

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

**Monday, July 22, 2013 – ICN Meeting**

**10:00 a.m. – 12:00 noon**

Those in attendance included:

- ❑ Barbara Crittenden, President, Southwestern Community College; and CCC Member
- ❑ Kent Farver, Acting Chief, Bureau of Adult, Career, and Community College Education
- ❑ Alex Harris, Educational Program Consultant, Bureau of Adult, Career, and Community College Education
- ❑ Rosie Hussey, CCC and State Board of Education Member
- ❑ Mike Knedler, CCC and State Board of Education Member
- ❑ Moudy Nabulsi, Community College Trustee, Southeastern Community College, and CCC Member (via conference call)
- ❑ Max Phillips, CCC Chair and State Board of Education Member
- ❑ Jeremy Varner, Administrator, Division of Community Colleges
- ❑ Stephanie Weeks, Assistant to Jeremy Varner, Division of Community Colleges
- ❑ LaMetta Wynn, CCC and State Board of Education Member

**I. Welcome and Introductions—Max Phillips, CCC Chair**

Chair Phillips called the meeting to order at 10:00 a.m. Members and presenters introduced themselves.

**II. Approval of Meeting Notes—Max Phillips**

Chair Phillips asked for approval of the notes of the May 8, 2013, meeting of the CCC.

**Motion:** Moudy Nabulsi 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**

**Division Openings**

The division has several open positions and anticipates more openings in coming months. The bureau chief positions remain posted. The program quality and career academy consultant positions are closed and interviewing has been completed. The workforce preparation program evaluation consultant position remains posted, but will close soon and the screening process will begin. The adult education career pathways position was recently posted and we continue to seek qualified candidates. We anticipate an additional two positions to be posted in coming months due to staff reassignment and a retirement. With all open positions, we encourage you to share the postings with persons who might be qualified and interested. All DE positions are now posted on [www.teachiowa.gov](http://www.teachiowa.gov).

**Office of Vocational and Education (OVAE) Monitoring Visit**

This summer, the U.S. Department of Education’s Office of Vocational and Adult Education conducted an on-site monitoring visit for the Carl Perkins Act programming. The state level review included state administration, local application, programs of study, accountability, special populations, and financial management. The visit was clean, orderly, and positive with the federal team impressed by the state’s CTE delivery system and the department’s usage of iowagrants.gov. The team provided helpful suggestions, but had only one minor finding related to the contents of the local application. The last OVAE monitoring visit for Perkins was conducted about seven years ago and this visit follows a similar monitoring visit for AEFLA this past spring.

### **Mandated Committees**

Over the next few months, the department is convening or reconvening a plethora of mandated committees. Because of the significant number, a brief summary is provided below. The list is not comprehensive, but covers upcoming meetings likely to be of interest.

***Intermediary Network Steering Committee*** – This previously-dormant committee is being reconvened with new members to help guide implementation of the intermediary network grant program. The committee is charged with defining program parameters, core services, service areas, and other pieces necessary for the competitive grant program to move forward. As mandated, the membership of the committee includes community college representatives as well as representatives from state agencies, school districts, public universities, and business stakeholders. A total of \$1.45 million was appropriated to support the networks which are mandated to link schools and businesses to enhance work-based learning opportunities including job shadowing, internships, school visits, and other opportunities. The group will meet in September. The goal for the first meeting is to address all issues necessary to get the grant program implemented and funds awarded. The promulgation of administrative rule changes will follow.

***Adult Education and Literacy (AEL) Advisory Committee*** – This new group is charged with serving as an advisory committee to the department on adult education and literacy policy. With the passage of HF604, new state funding and policy changes were provided to support AEL programs. This committee will help determine the future direction of AEL and guide the establishment of program expectations, and will also be meeting in September.

***Accreditation Advisory Committee*** – This committee was mandated in 2008 and charged with continuously reviewing the state accreditation process and making recommendations to the department. The group played a central role in the development of the current process. It was dormant while the department implemented that process and, now that the first round of evaluations has been completed, it will be reconvened. Chancellor Duree and President Allen have volunteered to serve on the committee and it will be convened in early October.

***Secondary Career and Technical Education (CTE) Taskforce*** – This mandated taskforce is charged with reviewing secondary CTE and making recommendations to ensure all students have access to robust, globally-competitive CTE programs that are efficiently delivered and aligned with postsecondary programs that lead to high wage employment.

The task force membership is still being finalized but will include representatives of school districts, community colleges, business stakeholders, state agencies, and ex-officio legislators.

The group is expected to be convened in late October or early November. A progress report will be provided to the General Assembly in January.

***Professional Development Advisory Committee*** – Mandated in 2008, this committee is charged with facilitating the sharing of professional development activities and providing feedback related to the quality faculty plan process. The next meeting will be held in late September or early October and will focus on the implementation of a statewide professional development website including a calendar and shared repository (as previously recommended by the committee) as well as adjunct QFP expectations and promising practices in professional development tracking.

***Postsecondary Course Audit Committee*** – Mandated in 2008, this committee is charged with ensuring the quality of courses delivered through senior year plus programs. The group most recently met at the end of June and will be reconvened by phone or ICN in October.

***Faculty Advisory Committee*** – This group is charged with serving as an advisory committee to the department and facilitating communication between the agency and faculty. The committee receives state policy updates and provides feedback on emerging faculty issues. This group will be reconvened in November.

#### **High School Equivalency Assessment - HiSET Transition**

The department continues to work with Education Testing Service (ETS) on the transition from the GED to the HiSET for high school equivalency assessment. ETS and the department have met with the teams from the Department of Corrections and Iowa Workforce Development to discuss implementation. Training will begin training community college staff (e.g., instructors, chief examiners/test site administrators, technical leads) this month with training continuing into December. Pilots will begin in late November. The new assessment will be implemented statewide in January 2014.

#### **IV. Des Moines Area Community College (DMACC) Interim Accreditation Report—Jeremy Varner and Kent Farver**

Jeremy Varner and Kent Farver reported that the DMACC accreditation report is an interim evaluation. DMACC follows the Academic Quality Improvement Program (AQIP) model for accreditation with the Higher Learning Commission. The state interim accreditation evaluation is compliance-oriented. DMACC's documentation was orderly and no compliance issues were identified by the review team which consisted of department staff, as well as an instructor from Southeastern Community College.

Jeremy indicated that the purpose of the community college accreditation evaluations are to ensure that Iowa community colleges are offering quality services in accordance with state standards. He also reported that the accreditation reports being presented are the first accreditation reports under the new evaluation process, which was the result of a multi-year study mandated by the legislature.

He discussed the changes to the new process and indicated that the objective was to make the state accreditation process more responsive to the state's needs. He also described the contents of a guide entitled "*Iowa Community Colleges State Accreditation Guide*," which can be found via the link:

[http://educateiowa.gov/index.php?option=com\\_content&view=article&id=258&catid=183&Itemid=1434](http://educateiowa.gov/index.php?option=com_content&view=article&id=258&catid=183&Itemid=1434)

He described the components of the evaluation reports, which include an institutional overview, an assurance summary, and a continuous improvement summary. Since DMACC was an interim evaluation, it included only an assurance summary.

Jeremy talked about the schedule of accreditation visits and explained that the division is getting caught up on conducting these visits. In 2014, six accreditation evaluations will be brought to the CCC and to the State Board, with five being interim evaluations. After that, there will be three each year. All colleges will be on a 10-year cycle with interim evaluations on the fifth year. There was discussion about a role of the CCC in future accreditation evaluations.

Jeremy stated that the department and the review team recommend continued accreditation for DMACC.

Motion: Moudy Nabulis moved and Rosie Hussey seconded to move that the State Board approve continued accreditation at DMACC. A state comprehensive visit will be conducted in 2017.

Vote: The motion carried unanimously.

**V. Iowa Central Community College (ICCC) Accreditation Report—Jeremy Varner and Kent Farver**

Jeremy Varner and Kent Farver reported that ICCC's visit was a comprehensive state accreditation evaluation. ICCC follows the Program to Evaluate and Advance Quality (PEAQ) model for accreditation with the Higher Learning Commission (HLC). The review team included department staff, an administrator from Southwestern Community College, and a faculty member from Western Iowa Tech Community College.

Jeremy reported on some exceptional practices, as well as findings that were identified by the review team. The college has pledged to correct the issues and the department has provided some recommendations on how to ensure it doesn't happen in the future; the department will be following-up on those issues. Jeremy stated that the department and review team recommend continued accreditation for ICCC.

Motion: Rosie Hussey moved and LaMetta Wynn seconded to move that the State Board approve continued accreditation at ICCC. A state interim accreditation visit will be conducted in 2017.

Vote: The motion carried unanimously.

**VI. Iowa Western Community College (IWCC) Accreditation Report—Jeremy Varner and Kent Farver**

Jeremy Varner and Kent Farver reported that Iowa Western Community College (IWCC) follows the Academic Quality Improvement Program (AQIP) model for accreditation with the Higher Learning Commission. The review team included department staff, an administrator from Western Iowa Tech Community College, and an instructor from the Iowa Valley Community College District. Jeremy reported on some of the highlights, as well as the findings that were identified by the review team. The department and review team recommend continued accreditation for IWCC.

Motion: Moudy Nabulsi moved and Rosie Hussey seconded to move that the State Board approve continued accreditation at IWCC. A state interim accreditation visit will be conducted in 2017.

Vote: The motion carried unanimously.

**VII. Iowa Community College Adult Education and Literacy Annual Report—Program Year 2012 (July 1, 2011 – June 30, 2012)—Alex Harris**

**Introduction**

The purpose of this presentation is to inform the CCC about Iowa’s adult basic education for program year 2012. This report is based on the Program Year 2012 and the report submitted to the US Department of Education, Office of Vocational and Adult Education. Since that time, the legislature appropriated new state support for adult education and literacy programming. The \$5.5 million appropriation for FY 2014 is the first dedicated state funding stream for adult education and literacy programs and is intended to supplement federal allocations. The appropriation is expected to build on previous efforts to build career pathways and help more low-skill adults obtain postsecondary credentials and employment.

This report is Iowa’s response to the four questions that the United States Department of Education (ED), Office of Vocational and Adult Education (OVAE), requires of all states and territories receiving federal funding through the Workforce Investment Act (WIA), Title II, and Adult Education and Family Literacy Act (AEFLA). The overall goal of the Act is “to increase the employability, retention, and earnings of participants and increase occupational skill attainment by participants and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation.”

**The Impact of Adult Education and Literacy**

The federally-funded adult education and literacy programs administered by the Iowa Department of Education (DE) Division of Community Colleges provide lifelong educational opportunities and support services to eligible participants. Programs assist adult in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement.

By improving the education and skill levels of individual Iowans, the programs enhance the competitiveness of state's workforce and economy. Iowa adult education programs help learners to:

- Gain employment or better their current employment.
- Obtain a high school equivalency diploma by passing the General Educational Development (GED®) test.
- Attain skills necessary to enter postsecondary education and training.
- Exit public welfare and become self-sufficient.
- Learn to speak, to read, and to write the English language.
- Master basic academic skills to help their children succeed in school.
- Become U.S. citizens and participate in a democratic society.
- Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

#### **Addressing Iowa's Needs and Challenges through Adult Education**

**Adults without a high school diploma and postsecondary education:** According to the U.S. Census Bureau American Community Survey, 16.8 percent of Iowa's population between the ages of 18-24 (40,142) are without a high school diploma, and 8.3 percent (264,461) of Iowa's population have between a 9th and 12th grade education without a high school diploma.

**The foreign-born, limited English proficient (LEP) population:** age 5 and older in Iowa increased by 47.5 percent between 2000 and 2011. English proficiency of adults ages 18 to 64 which self-identified as "speak English less than well" increased to 65,596.

**Unemployment of Iowans of working age and labor force participation rates:** The "Great Recession" officially ended in June 2009, but for many Iowans economic recovery remains elusive.

**Skills Gap:** To maintain competitiveness in the global economy, Iowa needs a more highly skilled and credentialed workforce. Currently, more than 289,280 working-age Iowans have not completed high school or obtained a high school equivalency diploma and only two percent (5,646) of this target population took the high school equivalency test (GED®) in 2011.