

A COMMISSION OF THE WASHINGTON COUNCIL

for High School-College Relations, Inc.

INTERCOLLEGE RELATIONS COMMISSION

A Commission of the Washington Council for High School-College Relations

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

Fall 2025 Meeting Agenda

October 9th & October 10th

Whitman College

Meeting Location: Reid Center Ballroom

Thursday, October 9th, 2025

Committee Meetings

9:00 – 10:00 - ICRC Executive Board Meeting (location: Reid Center Ballroom)

10:00 – 10:45 – Handbook Committee (location: Reid G02- bottom floor)

10:00 – 10:45 – OAR Committee (Location: Reid 240- top floor)

Pre-Meeting Sessions

11:00 – 12:00 - New Member Meet and Greet with Executive Board – Welcome and learn about what's involved in ICRC membership.

12:00 – 12:50 - Check-in and Registration

BYO-Lunch and connect with new and returning ICRC members.

1:00 - Opening Session

- Call to Order – *Kelsey Myers (Official start time: 1:01pm)*
- Welcome Message – *Elisabeth Mermann-Jozwaik, Provost and Dean of Faculty*
- Housekeeping – *Jonathon Barnett*
 - Access to WiFi: Whitman_Guest; register for password - WiFi for four days.
 - Restroom locations, bookstore location, vending/food options
 - Snacks in the back - help yourself; hot breakfast tomorrow morning.
- Approval of Spring 2025 Minutes – *Kelsey Myers*
 - Sent out in several emails.

- Corrections needed? No
- Motion to approve: Ashley, SFCC
- Second: Dave, UW
- Motion approved
- Treasurer's Report – *Jeanne Gaffney*
 - New structure for collecting dues: 39 institutions/agencies have paid their annual dues.
 - As of Tuesday, Oct. 7 our checking and savings account has \$4,562.45.
 - Dues paid as of Tuesday, Oct. 7 will yield \$5,450 after EventBrite fees.
 - \$650 additional should be collected from members who attended the meeting but whose institutions/agencies have not yet paid dues.
 - Total anticipated once annual membership dues are paid out from EventBrite is \$10,662.45 (before expenses paid out for fall meeting)
- Introduction of Executive Board Members
- Introduction of Members and Guests
 - Name, institution, position, enrollment trends, new programs and any new leadership changes.
- Announcements
 - Member Questions (aka *virtual* question box):
<https://docs.google.com/document/d/1vniClZ680Y6AHYmh2QmsVo8av6c0OroWN3KQSI0E0oU/edit?tab=t.0> Open the following link in an INCOGNITO BROWSER to remain anonymous.
 - Dinner sign-up sheet - Add your name if you're thinking of attending tonight.

2:15 - ICRC Committee Reports and Discussion

- Executive Board Report – *Kelsey Myers*
 - Worked with JTC and agency reps to update membership roster - thank you to those of you who got back to us; roster is on the ICRC website, if there are additional updates/edits that need to be made, let Kelsey know.
 - Membership dues: Changed to one-time payment and separated payment from meeting registration; working on adding confirmation email to let you know that you've registered to spring meeting registration.
 - Email listserv was not working properly - working with the state board to get access to updating the ICRC listserv.
 - Winter meeting - half-day virtual meeting on February 5th; Spring meeting - April 9-10 at SPSCC
 - Will have a discussion of possible hybrid options for spring.
 - Spring: Will be looking for new Member At Large for the ICRC Executive Board - CTC member; ask questions if you are interested
 - Interested in hosting an upcoming meeting? Let us know! Try to rotate east side/west side, but we'll go with whoever wants to host.
- Ongoing Articulation Review (OAR) Committee – *Amber Brock*
 - Committee serves to monitor transferable associate degrees; small group that does peer audit of catalog, website, advising guides, etc.

- Current members: Laura, Megan, Liz, Jonathon, Amber, need new CTC member.
- Conversation about current purpose and process of committee; growth of institutions in ICRC - many schools to review, more documentation and websites to review; updates to materials can happen more quickly.
- How can we be nimble with reviewing institutions with such a small group? Is review every 6-7 years really helpful? Equitable review of CTCs and BIs?
- How can the committee make sure the process is meaningful and a good use of valuable time?
- Looking at possible other models that could be better; or maybe a different kind of audit - focus on one degree at a time.
- How are successes shared if there's a good example of a catalog that all ICRC members should see?
- Thinking of taking a pause for a year to tackle questions and revamp the review process; make sure it's meaningful.
- Audience Feedback
 - Process was helpful - it was good to review the catalog; brought up issues/work that isn't usually done; really beneficial.
 - JTC considering creating review cycle for transfer degrees; interested in having conversation between JTC and OAR to work together on this process; don't want to duplicate efforts.
 - Review timeline: Is reviewing degrees every 5 years helpful?
 - Disconnect with faculty and staff; example: provisos left out of degrees - had been taken out for brevity of catalog but needed to go back into the catalog; onerous process; formatting of questions was repetitious - should condense the questionnaire/# of programs; reviewing more frequently will be helpful.
 - Might be better focus - if you have a new program, let OAR know before you publish it; help catch issues before they happen.
 - Talked about software changes - issues happen not just with degree changes, but also software changes; other ICRC members using same software can help each other.
 - Number of degrees to review is high - could be broken up more; focus on different degree each year for each institution? Could be more helpful to spot trends by looking at all schools one degree versus four or five schools and all of their degrees.
 - Consistency of having provisos in degrees and how they're presented is different at each school - figure that out as well.
 - Pause benefit: Potential DTA changes; reprepare materials for any DTA changes.
- Questions committee will ask later: What aspects of report follow-up were helpful? What aspects of the Zoom meeting were helpful?
- Overall decision: OAR committee pause reviews to revamp processes; committee will continue to meet and figure this out together - monthly meetings to discuss; add this to spring meeting; possible survey to ICRC member schools.

- Handbook Committee (review and vote on changes) – *Dave Sundine*
 - Handbook Committee is duty of Past-Chair
 - Committee met over the summer to review edits - this is what we're voting on today.
 - Will show content edits and get approval first, then formatting will be cleaned up; this will be published handbook for the year.
 - Edits
 - Adding ICW member bullet point - was not listed in document before.
 - Some general edits, like fixing broken links or grammatical errors.
 - Adding what to do if there is an unplanned vacancy on Executive Board
 - Language change - regionally-accredited to institutionally accredited; will still explicitly list regional accrediting bodies in footnote.
 - Clarity on location of Transfer Rights and Responsibilities document (WSAC website)
 - Remove Cornish as stand-alone? Under umbrella of Seattle U.
 - Gonzaga, UPS, Whitman updated provisos.
 - Removing Computer Science from AS-T, Track 2 degree.
 - Adding language about approval processes for changes to degrees
 - Adding WACSE and WCERTE in acronyms section
 - Comments
 - Add to appointing vacancies: Whenever possible, fill with a new person from the same sector as the person leaving.
 - Institutionally-accredited is not quite right - change to nationally-recognized institutions? (AACRO language)
 - Possible future updates
 - Legislation section
 - DTA section, depending on any updates happening soon.
 - Future revisions: Committee can convene throughout the year; possible additional revisions in the spring.
 - Motion to approve edits with additional suggestions: Megan, CWU
 - Second: Amber, TCC
 - Motion approved!

3:00 - Break

3:15 (3:20) - Agency Updates, Council Reports, and Discussion

- State Board for Community and Technical Colleges (SBCTC) –*Will Durden*
 - State Legislative update
 - Federal Grants update
 - Receives federal adult basic education funds; many delays with funding but have gotten grants months behind schedule.
 - House proposal = \$0 adult basic education funding; Senate = level funding for adult basic education
 - Perkins funding proposal - move all to K-12 and away from colleges.

- Putting together information to share with representatives about value of program funding.
- Workforce Pell
 - Watching negotiation rule-making process; after rules are made, can determine what to do in the state.
 - May change model for Pell and how it can stack with additional aid; hard to know where it's going to go.
- Dual Credit
 - CTE dual credit and how they're transcribed - need enhancement request for these changes in CTC link; will take some time before getting to it; pilot process to see if students can be direct-enrolled into CTE courses instead of listing it as ACPL.
 - Task force working on getting students directly into CTE courses; how to streamline CTE dual credit overall; SVC and EvCC working on pilot to notate on transcripts - similar to CiHS courses; pilot timeline - this year, admit types have been added to CTC link, haven't gotten to transcription yet.
 - Student Services Commission meeting now; voting on establishment of Dual Credit Council - help moving needle on policy.
 - Question: Notating CTE on transcript - way to do this automatically in CTC link? (enhancement request) Have to make changes manually on every single student - staffing isn't there to complete these changes at each school.
- Transcripts
 - Electronic transcript process - baccalaureates not getting electronic transcripts properly; fixing this process.
- Pre-Nursing DTA/MRP
 - Continuing to look at MRP; relaunching work group; face-to-face meeting in early December, Zoom meetings afterwards.
- Independent Colleges of Washington (ICW) – *Sheila Steiner*
 - See slides for more information.
 - Highest budget priority = Washington College Grant and College Bound scholarship programs
- Council of Presidents (COP) – *please see report provided by Julie Garver*
- Joint Transfer Council (JTC) – *Shelia Steiner*
 - Two brief executive summaries - will be posted on ICRC website.
 - JTC has met twice since last ICRC meeting - talking mainly about specific and general transfer degrees.
 - Pre-Nursing DTA/MRP revisions
 - Computer Science DTA is in effect.
 - Biology MRP proposal out to four-year sectors for review; current Biology MRP and AS-T, Track 1 Biology option - looking to create a single, unified proposal for one degree; will be an MRP, but NOT a DTA; goal is to help students be major-ready more than current DTA.
 - General DTA proposal

- Planning to launch two communities of practice, like WCERTE; starting with Biology group - extension of group planning new Biology MRP; another group in Math.
- JTC meeting next week - discuss sector feedback on DTA proposal.
- Articulation and Transfer Council (ATC) – *Kristina Young*
 - See slides for more information.
 - Focus areas:
 - DTA revision details
 - Leading from the middle: Professional development opportunities throughout the year
 - Governance, communication, & onboarding: Looking at details of ATC processes
 - Common Course Numbering: Possible third- and fourth-year CCNs
 - DTA Revisions: What are top transfer DTA pathways, and what courses do students need to retake at the four-year level? What courses are needed for students to be major-ready? Myth, anecdote, or reality?
 - Looking to four-year institutions to help answer those questions.
 - Four-year colleges: Who would be the best person to talk to about students who have to retake courses? Retaking courses at the 200-level that don't transfer from CTCs to BIs in the same way, so students need to retake them at BIs.
- Admissions and Registration Council (ARC) – *Karl Ritter-Smith*
 - Meets next week at TCC.
 - SFRA at CTCs: Student Financial Responsibility Agreement; students used to have to click a box agreeing to pay tuition, but is not part of CTC link - adding this process to CTC link now; some schools have adopted this already; before registering for classes, need to click a box to agree to pay tuition; needs to be done by spring quarter
 - Without this, can't send students to collections to pay their bill - drive behind this change.
 - Vendor has been chosen to be student success partner - Conex ED; two-way communication tool with CTC link.
 - Fake and fraudulent applications for admissions - work continues, created guidelines for each school to help recognize fraud and block as needed.
 - Implementing mandatory entry advising for students at Whatcom CC - has really helped lower fraud numbers, preventing fake people from getting registered.
- Washington Student Achievement Council (WSAC) – *Abby Chien*
 - See slides for more information.
 - Executive Order from Governor: WA completes FAFSA campaign - getting high school students aware of financial aid options available to them; creating toolkits, advisory board.
 - FAFSA/WASFA applications are open; aren't the only sources of aid available - check WSAC website for more information.

- Released new reports on transfer over the summer: 2025 Transfer Efficiency Updates, Beyond Transfer Degrees; Transfer Student Success webinar resources available.
- Brief on Parenting Students: Best practices and how to support.
- Transition to College report.
- Data dashboards on WSAC website - check them out.
- Feedback/Questions
 - Opportunity to market to students with some college, no degree with FAFSA/WASFA information

4:15 – General Discussion and Q&A

Review Member Questions (aka *virtual* question box):

<https://docs.google.com/document/d/1vniClZ680Y6AHYmh2QmsVo8av6c0OroWN3KQSIOE0oU/edit?tab=t.0> Open the following link in an INCOGNITO BROWSER to remain anonymous.

4:45 – Reminders and Wrap-up

- No-host Dinner: 6PM at El Sombrero (4 W Oak St)
- Wear your College Gear Tomorrow
- Notecards for questions if you can't access Google Doc for questions
- Breakfast tomorrow at 8:00 am; we'll start around 8:30 am

5:00 PM - Meeting Adjournment

Friday, October 10th, 2025:

8:00 - 8:30 AM - Breakfast

8:30 - General Session Resumes

- Call to Order (8:31 am) – *Kelsey Myers*
- Housekeeping – *Jonathon Barnett*
- OAR rep from CTC
 - Kristina Young will join

9:00 - Q&A

- Review Member Questions (aka *virtual* question box):
<https://docs.google.com/document/d/1vniClZ680Y6AHYmh2QmsVo8av6c0OroWN3KQSIOE0oU/edit?tab=t.0> Open the following link in an INCOGNITO BROWSER to remain anonymous.
- I have a faculty member who is asking for a CS class to fulfill a Social Science distribution. The course is like a computers in society type of class. The class is currently taught at our community college and fits some of the local college requirements to be considered a social science class. It is currently not required for any degree, but it can be used as an elective in the DTA.

- If we move to be able to use this class to fulfill the Soc Sci distribution and a student completes the DTA there would be no issue? But if they don't finish the degree how would the 4-years see this class? If our college says it is a Soc Sci would the 4-years follow that?
 - WWU: If included in the DTA, would count DTA. If student doesn't get DTA, course will be individually evaluated.
 - UW: If elective in DTA and came in, would get credit. Best way to make sure it transfers, run it through equivalency guide process.
 - WSU: Same as others - would come in with DTA, but individual course needs evaluation.
 - Whatcom: If it fits SS requirements, go to instructional council to make sure it specifically meets SS at school.
 - GRC: See if course can potentially meet diversity requirement? Work-around for counting course as something other than Social Sci.
 - ICW: Ditto - course is part of DTA, so DTA will be accepted. Course individually evaluated by institutions.
- Next question: Does the ICRC Handbook (DTA Associate Degree Handbook) allow for this. It does not list CS under Social Sciences. It limits transferability of Computer Science courses to "ONLY introductory survey courses and introductory college level courses teaching structured programming language. Courses devoted to a single Software Application are not transferable." Two footnotes apply to CS: "1. Introductory survey courses are those that include the history, philosophy and theory of the field." And "3. Though these courses are appropriate for the DTA Associate degree, they may not meet the requirements of the major degree program." CS 211 seems to fall under the first footnote as a CS course that covers the history, philosophy and theory of the field. This suggests it is a Computer Science course rather than a course that fits within a different discipline or distribution area. — thoughts?
 - Contact the four-year institutions?
 - Clark: Typically look at distribution recommendations to see if a course can fit under specific area.
 - Would depend on where the course is trying to transfer.
 - CityU: Having faculty look at computer science courses from CTCs and mapping them over and creating a guide.
- And answer to a. We have done some of this already. Trying to get clarity on if the handbook provides guidance.
 - Virtual Answer/Recommendation for discussion during the meeting: It may be helpful to utilize the ICRC Roster to contact individual universities to request feedback on how the course will transfer individually - or as part of the DTA.
- Will future ICRC meetings align with ATC meetings like they used to? Meeting the same week in the same location was convenient for members that go to both meetings. This also may be helpful with budget cuts and travel restrictions and could help with people being able to attend in person.

- Might be best to bring to JTC and ask to create a calendar of state-wide council meetings to see when and where they fall.
- Can ICRC look at ACPL this year to expand transfer from community colleges to universities? Particularly in the area of Academic ACPL? Right now, the process seems to be hampered.
 - CWU: Transfer in ACPL as credit awarded on transcripts.
 - SBCTC: Point person Ken H. doing work in this space.
- How are humanities performance/skills courses defined? Our faculty observed this tag limits the utility of the course as it applies to the AA degree. I understand intuitively a performance/studio course is one where a student is singing, performing, drawing, painting, etc. That said, we were unclear where the designation comes from. Does ICRC offer guidance for distinguishing which courses should be categorized as performance/skills?
 - GRC: Up to institution to decide what counts; faculty tells them courses are performance, and they get put on the performance course list - courses make sense as performance courses.
 - TCC: Music and arts at CTCs are pretty standard performance courses; unsure = creative writing courses, some view as performance, some don't; nothing in the handbook that provides guidance as what defines performance course - adding something to the handbook may be helpful
 - Bellevue: Depends on amount of lecture and performance as part of course; faculty opinion.
 - Seattle Central: VLPA - Visual, Literary, and Performing Arts; painting part of performance, language as well (literary); faculty, deans, and VPIs also have a say in how courses count towards performance designation.
 - Recommendation of adding something to handbook to help define performance; Clark: A and B lists - A = Academic, B = Something you as the student are doing; add this to handbook committee discussion
 - May continue having difficulty with courses like creative writing.
 - Where does limit of 5 credits of performance courses come from?
 - Gonzaga: Has limit of 8 semester credits of activities/performances.
 - Clark: Part of negotiation between BIs and CTCs when DTA was first created; performance courses weren't typically accepted at BIs as Humanities, so this was a compromise.
- Can ICRC help push for college-level GPAs to be added to transcripts in ctcLink? This is a major transfer issue, as currently only the cumulative GPA is listed, and that includes below-college-level course grades. Many four-year schools are not going to take the time to remove those and recalculate. Transcripts from the legacy HP system listed both cumulative and college-level GPA.
 - SBCTC: Didn't know this was an issue. Will bring it back to SBCTC.
 - Brought up before - answer is it's too hard for CTC link; would need to have a large amount of support from CTCs to be enough of a concern to warrant action - does have a large amount of support from CTCs.
 - Enhancement request has been created; have been asking for this for over 10 years.
 - How would this be calculated? Different institutions calculate GPA differently. Is there a standard? How are repeat courses handed?

- If pre-college courses were put on separate career in CTC link, they would not be added into college-level GPA.
 - SBCTC: Have to do this in a way that keeps financial aid unaffected. Can you see college-level GPA behind the scenes?
 - GRC: This is extremely complicated - have talked about this for a while; extremely complicated process, couldn't figure it out; enhancement was on a list at one time.
- Evergreen: Recalculates based on college-level courses
- Suggestion to see if others would be interested: ICRC usually has meetings on day 1 prior to the general convening (OAR, Exec, etc.). Given how much more software is involved in the administration of higher ed than there used to be, would others be interested in work groups for people launching particular software that year? There would need to be a way to identify what those support groups would be, but it might be a helpful way to find others facing similar challenges.
 - TCC: Would be really helpful. Just launched new software and would like to meet with others who have the same software to discuss tips and tricks and how to solve issues. Space for other issues/topics - go to groups you want to work with
 - CityU: Do hot topics section with a different topic each time?
 - Great idea if there is someone who wants to coordinate the group(s)
 - Highline: If on the agenda, so it's official would be good to know for institutions to know; supported by travel.
 - Groups that convene before meetings - have something to share out with the rest of the main group once meeting begins.
- Getting a lot of refugees, migrants, students with international transcripts that are all being evaluated. How does everyone work with English Composition on a WES-evaluated transcript?
 - Edmonds: Do not accept English credits from country that is not an English-speaking country; English as primary language.
 - If it's transcribed as meeting DTA requirements, how will BIs accept credit?
 - Gonzaga: Proviso forces us to fulfill English 101
 - WWU: Would require transcript from international institution; has develop course challenge exam (same at CityU)
 - WSU: Need to see international transcripts and syllabus information from composition course for review for ENGLISH 101 at WSU. If not equivalent, but student has additional writing courses (ENGL& 102, 235), there is a petition process to see if the requirement can be covered individually.
 - How many BIs have Writing Portfolio?
 - WSU, Whitman, WWU - in the discipline
 - If students take ENGL& 102 or 235 at the CTC, would that cover ENGL& 101 at BIs because they have showed they moved to the next course in the sequence?
 - UW: Just have ENGL& 101, wouldn't necessarily accept it, would need to submit international transcript. Only require 5 credits of English Comp, so ENGL& 102 would meet requirement.

- Learning composition is different than learning the English language - delineation is important.
- Whitman: Up until this year, required all students to take writing proficiency exam - waive criteria or have to take English class; in the process of changing writing proficiency.
- CityU: Most students are transfers, many from international institutions - normally bring in composition courses as English Humanities elective; need syllabus to review course for equivalency - rare to see equivalency for English Comp courses.
- Bellevue: Likes idea of writing proficiency exam; push for some kind of standardized tests in institutions to waive requirements; Bellevue - faculty believes that only Bellevue ENGL& 101 will work for requirement.
- Resources for international students who have advanced degrees? Help with ease of transferring credit?
 - CityU: Partner at FIS, costs money; they partner with AACRO for a lot of decisions; evaluators are trained on reading and transcription international transcripts - contact FIS with odd questions; free evaluation for students; approximately \$6K per year - includes certain amount of emails.
 - Bellevue: Dedicated international evaluator who used to work at FIS - if you get an odd question, reach out to Hannah; FIS is similar to WES - international credit evaluation agency; schools require international transcript and evaluation from agency - costs student money for evaluations; because Bellevue has international evaluator, students don't have to pay; last fiscal year: over 1,000 evaluations - pays off to have specific staff for evaluations
 - WSU: International transcripts go to international program for evaluation; 3-4 evaluators who specialize in transcript review, just require translated transcript and create evaluation based on what they see.

10:15 (9:35-9:50) - Break

10:30 (9:50) – Sector and General Discussion

- DTA updates
 - Revisions
 - Reduction of credits from 15 to 10 in distribution areas
 - Addition of Diversity course
 - Reduction of local variation credit
 - With the revised DTA, it's assumed that the degree's success may be partly dependent on the 4-year institution's ability to define/recommend "major-readiness electives" for the CTC's. For example: "X" institution recommends POLS& 202, POLS& 203 and POLS 204 for DTA students pursuing a Political Science major. How can four-year institutions support this effort? Is that work something that needs to be initiated at the sector level (ICW and COP) to ensure that information is in place for a successful roll-out of the revised degree? Does a disclaimer need to be included in new Proviso's, since each DTA subscribing institution needs to 're-sign' the statewide agreement?

- ICW: Conversations with various offices; what needs to happen - faculty need to take a look at the proposed revisions; will take a while to get lists of recommended courses; capitalize on communities of practice from different areas; will be a lot of variation.
- WSU: Working on building pathways from feeder schools to specific degree programs; reach out to WSU Transfer Center for more information/if you're looking for specific degree plan.
- Evergreen: Requirements vary depending on institution and degrees; difficult to standardize
- CWU: Each institution is working to build transparency in planning tools; one landing page that leads to all BI transfer planning resources/documents; how to connect with institutions; where would this live?
- UW: Working on major planning for a while; updates won't change planning much; have always wanted students to work major-readiness into DTA; continuing journey of having resources to help students be major-ready.
- EWU: Bringing back pathways documentation; revisions to DTA will need to be added to pathways; some degree options do not have a true 2+2 option.
- Highline: DTA revisions included feedback from data of students completing degree and transfer to BIs - complete at high rates; numerous students not completing degree at CTCs; what can students complete at institutions to make them major-ready? Challenge: many second-year courses are not aligned with courses at BIs; How can we increase the number of courses that will send students directly into majors, get major-ready and move students along? How can we connect communities of practice with faculty? More efficient equivalency request processes at BIs; How can we do that more effectively? More than just transfer guides at each place.
- CTCs requiring more general education than BIs need or want; how do we use those extra credits to fit into major plans? Waiting for something to come out from BIs as whole.
- At universities, where is the line drawn between 200- and 300-level courses? Handbook says CC courses can only be introductory courses.
 - Sometimes, BIs evaluate CTC courses with 300-level equivalency.
- Seattle Central: Redid pre-req's for certain courses - used to need 100-level course before moving into 200-level, changed to just needing English proficiency; economic reasons.
- BIs bringing in 200-level for 300-level: Focus is on learning outcomes and if they are met by 200-level course; CTCs can only transfer lower-division, unless faculty review a syllabus and deem a course as equivalent to 300-level.
 - Each BI is different in how major are structured; some departments will accept lower-division to meet upper-division requirements, some will not.
 - Requirement of certain number of upper-division credits in a major/at an institution

- SVC: Has the most local requirements of any CTC; conversation has been difficult on campus with making specific changes to DTA degrees; with more flexible DTA requirements, students could stray from pathways more easily - getting away from guided pathways
- LW Tech: Conversation needs to be had at CTC level; locally - what is difference between 100- and 200-level courses; redoing course curriculum includes conversations about what numbers are left in prefixes and how to reorganize them; how to use outcomes to build upon them in each course.
- Highline: Syllabus review and students being able to request reviews - gets into equity issues and who will take the initiative to request reviews; can be barrier for students; think about what students are being asked to do and how schools can be more helpful with those processes.
 - CityU: For tech programs - when transcripts are sent in for evaluation requests; send information directly to program evaluator for reviews before students get a full transcript review.
- Faculty: Thinking about preparing students to be juniors in their major; can there be clarification of what is meant when we say major-ready? Doing a disservice to students if they are transferring with junior credits and aren't ready to begin the junior year of a major
- Gonzaga: Worried about guided pathways not necessarily covering courses that enable 2+2 goals.
- What happens if a CTC can't offer some of the major-ready courses? SPSCC can't offer all CCN courses - staffing issues; understanding of guided pathways - create rigid curriculum to the benefit of students; flexibility in DTA may make this more difficult.
 - Guided pathways can be overly rigid, while flexibility may be difficult as well; need to discern what is required vs recommended.
- Task forces or work groups within ICRC to work with JTC on specific problems?
- Highline: Guided pathways implementation has 34 variations - every school is different; has been interpreted differently; important not to generalize about guided pathways and rigidity.
- If we use AA-DTA proposal, some majors that can't use the DTA to become major-ready; keep that in mind.
- Running Start: These students are also stakeholders in these conversations; summer Running Start has grown, demographics in population are growing.
- Whitman: Conversations with faculty about how students can earn a DTA and actually earn a degree in 2 years - about half; some of it is how often certain courses are taught, courses that faculty want students to take at Whitman, ⅓ of transfer credits can't be applied toward major; requires intimate conversations with BIs and feeder schools; students should start

connecting with BIs early in CC course career so they can come in major-ready and get advice on courses to take at CTC

- SBCTC: Looking at DTA proposal as template for future degree development; possible future that has set of good DTA/MRP programs.
- UW: Interested in data around degree completion for transfer students; don't have how many of those people who graduated from UW in two years had an associate degree; does not have data in relation to degrees; how to track once changes to DTA are made?
 - WSAC report has some of that data; aggregate, not split up: students who transfer with a degree tend to graduate at rates that are higher than peers who did not transfer; do not know how long it took to get AA.
 - Drilling down to institutional level will be important to know how much the DTA is helping; way to work together to get that data?
 - SBCTC policy associate in transfer started developing transfer dashboard with this information - don't know when it will be published (soon), has been a lot of work to put together - multiple data sources.
 - CWU: Have had breakouts of DTA completion and non-DTA completion each year; issue with their data - is non-DTA out-of-state? WA? Don't know where that data is coming from.
 - WSAC: Would love help thinking of what the metric of success looks like; happy to consider different metrics in reports in the future; report looks at comparison of other types of degrees students earn before getting bachelor's degrees.
- Clark and WSUV program mapping: Multiple programs where students cannot earn a degree in 4 years; students being major-ready is an important conversation to have - a 4-year degree in some programs isn't actually a 4-year degree; WSUV recognized how curriculum could be tweaked to help students complete degree in 2 years.
- Course sharing options for students/campuses that can't afford to offer certain courses each quarter.

Small group breakout/share with large group (approximately 15 minutes to brainstorm)

- Topics for ICRC's spring professional development session
 - Training on how to use SBCTC dashboards if available.
 - General questions of interest and how to find information.
 - Leading from the Middle
 - "Soft" skills of being mid-level manager; interpersonal relationships.
 - Transfer Panel with students.
 - SBCTC: CTC link staff - knowing the why behind the process.
 - Show and Tell sessions at future ICRCs: Good things happening on campuses.
 - AI and transfer evaluations: What software is out there?
 - Evergreen: Doing initial evaluation of GPAs using Copilot; will extract data from transcript and show what will transfer and not transfer

- NISTS not continuing annual conference; get on their email distribution list - upcoming webinars.
- Hot topics on your campus
 - How do BAS degrees fit into transfer landscape?
 - Articulation agreements - making sure transfer to BIs are smoother.
 - ACPL conversation
 - Travel restrictions: Is there an opportunity to have hybrid options for spring?
 - Executive board will talk about this as a possible option.

11:30 - Wrap-Up

- Reminders: Dues for 2025-26
 - Jeanne will be following up with institutions that haven't paid dues yet.
- Future ICRC Meeting Dates and Locations – *Executive Board*
 - Winter 2026 – **February 5** on Zoom
 - Spring 2026 – **April 9 and 10**, South Puget Sound CC, Olympia
 - Fall 2026 – proposed dates: **October 8 and 9, 2026**; call for host nominations.
 - CWU will look into dates for Fall meeting.

12:00 PM - Meeting Adjournment

Institution or agency who attended Fall 2025 meeting
Bellevue College
Cascadia College / ATC
Central Washington University
Centralia College
CityU of Seattle
Clark College
Columbia Basin College
Eastern Washington University
Edmonds College
Everett Community College
Gonzaga University
Grays Harbor College
Green River College
Highline College
ICW
Lower Columbia College
LWTech

Olympic College
Pierce College
SBCTC
Seattle Central College
Skagit Valley College
South Puget Sound Community College
Spokane Community College
Spokane Falls Community College
Tacoma Community College
The Evergreen State College
University of Puget Sound
University of Washington
University of Washington Bothell
University of Washington Tacoma
Walla Walla CC
Washington State University
Western Washington University
Whatcom Community College
Whitman College
WSAC
Yakima Valley College