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Call to Order

1. Call to Order and Roll Call: Chair Rob Hooper called the meeting to order at 10:05 a.m. and asked for roll call. Roll call was taken and

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3. Remarks from WNC IAC Chair Rob Hooper provided the following remarks:
- x Welcome and thanks to the members in attendance today and for helping form the quorum for the meeting.
  - x The importance and relevancy of the IAC is climbing right now. The board's plans for the IAC in the next session is going to increase responsibilities. The council's commo7[e gts

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career link that was working well, and planned to review the composition of the council to see if it accurately reflects the community it is in.

- x CSN's IAC talked about their multi-

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though enrollment criteria for EMS Q-6 (d) 3.1(d) Q-6 (e) 2.3(e) 2.3(s) 2.3(i) 2.6(a) 3.0

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scenario under the funding model is having a high volume of students enrolled in two degree programs receiving multiple certificates along the way. Bob Wynegar replied yes, and everyone passing every course.

Nick Marano asked how Jump Start fits in. Bob Wynegar said it has been very helpful because they tend to be very successful with a pass rate of 95%. Because they are more successful in their courses, they are generating more dollars in the base revenue per students. Tim Dyhr asked if more of them get AAs and certificates and Bob Wynegar said that more of them complete their courses successfully and that drives the base budget. Nick Marano asked if they are taking full loads and Bob Wynegar replied yes, which helps tremendously. President Burton added that Jump Start is not a size fits-all model. For some students taking a full course load works model to get the individual degree is a good model. For others to get 30 credits, which is a full year of college, that is one year parents are worried about paying for.

Mary Pierczynski asked if the funding formula gives more credit to the Bachelor degree than Associate degree and President Burton replied that it does scale up based on the degree. Mary Pierczynski asked what the parameters are for a certificate and Bob Wynegar replied that it has to be 9 credit hours and tied to a nationally recognized credential. Tim Dyhr commented that the community college can effectively fill the niche to develop a workforce and thought that one message to the Board of Regents could be that if this is the mission, give the community colleges credit for it in the funding formula.

Jeff Gordon asked about if there is a sense of the interest of people in the workforce today but are trying to go back to school. President Burton replied that exact data isn't available, but 45% of WNC's student population is over 25 years old and when President Burton talks to them, a vast majority are trying to work and put themselves through school. WNC incentivizes 15 to Finish because it is undeniable that those who take a full course load each semester are more likely to be successful and graduate. The State stepped up with Silver State Opportunity Grant which pays the full cost of attendance and WNC counsels students to find away to take a full load because they are much more likely to succeed. Gerd Poppinga added that it raises an interesting discussion about the on ramps and off ramps of the L initiative and that the need for another layer to guarantee success.

11. Discussion on plan to achieve Objective 1: Recruitment of qualified students to career programs to support workforce development Chair Hooper said that ideally students come in for two years and they complete their program. The question is how to get the pipeline filled up. This discussion is the council's number one object regarding recruiting qualified students to career programs to support workforce development. The council members need to discuss the strategy for getting out in the communities and stimulating enrollment of new students into career programs. Chair Hooper added the council will need more people to contribute that are in the room. This discussion is on what is that we want to do and how do we plan to move forward.

Gerd Poppinga:

- x Asked if any tracking is done of people who graduate high school but aren't going to WNC

- x Replied that was a great question and said it is truly hard to do.
- x Said that probably the best system is through the individual classes at their class reunions.

Gerd Poppinga

- x Shared a story about a young man who had started a family and not gotten a certificate or degree and who couldn't see how to attend college now.
- x Commented that there is a disconnect between WNC not reaching into the high school the last year or last few years of high school to connect with students and give them alternative career paths.
- x Said that population is the one WNC needs to get a hold of somehow.

Richard Stokes

- x Said that when someone is in the situation of having a family to support, then the level of concern is raised and a young person who has meals on the table, a cell phone and all

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- x Said at the end of the year, rather than just looking at ACT scores, also look at how many students are going into the programs at WNC as opposed to just getting them to the finish line.

Theresa White:

- x Said she is from Douglas County and her dilemma is a little different; when we talk about college, we are thinking about getting a four year degree, not attending community college.
- x Said educating counselors is one piece, but WNC coming into the schools more often might be helpful.
- x Said there is a huge group of kids who don't want to go to a four year college, but there are no jobs for them in Douglas. Douglas County Jobs for America's Graduates and drop-out specialists and these are influencers who might better reach the group of students in the middle
- x Said kids who think they will go to college but never get there a group that needs to be reached.
- x Said it is very important for the influencers to know how many jobs are available and in what fields and what the earning potential is so it can be better articulated to students.

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- x Said it would be good to have a system whereby we go out into the communities and become evangelists for the community colleges.
- x Added that he sees the document as a living, breathing document that should be revisited quite often.
- x Said it is also a document that will have things added into it for us by the Board of Regents and that is one of the things we'll be talking about at upcoming meetings.
- x Said he went through the charge described in Chapter 17 and pulled out the information and summarized it for the handout.
- x Asked does this adequately describe a starting point and are there changes or additions that need to be made.

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