

THE ANNUAL
CONDITION OF IOWA'S
COMMUNITY COLLEGES
2013



COMMUNITY COLLEGES

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CONDITION OF IOWA'S
COMMUNITY COLLEGES
2013

IOWA DEPARTMENT OF EDUCATION
DIVISION OF COMMUNITY COLLEGES

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In addition to those mentioned above, several people edited part or all of this document and provided invaluable feedback and help with layout: Rebecca Griglione, Trudie Percy, Eric St Clair and Stephanie Weeks.

Preface

The mission of the community colleges of Iowa in the 21st century is to provide exemplary educational and community services to meet the needs and enhance the lives of Iowans. [2]

Iowa's 15 community colleges, in accordance with Iowa Code §260C.1 [1], offer comprehensive programs including arts and sciences, college transfer courses, career and technical education programs, training and retraining programs for the workforce of Iowa's businesses and industries, and a variety of adult education and non-credit courses for residents within each community college district.

Iowa Code §260C.1 [1] mandates development of a statewide strategic plan for community colleges. Specific goals include:

- Demonstrating effectiveness and efficiency for achieving the system mission.
- Providing high quality comprehensive educational programs and services accessible to all Iowans.
- Developing highly skilled workers to meet the demands of Iowa's changing economy.
- Maximizing institutional resources to assure provision of comprehensive community college services.
- Recruiting, enrolling, retaining, and/or graduating persons of underrepresented groups.

Since 1998, the Management Information System (MIS) group of the Division of Community Colleges has been responsible for compiling and publishing *The Annual Condition of Iowa's Community Colleges*, commonly known as the condition report. The intent of this report is to help policymakers, governing entities, and community college officials make data-driven decisions on issues pertaining to Iowa's public community colleges.

Without the condition report, establishing points of reference for such decisions would be difficult. Policymakers would be at risk of relying upon inadequate or incomplete data to make decisions affecting community colleges, decisions which could yield adverse, unintended consequences. Staff members bring to this project a wide array of expertise in areas such as accounting, information technology, educational research, evaluation, public policy analysis, and statistics. The breadth and depth of our collective expertise uniquely qualify the MIS section to produce this report.

The condition report describes and addresses key in-

dicators associated with public community colleges within the state of Iowa. Some indicators covered in this report include demographics, enrollment in credit and non-credit courses, credit and contact hours, human resources, adult literacy, tuition and fees, and summary financial data. These indicators provide a snapshot of institutional effectiveness for a given fiscal year.

Primary data sources for the condition report are each of the 15 public community colleges in Iowa. Every August, community colleges transmit data to the Department of Education. Upon receipt, MIS staff members review the data for discrepancies, then return summary reports to confirm accuracy. After confirmation, data files are aggregated for analysis and subsequent reporting. Objective findings lend credence and transparency to this project, and guide policymakers as they make informed decisions about community colleges.

A variety of people will read this document, and individuals' objectives and familiarity with the condition report's purpose will differ. Therefore, the condition report is designed to give policymakers at the state and local levels a clear, objective understanding of essential indicators. Furthermore, researchers, analysts, and college officials will want documentation about the methodology for certain indicators. See appendix A for more details.

The body of the condition report emphasizes tables of summary data that provide snapshots of key indicators. Readers should study the narrative of each section to understand its content. These narratives help readers understand indicators cited throughout this document. Figures depict trends and changes over time, especially when those trends occur in areas critical to the mission of community colleges. Basic demographic data can help readers understand student populations served by a given college. Such information depicts relevant aspects of a college's outreach (i.e., whom the college serves) and provides additional context for the reported indicators.

Best practices associated with using the condition report suggest integrating information from its various parts. Readers making judgments about any particular college should especially pay attention to trends and enrollment demographics. Focusing upon only selected indicators will provide an incomplete appraisal of a college, which may lead one to make unfair judgments about that college. Consequently, users of this document should maintain a holistic point of view when making inferences or communicating particular aspects about the

condition report to their respective constituencies.

The MIS group has continued to implement various data improvements that are virtually impossible to complete within a narrow time frame. The 2013 edition of the condition report contains numerous changes to past data as well as new data for the most recent fiscal year. For this reason, analysts should rely primarily upon the latest edition of the condition report instead of data from prior editions.

Shortly after publishing the 2012 edition of the condition report, MIS staff critiqued it. Upon reflection, the staff decided to include two new components to the 2013 edition of the condition report: this preface and a methods section. This preface was added to reinvigorate interest in the condition report. Adding a methods section, critically important to researchers, promotes transparency, accountability, and replication. We hope you find the 2013 edition of the condition report useful and informative.

References

- [1] Iowa Code §260C.1 (2013).
- [2] Iowa Department of Education. Shaping the future: A five-year plan for Iowa's system of community colleges. Division of Community Colleges, 2001.

1

IOWA'S COMMUNITY COLLEGES

“The mission of the community colleges of Iowa in the 21st century is to provide exemplary educational and community services to meet the needs and enhance the lives of Iowans.”

SOURCE: “Shaping the Future: A Five-Year Plan for the Community Colleges of Iowa, 2006-2011”

Community colleges have an “open door” policy, which means that nearly everyone who applies may be accepted.

Each of the 15 community colleges offers comprehensive programs including arts and sciences, college transfer (parallel) courses, career and technical education programs, training and retraining programs for the workforce of Iowa’s businesses and industries, and a variety of adult education and non-credit courses for residents of each community college district.

History of Iowa’s Community Colleges

Mason City schools established the first two-year postsecondary educational institution in Iowa in 1918. At the time this junior college was organized, there was no law authorizing two-year postsecondary educational programs. Mason City Junior College proved to be successful and was accredited by the North Central Association of Colleges and Schools in 1919.

Additional public junior colleges were organized beginning in 1920, and the movement spread rapidly, until, by 1930, at least 32 towns and cities in Iowa had organized public junior colleges as part of their public school systems.

In 1927, the 42nd General Assembly passed the first law authorizing the establishment of public junior colleges. The law permitted the establishment of schools offering instructional programs at a level higher than an approved four-year high school course. The colleges had to be dually authorized by the voters and approved by the State Superintendent of the Iowa Department of Public Instruction (now the Director of the Iowa Department of Education). Such colleges were able to include postsecondary courses of one or two years. The Superintendent was authorized to prepare standards and to provide adequate inspection of these junior colleges.

The Iowa public junior college movement reached its crest in 1927 when nine public junior colleges were

organized. After the year 1930, no public junior colleges were organized until 1946, when Clinton Junior College was founded. In 1931, the 44th General Assembly approved the first restriction to the development of public junior colleges, prohibiting the establishment of a public junior college in any school district having a population of less than 20,000. The 49th General Assembly in 1941 reduced the population requirement to 5,000.

Between the years 1918 and 1953, a total of 35 different public junior colleges were established through the operation of public school districts. Some of these colleges closed, although 10 of the closed colleges later reopened. The enrollment trend steadily increased over the years with the exception of the World War II years. During the 1955-66 decade, which immediately preceded the initiation of a community college system, enrollment almost quadrupled. By 1965, 16 public junior colleges were operating in Iowa and the total enrollment during the fall semester of the 1965-66 school year was 9,110. Local public school districts operated colleges; a dean who reported directly to the local superintendent administered each. These institutions offered arts and sciences programs equivalent to the first two years of the baccalaureate program and a limited number of occupational programs and adult education opportunities.

In 1958, Congress initiated a development parallel to the public junior college movement. Title VIII of the National Defense Education Act (NDEA) made federal funds available to states on a matching basis to develop area vocational programs. To implement this legislation, the Iowa State Board of Education modified the state vocational education plan to make local school districts and Iowa State University eligible to operate as “area schools.” This legislation 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.

The Iowa State Board of Education eventually designated a total of 15 schools as area vocational-technical high schools. These schools were also designated as area schools for the purposes of Title VIII, and were to be used to initiate programming for the Manpower Development and Training Act. A total of 1,816 full-time day students enrolled in postsecondary vocational programs for the 1965-66 school year; the majority entered programs administered by agencies operating the area vocational-technical high schools or programs.

Even though public junior colleges and area vocational-technical high schools offered some opportunities for arts and sciences and preparatory vocational education, enrollment opportunities were limited for most Iowans. In 1959, the 58th General Assembly appropriated \$25,000 to the Iowa Legislative Research Bureau to conduct a policy study of the needs of higher education in Iowa. Included in this report was a recommendation to establish regional community colleges. The report also recommended the state pay at least half the cost of building and operating these colleges. As a result of this study, the General Assembly directed the Iowa Department of Public Instruction to conduct a two-year study of the need to develop 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. It recommended restructuring the county educational system and forming 16 area education districts whose boundaries should be drawn 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 a legal structure through which a statewide system of community colleges could be developed.

In 1963, the 60th General Assembly took no action on the report. An interim legislative committee concluded that it would be appropriate to put vocational and two-year college education together in 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 Vocational Education Act of 1963 provided additional impetus to this planning.

After receiving the interim committee's report in 1964, the 61st General Assembly in 1965 enacted legislation 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 operation of the development of merged area schools as either area community colleges or area vocational schools.

Legislation authorizing merged area schools, which are now referred to as "community colleges," provided for fiscal support for these institutions through a combination of student tuition and federal, state, and local funds. These resources included a local three-quarter mill levy on the property within the merged area for operational purposes, and an additional three-quarter mill levy for the purchase of sites and construction of buildings. 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 residents of Iowa. The 63rd General Assembly changed this formula in 1969 to determine enrollment and state aid on the basis of actual contact hours of instruction. Individual colleges were granted authority to establish tuition rates, except that tuition was not to exceed the lowest tuition rate charged by any one of Iowa's three public universities.

Legislation approved in 1965 was enthusiastically received. The Iowa Department of Public Instruction received the first plan for a community college on July 5, 1965; one day after the legislation was effective. Plans for the other community colleges followed in quick succession. Although the original plans called for 20 areas, the number was quickly reduced to 16 and later one area was split among adjacent areas. Fourteen (14) community colleges were approved and organized in 1966, and a 15th in January 1967. Fourteen (14) of these community colleges began operation during the 1966-67 school year.

Seven (7) districts were originally approved as Area Community Colleges: (current names)

- North Iowa Area Community College
- Iowa Lakes Community College
- Iowa Central Community College
- Iowa Valley Community College District
- Eastern Iowa Community College
- Des Moines Area Community College
- Southeastern Community College

Eight (8) were approved as Area Vocational Schools: (current names)

- Northeast Iowa Community College
- Northwest Iowa Community College
- Hawkeye Community College
- Kirkwood Community College
- Western Iowa Tech Community College
- Iowa Western Community College
- Southwestern Community College
- Indian Hills Community College

By July 1970, all of the area vocational-technical high schools and 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 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 community colleges' list of services. Other job training programs followed, further expanding the role of community colleges in economic development. Currently, all 15 operate as comprehensive community colleges, offering arts and science (college transfer), vocational preparatory, and adult and continuing education programs. In 1987, Hawkeye Community College, the final Iowa college operating as a vocational school, received approval to operate as a comprehensive community college.

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 resulted in increased cooperation between local education agencies and the community colleges and a growth in programs in which high school students are awarded college credit for coursework completed in these articulated programs. The Postsecondary Enrollment Options Act of 1989 and later supplemental weighting allowed high school students to jointly enroll in college credit courses in significantly greater numbers.

In the late 1990s, the majority of community colleges expanded their role in workforce development by becoming Workforce Investment Act primary service providers and housing one-stop centers.

In 1999, the 78th General Assembly passed House File 680 mandating the Department of Education convene a committee to identify and study options for restructuring the governance of Iowa's community colleges. The committee's final report, which was submitted to the legislature in December 1999, reaffirmed the existing governance structure of Iowa's community colleges, with locally elected boards of directors and the State Board of Education with responsibility for statewide oversight and coordination. The study recommended the development of a statewide strategic plan for the system of community colleges.

House File 2433 mandates the development of a statewide strategic plan for the statewide system of community colleges every five years. The first plan was approved by the Iowa Association of Community College Presidents, the Iowa Association of Community College Trustees, and the State Board of Education, and forwarded to the legislature by July 2001. Specific goals included:

1. Provide high quality, comprehensive educational programs and services accessible to all Iowans.
2. Develop high-skilled workers to meet the demands of Iowa's changing economy.
3. Maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.
4. Demonstrate effectiveness and efficiency for achieving the system mission and goals.

In January 2003, the State Board of Education amended the Community College Strategic Plan to include a fifth goal:

5. Recruit, enroll, retain, and/or graduate persons of underrepresented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Within six months of implementing House File 2433, a progress report was published summarizing statewide and local community college responses to the five-year plan, "Shaping the Future." Annual progress reports are compiled by the Iowa Department of Education and presented to the State Board of Education. In spring 2006, the State Board of Education approved the second five-year statewide community college strategic plan. The following August, the State Board of Education approved performance measures for the plan. Baseline data on each of the measures was reviewed. An annual report is provided to the State Board of Education on these performance measures.

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 as services that should be included in a community college's mission.

- The first two years of college work, including pre-professional education.
- Vocational and technical training.
- Programs for in-service training and retraining of workers.
- Programs for high school completion for students of post-high school age.
- Programs for all students of high school age who may best serve themselves by enrolling in vocational and technical training, while also enrolled in a local high school, public or private.

- Programs for students of high school age that provide advanced college placement courses not taught at a student's high school while the student is also enrolled in the high school.
- Student personnel services.
- Community services.
- Vocational education for persons who have academic, socioeconomic, or other handicaps that prevent succeeding in regular vocational education programs.
- Training, retraining, and all necessary preparation for productive employment of all citizens.

Area 1 (NICC)

Northeast Iowa Community College
Administrative Center
Box 400
Calmar, Iowa 52132

Area 2 (NIACC)

North Iowa Area Community College
Administrative Center
500 College Drive
Mason City, Iowa 50401

Area 3 (ILCC)

Iowa Lakes Community College
Administrative Center
19 South 7th Street
Estherville, Iowa 51334

Area 4 (NCC)

Northwest Iowa Community College
Administrative Center
603 West Park Street
Sheldon, Iowa 51201-1046

Area 5 (ICCC)

Iowa Central Community College
Administrative Center
330 Avenue M
Fort Dodge, Iowa 50501

Area 6 (IVCCD)

Iowa Valley Community College District
Administrative Center
3702 South Center Street
Marshalltown, Iowa 50158

Area 7 (HCC)

Hawkeye Community College
Administrative Center
1501 East Orange Road, Box 8015
Waterloo, Iowa 50704

Area 9 (EICC)

Eastern Iowa Community College
Administrative Center
306 West River Road
Davenport, Iowa 52801

- Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.
- Developmental education for persons who are academically or personally underprepared to succeed in their program of study.

In 2006, the Iowa Department of Education created a book entitled, *Forty Years of Growth and Achievement: A History of Iowa's Community Colleges*, which details the statewide, institutional history of the community colleges. For more information on the history of Iowa's community colleges, see this publication.

Area 10 (KCC)

Kirkwood Community College
Administrative Center
6301 Kirkwood Blvd., S.W., Box 2068
Cedar Rapids, Iowa 52406-2068

Area 11 (DMACC)

Des Moines Area Community College
Administrative Center
2006 South Ankeny Blvd.
Ankeny, Iowa 50021

Area 12 (WITCC)

Western Iowa Tech Community College
Administrative Center
4647 Stone Avenue, Box 5199
Sioux City, Iowa 51102-5199

Area 13 (IWCC)

Iowa Western Community College
Administrative Center
2700 College Road, Box 4-C
Council Bluffs, Iowa 51502-3004

Area 14 (SWCC)

Southwestern Community College
Administrative Center
1501 West Townline Street
Creston, Iowa 50801

Area 15 (IHCC)

Indian Hills Community College
Administrative Center
525 Grandview Avenue
Ottumwa, Iowa 52501

Area 16 (SCC)

Southeastern Community College
Administrative Center
1015 South Gear Avenue, Box 180
West Burlington, Iowa 52655-0180



2

Fall Enrollment

Each fall, the Iowa Department of Education collects enrollment data from Iowa’s community colleges. Data for this section were derived from the 2013-14 academic year (fiscal year 2014). Refer to the latest edition of the *Fall Enrollment Report* for more detailed information.

Student Demographics

Last fall, 51,659 females accounted for almost 55 percent of all students. Figure 2-1 displays the percentages of females enrolled in community colleges in Iowa and neighboring states. Nationally, about 61 percent of students are females. The average age of all students was 22 years, and the median age was 19 years. The national average age was 29 years.

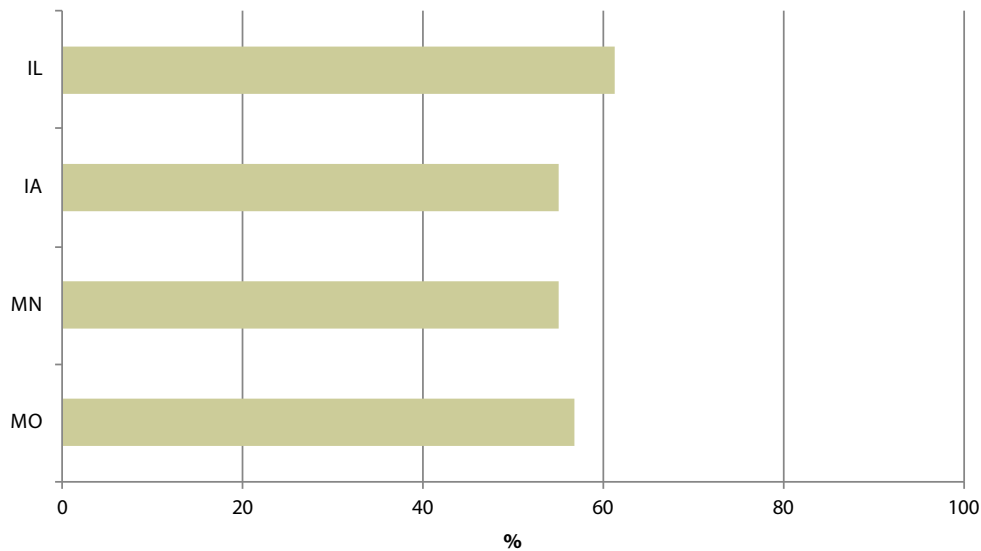
Whites accounted for 73,018 students (77.5 percent). Black students were the second largest racial/ethnic group (6.3 percent), followed by Hispanics (5.6 percent), and Asian/Pacific Islanders (2.1 percent). This fall, slightly more than 16 percent of community college stu-

FALL 2013 ENROLLMENT	
FALL ENROLLMENT:	CHANGE SINCE FALL 2012:
94,234	-6.25%
CREDIT HOURS:	AVERAGE:
872,744	9.34
Down 7.5% from 2012	Decreased 0.08 hours from 2012

dents identified themselves as minorities, compared to about 15 percent last fall. Nationally, Whites accounted for 68 percent of community college students; Blacks, 27 percent; Asians and Hispanics, 1 percent each.

An overwhelming majority of students (91 percent) were residents of Iowa. Domestic out-of-state residents accounted for almost 8 percent of enrolled students. Foreign students and students with unknown residency status accounted for the balance.

Figure 2-1: Fall enrollment percentages of females in Iowa and neighboring states



Sources: Illinois Community College Board; Minnesota State Colleges and Universities; Missouri Department of Higher Education
 Note: Most recent time period of comparable data for all states is fall 2012.

Credit Enrollment

Fall enrollment for 2013 was 94,234 students, a 6.3 percent decline from fall 2012. Table 2-1 displays enrollment figures for the latest five years.

Enrollment fell at 10 of the 15 community colleges. More students were enrolled on a part-time basis than were enrolled on a full-time basis. Students enrolled part-time accounted for 57 percent of total fall enrollment, compared to about 56 percent last fall. The fall

enrollment of full-time students fell from 44,024 (43.8 percent) last fall to 40,213 (42.7 percent) this fall, an 8.7 percent decline, while the fall enrollment of part-time students dropped 4.4 percent, from 56,495 students last fall to 54,021 students this fall.

Although overall fall enrollment has increased 6.9 percent since fall 2008, it has declined 11.6 percent since fall 2010, when a record-breaking 106,597 students enrolled. This downward trend is predicted to continue until fall enrollment returns to pre-2009 levels.

Table 2-1: Five-year trend of fall enrollment

Fall	Total	Full-Time (%)	Part-Time (%)
2009	100,736	47.8	52.2
2010	106,597	48.0	52.0
2011	105,975	46.0	51.8
2012	100,519	43.8	56.2
2013	94,234	42.7	57.3

Credit Hours

Each credit hour represents at least 800 minutes of scheduled time for a classroom course; at least 1,600 minutes for a laboratory course; at least 2,400 minutes for clinical work; or at least 3,200 minutes of work experience. Typically, classes at community colleges vary between three and six credit hours. A full-time student must take at least 12 credit hours per semester, which corresponds to 9,600 classroom minutes per semester.

Table 2-2 depicts total enrolled credit hours since fall

2009. With an enrollment of 872,744 credit hours, fall 2013 marked the third consecutive year of declining enrollment, down 7.0 percent from last fall. The increase in the number of part-time students suggests students who attended community colleges in the fall of 2013 were enrolled in fewer hours.

Students were enrolled in an average of 9.26 credit hours during fall 2013, a slight decrease from fall 2012. The course load among full-time students, however, remained unchanged from fall 2012, averaging 13.8 credit hours.

Table 2-2: Five-year trend of fall credit hours

Fall	Total	Full-Time (%) ^a	Part-Time (%) ^b
2009	966,947	69.5	30.5
2010	1,026,136	69.1	30.9
2011	1,006,101	67.2	32.8
2012	938,456	65.5	34.5
2013	872,744	64.6	33.3

^a Percentage of credit hours attributed to full-time students.

^b Percentage of credit hours attributed to part-time students.

Program Type

Community college programs typically fall into one of three categories: college parallel; career and technical education (CTE); and college parallel/career option.

College parallel programs, which prepare students for matriculation to a four-year university, accounted for 61,866 (65.7 percent) students in 2013, compared to 65,764 students in 2012.

College parallel/career option programs, which prepare students for matriculation to a four-year university or entry into a career field, accounted for 3,403 students (3.6 percent), 1,144 fewer students than last year. Phasing out Associate of Science Career Option programs has contributed to the decline in student enrollment.

CTE programs, which prepare students for the workforce, accounted for 28,876 students (30.6 percent), 1,259 fewer students than last year.

Career Clusters

The Iowa Department of Education categorizes CTE programs into 16 occupational categories, following the National Career Clusters Framework. Each major aligns to a category with other similar programs.

Enrollment in CTE programs can be divided into specific areas of study. Health science remains the largest occupational category within community colleges, followed by business management and administration, and manufacturing.

Health science enrollment fell 8.9 percent from 12,851 students last fall to 11,704 students this fall. Business management and administration fell 8.6 percent during the same time period, from 4,440 students to 4,059 students. Fall enrollment in the manufacturing category, on the other hand, increased 10.6 percent from 2,616 students last fall to 2,893 students this fall.

Enrollment Projections

Last fall, 92,138–102,178 students were projected to enroll in Iowa’s community colleges. The actual fall enrollment for 2013 was 94,234 students.

Next fall, 89,804–98,120 students are projected to enroll in Iowa’s community colleges. Factors affecting enrollment include a paradigm shift toward non-linear education among postsecondary students, declining populations in rural communities, and costs associated with postsecondary education.

3

FISCAL YEAR CREDIT ENROLLMENT AND DEMOGRAPHICS

Fiscal year credit enrollment follows students through the 2012-2013 academic year. Courses are counted each time a student takes a course, while headcount only includes a student once. Although enrollment dropped, the composition of community college students remained relatively the same.

Student enrollment decreased in 2013 to 145,388 students, which was a 4.6 percent enrollment decline since the prior year. This enrollment decline continues the trend started in 2012. However, between 2009 and 2013, enrollment increased an average of 2.2 percent each year (Figure 3-1).

Credit hours have also declined for the second time since 1999 at an even greater rate this past year to 2,073,559 hours, a 5.9 percent decrease since the prior year. This decrease in credit hours demonstrates a smaller number of courses taken by a student this year. Over the entire fiscal year 2013, students enrolled in an average of 14.3 credit hours (Figure 3-2).

Enrollment declined moderately (three percent) for arts and sciences programs. These programs, which are designed to transfer to four-year colleges and universities, declined to 99,260 students. Despite this decline, arts and sciences enrollment increased to 68 percent of overall enrollment (Figure 3-3). The moderate decline in

CREDIT ENROLLMENT

NUMBER OF STUDENTS: **145,388** DECLINE SINCE LAST YEAR: **4.6%**

CREDIT HOURS: **2,073,559** CREDIT HOURS PER STUDENT: **14.3**
Down 5.9% since 2012 Down from 14.5 in 2012

LARGEST PROGRAM MAJOR: **COLLEGE PARALLEL**
68% of total enrollment

arts and sciences has not interrupted continuous increase in joint enrollment (Section 5), where students usually participate in arts and sciences programs.

Career and technical education (CTE) programs decreased their enrollment by 1,166 (17 percent) students, to the total of 36,556 students (Figure 3.3). Health science remained the largest CTE program, followed by business management and administration, and manufacturing (Figure 3-6). Enrollment in health science decreased over six percent to 17,600 students. Business management and administration enrolled 6,180 students, which was over 12 percent less than last year.

Figure 3-1: Fiscal Year Credit Enrollment: 1999-2013

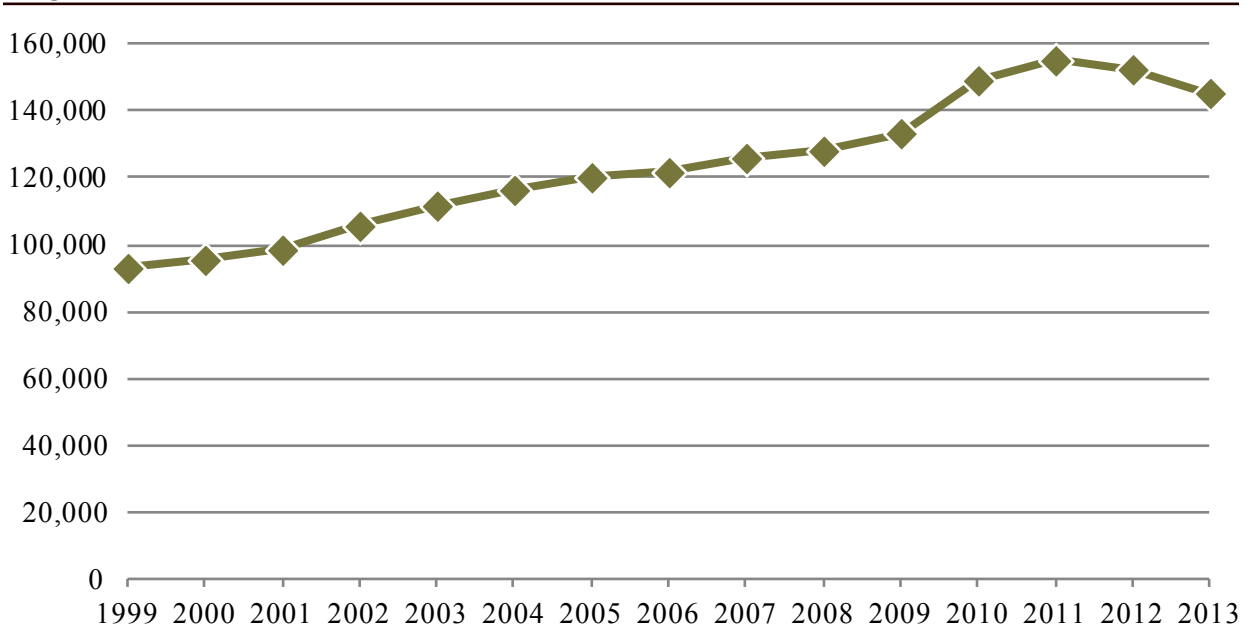
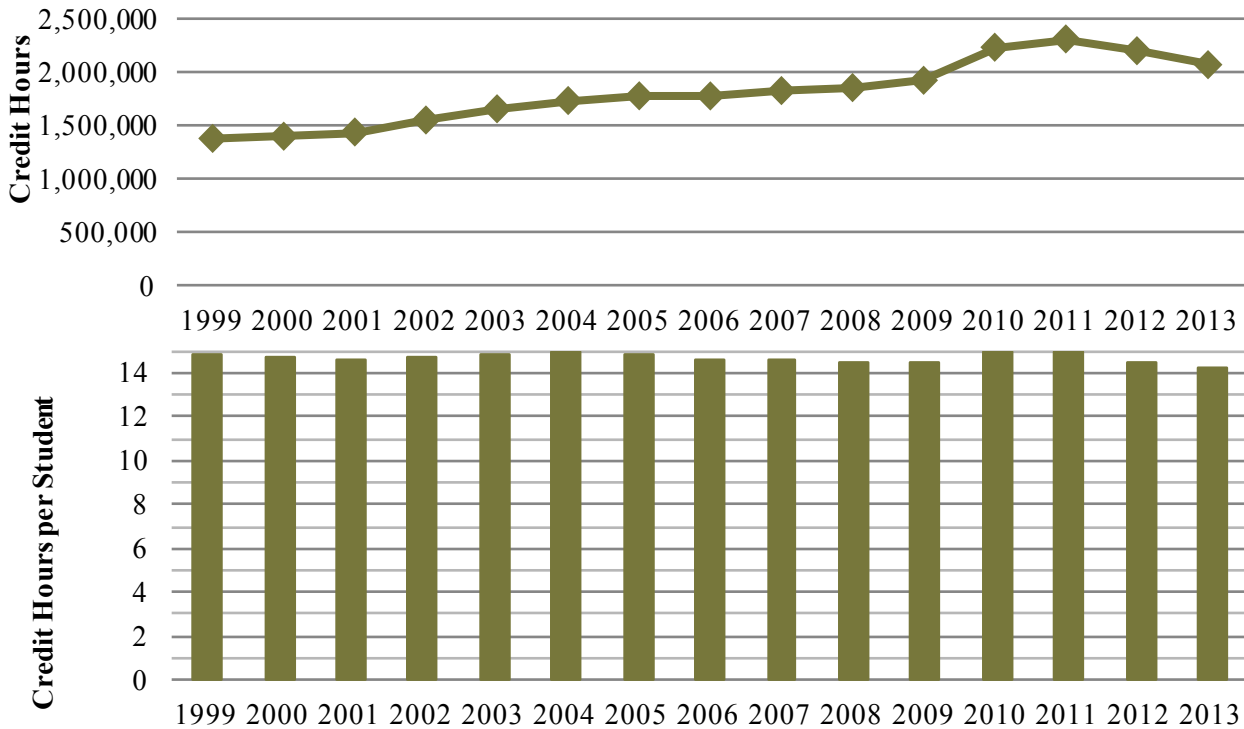


Figure 3-2: Fiscal Year Credit Hours (top) and Average Credit Hours per Student (bottom): 1999-2013



Manufacturing, which is both the largest industry in Iowa and hardest hit by the 2008-09 recession, increased by 5.2 percent in 2013, after experiencing a decline of over eight percent in fiscal year 2012. Students enrolled in Science, Technology, Engineering and Mathematics (STEM) programs comprised only 0.2 percent of all enrollees in 2013, a 50 percent decline from fiscal year 2012.

The Iowa Department of Education continuously realigns with the federal Career Clusters in order to correspond to the most recent recommendations. Some of the enrollment changes were attributable to this realignment instead of actual growth or decline. For instance, the significant increase in human services majors and the substantial decline in government and public administration majors were attributable to the career cluster realignment.

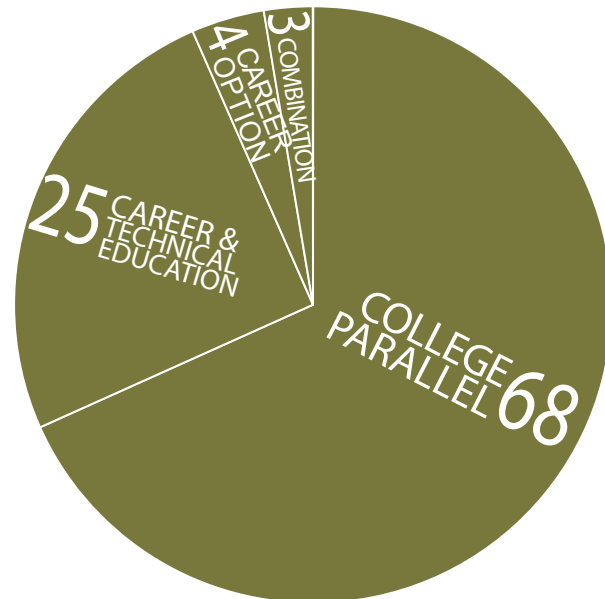
Student Demographics

The typical community college student, as with prior years, is female, under 25, and white. However, the face of the typical student is slightly changing. Although predominately white, more minorities are enrolling into community colleges. With the exception of the fiscal year 2012, when the number of minorities slightly declined, it was steadily growing for the past five years, with average annual growth of 14.3 percent.

On average, an Iowa community college student is slightly younger than an average community college

student nationwide. According to the most recent National Center for Educational Statistics data (2012), Iowa enrolls close to 16 percent of the students who are under 18 years old, while the national percent for that category is only 7.1. Iowa is also higher in categories up to 21 years olds, after which it is consistently lower than the national average.

Figure 3-3: Enrollment by Program Type



Compared to four-year public universities, Iowa community colleges serve an older population (except for under 18 years old category); however, most students are of traditional age: 71 percent were under 25 years old. The median student age was 20 years old, which means half of the student population were under that age (Figures 3-5 and 3-7).

Females continue to outnumber males in community colleges, 55 to 45 percent, respectively (Figure 3-4). Since the community college Management Information System (MIS) was established, females have composed most of community college enrollment, remaining steady between 55 and 57 percent. Nationally, community colleges and undergraduate students in four-year institutions have similar female/male distribution: 57/43 and 56/44, correspondingly (2012). Females have outnumbered males in postsecondary institutions nationwide since 1978 (Snyder, Tan, and Hoffman, 2003).

Community colleges have become increasingly diverse. In 2007, 12 percent of students were racial or ethnic minorities. This proportion grew to 16 percent in 2010, and 18.5 percent in 2011. The percent of minorities

Figure 3-4: Credit Student Gender

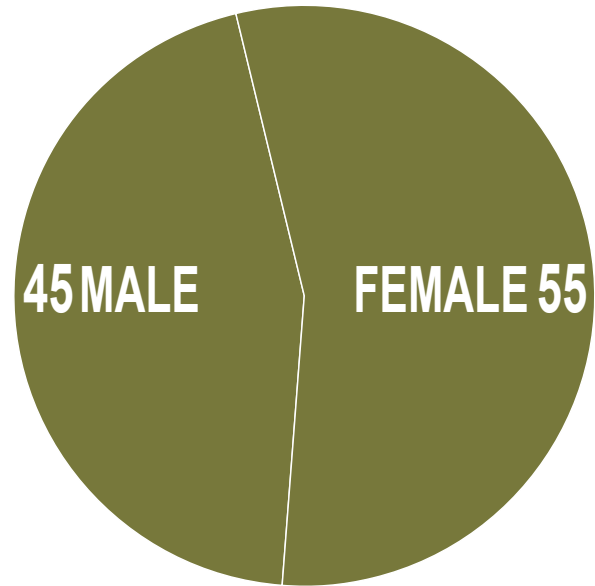


Figure 3-5: Credit Student Age: 2013

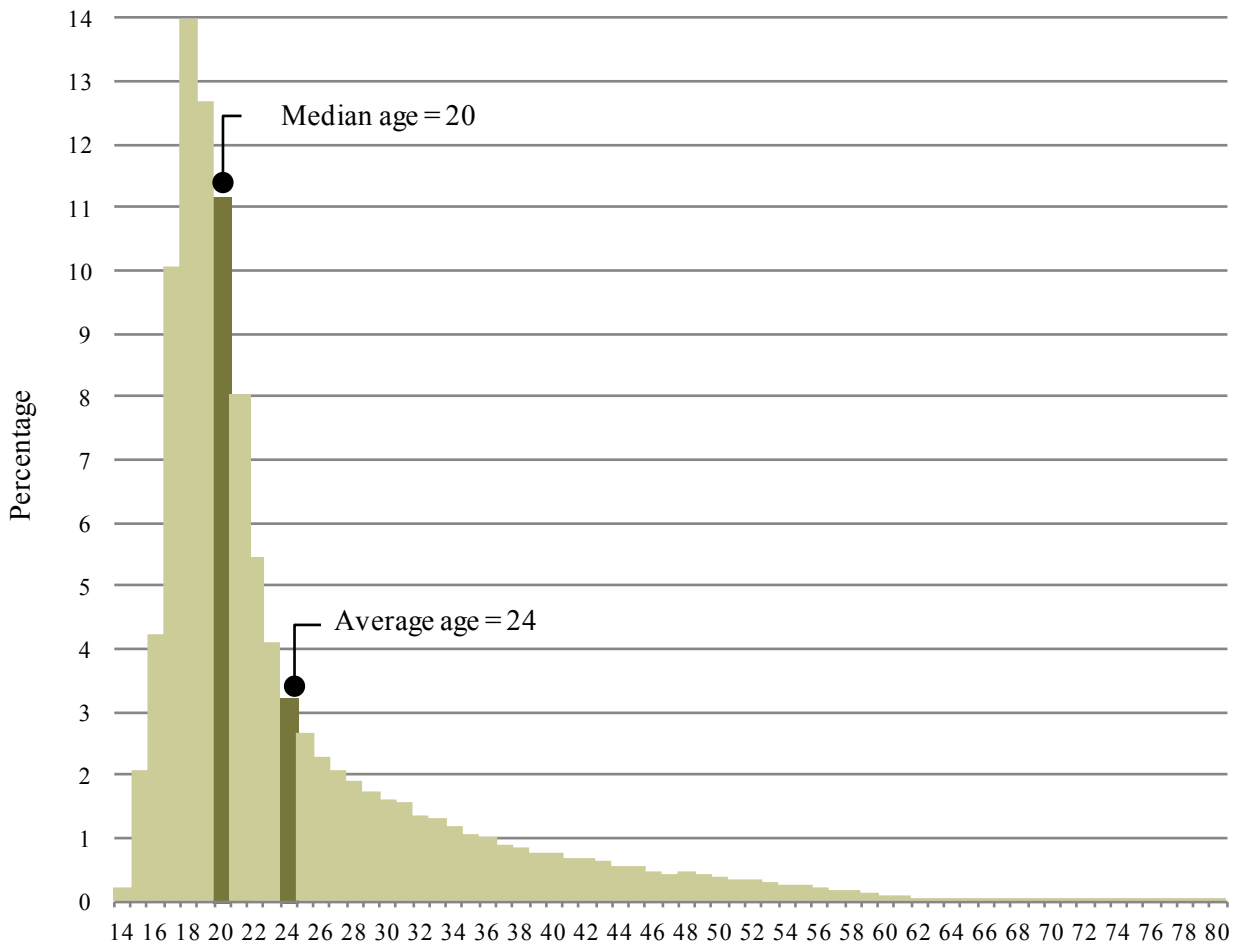
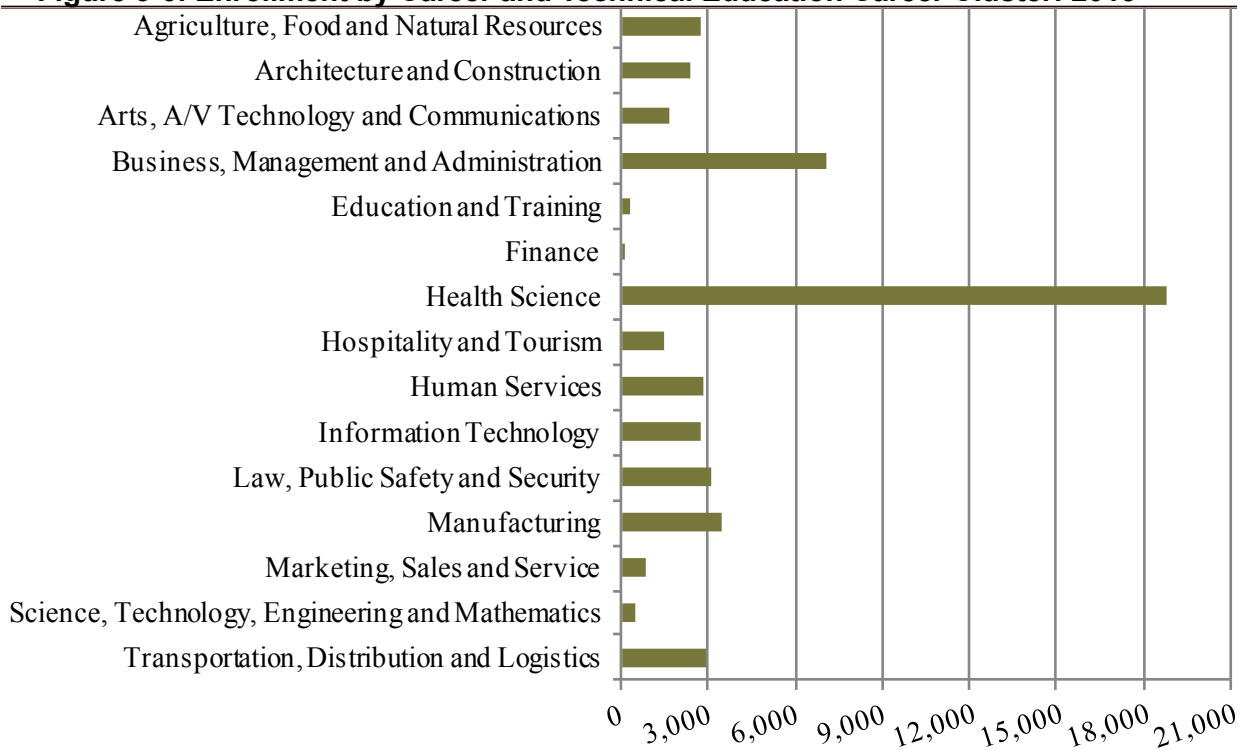


Figure 3-6: Enrollment by Career and Technical Education Career Cluster: 2013

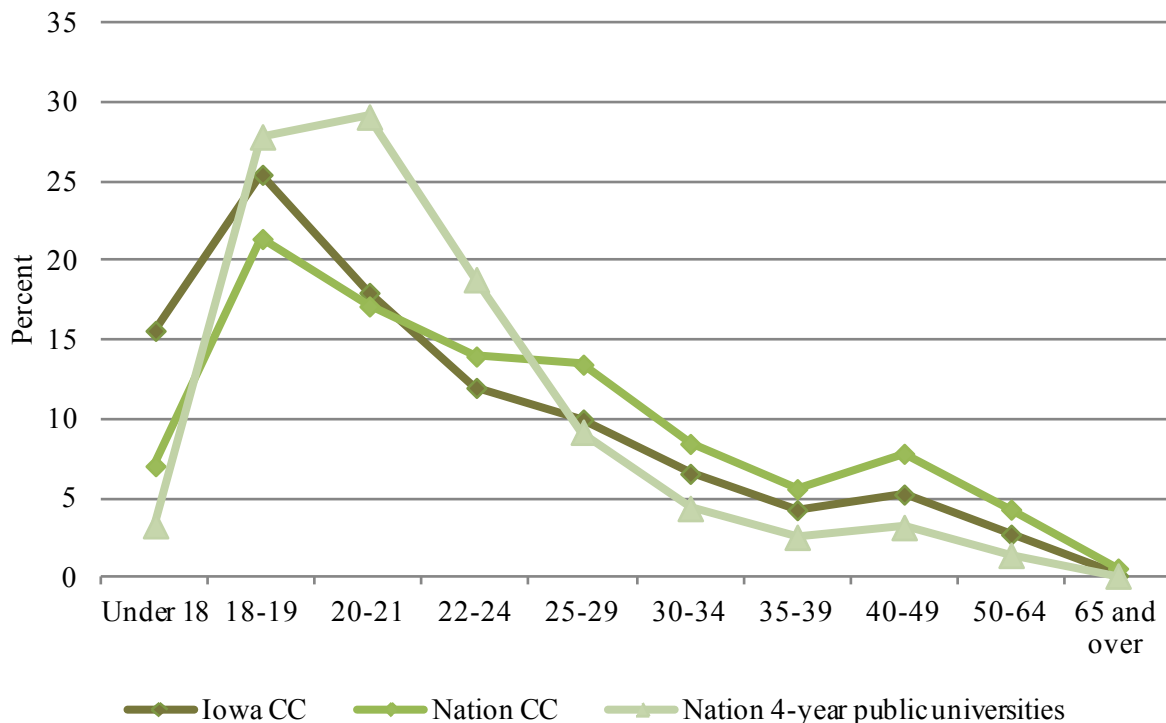


dropped to 16.8 percent in 2012, and increased again in 2013 to 17.6 (Figure 3.7).

In 2010, the Iowa Department of Education changed

its reporting methods for race. Students were allowed to identify themselves under multiple racial or ethnic categories. A total of 2,242 students, or over nine percent

Figure 3-7: Credit Student Age, National Comparison: 2012



SOURCE: U.S. Department of Education, Integrated Postsecondary Data Systems, Fall 2011.

of all minorities, claimed themselves as multi-racial in 2013.

Nationally, community college enrollment of minorities varies from state-to-state, ranging from 8.9 percent in New Hampshire to 43.5 percent in Maryland, with nationwide average of 39.0 percent.

Though the percentage of racial and ethnic minorities

is relatively low in Iowa community colleges, they enroll a higher percentage of minorities (17.6 percent) compared to the state population. The U.S. Census Bureau (2011) estimated 9.6 percent of Iowans 15 years of age and older are non-white. In that group, 6.1 percent were enrolled in Iowa community colleges in the same year--the highest penetration rate of minorities in

Figure 3-7: Credit Enrollment by Race and Ethnicity: 2009-2013

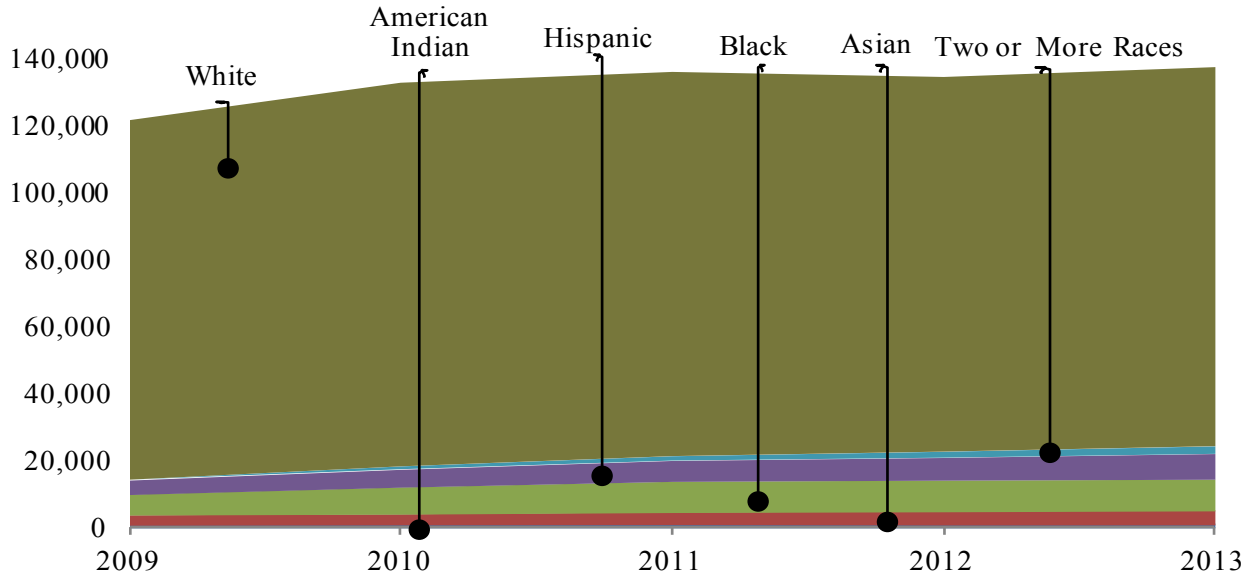
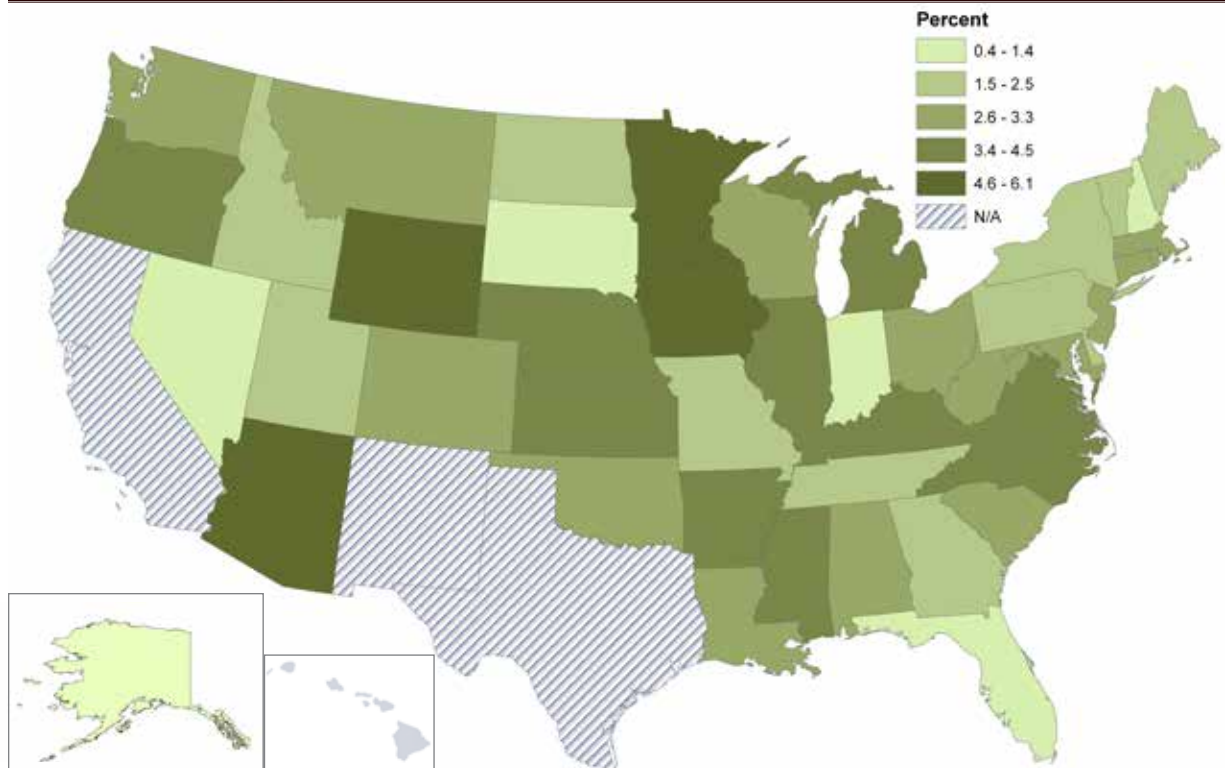
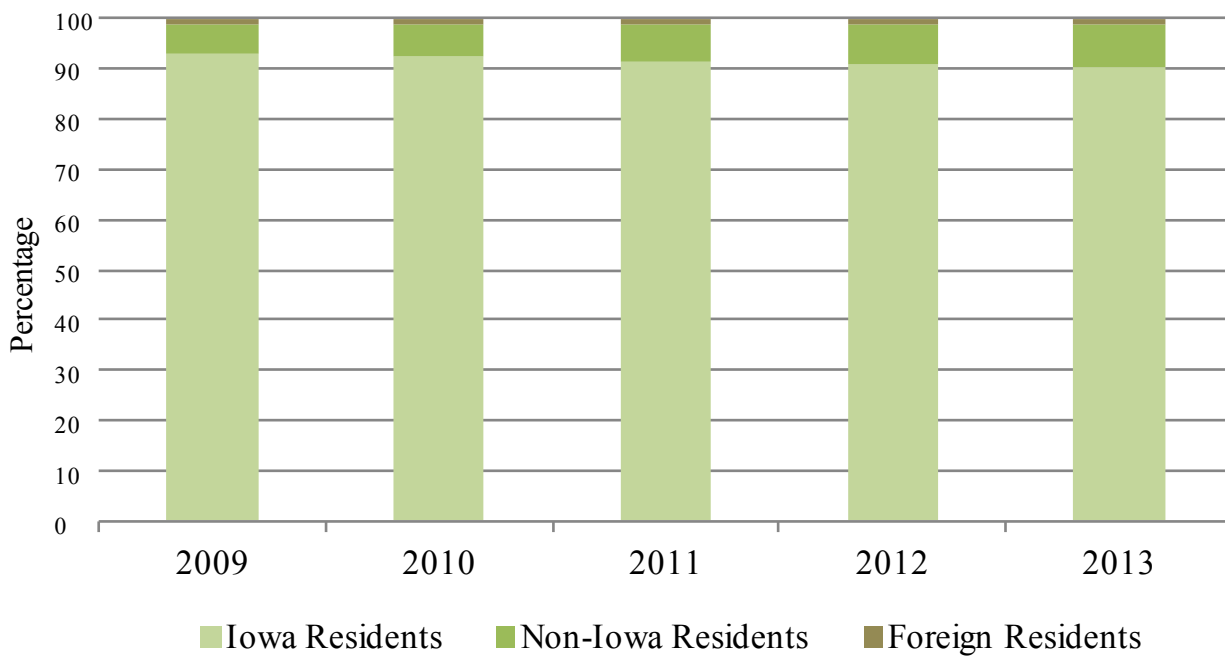


Figure 3-8: Penetration Rate of Ethnic/Racial Minorities in U.S. Two-Year Public Colleges: 2012



SOURCE: U.S. Department of Education, Integrated Postsecondary Data Systems (2012), and U.S. Census Bureau, 2012.

Figure 3-9: Residency Status of Credit Students: 2009-2013



community colleges in the nation.* Iowa was followed by Minnesota (5.7 percent) and Wyoming (5.1 percent) (Figure 3.8).

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

Student Residency

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

In 2013, Iowa community colleges enrolled 90.8 percent Iowa residents, 8.6 percent non-Iowa residents, and 1.2 percent foreign residents. These numbers have remained stable for the past five years, with a small but steady trend towards a larger component of non-Iowa residents: their content increased from six percent in 2009 to 8.6 percent in 2013, with the average annual growth of 9.4 percent. The number of foreign residents in Iowa community colleges remains low, even though it grew one tenth of a percent each year in 2012 and 2013 (Figure 3.9). Nationally, the average percentage of foreign residents in community colleges was 1.3 in 2012, varying from zero in Vermont and South Dakota to 3.6 percent in Maryland (U.S. Department of Education, Integrated Postsecondary Data Systems, 2012).

Developmental Education

For this section, a student is identified as enrolled in developmental education if he/she is enrolled in a course numbered below 100 (e.g., MAT-060).

During fiscal year 2013, 21,878 students enrolled in a developmental education course (9.3 percent decline from 2012), which represented 15 percent of the entire student body. Students enrolled in a total of 109,824 credit hours over the fiscal year, which is 9.5 percent less than the last year.

Many students enrolled in developmental mathematics courses. In 2013, students took 18,353 developmental mathematics courses, which far exceeded the 10,060 developmental English, Communications, and Reading courses. Figure 3-10 shows a detailed list of popular developmental education courses. The four most popular developmental education courses were mathematics; MAT-062 and MAT-063 (Elementary Algebra) were the

DEVELOPMENTAL EDUCATION ENROLLMENT

ENROLLMENT	PERCENT OF TOTAL ENROLLMENT
21,878	15.0%
9.3% less than last year	AVERAGE CREDIT PER STUDENT
CREDIT HOURS	
109,824	5.0
9.5% less than last year	
MOST FREQUENT SUBJECT	
MATHEMATICS	
18,353 courses	

top two with a combined enrollment of 5,992 students.

Among English developmental courses, ENG-061 (College Preparatory Writing II), ENG-013 (Basic Writing), and ENG-060 (College Preparatory Writing I) collected the largest enrollment, 3,564 students, or close to 55 percent of all developmental English enrollment.

Similar to the general population of students, most of those who took developmental education were females (58.1 percent). Racial/ethnic minorities, however, comprised 43.8 percent of all developmental education

enrollees: a much higher percent than that of the general student population (17.6 percent). The average age for all community college students was 24 years old; yet, the average age for students in developmental education was two years higher: 26. The median age was 22. The majority of developmental course enrollees (over 54 percent) were between ages 18 and 22, with the peak participation being the 19 year old students. This age group comprised over 23 percent of all developmental enrollment in 2013 (Figure 3-11).

Figure 3-10: Number of Students Enrolled in Most Popular Developmental Courses

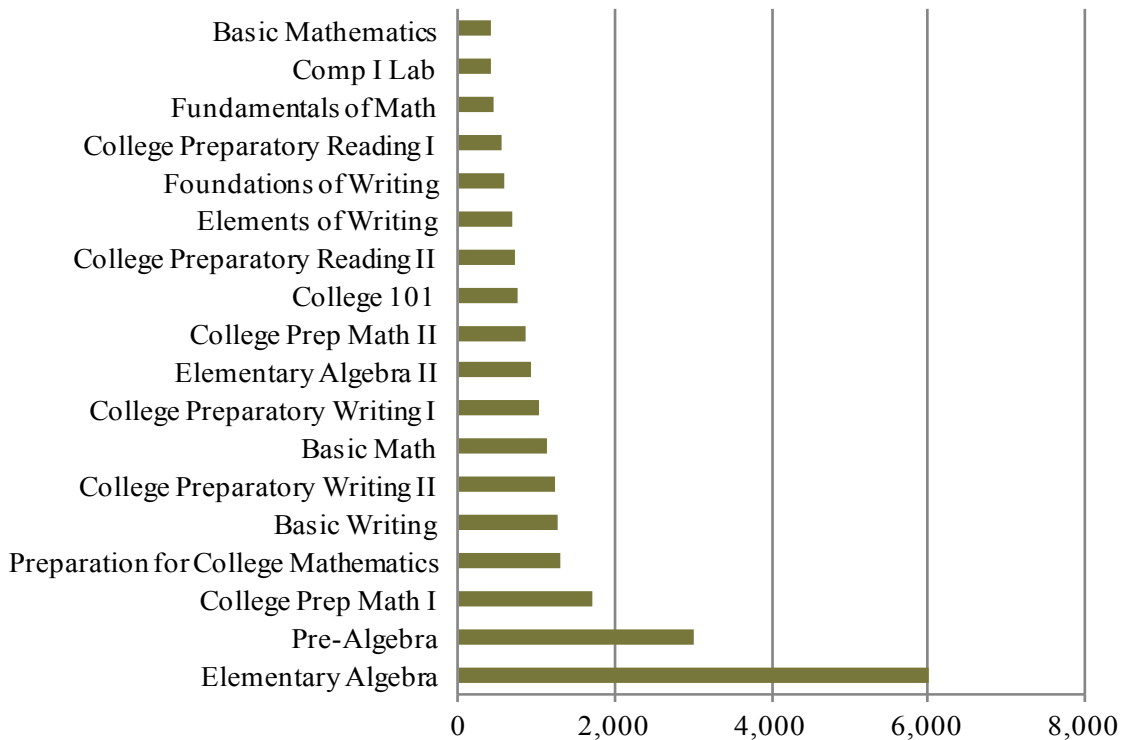
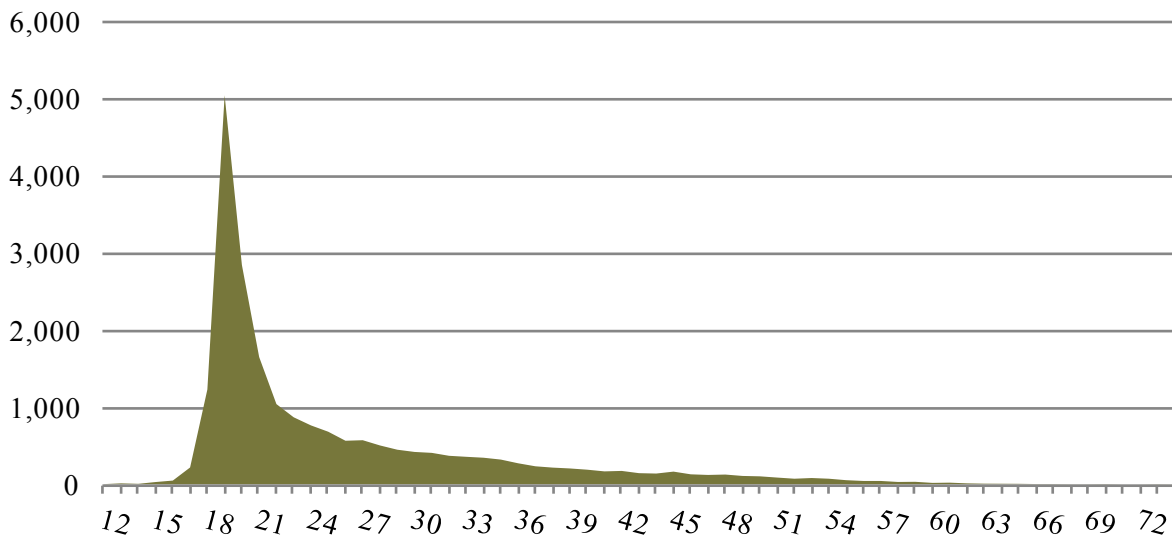


Figure 3-11: Age of Developmental Education Students



4

Online Credit Enrollment

The Iowa Department of Education (DE) has collected data on community college enrollment in online coursework since FY 2007. The DE defines an online student as one who is enrolled in one or more courses delivered entirely (100 percent) online. Data were not collected on hybrid/blended online courses and other distance education delivery methods.

Table 4-1 summarizes online enrollment and credit hours by subpopulation and sex for the latest fiscal year. In Iowa, enrollment in online coursework decreased from 59,359 students last fiscal year to 58,131 students this fiscal year, down about 2 percent. Almost 40 percent of all community college students enrolled in at least one online course during the fiscal year.

Community college students, on average, enrolled in 414,144 credit hours of online courses, compared to 425,977 credit hours last year. This change represents a decrease of almost 3 percent from last fiscal year. Online credit hours accounted for nearly one-fifth of total credit hours in FY 2013.

Online Demographics

Generally, the demographic profile of students enrolled in online courses is similar to that of the general population of community college students: white female residents of Iowa. Of the 58,131 students who enrolled in online coursework, 2,986 had incomplete demographic data. Removing these records yielded 55,145 records with complete demographic information, as displayed in table 4-1.

Of the 55,145 students who reported demographic information in FY 2013, 36,521 were females, accounting for slightly less than two-thirds of online enrollment, a proportion relatively unchanged from last year. Whites comprised the largest racial group (84.5 percent). Blacks (6.2 percent) and Hispanics (4.2 percent) were the next largest groups. Online enrollment among Hispanic increased by 315 (15.6 percent). However, online enrollment decreased by 25 (-0.7 percent) among African-American students from FY 2012. Table 4-2 displays online enrollment by subpopulation for each community college.

This year, 58,139 students were reported for residency purposes (table 4-3). The difference between enrollment by program type and enrollment by residency status occurred because a student's residency status can change from one term to the next. Of the 58,139 students who

Table 4-1: Online enrollment counts by subpopulation and sex for FY 2013

Subpopulation	females	Males	Total
American Indian	256	122	378
Asian/Pacific Islander	957	713	1,670
Black	2,080	1,363	3,443
Hispanic	1,504	823	2,327
White	31,251	15,363	46,614
Other	473	240	713
Total	36,521	18,624	55,145

Note: This table excludes 2,986 records with missing demographic data.

were reported for residency purposes, 49,949 students (85.9 percent) were residents of Iowa. Out-of-state residents accounted for 7,136 students (12.3 percent) enrolled in online courses, a negligible change from FY 2012.

The average age of students taking one or more online courses is 25.1 years old, about 15 months older than the average Iowa community college student. Students in their late 20s to early 40s enroll in online coursework at higher rates than other age groups.

Online Enrollment by Program Type

Enrollment in Iowa's community colleges is disaggregated into four program types: college parallel, career option, career and technical education (CTE), and some combination of the three. Table 4-4 displays enrollment and credit hours by type of program. Table 4-5 displays enrollment for each college by sex and program type.

In 2013, 39,198 students enrolled in online college parallel programs, accounting for almost 27 percent of total enrollment and over two-thirds of students enrolled in online courses. This group accounted for 12.7 percent of total credit hours and almost two-thirds of all online credit hours. Of the 99,260 students enrolled in college parallel programs, almost 40 percent enrolled in online courses, accounting for 22.4 percent of the 1,175,640 credit hours.

During the same time period, 14,686 students enrolled in CTE programs, accounting for about 10 percent of total enrollment and over 25 percent of students enrolled in online courses. CTE students' online credit hours ac-

counted for slightly over 5 percent of total credit hours and over 25 percent of all online credit hours. Among the 36,552 CTE students, over 40 percent enrolled in online courses, accounting for almost 15 percent of the 711,720 credit hours attributed to CTE students.

Career option programs accounted for 3,366 (2.3 percent) of the 145,388 students who enrolled during FY 2013, and nearly 6 percent of students enrolled in online

courses. Students enrolled in career option programs accounted for 1.6 percent of total credit hours and 8.2 percent of all online credit hours. Among the 5,742 students enrolled in career option programs, a little less than 60 percent enrolled in online courses, accounting for over one-third of the 95,290 credit hours attributed to career option students

Table 4-2: Online enrollment by college and subpopulation for FY 2013

College	American Indian	Asian	Black	Hispanic	White	Two or more	Not reported	Total
Northeast	11	27	101	54	2,880	20	96	3,189
North Iowa Area	5	33	128	116	2,126	31	23	2,462
Iowa Lakes	12	113	80	49	1,596	4	51	1,905
Northwest	7	19	9	52	1,453	16	69	1,625
Iowa Central	12	54	512	167	3,158	29	225	4,157
Iowa Valley	45	187	135	155	1,665	13	255	2,455
Hawkeye	10	92	257	71	2,983	38	1	3,452
Eastern Iowa	37	170	373	361	4,454	82	275	5,752
Kirkwood	40	380	444	202	5,134	92	588	6,880
Des Moines Area	33	282	691	409	8,482	178	718	10,793
Western Iowa Tech	65	71	81	252	3,105	67	390	4,031
Iowa Western	64	170	366	242	3,930	9	108	4,889
Southwestern	5	14	24	49	1,192	25	4	1,313
Indian Hills	18	34	138	63	2,688	49	138	3,128
Southeastern	14	24	104	85	1,770	60	43	2,100
Total	378	1,670	3,443	2,327	46,616	713	2,984	58,131

Table 4-3: Online enrollment by residency status for FY 2013 tuition purposes

College	In-state	Out-of-state	Foreign	Unknown	Total
Northeast	2,748	433	8	0	3,189
North Iowa Area	2,211	210	41	0	2,462
Iowa Lakes	1,576	321	8	0	1,905
Northwest	1,340	278	7	0	1,625
Iowa Central	3,039	1,086	34	0	4,159
Iowa Valley	2,039	156	258	2	2,455
Hawkeye	3,284	154	14	0	3,452
Eastern Iowa	4,695	1,029	27	1	5,752
Kirkwood	6,191	397	292	0	6,880
Des Moines Area	10,258	280	260	0	10,798
Western Iowa Tech	3,343	682	6	0	4,031
Iowa Western	3,441	1,395	54	0	4,890
Southwestern	1,180	120	13	0	1,313
Indian Hills	2,852	252	24	0	3,128
Southeastern	1,752	343	5	0	2,100
Total	49,949	7,136	1,051	3	58,139

Note: Data for this table includes eight additional records of students whose residency status may have changed from one term to the next.

Table 4-4: Online enrollment and credit hours by program type for FY 2013

Program	<u>Enrollment</u>		<u>Credit Hours</u>	
	Total	Online	Total	Online
College parallel	99,260	39,198	1,175,630	263,452
CTE	36,552	14,686	711,720	104,858
Career option	5,742	3,366	95,290	33,940
Combination	3,834	881	90,918	11,894
Total	145,388	58,131	2,073,558	414,144

Table 4-5: Online enrollment by college, sex, and program type for FY 2013

College	Sex	College Parallel	Career Option	CTE	Combo	Totals
Northeast	Females	1,194	0	1057	33	2,284
	Males	539	0	357	9	905
North Iowa Area	Females	1,128	88	165	60	1,441
	Males	757	100	131	33	1,021
Iowa Lakes	Females	736	249	244	37	1,266
	Males	417	127	83	12	639
Northwest	Females	878	34	165	12	1,089
	Males	445	25	62	4	536
Iowa Central	Females	1,712	686	256	50	2,704
	Males	1,011	145	282	15	1,453
Iowa Valley	Females	1,256	80	226	0	1,562
	Males	780	29	81	0	890
Hawkeye	Females	1,911	0	440	30	2,381
	Males	841	0	227	3	1,071
Eastern Iowa	Females	2,376	0	1413	98	3,887
	Males	1,419	0	418	28	1,865
Kirkwood	Females	2,430	163	1,831	99	4,523
	Males	1,432	76	810	39	2,357
Des Moines Area	Females	5,165	923	804	67	6,959
	Males	2,822	436	550	26	3,834
Western Iowa Tech	Females	1,591	0	1,223	0	2,814
	Males	820	0	397	0	1,217
Iowa Western	Females	1,829	0	1,153	38	3,020
	Males	1,500	0	352	17	1,869
Southwestern	Females	774	32	100	2	908
	Males	342	15	48	0	405
Indian Hills	Females	1,026	2	985	147	2,160
	Males	471	1	468	22	962
Southeastern	Females	972	97	224	0	1,293
	Males	620	58	129	0	807
Sub-totals	Females	24,978	2,354	10,286	673	38,291
	Males	14,216	1,012	4,395	208	19,831
Grand total	All students	39,194	3,366	14,681	881	58,122

Note: This table exclude nine records with missing demographic data.

5

JOINT ENROLLMENT AND DEMOGRAPHICS

Each year, tens of thousands of Iowa high school students enroll in community college credit coursework. The Department of Education refers to these students as “jointly enrolled.”

Joint enrollment of high school students accounts for over a quarter of total community college credit enrollment and more than one sixth of total credit hours. Iowa is one of at least 38 states with state dual enrollment policies (Karp, Bailey, Hughes, and Fermin, 2004). In Iowa, high school students enroll in community college credit courses in a variety of ways including Postsecondary Enrollment Option (PSEO), college courses offered through a contract between a local school district and a community college (e.g., concurrent enrollment), and independent enrollment in a college course as a tuition-paying student.

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

JOINT ENROLLMENT	
NUMBER OF STUDENTS:	GROWTH SINCE LAST YEAR:
40,262	↑ 1.7%
CREDIT HOURS:	CREDIT HOURS PER H.S. STUDENT:
310,412	7.7
Up 2.2% since 2012.	Up 0.5% since 2012.

Management Information System (MIS) captures joint enrollment in three categories: PSEO, contracted courses (which may or may not be concurrent enrollment and generate supplementary weighting for the partnering local district), and tuition.

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

Joint enrollment in Iowa community colleges has steadily risen to a record high of 40,262 students in fiscal

Figure 5-1: Fiscal Year Joint Enrollment: 2004-2013

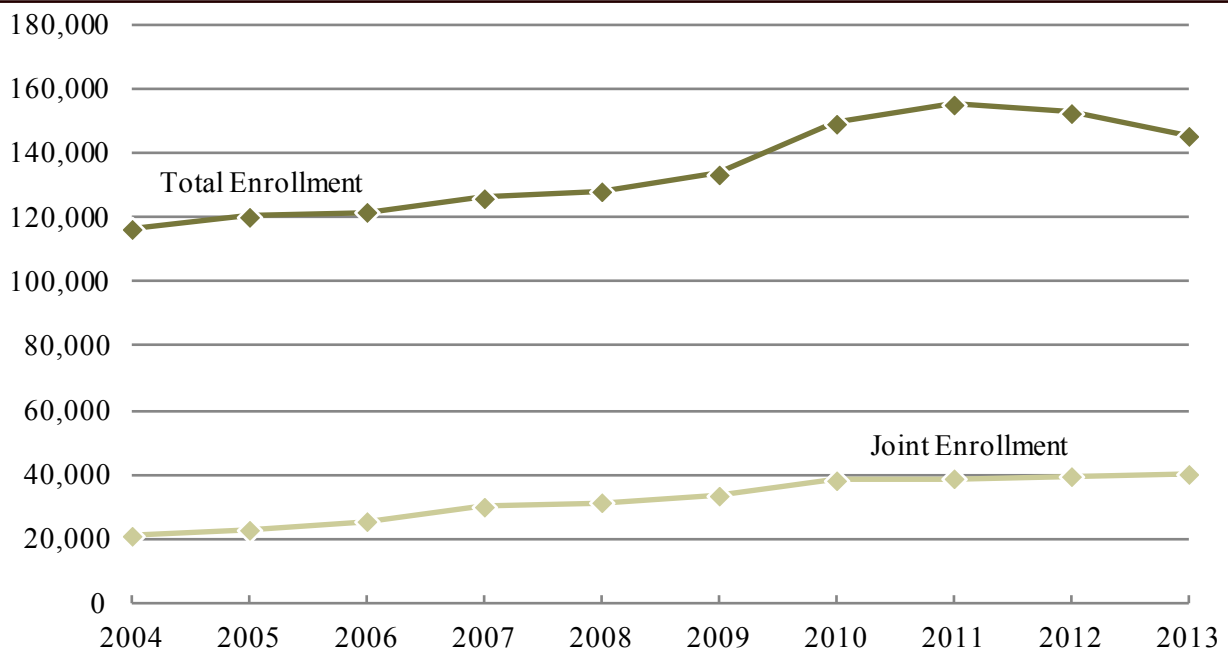


Figure 5-2: Fiscal Year Joint Enrollment Credit Hours: 2004-2013

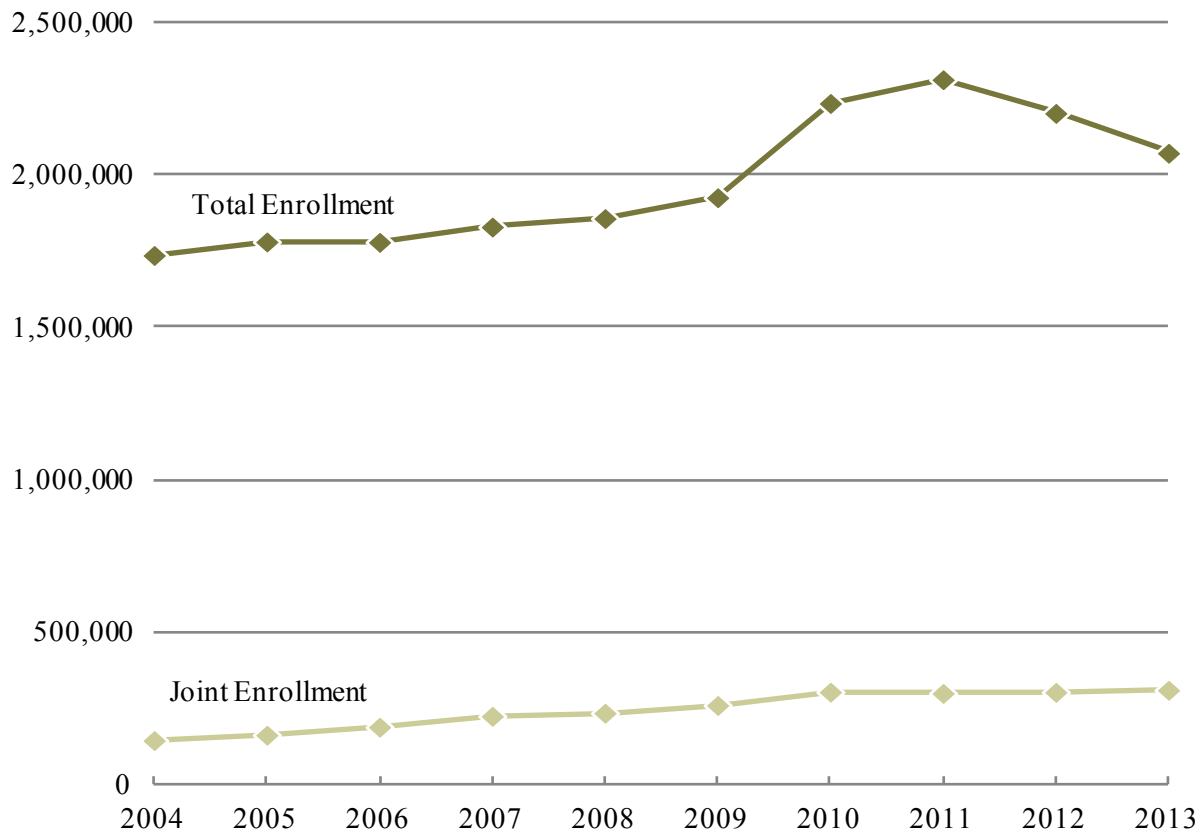


Figure 5-3: Average Credit Hours per Jointly Enrolled Student: 2004-2013

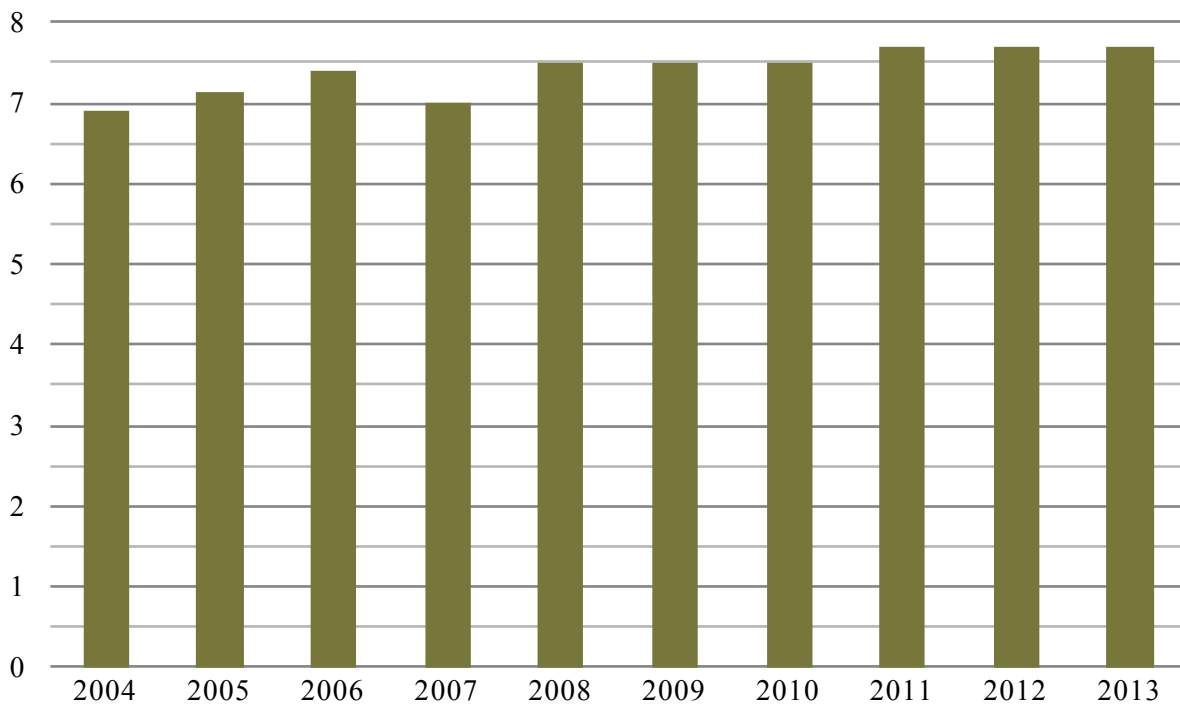
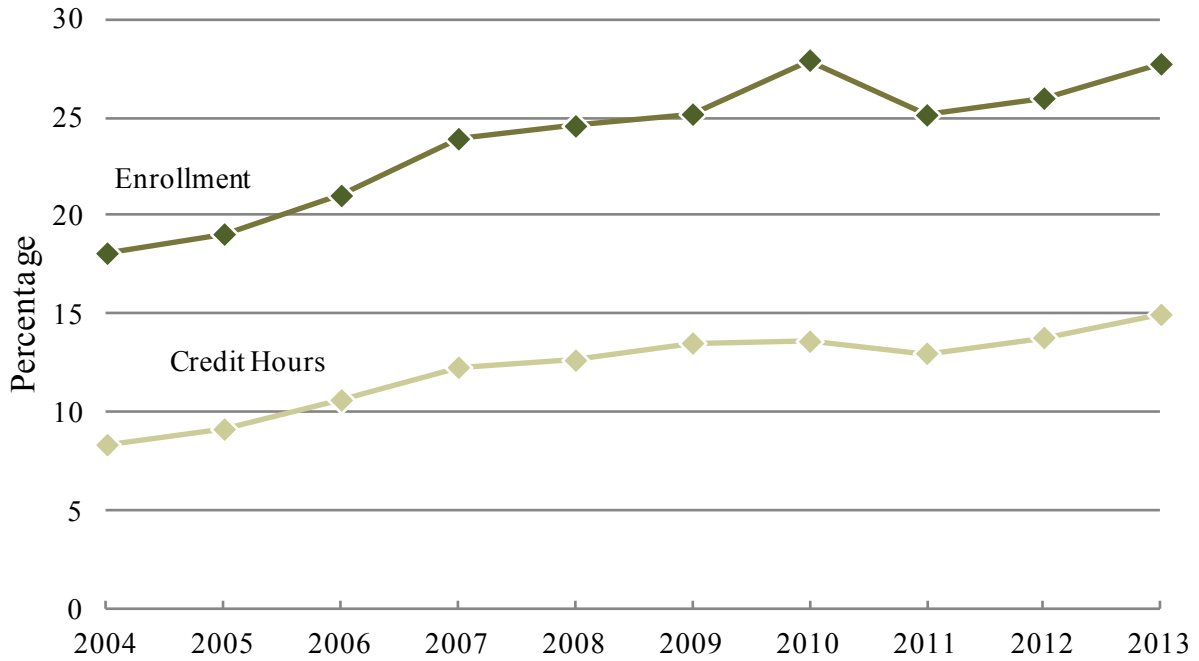


Figure 5-4: Joint Enrollment and Credit Hours as a Percentage of Total Credit Enrollment and Credit Hours: 2004-2013



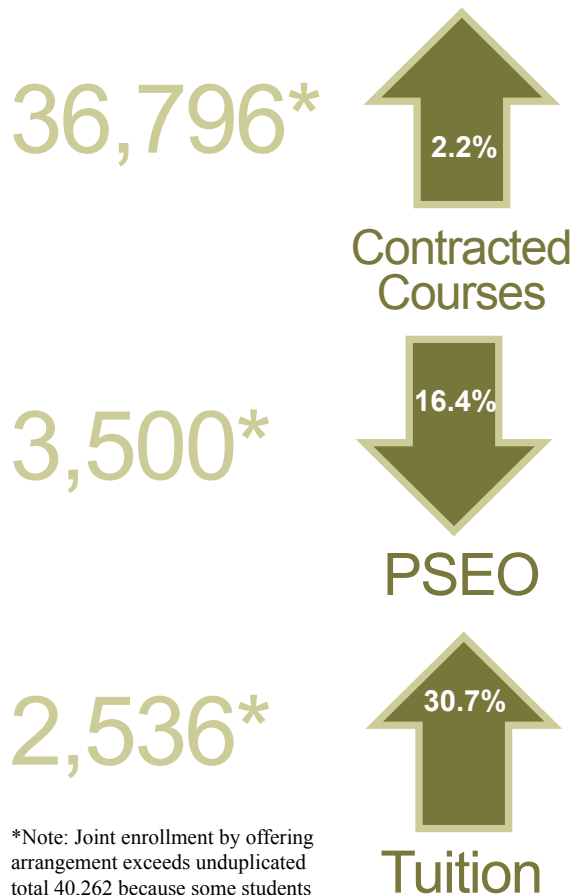
year 2013 (Figure 5-1). Since fiscal year 2004, joint enrollment has increased 91.3 percent or 7.5 percent per year. Since fiscal year 2010, the annual growth dropped significantly and stabilized around 1.7 percent.

Enrollment growth of jointly enrolled students outlasted the growth of total credit enrollment which declined 1.8 percent in fiscal year 2012, for the first time in 13 years of the MIS reporting history, and was down 4.6 percent again in 2013 (Section 3).

The number of average credit hours taken by each student remained at the 7.7 mark, the same number for three consecutive years (Figure 5-3). The number of credit hours taken per jointly enrolled student has increased about one credit hour since fiscal year 2004. During fiscal year 2013, jointly enrolled students took 2.5 classes on average, which is typical for any given year. Because high school students generally enroll part-time, they account for a smaller proportion of total credit hours than for total enrollment (Figure 5-4). In fiscal year 2013, joint enrollment accounted for close to 15 percent of total credit hours.

The rate at which high school students enroll in community college coursework varies by local school district and community college region (Figure 5-8). Nationally, public two-year colleges offer college credit coursework to high school students at higher rates than other sectors of higher education (Kleiner and Lewis, 2005). In 2005, 98 percent of public two-year colleges nationwide had high school students jointly enrolled in college credit coursework compared with 77 percent of public four-year institutions. In Iowa, delivery

JOINT ENROLLMENT BY OFFERING ARRANGEMENT



*Note: Joint enrollment by offering arrangement exceeds unduplicated total 40,262 because some students are enrolled in multiple categories.

Figure 5-5: Credit Joint Enrollment by Offering Arrangement Type: 2013

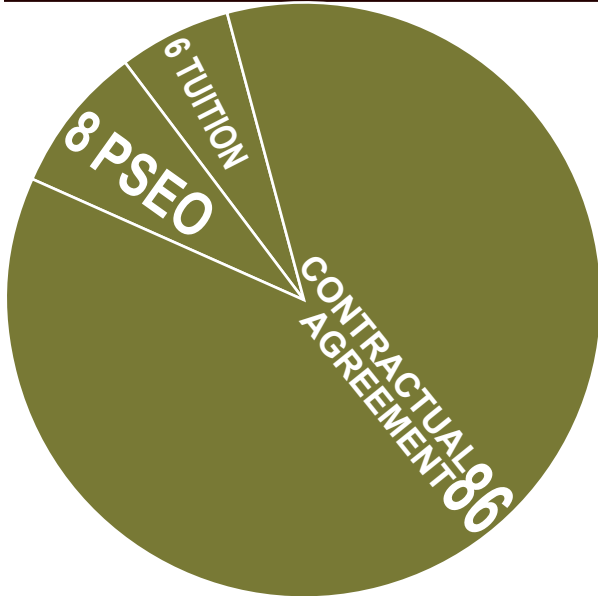
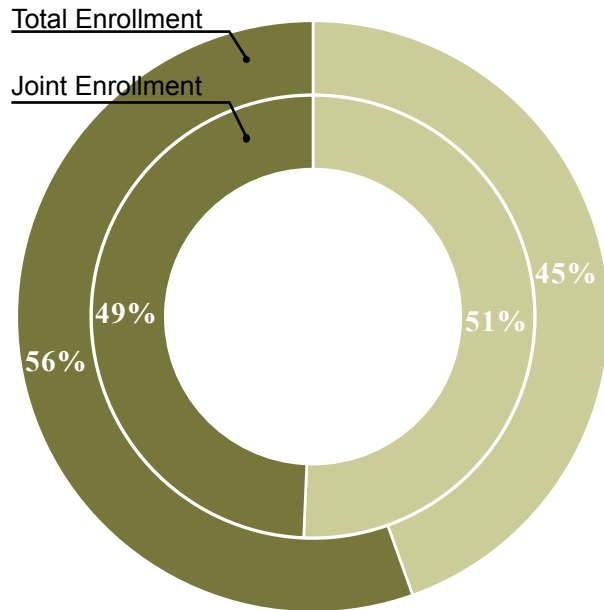


Figure 5-6: Jointly Enrolled Credit Student Gender*: 2013



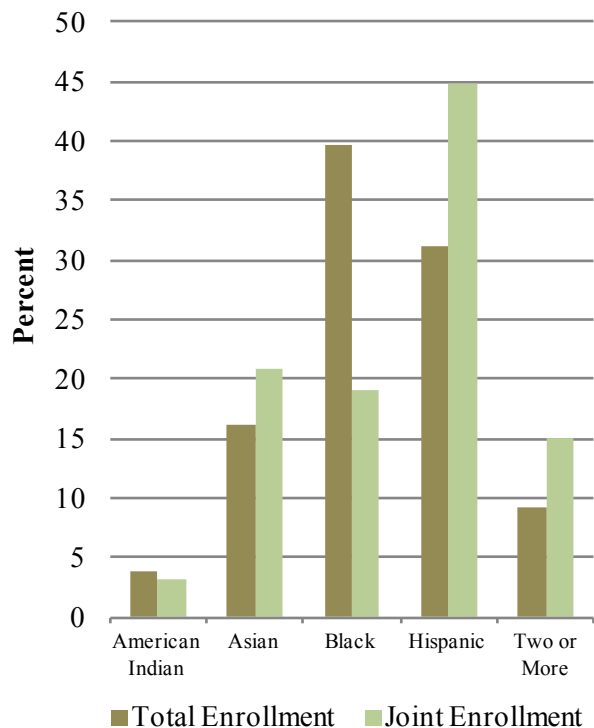
■ Male ■ Female
*Students with unknown gender are not included.

of programs to high school students is a part of the community colleges' mission (Iowa Code 260C.1) and, consequently, all 15 community colleges are committed to offering college credit opportunities to these students.

Joint Enrollment Offering Arrangements

Contracted courses had the largest enrollment of the three types of joint enrollment offering arrangements, accounting for close to 86 percent of jointly enrolled students in fiscal year 2013 (Figure 5-5). Enrollment in contracted courses rose four tenth of a percent from the previous year to 36,796 students. PSEO, which accounts for 8.2 percent of joint enrollment, has fallen by 16.4 percent since fiscal year 2012. Enrollment of tuition-paying students increased 30.7 percent over the prior year, for the first time since 2010.

Figure 5-7: Jointly Enrolled Credit Student Enrollment by Racial Minorities: 2013

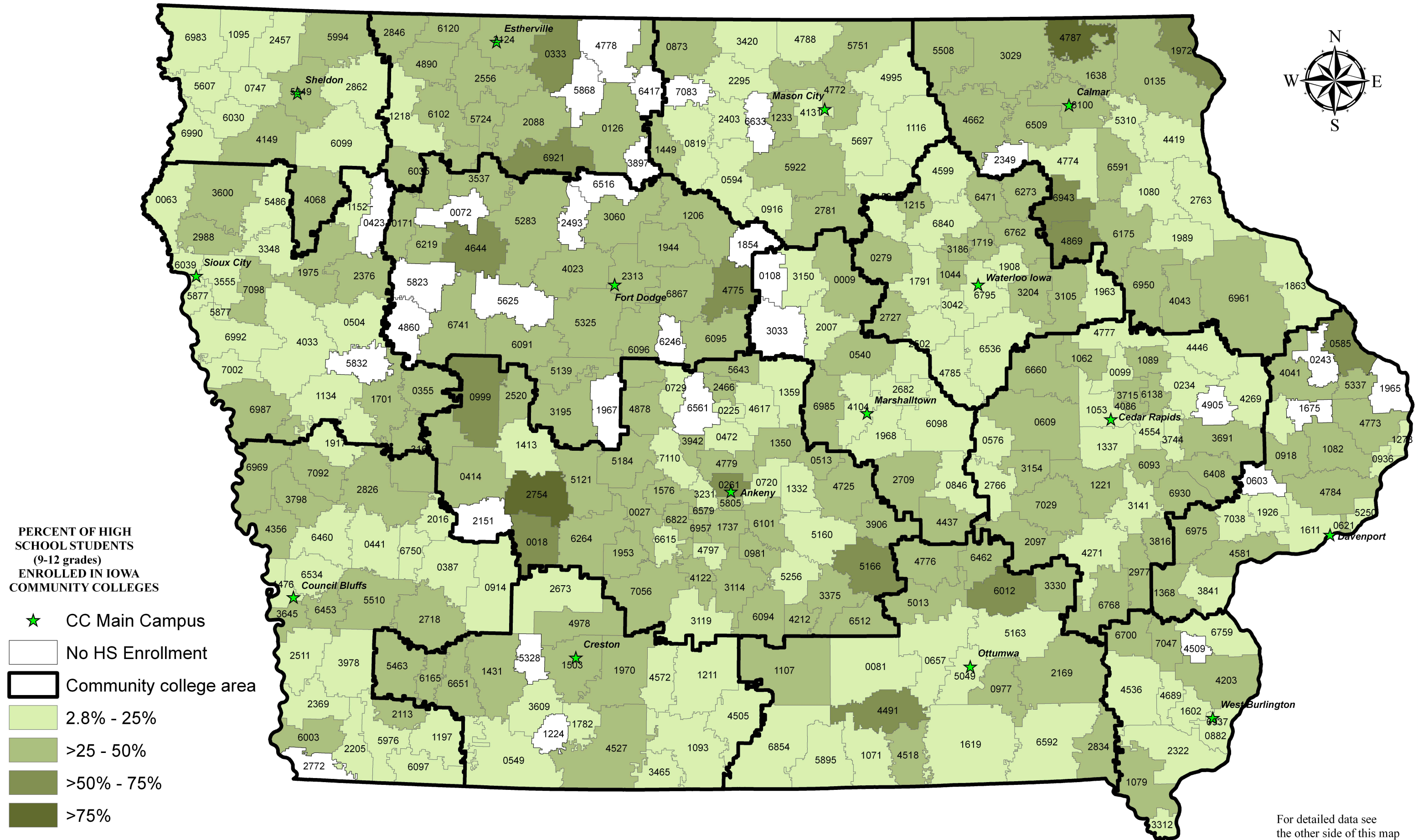


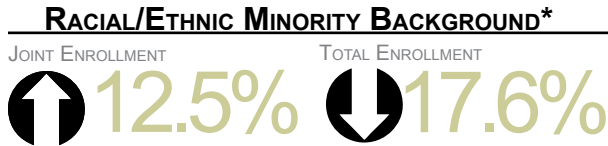
IOWA'S TYPICAL JOINTLY ENROLLED STUDENT*

Caucasian
88%
Young
18 years old
Male
50.7%
Resident
99.6%

*Students with unknown gender, age, race/ethnicity or residency are not included.

FIGURE 5-8: PERCENT OF HIGH SCHOOL STUDENTS (9-12 GRADES) ENROLLMENT IN IOWA COMMUNITY COLLEGES DURING FY 2013





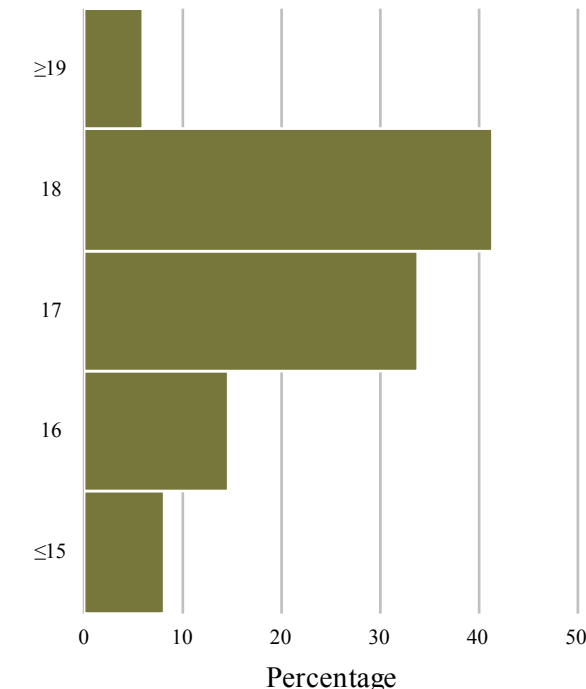
*Students with unknown race/ethnicity are not included.

Jointly Enrolled Student Demographics

The typical jointly enrolled student is male, 18 years old, and white. In fiscal year 2013, males outnumbered females in joint enrollment for the first time in the history of joint enrollment. Compared with the overall student body, jointly enrolled students are proportionally more white and male. In fiscal year 2013, approximately 51 percent of joint enrollees were male compared with 45 percent of the overall student body (Figure 5-6). The phenomenon of proportionally greater male enrollment is driven by contracted course enrollment, which was 51.8 percent male in fiscal year 2013. In terms of gender, contracted course enrollment more closely mirrors high school enrollment than community college enrollment. In contrast, PSEO and tuition enrollment were 64 percent and 60.5 percent female, respectively.

The racial/ethnic background of joint enrollees is less diverse than either total community college enrollment or public K-12 enrollment. In fiscal year 2013, 12.5 percent of joint enrollees were reported as having a minority racial/ethnic background. Tuition course enrollment had the largest proportion of minority students (14.7 percent), followed by contracted course (12.7 percent) and PSEO (5.8 percent). Hispanics were

Figure 5-9: Jointly Enrolled Credit Student Age*: 2013



*Students with unknown age are not included.

the largest minority group with 44.7 percent of minority joint enrollment, followed by Black and Asian students, with 19.0 percent and 17.7 percent respectively (Figure 5-7). In contrast, 17.6 percent of the overall community college student body was reported to have a minority racial/ethnic background, 39.6 percent of which were black and 31.1 percent of which were Hispanic.

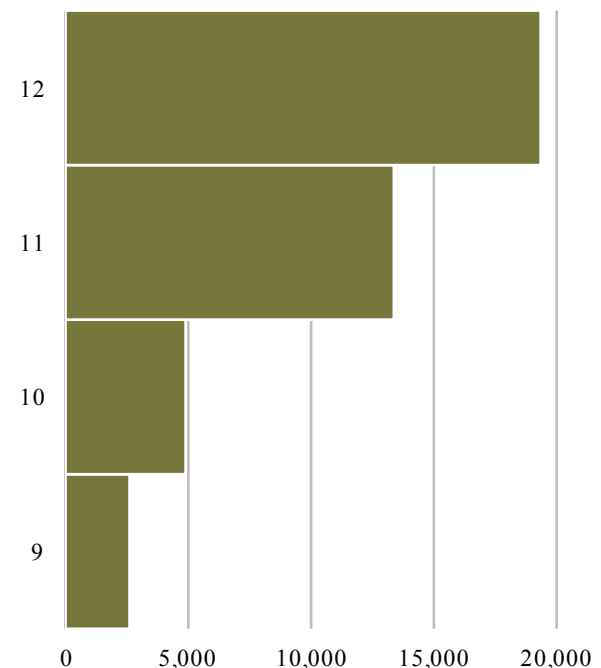
As expected, jointly enrolled students were younger than the overall community college student body, but few were younger than age 17 (21.8 percent). Close to 72.5 percent of jointly enrolled students were age 17 or 18 (Figure 5-9).

Jointly enrolled students were also almost exclusively (99.6 percent) reported as residents of Iowa for tuition purposes. Only 146 out-of-state and 19 international students were jointly enrolled during fiscal year 2013.

Grade Level of Jointly Enrolled Students

Jointly enrolled students tend to be high school upperclass students; in particular, seniors. More than 81 percent of jointly enrolled students were in their last two years of high school. Seniors accounted for 48.2 percent of jointly enrolled students while more than a third were juniors (Figure 5-10). Data on student grade level is derived through a match between the state's K-12 data repository and the Community College MIS.

Figure 5-10: Jointly Enrolled Credit Student Grade Level: 2013



6

CREDIT STUDENT AWARDS

Fiscal year credit awards track students who received any type of a community college award during fiscal year 2013. Award counts include the same student each time the student receives an award during this period of time. In 2013, the number of awards decreased, but the composition of community college awardees remained relatively the same.

In 2013, the number of awards decreased to 15,605, a record decline of 16.5 percent. The decline is manifested by lower numbers of diplomas and two-year degrees, while short-term programs yielded a larger number of certificates. The decline in long-term program awards can be explained by the two year consecutive decline in total enrollments. However, the award rate (number of awards per number of students) declined by less than two percent, following a steady trend of around 10 percent, on average, for the past five years. On average, the number of awards in Iowa community colleges has increased 2.2 percent since tracking began in fiscal year 2000. Overall, the number of awards has been steady since year 2006, fluctuating between years 2000 and 2005, and on the rise continuously since year 2010 through year 2012 (Figure 6-1).

There are a variety of credit student awards granted by Iowa community colleges. Awards offered include

CREDIT AWARDS

LARGEST AWARD TYPE:

ASSOCIATE OF ARTS (AA)

51 more awards than Associate of Applied Science

NUMBER OF AWARDS:

15,605

DECREASED SINCE LAST YEAR:

16.5%

Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), Associate of Applied Arts (AAA), Associate in Applied Science (AAS), diplomas, and certificates. AA awards comprised 4,457 (28.6 percent) of the total credit student awards granted during fiscal year 2013. AAS awards accounted for another 4,406 (28.2 percent) of awards issued. The share of AS awards decreased from 8.0 percent in 2012, to 7.3 percent in 2013. The share of certificates increased from 13.4 to 17.0 percent, to a record high 2,654 between the same years; the number of diplomas decreased to 17.0 percent of all awards for a total of 2,654. AAA and AGS degrees, combined, presented under two percent of all awards.

Figure 6-1: Awards by Type: 2000-2013

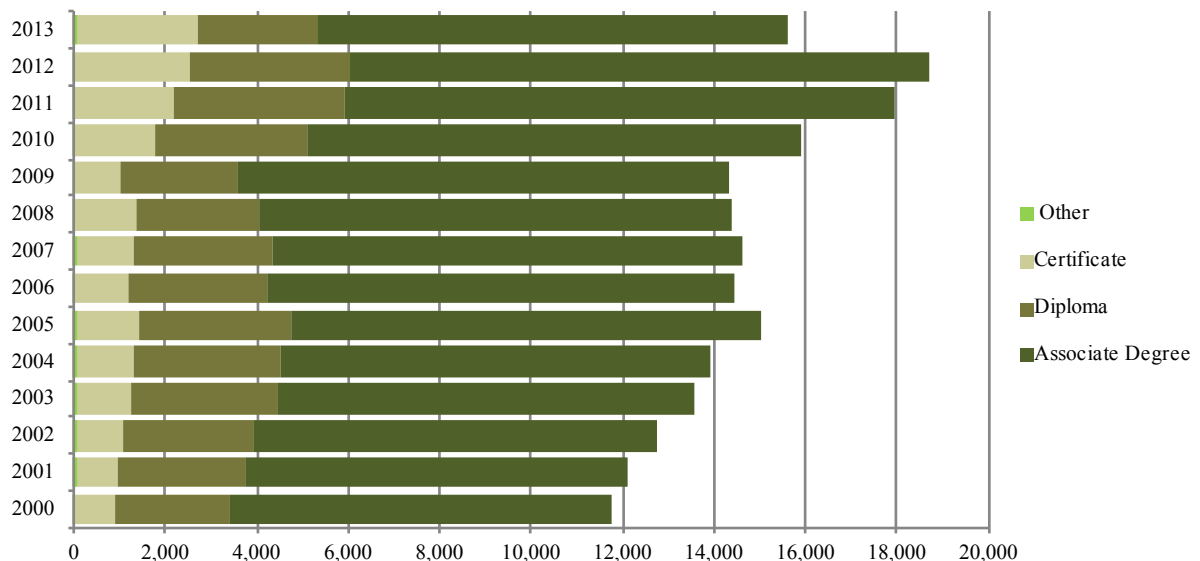
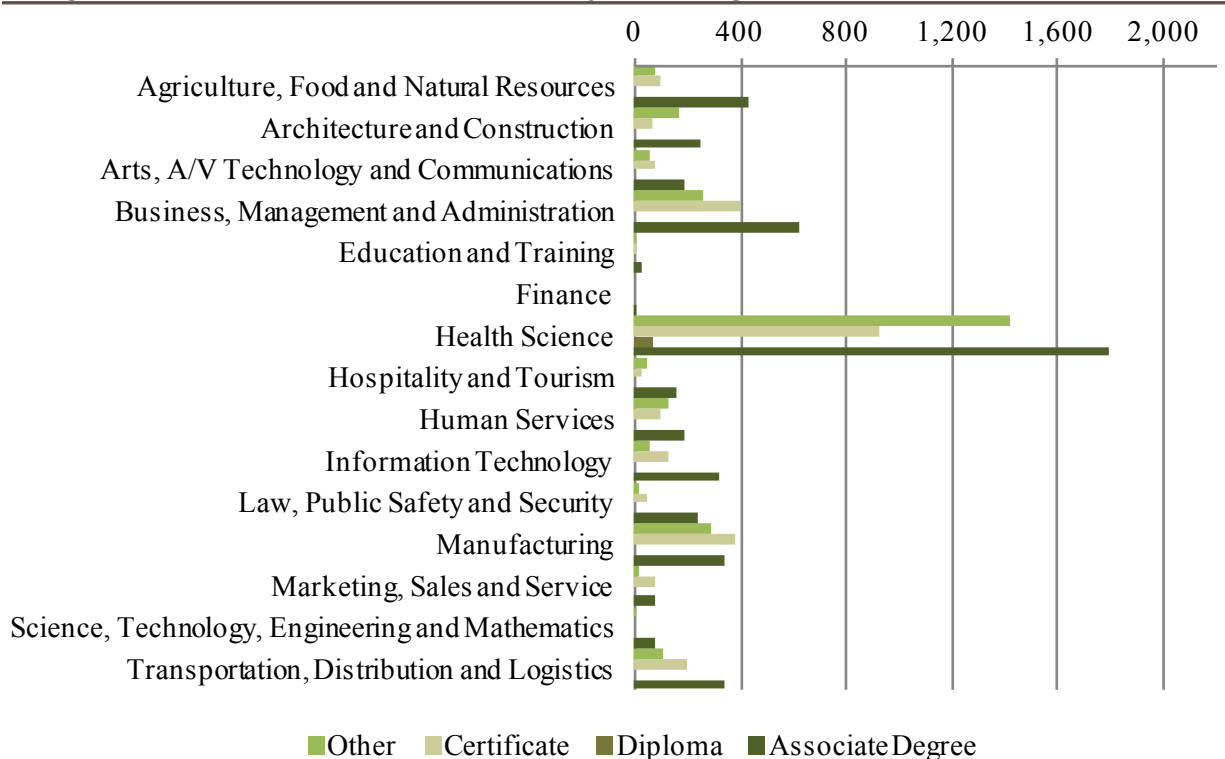


Figure 6-2: Fiscal Year Student Award by CTE Program: 2013



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

Credit student awards by program majors have remained fairly consistent over the past five years. All areas reflect some fluctuations between fiscal year 2006 and fiscal year 2012, with some decline in 2013. In career and technical education (CTE) programs, the largest number of awards was granted in health science, followed by business, manufacturing, transportation, distribution and logistics, management and administration; agriculture, food and natural resources, and architecture and construction programs. Steady over the last 13 years, the prevailing number of degrees (close to 50 percent) were associate degrees, followed by diplomas and certificates (Figure 6-2).

Awardees Demographics

The typical community college awardee is a white female with an AA or AAS degree in health science. In general, the same distribution is true for credit student enrollment; the awards, however, tend to be distributed even more heavily toward women. While 55 percent of all enrollees in Iowa community colleges in fiscal year 2013 were women, 59 percent of all awardees were women (Figure 6-3). Nationally, women also earn more awards than men (U.S. Department of Education, Integrated Postsecondary Education Data Systems, IPEDS, 2012). Women earned 58 percent of all awards given by U.S. public two-year institutions.

A similar trend was present for the racial distribution. Although whites comprised over 82 percent of Iowa community college enrollees in fiscal year 2013, they comprised 88.8 percent of all community college awardees. Nationally, however, whites comprised only 65.6 percent of all public two-year institutions awards recipients (IPEDS, 2012).

The distribution of awards among racial minorities

Figure 6-3: Awardees by Gender: 2013



does not mirror enrollment, either. Blacks remained the largest group of enrollees among the racial and ethnic minorities (39.6 percent) in 2013, but comprised only 34.2 percent of minority awardees. Students of Hispanic origin comprised 37.2 percent of all awardees among racial and ethnic minorities, with only 31.0 percent of all minority enrollees in fiscal year 2013 (Figure 6-4).

Similar to all awardees, the overwhelming majority of awards received by racial minorities in 2013 were two-year degrees (64.4 percent), followed by certificates (19.3 percent), and diplomas (16.2 percent). The number of awards among racial and ethnic minorities has continued to grow, with some fluctuations, between the years of 2000 and 2013, by 7.0 percent on average (Figure 6-6). This is consistent with the growth of the overall community college population.

In 2013, over 40 percent of all CTE awards were in health science. The gender distribution, however, is even higher--over 60 percent of all CTE awards received by women were in health science. Women also led in business, management and administration, education and training, human services, arts and communications, while men received more awards in transportation, manufacturing, architecture and construction and agriculture (Figure 6-5).

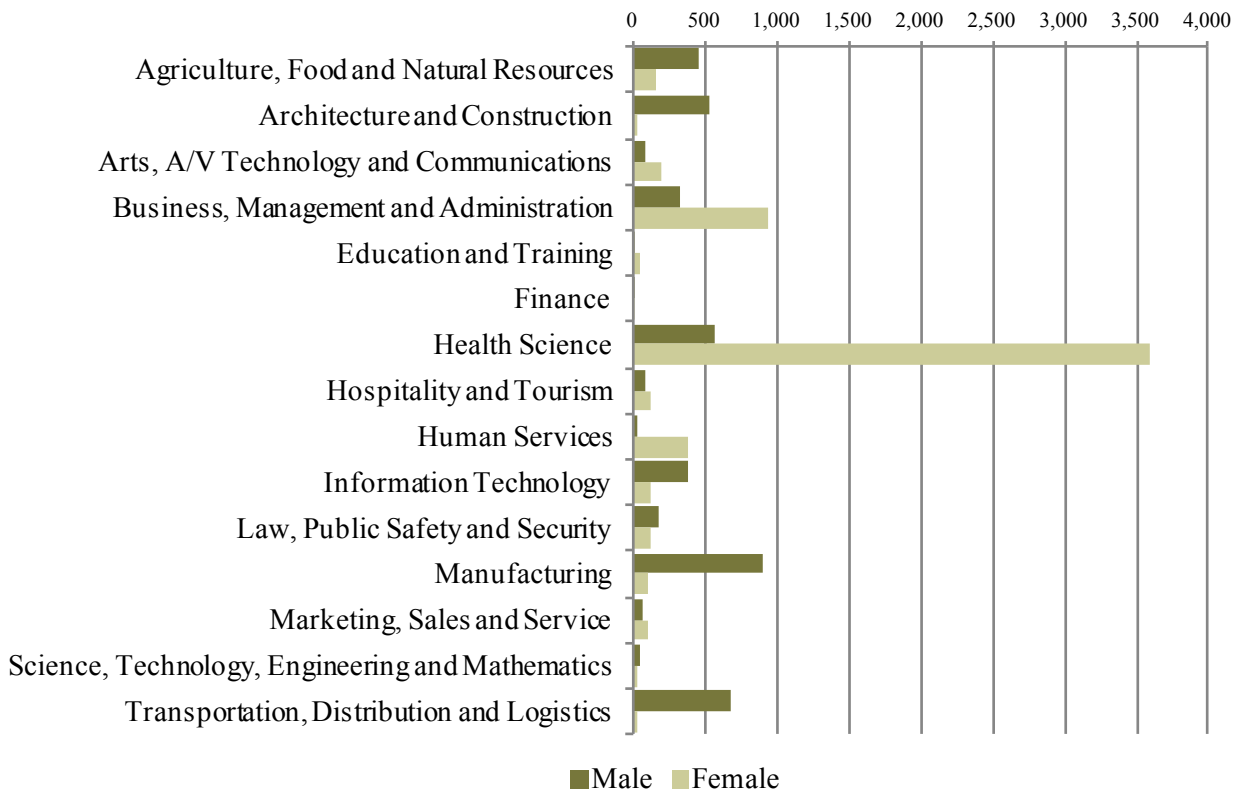
The majority of CTE awards for racial and ethnic

Figure 6-4: Awards by Racial and Ethnic Minorities: 2013



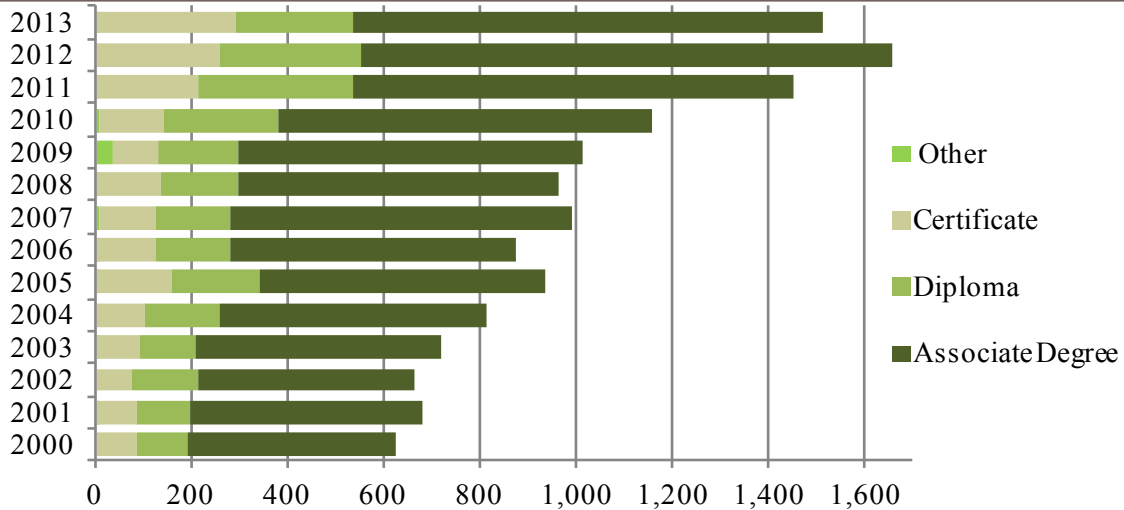
minorities were among health science students, followed by awards in business, management and administration. The distribution of awards was similar to all awardees. For example, 48.9 percent of all CTE awards received by minorities fell into health science (Figure 6-7).

Figure 6-5: Award by Gender by Career Cluster: 2013



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

Figure 6-6: Credit Student Awards within Racial/Ethnic Minority Group: 2000-2013



Award Rates and Distribution in Other States*

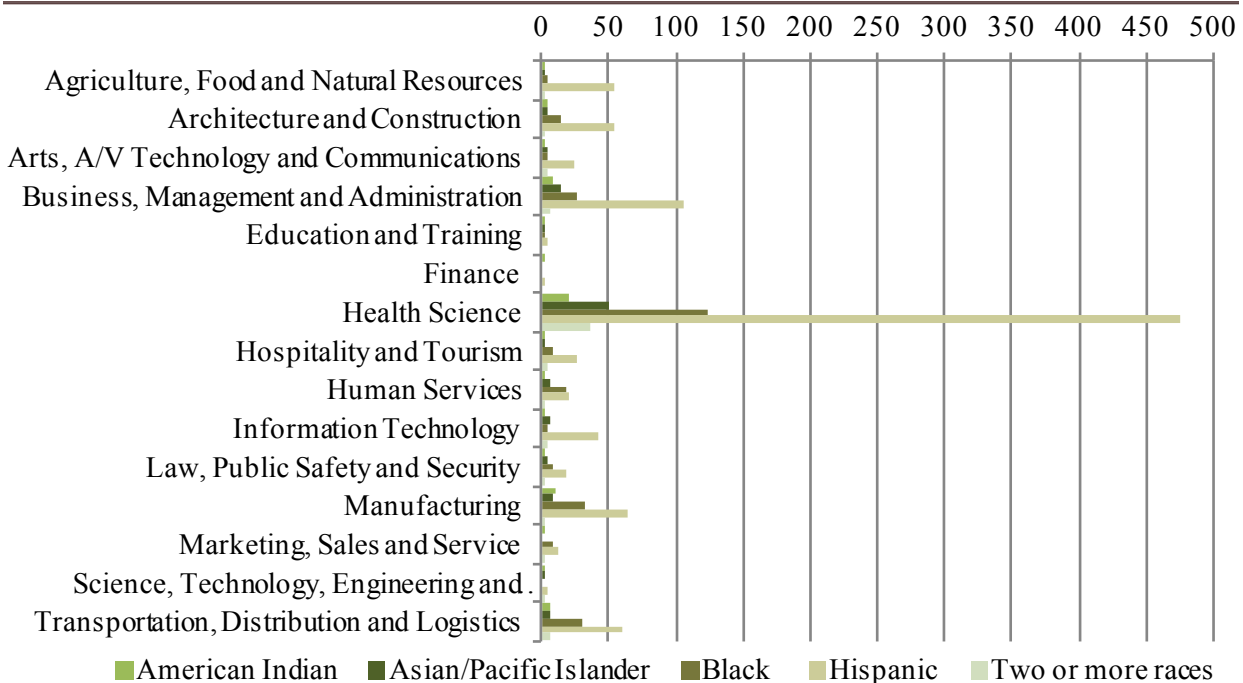
Award rates were approached in several ways: as the ratio between all enrollment and all awards; between Associate degrees and all enrollment; between all awards and FTE (Full-Time Equivalent), and as the ratio between Associate degrees and FTE. Compared to awards in public two-year institutions in contiguous states, Iowa community colleges are above average (which is 11 percent) on all awards vs. all enrollment: 12.6 percent; second after South Dakota on Associate degrees vs. all enrollment (8.5 percent); below average (which is 25.8 percent) on all awards vs. FTE with 25.6 percent; and

second (after South Dakota) on Associate degrees vs. FTE with 17.3 percent (Figure 6-8). Nationwide, Iowa is significantly higher than the 13.0 percent average on the number of Associate degrees per FTE, and ranks seventh among all states (Figure 6-9).

Although national data do not classify program areas in the same educational clusters, recent data aggregated by career clusters are analogous to Iowa community colleges. Similar to Iowa, most awards were granted in general studies intended to prepare for a four-year degree, followed by health/clinical sciences, and business (Figure 6-10).

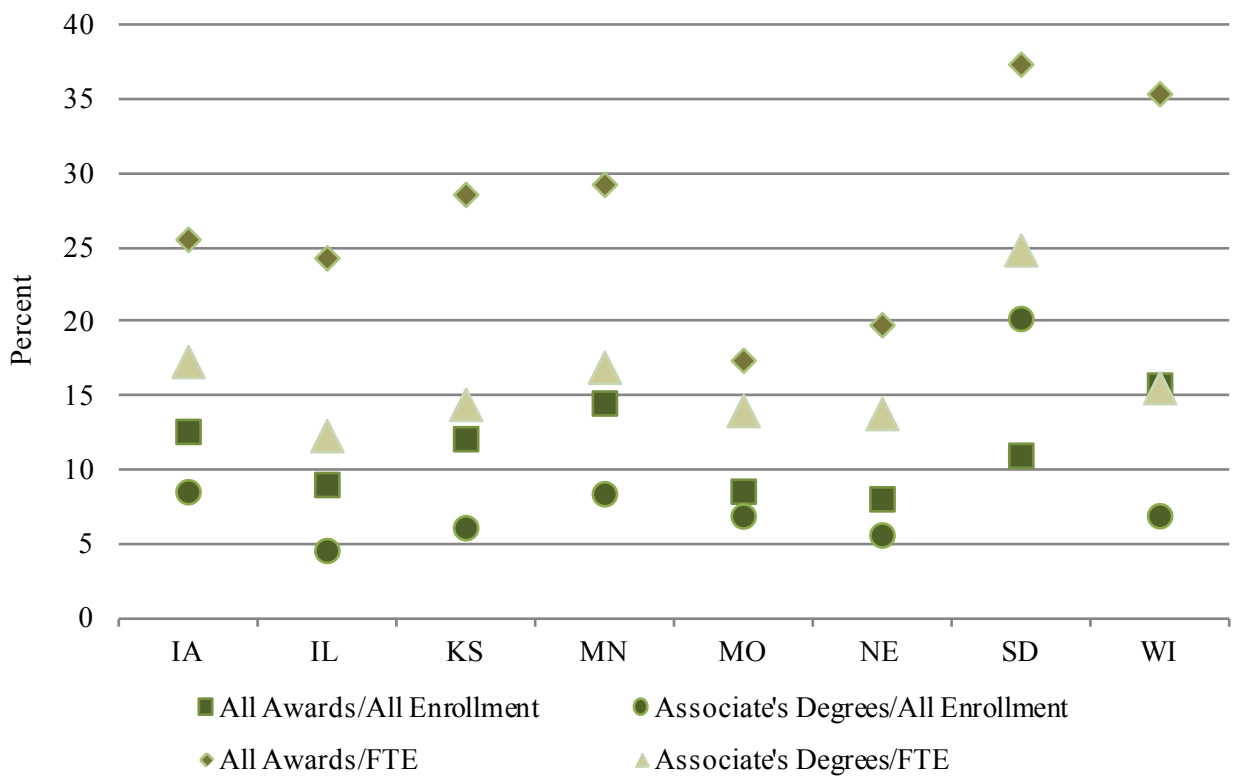
*SOURCE: U.S. Department of Education, Integrated Postsecondary Education Data Systems, 2012.

Figure 6-7: Credit Student Awards by CTE Program and Racial/Ethnic Minority: 2013



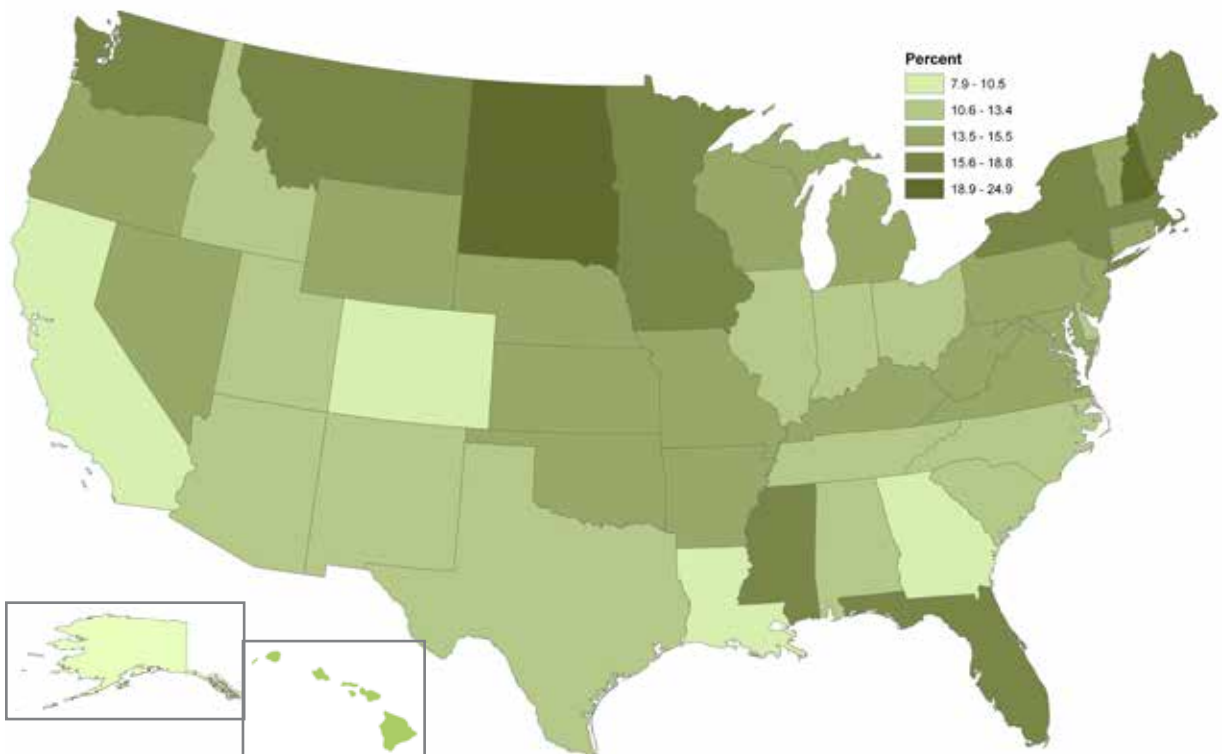
NOTE: There were no awards in Government and Public Administration.

Figure 6-8: Credit Student Award Rates, Contiguous States: 2012



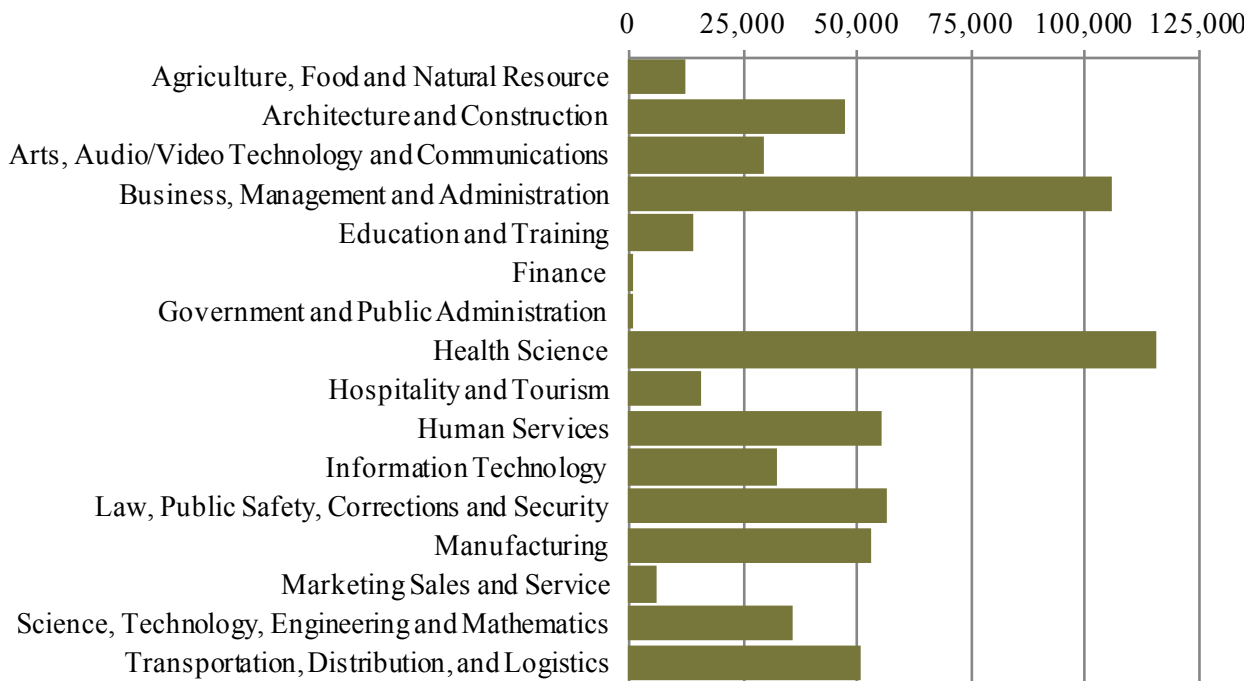
SOURCE: U.S. Department of Education, Integrated Postsecondary Data Systems, 2012.

Figure 6-9: Number of 2-year Degrees per FTE Rate, 2-year Public Institutions: 2012



SOURCE: U.S. Department of Education, Integrated Postsecondary Data Systems, 2012.

Figure 6-10: U.S. Credit Student Awards by CTE Program: 2012



*SOURCE: U.S. Department of Education, Integrated Postsecondary Data Systems, 2012 and Perkins Collaborative Resource Network, 2013.

7

CREDIT PROGRAMS

Credit programs provided by Iowa’s community colleges programs fall under two general categories: arts and sciences (A&S; a.k.a., college parallel or transfer) and career and technical education (CTE). The colleges’ A&S programs are designed to be the equivalent of the first two years of a baccalaureate program, preparing students for entry into a four-year college or university with junior standing. These programs culminate in an Associate of Arts (AA) or Associate of Science (AS) degree. In contrast, community college career and technical education (CTE) programs are primarily designed to prepare students to enter specific occupations requiring less than a four-year degree, while providing flexibility to those interested in pursuing additional postsecondary education. These programs culminate in an Association of Applied Arts (AAS), Associate of Applied Science (AAS), or Associate of Science Career Option (ASCO) degree, diploma, and/or certificate award.

Iowa’s community colleges are required to obtain approval from the Iowa Department of Education (DE) for all programs. Each of the state’s 15 community colleges is approved to offer A&S programs, which are recorded under a single “Liberal Arts and Sciences/Liberal Studies” Classification of Instructional Programs (CIP) title. Each

Figure 7-1: Typical Arts and Sciences Program Areas

Agriculture	Physical Therapy
Architecture	Pre-Dentistry
Business	Pre-Law
Design	Pre-Medicine
Education	Pre-Pharmacy
Engineering	Science
Math	Social Science
Nursing	

Figure 7-2: National Career Clusters® (16)



college maintains details regarding its specific A&S offerings. A list of typical offerings is listed in Figure 7-1. Approval of community college CTE programs follows a more structured process. These programs are recorded under many CIP titles and organized around the National Career Clusters® Framework, which consists of the 16 Career Clusters® listed in Figure 7-2. Each Career Cluster® represents a distinct grouping of occupations and industries based on the knowledge and skills they require.¹

¹See <http://www.careertech.org/career-clusters/glance/at-a-glance.html> for additional information regarding the Career Cluster® Framework.

CurricUNET

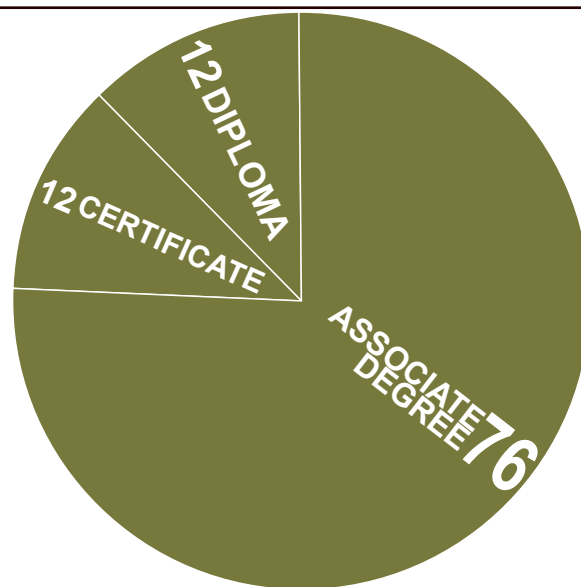
In September, 2011, the DE began steps to implement a statewide community college program and common course numbering management system. Implementation was guided by a broad group of stakeholders, including representation from each of the state’s 15 community colleges. This web-based system, known as CurricUNET, facilitates curriculum creation, management, modification, and approval. As of fiscal year 2013, CurricUNET has been implemented by the DE, and, to varying degrees, each college. For the public, a website² is maintained that provides an opportunity to search for a desired program or course throughout the community college system.

²See http://www.curricunet.com/iowa_doe.

Figure 7-3: New Credit Career and Technical Education Programs by National Career Cluster® : 2013



Figure 7-4: New Credit Career and Technical Education Programs by Award Type: 2013

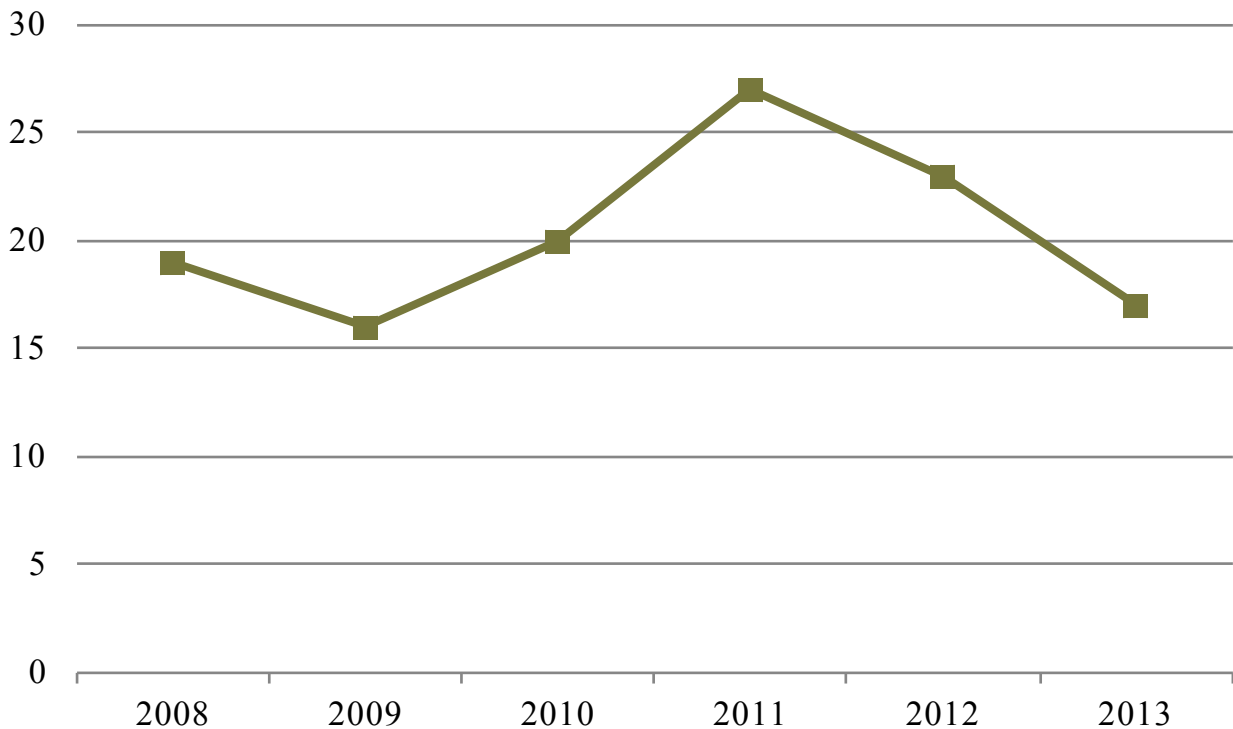


New Credit CTE Programs

From fiscal year 2008 through 2013, an average of 19 new credit CTE programs have been approved annually for Iowa community colleges. During fiscal year 2013, 17 new CTE programs for eight community colleges were approved by the DE. This was six fewer than approved in 2012 (23) and the lowest total since 2009 (16) (Figure 7-6). Table 7-1 provides a summary of the specific programs approved. The new programs were fairly evenly distributed among ten Career Clusters® (Figure 7-3). Three programs each were added in arts, a/v technology and communications, manufacturing, and agriculture, food, and natural resources. Information technology added two new programs, while the following Career Clusters® added one new program each: health science; architecture and construction; business, management and administration; education and training; hospitality and tourism; and science, technology, engineering and mathematics (STEM). Each of the 16 Career Clusters® is also categorized into one of seven CTE service areas recognized within Iowa.

Of the new CTE programs, 13 (76 percent) offered an associate degree while two each (12 percent) offered a diploma award and a stand-alone certificate award. These percentages are illustrated in Figure 7-4. The percentages represent the highest award offered within the new program; it is possible for a program to include multiple award types. For fiscal year 2013, two of the newly approved programs included provisions for multiple award types.

Figure 7-6: Number of New Career and Technical Education Programs: 2008-2013



Career and Technical Education Programs

In addition to introducing new programs, Iowa community colleges are provided annual opportunities to request modifications to existing (previously approved) CTE programs. Modification requests typically include adding and/or removing courses comprising the program, changes to the term(s) in which given courses are to be completed, and changes in award options offered. Colleges can also request to discontinue programs.

During the 2013 fiscal year, Iowa's community colleges offered 756 programs with 1,412 award options (Figure 7-5).

The colleges offered 251 unique technical programs representing a variety of careers. While the number of award options and all programs slightly decreased in 2013 (1.1 and 0.5 percent correspondingly), the number of unique CTE programs slightly increased by 0.8 percent.

Figure 7-5: Credit Career & Technical Award Options: 2013



Table 7-1: New Career and Technical Education Programs: 2013

College	Program Title	Federal Cluster/State Cluster
North Iowa Area	Computer Support Specialist	Information Technology/Business
North Iowa Area	Computer and Information System Security/ Information Assurance	Information Technology/Business
Iowa Lakes	Water Quality and Wastewater Treatment and Recycling Technology/Technician	Agriculture, Food and Natural Resources/Agriculture
Iowa Lakes	Meeting and Event Planning	Hospitality and Tourism/Family and Consumer Sciences
Iowa Central	Commercial Photography	Arts, A/V Technology and Communications/Industrial Technology
Hawkeye	Digital Communication and Media/Multimedia	Arts, A/V Technology and Communications/Industrial Technology
Hawkeye	Carpentry/Carpenter	Architecture and Construction/ Industrial Technology
Kirkwood	Automation Engineer Technology/Technician	Science, Technology, Engineering and Mathematics/Industrial Technology
Western Iowa Tech	Design and Visual Communications, General	Arts, A/V Technology and Communications/Industrial Technology
Western Iowa Tech	Public Relations/Image Management	Business, Management and Administration/Industrial Technology
Western Iowa Tech	Physical Education Teaching and Coaching	Education and Training/Family and Consumer Sciences
Southwestern	Industrial Mechanics and Maintenance Technology	Manufacturing/Industrial Technology
Southwestern	Welding Technology/Welder	Manufacturing/Industrial Technology
Southwestern	Agronomy and Crop Science	Agriculture, Food and Natural Resources/Agriculture
Southwestern	Animal/Livestock Husbandry and Production	Agriculture, Food and Natural Resources/Agriculture
Indian Hills	Phlebotomy Technician/Phlebotomist	Health Science/Health Occupations
Indian Hills	Welding Technology/Welder	Manufacturing/Industrial Technology

NOTE: Table represents program requests received and approved between 7/1/12 through 6/30/13.

8

NON-CREDIT ENROLLMENT AND PROGRAMS

Non-credit programs contain a variety of instructional offerings including personal and academic basic skill development, skill development for preparation of individuals entering the workforce, technical courses directly related to specific industry-based work opportunities, and courses to pursue special interests. In fiscal year 2013, 246,555 individuals participated in non-credit programs and courses. Enrollment dropped 0.76 percent since last year with an average decrease of 3.1 percent since 2009 (Figure 8-1). The same pattern is applicable to contact hours with a decrease of 3.5 percent since last year. Since 2009 there has been an average decline of 4.4 percent (Figure 8-2).

Non-Credit Courses and Programs

Enrollment in non-credit courses is disaggregated into several program categories and was manifested by 428,577 courses in 2013 (Figure 8-3). The largest of these categories, 50.6 percent in 2013 consisted of non-credit courses designed to enhance students' employability or academic success. If adult basic skills, adult learning and family/individual development and health were included

NON-CREDIT ENROLLMENT

NUMBER OF STUDENTS: 246,555 **DECLINED SINCE LAST YEAR: 0.8%**

CONTACT HOURS: 7,319,965 **CONTACT HOURS PER STUDENT: 29.7**

Down 1.3% since 2012 Down 2.7% since 2012

in the definition of enhancing students' employability and academic success this would total 61.7 percent of course offerings in 2013. The second largest category of non-credit enrollment included state or federally mandated, state recognized, or court ordered or referred courses (16.8 percent of all programs). Slightly less were programs and courses that were designed for recertification and relicensure (15.2 percent, Figure 8-14). Courses within these two categories include the drinking drivers, driver improvement (DIP), community rehabilitation programs, used auto dealer training, mine safety and health, along with various vehicle operators training.

Figure 8-1: Fiscal Year Non-Credit Enrollment: 2004-2013

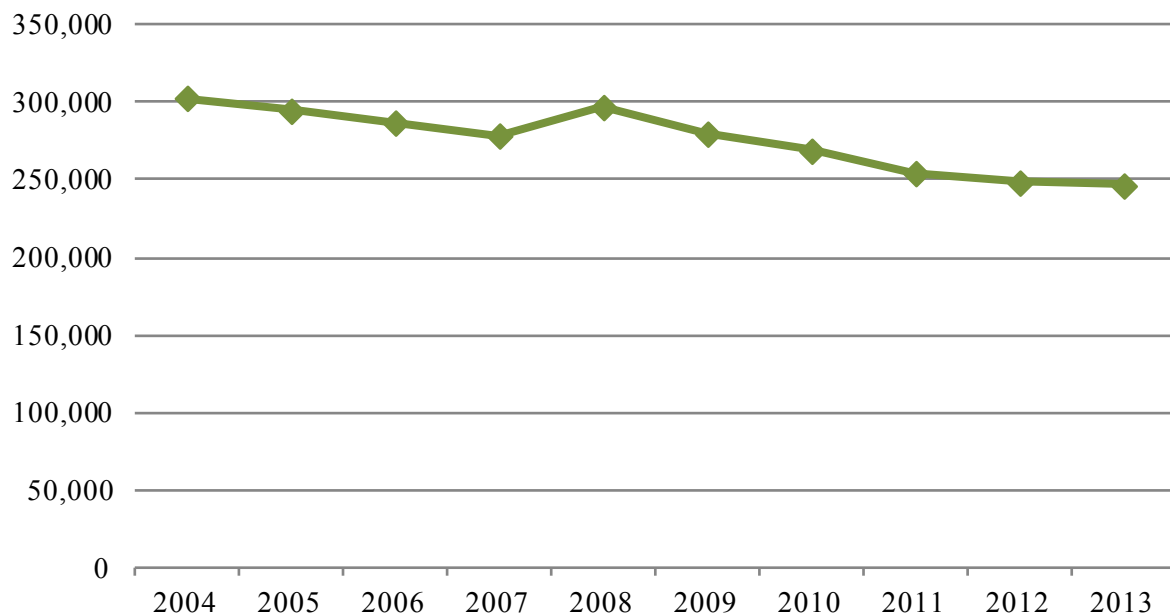


Figure 8-2: Fiscal Year Non-Credit Contact Hours: 2004-2013

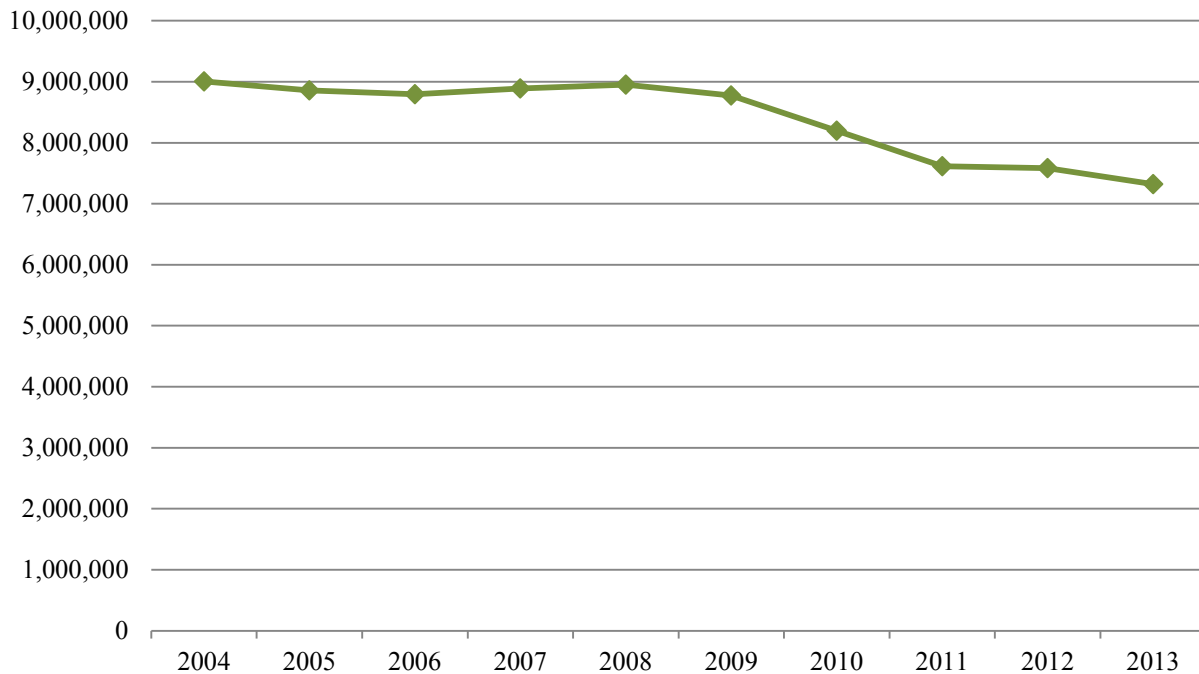
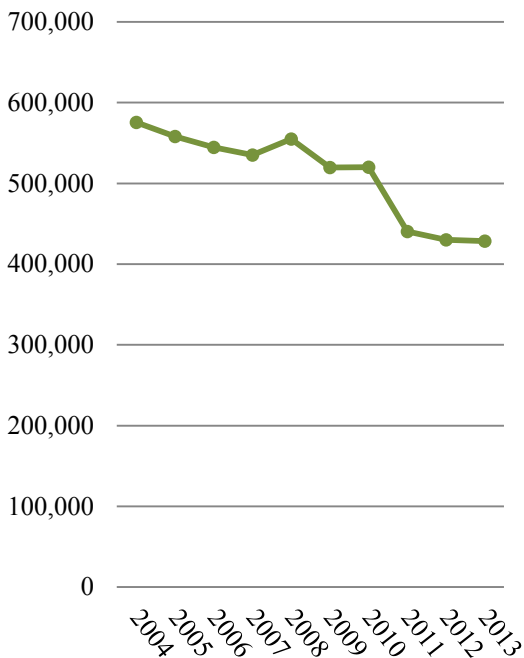


Figure 8-3: Non-Credit Courses Delivered: 2004-2013



Non-Credit Skill Enhancement Enrollment by Career Clusters

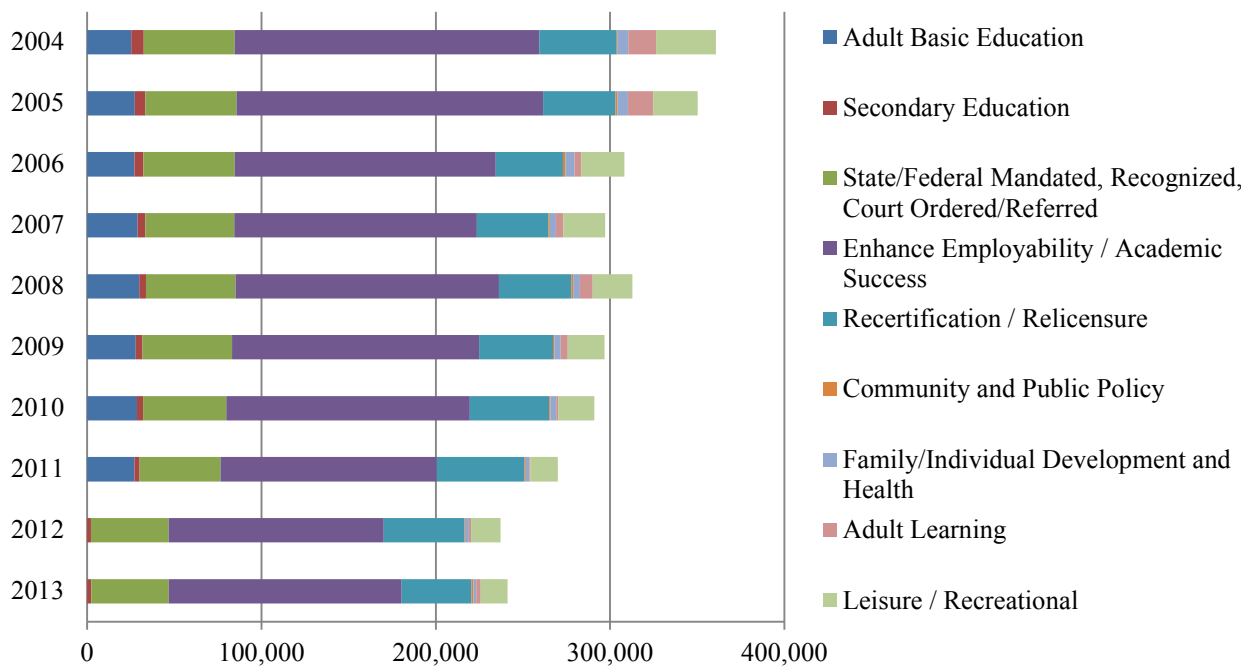
Skill enhancement courses in the non-credit reporting category are designed to provide short-term programs and non-credit courses for the specific purpose of training persons for employment and upgrading and retraining

the skills of persons presently employed. Courses and programs designated as short term preparatory are also included within this category. Skill enhancement courses include many options that align with the 16 national Career Clusters, the framework for organizing and delivering career and technical education programs.

In fiscal year 2013, 133,495 students were enrolled in skill enhancement courses with 127,758 reported in one of the 16 national Career Clusters. Colleges reported over 2,287,595 contact hours with only 54,804, or 2.4 percent of the total contact hours reported as not taken within one or more of the 16 national Career Clusters. Non-credit enrollment at the Iowa community colleges, distributed among national career clusters, contains a high percentage of student contact hours in health sciences, transportation, distribution and logistics, business, management and administration, and manufacturing. For a comparison with credit student enrollment, see Section 3, Fiscal Year Credit Enrollment and Demographics.

In fiscal year 2013, 65,000 students were enrolled in non-credit health science courses. This is a ten percent increase since last year and represents 50.9 percent of the total enrollment for skill enhancement. Colleges reported 14.2 percent of enrollees in business, management, and administration courses. A total of 9.8 percent of enrollees in manufacturing, followed by 4.9 percent in law public safety and security, 3.8 percent in transportation, distribution and logistics, 2.8 percent in agriculture, food and natural resources, 2.7 percent in human services, and 2.7 percent of enrollees in architecture and construction (Figures 8-7 and 8-8).

Figure 8-4: Enrollment by Program Type: 2004-2013



Gender and race/ethnicity of Skill Enhancement Programs Participants

Historically, females have composed most of community college non-credit enrollment. In fiscal year 2013, females represented 52 percent of enrollment and males represented 48 percent. Conclusions based on reported gender data should be made cautiously as 24,055 enrollees, or 20 percent, were reported without a gender category (Figure 8-5).

Of the 47,520 students reporting ethnicity and race (39.4 percent of the total enrollment in this category) 3.8 percent in fiscal year 2013 self reported as Hispanic or Latino. White (89.4 percent) was the predominant category; Blacks comprised 5.2 percent, two or more races comprised 2.5 percent (Figure 8-6).

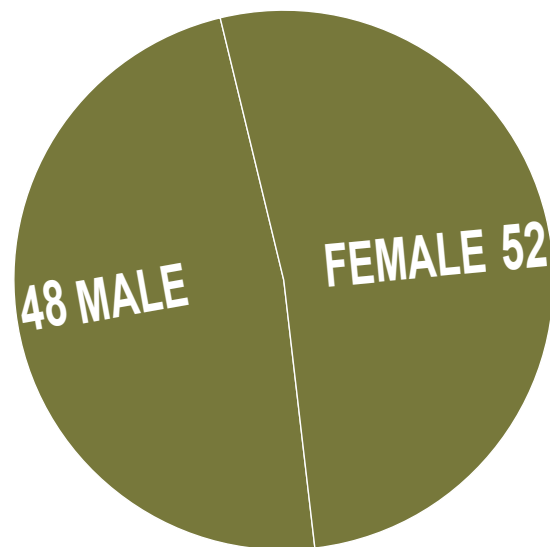
State and Federally Mandated Programs

As previously stated, non-credit courses include 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 coursework enrollment declined by 0.8 percent from the previous year (Figure 8-9). The average annual decrease in enrollment in this category from 2009 to 2013 was 3.6 percent.

State and federally mandated programs vary in their scope and level of enrollment, as displayed in Figure 8-11.

Figure 8-5: Non-Credit Skill Enhancement Programs Enrollment by Gender



Non-Credit Mine Safety and Health

The Iowa Department of Education 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/contractors in the state of Iowa. Enrollment in MSHA programs between 2009 and 2013 has dropped dramatically by 21.7 percent with 814 students enrolled in fiscal year 2013 (Figure 8-10).

Figure 8-6: Non-Credit Skill Enhancement Programs Enrollment by Race/Ethnicity

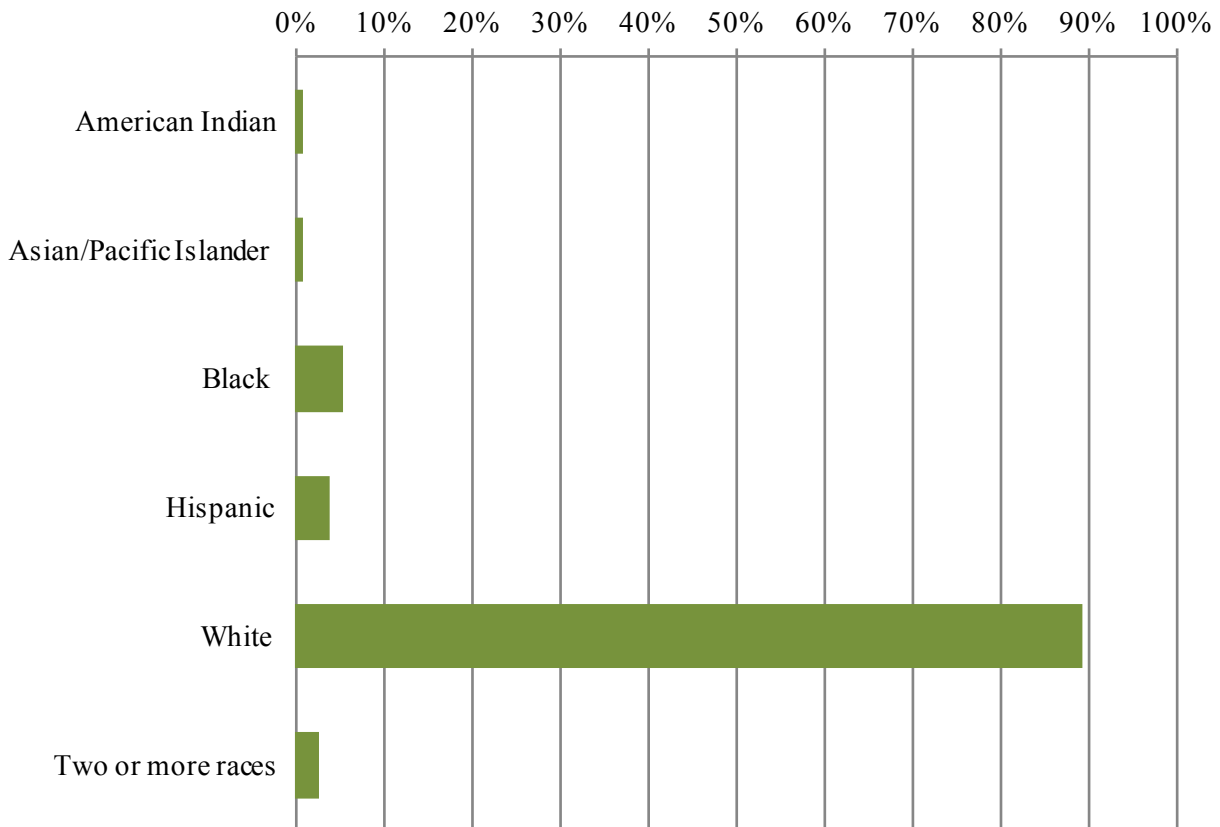


Figure 8-7: Non-Credit Skill Enhancement Enrollment by Career Cluster

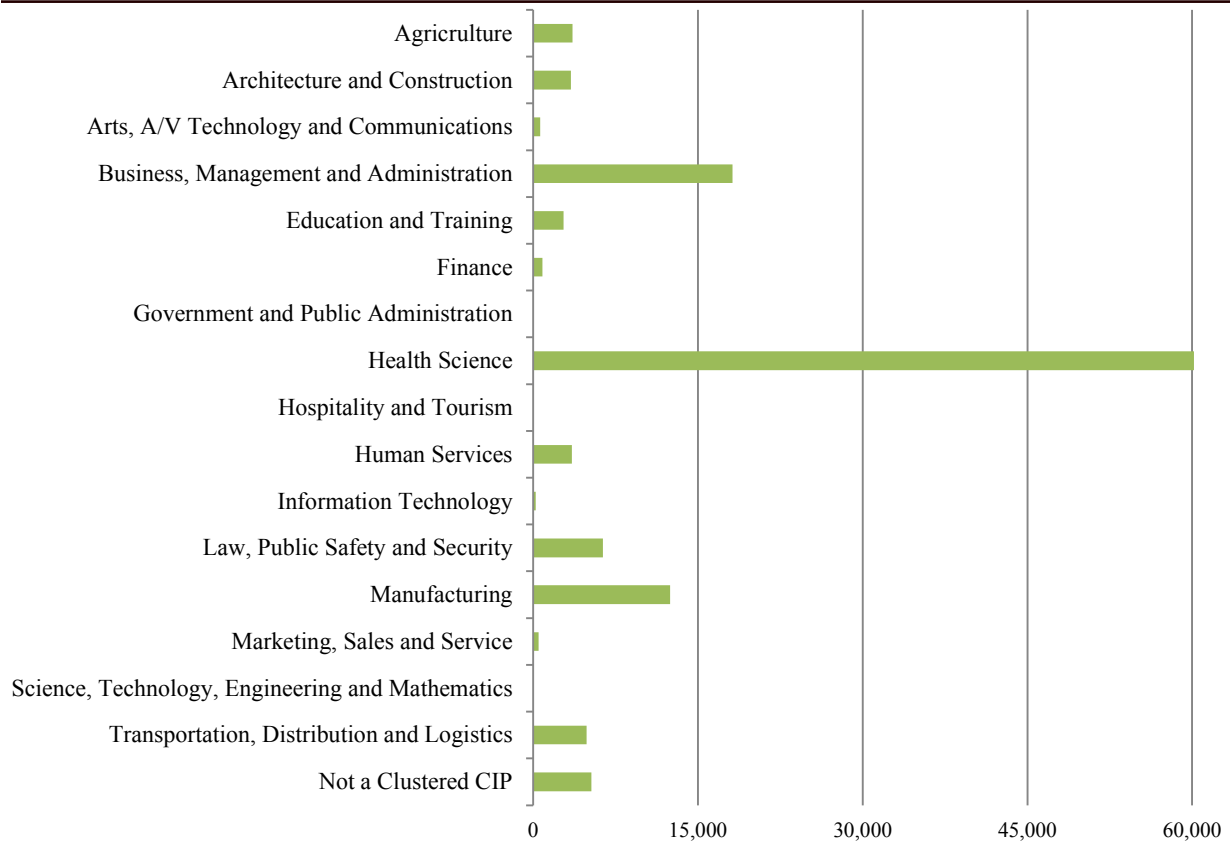


Figure 8-8: Non-Credit Skill Enhancement by Career Cluster Contact Hours

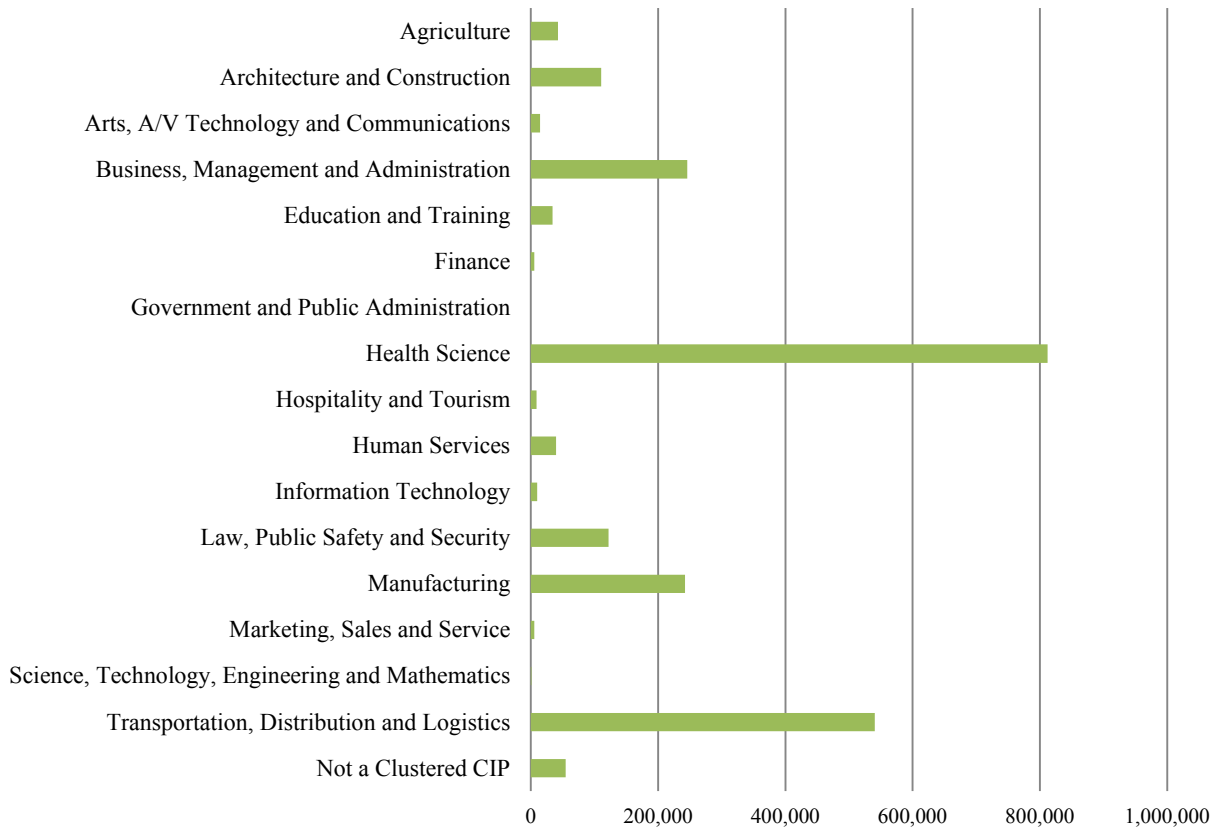
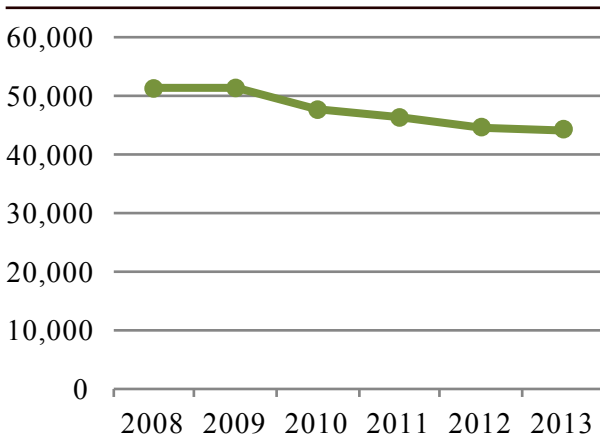


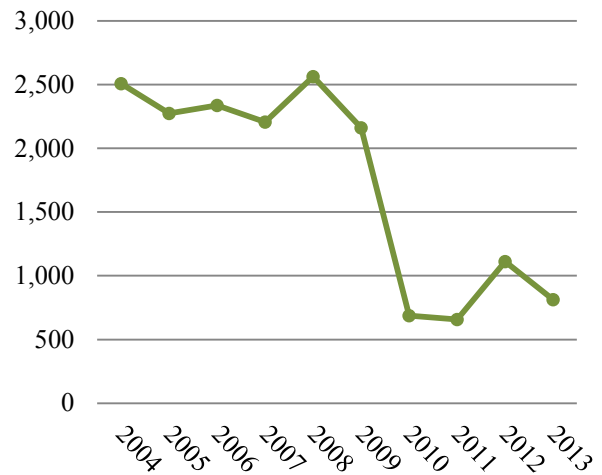
Figure 8-9: State and Federally Mandated, Recognized, Court Ordered or Referred Enrollment: 2008-2013



Non-Credit 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 and private providers, licensed through the Iowa Department of Public Health, offer the

Figure 8-10: MSHA Enrollment: 2004-2013



state-approved program. Enrollment in drinking driver education courses decreased an average of four percent annually between 2009 and 2013, with a corresponding four percent decline in contact hours (Figure 8-12).

Figure 8-11: State/Federal Mandated, Recognized, Court Ordered/Referred Programs

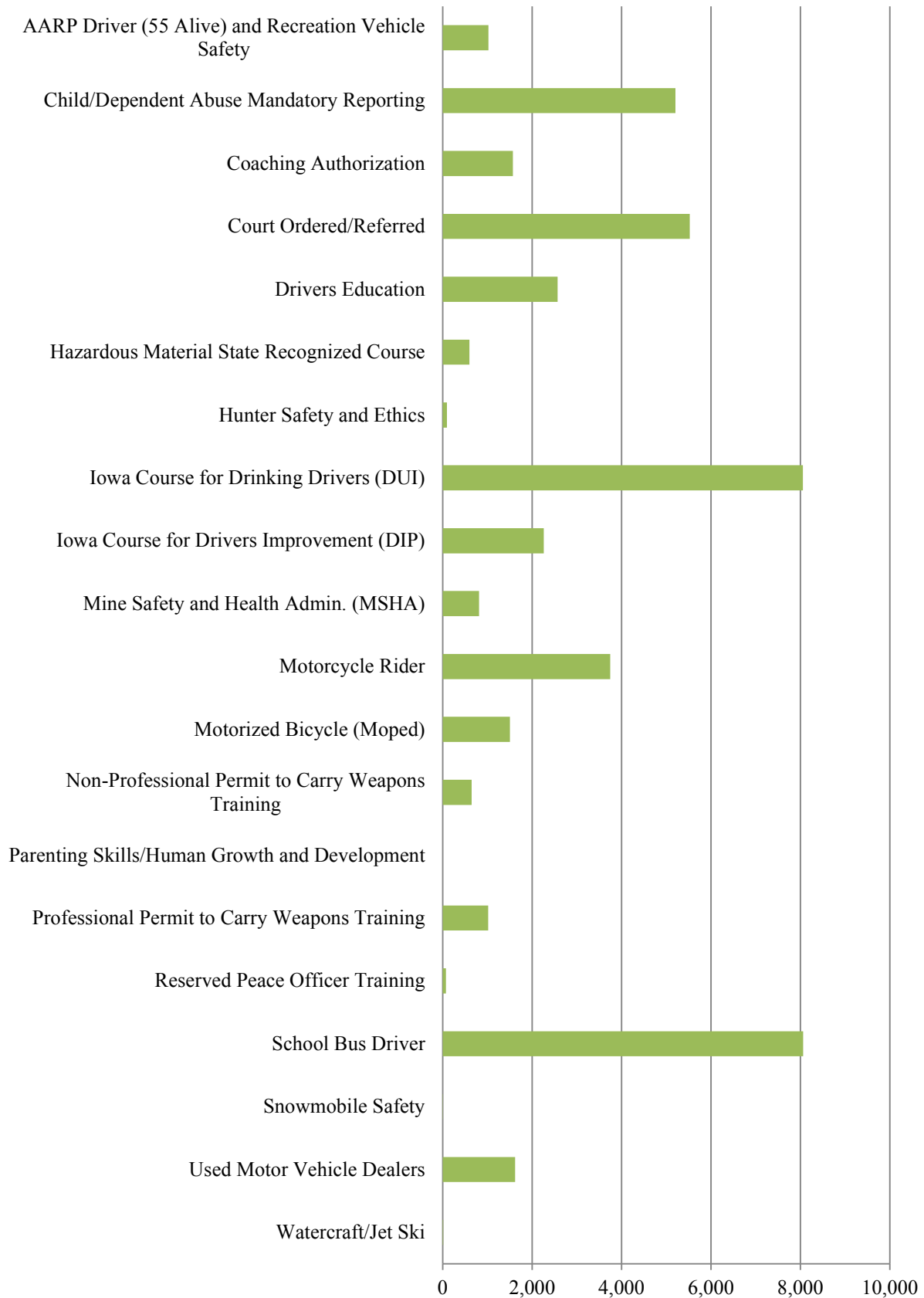


Figure 8-12: Iowa Drinking Driver Course Enrollment: 2008-2013

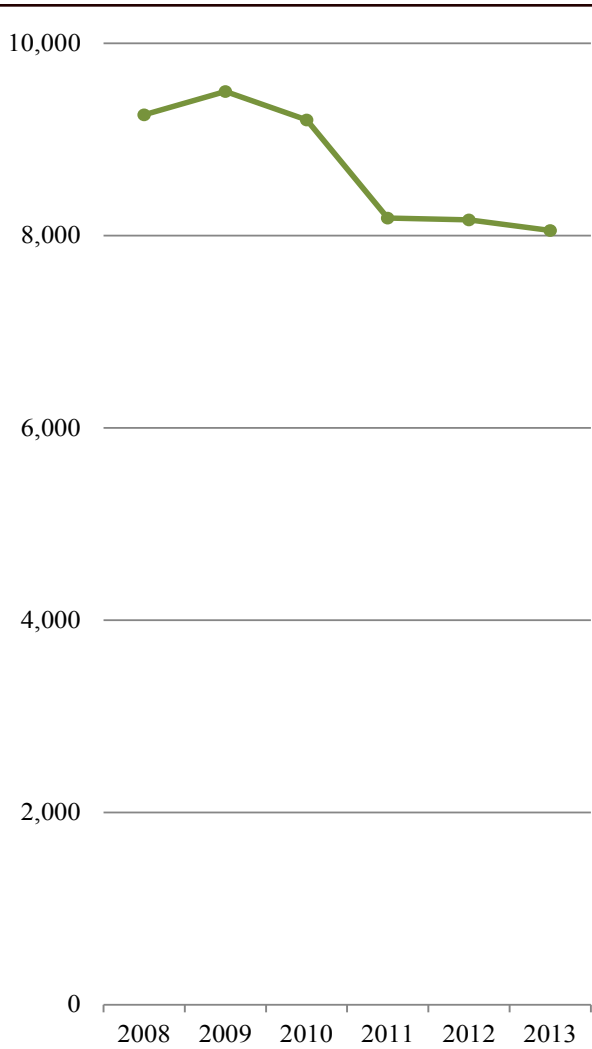
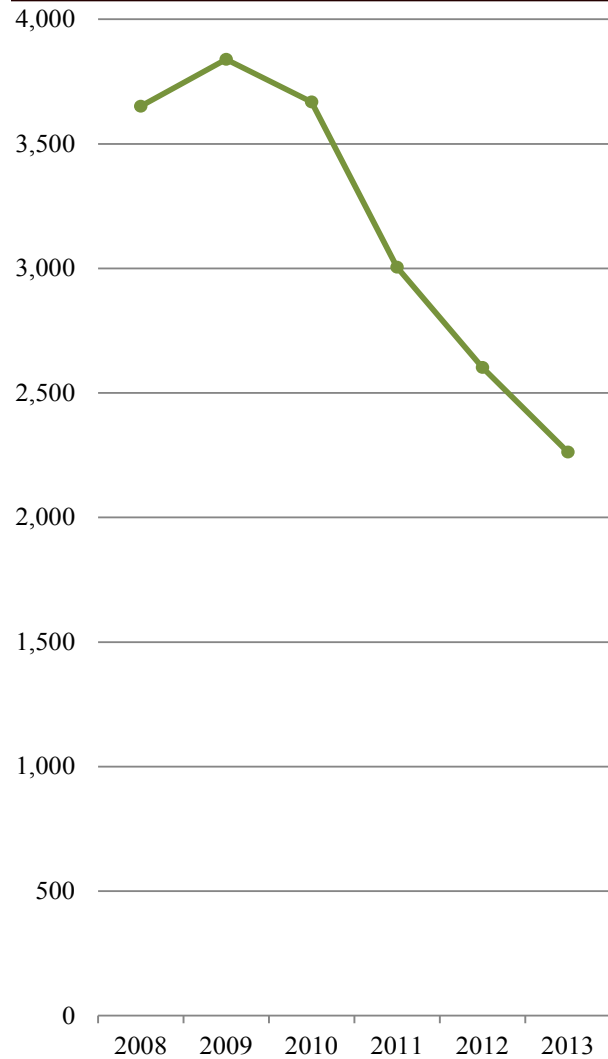


Figure 8-13: Iowa Driver Improvement Enrollment: 2008-2013



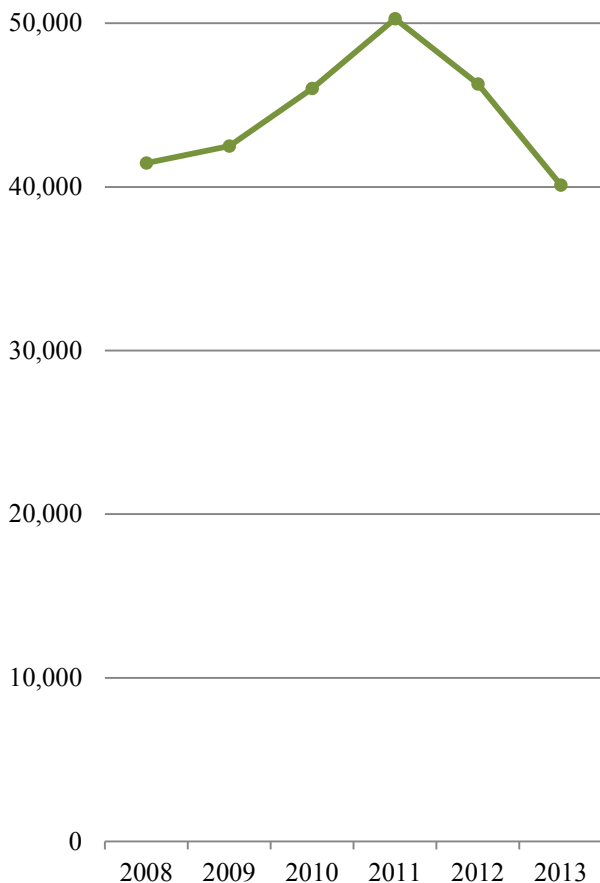
Non-Credit Driver Improvement (DIP) Enrollment

Iowa Course for Driver Improvement (DIP) is the state-mandated course designed for persons who have committed a serious violation of a motor vehicle law in Iowa. Iowa community colleges provide the program with the assistance from the Iowa Department of Transportation. Enrollment in the program decreased an average of 12.4 percent annually from fiscal year 2009 fiscal year 2013 (Figure 8-13). Contact hours for the Driver Improvement courses also decreased. From the previous year, there was an 11.7 percent decline. A 12.4 percent average decrease has occurred between program years 2009 and 2013.

Recertification and Relicensure

The coursework under this category is designed for individuals employed in occupations that may or may not require a four-year degree and whose positions require them to be recertified or relicensed to maintain employment (e.g., chemical application, insurance). The recertification or relicensing is coursework that does not lead to an additional degree. Of the 40,106 students enrolled in recertification and relicensure coursework in 2013, 59.2 percent were in healthcare related courses including practical nursing, EMT paramedics and Allied Health services. Overall, recertification and relicensure enrollment decreased by 11.3 percent in 2013 from the previous year. In this category, average annual enrollment between 2008 and 2013 declined by 1.4 percent (Figures 8-14 and 8-17).

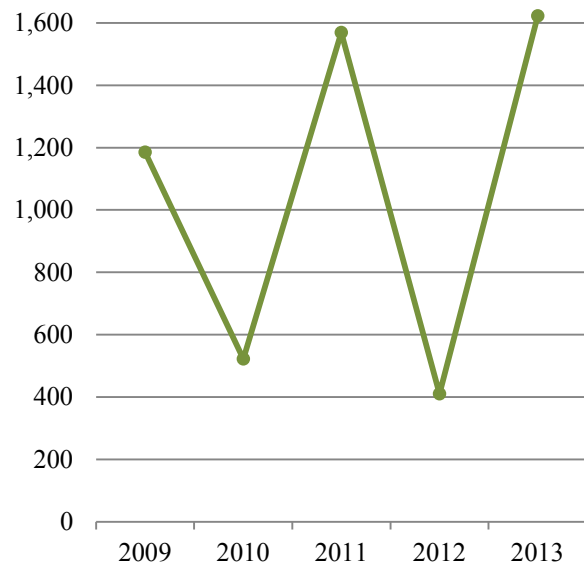
Figure 8-14: Re-certification and Re-licensure Enrollment: 2008-2013



Used Motor Vehicle Dealer Education

The Used Motor Vehicle Dealer coursework ensures pre-licensing requirements, established in Iowa Code (Chapter 21) in 2009, are met for used auto dealers in Iowa. The curriculum is delivered through continuing education departments at Iowa community colleges. The pre-licensing requirements were established in Iowa Code (Chapter 21) in 2009. The number of students enrolled in used auto dealer courses is cyclical as illustrated in Figure 8-15. Fiscal year 2013 resulted in a 395.6 percent increase with 1,622 students enrolled. The average annual enrollment has decreased 23.3 percent from 2009 to 2013. Contact hours decreased an average of 20.2 percent from 2009 to 2013, consistent with the pattern of the enrollment changes between program years.

Figure 8-15: Used Motor Vehicle Dealer Education Enrollment: 2009-2013



Community and Public Policy

Community and Public Policy coursework focuses on the systematic analysis of public policy issues and community decision processes. Classes include instruction in the role of economic and political factors in public decision-making and policy formation, and microeconomic analysis of policy issues. Enrollment in Community and Public Policy programs for fiscal year 2013 increased by 216.6 percent since last year, with 992 enrolled. However, there has been an average decrease of 11.7 percent annually from 2009 to 2013 (Figure 8-16).

Figure 8-16: Community and Public Policy Enrollment: 2009-2013

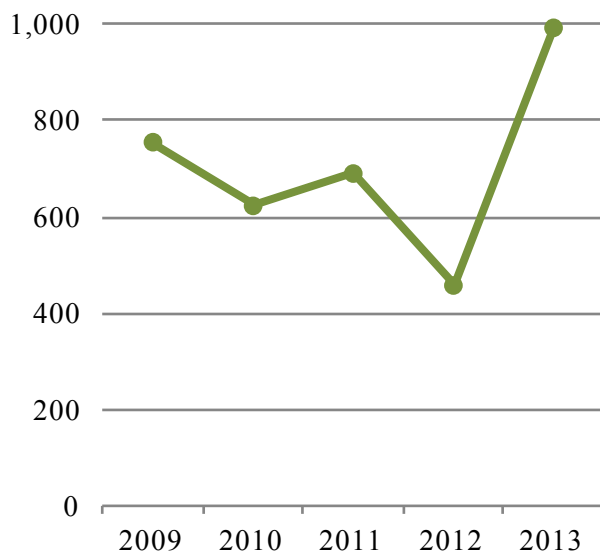


Figure 8-17: Re-certification and Re-licensure Programs

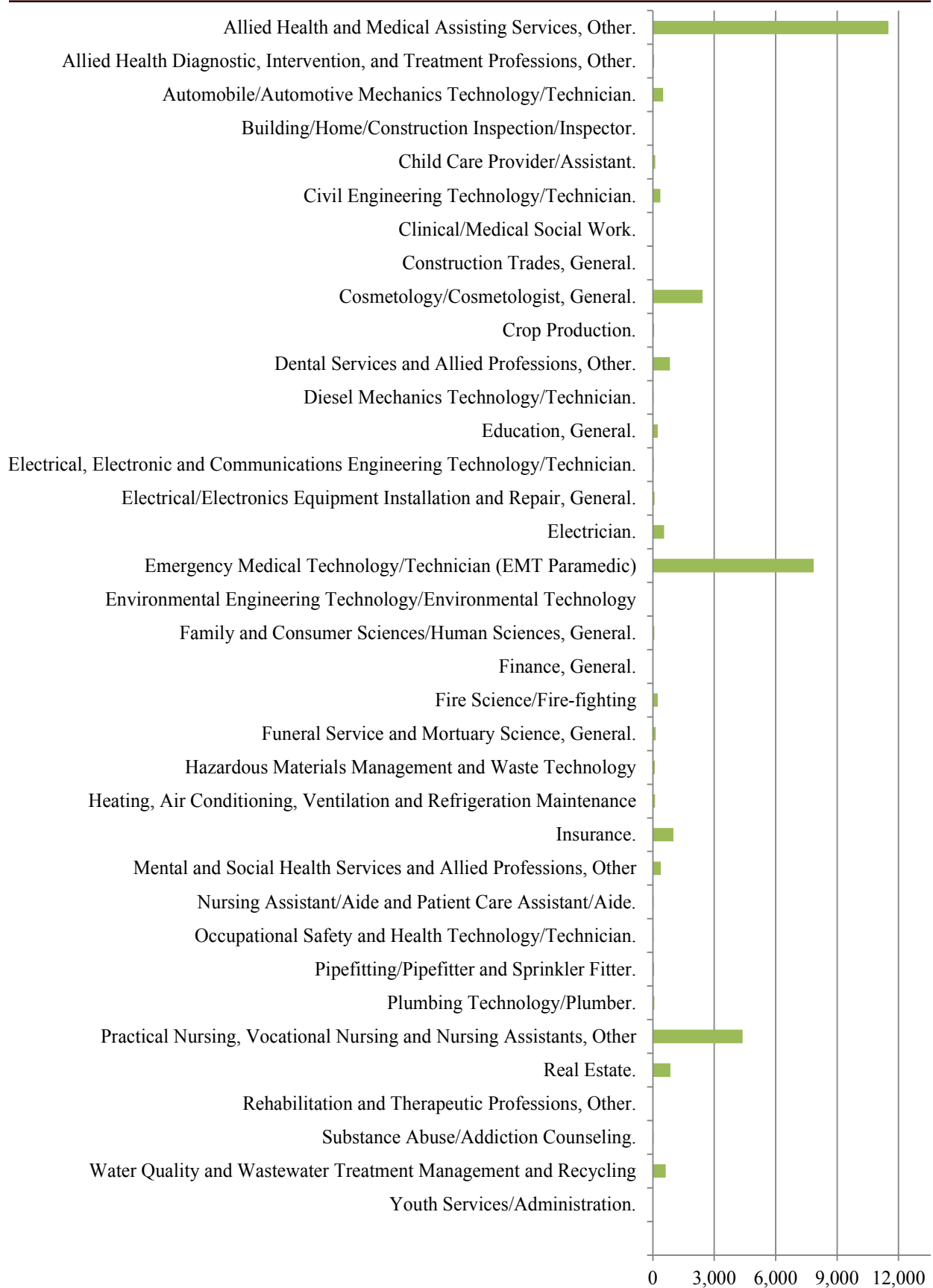
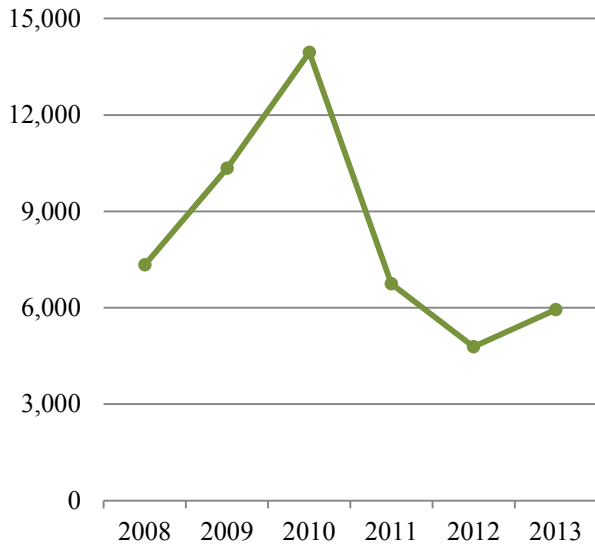


Figure 8-18: Online Courses Delivered: 2008-2013

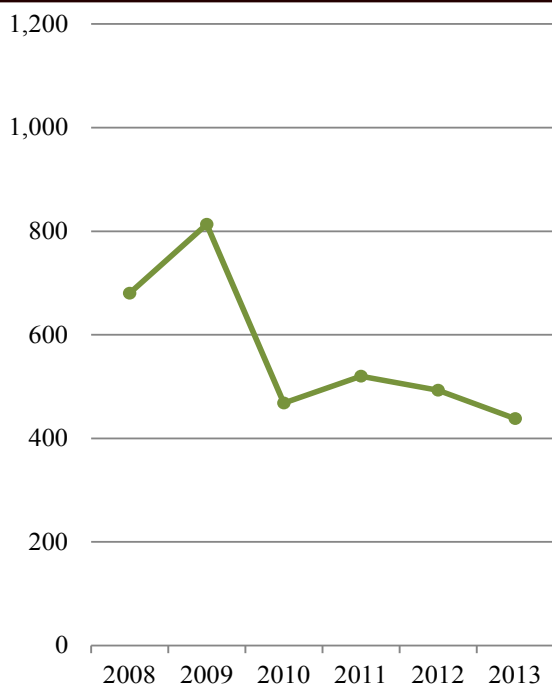


Online Non-Credit Courses

Online non-credit enrollment increased in 2013 by 24.2 percent since last year (Figure 8-18). Average enrollment between 2009 and 2013 has decreased by 13 percent. However, contact hours have increased over the same five year period by 6.3 percent. Students in 2013 averaged 32.2 contact hours each.

Overall, 2.4 percent of students enrolled in non-credit coursework received it through online delivery in 2013.

Figure 8-19: Community Rehabilitation and Sheltered Workshop Enrollment: 2008-2013



Community Rehabilitation and Sheltered Workshops

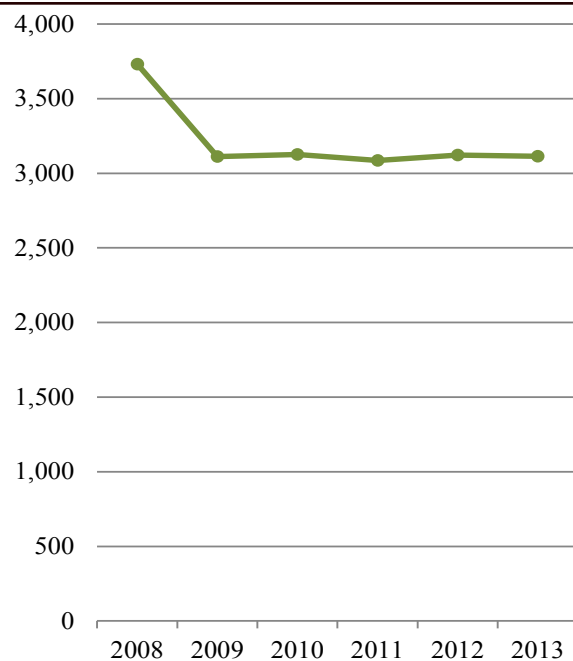
Iowa community colleges deliver programs for people in community rehabilitation centers (sheltered workshops). Enrollment in these programs has decreased sharply over the past five years—an average of 14.3 percent annually between 2009 and 2013 (Figure 8-19). Seven colleges (46.7 percent) reported enrollment and contact hours in sheltered workshops in 2013. In five of the seven colleges, enrollment decreased since last year. Statewide student enrollment decreased by 55 students, resulting in a 30.9 percent decrease in contact hours in 2013.

Enrollment in Correctional Institutions

Iowa community colleges delivered non-credit coursework to residents of correctional institutions to enhance the life, academic skills and employability success of criminal offenders. Enrollment in 2013 was 3,114 students, a slight decrease of 0.2 percent (Figure 8-20). Nine of the fifteen colleges (60.0 percent) reported courses delivered in 2013, with three of those colleges showing gains for the past five years.

Overall, the average change in enrollment between 2009 and 2013 has been flat. Contact hours and courses delivered have slightly decreased in the same time period, 0.2 percent and 1.7 percent respectively.

Figure 8-20: Corrections Enrollment: 2008-2013



9

ADULT LITERACY ENROLLMENT AND PROGRAMS

The federally-funded adult education and literacy programs administered by the Iowa Department of Education (DE) Division of Community Colleges provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. Iowa's adult education and literacy programs are delivered through the state's 15 community colleges. By improving the education and skill levels of individual Iowans, the programs enhance the competitiveness of state's workforce and economy. Through non-credit instruction in adult basic education (ABE), adult secondary education (ASE) and English as a Second Language (ESL), programs help learners to:

- Gain employment or better their current employment.
- Obtain a high school equivalency diploma by passing the state approved assessment.

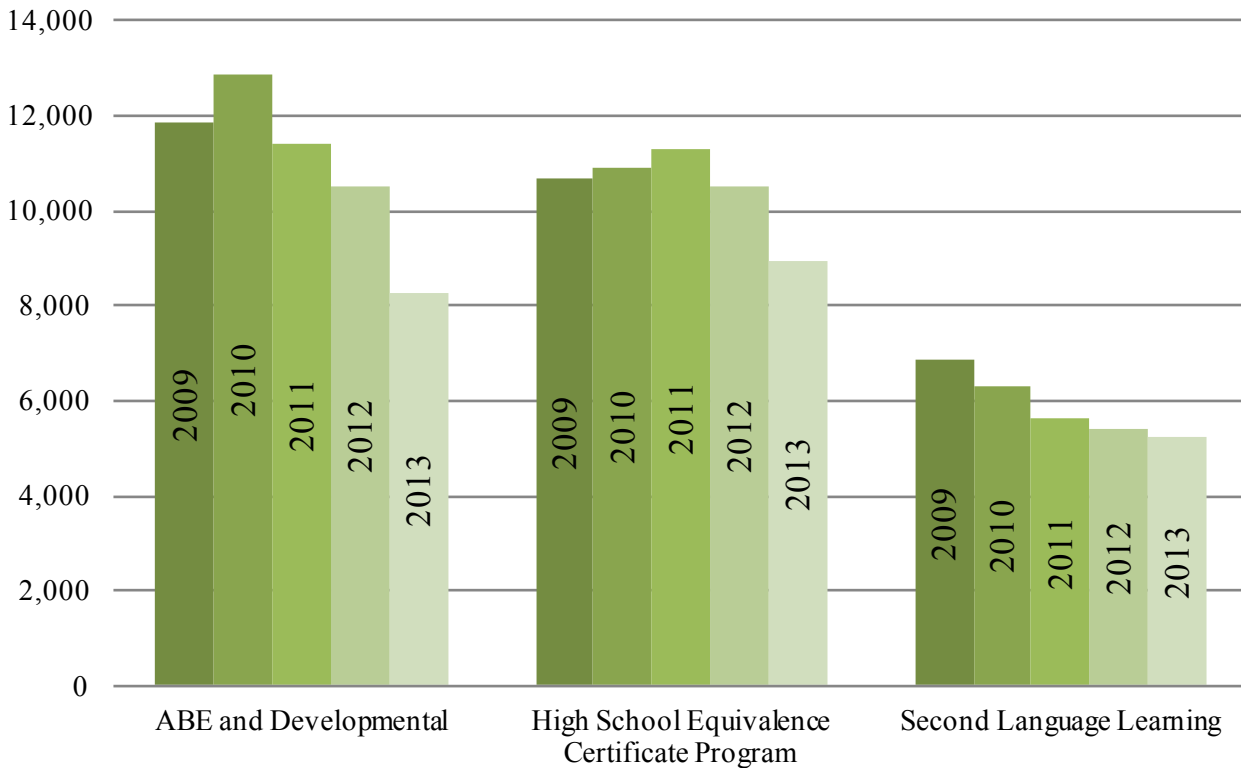
ADULT LITERACY ENROLLMENT

NUMBER OF STUDENTS: **22,390** DECREASE SINCE LAST YEAR: **15.9%**

STUDENTS REPORTED PER NRS REQUIREMENTS: **9,244** DECREASE SINCE LAST YEAR: **15.3%**

- Attain skills necessary to enter postsecondary education and training.
- Exit public welfare and become self-sufficient.
- Learn to speak, to read, and to write the English language.
- Master basic academic skills to help their children succeed in school.
- Become U.S. citizens and participate in a democratic

Figure 9-1: Adult Literacy Program Enrollment (MIS): 2009-2013



society.

- Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

ASE, ABE and ESL levels of instruction are classified in the Community College Management Information System (MIS) as Basic Skills, Developmental and Remedial Education, Second Language Learning, and High School Equivalence Program. Adult education and literacy program enrollment, reported through the MIS, decreased an average of 5.4 percent annually from fiscal year 2009 to 2013 (Figure 9-1). The greatest area of decrease was in Basic Skills, Developmental and Remedial Education, averaging an 8.6 decline over the past five years. Enrollment in High School Equivalence Programs decreased by 2,272 students since last year, and has averaged a 4.4 percent decrease from 2009 to 2013.

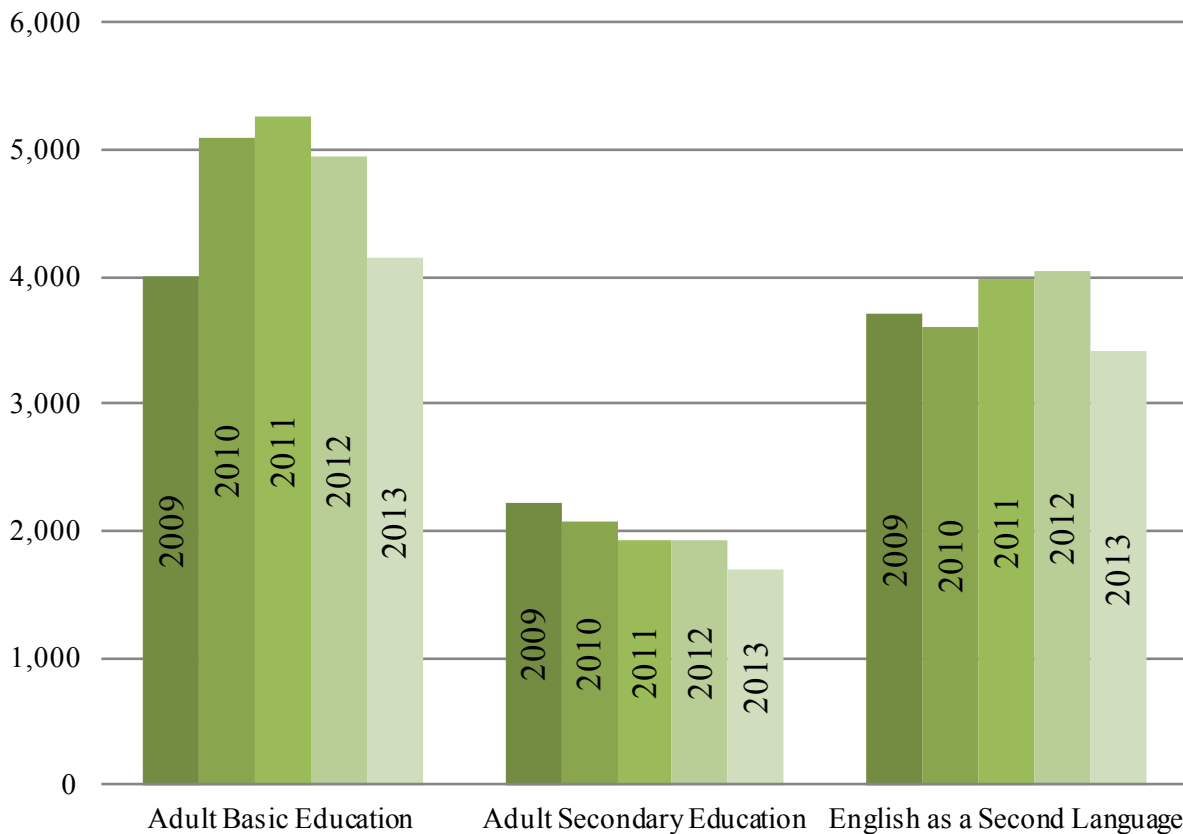
Total adult education and literacy enrollment data collected through the MIS includes all students who attended at least one, 50-minute class period. In 2013, 22,390 students were enrolled in adult education and literacy programs. Of these, 20,559 were included in the data management system used to report for federal accounting purposes. Of these students, 9,244 were eligible for and included in federal year-end reporting based on the National Reporting System (NRS)

requirements. The NRS is the accountability system for the federally-funded Adult Education and Family Literacy Act (AEFLA), state administered adult education program. The NRS specifies parameters for students to be included in reporting to the U.S. Department of Education Office of Vocational and Adult Education (OVAE). Eligibility for enrollment includes persons that are at least 16 years of age and not enrolled or required to be enrolled in a secondary school under Iowa Code chapter 299.1A; and meet one of the following:

- 1) Lack sufficient mastery of basic educational skills to enable them to function effectively in society;
- 2) Do not have a secondary school diploma or a recognized equivalent, and have not achieved an equivalent level of education; or
- 3) Are unable to speak, read, or write the English language.

While only a portion of the overall population served by adult education and literacy programs, this subset represents learners that are assessed for achieving follow up core measures fundamental to academic and vocational success, including education level gains, achieving their secondary diploma, entering and retaining employment, and transitioning to postsecondary or training.

Figure 9-2: Program Enrollment as Reported on NRS: 2009-2012



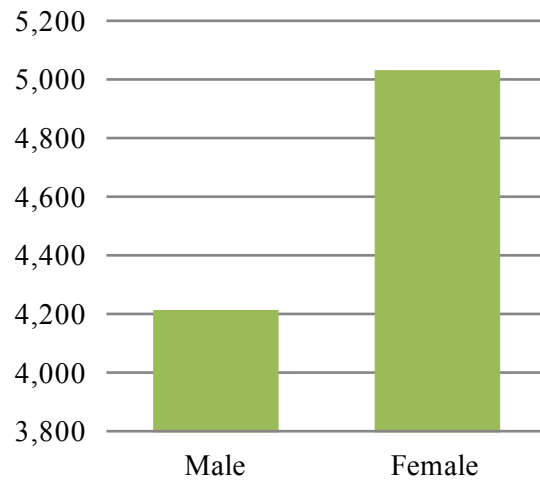
NRS Enrollment in Instructional Programs

Adult education and literacy instructional programs represent a progression of basic skill attainment as defined by the NRS educational functioning levels. 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. The levels for ABE are beginning literacy, beginning basic education, low and high intermediate basic education. ASE has only two levels, low and high. The six ESL levels are beginning literacy, low beginning ESL, high beginning ESL, low and high intermediate ESL, and advanced ESL. ABE instruction had the most enrollees in 2013 with 4,137 participants; 44 percent of the total enrollment. ESL was the second largest group of participants with 3,404 participants while ASE represented 18 percent with 1,703 enrollees. (Figure 9-2)

Of those that were enrolled in 2013 and federally reported, 54 percent were female and 40 percent self identified as white (Figure 9-3). Twenty seven percent of participants identified themselves as Hispanic or Latino. Black or African American represented 18 percent while Asians were 12 percent. The remaining three categories (Native American, Hawaiian or Pacific Islander, and two or more races) combine to about 3 percent of the participants (Figure 9-4).

The largest age group served by adult education and literacy programs ranged between 25-44 years of age

Figure 9-3: NRS Enrollment by Gender



with 46 percent in this category. The next largest group, 19-24 accounted for 27 percent. The 45-59 age group had 1,141 participants which was slightly higher than the 16-18 age group with 1,064 participants (Figure 9-5).

Additional, optional demographic information is collected from participants in the adult education and literacy program that can assist programs in directing resources to target needs. The three highest optional secondary status measures, as indicated upon entry into the adult education and literacy program, included the

Figure 9-4: High School Equivalency and Adult High School Diplomas Awarded: 2005-2012

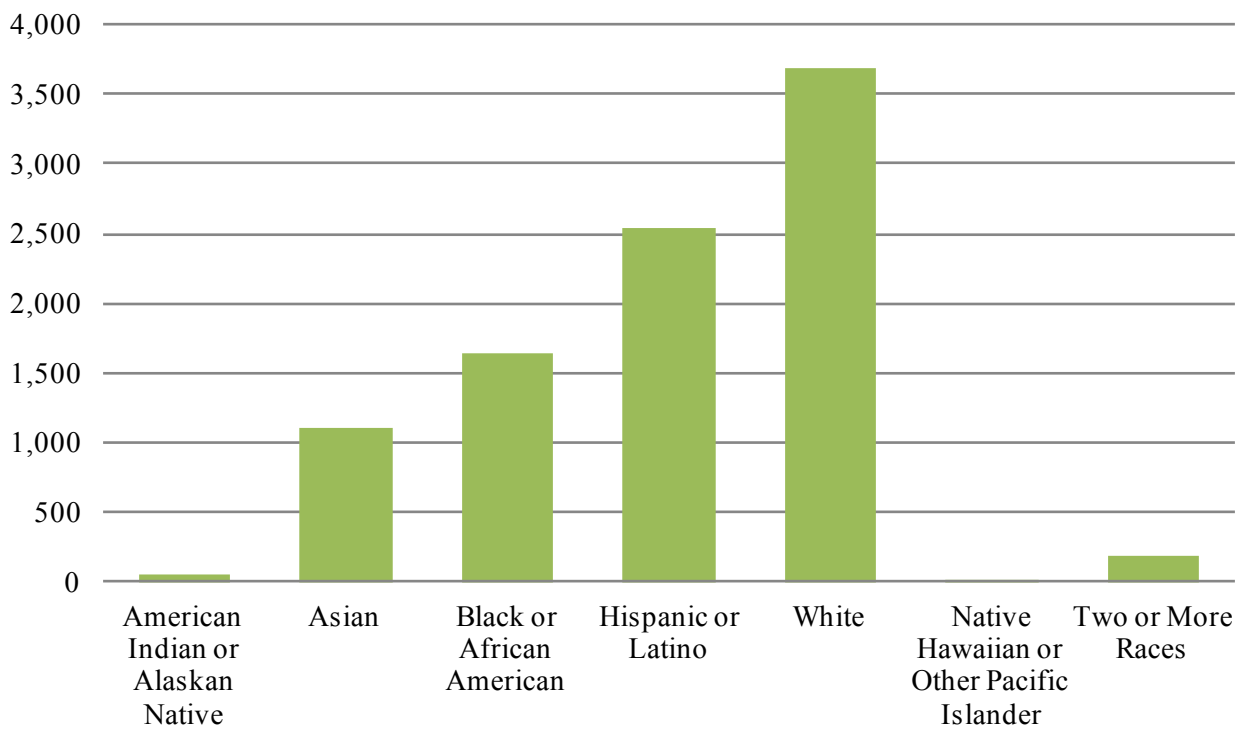
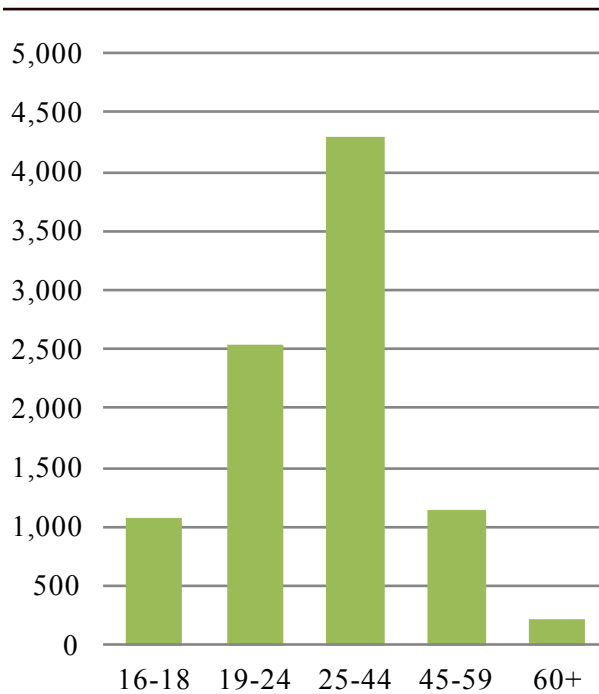


Figure 9-5: NRS Enrollment by Age



following: self-identified as receiving public assistance (797); participants self-identified as a single parent (671); and participants self-identified as being a dislocated worker (89). It is important to note that a participant might indicate more than one status measure.

Core Outcome Measures

The five NRS core outcome measures are educational gain, entered employment, retained employment, receipt of a secondary credential, and entered postsecondary education. Iowa is measured based on performance in these categories. The U.S. Department of Education negotiates a target for and judges program effectiveness, in part, by whether these targets are met. This section presents information on each of these measures.

Educational Gain – This measure is the primary purpose of the adult education and literacy programs: to improve the basic literacy skills of participants. The NRS approach to measuring educational gain is to define a set of educational functioning levels; at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. Iowa’s adult education and literacy program uses the federally- approved Comprehensive Adult Student Assessment System (CASAS) to assess all incoming students for grade level placement. After 70-100 hours of instructional intervention (or a minimum of 40 hours), students are again assessed to determine their skill levels. If their skills have improved sufficiently to be placed one or more levels higher, an “advance” is recorded for that student. Of the 9,244 reported in NRS, 72 percent

self-identified their highest level of school completed as between the 9th and 12th grade. Those reporting their highest level of school completed was between 6th and 8th grade was the second largest grouping (Figure 9-6).

In 2013, 4,276 (46 percent of total NRS reported) participants persisted beyond the minimum hours of instruction and took a post-assessment. This represents a slight increase from 2012, when of the 10,921 NRS reported participants, only 45 percent persisted. Of those that persisted in 2013, 2,809 completed or advanced at least one educational functioning level in the fiscal year (Figure 9-7). Forty six percent (1,294) of the participants that persisted gained multiple levels.

High School Equivalency Diploma – For many participants in adult education and literacy programs, the main goal is to achieve a high school equivalency diploma. The Iowa Department of Education awarded 3,997 equivalency diplomas in 2013. However, to qualify for the cohort, the participant must have completed all five sub-tests and exited from the program. Only 1,270 participants were eligible for the cohort (Figure 9-8). With a 91 percent match rate, 1,015 participants achieved this outcome.

Entered Employment – Upon enrollment in adult education and literacy programs, participants are required to indicate employment status. Of the 9,244 participants reported in the NRS, 769 were not seeking employment and 88 did not report employment information (Figure 9-9). Sixty percent of the remaining enrollees self-reported as unemployed. To qualify for follow up within this cohort to NRS, a participant must also exit the program, either by completing instruction or no longer participating. There were 2,876 participants that qualified for consideration in this cohort. Iowa participates as a

Figure 9-6: Highest Level of School Completed by Participants

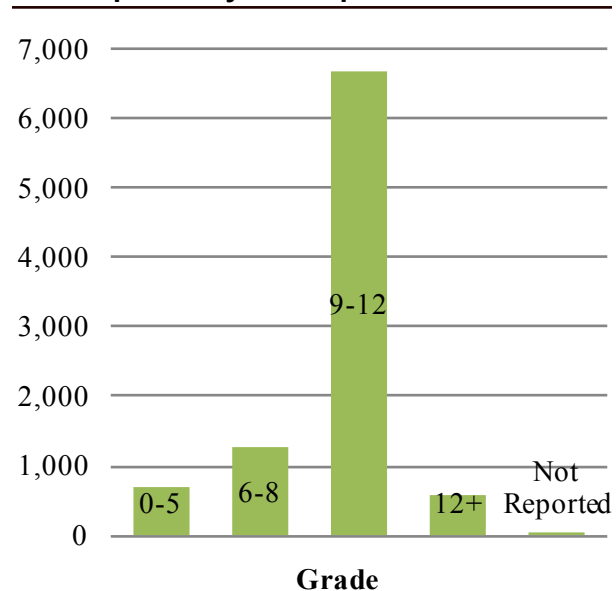
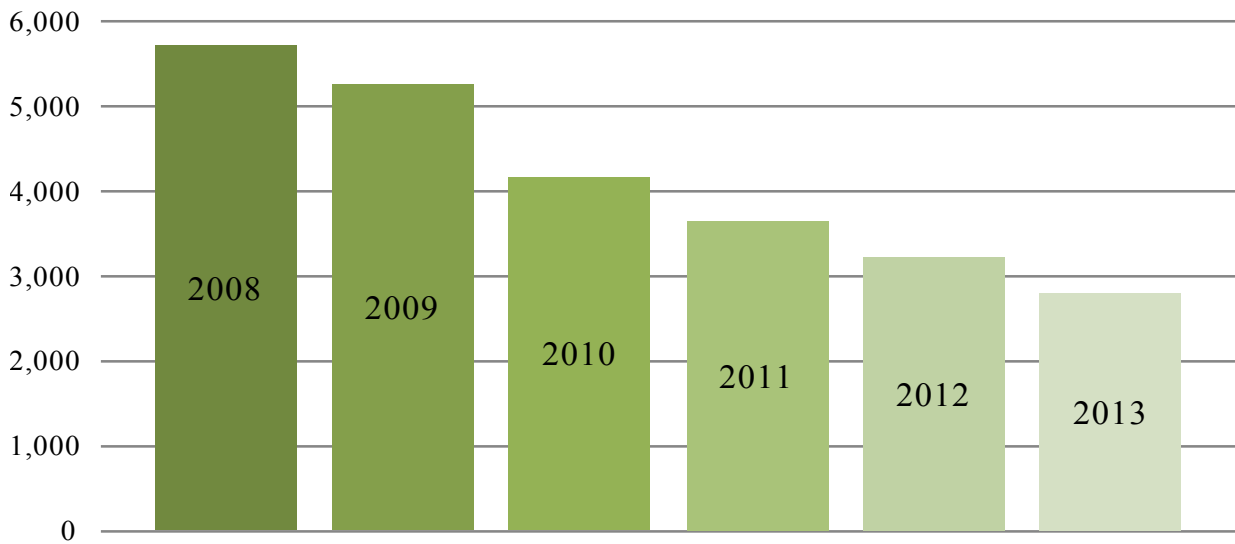


Figure 9-7: Educational Functioning Level Gains as Reported on NRS: 2008-2013



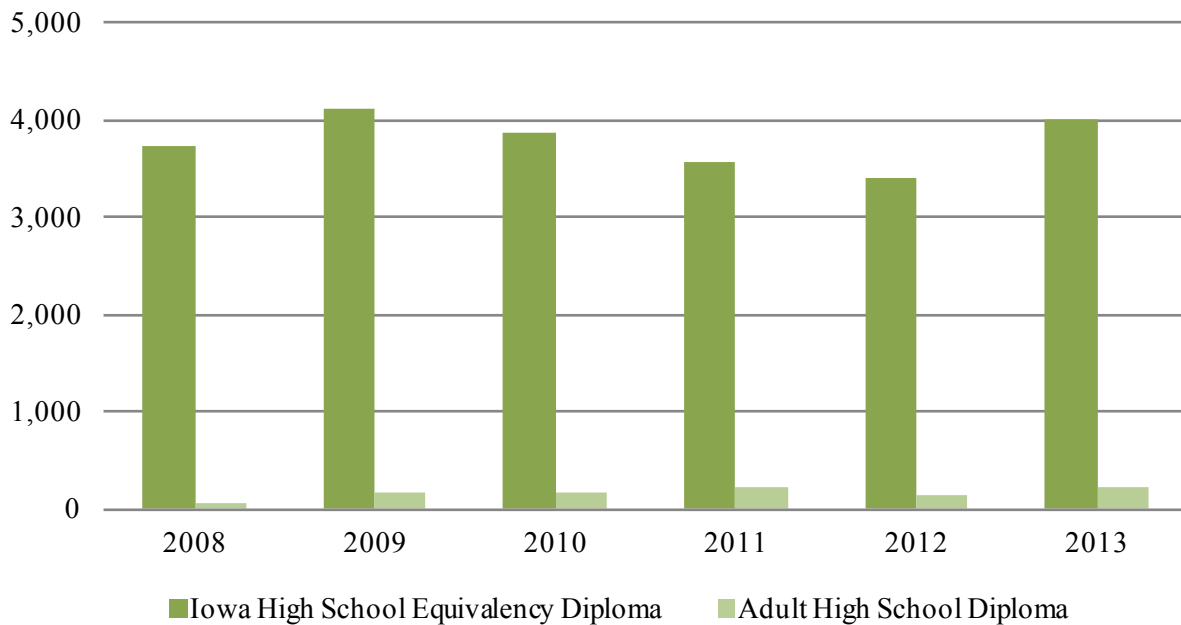
data match state by partnering with Iowa Workforce Development for employment wage information. Eleven percent of the cohort was not able to be matched due to missing data. However, of the 89 percent that was matched, 1,319 participants were identified as achieving employment within one quarter of exiting the adult education and literacy program.

Retained Employment – In 2013, 3,393 of the 9,244 participants in the adult education and literacy program, as reported to NRS, self identified as employed. To qualify for follow up within this cohort to NRS, a participant must also exit the program, either by completing instruction or no longer participating. In

addition, all successfully employed participants from the entered employment cohort (1,319) are added. Therefore, 4,516 participants qualified for consideration in this cohort. With a 100 percent match rate, 2,944 (65 percent) participants retained their employment three quarters later after their exit from the adult education and literacy program.

Entered Postsecondary Education or Training – In this measure the participant must have achieved their High School Equivalency Diploma while enrolled in adult education and literacy programs or have a secondary credential at entry and exit the program. The participant must then enroll in a transition or postsecondary course

Figure 9-8: Core Outcome Measure - Awarded Secondary Diplomas: 2008-2013



or a training program within the program year. In 2013, there were 1,938 participants eligible for this cohort. Participants were matched against MIS data, as well as the National Student Clearinghouse, to verify student enrollment this resulted in an 88 percent match rate. Of the 1705 participants available for matching 747 (43.8 percent) entered postsecondary education or training (Figure 9-9).

Specific Target Populations

Within NRS reported participants there are two subsets reported separately: distance learners and participants from corrections. By reviewing the data from each of these subsets, adult education and literacy programs are able to identify patterns and needs.

Distance Learners – This subset includes all

participants that received more than 51 percent of their instruction from online curriculum. In 2013, a total of 131 participants were reported as being distance learners. Of those, 72 were enrolled as ABE and 59 were enrolled as ASE participants. Forty eight participants (36.6 percent) achieved an educational level gain during the program year.

Corrections – In Iowa, five community colleges work with the Iowa Department of Corrections to provide adult education and literacy programs. In 2013, 734 participants were included as part of the total enrollment reported in the NRS. While this does not represent all of the adults served, it does indicate that of the cohort reported, 189 achieved an educational level gain and 93 (25.7 percent) were awarded a High School Equivalency Diploma.

Figure 9-9: Employment Status Upon Entry to Program

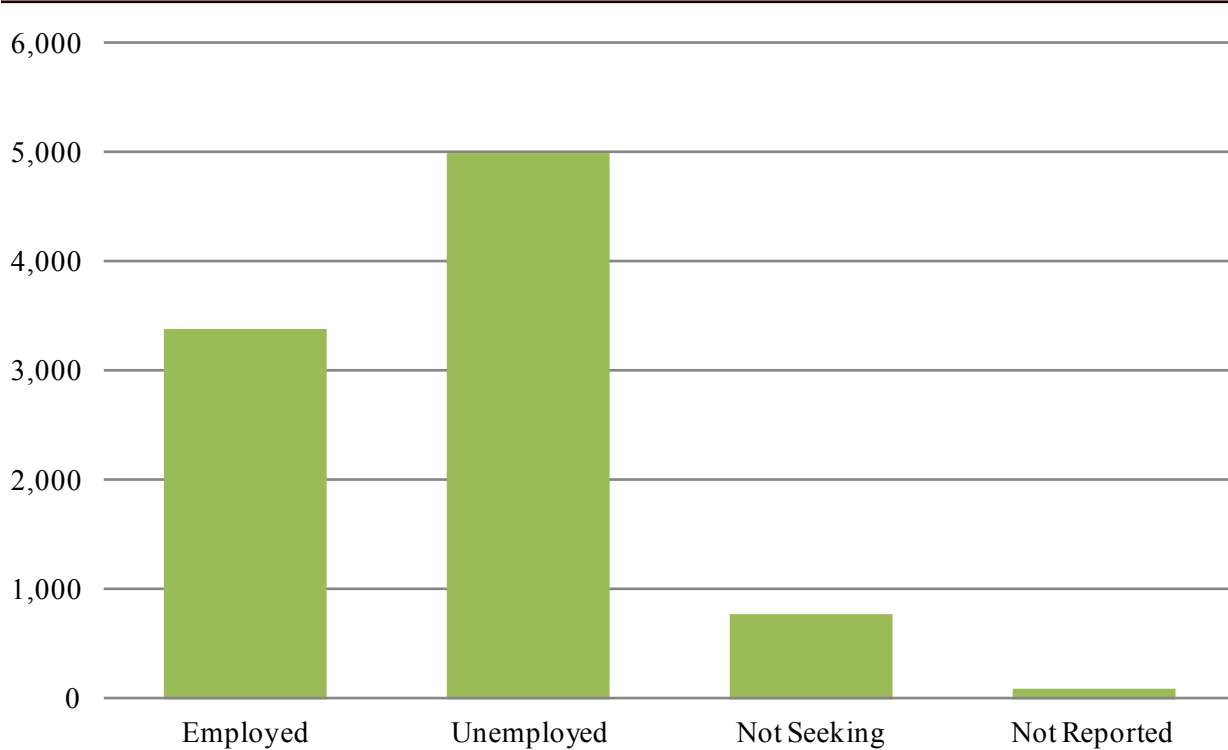
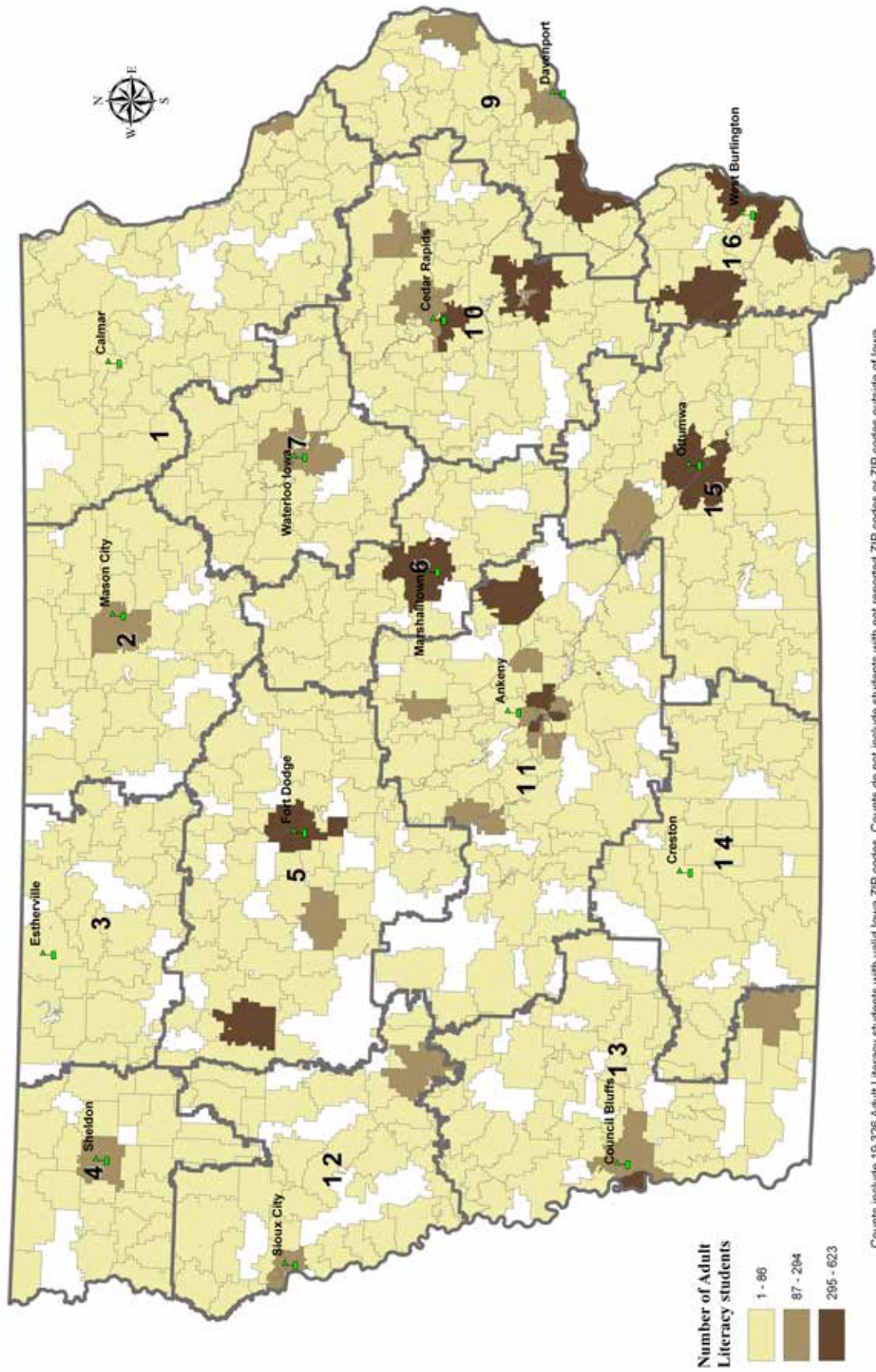


Figure 9-10: MIS-Reported Adult Literacy Program Enrollment by Zip Code Area: 2013



10

GAP TUITION ASSISTANCE

The GAP tuition assistance program was established to provide funding to community colleges for need-based tuition assistance to certain applicants for completion of continuing education certificate training programs aligned with in-demand occupations.

Eligible Students

Eligibility for GAP tuition assistance under this program is based on financial need. During fiscal year 2013, eligibility was limited to persons earning incomes at or below 200% of the federal poverty level as defined by the most recently revised poverty income guidelines published by the United States Department of Health and Human Services. In fiscal year 2014, the income eligibility requirements will be raised to 250% of the federal poverty level. Criteria assessed in determining financial need includes, but is not limited, to:

- The applicant's family income for 12 months prior to the date of application.
- The applicant's family size.
- The applicant's county of residence.
- An applicant must also have a demonstrated capacity to achieve the following outcomes:
- The ability to complete an eligible certificate program.
- The ability to enter a postsecondary certificate, diploma, or degree program for credit.
- The ability to gain full-time employment.
- The ability to maintain full-time employment over time.

Applicants for the program can be found eligible for partial or total tuition assistance. Only an applicant eligible to work in the United States may be approved for tuition assistance under this program. An individual may not be approved for tuition assistance under this program for more than one eligible certificate program.

Eligible Costs

Costs of a certificate program eligible for coverage by GAP tuition assistance include but are not limited to:

- Tuition
- Direct training costs.
- Required books and equipment.
- Fees including, but not limited to, industry testing
- Eligible Programs

Assistance can be provided to persons in eligible programs that meet the following criteria:

1. The program is not offered for credit, but is aligned with a certificate, diploma, or degree for credit, and does any of the following:

- Offers a state, national, or locally-recognized certificate.
- Offers preparation for a professional examination or licensure.
- Provides endorsement for an existing credential or license.
- Represents recognized skill standards defined by an industrial sector.
- Offers a similar credential or training.

2. The program offers training or a credential in an in-demand occupation. In-demand occupations are occupations included in the following industries:

- Information Technology
- Health Care
- Advanced Manufacturing
- Transportation and Logistics

3. Any other industry designated as in-demand by a regional advisory board. A complete list of approved programs can be found on the department's website at http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2685&Itemid=5170.

Process

An applicant for tuition assistance under the GAP tuition program is required to complete an initial assessment administered by the community college receiving the application to determine the applicant's readiness to

complete an eligible certificate program. An applicant is then required to meet with a member of the staff for the eligible certificate program offered by the community college. The staff member will discuss the relevant industry, any applicable occupational research, and any applicable training relating to the eligible certificate program with the applicant. The discussion includes an evaluation of the applicant's capabilities, needs, family situation, work history, educational background, attitude and motivation, employment skills, vocational potential, and employment barriers. The discussion will also include potential start dates, support needs, and other requirements for an eligible certificate program.

A participant in an eligible certificate program who receives tuition assistance will be required to do all of the following:

- Maintain regular contact with staff members for the certificate program to document the applicant's progress in the program.
- Sign a release form to provide relevant information to community college faculty or case managers.
- Discuss with staff members for the certificate program any issues that may impact the participant's ability to complete the certificate program, obtain employment, and maintain employment over time.
- Attend all required courses regularly.
- Meet with staff members for the certificate program to develop a job search plan.

Analysis

In fiscal year 2013, the community colleges received a state appropriation of \$2 million to implement the GAP Tuition Assistance Program. During the first quarter of the fiscal year, the colleges and the Iowa Department of Education established the allowable uses for these funds and the appropriation was distributed in October 2012. The colleges underwent a significant implementation process to establish their GAP tuition program processes, referral networks, and approved programs in fiscal year 2013. Just under \$985,000 was spent during the year and 4,748 individuals were referred to the program. From the initial referrals, 1,959 interviews were scheduled and 898 participants were approved and accepted into the program. From the approved participants, 673 individuals received tuition assistance through the program during the year. The average amount spent on each participant in this program was \$1,463.

Four hundred eleven (411) students completed their certificate programs during the year, with 281 students still in training or scheduled for training as of June 30, 2013. There were 76 students that left the program and did not complete, and 130 students that were still working to schedule their training or had found employment that

has delayed their start of training. Eighty-four percent (84%) of the completers have acquired a credential from this training. One hundred seventy-two (172) of the completers have found new employment while 80 students continued with their same employer but with increased duties. Thirteen (13) students were engaged in other full-time activities including postsecondary courses. One hundred forty-six (146) completers are currently looking for employment. Sixty-one percent (61%) of the completers are currently employed.

There are currently 191 approved certificate programs eligible for this program in Iowa. Certified Nursing Assistant (CNA) programs were the most utilized with over 24 percent of students working in these programs. Welding was the next most popular program as 17 percent of the students utilized these programs. Sixteen percent (16%) of the students participated in truck driver training/commercial driver's license training programs.

In breaking down the expenditures from fiscal year 2013, \$919,659 was spent on tuition assistance for approved participants, \$23,042 was spent on required books for the approved programs, \$18,450 was spent on equipment, and \$36,287 was spent on fees for assessments and testing.

Successes

The community colleges reported many different successes with their implementation of this program statewide during fiscal year 2014. The individuals who participated in the program were assisted in developing a career path that would help lead them to employment. In addition to the instruction that they received, the coaching that was supplied to them helped individuals learn how to promote the skills that they have to offer and to identify transferable skills when interviewing for potential employment. The colleges have spent this first year developing processes for in-take of interested participants and this has led to increased collaboration and working closer with Workforce Investment Act (WIA) partners at the local level. During the first year, the colleges received positive feedback from the participants including comments about how they would not have been able to get their job without the program. These participants are completing a program with valuable job skills intended to lead them to success in obtaining or bettering their employment.

Challenges

The community colleges have also identified various challenges that they faced during this first year of statewide implementation. The first challenge was the release of funds coming in October after 25 percent of

the year had already passed. Several colleges identified the late start as causing a delay in getting their processes and programs in place until after the fiscal year was half over. In addition, the implementation of the program did require additional staffing requirements and since the colleges could not use the 2013 appropriation for these personnel expenses, these duties often fell to current employees who were already responsible for other tasks. This situation should significantly improve during fiscal year 2014, by including direct expenses as an allowable expense. Other challenges during the year included reaching the intended audience and recruiting eligible participants. More will be done in the future to market the GAP Tuition program. The follow-up requirements with students has also proved to be a challenge. The colleges will explore incentives for participants to remain in contact with the college after completing their training and ways in which the data collection can be conducted through the Department of Education and other state agencies.

11

APPRENTICESHIP

Apprenticeship programs utilize the most up-to-date technologies that are available in the workplace. The Bureau of Apprenticeship and Training must approve all apprenticeship projects funded through the Iowa Economic Development Authority (IEDA). This section includes apprenticeship programs offered through the community colleges and funded through IEDA as well as those apprenticeship programs that were not funded through IEDA.

In the fiscal year 2013, the total number of unduplicated students in all apprenticeship programs increased by 593 from the previous year. The number of students in noncredit apprenticeship programs increased by 23.5%

APPRENTICESHIP PROGRAMS

STUDENTS (NON-CREDIT):

2,107

DECLINE SINCE LAST YEAR:

↓ 24.3%

STUDENTS (CREDIT):

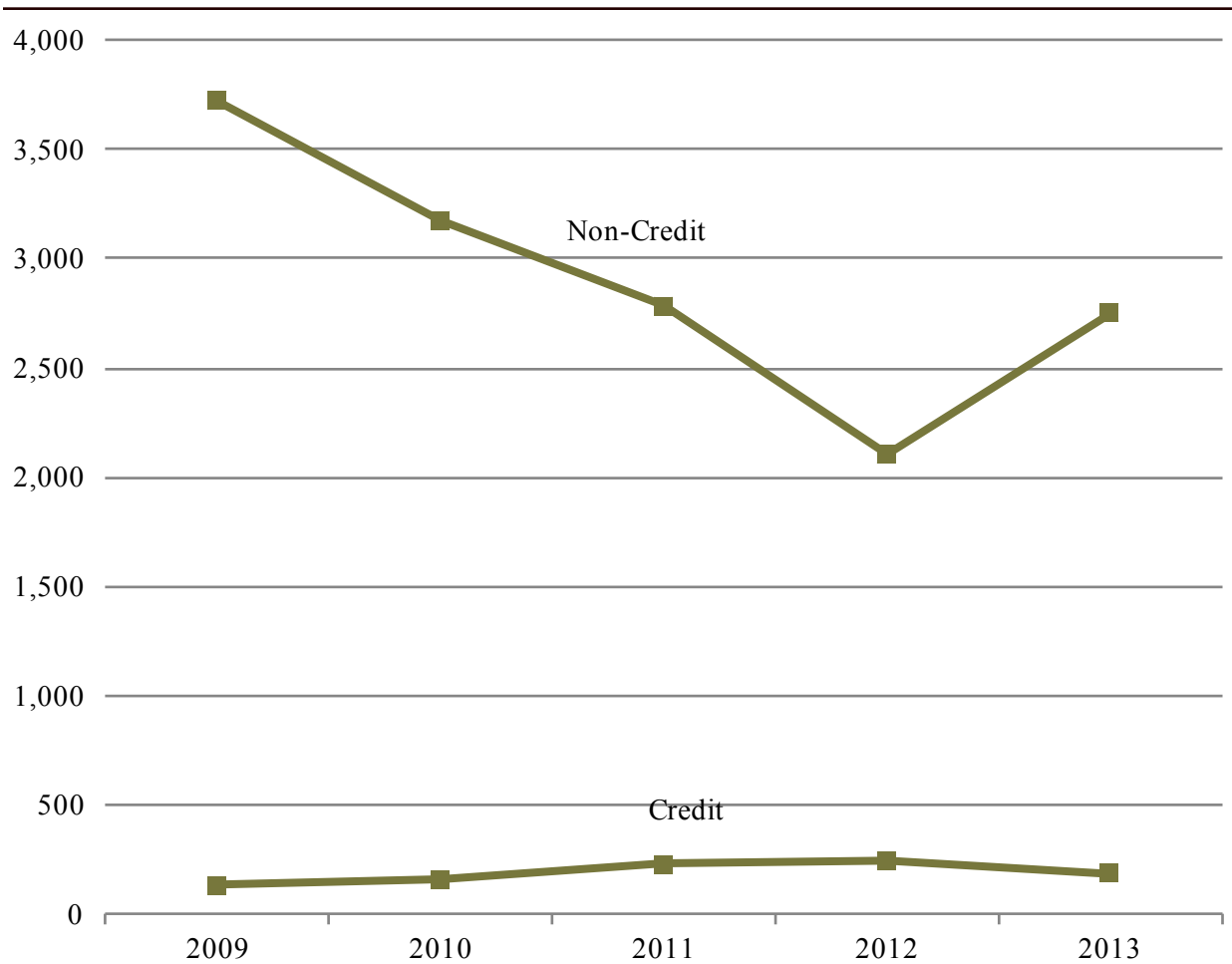
245

GROWTH SINCE LAST YEAR:

↑ 6.5%

during that time period while the number of noncredit contact hours increased by 23.5% [Both number of students enrolled and number of noncredit contact hours increased by 23.5% from the previous year]. Since fiscal year 2009, the number of non-credit students has

Figure 11-1: Apprenticeship Program Enrollment, Credit and Non-Credit: 2009-2013



decreased by 970. The number of non-credit contact hours taken has decreased by 198,257.

The numbers of students in credit apprenticeship programs decreased by 54 while the number of credit hours taken in fiscal year 2013 decreased by 851 from fiscal year 2012. Since fiscal year 2009, the number of credit students has increased by 59 and the number of credit hours taken has increased by 704.

IEDA-Funded Apprenticeship Programs

The Iowa New Jobs Training Program (260E) assists businesses which are creating new positions or new jobs. The dollar amount available for training through the program is dependent upon the training and development needs and projected tax revenue available to repay the certificates. Applications for this program must be made through the local community college.

The Iowa Jobs Training Program (260F) provides job training services to current employees of eligible businesses which are located in Iowa. Job training services are defined as any training needed to enhance the performance of a business' employees. This program

is administered by the IEDA and services are provided by Iowa's 15 community colleges. Each community college works with eligible businesses to assess training needs, determine funds availability and provide training. Since fiscal year 2009, the number of students participating decreased by 786 while the number of contact hours decreased by 180,422. The number of students increased by 51 from the previous year while the total contact hours decreased by 1,369.

Programs Not Funded by IEDA

The number of students participating in non-credit apprenticeship programs that were not funded by economic development programs decreased by 58 from fiscal year 2009 to fiscal year 2012. The number of contact hours decreased by 11,250 over the previous five years. The number of students decreased by 11 over the previous year but the number of contact hours decreased by 165.

No students participated in non-credit, non-IEDA programs in fiscal year 2013, so the numbers reflect a decrease to 0.

Figure 11-2: Apprenticeship Non-Credit Contact Hours: 2009-2013

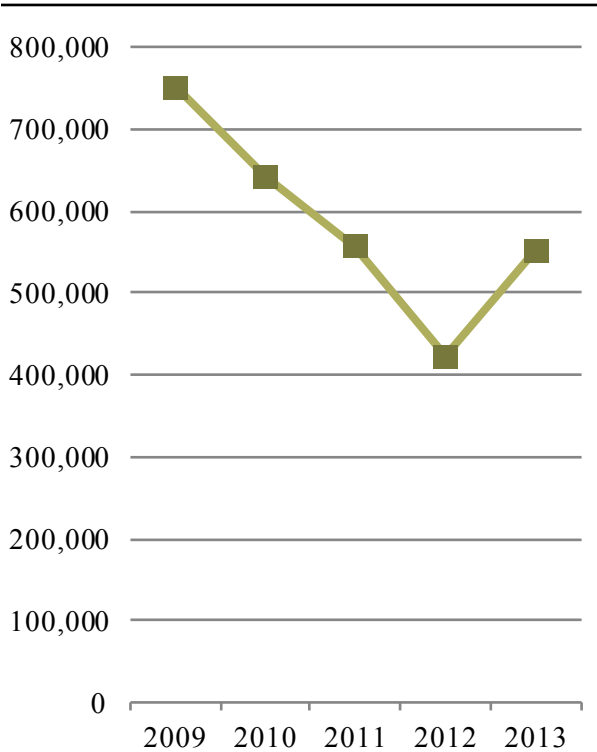
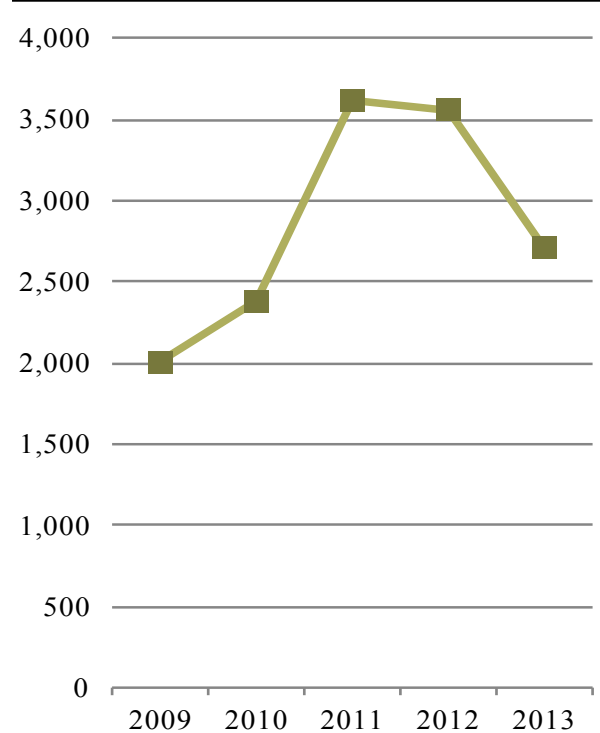


Figure 11-3: Apprenticeship Credit Hours: 2009-2013



12

Student Success

Students enroll in community colleges for several reasons. Some students plan to earn an award such as a diploma or an Associates degree, others intend to transfer credits earned at a community college to a four-year college or university.

Success, however, transcends graduation and transfer rates. For example, improving one's job skills through adult basic education is another measure of success. Adults lacking a high school diploma or high school equivalency (i.e. GED) are at an economic disadvantage compared to those with higher levels of education. By acquiring new skills and completing adult basic education, students can enter or return to the labor market as more economically productive citizens.

Graduation, Transfer, and Success Rates

Four possible outcomes exist for each student within a given cohort. A student could:

- transfer to a four-year college or university *before* graduating with a two-year award;
- transfer to a four-year college or university *after* graduating with a two-year award;
- graduate with a two-year award, but not transfer; or
- neither transfer nor graduate.

Appendix A describes the methods used to identify a cohort and to calculate graduation, transfer, and success rates. Table 12-1 displays a 2 x 2 contingency table for all possible outcomes. Table 12-2 displays outcomes by college.

Summary of Success

Overall Success Rate: 40.0% FY 2011 Cohort	Overall Graduation Rate: 27.0% Associates Degrees Only
Overall Transfer Rate: 24.3% FY 2011 Cohort	Median Weekly Wages: \$390.32 Fourth Quarter, 2012 Calendar Year

Graduation Rate

As seen in table 12-1, 2,769 students from the 2011 cohort graduated with a two-year award, yielding a graduation rate of 27.0 percent. Of these, 1,614 students (58.3 percent) graduated with two-year awards, but did not transfer to four-year colleges or universities.

Transfer Rate

Overall, 2,488 students from the 2011 cohort transferred to four-year colleges or universities, yielding a transfer rate of 24.3 percent. Of these, 1,333 students (53.6 percent) transferred to four-year colleges or universities before graduating with two-year awards. The remaining 1,155 students (46.4 percent) transferred to four-year colleges or universities *after* graduating with two-year awards.

Table 12-1: Summary of outcomes, graduation by transfer

Graduated ^b	Transferred ^a		Total
	No	Yes	
No	6,148	1,333	7,481
Yes	1,614	1,155	2,769
Total	7,762	2,488	10,250

^a Students within a cohort who transferred to a four-year college or university within three years.

^b Students within a cohort who earned a two-year award within three years.

Table 12-2: Graduation and transfer outcomes by college

College	Cohort	Graduated ^a	Transferred ^b	Both ^c	Neither ^d	Success rate (%)
Northeast Iowa	471	105	56	19	291	38.2
North Iowa Area	412	60	52	67	233	43.4
Iowa Lakes	501	142	47	53	259	48.3
Northwest	225	79	9	18	119	47.1
Iowa Central	501	59	88	60	294	41.3
Iowa Valley	477	46	87	88	256	46.3
Hawkeye	873	184	86	114	489	44.0
Eastern Iowa	732	89	68	77	498	32.0
Kirkwood	2,430	314	349	301	1,466	39.7
Des Moines Area	942	84	200	57	601	36.2
Western Iowa Tech	511	65	36	19	391	23.5
Iowa Western	924	107	126	109	582	37.0
Southwestern	241	57	28	39	117	51.5
Indian Hills	651	162	63	83	343	47.3
Southeastern	359	61	38	51	209	41.8
Total	10,250	1,614	1,333	1,155	6,148	40.0

Note: Success rate = ((Cohort - Neither)/Cohort) * 100%

^a Earned a two-year award, but did not transfer to a four-year college or university.

^b Transferred to a four-year college or university *before* earning a two-year award.

^c Transferred to a four-year college or university *after* earning a two-year award.

^d Neither earned a two-year award nor transferred to a four-year college or university.

Success Rate

Overall, 4,102 students from the 2011 cohort transferred, graduated, or transferred after graduating, yielding a success rate of 40.0 percent.

Demographics of Success

Table 12-3 summarizes success rates by subpopulation and sex. Of the 10,250 records for the 2011 cohort,

2,462 had missing demographic data, and subsequently were excluded from analysis. Of the remaining 7,788 students, 3,694 (47.4 percent) were females and 4,094 (52.6 percent) were males. The success rate among females (38.1 percent) was slightly less than the success rate among males (40.1 percent). Females (n = 1,406) accounted for 46.1 percent of all students classified as successful (n = 3,049); males, 53.9 percent.

Of students who self-reported demographics, whites were the largest subpopulation (79.4 percent), followed

Table 12-3: Success rates by subpopulation and sex

Subpopulation	Females			Males			Total		
	Cohort	N	%	Cohort	N	%	Cohort	N	%
African American	306	62	20.3	479	145	30.3	785	207	26.4
Asian/Pacific Islander	92	36	39.1	64	22	34.4	156	58	37.2
Hispanic	241	64	26.6	270	95	35.2	511	159	31.1
Native American	39	13	33.3	29	11	37.9	68	24	35.3
White	2,960	1,206	40.7	3,220	1,364	42.4	6,180	2,570	41.6
Two or more	56	25	44.6	32	6	18.8	88	31	35.2
Total	3,694	1,406	38.1	4,094	1,643	40.1	7,788	3,049	39.1

Note: Success Rate = (N Success/Cohort) * 100%. Refer to appendix A for a more detailed discussion about methods used in this chapter. This table excludes 2,462 records with missing demographic data.

by African-Americans (10.1 percent), and Hispanics (6.6 percent).

Whites (cohort = 6,180) exhibited the highest overall success rate (41.6 percent). The overall success rates among Hispanics (cohort = 511) and African-Americans (cohort = 785) were 31.1 percent and 26.4 percent respectively.

Of the 3,049 students classified as successful, whites (n = 2,570) accounted for 84.3 percent. By comparison, African-Americans (n = 207) accounted for 6.8 percent and Hispanics (n = 159) accounted for 5.2 percent.

Graduates' Wages

Iowa Workforce Development collects information about wages from quarterly unemployment insurance (UI) records. Weekly wages are calculated based upon a 13-week quarter. Inflation rates for 2011 and 2012 were 3.16 percent and 2.07 percent respectively [2].

Unemployment insurance (UI) records give no information about workers' jobs, such as whether jobs were full-time, part-time, or seasonal. A person might be a part-time employee who has been working seven months, or a full-time employee whose first record in the UI data base appears near the end of the quarter. No attempts were made to extrapolate wages beyond one quarter.

The Iowa Department of Education reviewed records of first-time, full-time students who graduated from an Iowa community college in FY 2010, FY 2011, and FY 2012. Median wages of workers during the fourth quarter in FY 2010 were \$375.76 per week. In 2011, median wages increased to \$382.12 per week during the same period. By 2012, median wages had increased to \$390.32 per week, representing an annualized increase of 1.9 percent from 2010. Data published by the U. S. Bureau of Labor Statistics [1] indicate third quarter 2013 weekly wages of \$393, the upper limit of the first decile for workers holding Associate degrees, remained unchanged from the same period last year.

Among Iowa's students who earned Associate degrees, the median wage was \$399.67 per week, a decrease of \$64.34 (-16.1 percent) from FY 2011.

Adult Basic Education

A primary focus of Iowa's Adult Basic Education (ABE) program is to help students acquire basic skills so they can earn a high school equivalence diploma, which will subsequently give them access to postsecondary credit education. ABE programs in Iowa's community college cover many non-credit training opportunities, including skilled training for occupations in high demand.

Participants of ABE programs receive help setting employment goals. Workforce and basic skills are assessed and ABE 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. From 2006 through 2012, 55.9 percent of ABE participants who intended to continue postsecondary education achieved that goal.

In 2012, the year for which most recent data are available, 238 students (69.6 percent) continued with post-secondary education. During this same period, 77.2 percent of ABE participants who intended to enter the workforce achieved that goal, and 84.7 percent met their goal to retain employment.

References

[1] Bureau of Labor Statistics. Usual weekly earnings of wage and salary workers, third quarter 2013. News release USDL-13-2078, U.S. Department of Labor, Washington, DC, November 1, 2013.

[2] U.S. Inflation Calculator. Historical inflation rates: 1914-2012, 2012. Data file.

13

TUITION AND FEES

Resident Tuition

Table 13-1 lists the average tuition, lowest tuition, and highest tuition charged at Iowa’s community colleges for a full-time resident student. Iowa Code limits the total tuition for Iowa residents attending community colleges so as not to exceed the lowest tuition rate per semester charged by a public university for a full-time resident student. A full-time student in this report is a student who enrolls in 15 credit hours.

Average tuition increased \$1,456 from fiscal year 2005

to fiscal year 2014, an increase of 58 percent. Tuition gains averaged 4.82 percent each year.

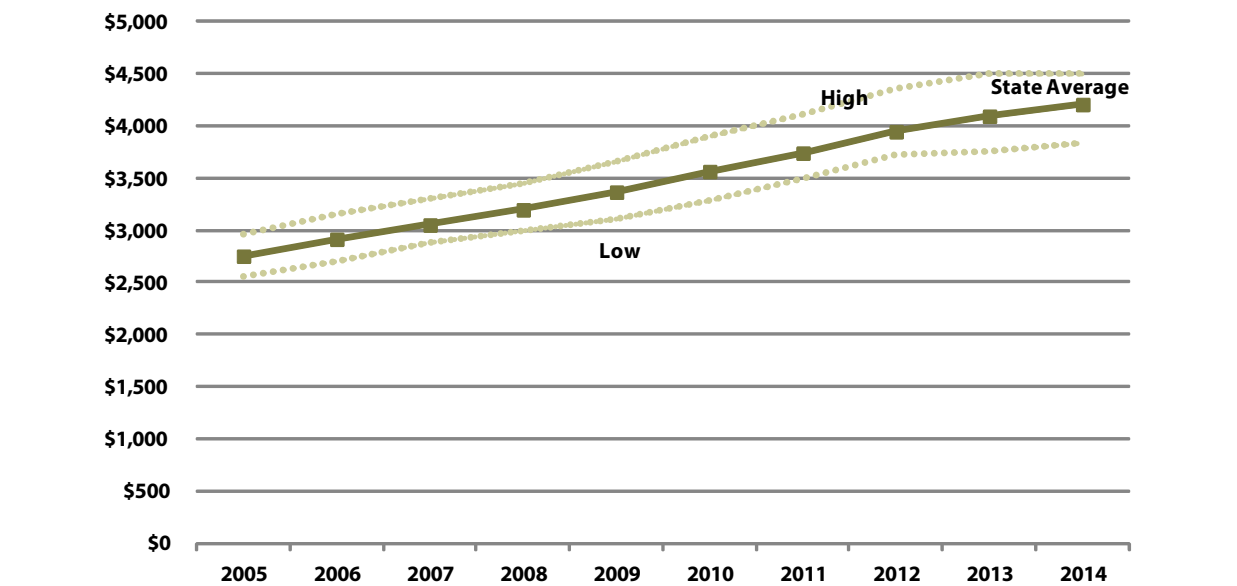
The spread between tuition amounts has increased since 2005. The difference from the highest annual tuition to lowest annual tuition has increased from \$420 in fiscal year 2005 to \$667 in fiscal year 2014. As a percentage of the average tuition, this variance has increased from 15 percent in 2005 to over 16 percent in 2014.

Table 13-1: Annual Iowa Community Colleges Full-Time Resident Tuition

Fiscal Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Low	\$2,550	\$2,700	\$2,880	\$2,996	\$3,106	\$3,293	\$3,491	\$3,720	\$3,758	\$3,833
High	\$2,970	\$3,150	\$3,300	\$3,450	\$3,660	\$3,900	\$4,110	\$4,350	\$4,500	\$4,500
State Average	\$2,754	\$2,916	\$3,053	\$3,199	\$3,368	\$3,566	\$3,743	\$3,948	\$4,097	\$4,210
Standard Deviation	109.67	119.04	127.77	140.38	159.98	180.67	195.18	185.55	211.54	218.93

Source: 2012-2013 Academic Year Iowa’s Community Colleges Tuition and Fees Report, issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa’s community colleges and compiled by the Iowa Department of Education. See Table 12.
 Note: Annual rates are based on a projection of fall tuition rates. Based upon 15 credits per term.

Figure 13-1: Annual Iowa Community Colleges Full-Time Resident Tuition



Source: 2012-2013 Academic Year Iowa’s Community Colleges Tuition and Fees Report, issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa’s community colleges and compiled by the Iowa Department of Education. See Table 12.
 Note Annual rates are based on a projection of fall tuition rates. Based upon 15 credits per term.

The tuition per credit hour is shown in Table 2. Over the past ten years, the average tuition cost per credit hour has increased from \$91.79 to \$140.32 per credit hour. Courses generally range from three to five credit hours in a community college.

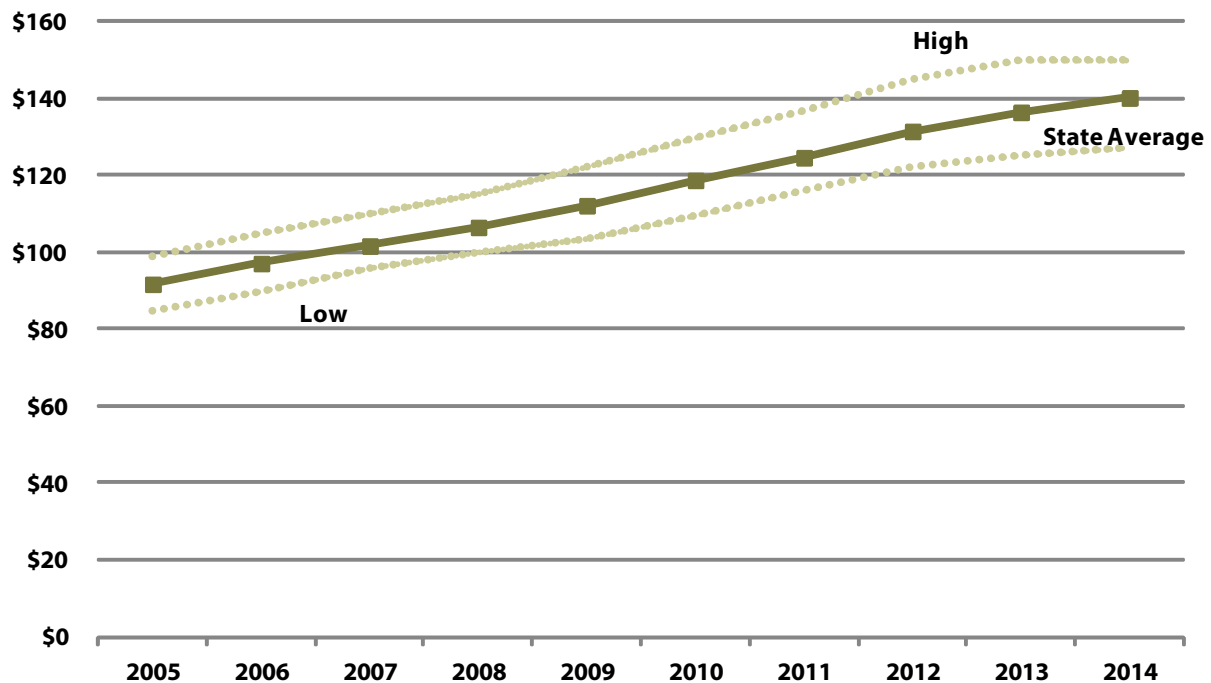
Similar to average tuition, the variance between the community colleges has increased. The difference between the highest per credit hour rate and lowest per credit hour rate increased from \$14 in fiscal year 2005 to \$22.75 in fiscal year 2014. Table 13 in the appendix lists tuition per credit hour by college.

Table 13-2. Fall Resident Tuition Per Credit Hour

Fiscal Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Low	\$85.00	\$90.00	\$96.00	\$99.85	\$103.55	\$109.76	\$116.35	\$122.20	\$125.25	\$127.25
High	\$99.00	\$105.00	\$110.00	\$115.00	\$122.00	\$130.00	\$137.00	\$145.00	\$150.00	\$150.00
State Average	\$91.79	\$97.20	\$101.77	\$106.62	\$112.27	\$118.85	\$124.76	\$131.61	\$136.56	\$140.32
Standard Deviation	\$3.66	\$3.97	\$4.26	\$4.68	\$5.33	\$6.16	\$6.51	\$6.18	\$7.05	\$7.30

Source: 2012-2013 Academic Year, Iowa’s Community Colleges Tuition and Fees Report, issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa’s community colleges and compiled by the Iowa Department of Education. See Table 13.

Figure 13-2. Fall Resident Tuition Per Credit Hour



Source: 2012-2013 Academic Year, Iowa’s Community Colleges, Tuition and Fees Report, issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa’s community colleges and compiled by the Iowa Department of Education.

Mandatory Fees

Table 13-3 reflects the basic mandatory fees charged at each community college. Some colleges do not charge a separate fee in addition to their tuition charge. Moreover, these fees do not include any program-specific fees.

In fiscal year 2014, average fees will increase to \$346.83. Average mandatory tuition fees have grown 2.5 percent per year since fiscal year 2005.

Table 15 in the appendix of this report lists regular, recurring fees charged by each college. This is not an all-inclusive list of fees charged by the individual community colleges.

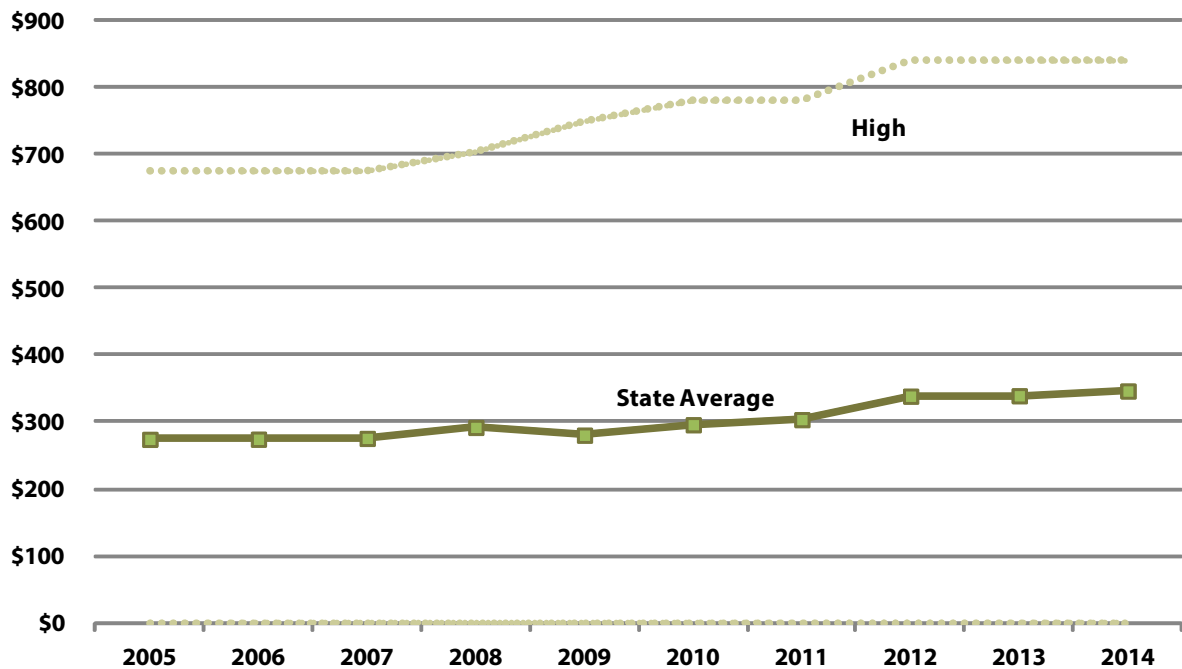
Table 13-3. Annual Iowa Community Colleges Full-Time Mandatory Fees

Fiscal Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Low	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
High	\$675	\$675	\$675	\$705	\$750	\$780	\$780	\$840	\$840	\$840
State Average	\$274.57	\$274.77	\$275.93	\$292.37	\$280.73	\$296.39	\$303.99	\$339.09	\$339.69	\$346.83

Source: 2012-2013 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, Issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education. See Tables 12.

Note: Annual rates are based on a projection of fall tuition rates. Based upon 15 credits per term.

Figure 13-3. Tuition and Fees for 2012-2013 Academic Year



Source: 2012-2013 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, Issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education. See Tables 12.

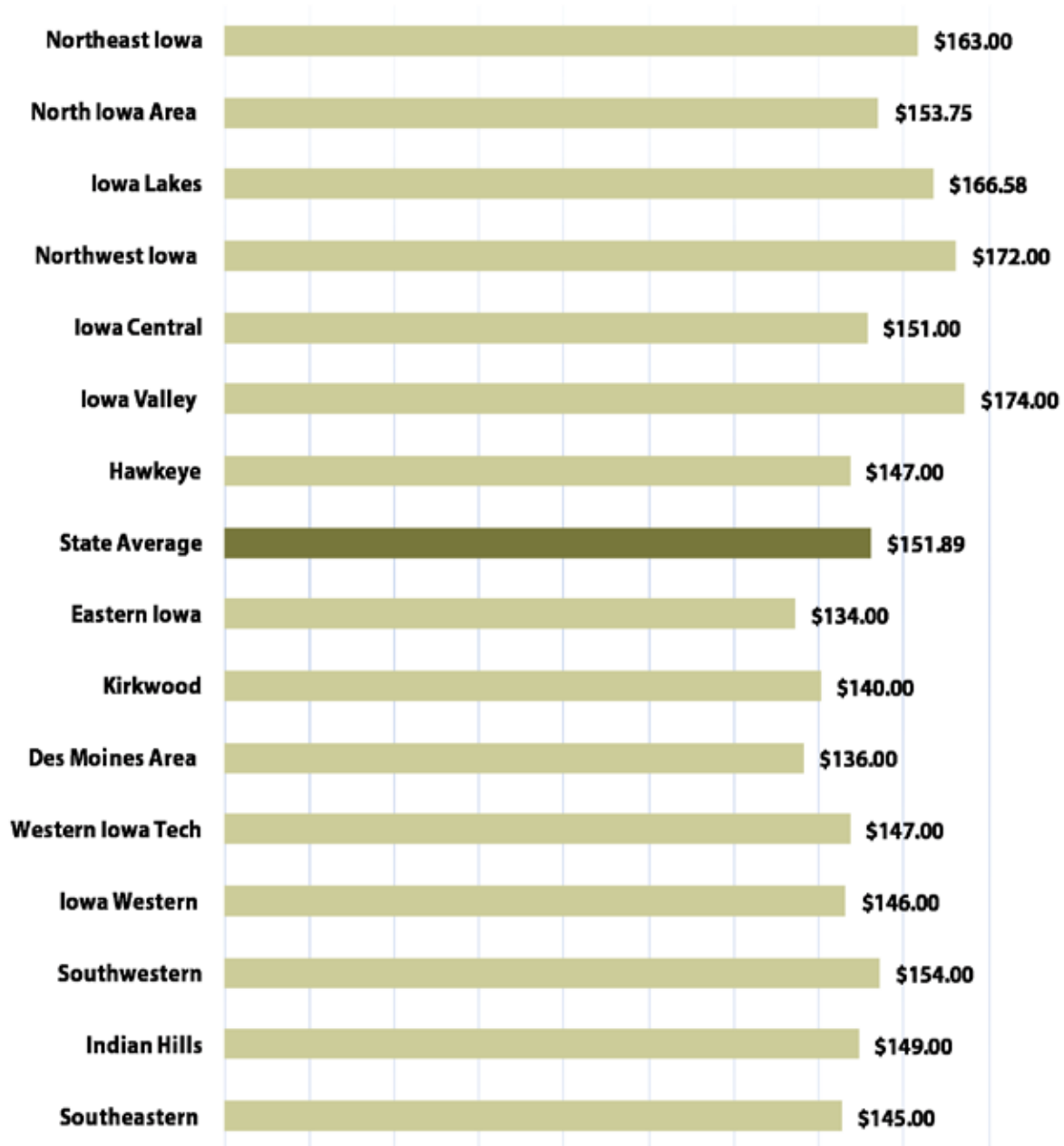
Note: Annual rates are based on a projection of fall tuition rates. Based upon 15 credits per term.

Tuition and Mandatory Fees per Credit Hour

Figure 4 shows the per credit hour tuition and mandatory fees. Notwithstanding additional fees, this represents the cost of enrolling in a community college. The average tuition and mandatory fees charged per credit hour will increase \$3.99 per hour in fiscal 2014 to \$151.89. This is

a 2.69 percent increase from the previous year. See Table 13 for a listing of individual tuition and fees charged by each community college.

Figure 13-4. Resident Tuition and Mandatory Fees Per Credit Hour, Fiscal Year 2014



Source: Appendix -Table 11 for Tuition and Fees Amounts. See Table 13.

National Comparison of Tuition and Fees

The following information uses data from The Chronicle of Higher Education, Almanac Issue 2013. This report provides data through 2012, which is the most recent national higher education tuition data available. The information will differ from the previous section as the Chronicle data is based on information supplied to the U.S. Department of Education and includes student fees. Iowa Department of Education tables are based on information provided and verified by Iowa's community colleges to the Iowa Department of Education.

From fiscal year 2005 to fiscal year 2012, average tuition at Iowa's community colleges increased 32 percent while the national average increased 43 percent (see Table 6). Tuition and fees are still 44 percent above the national average.

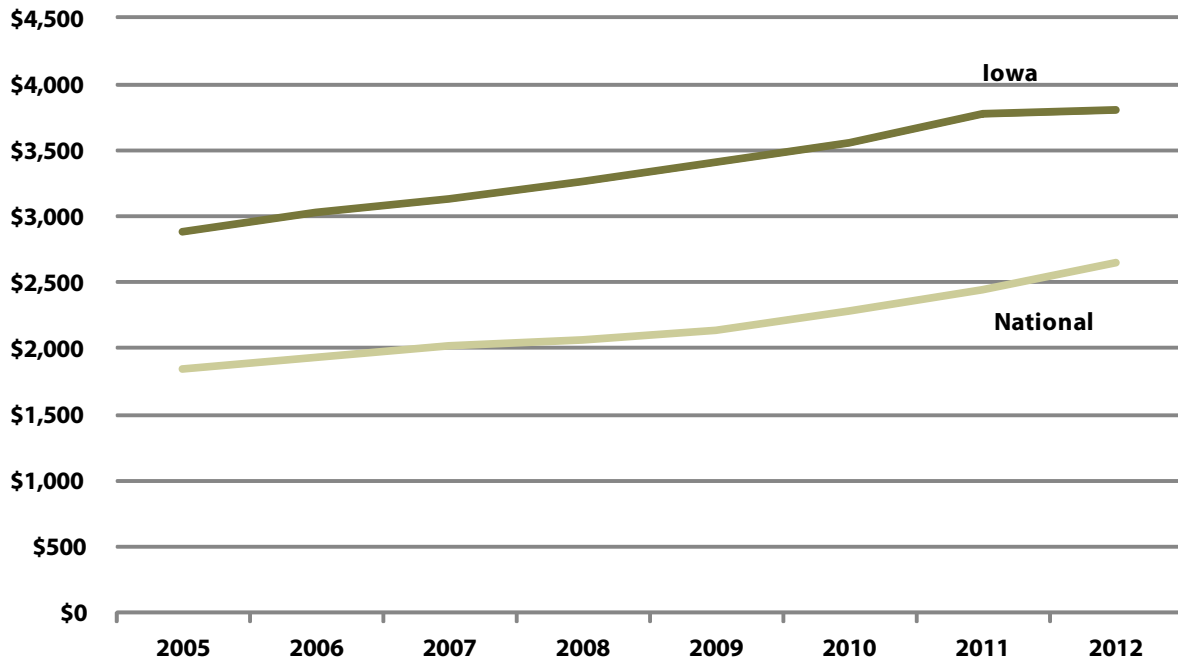
Iowa has the second highest tuition and fees level of its contiguous states (see Table 7). Minnesota continues to have the highest average tuition rates in this region. Iowa has the second highest percentage change in tuition and fees from 2005-2012.

Table 13-4. National and State Average Community College Tuition and Fees

	Fiscal Year 2005	Fiscal Year 2006	Fiscal Year 2007	Fiscal Year 2008	Fiscal Year 2009	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012	Change 2005-2012	Change 2005-2012
National	\$1,847	\$1,935	\$2,017	\$2,063	\$2,137	\$2,285	\$2,439	\$2,647	\$800	43%
Iowa	\$2,876	\$3,032	\$3,139	\$3,264	\$3,415	\$3,549	\$3,769	\$3,811	\$935	32%

Source: 2012-2013 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2012. The Chronicle of Higher Education Almanac Issue 2012-2013.

Figure 13-5. National and State Average Community College Tuition and Fees



Source: 2012-2013 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2012. The Chronicle of Higher Education Almanac Issue 2012-2013.

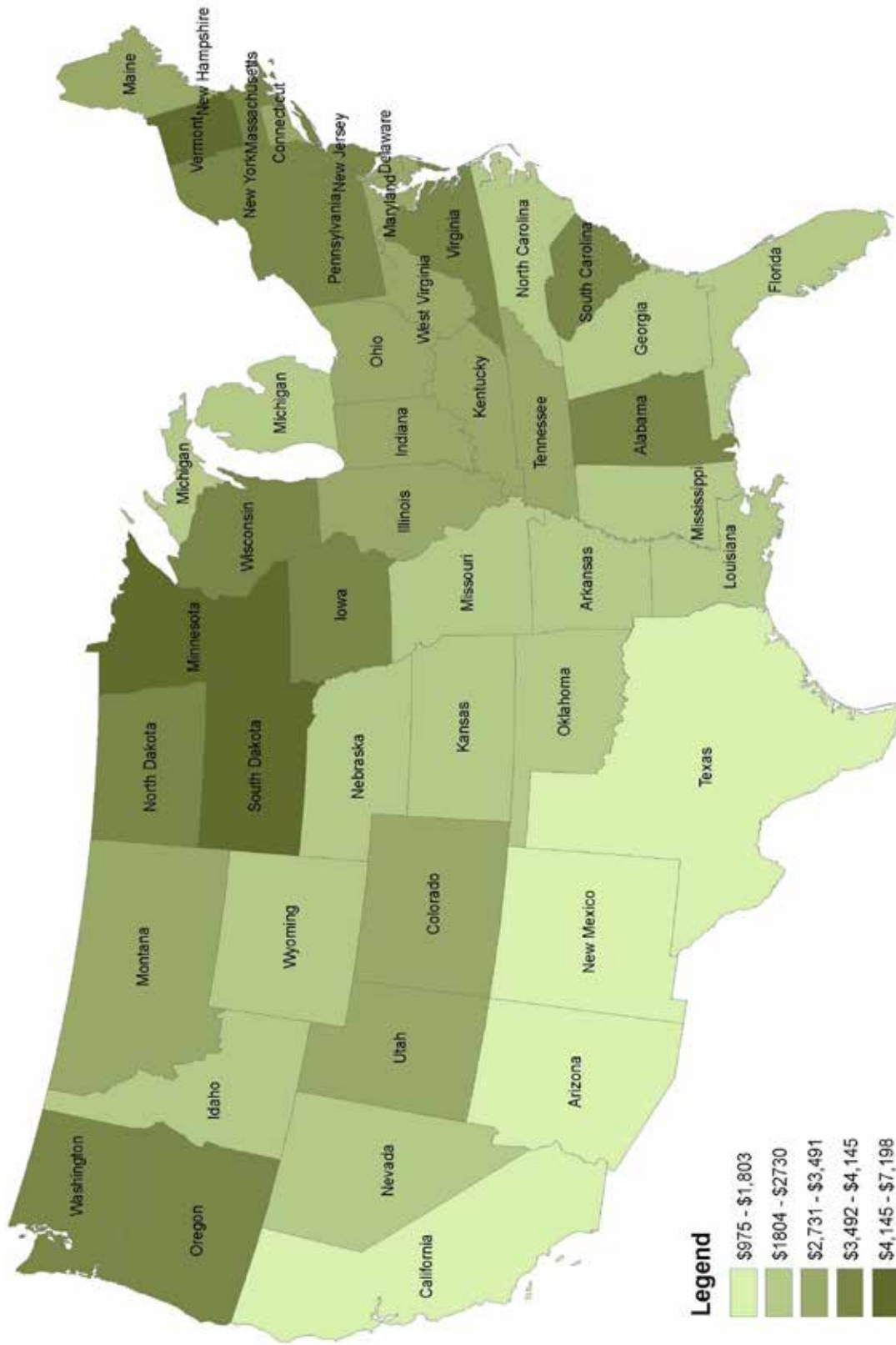
Regional Comparison of Tuition and Fees

Table 13-5. Comparison of Average Tuition and Fees with Surrounding States

	2004	2005	2006	2007	2008	2009	2010	2011	Change 2004- 2011	Change 2004- 2012
Minnesota	\$2,812	\$3,839	\$4,085	\$4,359	\$4,535	\$4,614	\$4,791	\$4,965	\$2,153	76.6%
South Dakota	\$3,414	\$2,840	\$3,154	\$3,495	\$3,730	\$3,931	\$4,357	\$4,700	\$1,286	37.7%
Iowa	\$2,686	\$2,876	\$3,032	\$3,139	\$3,264	\$3,415	\$3,549	\$3,769	\$1,083	40.3%
Wisconsin	\$2,583	\$2,796	\$2,965	\$3,163	\$3,694	\$3,536	\$3,543	\$3,695	\$1,112	43.1%
Missouri	\$1,940	\$2,128	\$2,247	\$2,284	\$2,385	\$2,456	\$2,406	\$2,440	\$500	25.8%
Illinois	\$1,792	\$1,952	\$2,104	\$2,252	\$2,377	\$2,519	\$2,670	\$2,947	\$1,155	64.5%
Kansas	\$1,783	\$1,882	\$1,938	\$1,942	\$2,029	\$2,091	\$2,212	\$2,463	\$680	38.1%
Nebraska	\$1,678	\$1,772	\$1,899	\$1,991	\$2,128	\$2,220	\$2,248	\$2,391	\$713	42.5%

Source: 2012-2013 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2012. The Chronicle of Higher Education Almanac Issue 2012-2013.

Figure 13-6. National Comparison of Tuition and Fees: 2013



Source: The Chronicle of Higher Education website (Chronicle.com), information for 2012-2013.

Comparison of Tuition and Fees with Iowa's Public Universities

Tables 13-7, 13-8, and 13-9 provide a comparison of Iowa's community colleges average annual full-time resident tuition rate to the average tuition rate of Iowa's public universities. By law, community college tuition cannot exceed the minimum tuition at the public

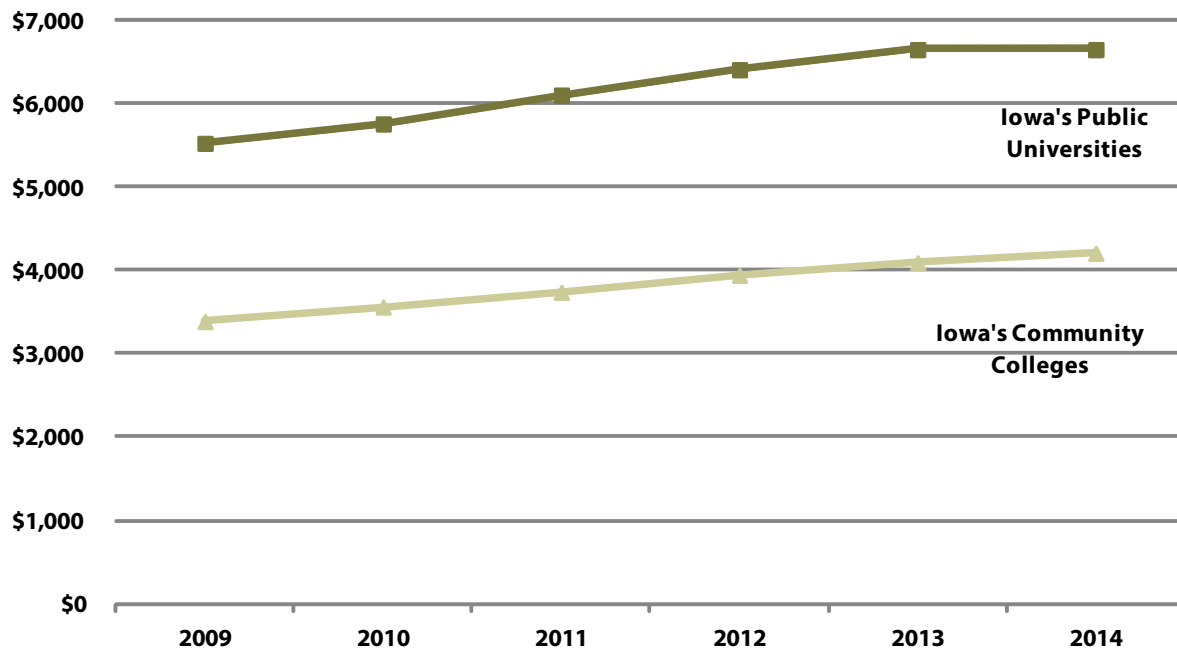
universities. In 2014, community college tuition will be 37 percent lower than the public university average tuition. Iowa's public universities froze their tuition in fiscal year 2014 compared to the 2.75 percent gain for Iowa community colleges.

Table 13-7. Annual Full-Time Tuition Rates Comparison

	Fiscal Year 2009	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Change 2009-2014	Change 2009-2014
Iowa's Community Colleges	\$ 3,390	\$ 3,566	\$ 3,743	\$ 3,948	\$4,097	\$4,210	\$820	24%
Iowa's Public Universities	\$ 5,532	\$ 5,765	\$ 6,111	\$ 6,417	\$6,658	\$6,658	\$1,126	20%

Source: 2012-2013 Academic Year, Iowa's Community Colleges Tuition and Fees Report, issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education; Public university information obtained from the Iowa Board of Regents' website.

Figure 13-7: Annual Full-Time Tuition Comparison



Source: 2012-2013 Academic Year, Iowa's Community Colleges Tuition and Fees Report, issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education; Public university information obtained from the Iowa Board of Regents' website.

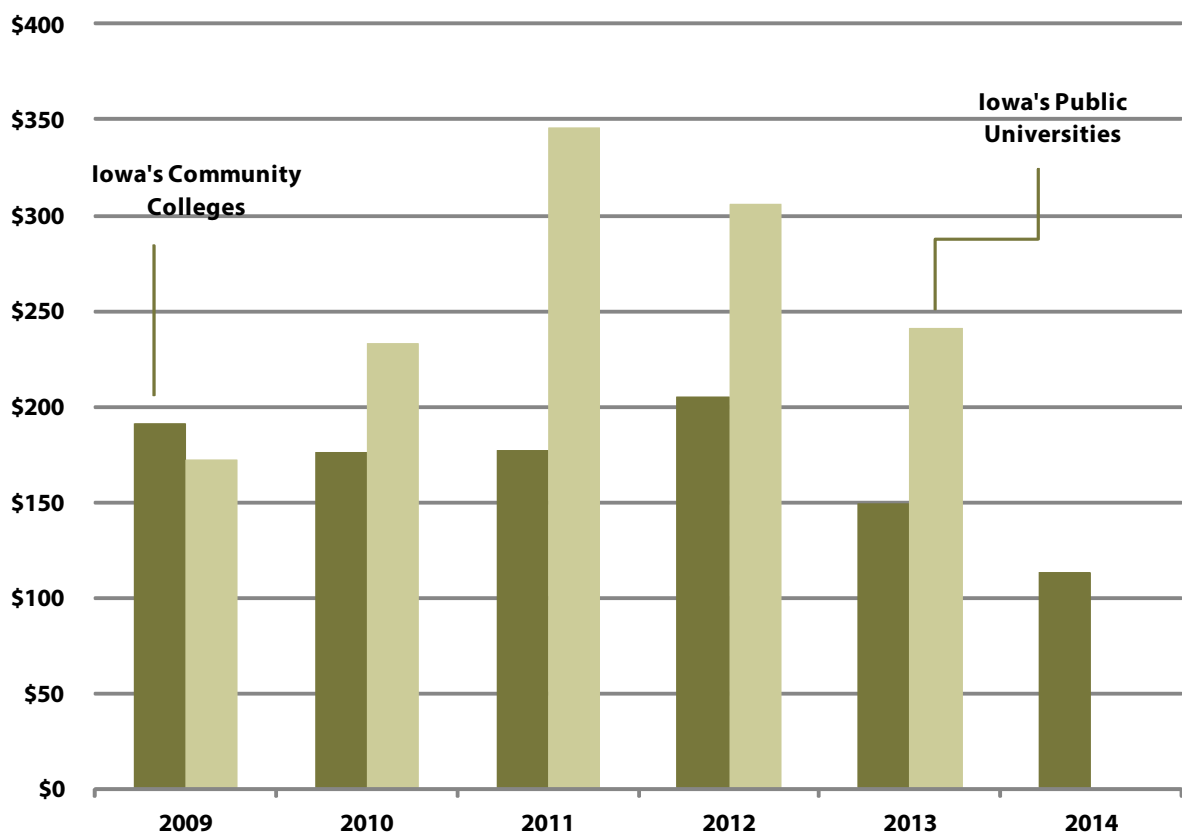
Note: Annual rates are based on a projection of fall tuition rates. 15 hours per semester for Iowa's community colleges; full-time for Iowa's public universities.

Table 13-8. Annual Full-Time Tuition Increase for Iowa’s Public Universities and Iowa’s Community Colleges

Fiscal Year	2009	2010	2011	2012	2013	2014
Iowa’s Community Colleges	\$191	\$176	\$177	\$205	\$149	\$113
Iowa’s Public Universities	\$172	\$ 233	\$ 346	\$306	\$241	\$0

Source: 2012-2013 Academic Year Iowa’s Community Colleges Tuition and Fees Report, issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa’s community colleges and compiled by the Iowa Department of Education; Public university information obtained from the Iowa Board of Regents’ website.

Figure 13-8. Annual Average Full-Time Tuition Increase



Source: 2012-2013 Academic Year Iowa’s Community Colleges Tuition and Fees Report, issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa’s community colleges and compiled by the Iowa Department of Education; Public university information obtained from the Iowa Board of Regents’ website.

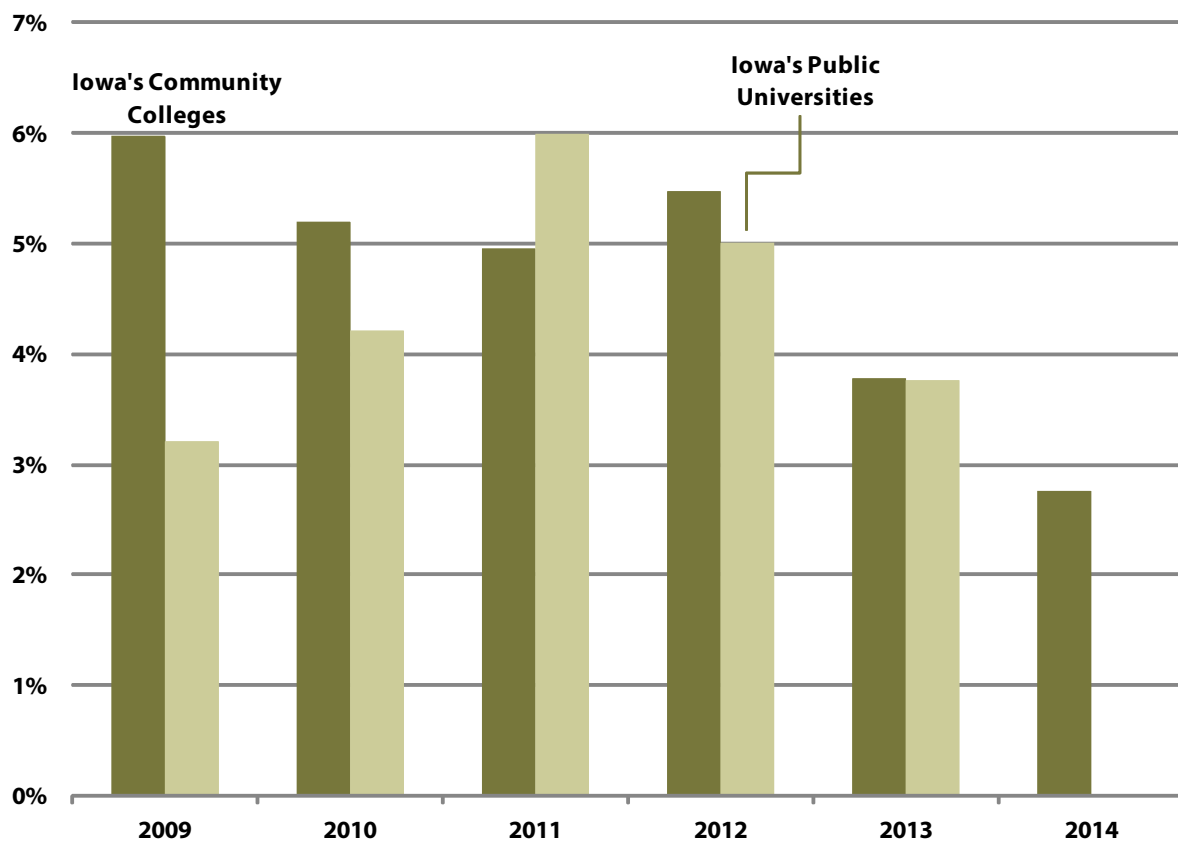
Note: Annual rates are based on a projection of fall tuition rates. 15 hours per semester for Iowa’s community colleges; full-time for Iowa’s public universities.

Table 13-9. Annual Average Percentage Increase in Full-Time Tuition

	2009	2010	2011	2012	2013	2014
Iowa's Community Colleges	5.97%	5.86%	4.96%	5.49%	3.77%	2.76%
Iowa's Public Universities	3.21%	4.21%	6.00%	5.00%	3.76%	0%

Source: 2012-2013 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2012; Electronic 2013-2014 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education; public university information obtained from the Iowa Board of Regents' website.

Figure 13-9. Annual Average Percentage Increase in Full-Time Tuition



Source: 2011-2012 Academic Year, Iowa's Community Colleges, Tuition and Fees Report, issued September 2011; Electronic 2012-2013 tuition survey data submitted by Iowa's community colleges and compiled by the Iowa Department of Education; Public university information obtained from the Iowa Board of Regents' website.

Note: Annual rates are based on a projection of fall tuition rates. 15 hours per semester for Iowa's community colleges; full-time for Iowa's public universities.

14

FINANCIAL AID

Iowa community college students receive financial aid from federal, state, institutional, and other sources. Student financial aid includes grants, scholarships, and loans. The Chronicle of Higher Education Almanac Issue 2013-2014 reports that in fiscal year 2012, the State of Iowa spent a total of \$52,406,778 on student aid for need-based students, \$5,194,841 on student aid for non-need based students, and \$968,663 on non-grant student aid.

In analyzing aid by source to the community colleges from the Iowa College Student Aid Commission, federal aid was \$458,778,089, state aid was \$6,878,524, institutional aid was \$21,577,612, and other aid was \$9,593,702. The breakdown of community college financial aid shows that in 2012, 92 percent of all aid was from the federal government, four percent was from community colleges, two percent from other aid sources,

and one percent from the State of Iowa.

Accounting for federal, state/local, and institutional financial assistance shows that the net cost of attendance (i.e. what a student actually pays to attend a postsecondary institution) has grown, but at a slow pace. Data indicates that between the 2007-08 and 2009-10 academic year, net cost at Iowa's community college increased by an average of \$387. As a percentage of median family income, net cost increased from 17.26 percent to 17.41 percent.¹

Various financial options 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, and/or other financial aid, grants, or work-study.

¹ Iowa College Student Aid Commission. *The Condition of Higher Education in Iowa*. 2012. www.iowacollegeaid.gov.

Table 14-1. 2012-2013 Award Year Grant Volume by School Award Year Cumulative Activity through September 30, 2012

District	School	FEDERAL PELL GRANT PROGRAM	
		YTD Recipients	YTD Disbursements
1	Northeast Iowa Community College	1,425	\$2,955,520
2	North Iowa Area Community College	846	\$1,748,589
3	Iowa Lakes Community College	823	\$1,809,043
4	Northwest Iowa Community College	293	\$570,385
5	Iowa Central Community College	2,040	\$4,558,718
6	Ellsworth Community College	411	\$945,585
6	Marshalltown Community College	367	\$806,359
7	Hawkeye Community College	1,733	\$3,623,202
9	Eastern Iowa Community College District	2,259	\$4,537,310
10	Kirkwood Community College	4,570	\$9,441,075
11	Des Moines Area Community College	6,547	\$12,866,493
12	Western Iowa Tech Community College	1,722	\$3,635,927
13	Iowa Western Community College - Council Bluffs	2,572	\$5,620,069
14	Southeastern Community College	513	\$1,147,589
15	Indian Hills Community College	1,429	\$2,169,852
16	Southeastern Community College	1,151	\$2,496,687
	TOTAL	28,701	\$58,932,402

Federal Student Aid, Title IV Program Volume Reports, www.studentaid.ed.gov

Grants and Scholarships

A grant is a form of financial assistance which, unlike loans, does not have to be repaid upon graduation from a postsecondary institution. In Iowa, a number of grant funding opportunities are provided through the Iowa College Student Aid Commission. Those currently utilized by community college students include the Iowa Vocational-Technical Tuition grant, the Iowa National Guard Educational Assistance Program, the Iowa Grant, the All Iowa Opportunity Scholarship Program, the Education Training Voucher Program, and the All Iowa Opportunity Foster Grant Program.

The Iowa Vocational-Technical Tuition grant is made available to students enrolled in career and technical education and career option courses through a community college. In FY2012, 3,027 students received awards worth, on average, \$729 – an 11 percent decrease from FY2011 per student.

Service members of the Iowa Air and National Guard are eligible to receive college financial assistance through the Iowa National Guard Educational Assistance Program. In FY2012, 1,416 service members received an average assistance of \$3,357. Of the 1,416 recipients, 786 enrolled in a community college program and, combined, accounted for \$1,858,774 of total awarded funding. On average, financial assistance provided to service members through this grant who enrolled in a community college is \$2,365.

The Iowa Grant is need-based financial assistance which was awarded to 1,199 students in FY2012. The average award totaled \$652. Of these beneficiaries, 414 enrolled in a community college and accounted for \$204,274 of total awarded funding. Recipients enrolled at a community college therefore received an average of \$493 in funding assistance through the Iowa Grant program.²

The All Iowa Opportunity Scholarship Program provides financial assistance for students who may not pursue a postsecondary education due to financial or social barriers. A total of 175 community college students

² Iowa College Student Aid Commission. Connecting Education & Careers. 2011-2012. www.iowacollegeaid.gov.

received financial assistance through this program totaling \$585,302.

The Education and Training Voucher Program is a federal grant administered by the Iowa College Student Aid Commission. The grant is available to foster youth to assist with the financing of postsecondary education and job training. A total of \$240,767 was distributed to 104 community college students through this program in 2012.

The All Iowa Opportunity Foster Grant Program is for youth between the ages of 16 and 23 who were either in foster care or who were adopted after the age of 16. Eligible recipients may receive a grant up to the full cost of tuition. Beyond having been in foster care or adopted after the age of 16, recipients must be residents of Iowa and have graduated from high school or attained a high school equivalency diploma. In 2012, 67 community college students received a total of \$106,226 through this grant program.

The federal government administers a number of need-based grants. Students who demonstrate sufficient financial need may be eligible to receive financial assistance through the Pell grant. According to data from all 15 of Iowa's community colleges made available through the office of Federal Student Aid for 2012, a total of 28,701 student received financial assistance totaling \$58,932,402 through the federal Pell grant – an average of approximately \$2,053 per recipient.

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is another need-based grant for low-income undergraduate students. The grant is administered by participating postsecondary institutions, who must contribute 25 percent of the award amounts, with funding from the federal government. Priority is given to students both eligible for the Pell grant and who demonstrate “exceptional need”, defined as those with the lowest expected family contribution as determined by the student's federal student aid application, or Free Application for Student Aid (FAFSA).³ In 2012, 5,022 students enrolled at one of Iowa's 15 community colleges

³ United States Department of Education. Federal Supplemental Education Opportunity Grant (FSEOG) Program. 2012. www2.ed.gov/programs/fseog/index.html.

Table 14-2. 2011-2012 Distribution of Community College Student Aid

Source	2010		2011		2012	
	Amount	%	Amount	%	Amount	%
Federal	\$436,377,798	93%	\$489,012,519	94%	\$458,778,089	92%
Institutional	\$14,064,544	3%	\$14,472,564	3%	\$21,577,612	4%
Other	\$8,679,522	2%	\$9,842,949	2%	\$9,593,702	2%
State	\$8,371,176	2%	\$6,272,339	1%	\$6,878,524	1%
Total	\$467,493,040		\$519,600,371		\$496,827,927	

Source: Iowa College Student Aid Commission.

Table 14-3. 2011-2012 Summary of Grant Awards by Institution

District	School	Iowa Voc-Tech Tuition Grant Program		Iowa Grant Program		All Iowa Opportunity Scholarship Program		Iowa National Guard Education Assistance Program		Education Training Voucher Program		All Iowa Opportunity Foster Grant Program	
		YTD Recipients	\$ Award Amount	Recipients	\$ Award Amount	Recipients	\$ Award Amount	Recipients	\$ Award Amount	Recipients	\$ Award Amount	Recipients	\$ Award Amount
1	Northeast Iowa CC	164	\$123,892	25	\$10,848	3	\$8,843	18	\$45,865	6	\$18,828	5	\$4,426
2	North Iowa Area CC	114	\$91,889	20	\$6,596	5	\$19,650	15	\$33,220	0	\$0	0	\$0
3	Iowa Lakes CC	135	\$110,435	17	\$12,100	4	\$15,720	18	\$55,115	4	\$8,625	0	\$0
4	Northwest Iowa CC	95	\$69,906	2	\$1,938	3	\$11,528	18	\$47,089	0	\$0	0	\$0
5	Iowa Central CC	161	\$116,762	15	\$13,959	9	\$29,710	39	\$110,785	5	\$10,825	3	\$4,420
6	Iowa Valley CC District	68	\$46,563	16	\$6,716	16	\$62,880	8	\$23,512	2	\$4,000	3	\$5,525
7	Hawkeye CC	273	\$210,157	17	\$6,315	17	\$58,850	73	\$203,983	9	\$18,125	9	\$13,428
9	Eastern Iowa CC	171	\$113,312	40	\$17,904	3	\$8,351	41	\$82,933	6	\$8,000	5	\$5,391
10	Kirkwood CC	554	\$389,948	81	\$34,937	24	\$73,118	153	\$350,221	17	\$49,375	10	\$20,912
11	Des Moines Area CC	657	\$453,197	87	\$43,250	25	\$77,127	199	\$409,562	25	\$58,125	17	\$26,777
12	Western Iowa Tech CC	178	\$133,141	15	\$11,894	18	\$61,921	77	\$172,247	9	\$17,579	2	\$2,763
13	Iowa Western CC	75	\$62,265	23	\$11,564	16	\$49,617	51	\$114,916	14	\$24,910	7	\$10,592
14	Southwestern Iowa CC	62	\$50,661	10	\$3,771	14	\$50,672	4	\$9,697	2	\$6,000	0	\$0
15	Indian Hills CC	229	\$169,881	15	\$13,137	15	\$53,710	44	\$128,029	3	\$9,375	4	\$8,170
16	Southeastern Iowa CC	101	\$71,742	31	\$9,345	2	\$3,605	28	\$71,540	2	\$7,000	2	\$3,822
TOTAL		3,037	\$2,213,751	414	\$204,274	175	\$585,302	786	\$1,858,714	104	\$240,767	67	\$106,226

Source: Iowa College Student Aid Commission, Preliminary Summary of Payments by Institution.

received financial assistance through the FSEOG program. Total disbursements amounted to \$2,040,450. Therefore, the average grant awarded to eligible students was \$406.30.

Loans

Many federal financial assistance programs are run through the office of Federal Student Aid, a division of the U.S. Department of Education. Federal financial aid can be applied for by filing a FAFSA. The FAFSA will be used to customize a student aid package, or financial aid offer. The offer may include a varying assortment of grants, loans, or other financial assistance. Iowa residents in 2012-2013 filed 194,962 FAFSA applications, a four percent decrease from the previous year. Of these applicants, 24,433, or 13 percent of applicants, were high school seniors.

The current average amount of total loans for students enrolled at public 2-year institutions in Iowa is approximately \$4,700 – meaning, on average, students enrolled in Iowa’s public 2-year institutions will take out almost \$4,700 in loans per academic year. This amount is the 12th highest in the United States for students enrolled in public two-year institutions.⁴ In 2012, 64 percent of community college students in Iowa graduated with student loan debt. Student loan debt for the graduating class of 2012 totaled \$81,275,003, or \$13,185 per student.⁵

Nationally, 57 percent of students attending a public two-year institution received some form of financial aid from the federal government in 2011-12 according to the National Center for Education Statistics. The average amount of financial aid these students received from the federal government per year was \$4,700; financial grants – \$3,000; student loans - \$4,700; and work study - \$2,700. Students received an average of \$1,600 in state financial aid and grants, and an average of \$1,000 in institutional aid and grants.⁶

Default rates

Failure to make loan payments per the schedule stipulated in a student’s promissory note results in the student defaulting on their student loans. The default rate indicates how many students enter into default on an institutional basis. The default rate is calculated as a 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.⁷

According to the most recent data available from the office of Federal Student Aid, 28,627 community college students in Iowa entered into repayment starting in 2011. Of those students who entered repayment, 5,296 entered into default, i.e., 18.5 percent of community college students who entered repayment in 2011 defaulted on their student loans.

Work Study

To assist with paying for educational expenses, the federal Work-Study program provides part-time employment to both part- and full-time students enrolled at participating postsecondary institutions. A combined 2,150 students enrolled at Iowa’s 15 community colleges participated in a work-study program. On average these students received \$1,091.31 in work-study aid; combined - \$2,346,308.⁸

⁷ Hunt-White, Tracy, et al. *2011-12 National Postsecondary Student Aid Study*. National Center for Education Statistics, Washington, 2013. www.nces.ed.gov.

⁸ United States Department of Education. *Federal Supplemental Education Opportunity Grant (FSEOG) Program*. 2012. www2.ed.gov/programs/fseog/index.html.

⁴ Iowa College Student Aid Commission. *Free Applications for Student Aid (FAFSA) filed by Iowa Residents*. 2013. www.iowacollegeaid.gov

⁵ Iowa College Student Aid Commission. *Student Borrowing State by State*. 2008-2009. www.iowacollegeaid.gov

⁶ Iowa College Student Aid Commission. *Student Loan Debt at Iowa Colleges and Universities*. 2012. www.iowacollegeaid.gov

15

FINANCIAL

The total Fund 1 unrestricted general fund revenues increased \$8,557,639 in fiscal year 2013 from the prior year. This represented a 1.57 percent increase in nominal terms. This increase in revenue consisted, in part, from a

8.24 percent increase in state general aid, a 3.62 percent increase in local revenues, and a 7.27 percent increase in other income. Tuition and fees decreased by 2.42 percent and federal revenue decreased by 4.27 percent.

Table 15-1. Nominals by Source 2009-2013

	Tuition & Fees	Local	State General Aid	Federal	Other Income	Total Revenue
2009	\$237,273,711	\$23,145,956	\$180,316,479	\$11,937,650	\$34,482,827	\$487,156,624
2010	\$280,576,464	\$24,287,204	\$148,754,233	\$34,904,942	\$31,257,259	\$519,780,102
2011	\$308,633,060	\$25,406,419	\$158,754,232	\$14,478,452	\$31,507,835	\$538,779,998
2012	\$314,657,804	\$26,471,137	\$163,774,647	\$10,142,936	\$29,392,828	\$544,439,352
2013	\$307,054,107	\$27,428,532	\$177,274,655	\$9,710,256	\$31,529,441	\$552,996,991

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

Tuition and fees (55.53 percent) was the largest source of revenue for the community colleges with SGA following at 32.06 percent. Other income was 5.70 percent of fund

1 revenue while local and federal sources of revenue were 4.96 percent and 1.76 percent, respectively.

Table 15-2. Adjusted Totals by Source in 2013 dollars

	Tuition & Fees	Local	State General Aid	Federal	Other Income	Total Revenue
2009	\$258,779,075	\$25,243,796	\$196,659,509	\$13,019,622	\$37,608,187	\$531,310,190
2010	\$298,177,316	\$25,810,765	\$158,085,740	\$37,094,565	\$33,218,059	\$552,386,446
2011	\$322,727,513	\$26,566,663	\$166,004,116	\$15,139,644	\$32,946,714	\$563,384,651
2012	\$319,676,170	\$26,893,316	\$166,386,631	\$10,304,702	\$29,861,604	\$553,122,423
2013	\$307,054,107	\$27,428,532	\$177,274,655	\$9,710,256	\$31,529,441	\$552,996,991

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

However, state general aid (6.54 percent), Other revenue (5.59 percent), and local revenue (1.99 percent) all showed real increases from 2012.

From 2009 through 2013, total revenue has increased 4.08 percent in real dollars. During this time (2009–2013), tuition and fees revenue has shown a real dollar increase

of 18.65 percent and local revenue has increased 8.65 percent. State general aid has decreased 9.86 percent, federal support has decreased 25.42 percent, and other revenue has decreased 16.16 percent in real dollars.

Table 15-3. SGA as Percentage of Total Revenue 2009-2013

	State General Aid	Total Revenue	% of Revenue
2009	\$180,316,479	\$487,156,624	37.01%
2010	\$148,754,233	\$519,780,102	28.62%
2011	\$158,754,232	\$538,779,998	29.47%
2012	\$163,774,647	\$544,439,352	30.08%
2013	\$177,274,655	\$552,996,991	32.06%

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

Unrestricted General Fund Expenditures by Source

The total unrestricted general fund expenditures in fiscal year 2013 increased \$11,197,191 from the previous year in nominal terms. This represented a 2.07 percent increase. The increase in expenditures included a 3.08 percent increase in salaries and benefits, a 0.81 percent

increase in service expenses, and a 0.74 percent increase in current expenses. Capital outlays decreased by 14.96 percent and materials, supplies and travel expenses decreased 4.34 percent.

Table 15-4. Nominal Totals by Source, 2009-2013

	Salaries	Services	Matls, Supp & Travel	Current Expenses	Capital Outlay	Total
2009	\$365,478,439	\$62,246,650	\$29,016,182	\$21,197,092	\$4,227,282	\$482,165,645
2010	\$371,766,262	\$65,185,796	\$29,145,352	\$32,158,884	\$5,923,243	\$504,179,537
2011	\$388,716,147	\$74,592,882	\$32,105,574	\$28,309,254	\$5,388,948	\$529,112,805
2012	\$403,231,685	\$72,680,073	\$32,800,924	\$28,672,940	\$3,905,209	\$541,290,831
2013	\$415,637,586	\$73,268,714	\$31,376,295	\$28,884,390	\$3,321,037	\$552,488,022

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

Total unrestricted general fund expenditures, adjusted to 2013 dollars, increased 5.06 percent from 2009 through 2013 in real dollars. During this time, salaries

increased 4.27 percent, while service expenses increased 7.93 percent. Materials, supplies, and travel expenses decreased 0.85 percent.

Table 15-5. Adjusted Totals by Source in 2013 Dollars, 2009-2013

	Salaries	Services	Matls, Supp & Travel	Current Expenses	Capital Outlay	Total
2009	\$398,603,671	\$67,888,391	\$31,646,071	\$23,118,296	\$4,610,423	\$525,866,852
2010	\$395,087,545	\$69,274,969	\$30,973,670	\$34,176,244	\$6,294,814	\$535,807,242
2011	\$406,467,782	\$77,999,341	\$33,571,750	\$29,602,063	\$5,635,047	\$553,275,983
2012	\$409,662,685	\$73,839,222	\$33,324,054	\$29,130,235	\$3,967,492	\$549,923,687
2013	\$415,637,586	\$73,268,714	\$31,376,295	\$28,884,390	\$3,321,037	\$552,488,022

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

The services categories are defined below:

1. Salaries – all salaries paid by the community college including administrative, instructional, professional, secretarial & clerical, and service staff. Includes other payroll costs such as fringe benefits and worker’s 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.

Unrestricted General Fund Expenditures by Function

Total Unrestricted General Fund expenditures in arts and sciences, adjusted to 2013 dollars, decreased 0.2 percent from fiscal year 2012. Cooperative programs/services decreased 14.26 percent, administration expenses decreased 5.6 percent, and learning resources (1.81 percent) and physical plant (0.84 percent) expenses also decreased. Adult education expenditures increased 2.26 percent in real dollars from the previous year. Student services expenditures increased 4.59 percent, vocational technical expenditures increased 1.88 percent, and general institution expenditures increased 1.48 percent.

From 2009 through 2013, in 2013 dollars, the arts and sciences function experienced a 8.1 percent increase in expenditures, the vocational/technical function a 6.03 percent increase, the administration function a 7.01 percent increase, the physical plant a 0.51 percent decrease, general institution expenses increased 8.79 percent, and student services a 10.73 percent increase. Adult education expenditures increased 5.98 percent, learning resources expenditures decreased 20.09 percent, and cooperative program expenses decreased 32.71 percent since FY 2009.

Table 15-6. Adjusted Totals by Source in 2013 Dollars

	Arts & Sciences	Vocational Technical	Adult Education	Cooperative Pgms/Svcs.	Administration	Student Services	Learning Resources	Physical Plant	General Institution	Total
2009	\$126,630,062	\$127,274,244	\$43,878,347	\$11,296,363	\$31,486,823	\$46,255,976	\$14,401,299	\$58,800,831	\$65,842,902	\$525,866,847
2010	\$127,865,086	\$128,416,424	\$41,198,185	\$9,404,807	\$36,004,538	\$45,099,829	\$13,519,181	\$61,693,596	\$72,605,598	\$535,807,245
2011	\$136,208,402	\$134,516,482	\$43,570,671	\$7,820,177	\$34,346,252	\$46,379,349	\$12,966,270	\$64,689,705	\$72,778,682	\$553,275,989
2012	\$137,159,009	\$132,462,298	\$45,471,489	\$8,865,658	\$35,691,568	\$48,973,032	\$11,719,906	\$58,997,666	\$70,583,059	\$549,923,685
2013	\$136,885,664	\$134,946,776	\$46,501,354	\$7,601,465	\$33,694,159	\$51,220,170	\$11,507,477	\$58,501,424	\$71,629,533	\$552,488,022

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

The arts and sciences function became the largest source of expenditures in fiscal year 2013 at 24.78 percent, moving past the vocational/technical function (24.43 percent). These functions were followed by the physical plant function at 10.59 percent, the general institution expenses were 12.96 percent, adult education was 8.42 percent, learning resources was 2.08 percent, student services was 9.27 percent, cooperative programs was 1.38 percent, and the administration function was 6.1 percent of the total expenditures in fiscal year 2013.

The function categories are defined below:

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).

Career/Vocational Technical – all organizational units designed to provide vocational, technical, and semi-professional training.

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 (ABE), high school completion, and short-term preparatory.

Cooperative Programs or Services – all organizational units designed to provide instruction for secondary joint effort activities and all activities concerning Chapter 260E Industrial New Jobs Training and Chapter 260F

Jobs Training.

Administration – all expenses of the Community College Board of Trustees, the CEO, and business office, which serves the entire community college.

Student Services – all organizational units, which are primarily concerned with providing services for students.

Learning Resources – all organizational units, which provide for storage, distribution, and use of educational materials throughout the entire community college.

Physical Plant – all organizational units, which are responsible for the operation and maintenance of the community college’s physical facilities.

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.

Unrestricted General Fund Revenues vs. Expenditures

After adjusting for inflation (using 2013 dollars), total revenue decreased by 0.02 percent from fiscal year 2012 to fiscal year 2013 and total expenditures increased by 0.47 percent. Since fiscal year 2009, Unrestricted General Fund revenues have grown 4.08 percent while Unrestricted General Fund expenditures have grown 5.06 percent.

Table 15-6. Unrestricted General Fund Revenues & Expenditures in 2013 Dollars, 2009-2013

	Adjusted Revenue	Adjusted Expenditures	% Change Revenue	% Change in Expenditures
2009	\$531,310,190	\$525,866,852	-	-
2010	\$552,386,446	\$535,807,242	3.97%	1.89%
2011	\$563,384,651	\$553,275,983	1.99%	3.26%
2012	\$553,122,423	\$549,923,687	-1.82%	-0.61%
2013	\$552,996,991	\$552,488,022	-0.02%	0.47%

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

Full-Time Equivalent Enrollment (FTEE)

The Full-Time Equivalent Enrollment (FTEE) calculation is utilized when determining SGA. Due to 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., fiscal year 2013 enrollments are used to calculate fiscal year 2015 SGA). Twenty-four (24) credit semester hours equals one FTEE,

while 600 non-credit contact hours equals one FTEE. Fiscal year 2013 saw a decrease of 5,808 FTEE from the previous year, down to a total of 96,695. This represented a 5.67 percent decrease from the previous year.

Table 15-8. FTEE Totals, 2009-2013

	2009	2010	2011	2012	2013
NICC-01	4,924.06	5,529.45	5,278.03	4,837.57	4,770.06
NIACC-02	3,815.61	3,840.83	3,526.39	3,360.18	3,063.76
ILCC-03	3,147.94	3,630.52	3,698.84	3,293.27	3,010.70
NCC-04	1,575.84	1,811.79	1,858.33	1,680.97	1,681.00
ICCC-05	5,969.25	6,460.67	6,733.43	6,578.78	6,479.84
IVCCD-06	3,276.35	3,552.99	3,524.28	3,392.73	3,351.29
HCC-07	5,843.13	6,280.28	6,451.82	6,103.60	5,919.41
EICCD-09	7,867.01	9,146.55	9,429.42	9,157.39	8,172.87
KCC-10	16,011.12	18,231.23	18,559.59	17,529.66	16,165.84
DMACC-11	18,793.75	22,332.38	23,061.85	22,982.49	21,144.20
WITCC-12	4,737.12	5,453.52	6,151.44	5,481.36	5,329.27
IWCC-13	5,911.32	6,591.13	7,158.23	7,406.15	7,335.36
SWCC-14	1,709.74	1,871.62	1,951.05	1,816.61	1,732.24
IHCC-15	5,241.26	6,113.32	6,224.50	5,660.41	5,437.66
SCC-16	3,525.73	3,964.40	3,643.83	3,223.19	3,102.42
Total	92,349.23	104,810.67	107,251.03	102,504.34	96,695.92

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

State General Aid (SGA)

The fiscal year 2013 SGA amount was \$177,274,647. This amount represented an increase of \$13,500,000, or 8.24 percent over the previous year. After adjusting

previous SGA amounts into 2013 dollars, the SGA has increased 4.73 percent in real dollars since fiscal year 2004, but is currently below the amount received in 2007-2009.

Table 15-9. SGA Totals in 2013 Dollars

	Nominal SGA Amount	Adjusted SGA Amount
2004	\$136,127,396	\$169,262,509
2005	\$139,779,244	\$168,790,584
2006	\$149,579,244	\$173,702,009
2007	\$159,579,244	\$181,546,460
2008	\$171,962,414	\$187,604,248
2009	\$180,316,478	\$196,659,508
2010	\$148,754,233	\$158,085,740
2011	\$158,754,232	\$166,004,116
2012	\$163,774,647	\$166,386,631
2013	\$177,274,647	\$177,274,647

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

Unrestricted General Fund Revenue and Expenditure per FTEE

Unrestricted General Fund revenue per FTEE, after adjusting to 2013 dollars, indicates that overall amounts of revenue per FTEE have decreased 0.6 percent from FY 2009 through FY 2013. Fiscal year 2013 revenue per FTEE was 5.98 percent more than fiscal year 2012.

The Unrestricted General Fund expenditures per FTEE, after adjusting to 2013 dollars, show that the total per FTEE has increased 0.34 percent since fiscal year 2009. The fiscal year 2013 expenditure per FTEE amount increased 6.5 percent from the previous year.

Table 15-10. Adjusted Revenue and Expenditures / FTEE (2013 Dollars)

	Revenue	Expenditures	FTEE Total	Revenue / FTEE	Expenditures / FTEE
2009	\$531,310,190	\$525,866,852	92,349.23	\$5,753	\$5,694
2010	\$552,386,446	\$535,807,242	104,810.67	\$5,270	\$5,112
2011	\$563,384,651	\$553,275,983	107,251.01	\$5,253	\$5,159
2012	\$553,122,423	\$549,923,687	102,504.34	\$5,396	\$5,365
2013	\$552,996,991	\$552,488,022	96,695.92	\$5,719	\$5,714

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

State General Aid Per FTEE

Utilizing SGA information adjusted into 2013 dollars, the SGA amount per FTEE has decreased 8.26 percent since 2004. The SGA per FTEE amount increased in

fiscal year 2013 by 12.9% compared to the previous year. An increase in state general aid in 2013 as well as a decrease in FTEE has contributed to this growth.

Table 15-11. SGA Totals in 2012 Dollars

	Adjusted SGA Amount	FTEE	\$/ FTEE
2004	\$169,262,509	84,699.42	\$1,998
2005	\$168,790,584	86,614.34	\$1,949
2006	\$173,702,009	86,247.10	\$2,014
2007	\$181,546,460	88,494.93	\$2,051
2008	\$187,604,248	89,512.99	\$2,096
2009	\$196,659,508	92,349.23	\$2,130
2010	\$158,085,740	104,810.67	\$1,508
2011	\$166,004,116	107,251.01	\$1,548
2012	\$166,386,631	102,504.34	\$1,623
2013	\$177,274,647	96,695.92	\$1,833

Source: Iowa Department of Education, Division of Community Colleges, Annual Report, Unrestricted General Fund AS-15E, Fund 1, See Table 15-11.

16

HUMAN RESOURCES

During fiscal year 2013 (FY 2013, or 2013 in references under this section for this or other fiscal years), Iowa community colleges had 14,671 employees, which included administrative, instructional, professional, secretarial and clerical, and service positions. Some employees were included in more than one reporting category; for example, an administrator who might also teach a course. Thus, there were 16,543 full-time, part-time, temporary, and adjunct positions reported in 2013. The Community College Management Information System (MIS) data does not include employees teaching only non-credit courses for community colleges, unless they are full-time non-credit instructors.

While the total number of employees increased by 4.5 percent from 2012, the professional composition of community college employees has remained relatively the same for the past seven years. The largest group was instructional (46.4 percent), followed by professional (22.4 percent), secretarial and clerical (17.3 percent), service (13.0 percent), and administrative (0.8 percent). Before 2005, secretarial and clerical staff outnumbered professional staff (Figure 16-1).

COMMUNITY COLLEGE EMPLOYEES

NUMBER OF EMPLOYEES:	CHANGE SINCE LAST YEAR:
14,671	↑ 4.5%
FACULTY:	FACULTY, OF ALL EMPLOYEES:
7,320	46.4%
<small>Down 0.5% since 2012</small>	<small>Down 2.8% since 2012</small>

The distribution by the type of employment has been relative stable since the tracking began in 2000. In 2013, one deviation from the stable pattern occurred: the growth in overall numbers of positions was mainly due to increased numbers of part-time and temporary workers rather than full-time employees and adjuncts. Temporary/seasonal staff positions has grown steadily since experiencing dramatic change in 2008, when a sharp increase occurred that raised the number from 542 to 1,990 employees — a gain of 353 percent. In 2013, temporary/seasonal staff constituted 16.6 percent of all types of positions (Figure 16-2).

Figure 16-1: Iowa Community Colleges Employees by Position Type: 2000-2013

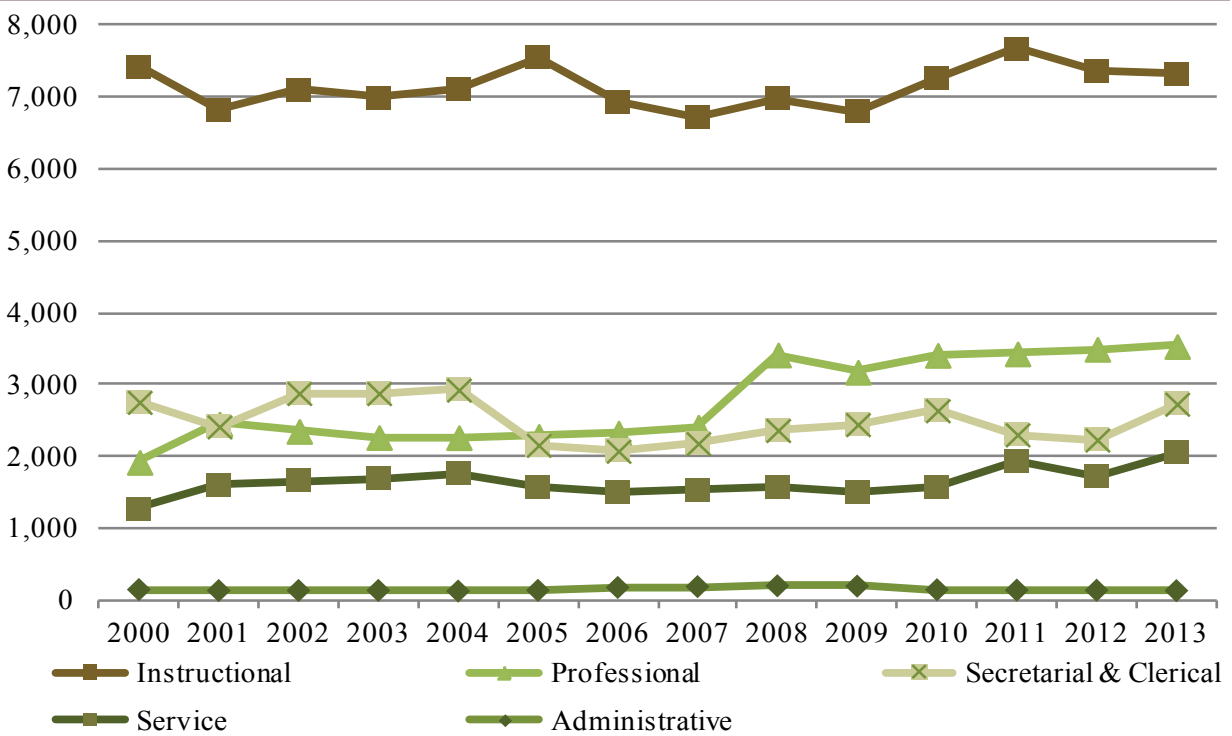
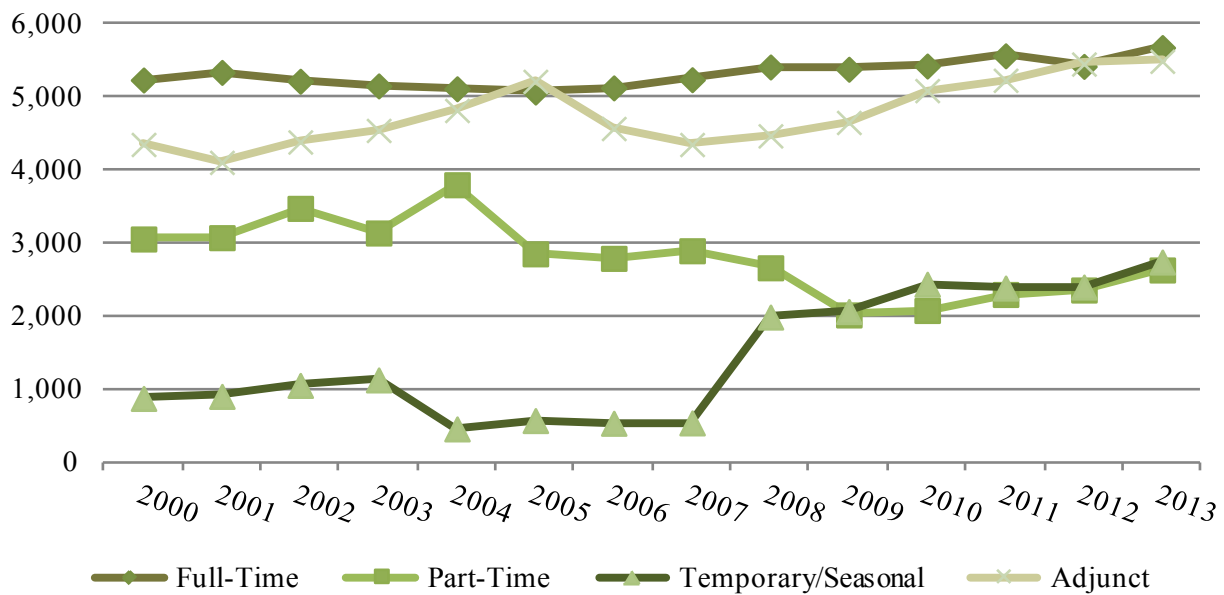


Figure 16-2: Employment by Type: 2000-2013



Employee Education and Demographics

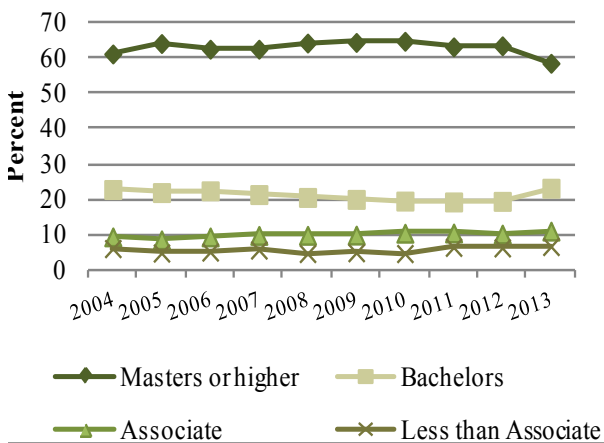
Iowa community college instructors and administrators continuously improve their education. However, the number of instructors and administrators with doctoral degrees, which demonstrated a steady 18 percent average growth between 2004 and 2011, dropped to 234 in 2012, and to 204 in 2013. The percentage for master’s degree or higher fluctuated between 61.2 in 2004 and a record high of 64.9 in 2010. In 2011 this number dropped back to 63.3 percent, grew slightly in 2012, then dropped to a record low 58.6 percent in 2013. The percentage of bachelor’s degree instructors and administrators remained stable from 2008 through 2012 (19.9 percent on average), then increased to a record high 23.3 percent in 2013. The percentage of associate degree holders has remained stable for the past ten years, though it also increased to a record-high in 2013: 11.2 percent (Figure

16-3).

The percent of racial/ethnic minorities grew between 2012 and 2013 from 7.3 to 8.1, and the 14-year trends demonstrated a steady increase in the number of racial/ethnic minorities among Iowa community college employees. The average growth between 2000 and 2013 was 6.3 percent (Figure 16-4).

The distribution within the racial minorities was not as linear. The percentage of American Indians fluctuated between 6.4 (2000) and record low 3.9 2012; in 2013, it increased to 4.0. Asians also demonstrated increases and declines between 2000 and 2013, but their representation dropped to a record low 18.4 percent in 2013. The percentages of Blacks has been relatively stable but did show close to two percent increase in 2013 compared to 2012. The percentages of Hispanics increased to 29.0, a close to 0.5 percent raise since last year. Since 2010, when the new standards allowed reporting of more than one race, the population of more than one race grew from

Figure 16-3: Instructors and Administrators Degrees: 2004-2013



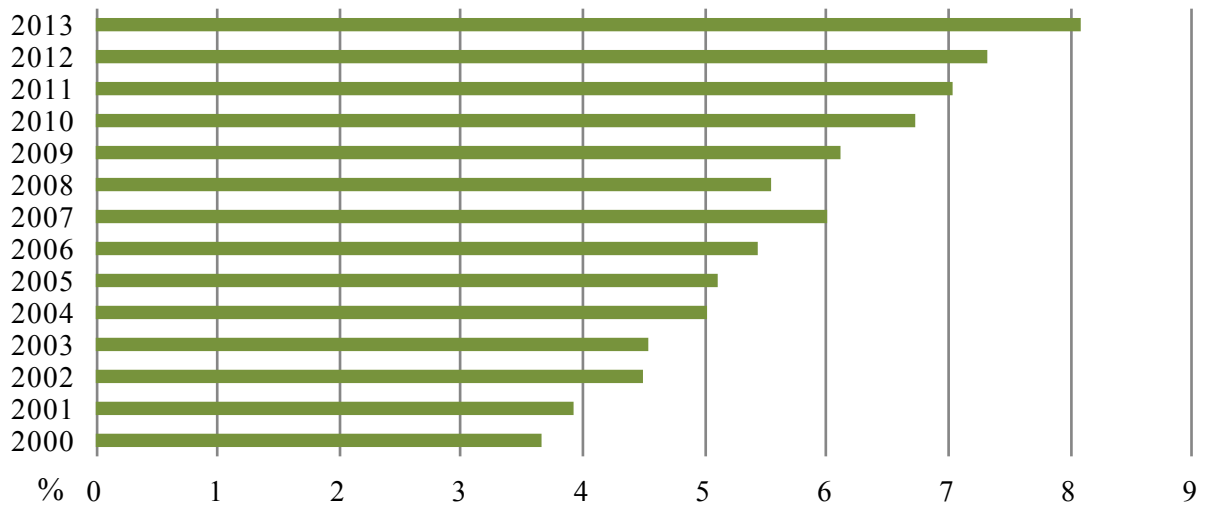
RACE: **CAUCASIAN**
92 percent

GENDER: **FEMALE**
59 percent

AGE: **MID FORTIES**
Mean age: 45 years-old

EDUCATION: **POSTGRAD**
58.6 percent with Master's or higher

Figure 16-4: Percent of Racial Minorities Among Employees: 2000-2013



three percent in 2010 to a high of 8.5 percent in 2012. In 2013, this percentage dropped to 6.0 (Figure 16-5).

A typical community college instructor, as in prior years, was female, 48 years of age, and white.

Gender composition of Iowa community college employees has remained stable. In 2000, females composed close to 58 percent; in 2013 they were 58.9 percent of all employees (Figure 16-6).

In 2013, the age distribution of Iowa community college employees presented a wide palette of groups, from teen years to mid-eighties. The largest groups were among those between 19-20 and 42-62, peaking at 20. Together, these two groups represented over 51 percent of all community college employees. The average age of community college employees was 45 years old, while the median age was 46 (Figure 16-7).

Distributed among seven age groups, from under 17 to over 55, the largest group of employees in 2013 was between 40-55 years old. This group has remained the largest for the past ten years. The fastest growing group, however, was over 55 years old. In 2004, this group comprised 19 percent of all employees. It steadily grew to 27.9 percent in 2012. In 2013, it has declined to 27.5 percent for the first time since 2004.

The largest group of community college administrators was between 54 and 58 years old. In 2013, the average age of administrators was 54 years old and the median age was 55 years old (Figure 16-7). In 2012, those numbers were 53 and 54, correspondingly.

Iowa community college full-time instructional staff was comprised of all ages between 25 and 80. The largest group was between 53 and 60, peaking at 55. The

Figure 16-5: Distribution of Racial/Ethnic Minorities Among Employees: 2000-2013

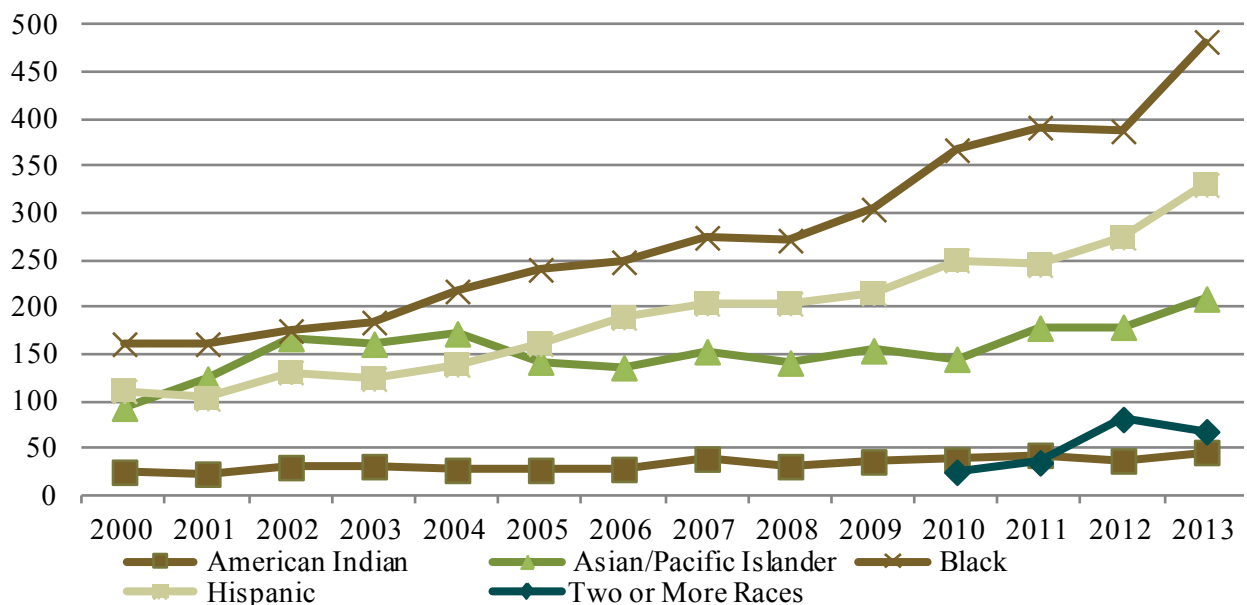
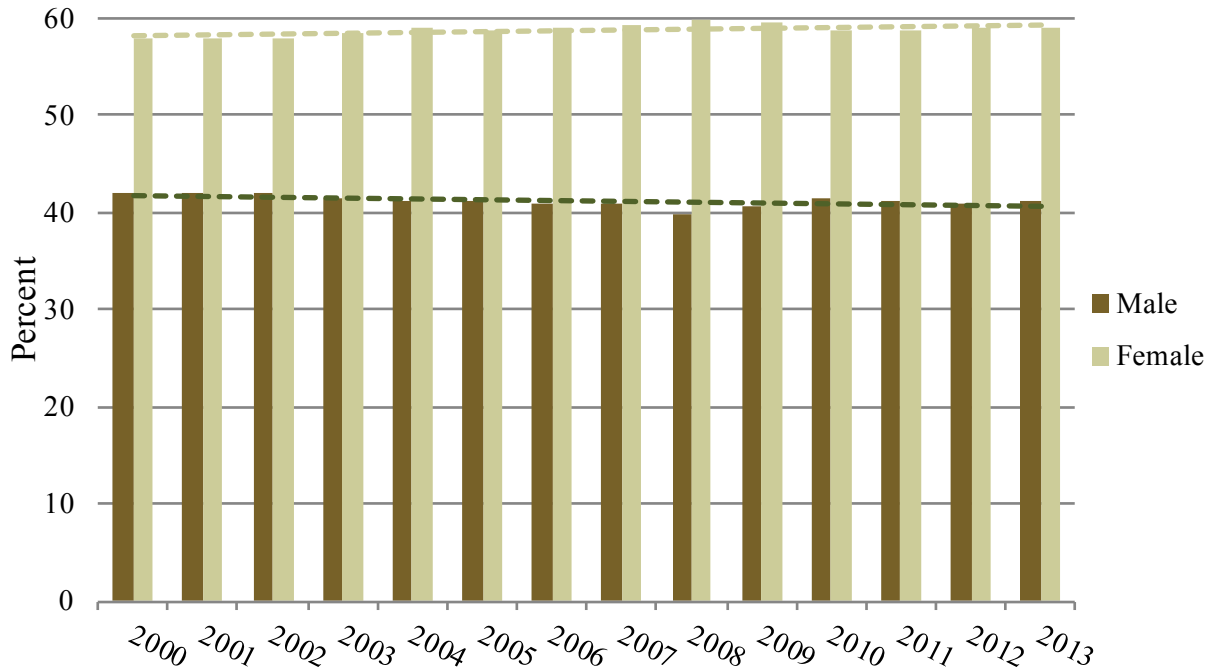


Figure 16-6: Gender Distribution of Employees: 2000-2013



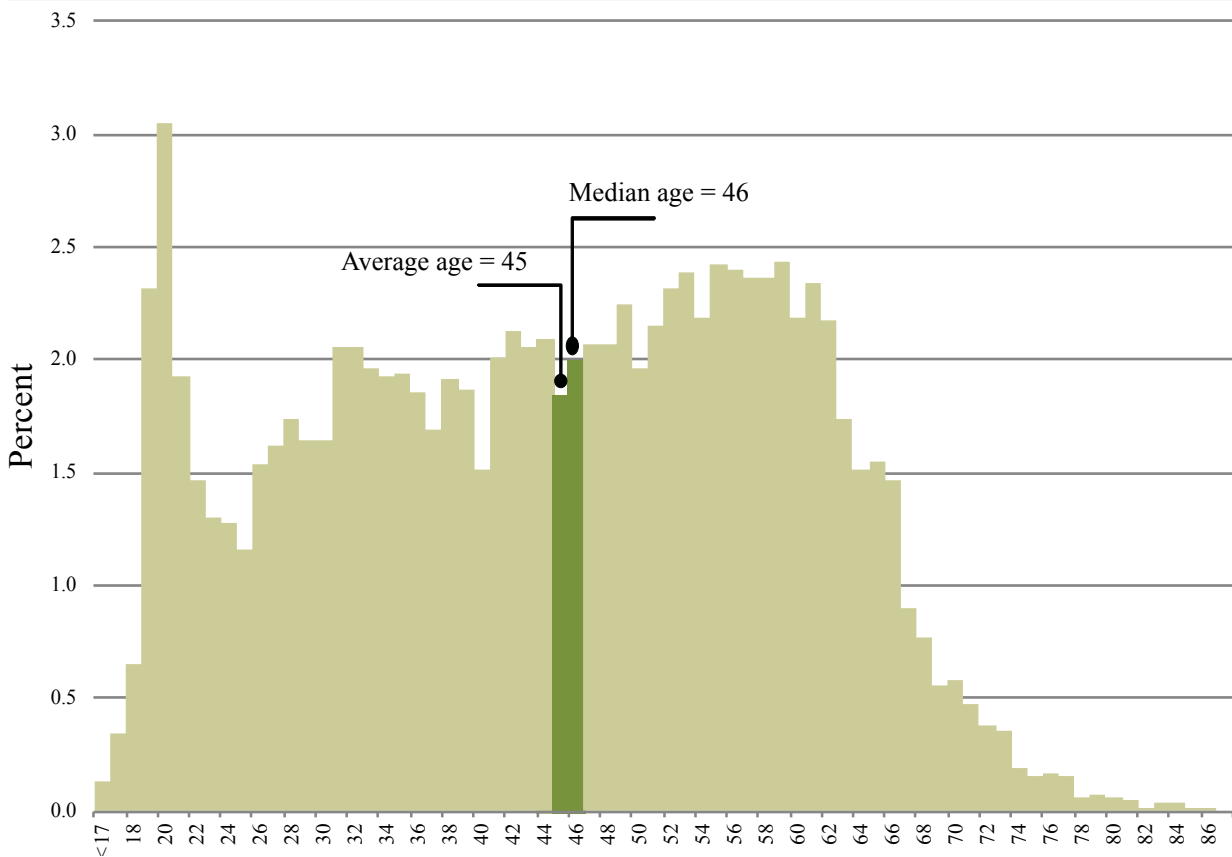
average age of community college full-time instructors was 50 years, and the median age was 51 (Figure 16-8).

The trends nationwide support the notion of an aging faculty. For example, in 2012, 34.2 percent of full-time

faculty in California community colleges were between ages 55 and 64, and the average age of the full-time faculty was 51.8.* The percentage of Iowa community

*Faculty Association of California Community Colleges Education Institute, 2012.

Figure 16-7: Age of Community College Employees: 2013



college full-time faculty in the same age group was 32.6. Average age of full-time faculty gradually increased from 2004 through 2011, when it peaked at 50.1. After dipping to 49.5 years in 2012, it rose to 50.0 in 2013. The median age remained at 51 in 2012 and 2013 (Figure 16-8 and 16-9).

Employee Salaries

The average base salary for a nine-month contract for full-time instructional employees increased from \$55,601 in 2012 to \$56,692 in 2013. The average increase of full-time instructional staff salaries since 2001 is 3.1 percent (Figure 16-10).

In addition to the Management Information System

Figure 16-8: Distribution of Administrators (Left) and Instructors (Right) by Age: 2013

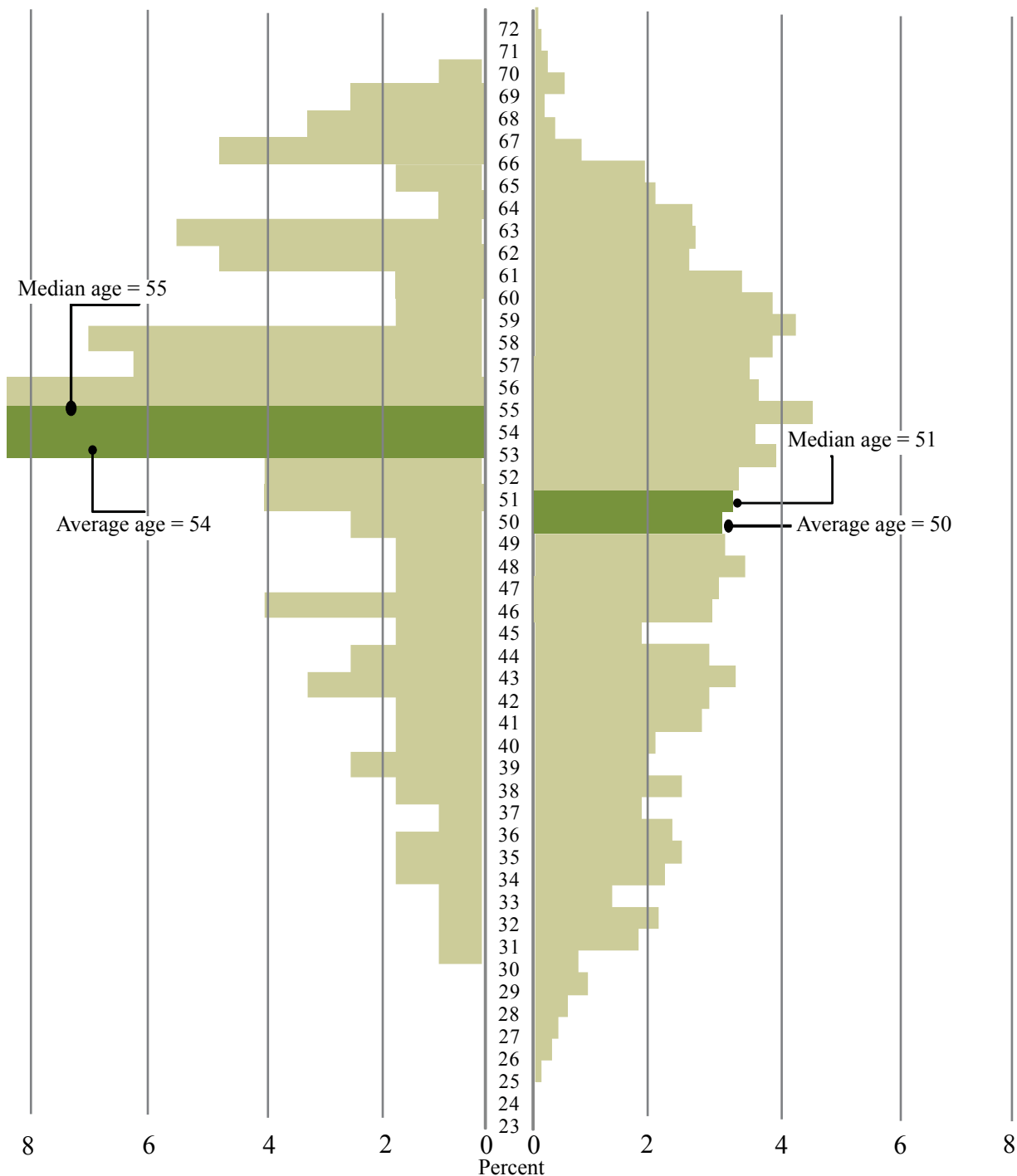


Figure 16-9: Average and Median Age of Full-Time Instructors: 2005-2013

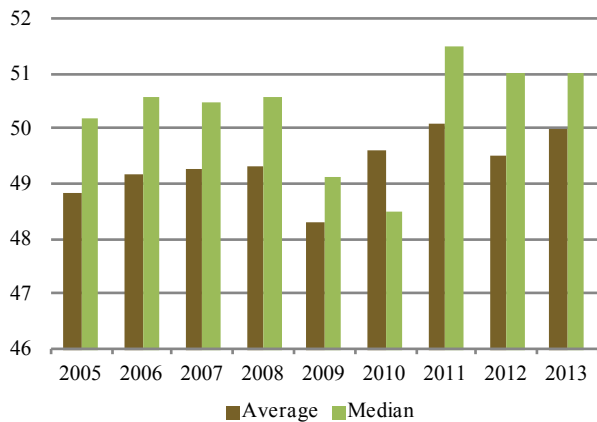
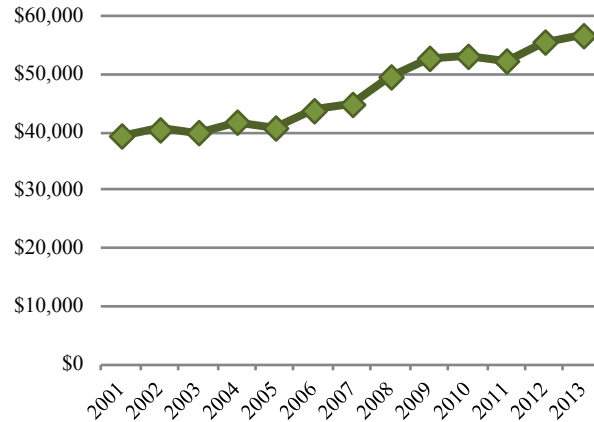


Figure 16-10: Average Base Salary of Full-Time Instructors: 2001-2013

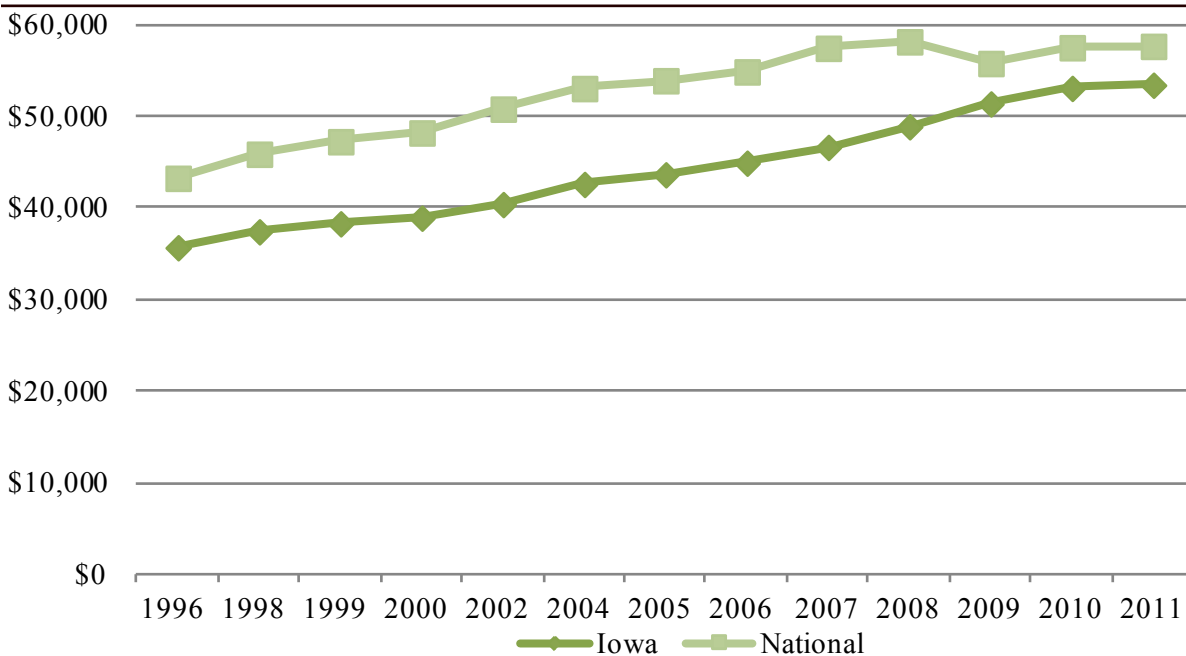


(MIS), there are a number of other state and federal reports that publish faculty salaries. Variances across those reports are due to differences in factors (i.e., definitions, classification systems, and contract periods). For example, the National Center for Educational Statistics (NCES) published \$59,676 as an average salary of full-time instructors* in two-year public institutions based on nine-month contracts, for fiscal year 2012.

The *Chronicle of Higher Education Almanac* publishes annual numbers for colleges nationwide and by state. According to those numbers, Iowa community college instructors were paid on average 92.7 percent of the

national average salary for two-year public institutions in fiscal year 2011 (latest available data). Based on the data from 1996 through 2011, the average salary steadily increased for Iowa full-time community college instructors. In 2011, the increase was 0.7 percent, while the average salary increase nationally was 0.3 percent (Figure 16-11). Iowa 13-year average salaries demonstrated an increase of 3.4 percent since 1996, while the national average increased 2.4 percent during the same time period.

Figure 16-11: Comparison of Iowa and National Average Salaries for Full-Time Faculty Members: 1996-2011



*NOTE: Before 2004, Chronicle of Higher Education Almanac published the data every other year.

SOURCE: *The Chronicle of Higher Education Almanac* Issues 1998 through 2013.

17

Special Supplement: Adult Literacy

This study examined wage and transitions to credit or noncredit coursework among adult learners participating in the Adult Literacy for the Workforce in Iowa (ALWI), a project designed to deliver basic literacy skills and new job skills to adult workers.

Wilcoxon's signed ranks, a nonparametric technique, tested whether the distribution of weekly wages among participants who completed the program equaled the 25th percentile of the national population of workers who have high school diplomas. Data rejected this null hypothesis ($p = 0.0079$), suggesting the distribution of weekly wages among participants who completed the program was higher than the 25th percentile of the national population of workers who have high school diplomas.

A series of 2 x 2 contingency tables compared separate cohorts of ALWI students, fiscal year (FY) 2011 and FY 2012 respectively, who completed the program and subsequently made a transition to credit and non-credit coursework over the span of two years versus the general population of adult education students. About 26 percent of ALWI participants and 17 percent of adult education students continued their educational endeavors one year later. Two years later, about 23 percent of ALWI participants from FY 2011 cohort and almost 20 percent of adult education students from FY 2011 cohort had continued their education through credit or non-credit coursework.

The authors wish to thank the following people for their comments and suggestions during the review process:

- Nancy Dugan, Eastern Iowa Community College
- Mark Gruwell, Iowa Lakes Community College
- Stephanie Holliman, Indian Hills Community College
- Sandra Jensen, Hawkeye Community College

Background

"A surprisingly large population of adults already has the basic skills needed for success in postsecondary education," says Reder [6]; however, they "face. . . other barriers to college entry and completion." This population is sometimes known as the working poor. A number of initiatives has arisen to help the working poor overcome barriers to completing a postsecondary award.

Policymakers in Iowa, having grappled with the issue of adult literacy and basic education for a number of years, are well aware of the quandary the working poor

face. To this end, Iowa legislators authorized ALWI, designed to help adult workers become more competitive in the labor market. ALWI offers participants opportunities to acquire adult high school equivalency diplomas, as well as new occupational skills for jobs currently in high demand by local employers.

During FY 2008, Iowa met or exceeded federal targets associated with adult education and literacy. The following year, FY 2009, Iowa again met or exceeded federal targets associated with adult education and literacy.

In FY 2010, the state received \$779,429 from a federal incentive grant, which was used to fund the first year of ALWI. This funding assisted self-selected adult education and literacy students who enrolled in programs designed to help students acquire basic skills and transition into non-credit and/or credit coursework. To receive incentive funding for ALWI, the grant required programs to indicate how participants would receive transition services for credit and noncredit training programs. In FY 2011, 839 students participated in ALWI.

In FY 2011, the state received an additional \$706,297 from the federal incentive grant, which was used to continue funding of ALWI. During FY 2012, the last year in which federal funds paid for ALWI, 901 students participated.

ALWI participants were often enrolled in ALWI programs designed to prepare and support entry into postsecondary education [4], whereas their non-ALWI counterparts may not have been not enrolled in such programs. Participants enrolled in adult literacy programming do not have this kind of support. In many cases, ALWI participants were selected because they had the skills or a stated intent to continue on to postsecondary education. In addition to preparation for postsecondary education, ALWI programs often included components designed to connect participants with employment opportunities in industries with higher wage-earning potentials.

ALWI participants learned skills associated with these industries and were connected to corresponding employers. Registrars at community colleges reported data about participants who continued on to postsecondary training or employment.

Methodology

Records of adult education participants were selected from the federally-reported adult literacy data set for FY 2011. These records were separated into two mutually

exclusive groups: ALWI participants ($n = 839$) and adult education participants ($n = 20,646$). However, records of 136 ALWI participants had missing data and subsequently were excluded.

This procedure was repeated for FY 2012, yielding 901 ALWI participants and 21,336 adult education participants. No records from the FY 2012 groups were excluded.

Records of ALWI participants from FY 2011 were matched with Iowa unemployment insurance records to ascertain wages. Data for wages were collected from these records beginning with the third calendar quarter of 2010 and ending with the second calendar quarter of 2012. Weekly wages were estimated based on an assumption of thirteen weeks per quarter. Insufficient unemployment insurance records for FY 2012 ALWI participants prevented a similar analysis for this group.

Wages of workers who enrolled in the ALWI program were captured in one of two ways: wages that were captured approximately one year after a participant's enrollment date, or captured wages that showed spikes of at least 10 percent from pre-participation wages within one year after a participant's enrollment date. Wilcoxon's signed ranks test was calculated in R [5], a statistical computing program. Median weekly wages of ALWI participants before entering the program were \$292.00, and \$472.50 after leaving the program.

To avoid duplication of records, students were assigned to one race or ethnicity. For example, students who reported themselves as Hispanic were classified as Hispanic, even if they also reported themselves as members of another sub-population (for example, White, Black, Asian). Basic descriptive statistics were tabulated for gender, ethnicity, age, and employment status at time of entry into the program.

Student records for each group from FY 2011 were matched with credit and non-credit student records from FY 2012 and FY 2013 to determine how many students from each group made a transition to credit courses or to non-credit courses with an intent to transfer to credit courses. This procedure was repeated for each group from FY 2012; however, only student records from FY 2013 were matched because corresponding records for FY 2014 did not yet exist.

Assumptions

The U.S. Bureau of Labor Statistics (BLS) publishes wage information based upon selected demographic criteria, such as level of education. The Iowa Workforce Information Network (IWIN) provides wage information by occupational category, not by demographic characteristics. Therefore, data from BLS were used for population parameters because comparable wage information specific to Iowa demographics is unavailable from IWIN.

At least one organization [3] based entry-level salaries on the lowest median income of salaries by occupational category as published by BLS [1]. The median is too high for workers with less than a college education. However, the 25th percentile, which was used in this study, appears to be a reasonable alternative for entry-level wages of workers at least 25 years old with high school diplomas or equivalent.

Limitations

Although this project has accumulated two years of student records, FY 2010 and FY 2011, data analysis was limited to records acquired during FY 2011 because those records were more accurate. Records pertaining to ALWI participants have enrollment dates, but not exit or completion dates. Wages prior to participation were those wages captured during the quarter immediately before a participant's enrollment date.

Results and Discussion

ALWI participants from the FY 2011 cohort, on average, were 31.3 years old ($\sigma = 11.5$) with an average reported 10.3 years of education ($\sigma = 2.1$). Of the 839 ALWI participants, 58.2 percent were females and 52.3 percent were Whites. Unemployed participants accounted for 66.8 percent of all ALWI participants. Levels of unemployment were equivalent across gender: females, 66.6 percent; males, 66.9 percent. Wilcoxon's signed ranks tested the null hypothesis

$$H_0 : E(D_A) > E(D_B) ;$$

where $E(D_A)$ equals the estimated distribution of wages of ALWI graduates and $E(D_B)$ equals \$463.00, the 25th percentile of wages of the general population who are high school graduates [2]. The median income of ALWI graduates was \$472.50 per week, equating to approximately \$24,500 annually.

Conducting Wilcoxon's signed ranks test with R [5] yielded a critical value $V = 2,275$. The probability of observing $V = 2,275$ was 0.0079. The observed data rejected H_0 , suggesting weekly wages of participants who completed the ALWI program were above the national 25th percentile [2] for wages among all workers who had high school diplomas. This finding is encouraging, because over two-thirds of ALWI participants were unemployed upon entry into the program. If lower wages caused the data to reject H_0 , then one could plausibly question the benefit of the ALWI program. However, these wages suggest students who completed the ALWI program learned new job skills that enabled them to become more productive citizens.

Tables 17-1 through 17-3 display 2×2 contingency tables of the numbers of students who transition to subsequent credit and/or non-credit coursework among ALWI

participants and all adult education participants respectively. Tables 17-1 and 17-2 describe the cohorts from FY 2011. Table 17-3 describe the cohorts from FY 2012.

Among ALWI participants from FY 2011 who continued their studies one year later (table 17-1), 4.8 percent enrolled in both credit and non-credit courses; 22.3 percent enrolled only in credit courses; and 5.8 percent enrolled only in non-credit courses. Overall, 33.0 percent of ALWI participants continued their studies one

year later by enrolling in some combination of credit or non-credit coursework.

Among non-ALWI adult education students from FY 2011 who continued their studies one year later (table 17-1), 0.8 percent enrolled in both credit and non-credit courses; 6.2 percent enrolled only in credit courses; and 2.9 percent enrolled only in non-credit courses. Overall, almost 10 percent of adult education students continued their studies one year later by enrolling in some combi-

Table 17-1: Transition to subsequent credit and/or non-credit coursework one year later among ALWI participants and adult education students of the 2011 cohort

		Non-credit					
		ALWI participants			Adult education students		
Credit		Yes	No	Total	Yes	No	Total
	Yes	34	157	191	170	1,290	1,460
	No	41	471	512	598	18,588	19,186
	Total	75	628	703	768	19,878	20,646

nation of credit or non-credit coursework.

Among ALWI participants from FY 2011 who continued their studies two years later (table 17-2), 3.3 percent enrolled in both credit and non-credit courses; 9.3 percent enrolled only in credit courses; and 10.2 percent enrolled only in non-credit courses. Overall, 22.8 percent of ALWI participants from FY 2011 continued their studies two years later by enrolling in some combination of credit or non-credit coursework.

Among non-ALWI adult education students from FY 2011 who continued their studies two years later (table 17-2), 1.2 percent enrolled in both credit and non-credit

courses; 4.2 percent enrolled only in credit courses; and 14.4 percent enrolled only in non-credit courses. Overall, 19.8 percent of adult education students continued their studies two years later by enrolling in some combination of credit or non-credit coursework.

Among ALWI participants from a separate cohort of FY 2012 who continued their studies one year later (table 17-3), 3.6 percent enrolled in both credit and non-credit courses; 9.9 percent enrolled only in credit courses; and 7.1 percent enrolled only in non-credit courses. Overall, 20.5 percent of ALWI participants from FY 2012 continued their studies one year later by enrolling in some

Table 17-2: Transition to subsequent credit and/or non-credit coursework two years later among ALWI participants and adult education students of the 2011 cohort

		Non-credit					
		ALWI participants			Adult education students		
Credit		Yes	No	Total	Yes	No	Total
	Yes	23	65	88	251	856	1,107
	No	72	543	615	2,981	16,558	19,539
	Total	95	608	703	3,232	17,414	20,646

combination of credit or non-credit coursework.

Among non-ALWI adult education students from a separate cohort of FY 2012 who continued their studies one year later (table 17-3), 1.21 percent enrolled in both credit and non-credit courses; 3.5 percent enrolled only in credit courses; and 19.6 percent enrolled only in non-credit courses. Overall, 24.3 percent of adult education participants from FY 2012 continued their studies one year later by enrolling in some combination of credit

or non-credit coursework.

Two theories may explain these differences. First, ALWI participants may have had fewer barriers to education than their adult education peers. If true, then ALWI participants would be in better positions to continue their educational endeavors. Second, adult education students may be “drop-in” students, taking a certain number of courses to update their job skills and then withdrawing before completing a program of study.

Table 17-3: Transition to subsequent credit and/or non-credit coursework one year later among ALWI participants and adult education students of the 2012 cohort

		Non-credit					
		ALWI participants			Adult education students		
Credit	Yes	32	89	121	259	751	1,010
	No	64	716	780	4,178	16,148	20,326
	Total	96	805	901	4,437	16,899	21,336

A corollary to the second theory may pertain to cyclical enrollment of adult education students. They may suspend their studies more frequently, resuming whenever they need to update job skills. For example, an adult education student may complete a certain number of credit or non-credit courses one year, suspend studies the second year, and then resume studies during the third year. ALWI participants, especially those with institutional and social safety nets, may be more inclined to persevere.

Conclusion

With improved job skills, participants in the ALWI program appear to increase their earnings. The ALWI program may have reinvigorated self-confidence among those who endured long periods of unemployment. Other factors, however, may account for this phenomenon. Examples include participants' motivation to complete the program and their life skills before starting the program.

Areas for additional research include ALWI participants' continuation into postsecondary education; participants' goals and objectives upon entering the ALWI program; and language barriers associated with the ALWI program.

Additional Resources

Division of Community Colleges and Workforce Preparation. *Iowa's adult literacy program: State plan extension/revisions*. Iowa Department of Education, Des Moines, IA, 2012.

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National Skills Coalition. Iowa summit puts spotlight on adult literacy and workforce skills gaps. Retrieved <http://www.nationalskillscoalition.org/homepage-archive/iowa-summit-november-2011.html>, December 6, 2011. Washington, DC.

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- [3] Florida Atlantic University. Average entry-level salaries. Retrieved August 12, 2013. Available from web site http://www.fau.edu/finaid/pdf/debtmgmt_avgsalary.pdf.
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- [6] Stephen Reder. *Adult education and postsecondary success*. Council for Advancement of Adult Literacy, September 2007.

Appendix A: Methods

Definitions

This appendix offers definitions of terms that appear throughout the condition report.

Academic year: A 12-month period that begins with the first day of the fall term for a community college and continues through the day preceding the start of the next fall term as indicated in the community college’s official calendar.

Calendar year: A 12-month period that begins January 1 and ends December 31.

Cohort: A group of people who share a common set of characteristics or experiences within a defined period.

Contact hour: The number of minutes allocated for an instructional activity. The minimum requirement for one contact hour is 50 minutes.

Credit hour: A unit of measure awarded by a postsecondary institution in recognition of a student’s completion of an activity, course, or program.

Fiscal year: A 12-month period that an organization uses to make appropriations and provide financial reporting. The state of Iowa uses a fiscal year beginning July 1 and ending June 30 the following year. The federal government uses a fiscal year beginning October 1 and ending September 30 the following year. Unless noted otherwise, “fiscal year” refers to that used by the state of Iowa.

Graduation rate: The percentage of students within a defined cohort who earn a two-year award in three years or less.

Success rate: The summed percentages of students within a defined cohort who achieved one of the following outcomes in three years or less:

- earned a two-year award, but did not transfer to a four-year college or university, or;
- transferred to a four-year college or university *before* earning a two-year award, or;
- transferred to a four-year college or university *after* earning a two-year award.

Transfer rate: The percentage of students within a defined cohort who transfer to a four-year college or university in three years or less.

Year: A calendar year, unless noted otherwise.

Sources

The primary data sources are each of Iowa’s 15 community colleges. Every August, community colleges transmit data to the Department of Education. Upon

receipt, Management Information System (MIS) staff members review the data for discrepancies then return summary reports to confirm accuracy. After confirmation, data files are aggregated for analysis and subsequent reporting. The MIS staff’s objective findings help guide policymakers as they make informed decisions about community colleges.

Secondary sources of data are also used, which help readers compare Iowa’s community colleges with similar postsecondary institutions within the region and throughout the United States. Examples of secondary sources include the National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), and the National Student Clearinghouse (NSC). Data from Iowa Workforce Development are also utilized to offer insight into jobs and earnings of graduates.

The use of secondary source data calls for guarded inferences. Statistical bias is a major concern. No researcher can confirm the veracity of secondary source data because s/he had no control during the collection process. Although we rely upon data from secondary sources to make certain comparisons, we acknowledge the shortcomings of its use. Please refer discrepancies within secondary sources to their respective owners.

Analyses

Analyses within the condition report are generally limited to descriptive statistics such as frequencies, means, medians, and percentages. Cross-tabulations are used wherever appropriate. The condition report also makes appropriate use of charts and graphs to help readers see trends over time.

Certain sections of the condition report contain discussions of inferential statistics. In such instances, an assumption was made that readers have limited knowledge of statistics; therefore, the discussions are written accordingly.

Suggested Usage

Best practices suggest integrating information from various parts of this report. Judgments about any particular college should especially include year-to-year indicators such as demographics, credit hours, and non-credit contact hours. Focusing solely upon a specific indicator will provide an incomplete evaluation of a college, possibly leading one to make inaccurate judgments. There-

fore, a holistic viewpoint is encouraged when making inferences from the data.

The 2013 condition report contains numerous changes to past data as well as new data for the most recent fiscal year. Hence, analysts should rely primarily upon the 2013 report instead of data from prior condition reports.

Cohorts

The process to define a cohort begins by selecting distinct or unique student records from three previous fiscal years. For example, calculating student success in the 2012 condition report would have begun with a cohort of students from fiscal year 2010. Thus, fiscal year 2012 would represent 150 percent of allocated time to earn an award for students who began their studies during fiscal year 2010.

The size of a cohort represents the denominator for variables such as graduation, transfer, and overall success rates. The following criteria are used to identify students as members of a cohort:

- The first enrollment date is any time during the initial, or base, fiscal year.
- Course credit hours are summed for each student.
 - With the exception of Indian Hills Community College, full-time status is 24 or more credit hours during the initial fiscal year.
 - Indian Hills Community College uses a trimester schedule; therefore, full-time status is 16 or more credit hours during the initial fiscal year.

Data Set

After selecting the cohort, a new field, *DidGraduate*, was created. Students who earned Associates degrees within three years from the first date of enrollment were assigned a numerical value of 1. Otherwise, they were assigned a numerical value of 0 if they did not graduate within the given time frame.

The cohort list was then submitted to National Student Clearinghouse. Students who transferred to a four-year college or university within three years from the first date of enrollment were assigned a numerical value of 1. Otherwise, they were assigned a numerical value of 0 if they did not transfer within the given time frame. These values were placed in a new field labeled *DidTransfer*.

The raw data set now consists of the following fields:

- Name of community college
- Sex of each student
- Each student’s self-reported race or ethnicity (white, black, etc.)
- Graduation status (0 = no; 1 = yes) of each student
- Transfer status (0 = no; 1 = yes) of each student

Table A1: Generic contingency table

		Did transfer		Row totals
		0 (No)	1 (Yes)	
Did graduate	0 (No)	A	B	A+B
	1 (Yes)	C	D	C+D
Column totals		A+C	B+D	Grand total

Calculations

Both graduation status and transfer status have two possible outcomes. Cross-tabulations were performed to calculate the numbers and percentages of students for each of the four possible outcomes as seen in table A1:

- neither transferred nor earned a two-year award (cell “A”);
- transferred before earning a two-year award (cell “B”);
- earned a two-year award, but did not transfer (cell “C”);
- transferred after earning a two-year award (cell “D”).

Graduation Rate

Graduation rate describes the percentage of students from a given cohort who earned two-year awards within three years from the first date of enrollment, whether or not they transferred to a four-year college or university.

Equation 1 displays the formula to calculate graduation rate:

$$(1) \quad R_G = ((C+D)/\text{Grand total}) \times 100\%;$$

where R_G is the graduation rate, C is the number of students who earned two-year awards (“completers”) within three years but did not transfer, and D is the number of students who transferred after earning two-year awards.

Transfer Rate

Transfer rate describes the percentage of students from a given cohort who transferred to a four-year college or university within three years from the first date of enrollment, whether or not they earned two-year awards.

Equation 2 displays the formula to calculate transfer rate:

$$(2) \quad R_T = ((B+D)/\text{Grand total}) \times 100\%;$$

where R_T is the transfer rate, B is the number of students

who transferred before earning two-year awards within three years, and D is the number of students who transferred after earning two-year awards.

Success Rate

Success rate describes the summed percentages of students from a given cohort who met one of the following criteria within three years from the first date of enrollment:

- transferred to a four-year college or university before earning a two-year award (cell “B”);
- earned a two-year award, but did not transfer to a

- four-year college or university (cell “C”);
- transferred to a four-year college or university after earning a two-year award (cell “D”).

Although one could divide the sum of these three cells by the grand total to calculate success rate, equation 3 displays an easier method:

$$(3) \quad R_s = ((\text{Grand total}-A)/\text{Grand total}) \times 100\%;$$

where R_s is the success rate and A is the number of students who neither transferred nor earned two-year awards within three years.



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