: ICRC discussed repeat policies at the Fall 2019 meeting.
  - Cindy Mowry: SBCTC has a repeat policy - students can take a class once with 2 repeats. Grades really don't matter; it falls down to DoE policies for financial aid. Sometimes, programs have minimum grade requirements.



- Tasaday Turner: Students are creative in finding what they want/need. Some students come to Clark to repeat the class they are not able to take at their primary school due to the repeat policy at their primary school.
- Tasaday Turner: Repeat and attempt is defined differently depending on Financial Aid and the transcript. Does a “W” or early withdrawal count or it only after a grade of A-F is earned?
- Audrey Minton: GU conducts a manual notation of repeats upon transcript evaluation.
- Cathy Shaffer: I believe at Spokane Community College it is a manual process too.
- Aileen Arsenio: It would be great for a lot of this information on policies at BIs to be housed in a shared folder for CC advisors to reference.
- Waylon Safranski: These topics are areas ICRC can get our hands on and help inventory, review, assess, and promote change when merited.
- Waylon Safranski: WSU had “No record” COVID grades for three terms that acted as a W, but not counting towards the total.
- Dave Knapp: Our math faculty have noted a significant drop in math readiness for students who finished high school within the past two years.

- The Future of ICRC

- Waylon Safranski recommended this be tabled until the spring meeting.

- AA-DTA Undecided Pathway

- Cathy Shaffer asked if other CTCs have been able to have this pathway option.
- Ariana Stafford explained that at Everett they’re saying that’s the DTA basically. Before go live, Everett decided to do away with areas of interest because students were confused and thought they were getting an AA in Anthropology, etc. She added it’s hard for advising assignments, but Everett codes all students as AA-DTA.
- Julie Garver stated JTC has also looked at the DTA as there is an issue with it being too broad, but JTC also wants balance so it’s not too narrow. The way forward may be building on guided pathways work as there tend to be common paths/buckets. She added the state may use guided pathways to help evaluate the AA-DTA and ASTs.
- Kirsten Clawson shared one concern at Olympic is that to be major ready, a level of specificity is needed in students’ plans beyond the general pathway/bucket.
- Julie Garver added there is quite a bit of commonality and then students get to a certain point and need to differentiate.
- Miles Jackson explained Clark began with broader pathways, e.g., Social Sciences or Humanities. They found it was easier for students to navigate if they developed pathways for specific disciplines instead as pre-majors.
- The following was shared via chat during this discussion:
  - Aileen Arsenio: For Green River College, AA-DTA is more generalized and not specifically identified as an exploratory degree.
  - Anne White: The same is true at Pierce.
  - Bonnie Glantz: For pathways schools, do you have suggested courses for your AA-DTA students?
    - Dave Knapp: We’re working towards that at Whatcom.
    - Kristina Young: Cascadia is still working on their pathways, but yes. They are also aligned with what our transfer partners are expecting (or what we think they are expecting).

- Miles Jackson: At Clark, we have specific areas of emphasis within the AA-DTA (e.g., History, Psych, Math).
- Anne White: Pierce has [pathway maps](#) for all of our certificate and degree programs.
- Bonnie Glantz: Do you have different “flavors” of the AA-DTA depending on what area of study the student wants to focus on?
  - Dan Taylor: At Centralia we have different flavors of the DTA.
  - Anne White: Yes, at Pierce you’ll see the AA-DTA with specific areas listed.
  - Miles Jackson: At Clark the formal credential is still the AA-DTA.
  - Aileen Arsenio: Green River College has concentrations relating to the AA-DTA
  - Kristina Young: At Cascadia, we will.

#### • Equity in Transfer

- Kirsten Clawson explained that much of the work around transfer is based in EDI work. She added many CTCs are included equity or diversity focused classes as graduation requirements. She asked the group; how can we infuse this work into ICRC?
- Julie Garver explained there is a Transfer Taskforce focusing on Equity meeting next Monday. The taskforce will be looking at data and access to information to bring forward recommendations to JTC and other bodies. She added all BIs have a diversity requirement as part of their general education requirements.
- Kirsten Clawson asked if a CTC has designated diversity graduation requirement, does that count as meeting the BI requirement as well?
- Waylon Safranski responded this can be part of the BI general education inventory discussed earlier as it can vary depending on the BI. For WSU, he explained they try to honor the Diversity attribute when a student transfers from a CTC.
- Bill Rambo clarified the Transfer Taskforce is looking at barriers preventing equity in transfer rather than specific diversity classes.
- Laura Knight agreed and noted a big inequity she sees is students need a technical degree or certificate to enter their career, but then have challenges in trying to transfer. They must earn a second transfer degree or otherwise have a longer pathway. Technical colleges cannot offer the AA-DTA; they’re only able to offer MRPs. Students may not be able to access the transfer degree they need for their major in their community as a result.
- Waylon Safranski recommended devoting significant time to equity in transfer at the ICRC spring meeting and asked who would be best to connect with at the spring meeting to dive into this.
- Julie Garver shared she’ll review the chat for ideas and will reach out to Shae Hamilton and Jamie Traugott to see how they can leverage resources in their sectors too.
- Shea Hamilton shared SHEEO work will be wrapping up in May or June, so it won’t be finalized by the spring ICRC meeting. However, she and Julie Garver explained SHEEO will be nearing wrap up and may have meaningful information to share at the spring ICRC meeting.
- The following was shared via chat during this discussion:
  - Laura Knight: It would be great to hear from CCRI!
  - Kristina Young (referencing Diversity graduation requirements): Does it double dip in credits? At Cascadia, it does.
    - Miles Jackson: At Clark it does too.
    - Dan Taylor: At Centralia, our classes can count as diversity and as another general education.
  - Kristina Young: How are we collecting data about inequitable transfer outcomes or discovering those barriers?

➤ Shea Hamilton: [UW Community College Research Initiative \(CCRI\)](#)

- Concerns regarding Unpacking the DTA
  - Julie Garver recommended this be added to the spring meeting as well.
  - She clarified the public BIs don't unpack the AA-DTA. She shared they put the classes into their own course systems to see how classes fit. However, they honor the agreement made when they agreed to the DTA. Julie Garver asked if there's a perception on CTC campuses that unpacking is occurring, please reach out so COP can address that misperception going forward.

#### **11:50-11:55— Wrap Up**

- Kirsten Clawson thanked the group for robust conversation and explained we'll be incorporating new member meetings as well as revisiting subcommittee work from Handbook, OAR, etc. at future meetings.
- The spring meeting will be virtual with an intention to return to an in person meeting for fall.
- Rose Spodobalski-Brower and Kirsten Clawson asked members to consider joining the Executive Board to prepare for elections at the spring meeting. A member at large will be needed from a public BI. The Executive Board will need CTC representative as well. OAR membership will be needed also, which is a great place to start for new members.
- Shea Hamilton asked if a document explaining roles/responsibilities could be sent out ahead of time to help people considering volunteering, which Waylon Safranski shared can be done.

#### **11:55 – Adjournment by Kirsten**

**Spring Meeting: Thursday, April 14, 2022 9 a.m.-noon**