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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/>
Winter 2023 Meeting Agenda
Thursday, February 9, 2023, 9:00 a.m. – 12:00 p.m.

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

<https://washington.zoom.us/j/98694507068?pwd=cG1GMmtVYTVjeFd1MHJhL3o3M0VCdz09>

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.

8:30 a.m. – Zoom open for general meeting, social chat, and introductions.

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

- David Sundine called the meeting to order at 9:02 a.m.
- David expressed his thanks to all who are joining us for ICRC's second annual winter quarter meeting. For those newer to ICRC, we have always hosted a 2-day in-person meeting in the fall and spring. When the pandemic hit, we shifted to virtual format and added an abbreviated winter meeting that falls between legislative sessions that seems to work very well.
- ICRC will be returning to in-person meetings beginning this spring and we are thrilled that Columbia Basin College will be hosting in April.
- The next order of business is the approval of fall 2022 minutes which were shared with the listserv. David put out a call for motions to approve the minutes.
 - Rose Spodobalski-Brower moved to approve, and Bonnie Glantz seconded. Approval without corrections passed with a vote of the membership.
- Next on the agenda is the treasurers report.

Treasurer's Report – Rose Spodobalski-Brower

- The current balance is \$7,337.52.
- David shared that as chair he has learned that ICRC must submit financial reports to WSAC because we fall under their purview, and they are officially a 501C-3 organization. Although ICRC has nothing to report currently, that will change with the fees for facilities and catering following the spring meeting.

Spring Quarter Meeting and Fees – David Sundine

- Overview of ICRC's fee structure: Each institution has one voting member (a primary member) who pays larger fee in the fall, and it covers fall and spring meetings (a full year). A smaller fee is paid for guests or additional members, and this covers the meeting cost but not the full membership. By the time Covid hit, we had collected fall membership fees and the spring meeting did not occur so there is a positive balance in our account. For spring, no membership fees are due, but an Eventbrite registration will be issued to collect a formal attendance count for the event.
- Fees will continue for Fall 2023.
- Jeanne commented that Western Washington had hosted the ICRC meeting in fall 2019, prior to Covid, and the expense exceeded what fees covered. With the increase in costs, future amounts should be anticipated as higher. Since Columbia Basin will be hosting this spring, the committee should look into the fee structure to ensure it is adequate for covering the actual cost of the event.
- David agreed and added that ICRC's financials are in good order to cover the spring meeting. It is possible that fee structure amounts will need to be updated in the future and this is a topic to be revisited.
- David announced that travel grants will not be available for the spring meeting, but they will be reinstated and available for the Fall 2023 meeting.
- Karl Smith asked what the fee structure (amount) is for next year. Rose explained that it has been \$75 in the past and Kirsten added that guest fees were \$25-30.
- Kirsten described the meeting structure since we have many new members. In-person meetings typically start mid-day Thursday afternoon to allow for travel and a dinner arrangement made. The meeting will resume Friday morning for breakfast and conclude at noon to allow for travel home. Committee meetings (e.g., Handbook, OAR) are generally held prior to the Thursday meeting so some may need to plan for earlier travel. There is also a new member meeting approximately an hour and a half prior to the main meeting on Thursday.

ICRC membership and the roster – David Sundine.

- Primary voting member are to be nominated by their provost or chief academic officers. The roster becomes outdated quickly so a request will be issued to institutions soon verify membership and any corrections needed. Once updates have been collected, the roster will be published before the fall meeting.
- Updates may be received via email to David Sundine or the ICRC Listserv (<https://lists.ctc.edu/mailman/listinfo/icrc>) and a hard copy of the roster will be available during the spring meeting at check-in as well.

General ICRC Updates – Handbook Review Committee – Kirsten Clawson

- Kirsten recently issued a message to ICRC members regarding Handbook Committee involvement, and anyone is welcome to attend meetings. The committee met recently and

discussed publishing the most recently updates to the handbook (2020) to the website. The committee plans to meet again between now and the spring meeting, as well as in-person just prior to the spring meeting.

- Topics of discussion within the Handbook Committee include a recommendation to update the terminology regarding 'foreign languages' and change this to 'world languages.'
- The committee also determined that University of Puget Sound should be formally added to the handbook. In addition, the committee would like to include some language around criteria for inclusion in the handbook to address interest from out of state institutions.
 - David Sundine explained that ICRC is really a Washington State organization and there is a difference between the signatory and institution that accepts the DTA. Signatories can help shape future directions of the DTA and those institutions must meet the bylaws of Washington State legislation. This includes being a not-for-profit institution with a brick-and-mortar presence in the state of Washington.
- Cathy Shaffer noted that UPS had always been part of ICRC, but they did not have a proviso included in the Handbook. David explained that UPS recently became a signatory to the DTA, so the addition of the UPS proviso meets criteria for inclusion in the Handbook.

OAR Committee Updates - David Sundine

- The OAR committee is back up and running with a somewhat compressed timeline. David thanked Melissa, Kathleen, and the current committee members for all the work they have done so far. The committee will provide an update at the spring ICRC meeting.
- One question that arose during this last committee meeting was whether the committee can assign co-chairs rather than a single chair.
 - The Handbook does specify that OAR consists of six members and one chair, but the committee is exploring the potential for an assistant chair or co-chair to work with Melissa. Kathleen is currently volunteering to mentor in this capacity and following this experimentation, a proposal may be presented to change the structure of the committee.

9:20- 9:50 – Agency Discussion Q&A

State Board for Community and Technical Colleges (SBCTC) – Valerie Sundby

- Two updates. First, WA-45 has been in existence for a long time, but its use has changed over time. Originally, students were advised to follow the WA-45 if they intended to transfer after one year of study (45 credits of transferable general education). One of the questions that came up is what WA-45 students should really take. Running start advisors are wrestling with various questions about what is considered 'General Education' so ATC will draft a proposal at their spring meeting. This will go to VP of instruction at SBCTC for collaboration with the four-year institutions to determine what is generally transferrable as a Gen-ed.
 - Rose had a question about common course numbering within the WA 45. Is there a way that baccalaureate institutions may be informed of new common course numbers?
 - Val described the process common course changes go through. They originate in ATC, then move through various councils and as courses are adopted, they are updated on the SBCTC website. Val would be happy to include new common courses as part of the ICRC agency updates in the future.
 - Ann White noted that common courses may being professional/technical as well. Val confirmed that there are common course references for both on the SBCTC website: <https://www.sbctc.edu/about/agency/initiatives-projects/common-course-numbering>
 - Karl Smith noted that the common course numbering was intended for transfer between the CTC's but not necessarily equivalent at the baccalaureate institutions.

- Kirsten mentioned that course title updates to common courses are also part of the update process. Val confirmed this and described current updates to American Government, Abnormal Psychology, and Native American Anthropology to be more contemporary. Val noted that changes go to the Instruction Commission for approval, but she will make sure she includes those updates at the fall ICRC meeting.
- Next, all schools are live on CTC link aid in that process, they have discovered some data inconsistencies. Degree titles and other changes are causing some of these issues. SBCTC will need to collaborate with the Handbook committee to address what each institution is calling their DTA degree so that transcripts are printing accurately.
 - Cathy Shaffer noticed a change in SCC's degree name; Associate "of" vs. Associate "in." Val says this is what SBCTC is working to address so that there is consistency.
 - Anne White – degree titles should reflect 'of' or 'in' appropriately. They had updated theirs a few years ago and she pointed out concern about inconsistencies between the SBCTC website and the prior updates. Professional vs. technical.

Independent Colleges of Washington (ICW) – Audrey Minton

- ICW contacts have been updated and are included on the PDF Terri shared with ICRC.
- Over 80% of Washington students live within fifty miles of an ICW campus.
- Each ICW campus is a significant partner in their respective community, and serves a diverse student body:
 - 4 in 10 students across ICW campuses identify as Black, Indigenous, or a person of color.
 - 4 in 10 students are from low-income families.
 - 1 in 5 students are first in their family to go to college.
- Of the 35,000 students served by ICW campuses, about one third (33%) transferred credit.
- Approximately 20% of all Washington's four-year degrees and beyond are conferred at ICW institutions. Top four fields offered at ICW campuses meet workforce needs in Education (40% of graduate degrees) and Nursing (50% of graduate degrees) in the state.
- ICW institutions understand that students need a support network to complete their degrees and to that end, provide a variety of services aimed at credential completion.
- Please reach out to Terri Standish-Kuon with any questions.

Council of Presidents (COP) – Julie Garver

- The transfer application is still open, please encourage students to apply.
- Council is initiating annual review of the state's admissions policy standards which affect the public faculty rate at institutions. Over this past year and in the last 6 months, the sector has worked a lot on what is known as CADR – trying to provide better transparency and clarity around documents. The timeline for finalization is expected for April – May.
- COP is also continuing to implement our guaranteed admission program and finding success in this.
- Finally, Julie has been continuing activity in the dual credit conversation.

Joint Transfer Council (JTC) – Julie Garver

- Computer Science DTA conversation
- JTC turnover in membership – addressing memory loss – so working on a statement of purpose.

- Working to become signatories for a few different DTA's. If an institution wants to join a DTA, what is the process – they are working on how to address this with language in the handbook to address roles and definitions of receiving institutions and the steps that are required.

9:50-10:00 – Break

10:00 -10:45 – Overview of Current Legislation and Hot Topics – Julie Garver, Council of Presidents

- Terminology within the legislative culture and the timeline of legislative bills.
- Legislative sessions held every year and biennial in odd years and supplemental sessions in even years. The supplemental session is a good opportunity to go back and correct technical components and policies.
- Legislation sets deadlines and clears out what should be moving forward in the process. Julie provided an overview of the flow of bills through the legislative session timeline.
- Emerging areas of policy:
 - Workforce behavioral health which includes tenured and part-time faculty.
 - Lowering dual credit cost.
 - Financial aid coverage for out of pockets expenses.
 - K-12 legislation on free lunches, dual-immersion/language programs.
- The most surprising this session were around parent/family choice and agency/voice in ages 2-12. Bills around data privacy that impact more than just education; bills on basic needs, bills to authorize new degrees.

10:15 – Open Discussion

- David Sundine opened the meeting for discussion on topics that the committee would like to discuss at the spring meeting. For example, discussing cross-listed courses in the DTA. Topics about how the different commissions work together and what their purviews are.
- Bill Rambo recommended further discussion on the process to address changes in common courses, like Political Science and Anthropology since they were created so long ago.
 - Val Sundby described that there is a form on the website regarding course edits or changes. College faculty may initiate changes by working through their dean to submit forms and then requests go to ATC for review. ATC has a conversation about what the changes do and either brings a faculty group together for discussion if there is disagreement or sends the request back through transfer Deans to get feedback from discipline faculty, registrars, and relevant departments on their campuses. There is a lot of work that happens when requests are issued to ATC. They ask if the courses look similar enough to be accepted between institutions but there is not a process where it is documented that these are the exact outcomes that every college needs to teach.
 - Bill asked a clarifying question: if faculty change the title of a course, it will have to change across the state? According to Val, that is correct.
 - Kirsten added that name changes are generally being initiated by faculty and they discuss with peers at other institutions and then they bring back to the institution and ATC.
 - Jamie Jones added that they have many conversations about the change process and grappling with what you can and cannot do.
- Sheila Steiner added a discussion item on what transfers are like post-pandemic and the issues that they are facing that maybe was not there before. Noted some attrition and was curious if other schools were investigating this.

- David, the board can discuss this for addition to the spring meeting agenda and consider a potential professional development component if there is interest. Sheila feels that perhaps professional development might be appropriate.
- Karl Smith added that there may be interest in the modality of instruction (pedagogy) and providing student services from a registrar lens. Reflecting on the valuable things that we have learned from the pandemic – like making sure faculty is able to teach online as well as the opposite.
- Kathleen Duvall recommended discussion on diversity requirements developing at all colleges but was not sure if the CTC's are correlating and working together on this. To her knowledge, there has not been discussion from the BI's regarding diversity requirements – will these CTC courses satisfy their requirements? She is recommending a joint conversation about what is required at the BI's as this is not always easy to find described. Are we directing our students appropriately?
 - David clarified that he was hearing two potential issues for discussion: collaboration between the CTC's as well as understanding what the BI's are doing.
 - Gwen Cash-James addressed interest in understanding how to initiate an equity audit of the transfer degrees and policies shared among the CTC's.
 - Tim Wright added that this conversation mirrors one that they are having on campus. As we look at the assessment of Diversity requirements, they do not lie in any one area so who has responsibility for making sure that it aligns with what we are doing?
- David Sundine adjourned for break.

10:35 -10:50 – Break

10:50-11:45 – Transfer Equity Task Force – Abby Chien, Washington Student Achievement Council

- David Sundine introduced Abby Chien from WSAC for an update on the Transfer Equity Taskforce.
- Abby spent about 10 years in student affairs and operationalizing diversity equity and inclusion work on campuses across the U.S and has been part of policy and planning team for about 10 months.
- WSAC's goal is to advance educational opportunities and attainment in Washington state. The mission for the council is to look at education from preschool through graduate school and analyze the transition points where there is high tension - for instance, from high school to college, transfer within colleges, and to careers – and work collaboratively with stakeholders across the state to promote and help students achieve those post-secondary goals.
- In this effort, WSAC has a role in being able to work at the legislative level on policies that increase funding and educational attainment particularly around post-secondary degrees and credentials.
- The council consists of ten members – six are governor appointed, including two students (one undergraduate and one graduate), and four represent Washington's educational sectors.
- The Council meets every other month, and these meetings are open to the public. We want to hear from practitioners and students on topics that provide the council with a broader, deeper understanding of the issues impacting the educational ecosystem for students.
- WSAC's Post-secondary attainment goal is that 70% of Washington residents, ages 25-44, will have some form of post-secondary credential. To achieve this, WSAC must take an intentional look at race and ethnicity and what success looks like for these communities. To meet this goal,

we needed to define our work around equity and the definition of equity across four different areas: affordability, enrollment, student support, and completion.

- What equity gaps exist around race and ethnicity, income, undocumented students, and all of the ways we can look at population level demographics to support persistence and completion.
- Abby leads WSAC's completion policy team. Completion is where transfer and student mobility fall into the council's strategic framework, and encompasses gateway courses, student mobility, and the value of a credential.
- WSAC's Strategic plan key takeaways:
 - Education and Training beyond HS is essential
 - All sectors of society shape public attitudes on educational pathways
 - Student success is shaped by factors outside the classroom
 - Racial and ethnic disparities appear throughout educational pathways- how do we close those gaps
- Transfer Equity Project:
 - Came about due to the Gardner Institute. Defining what an exemplary state transfer ecosystem looks like (in Washington).
 - Goal is to examine key aspects of WA's transfer ecosystem and achieving equitable student outcomes. Included a self-study of 25+ leaders across the educational service district.
 - Project overview provided by the Gardner Institute: Philosophy, Transfer Equity, transfer receptive culture, learning & curricular pathways, data accountability and improvement.
 - Common misconception about transfer as 'moving credits between institutions but the task force wanted to capture the student centric experience.
- [Article](#) coming out next week. This will describe the landscape we think we have in the WA educational ecosystem.
- Three Key Themes identified (to continue conversation around them):
 - A needed for transparency and effective pathways
 - Developing a more complete picture of WA TR ecosystem and the future agenda
 - Defining statewide philosophy and goals
 - Student centric tools (exemplars identified)
 - Personalization, advising, wrap around supports
 - Data collection and suggested research questions of interest
- How do we keep the conversation going?
 - Read the article when it comes out – discuss it, see what resonates with your institution. Ask questions about your campus climate.
- Questions/Comments:
 - Megan McConnell added that the report coming out soon will highlight potential research areas.
 - David Sundine noted that WA has good transfer rates compared to other states considering how decentralized our state is and asked for thoughts on how this decentralization can affect change around some of these issues?
 - Abby replied that this does not need to be a barrier but calls us to ask really critical questions about who has expertise and where, and how we can collaborate on issues.
 - Val Sundby offered additional context that these conversations allow us to look at what transfer student success is and looking at what happens to students after they transfer. One big question is how to identify bottlenecks, degrees are working well

or not so well, and then fixing that from the structural standpoint. Washington has a unique commitment to identify what is happening with students and so there are a lot of conversations around what data we are using and how we are looking at it.

- Abby added that one of the challenges is capturing students who did not show up in the data and understanding what that means.
- Bill Rambo asked how ICRC can help and support this effort, for instance, easing course transferability, facilitating course descriptions and the loss of credit.

11:45-12:00— Wrap Up, Good of the Order

- David Sundine recommends sending any roster updates to dsundine@uw.edu or subscribe/unsubscribe to the list serv at <https://lists.ctc.edu/mailman/listinfo/icrc>.
- Kelsey Myers: members are encouraged to reach out by email with any questions about logistics regarding the spring ICRC meeting at CBC.
- Kirsten Clawson: reminder for BI Proviso updates. Send any edits directly to Kirsten for inclusion in this year's handbook update and any changes requiring a vote can be addressed at the spring meeting.
- David Sundine: registration and information regarding the spring meeting will be provided soon.
- Cathy Shaffer addressed a question from the chat; where can I find the policy on whether the CC's can accept 300-400 level courses to fulfill the AA requirements?
 - Val Sundby will investigate their SBCTC policies to see what they can find on this subject.
 - Bill Rambo added that this topic is more complex now that CTC's are offering bachelor's degrees.
 - Kirsten recommended that the handbook committee may want to discuss vague language around this.

11:43am – Meeting Adjourned by David Sundine.

2023 Meeting Dates:

Spring: April 13-14, 2023, at Columbia Basin College