

## Intercollege Relations Commission

Fall Meeting Minutes

October 8 -9, 2009

Central Washington University

### Introduction

- Call to order—Susan Poch
- Dr. Tracy Pellett, Associate VP for Undergraduate Studies, Central Washington University, welcomed ICRC to campus.
- Housekeeping—Bruce Simpson reminded the membership that Friday's meeting would take place in another room, downstairs.
- Minutes of the Spring 2009 meeting were approved as written.
- Treasurer's Report: \$5,652.36 before expenses and dues for this meeting
- Mike Brandstetter explained members were invited to complete 3x5 cards for the questions box according to a color coding system. Questions would be read and discussed/answered during Friday morning's meeting.

### Committee Reports

#### ***Washington Council for High School-College Relations (WCHSCR)***

Susan Poch announced that Wanda Curtis was ill and would be unable to attend the meeting and report on WCHSCR activities. However, Wanda submitted a report which can be found with these minutes on the ICRC Website.

#### ***Transfer Statement Work Group – Jim West and Susan Poch***

##### **Rights and Responsibilities Document and Transfer FAQs**

*(Please find the completed Transfer Rights and Responsibilities document and the draft Transfer FAQs accompanying these minutes on the ICRC website.)*

- Jim West distributed copies of the transfer students' rights and responsibilities document the Transfer Statement Workgroup helped create.
    - The Rights and Responsibility Statement is final, and institutions should post it to institutional websites and/or make it available to students by winter 2010.
    - The principles in this document are drawn from the ICRC Handbook, and are presented here in a clear and accessible format.
- Schools should publish this document (in written and/or electronic format(s) by winter term 2010. Contact Susan Poch with any questions.***
- With suggestions from the ICRC membership and others, the HEC Board has compiled a list of Transfer FAQs.
    - There are now 32 questions and Jim would welcome any others people believe would be helpful. Jim sent the document to us via the listserv.
    - HECB will post the FAQ document to its website, and ICRC institutions are welcome to post it on their websites as well.

***Contact Jim West if you have suggestions for additional FAQs.***

#### ***Ongoing Articulation Review (OAR) Committee—Nancy Mullane***

- OAR has completed the assessment of YCC but has not yet written the report.
  - The other schools to be reviewed this year (and deadlines for submission of their materials) are below:
    - Tacoma Community College: 11/02/09
    - Bellevue College: 12/07/09
    - Centralia College: 01/11/10
    - Cascadia Community College: 02/01/10
    - South Puget Sound CC: 03/01/10

- Keith Klauss will be leaving OAR, so a representative from a BI is needed.
- Jerad Sorber from The Evergreen State College volunteered to take Keith's place and was quickly nominated and confirmed.
- Cathy Shaffer will take over the Chair duties from Nancy Mullane during this academic year.
- OAR has done a clean-up and update of the assessment tool, which can be found on the ICRC website. They will be asking for feedback.
- When OAR sends schools the OAR assessment, they will solicit feedback from the institutions that have been reviewed.

*Contact Nancy Mullane or Cathy Shaffer with questions.*

- The ICRC Handbook indicates that OAR has responsibility to help ensure that 2-year schools are reviewed regularly regarding their compliance with statewide transfer agreements AND that 4-year schools are fulfilling their agreement to receive to accept degrees and credits.
- It was agreed that OAR will develop a system through which they will review fewer 2-year schools annually than they currently review so they may also review the 4-year schools (perhaps 2-3 per year) on a regular rotation.

*OAR will formulate a workable plan and present a proposal at the spring ICRC meeting.*

## **Agency Reports**

### **Higher Education Coordinating Board (HECB)—Jim West**

- The HEC Board, current executive director, Anne Daly, is stepping down and the agency will be looking for a replacement.  
*If you have potential applicants for the executive director position, let Jim know.*
- The HEC Board is undergoing a system design planning process.
  - On October 19th the planning group will meet and formulate plans. On December 1<sup>st</sup> they are to deliver a proposal to the legislature.
  - They are considering rules for growth of the educational system in Washington (taking students and geographic areas into consideration)
    - A new unit at the HECB, called Policy Planning & Research, is looking for a new researcher.
  - The HECB is concentrating on K-12, but also on how to get adult students back into the pipeline—*we at ICRC help inform this process.*
- The HEC Board has considered having a day of symposia for everyone in the state involved in transfer, during which people can present issues.  
*Let Jim know what you believe would be a good time of year (or specific date) to gather everyone in the state who works with transfer issues.*
- There's a new FAQ document for Running Start students on the SBCTC website (look under "student services").
- High school counselors have asked how to assess/define "world language competency." HECBoard is working with a variety of people to see how this could be measured without a formal high school transcript.
- The State board is looking at a variety of ways to address financial concerns, including scholarship opportunities. Jim invited us to visit [www.thewashboard.org](http://www.thewashboard.org), which will go live this fall.
- The HEC Board has been asked to serve on a committee looking at the possibility of having a portal that would be a means of accessing financial aid info, transfer info, etc.
- The "Role of Transfer in the Bachelor's Degree" study has been concluded and compiled. JAOG will review it after the HEC Board does so. It will be on the website soon.
  - Some highlights from the study (looking at graduating students in class of 2006—19,000 students)
    - Students who completed the business MRP took fewer credits to complete their degrees
    - Tremendous growth in students at branch campuses

- Most pre-college (remedial) work was in math
- Jim will be sending us proportionality requests
- MRP Survey coming in about a week
  - Jim had copies of the questions available to help the membership start formulating answers.
  - He wants to collect as much information as possible about how we view the MRPs
  - MRPs will be sent to: ICRC rep, who will make sure it is being filled out as widely as possible on our campus (admissions, advising, registration and admissions officers).

*(Please find the draft MRP survey accompanying these minutes on the ICRC website.)*

*Be sure to complete the survey and encourage colleagues to do so.*

**State Board for Community & Technical Colleges (SBCTC)—Scott Copeland**

*(A copy of the PowerPoint for this presentation accompanies these minutes.)*

- Highlights of Scott’s presentation include the following:
  - CTC enrollments have grown by 20,000 in the past year
  - Roughly 1/3 of all students in CTCs are transfer students
  - 38% of all bachelor’s degree graduates attended a CTC
  - Bellevue will have a Bachelor of Applied Arts in Interior Design in January 2010
  - Columbia Basin has a new Bachelor of Applied Science in Applied Management
  - SCCC: applied Bachelors in Behavioral Science
  - A new direction: AAS degree option for students in registered apprenticeship programs, leading to transfer opportunities: Associate in Applied Science in Multi-Occupational Trades

*Take note that WSNG and WS work study programs, as well as retraining programs, are almost out of money this year. Students entering mid-year may have little available in the way of state funding.*

**Council of Presidents—Mike Reilly**

- The HEC Board is doing a tuition study (when there’s not much money for the legislature to work with, they tend to ask that studies be done)
- Another bill that may affect us all—charges all of us to work together on improving technology, saving money and using technology resources more effectively and collaboratively (Group comprised of 2-year and 4-year faculty and IT people). More use of online courses is one strategy.
- If the state gets a portal it may help with web-based course planning.
- College-readiness math test: A consensus has been reached for a set-score for passing the test.
- System Design Project (mentioned earlier by Jim West). Is forcing us to take a look at how well we are doing at educating people.
  - Have the intentional changes we’ve made since the 80s really worked? Yes! Washington is 1<sup>st</sup> in the nation in the number of bachelor’s degrees earned in relation to FTE.
  - Our state has second-highest CC enrollment in the nation.
  - Our higher ed systems are very efficient relative to the amount of funding for higher education. In all sectors of higher ed, Washington is one of the most productive, but 46<sup>th</sup> in the nation for per-student funding.
  - Washington’s percentage of students earning an associate’s degree and moving on to a bachelor’s degree is quite low, however.

**JAOG—Jane Sherman**

- JAOG meets 4-6 times per year, depending on needs.
  - Last meeting was the joint meeting with ICRC exec committee at CWU in July.
- ICRC Exec committee brought the question of communication area in DTA. JAOG was fine with change of wording.
- ICRC also asked question about which subjects should be included in Humanities and Social Sciences. JAOG believes this is not a major policy change area, so ICRC may deal with it.
- Math in the DTA. JAOG hopes that broad constituencies across campuses will give input and that this issue can be resolved by this spring.

*Seek input from your campus constituencies.*

- Engineering: JAOG investigated whether or not a specific math class should be widely available at the CCs to help students prepare for transfer.

- A subgroup of ICRC and JAOG was appointed to articulate the roles and responsibilities of the two groups and to discuss whether or not any changes need to be made to our governing documents.

*A decision is still pending.*

#### **Articulation and Transfer Council-Mike Flodin**

Articulation and Transfer Council is a group of Deans who supervise transfer programs at the CTCs. They make recommendations to the chief academic officers in the 2-year system.

- Last year ATC did NOT act to create/approve any new academic electives (this group initiates approval of additional “free” electives).
- ATC has officially been charged with maintenance of the common course numbering system. They have now served in that role for a year and will have several potential CCN courses to consider at their fall meeting.
- Spring professional development for the group was a well-delivered historical overview of ICRC by Mike Brandstetter.
- OAR review is voluntary. OAR reviews of BIs could be done. We have no system in place to provide OAR reviews of 4-year institutions, but perhaps we should have a conversation about doing so. Susan Poch let Mike know that we’ve carved out time to talk about that on Friday.

At the spring ICRC meeting there was discussion that was followed by lengthy discussion at the ATC meeting about the potential of having our two groups meet jointly. Mike asked where that question left off. Susan assured him that we will be talking about that on Friday.

#### **Baccalaureate Institution Reports**

Members from the four-year schools reported on fall enrollment, program changes, and any changes to admissions deadlines and/or processes.

- NW Indian College is now a 4-year institution. They have only one BA thus far. They are in the process of updating all materials with new logo.

#### **ICRC Executive Committee Report**

- Joint meeting with ATC: ICRC Executive Committee and OAR chair will meet with ATC at ATC’s winter meeting to see how it goes and gather information to help us decide whether to have the entire ICRC membership meet jointly with ATC for a future meeting, perhaps on a regular basis.
- A new standing agenda item at ICRC’s spring meetings will be any concerns related to CCN; concerns can then be relayed to ATC.
- Evolution of ICRC—from where have we come? What’s our role?
  - From the ICRC Handbook: “The ICRC exists to facilitate the transfer of students between institutions of postsecondary education. The ICRC holds two meetings during each academic year to discuss issues, to plan and review projects, and to consider various means to resolve problems affecting the transfer of students and courses among its member institutions.”
  - Constitution in Handbook (p. 4, Article II, b.) states that the purpose of the commission shall be “to study, evaluate, and develop the solution of transfer problems, which occur between educational institutions. “
- The question was posed: Is there a match between what our stated role is in the Handbook and what we actually now do? Do we need to revise the Handbook?

#### **Discussion and Comments:**

- Perhaps we should consider changing the wording in Article II, b to say “to assist in developing the solution of transfer problems.”
- Someone asked what ATC’s role is and whether ATC displaced ICRC.
- Mike Brandstetter explained some of the history about why the ATC was created (to find solutions between and among two-year institutions, specifically).
- Per Mike, the ATC is a pretty proactive group that is constantly scanning to find ways to make transfer smoother for students at the level of both degrees and individual courses.
- Someone observed that it appears that we are acting mostly as a consulting body rather than a decision-making body. Perhaps it would be good to clarify the wording in the constitution.

- Another member expressed that she has the sense that there have been decisions made by JAOG at times without input from ICRC and from campus constituencies. The example she gave is Math in the DTA. Her sense was that the intention was to charge forward without input from stakeholders.
- Susan Poch responded that she has a document that explains the process for changes to the DTA, and that the process does include sending proposals out to stakeholders for comment, with feedback to JAOG. ICRC is “in the loop” and invited to participate. It’s extremely important that we go back to our campuses and share information with pertinent people so they know about policies, ideas and discussions that might impact departments, students and philosophies.
- An agency representative said he believes there is room for improvement in the communication between JAOG and ICRC. At the same time, he assured the group, the Math in the DTA group was large, including representation from many schools (largely faculty).
- Information to ICRC members about conversations such as Math in the DTA should be more lavish. Members’ first clue that there might be a problem for students should *not* be an assurance that students will be “held harmless” by UW while the issue is being discussed.
- If we are the advisory body, we need to be more proactive about reaching out and giving our advice. Otherwise, ICRC is merely a professional development opportunity.
- ICRC’s input is especially important because we work most closely with students and understand their realities and how changes impact them.
- It is frustrating that decisions are made and then conveyed to us rather than ICRC having us influence the original decision, since we represent students. It is difficult to trust people who operate without input.
- We are perhaps in more of a maintenance mode than the role we used to fill, but our role continues to be a very important one. Smaller groups such as JAOG and ATC may be able to more effectively get things done at a policy level.
- Another member suggested that if we are looking at clarifying our constitution, we should also look at documents independent of the constitution that discuss what we do, as some of these documents may describe our function inaccurately.
- An agency representative said he agrees with what has been said. He likes the idea of ICRC looking at policies and procedural documents to see if they accurately reflect what we do and how transfer-related issues are working. He stressed that “the people who do the work” are those who best know what’s working well and what’s not working.
- A member stated his belief that we are an especially valuable group because we have membership from many different areas of campus and from many different types of campuses, and this brings multiple perspectives.
- Yet another member values the expertise of ICRC in terms of the knowledge about what it really takes for a student to get admitted to a 4-year school and into specific programs.
- We need to learn to change and do things differently if we want to survive in higher education.

*The Secretary/treasurer will resume a former practice of providing an executive summary of the meeting for ICRC reps to share with key people and departments on campus.*

- An agency representative who used to serve on ICRC (long before groups such as JAOG existed) was surprised when he returned to ICRC and found that ICRC’s role has changed and there are other bodies that have taken over some of the traditional roles of ICRC. He believes that when MRPs, for instance, are discussed, academic advisors need to be present at those meetings to give input into the practicality and usefulness of proposals. The HECboard is surveying people about the MRPs because they have heard rumblings about some of the MRPs not working well.
- An agency rep said that unofficially it is his goal this year *not* to bring us any more MRPs (cheers from the membership).

- A member stated his belief that JAOG has invited ICRC to give input into decisions and does value that input. He pointed out that the ICRC Executive Board is invited to the JAOG's summer meeting and invited to give input.
- A member suggested that on the agenda for the second day of each ICRC meeting there could be an item asking for "any formal recommendations" to JAOG, ACT or other bodies so that we voice any suggestions we'd like to make and ensure that those get carried forward.  
*The ICRC Executive Board will discuss next steps for reviewing the Handbook and other documents to see if they accurately describe ICRC's role regarding relations between institutions of higher education and its role as an advocate for student transfer issues.*

**Friday, October 9<sup>th</sup>**

### **Professional Development Presentation**

#### ***Creating an Optimistic Work Environment—Julia Pomerenk (WSU Pullman)***

*The PowerPoint for this informative and engaging presentation is available on the ICRC website.*

### **Unfinished Business**

- The secretary/treasurer explained the ICRC payment plan as we decided and voted upon it last spring:
  - Each institution pays \$50 in the fall to cover the registration for a primary representative to attend the fall and spring meetings. (If the primary institutional representative cannot attend either meeting, his/her registration payment may be transferred to another representative from the institution.)
  - Additional members from each institution pay \$15 per meeting (a reduction from \$25/meeting).
  - Agency representatives pay only \$15 per meeting.
- ITV option (Jeanne)
  - At the request of the membership the executive committee discussed making participation through ITV an option as a means of cutting travel costs.
  - They concluded that the large membership of ICRC and the nature of our discussions do not lend themselves to effectively meeting through a remote format.
- Members were invited to discuss JAOG's proposed changes to the DTA communication requirements  
*(The proposal can be found under the "Fall Meeting" link on the ICRC website)*
  - A member discussed the proposal with faculty in the communication departments at two community colleges.
  - Question from their depts. were "Why so restrictive?" "Why two composition classes?"
  - The same ICRC member did a survey of 4-year catalogs and found that only two BI's require 10 credits of composition.
  - Clarification: UW does require writing intensive courses beyond a 5-credit comp course.
  - JAOG members filled us in on the background and assumptions that led to the current proposed changes.
  - An SFCC rep reminded us all that the distribution in the DTA is a *communication* requirement, not just a writing requirement.
  - Susan Poch explained that the communication issue was raised because the ICRC Handbook was written when there were 3-credit composition courses, and nine total credits required in the communication distribution. The goal was not to eliminate the option to include classes beyond ENG but to recognize that the Handbook's requirement does not make sense in light of the current 5-credit composition and communication classes.
  - Although BIs may not require x credits in Comp, they may have other classes (e.g., freshman seminars) in which writing is a substantial component.
  - If we do away with options outside composition, the distribution cannot continue to be called a "communication" requirement.
  - If a change is made to recognize the 5-credit courses at Washington schools, when students transfer to CCs with 3-credit classes, how will they make up the additional credits for the distribution if there are no options outside composition? This would also be an issue for students at Whatcom CC.

- **Susan brought the question: What would we propose as a change to the communication distribution?**
  - Perhaps one writing class and one communication class that is writing intensive.
  - Someone pointed out that we ended up with the current proposal because schools did not want to cut the English composition requirement to only one class AND did not want to raise the distribution requirement to 15 credits.
  - Evergreen would not want to do away with the option of speech com because that is an area integral to Evergreen's curriculum. Their preference would be that we have one ENG comp and one speech com/journalism.
  - A member reminded us that CCs have open enrollment and many students need substantial training and practice in writing. She asked: How would we feel about students with the DTA completing just one writing course, perhaps with a grade of D?
  - Pierce faculty expressed concern that the distribution area may get changed to ENG comp only, thus ruling out courses in journalism and other subjects with intensive writing practice.
  - We are thinking narrowly if we believe that there is no writing development happening in courses outside the English dept at the CCs.
  - What happens to journalism and communication departments if areas other than English composition are no longer able to fulfill this distribution?
  - Would any of the MRPs be affected if this change is put in place? Answer: Yes, if the requirement gets changed to 15 credits.
  - What if we decided to make Speech Communication a requirement (rather than an option) in the Humanities area of the DTA distributions?
- Decision: There was no clear consensus; rather, a suggestion that the issue be discussed and investigated further.
- **Members were invited to discuss the proposed changes to Math in the DTA**  
*(The proposal can be found under the "Fall Meeting" link on the ICRC website)*
  - Background: Math in the DTA became an issue because several CCs had developed an alternate intermediate algebra course, for a variety of reasons. (The classic intermediate algebra course is designed only to support pre-calculus.) The four-year schools (UW Seattle in particular) became concerned that their proficiency requirements were not being met through these alternative courses.
  - A committee was formed, with broad representation, to discuss this situation.
  - The committee came up with three proposals, with the current proposal being accepted as the best option to assure four-year schools that students are entering the four-year schools acceptably proficient in math.
  - A member explained the rigorous process used to approve the logic courses at Shoreline and to assure us that the courses meet the symbolic reasoning requirement (She pointed out that the distribution area in the DTA is *quantitative/symbolic* reasoning).
  - One member asked what we would do with/for students with learning disabilities under the new proposal, because he assumes we cannot waive a distribution area.
  - A member of the "Math in the DTA Task Force" stated that he believes there would be an alternative means of meeting the requirement.
  - Proficiency and fulfilling the distribution area are two separate issues. The Bellevue College math dept. believes that the problems should be dealt with separately, rather than taking away schools' ability to offer classes outside the math area to fulfill the requirement.
  - It is disturbing to learn that a large percentage of students who enter remedial math courses never finish those courses and do not complete degrees.
  - This problem likely has existed for a long time but was never studied before.
  - Lack of student success in development math is probably the largest issue we are facing nation-wide. The proposed change to math in the DTA gives CCs the freedom to work with students and develop their skills in preparation for the math courses the students actually will take (rather than pre-calculus specifically).
  - A lot of this conversation started because UW Seattle observed that some students were coming in without MAT 098 and that does not meet the entrance requirements of UW.



- Does it make sense for all of us to make changes to math in the DTA for UW, an institution that already has so many provisos?
- It's not just UW that takes issue with Logic fulfilling the math requirement. It would be a good thing for us all to deal with an issue that has been smoldering for a long time.
- It is a good thing that there is flexibility in the developmental math area that will allow students to take the class that is "right" for them. Perhaps we can come up with a process that allows classes outside the math area to (e.g., logic) to fulfill the requirement.
- It is unlikely that UW Seattle, who initiated the Math in the DTA discussion would entertain the idea of allowing these classes if the "traditional" intermediate algebra is not a prerequisite for these courses. That puts us back to the requirements as they now exist.
- What about the 10% of students who take a path such as completing "Logic"? Does this proposal allow symbolic reasoning? Answer: No.
- A vote to accept the proposal was called.
  - There were more yes than no votes, but a close split—definitely no consensus, so the group is not ready to present a final decision/recommendation.

*The membership is encouraged to talk to our academic bodies and math departments and to continue to give feedback.*

- There will be an ITV conference for community colleges regarding this issue on November 3.

### **Call for New Business**

- OAR membership discussion/update
  - Guidelines for OAR membership are in the ICRC Handbook. They state that the committee chair is appointed by the ICRC chair. OAR chair does not have a term limit. It would be good to change the language to give the chair a term limit, and it would be good to have the committee itself appoint the chair, to serve no more than three years.
  - **Members voted to approve the motion, which will be sent out in its formal, final wording.**

According to the ICRC Handbook, Appendix A, #2, one of OAR's charges is the:

Review of the acceptance of transferable Associate degrees between member institutions for compliance with the Associate Degree Transfer Agreement. The review will consider the presentation of the degree-accepting institution's agreement in its publications, the benefits provided to a transfer student holding an Associate degree, and the specifics of any proviso claimed by the degree-accepting institution.

- That's asking a lot of OAR!
- Suggestions for how this could be accomplished:
  - Perhaps OAR could review CCs less frequently, and add in a BI review each year?
  - Or OAR could review fewer CCS annually and 2-3 Bis as well?
  - This second suggestion was endorsed.
- A self-assessment questionnaire for the Bis would need to be created.
- Could we use this year to develop the BI assessment and begin the review process next year?
- Yes: A committee of Rose, Bruce, Mike F and Karin will develop the tool this year.

### **Question Box**

#### ***Facilitator – Mike Brandstetter***

- Q: Since the CTC instruction commission approved to award AP credits with a score of 3, how do the BIs accept or evaluate these credits if they are included in the DTA degree? Do the Bis accept AP scores of a 3 without a DTA degree?
- A: Not necessarily. The BIs transfer credits directly from official test score reports, and may employ the institutions own standards.
- Q: Is there a website or list of foreign language admission and/or graduation requirements for Bis? How can we easily find this information?
- A: SPSCC has an excellent tool.
- **Charge: If someone finds this site, please send it out to the membership.**



- Q: Is there a time limit on courses for use toward a degree? Not generally, though specific departments at schools may have time limits on specific courses.
- A: At City U of Seattle a dean reviews any courses more than 6 years.
- Q: Do schools accept course challenge/credit by exam at another school?
- A: Some schools do accept credit by exam courses, and others do not.
- Q: are these courses indicated as challenge courses on the transcript?
- A: Yes, per most schools
- Q: what is your policy/procedure for evaluating courses from schools that are not regionally-accredited? Have there been any recent policy revisions regarding this?
- A: (City U)--Only accept courses from unaccredited schools with which they have articulation agreements, and review of specific courses.
- Q: What is the relationship between ICRC and OSPI?
- A: There are two formal aspects of that relationship: As a subgroup of the Washington council, we are in relationship with OSPI; additionally, we are supposed to have someone from the high school principals association, but they never actually come to our meetings—perhaps because we have not been able to clearly articulate why a relationship with us would be beneficial.
- Q: What’s the status of applied bachelor’s degrees? What is SBCTC communicating to students regarding transfer to other BIs and/or entrance into graduate schools?
- A: (Scott Copeland) SBCTC is not communicating any sort of advantage for these students. Jill O says UW-Bothell will consider these degrees on par with other degrees.
- Q: What’s the status of technical schools consideration of offering transfer degrees?
- A: There’s nobody here with imminent plans to put these degrees in place.
- Q: What all can Running Start students complete at a technical college?
- A: They could complete a full technical degree, including GEs
- Q: Are we experiencing problems with proprietary schools giving students bad advice?
- A: Dept of Ed is keeping an eye on them, but we don’t have a role in policing them.
- Another topic: Bruce Simpson would like to have someone from another state with an organization similar to ICRC come talk with us about their best practices. Perhaps there would be ideas we could utilize.
  - Scott Copeland and Jim West have ideas for potential speakers and/or states from which we might draw.
- Bruce Simpson recommends we bring in a guest speaker spring quarter, and that perhaps that speaker could be Jim West’s boss.
- Scott: Public BIs need to get in their academic summaries and make sure their ATC and JAOG folks also get in the information.

### **Looking Ahead**

Spring Meeting: April 15 & 16, Bellevue College

*Additional meeting details will be posted on the ICRC website and distributed via the listserve.*

The meeting was adjourned at 12:04 p.m.

Respectfully submitted,

Debbie Crouch  
ICRC Secretary/Treasurer

