

**COMMUNITY COLLEGE COUNCIL (CCC) MEETING NOTES**

**March 1, 2022 – 3:30 – 5:00 pm**

**Iowa Department of Education – ICN Room**

Those in attendance included:

- ❑ Mike Knedler, CCC and State Board of Education Member (in-person)
- ❑ Moudy Nabulsi, CCC Member and Trustee, Southeastern Community College (via conf. call)
- ❑ Bettie Bolar, CCC Member and State Board of Education Vice President (via conf. call)
- ❑ John Robbins, CCC Member and State Board of Education Member (via conf. call)
- ❑ Val Newhouse, CCC Member and Community College President, Iowa Lakes Community College (in-person)
- ❑ Emily Shields, IACCT (in-person)
- ❑ Eric St. Clair, Administrative Consultant, Bureau of Community Colleges (in-person)
- ❑ Kelly Friesleben, Consultant, Bureau of Community Colleges (in-person)
- ❑ Heather Meissen, Consultant, Bureau of Community Colleges (in-person)
- ❑ Roy Salcedo, Director of Equity and Inclusion, IACCT
- ❑ Amy Gieseke, Bureau Chief, Bureau of Community Colleges (in-person)
- ❑ Dennis Harden, Bureau Chief, Bureau of Career and Technical Education (in-person)
- ❑ Jeremy Varner, Division Administrator, Division of Community Colleges and Workforce Preparation (in-person)
- ❑ Alison Jepsen, Executive Officer, Division of Community Colleges and Workforce Preparation (in-person)

**I. Call to Order & Introductions – Mike Knedler**

**II. Approval of Meeting Minutes – Mike Knedler**

- **Motion:** Moudy Nabulsi moved to approve; seconded by Bettie Bolar.
- **Vote:** Motion carries unanimously.

**III. Updates – Jeremy Varner and Laurie Wolf**

- Division of Community Colleges and Workforce Preparation – Jeremy Varner
  - Division Staff: Two vacancies are currently open: a Career and Academic Planning consultant position to support middle and high school career and academic planning and college and career transition counselors, and Senior Year Plus consultant to support regional centers and concurrent enrollment programs. These should be filled soon.
  - There is some reorganization at the Department, with Jeremy serving as the interim director of the Division of Learning and Results, which is in the PK-12 space, as well as duties for the bureaus of Community Colleges and Career and Technical Education.
  - The Economic Impact Study was released this past month. Emsi Burningglass worked with the Department to assess the economic impact of community colleges in the state. The study found that the rate of return for every dollar spent by students was \$6.30, over a 25.0 percent rate of return. Student earn a yearly income of nearly \$8,000 more per year than students who only have a

high school diploma. For each dollar spent by tax payers, there is a return of \$2.50, a 6.2 percent rate of return. The last economic report came out five years ago. Emily noted this report is available on IACCT's website and there is a fact sheet that has been widely distributed at the Capitol.

- The Career Academy Incentive Fund is currently accepting applications. There is \$1.5 million to award. Should have award announcements in May.
- Since last meeting, seven college and career transition counselor grants were awarded to Des Moines Area Community College, Eastern Iowa Community College, Indian Hills Community College, Iowa Central Community College and North Iowa Area Community College. Iowa Central received two grants. These will serve 14 school districts around the state. This is the second round of grants for this initiative, and already there are 27 college and career transition counselors in the state. The Department has provided the startup money and will be sustained by the schools moving forward. All applications received were awarded.
  - Moudy asked about schools being able to apply for the CCTC grants in the future. Jeremy noted that they can, but those grants may not come around again until next year. Dr. Knedler asked about the standing of the Division within the Department with this reorganization, and Jeremy noted that there is language in code to make sure that the division exists within the agency, but there may be more details coming for how the Department can reorganize to meet post-COVID needs.
- Iowa Association of Community College Trustees – Emily Shields & Roy Salcedo
  - Emily's Updates:
    - IACCT staff was in Washington D.C. for the National Legislative Summit and had meetings with congressional delegation and talked about the college and career transition counselor program. There is a request in the pipeline for funding for this program. The ask is for \$2 million for that program statewide. During the Summit, the staff worked on advocacy for short-term Pell which has been attached to some bills that are still live.
    - Community College Day on the Hill is this week, March 3, along with the Student Legislative Seminar. Please stop by if you are able. This year's focus is on Industry 4.0, and there will be displays featuring robots, co-bots and crew simulations. The Economic Impact Report will play a role in communications with legislators.
    - IACCT is transitioning to Community Colleges for Iowa branding to help with advocacy efforts. An updated website will be launched soon.
    - The Aligning Noncredit and Credit Programs Workshop will be held March 28, hosted by the Alliance for Equity and Inclusion.
  - Roy's Updates
    - 103 people are registered for the Aligning Credit and Noncredit for Equity Workshop on March 28.

- The Alliance for Equity and Inclusion steering committee has 11 out of the 12 people set. This group will be meeting soon. Twenty nominations were received.
  - Moudy asked about the first lady's support for free tuition for community colleges. Emily said she noted that support, but that there isn't a set vehicle for that policy now. Dr. Knedler asked about the request for additional WTED funds. Emily noted that they asked the Governor's office for \$25 million out of the federal funds the state received, which is still being considered. They are currently looking at several workforce proposals. IACCT has also asked the legislature for additional funds, but that is dependent on what the Governor's office does. The appropriations conversation is just beginning. IACCT has asked for 6.5 percent increase for state general aid to meet rising costs (\$14 million) and that will take precedence, but in addition to that, \$5,000,000 is being asked for to support WTED programs.

**IV. Des Moines Area Community College Interim Accreditation Report – Amy Gieseke & Heather Meissen**

- Interim visit October 25 & 26
- Review team members included Dr. Amy Gieseke, Dr. Dennis Harden, Dr. Chris Russell, Dr. Heather Meissen, Dr. Jeffrey Fletcher and external reviewers Dr. Darin Moeller of Western Iowa Tech Community College and Dr. Gina Long of Southwestern Community College.
- Institutional Profile: DMACC is 1<sup>st</sup> in total credit enrollment; 2<sup>nd</sup> in joint enrollment; 2<sup>nd</sup> in adult literacy; 4<sup>th</sup> in total noncredit enrollees; 14<sup>th</sup> in distance learning; 15<sup>th</sup> in credit awards (by percent of total credit enrollment); 4<sup>th</sup> lowest in default rate; 10<sup>th</sup> in student graduation rate (up 5.0 percent over the last five years); 3<sup>rd</sup> in student transfer rate; and 8<sup>th</sup> in overall success rate.
- Progress since last visit: There were four findings from the FY17 comprehensive visit. Special needs annual and continuous nondiscrimination statements were not prominent, complete and consistent; Quality Faculty Plans were not always submitted to the board; the final two findings related to degree types that DMACC was offering that needed to be discontinued, per state code. During the FY22 interim visit, DMACC had made noticeable improvements in these areas. There were recommendations, but no findings.
- State Accreditation Process: Assurance Component consists of compliance with Higher Learning Commission's (HLC) eight standards. There is no continuous improvement component (a special topics) for interim visits. These are for comprehensive visits only.
- HLC Accreditation: No issues, concerns or findings. Next reaffirmation will be 2025-2026. Strengths: strategic planning, assessment of student learning; closing the loop and data usage. DMACC has recently updated their shared governance process to gather more

input from faculty and staff. HLC and the review team suggests monitoring of this new process for efficacy.

- Standard #1: Faculty Qualifications – All faculty reviewed were well-qualified for the courses being taught. Few faculty required a follow-up discussion. Recommendations: Qualification forms did not show the college’s specific rationale for why the faculty member was qualified; a form update was recommended. A few faculty also had outdated licenses, so it was recommended that a new process be created to track license expiration dates so files can be kept up-to-date.
- Standard #2: Faculty Load – All faculty are consistently within the state’s arts and science credit hour and CTE contact hour requirements. Load reports use committee-approved and agreed upon formulas for course equivalent credit hours. Recommendations: The team recommends a formalization of the college’s overload agreements so that documentation is clear and consistent.
- Standard #3: Special Needs – Each DMACC campus or center has a disability service liaison available for all students. Introductory SDV-108 course is required for all arts and sciences students, during which students are made aware of resources available to them as students. For CTE students, core competencies for the course embedded into CTE courses. The college has an early alert system that helps identify students in need early on in their enrollment. As part of campus-wide DEI efforts, the college has hired an associate director of DEI and is looking to hire a Director of DEI and has also strengthened DEI recruitment efforts, resulting in 30 of the last 90 hires being non-white hires. Recommendations: Not all students were aware of campus security resources, Title IX or the safe college training; students noted that it was going to take them longer to graduate due to scheduling issues, so the team recommended this issue be researched as part of the college’s ongoing guided pathways work; the team also suggested that the college consider the inclusion of additional contact information, particularly the phone number on the short nondiscrimination statement.
- Standard #4: CTE Program Evaluation/Review – Strong visual analytics tool available to all staff; annual scorecards and dashboards for each program that feed into the five-year review; advisory committees are active and their feedback appears to be driving decision-making and outcomes assessment; adjunct faculty are given CTE mentors; programs have stackable credentials; there is an effort to minimize costs for students, who are often not charged for supplies and there is significant progress with competency-based education. Recommendation: Continue work on increasing diversity of students, particularly for programs that are made up of 80.0 percent or more of a single gender.
- Standard #5: Physical Plan/Facilities – Strong comprehensive facilities plan for all six campuses and 12 sites; priorities include safety, security and accessibility and there is a separate, comprehensive information technology plan.
- Standard #6: Strategic Planning – Current Strategic Plan runs 2017-2022. Previous and current plans meet all compliance requirements with clear goals, objectives and metrics in place; a number of methods are used to collect stakeholder input; High-Level Initiatives (HLIs) have been identified to prioritize work (DEI and Guided Pathways); there is an impressive use of data dashboards and scorecards, both at the enterprise

and unit levels; there is strong alignment across the institution's various plans; and strategic planning is intentionally and effectively tied to budgeting through the plan's stewardship pillar. Recommendations: Continued development of unit level plans, metrics and dashboards that flow into the enterprise level plan and balanced scorecard. The current 2017 strategic plan is approaching the end of its five-year window and the college was notable to say when the new strategic plan currently in development would be completed; the team recommended closely monitoring this timeline.

- Standard #7 – Quality Faculty Plan – There is consistent professional development options available to both full-time and part-time faculty as well as a strong new faculty orientation, a virtual center for teaching and learning, dedicated in-service and PD days; and a summer institute for adjunct and concurrent enrollment instructors. The school also has a list of books tied to the strategic plan, showing excellent alignment between teaching and learning and institutional goals and priorities. Recommendations: Even though adjunct faculty are included in the QFP, the only major requirement is attendance at an orientation. The team strongly recommends that the college's quality faculty plan outline minimum requirements for all credit instructors, including adjunct instructors, especially given the fact that DMACC employs so many part-time adjunct faculty. The team also recommend expansion of the qualify faculty plan committee to ensure more campuses and disciplines are represented, given the size and scope of the institution.
- Standard #8 – Senior Year Plus – The Career Advantage program has NACEP reaffirmation through 2024-2025. DMACC partners with 67 school districts; there are designated academic advisors assigned to each school; the school's website is robust and provides detailed information for new students and provides course information for each school district; a "degree tracker" audit mechanism has been implemented for each school district to support student progress toward degree completion; the concurrent enrollment instructors serve on the CTE Advisory Board; and the schools' pilot projects with Des Moines Public School District allows schools to fill unused seats within DMACC career academy programs at no cost to the district or student in an effort to close equity gaps. Recommendations: The team recommends that the school strengthen the background check and license suspension language and include that language within the educational service agreements. It is also recommended that the Career Advantage student handbook be further developed to reflect the robust website information. It was also recommended that DMACC remove the "gifted and talented" language regarding student eligibility.
- Themes from visit/desk review: DMACC has a strong culture of data-driven decision-making with priority given to assessment and strategic planning. The staff and faculty are nimble and responsive to student needs, especially considering the size of the institution and there is a culture of commitment to student success and continuous improvement.
- Review team recommends approval for the next five years.
  - Questions/Comments: Moudy Nabulsi noted his appreciation for the focus on conversations between the review team and students to talk about their experiences. Dr. Knedler asked about the note under the special needs

recommendation about accessing documents and whether that was potentially a major violation for students with disabilities. Amy noted that they consulted with the Department's MOA coordinator and they let the team know that the school is allowed to use a shortened nondiscrimination statement, but they recommended that they school link to the full statement. Dr. Knedler asked about the recommendation for diversity in CTE programs and whether there is follow-up. Amy Gieseke and Kelly Friesleben responded that encourage the college to focus on recruitment plans to improve in this area, particularly on the strategy to reach new and varied audiences who may not normally consider CTE programs and getting those students on a pathway to consider and enroll in CTE programs.

**Approval of Interim Accreditation Report**– Mike Knedler

**Motion:** President Newhouse moved to recommend this interim accreditation report to the State Board; seconded by Bettie Bolar.

**Vote:** Motion carries unanimously.

**V. Rules: 281 IAC Chapter 25 – Gap Tuition Assistance (Notice) – Eric St. Clair**

- This rule change relates to the intake process and assessing students before they enter certificate programs through the Gap Tuition Assistance Program. This rule adds a provision that would allow the Gap Tuition Assistance Program at each college to use assessments that align to their credit placement assessments, which includes multiple measures. This will help with aligning noncredit and credit programs through the Gap Tuition Assistance Program. This is something the field has been asking for.

**Approval to recommend to the Iowa State Board of Education: Rule Change 281 IAC Chapter 25 – Gap Tuition Assistance – Mike Knedler**

**Motion:** Moudy Nabulsi moved to recommend to the State Board; seconded by Bettie Bolar.

**Vote:** Motion carries unanimously.

**VI. Iowa Community Colleges Developmental Education Report – Kelly Friesleben**

- The Developmental Education Report does not usually not the time of year, but the report has a Voluntarily Framework for Accountability (VFA) section, but VFA is currently doing a technology overhaul that has prohibited institutions from accessing data. The team hoped that this would be fixed and waited to complete the report, but VFA was not able to make the updates in team, and the team decided to move forward with the report. Ergo, the VFA section of the new report is the same as the last report.
- Kelly noted the developmental education recommendations of 1) Demonstrating a statewide commitment to strategically reform developmental education in order to increase student completion and reduce the financial burden for students who are underrepresented in postsecondary coursework. 2) Using multiple measures to assess college readiness to offer students a variety of ways to demonstrate their potential to succeed in postsecondary coursework and reduce the chance of under-placing them in

developmental courses. 3) Providing holistic and intrusive advising and academic supports that address the various needs of a diverse student population. 4) Prioritizing the focus on foundational skills development for underprepared students by implementing accelerated instructional strategies such as corequisite, integrated and self-paced modules with supplemental support and career-aligned course pathways.

- This is the 4<sup>th</sup> annual Developmental (Dev Ed) Report. Key report areas include demographics, credit hours/courses, need for developmental math, course successes, student outcomes, VFA metrics and multiple measures. Multiple measure survey responses from colleges are a new addition to the report this year. The most recent data is from fall 2019.
- Multiple Student Groups – Multiple configurations of student groups are used to allow for a more complete picture of Dev Ed across the state, including enrollment statistics that are based on all students enrolled; comparison of demographics data by annual cohorts of Dev Ed and non-Dev Ed students; success and outcomes are based on cohorts where at least three years of data is available; and Dev Ed students are identified differently by institutions as multiple measures are implemented across the state.
- Key Findings – Trends: It is not clear if decreases in enrollment are due to the general trend of decreases or because of the COVID-19 pandemic or both, but credit hours in 2019 were 49,480 and credit hours in 2020 were 42,471 (down 14.2 percent). Courses were also down in 2020 to 13,901 (a decrease of 2,914, or 17.3 percent) as well as the number of students to 8,656 (a decrease of 1,294 students, or 13.0 percent).
- 2019 Cohort Trends (Dev Ed to Non Dev Ed): Dev Ed students are more likely to be female, more likely to be low-income, more likely to be a racial or ethnic minority, more likely to be identified as ESL/ELL, more likely to be full-time students, less like to be CTE students and are younger on average.
- Continuing Trends (Over 2013-2019 Cohorts): Trends have mostly stayed the same, but the new trend is that there is an increase in enrollment in CTE programs of study (26 percent of cohort). First time in college students are increasingly female, non-white, immediate enrollees, enrolled face-to-face, and enrolled in a CTE program. These same students are increasingly less likely to have low income and be enrolled full time.
- Course Offerings by Type (2019 Cohort): Developmental Math enrolled 7,347 students; ESL/ESI Language Development enrolled 3,277 students; Developmental Writing enrolled 2,816 students; Developmental Reading enrolled 492 students and other developmental coursework enrolled 94 students.
- Course Type by Institution (2019 Cohort): Per the number of students enrolled, most of Iowa's community colleges provided Dev Ed math courses above other Dev Ed courses.
- First Year Success by Cohort (Dev Ed v. Non Dev Ed): There has consistently been stronger fall-to-spring persistence for Dev Ed students versus non Dev Ed students, and Dev Ed students have increasingly better fall-to-fall retention than non Dev Ed students.
- Long-term Success for 2017-2018 Cohort (Dev. Ed vs. Non Dev. ed): Dev Ed students had: a 61.0 percent success rate in Dev Ed courses (defined by a C- or higher); a 65.2 percent success rate in all courses in the first term compared to 70.3 percent successes in all courses by non Dev Ed students; a 74.0 percent fall-to-spring persistence rate compared to 70.3 percent for non Dev Ed students; a 51.0 percent fall-to-fall retention

rate compared to 49.0 percent for non Dev Ed students and Dev Ed student success was 24.2 percent, compared to 41.6 percent for non Dev Ed students.

- Time to Award Completion by Age Groups: Dev Ed students over 25 had the longest time to award while non Dev Ed students under 25 had the lowest.
- Multiple Measures Survey – Math (March 2021): 10 colleges noted that they are using multiple measures; three noted that they were not; three noted that they were in development (this was due to IVCCD answering separately for Ellsworth and Marshalltown). Multiple measure being used include: placement tests (including Accuplacer; SAT and ACT); ALEKS/EdReady; high school grades; high school GPA; instructor and college GPA/degree. Math is being evaluated through a pass rate of C or higher; retention rates; the passing of college-level courses; placement data; course preparation; regent transfer and DFW rates.
- Multiple Measures Survey – Writing: 11 colleges using multiple measures, 2 are not, 2 are in development. Multiple measures being used include: placement tests (including Accuplacer; SAT and ACT); HS GPA; writing samples; noncognitive assessment; HISET/GED; previous college credit and EdReady. Writing is being evaluated through a pass rate of C or higher; course progress; retention in college; next course level success; DFW rates going down and writing assessment progress.
- How multiple measures are incorporated into the guided pathways system/processes at each institution: advising and outreach (Iowa Lakes Community College, Hawkeye Community College, Kirkwood Community College and Western Iowa Tech Community College); onboarding and advising (Southeastern, Iowa Valley, Southwestern); orientation, course selection, AELP, Academic Achievement Center, tutoring, writing center (Des Moines Area Community College); committees that include the Dev Ed instructors, admissions personnel, advisors and directors and division chairs (North Iowa Area Community College).
- Ideas for Future Data Analysis: Comparing decline in overall enrollment to decline in developmental education credits/students; Disaggregate data (e.g., race/ethnicity, native vs. international students) to see any potential enrollment/success differences; track students who take developmental math into STEM and non-STEM pathways to show any future math course success differences; analyze how corequisites affect the levels of math placement (i.e. how many levels below transfer level). Corequisite data will soon be coming from the colleges.
- Jeremy noted that the drop in Dev Ed enrollment does not mean more students are coming in ready for college, in fact the need is even greater, but the Department is looking at new ways to reach these students.
- Kelly noted that there are Guided Pathways funds left over, so she is organizing an equity in data event along with Roy Salcedo for the colleges that would be led by representatives from the Office of Community College Research & Leadership. This event would show college staff how to view the data they receive through an equity lens and then use that data to make students that support access for all students.
  - Questions: President Newhouse and Moudy Nabulsi asked about whether there is any movement on working with school districts to provide developmental education while students are still in high school. Kelly noted that page 26 of the



report outlines some of the community colleges that are working with school districts on student transition to postsecondary work through the corequisites. The ALEKS assessment is also offering modules for some schools to help students with this transition as well. There is also a statewide math workgroup that is working on pathways for students to transition to two-year or four-year institutions. This workgroup has representation from public school districts, private institutions, community colleges, and math faculty. EdReady also has self-paced modules for students to go through before they enroll in courses, and this assessment can show if a student needs or does not need to enroll in a developmental course or if a corequisite course may be more appropriate. Check-ins with the academic center may also be recommended for students who are assessed as needing additional support. These modules are usually taken in the summer before college so that support and guidance for the student can begin before the academic year. Moudy Nabulsi asked about measures of the dev. ed. support colleges offer and asked if students know that colleges offer different things. Kelly noted that students are likely not aware of those programs necessarily, but all colleges have services for students who need support before entering other college coursework. President Newhouse noted that the colleges have cocurricular programs that address some of the needs of these students.

- VII. Iowa Community Colleges Joint Enrollment Report** – Alison Jepsen & Jeremy Varner
- The Joint Enrollment Report for fiscal year 2021 broadly covers information about students who enroll in one or more community college course while in high school, which introduces them to the rigor of college-level academic and career and technical programs. Data is pulled from the state MIS which as well as Student Reporting in Iowa which is information that comes from the school districts.
  - Enrollment: Enrollment is down 8.8 percent to 47,262 largely to due to the impacts of the COVID-19 pandemic, which caused disruption in course offerings. Most students (97.2 percent) enrolled in joint enrollment coursework through contractual agreements and the rest (2.8 percent) enrolled by paying direct tuition. This is the first year that there was no PSEO enrollment, largely due to statutory changes that have directed funds toward contractual agreements rather than PSEO.
  - Enrollment at the Community Colleges: Enrollment went up at two community colleges, and jointly enrolled students accounted for 40.4 percent of overall enrollment. The average increase of jointly enrolled students is 1.3 percent over five years.
  - Credit Hours: Credit hours were down 7.7 percent to 395,603 hours, again, due to impacts of the COVID-19 pandemic. Credit hours were up at six of the colleges. Overall, jointly enrolled student credit hours accounted for 25.4 percent of all credit hours. The average number of credit hours per student went up from 8.3 in AY 2020 to 8.4 in AY 2021.

- Awards: The number of awards conferred to jointly enrolled students went up 15.7 percent to 1,122 awards (907 in AY20). Awards included 241 associate degrees, 79 diplomas and 801 certificates.
- Demographics – Race & Ethnicity: Jointly enrolled students were 53.6 percent female (compared to 57.1 percent of overall students. Of all jointly enrolled students, 14.8 percent were non-white compared to 23.4 percent of overall enrollment. Of that 14.8 percent, 47.7 percent were Hispanic, 19.0 percent were Black and 19.0 percent were Asian/Pacific Islander. Both Hispanic and Asian/Pacific Islander students had higher representation in joint enrollment than overall enrollment (41.1 percent and 14.7 percent, respectively in percent of non-white overall enrollment), and Black students were underrepresented (31.9 percent of non-white students in overall enrollment).
- Demographics – Age: 14.5 percent of jointly enrolled students were 15 years or younger; 25.6 percent were 16; 39.9 percent were 17 and 20.0 percent were 18 or older.
- Demographics – Public High Schools: 79.2 percent of jointly enrolled students are in their last year of high school; 31.3 percent of public school students enrolled in credit courses; 48.9 percent of public high school seniors enrolled in credit courses.
- Courses: The top courses taken by jointly enrolled students were English Language & Literature (25.0 percent); Social Sciences & History (17.8 percent); Mathematics (8.3 percent); and Health Care Sciences (7.1 percent). Of all the courses taken by jointly enrolled students, 66.3 percent were in Arts & Sciences and 33.7 percent were in CTE. Jointly enrolled students accounted for 128,130 courses were available .
- Community College Profiles Highlights: Northeast Iowa Community College had the highest percentage of jointly enrolled students (50.8 percent of overall enrollment); Des Moines Area Community College had the highest percentage of jointly enrolled credit hours (32.3 percent); the largest disparity between male and female jointly enrolled students was at Northwest Iowa Community College (61.9 percent were female students, 38.2 percent were male students).

**VIII. For the Good of the Order – Mike Knedler**

- Done and adjourned 4:51 p.m.
- Next meeting: May 4, 2022.