I. Welcome and Introductions—Mike Knedler, Chair

Chair Knedler called the meeting to order at 3:30 PM. Members and presenters introduced themselves.

II. Approval of Meeting Notes—Mike Knedler, Chair

Chair Knedler asked for approval of the notes from the August 1, 2018, meeting of the CCC.

Motion: Moudy Nabulsi moved and Linda Allen seconded to approve the meeting notes.

Vote: The motion carried unanimously.

III. Division Updates—Jeremy Varner, Administrator, Division of Community Colleges and Workforce Preparation

A. Division Staffing

Jeremy reported that the Department is seeking talented individuals who are passionate about excellence in education to fill several positions over the next few months within the Division. Currently, the Department is seeking applicants with experience in the areas of career and technical education (CTE) for the following positions: 1) CTE Generalist; 2) CTE Perkins Accountability; 3) CTE Computer Science and Information Technology; 4) CTE Skilled Trades/Advanced Manufacturing/Technology Engineering.

Chair Knedler indicated that the Division is doing an incredible job despite the many vacancies due to retirements and staff departures. Mary Ellen Miller asked if the Department would hire
people out of state. Jeremy indicated that they would; people often take pay cuts to come work with us. Bettie asked what the timelines were to get the positions filled. Jeremy replied within the next six months. Please direct any interested applicants directly to Jeremy Varner.

B. Perkins V Update

On July 31, 2018, the President signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into law. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education (CTE) Act of 2006 (Perkins IV). It was approved unanimously by both chambers of Congress, reflecting broad bipartisan support for career and technical education (CTE) programs. Perkins V is largely based on the structure and content of current law, but makes some key changes that will impact the implementation of CTE programs and administrative processes around the country.

Iowa receives about $12M annually of the $1.3B federal appropriation. Currently the allocation is almost divided evenly between secondary and postsecondary. The Department is preparing to start work on an inclusive Perkins V state plan development process and gearing up to help institutions understand the changes in the new law. We believe the timing is excellent in that we can leverage our state’s new vision for CTE in the state plan development process, aligning Perkins with secondary CTE redesign. Transition plan and a then a multi-year plan similar to Perkins IV.

The new law will go into effect on July 1, 2019, and the first year of implementation will be considered a transition year. Eligible agencies will be able to submit a one-year transition plan in spring 2019. Full four-year state and local plans, covering all the requirements of the Act, will then be submitted in spring 2020 (encompassing program years July 1, 2020-June 30, 2024).

Jeremy indicated he will be joining a six-member Iowa regional team meeting on November 15-17, 2018, which is sponsored by Advance CTE in Bloomington, Minnesota. This meeting will help state leaders’ best leverage the Perkins V to advance learner access to and success through high-quality CTE programs and programs of study.

Chair Knedler asked if 6th through 8th grade is considered as middle school and will the CTE changes effect 8th graders. Jeremy replied the new law explicitly addresses middle school CTE and that the secondary CTE redesign called out the importance of middle school CTE. Part of the goal with Perkins V planning is to align federal funding with the new state policy framework.

C. Great Lakes Higher Education Guaranty Corporation

A statewide convening on guided pathways will kick off on Friday, October 26, 2018, at the Iowa Culinary Institute on the DMACC Ankeny campus, from 9:00 AM – 3:30 PM. Davis Jenkins, a senior research scholar at the Community College Research Center and leader in the national guided pathways movement, is scheduled to present on his research and trends in this area. He will also assist the colleges in an analysis of their self-assessment and student demographic/success data.

Each of Iowa’s 15 community colleges have been invited to send a four-to-five member “success team” responsible for developing their institution’s guided pathway plan. Funded through a Great Lakes Higher Education Guaranty Corporation planning grant, the convening will be a full day of
learning, data analysis, team planning, and statewide collaboration to improve and scale current guided pathway efforts, with a focus on closing equity gaps and incorporating work-based learning opportunities.

The Division is partnering on this initiative with HCM Strategist, LLC, who will lead the convening and provide technical support to the colleges over the course of the planning grant to prepare applications for a Great Lakes implementation grant. They have done this type of work with many states and agencies, and have valuable resources that they are pleased to share with Iowa’s community colleges.

D. Future Ready Iowa Summits

The Future Ready Iowa day-long summits are scheduled for late September through November in Ames, Atlantic, Burlington, Cedar Falls/Waterloo, Cedar Rapids/Iowa City, Centerville, Creston, Davenport, Denison, Des Moines, Elkader, Fort Dodge, Muscatine, Pella, Sheffield, Sioux City, and Spencer. Future Ready Iowa website

Future Ready Iowa was created to prepare and connect more Iowans with rewarding careers and good-paying jobs with Iowa employers. The initiative has a goal of 70 percent of Iowa’s workforce having education or training beyond high school by 2025. The regional summits represent an opportunity for local and regional partners to come together and discuss potential solutions based on their area workforce needs and challenges.

E. Transfer Major Work

Transfer major work is ongoing as there is much work underway to implement discipline frameworks and ultimately transfer majors. The Department has a meeting with the full steering committee scheduled on September 14, 2018, at DMACC. Jeremy indicated that he will keep the Council informed of all future transfer major work.

IV. IACCT Update—MJ Dolan, Executive Director

MJ reported that every two years a new chair is appointed to the Iowa Association of Community College Presidents (IACCP) and the Iowa Association of Community College Trustees (IACCT) boards. Dr. Dan Kinney, Jr., president of Iowa Central Community College, has been appointed as the new chair of the IACCP; and Mr. Dave Schueller, Northeast Iowa Board Chair, was appointed the new chair for the IACCT.

Chairs Kinney and Schuller suggested having gubernatorial candidates come in and visit with the IACCP and IACCT, so Governor Reynolds came to both meetings last week. It was a good dialogue and the discussion focused mainly on the community colleges’ priorities which is workforce training, additional local financial support, and also state general aid. One of the things that came up during that conversation, besides a lengthy discussion about local financial support, is that Iowa’s community colleges are the poorest funded on a per pupil basis and that their tuition is at 52 percent and local support is five percent.

The Governor is very much talking about all the number one things in Iowa—number one best state, etc., and number one in dual enrollment. MJ also stated that one of the things that is happening
with the cut backs in education is the trend has slowed down for high school students in concurrent enrollment and the Governor was not aware of that. They also talked about workforce training, Future Ready Iowa, and Empower Rural Iowa.

Candidate Fred Hubbell is scheduled for a webinar on September 28, 2018, as they were not able to get him here in person due to his schedule. They plan to go over some of the same questions they asked Governor Reynolds and will have a dialogue. It is more difficult to do it on a webinar, but it is important to hear what he has to say about community colleges and workforce training.

This is a busy time for all the colleges getting all the students enrolled, but it is also an important time for the colleges in regard to advocacy. During the summer, Iowa’s community colleges were visiting with all of the candidates, particularly with the mid-term elections coming up, visiting with all of the incumbent legislators. We will be watching those mid-term elections as it is hard for to finalize who we are going to talk to and what we are going to talk about until we know whether or not there is a switch in leadership.

IACCT’s 2019 legislative priorities are: 1) State General Aid (SGA)—Increase community college SGA as the same rate of growth as the State General Fund Revenue; 2) Workforce Training—Support dedicated public/private funding opportunities for credentialed training partnerships among students, community colleges, businesses, and others through work-based learning; and support the current commitment and local decision-making for the Iowa Skilled Worker and Job Creation Fund and New Jobs Training Programs; and 3) Local Community Support—Provide elected community college boards the governance flexibility to access local funding in its discretion to meet community needs.

This year, the community colleges are also focusing on partnerships with K-12, businesses, trade unions, people interested in work-based learning, and with the area education agencies. MJ reported they have a group of folks that they call the Workforce Advocacy Team that is made up of economic developers and noncredit staff. They are looking at what is the pulse for Iowa’s community colleges and K-12 that are interested in trying to put something together to advocate for additional funding for work-based funding.

At the October meeting of IACCP, Chair Dan Kinney commented that he remembers what the Iowa Department of Education’s reporting used to be like, and he complimented the Department, and particularly the Division of Community Colleges and Workforce Preparation, on their data. This discussion came about due to the noncredit report that was just released and being the first in the nation. The IACCT office is in the process of redoing their workforce business partner flyer. They recently got “stuck” because the data gets old so fast, and MJ thanked Paula Nissen for working with their team with the data.

Lastly, on October 26, 2018, Connie Hornbeck, trustee from Iowa Western Community College, will be serving as chair-elect on the ACCT (American Association of Community College Trustees) Board of Directors for the next year. Jay Nardini, trustee from Hawkeye Community College, is running for office to sit on the national board as well. MJ stated that when she attends national meetings, Iowa is unique and, in many cases, often ahead. We are ahead of the data, ahead in the K-12 relationships, ahead in the workforce training business partner relationships, and we have had someone on the national ACCT Board since 2004.
Moudy Nabulsi asked MJ about the national marketing program. MJ replied that this topic came up at the October IACCP meeting. There is a group of presidents who are working on a statewide marketing program and focusing on students who might think college is the answer, but can in fact get into a trade, can do better, have less debt, and get a job right away. There is a campaign that is being developed to focus on youth, but also the under skilled/low skilled students and to let them know about the opportunities…to plant a seed and create a movement for the trades as Iowa is in great need of welders, machinists, nurses, plumbers, electricians, etc. This committee of presidents is going to begin to explore this and see if they can’t get a partnership with our state agencies and businesses as well.

V. Rules: 281 IAC Chapter 49 (Notice-No action required.)—Jeremy Varner

Jeremy Varner reiterated that Chapter 49 rules require no action behalf of the Council as this is not a community college item; the rules were included as an informational item only. The 281 rules, Iowa Administrative Code (IAC) chapter 49, establishes the minimum components for career information systems used by districts to support individual career and academic planning activities for students in grades 8 through 12.

The Iowa Department of Education maintains a list of career information systems, which meet the criteria established in Chapter 49. This proposed rule adds an additional category of “supplemental” career information systems. Career information systems that do not satisfy all criteria for career information systems may be placed on this list, and districts may use career information systems on this list to satisfy identified components of the career and academic planning process.

Moudy Nabulsi asked if each college would have their own system to follow-up with or would the state office come up with this. Jeremy replied this is for school districts, grades 8-12. Schools have the choice of those 8-9 systems, they will continue to have those options, although they can use supplemental systems to meet certain standards.

Mike Knedler asked why a school wouldn’t choose one system that covers everything or is there no such tool. Jeremy replied there are such tools, and all of the systems currently on the list do that, and we expect most schools to make that choice. Schools will have a little more flexibility, but we expect schools will use the system(s) that works best for them. Mary Ellen Miller asked about the National Guard and inquired if there are a lot of supplemental systems. Jeremy replied that we are only aware of two. Both the ASVAB and Career Coach tools are not developmentally appropriate for middle school students and are designed primarily for juniors and seniors.

These rules requires no action by the Council, but the Jeremy wanted the Council to have as much information prior to the State Board meeting where action will be required.

VI. Rules: 281 IAC Chapter 46 (Notice)—Jeremy Varner

Jeremy reported that he following amendments to Chapter 46 are proposed. Proposed items 1, 2, 3, 6, 8, and 12 are non-substantive, clarifying modifications to existing rules. Item 4 adds policy language to a previously reserved section. The language details the process to be followed for programs that do not meet program requirements established in this chapter. Finally, items 5, 7, 9, 10, and 11 implement the provisions of House File 648, passed by the Iowa Legislature and
signed by Governor Reynolds during the 2018 legislative session. The items relate to the disbursement, monitoring, and allowable uses of state career and technical education funds.

**Motion:** Mary Ellen Miller moved and Linda Allen seconded to move that the CCC recommend to the State Board adopt the amendments to Chapter 24.

**Vote:** The motion carried unanimously.

**VII. Western Iowa Tech Community College (WITCC) Comprehensive Accreditation Report—Fiscal Year 2018—Chris Russell, Education Program Consultant, Bureau of Community Colleges**

Chris Russell indicated that this is a report of the evaluation of WITCC for continued state accreditation as an associate degree-granting institution. The Department of Education conducted the on-site portion of the evaluation on April 12-13, 2018. This report reflects the accreditation team’s observations and determinations made during WITCC’s comprehensive desk and site reviews.

As mandated by Iowa Code sections 260C.47, the accreditation team, including two external peer reviewers, assessed WITCC’s compliance with eight Iowa State Accreditation Standards via a structured process of document review and on-site interviews. The team also reviewed the most recent Higher Learning Commission (HLC) regional accreditation report to ensure that any findings have been or are being addressed. Like the state accreditation process, HLC conducts college reviews every five years; however, Iowa’s process has been designed not to duplicate their process.

Chris reported that even though they are not the biggest college in Iowa, WITCC ranked first in credit awards in the state. They have over 8,000 students and the Department learned how they are building on that student outcomes success through their special topic presentation. Because it was a comprehensive visit, the Department incorporated their special topic into the site visit and they wanted to share information about a project that they call “Simplification.” They want to streamline how students come into their community college to improve the student experience. Students register for a whole year of courses, instead of term-by-term, with a planning tool that is working for them and every department has bought into this “simplification” process to remove barriers to student success.

The report, as always, is divided into the eight components of state accreditation. Each component the team reviews and comments on the positives and any recommendations. The first was HLC. They are an AQIP school, so the team was able to review HLC correspondence and a systems portfolio on all of their processes. The team’s main recommendation in this area, and throughout the report, was WITCC is utilizing a lot of new processes and new things at their college and they need to document that on paper and flowchart it out so as new people are coming in and with the turnover of staff, that they are able to quickly bring people on board with the great things they are doing.

We reviewed faculty qualifications and load. We are seeing the same process now being used at the colleges we are visiting, where the document faculty qualifications with a similar form, similar process. Just a few that we randomly selected needed a little more documentation and they provided everything that we asked for and follow-up. We think our review helped WITCC improve
and streamline that process for future audits by both the Department and the HLC for the faculty qualifications. Faculty loads met all requirements, so that area was fine.

In regard to special needs, the team saw many examples around the campus of a welcoming environment. We met with students and had a very positive interview with them. They had several examples of where accommodations were made to help students, especially in career and technical education areas. We asked that they work on both their annual notice of nondiscrimination and continuous notice just to make sure that they are consistent and in all the required publications that go out annually, and we are following-up on that. As a side note, we just recently finalized some additional guidance on those two statements to help all colleges going forward.

Since we review several examples of WITCC’s program review process, we are able to see the progress over the years. In the interview, we also learned how they improved their process. The whole college has bought into a Lean Kit project management process. Every project they do, is put into a software called Lean Kit and keeps track of how they are progressing. Everything is tied to WITCC’s strategic plan, so it show how everyone fits into the strategic plan. They have a very simple strategic plan with the following three goals: 1) Learners; 2) Partners; and 3) Team. They have infused a culture of everyone getting on board with the strategic plan goals. The team took a tour of the physical plant and facilities; both in excellent condition. WITCC has really focused on technology.

We were impressed that all of their faculty and adjuncts participated in their qualify faculty plan. They have strong buy-in by faculty for their plan. They pay adjuncts extra to participate in activities, so that increases attendance. We did reiterate that they need better documentation of their meetings with minutes so we can see the progress that has been made. Faculty keep all of their own records for their QFP, where for most colleges which is housed in a central location. We suggested they keep their records in a central location repository.

The last component reviewed was Senior Year Plus (SYP). WITCC calls it “CollegeNow.” They are accredited by NACEP. In the next couple of years they have another NACEP visit. We noted that they have regular visits to the high schools and professional development for their high school instructors. They have three comprehensive handbooks in place; a very tight program under SYP. The team was very impressed with WITCC’s initiatives and their commitment to students. It appears they are giving students a high-quality education and experience.

Bettie Bolar asked what the timeline for follow-up is when there is a finding. Chris responded that we put in place a timeline, for them to meeting the continuous statement finding, and we will be checking this in fall 2018 and will also check on their annual statement in spring 2019. We use a follow-up form for communication, and sometimes the topic will result in another visit if it is a serious issue.

Bettie Bolar also asked how closely HLC material follows the eight standards that the Department follows. Chris responded that the Department built the eight standards so they are pretty much non-duplicative. One of the areas that is duplicative is in review of faculty qualification standards. Moudy thanked the Department for including the college’s overview and history in the report.
Motion: Bettie Bolar moved and Moudy Nabulsi seconded to move that the CCC recommend to the State Board to grant continued accreditation for WITCC. A state interim accreditation evaluation will be conducted in fiscal year 2023.

Vote: The motion carried unanimously.

VIII. Iowa Community Colleges Employment Outcomes Noncredit Career and Technical Education (CTE) Programs—Academic Year 2015-16—Paula Nissen, Education Program Consultant, Bureau of Community Colleges

Paula was pleased to announce that this a new report, released by the Iowa Department of Education (Department), in partnership with Iowa Workforce Development (IWD), which details that students completing noncredit career and technical education (CTE) programs at Iowa’s community colleges experience high rates of success. Paula said Iowa is looked at as a leader in all kinds of data analysis.

Jeremy said this is very ground-breaking work. He also went on to discuss the outcomes of credit students. We describe the students in great detail, track them into unemployment insurance administrative records, we track them in the National Student Clearinghouse, and follow them to further education so we know where they go to get four-year degrees, where they work, how much money they make by program, etc. Jeremy reported that we had almost 250,000 students enrolled annually in noncredit offerings, a significant chunk of those in employment-related training offerings, and we have not done much in the past to describe what is occurring in greater detail. We took a specific look at the career training as we wanted to look at the wages and the impact of career training, and we can follow those students and see what happens to them.

The Iowa Community Colleges Employment Outcomes: Noncredit Career and Technical Education (CTE) Programs Report, the first in the nation, contains state-level data on the education, employment, and earnings of students who enroll in noncredit CTE programs at Iowa’s 15 community colleges. Approximately, 21.5 percent of noncredit students continue their education in credit-bearing programs, and 84 percent attend Iowa colleges.

In this report, employment and wages are analyzed to illustrate the important impact that the noncredit education and training provided by Iowa’s community colleges has on the state’s economy. Following students on the individual level is the preferred method of reporting education outcomes by program. Confidentiality laws, however, restrict the ability to link individual student records to employment and wages for most researchers.

In addition, educational records and employment records are held in two different state agencies, the Department and the IWD. The Department and IWD have overcome this hurdle by forming a partnership dedicated to evaluating and reporting education outcomes (i.e., continued education, employment, and wages) for community college credit certificate, diploma, and associate degree awards, as well as noncredit programs through strict data sharing agreements and confidentiality agreement.

Mary Ellen Miller said the information regarding “Wages by Program” should be posted on every schools guidance counselors’ office wall so that students are aware of the kind of wages they can earn. Mike Knedler asked of all 8th grade high school counselors have access to this information. Jeremy said not at the moment, but how we communicate this information is a good question. It is something we really need to think about. Bettie Bolar commented that not only is it good
getting this information into the hands of 8th grader, but in the hands of all of our workforce development centers. Bettie Bolar also went on to say that this report has validated 32 years of my life—this report is awesome in that it has been researched and validated. Other members of the Council also commended the Division and staff for preparing this report. This report has also been sent to the community colleges, so they have another tool in their toolbox.

IX. Iowa Community Colleges Tuition and Fees Report—Fiscal Year 2019—Jeremy Varner

Jeremy report that the Department recently released the fiscal year 2019 Tuition and Fees Report, which provides information about the tuition and fees charged at each of Iowa's 15 community colleges. This report also provides trends in tuition and fees among Iowa’s community colleges, sources of general operating revenue, and comparisons among states and institutions.

According to the report, average in-state tuition for students attending Iowa’s community colleges is $168.42 per credit hour, a 3.9 percent increase from last year, and average mandatory fees are $14.15 per credit hour, up 1.6 percent from last year. Therefore, the average total in-state cost of enrollment (tuition plus fees) is $182.57 per credit hour, which represents a 3.7 percent increase from last year.

Tuition and fees accounted for approximately 52.3 percent of community colleges’ unrestricted operating revenue during FY 2017, the latest year for which data are available. This percentage has gradually increased since FY 2008 when tuition and fees accounted for 47.5 percent. During this 10-year period, state general aid as a percentage of total college revenues declined slightly from 37.0 percent in FY 2008 to 35.4 percent in FY 2017.

Nationally, provisional data from the Integrated Postsecondary Education Data System (IPEDS) suggest that Iowa’s in-state cost of enrollment in FY 2017 (the latest year available) ranked in the 86th percentile. This indicates that Iowa’s average cost of enrollment is greater than or equal to 86 percent of community colleges in the nation.

Regionally, the average IPEDS total in-state enrollment costs per credit hour during FY 2017 were higher in South Dakota and Minnesota than in Iowa. IPEDS data also suggest that the average total in-state enrollment cost at Iowa’s community colleges was 12.9 percent higher than the regional average ($4,361.17) during FY 2017.

Iowa Code stipulates that the highest tuition charged by Iowa’s community colleges must be less than the lowest tuition charged at Iowa’s public universities. In FY 2019, the highest community college in-state tuition for 24 credit hours ($4,344.00) is 43.4 percent less than the lowest public university in-state tuition for the same number of credit hours ($7,680.00).

X. For the Good of the Order—Mike Knedler

The meeting was adjourned at 5:00 PM. The next meeting of the CCC is scheduled on Tuesday, November 13, 2018, 3:30 – 4:00 PM, via a conference call.