A COMMISSION OF THE Washington Council for High School-College Relations, Inc.

INTERCOLLEGE RELATIONS COMMISSION

https://www.wa-council.org/icrc/

Spring 2025 Meeting Agenda
April 10th - April 11th
Spokane Falls Community College
Bldg 17, Room 102-103

Thursday, April 10th, 2025

Committee Meetings
10:30 AM – 11:30 AM - Bldg 17, Room 108C - ICRC Executive Board Meeting
11:30 AM – 12:30 PM - Bldg 17, Room 108C - Handbook Committee Meeting
12:00 – 12:30 PM - Bldg 17, Room 104 - OAR Committee Meeting

12:00 – 1:00 PM – General Member Check-in - Bldg 17, Room 102-103

1:00 PM - Opening Session - Bldg 17, Room 102-103
- Call to Order at 1:07 PM – *Audrey Minton*
- Announcements: Anonymous Questions Form (Open in an incognito browser):
  https://docs.google.com/document/d/1HUgHqrbiadN3tFTz9yshbnXI46AqYGx5HgoAzIaNGcw/edit?usp
  =sharing
- Welcome – *Ashley DeMoville*
  o Land Acknowledgement
  o Fine Art Gallery – 1st Indigenous Art Exhibit Open; creating art in spaces on campus.
- Housekeeping – *Ashley DeMoville*
- Introduction of Members and Guests: All group introductions and "guilty pleasure" movie, show, book, video game share out.
- Approval of Winter 2025 Minutes – *Audrey Minton*
  o Edit 'ICP' to 'ICW'
  o Edit 'Bothel' to 'Bothell'
  o Motion to approve amendments - Ariana Stafford
  o Second - Axi Bottenger
  o Motion to approve Winter 2025 minutes with amendments - Liz Word
  o Second - Austin Colburn

- Treasurer's Report – *Kelsey Myers*
  - Account Balance as of March 31, 2025, is $5,821.86. Spring 2025 meeting expenses are $1,948.80.

2:00 PM - ICRC Committee Reports and Discussion

- Executive Board Report – *Audrey Minton*
  - Call for 2025-26 Member at Large Nominations, preferably from a private or public BI.
  - Collaborative effort to collect diversity/equity requirements from the BI's.
- Ongoing Articulation Review (OAR) Committee – *Melissa Sitzenstock*
  - Last meeting for Melissa as committee chair.
  - Amber Brock (Tacoma CC) will be taking the lead for OAR.
  - Call for new committee member nominations. An overview of OAR was provided; what the work is, why it is done, who is on the committee.
  - Fall 2024 Reviews: Pierce, Highline, Edmonds, Shoreline
  - Spring 2025 Reviews: North Seattle, Yakima Valley, Centralia, Seattle Pacific
  - Need additional contacts for some institutions; difficulty hearing back.
  - Anticipated Fall 2025 Reviews: South Seattle, Everett, Seattle University
- Handbook Review Committee – *Dave Sundine*
  - Will be taking a deep dive into amendments to the ICRC constitution (summer).
    - Investigating ways to modernize the constitution
    - Develop a plan surrounding board attrition.
    - Review Executive Board Rotation (5-year commitment)
    - ICRC membership review and a proposal then presented to WCHSCR for review and approval.
  - Will go to zoom meetings for Handbook Review Committee work sessions this summer.

Anonymous Questions:

Q. How would all the colleges and universities feel about ENGL& 101 having a course topic at the end of the course title? It would describe the theme, i.e., Science Fiction, Black Culture, etc. For example, ENGL& 101 English Composition I: Science Fiction.

A:
- In ctcLink – there is a title and then a topics box that can be displayed; the transcript will show the extra text.
- It is allowable based on SBCTC rules.
- Look at this through the student lens to ensure there is not a "turning away" of students.
- UW – it would not change how the course is transferred if it shows up as ENGL& 101; the topic would not matter.
- South Seattle College – If there were more classes that were NON common course numbered, it might be more difficult to determine equivalency.
- Concern that students may ask for a course with special topics to also count as a diversity or other requirement.
- Consider the impact of students transferring out of state.
- It is common for writing intensive courses to have a theme and this can be identified on other transcripts coming into the institution.

Q. Are any colleges or universities denying credit/transferability of online lab science courses?

A:

- Gonzaga - Treat the same as in-person, no way to identify 'online' from most transcripts.
- Central Washington – faculty do not want to transfer online labs; mainly new classes that have to be reviewed and if faculty see online, less likely to approve.
- WSU – Chem department does not want to accept; if faculty see online, may not allow.
- RN and BSN may specify prerequisite classes that need to be in-person; reviewing course offering and pulling classes back to in-person vs online based on this.
- Also looking at why a class is needed, and program used for; in evaluation, may look for and evaluate how the online lab was conducted.
- If students are transferring with the AA DTA, it should not impact fulfilling natural science unless exceptions are outlined in provisos.
- Question: Is there any data that would indicate that online/in person outcomes are different?
- Colleges were moving courses online even prior to pandemic.
- Ran data for CHEM& 121 and BIOL& 160 – students who took online CHEM& 121 were not as successful in BIOL& 160 (small school, small sample).
- South mentioned using a testing center for proctored exams; non-faculty cannot have non-faculty proctor an exam for an online or hybrid course.
- Can not afford to offer online labs; too expensive to send lab packs home.
- Recommend putting online science acceptance in institutional provisos or notes within the DTA.
- Any change that might look like it is restricting access would need to be a substantive change.

Q: Which second level advanced composition English courses are accepted/transferrable? For example, ENGL& 235 no longer has accepted equivalency at UW for engineering, but ENGL 128 is equivalent to ENGR 231. Per UW advisor, this is not a required course for the ECE degree (ENGR 231 is not offered at UW anymore) but would satisfy the Writing ("W") requirement.

A: ENGR 231 was historically the composition course for the major. The label has been removed from the course as writing in the major (does not meet the 2nd composition course). Students need to have 10 credits of composition. Bothell uses the Seattle equivalency guides. Bothell's program requires a higher level of writing. Recommend Green River connect with UW Bothell engineering to get information about their campus and program requirements; each campus can have their own requirements for degree completion.

Q: Common Course – can ENGL& 235 be used as 2nd Composition? Some institutions will offer credit for 235 and others will not, because the outcome does not appear similar.

A: Common Course is reciprocal for the CTC's but evaluated individually at the BI's. Recommended reaching out to CTC's if the class is not transferring at the highest level; some will get Writing "lower division" and be granted credit. Other courses with the same title are being given writing in major.

- EWU – will accept ENGL& 102 if completed within the DTA; some programs will require an additional English writing (ENGL 211) course.

- WSU – only requires ENGL& 101.

Q: The question I would like posed has to do with institutional authority to be able to put a "shelf-life" for specific courses, such as Math and Computer Science. From what WSAC is telling me, it appears that there is no set policy that says we can't; however, I wanted to pose this question to the ICRC forum to see if anyone there knows of what the limitations are for an institution to make that decision when it comes to transferability to credits.

A: Institutions have local authority to determine shelf-life. Make program specific guidelines for transferability. Many schools have program specific requirements, like Nursing, Dental Hygiene, Technology and Computers, Engineering. General Education. It is typically okay, but program specific may have a 5- or 7-year shelf-life.

Q: Is the Quantitative Skills requirement limited to courses with a MATH prefix due to transferability issues? For example, can a BUS Stats count?

A: In the ICRC handbook, it indicates 5-credits of college level Mathematics - a course with a Mathematics prefix numbered 100 or above - that furnishes the quantitative skills required in the commonly recognized educational transfer pathways toward a baccalaureate degree. Accepted courses in these pathways are Precalculus or higher, Mathematics for Elementary Education, Business Precalculus/Finite Mathematics, Statistics, and Math in Society.

Action item: Share with ATC or JTC to discuss if/how PSYC, BUS, or other course prefixes might apply in QSR distribution.

Q. Concern remains regarding how credit for prior learning is showing up on transcripts.

A: Please send questions to SBCTC with any relevant student examples. Also please reach out to the school that issued the transcript so we can review and/or explain. Transcript transparency has improved considerably and there is less confusion (UW) coming in about where credits are coming from.

Regarding CTE and Dual credit: CTE is Career and Technical Education in HS, some may articulate and count as dual credit (CTE Dual Credit). No such thing as CTE College in the High School. If there is confusion, please ask! The HSs in some areas are pushing things into CTE, so they are putting everything as CTE (Art, Biology, etc.).

2:48 PM – Break

3:27 PM - Agency Updates, Council Reports, and Discussion
- State Board for Community and Technical Colleges (SBCTC) – *Christine McMullin*
  - Agency report online
  - Search from new executive director
    - Preferred application closed at end of March, hoping to have someone start July 1
  - Check out the Transfer Playbook from CCRC
  - New Degrees:
    - BAS Respiratory Science Therapy (Columbia Basin)
    - BS Computer Science (Columbia Basin)
    - BS Computer Science (Whatcom Community College)
    - BAS Computer Information security and IT project management (Bates Technical College)
  - Affordable Housing
    - About 38% of students have housing insecurity or are house-less.
    - Research regarding housing on campuses.
  - Emerging AI tools – Clover Park on April 17
  - Math Placement Project
    - Eight colleges exploring Math from HS, expiration and alignment in ctcLink.

- o   Common Advising Platform
    - • Supported from state board.
    - • Desired 2-way communication
    - • Announcement at end of month
    - • Community of Practice grant; early adopters and then guide others.
- ● Independent Colleges of Washington (ICW) – *Sheila Steiner*
    - o   Seattle University is acquiring Cornish College of the Arts.
    - o   One in Three students are transferring credits into the independent colleges.
        - • Working as an association to ensure transfer is as smooth and as seamless as possible.
        - • Growth in the number of MRPs that ICW are signatories of.
    - o   Grant – Transfer Pathways Scholarships
        - • Working on building a transfer pathways fund.
        - • Would be for students who demonstrate financial need, transfer from any of the 34 CTC's, renewable open to PT and FT students.
        - • Encouraging ICW schools to match funds provided by the Transfer Pathways Scholarships.
    - o   Advocacy Priorities
        - • Protect the Washington College grant (Top priority this year).
        - • Help Washington achieve its postsecondary attainment goal.
        - • Ensure Washington businesses have a prepared and ready workforce.
        - • Support community-focused capital investments.
- ● Council of Presidents (COP) – *Julie Garver*
    - o   All institutions are still accepting applications (except UW Seattle).
    - o   Updated Computer Science MRP – all 4-year institutions have signed off.
    - o   Apprenticeship Pathway recommended; may look at AAS degrees.
    - o   Workforce Board – Credit Transparency Group
        - • Seeing an increase in different ways credits can be granted, looking at using the same terminology and definitions; Like 'certificate" – what does it mean to different departments, credits, students, prospective students.
    - o   Receiving paper transcripts from HS's. Receiving some electronic files (but they are electronic and still need to be printed/scanned). Trying to get interest in moving toward digital. Working with WSIPC to get a digital file from the K-12 database. This would allow more data review and course taking information.
- ● Joint Transfer Council (JTC) – *Julie Garver*
    - o   Received a review of Guided Pathways.
    - o   Looking at state transfer – Computer Science, Pre-Nursing DTA/MRP, AST1 degree tracks.
    - o   Updated BUSN MRP advising notes.
- ● Legislative Update – *Julie Garver*
    - o   Session will adjourn on April 27. All bills are in the chambers; if they are still active then they are "alive."
    - o   Please review the meeting hand out for links to specific bills and their updated versions.
    - o   Recommendation: If you see something in the news or a headline, be mindful, review, and ask questions/research.
- ● Articulation and Transfer Council (ATC) – *Kristina Young*
    - o   Looking at the DTA (will discuss more tomorrow).
    - o   Reviewing and researching the DEI requirements.
    - o   Spring Professional Development is surrounding wellness, Taking care of self and faculty.
    - o   Jamie Fitzgerald has taken on an interim role and Kristina Young has taken over as chair of ATC.
- ● Admissions and Registration Council (ARC) – *Karl Ritter Smith*
    - o   Previously in the legacy system, students had to attest they would pay their bill; that was

removed when converting to ctcLink.
- • SBCTC, Colleges, and Registrars are all doing parts and pieces to implement.
  - o As a result of/response to activities at the federal level, the Admissions Application is being reviewed by individuals with legal background to ensure questions are valid (i.e., citizenship).
  - o Still dealing with fake and fraudulent applications. Not just a Washington State issue but is happening nationally. Heavily reliant on college staff to review (Google, Zillow, ID verifications).
- ● Washington Student Achievement Council (WSAC) – *See Handout for Updates*
  - o No live presentation but materials are posted on ICRC website.
  - o Review the handouts to see links to resources for undocumented students.

4:30 PM Reminders:
- ● Optional No Host Dinner - The Onion, Downtown - 302 West Riverside, Spokane WA
- ● Friday: Wear your College Logo Gear

5:00 PM - Meeting Adjournment - Audrey Minton

Friday, April 11ᵗʰ, 2025

8:00 AM - Breakfast

8:51 AM – General Session Resumes
- ● 8:51 AM Call to Order - *Audrey Minton*
- ● Housekeeping – *Ashley DeMoville*

8:45 AM - New & Unfinished Business
- ● Discussion of new ICRC dues structure to simplify and separate from meeting registration.
  - o Have all institutional members pay $150 annually for attendance of two members at in-person meetings and all Agency members pay $50 annually.
  - o Technically, all member schools are supposed to pay dues, but ICRC are currently only collecting at meeting registration which has proven to be a challenge.
  - o Question: What if you wanted to send more than two people? Answer: There may be an additional guest fee to cover the food and expenses. May need to invoice separately, for additional guest attendance.
  - o May make sense in the current economic climate to bill ahead.
- ● *Motion to adopt new dues structure - Kerrie Cavaness (YVC)*
  - o *Melissa Sitzenstock (Green River) - second*
  - o *Vote: All in favor - unanimous*
- ● Call for Member at Large Nominations
  - o *Nominated: Axi Bontrager (City University)*
  - o *Kerrie Cavaness (YVC) – moved*
  - o *Jen Wildrick (CWU) – second*
  - o *Vote: All in favor - Unanimous*
- ● Call for OAR Committee Nominations
  - o *Nominated: Austin Colburn (South Seattle)*
  - o *Liz Word (Highline) - moved*
  - o *Amber Brock (Tacoma) - seconded*
  - o *Vote: All in favor - Unanimous*

9:15 AM – Break

9:30 AM - Round Table Discussion
The Past, Present, and Future of the DTA - *Audrey Minton, Kristina Young*
Overview of where the DTA has been and how it came to be, and how things may change.
- ICRC - Spring 2023 first meeting back after COVID
    - Two discussion topics emerged: Transferability of the Diversity Requirements and the Reality of 2+2 in Washington.
    - Students are taking about 2.5 years to complete a degree after transfer.
    - Drafted memo to JTC to investigate proposal to revise DTA for Student transfer.
- JTC 2023-2025
    - Research, modifications, recommendations developed.
    - Tasked ATC with producing a diversity requirement proposal.
- ATC 2024-2025
    - Began to collect and document CTC diversity requirements, learning outcomes, description about what is included.
    - Audrey reached out to COP and ICW to collect similar information for BI's and identify if it was a Gen Ed requirement or graduation requirement, as well as if the class was completed at CTC if it would count at the BI level.
    - May help students transfer the course outside of the DTA.
- ATC Votes on May 2nd
    - Yes or No on four topics to move forward to IC. Refer to presentation slides for focal points of ATC vote.
    - See IC Timeline Handout for progression of the proposal if ATC votes for approval on points.

The goal of this round table discussion was to provide an overview of the DTA proposal, where it is in the evaluation process, future milestones, and to create a space for questions and contributions. Some questions to consider include:

- Does this rendition of the DTA address ICRC's original memo request?
- Consider how your institution might perceive these possible DTA Changes. What would it look like for the student?
- What are some anticipated benefits or challenges that might result from standardizing the number of local requirement credits in the DTA?

Discussion:
- Reduction of distribution areas (Humanities, Social Sciences, Natural Sciences) from 15 to 10 credits in each area.
- Question: Would colleges be required to follow this, or could they increase this locally? Answer: follow.
- Question: Can we see the proposal document? It has not been viewed by many individuals on campuses. Different schools have had different access. Answer: Draft was only used to discuss changes - it did not represent a formal proposal.
- Question: Where is there evidence that the DTA is no longer consumer centric or student friendly? Can we (as an ICRC body) send information back to colleges/universities. Is there data that can be shared? Answer: (Joyce Hammer, SBCTC) – Past Transfer 1.0 and 2.0 research. One of the things that has come out about transfer, nationwide, is that we have one of the highest transfer

7

graduation rates, but one of the lowest rates of transfer to a 4-year institution. Question about transfer ready vs. major ready. **Potential for data collection.**

- Support: By reducing distribution area credits, students can take more classes in specialized areas needed for transfer or major readiness.
- Discussion regarding how current classes might apply.
- Clarification about Specified Electives and General Electives. They will remain as is. The 5 credits removed from Humanities, Social Sciences and Natural Science distribution areas will be added to General Electives.
- Support: We are responsible to taxpayers to do the best for the community and support transfer (one school indicated 38% completion rate) we need to do better.
- Challenge: Some schools indicate faculty are concerned that the proposal did not originate with faculty. Discussion: cannot make these decisions based on personal fear or concern based on your own course or department.
- Challenge: Some schools indicate faculty are concerned about their department.
- Support: Bellevue recently did initiate changes to make the DTA less restrictive (from being very restrictive) and have not seen ill effect or impact on course offerings. 4
- Support: This should allow faculty to teach more 200 level classes if proposed changes go through.
- Tying this to Guided Pathways is one of the keys; these changes support faculty being able to do more with their curriculum in pathways than what the DTA currently provides.
- Question: Can the excel sheet with diversity explanation and information be shared? Answer: No. **ATC Feedback:** The learning outcomes collected need to be reviewed by ATC and reissued to the colleges and universities for review and approval prior to sharing. The Subcommittee for ATC indicates it is not ready for broad distribution.
- Question: If some schools do not have a diversity requirement, could that be voted on as a future implementation, by 2028 for example? Conversation about varied timelines for implementation of proposed DTA changes.
- Question about how "B" list humanities would work with proposed DTA changes; could the 15 credits of Humanities distribution bucket be all performance credits? Conversation about performance-based humanities and where they currently work at other schools. **ATC Feedback:** Recommend that the 5 credits of performance coursework move to the bucket distribution and out of the humanities distribution area to support the need for academic courses required for transfer.
- Question about change in local degree requirements; this will impact the identity of the institution. Understanding that this may be trying to eliminate pain points in transfer. Conversation about local requirements and impact of changes; clarifying some local requirements.
- Challenge: Concern about the Humanities distribution – students could take Art and Language to meet Humanities for proposed change, but that may not necessarily meet the needs of the BI.
- Questions about transfer reciprocity and course reciprocity among CTC's.
- BI – if students are taking a lot of courses at the CTC in their major, they should know that it could impact reciprocity in the major at the BI. Bis will need to clarify how many courses or what type of courses are needed for each major.
- Support: If the proposal is approved, it will impact MRP, which will allow more "elective" credits for RS students. Supportive of students doing BUS and BIO and meeting HS requirements.
- ICRC is a great place for these conversations to be happening and for issues to be brought forward for further review. Very helpful to hear the information and feedback.
- Challenge: How does current AA DTA impact guided pathways planning – faculty have had to reduce and remove classes that they feel are necessary to fit current format, departments are changing course credit and content to fit parameters of distribution areas.
- One BI indicated that DTA changes are supportive of transfer.

- Support: BI indicated that students have limited "elective" options once they get to the BI program. The proposed changes support students in taking some major classes at the CTC which will allow some electives at the 300 and 400 level at the end of the program.
- Support: Frankenstein degrees currently; this seems like it could support students in completing the degree much better. Provides flexibility for students in meeting requirements.
- **Request for data:** How many students are transferring to BI without the DTA (or degree), but with a high level of credits?
- Support: Also seeing students transferring with credits in excess of DTA requirements and not all are transferring into the BI's.
- Consider use cases from the BI's where Academic Advisors tell students to transfer without the DTA as it is more beneficial to transfer and start classes at the BI.
- Conversation about how program maps are being constructed and how/where CTCs and BI's are connecting about transfer pathways. How do we coordinate efforts? Who starts and leads this work.
- Conversation started sometime back with looking at the relevance of the DTA and how it is meeting general education courses at the BI. Bis have been reducing Gen Ed requirements over time, so for some students there is an advantage to taking one class at the BI vs engaging in reverse transfer or staying at the CTC to earn the DTA. In terms of collecting data, look at changes there as well.
- **Action Item:** Please forward ATC feedback to Kristina Young kyoung@cascadia.edu.

What documents can be shared publicly?
- o Do not share inventory of diversity/equity learning outcomes – work is still in progress.
- o ATC Agenda
- o Contact information for IC members.
- o Do not share out the PDF DRAFT of DTA handbook pages with mark-up (outdated and in revision)

10:45 AM - Wrap-Up, Good of the Order
- Final Q&A with our Colleagues
- ICRC Meeting Dates and Locations – *Executive Board*
  - o Fall 2025 – October 9-10, 2025 – Whitman
    - • Will send out a survey to collect information about fall plans.
  - o Winter 2026 – February 5th, 2026 - Zoom
  - o Spring 2026 – April 9-10, 2026 – South Puget Sound
  - o Fall 2026 – Call for host nominations, dates.

11:04 AM – Meeting adjourned.

INSTITUTIONS & AGENCIES REPRESENTED:
CLARK COLLEGE
LAKE WASHINGTON TECH
COLUMBIA BASIN COLLEGE
GREEN RIVER COLLEGE
GONZAGA UNIVERSITY
UW SEATTLE
CENTRAL WASHINGTON UNIVERSITY

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BELLEVUE COLLEGE
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HIGHLINE COLLEGE
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CITY UNIVERSITY
EVERETT COMMUNITY COLLEGE
BATES TECHNICAL COLLEGE