2018

The Annual Condition of

Iowa's Community Colleges

COMMUNITY COLLEGES & WORKFORCE PREPARATION

PROSPERITY THROUGH EDUCATION

The Annual Condition of

Iowa's Community Colleges

2018

Iowa Department of Education
Division of Community Colleges
and Workforce Preparation

Photos L-R: Northeast Iowa Community College and Kirkwood Community College

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Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

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Bureau of Career and Technical Education

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The Department of Education would like to thank each of Iowa's community colleges for providing the photos that are used throughout this year's report. These contributions help to show the wide range of programs provided, the diversity of students being served, and the overall impact community colleges have on their communities and the state.

Cover Photos L-R: Northeast Iowa Community College
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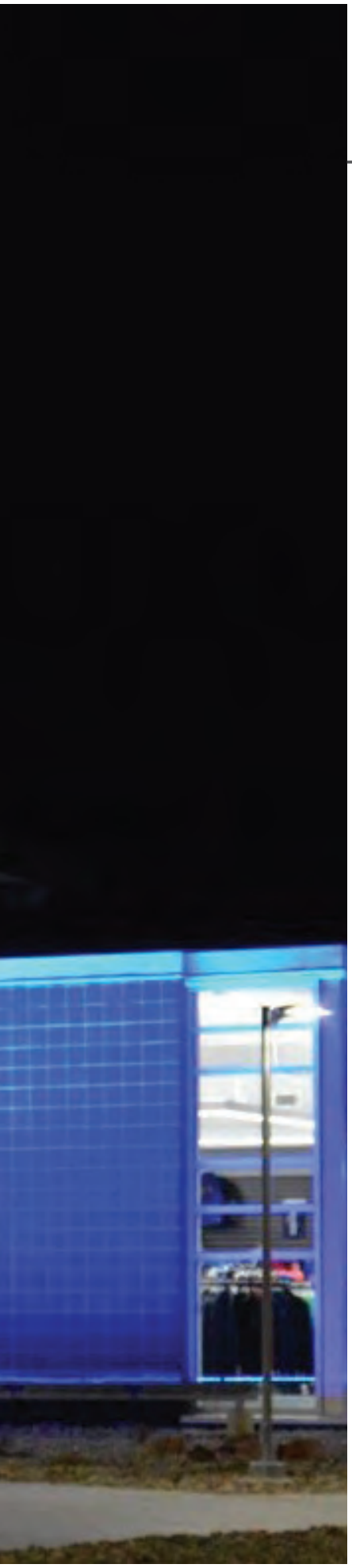


Letter from the Director

Dear Education Stakeholders,

One of the critical functions of the Iowa Department of Education is to provide and interpret educational data. We do this to support accountability, transparency, and the ongoing improvement of our schools. Staff in the Division of Community Colleges and Workforce Preparation continue to refine and improve the methods in which we collect, analyze, and report data to ensure that it is both meaningful and easily understood.

Meaningful educational data reports are essential to Iowans as we strive to improve our schools and prepare students for success. At the college level, data help administrators, faculty, and staff make important programmatic and operational decisions that impact the success of their students. At the state level, data provide policymakers and education professionals information about the students attending our community colleges, the programs and opportunities offered to them, and metrics regarding how well they are progressing toward their educational goals. At the local level, data enable communities to understand the impact of the opportunities provided by their local community college.

The Annual Condition of Iowa's Community Colleges: 2018 includes information on academic programs; enrollment data; student outcomes and measures of success; and information about the cost of attending and operating Iowa's 15 community colleges. This report is designed to help Iowans understand the multitude of opportunities and services provided by Iowa's 15 community colleges as they strive to meet the demands of their diverse students and communities.

Thank you for taking the time to review this report and for your ongoing support of Iowa's community colleges. I think you will enjoy the format, with data displays to accompany the rich narrative and the featured student success stories. I look forward to working with you to provide Iowans with quality programs, services, and opportunities to meet their educational and career goals.

Sincerely,

Ryan M. Wise

Ryan M. Wise, Ed.L.D.
Director
Iowa Department of Education

Executive Summary

Since 1998, the Iowa Department of Education's Division of Community Colleges and Workforce Preparation (Division) has compiled and published The Annual Condition of Iowa's Community Colleges, commonly known as the Condition Report. The intent of this report is to provide clear, objective data about Iowa's community colleges for policymakers, governing bodies, and other community college stakeholders.

This year's Condition Report contains seven sections designed to tell a cohesive story about the programs and services offered by Iowa's 15 community colleges. These sections focus on the following broad themes:

- the role and history of Iowa's community colleges (Section 1),
- programs that serve diverse student populations and meet Iowa's workforce needs (Section 2),
- Academic Year 2017-18 (AY17-18) enrollment (Section 3),
- student success and institutional performance (Section 4),
- college costs and affordability (Section 5),
- community programs and services (Section 6), and
- operational systems and infrastructure (Section 7).

In addition, the report contains this Executive Summary that provides a snapshot of the data highlights; stories and pictures to highlight student successes; and a Conclusion to summarize the year in review.

Data provided in this comprehensive report come primarily from Iowa's 15 community colleges, transmitted through the Community College Management Information System (MIS). Upon receipt, Division staff review, verify, and aggregate the data for analysis and reporting. This data is then provided as dashboards, figures, and tables to accompany the report's narrative. In addition, disaggregated data tables and interactive displays are provided on the Division's website at: www.educateiowa.gov/ccpublications/.

Data highlights of The Annual Condition of Iowa's Community Colleges - 2018 include:

ENROLLMENT:

- Credit enrollment decreased 1.2 percent, with 131,144 students taking 1,754,349 credits. (Page 29-64) AY17-18 (2017 fall term through 2018 summer term) data provides a precise tracking of programs in which students enrolled by reporting all students who have not declared a program of study in the "No-POS" category. Highlights of the year's enrollment include:
  - 42.9 percent of enrollees claimed No-POS, of which 80.1 percent were jointly enrolled students.
  - Arts and Sciences (transfer) accounted for 28.8 percent of credit enrollees.
  - Career and Technical Education (CTE) accounted for 23.7 percent of enrollees; 34.2 percent of whom were enrolled in Health Sciences.
  - Joint enrollment increased by 2.3 percent, with 51,001 high school students accounting for 38.9 percent of total enrollees and 24.1 percent of total credits. Of these students, 183 earned their associate degrees simultaneously with their high school diploma.
  - Online courses accounted for 24.1 percent of total credits, with 46.3 percent of students taking at least one course. Only 24.4 percent of jointly enrolled students took online courses.
  - 11,060 students (8.4 percent) enrolled in developmental education, which is 7.6 percent less than last year. This decrease is primarily due to college efforts to streamline academic skill development.
- Noncredit enrollment decreased 4.9 percent with 204,233 individuals participating in 5,902,874 contact hours of instruction. Of these, 49.5 percent enrolled in skill enhancement courses designed to train the workforce; the majority of which (56.8 percent) was in Health Science.
- Adult Education and Literacy (AEL) unduplicated headcount was 16,095 students (0.6% decrease). The largest age group served by AEL programs ranged from 25 to 44 years (49.8 percent).

STUDENT DEMOGRAPHICS:

- The average age of credit students was 21.6, with 80.4 percent under 25 years of age. (Page 32-52)
- Females accounted for 54.3 percent of total credit enrollment.
- Minority enrollment increased to a record high of 22.4 percent. According to the U.S. Census Bureau, in 2017, an estimated 12.3 percent of Iowans, 15 years of age or older, were non-white. Of that group, 8.1 percent were enrolled in Iowa's community colleges, representing the highest penetration rate of minority students in community colleges nationally.
- Jointly enrolled students were more evenly represented by sex (50.9 percent female), but less racially diverse (15.5 vs. 22.4 percent) than the total credit student body.
- Females represented nearly 63 percent of online credit students, and the average age was 23.3 years.
- Of all noncredit students, 56.0 percent did not report race/ethnicity. Of the 19.9 percent that reported as being a minority, 8.0 percent identified as Hispanic, 7.8 percent as black, and 2.2 percent as Asian.

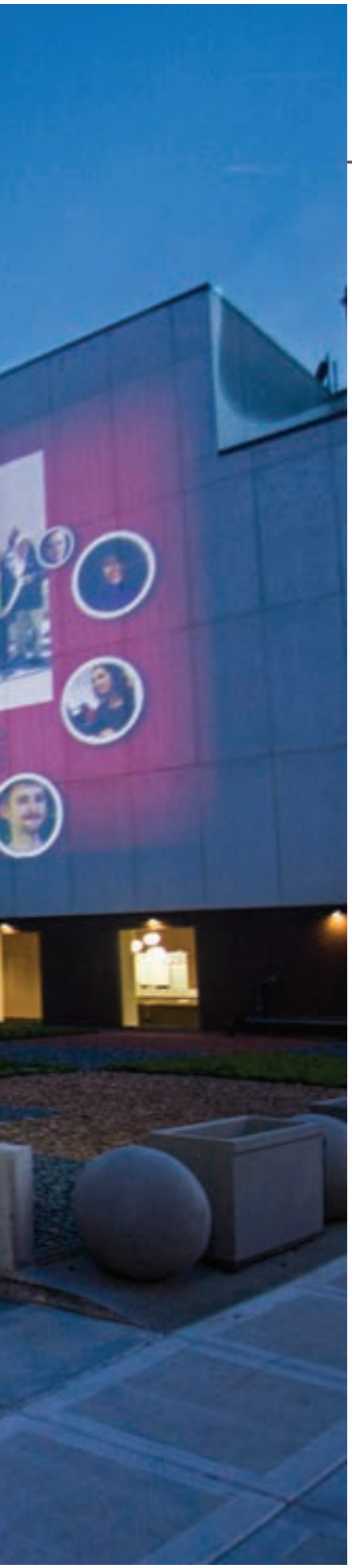
STUDENT SUCCESS AND COMPLETION:

- The number of credit student awards decreased 7.6 percent to 16,747. (Page 65-83)
- More Associate of Applied Science (AAS) degrees were awarded than Associate of Arts (AA), accounting for 28.8 and 28.1 percent of all awards, respectively.
- Of all CTE awards granted, 38.4 percent were in Health Science.
- Of the awards earned by minority students (22.2 percent of all awards), Hispanics earned 40.6 percent, while blacks earned 32.2 percent.
- In AY17-18, via the Reverse Credit Transfer partnership between Iowa's 15 community colleges, three public universities, and the National Student Clearinghouse, the credit information of 1,835 students was sent back to community colleges to fulfill associate degree requirements. Next year's report will include award information to assess the impact of this initiative.
- Overall, 48.1 percent of the fall 2015 cohort graduated and/or transferred within three years.
- Iowa's Voluntary Framework for Accountability credit cohort out-performed the national cohort in many categories, such as awards earned within six years (56.5 percent versus 48.2 percent nationally).
- 24,014 noncredit students received 26,005 awards, the majority of which (69.2 percent) were industry-awarded credentials designed to lead to or enhance employment opportunities.
- Of the AEL participants who persisted beyond 12 hours of instruction and took a post-assessment, 65.7 percent achieved a Measurable Skills Gain.
- 1,496 high school equivalency diplomas were awarded.

COLLEGE COSTS AND AFFORDABILITY:

- The current (AY18-19) average in-state tuition is $168.70 per credit, representing a 3.9 percent increase over last year's tuition of $162.42 per credit. (Page 92-106)
- The current average annual cost of enrollment (tuition and mandatory fees) for a full-time Iowa resident taking 24 credit hours is $4,353 at Iowa's community colleges compared to $9,064 at Iowa's public universities.
- In award year 2017-18, Iowa community college students received over $256M in federal aid, $9.5M in state aid, $19M in institutional aid, and $13.6M in other aid.
- Iowa Skilled Worker and Job Creation Fund programs provided training and support to:
  - 1,077 Gap participants who received tuition assistance for non-credit training;
  - 3,223 PACE participants who engaged in training activities, earning 2,389 credentials; and
  - 110,393 K12 students and teachers who engaged in work-based learning opportunities funded through Intermediary Networks.

Photos: Eastern Iowa Community Colleges



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Student-Focused Mission

Iowa Code provides the foundation for the overarching mission of Iowa's community colleges in the statement of policy provided below. In adherence with this code, Iowa's 15 community colleges strive to create, adapt, and enhance programs and services to meet the changing needs of the state and the unique needs of the communities they serve. The achievements and outcomes highlighted throughout this report reflect the colleges' commitment to student access, economic and community development, and equitable opportunities to ensure students have clear pathways to meet their educational and career goals.

Iowa's community colleges are committed to preparing the skilled workforce needed for Iowa's economic growth and stability and, as such, serve a critical role in the state reaching its Future Ready Iowa goal of 70 percent of Iowans in the workforce with education or training beyond high school by 2025. Through their efforts and dedication to improving the lives of Iowans, community colleges empower their students to become the skilled workforce and leaders of tomorrow.

Iowa Code

The statement of policy describing the educational opportunities and services to be provided by community colleges is included in Section 260C.1 of the Iowa Code. This statement of policy identifies the following services that should be included in a community college's mission:

1. The first two years of college work, including pre-professional education.
2. Career and technical training.
3. Programs for in-service training and retraining of workers.
4. Programs for high school completion for students of post-high school age.
5. Programs for all students of high school age who may best serve themselves by enrolling for career and technical training while also enrolled in a local high school, public or private.
6. Programs for students of high school age to provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.
7. Student personnel services.
8. Community services.
9. Career and technical education for persons who have academic, socioeconomic, or other disabilities which prevent succeeding in regular career and technical education programs.
10. Training, retraining, and all necessary preparation for productive employment of all citizens.
11. Career and technical training for persons who are not enrolled in a high school and who have not completed high school.
12. Developmental education for persons who are academically or personally underprepared to succeed in their program of study.

[C66, 71, 73, 75, 77, 79, 81, §280A.1] 85 Acts, ch 212, §11; 90 Acts, ch 1253, §26
[C93, §260C.1] 93 Acts, ch 101, §203; 96 Acts, ch 1129, §113; 2016 Acts, ch 1108, §48
Referred to in §260C.18A
Subsections 2, 5, 9, and 11 amended

1 Expanded Role of Iowa's Community Colleges

Mission, History, and Value to Students and the State

"The Community Colleges of Iowa are proactive leaders, advocates, and partners building sustainable communities through workforce and economic development and the maximization of human potential through high-quality educational opportunities."

SOURCE: "Vision and Values" of the Iowa Association of Community College Trustees

Iowa's 15 community colleges educate over half (50.6 percent) of all Iowa residents enrolled in public or private two- and four-year postsecondary institutions in the state [1], exceeding the national average of 41.0 percent reported by the American Association of Community Colleges [2]. In addition, the student body served by Iowa's community colleges has become increasing diverse. Students representing racial and ethnic minorities made up a record high 22.4 percent of total enrollment during the 2017-2018 academic year (AY) at Iowa's community colleges.

Iowa Western Community College commencement

Iowa's community colleges provide an open door to all who desire to learn, regardless of education level, background, or socioeconomic status.

This open-door policy, ensuring that nearly everyone who applies is accepted, makes it possible for people of all ages and backgrounds to access higher education.

To serve this diverse population, Iowa's community colleges offer a wide range of programs to equip students with the knowledge and skills to succeed, whether they continue on to a four-year degree or enter the workforce. Offerings include arts and sciences college parallel programs designed to transfer to four-year colleges and universities, career and technical education (CTE) programs that prepare students for industry-specific careers, training and retraining programs for Iowa's businesses and industries, and a variety of adult education and non-credit courses for personal enrichment, academic preparedness, and skill attainment.

With the rising cost of college outpacing increases in household income, community colleges provide an affordable option. As a result, increasingly more first-time students are choosing community colleges as the starting point toward a postsecondary degree.

Today's community colleges are essential elements of state and national strategies for workforce development and are increasingly acknowledged for the quality of their academic programs. These programs help Iowans acquire the skills and credentials that meet local employers' needs and build a strong talent pipeline needed to achieve the Future Ready Iowa goal for 70 percent of Iowans in the workforce having additional education or training beyond high school by 2025.

Iowa's community colleges have evolved and adapted since their inception in the early 1900s, but still maintain an egalitarian belief in the equality of all people who deserve equal access to the opportunities higher education affords.

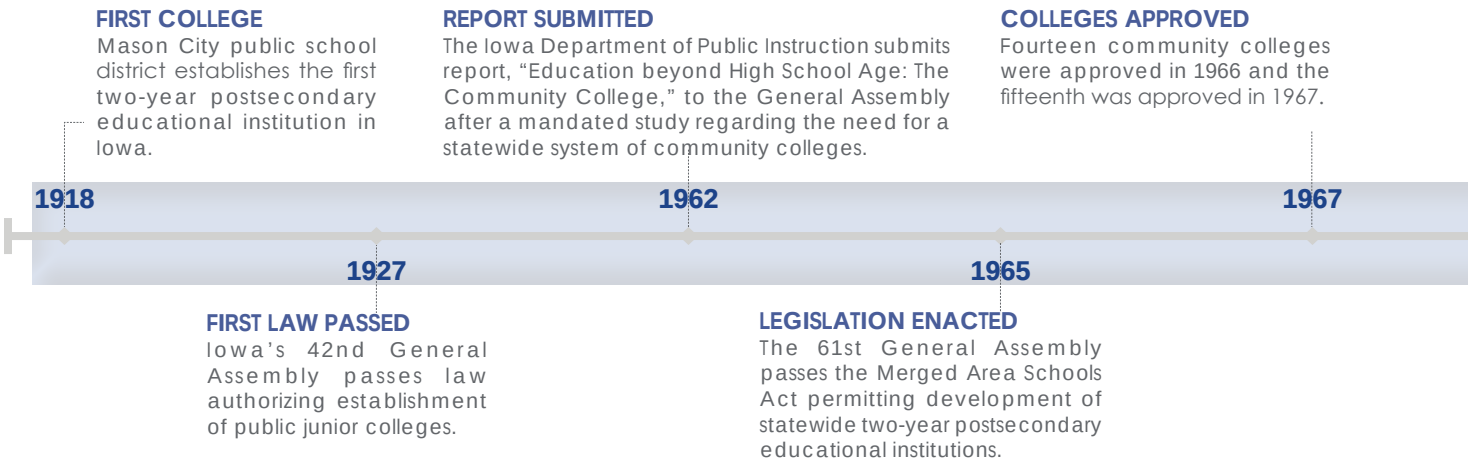
HISTORY

Community colleges have a long and robust history in Iowa, beginning in 1918 when the Mason City public school district established the first two-year postsecondary educational institution in the state. Mason City Junior College proved to be successful and was accredited by the North Central Association of Colleges and Schools in 1919. Additional public junior colleges were organized beginning in 1920 and the movement spread rapidly throughout Iowa. Between the years of 1918 and 1953, a total of 35 different public junior colleges were established in the state through the operation of public school districts. These institutions were often organized with a dean who reported directly to the local superintendent, and offered arts and sciences programs equivalent to the first two years of the baccalaureate program, a limited number of occupational programs, and adult education opportunities.

In 1927, Iowa's 42nd General Assembly passed the first law to authorize the establishment of public junior colleges offering instructional programs at a level higher than high school courses. The individual colleges were required to be approved by both the local voters and the State Superintendent of the Iowa Department of Public Instruction (now the Director of the Iowa Department of Education). The law also authorized the State Superintendent to prepare standards and to provide adequate inspection of these junior colleges.

Acknowledging the need for more public postsecondary options across the country, the United States Congress enacted the National Defense Education Act (NDEA) in 1958, which in part made federal funds available to states on a matching basis to develop area vocational programs. To implement this legislation in Iowa, the Iowa State Board of Education modified the state vocational education plan to allow local school districts and Iowa State University to operate as "area schools." This included a specific allocation of funds to develop area vocational programs under NDEA's Title VIII, a designation of area vocational-technical high schools, and the authorization for tuition-paying students to attend these schools and programs. Fifteen (15) schools were designated as area vocational-technical high schools, and were utilized to initiate programming for the Manpower Development and Training Act.

IOWA COMMUNITY COLLEGE TIMELINE



Iowa Studies Higher Education Options with Intentions to Improve Access

Even with the influx of public junior colleges and area vocational-technical high schools throughout the state, postsecondary enrollment opportunities remained limited for most Iowans during the 1950s. In response, the 58th General Assembly appropriated $25,000 in 1958 to the Iowa Legislative Research Bureau to conduct a policy study regarding higher education needs in the state. The resulting report included a recommendation to establish regional community colleges, with building and operational costs covered in part (at least half) by the state. As a result of the policy study, the General Assembly directed the Iowa Department of Public Instruction to conduct a two-year study regarding the need for a statewide system of public community colleges.

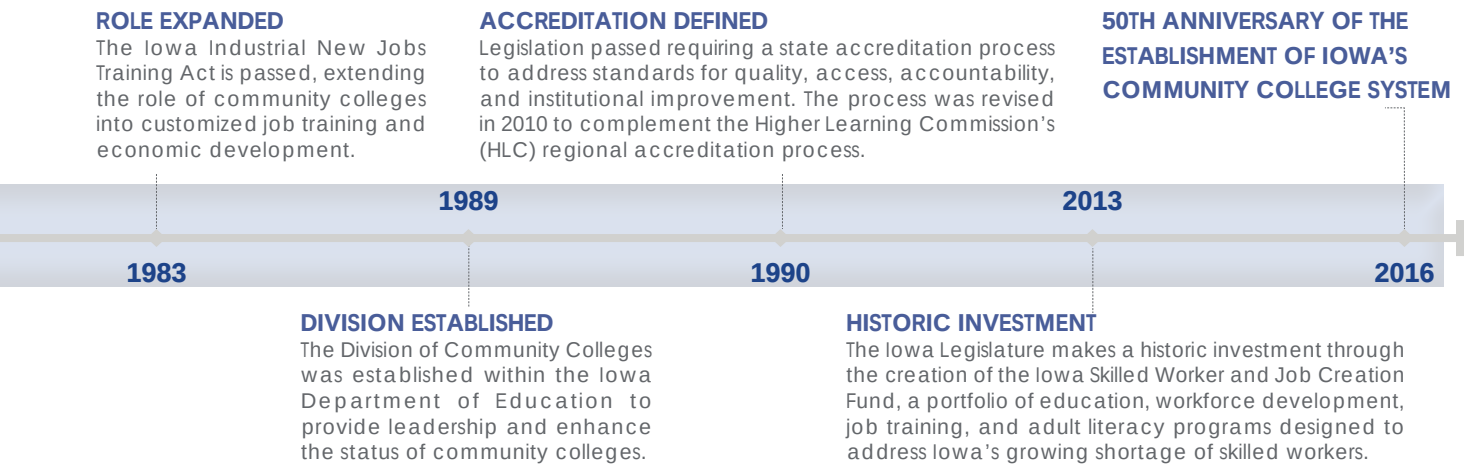
The Iowa Department of Public Instruction submitted its report, "Education Beyond High School Age: The Community College," to the General Assembly in December 1962. The report made recommendations and proposed enabling legislation to restructure the county educational system and form 16 area education districts by drawing boundaries along existing school district lines. These districts were intended to replace the county boards of education and provide programs and services that would complement those provided by local school districts. It was envisioned that the area districts would also serve as legal structures through which a statewide system of community colleges could be developed.

Although the 60th General Assembly (1963) took no action on the report, an interim legislative committee concluded that it would be appropriate to combine vocational and two-year college education into a single comprehensive system, but separated the county board consolidation issue (area education agencies were later established by the legislature in 1974). Staff of the Iowa Department of Public Instruction worked closely with various groups throughout the state and arrived at conclusions similar to those of the interim committee. Passage of the federal Vocational Education Act of 1963 provided additional impetus to this planning, requiring quality, relevant vocational educational programs with flexibility to remain compatible with changing economic and workforce needs.

Laying the Groundwork for Iowa's Community College System

After receiving the interim committee's report in 1964, the 61st General Assembly enacted legislation in 1965 that permitted the development of a statewide system of two-year postsecondary educational institutions, identified as "merged area schools." The Iowa Department of Public Instruction was to direct the development of these merged area schools as either area community colleges or area vocational schools.

The legislation provided for the fiscal support of these institutions through a combination of student tuition and federal, state, and local funds. Individual colleges were granted authority to establish tuition



rates, not to exceed the lowest tuition rate charged by any one of Iowa's three public universities. Local funds included a local three-quarter mill levy on properties within the merged area for operational purposes, and an additional three-quarter mill levy for the purchase of sites and building construction. State general aid was distributed to community colleges on the basis of $2.25 per day for the average daily enrollment of full-time equivalent students who were Iowa residents. (The 63rd General Assembly changed this formula in 1969 to determine enrollment and state aid on the basis of actual contact hours of instruction.)

The pivotal legislation approved in 1965 was enthusiastically received, with the first plan for a community college being submitted to the Iowa Department of Public Instruction on July 5, 1965, just one day after the legislation was effective. This first plan combined Clinton Junior College, Muscatine Junior College, and the vocational-technical programs of the Davenport schools to become the new Eastern Iowa Community College District. Plans for the other community colleges followed in quick succession. Although the original model called for 20 merged areas, the number was first reduced to 16 areas and then to 15 when Area 8 was split among adjacent areas.

Fourteen (14) community colleges were approved and organized in 1966, and a 15th in January 1967. While seven of the colleges began as comprehensive community colleges (North Iowa Area, Iowa Lakes, Iowa Central, Iowa Valley District, Eastern Iowa, Des Moines Area, and Southeastern), eight of the colleges were originally approved as area vocational schools (Northeast Iowa, Northwest Iowa, Hawkeye, Kirkwood, Western Iowa Tech, Iowa Western, Southwestern, and Indian Hills). By July 1970, all of the area vocational-technical high schools and existing junior colleges had either merged into the new system or were discontinued. All areas of the state were included in community college service areas by July 1971.

The Colleges' Role Expands

The community colleges and area vocational schools grew quickly, both in terms of students served and services offered. In 1983, the Iowa Industrial New Jobs Training Act was established by the legislature, adding contracted customized job training to the list of services provided by community colleges. Other job training programs followed, further expanding the role of community colleges in economic development. Currently, all 15 institutions operate as comprehensive community colleges, offering college transfer, career and technical education (CTE), and adult and continuing education programs.

In 1989, the 73rd General Assembly passed Senate File 449, requiring that secondary vocational programs be competency-based and that the competencies be articulated with postsecondary vocational education. This prompted an increased cooperation between local education agencies and community colleges, resulting in more programs that awarded college credit to high school students through articulation. The Postsecondary Enrollment Options (PSEO) Act of 1989, and later, supplemental weighting, allowed high school students to jointly enroll in college credit courses in significantly greater numbers.

The Division is Established

The Division of Community Colleges (Division) within the Iowa Department of Education (Department) was established in July 1989 by the 73rd General Assembly via an amendment of the Code of Iowa related to the merged area schools. The role of this new Division was to provide effective leadership to the community college system and increase the status and support for community college activities throughout the state. The Department was restructured to move the Bureau of Area Schools and the Bureau of Career Education, both previously under the Division of Instructional Services, to the new Division. This restructure resulted in Division responsibilities including not only community college activities, but also secondary CTE oversight and veterans' postsecondary education responsibilities.

The changing role of community colleges in higher education and increasing emphasis on institutional effectiveness led to the passage of legislation in 1990 requiring the creation of a state accreditation process for Iowa's community colleges. This legislation outlined requirements for new standards and an accreditation process to address the issues of quality, access, accountability, and institutional improvement.

In the late 1990s, the majority of Iowa's community colleges expanded their roles in workforce development by becoming primary service providers for the federal Workforce Investment Act (currently the Workforce Opportunity and Innovation Act), as

well as housing American Job Centers (a.k.a. One-Stop Centers). These centers are designed to provide job seekers with a full range of assistance under one roof.

The Workforce Training and Economic Development (WTED) Fund was established in 2003 as part of the Grow Iowa Values Fund. This fund is an important source of financing for new program innovation, development, and capacity building at community colleges, particularly for CTE. Community colleges may use WTED funds to support the following activities: career academy programs; CTE programs; entrepreneurship education and small business assistance; and general training, retraining, and in-service educational initiatives for targeted industries.

In 2013, the Iowa Legislature made a historic investment in a portfolio of education, workforce development, job training, and adult literacy programs designed to address Iowa's growing shortage of skilled workers. The Iowa Skilled Worker and Job Creation Fund was created to support worker training and job creation efforts with funding from the state's gaming industry receipts. This investment is shared between the Iowa College Student Aid Commission, the Iowa Economic Development Authority, Iowa Workforce Development, the Iowa Board of Regents, and the Iowa Department of Education.

The allocations received by the Department allow Iowa's community colleges to serve more Iowans from all social and economic backgrounds and help them acquire the skills and industry-recognized credentials needed to secure gainful employment. The allocations administered by the Department support the following programs:

- Workforce Training and Economic Development (WTED) Fund (260C.18A);
- Pathways for Career and Employment (PACE) Program (260H);
- Gap Tuition Assistance Program (260I);
- Work-Based Learning Intermediary Network (256.40);
- Accelerated Career Education (ACE) Infrastructure Program (260G);
- Adult Basic Education and Adult Literacy Programs (260C.50); and
- Education and Workforce Preparation Outcome Reporting.

GOVERNANCE AND PLANNING

Iowa's community colleges are governed by locally elected boards of directors, each consisting of five to nine members elected for four-year terms. The Iowa State Board of Education provides statewide oversight and coordination of the colleges. Additionally, Iowa Code 256.31 mandated the establishment of a six-member Community College Council to assist the Iowa State Board of Education with substantial issues directly related to the community college system. The Council consists of four members from the State Board of Education, a community college president appointed by the Iowa Association of Community College Presidents, and a community college trustee appointed by the Iowa Association

Iowa Central Community College

of Community College Trustees. This governance structure was reaffirmed through a study mandated by the 78th General Assembly and conducted by the Iowa Department of Education in 1999. The study also recommended that the Community College Council develop a statewide strategic plan for the system of community colleges.

An initial five-year strategic plan was approved by the Iowa Association of Community College Presidents, the Iowa Association of Community College Trustees, and the Iowa State Board of Education, and forwarded to the legislature in July 2001. The plan's goals included providing access for all Iowans to high-quality, comprehensive educational programs and services; developing highly skilled workers; maximizing financial and human resources; and demonstrating effectiveness and efficiency for achieving the system mission and goals. The initial plan was amended in January 2003, to include the full spectrum of services to persons of underrepresented groups (i.e., gender, race/ethnicity, and socioeconomic status) in all programs.

In spring 2006, the Iowa State Board of Education approved the second five-year statewide community college strategic plan, and in the subsequent fall, approved corresponding performance measures. Baseline data on each of the measures is reviewed annually, with a comprehensive condition report provided to the Iowa State Board of Education.

Acknowledging that each community college has its own individual strategic plan and mission, Iowa Code 256.31 and its corresponding rules were updated in 2011 to discontinue the statewide strategic plan.

ACCREDITATION PROCESS

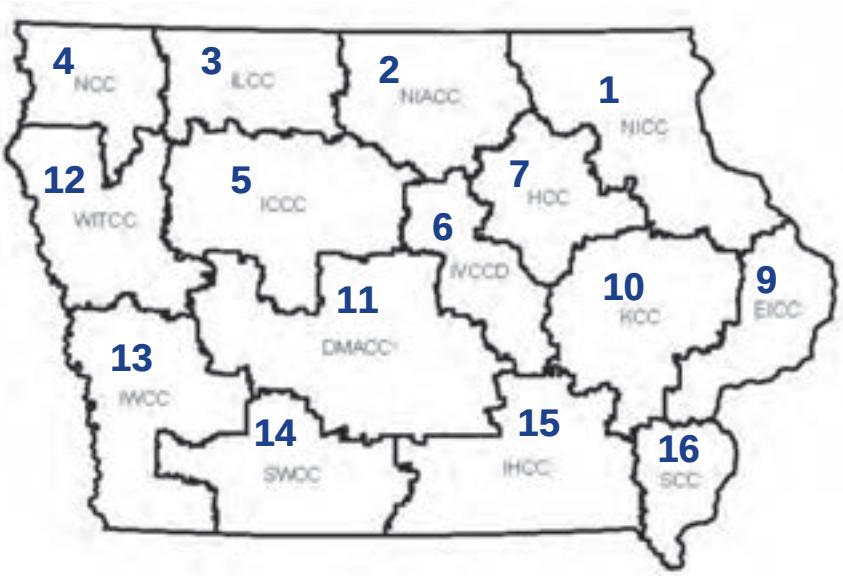
In 2008, the 82nd General Assembly mandated a comprehensive study of community college accreditation and accountability mechanisms, in which the Department was directed to review the accreditation process and the compliance requirements contained in the accreditation criteria. The review requirements specified for the Department to consider measures that would ensure statewide consistency in program quality; adequate Iowa State Board of Education oversight of community college programming; consistency in definitions for data collection; identification of barriers to providing quality programming; identification of methods to improve compensation of faculty; and development of system performance measures that adequately respond to needs and concerns. The bill also required the Department to look at accreditation processes and system performance measures from other states and regions.

The Iowa Community College Accreditation Advisory Committee was convened to conduct the mandated review. Membership included at least one member from each college, representing the various functional units of community colleges, including presidents, chief academic officers, faculty, human resource administrators, business officers, student services administrators, and academic deans. The committee developed recommendations, which the Department included in the final report to the legislature in January 2010. The report recommended an overhaul of the state accreditation process to make it more focused and efficient while reaffirming Iowa's approach to ensuring state standards are met through peer review. Recommendations included removing duplication with the Higher Learning Commission's (HLC) accreditation process by focusing state reviews on standards in state law that are not reviewed by the HLC, as well as any other issues identified by the state or colleges. Additionally, enhanced pre-visit desk reviews and streamlined interim visits were recommended to reduce the time and cost of site visits.

Iowa Code was aligned with the revised HLC criteria regarding faculty qualifications in 2016, thus increasing the required number of graduate credits in the field of instruction from 12 to 18 semester hours for instructors teaching liberal arts and science transfer courses. Code was also updated to reflect the equity review process that is now integrated with the accreditation process. Code was also aligned in 2017 with the HLC general education requirements which state that an AAS or AAA degree program shall include a minimum of 15 semester credit hours of general education. A maximum of three of those 15 credit hours may be documented through an embedded general education model as adopted by the chief academic officers in consultation with the Department.

The rules for the state accreditation process, as currently approved, set the standards for minimum faculty standards, faculty load, special needs, career and technical program review, strategic planning, physical plant and facilities, quality faculty plans, and Senior Year Plus standards. The Advisory Committee continues to play an important role in assisting with the development of review protocol and providing feedback to the Department.

IOWA'S 15 COMMUNITY COLLEGE AREAS



Area 1 (NICC)
Northeast Iowa Community College
Box 400
Calmar, Iowa 52132

Area 2 (NIACC)
North Iowa Area Community College
500 College Drive
Mason City, Iowa 50401

Area 3 (ILCC)
Iowa Lakes Community College
19 South 7th Street
Estherville, Iowa 51334

Area 4 (NCC)
Northwest Iowa Community College
603 West Park Street
Sheldon, Iowa 51201-1046

Area 5 (ICCC)
Iowa Central Community College
One Triton Circle
Fort Dodge, Iowa 50501

Area 6 (IVCCD)
Iowa Valley Community College District
3702 South Center Street
Marshalltown, Iowa 50158

Area 7 (HCC)
Hawkeye Community College
1501 East Orange Road, Box 8015
Waterloo, Iowa 50704

Area 9 (EICC)
Eastern Iowa Community Colleges
101 West Third Street
Davenport, Iowa 52801

Area 10 (KCC)
Kirkwood Community College
6301 Kirkwood Blvd., S.W., Box 2068
Cedar Rapids, Iowa 52406-2068

Area 11 (DMACC)
Des Moines Area Community College
2006 South Ankeny Blvd.
Ankeny, Iowa 50023

Area 12 (WITCC)
Western Iowa Tech Community College
4647 Stone Avenue, Box 5199
Sioux City, Iowa 51102-5199

Area 13 (IWCC)
Iowa Western Community College
2700 College Road, Box 4-C
Council Bluffs, Iowa 51502-3004

Area 14 (SWCC)
Southwestern Community College
1501 West Townline Street
Creston, Iowa 50801

Area 15 (IHCC)
Indian Hills Community College
525 Grandview Avenue
Ottumwa, Iowa 52501

Area 16 (SCC)
Southeastern Community College
1500 West Agency Road, PO Box 180
West Burlington, IA 52655

Note: There is no Area 8. This area, which was originally going to serve the Dubuque area, was ultimately split among adjacent areas.

VALUE TO STUDENTS AND THE STATE

Iowa's 15 locally governed community colleges play vital roles in the economic development of their communities and the state. By working together and forming connections with local business and industry, community organizations, state agencies, and other key stakeholders, Iowa's community colleges are tightly linked to regional economic development and labor force needs and well-positioned to collaboratively address statewide challenges.

As key partners in statewide industry, workforce, and education initiatives, Iowa's community colleges provide individuals with access to high-quality education and training to ensure employers have a pipeline of skilled workers that meet their specific needs. As such, they have proven to provide a solid return on investment for both students and the state. Collectively, they contributed $5.4 billion into the state's economy and supported 107,170 jobs—roughly six percent of all jobs in Iowa—during fiscal year 2014-15 [3], the most recent data available.

For every dollar of public money spent on educating students at Iowa's community colleges, taxpayers receive an average return of $3.50 over the working lives of the students. This represents an average annual rate of return of 10.4 percent [3].

From the student perspective, the time and money invested in attaining a community college education is worth the cost. In return for every dollar students invest in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of $6.50 in higher future earnings. Over a working lifetime, the average associate degree completer will see an increase in earnings amounting to an undiscounted value of approximately $418,000 [3].

Looking to the Future

Just as they adapted from a narrow focus in 1918 to the comprehensive educational system and workforce training vehicle they are today, Iowa's community colleges are prepared to tackle the economic and technical challenges that lie ahead.

Most important, community colleges will continue to provide opportunities–for high school students to earn college credit, for Iowans seeking an affordable starting point towards two- and four-year degrees, for job seekers lacking the skills and education employers seek, and for those looking for a second chance to turn their lives around or simply learn a new skill.

References

[1] Iowa College and University Enrollment Report. (Fall 2017).

[2] American Association of Community Colleges. Fast facts 2018.

[3] Iowa Department of Education. Analysis of the Economic Impact and Return on Investment of Education: The Economic Value of Iowa's Community Colleges. (February 2017).

Note: In 2006, the Department produced a book entitled *Forty Years of Growth and Achievement: A History of Iowa's Community Colleges*, detailing the statewide history of the community colleges. Ten (10) years later (in 2016), Iowa State University published *Iowa's Community Colleges: A Collective History of Fifty Years of Accomplishment*, to commemorate the 50th anniversary of the legislation enabling Iowa's community colleges. Refer to these publications for more information on the history of Iowa's community colleges.

2 Programs that Meet Student and Workforce Needs

High-Quality Secondary CTE Programs, Work-Based Learning, Joint Enrollment, Credit and Noncredit Programs, and Adult Education

Community college programs build Iowa's talent pipeline by providing clear pathways for earning the high-quality credentials and degrees that employers demand.

With a growing demand for a more skilled and educated workforce, Iowans with varying backgrounds, experiences, and levels of education are turning to Iowa's 15 community colleges to acquire high-quality credentials and degrees.

Partly due to their open access admission policies, community colleges serve a heterogeneous population of students, from those in high school earning college credit through joint enrollment opportunities, to displaced workers seeking industry-recognized training to improve employment prospects.

Community colleges are helping to build Iowa's talent pipeline by upskilling and recertifying the current workforce. The colleges accomplish this through a variety of program offerings, which include arts and sciences college parallel (transfer) programs designed to transfer to four-year colleges and universities; career and technical education (CTE) programs to prepare students for industry-specific careers; training and retraining programs for Iowa's businesses and industries; and a variety of adult education and noncredit courses.

Radiologic Technology Students at Northwest Iowa Community College

COLLEGE AND CAREER READINESS

Now more than ever, Iowans understand that college and career readiness is the first step to success. They realize that education, skill acquisition, and training have become necessary to succeed in both postsecondary education and the workforce. But what does it really mean to be college and career ready?

In 2016, the Iowa State Board of Education adopted a new definition of college and career readiness to reflect what students should achieve to be prepared for postsecondary success. Iowa students who are college and career ready have successfully:

- achieved proficiency in essential content knowledge;
- acquired practical transition skills;
- developed key learning skills and cognitive strategies; and
- built a strong foundation of self-understanding and engagement strategies.

Iowa's community colleges facilitate college and career readiness through programs such as joint enrollment, work-based learning opportunities, high school equivalency diploma programs, and high-quality credit and noncredit programs.

Feature Spotlight

STUDENTS HERE NEVER ASK 'WHY AM I LEARNING THIS?'

Sioux City Community Schools, Western Iowa Tech Community College, and local business and industry leaders partner on unique concept that makes core content learning relevant to in-demand careers.

The Sioux City Community School District is taking the conventional classroom model and turning it on its head.

Yes, students receive math, history, English and other classes; but unlike traditional classrooms, the Sioux City Career Academy program puts all academic disciplines under a health care lens.

Successful? You be the judge. The academy's graduation rate is 100 percent, as compared to the district's rate which is just shy of 90 percent. About 80 percent of academy students continue into postsecondary education after graduation. Disciplinary or attendance problems? Forget about it.

"In this interdisciplinary approach, the same standards are taught in the same sequence as in a traditional class, but they are delivered differently," said Jim Vanderloo, director of secondary education for the district. "Iowa Core standards are infused through a health care lens."

What sets the "wall-to-wall" pathway apart is the collaboration between teachers who work together to determine how to incorporate standards across different curricular disciplines. Based on the Project-Based Learning model, the team meets daily, before and after the school day, to plan, design, and incorporate stakeholders from the community into the curriculum.

Take, for example, the students' current project – developing a documentary on war and medicine. Students are challenged to use their knowledge to create an organized, research-based documentary promoting community awareness of war-related medical advancements and how they impact health and society. Students demonstrate mastery of core academic content in English, history, and health science, as well as 21st century skills such as critical thinking and problem solving, collaboration and self-management.

"Our health science program incorporates core academics in ways that make the subject matter relevant to students' interests," said Mary Dermit, health sciences teacher at the academy. "I taught for several years in a traditional classroom, but when subject matter is focused around the students' interests, they are much more engaged."

One look around the classroom of students huddled around tables, debating key topics and editing techniques, it is clear that they are invested in what they are being taught and take ownership in their learning.

"Our learning doesn't take place in rows," Vanderloo said. "Students are up moving around doing their thing all the time. They are collaborating. It is so far beyond a traditional classroom."

Sioux City Schools Superintendent Paul Gausman says it is all about promoting deeper-level learning that allows students to really dig into a subject and understand it in a way that relates to the career fields they are interested in.

"We start exposing students early to different opportunities," Gausman said. "It is just as valuable for students to find out that they don't want to do something as it is to find their passion."

Starting in the sixth grade, all students are introduced to exploratory career and technical education (CTE) offerings in business marketing; art; family and consumer sciences; computer technology; digital music production; and science, technology, engineering and math (STEM). Each of these CTE exploratories aligns with the 30 different pathways within the academy. They are exposed to pathways at a deeper level in ninth grade which prepares them for the opportunity to take pathway courses at the academy in grades 10-12 and earn both high school credit and college credit through Western Iowa Tech Community College (WITCC).

> "Students want to be here because it is relevant to what they want to do," Vanderloo said. "They see the purpose of their education."

"All Sioux City students are engaged in a pathway at some point in their education career," Vanderloo said. "By the time they get to the academy, between 90 to 100 percent of the juniors and seniors stay the course."

WITCC personnel serve on the Academy's advisory committee and the college is highly involved in the development of each of the pathways. An agreement between WITCC and Sioux City Schools enables students to earn up to 23 college credits per year tuition free.

The health care pathway students select a capstone, either advanced Certified Nursing Assistant (CNA), pharmacy technology, or surgical technology, during their senior year. Upon completion, they earn a nationally recognized certification which many students use to secure an entry-level position in the field while they continue to further their education.

There are other benefits to a more engaged student body. The academy hasn't had any discipline or tardiness issues since it opened in its downtown location four years ago. The collaborative approach to learning has also helped students become more assertive and forced them to work through differences as a team.

Through it all, the district has not received a single negative communication from parents or students.

"Parents say 'this is not the schooling I remember,'" Gausman said. "And I have never had a single student ask 'why am I learning this?'"

SECONDARY CTE REDESIGN (HF 2392)

High-quality career and technical education (CTE) integrates thoughtful career guidance, programs that blend core academic subjects with hands-on technical content, and authentic work-based learning experiences to ensure students graduate from high school ready for college and careers. Legislation, signed into state law in 2016, expanded access to high-quality CTE in Iowa without regard to person, position, or place. The 2016 law, HF 2392, ensures equitable access to high-quality CTE by aligning programs with in-demand jobs; requiring a state-developed program approval process; and supporting school district leadership of high quality CTE through regional planning partnerships (RPPs).

As key partners in the full implementation of HF 2392, community colleges are integral to RPPs. Each of Iowa's 15 community colleges serves on one of the state's established RPPs, which work to improve access to high-quality CTE for all students. In addition, community colleges are expanding access to work-based learning opportunities through the Iowa Intermediary Network and partnering with school districts to bridge high school and community college CTE. This includes joint enrollment opportunities for high school students to earn college credit, and career academy programs, which are career-oriented programs of study that link secondary CTE to postsecondary education programs. These are often offered at regional centers.

Community colleges are key partners in statewide efforts to provide consistent and equitable access to high-quality secondary career and technical education programs for all Iowa students.

Student at Southeastern Community College working on a lathe, which is used for shaping wood, metal, or other materials.

Since HF 2392 was signed into law in 2016, much work has been done by school district leaders and educators, community college leaders, and other key education and workforce stakeholders. As part of the statewide system of RPPs, community colleges, school districts, area education agencies, and representatives of economic and workforce development organizations, business, and industry are working together to ensure students graduate from high school ready for college and careers. To help support these efforts, state CTE funds are available to the RPPs for eligible uses, including:

- convening, leading, and staffing the regional CTE planning partnership;
- offering regional CTE professional development opportunities;
- coordinating and maintaining a career guidance system; and
- purchasing equipment on behalf of school districts and community colleges.

Over the past two years, the following initiatives have been undertaken by RPP partners:

- School districts have:
  a. chosen a career information system (CIS), from a selected list of vendors who meet established career development standards;
  b. begun developing a district career guidance plan that includes district personnel as well as external stakeholders, such as the community college intermediary network representatives; and
  c. ensured that every eighth grader completes an individual career and academic plan (ICAP) using the chosen CIS.
- Fifteen (15) RPPs, which approximately align to the 15 community college regions, have been established and have collectively engaged in:
  a. developing multi-year plans for ensuring all Iowa students have access to high-quality secondary CTE education;
  b. producing budgets and expenditure plans tied to the RPP multi-year plans; and
  c. creating schedules to ensure all secondary CTE programs are reviewed over a period of five years.

Carpentry class at Southwestern Community College

Indian Hills Community College construction technology student working on site.

In July 2018, the federal Strengthening Career and Technical Education for the 21st Century Act (known as Perkins V) was reauthorized. As Iowa begins to develop a state plan for implementing Perkins V, the HF 2392 implementation efforts thus far will provide a solid basis for how Iowa school districts can begin taking advantage of the Perkins V requirement of size, scope, and quality. In short, a precondition for having high-quality CTE across every part of the state is through robust regional planning.

WORK-BASED LEARNING

Work-based learning programs are designed to utilize employer and community experiences to help students meet specific learning objectives. By providing opportunities for students to see the connection between classroom content and potential careers, work-based learning helps students make informed decisions about their life goals so they leave high school ready for college and careers.

As part of the Iowa Skilled Worker and Job Creation Fund, the Iowa Department of Education annually receives $1.5 million in appropriations to develop and implement a statewide work-based learning intermediary network. This funding was awarded on a competitive basis to 15 regional intermediary networks, which used the funds to develop and expand work-based learning opportunities for middle and high school students within their respective regions.

The 15 regional intermediary networks serve as one-stop contact points for their respective regions, providing information on work-based learning opportunities, and thereby helping to better prepare middle and high school students to make informed postsecondary and career decisions. By connecting the education system to business and industry, the 15 regional networks make it possible for middle and high school students to experience quality work-based learning activities across all 16 career clusters. This model helps align each student's career interests to appropriate postsecondary education, with the long-term result being successful career attainment.

High school students at one of Des Moines Area Community College's Career Discovery Days.

WORK-BASED LEARNING PARTICIPATION

STUDENTS PARTICIPATED
108,881
IN CORE SERVICES (DUPLICATED)

UP SINCE AY16-17
15.9%

STUDENTS PARTICIPATED
88,275
IN OTHER CORE SERVICES (DUPLICATED)

UP SINCE AY16-17
19.9%

TABLE 2-1: WORKSITE CORE SERVICES AND EXPERIENCES

	Intermediary Funds Only	Shared Resource	Total Participant Experiences
Worksite Core Services (for Students)			
Internships	211	768	979
Job Shadowing	4,142	2,709	6,851
Student Tours	9,769	3,007	12,776
Total Worksite	**14,122**	**6,484**	**20,606**
Worksite Core Services (for Educators)	**1,253**	**259**	**1,512**
Other Core Services (Career Fairs, Camps, etc.)	**60,841**	**27,434**	**88,275**
Total All Participants (Duplicated)	**76,216**	**34,177**	**110,393**

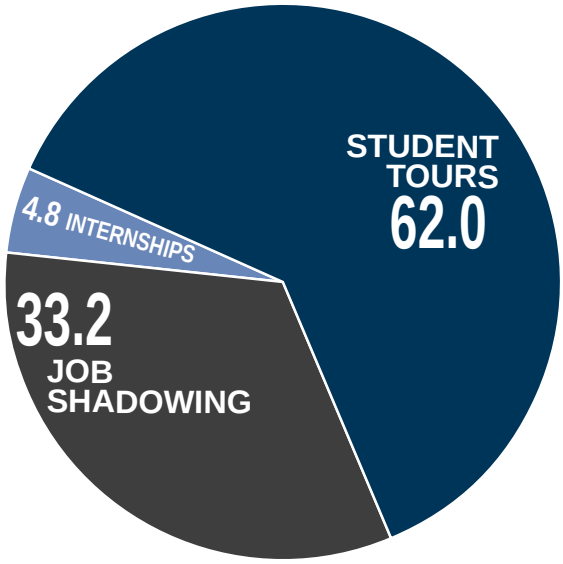
The Statewide Work-Based Learning Intermediary Network helps prepare students for the workforce by connecting business and the education system through relevant learning activities for students and teachers.

In AY17-18, the regional network intermediaries made contact with nearly 3,400 business and industry partners, and each year, these partnerships continue to grow. Through these connections, students and educators are able to experience career-focused activities, such as worksite tours, job shadowing, student internships, and educator experiences. Student experiences are arranged according to each student's interest areas, as identified through his or her Individual Career and Academic Planning tool, which students begin in the eighth grade and update every year in grades 9-12.

IOWA Intermediary Network

Relationships have been developed regionally with schools to meet student needs in a number of work-based learning experiences. In AY17-18, the Iowa Regional Intermediary Networks worked closely with school district personnel to set up more than 14,000 worksite experiences. In addition, the Iowa Regional Intermediary Networks collaborated with other organizations to create an additional 6,484 experiences for a total of 20,606 worksite experiences. This is a 1.5 percent increase over AY16-17 for on-site work-based learning experiences. In addition to the student experiences are those work-based learning experiences in which educators participated. Educator experiences remained strong with participation at 1,512 in AY17-18. Table 2-1 shows the total of all core services provided to students and educators in AY17-18 and Figure 2-1 shows the breakdown of core services provided to students at worksites by type.

FIGURE 2-1: WORKSITE CORE SERVICES BY TYPE (%): AY17-18



The Iowa Regional Intermediary Networks also provide other core services, bringing the value of work-based learning to students even though the experience itself does not take place on a business worksite. Examples of this include guest speakers, financial literacy fairs, mock interviews, career fairs and expos, and resume writing workshops. In AY17-18, student participation in other core services increased by 14,675 (19.9 percent) for a total of 88,275 opportunities.

In total, there were 110,393 work-based learning opportunities for students and educators provided through the work of the Iowa Regional Intermediary Networks, a 15.4 percent increase over AY16-17.

More information on these programs may be found on the Department's website: https://www.educateiowa.gov/adult-career-and-community-college/publications.

Feature Spotlight

TINY OFFICE
BIG OPPORTUNITY

The Jones County Regional Center provides a means for high school students from eight school districts to access college-level courses, career academies, and advanced curriculum not offered at their individual high schools.

A steel shipping container sitting outside the Jones County Regional Center in Monticello isn't storing equipment or supplies. High school students are transforming it into a tiny office that will be relocated to construction sites across eastern Iowa.

It's all a part of the Architecture, Construction and Engineering Academy (referred to as ACE) where high school students gain real-world experience and industry certifications, preparing them for both college and careers.

Make no mistake, these students are not building birdhouses. These students are learning about architectural plans, 3-D modeling, residential construction, civil engineering and architecture – and they are putting that knowledge to work.

"We are building awareness, inspiring kids and giving them real-world experience," said Chris Caldwell, adjunct instructor at the Jones County Regional Center, one of four Kirkwood centers that offers high school students the opportunity to explore career options while earning both high school and college credit.

The Jones County Regional Center serves high school students from eight surrounding districts: Monticello, Anamosa, Midland, Central City, Cascade, Maquoketa Valley, Springville, and North Cedar. At approximately 30,000 square feet, the center houses state-of-the-art classrooms, career and technical labs for academic programs, and administrative offices.

By partnering with schools, the center is able to provide a central location where all students have access to cutting-edge technology and capital-intensive programs that would be cost-prohibitive for schools to provide on their own. The academies are developed collaboratively and take into account the needs of the community, industry, students, and the school districts.

Currently, 318 students are enrolled at the center. Enrollment is evenly split between career and technical education programs and liberal arts college-transfer courses.

Employers are key partners in supporting career and technical education through real-world learning experiences for students. The ACE program's partnership with Rinderknecht Associates, Inc., a general contractor located in Cedar Rapids, gives students the opportunity to apply academic and technical skills in a real-life work setting while introducing them to high-skill, high-paying careers available in their surrounding communities.

"All of the trades are struggling to find enough skilled workers," said Scott Pantel, vice president of marketing for Rinderknecht Associates.

"By partnering with the ACE program to construct our tiny office pods, we not only get a quality product, we are growing our future workforce," Pantel said.

Prior to the partnership, Rinderknecht purchased pre-made mobile office pods for storing blueprints and tools on site and for hosting job-site meetings. As part of the partnership, Rinderknecht provides the materials and supplies and the students construct the project to their custom specifications.

Now in its second year, students can witness the fruits of their labor. The tiny offices constructed by last year's class are being used on one of Rinderknecht's current projects—the Cedar Rapids History Center. Knowing that they are working on a real-world project and not an arbitrary school assignment has a big impact on students.

"The end product is meant to be functional and look professional," said Craig Stadtmueller, career development coordinator at the center. "Students realize that both wing tips and red wings will need to be comfortable in here."

Stadtmueller says that all students benefit from career and technical programs in high school, which enable students to select courses of study that are tied to their college and career goals.

> "Besides giving students real-world experience, we see other benefits, too," Stadtmueller said. "We see them making better decisions, improving assessment scores and being more successful."

Through this career-centered approach, students get to explore possible careers and, in many cases, earn industry credentials and certifications. With these stackable credentials, students can go right into work and be highly marketable, or have a good foundation to succeed in postsecondary education, all of which support the Future Ready Iowa initiative to have 70 percent of Iowans with education or training beyond high school by 2025.

The classes in the ACE program are aligned with first-year classes in Kirkwood Community College's construction management and architecture programs. Students who complete the ACE academy and transfer into one of these programs at Kirkwood have 10 to 12 college credits under their belts, saving both time and money.

For students like Kolby Soper, a junior from Anamosa, the real-world experiences have helped keep him engaged and in school.

"Being part of this program makes me want to come to school each morning and that is not something I ever thought I would say," Kolby said.

JOINT ENROLLMENT

Joint enrollment, which provides the opportunity for students to earn college credit while still in high school, accounts for 38.9 percent of total community college credit enrollment, and over 24.1 percent of total credit hours.

Iowa is one of at least 48 states with state dual enrollment policies [1]. High school students in Iowa enroll in community college credit courses through the following options: Postsecondary Enrollment Options (PSEO), college courses offered through a contract between a local school district and a community college (concurrent enrollment), and independent enrollment in a college course as a tuition-paying student.

Research indicates that participation in joint enrollment can lead to higher graduation and college enrollment rates, higher college grade point averages, greater credit accumulation, and increased rates of credential attainment [2][3].

Most joint enrollment opportunities in Iowa fall under the rubric of Senior Year Plus (SYP). Legislation passed in 2008 consolidated and standardized several existing programs involving college credit opportunities for high school students, including PSEO, concurrent enrollment (which typically generates supplementary weighted funding for local school districts), career and regional academies, and Advanced Placement (AP®)).

The Community College Management Information System (MIS) captures joint enrollment in three categories:

- PSEO;
- contracted courses; and
- tuition-paying.

INSTANCES OF JOINT ENROLLMENT BY OFFERING ARRANGEMENT

CONTRACTED COURSES
50,082

UP SINCE AY16-17
↑ 7.0%

PSEO
509

DOWN SINCE AY16-17
↓ 87.7%

TUITION
1,653

DOWN SINCE AY16-17
↓ 38.3%

Students tour the Waterloo Career Center, located in Central Middle School, to learn more about the opportunities for high school students to explore career pathways while earning both high school and college credit through Hawkeye Community College.

Joint enrollment broadly refers to students who enroll in one or more community college courses while in high school, which introduces them to the rigor of college-level academic and career and technical programs.

While sometimes referred to as "dual credit," joint enrollment does not necessarily entail credit being issued at both the secondary and postsecondary levels. Some programs, such as PSEO and concurrent enrollment, require that credit be issued at each level, while other joint enrollment opportunities, such as independent tuition-paying students, have no such requirement.

Joint Enrollment Offering Arrangements

Again, in AY17-18, contracted courses had the largest enrollment of the three types of joint enrollment offering arrangements, accounting for 95.9 percent of jointly enrolled students (Figure 2-2). Enrollment in these contracted courses rose 7.0 percent from the previous year to 50,082 students. PSEO, which accounted for 1.0 percent of joint enrollment, experienced an enrollment decrease of 87.7 percent from AY16-17. Presumably, the drop in PSEO enrollment can be attributed to statutory changes impacting the program beginning in AY17-18. Enrollment of tuition-paying students decreased 38.3 percent from the previous year, to 1,653 students.

FIGURE 2-2: CREDIT JOINT ENROLLMENT BY OFFERING ARRANGEMENT (%)

Students at the Keokuk County Career Academy, a regional center that provides college-level programming through Indian Hills Community College to high school students from four area school districts.

CREDIT PROGRAMS

Credit programs provided by Iowa's 15 community colleges fall under two general categories: arts and sciences (A&S) and career and technical education (CTE). The A&S programs are college parallel (transfer) programs of study designed to provide a strong general education component to satisfy the lower-division liberal arts and science requirements for a bachelor's degree. In accordance with Iowa Code, A&S programs consist of 60 to 64 semester credit hours that culminate in an Associate of Arts (AA) or an Associate of Science (AS) degree, the latter consisting of at least 20 math and science credits. These degrees are intended to prepare students to transfer into four-year colleges or universities with junior standing.

In AY17-18, 28.8 percent of Iowa community college students were enrolled in A&S programs (down from 29.9 percent in AY16-17), and 23.7 percent were enrolled in CTE programs (down from 24.2 percent in AY16-17). About 42.9 percent of students took classes without selecting a program of study. Of the remaining students, 2.8 percent were in multiple programs, while 1.8 percent completed an Associate of General Studies (AGS) award.

Nursing students at Hawkeye Community College

CREDIT PROGRAMS

NUMBER OF CTE AWARD OPTIONS
1,332
OFFERED STATEWIDE

DECREASE IN NUMBER OF CTE AWARD OPTIONS
56
FEWER AWARD OPTIONS THAN AY16-17

NUMBER OF NEW PROGRAMS
17
STARTED IN AY17-18

LARGEST CTE AWARD OPTION:
ASSOCIATE OF APPLIED SCIENCE
43.6% OF ALL CTE AWARD OPTIONS IN AY17-18

Credit programs lead to a certificate, diploma, or associate degree and are designed to prepare students for immediate employment in occupations requiring less than a four-year degree or to transfer and satisfy credits toward a bachelor's degree at four-year institutions.

CTE programs culminate in Associate of Applied Arts (AAA), Associate of Applied Science (AAS), and Associate of Professional Studies (APS) degrees, diplomas, and certificates. The Associate in Science Career Option (ASCO) award type, originally intended for transfer to a related baccalaureate program or immediate employment, was phased out by 2013 legislation largely because it did not adequately prepare students for direct employment or seamless transfer. This program type was replaced with the APS degree option that includes 62-68 semester credit hours divided into five discipline categories, and requires the submission of at least three articulation agreements with four-year institutions. These agreements must specify how 32 CTE credits will transfer directly into related baccalaureate programs, rather than just as CTE-elective credits. Currently, only Iowa Central Community College and Iowa Valley Community College District have adapted some ASCO programs to fit the stringent criteria of the APS degree.

Iowa community colleges offer CTE programs within the 16 National Career Clusters® (Figure 2-3), each representing a distinct grouping of occupations and industries based on the knowledge and skills required for employment.

In AY17-18, there were 1,332 award options offered statewide in CTE programs of study, with the majority being in Agriculture, Automotive Technology and Repair, Business, Health Sciences, Information Technology, Engineering Technology and Manufacturing. Table 2-2 shows the 581 AAS, seven AAA, and five APS degree programs, as well as the 372 diplomas, and 367 certificates available to Iowa community college students in AY17-18. Figure 2-4, on the following page, lists the most popular CTE programs offered from August 15, 2017 to August 14, 2018, based on the number of community colleges with active programs in each area.

FIGURE 2-3: NATIONAL CAREER CLUSTERS®

Note: See https://careertech.org/career-clusters/ for additional information regarding the Career Cluster® Framework.

TABLE 2-2: CAREER AND TECHNICAL AWARD OPTIONS

College	AAA	AAS	APS	Diploma	Certificate	Total
Northeast Iowa	0	31	0	19	16	66
North Iowa Area	0	29	0	19	21	69
Iowa Lakes	0	36	0	20	1	57
Northwest Iowa	0	17	0	11	8	36
Iowa Central	1	32	4	22	15	74
Iowa Valley	0	33	1	28	15	77
Hawkeye	5	39	0	23	13	80
Eastern Iowa	0	56	0	28	46	130
Kirkwood	0	65	0	37	28	130
Des Moines Area	0	78	0	44	103	225
Western Iowa Tech	0	39	0	43	44	126
Iowa Western	0	35	0	16	19	70
Southwestern	1	18	0	9	7	35
Indian Hills	0	42	0	35	22	99
Southeastern	0	31	0	18	9	58
Total	**7**	**581**	**5**	**372**	**367**	**1,332**

Note: Numbers include both stand-alone programs and program options.
AAA = Associate of Applied Arts
AAS = Associate of Applied Science
APS = Associate of Professional Studies

Source: Iowa Department of Education, Division of Community Colleges and Workforce Preparation, CurriQunet CTE Program Database.

FIGURE 2-4: MOST POPULAR CTE PROGRAMS OFFERED BY IOWA COMMUNITY COLLEGES

Credit Program Approval and CurriQunet

Iowa community colleges are required to obtain approval from the Department for all credit programs. All 15 colleges are approved to offer AA and AS degree programs, which are recorded under a single "Liberal Arts and Sciences/Liberal Studies" CIP code (Classification of Instructional Programs). Specific details regarding the composition of general education and elective courses of these programs are maintained at the college level and are not accessible through the statewide database. In contrast, state approval, recording, and access of CTE programmatic information is mandated by Iowa Code and is managed by the Department.

The statewide implementation of CurriQunet, Iowa's course management system, has greatly enhanced and expedited the program approval, modification, and archival processes. This web-based system facilitates course and program development and internal college approval, and also expedites the approval process at the state level. Program details and communication between the colleges and Department consultants are archived for easy access and reporting. The state website is available to the public at www.curricunet.com/iowa_doe/ and provides access to information regarding courses and CTE programs offered by each of Iowa's community colleges.

New Credit CTE Programs

Over the five-year period from 2014-2018, Department consultants approved an average of 20.8 new CTE programs annually for Iowa's community colleges. AY17-18 mirrored that trend with 21 new program proposals, resulting in 35 new award options approved in AY17-18.

For comparison purposes to previous years, the Department also tracks the number of new programs implemented (started) within each academic year. In AY17-18, 17 new programs were implemented, resulting in 21 new award options at four community colleges. Table 2-3 provides a listing of the specific programs approved for implementation in AY17-18. These 17 new programs spanned five of the 16 national Career Clusters®. Figure 2-5 provides the percentage distribution of these new programs by national Career Cluster®.

Maintaining an Accurate CTE Program Database

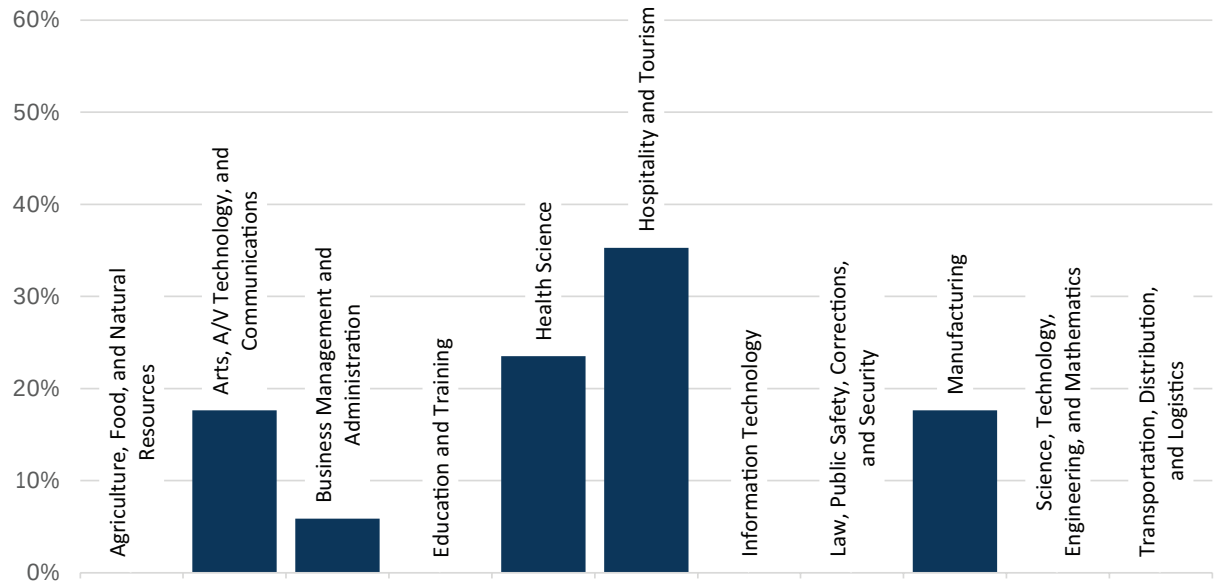
In addition to developing and submitting new programs for approval, Iowa community colleges may request program deactivation, modifications to active programs, or changes to active programs' classification or state codes. The latter may involve Classification of Instructional Program (CIP) changes that Department consultants handle carefully in order to accurately crosswalk annual enrollment and completion data, as well as educational outcome data regarding employment and wages of completers. Iowa's course management system, CurriQunet, has made it much easier for Department consultants to analyze all program codes and initiate corrections to properly classify programs in accordance with their career focus and instructional or delivery attributes, if necessary.

TABLE 2-3: NEW CTE PROGRAMS IMPLEMENTED IN AY17-18

College	Local Program Title	Award Types	National Career Clusters
DMACC	Funeral Services	AAS	Health Science
DMACC	Physical Therapy Assistant	AAS	Health Science
DMACC	Video Production	Diploma Certificate (2)	Arts, A/V Technology, and Communication
DMACC	Animation and New Media Design	AAS	Arts, A/V Technology, and Communication
Hawkeye	Medical Assistant	Diploma	Health Science
Hawkeye	Welding Technology/Welder	AAS	Manufacturing
Indian Hills	Nutrition and Dietary Management	AAS Certificate	Health Science
Indian Hills	Hotel and Restaurant Management	AAS	Hospitality and Tourism
Indian Hills	Entrepreneurship	Certificate	Business Management and Administration
Iowa Western	Social Media	Certificate	Arts, A/V Technology, and Communication
Iowa Western	HVAC/R Technology	Diploma	Manufacturing
Iowa Western	Culinary Arts: Culinarian	AAS	Hospitality and Tourism
Iowa Western	Culinary Arts: Restaurant and Hospitality Management	AAS	Hospitality and Tourism
Iowa Western	Culinary Arts: Baking and Pastry Art	AAS	Hospitality and Tourism
Iowa Western	Culinary Arts: Food Technician	Certificate	Hospitality and Tourism
Iowa Western	Culinary Arts: Food Service	Diploma	Hospitality and Tourism
Iowa Western	Industrial Engineering Technology	AAS Diploma	Manufacturing

Note: Table represents programs approved for implementation in Fall 2017, Spring 2018, and Summer 2018.

FIGURE 2-5: NEW CTE PROGRAMS BY NATIONAL CAREER CLUSTER®: AY17-18



In AY 17-18, Iowa's community colleges offered 1,332 CTE program degree, diploma, and certificate options to prepare students for employment or further postsecondary education.

The largest award types offered are two-year degrees (593), followed by one-year diplomas (372), and certificates (367). The 593 two-year associate degrees (AAA, AAS, and APS) range from 60 to 86 credits, comprised of at least 15 general education credits from three disciplines (communication, social studies/humanities, and science/math) and at least 50 percent technical core coursework. The 372 one-year diploma programs range from 15 to 48 credits, including at least three general education credits among their heavy technical emphasis (minimum of 70 percent technical core). The 367 certificate programs range from one to 48 technical credits with no general education requirement.

The advent of Iowa's course management system has made it easy to check these programs for compliance regarding the number of credits, number of weeks, average number of credits per term, general education credits and categories, and technical core coursework. Colleges can easily monitor their compliance by accessing color-coded reports that indicate areas of non-compliance for which they can submit program modifications to correct compliance issues.

Students in the Diesel Technology program at North Iowa Area Community College (NIACC)

Course Management System Activity

In addition to the 21 new program proposals submitted to the Department for approval in AY17-18, Iowa's community colleges submitted 19 Notice of Intent proposals to offer new programs, 249 program modifications, 29 program deactivations, and 70 Classification of Instruction Program (CIP)/ITSO* Reclassifications. These 388 proposals represent a 5.6 percent decrease in program requests submitted as compared to AY16-17. Despite this decline, volume of annual programmatic requests remains much greater than in the years prior to statewide usage of CurriQunet, but is manageable and efficient because of the workflow, notification, and archival processes offered through this web-based platform.

Not only has Iowa's course management system expedited the CTE program review and approval processes, it has facilitated bringing existing programs into compliance and the management of the common course numbering system. Additionally, it has improved communication between Department consultants and college program developers, and motivated conversations about ways to improve the access to and resources available via the Department's website and Iowa's course management system.

* The Department assigns "ITSO" instructional codes to classify programs by the following categories: I = Level of Instruction; T = Type of Program; S = Special Emphasis; and O = Object and Purpose.

NONCREDIT PROGRAMS

Noncredit programs consist of a variety of instructional offerings, including personal and academic basic skill development, workforce preparation skill development, technical courses directly related to specific industry-based work opportunities, continuing education for recertification and licensure, and courses to pursue special interests.

Designed to be flexible and responsive to shifts in workforce demands, noncredit programs help students upgrade skills and increase job marketability [4].

Enrollment in noncredit courses is disaggregated into several program categories and included 376,207 courses in AY17-18, a decrease of 12.8 percent from the previous year (Figure 2-6).

Western Iowa Tech Community College (WITCC)

NONCREDIT PROGRAMS

NUMBER OF NONCREDIT COURSES

376,207

OFFERED IN AY17-18

DECREASE IN NUMBER OF COURSES

55,350

FEWER COURSES FROM AY16-17

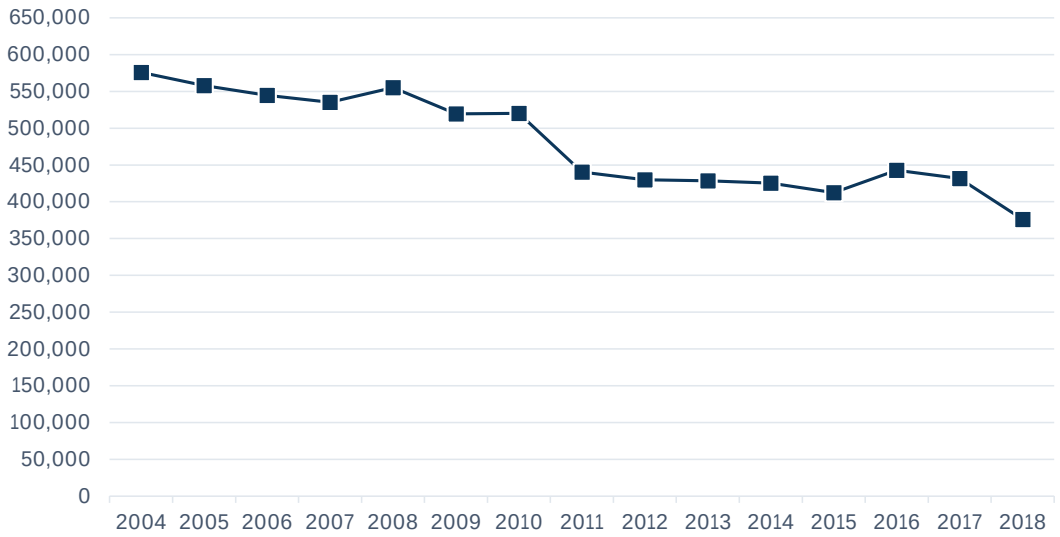
LARGEST NONCREDIT CATEGORY

EMPLOYABILITY AND ACADEMIC SUCCESS

53.5% OF ALL ENROLLMENT IN AY17-18

Noncredit programs often lead to industry-recognized certifications that hold labor market value. When "stackable", these credentials allow students to progress in their careers with entry and exit points that result in earning ascending credentials along the way.

FIGURE 2-6: NONCREDIT COURSES DELIVERED: 2004 - 2018



The largest of these enrollment categories consisted of 114,883 (53.5 percent) noncredit courses designed to enhance the employability or academic success of students. However, if adult basic and secondary education, adult learning, and family/individual development were included in the definition of enhancing students' employability and academic success, this would have totaled 64.6 percent of course offerings in AY17-18.

The next largest category of noncredit enrollment in AY17-18 included state or federally mandated, recognized, or court-ordered or referred courses (15.9 percent of all programs). For more information on the state and federally mandated programs, see "State and Federally Mandated Programs" on page 107 in Section 6.

Courses that were designed for recertification and licensure represented 14.5 percent of noncredit courses taken in AY17-18.

Noncredit Skill Enhancement

Skill enhancement programs and courses in the noncredit reporting category are designed for the specific purpose of training persons for employment, which includes upgrading and retraining the skills of persons currently employed. Short-term preparatory programs and courses are also included in this category. Skill enhancement courses include many options that align with the 16 National Career Clusters®, the framework for organizing and delivering CTE programs.

Research shows that low adult literacy is an intergenerational issue tied to unemployment, poverty, crime, and children with low reading levels [5] [6] [7].

UPSKILLING AND RETRAINING

By providing access to high-quality educational opportunities, community colleges are helping the state develop a skilled workforce while improving the lives and well-being of individuals. According to the National Coalition for Literacy, more than 36 million adults struggle with basic literacy and 60 million lack basic math skills. In Iowa, an estimated 169,966 adults, age 25 and older, lack a high school diploma or its equivalent. Nearly a quarter (22.6 percent) of these Iowans currently live in poverty [8].

ADULT EDUCATION AND LITERACY (AEL) PROGRAMS

The federally funded adult education and literacy (AEL) programs administered by the Department address the needs of this at-risk population by providing noncredit instruction in adult basic education (ABE), adult secondary education, English as a second language (ESL), and other training to help adult learners improve their education and skill levels to meet employer demands and secure living-wage jobs. These services are delivered through the state's 15 community colleges in a wide range of settings to high school non-completers and high school equivalency seekers, workers and potential workers, corrections and re-entry populations, immigrants who need to learn or improve their English language skills, and many others lacking basic skills.

In addition, community colleges help a growing number of Iowans from all social and economic backgrounds acquire the skills and industry-recognized credentials needed to secure gainful employment through state support from the Iowa Skilled Worker and Job Creation Fund.

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

- gain employment status or better their current employment;
- obtain a high school equivalency diploma by passing the state-approved assessment;
- attain skills necessary to enter postsecondary education and training;
- exit public welfare and become self-sufficient;
- learn to speak, read, and 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; and
- gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

ABE and ESL levels of instruction are classified in the Community College Management Information System as Basic Skills, Developmental and Remedial Education, High School Equivalency Program, and Second Language Learning.

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Students in the Utility Technician program at Marshalltown Community College, part of the Iowa Valley Community College District. This field employs people involved in the generation, distribution, or use of electrical or gas utilities.

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3 College Admission and Enrollment

Credit Enrollment, including Joint and Online Enrollment; Developmental Education; Noncredit; and Adult Education Enrollment

Iowa's community colleges are equipped to serve an increasingly diverse population of students of all ages, backgrounds, life experiences, and levels of academic preparation, most of whom are Iowa residents.

Community college enrollment in credit and noncredit programs has experienced a steady decline over the past few years. Enrollment peaks coincided with the Great Recession, an economic downturn that began in late 2007. Enrollment in noncredit programs increased in the middle of the recession in 2009, while credit program enrollment peaked during the economic recovery in 2011. In contrast, the number of students enrolled in online coursework at Iowa's community colleges has experienced steady increases throughout the years.

Community colleges continue to play a significant role in the post-recession economic recovery by training the workforce of the future. According to a report published by the Georgetown University Center on Education and the Workforce, nearly all of the new jobs created during the economic recovery require workers with at least some postsecondary education [1].

This section presents information about enrollment in community college programs designed to prepare Iowa's workforce and provide college parallel education for subsequent transfer to four-year colleges and universities. When reporting enrollment, courses are counted each time a student takes a course, while headcount only counts a student once.

Students at Iowa Central Community College

CREDIT ENROLLMENT

STUDENTS:
131,144

DOWN SINCE AY16-17:
1.2%

CREDIT HOURS:
1,754,349
DOWN 2.0% SINCE AY16-17

CREDIT HOURS PER STUDENT:
13.4
DOWN 0.1% FROM AY16-17

LARGEST PROGRAM MAJOR:
COLLEGE PARALLEL
53.0% OF ALL DECLARED MAJORS

CREDIT ENROLLMENT

The credit enrollment of 131,144 students in AY17-18, which includes students from the 2017 fall term through the 2018 summer term, was a 1.2 percent decrease from the previous academic year. The declining credit enrollment started in 2012 and has decreased an average of 2.4 percent each year (Figure 3-1). Credit hours also decreased to 1,754,349, representing a 2.0 percent decrease since last year. This decrease in credit hours has slightly impacted the course load taken per student this year, reducing it from 13.5 credit hours to 13.4 credit hours on average (Figure 3-2).

FIGURE 3-1: ANNUAL CREDIT ENROLLMENT: 1999 - 2018

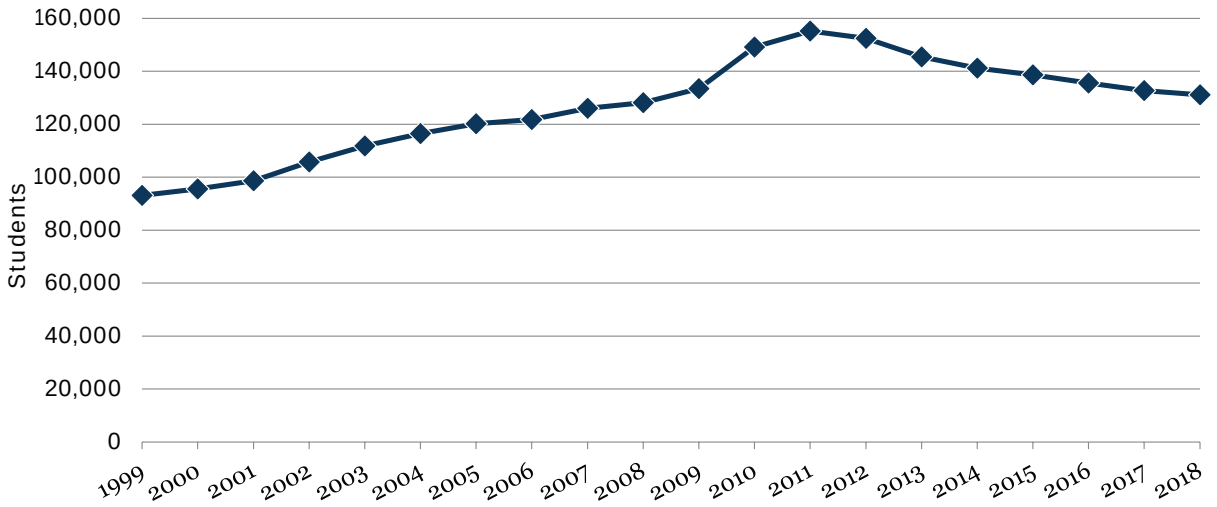
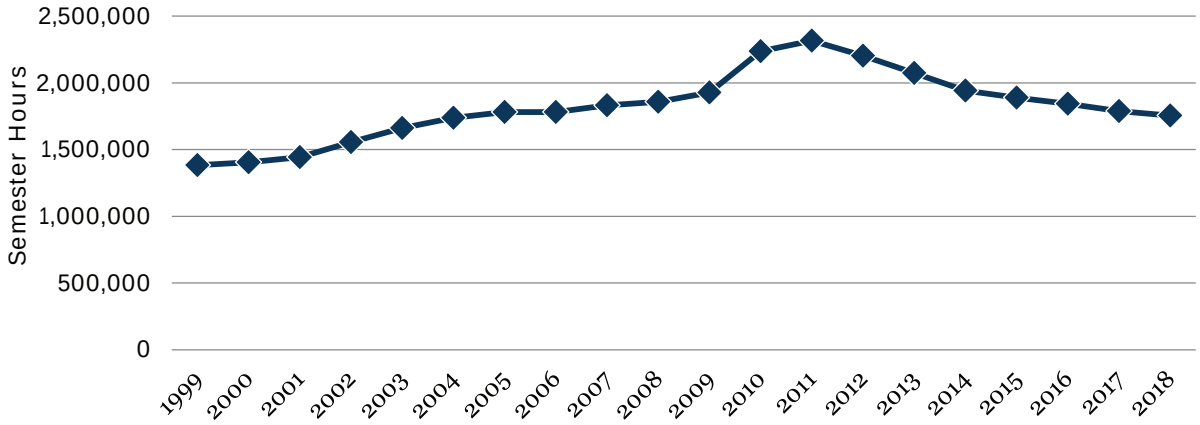
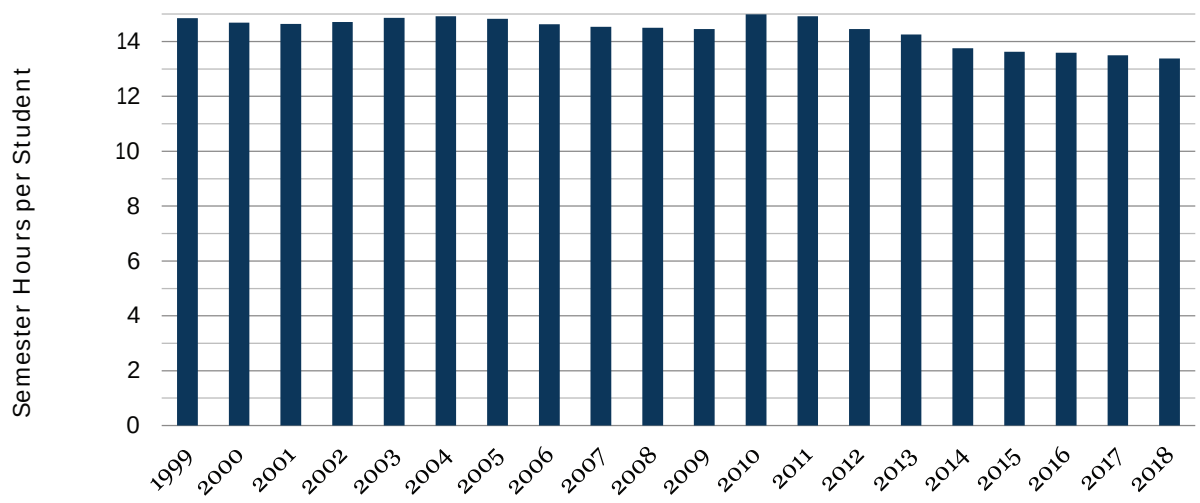


FIGURE 3-2: ANNUAL SEMESTER HOURS (TOP) AND AVERAGE SEMESTER HOURS PER STUDENT (BOTTOM): 1999 - 2018



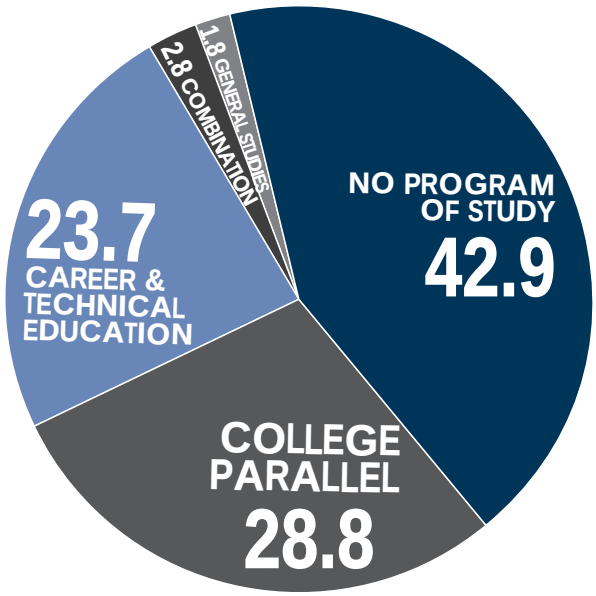


AY17-18 data reporting provided for more precise tracking of the programs in which students enrolled, including college parallel, career and technical education (CTE), general studies (GS), more than one program type, and no program of study categories.

Over two-fifths of all students enrolled in credit courses at Iowa's community colleges during AY17-18 had not declared a program of study.

During AY17-18, the majority of enrollees (42.9 percent) had not declared a program of study (no-POS); 28.8 percent of students declared college parallel (arts and science) as their POS; 23.7 percent enrolled in CTE programs; 1.8 percent in general studies; and 2.8 percent were enrolled in more than one type of program of study (Figure 3-3).

FIGURE 3-3: ENROLLMENT BY PROGRAM TYPE (%)



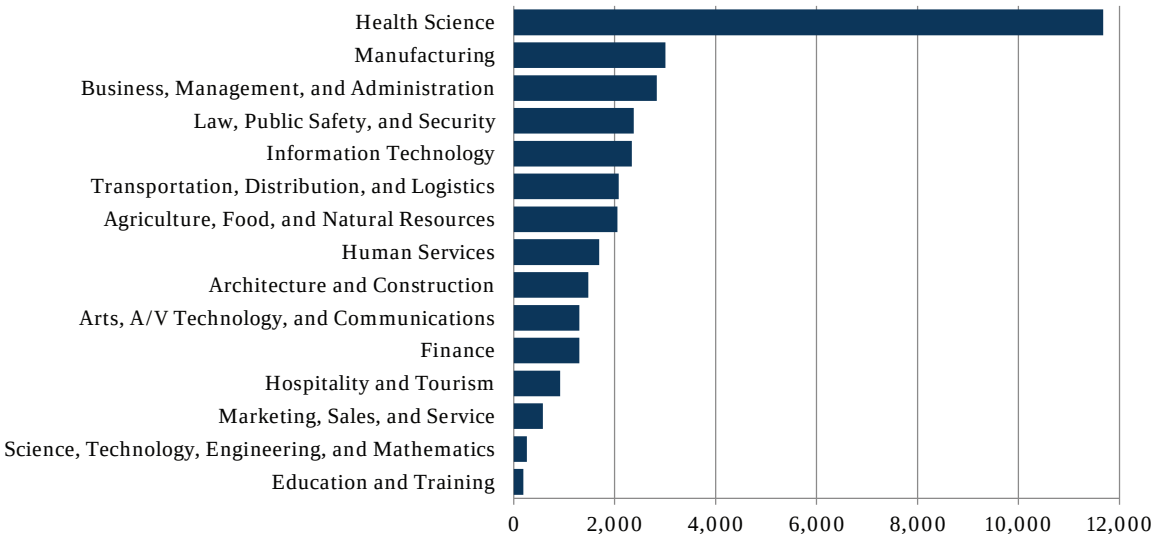
Most students enrolled in credit coursework are working toward certificates, diplomas, or associate degrees, or are taking courses to transfer to another college or university. However, some students take credit courses for personal reasons or up-skilling.

Of the students who declared only one type of program of study, college parallel accounted for 53.0 percent; CTE, 43.6 percent; and GS, 3.4 percent. College parallel programs, designed to transfer to four-year colleges and universities, comprised 37,763 students; CTE enrolled 31,034 students; GS 2,423 students; and 3,706 students enrolled in more than one type of program. As stated above, the majority of the enrollees in AY17-18 took credit courses under no-POS. Of the no-POS students, 80.1 percent were jointly enrolled students, which is a population that has continuously increased over the years. Jointly enrolled high school students predominantly enroll in arts and science courses intended to transfer.

Enrollment in CTE programs decreased by 1,126 students (3.5 percent), to a total of 31,034 students (unduplicated count) who were enrolled exclusively in CTE programs. In the context of federal career clusters, health science remained the largest CTE program with 11,639 students comprising 34.2 percent of all CTE enrollments, followed by manufacturing with 3,009 students comprising 8.8 percent, and business management and administration with 2,836 students comprising 8.3 percent (Figure 3-4). All career clusters demonstrated a 2.7 to 23.6 percent decline in enrollment during AY17-18, with the exception of enrollment in Law, Public Safety, and Service programs, which increased 25.3 percent.

The Department continuously realigns its program classification data with the National Career Clusters® in order to correspond to the most recent recommendations. Some of the CTE enrollment changes were attributed to this realignment instead of actual growth or decline. For instance, a significant increase in human services enrollment and substantial decrease of enrollment in government and public administration programs were due to the career cluster realignment rather than actual enrollment changes.

FIGURE 3-4: ENROLLMENT BY CAREER AND TECHNICAL EDUCATION CAREER CLUSTER



Student Demographics

Iowa's 15 community colleges served a diverse mix of students, from jointly enrolled teenage students, to retirees taking courses for personal improvement. In AY17-18, the average age of community college students was 21.6 years. Females accounted for 54.3 percent of enrollment. Minority enrollment increased to a record high of 22.4 percent.

Since the community college Management Information System (MIS) was established in FY99, females have consistently represented a higher percentage of community college enrollment, remaining steady between 54 and 57 percent. Nationally, community colleges and four-year institutions (undergraduates) have similar female/male distribution: 56/44 and 55/45, respectively (fall 2016). Females have outnumbered males in postsecondary institutions nationwide since 1978 [2].

In terms of age, the average Iowa community college student is slightly younger than the national average. According to the most recent data (fall 2016) from the National Center for Educational Statistics (NCES), 33.4 percent of Iowa community college enrollment consisted of students under 18 years of age (the highest percentage in the nation), while the national percent for that category was only 11.5. Iowa was also higher in students under 20 years old.

Compared to four-year public universities nationwide, community colleges tend to serve an older population; however, fall 2016 NCES data indicated that Iowa community college students of traditional college age (under 25 years of age) comprised 79.9 percent of all enrollments, while in four-year public institutions, the same category comprised only 72.4 percent. The median student age was 19 years old, indicating that half of the student population was under that age (Figures 3-5 and 3-6). This age shift in Iowa is due in part to the growing numbers of jointly enrolled high school students who earn college credit at Iowa's community colleges. For example, 15.8 percent (40,984) of all enrollees in AY17-18 were age 18 or younger. Overall, 80.4 percent (105,413) of all enrollees in AY17-18 were under the age of 25.

2018 Iowa Lakes Community College student senate members

FIGURE 3-5 : CREDIT STUDENT AGE

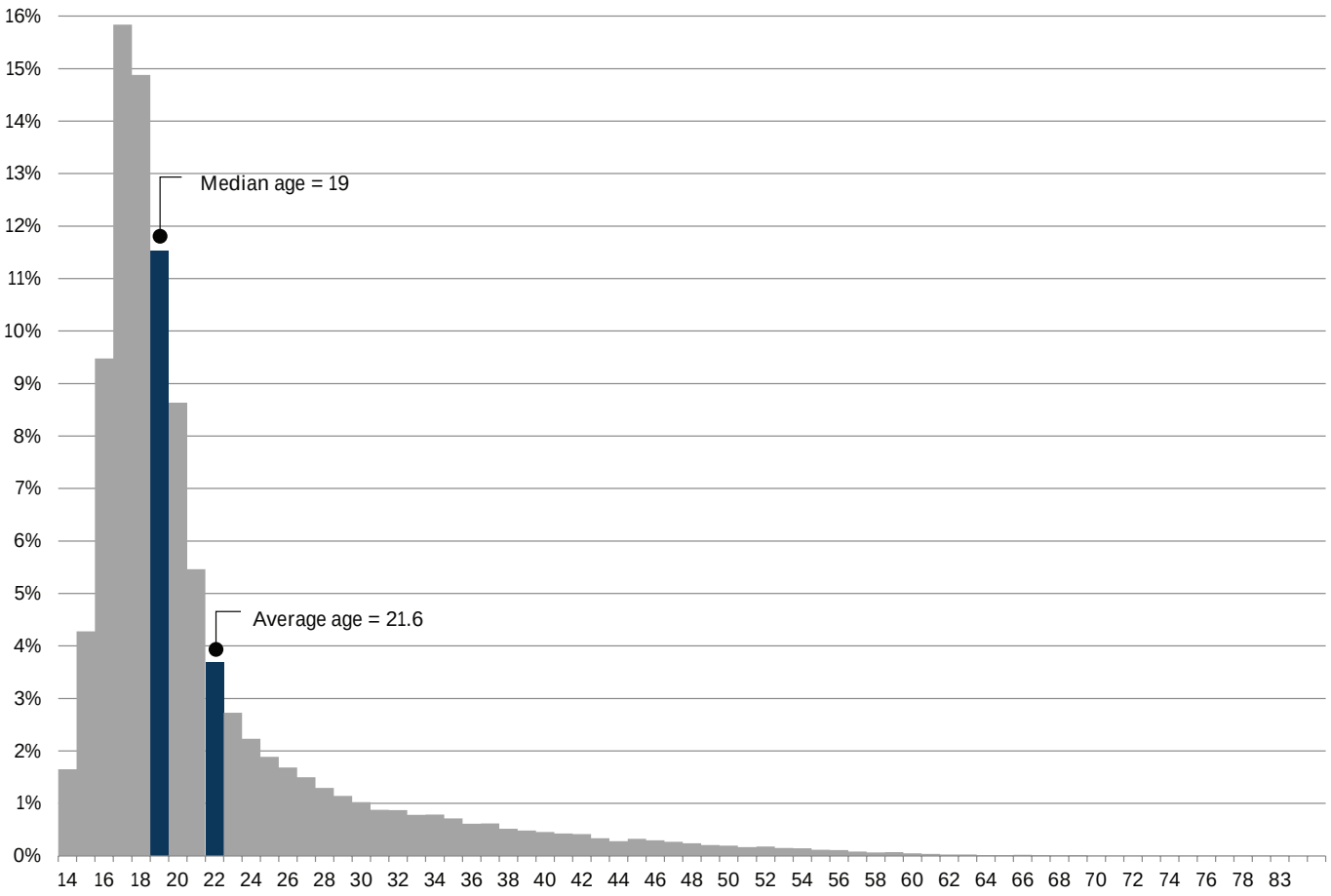
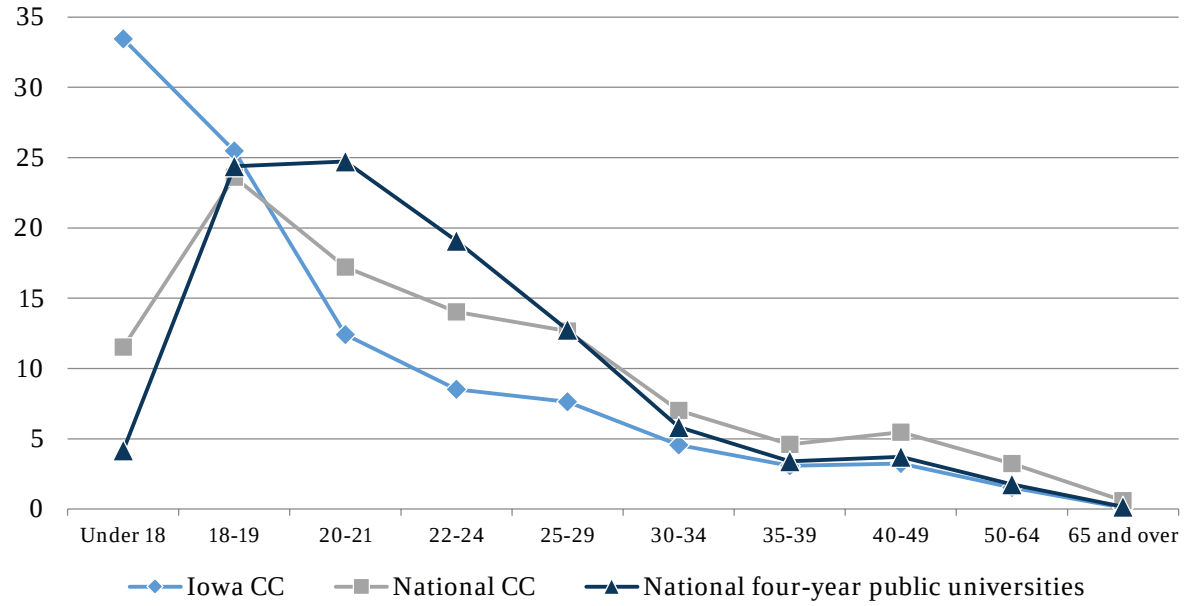


FIGURE 3-6: CREDIT STUDENT AGE, NATIONAL COMPARISON: 2016*



* Fall 2016 is the most recent national data available from the National Center for Educational Statistics.

Iowa community colleges have become increasingly diverse. In 2007, 10.6 percent of students were racial or ethnic minorities. This proportion continually grew to a record high of 22.4 percent in AY17-18 (Figure 3-7).

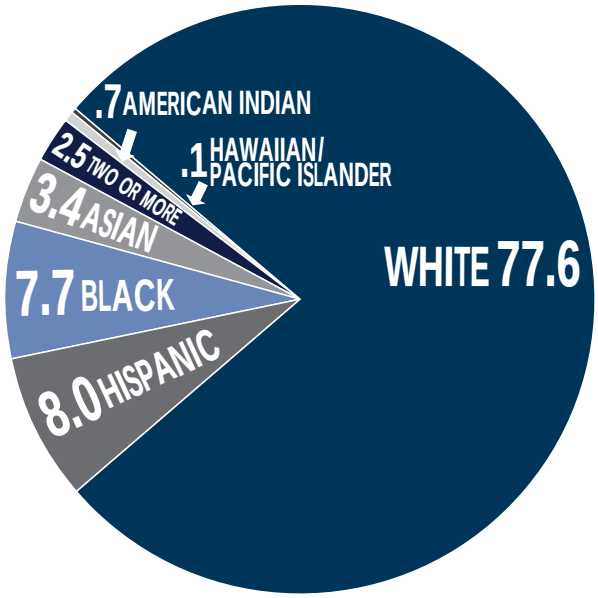
Minority student enrollment increased to a record high of 22.4 percent in AY17-18.

In 2010, the Department changed its reporting methods for race, allowing students to identify themselves under multiple racial or ethnic categories. In AY17-18, 2.5 percent of all students reported their race/ethnicity as multi-racial, which accounted for 10.9 percent of all reported minority students. Of the students reporting a single race, whites comprised the majority (77.6 percent), followed by Hispanics (8.0 percent), blacks (7.7 percent), Asians (3.4 percent), American Indians (0.7 percent), and Hawaiian/ Pacific Islanders (0.2 percent) (Figure 3-8).

Nationally, community college minority student enrollment varied, ranging from 10.0 percent in West Virginia, to 59.7 percent in Florida, with a nationwide average of 32.9 percent (2017).* Though the percentage of racial/ethnic minority students is relatively low at Iowa community colleges, the colleges enrolled a higher percentage of minority students than other states when compared to the ethnicity of the state population.

* Among states where non-white population is in the minority.

FIGURE 3-8 : CREDIT STUDENT RACE/ ETHNICITY (%)



The U.S. Census Bureau (2017) estimated 12.3 percent of Iowans, 15 years of age or older, were non-white. Of that group, 8.1 percent were enrolled in Iowa community colleges in AY16-17, representing the highest penetration rate of minority students in community colleges nationally. Iowa has led the nation in community college penetration rate of minority students for the past nine years, followed by Kansas (7.1 percent) and Wyoming (6.6 percent) (Figure 3-9).

FIGURE 3-7 : PERCENTAGE OF RACIAL/ETHNIC MINORITY STUDENTS: 2014 - 2018

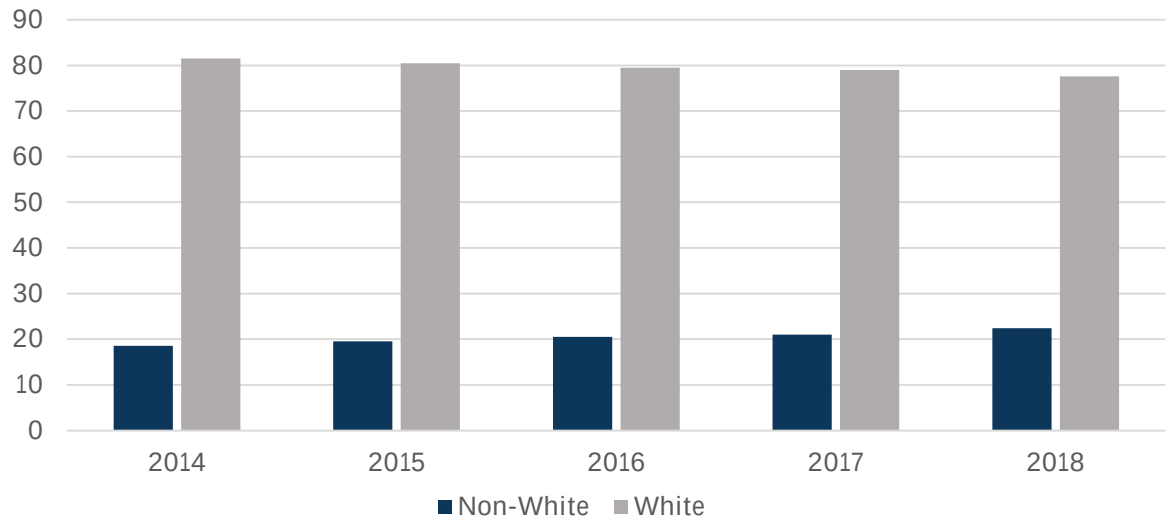
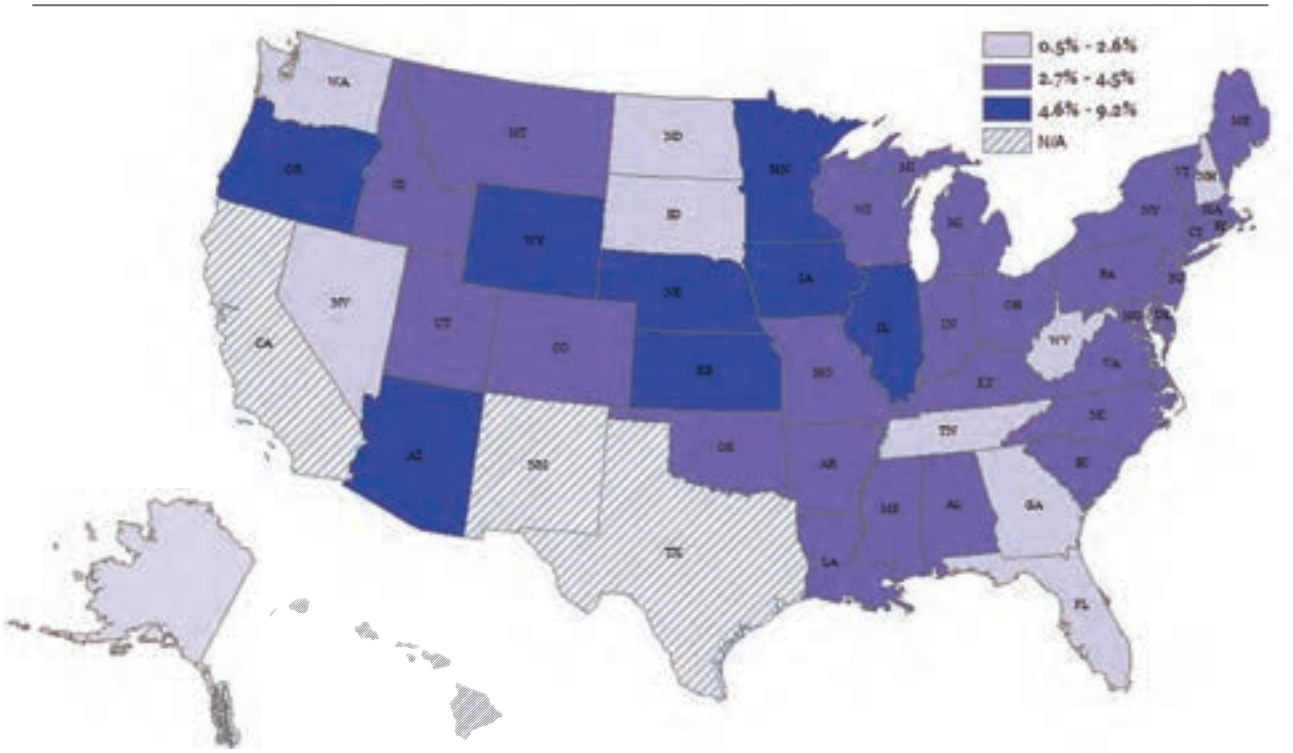


FIGURE 3-9: PENETRATION RATE* OF ETHNIC/RACIAL MINORITY STUDENTS IN U.S. TWO-YEAR PUBLIC COLLEGES: 2016



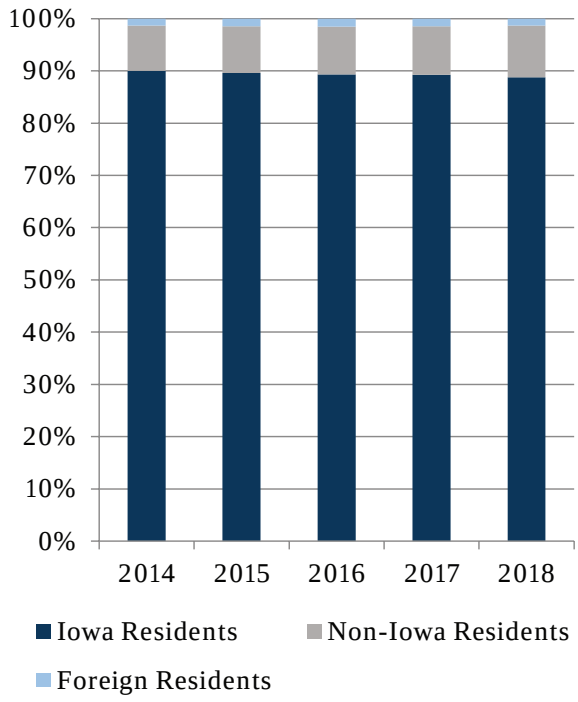
* "Penetration Rate" equals the percentage of the college-eligible minority population in a state (i.e., non-white, 15 years of age or older) who attend community colleges.

Student Residency

Credit enrollment in Iowa community colleges consists of Iowa residents, non-Iowa U.S. residents, and foreign nationals. The residency status is reported to the Department based on the type of student tuition and immigration status at the time of reporting.

In AY17-18, Iowa community college enrollment consisted of 88.8 percent Iowa residents, 9.9 percent non-Iowa residents, and 1.4 percent foreign nationals. These numbers have remained relatively stable for the past five years, with a slight trend toward a larger component of non-Iowa residents, which has increased from 8.6 percent in 2014 to 9.9 percent in AY17-18 (annual average growth of 3.4 percent). The number of foreign residents in Iowa community colleges remains low, even though it grew over 0.5 percent on average between 2014 and AY17-18 (Figure 3-10). However, the NCES reported that Iowa's 1.9 percent foreign nationals is close to the national community college average of 1.4 percent in 2017 (the latest data available). This percentage varies from 0.4 in Massachusetts to 4.0 in Washington [3].

FIGURE 3-10: RESIDENCY STATUS OF CREDIT STUDENTS: 2014 - 2018



Feature Spotlight

REDESIGNING THE STUDENT EXPERIENCE

The guided pathways model provides community college students with educational plans based on clearly structured and educationally coherent program course maps and support services aimed at improving retention and more timely degree completion.

Davis Jenkins, senior research scholar at the Community College Research Center (CCRC) at Columbia University

Davis Jenkins is a senior research scholar at the Community College Research Center (CCRC), a center at Teachers College, Columbia University dedicated to studying community colleges. He works with colleges and states across the country to find ways to improve educational and employment outcomes for students. Through this work, Jenkins has become a leader in the national guided pathways movement.

Jenkins recently met with Iowa community college leaders responsible for developing guided pathway plans at their respective institutions. Below, he discusses guided pathway reforms, the impact they have on student success, and why more college are changing their mindset about institutional practice and policy on student outcomes.

What are guided pathways?

This model for institutional transformation draws on research in behavioral economics, organizational behavior, and cognitive science in an effort to improve graduation rates and narrow gaps in completion among student groups. Rather than providing students with isolated programmatic interventions, guided pathways require community colleges to redesign their programs and support services in ways that create more educationally coherent pathways to credentials designed to prepare students to advance in the labor market and pursue further education in a field of interest. This work involves redesigning the new student experience to help students explore options and interests and develop a full-program plan based on maps developed by faculty and advisors with the course sequences, progress milestones, and program learning outcomes aligned to the requirements for employment and further education.

What is the most compelling evidence supporting guided pathways reform?

A growing number of colleges that were early adopters of guided pathways have seen substantial increases in what we refer to as first-year student momentum – a key factor leading to higher completion rates in the long term. This includes three areas that colleges can use to gauge whether institutional reforms are improving student outcomes: credit momentum, gateway momentum, and program momentum.

Credit momentum is defined as attempting at least 15 semester credits in a student's first term or at least 30 semester credits during the first academic year. Gateway momentum involves taking and passing pathway-appropriate college-level math and English during the student's first academic year. Program momentum requires a student to take and pass at least nine semester credits in his or her field of study during the first year.

What advice do you have for community colleges who are considering guided pathways work?

Implementing guided pathways effectively involves the work of many people across the college.

1. Faculty: In a guided pathways model, faculty take responsibility for student learning and advising beyond the individual courses they teach. This means that they will need to: a) work with other faculty across disciplines, advisors, employers and university colleagues to map programs to employment in related fields and transfer with junior standing in a related major (with no excess credits); b) work with student services colleagues to redesign the front-end new student intake experience to help students explore options and interests and develop a plan; c) be actively involved in new student marketing, recruitment, orientation, and first-year experience courses to recruit students into their programs; and d) serve as advisors/mentors to students on how to enter and advance in their fields.

2. Staff: Professional advisors and student services staff need to work with faculty to map out programs and redesign the front-end experience and ongoing advising to help students explore, choose, plan, and complete programs of study in a timely way. Staff involved in IT, registrar, financial aid, admissions and marketing must also be involved in the mapping and redesign process. Finding time for all of these staff to do this work is a key challenge in community colleges where everyone already feels overworked. Colleges that have been successful implementing pathways have involved other staff, including departmental secretaries and groundskeepers to understand the larger vision for student success.

3. Leadership: It is imperative that college leaders give faculty and staff the time, space and support needed to do the extensive redesign mapping, planning, formative evaluation, and training necessary to implement pathways reforms at scale. Some colleges have set aside Fridays for required professional development for both faculty (including adjuncts) and advisors and other student services staff. These colleges have moved to class schedules on Mondays and Wednesdays or Tuesdays and Thursdays, or in some cases Friday nights and Saturdays, which helps improve predictability of scheduling for students. This requires a substantial investment, but these leaders believe that they will get a return on investment through increased full-time equivalent (FTE) enrollment retention. And we are starting to see colleges that have the patience and the courage begin to reap these returns.

Read the full interview at https://educateiowa.gov/article/2018/10/23/redesigning-student-experience

JOINT ENROLLMENT

A growing segment of credit enrollment at Iowa community colleges is from jointly enrolled students who accounted for 38.9 percent of total community college enrollment, and over 24.1 percent of total credit hours in AY17-18. A record high of 51,001 high school students were enrolled in one or more community college courses during AY17-18, which represents a 2.3 percent enrollment increase over last year.

Community colleges continue to experience steady growth in joint enrollment. Since FY04, joint enrollment has increased approximately 142.3 percent—an average annual growth of 6.5 percent (Figure 3-11).

Jointly enrolled students enrolled in a total of 423,544 semester credit hours in AY17-18 compared to 408,323 credit hours in AY16-17 (Figure 3-12). Additionally, of the 51,001 students who participated in joint enrollment programs in AY17-18, a total of 183 students earned an associate degree while in high school, up from 111 students in AY16-17.

In AY17-18, the average number of credit hours taken per student was 8.3, equivalent to about two or three courses per student (Figure 3-13). This number has increased by more than one credit hour since FY04. This year, joint enrollment accounted for 24.1 percent of total credit hours, up approximately one-half percentage point from AY16-17. Because high school students generally enroll in college courses on a part-time basis, they accounted for a smaller proportion of total credit hours than of total enrollment (Figure 3-14).

JOINT ENROLLMENT

STUDENTS ENROLLED
51,001

UP SINCE AY16-17
2.3%

SEMESTER HOURS
423,544

UP SINCE AY16-17
3.7%

SEMESTER HOURS PER HIGH SCHOOL STUDENT
8.3 SEMESTER HOURS

JOINTLY ENROLLED HIGH SCHOOL STUDENTS WHO EARNED ASSOCIATE DEGREES IN AY17-18
183
UP FROM 111 IN AY16-17

FIGURE 3-11: JOINT ENROLLMENT: 2004 - 2018

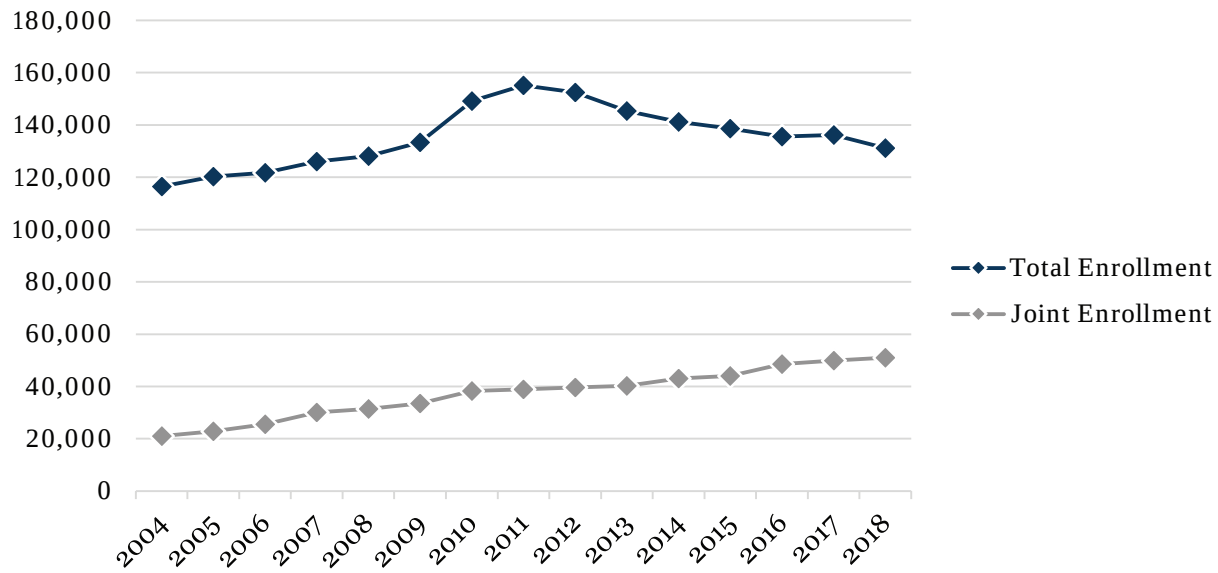


FIGURE 3-12: JOINT ENROLLMENT CREDIT HOURS: 2004 - 2018

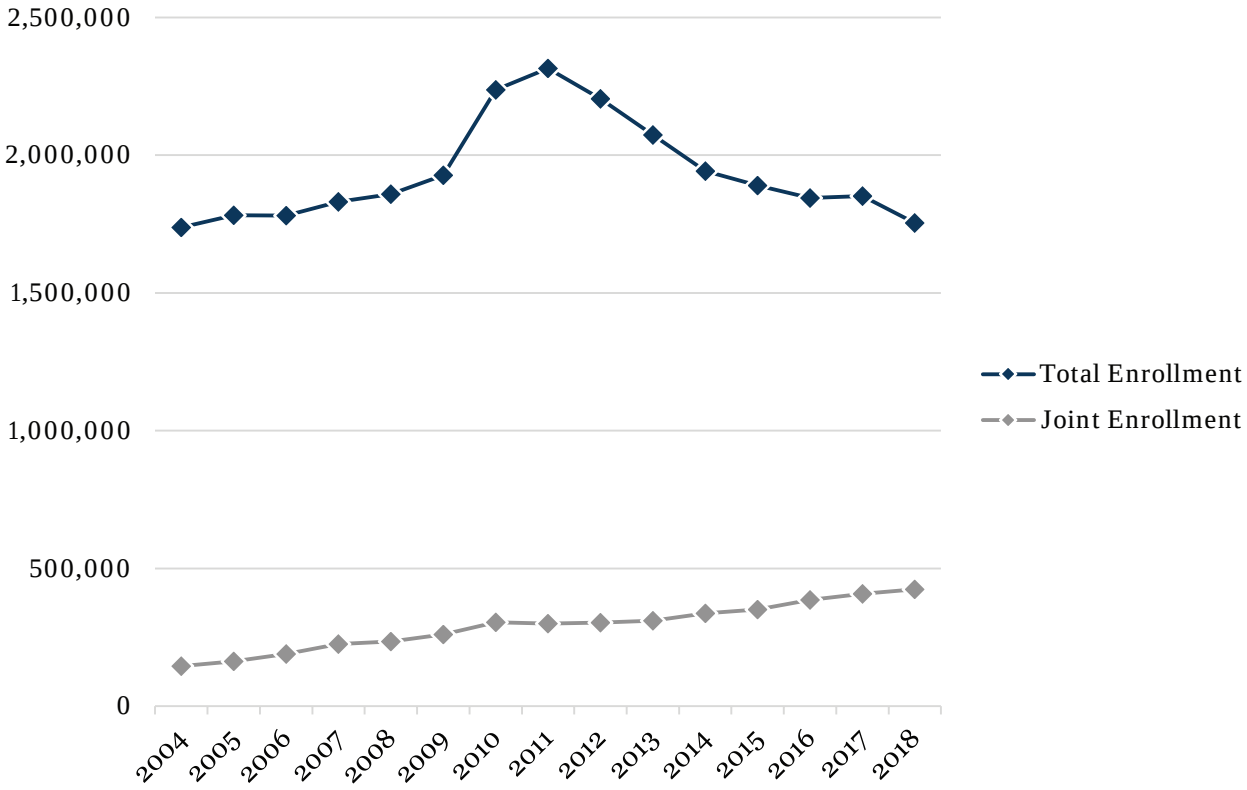


FIGURE 3-13: AVERAGE CREDIT HOURS PER JOINTLY ENROLLED STUDENT: 2004 - 2018

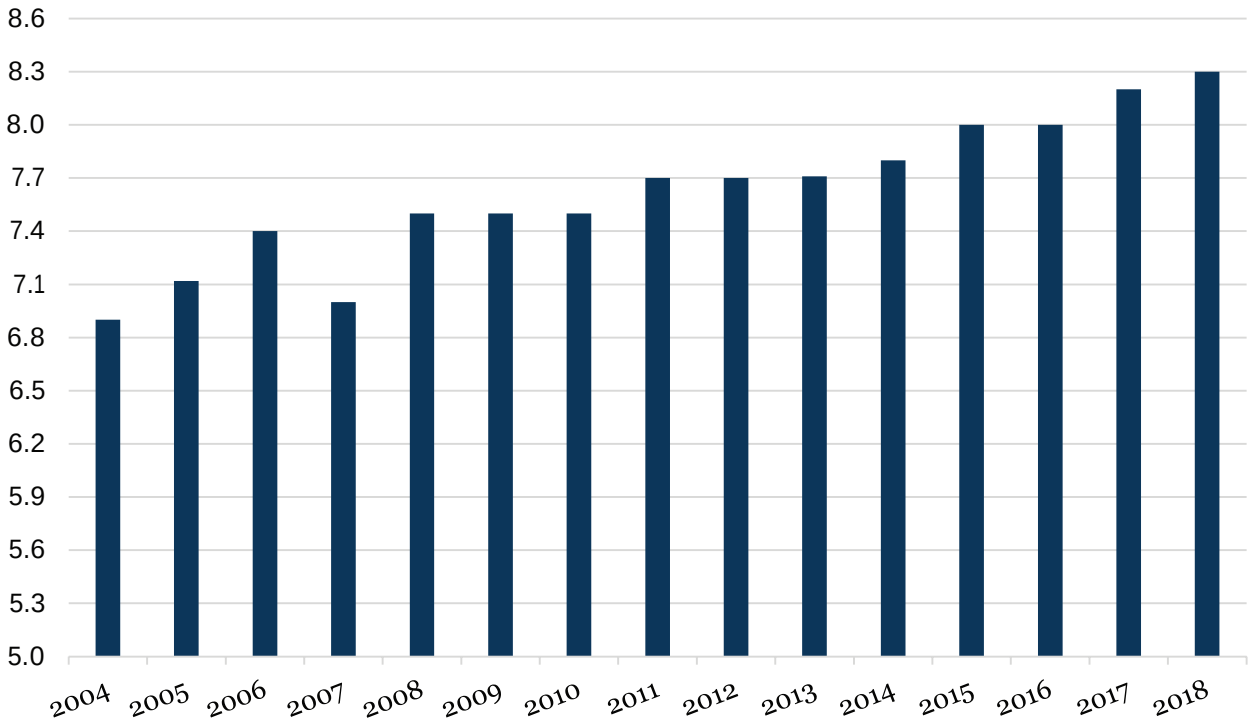
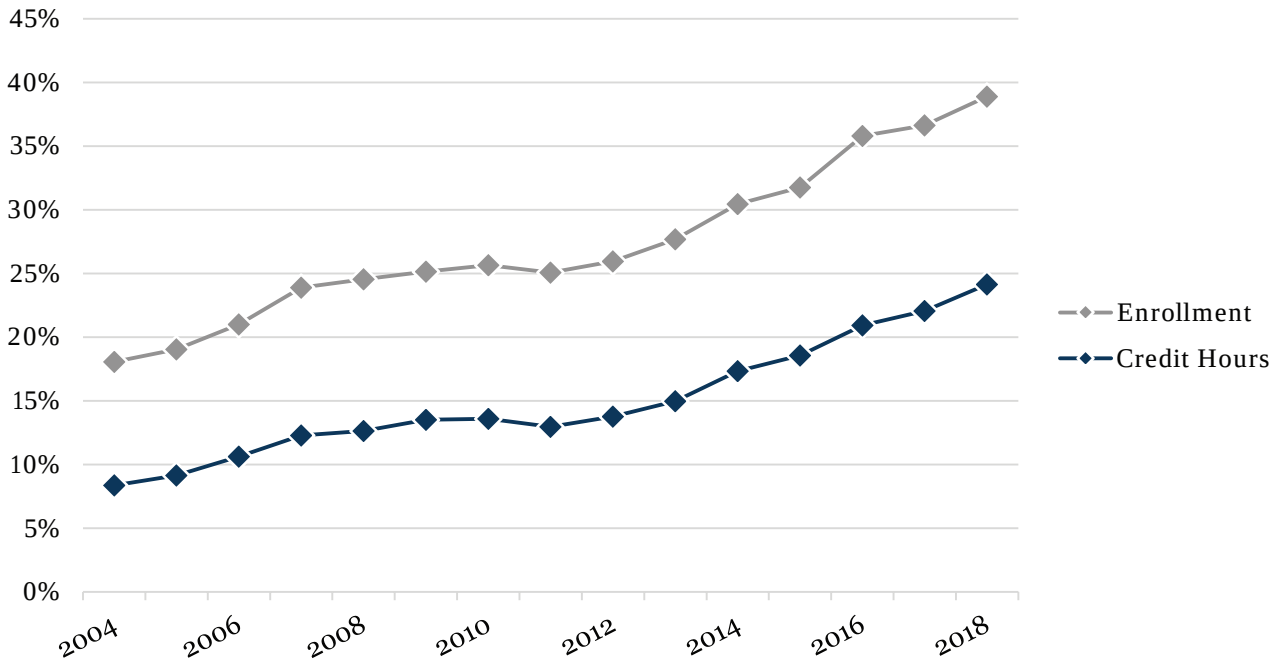


FIGURE 3-14: JOINT ENROLLMENT AND CREDIT HOURS AS A PERCENTAGE OF TOTAL CREDIT STUDENT ENROLLMENT: 2004 - 2018



Students at the Sioux City Career Academy can earn college credit through Western Iowa Tech Community College.

The rate at which high school students enroll in community college coursework varies by local school district and community college region. As shown on the fold-out map in Figure 3-18, almost every district offers access to some form of joint enrollment opportunity. However, the depth of this access varies, sometimes significantly, from district to district.

Jointly Enrolled Student Demographics

Compared with the overall student body, jointly enrolled students are more evenly represented by males and females and are less racially and ethnically diverse. Of the students who reported gender, slightly more females (25,932) than males (25,061) participated in joint enrollment opportunities in AY17-18. Slightly more than half of joint enrollees were female compared to 54.3 percent of the overall college-credit enrollment. Female participation outpaced male participation across all programs—concurrent enrollment, PSEO, and tuition.

Des Moines Area Community College Ankeny Campus

RACIAL/ETHNIC MINORITY BACKGROUND*

JOINT ENROLLMENT	TOTAL ENROLLMENT
17.0%	22.4%
UP FROM 15.3% IN AY16-17	UP FROM 21.0% IN AY16-17

** Students with unknown race/ethnicity are not included.*

Iowa offers several ways for students to take accelerated coursework, with national programs such as AP courses, as well as state-sponsored postsecondary enrollment options and concurrent enrollment classes offered through a contract between a local school district and community college, as well as independent enrollment by tuition-paying students.

The racial/ethnic background of joint enrollees is less diverse than either total community college enrollment or public PK-12 enrollment. In AY17-18, of the approximately 91.0 percent of joint enrollees who reported their race/ethnicity, 17.0 percent reported a minority background compared to 22.4 percent of students enrolled in credit programs at Iowa's community colleges, and 23.5 percent of students enrolled in Iowa's public PK-12 schools.

As a proportion of joint enrollment by program type, tuition-paying course enrollment had the largest proportion of minority students (17.4 percent), followed by contracted course enrollment (15.5 percent), and PSEO enrollment (2 percent).

JOINTLY ENROLLED STUDENT PROFILE

REPORTED RACE/ETHNICITY*

83.0% WHITE

RESIDENCY	GRADE LEVEL
99.4% RESIDENT	45.6% 12TH GRADE

** Students with unknown race/ethnicity are not included.*

Of the minority joint enrollees, Hispanics were the largest group at 45.6 percent, followed by blacks at 19.5 percent, and Asians at 18.0 percent. In comparison to the total community college minority enrollment, Hispanic representation in joint enrollment far exceeds that of the total (35.8 percent), and the proportion of Asian students is also higher (16.0 of the total enrollment). However, the proportion of black students in joint enrollment (34.4 percent) is much less than that of the total (Figure 3-15).

As to be expected, in AY17-18, jointly enrolled students were younger than the overall community college student body, with about 99.2 percent being 18 years of age or under (Figure 3-16). Additionally, almost all jointly enrolled students (99.4 percent) were classified as residents of Iowa. Only 227 out-of-state and 55 international students were jointly enrolled during AY16-17.

Grade Level of Jointly Enrolled Students

Jointly enrolled students tend to be upperclassmen in high school, with approximately 78.2 percent of students in their last two years of high school. Seniors accounted for 45.1 percent of jointly enrolled students, while almost a third were juniors (Figure 3-17).

FIGURE 3-15: JOINTLY ENROLLED CREDIT STUDENT ENROLLMENT BY RACIAL MINORITY: AY17-18

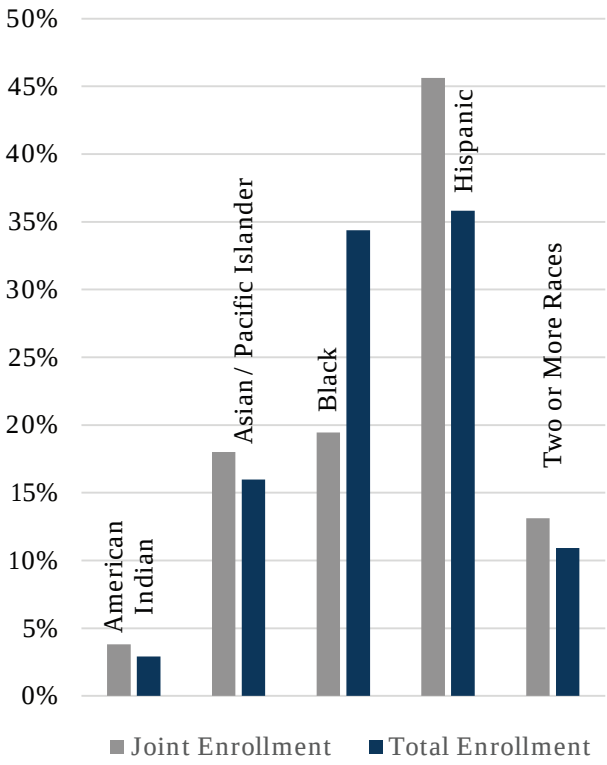


FIGURE 3-16: JOINT ENROLLMENT BY STUDENT AGE (NUMBER)

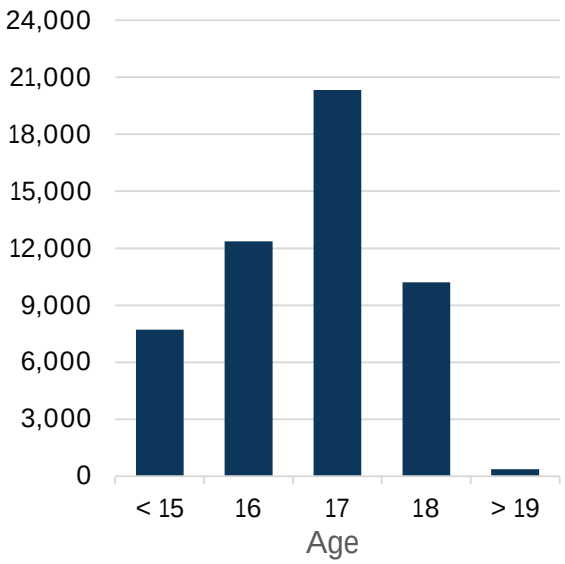


FIGURE 3-17: JOINT ENROLLMENT BY GRADE LEVEL (%)

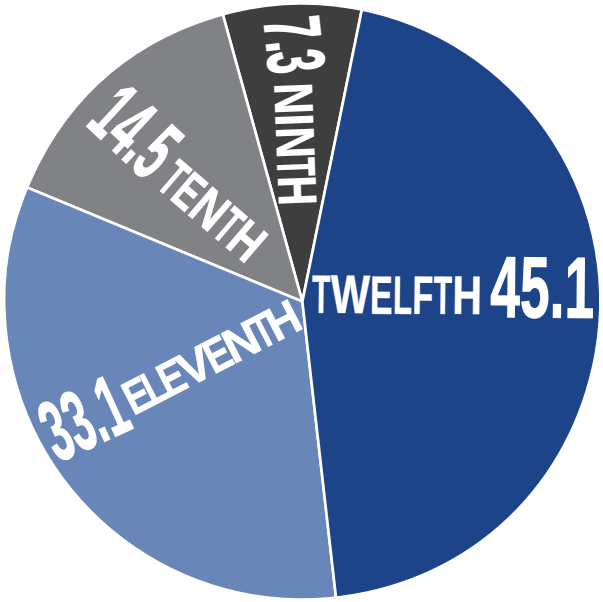
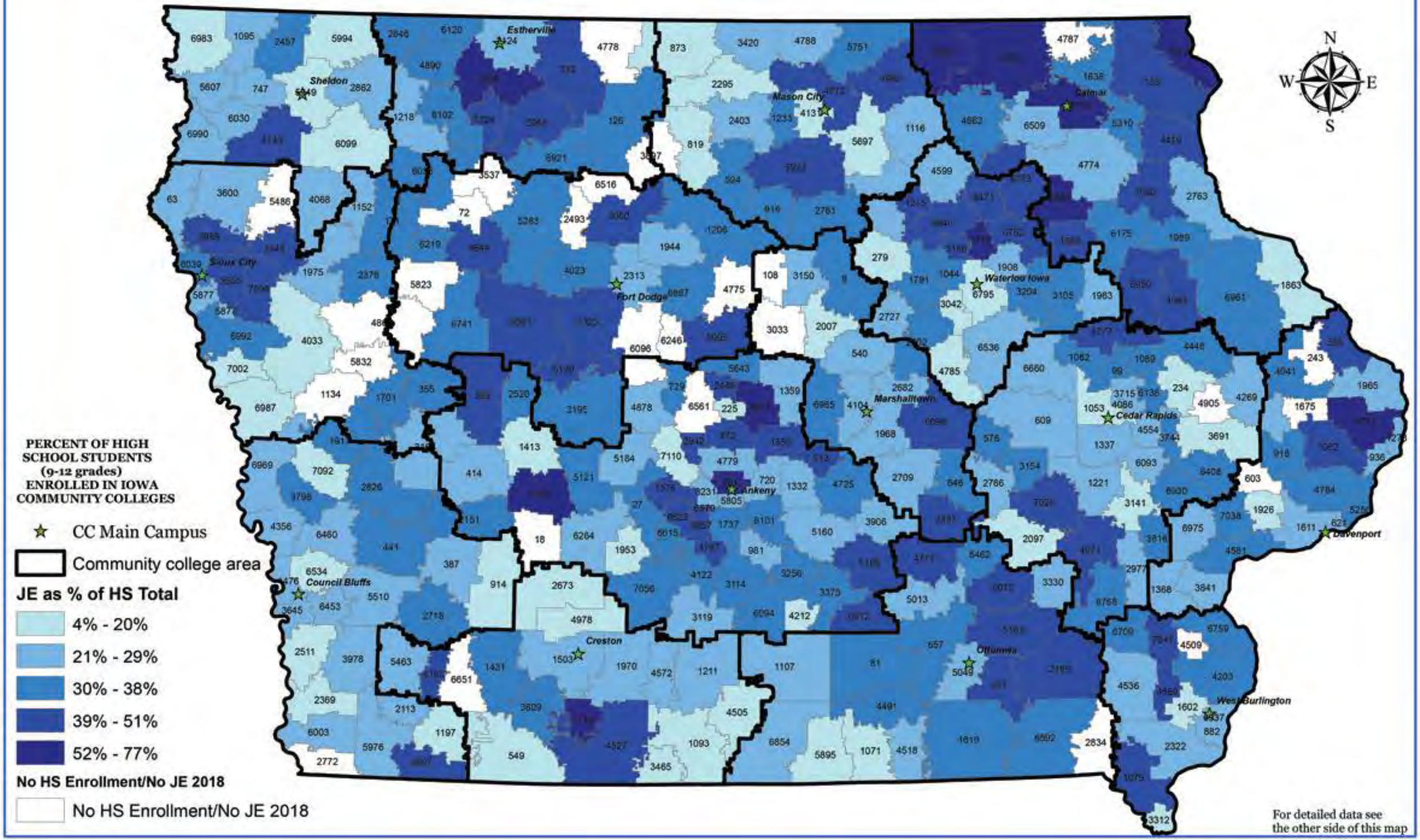


FIGURE 3-18: PERCENT OF HIGH SCHOOL STUDENTS (9-12 GRADES) ENROLLMENT IN IOWA COMMUNITY COLLEGES DURING AY17-18



District Number	District Name	Percent (Joint)
0009	AGWSR	37.50
0027	Adel DeSoto Minburn	35.05
0063	Akron Westfield	21.97
0081	Albia	34.41
0099	Alburnett	31.84
0126	Algona	33.48
0135	Allamakee	50.54
0153	North Butler	23.31
0171	Alta	36.70
0225	Ames	11.93
0234	Anamosa	17.86
0261	Ankeny	59.03
0279	Aplington-Parkersburg	19.39
0333	North Union	39.90
0355	Ar-We-Va	37.29
0387	Atlantic	24.37
0414	Audubon	24.49
0441	AHSTW	36.32
0472	Ballard	39.90
0504	Battle Creek-Ida Grove	15.20
0513	Baxter	46.09
0540	BCLUW	21.69
0549	Bedford	16.94
0576	Belle Plaine	32.18
0585	Bellevue	51.49
0594	Belmond-Klemme	30.20
0609	Benton	28.51
0621	Bettendorf	22.66
0657	Eddyville-Blakesburg-Fremont	33.99
0720	Bondurant-Farrar	24.40
0729	Boone	35.38
0747	Boyden-Hull	24.88
0819	West Hancock	16.27
0846	Brooklyn-Guernsey-Malcom	33.73
0873	North Iowa	20.16
0882	Burlington	29.49
0914	CAM	13.01
0916	CAL	31.15
0918	Calamus-Wheatland	33.55
0936	Camanche	25.88
0977	Cardinal	42.59
0981	Carlisle	29.03
0999	Carroll	39.50
1044	Cedar Falls	35.30
1053	Cedar Rapids	12.71
1062	Center Point-Urbana	31.93
1071	Centerville	19.71
1079	Central Lee	41.12
1080	Central	41.67
1082	Central DeWitt	41.23
1089	Central City	37.68
1093	Central Decatur	13.81
1095	Central Lyon	24.62
1107	Chariton	25.53
1116	Charles City	21.65
1152	Cherokee	24.91
1197	Clarinda	12.04
1206	Clarion-Goldfield-Dows	34.47
1211	Clarke	24.32
1215	Clarksville	47.62
1218	Clay Central-Everly	27.38
1221	Clear Creek Amana	23.78
1233	Clear Lake	38.39
1278	Clinton	25.52
1332	Colfax-Mingo	27.35
1337	College	27.35
1350	Collins-Maxwell	41.13
1359	Colo-NESCO	27.86
1368	Columbus	28.05
1413	Coon Rapids-Bayard	17.60
1431	Corning	32.97
1476	Council Bluffs	28.18
1503	Creston	28.45
1576	Dallas Center-Grimes	40.36
1602	Danville	17.92
1611	Davenport	22.51
1619	Davis County	30.30
1638	Decorah Community	38.66
1701	Denison	31.44
1719	Denver	54.75
1737	Des Moines Independent	35.03
1782	Diagonal	56.67
1791	Dike-New Hartford	35.23
1863	Dubuque	7.98
1908	Dunkerton	27.46
1917	Boyer Valley	30.77
1926	Durant	13.33
1944	Eagle Grove	29.44
1953	Earlham	19.90
1963	East Buchanan	24.47
1965	Easton Valley	23.13
1968	East Marshall	29.41
1970	East Union	29.17
1972	Eastern Allamakee	63.16
1975	River Valley	28.79
1989	Edgewood-Colesburg	37.82
2007	Eldora-New Providence	13.52
2088	Emmetsburg	44.40
2097	English Valleys	19.83
2113	Essex	25.00
2124	Estherville Lincoln	23.10
2151	Exira-Elk Horn-Kimballton	31.30
2169	Fairfield	48.35
2295	Forest City	17.45
2313	Fort Dodge	24.20
2322	Fort Madison	23.06
2369	Fremont-Mills	19.40
2376	Galva-Holstein	38.86
2403	Garner-Hayfield-Ventura	23.58
2457	George-Little Rock	32.37
2466	Gilbert	46.84
2502	Gladbrook-Reinbeck	31.01
2511	Glenwood	20.28
2520	Glidden-Ralston	32.63
2556	Graettinger-Terril	58.95
2673	Nodaway Valley	16.58
2682	GMG	25.00
2709	Grinnell-Newburg	24.85
2718	Griswold	32.45
2727	Grundy Center	25.76
2754	Guthrie Center	77.25
2763	Clayton Ridge	24.22
2766	H-L-V	24.00
2781	Hampton-Dumont	32.69
2826	Harlan	30.50
2846	Harris-Lake Park	32.69
2862	Hartley-Melvin-Sanborn	21.74
2977	Highland	25.39
2988	Hinton	41.40
3029	Howard-Winneshiek	54.77
3042	Hudson	18.23
3060	Humboldt	42.27
3105	Independence	34.07
3114	Indianola	34.89
3119	Interstate 35	28.34
3141	Iowa City	13.12
3150	Iowa Falls	21.50
3154	Iowa Valley	31.82
3168	IKM-Manning	23.44
3186	Janesville Consolidated	45.95
3195	Greene County	32.08
3204	Jesup	36.05
3231	Johnston	29.11
3312	Keokuk	20.11
3330	Keota	28.87
3348	Kingsley-Pierson	48.97
3375	Knoxville	34.05
3420	Lake Mills	21.62
3465	Lamoni	7.22
3555	Lawton-Bronson	42.78
3600	Le Mars	27.67
3609	Lenox	30.37
3645	Lewis Central	28.03
3691	North Cedar	17.20
3715	Linn-Mar	22.83
3744	Lisbon	30.27
3798	Logan-Magnolia	30.77
3816	Lone Tree	37.96
3841	Louisa-Muscatine	27.14
3906	Lynnville-Sully	29.30
3942	Madrid	44.59
3978	East Mills	25.40
4023	Manson Northwest Webster	33.33
4033	Maple Valley-Anthon Oto	19.75
4041	Maquoketa	36.63
4043	Maquoketa Valley	43.63
4068	Marcus-Meriden-Cleghorn	27.88
4086	Marion Independent	29.10
4104	Marshalltown	28.36
4122	Martensdale-St Marys	30.93
4131	Mason City	17.60
4149	MOC-Floyd Valley	42.79
4203	Mediapolis	37.65
4212	Melcher-Dallas	8.43
4269	Midland	20.95
4271	Mid-Prairie	47.22
4356	Missouri Valley	24.43
4419	MFL MarMac	45.81
4437	Montezuma	44.44
4446	Monticello	33.06
4491	Moravia	32.23
4505	Mormon Trail	4.76
4518	Moulton-Udell	21.57
4527	Mount Ayr	41.43
4536	Mount Pleasant	24.45
4554	Mount Vernon	21.79
4572	Murray	28.42
4581	Muscatine	33.07
4599	Nashua-Plainfield	29.67
4617	Nevada	57.48
4644	Newell-Fonda	44.37
4662	New Hampton	36.11
4689	New London	39.75
4725	Newton	37.47
4772	Central Springs	45.02
4773	Northeast	55.80
4774	North Fayette	27.71
4776	North Mahaska	44.44
4777	North Linn	46.89
4779	North Polk	29.26
4784	North Scott	38.34
4785	North Tama County	12.06
4788	Northwood-Kensett	25.77
4797	Norwalk	41.85
4869	Oelwein	41.60
4878	Ogden	29.00
4890	Okoboji	32.34
4978	Orient-Macksburg	19.23
4995	Osage	45.99
5013	Oskaloosa	25.89
5049	Ottumwa	27.34
5121	Panorama	35.37
5139	Paton-Churdan	42.11
5160	PCM	28.24
5163	Pekin	49.53
5166	Pella	51.79
5184	Perry	26.99
5250	Pleasant Valley	31.69
5256	Pleasantville	32.79
5283	Pocahontas Area	32.03
5310	Postville	30.35
5325	Prairie Valley	39.57
5463	Red Oak	23.75
5508	Riceville	65.42
5510	Riverside	25.77
5607	Rock Valley	24.24
5643	Roland-Story	31.16
5697	Rudd-Rockford-Marble Rk	16.56
5724	Ruthven-Ayrshire	45.00
5751	St Ansgar	34.17
5805	Saydel	28.67
5877	Sergeant Bluff-Luton	28.77
5895	Seymour	13.70
5922	West Fork CSD	40.82
5949	Sheldon	18.84
5976	Shenandoah	21.59
5994	Sibley-Ocheyedan	19.50
6003	Sidney	25.13
6012	Sigourney	45.30
6030	Sioux Center	21.88
6035	Sioux Central	30.64
6039	Sioux City	31.65
6091	South Central Calhoun	43.40
6093	Solon	27.33
6094	Southeast Warren	38.06
6095	South Hamilton	45.04
6097	South Page	43.18
6098	South Tama County	40.42
6099	South O'Brien	17.35
6100	South Winneshiek	59.09
6101	Southeast Polk	34.13
6102	Spencer	34.12
6120	Spirit Lake	30.81
6138	Springville	34.68
6165	Stanton	47.06
6175	Starmont	31.40
6219	Storm Lake	32.75
6264	West Central Valley	27.43
6273	Sumner-Fredericksburg	45.45
6408	Tipton	35.45
6453	Treynor	29.26
6460	Tri-Center	26.29
6462	Tri-County	34.78
6471	Tripoli	46.67
6509	Turkey Valley	28.93
6512	Twin Cedars	39.42
6534	Underwood	12.09
6536	Union	20.85
6579	Urbandale	45.08
6592	Van Buren	34.34
6615	Van Meter	35.06
6660	Vinton-Shellsburg	26.83
6700	Waco	34.33
6741	East Sac County	35.85
6759	Wapello	30.80
6762	Wapsie Valley	45.65
6768	Washington	33.68
6795	Waterloo	14.61
6822	Waukee	45.24
6840	Waverly-Shell Rock	41.18
6854	Wayne	20.74
6867	Webster City	36.78
6921	West Bend-Mallard	33.04
6930	West Branch	35.36
6937	West Burlington Ind	25.36
6943	West Central	77.03
6950	West Delaware County	45.06
6957	West Des Moines	45.24
6961	Western Dubuque	35.11
6969	West Harrison	21.85
6975	West Liberty	25.63
6983	West Lyon	10.93
6985	West Marshall	38.94
6987	West Monona	15.73
6990	West Sioux	24.15
6992	Westwood	36.36
7002	Whiting	19.35
7029	Williamsburg	48.25
7038	Wilton	30.60
7047	Winfield-Mt Union	45.03
7056	Winterset	38.97
7092	Woodbine	18.58
7098	Woodbury Central	48.50
7110	Woodward-Granger	14.85

STATE	30.25

NOTE: Data excludes 5,368 (10.6 percent) jointly enrolled secondary students with missing district number or State ID.
SOURCE: K-12 Student Data and CC MIS.

ONLINE CREDIT ENROLLMENT

Nationally, close to two million students enroll in some type of distance learning class at community colleges, comprising approximately 32.6 percent of the entire two-year public colleges' enrollments, and 37.3 percent of Iowa's enrollment, based on a fall 2017 report from the U.S. Department of Education [4]. However, MIS-reported data from AY17-18 shows that actually 46.3 percent of Iowa community college students enrolled in at least one online course.

The Department has collected data on community college enrollment in online coursework since fiscal year 2007. Although data are collected on other distance education categories, such as hybrid or blended courses, this section focuses on courses that are delivered completely online, differing from the national data referenced above.

While Iowa community colleges have experienced a steady increase in the number of students enrolled in online coursework over the past 10 years, AY17-18 saw a slight decrease, from 60,740 to 60,689 unduplicated students (Figure 3-19).

Network engineering student at Hawkeye Community College

ONLINE CREDIT ENROLLMENT

STUDENTS ENROLLED
60,689

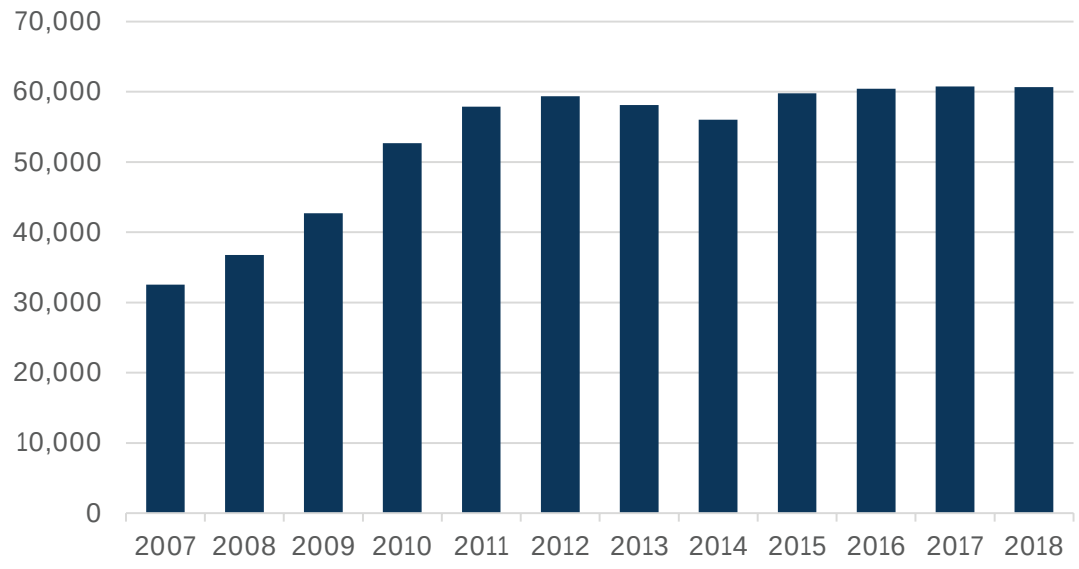
DOWN SINCE AY17-18
0.08%

SEMESTER HOURS ONLINE
423,340

DOWN SINCE AY17-18
0.04%

Community colleges offer a variety of online credit and noncredit programs that provide students the convenience of flexible scheduling and the ability to study and work when it is most convenient for them, thus increasing access to postsecondary education.

FIGURE 3-19: ONLINE CREDIT ENROLLMENT: 2007 - 2018



Similar to enrollment, the number of online credit hours decreased to 423,320. However, despite these slight decreases, overall online enrollment has grown an average of 5.8 percent annually since 2007.

Online students enrolled in a slightly lower number of credit hours, participating in an average of 6.98 credit hours during AY17-18. This average has fluctuated between a low of 5.8 (2007) and a high of 7.2 credit hours (2012) (Figure 3-20).

Since 2007, online credit enrollment has grown over 86 percent, reaching 60,689 students in AY17-18.

Although online enrollment has grown significantly since 2007, slight fluctuations since 2015 have slowed down the online credit rate of growth (Figure 3-21). Overall, the number of online credit hours has grown 7.5 percent annually, on average, since 2007.

FIGURE 3-20: AVERAGE CREDIT HOURS OF ONLINE STUDENTS: 2007 - 2018

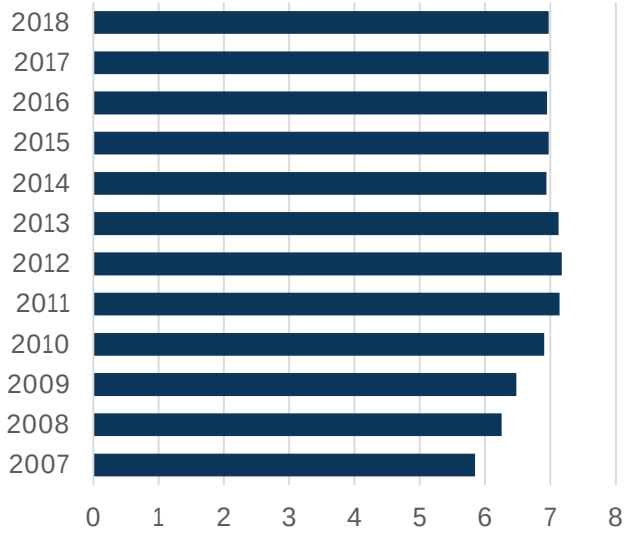
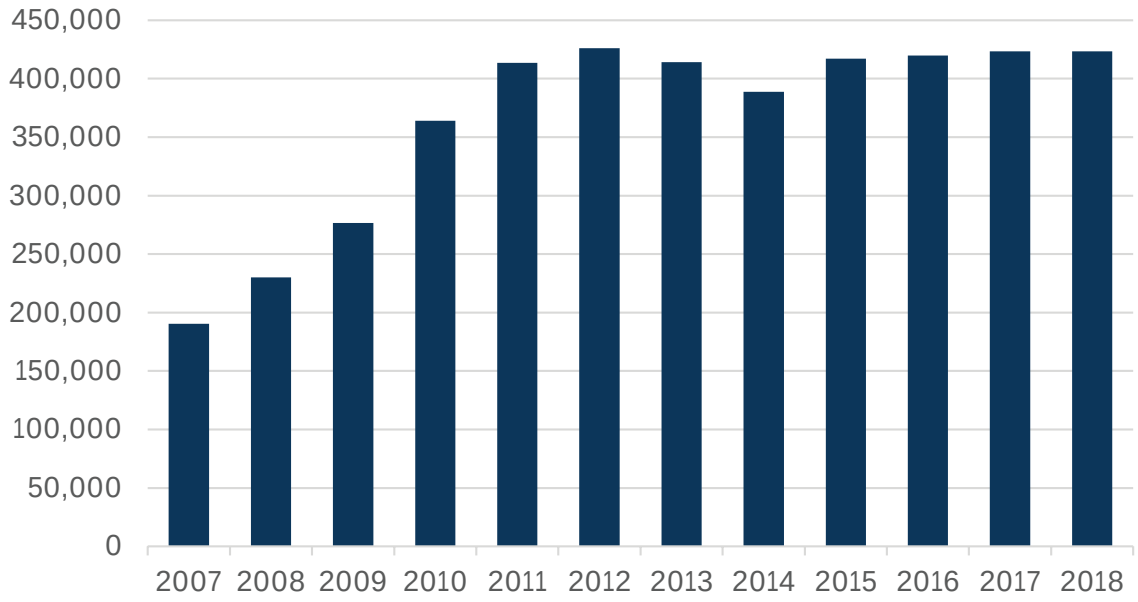


FIGURE 3-21: ONLINE CREDIT HOURS: 2007 - 2018



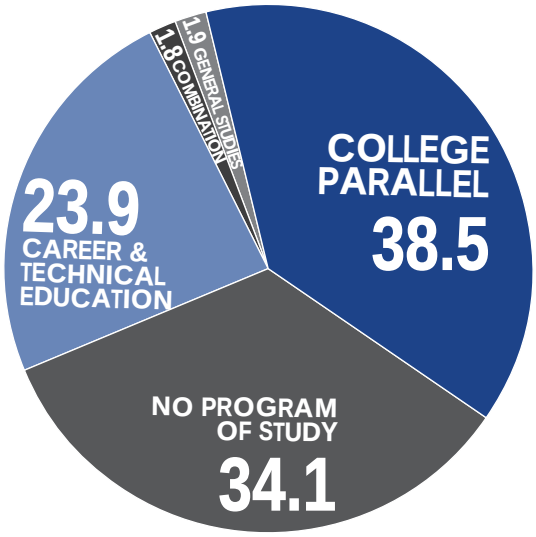
Online Students in Programs

During AY17-18, 23,337 students (38.5 percent of total online enrollees) declared college parallel (arts and sciences) as their program of study. Of the remaining students, 14,495 enrolled in CTE courses (23.9 percent); 1,122 enrolled in general studies (1.9 percent); and 1,065 enrolled in more than one program (1.8 percent).

The second-largest category of online students consisted of 20,640 without declared programs of study (34.1 percent) (Figure 3-22). Of these non-POS students, 56.3 percent were jointly enrolled high school students who typically enroll in arts and science courses. The number of jointly enrolled high school students taking online courses has continuously increased over the past 10 years.

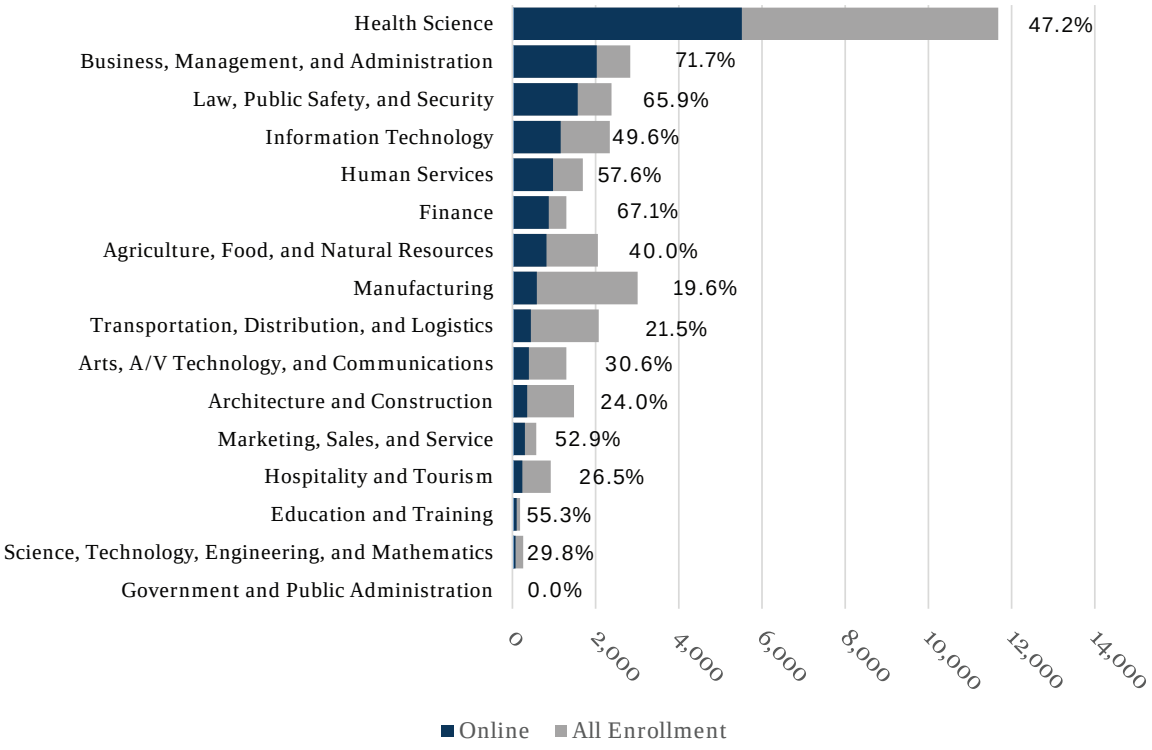
Enrollment of CTE students in online coursework decreased 3.3 percent from last year; however, there is significant variation in online enrollment when disaggregated by career cluster (Figure 3-23). As with total enrollment, the Health Sciences cluster is the largest with 5,518 students enrolled in one or more online courses. The Law, Public Safety, and Security cluster had the largest percentage growth in online enrollment — increasing more than 70 percent over AY16-17. Of the 16 career clusters, only three (Law, Public Safety, and Security; Agriculture, Food, and Natural Resources; and Manufacturing) demonstrated growth since AY16-17.

FIGURE 3-22: ONLINE ENROLLMENT BY PROGRAM TYPE: AY17-18 (%)



Note: Percentages may not total 100 percent due to rounding.

FIGURE 3-23: PERCENT OF ONLINE ENROLLMENT BY CAREER CLUSTER: AY17-18



A review of credit hours within career clusters (Figure 3-24) revealed that the Health Science cluster had the largest number of credit hours (35,889) delivered online. This accounts for 17.2 percent of the courses offered in this cluster. The Business, Management, and Administration cluster was second with 20,586 credit hours, followed by Human Services with 8,926 credit hours. These three career clusters had close to two thirds (60.1 percent) of total credit hours delivered online for CTE programs.

Jointly Enrolled Students

Jointly enrolled students are less likely to be enrolled in online coursework than the general student body. In AY17-18, 24.4 percent (12,434) of jointly enrolled students enrolled in one or more online courses compared to 46.3 percent of the total student body. Additionally, only 17.2 percent (72,816) of joint enrollment credit hours were delivered online compared to over 24.1 percent of total credit hours (Figure 3-25).

In Iowa, all 15 community colleges offer online courses to jointly enrolled students.

FIGURE 3-25: ONLINE JOINT ENROLLMENT AS PERCENT OF TOTAL JOINT ENROLLMENT (INSIDE) AND CREDIT HOURS (OUTSIDE)

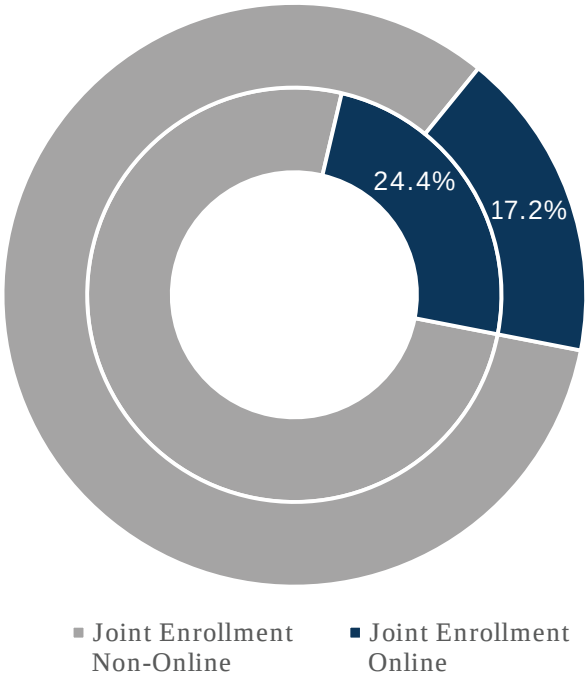
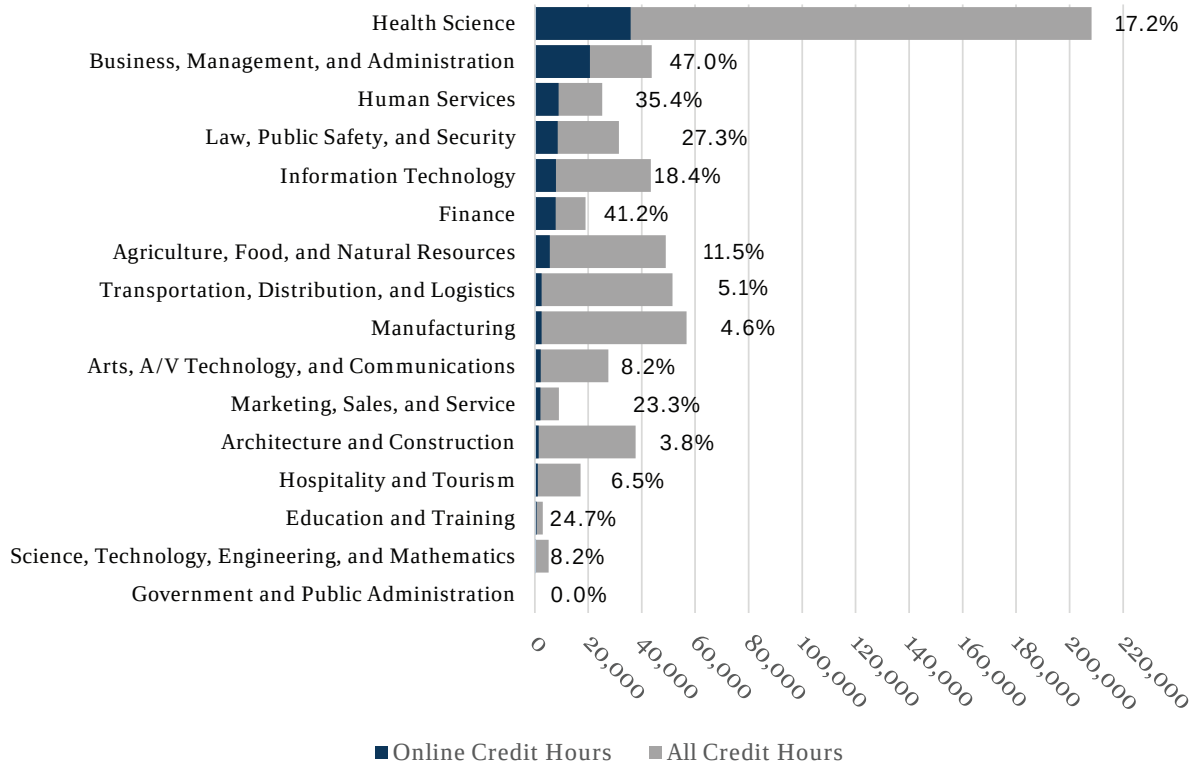


FIGURE 3-24: PERCENT OF CREDIT HOURS DELIVERED ONLINE BY CAREER CLUSTER: AY17-18



Online Student Demographics

While the number of females comprised 54.3 percent of the total student body in AY17-18, females made up nearly 63 percent of the students enrolled in online coursework. The percentage of female students enrolled in online coursework decreased by 0.2 percent from last year.

Students enrolled in online coursework were older than the overall student body, mostly due to a smaller number of jointly enrolled students. The average age of students taking one or more online courses was 23.3 years old—almost two years older than the average Iowa community college student. Students in their early 20s enrolled in online coursework at higher rates than older or younger age groups (Figure 3-26).

As with the overall student body, students enrolled in online coursework were predominantly white. The online course-taking patterns for racial/ethnic minorities were relatively similar to that of white students (Figure 3-27).

Also similar to the overall student body, students who took online coursework were predominantly residents of Iowa. Of the students who took one or more online courses in AY17-18, 83.6 percent were Iowa residents, 14.5 percent were non-Iowa residents, and 2.0 percent were international students (Figure 3-28).

FIGURE 3-26: AGE OF ONLINE STUDENTS: AY17-18

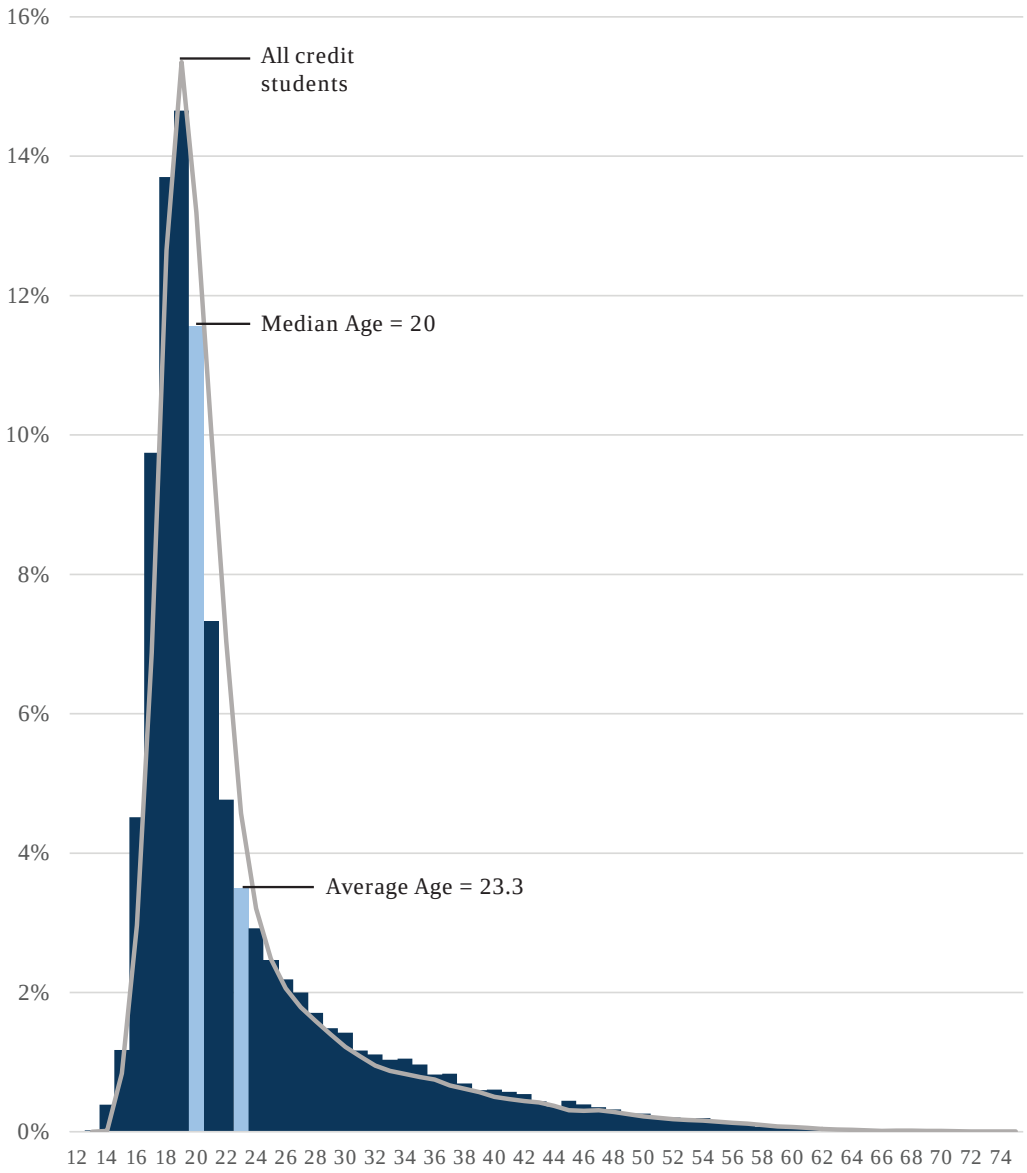


FIGURE 3-27: PERCENT ONLINE AND TOTAL ENROLLMENT BY RACE/ETHNICITY: AY17-18

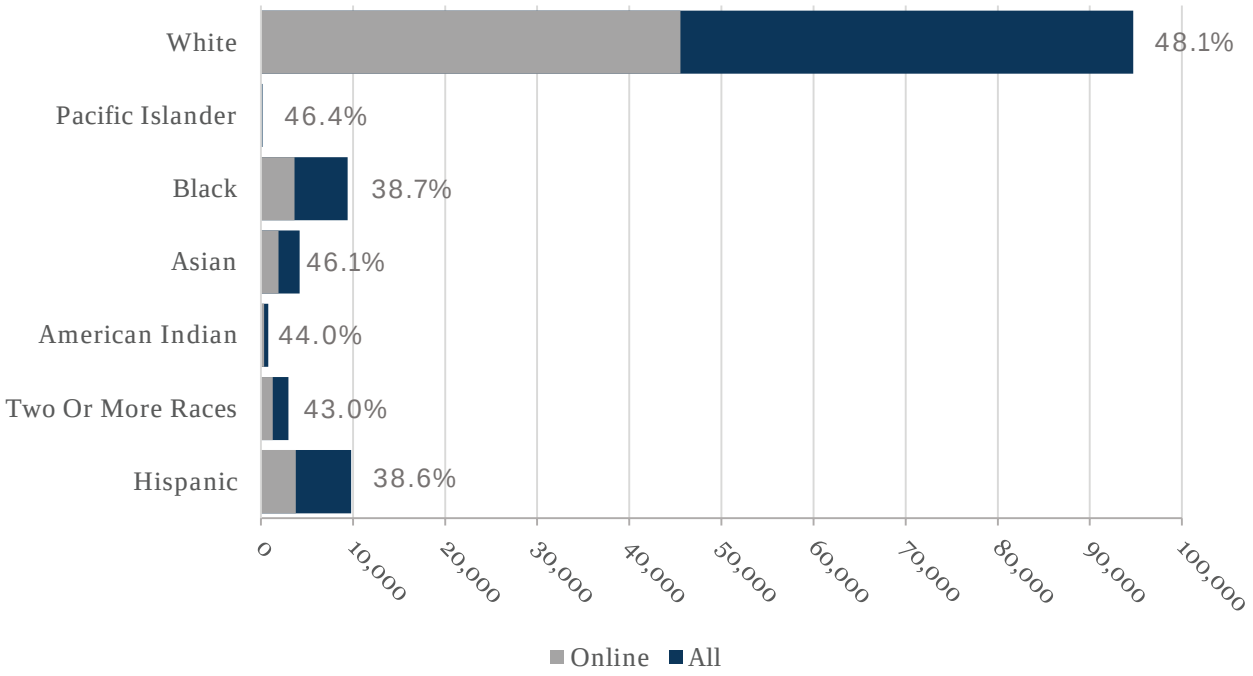
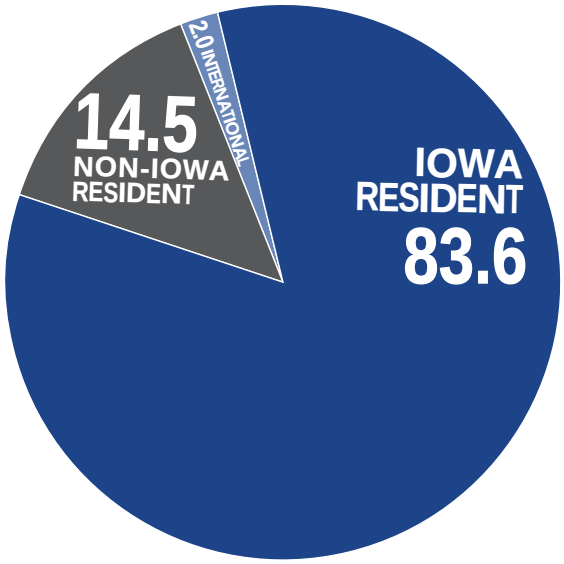


FIGURE 3-28: RESIDENCY OF ONLINE STUDENTS, AY17-18 (%)



Note: Percentages may not total 100 percent due to rounding.

Eastern Iowa Community Colleges student

Clockwise from top left: Heavy Equipment Operation and Maintenance at Northwest Iowa Community College,the Industrial Technologies Training Center at Southeastern Community College, and students at Northeast Iowa Community College.

DEVELOPMENTAL EDUCATION

For this section, developmental education is defined as enrollment in a course numbered below 100 (e.g., MAT060). During AY17-18, 11,060 students (8.4 percent) enrolled in a developmental education course (a 7.6 percent decrease from AY16-17). These students enrolled in a total of 56,127 credit hours of developmental education during the academic year, which is 11.4 percent less than last year.

This seemingly substantial decrease in developmental course enrollment is not necessarily an indication that students are entering Iowa's community colleges academically better prepared. Rather, it is related to efforts being made by the colleges to streamline the skill-development process.

For years, community colleges have been implementing curricular acceleration strategies to move students through developmental education courses faster. These strategies include utilizing ALEKS, a research-based online math program, to diagnose math deficiencies and customize learning modules; using multiple measures for placement such as high school GPA, standardized test scores, and cognitive indicators; collaborating with school

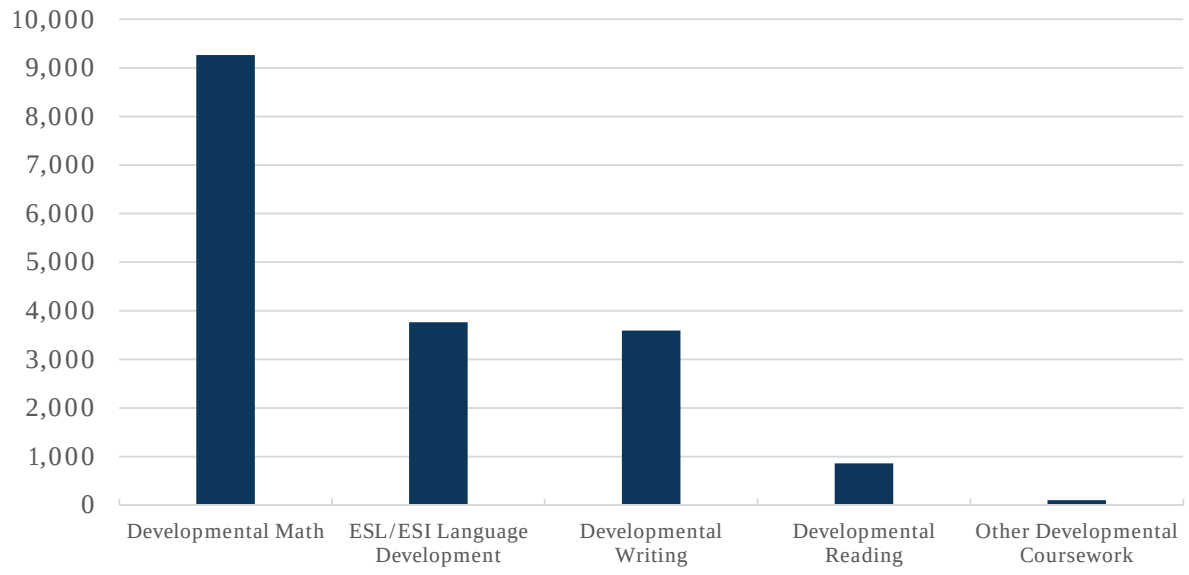
The Dale Howard Family Activity Center at Ellsworth Community College, part of the Iowa Valley Community College District.

DEVELOPMENTAL EDUCATION ENROLLMENT

ENROLLEES	PERCENT OF TOTAL ENROLLMENT
11,060	8.4%
CREDIT HOURS	**AVERAGE CREDIT PER STUDENT**
56,127	5.1

Developmental education refers to undergraduate courses and other instruction designed to help academically under-prepared students get ready for college-level coursework and continued academic success.

FIGURE 3-29: ENROLLEES IN MOST POPULAR DEVELOPMENTAL COURSES,GROUPED BY TYPE



districts to integrate developmental curriculum into high school courses; and creating corequisite courses or lab modules. The Department published a developmental education report in the spring of 2018 that outlines these initiatives. The full report is available on the Department's website at: https://educateiowa.gov/sites/files/ed/documents/Developmental%20Education%20Annual%20Report-%202018.pdf.

Students may take more than one developmental education course to prepare for college-level coursework. In AY17-18, 11,060 students (unduplicated headcount) accounted for 18,624 incidents of enrollment in developmental education courses. We refer to these incidents as "enrollees" (duplicated) instead of students.

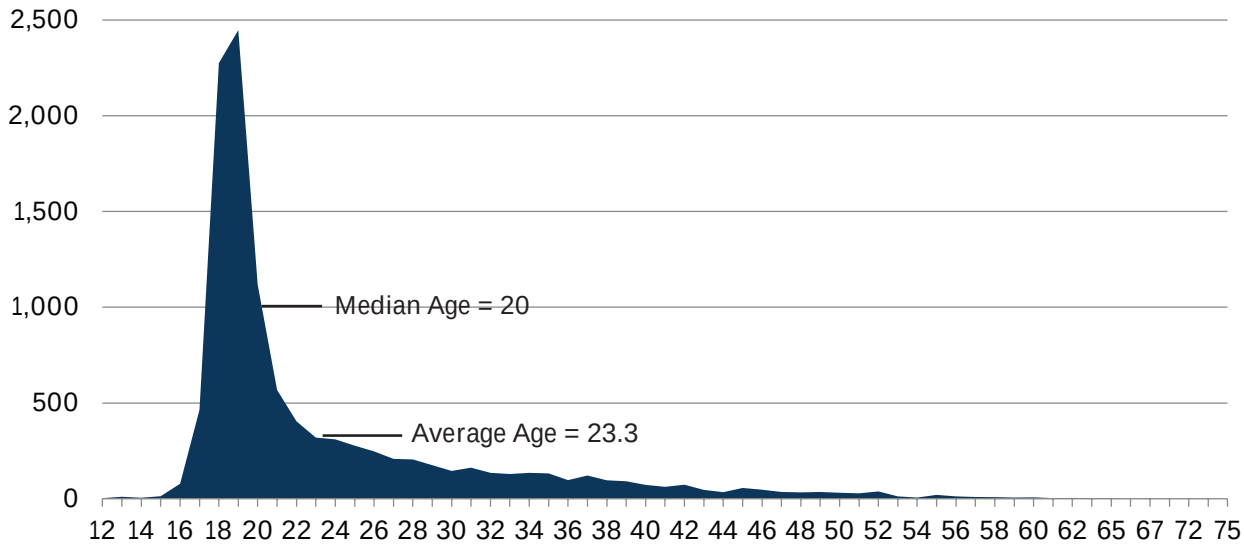
Enrollment in the most popular developmental education courses totaled 17,575, and was distributed as follows: 9,264 took developmental mathematics courses; English as a Second Language (ESL) and Intensive ESL (i.e., ESI) language development courses had 3,764 enrollees; developmental writing courses had 3,589 enrollees; developmental reading had 857 enrollees; and other courses accounted for 101 enrollees (Figure 3-29 on the previous page). The mathematics course with the highest enrollment was Elementary Algebra with 2,028 enrollees and the highest writing course was College Preparatory Writing II with 1,056 enrollees.

Similar to the general population of students, the majority of students who took developmental education were females (58.3 percent). However, racial/ethnic minority students comprised 41.0 percent of all developmental education enrollees – a much higher percentage than that of the general student population (22.4 percent).

The percent of racial/ethnic minority students participating in developmental education in AY17-18 was nearly double that of the overall enrollment.

The average age of all community college students was 21.6 years old; yet, the average age for students in developmental education was 23.3, with a median age of 20 years. Close to 58 percent of developmental education students were between the ages of 18 and 21, with the peak participation being among 19-year-old students. This age group accounted for over 22.1 percent of all developmental enrollment in AY17-18 (Figure 3-30).

FIGURE 3-30: AGE OF DEVELOPMENTAL EDUCATION STUDENTS



Feature Spotlight

BYE TO 'REMEDIAL' COURSES HELLO TO NEW APPROACH

NIACC's corequisite model builds early momentum toward earning credentials by placing students in college-level courses paired with supplemental education and enhanced supports to help them succeed.

L-R, Dakota Bang, Guissella Johnson, and Claudia Cueva Escobedo

When students enter college, they assume they will be taking college-credit courses right away. Unfortunately, many find themselves needing to take a step back because they are not prepared for college-level coursework.

In these cases, students often spend money on remedial, noncredit coursework that burns through their financial aid—all the while not earning college credit. The setback prompts many to drop out.

"I hadn't had a math or writing course in seven years," said Dakota Bang, a business and heating, ventilation, and air conditioning (HVAC) student who enrolled at North Iowa Area Community College (NIACC) after being in the workforce and spending four years in the military.

"I had been out of school for a long time and math is a skill you need to keep up on," Bang said. "Jumping back into it is really overwhelming."

Luckily for Bang, NIACC already had successful programs in place to provide extra support and supplemental instruction to help him succeed in college-level coursework rather than requiring him to take non-credit, developmental (or remedial) courses to catch up.

Faced with low completion rates for underprepared students, NIACC began this innovative approach to developmental education over a decade ago.

"We were seeing far too many students getting stuck in a developmental education course where they either ran out of financial aid eligibility or they got tired of spinning their wheels, so they gave up," said Terri Ewers, vice president of student services at NIACC.

This concern is not unique to NIACC. Community colleges across the nation face similar challenges of serving students who arrive on campus underprepared, putting them at risk of failing to progress out of developmental education and never completing a credential or degree.

Through researching best practices, the college identified promising approaches for revising the structure, curriculum, and delivery of developmental education. They chose what's called a corequisite remediation model that builds early momentum toward earning credentials by placing students in college-level courses that are paired with supplemental education and enhanced supports to help them succeed.

Funded by a federal Title III grant designed to help higher education institutions expand their capacity to serve at-risk students, NIACC piloted this new approach in 2007 with 21 students in what they termed mastery math. Mastery writing was added in 2013, and they haven't looked back.

Through the mastery programs, students can enroll in one or two credits of extra support depending on their need. The main benefit is that it saves them time and money because they don't have to get through noncredit developmental courses before earning college credit.

"The successes speak for themselves," said Dalila Sajadian, director of NIACC's learning support division.

> "We found one credit of homework support to be more effective than a traditional noncredit developmental education course," Sajadian said.

Before the program, the failure rate in math for liberal arts, the college's lowest-level college math course required by anyone working towards a college transfer associate degree, used to be around 40 percent. Now, over 90 percent of the students who receive homework support pass the class. NIACC has seen equally impressive success rates for mastery writing which supports students enrolled in composition I and II courses.

Claudia Cueva Escobedo, a student from Lima, Peru, started learning English when she was 4, but found she needed extra help in college composition courses. In addition to class, she met weekly for homework support with Mike Thompson, the mastery writing instructor.

"The homework support was really helpful," she said. "Mr. Thompson helped me understand the assignments and the expectations of my professor. It definitely helped me to be more confident in my writing."

The success of these programs involves more than adding in homework support. Sajadian says it takes collaboration between departments, dedicated faculty, personalized instruction, and support from all levels within the college.

"I chose to do homework support for all of my math courses because I was afraid I would struggle getting through them," said Guissella Johnson, a pharmacy major at NIACC.

"I have been accepted into the pharmacy program at the University Iowa and that wouldn't have been possible without help from the homework support instructors," she said. "It is a wonderful program."

Based on these successes and student demand, the college plans to add homework support for other classes, such as college algebra and introduction to statistics.

Bang agrees that homework support in more classes is a good thing and credits the program for keeping him on track to graduate.

"I would recommend homework support rather than doing it by yourself," Bang said. "Don't let stubbornness keep you from getting help. It provides you with a support system that helps you along so you are not floundering."

NONCREDIT ENROLLMENT

In AY17-18, 204,233 individuals participated in noncredit programs and courses, which represents a 4.9 percent decrease since last year. This is consistent with the average decrease of 5.1 percent in noncredit enrollment since 2014 (Figure 3-31). The same pattern is applicable to contact hours, in which the 5,902,874 contact hours represent a decrease of 5.1 percent since last year, contributing to an average decline of 4.2 percent since 2014 (Figure 3-32).

Participant Gender, Race, and Ethnicity

Females have historically comprised the majority of community college noncredit enrollment. While 36,489 enrollees (17.4 percent) in AY17-18 did not report a gender, of those who did report, the female/male split was about even, with 50.6 percent female and 49.4 percent male.

Students at Iowa Western Community College's Center of Excellence in Advanced Manufacturing (CEAM)

NONCREDIT ENROLLMENT

STUDENTS:
204,233

DOWN SINCE AY16-17
4.9%

CONTACT HOURS:
5,902,874
DOWN 5.1% SINCE AY16-17

AVERAGE ANNUAL CONTACT HOURS PER STUDENT:
28.9

Students enrolled in noncredit classes are taking courses for a variety of personal and professional purposes. While these courses do not offer college credit, many programs lead to certification or other evidence of class completion that meet the students' professional or personal needs.

FIGURE 3-31: NONCREDIT ENROLLMENT: 2004 - 2018

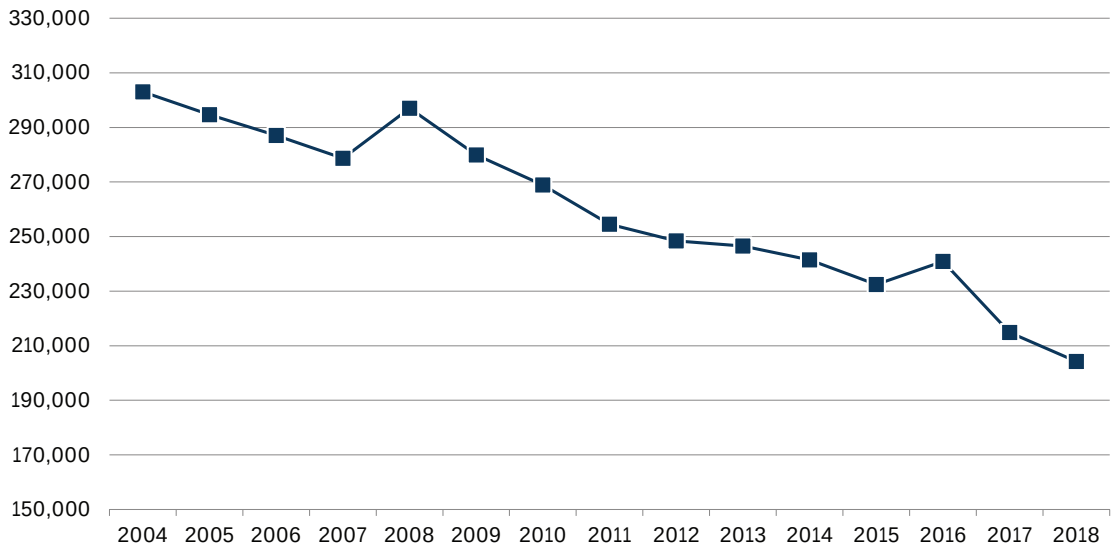
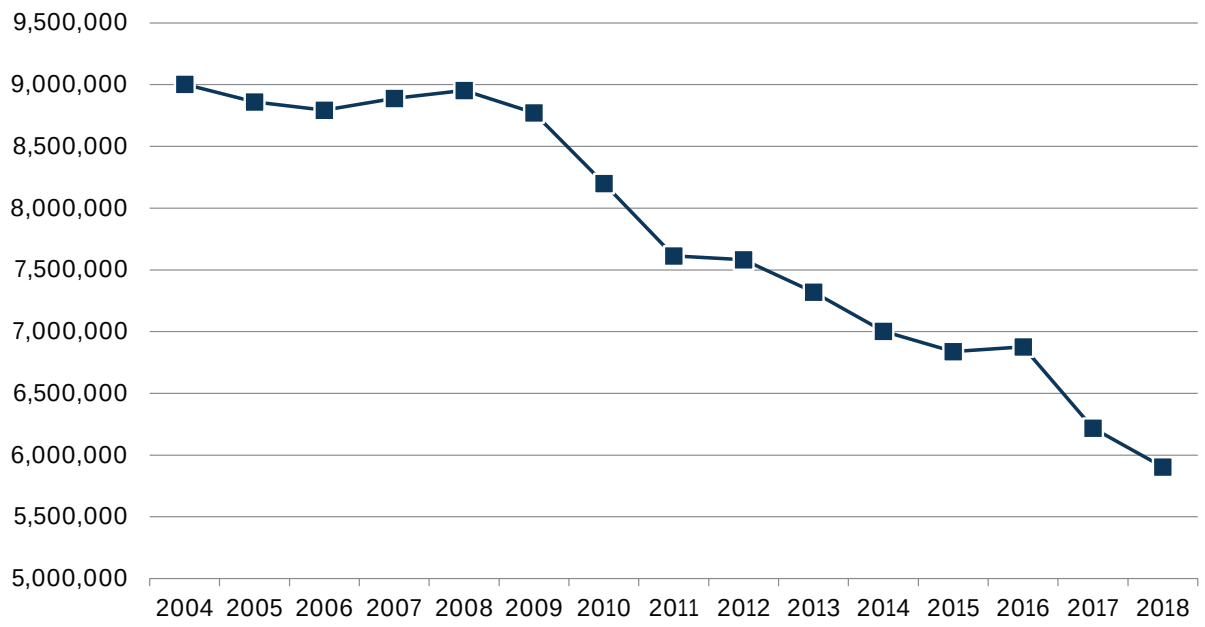


FIGURE 3-32: NONCREDIT CONTACT HOURS: 2004 - 2018

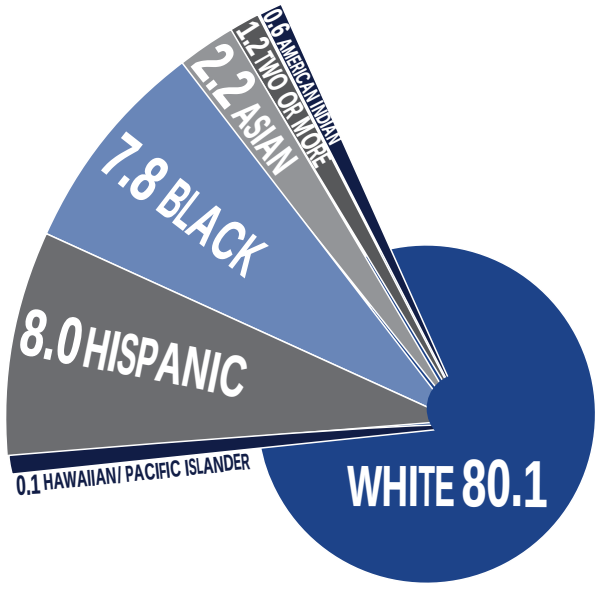


While 56.0 percent of the total noncredit participants did not report race/ethnicity, of those who did, the majority were white (80.1 percent). The remainder self-reported as being a racial/ethnic minority with 8.0 percent identified as Hispanic, 7.8 percent as black, 2.2 percent as Asian, 0.6 percent as American Indian, 0.1 percent as Hawaiian/Pacific Islander, and 1.2 percent reported more than one race (Figure 3-33).

Of the participants who self-identified as being part of a racial/ethnic minority group, the majority (79.2 percent) were either Hispanic or black.

Among the participants who identified themselves as racial/ethnic minorities, the majority were Hispanic (40.0 percent), followed by black (39.2 percent), Asian (11.2 percent), American Indian (2.8 percent), and Hawaiian/Pacific Islander (0.6 percent). Additionally, 6.3 percent reported as belonging to two or more races.

FIGURE 3-33: NONCREDIT ENROLLMENT BY RACE/ETHNICITY (%)*



* Based on students who reported their race/ethnicity.

Noncredit Skill Enhancement Enrollment by Career Clusters

In AY17-18, 101,011 students were enrolled in skill enhancement courses designed to help people advance in their field of employment. One or more of the courses taken by these students was aligned with one of the 16 National Career Clusters®, totaling 103,182 enrollments (students may be enrolled in more than one cluster).

Noncredit enrollment at Iowa's community colleges contains a large percentage of students in Health Sciences (56.8 percent of the total enrollment for skill enhancement). In addition, colleges reported 11.1 percent in Business, Management, and Administration courses and 9.9 percent in Government and Public Administration. The next highest categories of enrollment were Transportation, Distribution, and Logistics (5.0 percent); Law, Public Safety, and Security (4.2 percent); Agriculture, Food, and Natural Resources (3.5 percent); Manufacturing (2.2 percent); Education and Training (2.0 percent); and Architecture and Construction (1.9 percent) (Figure 3-34).

In terms of contact hours, colleges reported 1,913,772 contact hours, 98.5 percent of which were taken within one or more career clusters (Figure 3-35). Similar to enrollment, Health Sciences accounted for the largest percentage of contact hours (42.9 percent) taken by 58,589 students in AY17-18.

FIGURE 3-34: NONCREDIT SKILL ENHANCEMENT BY NATIONAL CAREER CLUSTER® ENROLLMENT

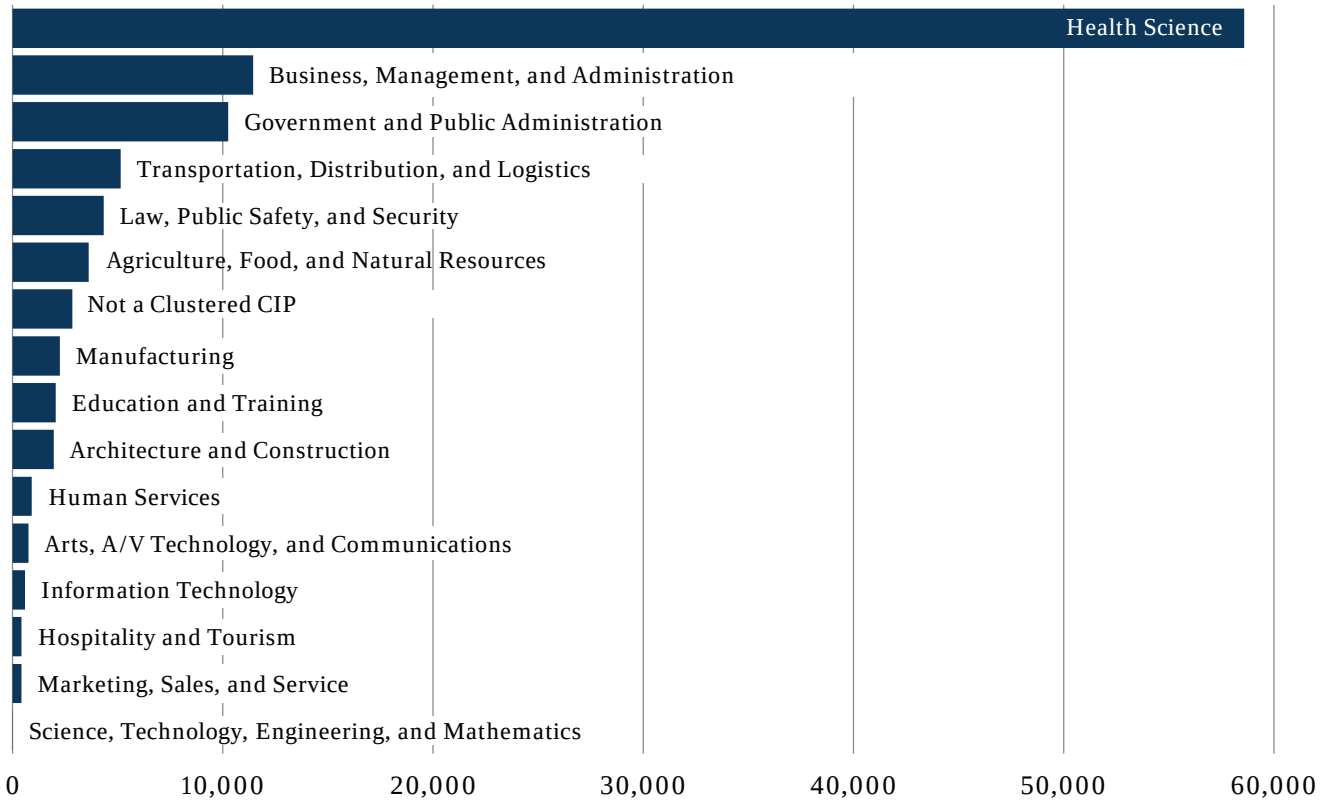
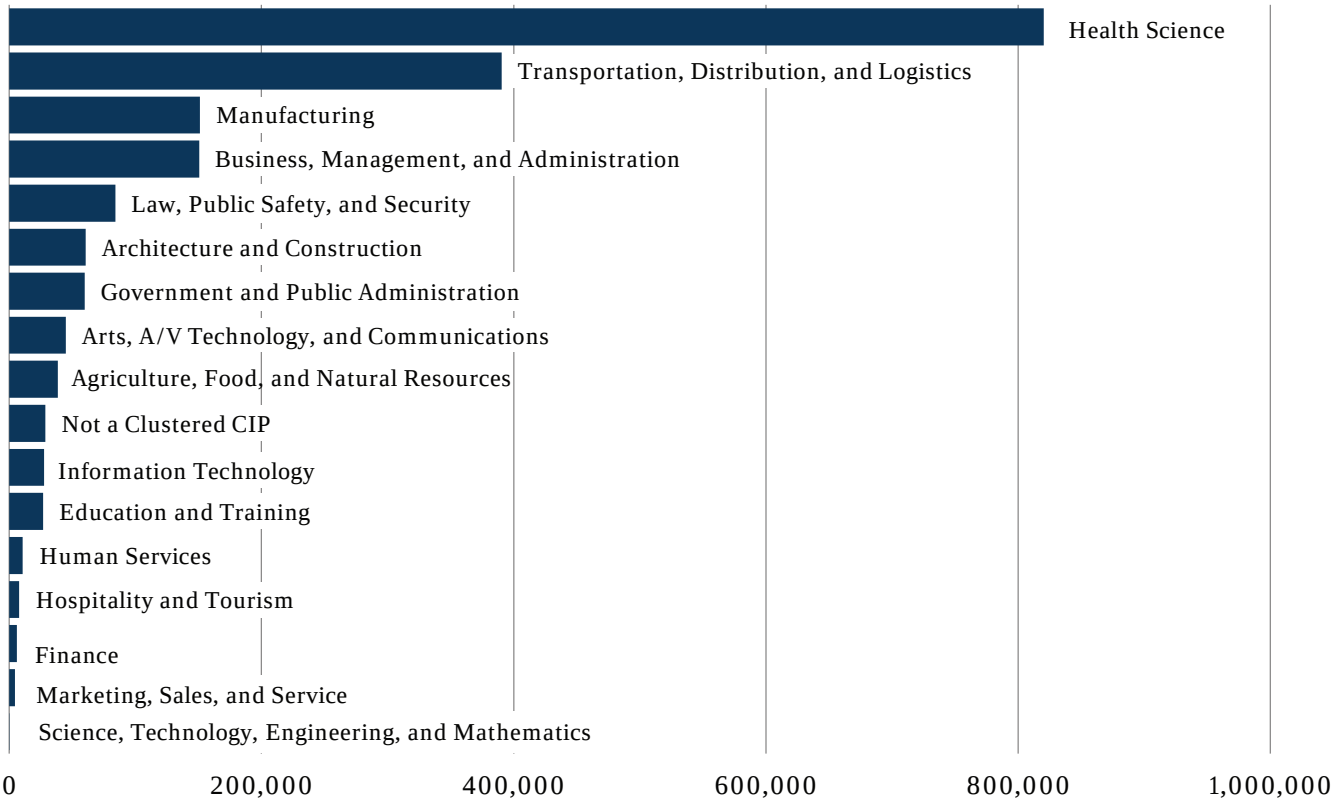


FIGURE 3-35: NONCREDIT SKILL ENHANCEMENT BY NATIONAL CAREER CLUSTER® ENROLLMENT



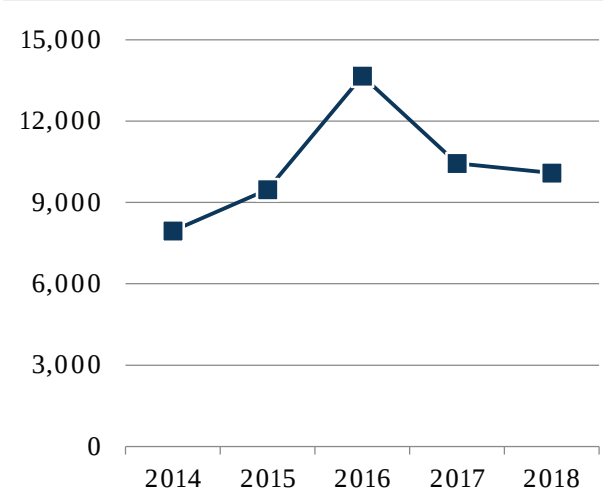
Seven of Iowa's community colleges formed a partnership and organized the Iowa Community College Online Consortium (ICCOC) to strengthen the partner colleges' delivery of quality online educational opportunities to students, supported by a comprehensive set of faculty, staff, and student services.

ONLINE NONCREDIT ENROLLMENT

Online noncredit enrollment decreased less than one percent in AY17-18 from the previous year (Figure 3-36), with contact hours decreasing by 12.1 percent. Despite these decreases, the average enrollment since FY14 has increased by 10.6 percent.

Students in AY17-18 averaged 16.1 noncredit contact hours each. Overall, 5.7 percent of all students enrolled in noncredit coursework at community colleges received education through online delivery in AY17-18.

FIGURE 3-36: ONLINE COURSES DELIVERED: 2014 - 2018



ADULT EDUCATION AND LITERACY PROGRAM ENROLLMENT

Adult education and literacy (AEL) program enrollment, reported through the MIS, has decreased an average of 2.9 percent annually from FY14 to academic year AY17-18. Figure 3-37 includes participants enrolled in multiple adult education programs, while Table 3-1 reflects unduplicated headcount per college for the past five years.

Unduplicated headcount for AY17-18 was 16,095 participants, which is 0.6 percent lower than the previous year. Enrollment in Basic Skills and Developmental and Remedial Education decreased by 678 students, yet enrollment has averaged a 5.6 percent increase over the previous five years. The English Language Learning program has increased 2.4 percent over the past five years.

Total AEL enrollment data collected through the MIS includes all students who attended at least one 50-minute class period. Of these participants, 11,247 were eligible for, and included in, federal year-end reporting based on data and performance requirements of the Workforce Innovation and Opportunity Act (WIOA), 2014. An illustration of statewide MIS-reported AEL enrollment by zip code area is provided in Figure 3-38 on page 62.

Former Eastern Iowa Community Colleges AEL student, Mary Campbell, in front of the college's West Davenport Center

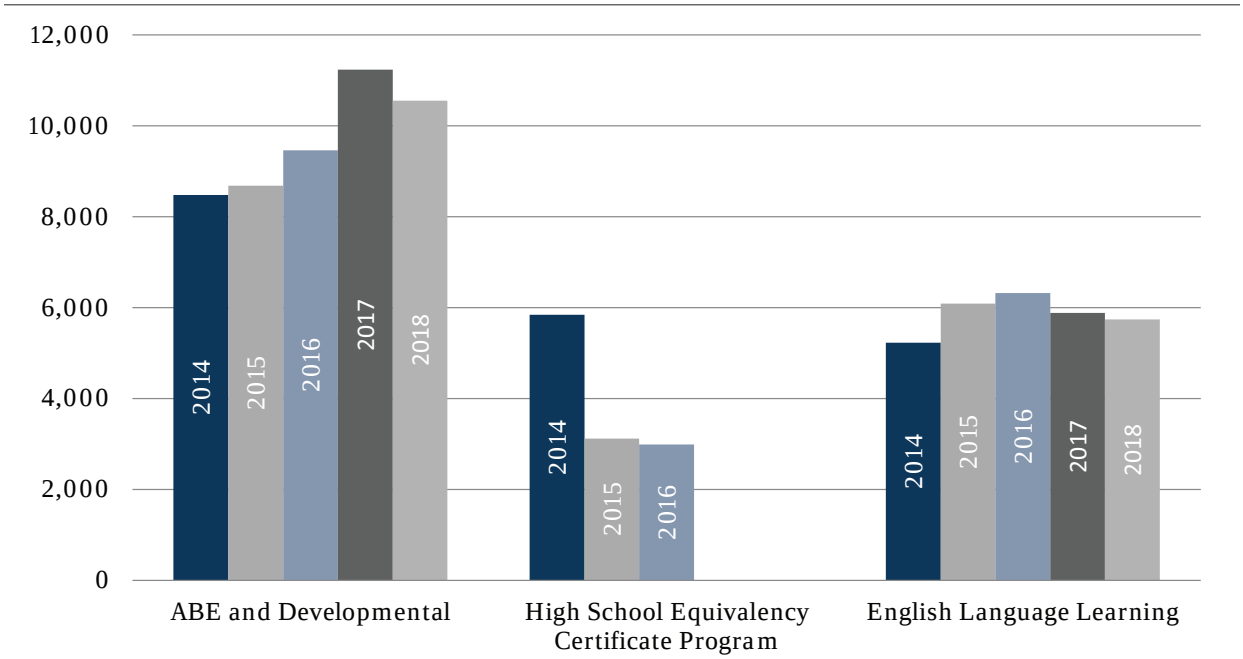
ADULT EDUCATION AND LITERACY

STUDENTS: **16,095**

DOWN SINCE 16-17: **0.6%**

LARGEST INSTRUCTIONAL PROGRAM:
ADULT BASIC EDUCATION
57.7% OF TOTAL ENROLLMENT

FIGURE 3-37: ADULT LITERACY ENROLLMENT (MIS): 2014-2018



* Students may be included in more than one program type.
** CIP code 53020100 is not reported as of 2017. Instead, all HSED preparation courses are reported under ABE categories.

TABLE 3-1: UNDUPLICATED ADULT EDUCATION AND LITERACY ENROLLMENT - MIS*

College	2014	2015	2016	2017	2018	% Average 5-Year Change
Northeast Iowa	607	431	306	255	515	-4.0
North Iowa Area	526	460	394	292	328	-11.1
Iowa Lakes	236	212	242	85	174	-7.3
Northwest Iowa	381	288	321	252	310	-5.0
Iowa Central	1,359	1,457	1,530	1,647	1,545	3.3
Iowa Valley	767	684	675	702	570	-7.2
Hawkeye	929	1,007	954	841	1,084	3.9
Eastern Iowa	1,840	1,813	1,881	1,528	1,262	-9.0
Kirkwood	2,550	2,758	2,418	2,549	2,939	3.6
Des Moines Area	3,685	3,851	3,710	3,524	3,571	-0.8
Western Iowa Tech	1,573	1,439	1,785	1,346	981	-11.1
Iowa Western	1,444	1,349	1,405	1,164	892	-11.3
Southwestern	376	317	332	358	352	-1.6
Indian Hills	656	778	717	664	646	-0.4
Southeastern	1,146	982	1,101	984	926	-5.2
Total	**18,075**	**17,826**	**17,771**	**16,191**	**16,095**	**-2.9**

* Students are counted only once, regardless of the participation in more than one adult literacy program.

Iowa's adult education and literacy programs provide noncredit instruction in adult basic education, adult secondary education, English as a second language, and other training to help adult learners improve their education and skill levels to meet employer demands and secure living-wage jobs.

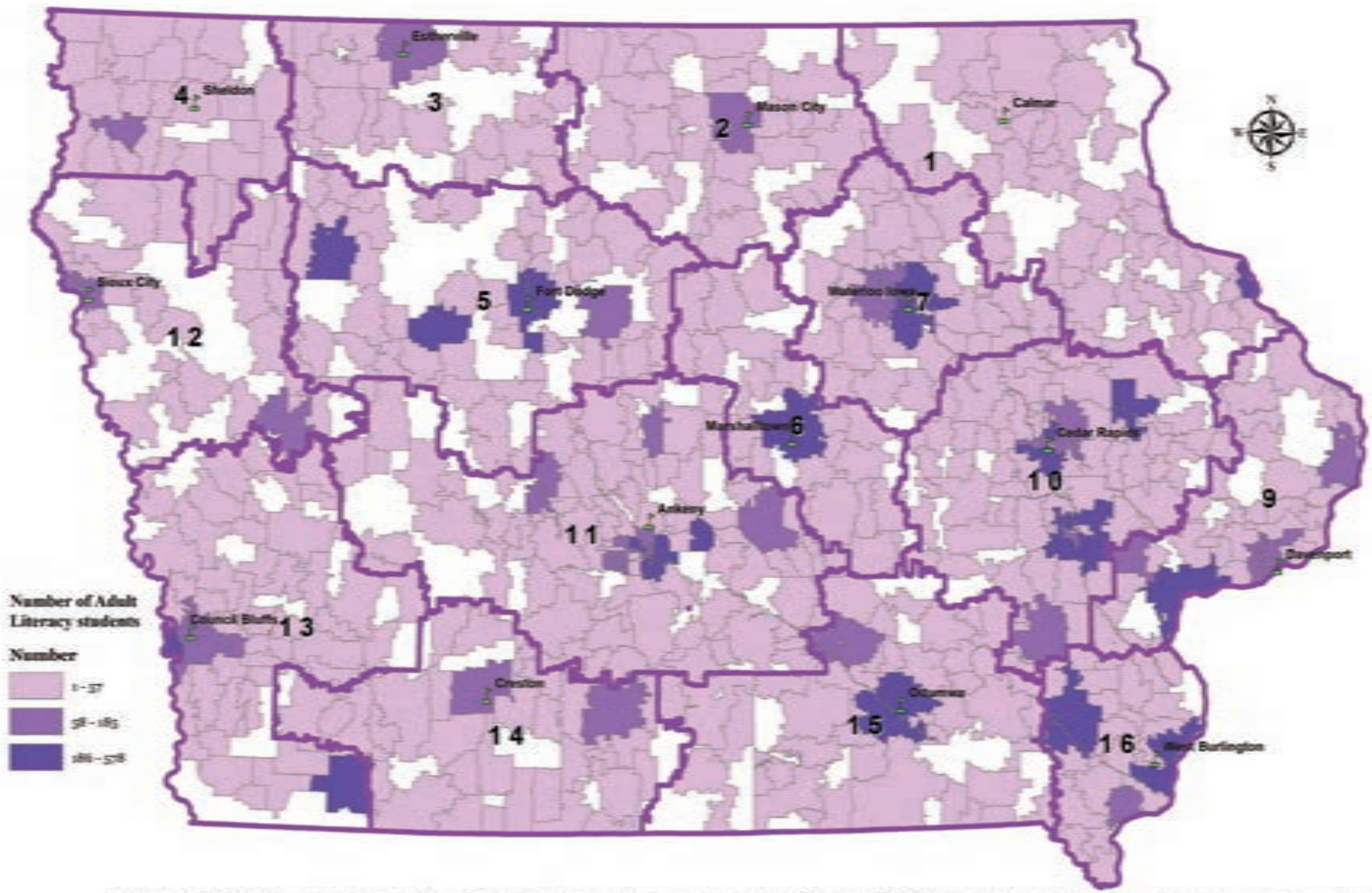
The WIOA Title II Adult Education and Family Literacy Act (AEFLA) aims to help adults obtain employment, become full partners in the educational development of their children, improve economic opportunities for their families, and successfully transition to postsecondary education and training. The National Reporting System (NRS) for Adult Education is the accountability system for the federally funded AEFLA state-administered adult education program.

Data submitted to the NRS is based on the adult education program year, which coincides with Iowa's fiscal year (July 1, 2017 - June 30, 2018). The NRS specifies parameters for students to be included in reporting to the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE). Eligibility for enrollment includes persons who are at least 16 years of age and are neither enrolled nor required to be enrolled in secondary schools under Iowa Code Chapter 299.1A, and who meet one of the following requirements:

1. lack sufficient mastery of basic educational skills to enable them to function effectively in society;
2. have not earned secondary school diplomas or recognized equivalents and have not achieved equivalent levels of education; or
3. are unable to speak, read, or write the English language.

While only a portion of the overall population is served by AEL programs, this subset represents learners who were assessed on measures fundamental to academic and vocational success. These measures include achieving education level gains, attaining secondary diplomas, entering and retaining employment, and transitioning to postsecondary education or training.

FIGURE 3-38: MIS-REPORTED ADULT LITERACY PROGRAM ENROLLMENT BY ZIP CODE AREA: 2018



Counts include 15,405 Adult Literacy students with valid Iowa ZIP codes. Counts do not include students with not reported ZIP codes or ZIP codes outside of Iowa. White areas represent zip code areas with no reported students.

NRS Enrollment in Instructional Programs

AEL instructional programs represent a progression of basic skill attainment as defined by the NRS educational functioning levels (EFL). Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level. As of 2017, six ABE Levels have been renamed ABE Level 1-6 with ABE Level 1 being the lowest and ABE Level 6 being the highest level. Similarly, the six ESL levels are ESL Level 1-6 with ESL Level 1 being the lowest.

ABE instruction had the most enrollees in 2017 with 6,486 participants, or 57.7 percent of the total enrollment, while ESL had 4,761 participants (42.3 percent) (Figure 3-39). Although the figure illustrates that ESL enrollment decreased in AY17-18, there has been a five-year average increase of 4.6 percent.

Of those who were both enrolled in AY17-18 and federally reported, 51.2 percent were female and 34.0 percent self-identified as white. Another 30.1 percent of participants identified themselves as Hispanic or Latino, 23.1 percent black or African American, and 10.0 percent Asian. The remaining three categories (American Indian, Hawaiian or Pacific Islander, and two or more races) combined for 2.8 percent of the participants (Figure 3-40).

FIGURE 3-40: RACIAL AND ETHNIC BACKGROUND OF AEL STUDENTS

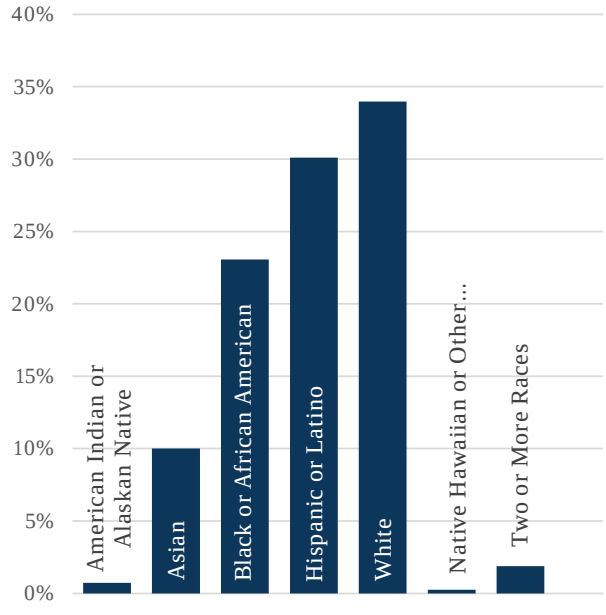
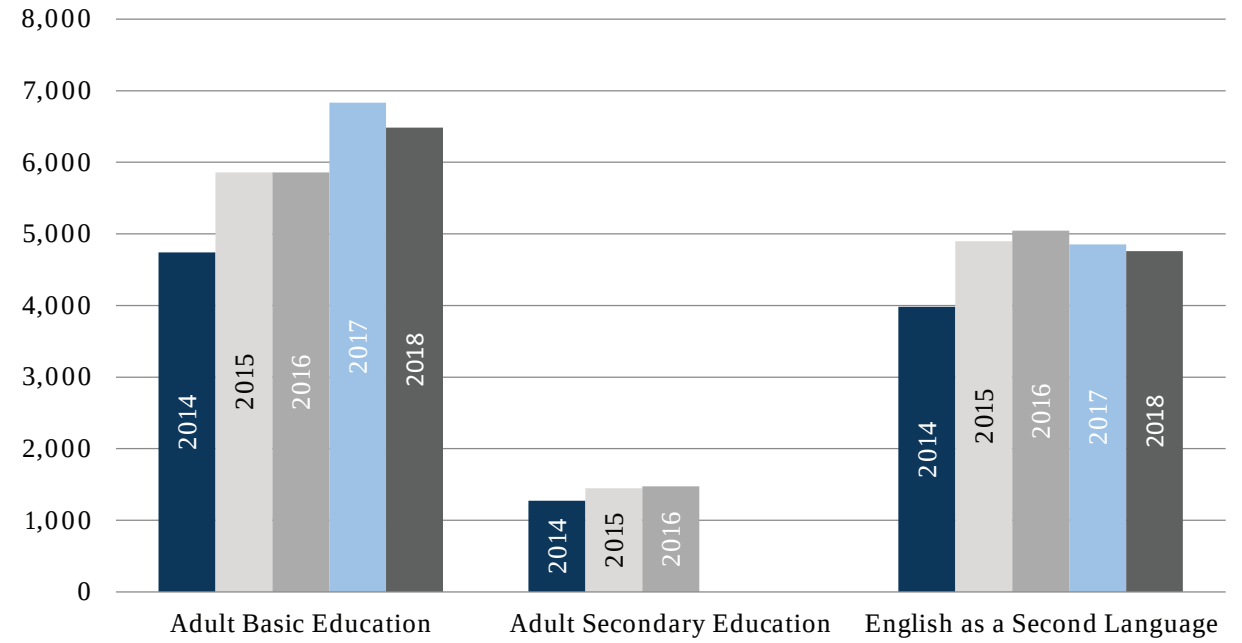


FIGURE 3-39: PROGRAM ENROLLMENT AS REPORTED ON NRS: 2014 - 2018

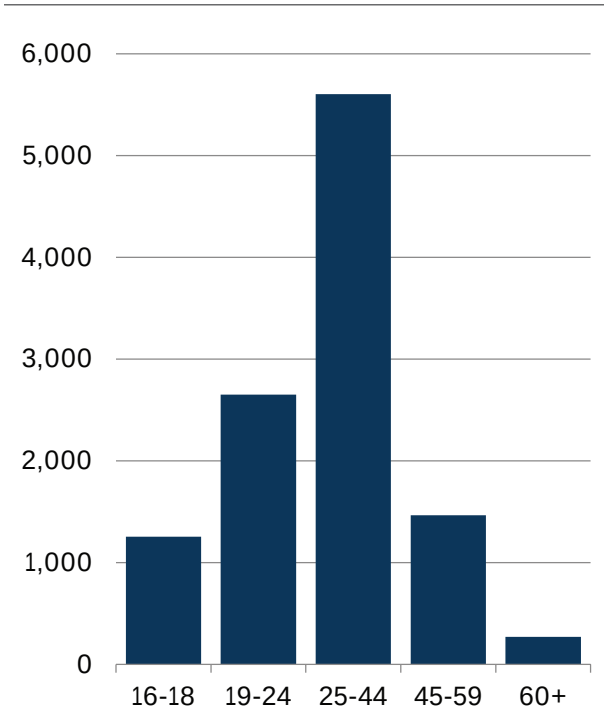


* Adult Secondary Education is combined with Adult Basic Education beginning in 2017.

The largest age group served by AEL programs in AY17-18 ranged from 25 to 44 years of age, with 49.8 percent in this category. The next largest group, ages 19 to 24, accounted for 23.6 percent. The 45 to 59 age group had 1,584 participants (13.0 percent), which was slightly higher than the 16 to 18 age group with 1,255 participants (11.2 percent) (Figure 3-41).

The three highest barriers to employment, as self-identified by participants upon entry into the AEL programs, included the following: English Language Learner, low literacy, or cultural (21.7 percent); low-income (5.2 percent); and being a single parent (2.9 percent). It is important to note that a participant might indicate more than one barrier.

FIGURE 3-41: NRS ENROLLMENT BY AGE



References

[1] Carnevale, A. P., Jayasundera, t., and Gulish, A. (2016). America's Divided Recovery: College Haves and Have-Nots. Georgetown University Center on Education and the Workforce. Retrieved December 1, 2017 from https://cew-7632.kxcdn.com/wp-content/uploads/Americas-Divided-Recovery-web.pdf.

[2] Snyder, T.D., Tan, A.G., & Hoffman, C.M. National Center for Education Statistics. (2003). *Digest of Education Statistics* (Report No. 2005025). Washington, DC: NCES.

[3] U.S. Department of Education. Integrated Postsecondary Data Systems. (2017). Washington, DC: Author.

[4] U.S. Department of Education. Integrated Postsecondary Data Systems. (Fall 2017). Washington, DC: Author.

4 Student Success and Institutional Performance

Credit Awards, Noncredit Completion, VFA, Adult Education, Success, and Outcomes

Student success differs based on each student's end goal, whether it be earning a credential or degree, transferring credits, acquiring basic skills, or gaining new skills to improve employment prospects.

There are a variety of reasons students enroll at a community college. Some intend to earn credits that can be transferred to a four-year college or university, while others are interested in earning a diploma or an associate degree. There are, therefore, different ways to measure their success. Looking at the time it takes to complete an award, employment and wages the student has after graduation, and the completion of adult education and literacy (AEL) programs are all metrics used by the Department to measure student success.

Students at Southwestern Community College

CREDIT STUDENT AWARDS

Academic-year credit award figures include students who received any type of community college award during the academic year (first day of fall term 2017 through the day preceding the first day of fall term 2018). A student was included each time he or she received an award during the academic year. For the third consecutive year, the number of awards decreased, but the demographic composition of community college awardees remained relatively the same as in previous years.

In AY17-18, the total number of credit awards was 16,747, a decrease of 7.6 percent. The decline is a result of a lower number of Associate of Arts (AA), Associate of General Studies (AGS), Associate of Applied Arts (AAA), Associate of Applied Science (AAS), Associate of Professional Studies (APS), and certificate awards. The number of diploma awards increased modestly in AY17-18 to 3,174, despite seven consecutive years of declining student enrollment.

The award rate (number of awards per number of students) decreased from 13.7 percent in AY16-17 to 12.8 percent in AY17-18. On average, the number of awards conferred by Iowa community colleges has been growing 2.0 percent annually since tracking began in FY2000. Overall, the number of awards has been relatively steady since 2006, and despite a data collection change in 2013*, rose continuously from 2010 through 2015 (Figure 4-1).

CREDIT AWARDS

LARGEST AWARD TYPE:

ASSOCIATE OF APPLIED SCIENCE (AAS)

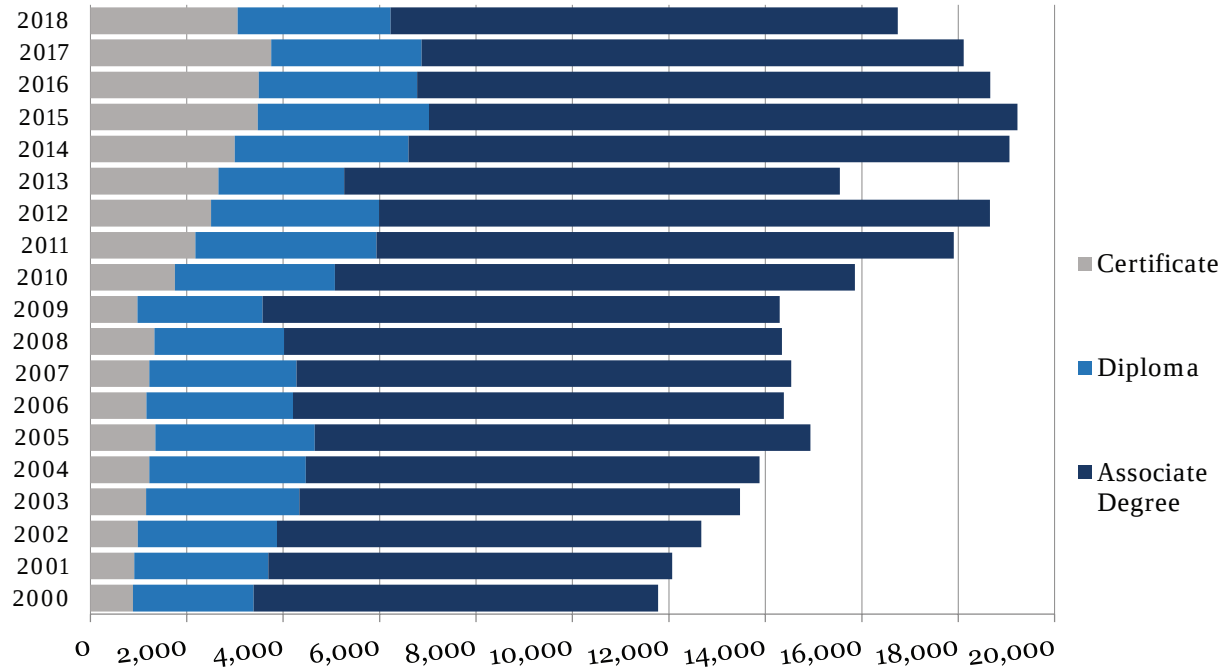
126 MORE THAN ASSOCIATE OF ARTS

NUMBER OF AWARDS: **16,747**

DECREASE SINCE AY16-17 **7.6%**

* In 2013, the time frame to report awards changed to align with the state fiscal year. As a result, 2013 awards were reported based on nine months, while 2014 was reported based on the new 12-month time frame, thus making the difference between the two years higher than usual.

FIGURE 4-1: AWARDS BY TYPE: 2000 - 2018



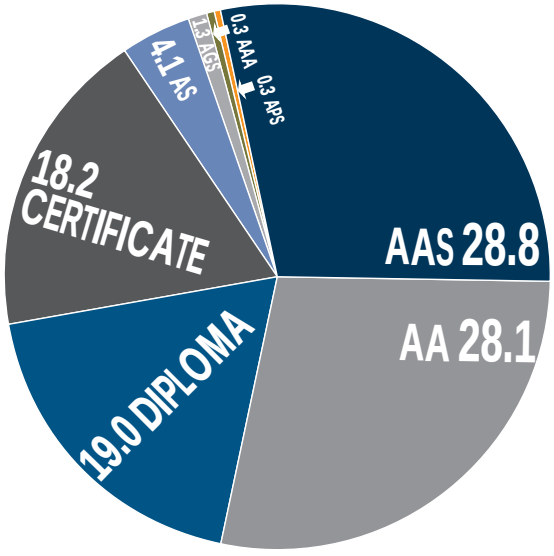
There are a variety of credit student awards granted by Iowa community colleges, including:

- Associate of Arts (AA)
- Associate of Science (AS)
- Associate of General Studies (AGS)
- Associate of Applied Arts (AAA)
- Associate of Applied Science (AAS)
- Associate of Professional Studies (APS)
- Diplomas
- Certificates

Historically, AA awards have comprised the majority of all awards granted. However, for the third time in the history of the Community College Management Information System (MIS), more AAS degrees (4,824) were awarded in AY17-18 (28.8 percent of all awards) than any other type of award, including AA awards (4,698), which comprised 28.1 percent of total credit student awards granted.

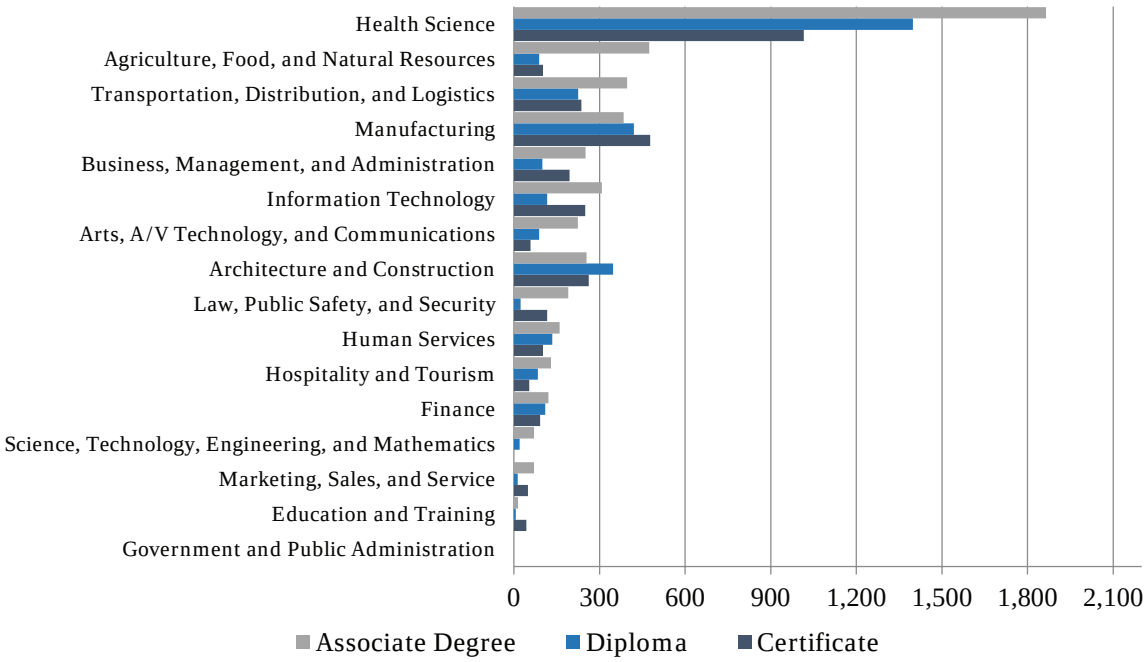
A total of 3,053 certificates were awarded in AY17-18, which represented 18.2 percent of total awards, down from 20.7 percent in AY16-17. Diploma awards accounted for another 3,174 awards, which represented 19.0 percent of total awards. A total of 690 AS degrees were awarded in AY17-18, comprising 4.1 percent of total awards, up slightly from 4.0 percent in AY16-17. AGS awards dropped from 291 in AY16-17 to 216 in AY17-18, which represented 1.3 percent of total awards. Similarly, APS degrees decreased from 58 in AY16-17 to 45 in AY17-18; and AAA degrees remained unchanged with 47 awardees, both representing 0.3 percent of total awards (Figure 4.2).

FIGURE 4-2: AWARD TYPE AS A PERCENT OF TOTAL AWARDS (%)*



* Due to rounding, percentage do not total 100 percent.

FIGURE 4-3: CTE PROGRAM AWARDS BY TYPE



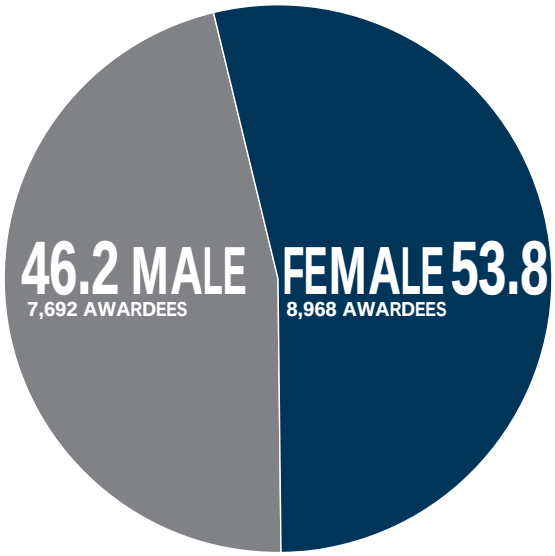
The distribution of career and technical education (CTE) awards by program of study has remained fairly consistent over the past five years. Again in AY17-18, out of the 11,143 CTE program awards granted, the largest number of awards (4,279) was in Health Science (38.4 percent), followed by Manufacturing (1,242); Architecture and Construction (863); Transportation, Distribution and Logistics (858); Information Technologies (674); Agriculture, Food and Natural Resources (665); and Business, Management, and Administration (546). As has been the case over the last 18 years, the prevailing number of CTE awards were associate degrees (44.1 percent), followed by diplomas and certificates (Figure 4-3).

Awardee Demographics

Nationally, females earn more awards than males, with females earning 57.1 percent of all awards granted by U.S. public two-year institutions [1]. Historically, the same has been true in Iowa community colleges, where the largest group of awardees have been white females in health science programs.

Females have comprised approximately 55 percent of credit enrollment for the past 18 years, and have typically earned a higher proportion of awards (about 60 percent). However, since AY15-16, that trend has moved toward a more proportional award distribution by gender. In AY17-18, females comprised 54.3 percent of Iowa's community college enrollment, while earning 53.8 percent of all awards (Figure 4-4).

FIGURE 4-4: AWARDEES BY GENDER* (%)



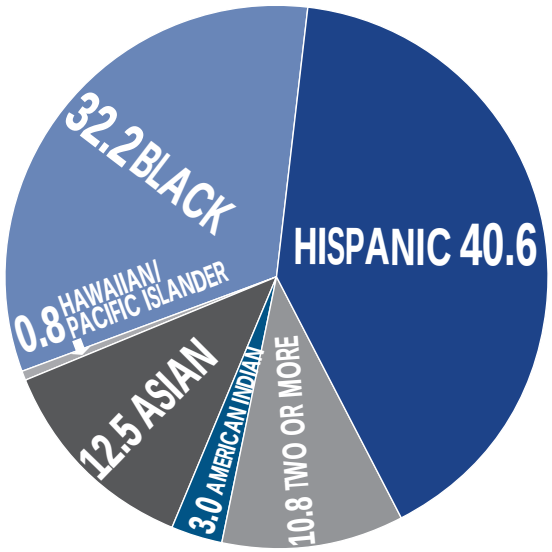
* The total number of male and female awardees is less than the total number of credit awards since not all awardees reported their gender.

Whites comprised 77.6 percent of Iowa community college enrollees in AY17-18, and 77.8 percent of all awards earned. Nationally, however, whites comprised 58.4 percent of all public two-year institution award recipients [1].

The number of awards earned by racial/ethnic minority students has grown an average of 9.3 percent since 2000, which is over four times higher than the overall awardee growth rate of 2.0 percent.

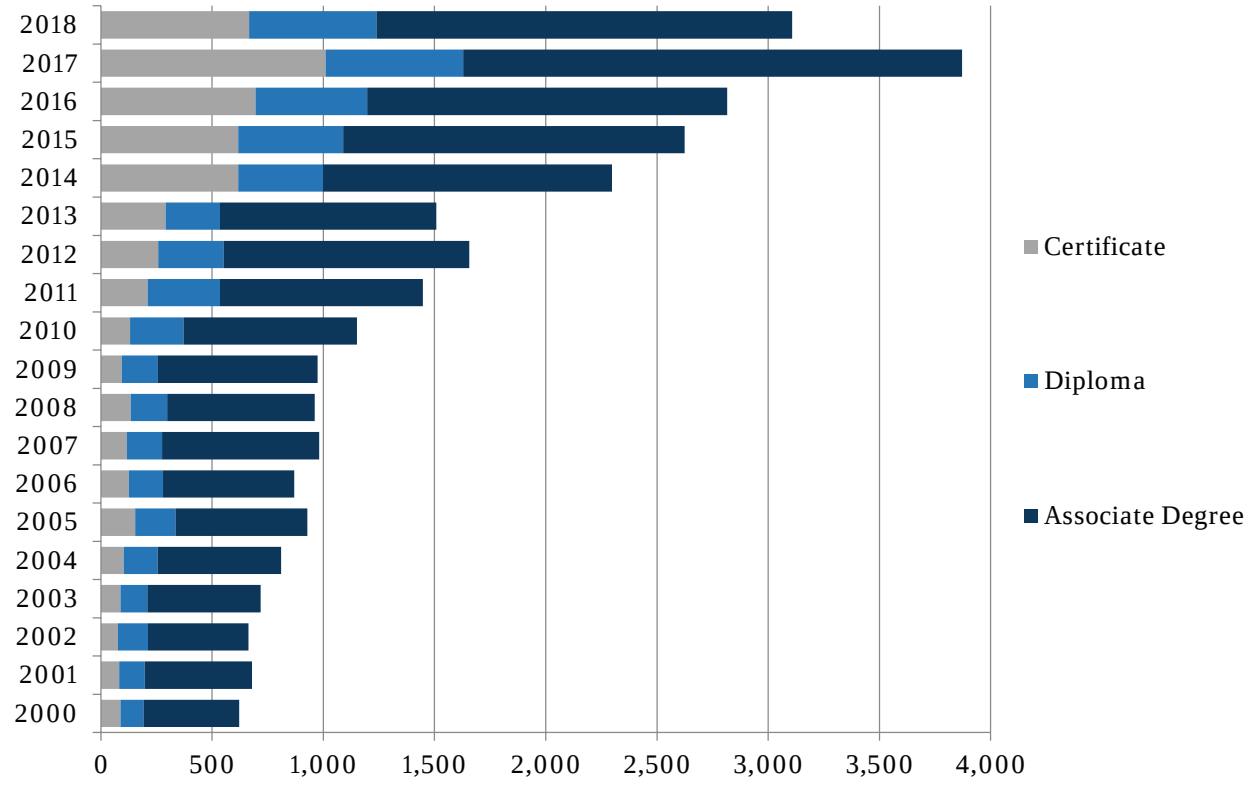
The distribution of awards among racial minorities does not always mirror enrollment. For instance, Hispanics became the largest racial/ethnic minority group of enrollees (35.8 percent) in AY17-18, bypassing black enrollees (34.4 percent). However, there was a bigger disparity in the distribution of awards earned by racial/ethnic minority students, with Hispanics earning 40.6 percent of the awards versus the percentage of awards earned by black students (32.2 percent) (Figure 4-5).

FIGURE 4-5: AWARDEES BY RACIAL AND ETHNIC MINORITY GROUPS (%)



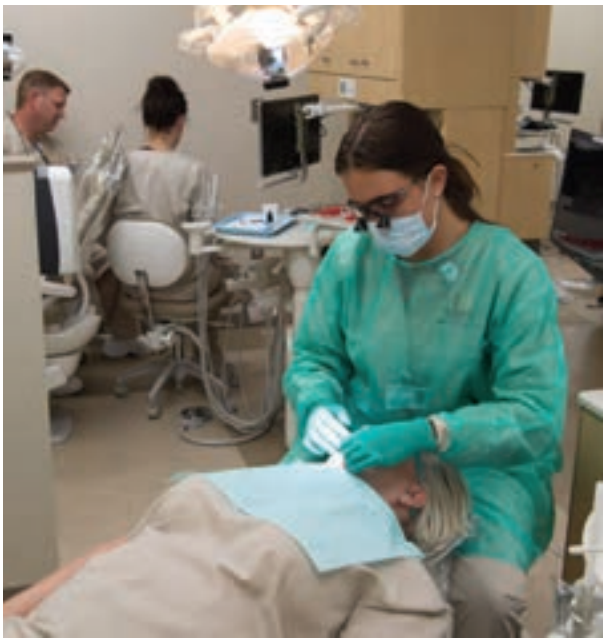
Similar to all awardees, the overwhelming majority of awards received by racial minorities in AY17-18 were associate degrees (60.1 percent), followed by certificates (21.5 percent), and diplomas (18.4 percent) (Figure 4-6).

FIGURE 4-6: CREDIT STUDENT AWARDS BY RACIAL/ETHNIC MINORITY GROUPS: 2000 - 2018



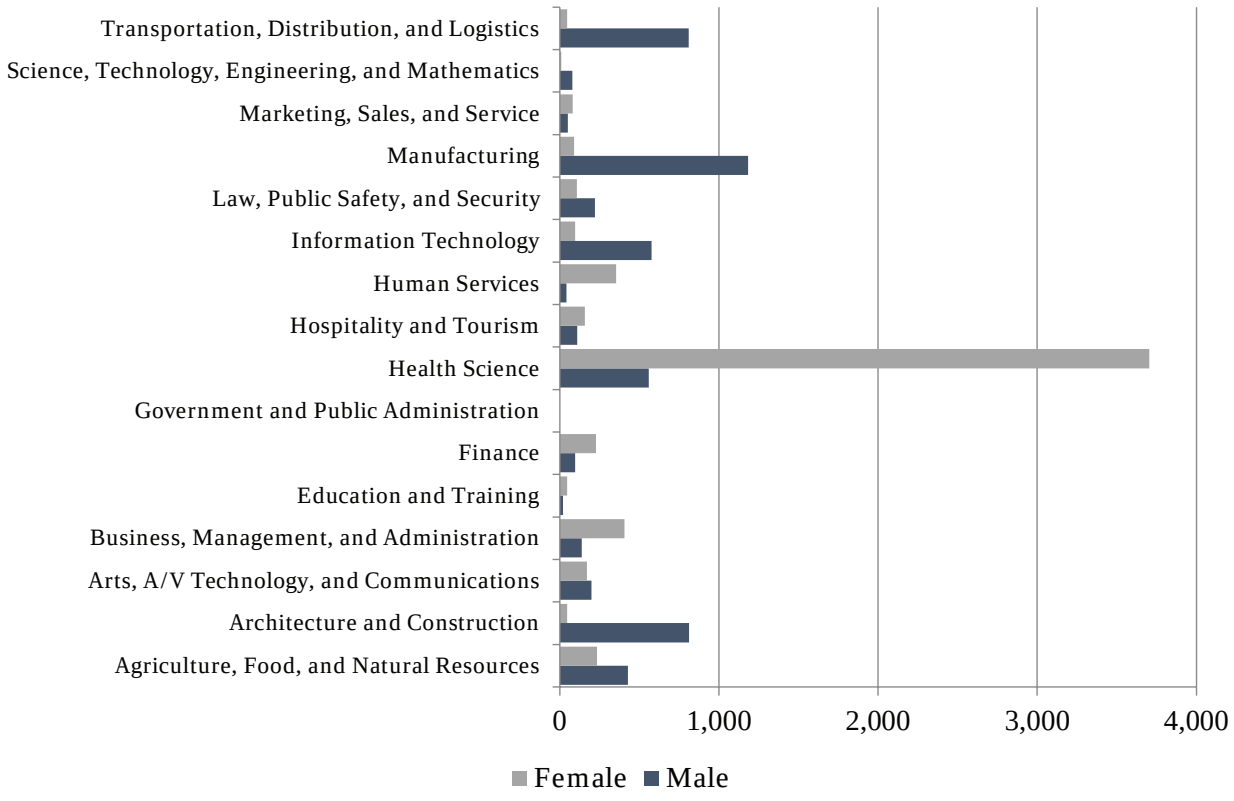
As previously stated, 38.4 percent of all CTE awards in AY17-18 were in Health Science. Of these, 86.9 percent were earned by females (3,705 awards). Females also earned the majority of awards in Business, Management, and Administration; Education and Training; Human Services, and Finance; while males received more awards in Manufacturing; Architecture and Construction; Information Technologies; Transportation, Distribution, and Logistics; and Agriculture (Figure 4-7).

Similarly, the majority of CTE awards received by racial/ethnic minority students were in Health Science programs (759), followed by awards in Manufacturing (206) [Figure 4-8 on the following page]. This distribution pattern is consistent with the pattern for the general cohort of awardees.



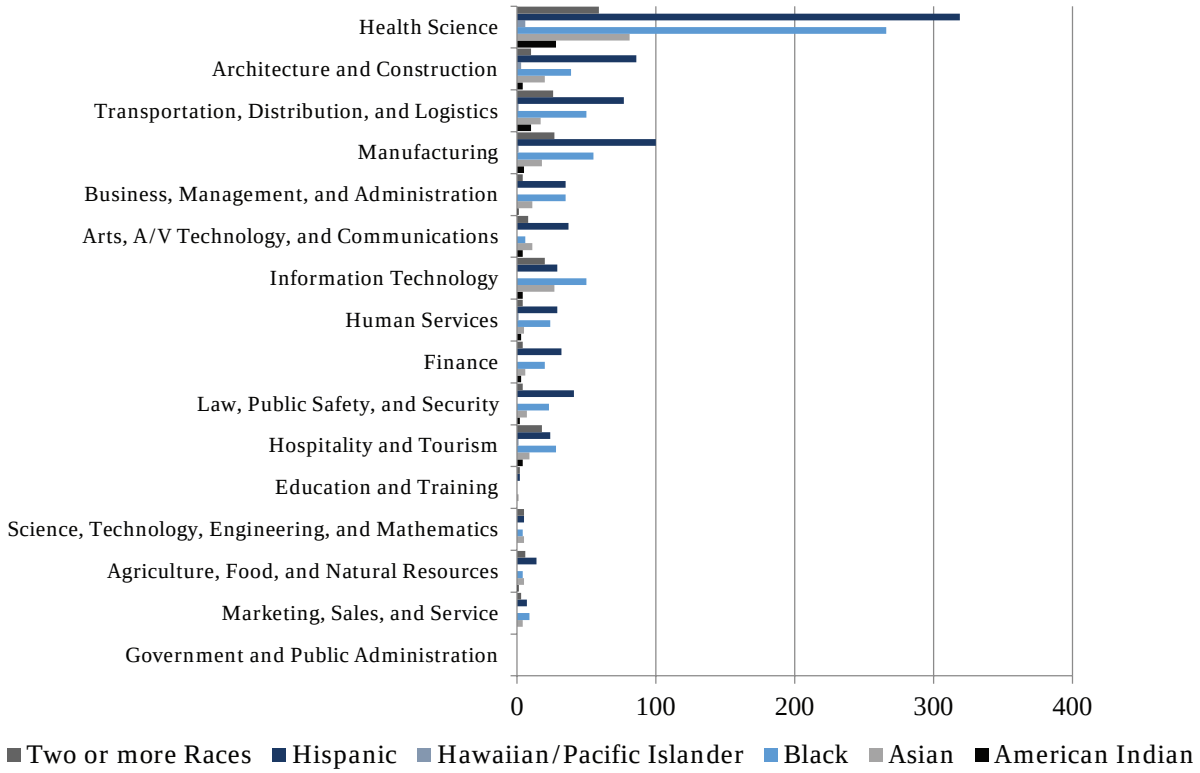
Dental Hygiene students in the dental lab at Indian Hills Community College

FIGURE 4-7: CREDIT STUDENT AWARDS BY GENDER AND CAREER CLUSTER



Note: There were no awards in Government and Public Administration.

FIGURE 4-8: CREDIT STUDENT AWARDS BY CTE PROGRAM AND RACE/ETHNICITY



Note: There were no awards in Government and Public Administration.

Award Rates and Distribution in Other States [1]

The award rate is the number of awards per enrolled students. Award rates are analyzed in several ways: as the ratio between all enrollment and all awards; between associate degrees and all enrollment; between all awards and full-time enrollment equivalent (FTEE); and as the ratio between associate degrees and FTEE.

Among eight contiguous states, Iowa community colleges ranked second after South Dakota in percentages of total awards versus total enrollments; fourth after South Dakota, Missouri, and Minnesota in associate degrees versus all enrollment; fifth in all awards versus FTEE; and fourth in associate degrees versus FTEE (Figure 4-9).

Nationally, the percentages of all awards versus all enrollment in public two-year institutions was 13.4 percent. Iowa community colleges were above that average with 19.7 percent. Similarly, Iowa was above the national average (7.7 percent) in associate degrees versus all enrollment with 8.8 percent; above the national average (30.6 percent) in all awards versus FTEE with 31.8 percent; and below the national average (17.6 percent) in associate degrees versus FTEE with 14.2 percent (Figure 4-10).

When compared to the national average, Iowa's award rates were higher for three out of the four ratio calculations.

Although national data does not classify program areas in the same educational clusters that Iowa utilizes, recent data aggregated by career clusters are analogous to Iowa community colleges. For example, like Iowa, most awards were granted in general studies programs intended to prepare students for a four-year degree, followed by health/clinical sciences, and business, respectively (Figure 4-11).

FIGURE 4-9: CREDIT STUDENT AWARD RATES, CONTIGUOUS STATES: 2017 [1]

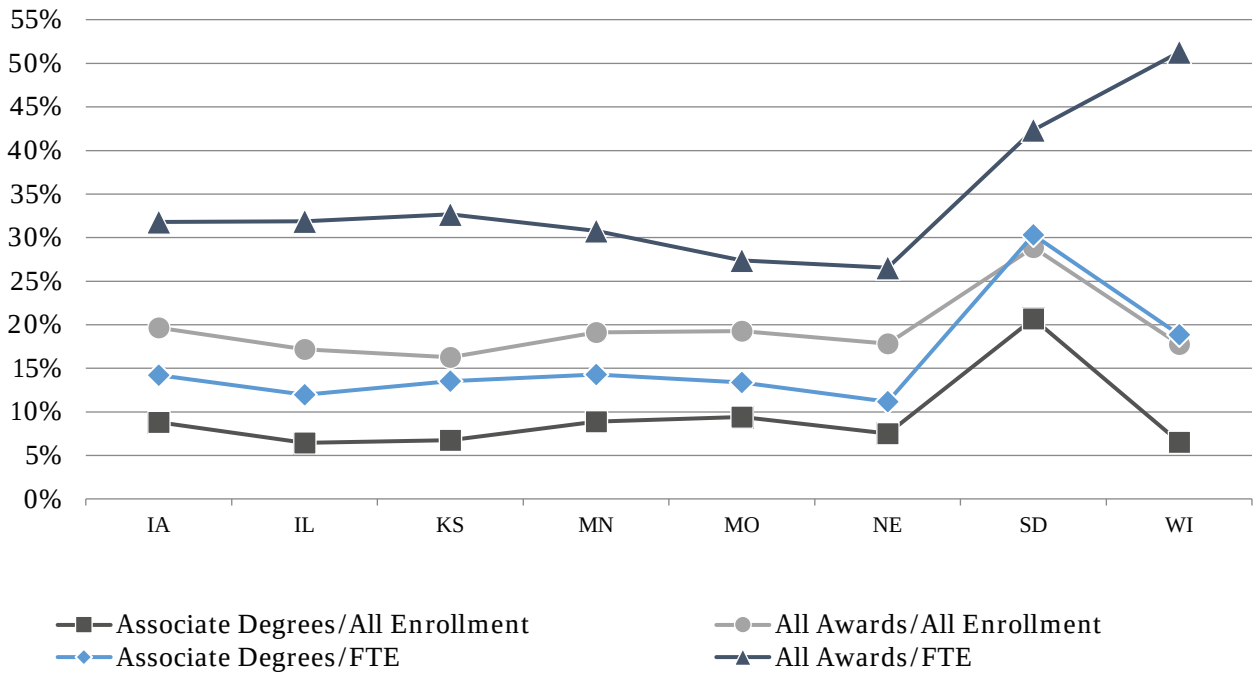


FIGURE 4-10: PERCENT OF TWO-YEAR DEGREES PER FTE, TWO-YEAR PUBLIC INSTITUTIONS: 2017 [1]

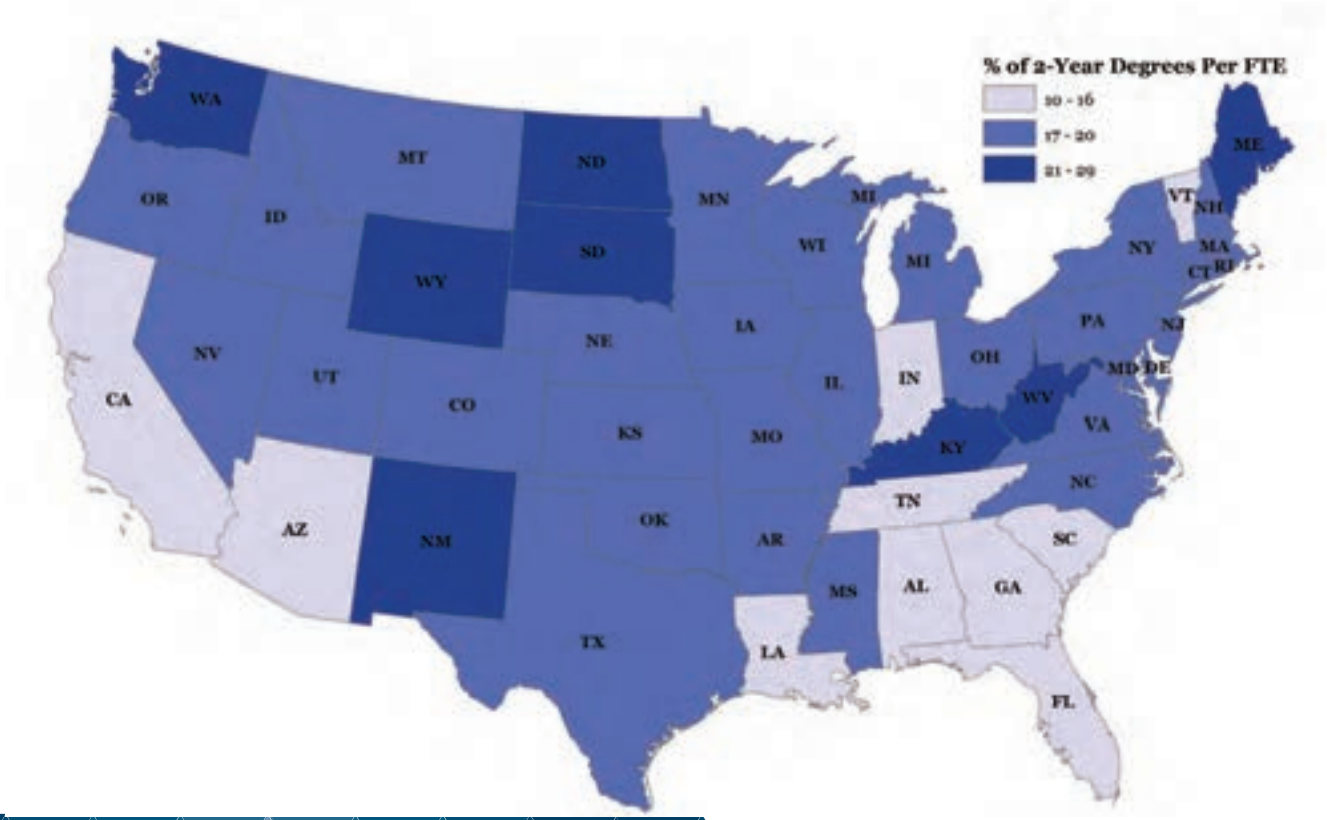
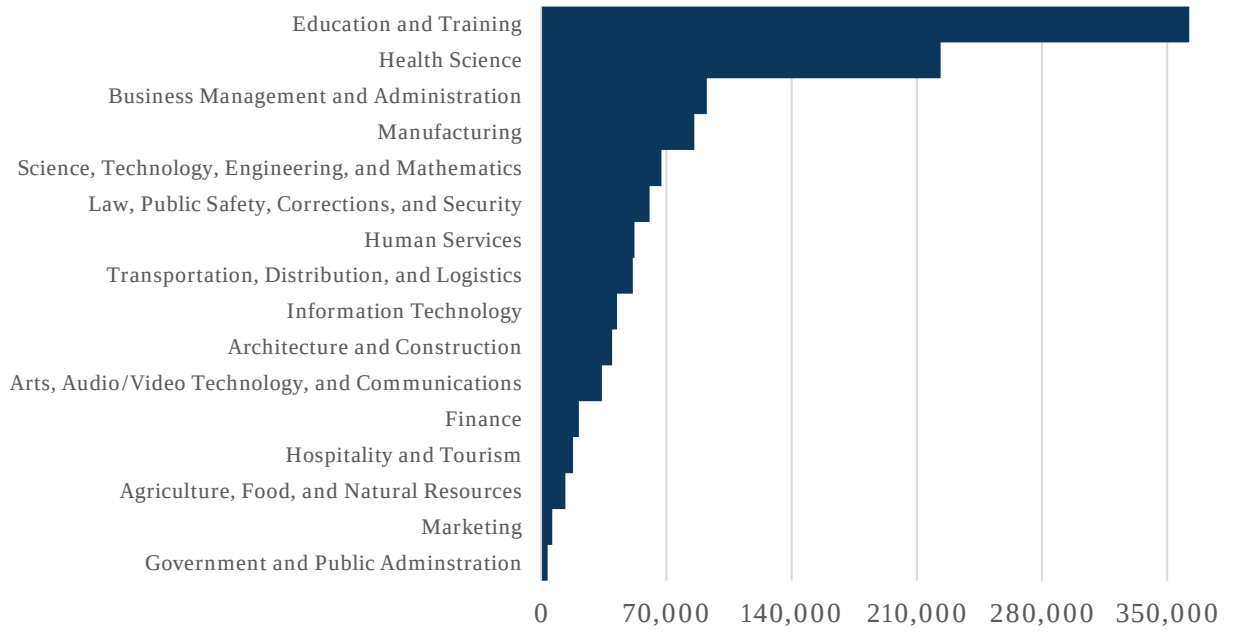


FIGURE 4-11: UNITED STATES CREDIT STUDENT AWARDS BY CTE PROGRAM: 2017 [1]



Nursing students at Northeast Iowa Community College

REVERSE CREDIT TRANSFER

Reverse credit transfer (RCT) is a partnership developed by Iowa's community colleges in close collaboration with Iowa's public universities to facilitate the transfer of credits back to one of Iowa's community colleges. This "reverse" credit provides transfer students an opportunity to attain an associate degree, diploma, or certification. The agreement builds on the many existing collaborative arrangements between the institutions that promote the success of community college students as they transition to Iowa's public universities.

Iowa community college transfer students have the opportunity to participate in the reverse credit transfer agreement by indicating their interest at the time of application to the university. The university will then work with the community college from which they transferred to apply university credits toward their associate-level awards.

Commencement at Des Moines Area Community College

Reverse credit transfer is expected to boost college completion rates and generate a significant increase in the number of community college credentials awarded.

By participation in reverse credit transfer, the student agrees to have his or her university transcript sent back to his or her community college while enrolled at the university. The community college will then evaluate this coursework to determine if degree, diploma, or certification requirements are met. The community college will then make the decision as to whether a degree or other credential will be granted. Any credential will be awarded in the semester or year that all final requirements are met.

Sending the university transcript to the community college does not guarantee the granting of a degree or other credential. This is at the discretion, and subject to the degree and residency requirements, of the community college, as the award-granting institution.

In AY17-18, a new partnership was approved by all 15 community colleges and Iowa's three public four-year universities to increase RCT outcomes. The partnership, which utilizes the National Student Clearinghouse's Reverse Transfer Service, is expected to boost college completion rates and generate a significant increase in the number of community college credentials awarded. During AY17-18, Iowa's three public four-year universities sent 1,835 potential student candidates for RCT through the Clearinghouse data exchange site for community colleges to evaluate. Next year, the Department will be able to report on the number of awards granted to see the impact of the RCT initiative.

A steering committee continues to review state processes in order to find ways to increase the efficient review of potential student candidates for completion of community college awards.

NONCREDIT PROGRAM COMPLETION

While reporting of noncredit awards began in FY13, data collection methodology is evolving to align with modern requirements of noncredit education and multiple research and accountability frameworks, such as the Voluntary Framework of Accountability (VFA), and the Gap and PACE program reporting.

In AY17-18, 24,014 students received 26,005 noncredit awards. The majority of these (69.2 percent) were industry-awarded credentials designed to lead to or enhance employment opportunities, and were provided by third-party certification or state/federal regulatory agencies. Examples of these include certified nursing assistant (CNA) and coaching certification/licensure. Local program completions comprised another 26.9 percent of all awards. These credentials are skill-based programs developed by community colleges to fill a workforce need identified through local sector boards.

Community colleges also report alternative and adult high school diplomas, as well as program completions funded by the state's Gap Tuition Assistance program within this section of reporting. During AY17-18 , there were 44 adult high school and 20 alternative high school diplomas reported. There were 943 MIS-reported students who completed GAP noncredit, high-demand programs during AY17-18.

Students at Kirkwood Community College

NONCREDIT AWARDS

NUMBER OF AWARDS
26,005

INDUSTRY-AWARDED
69.2%

ADULT AND ALTERNATIVE HIGH SCHOOL DIPLOMAS
64

GAP COMPLETIONS
943

Noncredit CTE programs are highly responsive to regional workforce needs and serve as vital pathways for individuals to secure employment, continue education, and stay current in high-demand industries.

Individual program reports published by the Department provide additional data about noncredit program completers. The new report, *The Iowa Community Colleges Employment Outcomes: Noncredit Career and Technical Education (CTE) Programs*, published in September 2018, finds that Iowa workers seeking high-demand jobs can quickly acquire the skills and training needed to enter growing industries without having to earn two- or four-year degrees.

The report, released by the Iowa Department of Education in partnership with Iowa Workforce Development, is the first-of-its kind, containing state-level data on the education, employment, and earnings of students who enroll in noncredit CTE

Students at Iowa Lakes Community College

programs at Iowa's 15 community colleges. The report shows that students completing noncredit CTE programs at Iowa's community colleges experience high rates of success.

Unlike credit-bearing courses, which are generally designed for students interested in earning college credit towards a degree or certificate, noncredit CTE programs prepare individuals for direct entry into the workforce, satisfy continuing education units required of certain occupations, offer custom job training to meet the needs of local employers, or provide a means for individuals to upgrade skills for their current jobs.

Among the study's findings:

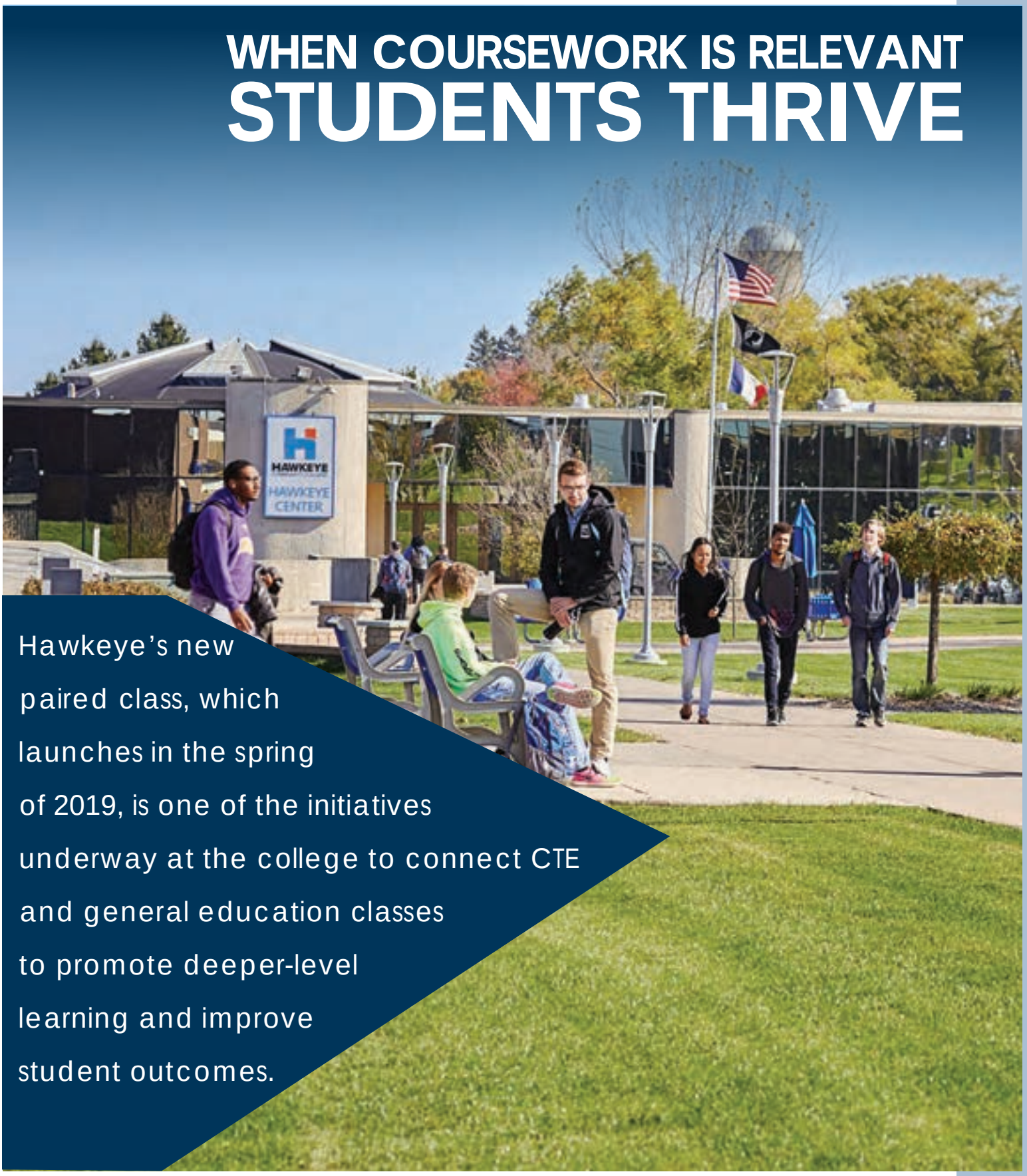
- About 63.4 percent of noncredit CTE students were 25 years or older as compared to 21.6 percent of credit students.
- About 25.7 percent of noncredit CTE students were of a racial or ethnic minority group as compared to 21.7 percent of credit students.
- Upon exiting their noncredit CTE programs, 91.8 percent of the students were employed within the first year and 84.5 percent were employed in Iowa.
- About 21.5 percent of noncredit students continued into credit-bearing programs.
- About 10.5 percent of noncredit CTE students held previously earned postsecondary degrees.
- Wages increased 11.8 percent for individuals in the first year after exiting a noncredit CTE program.
- The top industry for employment following program exit was health care, followed by manufacturing, transportation, retail, construction, and administrative services.
- The programs that resulted in the highest percentage of employment included medication aide (98.3), electrical/electronic equipment installation/repair (98.2), civil engineering technician (98.1), and HVAC technician (98.1).

More information is available in the full report, *Iowa Community Colleges Employment Outcomes: Noncredit Career and Technical Education Programs*, which is located on the Department's website.

Students at North Iowa Area Community College

Feature Spotlight

WHEN COURSEWORK IS RELEVANT STUDENTS THRIVE



Hawkeye's new paired class, which launches in the spring of 2019, is one of the initiatives underway at the college to connect CTE and general education classes to promote deeper-level learning and improve student outcomes.

The "Aha!" moment. According to Merriam-Webster, it is a moment of sudden realization, inspiration, insight, recognition or comprehension. Roxanne Heimann, an oral communications instructor at Hawkeye Community College, had hers while reading over a former student's take-home essay portion of his final.

"I asked students to tell me how they would use what they learned in class in their future careers," Heimann said. "The response from a diesel mechanic student stopped me in my tracks."

The student said that while he really liked the class, he didn't see how what they learned in class would help him in his job. Furthermore, he said he really didn't see the purpose for most of his classes and, therefore, didn't plan to return the next semester.

"In that moment, I told myself that this was not going to happen again," Heimann said. "I will never have a student leave my class thinking that it isn't relevant to his or her future."

Heimann found that she wasn't alone. Anna Laneville, a writing instructor who teaches the freshman-level composition class, was looking for ways to make general education classes more relevant for students, particularly for those enrolled in career and technical education (CTE) programs.

Both instructors approached their dean about what they were seeing in the classroom and how it impacted student persistence and retention. Their dean encouraged them to address the challenge head on.

"You can sense in your classes whether or not you are connecting to your students," Laneville said. "When feedback from students shows they don't see why they had to do an assignment, it extends beyond lack of interest. It means that they don't understand why the content is worth knowing."

Regardless of the industry, employers consistently say they are looking for employees who can effectively communicate, both written and verbal.

To that end, Heimann and Laneville began by reaching out to CTE instructors to solicit their input on topics for papers and speeches for students enrolled in their programs. This first step not only made a difference in student engagement, it opened up lines of communication between general education and CTE instructors. They found instructors were eager to collaborate.

Heimann recalls an agriculture student who was struggling with a topic for a persuasive speech. The teacher reached out to an agriculture instructor who suggested till versus no-till farming. The student was so enthused about his topic, he went from dreading the assignment to being excited to share his work. By the end of the class he was selected as the most improved speaker.

"Students are getting more out of their general education classes. They are making connections so that they see the importance of what they are doing and that makes them more likely to stay enrolled," Laneville said.

These results led Heimann and Laneville to propose taking collaboration a step further. What if they paired their freshman composition and oral communications classes for students in CTE programs? The assignments for the two courses could be shared and sequenced so that students effectively see the connections between their CTE and general education classes.

"Not only can we work with CTE instructors to help students select topics related to their future goals, but we can take that a step further and promote deeper-level learning," Laneville said.

In a paired class, for instance, a construction and design student could write an argumentative essay in composition class about asphalt versus concrete in building roads, and then use the same topic to make a pitch to city stakeholders for class credit in the oral communications class.

"This way students are getting more out of our general education classes," Laneville said. "They are making connections, getting real life experiences, and gaining a lot of knowledge on a particular topic of interest to them, which makes it more likely that they will stay the course."

Laneville and Heimann will launch their paired course during the spring 2019 semester. The same group of students will take both classes simultaneously. The four major assignments required in each class will build off of each other, leading to more informative research, professional interaction, and student-led workshops.

The paired class is just one of the initiatives underway at Hawkeye to connect CTE and general education. The college launched a professional development opportunity this semester for instructors to observe other classrooms. Additionally, a program called "teaching squares" is connecting groups of four instructors who work together to learn more about each other, observe what they do in the classroom, and better understand how students learn in different environments.

"It is very eye-opening to see your students in their natural environments," Heimann said. "I have learned so much talking to different programs, getting great project ideas, and stepping outside my comfort zone to address community needs and help make those connections for students."

VOLUNTARY FRAMEWORK FOR ACCOUNTABILITY (VFA)

The VFA was designed by the American Association of Community Colleges (AACC) to serve as an accountability framework for community colleges, with success measures tailored for these open access institutions. The Department funds the VFA membership costs for the colleges and serves as the data clearinghouse to ensure consistency in data reporting.

Data are prepared by the Department and published by the AACC within the VFA. Public reports on each of the community colleges are available by searching the "Find VFA Colleges" tab at https://vfa.aacc.nche.edu and the public statewide report can be found by searching for "Iowa Department of Education" on the same tab. There are currently 203 colleges in the VFA benchmarking project.

AY17-18 was the first year for all 15 community colleges to report six-year cohort credit data for students starting in fall 2011, including cohort success outcomes and developmental data based on the VFA cohort definitions. Key findings in this year's VFA dashboard are benchmarks of the success of Iowa community college full- and part-time students as compared to students across all of the VFA participating colleges and across three defined groups (main cohort, credential seeking cohort, and first time in college cohort).

Nursing students at Hawkeye Community College

VFA AY14-15 COHORT

PERCENT OF COHORT STUDENTS WHO EARNED AN AWARD OR TRANSFERRED WITHIN SIX YEARS

56.5%

COMPARED TO 48.2% FOR ALL VFA STUDENTS IN THE COMPARABLE COHORT

PERCENT OF COHORT STUDENTS WHO REACHED A CREDIT THRESHOLD OF 30 MORE MORE CREDITS

61.6%

COMPARED TO 54.5% FOR ALL VFA STUDENTS IN THE COMPARABLE COHORT

MEDIAN WAGES OF NONCREDIT CTE PROGRAM COMPLETERS

$42,380

MEDIAN WAGE INCREASE AFTER PROGRAM COMPLETION

43.9%

Designed specifically with community colleges in mind, the VFA contains measures that encompass and reflect the full breadth of the community college mission and the diversity of students' goals and educational experiences.

Iowa's main VFA cohort data showed 56.5 percent of students earned an award or transferred within six years as compared to 48.2 percent of all VFA main cohort students. Iowa's credential seeking cohort data showed 69.6 percent earned an award or transferred within six years as compared to 59.0 percent of all VFA credential-seeking students. Finally, 52.8 percent of Iowa's first-time-in-college cohort earned an award or transferred within the six years, as compared to 44.7 percent of all VFA first-time-in-college cohort students.

Iowa's six-year data cohort also indicated that 38.5 percent needed developmental mathematics, 19.0 percent needed developmental English/writing, and 12.8 percent needed developmental reading based on college placement measures at one or more levels below college-level coursework. Students in the first-time-in-college cohort had higher levels of developmental course need. Data for each subject on success in these courses is available in the *Annual Report of Developmental Education in Iowa Community Colleges,* which can be found on the Department's website.

A key to the success of student completion goals is reaching credit thresholds. Approximately 62 percent of Iowa's credential-seeking six-year cohort students reached a credit threshold of 30 or more credits as compared to 54.5 percent of all VFA students in the comparable cohort. However, these Iowa students slightly underperformed their VFA cohort peers on a measure of first-term credit success rate (C- or higher) with Iowa students succeeding at 80.9 percent and the full VFA comparison cohort succeeding at 84.2 percent. Results were similar patterns for the main and first-time-in-college cohorts.

In comparison to the six-year cohort benchmarking measures above, Iowa's two-year student cohort measures (for students who started in fall 2015), showed that 79.8 percent in the credential-seeking cohort (n=14,198) have already shown success with 36.0 percent completing an award, 13.2 percent successfully transferring, and 39.1 percent still enrolled.

Summer 2017 was Iowa's first year for reporting noncredit data to the VFA, specifically focusing on students who completed a noncredit CTE program in AY13-14, measured by either completion of the noncredit program as defined by the college, or at least 180 contact hours of noncredit coursework. Of the 6,989 students in the AY14-15 cohort who completed a noncredit CTE program, 252 students transitioned to enroll in credit programs at a community college.

Additionally, the VFA research demonstrates that noncredit CTE programs contribute to students' career growth as reflected by significant gains in employability and wages. Using the Iowa Workforce Development's (IWD) Unemployment Insurance Wage Records (UIWR), an annualized median quarterly wage was calculated for both before and after program completion. According to VFA reporting, median wages for Iowa community college noncredit CTE program completers/leavers increased by 43.9 percent, from an annual average of $29,460 to $42,380 (Tables 4-1 and 4-2).

TABLE 4-1: CTE NONCREDIT COHORT AND OUTCOMES (CTE STUDENTS WHO COMPLETED OR LEFT IN AY14-15)

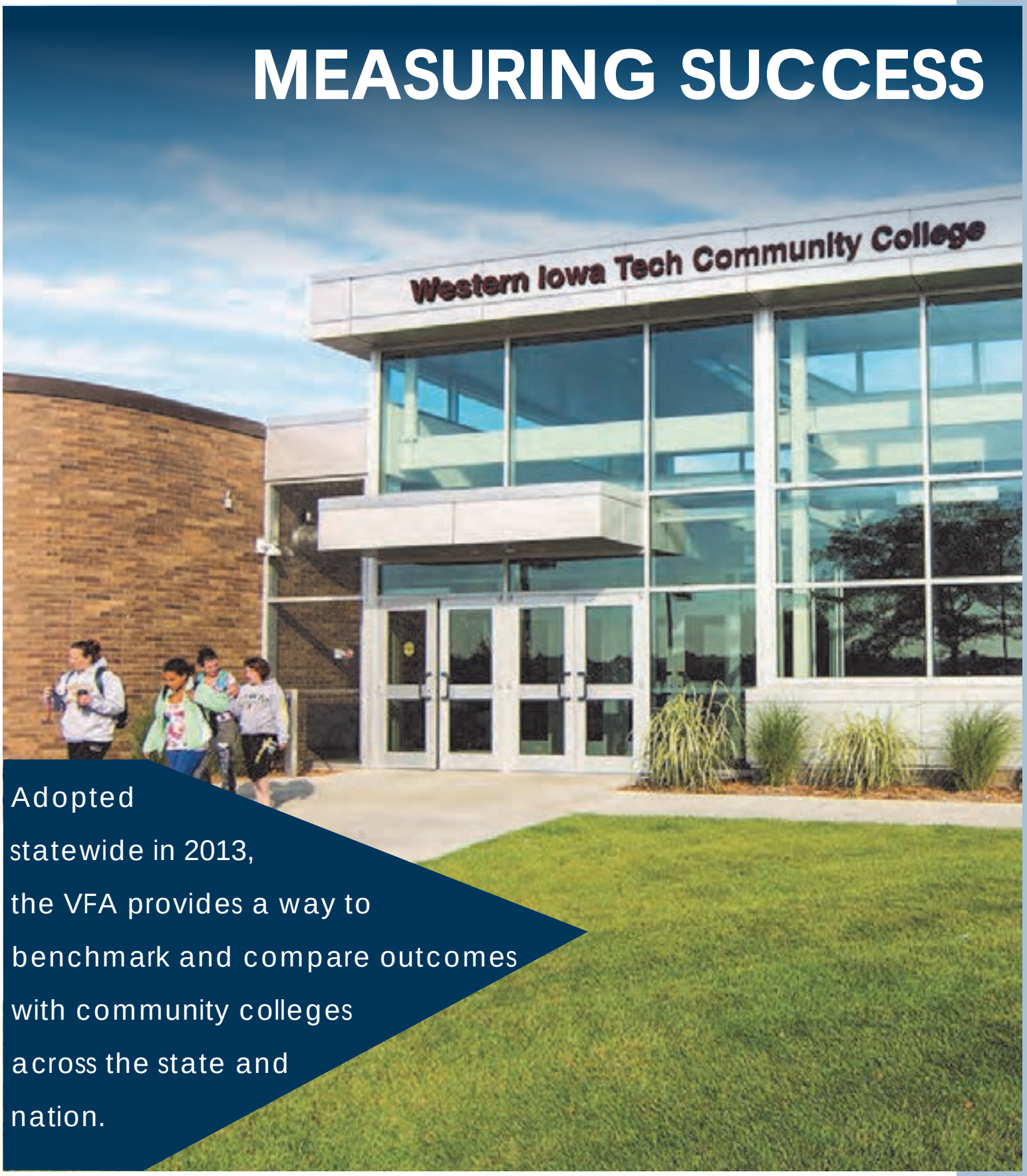
	Total Students	Earned Industry Recognized Credentials	Median Wage Growth *Calculated annualized median quarterly wage from IWD unemployment insurance wage records.		Transition to Credit
			Prior	Post	
CTE Noncredit Completers	6,989	4,465	$29,460	$42,380	252

TABLE 4-2: EDUCATION AND EARNINGS OF CTE NONCREDIT STUDENTS (LEFT IN AY14-15)

	Total Students	Enrolled in Education	Earnings of CTE Noncredit Students						
			$1 - $14,999	$15,000 - $19,999	$20,000 - $24,999	$25,000 - $34,999	$35,000 - $48,599	$48,600 - or more	Not Enrolled/ No Wage Records
CTE Noncredit Completers	6,989	841	667	282	367	805	674	849	2,504

Feature Spotlight

MEASURING SUCCESS



Adopted statewide in 2013, the VFA provides a way to benchmark and compare outcomes with community colleges across the state and nation.

Popular American management consultant Peter Drucker is credited with arguably one of the most important quotes in modern business management: "If you can't measure it, you can't improve it."

But for community colleges, existing accountability measures in higher education have not adequately measured their unique mission or the diverse students they serve. Much like trying to fit a square peg in a round hole, they just don't fit.

Take, for instance, first-year retention and graduation rates published by the National Center for Education Statistics. Those statistics only take into account first-time, full-time, degree-seeking undergraduates. But those measures exclude part-time students and students in noncredit career and technical education (CTE) programs, who represent a key part of the community college mission.

"Some students might not be degree-seeking, but rather are getting job training or satisfying continuing education credits," said Erin Volk, director of institutional research development at Western Iowa Tech Community College. "It might take a part-time student four years to get a two-year degree, and that is missed in the federal measures."

In theory, the solution sounded easy – devise different metrics that better align with community college outcomes. In reality, it took years of blood, sweat, and tears.

"In order to benchmark and compare measures, we needed everyone to use the same set of metrics," said Jeremy Varner, the Iowa Department of Education's (Department) administrator for the Division of Community Colleges and Workforce Preparation.

But that was easier said than done.

"It was definitely a data challenge," Volk said. "We had a lot of focused conversations about the data. We all had to come to consensus and come to terms on the definitions to ensure consistency."

The Department partnered with the Iowa Association of Community College Presidents to develop appropriate success measures and implement an accountability framework that would work for all 15 of Iowa's community colleges. They ultimately selected the Voluntary Framework for Accountability (VFA), a system designed by the American Association of Community Colleges (AACC).

The VFA is the first-ever national accountability system to measure how two-year colleges perform in serving their students. The metrics included in the VFA were developed through 18 months of intensive research and testing by community college presidents, institutional researchers, and trustees/governing boards.

Western Iowa Tech Community College was one of 40 community colleges nationwide to pilot the VFA back in 2011.

"VFA was formally adopted statewide in Iowa in 2013," Volk said. "Our college president, Dr. Terry Murrell, took the lead and shared our experiences with the other community college presidents."

A steering committee consisting of Varner, community college presidents, institutional researchers, and chief academic officers was formed to create an implementation plan and to guide the work.

"Coming to consensus among community colleges was just the first step," Varner said. "But then the real work began—setting data definitions, implementing a process for data submission, analyzing the numbers. It definitely wasn't an overnight process."

In fact, the majority of this work started in 2014, with an analysis of metrics and data collection. By 2017, a comprehensive set of metrics provided a new look into developmental education and its impact on retention and success, while the inclusion of noncredit programs in the CTE cohort provided a first look at educational and employment outcomes for these experiences. Prior to the VFA system, neither of these metrics was available for national benchmarking purposes.

2018 is a pinnacle year for the VFA implementation, with all 15 Iowa community colleges reporting data for a six-year cohort.

"This is a big turning point for us because we have a lot of data in the VFA system now," said Stacy Mentzer, interim vice president of instruction at Iowa Central Community College.

With six years of data available for credit, noncredit, and adult basic education programs, Iowa's community colleges can make more informed decisions to better serve students and improve programs at the local level.

> "VFA is changing the way that we look at data," Mentzer said. "Now we can take students' goals into consideration. We can better identify where students are succeeding and where they aren't and make more student-centered changes."

Volk agrees that 2018 is a significant year for Iowa's community colleges.

"It is really helpful to have the full six-year picture," Volk said. "Some of our students will transfer before completing a credential. Others will take longer to earn a credential. Before now, there was no way to demonstrate that type of success. Now we can take a more comprehensive look at our programs and make informed decisions to improve student outcomes."

ADULT EDUCATION AND LITERACY (AEL) OUTCOMES

A primary focus of Iowa's adult education and literacy (AEL) programs is to help adult students acquire basic skills so they can earn a high school equivalency diploma (HSED), which will subsequently give them access to postsecondary credit education. AEL programs in Iowa's community colleges provide many noncredit training opportunities, including skilled training for occupations in high demand. In addition, AEL program participants receive help setting employment goals based on their interests and aptitude. Using results from workforce and basic skills assessments, AEL staff work with participants to determine career readiness and skills needed to obtain a job in a desired field. Iowa tracks participants who indicate their intent to secure or retain employment as a goal during the program year.

In addition to MIS data reporting, AEL also utilizes the TOPSpro Enterprise (TE) data system for federal reports. In 2018, TE reported that 15,684 individuals participated in adult education and literacy services. Of those, 11,247 were reported in the National Reporting System for Adult Education (NRS).

A student at Eastern Iowa Community Colleges' West Davenport Center

ADULT EDUCATION AND LITERACY

STUDENTS REPORTED PER NRS REQUIREMENTS:

11,247

DOWN SINCE 2017:

3.8%

47.0%

ACHIEVED MEASURABLE SKILL GAINS (MSG)

1,496

HS EQUIVALENCY DIPLOMA

Iowa's adult education and literacy programs serve students ages 16 and over who are not enrolled in school and who want to improve their basic skills in reading, writing, math, listening, and speaking.

WIOA Performance Indicators

Iowa is accountable to six Workforce Innovation and Opportunity Act (WIOA) performance indicators, five of which are related to participants. Measurable skill gain (MSG) assesses student progress for each period of participation but does not require a participant to exit. Core follow-up outcome measures are done after the participant exits and include employment in the second quarter after exit, employment in the fourth quarter after exit, median earnings in the second quarter after exit, and credential attainment rate. Effectiveness serving employers, which does not directly involve a participant measure, is the last indicator.

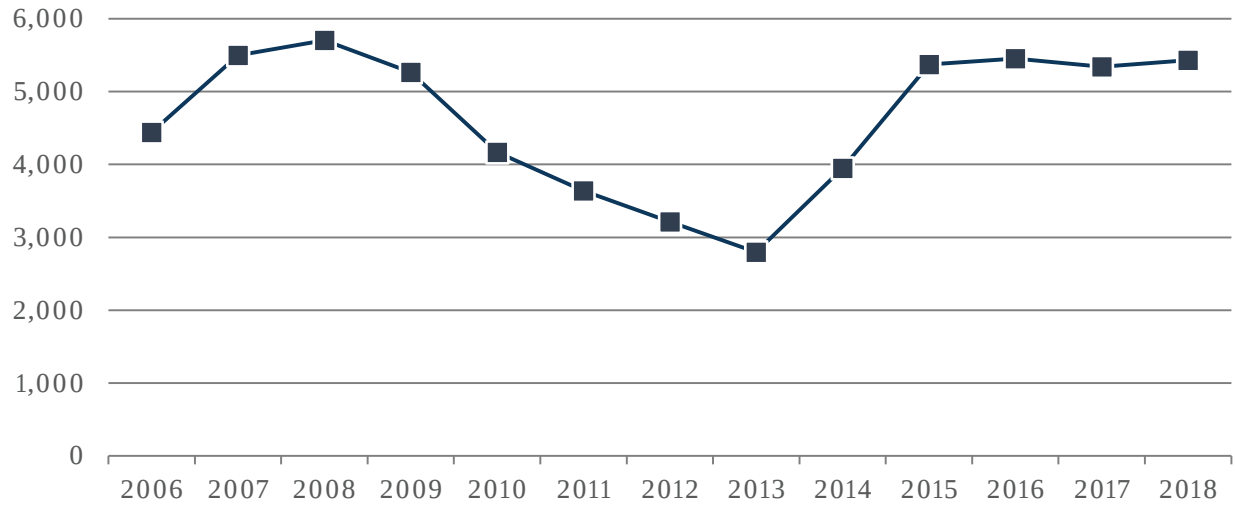
The U.S. Department of Education negotiates a target for program effectiveness and outcomes. This section presents information on each of these targets.

Student Performance Indicators

Measurable Skill Gain–This measure demonstrates participants' progress toward achieving a credential or employment. For AEL programs, the NRS includes two ways participants can demonstrate MSG: an educational functioning level (EFL) gain or receipt of a secondary credential. A participant may have more than one period of participation, but only one gain per period of participation. Of the 11,565 periods of participation in 2018, 47.0 percent achieved a MSG (Figure 4-12).

Of the 11,247 participants reported in NRS, 70.0 percent self-identified their highest level of school completed as between the 9th and 12th grades. The next highest level of education was having completed high school (12.0%) (Figure 4-13). These self-reported grade levels indicate a starting point to measure

FIGURE 4-12: NRS EDUCATIONAL FUNCTIONING LEVEL GAINS: 2006 - 2018



Note: Beginning in 2017, this chart includes measurable skill gains.

progress in AEL programs, in which the primary purpose is to improve basic literacy skills.

The NRS approach to measuring educational gain is to define a set of EFLs at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. Iowa's AEL programs use the federally approved Comprehensive Adult Student Assessment System (CASAS) and Tests of Adult Basic Education (TABE) to assess all incoming students for proper grade-level placement. After recommended hours of instructional intervention, students are again assessed to determine their skill levels. If a student's skills have improved sufficiently to place him or her one or more levels higher, an AEL gain is recorded.

In 2018, 7,080 (59.0 percent) of the total NRS reported participants persisted beyond the recommended hours and took a post-assessment. Of those who persisted, 4,654 (65.7 percent) completed an EFL.

High School Equivalency Diploma (HSED)—For many participants in AEL programs, the main goal is to achieve a HSED. To qualify for a measurable skill gain, a student must be a participant within AY17-18 and pass all five sub-sets within the program year.

During AY17-18, a total of 1,602 participants completed all five sub-tests and had data available for matching against HSED recipients. Of those who met the age requirement this year, 1,496 were awarded equivalency diplomas in AY17-18.

Note that Figure 4-14 on the following page indicates a large decrease in HSED recipients in AY13-14, with more consistent results over the last three years. This decrease was due to Iowa's transition from GED to HiSET®, which drastically reduced the pool of eligible test takers.

FIGURE 4-13: HIGHEST LEVEL OF SCHOOL COMPLETED BY PARTICIPANTS

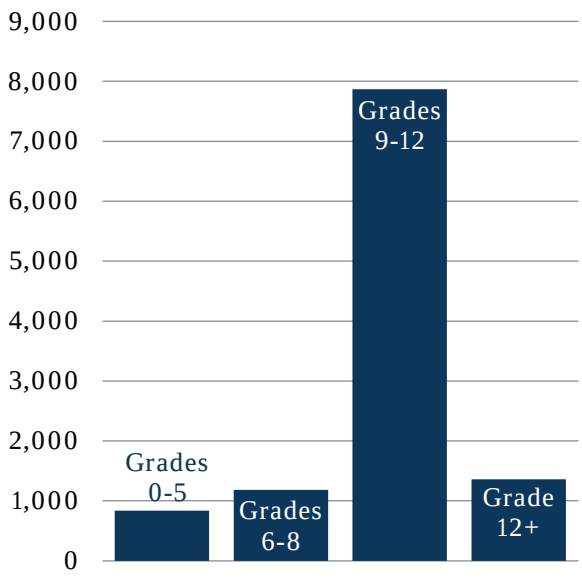
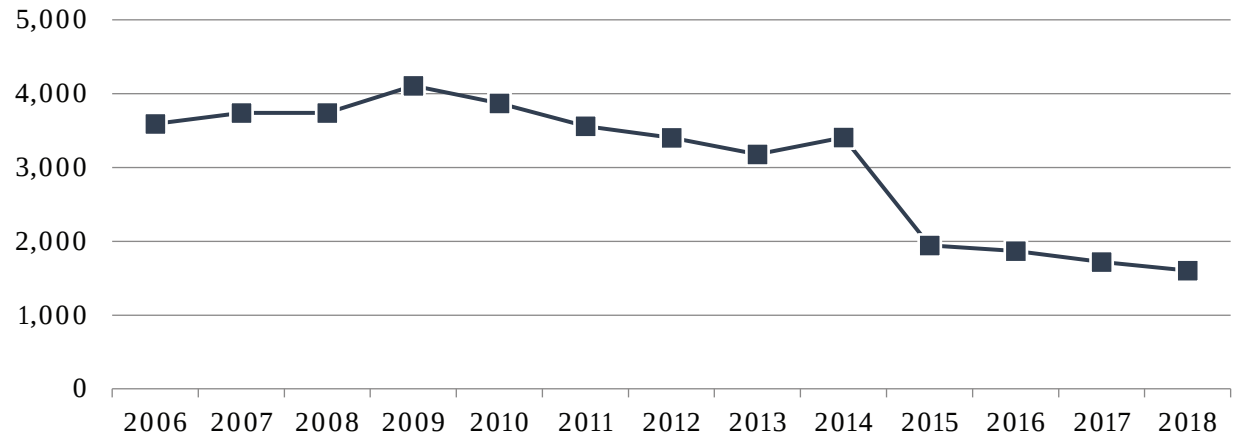


FIGURE 4-14: HIGH SCHOOL EQUIVALENCY DIPLOMAS EARNED: 2006 - 2018



Core Outcome Measures

There are new requirements related to WIOA core outcome measures this year that the Department is transitioning to, which affect data reporting for the AY17-18 cohort of participants. To qualify for core outcomes, participants must exit the program either by completing instruction or by no longer participating; however, to be included in federal reports, they must have completed a minimum of 12 hours of AEL coursework. The new requirements regarding outcome measures are:

- *Employment in the second quarter after exit*—Formerly the first quarter after exit, includes all those who exited except those incarcerated.
- *Employment in the fourth quarter after exit*—Formerly the third quarter after exit, includes all those who exited except those incarcerated.
- *Median earnings second quarter after exit.*
- *Credential attainment rate*—Receipt of a postsecondary credential is permitted; receipt of secondary credential only counts if the participant is employed or in postsecondary education within one year after exit.

Iowa participates as a data-match state by partnering with Iowa Workforce Development (IWD) for employment and wage information. In addition, the MIS and National Student Clearinghouse are used to verify postsecondary student enrollment and credential attainment.

For the AY17-18, the second quarter after exit and median earnings second quarter after exit include participants who exited during AY16-17. For the

Students at Iowa Central Community College

AEL CORE OUTCOME MEASURES

EMPLOYED TWO QUARTERS AFTER EXIT
47.9%

DISTANCE LEARNERS WHO ACHIEVED EFL GAINS
25.3%

INCARCERATED LEARNERS WHO ACHIEVED EFL GAINS
39.3%

remaining core measures, only the participants who exited during the first two quarters of AY16-17 are reported. Complete data sets for this cohort will be neither available, nor fully reported, until AY18-19.

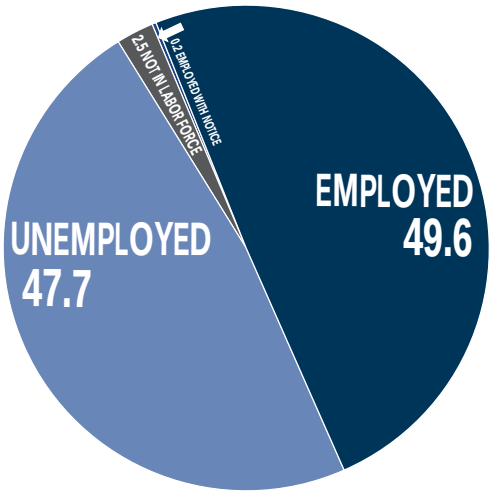
Of the 11,688 AY16-17 participants, 7,181 (61.4 percent) exited the program in AY16-17. Of those, 5,755 individuals (80.1 percent) were able to be tracked through the databases used to match employment data. Of the trackable individuals, 49.6 percent self-reported as employed upon entering the program (Figure 4-15). By tracking these same individuals two quarters after exit, it was found that 47.9 percent were employed and earning a median quarterly wage of $5,100.

Specific Target Populations

Within NRS-reported participants (11,247), there are two subsets reported separately: distance learners and participants from correctional institutions. By reviewing the data from each of these subsets, AEL programs are able to identify patterns and needs.

Distance Learners—This subset includes all participants who received more than 51.0 percent of their instruction through online curriculum. In 2018, a total of 154 participants were reported as being distance learners. Of those distance learners, all were enrolled as AEL participants and 39 (25.3 percent) achieved EFL gains during the program year.

FIGURE 4-15: EMPLOYMENT STATUS UPON ENTRY INTO THE ADULT EDUCATION PROGRAM (%)



Corrections—In Iowa, five community colleges work with the Iowa Department of Corrections to provide AEL services. In 2018, 1,612 participants were included as part of the total enrollment reported in the NRS. This number does not include all of the adults served in Iowa's correctional institutions because, as stated previously, participants must meet minimum requirements to be reported in the NRS. Of the cohort reported, 617 (38.3 percent) achieved EFL gains, and 241 (15.0 percent) earned their HSED.

Hawkeye Community College

GRADUATION, TRANSFER, AND SUCCESS RATES

Cohorts are defined as those students who begin college during the same term. Their progression is then traced to measure their level of success. Students seeking to earn a certificate or diploma are also included in these cohorts to provide a more comprehensive picture of community college student success. The data for the student cohort include those who:

- earned short-term certificates or diplomas within one year, long-term certificates or diplomas within two years, or associate degrees within three years, but did not transfer to four-year colleges or universities;
- transferred to four-year colleges or universities without earning awards (certificates, diplomas, or associate degrees);
- earned awards, and then transferred to four-year colleges or universities; and
- neither earned awards nor transferred to four-year colleges or universities.

To report on each of these categories, this section focused on the cohort of students who first enrolled in Iowa community colleges during the 2015 fall semester as full-time, non-high-school students, and followed their progression for three years through the end of AY17-18.

Grandfather and granddaughter with their degrees at Northwest Iowa Community College

SUMMARY OF SUCCESS

OVERALL TRANSFER RATE
26.5%
FALL 2015 COHORT

OVERALL GRADUATION RATE
35.9%
FALL 2015 COHORT

OVERALL SUCCESS RATE
48.1%
FALL 2015 COHORT

AVERAGE TIME TO AWARD
2.84 YEARS
AVERAGE TIME TO AN ASSOCIATE DEGREE FOR AY 17-18

Student success in community college involves more than the completion of a credential or transfer to a four-year college or university. It also means improved skills, better job opportunities, and increased economic stability.

As Table 4-3 illustrates, the fall 2015 cohort consisted of 15,999 students, of which 5,743 earned a certificate, a diploma, or a two-year award, yielding a graduation rate of 35.9 percent. Among these graduates, 3,441 did not transfer to four-year colleges or universities within the same three-year period.

Of the 15,999 students from the fall 2015 cohort, 4,247 transferred to four-year colleges or universities, yielding a transfer rate of 26.5 percent. Of these transfer students, 1,945 (45.8 percent) transferred without earning an award. The remaining 2,302 transfer students (14.4 percent of the total cohort) transferred to four-year colleges or universities after earning an award. Overall, 7,688 students from the fall 2015 cohort either transferred, graduated, or graduated and then transferred, yielding a success rate of 48.1 percent.

TABLE 4-3: SUMMARY OF OUTCOMES FOR FALL 2015 COHORT

		Transferred		
		No	Yes	**Total**
Graduated	No	8,311	1,945	**10,256**
	Yes	3,441	2,302	**5,743**
	Total	**11,752**	**4,247**	**15,999**

Note: Transferred (i.e., columns) refers to students within a cohort who transferred to a four-year college or university within three years. Graduated (i.e., rows) refers to students within a cohort who earned a two-year award within three years.

Demographics of Success

Of the 15,999 students in the fall 2015 cohort, 7,443 (46.5 percent) were females and 8,556 (53.5 percent) were males. Among those students who reported their race and ethnicity, whites (75.2 percent) were the majority race, followed by blacks (10.4 percent), and Hispanics (8.7 percent). In addition, 505 students reported Asian, American Indian, and Pacific Islander (3.3 percent), and 372 reported two or more races/ethnicities (2.4 percent). There were 480 students (3.0 percent of the total cohort) who did not report their race/ethnicity.

Figure 4-16 and Figure 4-17, respectively, display graduation, transfer, and success rates by sex and by race/ethnicity. As shown in Figure 4-16, females had slightly higher rates in graduation, transfer, and success than males.

In terms of race/ethnicity (Figure 4-17), whites had the highest graduation rate (40.1 percent), followed by not-reported group (32.9 percent), and Pacific Islanders (31.7 percent). Whites also had the highest transfer rate (27.4), followed by blacks (25.2). Regarding overall success, 51.7 percent of whites graduated, transferred, or both graduated and transferred within the tracking period, which is the highest among all racial/ethnic groups.

FIGURE 4-16: GRADUATION, TRANSFER, AND SUCCESS RATE PERCENT BY SEX

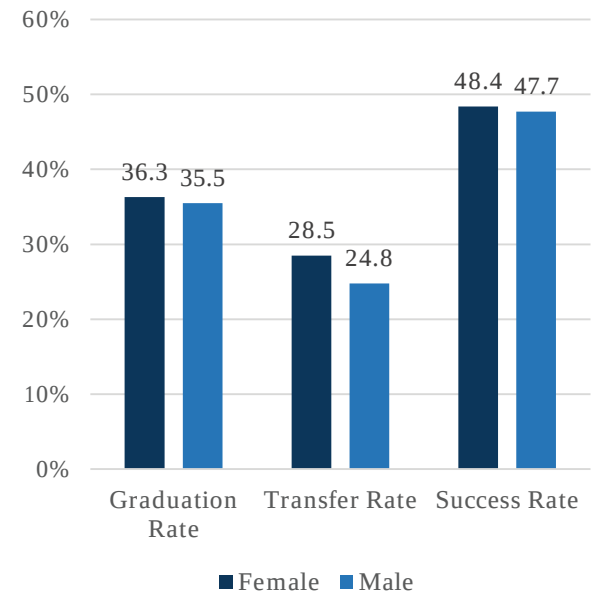
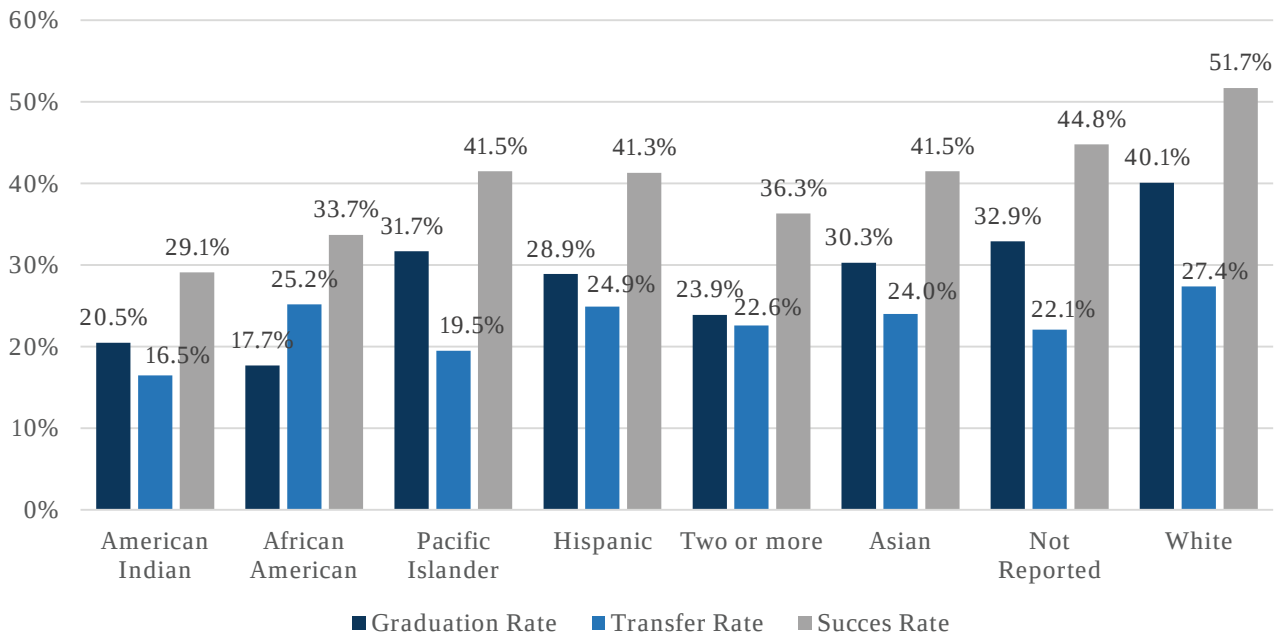


FIGURE 4-17: GRADUATION, TRANSFER, AND SUCCESS RATE PERCENT BY RACE/ETHNICITY



Education Outcomes—Wages of Graduates

The Iowa Community Colleges Statewide Education Outcomes Report documents the educational and employment outcomes of students completing community college certificate, diploma, and associate degree programs, including the number of awards, time-to-degree, retention, migration, transfer to four-year institutions, employment and wages, career clusters, and career pathways.

In collaboration with Iowa Workforce Development (IWD), the Department matched the education records to the Unemployment Insurance (UI) wage records for students who received certificates, diplomas, and associate degrees in academic year 2016 (the latest cohort available).

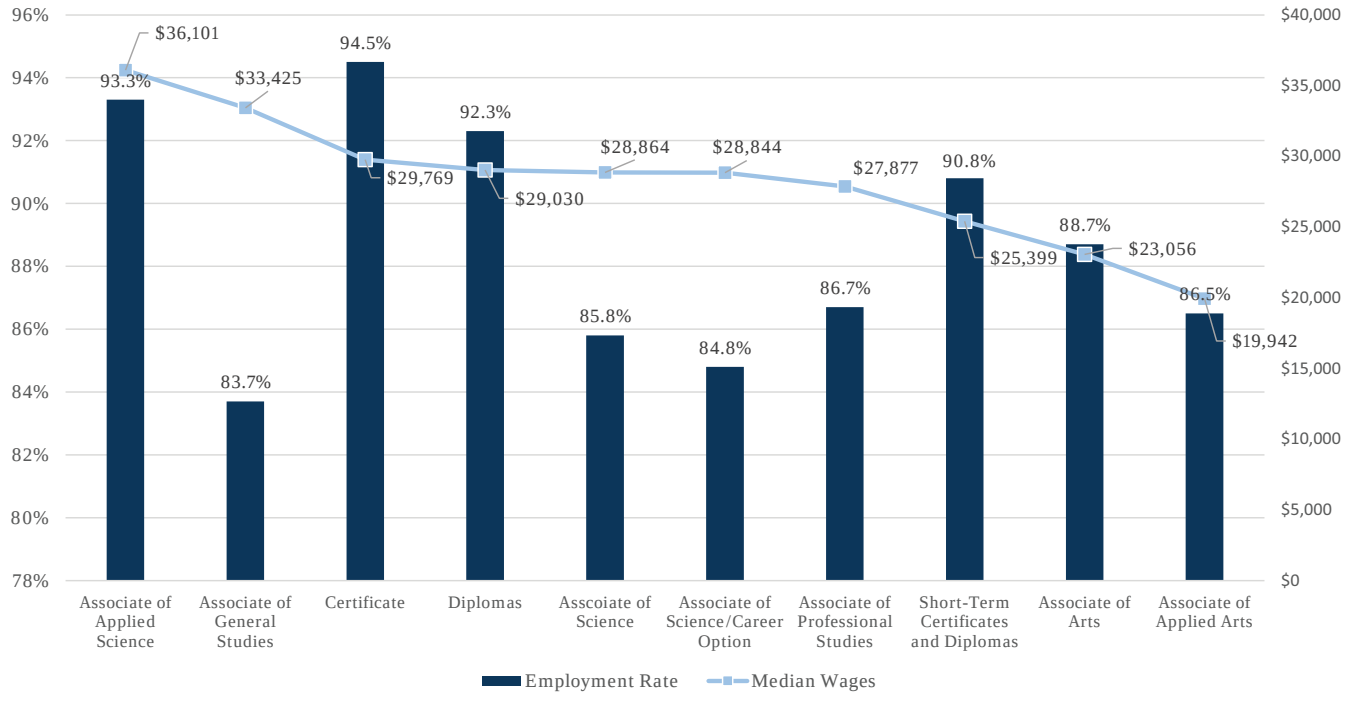
For cohort AY16, 8,037 students did not enroll in further education after receiving awards from community colleges. Among the 8,037 students, 7,354 students were matched to employment, which yielded an employment rate of 91.5 percent. The median annual wage for those who were employed was $30,920. Figure 4-18 displays the percentage of cohort AY16 who were employed in 2017 and their median wage by degree type. Students with certificates had the highest employment rate (94.5 percent), followed by students with AAS degrees (93.3 percent), and students with diplomas (92.3 percent). In terms of median wages, students with AAS degrees had the highest median wage ($36,101), followed by students with associate of general studies degrees ($33,425).

Time to Degree

A research brief published by Complete College America shows that students who complete at least 30 semester hours of coursework during their first year "are more likely to graduate on time than students who complete fewer credits per year" [2]. According to the report, "Students who earned...an associate degree in two years completed an average of 29.8 credits [semester hours] in their first year."

Research by RTI International suggests that the national average time-to-degree for an associate degree is 38.7 months, equivalent to 3.23 years, or approximately seven semesters [3]. This means that

FIGURE 4-18: EMPLOYMENT RATE AND MEDIAN WAGE BY DEGREE TYPE: COHORT AY16



Note: Short-term certificates and diplomas are awards with less then 22 credit hours.

a student enrolled in a 64-semester-hour program of study is completing fewer than 10 hours per semester. Data from CurriQunet, the statewide credit program approval database containing information about all available CTE programs, indicate that Iowa community colleges require an average of 70.1 credits for CTE associate degrees and 60 to 64 semester hours for associate of arts degrees.

To compare Iowa community college students' time-to-degree to the national average, the data of 10,259 community college students who earned associate degrees during AY17-18 were analyzed. After determining when these students were initially enrolled as first-time, non-high-school students, the average time it took to earn their degrees was calculated. As shown in Figure 4-19, 38.2 percent of the students finished their program within one or two years, and 20.8 percent required three years to obtain their degree. A total of 1,822 students (17.8 percent), whose time-to-degree was more than five years, were excluded because we do not have the exact amount of time it took to earn these degrees. Of the 8,437 students remaining, on average, it took 2.84 years to complete a community college award, which is shorter than the national average.

Average time-to-degree was also calculated by race/ethnicity. Black students spent the least amount of time to earn an award (2.56 years). Next, were Asians, at 2.83 years. White students, on average, earned awards in 2.85 years; followed by Hispanics (2.89). Students who reported two or more races and students who didn't report race/ethnicity spent 2.92 years. American Indians and Pacific Islanders, spent 3.06 and 3.22 years, respectively.

Additionally, we calculated time to one-year awards known as diplomas or certificates. It is important to note that this time-to-award data, while interesting, can be misleading because the credits required to complete diplomas and certificates can vary from 1 to 86.

During AY17-18, 5,598 students earned a diploma or a certificate. As shown in Figure 4-20, more than one third of the students finished their diploma or certificate in a year or less. About 34.2 percent of the students spent two or three years, and 30.1 percent of the students spent four years or more completing their diploma or certificate. After excluding students who spent more than five years, on average, it took students 2.06 years to obtain a diploma or certificate.

In terms of race/ethnicity, Pacific Islanders spent the least amount of time earning a diploma or certificate (1.4 years), followed by blacks (1.8 years) and American Indians (1.8 years). Students who did not report their race/ethnicity also spent less than two years. Hispanics, Asians, whites, and students who reported two or more races (2.1 years) spent more than two years completing a diploma or certificate.

FIGURE 4-19: DISTRIBUTION OF TIME-TO-DEGREE (%): ASSOCIATE DEGREES

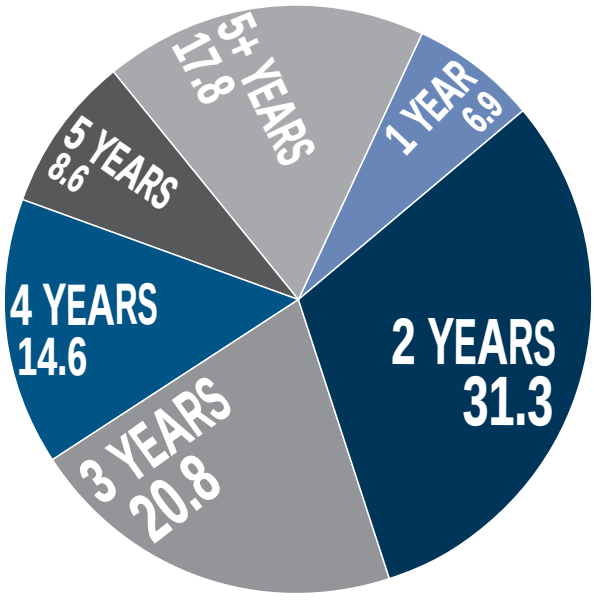


FIGURE 4-20: DISTRIBUTION OF TIME-TO-DEGREE (%): DIPLOMAS AND CERTIFICATES

References

[1] U.S. Department of Education. Integrated Postsecondary Data Systems. (2017). Washington, DC: Author.

[2] Complete College America. The power of 15 credits: Enrollment intensity and postsecondary student achievement. Research brief, Complete College America, Indianapolis, IN, April 2013. Retrieved from http://completecollege.org/resources/ on December 2, 2018.

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5 College Costs and Affordability

Tuition and Fees, Federal and State Aid, Economic Development Funds

The open admission policies of Iowa's community colleges, along with affordable tuition and availability of federal and state financial aid support, are key to ensuring access to all who may benefit.

Iowa's community colleges provide people of all ages and backgrounds access to opportunities to acquire the education, credentials, and training needed to directly fill the state's high-demand job opportunities or to continue into further postsecondary education. Ensuring access to these opportunities is more important today than ever.

By 2025, 68 percent of all jobs in Iowa will require education or training beyond high school [1].

Gunsmith technology student at the Iowa Valley Community College District

Technological change and globalization are changing Iowa's economy so that the jobs being created today require higher skill levels than in the past. This realization led to a statewide Future Ready Iowa goal for 70 percent of all Iowans in the workforce to have education or training beyond high school by 2025. Reaching this goal will require approximately 127,700 additional Iowans in the postsecondary pipeline, including traditional-age students between 18 and 24; returning adult students in need of upskilling; and adults who currently have no recognized postsecondary education [2].

A key factor to college access, particularly for low-income students and adults juggling work and family responsibilities, is the rising cost of postsecondary education. Without the affordable tuition and fees at Iowa's community colleges, and the financial support from federal and state financial aid programs, many Iowans would be denied access to higher education and the benefits it provides. In fact, for every dollar that a student spends on a community college education in Iowa, he or she receives an average annual rate of return of 25.3 percent in higher future income. Additionally, for every dollar of public money invested in Iowa's community colleges, $3.50 in benefits is returned to taxpayers [3].

Every hard-working student, no matter his or her socioeconomic status or background, deserves an opportunity to acquire the high-quality degrees and industry-recognized credentials offered at Iowa's 15 community colleges. This personal opportunity also enhances Iowa's economic growth and global competitiveness.

TUITION

Tuition is the amount that colleges charge for courses. Iowa Code §260C.14§§2 states that "tuition for residents of Iowa shall not exceed the lowest tuition rate per semester, or the equivalent, charged by an institution of higher education under the Iowa Board of Regents for a full-time resident student." Furthermore, state policy requires community colleges to charge non-resident (out-of-state) tuition that is higher than resident tuition. There are no rules regarding the fees that a college can charge.

Table 5-1 lists tuition and fees for each community college during AY17-18 and AY18-19 for comparison purposes. These figures indicate that Western Iowa Tech Community College had the lowest percentage increase for in-state tuition and fees (1.7 percent), whereas Hawkeye Community College had the highest increase (5.2 percent). The average in-state tuition for AY18-19 is $168.70 per credit hour, which represents a 3.9 percent increase over last year.

With the approval from the Iowa Department of Education, a community college may establish a tuition rate for eligible non-residents that is lower

Tuition is the amount that colleges charge for courses while mandatory fees may be charged for access to certain activities or services. The sum of tuition and mandatory fees is commonly referred to as "cost of enrollment".

TABLE 5-1: TUITION AND MANDATORY FEES PER SEMESTER CREDIT HOUR BY COLLEGE

	AY17-18			AY18-19		
College (Abbreviation)	In-State Tuition ($)	Out-of-State Tuition ($)	Fees ($)	In-State Tuition ($)	Out-of-State Tuition ($)	Fees ($)
Northeast Iowa (NICC)	163.00	173.00	22.00	170.00	190.00	24.00
North Iowa Area(NIACC)	147.75	221.63	26.00	154.25	231.38	26.00
Iowa Lakes (ILCC)	172.00	183.00	22.25	179.00	190.00	22.25
Northwest Iowa (NCC)	162.00	172.00	28.00	169.00	179.00	28.00
Iowa Central (ICCC)	164.00	241.50	14.00	169.00	249.00	14.00
Iowa Valley (IVCCD)	-	-	-	-	-	
Ellsworth	168.00	207.00	26.00	173.00	212.00	26.00
Marshalltown	168.00	182.00	26.00	173.00	187.00	26.00
Hawkeye (HCC)	170.00	195.00	7.75	179.00	204.00	8.00
Eastern Iowa (EICC)	155.00	222.00	0.00	162.00	229.00	0.00
Kirkwood (KCC)	162.00	202.00	0.00	169.00	215.00	0.00
Des Moines Area (DMACC)	151.00	302.00	0.00	156.00	312.00	0.00
Western Iowa Tech (WITCC)	146.00	147.00	29.00	149.00	150.00	29.00
Iowa Western (IWCC)	160.00	165.00	17.00	169.00	174.00	17.00
Southwestern (SCC)	164.00	171.00	13.00	171.00	178.00	13.00
Indian Hills (IHCC)	170.00	240.00	0.00	176.00	240.00	0.00
Southeastern (SCC)	176.00	181.00	4.00	181.00	186.00	5.00
Minimum	146.00	147.00	0.00	149.00	150.00	0.00
Median	163.50	189.00	15.50	169.50	197.00	15.50
Maximum	176.00	302.00	29.00	181.00	312.00	29.00
Average	162.42	200.32	14.69	168.70	207.90	14.89

Note: Change is between AY17-18 and AY18-19 tuition and fees. For all percent changes, refer to the Data Tables for the 2018 Condition of Iowa's Community Colleges on the Department's website. Median and Average are calculated based on 16 community colleges.

than its standard non-resident tuition. Under this provision, the Department has approved the following requests for AY18-19:

- Iowa Lakes Community College—$184.00 per credit hour for students who are residents of Minnesota.
- Northwest Iowa Community College—$174.00 per credit hour for students who are residents of Minnesota, Nebraska, or South Dakota.
- Iowa Central Community College—residents of Illinois, Minnesota, Missouri, Nebraska, South Dakota, and Wisconsin and who have high school GPAs of 3.0 or higher are eligible for $174.00 per credit hour.
- Eastern Iowa Community Colleges—$184.00 per credit hour for students who are residents of adjacent Illinois counties.

Mandatory Fees

Table 5-2 displays the mandatory fees assessed per credit hour at each of Iowa's 15 community colleges.

AY18-19 COST OF ENROLLMENT

AVERAGE IN-STATE COST OF ENROLLMENT

$182.57

PER CREDIT HOUR

UP SINCE AY17-18

3.7%

AVERAGE TOTAL ENROLLMENT COST RANKING

TOP 14% NATIONALLY

IN AY15-16 (THE LATEST YEAR AVAILABLE)

Mandatory fees do not include fees assessed for specific programs such as nursing or welding.

Eight (8) of Iowa's 15 community colleges did not change their fee schedules for AY18-19 and four community colleges—EICC, DMACC, KCC, and IHCC—do not assess mandatory fees. Among colleges that do assess mandatory fees, Western Iowa Tech Community College has the highest ($29.00 per credit hour) and Southeastern Community College has the lowest ($5.00 per credit hour).

TABLE 5-2: MANDATORY FEES PER SEMESTER CREDIT HOUR BY COLLEGE

College (Abbreviation)	Description	AY17-18	AY18-19
Northeast Iowa (NICC)	General	22.00	24.00
North Iowa Area(NIACC)	Material/Lab/Supplies Student Activities Technology	12.00 4.00 10.00	12.00 4.00 10.00
Iowa Lakes (ILCC)	Activity General Technology	2.25 10.00 10.00	2.25 10.00 10.00
Northwest Iowa (NCC)	Course Student Technology	10.00 10.00 8.00	10.00 10.00 8.00
Iowa Central (ICCC)	Student	14.00	14.00
Iowa Valley (IVCCD)	Facility Materials/Technology Student	2.00 18.50 5.50	2.00 18.50 5.50
Hawkeye (HCC)	Student Activity/Computer	7.75	8.00
Eastern Iowa (EICC)	No Fees	0.00	0.00
Kirkwood (KCC)	No Fees	25.00	0.00
Des Moines Area (DMACC)	No Fees	0.00	0.00
Western Iowa Tech (WITCC)	Matriculation Technology	8.00 21.00	8.00 21.00
Iowa Western (IWCC)	College Service	17.00	17.00
Southwestern (SCC)	Service/Technology	13.00	13.00
Indian Hills (IHCC)	No Fees	0.00	0.00
Southeastern (SCC)	Technology	4.00	5.00

Cost of Enrollment

The per-credit-hour sum of tuition and mandatory fees defines "cost of enrollment". This cost does not include expenses such as books, room and board, transportation, or other additional fees. Table 5-3 shows in-state cost of enrollment per credit hour for AY17-18 and AY18-19.

The average per-credit-hour cost of enrollment in AY18-19 is $182.57, which represents a 3.7 percent increase over AY17-18. Des Moines Area Community College ($156.00) and Eastern Iowa Community Colleges ($162.00) have the lowest per-credit-hour cost of enrollment among Iowa's 15 community colleges. Neither college assesses mandatory fees, which helps minimize costs. By comparison, Iowa Lakes Community College has the highest cost of enrollment per credit hour ($201.25), followed by Iowa Valley Community College District ($199.00).

During AY18-19, a full-time Iowa resident will pay between $4,680.00 and $6037.50 for 30 credit hours, depending upon which community college the student attends.

Comparisons

National and regional comparisons are based upon provisional Integrated Postsecondary Education Data System (IPEDS) data collected from 913 public two-year institutions that award associate degrees [4]. IPEDS reports tuition and fees for an academic year, calculating costs based upon 30 credit hours per year. AY16-17 is the latest year available for this report.

Data for Iowa's public universities were collected from current and historical tuition tables published by the Iowa Board of Regents [5]. Data for Iowa's community colleges were collected from an annual survey of community college business officers and from historical records available from the Iowa Department of Education [6].

TABLE 5-3: IN-STATE PER-CREDIT HOUR COST OF ENROLLMENT COMPARISON BY COLLEGE

	Tuition and Fees		Difference	
College (Abbreviation)	AY17-18	AY18-19	$	%
Northeast Iowa (NICC)	185.00	194.00	9.00	4.9
North Iowa Area(NIACC)	173.75	180.25	6.50	3.7
Iowa Lakes (ILCC)	194.25	201.25	7.00	3.6
Northwest Iowa (NCC)	190.00	197.00	7.00	3.7
Iowa Central (ICCC)	178.00	183.00	5.00	2.8
Iowa Valley (IVCC)	194.00	199.00	5.00	2.6
Hawkeye (HCC)	177.75	187.00	9.25	5.2
Eastern Iowa (EICC)	155.00	162.00	7.00	4.5
Kirkwood (KCC)	162.00	169.00	7.00	4.3
Des Moines Area (DMACC)	151.00	156.00	5.00	3.3
Western Iowa Tech (WITCC)	175.00	178.00	3.00	1.7
Iowa Western (IWCC)	177.00	186.00	9.00	5.1
Southwestern (SCC)	177.00	184.00	7.00	4.0
Indian Hills (IHCC)	170.00	176.00	6.00	3.5
Southeastern (SCC)	180.00	186.00	6.00	3.3
Average	175.98	182.57	6.58	3.7
Standard Deviation	12.71	13.05	1.71	-

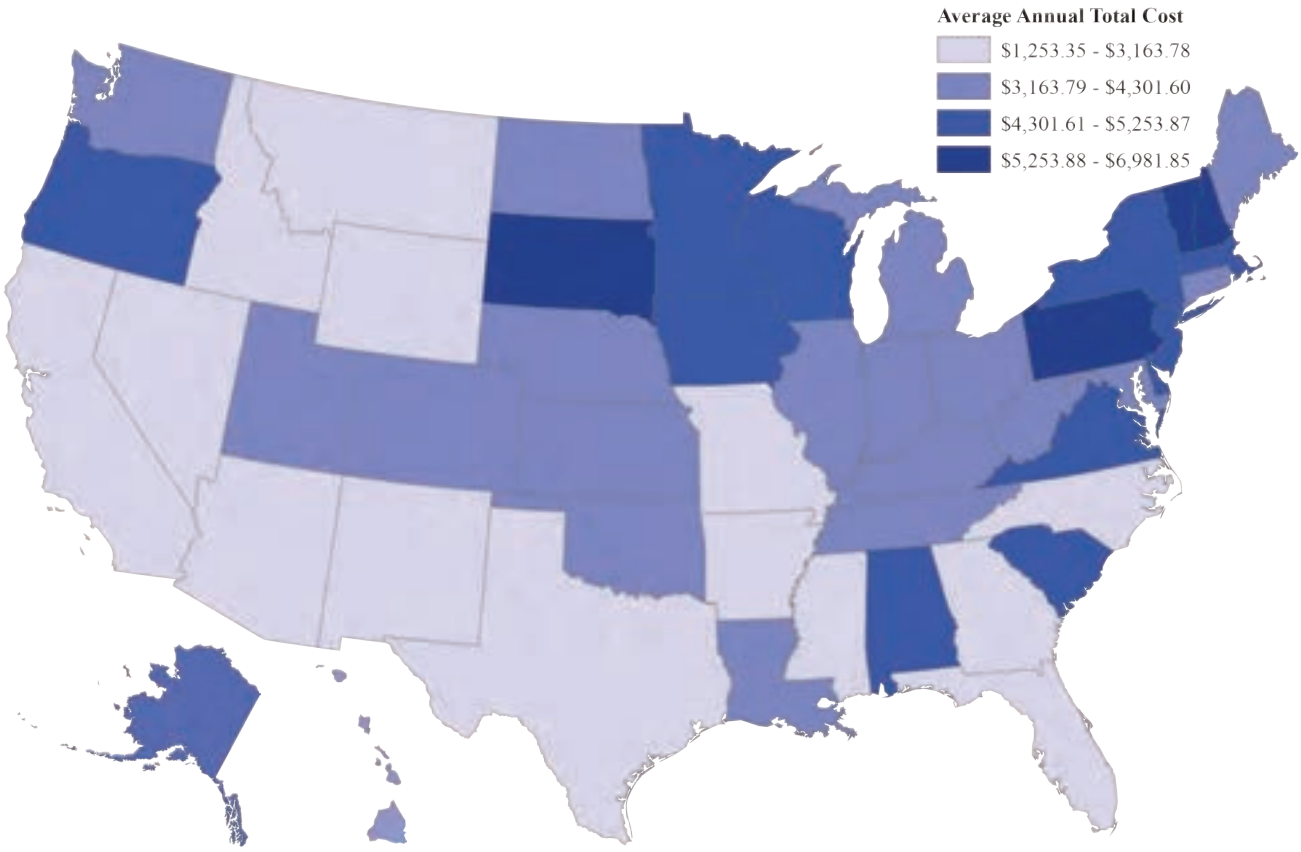
National

According to IPEDS data, the average annual in-district total cost of enrollment in Iowa during AY16-17 was $4,924.81, placing Iowa in the 86th percentile. This means Iowa's average annual in-district total cost of enrollment was greater than or equal to 86 percent of all reporting states. The national average was $3,453.58.

Figure 5-1 shows a color-range distribution of average total in-state costs of enrollment for 30 semester hours in AY16-17, with dark blue representing the highest cost of enrollment. New Hampshire ($6,981.86), Vermont ($6,222.00), and South Dakota ($5,691.60) had the highest average total costs of enrollment. By comparison, California ($1,251.80), New Mexico ($1,753.00), and Arizona ($2,122.80) had the lowest average total costs of enrollment.

Annual Cyber Security Games hosted at Iowa Western Community College

FIGURE 5-1: AY16-17 DISTRIBUTION OF AVERAGE ANNUAL TOTAL COST OF IN-STATE ENROLLMENT



Source: [2]

Note: Amounts are based on 30 semester hours per academic year, rounded to the nearest whole dollar.

Regional

Provisional 2017 data from IPEDS [4] suggest that Iowa had the third highest average total cost of enrollment in its seven-state region ($4,924.81), following South Dakota ($5,691.60) and Minnesota ($5,253.87). As Table 5-4 illustrates, this trend has been consistent since 2011. Missouri ($3,163.79) and Nebraska ($3,339.88) had the lowest average total costs of enrollment in the region in AY16-17.

In Iowa, the average total cost of in-state enrollment increased 4.9 percent from 2016 to 2017. By comparison, South Dakota and Illinois had the highest average percentage change at 6.6 percent and 5.8 percent, respectively. Although Minnesota had the second highest average total cost of enrollment in AY16-17, its average total cost of enrollment declined from AY15-16 to AY16-17 (0.6 percent). The average total cost of enrollment in Missouri also declined from AY15-16 to AY16-17 (1.2 percent).

Institutional

Table 5-5 illustrates community colleges' compliance with Iowa Code§260C.14§§2. In AY18-19, the highest tuition per credit hour at Iowa community colleges ($181.00) is 43.4 percent lower than the lowest base tuition at Iowa's public universities ($320.00).

Over the past five years, average cost of enrollment per credit hour at Iowa's community colleges increased from $157.78 (AY14-15) to $181.39 (AY17-18) (Table 5-6), representing a 15.0 percent increase. This is equivalent to an annualized 3.5 percent increase. During the same time period, average cost of enrollment at Iowa's public universities increased 15.4 percent, from $327.21 per credit hour to $377.68 per credit hour.* This is equivalent to a 3.7 percent annualized rate.

* The Iowa Board of Regents calculates base tuition rates, fees, and total costs for full-time students based upon 24 semester credit hours per academic year.

TABLE 5-4: AVERAGE TOTAL COST OF ENROLLMENT IN SELECTED MIDWESTERN STATES

AY	IA	IL	MN	MO	NE	SD	WI
11-12	$4,128	$3,031	$5,146	$2,758	$2,922	$4,876	$3,745
12-13	$4,249	$3,130	$5,320	$2,870	$3,021	$5,046	$3,945
13-14	$4,417	$3,258	$5,344	$3,012	$3,067	$4,806	$4,116
14-15	$4,480	$3,403	$5,309	$3,010	$3,189	$5,020	$4,240
15-16	$4,697	$3,579	$5,284	$3,203	$3,211	$5,339	$4,293
16-17	$4,925	$3,786	$5,254	$3,164	$3,340	$5,692	$4,368

Source: [5]

Note: Amounts are rounded to the nearest dollar.

TABLE 5-5: COMPARISON OF IN-STATE TUITION PER CREDIT HOUR BY TYPE OF INSTITUTION

AY	Community Colleges (Highest $)	Public Universities (Lowest $)
14-15	155.00	277.00
15-16	162.00	278.25
16-17	170.00	295.75
17-18	176.00	301.67
18-19	181.00	320.00

Sources: [4] [6]

Note: Base per-credit-hour tuition for Iowa's public universities is derived from 24 semester credit hours per academic year.

Southwestern Community College students

TABLE 5-6: COMPARISON OF AVERAGE COST OF ENROLLMENT BY TYPE OF INSTITUTION

AY	Community Colleges	Public Universities
14-15	157.78	327.21
15-16	164.13	334.12
16-17	171.31	348.66
17-18	175.98	356.27
18-19	181.39	377.68

Sources: [4] [6]

Note: Average per-credit hour cost of in-state enrollment for Iowa's public universities is derived from 24 semester credit hours per academic year.

FINANCIAL AID

Various financial aid options and educational supports are available to students who need assistance financing the cost of their postsecondary education. Such assistance may come in the form of federal, state, institutional, or other sources of educational loans, grants, scholarships, or work-study.

In analyzing the sources of financial aid received by community college students for AY17-18, data from the Iowa College Student Aid Commission shows that federal aid was $256,302,450, state aid was $9,531,207, institutional aid was $19,429,885, and other aid was $13,612,935. The breakdown of community college financial aid shows that 85.8 percent of all aid was from the federal government, 6.5 percent was from community colleges, 4.6 percent from other aid sources, and 3.2 percent from the state of Iowa (Table 5-7).

Many federal financial assistance programs are run through the office of Federal Student Aid. Students may apply for federal financial aid by filing a Free Application for Federal Student Aid (FAFSA). The FAFSA is used to customize a student aid package, or financial aid offer. The package may include an assortment of grants, loans, or other forms of financial assistance. In AY17-18, Iowa residents filed 157,363 FAFSA applications, down slightly, less than 1 percent from the previous year. Of these applicants, 21,266, or 13.5 percent of applicants, were high school seniors [7].

Iowa Central Community College graduates

FINANCIAL AID IN AY17-18

TOTAL FEDERAL AID RECEIVED

$256.3 M

BY 80,686 COMMUNITY COLLEGE STUDENTS

PERCENT OF TOTAL AID

85.8%

FROM FEDERAL SOURCES

LARGEST STATE-FUNDED FINANCIAL AID PROGRAM:

SKILLED WORKER SHORTAGE

OVER $5.1M AWARDED TO 4,463 STUDENTS IN AY17-18

A critical component of college access and affordability is the availability of financial aid. Research confirms the correlation between lower community college costs and increased likelihood of enrolling in college [8].

TABLE 5-7: 2013 - 2017 DISTRIBUTION OF COMMUNITY COLLEGE STUDENT AID

	2014-15		2015-16		2016-17		2017-18	
Source**	**Amount ($)**	**%**	**Amount ($)**	**%**	**Amount ($)**	**%**	**Amount ($)**	**%**
Federal	381,738,775	90.7	315,577,605	87.0	290,165,779	86.5	256,302,450	85.8
Institutional	18,446,428	4.4	21,448,361	5.9	21,017,588	6.3	19,429,885	6.5
Other	10,498,181	2.5	13,221,990	3.6	13,122,827	3.9	13,612,935	4.6
State	10,014,836	2.4	12,605,952	3.5	11,240,113	3.3	9,531,207,	3.2
Total	**420,698,220**		**362,853,908**		**335,546,307**		**298,876,477**	

** Federal, Institutional and Other category totals are aggregated from Iowa College Aid "Annual Financial Aid Survey"; 2017 State total "Iowa College Aid Programs" gathered from Iowa College Aid Grant & Scholarship System.

Grants and Scholarships

Grants and scholarships, unlike loans, do not have to be repaid. While scholarships are available through a variety of sources, each of Iowa's 15 community colleges has a foundation that uses funds from individual and corporate gifts, fundraising efforts, and investment earnings to provide scholarships to students. The scholarships may be based on financial need, academic achievement, extracurricular activities, or other stipulated attributes established by the individual donors and community agencies.

Several state-funded grants and scholarships are administered by the Iowa College Student Aid Commission. Iowa community college students currently receive assistance through the Iowa Vocational-Technical Tuition Grant (IVTG), Iowa Skilled Workforce Shortage Tuition Grant (Kibbie Grant), the GEAR UP Iowa Scholarship, Iowa National Guard Educational Assistance Program, All Iowa Opportunity Scholarship Program, Education Training Voucher Program, and All Iowa Opportunity Foster Care Grant Program .

Through these state-funded programs, a total of 8,195 students received over $9.5 million of financial assistance in award year 2018. The Kibbie Grant, awarded to students who enroll in designated high-demand CTE programs and demonstrate financial need, serves the largest population of community college students. Through this grant, over $5.1 million in state-funded financial assistance was awarded to 4,463 students in award year 2018.

The next largest state-funded aid programs, based on the amount of funding received, are the IVTG and the All Iowa Opportunity scholarship programs. The IVTG is available to high-need students enrolled in community college CTE programs. In award year 2018, 2,664 students received awards totaling $1,746,453—an average of $656 per recipient.

The All Iowa Opportunity Scholarship Program provided a total of 291 students enrolled at Iowa's community colleges with awards totaling $971,335—an average of $3,338 per recipient. The program provides scholarships to resident students, with priority given to students who:

1. age out of the state's foster care system or State Training School or who were adopted from the state's foster care system after turning 16 years of age;
2. are children of deceased public safety workers;
3. participated in certain federal TRIO programs;
4. graduated from an alternative high school or alternative high school program; and
5. participated in a federal GEAR Up grant program in Iowa.

TABLE 5-8: FEDERAL PELL GRANT VOLUME BY INSTITUTION: 17-18 AWARD YEAR

District	College	Award Year Recipients	Award Year Disbursements ($)
1	Northeast Iowa Community College	1,351	4,529,116
2	North Iowa Area Community College	800	2,842,943
3	Iowa Lakes Community College	610	2,530,974
4	Northwest Iowa Community College	372	1,434,175
5	Iowa Central Community College	2,485	9,129,675
6	Iowa Valley Community College District	870	3,434,051
7	Hawkeye Community College	1,737	6,314,968
9	Eastern Iowa Community Colleges	2,625	9,040,521
10	Kirkwood Community College	4,784	16,605,450
11	Des Moines Area Community College	5,492	18,780,542
12	Western Iowa Tech Community College	1,887	6,849,427
13	Iowa Western Community College	2,657	9,841,398
14	Southwestern Community College	615	2,384,250
15	Indian Hills Community College	1,386	5,441,744
16	Southeastern Community College	1,016	3,665,480
	Total	**28,689**	**102,824,714**

Source: Federal Student Aid
Note: Data is sum of quarterly statistics reported to the U.S. Department of Education between July 1, 2017 and June 30, 2018.

In addition to state-funded financial aid programs, the federal government administers a number of need-based grants, the largest of which is the federal Pell Grant. According to data from the office of Federal Student Aid, for the 2018 award year, a total of 28,689 students received Pell Grants totaling $102,824,714—an average of approximately $3,584 per recipient (Table 5-8).

Loans

The largest federal student loan program is the William D. Ford Federal Direct Loan Program. This program includes four types of student loans: Direct Subsidized Loans (for students who demonstrate financial need), Direct Unsubsidized Loans (for students who are not required to demonstrate financial need), Direct PLUS Loans (for graduate and professional students and parents of undergraduate students), and Direct Consolidation Loans (for borrowers who want to combine multiple federal student loans into a single loan). In award year 2018, 22,943 Iowa community college students received Direct Subsidized Loans; 22,042 received Direct Unsubsidized Loans; and 993 individuals borrowed under the Direct PLUS program. Total financial assistance disbursed to these borrowers amounted to $164,598,022.

Default Rates

Students who fail to make payments on their federal student loans, according to the terms of their signed promissory notes, risk going into default. Default can occur after a borrower fails to make a student loan payment for 270 days after entering repayment. The default rate indicates the percentage of students entering into default on an institutional basis. It represents the percentage of a school's borrowers who enter repayment on certain federal student loans during a particular federal fiscal year and default prior to the end of the next fiscal year.

The federal government calculates a three-year cohort default rate. Cohorts are identified by the fiscal year in which a borrower entered repayment. This section includes information on the academic year 2015 cohort, which consists of borrowers who entered repayment in FY15, and tracks whether the borrower defaulted on his or her loans in FY15, FY16, or FY17 (most current available).

As shown in Table 5-9, 26,622 community college students in Iowa were included in this cohort. Of those students who entered repayment, 4,516 (16.96 percent) defaulted on their loans [9]. Iowa community colleges have made great strides in reducing their default rates over the past few years, which was 18.33 percent for the FY14 cohort and 22.8 percent in FY12.

TABLE 5-9: DEFAULT RATE OF COLLEGE: FY15 COHORT

District	College	Number in Repayment	Number in Default	FY15 Default Rate	FY14 Default Rate
1	Northeast Iowa Community College	1,222	172	14.0	16.1
2	North Iowa Area Community College	820	132	16.0	16.5
3	Iowa Lakes Community College	749	105	14.0	15.4
4	Northwest Iowa Community College	317	34	10.7	10.0
5	Iowa Central Community College	2,278	504	22.1	21.6
6	Ellsworth Community College (IVCCD)	409	84	20.5	24.6
6	Marshalltown Community College (IVCCD)	471	96	20.3	20.6
7	Hawkeye Community College	2,117	306	14.4	15.8
9	Eastern Iowa Community Colleges	1,843	316	17.1	18.6
10	Kirkwood Community College	4,531	635	14.0	15.2
11	Des Moines Area Community College	5,687	974	17.1	18.5
12	Western Iowa Tech Community College	1,409	261	18.5	19.6
13	Iowa Western Community College	1,997	381	19.0	22.4
14	Southwestern Community College	453	76	16.7	19.1
15	Indian Hills Community College	1,615	304	18.8	20.3
16	Southeastern Community College	704	136	19.3	22.2
	Total	**26,622**	**4,516**	**16.96**	**18.33**

Source: Federal Student Aid

SKILLED WORKER AND JOB CREATION FUNDS

The Skilled Worker and Job Creation Funds (SWJCF) was created to support in-demand job creation and training efforts with funding from the state's gaming revenue. The Department's allocation from this fund supports the following programs presented in this section:

- Workforce Training and Economic Development (WTED) Fund (260C.18A);
- Pathways for Academic Career and Employment (PACE) Program (260H); and
- Gap Tuition Assistance Program (260I).

Additionally, there are three other programs as part of the Skilled Worker and Job Creation Fund which are addressed in other sections of this report:

- Work-Based Learning Intermediary Network (256.40)
- Accelerated Career Education (ACE) Infrastructure Program (260G)
- Adult Basic Education (ABE) and Adult Literacy Programs (260C.50).

These programs, which are under the administrative oversight of the Department, allow Iowa's community colleges to help more Iowans from all social and economic backgrounds acquire the skills and industry-recognized credentials needed to secure gainful employment. Table 5-10 provides fund information.

WTED Fund

The Workforce Training and Economic Development (WTED) Fund was established in 2003 as part of the Grow Iowa Values Fund. This fund is an important source of financing for new program innovation, development, and capacity building at community colleges, particularly for CTE programs.

Colleges may use WTED funds to support career academies; CTE programs; entrepreneurship education and small business assistance; and general training, retraining, and in-service educational initiatives for targeted industries.

Other programs, with separate funding sources, may be supplemented with WTED funds, including:

- ACE Infrastructure Program (260G);
- Gap Tuition Assistance Program (260I);
- Iowa Jobs Training Program (260F); and
- National Career Readiness Certificate (NCRC)/ National Association of Manufacturers (NAM)

Overall expenditures totaled $15,513,521 for FY17-18. Obligated or planned funds for use in FY18-19 totaled $1,359,565. Figure 5-2, on page 104, shows the percent breakdown of WTED expenditures by program.

TABLE 5-10: IOWA SKILLED WORKER AND JOB CREATION FUND (DEPARTMENT ONLY)

Program Name	Allocation	FY16-17 Carry Forward	Total	FY17-18 Expenditures*	FY17-18 Carry Forward
Accelerated Career Education Infrastructure	$6,000,000	$7,571,383	$13,571,383	$4,130,707	$9,440,676
Workforce Training and Economic Development (WTED)	$15,100,000*	$1,773,086	$16,773,086	$15,513,521	$1,359,565
Adult Basic Education and Literacy	$5,500,000**	$637,480	$6,137,480	$5,628,523	$508,957
Pathways for Career and Employment (PACE)	$4,800,000***	$462,229	$5,262,229	$4,990,803	$271,426
Gap Tuition Assistance	$2,000,000	$433,385	$2,433,385	$2,213,412	$219,973
Work-Based Learning Intermediary Network	$1,500,000	$67,460	$1,567,460	$1,498,074	$69,386
Workforce Preparation Outcomes Reporting	$200,000	—	$200,000	$ 200,000	—
Total	**$29,100,000**	**$ 3,373,640**	**$ 32,373,640**	**$ 30,044,333**	**$11,869,983**

* Includes administrative expenditures.
** Includes a $360,000 direct allocation to the Department of Human Services.
*** Includes a $200,000 direct allocation to the Department of Education.

Feature Spotlight

REMOVING BARRIERS TO GIVE STUDENTS A CHANCE

More than just financial aid, Iowa's PACE and Gap programs offer anything from financial aid for unforeseen expenses to connecting students to local resources. For many, these programs are literally the lifeline to ensure they can pursue their dreams.

Dustin Wamsley was at a cross-roads. The factory where he worked in southeast Iowa was closing and he needed to decide what to do next. At 44 years old, he was out of work, lacked a high school diploma, and had a wife and four kids to support. The outlook didn't look good.

That's when Southeastern Community College and Iowa Workforce Development stepped in to meet with the workers to discuss the different options available to them. One of those options included college and training.

"I really wasn't sure what I wanted to do," Wamsley said. "I had been through this before when I was laid off from my previous job. That time I just went out and got another job, but the jobs I could find were hard labor, didn't pay much and didn't have any benefits. So this time I decided to try school. I had never done that before."

Wamsley met with Clay Huston, a pathway navigator with Southeastern Community College's PACE and Gap programs. Huston helped Wamsley develop a plan, provided support and guidance and connected him to resources to keep him on track. First on the list was for Wamsley to earn his high school equivalency diploma.

"Adult education and literacy (AEL) students require a lot more support than traditional students," Huston said. "These students face way too many barriers—some self-inflicted and some environmental."

Huston knows better than most the struggles adult learners face. He himself earned his high school equivalency diploma before earning a college degree. That fact alone is reassuring and motivating for the adult students he works with.

"I could take anything to Clay, or one of the other navigators, and they could help see the larger issue, figure things out and find a solution," Wamsley said.

Huston regularly partners with the college's AEL program, Iowa Workforce Development, Iowa Vocational Rehabilitation Services, and other nonprofit programs to get students access to the resources they need to succeed.

"The state's Gap program can help cover costs for students who enroll in noncredit training programs and then we can use PACE to supplement where it leaves off," Huston said. "We work with all community programs and pick up where they leave off."

Iowa's Gap program provides a critical resource for students enrolled in noncredit, short-term certificate programs. Traditional forms of financial aid, like the federal Pell Grant, require students to be degree-seeking, which excludes short-term programs. In contrast, the Gap program is specifically designed to help students complete noncredit certificate training programs. Iowa is one of the few states that offers this type of assistance.

While working on his high school equivalency diploma, Wamsley began a six-week program to earn a certificate in industrial operations and maintenance skills (IOMS), a program that provides a strong foundation for industrial mechanics. Funding from Iowa Workforce Development and the state's Gap program covered the cost.

During this time Wamsley's car frame broke in half, making it impossible for him to get back and forth to school. Funding through the state's PACE program covered the cost of a welded frame and transmission.

According to Huston, one of the best things about the state's commitment to the PACE and Gap programs is that the community colleges have the flexibility to do what they need to remove barriers for students.

"PACE is flexible, so I have the ability to react quickly and without a lot of red tape," Huston said.

In the course of a few months, Wamsley completed the IOMS program and passed the HiSET, the state-approved high school equivalency exam. Knowing that stacking credentials makes a big difference for job seekers, Huston encouraged Wamsley to also earn a welding certificate and enroll in a course called "College-Ready 101," an online preparatory course to help students prepare for the National Career Readiness Certificate (NCRC). The NCRC measures and certifies essential work skills needed for success in industries and occupations. Wamsley took the NCRC exam and earned gold-level status, an indicator that he exceeded necessary foundational skills.

Before Wamsley even finished the welding program, he had multiple employers looking at him.

"This was the first time in my life that I ever had choices," Wamsley said. "I actually got to go and pick and choose what I wanted to do."

Wamsley accepted a job with a local company who even agreed to increase his salary if he completed the welding program, which he did. He has been with the company for three years now.

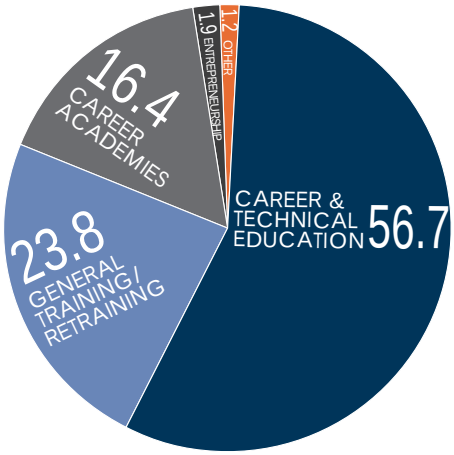
"For the first time I was able to buy a home for my family," Wamsley said. "In my past jobs this would have been out of reach. Now my kids see the different in what education can do for your life."

"All the people I used to work with who didn't go with the education option are sitting in jobs and making about the same," Wamsley said. But those of us with the education, we are making twice as much as everyone else and we have full benefits."

The financial and emotional support provided through the PACE and Gap programs were instrumental in Wamsley's success.

"Without these programs, there is no way I could have done it," Wamsley said. "I would have been forced to go and get another low-paying job. PACE changed my life."

FIGURE 5-2: WTED EXPENDITURES (%)



* The "other" category consists of Entrepreneurship/Small Business, PACE, Gap Tuition, Iowa Jobs Training, NCRC, National Advanced Manufacturing Certification, and ACE funding.

TABLE 5-11: GAP BUDGET SUMMARY

Source	Amount
FY16-17 Carry Forward	$433,385
FY17-18 Allocation	$2,000,000
FY17-18 Total Funds	**$2,433,385**
Expenses	
Tuition & Books	$1,847,780
Equipment	$42,053
Fees, Assessment, Testing	$106,467
Staff Support & Services	$217,112
Total Expenses	**$2,213,412**
FY17-18 Carry Forward	**$219,973**

TABLE 5-12: GAP PARTICIPANT SUMMARY

Category	Total
Number of Completed Applications	2,407
Number of Approved Participants	1,077
Status of Approved Participants	
Completed Training	943
Did Not Complete Training	116
Completion Rate*	87.6%
Number of Earned Third Party Credentials	613

* Each training program has individual requirements for completion. Therefore, participants and completers may start and end in different fiscal years and should not be compared.

Gap Tuition Assistance

The Gap Tuition Assistance Program provides funding to Iowa's community colleges for need-based tuition assistance to applicants for completing approved continuing education noncredit certificate training programs. Eligibility for the program is based on several factors, including financial need, which is met with an income at or below 250 percent of the federal poverty level. In addition, an individual must demonstrate the ability to:

- complete an eligible certificate program;
- enter a postsecondary certificate, diploma, or degree program for credit; and
- gain or maintain full-time employment.

Eligible noncredit programs must align with a credit certificate, diploma, or degree program. The program must offer training in an in-demand occupation such as information technology, health care, advanced manufacturing, or transportation and logistics.

The FY17-18 budget for the Gap Tuition Assistance Program was $2,433,385, of which $2,000,000 was appropriated from the Iowa Legislature in FY17-18 and $433,385 was carried forward from FY16-17. Table 5-11 shows that in FY17-18, colleges spent $2,213,412 (91.0 percent) of the budgeted funds, of which tuition and books accounted for 83.5 percent; staff support and services accounted for 9.9 percent; fees, assessments, and testing accounted for 4.8 percent; and equipment accounted for 1.9 percent.

During FY17-18, 2,407 individuals applied for financial assistance under the Gap Tuition Assistance Program (Table 5-12). Of these applicants, 1,077 (44.7 percent) were approved for tuition assistance. Among those approved for tuition assistance in FY17-18, pathway navigators at the colleges reported that 943 individuals completed an eligible training program. The statewide completion rate for the FY17-18 cohort was 87.6 percent, a 7.7 percent increase over FY16-17.

There are currently 444 approved noncredit programs in which participants of the Gap Tuition Assistance Program may enroll. The programs with the highest enrollment include certified nursing assistant (CNA) (262 participants), commercial driver's license/ transportation (174 participants), medical assistant (44 participants), and welding technology (55 participants). Additionally, students reported obtaining 613 third-party credentials following completion.

The preliminary education outcomes analysis for the AY16-17 Gap Tuition Assistance completers is underway, documenting employment and wage gains following program completion. Based on the 907 participants who will be analyzed, over one-fifth (186 students) pursued studies in credit-bearing programs and three-fourths (671 students) were employed before the fourth quarter following their noncredit program completion. Once completed, the study will be published on the Department's website.

Pathways for Academic Career and Employment (PACE)

The PACE program provides funding to Iowa's community colleges for the development of academic and employment training programs. An individual must meet at least one of the following criteria to participate in a PACE program:

- be classified as low skilled;
- earn an income at or below 250 percent of the federal poverty level; or
- be unemployed or underemployed or a dislocated worker.

In addition to helping individuals obtain gainful, quality employment, PACE programs also must be designed to help individuals acquire competency in basic skills in a specific technical field, complete a specified level of postsecondary education, earn credentials of value to employers, and satisfy local and regional economic need.

The FY17-18 budget for PACE was $5,262,229, of which $4,800,000 was appropriated to the 15 community colleges, $200,000 was allocated for state sector partnership administration, and $462,229 was carried forward from FY16-17 (Table 5-13). Of the the colleges' available funds, a total of $4,990,802 was spent (94.8 percent). Student expenses included educational, personal, and career support for participants, such as tuition, tutoring, and travel assistance. Within the category of student expenses, $933,758 was spent on education support, $393,678 on personal support, and $23,202 on career support.

Colleges may also expend PACE funds on program support such as staff, travel, supplies, and equipment. Within the category of college expenses, community colleges spent $3,582,428 on personnel, travel, supplies, equipment and other associated support costs. In addition to the $200,000 carved

TABLE 5-13: PACE BUDGET SUMMARY

Source	Amount
FY16-17 Carry Forward	$462,229
FY17-18 Allocation	$5,000,000
State Administration	$(200,000)
FY17-18 Total Community College Funds	**$5,262,229**
Student Expense Categories	
Financial & Educational Support	$933,758
Personal Support	$393,678
Career Support	$23,202
College Expense Categories	
Salary & Personnel	$3,244,506
Travel	$47,451
Supplies & Equipment	$136,103
Other	$154,368
Regional Industry Sector Partnerships	$57,736
Total Expenses	**$4,990,802**
FY17-18 Carry Forward	**$271,427**

TABLE 5-14: PACE PARTICIPANT SUMMARY

Category	Total
Number of Completed Applications	4,390
Number of Approved Participants	3,223
Support Types	
Financial & Educational Support	3,624
Personal Support	1,485
Career Support	2,055
Training Activities Pursued	
CTE Credit Program	432
CTE Noncredit Program	465
General Studies (credit only)	109
Credentials Earned	
NCRC Credentials Earned	1,071
Third-Party Credentials Earned	1,318

out of the original $5,000,000 state allocation, the colleges spent $57,736 to support regional industry sector partnerships.

A total of 4,390 individuals applied for participation in one or more PACE programs in AY17-18 (Table 5-14). Of those applicants, 3,223 individuals met eligibility requirements and 432 sought education in a credit-bearing program with 109 earning credit toward general studies. An additional 465 students sought training through noncredit CTE programs. There were 1,071 National Career Readiness Certificates (NCRC) earned and 1,318 third-party credentials earned by PACE participants during AY17-18.

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6 Programs that Serve Local Communities

Mandated Programs, Job Training, Sector Partnerships, and Community Support

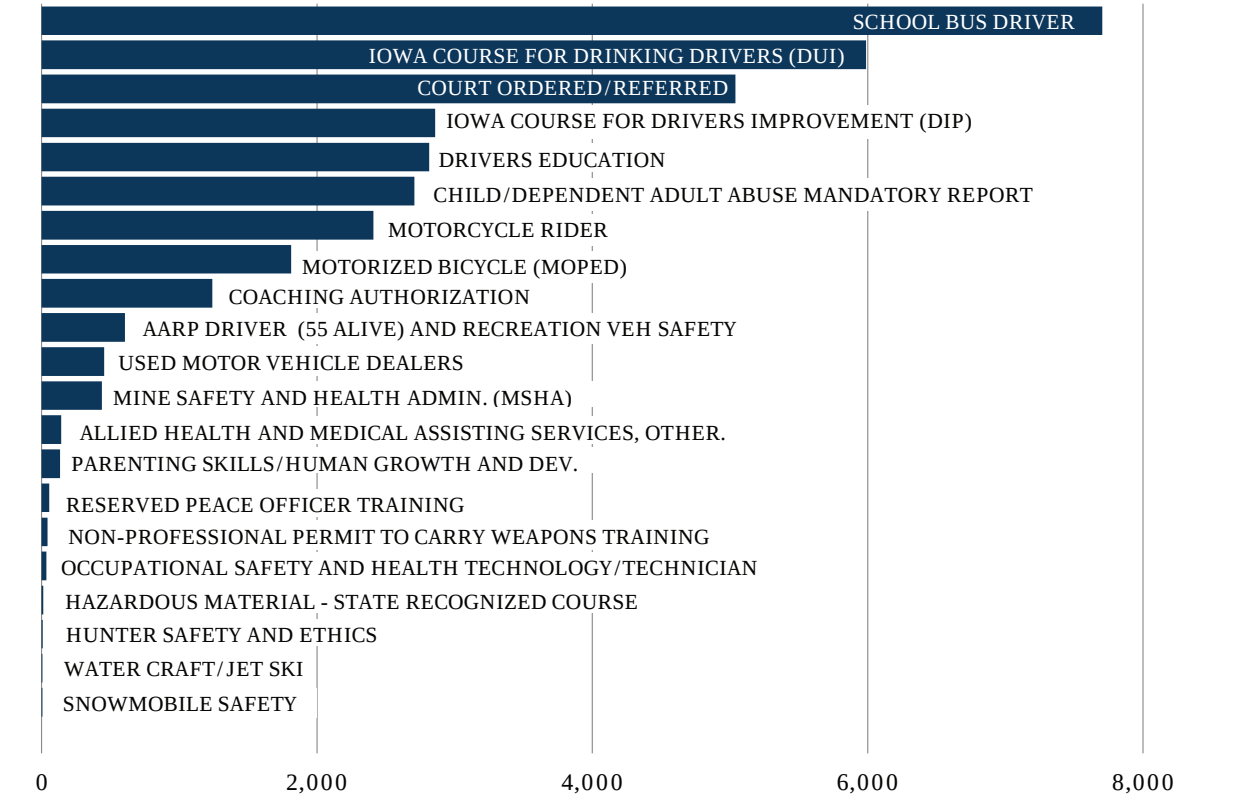
Iowa's community colleges advance economic growth through education, training, and responsiveness to local community and workforce needs.

The mission of Iowa's community colleges encompasses serving both students and the local communities in their service areas. Therefore, the programs and services provided extend beyond educational opportunities for enrolled individuals. They also provide cultural enrichment and workforce training to enhance lives, encourage economic development, and support community initiatives. Some of these offerings are described in the following sections.

STATE AND FEDERALLY MANDATED PROGRAMS

Iowa community colleges offer a variety of noncredit state or federally mandated, court-ordered or referred courses, and programs that are designed to meet legislated or licensing requirements as defined in the Code of Iowa. State and federally mandated programs vary in their scope and level of enrollment, as displayed in Figure 6-1.

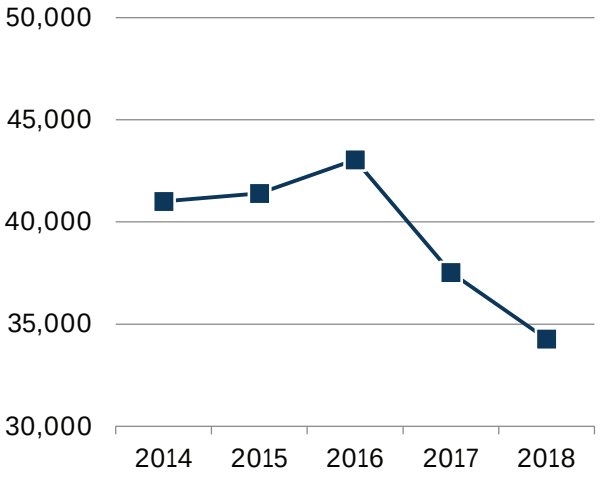
FIGURE 6-1: STATE AND FEDERALLY MANDATED PROGRAM ENROLLMENT BY TYPE



Enrollment trend information for the state and federally mandated programs administered by the Department is provided in this section. These include courses and programs for mine safety and health, driver improvement, drinking drivers, recertification and relicensing, used motor vehicle dealer, and community and public policy. These noncredit programs are offered by community colleges at various locations, including community rehabilitation centers and correctional institutions.

Total enrollment in state and federally mandated coursework decreased by 8.7 percent from last year, contributing to an average annual decrease in enrollment of 4.0 percent in this category since FY14 (Figure 6-2).

FIGURE 6-2: STATE AND FEDERALLY MANDATED COURSEWORK ENROLLMENT: 2014 - 2018

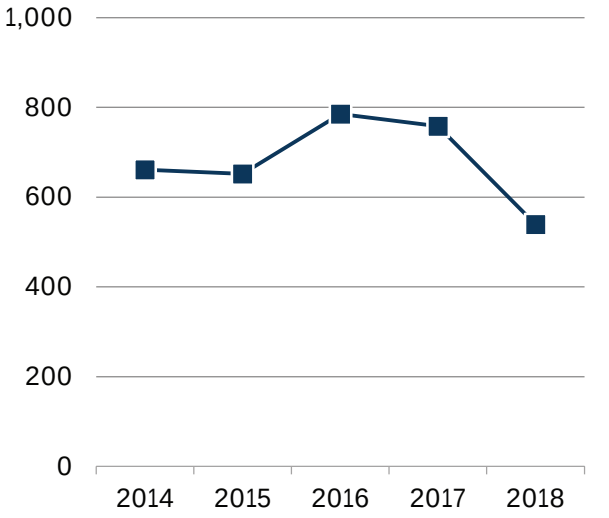


Noncredit Mine Safety and Health Course Enrollment

The Department administers a federal grant from the U.S. Department of Labor and Mine Safety and Health Administration (MSHA), which provides funds for training and services delivered to mine owners, operators, and contractors in the state of Iowa.

Enrollment in MSHA programs (539 students) decreased by 23.9 percent in AY17-18. With a 3.4 percent decrease the previous year, there has also been an average annual decrease of 1.0 percent in enrollment since FY14 (Figure 6-3).

FIGURE 6-3: MSHA ENROLLMENT: 2014 - 2018

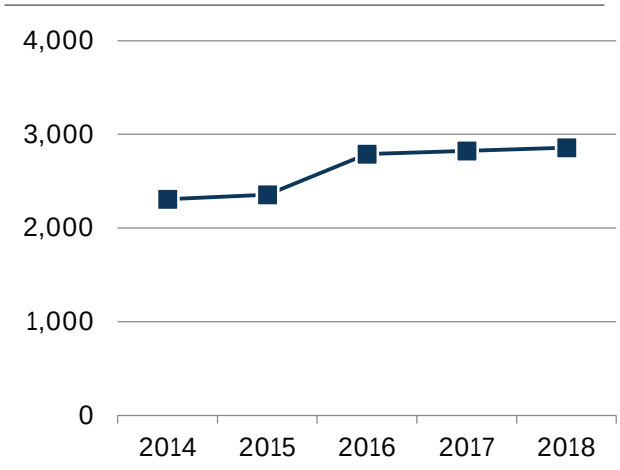


Noncredit Driver Improvement (DIP) Course Enrollment

The Iowa course for driver improvement (DIP) is the state-mandated course designed for persons who have committed serious violations of a motor vehicle law in Iowa. Iowa community colleges provide the program with the assistance from the Iowa Department of Transportation.

Enrollment has increased an average of 5.5 percent annually from FY14 through AY17-18 with 2,858 people enrolled in AY17-18 (Figure 6-4). Contact hours for courses have also increased slightly since last year, resulting in a 5.5 percent average increase since FY14.

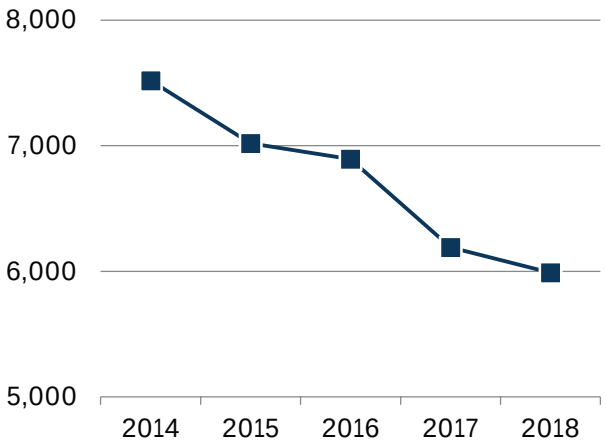
FIGURE 6-4: IOWA DRIVER IMPROVEMENT ENROLLMENT: 2014 - 2018



Noncredit Drinking Drivers (OWI) Course Enrollment

The Iowa course for drinking drivers is the state-mandated course for drivers convicted of driving while under the influence of drugs and/or alcohol. Iowa community colleges, along with private providers licensed through the Iowa Department of Public Health, and state correctional facilities, offer the state-approved program. Enrollment in drinking driver education courses decreased an average of 5.5 percent annually between FY14 and AY17-18 with 5,988 people enrolled in AY17-18 (Figure 6-5).

FIGURE 6-5: DRINKING DRIVER COURSE ENROLLMENT: 2014 - 2018

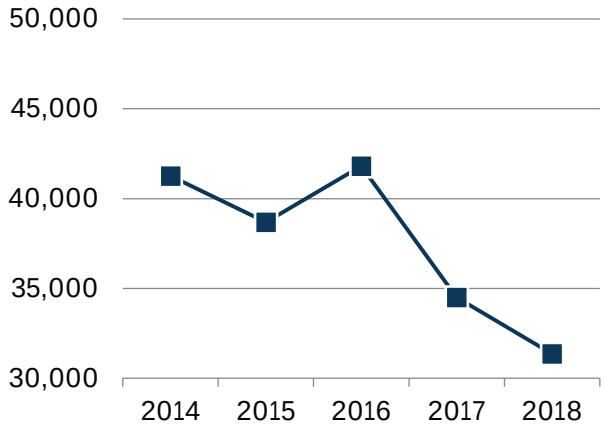


Recertification and Relicensing

Recertification and relicensing courses are designed for individuals employed in occupations that may or may not require a four-year degree, but require employees to be recertified or relicensed to maintain employment (e.g., chemical application, insurance, and many health professions). Recertification or relicensing coursework does not lead to a degree.

Of the 31,366 students enrolled in AY17-18, 80.9 percent were in health care-related courses, including practical nursing, EMT paramedics, and allied health services. Overall, recertification and relicensing enrollment decreased by 9.1 percent in AY17-18 and the average annual enrollment between FY14 and AY17-18 has declined by 6.6 percent (Figure 6-6). Figure 6-8, on the following page, shows recertification and licensing enrollment by type.

FIGURE 6-6: RECERTIFICATION AND RELICENSING ENROLLMENT: 2014 - 2018



Used Motor Vehicle Dealer Education

The Used Motor Vehicle Dealer coursework, established in Iowa Code (Chapter 21) in 2007, ensures pre-licensing and continuing education requirements are met for used auto dealers in Iowa. The curriculum is delivered through continuing education departments at Iowa community colleges. The number of students enrolled in used auto dealer courses is cyclical as the five-hour continuing education class must be taken every two years prior to dealer license renewal, as illustrated in Figure 6-7.

AY17-18 resulted in a 69.2 percent decrease with 453 students enrolled; however, the average enrollment has increased by 18.2 percent from FY14 to AY17-18. Contact hours increased an average of 12.8 percent annually from FY14 to AY17-18, consistent with the pattern of enrollment changes between program years.

FIGURE 6-7: USED MOTOR VEHICLE DEALER EDUCATION ENROLLMENT: 2014 - 2018

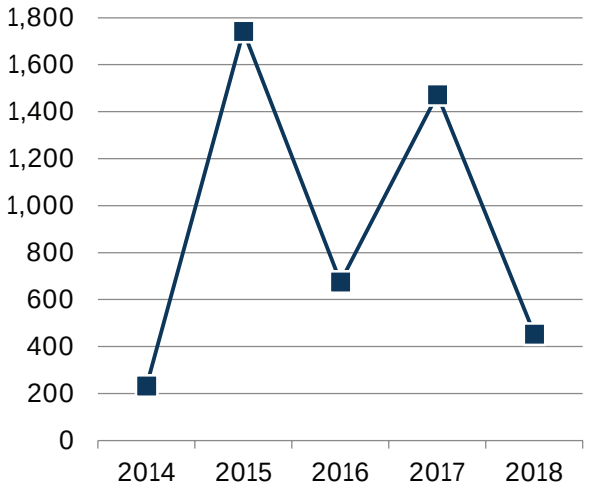
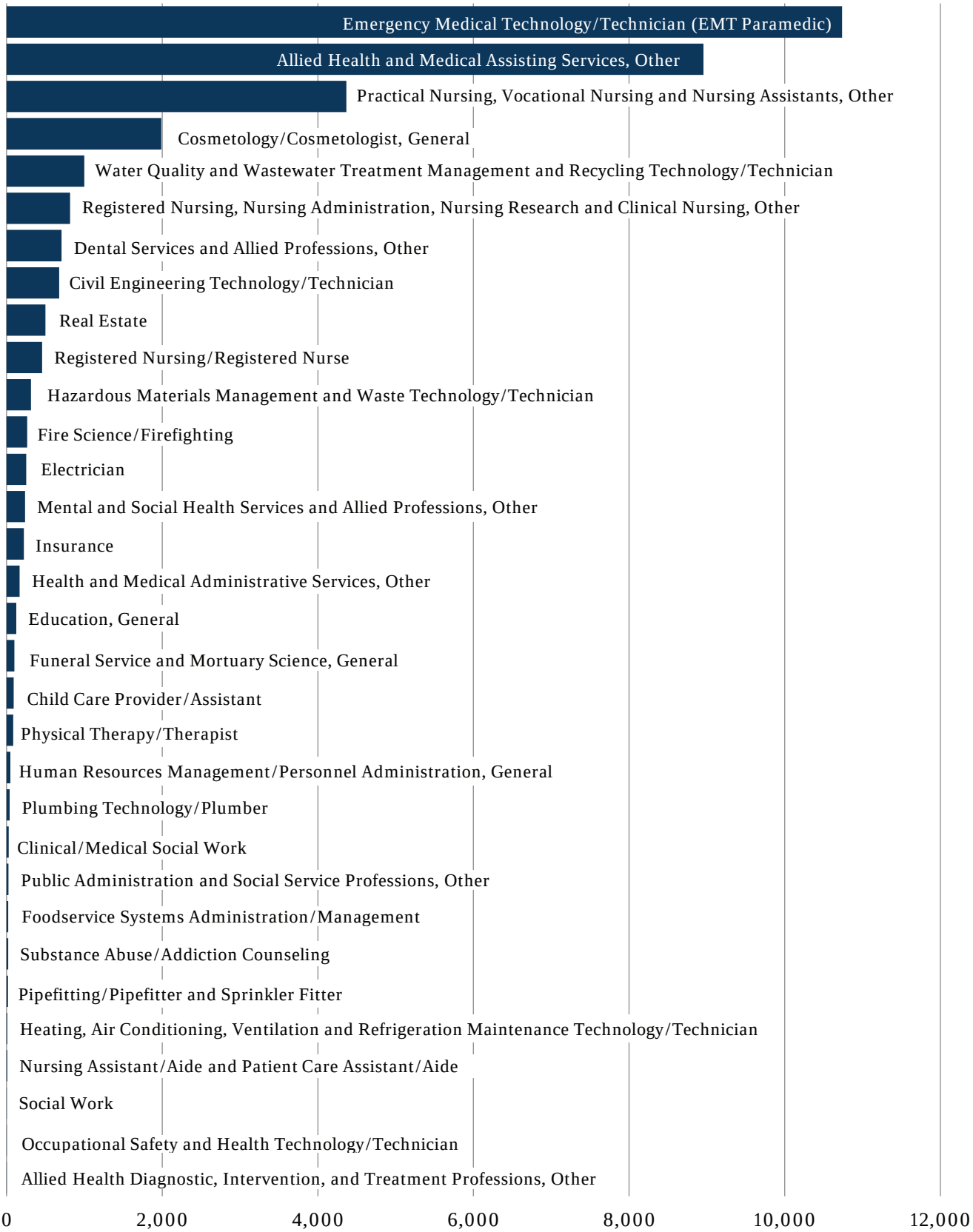


FIGURE 6-8: RECERTIFICATION AND LICENSING PROGRAM ENROLLMENT BY PROGRAM TYPE

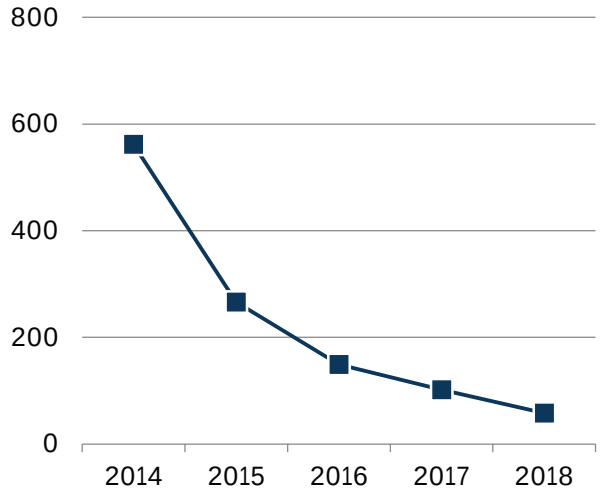


Noncredit Community and Public Safety Policy

Community and public safety policy is a program that focuses on the systematic analysis of public policy issues and community decision-making processes. Coursework includes instruction in the role of economic and political factors in public decision-making and policy formation, and microeconomic analysis of policy issues. Enrollment in community and public policy programs for AY17-18 decreased by 43.1 percent with 58 people enrolled.

The large enrollment experienced in 2014 was due to a crime-free property course offered at Northeast Iowa Community College. Participants received a comprehensive guide to assist in maintaining a crime-free property and property rental management. The curriculum changed in 2015 and the City of Dubuque revised the program to meet the demands of the local area to broaden the scope of the class; thus, this class was not reported under Community and Public Safety Policy. Overall, there has been an average decrease of 43.3 percent annually since FY14 (Figure 6-9).

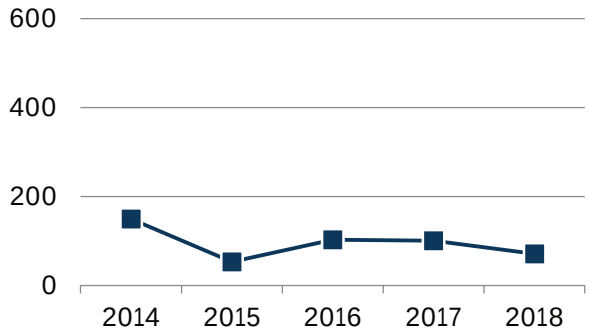
FIGURE 6-9: COMMUNITY AND PUBLIC POLICY ENROLLMENT: 2014 - 2018



Enrollment in Community Rehabilitation and Workshops

Iowa community colleges deliver programs for people in community rehabilitation centers. Enrollment decreased in AY17-18 in programs offered at these locations, which has contributed to an average decrease of 17.1 percent annually since FY14 (Figure 6-10). Only three colleges reported enrollment in these workshops, with 71 students and 11,580 contact hours for AY17-18.

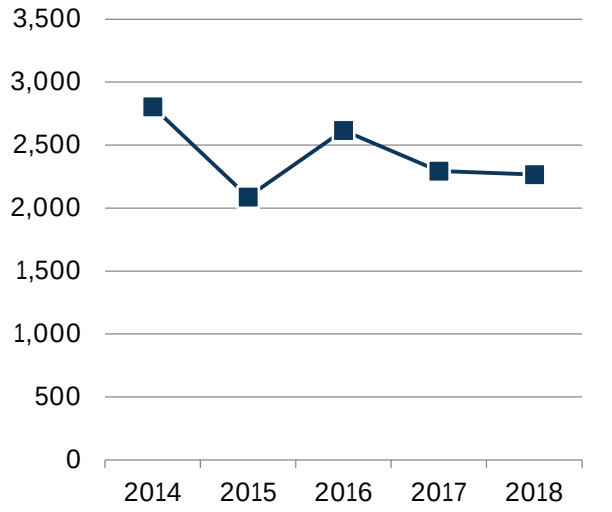
FIGURE 6-10: COMMUNITY REHABILITATION WORKSHOP ENROLLMENT: 2014 - 2018



Enrollment in Correctional Institutions

Iowa community colleges deliver noncredit coursework to residents of correctional institutions to enhance the life skills, academic skills, and employability success of criminal offenders. Enrollment in AY17-18 was 2,267 students, a decrease of 1.2 percent from AY16-17 (Figure 6-11). The average decrease in enrollment for the past five years has been 5.2 percent.

FIGURE 6-11: ENROLLMENT IN CORRECTIONAL INSTITUTIONS: 2014 - 2018



ECONOMIC DEVELOPMENT AND REGISTERED APPRENTICESHIPS

Iowa's community colleges play vital roles in growing local economies through programs that provide workforce and new employee training for area employers. This section includes program data pertaining to the Industrial New Jobs Training Act (260E), Iowa Jobs Training Act (260F), and the Apprenticeship Training Act (15B) offered through the community colleges, but funded and managed through the Iowa Economic Development Authority (IEDA). These programs are designed to increase worker productivity and company profitability. The following data represents FY17, since FY18 data is not yet available from IEDA.

Students at Northeast Iowa Community College

Iowa's community colleges play a vital role in the economic development of their communities. Working collaboratively with business and industry, they help ensure growing companies and those relocating to Iowa have a pipeline of skilled workers ready to do the job.

Iowa New Jobs Training Program (260E)

The Iowa New Jobs Training Program (260E) supports businesses adding employees through expansion in, or relocation to, Iowa. The flexible funding of the 260E program allows a company, in consultation with community college economic developers, to implement an effective training plan for new employees. The plan is designed to build the skills needed by new employees to become productive members of Iowa's workforce.

The 260E program is of no cost to a business. Training is funded by the community colleges through the sale of certificates for the amount of anticipated tax revenue generated from new employees' salaries. The revenue generated from the certificate sale is used to establish a training fund for a business that is then used to pay for new employee training offered at community colleges. Certificates are repaid by the business over a 10-year period by diverting a portion of the payroll taxes from the state of Iowa to the community college. The amount diverted is based on the wages of new jobs the business has added. The dollar value of the training fund depends on the business's training and development needs and the projected tax revenue available to repay the certificates.

There were 4,848 new jobs pledged through 260E bond certificate issuances in FY17 (Table 6-1). In total, there were 961 open agreements for expansions and startups representing 48,232 new jobs pledged through 653 businesses throughout the state (Table 6-2).

Iowa Jobs Training Program (260F)

The Iowa Jobs Training Program (260F) helps Iowa businesses fund training for current employees. The program fosters the growth and competitiveness of Iowa businesses by ensuring that Iowa's workforce has the skills and expertise needed to compete worldwide. Training programs are customized to meet the specific productivity needs of each business.

The 260F program provides state-funded forgivable loans or grants to Iowa businesses needing to train their existing employees. A loan is forgivable if a business completes its training program for a specified number of employees and completes a performance report at the end of the training program. Project awards vary based on business needs and availability of funds, and are limited to $25,000 per business site, to a maximum of $50,000 over a three-year period (dependent upon availability of funds). Participating businesses are required to

TABLE 6-1: 260E TOTAL BOND CERTIFICATE ISSUANCES: FY17

FY 2015 Bonds Issued	Bond Amount ($) (Total Sources)	Community College Fee ($)	State Admin. Fee ($)	Other Issuance Costs ($)	Capitalized Interest Reserve Fund Amount ($)	Training Fund Amount ($)	New Jobs Pledged
Des Moines Area	$7,857,998.65	$1,449,332.22	$78,300.00	$139,438.25	$109,236.18	$6,081,692.00	957
Eastern Iowa -1	$6,050,440.81	$1,110,600.00	$60,000.00	$99,261.12	$734,579.69	$4,046,000.00	776
Hawkeye	$960,000.00	$177,696.00	$9,600.00	$25,222.40	$97,657.60	$649,824.00	156
Indian Hills -1	$895,500.00	$166,590.00	$9,000.00	$14,950.00	$98,000.00	$606,960.00	130
Indian Hills - 2	$1,145,430.85	$212,865.00	$11,500.00	$23,665.00	$118,965.85	$778,435.00	99
Iowa Central	$1,758,329.50	$324,850.50	$17,550.00	$50,628.00	$220,506.00	$1,144,795.00	176
Iowa Lakes	$1,408,463.55	$261,916.50	$14,150.00	$36,987.14	$148,911.05	$946,498.86	149
Iowa Valley	$247,983.20	$45,349.50	$2,450.00	$14,087.75	$20,867.95	$165,228.00	53
Iowa Western*	$1,845,000.00	$101,249.70	$5,470.00	$31,141.00	$54,700.00	$378,241.44	79
Kirkwood	$2,787,835.25	$504,397.50	$27,250.00	$76,863.75	$199,171.50	$1,980,152.50	354
North Iowa Area	$3,029,715.40	$559,002.00	$30,200.00	$72,135.58	$322,982.90	$2,045,394.92	533
Northeast Iowa	$5,084,330.00	$938,457.00	$50,700.00	$86,782.00	$507,000.00	$3,501,391.00	560
Northwest Iowa-1	$1,424,626.90	$262,842.00	$14,200.00	$39,780.00	$150,156.90	$957,648.00	143
Western Iowa Tech	$5,176,326.85	$949,563.00	$51,300.00	$68,092.50	$588,704.35	$3,518,667.00	683
Total	**$39,671,980.96**	**$7,064,710.92**	**$381,670.00**	**$779,034.49**	**$3,371,439.97**	**$26,800,927.72**	**4,848**

* Iowa Western Community College's bond refinanced its 2010 and 2012 bonds, plus added two new contracts. College and state administrative fees charged for this issuance were prorated.

TABLE 6-2: 260E OPEN TRAINING AGREEMENTS: EXPANSIONS AND STARTUPS

College	Open Agreements	Businesses	Training Fund Amount ($)	Certificate Amount ($)	Expansions	Startups	New Jobs Pledged
Des Moines Area	203	124	$73,531,000.00	$58,166,487.00	191	12	8,812
Eastern Iowa	123	91	$55,780,000.00	$37,709,100.00	106	17	7,485
Hawkeye	82	64	$27,620,000.00	$18,837,265.60	74	8	3,235
Indian Hills	21	17	$8,455,000.00	$5,695,412.00	13	8	1,059
Iowa Central	9	9	$6,565,000.00	$4,556,581.70	9	0	674
Iowa Lakes	40	25	$10,695,000.00	$7,213,881.48	38	2	1,476
Iowa Valley	13	12	$7,880,000.00	$5,342,506.00	10	3	1,569
Iowa Western	19	19	$7,492,000.00	$5,147,091.23	13	6	1,101
Kirkwood	219	121	$66,465,000.00	$50,682,152.71	196	23	9,203
North Iowa Area	39	30	$14,505,000.00	$9,694,318.46	27	12	1,951
Northeast Iowa	98	66	$49,280,470.05	$34,218,707.63	78	20	5,242
Northwest Iowa	31	25	$10,474,965.05	$7,030,155.51	23	8	1,386
Southeast Iowa	18	15	$16,063,390.30	$10,912,068.00	14	4	1,688
Southwest Iowa	5	5	$3,040,000.00	$2,047,353.84	1	4	652
Western Iowa Tech	41	30	$20,315,000.00	$13,782,786.00	32	9	2,699
Total	**961**	**653**	**$378,161,825.40**	**$271,035,867.16**	**825**	**136**	**48,232**

provide at least 25 percent of the training program cost through a cash match.

To qualify for this program, a business must be engaged in interstate or intrastate commerce for the purpose of conducting research and development, manufacturing, processing, or assembling products. In FY17, there were 173 260F business awards with a total of 4,495 employees anticipated to attend training through the community colleges. There were 8,616 employees who completed their training (Table 6-3) in FY17. It is important to note that each program has individual requirements for completion; therefore, participants and completers may start and end their training programs in different fiscal years and should not be used for annual comparison purposes.

Iowa Apprenticeship Training Program (15B)

The purpose of Act 15B is to increase the number of skilled registered apprentices in Iowa by assisting eligible apprenticeship programs through training grants. The IEDA administers the act in coordination with the United States Department of Labor (DOL) Office of Apprenticeship (OA). Employers that register with DOL/OA voluntarily choose to abide by various state and federal requirements that support high standards, instructional rigor, and quality training. A worker who graduates from a registered apprenticeship program receives a national, industry-recognized, portable credential that guarantees to employers that the graduate is fully qualified to do the job. An apprenticeship program registered with U.S. DOL/OA is referred to as a "sponsor" and includes both union and non-union programs. A "lead sponsor" is an organization representing a group of registered apprenticeship sponsors. Only a sponsor or lead sponsor may apply for a training grant through 15B.

During FY17, a total of $2.94M was allocated to 53 eligible sponsors and lead sponsors representing 5,464 apprentices. Combined, participants in these programs received 2,261,040 contact hours of training. Grant recipients included employers from small businesses to the largest registered apprenticeship programs in the state. The traditional occupations represented in the program include plumbers, pipefitters, electricians, cement masons, plasterers and painters, sheet metal workers, machinists, welders, and fabricators. However, there are also emerging occupations in culinary arts, winemaking, brewing, and information technology that have benefited from this program in FY17.

The full IDEA FY17 reports can be found at: https://www.iowaeconomicdevelopment.com/aspx/tools/search.aspx?s=workforce%20programs.

TABLE 6-3: 260F INDIVIDUAL BUSINESS AWARDS: FY16

College	Total Awards	Employees to Be Trained (Anticipated)	Employees Completing Training	Training Funds Awarded ($)
Des Moines Area	28	891	1276	$642,589.00
Eastern Iowa	15	268	809	$281,498.00
Hawkeye	13	199	606	$178,494.00
Indian Hills	11	184	453	$209,213.00
Iowa Central	6	244	653	$127,500.00
Iowa Lakes	6	187	0	$193,496.00
Iowa Valley	8	271	190	$134,003.00
Iowa Western	5	122	386	$179,758.00
Kirkwood	34	1,293	2,619	$434,024.00
North Iowa Area	7	112	202	$151,059.00
Northeast Iowa	17	315	520	$144,731.00
Northwest Iowa	5	132	427	$114,611.00
Southeast Iowa	12	138	296	$127,177.00
Southwest Iowa	2	59	13	$69,842.00
Western Iowa Tech	4	80	166	$134,894.00
Total	**173**	**4,495**	**8,616**	**$3,122,889.00**

SECTOR PARTNERSHIPS

Sector partnerships are industry-driven, community-supported partnerships positioned to help local communities meet workforce demands by connecting regional employers with education, training, workforce, and community-based organizations to address the local skills needs of a particular industry. The goal is not just to get workers placed in jobs, but to build a strong talent pipeline for employment entry and career progression within specific occupational fields.

Iowa's Sector Partnership Leadership Council meets regularly to provide leadership and direction in the development and implementation of sector partnerships and career pathways across the state.

Sector partnerships provide a systemic approach to overcoming regional workforce challenges. The goal is not just to get workers placed in jobs, but to build a strong talent pipeline for employment entry and career progression.

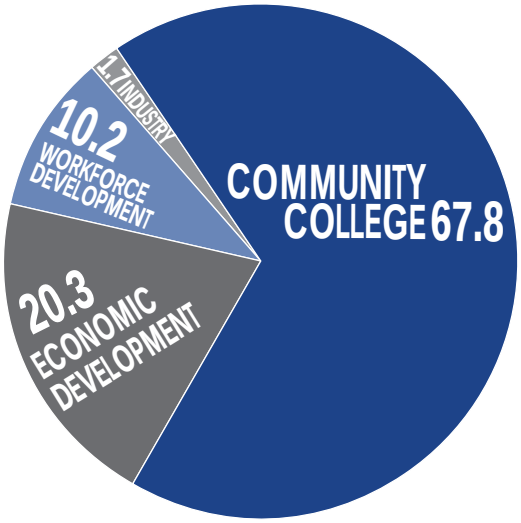
The federal Workforce Innovation and Opportunity Act (WIOA), passed in 2014, requires states to strategically align workforce development services, including state support of regional sector partnerships. With numerous sector partnerships in existence prior to the enactment of WIOA, and strong local and state support (via an allocation from the Iowa Legislature through the Pathways to Academic Career and Employment program), Iowa is equipped to achieve additional sector partnership expansion, while still supporting the growth and success of existing programs.

Currently, there are 60 such partnerships throughout Iowa in varying stages of maturity across a multitude of industry sectors, with all of Iowa's 99 counties and many from neighboring states supported at least partially by these grass-roots initiatives. Most sector partnerships in Iowa (62.1 percent) were established in 2015 or later. Over two-thirds are convened by Iowa community colleges that help identify regional economic and labor needs and engage industry and support partners to develop strategies to address such needs (Figure 6-12).

The top industries of focus for sector partnerships in Iowa are currently manufacturing, followed by information technology and health science (Figure 6-13). These growing industries all require a skilled and educated workforce and face similar challenges of finding and retaining valuable employees.

The three main areas of focus for most sector partnerships revolve around the attraction, development, and retention of a skilled workforce to an industry or geographic area. With unemployment in Iowa hovering around three percent, employers are forced to not only focus on developing a strong long-term talent pipeline with K-12 students, but also engaging with the local adult population, which may include those currently employed, unemployed, or underemployed. Much work is also being done to better engage with underutilized populations, such as those members of a community with a criminal

FIGURE 6-12 : SECTOR PARTNERSHIP CONVENERS BY PARTNER TYPE (%)

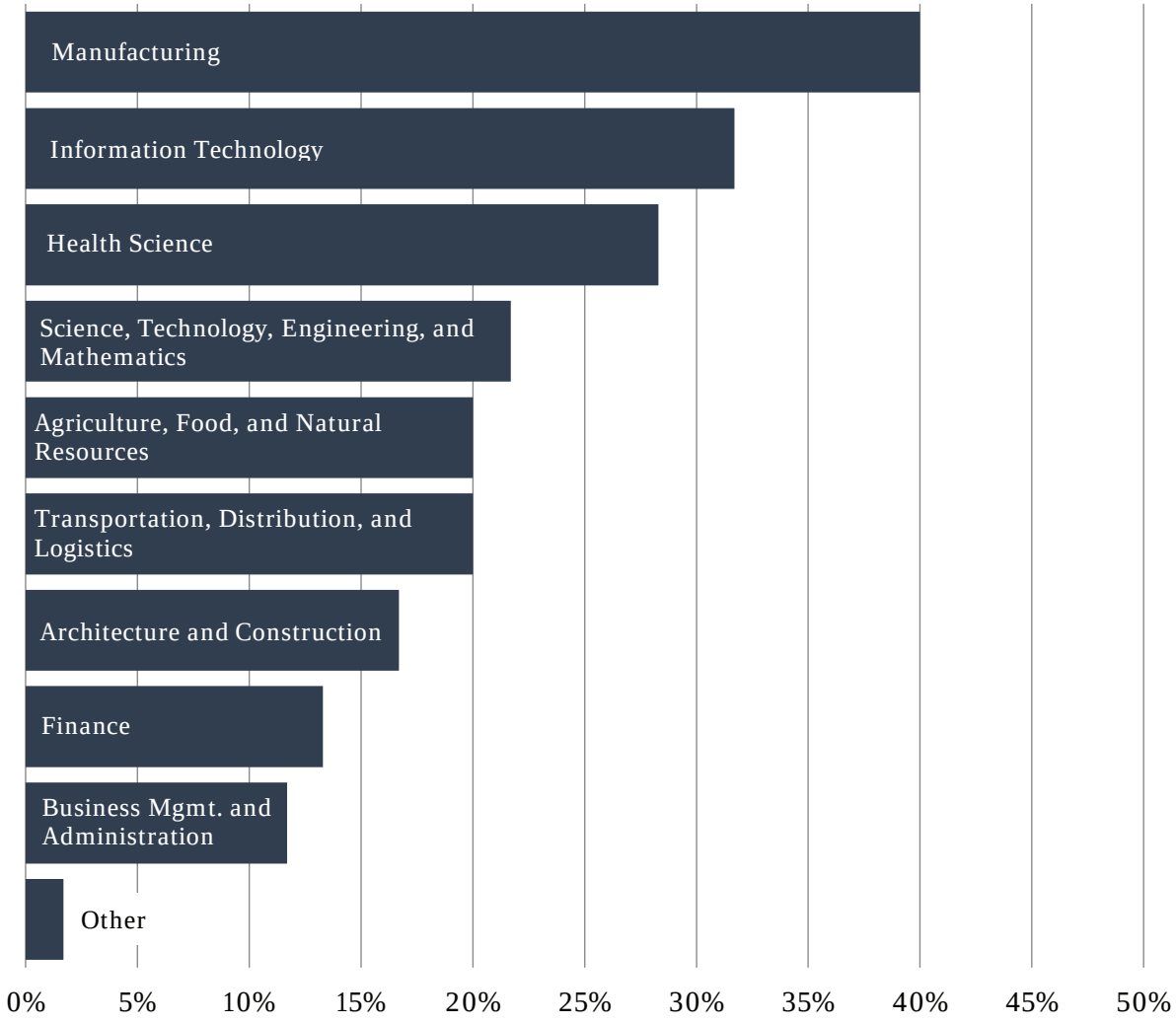


background, immigrant/refugee status, and non-native English speakers (ESL/ELL).

To ensure sector partnerships around the state are aware of and are able to leverage collective knowledge and share best practices with one another, the Iowa Sector Connect Community of Practice was developed to provide a forum for sector partnership facilitators and leaders from across the state. Bi-monthly conference calls provide an opportunity for partnership teams to discuss program updates, collaborate on shared areas of concern or challenge, and to learn from subject matter experts from a wide range of topics, such as Registered Apprenticeship and youth work-based learning opportunities. Additional in-person networking activities are planned for 2019.

To provide an overview on the status of sector partnerships throughout Iowa, the Department, in collaboration with Iowa Workforce Development, Iowa Central Community College, and the University of Northern Iowa's researchIQ, developed an inventory of sector partnerships across the state. The full 2017 report can be found at: https://www.educateiowa.gov/sites/files/ed/documents/Inventory%20of%20Sector%20Partnerships%20in%20Iowa%20-%20July%202017.pdf.

FIGURE 6-13: SECTOR PARTNERSHIPS BY INDUSTRY (%)



Career Pathways

To help regional sector partnerships meet their identified goals, the Department also convenes and facilitates the Sector Partnership Leadership Council (SPLC). As called for in Iowa's Unified State Plan, the SPLC provides strategic direction and works to expand sector partnership policy in Iowa. During AY17-18, the SPLC worked with the Department and a wide range of public and private support partners to develop career pathways resources to give students, parents, and educators a better understanding of the wide range of jobs available in the state's advanced manufacturing and health sciences industries. To ensure accuracy, timeliness, and relevance, employers, industry, or trade associations were consulted during each project through a series of online surveys, in-person focus groups, and direct consultation. Similar projects were completed during AY16-17 for the information technology and energy industries.

These resources attempt to highlight the many benefits of working in these often misunderstood industries in Iowa, while dispelling long-held misconceptions or myths about associated work. The resources also match personality traits, interest types, and dynamic skill sets with different high-demand jobs in these critical industries to illustrate career opportunities that exist for every type of person, no matter their interest or skill level. Projects planned for AY18-19 will focus on the Architecture, Construction, and Engineering (ACE) and Transportation, Distribution, and Logistics (TDL) industries.

Career Pathway Resources

Advanced Manufacturing

Project Partners
Iowa Workforce Development, Iowa Economic Development Authority, Future Ready Iowa, Iowa Association of Business and Industry (ABI), and Elevate Advanced Manufacturing

In-Person Focus Group Locations
Ankeny, Davenport, Sioux City, and Waterloo

Total Participants
335 employers and support partners

Total Careers Highlighted
63 career opportunities

Health Sciences

Project Partners
Iowa Department of Public Health, Iowa Workforce Development, Future Ready Iowa, Iowa Hospital Association, and Iowa Health Care Association

In-Person Focus Group Locations
Cedar Rapids, Des Moines, Mason City, and Sioux City

Total Participants
378 employers and support partners

Total Careers Highlighted
83 career opportunities

COMMUNITY SUPPORT AND COLLABORATION

Iowa's community colleges play an important role in helping hundreds of thousands of students each year work toward a credential or degree, receive career training, or transfer to a four-year college or university. They also enhance the quality of life of their local communities by partnering on community collaborations and initiatives, supporting conservation and neighborhood revitalization efforts, and providing life-long learning opportunities.

Iowa community colleges' support of their communities is vast and diverse. During AY17-18, they brought arts and wellness to their communities, hosted community events and family activities, partnered on neighborhood revitalization projects, expanded college planning and career exploration efforts, worked to conserve natural ecosystems, and provided services and support to help Iowa meet its skilled workforce goals. A few of these initiatives are highlighted in this section and serve as examples of the strong connections community colleges have with their local communities.

Arts and Wellness

Southwestern's Arts and Wellness Center

Since 1995, the Arts and Wellness Center has been an integral part of Southwestern Community College's Creston campus. The center, located on the southeast corner of Southwestern's campus at the intersection of Highway 25 and Lincoln Street, was funded completely by contributions and grants. The Crestland Community Betterment Foundation, a community-led volunteer effort, raised funds for the facility during a five-year period. The facility was built on land owned by the college.

The east wing of the Arts and Wellness Center houses the Southern Prairie YMCA, which features an Olympic-sized pool, gymnasium, suspended walking track, racquetball court, and fitness center. Southwestern students living in residential housing receive a free membership to the YMCA.

The west wing of the center, called the Performing Arts Center, is managed by Southwestern. The Performing Arts Center includes a 470-seat auditorium, conference rooms, a multi-purpose room, and an office complex housing the college's adult and continuing education department. The adult and continuing education office complex was funded with college funds supported by the plant fund levy.

Southwestern Community College's Arts and Wellness Center

Iowa Valley's Dale Howard Family Activity Center

Located on the Ellsworth Community College campus in Iowa Falls, the Dale Howard Family Activity Center (DHFAC) was opened in August 2009 to serve Ellsworth students and staff, as well as local residents. With the needs of both students and the community in mind, the DHFAC has become a popular gathering spot. The facility was funded with a 2006 bond issue and a generous donation from the Dale Howard family.

Area residents can purchase memberships to use the DHFAC fitness center's circuit training equipment, treadmills and fitness bikes; the facility also includes an indoor track, tennis court and sauna. A variety of wellness classes are conducted throughout the week as well.

Iowa Valley Community College District's Dale Howard Family Activity Center in Iowa Falls.

Community Events and Services

NIACC's Family STEM Festival

NIACC hosted the first annual NIACC Family STEM Festival this fall featuring interactive STEM activities for area children and their families. More than 650 people experienced a variety of hands-on activities using the concepts of science, technology, engineering, and math (STEM).

More than 20 area businesses and organizations, as well as the college, brought interactive activities for participants to explore. Things like traveling the solar system in a planetarium, operating a crane, riding a virtual roller coaster, conducting spooky science experiments, and getting a peek inside the human body, were just a few of the offerings.

NIACC chemistry instructor Nikae Perkinson shared, "It's important that we continue to expose young people to all of the opportunities that are available in the STEM fields, both for their future career exploration and for the business and industry in our region that rely on those skills."

This free festival was the result of a partnership between NIACC, the Central Rivers AEA, and the Iowa Governor's STEM Advisory Council.

NIACC STEM Festival participants at the anatomage table, an advanced anatomy visualization system for anatomy education

DMACC's Trail Point Aquatics and Wellness

DMACC's development and operation of Trail Point Aquatics and Wellness (Trail Point) on its Ankeny campus is an example of how colleges collaborate with the communities within their service areas. The state-of-the-art wellness and recreation center, which is open to community members, serves as the venue for Ankeny Community School District's swim teams, and for the Polk County and Iowa State Patrol's pre-employment physical standards testing. Trail Point also serves as an internship training site for many DMACC academic programs, partners with the STRIVE Academy to provide transitional independent living skills, and offers exceptional childcare for all its members.

Because of the partnership with the community, Trail Point has developed partnerships with more than 30 area businesses, providing free marketing opportunities in exchange for product and service discounts for Trail Point members.

DMACC's Trail Point Aquatics and Wellness.

Iowa Central's Partnership with Friendship Haven

Since 2014, the Iowa Central men's and women's cross country teams have partnered with Friendship Haven, an assisted living community in Fort Dodge. Twice each fall, for the Healthiest State Initiative and the Purple Walk for Alzheimer's, student athletes are paired with residents to walk the half-mile loop around the Friendship Haven campus.

While the student-athletes may not understand the significance of the event until after it is over, it is extremely rewarding and worthwhile. If it wasn't for the cross country teams, some of these residents wouldn't even get outside. The great part is the connection that some of them make. Upon completion of the walk, many athletes stay and visit longer, which is beneficial to the students and appreciated by the residents and their families.

Iowa Central Community College's men's and women's cross country teams walk with residents of Friendship Haven

This year a woman from Florida contacted the college because she wanted to send a thank you note to the student who spent time with her mother. She said this young man was so kind and spoke to her mom while taking her for a walk. Her mother was going on and on about what a nice young man he was and she was so thankful to have met him.

Giving back to their community and making someone's day in the process is well worth the time and is precisely the reason the college continues to participate each year.

Iowa Central Community College's men's and women's cross country teams walk with residents of Friendship Haven.

Career and College Exploration

Indian Hills' Collaboration with Centerville CSD

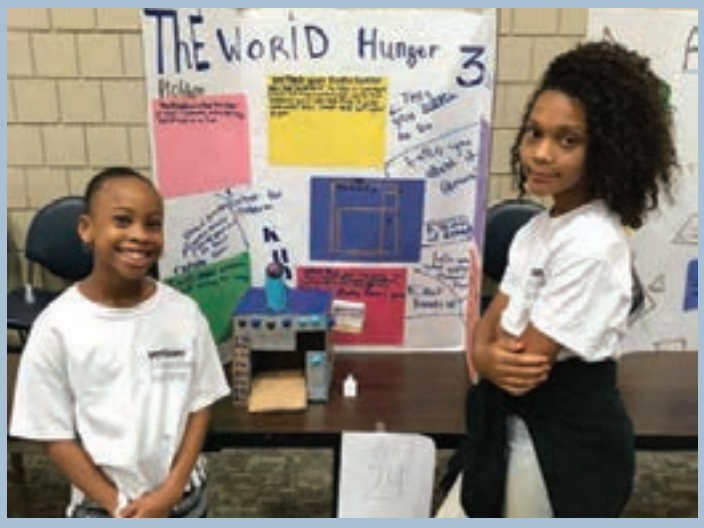
The Indian Hills Community College (IHCC) Centerville campus and the Centerville Community School District collaborated on a project that arranged for the K-12 Alternative School to be located on the IHCC campus. Students in the Alternative School started assimilating to their new location with a campus visit and lunch and now attend classes on campus every day. The dean and faculty regularly visit their classrooms to update students on events and programs of interest. Students have already developed mentoring relationships with IHCC faculty. The goal is to help students reach their full potential and introduce them to the possibility of postsecondary education. Dean Noel Gorden says this is one example of IHCC's Future Ready Iowa effort.

Indian Hills Community College, Centerville campus

Western Iowa Tech's Partnership with Verizon

This summer, Western Iowa Tech Community College partnered with Verizon Innovative Learning, the education initiative of the Verizon Foundation, to introduce more girls, especially those in rural parts of the country, to science, technology, engineering, and math (STEM) skills. Over 70 girls from middle schools in Sioux City and South Sioux City participated in a three-week intensive learning environment and experienced courses in augmented and virtual reality, coding, 3D design, entrepreneurship, and design-thinking principles. Following the summer, the students will participate in monthly sessions throughout the academic year where they will develop a technology solution for a community problem that aligns with the United Nations' Sustainable Development Goals (SDGs). Focus areas of the SDGs include poverty reduction, quality education, good health and well-being, climate action, peace and justice or gender equality.

The two-year program was piloted last summer at five community colleges across the country. Western Iowa Tech was one of the colleges that piloted the program, and is one of only two colleges in the state to enter year two of the program. The Verizon Camp will eventually expand to 16 community colleges, engaging over 1,500 students. Western Iowa Tech was selected based on its ability to reach a high number of girls in rural areas, as well as the technology available on the campus. In 2017, the college was recognized as an Apple Distinguished School, and ranked in the Top 10 of the Most Innovative Digital Community Colleges by the Center for Digital Education.



Western Iowa Tech and Verizon Innovative Learning STEM program

Northwest Iowa's Career Exploration Partnership

Northwest Iowa Community College partnered with Interstates, a leader in industrial engineering, operational technology, construction, and automation, to launch a new cooperative program to expose local junior and senior high school students to high demand careers in career and technical education (CTE) programs.

Scott Peterson, president of Interstates, approached college leaders and challenged them to create a program that would be taught on Interstates' campus in Sioux Center, Iowa, with the intention of career exploration in the electrical and instrumentation and control fields for high school students. Peterson's goal was to create an educational partnership program that would benefit all of Northwest Iowa by creating interest at the high school level in career fields where there is currently a lack of a trained/skilled workforce in the area.

In this unique program, students can earn up to 22 total credit hours in the fall and spring semesters. If taken during both junior and senior years, a student could earn a total of 44 college credits while in high school. This would help the student be well on his or her way to earning the 85 credits needed for the two-year Industrial Instrumentation and Control degree at the college. This new program could potentially save a student up to $2,000 per semester in college tuition.

Northwest Iowa Community College

Conservation

Eastern Iowa Community Colleges' Bickelhaupt Arboretum

It's not often a college is entrusted with a 14-acre family heirloom. But, that's exactly what happened when Clinton, Iowa's Bickelhaupt Arboretum was officially donated to Eastern Iowa Community Colleges (EICC) in 2014 and became part of EICC's Clinton Community College.

The Bickelhaupt Arboretum was a privately funded 14-acre outdoor museum of select-labeled trees, shrubs, ground covers, perennials, and annuals. It was developed by Robert and Frances Bickelhaupt in 1970 in response to the Dutch Elm Disease that destroyed the majority of large street trees in Clinton. The couple created the arboretum on their own property within the city of Clinton.

The college continues to operate the arboretum as it was originally intended, and works to expand its educational offerings. Each year the arboretum welcomes more than 25,000 visitors from around the world. It provides award-winning collections, classes, tours, a lending library, and museum display of native animals to its visitors.

Eastern Iowa Community Colleges' Bickelhaupt Arboretum, located in Clinton, Iowa

Eastern Iowa Community Colleges' Bickelhaupt Arboretum, located in Clinton, Iowa

Hawkeye's Neighborhood Revitalization Project

The City of Waterloo and Hawkeye Community College joined forces to turn a north-end Waterloo neighborhood into a training ground for the next generation of construction workers. Students in Hawkeye's Sustainable Construction and Design program are building new homes on the city's vacant lots.

The City of Waterloo donated the lot and money for building materials, plumbing, electrical, and mechanical systems. The students will put their knowledge to work in building a high energy-efficient home. Once finished, the city will sell the home and reinvest the proceeds into building another home.

It is a win-win partnership. The City of Waterloo replaces empty lots with new homes in their tax collection, a neighborhood is revitalized, and Hawkeye students gain real world experience.

Hawkeye Community College

Entrepreneurship and Workforce Preparation

Iowa Lakes' Five Island Lake Cabin Project

The Iowa Lakes Community College Construction Technology program has partnered with the City of Emmetsburg to complete the Five Island Lake Cabin Project. With Cabin 1 complete and Cabin 2 underway, there will be a total of five cabins that will be built to complete this project.

First year students in the Construction Technology program create blueprints for cabin designs and present what they have created to the Emmetsburg City Council. The council then selects the design that will become the class project for the following year. In addition to the work completed by the Construction Technology students, students from the HVAC and Electrical Technology programs are involved with this project and have the opportunity for hands-on learning as well.

Iowa Lakes' Five Island Lake Cabin project

Iowa Western's Fred Lisle Center

Industry partners and Iowa Western Community College have established a demand-driven, two-year certificate program to support the need for advanced manufacturing jobs in Southwest Iowa. The Fred Lisle Center of Excellence for Advanced Manufacturing (CEAM) is designed to meet and sustain the needs of current and emerging advanced manufacturing companies in Southwest Iowa. The CEAM certificate program includes a core year for all students, then is divided into two specialized tracks for either Electro-Mechanical or Tool and Die careers. Class instruction is centered around learning theory and immediately applying theory to practical application in a state-of-the-art manufacturing lab space in Clarinda.

The CEAM project was the vision of the late Fred Lisle, former president of Lisle Corporation and longtime Iowa Western trustee, who passed away in 2018. Lisle volunteered his time and expertise and put in extraordinary effort helping to build and promote the Iowa Western Center for Excellence in Advanced Manufacturing Program (CEAM) at the Clarinda campus.

Iowa Western's Fred Lisle Center of Excellence in Advanced Manufacturing (CEAM)

Kirkwood's Tiny House Project

In recent years, the tiny house craze has swept the nation. While the construction of a smaller living space is a good option for someone who wants to downsize, it's also an opportunity for students to learn what goes into building a house. Kirkwood Community College has seized this opportunity to teach the skilled trades on a small scale. The college has collaborated with area organizations on three tiny house projects over the past few years. Using donated materials, Kirkwood students have constructed these tiny living spaces under the supervision of faculty.

The first such project was completed in early 2017 and was auctioned off to a member of the community. The second tiny house was built by students using materials donated by the Greater Cedar Rapids Housing and Building Association. After completion, the house was given back to that organization and shown at a local home show.

The third tiny home is currently in construction. A collaboration with the Greater Iowa City Home Builders Association, the home will be the first mobile version built by Kirkwood students. Proceeds from the 255-square foot trailer home will be used to fund similar educational opportunities as well as scholarships.

These hands-on, project-based learning activities give Kirkwood students real-world experience for their careers while doing something positive for their communities.

Kirkwood Community College's tiny house project

Kirkwood Community College's tiny house project

Northeast Iowa's Career Learning Link Program

To prepare students and build Iowa's talent pipeline, businesses and educators need to be at the table. Work-based learning partnerships established between Northeast Iowa Community College (NICC), business and industry partners, workforce agencies, and high schools are helping Iowa reach its skilled workforce goals.

The Career Learning Link program, an experiential learning model coordinated through NICC, increases engagement among businesses and students. In FY18, the Career Learning Link program enrolled 1,365 students from 22 high schools in Northeast Iowa. The students participated in company tours, job shadows, career pathway certificate training, internships, and one-on-one career coaching. Business leaders are actively involved and represent a wide range of industries, such as agriculture, business, law, health care, and manufacturing. These professionals speak to high school classes, offer tours of their companies and operations, mentor future professionals, provide internships, and sponsor apprentices through NICC. The college's partnership with Keystone AEA also allows educators in Northeast Iowa to enhance their own knowledge of work-based learning through professional development opportunities.

Students at the law enforcement career day at the Anamosa State Penitentiary, hosted by Northeast Iowa Learning Link.

Southeastern's Industrial Technologies Training Center

Southeastern Community College's (SCC) Industrial Technologies Training Center, located on the college's Keokuk campus, is a collaboration between the Lee County Economic Development Group (EDG), the Lee County School Districts, and Lee County manufacturing companies. With 40 percent of area high school graduates not continuing with any postsecondary training or education, and area employers lacking qualified applicants, the center aims to prepare high school students with the skills and training for an entry-level job in manufacturing, which is the industry sector in Southeast Iowa that has the highest proportion of jobs.

The Industrial Maintenance Training program partnered with Silgan Containers, LLC and kicked off this fall with students attending class at Central Lee High School from 8a.m. to 9 a.m. Afterwards, they head to SCC for hands-on experience for two hours.

"They take the mechanical industrial maintenance courses that Silgan, in particular, seeks the most in employees," said Don Weiss, executive director of the college's Center for Business. "They'll have up to half of their associate degree completed when they graduate from high school, and Silgan will offer a scholarships to help students finish the program."

Weiss adds that students will tour Silgan and become familiar with how the corporation operates. Juniors will have the possibility of taking on a summer internship before their senior year. Once they're done with the manufacturing program, the hard work students have put into the program could pay off with high-paying job offers.

Southeast Iowa's Industrial Technologies Training Center

Southeast Iowa's Industrial Technologies Training Center

7 Systems and Infrastructure

Human Resources and Finances

Iowa community college employees provide quality instruction, comprehensive programs and services, and state-of-the art facilities to their students and communities.

HUMAN RESOURCES

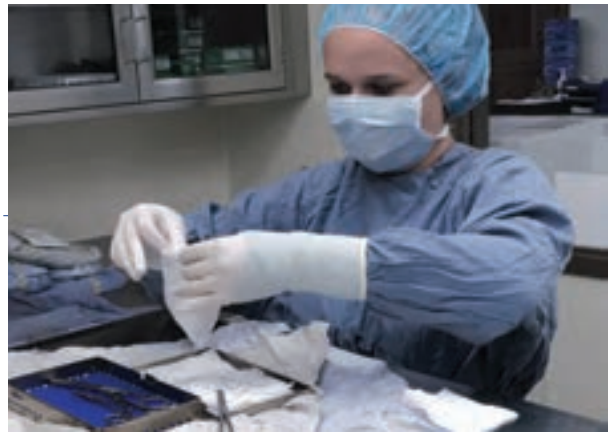
Iowa's community colleges provide accessible, high-quality education that empowers students to achieve their education and career goals. Critical to the academic success and personal growth of students are the dedicated faculty, administrators, and staff.

During AY17-18, Iowa community colleges employed 13,596 people in administrative, instructional, professional, secretarial and clerical, and service positions.

In AY17-18, nearly half of Iowa's community college employees, 45.1 percent, held instructional positions.

A total of 15,474 positions were reported as full-time, part-time, temporary, and adjunct positions during AY17-18. The number of positions reported is greater than the number of employees because some employees were included in more than one reporting category; for example, an administrator might teach a course and be reported under instructional as well. Additionally, the Community College Management Information System (MIS) data does not include employees teaching only noncredit courses for community colleges, unless they are full-time noncredit instructors.

While the total number of employees decreased by 0.9 percent from AY16-17, the professional composition of community college employees has remained relatively stable for the past nine years. The largest group in AY17-18 continued to be instructional (45.1 percent), followed by professional (24.3 percent), secretarial and clerical (16.9 percent), service (12.9 percent), and administrative (0.8 percent). Historically, the most significant change in composition occurred in 2005, when the professional staff began outnumbering the secretarial and clerical staff (Figure 7-1).



Iowa Lakes Community College vet tech student

COMMUNITY COLLEGE EMPLOYEES

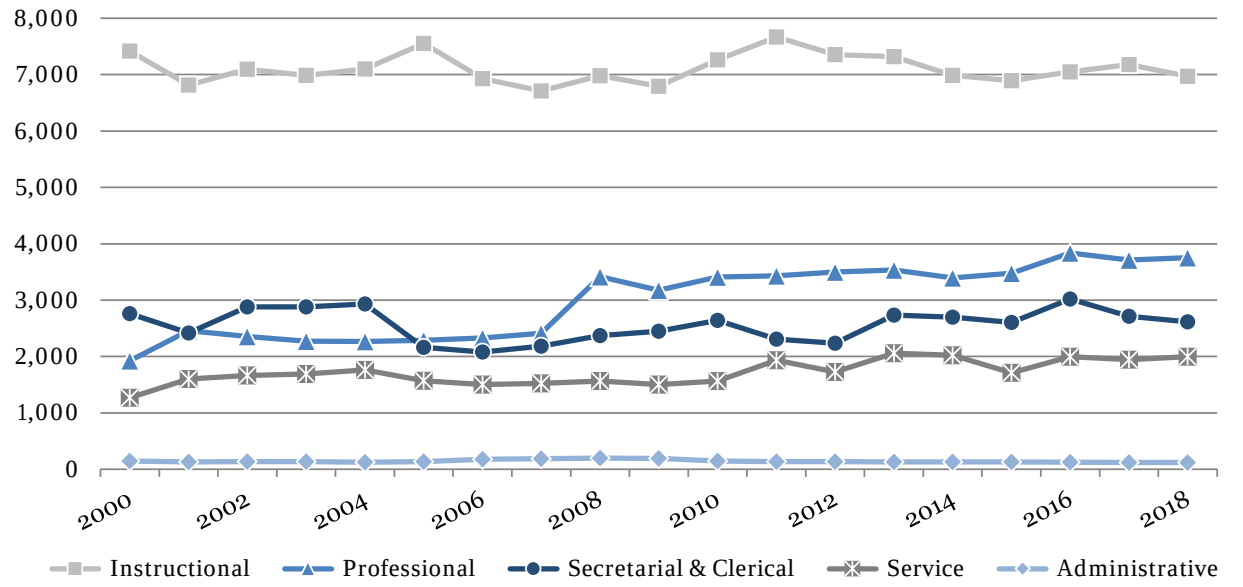
NUMBER OF EMPLOYEES
13,596

DECREASE IN EMPLOYEES
0.9%
DOWN SINCE AY16-17

INSTRUCTIONAL POSITIONS
6,984
DOWN 2.7% SINCE AY16-17

INSTRUCTORS, AS A PERCENT OF ALL POSITIONS
45.1%
DOWN 2.0% SINCE AY16-17

FIGURE 7-1: IOWA COMMUNITY COLLEGE EMPLOYEES BY POSITION TYPE: 2000 - 2018



The distribution by type of employment has been relatively stable since tracking began in 2000. One deviation occurred in 2013 when the overall number of positions spiked. This growth was mainly due to increased numbers of part-time and temporary workers.

Temporary/seasonal staff positions have grown steadily since experiencing a dramatic change in 2008 when a sharp increase occurred that raised the number from 542 to 1,990 employees. In 2014, the distribution stabilized, and in AY17-18, temporary and seasonal staff constituted 16.5 percent of all types of positions (Figure 7-2).

Iowa community college administrators and instructors actively engage in professional development by furthering their education. As a result, the number of full-time instructors and administrators with doctoral degrees experienced a steady 18 percent average growth between 2004 and 2011. This number dropped to 234 in 2012, and to 204 in 2013, before increasing to 256 in AY16-17. In AY17-18, there are 254 full-time instructors and administrators with doctoral degrees. The percentage for master's degree or higher fluctuated between 61.2 in 2004 and a record high of 65.3 in AY16-17. In AY17-18, 64.7 percent of full-time instructors and administrators have master's degrees or higher. The record low occurred in 2013 when the percentage dropped to 58.6.

Anti-Gravity Games hosted by Iowa Western Community College and Google

COMMUNITY COLLEGE EMPLOYEES

RACE/ETHNICITY OF EMPLOYEES

89.9% WHITE

GENDER OF EMPLOYEES

58.6% FEMALE

MEAN AGE OF EMPLOYEES

43.6 YEARS

EDUCATION OF INSTRUCTORS & ADMINISTRATORS

64.7%

FULL-TIME WITH MASTER'S DEGREE OR HIGHER

FIGURE 7-2: EMPLOYMENT BY TYPE: 2000 - 2018

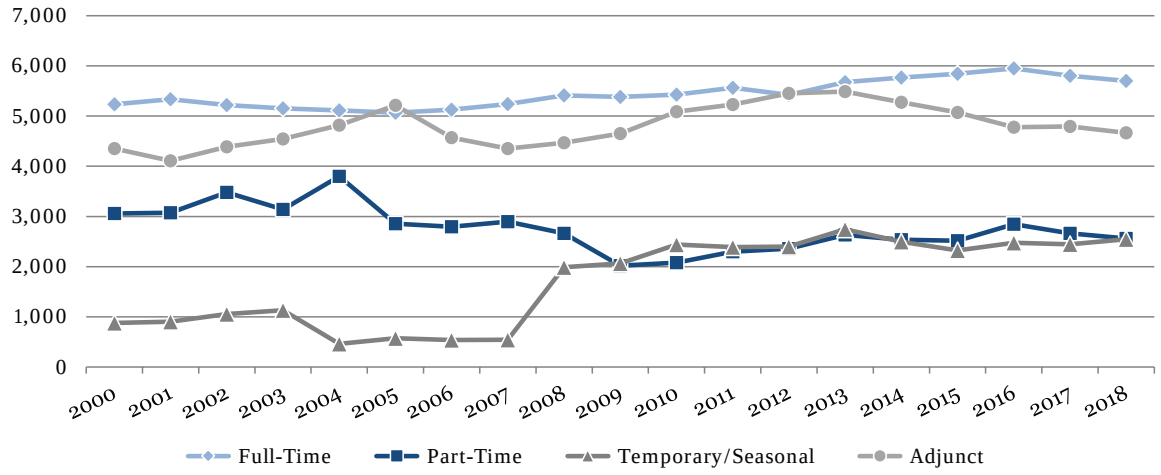
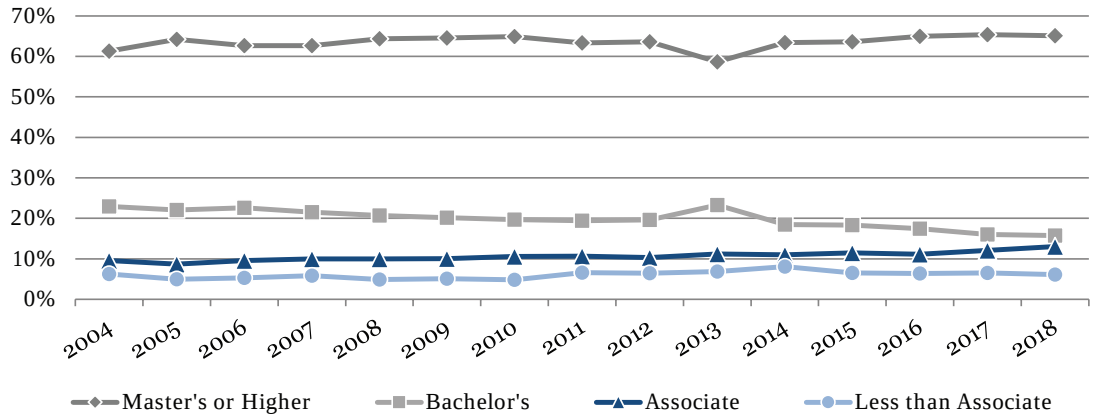


FIGURE 7-3: INSTRUCTORS' AND ADMINISTRATORS' DEGREES: 2004 - 2018



The percentage of instructors and administrators with only a bachelor's degree remained steady between 2008 and 2012 (19.9 percent on average), increased to a record high of 23.3 percent in 2013, and dropped to 15.7 percent in AY17-18. The percentage of associate degree holders has remained stable for the past 10 years. In AY17-18, however, it reached a record high of 13.0 percent (Figure 7-3).

The percentage of racial/ethnic minorities among employees in AY17-18 is 10.1 percent, which is slightly lower than that of AY16-17. The 19-year trend from 2000 to 2018 depicts a steady increase in the number of racial/ethnic minorities among Iowa community college employees. The average growth between 2000 and AY17-18 was 7.1 percent (Figure 7-4).

The distribution of employees within racial/ethnic minorities has fluctuated over the past 17 years. The percentage of American Indians ranged between 6.4 percent in 2000, and a record low of 2.0 percent in AY16-17. In AY17-18, American Indians accounted for 2.5 percent of minorities. Asians also experienced fluctuations between 2000 and 2018. Their representation decreased to 15.0 percent during AY17-18. The percentage of black employees has been consistently high among all minority employees, fluctuating between 39.1 and 44.6 percent. In AY17-18, blacks comprised 40.7 percent of all minority employees. The percentages of Hispanic employees increased to 33.0 percent, up from 32.4 percent the previous year. Hawaiians or other Pacific Islanders remained at one percent of all minorities.

FIGURE 7-4: PERCENT OF RACIAL MINORITIES AMONG EMPLOYEES: 2000 - 2018

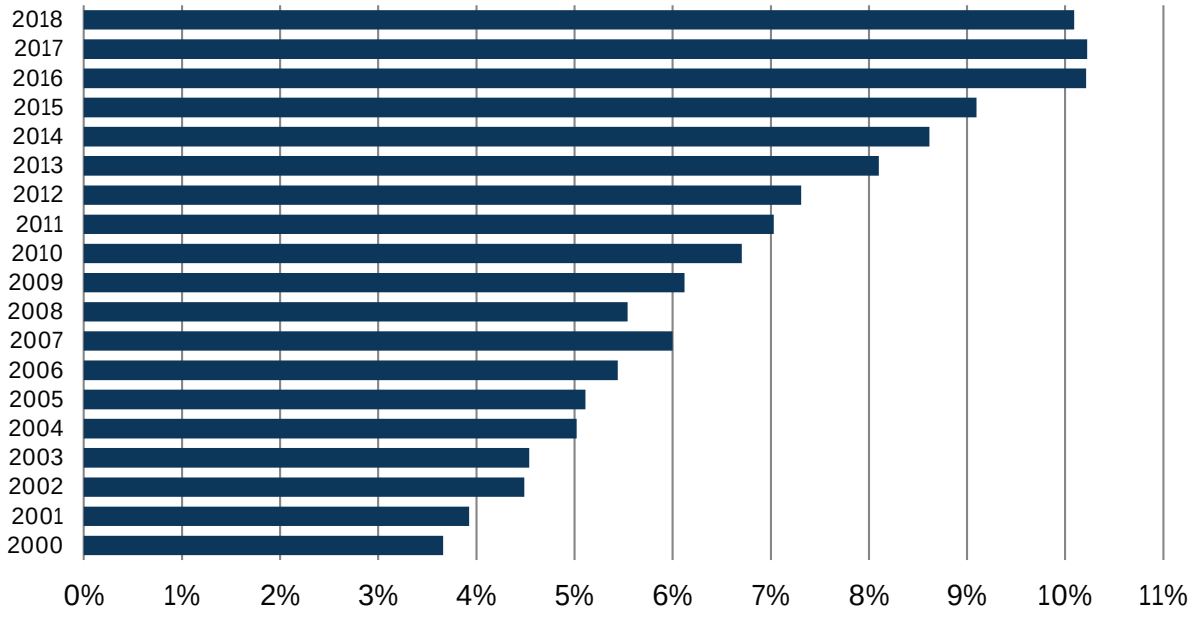
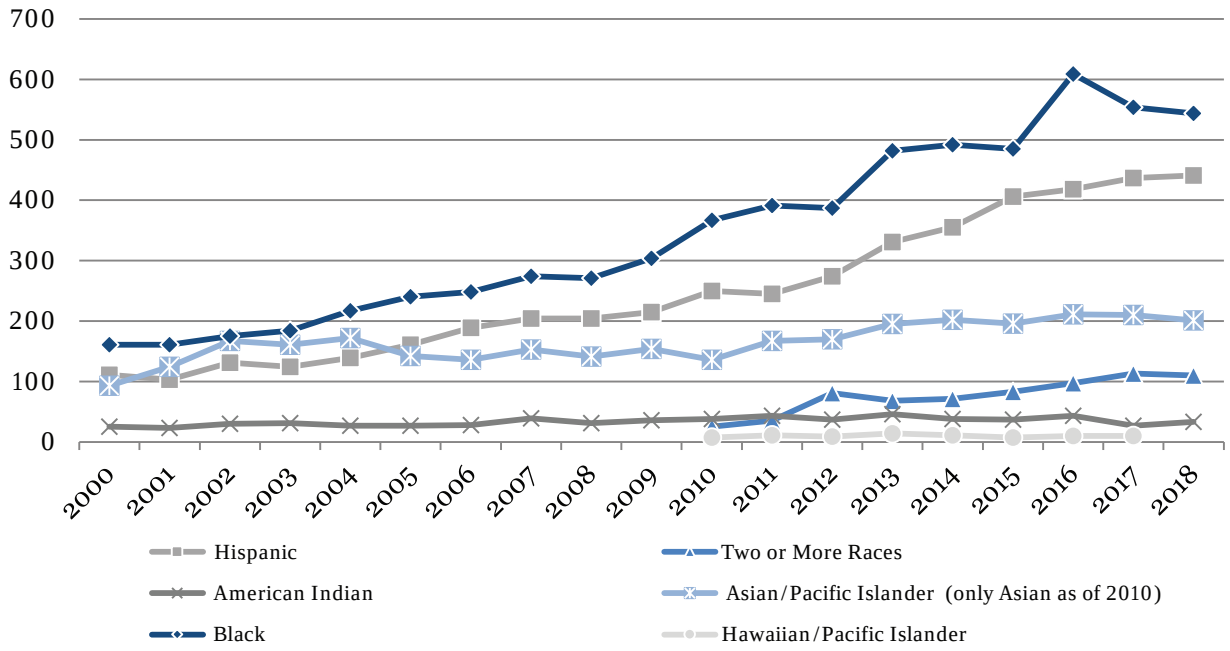


FIGURE 7-5: DISTRIBUTION OF RACIAL/ETHNIC MINORITIES AMONG EMPLOYEES: 2000 - 2018



Since 2010, when the new standards allowed reporting of more than one race, employees reporting more than one race grew from 3.0 percent in 2010, to a high of 8.5 percent in 2012. In AY17-18, it constituted 8.2 percent of all reported minority employees (Figure 7-5).

The gender composition of Iowa community college employees has remained stable. In 2000, females comprised close to 58 percent; in AY17-18 they were 58.6 percent of all employees (Figure 7-6).

In AY17-18, the age distribution of Iowa community college employees was comprised of all ages, from teens to the eighties. The largest groups were among those between 19-20, 35-40, and 47-59, with a mode of 19 (Figure 7-7). Together, these 21 ages represented close to one-third of all community college employees. In AY17-18, the average age of community college employees was 43.6 years old, while the median age was 43. This distribution represents the youngest group of community college employees in the history of the Community College MIS.

FIGURE 7-6: GENDER DISTRIBUTION OF EMPLOYEES: 2000 - 2018

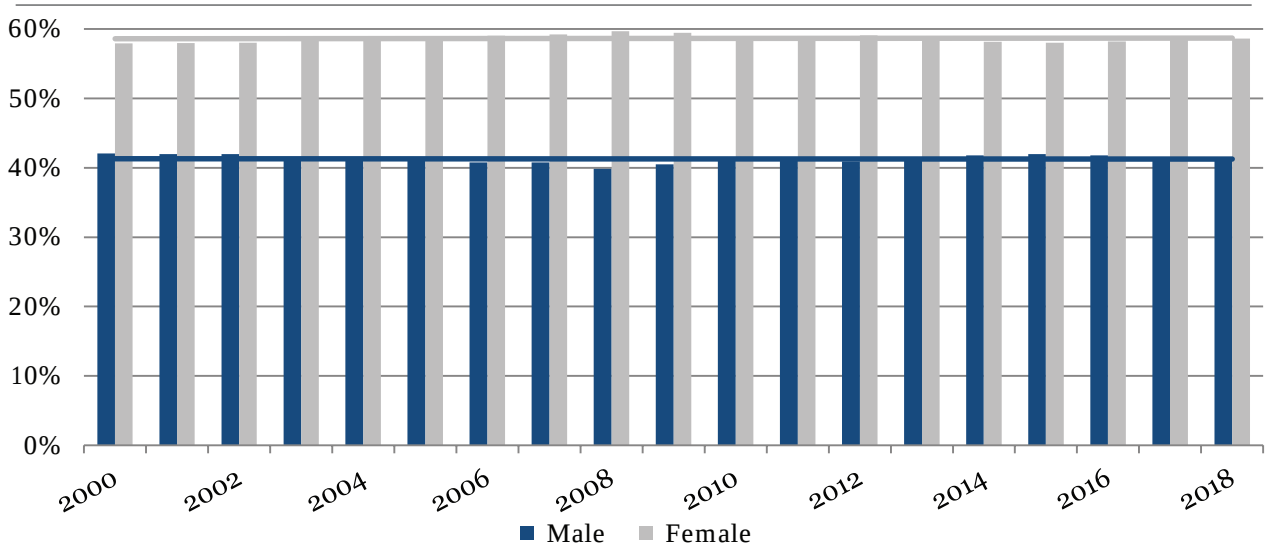
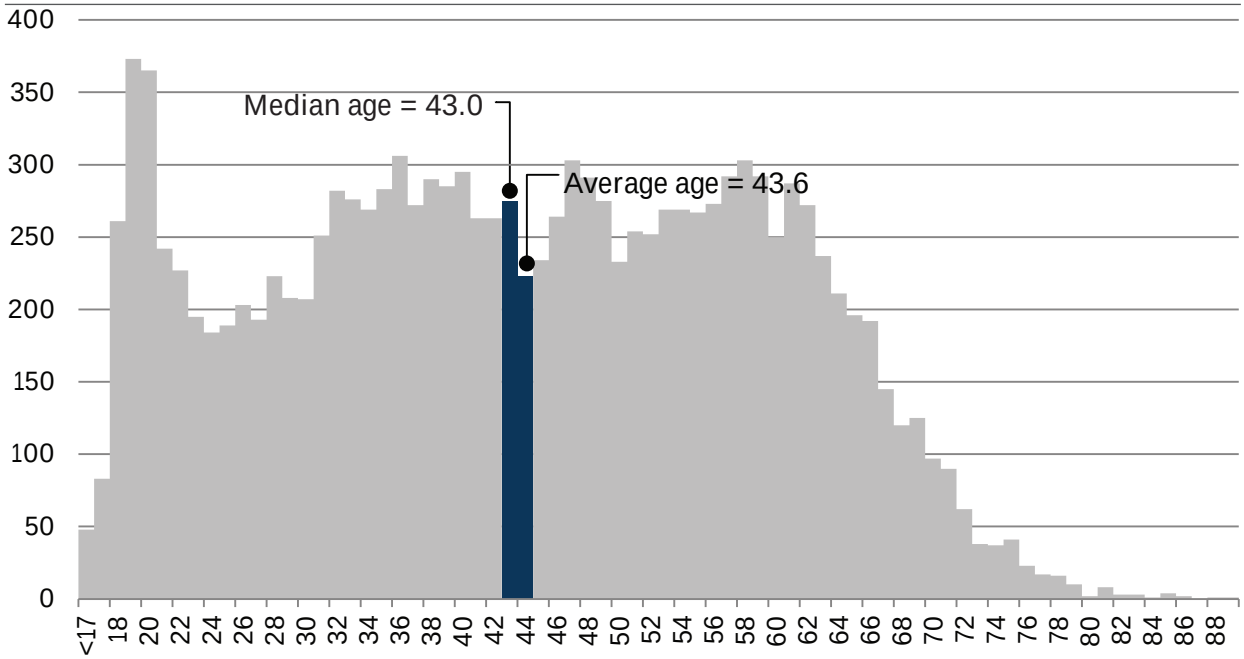


FIGURE 7-7: AGE OF COMMUNITY COLLEGE EMPLOYEES: AY17-18



When analyzing the age distribution of community college employees, which ranges from under 18 to over 55, the largest group of employees in AY17-18 was between 40 and 55 years old. This group represented close to one-third of all employees (31.1 percent) and has remained the largest for the past 11 years. The fastest growing group used to be over 55 years old, which comprised 19 percent of all employees in 2004. This group steadily grew to 27.9 percent in 2012, but has decreased to 26.9 percent in AY17-18.

The largest group of community college administrators was between 56 and 61 years old in AY17-18, which was older than the largest group of employees. The average age of administrators was 54.1 years old and the median age was 56 years of age (Figure 7-9). Similarly, in AY16-17, those numbers were 53.6 and 56, respectively.

Iowa community college full-time instructional staff was comprised of ages between 23 and 79, with the mode being 57 years old. The average age of full-time faculty at Iowa community colleges gradually increased from 2004 through 2011, when it peaked at 50.1. Since that time, it has fluctuated between 48 and 50, with an average of 49.0 in AY17-18. The median age lowered to 49, which is consistent with last year, while it had been at 51 since 2012, thus supporting the notion of progressively younger faculty (Figures 7-8 and 7-9).

North Iowa Area Community College agriculture students

FIGURE 7-8: AVERAGE AND MEDIAN AGE OF FULL-TIME INSTRUCTORS: 2005 - 2018

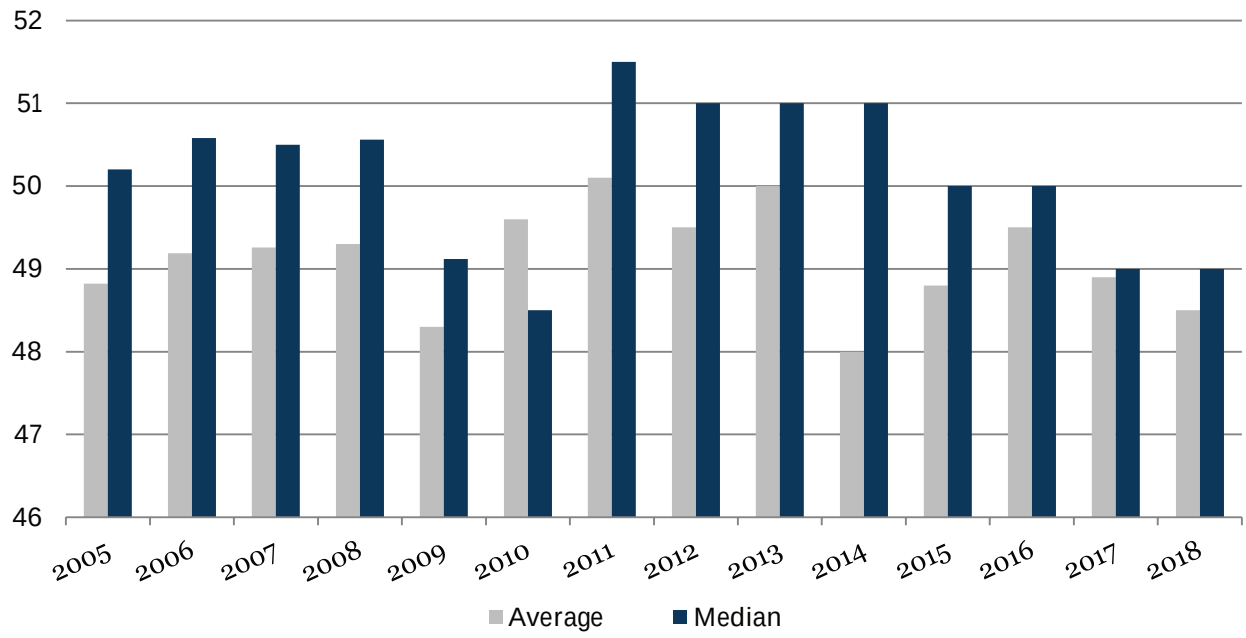
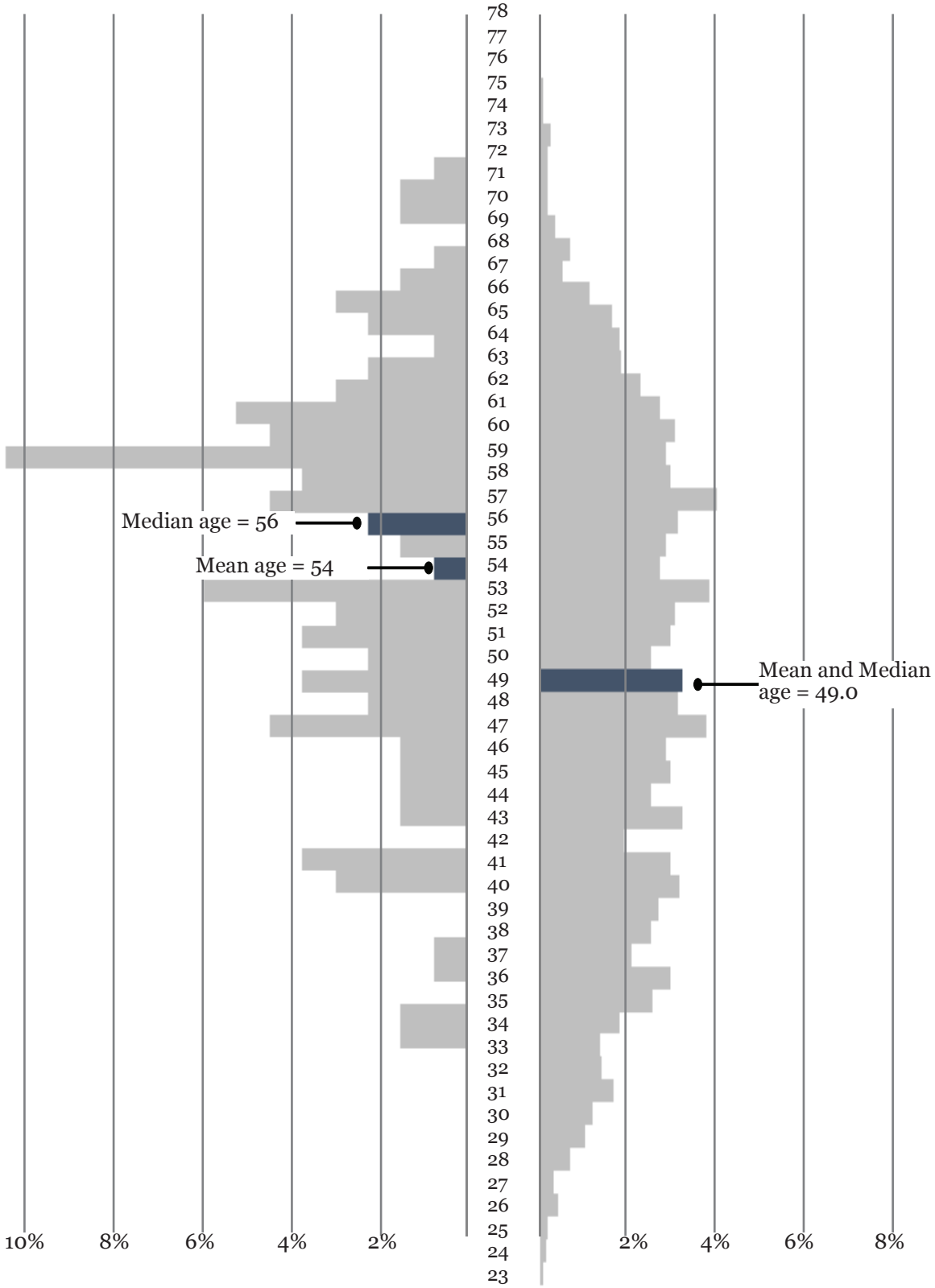


FIGURE 7-9: DISTRIBUTION OF ADMINISTRATORS (LEFT) AND INSTRUCTORS (RIGHT) BY AGE: AY17-18



Instructional Staff Salaries

Average salaries for full-time instructional staff have increased an average of 2.5 percent annually since 2001 (Figure 7-10). However, the average base salary for a nine-month contract for full-time instructional employees increased from $59,894 to $60,276 in AY17-18, which is only a 0.6 percent increase.

In addition to the MIS, there are a number of other state and federal reports that publish faculty salaries. Variances among those reports are due to differences in factors (i.e., definitions, classification systems, and contract periods). For example, for AY16-17, the National Center for Educational Statistics (NCES) reported $50,987 as the average salary of full-time instructors in two-year public institutions based on nine-month contracts.

The *Chronicle of Higher Education Almanac* also publishes annual data for colleges nationwide and by state. According to their data, from 1996 through 2016, the average salary steadily increased for Iowa full-time community college instructors. In 2016, the salary increased by 5.0 percent compared to the prior year, while the average salary decreased nationally 5.1 percent, making Iowa salaries higher than the national average for the first time since 1996 (Figure 7-11). Over the last 18 years, average salaries in Iowa increased 2.4 percent each year since 1996, while the national average increased 1.0 percent annually during that time. Overall, this data reports that Iowa community college instructors were paid, on average, 4.7 percent higher than the national average salary for two-year public institutions in AY16-17 (latest available data).

FIGURE 7-10: AVERAGE BASE SALARY OF FULL-TIME INSTRUCTORS: 2001 - 2018

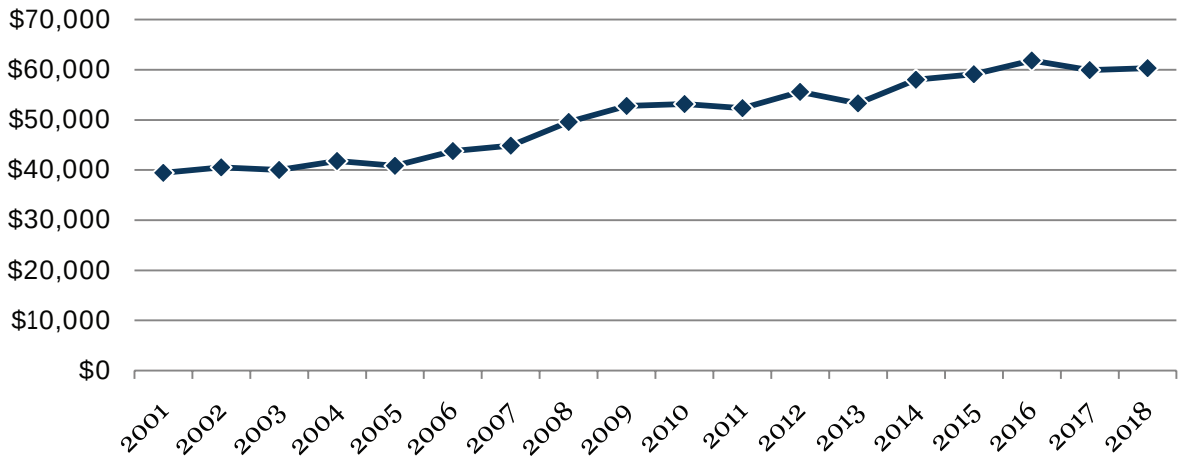
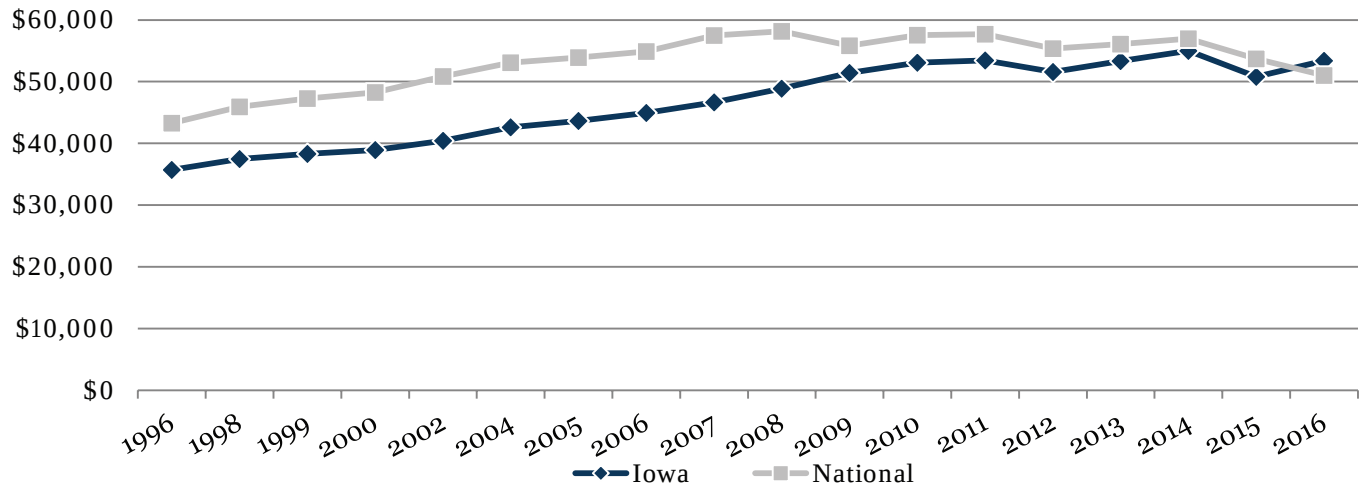


FIGURE 7-11: COMPARISON OF IOWA AND NATIONAL AVERAGE SALARIES FOR FULL-TIME FACULTY MEMBERS: 1996 - 2016*



* Source: The Chronicle of Higher Education Almanac

Unrestricted General Fund Revenues by Source

From FY17 to FY18, Iowa community college unrestricted general revenues increased $11,844,046 to a statewide total of $575,790,374 (Table 7-1), representing a nominal increase of approximately two percent. The increase was driven by an increase in all revenue sources except federal support.

Figure 7-12 depicts the distribution of revenue sources in the community college Fund 1 unrestricted general fund in FY17. Tuition and fees continue to be the leading source of unrestricted general fund revenue, accounting for 51.6 percent of total revenue. State support is the second largest source of revenue at 34.9 percent. In order of proportion, other income, local support, and federal support comprise the remainder of community colleges' unrestricted revenues.

Total revenues adjusted to 2018 dollars (Table 7-2) show an overall decrease of 0.07 percent from FY17. Tuition and fees revenue decreased about 1.4 percent from FY17. Revenue from state general aid also showed a decrease of 1.6 percent.

FIGURE 7-12: UNRESTRICTED FUND REVENUE BY SOURCE: 2018

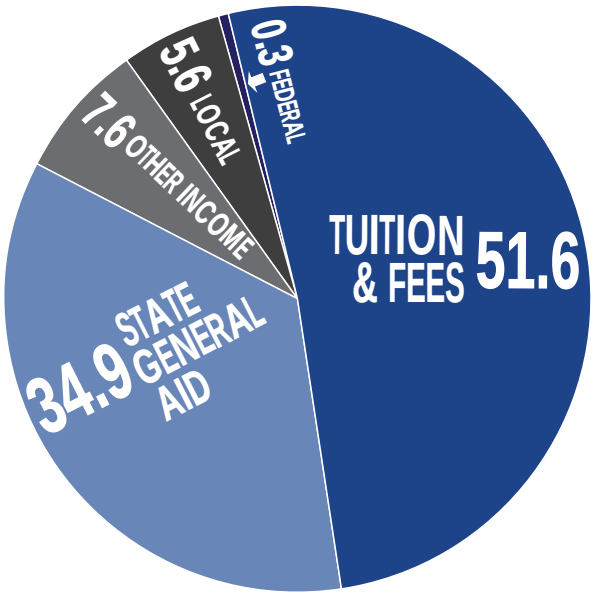


TABLE 7-1: NOMINAL REVENUE TOTALS BY SOURCE 2014 - 2018

Year	Tuition and Fees ($)	Local ($)	State General Aid ($)	Federal ($)	Other Income ($)	Total Revenue ($)
2014	295,035,559	28,505,519	193,274,647	6,421,205	34,226,499	**557,463,429**
2015	290,561,911	29,204,331	201,277,231	2,189,324	33,999,085	**557,231,882**
2016	293,755,716	29,978,577	201,274,647	2,154,291	38,055,042	**565,218,273**
2017	294,806,794	31,273,686	199,540,607	2,560,515	35,764,726	**563,946,328**
2018	297,016,561	32,352,782	200,690,890	1,845,326	43,884,815	**575,790,374**

TABLE 7-2: ADJUSTED REVENUE TOTALS BY SOURCE (2018 DOLLARS)

Year	Tuition and Fees ($)	Local ($)	State General Aid ($)	Federal ($)	Other Income ($)	Total Revenue ($)
2014	314,884,003	30,423,221	206,277,151	6,853,190	36,529,078	**594,966,643**
2015	308,561,040	31,013,421	213,745,537	2,324,944	36,105,190	**591,750,131**
2016	306,760,650	31,305,766	210,185,328	2,249,664	39,739,786	**590,241,195**
2017	301,223,562	31,954,389	203,883,810	2,616,247	36,543,181	**576,221,190**
2018	297,016,561	32,352,782	200,690,890	1,845,326	43,884,815	**575,790,374**

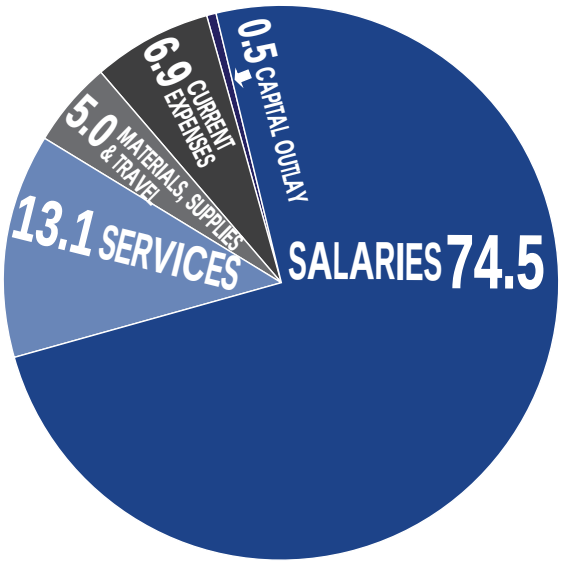
Unrestricted General Fund Expenditures by Category

Table 7-3 shows the breakdown by category for the unrestricted general fund expenses statewide. The total unrestricted general fund expenditures in FY18 increased $4,408,925 from the previous year in nominal terms, an increase of less than one percent. By category, salaries and benefits decreased about 0.9 percent, services increased 3.0 percent, and materials, supplies, and travel increased 2.1 percent. Salaries continue to comprise the majority of community college expenditures at 74.5 percent, while services come in second at 13.1 percent (Figure 7-13).

Expenditure categories are defined as follows:

1. Salaries–All salaries, including administrative, instructional, professional, secretarial and clerical, and service staff. Includes other payroll costs, such as fringe benefits and workers' compensation insurance.
2. Services–Items such as professional fees, memberships, publications, rental of materials, buildings and equipment, and insurance.
3. Materials, Supplies, and Travel–Expenses such as materials and supplies, periodicals, vehicle materials and supplies, and travel expenses.
4. Current Expenses–Items such as purchase for resale, payment on debt principal, student compensation, and transfers.

FIGURE 7-13: UNRESTRICTED FUND EXPENDITURES BY CATEGORY: 2018



5. Capital Outlay–Items such as furniture, machinery, and equipment, lease purchase equipment, vehicles, land, buildings and fixed equipment, and other structures and improvements.

Total unrestricted general fund expenditures, adjusted to 2018 dollars, decreased from the previous year, down collectively by 1.4 percent (Table 7-4).

TABLE 7-3: NOMINAL EXPENDITURE TOTALS BY SOURCE: 2014 - 2018

Year	Salaries ($)	Services ($)	Materials, Supplies & Travel ($)	Current Expenses($)	Capital Outlay ($)	Total ($)
2014	416,422,359	74,088,407	30,079,274	31,855,054	2,915,731	**555,360,825**
2015	419,317,986	74,691,961	30,486,783	28,807,522	1,799,548	**555,103,800**
2016	422,195,611	73,463,495	29,656,674	32,815,921	3,261,371	**561,393,072**
2017	425,650,298	71,822,843	27,951,968	32,648,642	3,809,144	**561,882,895**
2018	421,831,960	73,987,385	28,541,680	38,907,557	3,023,238	**566,291,820**

TABLE 7-4: ADJUSTED EXPENDITURE TOTALS BY SOURCE (2018 DOLLARS)

Year	Salaries ($)	Services ($)	Materials, Supplies & Travel ($)	Current Expenses($)	Capital Outlay ($)	Total ($)
2014	444,437,070	79,072,686	32,102,850	33,998,095	3,111,886	**592,722,587**
2015	445,293,030	79,318,824	32,375,315	30,592,031	1,911,023	**589,490,223**
2016	440,886,740	76,715,816	30,969,612	34,268,723	3,405,756	**586,246,647**
2017	434,915,007	73,386,140	28,560,371	33,359,273	3,892,054	**574,112,844**
2018	421,831,960	73,987,385	28,541,680	38,907,557	3,023,238	**566,291,820**

Unrestricted General Fund Expenditures by Function

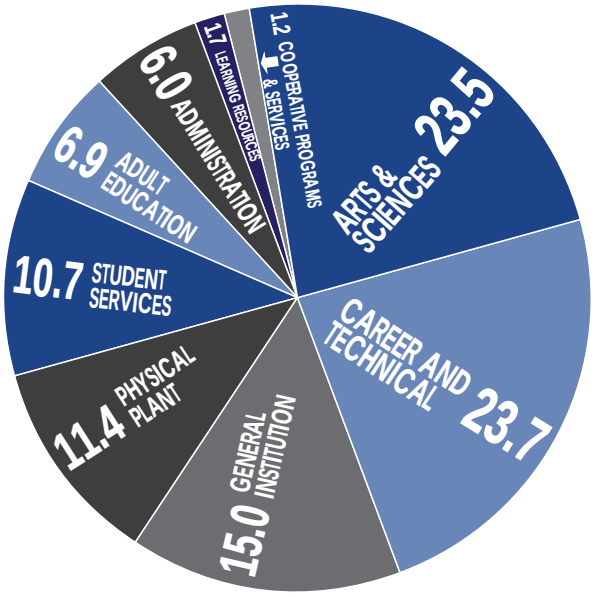
Total unrestricted general fund expenditures by function (Table 7-5 on the following page) indicate that arts and sciences and career and technical education (CTE) expenses are approximately equal, with the former accounting for 23.5 percent of total expenditure and the latter 23.7 (Figure 7-14).

Nominal expenditures in both categories decreased by 2.2 (arts and sciences) and 0.6 (CTE) percent. However, adjusted for inflation, these expenditures decreased 4.3 and 2.8 percent, respectively (Table 7-6). The largest drop in expenditures between FY17 and FY18 was associated with learning resources, which declined 7.1 percent. Other notable increases include physical plant (7.4 percent) and general institution (5.3 percent).

Function categories are defined as follows:

1. Arts and Sciences–All administrative and instructional organizational units of the community college that provide instruction in the area of college parallel and career option/college parallel (CO/CP).
2. Career and Technical–All organizational units designed to provide vocational, technical, and semi-professional training.
3. Adult Education–All organizational units designed to provide services, courses, and programs intended mainly for part-time students who are not a part of one of the instructional divisions of arts and sciences or career/vocational technical functions. Some examples include adult basic education, high school completion, and short-term preparatory.
4. Cooperative Programs or Services–All organizational units designed to provide instruction for secondary joint effort activities and all activities concerning Chapter 260E (Industrial New Jobs Training) and Chapter 260F (Jobs Training).
5. Administration–All expenses of the community college board of trustees, the CEO, and business office, which serve the entire community college.
6. Student Services–All organizational units that are primarily concerned with providing services for students.

FIGURE 7-14: UNRESTRICTED FUND EXPENDITURES BY FUNCTION: 2018



7. Learning Resources–All organizational units that provide for storage, distribution, and use of educational materials throughout the entire community college.
8. Physical Plant–All organizational units that are responsible for the operation and maintenance of the community college's physical facilities.
9. General Institution–All other expenses, except those included in the above functions. Some examples include institutional development, data processing, general printing, communication, alumni affairs, early retirement, and telecommunications.

Diesel mechanic student at Indian Hills Community College

TABLE 7-5: NOMINAL EXPENDITURE TOTALS BY FUNCTION: 2014 - 2018

Year	Arts & Science ($)	Vocational Technical ($)	Adult Education ($)	Cooperative Programs/ Services ($)	Administration ($)	Student Services ($)	Learning Resources ($)	Physical Plant ($)	General Institution ($)	Total ($)
2014	133,927,078	133,603,435	43,358,594	8,330,886	35,024,744	53,747,409	11,540,103	63,386,497	72,442,077	**555,360,825**
2015	137,803,187	135,902,241	41,266,765	5,374,626	32,929,240	54,688,564	10,932,177	60,281,717	75,925,283	**555,103,800**
2016	137,736,940	136,139,587	40,224,554	6,401,481	34,277,503	57,151,178	10,707,367	60,327,962	78,426,499	**561,393,072**
2017	136,368,112	135,382,112	39,763,700	6,645,307	33,293,067	59,197,266	10,487,483	60,134,766	80,611,082	**561,882,895**
2018	133,325,627	134,525,254	39,053,146	6,696,944	34,172,680	60,678,116	9,742,023	64,608,463	84,887,864	**567,690,117**

TABLE 7-6: ADJUSTED EXPENDITURE TOTALS BY FUNCTION (2018 DOLLARS): 2014 - 2018

Year	Arts & Science ($)	Vocational Technical ($)	Adult Education ($)	Cooperative Programs/ Services ($)	Administration ($)	Student Services ($)	Learning Resources ($)	Physical Plant ($)	General Institution ($)	Total ($)
2014	142,936,989	142,591,573	46,275,533	8,891,344	37,381,025	57,363,253	12,316,461	67,650,808	77,315,600	**592,722,585**
2015	146,339,534	144,320,832	43,823,073	5,707,562	34,969,073	58,076,298	11,609,381	64,015,924	80,628,546	**589,490,223**
2016	143,834,727	142,166,657	42,005,345	6,684,883	35,795,011	59,681,332	11,181,396	62,998,757	81,898,538	**586,246,646**
2017	139,336,302	138,328,840	40,629,197	6,789,949	34,017,724	60,485,754	10,715,754	61,443,660	82,365,664	**574,112,844**
2018	133,325,627	134,525,254	39,053,146	6,696,944	34,172,680	60,678,116	9,742,023	64,608,463	84,887,864	**567,690,117**

Unrestricted General Fund Revenue vs. Expenditures

After adjusting for inflation (using 2018 dollars), total revenue decreased by less than 0.01 percent from FY17 to FY18, Expenditures saw a slightly larger decrease of of 1 percent. Since FY14, both unrestricted general fund revenues and expenditures have averaged an annual decrease of less than 0.6 percent.

Full-Time Equivalent Enrollment (FTEE)

The FTEE calculation is utilized when determining state general aid (SGA) and is a standardized method for measuring enrollment. Due to the timing of the calculation to meet Iowa Legislative deadlines, the enrollment used to calculate SGA is two years behind the year of the aid (i.e., FY16 enrollments are used to calculate FY18 SGA). Twenty-four (24) credit semester hours, or 600 non-credit contact hours, equal one FTEE.

Total FTEE for FY18 was 81,627, which appears to be a decrease of two percent from the previous year (Table 7-7).

State General Aid (SGA)

Fiscal year 2018 SGA was $200,690,890 (Table 7-8). As a percent of total revenue in inflation adjusted dollars, state general aid constitutes 34.9 percent of total revenue. Figure 7-15 on the following page depicts the changes in the percentage of total revenue in adjusted dollars over the last 13 years.

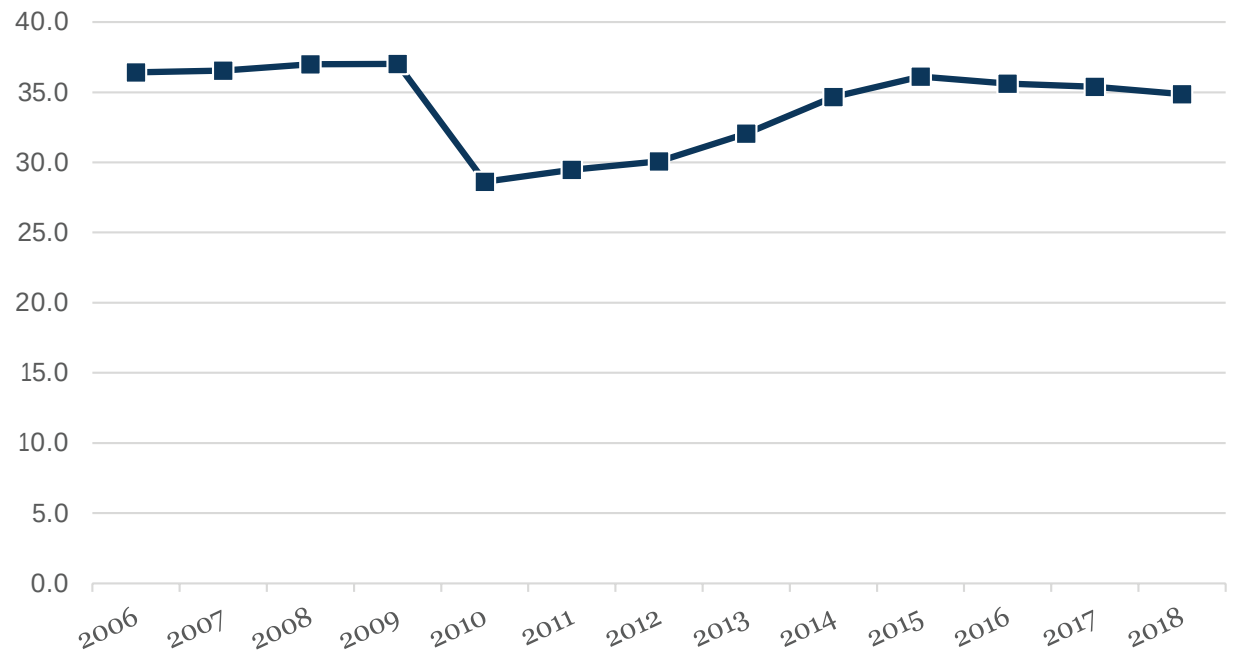
TABLE 7-7: ADJUSTED REVENUE AND EXPENDITURES/FTEE (2018 DOLLARS)

Year	Revenue ($)	Expenditures ($)	FTEE Total ($)	Revenue/FTEE ($)	Expenditures/FTEE ($)
2014	594,966,643	592,722,587	91,075	6,199	6,176
2015	591,750,131	589,490,223	88,619	6,374	6,350
2016	590,241,195	586,246,647	93,551	6,042	6,001
2017	576,221,190	574,112,844	83,389	6,763	6,738
2018	575,790,374	566,291,820	81,627	7,054	6,938

TABLE 7-8: STATE GENERAL AID (SGA) TOTALS (2018 DOLLARS)

Year	Adjusted SGA Amount ($)	FTEE, Number	$/FTEE
2006	187,097,120	86,614	2,160
2007	191,362,678	86,247	2,219
2008	204,029,954	88,495	2,306
2009	210,079,991	92,349	2,275
2010	171,349,202	104,811	1,635
2011	176,864,691	107,251	1,649
2012	179,294,827	102,504	1,749
2013	191,702,670	96,696	1,983
2014	206,277,151	91,075	2,265
2015	213,745,537	88,619	2,412
2016	210,185,328	93,551	2,247
2017	203,883,810	83,389	2,445
2018	200,690,890	81,627	2,459

FIGURE 7-15: SGA AS A PERCENT OF REVENUE (2018 DOLLARS): 2006 - 2018



References

[1] Faculty Association of California Community Colleges (FACCC) Education Institute. (2012). Faculty profiles 2012 California community colleges. Retrieved from http://www.faccc.org/wp-content/uploads/2014/09/faculty_profile_report2012.pdf.

8 Conclusion

The value of Iowa's community colleges extends beyond the programs, services, partnerships, and outcomes included in this report. Their responsiveness to regional workforce needs, the diversity of students they serve, and their efforts to innovate, improve, and expand pathways to success are important to understanding the impact they have on the state.

The mission of Iowa's community colleges focuses both on providing individuals with access to education and training and helping fuel the local and state economies. The data, outcomes, and stories provided throughout this report illustrate their strong connections and responsiveness to the needs of their students, employers, and communities they serve. They do this by providing the following: open access, affordable education, pathways to success, economic growth, community support, and value to the state.

1. **Open Access**

   Iowa's community colleges are inclusive institutions whose mission is to provide access to all students who desire to learn regardless of their background, education level, or socioeconomic status. To uphold their commitment to open access, Iowa's community colleges expend resources every year to assist students who are academically underprepared for college courses, as evidenced by the 11,060 students enrolled in developmental courses in AY17-18.

   Iowa's community colleges provide lifelong learning opportunities for Iowa's citizens, from high school students on the path to college and career readiness to adults in need of upskilling and recertification to succeed in the workforce. In AY17-18, 131,144 students enrolled in college credit bearing courses, including 51,001 jointly enrolled high school students; 204,233 individuals participated in noncredit and continuing education programs for personal and professional purposes; and 16,095 individuals enrolled in adult education and literacy (AEL) courses, including adult secondary education and English as a Second Language. These students all had the goal of improving their employment opportunities and inserting themselves as productive citizens within their communities. In total, Iowa's community colleges educate over half (50.6 percent) of all Iowa residents enrolled in postsecondary institutions in the state, with a focus on removing barriers to student success.

2. **Affordable Education**

   With lower tuition and fees than four-year public and private colleges and universities in the state, Iowa's community colleges provide opportunities for education and training that would otherwise be out of reach to many. As the need increases for Iowa's workforce to complete some form of postsecondary education or training, affordable opportunities are necessary to serve both the current workforce and those in the talent pipeline. Through the capacity to serve large numbers of students, while providing high-quality, focused, and cost-effective education, Iowa's community colleges play a key role in the Future Ready Iowa goal of 70 percent of Iowans with postsecondary education by 2025.

The need for affordable postsecondary education is likely to increase as the number of underrepresented and low-income students continues to grow. In AY17-18, a record high 22.4 percent of students enrolled at Iowa's community colleges were racial or ethnic minorities. Additionally, 29,972 students received federal Pell grants based on their financial need, an indication of their families' inability to pay any or all college costs. These numbers are likely to increase in the future as the number of minority students and the number of students eligible for free-or-reduced price lunch in Iowa's K-12 public schools continue to increase each year.

3. Pathways to Success

The community college student population is an increasingly diverse group, with a growing number of non-traditional students with work and family obligations who enroll on a part-time basis. This is a dramatic shift from the early days of Iowa's community colleges when only 15.1 percent of students were enrolled part-time. Today, over two-thirds of students are considered part-time, which impacts the path to credential completion.

Iowa's community colleges view this changing landscape as a challenge to continuously innovate, improve, and expand policies, programs, services, and supports to help students succeed. This work is happening as Iowa community colleges reshape developmental education and support services to better prepare students to succeed in college-level coursework. Guided pathways work is underway at all 15 of Iowa's community colleges in an effort to improve graduation rates and narrow gaps in completion among student groups. Partnerships with business, industry, and Iowa K-12 school districts are reaching students earlier and helping students, parents, and educators understand the wide range of job opportunities available in Iowa's growing industries. These collaborative, innovative efforts are providing Iowans with equitable access to high-quality programs, work-based learning opportunities, and real-world experiences that make learning relevant. Additionally, the expansion of reverse credit transfer policies in the state is making it easier for community college students who transfer to one of the state's three pubic universities to receive a community college credential retroactively, thus boosting credential attainment.

4. Economic Growth

Iowa's community colleges not only provide access to the education and training that individuals need, but they also spur economic and workforce development. In AY17-18, 48,232 new jobs were pledged through 653 Iowa businesses for training through the Iowa New Jobs Training Program, while a total of 31,366 individuals enrolled in recertification and relicensing coursework required by their occupations. Additionally, Iowa community colleges convened over two-thirds of all of the state's sector partnerships that help identify regional and economic labor needs, and collaborated with business and education partners through newly formed Regional Planning Partnerships.

With many of the high-demand jobs in Iowa requiring education or training beyond high school, but not necessarily a four-year degree, the community colleges are key to meeting demand and growing Iowa's economy. In AY 17-18, Iowa community college students earned a total of 16,747 associate degrees, certificates, and diplomas. Of all awards issued, short-term certificates accounted for 18.2 percent, and one-year diplomas accounted for 19.0 percent. Certificate and diploma programs are designed for students who intend to immediately enter the workforce, and thus, help employers get the skilled workforce they demand.

5. Community Support

Programs and services provided by Iowa's community colleges extend beyond educational opportunities for students. These community entities also provide cultural enrichment and workforce training to enhance students' lives, as well as to support community initiatives. Some of these efforts include providing access to state and federally mandated programs, job training and registered apprenticeships, sector partnership collaboration, recreation and cultural activities, financial resources, and services to meet community and workforce needs. In addition, during AY17-18, 2,267 individuals in Iowa's correctional institutions participated in coursework to improve their life, academic, and employability skills.

6. Value to the State

Through their responsiveness to local needs and work to remove barriers to student success, Iowa's community colleges generate a positive return on investment (ROI) for students, taxpayers, and society. According to a study released in early 2017, *Analysis of the Economic Impact and Return on Investment of Education*, Iowa's community colleges collectively contributed $5.4 billion into the state's economy and supported 107,170 jobs, roughly six percent of all jobs in Iowa, during FY14-15. The study found that for every dollar of public money invested in Iowa's community colleges, $3.50 in benefits is returned to taxpayers, with an average annual rate of return of 10.4 percent. The programs, services, and outcomes presented throughout this report make this high rate of return on investment possible for Iowa.

Students in Northwest Iowa Community College's electrical technology program

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The Division of Community Colleges and Workforce Preparation within the Iowa Department of Education administers a variety of diverse programs that enhance Iowa's educational system and lead to a skilled and knowledgeable workforce. Divided between two bureaus — the Bureau of Community Colleges and the Bureau of Career and Technical Education — the Division is committed to providing and supporting opportunities for lifelong learning. In addition to working with the 15 Iowa public community colleges on state accreditation, program approval, and data reporting, guidance is also provided in the areas of career and technical education, workforce training and economic development, adult education and literacy, military education, the state mandated OWI education program, the GAP Tuition program, Senior Year PLUS, the National Crosswalk Service Center, and the Statewide Intermediary Network for Academic Career and Employment (PACE) program.