

2017



The Annual
Condition
of
Iowa's
Community
Colleges



**COMMUNITY COLLEGES &
WORKFORCE PREPARATION**
PROSPERITY THROUGH EDUCATION

The Annual Condition of Iowa's Community Colleges 2017



IOWA DEPARTMENT OF EDUCATION
DIVISION OF COMMUNITY COLLEGES
AND WORKFORCE PREPARATION

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

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In addition to these contributors, feedback and assistance was provided by Jim Flansburg, Rebecca Griglione, Barb Ledvina, and Stephanie Weeks. The report cover was designed by Derek O'Riley.

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

*Cover Photos L-R: Southeastern Community College
Hawkeye Community College
Kirkwood Community College
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Letter from the Director

Dear Education Stakeholders,

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



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

The Annual Condition of Iowa's Community Colleges: 2017 includes information on academic programs; enrollment data; student outcomes and measures of success, including degree completion and transfer rates; and information about the cost of attending and operating Iowa's 15 community colleges. This report is designed to help Iowans understand the challenges and opportunities community colleges face in providing quality programs to meet the demands of their diverse students and communities.

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

Sincerely,

A handwritten signature in cursive script that reads "Ryan M. Wise". The signature is written in dark ink and is positioned above the printed name and title.

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

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Executive Summary

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

This year's Condition Report is sporting a new look, with the previous year's 17 sections reconfigured into seven (7) based on common themes. For example, previous editions had separate sections for credit, non-credit, adult education, and online enrollment data, which are now all included in Section 3, *College Admissions and Enrollment*. This new format was designed to:

- » focus on broad themes, such as the role of Iowa's community colleges, programs that serve diverse student populations, enrollment, student success and completion, college costs and affordability, community programs and services, and operational systems and infrastructure;
- » tell a more cohesive story about the programs, services, and people served; and
- » provide stories and pictures to highlight student success and community college contributions.

Data reported in the Condition Report come primarily from Iowa's 15 community colleges, transmitted through the Division's Management Information System (MIS). Upon receipt, Division staff review, verify, and aggregated the data for analysis and reporting. This data is then reported in the Condition Report as dashboards, figures, and tables to accompany the narrative. In addition to this annual report, disaggregated data tables are provided on the Division's website at: www.educateiowa.gov/ccpublications/. Interactive data visualization tools are also available. These tools enable users to select specific data sets and time periods, access aggregations, and filter by specific community colleges to prepare downloadable charts and graphs. These tools can be accessed at: <https://www.educateiowa.gov/adult-career-and-community-college/publications> and <https://www.educateiowa.gov/iowa-community-college-program-outcomes-interactive-charts>.

Data highlights of the AY16-17 Condition Report include:

ENROLLMENT DATA:

- » Credit enrollment decreased 2.1 percent, with 132,694 students taking 1,789,468 credits. (*Page 33*) AY16-17 data provides a more precise tracking of programs in which students enrolled by accurately reporting all students who had not declared a program of study in the "No-POS" category.
 - 40.5 percent of all credit enrollees were in the No-POS category, which includes 77.2 percent of jointly enrolled students who predominantly enroll in arts and science courses.
 - Arts and Science (transfer) accounted for 29.9 percent of credit enrollees, which is lower than last year because it does not include joint enrollment (No-POS) students.
 - CTE (24.2 percent of enrollees) decreased by 2.8 percent, with 39.3 percent enrolled in Health Sciences (4.1 percent increase).
 - 11,967 students (9.0 percent) enrolled in 63,378 credit hours of developmental education. (*Page 42*)
 - Online courses accounted for 23.6 percent of total credits, with 45.8 percent of students taking at least one course. Only 24.3 percent of jointly enrolled students took online courses. (*Pages 52-55*)
 - Joint enrollment increased 4.1 percent, with 49,868 high school students accounting for 37.6 percent of total enrollees and 22.8 percent of total credits. Iowa continues to lead the nation in percentage of jointly enrolled high school students. (*Page 10*)

- » Non-credit enrollment decreased 10.8 percent with 214,817 individuals participating in 6,217,436 contact hours of instruction. Of these participants, 51.2 percent were enrolled in skill enhancement courses, with 53.2 percent of these enrolled in health science. *(Pages 44-46)*
- » Adult Education and Literacy (AEL) unduplicated headcount was 16,191 students (8.9% decrease); the greatest increase being in basic skills and developmental programs. *(Page 47)*

STUDENT DEMOGRAPHICS:

- » The average age of credit students was 21.7, with 79.6 percent under 25 years of age. *(Page 36)*
- » Females accounted for 54.0 percent of the total credit enrollment.
- » Jointly enrolled students were more evenly represented by sex (50.5 percent female), but less racially diverse than the total credit student body (15.3 vs. 21.0 percent of those who reported race).
- » Minority enrollment increased to a record high of 21.0 percent of students reporting minority racial/ethnic backgrounds. Iowa's 9.1 percent penetration rate (the highest in the nation) indicates that 9.1 percent of Iowa's college-age minority population attended community colleges. *(Pages 36-39)*

STUDENT SUCCESS AND COMPLETION:

- » The number of credit student awards decreased 3.0 percent to 18,115. *(Page 59)*
- » More Associate of Applied Science (AAS) degrees were awarded than Associate of Arts (AA) degrees, accounting for 28.4 and 27.5 percent of all awards, respectively. *(Page 60)*
- » The fall 2014 first-time, full-time cohort of 16,573 students were tracked to evaluate their success rate. Overall, 47.1 percent transferred, graduated, or graduated and transferred within three years. *(Page 71)*
- » 44.3 percent of AEL participants achieved a Measurable Skills Gain; however, of those who persisted beyond the minimum hours of instruction and took a post-assessment, 77.4 percent achieved an MSG.
- » 1,718 high school equivalency diplomas were awarded. *(Pages 68-69)*

COLLEGE COSTS AND AFFORDABILITY:

- » The current (AY17-18) average in-state tuition of \$162.42 per credit represents a 3.4 percent increase over the AY16-17 tuition of \$157.05 per credit. *(Page 78)*
- » The AY17-18 average annual cost of enrollment (tuition and mandatory fees) for a full-time Iowa resident taking 24 credit hours is \$4,223.52 at Iowa's community colleges vs. \$8,550.48 at Iowa's public universities. This represents a potential 50.6 percent savings for community college students *(Page 83)*.
- » In award year 2016, Iowa community college students received over \$290M in federal aid, \$11M in state aid, \$21M in institutional aid, and \$13M in other aid. *(Page 84)*
- » Iowa Skilled Worker and Job Creation Fund programs provided training and support to:
 - 965 Gap participants who received tuition assistance for non-credit training. *(Page 88)*
 - 3,361 PACE participants engaged in 6,468 funded training activities. *(Page 89)*
 - 95,627 work-based learning opportunities funded through Intermediary Networks. *(Page 20)*

COLLEGE FINANCIALS & EMPLOYEES

- » 13,723 people were employed (down 3.1 percent), consisting of 45.7 percent instructional; 53.4 percent professional, secretarial and clerical, and service; and 0.8 percent administrative personnel. *(Page 107)*
- » Total unrestricted general revenues decreased 0.23 percent to \$563,946,328. *(Page 115)*
- » Total unrestricted general expenditures were \$561,882,895. Salaries comprised 75.7 percent. *(Page 116)*

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IOWA'S COMMUNITY COLLEGES: CREATING A FUTURE-READY IOWA



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

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

Iowa Code

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

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

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

1

The Evolving Role of Iowa's Community Colleges

Mission, History, and Value to Students and the State

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

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

Iowa's 15 community colleges educate over half (51.6 percent) of all Iowa residents enrolled in postsecondary institutions in the state [1], exceeding the national average of 41 percent reported by the American Association of Community Colleges [2]. The diversity of their student population continues to grow, with minority students (those identifying as being something other than white) comprising a larger proportion of undergraduate enrollment (38.1 percent) than the state's public universities (26.7 percent) and four-year non-profit colleges and universities (28 percent) [3].

Iowa's community colleges are inclusive institutions, welcoming all who have a desire to learn, regardless of education level, background, or socioeconomic status.

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

To serve this diverse population, Iowa's community colleges offer a wide range of programs to equip students with the knowledge and skills to succeed, whether they continue on to a four-year degree or enter the workforce. Offerings include arts and sciences college parallel programs designed to transfer to four-year colleges and universities, career and technical education (CTE) programs that prepare

students for industry-specific careers, training and retraining programs for Iowa's businesses and industries, and a variety of adult education and non-credit courses for personal enrichment, academic preparedness, and skill attainment.

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

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

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

HISTORY OF IOWA'S COMMUNITY COLLEGES

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

of Colleges and Schools in 1919. Additional public junior colleges were organized beginning in 1920, and the movement spread rapidly throughout Iowa. Between the years of 1918 and 1953, a total of 35 different public junior colleges were established in the state through the operation of public school districts. These institutions were often organized with a dean who reported directly to the local superintendent, and offered arts and sciences programs equivalent to the first two years of the baccalaureate program, a limited number of occupational programs, and adult education opportunities.

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

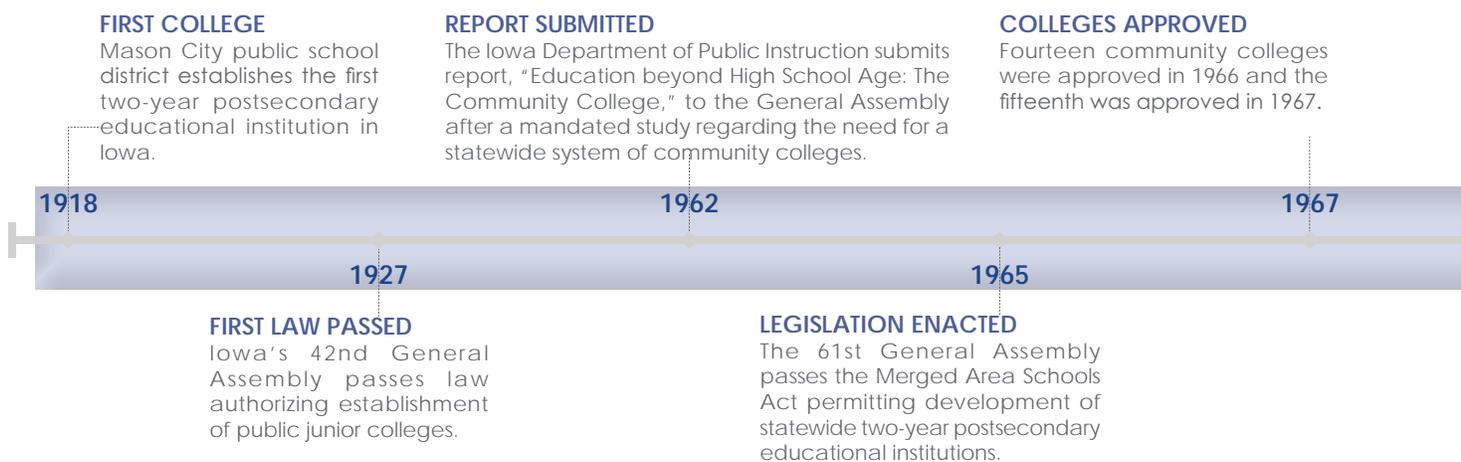
Acknowledging the need for more public postsecondary options across the country, the United States Congress enacted the National Defense Education Act (NDEA) in 1958, which in part made federal funds available to states on a matching basis to develop area vocational programs. To implement this legislation in Iowa, the Iowa State Board of Education modified the state vocational

education plan to allow local school districts and Iowa State University to operate as “area schools.” This included a specific allocation of funds to develop area vocational programs under NDEA’s Title VIII, a designation of area vocational-technical high schools, and the authorization for tuition-paying students to attend these schools and programs. Fifteen (15) schools were designated as area vocational-technical high schools, utilized to initiate programming for the Manpower Development and Training Act.

Iowa Studies Higher Education Options with Intentions to Improve Access

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

IOWA COMMUNITY COLLEGE TIMELINE



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

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

Laying the Groundwork for Iowa’s Community College System

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

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

ROLE EXPANDED

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

ACCREDITATION DEFINED

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

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

1983

1989

1990

2013

2016

DIVISION ESTABLISHED

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

HISTORIC INVESTMENT

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

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

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

The College's Role Expands

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

In 1989, the 73rd General Assembly passed Senate File 449, requiring that secondary vocational programs be competency-based and that the competencies be articulated with postsecondary vocational education. This resulted in increased cooperation between local education agencies and

community colleges, resulting in more programs that awarded college credit to high school students through articulation. The Postsecondary Enrollment Options (PSEO) Act of 1989, and later, supplemental weighting, allowed high school students to jointly enroll in college credit courses in significantly greater numbers.

The Division is Established

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

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

In the late 1990s, the majority of Iowa's community colleges expanded their roles in workforce development by becoming primary service providers for the federal Workforce Investment Act (currently Workforce Opportunity and Innovation Act), as well as housing American Job Centers (a.k.a. One-Stop Centers). These centers are designed to provide a full range of assistance to job seekers under one roof.

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

the following activities: career academy programs; CTE programs; entrepreneurship education and small business assistance; and general training, retraining, and in-service educational initiatives for targeted industries.

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

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

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

GOVERNANCE AND PLANNING

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



Iowa Western Community College.

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

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

of underrepresented groups (i.e., gender, race/ethnicity, and socioeconomic status) in all programs.

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

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

ACCREDITATION PROCESS

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

The Iowa Community College Accreditation Advisory Committee was convened to conduct the mandated review. Membership included at least one member from each college, representing the various functional units of community colleges, including presidents, chief academic officers, faculty, human resource administrators, business officers, student services administrators, and academic deans. The committee developed recommendations, which the Department included in the final report to the legislature in January 2010. The report recommended an overhaul of the state accreditation process to make it more focused and efficient while reaffirming Iowa's approach to ensuring state standards are met through peer review. Recommendations included removing duplication with the Higher Learning

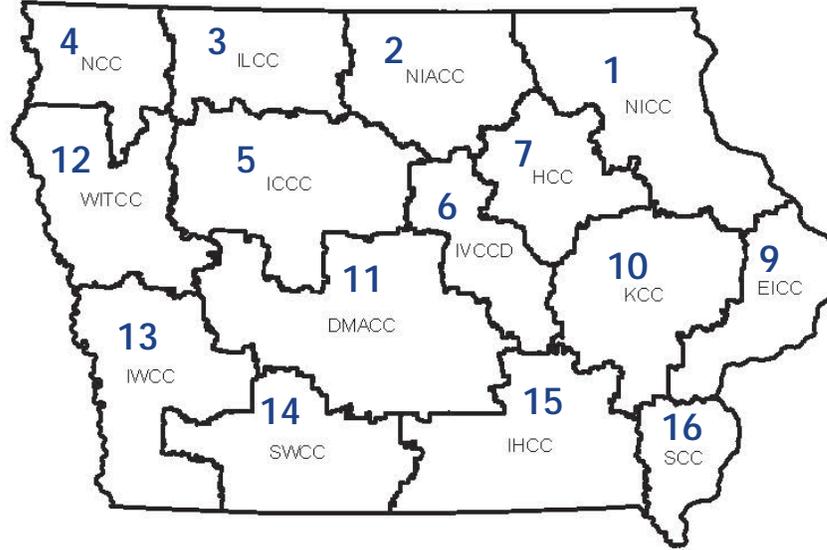


Students at Indian Hills Community College.

Commission's (HLC) accreditation process by focusing state reviews on standards in state law that are not reviewed by the HLC, as well as any other issues identified by the state or colleges. Additionally, enhanced pre-visit desk reviews and streamlined interim visits were recommended to reduce the time and cost of site visits.

Iowa Code was aligned with the revised HLC criteria regarding faculty qualifications in 2016, thus increasing the required number of graduate credits in the field of instruction from 12 to 18 semester hours for instructors teaching liberal arts and science transfer courses. Code was also updated to reflect the equity review process that is now integrated with the accreditation process. The rules for the state accreditation process, as currently approved, set the standards for Iowa's community colleges minimum faculty standards, faculty load, special needs, career and technical program review, strategic planning, physical plant and facilities, quality faculty plan, and Senior Year Plus standards. The Iowa Community College Accreditation Advisory Committee continues to play an important role in assisting with the development of review protocol and providing feedback to the Department.

IOWA'S 15 COMMUNITY COLLEGE AREAS



Area 1 (NICC)

Northeast Iowa Community College
Box 400
Calmar, Iowa 52132

Area 2 (NIACC)

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

Area 3 (ILCC)

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

Area 4 (NCC)

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

Area 5 (ICCC)

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

Area 6 (IVCCD)

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

Area 7 (HCC)

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

Area 9 (EICC)

Eastern Iowa Community Colleges
306 West River Road
Davenport, Iowa 52801

Area 10 (KCC)

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

Area 11 (DMACC)

Des Moines Area Community College
2006 South Ankeny Blvd.
Ankeny, Iowa 50023

Area 12 (WITCC)

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

Area 13 (IWCC)

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

Area 14 (SWCC)

Southwestern Community College
1501 West Townline Street
Creston, Iowa 50801

Area 15 (IHCC)

Indian Hills Community College
525 Grandview Avenue
Ottumwa, Iowa 52501

Area 16 (SCC)

Southeastern Community College
1500 West Agency Road, PO Box 180
West Burlington, IA 52655

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

VALUE TO STUDENTS AND THE STATE

Iowa's community colleges provide a solid return on investment for both students and the state. Collectively, they contributed \$5.4 billion into the state's economy and supported 107,170 jobs—roughly 6 percent of all jobs in Iowa—during fiscal year 2014-15 [4].

For every dollar of public money spent on educating students at Iowa's community colleges, taxpayers receive an average return of \$3.50 over the working lives of the students. This represents an average annual rate of return of 10.4 percent [4].

From the student perspective, the time and money invested in attaining a community college education

Iowa's community colleges collectively contributed \$5.4 billion into the state's economy and supported 107,170 jobs during fiscal year 2015.

is worth the cost. In return for every dollar students invest in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of \$6.50 in higher future earnings. Over a working lifetime, the average associate degree completer will see an increase in earnings amounting to an undiscounted value of approximately \$418,000 [4].

Looking to the Future

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

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

References

- [1] Iowa College and University Enrollment Report. (Fall 2016).
- [2] American Association of Community Colleges. Fast facts 2017.
- [3] Iowa College Student Aid Commission. Student and Faculty Diversity Report. (2017).
- [4] Iowa Department of Education. Analysis of the Economic Impact and Return on Investment of Education: The Economic Value of Iowa's Community Colleges. (February 2017).

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

2

Service to Diverse Student Populations

Joint Enrollment, Credit and Non-Credit Programs, Adult Education

No matter the type, community college programs build Iowa's talent pipeline by providing clear pathways for earning the high-quality credentials and degrees that employers demand.

With a growing demand for a more skilled and educated workforce, Iowans with varying backgrounds, experiences, and levels of education are turning to Iowa's 15 community colleges to acquire high-quality credentials and degrees. Because of their open access policies and affordable education to all who desire to learn, community college programs and services are as diverse as the students they serve.

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

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

COLLEGE AND CAREER READINESS

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



Students at Eastern Iowa Community Colleges

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

- » Achieved proficiency in essential content knowledge.
- » Acquired practical transition skills.
- » Developed key learning skills and cognitive strategies.
- » Built a strong foundation of self-understanding and engagement strategies.

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

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

JOINT ENROLLMENT

Joint enrollment provides the opportunity for students to earn college credit while still in high school. Joint enrollment of high school students accounts for 37.6 percent of total community college credit enrollment, and over 22 percent of total credit hours.

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

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

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

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

JOINT ENROLLMENT

STUDENTS ENROLLED

UP SINCE AY15-16

49,868



4.1%

SEMESTER HOURS

UP SINCE AY15-16

408,323



5.8%

SEMESTER HOURS PER HIGH SCHOOL STUDENT

8.2 SEMESTER HOURS

JOINTLY ENROLLED HIGH SCHOOL STUDENTS WHO EARNED ASSOCIATE DEGREES IN AY16-17

111

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

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

Joint enrollment in Iowa community colleges has steadily risen to a record high of 49,868 students in academic year (AY) 2016-2017, which represents a 4.1 percent enrollment increase from 2016 (Figure 2-1). Community colleges continue to experience steady growth in joint enrollment. Since FY04, joint enrollment has increased approximately 137 percent—an average annual change of 7.4 percent.

Jointly enrolled students enrolled in a total of 408,322.5 semester credit hours in AY16-17 compared to 385,884.5 credit hours in AY15-16 (Figure 2-2). Additionally, of the 49,868 students who participated in joint enrollment programs in AY16-17, a total of 111 earned an associate degree while in high school.

FIGURE 2-1: JOINT ENROLLMENT: 2004 - 2017

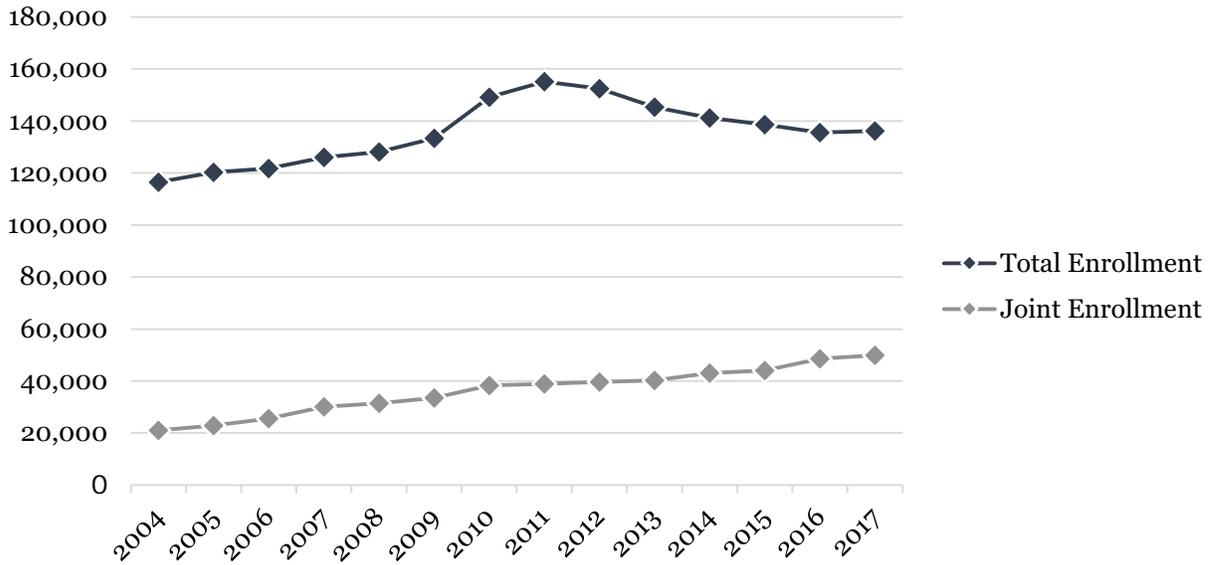
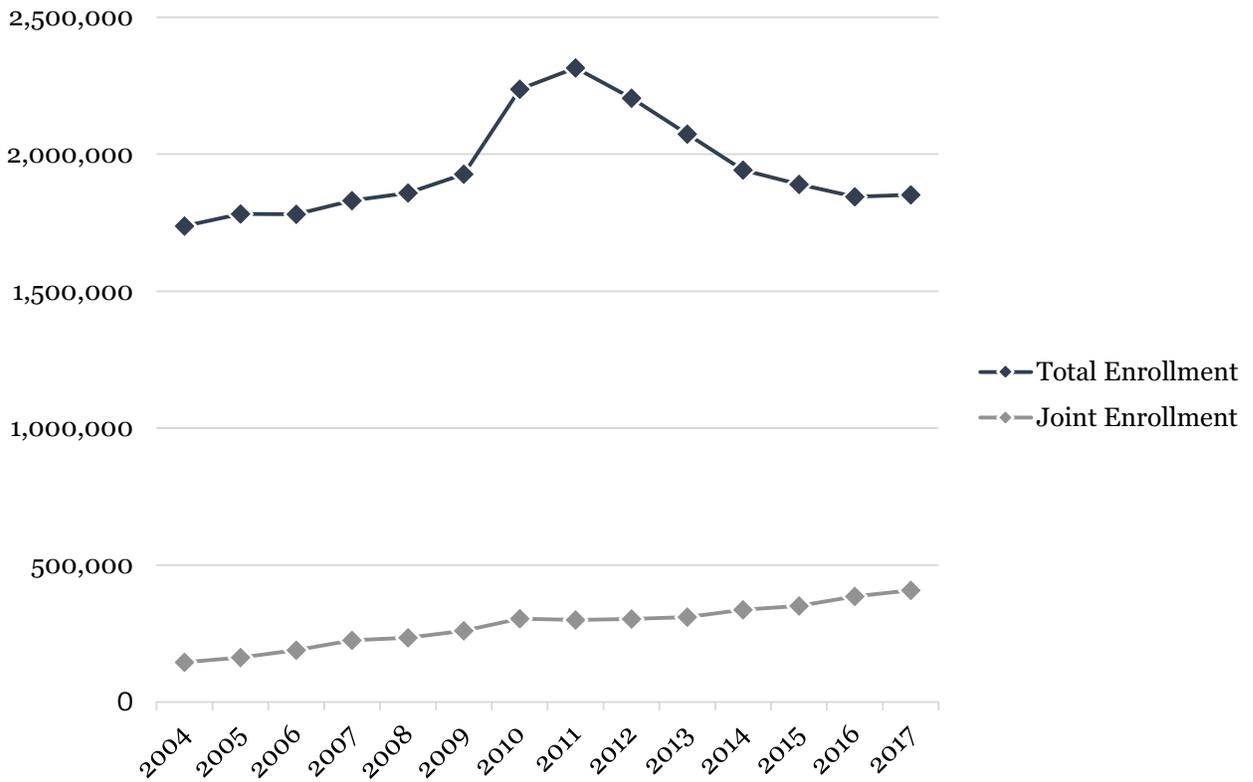


FIGURE 2-2: JOINT ENROLLMENT CREDIT HOURS: 2004 - 2017





DEBT-FREE DUAL DEGREES EXPOSURE IS KEY

Joint enrollment programs introduce high-school students to the academic rigor and requirements of college-level courses in a familiar environment where they have additional supports available from their high schools.

L-R: 2017 Valley High School graduating seniors, Madison Stoakes, Blake Richards, and Evan McKinney



Iowa stands out among states when it comes to participation in joint enrollment. In fact, Iowa leads the nation in the percent of students under the age of 18 enrolled in community college courses. Expanding opportunities and growing participation in joint enrollment takes planning, coordination, and school support.

“Exposure is key,” said Tony Wieland, school counselor at Valley High School in West Des Moines where close to 95 percent of graduating seniors have taken at least one course for college credit.

“We actually sit down individually with each entering student,” Wieland said. “We continue to review their course options and course requests, talk about college readiness, and encourage AP (advanced placement) classes and concurrent enrollment opportunities.”

Some students, including Valley’s Madison Stoakes, Blake Richards, and Evan McKinney, earned their associate degrees before graduating from high school. Their stories could be told at any high school and Iowa community college. Of the 49,868 students in Iowa who participated in joint enrollment programs across the state during the 2016-17 academic year, 111 earned an associate degree—all before graduating from high school.

To help students understand their options, a Des Moines Area Community College (DMACC) academic advisor is at Valley High School one day each week. Students interested in the possibility of earning associate degrees in high school can meet with the advisor to learn more about what it takes.

“As administrators, we can provide the opportunities,” said Tim Miller, principal at Valley High School. “But it is the team of counselors, supports, and partnership with DMACC that makes this successful. We want all of our students to have the experience of a college-level class. We know it is good for them academically and definitely financially.”

The cost savings is significant. While there is a fee for students to take an AP exam, students do not have to pay to take the DMACC classes Valley offers at the high school. Compare that to the more than \$4,400 it typically costs an in-state student in tuition and fees annually to attend DMACC. Add in books, supplies, and room and board, and that number easily tops \$10,000 a year.

“I have a sister who is also a high school senior,” Evan said. “I have kind of taken it on myself to lessen that financial burden. I plan to graduate from Iowa State in two years.”

Senior Blake Richards knows firsthand how college can become out of reach for some, and the impact earning his associate degree means.

“My sister is my inspiration,” Blake said. “She didn’t have enough financial aid to get through college. By taking these classes and earning my associate degree now, I am saving money.”

“Ms. Zehr (the DMACC advisor) was really helpful,” Madison said. “We looked over my transcripts and she told me that I needed to take advanced speech and a sociology course. I could have taken AP psychology, but I didn’t have time to fit it in. She helped me find an online class to work in the introduction to sociology course.”

“For some students, experience with joint enrollment helped college go from a maybe to a must. It boosts their confidence, and makes them realize they are already doing it,” Principal Miller said.

At Valley, about 70 to 80 sections of concurrent enrollment courses are offered each semester and taught by Valley teachers who also meet credentials to teach at DMACC. Offerings include civil engineering, world history, video production, and everything in between.

Students can also earn college credit and become immersed in the college culture through on-campus career academies Valley offers through DMACC. Each career academy provides a series of courses in a high-need career and technical pathway, such as robotics or computer programming.

Even if taking on the challenge of earning an associate degree isn’t for them, students still benefit from the exposure to college-level courses. It introduces them to academic rigor, deadlines, and prepares them for what to expect in college.

“For some, concurrent enrollment is more than just an opportunity, it represents free college,” Principal Miller said.

Evan agrees.

“If you aren’t taking DMACC classes at Valley, then you are just throwing money away.”

In AY16-17, the average number of credit hours taken per student was 8.2, equivalent to about two or three courses per student (Figure 2-3). This number has increased by more than one credit hour since FY04. This year, joint enrollment accounted for 22.8 percent of total credit hours, up approximately two percentage points from AY15-16. Because high school students generally enroll in college courses part time, they accounted for a smaller proportion of total credit hours than of total enrollment (Figure 2-4, page 15).

The rate at which high school students enroll in community college coursework varies by local school district and community college region. As shown on the map in Figure 2-9, almost every district offers access to some form of joint enrollment opportunity, but the depth of this access varies, sometimes significantly, from district to district.

Joint Enrollment Offering Arrangements

Again, in AY16-17, contracted courses had the largest enrollment of the three types of joint enrollment offering arrangements, accounting for 87.3 percent of jointly enrolled students (Figure 2-5). Enrollment in these contracted courses rose 4.1 percent from the previous year to 46,795 students. PSEO, which accounted for 7.7 percent of joint enrollment, experienced an enrollment increase of 5.7 percent from AY15-16. Enrollment of tuition-paying students increased 16.4 percent from the previous year, to 2,679 students.

INSTANCES OF JOINT ENROLLMENT BY OFFERING ARRANGEMENT

CONTRACTED COURSES	UP SINCE AY15-16
46,795	↑ 4.1%
PSEO	UP SINCE AY15-16
4,123	↑ 5.7%
TUITION	UP SINCE AY15-16
2,679	↑ 16.4%

FIGURE 2-5: CREDIT JOINT ENROLLMENT BY OFFERING ARRANGEMENT (%)

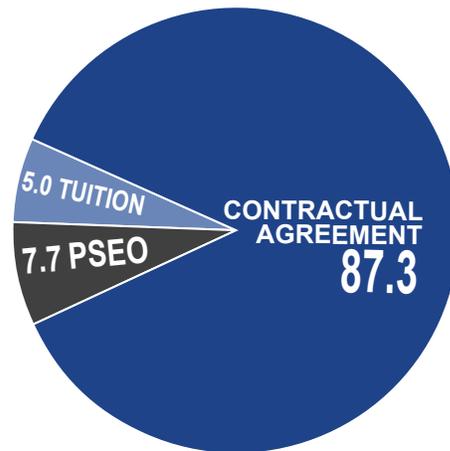
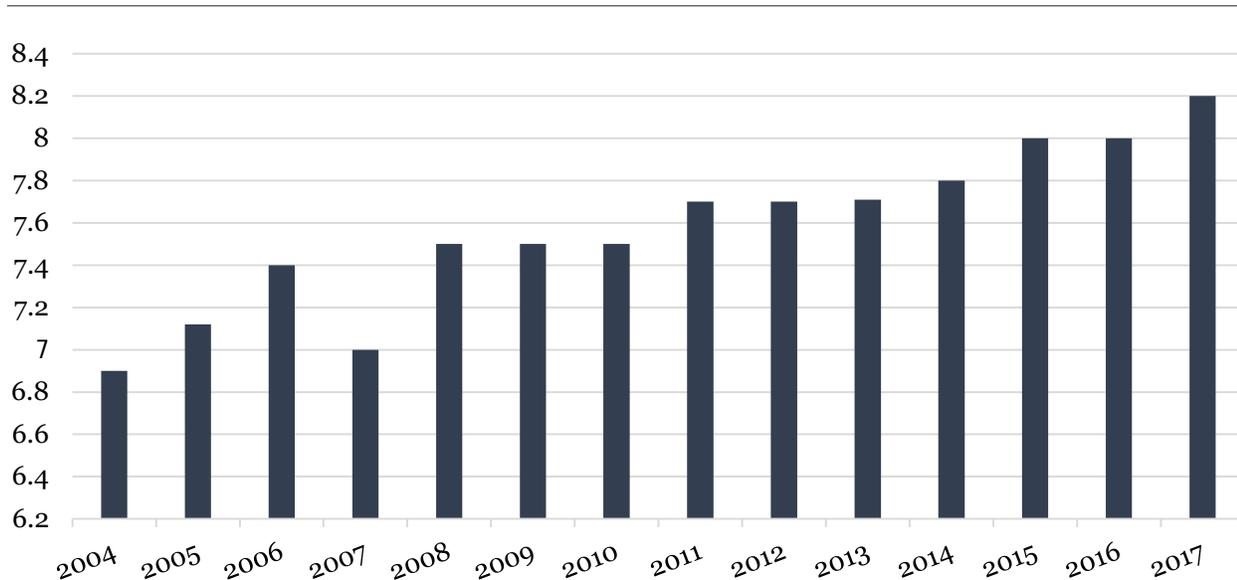


FIGURE 2-3: AVERAGE CREDIT HOURS PER JOINTLY ENROLLED STUDENT: 2004 - 2017



Jointly Enrolled Student Demographics

Compared with the overall student body, jointly enrolled students are more evenly represented by males and females and are less racially and ethnically diverse. Of the students who reported gender, slightly more females (25,164) than males (24,673) participated in joint enrollment opportunities. In AY16-17, slightly more than half of joint enrollees were female compared to 54.0 percent of the overall college credit enrollment. Male enrollment in contracted courses continued to outpace that of female enrollment, but a larger number of females enrolled in PSEO and tuition enrollment.

The racial/ethnic background of joint enrollees is less diverse than either total community college enrollment or public PK-12 enrollment. In AY16-17, of the approximate 91 percent of joint enrollees who reported their race/ethnicity, 15.3 percent reported a minority background compared to 21.0 percent of students enrolled in credit programs at Iowa's community colleges, and 23.4 percent of students enrolled in Iowa's public PK-12 schools. As a proportion of joint enrollment by program type, tuition-paying course enrollment had the largest proportion of minority students (17.0 percent), followed by contracted course enrollment (15.5 percent) and PSEO enrollment (7.0 percent).

Of these minority joint enrollees, Hispanics were the largest group at 46.2 percent, followed by

RACIAL/ETHNIC MINORITY BACKGROUND*

JOINT ENROLLMENT

TOTAL ENROLLMENT



15.3%

UP FROM 13.5% IN AY15-16



21.0%

UP FROM 19.3% IN AY15-16

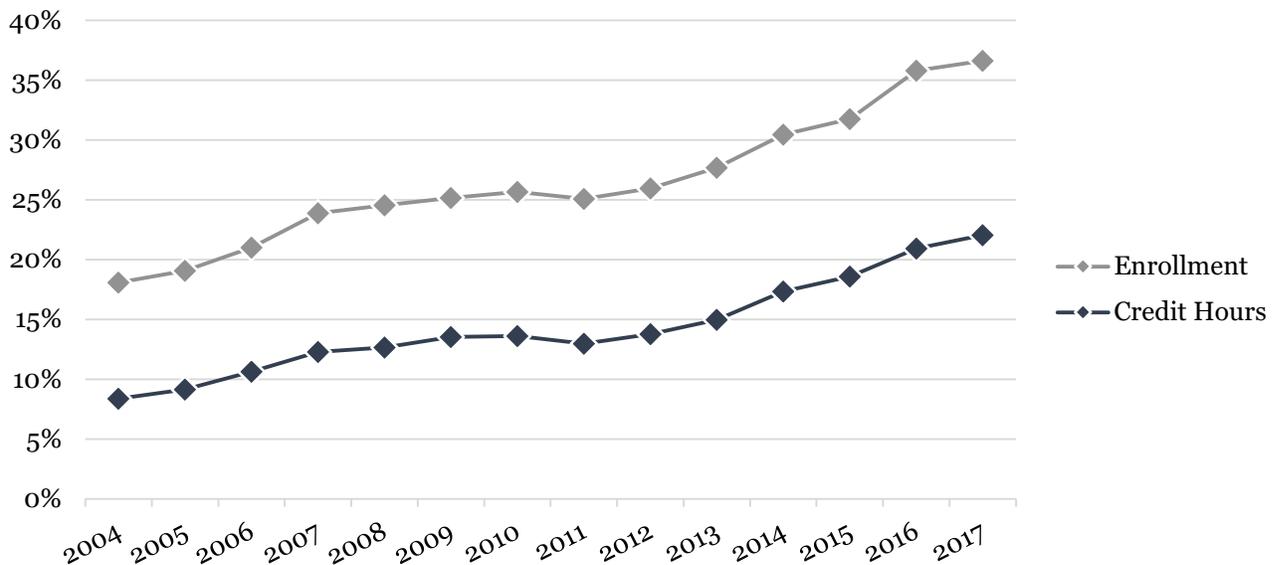
* Students with unknown race/ethnicity are not included.



Students at North Iowa Area Community College (NIACC)

blacks at 19.0 percent, and Asians at 17.8 percent. In comparison to the total community college minority enrollment, Hispanic representation in joint enrollment far exceeds that of the total enrollment

FIGURE 2-4: JOINT ENROLLMENT AND CREDIT HOURS AS A PERCENTAGE OF TOTAL CREDIT STUDENT ENROLLMENT: 2004 - 2017



(35.9 percent), and the proportion of Asian students is also higher (15.7 of the total enrollment). However, the proportion of black students in joint enrollment is much less than that of the total enrollment (34.3 percent) (Figure 2-6).

As to be expected, in AY16-17, jointly enrolled students were younger than the overall community college student body, with about 99.1 percent 18 years of age or under (Figure 2-7). Additionally, almost all jointly enrolled students (99.4 percent) were classified as residents of Iowa. Only 237 out-of-state and 87 international students were jointly enrolled during AY16-17.

Grade Level of Jointly Enrolled Students

Jointly enrolled students tend to be upperclassmen in high school, with approximately 78.0 percent of jointly enrolled students in their last two years of high school. Seniors accounted for 45.8 percent of jointly enrolled students, while almost a third were juniors (Figure 2-8).

JOINTLY ENROLLED STUDENT PROFILE

REPORTED RACE/ETHNICITY

**80.6%
CAUCASIAN**

RESIDENCY

**99.4%
RESIDENT**

GRADE LEVEL

**45.8%
12TH GRADE**

FIGURE 2-6: JOINTLY ENROLLED CREDIT STUDENT ENROLLMENT BY RACIAL MINORITY: AY16-17

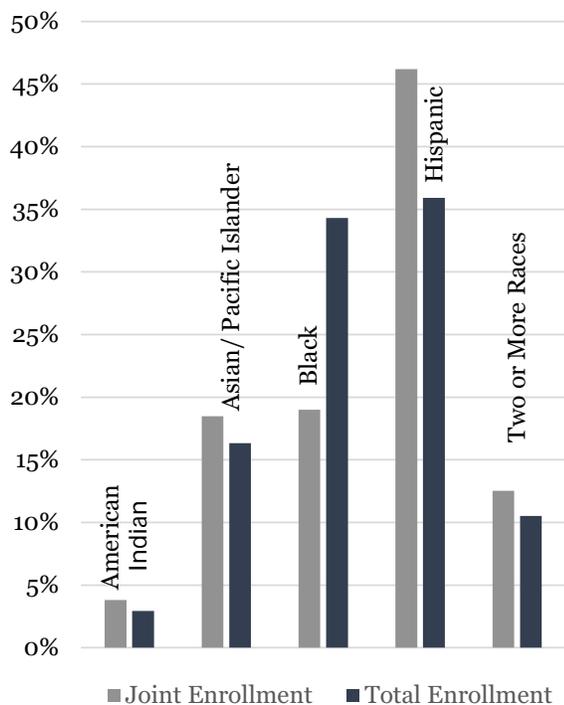


FIGURE 2-7: JOINT ENROLLMENT BY STUDENT AGE (NUMBER)

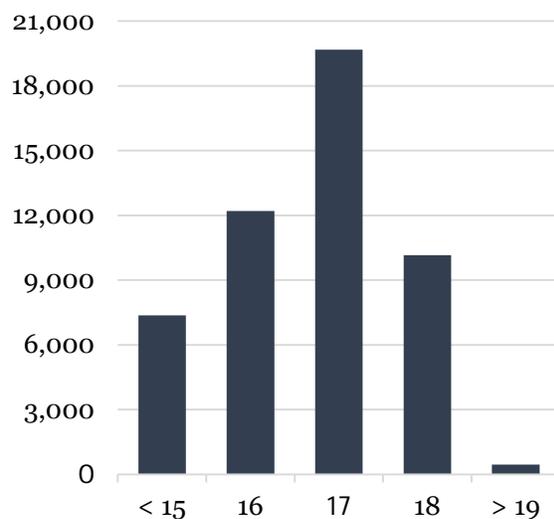


FIGURE 2-8: JOINT ENROLLMENT BY GRADE LEVEL (%)

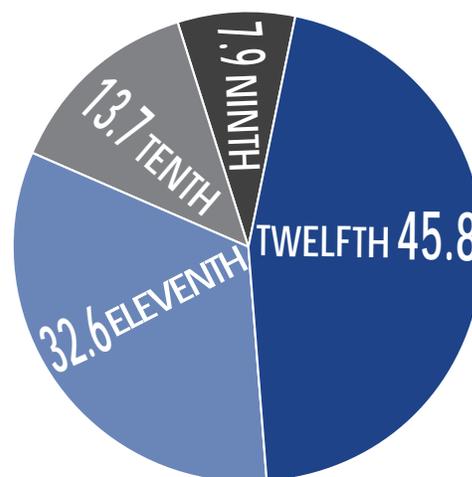
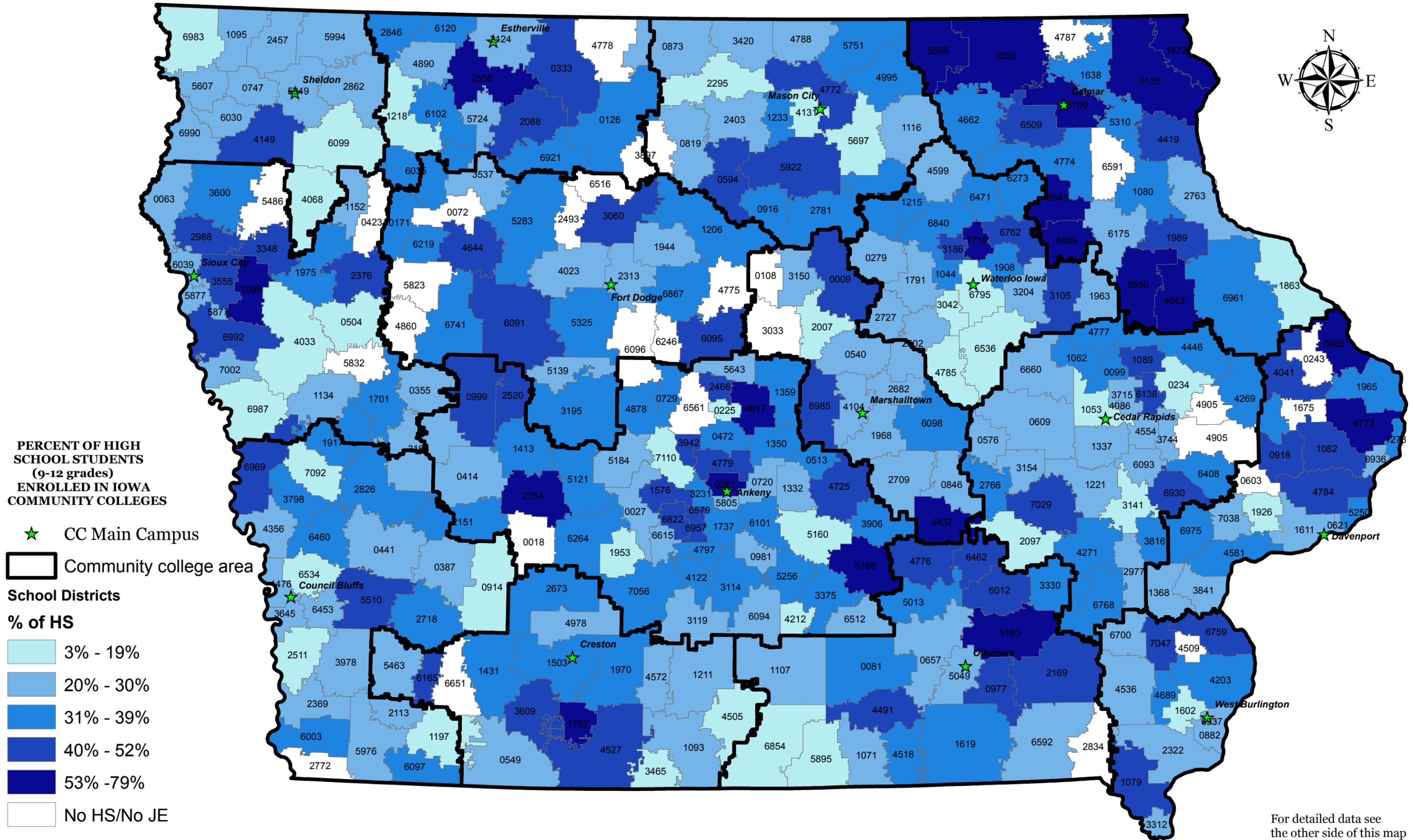


FIGURE 2-9: PERCENT OF HIGH SCHOOL STUDENTS (9-12 GRADES) ENROLLMENT IN IOWA COMMUNITY COLLEGES DURING AY 2016 - 2017



District Number	District Name	Percent (Joint)	District Number	District Name	Percent (Joint)	District Number	District Name	Percent (Joint)	District Number	District Name	Percent (Joint)	District Number	District Name	Percent (Joint)	District Number	District Name	Percent (Joint)
0009	AGWSR	44.37	1095	Central Lyon	21.35	2403	Garner-Hayfield-Ventura	21.28	3942	Madrid	52.07	5139	Paton-Churdan	26.42	6512	Twin Cedars	24.56
0018	Adair-Casey	0.00	1107	Chariton	21.72	2457	George-Little Rock	25.69	3978	East Mills	23.24	5160	PCM	19.03	6516	Twin Rivers	0.00
0027	Adel DeSoto Minburn	29.94	1116	Charles City	20.35	2466	Gilbert	41.65	4023	Manson Northwest Webster	29.76	5163	Pekin	53.27	6534	Underwood	9.74
0063	Akron Westfield	29.59	1134	Charter Oak-Ute	24.10	2493	Gilmore City-Bradgate	0.00	4033	Maple Valley-Anthon Oto	16.16	5166	Pella	58.08	6536	Union	18.43
0072	Albert City-Truesdale	0.00	1152	Cherokee	29.21	2502	Gladbrook-Reinbeck	26.45	4041	Maquoketa	42.04	5184	Perry	26.79	6561	United	0.00
0081	Albia	35.14	1197	Clarinda	6.05	2511	Glenwood	17.70	4043	Maquoketa Valley	54.15	5250	Pleasant Valley	32.30	6579	Urbandale	47.49
0099	Alburnett	31.22	1206	Clarion-Goldfield-Dows	36.24	2520	Glidden-Ralston	43.12	4068	Marcus-Meriden-Cleghorn	19.38	5256	Pleasantville	37.24	6591	Valley	0.00
0108	Alden	0.00	1211	Clarke	24.80	2556	Graettinger-Terril	56.31	4086	Marion Independent	26.57	5283	Pocahontas Area	35.66	6592	Van Buren	29.05
0126	Algona	32.88	1215	Clarksville	38.37	2673	Nodaway Valley	32.14	4104	Marshalltown	26.98	5310	Postville	33.33	6615	Van Meter	29.46
0135	Allamakee	57.26	1218	Clay Central-Everly	13.19	2682	GMG	22.78	4122	Martensdale-St Marys	34.95	5325	Prairie Valley	32.39	6651	Villisca	0.00
0153	North Butler	31.14	1221	Clear Creek Amana	28.43	2709	Grinnell-Newburg	25.57	4131	Mason City	17.53	5463	Red Oak	25.14	6660	Vinton-Shellsburg	25.00
0171	Alta	37.90	1233	Clear Lake	31.69	2718	Griswold	35.67	4149	MOC-Floyd Valley	42.99	5486	Remsen-Union	0.00	6700	Waco	25.36
0225	Ames	13.17	1278	Clinton	33.30	2727	Grundy Center	27.72	4203	Mediapolis	32.42	5508	Riceville	79.79	6741	East Sac County	38.66
0234	Anamosa	11.33	1332	Colfax-Mingo	24.53	2754	Guthrie Center	78.51	4212	Melcher-Dallas	12.50	5510	Riverside	46.24	6759	Wapello	42.11
0243	Andrew	0.00	1337	College	26.47	2763	Clayton Ridge	25.14	4269	Midland	37.16	5607	Rock Valley	26.46	6762	Wapsie Valley	46.28
0261	Ankeny	59.22	1350	Collins-Maxwell	37.67	2766	H-L-V	38.78	4271	Mid-Prairie	35.20	5643	Roland-Story	24.41	6768	Washington	37.05
0279	Aplington-Parkersburg	22.30	1359	Colo-NESCO	32.64	2772	Hamburg	0.00	4356	Missouri Valley	25.10	5697	Rudd-Rockford-Marble Rk	17.68	6795	Waterloo	14.76
0333	North Union	46.94	1368	Columbus	25.46	2781	Hampton-Dumont	32.86	4419	MFL MarMac	44.66	5724	Ruthven-Ayrshire	27.42	6822	Waukee	47.64
0355	Ar-We-Va	28.57	1413	Coon Rapids-Bayard	32.48	2826	Harlan	32.22	4437	Montezuma	69.23	5751	St Ansgar	36.18	6840	Waverly-Shell Rock	35.80
0387	Atlantic	23.73	1431	Corning	35.50	2834	Harmony	0.00	4446	Monticello	30.64	5805	Saydel	26.78	6854	Wayne	19.19
0414	Audubon	24.65	1476	Council Bluffs	26.30	2846	Harris-Lake Park	38.54	4491	Moravia	45.13	5823	Schaller-Crestland	0.00	6867	Webster City	37.50
0423	Aurelia	0.00	1503	Creston	32.13	2862	Hartley-Melvin-Sanborn	27.78	4505	Mormon Trail	3.51	5832	Schleswig	0.00	6921	West Bend-Mallard	33.63
0441	AHSTW	25.66	1576	Dallas Center-Grimes	43.04	2977	Highland	22.27	4509	Morning Sun	0.00	5877	Sergeant Bluff-Luton	28.72	6930	West Branch	42.28
0472	Ballard	37.50	1602	Danville	16.18	2988	Hinton	41.82	4518	Moulton-Udell	37.50	5895	Seymour	18.07	6937	West Burlington Ind	22.22
0504	Battle Creek-Ida Grove	17.82	1611	Davenport	22.60	3029	Howard-Winneshiek	55.45	4527	Mount Ayr	41.62	5922	West Fork CSD	45.50	6943	West Central	78.48
0513	Baxter	33.82	1619	Davis County	31.94	3033	Hubbard-Radcliffe	0.00	4536	Mount Pleasant	25.19	5949	Sheldon	20.41	6950	West Delaware County	54.45
0540	BCLUW	28.43	1638	Decorah Community	39.27	3042	Hudson	14.53	4554	Mount Vernon	24.23	5976	Shenandoah	20.32	6957	West Des Moines	45.82
0549	Bedford	25.00	1675	Delwood	0.00	3060	Humboldt	43.79	4572	Murray	24.74	5994	Sibley-Ocheyedan	22.37	6961	Western Dubuque	38.71
0576	Belle Plaine	28.07	1701	Denison	33.38	3105	Independence	43.66	4581	Muscatine	33.69	6003	Sidney	36.73	6969	West Harrison	45.95
0585	Bellevue	60.18	1719	Denver	56.94	3114	Indianola	37.87	4599	Nashua-Plainfield	25.84	6012	Sigourney	50.00	6975	West Liberty	31.47
0594	Belmond-Klemme	48.39	1737	Des Moines Independent	35.03	3119	Interstate 35	26.62	4617	Nevada	66.67	6030	Sioux Center	20.42	6983	West Lyon	11.84
0603	Bennett	0.00	1782	Diagonal	52.78	3141	Iowa City	13.58	4644	Newell-Fonda	46.43	6035	Sioux Central	32.26	6985	West Marshall	41.99
0609	Benton	28.17	1791	Dike-New Hartford	25.67	3150	Iowa Falls	22.22	4662	New Hampton	35.90	6039	Sioux City	29.22	6987	West Monona	15.61
0621	Bettendorf	23.40	1863	Dubuque	8.79	3154	Iowa Valley	27.08	4689	New London	38.85	6091	South Central Calhoun	48.91	6990	West Sioux	20.19
0657	Eddyville-Blakesburg-	24.91	1908	Dunkerton	37.98	3168	IKM-Manning	30.00	4725	Newton	41.75	6093	Solon	24.60	6992	Westwood	44.00
0720	Bondurant-Farrar	21.25	1917	Boyer Valley	34.72	3186	Janesville Consolidated	44.00	4772	Central Springs	40.77	6094	Southeast Warren	28.22	7002	Whiting	28.81
0729	Boone	32.75	1926	Durant	17.22	3195	Greene County	39.49	4773	Northeast	58.72	6095	South Hamilton	49.39	7029	Williamsburg	50.00
0747	Boyden-Hull	21.65	1944	Eagle Grove	29.96	3204	Jesup	27.95	4774	North Fayette	31.23	6096	Southeast Webster Grand	0.00	7038	Wilton	21.59
0819	West Hancock	20.81	1953	Earlham	18.05	3231	Johnston	34.39	4775	Northeast Hamilton	0.00	6097	South Page	36.11	7047	Winfield-Mt Union	44.67
0846	Brooklyn-Guernsey-Malcom	26.16	1963	East Buchanan	25.88	3312	Keokuk	24.70	4776	North Mahaska	43.08	6098	South Tama County	34.44	7056	Winterset	36.77
0873	North Iowa	29.37	1965	Easton Valley	31.61	3330	Keota	38.82	4777	North Linn	38.92	6099	South O'Brien	18.00	7092	Woodbine	15.69
0882	Burlington	24.73	1968	East Marshall	29.48	3348	Kingsley-Pierson	41.67	4778	North Kossuth	0.00	6100	South Winneshiek	58.65	7098	Woodbury Central	59.36
0914	CAM	11.14	1970	East Union	34.53	3375	Knoxville	34.70	4779	North Polk	39.62	6101	Southeast Polk	36.29	7110	Woodward-Granger	16.34
0916	CAL	34.85	1972	Eastern Allamakee	54.74	3420	Lake Mills	21.76	4784	North Scott	42.59	6102	Spencer	36.63		STATE	30.76
0918	Calamus-Wheatland	47.20	1975	River Valley	31.40	3465	Lamoni	7.53	4785	North Tama County	9.46	6120	Spirit Lake	32.95			
0936	Camanche	28.90	1989	Edgewood-Colesburg	42.21	3537	Laurens-Marathon	22.95	4787	North Winneshiek	0.00	6138	Springville	46.09			
0977	Cardinal	41.15	2007	Eldora-New Providence	19.31	3555	Lawton-Bronson	39.66	4788	Northwood-Kensett	28.93	6165	Stanton	46.67			
0981	Carlisle	27.59	2088	Emmetsburg	40.91	3600	Le Mars	31.95	4797	Norwalk	35.10	6175	Starmont	25.68			
0999	Carroll	40.79	2097	English Valleys	12.23	3609	Lenox	40.88	4860	Odebolt-Arthur	0.00	6219	Storm Lake	30.79			
1044	Cedar Falls	36.18	2113	Essex	28.40	3645	Lewis Central	26.56	4869	Oelwein	54.23	6246	Stratford	0.00			
1053	Cedar Rapids	9.35	2124	Estherville Lincoln	28.99	3691	North Cedar	16.92	4878	Ogden	30.29	6264	West Central Valley	31.30			
1062	Center Point-Urbana	31.32	2151	Exira-Elk Horn-	37.50	3715	Linn-Mar	22.71	4890	Okoboji	26.05	6273	Sumner-Fredericksburg	36.44			
1071	Centerville	21.86	2169	Fairfield	47.83	3744	Lisbon	21.98	4905	Olin Consolidated	0.00	6408	Tipton	36.14			
1079	Central Lee	43.12	2295	Forest City	14.18	3798	Logan-Magnolia	36.62	4978	Orient-Macksburg	25.93	6453	Treynor	28.63			
1080	Central	34.65	2313	Fort Dodge	26.19	3816	Lone Tree	35.43	4995	Osage	38.98	6460	Tri-Center	30.73			
1082	Central DeWitt	42.64	2322	Fort Madison	28.89	3841	Louisa-Muscatine	26.15	5013	Oskaloosa	30.52	6462	Tri-County	41.33			
1089	Central City	43.80	2369	Fremont-Mills	20.55	3897	LuVerne	0.00	5049	Ottumwa	24.68	6471	Tripoli	39.04			
1093	Central Decatur	21.05	2376	Galva-Holstein	45.55	3906	Lynnville-Sully	35.81	5121	Panorama	33.78	6509	Turkey Valley	42.97			

NOTE: Data excludes 3,334 (6.8 percent) jointly enrolled secondary students with missing district number or State ID.
SOURCE: K-12 Student Data and CC MIS.

CTE REDESIGN

Legislation signed into law in 2016 is expanding access to high-quality career and technical education (CTE) programs across the state and sets a new vision for students to graduate from high-school ready for college or career training and jobs. Formerly known as vocational education, CTE consists of programs that integrate technical and academic skills with work-based learning experiences to ensure students graduate from high school with the academic, technical, and employability skills needed to succeed.

The new law, H.F. 2392, ensures high-quality CTE by aligning programs with in-demand jobs and requiring state-developed program approval; blending core academic subjects with hands-on technical content; providing students meaningful career exploration and real-life work experiences; and supporting school district leadership of CTE programming through regional planning partnerships (RPPs).

As key partners in this statewide CTE redesign, community colleges are expanding access to work-based learning opportunities through the Iowa Intermediary Network and partnering with school districts to offer career academies that bridge high school and community college CTE programs. Additionally, each of Iowa's 15 community colleges serves on one of the state's newly established RPPs, which work to improve access to high-quality CTE programs for all students.

WORK-BASED LEARNING

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

In fiscal year (FY) 2017, the Department received \$1.5 million in appropriations through the Iowa Skilled Worker and Job Creation Fund to support and administer the statewide work-based learning intermediary network. This funding was used by colleges to develop and expand work-based learning opportunities within each region. Some intermediary regional networks have been in operation for a number of years prior to the creation of the Iowa



Students in an agriculture class at Southwestern Community College

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

Skilled Worker and Job Creation Fund, whereas others began operation with the advent of state funding.

The 15 regional intermediary networks serve as one-stop contact points for their respective regions, providing information on work-based learning opportunities. They prepare students for the workforce by connecting students, the education system, businesses, and the community through relevant, work-based learning activities, across all 16 career clusters (groupings of occupations and broad industries that share common features). This model helps align students' career interests with appropriate postsecondary education. The long-term result will position students for successful career attainment.

The intermediaries worked with 2,992 business and industry partners to provide internships, job shadows, worksite tours, and educator experiences, as well as other work-based learning opportunities. Students and educators are reaping valuable benefits through these partnerships.

Relationships have been developed regionally with schools to meet their students' needs in a number of work-based learning experiences. In AY16-17, the intermediaries worked closely with school personnel to set up 12,956 work-site experiences using the state allocation. In addition, the intermediaries collaborated on shared activities to include an additional 7,353 experiences. This is a 12 percent increase in intermediary-funded on-site work-based learning experiences from last year. Figure 2-10 shows the percentage breakdown of work site core services by type.

Other non-worksites intermediary core services bring work-based learning to students. Examples of these include career fairs, guest speakers, financial literacy fairs, mock interviews, career expos, and resume writing workshops. In AY16-17, student participation increased by 3,271 for a total of 73,600 opportunities for students to become more informed about careers.

Educators, counselors, and administrators also increased their participation in work-based learning activities. The intermediaries set up 1,515 educator experiences in AY16-17. In addition, the intermediaries collaborated on shared activities to include an additional 203 educator experiences. In total, this represents a 25.6 percent increase in educator experiences.

Overall, there were 93,909 work-based learning opportunities for students and 1,718 for educators. Table 2-1 shows a breakdown of all core services provided to students and educators in AY16-17.

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

WORK-BASED LEARNING PARTICIPATION

STUDENTS PARTICIPATED

93,909
IN CORE SERVICES (DUPLICATED)

UP SINCE AY15-16

↑ 1.0%

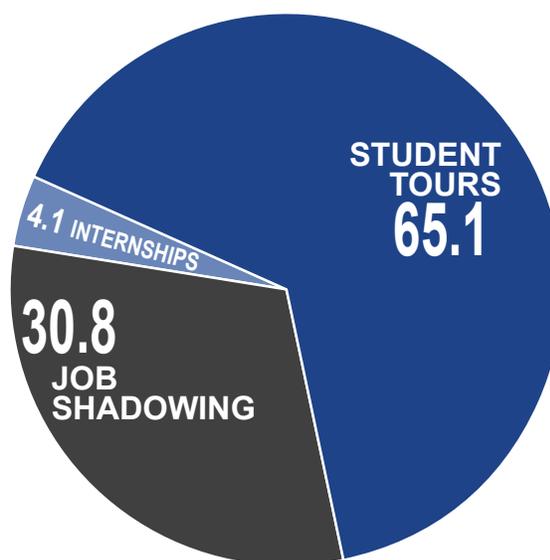
EDUCATORS PARTICIPATED

1,718
IN WORK-BASED TEACHER EXPERIENCES

UP SINCE AY15-16

↑ 25.6%

FIGURE 2-10: WORKSITE CORE SERVICES-INTERMEDIARY-FUNDED AND SHARED RESOURCES (%): AY16-17



Note: There were no experiences categorized as "other worksite experiences" in AY16-17.

TABLE 2-1: WORKSITE CORE SERVICES AND EXPERIENCES

	Intermediary Funds Only	Shared Resource	Total Participant Experiences
Worksite Core Services (for Students)			
Internships	211	630	841
Job Shadowing	3,250	2,997	6,247
Student Tours	9,495	3,726	13,221
Total Worksite	12,956	7,353	20,309
Worksite Core Services (for Educators)			
	1,515	203	1,718
Other Core Services (Career Fairs, Camps, etc.)	41,684	31,916	73,600
Total All Participants (Duplicated)	56,155	39,472	95,627

Secondary CTE Regional Planning Partnerships

Community colleges are integral to regional planning partnerships (RPPs), which are a central part of H.F. 2392. These partnerships support school districts in developing the best approaches for delivering high-quality secondary CTE and concurrent enrollment, which allows high school students to enroll in college coursework. Through these partnerships, Iowa school districts can take advantage of the size, scope, and quality that robust regional planning will create for all secondary CTE programs.

Since H.F. 2392 was signed into law in 2016, much work was done by school district leaders and educators, community college leaders, and other key education and workforce stakeholders, to establish secondary CTE RPPs by the June 30, 2017, deadline. Fifteen (15) RPPs, which approximately align to the 15 community college regions, have been established and have the following three major tasks for the current year (AY17-18):

1. Develop multi-year plans for ensuring all Iowa students have access to high-quality secondary CTE education.
2. Produce budgets and expenditure plans that are tied to the RPP multi-year plans.
3. Create schedules to ensure all secondary CTE programs are reviewed over a period of five years.



Practical nursing students at Northeast Iowa Community College.

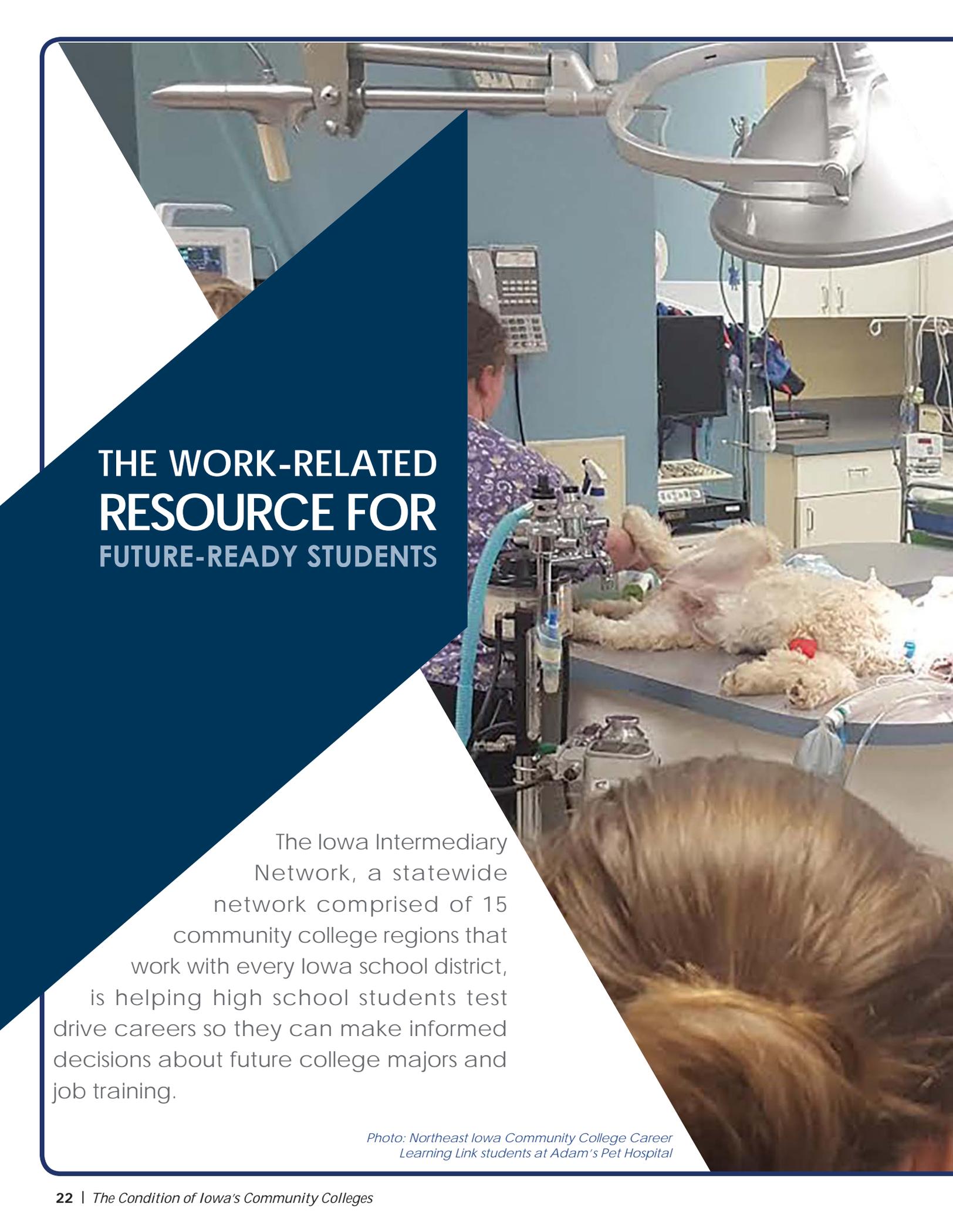


Veterinary Technician student at Iowa Lakes Community College.

State CTE reimbursement funds are available to secondary CTE RPPs for eligible uses, including:

- » convening, leading, and staffing the regional CTE planning partnership;
- » offering regional CTE professional development opportunities;
- » coordinating and maintaining a career guidance system pursuant to section 279.61; and
- » purchasing equipment on behalf of school districts and community colleges participating in the regional CTE planning partnership.

As part of the statewide system of RPPs, community colleges, school districts, area education agencies, representatives of economic and workforce development organizations, and business and industry are working together to ensure students graduate from high school ready for college and career training. They are working to better align programs with in-demand jobs and to find the most effective, efficient, and economical means for delivering programs in their respective regions.



THE WORK-RELATED RESOURCE FOR FUTURE-READY STUDENTS

The Iowa Intermediary Network, a statewide network comprised of 15 community college regions that work with every Iowa school district, is helping high school students test drive careers so they can make informed decisions about future college majors and job training.

Photo: Northeast Iowa Community College Career Learning Link students at Adam's Pet Hospital



Ensuring students graduate from high school college and career ready includes exposing them to real-world career experiences so they can make informed decisions about their future.

Supported by a \$1.5 million state grant appropriation through the Iowa Skilled Worker and Job Creation Fund, the Iowa Intermediary Network builds relationships within the education system and regional businesses to provide opportunities for students to experience different careers. Now in its fourth year, this network comprised of 15 community college regions works with every Iowa school district to connect students to high-quality work-based learning opportunities.

“We are the schools’ work-related resource so that teachers don’t have to do it all themselves,” said Terri Hungerford, coordinator for the Iowa Valley intermediary program. “Teachers and counselors are pulled in so many directions. Building relationships, establishing trust, and preparing students for workplace expectations takes a considerable amount of time, and we can take that off of their plates.”

Each individual intermediary provides core services to school districts in their respective regions, which may include finding guest speakers, holding career and industry fairs, scheduling job shadowing experiences, coordinating student internships and teacher externships, offering teacher licensure renewal opportunities, and taking students and teachers on industry tours.

One of the most impactful and popular work-based learning opportunities is job shadowing, where students get a glimpse into a typical day on the job. It is also one of the most time consuming to administer due to scheduling, preparation, and the confidentiality concerns of some industries, such as health care.

Gena Gesing, director of career services at Northeast Iowa Community College who also oversees the Northeast Iowa Career Learning Link, recalls coaching a young woman who was sure she wanted to go to medical school to be a podiatrist.

“She came back from her job shadow with her eyes wide open,” Gesing said. “The experience made her realize she didn’t want to go to school for years for a job she didn’t really like. We went over what she liked and disliked about the job, and did more career exploration and now she is studying to be a nurse practitioner.”

The intermediaries also work closely with schools

“College is a really expensive way to find yourself. It is better to find out a career isn’t the right fit before you spend thousands of dollars on college tuition,” Gesing said.

and area education agencies (AEA) to provide career-focused professional development for teachers and counselors, such as teacher externships, multi-occupational certification (MOC), and teacher license renewal courses.

Being part of a statewide network means that the regional intermediaries can share ideas and try new things that have worked in other parts of the state.

“The best thing is that we all have different ideas and because we have amazing relationships, we are willing to share,” Hungerford said. “If I need to find an opportunity for a student that we don’t offer in our area, I can call another intermediary and see if I can send a student to something that they have. We are fine with crossing borders.”

Looking forward, Hungerford and Gesing hope to expand services to middle and elementary schools and to offer student mentoring with a focus on soft skills development—such as the ability to work as part of a team—that employers often say is lacking. Eventually, they hope to have the resources for every high school junior to go on at least one job shadowing experience.

“Students have told me that without help of the career coaches and the opportunities to experience careers first hand, their college and career decisions would have been a lot different,” Gesing said. “They said they most likely would have made other choices, and they probably wouldn’t have been the right choices.”

The ultimate goal of the intermediaries is to ensure every student is future ready when they leave high school.

“A student who is future ready sees the connection between coursework and careers,” Gesing said. “That connection makes higher education relevant. Students leave with a clear pathway to obtain the training, certification, or degree needed to be successful in a career that they will enjoy right here in Iowa.”

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

CREDIT PROGRAMS

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

In AY16-17, 29.9 percent of Iowa community college students were enrolled in A&S programs, 24.2 percent were enrolled in CTE programs, while 40.5 percent of students took classes without selecting a program of study.

Of the remaining students, some were in multiple programs, while others completed an Associate of General Studies (AGS) award.

CTE programs culminate in Associate of Applied Arts (AAA), Associate of Applied Science (AAS), and Associate of Professional Studies (APS) degrees, diplomas, and certificates. The Associate in Science Career Option (ASCO) award type, originally intended for transfer to a related baccalaureate program or immediate employment, was phased out by 2013 legislation largely because it did not adequately



Students at Kirkwood Community College.

CREDIT PROGRAMS

NUMBER OF CTE
AWARD OPTIONS

1,388

OFFERED STATEWIDE

DECREASE IN NUMBER OF
CTE AWARD OPTIONS

64

FEWER AWARD OPTIONS THAN AY15-16

NUMBER OF NEW
PROGRAMS

14

STARTED IN AY16-17

LARGEST CTE AWARD OPTION:

**ASSOCIATE OF
APPLIED SCIENCE**

45.1% OF ALL CTE AWARD OPTIONS IN AY16-17

prepare students for direct employment or seamless transfer. This program type was replaced with the APS degree option that includes 62-68 semester credit hours divided into five discipline categories, and requires the submission of at least three articulation agreements with four-year institutions. These agreements must specify how 32 CTE credits will transfer directly into related baccalaureate programs, rather than just as CTE-elective credits. Currently, only Iowa Central Community College and Iowa Valley Community College District have adapted some ASCO programs to fit the stringent criteria of the APS degree.

Iowa community colleges offer CTE programs within the 16 National Career Clusters® (Figure 2-11), each representing a distinct grouping of occupations and industries based on the knowledge and skills required for employment.

In AY16-17, there were 1,388 award options offered statewide in CTE programs of study, with the majority being in Agriculture, Automotive Technology and Repair, Business, Health Sciences, Information Technology, and Engineering Technology and Manufacturing. Table 2-2 shows the 626 AAS, eight AAA, and five APS degree programs, as well as the 385 diplomas, and 364 certificates available to Iowa community college students in AY16-17. ASCO awards were no longer available, since they were eliminated by August 2016 by Iowa Code. Figure 2-12 lists the most popular CTE programs offered from August 15, 2016, through August 14, 2017, based on the number of community colleges with active programs in each area.

FIGURE 2-11: NATIONAL CAREER CLUSTERS®

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

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

TABLE 2-2: CAREER AND TECHNICAL AWARD OPTIONS

College	AAA	AAS	APS	Diploma	Certificate	Total
Northeast Iowa	0	35	0	20	14	69
North Iowa Area	0	28	0	20	20	68
Iowa Lakes	0	40	0	22	2	64
Northwest Iowa	0	19	0	11	9	39
Iowa Central	1	47	4	26	15	93
Iowa Valley	0	35	1	30	8	74
Hawkeye	6	42	0	24	13	85
Eastern Iowa	0	59	0	28	47	134
Kirkwood	0	67	0	35	28	130
Des Moines Area	0	87	0	42	103	232
Western Iowa Tech	0	42	0	49	57	148
Iowa Western	0	35	0	11	14	60
Southwestern	1	18	0	9	7	35
Indian Hills	0	40	0	39	21	100
Southeastern	0	32	0	19	6	57
Total	8	626	5	385	364	1,388

Note: Numbers include both stand-alone programs and program options.

- AAA = Associate of Applied Arts
- AAS = Associate of Applied Science
- APS = Associate of Professional Studies

Note: Associate of Sciences-Career Option (ASCO) - this award has been discontinued.

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

Credit Program Approval and CurricUNET

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

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

New Credit CTE Programs

Over the five-year period from 2012-2016, Department consultants approved an average of 20.4 new CTE programs annually for Iowa’s community colleges. AY16-17 mirrored that trend with 21 new program proposals, resulting in 23 new award options approved in AY16-17.

For comparison purposes to previous years, the Department also tracks the number of new programs implemented (started) within each academic year. In AY16-17, 14 new programs were implemented, resulting in 25 new award options at eight community colleges. Table 2-3 provides a listing of the specific programs approved for implementation in AY16-17.

These 14 new programs spanned six of the 16 Career Clusters®. Due primarily to Iowa’s acquisition of a federal grant to build training capacity in information technology, health care, utilities, and manufacturing (IHUM), nine (64.3 percent) of the new programs are related to these IHUM fields.

FIGURE 2-12: MOST POPULAR CTE PROGRAMS OFFERED BY IOWA COMMUNITY COLLEGES:

Offered By All 15 Community Colleges
Accounting/Bookkeeping
Agriculture (Business, Equine, Horticulture, Production, Supplies, etc.)
Automobile/Automotive Mechanics Technology
Construction Trades (Carpentry, Electrician, Plumbing, HVAC, etc.)
Industrial Technology (Electronics, Mechanics, Maintenance, and Repairers)
Information Technology (Programming, Web Design, Networking, etc.)
Licensed Practical Nurse Training
Registered Nursing
Welding Technology/Welder
Offered By At Least 11 Community Colleges
Autobody/Collision and Repair Technology
Administrative Assistant and Secretarial Science
Business Administration and Management
Child Care Provider/Assistant
Criminal Justice (Corrections, Police and Fire Science, and Cyber Forensics)
Emergency Medical Technology (EMT Paramedic)
Engineering Technology (Electrical, Mechanical, Robotics, etc.)
Health Care (Administration, Clinical/Medical Assistant, and Records, etc.)
Machine Tool Technology/Machinist
Mechanics Technology (Diesel, Aircraft, and Motorcycle Maintenance)
Medical Technology (Respiratory Care, Surgical, Diagnostic, and Radiology)
Retail Sales, Distribution, Marketing Operations

Figure 2-13 provides the percentage distribution of these new programs by national Career Clusters®.

Maintaining an Accurate CTE Program Database

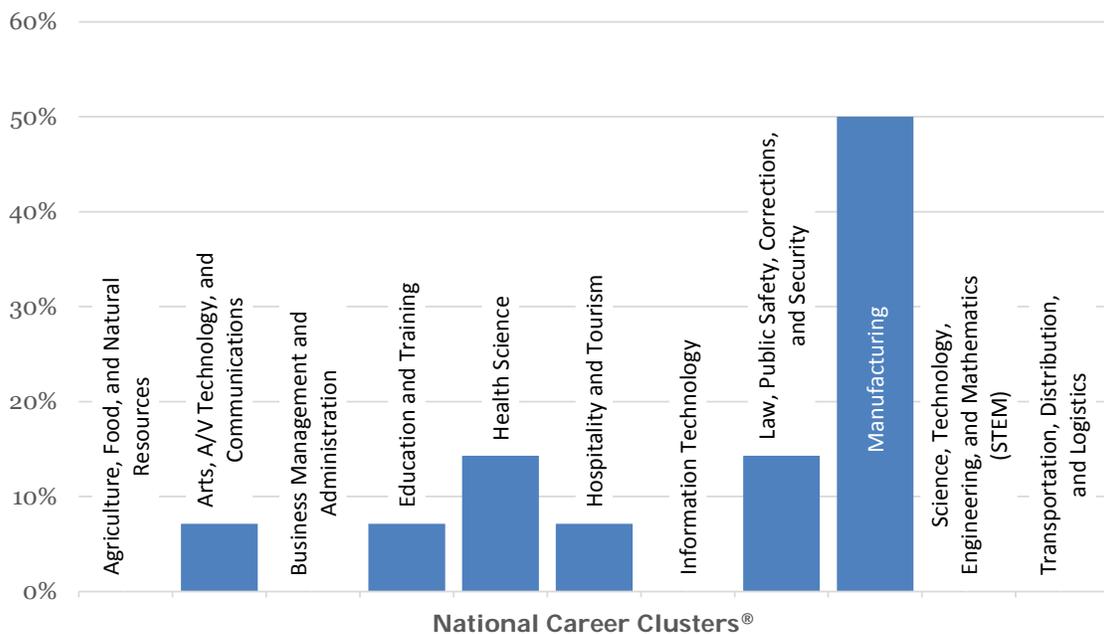
In addition to developing and submitting new programs for approval, Iowa community colleges may request program deactivation, modifications to active programs, or changes to active programs’ classification or state codes. The latter may involve Classification of Instructional Programs (CIP) changes that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

TABLE 2-3: NEW CTE PROGRAMS IMPLEMENTED IN AY16-17

College	Local Program Title	Award Types	National Career Clusters
DMACC	Applied Engineering Technology-Wind Turbine Technology	AAS	Manufacturing
DMACC	Photography	AAS Diploma Certificate (2)	Arts, A/V Technology, and Communications
DMACC	Bio-medical Electronics Technology	Certificate	Health Science
Hawkeye	Electromechanical Engineering Technology	AAS Diploma Certificate	Manufacturing
Hawkeye	Construction Equipment Operation	AAS	Manufacturing
Iowa Central	Early Childhood Education	Diploma	Education and Training
Iowa Central	Heating and Air Conditioning Technology	AAS	Manufacturing
Iowa Central	Recreational Facilities Management	AAS	Hospitality and Tourism
Iowa Western	Welding	Certificate	Manufacturing
NIACC	Criminal Justice	AAS Certificate	Public Safety, Corrections, and Security
Northeast Iowa	Legal Assistant	AAS	Public Safety, Corrections, and Security
Southeastern	Biomedical Electronics Technician	AAS	Health Science
Western Iowa Tech	Welding Technology	AAS Diploma Certificate (2)	Manufacturing
Western Iowa Tech	Electromechanical Technician	Diploma Certificate (2)	Manufacturing

Note: Table represents programs approved for implementation in Fall 2016, Spring 2017, and Summer 2017.

FIGURE 2-13: NEW CTE PROGRAMS IMPLEMENTED BY NATIONAL CAREER CLUSTER®



In AY 16-17, Iowa's community colleges offered 1,388 CTE program degree, diploma, and certificate options to prepare students for employment or further postsecondary education.

The largest award type offered was two-year degrees (639), followed by one-year diplomas (385), and certificates (364). The 639 two-year associate degrees (AAA, AAS, and APS) range from 60 to 86 credits, comprised of at least 12 general education credits from three disciplines (communication, social studies/humanities, and science/math) and at least 50 percent technical core coursework. The 385 one-year diploma programs range from 15 to 48 credits, including at least three general education credits among their heavy technical emphasis. The 364 certificate programs range from one to 48 technical credits with no general education requirement.

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

CurricUNET Activity

In addition to the 21 new program proposals submitted to the Department for approval in AY16-17, Iowa's community colleges submitted 20 Notice of Intent proposals to offer new programs, 258 program modifications, 45 program deactivations, and 67 Classification of Instruction Programs (CIP)/ITSO* Reclassifications. These 411 proposals represent a 14.8 percent increase in program requests submitted as compared to AY15-16. This volume of annual programmatic requests remains much greater than in the years prior to statewide usage of CurricUNET, but



Powerline technician students at Marshalltown Community College (part of the Iowa Valley Community College District) practice pole climbing while managing lines.

is manageable and efficient because of the workflow, notification, and archival processes offered through CurricUNET.

Not only has CurricUNET expedited the CTE program review and approval processes, it has facilitated bringing existing programs into compliance and the management of the common course numbering system. Additionally, it has improved communication between Department consultants and college program developers, and motivated conversations about ways to improve the access to and resources available via the Department's website and CurricUNET. As college faculty and staff become more comfortable with the mechanics of CurricUNET, they see the efficiencies gained through its statewide implementation.

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

While students in non-credit courses do not earn college credit, many non-credit programs lead to industry-recognized certifications or other evidence of completion that meet students' professional or personal needs.

NON-CREDIT PROGRAMS

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

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

Enrollment in non-credit courses is disaggregated into several program categories and included 431,557 courses in AY16-17, a decrease of 2.5 percent from the previous year (Figure 2-14).



Iowa Central Community College.

NON-CREDIT PROGRAMS

NUMBER OF NON-CREDIT COURSES

431,557

OFFERED IN AY16-17

DECREASE IN NUMBER OF COURSES

↓ 11,289

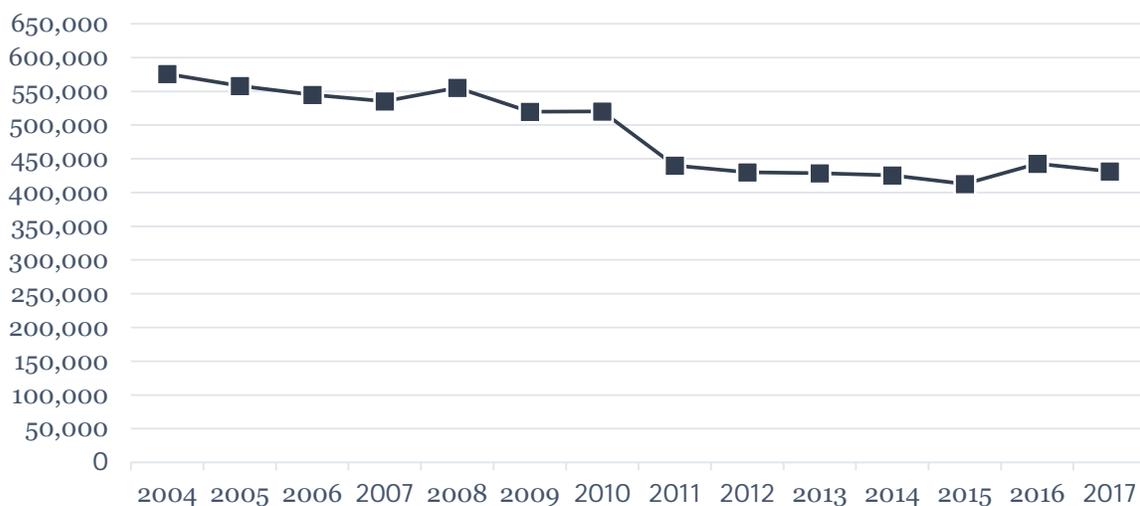
FEWER COURSES FROM AY15-16

LARGEST NON-CREDIT CATEGORY

EMPLOYABILITY AND ACADEMIC SUCCESS

52.2% OF ALL ENROLLMENT IN AY16-17

FIGURE 2-14: NON-CREDIT COURSES DELIVERED: 2004 - 2017



The largest of these enrollment categories consisted of 118,255 (52.2 percent) non-credit courses designed to enhance the employability or academic success of students. However, if adult basic skills, adult learning, and family/individual development were included in the definition of enhancing students' employability and academic success, this would have totaled 62.2 percent of course offerings in AY16-17.

The next largest category of non-credit enrollment in AY16-17 included state or federally mandated, recognized, or court-ordered or referred courses (16.6 percent of all programs). For more information on the state and federally mandated programs, see page 93 in section 6.

Courses that were designed for recertification and licensure represented 15.0 percent of non-credit courses taken in AY16-17.

Non-Credit Skill Enhancement

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

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

UPSKILLING AND RETRAINING

By providing access to high-quality educational opportunities, community colleges are helping the state develop a skilled workforce while improving the lives and well-being of individuals. According to the National Coalition for Literacy, more than 36 million adults struggle with basic literacy and 60 million lack basic math skills. In Iowa, an estimated 172,098 adults, age 25 and older, lack a high school diploma or its equivalent. Nearly a quarter of these Iowans, 24.2 percent, currently live in poverty [8].

ADULT EDUCATION AND LITERACY (AEL) PROGRAMS

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

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

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

- » gain employment or better their current employment;
- » obtain a high school equivalency diploma by passing the state-approved assessment;
- » attain skills necessary to enter postsecondary education and training;
- » exit public welfare and become self-sufficient;
- » learn to speak, read, and write the English language;
- » master basic academic skills to help their children succeed in school;
- » become U.S. citizens and participate in a democratic society; and
- » gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

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

A FOUNDATION OF SUCCESS FOR ADULT EDUCATION STUDENTS



KIRK



JOY

Iowa's AEL programs help thousands of learners each year reach their education and career goals. Assisting students from all different backgrounds, the programs emphasize flexibility and provide support and encouragement to facilitate success. Without these programs, students like Joy Jackson and Kirk Howard wouldn't be where they are today.

These students represent a growing segment of the working adult population returning to school to enhance skill sets to qualify for good-paying jobs. According to the National Center for Education Statistics, enrollment of adults age 25 and older in degree-granting institutions is expected to increase 18 percent over a 10-year period ending in 2025.

But for many, Joy Jackson included, earning a high school equivalency diploma is the necessary first step.

Jackson's success story started in 2014 when she enrolled in the adult education and literacy program at Eastern Iowa Community College's (EICC) West Davenport Center to earn her high school equivalency diploma.

"When I was younger, I always thought I just wasn't smart," Jackson said. "I didn't think I had what it takes to be in school. But it turns out that I am more of an auditory learner and I learn best by doing. My teachers recognized that and they were able to provide me with accommodations. It turns out I am smart, I just learn in a different way."

One of Jackson's champions was Bridget Johnson Frisk, a former career navigator in EICC's adult education and literacy program.

"I tried to help Joy feel more confident because that is what she needed," Frisk said. "My role involved a lot of coaching. I planted seeds. When she began to talk about owning a restaurant, I went and toured the culinary arts building at Scott Community College and fed her information about the program."

After completing her high school equivalency diploma in May 2014, Jackson enrolled in the college's culinary arts program where she also worked in the field under a journeyman chef to hone her skills.

After 2.5 years of working hard as part of the honors program, Jackson graduated with her AAS Culinary Arts Apprenticeship degree in May 2017.

"I went from hating school to being a college graduate," Jackson said. "Before I couldn't get any further without the education and I couldn't get the jobs I wanted because I didn't have enough experience. Now I have both and I know my dreams are within reach!"

With a felony in his past and no high school diploma, Kirk Howard had many doors closed in his face.

He walked through the doors of Hawkeye Community College's Metro Center in 2015 with the intention of working on his high school equivalency diploma (HSED), but ended up with a whole lot more. His timing happened to coincide with a new pilot program at Hawkeye called I-BEST (Integrated Basic Education and Skills Training). A national co-teaching education model out of the state of Washington, I-BEST delivers adult basic education and support concurrently with college-level coursework in industry-specific pathways. The program would allow Howard and others to work on a high school equivalency diploma or learn the English language while simultaneously earning college credits and a Computer Numerical Control (CNC) certificate.

"I thought since I am here for a high school equivalency diploma, I might as well do the other and learn a trade, too," Howard said.

With hard work, perseverance, and support of all his instructors, Howard graduated with his HSED in June and holds five college credit hours of CNC machining coursework.

"I wouldn't say this was easy," Howard said. "If my I-BEST instructors didn't work with me the way they did I wouldn't have made it. I wouldn't have realized my own potential and ability to learn. Every day I learned more than the previous day and I realized I could do it, that I did belong in college, and now I can see where my future can go."

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Students working on assignments in a college algebra class at Hawkeye Community College.

3

College Admission and Enrollment

Credit, Developmental Education, Non-Credit, Adult Education and Literacy, and Online Enrollment

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

Community college enrollment in credit and non-credit programs has experienced a steady decline over the past few years. Enrollment peaks coincided with the Great Recession, an economic downturn that began in late 2007. Enrollment in non-credit programs peaked at the start of the recession in 2008, while credit program enrollment peaked during the economic recovery in 2011. In contrast, the number of students enrolled in online coursework at Iowa’s community colleges has experienced steady increases throughout the years.

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

This section presents information about enrollment in community college programs designed to prepare Iowa’s workforce. When reporting enrollment, courses are counted each time a student takes a course, while headcount only counts a student once.

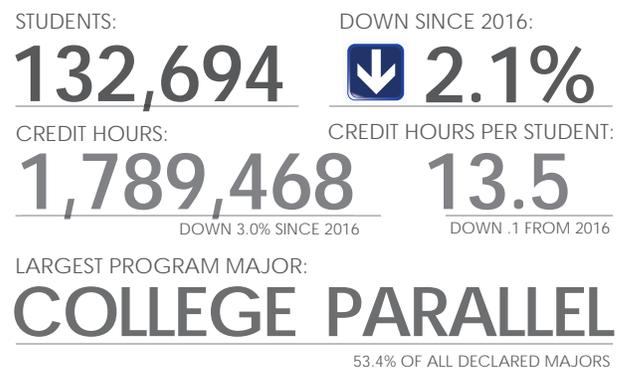
CREDIT ENROLLMENT

The credit enrollment of 132,694 students in AY16-17, which includes students from the 2016 fall term through the 2017 summer term, was a 2.1 percent decrease from the previous academic year. The declining credit enrollment started in 2012 and has decreased an average of 2.7 percent each year (Figure 3-1). Credit hours also decreased to 1,789,468, representing a 3.0 percent decrease since last year. This decrease in credit hours has slightly



Students at Southeastern Community College.

CREDIT ENROLLMENT



impacted the course load taken per student this year, reducing it from 13.6 credit hours to 13.5 credit hours on average (Figure 3-2).

AY16-17 data reporting provided for more precise tracking of the programs in which students enrolled, including college parallel, career and technical education (CTE), general studies (GS), more than one program type, and no program of study categories.

FIGURE 3-1: ANNUAL CREDIT ENROLLMENT: 1999 - 2017

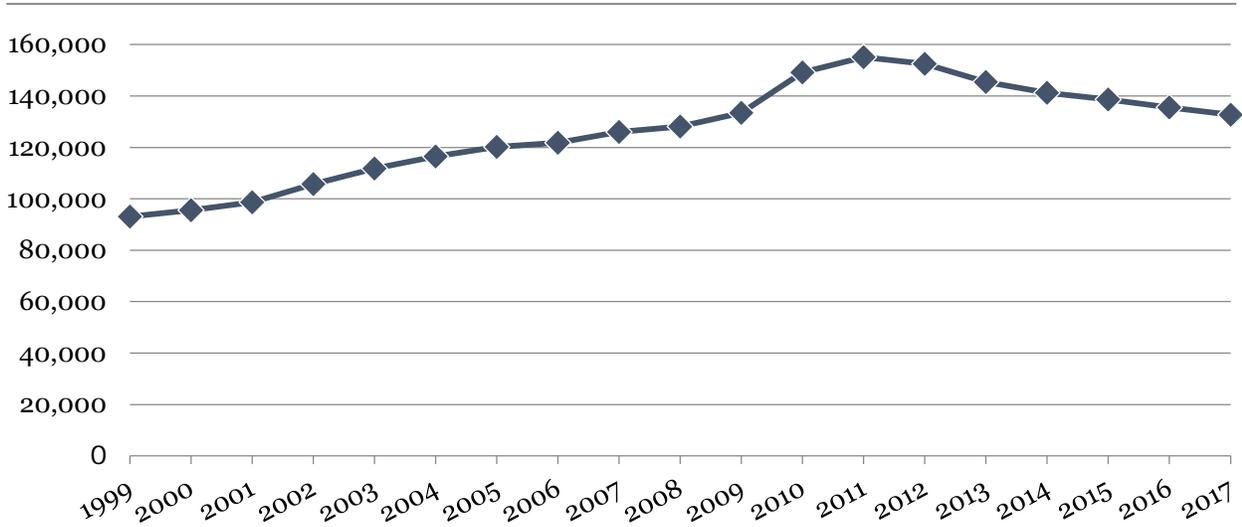
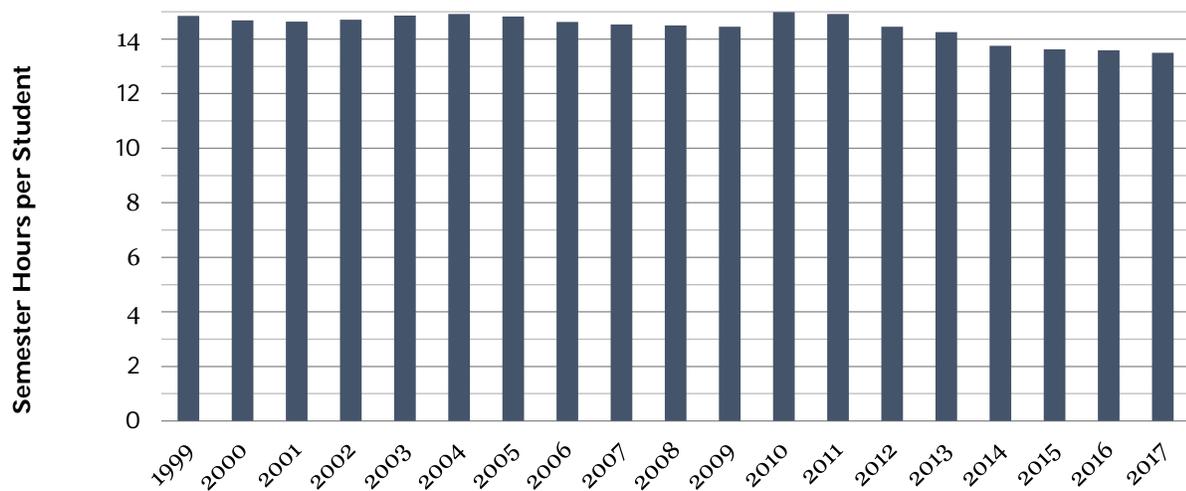
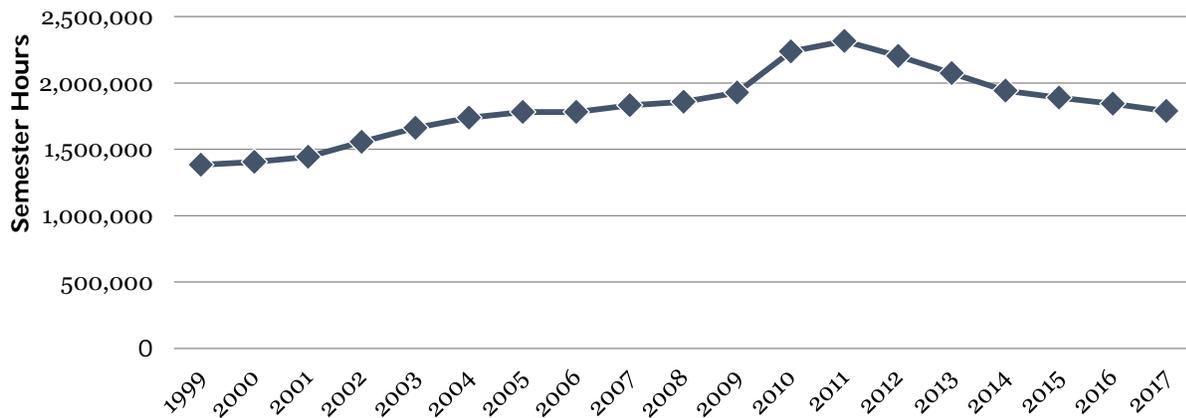


FIGURE 3-2: ANNUAL SEMESTER HOURS (TOP)
AND AVERAGE SEMESTER HOURS PER STUDENT (BOTTOM): 1999 - 2017



Most students enrolled in credit coursework are working toward certificates, diplomas, or associate degrees, or are taking courses to transfer to another college or university. Some students take credit courses for personal reasons or up-skilling, even if they do not need the credit.

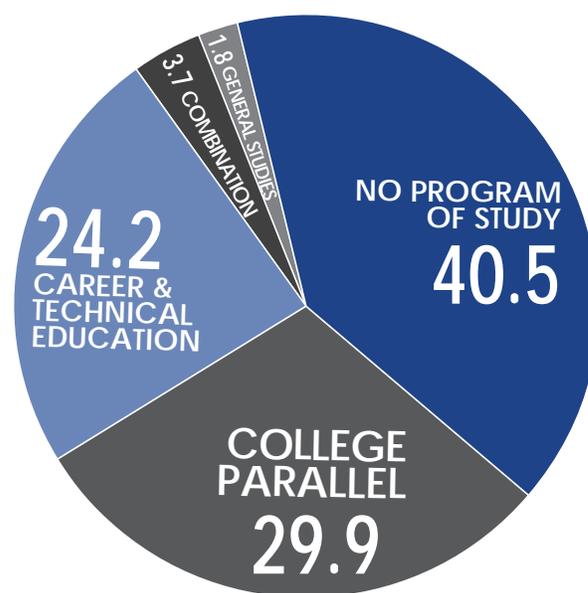
During AY16-17, the majority of enrollees (40.5 percent) had not declared a program of study (no-POS); 29.9 percent of students declared college parallel (arts and science) as their major POS; 24.2 percent enrolled in CTE programs; 1.8 percent in general studies (GS); and 3.7 percent were enrolled in more than one type of program of study (Figure 3-3).

Over two-fifths of all students enrolled in credit courses at Iowa's community colleges during AY16-17 had not declared a program of study.

Of those students who declared only one type of program of study, college parallel accounted for 53.4 percent; CTE, 43.5 percent; and GS, 3.2 percent. College parallel programs, designed to transfer to four-year colleges and universities, comprised 39,625 students; CTE enrolled 32,160 students; GS 2,397 students; and 4,842 students enrolled in more than one type of program. As stated above, the majority of the enrollees in AY16-17 took credit courses under no-POS. Of the no-POS students, 77.2 percent were jointly enrolled students, which is a population that has continuously increased over the years (Section 2). Jointly enrolled high school students predominantly enroll in arts and science courses intended to transfer.

Enrollment in CTE programs decreased by 915 students (2.8 percent), to a total of 32,160 students. Health science remained the largest CTE program, followed by business management and administration, and manufacturing, (Figure 3-4). Although manufacturing experienced decreased enrollment (0.5 percent), the other two programs

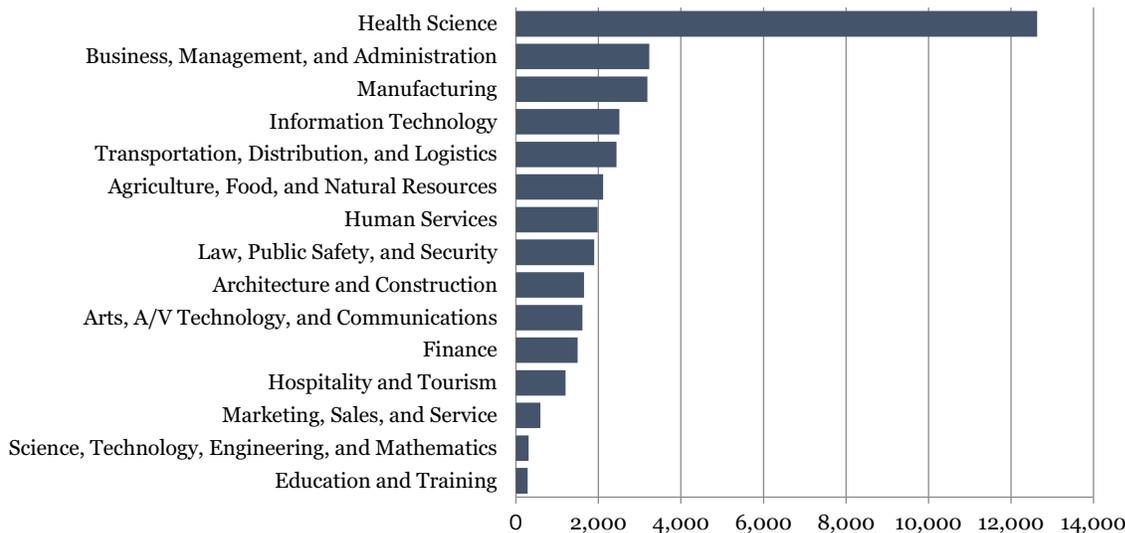
FIGURE 3-3: ENROLLMENT BY PROGRAM TYPE (%)



were on the rise: health science increased by 4.1 percent to 12,629 students, and business management and administration increased by 1.9 percent to 3,230 students.

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

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



Student Demographics

Iowa's 15 community colleges served a diverse mix of students, from jointly enrolled teenage students, to retirees taking courses for personal improvement.

In AY16-17, the average age of community college students was 21.7 years. Females accounted for 54.0 percent of enrollment. Minority enrollment increased to a record high of 21.0 percent.

Since the community college Management Information System (MIS) was established in FY99, females have represented a higher percentage of community college enrollment, remaining steady between 54 and 57 percent. Nationally, community colleges and four-year institutions (undergraduates) have similar female/male distribution: 56/44 and 54/46, respectively (2016). Females have outnumbered males in postsecondary institutions nationwide since 1978 [2].

In terms of age, the average Iowa community college student is slightly younger than the national average. According to the most recent National Center for Educational Statistics data (Fall 2015),

31.6 percent of Iowa community colleges enrollment consisted of students under 18 years of age (the highest percentage in the nation), while the national percent for that category was only 10.7. Iowa was also higher in students under 20 years old.

Compared to four-year public universities nationwide, Iowa community colleges tend to serve an older population; however, most students are of traditional age, with 79.6 percent under 25 years old (as compared with 80.3 percent in four-year public institutions nationwide). The median student age was 20 years old, which means half of the student population were under that age (Figures 3-5 and 3-6).



Student ambassadors at Southwestern Community College.

FIGURE 3-5 : CREDIT STUDENT AGE

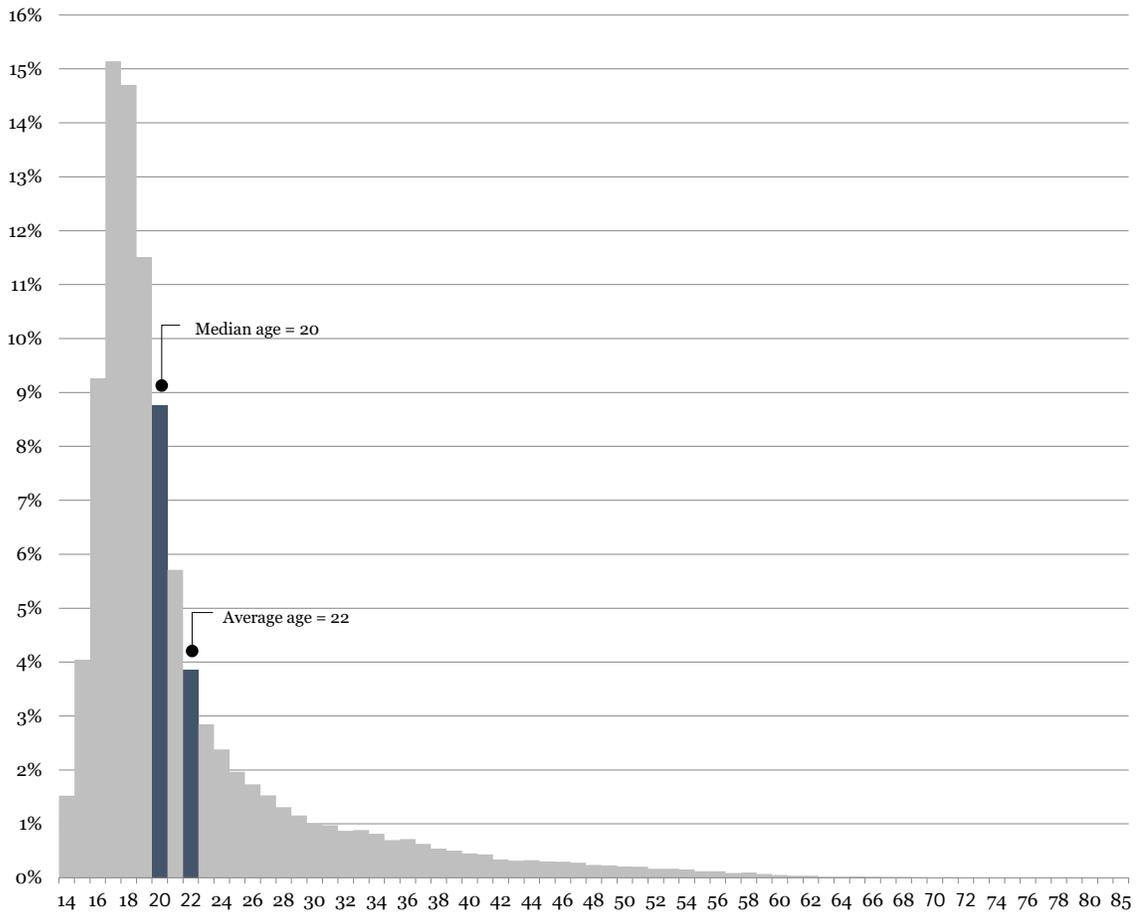
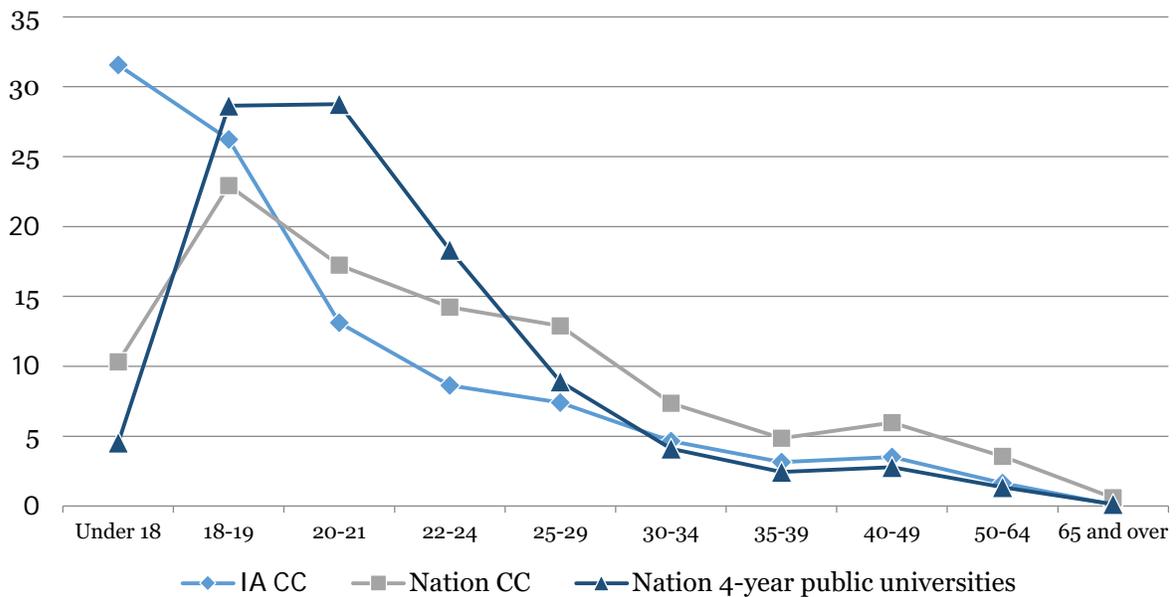
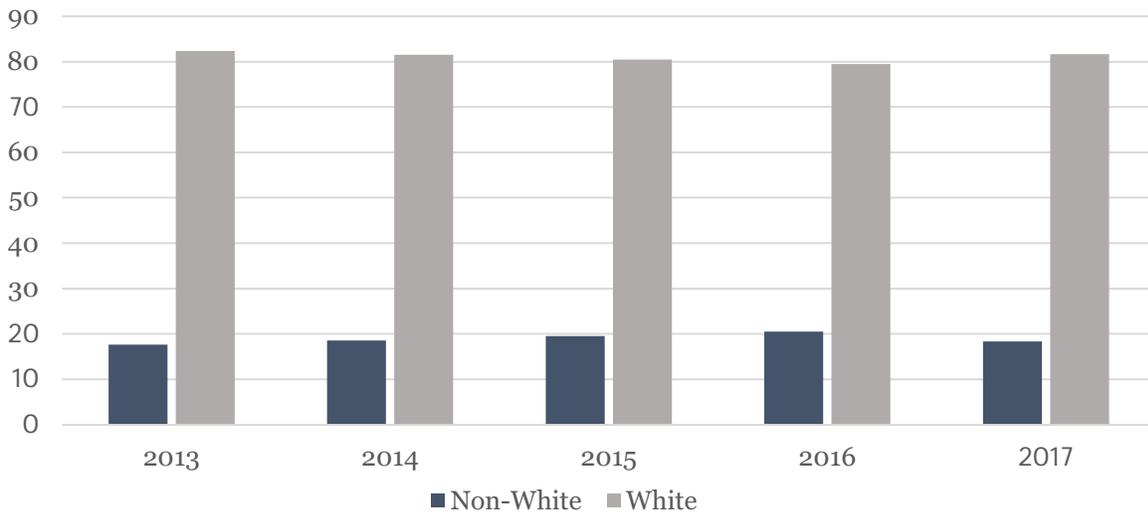


FIGURE 3-6 : CREDIT STUDENT AGE, NATIONAL COMPARISON: 2015*



* Fall 2015 is the most recent national data available from the National Center for Educational Statistics.

FIGURE 3-7 : PERCENTAGE OF RACIAL/ETHNIC MINORITY STUDENTS: 2013 - 2017



Iowa community colleges have become increasingly diverse. In 2007, 10.6 percent of students were racial or ethnic minorities. This proportion continually grew to a record high of 21.0 percent in AY16-17 (Figure 3-7).

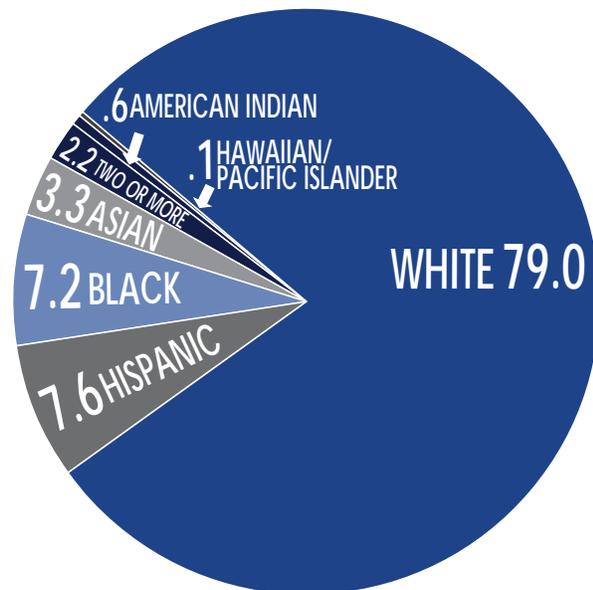
In 2010, the Department changed its reporting methods for race, allowing students to identify themselves under multiple racial or ethnic categories. In AY16-17, 2.2 percent of all students who reported race/ethnicity identified as multi-racial, which accounted for 10.5 percent of all reported minority students. Of the remaining students, whites comprised the majority (79.0 percent), followed by Hispanics (7.6 percent), blacks (7.2 percent), Asian (3.3 percent), American Indian (0.6 percent), and Hawaiian/Pacific Islander (0.1 percent) (Figure 3-8).

Nationally, community college minority student enrollment varied, ranging from 10.4 percent in West Virginia, to 76.9 percent in Alaska, with a nationwide average of 34.5 percent (2016).^{*} Though the percentage of racial/ethnic minority students is relatively low at Iowa community colleges, the colleges enrolled a higher percentage of minority students than other states when compared to the state population.

The U.S. Census Bureau (2016) estimated 11.8 percent of Iowans, 15 years of age or older, were non-white. Of that group, 9.2 percent were enrolled in Iowa community colleges in AY16-17, representing

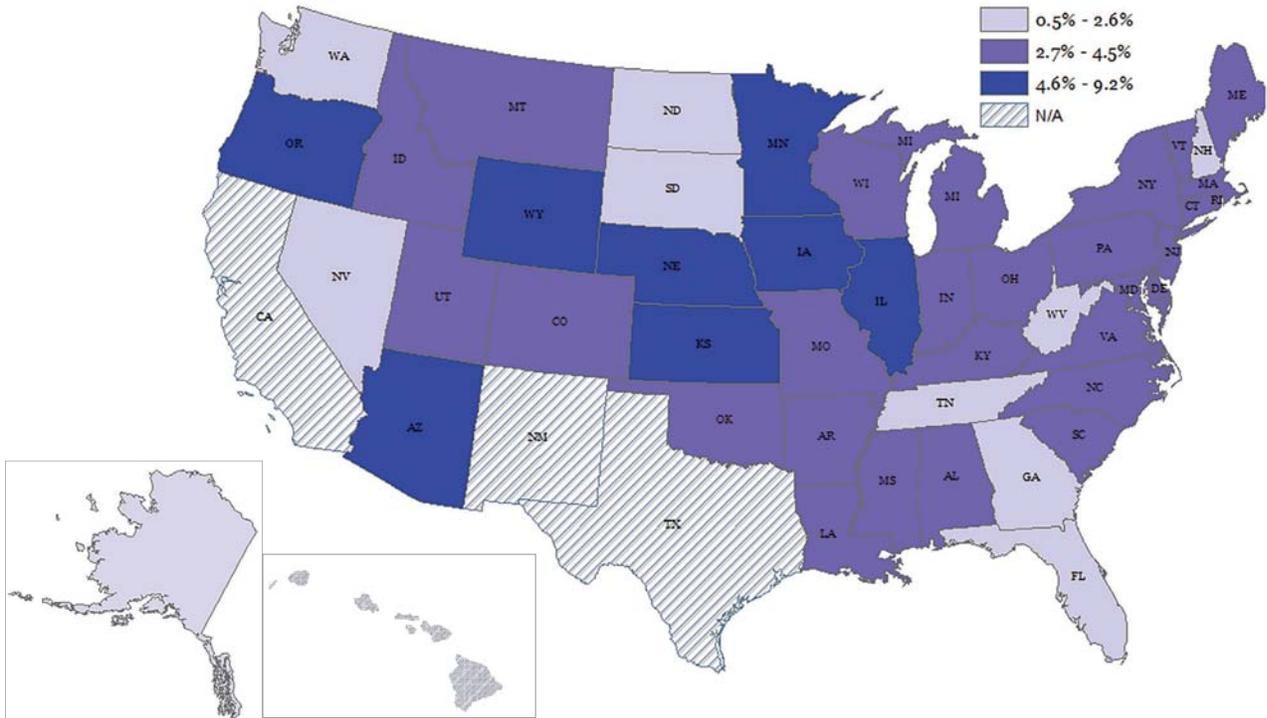
^{*} Among states where non-white population is in the minority.

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



the highest penetration rate of minority students in community colleges nationally.^{*} Iowa has led the nation in community college penetration rate of minority students for the past eight years, followed by Kansas (7.7 percent) and Wyoming (7.3 percent) (Figure 3-9).

FIGURE 3-9: PENETRATION RATE* OF ETHNIC/RACIAL MINORITY STUDENTS IN U.S. TWO-YEAR PUBLIC COLLEGES: 2015



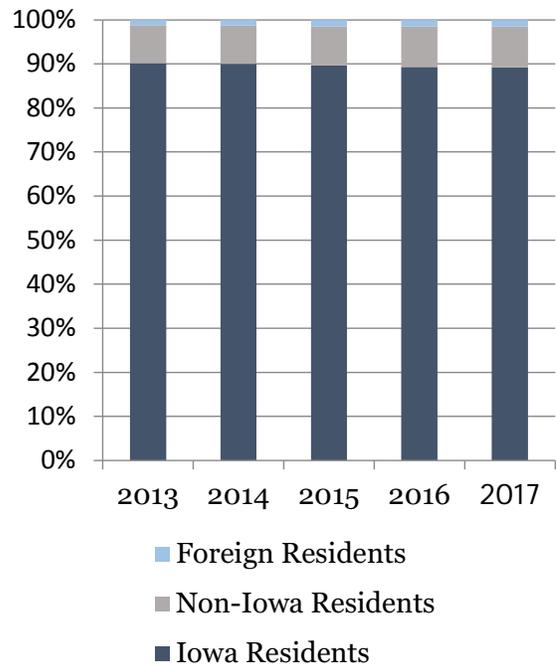
* "Penetration Rate" equals the percentage of the college-eligible minority population in a state (i.e., non-white, 15 years of age or older) who attend community colleges.

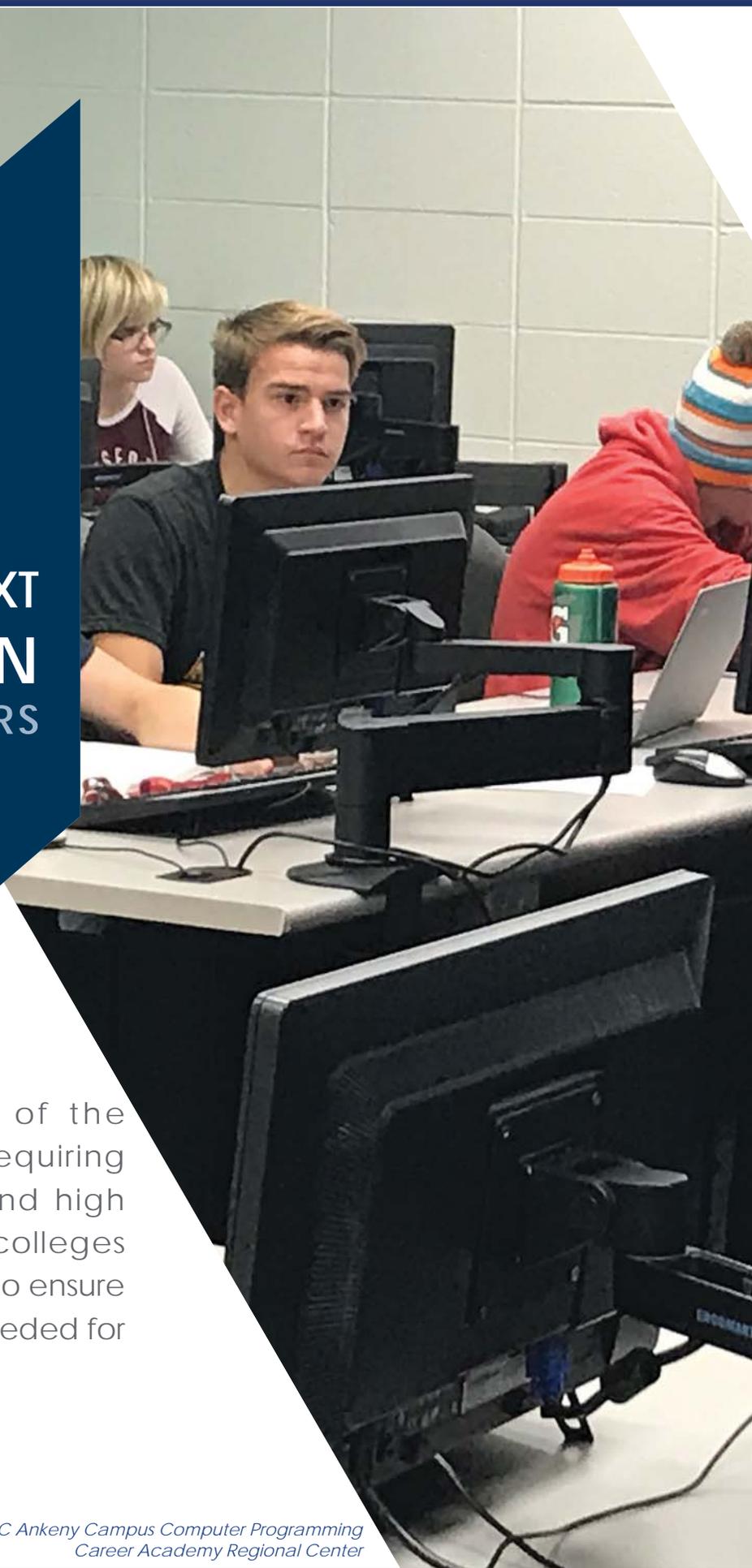
Student Residency

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

In AY16-17, Iowa community colleges enrollment consisted of 89.3 percent Iowa residents, 9.2 percent non-Iowa residents, and 1.5 percent foreign nationals. These numbers have remained relatively stable for the past five years, with a slight trend toward a larger component of non-Iowa residents, which has increased from 8.6 percent in 2013 to 9.2 percent in AY16-17, (annual average growth of 1.8 percent). The number of foreign residents in Iowa community colleges remains low, even though it grew over 5.7 percent on average between 2013 and AY16-17 (Figure 3-10). Iowa's 1.5 percent foreign nationals is close to the national community college average of 1.6 percent in 2016 (the latest data available). This percentage vary from 0.0 in Alaska to 4.4 in Washington [3].

FIGURE 3-10: RESIDENCY STATUS OF CREDIT STUDENTS: 2013 - 2017





GROWING THE NEXT GENERATION OF SKILLED WORKERS

With more of the state's jobs requiring education beyond high school, community colleges are developing programs to ensure Iowa has the skilled workers needed for the jobs of today and tomorrow.

Photo: DMACC Ankeny Campus Computer Programming Career Academy Regional Center



How do you grow the next generation of high-tech workers for the in-demand technology jobs Iowa employers are struggling to fill?

According to high school students enrolled in the computer programming career academy regional center at Des Moines Area Community College's (DMACC) Ankeny campus, students need to be introduced to computer science earlier to see how it applies to many different areas.

Iowa's community colleges are well-positioned with solutions to close the skills gap in the state's growing industries, which includes information technology. Programs such as computer programming, computer-aided design, engineering technology, and robotics are designed to address local workforce needs, equipping students with the skills needed to get jobs and advance through the ranks.

Michael Lentsch, director of program development at DMACC, oversees the Ankeny Career Academy where students enroll in year-long programs consisting of college-credit courses in targeted industry fields.

While the career academies offer students courses for college credit, they differ from the joint enrollment opportunities that are available to students at their high schools.

"Both provide students with opportunities to earn college credit," Lentsch said. "But most of the career academies are capital intensive and start-up costs are too high for schools to do it on their own."

By attending classes at a DMACC site, schools are able to share resources and students get a chance to further explore a career field that wouldn't otherwise be available to them.

DMACC relies on high school CTE classes to give students a taste of a particular field. For those with a real interest, career academies provide an opportunity to take their learning further. Upon completion of the computer programming career academy, students will have accumulated 18 college credits of database and programming courses, as well as an industry-recognized certificate.

"It is definitely a commitment for the students," Lentsch said. "We treat them like college students and the courses are part of their college transcripts. But in return, they save about one semester's worth of college coursework."

Twenty (20) students from 10 different area high schools started in the computer programming career academy on the Ankeny campus this fall. Another 20 students attend the academy at the Southridge

Iowa's community colleges are well-positioned with solutions to close the state's skills gap in growing industries.

location. Students start coding at the start of the semester.

"It is like solving puzzles for pay," Dowling Catholic senior Gabriel Jensen said.

Gabriel became interested in the career academy after taking a C++ programming course at Dowling. Several students have parents who work in the field. One student changed her career path from hard science to computers after attending a STEM conference. All agree that the work to expose students to information technology earlier will get more students interested in the field.

DMACC has already seen steady growth in the computer programming academy over the past three years. The Ankeny campus had eight students enrolled the first year; now they are up to 20. Make that 40 students if you include those attending at Southridge. With Iowa working to expose students to computer science earlier, Lentsch anticipates the growth to continue. DMACC recently signed an agreement with Iowa State University to create an Iowa Cyber Hub, a regional facility where companies can work with institutions on cyber security issues. While it is still in early planning stages, they are also talking about adding a new cyber security career academy to the lineup.

Matt Julius teaches the computer programming academy courses at Ankeny in the morning and at Southridge in the afternoon. He sees students who complete the academy having a real competitive advantage.

"They can get relevant work experience while continuing to work towards two- and four-year degrees, giving them an edge over other jobs candidates," Julius said.

These programs are helping build Iowa's talent pipeline for the careers of today and tomorrow, which is key to the Future Ready Iowa initiative that calls for 70 percent of Iowans to have education or training beyond high school by 2025.

"This room is our future," Julius said. "I definitely feel more confident about our future knowing it is in their hands."

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

DEVELOPMENTAL EDUCATION

For this section, developmental education is defined as enrollment in a course numbered below 100 (e.g., MAT-060). During AY16-17, 11,967 students (9.0 percent) enrolled in a developmental education course (a 19.8 percent decline from 2016). These students enrolled in a total of 63,378 credit hours of developmental education during the academic year, which is 22.9 percent less than last year.

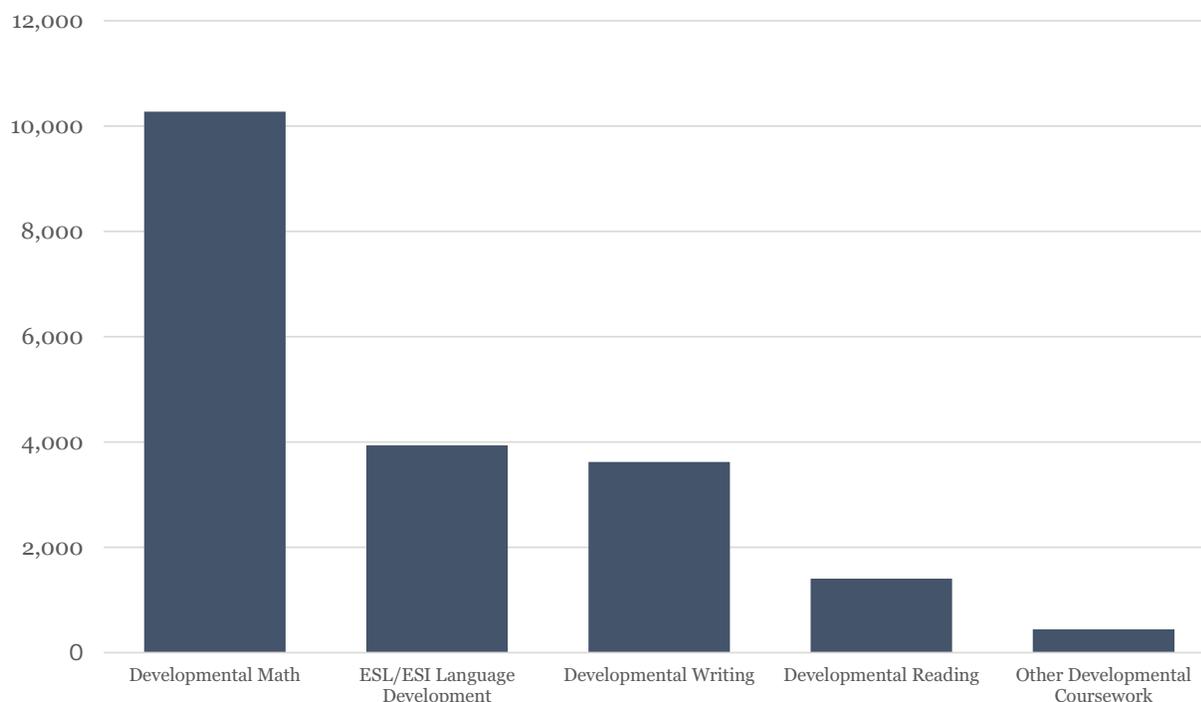
This seemingly dramatic decrease in developmental course enrollment is not an indication that students are entering Iowa’s community colleges academically better prepared. Rather, it is related to efforts being made by the colleges to streamline the skill-development process.

DEVELOPMENTAL EDUCATION ENROLLMENT

ENROLLMENT	PERCENT OF TOTAL ENROLLMENT
11,967	9.0%
CREDIT HOURS	AVERAGE CREDIT PER STUDENT
63,378	5.3

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

FIGURE 3-11: ENROLLEES IN MOST POPULAR DEVELOPMENTAL COURSES, GROUPED BY TYPE



and cognitive indicators; collaborating with school districts to integrate developmental curriculum into high school courses; and creating corequisite courses or lab modules. The Department will publish a report about developmental education initiatives in the spring of 2018.

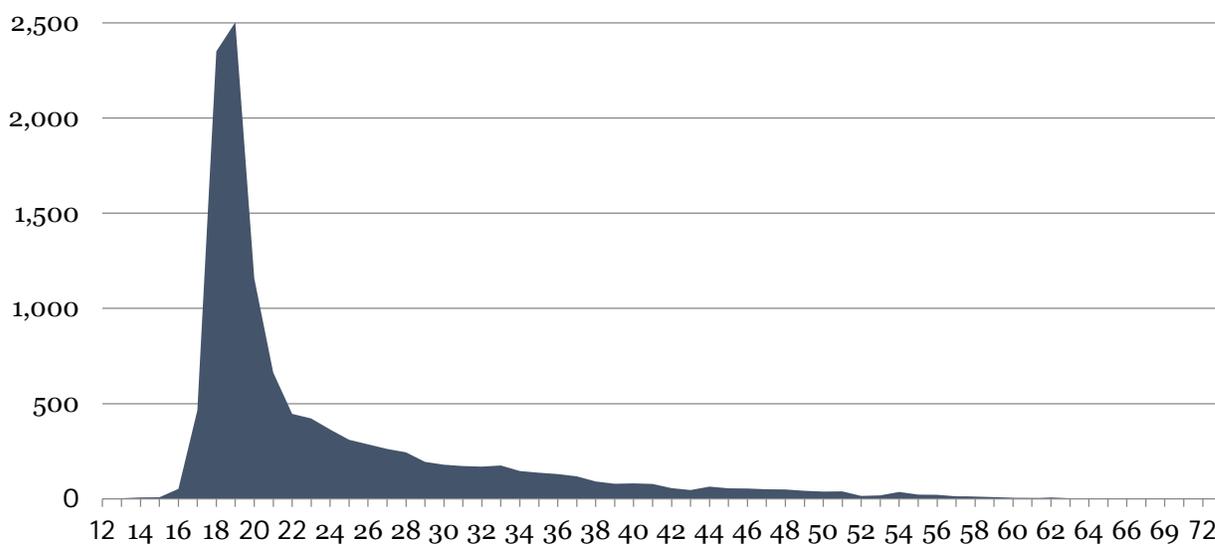
Students may take more than one developmental education course to prepare for college-level coursework. In AY16-17, 11,967 students (unduplicated headcount) accounted for 20,211 incidents of enrollment in developmental education courses. We refer to these incidents as “enrollees” (duplicated) instead of students, as referenced in the dashboard. Enrollment in the most popular (identifiable) developmental education courses was distributed as follows: 10,272 of the total 19,684 took developmental mathematics courses; English as a Second Language (ESL) and Intensive ESL (i.e., ESI) language development courses had 3,938 enrollees; developmental writing courses had 3,622 enrollees; developmental reading had 1,409 enrollees; and other courses accounted for 443 enrollees. The mathematics course with the highest enrollment was elementary algebra with 2,979 enrollees and the highest writing course was College Preparatory Writing I with 862.

The percent of racial/ethnic minority students participating in developmental education in AY16-17 was nearly double that of the overall enrollment.

Similar to the general population of students, the majority of students who took developmental education were females (57.0 percent). However, racial/ethnic minority students comprised 39.6 percent of all developmental education enrollees – a much higher percentage than that of the general student population (21.0 percent).

The average age of all community college students was 21.7 years old; yet, the average age for students in developmental education was 23.2, with the median age of 20. Close to 56 percent of developmental education students were between ages 18 and 21, with the peak participation being among 19-year-old students. This age group accounted for over 20.9 percent of all developmental enrollment in AY16-17 (Figure 3-12).

FIGURE 3-12: AGE OF DEVELOPMENTAL EDUCATION STUDENTS



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

NON-CREDIT ENROLLMENT

In AY16-17, 214,817 individuals participated in non-credit programs and courses. Enrollment decreased 10.8 percent since last year and there has been an average decrease of 3.4 percent since 2013 (Figure 3-13). The same pattern is applicable to contact hours, where the 6,217,436 contact hours represent a decrease of 9.6 percent since last year, contributing to an average decline of 4.0 percent since 2013 (Figure 3-14).

Participant Gender, Race, and Ethnicity

Historically, females have composed the majority of community college non-credit enrollment. However, in AY16-17, 34,974 enrollees (16.0 percent) did not report a gender category. Of those students that did report, the female/male split was about even with 49.9 male and 50.1 female.



The Iowa Valley Community College District's gunsmith technology program is the only one of its kind in the Midwest.

NON-CREDIT ENROLLMENT



FIGURE 3-13: NON-CREDIT ENROLLMENT: 2004 - 2017

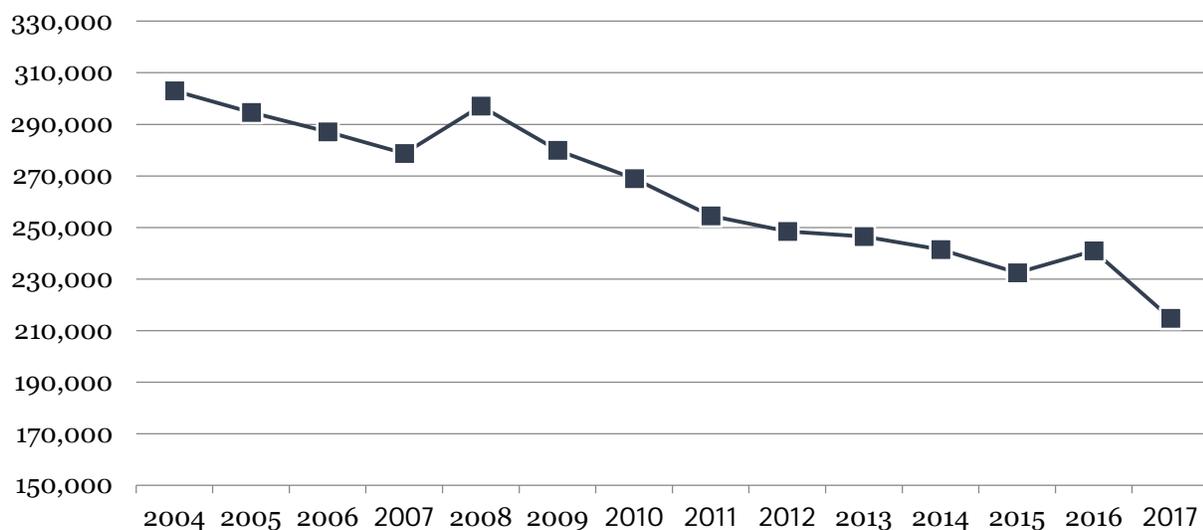
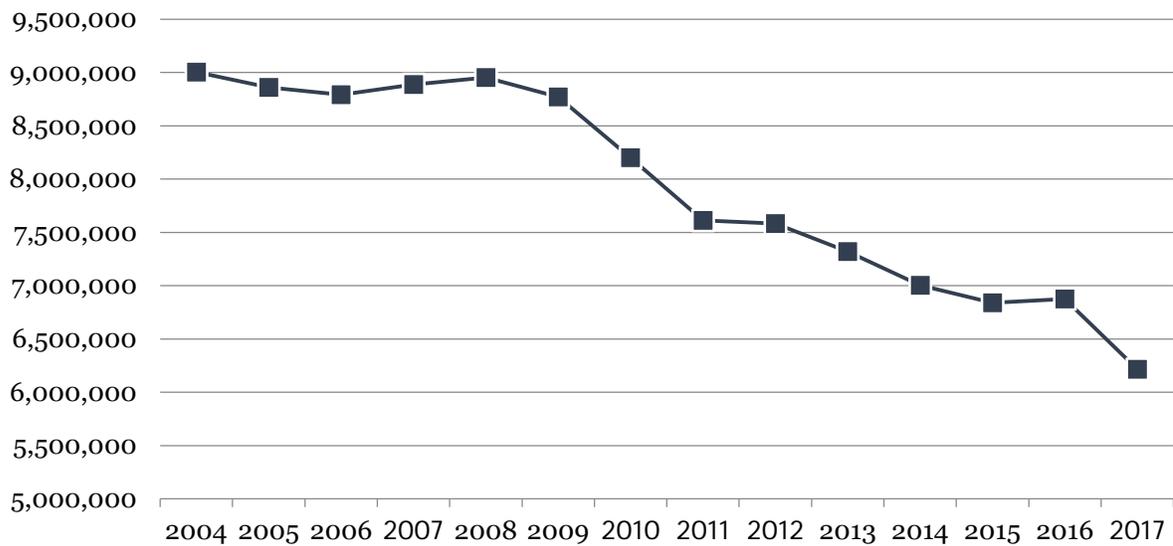


FIGURE 3-14: NON-CREDIT CONTACT HOURS: 2004 - 2017

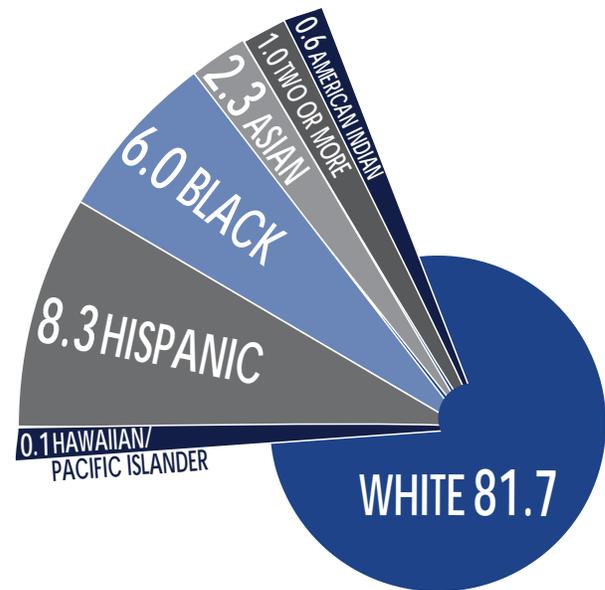


While 55.8 percent of the total non-credit participants did not report race/ethnicity, of those who did, the majority were white (81.7 percent). The remainder self-reported as being a racial/ethnic minority with 8.3 percent identified as Hispanic, 6.0 percent as black, 2.3 percent as Asian, 0.6 percent as American Indian, 0.1 percent as Hawaiian/Pacific Islander, and 1.0 percent reported more than one race (Figure 3-15).

Among these participants who identified themselves as racial/ethnic minorities, the majority were Hispanic (45.3 percent), followed by black (32.7 percent), Asian (12.6 percent), American Indian (3.3 percent), and Hawaiian/Pacific Islander (0.6 percent). Additionally, 5.5 percent reported as belonging to two or more races.

Of the participants who self-identified as being part of a racial/ethnic minority group, the majority (45.3 percent) were Hispanic, compared to 42.4 percent last year.

FIGURE 3-15: NON-CREDIT ENROLLMENT BY RACE/ETHNICITY (%)*



* Based on students who reported their race/ethnicity.

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

Non-Credit Skill Enhancement Enrollment by Career Clusters

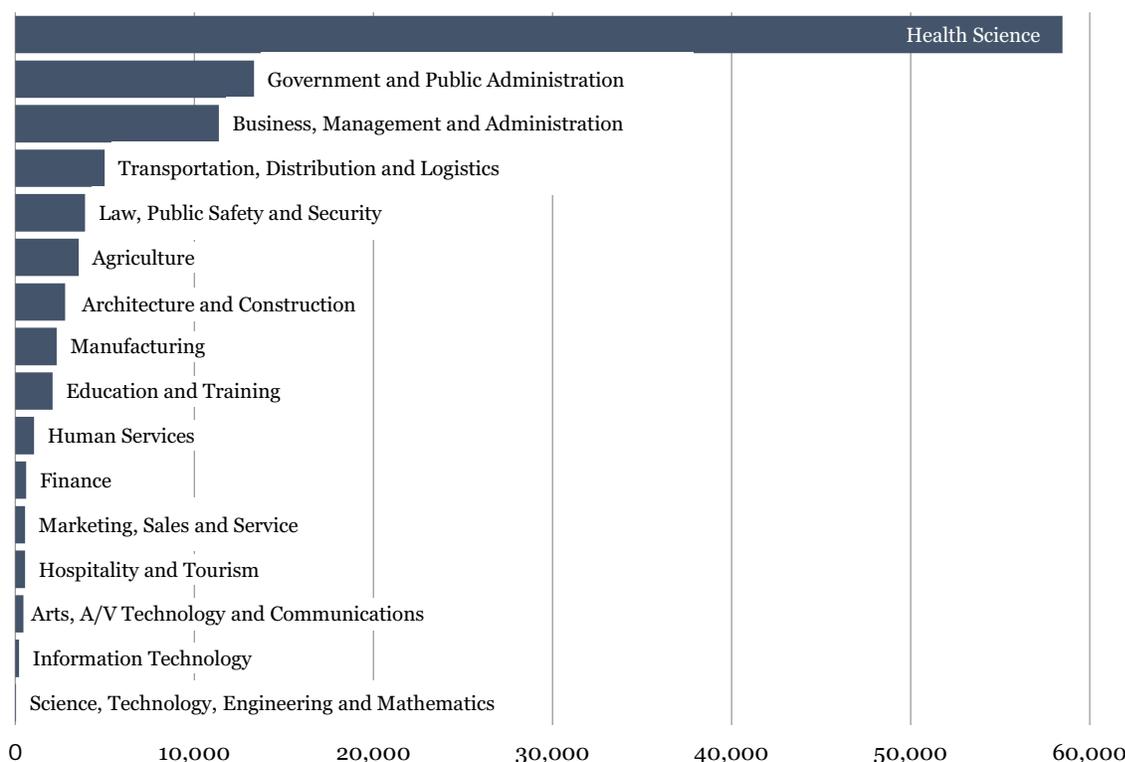
In AY16-17, 110,017 students were enrolled in skill enhancement courses designed to train people for enhanced employment opportunities. Of these students, 106,257 were enrolled in one of the 16 National Career Clusters (students may be enrolled in more than one cluster).

Non-credit enrollment at Iowa’s community colleges contains a large percentage of students in health sciences (53.2 percent of the total enrollment for skill enhancement). In addition to the large enrollment in health sciences, colleges reported 12.1 percent of student enrollment in government and

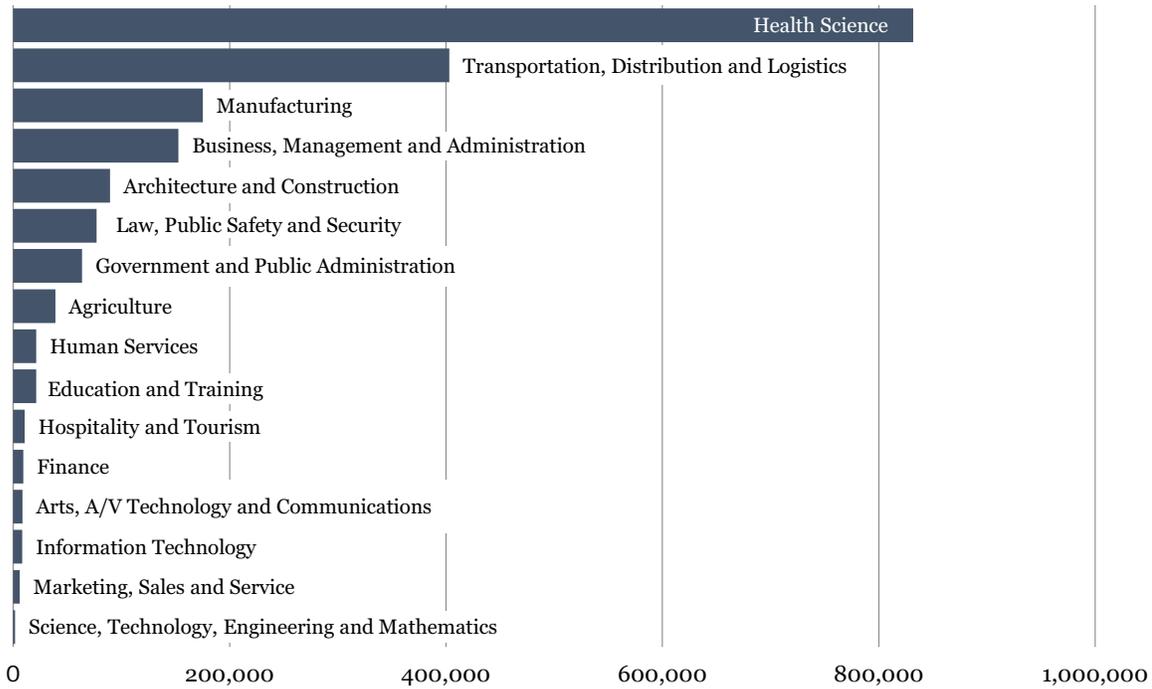
public administration; and 10.7 percent in business, management, and administration courses. The next highest categories of enrollment were transportation, distribution, and logistics (4.5 percent); law, public safety, and security (3.5 percent); agriculture, food, and natural resources (3.2 percent); architecture and construction (2.5 percent); and manufacturing (2.1 percent) (Figure 3-16).

In terms of contact hours, colleges reported 1,960,489 contact hours, 97.8 percent of which were taken within one or more career clusters (Figure 3-17). Similar to enrollment, the health sciences accounted for the largest percentage of contact hours (42.4) taken by 58,491 students in AY16-17.

FIGURE 3-16: NON-CREDIT SKILL ENHANCEMENT BY NATIONAL CAREER CLUSTER® ENROLLMENT



**FIGURE 3-17: NON-CREDIT SKILL ENHANCEMENT
BY NATIONAL CAREER CLUSTER® CONTACT HOURS**



ADULT EDUCATION AND LITERACY PROGRAM ENROLLMENT

Adult education and literacy (AEL) program enrollment, reported through the MIS, decreased an average of 5.6 percent annually from FY13 to academic year AY16-17. Figure 3-18, on the following page, includes duplicate participants enrolled in multiple adult education programs, while Table 3-1 reflects actual headcount per college for the past five years.

Unduplicated headcount for AY16-17 was 16,191 participants, which is 8.9 percent lower than the previous year. Enrollment in Basic Skills and Developmental and Remedial Education shows an increase of 1,771 students and averaged a 4.6 percent increase over the previous four years. The English Language Learning program has increased 3.1 percent over the past five years.

Total AEL enrollment data collected through the MIS includes all students who attended at least one 50-minute class period. Of these participants, 11,688 were eligible for, and included in, federal year-end reporting based on data and performance requirements of the Workforce Innovation and

ADULT EDUCATION AND LITERACY

STUDENTS:

16,191

DOWN SINCE 2016:

8.9%

LARGEST INSTRUCTIONAL PROGRAM:

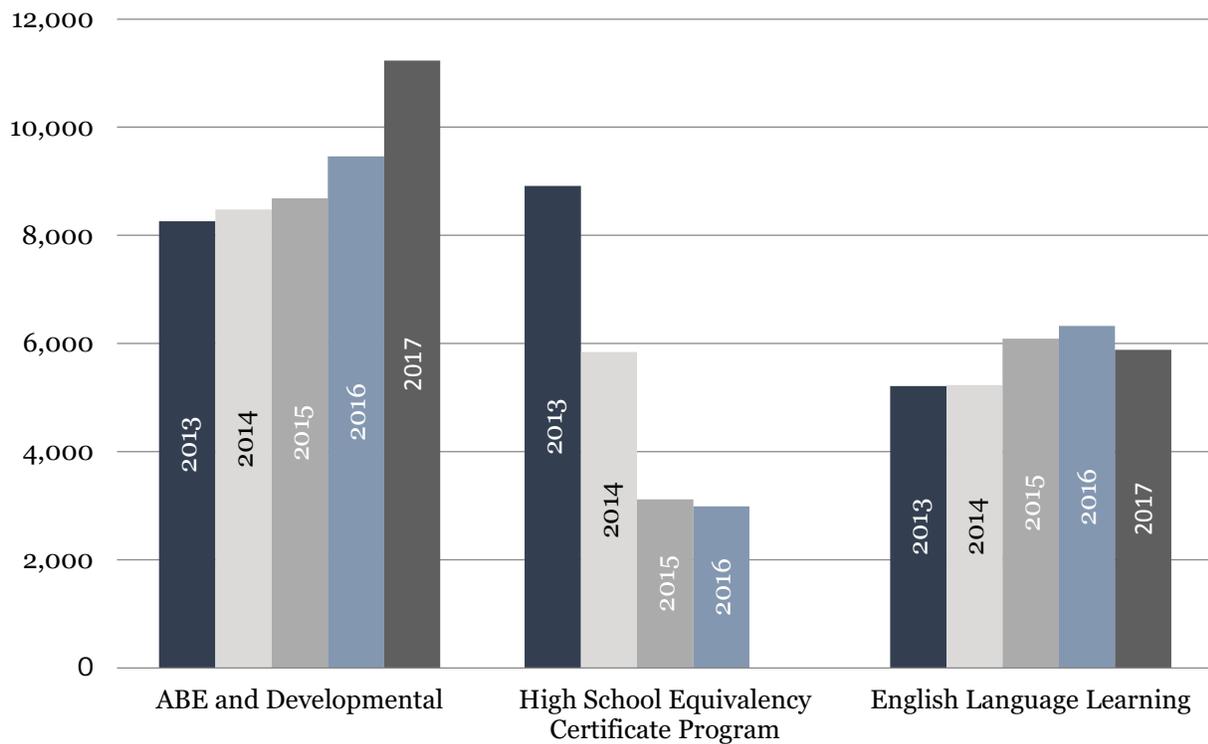
ADULT BASIC EDUCATION

58.5% OF TOTAL ENROLLMENT

Opportunity Act (WIOA), 2014. An illustration of statewide MIS-reported AEL enrollment by zip code area is provided in Figure 3-19.

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

FIGURE 3-18: ADULT LITERACY ENROLLMENT (MIS): 2013 - 2017



* Students may be included in more than one program type.

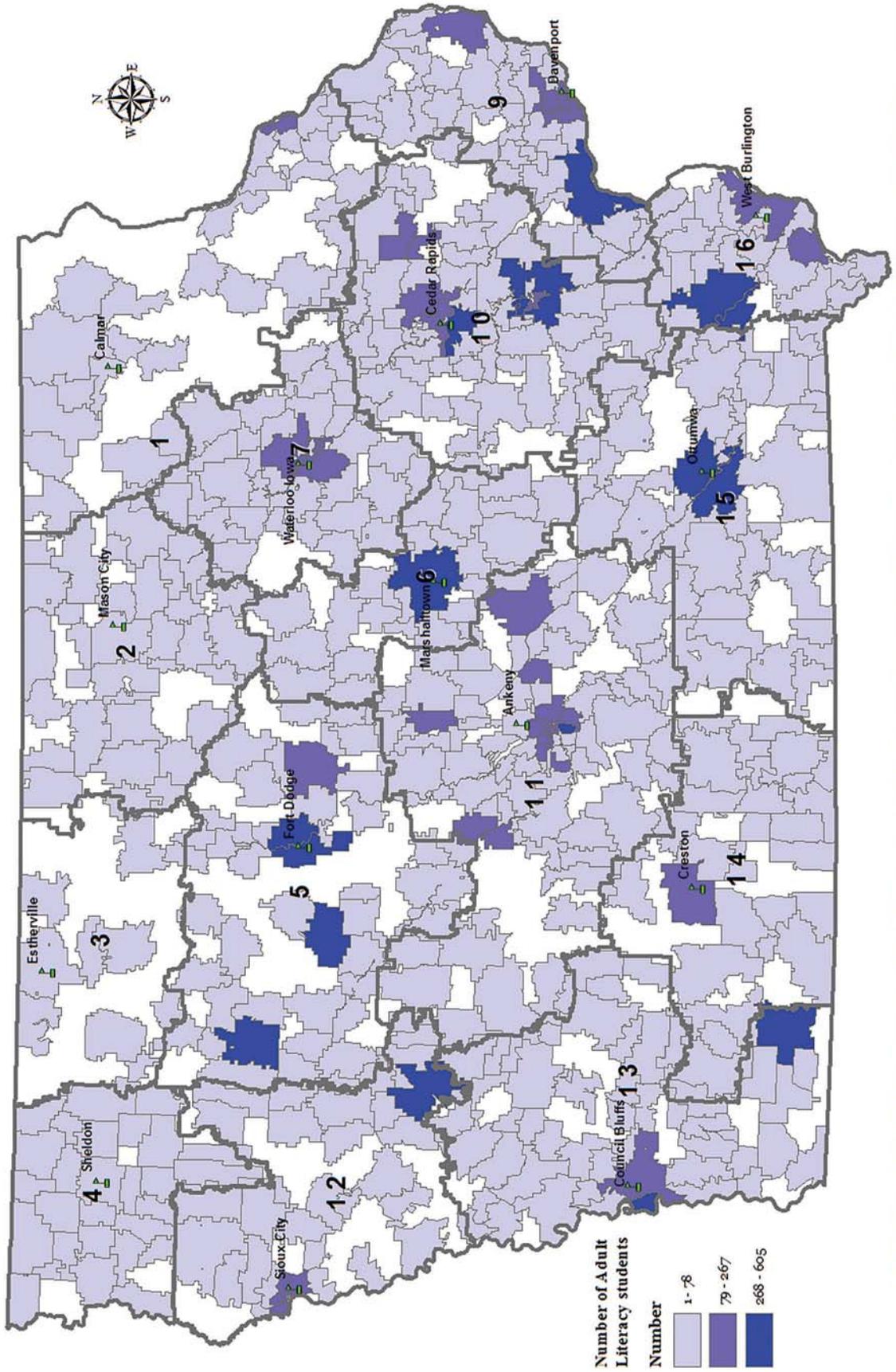
** CIP code 53020100 is not reported as of 2017. Instead, all HSED preparation courses are reported under ABE categories.

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

College	2013	2014	2015	2016	2017	% Average 5-Year Change
Northeast Iowa	669	607	431	306	255	-21.4
North Iowa Area	731	526	460	394	292	-20.5
Iowa Lakes	282	236	212	242	85	-25.9
Northwest Iowa	450	381	288	321	252	-13.5
Iowa Central	1,510	1,359	1,457	1,530	1,647	2.2
Iowa Valley	832	767	684	675	702	-4.2
Hawkeye	882	929	1,007	954	841	-1.2
Eastern Iowa	2,033	1,840	1,813	1,881	1,528	-6.9
Kirkwood	2,765	2,550	2,758	2,418	2,549	-2.0
Des Moines Area	4,679	3,685	3,851	3,710	3,524	-6.8
Western Iowa Tech	1,561	1,573	1,439	1,785	1,346	-3.6
Iowa Western	1,190	1,444	1,349	1,405	1,164	-0.6
Southwestern	430	376	317	332	358	-4.5
Indian Hills	875	656	778	717	664	-6.7
Southeastern	1,476	1,146	982	1,101	984	-9.6
Total	20,365	18,075	17,826	17,771	16,191	-5.6

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

FIGURE 3-19: MIS-REPORTED ADULT LITERACY PROGRAM ENROLLMENT BY ZIP CODE AREA: 2017



Counts include 15,444 Adult Literacy students with valid Iowa ZIP codes. Counts do not include students with not reported ZIP codes or ZIP codes outside of Iowa. White areas represent zip code areas with no reported students.

Data submitted to the NRS is based on the adult education program year, which coincides with Iowa’s fiscal year (July 1, 2016 - June 30, 2017). The NRS specifies parameters for students to be included in reporting to the U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE). Eligibility for enrollment includes persons who are at least 16 years of age and are neither enrolled nor required to be enrolled in secondary schools under Iowa Code chapter 299.1A, and who meet one of the following requirements:

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

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

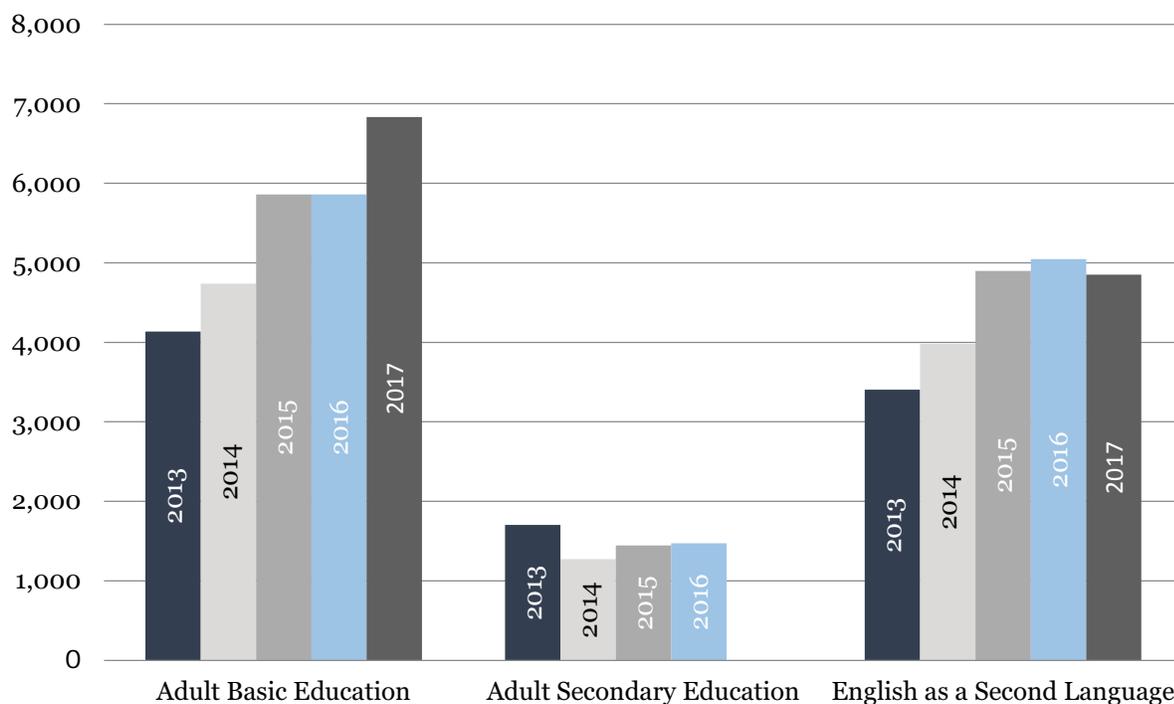
NRS Enrollment in Instructional Programs

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

ABE instruction had the most enrollees in 2017 with 6,835 participants, or 58.5 percent of the total enrollment, while ESL had 4,853 participants (41.5 percent). (Figure 3-20). Although the chart illustrates that ESL enrollment decreased in AY16-17, there has been a five-year average increase of 9.3 percent.

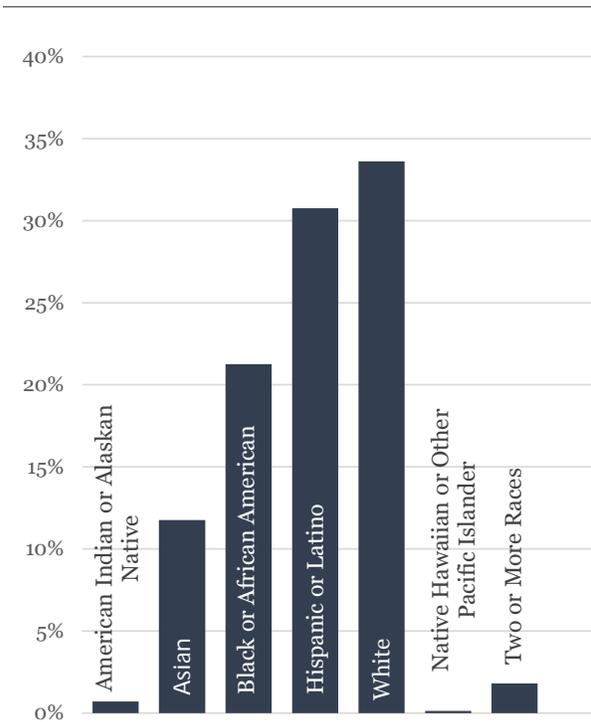
Of those who were both enrolled in AY16-17 and federally reported, 50 percent were female and 33.6 percent self-identified as white. Another 30.7 percent of participants identified themselves as Hispanic or Latino, 21.3 percent black or African American, and 11.8 percent Asian. The remaining three categories (American Indian, Hawaiian or Pacific Islander, and two or more races) combined for 2.6 percent of the participants (Figure 3-21).

FIGURE 3-20: PROGRAM ENROLLMENT AS REPORTED ON NRS: 2013 - 2017



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

FIGURE 3-21: RACIAL AND ETHNIC BACKGROUND OF AEL STUDENTS

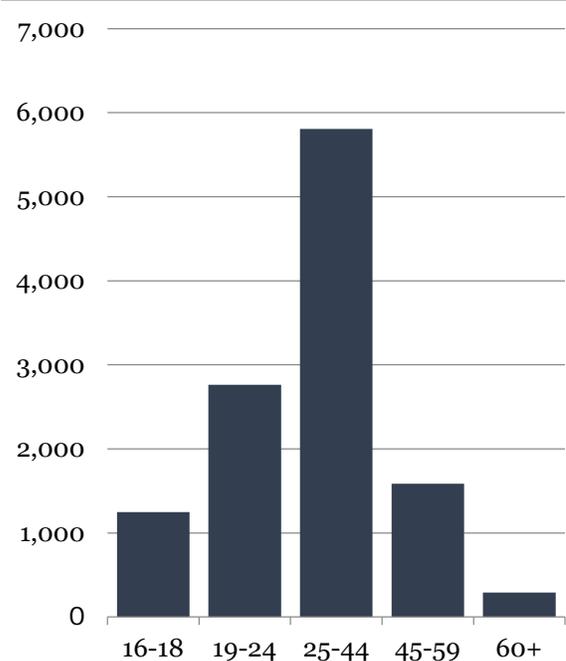


Students on the Hawkeye Community College campus.

The largest age group served by AEL programs ranged from 25 to 44 years of age, with 49.7 percent in this category. The next largest group, ages 19 to 24, accounted for 23.6 percent. The 45 to 59 age group had 1,584 participants (13.5 percent), which was slightly higher than the 16 to 18 age group with 1,248 participants (10.6 percent) (Figure 3-22).

The three highest barriers to employment, as self-identified by participants upon entry into the AEL programs, included the following: English Language Learner, low literacy, or cultural (37.0 percent); low-income (11.0 percent); and being a single parent (7.3 percent). It is important to note that a participant might indicate more than one barrier.

FIGURE 3-22: NRS ENROLLMENT BY AGE



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

ONLINE CREDIT ENROLLMENT

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

Nationally, over four million students enroll in online classes at community colleges [4], which comprised approximately 46.7 percent of the entire two-year public colleges enrollment in the same year [5]. In Iowa, the ratio was only 25.8 percent. For the past 10 years, however, the number of students enrolled in online coursework in Iowa has continuously increased, though the rate slowed down in AY16-17, with only a 0.5 percent increase from 60,425 to 60,740 unduplicated students (Figure 3-24). The same is true for credit hours which increased 0.9 percent to 423,500 online credits.



Students at Southeastern Community College.

ONLINE CREDIT ENROLLMENT

STUDENTS ENROLLED

60,740

UP SINCE AY15-16

↑ 0.5%

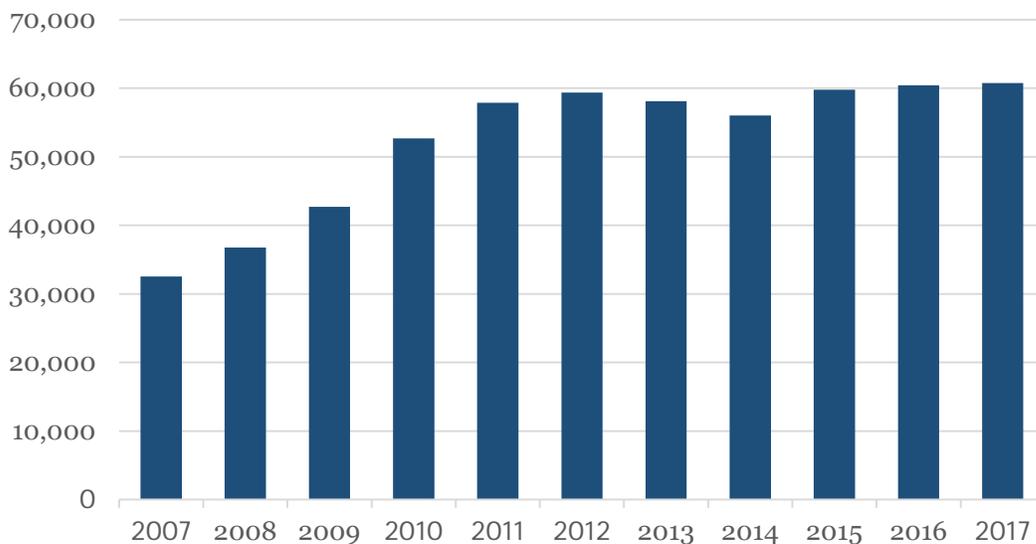
SEMESTER HOURS ONLINE

423,500

UP SINCE AY15-16

↑ 0.9%

FIGURE 3-24: ONLINE CREDIT ENROLLMENT: 2007 - 2017



About half of all community college students (45.8 percent) enrolled in one or more online courses during AY16-17. Overall, online enrollment has grown at a 6.4 percent annual average rate since 2007, despite overall declines in credit enrollment.



Since 2007, online credit enrollment has grown nearly 87 percent, reaching a high of 60,740 students in AY16-17.

Online students also enrolled in more credit hours, participating in an average of 7.0 credit hours of online courses. This average has fluctuated between a low of 5.8 (2007) and a high of 7.2 credit hours (2012) (Figure 3-25).

With more students enrolling in online courses and the average student enrolling in more credit hours, the total number of online credit hours rose 0.9 percent this year compared to last. As illustrated in Figure 3-26, this rate of growth has slowed down over the last few years. However, the overall number of online credit hours has grown 8.3 percent annually, on average, since 2007.

FIGURE 3-25: AVERAGE CREDIT HOURS OF ONLINE STUDENTS: 2007 - 2017

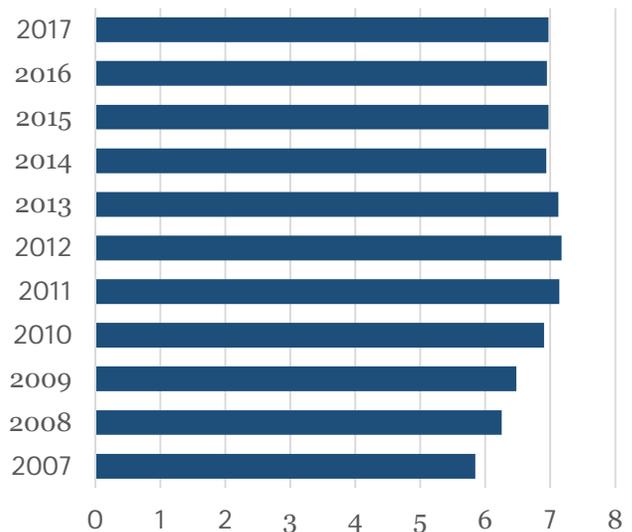
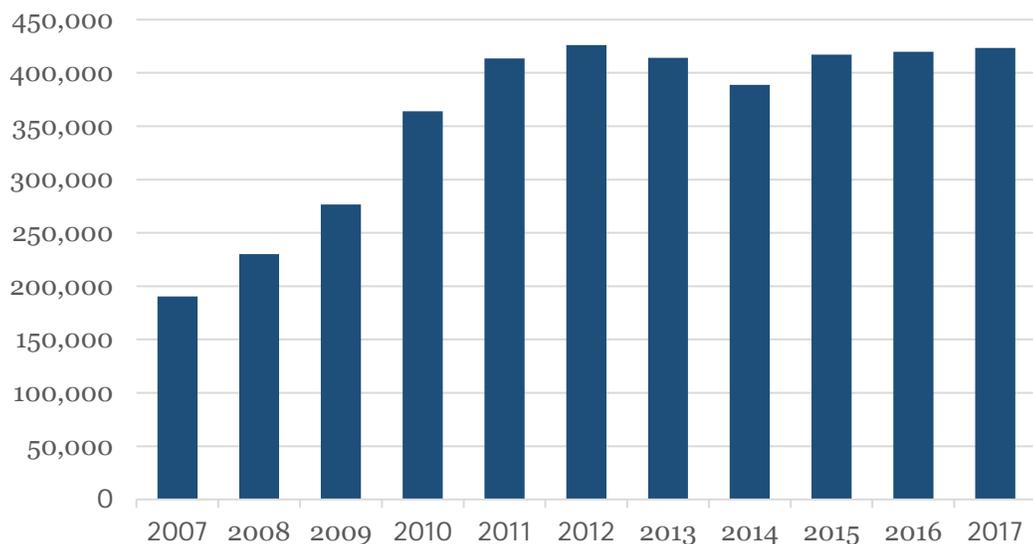


FIGURE 3-26: ONLINE CREDIT HOURS: 2007 - 2017



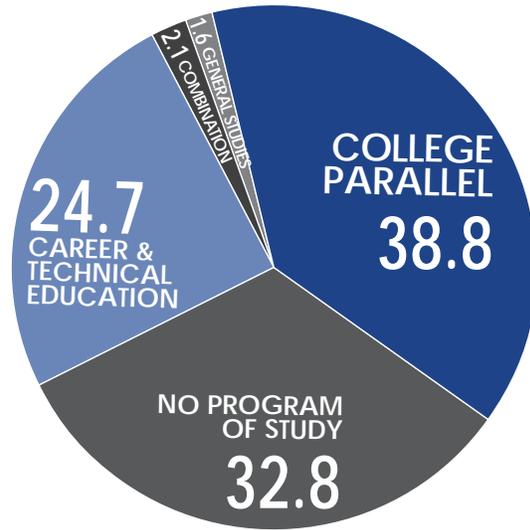
Online Students in Programs

During AY16-17, 23,574 students, representing 38.8 percent of total online enrollees, declared college parallel (arts and science) as their major program of study. Of the remaining students, 14,986 enrolled in CTE courses (24.7 percent); 988 enrolled in general studies (1.6 percent); and 1,243 enrolled in more than one type (2.1 percent).

The second-largest category of online students consisted of 19,949 without declared programs of study (32.8 percent) (Figure 3-27). Of these non-POS students, 52.2 percent were jointly enrolled high school students who typically enroll in arts and science courses. The number of jointly enrolled high school students taking online courses has continuously increased over the past 10 years.

Enrollment of CTE students in online coursework increased 0.4 percent from last year. There is significant variation in online enrollment when disaggregated by career cluster (Figure 3-28). As with total enrollment, the Health Sciences cluster is the largest with 6,127 students enrolled in one or more online courses. The Education and Training cluster had the largest percentage growth in online enrollment — increasing more than 22 percent over

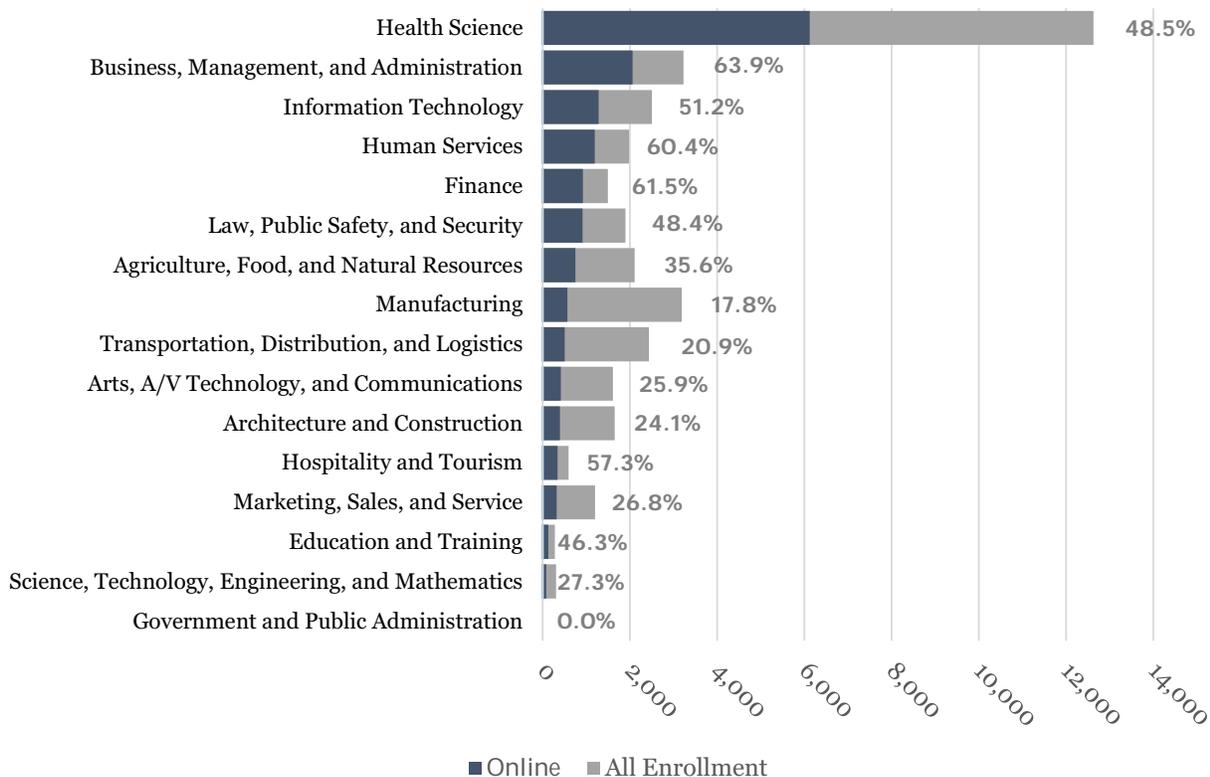
FIGURE 3-27: ONLINE ENROLLMENT BY PROGRAM TYPE: AY16-17 (%)



AY15-16. While most clusters experienced growth, five clusters had a decrease in enrollment.

A review of credit hours within career clusters (Figure 3-29) revealed that the Health Science cluster had the largest number of credit hours (41,464) delivered online. This accounts for 19.4

FIGURE 3-28: PERCENT OF ENROLLMENT DELIVERED ONLINE BY CAREER CLUSTER: AY16-17



percent of the courses offered in this cluster. The Business, Management and Administration cluster was second with 20,168 credit hours, followed by Human Services with 12,104 credit hours. These three career clusters had close to two thirds (62.6 percent) of total credit hours delivered online for CTE programs.

Jointly Enrolled Students

Jointly enrolled students are less likely to be enrolled in online coursework than the general student body. In AY16-17, 24.3 percent (12,092) of jointly enrolled students enrolled in one or more online courses compared to 45.8 percent of the total student body. Additionally, only 17.0 percent (69,204) of joint enrollment credit hours were delivered online compared to nearly 23.7 percent of total credit hours (Figure 3-30).

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

FIGURE 3-30: ONLINE JOINT ENROLLMENT AS PERCENT OF TOTAL JOINT ENROLLMENT (INSIDE) AND CREDIT HOURS (OUTSIDE)

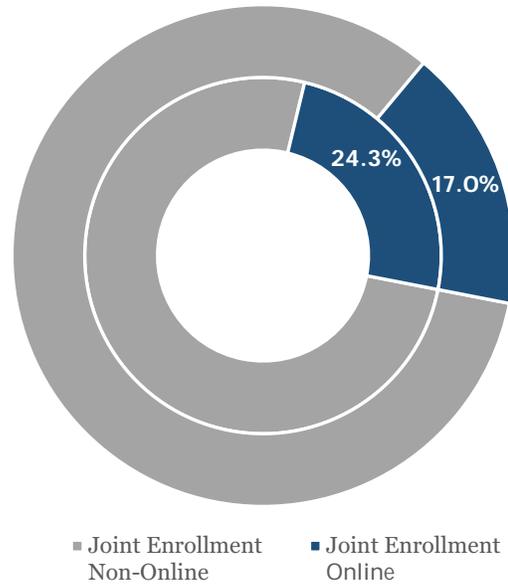
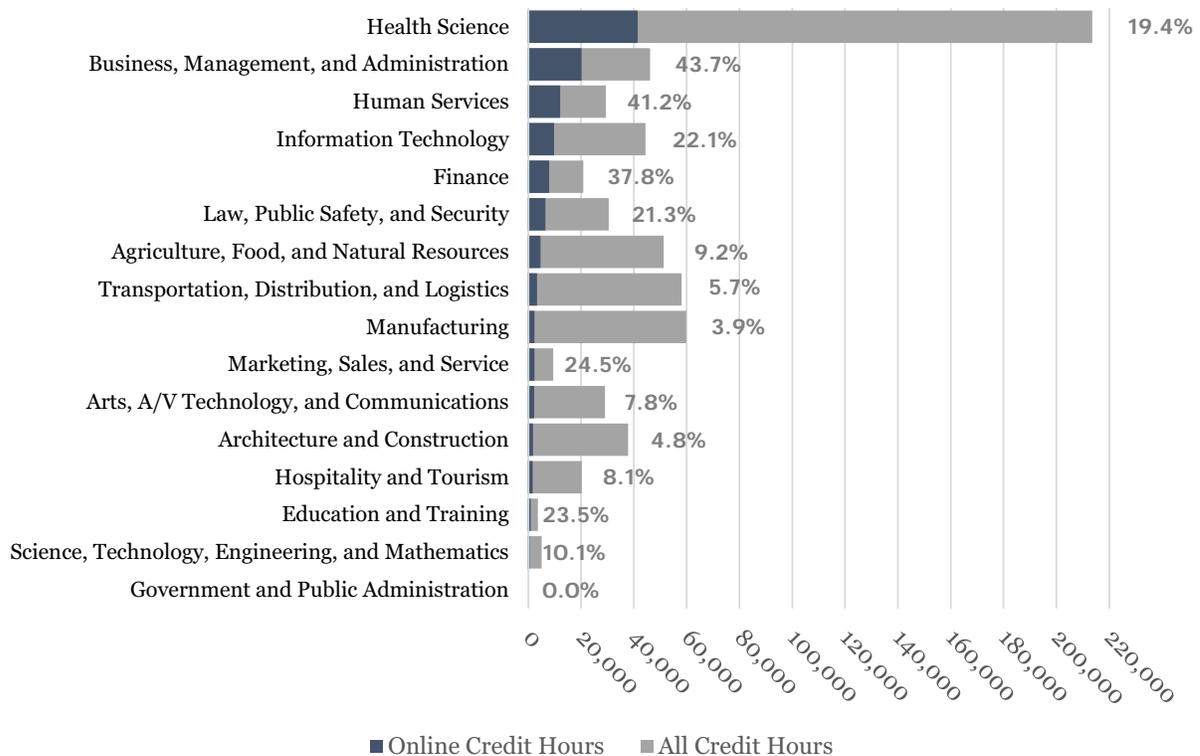


FIGURE 3-29: PERCENT OF CREDIT HOURS DELIVERED ONLINE BY CAREER CLUSTER: AY16-17



Online Student Demographics

In AY16-17, nearly 63 percent of students enrolled in online coursework were female compared to 54 percent of the total student body. The percentage of female students enrolled in online coursework decreased by 0.4 percent from last year.

Students enrolled in online coursework were older than the overall student body, mostly due to a smaller number of jointly enrolled students. The average age of students taking one or more online courses was 23.7 years old — exactly two years older than the

average Iowa community college student. Students in their early 20s enroll in online coursework at higher rates than older or younger age groups (Figure 3-31).

As with the overall student body, students enrolled in online coursework were predominantly white. However, the online course-taking patterns for racial/ethnic minorities were relatively similar to that of white students (Figure 3-32).

FIGURE 3-31: AGE OF ONLINE STUDENTS: AY16-17

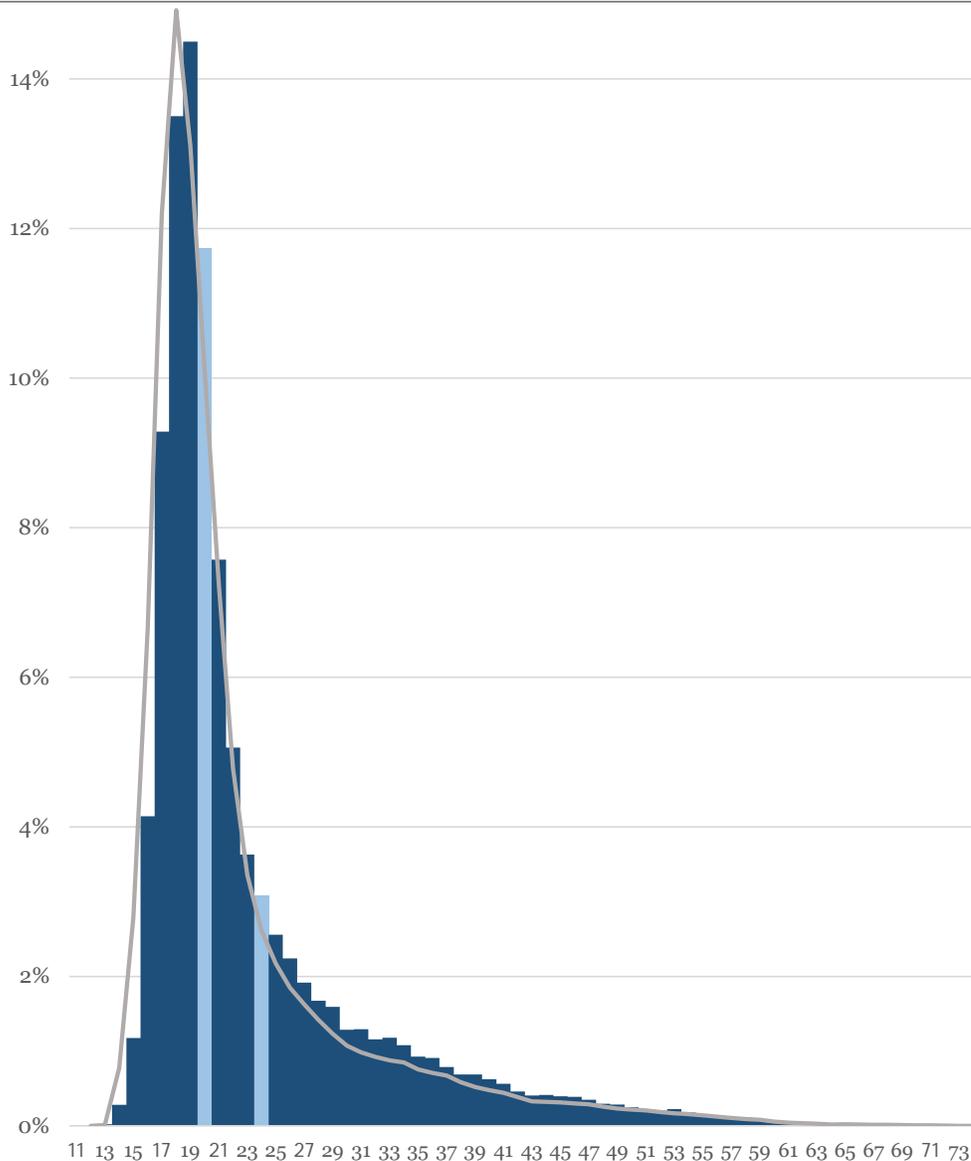
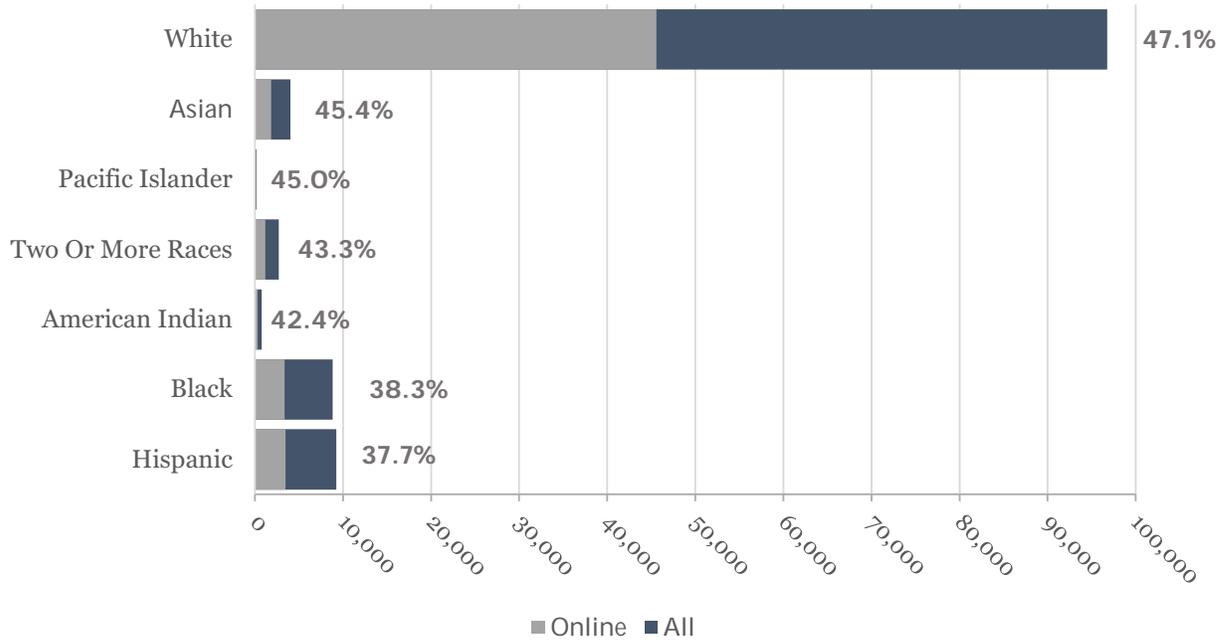
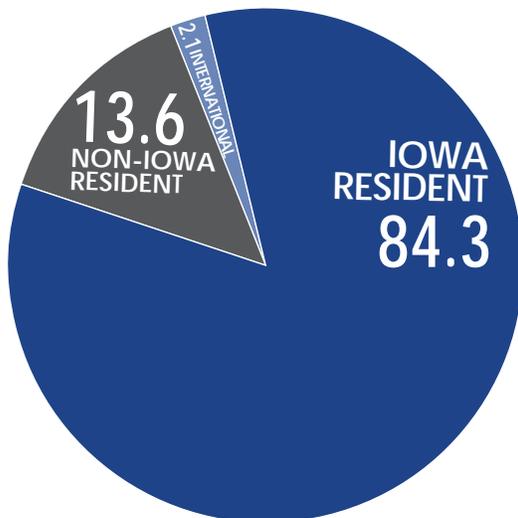


FIGURE 3-32: PERCENT ONLINE AND TOTAL ENROLLMENT BY RACE/ETHNICITY: AY16-17



Similar to the overall student body, students who took online coursework were predominantly residents of Iowa. Of the students who took one or more online courses in AY16-17, 84.3 percent were Iowa residents, 13.6 percent were non-Iowa residents, and 2.1 percent were international students (Figure 3-33).

FIGURE 3-33: RESIDENCY OF ONLINE STUDENTS, AY16-17 (%)

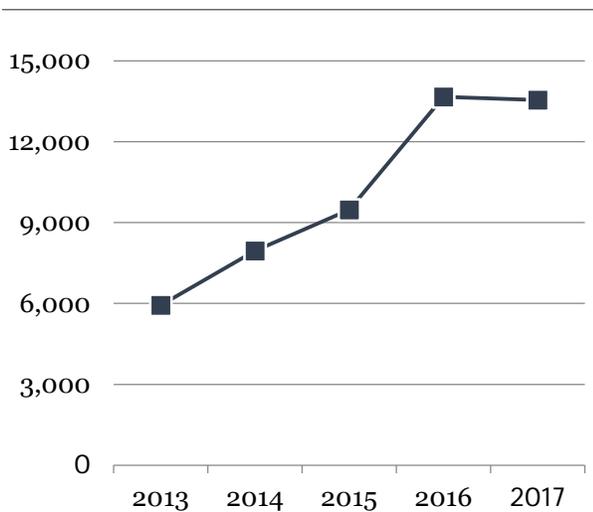


Des Moines Area Community College (DMACC) students.

ONLINE NON-CREDIT ENROLLMENT

Online non-credit enrollment decreased less than one percent in AY16-17 from the previous year (Figure 3-34). Average enrollment since FY13 has increased by 15.1 percent, with contact hours increasing by 0.4 percent. Students in AY16-17 averaged 19 non-credit contact hours each. Overall, 4.8 percent of all students enrolled in non-credit coursework at community colleges received credit through online delivery in AY16-17.

FIGURE 3-34: ONLINE COURSES DELIVERED: 2013 - 2017



References

- [1] Carnevale, A. P., Jayasundera, t., and Gulish, A. (2016). *America's Divided Recovery: College Haves and Have-Nots*. Georgetown University Center on Education and the Workforce. Retrieved December 1, 2017 from <https://cew-7632.kxcdn.com/wp-content/uploads/Americas-Divided-Recovery-web.pdf>.
- [2] Snyder, T.D., Tan, A.G., & Hoffman, C.M. National Center for Education Statistics. (2003). *Digest of Education Statistics* (Report No. 2005025). Washington, DC: NCES.
- [3] U.S. Department of Education. *Integrated Postsecondary Data Systems*. (2016). Washington, DC: Author.
- [4] Parsad, B., and Lewis, L. (2008). National Center for Education Statistics. *Distance Education at Degree-Granting Postsecondary Institutions: 2006-07*. Washington, DC: NCES.
- [5] U.S. Department of Education. *Integrated Postsecondary Data Systems*. (2007). Washington, DC: Author.

4

Student Success and Completion

Credit Awards, Non-Credit Program Completion, VFA, Adult Education, Student Success, and Education Outcomes

Student success is based on each student's end goal, whether that means earning a credential or degree, transferring credits, acquiring basic skills, or improving jobs skills.

Students enroll in community colleges for a variety of reasons. Some students plan to earn an award, such as a diploma or an associate degree, while others intend to transfer credits earned to a four-year college or university. Different student goals require different measurements of success. Graduation and transfer rates, the time it takes to complete an award, employment and wages after graduation, and completion of adult basic education programs (ABE) are all metrics used by the Department to measure student success.

CREDIT STUDENT AWARDS

Academic year credit award figures include students who received any type of community college award during the academic year (first day of fall term 2016 through the day preceding the first day of fall term 2017). A student is included each time he or she received an award during the academic year. For the second consecutive year, the number of awards decreased moderately in AY16-17, but the demographic composition of community college awardees remained relatively the same.

In AY16-17, the number of credit awards decreased to 18,115, a decline of 3.0 percent. The decline is manifested by lower numbers of Associate of Arts (AA), Associate of General Studies (AGS), Associate of Applied Arts (AAA), and diploma awards; while the number of Associate of Applied Science (AAS), Associate of Professional Studies (APS) degrees, and certificate awards increased modestly. The overall decrease in awards happened in congruence with six years of consecutive decline in total enrollments. The award rate (number of awards per number of



Students graduating from DMACC.

CREDIT AWARDS

LARGEST AWARD TYPE:

ASSOCIATE OF APPLIED SCIENCE (AAS)

156 MORE THAN ASSOCIATE OF ARTS

NUMBER OF AWARDS:

18,115

DECREASE SINCE LAST YEAR:

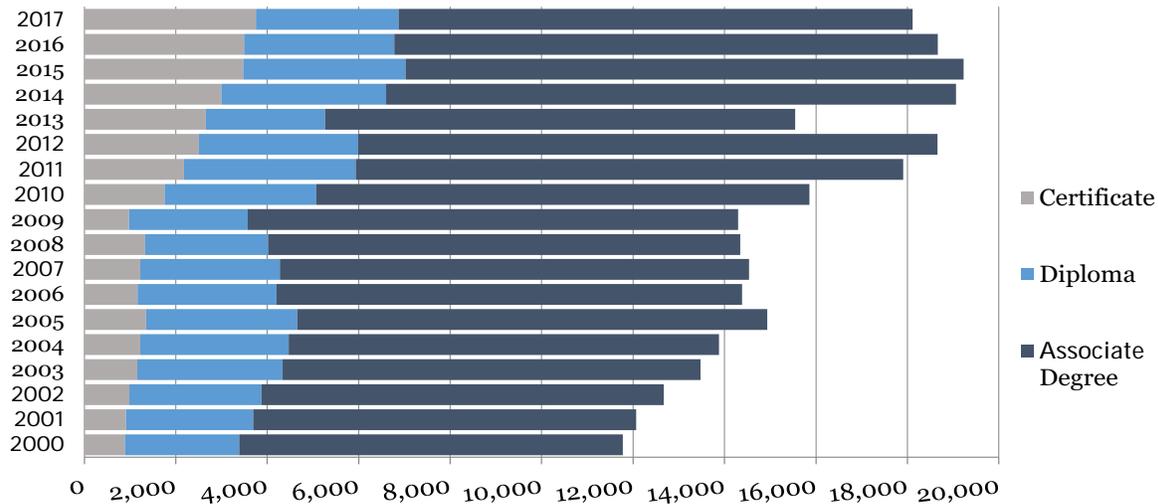


3.0%

students) remained unchanged from last year at 13.7 percent. On average, the number of awards in Iowa community colleges has been growing 2.7 percent annually since tracking began in FY 2000. Overall, the number of awards has been relatively steady since 2006, and despite a data collection change in 2013*, rose continuously from 2010 through 2015 (Figure 4-1).

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

FIGURE 4-1: AWARDS BY TYPE: 2000 - 2017



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

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

AA awards have historically comprised the majority of all awards granted. However, for the second time in the history of the Community College Management Information System (MIS), more AAS degrees were awarded in AY16-17 (28.4 percent of all awards) than any other type of award, including AA awards which comprised 27.5 percent of total credit student awards granted.

The share of certificates (3,754) increased from 18.7 percent to a new record high 20.7 percent in AY16-17. Diploma awards accounted for another 3,115 (17.2 percent) of awards issued. The share of AS awards decreased from 5.0 percent in AY15-16 to 4.0 percent in AY16-17. AGS awards dropped dramatically from 693 in AY15-16 to 291 in AY16-17. By contrast, APS degrees, though not voluminous, doubled in numbers to 58, compared to the previous year; and AAA degrees dropped by 7.8 percent.

The programs of study of which students earned credit awards have remained fairly consistent over the past five years. Again in AY16-17, out of the 12,199

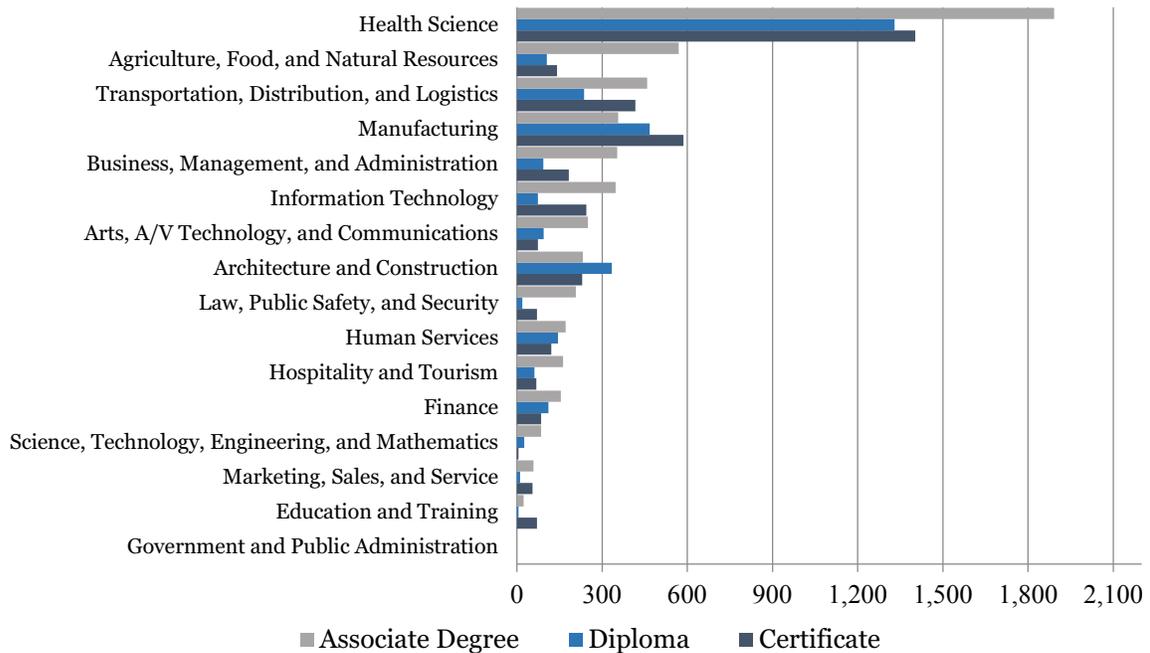
CTE program awards granted, the largest number of awards (4,624) were in health science (39.7 percent), followed by manufacturing (1,411); transportation, distribution and logistics (1,113); agriculture, food and natural resources programs (816); architecture and construction (796); information technologies (665); and business, management, and administration (629). Showing stability over the last 17 years, the prevailing number of CTE awards were associate degrees (43.7 percent), followed by certificates and diplomas (Figure 4-2).

Awardee Demographics

Nationally, females earn more awards than males, with women earning 54.6 percent of all awards granted by U.S. public two-year institutions [1]. Historically, the same has been true in Iowa community colleges, where the largest group of awardees have been white females in health science programs.

While females have comprised approximately 55 percent of credit enrollment for the past 17 years, they have typically earned a higher proportion of awards (about 60 percent). However, since last year, that trend has moved toward a more proportional award distribution by gender. In AY 16-17, females comprised 54.0 percent of Iowa's community college enrollment, while earning 56.6 percent of all awards (Figure 4-3).

FIGURE 4-2: CTE PROGRAM AWARDS BY TYPE



A somewhat disproportionate trend was present for enrollment versus the distribution of awards by race/ethnicity. Although whites comprised over 81 percent of Iowa community college enrollees in AY16-17, they comprised 82.7 percent of all awards. Nationally, however, whites comprised 59.7 percent of all public two-year institutions awards recipients [1].

The distribution of awards among racial minorities

does not always mirror enrollment. For instance, Hispanics became the largest racial/ethnic minority group of enrollees (35.9 percent) in AY16-17, bypassing black enrollees (34.3 percent). However, there was a bigger disparity in the distribution of awards, with Hispanics earning 41.5 percent of the awards versus the percentage of awards earned by black students (33.0 percent) (Figure 4-4).

FIGURE 4-3: AWARDEES BY GENDER* (%)

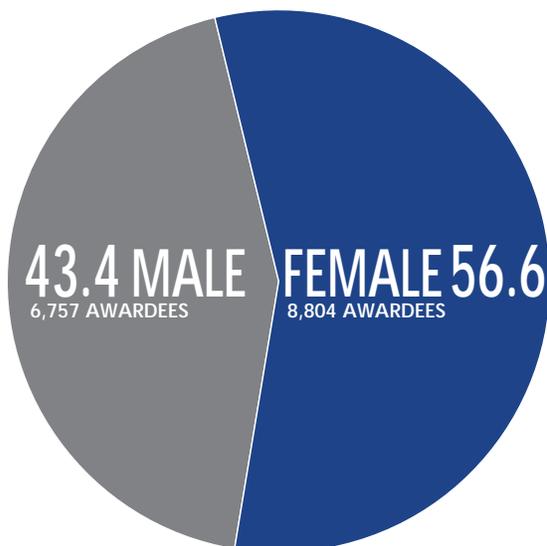
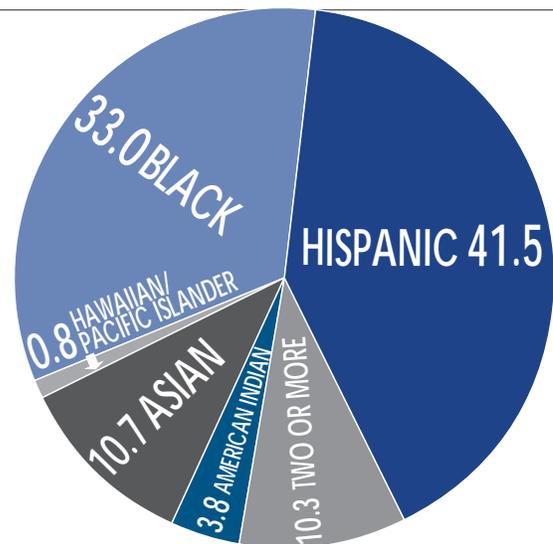


FIGURE 4-4: AWARDEES BY RACIAL AND ETHNIC MINORITY GROUPS (%)



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

Similar to all awardees, the overwhelming majority of awards received by racial minorities in AY16-17 were associate degrees (57.9 percent), followed by certificates (26.1 percent), and diplomas (16.0 percent) (Figure 4-5).

The number of awards earned by racial/ethnic minority students has grown an average of 11.4 percent since 2000, which is over four times higher than the overall awardee growth rate of 2.7 percent.

As previously stated in AY16-17, almost 38 percent of all CTE awards were in health science. Of these, 62.2 percent were earned by women (3,985 awards). Females also earned the majority of awards in business, management, and administration; education and training; and human services and finances; while males received more awards in manufacturing; architecture and construction; information technologies; transportation, distribution, and logistics; and agriculture (Figure 4-6).



Graduate from Northwest Iowa Community College.

Similarly, the majority of CTE awards received by racial/ethnic minority students were in health science programs (745), followed by awards in transportation, distribution, and logistics (229) (Figure 4-7). This distribution pattern follows the pattern for the general cohort of awardees.

FIGURE 4-5: CREDIT STUDENT AWARDS BY RACE/ETHNICITY: 2000 - 2017

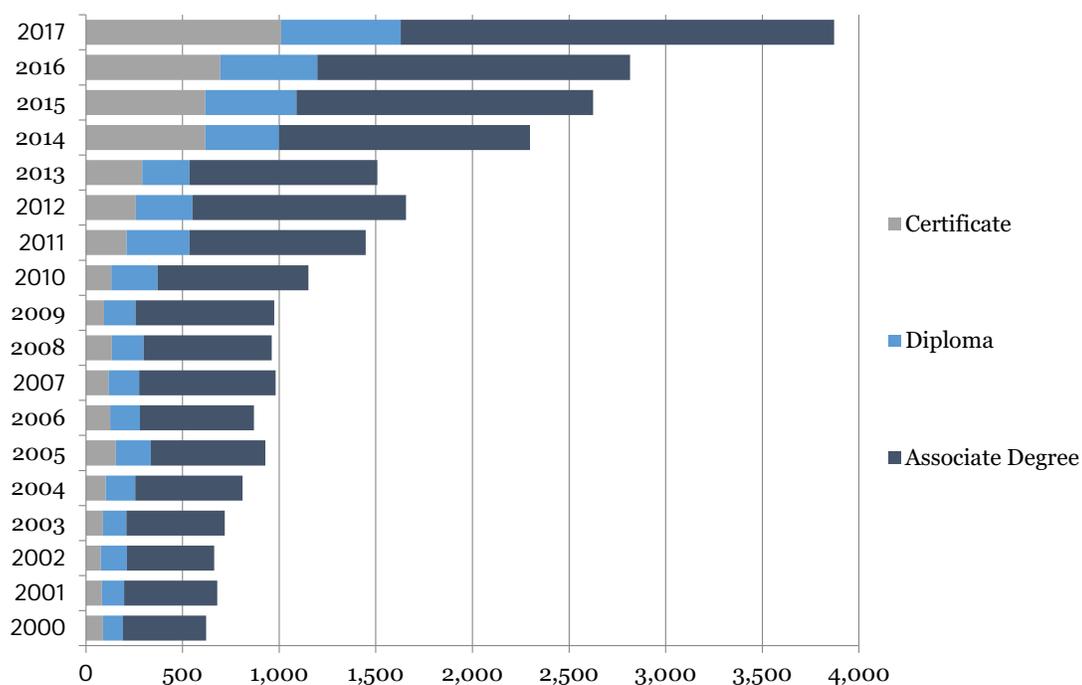
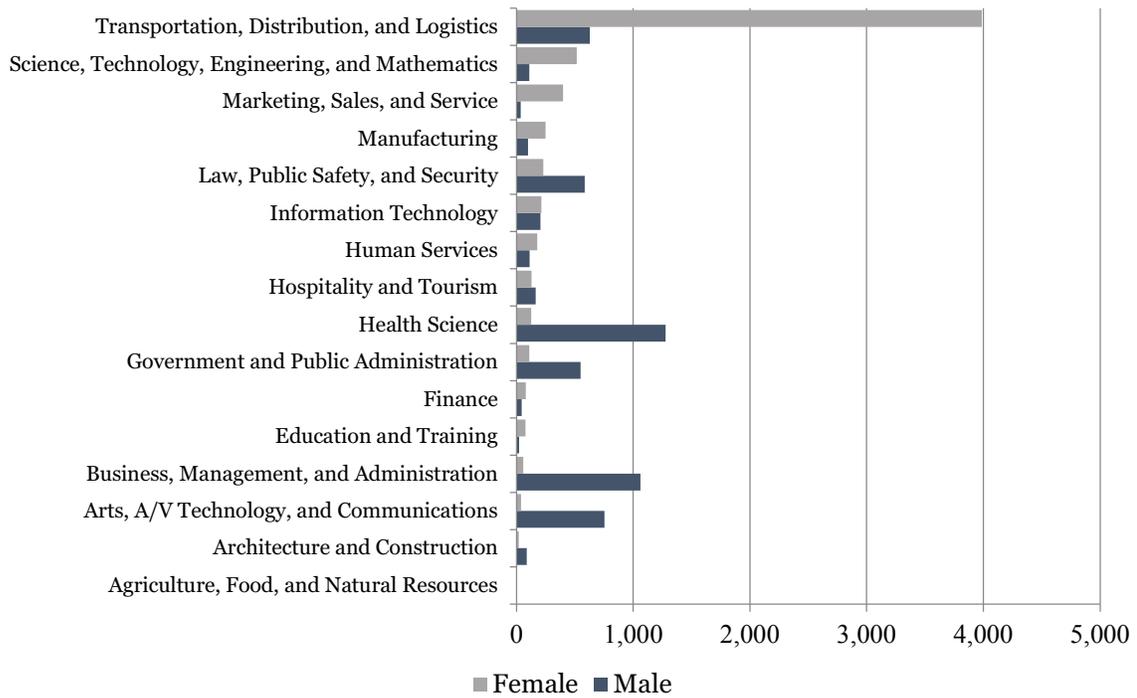
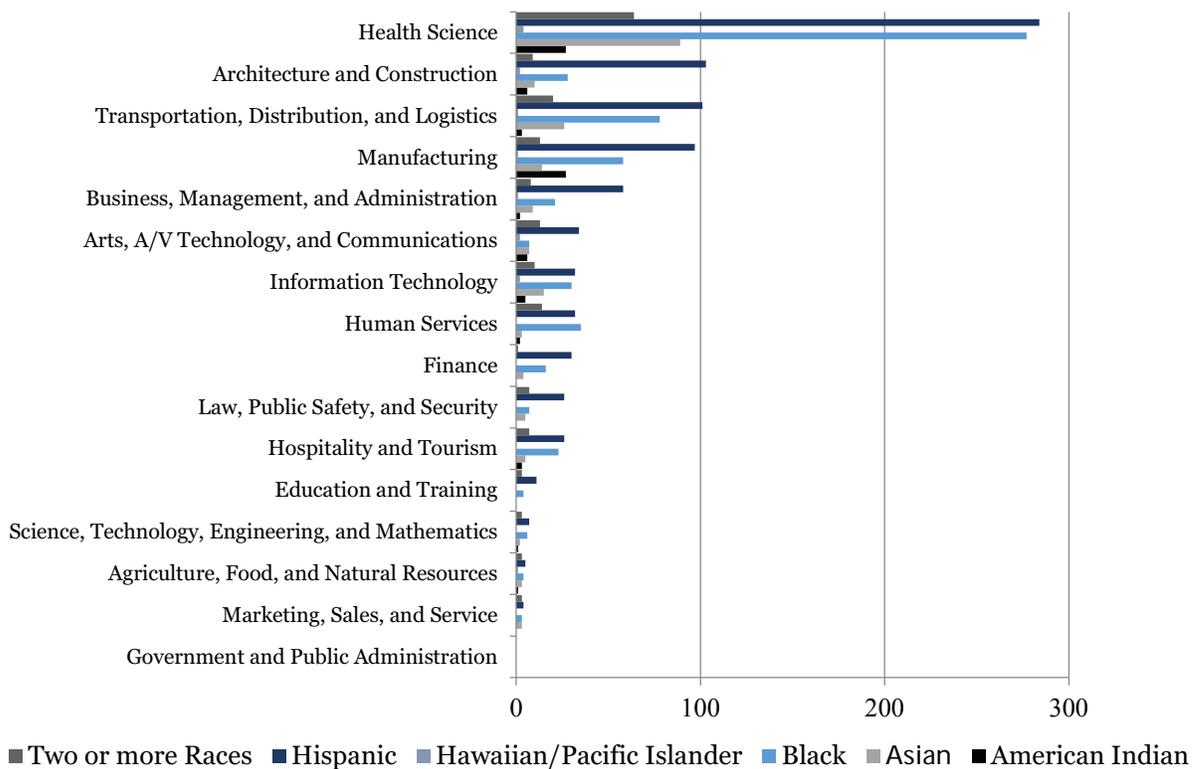


FIGURE 4-6: CREDIT STUDENT AWARDS BY GENDER AND CAREER CLUSTER



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

FIGURE 4-7: CREDIT STUDENT AWARDS BY CTE PROGRAM AND RACE/ETHNICITY



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

Award Rates and Distribution in Other States [1]

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

Among eight contiguous states, Iowa community colleges ranked fifth after South Dakota, Wisconsin, Minnesota, and Kansas in percentages of total awards versus total enrollments; fourth after South Dakota, Minnesota, and Missouri in associate degrees versus all enrollment; fifth in all awards versus FTE; and fifth in associate degrees versus FTE (Figure 4-8).

Nationally, the percentages of all awards versus all enrollment in public two-year institutions was 11.4 percent. Iowa community colleges were above that average with 12.8 percent. Similarly, Iowa was above the national average (7.4 percent) in associate

degrees versus all enrollment with 8.2 percent; above the national average (25.9 percent) in all awards versus FTE with 28.4 percent; and above the national average (16.9 percent) in associate degrees versus FTE with 18.3 percent (Figure 4-9).

When compared to the national average, Iowa’s award rates were higher for all four ratio calculations.

Although national data does not classify program areas in the same educational clusters that Iowa utilizes, recent data aggregated by career clusters are analogous to Iowa community colleges. For example, like Iowa, most awards were granted in general studies programs intended to prepare students for a four-year degree, followed by health/clinical sciences, and business, respectively (Figure 4-10).

FIGURE 4-8: CREDIT STUDENT AWARD RATES, CONTIGUOUS STATES: 2016 [1]

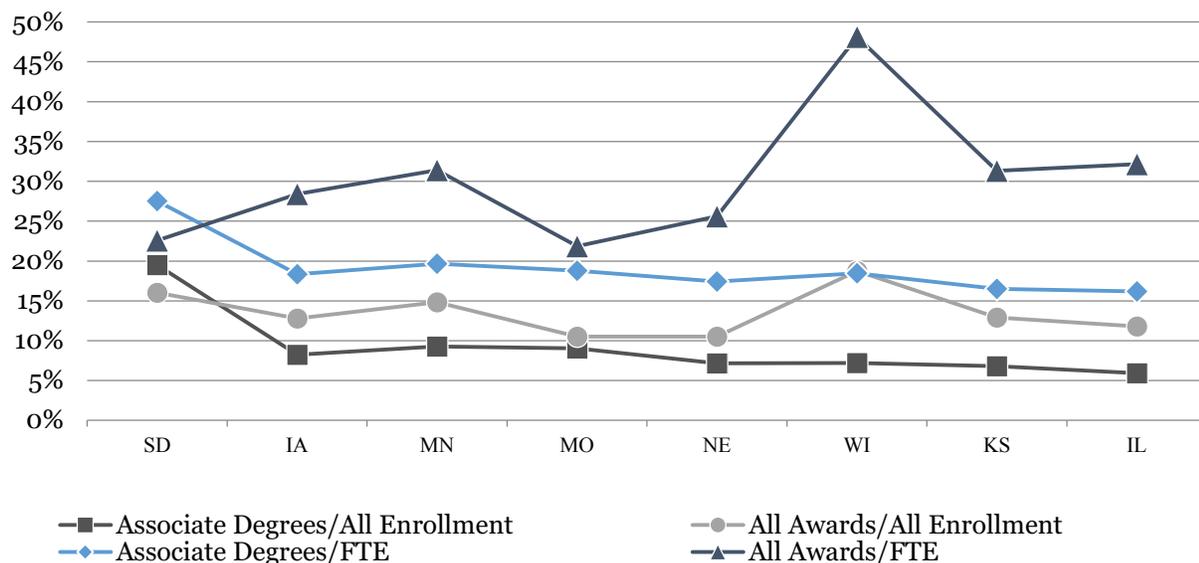


FIGURE 4-9: PERCENT OF TWO-YEAR DEGREES PER FTE,
TWO-YEAR PUBLIC INSTITUTIONS: 2016 [1]

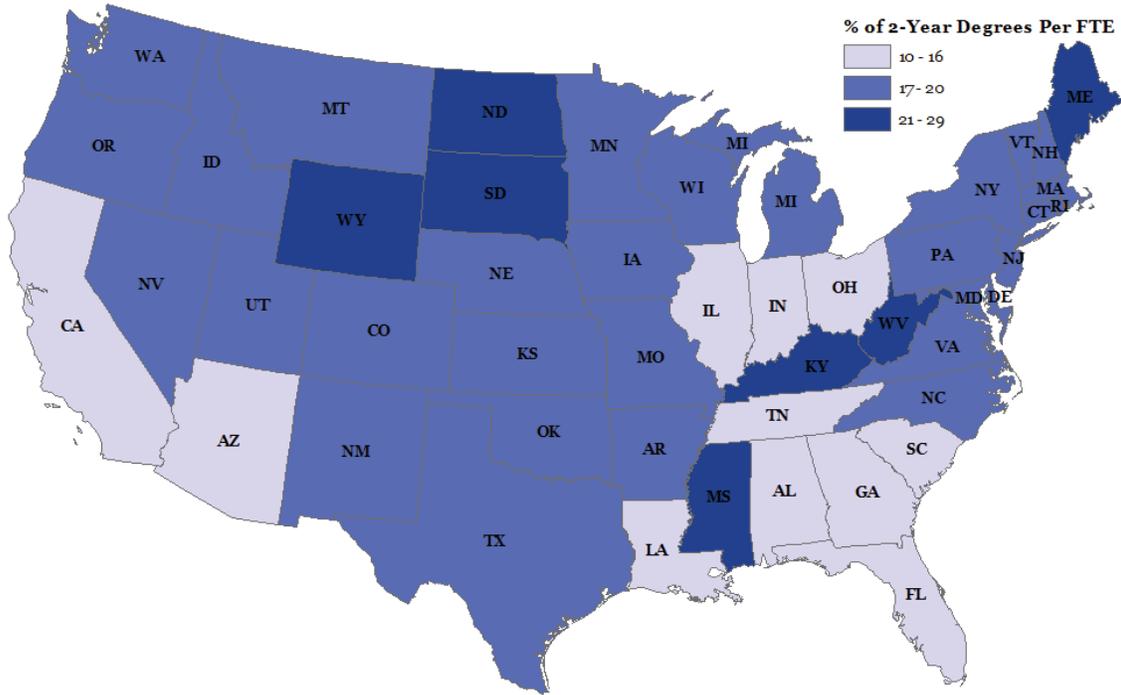
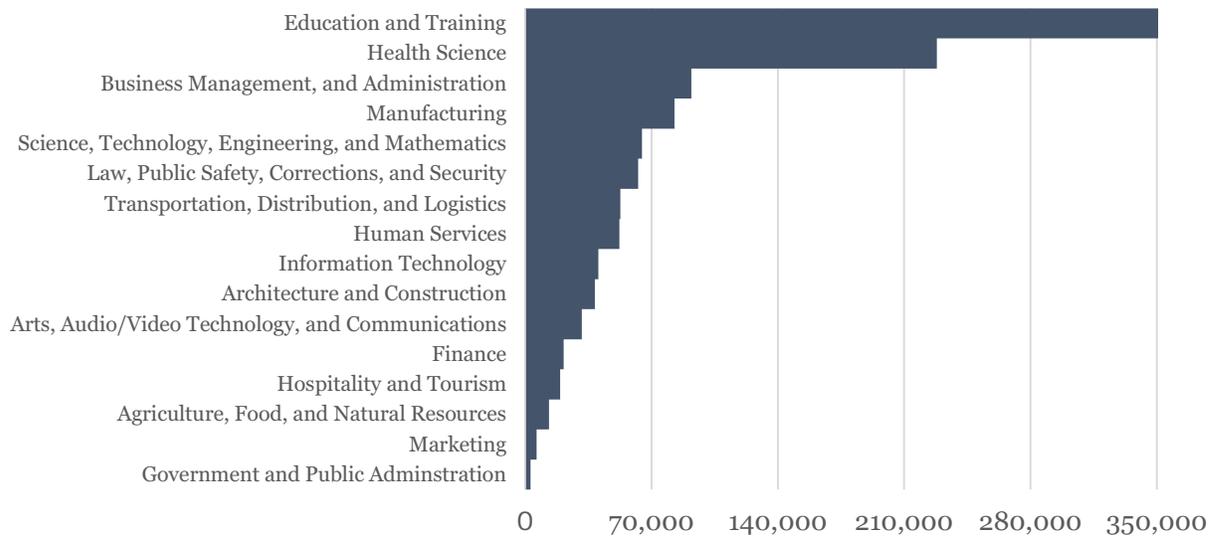


FIGURE 4-10: UNITED STATES CREDIT STUDENT AWARDS BY CTE PROGRAM: 2016 [1]



NON-CREDIT PROGRAM COMPLETION

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

In AY16-17, 17,612 students received 19,261 non-credit awards. The majority of these (57.7 percent) were industry-awarded credentials, provided by third-party certification or state/federal regulatory agencies, designed to lead to or enhance employment opportunities. Examples of these include certified nursing assistant (CNA) and coaching certification/licensure. Local program completions comprised another 37.8 percent of all awards. These credentials are skill-based programs developed by community colleges to fill a workforce need identified through local sector boards.

Community colleges also report alternative and adult high school diplomas, as well as program completions funded by the state's Gap Tuition Assistance program within this section of reporting. During AY16-17, there were 72 adult high school and four alternative high school diplomas reported. There were 720 MIS-reported students who completed GAP non-credit, high-demand programs during AY16-17.

Individual program reports published by the Department will provide additional data about non-credit program completers as the methods of data collection improve.

VOLUNTARY FRAMEWORK FOR ACCOUNTABILITY (VFA) AND NON-CREDIT PROGRAM OUTCOMES

The VFA was designed by the American Association of Community Colleges (AACC) to serve as an accountability framework for community colleges with success measures tailored for these open access institutions. Designed specifically with community colleges in mind, the VFA contains measures that encompass and reflect the full breadth of the community college mission and the diversity of students' goals and educational experiences.

Partnering with the community college presidents, the Department funds the VFA membership costs for the colleges and serves as the data clearinghouse to ensure consistency in data reporting. Data is prepared by the Department and published by the



Students in the diesel technology program at North Iowa Area Community College (NIACC).

AACC within the VFA. Public reports on each of the community colleges are available by searching the "Find VFA Colleges" tab at <https://vfa.aacc.nche.edu> and the public statewide report can be found by searching for "Iowa Department of Education" on the same tab.

Summer 2017 was Iowa's first year for reporting non-credit data to the VFA, specifically focusing on students who completed a non-credit CTE programs in AY13-14, measured by either completion of the non-credit program as defined by the college, or at least 180 contact hours of non-credit coursework. Of the 9,545 students who completed a non-credit CTE program in AY13-14, 280 students transitioned to enroll in credit programs at a community college.

Additionally, the VFA research demonstrates that non-credit CTE programs contribute to students' career growth as reflected by significant gains in employability and wages. Using the Iowa Workforce Development's (IWD) Unemployment Insurance Wage Records (UIWR), an annualized median quarterly wage was calculated for both before- and after-program completion. According to VFA reporting, median wages for Iowa community college non-credit CTE program completers increased by 22.3 percent, from \$33,603 on annual average to \$41,094 (Tables 4-1 and 4-2).

**TABLE 4-1: CTE NON-CREDIT COHORT AND OUTCOMES
(CTE STUDENTS WHO COMPLETED OR LEFT IN AY 2013-2014)**

	Total Students	Earned Industry Recognized Credentials	Median Wage Growth <i>* Calculated annualized median quarterly wage from IWD unemployment insurance wage records.</i>		Transition to Credit
			Prior	Post	
CTE Non-Credit Completers	9,545	7,094	\$33,603	\$41,094	280

TABLE 4-2: EDUCATION AND EARNINGS OF CTE NON-CREDIT STUDENTS

	Total Students	Enrolled in Education	Earnings of CTE Non-Credit Students						
			\$1 - \$14,999	\$15,000 - \$19,999	\$20,000 - \$24,999	\$25,000 - \$34,999	\$35,000 - \$48,599	\$48,600 - or more	Not Enrolled/ No Wage Records
CTE Non-Credit Completers	9,545	1,061	928	403	565	1,087	1,258	1,209	3,034

ADULT BASIC EDUCATION OUTCOMES

A primary focus of Iowa’s adult basic education (ABE) program is to help adult students acquire basic skills so they can earn a high school equivalency diploma (HSED), which will subsequently give them access to postsecondary credit education. ABE programs in Iowa’s community colleges provide many non-credit training opportunities, including skilled training for occupations in high demand. In addition, ABE program participants receive help setting employment goals based on their interests and aptitude. Using results from workforce and basic skills assessments, 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.

In addition to MIS data reporting, ABE also utilizes the TOPSpro Enterprise (TE) data system for federal reports. In 2017, TE reported that 16,438 individuals participated in adult education and literacy services. Of those, 11,688 were reported in the National Reporting System for Adult Education (NRS).

ADULT EDUCATION AND LITERACY

STUDENTS REPORTED PER NRS REQUIREMENTS:

11,688
ABE MEASUREABLE SKILL GAINS (MSG)

DOWN SINCE 2016:

5.8%
HSED EARNED

44.3%
MEASUREABLE SKILL GAINS (MSG)

1,718
HS EQUIVALENCY DIPLOMA

WIOA Performance Indicators

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

directly include a participant measure, is the last indicator.

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

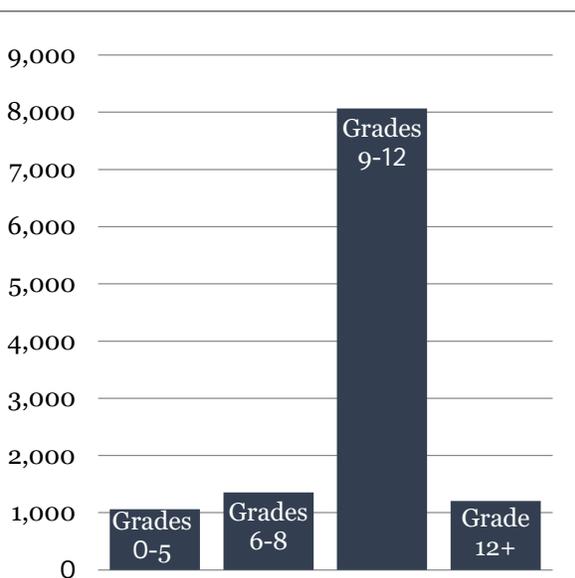
Student Performance Indicators

Measurable Skill Gain (MSG)—This measure demonstrates participants’ progress toward achieving a credential or employment. For adult education programs, the NRS includes two ways participants can demonstrate MSG: an educational functioning level (EFL) gain or receipt of a secondary credential. A participant may have more than one period of participation, but only one gain per period of participation. Of the 12,059 periods of participation in 2017, 44.3 percent achieved a MSG.

Of the 11,688 participants reported in NRS, 69.0 percent self-identified their highest level of school completed as between the 9th and 12th grades. The next highest level of completion was between 6th and 8th grades (11.6 percent) (Figure 4-11). These self-reported grade levels indicate a starting point to measure progress in AEL programs, in which the primary purpose is to improve basic literacy skills.

The NRS approach to measuring educational gain is to define a set of EFLs at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. Iowa’s AEL programs use the federally approved Comprehensive Adult Student Assessment System (CASAS) and Tests of Adult Basic Education (TABE) to assess all incoming

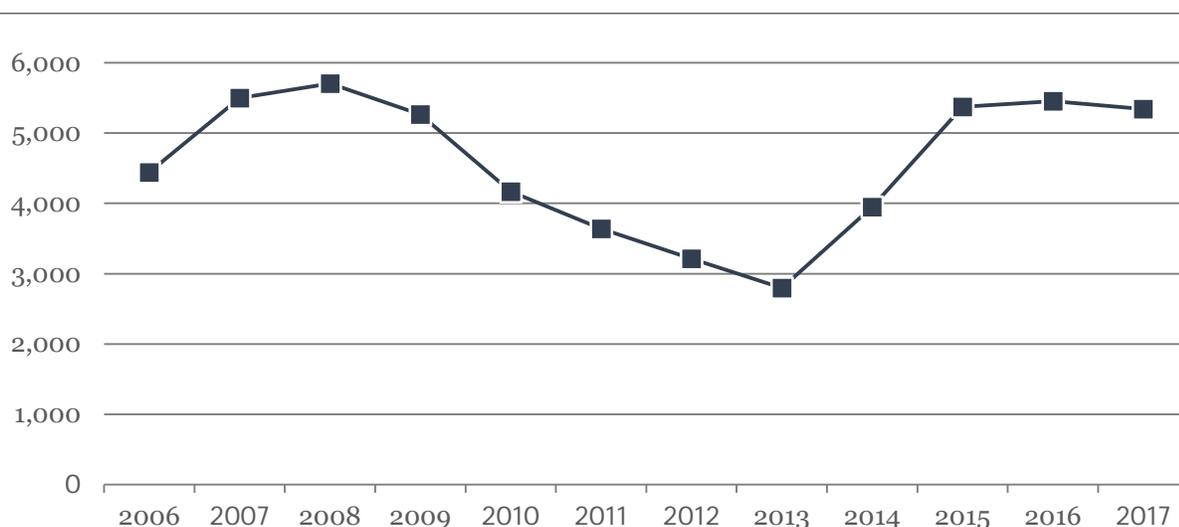
FIGURE 4-11: HIGHEST LEVEL OF SCHOOL COMPLETED BY PARTICIPANTS



students for proper grade-level placement. After recommended hours of instructional intervention, students are again assessed to determine their skill levels. If a student’s skills have improved sufficiently to place him or her one or more levels higher, an “advance” is recorded.

In 2017, 6,900 (59.0 percent) of the total NRS reported participants persisted beyond the recommended hours and took a post-assessment. Of those who persisted, 5,339 (77.4 percent) completed a MSG (Figure 4-12).

FIGURE 4-12: NRS EDUCATIONAL FUNCTIONING LEVEL GAINS: 2006 - 2017



High School Equivalency Diploma (HSED) – For many participants in AEL programs, the main goal is to achieve a HSED. To qualify for a measurable skill gain, a student must be a participant within AY16-17 and pass all five sub-sets (pass or fail) within the program year.

During AY16-17, a total of 1,791 participants completed all five sub-tests and had data available for matching against HSED recipients. Of those, 95.9 percent (1,718) were awarded equivalency diplomas in AY16-17.

Note that Figure 4-13 indicates a large decrease in HSED recipients in AY13-14, with more consistent results over the last three years. This decrease was due to Iowa’s transition from GED to HiSET®, which drastically reduced the pool of eligible test-takers.

Core Outcome Measures

There are new requirements related to WIOA core outcome measures this year that the Department is transitioning to which affect data reporting for the AY16-17 cohort of participants. To qualify for core outcomes, a participant must exit the program either by completing instruction or by no longer participating; however, to be included in federal reports, they must have completed a minimum of 12 hours of adult education coursework. The new requirements regarding outcome measures are:

- » *Employment in the second quarter after exit* - Formerly the first quarter after exit, includes all those who exited except those incarcerated.
- » *Employment in the fourth quarter after exit* - Formerly the third quarter after exit, includes all those who exited except those incarcerated.

AEL CORE OUTCOME MEASURES

EMPLOYED TWO
QUARTERS AFTER EXIT

58.8%

INCREASE IN
EMPLOYMENT

↑ 5.9%

DISTANCE LEARNERS
WHO ACHIEVED EFL GAINS

43.2%

INCARCERATED LEARNERS
WHO ACHIEVED EFL GAINS

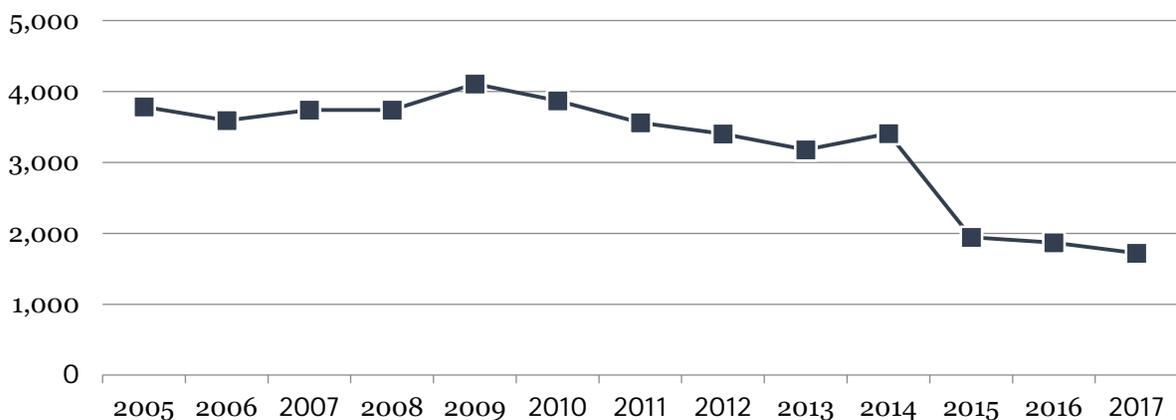
39.9%

- » *Median earnings second quarter after exit.*
- » *Credential attainment rate* – Receipt of a postsecondary credential is permitted; receipt of secondary credential only counts if the participant is employed or in postsecondary education within one year after exit.

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

Since the new requirements involve employment data from the second and fourth quarter after exit, a complete data set is not yet available for the AY16-17 cohort who exited less than two quarters ago (from the time of this printing). Complete data sets for this cohort will be neither available nor fully reported until AY18-19. However, to illustrate some of the success of Iowa’s adult education participants, a partial report on those that exited in the first and second quarter of AY16-17 follows. [Note that the Department does not report on partial years for federal reporting purposes.]

FIGURE 4-13: HIGH SCHOOL EQUIVALENCY DIPLOMAS EARNED: 2005 - 2017



Of the 11,688 AY16-17 participants, 3,414 (29.2 percent) exited the program in the first two quarters of AY16-17. Of those, 2,633 individuals were able to be tracked through the databases used by IWD to match employment data. Of the trackable individuals, 52.9 percent self-reported as employed upon entering the program (Figure 4-14). By tracking these same individuals two quarters after exit, it was found that 58.8 percent were employed and earning a median quarterly wage of \$4,936. This represents almost a 6 percent increase in employment.

Specific Target Populations

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

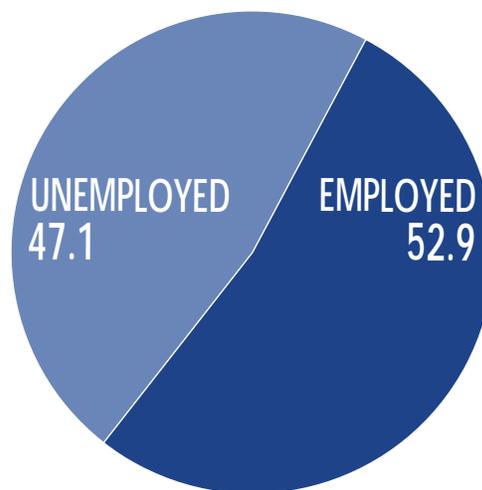
Distance Learners – This subset includes all participants who received more than 51 percent of their instruction through online curriculum. In 2017, a total of 199 participants were reported as being distance learners. Of those distance learners, 191 were enrolled as ABE, and eight (8) were enrolled as ESL participants. Sixty-two (62) distance learners (43.2 percent) achieved educational level gains during the program year.

Corrections – In Iowa, five community colleges work with the Iowa Department of Corrections to provide AEL programs. In 2017, 1,879 participants were included as part of this total enrollment reported in the NRS. This number does not include all of the adults served in Iowa’s correctional institutions because, as stated previously, participants must meet minimal requirements to be reported in the NRS. Of the cohort reported, 749 (39.9 percent) achieved educational level gains, and 320 (17 percent) were awarded high school equivalency diplomas.

GRADUATION, TRANSFER, AND SUCCESS RATES

Community college data analysts define student cohorts, typically based on their first term of enrollment at a college, and then track their progression to produce various measures of success. Certificate- and diploma-seeking students are also included in these cohorts, thus allowing for a fuller picture of community college student success.

FIGURE 4-14: INITIAL EMPLOYMENT STATUS OF AEL PARTICIPANTS WHO EXITED IN THE FIRST TWO QUARTERS (%)



Note: Rose to 58.8 percent employed two quarters after exit.

Students in the cohort reported this year include those who:

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

To report on each of these categories, this section focused on the cohort of students who first enrolled in Iowa community colleges during the 2014 fall semester as full-time, non-high-school students, and followed their progression for three years through the end of AY16-17.

As Table 4-3 illustrates, the fall 2014 cohort consisted of 16,573 students, of which 5,773 earned a certificate, a diploma, or a two-year award, yielding a graduation rate of 34.8 percent. Among these graduates, 3,427 did not transfer to four-year colleges or universities within the same three-year period.

Of the 16,573 students from the fall 2014 cohort, 4,371 transferred to four-year colleges or universities,

TABLE 4-3: SUMMARY OF OUTCOMES FOR FALL 2014 COHORT

	Transferred			
	No	Yes	Total	
Graduated	No	8,775	2,025	10,800
	Yes	3,427	2,346	5,773
	Total	12,202	4,371	16,573

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

yielding a transfer rate of 26.4 percent. Of these transfer students, 2,025 (46.3 percent) transferred without earning an award. The remaining 2,346 transfer students (14.2 percent of the total cohort) transferred to four-year colleges or universities after earning an award. Overall, 7,798 students from the fall 2014 cohort either transferred, graduated, or graduated and then transferred, yielding a success rate of 47.1 percent.

Demographics of Success

Of the 16,573 students in this cohort, 7,892 (47.6 percent) were females and 8,681 (52.4 percent) were males. As to race/ethnicity, whites (74.5 percent) were the majority race, followed by blacks (9.7 percent), and Hispanics (7.6 percent). In addition, 500 students reported Asian, American Indian, and Pacific Islander (3.0 percent), 367 reported two or more races/ethnicity (2.2 percent), and 495 students (3.0 percent) did not report their race/ethnicity.

Figure 4-15 and Figure 4-16, respectively, display graduation, transfer, and success rates by sex and by race/ethnicity. As shown in Figure 4-15, females had slightly higher rates in graduation, transfer, and success than males.

In terms of race/ethnicity (Figure 4-16), whites had the highest graduation rate (39.0 percent), followed by not-reported group (30.3 percent), and Asian (29.2 percent). Transfer rates were almost equal among students who reported two or more races and whites, 27.5 percent and 27.3 respectively. Regarding overall success, 50.9 percent of whites graduated, transferred, or both graduated and transferred within the tracking period, which is the highest among all racial/ethnic groups.

SUMMARY OF SUCCESS

OVERALL TRANSFER RATE

26.4%

FALL 2014 COHORT

OVERALL GRADUATION RATE

34.8%

FALL 2014 COHORT

OVERALL SUCCESS RATE

47.1%

FALL 2014 COHORT

AVERAGE TIME TO AWARD

2.72 YEARS

AVERAGE TIME TO AN ASSOCIATE DEGREE FOR AY 16-17

FIGURE 4-15: GRADUATION, TRANSFER, AND SUCCESS RATE PERCENT BY SEX

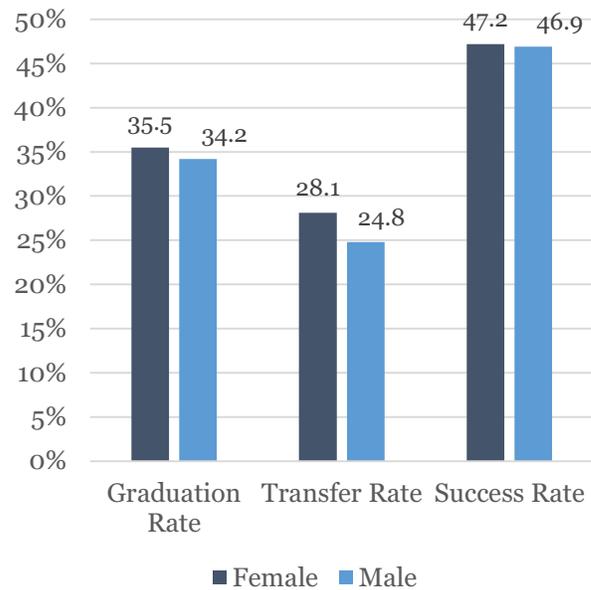
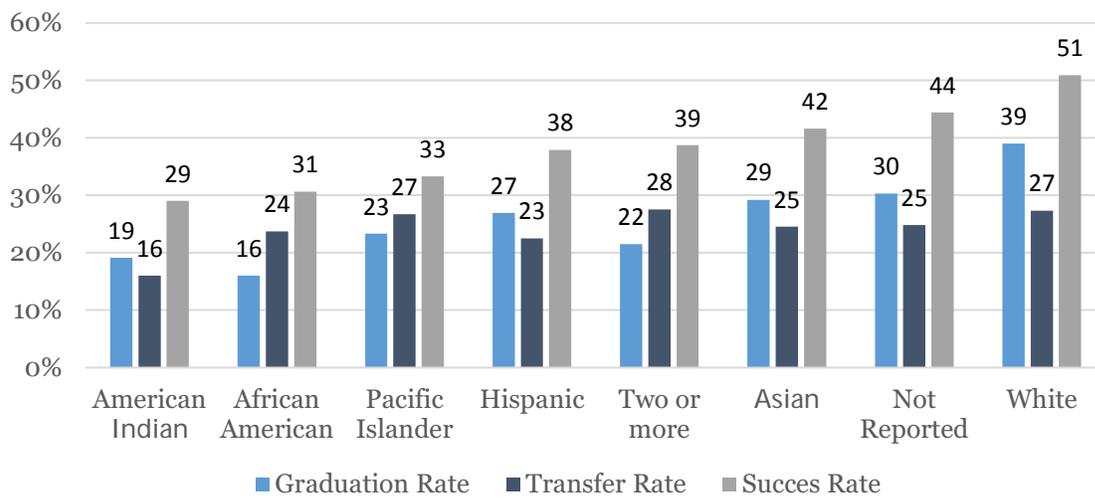


FIGURE 4-16: GRADUATION, TRANSFER, AND SUCCESS RATE PERCENT BY RACE/ETHNICITY



Education Outcomes - Wages of Graduates

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

In collaboration with Iowa Workforce Development (IWD), the Department matched the education records to the Unemployment Insurance (UI) wage records for students who received certificates, diplomas, and associate degrees in academic year 2015 (i.e., cohort AY15).

For cohort AY15 (the latest cohort available), 7,746 students did not enroll in further education after receiving awards from community colleges. Among the 7,746 students, 7,108 students were matched to employment, which yielded an employment rate of 91.8 percent. The median annual wage for those who were employed was \$29,952. Figure 4-17 displays the percentage of cohort AY15 who were employed in 2016 and their median wage by degree type. Students with certificates had the highest employment rate (94.8 percent), followed by students with associate of applied science (93.6 percent) and students with

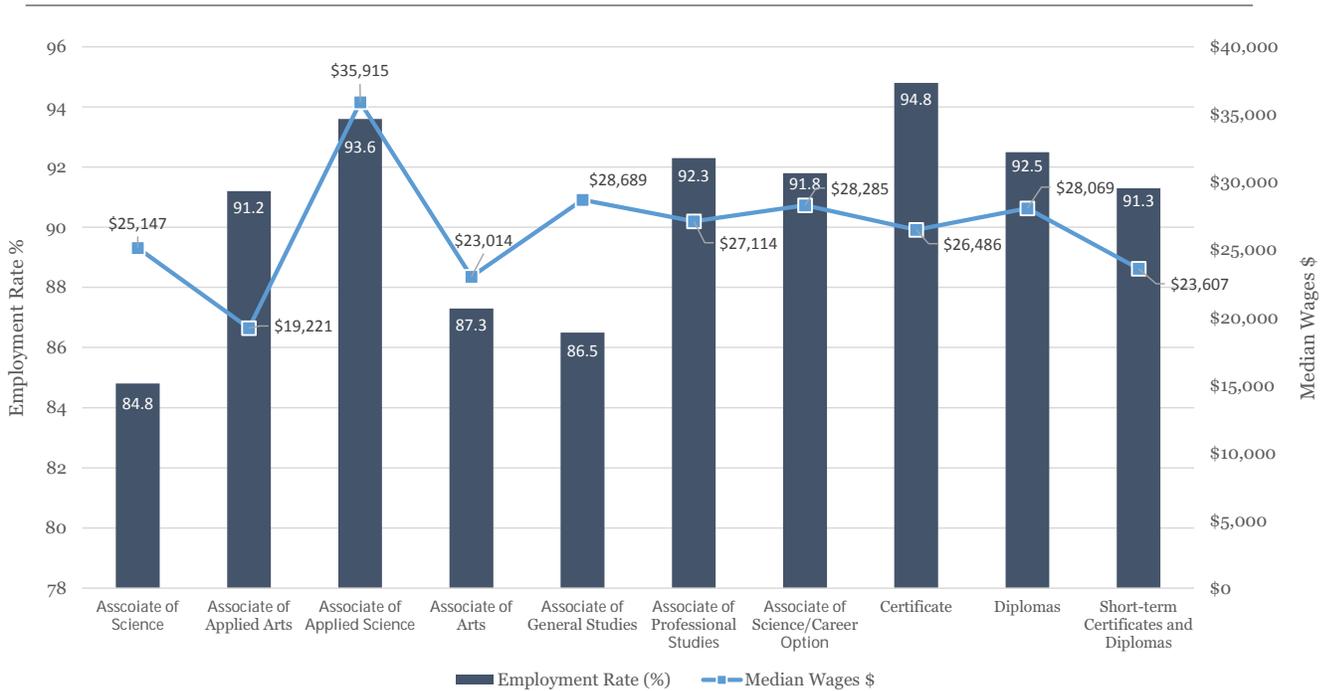
diplomas (92.5 percent). In terms of median wage, students with associate of applied science had the highest median wage (\$35,915), followed by students with associate of general studies (\$28,689) and students with associate of science/career options (\$28,285).

Time to Degree

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

Research by RTI International suggests that the national average time-to-degree for an associate degree is 38.7 months, equivalent to 3.23 years, or approximately seven semesters [3]. This means that a student enrolled in a 64-semester-hour program of study is completing fewer than 10 hours per semester. Data from CurricUNET, a statewide credit program approval database containing information about all available CTE programs, indicate that Iowa community colleges require an average of 70.1 credits for CTE associate degrees and 60 to 64 semester hours for associate of arts degrees.

FIGURE 4-17: EMPLOYMENT RATE PERCENT AND MEDIAN WAGE BY DEGREE TYPE: COHORT AY15

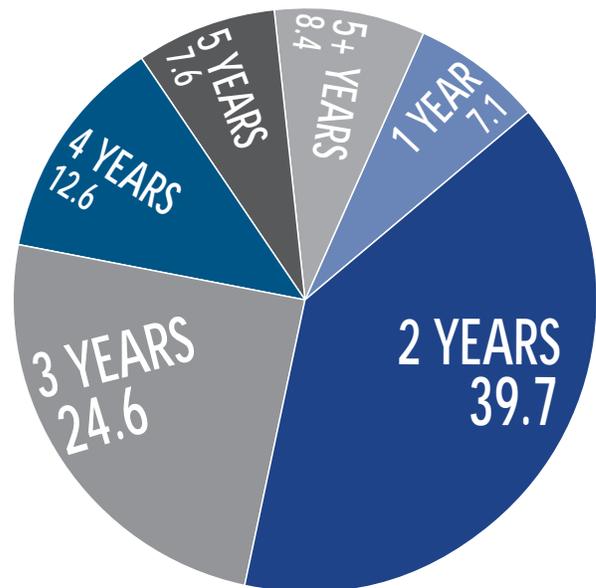


Note: Short-term certificates and diplomas are awards with less than 22 credit hours.

To compare Iowa community college students' time-to-degree to the national average, the data of 11,052 community college students who earned associate degrees during AY16-17 was analyzed. After determining when these students were first enrolled as first-time, non-high-school students, the time it took to earn their degrees was calculated. As shown in Figure 4-18, 39.7 percent of the students finished their program within two years, and 24.6 percent within three years. A total of 924 students (8.4 percent), whose time-to-degree was more than five years, were excluded because we do not have the exact amount of time it took to earn these degrees. Of the 10,128 students remaining, on average, it took 2.72 years to complete a community college award, which is shorter than the national average.

Average time-to-degree was also calculated by race/ethnicity. Asians spent the least amount of time to earn an award (2.59 years). Next, were black and Hispanic students, at 2.66 years. White students, on average, earned awards in 2.68 years; followed by students reported as two or more races (2.74 years), Pacific Islanders (2.80 years), and American Indians (2.81 years).

FIGURE 4-18: DISTRIBUTION OF TIME-TO-DEGREE (%)





**ONE WOMAN'S JOURNEY
PROVES IT'S NEVER
TOO LATE TO LEARN**

Iowa community colleges' adult education and literacy programs serve over 16,400 students annually. The dedicated instructors and counselors adjust to meet the unique needs of each student to build their confidence and help them succeed.

Photo: Mary Campbell, Eastern Iowa Community Colleges

The road to earning her high school diploma was anything but easy. Mary Campbell had many obstacles thrown in her path, from working the cotton fields as a young daughter of sharecroppers, to becoming a wife and mother by the time she was 14. Simply put, life's circumstances got in the way.

"I had many discouraging moments," Campbell said. "I would tell myself that I was too old, that my brain couldn't possibly take it all in."

But, Campbell reminded herself that growing up in Mississippi in the 1950s and working in the cotton fields was hard, too, and yet she survived.

"If I could stoop over and pick cotton in blazing hot fields from sun up until sun down, then surely I ought to be able to sit in a classroom and learn," she told herself.

Campbell enrolled in the adult education and literacy program at Eastern Iowa Community College's (EICC) West Davenport Center in 2013 to earn her high school equivalency diploma. By May 2015, she finally proved to everybody, especially herself, that it's never too late to follow your dreams. At the age of 70, Campbell achieved her goal – she was officially a high school graduate.

"It took me a long time to get here," she said. "I left school in 1959 and finished in 2015. I was as stubborn as Ada and Gray – the two mules I used to plow the fields with."

Campbell's story of hardship and perseverance, and a little stubbornness, too, is an inspiration for others not to give up hope.

Growing up with 13 brothers and sisters on a farm her parents sharecropped in Lafayette County, Miss., Campbell recalls farm work taking top priority.

"We only went to school when we couldn't work the fields due to poor weather," Campbell said. "I remember plowing with mules at the age of 11 while my younger siblings were in school."

Campbell attended an all-black, four-room school with other farm children until the sixth grade. She always intended to finish school, but by the time she turned 14, she had a husband and a baby boy and her dreams of graduating high school were put on hold.

After moving to Davenport in 1960 with her family, Campbell held several low-paying jobs until she was hired at Caterpillar in Mount Joy in 1972. The job was a full-time union job and Campbell was the first black female to work on the yards and drive a forklift.

Then the unthinkable happened.

"After 16 years, I was laid off from my job," she said. "I had five small children at home and no high school diploma. It was impossible to get another good-paying job."

Still reeling from her loss of income, Campbell then lost her husband. With five young children, she didn't have time to grieve. She had to raise and comfort her children and was adamant that they work hard in school. Knowing the importance of education, Campbell's goal was to get all of her children to graduate from high school.

"Trying to help my children in school was hard, but we got through it by teaching each other what we knew," Campbell said. "We found a way and worked hard to do the math and the writing in the way the teachers wanted it done. I am very proud of all of my children and what they've accomplished."

Campbell's story may be unique, but so are the stories of the over 16,400 students who enroll in adult education classes each year at Iowa's community colleges.

"There is a misconception that students who are working on their high school equivalency diplomas were just too lazy to finish high school," said Bridget Johnson Frisk, a former career navigator at EICC's West Davenport Center. "That is the furthest from the truth. We have students who had serious health conditions that kept them from completing high school. Others, like Mary, were employed and had families at a young age. Many are the first in their families to earn a high school diploma. These students are extremely hard-working. They have family and work obligations on top of classes."

Today, Campbell uses her experiences to encourage and support others. Since earning her diploma, a couple of members from her church decided to enroll, too. She also is a role model for many young high school drop outs in her neighborhood.

"I tell them that they can be whatever they want to be, but nobody can do it but themselves," Campbell said. "I want to help others in my neighborhood, there are a lot of young girls who dropped out. If they need a place to stay I tell them they can stay with me as long as they go back to school."

Campbell is able to reach even more people now that she works part time at the EICC West Davenport Center. The college hired her because the students respect and listen to her. They hear her story and realize that 'if she can get through it, we can, too'.

As for Campbell, she isn't done yet. Now that her high school equivalency diploma is displayed in a frame above her bed where she can see it every day, she has her sights set higher.

"When I passed all my exams I thought, 'Wow, I really did it!'" Mary said. "Now that I know I can do whatever I set my mind to, I really think I will try taking a college course."

References

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Radiologic technology students at Indian Hills Community College.

5

College Costs and Affordability

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

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

Iowa’s community colleges provide people of all ages and backgrounds with access to opportunities to acquire the education, credentials, and training needed to prepare for Iowa’s high-demand jobs or to continue further postsecondary education. Ensuring access to these opportunities is more important today than ever.

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

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

A key factor to college access, particularly for low-income students and adults juggling work and family responsibilities, is the rising costs of postsecondary education. Without the affordable tuition and fees at Iowa’s community colleges, and the financial support from federal and state financial aid programs, many Iowans would be denied access to higher education



Western Iowa Tech Community College

and the benefits it provides. In fact, for every dollar that a student spends on a community college education in Iowa, he or she receives an average annual rate of return of 25.3 percent in higher future income. Additionally, for every dollar of public money invested in Iowa’s community colleges, \$3.50 in benefits is returned to taxpayers [3].

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

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

TUITION

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

regarding the fees that a college can charge.

Table 5-1 lists tuition and fees for each community college during FY17 and FY18 for comparison purposes. These figures indicate that Western Iowa Tech Community College had the lowest percentage increase for in-state tuition and fees (0.0 percent), whereas Iowa Lakes Community College had the highest increase (5.7 percent). The average in-state tuition for FY18 is \$162.42, which represents a 3.4 percent increase over last year.

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

College (Abbreviation)	FY17			FY18		
	In-State Tuition (\$)	Out-of-State Tuition (\$)	Fees (\$)	In-State Tuition (\$)	Out-of-State Tuition (\$)	Fees (\$)
Northeast Iowa (NICC)	160.00	165.00	19.00	163.00	173.00	22.00
North Iowa Area (NIACC)	140.75	211.10	26.00	147.75	221.63	26.00
Iowa Lakes (ILCC)	167.00	178.00	16.75	172.00	183.00	22.25
Northwest Iowa (NCC)	157.00	167.00	28.00	162.00	172.00	28.00
Iowa Central (ICCC)	158.00	232.50	14.00	164.00	241.50	14.00
Iowa Valley (IVCCD)	---	---	---	---	---	---
Ellsworth	163.00	200.00	26.00	168.00	207.00	26.00
Marshalltown	163.00	175.00	26.00	168.00	182.00	26.00
Hawkeye (HCC)	161.00	186.00	7.50	170.00	195.00	7.75
Eastern Iowa (EICC)	149.00	216.00	0.00	155.00	222.00	0.00
Kirkwood (KCC)	154.00	184.00	0.00	162.00	202.00	0.00
Des Moines Area (DMACC)	147.00	294.00	0.00	151.00	302.00	0.00
Western Iowa Tech (WITCC)	143.00	144.00	32.00	146.00	147.00	29.00
Iowa Western (IWCC)	157.00	162.00	17.00	160.00	165.00	17.00
Southwestern (SCC)	158.00	165.00	12.00	164.00	171.00	13.00
Indian Hills (IHCC)	165.00	240.00	0.00	170.00	240.00	0.00
Southeastern (SCC)	170.00	175.00	4.00	176.00	181.00	4.00
Minimum	140.75	144.00	0.00	146.00	147.00	0.00
Median	158.00	181.00	15.38	163.50	189.00	15.50
Maximum	170.00	294.00	32.00	176.00	302.00	29.00
Average	157.05	193.41	14.27	162.42	200.32	14.69

Note: Change is between FY17 and FY18 tuition and fees. For all percent changes, refer to the Data Tables for the 2017 Condition of Iowa's Community Colleges on the Department's [website](#).

Community colleges may charge designated non-residents a lower out-of-state tuition if an approved reciprocal tuition agreement is on file with the Department. The Department has approved the following requests for FY18:

- » Northwest Iowa Community College, \$167.00 per credit hour (compared to \$172.00) for students who are residents of Minnesota, Nebraska, or South Dakota.
- » Iowa Lakes Community College, \$177.00 per credit hour (compared to \$183.00) for students who are residents of Minnesota.
- » Eastern Iowa Community Colleges, \$177.00 per credit hour (compared to \$222.00) for students who are residents of adjacent Illinois counties.

Mandatory Fees

Table 5-2 displays the mandatory fees assessed per credit hour at each of Iowa’s 15 community colleges. Mandatory fees do not include fees assessed for

FY18 COST OF ENROLLMENT

AVERAGE IN-STATE COST OF ENROLLMENT UP SINCE FY17

\$175.98  **3.5%**
PER CREDIT HOUR

AVERAGE TOTAL ENROLLMENT COST RANKING

TOP 15% NATIONALLY

IN FY16 (THE LATEST YEAR AVAILABLE)

specific programs such as nursing or welding.

Six (6) of Iowa’s 15 community colleges did not change their fee schedules for FY18 and four community colleges — EICC, DMACC, KCC, and IHCC — do not assess mandatory fees. Among colleges that do assess mandatory fees, Western Iowa Tech Community College has the highest (\$29.00 per credit hour) and Southeastern Community College has the lowest (\$4.00 per credit hour).

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

College (Abbreviation)	Description	FY17	FY18
Northeast Iowa (NICC)	General	19.00	22.00
North Iowa Area (NIACC)	Material/Lab/Supplies	12.00	12.00
	Student Activities	4.00	4.00
	Technology	10.00	0.00
Iowa Lakes (ILCC)	Activity	2.25	2.25
	General	5.50	10.00
	Noel Levitz/LSA	0.25	0.00
	Processing	0.75	0.00
	Technology	8.00	10.00
Northwest Iowa (NCC)	Course	10.00	10.00
	Student	10.00	10.00
	Technology	8.00	8.00
Iowa Central (ICCC)	Student	14.00	14.00
Iowa Valley (IVCCD)	Facility	2.00	2.00
	Materials/Technology	18.50	18.50
	Student	5.50	5.50
Hawkeye (HCC)	Student Activity	3.50	3.75
	Computer	4.00	4.00
Eastern Iowa (EICC)	No Fees	0.00	0.00
Kirkwood (KCC)	Technology	25.00	0.00
Des Moines Area (DMACC)	No Fees	0.00	0.00
Western Iowa Tech (WITCC)	Matriculation	8.00	8.00
	Technology	24.00	21.00
Iowa Western (IWCC)	College Service	17.00	17.00
Southwestern (SCC)	Service/Technology	12.00	13.00
Indian Hills (IHCC)	No Fees	0.00	0.00
Southeastern (SCC)	Technology	4.00	4.00

Cost of Enrollment

The per-credit-hour sum of tuition and mandatory fees defines “cost of enrollment”. This cost does not include expenses such as books, room and board, transportation, or other additional fees. Table 5-3 shows in-state cost of enrollment per credit hour for FY17 and FY18.

The average per-credit-hour cost of enrollment in FY18 is \$175.98, which represents a 3.5 percent increase over FY17. Des Moines Area Community College (\$151.00) and Eastern Iowa Community Colleges (\$155.00) have the lowest per-credit-hour cost of enrollment among Iowa’s 15 community colleges. Neither college assesses mandatory fees, which helps minimize costs. By comparison, Iowa Lakes Community College has the highest cost of enrollment per credit hour (\$194.25), followed by Iowa Valley Community College District (\$194.00).

During FY18, a full-time Iowa resident will pay between \$4,530.00 and \$5,827.50 for 30 credit hours, depending upon which community college the student attends. The average total cost of enrollment increased \$5.85 (3.5 percent) from FY17.

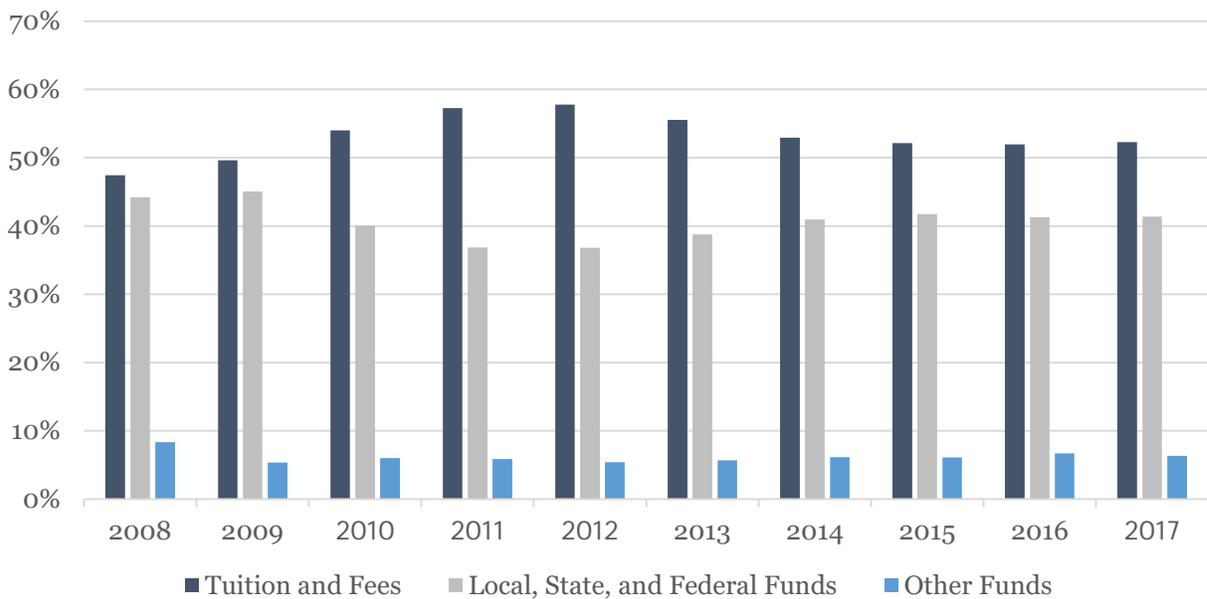
Revenue Sources

Primary revenue sources for public community colleges in Iowa are local, state, and federal funds, as well as tuition and fees, with the latter accounting for the largest proportion. Figure 5-1, on the following page, illustrates how tuition and fees have fluctuated since FY07 in relation to changes in funding from local, state, and other funding sources. During FY07, tuition and fees accounted for 47.5 percent of total general operating revenue. By FY17, this percentage had increased to approximately 52.3 percent.

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

College (Abbreviation)	Tuition and Fees		Difference	
	FY17	FY18	\$	%
Northeast Iowa (NICC)	179.00	185.00	6.00	3.4
North Iowa Area (NIACC)	166.75	173.75	7.00	4.2
Iowa Lakes (ILCC)	183.75	194.25	10.50	5.7
Northwest Iowa (NCC)	185.00	190.00	5.00	2.7
Iowa Central (ICCC)	172.00	178.00	6.00	3.5
Iowa Valley (IVCC)	189.00	194.00	5.00	2.6
Hawkeye (HCC)	168.50	177.75	9.25	5.5
Eastern Iowa (EICC)	149.00	155.00	6.00	4.0
Kirkwood (KCC)	154.00	162.00	8.00	5.2
Des Moines Area (DMAACC)	147.00	151.00	4.00	2.7
Western Iowa Tech (WITCC)	175.00	175.00	0.00	0.0
Iowa Western (IWCC)	174.00	177.00	3.00	1.7
Southwestern (SCC)	170.00	177.00	7.00	4.1
Indian Hills (IHCC)	165.00	170.00	5.00	3.0
Southeastern (SCC)	174.00	180.00	6.00	3.4
Average	170.13	175.98	5.85	3.5
Standard Deviation	12.48	12.71	2.51	1.5

FIGURE 5-1: TEN-YEAR TREND OF REVENUE SOURCES AS PERCENTAGES OF TOTAL



Comparisons

National and regional comparisons are based upon provisional Integrated Postsecondary Education Data System (IPEDS) data collected from 912 public two-year institutions that award associate degrees [4]. IPEDS reports tuition and fees for an academic year, calculating costs based upon 30 credit hours per year. FY16 is the latest year available for this report.

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

National

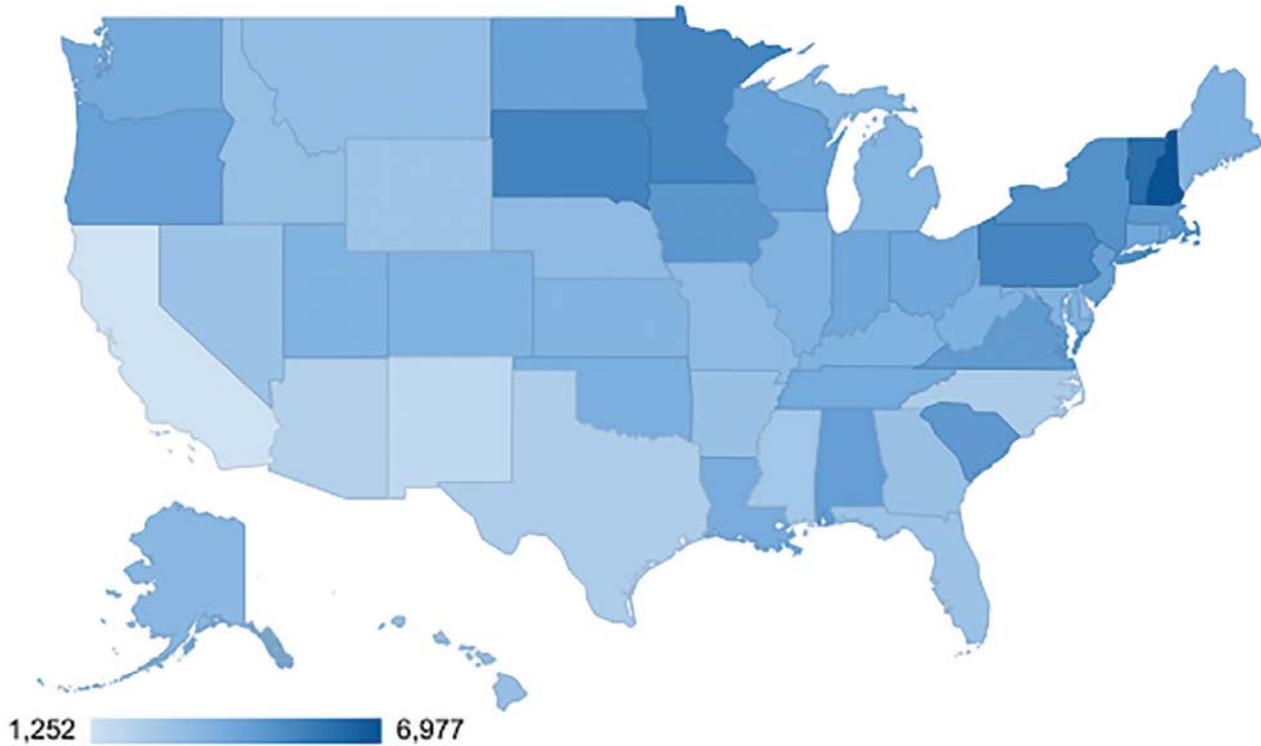
According to IPEDS data, the average annual in-district total cost of enrollment in Iowa during FY16 was \$4,697.25, placing Iowa in the 85th percentile. This means Iowa’s average annual in-district total cost of enrollment was greater than or equal to 85 percent of all reporting states. The national average was \$3,378.36.

Figure 5-2, on the following page, shows a color-range distribution of average total in-state costs of enrollment for 30 semester hours in FY16, with dark blue representing the highest cost of enrollment. New Hampshire (\$6,977.29), Vermont (\$6,054.00), and South Dakota (\$5,338.60) had the highest average total costs of enrollment. By comparison, California (\$1,252.30), New Mexico (\$1,732.11), and Arizona (\$2,086.60) had the lowest average total costs of enrollment.



Students at Southeastern Community College.

FIGURE 5-2: FY16 DISTRIBUTION OF AVERAGE ANNUAL TOTAL COST OF IN-STATE ENROLLMENT



Source: [2]
 Note: Amounts are based on 30 semester hours per academic year, rounded to the nearest whole dollar.

Regional

Provisional 2016 data from IPEDS [4] suggest that Iowa had the third highest average total cost of enrollment in its seven-state region (\$4,697.25), following South Dakota (\$5,338.60) and Minnesota (\$5,284.06). As Table 5-4 illustrates, this trend has been consistent since 2011. Missouri (\$3,202.79) and Nebraska (\$3,210.88) had the lowest average total costs of enrollment in the region in FY16 (Table 5-4).

In Iowa, the average total cost of in-state enrollment increased 4.8 percent from 2015 to 2016. By comparison, Missouri and South Dakota had the highest average percentage change at 6.4 percent each. Although Minnesota had the second highest average total cost of enrollment, it was the only regional state in which the average total cost of enrollment declined from FY15 to FY16.

Institutional

Table 5-5 illustrates community colleges' compliance with Iowa Code§260C.14§§2. In FY18, the highest tuition per credit hour at Iowa community colleges (\$176.00) is 41.7 percent lower than the lowest base tuition at Iowa's public universities (\$301.67).

Over the past five years, average cost of enrollment per credit hour at Iowa's community colleges increased from \$151.89 (FY14) to \$175.98 (FY18) (Table 5-6), representing a 15.9 percent increase. This is equivalent to an annualized 3.7 percent increase. During the same time period, average cost of enrollment at Iowa's public universities increased 9.3 percent, from \$325.99 per credit hour to \$356.27 per credit hour.* This is equivalent to a 2.2 percent annualized rate.

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

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

FY	IA	IL	MN	MO	NE	SD	WI
2011	3,908	2,902	4,930	2,602	2,867	4,504	3,601
2012	4,128	3,031	5,146	2,758	2,922	4,876	3,745
2013	4,249	3,130	5,320	2,870	3,021	5,046	3,945
2014	4,417	3,258	5,344	3,012	3,067	4,806	4,116
2015	4,480	3,403	5,309	3,010	3,189	5,020	4,240
2016	4,697	3,579	5,284	3,203	3,211	5,339	4,293

Source: [5]

Note: Amounts are rounded to the nearest dollar

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

FY	Community Colleges (Highest \$)	Public Universities (Lowest \$)
2014	150.00	277.00
2015	155.00	277.00
2016	162.00	278.25
2017	170.00	295.75
2018	176.00	301.67

Sources: [4] [6]

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

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

FY	Community Colleges	Public Universities
2014	151.89	325.99
2015	157.78	327.21
2016	164.13	334.12
2017	171.31	348.66
2018	175.98	356.27

Sources: [4] [6]

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

A critical component of college affordability is the availability of financial aid. There are a variety of financial aid options available to assist students at Iowa's community colleges, including grants, scholarships, educational loans, work-study, and other types of support and assistance.

FINANCIAL AID

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

In analyzing the sources of financial aid received by community college students for academic year (AY)16-17*, data from the Iowa College Student Aid Commission shows that federal aid was \$290,165,779, state aid was \$11,240,113, institutional aid was \$21,017,588, and other aid was \$13,122,827. The breakdown of community college financial aid shows that 86.5 percent of all aid was from the federal government, 6.3 percent was from community colleges, 3.9 percent from other aid sources, and 3.3 percent from the state of Iowa (Table 5-7).

Many federal financial assistance programs are run through the office of Federal Student Aid. Students may apply for federal financial aid by filing a Free Application for Federal Student Aid (FAFSA). The FAFSA is used to customize a student aid package, or financial aid offer. The package may include an assortment of grants, loans, or other forms of financial assistance. In AY16-17, Iowa residents filed



A student in the wind energy and turbine technology program at Iowa Lakes Community College.

FINANCIAL AID IN AY16-17

TOTAL AID RECEIVED	PERCENT OF TOTAL AID
\$290.2 M	86.5%
BY COMMUNITY COLLEGE STUDENTS	FROM FEDERAL SOURCES

LARGEST STATE-FUNDED FINANCIAL AID PROGRAM:

SKILLED WORKER SHORTAGE

OVER \$4.3 M AWARDED TO 3,974 STUDENTS IN AY16-17

157,444 FAFSA applications, a 5.3 percent decrease from the previous year. Of these applicants, 23,629, or 15.0 percent of applicants, were high school seniors [7].

* Award year covers a 12-month period beginning in July and ending in June. The survey data from the Iowa College Student Aid Commission has a lag time of one year, and therefore, data for award year 2016 is the most recent available.

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

Source**	2013-14		2014-15		2015-16		2016-17	
	Amount (\$)	%						
Federal	431,346,206	91.8	381,738,775	90.7	315,577,605	87.0	290,165,779	86.5
Institutional	18,287,695	3.9	18,446,428	4.4	21,448,361	5.9	21,017,588	6.3
Other	10,084,527	2.1	10,498,181	2.5	13,221,990	3.6	13,122,827	3.9
State	10,015,102	2.1	10,014,836	2.4	12,605,952	3.5	11,240,113	3.3
Total	469,733,530		420,698,220		362,853,908		335,546,307	

** Federal, Institutional and Other category totals are aggregated from Iowa College Aid "Annual Financial Aid Survey"; 2016 State total "Iowa College Aid Programs" gathered from Iowa College Aid Grant & Scholarship System.

Grants and Scholarships

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

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

Through these state-funded programs, a total of 7,686 students received over \$9.7 million of financial assistance in award year 2017. The Kibbie Grant, awarded to students who enroll in designated high-

demand CTE programs and demonstrate financial need, serves the largest population of community college students. Through this grant, over \$4.3 million in state-funded financial assistance was awarded to 3,974 students in award year 2017.

The next largest state-funded aid programs are the IVTG and the GEAR UP Iowa scholarship programs. The IVTG is available to students enrolled in community college CTE programs. In award year 2017, 2,364 students received awards totaling \$2,023,584 - an average of \$856 per recipient.

The GEAR UP Iowa scholarship program provides up to \$2,600 per year to full-time students who are part of the GEAR UP Iowa cohort. In award year 2017, a total of 571 students enrolled at Iowa's community colleges received an average award of \$1,762 each, for assistance totaling \$1,006,207.

In addition to state-funded financial aid programs, the federal government administers a number of need-based grants. The largest of these programs is the federal Pell Grant, awarded to students who demonstrate sufficient financial need. According to data from the office of Federal Student Aid for the 2016-2017 award year, a total of 29,972 students received financial assistance totaling \$101,071,773 through the federal Pell Grant – an average of approximately \$3,372 per recipient (Table 5-8).

TABLE 5-8: AY16-17 AWARD YEAR PELL GRANT VOLUME BY INSTITUTION

District	College	Federal Pell Grant	
		Award Year Recipients	Award Year Disbursements (\$)
1	Northeast Iowa Community College	1,367	4,279,796
2	North Iowa Area Community College	784	2,701,226
3	Iowa Lakes Community College	653	2,432,171
4	Northwest Iowa Community College	379	1,256,720
5	Iowa Central Community College	2,700	9,449,866
6	Iowa Valley Community College District	1,000	3,645,533
7	Hawkeye Community College	1,933	6,608,153
9	Eastern Iowa Community Colleges	2,730	9,001,060
10	Kirkwood Community College	4,982	16,844,201
11	Des Moines Area Community College	5,581	17,634,698
12	Western Iowa Tech Community College	2,005	6,948,833
13	Iowa Western Community College	2,608	8,881,422
14	Southwestern Community College	573	2,149,020
15	Indian Hills Community College	1,595	5,546,229
16	Southeastern Community College	1,082	3,692,844
	Total	29,972	101,071,773

Source: Federal Student Aid

Note: Data is sum of quarterly statistics reported to the U.S. Department of Education between July 1, 2016 and June 30, 2017.

Loans

The largest federal student loan program is the William D. Ford Federal Direct Loan Program. This program includes four types of student loans: Direct Subsidized Loans (for students who demonstrate financial need), Direct Unsubsidized Loans (for students who are not required to demonstrate financial need), Direct PLUS Loans (for graduate and professional students and parents of undergraduate students), and Direct Consolidation Loans (for borrowers who want to combine multiple federal student loans into a single loan). In award year 2017, 25,383 Iowa community college students received Direct Subsidized Loans; 24,518 received Direct Unsubsidized Loans; and 1,063 individuals borrowed under the Direct Parent PLUS program. Total financial assistance disbursed to these borrowers amounted to \$164,598,022.

Default Rates

Students who fail to make loan payments, according to the terms of their signed promissory

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

The federal government calculates a three-year cohort default rate. Cohorts are identified by the fiscal year in which a borrower entered repayment. This section includes information on the academic year 2014 cohort, which consists of borrowers who entered repayment in FY14, and tracks whether the borrower defaulted on his or her loans in FY14, FY15, or FY16 (most current available).

As shown in Table 5-9, 29,143 community college students in Iowa were included in this cohort. Of those students who entered repayment, 5,343 (18.5 percent) defaulted on their loans [8]. Iowa community colleges have made great strides in reducing their default rates over the past few years, which was 22.8 percent in FY12.

TABLE 5-9: DEFAULT RATE OF COLLEGE: FY14 COHORT

District	College	Number in Repayment	Number in Default	FY14 Default Rate
1	Northeast Iowa Community College	1,445	234	16.1
2	North Iowa Area Community College	936	155	16.5
3	Iowa Lakes Community College	933	144	15.4
4	Northwest Iowa Community College	357	36	10.0
5	Iowa Central Community College	2,281	493	21.6
6	Ellsworth Community College (Iowa Valley Community College District)	410	101	24.6
6	Marshalltown Community College (Iowa Valley Community College District)	580	120	20.6
7	Hawkeye Community College	2,310	365	15.8
9	Eastern Iowa Community Colleges	1,877	350	18.6
10	Kirkwood Community College	5,205	793	15.2
11	Des Moines Area Community College	5,617	1,040	18.5
12	Western Iowa Tech Community College	1,581	311	19.6
13	Iowa Western Community College	2,400	538	22.4
14	Southwestern Community College	501	96	19.1
15	Indian Hills Community College	1,865	379	20.3
16	Southeastern Community College	845	188	22.2
Total		29,143	5,343	18.5

Source: Federal Student Aid

SKILLED WORKER AND JOB CREATION FUND

This fund was created to support worker training and job creation efforts with funding from the state’s gaming industry receipts. The Department’s allocation supports the following programs:

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

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

WTED Fund

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

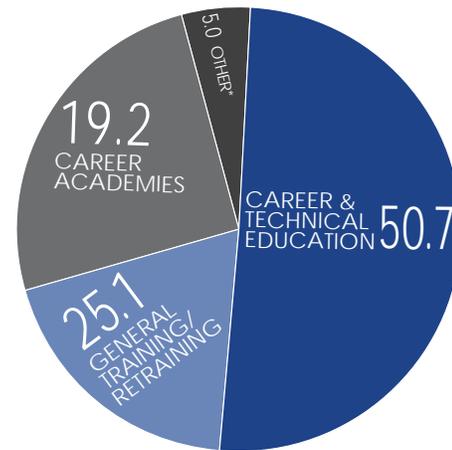
Colleges may use WTED funds to support career academies; CTE programs; entrepreneurship education and small business assistance; and general training, retraining, and in-service educational initiatives for targeted industries.

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

- » ACE Infrastructure (260G)
- » Gap Tuition Assistance Program (260I)
- » Iowa Jobs Training (260F)
- » National Career Readiness Certification (NCRC)

Overall expenditures totaled \$15,388,125 for FY17. Obligated or planned funds for use in FY18 totaled \$1,627,532. Figure 5-3 shows the percent breakdown of WTED expenditures by program.

FIGURE 5-3: WTED EXPENDITURES (%)



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

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

Program Name	Allocation	FY16 Carry Forward	Total	FY17 Expenditures*	FY17 Carry Forward
Workforce Training and Economic Development (WTED)	\$15,100,000	\$1,915,657	\$17,015,657	\$15,388,125	\$1,627,532
Adult Literacy for the Workforce	\$5,500,000**	\$674,295	\$6,174,295	\$5,536,365	\$637,930
Pathways for Career and Employment (PACE)	\$5,000,000***	\$749,734	\$5,749,734	\$5,287,505	\$462,229
Gap Tuition Assistance	\$2,000,000	\$357,670	\$2,357,670	\$1,924,285	\$433,385
Work-Based Learning Intermediary Network	\$1,500,000	\$119,642	\$1,619,642	\$1,552,621	\$67,021
Workforce Preparation Outcomes Reporting	\$200,000	—	\$200,000	\$200,000	—
Total	\$29,300,000	\$3,816,998	\$33,116,998	\$29,888,901	\$3,228,097

* Includes administrative expenditures.

** Includes a \$360,000 direct allocation to the Department of Human Services.

*** Includes a \$200,000 direct allocation to the Department of Education (also included in FY17 expenditures).

Gap Tuition Assistance

The Gap Tuition Assistance Program provides funding to Iowa’s community colleges for need-based tuition assistance to applicants for completion of approved continuing education non-credit certificate training programs. Eligibility for the program is based on several factors, including financial need. An individual earning an income at or below 250 percent of the federal poverty level satisfies the program’s financial need eligibility requirement. In addition, an individual must demonstrate the ability to:

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

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

The FY17 budget for the Gap Tuition Assistance Program was \$2,357,670: \$2,000,000 appropriated from the Iowa Legislature in FY17 and \$357,670 carried forward from FY16. Table 5-11 shows that in FY17, colleges spent \$1,924,286 (81.6 percent) of the budgeted funds. Tuition and books accounted for \$1,635,907; staff support and services, \$163,492; fees, assessments, and testing, \$94,567; and equipment, \$30,320.

During FY17, 2,331 individuals applied for financial assistance under the Gap Tuition Assistance

Program (Table 5-12). Of these applicants, 965 (41.4 percent) were approved for tuition assistance. Among those approved for tuition assistance in FY17, pathway navigators at the colleges reported that 694 individuals had completed an eligible training program and 175 had failed to complete their training. The statewide completion rate for the FY17 cohort (n=694) was 79.9 percent.

There are currently 286 approved certificate programs in which participants of the Gap tuition program may enroll. The programs with the highest enrollment include commercial driver’s license/transportation (202 participants), certified nursing assistant (CNA) with 190 participants, and welding (55 participants). Additionally, students reported obtaining 516 third-party credentials following completion.

An education outcomes analysis was completed for the 2015 and 2016 Gap Tuition Assistance completers, documenting employment and wage gains following program completion. Participants in aggregate from both cohorts (n=2,369), were used for this analysis. Nearly one-third of the students in the analysis (716 students) pursued studies in credit-bearing programs and 1,556 were employed the quarter following their initial non-credit program completion. The study in its entirety can be found on the Department’s website at: <https://www.educateiowa.gov/documents/gap-tuition/2017/09/iowa-gap-tuition-assistance-program-ay-15-16>

TABLE 5-11: GAP BUDGET SUMMARY

Source	Amount (\$)
FY16 Carry Forward	\$357,670
FY17 Allocation	\$2,000,000
FY17 Total Funds	\$2,357,670
Expenses	
Tuition & Books	\$1,635,907
Equipment	\$30,320
Fees, Assessment, Testing	\$94,567
Staff Support & Services	\$163,492
Total Expenses	\$1,924,286
FY17 Carry Forward	\$433,384

TABLE 5-12: GAP PARTICIPANT SUMMARY

Category	Total Count
Number of Completed Applications	2,331
Number of Approved Participants	965
Status of Approved Participants	
Completed Training	694
Did Not Complete Training	175
Completion Rate*	79.9%
Number of Earned Third Party Credentials	516

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

Pathways for Academic Career and Employment (PACE)

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

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

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

The FY17 budget for PACE was \$5,749,734, of which \$4,800,000 was appropriated to the 15 community colleges, \$200,000 was allocated for state sector partnership administration, and \$749,734 was carried forward from FY16 (Table 5-13). Of the the colleges' available funds (\$5,549,734), a total of \$5,087,506 was spent (91.7 percent). Student expenses included educational, personal, and career support for participants, such as tuition, tutoring, and travel assistance. Within the category of student expenses, \$1,000,908 was spent on education support, \$377,550 on personal support, and \$59,566 on career support.

Colleges may also expend PACE funds on program support such as staff, travel, supplies, and equipment. Within the category of college expenses, community colleges spent \$3,634,327 on personnel, travel, supplies, equipment and other associated support costs. In addition to the \$200,000 carved out of the original \$5,000,000 state allocation, the colleges spent \$15,155 to support regional industry sector partnerships.

A total of 4,624 individuals applied for participation in one or more PACE programs in FY17 (Table 5-14). Of those applicants, 3,361 individuals were approved. During FY17, 1,093 of these approved participants sought their high school equivalence or basic skills training, 1,790 sought a certificate program, 1,532 sought a degree program, 646 sought a diploma program, and 1,407 participants continued

TABLE 5-13: PACE BUDGET SUMMARY

Source	Amount (\$)
FY16 Carry Forward	\$749,734
FY17 Allocation	\$5,000,000
State Administration	\$(200,000)
FY17 Total Community College Funds	\$5,549,734
Student Expense Categories	
Financial & Educational Support	\$1,000,908
Personal Support	\$377,550
Career Support	\$59,566
College Expense Categories	
Salary & Personnel	\$3,275,614
Travel	\$47,888
Supplies & Equipment	\$46,938
Other	\$263,887
Regional Industry Sector Partnerships	\$15,155
Total Expenses	\$5,087,506
FY17 Carry Forward	\$462,228

TABLE 5-14: PACE PARTICIPANT SUMMARY

Category	Total Count
Number of Completed Applications	4,624
Number of Approved Participants	3,361
Training Activities Pursued	
HSED & Basic Skills	1,093
Certificate Programs	1,790
Degree Seeking	1,532
Diploma Programs	646
Continuing Education (overlap in fiscal years)	1,407
Total Training Activities	6,468

their training into FY18. As these numbers indicate, many of the participants were involved in multiple activities.



AID AND SUPPORT MAKE A DIFFERENCE JUST ASK LIZ SMITH

Financial aid and support from federal, state, and institutional sources made it possible for a former high-school dropout to make her dream of a college a reality.

Photo: Liz Smith, Northeast Iowa Community College Career

It is heartbreaking to hear of a runner quitting a marathon at the 25th mile, but that is what Liz Smith did, educationally speaking. Even though she was so close to the finish line, Liz dropped out of high school during her senior year.

Now in her fourth semester as a college student at Northeast Iowa Community College (NICC) and preparing to transfer to Loras College to study communications, Liz looks back at her path and the people, programs, and financial aid that helped her get to where she is today.

“It was a culmination of things, really,” Liz said. “I started hanging out with a lot of friends who weren’t really friends and made some bad decisions. I just lost motivation completely. It felt like nobody really cared, so I just quit going.”

According to the National Center for Education Statistics, high school dropout rates increase as grade levels increase, culminating with the highest rates during 12th grade. Reasons for dropping out vary from falling behind in school work, not thinking it was necessary, to needing to help financially support their families.

“I got a good job with 7-Up/Snapple and was making good money without a diploma,” Liz said. “I met my husband and got married and after working for a few years, we decided to start a family. I realized that if I went back to work after the twins were born, my entire paycheck would go toward daycare, so I stayed home to take care of my family.”

Fast forward six years. With her twin girls getting ready to start kindergarten, Liz decided to start school too. She went to Northeast Iowa Community College’s Dubuque Center to complete her high school equivalency diploma.

Liz initially started the program thinking that a high school equivalency diploma would be the end, but the Dubuque Center staff start talking to students early on about college. Students enrolled in the adult education program are given three free credit hours at NICC as an incentive to get them going. They work hard to help students find resources, financial and otherwise, and help to make the transition to credit-bearing coursework and programs easy.

“They made everything less intimidating,” Liz said. “After I earned my high school equivalency diploma, they helped me find financial aid, got me into NICC’s TRIO program. They even helped me set up all my classes and schedule. They showed me that I can do it from 8:00 to 3:00 when my girls are in school.”

“Financial aid is really important for students,” Smith said. “For students like me, with a family and one income, financial aid puts a college education within reach.”

Liz attributes her smooth transition to NICC to the Dubuque Center staff, as well as to her NICC academic coordinator and TRIO advisor, Jodi Kremer. Liz’s financial need, as demonstrated by her Pell grant eligibility, qualified her for the federal TRIO programs which provide student support services to help disadvantaged students ultimately transfer to a four-year college. Through TRIO, services such as individualized tutoring and campus visits are provided at no cost to the students.

The TRIO program at NICC serves 160 students total, allowing Kremer to get to know her students really well and help them to find their paths. The office is set up in a way that is inviting and convenient for students. They have an open door policy and students can stop in anytime without an appointment, a benefit that Liz takes full advantage of.

“I stop in and talk to Jodi at least once a week,” Liz said. “If I am feeling overwhelmed with classes, need help on how to talk to a professor, or am just plain old stressed out, she can talk me through it.”

Now a campus leader, currently serving as the president of iMPACT, NICC’s student services organization, Liz is setting her sights on earning a four-year degree. Knowing that Liz was interested in communications, Kremer helped her find area schools that offered that major and took her on campus visits. Loras just felt like the right fit and represents a pinnacle that Liz only used to dream about.

“I would tell students today that it is never too late to go back to school,” Liz said. “If you have that motivation and you have people willing to help you out, take advantage of it. I wouldn’t trade this experience for anything. Don’t be afraid to go back, don’t feel lost, and don’t be afraid to get involved. In high school I didn’t join anything, but I found that I love it! Try new things and never stop asking questions!”

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6

Connecting Communities with Programs and Services

Mandated Programs, Economic Development and Registered Apprenticeship, Sector Partnerships, and Community Support

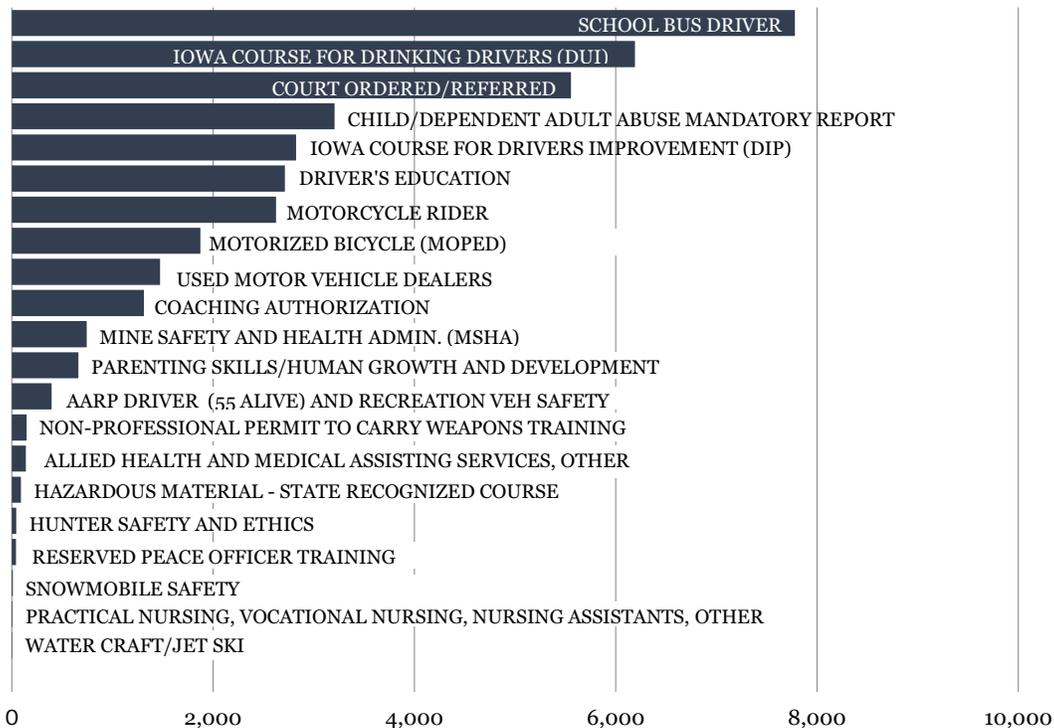
Iowa’s community colleges advance the state’s economic growth through education, training, and responsiveness to local community and workforce needs.

The mission of Iowa’s community colleges encompasses serving both students and the local communities in their service areas. Therefore, their programs and services extend beyond collegiate educational opportunities for students. They also provide cultural enrichment and workforce training to enhance students’ lives, encourage economic development, and support community initiatives. Some of these offerings include state and federally mandated programs, job training and registered apprenticeships, sector partnership collaboration, and services to meet community and workforce needs.

STATE AND FEDERALLY MANDATED PROGRAMS

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

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



State and federally mandated coursework enrollment decreased by 12.8 percent from last year, contributing to an average annual decrease in enrollment of 4.1 percent in this category since FY13 (Figure 6-2).

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

Non-Credit Mine Safety and Health Course Enrollment

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

Enrollment in MSHA programs decreased by 3.4 percent in AY16-17. Despite a 20.4 percent increase the previous year, there has been an average annual decrease of 1.0 percent in enrollment since FY13 with 758 students enrolled in AY16-17 (Figure 6-3).

Non-Credit Driver Improvement (DIP) Course Enrollment

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

Enrollment has increased an average of 5.7 percent annually from FY13 through AY16-17 with 2,824 people enrolled in AY16-17 (Figure 6-4). Contact hours for courses have also increased slightly since last year, resulting in a 5.4 percent average increase since FY13.

FIGURE 6-2: STATE AND FEDERALLY MANDATED COURSEWORK ENROLLMENT: 2013 - 2017

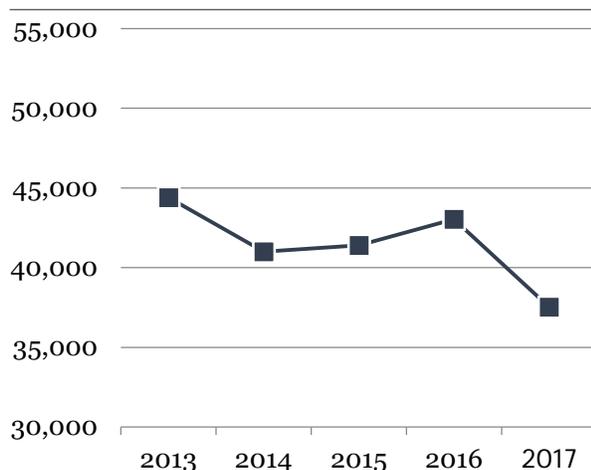


FIGURE 6-3: MSHA ENROLLMENT: 2013 - 2017

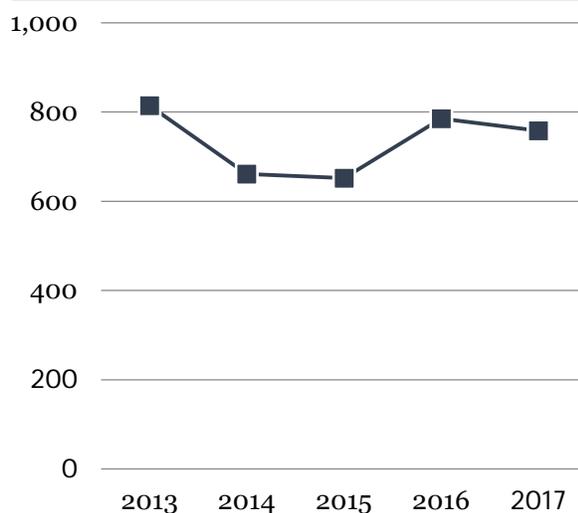
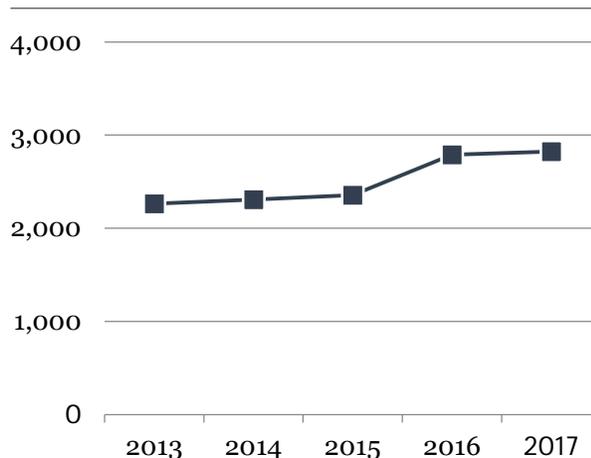


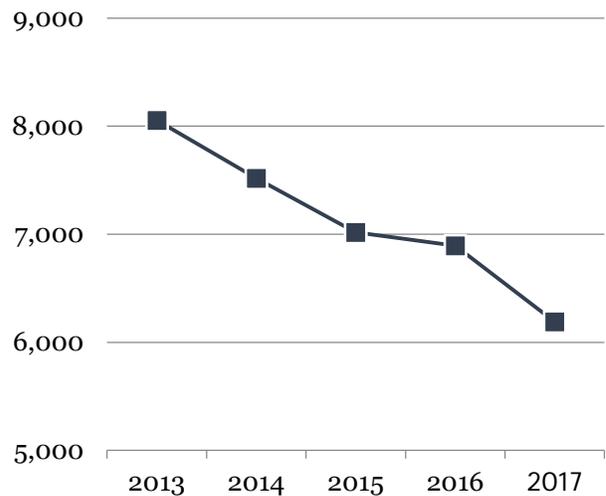
FIGURE 6-4: IOWA DRIVER IMPROVEMENT ENROLLMENT: 2013 - 2017



Non-Credit Drinking Driver's (OWI) Course Enrollment

The Iowa course for drinking drivers is the state-mandated course for drivers convicted of driving while under the influence of drugs and/or alcohol. Iowa community colleges, along with private providers licensed through the Iowa Department of Public Health, and state correctional facilities, offer the state-approved program. Enrollment in drinking driver education courses decreased an average of 6.4 percent annually between FY13 and AY16-17 with 6,191 people enrolled in AY16-17 (Figure 6-5).

FIGURE 6-5: DRINKING DRIVER'S COURSE ENROLLMENT: 2013 - 2017

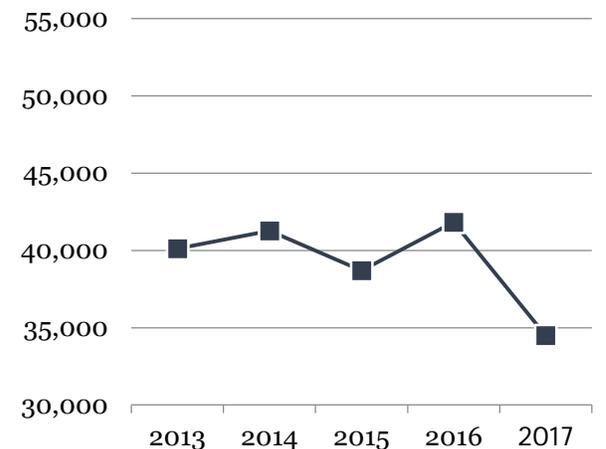


Recertification and Relicensing

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

Of the 34,502 students enrolled in AY16-17, 79.9 percent were in health care-related courses, including practical nursing, EMT paramedics, and allied health services. Overall, recertification and relicensing enrollment decreased by 17.5 percent in AY16-17 and the average annual enrollment between FY13 and AY16-17 has declined by 3.7 percent (Figures 6-6). Figure 6-8 on the following page shows enrollment by program type.

FIGURE 6-6: RECERTIFICATION AND RELICENSING ENROLLMENT: 2013 - 2017



Used Motor Vehicle Dealer Education

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

AY16-17 resulted in a 117.9 percent increase with 1,473 students enrolled; however, the average enrollment has decreased by 2.4 percent from FY13 to AY16-17. Contact hours decreased an average of 1.7 percent annually from FY13 to AY16-17, consistent with the pattern of enrollment changes between program years.

FIGURE 6-7: USED MOTOR VEHICLE DEALER EDUCATION ENROLLMENT: 2013 - 2017

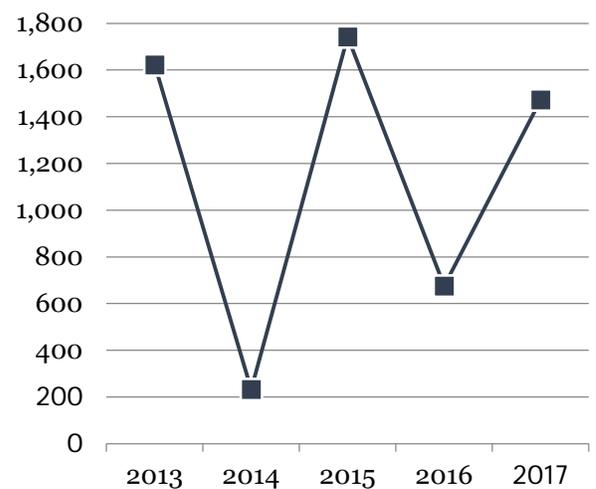
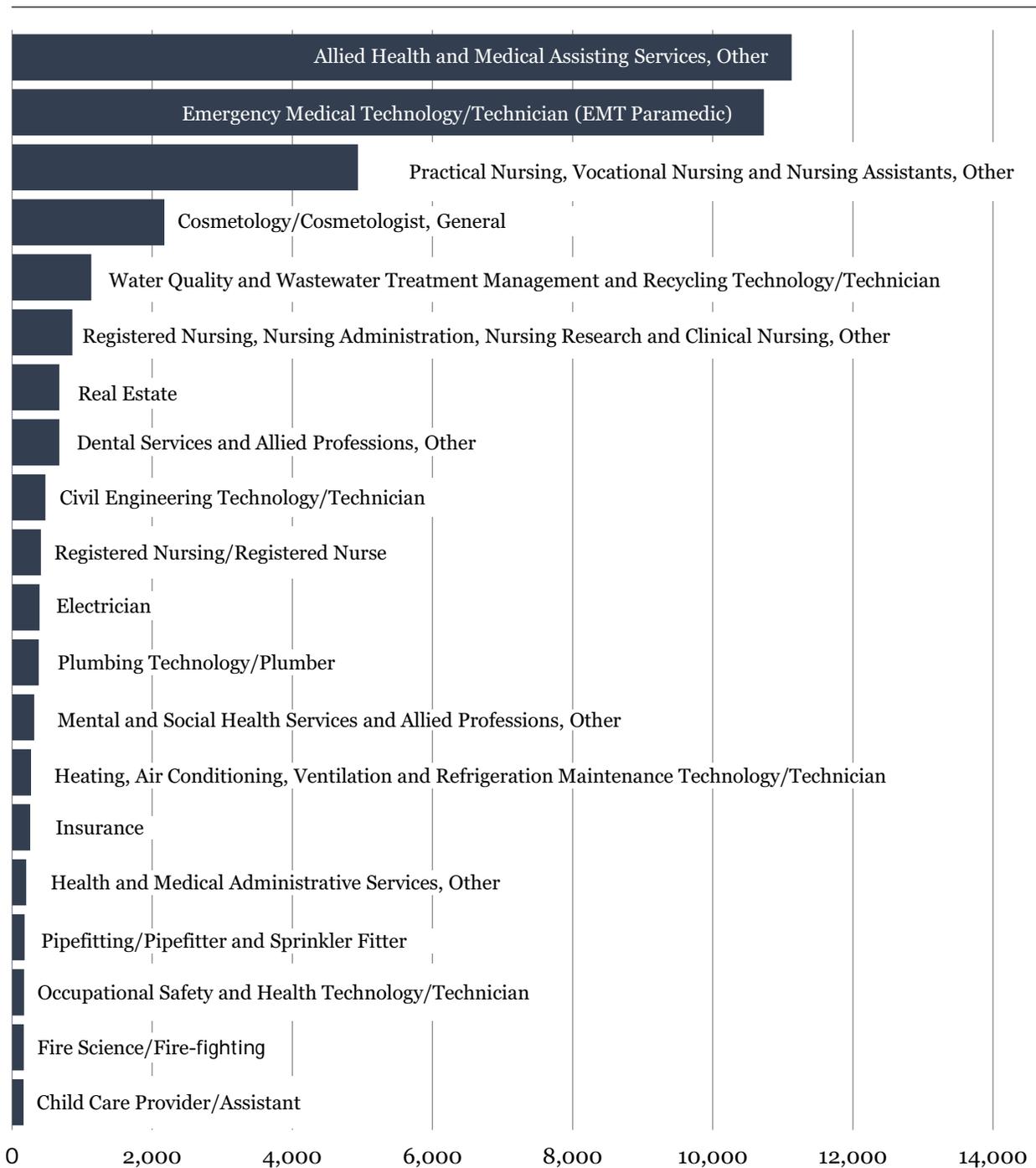


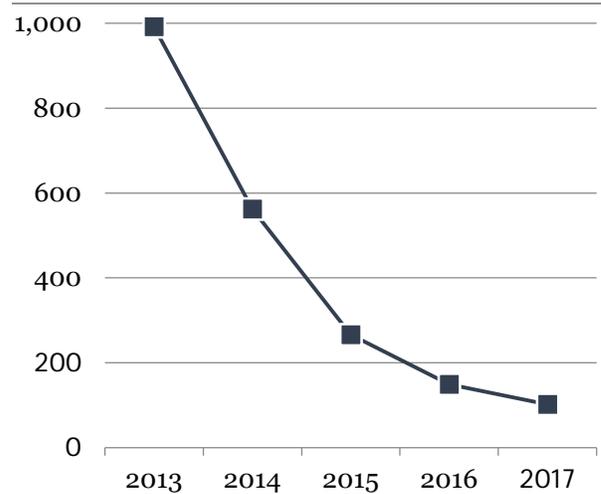
FIGURE 6-8: RECERTIFICATION AND LICENSING PROGRAM ENROLLMENT
BY PROGRAM TYPE



Non-Credit Community and Public Safety Policy

Community and public safety policy is a program that focuses on the systematic analysis of public policy issues and community decision processes. Coursework includes instruction in the role of economic and political factors in public decision-making and policy formation, and microeconomic analysis of policy issues. Enrollment in community and public policy programs for AY16-17 decreased by 31.5 percent with 102 enrolled. Overall, there has been an average decrease of 43.4 percent annually since FY13 (Figure 6-9).

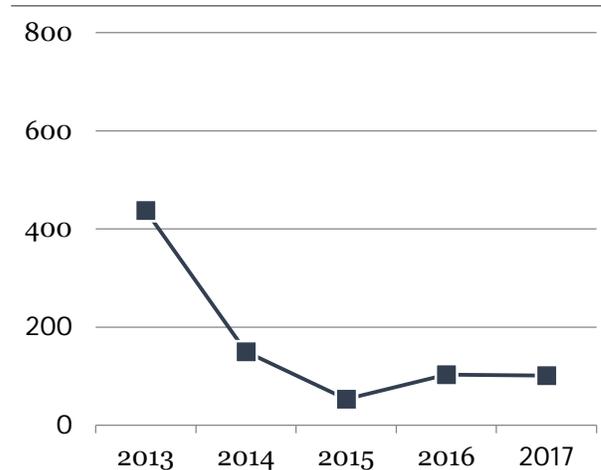
FIGURE 6-9: COMMUNITY AND PUBLIC POLICY ENROLLMENT: 2013 - 2017



Enrollment in Community Rehabilitation and Sheltered Workshops

Iowa community colleges deliver programs for people in community rehabilitation centers (sheltered workshops). Enrollment remained steady in AY16-17 in programs offered at these locations. However, it has decreased an average of 24.8 percent annually since FY13 (Figure 6-10). Only three colleges reported enrollment in these workshops, with 101 students and 14,433 contact hours for AY16-17.

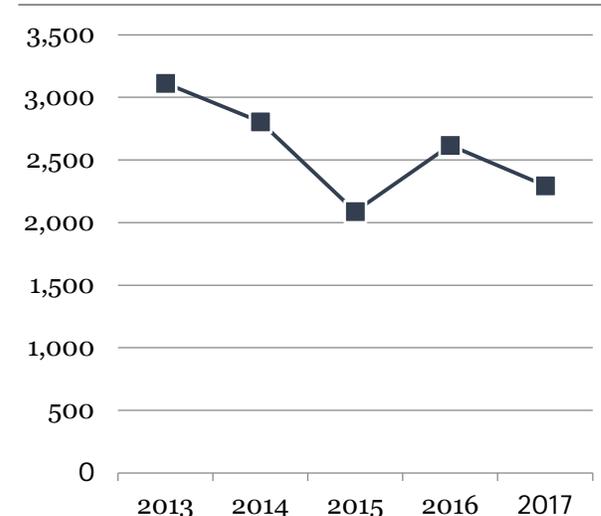
FIGURE 6-10: COMMUNITY REHABILITATION WORKSHOP ENROLLMENT: 2013 - 2017



Enrollment in Correctional Institutions

Iowa community colleges deliver non-credit coursework to residents of correctional institutions to enhance the life skills, academic skills, and employability success of criminal offenders. Enrollment in AY16-17 was 2,294 students, a decrease of 14.1 percent from AY15-16 (Figure 6-11). The average decrease in enrollment for the past five years has been 7.4 percent.

FIGURE 6-11: ENROLLMENT IN CORRECTIONAL INSTITUTIONS: 2013 - 2017



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

ECONOMIC DEVELOPMENT AND REGISTERED APPRENTICESHIP

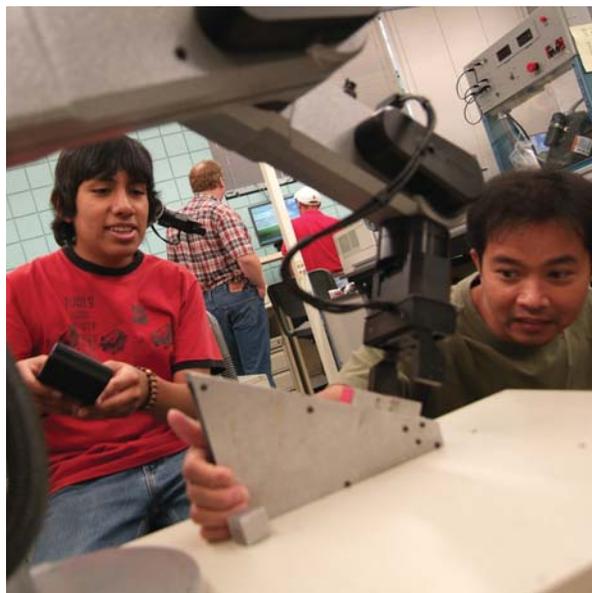
This section includes program data pertaining to the Industrial New Jobs Training Act (260E), Iowa Jobs Training Act (260F), and the Apprenticeship Training Act (15B) offered through the community colleges, but funded and managed through the Iowa Economic Development Authority (IEDA). The following data represents FY16, since FY 17 data is not yet available from IEDA.

Iowa New Jobs Training Program (260E)

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

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

There were 5,090 new jobs pledged through 260E bond certificate issuances in FY16 (Table 6-1). In



Students at Des Moines Area Community College.

total, there were 935 open agreements for expansions and startups representing 47,167 new jobs pledged through 666 businesses throughout the state (Table 6-2).

Iowa Jobs Training Act (260F)

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

The 260F program provides state-funded forgivable loans or grants to Iowa businesses needing to train their existing employees. A loan is forgivable if a business completes its training program for a specified number of employees and completes a performance report at the end of the training program. Project awards vary based on business needs and availability of funds, and are limited to

TABLE 6-1: 260E TOTAL BOND CERTIFICATE ISSUANCES: FY16

FY 2015 Bonds Issued	Bond Amount (\$) (Total Sources)	Community College Fee (\$)	State Admin. Fee (\$)	Other Issuance Costs (\$)	Capitalized Interest Reserve Fund Amount (\$)	Training Fund Amount (\$)	New Jobs Pledged
Des Moines Area	13,696,314.25	2,503,477.50	135,250.00	159,252.75	130,728.00	10,767,606.00	1,729
Eastern Iowa - 1	4,215,680.00	\$740,400.00	40,000.00	141,843.75	593,436.25	2,700,000.00	475
Eastern Iowa - 2	2,829,180.19	\$499,770.00	27,000.00	91,800.00	393,610.19	1,817,000.00	514
Hawkeye - 2	1,931,456.90	\$354,466.50	19,150.00	44,102.79	196,644.11	1,317,093.50	180
Iowa Lakes	1,950,457.30	\$359,094.00	19,400.00	44,743.51	212,946.30	1,314,273.49	227
Iowa Valley	815,000.00	\$150,856.50	8,150.00	21,387.60	85,017.50	549,588.40	193
Iowa Western	664,875.00	\$124,942.22	6,750.00	16,000.00	67,500.00	449,682.78	62
Kirkwood	4,689,593.00	\$862,566.00	46,600.00	99,196.00	233,000.00	3,448,231.00	532
North Iowa Area	3,496,414.05	\$645,073.50	34,850.00	100,447.46	369,529.70	2,346,513.39	398
Northeast	2,550,007.00	\$470,154.00	25,400.00	54,761.00	254,000.00	1,745,692.00	238
Northwestern - 1	1,225,000.00	\$226,747.50	12,250.00	28,990.00	130,872.50	826,140.00	176
Northwestern - 2	1,669,965.05	\$307,266.00	16,600.00	39,058.77	182,556.28	1,124,484.00	103
Southeastern	2,226,825.00	\$409,071.00	22,100.00	38,267.00	253,703.00	1,503,684.00	150
Western Iowa Tech	965,000.00	\$178,621.50	9,650.00	20,135.25	105,797.25	650,796.00	113
Total	42,925,767.74	7,832,506.22	423,150.00	899,985.88	3,209,341.08	30,560,784.56	5,090

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

College	Open Agreements	Businesses	Training Fund Amount (\$)	Certificate Amount (\$)	Expansions	Startups	New Jobs Pledged
Des Moines Area	201	131	76,697,500.00	60,518,732.00	188	13	8,974
Eastern Iowa	117	88	49,780,000.00	33,663,100.00	101	16	6,709
Hawkeye	93	73	30,250,000.00	20,626,802.60	84	9	3,536
Indian Hills	13	11	6,405,000.00	4,310,017.00	10	3	830
Iowa Central	6	6	4,810,000.00	3,412,081.70	6	0	498
Iowa Lakes	38	26	10,705,000.00	7,216,277.62	32	6	1,537
Iowa Valley	11	13	8,300,000.00	5,613,119.00	10	1	1,635
Iowa Western	17	17	6,945,000.00	4,768,809.78	11	6	1,022
Kirkwood	201	118	63,740,000.00	47,801,145.50	181	20	8,849
North Iowa Area	44	37	13,635,000.00	9,075,599.89	30	14	1,793
Northeast Iowa	87	62	44,496,320.05	30,969,138.63	67	26	4,828
Northwest Iowa	36	28	13,074,965.05	8,760,058.51	28	10	1,981
Southeast Iowa	21	18	16,423,390.30	11,152,692.00	15	6	1,738
Southwest Iowa	13	10	7,665,000.00	5,143,574.84	9	4	1,221
Western Iowa Tech	37	28	15,185,000.00	10,264,119.00	31	6	2,016
Total	935	666	368,112,175.40	263,295,268.07	803	140	47,167

\$25,000 per business site, to a maximum of \$50,000 over a three-year period (dependent upon availability of funds). Participating businesses are required to provide at least 25 percent of the training program cost as cash match.

To qualify for this program, a business must be engaged in interstate or intrastate commerce for the purpose of manufacturing, processing, assembling products, or conducting research and development. In FY16, there were 166 260F business awards with a total of 5,834 employees anticipated to attend training through the community colleges, of which 1,845 have completed their training (Table 6-3). It is important to note that each program has individual requirements for completion; therefore, participants and completers may start and end their training programs in different fiscal years and should not be compared.

Iowa Apprenticeship Training Program Act (15B)

The purpose of Act 15B is to increase the number of skilled registered apprentices in Iowa by assisting eligible apprenticeship programs through training grants. The IEDA administers the act in coordination with the United States Department of Labor (DOL) Office of Apprenticeship (OA). Employers that

register with DOL/OA voluntarily choose to abide by various state and federal requirements that support high standards, instructional rigor, and quality training. A worker who graduates from a registered apprenticeship program receives a national, industry-recognized, portable credential that guarantees to employers that the graduate is fully qualified to do the job. An apprenticeship program registered with U.S. DOL/OA is referred to as a “sponsor” and includes both union and non-union programs. A “lead sponsor” is an organization representing a group of registered apprenticeship sponsors. Only a sponsor or lead sponsor may apply for a training grant through 15B.

During FY16, a total of \$2.94M was allocated to 43 eligible sponsors and lead sponsors representing 4,021 apprentices. Combined, participants in these programs received 1,654,224 contact hours of training. Grant recipients included employers from small businesses to the largest registered apprenticeship programs in the state. Occupations represented in the program include plumbers, pipefitters, electricians, HVAC, cement masons, plasterers and painters, sheet metal workers, machinists, welders, fabricators, and more.

The full IDEA FY16 report can be found at: https://www.iowaeconomicdevelopment.com/userdocs/news/IEDA_WorkforceReport_022017.pdf.

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

College	Total Awards	Employees Anticipated to Be Trained	Employees Completing Training	Training Funds Awarded (\$)
Des Moines Area	25	979	149	594,564.00
Eastern Iowa	13	643	15	280,776.00
Hawkeye	10	198	65	183,640.00
Indian Hills	11	323	35	221,343.89
Iowa Central	10	367	0	187,498.00
Iowa Lakes	5	637	0	194,234.00
Iowa Valley	8	309	0	144,637.00
Iowa Western	8	249	76	173,583.00
Kirkwood	29	1,169	1,180	493,250.00
North Iowa Area	7	162	3	163,965.00
Northeast Iowa	15	352	86	161,882.00
Northwest Iowa	8	207	232	117,032.00
Southeast Iowa	13	156	4	166,922.00
Southwest Iowa	1	8	0	39,197.00
Western Iowa Tech	3	75	0	107,985.00
Total	166	5,834	1,845	3,230,508.89

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

SECTOR PARTNERSHIPS

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

The federal Workforce Innovation and Opportunity Act (WIOA), passed in 2014, requires states to strategically align workforce development services, including state support of regional sector partnerships. With numerous sector partnerships in existence prior to the enactment of WIOA, and strong local and state support (the Iowa Legislature allocates funding to support sector partnerships through the Pathways to Academic Career and Employment program), Iowa is equipped to achieve results quickly. Currently, there are 60 such partnerships throughout Iowa in varying stages of development across a multitude of industry sectors. This represents a 25 percent increase from 2016 when there were 48 established sector partnerships in the state.

Most sector partnerships in Iowa (62.1 percent) were established in 2015 or later. Over two-thirds are convened by Iowa community colleges that help identify regional economic and labor needs and engage industry and support partners to develop strategies to address such needs (Figure 6-12).

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



Students working at the Industrial Technology Training Center at Southeastern Community College.

SECTOR PARTNERSHIPS IN IOWA

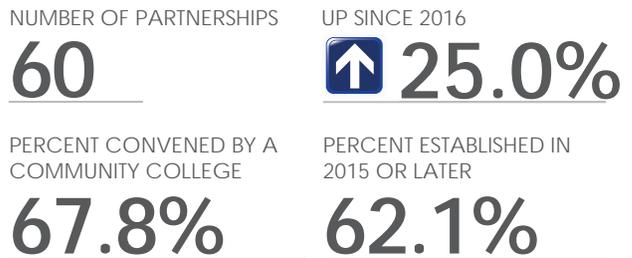
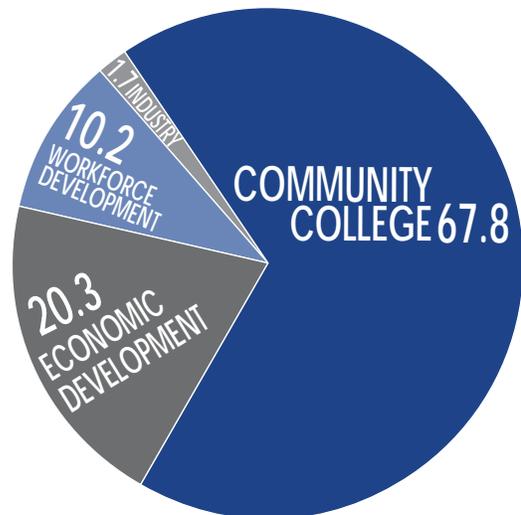


FIGURE 6-12 : SECTOR PARTNERSHIP CONVENERS BY PARTNER TYPE (%)



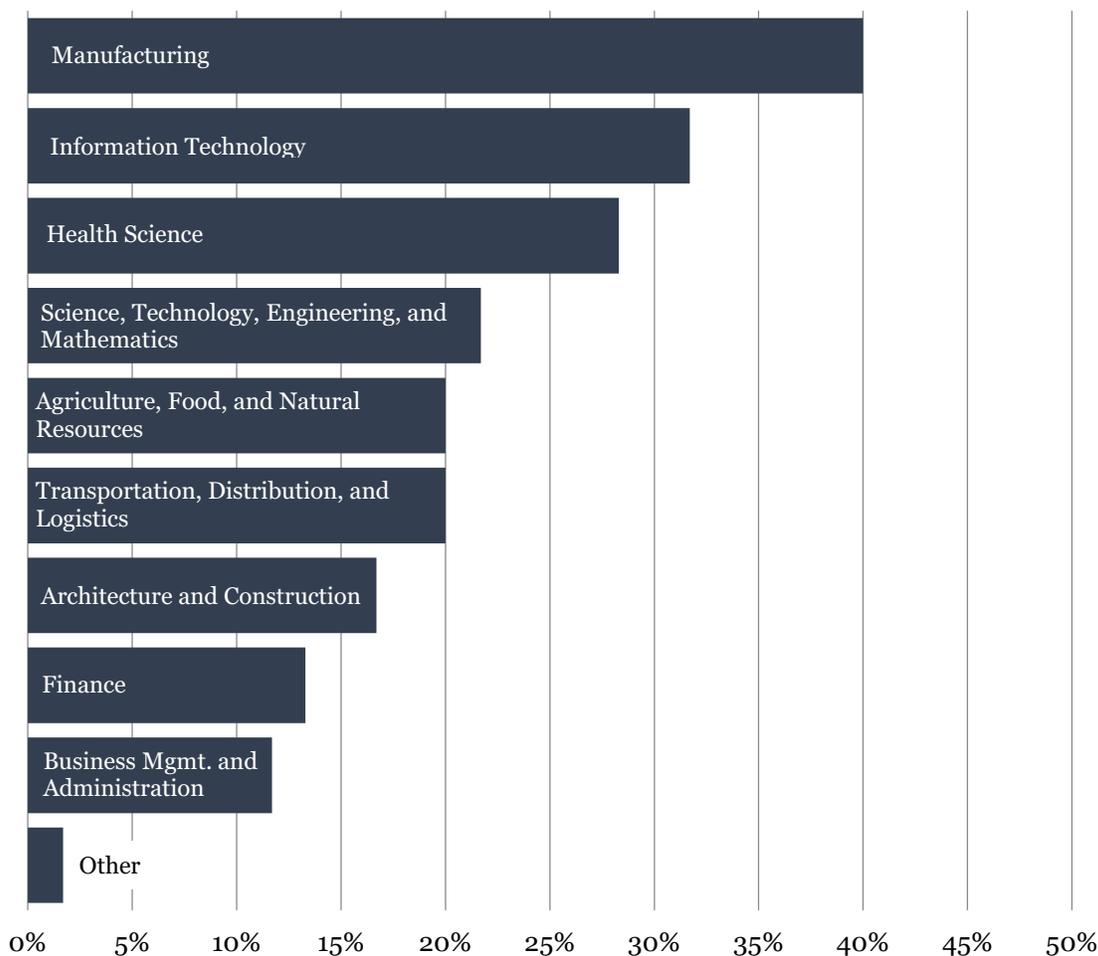
Developing a strong talent pipeline, building career awareness in K-12 schools and postsecondary institutions, and providing workforce training and skill development are the top priority goals identified by Iowa sector partnerships in 2017.

To help regional sector partnerships meet these goals, the Department convenes and facilitates the Sector Partnership Leadership Council. As called for in Iowa’s Unified State Plan, the Council provides strategic direction and works to expand sector partnership policy in Iowa. During AY16-17, the Council worked with the Department, the Iowa Energy Workforce Consortium (IEWC), the Council for Adult and Experiential Learning (CAEL), and Iowa Central Community College to develop a resource to give students, parents, and educators a better understanding of the wide range of jobs available in the state’s energy industry. They also

worked with the Technology Association of Iowa to develop a similar tool for the information technology industry. Both resources match personality traits and skills with different high-demand jobs in energy and information technology to illustrate career opportunities that exist in these industries for every type of person, no matter their interest or skill level.

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

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



COMMUNITY SUPPORT AND COLLABORATION

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

Iowa community colleges' support of their communities is vast and diverse. During AY16-17, they brought arts and wellness to their communities, hosted community events and family activities, offered expertise to local wildlife restoration projects, gave back to their communities through volunteerism, and provided community services to help entrepreneurs and prepare youth and adults for the middle-skill economy. A few of these initiatives are highlighted in this section and serve as examples of the strong connections community colleges have with their local communities.

Arts and Wellness

DMACC's Trail Point Aquatics and Wellness

DMACC's development and operation of Trail Point Aquatics and Wellness (Trail Point) on its Ankeny campus is an example of how colleges collaborate with the communities within their service areas. The state-of-the-art wellness and recreation center, which is open to community members, serves as the venue for Ankeny Community School District's (ACSD) swim teams and the Iowa Girls' High School Athletic Union's regional swim meets. Trail Point also houses a branch of UnityPoint Health Physical Therapy where patients have access to multiple providers. It also serves as an internship training site for many DMACC academic programs and provides exceptional childcare for all its members.

Because of the partnership with the community, DMACC was able to build an exceptional facility, provide the community with outstanding wellness alternatives at an affordable price, and provide the Ankeny schools with an expanded facility that meets their needs. By employing more than 150 students and community members, Trail Point positively impacts the local economy.

As of December 1, 2017, memberships included nearly 6,000 community members, 800 corporate partners, and 2,000 DMACC affiliates. Since opening in February 2017, Trail Point has had more than 165,000 scans (check-ins) and reported program participation of over 37,000 for such things as swim lessons, youth programming, birthday parties, group fitness, and Kids Zone childcare. Over the next several months, Trail Point plans to expand programming, introduce clubs, and create opportunities for DMACC students to connect with the community.



DMACC's Trail Point Aquatics and Wellness

Iowa Valley's Orpheum Theater Center

Located in downtown Marshalltown, the historic Orpheum Theater was built in 1948. A local non-profit organization purchased the building and partnered with the community college district in 2005 to renovate the Orpheum as a multi-use facility.

Today the Orpheum is a testament to the strength of community partnerships. A beautiful and iconic entry point to the east end of the historic Marshalltown business district, the Orpheum includes a 152-seat movie house, a black box theater for live performances and events, a gallery and exhibit space featuring memorabilia about Iowans in entertainment, a learning studio for seminars and meetings, an outside amphitheater and patio, and a coffee shop. The Orpheum Theater Center is a proud member of the League of Historic American theaters.



Iowa Valley Community College District's Orpheum Theater in Marshalltown.

Southwestern's Arts and Wellness Center

Since 1995, the Arts and Wellness Center has been an integral part of Southwestern Community College's Creston campus. The center was funded completely by contributions and grants and was built on land owned by the college. The Crestland Community Betterment Foundation raised funds for the facility during a five-year period.

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

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



Southwestern Community College's Arts and Wellness Center.

Iowa Valley's Dale Howard Family Center

Located on the Ellsworth campus in Iowa Falls, the Dale Howard Family Activity Center was built in 2009 to serve the needs of the college and the Iowa Falls community. The center is the only public fitness facility in the community and includes a large gym, indoor walking/running track, state-of-the-art circuit training equipment, treadmills and fitness bikes, an exercise room with group classes, and the Panther Den, with a snack bar and wireless internet access. It is also home to Ellsworth's Physical Education and Athletic Training departments.



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

Community Events and Services

Southeastern's Community Races and Walks

Every October, Southeastern Community College organizes and hosts two unique events that add spice to the quality of life in their communities.

The college's Keokuk campus hosts a Halloween-themed zombie walk where more than 100 would-be monsters don their scariest costumes and perfect their lurch as they compete for the title "Best Zombie." While the event is free to the public, participants are encouraged to bring donations for the local food pantry and animal shelters.

In West Burlington, brave racers of all ages converge on campus to compete in the Dirty Hawk 5K. Racers traipse over, under, and through the college's ag fields as they tackle more than 20 obstacles including hay bale towers, climbing walls, tire swings, and mud pits. The event is the only mud run and obstacle race of its size in the West Burlington area.

Entrepreneurship and Workforce Preparation

Indian Hills Regional Entrepreneurship Center

Indian Hills Community College operates a Regional Entrepreneurship Center (REC) that is described as a "full-service training center and business incubator" to help start-up businesses and those looking for growth and support opportunities. The center allows clients to learn strategies for such essential functions as marketing, networking, and product research and development. It is a place for businesses to grow and graduate from incubation stage to self-sufficient businesses that strengthen local economies.

Northeast Iowa's Collaboration with Opportunity Dubuque

Northeast Iowa Community College, Greater Dubuque Development Corporation, Dubuque Works, East Central Intergovernmental Agency, Dubuque Community School District, Project HOPE, and regional business partners developed the Opportunity Dubuque Success Model to help prepare youth and adults for the middle-skill economy. The program integrates the state's workforce programs and best practices nationally and is an exemplary collaborative initiative in the state of Iowa. The result is a replicable and scalable model that meets students where they are in their career paths and guides them



Southeastern Community College's Zombie Walk held on the Keokuk campus.



Bryan Ziegler, director of the Indian Hills Small Business Development Center, works with a customer at the REC.



Joe O'Dell, a graduate of NICC's computer numerical control program, received support from Opportunity Dubuque for education and training in advanced manufacturing.

from entry to a family-sustaining career or continuing education.

At the center of the Success Model are the college's success coaches. Success coaches provide intentional career coaching and individualized support to students through an intake process, assessments, career facilitation, referrals, and employment placement. Opportunity Dubuque has received local, state, national, and international honors.

Restoration

Eastern Iowa Community College's

Nahant Marsh is a 265-acre preserve nestled in southwest Davenport. For many years the area was used by a sportsmen's club for target practice. As a result of the massive quantities of lead in the water, the wildlife was deformed and dying. The EPA declared the marsh a Superfund Site and work began in 2000 to restore it to its original condition. Through the work of Eastern Iowa Community Colleges, the city of Davenport, U.S. Fish and Wildlife Service, River Action, Quad City Audubon Society, Iowa DNR, and others, the site is now a vibrant educational center and public recreation area. The marsh is home to more than 150 species of birds, 400 species of plants, and a wide variety of mammals, fish, reptiles, amphibians, and insects, including several rare and endangered species. In the past year alone, more than 17,000 people visited or participated in educational programs at the center.

Volunteerism

Iowa Lakes Community College

Communities become home for Iowa Lakes students who are generous with their time and talents, giving back to the community. For example, band students played Heroes' Welcome Home Concerts for Veterans on Brushy Creek Honor Flights and student athletes spend hours each week at area elementary schools and other agencies.

Men's basketball players assist with a mobile food pantry and interact with youth from the area at the drug-free basketball clinic, while wrestlers put their muscles to work sodding at a local church.

At community celebrations, such as Estherville Sweet Corn Days, Spencer Grand Meander, the Clay County Fair, Spencer Recycling, and clothing and food drives for the less fortunate, Iowa Lakes students leave helpful hand prints on all of their communities.



Eastern Iowa Community Colleges worked with the city of Davenport and other organizations to restore the Nahant Marsh.



Iowa Lakes Community College athletes volunteer each week at an elementary school in Estherville.



Members from the Iowa Lakes Community College women's volleyball squad volunteer at Estherville's annual Sweet Corn Days.

7

Systems and Infrastructure

Human Resources and Finances

Iowa community college employees provide quality instruction, comprehensive programs and services, and state-of-the art facilities to their students and communities.

HUMAN RESOURCES

Iowa’s community colleges provide accessible, high-quality education that empowers students to achieve their education and career goals. Critical to the academic success and personal growth of students are the dedicated faculty, administrators, and staff.

During AY16-17, Iowa community colleges employed 13,723 people in administrative, instructional, professional, secretarial and clerical, and service positions.

In AY16-17, nearly half of Iowa’s community college employees, 45.7 percent, held instructional positions.

A total of 15,705 positions were reported as full-time, part-time, temporary, and adjunct positions during AY16-17. The number of positions reported is greater than the number of employees because some employees were included in more than one reporting category; for example, an administrator might teach a course and be reported under instructional as well. Additionally, the Community College Management Information System (MIS) data does not include employees teaching only non-credit courses for community colleges, unless they are full-time non-credit instructors.

While the total number of employees decreased by 3.1 percent from AY15-16, the professional composition of community college employees has



Iowa Central Community College.

COMMUNITY COLLEGE EMPLOYEES

NUMBER OF EMPLOYEES

13,723

DECREASE IN EMPLOYEES

↓ 3.1%

DOWN SINCE AY15-16

INSTRUCTIONAL POSITIONS

7,180

UP 2.3% SINCE AY15-16

INSTRUCTORS, AS A PERCENT OF ALL POSITIONS

45.7%

UP 2.0% SINCE AY15-16

remained relatively stable for the past nine years. The largest group in AY16-17 continued to be instructional (45.7 percent), followed by professional (23.6 percent), secretarial and clerical (17.3 percent), service (12.4 percent), and administrative (0.8 percent). Historically, the most significant change in composition occurred in 2005, when the professional staff began outnumbering the secretarial and clerical staff (Figure 7-1).

FIGURE 7-1: IOWA COMMUNITY COLLEGE EMPLOYEES BY POSITION TYPE: 2000 - 2017

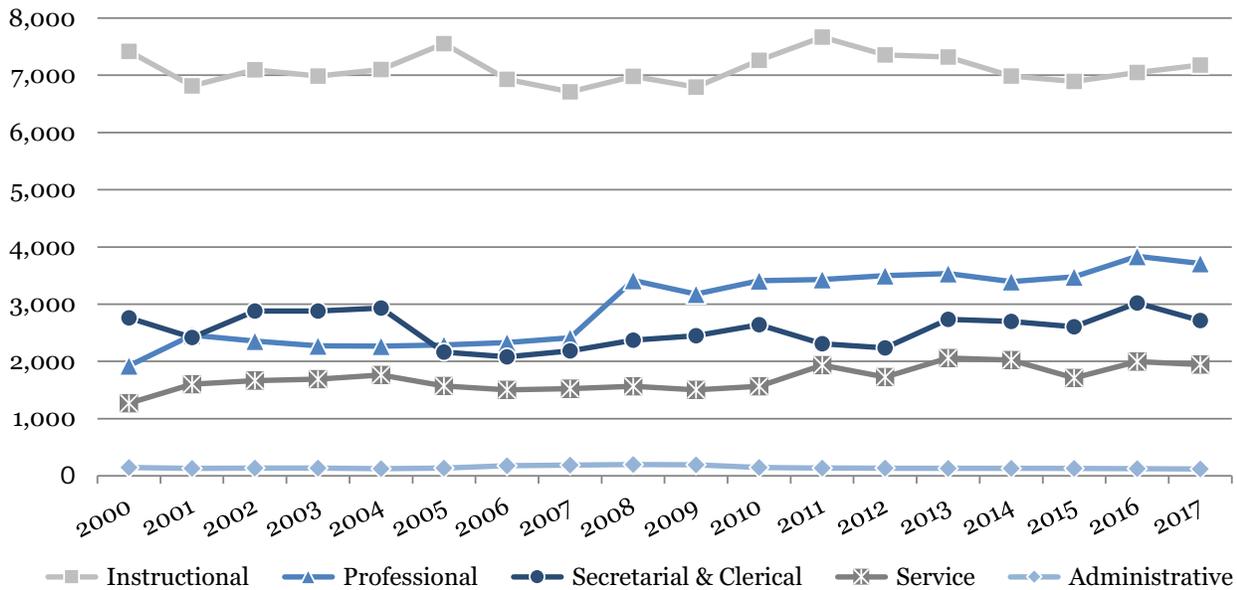
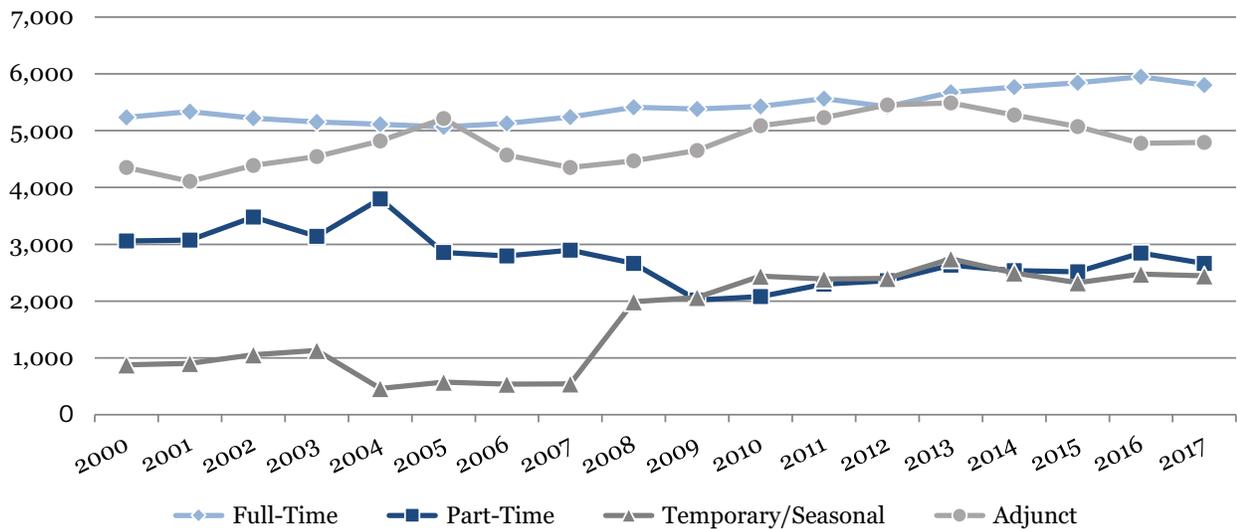


FIGURE 7-2: EMPLOYMENT BY TYPE: 2000 - 2017



The distribution by type of employment has been relatively stable since tracking began in 2000. One deviation occurred in 2013 when the overall number of positions spiked. This growth was mainly due to increased numbers of part-time and temporary workers.

Temporary/seasonal staff positions have grown steadily since experiencing a dramatic change in 2008, when a sharp increase occurred that raised the number from 542 to 1,990 employees. In 2014, the distribution stabilized, and in AY16-17, temporary

and seasonal staff constituted 15.6 percent of all types of positions (Figure 7-2).

Iowa community college administrators and instructors actively engage in professional development by furthering their education. As a result, the number of full-time instructors and administrators with doctoral degrees experienced a steady 18 percent average growth between 2004 and 2011. This number dropped to 234 in 2012, and to 204 in 2013, before increasing to 256 in AY16-17. The percentage for master's degree or higher fluctuated

between 61.2 in 2004 and a record high of 65.3 in AY16-17. The record low occurred in 2013 when the percentage dropped to 58.6.

The percentage of instructors and administrators with only a bachelor's degree remained steady between 2008 and 2012 (19.9 percent on average), increased to a record high 23.3 in 2013, and dropped to 16.0 in AY16-17. The percentage of associate degree holders has remained stable for the past 10 years. In

AY16-17, however, it reached the record high 12.0 percent (Figure 7-3).

The percentage of racial/ethnic minorities among employees in AY16-17 remained unchanged from AY15-16 at 10.2. The 18-year trend from 2000 to 2017 depicts a steady increase in the number of racial/ethnic minorities among Iowa community college employees. The average growth between 2000 and AY16-17 was 6.2 percent (Figure 7-4).

FIGURE 7-3: INSTRUCTORS' AND ADMINISTRATORS' DEGREES: 2004 - 2017

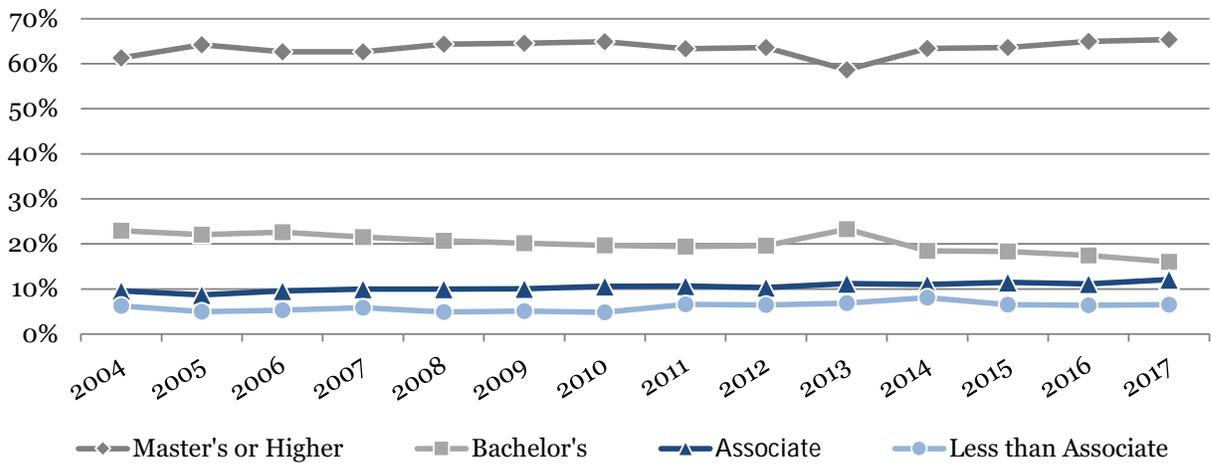
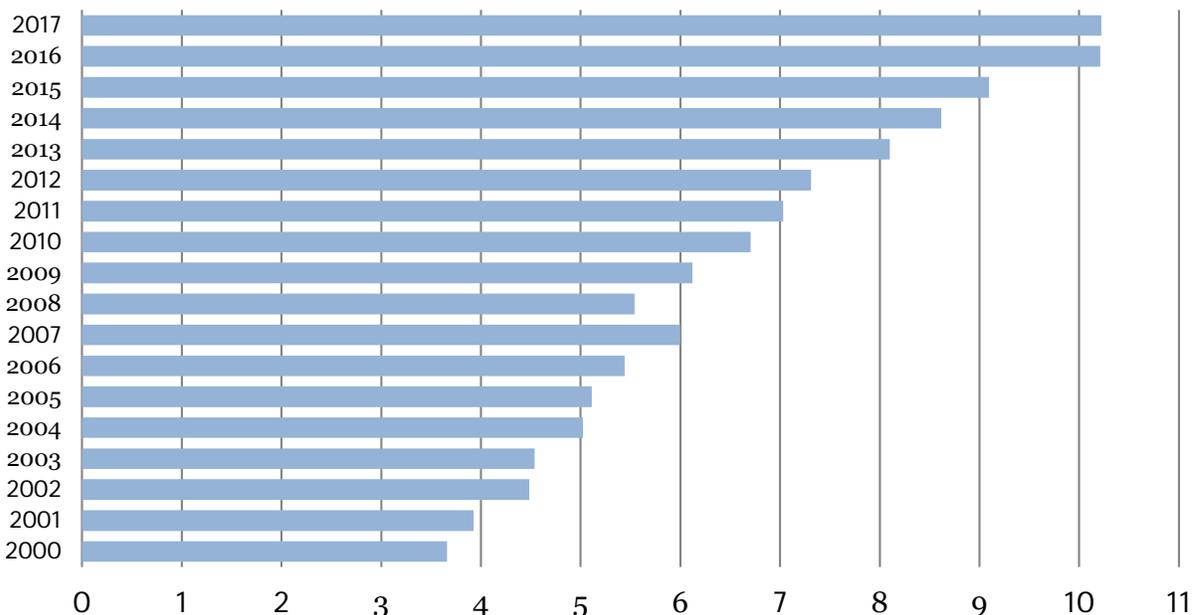


FIGURE 7-4: PERCENT OF RACIAL MINORITIES AMONG EMPLOYEES: 2000 - 2017



The distribution of employees within racial/ethnic minorities has fluctuated over the past 17 years. The percentage of American Indians ranged between 6.4 in 2000, and a record low of 2.0 in AY16-17. Asians also experienced fluctuations between 2000 and 2017. Their representation increased to 15.5 percent during AY16-17, up from a record low 15.2 percent in AY15-16. The percentage of black employees has been consistently high among minority employees, fluctuating between 39.1 and 44.6 percent. In AY16-17, blacks comprised 41.0 percent of all minority employees. The percentages of Hispanic employees increased to 32.4 percent, up from 30.1 percent the previous year. Hawaiians or other Pacific Islanders remained at one percent of all minorities.

Since 2010, when the new standards allowed reporting of more than one race, employees reporting than one race grew from 3.0 percent in 2010, to a high of 8.5 percent in 2012. In AY16-17, it constituted 8.4 percent of all reported minority employees (Figure 7-5).

The gender composition of Iowa community college employees has remained stable. In 2000, females comprised close to 58 percent; in AY16-17 they were 58.4 percent of all employees (Figure 7-6).



Aerial view of the Kirkwood Community College campus.

COMMUNITY COLLEGE EMPLOYEES

RACE/ETHNICITY OF EMPLOYEES

89.8% WHITE

GENDER OF EMPLOYEES

58.4% FEMALE

MEAN AGE OF EMPLOYEES

43.6 YEARS

EDUCATION OF INSTRUCTORS & ADMINISTRATORS

65.3%

A RECORD HIGH WITH MASTER'S OR HIGHER

FIGURE 7-5: DISTRIBUTION OF RACIAL/ETHNIC MINORITIES AMONG EMPLOYEES: 2000 - 2017

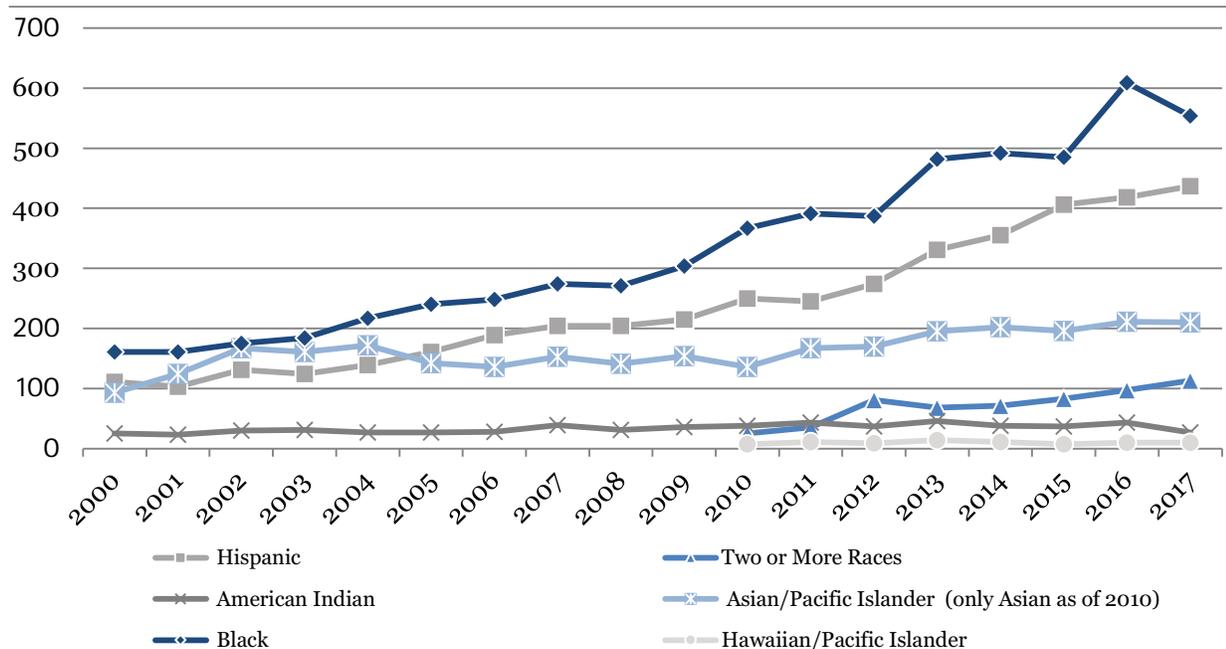


FIGURE 7-6: GENDER DISTRIBUTION OF EMPLOYEES: 2000 - 2017

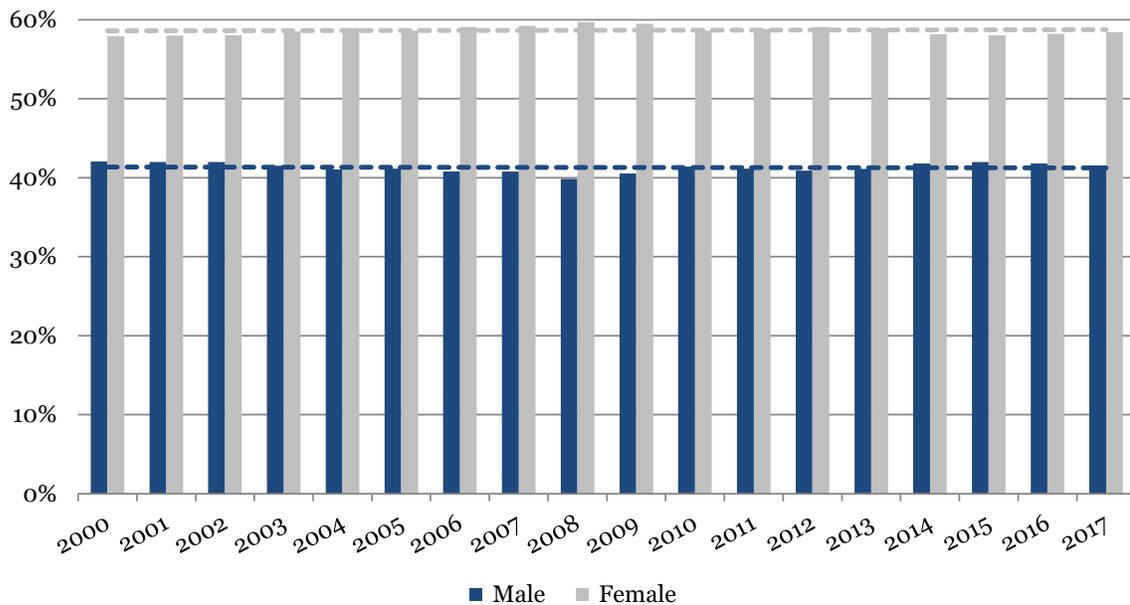
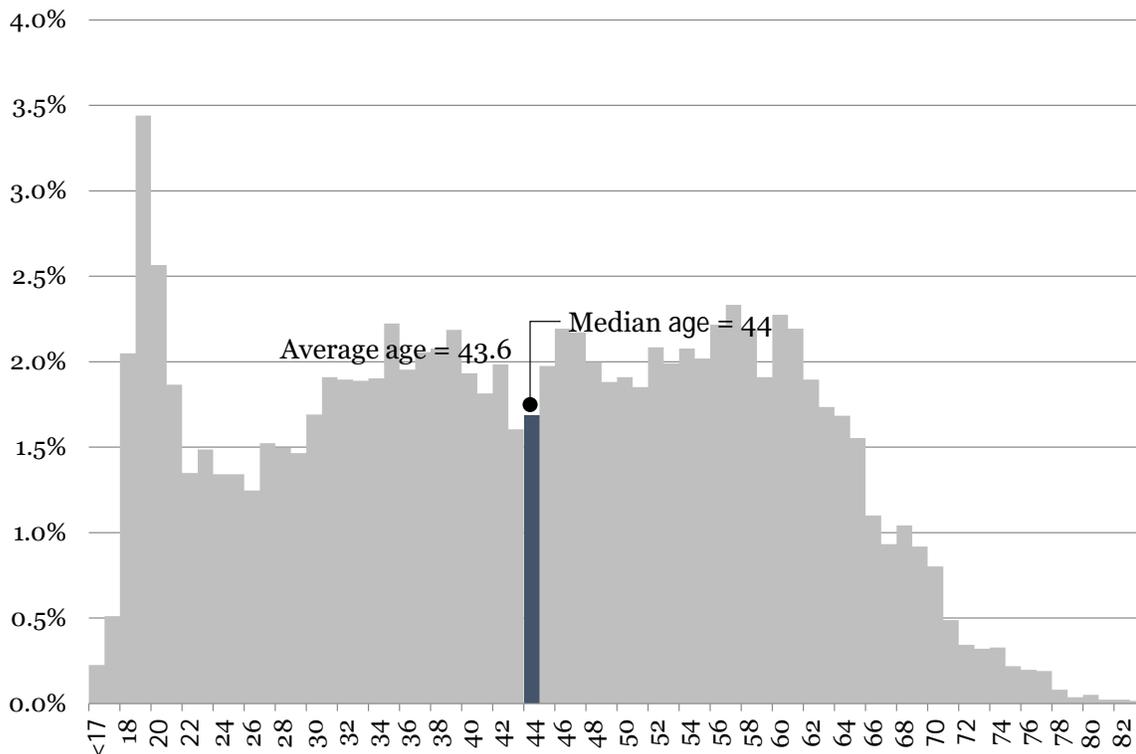


FIGURE 7-7: AGE OF COMMUNITY COLLEGE EMPLOYEES: AY 2015 - 2017



In AY16-17, the age distribution of Iowa community college employees was comprised of all ages, from teens to the eighties. The largest groups were among those between 19-20, 35-39, and 56-61, with a mode of 19 (Figure 7-7). Together, these 13 ages represented close to one-third of all community

college employees. In AY16-17, the average age of community college employees was 43.6 years old, while the median age was 44. This distribution represents the youngest group of community college employees in the history of the Community College MIS.

When analyzing the distribution among seven age groups, 17 or younger to over 55, the largest group of employees in AY16-17 was between 40 and 55 years old. This group represented close to one-third of all employees and has remained the largest for the past 10 years. The fastest growing group used to be over 55 years old and comprised 19 percent of all employees in 2004. This group steadily grew to 27.9 percent in 2012, but has decreased to 27.1 percent in AY16-17.

The largest group of community college administrators was between 56 and 61 years old in AY16-17, which was older than the largest group of employees. The average age of administrators was 53.6 years old and the median age was 56 years old (Figure 7-9). Similarly, in AY15-16, those numbers were 53.8 and 56, respectively.

Iowa community college full-time instructional staff was comprised of all ages between 23 and 78, with the mode being 56 years old. Both the average and median ages of community college full-time instructors was 49.0 years (Figures 7-8 and 7-9).

The national trend indicates an aging faculty. For example, in 2012, 34.2 percent of full-time faculty in California community colleges were between ages 55 and 64, with the average age being 51.8 [1]. In Iowa, the same group in 2012 comprised 32.8 percent of all full-time instructors. In the absence of more recent data, it is hard to make a valid comparison



Students at Northeast Iowa Community College.

to the current national percentages, but it is clear that at Iowa community colleges, instructors were younger, on average. During AY16-17, the same age group comprised only 29.0 percent of all full-time instructors.

The average age of full-time faculty at Iowa community colleges gradually increased from 2004 through 2011, when it peaked at 50.1. Since that time, it has fluctuated between 48 and 50, with an average of 49.0 in AY16-17. The median age lowered to 49, compared to last year's 50, while it had been at 51 since 2012, thus supporting the notion of progressively younger faculty.

FIGURE 7-8: AVERAGE AND MEDIAN AGE OF FULL-TIME INSTRUCTORS: 2005 - 2017

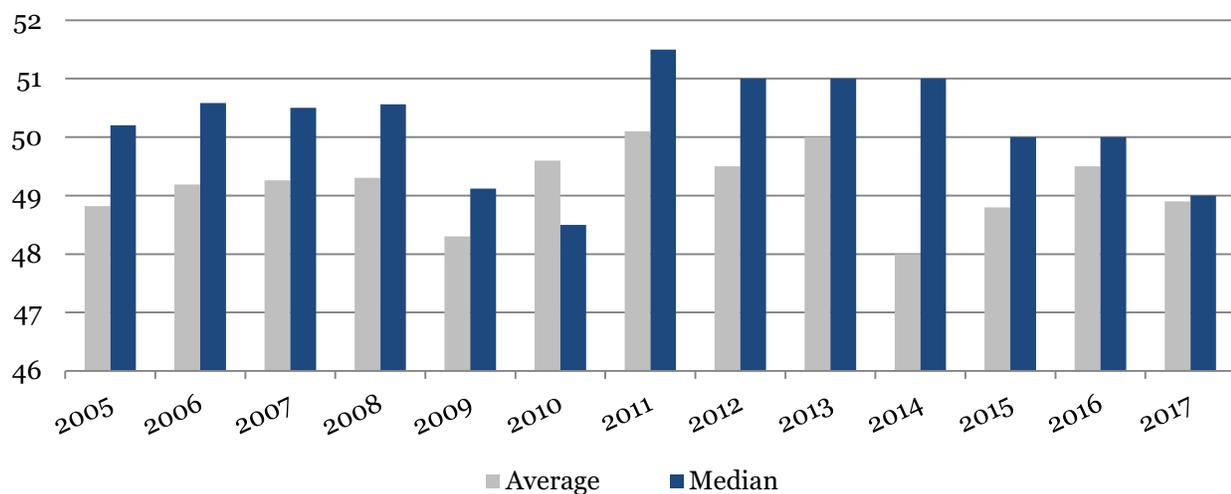
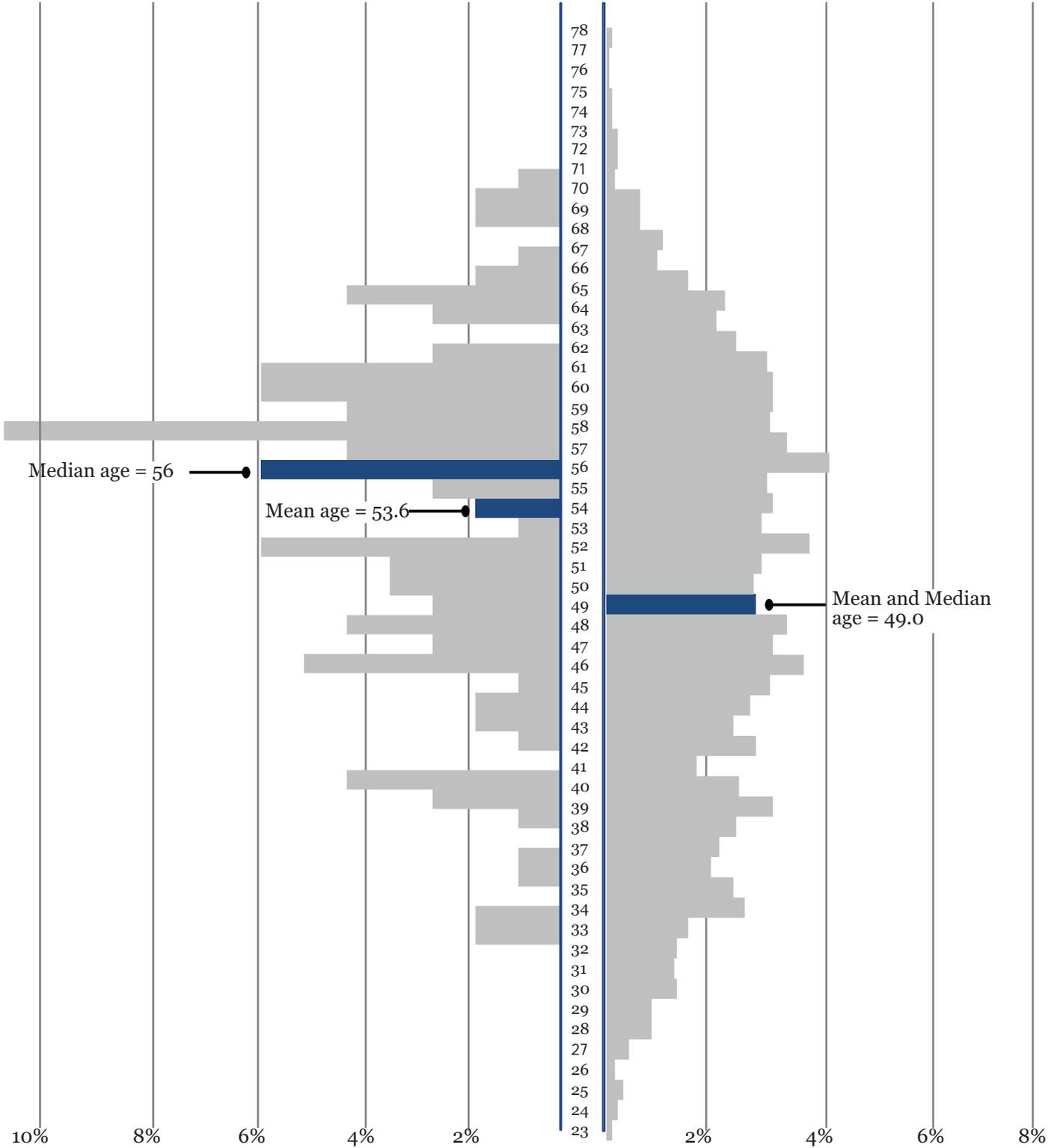


FIGURE 7-9: DISTRIBUTION OF ADMINISTRATORS (LEFT) AND INSTRUCTORS (RIGHT) BY AGE: AY16-17



Instructional Staff Salaries

Average salaries for full-time instructional staff have increased an average of 2.6 percent annually since 2001 (Figure 7-10). However, the average base salary for a nine-month contract for full-time instructional employees decreased from \$61,828 in AY15-16 to \$59,894 in AY16-17.

In addition to the MIS, there are a number of other state and federal reports that publish faculty salaries. Variances among those reports are due to differences in factors (i.e., definitions, classification systems, and contract periods). For example, for FY15, the National Center for Educational Statistics (NCES) reported \$53,719 as the average salary of full-time instructors in two-year public institutions based on nine-month contracts.

The *Chronicle of Higher Education Almanac* also publishes annual data for colleges nationwide and by state. According to their data, from 1996 through 2015, the average salary steadily increased for Iowa full-time community college instructors. In 2015, however, the salary decreased by 7.6 percent compared to the prior year, while the average salary decreased nationally 5.7 percent (Figure 7-11). Over the last 17 years, average salaries in Iowa increased 2.2 percent each year since 1996, while the national average increased 1.4 percent annually during that time. However, despite larger salary percentage increases, this data reports that Iowa community college instructors were paid, on average, 94.6 percent of the national average salary for two-year public institutions in FY15 (latest available data).

FIGURE 7-10: AVERAGE BASE SALARY OF FULL-TIME INSTRUCTORS: 2001 - 2017

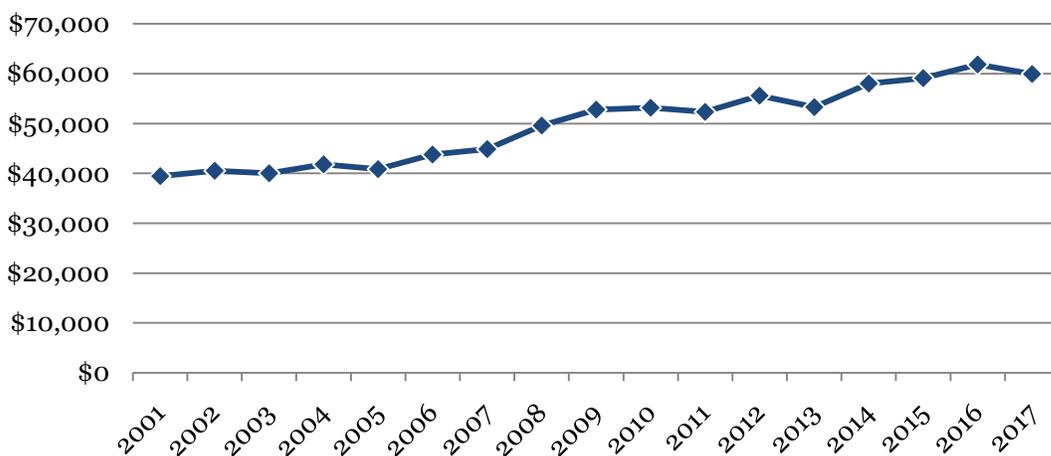
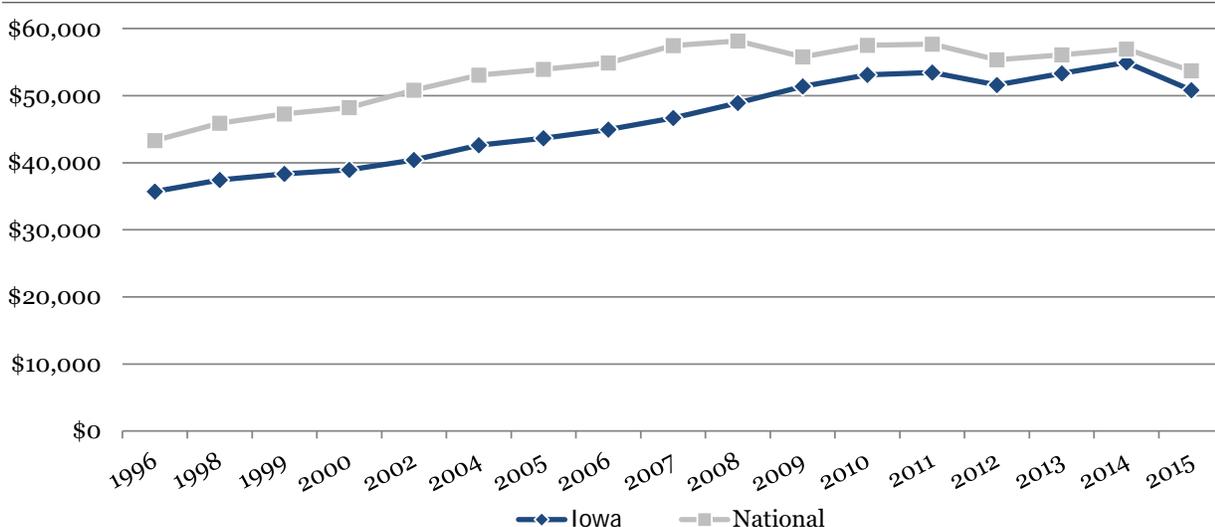


FIGURE 7-11: COMPARISON OF IOWA AND NATIONAL AVERAGE SALARIES FOR FULL-TIME FACULTY MEMBERS: 1996 - 2015*



* Source: The Chronicle of Higher Education Almanac

FINANCES

Unrestricted General Fund Revenues by Source

From FY16 to FY17, Iowa community college unrestricted general revenues decreased \$1,271,945 to a statewide total of \$563,946,328 (Table 7-1), representing a nominal decrease of 0.23 percent. The decrease was driven by a decline in state support and other income, while tuition, local, and federal support increased slightly.

Figure 7-12 depicts the distribution of revenue sources in the community college Fund 1 unrestricted general fund in FY17. Tuition and fees continue to be the leading source of unrestricted general fund revenue, accounting for 52.3 percent of total revenue. State support is the second largest source of revenue at 35.4 percent. In order of proportion, other income, local support, and federal support comprise the remainder of community colleges' unrestricted revenues.

Total revenues adjusted to 2017 dollars (Table 7-2) show an overall decrease of 2.4 percent from FY16. Tuition and fees revenue decreased about 1.8 percent from FY16. Revenue from state and other sources also showed a significant decrease of 3.1 percent and 8.7 percent, respectively.

FIGURE 7-12: UNRESTRICTED FUND REVENUE BY SOURCE: 2017

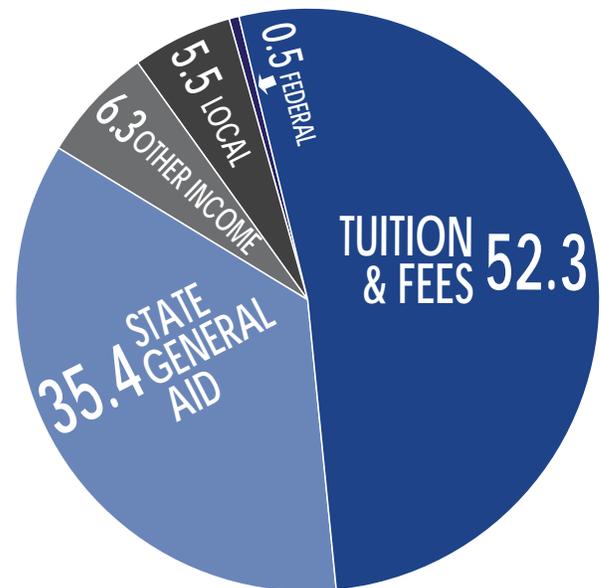


TABLE 7-1: NOMINAL REVENUE TOTALS BY SOURCE 2013 - 2017

Year	Tuition and Fees (\$)	Local (\$)	State General Aid (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
2013	307,054,107	27,428,532	177,274,655	9,710,256	31,529,441	552,996,991
2014	295,035,559	28,505,519	193,274,647	6,421,205	34,226,499	557,463,429
2015	290,561,911	29,204,331	201,277,231	2,189,324	33,999,085	557,231,882
2016	293,755,716	29,978,577	201,274,647	2,154,291	38,055,042	565,218,273
2017	294,806,794	31,273,686	199,540,607	2,560,515	35,764,726	563,946,328

TABLE 7-2: ADJUSTED REVENUE BY SOURCE (2017 DOLLARS)

Year	Tuition and Fees (\$)	Local (\$)	State General Aid (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
2013	324,971,273	29,029,037	187,618,954	10,276,867	33,369,241	585,265,371
2014	308,176,236	29,775,135	201,882,964	6,707,201	35,750,923	582,292,459
2015	301,987,967	30,352,762	209,192,256	2,275,417	35,336,065	579,144,466
2016	300,225,929	30,638,880	205,707,888	2,201,741	38,893,236	577,667,674
2017	294,806,794	31,273,686	199,540,607	2,560,515	35,764,726	563,946,328

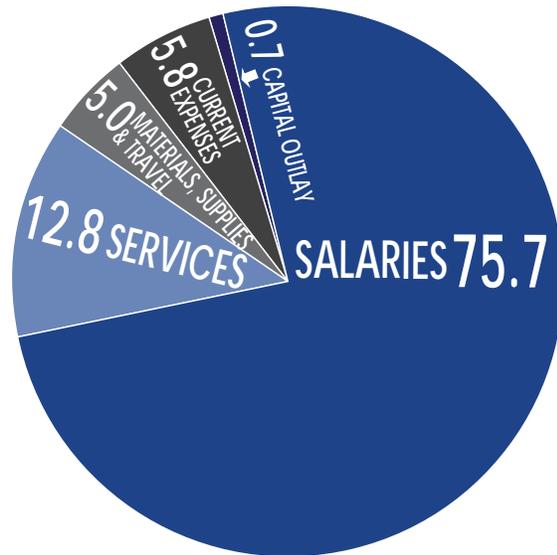
Unrestricted General Fund Expenditures by Category

Table 7-3 shows the breakdown by category for the unrestricted general fund expenses statewide. The total unrestricted general fund expenditures in FY17 increased \$489,823 from the previous year in nominal terms, an increase of less than one percent. By category, salaries and benefits increased about 0.8 percent, services decreased 2.2 percent, and materials, supplies, and travel decreased 5.7 percent. Salaries continue to comprise the majority of community college expenditures at 75.8 percent, while services come in second at 12.8 percent (Figure 7-13).

Expenditure categories are defined as follows:

1. Salaries – All salaries, including administrative, instructional, professional, secretarial and clerical, and service staff. Includes other payroll costs, such as fringe benefits and workers’ compensation insurance.
2. Services – Items such as professional fees, memberships, publications, rental of materials, buildings and equipment, and insurance.
3. Materials, Supplies, and Travel – Expenses such as materials and supplies, periodicals, vehicle materials and supplies, and travel expenses.
4. Current Expenses – Items such as purchase for resale, payment on debt principal, student compensation, and transfers.

FIGURE 7-13: UNRESTRICTED FUND EXPENDITURES BY CATEGORY: 2017



5. Capital Outlay – Items such as furniture, machinery, and equipment, lease purchase equipment, vehicles, land, buildings and fixed equipment, and other structures and improvements.

Total unrestricted general fund expenditures, adjusted to 2017 dollars, decreased from the previous year, attributable to a decrease 2.1 percent in all expense categories except capital outlay (Table 7-4).

TABLE 7-3: NOMINAL EXPENDITURE TOTALS BY CATEGORY: 2013 - 2017

Year	Salaries (\$)	Services (\$)	Materials, Supplies & Travel (\$)	Current Expenses(\$)	Capital Outlay (\$)	Total (\$)
2013	415,637,586	73,268,714	31,376,295	28,884,390	3,321,037	552,488,022
2014	416,422,359	74,088,407	30,079,274	31,855,054	2,915,731	555,360,825
2015	419,317,986	74,691,961	30,486,783	28,807,522	1,799,548	555,103,800
2016	422,195,611	73,463,495	29,656,674	32,815,921	3,261,371	561,393,072
2017	425,650,298	71,822,843	27,951,968	32,648,642	3,809,144	561,882,895

TABLE 7-4: ADJUSTED EXPENDITURES BY CATEGORY (2017 DOLLARS)

Year	Salaries (\$)	Services (\$)	Materials, Supplies & Travel (\$)	Current Expenses(\$)	Capital Outlay (\$)	Total (\$)
2013	439,890,795	77,544,077	33,207,159	30,569,847	3,514,826	584,726,703
2014	434,969,519	77,388,253	31,418,984	33,273,856	3,045,596	580,096,207
2015	435,807,245	77,629,147	31,685,645	29,940,349	1,870,313	576,932,700
2016	431,494,819	75,081,589	30,309,887	33,538,719	3,333,205	573,758,220
2017	425,650,298	71,822,843	27,951,968	32,648,642	3,809,144	561,882,895

Unrestricted General Fund Expenditures by Function

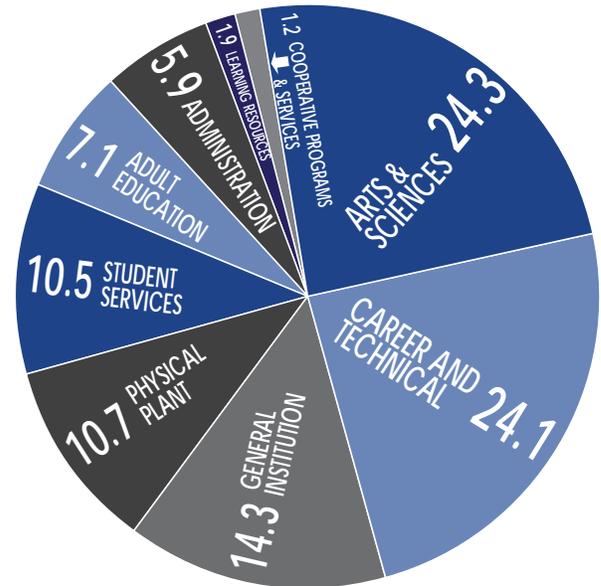
Total unrestricted general fund expenditures by function (Table 7-5 on the following page) indicate that arts and sciences remains the largest expenditure function, accounting for 24.3 percent of total expenditures. Vocational/technical (CTE) spending was close behind at 24.1 percent (Figure 7-14).

Nominal expenditures in both categories decreased by 1.0 and 0.6 percent, respectively. However, adjusted for inflation, these expenditures decreased 3.1 and 2.7 percent, respectively (Table 7-6). The largest drop in expenditures between FY16 and FY17 was associated with community college administration, which declined 2.9 percent (5.0 percent when adjusted). While funds expended for student services increased slightly, expenditures for learning resources decreased 2.1 percent (4.2 percent when adjusted).

Function categories are defined as follows:

1. Arts and Sciences – All administrative and instructional organizational units of the community college that provide instruction in the area of college parallel and career option/college parallel (CO/CP).
2. Career and Technical – All organizational units designed to provide vocational, technical, and semi-professional training.
3. Adult Education – All organizational units designed to provide services, courses, and programs intended mainly for part-time students who are not a part of one of the instructional divisions of arts and sciences or career/vocational technical functions. Some examples include adult basic education, high school completion, and short-term preparatory.
4. Cooperative Programs or Services – All organizational units designed to provide instruction for secondary joint effort activities and all activities concerning Chapter 260E (Industrial New Jobs Training) and Chapter 260F (Jobs Training).
5. Administration – All expenses of the community college board of trustees, the CEO, and business office, which serve the entire community college.
6. Student Services – All organizational units that are primarily concerned with providing services for students.
7. Learning Resources – All organizational units that provide for storage, distribution, and use of educational materials throughout the entire community college.
8. Physical Plant – All organizational units that are responsible for the operation and maintenance of the community college's physical facilities.
9. General Institution – All other expenses, except those included in the above functions. Some examples include institutional development, data processing, general printing, communication, alumni affairs, early retirement, and telecommunications.

FIGURE 7-14: UNRESTRICTED FUND EXPENDITURES BY FUNCTION: 2017



Northwest Iowa Community College campus.

TABLE 7-5: NOMINAL EXPENDITURE TOTAL BY FUNCTION: 2013 - 2017

Year	Arts & Science (\$)	Vocational Technical (\$)	Adult Education (\$)	Cooperative Programs/ Services (\$)	Administration (\$)	Student Services (\$)	Learning Resources (\$)	Physical Plant (\$)	General Institution (\$)	Total (\$)
2013	139,047,017	137,077,515	47,235,586	7,721,488	34,226,172	52,028,910	11,689,174	59,425,131	72,760,526	561,211,517
2014	133,927,078	133,603,435	43,358,594	8,330,886	35,024,744	53,747,409	11,540,103	63,386,497	72,442,077	555,360,825
2015	137,803,187	135,902,241	41,266,765	5,374,626	32,929,240	54,688,564	10,932,177	60,281,717	75,925,283	555,103,800
2016	137,736,940	136,139,587	40,224,554	6,401,481	34,277,503	57,151,178	10,707,367	60,327,962	78,426,499	561,393,072
2017	136,368,112	135,382,112	39,763,700	6,645,307	33,293,067	59,197,266	10,487,483	60,134,766	80,611,082	561,882,895

TABLE 7-6: ADJUSTED EXPENDITURE TOTAL BY FUNCTION (2017 DOLLARS): 2013 - 2017

Year	Arts & Science (\$)	Vocational Technical (\$)	Adult Education (\$)	Cooperative Programs/ Services (\$)	Administration (\$)	Student Services (\$)	Learning Resources (\$)	Physical Plant (\$)	General Institution (\$)	Total (\$)
2013	147,160,663	145,076,237	49,991,868	8,172,051	36,223,331	55,064,892	12,371,259	62,892,695	77,006,235	593,959,230
2014	139,892,096	139,554,038	45,289,755	8,701,938	36,584,722	56,141,281	12,054,091	66,209,687	75,668,596	580,096,207
2015	143,222,159	141,246,460	42,889,539	5,585,978	34,224,149	56,839,137	11,362,074	62,652,235	78,910,969	576,932,700
2016	140,770,710	139,138,174	41,110,533	6,542,479	35,032,493	58,409,980	10,943,206	61,656,735	80,153,908	573,758,220
2017	136,368,112	135,382,112	39,763,700	6,645,307	33,293,067	59,197,266	10,487,483	60,134,766	80,611,082	561,882,895

Unrestricted General Fund Revenue vs. Expenditures

After adjusting for inflation (using 2017 dollars), total revenue decreased by 2.4 percent from FY16 to FY17, slightly outpacing the decline in expenditures of 2.1 percent. Since FY13, both unrestricted general fund revenues and expenditures have averaged an annual decrease of less than 0.4 percent.

Full-Time Equivalent Enrollment (FTEE)

The FTEE calculation is utilized when determining state general aid (SGA) and is a standardized method for measuring enrollment. Due to the timing of the calculation to meet Iowa Legislative deadlines, the enrollment used to calculate SGA is two years behind the year of the aid (i.e., FY15 enrollments are used to calculate FY17 SGA). Twenty-four (24) credit

semester hours, or 600 non-credit contact hours, equal one FTEE.

Total FTEE for FY17 was 83,389, which appears to be a decrease of 11.0 percent from the previous year (Table 7-7). However, last year's figure for 2016 (Table 7-7) included 14 months of enrollment data due to the transition from FY- to AY-based reporting. All preceding and subsequent years include 12 months of data.

State General Aid (SGA)

Following a mid-year reduction of community college SGA totaling \$3.75 million, the FY17 SGA amount was \$199,540,607 (Table 7-8). As a percent of total revenue in inflation adjusted dollars, state general aid constitutes 35.4 percent of total revenue. Figure 7-15 on the following page depicts the changes in the percentage of total revenue in adjusted dollars over the last 10 years.

TABLE 7-7: ADJUSTED REVENUE AND EXPENDITURES/FTEE (2017 DOLLARS)

Year	Revenue (\$)	Expenditures (\$)	FTEE Total (\$)	Revenue/FTEE (\$)	Expenditures/FTEE (\$)
2013	585,265,371	584,726,703	96,696	5,884	5,972
2014	582,292,459	580,096,207	91,075	6,199	6,176
2015	579,144,466	576,932,700	88,619	6,374	6,350
2016*	577,667,674	573,758,220	93,551	6,042	6,001
2017	563,946,328	561,882,895	83,389	6,763	6,738

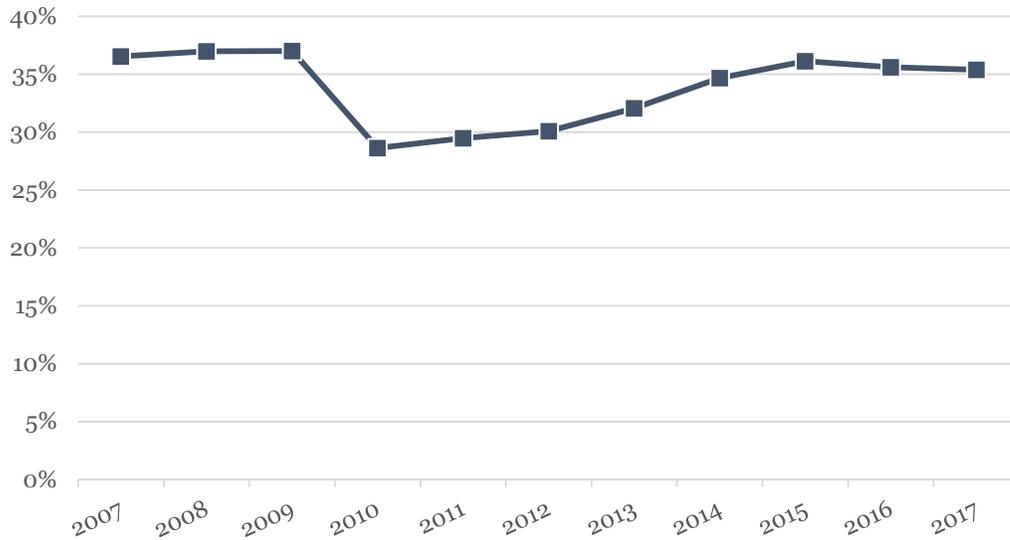
* 2016's FTEE total contains 14 months of enrollment data due to the transition from FY- to AY-based reporting.

TABLE 7-8: STATE GENERAL AID (SGA) TOTALS (2017 DOLLARS)

Year	Adjusted SGA Amount (\$)	FTEE, Number	\$/FTEE
2007	187,286,204	86,247	2,172
2008	199,683,638	88,495	2,256
2009	205,604,795	92,349	2,226
2010	167,699,062	104,811	1,600
2011	173,097,059	107,251	1,614
2012	175,475,428	102,504	1,712
2013	187,618,954	96,696	1,940
2014	201,882,964	91,075	2,217
2015	209,192,256	88,619	2,361
2016*	205,707,888	93,551	2,199
2017	199,540,607	83,389	2,393

* Due to the FY to AY transition, 2016's higher enrollment (14 months) resulted in a lower \$/FTEE. This, in turn, makes it appear as if there was a significant increase in \$/FTEE in 2017 when in actuality there was not.

FIGURE 7-15: SGA AS A PERCENT OF REVENUE (2017 DOLLARS): 2007 - 2017



References

- [1] Faculty Association of California Community Colleges (FACCC) Education Institute. (2012). Faculty profiles 2012 California community colleges. Retrieved from http://www.faccc.org/wp-content/uploads/2014/09/faculty_profile_report2012.pdf.

8

Conclusion

While the value of Iowa’s community colleges is more than the programs, services, partnerships, and outcomes included in this report, their broad role and the diversity of students they serve are important to understanding the impact they have on the state.

The mission of Iowa’s community colleges focuses both on providing individuals with access to education and training and helping fuel the local and state economies. They do this through five guiding principles: open access, affordable education, economic growth, community support, and value to the state.

1. Open Access

Iowa’s community colleges are inclusive institutions whose mission is to provide access to all students who desire to learn regardless of their background, education level, or socioeconomic status. To uphold their commitment to open access, Iowa’s community colleges expend resources every year assisting students who are academically underprepared for college courses, as evidenced by the 11,967 students enrolled in developmental courses in AY16-17.

Iowa’s community colleges provide lifelong learning development for Iowa’s citizens, from high school students on the path to college and career readiness to adults in need of upskilling and recertification to succeed in the workforce. In AY16-17, 132,694 students enrolled in college credit bearing courses, including 49,686 jointly enrolled high school students; 214,817 individuals participated in non-credit and continuing education programs for personal and professional purposes; and 16,456 individuals enrolled in adult education and literacy courses, including adult secondary education and English as a Second Language. These students all had the goal of improving their employment opportunities and inserting themselves as productive citizens within their communities. In total, Iowa’s community colleges educate over half (51.6 percent) of all Iowa residents enrolled in postsecondary institutions in the state, with a focus on removing barriers to student success.

2. Affordable Education

With lower tuition and fees than any other public or private college and university in the state, Iowa’s community colleges provide opportunities for education and training that would otherwise be out of reach to many. As the need increases for Iowa’s workforce to complete some form of postsecondary education or training, affordable opportunities are necessary to serve both the current workforce and those in the talent pipeline. Through the capacity to serve large numbers of students, while providing high-quality, focused, and cost-effective education, Iowa’s community colleges play a key role in the Future Ready Iowa goal of 70 percent of Iowans with postsecondary education by 2025.

The need for affordable postsecondary education is likely to increase as the number of underrepresented and low-income students continues to grow. In AY16-17, 21.0 percent of students enrolled at Iowa's community colleges were racial/ ethnic minorities. Additionally, 29,972 students received federal Pell grants based on their financial need, an indication of their families' inability to pay any or all college costs. These numbers are likely to increase in the future as the number of minority students and the number of students eligible for free-or-reduced price lunch in Iowa's K-12 public schools increase each year.

3. Economic Growth

Iowa's community colleges not only provide access to the education and training that individuals need, but they also spur economic and workforce development. In AY16-17, 47,167 new jobs were pledged through 666 Iowa businesses for training through the Iowa New Jobs Training Program, while a total of 34,502 individuals enrolled in recertification and relicensing coursework required by their occupations. Additionally, Iowa community colleges convened over two-thirds of all of the state's sector partnerships that help identify regional and economic labor needs.

With many of the high-demand jobs in Iowa requiring education or training beyond high school, but not necessarily a four-year degree, the community colleges are key to meeting demand and growing Iowa's economy. In AY 16-17, Iowa community college students earned a total of 18,115 associate degrees, certificates, and diplomas. Of all the awards issued, the share of short-term certificates reached a new record high of 20.7 percent. Additionally, one-year diplomas accounted for 17.2 percent of awards issued. Certificate and diploma programs are designed for students who intend to immediately enter the workforce, and thus, help employers get the skilled workforce they demand.

4. Community Support

Programs and services provided by Iowa's community colleges extend beyond educational opportunities for students. They also provide cultural enrichment and workforce training to enhance students' lives as well as to support community initiatives. Some of these efforts include providing access to state and federally mandated programs, job training and registered apprenticeships, sector partnership collaboration, and services to meet community and workforce needs. In AY16-17, 2,294 individuals in Iowa's correctional institutions participated in coursework to improve their life, academic, and employability skills. Additionally, the community colleges offered numerous cultural events and supported community collaborations and initiatives.

5. Value to the State

Through their responsiveness to local needs and their work to remove barriers to student success, Iowa's community colleges generate a positive return on investment for students, taxpayers, and society. According to a study released in early 2017, *Analysis of the Economic Impact and Return on Investment of Education*, Iowa's community colleges collectively contributed \$5.4 billion into the state's economy and supported 107,170 jobs, roughly six percent of all jobs in Iowa, during FY14-15. The study found that for every dollar of public money invested in Iowa's community colleges, \$3.50 in benefits is returned to taxpayers, with an average annual rate of return of 10.4 percent. The programs, services, and outcomes provided throughout this report make this high rate of return on investment possible for the state.



COMMUNITY COLLEGES & WORKFORCE PREPARATION

PROSPERITY THROUGH EDUCATION

The Division of Community Colleges and Workforce Preparation within the Iowa Department of Education administers a variety of diverse programs that enhance Iowa's educational system and lead to a skilled and knowledgeable workforce. Divided between two bureaus — the Bureau of Community Colleges and the Bureau of Career and Technical Education — the division is committed to providing and supporting opportunities for lifelong learning. In addition to working with the 15 Iowa public community colleges on state accreditation, program approval, and data reporting, guidance is also provided in the areas of career and technical education, workforce training and economic development, adult education and literacy, military education, the state mandated OWI education program, the GAP Tuition program, Senior Year PLUS, the National Crosswalk Service Center, and the Statewide Intermediary Network for Academic Career and Employment (PACE) program.