

The Annual Condition of

Iowa's Community Colleges

2019



**COMMUNITY COLLEGES &
WORKFORCE PREPARATION**

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

State Board of Education

Brooke Axiotis, Des Moines
Michael Bearden, Gladbrook
Bettie Bolar, Marshalltown
Joshua Byrnes, Osage
Angela English, Dyersville
Michael L. Knedler, Council Bluffs
Mike May, Spirit Lake
Mary Ellen Miller, Wayne County
Kimberly Wayne, Des Moines
Fez Zafar, Student Member, Clive

Administration

Ryan M. Wise, Director and Executive Officer
of the State Board of Education

**Division of Community Colleges
and Workforce Preparation**

Jeremy Varner, Division Administrator

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by federal and state civil rights regulations. If you have questions or complaints related to compliance with this policy, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 877-521-2172, email: OCR.Chicago@ed.gov.



Acknowledgments

Many people have contributed to *The Annual Condition of Iowa's Community Colleges - 2019*. The project was supervised by Jeremy Varner and Paula Nissen and produced by Heather Doe. Contributing authors were Vladimir Bassis, Elizabeth Campbell, Joe Collins, Lisa Gard, Alex Harris, Dan Li, Paula Nissen, Chris Russell, Jayne Smith, Eric St Clair, Pat Thieben, Kristy Volesky, Amy Vybiral and Mike Williams.

In addition to these contributors, Joe Collins and Pat Thieben shared their editing expertise and feedback and assistance was provided by Rebecca Griglione and Barb Ledvina. The report cover was designed by Derek O'Riley.

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.

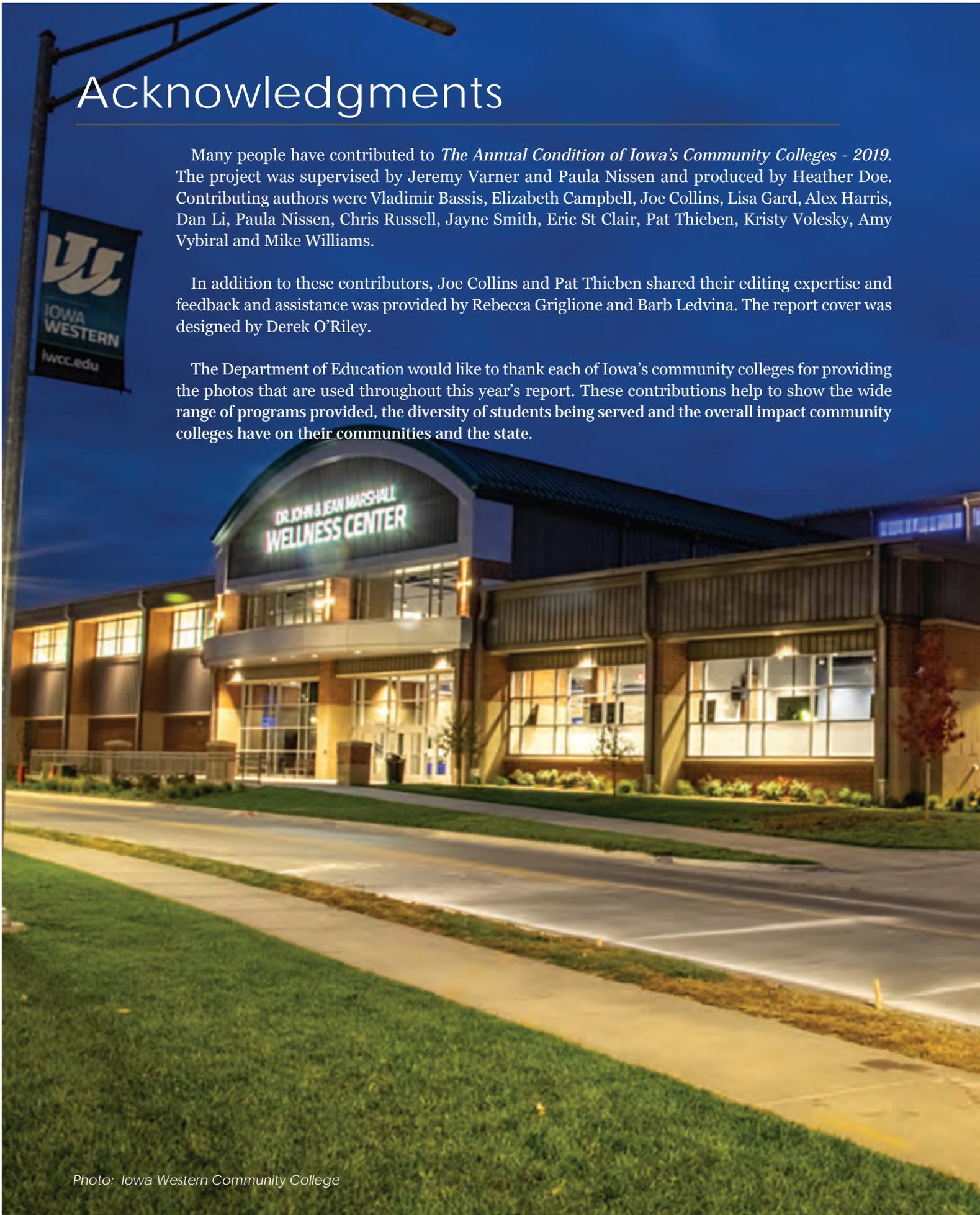


Photo: Iowa Western Community College



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 - 2019 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.

This report highlights the positive impact Iowa's community colleges have on our state's education and workforce systems. In addition, the information supports progress toward the Future Ready Iowa goal of 70 percent of Iowans in the workforce with education or training beyond high school by 2025. Thank you for taking the time to read *The Annual 2019 Condition of Community Colleges - 2019* and for your commitment to expanding educational opportunities for all Iowans.

Sincerely,

A handwritten signature in cursive script that reads "Ryan M. Wise". The signature is written in dark ink on a light-colored background.

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 Evolution of Iowa's Community Colleges (Section 1),
- » Programs that Meet Student and Workforce Needs (Section 2),
- » College Admission and Enrollment (Section 3),
- » Student Success and Institutional Performance (Section 4),
- » College Costs and Affordability (Section 5),
- » Programs that Serve Local Communities (Section 6), and
- » 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 displayed in 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 - 2019* include:

ENROLLMENT:

- » Credit enrollment decreased 1.9 percent, with 128,624 students taking 1,717,192 credit hours. (Page 29-62) AY18-19 (2018 fall term through 2019 summer term) data provide 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:
 - 45.0 percent of enrollees claimed No-POS, of which 79.3 percent were jointly enrolled students.
 - Arts and Sciences (transfer) accounted for 28.3 percent of credit enrollees.
 - Career and Technical Education (CTE) accounted for 22.4 percent of enrollees, 35.6 percent of whom were enrolled in Health Sciences.
 - Joint enrollment decreased by 0.8 percent, with 50,587 high school students accounting for 39.3 percent of total enrollees and 24.8 percent of total credit hours. Of these students, 182 earned their associate degrees and 662 earned certificates simultaneously with their high school diplomas.
 - Online courses accounted for 32.6 percent of total enrollment, with 48.8 percent of students taking at least one course.
 - 9,950 students (7.7 percent) enrolled in developmental education, which is 10.0 percent less than last year. This decrease is primarily due to college efforts to streamline academic skill development.
- » Noncredit enrollment decreased 7.0 percent with 189,843 individuals participating in 5,956,047 contact hours of instruction. Of these, 55.0 percent enrolled in skill enhancement courses designed to train the workforce, the majority of which (51.0 percent) was in Health Science.
- » The Adult Education and Literacy (AEL) unduplicated headcount was 16,551 students, representing a 2.8 percent increase over last year. The largest age group served by AEL programs ranged from 25 to 44 years (49.7 percent).



STUDENT DEMOGRAPHICS:

- » The average age of students in credit programs was 21.6, with 81.2 percent under 25 years of age. (Page 32-50)
- » Females accounted for 55.1 percent of total credit enrollment.
- » Minority enrollment increased to a new record high of 23.1 percent. According to the U.S. Census Bureau, in 2018 an estimated 12.7 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 (51.8 percent female), but were less racially diverse, than the total credit student body (17.1 versus 23.1 percent, respectively).
- » Females represented over 63 percent of online credit students, and the average age was 23.1 years.
- » Of all noncredit students, 55.9 percent did not report race/ethnicity. Of the 20.5 percent who reported as being a minority, 8.4 percent identified as Hispanic, 8.2 percent as black and 2.1 percent as Asian.

STUDENT SUCCESS AND COMPLETION:

- » The number of credit student awards increased 3.8 percent, to 17,377. (Page 63-88)
- » More Associate of Applied Science (AAS) degrees were awarded than Associate of Arts (AA), accounting for 28.0 and 26.7 percent of all awards, respectively.
- » Of all CTE awards granted, 37.5 percent were in Health Science.
- » Of the awards earned by minority students (19.5 percent of all awards), Hispanics earned 42.1 percent, while blacks earned 31.9 percent.
- » In AY18-19, via the Reverse Credit Transfer partnership between Iowa's 15 community colleges, three public universities and the National Student Clearinghouse, the credit information of 2,260 students was sent back to community colleges to fulfill associate degree requirements.
- » By AY18-19, roughly 41.4 percent of the fall 2016 student cohort graduated and/or transferred within three years.
- » Iowa's six-year Voluntary Framework for Accountability credit cohort out-performed the national cohort in many categories, such as awards earned within six years (50.2 percent vs. 37.6 percent, respectively).
- » A total of 38,912 noncredit students received 43,538 awards, the majority of which (72.4 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, 43.8 percent achieved a Measurable Skills Gain in AY18-19.
- » A total of 1,673 high school equivalency diplomas were awarded, an increase of 11.8 percent over last year.

COLLEGE COSTS AND AFFORDABILITY:

- » The current (AY19-20) average in-state tuition is \$173.92 per credit hour, representing a 3.1 percent increase over last year's tuition of \$168.70 per credit hour. (Page 89-104)
- » The current average annual cost of enrollment (tuition and mandatory fees) for a full-time Iowa resident taking 24 credit hours is \$4,526 at Iowa's community colleges.
- » In AY18-19, Iowa community college students received over \$264.7M in federal aid, \$3.3M in state aid, \$24.7M in institutional aid and \$16.1M in other aid.
- » Iowa Skilled Worker and Job Creation Fund programs provided training and support to:
 - 1,179 Gap participants who received tuition assistance for noncredit training;
 - 2,906 PACE participants who engaged in training activities, earning 2,940 credentials (short and long-term); and
 - 121,681 K-12 students and teachers who engaged in work-based learning opportunities funded through the Iowa Intermediary Network.



Photo: Eastern Iowa Community Colleges Urban Campus



TABLE OF CONTENTS

SECTIONS

| | |
|--|------|
| STUDENT-FOCUSED MISSION | VIII |
| 1. THE EVOLUTION OF IOWA’S COMMUNITY COLLEGES | 1 |
| <i>History</i> | 2 |
| <i>Governance and Planning</i> | 5 |
| <i>Accreditation Process</i> | 6 |
| <i>Iowa’s 15 Community College Areas</i> | 7 |
| <i>Value to Students and the State</i> | 8 |
| 2. PROGRAMS THAT MEET STUDENT AND WORKFORCE NEEDS | 9 |
| <i>College and Career Readiness</i> | 9 |
| <i>Secondary CTE Redesign (HF 2392)</i> | 10 |
| <i>Work-Based Learning</i> | 14 |
| <i>Joint Enrollment</i> | 16 |
| <i>Credit Programs</i> | 20 |
| <i>Noncredit Programs</i> | 25 |
| <i>Upskilling and Retraining</i> | 26 |
| <i>Adult Education and Literacy (AEL) Programs</i> | 27 |
| 3. COLLEGE ADMISSION AND ENROLLMENT | 29 |
| <i>Credit Enrollment</i> | 29 |
| <i>Joint Enrollment</i> | 38 |
| <i>Online Credit Enrollment</i> | 45 |
| <i>Developmental Education</i> | 52 |
| <i>Noncredit Enrollment</i> | 54 |
| <i>Online Noncredit Enrollment</i> | 57 |
| <i>Adult Education and Literacy Program Enrollment</i> | 58 |
| 4. STUDENT SUCCESS AND INSTITUTIONAL PERFORMANCE | 63 |
| <i>Credit Student Awards</i> | 63 |
| <i>Reverse Credit Transfer</i> | 71 |
| <i>Noncredit Program Completion</i> | 72 |
| <i>Voluntary Framework for Accountability (VFA)</i> | 76 |
| <i>Adult Education and Literacy (AEL) Outcomes</i> | 78 |
| <i>Graduation, Transfer and Success Rates</i> | 82 |
| 5. COLLEGE COSTS AND AFFORDABILITY | 89 |
| <i>Tuition</i> | 90 |
| <i>Mandatory Fees</i> | 91 |
| <i>Cost of Enrollment</i> | 92 |
| <i>Financial Aid</i> | 95 |
| <i>Skilled Worker and Job Creation Funds</i> | 100 |
| 6. PROGRAMS THAT SERVE LOCAL COMMUNITIES | 105 |
| <i>State and Federally Mandated Programs</i> | 105 |
| <i>Economic Development and Registered Apprenticeships</i> | 110 |
| <i>Sector Partnerships</i> | 113 |
| <i>Community Support and Collaboration</i> | 117 |
| 7. SYSTEMS AND INFRASTRUCTURE | 123 |
| <i>Human Resources</i> | 123 |
| <i>Finances</i> | 131 |
| 8. CONCLUSION | 137 |

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



The Evolution of Iowa's Community Colleges

Mission, History and Value

» *“For 50 years, Iowa community colleges have provided a trained workforce to Iowa business, added to Iowa gross state product and increased student earnings. Iowa community colleges give students improved employability and career enhancement, leading to a strong Iowa economy.”*

SOURCE: Iowa Association of Community College Trustees

The community college system in Iowa has evolved since the state's first “junior” college was established in Mason City in 1918. Today's community colleges are nimble and highly responsive to economic fluctuations. Strong community connections foster partnerships and collaborations that create efficiencies benefiting both students and industry. A focus on innovation puts Iowa's community colleges in a unique position to tackle key higher education issues, ranging from cost and access to employment outcomes and community engagement.

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

Iowa's 15 community colleges educate over half (51.9 percent) of all Iowa residents enrolled in public or private two- and four-year postsecondary institutions in the state [1], up from 50.6 in 2017. It also exceeds 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 increasingly diverse. Students representing racial and ethnic minorities made up a record high 23.1 percent of total enrollment during the 2018-2019 academic year (AY) at Iowa's community colleges.

The open-door approach adopted by community colleges ensures that nearly everyone who applies is accepted, which 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 noncredit courses for personal enrichment, academic preparedness and skill attainment.

As college costs continue to outpace corresponding increases in household income, community colleges provide an affordable option for students and families to access higher education. As a result, increasingly more first-time students are choosing community colleges as the starting point toward a postsecondary degree.

Community colleges are also essential components 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 to meet the needs of local employers and help build a strong talent pipeline needed to achieve the Future Ready Iowa goal, which calls for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025.

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

HISTORY

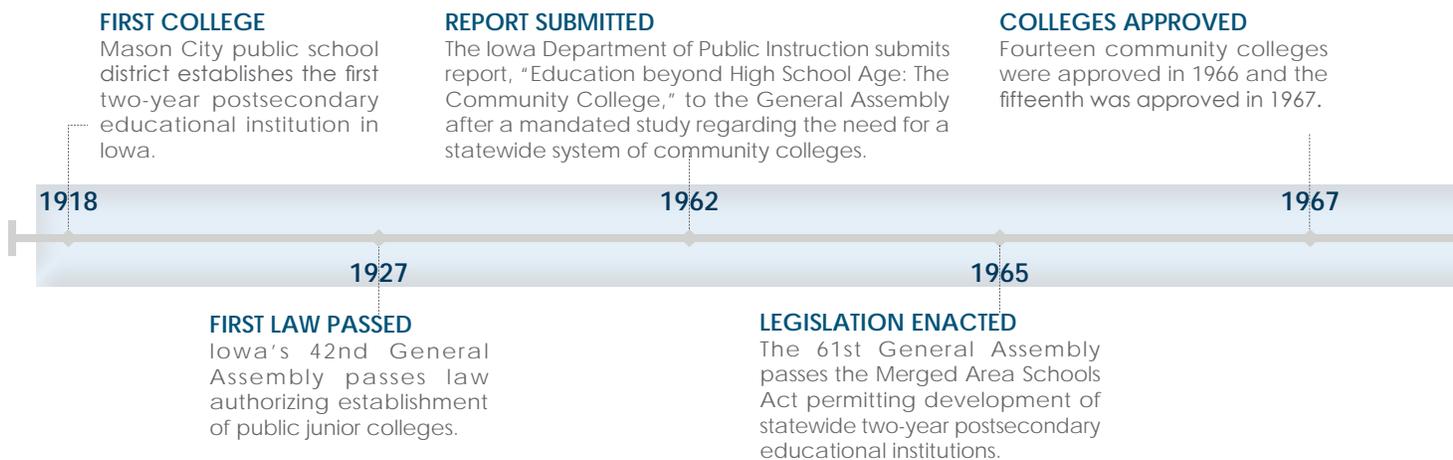
Community colleges have a long and robust history in Iowa, beginning in 1918 when the Mason City public school district established the first two-year postsecondary educational institution in the state. Mason City Junior College proved to be successful and was accredited by the North Central Association of Colleges and Schools in 1919. 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

ROLE EXPANDED

The Iowa Industrial New Jobs Training Act is passed, extending the role of community colleges to customized job training and economic development.

ACCREDITATION DEFINED

Legislation passed requiring a state accreditation process to address standards for quality, access, accountability and institutional improvement. The process was revised in 2010 to complement the Higher Learning Commission’s (HLC) regional accreditation process.

50TH ANNIVERSARY OF THE ESTABLISHMENT OF IOWA’S COMMUNITY COLLEGE SYSTEM

1983

1989

1990

2013

2016

DIVISION ESTABLISHED

The Division of Community Colleges was established within the Iowa Department of Education to provide leadership and enhance the status of community colleges.

HISTORIC INVESTMENT

The Iowa Legislature makes a historic investment through the creation of the Iowa Skilled Worker and Job Creation Fund, a portfolio of education, workforce development, job training and adult literacy programs designed to address Iowa’s growing shortage of skilled workers.

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 to include 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 Innovation and Opportunity 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 socioeconomic 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 Academic 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 of Community



Kirkwood Community College

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 was 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.

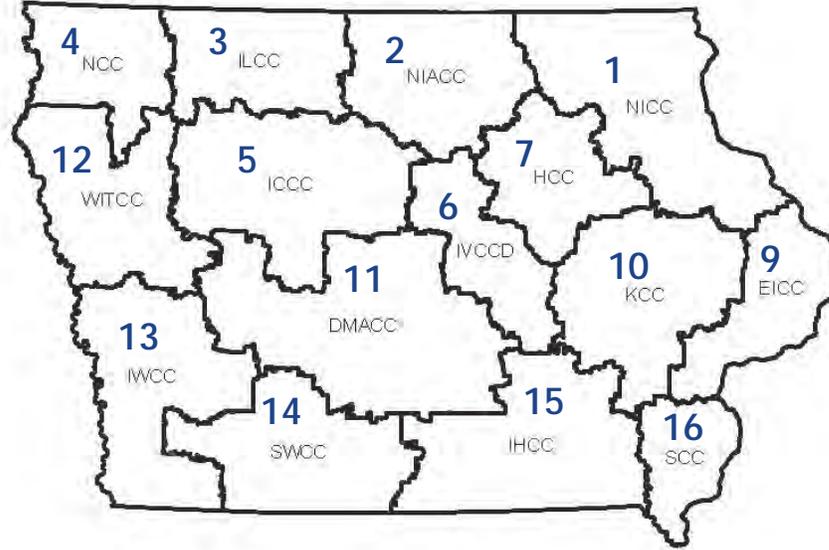
The report recommended an overhaul of the state accreditation process to make it more focused and efficient while reaffirming Iowa's approach to ensuring state standards are met through peer review. Recommendations included removing duplication with the Higher Learning Commission's (HLC) accreditation 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 that 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 2018).
- [2] American Association of Community Colleges. Fast Facts 2019.
- [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 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

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

Community college programs build Iowa's talent pipeline by connecting education and the workforce to provide clear pathways for earning the high-quality credentials and degrees needed for rewarding careers.

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.

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.

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.**



Nursing students at Northeast Iowa Community College



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, 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 and supplies on behalf of school districts and community colleges.

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

- » School districts have:
 - a. selected a career information system (CIS), from a list of vendors that meet established career development standards;
 - b. developed district career guidance plans that include district personnel and other key stakeholders, such as the community college intermediary network representatives; and



Students at North Iowa Area Community College



Students at Iowa Lakes Community College

- c. created plans to ensure all eighth grade students complete an individual career and academic plan (ICAP) using the selected CIS. Based on year-end reporting, 59.8 percent of students completed all five components of the ICAP in 2018. Beginning in AY19-20, school districts will report completion of individual components, which should show an increase in ICAP outcomes.
 - » 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.

In July 2018, the federal Strengthening Career and Technical Education for the 21st Century Act (known as Perkins V) was reauthorized. As Iowa finalizes its state plan for implementing Perkins V, the HF 2392 implementation efforts thus far 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.

Feature Spotlight

EARNING COLLEGE CREDIT & GAINING REAL-WORLD EXPERIENCE



Both of these rural eastern Iowa students graduated at the top of their class. They earned college credit through Kirkwood Community College while in high school. And most important, they credit CTE with helping them find their passions.

What's your major? The oft-dreaded question is asked of almost every recent high school graduate and soon-to-be college student. There is no doubt that choosing a major is one of the most difficult things recent high school graduates face. Many students struggle with balancing a desire to study what interests them with finding a field that will lead to a good-paying career.

But thankfully, that's not the case for Megan Niewoehner from Sumner-Fredericksburg, and Jaxon Mullinnix from Lone Tree. Both rural eastern Iowa students graduated at the top of their class. They took courses that earned them college credit through Kirkwood Community College while still in high school. And most important, both credit their involvement in career and technical student organizations (CTSOs) with helping them to grow as leaders, apply core learning in practical ways and ultimately guide them into fields where they can turn their passion into future careers.

"There are two types of people: river and flood," Jaxon said. "Before, I would say I was a flood. I had a bunch of different interests, but not something I was passionate about. My involvement in FFA (formerly called Future Farmers of America) helped me to channel my interests into a river."

More than just clubs or extracurricular activities, CTSOs are integral to high-performing career and technical education (CTE) programs. Student organizations, such as FFA, enhance classroom learning through authentic real-world experiences and provide a leadership component to the education program.

Jaxon, who had no agriculture experience prior to his FFA involvement, became interested as a way to participate in more science-related projects. Through his involvement, he has organized three World Hunger Day events in his community, served as FFA chapter president, FFA district officer and also served as an FFA national delegate.

"I stayed involved in FFA because I am strategic in how I choose to spend my time," Jaxon said. "There is a lot of challenge there, awards you can win, positions you can get involved with. The relationships I made also kept me involved. World hunger is the biggest challenge and that is what I have focused my FFA experience on."

For Megan, involvement in FFA and FCCLA (Family, Career and Community Leaders of America) helped her to get outside of her comfort zone, meet new people and discover what she did and didn't like to do.

"CTE and involvement in CTSOs have really helped me to grow as a person," Megan said. "My communication and organization skills have really improved, the connection you have with teachers is amazing, and it helps you to see the application to what you want to do in real life."

Providing students with high-quality CTE programs, including integration with CTSOs, is the focus of House File 2392 (HF2392), which was signed into law in 2016 to redesign CTE policy in Iowa. This work is also in line with the state's Future Ready Iowa initiative, which focuses on making Iowa's talent pipeline a more skilled workforce.

Both Megan and Jaxon say their CTSO involvement influenced the courses they took in high school and helped them to find passion in all of their core subjects.

"There is very little that you can't tie back to food insecurity," Jaxon said. "I can use a social studies class to learn about the action to enact change around an initiative."

"We have high-quality CTE programs throughout the state of Iowa and it produces students like Megan and Jaxon," said Karen Van De Walle, an agriculture instructor at Sumner Fredericksburg High School.

This year, Megan and Jaxon were selected for the U.S. Presidential Scholars in Career and Technical Education Program, which recognizes students on the basis of outstanding scholarship and demonstrated ability and accomplishment in career and technical education. They are two of only 20 CTE students from across the county to receive this national recognition.

"There are opportunities in CTE for everyone no matter what field you want to pursue," Jaxon said. "CTE is about taking abstraction to action."

"I am so excited to be part of something that is so much bigger than myself," Megan said. "There are so many unique individuals with their own stories. I am so excited and proud to be part of it."

For Megan and Jaxon, this recognition further fuels their drive and validates their postsecondary aspirations. Megan is attending Kirkwood Community College with plans to transfer to Iowa State University to study agricultural business with an emphasis on either finance or agricultural communications. Jaxon is attending the University of Southern California to further research food insecurity and the relationships between the environment and public policy. He plans to study philosophy, politics and law, with a minor in environmental studies. Both credit CTE and their involvement in CTSOs for helping them feel confident in their future career paths.

"You don't know how much you are going to grow until you actually experience it," Megan said. "Being involved in CTE has shaped me into who I am today. You don't have to be in a big city to find big opportunity."

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 to 15 regional intermediary networks, which use 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, 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 participate in mock interviews during a DMACC Career Discovery Network workshop

WORK-BASED LEARNING PARTICIPATION

STUDENTS PARTICIPATED

119,230

IN WORK SITE EXPERIENCES
(DUPLICATED)

UP SINCE AY17-18

↑ 9.5%

EDUCATORS PARTICIPATED

2,451

IN WORK SITE CORE SERVICES
(DUPLICATED)

UP SINCE AY17-18

↑ 62.1%

TABLE 2-1: CORE SERVICES AND EXPERIENCES

| | Intermediary Funds Only | Shared Resource | Total Participant Experiences |
|--|-------------------------|-----------------|-------------------------------|
| Worksite Core Services (for Students) | | | |
| Internships | 254 | 774 | 1,028 |
| Job Shadowing | 4,458 | 2,713 | 7,171 |
| Student Tours | 10,248 | 4,181 | 14,429 |
| Total Worksite | 14,960 | 7,668 | 22,628 |
| Worksite Core Services (for Educators) | | | |
| | 2,451 | 0 | 2,451 |
| Other Core Services (Career Fairs, Camps, etc.) | 70,253 | 26,349 | 96,602 |
| Total All Participants (Duplicated) | 87,664 | 34,017 | 121,681 |



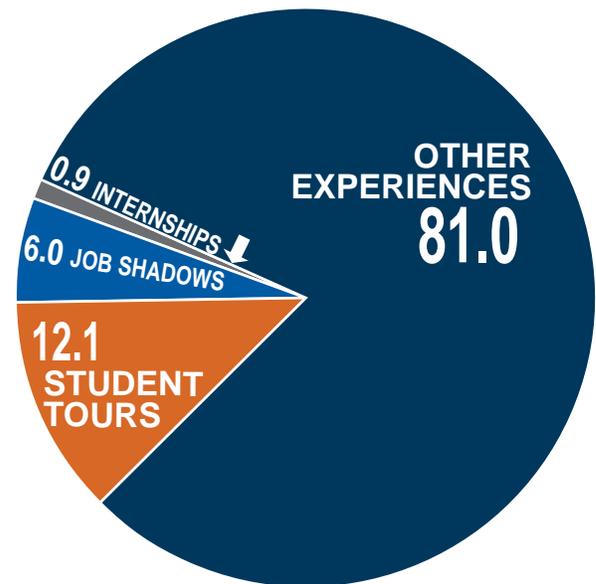
The statewide Work-Based Learning Intermediary Network helps prepare students for the workforce by connecting business and the education system through relevant learning activities for students and teachers.

In AY18-19, the Iowa Intermediary Network made contact with just over 4,700 business and industry partners and these partnerships continue to grow each year. 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 (ICAP), which students begin in the eighth grade and update every year in grades 9-12.



Relationships have been developed regionally with schools to meet student needs in a number of work-based learning experiences. In AY18-19, the Iowa Regional Intermediary Networks worked closely with school district personnel to set up 22,628 worksite experiences. In addition, the Iowa Regional Intermediary Networks collaborated with other organizations to create additional work-based learning experiences for a total of 96,602 work-based learning experiences. Beyond the student experiences are those work-based learning experiences in which educators participated. Educator experiences remained strong with 2,451 educators participating

FIGURE 2-1: CORE SERVICES BY TYPE (%):
AY18-19



Note: Other experiences include career fairs, guest speakers, camps and other experiences that are not conducted on a worksite.

in AY18-19. Table 2-1 shows the total of all core services provided to students and educators in AY 18-19 and Figure 2-1 shows the breakdown of core services provided to students at worksites by type.

In total, there were 121,681 work-based learning opportunities for students and educators provided through the work of the Iowa Regional Intermediary Networks in AY 18-19.

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

JOINT ENROLLMENT

Joint enrollment, which provides the opportunity for students to earn college credit while still in high school, accounts for 39.3 percent of total community college credit enrollment and over 24.8 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.

While sometimes referred to as “dual credit,” joint enrollment does not necessarily entail credit being issued at both the secondary and postsecondary

INSTANCES OF JOINT ENROLLMENT BY OFFERING ARRANGEMENT

CONTRACTED COURSES

49,623

DOWN SINCE AY17-18

↓ 0.9%

PSEO

470

DOWN SINCE AY17-18

↓ 7.7%

TUITION

1,210

DOWN SINCE AY17-18

↓ 26.8%



Students in the High School of Business program at Waverly-Shell Rock Senior High School apply their knowledge to running their own business while earning both high school and college credit through Hawkeye Community College.

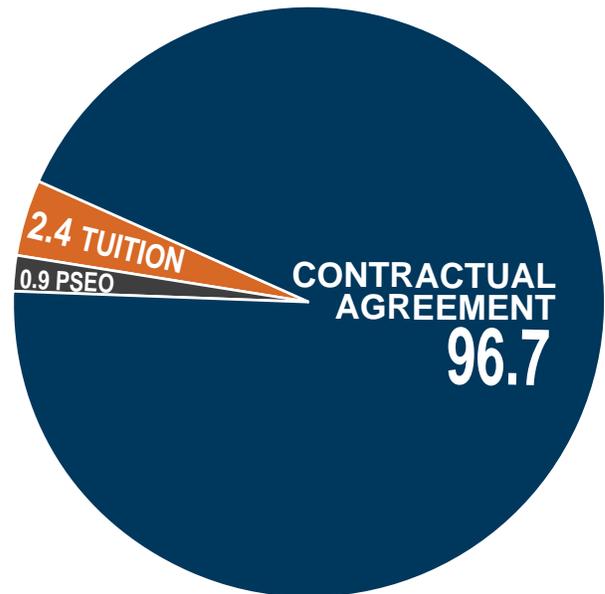
levels. Some programs, such as PSEO and concurrent enrollment, require that credit be issued at each level, while other joint enrollment opportunities, such as independent tuition-paying students, have no such requirement.



Joint Enrollment Offering Arrangements

Again, in AY18-19, contracted courses had the largest enrollment of the three types of joint enrollment offering arrangements, accounting for 96.7 percent of jointly enrolled students (Figure 2-2). Enrollment in these contracted courses decreased 0.9 percent from the previous year to 49,623 students. PSEO, which accounted for 0.9 percent of joint enrollment, experienced an enrollment decrease of 7.7 percent from AY17-18. 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 26.8 percent from the previous year, to 1,210 students.

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



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.



Students at Western Iowa Tech Community College

Feature Spotlight

EXPANDING STUDENT ACCESS TO HIGH-QUALITY, IN-DEMAND PROGRAMS



Every class offered at the North Central Career Academy is for college credit, which means students leave the academy with an Iowa Central Community College transcript, having accumulated up to 19 college credits per pathway.

How do you prepare students to succeed in college and careers? Students at the North Central Career Academy say it's about stepping outside your comfort zone, meeting new people, gaining real-world experience in high-demand fields and earning college credit.

Located in Eagle Grove, population 3,428, the North Central Career Academy serves six area school districts within a 30 mile radius—Clarion Goldfield-Dows, Eagle Grove, Fort Dodge (including St. Edmonds Catholic School), Humboldt and Webster City. Students attending this regional center have access to college-level programming, state-of-the-art equipment and career pathways in some of the state's most in-demand fields.

"The goal was never to supplant anything that was already being offered at the high schools," said Neale Adams, dean of business and industrial technology at Iowa Central Community College. "The superintendents had been talking for years about ways to share resources. They just couldn't agree on how to do it."

That all changed when an affordable building in a centralized location became available. The Iowa National Guard donated its former armory building to the city of Eagle Grove which, in turn, sold the facility at a reasonable price to Iowa Central. Workforce Training and Economic Development (WTED) funds designated to support new program innovation was used to finance the purchase. Funding through a local three-cent levy and the federal Perkins program was used to purchase equipment.

Now in its fifth year, the academy offers students year-long career pathways in business, engineering technology, health sciences, liberal arts, manufacturing technology and education (referred to as the teacher academy). Community and education leaders credit the academy's success to its strong ties to business and industry, support from Iowa Central Community College, collaboration with its CTE regional planning partnership and school districts that are committed to working together to provide students with equitable access to high-quality programs.

"Students who attend the academy have a much broader variety of opportunities for earning college credit than is available through their individual high schools," said Colleen Bartlett, Iowa Central intermediary network and career academy specialist.

Every class offered at the academy is for college credit, which means students leave the academy with an Iowa Central transcript, having accumulated up to 19 college credits per pathway. In addition, students who successfully complete a pathway receive a \$500 scholarship to attend Iowa Central after high school graduation.

Delaney Molitor, a student from Eagle Grove, didn't know what she wanted to do after graduation until she decided to try the health sciences pathway. She knew right away that nursing was the path for her. She earned

her certified nursing assistant (CNA) certification as part of the pathway program, which enabled her to secure a part-time job at an assisted living facility in Fort Dodge.

"The academy not only helped me find my passion, but it has prepared me for college, too," Delaney said. "I can work in the field as a CNA while I go to Iowa Central, which is great for keeping up with all the medical terminology."

Business partnerships are a big part of the academy's success. Local businesses donate equipment, help ensure programs align with regional workforce needs and provide work-based learning opportunities for students.

Joel Mendoza, a junior at Eagle Grove, is enrolled in the manufacturing technology pathway. His high school doesn't offer welding for dual credit, but at the academy he not only earns college credit, he also has his own welding booth and gets in-depth industry experience.

"This is going to look really good on my resume," Joel said. "I am earning more college credit and getting experiences that aren't available at my high school."

School administrators and educators are committed to providing these programs to their students. Each district signed a 10-year agreement to fill 20 to 35 student slots at the academy. Students take academy classes from 8:20 to 11 a.m. so they can take core classes and participate in extracurricular activities at their high schools.

Making good use of the facility, Iowa Central offers adult education classes in the evening: English as a second language (ESL) and integrated manufacturing. The manufacturing class integrates both ESL along with terminology used at the Prestage plant, a hog processing plant that opened last year in Eagle Grove.

Recently passed legislation will make it easier to fund regional centers, like the North Central Career Academy. HF 456 extends the SAVE (Secure an Advanced Vision for Education) state penny sales tax for school infrastructure through Jan. 1, 2051. The bill also created a career academy fund to provide competitive grants for school districts to establish career academies.

And that is great news because having more centers means more students will have access to in-demand career pathways, more courses for college credit and the opportunity to explore college classes without the cost of tuition.

"College tuition is always rising," said Chloe Knigge, who earned her associate degree through the academy before she even graduated from high school. "Kids need to take advantage of the opportunities to make that transition after high school easier."

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 AY18-19, 28.3 percent of Iowa community college students were enrolled in A&S programs (down from 28.8 percent in AY17-18), and 22.4 percent were enrolled in CTE programs (down from 23.7 percent in AY17-18). About 45.0 percent of students took classes without selecting a program of study (up from 42.9 percent in AY17-18). Of the remaining students, 2.6 percent were in multiple programs, while 2.0 percent completed an Associate of General Studies (AGS) award.



North Iowa Area Community College (NIACC)

CREDIT PROGRAMS

NUMBER OF CTE
AWARD OPTIONS

1,323
OFFERED STATEWIDE

DECREASE IN NUMBER OF
CTE AWARD OPTIONS

9

FEWER AWARD OPTIONS THAN AY17-18

NUMBER OF NEW
PROGRAMS

9

STARTED IN AY18-19

LARGEST CTE AWARD OPTION:

**ASSOCIATE OF
APPLIED SCIENCE**

43.4% OF ALL CTE AWARD OPTIONS IN AY18-19

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 AY18-19, there were 1,323 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 574 AAS, five AAA and five APS degree programs, as well as the 374 diplomas and 365 certificates available to Iowa community college students in AY18-19. Figure 2-4, on the following page, lists the most popular CTE programs offered from August 15, 2018, to August 14, 2019

» In AY18-19, Iowa’s community colleges offered 1,323 CTE program degree, diploma and certificate options to prepare students for employment or further postsecondary education.

FIGURE 2-3: NATIONAL CAREER CLUSTERS®

| | |
|---------------------------------------|--|
| Agriculture, Food & Natural Resources | Human Services |
| Architecture & Construction | Information Technology |
| Arts, A/V Technology & Communication | Law, Public Safety, Corrections & Security |
| Business Management & Administration | Manufacturing |
| Education & Training | Marketing |
| Finance | Science, Technology, Engineering & Mathematics |
| Government & Public Administration | Transportation, Distribution & Logistics |
| Health Science | |
| Hospitality & Tourism | |

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 | 20 | 13 | 64 |
| North Iowa Area | 0 | 27 | 0 | 19 | 15 | 61 |
| Iowa Lakes | 0 | 37 | 0 | 22 | 2 | 61 |
| Northwest Iowa | 0 | 18 | 0 | 13 | 12 | 43 |
| Iowa Central | 1 | 33 | 4 | 22 | 15 | 75 |
| Iowa Valley | 0 | 33 | 1 | 27 | 14 | 75 |
| Hawkeye | 3 | 39 | 0 | 21 | 12 | 75 |
| Eastern Iowa | 0 | 51 | 0 | 29 | 42 | 122 |
| Kirkwood | 0 | 63 | 0 | 36 | 35 | 134 |
| Des Moines Area | 0 | 71 | 0 | 43 | 96 | 210 |
| Western Iowa Tech | 0 | 40 | 0 | 44 | 47 | 131 |
| Iowa Western | 0 | 36 | 0 | 19 | 20 | 75 |
| Southwestern | 1 | 18 | 0 | 9 | 7 | 35 |
| Indian Hills | 0 | 44 | 0 | 31 | 22 | 97 |
| Southeastern | 0 | 33 | 0 | 19 | 13 | 65 |
| Total | 5 | 574 | 5 | 374 | 365 | 1323 |

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

| Offered By All 15 Community Colleges |
|---|
| <i>Accounting/Bookkeeping</i> |
| <i>Agriculture (Business, Equine, Horticulture, Production, Supplies, etc.)</i> |
| <i>Automobile/Automotive Mechanics Technology</i> |
| <i>Construction Trades (Carpentry, Electrician, Plumbing, HVAC, etc.)</i> |
| <i>Industrial Technology (Electronics, Mechanics, Maintenance, and Repairers)</i> |
| <i>Information Technology (Programming, Web Design, Networking, etc.)</i> |
| <i>Licensed Practical Nurse Training</i> |
| <i>Registered Nursing</i> |
| <i>Welding Technology/Welder</i> |
| Offered By At Least 10 Community Colleges |
| <i>Autobody/Collision and Repair Technology</i> |
| <i>Administrative Assistant and Secretarial Science</i> |
| <i>Business Administration and Management</i> |
| <i>Child Care Provider/Assistant</i> |
| <i>Criminal Justice (Corrections, Police and Fire Science, and Cyber Forensics)</i> |
| <i>Emergency Medical Technology (EMT Paramedic)</i> |
| <i>Engineering Technology (Electrical, Mechanical, Robotics, etc.)</i> |
| <i>Health Care (Administration, Clinical/Medical Assistant, and Records, etc.)</i> |
| <i>Machine Tool Technology/Machinist</i> |
| <i>Mechanics Technology (Diesel, Aircraft, and Motorcycle Maintenance)</i> |
| <i>Medical Technology (Respiratory Care, Surgical, Diagnostic, and Radiology)</i> |
| <i>Retail Sales, Distribution, Marketing Operations</i> |

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.

Because the current vendor contract expired in 2019, the Department led an RFP process with the community colleges' involvement to determine the next state curriculum management system for the upcoming five years. DIGARC’s product, Curriculog won the bid in November 2018 and a transition plan from CurriQūnet META to DIGARC Curriculog is underway in the 2019-20 academic year.

New Credit CTE Programs

Over the five-year period from 2015 to 2019, Department consultants approved an average of 18.6 new CTE programs annually for Iowa’s community colleges. AY18-19 reduced that trend with only nine new program proposals. These nine new programs resulted in 18 new award options at seven community colleges. Table 2-3 provides a listing of the specific programs approved for implementation in AY18-19. These nine 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®.

Credit Program Approval

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 Iowa’s curricular workflow and 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

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 curricular workflow and management system 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.

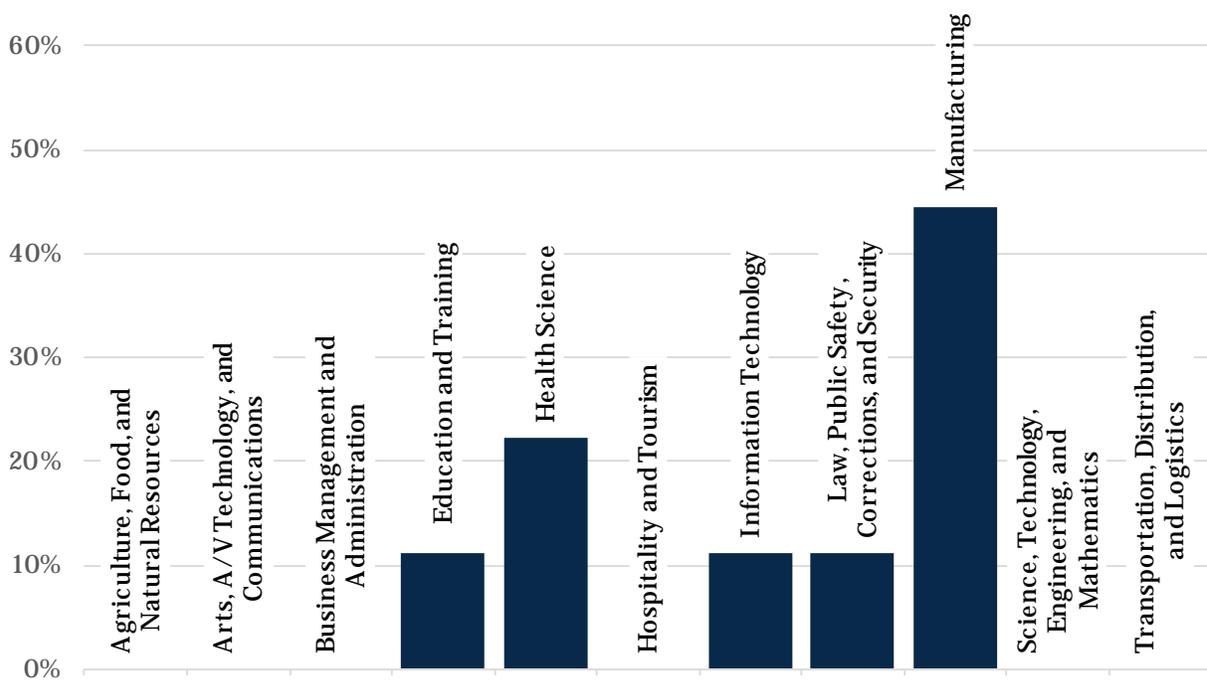


TABLE 2-3: NEW CTE PROGRAMS IMPLEMENTED IN AY18-19

| College | Local Program Title | Award Types | National Career Clusters |
|--|--|---------------------------------|--|
| Des Moines Area Community College | Technical Studies | AAS | Manufacturing |
| Eastern Iowa Community Colleges | Computer Numerical Control (CNC) Machining | AAS Certificate | Manufacturing |
| Iowa Lakes Community College | Cosmetology | AAS | Health Science |
| Iowa Valley Community College District | Advanced Manufacturing Technology | AAS | Manufacturing |
| Northwest Iowa Community College | Design Technology | AAS Diploma Certificate | Manufacturing |
| Northwest Iowa Community College | Programming | AAS (3) Diploma (2) Certificate | Information Technology |
| North Iowa Area Community College | Coaching | Certificate | Education and Training |
| North Iowa Area Community College | Surgical Technology | AAS Diploma | Health Science |
| Southwestern Community College | Criminal Justice | AAS | Law, Public Safety, Corrections and Security |

Note: Table represents programs approved for implementation in Fall 2018, Spring 2019 and Summer 2019.

FIGURE 2-5: NEW CTE PROGRAMS BY NATIONAL CAREER CLUSTER®: AY18-19



The largest award types offered are two-year degrees (584), followed by one-year diplomas (374) and certificates (365). The 584 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 374 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 365 certificate programs range from one to 48 technical credits with no general education requirement.

The advent of Iowa's curricular workflow and 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.

Course Management System Activity

In addition to the nine new program proposals that were completed and submitted to the Department for approval in AY18-19, Iowa's community colleges completed 12 Notice of Intent proposals to offer new programs, 293 program modifications, 25 program deactivations and 13 CIP/ITSO* reclassifications. These 349 proposals represented a 10.1 percent decrease in program requests submitted as compared to AY17-18.

Despite this decrease in the number of program requests, the volume of annual programmatic requests has been much greater than in the years prior to statewide usage Iowa's curricular workflow and management system. Due in part to the notification and archival processes offered through this web-based platform, the increased volume of requests has been efficient and manageable. Not only has Iowa's curricular workflow and 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. This collaborative relationship has led to meaningful conversations about ways to improve the access and expand resources available through the Department's website and Iowa's curricular workflow and management system.

Transfer Major Program Approval

In AY18-19, Iowa's community colleges began a process to create discipline frameworks that transfer to one or more of Iowa's public universities. This transfer major initiative, which aims to create clear, structured pathways for transfer students, resulted in four transfer major disciplines (Biology, Business, Criminal Justice and Psychology) being finalized within AY18-19.

Each approved discipline framework has a minimum of 18 discipline-relevant course credits that community colleges can offer students who intend to transfer into related baccalaureate programs at a four-year institution. Each of these frameworks is designed to guide students to take program-specific coursework within their associate of arts (AA) or associate of science (AS) studies that will transfer seamlessly into related majors at four-year institutions. The overarching goal of the transfer major initiative is to improve communication and transfer efficiency among institutions, provide students with a defined pathway toward their academic goals, support a more data-informed assessment/articulation process, avoid excessive credits and decrease time to degree completion, and help make postsecondary education more affordable, thus reducing student debt.

At the end of the academic year, 27 transfer majors (within the four discipline areas) were approved at 11 community colleges for student enrollment to begin in the Fall 2019 term. As additional transfer major programs are reviewed and approved by the Department, colleges will be able to market and transcript their transfer majors.

* 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 nine program categories (Figure 2-6) and included 345,320 courses in AY18-19, a decrease of 8.2 percent from the previous year.

The "Enhance Employability/Academic Success" category had the highest enrollment with 104,346 students taking courses (52.3 percent of all noncredit enrollment). However, if adult basic and secondary education, adult learning and family/individual



Hawkeye Community College

NONCREDIT PROGRAMS

NUMBER OF
NONCREDIT COURSES

345,320

OFFERED IN AY18-19

DECREASE IN NUMBER OF
COURSES

↓ 30,887

FEWER COURSES FROM AY17-18

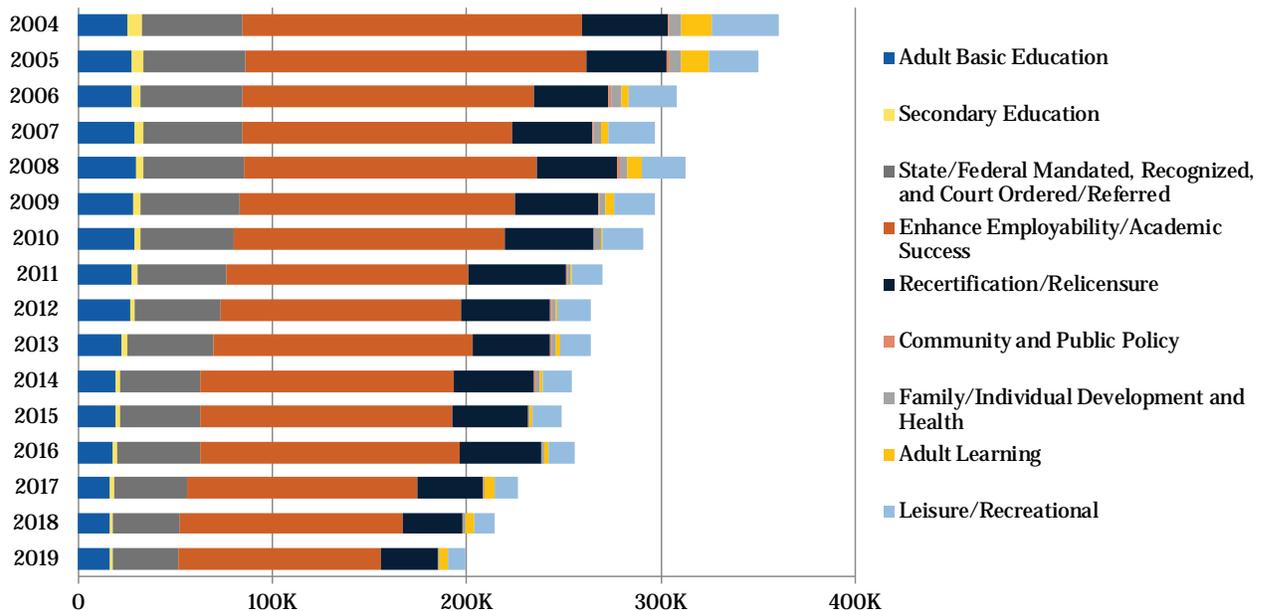
LARGEST NONCREDIT CATEGORY

**EMPLOYABILITY AND
ACADEMIC SUCCESS**

52.3% OF ALL ENROLLMENT IN AY18-19

development were included in the definition of enhancing students' employability and academic success, this would have totaled 63.7 percent of noncredit enrollment in AY18-19.

FIGURE 2-6: NUMBER OF STUDENTS ENROLLED IN NONCREDIT COURSES BY PROGRAM CATEGORY



* Individual students may be enrolled on more than one category.

Noncredit programs often lead to industry-recognized certifications that hold labor market value. They can be a starting point for job entry and offer ongoing education for those in the workforce to acquire new skills and stay up-to-date on industry advancements.

The next largest category of noncredit enrollment in AY18-19 was for state or federally mandated, recognized, court-ordered or referred courses (16.9 percent of all noncredit enrollment). For more information on the state and federally mandated programs, see State and Federally Mandated Programs on page 105 of Section 6.

Courses that were designed for recertification and licensure represented 14.7 percent of all noncredit enrollment in AY18-19.

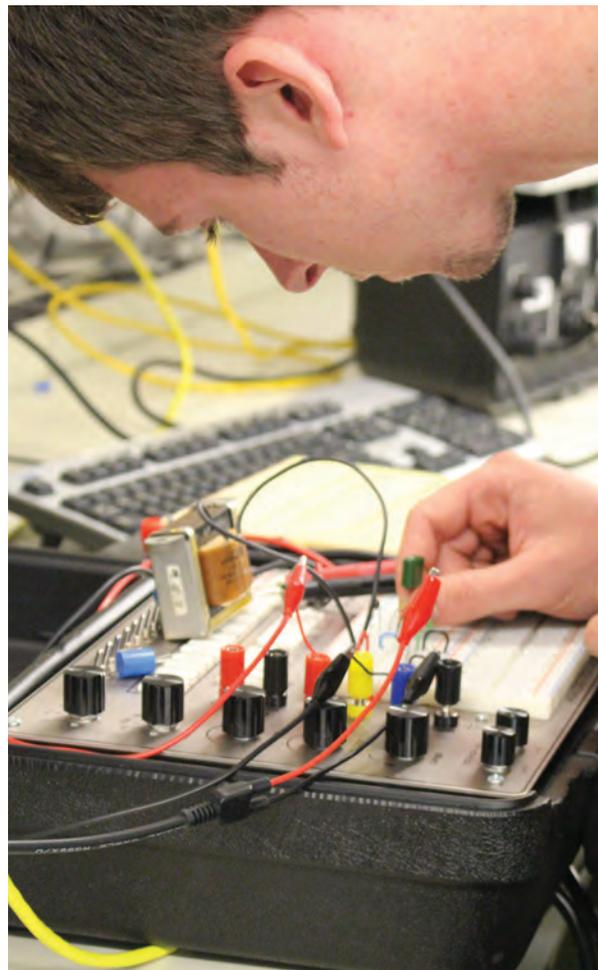
Noncredit Skill Enhancement

Skill enhancement programs and courses in the noncredit reporting category are designed for the specific purpose of training persons for employment, which include 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.

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 168,645 adults, age 25 and older, lack a high school diploma or its equivalent. Nearly a quarter (22.4 percent) of these Iowans currently live in poverty [8].

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



Des Moines Area Community College student



ADULT EDUCATION AND LITERACY (AEL) PROGRAMS

The federally funded adult education and literacy (AEL) programs administered by the Department address the needs of this population by providing noncredit instruction in adult basic education (ABE), adult secondary education (ASE), 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 individuals seeking high school equivalency diplomas, workers and prospective workers, incarcerated and re-entry populations, immigrants who need to learn or improve their English language skills and many others seeking the basic skills necessary to advance in employment or further their education.

In addition, community colleges help a growing number of Iowans from all socioeconomic backgrounds acquire 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 (MIS) as Basic Skills, Developmental and Remedial Education, High School Equivalency Program and Second Language Learning.



Automotive Repair Technology class at Southwestern Community College

References

- [1] Zinth, Jennifer. Dual Enrollment: Statewide Policy in Place. Education Commission of the States. February, 2015. www.ecs.org.
- [2] An, B. P. (2012). The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit? Educational Evaluation and Policy Analysis, 35, 57–75.
- [3] Fink, J., Jenkins, D., and Yanagiura, T. (2017). What Happens to Students who Take Community College Dual Enrollment Courses in High School? New York, NY: Columbia University, Community College Research Center.
- [4] Arena, M. L. (2013). The crisis in credit and the rise of non-credit. Innovative Higher Education, 38, 369–381.
- [5] van Bergen, E., van Zuijen, T., Bishop, D., de Jong, P. F. (2017). Why Are Home Literacy Environment and Children’s Reading Skills Associated? What Parental Skills Reveal. Reading Research Quarterly, 52(2), 147–160. doi:10.1002/rrq.160
- [6] Davis, Lois M., Jennifer L. Steele, Robert Bozick, Malcolm Williams, Susan Turner, Jeremy N. V. Miles, Jessica Saunders and Paul S. Steinberg. (2014). How Effective Is Correctional Education, and Where Do We Go from Here? The Results of a Comprehensive Evaluation. Santa Monica, CA: RAND Corporation. https://www.rand.org/pubs/research_reports/RR564.html. Also available in print form.
- [7] National Council for Adult Learning. (2015). Adult Education. Adult Education Facts that Demand Priority Attention. Retrieved December 6, 2019 from <http://www.ncalamerica.org/AdultEDFacts&Figures1215.pdf>.
- [8] U.S Census Bureau/American Fact Funder. “S1501: Educational Attainment.” 2013–2017 American Community Survey 5-Year Estimates. U.S. Census Bureau’s American Community Survey Office. Retrieved November 4, 2019, from <https://factfinder.census.gov>.



Veterinary technician students at Kirkwood Community College





3

College Admission and Enrollment

Credit Enrollment, including Joint and Online Enrollment, Developmental Education, Noncredit Enrollment 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, the majority 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.

CREDIT ENROLLMENT

| | |
|--|--------------------------------|
| STUDENTS: | DOWN SINCE AY17-18: |
| 128,624 | ↓ 1.9% |
| CREDIT HOURS: | CREDIT HOURS PER STUDENT: |
| 1,717,192 | 13.4 |
| <small>DOWN 2.1% SINCE AY17-18</small> | <small>SAME AS AY17-18</small> |

LARGEST PROGRAM MAJOR:

COLLEGE PARALLEL

54.0% OF ALL DECLARED MAJORS

CREDIT ENROLLMENT

There were 128,624 students enrolled in credit programs in AY18-19, a decline of 1.9 percent from the previous academic year. This enrollment figure includes students who enrolled in the 2018 fall term through the 2019 summer term. Since 2012, there has been an average annual decline of 2.4 percent in credit enrollment. (Figure 3-1). Credit hours also decreased to 1,717,192, representing a 2.1 percent decrease since last year. This decrease in credit hours did not impact the course load taken per student this year, which remained steady at last year’s level of 13.4 credit hours, on average (Figure 3-2).

FIGURE 3-1: ANNUAL CREDIT ENROLLMENT: 1999 - 2019

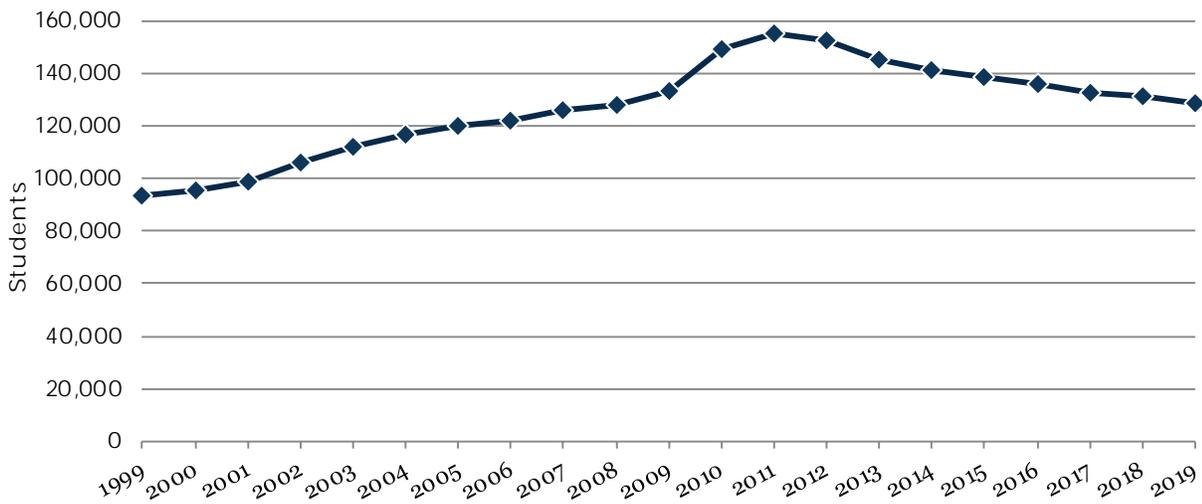
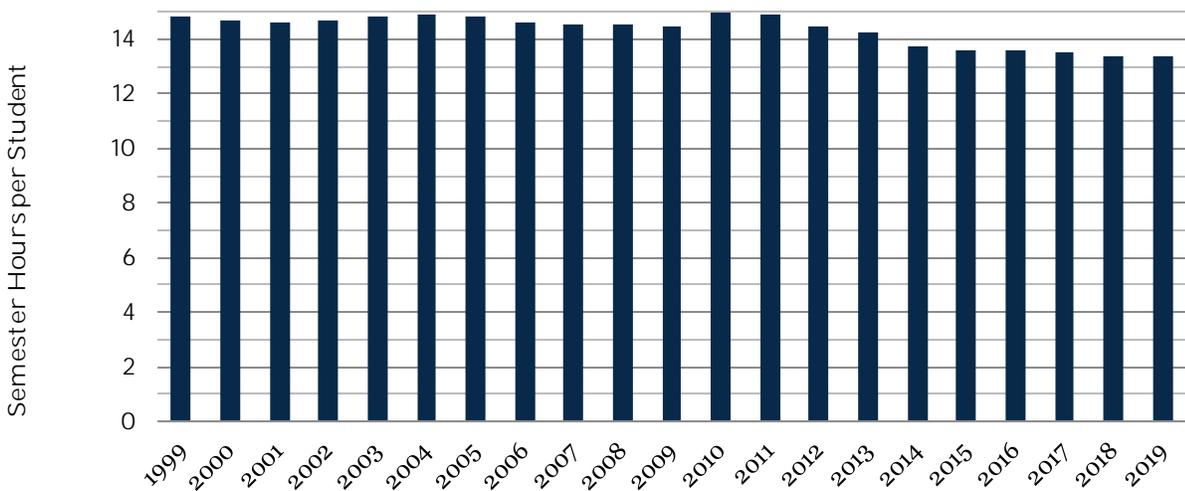
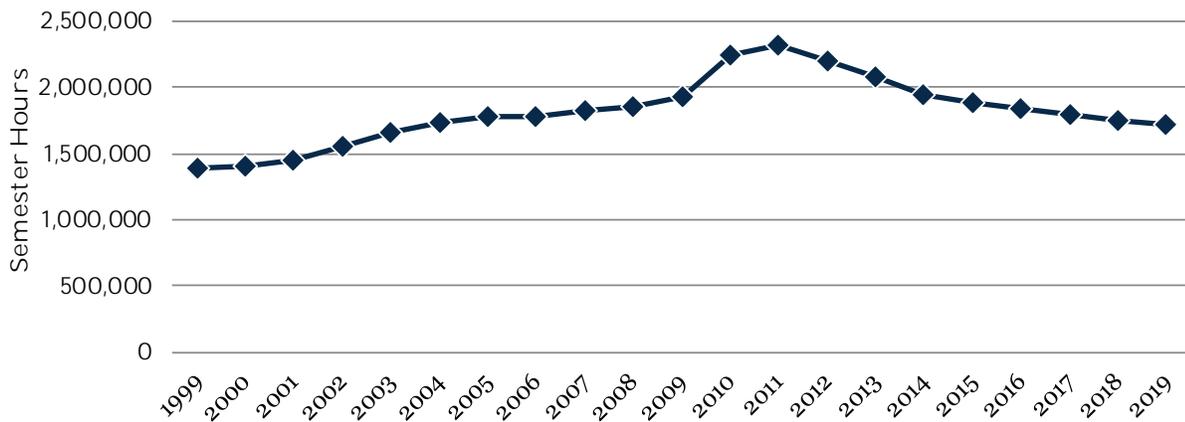


FIGURE 3-2: ANNUAL SEMESTER HOURS (TOP)
AND AVERAGE SEMESTER HOURS PER STUDENT (BOTTOM): 1999 - 2019

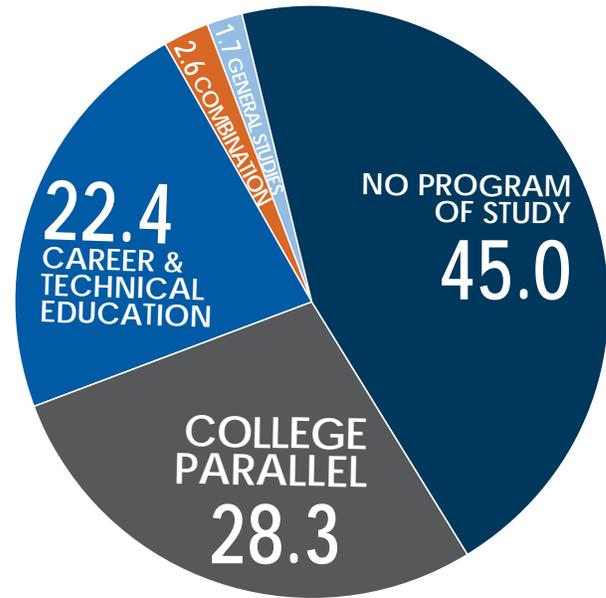


AY18-19 data reporting provided more precise tracking of the programs in which students enrolled, including college parallel, career and technical education (CTE), general studies (GS), more than one program type and no program of study (POS) categories.

» Nearly half of all students enrolled in credit courses at Iowa’s community colleges during AY18-19 had not declared a program of study.

During AY18-19, 45.0 percent of enrollees had not declared a POS, 28.3 percent of students declared college parallel (arts and science) as their POS, 22.4 percent enrolled in CTE programs, 1.7 percent of students were in GS and 2.6 percent were enrolled in more than one type of POS (Figure 3-3).

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



Most students who enroll in credit coursework are working toward a degree or credential or plan to transfer credits to another college or university. However, some students take credit courses for personal reasons, to gain new skills or stay current on industry trends.

Of the students who declared only one type of POS, college parallel programs designed to transfer to four-year colleges and universities, accounted for 54.0 percent. CTE and GS accounted for 42.8 and 3.2 percent, respectively. A total of 36,385 students were enrolled in college parallel programs, 28,806 in CTE programs, 2,147 in GS and 3,391 in more than one type of program. As stated above, the majority of enrollees in AY18-19 took credit courses under no POS. Of the no POS students, 79.3 percent were jointly enrolled high school students. These students predominantly enrolled in arts and science courses intended to transfer.

A total of 28,806 students were enrolled exclusively in CTE programs in AY18-19, down 7.2 percent from 31,034 students last year (unduplicated count). In the context of federal career clusters, Health Science remained the largest CTE program with 11,265 students comprising 35.6 percent of all CTE enrollments*, followed by Business Management

and Administration with 2,842 students comprising 9.0 percent and Manufacturing with 2,604 students comprising 8.2 percent (Figure 3-4). All career clusters, with the exception of Business Management (a 0.2 percent increase), demonstrated a 0.2 to 20.2 percent decline in enrollment during AY18-19.

The Department regularly 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.

* Totals by Career Cluster may exceed the unduplicated counts, as students may participate in more than one Career Cluster.

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 AY18-19, the average age of community college students was 21.6 years. Females accounted for 55.1 percent of enrollment. Minority enrollment increased to a record high of 23.1 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 between 54 and 57 percent. Nationally, community colleges and four-year institutions (undergraduates) have a similar female/male distribution: 56/44 and 55/45, respectively (2018). 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 2017) from the National Center for Educational Statistics (NCES), 34.5 percent of Iowa community college enrollment consisted of students under 18 years of age (the highest percentage in the nation), while the national percentage for that category was only 12.9. Iowa was also higher in students under 20 years old.

Compared to four-year public universities nationwide, community colleges tend to serve an

» Students under the age of 18 comprise more than one-third (34.5 percent) of total enrollment at Iowa's community colleges, which is the highest in the nation.

older population; however, the difference between the Iowa community college population and nationwide four-year public institutions is not dramatically high when it comes to students of traditional college age. Fall 2017 NCES data indicated that Iowa community college students of traditional college age (under 25 years of age) comprised 67.2 percent of all enrollments, while in four-year public institutions, the same category comprised 80.9 percent. The median student age in Iowa community colleges 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, 31.6 percent (40,605) of all enrollees in AY18-19 were age 18 or younger. Overall, 81.2 percent (104,384) of all enrollees in AY18-19 credit programs were under the age of 25.



FIGURE 3-5 : CREDIT STUDENT AGE: AY18-19

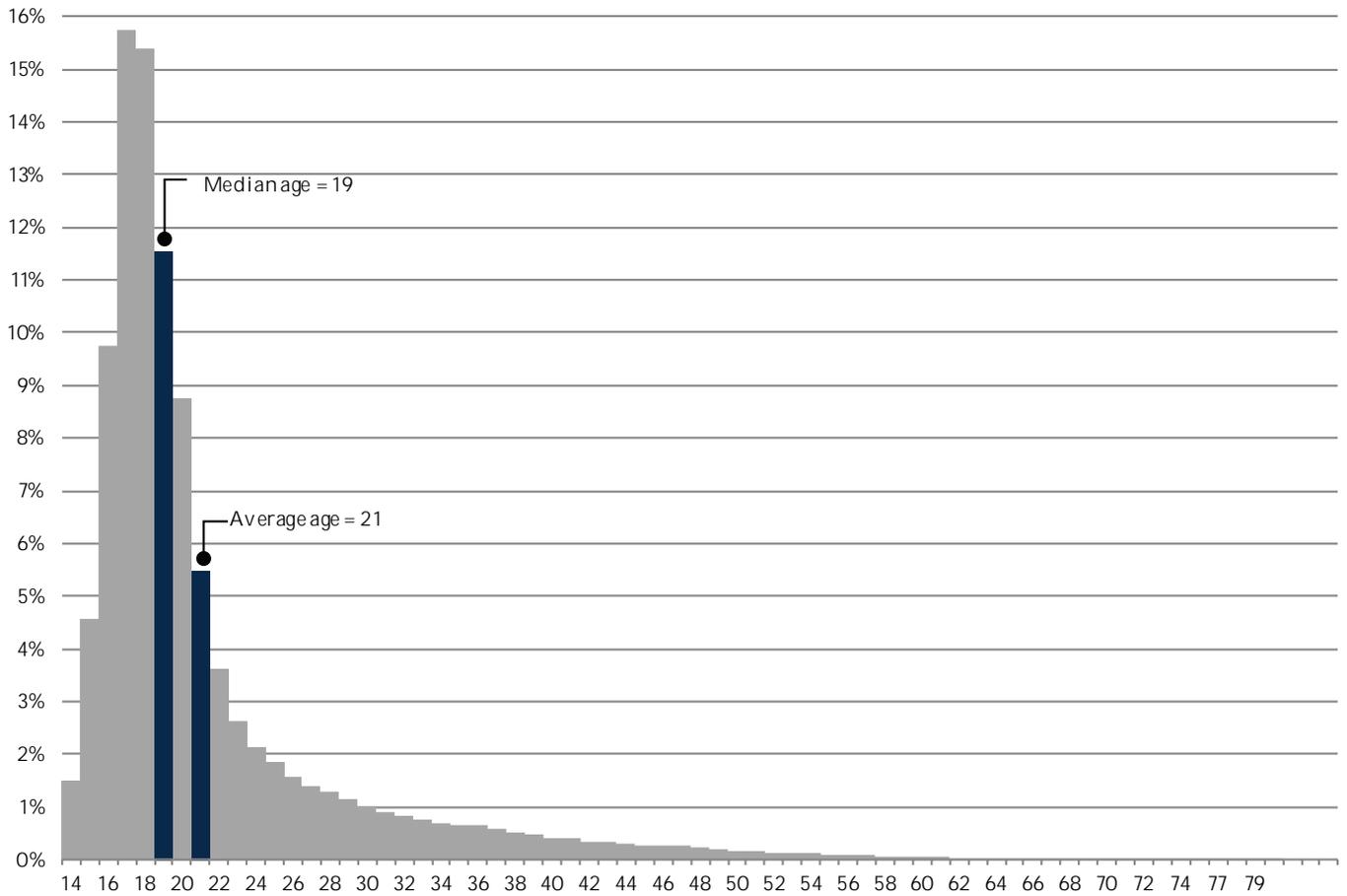
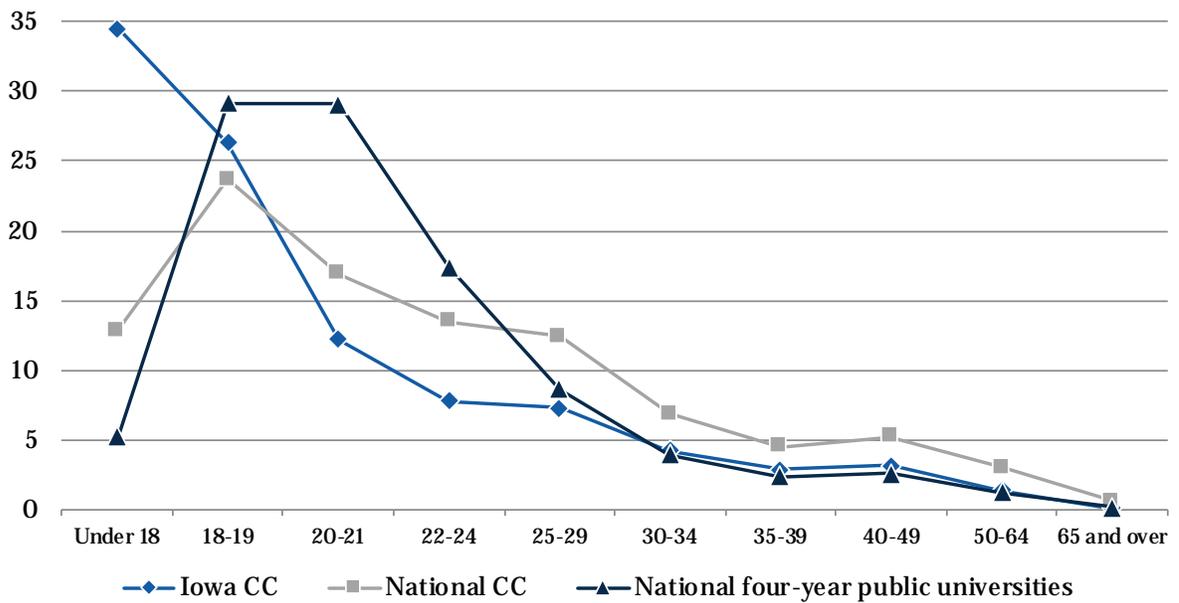


FIGURE 3-6: CREDIT STUDENT AGE, NATIONAL COMPARISON: 2017*



* Fall 2017 is the most recent national data available from the National Center for Educational Statistics.



Student diversity at Iowa community colleges continues to rise. In 2007, only 10.6 percent of students represented racial or ethnic minorities. In AY18-19, this percentage increased to a record high of 23.1 percent (Figure 3-7).

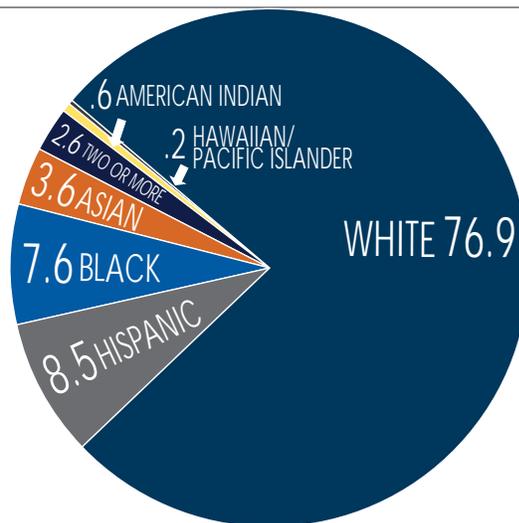
» Minority student enrollment increased to a record high of 23.1 percent in AY18-19.

In 2010, the Department changed its reporting methods for race, allowing students to identify themselves under multiple racial or ethnic categories. In AY18-19, 2.6 percent of all students reported their race/ethnicity as multi-racial, which accounted for 11.4 percent of all reported minority students. Of the students reporting a single race, whites comprised the majority (76.9 percent), followed by Hispanics (8.5 percent), blacks (7.6 percent), Asians (3.6 percent), American Indians (0.6 percent) and Hawaiian/Pacific Islanders (0.2 percent) (Figure 3-8).

Nationally, community college minority student enrollment varied, ranging from 10.5 percent in West Virginia, to 81.2 percent in Alaska, with a nationwide average of 39.0 percent (2018).^{*} Although 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 each state's population.

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

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



Note: All percentages are calculated based on reported race and ethnicity. Students who did not report their race and ethnicity are excluded.

The U.S. Census Bureau (2018) estimated 12.7 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 AY17-18, 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 ten years, followed by Kansas (7.3 percent) and Wyoming (6.9 percent) (Figure 3-9).

FIGURE 3-7 : PERCENTAGE OF RACIAL/ETHNIC MINORITY STUDENTS: 2015 - 2019

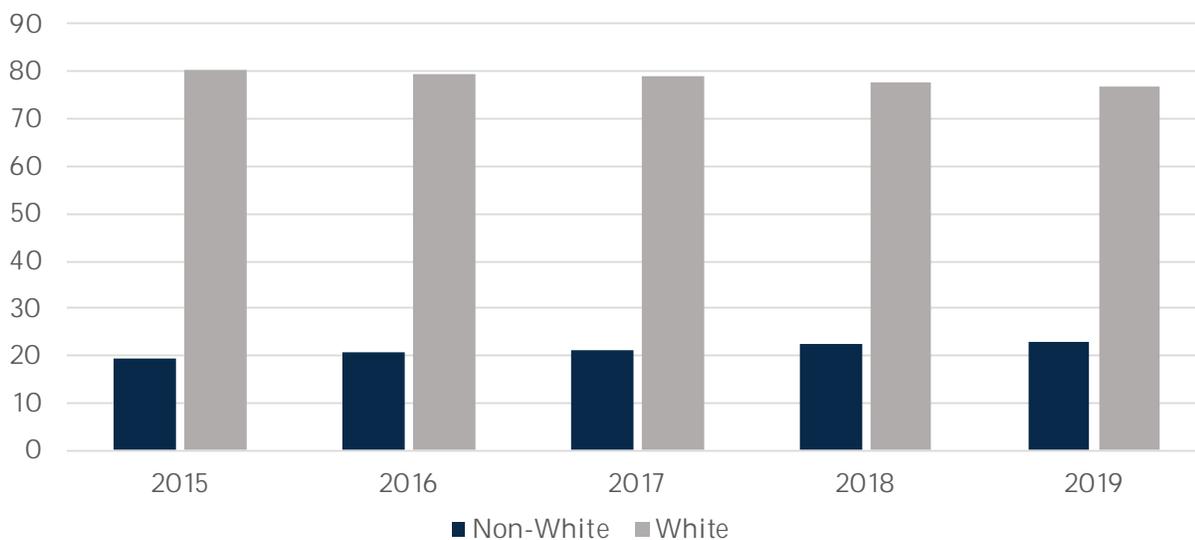
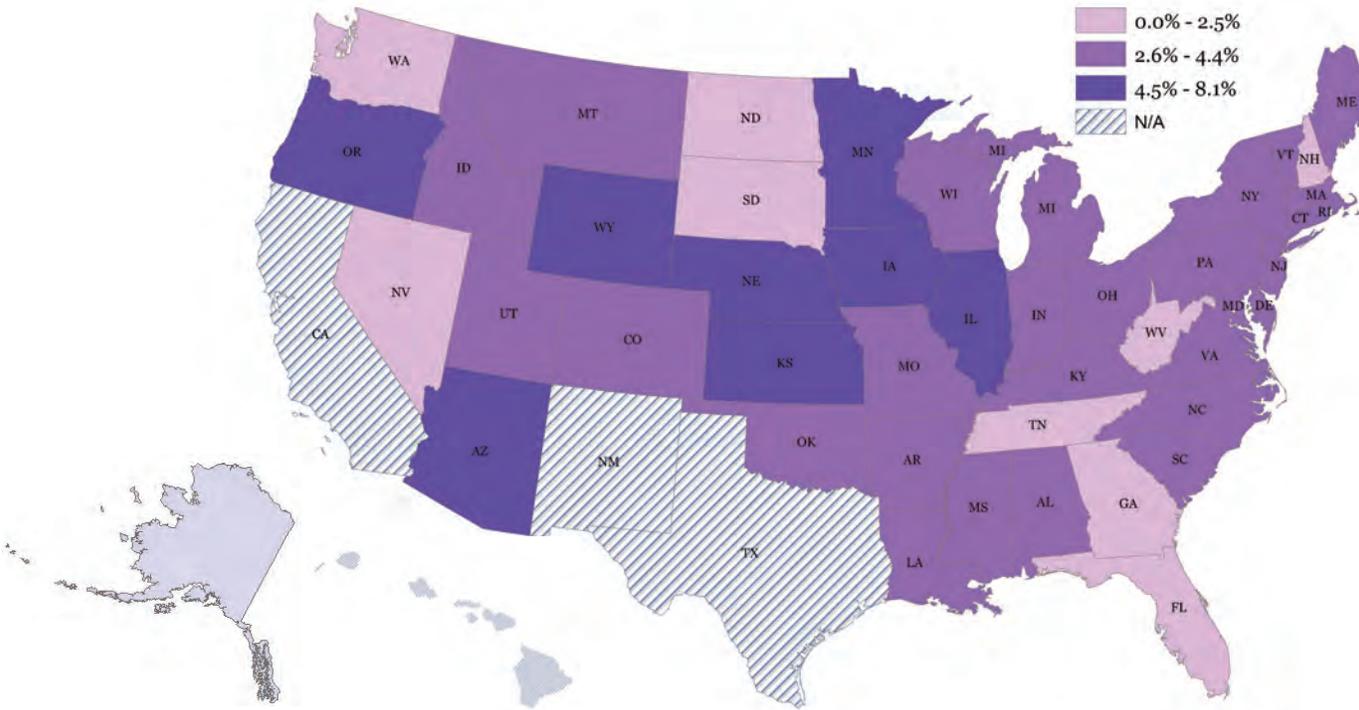


FIGURE 3-9: PENETRATION RATE* OF ETHNIC/RACIAL MINORITY STUDENTS IN U.S. TWO-YEAR PUBLIC COLLEGES: 2018



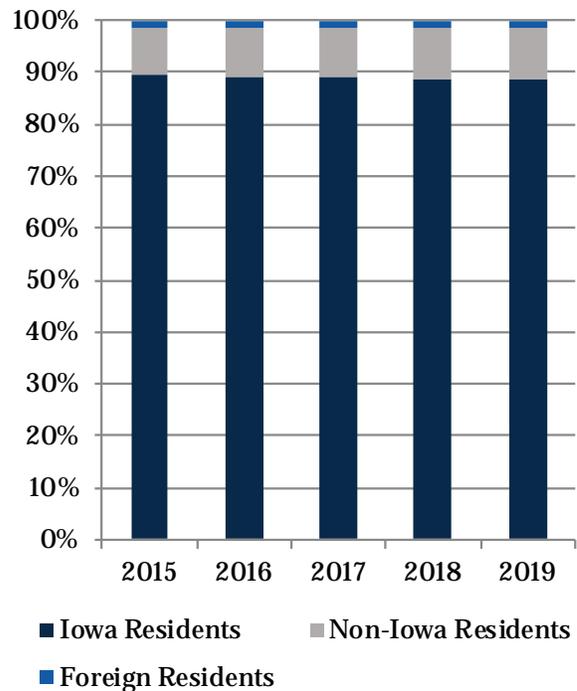
* "Penetration Rate" equals the percentage of the college-eligible minority population in a state (i.e., non-white, 15 years of age or older) who attend community colleges.

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 AY18-19, Iowa residents made up 88.7 percent of Iowa community college enrollment, non-Iowa residents made up 10.0 percent and the remaining 1.3 percent consisted of foreign nationals. These numbers have remained relatively stable for the past five years, with a slight trend toward a larger number of non-Iowa residents, which has increased from 6.0 percent in 2009 to 10.0 percent in AY18-19 (annual average growth of 5.2 percent). The number of foreign residents in Iowa community colleges remains low, even though it grew over 2.7 percent, on average, between 2009 and AY18-19 (Figure 3-10). However, the NCES reported that Iowa's 1.9 percent foreign nationals exceeds the national community college average of 1.3 percent in 2018 (the latest data available). These percentages vary from 0.0 in Alaska to 4.4 in Washington [3].

FIGURE 3-10: RESIDENCY STATUS OF CREDIT STUDENTS: 2015 - 2019



Feature Spotlight

GETTING A LEG UP IN HIGH-DEMAND FIELDS



Iowa's new Summer College Credit Program supports statewide efforts to expand student access to high-quality CTE programs. All in all, a total of 764 high school students across the state earned college credit this summer in programs aligned with regional workforce needs.

Figuring out what you want to do when you “grow up” can be difficult, even for adults. But not for Hudson High School senior Morgan Hansen. Thanks to a new state program that provides high school students with unprecedented access to college-level coursework over the summer in some of the state’s most in-demand fields, she feels more confident in her future than ever.

“I knew that I liked health care, and I was pretty sure that I wanted to go into nursing, but this really sealed the deal for me,” Morgan said.

As part of the state’s new Summer College Credit Program, Morgan was able to enroll in a certified nursing assistant (CNA) program through Hawkeye Community College, all at no cost to her or her school district. All in all, a total of 764 high school students across the state earned college credit this summer in one of 38 regionally selected programs provided by Iowa’s 15 community colleges. Each community college offered at least one career and technical education (CTE) program that aligned with regional workforce needs in high-demand fields.

“Providing students with early exposure is important so that they have a better feel for what they want to do with their lives,” said Tom Mueller, dean of the Center for Learning and Transition Programs at Hawkeye Community College. “This early exposure really helps students get a feel for a particular field before they graduate from high school.”

A skilled labor shortage across the state, heightened by Iowa’s historically low unemployment rates, has many employers seeking new ways to expand their hiring pool. At the same time, the rising cost of higher education, coupled with record-high levels of student loan debt, has made the concept of “finding yourself” at college an unaffordable luxury for many students and their families.

That is why Hawkeye Community College decided to offer the CNA program through the Summer College Credit Program.

The college sent a survey to school districts throughout the Cedar Valley to gauge student interest in the summer program. They received positive responses regarding the CNA program from over 250 students, so they knew enrollment wouldn’t be a concern.

“CNA is a valuable credential for students in our area and one that some of our schools simply can’t offer during the school year,” said Jason Streed, associate director of high school relations at Hawkeye Community College. “On top of that, CNA is a prerequisite for acceptance into most nursing programs in Iowa, including Hawkeye’s registered nursing program.”

In addition to being labor- and capital-intensive, CTE programs, like the CNA, can be challenging for school districts to offer during the school year because CNA programs in Iowa require at least 30 hours of clinicals in addition to the classroom work. By offering it through

the Summer College Credit Program, students can focus on completing the program without other responsibilities and obligations they have during the school year.

“It is so much easier to take over the summer because we don’t have things like sports and activities after school,” said Hudson High School senior Sophie Selenke.

Another advantage for students is that the program covers all costs, including uniforms, books and testing fees for state certification.

For Alejandro Ayard, a senior at Waterloo West High School, the opportunity to expand his experience in the health care industry at no cost was an opportunity he couldn’t afford to pass up.

“I am really interested in the medical field, so when my human anatomy teacher told us about the program I immediately filled out the paperwork,” Alejandro said.

Authorized as part of the Future Ready Iowa Act and funded by a \$600,000 state appropriation, the Summer College Credit Program supports statewide efforts to expand student access to high-quality CTE programs.

By becoming CNAs, the students can work in the field and gain industry experience before they even graduate from high school. It also provides area employers with a much-needed talent pool.

“We have high demand for CNAs in our area,” said Penny Rommel, CNA instructor at Hawkeye Community College. “Some of these students will make up to \$15 an hour with sign on bonuses, too. That is a lot of money for a high school student.”

“I would tell anyone that this program is definitely worth it,” Alejandro said. “If you really like it, you will want to learn more and want to be better at your job.”

Out of the 69 high school students from Cedar Falls, Columbus, Dunkerton, Hudson and Waterloo West high schools who started the program, 51 students persisted through completion and will be able to work and fill open positions in the community.

“You have to be really dedicated to take this class,” Rommel said. “Some students find their passion and some find out that it isn’t for them.”

For Morgan, not only does she feel more confident in her future, her family sees it, too.

“My dad wasn’t initially on board with my decision to go into nursing, but that all changed when he saw me come home from clinicals,” Morgan said. “He saw how much I really liked it and now he sees why nursing is a good option for me.”

JOINT ENROLLMENT

A growing segment of credit enrollment at Iowa community colleges is from jointly enrolled students who accounted for 39.3 percent of total community college enrollment and over 24.8 percent of total credit hours in AY18-19. For the first time in the tracking of joint enrollment, overall student enrollment decreased from the previous academic year to a total of 50,587 high school students, which represents approximately a one percent enrollment decrease.

While joint enrollment decreased slightly this year, growth has been steady since FY04, having increased approximately 142.3 percent—an average annual growth of 6.5 percent (Figure 3-11). Jointly enrolled students enrolled in a total of 425,537 semester credit hours in AY18-19 compared to 423,544 credit hours in AY17-18 (Figure 3-12). Additionally, a total of 917 awards were conferred to jointly enrolled students, including 182 associate degree awards and 662 certificates.

In AY18-19, the average number of credit hours taken per student was 8.4, equivalent to about two or three courses per student (Figure 3-13). This number has increased by more than one credit hour since

JOINT ENROLLMENT

STUDENTS ENROLLED

50,587

DOWN SINCE AY17-18

↓ 0.8%

SEMESTER HOURS

425,537

UP SINCE AY17-18

↑ 0.5%

SEMESTER HOURS PER HIGH SCHOOL STUDENT

8.4 SEMESTER HOURS

JOINTLY ENROLLED HIGH SCHOOL STUDENTS WHO EARNED ASSOCIATE DEGREES IN AY18-19

182

FY04. This year, joint enrollment accounted for 24.8 percent of total credit hours, up more than one-half percentage point from AY17-18. 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).

FIGURE 3-11: TOTAL AND JOINT ENROLLMENT: 2004 - 2019

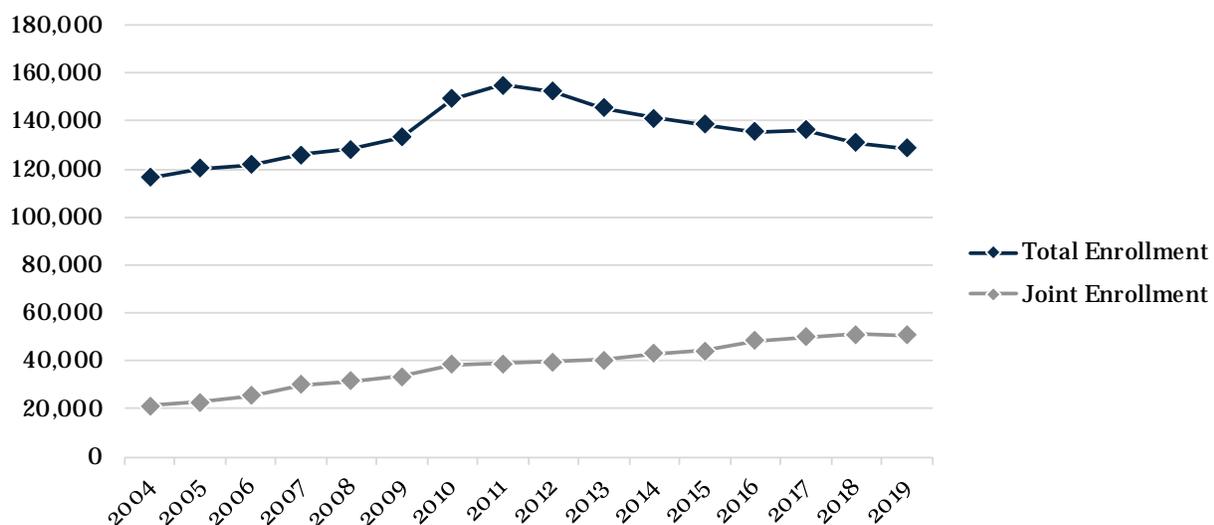


FIGURE 3-12: TOTAL AND JOINT ENROLLMENT CREDIT HOURS: 2004 - 2019

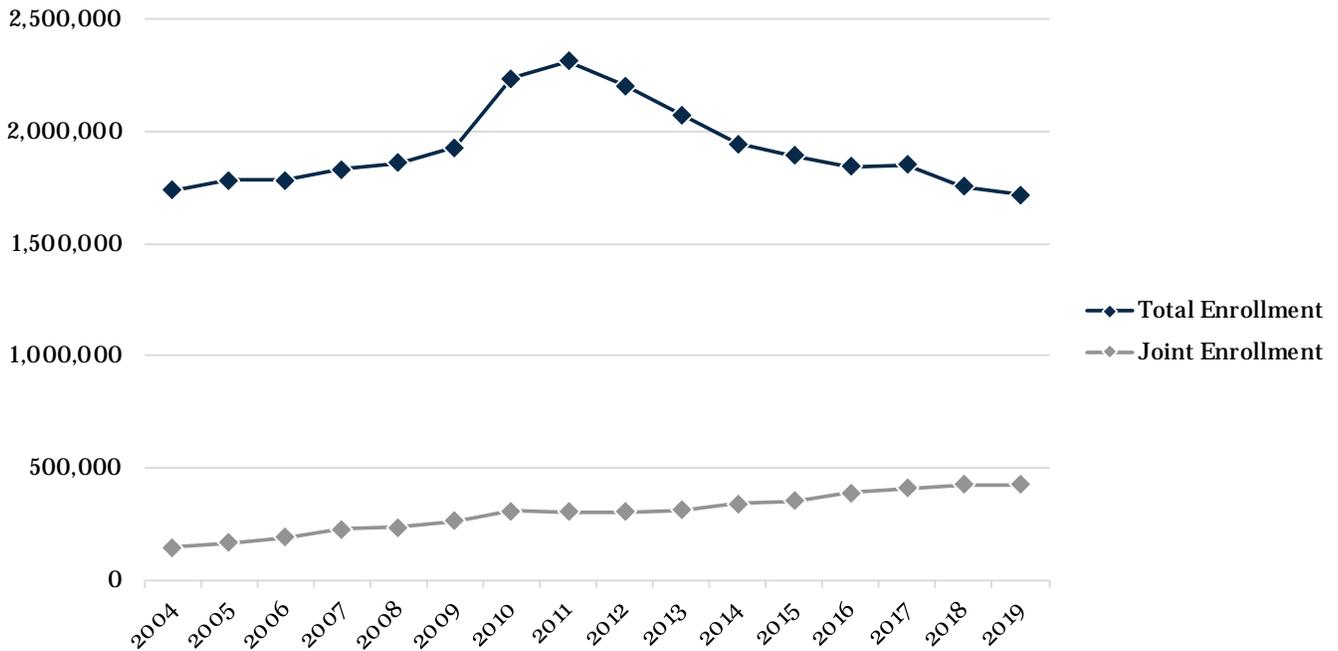


FIGURE 3-13: AVERAGE CREDIT HOURS PER JOINTLY ENROLLED STUDENT: 2004 - 2019

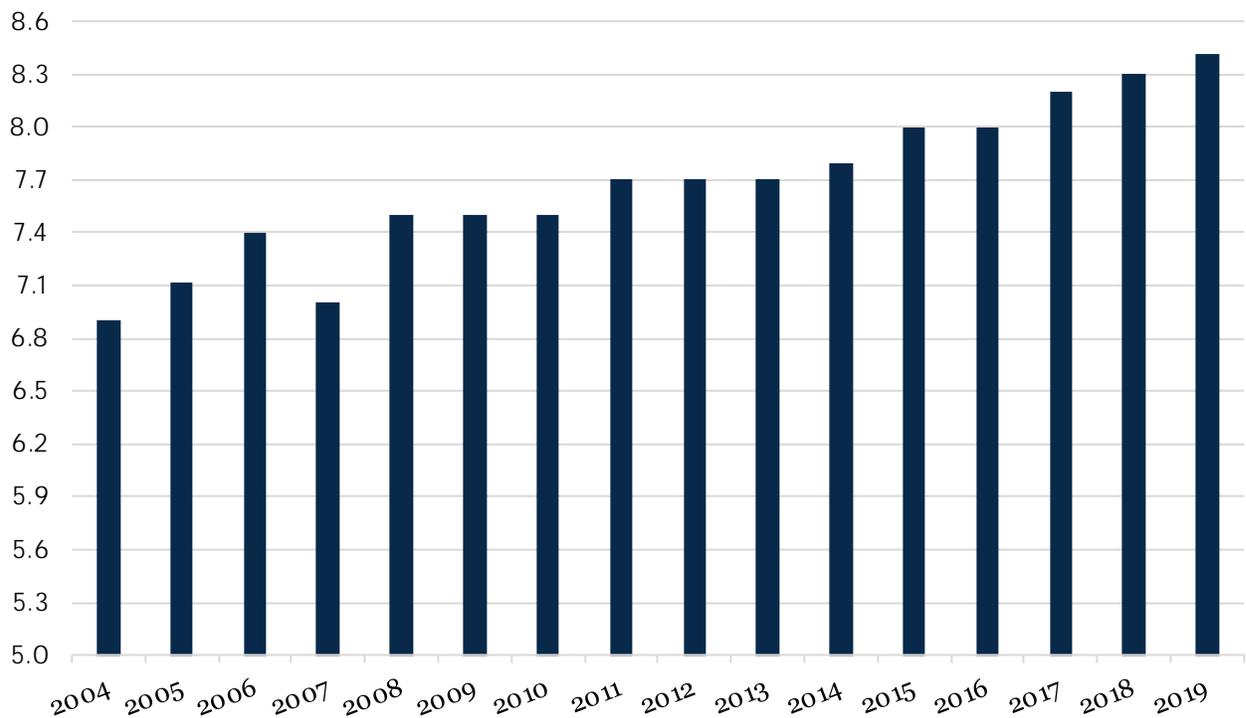
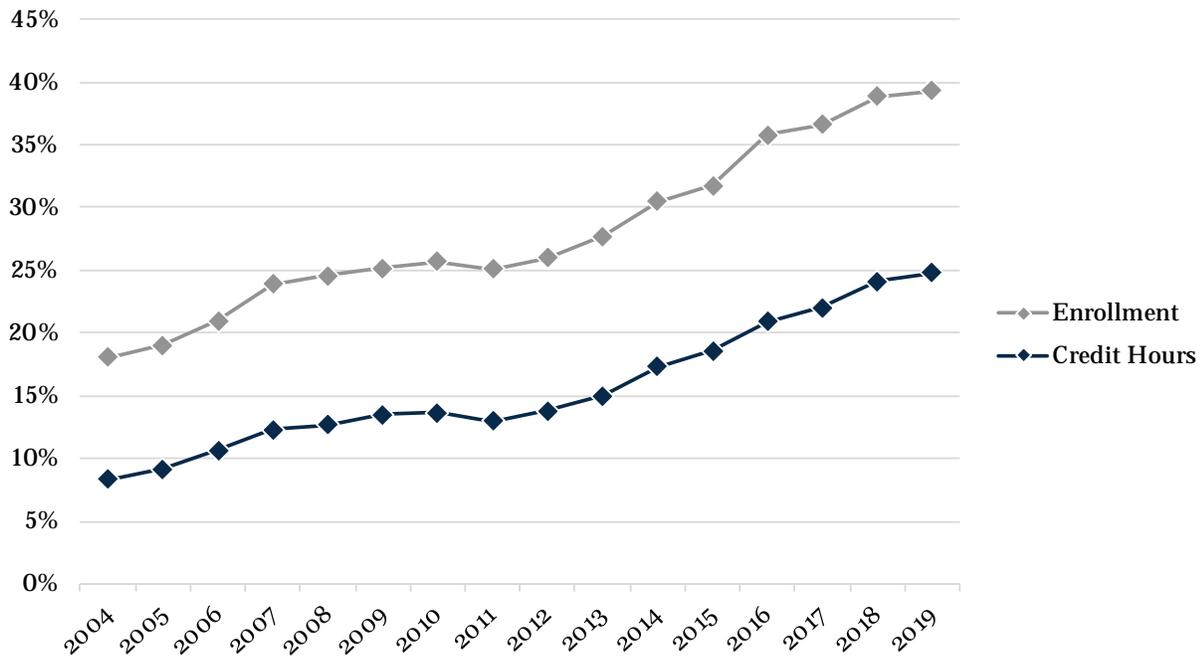


FIGURE 3-14: JOINT ENROLLMENT AND CREDIT HOURS AS A PERCENTAGE OF TOTAL CREDIT STUDENT ENROLLMENT: 2004 - 2019



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 (26,192) than males (24,386) participated in joint enrollment opportunities in AY18-19. Just over 51 percent of joint enrollees were female compared to 55.1 percent of the overall college-credit enrollment. Female participation outpaced male participation across all programs—concurrent enrollment, PSEO and tuition.

The racial/ethnic background of joint enrollees is less diverse than both total community college enrollment and public PK-12 enrollment. In AY18-19, of the approximately 91.3 percent of joint enrollees who reported their race/ethnicity, 17.1 percent reported a minority background compared to 23.1

JOINTLY ENROLLED STUDENT PROFILE

REPORTED RACE/ETHNICITY*

82.9%
WHITE

AGE

99.4%
18 OR YOUNGER

GRADE LEVEL

45.1%
12TH GRADE

* Students with unknown race/ethnicity are not included.

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, contracted course enrollment had the largest percentage of minority students (15.7 percent), followed by tuition-paying course enrollment (14.5 percent) and PSEO enrollment (2.3 percent).

Of the minority joint enrollees, Hispanics were the largest group at 47.5 percent, followed by blacks at 18.6 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 (36.6 percent) and the proportion of Asian students is also higher (15.7 of the total enrollment).

As to be expected, in AY18-19, jointly enrolled students were younger than the overall community college student body, with about 99.4 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 263 out-of-state and 45 international students were jointly enrolled during AY18-19.

RACIAL/ETHNIC MINORITY BACKGROUND*



* 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, state-sponsored postsecondary enrollment options and concurrent enrollment, as well as independent enrollment by tuition-paying students.

FIGURE 3-15: JOINTLY ENROLLED CREDIT STUDENT ENROLLMENT BY RACIAL MINORITY: AY18-19

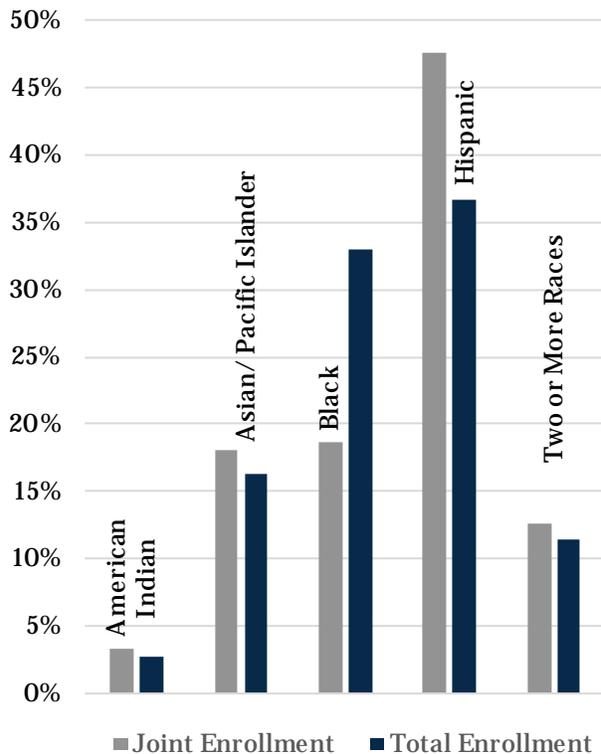
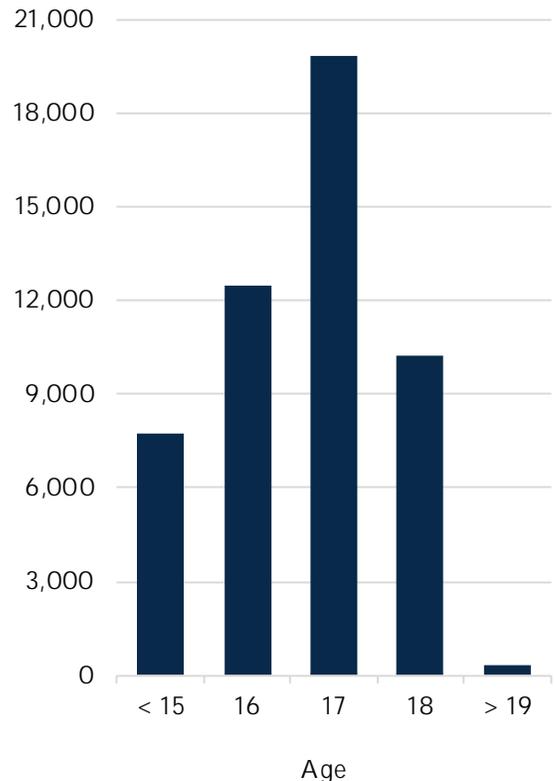


FIGURE 3-16: JOINTLY ENROLLED STUDENT ENROLLMENT BY STUDENT AGE: AY18-19



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 about a third were juniors (Figure 3-17).

Summer College Credit Program

The new Summer College Credit Program (SCCP), which was authorized in 2018 as part of the Future Ready Iowa Act, has three primary goals:

1. Provide greater access to college-credit coursework in CTE programs by allowing high school students to enroll at an Iowa community college during the summer at no cost.
2. Allow high school students to explore and start on paths to obtain credentials linked to high-demand fields.
3. Maximize the investment made by community colleges, school districts, business partners and others in modern CTE facilities and equipment through innovative summer programming.

Course offerings through the SCCP function like standard concurrent enrollment courses offered during the typical academic year in that the requirements for students, courses, instructors and institutions are the same for both. Courses offered through this program, however, are not eligible for concurrent enrollment supplementary weighting. Instead, the SCCP is supported by a \$600,000 appropriation from the Iowa Legislature.

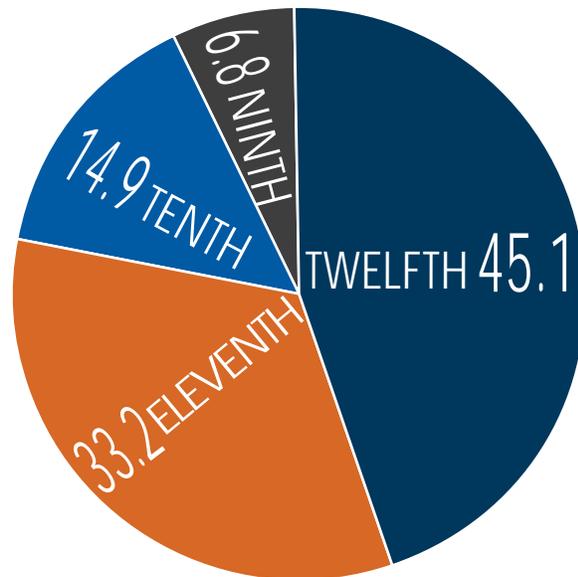
Each community college works directly with school districts to identify and enroll interested students. To enroll, students must be in grades 9-12, which includes students who will be entering the ninth grade in the fall, as well non-graduated twelfth-grade students.

Community colleges submit proposals annually to the Iowa Department of Education for approval. For this first year, programs were approved for each of Iowa's 15 community colleges. Coursework in each of the approved programs is part of an approved CTE program and aligns with an in-demand occupation as identified by the State Workforce Board or the respective community college. Course offerings



Northwest Iowa Community College

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



Note: Data excludes 7,957 jointly enrolled secondary students missing district number or state ID.

Source: K-12 Student Data and CC MIS

within the top two services areas (health science and applied science, technology, engineering and manufacturing [ASTEM]) were primarily for certified nursing assistant and welding/manufacturing.

In AY18-19, a total of 764 high school students participated in the SCCP. Out of 38 approved programs in AY18-19, 16 programs were in health sciences; 15 were in applied sciences, technology, engineering and manufacturing; five were in information solutions; and two were in business, management and administration.



P

A

M



P

A

M



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 total enrollment and 37.3 percent of Iowa's enrollment, based on a fall 2017 report from the U.S. Department of Education [4].

The Department has collected data on community college enrollment in online coursework since fiscal year 2007. The MIS-reported data show that 48.8 percent of Iowa community college students enrolled in at least one online course during AY18-19. While data are collected on other distance education categories, such as hybrid or blended courses, this section focuses on courses that are delivered completely online, which differs from the national data referenced above.

Iowa community colleges have experienced a steady increase in the number of students enrolled in online coursework over the past 10 years. While online enrollments decreased slightly last year, AY18-19 reached a record high 62,731 unduplicated students, up from 60,689 in AY17-18 (Figure 3-19).



Des Moines Area Community College

ONLINE CREDIT ENROLLMENT

STUDENTS ENROLLED

62,731

UP SINCE AY17-18

↑ 3.4%

SEMESTER HOURS ONLINE

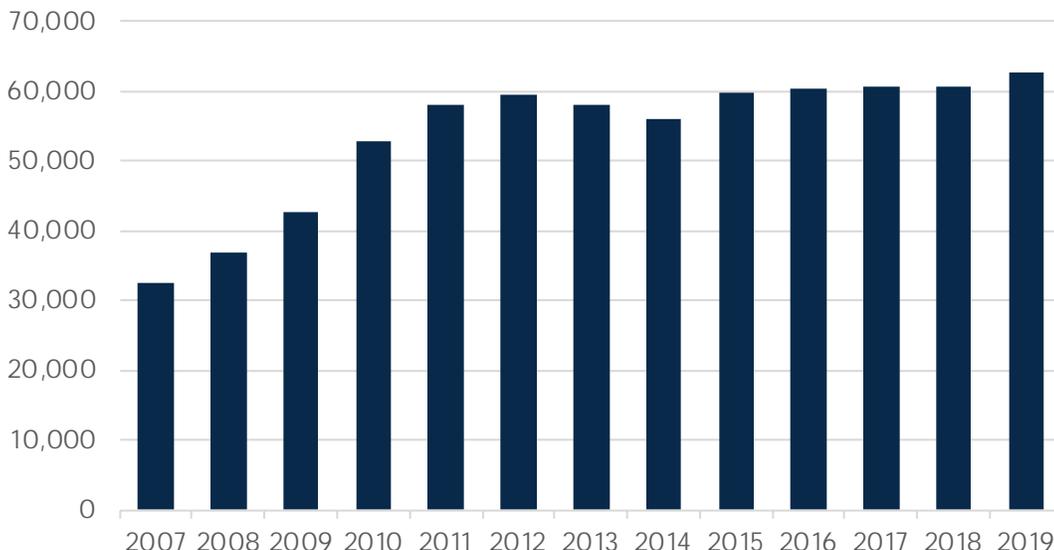
446,974

UP SINCE AY17-18

↑ 5.6%

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 - 2019



Similar to enrollment, the number of online credit hours increased to a record high 446,974. Despite sporadic declines, overall online enrollment has grown an average of 5.6 percent annually since 2007. Online students enrolled in a slightly higher number of credit hours, participating in an average of 7.1 credit hours during AY18-19. This average has fluctuated between a low of 5.8 (2007) and a high of 7.2 credit hours (2012) (Figure 3-20).

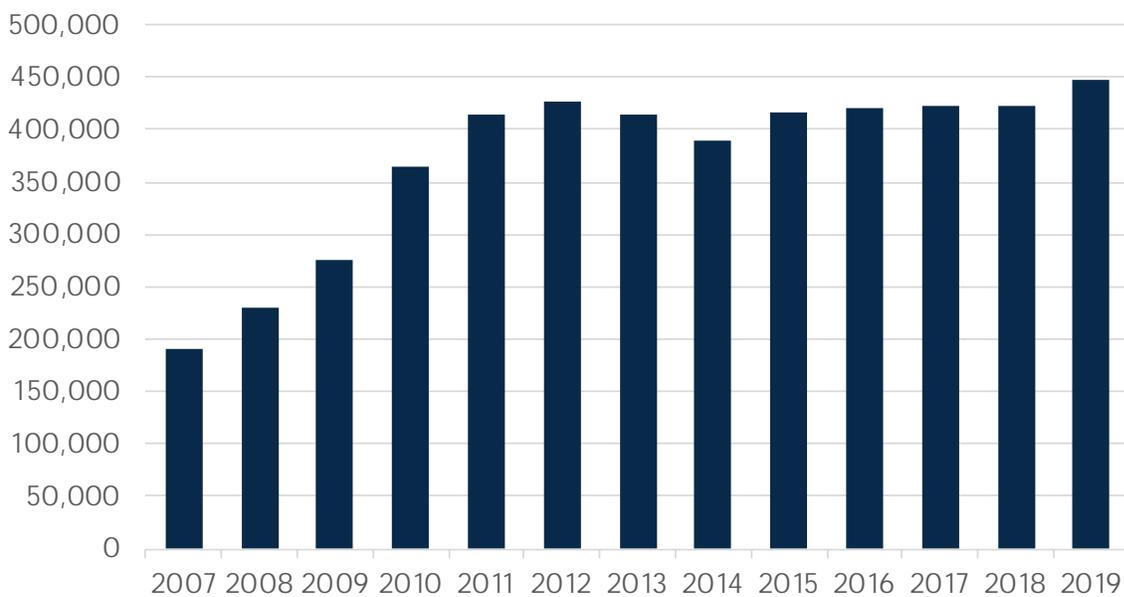
» Since 2007, online credit enrollment has grown over 92 percent, reaching 62,731 students in AY18-19.

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 7.4 percent annually, on average, since 2007.

FIGURE 3-20: AVERAGE CREDIT HOURS OF ONLINE STUDENTS: 2007 - 2019



FIGURE 3-21: ONLINE CREDIT HOURS: 2007 - 2019



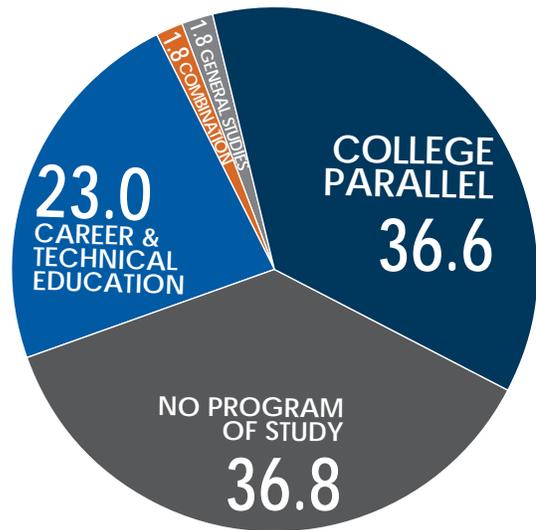
Online Students in Programs

During AY18-19, 22,969 students (36.6 percent of total online enrollees) declared college parallel (arts and sciences) as their program of study. Of the remaining students, 14,405 enrolled in CTE courses (23.0 percent); 1,135 enrolled in general studies (1.8 percent); and 1,154 enrolled in more than one program (1.8 percent).

The largest category of online enrollments, however, consisted of 23,068 students without declared programs of study (36.8 percent) (Figure 3-22). Of these no-POS students, 56.9 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 11 years.

Enrollment of CTE students in online coursework decreased 0.6 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 Science cluster is the largest with 5,233 students enrolled in one or more online courses. The Architecture and Construction cluster had the largest percentage growth in online

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

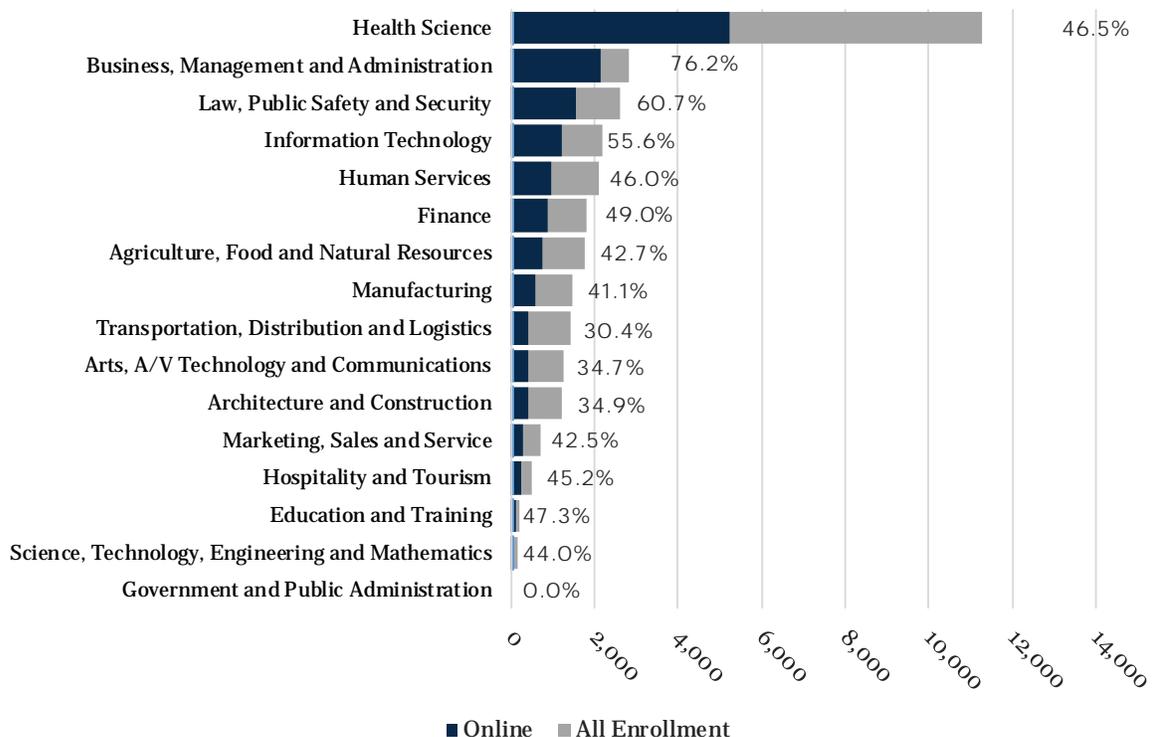


Note: Percentages may not total 100 percent due to rounding.

enrollment — increasing more than 22.5 percent over AY17-18. Of the 16 career clusters, six experienced declines in online enrollment since AY17-18 (the most significant was 8.2 percent in Agriculture, Food and Natural Resources).

* Enrollment by career cluster may exceed the headcounts since students may enroll in more than one career cluster.

FIGURE 3-23: PERCENT OF ONLINE ENROLLMENT BY CAREER CLUSTER: AY18-19



A review of credit hours within career clusters (Figure 3-24) revealed that the Health Science cluster had the largest number of credit hours (35,998) delivered online. This accounts for 31.2 percent of the hours offered in all clusters. The Business, Management and Administration cluster was second with 22,267 credit hours, followed by Human Services with 10,578 credit hours. These three career clusters had close to two thirds (59.7 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 AY18-19, 27.6 percent (13,952) of jointly enrolled students enrolled in one or more online courses compared to 48.8 percent of the total student body. Additionally, only 20.2 percent (85,365) of joint enrollment credit hours were delivered online compared to over 26 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)

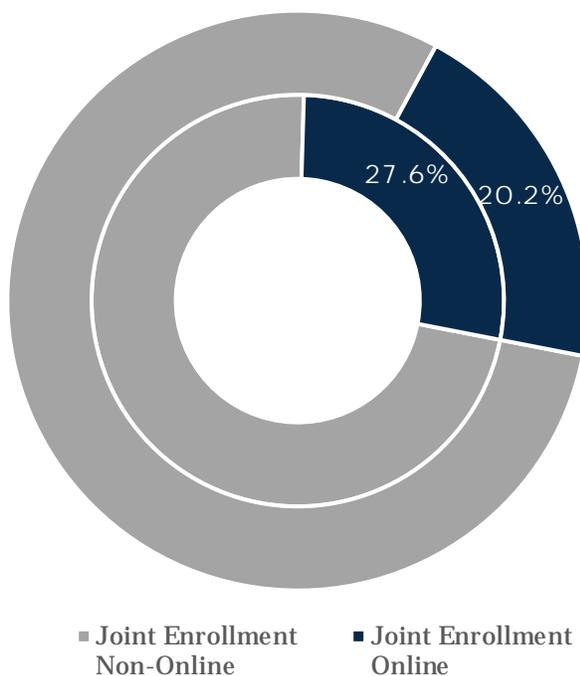
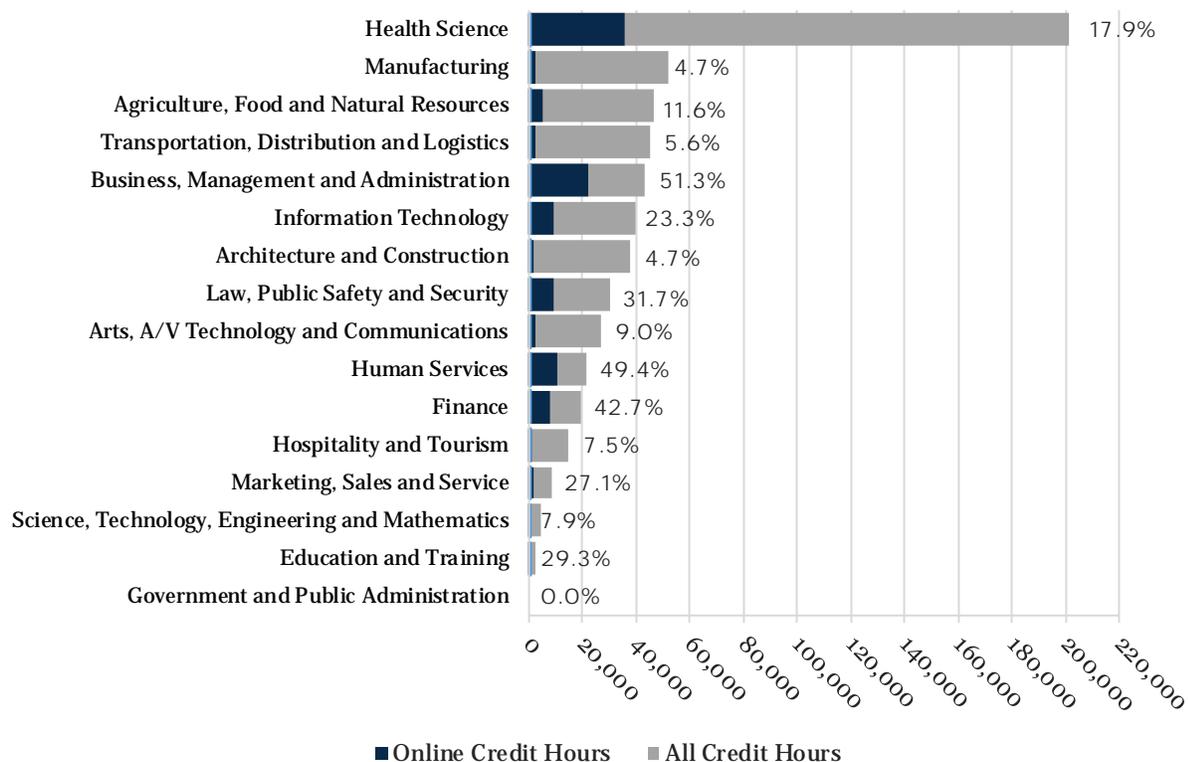


FIGURE 3-24: NUMBER AND PERCENT OF CREDIT HOURS DELIVERED ONLINE BY CAREER CLUSTER: AY18-19



Online Student Demographics

While the number of females comprised 55.1 percent of the total student body in AY18-19, females made up over 63 percent of the students enrolled in online coursework. The percentage of female students enrolled in online coursework increased by 0.3 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 23.1 years old—almost two years older than the average Iowa community college student. Students

between 16 and 22 years old 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 AY18-19, 83.5 percent were Iowa residents, 14.7 percent were non-Iowa residents and 1.8 percent were international students (Figure 3-28).

FIGURE 3-26: AGE OF ONLINE STUDENTS: AY18-19

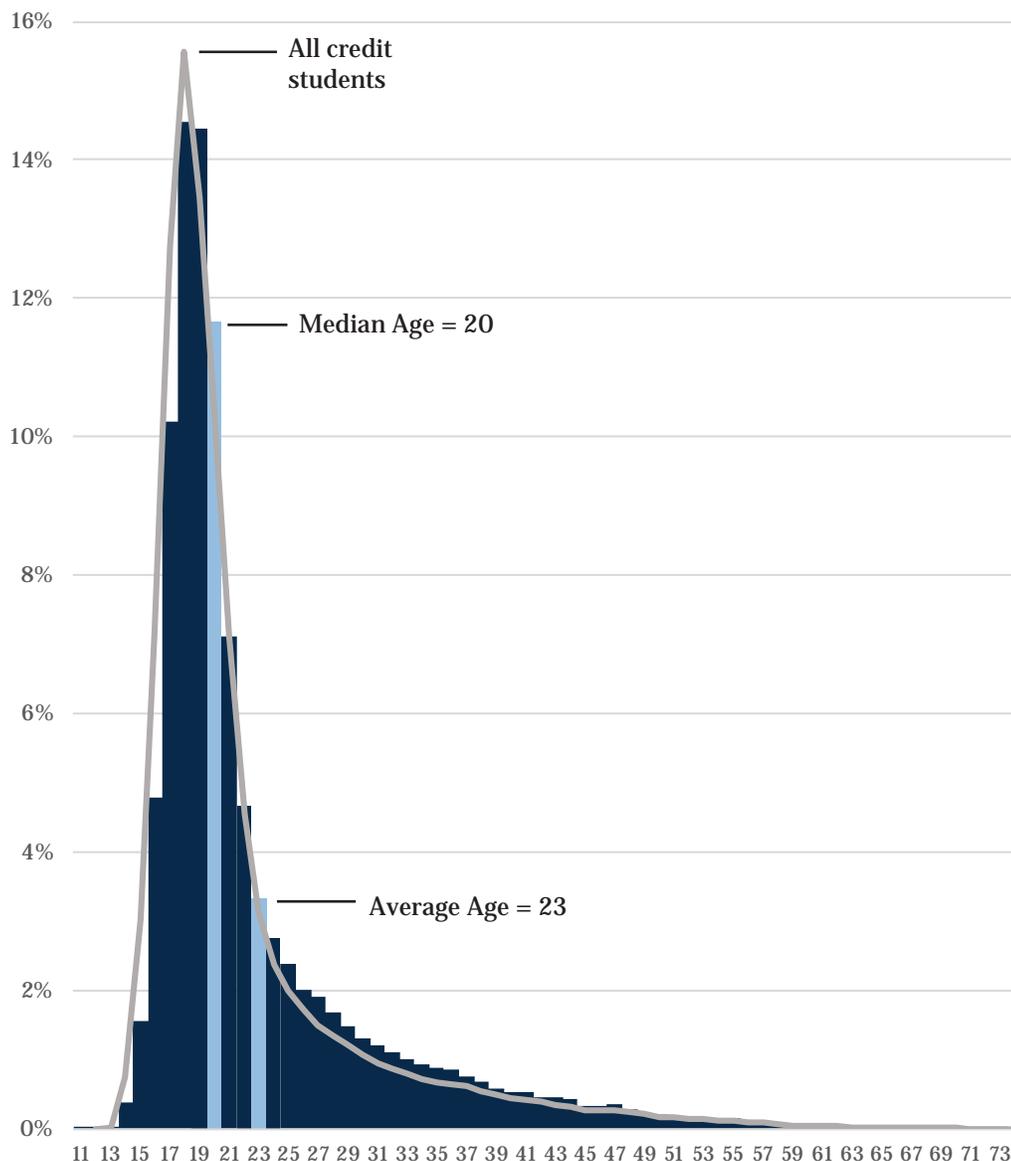


FIGURE 3-27: PERCENT ONLINE AND TOTAL ENROLLMENT BY RACE/ETHNICITY: AY18-19

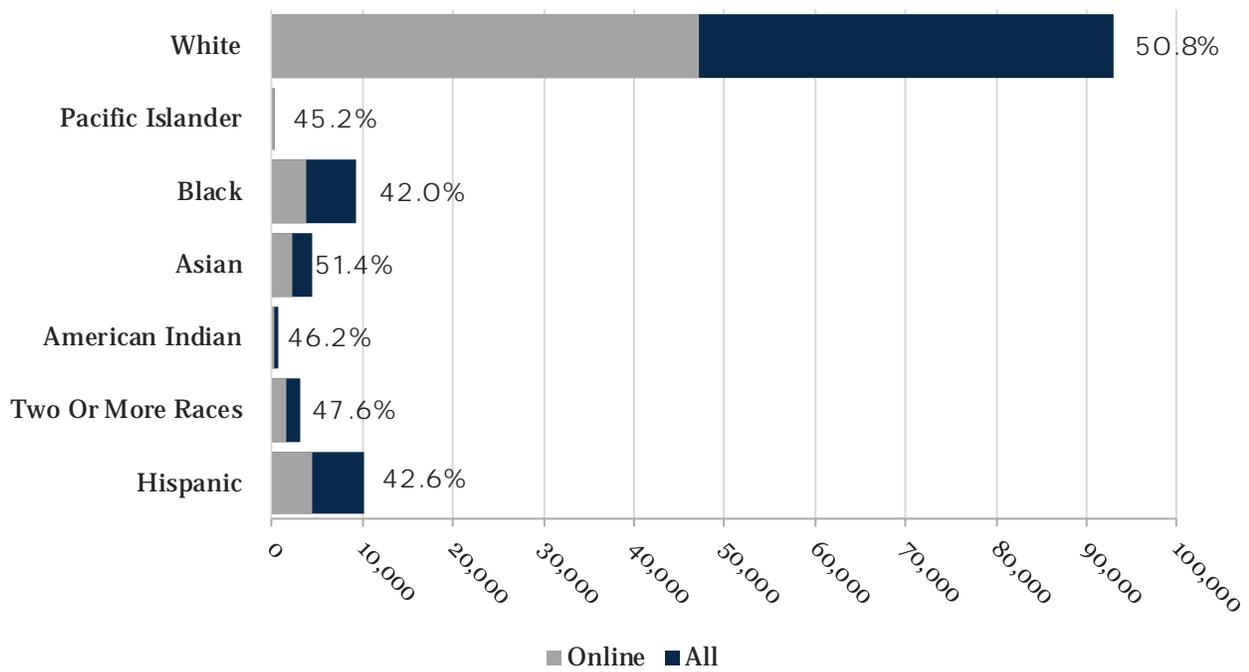
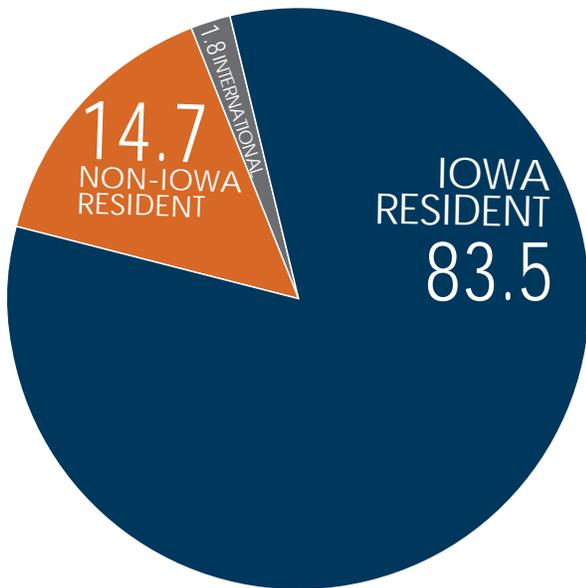
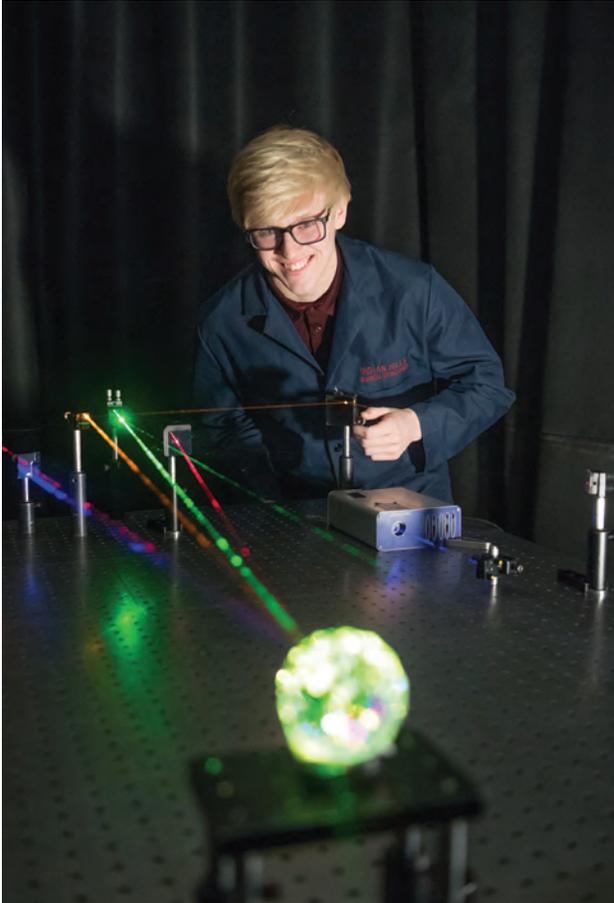


FIGURE 3-28: RESIDENCY OF ONLINE STUDENTS, AY18-19 (%)



John H. Witte Jr. Hall of Sciences at Southeastern Community College





Clockwise from top left: Student at Indian Hills Community College, students at Eastern Iowa Community Colleges and Southwestern Community College student ambassadors



DEVELOPMENTAL EDUCATION

For this section, developmental education is defined as enrollment in a course numbered below 100 (e.g., MAT060). During AY18-19, 9,950 students (7.7 percent) enrolled in a developmental education course (10.0 percent decrease from AY17-18). These students enrolled in a total of 49,480 credit hours of developmental education during the academic year, which is 12.0 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 better prepared academically. 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



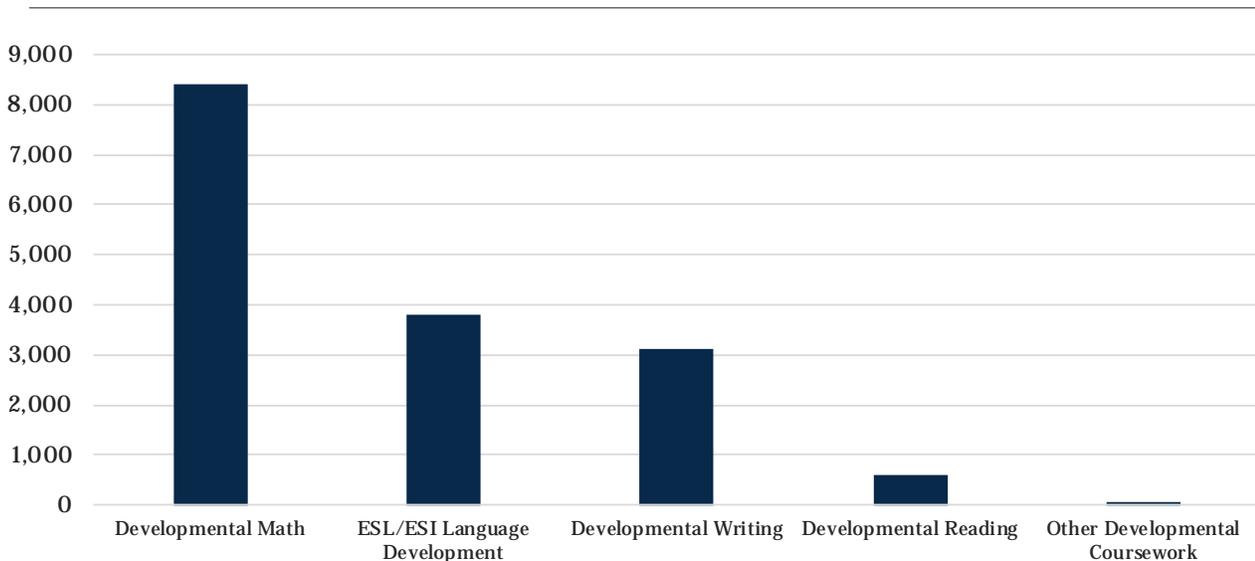
Kinney Hall at Iowa Western Community College

DEVELOPMENTAL EDUCATION ENROLLMENT

| ENROLLEES | PERCENT OF TOTAL ENROLLMENT |
|---------------|-----------------------------|
| 9,950 | 7.7% |
| CREDIT HOURS | AVERAGE CREDIT PER STUDENT |
| 49,480 | 5.0 |

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



modules; using multiple measures for placement such as high school GPA, standardized test scores and cognitive indicators; collaborating with school districts to integrate developmental curriculum into high school courses; and creating corequisite courses or lab modules. The Department first published a developmental education report in the spring of 2018 that outlines these initiatives. The latest full report is available on the Department’s website at: https://educateiowa.gov/sites/files/ed/documents/Developmental%20Education%20Annual%20Report%202019_0.pdf.

Students may take more than one developmental education course to prepare for college-level coursework. In AY18-19, 9,950 students (unduplicated headcount) accounted for 16,815 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 16,032 and was distributed as follows: 8,427 took developmental mathematics courses; English as a Second Language (ESL) and Intensive ESL (i.e., ESI) language development courses had 3,821 enrollees; developmental writing courses had 3,129 enrollees; developmental reading had 608 enrollees; and other courses accounted for 47 enrollees (Figure 3-29 on the previous page). The mathematics course with the highest enrollment

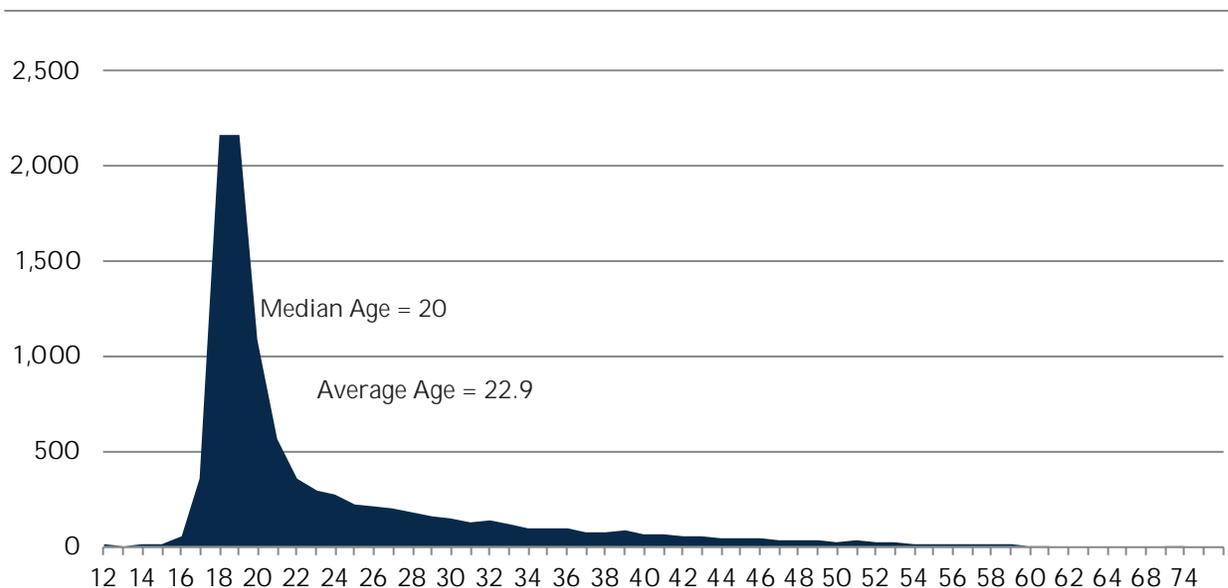
was Elementary Algebra with 1,133 enrollees and the highest writing course was College Preparatory Writing II with 834 enrollees.

Similar to the general population of students, the majority of students who took developmental education coursework were females (58.6 percent). However, racial/ethnic minority students comprised 43.2 percent of all developmental education enrollees – a much higher percentage than the percent of total minorities in the general student population (23.1 percent).

» The percent of racial/ethnic minority students participating in developmental education in AY18-19 was nearly double that of the overall enrollment.

While the average age of all community college students was 21.4 years old, the average age for students in developmental education was 22.9, with a median age of 20 years. Over 60 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 21.7 percent of all developmental enrollment in AY18-19 (Figure 3-30).

FIGURE 3-30: AGE OF DEVELOPMENTAL EDUCATION STUDENTS



NONCREDIT ENROLLMENT

In AY18-19, 189,843 individuals participated in noncredit programs and courses, which represents a 7.0 percent decrease since last year. This is higher than the average decrease of 4.9 percent in noncredit enrollment since AY15-16 (Figure 3-31). Yet, students are taking more contact hours, with an increase of 0.9 percent since last year, contrasting an average decline of 3.4 percent since AY15-16 (Figure 3-32).

Participant Gender, Race and Ethnicity

Females have historically comprised the majority of community college noncredit enrollment. While 30,027 enrollees (15.4 percent) in AY18-19 did not report a gender, of those who did, the gender was split evenly with 50.3 percent female and 49.7 percent male.



Automotive Technology at Kirkwood Community College

NONCREDIT ENROLLMENT

STUDENTS:

189,843

DOWN SINCE AY17-18

↓ 7.0%

CONTACT HOURS:

5,956,047

AVERAGE ANNUAL
CONTACT HOURS PER
STUDENT:

31.4

UP 0.9% SINCE AY17-18

Students enroll in noncredit classes 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 professional or personal needs of students.

FIGURE 3-31: NONCREDIT ENROLLMENT: 2004 - 2019

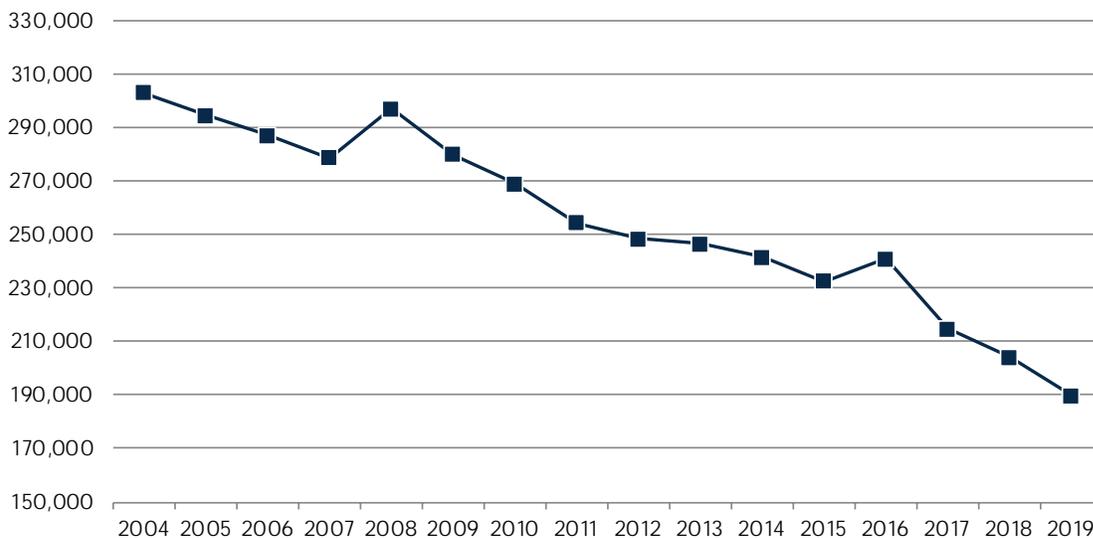
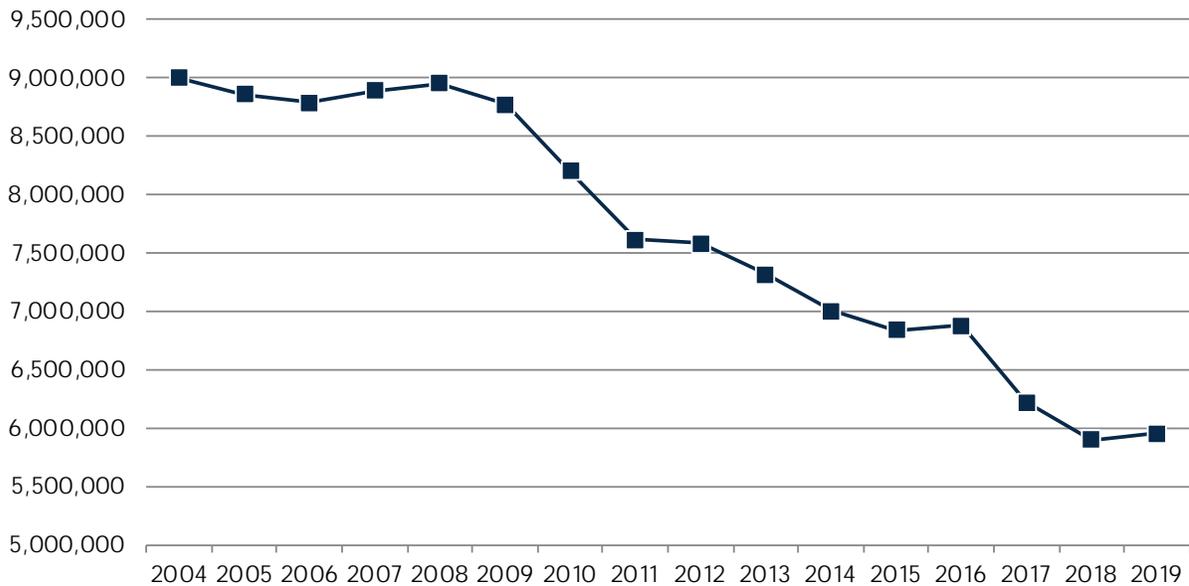
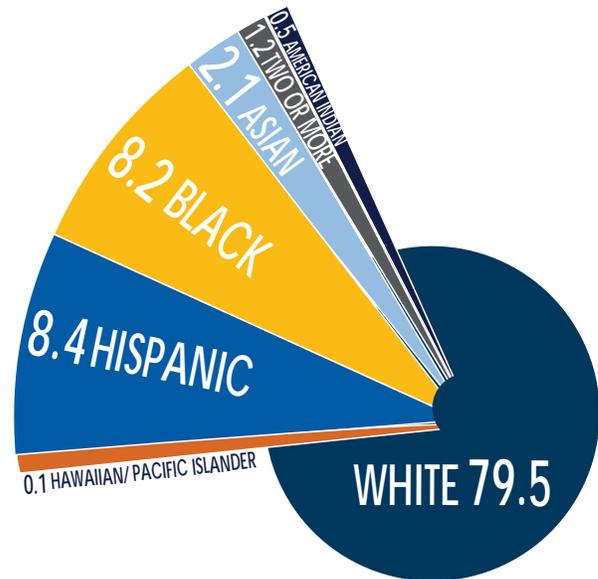


FIGURE 3-32: NONCREDIT CONTACT HOURS: 2004 - 2019



While 55.9 percent of the total noncredit participants did not report race/ethnicity, of those who did, the majority were white (79.5 percent). The remainder self-reported as being a racial/ethnic minority with 8.4 percent identified as Hispanic, 8.2 percent as black, 2.1 percent as Asian, 0.5 percent as American Indian, 0.1 percent as Hawaiian/Pacific Islander and 1.2 percent reported more than one race (Figure 3-33).

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



» Of the participants who self-identified as being part of a racial/ethnic minority group, the majority (80.8 percent) were either Hispanic or black.

Among the participants who identified themselves as racial/ethnic minorities, the majority were Hispanic (40.8 percent), followed by black (40.0 percent), Asian (10.2 percent), American Indian (2.6 percent) and Hawaiian/Pacific Islander (0.6 percent). Additionally, 5.7 percent reported belonging to two or more races.

* Based on students who reported their race/ethnicity.

Noncredit Skill Enhancement Enrollment by Career Clusters

In AY18-19, of the 104,346 students 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 the 16 National Career Clusters®, totaling 108,814 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 (51.0 percent of the total enrollment for skill enhancement). In addition, colleges reported 15.2 percent in Business, Management

and Administration courses and 10.0 percent in Government and Public Administration. The next highest categories of enrollment were Transportation, Distribution and Logistics (6.6 percent); Law, Public Safety and Security (3.7 percent); Agriculture, Food and Natural Resources (3.2 percent); Manufacturing (2.9 percent); Architecture and Construction (2.6 percent); and Education and Training (1.3 percent) (Figure 3-34).

In terms of contact hours, colleges reported 2,457,702 taken within one or more career clusters (Figure 3-35). Similar to enrollment, Health Sciences accounted for the largest percentage of contact hours (51.0 percent) taken by 55,505 students in AY18-19. This also includes students in vocational training and economic development.

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

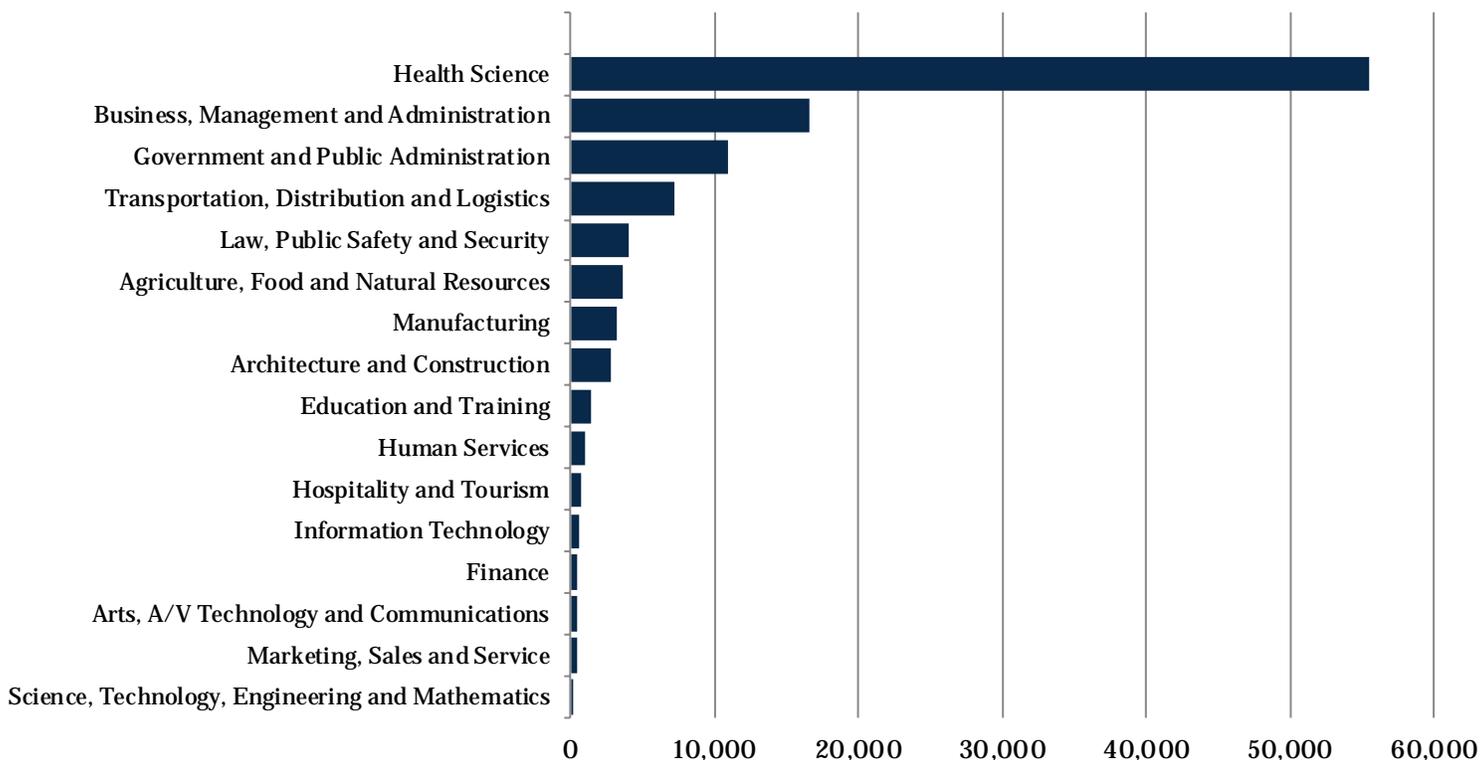
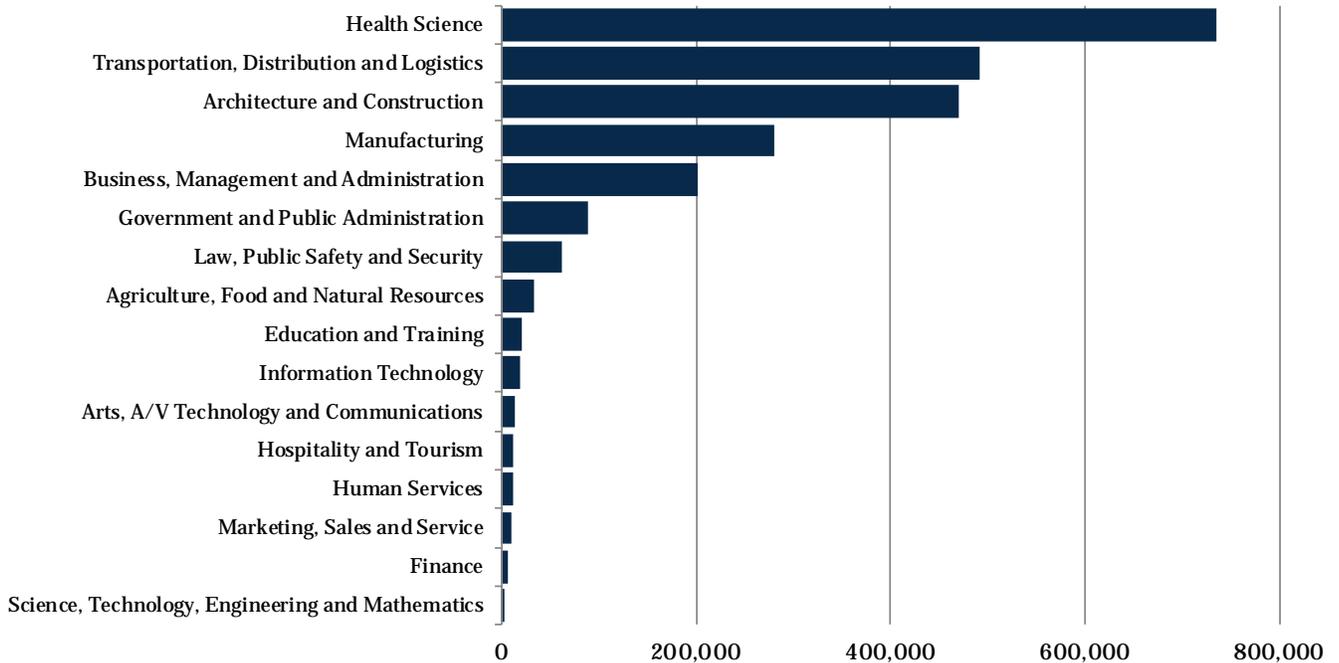


FIGURE 3-35: NONCREDIT SKILL ENHANCEMENT CONTACT HOURS BY NATIONAL CAREER CLUSTER®

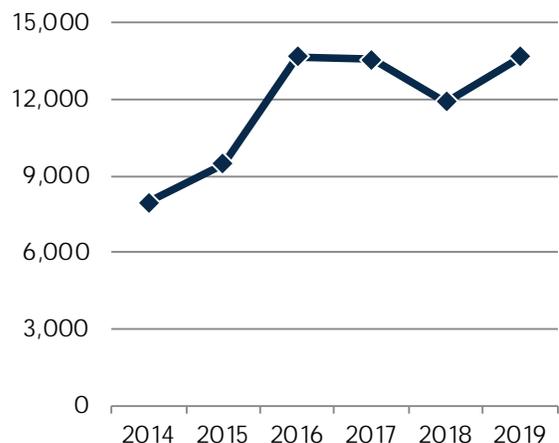


A partnership among seven of Iowa's community colleges, the Iowa Community College Online Consortium (ICCO), works to strengthen the delivery of quality online educational opportunities to students, supported by a comprehensive set of faculty, staff and student services.

ONLINE NONCREDIT ENROLLMENT

Online noncredit enrollment increased 21.3 percent in AY18-19 from the previous year (Figure 3-36), with contact hours increasing by 9.7 percent. With these recent increases, the average enrollment since AY15-16 has increased by 6.6 percent. Students in AY18-19 averaged 17.2 noncredit contact hours each. Overall, 6.4 percent of all students enrolled in noncredit coursework, received education through online delivery in AY18-19 compared to the 5.7 percent the previous year.

FIGURE 3-36: ONLINE COURSES DELIVERED: 2014 - 2019



ADULT EDUCATION AND LITERACY PROGRAM ENROLLMENT

Adult education and literacy (AEL) program enrollment, reported through the MIS, reached 16,551 students in AY18-18, an increase of 2.8 percent from last year. 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 AY18-19 was 16,551 participants, which increased 2.8 percent from the previous year. Enrollment in Basic Skills and Developmental and Remedial Education increased by 931 students and enrollment has averaged a 7.2 percent increase over the previous five years. The English Language Learning program has decreased 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, 11,039 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 60.



Des Moines Area Community College President Rob Denson with Iowa's 2019 HiSET Graduate of the Year

ADULT EDUCATION AND LITERACY

STUDENTS:

UP SINCE AY17-18

16,551



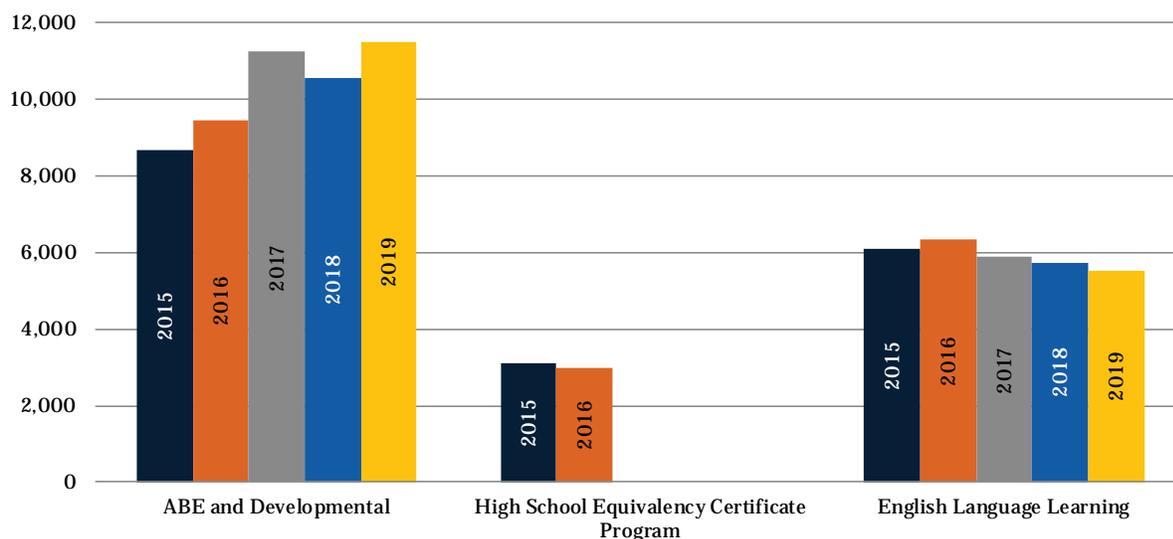
2.8%

LARGEST INSTRUCTIONAL PROGRAM:

ADULT BASIC EDUCATION

67.5% OF TOTAL ENROLLMENT

FIGURE 3-37: ADULT LITERACY ENROLLMENT (MIS): 2015-2019



* 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 | 2015 | 2016 | 2017 | 2018 | 2019 | % Average 5-Year Change |
|-------------------|---------------|---------------|---------------|---------------|---------------|-------------------------|
| Northeast Iowa | 431 | 306 | 255 | 515 | 521 | 4.9 |
| North Iowa Area | 460 | 394 | 292 | 328 | 314 | -9.1 |
| Iowa Lakes | 212 | 242 | 85 | 174 | 390 | 16.5 |
| Northwest Iowa | 288 | 321 | 252 | 310 | 289 | 0.1 |
| Iowa Central | 1,457 | 1,530 | 1,647 | 1,545 | 1,266 | -3.5 |
| Iowa Valley | 684 | 675 | 702 | 570 | 483 | -8.3 |
| Hawkeye | 1,007 | 954 | 841 | 1,084 | 1,234 | 5.2 |
| Eastern Iowa | 1,813 | 1,881 | 1,528 | 1,262 | 1,484 | -4.9 |
| Kirkwood | 2,758 | 2,418 | 2,549 | 2,939 | 3,116 | 3.1 |
| Des Moines Area | 3,851 | 3,710 | 3,524 | 3,571 | 3,659 | -1.3 |
| Western Iowa Tech | 1,439 | 1,785 | 1,346 | 981 | 1,190 | -4.6 |
| Iowa Western | 1,349 | 1,405 | 1,164 | 892 | 769 | -13.1 |
| Southwestern | 317 | 332 | 358 | 352 | 303 | -1.1 |
| Indian Hills | 778 | 717 | 664 | 646 | 659 | -4.1 |
| Southeastern | 982 | 1,101 | 984 | 926 | 874 | -2.9 |
| Total | 17,826 | 17,771 | 16,191 | 16,095 | 16,551 | -1.8 |

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

Each year, Iowa’s adult education and literacy programs provide noncredit instruction and training to thousands of adult learners looking to improve their education and skill levels.

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.

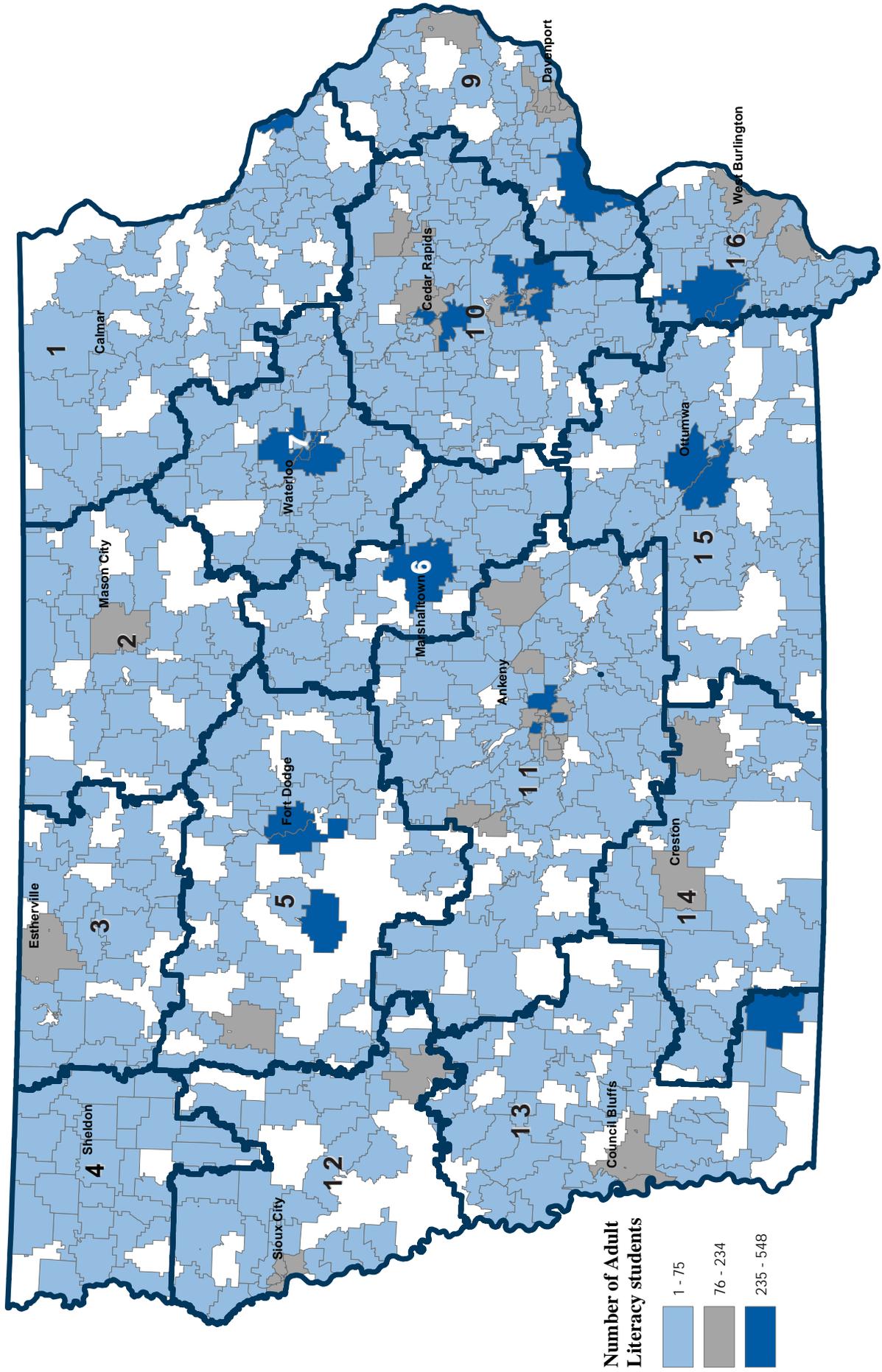
Data submitted to the NRS is based on the adult education program year, which coincides with Iowa’s fiscal year (July 1, 2018 - June 30, 2019). The NRS specifies parameters for students to be included in reporting to the U.S. Department of Education’s Office of Career, Technical and Adult Education (OCTAE). 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.

Once enrolled, an NRS-approved assessment is provided, along with a minimum of 12 hours of instruction, in order to qualify as an NRS participant. While only a portion of Iowa’s overall population is served by AEL programs, learners 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: 2019



Counts include 15,856 adult literacy students with valid Iowa ZIP codes. Counts exclude students who either did not report their ZIP codes or whose ZIP codes are outside of Iowa. White areas on the map represent ZIP code areas with no reported students.



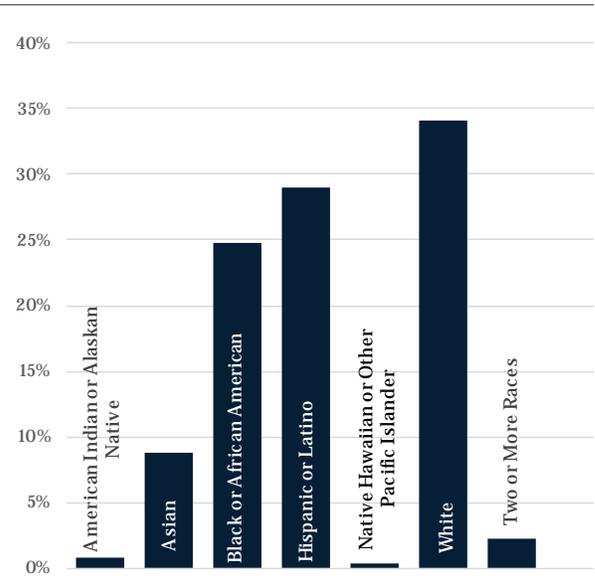
NRS Enrollment in Instructional Programs

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. Similarly, the six ESL levels are ESL Level 1-6 with ESL Level 1 being the lowest and ESL Level 6 the highest.

ABE instruction had the most enrollees in AY18-19 with 6,507 participants, or 58.9 percent of the total enrollment, while ESL had 4,532 participants (41.1 percent) (Figure 3-39). ESL enrollment has continued to decrease with a five-year average of 1.9 percent while ABE has a five-year average increase of 2.7 percent.

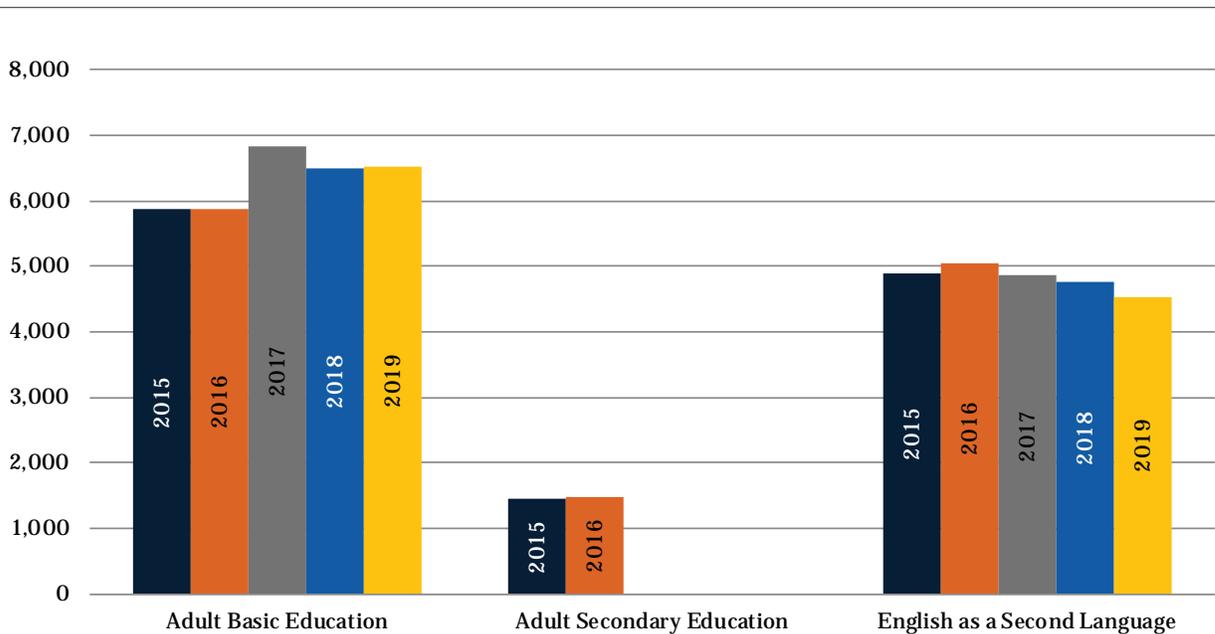
Of those who were both enrolled in AY18-19 and federally reported, 50.4 percent were male and 34.1 percent self-identified as white. Another 28.9 percent of participants identified themselves as Hispanic or Latino, 24.8 percent as black or African American

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



and 8.8 percent as Asian. The remaining three categories (American Indian, Hawaiian or Pacific Islander and two or more races) combined for 3.3 percent of the participants (Figure 3-40).

FIGURE 3-39: PROGRAM ENROLLMENT AS REPORTED ON NRS: 2015 - 2019



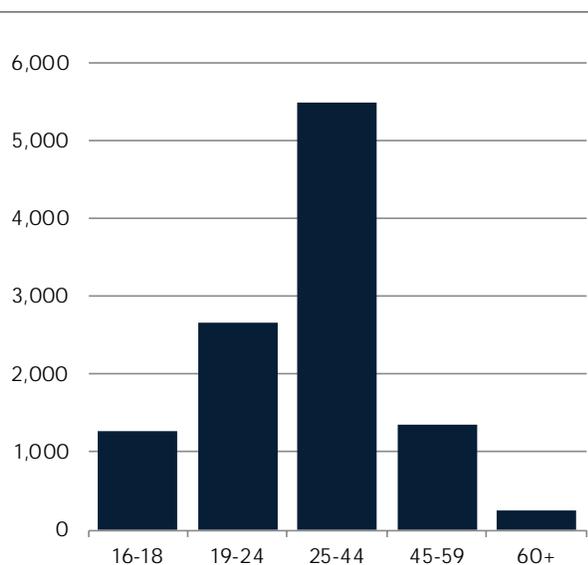
* Adult Secondary Education is combined with Adult Basic Education beginning in 2017.



The largest age group served by AEL programs in AY18-19 ranged from 25 to 44 years of age, with 49.7 percent in this category. Ages 19 to 24 accounted for 24.2 percent of participants served. The 45 to 59 age group had 1,345 participants (12.2 percent), which was slightly higher than the 16 to 18 age group with 1,280 participants (11.6 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 (43.7 percent); low-income (6.6 percent); and being a single parent (2.0 percent). It is important to note that participants could indicate more than one barrier.

FIGURE 3-41: AEL ENROLLMENT BY AGE (NRS)



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 November 22, 2019 from <https://cew.georgetown.edu/cew-reports/americas-divided-recovery/>.
- [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 Outcomes and Graduation, Transfer and Success Rates

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. The time it takes to complete an award, employment and wages the student earns after graduation and the completion of adult education and literacy (AEL) programs are all metrics used by the Department to measure student success.

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 2018 through the day preceding the first day of fall term 2019). 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

CREDIT AWARDS

LARGEST AWARD TYPE:

ASSOCIATE OF APPLIED SCIENCE (AAS)

217 MORE THAN ASSOCIATE OF ARTS

NUMBER OF AWARDS:

17,377

INCREASE SINCE AY17-18

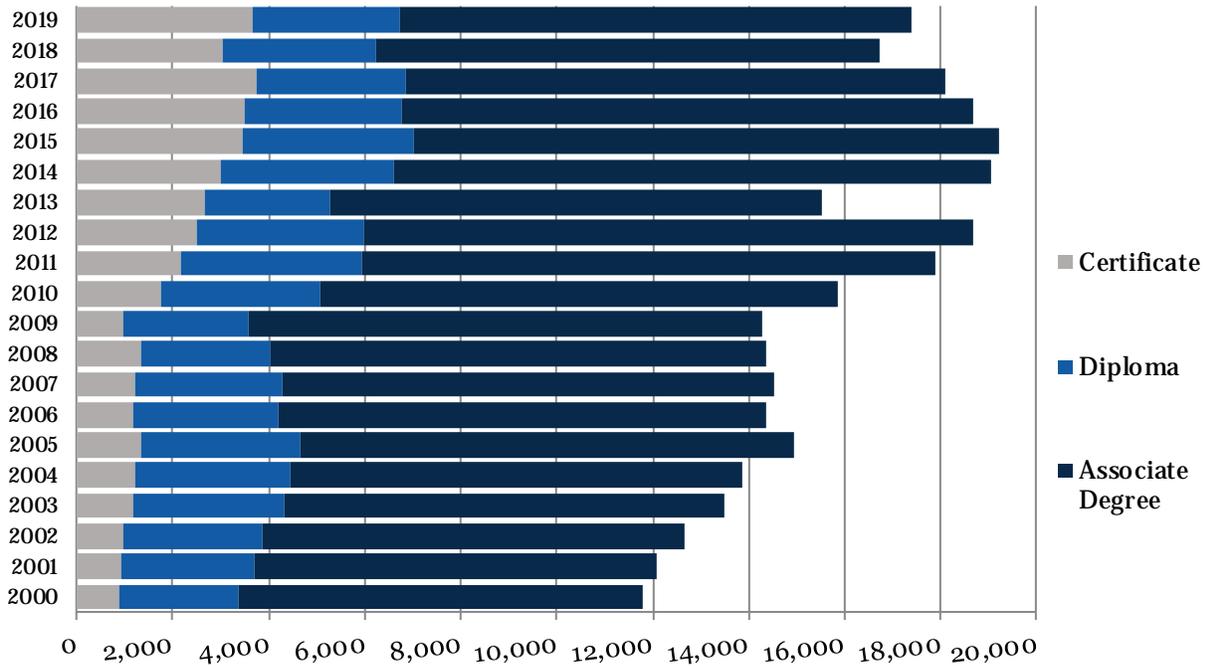


3.8%

A student was included each time he or she received an award during the academic year. For the first time in four years, the number of awards increased, but the demographic composition of community college awardees remained relatively the same as in previous years.

In AY18-19, the total number of credit awards was 17,377, an increase of 3.8 percent. Except for a lower number of Associate of Arts (AA) (down by 1.2 percent) and diploma (down by 2.9 percent) awards, all other types demonstrated larger numbers. Associate of General Studies (AGS) increased by 13.0 percent; Associate of Applied Arts (AAA) increased by 4.3 percent; Associate of Applied Science (AAS) increased by 0.7 percent; Associate of Professional Studies (APS) increased by 62.2 percent, and certificate awards increased by 20.1 percent. The award rate (number of awards per number of students) increased from 12.8 percent in AY17-18 to 13.5 percent in AY18-19.

FIGURE 4-1: CREDIT AWARDS BY TYPE: 2000 - 2019

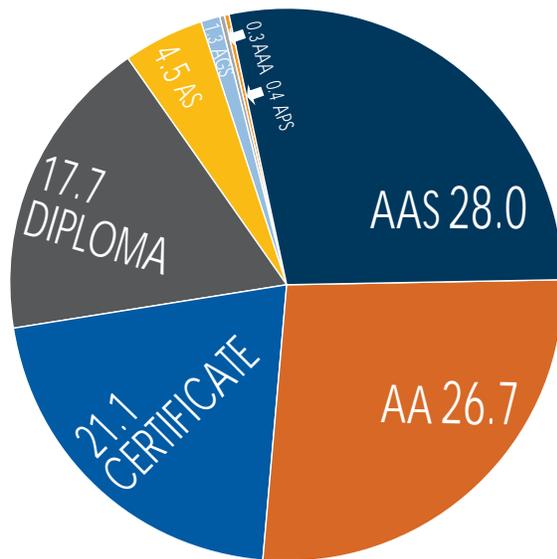


On average, the number of awards conferred by Iowa community colleges has been growing 2.1 percent annually since tracking began in FY2000. Overall, the number of awards has been relatively steady since 2006, and despite a data collection change in 2013*, rose continuously from 2010 through 2015 (Figure 4-1).

Historically, AA awards have comprised the majority of all awards granted. However, for the fourth time in the history of the community college management information system (MIS), more AAS degrees (4,859) were awarded in AY18-19 (28.0 percent of all awards) than any other type of award, including AA awards (4,642), which comprised 26.7 percent of total credit student awards granted.

A total of 3,666 certificates were awarded in AY18-19, which represented 21.1 percent of total awards, up from 18.2 percent in AY17-18. Diploma awards accounted for another 3,082 awards, which represented 17.7 percent of total awards. A total of 780 AS degrees were awarded in AY18-19, comprising 4.5 percent of total awards, up slightly from 4.1 percent in AY17-18. AGS awards increased from 216 in AY17-18 to 226 in AY18-19, representing 1.3 percent of total awards. APS degrees increased from 45 in AY17-18 to 73 in AY18-19, representing 0.4 percent, and AAA degrees increased from 47 to 49

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

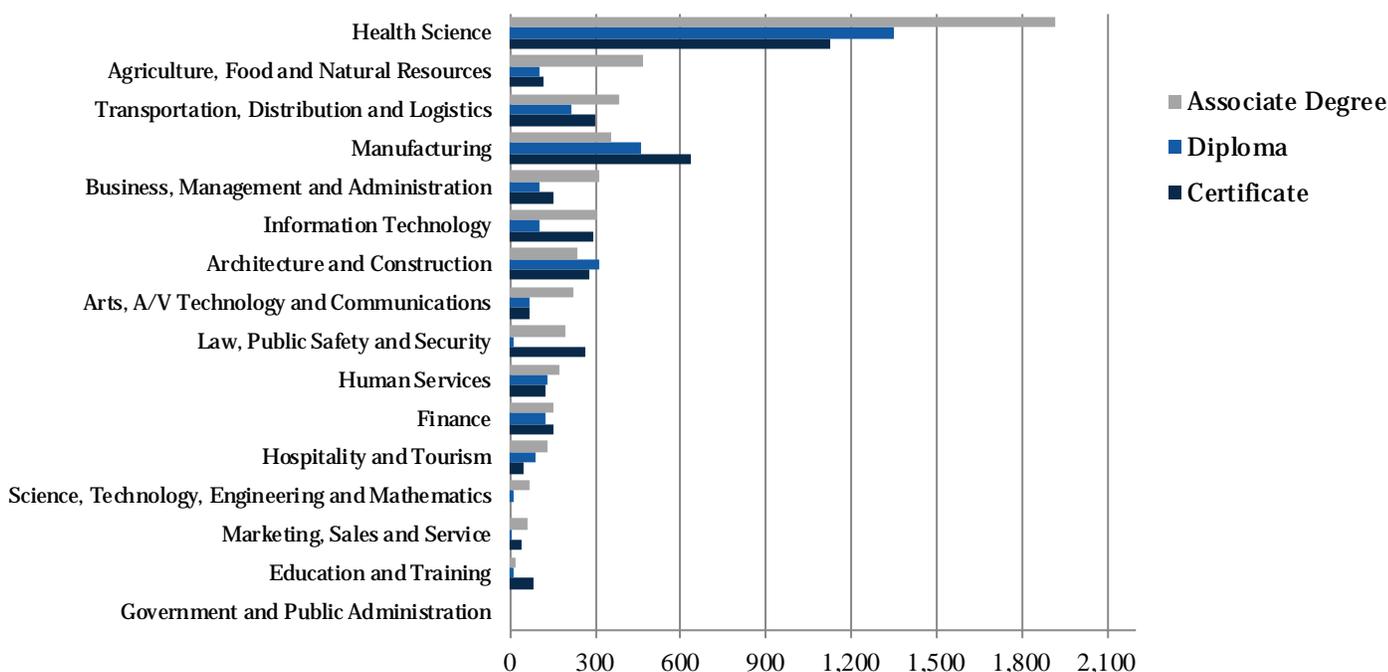


awardees, representing 0.3 percent of total awards (Figure 4.2).

* 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 4-3: CTE PROGRAM AWARDS BY TYPE



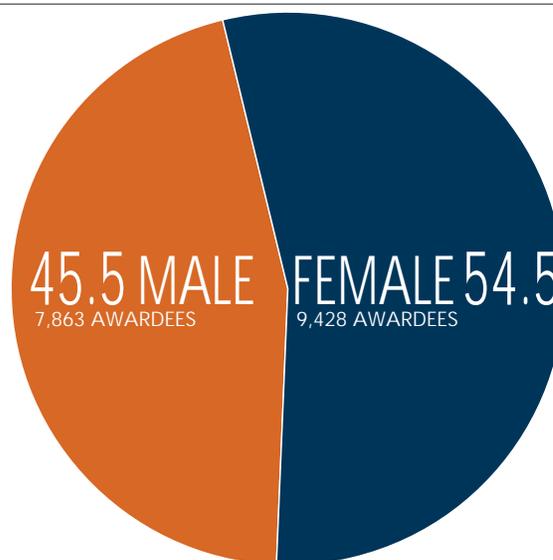
The distribution of career and technical education (CTE) awards by program of study has remained fairly consistent over the past five years. Again in AY18-19, out of the 11,729 CTE program awards granted, the largest number of awards (4,393) was in Health Science (37.5 percent), followed by Manufacturing (1,452); Transportation, Distribution and Logistics (894); Architecture and Construction (828); Information Technologies (698); Agriculture, Food and Natural Resources (684); and Business, Management and Administration (563). As has been the case over the last 18 years, the prevailing number of CTE awards were associate degrees (42.5 percent), followed by diplomas and certificates (Figure 4-3).

award distribution by gender. In AY18-19, females comprised 55.1 percent of Iowa’s community college enrollment, while earning 54.5 percent of all awards (Figure 4-4).

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

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 77.0 percent of Iowa community college enrollees in AY18-19 and 80.5 percent of all awards earned. Nationally, however, whites comprised 58.4 percent of all public two-year institution award recipients [1].

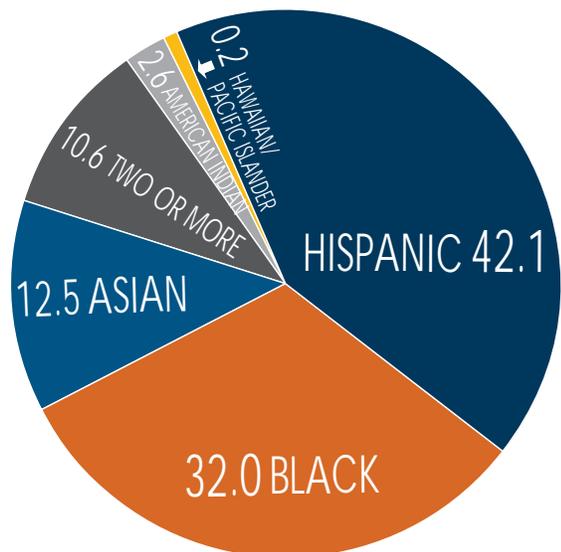
» The number of awards earned by racial/ethnic minority students has grown an average of 9.7 percent since 2000, which is over four times higher than the overall awardee growth rate of 2.1 percent.

The distribution of awards among racial minorities does not always mirror enrollment. For instance, Hispanics became the largest racial/ethnic minority group of enrollees (36.6 percent) in AY18-19, bypassing black enrollees (33.0 percent). However, there was a bigger disparity in the distribution of awards earned by racial/ethnic minority students, with Hispanics earning 42.1 percent of the awards versus the percentage of awards earned by black students (31.9 percent) (Figure 4-5).



Automotive Repair Technology student at Iowa Valley Community College's Grinnell campus

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



Similar to all awardees, the overwhelming majority of awards received by racial minorities in AY18-19 were associate degrees (56.4 percent), followed by certificates (25.9 percent) and diplomas (17.7 percent) (Figure 4-6).

Females earned the majority of all CTE awards (53.0 percent). As previously stated, 37.5 percent of all CTE awards in AY18-19 were in Health Science. Of these, 87.7 percent were earned by females (3,828 awards). Females also earned the majority of awards in Business, Management and Administration; Human Services; and Finance, while males received more awards in Manufacturing; Architecture and Construction; Information Technology; Transportation, Distribution and Logistics; and Agriculture, Food and Natural Resources (Figure 4-7).

Similarly, the majority of CTE awards received by racial/ethnic minority students were in Health Science programs (827), followed by awards in Manufacturing (227) (Figure 4-8). This distribution pattern is consistent with the pattern for the general cohort of awardees.



FIGURE 4-6: CREDIT STUDENT AWARDS BY RACIAL/ETHNIC MINORITY GROUPS: 2000 - 2019

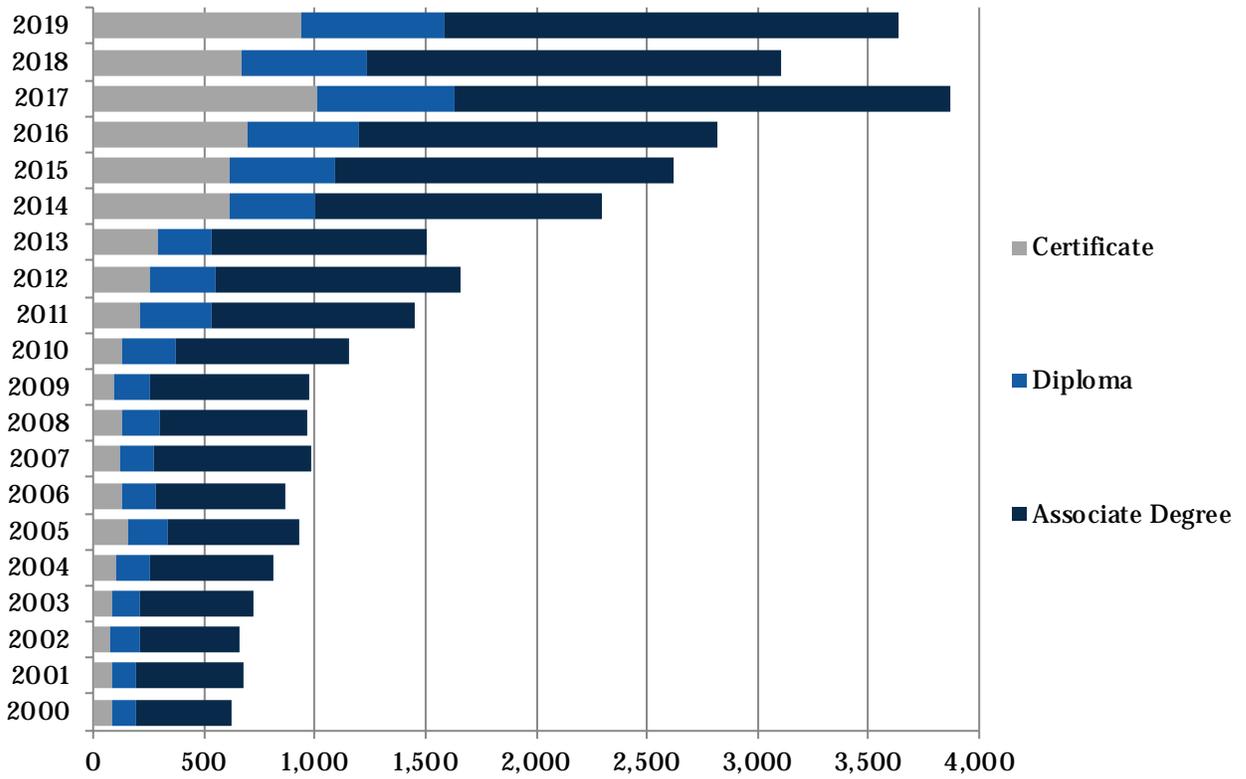
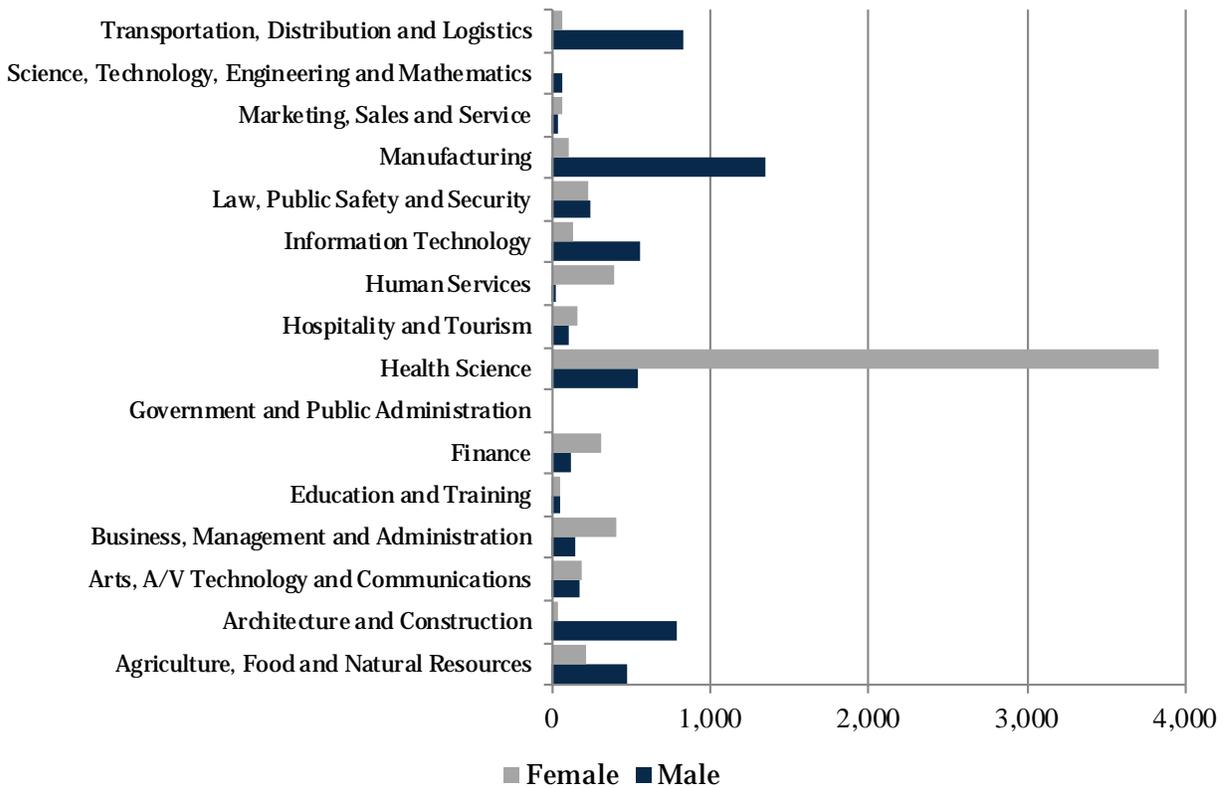


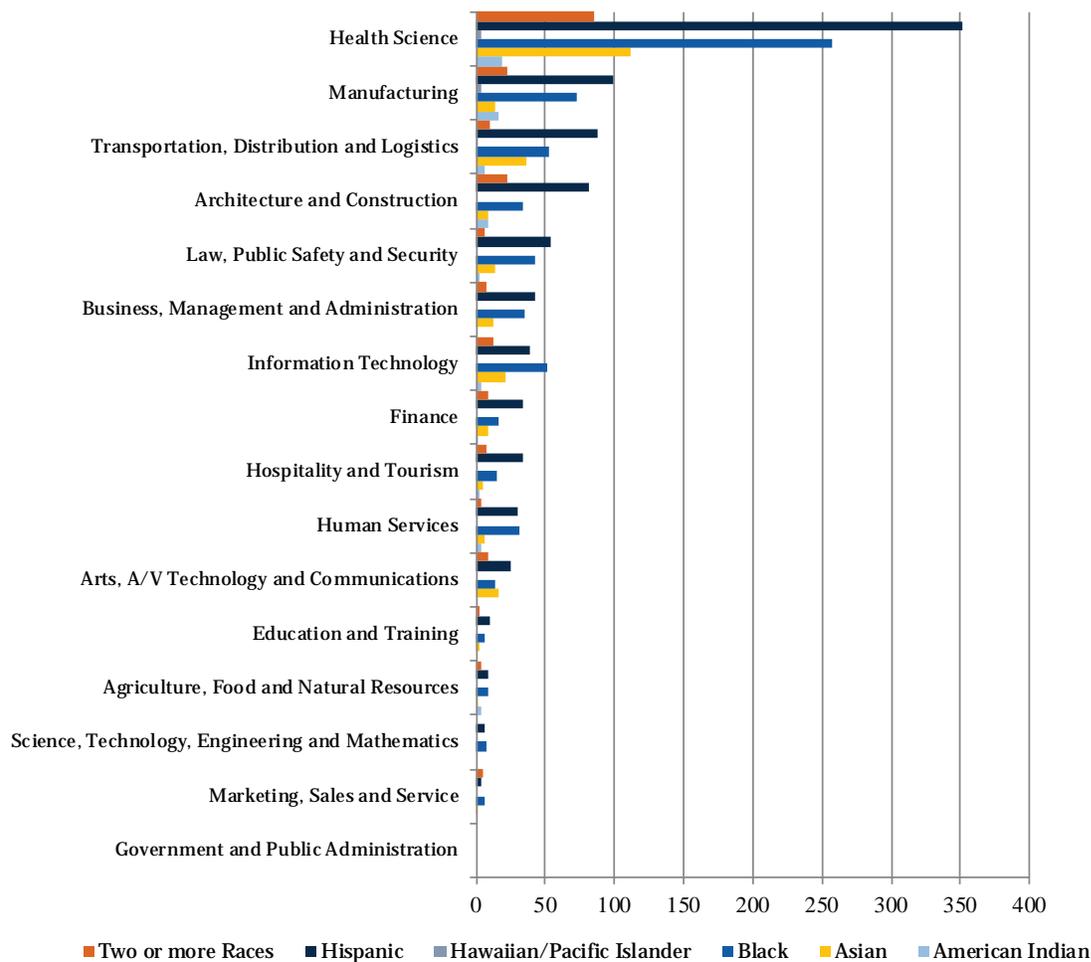
FIGURE 4-7: CREDIT STUDENT AWARDS BY GENDER AND CAREER CLUSTER



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).

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

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



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

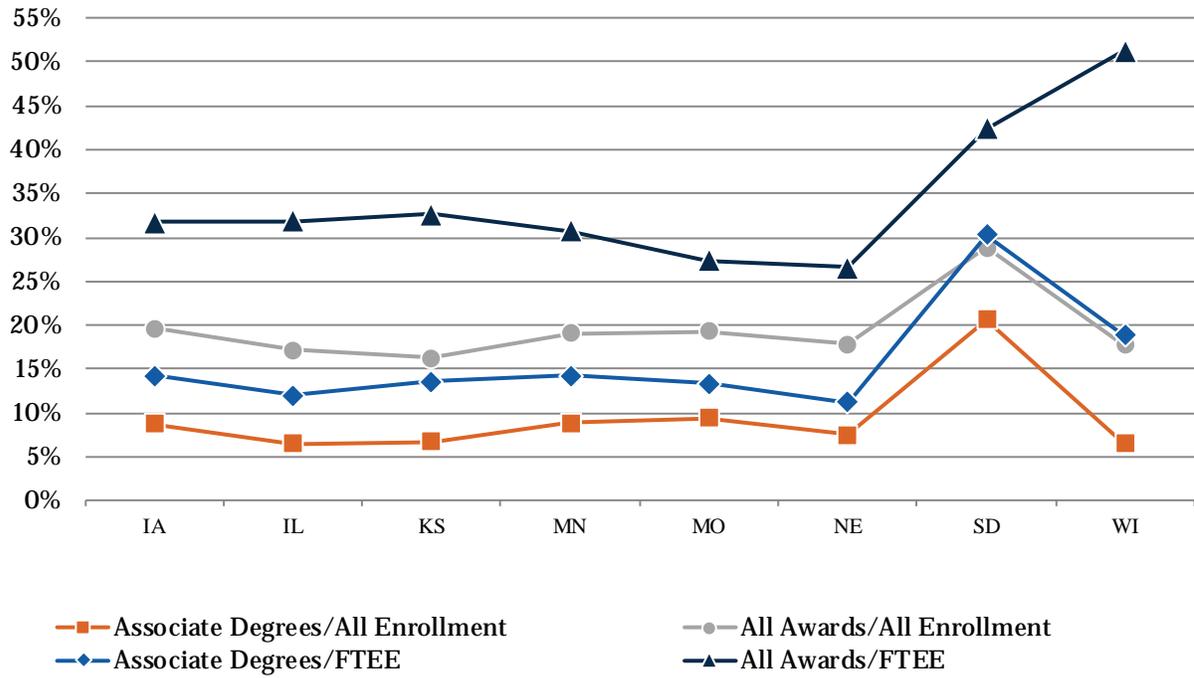
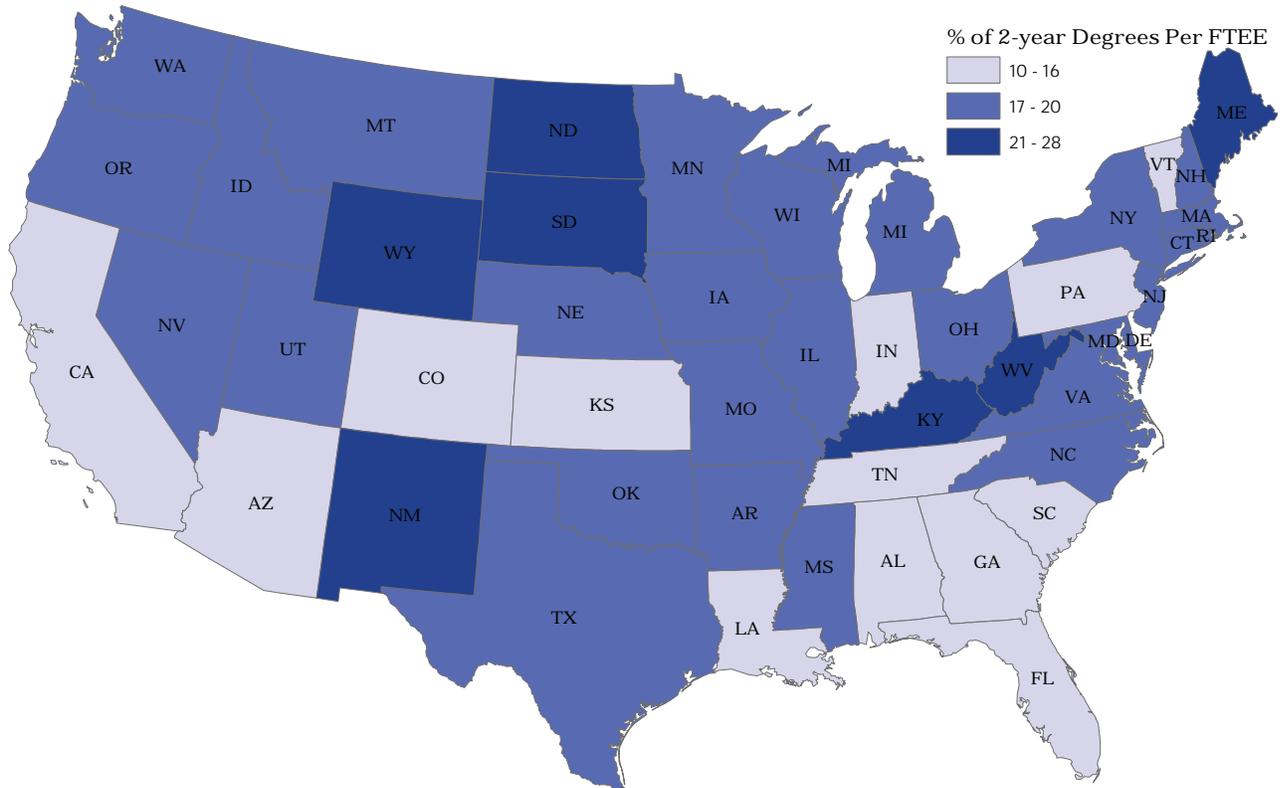


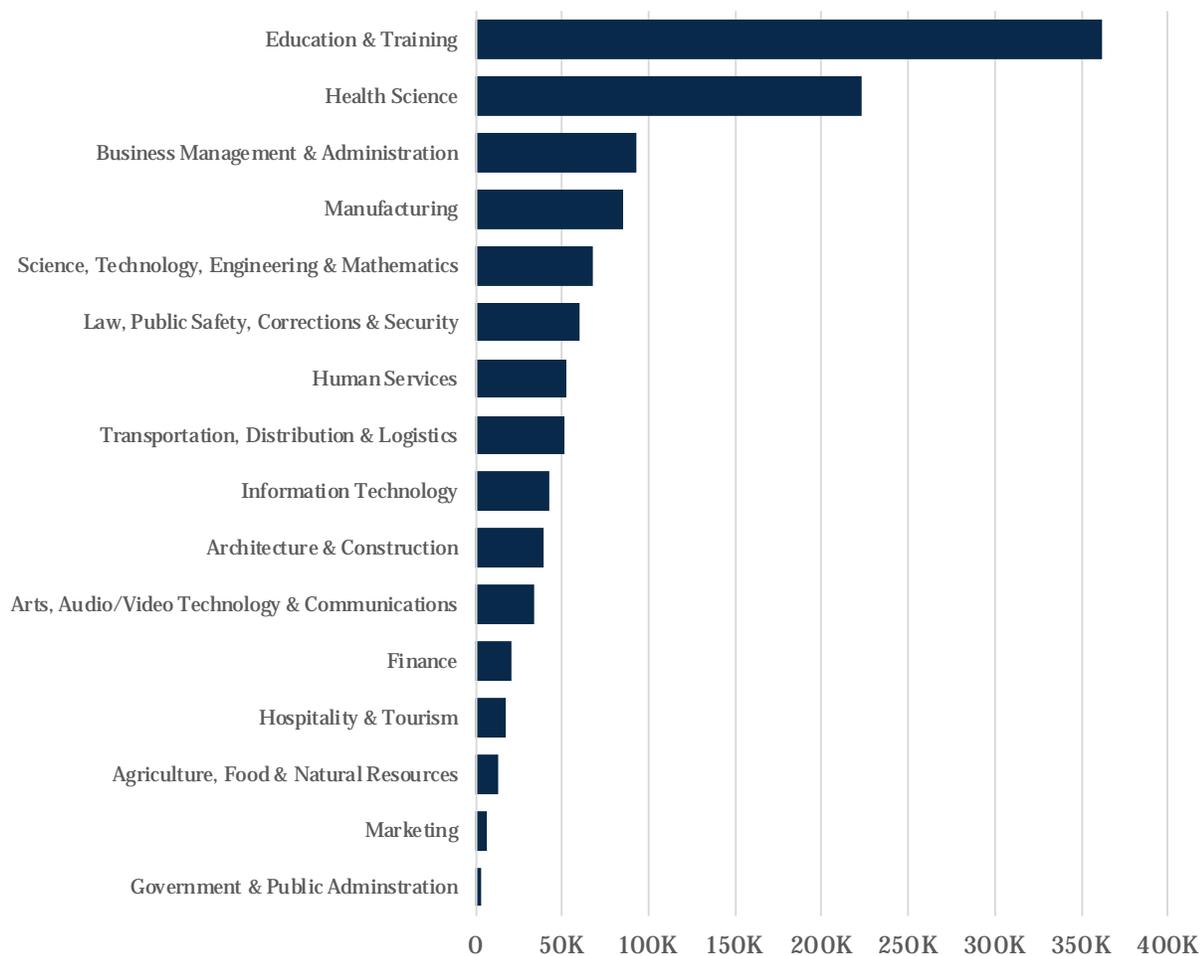
FIGURE 4-10: PERCENT OF TWO-YEAR DEGREES PER FTEE, TWO-YEAR PUBLIC INSTITUTIONS: 2017 [1]



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



REVERSE CREDIT TRANSFER

Iowa's community colleges and public universities developed the reverse credit transfer (RCT) partnership to facilitate the awarding of community college credentials based on previous work at a community college and current university coursework. This "reverse" credit provides transfer students an opportunity to attain an associate degree, diploma or certification. The agreement builds on 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 then works with the community college from which they transferred to apply university credits toward associate-level awards.



Students at Indian Hills 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 participating in reverse credit transfer, the student agrees to have their university transcript sent to a former community college while enrolled at the university. The community college evaluates the coursework to determine if degree, diploma or certification requirements are met and whether the credential will be granted. Credentials are awarded in the semester or year final requirements are met.

Sending a university transcript to a 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, Iowa's 15 community colleges and three public four-year universities approved a new partnership to increase RCT outcomes. The agreement, 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 AY18-19,

Iowa's three public four-year universities sent 2,260 potential student candidates (up 23.2 percent) for RCT through the Clearinghouse data exchange site for community colleges to evaluate.

» **Iowa's public universities sent 2,260 potential student candidates for reverse credit transfer evaluation in AY18-19.**

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. Three subcommittees of the steering committee annually meet to review RCT advising and degree audit processes, marketing and participation criteria, and assessment and reporting outcomes.

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 AY18-19, noncredit awards increased by 81.3 percent over last year with 38,912 students receiving 43,538 noncredit awards. The majority of these (72.4 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. The large increase is partially due to the fact that Cardiopulmonary Resuscitation (CPR) certifications are now processed by the American Heart Association®. Other examples of industry credentials include certified nursing assistant (CNA) and coaching certification/licensure. Local program completions comprised another 24.8 percent of all awards. These credentials are skill-based programs developed by community colleges to fill a workforce need identified through local sector partnerships or boards.



Students in the Carpentry and Building Trades program at Southwestern Community College

NONCREDIT AWARDS

NUMBER OF AWARDS

43,538

GAP NONCREDIT PROGRAM COMPLETIONS

816

INDUSTRY AWARDED

72.4%

GAP INDUSTRY CREDENTIALS EARNED

521

Noncredit CTE programs are highly responsive to regional workforce needs and provide hands-on training and skills that students need to secure employment, continue education and stay current in high-demand industries.

Community colleges also report program completions funded by the state's Gap Tuition Assistance program within this section of reporting. During AY18-19, there were 816 MIS-reported students who completed GAP noncredit high-demand programs during AY18-19. An additional 521 students completed industry credentials under GAP.

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 May 2019, 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 programs at Iowa's 15 community colleges. The report shows that students completing noncredit CTE



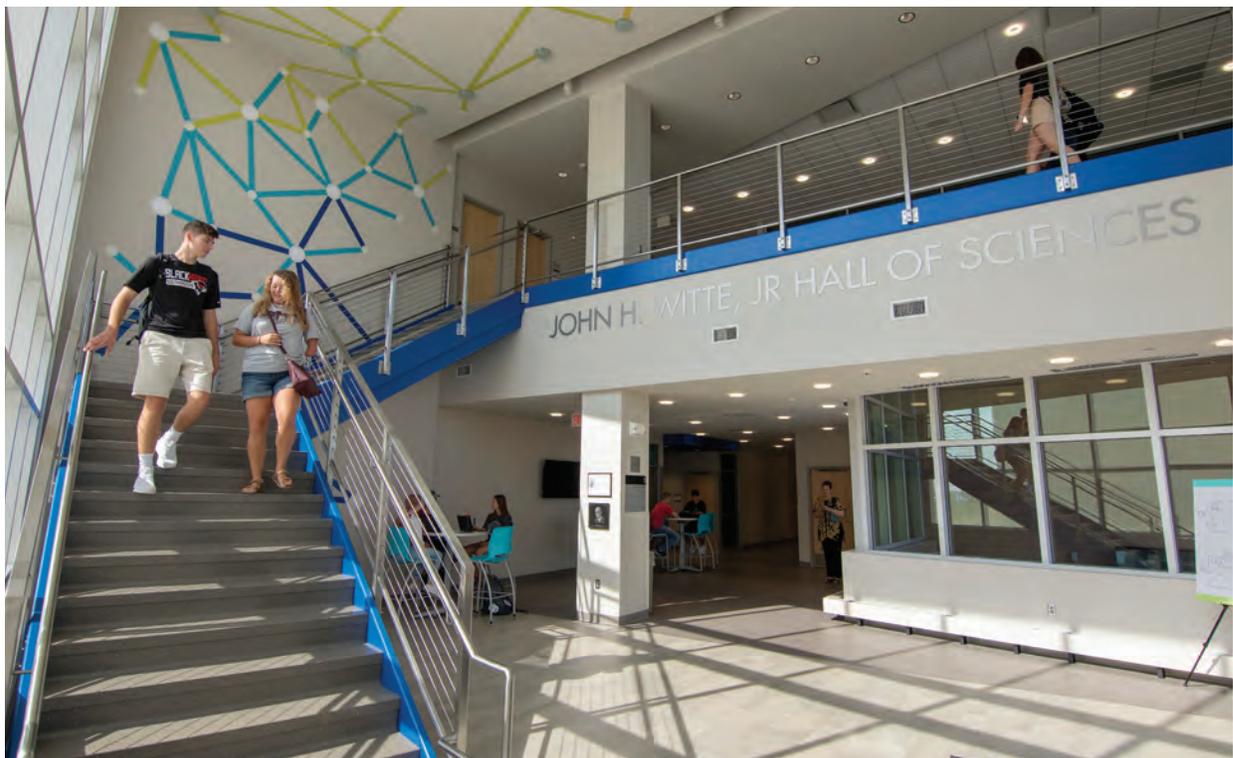
programs at Iowa's community colleges experience high rates of success.

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 2019 study findings:

- » About 61.3 percent of noncredit CTE students were 25 years or older as compared to 20.4 percent of credit students.
 - » About 22.7 percent of noncredit CTE students were of a racial or ethnic minority group as compared to 21.0 percent of credit students.
 - » Upon exiting their noncredit CTE programs, 91.0 percent of the students were employed within the first year and 83.3 percent were employed in Iowa.
- » About 21.7 percent of noncredit students continued into credit-bearing programs.
 - » About 10.9 percent of noncredit CTE students held previously earned postsecondary degrees.
 - » Overall wages increased 13.2 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 trade and construction.
 - » The short-term programs which required 32 to 99 contact hours and resulted in the highest percentage of employment included civil engineering technician (99.1), medication aide (98.8), nursing assistant (96.6) and occupational safety and health technology (96.3).

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.



Southeastern Community College

Feature Spotlight

SKILLED WORKER SHORTAGE? NOT A PROBLEM HERE



Housed in a state-of-the-art facility on Iowa Western Community College's Clarinda campus, CEAM programs are designed to meet and sustain the needs of current and emerging advanced manufacturing companies throughout southwest Iowa.

Business and education officials in southwest Iowa are taking a two-pronged approach to reducing skilled worker shortages: fast-track training for highly skilled advanced manufacturing jobs and partnering with local companies that not only support the program, but invest in its success.

That is the premise behind CEAM, an acronym for the Center of Excellence for Advanced Manufacturing. Now in its third year, the program boasts a waiting list of people looking to reap the benefits that the two-year certificates in electro-mechanical technology and tool and die afford.

“As our economy changes and technology changes, it is hard to maintain a strong base of talent with the skills companies need to grow and innovate,” said Mark Stanley, vice president of economic and workforce development at Iowa Western Community College. “It takes more than mechanical skills. Advanced manufacturing is highly technical. We needed to put something in place to address those needs and develop a robust talent pipeline.”

Today’s manufacturing jobs don’t resemble the stereotype that many people imagine them to be: repetitive, low-skill and no room for advancement. On the contrary, southwest Iowa is home to a number of global companies that integrate new innovative technologies in both products and processes. Without a steady supply of skilled workers, employers found themselves fighting over the same dwindling pool of talent.

Finding a solution didn’t happen overnight. Programs like CEAM are capital intensive and require highly skilled instructors. They also run the risk of being cut if community colleges can’t depend on steady enrollment. To be successful, the program had to meet the needs of all the players — employers, the college, students, workers and the community.

“We want our youth to stay in the community and find good jobs and we want people in the workforce to have advancement opportunities,” Stanley said. “Business and industry are key partners in designing and implementing programs to make that happen.”

CEAM is unique in that the company sponsors — Lisle Corp., AKS Precision Ball Company, Mahle Engine Components and NSK Corporation — each signed a five-year contract agreeing to sponsor a set number of students each year. This commitment helps to ensure the sustainability of the program with a guarantee that seats will be filled. They also serve on a steering committee with representatives from Iowa Western Community College and the Clarinda school district superintendent. Together, they ensure the program is industry-driven and curriculum is relevant to the work.

“We need to be dynamic to accommodate advancements in technology and industry practices,”

said Dave Salerno, industrial training consultant and lead instructor for CEAM. “That requires programs to be driven by industry needs.”

Based on recommendations from the steering committee, CEAM programs are offered in the evening, from 4 to 7 p.m. on Tuesdays and Thursdays, to accommodate both working adults and high school students.

“CEAM was designed so that students can learn the skills and then immediately take them back and apply them on the job,” said Starlyn Perdue, Iowa Western’s director of economic development.

To support the program, Iowa Western Community College relies on funding through the state’s Workforce Training and Economic Development (WTED) fund and from in-kind industry donations. WTED, which has become an important source of financing for community college new program innovation, development and capacity building, covers about 60 percent of program costs. The remaining 40 percent comes from industry.

Just three years in, CEAM is already meeting and exceeding expectations. Enrollment is at capacity, stereotypes are being shattered and new companies, such as Fres-Co out of Red Oak, are coming on board. But the real winners are the graduates working in high-paying, high-skill jobs and the employers who know they have the talent they need to grow and innovate.

“We have both men and women in the program,” Stanley said. “High school students and recent graduates, employees and college students — they are all represented.”

The first group of students graduated this past summer and many are already reaping the rewards. One graduate was promoted into a supervisor position at his sponsoring company and he also signed on to instruct a CEAM course. Other employees witnessed the newly acquired skills of their coworkers who have gone through the program, motivating them to seek out the program, too.

Stanley says that CEAM is an example of what can be accomplished when the private sector and local community college partner to meet the needs of students and regional industries.

“Having a skilled workforce is directly tied to the strength of our local economy,” Stanley said. “Companies are sending their employees here, students are gaining the skills needed for high-paying advanced manufacturing jobs and our businesses are growing.”

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/Pages/default.aspx> and the public statewide report can be found by searching for “Iowa Department of Education” on the same tab. There are currently 233 colleges in the VFA benchmarking project, which is up from 203 colleges in AY17-18.

Iowa’s 15 community colleges report six-year cohort credit data, which began with the fall 2011 cohort, to track the progress of students who start each fall. The data include success outcomes and developmental education statistics based on the VFA cohort definitions. Key annual findings in the VFA dashboard are benchmarks of the success of Iowa community college full- and part-time students as compared to students across all VFA participating colleges and across three defined groups (main cohort, credential seeking cohort and first-time-in-college cohort). The main cohort includes all fall-entering students who enrolled for the first-time at the reporting college. The credential seeking cohort includes students from the main cohort who earned 12 credits by the end of their first two years. The first-time-in-college cohort includes students from the main cohort who enrolled for the first time at any college.

A key to the success of student completion goals is reaching credit thresholds. Approximately 50.2 percent of Iowa’s credential-seeking six-year cohort students reached a credit threshold of 30 or more credits as compared to 37.6 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 (with grades of C- or higher) with Iowa students succeeding at 65.2 percent and the full VFA comparison cohort succeeding at 69.6 percent. Results showed similar patterns for the main and first-time-in-college cohorts.

VFA COHORTS

AY12-13 CREDENTIAL-SEEKING COHORT

PERCENT WHO EARNED AN AWARD OR TRANSFERRED WITHIN SIX YEARS

70.8%

COMPARED TO 63.3% FOR ALL VFA STUDENTS IN THE COMPARABLE COHORT

PERCENT WHO REACHED A CREDIT THRESHOLD OF 30 OR MORE CREDITS

50.2%

COMPARED TO 37.6% FOR ALL VFA STUDENTS IN THE COMPARABLE COHORT

AY15-16 MAIN COHORT

MEDIAN WAGES OF NONCREDIT CTE PROGRAM COMPLETERS

\$39,304

MEDIAN WAGE INCREASE AFTER PROGRAM COMPLETION

↑ 47.0%

In the six-year cohort benchmarking measures of outcomes, Iowa’s student cohort measures (for students who started in fall 2012), showed that 73.0 percent in the credential-seeking cohort (n=14,198) have already shown success with 21.4 percent completing an award and transferring, 28.4 percent completing an award (with no transfer), 21.0 percent successfully transferring (with no award) and 2.2 percent still enrolled. These rates were higher than those of the 233 benchmarking colleges, which had a total success rate of 67.1 percent rate consisting of 18.0 percent completing an award and transferring, 22.8 percent completing an award (with no transfer), 22.5 percent successfully transferring (with no award) and 3.8 percent still enrolled.

VFA also provides benchmarking based on an overall cohort of students, identified as the main cohort. Of Iowa’s main VFA cohort, 10.2 percent of students left Iowa’s community colleges with 30 or more credits as compared to 9.4 percent of all VFA main cohort students. An additional 29.5 percent of those students left Iowa’s colleges with fewer than 30 credits as compared to 35.9 percent of VFA students. Iowa’s credential-seeking cohort data showed 13.7 percent left with 30 or more credits as compared to 13.6 percent of all VFA credential-seeking students and 13.2 percent of students left with fewer than 30 credits compared to 19.2 percent of VFA students. Finally, 9.6 percent of Iowa’s first-time-in-college cohort left with 30 or more credits as compared to 9.6 percent of all VFA first-time-in-college cohort students and 33.8 percent of these students left with fewer than 30 credits as compared to 37.9 percent of VFA students.



Iowa's six-year data main cohort (fall 2012 students) also indicated that 38.1 percent needed developmental mathematics (down from 38.5 percent in Fall 2011 cohort and compared to 44.1 for all VFA college main cohort students). Also, 20.2 percent of students needed developmental English/writing (up from 19.0 percent in Fall 2011 cohort and compared to 25.0 percent for all VFA colleges), and 13.5 percent needed developmental reading (up from 12.0 percent in Fall 2011 cohort and compared to 16.2 percent for all VFA colleges). Those percentages were 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 need for developmental courses. Data for each subject on success in those courses is available in the [Annual Report of Developmental Education in Iowa Community Colleges](#), which can be found on the Department's website.

Noncredit data reporting to the VFA specifically focuses on students who completed a noncredit CTE program in AY15-16, as measured by either completion of the noncredit program as defined by

the college, or at least 180 contact hours of noncredit coursework. Three cohorts of data exist now for these students and of the 12,111 students in the AY15-16 non-credit CTE completers/leavers cohort, 8,988 (74.2%) earned an industry recognized credential and 106 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 (in AY15-16) increased by 47.0 percent, from an annual average of \$26,740 to \$39,304 (Tables 4-1 and 4-2). More information on student noncredit completer/leaver and wage outcomes is available in the [Noncredit Program Outcomes report](#) which can be found on the Department's website.

TABLE 4-1: CTE NONCREDIT COHORT AND OUTCOMES (CTE STUDENTS WHO COMPLETED OR LEFT IN AY15-16)

| | Total Students | Earned Industry Recognized Credentials | Median Wage Growth <i>*Calculated annualized median quarterly wage from IWD unemployment insurance wage records.</i> | | Transition to Credit |
|--------------------------|----------------|--|---|----------|----------------------|
| | | | Prior | Post | |
| CTE Noncredit Completers | 12,111 | 8,988 | \$26,740 | \$39,304 | 106 |

TABLE 4-2: EDUCATION AND EARNINGS OF CTE NONCREDIT STUDENTS (LEFT IN AY15-16)

| | 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 | 12,111 | 1,871 | 1,047 | 698 | 983 | 1,157 | 1,026 | 1,894 | 3,435 |



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 2019, TE reported that 15,364 individuals participated in adult education and literacy services. Of those, 11,039 were reported in the National Reporting System for Adult Education (NRS).



Northwest Iowa Community College

ADULT EDUCATION AND LITERACY

STUDENTS REPORTED PER NRS REQUIREMENTS:

11,039

DOWN SINCE 2018:

↓ 1.8%

43.8%

ACHIEVED MEASURABLE SKILL GAINS (MSG)

1,673

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.

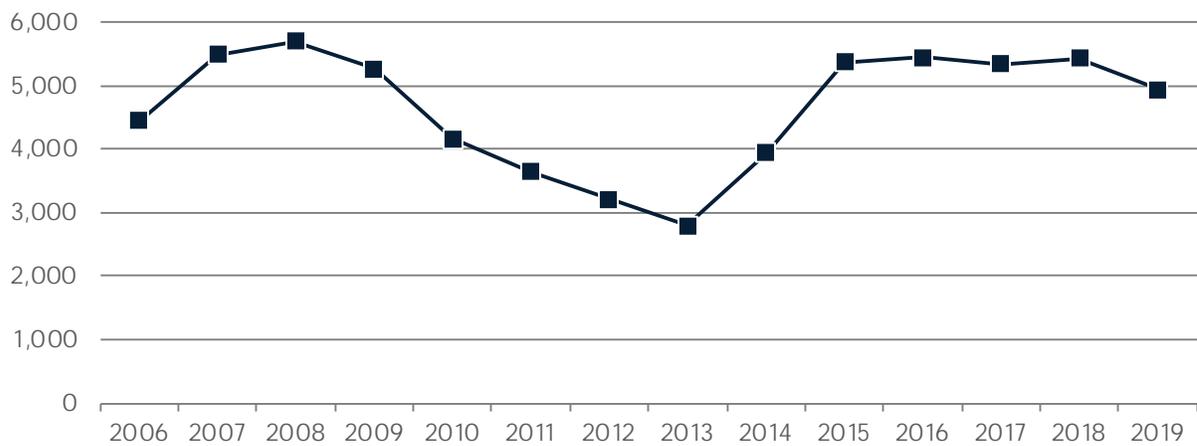
Student Performance Indicators

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 an 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 11,265 periods of participation in 2019, 43.8 percent achieved an MSG (Figure 4-12).

Of the 11,039 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 (12.5 percent) (Figure 4-13). These self-reported grade levels indicate a starting point to



FIGURE 4-12: NRS EDUCATIONAL FUNCTIONING LEVEL GAINS: 2006 - 2019



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

measure 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 ability 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 2019, 5,821 (54.0 percent) of the total NRS reported participants persisted beyond the recommended hours and took a post-assessment. Of those who persisted, 3,835 (65.9 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 AY18-19 and pass all five sub-tests within the program year.

During AY18-19, a total of 1,718 participants completed all five sub-tests and had data available for matching against HSED recipients. Of those who met the age requirement this year, 1,673 were awarded equivalency diplomas in AY18-19 (Figure 4-14).

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

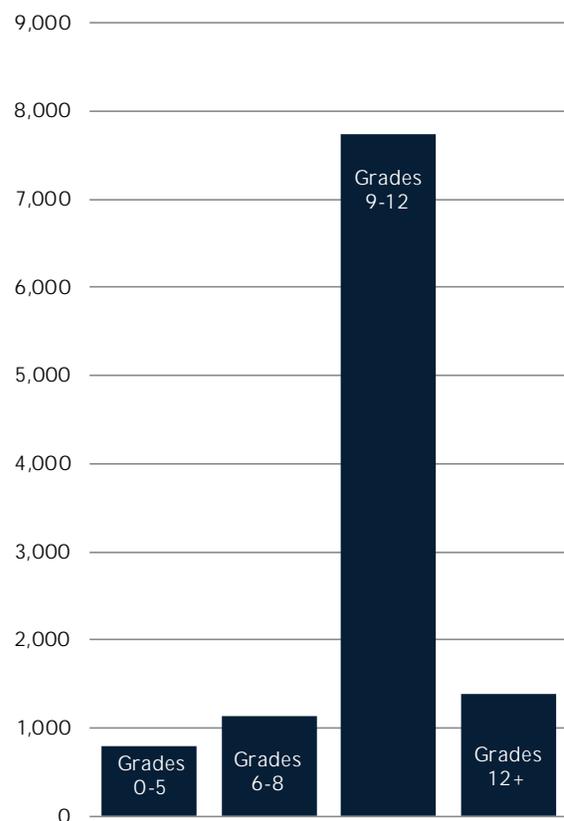
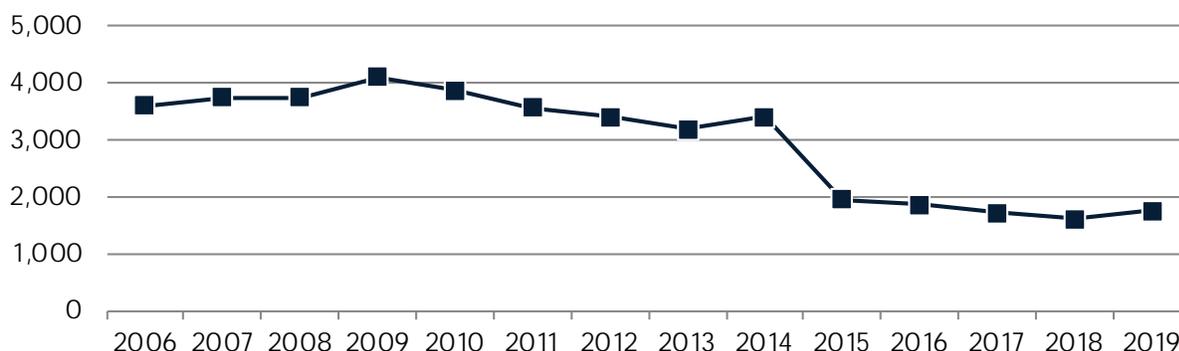


FIGURE 4-14: HIGH SCHOOL EQUIVALENCY DIPLOMAS EARNED: 2006 - 2019



In January 2018, the Iowa State Board of Education (Board) adopted an administrative rule change establishing alternative pathways for Iowans to earn a high school equivalency diploma (HSED). Previously, the only way to earn a HSED was by passing the HiSET®, the state-approved high school equivalency test.

The new pathways, which are in addition to the HiSET®, are based on completion of an approved program consisting of at least 36 secondary credits; the completion of a regionally accredited postsecondary credential equal to or beyond an associate degree; or to a resident participant who presents a postsecondary degree equivalent to an associate degree or higher from outside the United States. All of Iowa’s alternative pathways are grounded in comprehensive data, research and integrity that ensures rigor and maintains quality standards important to Iowa. An additional 40 students obtained their high school equivalency based on one of these alternative pathways in AY18-19.

Note that Figure 4-14 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.

Core Outcome Measures

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 requirements regarding outcome measures are:

AEL CORE OUTCOME MEASURES: AY18-19

EMPLOYED TWO
QUARTERS AFTER EXIT

49.2%
UP FROM 47.9% IN AY17-18

UP SINCE LAST
REPORTING YEAR

↑ 2.7%

MEDIAN QUARTERLY
WAGES

\$5,472
UP FROM \$5,100 IN AY17-18

UP SINCE LAST
REPORTING YEAR

↑ 7.3%

EMPLOYED FOUR QUARTERS AFTER EXIT

41.3%

- » *Employment in the second quarter after exit*—Includes all those who exited during AY17-18 except those incarcerated.
- » *Employment in the fourth quarter after exit*—Includes all those who exited during calendar year 2017 except those incarcerated.
- » *Median earnings second quarter after exit.*—Includes all those who exited during AY17-18 except those incarcerated.
- » *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 during calendar year 2017.

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.

Of the 11,265 participants, 7,848 (69.7 percent) exited the program in AY17-18. Of those, 3,862 individuals (49.2 percent) were able to be tracked through the databases used to match employment data and were employed, earning a median quarterly wage of \$5,472 (Figure 4-15).

During calendar year 2017, 7,557 participants exited and 3,120 (41.3 percent) were able to be tracked and found to be employed in the fourth quarter after exit. This is the first year a complete cohort of participants has been reported due to the timing of available employment data.

Specific Target Populations

Within NRS-reported participants, four subsets report separately:

Distance Learners—This subset includes all participants who received more than 50 percent of their instruction through online curriculum. In AY18-19, a total of 707 participants were reported as being distance learners. This is a 359 percent increase of distance learners reported over AY17-18.

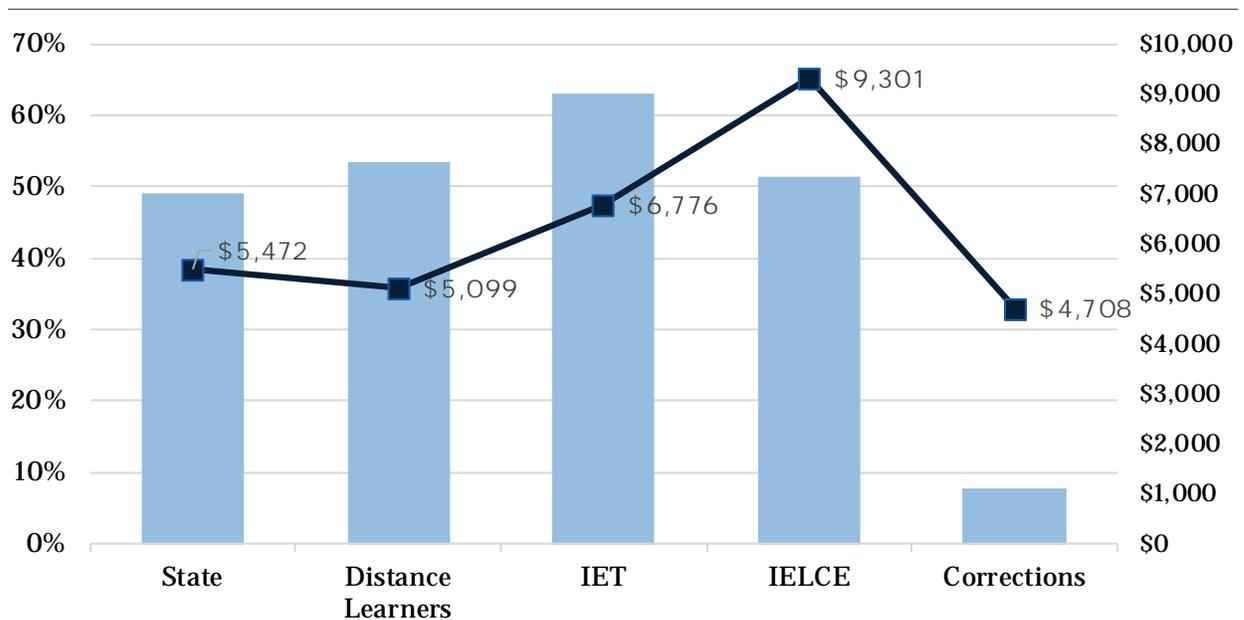
Corrections—In Iowa, five community colleges work with the Iowa Department of Corrections to provide AEL services. In AY18-19, 1,673 participants were included as part of the total enrollment reported in the NRS. This number does not include all of the adults served in Iowa’s correctional institutions because, as stated previously, participants must meet minimum requirements to be reported in the NRS.

Integrated English Literacy and Civics Education (IELCE)—This subset includes the components to Integrated Employment and Training (IET) as well as a civics education component. IELCE participants showed a 115.9 percent increase in the number of participants from 164 to 354.

By reviewing the data from each of these subsets, AEL programs are able to identify patterns and needs. During AY18-19, these subsets showed measurable skill gain results similar and higher than the state ranging from 44.5 percent for Corrections to 47.5 percent for IELCE participants.

When comparing those who exited during AY17-18, IELCE participants earned the most wages in the second quarter after exit with \$9,301 compared to \$4,708 for Corrections (Figure 4-15). Also, IET had the most employed in the second quarter after exit with 63 percent.

FIGURE 4-15: EMPLOYMENT 2ND QUARTER AFTER EXIT AND QUARTERLY WAGE



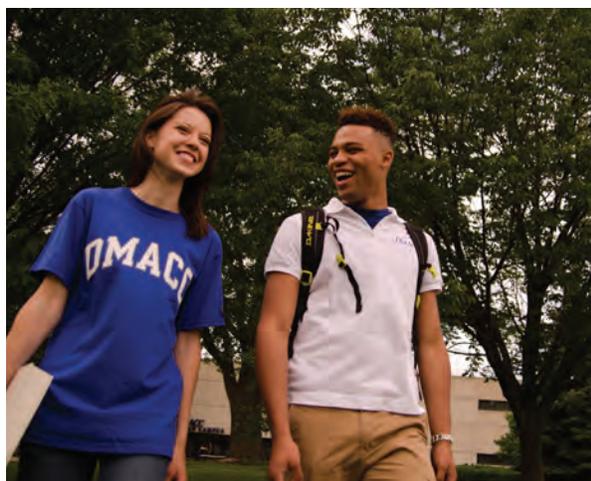
Note: Corrections is based on only those who have been released. NRS indicators for this core measure are based on those who exited during AY17-18.

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 2016 fall semester as full-time, non-high-school students and followed their progression for three years through the end of AY18-19.



Students at Des Moines Area Community College

SUMMARY OF SUCCESS

| | |
|-----------------------|---|
| OVERALL TRANSFER RATE | OVERALL GRADUATION RATE |
| 17.0% | 36.9% |
| FALL 2016 COHORT | FALL 2016 COHORT |
| OVERALL SUCCESS RATE | AVERAGE TIME TO AWARD |
| 41.4% | 2.9 YEARS |
| FALL 2016 COHORT | AVERAGE TIME TO AN ASSOCIATE DEGREE FOR AY18-19 |

Student success 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 2016 cohort consisted of 14,468 students, of whom 5,332 earned a certificate, a diploma, or a two-year award, yielding a graduation rate of 36.9 percent. Among these graduates, 3,532 did not transfer to four-year colleges or universities within the same three-year period.

Of the 14,468 students from the fall 2016 cohort, 2,455 transferred to four-year colleges or universities, yielding a transfer rate of 17.0 percent. Of these transfer students, 655 (36.4 percent) transferred without earning an award. The remaining 1,800 transfer students (12.4 percent of the total cohort) transferred to four-year colleges or universities after earning an award. Overall, 5,987 students from the fall 2016 cohort either transferred, graduated, or graduated and then transferred, yielding a success rate of 41.4 percent.

TABLE 4-3: SUMMARY OF OUTCOMES FOR FALL 2016 COHORT

| | Transferred | | Total |
|-----------|-------------|-------|--------|
| | No | Yes | |
| Graduated | No | 655 | 9,136 |
| | Yes | 1,800 | 5,332 |
| Total | 12,013 | 2,455 | 14,468 |

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 14,468 students in the fall 2016 cohort, 6,659 (46.0 percent) were females and 7,809 (54.0 percent) were males. Among those students who reported their race and ethnicity, whites (75.5 percent) were the majority race, followed by blacks (9.4 percent) and Hispanics (9.0 percent). In addition, 476 students reported themselves as Asian, American Indian and Pacific Islander (3.5 percent), and 354 reported themselves in two or more races/ethnicities (2.6 percent). There were 854 students (5.9 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 (41.1 percent), followed by Asians (32.9 percent) and not-reported group (30.1 percent). Asians had the highest transfer rate (18.7), followed by whites (18.1). Regarding overall success, 45.5 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

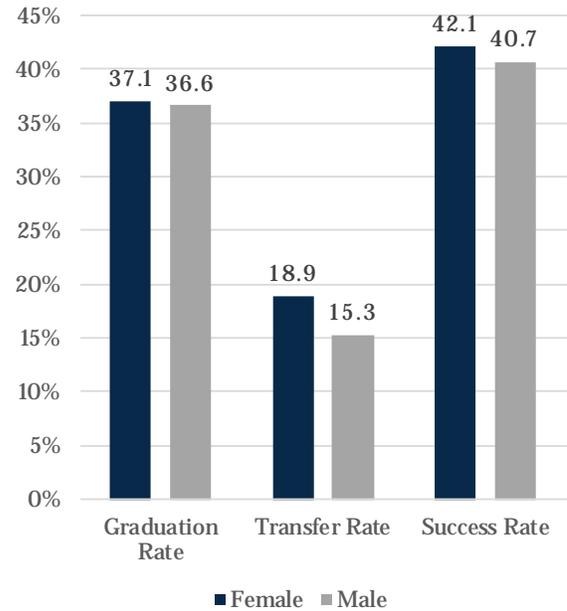
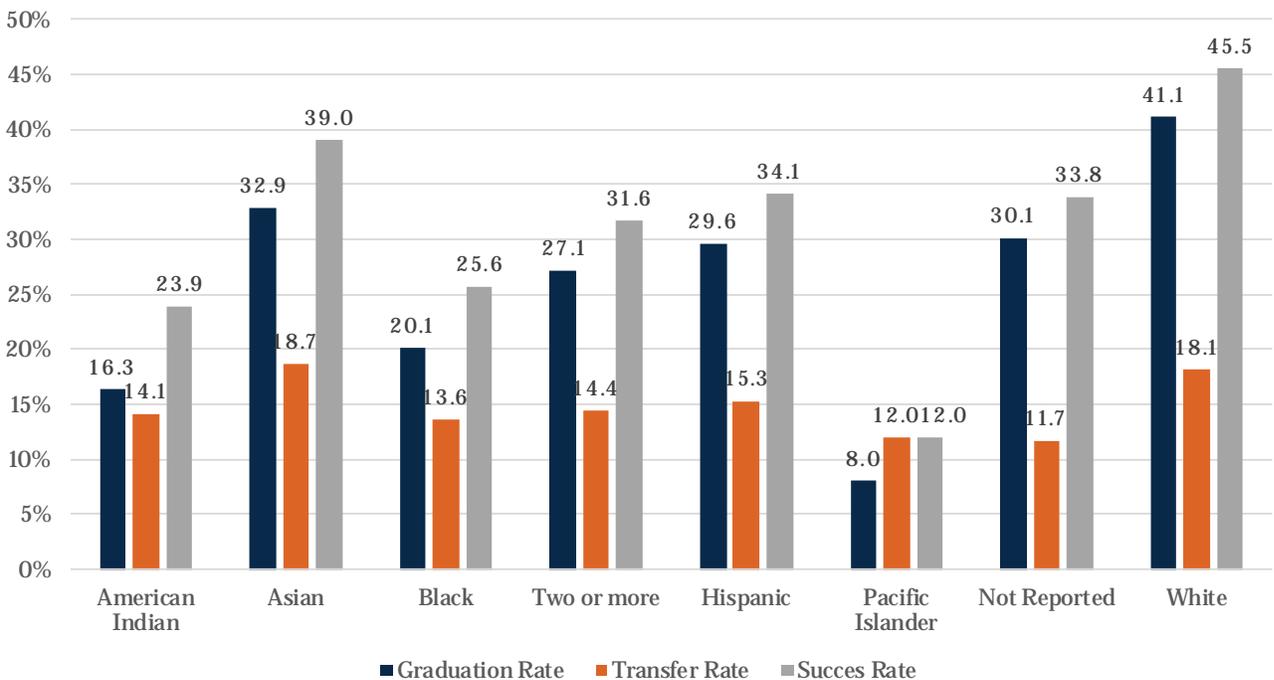


FIGURE 4-17: GRADUATION, TRANSFER AND SUCCESS RATE PERCENT BY RACE/ETHNICITY



Feature Spotlight

COLLEGE ACCESS? CHECK.
COLLEGE SUCCESS? YOU BET!



Innovative program focuses on minimizing barriers to college access and completion by providing full-ride scholarships paired with wraparound support services to ensure success for first-generation, low-income students.

Going to college wasn't an expectation when Breana Rocha was growing up. No one in her family had ever been to college. The process seemed intimidating and she thought it was financially out of reach for her family.

But that all changed her sophomore year at Abraham Lincoln High School in Council Bluffs. The school was participating in a new program for low-income students that would help her prepare for college and provide support services during college. And here's the kicker – the program would also cover the full cost, including room and board, for her to earn an associate degree or other credit credential at Iowa Western Community College.

"I realized that my family wasn't going to be able to afford college," Breana said. "I would be first generation on my mom's side of the family. On my dad's side, poor decisions led to drugs and crime. But when I heard about the program, I thought it was the perfect opportunity to try it, to get my foot in the door."

Called the Pottawattamie Promise, the program currently serves students from six school districts: Council Bluffs; Riverside; Lewis Central; Avoca, Hancock, Shelby, Tennant, Walnut (AHSTW); and Tri-Center, with plans underway to expand to all Pottawattamie County school districts by 2020. The initiative focuses on minimizing barriers to college access and completion.

"Finances are just one barrier these students face," said Tori Christie, vice president of student services at Iowa Western Community College. "This program is about preparation, access, affordability and success."

The initiative began in 2015 through a partnership between Iowa Western Community College, Pottawattamie County school districts, the Iowa West Foundation, AKSARBEN Foundation and the Peter Kiewit Foundation. There are an estimated 200 such promise programs, often called free college programs, throughout the United States.

Is it successful? You be the judge. Pottawattamie Promise students have higher high school and college grade point averages than their peers. The college retention rate from fall to spring for these students is 12 percent higher than that of other first-time, full-time students. The three-year college graduation rate is higher, too – 23 percent higher.

Students can apply for the program during their sophomore year of high school. Preference is given to first-generation, low-income students who fall in the academic middle and for whom college would not be

possible without scholarships and support services. Those who are selected are required to take college-level courses during their junior and senior years, including statistics and strategies for academic success, which is a three-credit hour college readiness course. This not only introduces students to the academic rigor of college, but also provides some flexibility in the number of credits they need to take when they enroll at Iowa Western.

Pottawattamie Promise students also receive tailored and targeted supports to help them succeed. This includes career exploration and planning, proactive (also known as intrusive) advising, co-curricular supports and a summer series which aims to smooth the transition from high school to college.

"I would have been really intimidated to go to college on my own," Breana said. "Being part of Pottawattamie Promise made a difference. Making connections, having a support system, it's very important."

The support services continue throughout their time at Iowa Western. Specialized orientation keeps the students together as a group. College advisors work with the students to ensure they take advantage of academic tutoring, writing and math labs and other interventions to help them build a growth mindset.

"We recognize that we have to do more than just say that support services exist," Christie said. "We have interventions in place before they fall off track."

A management committee comprised of administrators and counselors from each school district and the college meet regularly to improve and evolve the program to best support students. For instance, mental health education has been added to the summer series, and families, not just the students, are involved throughout the process.

"It was hard for some families to see the value of the program," Christie said. "Some parents wanted their students to go straight to work. We have to help them see the value now, not just long-term. They need to see that investing a short amount of time now is worthwhile."

Pottawattamie Promise, now in its fifth year, has been transformational for Breana and her family. Her mom decided to enroll at Iowa Western Community College, too. And her younger brothers, ages 12 and 14, now see college as an expectation, not an option. They recently watched Breana walk across the stage to receive her college degree at Iowa Western's commencement ceremony.

Breana credits Pottawattamie Promise for helping her achieve her dreams.

"Because of Pottawattamie Promise, I was able to focus on my studies and build a good network to help me when I struggled," Breana said. "This program is a good thing. It not only benefits students, it benefits the community, too. It is a good investment to get people on a right track so they become contributing members of society."

Education Outcomes—Wages of Graduates

The *Iowa Community Colleges 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.

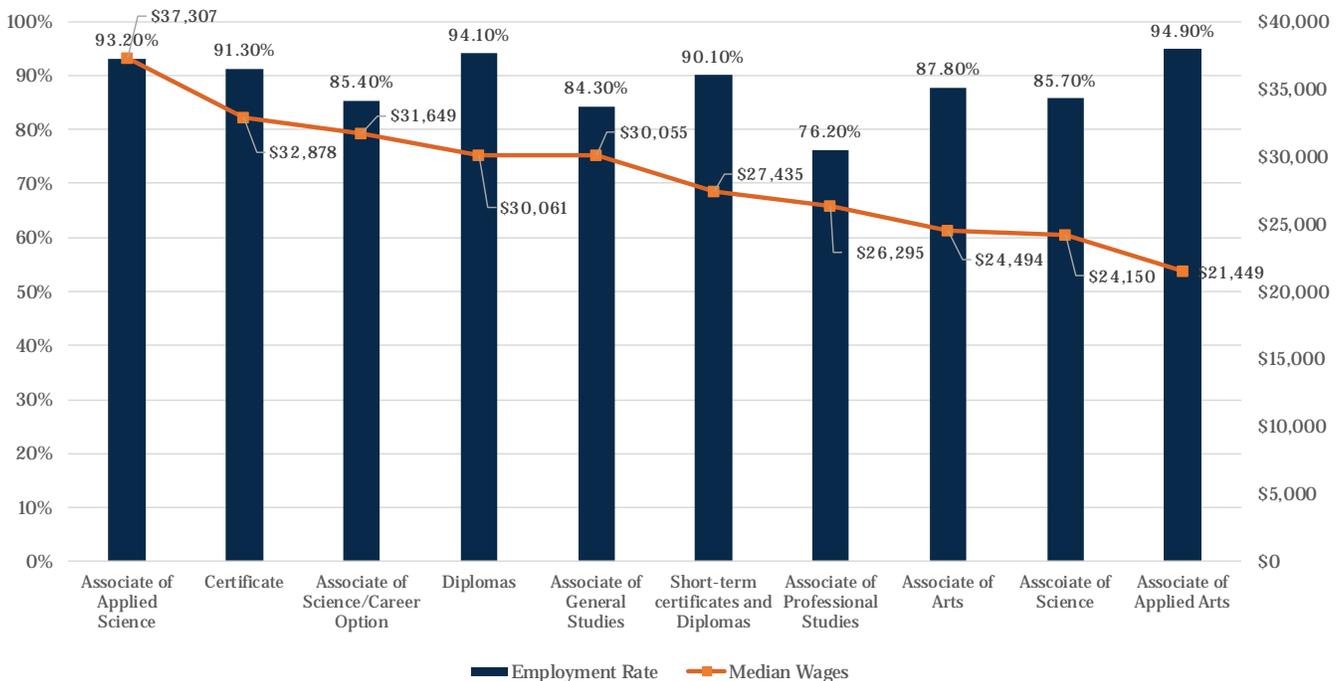
In collaboration with Iowa Workforce Development (IWD), the Department matched the education records to the Unemployment Insurance (UI) wage records and to the National Student Clearinghouse for students who received certificates, diplomas and associate degrees in academic year 2017 (the latest cohort available).

For cohort AY17, 7,647 students did not enroll in further education after receiving awards from community colleges within the first year upon graduation. Among the 7,647 students, 7,007 students were matched to employment within

» Students who earned AAS degrees in AY17-18 had the highest median wages (\$37,307) within one year of graduating of all award types, followed by those who earned certificates (\$32,878).

the first year upon graduation, which yielded an employment rate of 91.6 percent. The median annual wage for those who were employed was \$32,159. Figure 4-18 displays the percentage of cohort AY17 who were employed in 2018 and their median wage by degree type. Students with AAA degrees had the highest employment rate (94.9 percent), followed by students with diplomas (94.1 percent) and students with AAS degrees (93.2 percent). In terms of median wages, students with AAS degrees had the highest median wage (\$37,307), followed by students with certificates (\$32,878).

FIGURE 4-18: EMPLOYMENT RATE AND MEDIAN WAGE BY DEGREE TYPE: COHORT AY17



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



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”. 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” [2].

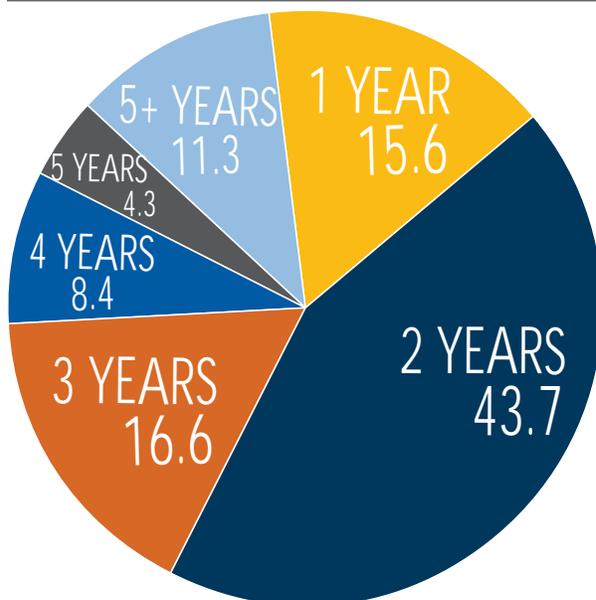
Research by RTI International suggests that the national average time-to-degree for an associate degree is 38.7 months, equivalent to 3.23 years, or approximately seven semesters [3]. This means that a student enrolled in a 64-semester-hour program of study is completing fewer than 10 hours per semester. Data from Iowa’s curricular workflow and management system 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 10,458 community college students who earned associate degrees during AY18-19 were analyzed. To establish time-to-degree, those graduates were tracked back up to 10 years to the date when they were enrolled in their colleges for the first time as non-high-school students. In Iowa, students obtained their two year degrees in 2.9 years, on average, which is shorter than the national average. As shown in Figure 4-19, 59.3 percent of the students finished their program within one or two years, 16.6 percent required three years to obtain their degree and a total of 1,185 students (11.3 percent) spent more than five years.

Average time-to-degree was also calculated by race/ethnicity. Pacific Islanders and Asians spent the least amount of time to earn their two year degrees (2.8 years), followed by American Indian and white students and students who reported two or more races, at 2.9 years. Black and Hispanic students spent 3.0 years, on average, obtaining two-year degrees.

Many factors, such as work and family commitments, financial constraints and childcare needs can impact the time it takes community college students to complete a degree [4].

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



Surgical Technology students at Eastern Iowa Community Colleges

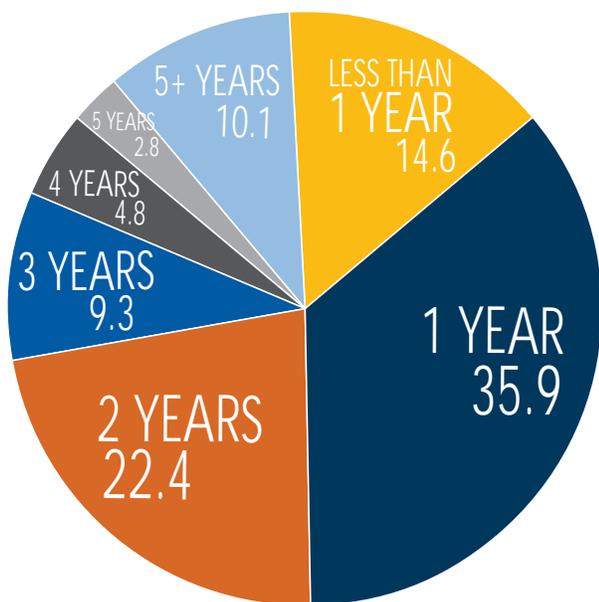
Additionally, time to one-year awards (known as diplomas or certificates) has been calculated. It is important to note that this time-to-award data, while interesting, can be misleading because in Iowa community colleges the credits required to complete diplomas and certificates can vary from 2 to 48. During AY18-19, 6,026 students earned a diploma or a certificate. On average, students in Iowa spent 2.2 years in completing a diploma or certificate. As shown in Figure 4-20, over 50 percent of the students finished their diploma or certificate in a year or less. Approximately 32 percent of the students spent two or three years, and less than 20 percent of the students spent four years or more completing their diploma or certificate.

In terms of race/ethnicity, Pacific Islanders spent the least amount of time earning a diploma or a certificate (0.5 years), followed by students who didn't report their race/ethnicity (1.5 years), American Indians (1.6 years) and Asian (1.7 years). Black, Hispanic and white students spent more than 2 years completing a diploma or certificate. Data demonstrates that it took students who reported two or more races the longest time (2.9 years) to earn a diploma or a certificate.

References

- [1] U.S. Department of Education. Integrated Postsecondary Data Systems. (2017). Washington, DC: Author.
- [2] Complete College America. 15 to Finish. Complete College America, Indianapolis, IN, April 2013. Retrieved from <https://completercollege.org/strategy/15-to-finish/#overview> on December 11, 2019.
- [3] RTI International. Average time to a certificate, an associate degree, or a bachelor's degree: United States. Retrieved from <http://www.completionarch.org/arch/indicator/4TC-28-TTD-US/> on December 10, 2019.
- [4] Jacob, B. A. (2018). Building Knowledge to Improve Degree Completion in Community Colleges. Washington, D.C.: Brookings Institution.

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





College Costs and Affordability

Tuition and Fees, Federal and State Aid and 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 postsecondary 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].

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 139,900 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 combination of affordable tuition and fees at Iowa's community colleges and 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].

Postsecondary education and credentials with labor market value are the new minimum level of education needed to secure a foothold and advance in the labor market [4]. 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 provides for economic mobility for Iowans and 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 AY18-19 and AY19-20 for comparison purposes. These figures indicate that Southeastern Community College had the lowest percentage increase for in-state tuition and fees (1.6 percent), whereas Iowa Central Community College had the

Tuition is the amount 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: IN- AND OUT-OF-STATE TUITION AND FEES PER CREDIT HOUR BY COLLEGE

| College (Abbreviation) | AY18-19 | | | AY19-20 | | |
|---------------------------|-----------------------|---------------------------|-----------|-----------------------|--------------------------|-----------|
| | In-State Tuition (\$) | Out-of-State Tuition (\$) | Fees (\$) | In-State Tuition (\$) | Out-of-State Tuition(\$) | Fees (\$) |
| Northeast Iowa (NICC) | 170.00 | 190.00 | 24.00 | 174.00 | 198.00 | 24.00 |
| North Iowa Area (NIACC) | 154.25 | 231.38 | 26.00 | 159.75 | 239.63 | 27.00 |
| Iowa Lakes (ILCC) | 179.00 | 190.00 | 22.25 | 183.00 | 194.00 | 22.25 |
| Northwest Iowa (NCC) | 169.00 | 179.00 | 28.00 | 173.00 | 183.00 | 28.00 |
| Iowa Central (ICCC) | 169.00 | 249.00 | 14.00 | 174.00 | 256.50 | 24.00 |
| Iowa Valley (IVCCD) | - | - | - | - | - | - |
| Ellsworth | 173.00 | 212.00 | 26.00 | 178.00 | 212.00 | 26.00 |
| Marshalltown | 173.00 | 187.00 | 26.00 | 178.00 | 187.00 | 26.00 |
| Hawkeye (HCC) | 179.00 | 204.00 | 8.00 | 187.00 | 212.00 | 8.50 |
| Eastern Iowa (EICC) | 162.00 | 229.00 | 0.00 | 168.00 | 235.00 | 0.00 |
| Kirkwood (KCC) | 169.00 | 215.00 | 0.00 | 176.00 | 229.00 | 0.00 |
| Des Moines Area (DMACC) | 156.00 | 312.00 | 0.00 | 160.00 | 320.00 | 0.00 |
| Western Iowa Tech (WITCC) | 149.00 | 150.00 | 29.00 | 153.00 | 154.00 | 29.00 |
| Iowa Western (IWCC) | 169.00 | 174.00 | 17.00 | 178.00 | 183.00 | 17.00 |
| Southwestern (SCC) | 171.00 | 178.00 | 13.00 | 177.00 | 184.00 | 13.00 |
| Indian Hills (IHCC) | 176.00 | 240.00 | 0.00 | 180.00 | 240.00 | 0.00 |
| Southeastern (SCC) | 181.00 | 186.00 | 5.00 | 184.00 | 189.00 | 5.00 |
| Minimum | 149.00 | 150.00 | 0.00 | 153.00 | 154.00 | 0.00 |
| Median | 169.50 | 197.00 | 15.50 | 176.50 | 205.00 | 19.63 |
| Maximum | 181.00 | 312.00 | 29.00 | 187.00 | 320.00 | 29.00 |
| Average | 168.70 | 207.90 | 14.89 | 173.92 | 214.13 | 15.61 |

Note: Change is between AY18-19 and AY19-20 tuition and fees. For all percent changes, refer to the Data Tables for the 2019 Condition of Iowa’s Community Colleges on the Department’s [website](#). Median and Average are calculated based on 16 community colleges.



highest increase (8.2 percent). The average in-state tuition for AY19-20 is \$173.92 per credit hour, which represents a 3.1 percent increase over last year. With the approval from the Department, a community college may establish a tuition rate for eligible non-residents that is lower than its standard non-resident tuition. Under this provision, the Department has approved the following requests for AY19-20:

- » Iowa Lakes Community College—\$188.00 per credit hour for students who are residents of Minnesota.
- » Northwest Iowa Community College—\$178.00 per credit hour for students who are residents of Minnesota, Nebraska or South Dakota.
- » Iowa Central Community College—\$179.00 per credit hour for students who are residents of Illinois, Minnesota, Missouri, Nebraska, South Dakota or Wisconsin and have high school GPAs of 3.0 or higher.

- » Eastern Iowa Community Colleges—\$189.00 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. 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—Eastern Iowa Community Colleges, Des Moines Area Community College, Kirkwood Community College and Indian Hills Community College—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 | AY18-19 | AY19-20 | % Change |
|---------------------------|---------------------------|---------|---------|----------|
| Northeast Iowa (NICC) | General | 24.00 | 24.00 | 0.0% |
| North Iowa Area (NIACC) | Material/Lab/Supplies | 12.00 | 12.00 | 0.0% |
| | Student Activities | 4.00 | 4.50 | 12.5% |
| | Technology | 10.00 | 10.50 | 5.0% |
| Iowa Lakes (ILCC) | Activity | 2.25 | 2.25 | 0.0% |
| | General | 10.00 | 10.00 | 0.0% |
| | Technology | 10.00 | 10.00 | 0.0% |
| Northwest Iowa (NCC) | Course | 10.00 | 10.00 | 0.0% |
| | Student | 10.00 | 10.00 | 0.0% |
| | Technology | 8.00 | 8.00 | 0.0% |
| Iowa Central (ICCC) | Student | 14.00 | 24.00 | 71.4% |
| Iowa Valley (IVCCD) | Facility | 2.00 | 2.00 | 0.0% |
| | Materials/Technology | 18.50 | 18.50 | 0.0% |
| | Student | 5.50 | 5.50 | 0.0% |
| Hawkeye (HCC) | Student Activity/Computer | 8.00 | 8.50 | 6.3% |
| Eastern Iowa (EICC) | No Fees | 0.00 | 0.00 | 0.0% |
| Kirkwood (KCC) | No Fees | 0.00 | 0.00 | 0.0% |
| Des Moines Area (DMACC) | No Fees | 0.00 | 0.00 | 0.0% |
| Western Iowa Tech (WITCC) | Matriculation | 8.00 | 8.00 | 0.0% |
| | Technology | 21.00 | 21.00 | 0.0% |
| Iowa Western (IWCC) | College Service | 17.00 | 17.00 | 0.0% |
| Southwestern (SCC) | Service/Technology | 13.00 | 13.00 | 0.0% |
| Indian Hills (IHCC) | No Fees | 0.00 | 0.00 | 0.0% |
| Southeastern (SCC) | Technology | 5.00 | 5.00 | 0.0% |



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 AY18-19 and AY19-20.

The average per-credit-hour cost of enrollment in AY19-20 is \$188.57, which represents a 3.3 percent increase over AY18-19. Des Moines Area Community College (\$160.00) and Eastern Iowa Community Colleges (\$168.00) 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 (\$205.25), followed by Iowa Valley Community College District (\$204.00).

AY19-20 COST OF ENROLLMENT

AVERAGE IN-STATE COST OF ENROLLMENT

UP SINCE AY18-19

\$188.57  **3.3%**

PER CREDIT HOUR

AVERAGE TOTAL ENROLLMENT COST RANKING

TOP 14% NATIONALLY

IN AY17-18 (THE LATEST YEAR AVAILABLE)

During AY19-20, a full-time Iowa resident will pay between \$4,800.00 and \$6,157.50 for 30 credit hours, depending upon which community college the student attends.

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

| College (Abbreviation) | Tuition and Fees | | Difference | |
|---------------------------|------------------|---------|------------|-----|
| | AY18-19 | AY19-20 | \$ | % |
| Northeast Iowa (NICC) | 194.00 | 198.00 | 4.00 | 2.1 |
| North Iowa Area (NIACC) | 180.25 | 186.75 | 6.50 | 3.6 |
| Iowa Lakes (ILCC) | 201.25 | 205.25 | 4.00 | 2.0 |
| Northwest Iowa (NCC) | 197.00 | 201.00 | 4.00 | 2.0 |
| Iowa Central (ICCC) | 183.00 | 198.00 | 15.00 | 8.2 |
| Iowa Valley (IVCC) | 199.00 | 204.00 | 5.00 | 2.5 |
| Hawkeye (HCC) | 187.00 | 195.50 | 8.50 | 4.5 |
| Eastern Iowa (EICC) | 162.00 | 168.00 | 6.00 | 3.7 |
| Kirkwood (KCC) | 169.00 | 176.00 | 7.00 | 4.1 |
| Des Moines Area (DMACC) | 156.00 | 160.00 | 4.00 | 2.6 |
| Western Iowa Tech (WITCC) | 178.00 | 182.00 | 4.00 | 2.2 |
| Iowa Western (IWCC) | 186.00 | 195.00 | 9.00 | 4.8 |
| Southwestern (SCC) | 184.00 | 190.00 | 6.00 | 3.3 |
| Indian Hills (IHCC) | 176.00 | 180.00 | 4.00 | 2.3 |
| Southeastern (SCC) | 186.00 | 189.00 | 3.00 | 1.6 |
| Average | 182.57 | 188.57 | 6.00 | 3.3 |
| Standard Deviation | 13.05 | 13.25 | 3.06 | - |



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 [5]. IPEDS reports tuition and fees for an academic year, calculating costs based upon 30 credit hours per year. AY17-18 is the latest year available for this report.

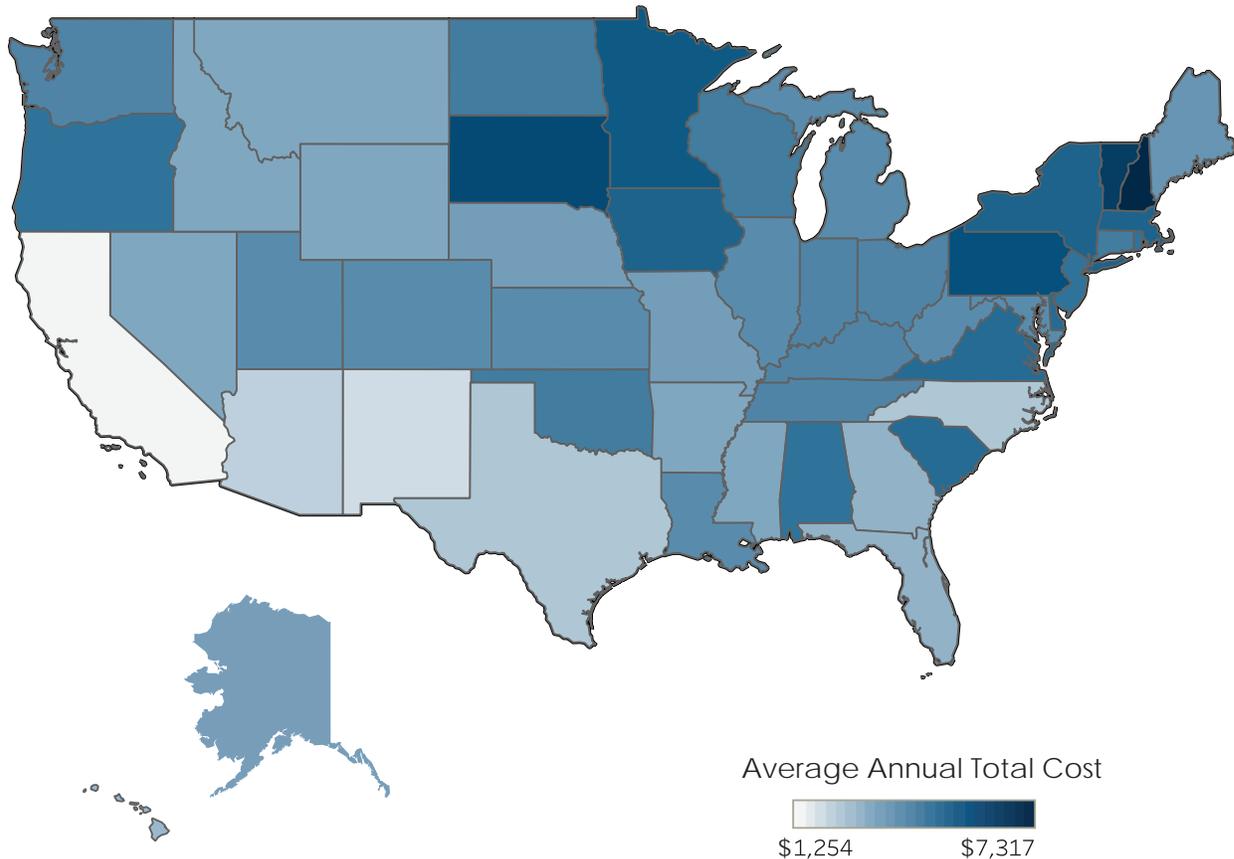
Data for Iowa's public universities were collected from current and historical tuition tables published by the Iowa Board of Regents [6]. Data for Iowa's community colleges were collected from an annual survey of community college business officers and from historical records available from the Iowa Department of Education [7].

National

According to IPEDS data, the average annual in-district total cost of enrollment in Iowa during AY17-18 was \$5,082.31, placing Iowa in the 86th percentile [5]. 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 \$4,011.13.

Figure 5-1 shows a color-range distribution of average total in-state costs of enrollment for 30 semester hours in AY17-18, with dark blue representing the highest cost of enrollment. New Hampshire (\$7,317.00), Vermont (\$6,414.00) and South Dakota (\$5,947.20) had the highest average total costs of enrollment. By comparison, California (\$1,254.23), New Mexico (\$1,792.95) and Arizona (\$2,154.90) had the lowest average total costs of enrollment.

FIGURE 5-1: AY17-18 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 2018 data from IPEDS [5] suggest that Iowa had the third highest average total cost of enrollment in its seven-state region (\$5,082.31), following South Dakota (\$5,947.20) and Minnesota (\$5,325.42). As Table 5-4 illustrates, this trend has been consistent since 2013. Missouri (\$3,437.64)

and Nebraska (\$3,495.88) had the lowest average total costs of enrollment in the region in AY17-18.

In Iowa, the average total cost of in-state enrollment increased 3.2 percent from 2017 to 2018. By comparison, Missouri and Illinois had the highest average percentage change at 8.7 percent and 5.0 percent, respectively.

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

| AY | IA | IL | MN | MO | NE | SD | WI |
|-------|---------|---------|---------|---------|---------|---------|---------|
| 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 |
| 17-18 | \$5,082 | \$3,976 | \$5,325 | \$3,438 | \$3,496 | \$5,947 | \$4,404 |

Source: [5]

Note: Amounts are rounded to the nearest dollar.



Students in the welding program at Northeast Iowa Community College



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 AY18-19, data from the Iowa College Student Aid Commission shows that federal aid was \$264,773,384, state aid was \$3,373,743, institutional aid was \$24,764,637 and other aid was \$16,118,648. The breakdown of community college financial aid shows that 85.7 percent of all aid was from the federal government, 8.0 percent was from community colleges, 5.2 percent from other aid sources and 1.1 percent from the state of Iowa (Table 5-7).

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 and other forms of financial assistance. In AY18-19, Iowa residents filed 152,612 FAFSA applications, a decrease of three percent from the previous year. Of these applicants, 21,830, or 14.3 percent of applicants, were high school seniors [8].



The student activity center at North Iowa Area Community College

FINANCIAL AID IN AY18-19

TOTAL FEDERAL AID RECEIVED

\$264.8 M

BY 82,990 COMMUNITY COLLEGE STUDENTS

PERCENT OF TOTAL AID

85.7%

FROM FEDERAL SOURCES

LARGEST STATE-FUNDED FINANCIAL AID PROGRAM:

SKILLED WORKER SHORTAGE (KIBBIE GRANT)

JUST UNDER \$4.7M AWARDED TO 4,405 STUDENTS IN AY18-19

Financial aid is a critical component of college access and affordability. Research confirms the correlation between lower community college costs and increased likelihood of enrolling in college [9].

TABLE 5-7: DISTRIBUTION OF COMMUNITY COLLEGE STUDENT AID: AY15-16 - AY18-19

| Source** | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | |
|---------------|--------------------|------|--------------------|------|--------------------|------|--------------------|------|
| | Amount (\$) | % |
| Federal | 315,577,605 | 87.0 | 290,165,779 | 86.5 | 256,302,450 | 85.8 | 264,773,384 | 85.7 |
| Institutional | 21,448,361 | 5.9 | 21,017,588 | 6.3 | 19,429,885 | 6.5 | 24,764,637 | 8.0 |
| Other | 13,221,990 | 3.6 | 13,122,827 | 3.9 | 13,612,935 | 4.6 | 16,118,648 | 5.2 |
| State | 12,605,952 | 3.5 | 11,240,113 | 3.3 | 9,531,207 | 3.2 | 3,373,743 | 1.1 |
| Total | 362,853,908 | | 335,546,307 | | 298,876,477 | | 309,030,412 | |

** Federal, Institutional and Other category totals are aggregated from Iowa College Aid's annual financial aid survey. The state totals are gathered from the Iowa College Aid grant and 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 Service Scholarship, All Iowa Opportunity Scholarship Program and the Education Training Voucher Program.

Through these state-funded programs, a total of 7,835 students received over \$9 million of financial assistance in award year 2018-19. 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, just under \$4.7 million in state-funded financial assistance was awarded to 4,405 students in AY18-19.

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 AY18-19, 2,642 students received awards totaling \$1,721,246—an average of \$651 per recipient.

The All Iowa Opportunity Scholarship Program provided a total of 409 students enrolled at Iowa’s community colleges with awards totaling \$1,496,429— an average of \$3,659 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: 18-19 AWARD YEAR

| District | College | Award Year Recipients | Award Year Disbursements (\$) |
|--------------|--|-----------------------|-------------------------------|
| 1 | Northeast Iowa Community College | 1,339 | 4,499,014 |
| 2 | North Iowa Area Community College | 816 | 3,113,926 |
| 3 | Iowa Lakes Community College | 581 | 2,454,603 |
| 4 | Northwest Iowa Community College | 362 | 1,388,940 |
| 5 | Iowa Central Community College | 2,378 | 9,264,025 |
| 6 | Iowa Valley Community College District | 846 | 3,255,884 |
| 7 | Hawkeye Community College | 1,512 | 5,599,980 |
| 9 | Eastern Iowa Community Colleges | 2,440 | 8,445,132 |
| 10 | Kirkwood Community College | 5,493 | 23,411,215 |
| 11 | Des Moines Area Community College | 5,175 | 17,900,564 |
| 12 | Western Iowa Tech Community College | 1,955 | 7,439,969 |
| 13 | Iowa Western Community College | 2,583 | 9,332,186 |
| 14 | Southwestern Community College | 510 | 2,175,417 |
| 15 | Indian Hills Community College | 1,546 | 7,612,479 |
| 16 | Southeastern Community College | 982 | 3,739,059 |
| Total | | 28,518 | 109,632,393 |

Source: Federal Student Aid

Note: Data is sum of quarterly statistics reported to the U.S. Department of Education between July 1, 2018 and June 30, 2019.



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 2019 award year, a total of 28,518 community college students received Pell Grants totaling \$109,632,393—an average of approximately \$3,844 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 2019, 22,507 Iowa community college students received Direct Subsidized Loans; 21,745 received Direct Unsubsidized Loans; and 867 individuals borrowed under the Direct PLUS program. Total financial assistance disbursed to these borrowers amounted to \$146,407,693.

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 percent of students entering into default on an institutional basis. It represents the percent 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 2016 cohort, which consists of borrowers who entered repayment in FY16, and tracks whether the borrower defaulted on his or her loans in FY16, FY17 or FY18 (most current available).

As shown in Table 5-9, 24,404 community college students in Iowa were included in this cohort. Of those students who entered repayment, 4,210 (17.3 percent) defaulted on their loans [10]. Iowa community colleges have made great strides in reducing their default rates over the past few years, which reached as high as 22.8 percent in FY12.

TABLE 5-9: DEFAULT RATE OF COLLEGE: FY16 COHORT

| District | College | Number in Repayment | Number in Default | FY15 Default Rate | FY16 Default Rate |
|--------------|--|---------------------|-------------------|-------------------|-------------------|
| 1 | Northeast Iowa Community College | 1,124 | 143 | 14.0 | 12.7 |
| 2 | North Iowa Area Community College | 687 | 100 | 16.0 | 14.6 |
| 3 | Iowa Lakes Community College | 605 | 92 | 14.0 | 15.2 |
| 4 | Northwest Iowa Community College | 299 | 23 | 10.7 | 7.7 |
| 5 | Iowa Central Community College | 1,983 | 447 | 22.1 | 22.5 |
| 6 | Ellsworth Community College (IVCCD) | 343 | 74 | 20.5 | 21.6 |
| 6 | Marshalltown Community College (IVCCD) | 452 | 67 | 20.3 | 14.8 |
| 7 | Hawkeye Community College | 1,775 | 270 | 14.4 | 15.2 |
| 9 | Eastern Iowa Community Colleges | 1,613 | 259 | 17.1 | 16.1 |
| 10 | Kirkwood Community College | 3,974 | 558 | 14.0 | 14.0 |
| 11 | Des Moines Area Community College | 4,826 | 831 | 17.1 | 17.2 |
| 12 | Western Iowa Tech Community College | 2,134 | 455 | 18.5 | 21.3 |
| 13 | Iowa Western Community College | 1,997 | 381 | 19.0 | 19.1 |
| 14 | Southwestern Community College | 445 | 89 | 16.7 | 20.0 |
| 15 | Indian Hills Community College | 1,490 | 287 | 18.8 | 19.3 |
| 16 | Southeastern Community College | 657 | 134 | 19.3 | 20.4 |
| Total | | 24,404 | 4,210 | 16.96 | 17.25 |

Source: Federal Student Aid, latest available

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.

Taylor Miller vividly recalls the feeling of dread she felt as a child when it was parent day at school. This was the day kids could invite their mom or dad to come to school and talk about their careers. Her classmates were always excited to have their parents come and talk about being a doctor, police officer, lawyer, electrician, and the like. But not Miller. She didn't want her classmates to know about her home life.

"I grew up in a tough situation," Miller said. "My parents were divorced and they were unable to provide for me and my siblings. I didn't have much support or direction."

Without support and guidance from her parents, Miller dropped out of high school her senior year to move in with her boyfriend and start working full time as a certified nursing assistant, a certification she earned before dropping out. Within a year, the couple welcomed their first child. They were barely making ends meet when the Iowa Department of Human Services (DHS) asked Miller to take in her 14-year-old brother. Miller was 19 years old.

"We weren't even financially ready for our new baby, but we agreed that we couldn't turn our backs on my little brother," Miller said.

Miller was 20 years old when she and her boyfriend had their second baby. Needing to support three children, she knew the only way to advance in her career would be to go back to nursing school. She enrolled at Iowa Central Community College, but it became overwhelming, both mentally and financially.

"I had to take out a lot of loans in addition to balancing work, kids and school," Miller said. "I just couldn't seem to make it work so I went to talk to my advisor about dropping out. That is when she referred me to the PACE program."

Melissa Vorrie is the workforce programs director at Iowa Central Community College. She oversees the PACE (an acronym for Pathways for Academic Career and Employment), Gap and Title 1 funding (federal funding aimed at meeting the educational goals of low-income students).

"The state's PACE and Gap programs are unique in that they allow for regional flexibility so community colleges can help meet individualized needs," Vorrie said. "It's more than just financial aid. The programs untie our hands and allow us to find ways to remove barriers so students can succeed."

In Miller's case, PACE was able to cover the cost of books, transportation, clinical nursing scrubs, childcare and state boards. The program also funds pathway navigators, a role that serves as both advisor and counselor. They build relationships with the students and get them to open up about their barriers so they can

find a solution. For many students, the pathway navigator is the only support network they have.

"I cried on my navigator's shoulders many times," Miller said. "There were times I wanted to drop out, but Liz, my navigator, would talk me through it. She talked to me about my options, kept track of my grades, provided emotional support and connected me to other services, like state childcare. Childcare can be a problem for nursing students because our hours can take part outside of a typical 9-5 work day."

To complete her degree, Miller had to drive from Storm Lake to Sioux City to complete 120 hours of clinical hours in the intensive care unit (ICU) with a nurse. The PACE program covered her transportation costs.

The hard work paid off. Miller graduated from Iowa Central and passed her nursing board exams last year. Now Miller works as a registered nurse at Newell Good Samaritan Center, a long-term care facility in Newell, Iowa. Her clinical experience in the ICU helped prepare her to care for critical patients who are released from the hospital to the facility.

"I am educated and a better role model for my family," Miller said. "There is no way I could have done it without the PACE program and my pathway navigator."

For Miller, the PACE program changed the trajectory of her family's future and their future aspirations.

"My brother is now 19, the same age I was when he came to live with us," Miller said. "He just graduated and is getting ready to leave for basic training in the military. He saw me do it and now he plans to go to college when he gets out of the military."

Miller has set her goals even higher. She hopes to go back to school someday to become either a nurse anesthetist (an advanced nurse who administered anesthetics in all practice settings and provides care for all operations or procedures), or a nurse practitioner (an advanced practice registered nurse who has additional responsibilities for administering patient such as prescribing medication, examining patients, diagnosing illnesses and providing treatment).

Just a few short years ago, all of this seemed out of reach to Miller. But that's all changed, and she couldn't be more proud.

"Now I can't wait to go to parent day at my kids' school and talk about being a nurse," Miller said.

SKILLED WORKER AND JOB CREATION FUNDS

The Skilled Worker and Job Creation Fund (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 SWJCF that 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).



Student in the phlebotomy technician program through Iowa Valley Community College District

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

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

| Program Name | Allocation | FY17-18 Carry Forward | Total | FY18-19 Expenditures* | FY18-19 Carry Forward |
|--|---------------------|--------------------------|----------------------|--------------------------|--------------------------|
| Accelerated Career Education Infrastructure | \$6,000,000 | \$9,440,677 | \$15,440,677 | \$8,344,659 | \$7,096,018 |
| Workforce Training and Economic Development (WTED) | \$15,100,000* | \$1,359,564 | \$16,459,564 | \$15,332,327 * | \$1,127,237 |
| Adult Basic Education and Literacy | \$5,140,000** | \$508,956 | \$5,648,956 | \$5,242,713 * | \$406,243 |
| Pathways for Career and Employment (PACE) | \$5,000,000*** | \$271,425 | \$5,271,425 | \$5,080,281* | \$191,144 |
| Gap Tuition Assistance | \$2,000,000 | \$219,973 | \$2,219,973 | \$1,980,181 | \$239,792 |
| Work-Based Learning Intermediary Network | \$1,500,000 | \$67,745 | \$1,567,745 | \$1,380,084* | \$187,661 |
| Workforce Preparation Outcomes Reporting | \$200,000 | \$127,760 | \$327,760 | \$ 321,430 | \$6,330 |
| Total | \$34,940,000 | \$ 11,868,340 | \$ 46,608,340 | \$ 37,360,245 | \$ 9,248,095 |

* 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.



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.

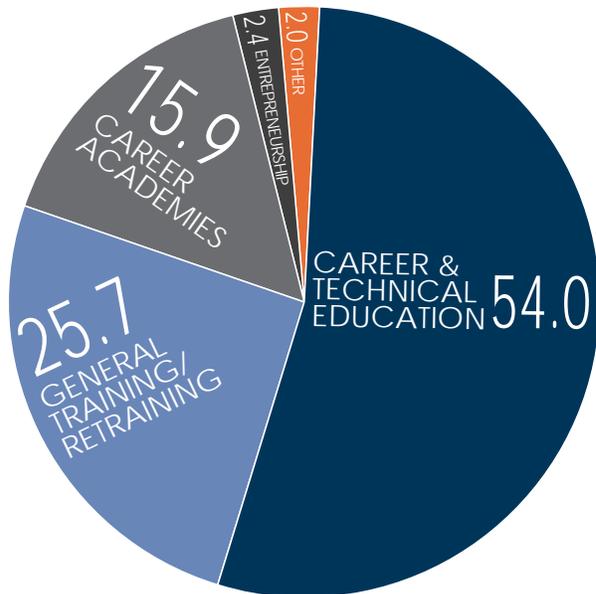
Colleges may use WTED funds to support career academies; CTE programs; entrepreneurship education and small business assistance; and general training, retraining and in-service educational initiatives for targeted industries.

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

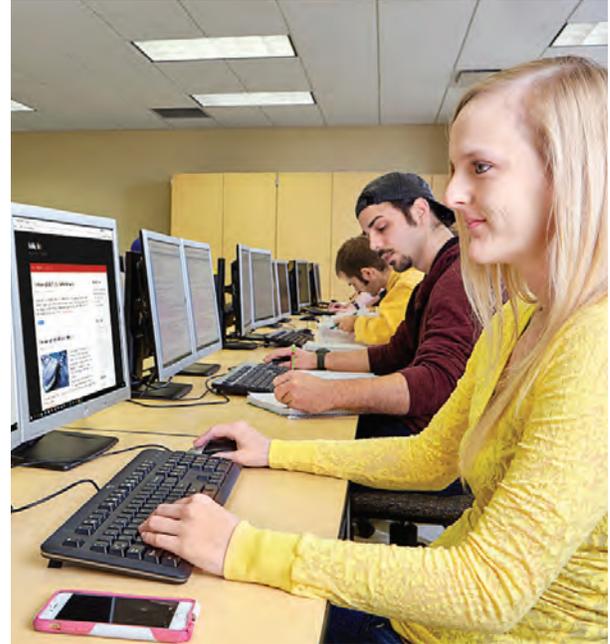
- » ACE Infrastructure Program (260G);
- » Gap Tuition Assistance Program (260I);
- » Iowa Jobs Training Program (260F); and
- » National Career Readiness Certificate (NCRC)/ National Association of Manufacturers (NAM)

Overall expenditures totaled \$15,089,827 for FY18-19. Obligated or planned funds for use in FY19-20 totaled \$1,127,237. Figure 5-2 shows the percent breakdown of WTED expenditures by program.

FIGURE 5-2: WTED EXPENDITURES (%)



* The "other" category consists of PACE, Gap Tuition and Iowa Jobs Training funding.



Students in the web programming and development program at Hawkeye Community College

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 for an in-demand occupation, such as information technology, health care, advanced manufacturing or transportation and logistics.

The FY18-19 budget for the Gap Tuition Assistance Program was \$2,219,973, of which \$2,000,000 was appropriated from the Iowa Legislature in FY18-19 and \$219,973 was carried forward from FY17-18. Table 5-11 shows that in FY18-19, colleges spent \$1,980,181 (89.2 percent) of the budgeted funds, of

which tuition and books accounted for 83.6 percent; staff support and services accounted for 10.2 percent; fees, assessments and testing accounted for 4.4 percent; and equipment accounted for 1.9 percent.

TABLE 5-11: GAP BUDGET SUMMARY

| Source | Amount |
|----------------------------|--------------------|
| FY17-18 Carry Forward | \$ 219,973 |
| FY18-19 Allocation | \$2,000,000 |
| FY18-19 Total Funds | \$2,219,973 |
| Expenses | |
| Tuition & Books | \$1,654,988 |
| Equipment | \$36,872 |
| Fees, Assessment, Testing | \$87,036 |
| Staff Support & Services | \$201,285 |
| Total Expenses | \$1,980,181 |
| FY18-19 Carry Forward | \$239,792 |

During FY18-19, 2,510 individuals applied for financial assistance under the Gap Tuition Assistance Program (Table 5-12). Of these applicants, 1,179 (47 percent) were approved for tuition assistance. Among those approved for tuition assistance in FY18-19, there were 816 students who completed their programs during FY18-19, a slight decrease from 943 students in FY17-18.

There are currently 428 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) (693 participants), commercial driver’s license (CDL)/transportation (530 participants), general family and consumer sciences (252 participants) and welding technology (152 participants). Additionally, students reported

TABLE 5-12: GAP PARTICIPANT SUMMARY

| Category | Total |
|--|-------|
| Number of Completed Applications | 2,510 |
| Number of Approved Participants | 1,179 |
| Status of Approved Participants | |
| Completed Training | 816 |
| Did not Complete Training* | 363 |
| Number of Earned Third Party Credentials | 521 |

* 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 AY18-19 SUMMARY

NUMBER OF APPROVED NONCREDIT PROGRAMS

428

NUMBER OF GAP PARTICIPANTS

1,179

NUMBER WHO COMPLETED PROGRAMS

816

NUMBER OF THIRD-PARTY CREDENTIALS

521

GAP-ELIGIBLE PROGRAM WITH HIGHEST ENROLLMENT

CERTIFIED NURSING ASSISTANT

693 PARTICIPANTS



Students at Des Moines Area Community College

obtaining 521 third-party credentials following completion.

The third annual education outcomes analysis for those who completed their Gap eligible programs in AY17-18 is underway using 2019 wages. This comprehensive analysis will document educational choices, employment timing and wage gains following program completion. Based on preliminary analysis, there were 934 participants and one-fourth (223 students) continued their education. Those who were/became employed (839 students) had an average wage gain overall of 24.5 percent in the first quarter following their noncredit program completion. Of those, there were 181 students who had been previously unemployed and became employed. The 2020 report will be released in the spring and will be located 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, 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 needs.

The FY18-19 budget for PACE was \$5,271,425, which included \$271,425 in funds that were carried over from FY17-18, \$4,800,000 was appropriated to the 15 community colleges and \$200,000 was allocated for state sector partnership administration. (Table 5-13). Of the colleges' available funds, a total of \$4,880,281 was spent (96.3 percent).

Student expenses included educational, personal and career support for participants, such as tuition, tutoring and travel assistance. Within the category of student expenses, \$842,373 was spent on education

TABLE 5-13: PACE BUDGET SUMMARY

| Source | Amount |
|---------------------------------------|--------------------|
| FY17-18 Carry Forward | \$271,425 |
| FY18-19 Allocation | \$5,000,000 |
| State Administration | \$(200,000) |
| FY18-19 Total Funds | \$5,071,425 |
| Student Expense Categories | |
| Financial & Educational Support | \$842,373 |
| Personal Support | \$328,541 |
| Career Support | \$42,662 |
| College Expense Categories | |
| Salary & Personnel | \$3,333,648 |
| Travel | \$40,974 |
| Supplies & Equipment | \$92,340 |
| Other | \$184,671 |
| Regional Industry Sector Partnerships | \$15,072 |
| Total Expenses | \$4,880,281 |
| FY18-19 Carry Forward | \$191,144 |

PACE AY18-19 SUMMARY

NUMBER OF CREDIT AWARDS

996

NUMBER OF NONCREDIT COMPLETIONS

627

NUMBER OF NATIONAL CAREER READINESS CERTIFICATES AWARDED

978

NUMBER OF THIRD-PARTY CREDENTIALS EARNED

966

support, \$328,541 on personal support and \$42,662 on career support. Colleges may also expend PACE funds on program support, which may include expenditures for staff, travel, supplies and equipment. Within the category of college expenses, community colleges spent \$3,651,633 on personnel, travel, supplies, equipment and other associated support costs. In addition, the colleges spent \$15,072 of their allocation to support regional industry sector partnerships.

A total of 4,342 individuals applied for participation in one or more PACE programs in AY18-19 (Table 5-14). Of these applicants, 2,906 individuals met eligibility requirements. By the end of AY18-19, there were 996 students who received an award through credit programs (972 of which were in CTE programs). Additionally, 627 students completed noncredit programs, 978 were awarded National Career Readiness Certificates (NCRC) and 966 earned third-party credentials during AY18-19.

TABLE 5-14: PACE PARTICIPANT SUMMARY

| Category | Total |
|---------------------------------|-------|
| Completed Applications | 4,342 |
| Approved Participants | 2,906 |
| Support Types | |
| Financial & Educational Support | 3,624 |
| Personal Support | 1,485 |
| Career Support | 2,055 |
| Credit Awards | |
| Certificate Programs | 351 |
| Diploma Programs | 320 |
| Associate Degrees | 325 |
| Credentials Earned | |
| Noncredit Completions | 627 |
| NCRC Credentials Earned | 978 |
| Third-Party Credentials Earned | 966 |

References

- [1] Carnevale, A. P., Smith, N., Gulish, A., and Hanson, A. R. (2015). Education and Workforce Trends through 2015. Georgetown University Center on Education and the Workforce. Retrieved December 11, 2019 from https://cew.georgetown.edu/wp-content/uploads/Iowa_Wrkfrce2025.pdf.
- [2] Future Ready Iowa. (2019). Metrics that Matter. Retrieved December 11, 2019 from https://www.futurereadyiowa.gov/sites/fri/files/basic_page_files/Metrics%20That%20Matter_2019%20FINAL%20042519.pdf.
- [3] Iowa Department of Education. (February 2017). Analysis of the Economic Impact and Return on Investment of Education: The Economic Value of Iowa’s Community Colleges.
- [4] Ganzglass, E. (2014). Scaling “Stackable Credentials: Implications for Implementation and Policy. Center for Postsecondary and Economic Success. Retrieved on December 11, 2019 from <https://www.clasp.org/sites/default/files/public/resources-and-publications/files/2014-03-21-Stackable-Credentials-Paper-FINAL.pdf>.
- [5] Integrated Postsecondary Education Data System. IPEDS Data Center. Retrieved August 9, 2019 from <http://nces.ed.gov/ipeds/datacenter/login.aspx>.
- [6] Iowa Board of Regents. Index of reports. Retrieved August 9, 2019 from https://www.iowaregents.edu/media/cms/0619_ITEM_10__Tuition_66FF1E19115A6.pdf.
- [7] Division of Community Colleges & Workforce Preparation. (2019). Tuition and Fees Report, FY2020. Iowa Department of Education, Des Moines, IA. Retrieved on December 11, 2019 at <https://educateiowa.gov/documents/tuition-and-fees-reports/2019/09/fy-2020-tuition-and-fees-report>.
- [8] Iowa College Student Aid Commission. (2019). *Free Applications for Federal Student Aid (FAFSA) filed by Iowa residents*. Retrieved on December 11, 2019 from <https://www.iowacollegeaid.gov/DataCenter>.
- [9] Scott-Clayton, J. (2015). “The Role of Financial Aid in Promoting College Access and Success: Research Evidence and Proposals for Reform,” *Journal of Student Financial Aid*: Vol. 4S: Iss. 3, Article 3.
- [10] Federal Student Aid. (2019). Three-year official cohort default rates for schools. Retrieved on December 11, 2019 from <https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>.



Dental students at Indian Hills Community College





6

Programs that Serve Local Communities

Mandated Programs, Job Training, Sector Partnerships and Community Support

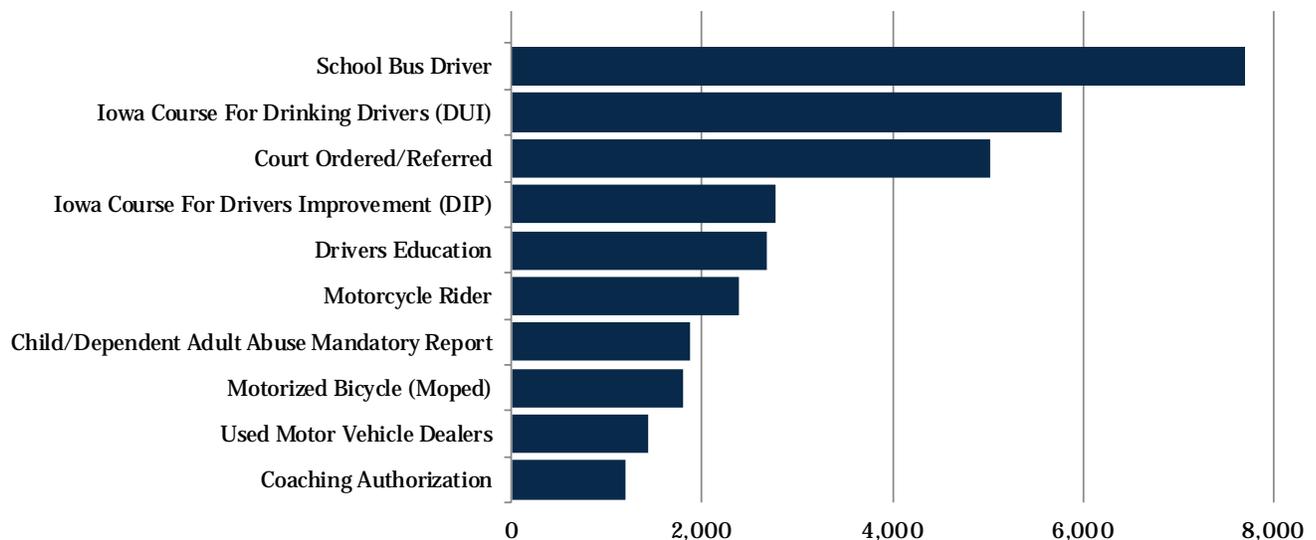
Iowa’s community colleges advance economic growth through education, training and responsiveness to local community and workforce needs.

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, with the top ten displayed in Figure 6-1.

FIGURE 6-1: TOP 10 STATE AND FEDERALLY MANDATED PROGRAMS BY MOST ENROLLMENT



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 drinking drivers, driver improvement, mine safety and health, recertification and relicensing, used motor vehicle dealer education and community and public safety 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 1.5 percent from last year, contributing to an average annual decrease in enrollment of 5.6 percent in this category since AY15-16 (Figure 2-6 on page 25).

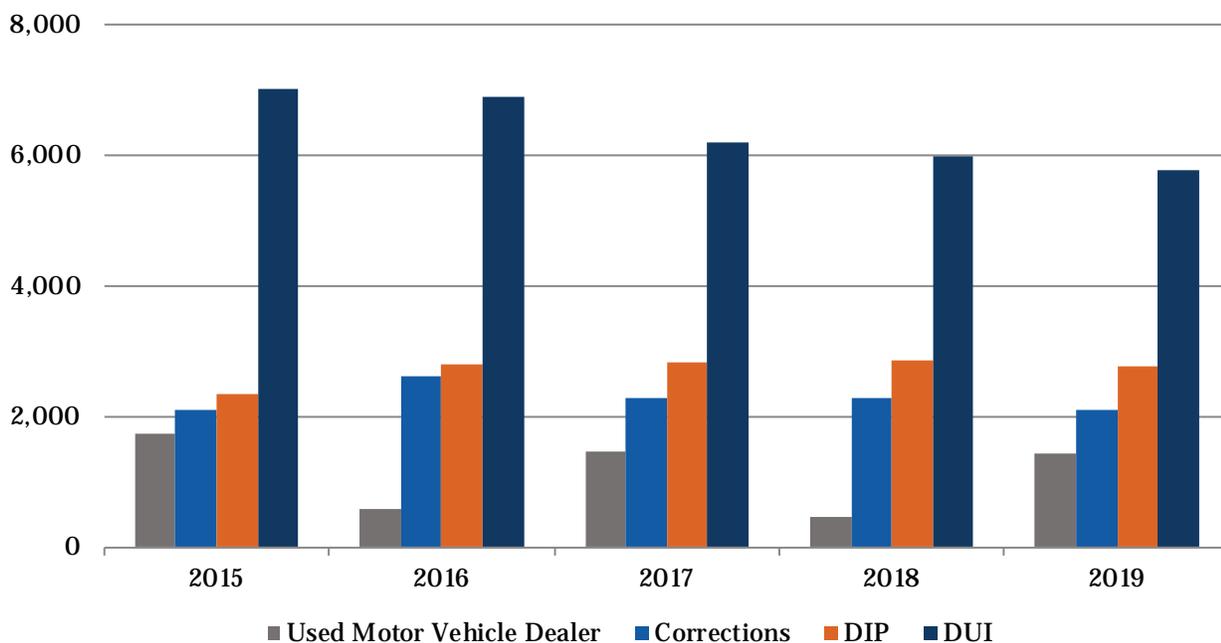
Used Motor Vehicle Dealer Education

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 the 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 6-2.

AY18-19 resulted in a 215.2 percent increase with 1,428 students enrolled compared to 453 the year prior; however, the average enrollment decreased by 4.8 percent from AY15-16 to AY18-19. Contact hours

From licensing courses and community workshops, to drinking driver courses and programs for inmates in correctional facilities, Iowa's community colleges promote personal growth and greater social and civic responsibility in the communities they serve.

FIGURE 6-2: STATE AND FEDERALLY MANDATED COURSEWORK ENROLLMENT: 2015 - 2019
USED MOTOR VEHICLE DEALER, CORRECTIONS, DIP, DUI



decreased an average of 4.7 percent annually from AY15-16 to AY18-19, consistent with the pattern of enrollment changes between program years.

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 AY18-19 was 2,089 students, a decrease of 7.8 percent from AY17-18 (Figure 6-2). Overall, the average increase in enrollment for the past five years has been 0.01 percent.

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 and contact hours have increased an average of 4.2 percent annually from AY15-16 through AY18-19 with 2,778 people enrolled in AY18-19 (Figure 6-2).

Noncredit Drinking Drivers (DUI) 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 has decreased an average of 4.8 percent annually between AY15-16 and AY18-19 with 5,770 people enrolled in AY18-19 (Figure 6-2).

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 on 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 AY18-19 decreased slightly, with 57 people enrolled. Overall, there has been an average decrease of 32.0 percent annually since AY15-16 (Figure 6-3).



Iowa Western Community College



Community Rehabilitation and Workshops

Iowa community colleges deliver programs for people in community rehabilitation centers. Enrollment increased slightly in AY18-19 in programs offered at these locations, which has contributed to an average increase of 8.0 percent annually since AY15-16 (Figure 6-3). Only two colleges reported enrollment in these workshops, with 72 students and 26,040 contact hours for AY18-19.

Noncredit Mine Safety and Health

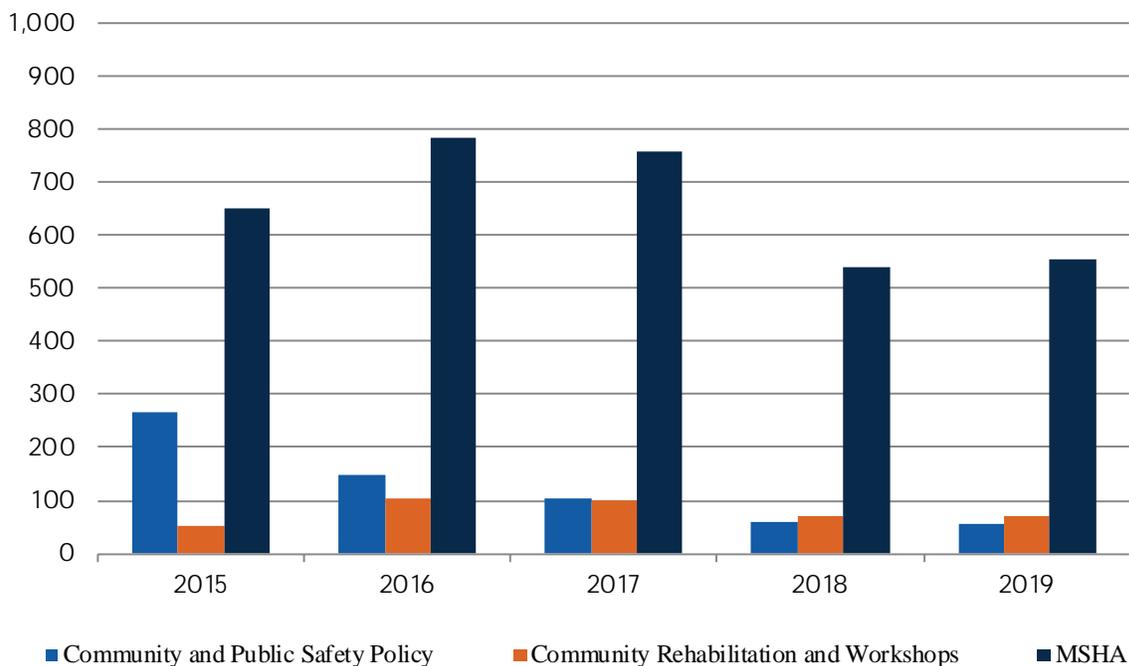
The Department administers a federal grant from the U.S. Department of Labor and Mine Safety and Health Administration (MSHA), which provides funds for training and services delivered to mine owners, operators and contractors in the state of Iowa. Enrollment in MSHA programs (556 students) increased by 3.2 percent in AY18-19. With a 28.9 percent decrease the previous year, there has also been an average annual decrease of 1.0 percent in enrollment since AY15-16 (Figure 6-3).

Recertification and Relicensing Courses

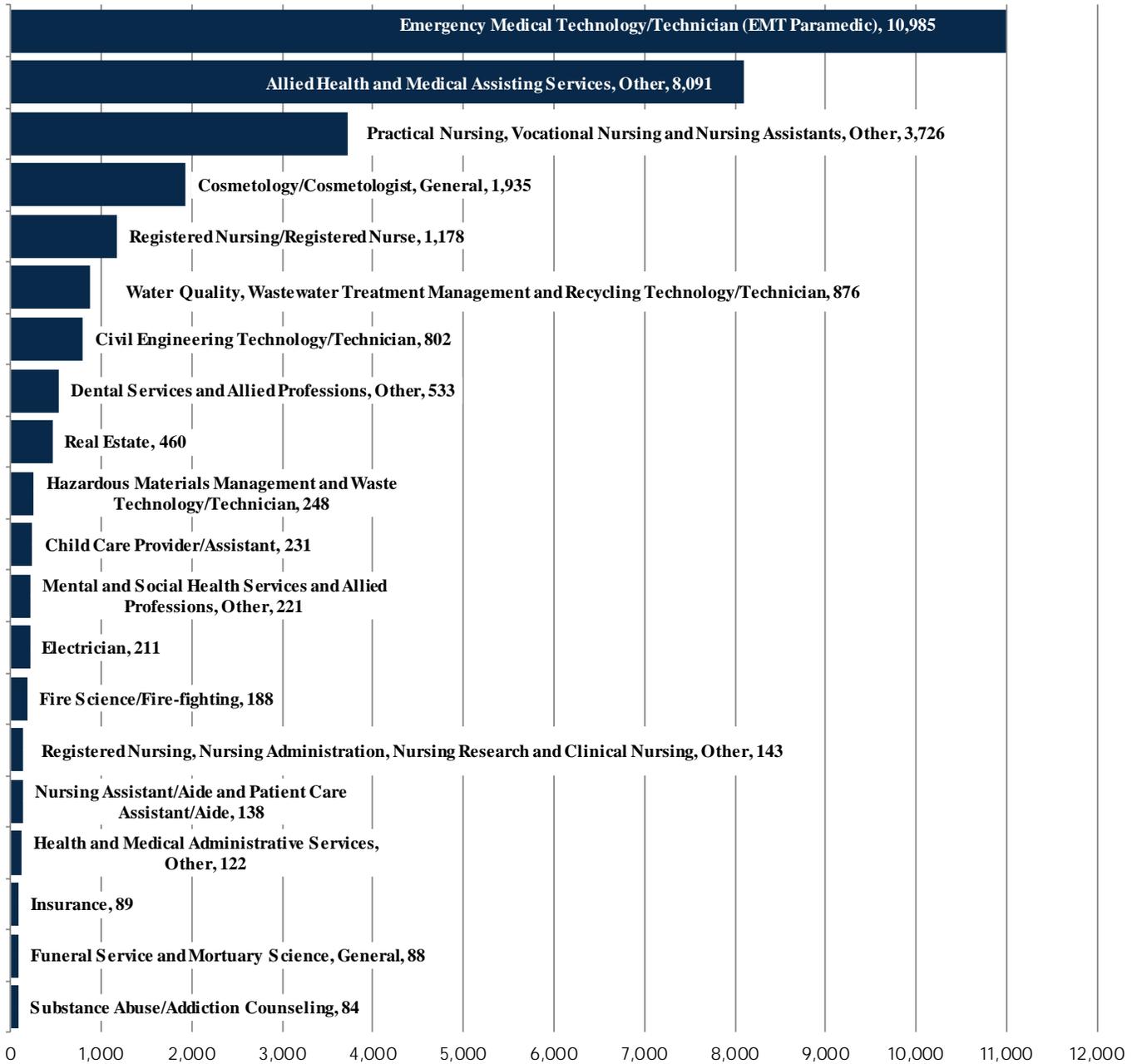
Recertification and relicensing courses are designed for individuals employed in occupations that may or may not require a four-year degree, but require employees to be recertified or relicensed to maintain employment (i.e. chemical application, insurance and many health professions). Recertification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

Of the 29,299 students enrolled in AY18-19, 82.6 percent of the 30,675 courses were in health care-related courses, including practical nursing, emergency medical technology and allied health services. Overall, recertification and relicensing course enrollment decreased by 5.6 percent in AY18-19 and the average annual enrollment between AY15-16 and AY18-19 has declined by 6.6 percent (Figure 2-6 on page 25). Figure 6-4 displays the top twenty recertification and licensing enrollments by type.

FIGURE 6-3: STATE AND FEDERALLY MANDATED COURSEWORK ENROLLMENT: 2015 - 2019
COMMUNITY & PUBLIC SAFETY, COMMUNITY REHABILITATION & WORKSHOPS, MSHA



**FIGURE 6-4: TOP 20 RECERTIFICATION AND RELICENSING PROGRAMS
BY ENROLLMENT: AY18-19**



Note: The following recertification and licensing programs had fewer than 50 enrollees in AY18-19 and were not included in the chart above: Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician; Occupational Safety and Health Technology/Technician; Plumbing Technology/Plumber; Pipefitting/Pipefitter and Sprinkler Fitter; Electrocardiograph Technology/Technician; Medicine; Foodservice Systems Administration/Management; Rehabilitation and Therapeutic Professions, Other; Clinical/Medical Social Work; Public Administration and Social Service Professions, Other; Allied Health Diagnostic, Intervention and Treatment Professions, Other; Human Resources Management/Personnel Administration, General; and Physical Therapy/Therapist.

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 Iowa 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 FY18 since FY19 data is not yet available from IEDA.



Northwest Iowa Community College powerline students

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 Industrial New Jobs Training Program (260E)

The Iowa New Jobs Training Program (260E) supports businesses that add 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 to build the skills needed for 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 5,649 new jobs pledged through 260E bond certificate issuances in FY18 (Table 6-1). In total, there were 893 open agreements for expansions and startups representing 43,902 new jobs pledged through 586 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 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

TABLE 6-1: 260E TOTAL BOND CERTIFICATE ISSUANCES: FY18

| FY 2016 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 | \$8,142,277.95 | \$1,492,831.50 | \$80,650.00 | \$128,191.25 | \$158,542.20 | \$6,282,063.00 | 1,024 |
| Eastern Iowa | \$4,884,810.75 | \$897,735.00 | \$48,500.00 | \$74,234.69 | \$535,064.81 | \$3,320,000.00 | 565 |
| Hawkeye | \$3,335,000.00 | \$617,308.50 | \$33,350.00 | \$67,764.37 | \$351,445.13 | \$2,265,132.00 | 261 |
| Indian Hills | \$1,400,000.00 | \$259,140.00 | \$14,000.00 | \$23,915.00 | \$158,785.00 | \$944,160.00 | 111 |
| Iowa Central | \$7,533,806.65 | \$1,392,877.50 | \$75,250.00 | \$88,608.75 | \$785,410.40 | \$5,191,660.00 | 1,159 |
| Iowa Lakes | \$1,941,928.85 | \$359,094.00 | \$19,400.00 | \$48,890.28 | \$205,650.85 | \$1,308,893.72 | 202 |
| Iowa Western | \$1,733,940.78 | \$322,999.50 | \$17,450.00 | \$35,540.12 | \$174,500.00 | \$1,183,451.16 | 342 |
| Kirkwood | \$4,595,958.50 | \$844,056.00 | \$45,600.00 | \$81,719.45 | \$228,000.00 | \$3,396,583.05 | 621 |
| North Iowa Area | \$2,137,173.70 | \$395,188.50 | \$21,350.00 | \$62,205.78 | \$216,997.40 | \$1,441,432.02 | 247 |
| Northeast Iowa | \$1,251,572.60 | \$231,375.00 | \$12,500.00 | \$36,134.20 | \$128,563.40 | \$843,000.00 | 110 |
| Southeastern | \$755,000.00 | \$139,750.50 | \$7,550.00 | \$18,527.00 | \$80,000.00 | \$509,172.50 | 80 |
| Western Iowa Tech | \$7,064,894.25 | \$1,303,104.00 | \$70,400.00 | \$87,336.00 | \$764,054.25 | \$4,840,000.00 | 927 |
| Total | \$44,776,364.03 | \$8,255,460.00 | \$446,000.00 | \$753,066.89 | \$3,787,013.44 | \$31,525,547.45 | 5,649 |

Note: College and state administrative fees charged for this issuance were prorated.

TABLE 6-2: 260E OPEN TRAINING AGREEMENTS: EXPANSIONS AND STARTUPS: FY18

| College | Open Agreements | Businesses | Training Fund Amount (\$) | Certificate Amount (\$) | Expansions | Startups | New Jobs Pledged |
|-------------------|-----------------|------------|---------------------------|-------------------------|------------|------------|------------------|
| Des Moines Area | 213 | 132 | \$68,460,000.00 | \$54,051,304.00 | 199 | 14 | 8,497 |
| Eastern Iowa | 84 | 63 | \$39,875,000.00 | \$26,926,000.00 | 75 | 9 | 4,873 |
| Hawkeye | 76 | 53 | \$27,585,000.00 | \$18,812,520.60 | 66 | 10 | 3,045 |
| Indian Hills | 15 | 13 | \$6,300,000.00 | \$4,245,290.00 | 8 | 7 | 745 |
| Iowa Central | 14 | 11 | \$14,090,000.00 | \$9,748,241.69 | 14 | 0 | 1,833 |
| Iowa Lakes | 42 | 25 | \$12,010,000.00 | \$8,106,212.70 | 40 | 2 | 1,468 |
| Iowa Valley | 11 | 11 | \$7,480,000.00 | \$5,075,266.00 | 8 | 3 | 1,498 |
| Iowa Western | 15 | 13 | \$7,357,000.00 | \$5,075,215.51 | 12 | 3 | 1,117 |
| Kirkwood | 200 | 107 | \$54,970,000.00 | \$41,475,044.19 | 183 | 17 | 7,431 |
| North Iowa Area | 43 | 29 | \$15,725,000.00 | \$10,524,893.46 | 33 | 10 | 2,117 |
| Northeast Iowa | 92 | 61 | \$46,644,033.05 | \$32,420,225.45 | 74 | 18 | 5,033 |
| Northwest Iowa | 28 | 25 | \$9,330,000.00 | \$6,264,234.51 | 22 | 6 | 1,138 |
| Southeastern Iowa | 17 | 14 | \$14,153,390.30 | \$9,614,037.00 | 15 | 2 | 1,406 |
| Southwestern | 3 | 3 | \$1,735,000.00 | \$1,175,091.84 | 0 | 3 | 216 |
| Western Iowa Tech | 40 | 26 | \$26,205,000.00 | \$17,855,276.00 | 35 | 5 | 3,485 |
| Total | 893 | 586 | \$351,919,423.35 | \$251,368,852.95 | 784 | 109 | 43,902 |

purpose of conducting research and development, manufacturing, processing or assembling products. In FY18, there were 165 260F business awards with a total of 4,914 employees anticipated to attend training through the community colleges. There were 1,904 employees who completed their training in FY18 (Table 6-3). It is important to note that each program has individual requirements for completion, and 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 the U.S. 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 the 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 FY18, a total of \$2.94M was allocated to 63 eligible sponsors and lead sponsors representing 5,806 apprentices. Combined, participants in these programs received 2,457,362 contact hours of training (Table 6-4). 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 FY18.

The full IEDA FY17 reports can be found at: <https://www.iowaeconomicdevelopment.com/business#Workforce>.

TABLE 6-3: 260F INDIVIDUAL BUSINESS AWARDS: FY17

| College | Total Awards | Employees to Be Trained (Anticipated) | Employees Completing Training | Training Funds Awarded (\$) |
|-------------------|--------------|---------------------------------------|-------------------------------|-----------------------------|
| Des Moines Area | 23 | 501 | 312 | \$563,224.00 |
| Eastern Iowa | 14 | 603 | 117 | \$255,899.00 |
| Hawkeye | 12 | 527 | 0 | \$202,310.00 |
| Indian Hills | 12 | 339 | 68 | \$218,357.00 |
| Iowa Central | 7 | 227 | 54 | \$175,000.00 |
| Iowa Lakes | 3 | 98 | 0 | \$138,996.00 |
| Iowa Valley | 10 | 310 | 12 | \$133,217.00 |
| Iowa Western | 7 | 228 | 30 | \$179,563.00 |
| Kirkwood | 23 | 827 | 786 | \$372,545.00 |
| North Iowa Area | 7 | 154 | 210 | \$150,175.00 |
| Northeast Iowa | 20 | 407 | 239 | \$148,000.00 |
| Northwest Iowa | 3 | 64 | 0 | \$68,373.00 |
| Southeast Iowa | 14 | 242 | 72 | \$120,627.00 |
| Southwest Iowa | 2 | 56 | 0 | \$68,225.00 |
| Western Iowa Tech | 8 | 331 | 4 | \$133,937.00 |
| Total | 165 | 4,914 | 1,904 | 2,928,448.00 |



TABLE 6-4: 15B AWARDS: FY17 AND FY18

| Year | Grant Recipients | Contact Hours | Registered Apprentices | Funds Awarded |
|------|------------------|---------------|------------------------|---------------|
| 2018 | 63 | 2,457,362 | 5,806 | \$2,940,000 |
| 2017 | 53 | 2,261,040 | 5,464 | \$2,940,000 |

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.



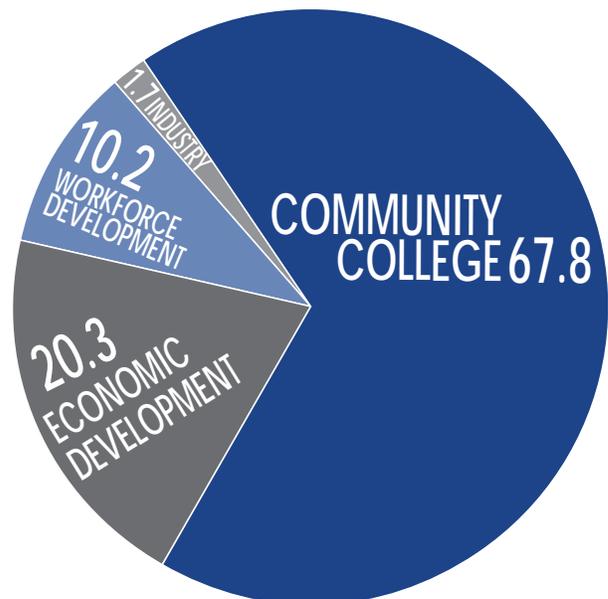
Southeastern Community College

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, which included 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 for 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 more than 50 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 were established in 2015 or later. Over two-thirds are convened by Iowa community colleges to help identify regional economic and labor needs and to

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



engage industry and support partners to develop strategies to address such needs (Figure 6-12).

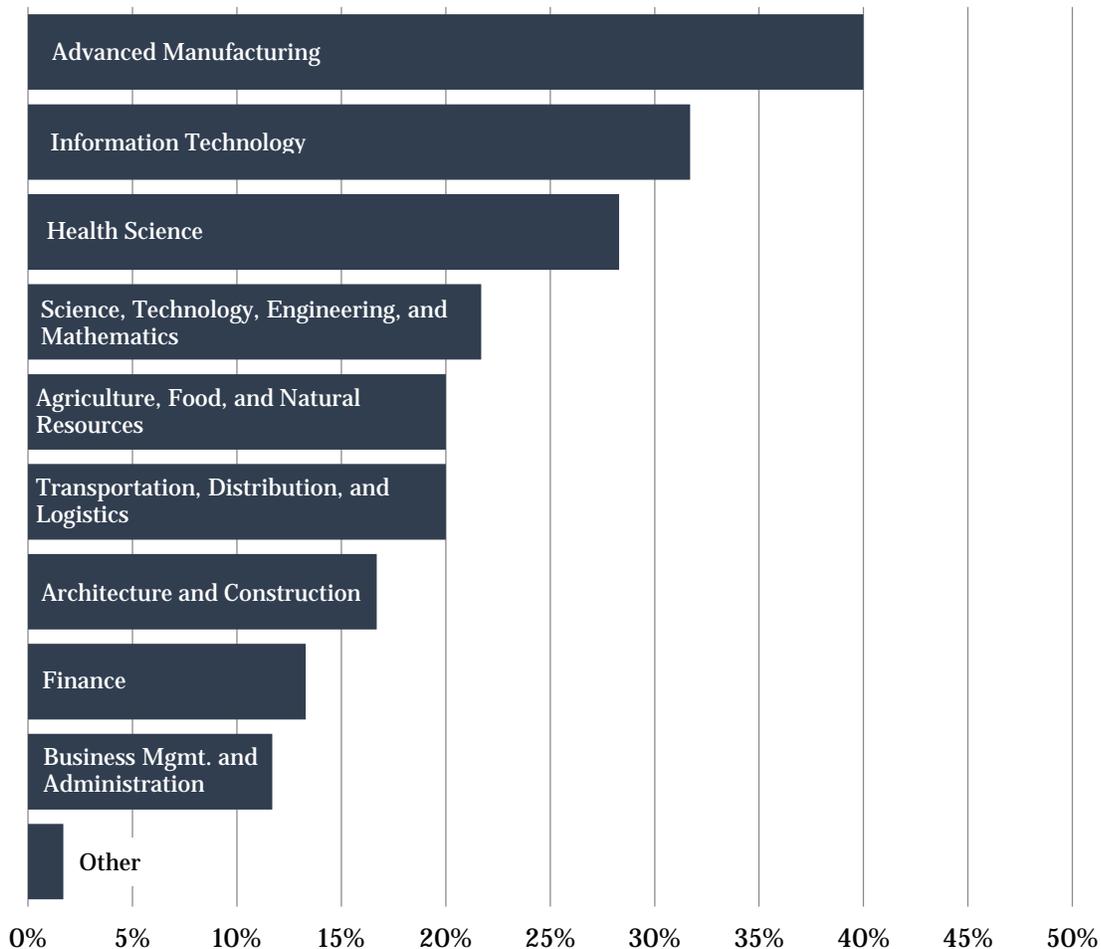
The top industries of focus for sector partnerships in Iowa are currently advanced manufacturing, followed by information technology and health science (Figure 6-13). These growing industries all require a skilled and educated workforce and face similar challenges of finding and retaining valuable employees.

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 under 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 background, immigrant/refugee status and nonnative English speakers (i.e. ESL - English as a Second Language or ELL - English Language Learners).

To ensure sector partnerships around the state can 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. Bimonthly conference calls provide an opportunity for partnership teams to discuss program updates, collaborate on shared areas of concern or challenges and to learn from subject matter experts from a wide range of topics, such as Registered Apprenticeship and youth work-based learning opportunities. The notes from these calls and a wide array of additional toolkits, informative webinars and other valuable resources can be accessed at SectorPartnerships.EducateIowa.gov.

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 AY18-19, 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 building trades and transportation, distribution and logistics industries. To ensure accuracy, timeliness and relevance of these materials, employers, industry and 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 previous years for the information technology, energy, advanced manufacturing and health science 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 AY19-20 will focus on the Business and Financial Services industry, while also revisiting previous work in Information Technology for an update and refresh.

Career Pathway Resources

Building Trades - August 2019

Architecture, Construction and Engineering

Project Partners

Iowa Workforce Development, Iowa Economic Development Authority, Future Ready Iowa, Iowa Laborer's Education and Training Trust Fund, Iowa State Building & Construction Trades Council, National Association of Women in Construction and Home Builders Association of Iowa

In-Person Focus Group Locations

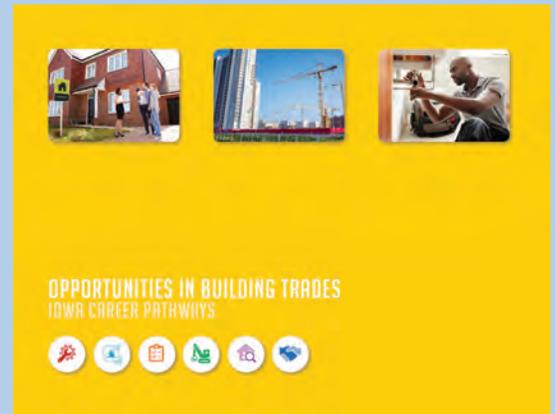
Storm Lake, Grimes, Waterloo, Dubuque and Iowa City

Total Participants

285 employers and support partners

Total Careers Highlighted

56 career opportunities



Transportation, Distribution and Logistics - December 2019

Project Partners

Iowa Workforce Development, Iowa Economic Development Authority, Future Ready Iowa, Iowa Department of Transportation, Iowa Motor Truck Association, APICS-Central Iowa and Iowa Wholesale Beer Distributors Association

In-Person Focus Group Locations

Sioux City, Fort Dodge, Des Moines, Cedar Rapids and the Quad Cities

Total Participants

254 employers and support partners

Total Careers Highlighted

59 career opportunities



Work-Based Learning Toolkits

Work on the statewide career pathways projects identified the need to increase the number of high-quality work-based learning opportunities for high school students who may be interested in pursuing a career within these industries. While some communities have the resources and relationships already developed to do so, many do not. Without additional efforts to promote hands-on learning opportunities, many students will be less likely to take the necessary steps towards pursuing careers within these critical industries.

To begin exploring options for expanding the quantity, quality and ease of access to work-based learning opportunities for high school students in Iowa, the Department and the SPLC worked together with sector partnership teams, employers and various public and private support partners to develop industry-specific work-based learning guidance through the development of a series of toolkits. These resources are designed to help employers and educators better understand guidelines,

considerations and recommendations for how to better engage with and place students of various ages in hands-on work-based learning experiences within their respective industries and communities.

Specific project goals were defined as the following:

- » Develop a web-based toolkit for educators and employers to promote careers and provide students with local opportunities to experience industry-related careers within their communities.
- » Pilot toolkit with school districts and employers and gather feedback for further refinement and improvement.
- » Survey schools to determine technical assistance needs related to building and maintaining industry-based career promotion programs for students.

During AY 18-19, work-based learning toolkits were developed for the health science and advanced manufacturing industries. Additional toolkits are currently being planned and will include a focus on the recently finished career pathways projects for the building trades and transportation, distribution and logistics in AY 19-20.

Work-Based Learning Toolkits

Health Science - August 2019

Project Partners

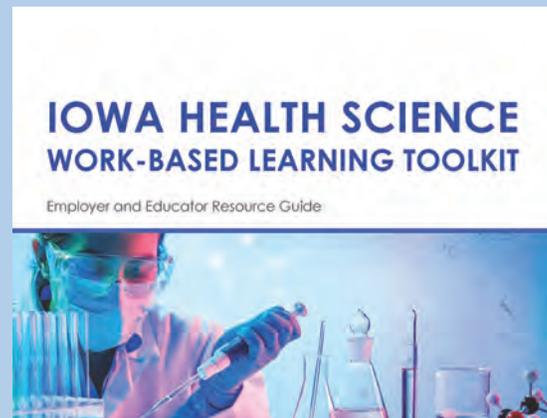
Future Ready Iowa, Iowa Department of Public Health, Iowa Intermediary Network, Northeast Iowa Community College, Iowa Hospital Association and Iowa Health Care Association

Total Participants

64 employers, educators and support partners

Total Examples Highlighted

35 work-based learning experiences



Advanced Manufacturing - October 2019

Project Partners

Future Ready Iowa, Iowa Intermediary Network, Northeast Iowa Community College, Iowa Association of Business and Industry and Elevate Advanced Manufacturing

Total Participants

68 employers, educators and support partners

Total Examples Highlighted

36 work-based learning experiences



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 AY18-19, 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 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

Iowa Western's Marshall Wellness Center

On October 21, 2019, Iowa Western Community College marked the official opening of the Dr. John and Jean Marshall Wellness Center located on the southern edge of the college's Council Bluffs campus.

The \$15.2 million, 92,000-square-foot facility was built with the help of a \$2 million gift from longtime college supporters Dr. John and Jean Marshall.

Knowing that physical activity helps relieve symptoms of depression and anxiety, the facility provides students a space to interact and be active. The building includes an 80-yard turf field, gymnasium, batting cages, aerobics room, exercise machines and free weights. The expansive gymnasium can be assembled to accommodate multiple basketball and volleyball courts along with pickleball.



Iowa Western Community College's Dr. John and Jean Marshall Wellness Center

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

Career and College Exploration

NIACC's Partnership with Verizon Innovative Learning

This summer, NIACC partnered with Verizon Innovative Learning, the education initiative of the Verizon Foundation and the National Association for Community College Entrepreneurship, to offer an innovative summer program to introduce more girls, especially those in rural parts of the country, to science, technology, engineering and math (STEM) skills. NIACC was one of five pilot sites chosen in 2017 and this marked the third year that the college partnered with Verizon to bring this program to North Iowa.

In this dynamic, two-week program, which was offered to girls in grades 6-8, students had the opportunity to learn design thinking, 3D printing, augmented reality and social entrepreneurship. Following the summer program, students participate in monthly learning activities, both in-person and virtually, to build upon what they've learned and complete their final augmented reality projects with NIACC. The participants receive a tablet to use throughout the duration of the program.

Northwest Iowa's Coding for Kids Program

Northwest Iowa Community College hosted computer coding classes from February through May, 2019. Students used familiar characters from video games to learn critical thinking and problem solving skills while acquiring basic computer coding abilities. Professionals who use coding in their everyday jobs shared the importance of learning coding skills so students could see the real world value in what they were learning.

One goal from the College's strategic plan was to offer more classes to young people with a focus on career exploration, specifically for children in the elementary grades through high school. This goal also aligns with the state's Future Ready Iowa initiative, which calls for Iowa to have 70 percent of its workforce with education or training beyond high school by the year 2025. The program helps area schools in filling a need and exposing students to a whole new subject they never knew they loved.

Western Iowa Tech's Technology Camp for Girls

This summer, Western Iowa Tech Community College hosted a technology camp for seventy-five girls entering grades 6-8, held in partnership with Verizon Innovative Learning, the education initiative of the Verizon Foundation. This was the third consecutive year the college hosted the camp for girls in the Sioux City, Iowa district and South Sioux City, Nebraska district.

Western Iowa Tech was the one of the four community colleges in the nation to pilot the program. It has since expanded to 24 community colleges and universities, engaging over 1,500 students. The three-week intensive learning experience introduces students to augmented and virtual reality, coding, 3D design, entrepreneurship and design thinking principles. Participants also have the opportunity to connect with women leaders in the technology field and present final projects that align with the United Nations' Sustainable Development Goals.



Middle school students at NIACC's summer STEM camp



Northwest Iowa Community College's Coding for Kids participants



Western Iowa Tech and Verizon Innovative Learning STEM program

Community Events and Services

Eastern Iowa Community Colleges' New Urban Campus

Eastern Iowa Community Colleges opened its new Urban Campus, located in the heart of downtown Davenport, in the summer of 2018. Constructed at a cost of more than \$30 million, the campus is 92,000 square feet in size.

Two former bank buildings that had been vacant for many years were completely remodeled and redesigned to form the campus. A two-story connector building between the original buildings was added, providing room for a large community room, a study area and a means for students to walk between the buildings.

The campus has been especially welcomed by chamber and community leaders who view it as the last major piece in revitalizing the downtown area. Current program offerings at the campus include Information Technology, Virtual Reality, Business, Medical Assistant, Administrative Office Support, Emergency Medical Services, Certified Nurse Aide, College Transfer and a multitude of Continuing Education classes.



Eastern Iowa Community College's new Urban Campus

Hawkeye's Partnership with Exceptional Persons to Provide Child Care

Hawkeye Community College and Exceptional Persons, Inc. partnered to create an innovative solution to address the critical need for child care in Black Hawk County.

Hawkeye's Van G. Miller Adult Learning Center in downtown Waterloo houses a child development center, which is run by Exceptional Persons, Inc.

The gap between available child care and children in need is growing in Black Hawk County, while the total number of child care programs over the last five years has declined by 41 percent, according to data from Black Hawk County.

With the child care shortage, businesses and organizations, struggle to find and keep employees. Access to safe and affordable child care plays an essential role in economic growth in the Cedar Valley.



Hawkeye Community College's partnership with Exceptional Persons, Inc., to provide much needed child care in Black Hawk county

Iowa Central's Community Thanksgiving Dinner

Students in Iowa Central Community College's culinary arts and baking and pastry arts programs lended their expertise to the Fort Dodge Ford/Toyota Community Thanksgiving event held on Thanksgiving Day. The students prepared over 80 turkeys, 215 pounds of green beans, 50 pounds of bacon, 60 pounds of mushrooms, 150 pounds of peas, 140 pounds of fresh cranberry sauce, 1,700 bread rolls, 1,600 portions of pie and many other trimmings to create nearly 1,900 meals for the community. The meal is designed for those in need or who would otherwise be alone on Thanksgiving.

Additionally, child care is also available to the public as well as students and staff. Response to the annual event continues to grow each year and provides an opportunity for faculty, staff and students to give back to the Fort Dodge community.



Iowa Central Community College's Community Thanksgiving Dinner

Southwestern's Partnership to Address Housing Shortage

Since 1997, Southwestern Community College has partnered with development corporations throughout the college's region to build residential homes to improve the availability of affordable housing in the region. Through these partnerships, 48 homes have been built by students in Southwestern's high school and college carpentry and building trades programs. In addition, the college has constructed 54 additional houses through private partnerships.

Homes built by Southwestern students have been sponsored by the Clarke County Development Corporation, Osceola; Decatur County Development Corporation, Leon; Habitat for Humanity; Union County Development Corporation, Creston; Red Oak Industrial Foundation, Red Oak; and Adams County Economic Development, Corning. In 2016, the Elm Street Corridor project in Creston—a partnership between Southwestern, the city of Creston and the Southern Iowa Council of Governments—received the Housing Iowa Award for Innovation from the Iowa Finance Authority during the 2016 Housing Iowa Conference in Des Moines.



Students in Southwestern's high school and college carpentry and building trades programs build affordable housing for the region

Indian Hills' Chariton Area Career Academy

Indian Hills Community College was approached by representatives from the Hy-Vee Corporation, the Chariton School District and the Chariton Valley Regional Housing Trust seeking the college's assistance to improve the housing stock in Chariton. The college responded by opening the Chariton Area Career Academy and developing a construction trades program for high school students in Chariton, the Wayne Community School District in Corydon, and in Seymour.

The students, who work on the housing projects during the school day, get a head start in their college education while preparing for a rewarding career in a high-demand field. They earn both high school and college credit while working on rehabilitating existing houses in Chariton.

An open house was held in the fall of 2019 for the first house the students completed. The program will continue to provide students the opportunity to help increase the number of available, affordable houses in the community.



Students from Indian Hills Community College's Chariton Area Career Academy

Entrepreneurship and Workforce Preparation

Iowa Valley's Industrial New Jobs Training Agreement

Iowa Valley Community College District is administering a \$4.3 million Industrial New Jobs Training Agreement with Lennox Industries of Marshalltown and a \$430,000 training agreement with Swift Pork Company/JBS. The two projects combined represent the largest-ever Industrial New Jobs Training Agreement package that IVCCD has ever developed. The funds will help Lennox and JBS train employees who were directly impacted when a July 2018 tornado hit Marshalltown, which severely damaged the two businesses.

The training agreements will impact 750 Lennox employees and 93 JBS employees, assisting the two companies in their recovery from the devastating tornado.



Iowa Valley Community College District's Industrial New Jobs Training Agreement

Kirkwood's FlexForward Program

This fall, Kirkwood began offering FlexFORWARD, an online competency-based education (CBE) program. Developed to address the barriers that historically have prevented many adult students from completing their degree, the program is designed to eliminate obstacles, increase graduation rates and open doors that allow adult students to reach their career goals.

With FlexFORWARD, students need to demonstrate competency in a particular subject before being able to move forward in the program. With many of these students coming from the working world who already having experience with the concepts to be covered, they could potentially demonstrate competency very quickly. This would shorten completion times, reduce student debt and get them back into the workforce holding a degree with upward mobility.

Through September, 43 students were enrolled in FlexFORWARD, just under the initial goal of 50 students by the end of the first semester. With multiple start times, the institution is right on track to meet that mark. As enrollment progresses, the goal is for 100 students by the end of the first year and 200 by the end of the second year.

The Business Administration Management Associate of Applied Science program was selected to pilot this new offering for the adult students at Kirkwood. Moving forward, Kirkwood will also offer Construction Management and Welding beginning in the fall of 2020. In the future, more programs may be added to give students more options in the CBE format.

Northeast Iowa's Partnership to Launch the Opportunity Dubuque Child Care Pilot

Historically low unemployment rates across the state and in Dubuque and surrounding counties has created challenges for employers to recruit a skilled workforce. It has also opened doors of opportunity for those seeking employment and training. One of the greatest workforce challenges for those seeking opportunity is the availability and affordability of child care for prospective workers.

This year, the Opportunity Dubuque initiative, which was created in partnership between Northeast Iowa Community College (NICC), the Community Foundation of Greater Dubuque and local governments, launched the Opportunity Dubuque Child Care Pilot to provide child care assistance as a support to Opportunity Dubuque participants. Students who enroll in any one of 19 short-term certificate programs through NICC can qualify for tuition assistance and no-cost child care services during their training, and even up to one year after full-time eligible employment through completion of the training program.

The expansion of the private-public sector Opportunity Dubuque partnership and the child care assistance program is the first workforce solution of its kind in Iowa.



Kirkwood Community College



Samia Ward enrolled in the child care program through Northeast Iowa Community College to advance her skills and secure affordable child care for her son while she was training for a new career

Student Success

Iowa Lakes' Leadership Day

Each year student leadership groups from Iowa Lakes Community College take part in a Leadership Day at Camp Foster in Okoboji, Iowa. Student leadership groups include Student Senators, Laker Crew Ambassadors and Graduate Assistants.

Leadership Day at Camp Foster provides students with the opportunity to acquire a variety of leadership skills through activities and challenges. During Leadership Day student leaders learn more about who they are, how to best communicate and how to work through challenging tasks with their peers.

Some of the most popular activities enjoyed by student leaders include group activities and personal challenges, like zip-lining and rock wall climbing.

Southeastern's Facility Upgrades

Students at Southeastern Community College have now enjoyed a full year using the latest resources found in the school's newest building, the John H. Witte, Jr. Hall of Sciences. The facility includes spacious labs with the latest in technology necessary for students to conduct experiments that tackle chemistry, biology, earth science, physics, anatomy and physiology.

The college's Keokuk campus facilities also saw improvements, starting with its second solar power system. Southeastern Community College partnered with Mohrfeld Electric of Fort Madison to install 1,180 solar panels across two acres as part of a lease agreement with a neighboring high school. The panels generate 545 kilowatts of electricity annually meeting nearly 95 percent of the power needs for the campus.

Financial projections show a first year savings of just over \$10,000, with cumulative savings ramping up significantly to \$1.6 million over the next 25 years

Along with benefitting the college financially, the solar project holds an educational component. Students will monitor the facility to get experience with renewable energy systems.



Students at Iowa Lakes Community College's Leadership Day



Solar panels at Southeastern Community College's Keokuk campus



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.

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.

HUMAN RESOURCES

During AY18-19, Iowa community colleges employed 13,329 people in administrative, instructional, professional, secretarial/clerical and service positions.

» In AY18-19, Iowa community college employees were the youngest, most diverse and the most highly educated in the history of MIS reporting.

A total of 15,206 positions were reported as full-time, part-time, temporary and adjunct positions during AY18-19. The number of positions reported is greater than the number of employees because some employees were included in more than one

COMMUNITY COLLEGE EMPLOYEES

NUMBER OF EMPLOYEES

13,329

DECREASE IN EMPLOYEES

↓ 2.0%

DOWN SINCE AY17-18

INSTRUCTIONAL POSITIONS

6,826

DOWN 2.1% SINCE AY17-18

INSTRUCTORS, AS A PERCENT OF ALL POSITIONS

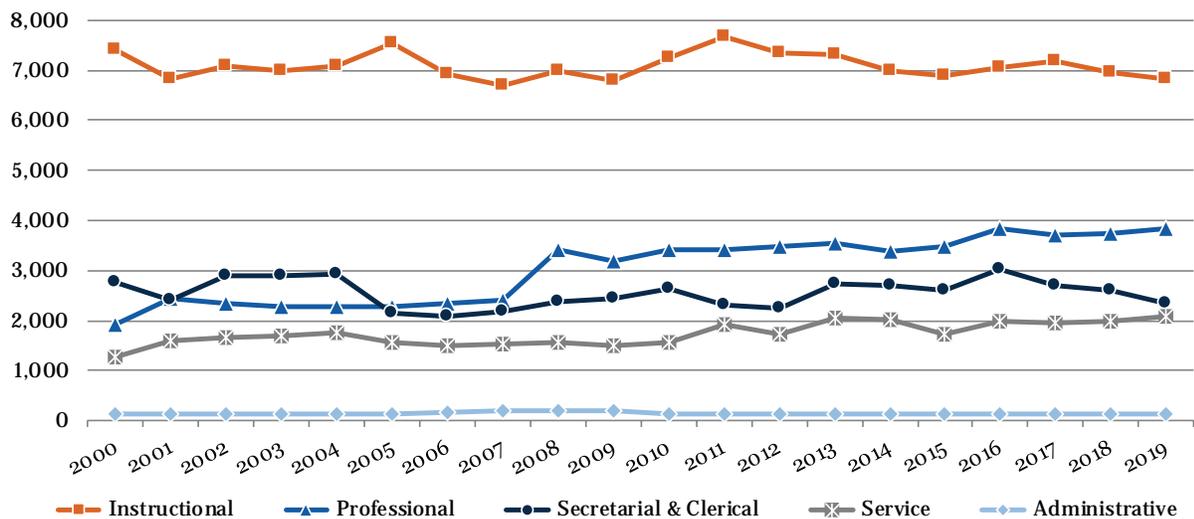
44.9%

DOWN 0.2% SINCE AY17-18

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 2.0 percent from AY17-18, the professional composition of community college employees, which includes academic support, student services, business office and data processing, has remained relatively stable for the past ten years. The largest group in AY18-19 continued to be instructional (44.9 percent), followed by professional (25.2 percent), secretarial and clerical (15.5 percent), service (13.5 percent)

FIGURE 7-1: IOWA COMMUNITY COLLEGE EMPLOYEES BY POSITION TYPE: 2000 - 2019



and administrative (0.9 percent), which includes the chief executive officer and cabinet or administrative team. Historically, the most significant change in composition occurred in 2005, when the professional staff began outnumbering the secretarial and clerical staff (Figure 7-1).

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 AY18-19 temporary and seasonal staff constituted 14.3 percent of all 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, when it reached a total of 244. This number dropped to 234 in 2012, and to 204 in 2013, before increasing to 254 in AY17-18. In AY18-19, there were 260 full-time instructors and administrators with doctoral degrees, a record-high number since tracking began. The percentage of those who have a master's degree or higher fluctuated between



Iowa Central Community College

COMMUNITY COLLEGE EMPLOYEES

RACE/ETHNICITY OF EMPLOYEES

89.3% WHITE

GENDER OF EMPLOYEES

59.3% FEMALE

MEAN AGE OF EMPLOYEES

43.4 YEARS

EDUCATION OF INSTRUCTORS & ADMINISTRATORS

65.5%

FULL-TIME WITH MASTER'S DEGREE OR HIGHER



FIGURE 7-2: EMPLOYMENT BY TYPE: 2000 - 2019

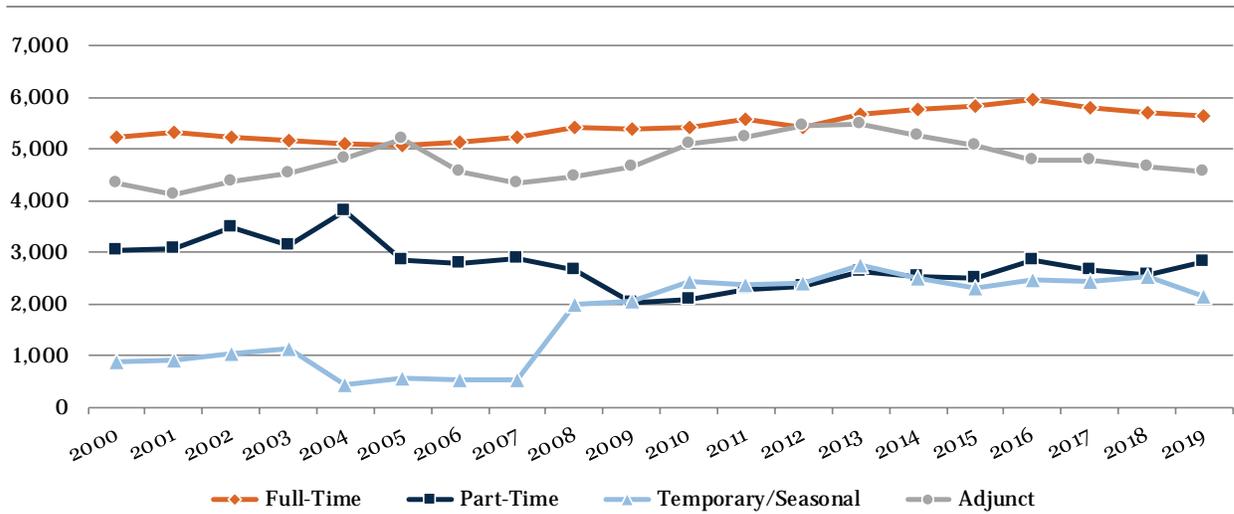
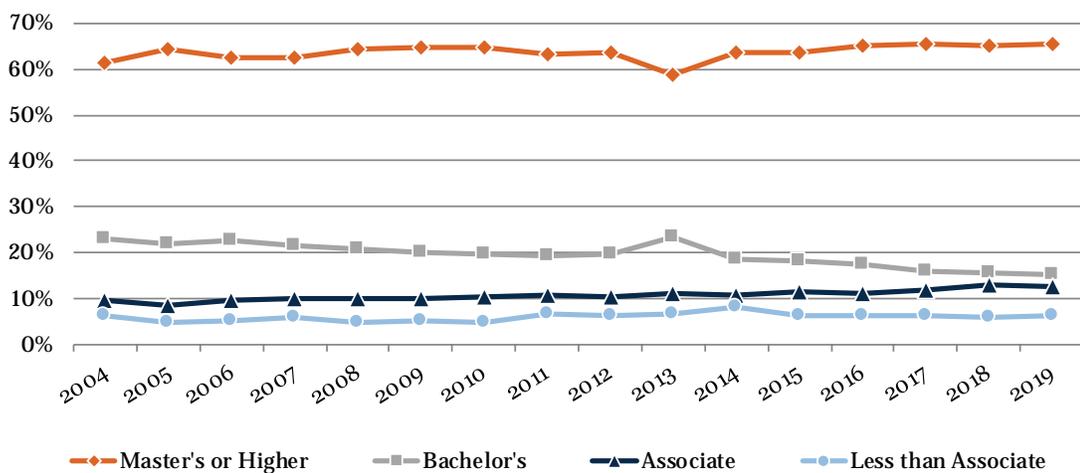


FIGURE 7-3: INSTRUCTORS' AND ADMINISTRATORS' DEGREES: 2004 - 2019



61.2 in 2004 and 64.7 in AY17-18. In AY18-19, a record-high 65.5 percent of full-time instructors and administrators had master's degrees or higher. The record low occurred in 2013 when the percentage dropped to 58.6 (Figure 7-3).

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 15.4 percent in AY18-19. The percentage of associate degree holders has remained stable for the past 10 years, reaching a record high of 13.0 percent in AY17-18, before decreasing slightly to 12.8 percent in AY18-19 (Figure 7-3).

» Iowa Community Colleges had a record high number of full-time administrators and instructors with doctoral degrees (260) and a record high 65.5 percent of full-time administrators and instructors with master's degrees or higher in AY18-19.

FIGURE 7-4: PERCENT OF RACIAL MINORITIES AMONG EMPLOYEES: 2000 - 2019

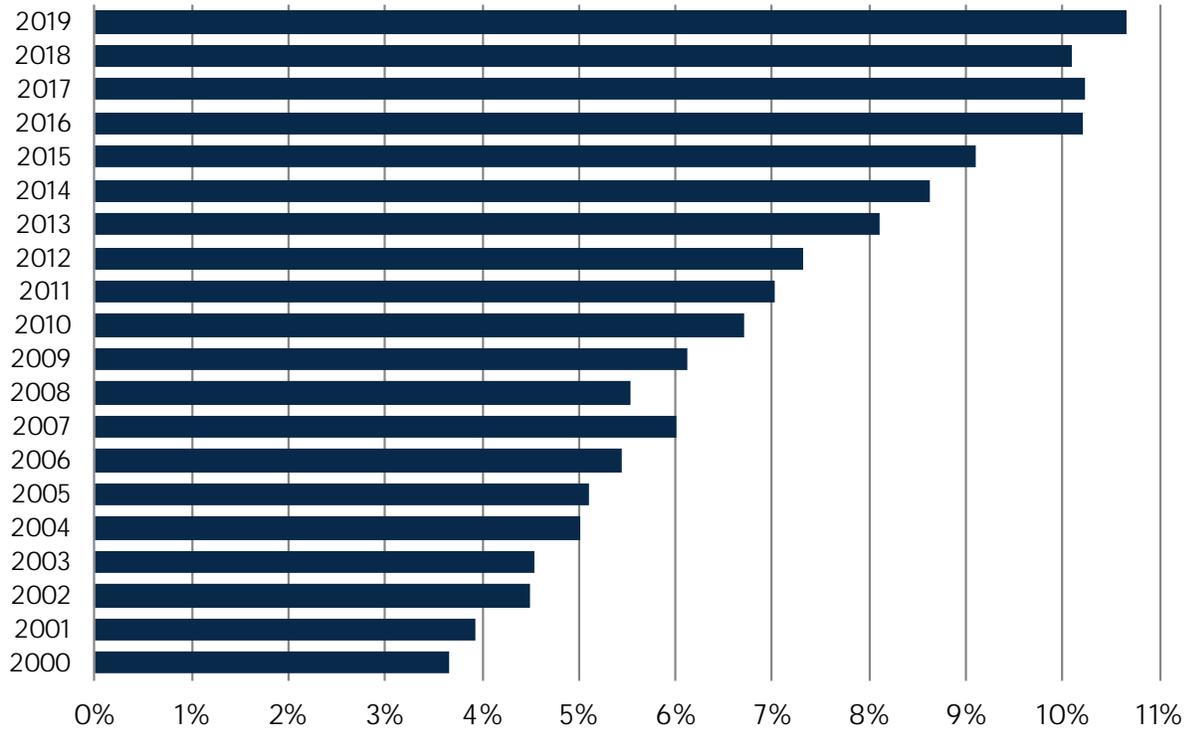
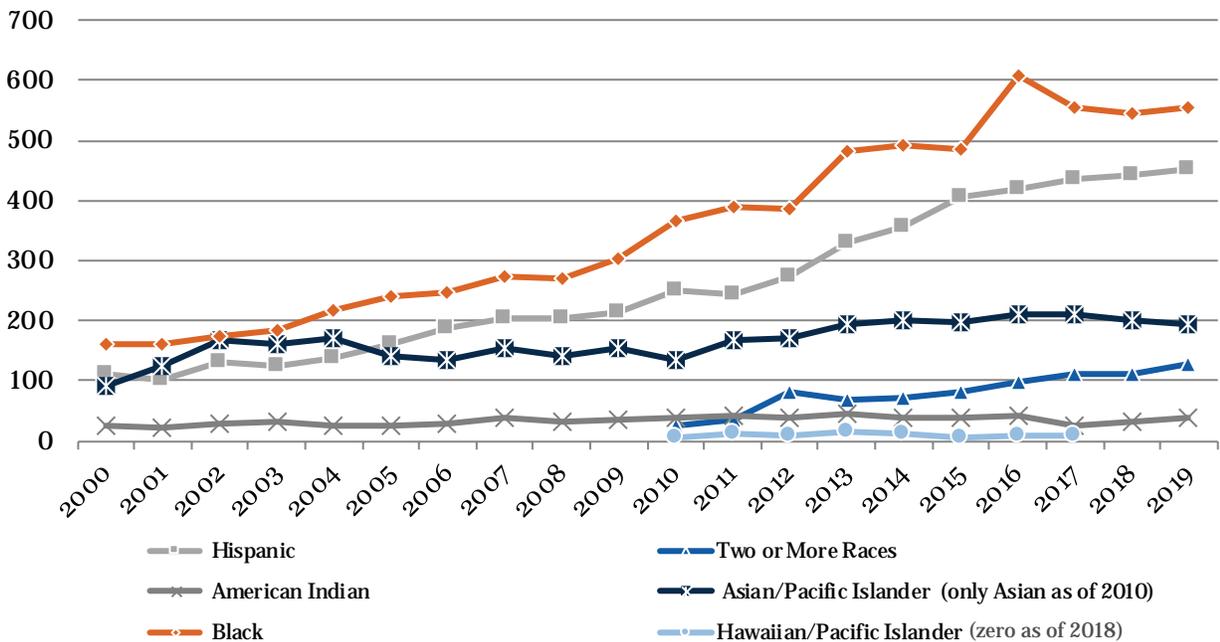


FIGURE 7-5: DISTRIBUTION OF RACIAL/ETHNIC MINORITIES AMONG EMPLOYEES: 2000 - 2019



Racial/ethnic minorities among employees comprised 10.7 percent of all employees in AY18-19, which is slightly higher than 10.1 percent last year and presented a record high percentage of employees of racial/ethnic minorities. The 20-year trend from 2000 to 2019 depicts a steady increase in the number of racial/ethnic minorities among Iowa community college employees. The average growth between 2000 and AY18-19 was 5.8 percent (Figure 7-4).

The distribution of employees within racial/ethnic minorities among employees has fluctuated over the past 20 years. The percentage of American Indians ranged between 6.4 percent in 2000 and a record low of 2.0 percent in AY16-17, before rising to 2.7 percent in AY18-19. Asians also experienced fluctuations since 2000, decreasing to 14.1 percent during AY18-19. The percentage of black employees has been consistently high among all minority employees, fluctuating between 39.1 and 44.6 percent. In AY18-19, blacks comprised 40.4 percent of all minority employees. The percentage of Hispanic employees decreased to 32.9 percent in AY18-19, down from 33.0 percent the previous year. Hawaiians or other Pacific Islanders remained at less than one percent of all minorities. 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 record high of 9.4 percent in AY18-19 (Figure 7-5).

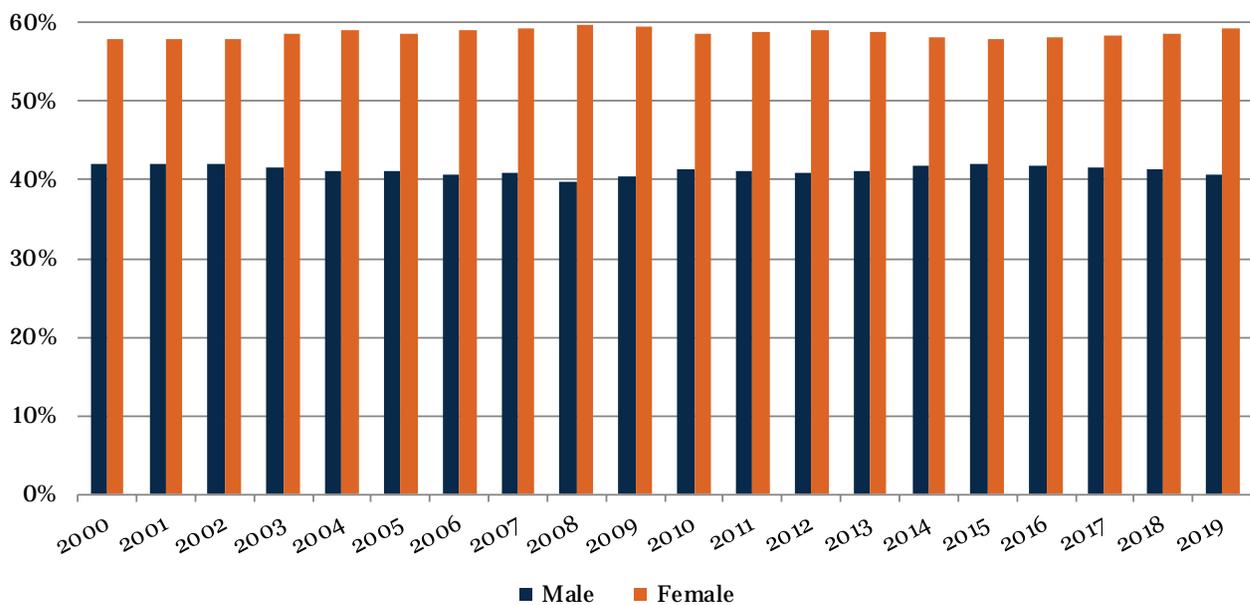


Hawkeye Community College

» In AY18-19, Iowa community colleges reached a record high of 10.7 percent of employees representing racial/ethnic minorities since data collection began in 2000.

The gender composition of Iowa community college employees has remained stable since 2000. Females comprised 59.3 percent of all employees through AY18-19 (Figure 7-6).

FIGURE 7-6: GENDER DISTRIBUTION OF EMPLOYEES: 2000 - 2019



In AY18-19, the age distribution of Iowa community college employees presented a wide palette, from teens to employees in their eighties. The largest groups were among those between 18-21, 32-42 and 57-62 years of age, with a mode of 19 (Figure 7-7). Together, these groups represented over 44 percent of all community college employees. In AY18-19, the average age of community college employees was 43.4 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 management information system (MIS).

When analyzing the age distribution of community college employees, which ranges from under 18 to over 55, the largest group of employees in AY18-

19 was between 40 and 55 years old. This group represented close to one-third of all employees (31.3 percent) and has remained the largest for the past 12 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 26.2 percent in AY18-19.

The largest group of community college administrators was between 58 and 63 years old in AY18-19, which was older than the largest group of all employees. The average age of administrators was 53.2 years old and the median age was 54 years of age (Figure 7-9). The data suggest a trend toward younger administrators, down from 54.1 in AY17-18.

FIGURE 7-7: AGE OF COMMUNITY COLLEGE EMPLOYEES: AY18-19

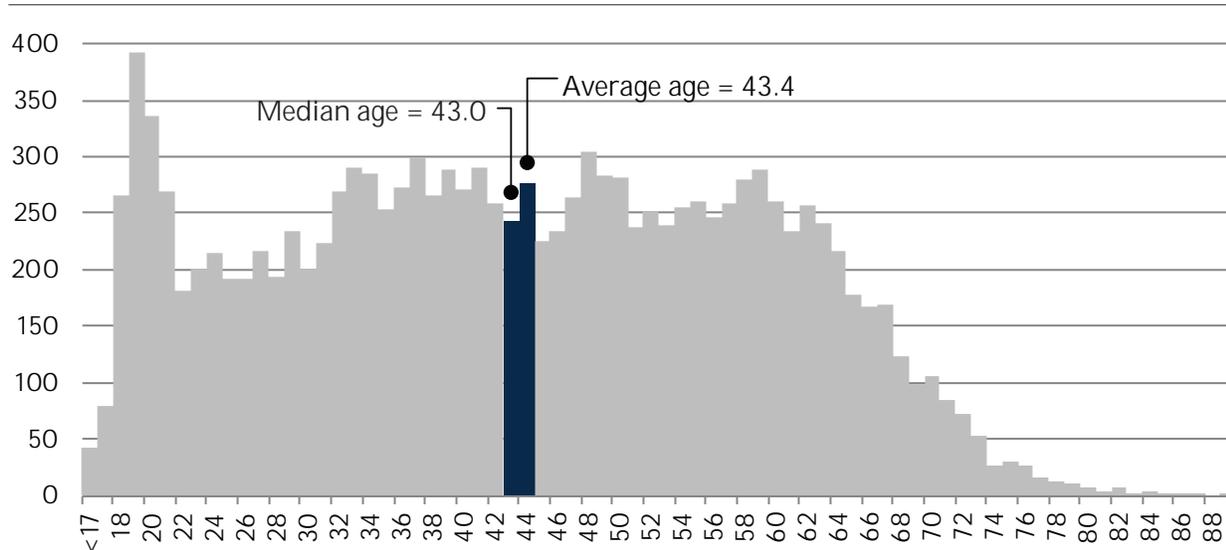


FIGURE 7-8: AVERAGE AND MEDIAN AGE OF FULL-TIME INSTRUCTORS: 2005 - 2019

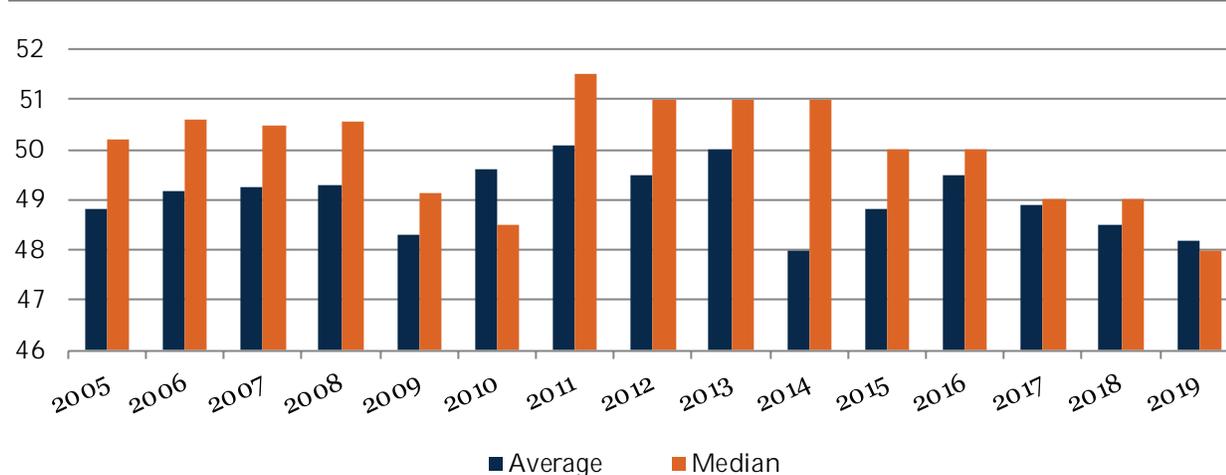
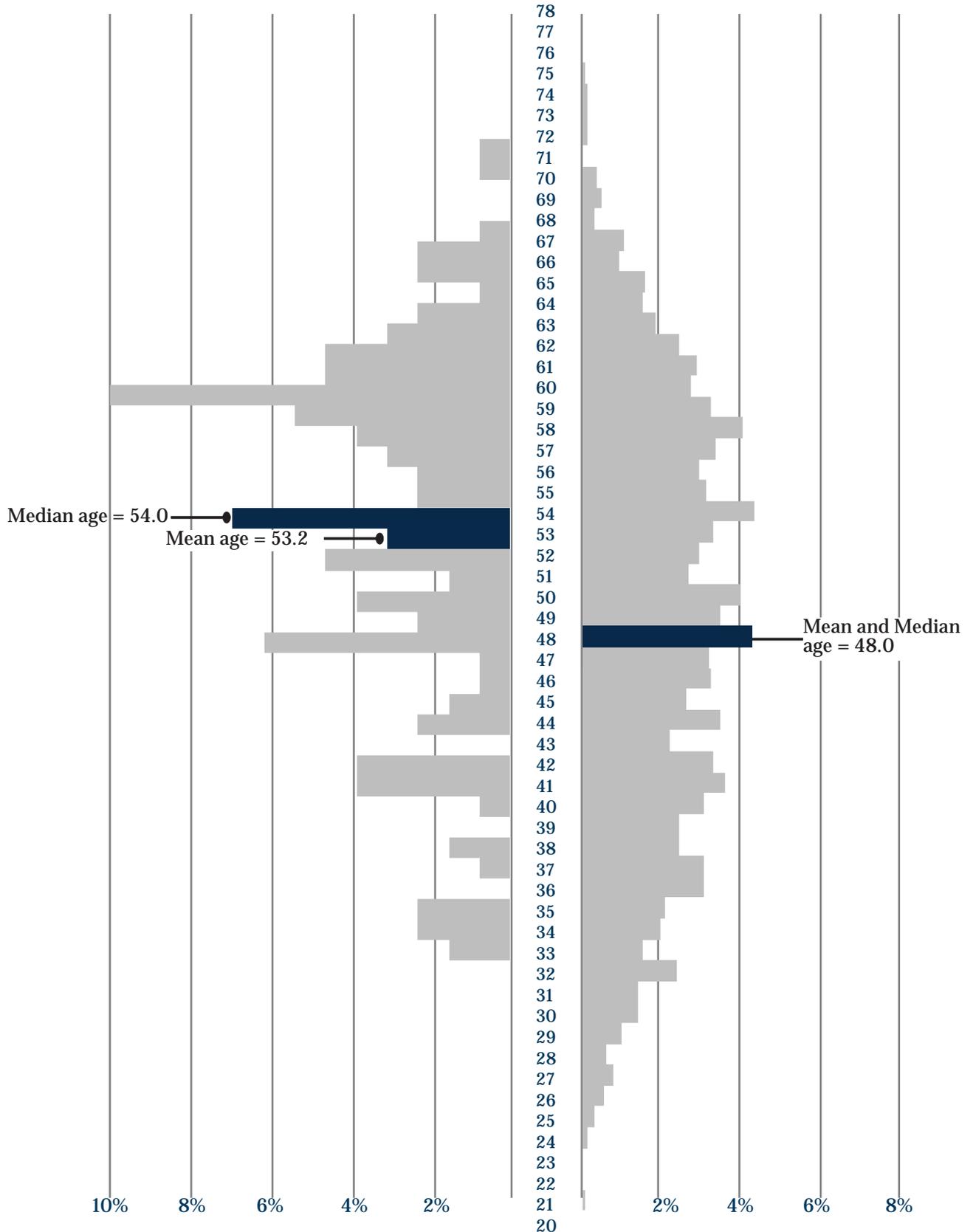


FIGURE 7-9: DISTRIBUTION OF ADMINISTRATORS (LEFT) AND INSTRUCTORS (RIGHT) BY AGE: AY18-19



Iowa community college full-time instructional staff was comprised of ages between 21 and 80, with the mode being 54 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 48.2 in AY18-19. The median age lowered from 49 in AY17-18 to 48 in AY18-19, supporting the notion of progressively younger faculty from a median age of 51 in 2012 (Figures 7-8 and 7-9).

Instructional Staff Salaries

Average salaries for full-time instructional staff, which include salaries for all contract lengths, have increased an average of 2.2 percent annually since 2001 (Figure 7-10). However, the average base salary for a nine-month contract for full-time instructional employees decreased 3.2 percent, from \$60,276 in AY17-18 to \$58,342 in AY18-19.

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 definitions, classification systems and contract periods, among other factors. 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.

NCES also publishes annual data for colleges nationwide and by state. According to their data,



Iowa Lakes Community College

from 1996 through 2017, the average salary steadily increased for Iowa full-time community college instructors. In 2017, 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, the data show 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 - 2019

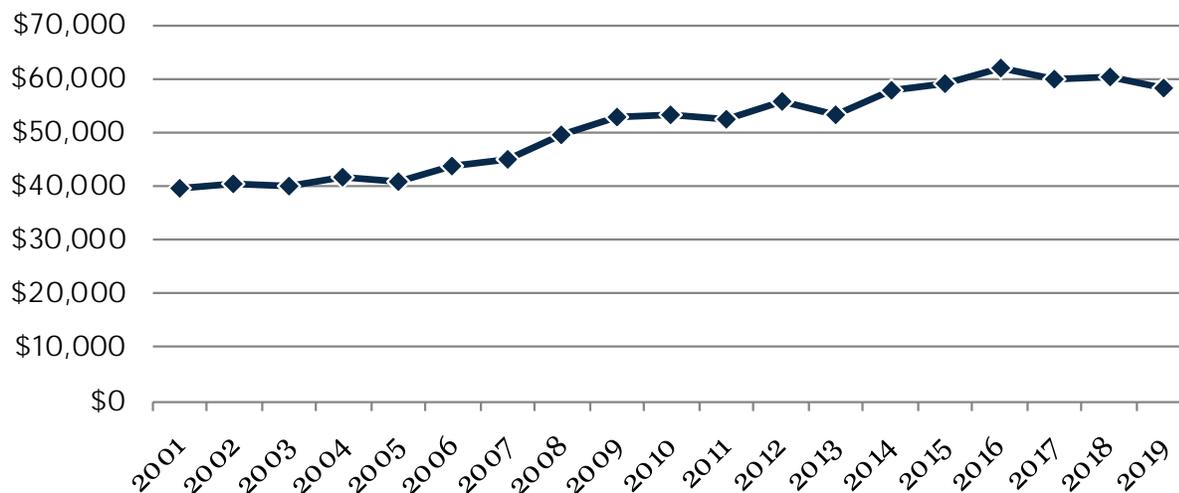
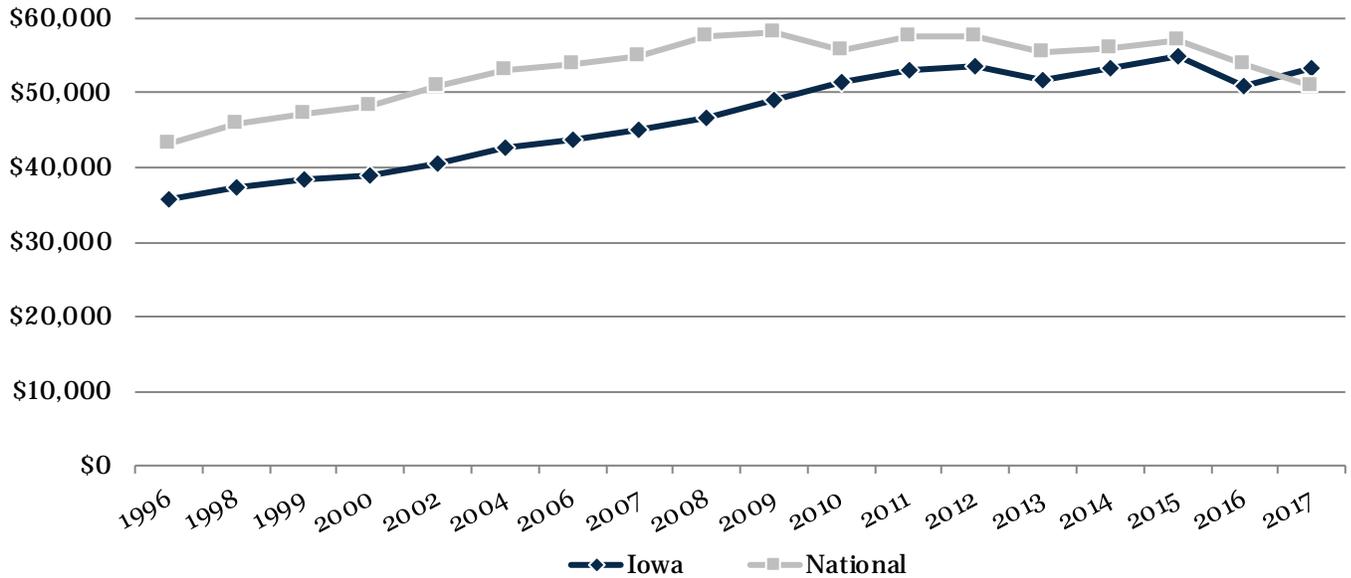


FIGURE 7-11: COMPARISON OF IOWA AND NATIONAL AVERAGE SALARIES FOR FULL-TIME FACULTY MEMBERS: 1996 - 2017*



* Source: The National Center for Educational Statistics (NCES)

FINANCES

Unrestricted General Fund Revenues by Source

From FY18 to FY19, Iowa community college unrestricted general revenues increased \$12,141,643 to a statewide total of \$587,932,017 (Table 7-1), representing a nominal increase of approximately 2.0 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 unrestricted general fund in FY19. Tuition and fees continue to be the leading source of unrestricted general fund revenue, accounting for 51.3 percent of total revenue. State support is the second largest source of revenue at 34.9 percent. In order of proportion, other

FIGURE 7-12: UNRESTRICTED FUND REVENUE BY SOURCE: 2019 (%)

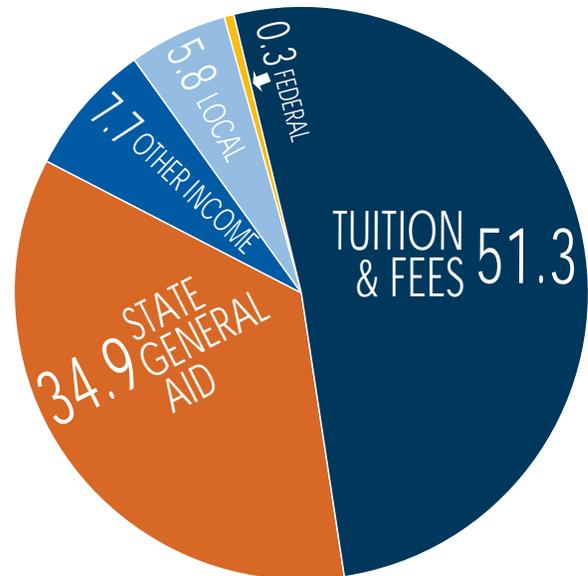


TABLE 7-1: NOMINAL REVENUE TOTALS BY SOURCE 2015 - 2019

| Year | Tuition and Fees (\$) | Local (\$) | State General Aid (\$) | Federal (\$) | Other Income (\$) | Total Revenue (\$) |
|------|-----------------------|------------|------------------------|--------------|-------------------|--------------------|
| 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 |
| 2019 | 301,791,675 | 34,187,508 | 205,346,611 | 1,634,157 | 44,972,066 | 587,932,017 |

income, local support and federal support comprise the remainder of community colleges' unrestricted revenues.

Total revenues adjusted to 2019 dollars (Table 7-2) show an overall increase of 0.06 percent from FY18. Tuition and fees revenue decreased about 0.4 percent from FY18, while revenue from state general aid showed an increase of 0.26 percent.

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 FY19 increased \$11,385,096 from the previous year in nominal terms, an increase of two percent. By category, salaries and benefits increased 1.3 percent, services increased 0.04 percent and materials, supplies and travel increased 4.9 percent. Salaries continue to comprise the majority of community college expenditures at 74.0 percent, while services come in second at 12.8 percent (Figure 7-13).

FIGURE 7-13: UNRESTRICTED FUND EXPENDITURES BY CATEGORY: 2019 (%)

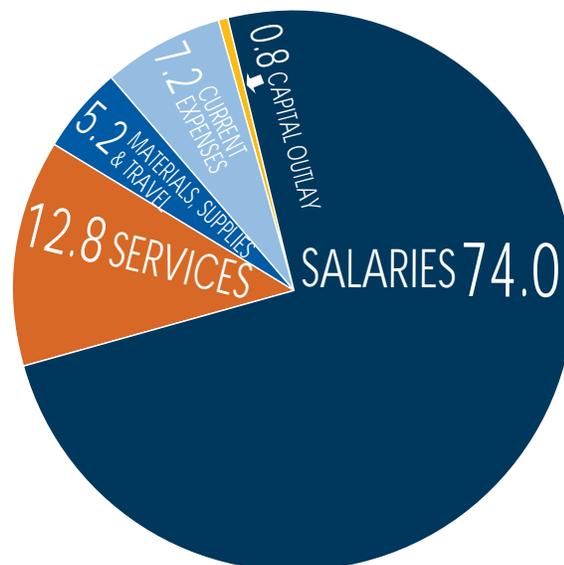


TABLE 7-2: ADJUSTED REVENUE TOTALS BY SOURCE (2019 DOLLARS)

| Year | Tuition and Fees (\$) | Local (\$) | State General Aid (\$) | Federal (\$) | Other Income (\$) | Total Revenue (\$) |
|------|-----------------------|------------|------------------------|--------------|-------------------|--------------------|
| 2015 | 314,890,484 | 31,649,592 | 218,130,052 | 2,372,635 | 36,845,808 | 603,888,571 |
| 2016 | 313,053,164 | 31,947,934 | 214,496,813 | 2,295,811 | 40,554,960 | 602,348,682 |
| 2017 | 307,402,494 | 32,609,863 | 208,066,034 | 2,669,914 | 37,292,784 | 588,041,088 |
| 2018 | 303,109,196 | 33,016,427 | 204,807,618 | 1,883,179 | 44,785,015 | 587,601,435 |
| 2019 | 301,791,675 | 34,187,508 | 205,346,611 | 1,634,157 | 44,972,066 | 587,932,017 |

TABLE 7-3: NOMINAL EXPENDITURE TOTALS BY SOURCE: 2015-2019

| Year | Salaries (\$) | Services (\$) | Materials, Supplies & Travel (\$) | Current Expenses (\$) | Capital Outlay (\$) | Total (\$) |
|------|---------------|---------------|-----------------------------------|-----------------------|---------------------|-------------|
| 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 |
| 2019 | 427,331,192 | 74,017,719 | 29,926,297 | 41,857,682 | 4,544,026 | 577,676,916 |



Expenditure categories are defined as follows:

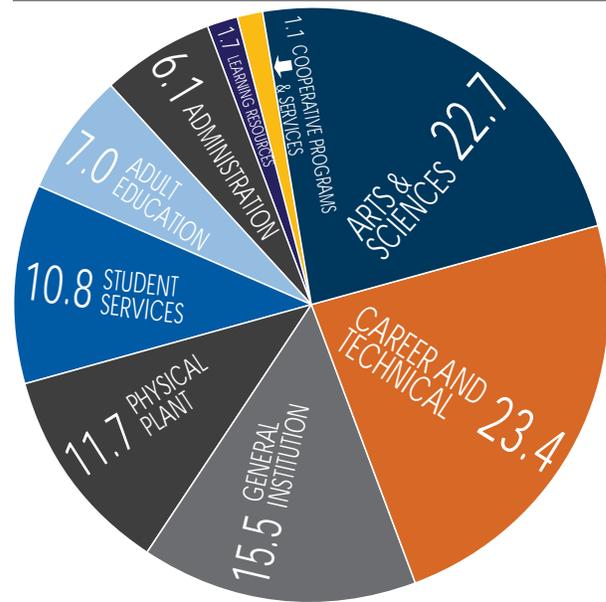
1. **Salaries**—All salaries, including those for administrative, instructional, professional, secretarial/clerical and service staff. Includes other payroll costs, such as fringe benefits and workers' compensation insurance.
2. **Services**—Items such as professional fees, memberships, publications, 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.
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 2019 dollars, decreased from the previous year, down collectively by 0.04 percent (Table 7-4).

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, accounting for 22.7 percent and 23.4 percent of total expenditures, respectively (Figure 7-14). Nominal expenditures for arts and sciences decreased by 1.6 percent and increased 0.6 percent for CTE. However, adjusted for inflation, these expenditures decreased

FIGURE 7-14: UNRESTRICTED FUND EXPENDITURES BY FUNCTION: 2019 (%)



3.6 and 1.4 percent, respectively (Table 7-6 on the following page). The largest drop in expenditures between FY18 and FY19 was associated with cooperative programs and services, which declined 2.2 percent. Other notable increases between FY18 and FY19 include \$2,874,553 for physical plant and \$4,857,454 for general institution (Table 7-5).

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.

TABLE 7-4: ADJUSTED EXPENDITURE TOTALS BY SOURCE (2019 DOLLARS)

| Year | Salaries (\$) | Services (\$) | Materials, Supplies & Travel (\$) | Current Expenses(\$) | Capital Outlay (\$) | Total (\$) |
|------|---------------|---------------|-----------------------------------|----------------------|---------------------|-------------|
| 2015 | 454,427,228 | 80,945,874 | 33,039,423 | 31,219,558 | 1,950,223 | 601,582,306 |
| 2016 | 449,930,553 | 78,289,471 | 31,604,885 | 34,971,670 | 3,475,618 | 598,272,196 |
| 2017 | 443,836,323 | 74,891,493 | 29,146,223 | 34,043,564 | 3,971,891 | 585,889,494 |
| 2018 | 430,484,906 | 75,505,072 | 29,127,149 | 39,705,659 | 3,085,253 | 577,908,039 |
| 2019 | 427,331,192 | 74,017,719 | 29,926,297 | 41,857,682 | 4,544,026 | 577,676,916 |

TABLE 7-5: NOMINAL EXPENDITURE TOTALS BY FUNCTION: 2015 - 2019

| Year | Arts & Science (\$) | Vocational Technical (\$) | Adult Education (\$) | Cooperative Programs/ Services (\$) | Administration (\$) | Student Services (\$) | Learning Resources (\$) | Physical Plant (\$) | General Institution (\$) | Total (\$) |
|------|---------------------|---------------------------|----------------------|-------------------------------------|---------------------|-----------------------|-------------------------|---------------------|--------------------------|-------------|
| 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 |
| 2019 | 131,169,820 | 135,389,815 | 39,777,181 | 6,551,091 | 35,401,830 | 62,301,668 | 9,772,744 | 67,483,016 | 89,745,318 | 577,592,483 |

TABLE 7-6: ADJUSTED EXPENDITURE TOTALS BY FUNCTION (2019 DOLLARS): 2015 - 2019

| Year | Arts & Science (\$) | Vocational Technical (\$) | Adult Education (\$) | Cooperative Programs/ Services (\$) | Administration (\$) | Student Services (\$) | Learning Resources (\$) | Physical Plant (\$) | General Institution (\$) | Total (\$) |
|------|---------------------|---------------------------|----------------------|-------------------------------------|---------------------|-----------------------|-------------------------|---------------------|--------------------------|-------------|
| 2015 | 149,341,365 | 147,281,254 | 44,722,006 | 5,824,640 | 35,686,385 | 59,267,604 | 11,847,522 | 65,329,069 | 82,282,461 | 601,582,306 |
| 2016 | 146,785,177 | 145,082,891 | 42,866,992 | 6,822,008 | 36,529,266 | 60,905,562 | 11,410,757 | 64,291,036 | 83,578,505 | 598,272,195 |
| 2017 | 142,194,477 | 141,166,349 | 41,462,615 | 6,929,230 | 34,715,522 | 61,726,485 | 10,935,564 | 62,704,040 | 84,055,212 | 585,889,494 |
| 2018 | 136,060,506 | 137,284,741 | 39,854,235 | 6,834,317 | 34,873,657 | 61,922,793 | 9,941,859 | 65,933,762 | 86,629,150 | 579,335,019 |
| 2019 | 131,169,820 | 135,389,815 | 39,777,181 | 6,551,091 | 35,401,830 | 62,301,668 | 9,772,744 | 67,483,016 | 89,745,318 | 577,592,483 |



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 (Iowa Industrial New Jobs Training) and Chapter 260F (Iowa 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.
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.



North Iowa Area Community College

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., FY17 enrollments are used to calculate FY19 SGA). Twenty-four (24) credit semester hours, or 600 non-credit contact hours, equal one FTEE.

Total FTEE for FY19 was 79,739, which represents a decrease of 2.3 percent from the previous year (Table 7-7).

TABLE 7-7: ADJUSTED REVENUE AND EXPENDITURES/FTEE (2019 DOLLARS)

| Year | Revenue (\$) | Expenditures (\$) | FTEE Total (\$) | Revenue/FTEE (\$) | Expenditures/FTEE (\$) |
|------|--------------|-------------------|-----------------|-------------------|------------------------|
| 2015 | 591,750,131 | 589,490,223 | 88,619 | 6,677 | 6,652 |
| 2016 | 590,241,195 | 586,246,647 | 93,551 | 6,309 | 6,267 |
| 2017 | 576,221,190 | 574,112,844 | 83,389 | 6,910 | 6,885 |
| 2018 | 575,790,374 | 566,291,820 | 81,627 | 7,054 | 6,938 |
| 2019 | 587,932,017 | 577,676,916 | 79,739 | 7,373 | 7,245 |



State General Aid (SGA)

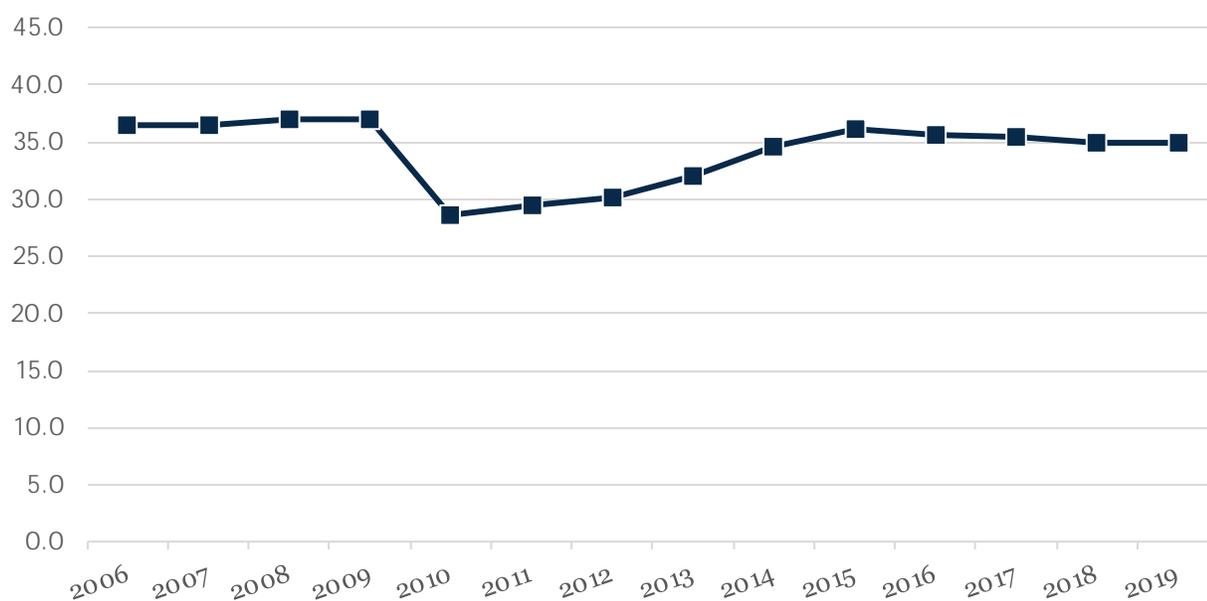
Fiscal year 2019 SGA was \$205,346,511, an increase of just over \$500,000 when compared to FY18. (Table 7-8). As a percent of total revenue in inflation adjusted dollars, state general aid constitutes about 35 percent of total revenue.

Figure 7-15 depicts the changes in the percentage of total revenue in adjusted dollars over the last 14 years.

TABLE 7-8: STATE GENERAL AID (SGA) TOTALS (2019 DOLLARS)

| Year | Adjusted SGA Amount (\$) | FTEE, Number | \$/FTEE |
|------|--------------------------|--------------|---------|
| 2006 | 190,935,002 | 86,614 | 2,204 |
| 2007 | 195,288,058 | 86,247 | 2,264 |
| 2008 | 208,215,175 | 88,495 | 2,353 |
| 2009 | 214,389,316 | 92,349 | 2,322 |
| 2010 | 174,864,050 | 104,811 | 1,668 |
| 2011 | 180,492,678 | 107,251 | 1,683 |
| 2012 | 182,972,663 | 102,504 | 1,785 |
| 2013 | 195,635,024 | 96,696 | 2,023 |
| 2014 | 210,508,469 | 91,075 | 2,311 |
| 2015 | 218,130,052 | 88,619 | 2,461 |
| 2016 | 214,496,813 | 93,551 | 2,293 |
| 2017 | 208,066,034 | 83,389 | 2,495 |
| 2018 | 204,807,618 | 81,627 | 2,509 |
| 2019 | 205,346,611 | 79,739 | 2,575 |

FIGURE 7-15: SGA AS A PERCENT OF REVENUE (2019 DOLLARS): 2006 - 2019





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.

Iowa's community colleges eliminate barriers to higher education and help Iowans find their educational and professional paths. By bridging skills gaps in their communities, they are integral to helping fuel 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, bridging skills gaps, economic growth, community connections 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 age, background, education level or socioeconomic status. To uphold this commitment to open access, Iowa's community colleges expend resources every year to assist and support students who are academically underprepared for college courses. New and innovative approaches to the structure and delivery of developmental education at Iowa's community colleges are helping students build early momentum toward earning credentials. In AY18-19, a total of 9,950 students were enrolled in developmental courses, down from 11,060 in AY17-18.

Iowa's community colleges provide lifelong learning opportunities for Iowa's citizens, from opportunities for high school students to earn college credit to adults in need of upskilling to succeed in the workforce. In AY18-19, 128,624 students enrolled in college credit bearing courses, including 50,587 jointly enrolled high school students; 189,843 individuals participated in noncredit and continuing education programs for personal and professional purposes; and 16,551 individuals enrolled in adult education and literacy (AEL) courses, including adult secondary education and English as a Second Language. In total, Iowa's community colleges educate over half (51.9 percent) of all Iowa residents enrolled in postsecondary institutions in the state.

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. Affordable opportunities are necessary to serve both the current workforce and those in the talent pipeline.

In AY18-19, a total of 28,518 Iowa community college students received federal Pell grants based on their financial need, an indication of their families' inability to pay any or all college costs. While state aid only represented 1.1 percent of all financial aid received by community college students in AY18-19, a total of 7,835 students received over \$9 million through state-funded grants and scholarships. Additionally, 1,179 community college students received assistance through the Gap Tuition Assistance program to help cover the costs of approved continuing education noncredit certificate programs and 2,906 students received educational, personal and career support through the Pathways for Academic Career and Employment (PACE) program.

3. **Pathways to Success**

The community college student population is an increasingly diverse group, with a growing number of non-traditional students who enroll on a part-time basis (less than 24 credit hours per year). 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, based on 2019 [fall enrollment reporting](#), nearly 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 efforts are providing Iowans with equitable access to high-quality programs, work-based learning opportunities and real-world experiences that make learning relevant.

New alternative pathways for Iowans are providing expanded options and flexibility in how students can demonstrate competency to earn a high school equivalency diploma. The new pathways, which are in addition to the state-approved high school equivalency test (HiSET®), are based on the accumulation of secondary credit or the completion of a postsecondary credential equal to or beyond an associate degree. In AY18-19, 1,673 high school equivalency diplomas were awarded, an increase of 11.8 percent over last year.

The state's new Summer College Credit Program is providing greater access to college-credit coursework in career and technical education (CTE) programs by allowing high school students to enroll at an Iowa community college during the summer at no cost. Through this program, high school students can explore careers and start on paths to obtain credentials linked to high-demand fields. 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 public universities to receive a community college credential retroactively, thus boosting credential attainment.



4. **Bridging Skill Gaps**

The strength of Iowa's economy is linked to the strength of its workforce. But many employers across the state say job seekers often don't have the skills and training needed to fill their open positions.

Closing this skills gap is essential to the state's Future Ready Iowa initiative, which calls for 70 percent of Iowans to have education or training beyond high school by 2025 to ensure Iowa's workforce is equipped with the skills and education employers need. Iowa's community colleges are responsive to local employers to ensure there is a talent pipeline of workers available to meet current and future labor needs. In AY18-19 a total of 127,217 students, representing 63.7 percent of all noncredit enrollment, took adult basic and secondary education courses, adult learning, family/individual development or courses designed to enhance their employability or academic success. Health sciences represented the majority of noncredit skill enhancement enrollment at 51.0 percent.

Iowa community colleges are proactive partners, taking a lead role in convening sector partnerships to help identify regional economic and labor needs and engage industry and support partners to develop strategies to address such needs. 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. This work has helped to address critical workforce shortages in high-need fields, including advanced manufacturing, information technology and health science.

5. **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 AY18-19, 43,902 new jobs were pledged through 586 Iowa businesses for training through the Iowa New Jobs Training Program, while a total of 29,299 individuals enrolled in recertification and relicensing coursework required by their occupations.

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 AY18-19, Iowa community college students earned a total of 17,377 associate degrees, certificates and diplomas. Of all awards issued, short-term certificates accounted for 17.7 percent and one-year diplomas accounted for 21.1 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.

6. **Community Connections**

Programs and services provided by Iowa's community colleges transform futures and strengthen local communities. In addition to educational opportunities, community colleges 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 driver improvement and drinking drivers courses and other 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 AY18-19, 2,089 individuals in Iowa's correctional institutions participated in coursework to improve their life, academic and employability skills.



7. **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.



Clockwise from top: Students at Northeast Iowa Community College's Calmar campus, Iowa Lakes Community College, commencement at Marshalltown Community College, part of the Iowa Valley Community College District





**COMMUNITY COLLEGES &
WORKFORCE PREPARATION**