



Fall 2019 Minutes
October 23-25, 2019
Green River College Main Campus
12401 SE 320th St
Auburn, WA 98092

Wednesday, October 23

12 noon – 1 PM

- Brown Bag Lunch and informal Social hour

1 PM

- Introductions and IceBreaker

Impromptu Discussion about ctclink:

Spokane and TCC conversion to 9.2 went pretty well. No big fall out to report. Suggestions shared:

- Keep up with cleaning up files (like duplicate records) so errors don't compound on each other.
- Make bulleted lists that are easier to follow
- Break up each pillar assignment into chunks so they are easier to manage and won't feel so overwhelming (such as process mapping for readiness). The process maps are for your understanding of the steps in your processes and are not used by the State, per se.
- Use the bulleted lists to create swim lanes in lucid charts.
- Advice to schools with lots of process changes coming – check your egos at the door and focus on the students.

We need leadership support in the areas of staffing, budgeting, travel/training support for ctclink activities and conversion. Need to think ahead about back-filling for staff and budgets during conversion. The budget and staff issues are felt more at small schools. More time is spent off campus at related process mapping and training events, which impacts work on campus. Having staff dedicated to ctclink activities is helpful. What do we need to ask for? Experienced PeopleSoft (PS) Project Analysts are really helpful to have on board in order to share the knowledge and leadership. Smaller schools are more impacted as they have less staffing, time, budget, resources, etc., to absorb this. It is a THING and a big commitment and investment.

Do we need new job titles? FirstLink schools did not find that job titles needed to change because the jobs and job responsibilities did not really change. Better to wait until you are on PS to see how it really impacts or changes the positions. PS really does not change the work, just how it's done. How many schools have Program Assistants still? Five schools indicated yes. Customer Service Specialists title is good if possible. Unions are already indicating they want to come to the table regarding changing positions as a result of PS. We need to slow down and be mindful that PS may or may not change positions in any substantive way. We need to get on board with new systems and then address if there are changes that need to occur.

2 PM

- Professional Development – Mark Brown, GRC – “Generations in the Workplace”
Learning and Development Manager, Green River College

Generations X, Y, Z and Beyond: Maximizing Your Team's Success was presented. The purpose is to learn and understand diverse perspectives, motivations and attitudes and how they have changed the dynamics of today's workforce in order to leverage talents and maximize outcomes.

Benefits of multiple generations, include a more flexible team, decisions are stronger and broader based,



team is more innovative and the team can meet the needs of a diverse work environment, which as of 2017, consists of:

- 2% Traditionalists
- 25% Baby boomers (first and second wave)
- 33% Generation X
- 35% Generation Y/Millennials (first and second wave)
- 5% Post Millennials (Gen Z born after 2000)

Highlights include:

- Do not make assumptions about generations or stroke with a broad brush – it creates bias. Each generation's traits and experiences influence the next.
- Colleges need to begin looking at a succession plan. Lots of baby boomers are retiring. Who will replace them? The Generation Y/Millennials and Post Millennials are the largest combined group in the work force right now.
- How to retain staff? Need to treat them as people, not just employees. Offer mentorship, encouragement, support and make sure people feel a sense of belonging. Need to find ways to offer flexibility and opportunities. Offer work from home options. Challenge leadership to have conversations. Challenges with state budget and system limitations.
- Millions in turnover due to culture. Poor communication was a big factor. There may be an expectation in a company that if you have been there a long time, that you should be promoted to a supervisor/management position. Not so because not everybody possesses the skills needed to manage others. Management has two jobs; the job assigned and managing/developing staff.
- How to leverage the talent? It's challenging due to different personalities and work ethics. Give staff more responsibilities. Treat as a unique individuals (not as one of the group)? If there are issues, provide coaching and document, document, document...

Tips for Generation Mix Manager - Talk to staff and ask questions. There are three primary areas of focus for management are:

- *Focus* – understand the mission and goals of organization and team. Help team members clearly define how their talents, skills and expertise make an impact.
- *Communication*-create easy to use communication systems (talk to people) to provide info and resources to each person just in time, all the time.
- *Customization*- keep team members energized and engaged in doing their work better, faster, safer and more cost effectively.

4:30 PM

- Question Box

Q-How are diplomas printed at your college?

- In house; it's cheaper and quicker. They order print paper and print out the diplomas themselves.
- Prints them out locally. Now considering moving to Parchment.
- Sends the file down to their own copy center and prints out them out locally.
- Was printing them in-house previously. Currently using Herb Jones to print them externally and are not happy with service and slow turn around. Considering moving to Parchment.
- Using Jostens currently and they are expensive. Going out for bid to have someone else do the whole process from start to finish. Looking for a more automated, streamline way.

Q-For HS completion programs, how do you calculate PE credit? How many High School (HS) credits is a one credit PE class equivalent to?

- The RCW/WACs say a five-credit college class is equal to one-year HS credit. This creates an issue with HS completion. It was interpreted that for the fitness and health requirement, a one credit PE credit class was equal to one HS credit.

Q-Do you give English 101 credit for English classes taken at a college or university outside the US?

It depends...



- Needs to be from a school with English as a first language, like the UK or the Philippines.
- Will take if it's been translated as English Composition.
- Typically don't, but have handled a transcript from a student who was an English Major and accepted their English classes.

Q-Which quarter do you post tech prep courses in – current or the quarter taken, or...? If the name of the course has changed since they student took the course, which name gets posted?

Colleges should have articulation agreements in place that they can refer to.

- Posts once a year in spring quarter.
- Posts in summer for the prior year and they use the title of the course that was in place in the year taken.
- Posts in summer for the prior year and use the title of the course when taken.
- Posts when the student took the class.

Q-In SMS, what are the residency and fee pay status codes used for ABE/ESL, CTE, and CE students?

- Most schools that responded use 3/33 for ABE/ESL, RS, College in the High School, etc. Some variations include:
- Use 1/92 (the 92 is attached to the class).
- If the students submit an application, they go with the residency/fee pay code assigned in admissions process.

Follow up discussion - How did you get ABE/ESL to use the online web application? New director initiated Online Admissions to streamline process for registration (instead of having students wait in long lines while large groups of students register in person). English speaking students are routed to use Online Admissions and they use online registration process now.

Q-What is the expected response time to produce records for Federal Investigators?

Investigators typically want instantaneous service. Is there any premise for instant response?

- Make them follow the standard process for transcripts.
- If they want transcripts and have the release, we just get it done and don't make them wait.
- Request forms should be submitted ahead of time. Handle on a case-by-case basis. If it is unofficial, why can't the student print one out themselves online?
- Is anyone sending the investigators to the National Student Clearinghouse (NSC) instead of them asking us? Should we make it part of our processes to direct them there? Could students make the request to the NSC to send the investigators an unofficial/official transcript?
- Provide them with a timely copy in order to help students get jobs.
- Sometimes investigators ask questions regarding start and stop dates of quarters and it can take a lot of time.

Q-Are you digitizing records? What system are you using? Do you have a contract or are you using in-house and what is the cost?

- Who is digitizing records? About 10 schools raised hands
- Just signed contract with Access Corporation through Spokane (Marty is the representative). They currently have microfiche and reels. Cost is about \$7000, which includes digitizing/TIF files. Works well with Document Imaging.
- Use State Archives and digitize records with microfiche. The State has a better version of archives and they have back up also, though it's not cheap. We still hold onto our microfiche machine that we bought for about \$6000.
- Uses CIA Management microfiche. They do the microfiche, reels, scan all the catalogs, class schedules and it costs about \$10,000 to do all of that. They did PDFs, keep backups and their records are readable and searchable.
- PDF's are not recommended for permanent records. TIF is the most archiveable digital image because PDFs will disintegrate over time.

Q-What is your policy or practice around holiday decorations at Xmas in the office?



- Separation of church and state.
- A couple schools use only seasonal decorations, like snowflakes, snowmen, and winter scenes.
- Had challenges last year when the decorations went up. Some staff were sensitive and not all were comfortable.
- Had lots of office decorations and there was concern about too much Christian holiday decorations. Some staff were offended not to be able to decorate and others were upset because there were too many decorations. As a group their team agreed to decorate individual cubicles as they liked and keep the open areas more generic.

Thursday, October 24

8AM

- Breakfast

8:30 AM

- Introduction/Welcome/Blessing

9AM

- FERPA/PeopleSoft/Blocks and Holds – Karl/Ruby to facilitate conversation about options
Robust discussion. PS shares records, transcripts and blocks, which follow the student and are visible to other colleges. In the case of a conduct block, it would not block them from activity at another school, but the other schools could see the block. In addition to student records, the system shares disability and employee information, which also is visible to other colleges. Concerns expressed about potential FERPA violations/issues. The issue was raised before and has not been adequately addressed. Previously, transcripts were discussed and we agreed we wouldn't look up other school's transcripts using the honor system. Is this the same for blocks and other information? Schools have access to lots of things in the PS system that they don't need. Do we just not look? Can you avoid looking? Isn't this what they thought would happen with all the schools on one system? The system lets you switch to another college view to see blocks and holds. Sometimes it defaults to another school's landing page and you can see details without using drop down box.
- What about students? Do students need to be notified that anyone on the PS system can see their records and details. Are there really two issues here; one issue being FERPA the other ethics? Gonzaga versus Jane Doe had a legal case over similar issue.
- If there is an ability to have access across schools, would it have to be added to our annual FERPA statements to disclose to students that the entire system has access?
- Is there some way to lock down security so information access is limited within individual security roles? Based on how security works currently, Spokane has tried to lock down security/permissions, but this potentially affects and limits other institutions' ability to use security options on their campuses. It is a global problem.
- What happens if a student requests non-disclosure. How does that work in a shared system?

Ruben shared a couple thoughts. Some schools don't require students to turn in all official transcripts and there is no state policy to make them turn them in, so do we need to have a state policy that clarifies if we have access to the transcripts, do we need to use them? What if students want to opt out? What people can see depends on their security roles. Security can be intentional with PS in what people can and cannot see. This is not a FERPA violation, it is more an ethical practice on your campuses. What is changing is how we use/access the information. Do we need a policy change? The other side of this issue is that disability and employee data is also visible and accessible by other school personnel. We need to have conversations with our IT departments on security access for each employee.



What about students changing their legal name? What will be the process for sharing that information with other schools? The group determined this is a grey area and potential FERPA issue, and are uncomfortable with it. Should the AG be consulted on these potential FERPA issues? How are we going to keep all this from getting complicated with students on what we do and don't share at each school? Is there a FERPA violation because it may/may not be part of their educational record, part of directory information and not deemed releasable equally across all the 34 schools?

Do we need an agreement or something posted across the system to tell students what information is shared? Should we have a data sharing agreement at State Board level? If we don't have one, we are in a weird place. If a student has made it clear they are transferring to an institution it is okay to share, but what if we are looking at records for a student not planning on transferring to our institution? We are each a separate college with our own separate accreditation so we can't be considered one system.

- Can people see both service indicators and the reason behind it? Yes, you see both.
- What about fetching transcripts? Some schools are depending on information from transcripts. FERPA doesn't prevent us sharing transcripts, but knowing that Financial Aid (FA) can have access regardless of whether the student wants us to or not may be an issue.
- What about the State's OneLookUp system, how does that work in terms of sharing SSNs and other information across the system? Was there an agreement at the state level?
- Will this turn into a free-for-all with students asking each of our schools to look up information regarding another school and drawing us in to issues not related to our institutions. We can't do that for other schools.
- Could having access to records and blocks be used by another school to prevent students from access or services? Cielito said schools should send students to their own Student Service Center for information. SSNs/DOBs can be locked down by individual and role. You can limit information this way, such as only allowing people to see the month/day of birthdate and only the last four digits of a SSN.
- Is this a data breach risk as well? A-FirstLink school shared that queries have been locked down better to protect data, like the bank information that was previously available for all to see. Lou added that other schools could see banking information, but it was not a data breach or a FERPA violation, and they have since added a non-disclosure agreement for users.

What do we need to do about all of this and are we missing information on what can be done? We need to get guidance from other people and resources outside of the room. Do we need a request into the State for a PS system remedy or security re-design? We are working on local security, though this is a global issue and could be a big impact on business processes. We will continue to see these and other issues raised as we get further into conversions and implementation and will need to adapt or solve issues as we go. We need guidance from our AG's on this. If ARC wants to type up a paragraph to succinctly outline the issues, Ruben will move it on Joe Holiday and Dave Stolier, AAG, for feedback prior to the next meeting in January. Once AAG lands a decision, it may move forward to the Data Governance committee for resolution.

A small work group was created to move the issue forward consisting of Chantel (Spokane), Amber (TCC), Janet (Columbia Basin), Anne and Tiffany (Pierce) will form the work group.

9:30 AM

- TS/ELA/ABE Classes as prerequisites and Financial Aid – Karl/Ruben to facilitate conversation

Ruben-colleges are looking at ways to reduce the intermediate level course slump for students who can't get through the four quarters of math or three quarters of English in order to get to



college level. Colleges are engaged in multiple measures of placement to provide options for students who don't test well. Colleges are looking to restructure courses so students can gain eligibility to move forward. If a basic course meets the requirements to be eligible for a college-level course and they students are only charged \$25 for the course, how does this impact FA funding? Not feeling super comfortable with this, especially from the FA funding end of things. If you are using a waiver and not charging tuition, how can FA cover the courses? How does the WA College Grant work with this? Even if the handbook says it's okay, does the Washington State Achievement Council (WSAC) feel the same way? Students have to be admitted and declared into a program, which then opens the door to the possibility of FA.

This issue affects retention and completion numbers, similar to how it impacted completion numbers of nursing programs. What CIP code are you using for Basic Skills (BS) classes? You're not charging them tuition? Are you claiming FTE's? How do these courses affect your completion rates? Do you have to report the waived courses? Are you awarding FA potentially? Are you doing it backwards, to create FA eligible courses, which may be questionable depending on how you do it? Some schools are creating multiple versions of the same class, such as TSL 97 and ESL 97. You may have to adjust the cost of attendance if you are putting them into FA Satisfactory Academic Progress (SAP). BS students are more transitional in nature and attend for a few weeks and then disappear. Could this inadvertently impact students' future attendance and impact their ability to be eligible for aid or loans? Are we making BS students incur a lot of debt? What about their lifetime credit eligibility with FA? What about scholarships and other resources?

We are talking about changing up what we do and how we do it. We're having thoughtful conversation about not doing things the way we've always done it. We need to add these classes to the prerequisites on our courses too. Was this talked about at the Financial Aid Council (FAC) council meeting? The school that raised the question wasn't able to attend. Conversation was lukewarm. Colleges are really trying to think it through and offer new ways of doing things to save students money, get them access to FA, get them through their remedial level coursework, etc. While this is admirable, Ruben wants us to be sure we are all comfortable about how we are doing this on a state and federal level.

Lou Sager (SBCTC) led a couple question/answers.

Q-If a BS student is moving into a transfer program, can the program code be changed? A-No, not until they actually start in the new program. Until then, they are still a D student. If they are a BS student, they get the \$25 class. If they are in developmental courses, they may be eligible for FA. BS is a precursor for developmental courses and students often struggle at this level.

Q-Are BS level students approved for the ALP level changes to a higher level? A: Yes.

Q-Do we need to redefine BS as pre-college? A-Ruben responded that when colleges have conversations between FA, Instruction, BS, etc., he would like to see people getting incorporated into the conversation, bringing different perspectives to the table. Would also hope that Guided Pathways work will pull people from different areas into these discussions. Registrars and Enrollment Services should be part of these discussions.

10AM

- break

10:20 AM

- State Board Coding Updates – Lou Sager



Global FERPA directory proposal was shared with WSSSC and it was supported. There was a subcommittee for collecting sexual orientation and gender data. There were a few changes with coding, which will look a little different. A few metamajors were added and Academic Credit for Prior Learning. The coding is now in the Port. Some schools are doing things slightly differently locally. Check with the State Board (SB).

Reports- there have been potential issues with reporting. The SB is considering doing the report themselves for the Washington Student Achievement Council (WSAC) and the legislature. The quality of coding and everybody being on the same page is important for the final report. Need veteran information to be correct so they can see how veterans are being served. Inaccurate coding can send an “off” impression to the legislators because the reports don’t reflect accurate data. Ruben reminded institutions to submit their report to WSAC if they’ve not already done so. Four-year schools at ICRC expressed concerns because of the numbers reflected. Could the SB could send an example of their report so schools could compare the data with their own before sending on. Lou will talk to Carmen. Colleges would like to see the report before conversion to PS so Legacy schools can clean up data and errors.

ICRC changed the 25% limit on prior experience, but the handbook hasn’t been updated. The NWCCU portfolio is limited to 25% of the degree. This was new news to them. Ruben was emailed for confirmation and he is checking on this.

Invalid EPC’s, program codes, etc.-Lou encouraged colleges to stop using invalid coding when we make a change. There have been issues. As you work on Guided Pathway work and are splitting out a degree, like the AA, keep your tie to the old degree so that it connects the old and the new. This way, you won’t create more work, which would occur if you set it up so the old code stops and new code begins.

10:40 AM

- WSSSC Updates – Ruby Hayden

WSSSC met at Peninsula two weeks ago. The FERPA global policy was approved. The council was willing to approve since ARC had already reviewed. Non-FERPA employees on campus might have questions about any impacts. The council approved ARC’s request from spring regarding the ctcLink change in Advising notes in that it would auto populate to the **???** field. WSSSC worked on their work plan for upcoming year in three primary areas; 1) Strategic Enrollment Management 2) Guided Pathways and 3) EDI work/professional development on campuses and among councils. Ruby is part of the EDI subgroup.

WSSSC is hosting the spring conference in April at hotel Murano in Tacoma. WSSSC hosts every three years. Call out for proposals; an opportunity to share your expertise across the system. One topic of interest is “how to be a high quality leader, manage interpersonal conflicts in office and supervise.” In spring, ARC attaches to WSSSC conference and has only a business meeting and discussion on Friday morning. Do we need to have a whole three-day ARC spring meeting? Group’s response was lukewarm. Ruby and Ruben are taking notes during this ARC meeting and will take any issues back to WSSSC. We can always contact Ruby with other issues too.

Ruby is on the sub group for sexual identity, gender and LGBTQ data collection. Issue of gender and sexual identity has been around for a couple of years (implemented 2012/13) and needs some updates. Reviewing issues around preferred name, gender identity and honoring previous work while moving forward. Should changes be made in both Legacy and ctcLink? Need to implement, collect and keep relevant with language and the changes that evolve. There is also a subcommittee that is looking at issues around gender and sexual identity. No specific deadline, but a sense of urgency because of PS. Students have brought forth concerns that the ctcLink system is not taking the issue seriously enough. In PS, only M/F/X options exist. A service indicator is what is used now and will not be adequate moving forward.



Another issue is the name change process and how it relates to gender changes. We do not ask students to prove their names when they apply. Why do we ask for proof later when they want to update due to gender change? PS 9.2 fluid has additional tables that add some flexibility.

11 AM

- SBCTC Updates – Ruben Flores, policy associate, member of four councils.

Go to ARC website at SBCTC for an update on Student Services report (except it's not there yet).

- New Director of Transfer Education is Jamilyn Penn. Scott Copeland, Associate Director, Campus Support, is back into the policy world from ctcLink. Scott is a great resource with his longevity and knowledge.
- SBCTC and college presidents worked hard to create a vision statement for the system. On June 27, 2019, they reached an accord and the board approved. The new mission statement is "Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities."
- Fruition of Veterans and Military Services (VMSC) council; our new partner in advancing the work we do to serve veterans. Had their first meeting. Elected interim officials, committee members and developed a work plan. Brought in speakers, such as State Approving Agency, the President WAVES, Jan Yoshiwara from SB, etc.

Legislative Updates – January begins new legislative session. Should be a short session. Calling work groups for Loan Debts, Veterans, and FAFSA. Last year, Washington College Grant was a component of HB 2158. Created a Business B&O tax for certain businesses (\$370 million in revenue) for the State Need Grant (SNG), an entitlement program for students. Will serve all eligible students, starting next year, which includes the other 22,600 students who weren't previously served. In addition the median ceilings were raised so that more students who weren't previously eligible can be served. WA is #1 in the country for student support because of new program. Conversely, we are 48th in the nation for FAFSA completion. Not a good number. The impact of receiving the SNG grant is that students are 12% higher for completion rates. How can this research help us understand moving forward how the new funding of eligible students may be more successful for student completions? How are the students on-boarded to better understand processes, like Guided Pathways (GP), and how are these processes helping students? HB 2158 has about \$32 million in guaranteed funding to give to colleges doing GP work. Make sure your colleges are represented in the GP conversations and get some of that funding for the work being done.

Trying to establish a work group that has VPs, FA directors, etc., to explore how FAFSA completion can move the bar for students. Our state needs better momentum in this area. Adult learners looking to come back to college need to get the information so they can apply for funds. Since we will not run out of funding now, we can hit the recruitment hard to get students applying and on their way to completing a program. Some other highlights include:

- Emergency Assistance Grant program is trying to figure out reporting and the effects on Financial Aid. Colleges are filling out the grant applications. Email Ruben about any questions.
- Dual Enrollment (DE) Grant scholarship HB 1973 creates \$750K for the next two years. Covers free books and lunches for DE students. \$10 per credit hour for books. It's a pilot program. Rumor is that DE (and Running Start) will potentially be free for students in the future. If so, the DE grant will be null moving forward.
- May see a bill that requires a FAFSA for students, but it might have an opt out feature.
- Strategic Enrollment Task force has focus on K-12 alignment, retention and persistence, etc. Ruben will send out their report as soon as it is available.



- Pathways to Graduation for HS students. Requires dual credit that isn't really dual credit. Will send out more info to list serve when available.

Legislative session beginning for 2020. Ruben encouraged colleges to get involved and participate in upcoming meetings, conferences, events, commission and council meetings. WATCSA Legislative interns from the colleges, testify and advocate for their fellow students. Looking for two more students. Other focus issues include:

- Open education resources
- EBT use on campus
- On campus mental health services
- International student tuition advocacy
- College in the High School (CITHS) A review was made 2017 to establish academic rigor. Standards developed. Reviewed eligible colleges. Schools that did not pass cannot offer CITHS.

Reminder - Next ARC meeting at Spokane Community College Jan 22, 23 24. Oxford Suites hotel for ARC block of rooms.

11:20 AM

Questions from Emerging Registrars – what do you wish someone would tell you? And, advice from Experienced Registrars – what do we know now that we wish we knew then?

What do you wish you'd known when you started?

- Attend the quarterly ARC conference, to get information and knowledge from others and the SBCTC to do your job well.
- These are your peeps. People at ARC are willing to help. Did not want to ask questions at first to not appear stupid. People at ARC are awesome. Ask questions and take advantage of them.
- ARC Registrar List Serve is there to be used, it is active and available. If it is something you do not want to put out there, call other ARC members/registrars on the phone and have a private conversation.
- There is a value of being here at ARC and experiencing the conversations at the tables, dinner, and group conversations. You are not alone and do not need to feel overwhelmed by yourself. It is worth the time away from the office.
- If there is not budget money to attend, ask your presidents and deans to help. Attending ARC is important.
- Fake it till you make it. Our once upon a time newbie is now a FERPA expert and knows stuff.
- ARC is a great place to get innovate ideas. We share what's happening on our campuses and bring back new ideas or efficiencies. Don't get comfortable in the job. Things always change. Be flexible. Sometimes we come at ideas through the back door. Continuous improvement.
- Often did not know their college had a coding issue until they came to ARC. You don't want to miss critical information that may only come from ARC.
- If you're asking for budget and not getting it to attend ARC, let ARC board members know so they can bring it back to Ruben at SBCTC and Ruby at WSSSC to lobby leadership to support/help get you there.
- Ruby, can call colleagues to let them know how important it is that they send members to the ARC meetings. Not all VPs have been a registrar, sometimes it falls to you to do some educating of the VPs so they can better understand an issue (above and beyond giving them an update or report). Don't assume a VP really understands policies, such as FERPA changes, and provide them with the critical information when needed.
- There is a difference between humility and accepting the authority of your role and understanding how it plays out at your institution, especially for issues like FERPA, residency, etc. Reach out to get the information you need and knowing what needs to happen is important. Have confidence and



competence in your role. Know what's going on in your campus.

- Don't just be aware of what's happening on campus, but insert yourself into conversations and issues because the others making decisions may not have all the information regarding impacts and policies, PS and Legacy, etc. Registrars must also be flexible, fast paced and involved with all of the changes we are working with right now. Read your state board manual, coding manuals, etc., and keep up! This is not a black and white world. Gently gate keep.
- We do work in a world of grey and we are not inflexible (registrars). We are all in this together, with each other, registrars, administrators, etc.
- Find a person you can partner with and stay connected. It can provide a means of support for talking out and relating to registrar stuff and better understanding the work you do. Really helps to have a person to talk about issues. Developing a NW group of registrars.
- Trying to break the stereotype of being the gatekeeper. Likes to add a "yes, and..." to everything instead of a NO. There is always a way to compromise and get what you need. We do a good job of not having a knee jerk reaction to hide behind FERPA. Keep an open mind and find a way to make things happen.
- The breadth of our work means lots fall on your shoulders. Establish ways to make habits for self-help and self-care. You have to take care of yourself.
- When you receive immediate requests for information, trust your spidey sense. Sometimes it's okay to say let me look into that and get back to you.
- You have all of us at the SBs and we are here to help you. Most of us have worked at colleges so don't be afraid to reach out to us.

How do you define registrar and how do you balance policies and requirements with humanity of EDI/real students and human issues?

- Tells people he works in admissions and student records; seems to work.
- Sometimes makes an exception to a policy. Sometimes it just requires an explanation. Be able to explain the why. Sometimes, administrators make a decision to break a rule, but just be sure they have the why first.
- Conversion to move to PS is a great place to start the conversation. If the answer is because we've always done it this way, time to revisit and think about why we're doing it this way to begin with.
- Asks why they have the policy in the first place that they have and/or brings the human element/focus to a policy itself to begin with.
- Tells people she registers students. Seems to work.
- Tells people I know things. Paradigm shift to use the EDI lens in all situations and sees his world through those glasses. Brings EDI to policies and policy development.

Q-How do you do quality control in evaluations so you know you are doing things right?

- Do it myself. Other duties as assigned.
- Use the crosswalks in HP that are available for evaluators to use and keep adding to it.
- Instinct that you build when you start evaluating. Takes time to develop.
- Ask staff why they made this evaluation decision. Keep asking why to help them develop their thinking. Offer other options if you don't agree with how the decision was made.
- Making sure there is a good relationship between advisors and evaluators is essential. This also helps advisors with unofficial evaluations. How can advisors advise without understanding transfer courses?

Q-What's kept you in your current position?

- The students and enjoys helping students be successful, seeing them start and every aspect until they graduate. Plus, lots of changes and growing with the changes that occur.
- Likes the diversity of issues and activities happening.
- Has more honor and respect for what we do the more she works with us. Regardless of what all work we have to do and what all is going on, we are the experts in what we do, the data, etc. That's why the



SB asks us questions.

- There are more people than Registrars who are responsible for data on our campuses.
- This is the first time I've come to ARC and appreciates the information we've shared. Will be calling us (do not block him!) and as a new member, really appreciates the information.
- Be patient with yourself. You are not the only one in this job and we're all here to help each other. Registrars call the state and ask for help.
- This is my third ARC and I was at first scared until Karl talked with her. Do we have a list of emails and contacts? Do we have a mentorship program through ARC? Lots of new members this year? Doesn't like to bug others, but it would be nice to have someone to call and touch bases with.
- Don't be afraid to call – we want to help!
- You are never a distraction and please don't hesitate to call and ask questions.

12 noon

- Lunch

1PM

- Tour of Green River Campus

2PM

- Placement options/Data Exchange with K12 – Bill Moore, SBCTC

Main area of focus is K-12, Bridge to College (B2C) program and related placement issues, etc. Rapidly changing landscape in the area of placement. Smarter Balance Placement (SBP) came about several years ago. Two years ago legislature changed criteria and moved SBP to 10th grade (from 11th) and called out transition courses as an automatic placement. Find more online at bridgetocollege.org Additionally, two years ago they delinked the assessment from the graduation requirements and created multiple pathways (8 different types); dual credit, standard assessment, etc. Might now need to re-look at placement to see how well students are doing now that they have different ways to meet the assessment. It is more complicated. B2C is in 225 high schools and 127 districts across the state. Some teachers and students like the courses. Part of the evaluation was to look at the concerns and issues.

Do the students know about and understand the varied destabilized options? Joe Holiday at the SB has recruited a contact person at colleges to assist them. Two-thirds of the campuses have identified somebody. Let him know if there is a good person to recommend if we haven't already. Have set up seven different mini grants through College Spark money to do targeted interventions. The big issue is trying to make this project simpler and online, etc. It is not working to have a data exchange process. Thought they'd have a version of this and decided there were FERPA issues and technical constraints to give access without creating separate systems. Now trying to focus on communication and do a better job helping students and staff to access and use the information. Going to cost a lot of \$\$ and staff time. Ran into issues. What are our issues, concerns and questions? What can he take back to OSPI? How are we getting student transcripts? Any challenges on our ends? Q-Is the information is on the HS transcripts and he said it is. Additional discussion points included:

- One issue for colleges is that students send us transcripts and assume we know what they want us to do with it – and we don't.
- We need to admit the students to the college first.
- We combine Testing within Enrollment Services. When a transcript is received, Testing reviews the transcript then provides information on through to the registration process.
- Students can't log on after they graduate and access transcripts and Smarter Balance records. Maintaining access longer after HS completion may be helpful.

Q-Is there any value/potential in an automatic process that checks off the student's interest in wanting to do something with the records? Discussion points include:



- Spokane has an automatic process that automatically gives everyone the placement and advises them they can do additional placement activities too.
- Centralia has the same. At Centralia, Admissions does the alternative assessment review.
- At Wenatchee, assessments are entered.
- Cascadia use the HS transcript as an inquiry. They use with recruitment process to create a record for the student.
- We need a record in SMS before anything can happen. How can you track it if the student hasn't applied and doesn't have an SMS record?
- We document image and scan all records, transcripts, AP scores, etc., and staff are trained to always search for imaged records.
- Students are sent a letter when they apply that they have to establish assessment and are given the options/forms.
- Students sign up for New Student Orientation (NSO) and are sent an email. Staff check to see if they have submitted placement. They scan in all of the HS transcripts as they come in. If it's a transfer student, they meet with an advisor and the advisor has access to transcripts because they are already scanned in.

Q-Do we have a way to know there is a placement option?

- Spokane records every placement option received and enters it. The system would know if a prereq was met.
- Cascadia pulls a DATA report.
- Global ID's may or may not match other institutions. Cielito will lead a conversation tomorrow about a global SID. There is a functional component part of PS. Colleges want to say the different placement options have different time validations and, therefore, they are not standardized. There are challenges, for example, if a student takes Smarter Balance in the 10th grade, the placement score may be invalid by the time they get to college (if the college excepts for one year only). There is a timing/limitation issue with scores and how schools view them locally.
- We don't know what placement the student has by osmosis, students need to tell us what they have. This is not helping students. OSPI is backing up now. Student don't have access to Smarter Balance scores. They don't know where to get them and they can't access their online records. Centralia gives them the minimum until the student brings in something official to show a higher score. Bill said a Smarter Balance 3 or 4 score is fine. If it says "met requirements" it means you can give them credit.
- Do students need to tell us what to do? Bill, will go back to OSPI about Skyward, B2C and explore if students could be given a form they take to the college to indicate what is needed. Also, OSPI needs to improve access for B2C students and provide a link where we could all get to the information. Smarter Balance is taken in the 10th grade. RS have other options available to them. Email Bill if you have additional questions or feedback for him.

Table activity led by Karl Smith

Talk about the "win" you've had this past year. If you haven't had a win, what win would you like to have/want? Report back. Wins shared and/or wanted include:

- Value change mapping/lucid charts
- Merged front FA staff/Enrollment staff (including Admissions) with cross-training efforts to better serve students. Staff are learning and have great attitudes. Q-how long is training time to get people up to speed in all of the areas. A-started November of last year and worked for a couple of months on a training class. Then worked a couple of months on actual training and went live March 1st. They are still learning. Important to have critical processes documented and have cheat sheets and reference resources. Lots of information to learn. Great for students. Q-What is the job classification of the staff? A-Student Enrollment Specialists at Clover Park. Positions were reclassified and moved up a step. Salary range 32-34. They each have specific responsibilities. One for processing official



transcripts, one for educational confirmations, etc.

- A department got their coding back after another department goobered them.
- Got tests for College Source and transcripts.
- Scan transcripts to shareable site
- Adding staff for front counter
- Document Imaging
- Would like to live in Hawaii
- Reorganization moved out of Enrollment office to Associated Student Body
- Last group to convert to ctcLink, turned on degree planner and getting lots of benefits already
- Position plusses. New staffing positives and gains. Some departments fully staffed.
- Implemented online late enrollment form for students adding after regular add/drop period. Started with an electronic form that students sign in to get started. Goes to instructor and then to Dean and on to VP. Students log in and note the class they want consideration for and submits. If instructor approves (or not) and goes on to the next person in the process. Student gets emails along the way and a final email from Registration office.
- Elimination of a toxic employee. Then repainting and reshuffling and it feels fresher and cleaner and more positive now that negative energy is gone. It's amazing how positive and morale boosting this has been.
- Using online forms with 3Cs. Next steps will be graduation application form and auto conferring. There is a query in PS called degree boost. When looking at it, they found they had students at 100% completed but hadn't requested a credential. Looking to improve these numbers.
- Testing Center is fully staffed and supported.
- Ready to train (140 people!) to use the SM700A screen in SMS.
- Hired a manager so Registrar will get some relief.
- RBI software instead of DATAX is really great. Have done some testing and its working good. They've auto conferred lots of students for credentials. Really happy with it.

SBCTC legacy update- Ryan Jackson

Web admissions

- Updated phone fields on biographic tab. In SMS, cell phone maps to evening phone. Other number maps to day phone. Issue still at some schools that use the fields differently. ARC members noted most students give their cell number as a day phone.
The evening phone in SMS converts to day phone in PS. Could schools request locally which number they want converted to day phone? Ryan said conversations still haven't happened. Goal is the end of the year. Can't schools just change/switch the data when working on their conversion data?
- Add 40 NW tribes to ethnic origin Note: it was reported that Port Gamble Clallum tribe should be Skallum? Ryan will investigate.
- Add updated HB1079 affidavit
- Added configuration support to sex/gender question.

Tuition and Fee – Credit Card Payment

1-Web credit card payments. Still safe-processed via Cybersource. Issue with limitations on calling and working with banks on refunds. Only allowed up to 15 a day? Personal payments are still using Cybersource.

2-In person card payments. All credit card data entry fields in HP-UX will be reduced to 4 characters.

3-Changes remove us from the scope of a PCI (payment card industry) audit. No longer a concern for PCI and will prevent future audits.

4-Development expected to be completed by the end of the year. Pierce said to check your websites to be sure there are no hidden electronic records that are storing SSNs or credit card information.



Student Center Adaptive Displays

- Close to being finished, though still in development.
- Single point login for students that will work with smart phones and tablets (and will be able to print if their device connects to a printer interface option).
- Not intended to replace existing web and transcript apps, but it would be a good thing if they did.
- Each school can customize how the login page looks.
- Can display up to four quarters.
- Has tabs for class schedule, registration apt, waitlists, register (where they see the whole class schedule), pay tuition fees, 1098T, transcript, and account settings.

Q-If the student has a block, at what point in this portal would they be blocked? A-Ryan thought they could still get in but it would block them from certain functions like registration.

Q-Do our IT people know about it? A-Ryan hopes so.

Q-Degree audit one of the tabs/features? A-that's a different interface. The above portal interfaces from SMS. It might be possible for our IT departments to make that happen...

3:15 PM

- Break

3:30 PM

- Question Box

Q-Should we be stamping "issued to student" on unofficial transcripts or is this a local decision?

- Clover Park doesn't and a number of other schools said they didn't either.
- A few said they do stamp the statement on transcripts.
- Some stamp on the envelope.

Q-Do you indicate official transcript on the envelope.

- Most do, though this is a local decision.

Q-Do you require an official transcript for high school completion programs?

- Group asked is this to issue the diploma? Person who submitted question is being asked to use unofficial transcripts. Is this okay? Ruben said there's no law, per se. This a local decision.

Q-Do you require an official HS transcript to issue a diploma? Can you graduate a student with an unofficial transcript?

- A number of schools indicated yes. And, most said they require an official transcript for awarding a credential (just like they would from other students for other programs).
- It may depend on where it falls within your college.

Q-Are colleges getting paper transcripts from other CTC's? Who is getting paper transcripts or electronic transcripts from ctcLink schools?

- Hands raised on both questions.
- Some transcripts come through garbled, like clock hour schools such as Clover Park.

Q-What would it take to start a council for outreach and recruitment?

- Wenatchee asked the question. This topic came up at WSSSC also. Why is the question being asked? It's come up because enrollment is down system-wide and maybe we could collaborate if we gather and share ideas, strategize and consider best practices. Would a council help with this? Question at WSSSC came up about Entry Services and that Outreach isn't typically included in with Entry Services. Admissions doesn't always feel included.
- Ruby mentioned a discussion in winter quarter about councils and commissions. If we have a type of council for every type of job we have in Student Services, nobody would ever be on campus. A council is about professional development and system governance and how we move the system forward together. If the system is lacking in a specific area, they might consider a new council, such as the



recent veteran council that was created. It takes a long time and we need to demonstrate there is a governance need that isn't currently being addressed. What do folks really need out of this? If it is less than governance in the system, it might be more of a group get together (not a council). If we need to spend more time with a specific area, such as Admissions, we can just be more mindful to have more time on the agenda in the future. Five years ago, a group got together and invited Oregon schools to talk and the group provided their own snacks. Elsewhere, group get-togethers occur before, during and after recruitment activities. Could this be built into future ARC agendas?

Q-Who is doing the MIS reporting?

- Quite a few hands went up around the room.

Q-Who is responsible for putting in prereqs in SMS on course level?

- About ten responded yes. About equal amount said it's handled in the instruction office at their schools.

Q- How do you verify student program coding, matches the program enrolled in, like enrolled in prof tech but an AA student.

- Several schools, such as Spokane and Columbia Basin, responded they don't. Typically, application-only specialized programs like Nursing and Vet Tech's codes are monitored and updated.
- At Everett, once Nursing students are entered in program, his office gets a list and they update.
- Cascadia gets advising lists and, if different, they submit changes and update.
- Students are notified they are not registered in the right courses for their programs or vice a versa.

Q-What is your process for resolving duplicates and do you like the process?

- There is only one screen in SMS to make the correction. Careful about merging in the middle of the quarter because it affects canvas.
- Bellevue is hearing they should clean them up. Their process is that the student must initiate. Sometimes errors occur that merge the wrong records.
- If one of the duplicate numbers falls outside the regular students six-year conversion window, once the conversion happens, you won't have capability in Legacy to clean up records, so get it done now.
- Lots of the duplicates come from TechPrep students.
- Skagit corrects only once a quarter after grades are posted. A student has lost their assignments when corrections happened mid-quarter. The SID that has the SSN is the one we keep because it can have an impact on FA awards previously made.
- Clean up now and develop a process to not create duplicate records in the future. Big mess with PS in cleaning up records.
- Ryan asked, if people are using the student audit function in web admissions?
- How many issues with the Payroll department and duplicate records when a student is now an employee? If this occurs, call Ryan or talk to Payroll face-to-face.
- Start reigning in permissions in SMS now. Lots of duplicate records from Basic Skills registrations.
- Do we need have to merge CE records with regular SMS records. A resounding Yes! It is still a duplicate record.
- How are you finding the duplicate records? It is random. When you get closer to conversion, the State will send you a clean up list.
- Had a report made that compares biographic info, name, middle initial, etc., so they can start cleaning up.
- There is a job you can schedule in SMS that produces a report that can show you that stuff.

Q-What quarter do you use when posting Tech prep credits.

- Based on time completed. Based on articulation agreement/contract. Some get in summer and post for spring quarter completion. Some post on request by students only, as per Clover Park and Pierce.



Friday, October 25

8AM

- Breakfast

8:30 AM

- College Share out – what’s happening at your campus? What’s happening in 2019-2020?

General updates shared included new expansions, buildings, training and housing facilities are underway; an admissions fee eliminated; positions filled; awards and grants received; ctcLink conversion around the corner for DG3 and underway for DG2; retirements and movement within the system; administrative restructures and integrations; changing placement options; and new programs among many happenings across the system.

On behalf of ARC, Gail Winkleman was recognized on her upcoming retirement on December 31st. Congratulations to Gail; she will be missed!

9:15 AM

- Break

9:30 AM

- OAA and Global Test ID – Cielito Lane, SBCTC will discuss updates and opportunities

In response to what they did with Spokane to develop Test IDs to track HS students with test scores. Test IDs and Test scores are global and display in a test table. Each college will be allowed their own Test ID. Schools can grab the Test IDs they want to use for the various tests. The SBCTC received a request for Smarter Balance. TCC created their own bridge to college placement. SBCTC is building components for each school that are doing their own currently. Could these efforts be combined to create one central Test ID database to be used by all? Test IDs will not be called by college code. Once TCC enters test scores for a student, it says TCC placement and when the student transfer to another school, that other school would have access. Cielito showed a PS example in the Student Service Center hub for a student. The Student Service Center it will display holds, service indicators, check lists, milestones, registration appointments, etc. PS is all about enrollment. Cielito demonstrated entering a test score. Look up Test ID on table to get the test score type and enter subsequent fields including component, score, test date, data source, etc. By entering a test date, you set the date of when the test score expires.

Spokane district has a reciprocity agreement for testing. They have a form that can be used for the other college to explain what the test means. Will there be global test agreement across the board to simplify what scores, expiration dates, etc., mean? Is it a discussion to start? We all have reciprocity. Some of the tests that we are all using like AP, Cambridge, Smarter Balance, etc., should have a global naming convention on the common tests. If a global Test ID is used all across the board, the system could recognize across the board for prereqs. If you use a local Test ID, it won't be recognized across the board when the students move from school to school. When Smarter Balance changed, Spokane didn't have time to wait for State to build a system so they build their own in order to be able to serve students. Expiration dates can be determined locally and are set by the prereqs on each course. Test dates can be set by number of months. Expirations at institutions can be determined by each school locally.

You can add/have as many test components as you want. Once a test is assigned to a student as a milestone or service indicator, it follows the student. Eventually, these developmental test scores will no longer be applicable as the student progresses in their academic coursework. Service indicators can be made to not be seen by the students. This means it would be hidden and wouldn't show to other schools.



You have to train your staff to know to look on the general info tab to see what service indicators are listed, which include the hidden indicators. You can also click on the stop sign icon to see the service indicators.

OAA (online admissions application)

We are getting something different in the future though there is no status report on the RFP at this time. Any changes we ask for as a system has to be approved through the change management process folks. Cielito led a discussion in which changes need to be made to the existing system, i.e, the text modified for when students set up their account in OAA, move the footer to the header area on pages such academic data selection, bio demo and admissions application because students generally don't scroll down to read messages at the bottom. It needs to tell students they can edit their applications so students aren't starting over. These are global configuration issues and we would have to all agree. Cindy (CP) mentioned the SSN language on the Bio Demo page, is a bit more threatening perhaps than it needs to be. "If you do not submit it, you may be subject to an IRS penalty of \$50." We need system to be put in student speak language. The same applies to the "Academic" career in the beginning where the student's change their programs. Students won't know what that means.

Two years ago these issues were presented and a letter was drafted that went to WSSSC and, as a result, we got 14 quick wins. Should we just let it go for now until the new system comes on board (considering how long enhancements take)? Maybe not, considering how long we've waited for a new system with no plan in sight. Should we continue to hope for a new system or move ahead with requesting text changes now in order to not lose students applying to our institutions? Cielito-if we are only talking about modifying language, we are not requesting a reconfiguration of this system. The language issues would require an enhancement request, which is a doable and only involves editing text. Janet (CB)-they previously approved language updates that aren't reflected in the testing environment. She will forward the information to Cielito so she can review and possibly correct. Ruby confirmed those changes from a few years back went all through the groups up to the presidents.

The OAA work group has been reconvened to go back to vet the submissions for the new OAA system. Joe Holliday may be asking the original group that worked on the language to help with vetting the new system. Two years ago we got the quick wins, but is this window dressing on the real problems. The current OAA is not accessible, not intuitive, the save button is out-of-view, students can't figure it out.

How do we move forward with these issues? Do we demo to the Presidents to get them to move faster and take these issues more seriously or what? Where is the hang up with replacing the OAA and why isn't this moving faster? Ruby will email Joe Holliday to get an explanation on what's going on. All of the systems looked at so far will need to be modified to meet our needs because none of them met all of our criteria and needs. It went to the State Board and is slowly moving through the process. At the ctcLink Governance level they are trying to adjust their process and make this faster...so, why aren't we getting anywhere? This impacts our students and their ability to apply to our colleges. The original goal was to have by DG2. Now DG3 are concerned about the impact to their conversions/students/enrollments, etc. A whole review process has occurred. Why is it so hard to find a system that will work? Do we need to take action at our Business meeting to express our concerns and the urgency we feel around this issue? Would doing this help to elevate the concern on the state level? Ruby added we are here now and could consider taking a vote on our position of the situation so that our vote can be moved up through WSSSC so they can take action in a timely manner. Not a good idea to wait until the next ARC meeting in January. Are the language/text issues really minor issues? Not really, maybe a quick fix, but not minor in the impact to our students and the quality of the current application. Either fix this so it makes sense to students coming to college or get something better quickly. Ruby, reminds us that there are all sorts of different



learning and processing styles in the room and give at least 30 minutes for the group to think about it. Cielito concluded by sharing that one of the quick wins for OAA was to have a bubble students can click on to get an explanation of the different programs, like academic.

Question Box:

Q-Are there any colleges that are receiving Cambridge to award? No

Q-How many colleges have a PACRAO membership? Yes about 7-10, No about 10. **How many have ACRAO memberships?** About 7-10 raised their hands. Steve/Bellevue is still the representative. Reach out to him with questions. PACRAO membership is \$125 annually.

Q-Should we redo job classifications for those who do the work?

There is a lot of turnover and retraining of staff. Are we in the right classification for our positions? They have program Assistants at Whatcom. A job classification review for Financial Aid is being requested. Is this question about asking the state for a statewide review? Front line people are the hub of the college; they have to know a lot and there is lots of turnover, which puts us in a reactive mode instead of proactive, i.e., in a constant state of rehiring. One school noted they are fully staffed for six weeks out of 18 months. Lots of Program Assistants in some schools across the system.

The challenge with standardizing front counter positions is that there are so many variations with what each school/department has. With the constant turnover how are others keeping staff in these front line level positions? Cascadia staff were reclassified to Customer Services Specialist 3. However, this is an issue locally about scope of work, depth of work, interconnectedness with campus, etc. HR goes by historical knowledge of what the positions have been entailed with. Work with your HR and use the key words on the specs of the level you want to move the positions to and get them reclassified in that way. Could an HR representative come to a professional development on how to reclassify positions and writing job descriptions? Ruby reminded that the Tech colleges are not part of the same state-wide bargaining agreement for the State. Make sure the "how to" activity will carry over to all schools.

What about student workers taking on some of the work load? How many use workers at front line? 7-10 colleges raised their hands. Ruby-be careful not to violate the classified work agreement by having student workers doing classified work. Is the work in PS is more technical with more responsibility and is this a way to get positions upgraded? TCC and Spokane did not experience support for upgrading Admissions and Registration positions as a result of ctcLink/PS.

10:30 AM

- Business Meeting

Treasurer's Report:

Thanks to Cindy for stepping in because this is not the year for Pauline, who has DG3 conversion to ctcLink in March 2020. Last year, Pauline was writing checks as the Treasurer even though she wasn't on the account and the bank didn't question it. We are happy for the work that Heidi, Anne, Pauline and Cindy did on getting the treasure banking accounts straight. The account is now held at the college of the Treasurer (currently at Clover Park).

As of October 15, 2019, there was a balance of \$5,500.37 in the ARC account. We have \$2400 for this meeting. The food was \$2200. Food is expensive. What are we doing about food moving forward? Our goal last year was to get our account up to \$6000 in order to have a reserve for accommodations for the public coming in to our meetings. We are barely breaking even. A couple of years ago, we raised the registration fee to \$55 to build up a balance. We have used the funds



to pay for professional development. Lately we have been using local speakers from hosting colleges to save funds. We also pay for the ARC President to go to PACRAO. Food has been running at about \$2500 for the conference on average. Breakfast has been a desired thing to be provided at Thursday/Friday meetings. The hotel, this time, provided a reasonable hotel breakfast, not great, but reasonable hotel food. What can we live with at breakfast? Could we give a budget to the hosting school and the school can do what they can within the line item? The price at GRCC is considerably more than it was at Pierce to host. It may make sense to provide a line item budget. At GRCC, we paid a management fee and sales tax, which increased the cost. We paid \$.25 per person for water, \$16.50 for lunch, \$75 each for fruit-bread and fruit trays, etc.

The Oxford suites in Spokane has a decent breakfast. Could we forgo breakfast in January? At South Seattle George Town, the food was managed by the ARC members and they missed a lot of the meeting trying to keep the food/snacks flowing. Are we thinking we just give the host college a line item budget and they can do the best they can with in the budget limitations? Also, local schools don't get per diem if within 50 miles of their college, so how does that factor in? Another factor is that there typically are contracts at schools that state the hosting school has to use their catering service, which impacts choices.

Should we cap the amount to spend on food? Raise our attendance cost? Spend \$1800 per quarter on food (possibly no breakfast at all?). Should we consider both raising fee and setting limit on food? Maybe we don't need all the snacks, lots goes to waste. There was lots of lunch meat leftover yesterday and we're paying for food we don't utilize. Can we go to Bookstores and Cafeterias on campuses? Could we do what we do at work - provide for ourselves? That would be problematic because we aren't at work and may be in unfamiliar locations trying to find food. Plus it takes time to chase food and the extra break/lunch time breaks up the continuity of the meeting. Some schools are moving away from cafeterias and don't have them. Sometimes we aren't in the same building as food service options. At the very least we should provide coffee, tea and water. Is this an issue each hosting school needs to determine? Should we leave it up to the hosting school to figure out? Maybe we need to take a look at the data from previous meetings.

We already have the tenet in the Executive Board duties that the board can determine the amount and what the needs are of each hosting school. Should we raise the registration fee by \$5 to raise up our reserve? If we only raise fee by \$5 or \$10, how can we get the reserve account up to the \$6000 base we would like to have. Should we raise it to \$100 to build the balance faster? The reserve is currently around \$5045. Registration fees barely cover cost of food and we may have to dig in reserves to cover this conference. Raising the registration fee to \$100 would not be supported at all schools and could impact attendance. Do we need to research to determine what the fee should be raised to in order to build the reserve? Will we trust Executive board to research and bring back information to next meeting? Other ideas tossed and talked include:

- Why don't we set a cap? We would need to do more research on what cap amount should be.
- Can we get a list of how much it will cost at each venue. The costs and services are too varied.
- Could we set a per person cost and average by that at each institution? We would have to research to get information and shouldn't spend more per person than per diem. Need to be careful about using averages because some schools could provide full breakfast for the same amount another school can provide a tray of fruit breads and fruit.
- Would it solve our problem to have host schools approach catering with the per diem totals and limit it to that?

Question – Is the Executive team writing a letter to WSSSC to express our level of frustration on the slow



progress on OAA? Ruby heard back from Joe Holliday and he is forwarding her inquiry to Carly Shiffner. This informal email from Ruby to Joe does not take the place of a formal action taken by ARC.

Vote: Moved/seconded that ARC Executives write a letter on behalf of ARC to WSSSC regarding our concerns for the replacement of OAA and the need for urgency. Discussion? None Vote – all ayes; 0 nos, 0 abstains Motion approved.

How to get more ARC members to ICRC? ICRC members are appointment by college presidents. Colleges could go back and encourage presidents to consider this.

Review/vote to approve minutes for Spring quarter 2019.

Moved/seconded. No changes. Vote – All Ayes, 0 nos, 0 abstains Motion approved.

Next ARC meeting is at Spokane in January and in spring, the WSSSC meeting is in April with ARC business meeting on that Friday morning

Call for east side of the mountain hosts for 2020-2021

Officer Summary

Chantel Black is the President Elect for next year.

We will also need a new Treasurer for the next term.

We will be electing in spring quarter so bring recommendations and nominations

President Elect is three-year term

Treasurer is two-year term

Council/Commission Liaison Reports Liaisons

BAR Met in the summer and again this week. Not much to offer that correlated with us. A bit of discussion about ctcLink in summer. Just now starting conversations about PS. Wenatchee has been more heavily involved, but some schools aren't yet.

IC No update

ATC Meeting now

ACC Meeting now

FAC Their meeting is attached to the Wafa conference, meeting this week. One of their outcomes is SAP and coming up with a system-wide common approach. Hoping to have a decision by Nov 1st. FYI they are looking at mirroring their schedule to be more similar to what ARC does. Fall attached to Wafa. Winter quarter three days and sometimes a virtual conference in spring at the end of May.

ICRC Talked about academic prior learning credit. Eastern and WSU for academic credit for CLEP and JST credit. Julie Garver is collecting more information about this. ICRC handbook not up to date. Four-year schools want the CTCs/Tech schools to send them all of their curriculum and catalog updates because their evaluators have to keep up on all the schools. Jim West had talked about a having a state-wide equivalency of coursework crosswalk. Joyce said she'd work with CTCs to collect the information. It's a two way street. We don't know what they are giving credit for on the other end. There probably will be more movement on this subject.

Repeated classes another issue. Not all schools are positing repeats on transcripts and students are getting extra credits for duplicate courses. Some classes are actually okay with retaking, such as music courses. If you aren't positing repeats, you might want to ask your institution why not? The four-year schools couldn't answer how much of an issues this really was. The DTA's are working if the four-years don't pick apart the degrees. The four-years skirt around the issue of their own compliance in what they are and aren't doing. We have our own compliance guidelines to follow. There is a job schedule report



that you can use to identify repeated courses so you can manually update the transcripts with the R designator. Students can also request a repeat on their own.

Lot of rehashing issues. Joan (Whatcom) has attended a couple ICRC meetings and asked if we need to have an ARC representative at these meetings? There seems to be a lot of questions about the rigor and integrity of instruction at the two-year/tech levels. The Deans/Associate Deans don't always understand the impact of the decisions they're making on students and financial aid, etc. Should we attend and educate them about what we do and take charge of the conversation and explain what perspective/direction we are coming from?

WaACRAO Coming up in 2020. Usually one day and tied to the residency conference in August. Might be in Ellensburg next year.

On a larger note, how do we keep abreast of councils and what they are working on? Could we get their agendas? Last fall we assigned people to councils to provide updates. Lots of changes, do we need to reassign people to report out?

Motion to adjourn meeting/seconded. All approve – all ayes, 0 nos, 0 abstains Motion approved.

Meeting adjourned 11:50 a.m. Adieu!

11:53 Executive Board Meeting

Upcoming Meetings

Winter 2020

- ARC is being held at Spokane Community College, January 22-24, 2020

Spring 2020

- ARC's Business Meeting is being held at Washington State Student Services Conference, Hotel Murano, Friday, May 1, 2020