

COMMUNITY COLLEGE COUNCIL (CCC) MEETING NOTES
Wednesday, Tuesday, November 17, 2015
3:30 – 5:00 p.m. -- DE – ICN Room

Those in attendance included:

- ❑ Linda Allen, President, Hawkeye Community College, and CCC Member (via conference call)
- ❑ Brooke Axiotis, CCC and State Board of Education Member
- ❑ Barbara Burrows, Consultant, Bureau of Community Colleges
- ❑ MJ Dolan, Executive Director, Iowa Association of Community College Trustees
- ❑ Alex Harris, Administrative Consultant, Bureau of Community Colleges
- ❑ Rosie Hussey, CCC and State Board of Education Member (via conference call)
- ❑ Robin Madison, Fiscal Analyst, Legislative Services Agency
- ❑ Mary Ellen Miller, CCC and State Board of Education Member
- ❑ Moudy Nabulsi, Community College Trustee, and CCC Member (via conference call)
- ❑ Steve Ovel, Interim Chief Operating Officer, Iowa Workforce Development
- ❑ Zoë Thornton, Consultant, Bureau of Career and Technical Education
- ❑ Roger Utman, Interim Chief, Bureau of Community Colleges
- ❑ Jeremy Varner, Administrator, Division of Community Colleges
- ❑ Stephanie Weeks, Assistant to Jeremy Varner, Division of Community Colleges

I. Welcome and Introductions—Brooke Axiotis, Acting Chair

Acting Chair Axiotis called the meeting to order at 3:30 p.m. Members and presenters introduced themselves.

II. Approval of Meeting Notes—Brooke Axiotis

Acting Chair Knedler asked for approval of the notes from the September 15, 2015, meeting of the CCC.

Action: Rosie Hussey moved and Moudy Nabulsi seconded to move to approve the meeting notes. The notes were passed unanimously by the CCC.

III. Division Updates—Jeremy Varner

A. Staffing

The Division of Community Colleges is still working on filling the position of chief of the Bureau of Community Colleges position, as well as education program consultant staff positions related to communications, finance, and data/reporting. Each EPC position provides the opportunity to provide state level leadership and includes a salary range up to \$83,000 and attractive benefits. When open, positions are posted on TeachIowa.gov complete with full description of each position and application information.

Within the Bureau of Community Colleges, we have filled two consultant positions. Marcela Hermosillo-Tarin has accepted the position of Adult English Language Acquisition consultant and Jayne Smith has accepted the position of Adult Basic Education consultant. Marcela started October 9 and Jayne started on October 19.

Marcela was currently Community Engagement Consultant and Latino Outreach Coordinator at the Iowa College Student Aid Commission and adjunct ESL faculty at Des Moines Area Community College (DMACC). She is currently finishing work on a master's degree from Drake University. Marcela brings experience with ESL instruction and outreach to the Latino community, as well as a passion for the work. In this position, she will provide leadership to the state funded ESL grant, the federally funded EL/Civics grant and the professional development needs of the state's adult education programs as enrollment and outreach efforts continue to grow in serving English language acquisition participants.

Jayne is currently Director of Sponsored Programs and Grant Management at Drake University. Prior to Drake, she served DMACC for 18 years in various roles including Director of Grants, Contracts, and Federal Relations. She has continued to serve as an adjunct reference librarian for the last ten years. Jayne has a Juris Doctor from Drake University Law School. She brings extensive experience with grants management, a legal background, experience as a classroom teacher, and a passion for the mission of community colleges. In this position, she will provide leadership to the implementation of key elements of the Workforce Investment and Opportunity Act (WIOA) for adult education and literacy programs, grant and fiscal management, and professional development for programs and instructors.

Within the Bureau of Career and Technical Education, we have filled two consultant positions with the hiring of Zoë Thornton and Lisa Stange. Zoë started Monday, November 9, 2015, and Lisa starts Wednesday, January 6, 2016.

Zoë recently completed her doctorate at Iowa State University (ISU) and was working as a private consultant where she completed a number of projects for the division. Prior to ISU, she served as registrar at Iowa Valley Community College District and worked with career academies at DMACC. Her doctorate program had an emphasis on community college leadership and she brings experience with policy analysis, career academies, and a passion for student success. With the CTE team, she will work with community colleges and school district CTE administrators and faculty, provide leadership on certain CTE issues including within the health sciences discipline, and manage federal Perkins grant activities.

Lisa comes to us from ISU where she was an instructor in the Human Services Department where she coordinated the family and consumer sciences (FCS) teacher preparation program. Prior to ISU, she served as a secondary CTE teacher and community college adjunct at Waukee High School and several other central Iowa schools. Over the past couple years, she served on the secondary CTE task force representing postsecondary CTE preparation programs. She is also a former president of the Iowa Association for Career and Technical Education. She has a master's degree in Education from Viterbo University, a master educator's license, and national board certification. She brings extensive experience as a CTE educator, a deep understanding of FCS and the FCS community, CTE teacher preparation, and a passion for advancing CTE as a whole. With the CTE team, she will work with community colleges and school district CTE administrators and faculty, provide leadership on certain CTE issues particularly within family and consumer science related disciplines, and manage federal Perkins grant activities .

B. Iowa's Community Colleges: A Collective History of Fifty Years of Accomplishment

Jeremy introduced new staff member, Zoë Thornton, to the CCC and asked her to update the council on the 50-year community college history book. Zoë reported that this book was a three-year long process led by Janice Nahra Friedel, Professor, ISU; along with Zoë and Cristóbal Salinas Jr.

Iowa's Community Colleges: A Collective History of Fifty Years of Accomplishment provides a history of the statewide development of the community college system, through a focus on the individual college stories and dynamics. Each of Iowa's community colleges holds a distinct history, identity, and goals for the future, even within the shared mission of the statewide system of community colleges.

The book provides an introduction of the system overview, with detailed updates since the 40th year publication. Chapters 1-16 are devoted to the individual community college districts. The book also includes briefings on some of the pioneering staff, faculty, trustees, alumni, and legislators who have contributed to the development and success of Iowa's community colleges. As a historical piece which contributes to our state's recorded history, this academic book will inform higher education students and professionals, community college trustees and alumni, local communities, legislators and others interested in the development and history of Iowa's community colleges. Copies can be ordered via the link listed below.

<http://store.extension.iastate.edu/Product/IACC>

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

1. State Authorization Reciprocity Agreement (SARA) Rules—History: On May 22, 2015, Governor Branstad signed into law SF 501 to permit Iowa to join a state authorization reciprocity agreement (SARA) through the Midwest Higher Education Compact. SARA was developed to address U.S. Department of Education state authorization regulations issued in 2010, with an effective date of July 1, 2015. Under these rules, postsecondary institutions must be authorized in states where students are enrolling in their online courses. Obtaining authorization in all such states was expected to be exceedingly expensive and labor intensive for each college. To offset the expense and challenge of registering in each state, SARA called for the establishment of regional compacts with the goal of requiring only a single state authorization process in the college's home state. The final bill (SF 501) addresses consumer protection issues while permitting Iowa to join SARA.

MJ Dolan discussed the proposed administrative rule changes that the Iowa Student Aid Commission put forth that integrated SARA authorization into their existing state registration rule. Community colleges and the Regents are exempt from state registration, as they are authorized to do business in Iowa by state code. Incorporating SARA into this rule was confusing and duplicative of the accreditation process in many respects. MJ, Jeremy Varner, and other community college staff are working with Commission staff to revise their proposed rule change to separate state registration from SARA authorization.

2. ACCT (Association of Community College Trustees) Community College Leadership Congress—Approximately 1,000 Iowa community college trustees, staff and guests attended the leadership congress in San Diego, California, on October 14–17, 2015.

President Linda Allen, Hawkeye Community College (HCC), was the recipient of the 2015 Central Regional Chief Executive Officer Award and the 2015 National Chief Executive Officer Award recipient. Connie Hornbeck, Iowa Western Community College, was elected as the ACCT Secretary-Treasurer. Jay Nardini, HCC, was elected at the ACCT Senate Meeting to the ACCT Diversity Committee. Nardini will serve a two-year term. Rick Franck, Western Iowa Tech Community College, was elected at the ACCT Senate Meeting to the ACCT Nominating Committee. Franck will also serve a two-year term.

3. Dialogue with the IACCT Board Luncheon—On December 4, 2015, the IACCT Board will host a luncheon dialogue with State Board of Education (SBE) members, Charles Edwards, president of the SBE; Mike Knedler, chair of the Community College Council (CCC), and Mary Ellen Miller, member of the CCC, as well as Director Ryan Wise, and Administrator Jeremy Varner to discuss the work as the Department of Education, SBE leaders, and other matters of mutual interest.
4. IACCT Conference—Northeast Iowa Community College is proud to host the 2016 [Iowa Association of Community College Trustees](#) Conference, **February 22-23, 2016, Embassy Suites Hotel, 101 East Locust, Des Moines**. The conference will provide an opportunity for learning, networking and celebration as trustees and guests from all 15 of Iowa’s community colleges gather on the 50th anniversary of the founding of the Iowa community college system. On Sunday, February 21, 2016, IACCT will hold an open house from 6:00 – 8:00 PM. Invitations include a social event, a tour of the IACCT office, and heavy hors d’oeuvres will be served.
5. ACCT Debt Study—MJ and Jeremy discussed the debt study recently released by ACCT. Iowa has a high percentage of default rates; students that borrow the least amount, have the hardest time paying it back. Jeremy is going to invite Laurie Wolf, Executive Dean of Student Services, DMACC, to talk about the report to the CCC and to the State Board next year.

V. Rules 281 IAC Chapter 25 – Pathways for Academic Career and Employment Program; Gap Tuition Assistance Program (Adoption) – Jeremy Varner

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 658, passed by the 2015 General Assembly of the State of Iowa. Changes associated with House File 658 include modifying the criteria to determine financial need by decreasing the family income requirement from twelve to six months, and adding two provisions which: (1) prioritize the provision of assistance to individuals earning income between 150 percent and 250 percent of the federal poverty level; and (2) bar individuals eligible from receiving assistance under the Gap Tuition Assistance Program if they are eligible for assistance under the federal Workforce Investment Act and Workforce Innovation and Opportunity Act, unless all budgeted funds under these acts have been fully expended.

A public hearing was held on November 3, 2015. No one attended and no comments were received. The adopted rules are nearly identical to the noticed rules with only minor adjustments from the Legislative Services Agency.

Motion: Mary Ellen Miller moved and Rosie Hussey seconded to move that the CCC recommend to the State Board to adopt the amendments to Chapter 25.

Vote: The motion carried unanimously.

VI. Iowa Community Colleges Fall Enrollment Report 2015—Jeremy Varner

The Iowa Community Colleges Fall Enrollment Report for 2015 provides information on fall credit enrollment at Iowa's 15 community colleges as of the tenth business day of the semester. Enrollment totaled 93,074 students, a decrease of 0.74 percent from the prior year. Except where noted, data in the attached report are taken from the Community College Management Information System (MIS) fall 2015 submission and were confirmed by each college.

The following highlights from this report summarize enrollment at Iowa's community colleges during fall 2015:

- Fall 2015 enrollment was 93,074 students—a decline of 0.74 percent from last fall.
- Compared to last fall, registered semester hours fell 1.1 percent, from 832,234 to 823,306.
- The typical student is a white (83 percent) female (54 percent) from Iowa (91 percent) whose average age is 21.6 years, and enrolled part-time (60 percent) in a transfer-oriented college parallel program (68 percent).
- A total of 28,166 students enrolled in at least one online course, accounting for 30 percent of total enrollment.
- Health science remained the largest career and technical education (CTE) career cluster; manufacturing was second; business management and administration was third.
- Joint enrollment increased 5.3 percent, from 31,446 high school students last fall to 33,145 this fall.
- Next fall, between 87,991 and 98,629 students are predicted to enroll in Iowa's community colleges.

At the December State Board meeting, Vladimir Bassis, Consultant, Bureau of Community Colleges, will demonstrate the following community colleges data visualization tools:

- Interactive Charts and Data Sets
- College Area Interactive Maps and Charts
- Zip Code Area Interactive Maps and Charts
- Iowa Community College Program Outcomes

VII. Secondary Career and Technical Education (CTE) Task Force Conversation—Jeremy Varner

In 2013, House File 604 mandated the establishment of a Secondary CTE Task Force to review existing programming and make recommendations that reduce skill shortages, enhance economic growth, and ensure that all students have access to high-quality, globally competitive CTE programs.

This legislation directed the task force to review and to make recommendations on secondary CTE programs. This review is to consider measures to ensure consistency in CTE program quality statewide. The legislation directs the task force to review provisions of the Iowa Code and related provisions of the Iowa Administrative Code relating to “vocational education” or CTE.

The task force has produced five recommendations that focus on: (1) career guidance; (2) high-quality secondary CTE programming; (3) work-based learning; (4) CTE teacher preparation and professional development; and (5) regional partnerships and regional centers.

Whereas, each recommendation is individually able to stand on its own, when taken together, the five recommendations point secondary CTE in Iowa in a new and innovative direction by ensuring access to high-quality CTE programming for all students across the state. The task force recommendations were submitted to the General Assembly on November 2, 2015.

VIII. Community College Faculty Standards Task Force Overview—Barbara Burrows

Barbara Burrows gave a brief history of the issues regarding the Higher Learning Commission (HLC) assumed practices regarding faculty qualification and roles. In February 2015, Jeremy Varner, learned of a December 31, 2015, deadline for statewide compliance with a proposed change to elevate faculty qualification criteria of a master’s degree and “a minimum of 18 graduate credit” from a guideline to an assumed practice. The problem this created was that Iowa Code requires a master’s degree and 12 graduate credits in field, so many existing faculty would not comply with the 18-credit standard and this poses a challenge for hiring qualified faculty in some fields. It was agreed upon with the community college presidents that the Department of Education would establish a Community College Faculty Standards Task Force to organize a statewide transition/implementation plan and to provide requested feedback to the HLC regarding proposed changes.

In May 2015, the Iowa Department of Education, on behalf of the Faculty Standards Task Force (FSTF) representing faculty, staff, and administrators at Iowa’s 15 community colleges, submitted a letter to the Higher Learning Commission (HLC) with feedback and three requests pertaining to their *“Assumed Practices – Policy Changes Proposed on First Reading.”*

The proposed change that raised concerns was the elevation of their faculty qualification guideline to an assumed practice. Where before it was best practice, HLC expects arts and sciences faculty to possess a master’s degree and 18 graduate credit hours in the subject area, or a degree in the discipline at least one level higher than the degree they are instructing - except for terminal degrees in which case the expectation is for instructors to possess the same level of degree.

Iowa's first request was for leniency with the proposed December 31, 2015 compliance deadline. The second request was for additional narrative to clarify "other factors" that their proposed policy stated "may be considered in addition to degrees earned" when "determining whether a faculty member is qualified." The department's letter suggested that "... other factors may include recent and relevant tested field experience, third party credentials, and professional development activities..." The final request was for the addition of language to allow instructors in career and technical education (CTE) programs to either "possess the same level of degree at which they teach or to document equivalent experience or third party credentials." This caveat recognizes that CTE programs tend to be terminal in nature and should be treated as such for purposes of instructor qualifications.

Based on feedback received from numerous stakeholders, HLC staff revised the proposal slightly before submitting it to the HLC Board for a second reading in June 2015. The revised proposal contained three changes that seem to address the gist of Iowa's concerns.

First, HLC extended the compliance deadline from December 31, 2015 to September 1, 2017. Second, while the adopted policy did not add the suggested clarification regarding "other factors" proposed by the department, the HLC did add "equivalent experience" and deleted "in addition to the degrees earned" which implies that experience may be used in lieu of academic degrees. Lastly, the adopted policy did not include the additional language pertaining to level of degree required of the instructor, but they revised the proposed criteria by stating that instructors who teach general education and other "non-occupational courses" must meet the graduate degree requirement (e.g., MA + 18 graduate hours). The addition of this "non-occupational" provision seems to indicate that occupational course instructors – i.e., CTE instructors – do not need to possess a master's degree.

The department, in collaboration with the FSTF and community college CAOs, have attempted to address these concerns and issues through comments regarding the revision of HLC's *Determining Qualified Faculty: Guidelines for Institutions and Peer Reviewers*. The department will: press for the need for further clarification of "other factors" that can be considered when assessing faculty qualifications; the ability to use recent and relevant work experience and third-party credentials in lieu of advanced degrees for CTE instructors; guidance regarding disciplines and subfields as they relate to graduate coursework that may be used to assess faculty transcripts; and clarification of some terminology within the policy.

Overall, the changes provide a good basis for the FSTF as they progress toward the development of a statewide implementation plan to align Iowa's faculty credential requirements with HLC policy.

IX. Sector Partnerships and Career Pathways—Alex Harris and Steve Ovel

Steve Ovel kicked-off the discussion. He indicated that sector partnerships and career pathways are growing in importance with the implementation of WIOA (Workforce Innovation and Opportunity Act). The President signed the [Workforce Innovation and Opportunity Act \(WIOA\)](#), which replaces the *Workforce Investment Act of 1998*. This new law represents a renewed commitment to workforce development with an eye to the future through innovation and support for individual and national economic growth. It is aimed at increasing opportunities, particularly for those facing barriers to employment, and invests in the important connection between

education and career preparation. It looks to the prosperity of workers and employers and focuses on the economic growth of communities, regions, and states to enhance our global competitiveness as a country. Steve indicated that legislation will be recommended during the 2016 Iowa Legislative Session.

Alex Harris shared the results of the “Sector Partnership and Career Pathway Survey Summary.” He indicated that 44 respondents completed the survey. (The survey was sent to the community college presidents at all 15 community colleges.) One question on the survey asked if the respondents identified their career partnership; 16 indicated they had created a career pathway. Career pathways will be able to determine what they need for employment (i.e., child care, transportation, etc.)

Alex Harris also shared the following information via a handout: A *sector partnership* is a workforce collaborative that organizes key stakeholders and targeted industry partners into a sustainable working group that focuses on the long-term workforce needs of a targeted industry cluster. Membership in the sector partnership is determined by the targeted industry partners. Sector partnerships operate within a true labor market region and are not confined to particular workforce, education, or similar regional boundaries.

The term *industry partners* means a concentration of interconnected businesses, suppliers, research and development entities, service providers, and associated institutions in a particular field that are linked by common workforce needs.

Sector support partners work to meet the skill, recruitment, and retention needs of employers and the training, employment, and career advancement needs of workers. By meeting the needs of sector partnerships on behalf of industry, jobseekers and workers, sector support partners strengthen a region’s overall economic vitality. Support partners should include entities such as:

- local government;
- local economic development agencies;
- local agencies;
- chambers of commerce;
- nonprofit organizations;
- philanthropic organizations;
- community service agencies;
- economic development organizations;
- industry associations;
- labor organizations, except in instances where no labor representation exists;
- representatives of local boards;
- representatives of K-12, adult education and postsecondary educational institutions or other training providers;
- representatives of state workforce agencies or other entities providing employment services; and
- representatives of other, related regional sector partnerships.

Key roles in the development and implementation of a sector partnership is that of the *convener* and *facilitator or facilitating team*. A *convener* is a credible entity in a position to identify regional economic and labor needs and convene industry and support partners to develop strategies which address the identified regional needs. A *facilitator* or facilitating team is a neutral, credible, and trained entity tasked with ensuring the on-going operation and sustainability of a sector partnership. Accordingly, the facilitator assists in introducing options which address identified regional needs, distinguishing resource needs and funding sources, and other activities vital to the functioning of the sector partnership.

The facilitator is not be the sector partnership leader, a position which should be designated upon a partnership member. Rather, a facilitator works closely with the partnership leader to accomplish the aforementioned tasks. A convener and facilitator may be the same entity – i.e., the convener may assume the facilitator role – if that entity possesses the appropriate capacities to fully perform in both roles.

Levels of Sector Partnership Development--*Mature* means the sector partnership:

- Has a clear neutral facilitator or facilitating team.
- Is led by industry, as demonstrated by industry sector members playing leadership roles (Chairperson, etc.), who are committed to the long-term sustainability of the sector partnership.
- Has broad industry engagement as demonstrated by industry members attending meetings, partnering on activities, providing in-kind or financial resources, or similar.
- Includes critical and engaged support partners across programs from workforce development economic development, education, community organizations and others. Sector partnership actively communicates and collaborates with regional Workforce Investment Board(s).
- Operates in a true labor market region, not within the confines of a workforce area, community college boundary, or other boundaries.
- Operates under a shared, long-term strategic plan, road map, etc.
- Has developed at least one effective, employer-validated career pathway in support of a target industry cluster based on mapping knowledge, skills and abilities and skill attainment at multiple entry and exit points.
- Has clear, identified priorities and is able to demonstrate recent (within the past six (6) months) or current activities, services or products that are a direct outcome of the partnership, including but not limited to:
 - The design and implementation, with employers, of work-based learning models in targeted sector(s).
 - On-the-job training.
 - Cooperative education.
 - Paid internships.
 - Pre-apprenticeship or Registered Apprenticeship programs.
- Has common agreed-upon dashboard of success indicators (i.e. consensus around sector partnership “outcomes”), determined in part by indicators needed to bring about system changes.

Emerging means the sector partnership:

- Has at least an interim independent facilitator or facilitating team.
- Has engaged at least one private sector champion to help drive the launch and implementation of a sector partnership.
- Includes support partners from workforce development, education, economic development and other programs or organizations in strategic roles. Is developing the capacity to engage in active communication and collaboration with regional Workforce Investment Board(s).
- Can say with confidence when the partnership is expected to “launch.”
- Engaged in networking with mature sector partnerships.

Planning means a convener:

- Is determining whether the partnership really makes sense for their community.
- Is considering or preparing for actions needed to launch a partnership, but has not committed to the formation of a sector partnership.
- Is working to identify partners who would be involved.

A *career pathway* consist of structured course sequences which organize rigorous and high-quality education, training, and other services related to a targeted industry cluster to meet the education and skill needs of the region and state, and the particular needs of an individual, all in the context of workforce preparation. This is achieved through collaboration between industry partners and support partners within a sector partnership. A career pathway must include advising and support services which identify education and career needs and goals to meet the needs of individuals with or without the need for relevant and reasonable accommodations. To meet the needs of all individuals, a career pathway must be equipped to effectively:

- enable an individual to attain a secondary school diploma or its recognized equivalent and at least 1 recognized postsecondary credential;
- prepare an individual to be successful in any of a full range of secondary and postsecondary education options, including apprenticeships; and
- help an individual enter and advance within a specific occupation or occupational cluster.

Attention must be given to strategies and approaches which accelerate the educational postsecondary credential attainment and career advancement of the individual to the extent practicable. Such strategies must include, but is not limited to, the concurrent delivery of adult education and eligible postsecondary education programs, and “bridge” curricula which connects adult and basic education to workforce preparation programs and integrates education and training to allow students to advance in their education and employment.

A *career pathway system* is the cohesive combination of sector partnerships, resources and funding, policies, data, and shared accountability measures that support the development, quality, scaling and sustainability of career pathways for youth and adults. As such, a career pathway system is a long-term objective for which all sector partnerships should strive. A career pathway system is an overarching frame and is not couched within any one public education, workforce, or other system; however, one system may take the lead on developing the career pathway. The value of a career pathway system is that it is not created in a vacuum but connects and aligns all other related public systems to each other and to private and non-profit partners.

X. 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 20, 2016, 3:30 – 5:00 p.m., at the Department of Education’s ICN Room.