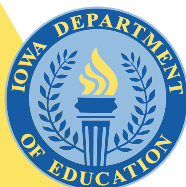




2021

The Annual Condition of

# Iowa's Community Colleges



**COMMUNITY COLLEGES &  
WORKFORCE PREPARATION**

**State of Iowa**  
**Department of Education**  
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Des Moines, IA 50319-0146

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# Acknowledgments

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

Photo: Iowa Central 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 data and information are vital for driving school improvement and preparing students for success. At the college level, data can help administrators, faculty and staff make important programmatic and operational decisions that impact the success of their students. At the state level, data informs policymakers and education professionals 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 - 2021* includes information on academic programs, enrollment, student outcomes and information about the cost of attending and operating Iowa's 15 community colleges. This report is designed to help Iowans understand the many opportunities and services provided by Iowa's 15 community colleges as they strive to meet the needs of their 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 Condition of Community Colleges - 2021* and for your commitment to expanding educational opportunities for all Iowans.

Sincerely,

A handwritten signature in black ink that reads "A. Lebo".

Dr. Ann Lebo  
Director  
Iowa Department of Education

# Executive Summary

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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/](http://www.educateiowa.gov/ccpublications/).

Data highlights of The Annual Condition of Iowa's Community Colleges - 2021 include:

## ENROLLMENT:

- » Credit enrollment decreased 7.9 percent, with 116,979 students taking 1,553,727 credit hours. AY20-21 (2020 fall term through 2021 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:
  - 43.8 percent of enrollees claimed No-POS, of which the vast majority were jointly enrolled students.
  - Arts and Sciences accounted for 24.5 percent of credit enrollees.
  - Career and Technical Education (CTE) accounted for 24.1 percent of enrollees, 35.5 percent of whom were enrolled in Health Sciences.
  - Joint enrollment decreased by 8.8 percent, with 47,262 high school students accounting for 40.4 percent of total enrollees and 25.4 percent of total credit hours. Of these students, 242 earned their associate degrees, 79 earned a diploma and 801 earned certificates simultaneously with their high school diplomas, which represents a 23.7 percent increase in awards conferred since AY19-20.
  - Online semester hours rose 45.4 percent over AY19-20 to 749,663 hours, with 65.8 percent of students taking at least one online course.
  - 5,960 students (5.1 percent) enrolled in developmental education, which is 31.1 percent less than last year. This decrease is primarily due to college efforts to streamline academic skill development as well as enrollment declines due to the COVID-19 pandemic.
- » Noncredit enrollment decreased 3.3 percent with 140,992 individuals participating in 4,347,871 contact hours of instruction. Skill enhancement courses enrolled 84,228 students in AY20-21, the majority of which (53.5 percent) were in Health Sciences.
- » The Adult Education and Literacy (AEL) unduplicated headcount was 10,676 students, representing a 22.9 percent decrease over last year.



## STUDENT DEMOGRAPHICS:

- » The average age of students in credit programs was 21.2 years.
- » Female students accounted for 57.1 percent of total credit enrollment.
- » Minority enrollment decreased for the first time to 23.4 percent (down from a record high 23.7 percent in AY19-20).
- » Jointly enrolled students were more evenly represented by sex (53.6 percent female), but were less racially diverse, than the total credit student body (14.8 versus 23.4 percent, respectively).
- » Female students represented over 63 percent of online credit students, and the average age was 22.5 years.
- » Of all noncredit students, 55.6 percent did not report race/ethnicity. Of the 19.1 percent who self-reported as being a minority, 8.4 percent identified as Hispanic, 6.9 percent as black and 1.7 percent as Asian.

## STUDENT SUCCESS AND COMPLETION:

- » Total credit awards increased 6.6 percent to 17,497 in AY20-21.
- » Slightly more Associate of Applied Science (AAS) degrees were awarded than Associate of Arts (AA), accounting for 27.2 and 26.7 percent of all awards, respectively.
- » Of all CTE awards granted, 38.5 percent were in Health Science.
- » Of the awards earned by minority students, Hispanic students earned 43.3 percent, while black students earned 28.8 percent.
- » In AY20-21, via the Reverse Credit Transfer partnership between Iowa's 15 community colleges, three public universities and the National Student Clearinghouse, the credit information of 1,767 students was sent back to community colleges to fulfill associate degree requirements.
- » By AY20-21, 39.1 percent of the fall 2018 student cohort graduated and 26.5 percent transferred within three years.
- » A total of 42,204 noncredit students received 46,361 awards, the majority of which (79.3 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, 44.4 percent achieved a Measurable Skills Gain in AY19-20.

## COLLEGE COSTS AND AFFORDABILITY:

- » The current (AY21-22) average in-state tuition is \$184.85 per credit hour, representing a 2.8 percent increase over AY20-21.
- » During AY21-22, a full-time Iowa resident will pay between \$5,220.00 and \$6,397.50 for 30 credit hours, **depending upon which community college the student attends.**
- » In AY20-21, Iowa community college students received over \$223.1M in federal aid, \$5.6M in state aid, \$24.3M in institutional aid and \$12.4M in other aid.
- » Iowa Skilled Worker and Job Creation Fund programs provided training and support to:
  - 977 Gap participants who received tuition assistance for noncredit training;
  - 2,697 PACE participants engaged in training activities and
  - 73,175 K-12 students and teachers who engaged in work-based learning opportunities funded through the Iowa Intermediary Network.



Hangar at Iowa Lakes Community College



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# Student-Focused Mission

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

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

## Iowa Code

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

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

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





# 1

## The Evolution of Iowa's Community Colleges

Mission, History and Value

» *“Iowa’s Community Colleges, the largest post-secondary system in Iowa, [further] a sound economy by providing every community member an opportunity and encouraging them to pursue the achievement of their full potential at all stages of their lives.”*

SOURCE: Iowa Association of Community College Trustees

**T**he 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 the largest demographic (40.1 percent) of all Iowa residents enrolled in public or private two- and four-year postsecondary institutions in the state [1], exceeding the national average of 35.6 percent as calculated from the last five years of available data

from the National Center for Education Statistics [2]. In addition, the student body served by Iowa’s community colleges has become increasingly diverse. Students representing racial and ethnic minorities made up 23.4 percent of total enrollment during the 2020-2021 academic year (AY) [3].

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

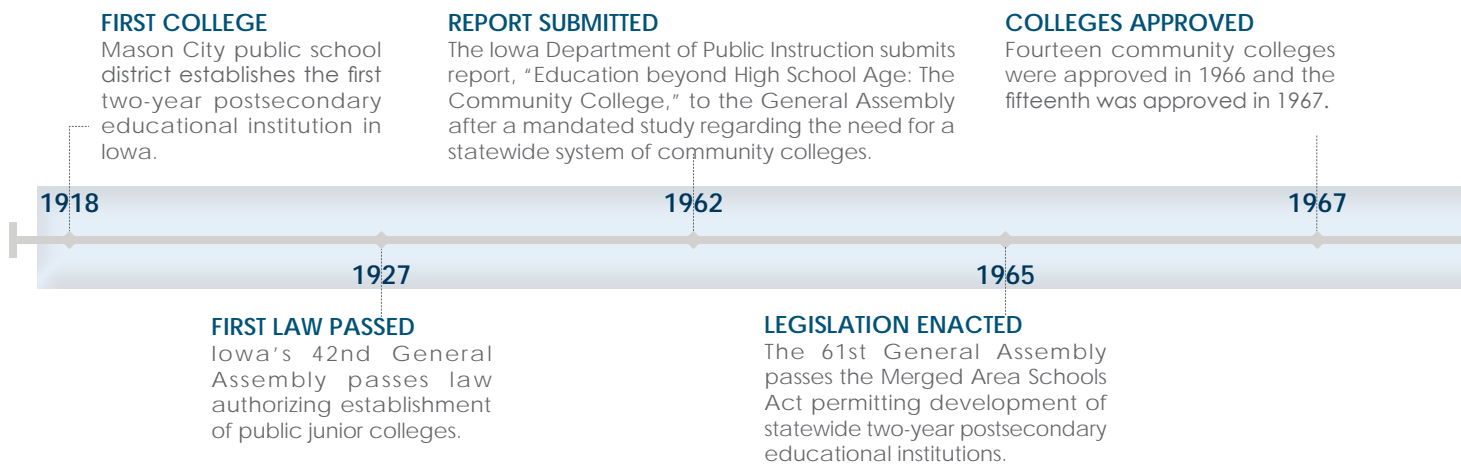
Community colleges have a long and robust history in Iowa, beginning in 1918 when the Mason City public school district established the first two-year postsecondary educational institution in the state. Mason City Junior College proved to be successful and was accredited by the North Central Association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

1983

### 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.

1990

1989

### 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.

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

2016

2013

### 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



North Iowa Area 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.

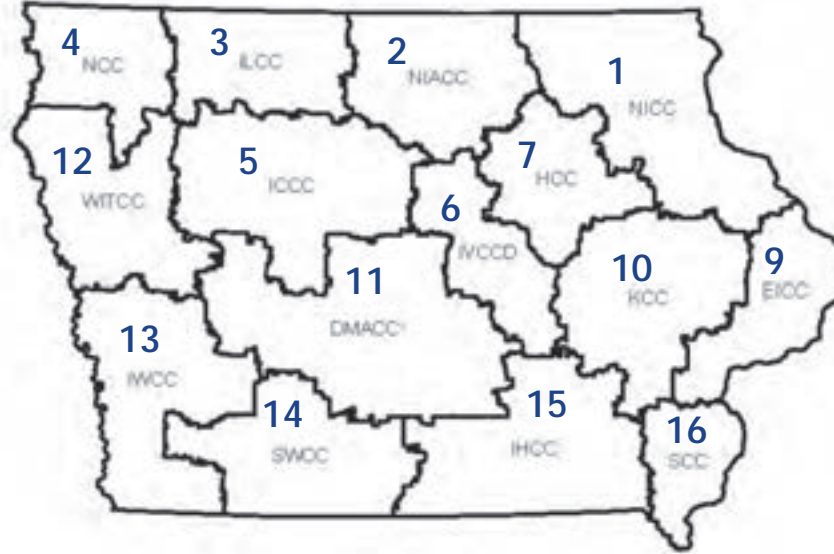
The report recommended an overhaul of the state accreditation process to make it more focused and efficient while reaffirming Iowa's approach to ensuring state standards are met through peer review. Recommendations included removing duplication with the Higher Learning Commission's (HLC) accreditation 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 7<sup>th</sup> 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 [4], 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 [4].

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 [4].

## COVID-19 & 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 adapt to the economic and technical challenges presented by COVID-19 and a changing economy. Though the pandemic made an immediate impact on higher education, community colleges are built to be highly responsive to student needs even as challenges emerge.

Since spring 2020, the colleges have quickly adapted lecture content to online versions so that

students would stay both safe and on schedule with program requirements. Many college faculty were also trained to deliver their course content online for the first time. To help students without internet access, colleges either provided access to college computer labs, or enabled access to college WiFi for students to utilize on or near campus.

The 2020 Governor's Emergency Education Relief (GEER) Fund—a component of the Coronavirus Aid, Relief, and Economic Security (CARES) Act—has been utilized by colleges to increase access to online learning through the purchase of additional laptops, internet hotspots, online learning software and other technology needs. All 15 community colleges received grants from the GEER Fund, and they are utilizing these dollars to meet the needs of students. These funds also support professional development for faculty in online instruction and supplement the state's Gap Tuition Assistance Program, which helps Iowans whose jobs were impacted by the pandemic to enroll in short-term training and credentialing, leading to jobs in high-demand fields, including health care, advanced manufacturing, welding and engineering technology.

In AY2020-2021, the Iowa Department of Education awarded funds to the community colleges that provide student support systems and increase access to college and career opportunities. In partnership with Iowa College Aid, the Department awarded six \$50,000 competitive grants to support 13 college and career transition counselor positions that will serve students in 22 school districts. These counselors will work with high school juniors and seniors and their families by fostering career exploration and the transition to college and career training during high school, the summer after high school graduation and the first year of college or career training. These competitive grants will continue to be awarded to community colleges through 2023. Through the Career Academy Incentive Fund, the Department offered competitive grants to increase access to career academy programs in high-demand fields. In AY20-21, two \$1 million grants were awarded, which will result in two new regional centers that will serve a total of 15 rural school districts.

Iowa's community colleges create valuable learning opportunities that reflect the evolving needs of business and industry. During the current year, work-based learning course opportunities are being reviewed and enhanced within all of the colleges'



programs. Colleges are implementing guided pathway strategies to help all students, especially those who are undecided, to understand career options and requirements. Transfer majors have been developed and adopted by the colleges to help students transfer more discipline courses successfully to universities. From providing affordable education and facilitating open access to supporting students and creating community connections, Iowa's community colleges are prepared to serve the current and future needs of our state.

## References

- [1] Iowa College and University Enrollment Report. (Fall 2020).
- [2] National Center for Education Statistics. [https://nces.ed.gov/programs/digest/d20/tables/dt20\\_303.70.asp](https://nces.ed.gov/programs/digest/d20/tables/dt20_303.70.asp)
- [3] Iowa Department of Education. Fall Enrollment: Iowa Community Colleges. (Fall 2020).
- [4] 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.



*Southeastern Community College Iowa jazz ensemble*





## Programs that Meet Student and Workforce Needs

Secondary CTE Programs, Work-Based Learning, Joint Enrollment, Credit and Noncredit Programs, Upskilling and Retraining 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.**

**W**ith 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.

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 also 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

In today's economy, Iowans need more than a job; they need a career. Careers provide individuals and families with a livable wage and prepare them to follow a pathway for advancement and potential to

further their education. Iowans continue to build the skills necessary to be college and career ready. They realize that education, skill acquisition and training have become necessary to succeed in both postsecondary education and the workforce.

In 2016, the Iowa State Board of Education adopted a new definition of college and career readiness. Iowa students who are college and career ready have acquired the necessary knowledge, skills and strategies to be successful in postsecondary opportunities as demonstrated through multiple sources of evidence, including those generated by students. 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 PROGRAMS

According to the most recent data from AY19-20, the number of secondary career and technical education (CTE) courses in Iowa grew by 1.4 percent to a total of 9,027, with a compound annual growth rate over the five-year period (AY16-AY20) of 2.6 percent. The proportion of college-credit contracted CTE courses also increased steadily. In AY16, these courses only accounted for 23.4 percent of the total secondary CTE courses, whereas in AY20, 30.0 percent of all secondary CTE courses were college-credit contracted courses—a significant growth of approximately 42.0 percent. This growth was related to the size of the school district with larger districts offering more college-credit contracted courses than smaller school districts.

Highlights from the 2021 Condition of Secondary Career and Technical Education Report include the following information from AY16 to AY20:

- » The total number of CTE courses and programs offered and taught held steady, with only minor shifts occurring up or down.
- » Small to medium-sized school districts had growth in the average number of CTE programs offered and taught, whereas the larger school districts had flat or negative growth.
- » The service area with the most CTE programs offered was Applied Science, Technology, Engineering and Manufacturing with 595 programs, representing 33.2 percent of all CTE programs offered in AY20.
- » The Information Solutions service area had the smallest number of CTE programs offered in AY20 at 83 programs; however, the number of programs in this service area had a 16.5 percent compound annual growth rate between AY16 and AY20—the highest growth of any service area.
- » Secondary career and technical student organization (CTSO) membership declined slightly with a total membership of 26,743.

### Joint Enrollment Offering Arrangements

High-quality secondary 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



*Welding student at Des Moines Area Community College*

for college and careers. Each of Iowa's 15 community colleges serves on one of Iowa's established Regional Planning Partnerships (RPPs), which work to improve access to high-quality CTE for all students. As part of the statewide system of RPPs, community colleges work with school districts, area education agencies, representatives of economic and workforce development organizations as well as business and industry to ensure students graduate from high quality CTE programs. 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.

As a result of the work conducted by RPP partners, school districts have more fully developed their career exploration and career guidance plans to better serve students with information about concurrent enrollment opportunities in CTE at the community colleges. The RPPs maintain multi-year plans for ensuring RPP goals are met and produce budget and expenditure plans tied to the multi-year plan. They are also responsible for reviewing all secondary CTE programs over a period of five years using the Department's self-study process. As of AY21, 917 programs have been reviewed and approved, which represents 52.8 percent of operational CTE programs after AY20-21. Programs that are shared with community colleges are no longer subject to the self-study process if they include one or fewer units not awarding college credit since the program



review process is in place at the community college.

### Career Academies

Career academies are career-oriented programs of study that link secondary career and technical education to a postsecondary education program. The career academy concept has three key elements:

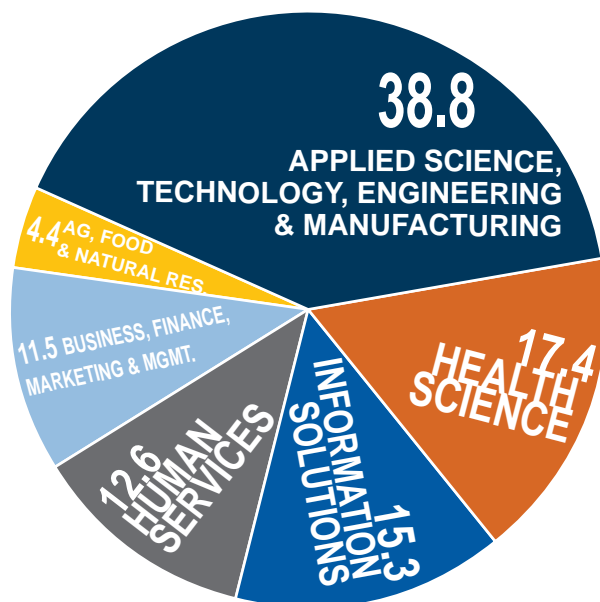
- » A sequence of coursework with a career theme which provides an appropriate foundation for entrance into the postsecondary program;
- » concurrent enrollment coursework where students earn both high school and college credit upon successful completion of community college courses and
- » strong partnerships with employers, school districts, higher education institutions and the community.

Applied Science, Technology, Engineering and Manufacturing was the service area with the most career academy programs offered (71), followed by Health Sciences (32), Information Solutions (28), Human Services (23) and Business, Finance, Marketing and Management (21). Agriculture, Food and Natural Resources was the smallest service area with eight career academy programs being offered within a regional center.



Students at Indian Hills Community College

FIGURE 2-1: CAREER ACADEMY PROGRAMS BY SERVICE AREA (%): AY20-21



### Regional Centers

A regional center is a facility for the delivery of career and technical education programming. Regional centers must provide access to at least four career academy programs and serve either a combined minimum of 120 students from at least two school districts or a minimum of four school districts. In AY20, there were 19 regional centers providing 183 career academy programs to 6,150 high school students from 110 school districts. Among the 19 regional centers, six are located on community college campuses.

The Career Academy Incentive Fund was created through the reauthorization of the Secure an Advanced Vision for Education (SAVE) fund in 2019. It provides targeted grants to support partnerships between school districts and community colleges that expand access to career academy programs with a focus on programming delivered through regional centers. Annually, the Iowa Department of Education awards grants of up to \$1 million for projects that best meet the criteria specified in statute with the number of grants issued based on the amount of available funds and types of applications received.

# Feature Spotlight

## The Iowa Intermediary Network gets innovative with 'Live Events'



"What the Iowa Intermediary Network has done has made the education and business connection easily accessible during the pandemic – and for the future as well." Holly Atha, president and CEO of MBA Research and Curriculum Center



A lightbulb moment of true innovation can happen when you least expect it. It often begins as a way to adapt to a changing environment, but the end result, ultimately, provides a new and much-improved way of doing things.

For the Iowa Intermediary Network, their lightbulb moment grew out of the need to make changes during the COVID-19 pandemic.

“The Iowa Intermediary Network connects industry professionals with classrooms across the state,” said Kristy Volesky, consultant at the Iowa Department of Education. “With the pandemic, planned in-person events were being cancelled, so we knew the method for connecting industry partners with schools and students needed to shift.”

Knowing the potential impact that could be lost during the pandemic due to cancelled events, the Iowa Intermediary Network looked to move to an online platform. Their virtual learning meetings, branded as Live Events, are no-cost opportunities for students and educators to learn more about potential career fields. During a 30-minute Live Events session, industry experts share work experiences that are directly tied to the event standards while providing insight into their current careers. The intermediary who hosts the event is key to ensuring the topics related to the standards are covered while also facilitating questions and comments between the classrooms and the business professionals.

“The Iowa Intermediary Network has made a great transition to virtual work-based learning opportunities during the pandemic to provide equitable access for students and educators across the state,” said Ann Schlapia, Workplace Learning Network coordinator at Southwestern Community College and the Iowa Intermediary Network Chair. “The Live Events align with CTE (Career and Technical Education) standards and have provided a successful connection with Iowa professionals to share their expertise and excitement.”

Topics for the Live Events follow the six CTE service areas: agriculture, food and natural resources; applied science, technology, engineering and manufacturing; business, finance, marketing and management; family and consumer sciences; health science and information solutions.

The transition to the virtual Live Events not only helped reach schools across the state during the pandemic, but it has also improved the way the Iowa Intermediary Network and its coordinators conducted program services overall.

“One of the biggest hurdles we face as a state is equal accessibility to valuable experiential and work-based learning opportunities for students,” said Jessi McQuerrey, director of programs at the Iowa Association of Business and Industry (ABI) Foundation. “The silver lining of this online shift is that it allows us to distribute

these experiences and this knowledge to an even larger audience, particularly those who might not otherwise have this opportunity due to location, travel barriers and so forth.”

By moving learning sessions online, students and educators can more easily connect with businesses that may not be in their local area and thus, can obtain a more uniform experience between the 15 regions of the Iowa Intermediary Network. Live Events can also be downloaded and viewed at one’s convenience, which has been helpful in reaching more students. By March of 2021, 321 teachers had signed up their classes for Live Events sessions, and 276 had requested downloads after the event. Nearly 8,200 students had been impacted by Live Events sessions, and all 15 regions had attendees.

“We have transformed what could have been an extra challenging year and redirected our programming to create more statewide collaboration between our intermediary programs,” said Erin Swancutt, work-based learning program coordinator at Hawkeye Community College. “This has allowed us to expand our relationships with business and industry across the state.”

With these increased connections, businesses also benefit. The Iowa Intermediary Network and the Live Events allow industry leaders to engage students and educators in an entertaining format and get them excited about their field of interest.

“The Iowa Intermediary Network has been great, and the virtual format has worked to reach a lot of viewers at once,” said Brandon Patterson, workforce development at the Home Builders Association of Greater Des Moines and Iowa Skilled Trades. “Students have reached out directly to get more information on how to get into skilled trades, such as electrical, HVAC, carpentry, heavy operators and linemen work. We’ve helped them look into work-based learning opportunities like internships, registered apprenticeships and summer jobs as well as guide them on what additional education they may need after high school.”

“These events really provide that introductory exposure to future careers, and the goal is really to share a wide swath of careers and job opportunities with students so they can more efficiently find their passion,” said Joe Murphy, executive director of the Iowa Business Council. “We hope that as students participate in these introductory events, they will dig deeper in the career fields that may interest them in the future. Providing this link is literally spurring our economic growth potential into the future.”

The success of the Live Events may be moving outside of Iowa, too. Other states are looking into the possibility of replicating Iowa’s winning formula to reach their classrooms and connect participants to business industry leaders.



## WORK-BASED LEARNING

Work-based learning experiences are designed to help students meet specific learning objectives. By providing work-based learning experiences for students to see the connection between classroom content and careers, work-based learning helps students make informed decisions about their career goals so they leave high school prepared for additional training or employment in their career of interest.

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 Iowa Intermediary Network. This funding was awarded to 15 regional intermediary networks who use the funds to develop and expand work-based learning opportunities for elementary, middle school and high school students within their respective regions.

The 15 regional Intermediary Networks serve as one-stop contact points for their respective regions to provide information on work-based learning opportunities and better prepare students to make informed postsecondary and career decisions. By connecting the education system to industry, the 15 regional networks make it possible for 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.

In academic year (AY) 2020-2021, the Iowa



*Student at Northeast Iowa Community College*

### WORK-BASED LEARNING PARTICIPATION

STUDENTS PARTICIPATED

**71,342**

IN WORK SITE EXPERIENCES  
(DUPLICATED)

EDUCATORS PARTICIPATED

**1,833**

IN WORK SITE CORE SERVICES  
(DUPLICATED)

TABLE 2-1: WORK-BASED LEARNING EXPERIENCES

Work-Based Learning Experiences	
Internships	289
Job Shadowing	3,206
Student Tours	3,612
Classroom Speakers	14,693
Career Fairs	9,911
Mock Interviews	2,705
Financial Literacy Fairs	5,140
Other Regional Experiences	14,824
Statewide Career Events	16,962
Educator Experiences	1,833
<b>Total All Participants (Duplicated)</b>	<b>73,175</b>



Intermediary Network engaged with 2,267 industry partners, and the number of these partnerships continues to grow. Through these connections, students and educators are able to experience career-focused activities, such as worksite tours, job shadows and hands-on career events. Intermediaries work with educators to help place students in local internships and provide educators access to learning opportunities in career fairs, professional development and externships. Student experiences are arranged according to each student’s interest areas, as identified through their Individual Career and Academic Plan (ICAP), which students begin in the eighth grade and update every year in grades 9-12.

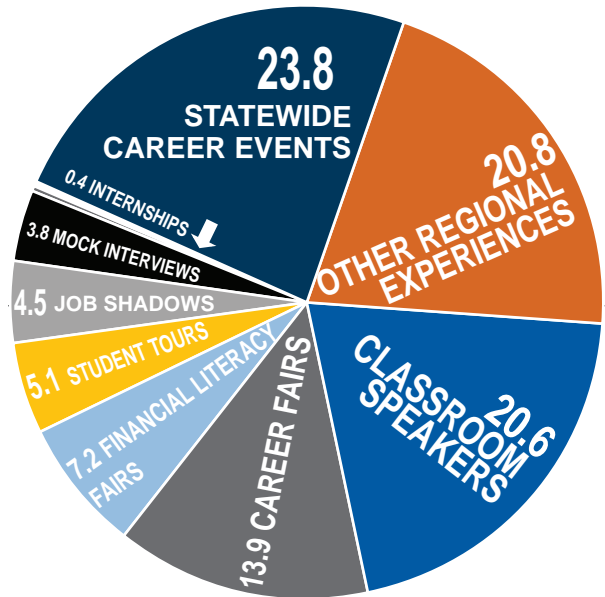
Relationships have been developed regionally with schools to meet student needs in a number of work-based learning experiences. In AY 2020-2021, the Iowa Intermediary Networks worked closely with school district personnel to set up 54,380 regional in-person and virtual work-based learning experiences. In addition, the Iowa Intermediary Networks collaborated with industry partners to



create 16,962 statewide virtual work-based learning events for a total of 71,342 student work-based learning experiences. Educators also received work-based learning experiences, and their participation numbers remained strong, with 1,833 educators engaging in AY 2020-2021. Table 2-1 shows the total of all work-based learning experiences provided to students and educators in AY 2020-2021 and Figure 2-2 shows the breakdown of experiences provided to students by type.

During AY 2020-2021 many school districts were grappling with daily challenges associated with the COVID-19 pandemic, which led to a shift in how districts engaged students and educators to work-

FIGURE 2-2: CORE SERVICES BY TYPE (%): AY20-21



based learning experiences. The Iowa Intermediary Network developed virtual programming to meet the work-based learning needs of Iowa’s students and educators which led to 16,962 virtual student career experiences and 1,327 virtual educator career experiences. The virtual programming allowed for greater participation by eliminating common barriers to accessing career exploration due to limited transportation and limited local industry. The virtual programming also allowed for community college participation with the added convenience of no cost and on-demand industry connections.

Statewide focus has also been placed on generating consistent work-based learning course content in all programs in community colleges. These courses are offered across a spectrum of experiences, starting from career exploration and employability skills and culminating in job shadowing, project-based experiences and internships. Each community college has analyzed how the courses can fit within their Career and Technical Education (CTE) and transfer programs and are at various stages in their local curriculum processes for rolling out the courses within their colleges. The common work-based learning course numbering system allows for collaboration among colleges to encourage a systematic integration of work-based learning for students.

## JOINT ENROLLMENT

Joint enrollment, which provides the opportunity for students to earn college credit while still in high school, accounts for 40.4 percent of total community college credit enrollment and over 25.4 percent of total credit hours.

Iowa is one of 49 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 that was passed in 2008, which 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

47,297

DOWN SINCE AY19-20

↓ 7.6%

PSEO

0

DOWN SINCE AY19-20

↓ 100%

TUITION

1,378

DOWN SINCE AY19-20

↓ 1.8%



Student at Ellsworth Community College - Iowa Valley Community College District

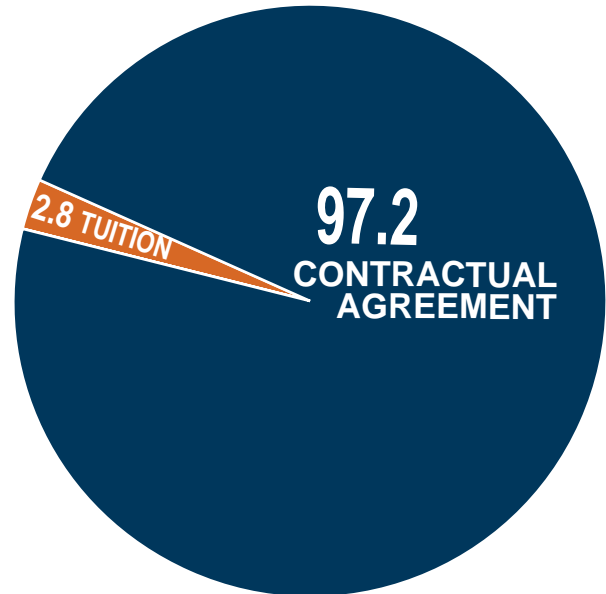
levels. Some programs, such as PSEO and concurrent enrollment, require that credit be issued at each level, while other joint enrollment opportunities, such as independent tuition-paying students, have no such requirement.



## Joint Enrollment Offering Arrangements

In AY20-21, contracted courses had the largest enrollment of the three types of joint enrollment offering arrangements, accounting for 97.2 percent of jointly enrolled students (Figure 2-3). Enrollment in these contracted courses decreased 7.6 percent from the previous year to 47,297 students. PSEO, which accounted for zero percent of joint enrollment, experienced an enrollment decrease of 100 percent from AY19-20. Presumably the drop in PSEO enrollment can be attributed to a continued shift in enrollment away from the program to concurrent enrollment, largely driven by statutory changes impacting the program beginning in AY17-18. Enrollment of tuition-paying students decreased 1.8 percent from the previous year to 1,378 students.

FIGURE 2-3: CREDIT JOINT ENROLLMENT BY OFFERING ARRANGEMENT (%)



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



*Students study fluid power in the high demand Industrial Automation program at Hawkeye Community College*

## 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 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 AY20-21, 27.0 percent of Iowa community college students were enrolled in A&S programs (down from 27.2 percent in AY19-20), and 24.1 percent were enrolled in CTE programs (up from 22.5 percent in AY19-20). About 43.8 percent of students took classes without selecting a program of study (down from 46.2 percent in AY19-20). Of the remaining students, 3.4 percent were in multiple programs, while 1.8 percent completed an Associate of General Studies (AGS) award.

CTE programs culminate in Associate of Applied Arts (AAA), Associate of Applied Science (AAS) and



Student at Western Iowa Tech Community College

### CREDIT PROGRAMS

NUMBER OF CTE  
AWARD OPTIONS

**1,330**  
OFFERED STATEWIDE

INCREASE IN NUMBER OF  
CTE AWARD OPTIONS

**↑ 10**  
MORE AWARD OPTIONS THAN AY19-20

NUMBER OF NEW  
PROGRAMS

**14**  
STARTED IN AY20-21

LARGEST CTE AWARD OPTION:

**ASSOCIATE OF  
APPLIED SCIENCE**

41.1 PERCENT OF ALL CTE AWARD OPTIONS IN AY20-21

TOTAL TRANSFER  
MAJORS APPROVED

**237**

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.

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 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 of their programs to fit the stringent criteria of the APS degree. Iowa community colleges offer CTE programs within the 16 National Career Clusters® (Figure 2-4), each representing a distinct grouping of occupations and industries based on the knowledge and skills required for employment.

In AY20-21, there were 1,330 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 547 AAS, six AAA and three APS degree programs, as well as the 384 diplomas and 390 certificates available to Iowa community college students in AY20-21. Figure 2-5 on the following page lists the most popular CTE programs offered from August 15, 2020, to August 14, 2021 at the state level. Program details and communication between the colleges and Department consultants are archived for easy

» In AY20-21, Iowa's community colleges offered 1,330 CTE program degree, diploma and certificate options to prepare students for employment or further postsecondary education.

FIGURE 2-4: NATIONAL CAREER CLUSTERS®

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

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	ASCO	APS	Diploma	Certificate	Total CTE	Transfer Majors
Northeast Iowa	0	30	0	0	21	9	60	17
North Iowa Area	0	28	0	0	20	21	69	14
Iowa Lakes	0	35	0	0	22	2	59	8
Northwest Iowa	0	22	0	0	15	13	50	19
Iowa Central	2	38	0	2	24	21	87	27
Iowa Valley	0	34	0	1	28	15	78	14
Hawkeye	3	32	0	0	18	9	62	15
Eastern Iowa	0	45	0	0	31	41	117	17
Kirkwood	0	58	0	0	34	34	126	12
Des Moines Area	0	70	0	0	44	95	209	17
Western Iowa Tech	0	36	0	0	46	45	127	20
Iowa Western	0	35	0	0	28	30	93	8
Southwestern	1	18	0	0	9	7	35	16
Indian Hills	0	42	0	0	30	25	97	20
Southeastern	0	24	0	0	14	23	61	13
<b>Total</b>	<b>6</b>	<b>547</b>	<b>0</b>	<b>3</b>	<b>384</b>	<b>390</b>	<b>1,330</b>	<b>237</b>

Note: Numbers include both standalone programs and program options. AAA = Associate of Applied Arts; AAS = Associate of Applied Sciences; ASCO = Associate of Sciences-Career Option (discontinued); APS = Associate of Professional Studies

Source: Iowa Department of Education, Division of Community Colleges, CurricUNET CTE Program Database.

**FIGURE 2-5: MOST POPULAR CTE PROGRAMS OFFERED BY IOWA COMMUNITY COLLEGES**

<p><b>Offered By All 15 Community Colleges</b></p> <ul style="list-style-type: none"> <li>Accounting/Bookkeeping</li> <li>Agriculture (Business, Equine, Horticulture, Production, Supplies, etc.)</li> <li>Automobile/Automotive Mechanics Technology</li> <li>Construction Trades (Carpentry, Electrician, Plumbing, HVAC, etc.)</li> <li>Industrial Technology (Electronics, Mechanics, Maintenance, Repairers)</li> <li>Information Technology (Programming, Web Design, Networking, etc.)</li> <li>Licensed Practical Nurse Training</li> <li>Registered Nursing</li> <li>Welding Technology/Welder</li> </ul> <p><b>Offered By At Least 10 Community Colleges</b></p> <ul style="list-style-type: none"> <li>Autobody/Collision and Repair Technology</li> <li>Administrative Assistant and Secretarial Science</li> <li>Business Administration and Management</li> <li>Child Care Provider/Assistant</li> <li>Criminal Justice (Corrections, Police and Fire Science, Cyber Forensics)</li> <li>Emergency Medical Technology (EMT Paramedic)</li> <li>Engineering Technology (Electrical, Mechanical, Robotics, etc.)</li> <li>Health Care (Administration, Clinical/Medical Assistant, Records, etc.)</li> <li>Machine Tool Technology/Machinist</li> <li>Mechanics Technology (Diesel, Aircraft, Motorcycle Maintenance)</li> <li>Medical Technology (Respiratory Care, Surgical, Diagnostic, Radiology)</li> <li>Retail Sales, Distribution, Marketing Operations</li> </ul>
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access and reporting. The state curriculum website is available to the public at <https://www.iowastics.com> and provides access to information regarding courses and CTE programs offered by each of Iowa’s community colleges.

When 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. The winning vendor in 2020 determined that they could not meet the state and college curriculum needs and removed themselves from the contract. The new RFP in 2021 was won by QCI out of West Des Moines, Iowa and they developed the State of Iowa Curriculum System (STICS) during the past year to meet the state’s curricular work needs.

## New Credit CTE Programs

Over the five-year period from 2017 to 2021, Department consultants approved an average of 16.4 new CTE programs annually for Iowa’s community colleges. AY20-21 reduced the previous trend with 14 new program proposals. These 14 new programs resulted in 25 new award options at seven community colleges. Table 2-3 provides a listing of the specific programs approved for implementation in AY20-21. These 14 new programs spanned eight of the 16 national Career Clusters®. Figure 2-5 provides the percentage distribution of these new programs by national Career Cluster®.

## Maintaining an Accurate CTE Program Database

In addition to developing and submitting new programs for approval, Iowa community colleges may request program deactivation, modifications to active programs or changes to active programs’ classification or state codes. The latter may involve Classification of Instructional Program (CIP) changes that Department consultants review 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, if necessary, to properly classify programs in accordance with their career focus and instructional or delivery attributes.

The largest award types offered are two-year degrees (556), followed by one-year diplomas (384) and certificates (390). The 556 two-year associate degrees (AAA, AAS and APS) range from 60 to 86 credits, include at least 15 general education credits from three disciplines (communication, social studies/humanities and science/math) and include at least 50 percent technical core coursework. The 384 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 390 certificate programs range from one to 48 technical credits with no general education requirement.

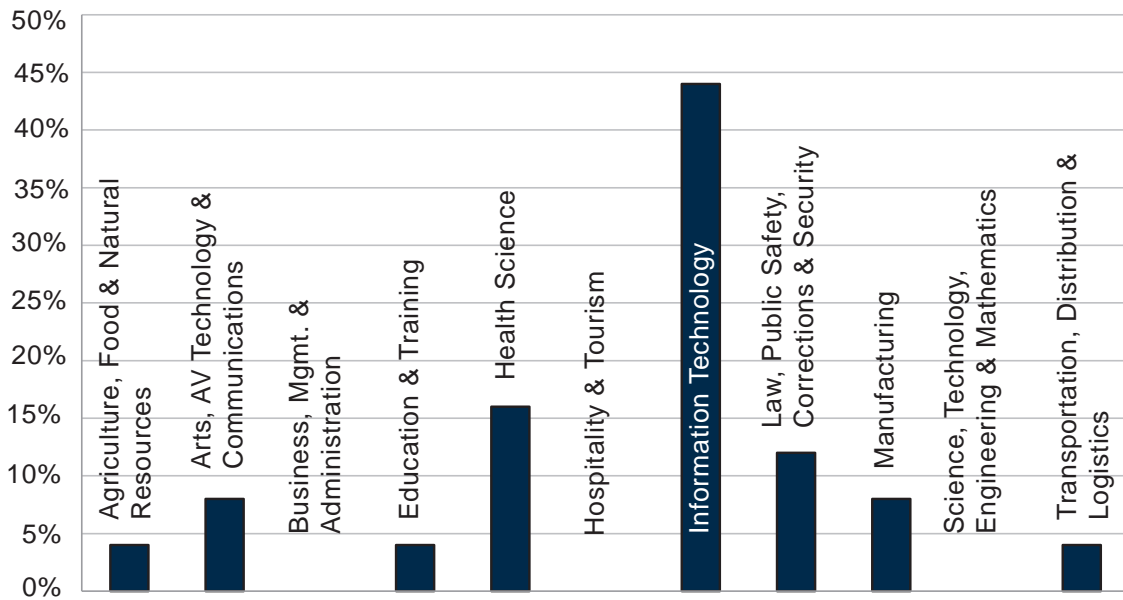


**TABLE 2-3: NEW CTE PROGRAMS IMPLEMENTED IN AY20-21 (NEWEST TO OLDEST)**

College	Local Program Title	Award Types	National Career Clusters
SWCC	Nurse Assisting	Certificate	Health Science
IVCCD	Pre-Veterinary Medicine	APS	Agriculture, Food, and Natural Resources
SCC	IT Management	AAS (2), Diploma (2)	Information Technology
IWCC	Web Design and Development	AAS, Diploma, Certificate	Information Technology
IWCC	Cybersecurity Technology	AAS, Diploma, Certificate	Information Technology
IWCC	Industrial Engineering Technology	AAS, Diploma	Manufacturing
SWCC	Early Childhood Education	Certificate	Education and Training
NICC	Data Analytics	Certificate	Information Technology
EICC	Criminal Justice	AAS, Diploma, Certificate	Law, Public Safety, Corrections, & Security
NICC	Avionics Electronic Technology	Diploma	Transportation, Distribution, and Logistics
IVCCD	Graphic Design	AAS	Arts, A/V Technology, and Communication
DMACC	Acting	Certificate	Arts, A/V Technology, and Communication
NIACC	Respiratory Therapist (Shared with HCC)	AAS	Health Science
DMACC	Surgical Technology	AAS, Diploma	Health Science

NOTE: Table represents programs approved for implementation in Fall 2020, Spring 2021 or Summer 2021

**FIGURE 2-6: NEW CTE PROGRAMS BY NATIONAL CAREER CLUSTER®: AY20-21**





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 reports that indicate areas of noncompliance for which they can submit program modifications to correct compliance issues.

## Course Management System Activity

In addition to the 14 new program proposals that were completed and submitted to the Department for approval in AY20-21, Iowa’s community colleges completed 17 Notice of Intent proposals to offer new programs, 272 program modifications, 40 program deactivations and 25 CIP/ITSO\* reclassifications. These 368 proposals represented a 27.4 percent decrease in program requests submitted as compared to AY19-20.

The volume of annual programmatic requests has been much greater than in the years prior to statewide usage of 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 AY19-20, 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. In AY19-20, an additional 20 transfer major disciplines were convened, vetted and approved with a few more in the works for the upcoming year. In AY20-21, an additional 3 transfer major disciplines (Human and Family Services, Engineering and Computer Science) were added.

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, 237 transfer majors (within the twenty-seven discipline areas) were approved at 15 community colleges for student enrollment. As additional transfer major programs are reviewed and approved by the Department, colleges will be able to market and transcript additional transfer majors in the upcoming year. In AY20-21, 3,768 transfer major student enrollments were documented in the MIS system and in the preliminary fall 2021 data; 3,841 transfer major enrollments were also documented. The number breakdowns of the 237 approved transfer major programs in 2020-21 for each college are included in Table 2-2 on page 21. Preliminary transfer major award data can be found in the student success section starting on page 67.

\* 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 2-7) and included 251,587 courses in AY20-21, a decrease of 1.3 percent from the previous year.

The "Enhance Employability/Academic Success" category had the highest enrollment with 77,062 students taking courses (54.3 percent of all noncredit enrollment); however, if adult basic and secondary education, adult learning and family/individual

## NONCREDIT PROGRAMS

NUMBER OF  
NONCREDIT COURSES

**251,587**

OFFERED IN AY20-21

DECREASE IN NUMBER OF  
COURSES

**3,272**

FEWER COURSES FROM AY19-20

LARGEST NONCREDIT CATEGORY

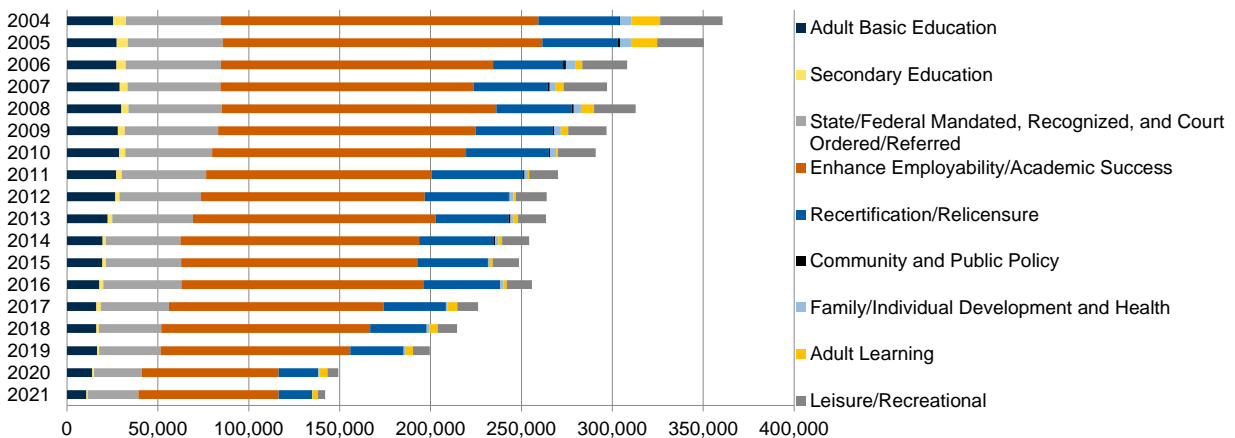
**EMPLOYABILITY AND  
ACADEMIC SUCCESS**

54.3% OF ALL ENROLLMENT IN AY20-21

development were included in the definition of enhancing students' employability and academic success, this would total 64.0 percent of noncredit enrollment in AY20-21.

The next largest category of noncredit enrollment in AY20-21 was for state or federally mandated, recognized, court-ordered or referred courses (19.7 percent of all noncredit enrollment). For more information on the state and federally mandated programs, see State and Federally Mandated Programs on page 107 of Section 6. Courses that were designed for recertification and licensure represented 13.0 percent of all noncredit enrollment in AY20-21.

FIGURE 2-7: 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.

### 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 40 million adults struggle with basic literacy and 63 million lack basic math skills. In Iowa, an estimated 156,481 adults, age 25 and older, lack a high school diploma or its equivalent. Nearly a quarter (20.1 percent) of these Iowans currently live in poverty [8].

### ADULT EDUCATION AND LITERACY (AEL) PROGRAMS

The federal and state 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), 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

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



*Student of the auto collision program at Eastern Iowa Community College*



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.

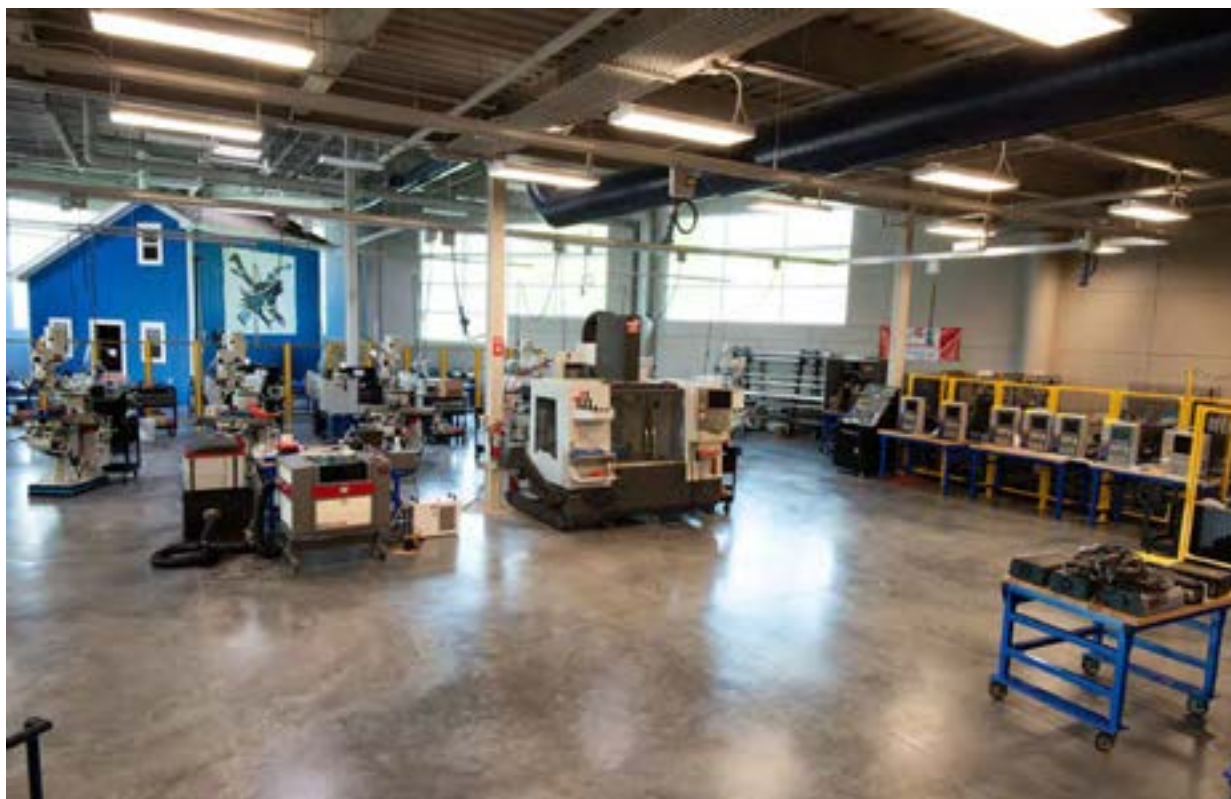
ABE and ESL levels of instruction are classified in the community college management information system (MIS) as Basic Skills, Developmental and Remedial Education, High School Equivalency Program and Second Language Learning.



Students of the auto tech program at Kirkwood Community College

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*Robotics lab at Iowa Western Community College*





# 3 College Admission and Enrollment

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

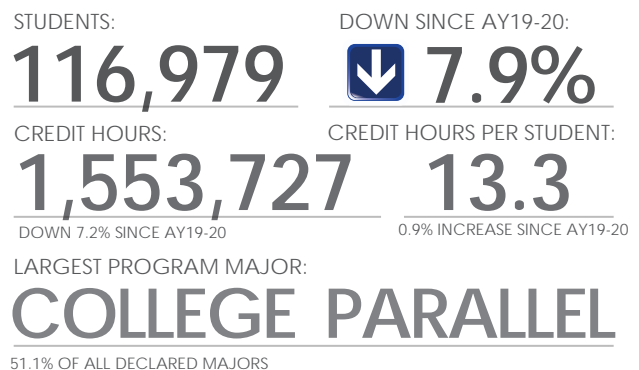
Iowa’s community colleges are equipped to serve an increasingly diverse population of students of all ages, backgrounds, life experiences and levels of academic preparation, the majority of whom are Iowa residents.

**C**ommunity 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 and had a meteoric rise in AY20-21 due to the COVID-19 pandemic.

Community colleges will continue to play a significant role in the economic recovery of the pandemic 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 in recent years 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



## CREDIT ENROLLMENT

There were 116,979 students enrolled in credit programs in AY20-21, an unprecedented decline of 7.9 percent from the previous academic year. This enrollment figure includes students who enrolled in the 2020 fall term through the 2021 summer term. Since 2012, there has been an average annual decline of 2.8 percent in credit enrollment (Figure 3-1). Credit hours also decreased to 1,553,727, representing a 7.2 percent decline since last year. This decrease in credit hours did not impact the course load taken per student this year significantly; in fact, it increased by 0.9 percent to 13.3 credit hours, on average (Figure 3-2).

FIGURE 3-1: ANNUAL CREDIT ENROLLMENT: 1997 - 2021

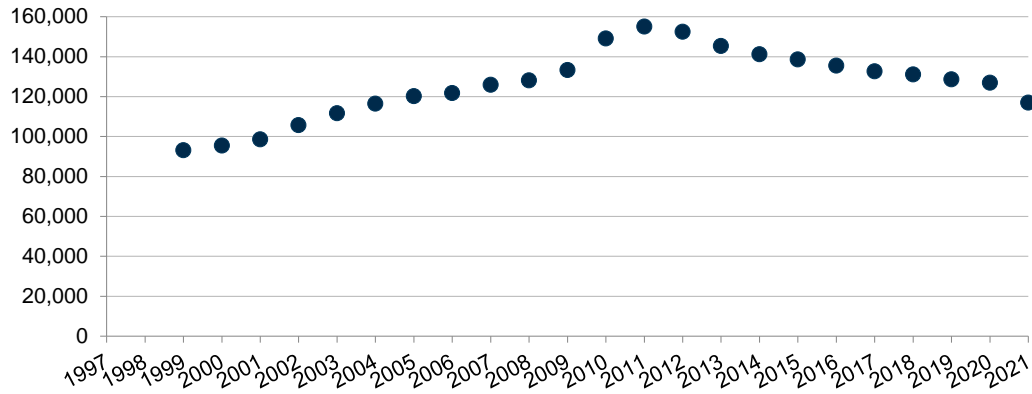
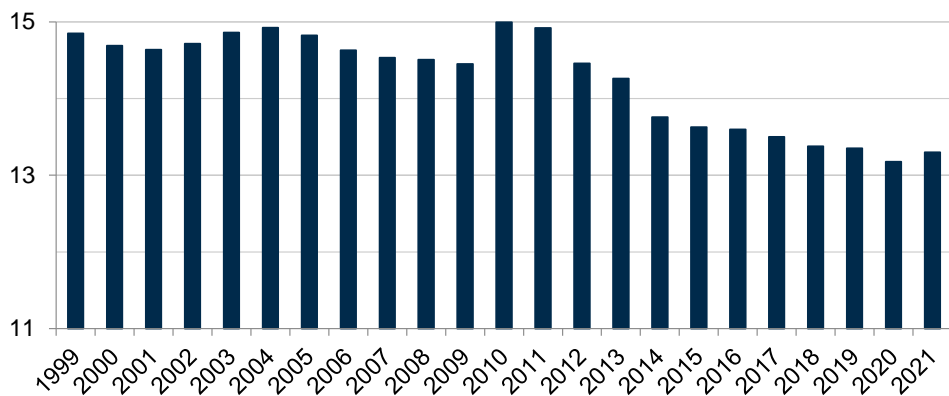
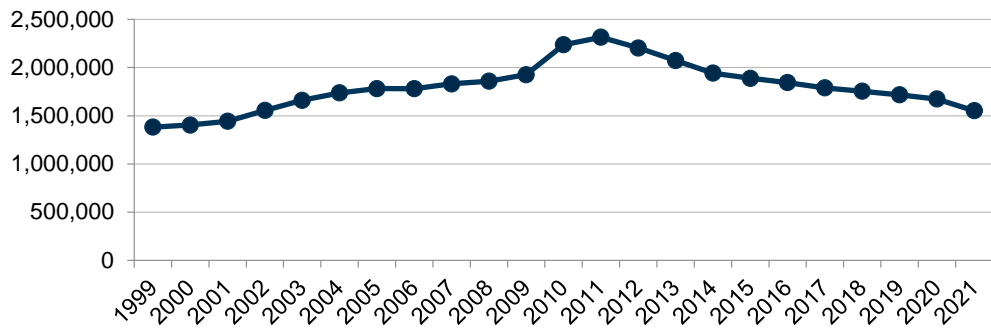


FIGURE 3-2: ANNUAL SEMESTER HOURS (TOP)  
AND AVERAGE SEMESTER HOURS PER STUDENT (BOTTOM): 1999 - 2021

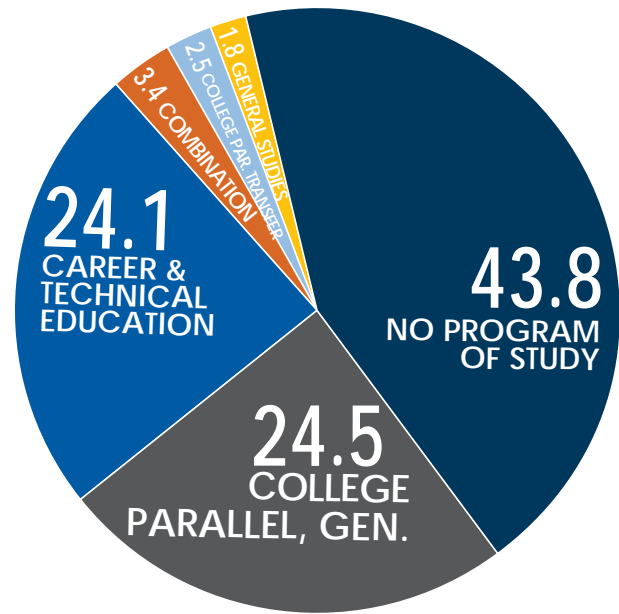


AY20-21 data reporting provided a more precise picture of the programs in which students enrolled, including two types of college parallel (General and Transfer Major), career and technical education (CTE), general studies (GS), more than one program type and no program of study (POS) categories.

» Nearly half of all students enrolled in credit courses at Iowa’s community colleges during AY20-21 had not declared a program of study.

During AY20-21, 43.8 percent of enrollees had not declared a POS, 24.5 percent of students declared general college parallel (arts and science) as their POS, 2.5 percent enrolled in newly introduced transfer major (direct articulation with specific POS in four-year universities) college parallel programs,

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.

24.1 percent enrolled in CTE programs, 1.8 percent of students were in GS and 3.4 percent were enrolled in more than one type of POS (Figure 3-3).

Of the students who declared only one type of POS, general college parallel programs designed to transfer to four-year colleges and universities accounted for 46.3 percent. College parallel transfer major programs accounted for 4.8 percent. CTE and GS accounted for 45.5 and 3.3 percent, respectively. A total of 28,643 students were enrolled in general college parallel programs, 2,965 were enrolled in transfer major college parallel programs, 28,149 in CTE programs, 2,049 in GS and 3,971 in more than one type of program. As stated above, the majority of enrollees in AY20-21 took credit courses under no POS. Of the no POS students, the vast majority were jointly enrolled high school students. These students predominantly enrolled in arts and science courses intended to transfer.

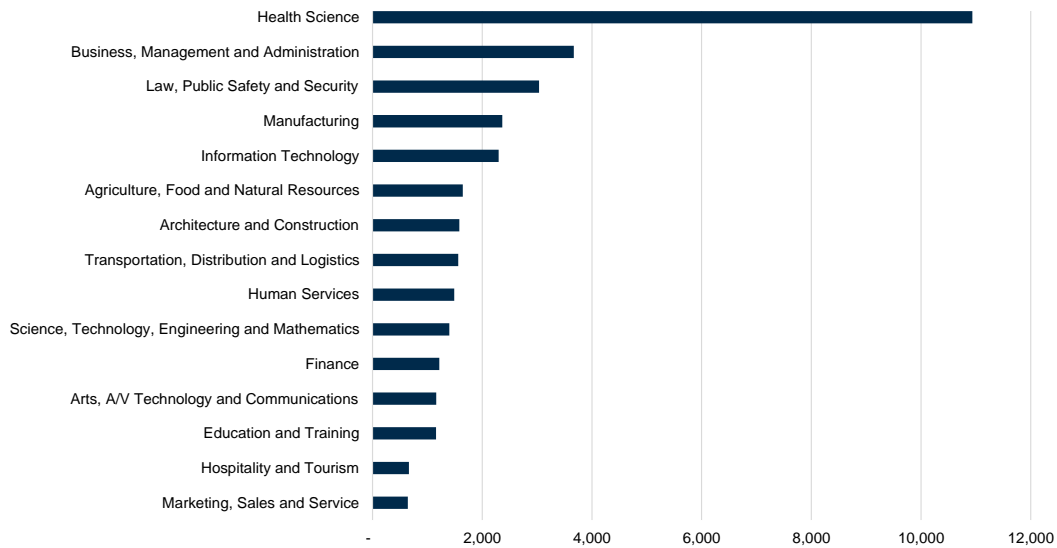
A total of 28,149 students were enrolled exclusively

in CTE programs in AY20-21, down 1.7 percent from 28,631 students last year (unduplicated count). In the context of federal career clusters, Health Science remained the largest CTE program with 11,014 students comprising 35.5 percent of all CTE enrollments\*, followed by Business Management and Administration with 2,814 students comprising 9.1 percent and Law, Public Safety and Security with 2,491 students comprising 8.0 percent (Figure 3-4). Eight of the CTE career clusters demonstrated from 1.1 percent to 15.7 percent decline due to an introduction of an array of non-CTE transfer major programs. For example, AY19-20 prompted a rapid decrease of CTE Science, Technology, Engineering and Mathematics (STEM) enrollment, and in AY 2020-21, STEM programs dropped an additional 5.5 percent as STEM moved to non-CTE programs; however, Education and Training program enrollment continued its rapid increase by 35.1 percent; Marketing, Sales and Service





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



program enrollments increased by 9.7 percent and Architecture and Construction increased by 8.1 percent.

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. The quoted numbers represent only CTE programs and do not include Liberal Arts and Science programs.

### 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 AY20-21, the average age of community college students was 21.2 years. Female students accounted for 57.1 percent of enrollment. Minority enrollment decreased 0.3 percent for the first time in race/ethnicity data tracking to 23.4 percent.

Since the community college management information system (MIS) was established in FY99, female students 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, with female students in slightly higher percentages for community colleges: 57/43 and 41/59, respectively (2020). Female students have outnumbered male students 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 complete data (all 2019) from the National Center for Educational Statistics (NCES), 36.8 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 15.5. Iowa was also higher in students under 20 years old.

Compared to four-year public universities nationwide, community colleges tend to serve an older population; however, Iowa community college serves more students under traditional college age than nationwide four-year public institutions. Fall 2019 NCES data indicated that Iowa community college students of traditional college age (under 25 years of age) comprised 82.2 percent of all enrollments, while in four-year public institutions, the same category comprised 72.8 percent. Outside of Iowa, community colleges served 68.4 percent of students under 25 years of age. 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



FIGURE 3-5 : CREDIT STUDENT AGE, NATIONAL COMPARISON 2019

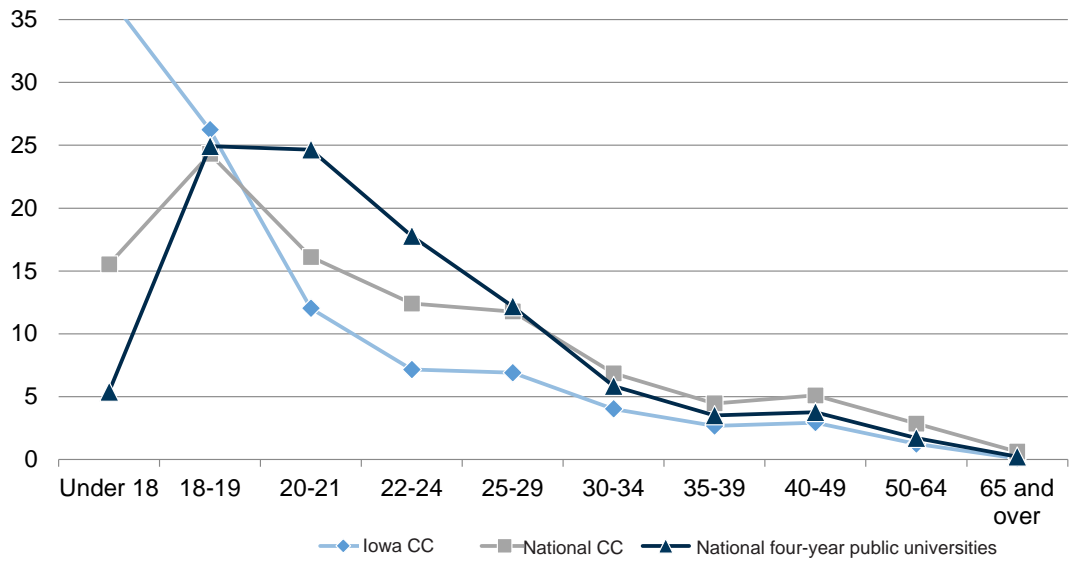
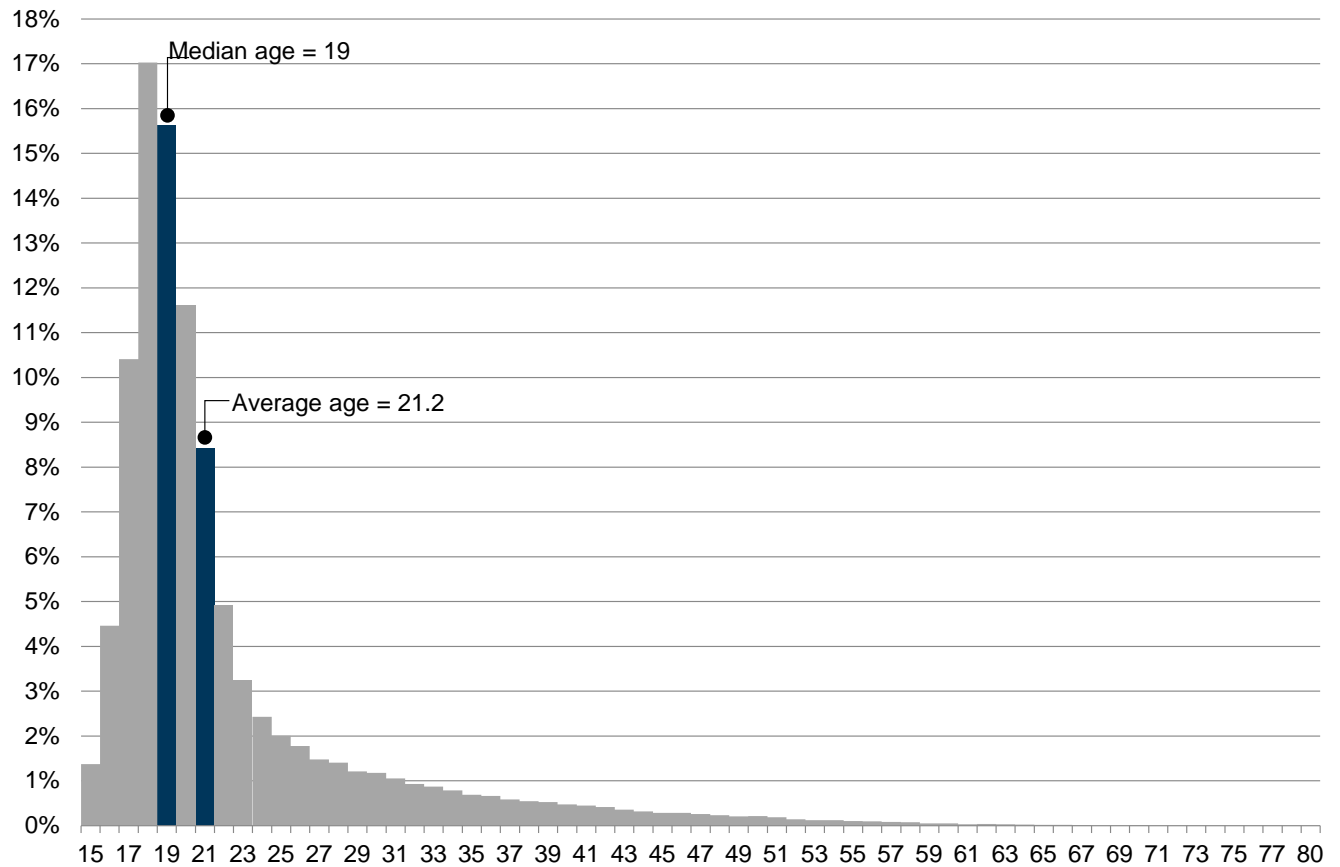
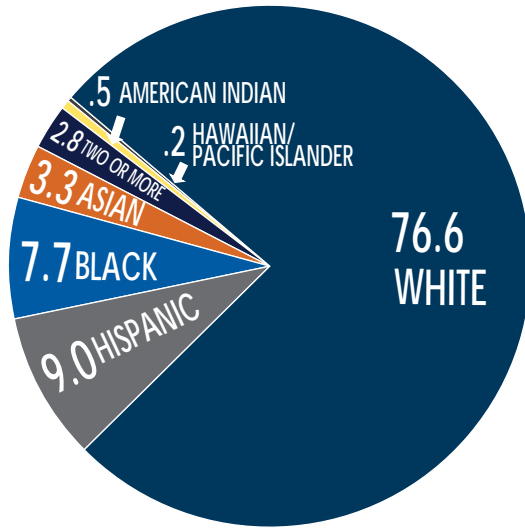


FIGURE 3-6: CREDIT STUDENT AGE: AY20-21



**FIGURE 3-7: CREDIT STUDENT ETHNICITY: AY20-21**



enrolled high school students who earn college credit at Iowa’s community colleges. For example, 33.3 percent (38,949) of all enrollees in AY20-21 were age 18 or younger. Overall, 81.5 percent (95,371) of all enrollees in AY20-21 credit programs were under the age of 25.

Though AY20-21 presents an exception, student diversity at Iowa community colleges continues to rise. In 2007, only 10.6 percent of students represented racial or ethnic minorities. In AY19-20, this percentage increased to a record high of 23.7 percent, but in AY20-21 it dropped to 23.4 percent (Figure 3-7). In 2010, the Department changed its reporting methods for race, allowing students to identify themselves under multiple racial or ethnic categories. In AY20-21, 2.8 percent of all students reported their race/ethnicity as multiracial, which accounted for 11.7 percent of all reported minority

students. Of the students reporting a single race, white students comprised the majority (76.6 percent), followed by Hispanic students (9.0 percent), black students (7.7 percent), Asian students (3.3 percent), American Indian students (0.5 percent) and Hawaiian/ Pacific Islander students (0.2 percent) (Figure 3-8).

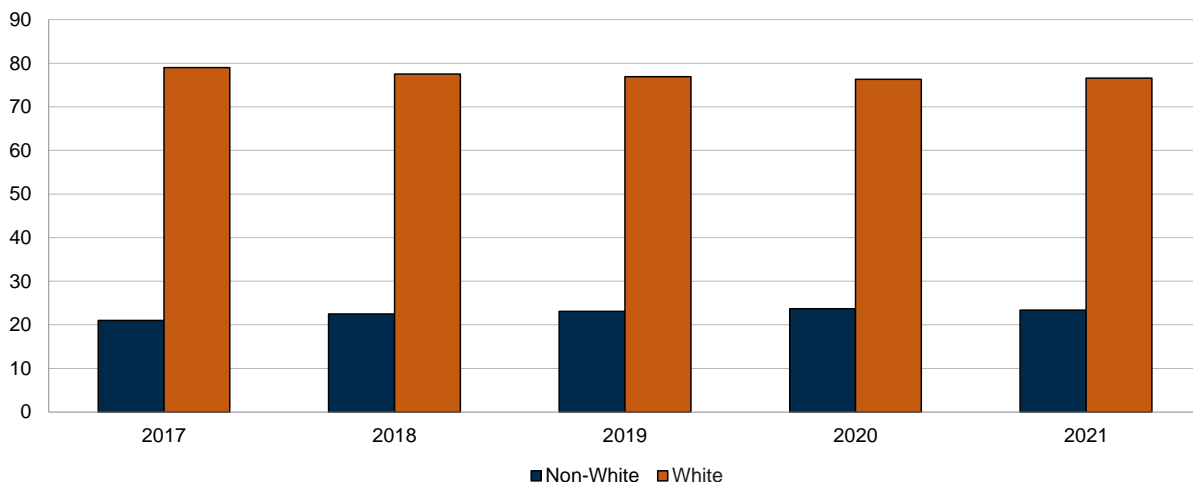
Nationally, community college minority student enrollment varied, ranging from 9.5 percent in West Virginia, to 63.0 percent in Florida, with a nationwide average of 41.1 percent (2020).\* Although the percentage of racial/ethnic minority students is relatively low at Iowa community colleges, the colleges enrolled a higher percentage of minority students than other states when compared to the ethnicity of each state’s population.

The U.S. Census Bureau (2020) estimated 14.7 percent of Iowans, 15 years of age or older, were nonwhite. Of that group, 8.1 percent were enrolled in Iowa community colleges in AY19-20, 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 12 years, followed by Wyoming (7.8 percent) and Kansas (6.8 percent) (Figure 3-9).

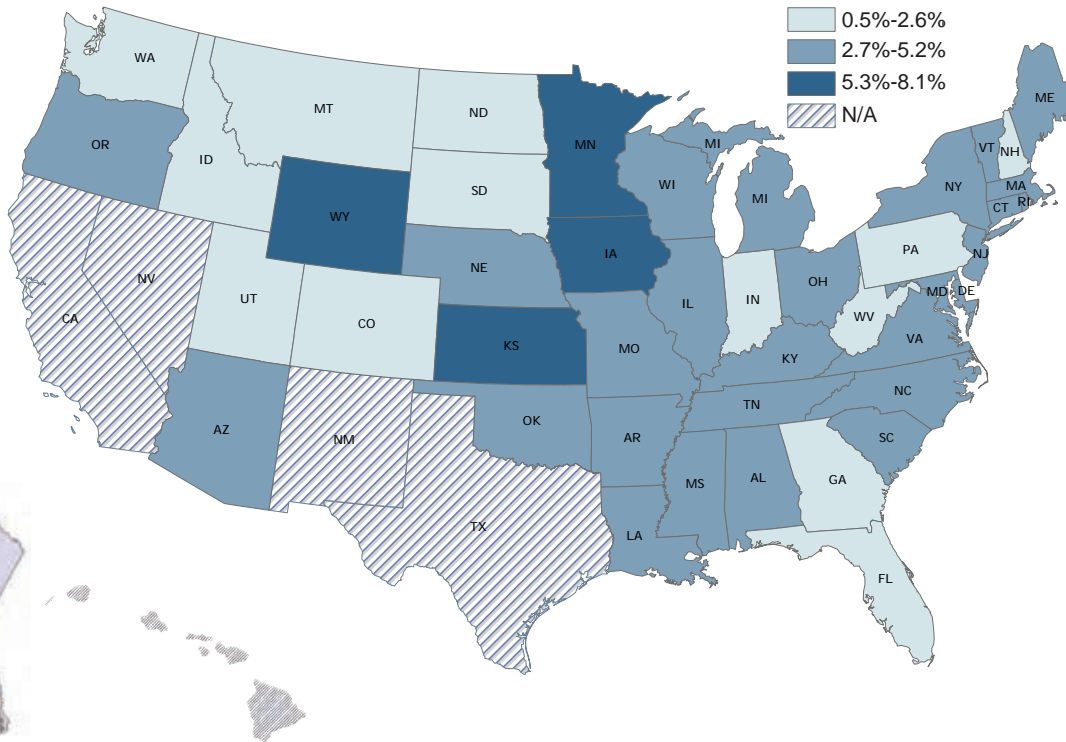
### Student Residency

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.

**FIGURE 3-8 : PERCENTAGE OF RACIAL/ETHNIC MINORITY STUDENTS: 2017 - 2021**



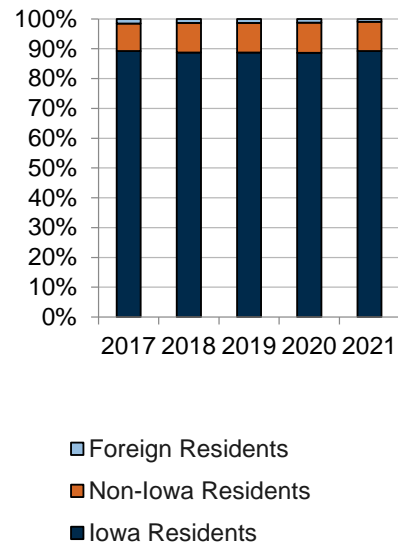
**FIGURE 3-9: PENETRATION RATE\* OF ETHNIC/RACIAL MINORITY STUDENTS IN U.S. TWO-YEAR PUBLIC COLLEGES: 2019**



\* "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.

In AY20-21, Iowa residents made up 89.2 percent of Iowa community college enrollment, non-Iowa residents made up 9.9 percent and the remaining 0.9 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 10.1 percent in AY19-20 (annual average growth of 4.2 percent), but dropped by 0.2 percent due to COVID-19 pandemic restrictions. The number of foreign residents in Iowa community colleges remains low, even though it shows 0.9 percent average annual decline for the past decade—again, due to COVID-19 pandemic restriction—dropping from over 1.2 percent in AY19-20 to 0.9 percent in AY20-21 (Figure 3-10). The NCES reported that Iowa’s 1.4 percent foreign nationals was above the national community college average of 1.2 percent in 2020 (the latest data available). These percentages vary from zero in New Hampshire to 4.7 in Washington [3].

**FIGURE 3-10: RESIDENCY STATUS OF CREDIT STUDENTS: 2017 - 2021**

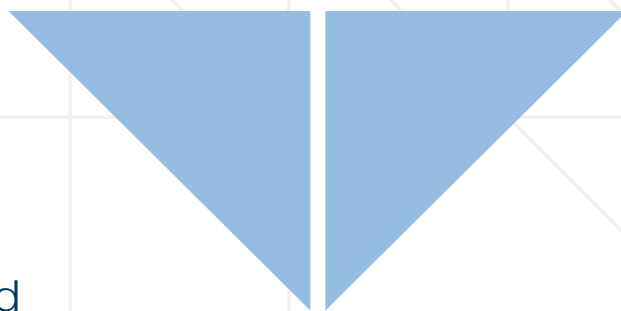


# Feature Spotlight

## Online learning platform is 'IDEAL' for adult learners



The IDEAL Initiative responds to student needs by providing high-quality, standards-driven courses that can be delivered online and customized to add area-specific content to address regional demands and the needs of participants



The adoption of technology into our daily lives has been transformative. In many cases, things are now faster, more engaging and more efficient, and as a result, additional opportunities have emerged for accessibility, growth and success. For education and training in Iowa, use of technology is a key component for reaching and inspiring students – especially adult learners – across the state.

The Iowa Distance Education Adult Literacy (IDEAL) project is an upcoming, exciting example of how community college educators are taking advantage of technology to reach more adult learners. Initiated in the summer of 2020 by a task force commissioned by the Iowa Association of Community College Presidents, IDEAL was developed to provide high-quality, teacher-led master courses statewide via an online learning platform.

“In the past two years, adult learners have dramatically increased their participation in learning online,” said Elizabeth Johnson, consultant at the Iowa Department of Education. “It shows that an online platform is a viable option for reaching adults.”

IDEAL targets adult learners interested in high school equivalency courses as well as those looking to find additional employment skills training, such as career readiness and interview tactics. Online learning for adults can truly open doors and provide more options for obtaining additional workplace and academic skills.

“I always say that if the traditional classroom had been a good fit for all learners, there wouldn’t be such a need for the high school equivalency programs,” said Juline Albert, vice president of learning at Western Iowa Tech Community College. “Our learners are working multiple jobs, raising children and trying to earn a high school equivalency or strengthen their English skills. We must provide alternatives to the traditional classroom setting if we intend to guide our students to success.”

IDEAL aims to provide many advantages for adult learners. Students will have the opportunity to access courses even if a community college campus is not located near their residence. Courses will be available as synchronous, live classes as well as asynchronous downloads, so students have the flexibility and choice for what is best for their schedules and preferences. This flexibility makes learning more appealing and can help motivate success. Online courses will also help build digital literacy for students, which is a valuable skill for today’s workforce.

“There’s always been discussion about how we can reach individuals who don’t have the means to attend in person due to job schedules, lack of transportation or having to prioritize making a living over education,” said Scott Schneider, dean of adult learning at Eastern

Iowa Community Colleges. “Being able to provide a mix of options, including online, is something we need to do to reach all of the people who want our services.”

Through a partnership with Iowa Community College Online Consortium, IDEAL will use Canvas, an online learning management system, as the platform that can be accessed anywhere in the state. The platform will provide an online enrollment and registration system as well as a calendar of course offerings. Master courses will eventually be available online in the areas of math, reading and writing, social studies, science, ESL and career essentials and can be tailored to fit the needs of each region.

“The online platform provides a foundation of resources for instructors,” Schneider said. “You can use the course shells as-is or you can modify them for your local needs. It provides flexibility for instructors and staff, and there’s a lot of creative, inventive ideas that can enhance what they are already providing in the course.”

Along with master courses for students, the IDEAL online platform will also provide professional development training for instructors.

“We have already gone through one level of Canvas training,” Schneider said. “There will be other opportunities to help assist and train instructors on how to best use the online platform to reach students.”

The 15 Iowa community colleges are ready for IDEAL as campuses are already developing their own courses. In addition, community colleges have used separate Governor’s Emergency Education Relief funds dedicated to online and rural adult education and literacy to purchase laptops and hotspots that can be loaned to students.

IDEAL is currently adding courses and features to the online platform. The first roll out of courses will begin this spring. Full implementation of the project will be completed by December 2022.

## JOINT ENROLLMENT

A significant segment of credit enrollment at Iowa community colleges is from jointly enrolled students who accounted for 40.4 percent of total community college enrollment and over 25.4 percent of total credit hours in AY20-21. A total of 47,262 high school students were enrolled in one or more community college courses during AY20-21, which represents an 8.8 percent enrollment decrease over the last year. Jointly enrolled students enrolled in a total of 395,603 semester credit hours in AY20-21 compared to 428,798 credit hours in AY19-20 (Figure 3-12). This significant decrease in jointly enrolled students and credit hours is consistent with an overall decline in student and credit enrollment, presumably attributed to the COVID-19 pandemic.

Despite this enrollment decline, community colleges continue to experience steady growth in joint enrollment. Since AY04, joint enrollment has increased approximately 124.5 percent—an average annual growth of 4.9 percent (Figure 3-11). Additionally, a total of 1,122 awards were conferred to jointly enrolled students, including 242 associate degree awards, 79 diplomas and 801 certificates, which represents a 23.7% increase in awards conferred from AY19-20.

## JOINT ENROLLMENT

STUDENTS ENROLLED

47,262

DOWN SINCE AY19-20

↓ 8.8%

SEMESTER HOURS

395,603

DOWN SINCE AY19-20

↓ 0.2%

SEMESTER HOURS PER HIGH SCHOOL STUDENT

8.4 SEMESTER HOURS

JOINTLY ENROLLED HIGH SCHOOL STUDENTS WHO EARNED ASSOCIATE DEGREES IN AY20-21

242

In AY20-21, 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 AY04. This year, joint enrollment accounted for 25.4 percent of total credit hours, resulting in a slight decrease from 25.6 percent in AY19-20. Because high school students generally enroll in college courses on a part-time basis, they accounted for a

FIGURE 3-11: TOTAL AND JOINT ENROLLMENT: 2004 - 2021

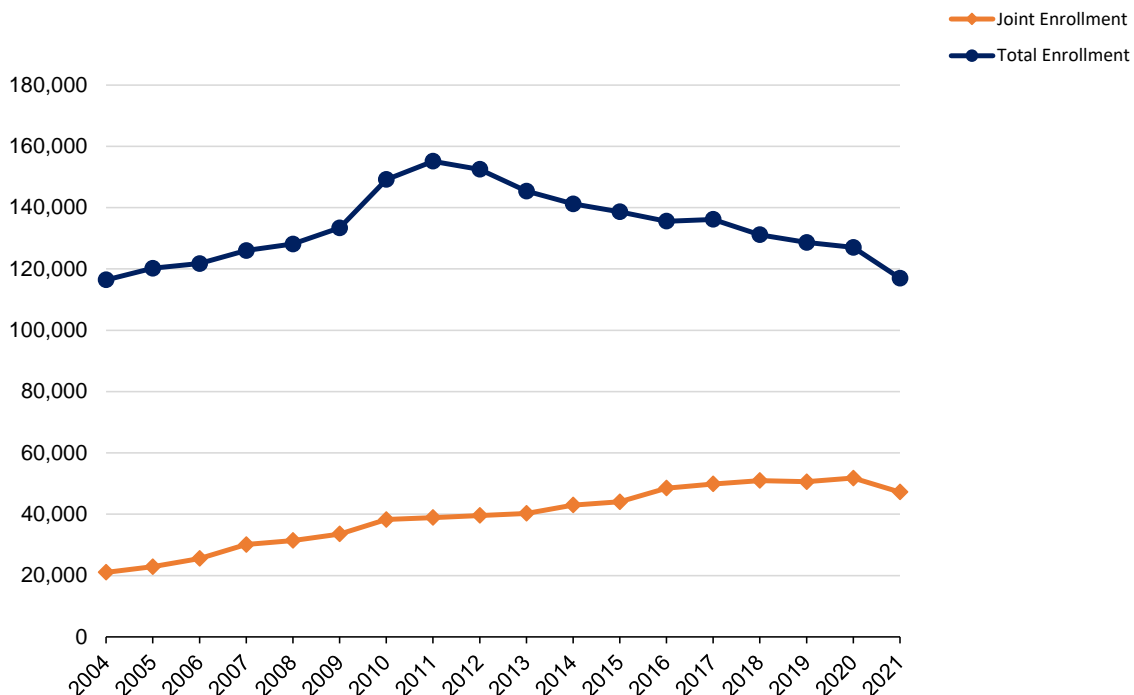


FIGURE 3-12: TOTAL AND JOINT ENROLLMENT CREDIT HOURS: 2004 - 2021

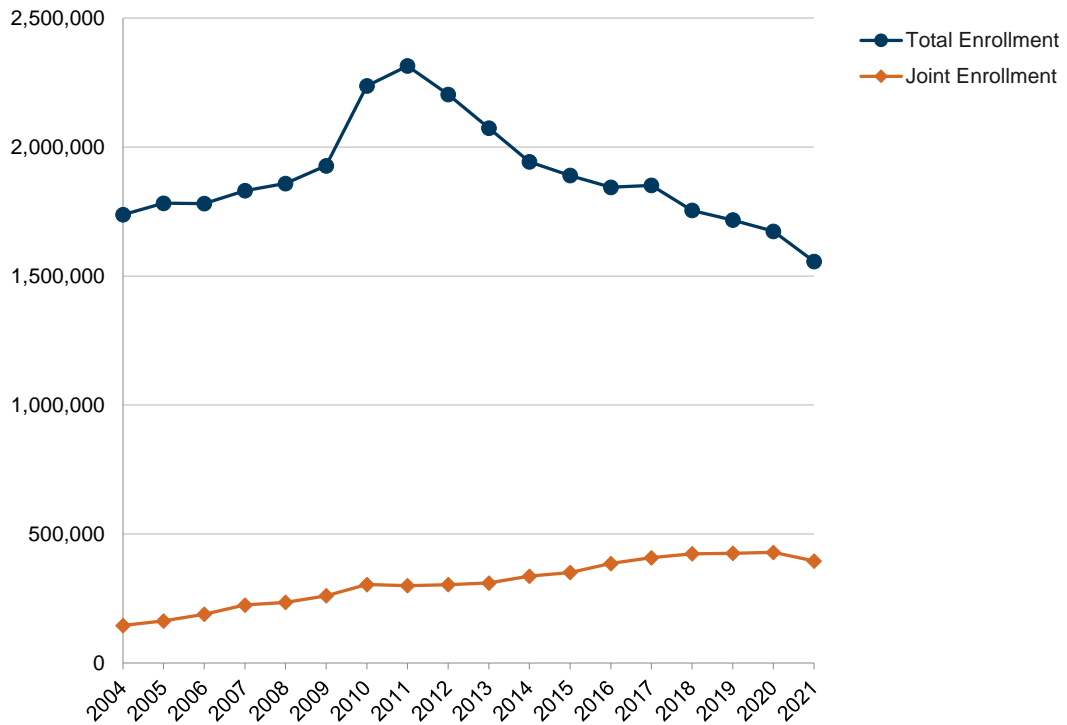


FIGURE 3-13: AVERAGE CREDIT HOURS PER JOINTLY ENROLLED STUDENT: 2004 - 2021

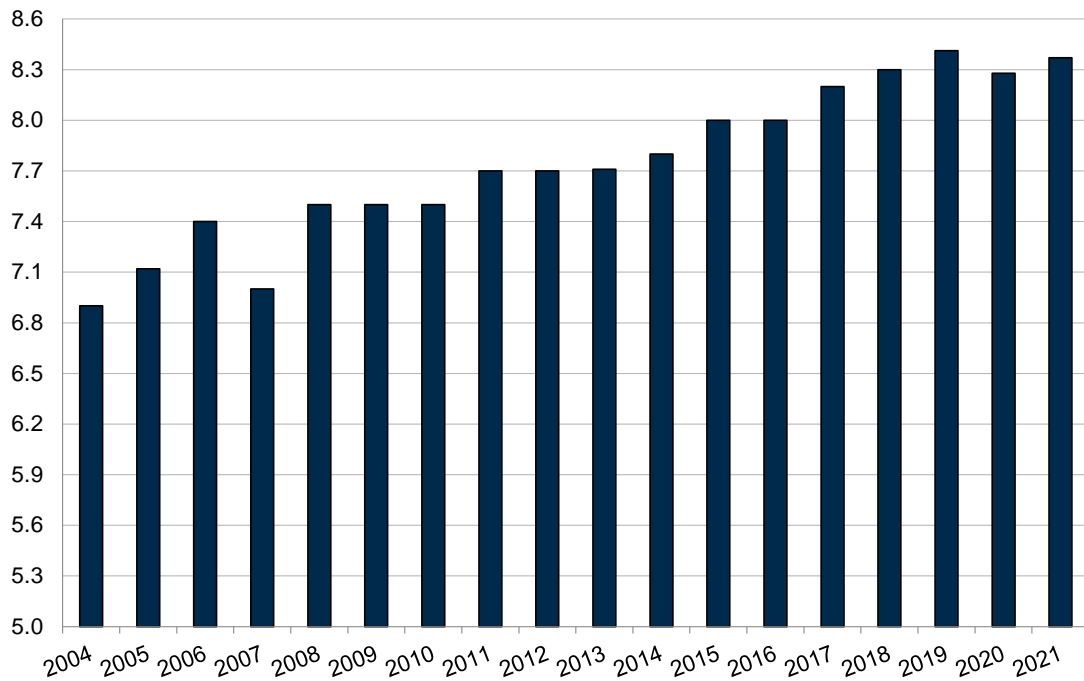
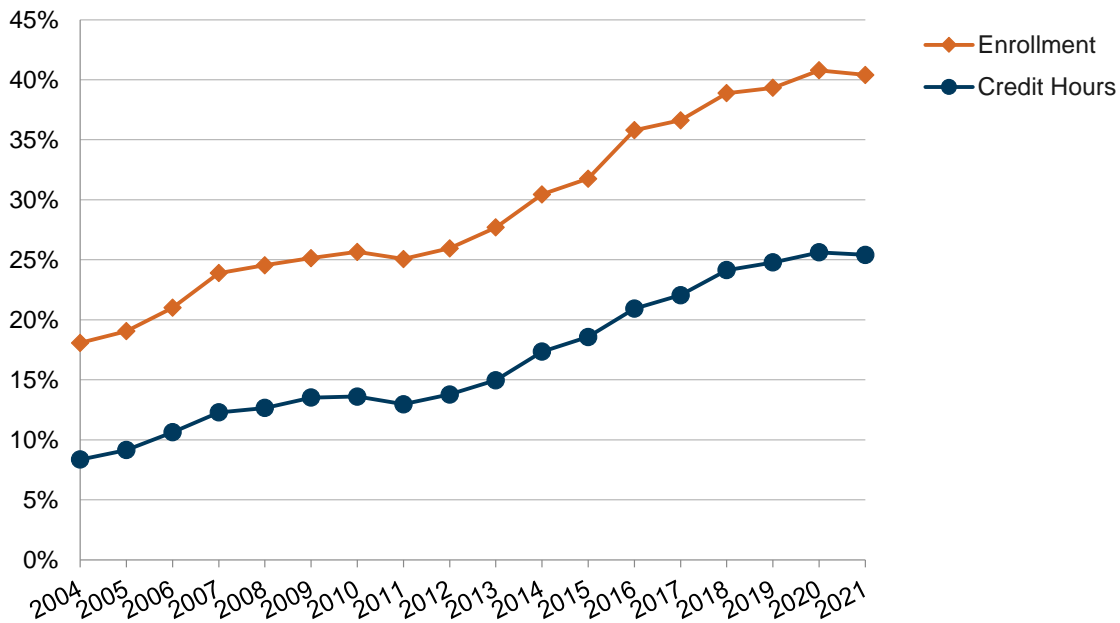




FIGURE 3-14: JOINT ENROLLMENT AND CREDIT HOURS AS A PERCENTAGE OF TOTAL CREDIT STUDENT ENROLLMENT: 2004 - 2021



smaller proportion of total credit hours than of total enrollment (Figure 3-14).

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, more females (25,311) than males (21,939) participated in joint enrollment opportunities in AY20-21. Just over 53 percent of joint enrollees were female compared to 57.1 percent of the overall college-credit enrollment (Figure 3-15). Female student participation outpaced male student 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 AY20-21, of the approximately 89.2 percent of joint enrollees

### JOINTLY ENROLLED STUDENT PROFILE

REPORTED RACE/ETHNICITY\*

**83.4%**  
**WHITE**

AGE  
**99.5%**  
**18 OR**

GRADE LEVEL  
**44.3%**  
**12<sup>TH</sup> GRADE**

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

who reported their race/ethnicity, 14.8 percent reported a minority background compared to 21.8 percent of students enrolled in credit programs at Iowa's community colleges and 26.1 percent of students enrolled in Iowa's public PK-12 schools.

As a proportion of joint enrollment by program type, tuition-paying course enrollment had the largest percentage of minority students (18.2 percent), followed by contracted course enrollment (14.7 percent) and PSEO enrollment (0.0 percent).

Of the minority joint enrollees, Hispanic students were the largest group at 47.7 percent, followed



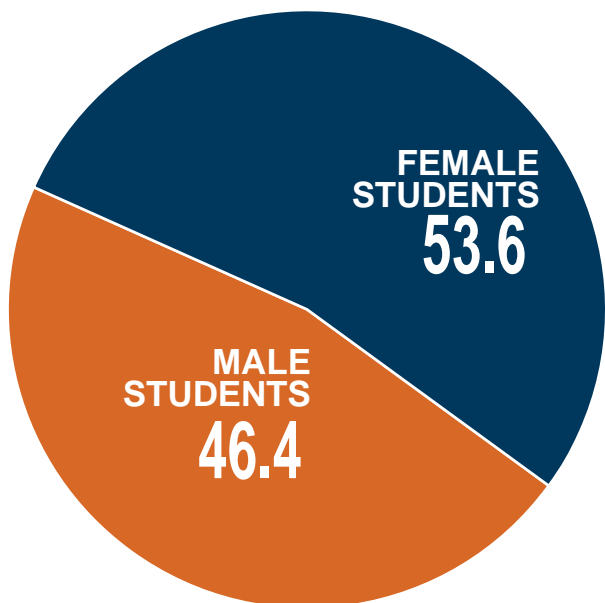
by black and Asian students both at 19 percent. In comparison to the total community college minority enrollment, Hispanic representation in joint enrollment far exceeds that of the total (38.5 percent) and the proportion of Asian students is also higher (14.7 of the total enrollment); however, the proportion of black students in joint enrollment is much less than that of the total enrollment (32.7 percent) (Figure 3-16).

As to be expected, in AY20-21, jointly enrolled students were younger than the overall community college student body, with about 99.5 percent being 18 years of age or under (Figure 3-17). Additionally, almost all jointly enrolled students (99.4 percent) were classified as residents of Iowa. Only 249 out-of-state and 21 international students were jointly enrolled during AY20-21.

### Grade Level of Jointly Enrolled Students

Jointly enrolled students tend to be upperclassmen in high school, with approximately 79.1 percent of students in their last two years of high school. Seniors accounted for 44.3 percent of jointly enrolled students, while just over a third were juniors (Figure 3-20).

FIGURE 3-15: JOINTLY ENROLLED CREDIT STUDENT GENDER: AY20-21 (%)



### RACIAL/ETHNIC MINORITY BACKGROUND\*



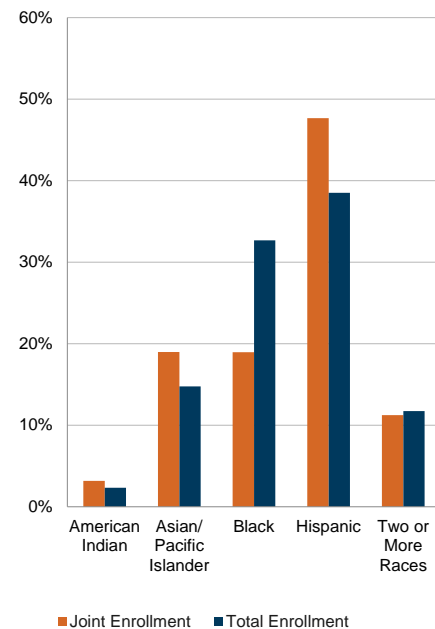
\* Students with unknown race/ethnicity are not included.

### Summer College Credit Program

The 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.

FIGURE 3-16: JOINTLY ENROLLED CREDIT STUDENT ENROLLMENT BY RACIAL MINORITIES: AY20-21 (%)



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 as twelfth-grade students who have not yet graduated.

Community colleges submit proposals annually to the Iowa Department of Education for approval. In AY20-21, proposals were approved for 14 of Iowa's community colleges. Coursework in each of



Students in the fish habitat at Southeastern Community College



Students of Marshalltown Community College - Iowa Valley Community College District and Northeast Iowa Community College

FIGURE 3-17: JOINTLY ENROLLED CREDIT STUDENT AGE: 2021

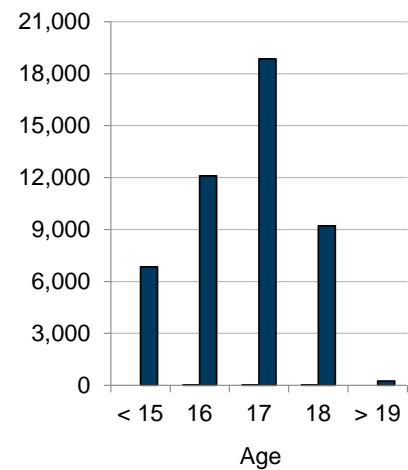
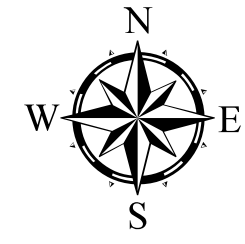
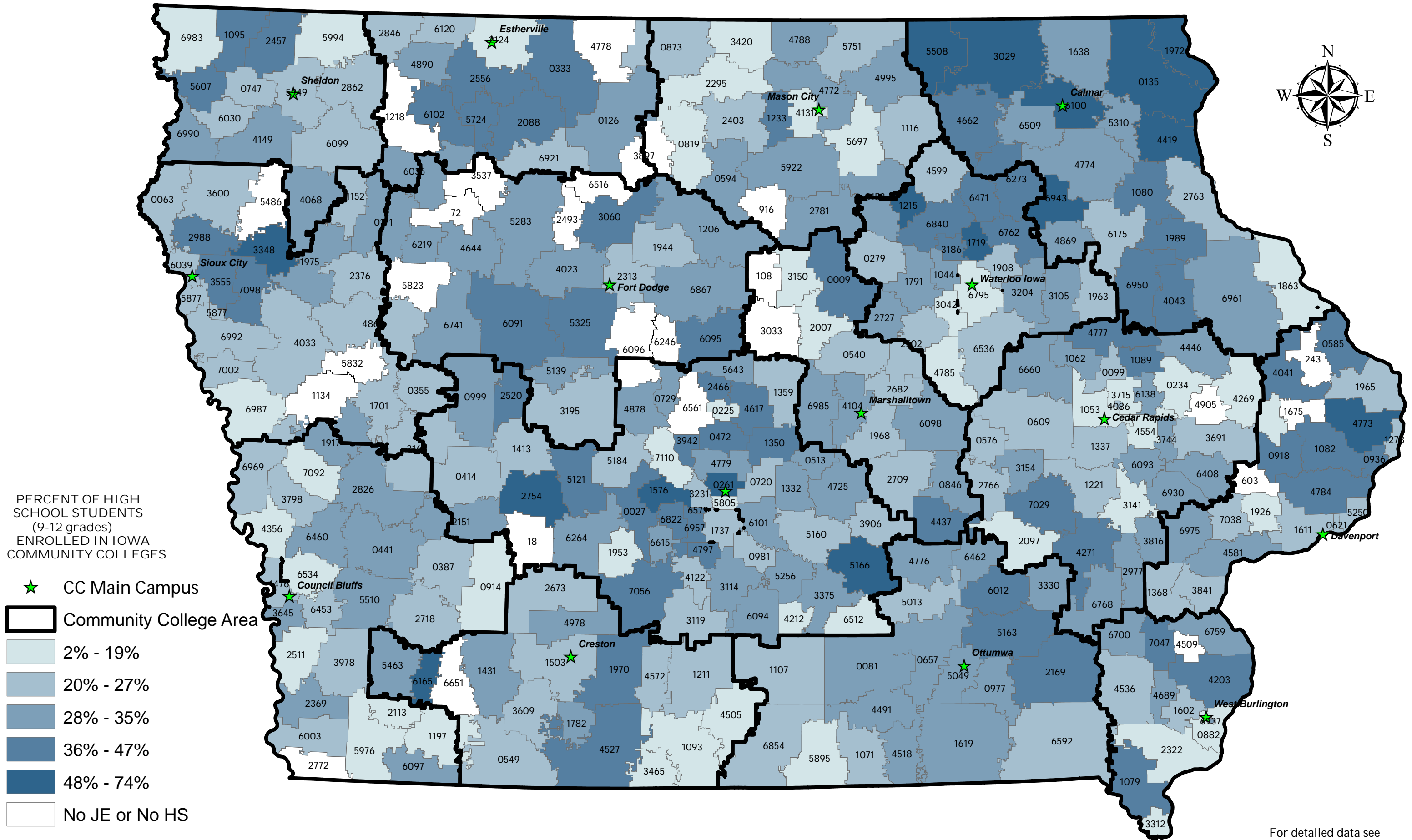


FIGURE 3-18: PERCENT OF HIGH SCHOOL STUDENTS (9-12 GRADES) ENROLLMENT IN IOWA COMMUNITY COLLEGES DURING AY 2020 - 2021



For detailed data see the other side of this map



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 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 AY20-21, enrollment in the SCCP rose 29.8 percent from the previous year to 1,649 students. Out of 42 approved programs in AY20-21, 19 programs were in health sciences; 12 were in applied sciences, technology, engineering and manufacturing; six were in information solutions; four were in business, management and administration; one was in human services and agriculture had no program offerings.

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 3-19: JOINTLY ENROLLED IOWA RESIDENTS: 2021 (%)

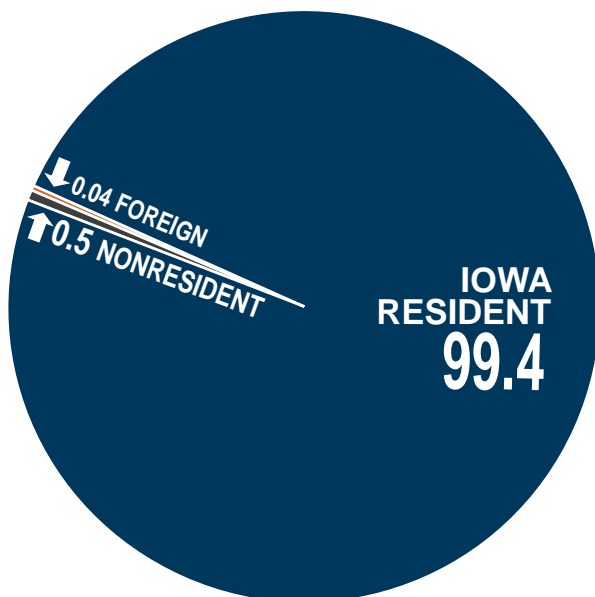
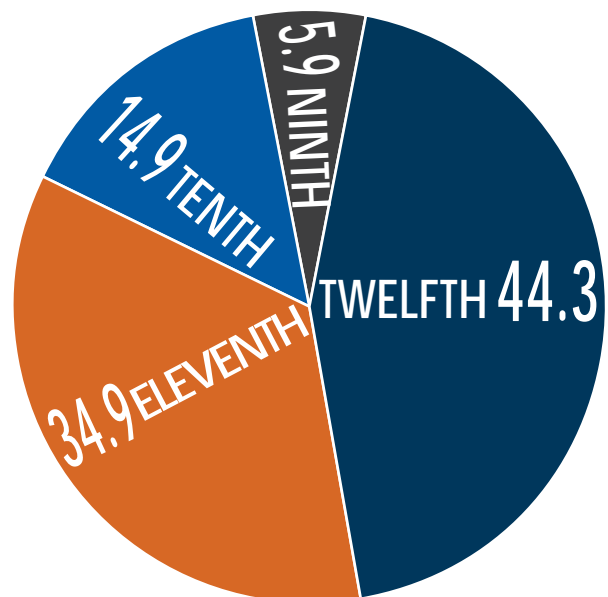


FIGURE 3-20: JOINTLY ENROLLED STUDENT GRADE LEVEL: 2021 (%)



## ONLINE CREDIT ENROLLMENT

The COVID-19 pandemic precluded face-to-face instruction for many educational institutions nationwide. In fall 2020 (latest available data), 70.1 percent of students enrolled in some type of distance learning class at a community college, more than doubling the previous year's 34.4 percent of total enrollment. In Iowa, that proportion was 62.8 percent, compared to the previous year's 37.9 percent [3]. The same data source reports Rhode Island with the highest rate of distance learning (95.0 percent) and Colorado with the lowest rate (40.3 percent).

The Department has collected data on community college enrollment in online coursework since fiscal year 2007. The MIS-reported data show that 65.8 percent of Iowa community college students enrolled in at least one online course during AY20-21. 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.



Student at Western Iowa Tech Community College

### ONLINE CREDIT ENROLLMENT

STUDENTS ENROLLED

**77,015**

UP SINCE AY19-20

**↑ 10.6%**

SEMESTER HOURS ONLINE

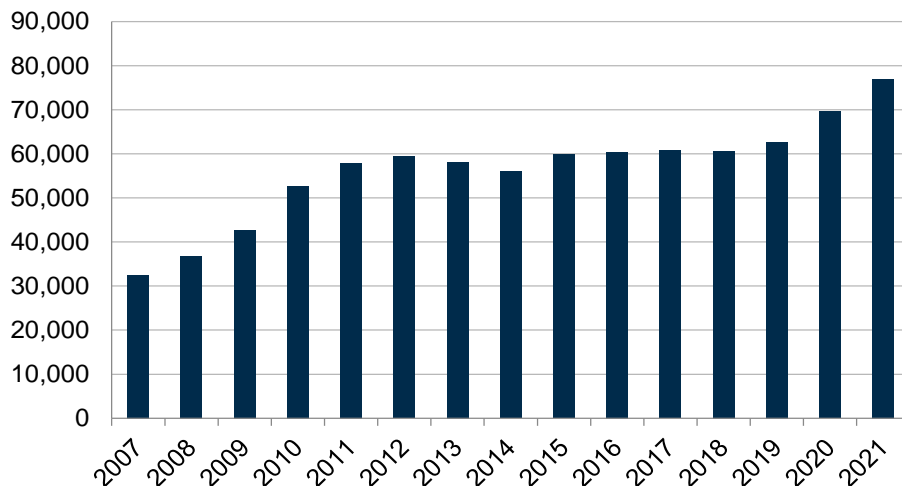
**749,663**

UP SINCE AY19-20

**↑ 45.4%**

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 3-21: ONLINE CREDIT ENROLLMENT: 2007 - 2021



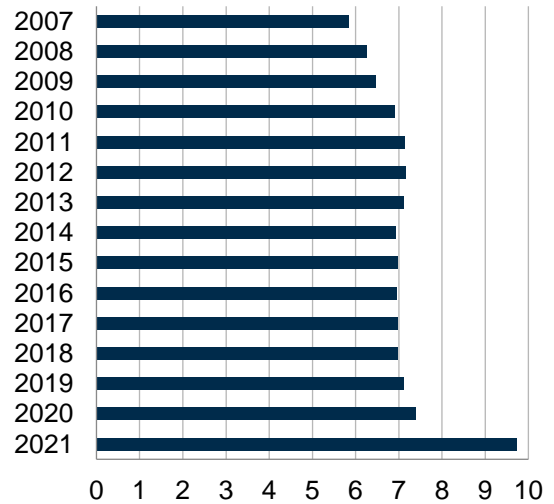
Iowa community colleges have experienced a steady increase in the number of students enrolled in online coursework over the past 15 years. While overall enrollment decreased this year, AY20-21 online enrollment reached a record high of 77,015 unduplicated students, up from 69,614 in AY19-20 (Figure 3-21).

Despite sporadic declines, overall online credit hour enrollment has grown an average of 6.3 percent annually since 2007. Online students enrolled in a record high number of credit hours (749,663), participating in an average of 9.7 credit hours during AY20-21. This average has fluctuated from year to year, with the lowest being 5.8 (2007) (Figure 3-22). Although online enrollment has grown significantly since 2007, slight fluctuations since 2015 have slowed down the online credit rate of growth (Figure 3-23). Overall, the number of online credit hours has grown 10.3 percent annually, on average, since 2007.

During AY20-21, 27,004 students (35.1 percent of total online enrollees) declared college parallel (arts and sciences) as their program of study. Of the remaining students, 21,122 enrolled in CTE courses (27.4 percent), 1,930 enrolled in general studies (2.5 percent) and 2,451 enrolled in more than one program (3.2 percent).

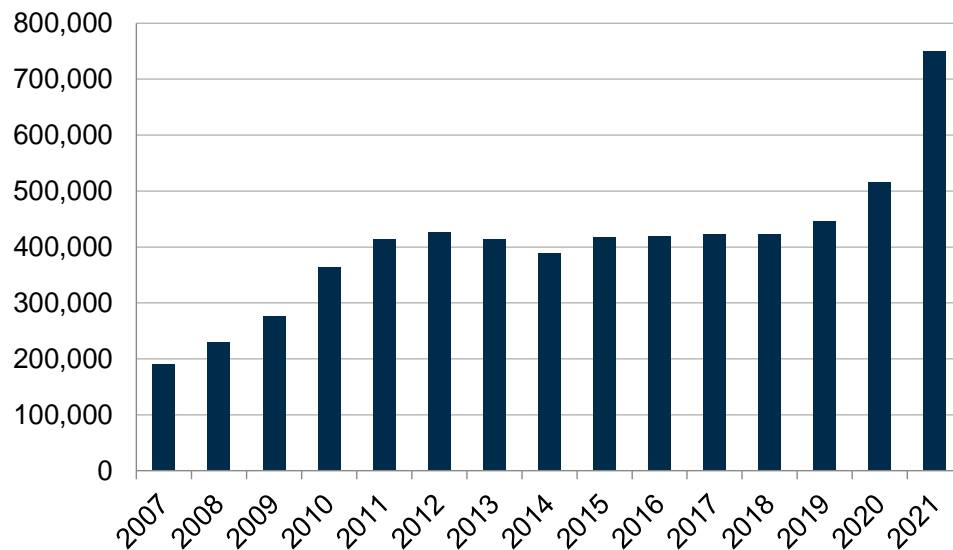
The largest category of online enrollments consisted of 24,508 students (31.8 percent) without declared

FIGURE 3-22: AVERAGE CREDIT HOURS OF ONLINE STUDENTS: 2007 - 2021



programs of study (Figure 3-24). Of these students, the largest portion 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 15 years.

FIGURE 3-23: ONLINE CREDIT HOURS: 2007 - 2021

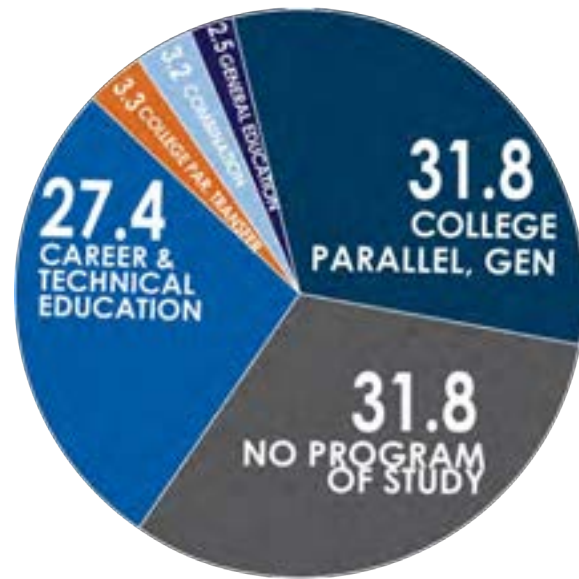




Enrollment of CTE students in online coursework increased 30.2 percent from last year; however, there is significant variation in online enrollment when disaggregated by career cluster (Figure 3-25). The Health Science career cluster is the largest with 7,573 students enrolled in one or more online courses. The Hospitality and Tourism career cluster had the largest percentage growth in online enrollment, increasing more than 87.9 percent over AY19-20. Remarkably, none of the 16 career clusters demonstrated a decline in online enrollment since AY20-21.

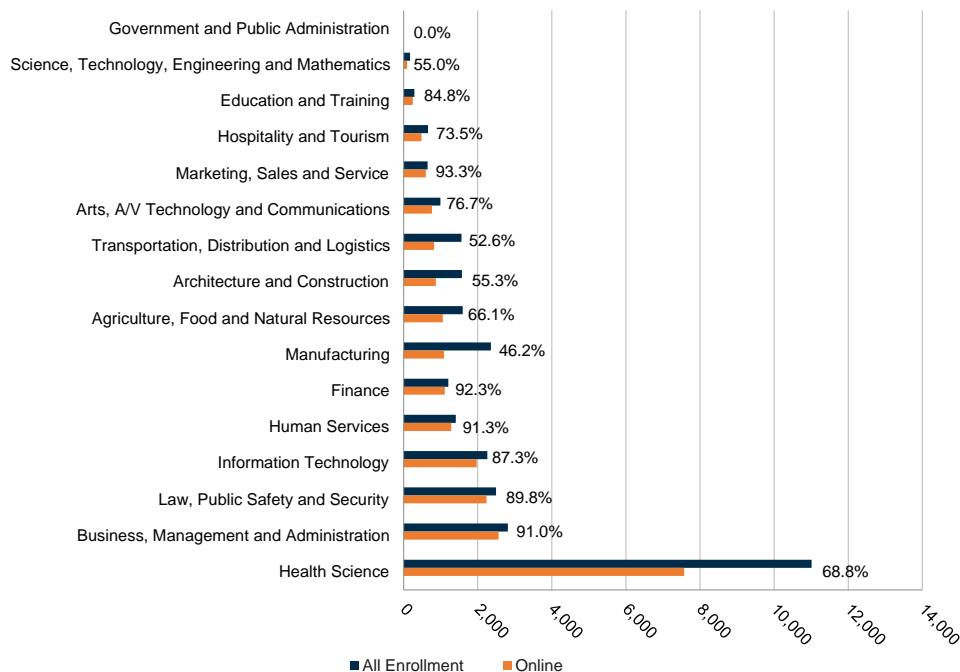
A review of credit hours within career clusters (Figure 3-26) revealed that the Health Science career cluster had the largest number of credit hours (69,503) delivered online. This accounts for 29.3 percent of the online hours offered in all career clusters. The Business, Management and Administration career cluster was second with 33,410 credit hours, followed by Law, Public Safety and Security with 25,594 credit hours. These three career clusters accounted for over half (54.2 percent) of the total credit hours delivered online for CTE programs.

FIGURE 3-24: ONLINE ENROLLMENT BY PROGRAM TYPE: AY20-21

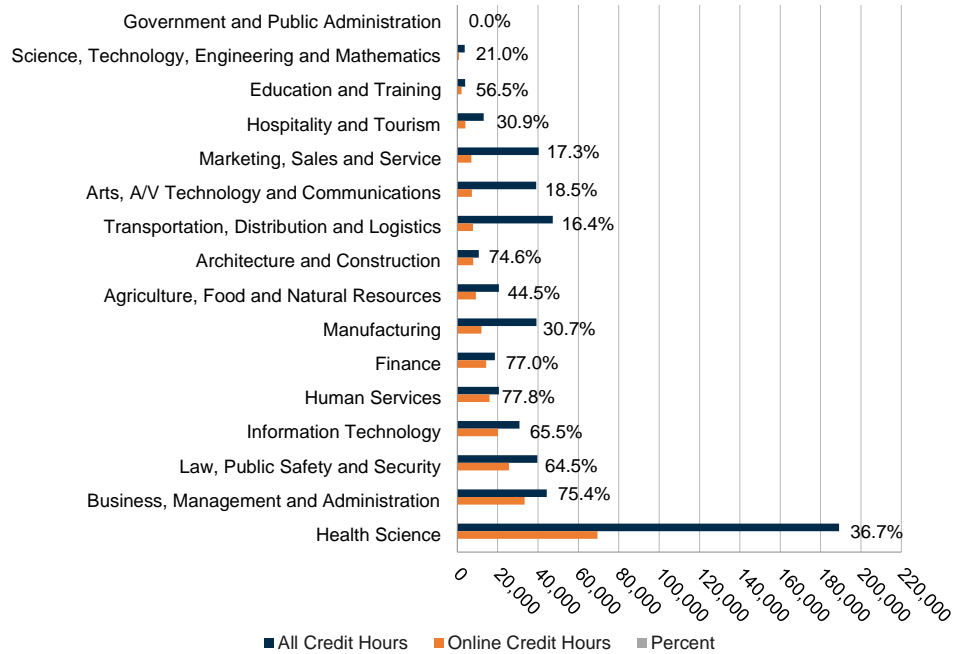


Note: Percentages may not total 100 percent due to rounding.

FIGURE 3-25: CTE ONLINE AND TOTAL ENROLLMENT, PERCENTAGES DELIVERED ONLINE: AY20-21



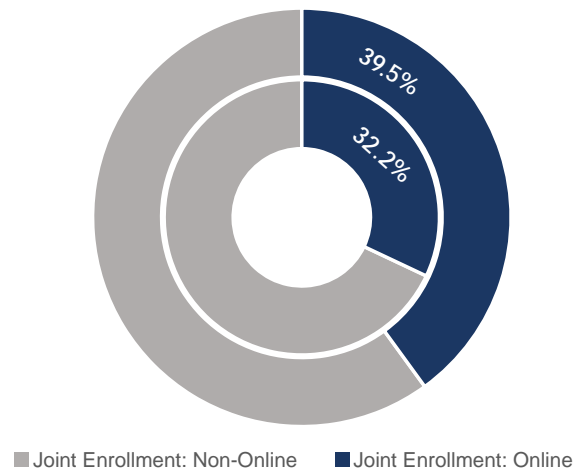
**FIGURE 3-26: CTE ONLINE AND TOTAL CREDIT HOURS, PERCENTAGES DELIVERED ONLINE, AY20-21**



### Jointly Enrolled Students

Jointly enrolled students are less likely to be enrolled in online coursework than the general student body. In AY20-21, 39.5 percent (18,674) of jointly enrolled students enrolled in one or more online courses compared to 60.6 percent of the total student body. Additionally, only 32.2 percent (127,384) of joint enrollment credit hours were delivered online compared to 44.8 percent of total credit hours (Figure 3-27). In Iowa, all 15 community colleges offer online courses to jointly enrolled students.

**FIGURE 3-27: ALL JE AND ONLINE JE ENROLLMENT (OUTSIDE) AND CREDIT HOURS (INSIDE)**



Student at Indian Hills Community College

## Online Student Demographics

While the number of female students comprised 57.1 percent of the total student body in AY20-21, female students made up close to 63 percent of the students enrolled in online coursework. The percentage of female students enrolled in online coursework decreased by 0.2 percent from last year.

The average student enrolled in online coursework was 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 22.5 years old, which is 1.3 years older than the average Iowa community college student. Students between 15 and 30 years old (with over 1,000 students in each year of age) comprised 86.4 percent of all online enrollees, spanning from 12 to 83 years old. (Figure 3-28).

As with the overall student body, students enrolled in online coursework were predominantly white. Both white students and racial/ethnic minority students were enrolled in similar types of online courses (Figure 3-29).

FIGURE 3-28: AGE OF ONLINE STUDENTS: AY20-21

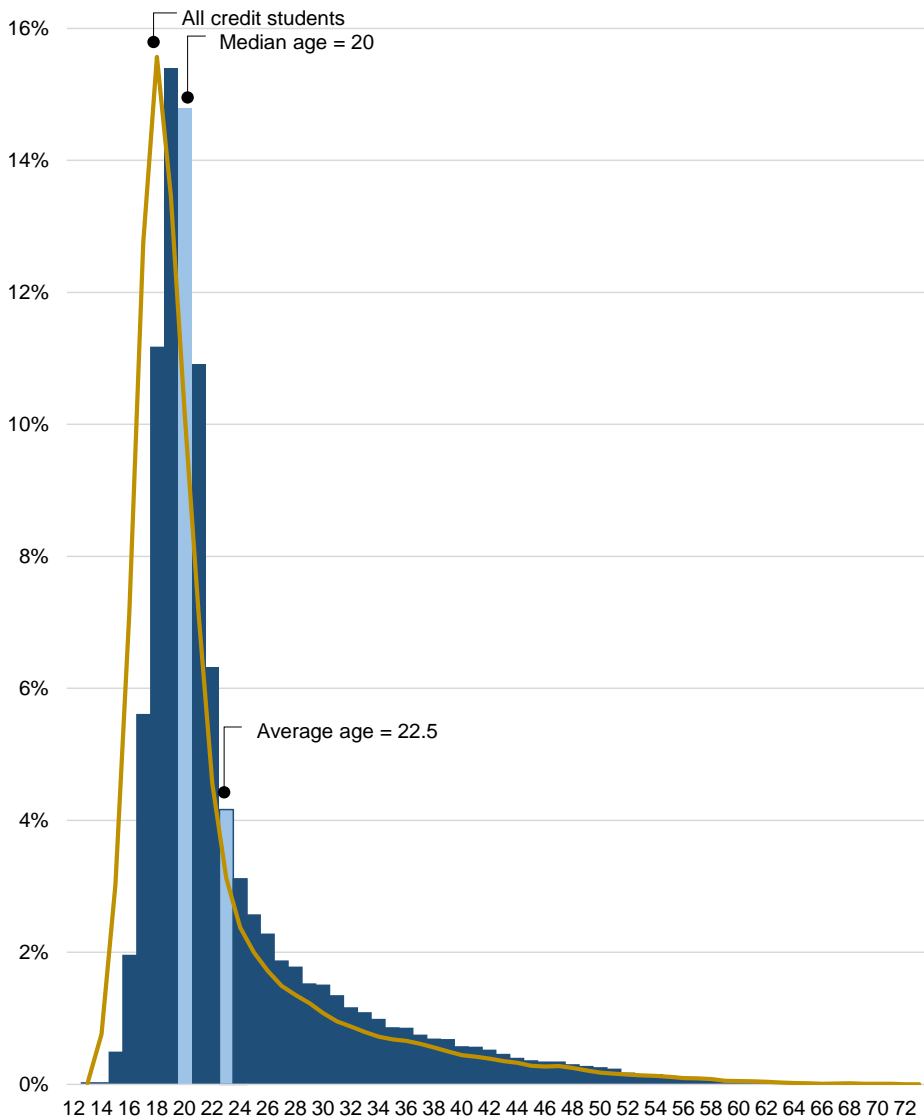
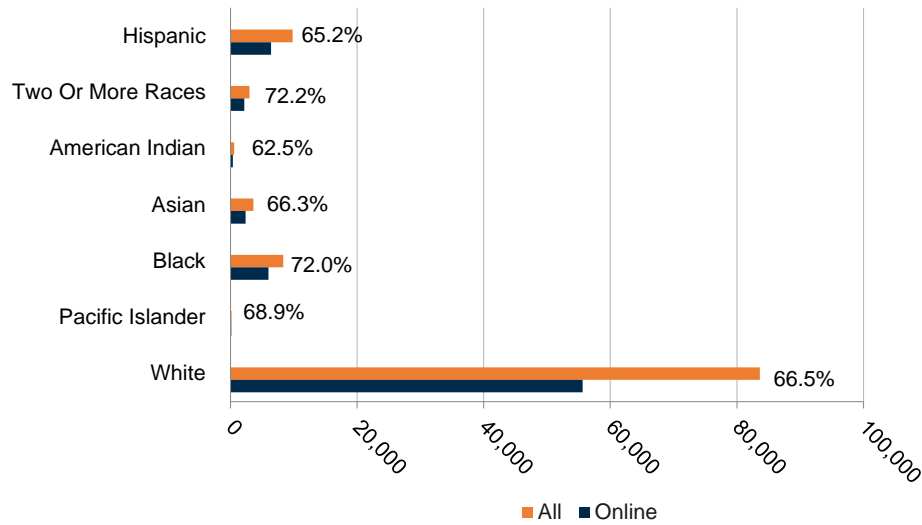
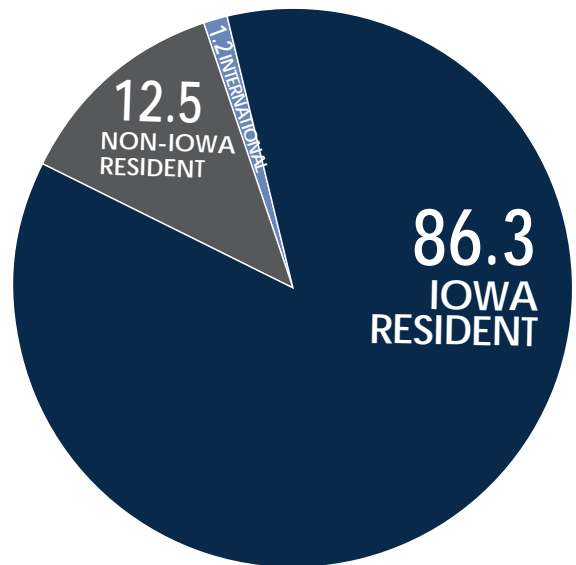


FIGURE 3-29: ONLINE CREDIT ENROLLMENT, TOTAL CREDIT ENROLLMENT AND PERCENTAGES OF ONLINE ENROLLMENT BY RACE AND ETHNICITY: AY20-21



Also similar to the overall student body, students who took online coursework were predominantly residents of Iowa, though the percentages of Iowa residents for online enrollments were lower than for all enrollments. Of the students who took one or more online courses in AY20-21, 86.3 percent were Iowa residents (89.2 percent for overall credit enrollment), 12.5 percent were non-Iowa residents and 1.2 percent were international students (Figure 3-30).

FIGURE 3-30: RESIDENCY OF ONLINE STUDENTS: AY20-21 (%)



## DEVELOPMENTAL EDUCATION

For this section, developmental education is defined as enrollment in a course numbered below 100 (e.g., MAT060). During AY20-21, 5,960 students (5.1 percent) enrolled in a developmental education course (31.1 percent decrease from AY19-20). These students enrolled in a total of 28,516 credit hours of developmental education during the academic year, which is 32.9 percent less than last year.

This unprecedented 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 modules; using multiple measures such as high school GPA,



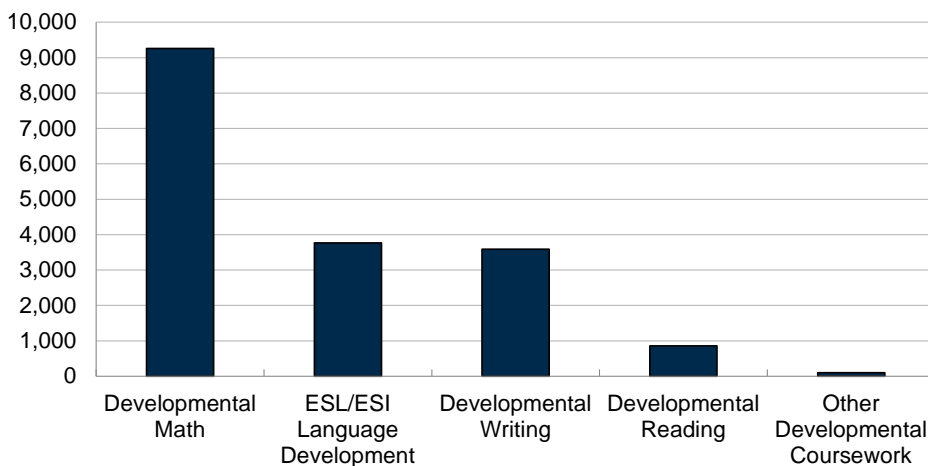
Iowa Western Community College softball players volunteer in a community garden

### DEVELOPMENTAL EDUCATION ENROLLMENT

ENROLLEES	PERCENT OF TOTAL ENROLLMENT
<b>5,960</b>	<b>5.1%</b>
CREDIT HOURS	AVERAGE CREDIT PER STUDENT
<b>28,516</b>	<b>4.8</b>

**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 3-31: MOST POPULAR DEVELOPMENT COURSES, GROUPED BY ENROLLMENT AND BY TYPE/LEVEL: AY20-21



standardized test scores and cognitive indicators for English and math placement; 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 of all Iowa’s community colleges developmental data is available on the Department’s website at: <https://educateiowa.gov/sites/files/ed/documents/Developmental%20Education%20Annual%20Report%202020.pdf>.

Students may take more than one developmental education course to prepare for college-level coursework. In AY20-21, 5,960 students (unduplicated headcount) accounted for 9,744 incidents of enrollment in developmental education courses. We refer to these incidents as “enrollees” (duplicated) instead of students.

Enrollment in developmental education courses was distributed as follows: 4,721 were enrolled in developmental mathematics courses; English as a Second Language (ESL) and Intensive ESL (i.e., ESI) language development courses had 2,647 enrollees; developmental writing courses had 2,112 enrollees; developmental reading had 232 enrollees and all other developmental courses had 32 enrollees (Figure 3-31). The mathematics course with the highest enrollment was Pre-Algebra with 1,039 enrollees

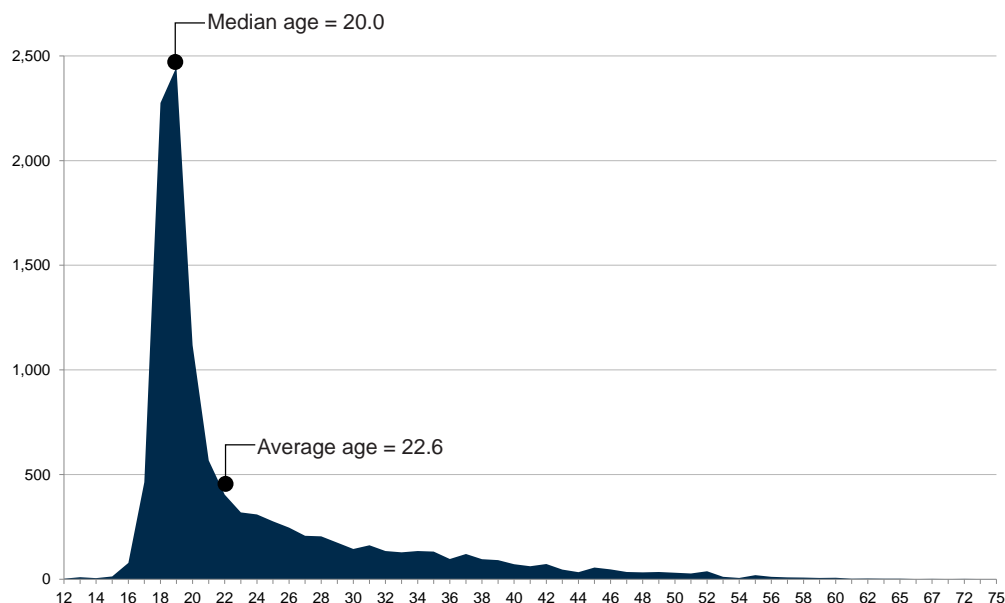
and the writing course with the highest enrollment was Composition I Laboratory with 793 enrollees.

Similar to the general population of students, the majority who took developmental education coursework were female (58.4 percent); however, 47.5 percent of all developmental education enrollees were racial/ethnic minority students—which is more than double the percentage of total minorities in the general student population (23.4 percent).

» The percent of racial/ethnic minority students participating in developmental education in AY20-21 was nearly double that of the overall enrollment.

While the average age of all community college students was 21.2 years old, the average age for students in developmental education was 22.6, with a median age of 20 years. Students between the ages of 18 and 21 accounted for almost 57 percent of developmental education enrollment, with peak participation among 19-year-old students. The 18-21-year-old age group only accounted for 21.7 percent of all developmental enrollment in AY20-21 (Figure 3-32).

FIGURE 3-32: AGE OF DEVELOPMENTAL EDUCATION STUDENTS: AY20-21



## NONCREDIT ENROLLMENT

In AY20-21, 140,992 individuals participated in noncredit programs and courses, representing a 3.3 percent decrease since last year. Noncredit enrollment decreased an average of 10.0 percent since AY16-17 (Figure 3-33). There was a similar decrease in contact hours of 4.1 percent since last year, resulting in an average decline of 8.6 percent since AY16-17 (Figure 3-34). Previous years have not included community service, and those are now included beginning in AY19-20.



Students at Iowa Lakes Community College

### Participant Gender, Race and Ethnicity

Female students have historically comprised the majority of community college noncredit enrollment. While 25,214 enrollees (17.9 percent) in AY20-21 did not report gender, of those who did, the gender was split near even with 50.1 percent male and 49.9 percent female.

### NONCREDIT ENROLLMENT

STUDENTS:

**140,992**

DOWN SINCE AY19-20

**↓ 3.3%**

CONTACT HOURS:

**4,347,871**

AVERAGE ANNUAL CONTACT HOURS PER STUDENT:

**30.8**

DOWN 4.1% SINCE AY19-20

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 3-33: NONCREDIT ENROLLMENT: 2004 - 2021

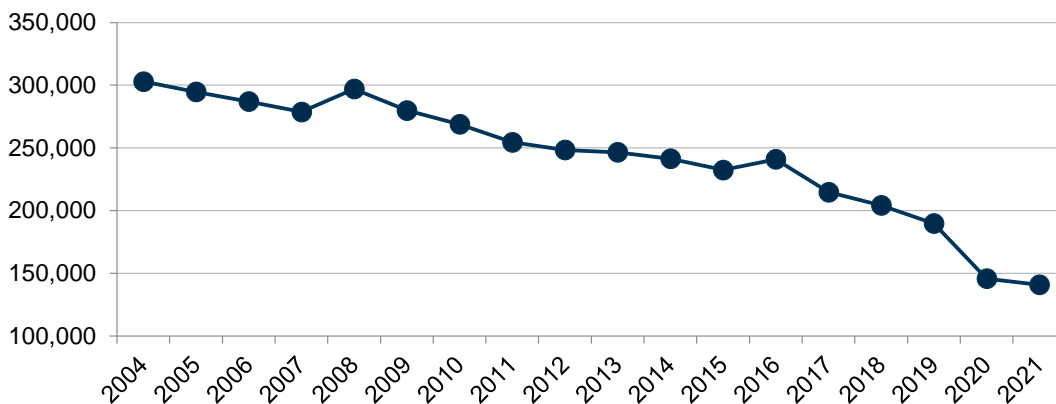
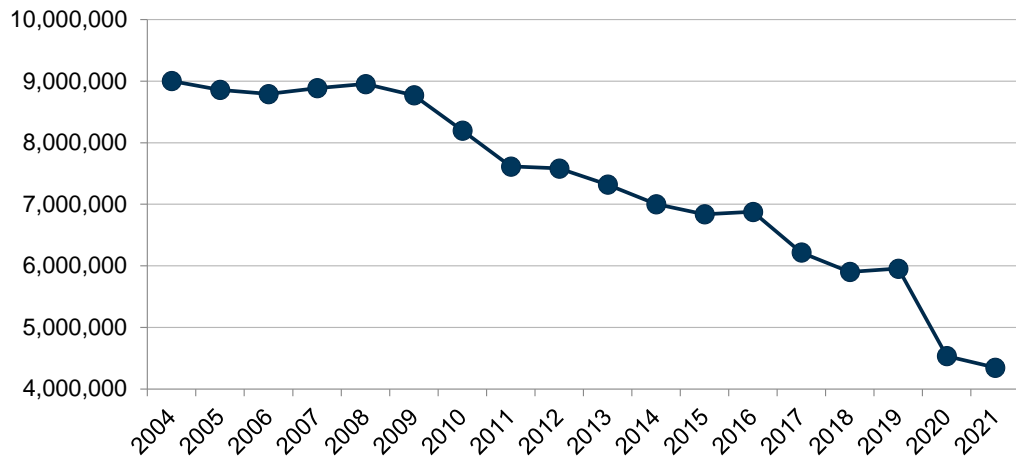


FIGURE 3-34: NONCREDIT CONTACT HOURS: 2004 - 2021



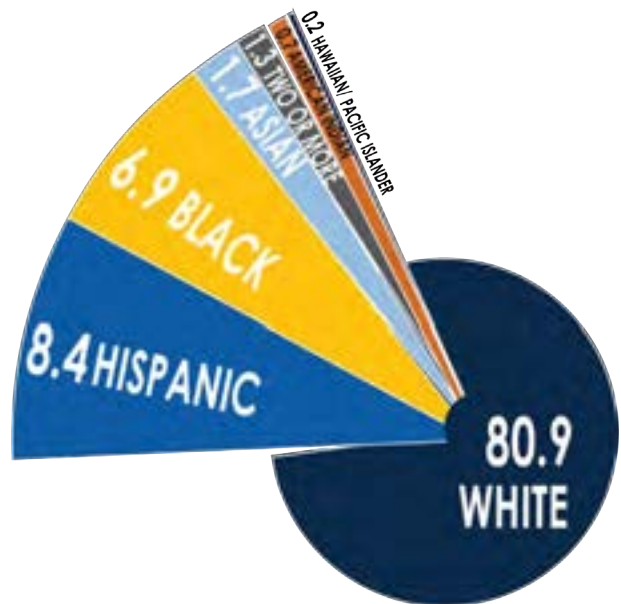
While 55.6 percent of the total noncredit participants did not report race/ethnicity, of those who did, the majority were white (80.9 percent). The remainder self-reported being a racial/ethnic minority with 8.4 percent identifying as Hispanic, 6.9 percent as black, 1.7 percent as Asian, 0.0 percent as American Indian, 0.2 percent as Hawaiian/Pacific Islander and 1.3 percent reporting more than one race (Figure 3-35).

Among the participants who identified themselves as racial/ethnic minorities, the majority were Hispanic (42.1 percent), followed by black (39.7

» Of the participants who self-identified as being part of a racial/ethnic minority group, the majority (81.8 percent) were either Hispanic or black.

percent), Asian (9.4 percent), American Indian (2.5 percent) and Hawaiian/Pacific Islander (0.5 percent). Additionally, 5.7 percent reported belonging to two or more races.

FIGURE 3-35: NONCREDIT ENROLLMENT BY RACE/ETHNICITY (%)\*



\* Based on students who reported their race/ethnicity.



## Noncredit Skill Enhancement Enrollment by Career Clusters

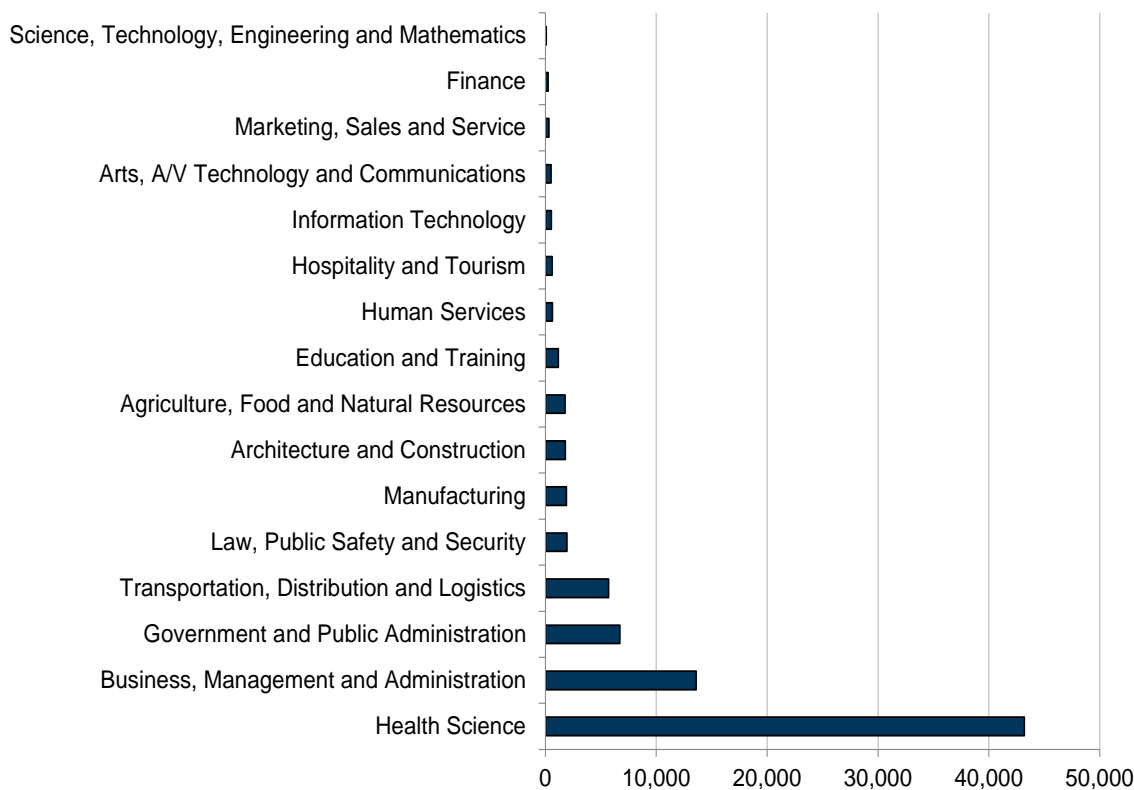
In AY20-21, of the 84,228 students enrolled in skill enhancement courses designed to help people advance in their field of employment, one or more of the courses taken by these students was aligned with the 16 National Career Clusters®, totaling 80,685 enrollments (students may be enrolled in more than one cluster).

Noncredit enrollment at Iowa’s community colleges contains a large percentage of students in Health Sciences (53.5 percent of the total enrollment for skill enhancement). Additionally, colleges reported 16.8 percent in Business, Management and Administration courses and 8.3 percent in Government and Public Administration. The next

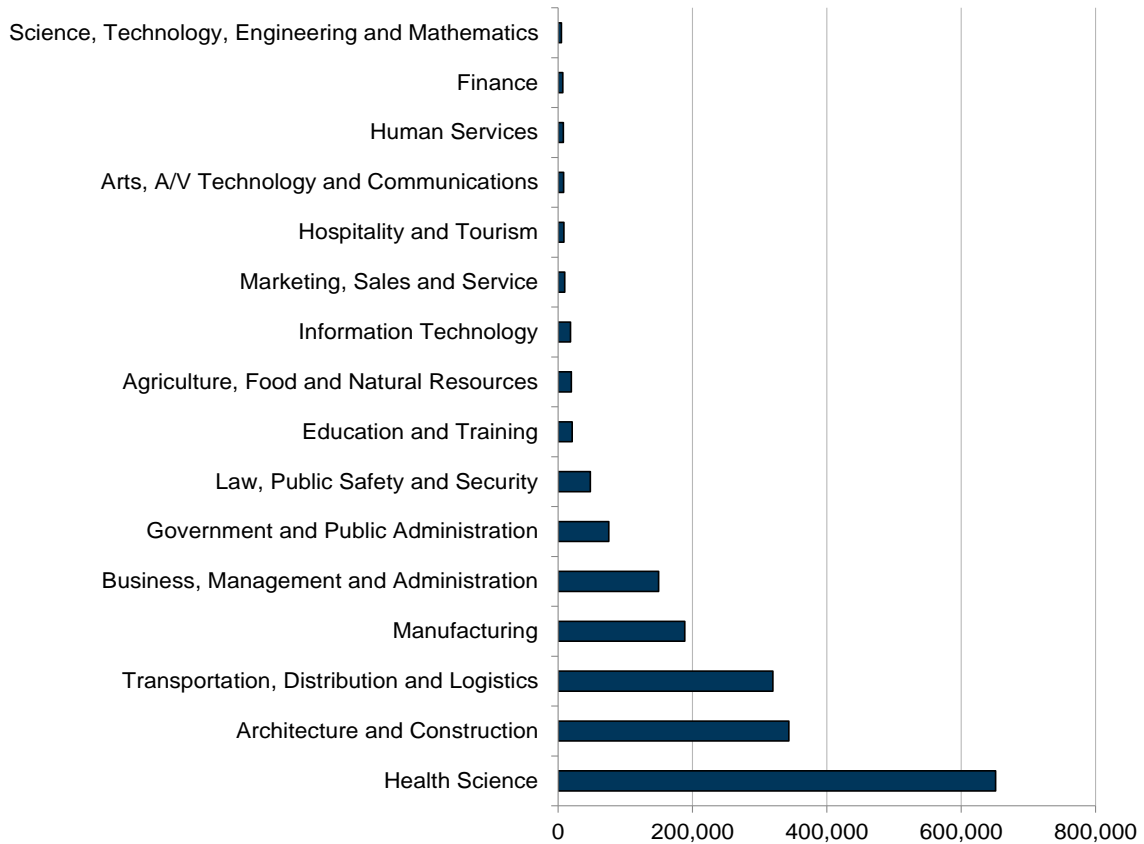
highest categories of enrollment were Transportation, Distribution and Logistics (7.1 percent); Law, Public Safety and Security (2.4 percent); Manufacturing (2.3 percent); Architecture and Construction (2.2 percent); Agriculture, Food and Natural Resources (2.1 percent); with the remaining categories less than 2.0 percent (Figure 3-36).

In terms of contact hours, colleges reported 1,879,209 taken within one or more career clusters (Figure 3-37). Similar to enrollment, Health Sciences accounted for the largest percentage of contact hours (34.7 percent) taken by 43,196 students in AY20-21.

FIGURE 3-36: NONCREDIT SKILL ENHANCEMENT ENROLLMENT BY NATIONAL CAREER CLUSTER®



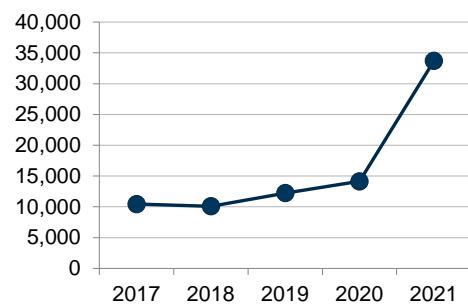
**FIGURE 3-37: NONCREDIT SKILL ENHANCEMENT CONTACT HOURS BY NATIONAL CAREER CLUSTER®**



### ONLINE NONCREDIT ENROLLMENT

While the COVID-19 pandemic seems to have impacted overall noncredit enrollment and contact hours, online noncredit enrollment increased 138.5 percent in AY20-21 from the previous year (Figure 3-38) with contact hours increasing 200.7 percent over AY19-20. With these recent increases, the average enrollment since AY16-17 increased by 34.1 percent and contact hours increased 52.5 percent. Students in AY20-21 averaged 31.2 noncredit contact hours each. Overall, 23.9 percent of all students enrolled in noncredit coursework, received education through online delivery in AY20-21 compared to 9.7 percent the previous year.

**FIGURE 3-38: ONLINE COURSES DELIVERED: 2008-2021**



## ADULT EDUCATION AND LITERACY PROGRAM ENROLLMENT

Due to the onset of the COVID-19 pandemic, enrollment was down 22.9 percent to 10,676 students; however, there was an increase of students making the transition to online learning. In AY20-21, distance education served 2,290 participants with 241,203 hours. This is a 95.7 percent increase in distance education enrollment and a 47.0 percent increase in distance education hours over AY19-20. This increase in distance education enrollment contributes to the five year average increase of 84.0 percent. Figure 3-39 includes participants enrolled in multiple adult education programs, while Table 3-1 reflects unduplicated headcount per college for the past five years.

Of the 10,676 participants, enrollment in Basic Skills and Developmental and Remedial Education decreased by 1,232 students and enrollment averaged a 9.9 percent decrease over the previous five years. The English Language Learning program decreased 10.8 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, 7,501 were eligible for, and included in, federal year-end reporting based on data and performance



Jazz ensemble at Southwestern Community College

### ADULT EDUCATION AND LITERACY

STUDENTS:

10,676

DOWN SINCE AY19-20

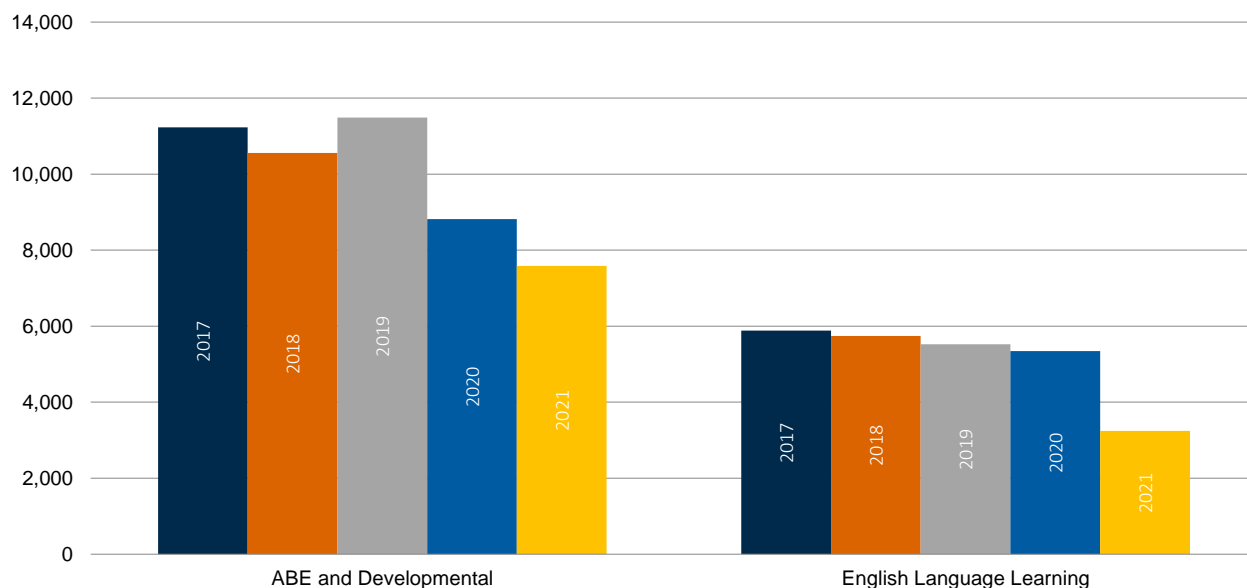
↓ 22.9%

LARGEST INSTRUCTIONAL PROGRAM:

ADULT BASIC EDUCATION

70.0% OF TOTAL ENROLLMENT

FIGURE 3-39: ADULT LITERACY ENROLLMENT (MIS): 2017-2021



\* 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	2017	2018	2019	2020	2021	% Average 5-Year Change
Northeast Iowa	255	515	521	486	365	9.4
North Iowa Area	292	328	314	302	221	-6.7
Iowa Lakes	85	174	390	96	173	19.4
Northwest	252	310	289	241	201	-5.5
Iowa Central	1,647	1,545	1,266	857	1,062	-10.4
Iowa Valley	702	570	483	380	298	-19.3
Hawkeye	841	1,084	1,234	1,159	609	-7.8
Eastern Iowa	1,528	1,262	1,484	1,287	1,102	-7.8
Kirkwood	2,549	2,939	3,116	2,746	1,822	-8.1
Des Moines Area	3,524	3,571	3,659	3,078	2,178	-11.3
Western Iowa Tech	1,346	981	1,190	1,193	984	-7.5
Iowa Western	1,164	892	769	543	549	-17.1
Southwestern	358	352	303	251	196	-14.0
Indian Hills	664	646	659	536	402	-11.8
Southeastern	984	926	874	688	514	-15.0
<b>Total</b>	<b>16,191</b>	<b>16,095</b>	<b>16,551</b>	<b>13,843</b>	<b>10,676</b>	<b>-9.9</b>

\* 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.

requirements of the Workforce Innovation and Opportunity Act (WIOA), 2014.

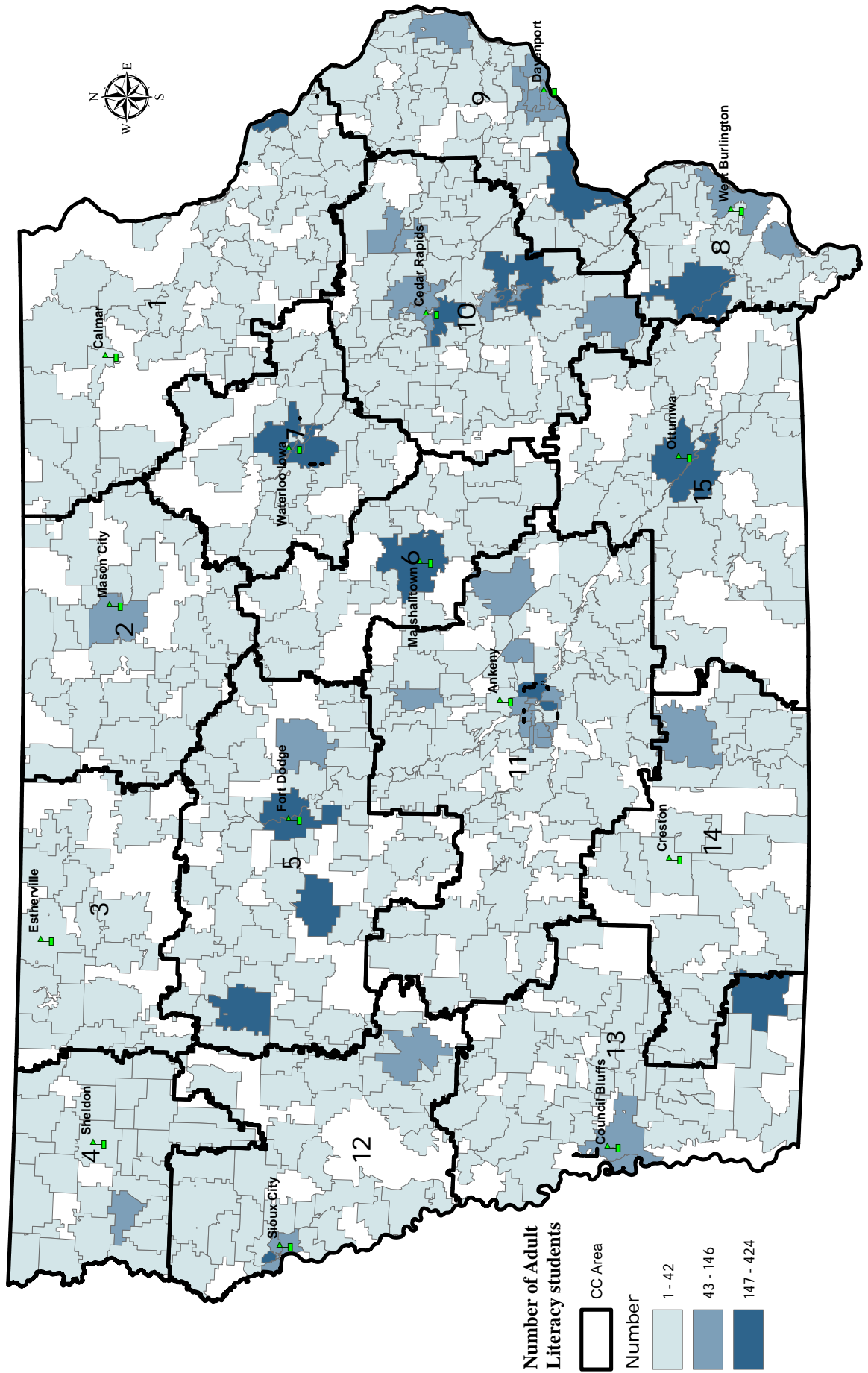
The WIOA Title II Adult Education and Family Literacy Act (AEFLA) aims to help adults obtain employment, become full partners in the educational development of their children, improve economic opportunities for their families and successfully transition to postsecondary education and training. The National 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 are based on the adult education program year, which coincides with Iowa’s fiscal year (July 1 - June 30). 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 required, 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 3-40: MIS-REPORTED ADULT LITERACY PROGRAM ENROLLMENT BY ZIP CODE AREA: 2021



Counts include 10,235 Adult Literacy students with valid Iowa ZIP codes. Counts do not include students with not reported ZIP codes or ZIP codes outside of Iowa. White areas represent zip code areas with no reported students.



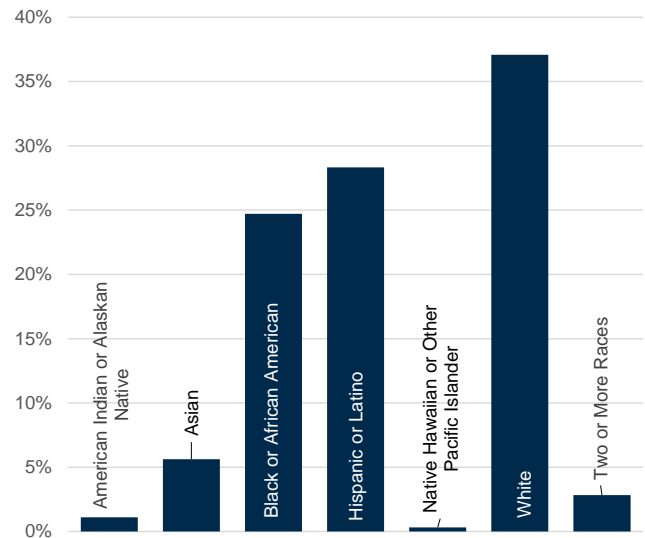
## NRS Enrollment in Instructional Programs

AEL instructional programs represent a progression of basic skill attainment as defined by the NRS educational functioning levels (EFL). Each level has a description of basic reading, writing, numeracy and functional and workplace skills that can be expected from a person functioning at that level. As of 2017, six ABE Levels have been renamed ABE Level 1-6 with ABE Level 1 being the lowest and ABE Level 6 being the highest. 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 AY20-21 with 4,942 participants, or 65.9 percent of total enrollment, while ESL had 2,559 participants, or 34.1 percent of total enrollment (Figure 3-42). ESL enrollment has continued to decrease with a five-year average of 14.8 percent, while ABE also has a five-year average decrease of 7.8 percent.

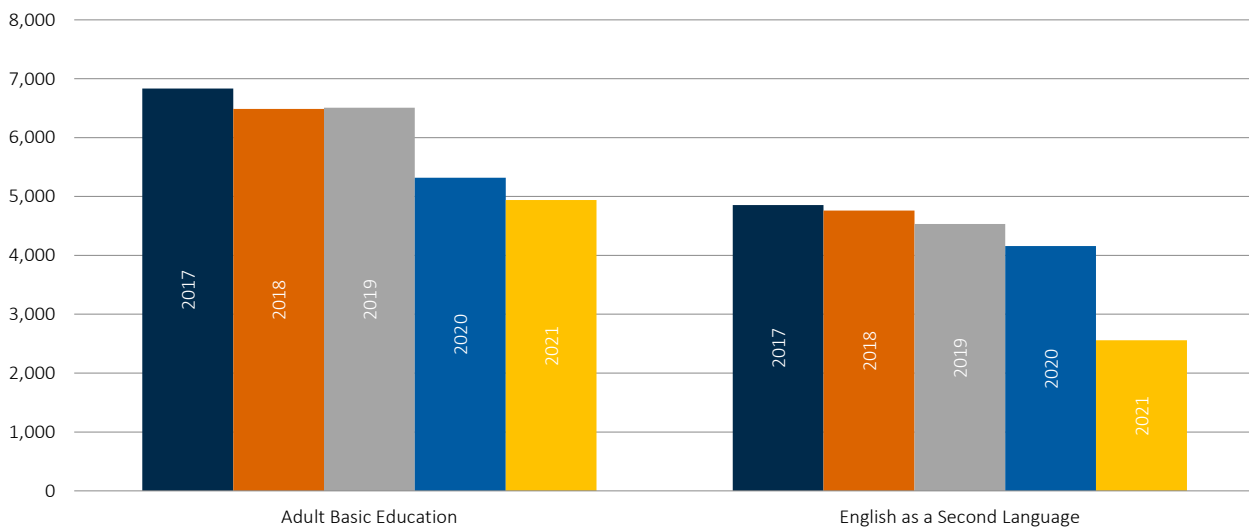
Of those who were both enrolled in AY20-21 and federally reported, 54.2 percent were female and 37.1 percent self-identified as white. Another 28.3 percent of participants identified themselves as Hispanic or Latino, 24.7 percent as black or African American and

**FIGURE 3-41: ADULT EDUCATION AND LITERACY STUDENT RACIAL AND ETHNIC BACKGROUND**



5.6 percent as Asian. The remaining three categories (American Indian, Hawaiian or Pacific Islander and two or more races) combined for 4.3 percent of the participants (Figure 3-41).

**FIGURE 3-42: PROGRAM ENROLLMENT AS REPORTED ON NRS: 2017- 2021**

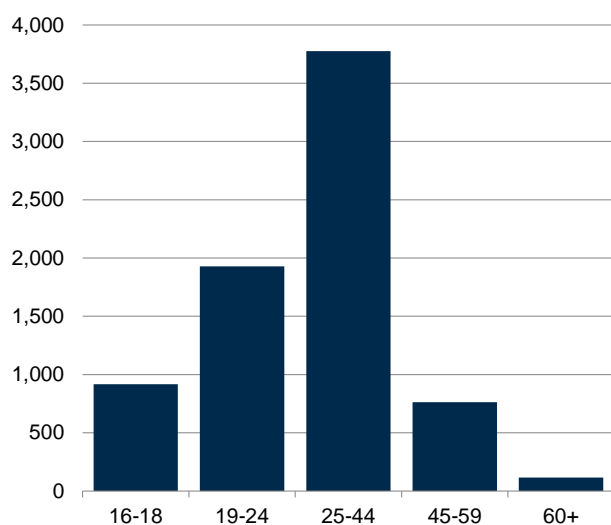


\* Adult Secondary Education is combined with Adult Basic Education beginning in 2017.

The largest age groups served by AEL programs in AY20-21 were 25 to 44 years of age with 3,776 students (50.3 percent) and ages 19 to 24 with 1,928 students (25.7 percent). The next largest age category was 16 to 18 age group with 917 students (12.2 percent), slightly higher than the 45 to 59 with 763 students (10.2 percent). This is a shift from AY19-20 where the 45 to 59 age group (12.2 percent) represented a larger percentage than the 16 to 18 age group (11.5 percent) (Figure 3-43).

The three highest barriers to employment, as self-identified by participants upon entry into the AEL programs, include English Language Learners, low literacy, or cultural barriers (100.0 percent), low-income (3.1 percent), and single parents (2.2 percent). It is important to note that participants could indicate more than one barrier.

FIGURE 3-43: AEL ENROLLMENT BY AGE (NRS)



Student at Des Moines Area Community College



Students at Iowa Central Community College

## CORRECTIONS EDUCATION

Iowa has nine facilities operated by the Iowa Department of Corrections with varying security levels receiving educational services by five community colleges (Southeastern Iowa, Kirkwood, Des Moines Area, Iowa Central and Iowa Western). With over 90% of inmates re-entering their communities, quality educational opportunities are essential in obtaining job skills that lead to employment that provide a sustainable living wage. The Iowa Department of Corrections (IDOC) along with the Iowa Department of Education is committed to creating opportunities for safer communities by championing excellence for all Iowa students. The following data includes the facilities operated by IDOC along with jails, halfway houses or other correctional or rehabilitative facilities.

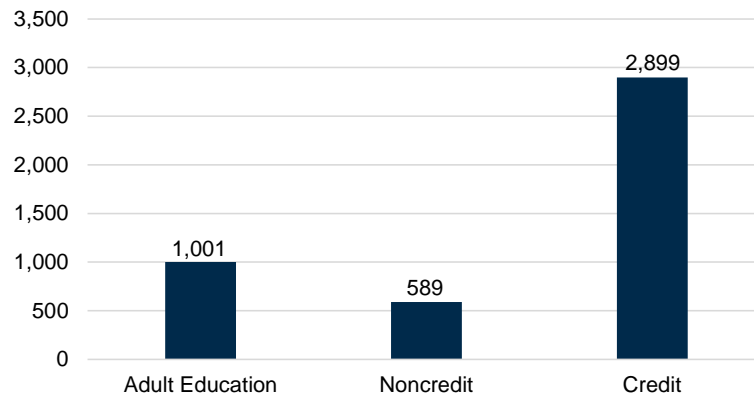
Adult education and literacy (AEL) services have been a cornerstone of services offered in each facility by the community colleges. In AY2020-21, 1,101 participants were served with 42% (464) achieving a measurable skill gain, which is an educational functioning level increase in their post-test or their High School Equivalency Diploma (HSED). In addition, of those that were served, 265 exited AEL services and were released with 49% (129) employed by the second quarter.

Noncredit courses were offered in correctional institutions with the most unduplicated student enrollment in Occupational Safety and Health Technology, representing 38% of the total 589 students. Transportation and Materials Moving had the second largest enrollment (22%) followed closely by Allied Health and Medical Assisting (21%).

As part of optimizing post secondary opportunities through the Second Chance Pell initiative and grant funded opportunities, the IDOC continues their partnership with IDOE in developing a statewide consortium of educational providers to better



**FIGURE 3-44: TOTAL ENROLLMENT OF INCARCERATED INDIVIDUALS BY TYPE OF PROGRAMMING AY20-21**



**TABLE 3-2: TOP NONCREDIT INDUSTRY COURSES ENROLLED BY INCARCERATED INDIVIDUALS AY20-21**

Noncredit Course	Students*
Occupational Safety and Health Technology/Technician	436
Transportation and Materials Moving	132
Allied Health and Medical Assisting Services	126
Electrical/Electronics Equipment Installation and Repair	50
Mechanic and Repair Technologies/Technicians	46
Crop Production	33
Food Service Systems Administration/Management	31
Machine Tool and Precision Metal Working	12

\* The number of students may be higher than overall noncredit enrollment due to individuals enrolling in more than one course

**TABLE 3-3: CREDIT ENROLLMENT INCARCERATED INDIVIDUALS BY PROGRAM AY20-21**

Program	Description	Students*	Credits Attempted	Credits Completed	Percent Completed
100	Communication	104	1,183	930	84.2
131	Education	66	557	355	73.0
240	Liberal Arts/Gen.	2,136	15,165	11,731	73.1
440	Human Services	246	2,822	2,001	65.8
470	Technology/Technician Industry	48	239	160	73.5
500	Arts	23	130	79	34.0
510	Health Care	194	1,451	1,159	83.4
520	Business/Management	164	1,597	1,145	75.3

\* The number of students may be higher than overall credit enrollment due to individuals enrolling in more than one course



coordinate with community college partners, Grinnell College and the University of Iowa to offer credit-bearing college courses. In AY2020-21, 2,981 unduplicated individuals enrolled in the two community colleges approved to provide Second Chance Pell to offer post secondary education by attempting 23,144 credits. Courses offered ranged from robotics to agriculture with the majority of enrollment in a Liberal Arts and Sciences program (2,125). In this academic year, issues with access to course work and distance education were exacerbated by the COVID-19 pandemic. Of the students enrolled, there was a 76% (17,560) credit completion rate.

## 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 28, 2021 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*. (2020). Washington, DC: Author.



A student at Eastern Iowa Community College has her art chosen for display at the Figge Art Museum





# Student Success and Institutional Performance

Credit Student Awards, Reverse Credit Transfer, 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.

**T**here 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 2020 through the day preceding the first day of fall term 2021). 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)**

79 MORE THAN ASSOCIATE OF ARTS

NUMBER OF AWARDS:

**17,497**

INCREASE SINCE AY19-20

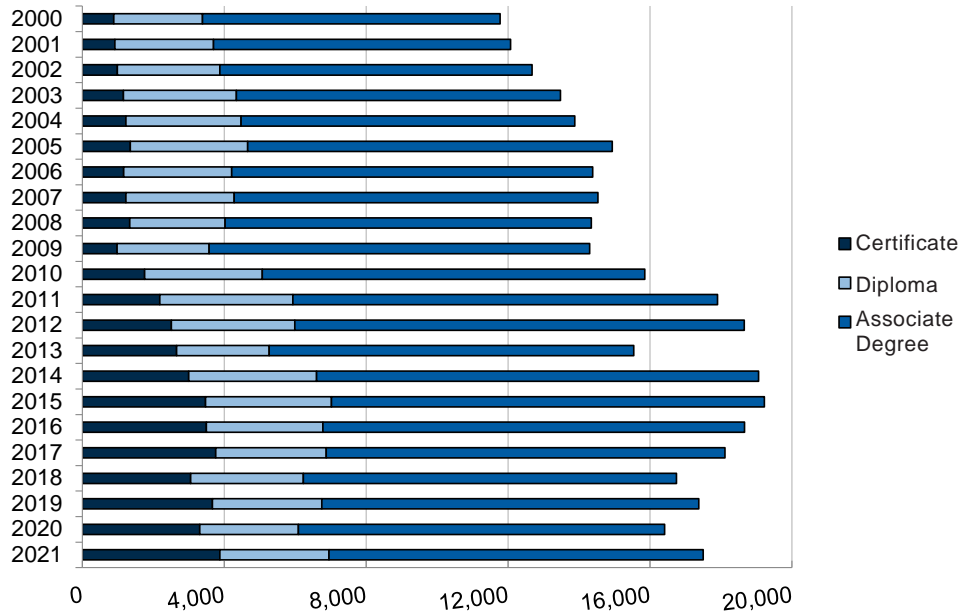


**6.6%**

A student is included each time he or she receives an award during the academic year. During AY20-21, the number of awards increased, but the demographic composition of community college awardees remained relatively the same as in previous years.

In AY20-21, the total number of credit awards was 17,497, an increase of 6.6 percent, with the exception of Associate of Applied Arts (AAA), which had a decrease of 19.0 percent. All other award types demonstrated larger numbers. Associate of Arts (AA) increased by 1.6 percent; Associate of Science increased by 0.8 percent; Associate of General Studies (AGS) increased by 8.0 percent; Associate of Applied Science (AAS) increased by 2.8 percent; Associate of Professional Studies (APS) increased by 11.9 percent; diploma awards increased by 10.5 percent and certificate awards increased by 17.2 percent. The award rate (number of awards per number of students) increased from 12.9 percent in AY19-20 to 15.0 percent in AY20-21.

FIGURE 4-1: CREDIT AWARDS BY TYPE: 2000 - 2021



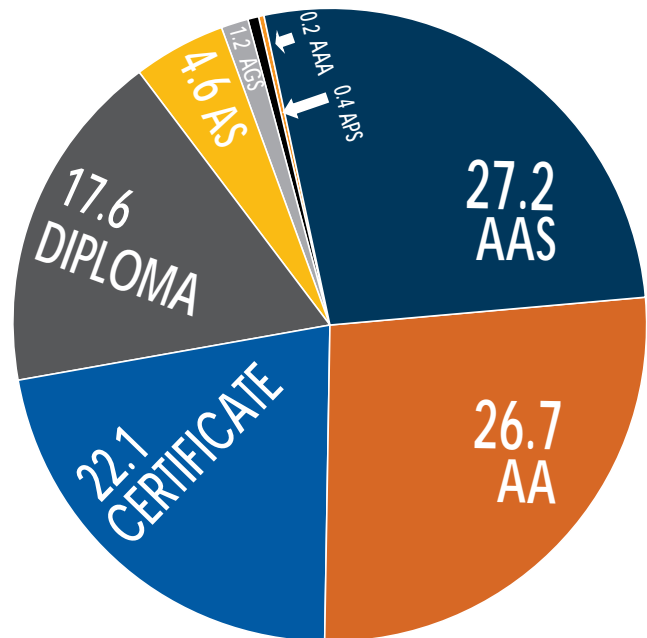
On average, the number of awards conferred by Iowa community colleges has been growing 1.9 percent annually since tracking began in FY2000. Overall, the number of awards has been relatively steady since 2006, and despite a data collection change in 2013\*, they rose continuously from 2010 through 2015 (Figure 4-1).

Historically, AA awards have comprised the majority of all awards granted; however, for the sixth time in the history of the community college management information system (MIS), more AAS degrees (4,752) were awarded in AY20-21 (27.2 percent of all awards) than any other type of award, including AA awards (4,673), which comprised 26.7 percent of total credit student awards granted.

A total of 3,871 certificates were awarded in AY20-21, which represented 22.1 percent of total awards, up from 20.1 percent in AY19-20. Diploma awards accounted for another 3,080 awards, which represented 17.6 percent of total awards. A total of 804 AS degrees were awarded in AY20-21, comprising 4.6 percent of total awards, down slightly from 4.9 percent in AY19-20. AGS awards increased from 201 in AY19-20 to 217 in AY20-21, representing 1.2 percent of total awards. APS degrees increased from 59 to 66 awardees, representing 0.4 percent of total awards (Figure 4-2).

The distribution of career and technical education (CTE) awards by program of study has remained

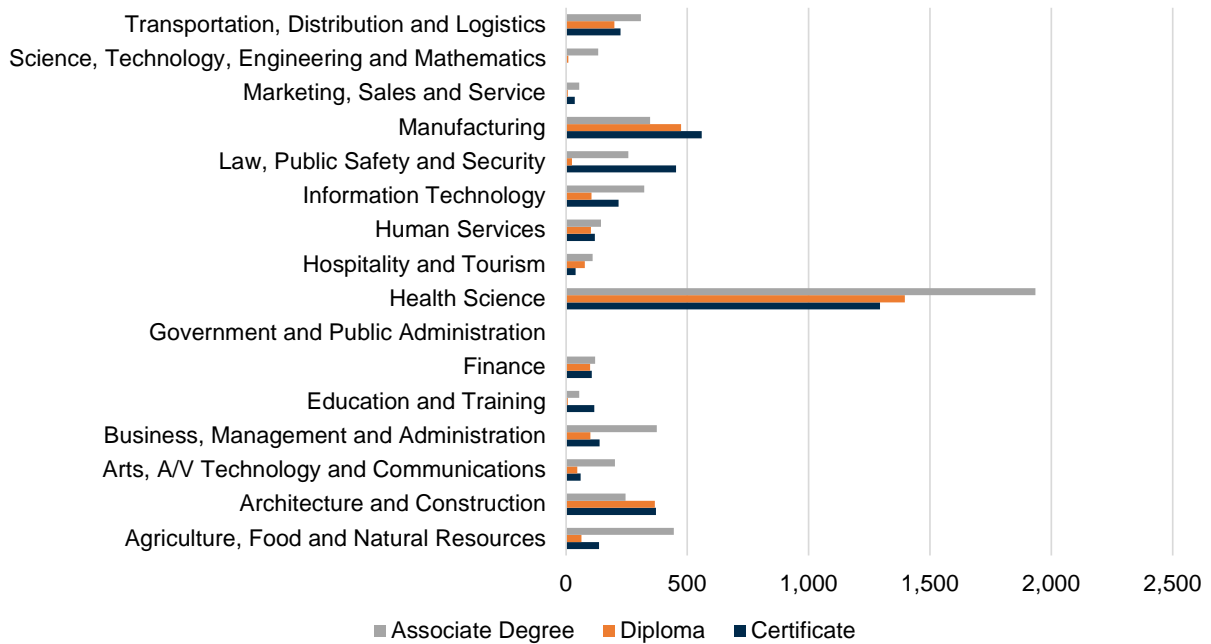
FIGURE 4-2: AWARD TYPE AS A PERCENT OF TOTAL AWARDS (%)\*



\* 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



fairly consistent over the past five years. Again, in AY20-21, out of the 12,000 CTE program awards granted, the largest number of awards (4,624) was in Health Science (38.5 percent), followed by Manufacturing (1,379); Architecture and Construction (982); Transportation, Distribution and Logistics (733); Agriculture, Food and Natural Resources (644) and Information Technologies (644) and Business, Management and Administration (613). As has been the case over the last 19 years, the prevailing number of CTE awards were associate degrees (42.1 percent), followed by diplomas and certificates (Figure 4-3).

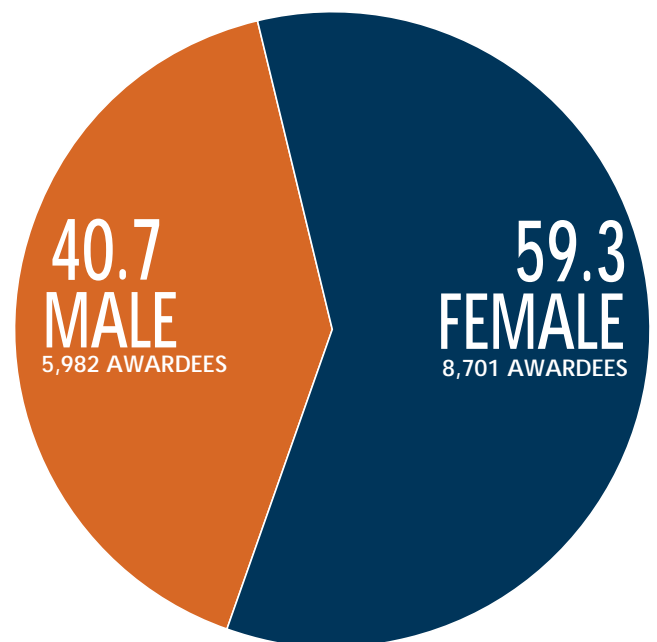
### Transfer Major Awards

For the first time, data on transfer major awards has been submitted and is available to report. For AY20-21, a total of 172 AA and 24 AS transfer major student awards were documented in the MIS system. The most prevalent awards granted are as follows:

- » Psychology (55)
- » Criminal Justice/Safety Studies (47)
- » Business (26)
- » Elementary Education (26)
- » Biology (17)

More details can be found in section 2 titled Programs that Meet Students and Workforce Needs.

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.

## Awardee Demographics

Nationally, female students earn more awards in community colleges than male students, with female students earning 59.8 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 female students in health science programs. Female students have comprised approximately 55 percent of credit enrollment for the past 20 years and have typically earned a higher proportion of

» 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.

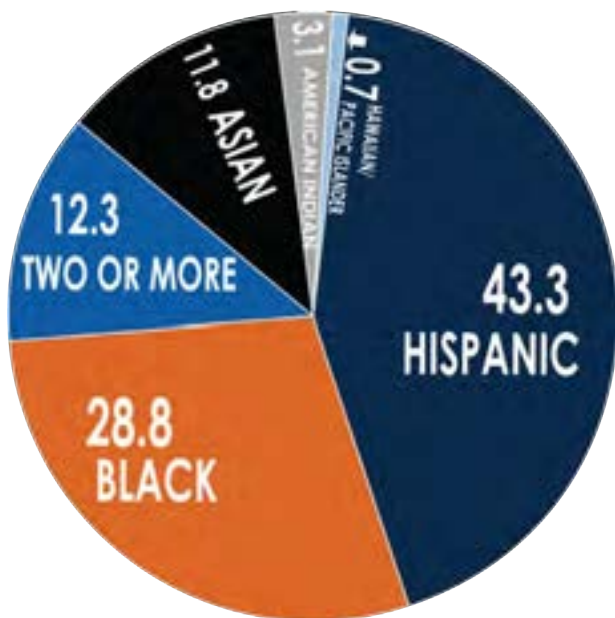


Graduate of Northwest Iowa Community College

awards (about 60 percent); however, since AY15-16, that trend has moved toward a more proportional award distribution by gender. In AY20-21, however,

female students comprised 57.1 percent of Iowa’s community college enrollment, while earning 59.3 percent of all awards (Figure 4-4).

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



White students comprised 76.6 percent of Iowa community college enrollees in AY20-21 and 77.9 percent of all awards earned. Nationally, however, white students comprised 51.4 percent of all public two-year institution award recipients [1].

The distribution of awards among racial minorities does not always mirror enrollment. For instance, Hispanic enrollees became the largest racial/ethnic minority group of enrollees (38.5 percent) in AY20-21, bypassing black enrollees (32.7 percent); however, there was a bigger disparity in the distribution of awards earned by racial/ethnic minority students, with Hispanic students earning 43.3 percent of the awards versus black students who earned 28.8 percent (Figure 4-5).

Similar to all awardees, the overwhelming majority of awards received by racial minorities in AY20-21 were associate degrees (55.7 percent), followed by certificates (25.7 percent) and diplomas (18.7 percent) (Figure 4-6).



FIGURE 4-6: CREDIT STUDENT AWARDS BY RACIAL/ETHNIC MINORITY GROUPS: 2000 - 2021

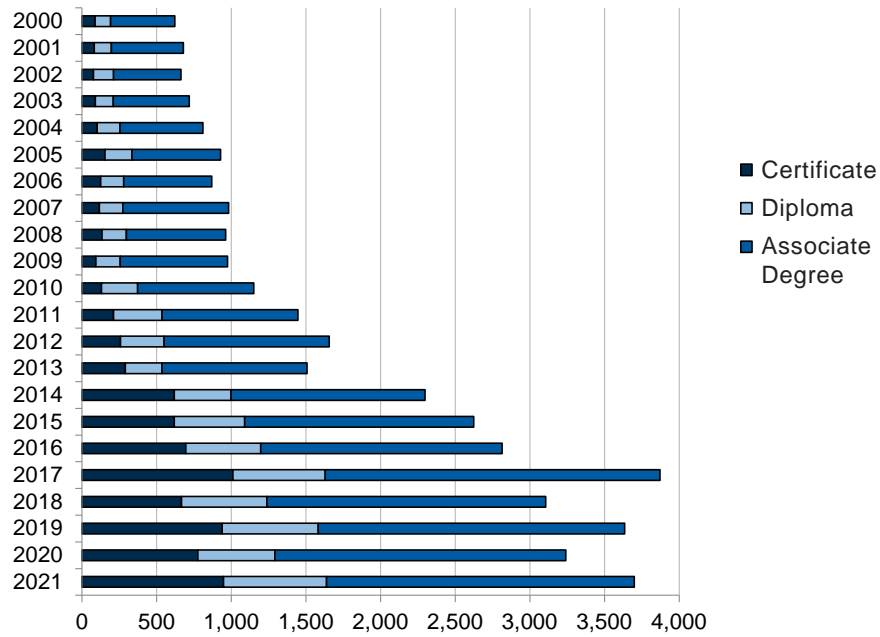
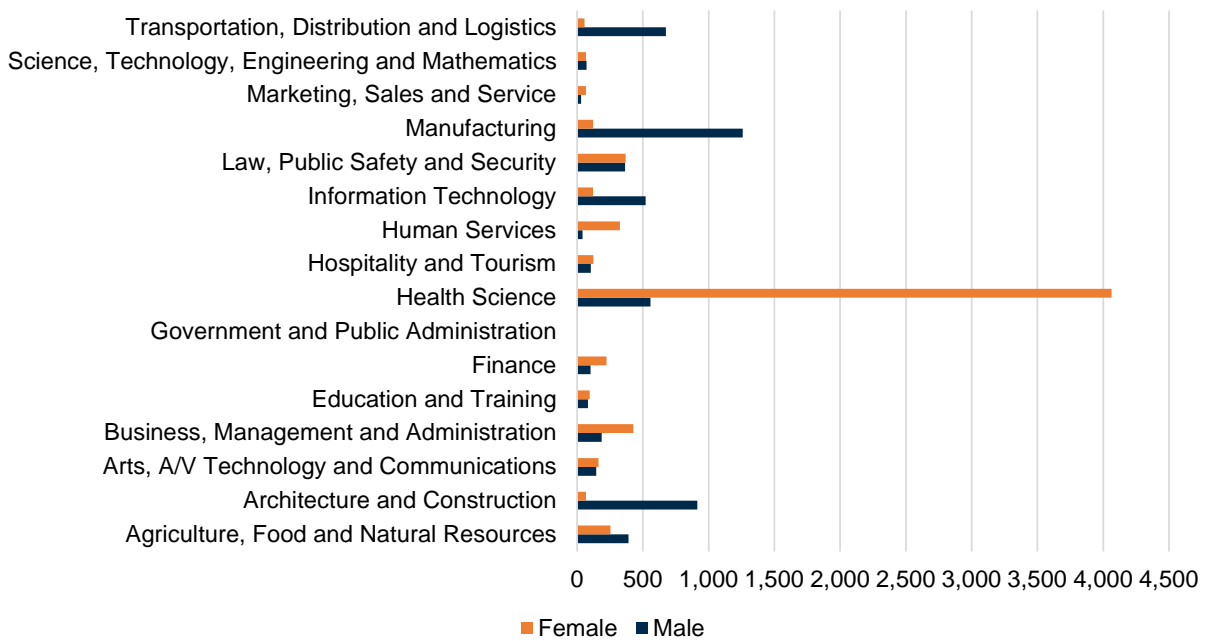


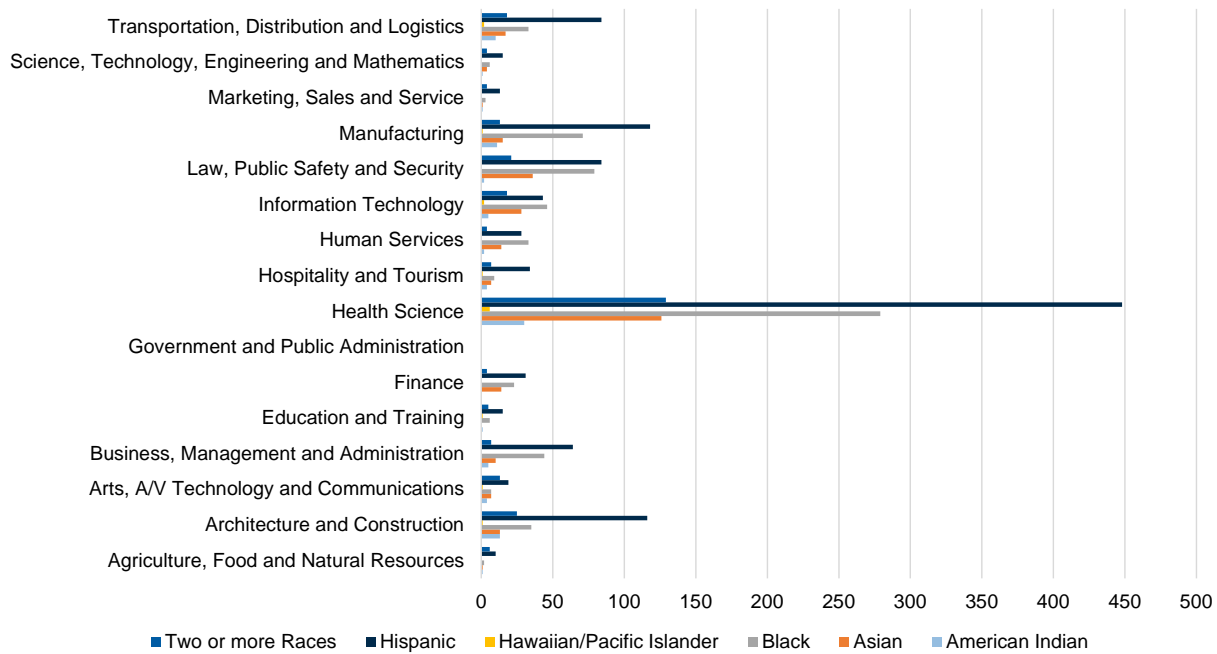
FIGURE 4-7: CREDIT STUDENT AWARDS BY GENDER AND CAREER CLUSTER



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.

Female students earned the majority of all CTE awards (54.6 percent). As previously stated, 38.5 percent of all CTE awards in AY20-21 were in Health Science. Of these, 87.9 percent were earned by female students (4,063 awards). Female students also earned the majority of awards in six of the 16 career clusters, including Business, Management and Administration; Human Services and Finance, while male students received significantly more awards in Manufacturing; Architecture and Construction; Transportation, Distribution and Logistics; Information Technology; Agriculture, Food and Natural Resources and the remaining five career clusters (Figure 4-7).

Similarly, the majority of CTE awards received by racial/ethnic minority students were in Health Science programs (1,018), followed by awards in Manufacturing (229) (Figure 4-8). This distribution

pattern is consistent with the pattern for the general cohort of awardees.

#### Award Rates and Distribution in Other States [1]

The award rate is the number of awards per enrolled student. 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 sixth in percentages of total awards versus total enrollments, with South Dakota ranking first (24.2 percent). Iowa community colleges also ranked fifth after South Dakota, Missouri, Illinois



FIGURE 4-9: CREDIT STUDENT AWARD RATES, CONTIGUOUS STATES: 2019

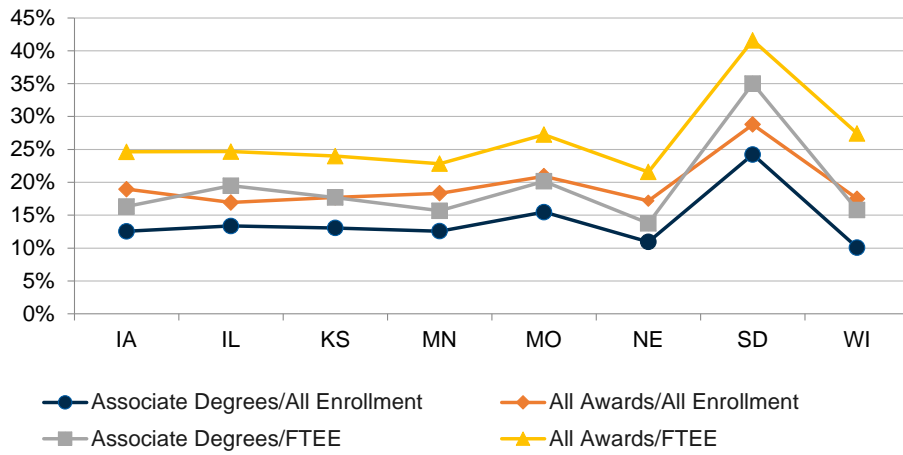
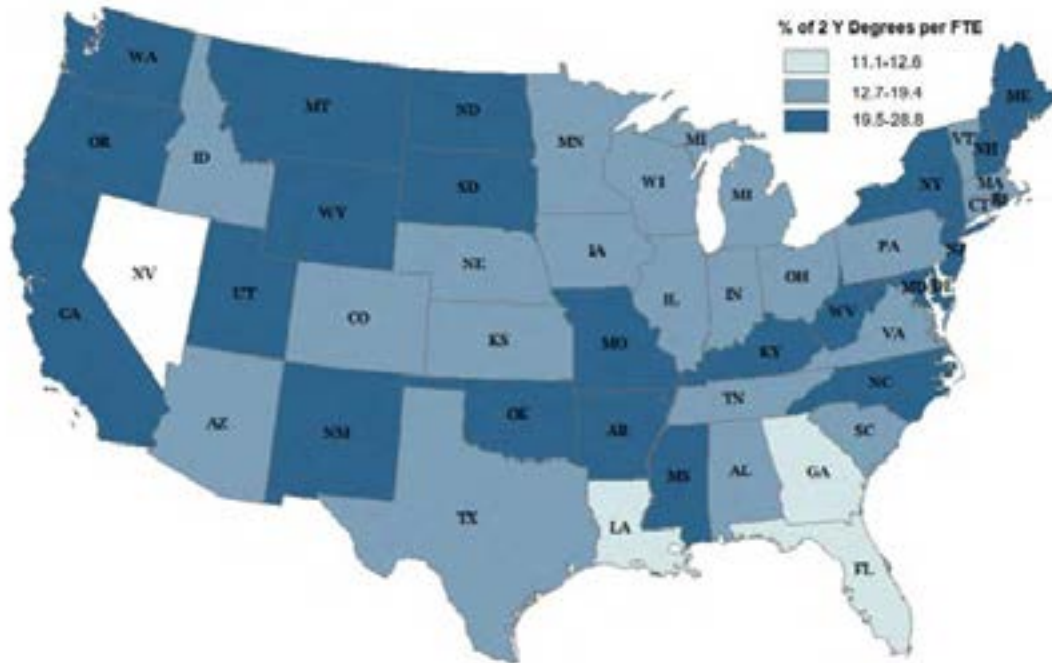


FIGURE 4-10: PERCENT OF TWO-YEAR DEGREES PER FTEE, TWO-YEAR PUBLIC INSTITUTIONS: 2019







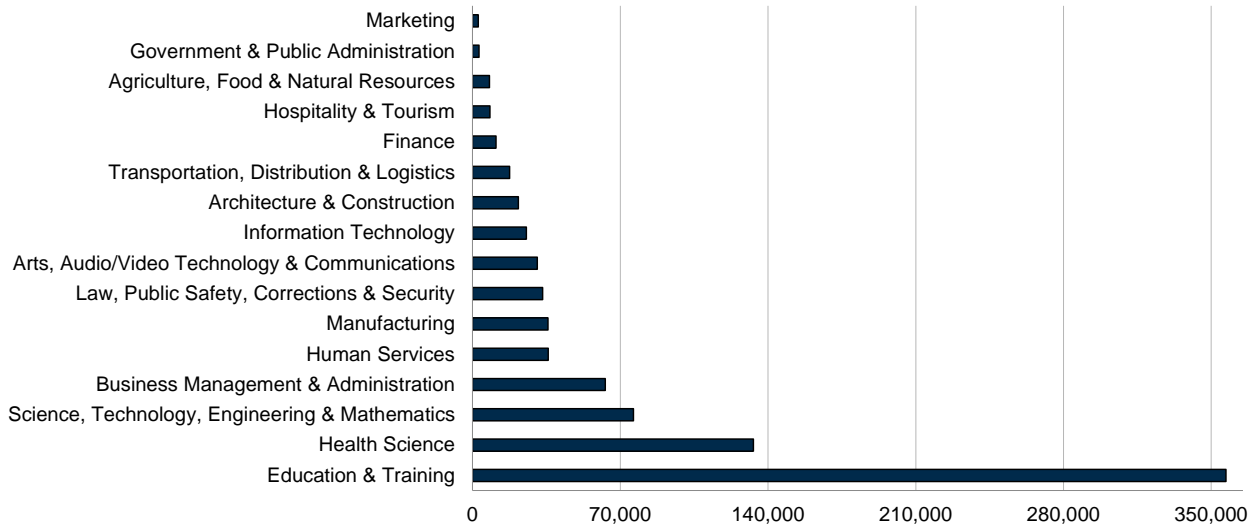
Students at Kirkwood Community College

and Kansas in associate degrees versus all enrollment fifth in all awards versus FTEE and third in associate degrees versus FTEE (Figure 4-9).

Nationally, the percentages of all awards versus all enrollment in public two-year institutions was 17.5 percent. Iowa community colleges were below average with 16.3 percent. Similarly, Iowa was below the national average (13.3 percent) in associate degrees versus all enrollment with 12.6 percent; below the national average (25.9 percent) in all awards versus FTEE with 24.6 percent and below the national average (19.5 percent) in associate degrees versus FTEE with 19.0 percent (Figure 4-10).

Although national data does not classify program areas in the same educational clusters that Iowa uses, 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 (Figure 4-11).

FIGURE 4-11: UNITED STATES CREDIT STUDENT AWARDS BY CTE PROGRAM: 2019 [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 process provides transfer students an opportunity to send earned college credits from their current university back to the associate degree-granting institution to be evaluated for a possible degree. Reverse credit allows students to be awarded an associate degree, diploma or certification post-transfer that they otherwise wouldn't have had an opportunity to attain. 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

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

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.

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 and transcribed for the semester or year that all final requirements are met, not the last term the student was enrolled at a community college.

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



*Students at Iowa Lakes Community College*

to the degree and residency requirements, of the community college as the award-granting institution.

Iowa's 15 community colleges and three public four-year universities approved a partnership in AY18 to utilize the National Student Clearinghouse's Reverse Transfer Service. This service allows for streamlined sharing of transcripts, and is expected to expedite and assist with the review and awarding of community college credentials. In AY21, Iowa's three public four-year universities sent 1,767 potential student candidates (up 4.2 percent from AY20) for RCT through the Clearinghouse data exchange site for community colleges to evaluate.

Iowa's 15 community colleges confirmed and awarded 53 associate degrees in AY21 from the group of 1,767 potential student candidates, which was down from 61 degrees awarded the previous year. Of the 53 reverse credit awards, the AA (83.0 percent) was the primary degree earned, followed by AS (17.0 percent). There were no AAS reverse credit awards in AY21. For the first time since this award data has been available, reverse credit degree earners were primarily male (48.1 percent) compared to female (40.4 percent) in AY21. In terms of race/ethnicity, white students (65.4 percent) earned the most degrees, followed by Hispanic students (5.8 percent), Black students (3.8 percent) and Asian students (1.9 percent).

The decreases in potential student candidates and reverse credit associate degrees awarded could be due to the impact the COVID-19 pandemic has had on overall student enrollment at all public institutions in the state. 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, regardless of the issues with enrollment. 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 AY20-21, noncredit awards increased by 18.8 percent over last year with 42,204 students receiving 46,361 noncredit awards. The majority of these (79.3 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 16.8 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.



Student at Indian Hills Community College

### NONCREDIT AWARDS

NUMBER OF AWARDS

**46,361**

INDUSTRY AWARDED

**79.3%**

GAP NONCREDIT PROGRAM COMPLETIONS

**638**

GAP INDUSTRY CREDENTIALS EARNED

**1,104**

**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 (GAP) within this section of reporting. During AY20-21, there were 638 MIS-reported students who completed GAP noncredit high-demand programs during AY20-21. An additional 389 students completed industry credentials under GAP. Overall, GAP students receiving a noncredit award increased 48.4 percent over the previous year.

Individual program reports published by the Department provide additional data about noncredit

program completers. The *Iowa Community Colleges Employment Outcomes: Noncredit Career and Technical Education (CTE) Programs* report, to be published in January 2022 and representing students who completed their training in AY 2020 and matched 2021 wage records, 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.

This annual report, released by the Iowa Department of Education in partnership with Iowa Workforce Development, is nationally recognized



as a 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 2022 study preliminary findings:

- » 64.4 percent of noncredit CTE students were 25 years or older as compared to 30.5 percent of credit students.
- » 20.0 percent of noncredit CTE students were of a racial or ethnic minority group as compared to 17.6 percent of credit students.
- » Upon exiting their noncredit CTE programs, 90.3 percent of the students were employed

within the first year and 80.7 percent of them were employed in Iowa.

- » 21.9 percent of noncredit students continued into credit-bearing programs.
- » 4.2 percent of noncredit CTE students held previously earned postsecondary degrees.
- » Overall, wages increased 11.4 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 and construction.
- » The short-term programs which required 32 to 99 contact hours and resulted in the highest percentage of employment included medication aide (98.8 percent), civil engineering technician (97.7 percent), automobile mechanic (97.7 percent) and emergency medical technician (96.4 percent).

More information will be available in the full report in January 2022, *Iowa Community Colleges Employment Outcomes: Noncredit Career and Technical Education Programs*, located on the Department's website.



Students in the meat lab, part of Hawkeye Community College's Animal Science program

# Feature Spotlight

## Iowa Student Outcomes Provides Easy Access to Education and Training Information and Successes



Data plays a critical role for the ability of decision-makers to improve educational programs, direct financial aid into best channels, align education programs with industry demands and better cater to student needs

In collaboration with the Iowa Workforce Development, Iowa Board of Regents, Iowa College Student Aid Commission and Iowa Area Education Agencies, the Iowa Department of Education has created the Iowa Student Outcomes website, a resource that includes reports spanning K-12, community colleges, adult education, Iowa regent universities and employment. The collaboration began in 2017 as a part of a successful grant opportunity through the U.S. Department of Labor’s Employment and Training Administration, in partnership with Iowa Workforce Development, to improve and expand the data collection and reporting for Iowa’s community colleges through a web-based management information system (WebMIS). The partners have continued to work together to share information with all Iowans about the impact of education and training at all levels, from kindergarten through adult education and the workforce.

For many years, Iowa has been a leader in reporting student outcomes at all student education and training levels, but these reports and resources have been isolated and scattered across multiple agency websites. The Iowa Student Outcomes website gives Iowa the ability to showcase these nationally-recognized student outcomes

reports in one place, thus providing easy access to the public. The website includes reports and webtools from Iowa’s public schools (K-12 and universities), community colleges and adult education, as well as information about industry credentials and licenses, financial aid and apprenticeship outcomes.

Successful student outcomes require robust programs of study, a variety of financial aid sources and a customized approach to serving students. To achieve Governor Reynolds’ Future Ready Iowa goal of 70 percent of Iowans having education and training beyond high school by 2025, quality information will be key. It will be critical to inform the public about the training and education needed to enter in-demand occupations and options for enrolling in such programs. Data and information play a critical role in helping decision-makers improve educational programs, directing financial aid where it is most needed, aligning education programs with industry demands and better supporting students’ needs. This web-based resource allows Iowa students, teachers and business partners ease of access to Iowa’s student outcomes in one consolidated space.

[www.iowastudentoutcomes.com](http://www.iowastudentoutcomes.com)



## VOLUNTARY FRAMEWORK FOR ACCOUNTABILITY (VFA)

**NOTE: Due to issues with the VFA reporting site and the unavailability of national benchmarking information, this is the same data from last year.**

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. National public reporting on any participating VFA community college is available by searching for individual colleges at [Find VFA Colleges](#) and the public statewide report can be found by searching for “Iowa Department of Education” on the same website. There are currently 226 colleges in the VFA benchmarking project, which is down from 233 colleges in AY18-19.

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 50.5 percent of Iowa’s two-year main cohort (starting in fall 2017) students reached a credit threshold of 30 or more credits as compared to 41.1 percent of all VFA students in the comparable cohort (211 colleges); however, these Iowa students slightly underperformed their VFA cohort peers on a measure

## VFA COHORTS

### AY13-14 MAIN COHORT

PERCENT WHO EARNED AN AWARD OR TRANSFERRED WITHIN SIX YEARS

**64.2%**

COMPARED TO 50.4% FOR ALL VFA STUDENTS IN THE COMPARABLE COHORT

PERCENT WHO REACHED A CREDIT THRESHOLD OF 30 OR MORE CREDITS

**46.4%**

COMPARED TO 38.3% FOR ALL VFA STUDENTS IN THE COMPARABLE COHORT

### AY16-17 MAIN COHORT

MEDIAN WAGES OF NONCREDIT CTE PROGRAM COMPLETERS

**\$37,728**

MEDIAN WAGE INCREASE AFTER PROGRAM COMPLETION

**↑ 39.8%**

of first-term credit success rate (with grades of C- or higher) with Iowa students succeeding at 70.2 percent and the full VFA comparison cohort succeeding at 71.6 percent. Results showed similar patterns for the smaller cohorts of credential-seeking and first-time-in-college cohorts.

In the six-year cohort benchmarking measures of outcomes, Iowa’s student cohort measures (for students who started in fall 2013), showed that 64.2 percent in the overall main cohort (n=22,516) have shown success, with 18.5 percent completing an award and transferring, 27.9 percent completing an award (with no transfer), 17.8 percent successfully transferring (with no award). An additional 2.2 percent of this cohort was still enrolled. These rates were higher than those of the 211 benchmarking colleges, which had a total success rate of 50.4 percent rate consisting of 11.5 percent completing an award and transferring, 14.7 percent completing an award (with no transfer), 24.1 percent successfully transferring (with no award). This VFA comparison cohort had 3.5 percent still enrolled. Also in Iowa’s main VFA cohort, 46.4 percent of students left Iowa’s community colleges with 30 or more credits as compared to 38.3 percent of all VFA main cohort students. An additional 25.3 percent of those students left Iowa’s colleges with fewer than 30 credits as compared to 36.2 percent of VFA students. Results for all of these measures showed similar patterns for the smaller cohorts of credential-seeking and first-time-in-college cohorts.

VFA’s two-year main cohort (fall 2017 students) data also measures the early success of community college students. Of Iowa’s main cohort of students,



73.9 percent are retained from fall to the next term compared to 70.5 percent of students in the VFA main cohort comparison (209 colleges). 26.0 percent of these Iowa students have completed their course of study by the end of year two as compared to 15.7 percent of the VFA benchmark cohort. Of the CTE students completing or leaving at the end of two years, 34.9 percent had achieved an Associate's degree as compared to 24.5 percent of the VFA benchmark group.

Of the students in Iowa's two-year main cohort identified as having need in developmental mathematics, writing and/or reading, 60.2 percent attempted at least one developmental course and 42.3 percent completed all developmental coursework as compared to 74.1 percent and 44.2 percent in the VFA comparison group, respectively. More detailed success data for each development subject 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 AY16-17, 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 now exist for these students, and for the 7,398 students in the AY16-17 noncredit CTE completers/leavers cohort, 5,420 (73.3%) earned an industry recognized credential and 15 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 students before and after enrollment in a CTE program. According to VFA reporting, median wages for Iowa community college noncredit CTE program students in the Iowa CTE cohort (in AY16-17) increased by 39.8 percent, from an annual average of \$26,984 to \$37,728 (Tables 4-1 and 4-2). More information on a student noncredit completer cohort (different from the VFA CTE cohort) regarding completion 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 AY16-17)**

	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 & Leavers	7,398	5,420	\$26,984	\$37,728	15

**TABLE 4-2: EDUCATION AND EARNINGS OF CTE NONCREDIT STUDENTS (LEFT IN AY16-17)**

	Total Students	Enrolled in Education	Earnings of CTE Noncredit Students						Not Enrolled/ No Wage Records
			\$1 - \$14,999	\$15,000 - \$22,499	\$22,500 - \$29,999	\$30,000 - \$39,999	\$40,000 - \$50,199	\$50,200 - or more	
CTE Noncredit Completers & Leavers	7,398	1,106	666	360	510	691	591	1,120	2,354



## 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 2021, TE reported that 10,653 individuals received adult education and literacy services. Of those, 7,501 were reported as participants in the National Reporting System for Adult Education (NRS).



Student at North Iowa Area Community College

### ADULT EDUCATION AND LITERACY

STUDENTS REPORTED PER NRS REQUIREMENTS:

7,501

DOWN SINCE 2017:

↓ 10.5%

44.4%

ACHIEVED MEASURABLE SKILL GAINS (MSG)

1,413

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.

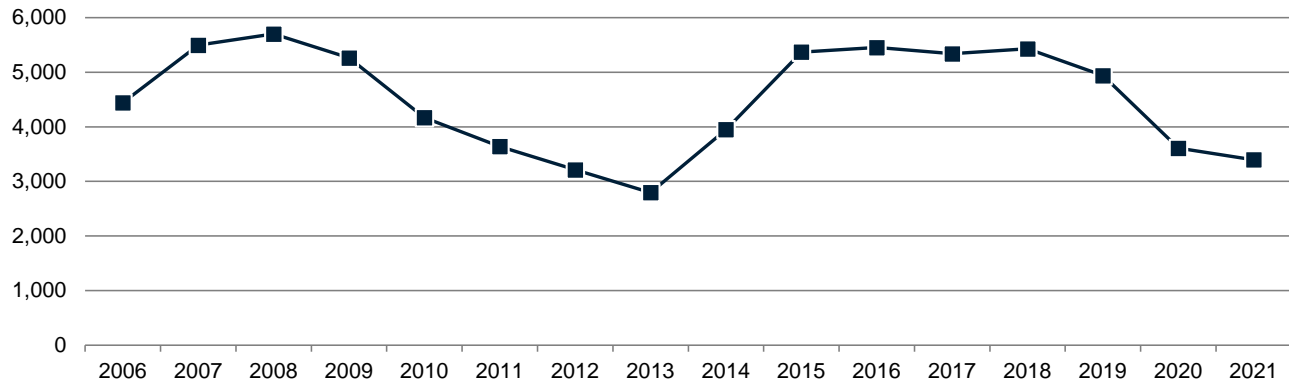
The U.S. Department of Education negotiates a target for program effectiveness and outcomes. This section presents information on each of these targets.

### Student Performance Indicators

*Measurable Skill Gain*—This measure demonstrates participants’ progress toward achieving a credential or employment. For WIOA AEL programs, the NRS has historically included two ways participants can demonstrate an MSG: an educational functioning level (EFL) gain or receipt of a secondary credential. In 2021, the NRS introduced three additional methods of earning MSG with IET participants, including progress towards milestones, passing technical/occupational knowledge-based exam and a secondary or post-secondary transcript. Iowa does not recognize



FIGURE 4-12: NRS EDUCATIONAL FUNCTIONING LEVEL GAINS: 2006 - 2021



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

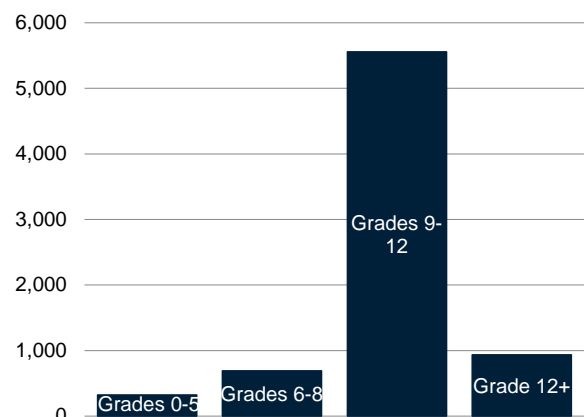
transcripts for a MSG. A participant may have more than one period of participation but only one gain per period of participation. Of the 7,645 periods of participation in 2021, 44.4 percent achieved an MSG (Figure 4-12).

Of the 7,501 participants reported in NRS, 74.1 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 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 2021, 3,849 (55.9 percent) of the total NRS reported participants persisted beyond the recommended hours and took a post-assessment. Of those who persisted, 3,591 (65.3 percent) completed an EFL or completed a secondary credential. An additional 422 of the 611 (69.0 percent) at the

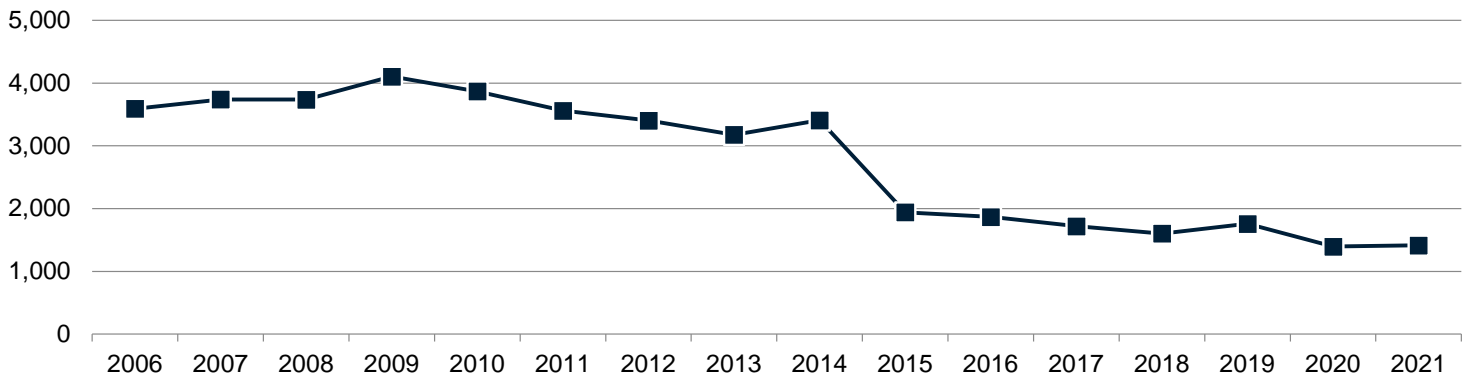
FIGURE 4-13: HIGHEST LEVEL OF SCHOOL COMPLETED BY PARTICIPANTS



highest EFL completed their high school equivalency. additional 422 of the 611 (69.0 percent) at the highest EFL completed their high school equivalency.

*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 AY20-21 and pass all five sub-tests by the end of the program year. alternative pathways are grounded in comprehensive data, research and integrity that ensures rigor and maintains quality standards important to Iowa.

FIGURE 4-14: CORE OUTCOME MEASURE - SECONDARY DIPLOMAS: 2006 - 2021



Note: Figure 4-14 indicates a large decrease in HSED recipients in AY14-15, with more consistent results over the last few years. This decrease was due to Iowa's transition from GED to HiSET®, which drastically reduced the pool of eligible test takers.

During AY20-21, a total of 1,313 participants completed all five sub-tests and had data available for matching against HSED recipients. An additional 100 students earned a HSED using an alternative pathway AY20-21.(Figure 4-14).

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.

### 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:

- » *Employment in the second quarter after exit*— Includes all those who exited during AY19-20

### AEL CORE OUTCOME MEASURES: AY20-21

EMPLOYED TWO QUARTERS AFTER EXIT

**53.1%**

DOWN FROM 57.7% IN AY19-20

DOWN SINCE LAST REPORTING YEAR

**↓ 8.0%**

MEDIAN QUARTERLY WAGES

**\$6,681**

UP FROM \$5,882 IN AY19-20

UP SINCE LAST REPORTING YEAR

**↑ 13.6%**

EMPLOYED FOUR QUARTERS AFTER EXIT

**53.2%**

- except those incarcerated.
- » *Employment in the fourth quarter after exit*— Includes all those who exited during calendar year 2018 except those incarcerated.
- » *Median earnings second quarter after exit*.— Includes all those who exited during AY19-20 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 2019.

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 7,365 participants who exited the program in AY19-20, 53.0 percent were able to be tracked



through the databases used to match employment data and were employed the second quarter after exit, earning a median quarterly wage of \$6,681. Employment rates across the state and in categories such as distance learners, integrated education and training and corrections increased while the integrated English literacy and civics education continued to earn the highest quarterly median wage at \$11,045 (Figure 4-15).

During calendar year 2019, 7,891 participants exited and 4,196 (53.2 percent) were able to be tracked and found to be employed in the fourth quarter after exit. This compares to 55.3 percent the previous year.

### 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 AY20-21, a total of 2,290 participants were reported as being distance learners with 39.8 percent achieving an MSG. Enrollment is a 95.7 percent increase over AY19-20, with a five-year average increase of 84.0 percent.

**Corrections**—In Iowa, five community colleges work with the Iowa Department of Corrections to provide AEL services. In AY20-21, 1,101 participants

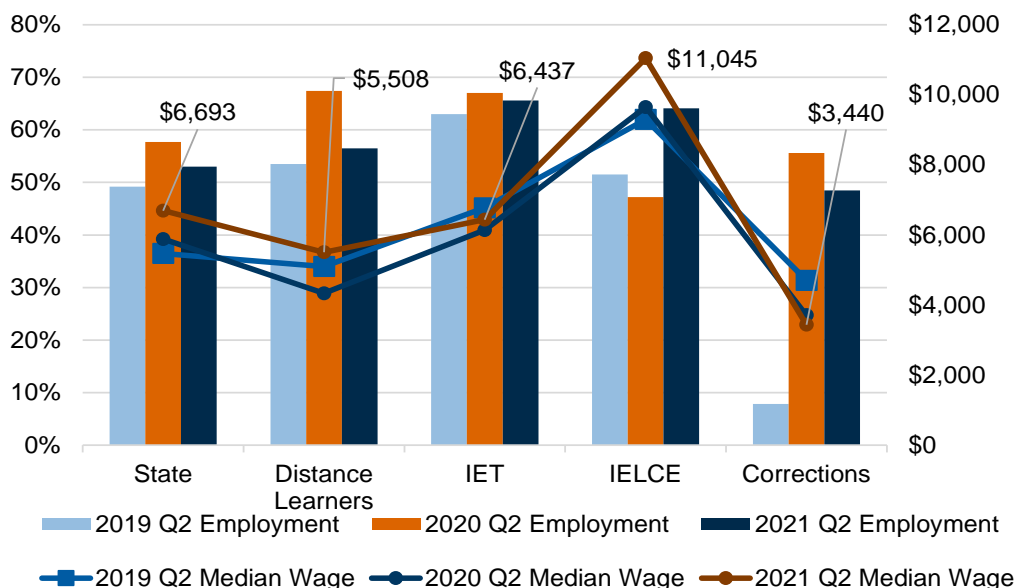
were included as part of the total enrollment reported in the NRS. This number does not include all of the adults served in Iowa’s correctional institutions because, as stated previously, participants must meet minimum requirements to be reported in the NRS. Of the 266 correction participants released in AY19-20 in the same quarter as exiting the program, 48.5 percent achieved employment in the second quarter after exit earning a quarterly median wage of \$3,440 (Figure 4-15).

**Integrated Education and Training (IET)**—This educational strategy is for students in career pathways. Iowa colleges reported 159 IET participants in AY20-21 with 57.9 percent achieving an MSG. Top training programs included meat cutting, medical receptionist, nursing assistants and construction trades.

**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 fell to 90 with an MSG rate of 50.0 percent compared to the five year participant peak of 360 participants with an MSG rate of 48.1 percent.

By reviewing the data from each of these subsets, AEL programs are able to identify patterns and needs. During AY20-21, these subsets showed measurable skill gain results similar to the state ranging from 38.8 percent for Distance Education to 57.9 percent for IET participants.

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 AY18-19.

## GRADUATION, TRANSFER AND SUCCESS RATES

Cohorts are defined as those students who begin college during the same term in a two-year degree, diploma, or certificate program of study. Their progression is then traced to measure their level of 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 2018 fall semester as full-time, non-high-school students and followed their progression for three years through the end of AY20-21.

As Table 4-3 illustrates, the fall 2018 cohort consisted of 13,823 students, of whom 5,410 earned



Students at Northeast Iowa Community College

### SUMMARY OF SUCCESS

OVERALL TRANSFER RATE	OVERALL GRADUATION RATE
<b>26.5%</b>	<b>39.1%</b>
FALL 2018 COHORT	FALL 2018 COHORT
OVERALL SUCCESS RATE	AVERAGE TIME TO AWARD
<b>49.7%</b>	<b>3.0 YEARS</b>
FALL 2018 COHORT	AVERAGE TIME TO AN ASSOCIATE DEGREE FOR AY20-21

**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.**

a certificate, a diploma or a two-year award, yielding a graduation rate of 39.1 percent. Among these graduates, 3,219 did not transfer to four-year colleges or universities within the same three-year period.

Of the 13,823 students from the fall 2018 cohort, 3,657 transferred to four-year colleges or universities, yielding a transfer rate of 26.5 percent. Of these transfer students, 1,466 (40.1 percent) transferred without earning an award. The remaining 2,191 transfer students (15.9 percent of the total cohort) transferred to four-year colleges or universities after earning an award. Overall, 6,876 students from the fall 2018 cohort either transferred, graduated or graduated and then transferred, yielding a success rate of 49.7 percent.

TABLE 4-3: SUMMARY OF OUTCOMES FOR FALL 2018 COHORT

	Transferred		Total
	No	Yes	
Graduated	No	1,466	8,413
	Yes	2,191	5,410
Total	10,166	3,657	13,823

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 13,823 students in the fall 2018 cohort, 6,487 (46.9 percent) were females and 7,336 (53.1 percent) were males. Among those students who reported their race and ethnicity, white (73.1 percent) was the majority race, followed by Hispanic (10.7 percent) and black (9.8 percent). In addition, 277 students reported themselves as Asian (2.1 percent), 103 reported American Indian and Pacific Islander (less than one percent), and 436 reported themselves as two or more races/ethnicities (3.3 percent). There

were 595 students (4.3 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, female students had slightly higher rates in graduation and transfer than male students, whereas male students had a higher success rate.

In terms of race/ethnicity (Figure 4-17), white students had the highest graduation rate (43.4 percent), followed by Asian students (40.8 percent). Asian had the highest transfer rate (28.5), followed

FIGURE 4-16: GRADUATION, TRANSFER AND SUCCESS RATE PERCENT BY SEX: 2018 COHORT

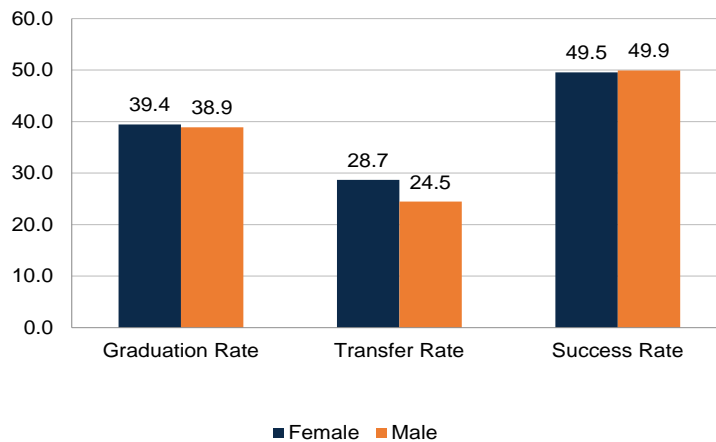
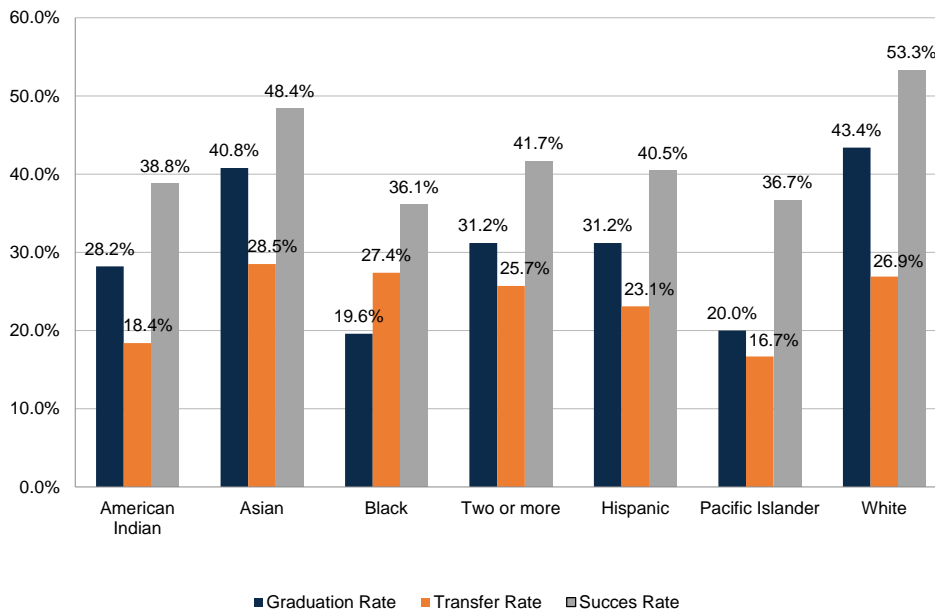


FIGURE 4-17: GRADUATION, TRANSFER AND SUCCESS RATE PERCENT BY RACE/ETHNICITY: 2018 COHORT



by black students (27.4). Regarding overall success, 53.3 percent of white students graduated, transferred, or both graduated and transferred within the tracking period, which is the highest among all racial/ethnic groups.

### Education Outcomes—Wages of Graduates

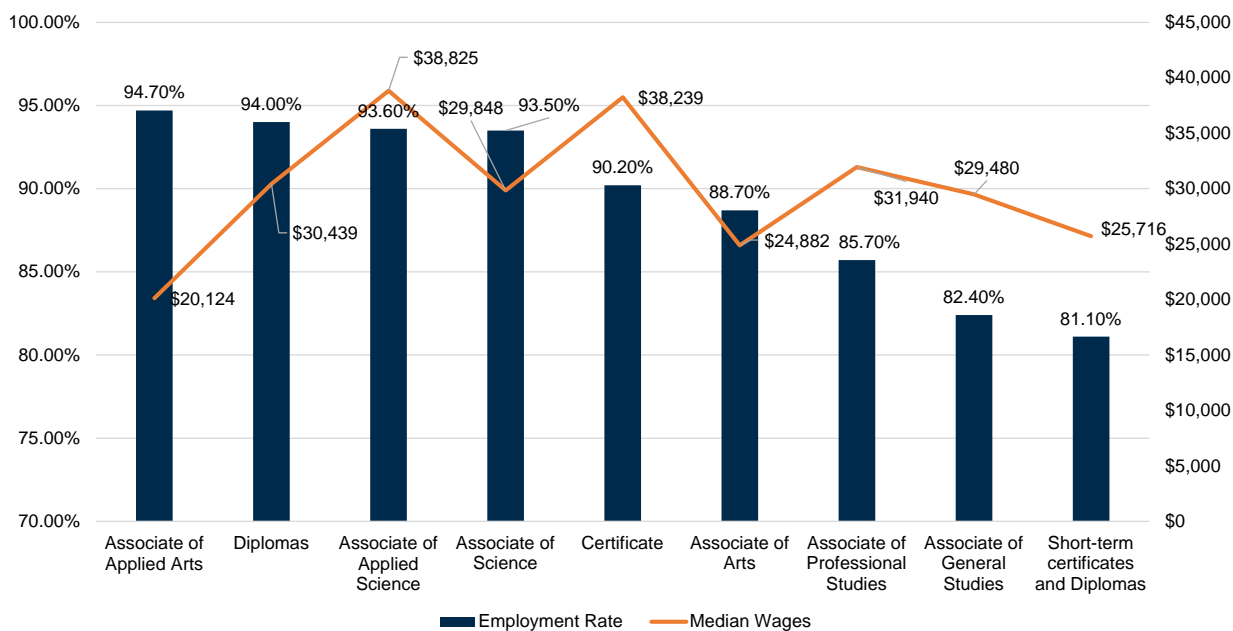
The *Iowa Community Colleges Education Outcomes Report* documents the educational and employment outcomes of students completing community college certificate, diploma and associate degree programs, including the number of awards, time-to-degree, retention, migration, transfer to four-year institutions, 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 the academic year 2019 (the latest cohort available).

» Students who earned AAS degrees in AY18-19 had the highest median wages (\$38,825) within one year of graduating of all award types, followed by those who earned certificates (\$38,239).

For cohort AY19, 7,506 students did not enroll in further education after receiving awards from community colleges within the first year upon graduation. Among the 7,290 students, 6,648 students were matched to employment within the first year upon graduation, which yielded an employment rate of 91.2 percent. The median annual wage for those who were employed was \$33,447. Figure 4-18 displays the percentage of cohort AY19 who were employed in 2020 and their median wage by degree type. Students with AAA degrees had the highest employment rate (94.7 percent), followed by students with diplomas (94.0 percent) and students

FIGURE 4-18: EMPLOYMENT RATE AND MEDIAN WAGE BY DEGREE TYPE: COHORT AY19



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



with AAS (93.6 percent). In terms of median wages, students with AAS degrees had the highest median wage (\$38,825), followed by students with certificates (\$38,239).

### 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].

To compare Iowa community college students’ time-to-degree to the national average, the data of 10,317 community college students who earned

associate degrees during AY20-21 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 3.0 years, on average, which is shorter than the national average. As shown in Figure 4-19, 60.3 percent of the students finished their program within two years, 16.4 percent required three years to obtain their degree and a total of 1,254 students (12.2 percent) spent more than five years.

Average time-to-degree was also calculated by race/ethnicity. American Indians, Asian, and students who reported two or more races (2.9 years) spent the least amount of time to earn their two year degrees, followed by white students, at 3.0 years. Hispanics spent 3.1 years, on average, obtaining two-year degrees.

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

**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



Students participating in a controlled burn at Southeastern Community College



community colleges the credits required to complete diplomas can vary from 15 to 48 and certificates can vary from 2 to 48. During AY20-21, 6,089 students earned a diploma or a certificate. On average, students in Iowa spent 2.3 years completing a diploma or certificate. As shown in Figure 4-20, 51.6 percent of the students finished their diploma or certificate in a year or less. Close to thirty 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 (1.9 years), followed by Asian (2.0 years). Other race/ethnic groups spent more than 2 years completing a diploma or a certificate. Data demonstrates that it took black students the longest time (2.6 years) to earn a diploma or a certificate.

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



## References

- [1] U.S. Department of Education. Integrated Postsecondary Data Systems. (2019). 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, 2021.
- [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, 2021.
- [4] Jacob, B. A. (2018). Building Knowledge to Improve Degree Completion in Community Colleges. Washington, D.C.: Brookings Institution.





## 5 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 to have education or training beyond high school by 2025. Reaching this goal will require approximately 127,700 additional Iowans in the postsecondary pipeline, including traditional-age students between 18 and 24; returning adult students in need of upskilling and adults who currently have no recognized postsecondary education [2].

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

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

## TUITION

Tuition is the amount that colleges charge for courses. Iowa Code §260C.14§§2 states that “tuition for residents of Iowa shall not exceed the lowest tuition rate per semester, or the equivalent, charged by an institution of higher education under the Iowa Board of Regents for a full-time resident student.” Furthermore, state policy requires community

colleges to charge nonresident (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 AY20-21 and AY21-22 for comparison purposes. These figures indicate that Iowa Lakes Community College had the lowest percentage increase for in-state tuition and fees (0.9 percent), whereas Iowa Western 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)	AY20-21			AY21-22		
	In-State Tuition (\$)	Out-of-State Tuition (\$)	Fees (\$)	In-State Tuition (\$)	Out-of-State Tuition(\$)	Fees (\$)
Northeast Iowa (NICC)	176.00	200.00	24.00	180.00	204.00	24.00
North Iowa Area (NIACC)	165.75	248.63	27.25	171.75	257.63	27.25
Iowa Lakes (ILCC)	189.00	199.00	22.25	191.00	202.00	22.25
Northwest Iowa (NCC)	178.00	188.00	28.00	183.00	193.00	28.00
Iowa Central (ICCC)	180.00	265.00	24.00	184.00	271.50	24.00
Iowa Valley (IVCCD)	-	-	-	-	-	-
Ellsworth	181.00	220.00	26.00	184.00	226.00	26.00
Marshalltown	181.00	195.00	26.00	184.00	201.00	26.00
Hawkeye (HCC)	192.00	217.00	9.00	202.00	221.00	5.50
Eastern Iowa (EICC)	175.00	242.00	0.00	179.00	246.00	0.00
Kirkwood (KCC)	180.00	237.00	0.00	186.00	249.00	0.00
Des Moines Area (DMACC)	170.00	340.00	0.00	174.00	348.00	0.00
Western Iowa Tech (WITCC)	158.00	159.00	29.00	163.00	164.00	29.00
Iowa Western (IWCC)	187.00	192.00	17.00	194.00	199.00	17.00
Southwestern (SCC)	184.00	191.00	13.00	189.00	196.00	13.00
Indian Hills (IHCC)	185.00	245.00	0.00	190.00	250.00	0.00
Southeastern (SCC)	190.00	195.00	7.00	196.00	201.00	7.00
<b>Minimum</b>	158.00	159.00	0.00	163.00	164.00	0.00
<b>Median</b>	180.50	208.50	19.63	184.00	212.50	19.63
<b>Maximum</b>	192.00	340.00	29.00	202.00	348.00	29.00
<b>Average</b>	179.48	220.85	15.78	184.42	226.82	15.56

Note: Change is between AY19-20 and AY20-21 tuition and fees. For all percent changes, refer to the Data Tables for the 2020 Condition of Iowa’s Community Colleges on the Department’s [website](#). Median and Average are calculated based on 16 community colleges.



highest increase (3.4 percent). The average in-state tuition for AY2022 is \$184.45 per credit hour, which represents a 2.8 percent increase over AY20-21.

With the approval of the Department, a community college may establish a tuition rate for eligible nonresidents that is lower than its standard nonresident tuition. Under this provision, the Department has approved the following requests for AY21-22:

- » Iowa Lakes Community College—\$196.00 per credit hour for students who are residents of Minnesota.
- » Northwest Iowa Community College—\$188.00 per credit hour for students who are residents of Minnesota, Nebraska or South Dakota.
- » Iowa Central Community College—residents of a surrounding Iowa state and have a high school GPA of 3.0 or higher are eligible for \$189.00 per credit hour.
- » Eastern Iowa Community Colleges—\$200.00 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.

Ten (10) of Iowa’s 15 community colleges did not change their fee schedules for AY21-221 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 Hawkeye Community College has the lowest (\$5.50 per credit hour).

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

College (Abbreviation)	Description	AY20-21	AY21-22	% 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	4.50	4.50	0.0%
	Technology	10.75	10.75	0.0%
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	24.00	24.00	0.0%
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	9.00	5.50	-38.9%
Eastern Iowa (EICC)	No Fees	0.00	0.00	0.0%
Kirkwood (KCC)	No Fees	0.00	0.00	0.0%
Des Moines Area (DMAACC)	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	7.00	7.00	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 AY20-21 and AY21-22.

The average per-credit-hour cost of enrollment in AY21-22 is \$199.32, which represents a 2.5 percent increase over AY20-21. Des Moines Area Community College (\$174.00) has the lowest per-credit-hour cost of enrollment among Iowa’s 15 community colleges. Des Moines Area Community College assesses no mandatory fees, which helps minimize costs. By comparison, Iowa Lakes Community College has the highest cost of enrollment per credit hour (\$213.25), followed by Northwest Iowa Community College and Iowa Western Community College (\$211.00).

### AY21-22 COST OF ENROLLMENT

AVERAGE IN-STATE COST  
OF ENROLLMENT

UP SINCE  
AY20-21

**\$199.32**  **2.5%**

PER CREDIT HOUR

AVERAGE TOTAL ENROLLMENT COST RANKING

**TOP 12% NATIONALLY**

IN AY19-20 (THE LATEST YEAR AVAILABLE)

During AY21-22, a full-time Iowa resident will pay between \$5,220.00 and \$6,397.50 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	
	AY20-21	AY21-22	\$	%
Northeast Iowa (NICC)	176.00	180.00	4.00	2.3
North Iowa Area (NIACC)	165.75	171.75	6.00	3.6
Iowa Lakes (ILCC)	189.00	191.00	2.00	1.1
Northwest Iowa (NCC)	178.00	183.00	5.00	2.8
Iowa Central (ICCC)	180.00	184.00	4.00	2.2
Iowa Valley (IVCC)	181.00	184.00	3.00	1.7
Hawkeye (HCC)	192.00	202.00	10.00	5.2
Eastern Iowa (EICC)	175.00	179.00	4.00	2.3
Kirkwood (KCC)	180.00	186.00	6.00	3.3
Des Moines Area (DMACC)	170.00	174.00	4.00	2.4
Western Iowa Tech (WITCC)	158.00	163.00	5.00	3.2
Iowa Western (IWCC)	187.00	194.00	7.00	3.7
Southwestern (SCC)	184.00	189.00	5.00	2.7
Indian Hills (IHCC)	185.00	190.00	5.00	2.7
Southeastern (SCC)	190.00	196.00	6.00	3.2
<b>Average</b>	179.38	184.45	5.07	2.8
<b>Standard Deviation</b>	9.42	10.04	1.87	-



## Comparisons

National and regional comparisons are based upon provisional Integrated Postsecondary Education Data System (IPEDS) data collected from 906 public two-year institutions that award associate degrees [4]. IPEDS reports tuition and fees for an academic year, calculating costs based upon 30 credit hours per year. AY19-20 is the latest year available for this report.

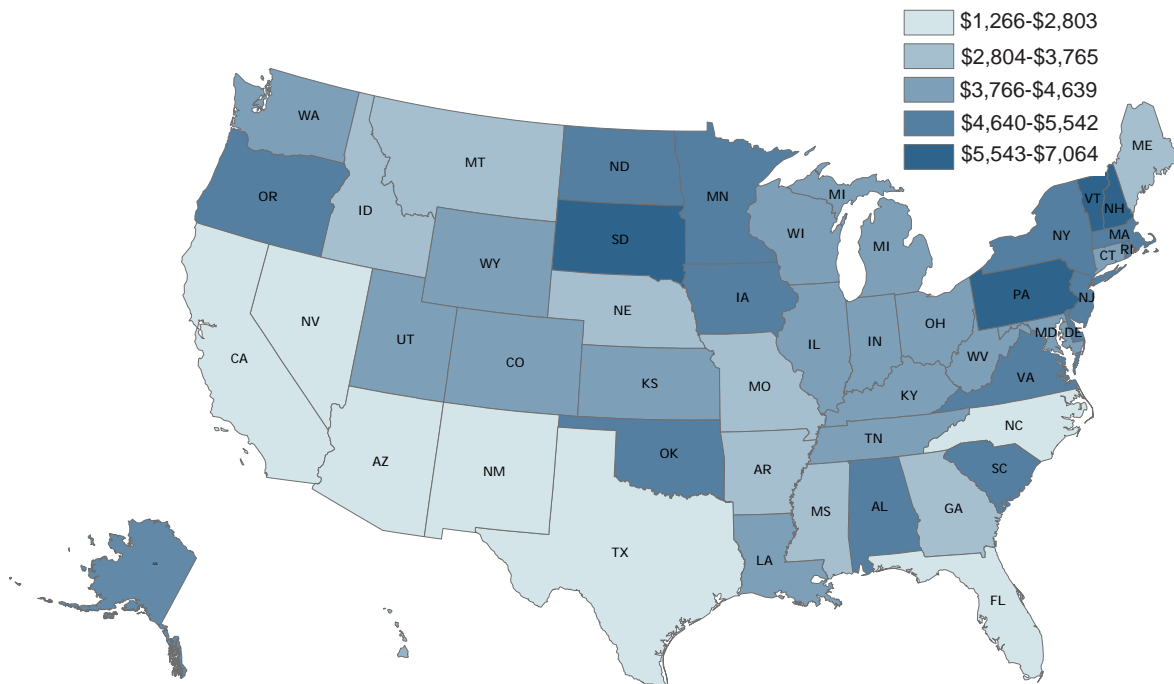
Data for Iowa's public universities were collected from current and historical tuition tables published by the Iowa Board of Regents [5]. Data for Iowa's community colleges were collected from an annual survey of community college business officers and from historical records available from the Iowa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

## National

According to IPEDS data, the average annual in-district total cost of enrollment in Iowa during AY19-20 was \$5,462.56, placing Iowa in the 88th percentile [5]. This means Iowa's average annual in-district total cost of enrollment was greater than or equal to 88 percent of all reporting states. The national average was \$4,222.66.

Figure 5-1 shows a color-range distribution of average total in-state costs of enrollment for 30 semester hours in AY19-20, with dark blue representing the highest cost of enrollment. New Hampshire (\$7,064.00), Vermont (\$6,654.00) and South Dakota (\$6,334.00) had the highest average total costs of enrollment. By comparison, California (\$1,266.16), New Mexico (\$1,888.89) and Arizona (\$2,182.10) had the lowest average total costs of enrollment.

**FIGURE 5-1: AY19-20 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 2020 data from IPEDS [6] suggest that Iowa had the third highest average cost of in-state enrollment in the region (\$5,462.56), following South Dakota (\$6,334.00) and Minnesota (\$5,494.16). Nebraska (\$3,518.75) and Missouri (\$3,722.50) had the lowest regional averages in the region in AY19-20

In terms of average percentage change in the region, Missouri had the highest increase (5.7 percent), followed by South Dakota (4.1 percent) and Iowa (3.1 percent). Wisconsin had the lowest increase (0.3 percent), followed by Nebraska (0.4 percent), and Illinois (1.8 percent).

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

AY	IA	IL	MN	MO	NE	SD	WI
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
18-19	\$5,298	\$4,072	\$5,335	\$3,522	\$3,506	\$6,082	\$4,445
19-20	\$5,463	\$4,146	\$5,494	\$3,723	\$3,519	\$6,334	\$4,459

Source: [5]

Note: Amounts are rounded to the nearest dollar.

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



Choir at Iowa Western Community College



## Institutional

Table 5-5 illustrates community colleges' compliance with Iowa Code§260C.14§§2. In AY21-22, the highest tuition per credit hour at Iowa community colleges (\$202.00) is 37.8 percent lower than the lowest base tuition at Iowa's public universities (\$325.00).

Over the past five years, the average cost of enrollment per credit hour at Iowa's community colleges increased from \$175.98 (AY17-18) to \$199.32 (AY21-22) (Table 5-6), representing a 13.3 percent increase. This is equivalent to an annualized 3.2

percent increase. During the same time period, the average cost of enrollment at Iowa's public universities increased 11.7 percent, from \$356.27 per credit hour to \$398.00 per credit hour. This is equivalent to an annualized 2.8 percent increase.

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

AY	Community Colleges (Highest \$)	Public Universities (Lowest \$)
17-18	176.00	301.67
18-19	181.00	320.00
19-20	187.00	320.00
20-21	192.00	320.00
21-22	202.00	325.00

Sources: [1] [3]

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

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

AY	Community Colleges (\$)	Public Universities (\$)
17-18	175.98	356.27
18-19	182.57	377.68
19-20	188.57	387.00
20-21	194.48	387.00
21-22	199.32	398.00

Sources: [1] [3]

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



## FINANCIAL AID

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

In analyzing the sources of financial aid received by community college students for AY20-21, data from the Iowa College Student Aid Commission shows that federal aid was \$223,115,706, state aid was \$5,560,491, institutional aid was \$24,307,471 and other aid was \$12,415,252. The breakdown of community college financial aid shows that 84.0 percent of all aid was from the federal government, 9.2 percent was from community colleges, 4.7 percent was from other aid sources and 2.1 percent was 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 or other forms of financial assistance. In AY20-21, Iowa residents filed 132,261 FAFSA applications as of December 10, 2021, which is a decrease of 2.6 percent from the previous year at the same time. Of these applicants, 20,898, or 15.8 percent of applicants, were high school seniors [7].



Students at Southwestern Community College

### FINANCIAL AID IN AY20-21

TOTAL FEDERAL AID RECEIVED	PERCENT OF TOTAL AID
<b>\$223.1 M</b>	<b>84.0%</b>
BY 73,164 COMMUNITY COLLEGE STUDENTS	FROM FEDERAL SOURCES

LARGEST STATE-FUNDED FINANCIAL AID PROGRAM:

**FUTURE READY IOWA LAST-DOLLAR SCHOLARSHIP**

JUST OVER \$19.3M AWARDED TO 7,604 STUDENTS IN AY20-21

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 [8].

TABLE 5-7: DISTRIBUTION OF COMMUNITY COLLEGE STUDENT AID: AY17-18 - AY20-21

Source**	2017-18		2018-19		2019-20		2020-21	
	Amount (\$)	%	Amount (\$)	%	Amount (\$)	%	Amount (\$)	%
Federal	256,302,450	85.8	264,773,384	85.7	222,307,171	83.3	223,115,706	84.0%
Institutional	19,429,885	6.5	24,764,637	8.0	24,143,092	9.0	24,307,471	9.2%
Other	13,612,935	4.6	16,118,648	5.2	15,520,302	5.8	12,415,252	4.7%
State	9,531,207	3.2	3,373,743	1.1	5,054,621	1.9	5,560,491	2.1%
<b>Total</b>	<b>298,876,477</b>		<b>309,030,412</b>		<b>267,025,186</b>		<b>265,398,920</b>	

\*\* 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.

Note: Purdue Global University did not report this year; they are no longer taking State aid



## 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, Future Ready Iowa Last-Dollar Scholarship, All Iowa Opportunity Scholarship Program and the Education Training Voucher Program.

Through these state-funded programs, a total of 16,713 students received over \$29 million of financial

assistance in award year 2020-21. The Future Ready Iowa Last-Dollar Scholarship, awarded to students who plan to earn a credential for a high-demand job, serves the largest population of community college students. Through this grant, \$19,258,650 million in state-funded financial assistance was awarded to 7,604 students in AY20-21—an average of \$2,533 per recipient.

The next largest state-funded aid programs, based on the amount of funding received, are the Kibbie Grant and the Iowa Voch-Tech Tuition Grant (IVTG) Scholarship programs. The Kibbie Grant is awarded to students who enroll in designated high-demand CTE programs and demonstrate financial need. During award year 2021, 4,335 students received awards totaling \$4,628,594, an average of \$1,068 per recipient. The IVTG is available to high-need students enrolled in community college CTE programs. The IVTG was awarded to 2,552 students for a total of \$1,625,167, an average of \$637 per recipient.

The All Iowa Opportunity Scholarship Program provided a total of 297 students enrolled at Iowa's community colleges with awards totaling \$1,001,485— an average of \$3,372 per recipient. The

**TABLE 5-8: FEDERAL PELL GRANT VOLUME BY INSTITUTION: 20-21 AWARD YEAR**

District	College	Award Year Recipients	Award Year Disbursements (\$)
1	Northeast Iowa Community College	1,146	3,803,680
2	North Iowa Area Community College	658	2,557,822
3	Iowa Lakes Community College	479	1,984,636
4	Northwest Iowa Community College	329	1,280,834
5	Iowa Central Community College	1,812	7,014,113
6	Ellsworth Community College (Iowa Valley Community College District)	351	1,433,106
6	Marshalltown Community College (Iowa Valley Community College District)	399	1,656,838
7	Hawkeye Community College	1,431	5,228,272
9	Eastern Iowa Community Colleges	2,206	7,951,674
10	Kirkwood Community College	3,950	13,584,193
11	Des Moines Area Community College	4,538	14,883,290
12	Western Iowa Tech Community College	1,712	6,265,252
13	Iowa Western Community College	1,994	7,453,710
14	Southwestern Community College	430	1,798,695
15	Indian Hills Community College	1,119	4,430,744
16	Southeastern Community College	850	3,226,224
<b>Total</b>		<b>23,404</b>	<b>84,553,083</b>

Source: Federal Student Aid

Note: Data is sum of quarterly statistics reported to the U.S. Department of Education between July 1, 2019 and June 30, 2020.

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.

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 2021 award year, a total of 23,404 community college students received Pell Grants totaling \$84,553,083, an average of approximately \$3,660 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 2021, 15,660 Iowa community college students received Direct Subsidized Loans; 16,417 received Direct Unsubsidized Loans; and 546 individuals borrowed under the Direct PLUS program. Total financial assistance disbursed to these borrowers amounted to \$109,217,911.

## Default Rates

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

TABLE 5-9: DEFAULT RATE OF COLLEGE: FY18 COHORT

District	College	Number in Repayment	Number in Default	FY17 Default Rate	FY18 Default Rate
1	Northeast Iowa Community College	859	75	13.3	8.7
2	North Iowa Area Community College	590	65	12.5	11.0
3	Iowa Lakes Community College	530	67	16.9	12.6
4	Northwest Iowa Community College	280	8	8.5	2.8
5	Iowa Central Community College	1,832	305	22.1	16.6
6	Ellsworth Community College (IVCCD)	317	63	21.1	19.8
6	Marshalltown Community College (IVCCD)	357	47	15.9	13.1
7	Hawkeye Community College	1,508	159	14.5	10.5
9	Eastern Iowa Community Colleges	1,202	110	15.9	9.1
10	Kirkwood Community College	3,308	407	14.9	12.3
11	Des Moines Area Community College	3,816	452	14.5	11.8
12	Western Iowa Tech Community College	1,114	85	14.7	7.6
13	Iowa Western Community College	1,789	161	20.7	8.9
14	Southwestern Community College	342	49	18.0	14.3
15	Indian Hills Community College	1,078	122	15.3	11.3
16	Southeastern Community College	510	60	19.1	11.7
	<b>Total</b>	<b>19,432</b>	<b>2,235</b>	<b>16.1</b>	<b>11.4</b>

Source: Federal Student Aid, latest available



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 2018 cohort, which consists of borrowers who entered repayment in FY18, and tracks whether the borrower defaulted on his or her loans in FY18, FY19 or FY20 (most current available).

As shown in Table 5-9, 19,432 community college students in Iowa were included in this cohort. Of those students who entered repayment, 2,235 (11.4 percent) defaulted on their loans [9]. The default rate for the 2018 cohort decreased significantly from 2017, which is a much greater decline than in previous years (down 4.7, 0.8 and 0.4 percent respectively). While Iowa community colleges have made great strides in reducing their default rates over the years—the highest rate was 22.8 percent in FY12—a portion of the significant decrease for FY18 is most likely attributed to the federal relief efforts that were in effect for loan borrowers since March 2020 due to the COVID-19 pandemic.

## SKILLED WORKER AND JOB CREATION FUND

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).

These programs, which are under the administrative oversight of the Department, allow Iowa’s community colleges to help more Iowans from all social and economic backgrounds acquire 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	FY19-20 Carry Forward	Total	FY20-21 Expenditures*	FY20-21 Carry Forward
Workforce Training & Economic Development (WTED)	\$ 15,000,000	\$ 1,953,713	\$ 16,953,713	\$ 15,104,747	\$ 1,848,966
Adult Basic Education & Literacy	\$ 6,000,000	\$ 661,370	\$ 6,661,370	\$ 5,504,139	\$ 1,157,231
Pathways for Career & Employment (PACE)	\$ 5,000,000	\$ 129,864	\$ 5,129,864	\$ 4,751,474	\$ 378,390
Gap Tuition Assistance	\$ 2,000,000	\$ 467,376	\$ 2,467,376	\$ 1,969,788	\$ 497,588
Work-based Learning Intermediary Network	\$ 1,500,000	\$ 135,991	\$ 1,635,991	\$ 1,388,888	\$ 247,103
Workforce Preparation Outcomes Reporting	\$ 200,000	\$ 25,532	\$ 225,532	\$ 155,355	\$ 70,177
<b>Total</b>	<b>\$ 29,700,000</b>	<b>\$ 3,373,846</b>	<b>\$ 33,073,846</b>	<b>\$ 28,874,391</b>	<b>\$ 4,199,455</b>
Accelerated Career Education Infrastructure	\$ 6,000,000	\$ 8,350,178	\$ 14,350,178	\$ 5,543,672	\$ 8,806,506
<b>Totals with ACE</b>	<b>\$ 35,700,000</b>	<b>\$ 11,724,024</b>	<b>\$ 47,424,024</b>	<b>\$ 34,418,063</b>	<b>\$ 13,005,961</b>

Totals may vary due to rounding.

\* Includes Career Coach for Future Ready Iowa (\$142,500).

\*\* Includes \$410,280 allocation to the Department of Human Services, Department of Education and statewide English language acquisition software.

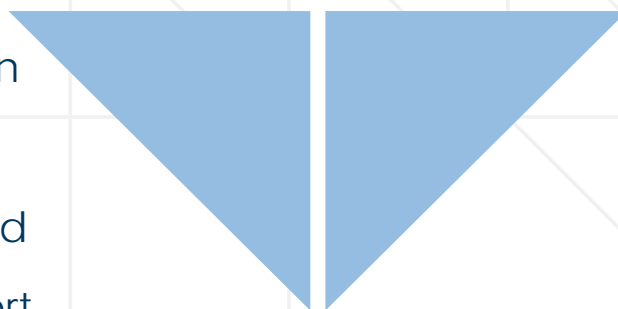
Note: There is an additional 100,000 direct allocation to the Department of Education for administration of WTED and \$200,000 for PACE and Sector Partnerships not included in the table.

# Feature Spotlight

## Last-Dollar Scholarship helps students with their career dreams



The Last-Dollar Scholarship covers tuition and qualified fees for postsecondary credentials up to two-year degrees, and provides other opportunities that support students while they learn.



Picture this. You have found the perfect Iowa college program to help you on your career path, whether you are just finishing high school or starting fresh as an adult learner. However, after applying for all other available federal and state grants and scholarships, your budget for tuition and qualified fees still falls short. Is this the end of your dream for higher education?

No. The Future Ready Iowa Last-Dollar Scholarship can help students achieve their educational and career goals by providing financial support when budget gaps occur.

“This scholarship is really unique,” said Elizabeth Keest Sedrel, spokesperson for Iowa College Aid. “It’s one of the few state and federal aid opportunities – aside from loans – that isn’t based on income guidelines. It’s based on jobs and fields of study that are in high demand by the community.”

The Last-Dollar Scholarship covers tuition and qualified fees for postsecondary credentials up to two-year degrees. Recent high school graduates typically must enroll full-time in programs of study that lead to designated high-demand jobs in fields like health care and biosciences, advanced manufacturing, agriculture and information technology. Soon, recent high school graduates in approved work-based learning programs, like Registered Apprenticeships, will be able to attend part-time. Adult learners, defined as being over the age of 20, may also attend part-time. All students must first apply for all other nonrepayable federal and state financial aid to qualify for Last-Dollar Scholarship.

Stephanie Jenkins, an 18-year-old from Dubuque, is enrolled in the medical assistant program at Northeast Iowa Community College and is a recipient of the Last-Dollar Scholarship.

“Last-Dollar Scholarship was so easy to do,” she said. “In fact, I didn’t have to do anything special. I just completed my FAFSA (Free Application for Federal Student Aid), and the college let me know I was awarded.”

Jenkins did not qualify for any other student aid, so the Last-Dollar Scholarship was helpful in covering her tuition for two semesters.

“Last-Dollar Scholarship was great for me,” she said. “I didn’t have to worry about getting a part-time job while in school to help pay for tuition. I could just focus on learning.”

To further help students stay focused on learning, recipients of the Last-Dollar Scholarship are also eligible to receive assistance through the Future Ready Iowa Mentoring Program, the Virtual College Coach and on-campus Success Coaches. These services provide students with additional resources and ways to stay engaged while taking classes. To date, 87 Last-Dollar Scholars have signed up for mentoring, and 641 have signed up for text messaging or online appointments with the virtual coach.

All 15 Iowa community colleges and two private colleges participate in the Last-Dollar Scholarship program, and all 99 counties have recipients. The Last-Dollar Scholarship helped more than 6,500 Iowa students during the 2019-2020 school year, and an average of \$2,200 was provided to each student.

“The Last-Dollar Scholarship really benefits both the student and the community,” Keest Sedrel said. “Students, of course, receive financial assistance, but Iowa businesses that need skilled personnel are also getting a stronger workforce.”

The Dubuque area will reap the benefits of having more trained personnel entering its workforce. Jenkins expects to complete her medical assistant program this summer and has already found employment at a medical clinic in town.

“I am looking forward to helping people around my own community,” Jenkins said.

Students are encouraged to review the list of community college programs that train for high-demand careers and to file the FAFSA early to start the eligibility process for Last-Dollar Scholarship. For more information, visit [IowaCollegeAid.gov/LastDollar](http://IowaCollegeAid.gov/LastDollar).

**“Last-Dollar Scholarship was great for me. I didn’t have to worry about getting a part-time job while in school to help pay for tuition. I could just focus on learning.” - Stephanie Jenkins, medical assistant program student, NICC**

## 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.

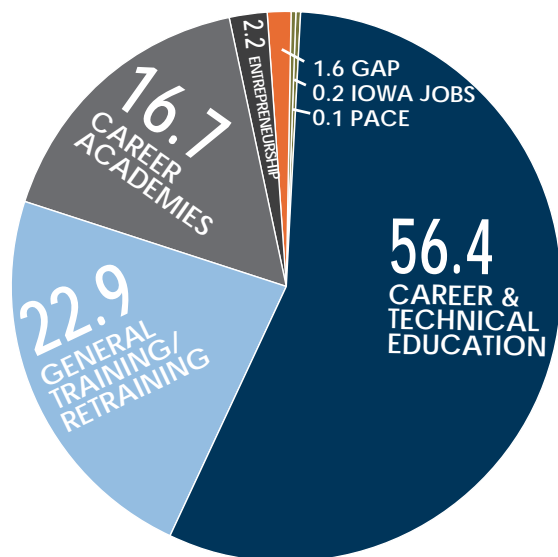
Colleges may use WTED funds to support career academies; CTE programs; entrepreneurship education and small business assistance and general training, retraining and in-service educational initiatives for targeted industries.

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 \$15,347,247 which includes administration (\$100,000) and the Future Ready Iowa Career Coach/Analyst Subscription for all 15 colleges (\$142,500) for FY20-21. Obligated or planned funds for use in FY 21-22 totaled \$1,848,966. Figure 5-2 shows the percent breakdown of WTED expenditures by program.

FIGURE 5-2: WTED EXPENDITURES (%)



## 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 FY20-21 budget for the Gap Tuition Assistance Program was \$2,467,376, of which \$2,000,000 was appropriated from the Iowa Legislature in FY20-21 and \$467,376 was carried forward from FY19-20.

TABLE 5-11: GAP BUDGET SUMMARY

Source	Amount
FY19-20 Carry Forward	\$467,376
FY20-21 Allocation	\$2,000,000
<b>FY20-21 Total Funds</b>	<b>\$2,467,376</b>
<b>Expenses</b>	
Tuition & Books	\$1,596,707
Equipment	\$62,915
Fees, Assessment Testing	\$80,177
Staff Support & Services	\$229,989
<b>Total Expenses</b>	<b>\$1,969,788</b>
FY21-22 Carry Forward	\$497,588



Table 5-11 shows that in FY20-21, colleges spent \$1,969,788 (79.8 percent) of the budgeted funds, of which tuition and books accounted for 81.1 percent; staff support and services accounted for 11.7 percent; fees, assessments and testing accounted for 4.1 percent and equipment accounted for 3.2 percent.

During FY20-21, 1,843 individuals applied for financial assistance under the Gap Tuition Assistance Program (Table 5-12). Of these applicants, 977 (53.6 percent) were approved for tuition assistance. Among those approved for tuition assistance in FY20-21, there were 638 students who completed their program in the FY20-21, an increase from 610 students in FY19-20, though each training program has individual requirements for completion which may cause completion to be pushed into subsequent years.

There are currently 534 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) (518 participants), commercial driver's license (CDL)/transportation (297), welding technology (120), business management (75) business/office technology (63) and emergency medical technician/paramedic (56). Additionally, students reported obtaining 476 third-party credentials following completion.

### GAP TUITION AY20-21 SUMMARY

NUMBER OF APPROVED NONCREDIT PROGRAMS

534

NUMBER OF GAP PARTICIPANTS

977

NUMBER WHO COMPLETED PROGRAMS

638

NUMBER OF THIRD-PARTY CREDENTIALS

476

### GAP-ELIGIBLE PROGRAM WITH HIGHEST ENROLLMENT CERTIFIED NURSING ASSISTANT

518 PARTICIPANTS

TABLE 5-12: GAP PARTICIPANT SUMMARY

Category	Total
Number of Completed Applications	1,787
Number of Approved Participants	958
<b>Status of Approved Participants</b>	
Completed Training	638
Did not Complete Training*	320
Completion Rate	66.6%
Number of Earned Third Party Credentials	476

\* 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.



Internship students at Northwest Iowa Community College



## Pathways for Academic Career and Employment (PACE)

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

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

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

The FY20-21 budget for PACE was \$5,129,864, which included \$129,864 in funds that were carried over from FY19-20, \$4,800,000 was appropriated to the 15 community colleges and \$200,000 was allocated for administration (Table 5-13). Of the colleges’ available funds, a total of \$4,751,474 was spent (92.6 percent).

**TABLE 5-13: PACE BUDGET SUMMARY**

Source	Amount
FY19-20 Carry Forward	\$129,864
FY20-21 Allocation	\$5,000,000
State Administration	\$(200,000)
<b>FY20-21 Total Community College Funds</b>	<b>\$5,129,864</b>
<b>Student Expense Categories</b>	
Financial & Educational Support	\$641,562
Personal Support	\$352,552
Career Support	\$19,076
<b>College Expense Categories</b>	
Salary & Personnel	\$3,448,908
Travel	\$10,827
Supplies & Equipment	\$98,282
Other	\$173,702
Regional Industry Sector Partnerships	\$6,564
<b>Total Expenses</b>	<b>\$4,751,474</b>
FY21-22 Carry Forward	\$378,390

## PACE AY20-21 SUMMARY

NUMBER OF CREDIT AWARDS

**728**

NUMBER OF NONCREDIT COMPLETIONS (DUPLICATIVE COUNT)

**1,298**

NUMBER OF INDUSTRY CREDENTIALS AWARDED

**425**

NUMBER OF THIRD-PARTY CREDENTIALS EARNED

**545**



*Photography student at Iowa Central Community College*



Student expenses included educational, personal and career support for participants, such as tuition, tutoring and travel assistance. Within the category of student expenses, \$641,562 was spent on education support, \$352,552 on personal support and \$19,076 on career support. Colleges may also expend PACE funds on program support such as staff, travel, supplies and equipment. Within the category of college expenses, community colleges spent \$3,731,719 on personnel, travel, supplies, equipment and other associated support costs. In addition, the colleges spent \$6,564 of their allocation to support regional industry sector partnerships.

A total of 3,652 individuals applied for participation in one or more PACE programs in AY20-21 (Table 5-14). Of these applicants, 2,697 individuals met eligibility requirements. By the end of AY20-21, there were 882 students who received an award through credit programs (728 of which were in CTE programs), some of which were enrolled in previous

**TABLE 5-14: PACE PARTICIPANT SUMMARY**

Category	Total
Number of Completed Applications	3,652
Number of Approved Participants	2,697
<b>Training Activities</b>	
HSED & Basic Skills	154
Certificate Awards	97
Associate Degrees	389
Diploma Awards	242

years. Additionally, 598 students completed noncredit programs (of those, 512 were CTE- Awards), 425 earned an industry credential and 545 earned a third-party credential during AY20-21.



*Students in Kirkwood Community College's horticulture building*

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Instructor Chatara Mabry teaches social problems course at Hawkeye Community College



# 6

## Programs that Serve Local Communities

State and Federally Mandated Programs, Economic Development and Registered Apprenticeships, Sector Partnerships and Community Support & Collaboration

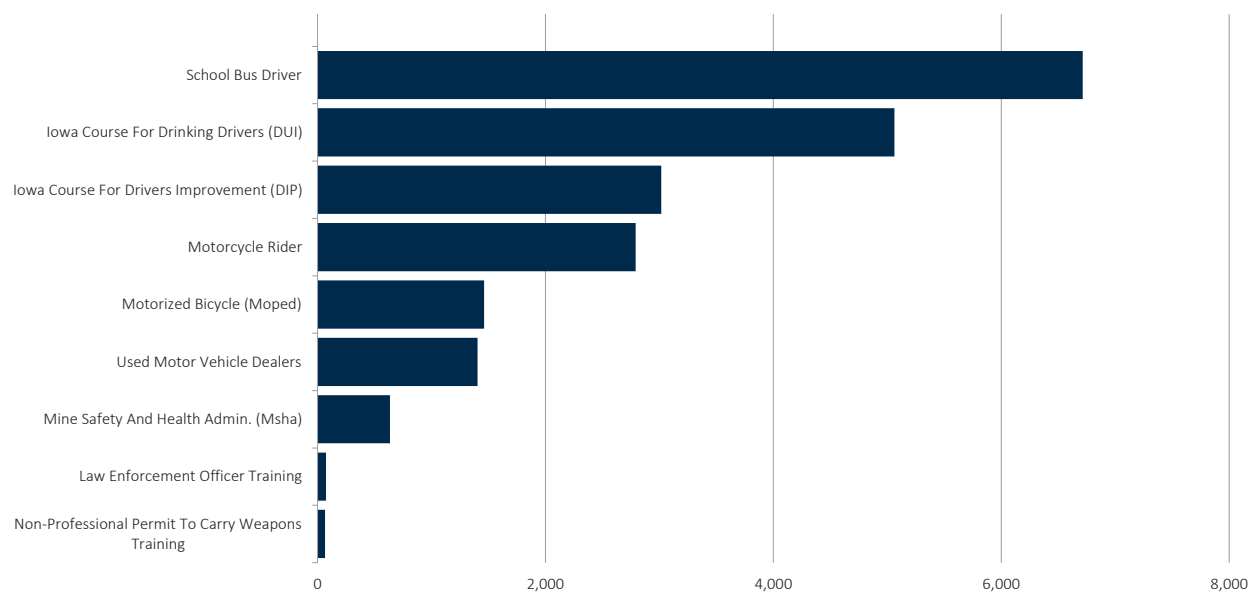
**Iowa’s community colleges advance economic growth through education, training and responsiveness to local community and workforce needs.**

**T**he 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 programs displayed in Figure 6-1.

**FIGURE 6-1: TOP 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 5.2 percent from last year, contributing to an average annual decrease in enrollment of 11.0 percent in this category since AY17-18 (Figure 2-7 on page 25).

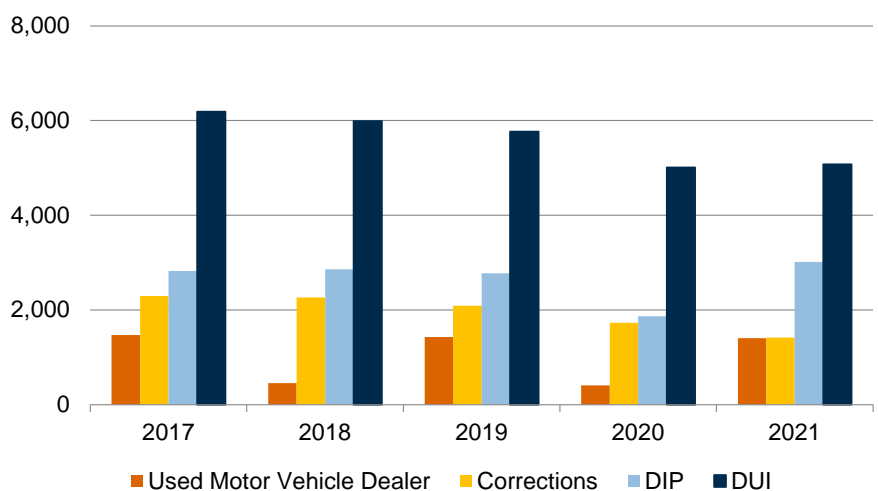
### Used Motor Vehicle Dealer Education

The Used Motor Vehicle Dealer coursework, established in Iowa Code (Chapter 21) in 2007, ensures prelicensing 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.

AY20-21 resulted in a 70.9 percent increase with 1,404 students enrolled compared to 408 the year prior; however, the average enrollment remained steady from AY16-17 to AY20-21. Contact hours decreased an average of 1.1 percent annually from AY17-18 to AY20-21, consistent with the pattern of enrollment changes between program years.

**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: 2017 - 2021  
USED MOTOR VEHICLE DEALER, CORRECTIONS, DIP, DUI



## 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 AY20-21 was 1,415 students, a decrease of 18.1 percent from AY19-20 (Figure 6-2). Overall, corrections enrollment decreased 11.4 percent the past five years.

## Noncredit Driver Improvement (DIP) Course Enrollment

The Iowa course for driver improvement program (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. With a 61.3 percent increase in enrollment in AY20-21, this resulted in an average increase of 1.7 percent annually from AY16-17 through AY19-20 with 3,017 people enrolled in AY20-21 (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 drivers education courses decreased an average of 4.8 percent annually between AY16-17 and AY20-21 with 5,079 people enrolled in AY20-21 (Figure 6-2).

In the early spring of 2020, when the impact of the COVID-19 pandemic reached Iowa, Governor Reynolds approved the use of technology to deliver the state-mandated drinking driver course remotely. A number of agencies delivered the course through Zoom sessions, while others used the approved online program. Of the students who opted to take the online course from August 1, 2020 to July 30, 2021, 4,580 completed.

## 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 on policy formation and microeconomic analysis of policy issues. With no students enrolled in community and public policy programs for AY20-21, the prior four years had an average decrease of 26.2 percent annually since AY16-17 (Figure 6-3).



*Eastern Iowa Community College students using simulators in class*

## Community Rehabilitation and Workshops

Iowa community colleges deliver programs for people in community rehabilitation centers. Compared to AY19-20, enrollment decreased 63.4 percent in AY20-21 in programs offered at these locations, which has contributed to an average decrease of 26.2 percent annually since AY16-17 (Figure 6-3). Only two colleges reported enrollment in these workshops, with 30 students and 12,158 contact hours for AY20-21.

## Noncredit Mine Safety and Health

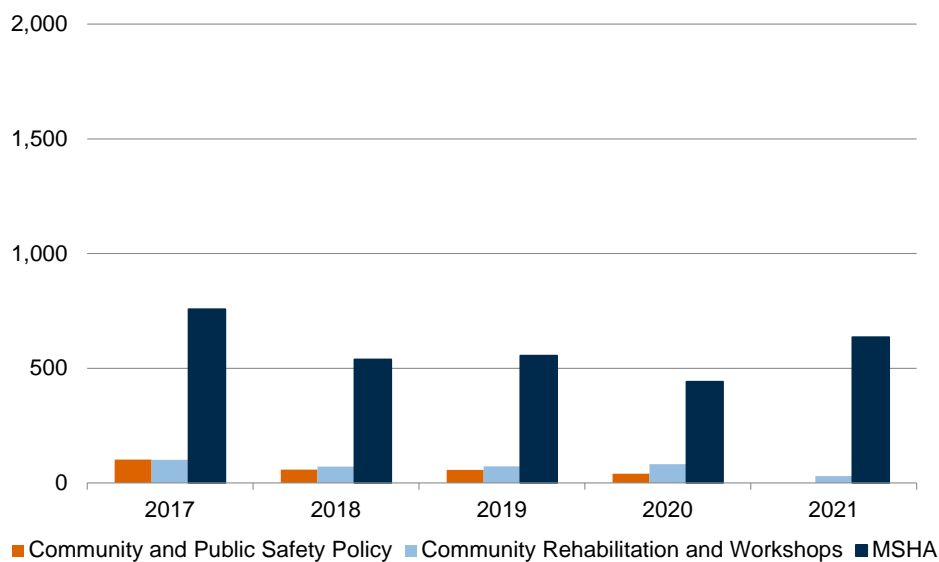
The Department administers a federal grant from the U.S. Department of Labor and Mine Safety and Health Administration (MSHA), which provides funds for training and services delivered to mine owners, operators and contractors in the state of Iowa. Enrollment in MSHA programs (636 students) increased by 43.9 percent in AY20-21 compared to the prior year resulting in an average annual decrease of 4.3 percent in enrollment since AY16-17 (Figure 6-3).

## Recertification and Relicensing Courses

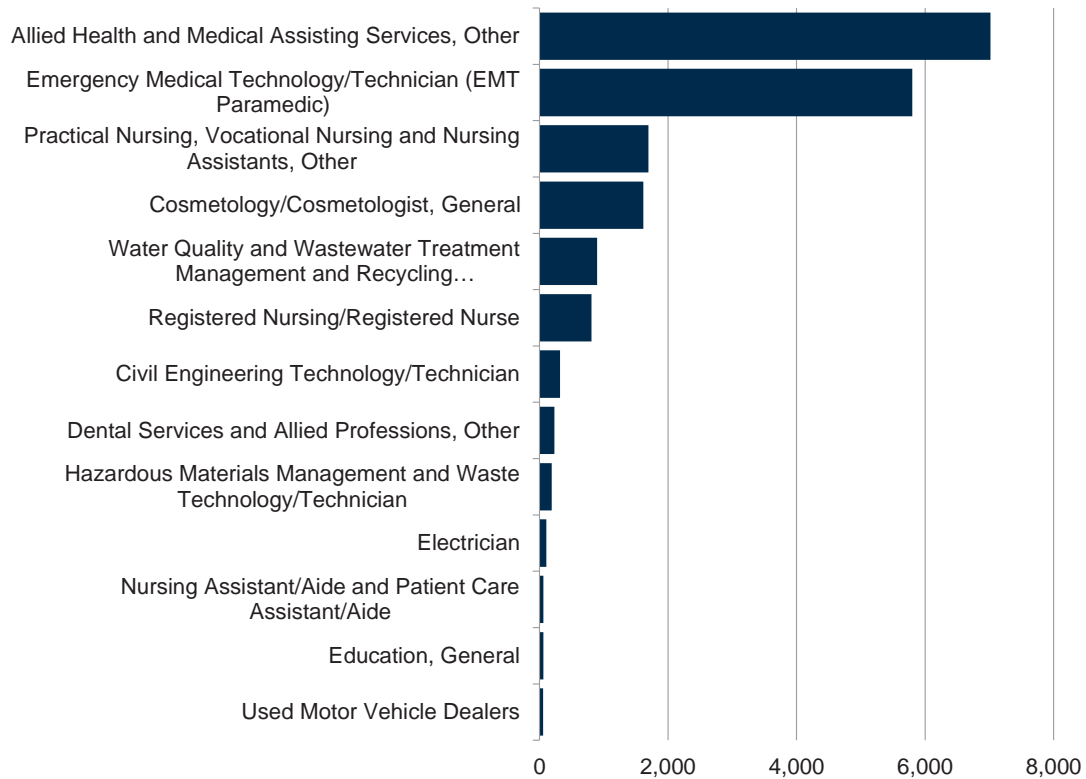
Recertification and relicensing courses are designed for individuals employed in occupations that may or may not require a four-year degree, but require employees to be recertified or relicensed to maintain employment (i.e. chemical application, insurance and many health professions). Recertification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

Of the 18,415 students enrolled in AY20-21 in one or more courses, 75.8 percent of the 19,142 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 14.8 percent in AY20-21 and the average annual enrollment between AY16-17 and AY20-21 has declined by 14.2 percent (Figure 2-7 on page 25). Figure 6-4 displays the recertification and licensing enrollments by type with more than 50 students enrolled.

FIGURE 6-3: STATE AND FEDERALLY MANDATED COURSEWORK ENROLLMENT: 2017 - 2021  
COMMUNITY & PUBLIC SAFETY, COMMUNITY REHABILITATION & WORKSHOPS, MSHA



**FIGURE 6-4: TOP RECERTIFICATION AND RELICENSING PROGRAMS BY ENROLLMENT: AY20-21**



Note: The following recertification and licensing programs had fewer than 50 enrollees in AY18-19 and were not included in the chart above: Dental Assisting/Assistant; Child Care Provider/Assistant; Physical Therapy/Therapist; Child Development; Health Aides/Attendants/Orderlies, Other; Plumbing Technology/Plumber; Substance Abuse/Addiction Counseling; Electrocardiograph Technology/Technician; Foodservice Systems Administration/Management; Drivers Education; Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician; Real Estate; Clinical/Medical Social Work; Holistic Health.



Southeastern Community College student in the robotics lab



## ECONOMIC DEVELOPMENT AND 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 FY20 since FY21 data is not yet available from IEDA.



Students learn to operate heavy machinery at Northeast Iowa Community College

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

### Iowa 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 3,030 new jobs pledged through 260E bond certificate issuances in FY 20 (Table 6-1). In total, there were 849 open agreements for expansions and startups representing 40,569 new jobs pledged through 560 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 the



purpose of conducting research and development, manufacturing, processing or assembling products. In FY20, there were 197 260F business awards with a total of 5,370 employees anticipated to attend training through the community colleges. There were 4,662 employees who completed their training in

FY20 (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.

**TABLE 6-1: 260E TOTAL BOND CERTIFICATE ISSUANCES: FY20**

FY 2020 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	\$10,720,000.00	\$2,090,400.00	\$107,200.00	\$150,446.00	\$167,880.00	\$8,204,074.00	974
Hawkeye	\$1,200,000.00	\$234,000.00	\$12,000.00	\$23,965.00	\$127,235.00	\$802,800.00	71
Indian Hills	\$2,175,000.00	\$424,125.00	\$21,750.00	\$37,090.00	\$238,171.45	\$1,445,287.50	234
Iowa Lakes	\$1,310,000.00	\$255,450.00	\$13,100.00	\$26,395.00	\$131,000.00	\$877,505.00	162
Iowa Valley	\$4,790,000.00	\$934,050.00	\$47,900.00	\$64,985.00	\$562,848.30	\$3,182,955.00	843
Iowa Western	\$555,000.00	\$108,225.00	\$5,500.00	\$25,018.00	\$55,500.00	\$355,195.85	110
Kirkwood	\$3,630,000.00	\$707,850.00	\$36,300.00	\$100,497.86	\$181,500.00	\$2,673,787.44	321
North Iowa Area	\$705,000.00	\$137,475.00	\$7,050.00	\$31,300.29	\$80,846.77	\$448,327.94	67
Southeastern	\$200,000.00	\$39,000.00	\$2,000.00	\$14,628.00	\$21,331.15	\$124,900.00	39
Southwestern	\$1,180,000.00	\$230,100.00	\$11,800.00	\$23,305.00	\$127,735.00	\$787,060.00	129
Western Iowa Tech	\$1,030,000.00	\$200,850.00	\$10,300.00	\$22,280.00	\$109,560.00	\$687,010.00	80
<b>Total</b>	<b>\$27,495,000.00</b>	<b>\$5,361,525.00</b>	<b>\$274,900.00</b>	<b>\$519,910.15</b>	<b>\$1,803,607.67</b>	<b>\$19,588,902.73</b>	<b>3,030</b>

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

**TABLE 6-2: 260E OPEN TRAINING AGREEMENTS: EXPANSIONS AND STARTUPS: FY20**

College	Open Agreements	Businesses	Training Fund Amount (\$)	Certificate Amount (\$)	Expansions	Startups	New Jobs Pledged
Des Moines Area	215	140	\$68,280,000.00	\$53,319,621.00	202	13	8,340
Eastern Iowa	95	70	\$45,400,000.00	\$30,658,000.00	85	10	5,395
Hawkeye	60	42	\$23,280,000.00	\$15,848,129.60	54	6	2,549
Indian Hills	21	16	\$8,830,000.00	\$5,922,923.00	14	7	943
Iowa Central	14	11	\$14,090,000.00	\$9,748,241.69	14	0	1,833
Iowa Lakes	49	28	\$13,090,000.00	\$8,835,196.86	44	5	1,602
Iowa Valley	10	10	\$10,820,000.00	\$7,299,680.00	10	0	1,845
Iowa Western	16	13	\$8,407,000.00	\$5,771,715.51	13	3	1,177
Kirkwood	180	98	\$48,230,000.00	\$35,725,079.44	168	12	6,450
North Iowa Area	28	20	\$11,085,000.00	\$7,399,674.17	22	6	1,260
Northeast Iowa	72	47	\$28,056,508.49	\$19,230,444.04	63	9	3,210
Northwest Iowa	27	22	\$8,640,000.00	\$5,794,301.16	23	4	1,083
Southeastern Iowa	16	12	\$12,018,390.30	\$8,154,998.00	14	2	1,148
Southwestern	3	3	\$1,180,000.00	\$787,060.00	2	1	129
Western Iowa Tech	43	28	\$27,770,000.00	\$18,897,793.50	36	7	3,605
<b>Total</b>	<b>849</b>	<b>560</b>	<b>\$329,176,898.79</b>	<b>\$233,392,857.97</b>	<b>764</b>	<b>85</b>	<b>40,569</b>

## 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 nonunion 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 FY20, a total of \$2.94M was allocated to 65 eligible sponsors and lead sponsors representing 5,841 apprentices. Combined, participants in these programs received 2,520,005 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 health care, culinary arts, winemaking, brewing and information technology that have benefited from this program in FY20.

The full IEDA FY20 reports can be found at [www.iowaeconomicdevelopment.com/business#Workforce](http://www.iowaeconomicdevelopment.com/business#Workforce).

## Iowa Apprenticeship Training Program (15C)

In 2018, \$1 million became available to support the growth of Registered Apprenticeship programs in high-demand occupations. Competitive grants are available annually for Registered Apprenticeship programs that create a new program with an eligible high-demand occupation or add an eligible high-demand occupation to their existing program. This fund is open to any employer who would like to start or expand a registered apprenticeship. Community colleges are often selected as the required training provider, therefore this program is included in this year’s report.

TABLE 6-3: 260F INDIVIDUAL BUSINESS AWARDS: FY20

College	Total Awards	Employees to Be Trained (Anticipated)	Employees Completing Training	Training Funds Awarded (\$)
Des Moines Area	20	489	468	\$486,528.00
Eastern Iowa	17	314	303	\$302,100.00
Hawkeye	10	583	447	\$202,302.00
Indian Hills	11	122	79	\$175,564.00
Iowa Central	9	159	530	\$166,698.00
Iowa Lakes	6	138	-	\$138,996.00
Iowa Valley	11	352	188	\$133,351.00
Iowa Western	11	285	97	\$149,716.00
Kirkwood	37	1,447	1,749	\$470,061.00
North Iowa Area	10	163	117	\$166,791.00
Northeast Iowa	26	643	426	\$148,010.00
Northwest Iowa	5	88	110	\$68,096.00
Southeast Iowa	13	355	68	\$183,313.00
Southwest Iowa	1	5	-	\$43,125.00
Western Iowa Tech	10	227	80	\$166,401.00
<b>Total</b>	<b>197</b>	<b>5,370</b>	<b>4,662</b>	<b>\$3,001,052.00</b>



TABLE 6-4: 15B AWARDS: FY20

Year	Grant Recipients	Contact Hours	Registered Apprentices	Funds Awarded
2020	65	2,520,005	5,841	\$2,940,000.00

## SECTOR PARTNERSHIPS

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

The federal Workforce Innovation and Opportunity Act (WIOA), passed in 2014, requires states to strategically align workforce development services, which includes 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 positioned to achieve additional sector partnership expansion, while still supporting the growth and success of existing programs.

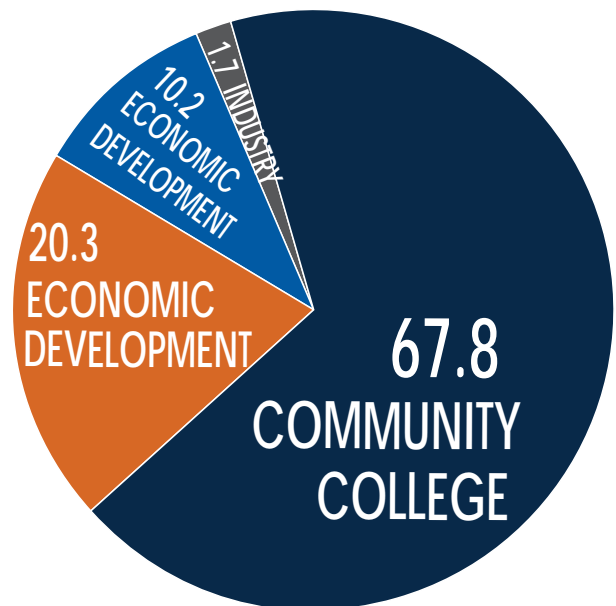
Even though the COVID-19 pandemic had a large negative impact on employer participation and capacity to meet consistently, there are more than 50 such partnerships throughout Iowa in varying stages of maturity across a multitude of industry sectors, with all of Iowa’s 99 counties, and many from neighboring 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 engage industry and support partners to develop strategies to address such needs (Figure 6-4). While this is a promising statistic, the Department has a goal of all of Iowa’s community colleges actively convening and overseeing at least one sector partnership by the end of AY22. To accomplish this, targeted seed or start-up funds are being explored

and technical resources and training will be either updated or introduced.

The top industries of focus for sector partnerships in Iowa are currently advanced manufacturing, followed by information technology and health science (Figure 6-5). 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 Iowa’s unemployment rate generally one of the lowest in the nation, 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 community college and adult populations, which may include those currently employed, unemployed or underemployed. Much work is also being done to better engage with underutilized populations, such as those members of a community with a criminal

FIGURE 6-4 : SECTOR PARTNERSHIP CONVENERS BY PARTNER TYPE (%)



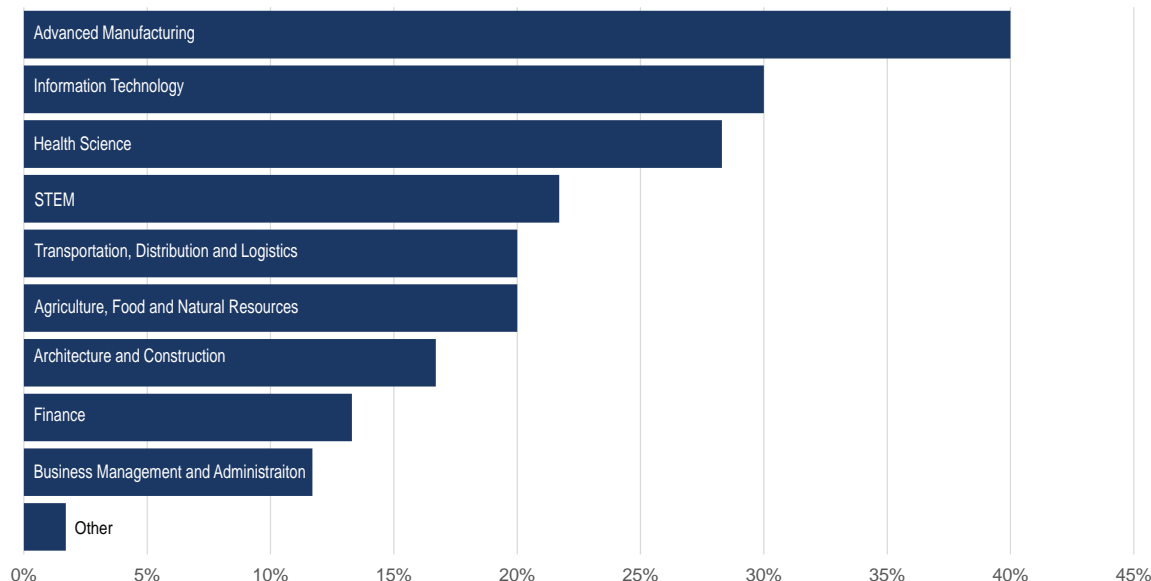
background, immigrant/refugee status and nonnative English speakers (i.e. ESL - English as a Second Language or ELL - English Language Learners).

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, an interactive webinar series, and a wide array of additional toolkits, informative webinars and other valuable resources can be accessed at [SectorPartnerships.EducateIowa.gov](http://SectorPartnerships.EducateIowa.gov).

## 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 AY20-21, 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 energy and agriculture, food and natural resources 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, virtual focus groups and direct consultation. Similar projects were completed during previous years for the building trades, information technology, advanced manufacturing and health science industries.

FIGURE 6-5: SECTOR PARTNERSHIPS BY INDUSTRY (%)



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 AY21-22 will focus on the evolving hospitality and service industry, while also revisiting previous industry projects for a minor update and refresh.



Agriculture class and instructor, Iowa Lakes Community College

## Career Pathway Resources

### Energy - July 2021

#### Project Partners

Iowa Workforce Development, Iowa Economic Development Authority, Future Ready Iowa, Iowa Energy Workforce Consortium (IEWC), Iowa Governor’s STEM Advisory Council, Iowa Association of Municipal Utilities (IAMU), Iowa Association of Energy Efficiency (IAEE) and Iowa Association of Electric Cooperatives (IAEC)

#### Public Interactions

Five virtual focus groups and two online surveys

#### Total Participants

177

#### Total Careers Highlighted

78



### Agriculture, Food & Natural Resources - December 2021

#### Project Partners

Iowa Workforce Development, Iowa Economic Development Authority, Future Ready Iowa, Iowa Governor’s STEM Advisory Council, Agribusiness Association of Iowa, Iowa Institute for Cooperatives, Iowa FFA Association, Iowa Association of Municipal Utilities, Iowa Restaurant Association and Iowa-Nebraska Equipment Dealers Association

#### Public Interactions

Five virtual focus groups and two online surveys

#### Total Participants

186

#### Total Careers Highlighted

80



## COMMUNITY SUPPORT AND COLLABORATION

Iowa's community colleges help hundreds of thousands of students each year. They 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.

During AY20-21, they brought wellness to their communities, hosted community and family support programs, partnered on area building projects, provided services and support to help Iowa meet its skilled workforce goals and assisted with pandemic response. 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.

### NICC Trains the Next Generation of Construction Professionals

Recruiting and training the next wave of construction and heavy equipment workers is a team effort. JB Holland Construction in Decorah and Northeast Iowa Community College are developing new initiatives in partnership to grow our region's skilled workforce.

"Innovation grants from the state of Iowa are supporting the partnership's goals and the need for construction equipment training is great," says Bill Holland, company president of JB Holland Construction, Inc. "There is a tremendous shortage of construction equipment operators, not only in northeast Iowa but across the country. Our partnership with NICC has helped to obtain grant funding that aids in training, recruitment and retention of employees. This will not only benefit JB Holland, but is available to all contractors who utilize heavy construction equipment throughout the region."

The college is stepping up recruitment efforts to bring

students into Earn and Learn and the Construction Equipment Operator short-term certificate programs. Mobile Simulation Immersion Events are introducing area high school students to these industries using advanced simulation equipment.



### NIACC Partners with MercyOne to Provide PSA Training

North Iowa Area Community College (NIACC) Continuing Education is partnering with MercyOne, the area's largest local health care provider, to offer additional orientation and training for new employees hired in the position of Patient Safety Attendant (PSA) at MercyOne North Iowa Medical Center. PSAs are responsible for proactively ensuring and maintaining patient safety and security under the direction of a registered nurse. They observe and monitor safety and comfort of patients who require frequent or continual observation and contact due to psychiatric, medical and/or safety reasons.

A four-day customized program developed for the PSA employees includes a verbal de-escalation training, which guides staff to respond to crisis situations with a focus on de-escalation techniques and safe, nonrestrictive interventions. The instructors have years of relevant experience and incorporate not only policy, but also empathy, trauma-informed practices, self-care and role-playing to prepare

for this important role. Feedback from both participants and MercyOne has been overwhelmingly positive, as is the impact this training has had on those receiving services.



### ILCC Construction Technology Program Partners with City of Emmetsburg

Iowa Lakes Construction Technology program, a Last-Dollar Scholarship eligible program, has partnered with the city of Emmetsburg for several years to participate in community projects such as the Five Island Lake Cabins where students designed and built two cabins. The most recent initiative is the Emmetsburg Community Development Corporation Rockport project, and students are also building a second home as part of a new home development project. Students help design and layout the home while also determining the elevation of the new homes.



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### NCC and Community Celebrates Grand Opening of Diesel Technology and Automotive Classrooms, Snap-On Tools Partnership

The celebration of the grand opening and ribbon-cutting of NCC's Diesel Technology and Automotive classrooms and labs, and the Educational Partnership with Snap-on Tools, Inc. took place during the NCC Days of Thunder week.

The celebration included remarks from NCC representatives, the Sheldon Chamber of Commerce, City of Sheldon and leadership from Snap-on Tools Inc. NHRA driver Cruz Pedregon's Snap-on Tools Dodge Charger Nitro Car was also on campus during the celebration. Several area legislators or their representatives also spoke at the event, including Jacob Bossman, representing Senator Chuck Grassley; Kolby DeWitt, representing Senator Joni Ernst; Wes Fopma, representing

Congressman Randy Feenstra; Senator Jeff Taylor; Representative John Wills; Representative Skyler Wheeler and Representative Dennis Bush. The celebration included the presentation of NCC's Outstanding 2020–2021 Alumnus of the Year award to Andy Jacobs, Diesel Technology ('02).

The project was made possible by the voters in the counties of Lyon, O'Brien, Osceola, Sioux and the Marcus-Meriden-Cleghorn School District located in Cherokee County (Area IV) who voted in 2018 to approve a 14.1-million-dollar referendum for Northwest Iowa Community College. The referendum passed at nearly 74% and ensured NCC's ability to continue offering high-quality, accessible and affordable education to our communities. This construction is a direct result of the passage of the referendum.





## ICCC Cross Country Continues Successful Fundraiser to Fight Breast Cancer

In 2007, at the suggestion of a team member, the Triton Cross Country team started a fundraiser to help fight breast cancer within our communities. The annual fundraiser, named “Race to Erase Breast Cancer”, has a custom designed t-shirt each year with 100 percent of the proceeds going to the UnityPoint Cancer Center in Fort Dodge. The team has also sold pink bandanas, pink socks and pink pillows along with the t-shirts over the years. After raising \$500 the first year, donations now total well over \$2000 each year. It is a special moment for the top raising team members when they go to the hospital to present them with our donation, which to date totals over \$26,500.



## IVCCD Prepares Students for Careers in Energy

There is a skilled worker shortage throughout Iowa and across the nation. Iowa Valley Continuing Education is partnering with Alliant Energy to combat the skilled labor shortage and develop qualified candidates. The two groups partnered to develop Introduction to Energy Basics and the PALS program. Introduction to Energy Basics was designed to recruit high school juniors and seniors in the areas that Alliant serves by identifying students who are looking for a career in the energy sector. It is designed to give students a taste of energy sector positions, and teach the skills and fundamentals they will need to be successful in these positions.

The students who are chosen for the program have the benefit of learning from industry professionals at Alliant Energy. They also learn fundamentals from the Utility Tech staff at Marshalltown Community College (a division of Iowa Valley Community College District), as well as skill fundamentals from the team at MCC, all while still in high school.

After successfully completing the 16-week program, students are invited to apply for a paid internship with Alliant Energy as part of the Energy Basics program. The skills they learn through PALS launch them into their focused career training with Alliant Energy. The program provides a workforce recruiting advantage for Alliant Energy, and their partnership with Iowa Valley

Continuing Education ensures the people enrolled in the program will have the skills needed to be successful in their careers. The funding for the program was made possible by the Workforce Training and Economic Development Fund (WTED), which provides funds for career and technical training initiatives at the local community college.



## HCC IGNITE Program Sparks Interest in Advanced Manufacturing

Created in response to the shortage of skilled workers, the IGNITE program provides skills development and sparks interest in Advanced Manufacturing 4.0

Adults and high school students in the IGNITE program complete self-paced online lessons and gain hands-on experience by working with equipment. The curriculum supports six modular courses in advanced manufacturing. Students start with foundational topics such as safety, measurement, hand tools, print reading and materials science. As they advance, they learn robotics, computer-aided design, hydraulics, pneumatics, and electrical processes.

The IGNITE program is the result of a collaborative effort of Hawkeye Community College, Waterloo Community Schools, TechWorks, Grow Cedar Valley and John Deere. Companies including Doerfer Engineering, Viking Pump, Iowa Laser and Kryton Engineered Metals also participate in the program.

“This partnership supports the technological advancement among companies while creating a direct pipeline of skilled workers to these companies,” said Pam Wright, Hawkeye’s director of business and community outreach.

Funded by grants and employer donations, the IGNITE

program is free to students. After completing the first course, students can apply for full-time production positions at a participating company with starting wages of \$17-20 per hour plus benefits.



## EICC Bond Referendum Passes with Strong Support from District Voters

Eastern Iowa Community Colleges’ (EICC) plans to expand career and technical education opportunities became a reality in March, with more than 70 percent of voters in the college’s service area of Clinton, Jackson, Muscatine, Scott and portions of neighboring counties supporting the college’s 40 million bond referendum.

The funding is being used for new and expanded career training facilities at all three of EICC’s Clinton, Muscatine and Scott Community College main campuses, with construction already underway in Clinton and Muscatine. It will also be used for a new facility in DeWitt, expansion of programming at the college’s current Maquoketa training facility located next to Maquoketa High School and a new agriculture education facility in Scott County. The expansion will allow for increased services for all EICC students as well as those in the college’s high school Career Academies. Because of this, a number of area school boards approved resolutions in support of the referendum.

The Eastern Iowa Community Colleges’ Board of Trustees approved the bond referendum based on the urgent and compelling need for Career and Technical Education for both adults and high school students in the region. The economic future of eastern Iowa depends on a skilled workforce, and 65

percent of the jobs of today and tomorrow require education and training beyond high school. Expanding career and technical education throughout the region, especially in rural communities, increases access and opportunities for eastern Iowans to build the skills necessary for a prosperous and productive future.



## KCC Nursing Students Help Vaccinate Community

Once a COVID-19 vaccine became available, Kirkwood Nursing students were eager to help fight the pandemic by volunteering their time to assist with multiple vaccination clinics.

In early March, the Kirkwood Nursing department teamed up with Linn County Public Health at a clinic organized for the faculty and staff of the college community school district in Cedar Rapids. Kirkwood Nursing students were responsible for administering the second dose of the vaccine to K-12 teachers and employees under the supervision of trained Kirkwood faculty members. In all, nearly 60 college community faculty and staff received a shot and became fully vaccinated before the clinic was over.

A few weeks after that event, Kirkwood held its own vaccination clinic at the college's recreation center with the help of both Linn County Public Health and MercyCare Community Physicians. Once again, Kirkwood Nursing students were on hand to administer shots of the vaccine under the supervision of Nursing faculty.

Kirkwood faculty, staff and students stopped by to get vaccinated as well as members of the general public who still needed to receive their first dose. Anyone who wanted to get vaccinated was welcome to attend, demonstrating once again how Kirkwood is dedicated to serving its community. The event

was a resounding success as 681 doses were administered over the course of three days. Weeks later, another clinic was held to give a second dose of the vaccine to those that needed it.

The clinics gave the nursing students an opportunity to practice giving vaccinations to real patients, while also giving them a chance to be on the front lines in fighting the virus plaguing the planet. For the students it was a great real-world learning experience that can't be replicated in a simulated lab.



## DMACC's Evelyn K. Davis Center Lifts Community

The Evelyn K. Davis Center for Working Families (EKD) launched in 2012, the brainchild of community leaders seeking to increase access to underserved communities in the areas of financial counseling, workforce training and education. Des Moines Area Community College (DMACC) along with the Community Foundation of Greater Des Moines and others played a key role in bringing to life the vision of the late Evelyn K. Davis, Des Moines civil rights leader and founder of Tiny Tots Early Learning Center. One of the first-of-its-kind centers in the country, EKD is part of DMACC Urban Campus and now occupies a 23,000 square-foot building on campus' eastern edge, which opened in 2019.

EKD, as part of DMACC, serves as a one-stop-shop for people seeking to build skills for gainful employment and financial security. EKD's close relationship with DMACC Urban gives clients easy access to DMACC's degree, diploma and certificate programs. This includes the Workforce Academy, which allows people to acquire skills for in-demand jobs in areas such as health care, welding, skilled trades, transportation and business. EKD offers a full slate of programs and supports: free, confidential personal financial counseling; career coaching, including resume writing and job search assistance; coaching for small business and nonprofits; a Summer Youth Program; English Language Learner (ELL) classes; computer classes; a Men on the Move closet and more. EKD works collaboratively to expand the delivery needed services, including with the One Economy Financial Development Corp, an organization formed in 2021 that seeks to empower underserved communities,

particularly Black Polk County, in creating financial stability and wealth.

EKD serves a diverse audience: about 38% of those served are African American, 59.3% are female, 62% live in rental housing and 36% earn less than \$25,000. In 2021, the Summer Youth program, geared toward developing and strengthening employment skills for individuals 14-21 years old, resulted in 61 students being placed with partner employers to earn their own income. Ninety-two percent of participants were students of color. While the COVID-19 pandemic hampered EKD's ability to provide many services on location in 2020-early 2021, the organization pivoted to virtual offerings. This was so successful in increasing attendance and decreasing absenteeism, EKD plans to continue offering many services virtually.



## WITCC Technology Initiative Empowers Students

In recent years, Western Iowa Tech Community College has examined services and strategies students need to be successful in college. Specifically, WITCC explored the use of technology on campus and, over the last decade, has made technology a cornerstone of the student educational experience.

WITCC'S technology evolution started with a goal of connecting the college's five campuses and expanding access for all students. The college set up free, high-speed Wi-Fi in every building, created virtual classrooms to connect its campuses in different counties and developed training programs to teach faculty and students how to use technology. A grant enabled the college to fully staff a comprehensive training site to keep all faculty on the cutting edge of technology. WITCC also addressed the technology needs of its students.

One of the largest and the most critical initiatives was a one-to-one initiative that put technology into each student's hands. WITCC serves one of the most diverse student bodies as well as the highest number of students seeking financial aid compared to other Iowa community colleges. Lower income students who did not have computers or reliable internet at home were only able to study when on campus, putting them at a disadvantage. College leaders made a plan to level the technology playing field and has issued every student a Macbook loaded with curriculum-specific software for the past eight academic years.

The one-to-one technology initiative bridged the economic digital divide and provided all students access to the same level of hardware and software. Students no longer needed to come to campus to work in computer labs or communicate with their

faculty. They were able to participate in class via computer or phone, having been released from the restrictions of the physical classroom, while still being able to benefit from the face-to-face educational experience.

This innovative use of technology earned WITCC the designation of an Apple Distinguished School 2018-2020 and again in 2020-2022.

WITCC's connected approach was critical during the COVID-19 pandemic. The technology-rich academic environment provided a smooth transition to a 100% virtual learning modality in a short period of time. Because of the 1:1 technology initiative, campus interconnectivity and technology training, students and faculty were already outfitted with the necessary technology for successful virtual learning.



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## IWCC Partnership Allows Students to Earn an Associate's Degree and HS Diploma Simultaneously at No Cost

The Council Bluffs Community School District's Early College Academy provides motivated high school students with the opportunity to simultaneously earn both a high school diploma and an associates degree or career-area credential or certificate in partnership with Iowa Western Community College . . . at no cost to the student or family.

Students in the Academy attend all college and high school classes on the Iowa Western Community College campus, with the support of a dedicated Academy advisor based on the campus in the Early College Academy office. Academy students are still considered students in their home high schools and graduate with their class. Academy students also have the opportunity to participate in high school extracurricular athletics, activities and clubs to round out the high school experience.

Since the pilot program launched in March of 2018, 54 students have graduated with an associates degree from Iowa Western.



## SWCC and Habitat for Humanity Collaborate on Building Projects

During the 2020-21 academic year, the Southwestern Community College (SWCC) carpentry and building trades program partnered with Union County Habitat for Humanity to construct a home at 706 West Irving Street in Creston. This was the seventh year for this unique joint project between Habitat for Humanity and SWCC.

Through this annual collaboration, the SWCC carpentry and building trades program typically constructs a three-bedroom 1,100 square foot standard home with a crawl space. These building projects allow the college to provide required lab experience for students without incurring the expense and risk associated with building a spec home. The carpentry and electrical work is completed by students with oversight and guidance provided by SWCC's qualified and experienced instructors.



## IHCC Starts State's First CNA to LPN Registered Apprenticeship Program

Indian Hills Community College accepted students into the state's first CNA (Certified Nursing Assistant) to LPN (Licensed Practical Nurse) Registered Apprenticeship Program during the 2020-21 academic year. The program, designed to connect students interested in obtaining their LPN degree with employers, was made possible through the Coronavirus Relief Earn and Learn Grant provided by the Governor's Emergency Education Relief Fund (GEER II Fund).

The program began with two local health care providers who experienced firsthand the nursing shortage affecting Southern Iowa and the nation. The providers agreed to hire apprentices, pay for the apprentice's tuition and fees while attending Indian Hills, deliver on-the-job training, connect apprentices with an experienced mentor and provide two pay increases to the apprentices at key junctures in the program.

The grant, along with private funding and corporate donations, provided equipment for the Indian Hills Health Sciences Simulation Lab located on the Ottumwa Main Campus. The simulation lab includes five patient rooms, an emergency

room/operating room, pharmacy, central supply, classroom for first aid/CPR training, three low-fidelity manikins and five high-fidelity manikins. The lab is used to supplement clinical experiences in all health sciences programs including radiologic technology, phlebotomy, EMS/paramedic and nursing.



### SCC Creates Partnerships to Benefit Ag Students

Southeastern Community College agriculture students were exposed to more areas in the industry than they initially anticipated when they registered for classes. These areas included a living wetland lab on campus, projects with community partners and required internships.

“It is important that we prepare students to meet the needs of modern agriculture, yet leave enough room to explore their interests,” Agriculture Professor Sabrina Pidgeon explains.

In addition to completing the core agriculture curriculum, students tackle service projects around the community. Students have assisted with prescribed burns with the Des Moines County Conservation, built wood duck boxes for Ducks Unlimited and constructed fish habitat structures at Geode State Park for the Iowa Department of Natural Resources.

“Community involvement is an important part of our students’ experience,” Pidgeon says. “They can see their skills at work and take pride in what they’ve done around the region before they even graduate.”

About one third of program graduates continue on to earn a bachelor’s degree, one third return to their family farm operation, and one third start their careers in the industry.





Student at Indian Hills Community College



Student at North Iowa Area Community College



Student at Marshalltown Community College - Iowa Valley Community College District





# 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 AY20-21, Iowa community colleges employed 11,426 people in administrative, instructional, professional, secretarial/clerical and service positions.

» In AY20-21, the largest group of community college employees were instructional staff, followed by professional, secretarial and clerical, service and administrative.

A total of 13,489 positions were reported as full-time, part-time, temporary and adjunct positions during AY20-21. The number of positions reported is greater than the number of employees because

### COMMUNITY COLLEGE EMPLOYEES

NUMBER OF EMPLOYEES

**11,426**

DECREASE IN EMPLOYEES

**↓ 8.8%**

DOWN SINCE AY19-20

INSTRUCTIONAL POSITIONS

**6,275**

DOWN 3.7% SINCE AY19-20

INSTRUCTORS, AS A PERCENT OF ALL POSITIONS

**46.5%**

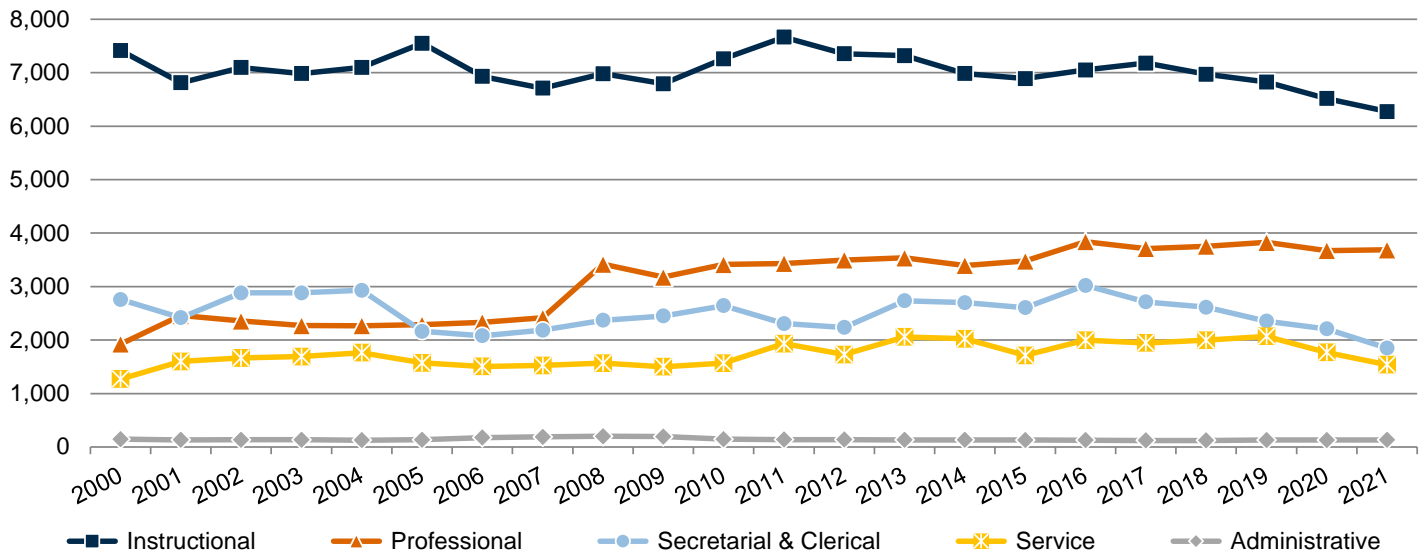
UP 1.0% SINCE AY19-20

some employees were included in more than one reporting category; for example, an administrator might teach a course and be reported under instructional as well. Additionally, the community college management information system (MIS) data does not include employees teaching only noncredit courses for community colleges, unless they are full-time noncredit instructors.

While the total number of employees decreased by 8.8 percent from AY19-20, 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 AY20-21 continued to be instructional (46.5 percent), followed by professional (27.4 percent),



FIGURE 7-1: IOWA COMMUNITY COLLEGE EMPLOYEES BY POSITION TYPE: 2000 - 2021



secretarial and clerical (13.7 percent), service (11.4 percent) and administrative (1.0 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 AY20-21 temporary and seasonal staff constituted 11.5 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 a record-high 271 full-time instructors and administrators with doctoral degrees in AY20-21. The percentage of those full-time instructors and administrators who had a master's degree or higher



Students and instructor at Southwestern Community College

## COMMUNITY COLLEGE EMPLOYEES

RACE/ETHNICITY OF EMPLOYEES

**89.6% WHITE**

GENDER OF EMPLOYEES

**59.9% FEMALE**

MEAN AGE OF EMPLOYEES

**44.1 YEARS**

EDUCATION OF INSTRUCTORS & ADMINISTRATORS

**65.2%**

FULL-TIME WITH MASTER'S DEGREE OR HIGHER



FIGURE 7-2: EMPLOYMENT BY TYPE: 2000 - 2021

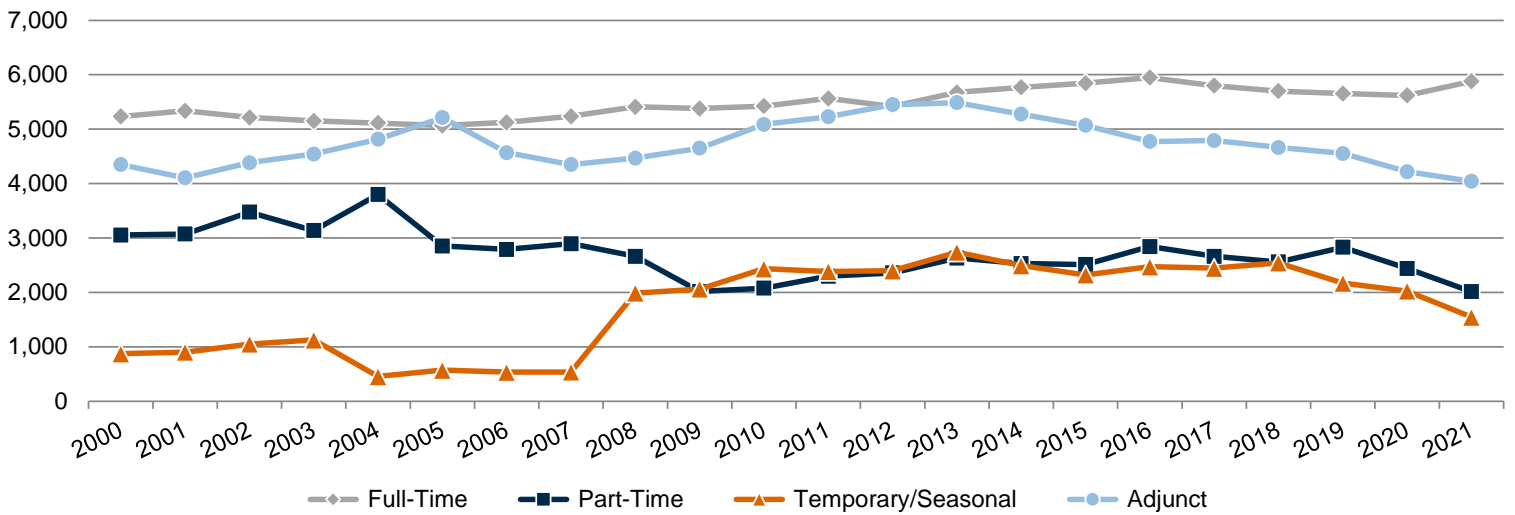
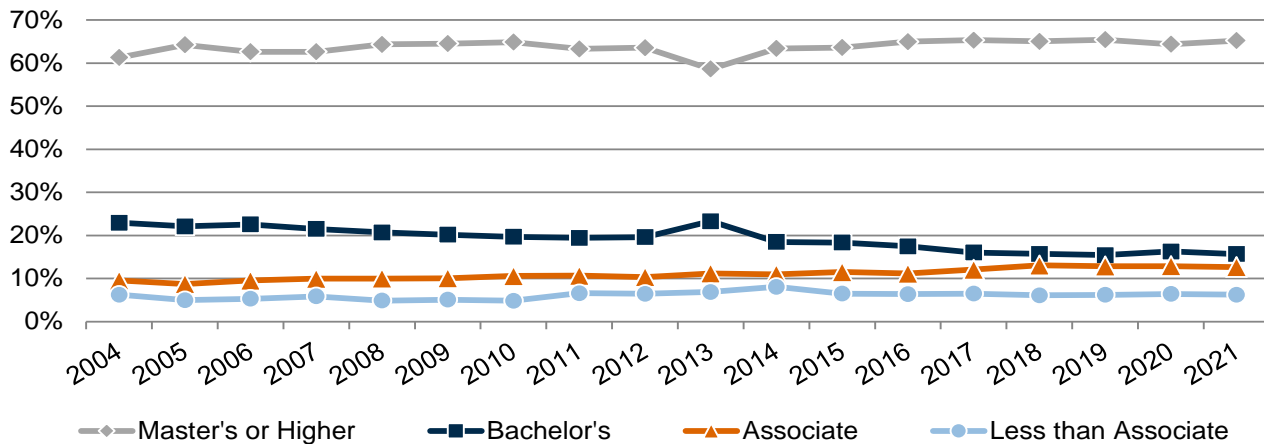


FIGURE 7-3: INSTRUCTORS' AND ADMINISTRATORS' DEGREES: 2004 - 2021



fluctuated between 61.2 in 2004 and record high 65.5 in AY18-19. In AY20-21, it decreased to 65.2 percent. 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 15.7 percent in AY20-21. The percentage of associate degree holders has remained stable for the past 11 years, reaching a record high of 13.0 percent in AY17-18, before decreasing slightly to 12.7 percent in AY20-21 (Figure 7-3).

» Iowa community colleges had a record high number of full-time administrators and instructors with doctoral degrees (271) and 65.2 percent of full-time administrators and instructors with master's degrees or higher in AY20-21.

FIGURE 7-4: PERCENT OF RACIAL MINORITIES AMONG EMPLOYEES: 2000 - 2021

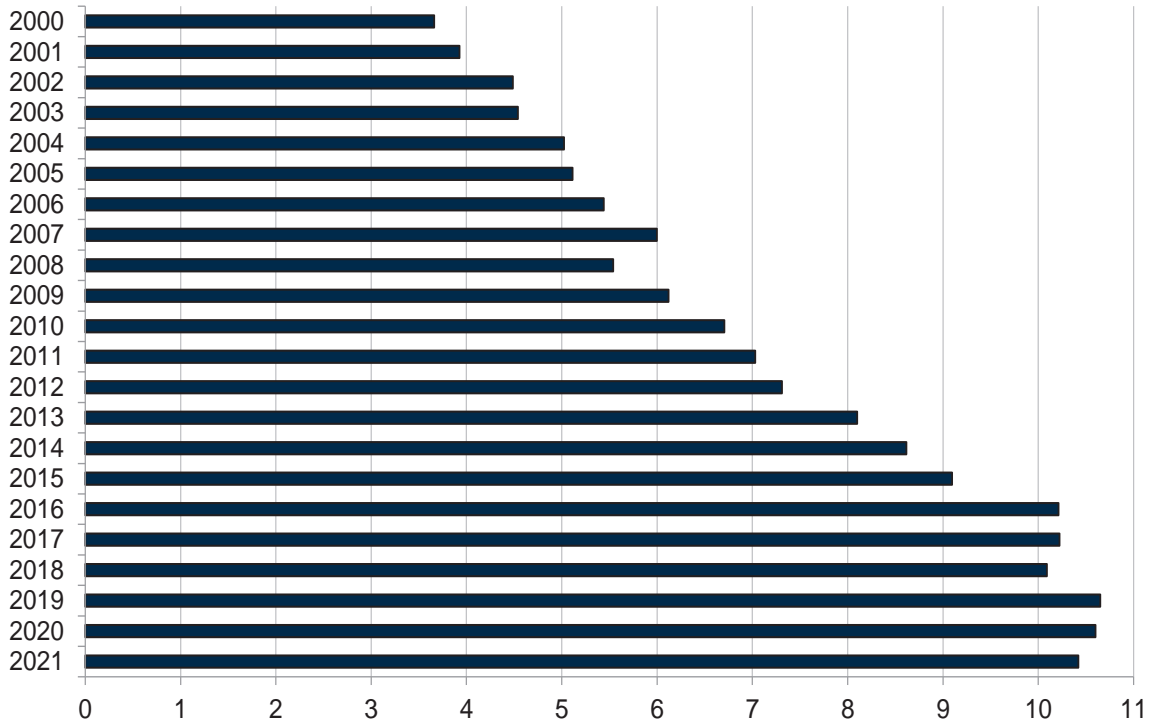
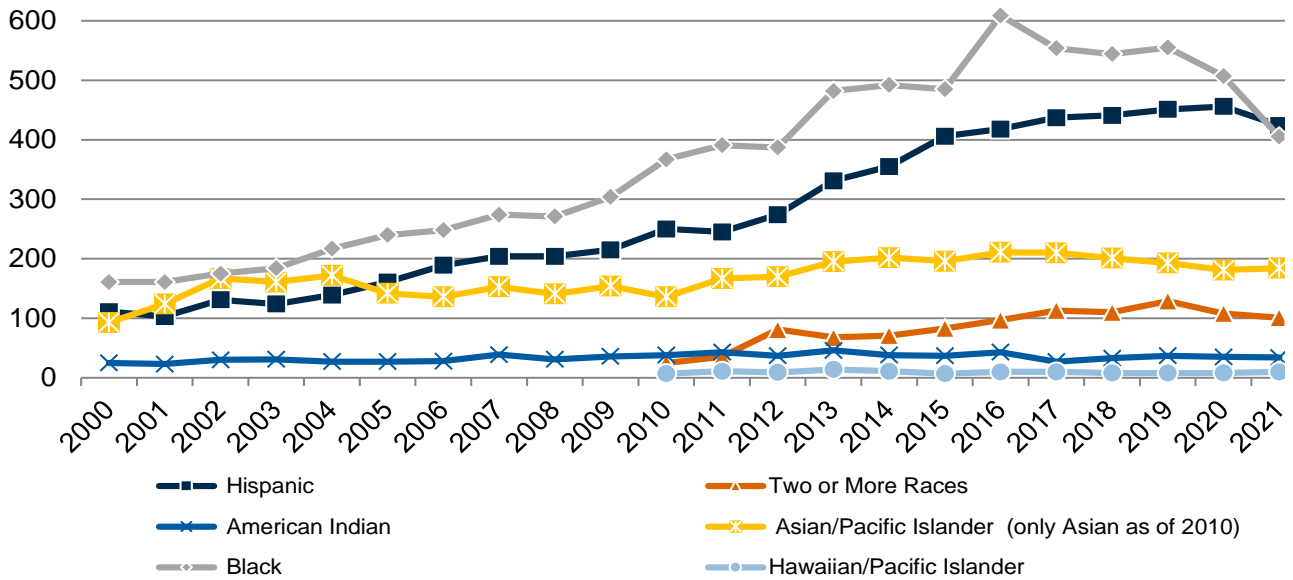


FIGURE 7-5: DISTRIBUTION OF RACIAL/ETHNIC MINORITIES AMONG EMPLOYEES: 2000 - 2021



Racial/ethnic minorities comprised 10.4 percent of all employees in AY20-21, which is 0.3 percent lower than AY18-19 record high of 10.7 percent. The 20-year trend from 2000 to 2021 depicts a steady increase in the number of racial/ethnic minorities among Iowa community college employees. Despite the last two year's moderate decline, the average growth between 2000 and AY20-21 was 5.1 percent (Figure 7-4).

The distribution of employees within racial/ethnic minorities among employees has fluctuated over the past 21 years. The percentage of American Indian employees ranged between 6.4 percent in 2000 and a record low of 2.0 percent in AY16-17, before rising to 2.9 percent in AY20-21. Asian employees have also experienced fluctuations since 2000, decreasing to record low 14.0 percent during AY19-20. In AY20-21, however, they increased to 15.9 percent of all employees. The percentage of black employees has been consistently high among all minority employees, fluctuating between 39.1 and 44.6 percent. In AY20-21, black employees dropped to 35.0 percent of all minority employees, while the percentage of Hispanic employees increased to a record high 36.6 percent in AY20-21, making this category of racial/ethnic minorities the largest among other racial minorities for the first time in the history of race/ethnicity tracking. Hawaiian or other Pacific Islander employees remained at less than one percent of all minority employees. Since 2010, when the new standards allowed reporting of



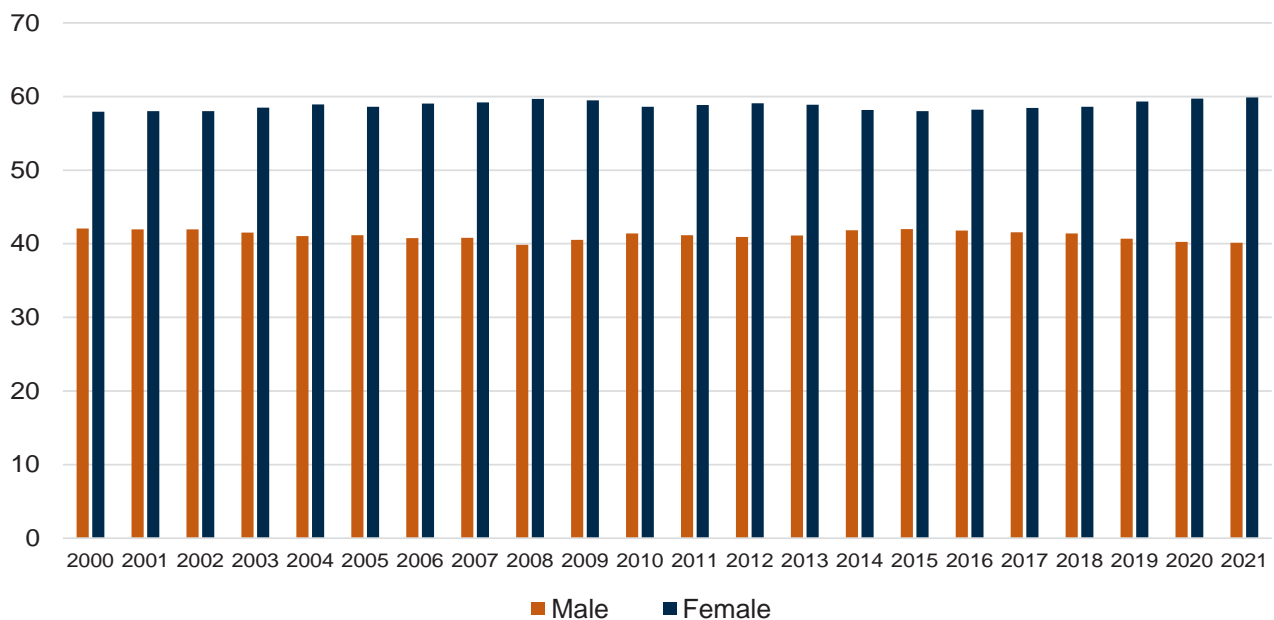
Students at Western Iowa Tech Community College

» In AY20-21, Hispanic community college employees increased to a record high 36.6 percent.

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. In AY20-21 they comprised 8.7 percent of all minorities (Figure 7-5).

The gender composition of Iowa community college employees has remained stable since 2000. Female employees comprised 59.9 percent of all employees through AY20-21, the highest percentage since the tracking of gender began (Figure 7-6).

FIGURE 7-6: GENDER DISTRIBUTION OF EMPLOYEES: 2000 - 2021



In AY20-21, the age distribution of Iowa community college employees presented a wide palette, from teens to employees in their eighties. The largest group of employees (289) was 50 in AY20-21. There were 10 groups (out of 76) with over 250 employees in each (Figure 7-7). In AY20-21, the average age of community college employees was 44.1 years old, while the median age remained 44, which is slightly older than the last year's average (43.9).

The largest group of community college administrators was between 50 and 62 years old in AY20-21, comprising 62.2 percent of all administrators. The average age of administrators was 53.0 years old and the median age remained 54 years of age (Figure 7-9). The data suggest a trend

toward younger administrators, down slightly from 53.1 in AY19-20.

Iowa community college full-time instructional staff was comprised of specialists between 23 and 85 years old, with the mode remaining 49 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 AY20-21. The median age stayed at 49 in AY20-21, supporting the notion of stabilization of faculty age from a high median age of 51 in 2012 to 48-49 (Figures 7-8 and 7-9).

FIGURE 7-7: AGE OF COMMUNITY COLLEGE EMPLOYEES: AY20-21

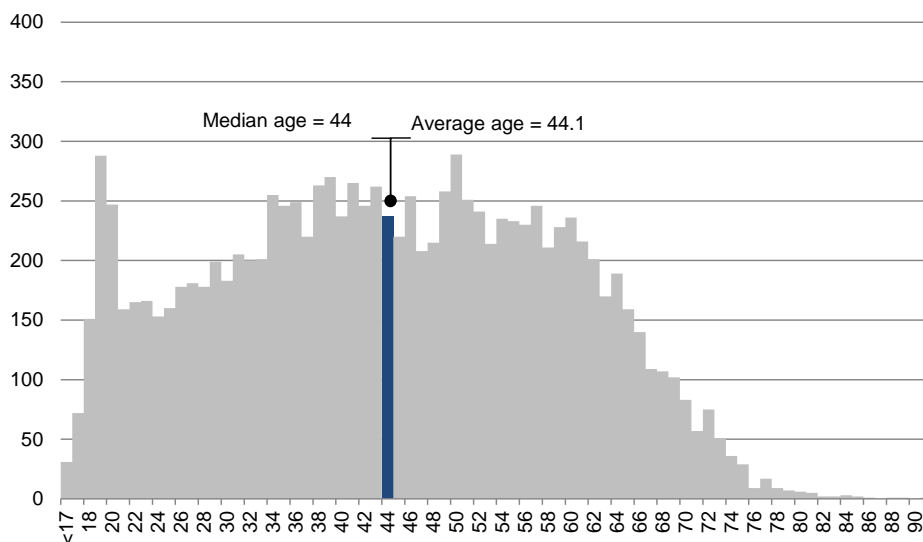


FIGURE 7-8: AVERAGE AND MEDIAN AGE OF FULL-TIME INSTRUCTORS: 2005 - 2021

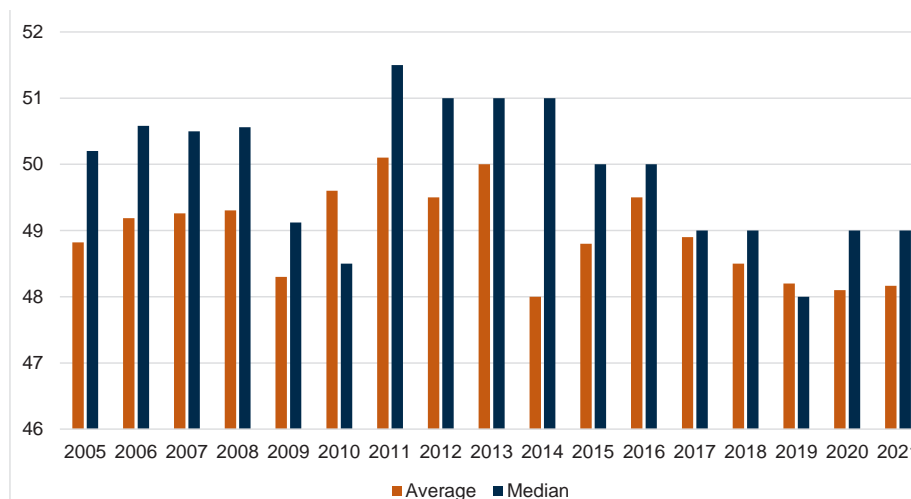
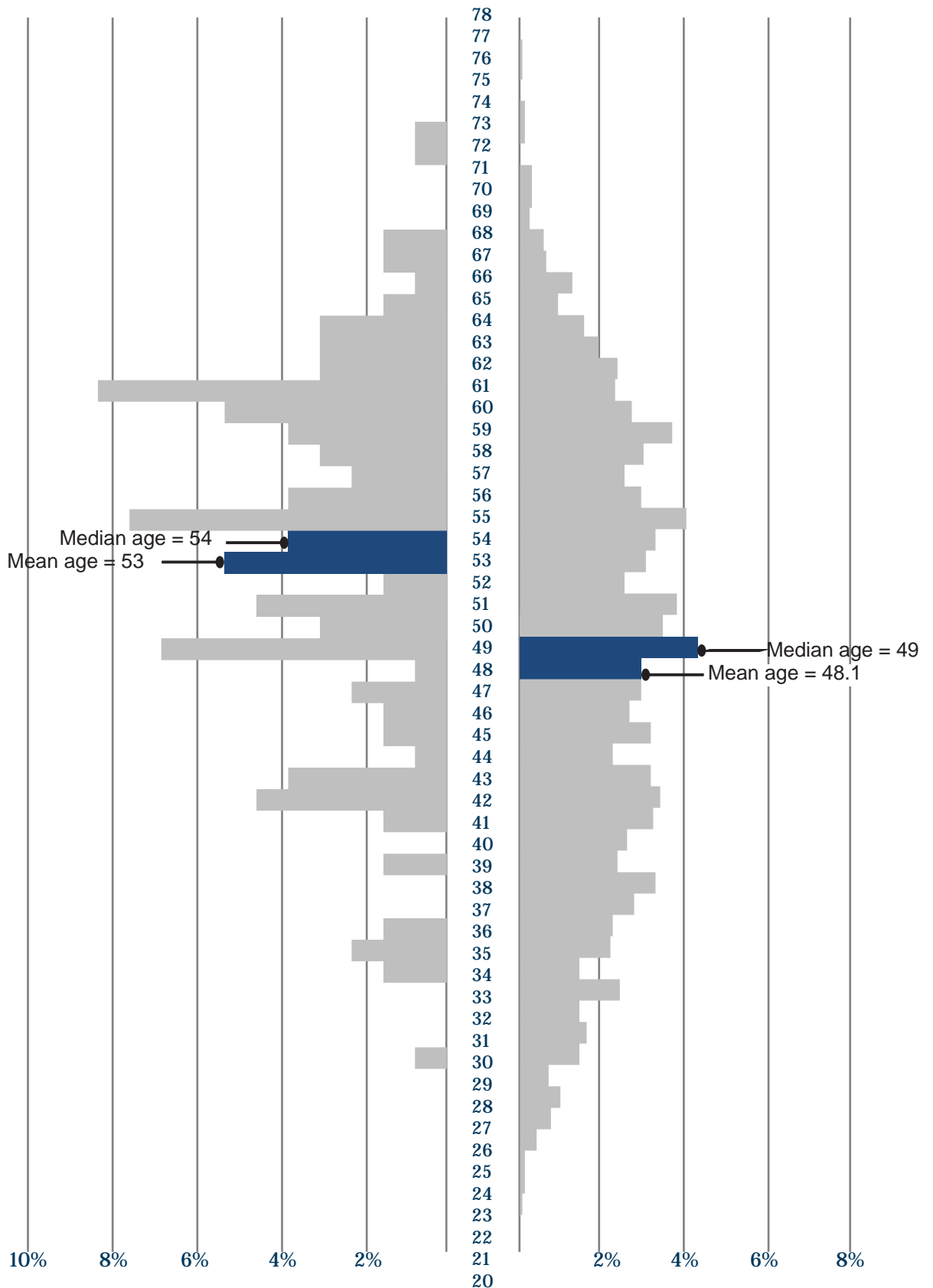


FIGURE 7-9: DISTRIBUTION OF ADMINISTRATORS (LEFT) AND INSTRUCTORS (RIGHT) BY AGE: AY20-21



## Instructional Staff Salaries

Average salaries for full-time instructional staff, which include salaries for all contract lengths, have increased an average of 2.7 percent annually since 2001 (Figure 7-10). The average base salary for a nine-month contract for full-time instructional employees increased 10.9 percent, from \$61,047 in AY19-20 to \$67,713 in AY20-21.

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 AY20-21, the National Center for Educational Statistics (NCES) reported \$62,284 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, from 1996 through 2021, the average salary steadily increased for Iowa full-time community college instructors. In 2021, the salary increased by 1.7 percent compared to the prior reported year, while the average salary increased nationally 7.2 percent, making Iowa salaries 5.0 percent lower than the national average (Figure 7-11). Over the last 23 years, average salaries in Iowa increased 2.7 percent each year since 1996 while the national average increased 1.9 percent annually during that time.



*Iowa Central Community College students study black light photography*

**FIGURE 7-10: AVERAGE BASE SALARY OF FULL-TIME INSTRUCTORS: 2001 - 2021**

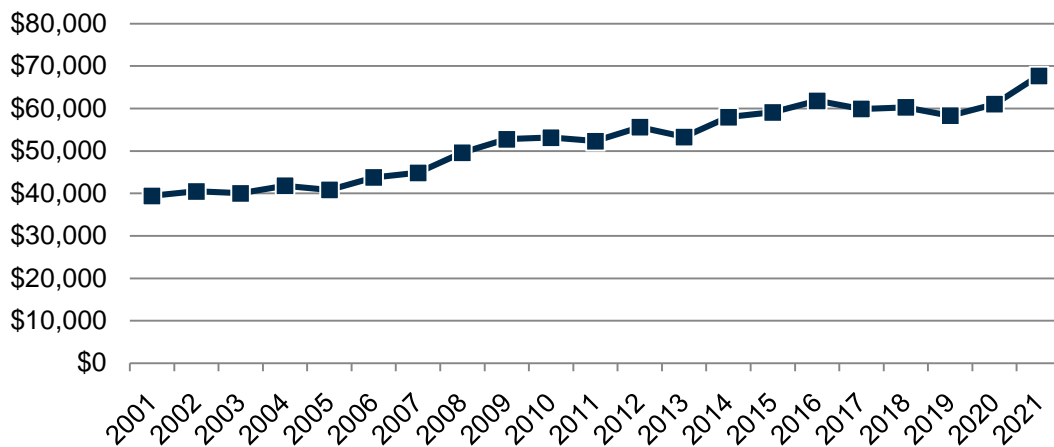
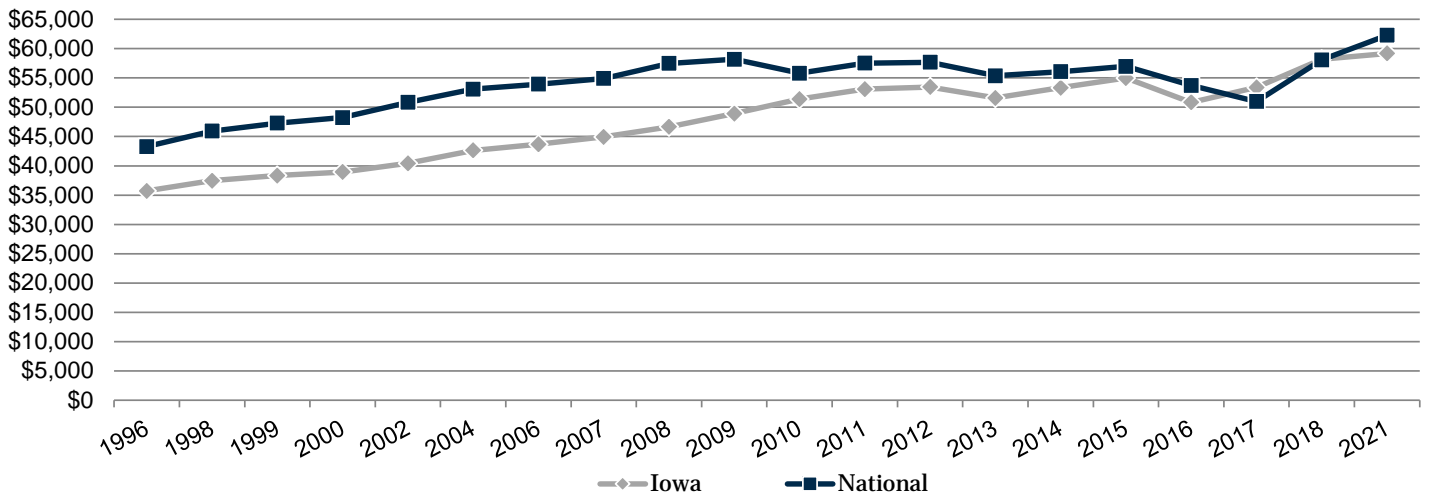


FIGURE 7-11: COMPARISON OF IOWA AND NATIONAL AVERAGE SALARIES FOR FULL-TIME FACULTY MEMBERS: 1996 - 2021\*



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

## FINANCES

### Unrestricted General Fund Revenues by Source

From FY20 to FY21, Iowa community college unrestricted general revenues increased by \$23,027,295 to a statewide total of \$611,167,027 (Table 7-1), representing a nominal increase of approximately 3.9 percent. The increase was presumably driven by an influx of federal stimulus funds, as noted by an increase in both the federal and other sources of revenue. Aside from the growth in those two revenue sources, revenue from tuition and fees declined and local support increased. State general aid remained even, as the Iowa legislature passed an FY21 appropriations bill that was largely an extension of the FY20 appropriations, due to the session being interrupted by the pandemic shut-downs.

FIGURE 7-12: UNRESTRICTED FUND REVENUE BY SOURCE: 2020 (%)

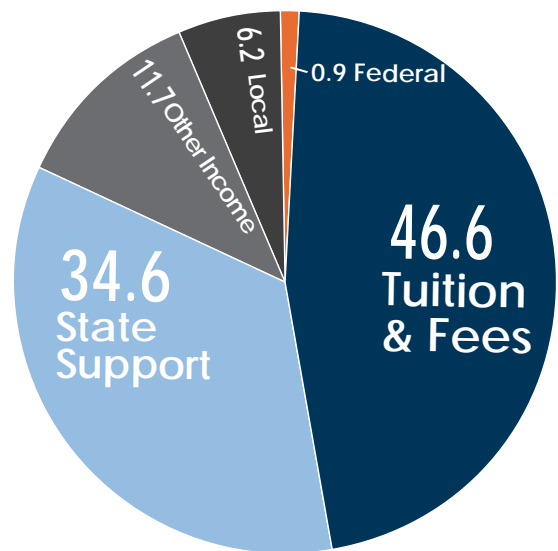


TABLE 7-1: NOMINAL REVENUE TOTALS BY SOURCE 2017 - 2021

Year	Tuition and Fees (\$)	Local (\$)	State General Aid (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
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
2020	292,855,870	35,158,470	211,060,654	3,231,730	44,941,343	587,248,067
2021	284,660,771	37,962,631	211,259,436	5,759,565	71,524,624	611,167,027



Figure 7-12 depicts the distribution of revenue sources in the community college unrestricted general fund in FY21. Tuition and fees continue to be the leading source of unrestricted general fund revenue, accounting for 46.6 percent of total revenue. State support is the second largest source of revenue at 34.6 percent. In order of proportion, other income, local support and federal support comprise the remainder of community colleges' unrestricted revenues.

Total revenues adjusted to 2021 dollars (Table 7-2) show an overall decrease of 2.6 percent from FY20. Tuition and fees revenue decreased about 9.0 percent, while revenue from federal and other revenue sources showed significant increases. The vast majority of the increase came from the three federal stimulus and relief bills passed in response to the COVID-19 pandemic. Federal support revenue may remain higher than usual throughout the next few fiscal years as revenue is recognized when funds are spent, not when awarded.

FIGURE 7-13: UNRESTRICTED FUND EXPENDITURES BY CATEGORY: 2021 (%)

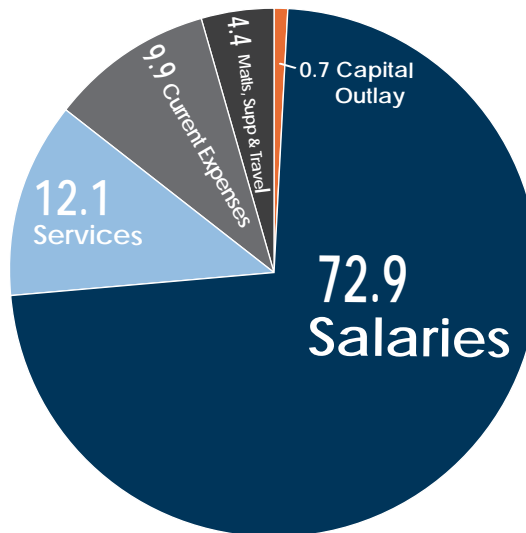


TABLE 7-2: ADJUSTED REVENUE TOTALS BY SOURCE (2021 DOLLARS)

Year	Tuition and Fees (\$)	Local (\$)	State General Aid (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
2017	332,189,934	35,239,363	224,843,465	2,885,203	40,299,892	635,457,856
2018	327,550,445	35,678,711	221,322,307	2,035,029	48,396,260	634,982,752
2019	326,126,685	36,944,222	221,904,761	1,765,927	48,598,394	635,339,990
2020	312,796,431	37,552,411	225,431,780	3,451,778	48,001,398	627,233,798
2021	284,660,771	37,962,631	211,259,436	5,759,565	71,524,624	611,167,027

TABLE 7-3: NOMINAL EXPENDITURE TOTALS BY SOURCE: 2017-2021

Year	Salaries (\$)	Services (\$)	Materials, Supplies & Travel (\$)	Current Expenses (\$)	Capital Outlay (\$)	Total (\$)
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
2020	434,539,306	72,178,279	27,668,773	39,902,014	3,236,949	577,525,321
2021	433,104,683	71,960,990	26,113,055	58,954,683	3,639,620	593,773,031



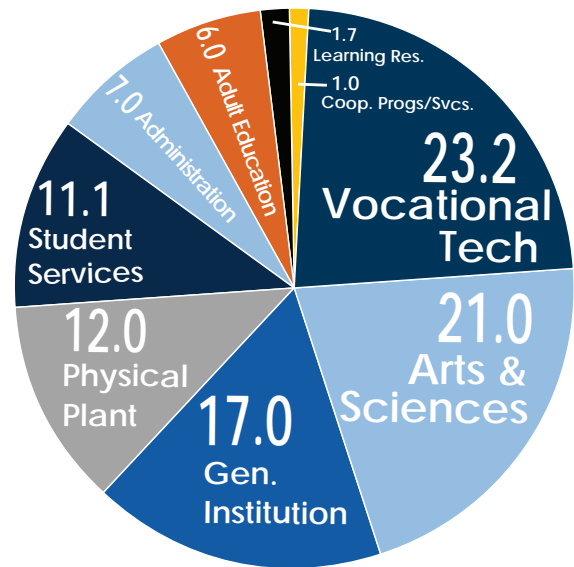
## Unrestricted General Fund Expenditures by Category

Table 7-3 shows the breakdown by category for the unrestricted general fund expenses statewide. The total unrestricted general fund expenditures in FY21 increased \$16,247,710 from the previous year in nominal terms—an increase of 2.8 percent. The increase is entirely driven by current expenditures other than those related to services and materials, supplies, travel and capital outlays. By category, salaries and benefits decreased 0.3 percent; services decreased 0.3 percent and materials, supplies and travel decreased 5.6 percent. Salaries continue to comprise the majority of community college expenditures at 72.9 percent, while services come in second at 12.1 percent (Figure 7-13).

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.

FIGURE 7-14: UNRESTRICTED FUND EXPENDITURES BY FUNCTION: 2021 (%)



Total unrestricted general fund expenditures, adjusted to 2021 dollars, decreased from the previous year, down collectively by 3.7 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 career and technical education (CTE) expenditures outpace those for arts and sciences, accounting for 23.2 percent and 21.0 percent of total expenditures, respectively (Figure 7-14). Nominal expenditures decreased by less than 0.1 percent for CTE and 3.4 percent for arts and sciences; however, adjusted for inflation, these expenditures decreased 6.4 and 9.5 percent, respectively (Table 7-6). Notable

TABLE 7-4: ADJUSTED EXPENDITURE TOTALS BY SOURCE (2021 DOLLARS)

Year	Salaries (\$)	Services (\$)	Materials, Supplies & Travel (\$)	Current Expenses (\$)	Capital Outlay (\$)	Total (\$)
2017	479,625,121	80,930,379	31,496,433	36,788,671	4,292,165	633,132,769
2018	465,197,112	81,593,433	31,475,821	42,907,330	3,334,033	624,507,728
2019	461,789,097	79,986,147	32,339,408	45,232,882	4,910,434	624,257,968
2020	464,127,098	77,092,900	29,552,739	42,618,942	3,457,353	616,849,032
2020	433,104,683	71,960,990	26,113,055	58,954,683	3,639,620	593,773,031

TABLE 7-5: NOMINAL EXPENDITURE TOTALS BY FUNCTION: 2017 - 2021

Year	Arts & Science (\$)	Vocational Technical (\$)	Adult Education (\$)	Cooperative Programs/ Services (\$)	Administration (\$)	Student Services (\$)	Learning Resources (\$)	Physical Plant (\$)	General Institution (\$)	Total (\$)
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
2020	128,937,884	137,924,992	35,267,781	6,580,359	37,542,266	63,833,965	10,199,401	66,100,394	91,138,283	577,525,325
2021	124,548,271	137,884,362	35,825,055	6,715,301	41,745,106	65,721,561	9,872,417	70,996,783	100,464,175	593,773,031

TABLE 7-6: ADJUSTED EXPENDITURE TOTALS BY FUNCTION (2021 DOLLARS): 2017 - 2021

Year	Arts & Science (\$)	Vocational Technical (\$)	Adult Education (\$)	Cooperative Programs/ Services (\$)	Administration (\$)	Student Services (\$)	Learning Resources (\$)	Physical Plant (\$)	General Institution (\$)	Total (\$)
2017	153,660,346	152,549,316	44,805,958	7,487,969	37,514,813	66,703,808	11,817,354	67,760,189	90,833,015	633,132,769
2018	147,031,763	148,354,714	43,067,886	7,385,403	37,685,698	66,915,945	10,743,522	71,250,340	93,614,503	626,049,773
2019	141,746,715	146,306,990	42,984,619	7,079,339	38,256,461	67,325,371	10,560,770	72,924,518	96,981,943	624,166,727
2020	137,717,268	147,316,305	37,669,162	7,028,416	40,098,519	68,180,420	10,893,879	70,601,171	97,343,888	616,849,028
2021	124,548,271	137,884,362	35,825,055	6,715,301	41,745,106	65,721,561	9,872,417	70,996,783	100,464,175	593,773,031



increases between FY20 and FY21 include physical plant, general institution and general administration expenditures, which include expenditures in support of overall operation of the institution that cannot be assigned to other functions.

Function categories are defined as follows:

1. **Arts and Sciences**—All administrative and instructional organizational units of the community college that provide instruction in the area of college parallel and career option/college parallel (CO/CP).
2. **Career and Technical**—All organizational units designed to provide vocational, technical and semi-professional training.
3. **Adult Education**—All organizational units designed to provide services, courses and programs intended mainly for part-time students who are not a part of one of the instructional divisions of arts and sciences or career/vocational technical functions. Some examples include adult basic education, high school completion and short-term preparatory.
4. **Cooperative Programs or Services**—All organizational units designed to provide instruction for secondary joint effort activities and all activities concerning Chapter 260E (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.



*Students at Des Moines Area 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.

### 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., FY21 enrollments are used to calculate FY23 SGA). Twenty-four (24) credit semester hours, or 600 noncredit contact hours, equal one FTEE. Total FTEE for FY21 was 70,639, which represents a decrease of 7.1 percent from the previous year (Table 7-7).

**TABLE 7-7: ADJUSTED REVENUE AND EXPENDITURES/FTEE (2021 DOLLARS)**

Year	Revenue (\$)	Expenditures (\$)	FTEE Total (\$)	Revenue/FTEE (\$)	Expenditures/FTEE (\$)
2017	594,947,842	592,770,978	83,389	7,135	7,109
2018	594,503,024	584,695,776	81,627	7,283	7,163
2019	594,837,489	584,461,938	79,739	7,460	7,330
2020	587,248,067	577,525,321	75,998	7,727	7,599
2021	611,167,027	593,773,031	70,639	8,652	8,406

## State Support

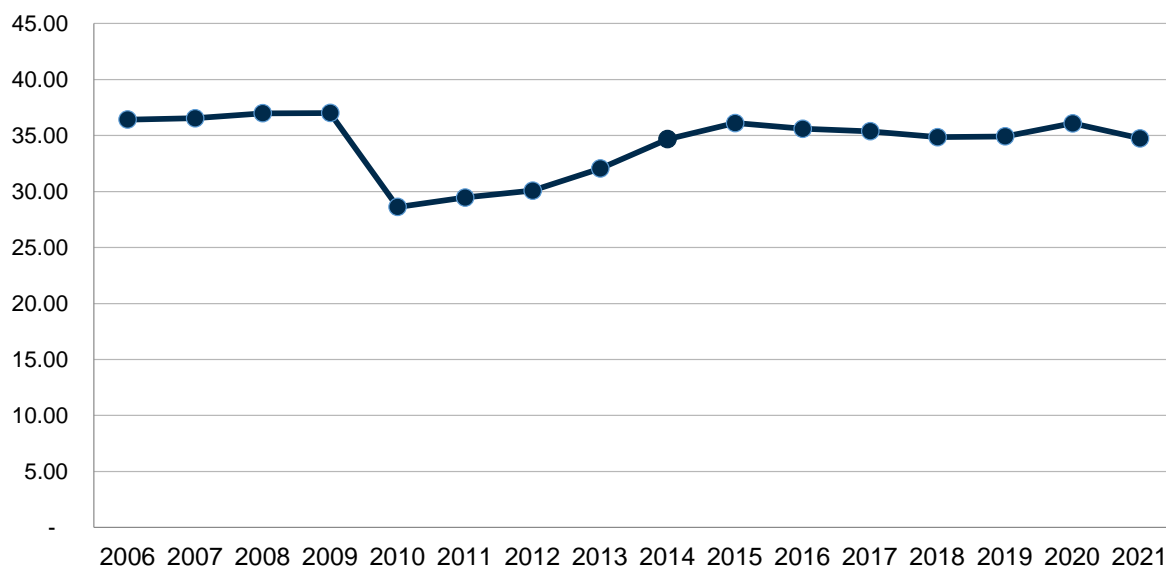
Fiscal year 2021 state support (as approved by the legislature) was \$211,259,436. As a percent of total revenue in inflation adjusted dollars, state general aid constitutes almost 34 percent of total revenue in FY21. Figure 7-15 depicts the changes in the

percentage of total revenue in adjusted dollars over the last 16 years.

TABLE 7-8: STATE SUPPORT TOTALS (2021 DOLLARS)

Year	Adjusted State Support Amount (\$)	FTEE, Number	\$/FTEE
2006	206,331,070	86,614	2,382.19
2007	211,035,136	86,247	2,446.87
2008	225,004,632	88,495	2,542.57
2009	231,676,626	92,349	2,508.71
2010	188,964,235	104,811	1,802.90
2011	195,046,728	107,251	1,818.60
2012	197,726,687	102,504	1,928.96
2013	211,410,079	96,696	2,186.34
2014	227,482,846	91,075	2,497.74
2015	235,718,997	88,619	2,659.90
2016	231,792,791	93,551	2,477.71
2017	224,843,465	83,389	2,696.34
2018	221,322,307	81,627	2,711.37
2019	221,904,761	79,739	2,782.89
2020	225,431,780	75,998	2,966.29

FIGURE 7-15: STATE SUPPORT AS A PERCENT OF REVENUE (2021 DOLLARS): 2006 - 2021





# 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, even in the face of a pandemic and a changing economy. 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 AY20-21, a total of 5,960 students were enrolled in developmental courses, down from 8,656 in AY19-20.

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 AY20-21, 116,979 students enrolled in college credit bearing courses, including 47,262 jointly enrolled high school students; 140,992 individuals participated in noncredit and continuing education programs for personal and professional purposes; and 10,676 individuals enrolled in adult education and literacy (AEL) courses, including adult secondary education and English as a Second Language. Iowa's 15 community colleges educate the largest demographic (40.1 percent) of all Iowa residents enrolled in public or private two- and four-year postsecondary institutions in the state.[1]

## 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 AY20-21, a total of 23,404 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 2.1 percent of all financial aid received by community college students in AY20-21, a total of 16,713 students received over \$29 million through state-funded grants and scholarships. Additionally, 958 community college students received assistance through the Gap Tuition Assistance program to help cover the costs of approved continuing education noncredit certificate programs and 2,697 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 nontraditional 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 2021 fall enrollment reporting, 65.1 percent 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 AY20-21, 1,413 high school equivalency diplomas were awarded, an increase of 26.0 percent over the previous 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 AY20-21 a total of 84,228 students enrolled in skill enhancement courses designed to help people advance in their field of employment; 638 GAP participants completed training and PACE participants earned 882 credit awards, completed 598 noncredit programs, received 425 industry credentials and earned 476 third-party credentials.

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 AY20-21, 40,569 new jobs were pledged through 560 Iowa businesses for training through the Iowa Industrial New Jobs Training Program, while a total of 18,415 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 AY20-21, Iowa community college students earned a total of 17,497 associate degrees, certificates and diplomas. Of all awards issued, up to one-year certificates and one-year diplomas accounted for 39.7 percent of all awards. 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 AY20-21, 1,415 individuals in Iowa's correctional institutions participated in noncredit coursework to improve their life, academic and employability skills.

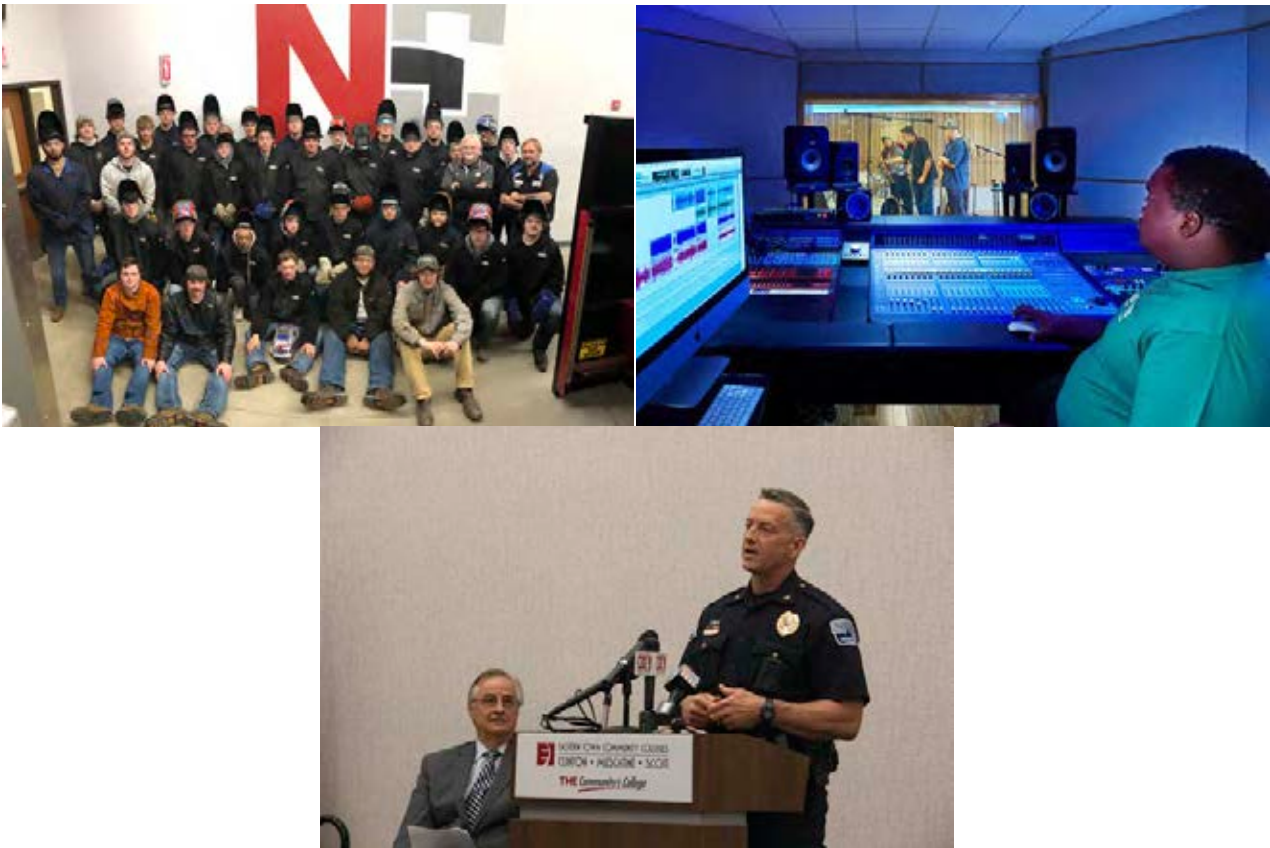


## 7. Value to the State

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 [2]. 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.

## References

- [1] Iowa College and University Enrollment Report. (Fall 2020).
- [2] 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*.



*Clockwise from top: Welding students at Northwest Iowa Community College, audio studio at Hawkeye Community College, President Don Doucette and Davenport police chief Paul Sikorski announce Eastern Iowa Community College's new AAS Criminal Justice Program*



