

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

**Tuesday, November 18, 2014**

**4:00 – 5:00 p.m.**

**DE – ICN Room**

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Those in attendance included:

- Brooke Axiotis, CCC and State Board of Education Member
- Barbara Crittenden, President, Southwestern Community College; and CCC Member (via conference call)
- MJ Dolan, Executive Director, Iowa Association of Community College Trustees
- Kent Farver, Chief, Bureau of Community Colleges
- Rosie Hussey, CCC and State Board of Education Member (via conference call)
- Mike Knedler, CCC and State Board of Education Member
- Mary Ellen Miller, CCC and State Board of Education Member
- Jeremy Varner, Administrator, Division of Community Colleges
- Stephanie Weeks, Assistant to Jeremy Varner, Division of Community Colleges

**I. Welcome and Introductions—Mike Knedler, Chair**

Chair Knedler called the meeting to order at 4:00 p.m. Members and presenters introduced themselves.

**II. Approval of Meeting Notes—Mike Knedler, Chair**

Chair Knedler asked for approval of the notes from the September 17, 2014, meeting of the CCC.

**Motion:** Rosie Hussey moved and Barb Crittenden seconded to approve the CCC notes as presented.

**Action:** The notes were passed unanimously by the CCC.

**III. Division Updates—Jeremy Varner**

**A. Administrative Rule Changes**

The State Board of Education is in the process of promulgating several new or amended chapters of administrative rule. All of the chapters, except Chapter 21 (with changes related primarily to residency status policy), have had formal action. The notice of intended action for Chapter 21 will be delayed until January 22 to permit an adjustment to align with the recent federal Veterans' Choices Act. The rules move the State Board adopted Uniform Policy on Residency Status into administrative rule, replacing a reference to the board policy.

**B. Equity Evaluation Process Overhaul Planned**

The division plans to undergo a comprehensive review of the community college equity evaluation process in with the Community College Accreditation Advisory Committee and in consultation with the Office of Civil Rights (OCR) which approves state targeting plans. The committee met November 14 and approved of the effort. The goal is to identify opportunities for process

improvement and transparency – to make the process more focused, efficient, and effective. By clearly delineating expectations regarding the process and requirements, the division hopes to reduce uncertainty while increasing colleges’ responsiveness to equity issues. Division staff and the committee will consider opportunities to streamline the process, reduce the invasiveness of evaluations, increase review frequency by coupling the process with the state accreditation process, and develop a guide to the process. The process review is expected to be somewhat analogous to the community college state accreditation overhaul.

### **C. Career and Technical Education Program Outcomes Report**

Jeremy discussed the Iowa Community College Education Outcomes Report that Paula Nissen presented at the September 17<sup>th</sup> CCC meeting. This state report provides a wealth of information about the outcomes of students completing career and technical education programs. Beyond the state report, the division prepares individual college reports and data sets which support institutional program planning and review processes. In the future, the division will prepare guidance documents to support improved program review processes and expand data and products, particularly related to noncredit data and industry credentials. The division is a lead state in an industry certification data clearinghouse project.

Mary Ellen Miller noted the state’s demographic changes. Jeremy responded that Iowa has the highest penetration rate in those populations of all 50 states. MJ Dolan indicated that the Latinos make up 17.9 percent of the population and several community colleges are recognizing that increase.

### **D. Workforce Innovation and Opportunity Act (WIOA)**

The Division of Community College is engaged in discussions with Iowa Workforce Development (IWD) regarding implementation of WIOA. WIOA has a holistic approach to workforce development and a greater focus on credential attainment. Community colleges are central to the workforce development system. The division is directly impacted by WIOA since it includes federal funds for adult education, unified planning requirements, and directly relates to career pathways, sector boards, and other initiatives.

Background: President Barack Obama signed the WIOA into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act by a wide bipartisan majority; it is the first legislative reform in 15 years of the public workforce system.

Every year the key programs that form the pillars of WIOA help tens of millions of job seekers and workers to connect to good jobs and acquire the skills and credentials needed to obtain them. The enactment of WIOA provides opportunity for reforms to ensure the system is responsive to the needs of employers and preparing workers for jobs that are available now and in the future.

WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. In general, the Act takes effect on July 1, 2015, the first full program year after enactment.

### **E. Voluntary Framework of Accountability (VFA) Update**

Work on the first pilot credit data submission for the Voluntary Framework of Accountability (VFA) is underway at 13 of Iowa's community colleges. The collaborative effort between the community colleges and the department began in August when the department supplied the colleges with the Management Information System (MIS) dataset for the first submission. The colleges are adding additional data elements that are required for the aggregated data submission. The completed dataset was returned to the department in mid-October. During the next couple of months the department will work on aggregating this information into the tables that are required by each college for the VFA submission process.

By February 1, 2015, the department will provide the 13 pilot colleges with a pre-submission confirmation report. Based on these reports, the colleges and the department will work together to address any identified issues. By March 1, 2015, the department will upload the VFA tables for each college onto the VFA website. The colleges will have until June 1, 2015 to confirm and approve the information uploaded to the website, which will complete the VFA process.

The department is in the process of obtaining the membership for each of the 13 pilot colleges in the VFA project and completing a memorandum of agreement (MOA). This MOA will define the roles of the colleges and the department in data collection and aggregation, as well as the process for the uploading of information to the VFA website. The MOA will act as the college's participation agreement in the VFA project. The VFA subcommittees for the non-credit and adult basic education (ABE) data submissions are working to map out the process for incorporating these voluntary data components into future VFA data submissions.

### **F. Secondary Career and Technical Education (CTE) Task Force Update**

The Secondary Career and Technical Education (CTE) Task Force met on October 3rd at the Kirkwood Community College Jones County Regional Center (JCREC) in Monticello. The task force reviewed reports from the Career Academies and Career Guidance Work Groups. The Career Academies Work Group was created to fulfill a task force mandate to review the definition of career academy, and review and recommend core components of career academies and regional centers. Accordingly, the work group strived to achieve the following: clarify and preserve the important role of secondary CTE in the career academy structure; encompass current career academy best practices; incent the development of career academies to promote collaboration between secondary schools and postsecondary institutions; and establish common expectations for both new and existing career academies.

To this end, the Career Academies Work Group put forward an alternative working definition of career academies. As a starting point, the work group utilized the definition currently found in Iowa Code section 260C.18A, subsection 2, paragraph "c". From there, the work group expanded or revised various components. Members of the task force discussed matters such as the scope and content of a career academy, the combining of education and skills sets through the sequence of courses which comprise a career academy, ensuring access to high quality CTE programming through a career academy, and how to adequately incent and fund a career academy.

Career guidance was identified as an issue of importance at the first meeting of the Secondary CTE Task Force. The Career Guidance Work Group, whose work has drawn considerable interest in light of the changes to the I Have A Plan Iowa (IHAPI) career guidance system, brought before the task force a progress report and series of recommendations to improve the secondary career guidance system. Guiding the group's recommendations was the desire to achieve the following goals: preserve the important role of secondary counselors in career guidance and expand the role of high quality CTE to include career guidance and secondary CTE professionals; encompass career guidance best practices to include all stakeholders - including students and educators, postsecondary institutions, employers, business representatives, and policymakers; establish a common data collection and reporting tool in order to inform policy decisions; and promote collaboration between all stakeholders in a way that is responsive to the labor market needs of the state.

There was broad agreement among task force members that career guidance plays a central role in shaping and guiding a student's education. Beyond recognizing the value of an electronic career guidance tool similar to IHAPI, task force members discussed issues such as career coaching, the role of instructors in the career guidance process, the counselor/student ratio, utilizing work-based learning experiences for students and teachers, and more.

In addition to the discussion on the work group reports, the task force toured the JREC facility and had an opportunity to discuss with center staff and secondary school personnel various aspects of the center, the programs offered to secondary students at the JREC, the relationship and arrangements with area secondary schools, and more. More information on the task force including previous meeting agenda and notes, and a list of task force members, is available on the department's website.

#### **IV. IACCT Update—MJ Dolan, Executive Director**

- MJ began her report with a statement “that now that election is behind us, and leadership remains in place, IACCT has continued our current relations.”
- She also discussed the State Authorization Reciprocity Agreement (SARA). SARA is designed to free higher education institutions from the maze of costly, inefficient, and inconsistent regulations and laws in different states (which often make it difficult to offer online courses to students who reside outside an institution's home state) by proposing a single set of baseline standards and procedures to both regulate distance education programs and ensure consumer protection.

The interstate reciprocity system will ensure institutions can easily operate distance education programs in multiple states as long as they meet the regulatory requirements of their home state, which will include standards dealing with institutional quality, consumer protection, and institutional financial responsibility. Midwestern State Authorization Reciprocity Agreement M-SARA was approved by the MHEC Midwestern Higher Education Compact (MHEC) Executive Committee in June 2013 (all four regional compacts have been approved by their boards). The United States Department of Education's rules require all institutions to register in other states where they have students enrolling at a cost of approximately \$460,000. The bill was passed to join SARA; although SARA has rejected Iowa's application due to preservation of certain consumer

protections that exceed SARA standards. There will be more discussion about next steps at the state and federal levels.

- The IACCT-sponsored holiday event has been scheduled for December 4 at the IACCT Office.
- On October 31, 2014, the first annual 2014 IACCT Board and Vice Presidents' Conference was held at the IACCT Office. This conference was co-sponsored by IACCT and CCLP (Community College Leadership Program—Iowa State University). Jeremy Varner presented on the "Future of Iowa's Community Colleges," and Kent Farver presented "Community College Funding Sources and Distribution."

**V. Rules: 281 IAC Chapter 23—Adult Education and Literacy Programs (Adopt)—Jeremy Varner**

New 281 Iowa Administrative Code (IAC) Chapter 23 aligns Iowa's adult education and literacy programs with the purposes of providing a high-quality educational program to address the needs of adults in acquiring the knowledge and technical skills necessary for economic self-sufficiency. These rules further clarify policies with respect to program eligibility, allowable use of funds, qualification of staff, and performance measures. To reflect the needs of Iowa, and to support the guidance provided in Iowa Skilled Worker and Job Creation Fund, statewide meetings have been conducted for the past nine months with key stakeholders in the drafting of new Chapter 23. A public hearing was held on November 4, 2014. No one attended and no public comments were received.

**Motion:** Rosie Hussey moved and Mary Ellen Miller seconded to move that the State Board adopt Chapter 23 rules.

**Vote:** The motion carried unanimously.

**VI. Rules: 281 IAC Chapter 48 – Statewide Work-Based Learning Intermediary Network (Adopt)—Jeremy Varner**

In 2013, legislation was passed to establish a network of regional work-based learning intermediary networks to connect business and the education system and expand the availability of relevant work-based learning opportunities (e.g., job shadows, internships, and career fairs) to students and teachers particularly related to science, technology, engineering, or mathematics occupations, occupations related to critical infrastructure and commercial and residential construction, or the targeted industries of advanced manufacturing, biosciences, and information technology. This new chapter of administrative rule is intended to implement the program. There were no comments received regarding the Chapter 48 rules during the public hearing process.

**Motion:** Brooke Axiotis moved and Rosie Hussey seconded to move that the State Board adopt Chapter 48 rules.

**Vote:** The motion carried unanimously.

**VII. Rules: 281 IAC Chapter 25—Pathways for Academic Career and Employment Program; Gap Tuition Assistance Program (Notice)—Kent Farver**

The revised 281 Iowa Administrative Code (IAC) chapter 25 incorporates changes to Pathways for Academic Career and Employment Program and Gap Tuition Assistance Program included in House File 604, passed by the 2013 General Assembly of the State of Iowa. Changes associated with House File 604 include the addition of pathway navigators and regional industry sector partnerships; increasing the federal poverty level benchmark from 200 percent to 250 percent under target populations and applicants for tuition assistance; and the addition of staff support services under eligible costs. Changes not directly associated with House File 604 include the renumbering and reformatting of sub rules.

**Motion:** Mary Ellen Miller moved and Brooke Axiotis seconded to move that the State Board approve the rules for notice of intended action.

**Vote:** The motion carried unanimously.

**VIII. Iowa Community Colleges 2014 Fall Enrollment Report—Kent Farver**

Farver reported that the *Iowa Community Colleges 2014 Fall Enrollment Report* summarizes and analyzes fall enrollment in Iowa's community colleges. Each year, Iowa's 15 community colleges submit data on enrollment on the 10<sup>th</sup> business day of the fall semester. Highlights from the report include:

- Total fall enrollment was 93,772 students – down 0.49 percent. Semester credit hours fell 4.6 percent.
- Enrollment continues to exceed pre-recession levels, but is down markedly from peak enrollment in fall 2010. Enrollment spiked in 2009 and 2010 with the recession and continues to correct and level off.
- Enrollment changes are unevenly distributed among community colleges. Eleven saw credit hour declines (six above eight percent), four increased.
- Continued growth in joint enrollment, significant declines in enrollment of adults over age 24.
- Ongoing shift from full- to part-time enrollment.

**IX. For the Good of the Order**

The meeting was adjourned at 5:00 p.m. The next face-to-face meeting will be held on Wednesday, January 21, 2015, 4:00 – 5:00 p.m. at the Department of Education's ICN Room.