

The Annual Condition of Iowa's Community Colleges 2016



IOWA DEPARTMENT OF EDUCATION
DIVISION OF COMMUNITY COLLEGES
AND WORKFORCE PREPARATION

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Acknowledgments

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In addition to these contributors, invaluable feedback and assistance was provided by Barb Ledvina and Stephanie Weeks.

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.

The Annual Condition of Iowa's Community Colleges: 2016 includes enrollment data; measures of student achievement, including degree completion and transfer rates; types of academic programs offered at Iowa's community colleges; and information about the financial impact on students attending these institutions. 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 look forward to working with you to provide Iowans with quality programs, services, and opportunities to meet their educational and career goals.

Sincerely,

A handwritten signature in cursive script that reads "Ryan M. Wise".

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.

Data reported in the Condition Report come primarily from Iowa's 15 community colleges, transmitted each fall to the division's Management Information System (MIS). Upon receipt, division staff review the data and return summary reports to the colleges for verification. Data files are then aggregated for analysis and reporting. These aggregated data sets are reported in the Condition Report as dashboards and figures that provide summative information to highlight the narrative regarding enrollment, demographics, funding, programs, and services. In addition, tables provide basic statistics per college to illustrate trends and changes over time. More detailed tables can be found on the division's website at: www.educateiowa.gov/ccpublications/.

The 2016 Condition Report features a special supplement section providing information about the statewide Voluntary Framework of Accountability (VFA) project. This section discusses VFA's structure, metrics, progress over the last few years, and future components to reach full implementation.

Other highlights of the AY15-16 Condition Report include:

ENROLLMENT DATA:

- » Credit enrollment decreased 2.2 percent, with 135,567 students taking 1,844,118 credits.
 - Arts and Sciences increased 2.9 percent, accounting for 73.5 percent of overall enrollment.
 - CTE decreased by 6.6 percent, with 36.7 percent enrolled in Health Sciences. ([Section 2](#))
 - Online courses accounted for 22.8 percent of total credits, with 44.6 percent of students taking at least one course. Of these, 73.8 percent enrolled in Arts and Science courses. ([Section 3](#))
 - Joint enrollment continued to increase with 47,907 high school students accounting for 35.3 percent of total enrollment and 20.9 percent of total credits. ([Section 4](#))
- » Non-credit enrollment increased 3.6 percent with 240,939 individuals participating in 442,846 courses, which is an increase of 7.3 percent in courses taken. Of these courses, 52.2 percent were designed to enhance students' employability or academic success. ([Section 7](#))
- » Adult Education and Literacy (AEL) unduplicated headcount was 17,771 students, with the greatest increase being in the English Language Learning program. ([Section 8](#))

STUDENT DEMOGRAPHICS:

- » The average age of credit students was 22.0. ([Section 2](#))
 - The median age was 19, largely due to Iowa community colleges leading the nation in the percentage of jointly-enrolled students (i.e., under 18).
- » Female students outnumbered males, making up 54.1 percent of the total enrollment. ([Section 2](#))
 - Jointly enrolled students were relatively even, with slightly more males in contracted courses housed on high school campuses. ([Section 4](#))
- » Minority enrollment has steadily increased over five years to a record high of 20.5 percent of students reporting minority racial or ethnic backgrounds. Iowa continues to lead the nation in community college penetration rate of minority students among states where non-white population is the minority. This year's penetration rate indicates that 9.3 percent of Iowa's college-age minority population attended community college, followed by Kansas at 7.5 and Wyoming at 7.2 percent. ([Section 2](#))

STUDENT OUTCOMES:

- » The number of academic awards was 18,665, which was a 2.9 percent decrease coinciding with five years of declining enrollment.
 - The Associate of Arts (AA) degree accounted for 27.5 percent of all awards. ([Section 5](#))
- » Beginning this year, Student Success (i.e., earning a degree and/or transferring to a four-year institution) expanded to include earning diplomas and certificates within two years. A total of 16,354 students in the fall 2013 cohort were tracked for three years to evaluate their success. Overall, 45.0 percent transferred, graduated, or graduated and transferred within the that period. ([Section 11](#))
- » Of the Adult Education and Literacy (AEL) participants who persisted beyond the minimum hours of instruction and took a post-assessment, 70.2 percent showed educational gains of at least one education functional level. ([Section 8](#))
 - 49.2 percent of job seekers were employed within one quarter of exiting the program.
 - 1,866 high school equivalency diplomas were awarded.
- » Iowa skilled worker and job creation fund programs provided training and support to:
 - 4,387 PACE (Pathways for Career and Employment Program) participants;
 - 1,097 GAP participants in the form of tuition assistance for certificate training programs; and
 - 54,315 students through Work-Based Learning Intermediary Network funding. ([Section 9](#))

STUDENT FINANCIALS:

- » The median in-state tuition in FY 2016 was \$151.00 per credit. ([Section 12](#))
 - This median increased to \$158.00 per credit in FY 2017 (Appendix), so it now costs a full-time Iowa resident between \$4,223 and \$6,060 in tuition and fees annually (30 credits).
 - The highest community college tuition (\$170 per credit) is 42.5 percent lower than the lowest tuition at Iowa's public universities (\$295.75 per credit).
- » In FY 2015 (data is one year behind), Iowa community college students received over \$315M in federal aid, \$12M in state aid, \$21M in institutional aid, and \$13M in other aid. ([Section 13](#))
 - Kibbie Grant, the largest state-funded program, awarded over \$4.6M to 4,443 CTE students.
- » Iowa community colleges have reduced the student loan default rate by 5.6 percent to 17.2 percent for the most recently tracked cohort (FY 2013). ([Section 13](#))
 - This is lower than the national rate of 18.5 percent for all public, two-year institutions.

COLLEGE FINANCIALS & EMPLOYEES

- » The total unrestricted general revenues were \$565,218,273, representing an increase of 1.4 percent, largely due to a 1.1 percent increase in tuition and fees. ([Section 14](#))
- » Total expenditures were \$561,393,072 with salaries comprising 75.2 percent.
- » There were 14,161 community college employees, consisting of 43.7 percent instructional, 23.9 percent professional, 18.8 percent secretarial and clerical, 12.5 percent service, and 0.8 percent administrative staff members. ([Section 15](#))

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Iowa's Community Colleges

“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

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

Those who enter the doors of any of Iowa’s 15 community colleges are offered comprehensive programs that include arts and sciences college parallel (transfer) courses, career and technical education (CTE) programs, training and retraining programs for Iowa’s businesses and industries, and a variety of adult education and non-credit courses for personal enrichment and academic preparedness.

History of Iowa’s Community Colleges

Mason City schools established the first two-year postsecondary educational institution in Iowa in 1918; however, no law authorizing two-year postsecondary educational programs existed at the time this junior college was organized. 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. By 1930, at least 32 towns and cities in Iowa had organized public junior colleges as part of their public school systems.

In 1927, the 42nd General Assembly passed the first law authorizing the establishment of public junior colleges. The law permitted the establishment of schools offering instructional programs at a level higher than approved four-year high school courses. The colleges had to be dually authorized by the voters and approved by the State Superintendent of the Iowa Department of Public Instruction

(now the Director of the Iowa Department of Education). Such colleges were able to include postsecondary programs lasting one or two years. The superintendent was authorized to prepare standards and to provide adequate inspection of these junior colleges.

The Iowa public junior college movement reached its peak in 1927 when nine public junior colleges were organized. In 1931, the 44th General Assembly approved the first restriction on the development of public junior colleges, prohibiting the establishment of a junior college in any school district having a population of less than 20,000. The 49th General Assembly reduced the population requirement to 5,000 in 1941. In 1946, Clinton Junior College was established in Clinton, Iowa.

Between the years of 1918 and 1953, a total of 35 different public junior colleges were established through the operation of public school districts. While some of these colleges closed, 10 of the closed colleges later reopened. The enrollment trend steadily increased over the years with the exception of the World War II era. During the 1955–66 decade, which immediately preceded the initiation of a community college system, enrollment almost quadrupled. By 1965, 16 public junior colleges were operating in Iowa with a total fall semester enrollment of 9,110. Local public school districts operated the junior colleges with a dean who reported directly to the local superintendent. These institutions 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 1958, Congress initiated a development parallel to the public junior college movement. Title VIII of the National Defense Education Act (NDEA) made federal funds available to states, on a matching basis, to develop area vocational programs. To implement this legislation, the Iowa State Board of Education modified the state vocational education plan to make local school districts and Iowa State University eligible to operate as “area schools.” This legislation included a specific allocation of funds to develop area vocational programs under NDEA’s Title VIII, a designation of area vocational-technical high schools, and the authorization for tuition-paying students to attend these schools and programs.

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

Even though public junior colleges and area vocational-technical high schools offered some opportunities for arts and sciences and preparatory vocational education, enrollment opportunities were limited for most Iowans. In 1959, the 58th General Assembly appropriated \$25,000 to the Iowa Legislative Research Bureau to conduct a policy study regarding the needs of higher education in Iowa. The report included a recommendation to establish regional community colleges. The report also recommended the state pay at least half the cost of building and operating these institutions. As a result of this study, the General Assembly directed the Iowa Department of Public Instruction to conduct a two-year study of the need to develop a statewide system of public community colleges.

The Iowa Department of Public Instruction submitted its report, “Education Beyond High School Age: The Community College,” to the General Assembly in December 1962. The report made recommendations and proposed enabling legislation 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 a legal structure through which a statewide system of community colleges could be developed.

In 1963, the 60th General Assembly took no action on the report. An interim legislative committee concluded that it would be appropriate to 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 Vocational Education Act of 1963 provided additional impetus to this planning.

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

Legislation authorizing merged area schools, which are now referred to as community colleges, provided for the fiscal support of these institutions through a combination of student tuition and federal, state, and local funds. These resources included a local three-quarter mill levy on the property within the merged area for operational purposes, and an additional three-quarter mill levy for the purchase of sites and 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. Individual colleges were granted authority to establish tuition rates, with the limitation that tuition was not to exceed the lowest tuition rate charged by any one of Iowa’s three public universities.

Legislation approved in 1965 was enthusiastically received. On July 5, 1965, one day after the legislation was effective, the Iowa Department of Public Instruction received the first plan for

a community college (Eastern Iowa Community College District). The plan combined Clinton Junior College, Muscatine Junior College, and the vocational-technical programs of the Davenport schools. Plans for the other community colleges followed in quick succession. Although the original plans called for 20 areas, the number was reduced to 16. Later, one area was split among adjacent areas. Fourteen (14) community colleges were approved and organized in 1966, and a 15th in January 1967.

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

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

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

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

By July 1970, all of the area vocational-technical high schools and junior colleges had either merged into the new system or were discontinued. All areas of the state were included in community college service areas by July 1971.

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 arts and sciences (college transfer), CTE, and adult and continuing education programs. In 1987, Hawkeye Community College, the final Iowa college operating as a vocational school, received approval to operate as a comprehensive community college.

In 1989, the 73rd General Assembly passed Senate File 449, requiring that secondary vocational

programs be competency-based and that the competencies be articulated with postsecondary vocational education. This resulted in increased cooperation between local education agencies and the community colleges, and a growth in programs that award college credit to high school students for coursework completed in these articulated programs. 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.

In the late 1990s, the majority of community colleges expanded their roles in workforce development by becoming Workforce Investment Act primary service providers and 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.

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

House File 2433 mandated that a strategic plan be developed every five years for the statewide system of community colleges. The first 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.

Specific goals included:

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

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

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

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

Since each community college had its own individual strategic plan and mission, changes were made to Iowa Code 256.31 and its corresponding rules in 2011, which discontinued the statewide strategic plan. Iowa Code 256.31 also 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 the following:

- a. *The three members of the state board of education who have knowledge of issues and concerns affecting the community college system as provided in section 256.3.*
- b. *An additional member of the state board of education appointed annually by the president of the state board of education.*
- c. *A community college president appointed by an association which represents the largest number of community college presidents in the state.*
- d. *A community college trustee appointed by an association which represents the largest number of community college trustees in the state.*

The council formulates recommendations on each issue referred to it by the Iowa State Board of Education and submits the recommendations to the State Board within specified time periods.

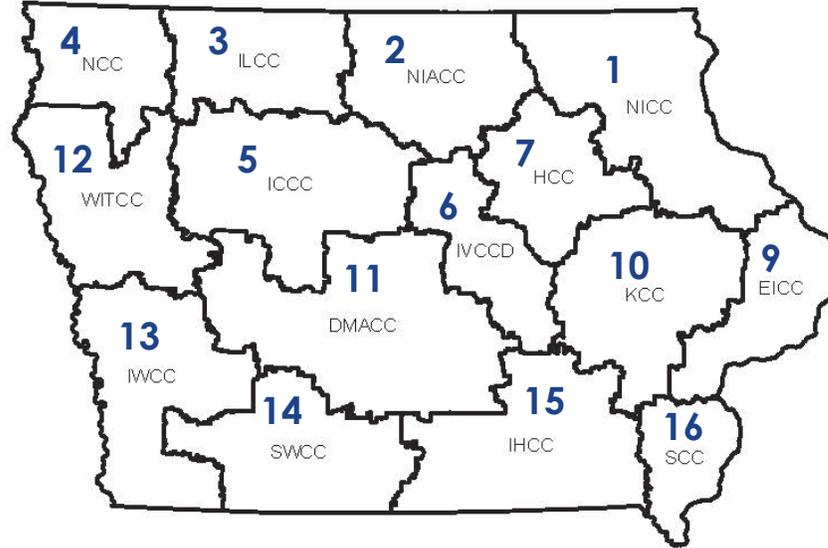
Iowa Code

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

1. the first two years of college work, including pre-professional education;
2. vocational 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 in vocational and technical training, while also enrolled in a local high school, public or private;
6. programs for students of high school age that provide advanced college placement courses not taught at a student’s high school while the student is also enrolled in the high school;
7. student personnel services;
8. community services;
9. vocational education for persons who have academic, socioeconomic, or other handicaps that prevent succeeding in regular vocational education programs;
10. training, retraining, and all necessary preparation for productive employment of all citizens;
11. vocational 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.

In 2006, the Iowa Department of Education created a book entitled, *Forty Years of Growth and Achievement: A History of Iowa’s Community Colleges*, that details the statewide, institutional history of the community colleges. This was followed by the book, *Iowa’s Community Colleges: A Collective History of Fifty Years of Accomplishment*, published in 2016 by Iowa State University 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

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.

Important Note to the Reader: Data Reporting — Change from Fiscal Year to Academic Year

In 2015-2016, the Department started collecting community college data based on the academic year (AY) rather than the fiscal year (FY). This change has been implemented because the academic year is a natural enrollment cycle that typically begins in mid-August of one “school year” and spans to the day before the mid-August start of the next year. This reporting period allows for more accurate and relevant enrollment, completion, and award data, as this type of data follows college terms rather than arbitrary dates such as July 1 (the start of a fiscal year) or January 1 (the start of a calendar year). As such, the majority of the data provided in this Condition Report will cover the academic year from mid-August 2015 through mid-August 2016, and will be referenced AY15-16.

Because this is the first year of the Department’s academic year reporting, it is being referred to as a “transitional year” in numerous footnotes in which AY15-16 data are compared to last year’s fiscal-year data (FY2015) or when discussing trend analyses. When comparing AY15-16 data to last year’s data it is important to note that, while each set of data covers a 12-month period, they are not identical time frames. However, they can be reliably compared because each represents a full year of academic terms (i.e., fall, spring, summer).

Last year’s report (FY15) consisted of data from July 1, 2014 through June 30, 2015 (i.e., summer term data were artificially separated by the fiscal year end date of June 30). This year’s report (AY15-16) consists of data from mid-August 2015 through mid-August 2016 (i.e., complete summer data included). The keen reader can see that in this initial transition from FY to AY, there is a gap in reporting because the data from July 1, 2015 through mid-August 2015 do not fit into either FY15 or AY15-16. We chose not to include this ‘gap’ data in the report because they do not align with annual data for comparison or trend analysis purposes; however, we cannot ignore this data. Therefore, to ensure that the data within this gap period are accounted for, separate tables have been provided at: https://www.educateiowa.gov/adult-career-and-community-college/publications#Condition_of_Community_Colleges.

Future editions of the Annual Condition of Iowa’s Community Colleges will be based on 12-month academic years as described above and will compare precisely with this year’s reported data.

2

Credit Enrollment and Demographics

Academic year (AY) 2015-16 credit enrollment accounts for students from the 2015 fall term through the 2016 summer term. Courses are counted each time a student takes a course, while headcount only counts a student once. While enrollment decreased, the composition of community college students remained relatively constant.

Credit enrollment in AY15-16 was 135,567 students, which was a 2.2 percent enrollment decrease from the prior year. This enrollment decrease continues the trend started in 2012 in which enrollment decreased an average of 2.9 percent each year (Figure 2-1).

Credit hours have also decreased to 1,844,118 hours, representing a 2.4 percent decrease since the prior year. This decrease in credit hours, however, has not impacted the course load taken per student this year. Similar to FY15, students enrolled in an average of 13.6 credit hours (Figure 2-2).

Enrollment increased moderately (by 2.9 percent) for arts and sciences programs. These programs, which are designed to transfer to four-year colleges and universities (college parallel), increased to

CREDIT ENROLLMENT*

STUDENTS:

135,567

DOWN SINCE 2015:

2.2%

CREDIT HOURS:

1,844,118

CREDIT HOURS PER STUDENT:

13.6

DOWN 2.4% SINCE 2015

UNCHANGED FROM 2015

LARGEST PROGRAM MAJOR:

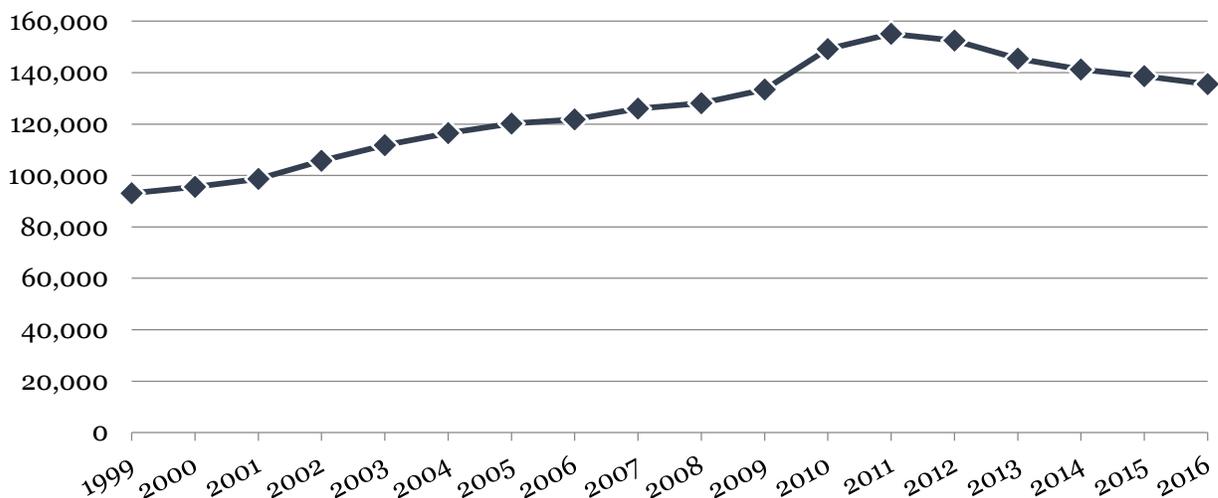
COLLEGE PARALLEL

73.5% OF TOTAL ENROLLMENT

* Transitional year, see "Data Reporting" on page 6 of Section 1.

99,612 students. Due to this increase, arts and sciences enrollment reached 73.5 percent of the total enrollment (Figure 2-3). Of these students, 44.8 percent were enrolled in liberal arts and science, while 55.2 percent had not declared a program of study (i.e., non-POS). Of these non-POS students, 75.5 percent were joint enrollment students, which

FIGURE 2-1: ANNUAL CREDIT ENROLLMENT: FY 1999-2015, AY 2016

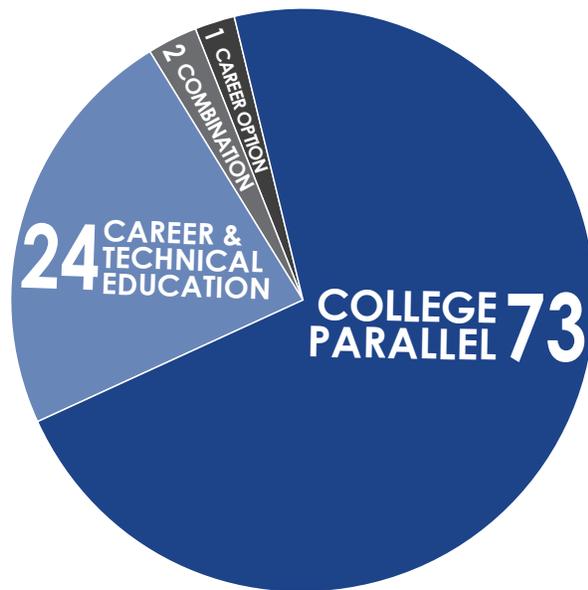


is a population of students that has continuously increased over the years (“Section 4” on page 19). These jointly enrolled high school students typically enroll in arts and science courses.

Enrollment in career and technical education (CTE) programs decreased by 2,340 students (6.6 percent), to a total of 33,075 students. Health science remained the largest CTE program, followed by manufacturing, and business management and administration (Figure 2-4), although each cluster experienced decreased enrollment: health science by 19.0 percent to 12,127 students; manufacturing by 17.1 percent, despite it being both the largest industry in Iowa and the hardest hit by the 2008-09 recession; and business management and administration by 15.7 percent to 3,170 students.*

* In 2014, CTE programs were brought to compliance with changed federal distribution of programs within federal career clusters. As a result, accounting programs migrated from Business to the Financial career cluster, significantly reducing the number of programs under Business Management and Administration career cluster.

FIGURE 2-3: ENROLLMENT BY PROGRAM TYPE



Note: The sum of the segment may not equal 100 due to rounding.

FIGURE 2-2: ANNUAL SEMESTER HOURS (TOP) AND AVERAGE SEMESTER HOURS PER STUDENT (BOTTOM): FY 1999-2015, AY 2016

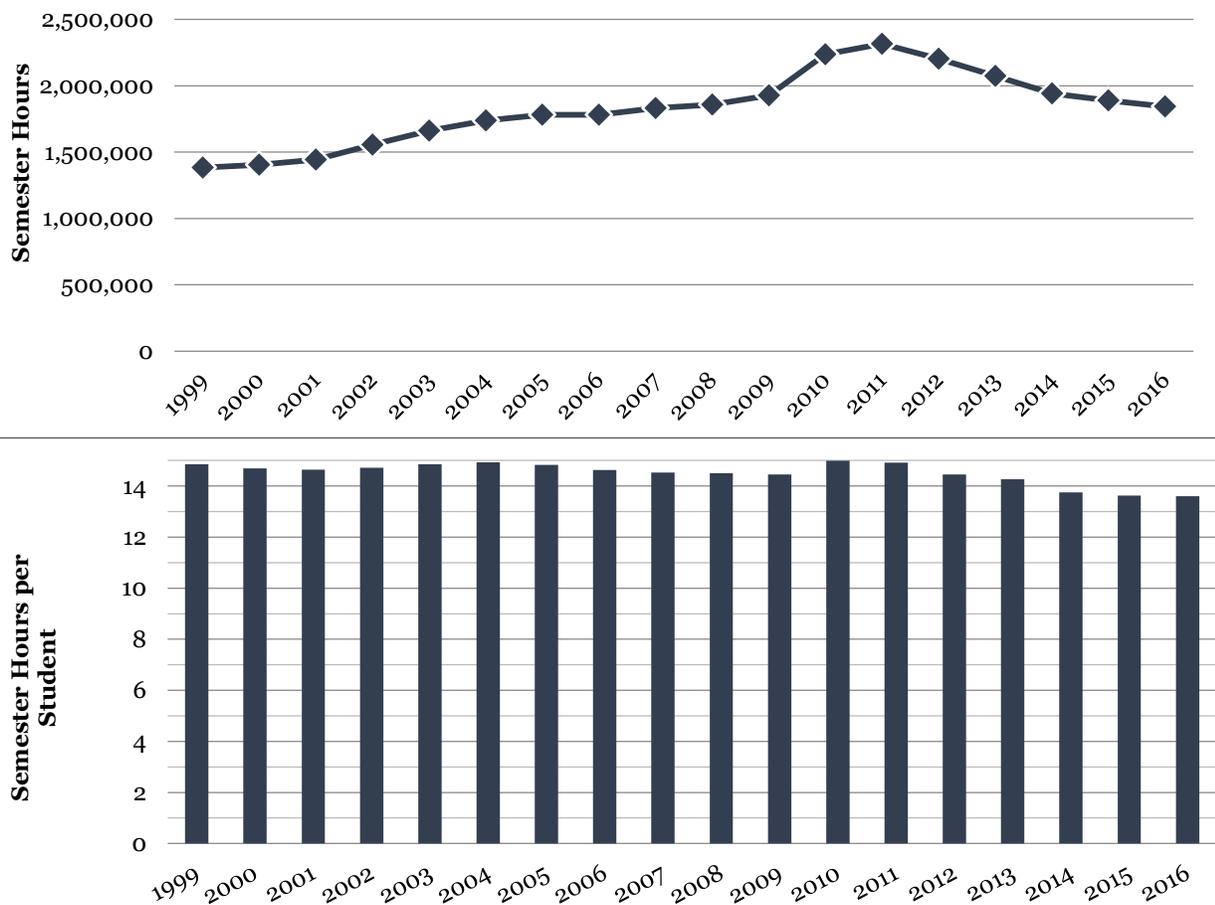
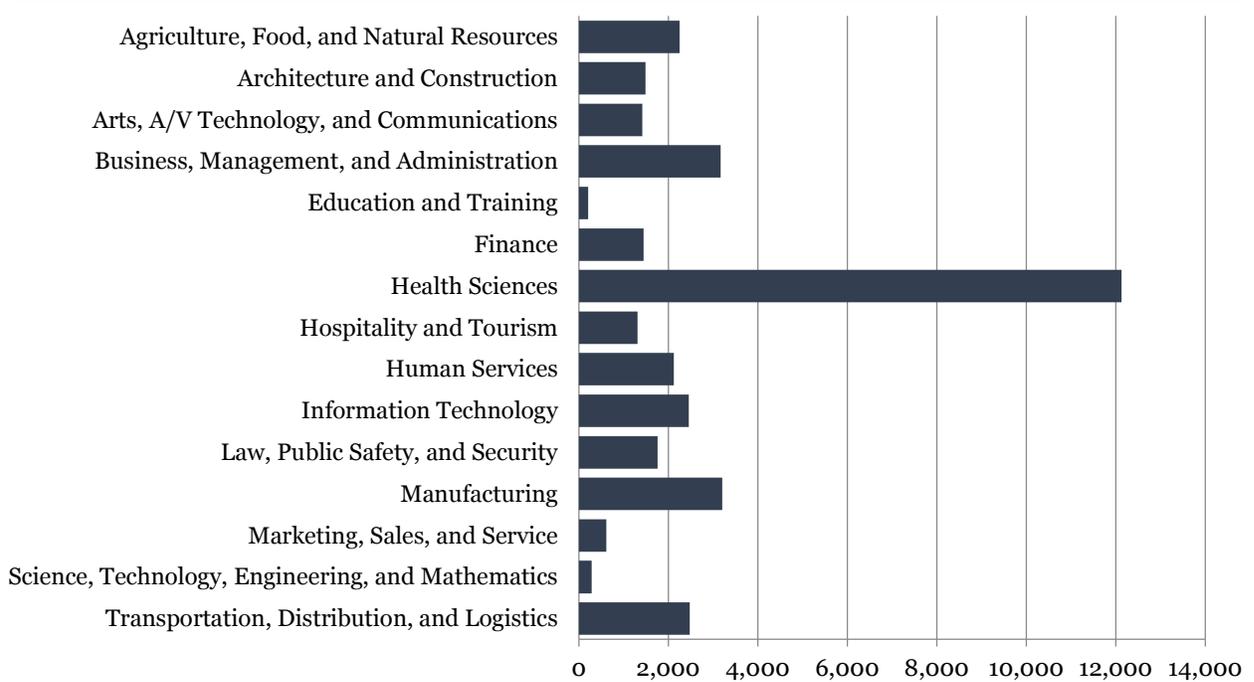


FIGURE 2-4: ENROLLMENT BY CAREER AND TECHNICAL EDUCATION CAREER CLUSTER



The Iowa Department of Education 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 in AY15-16 were attributed to this realignment. For instance, the significant increase in human services programs and the substantial decrease of enrollment in government and public administration programs were because of the career cluster realignment rather than actual enrollment changes.

Student Demographics

The average age of community college students in AY15-16 was 22.0 years. As in prior years, females continued to represent the majority of Iowa's community college student body, accounting for 54.1 percent of enrollment. Although predominantly white, the student body of Iowa's community colleges is becoming more diverse. With the exception of fiscal year (FY) 2012, the enrollment of minorities has steadily grown for the past five years, with an average annual growth of 6.1 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 55 and 57 percent. Nationally, community

colleges and four-year institutions (undergraduates) have a similar female/male distribution: 56/44 and 55/45, respectively (2015). Females have outnumbered males in postsecondary institutions nationwide since 1978 [1].

On average, an Iowa community college student is slightly younger than the national average age of community college students. According to the most recent National Center for Educational Statistics data (Fall 2014), 28.6 percent of Iowa community college enrollment consisted of students under 18 years of age (the highest percent in the nation), while the national percent for that category was only 8.6. Iowa was also higher in students under 20 years of age, but consistently lower than the national average in other categories.

Compared to four-year public universities nationwide, Iowa community colleges tend to serve an older population; however, most students are of traditional age, with 78.3 percent under 25 years of age (80.5 percent in four-year public institutions nationwide). The median student age was 19 years of age, which means half of the student population was under that age (Figures 2-6 and 2-7).

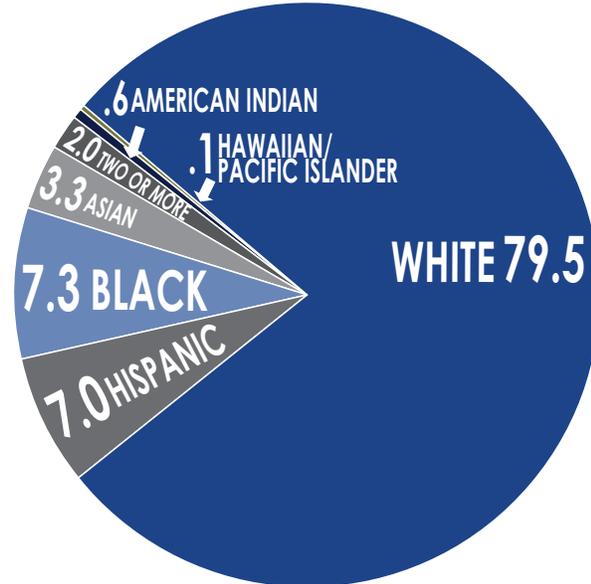
Iowa community colleges have become increasingly diverse. In 2007, 10.6 percent of students were racial or ethnic minorities. This proportion continually grew to a record high of 20.5 percent in AY15-16, (Figure 2-8).

In 2010, the Iowa Department of Education changed its reporting methods for race, allowing students to identify themselves under multiple racial or ethnic categories. A total of 2,605 students, or 8.5 percent of all reported minority students, claimed themselves as multi-racial in AY15-16. Of those who self-reported a single race or ethnicity, whites comprised the majority (79.5 percent), followed by blacks (7.3 percent), Hispanics (7.0 percent), Asians (3.3 percent), American Indians (0.6 percent), and Hawaiian/Pacific Islanders (0.1 percent) (Figure 2-5).

Nationally, community college enrollment of minority students varied from state to state, ranging from 5.5 percent in Maine, to 45.9 percent in Nevada, with a nationwide average of 25.2 percent (2015).*

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

FIGURE 2-5 : CREDIT STUDENT RACE AND ETHNICITY



Note: Percentages may not total 100 due to rounding.

FIGURE 2-6 : CREDIT STUDENT AGE

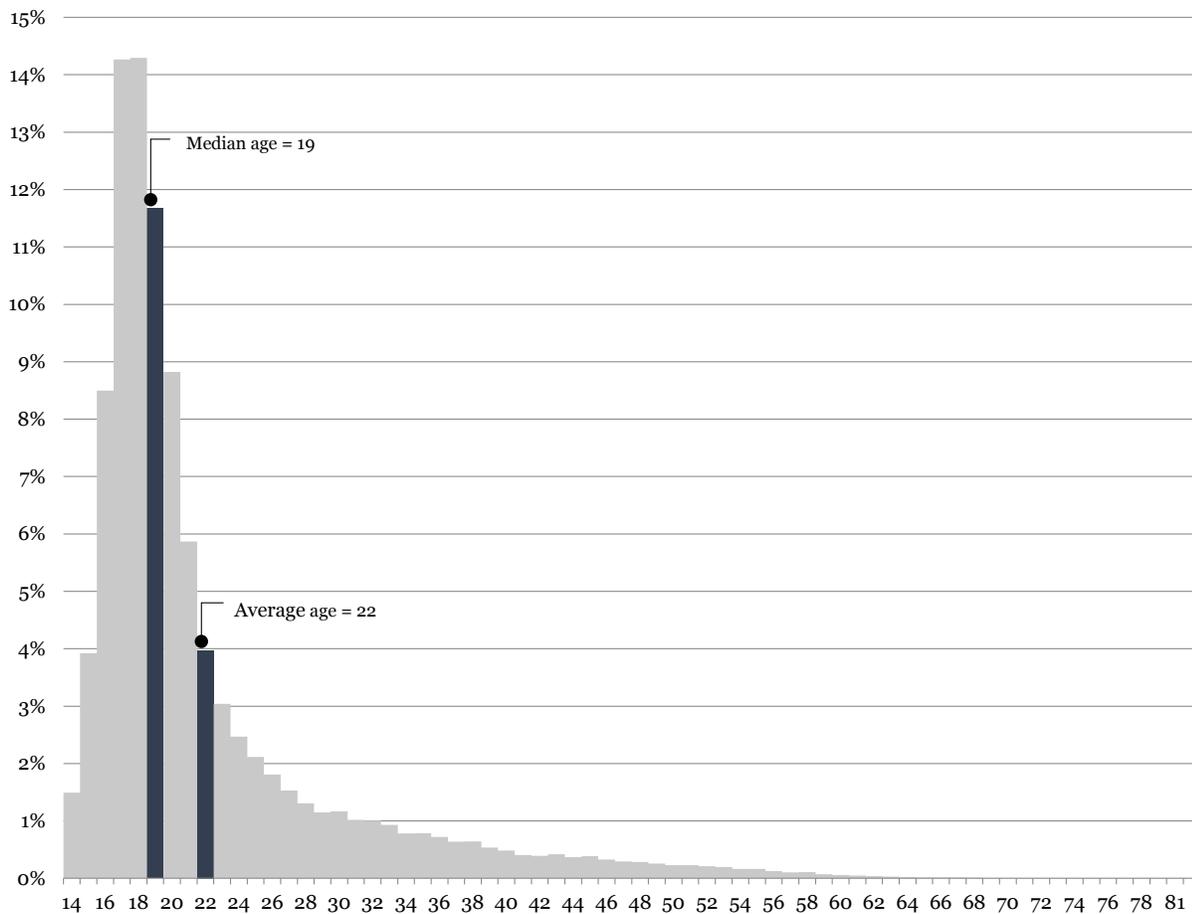


FIGURE 2-7 : CREDIT STUDENT AGE, NATIONAL COMPARISON: 2014

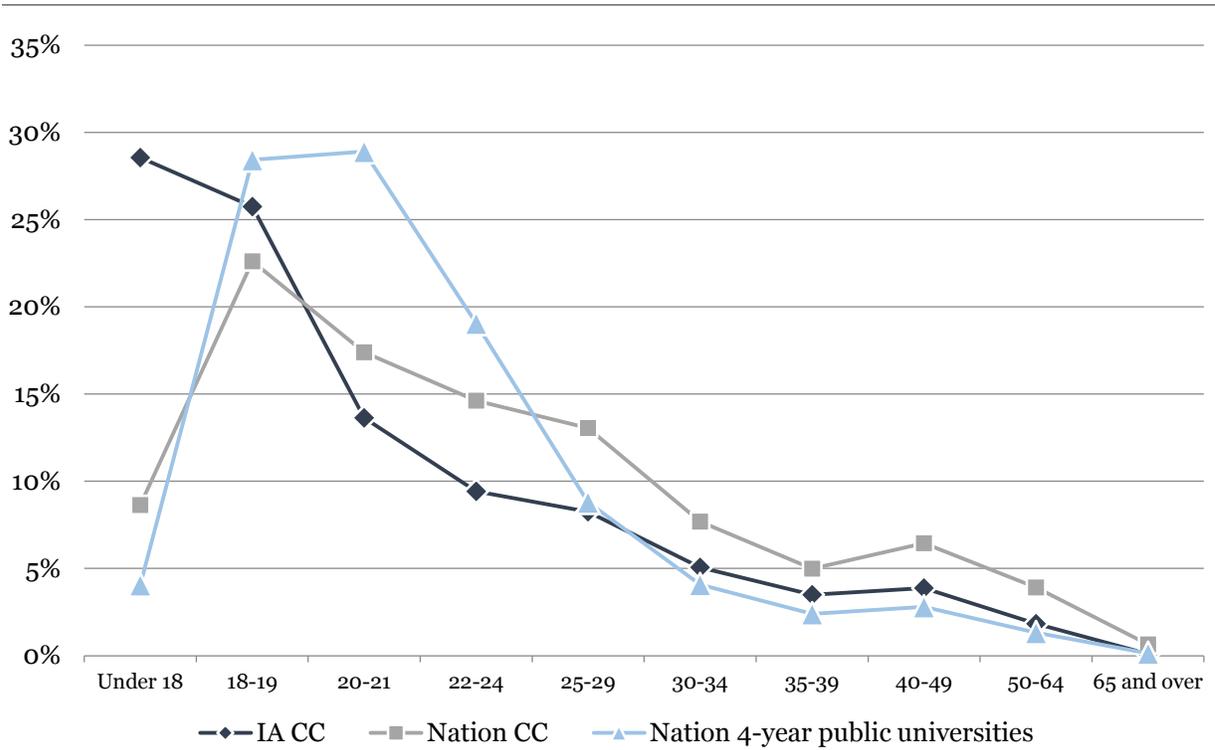
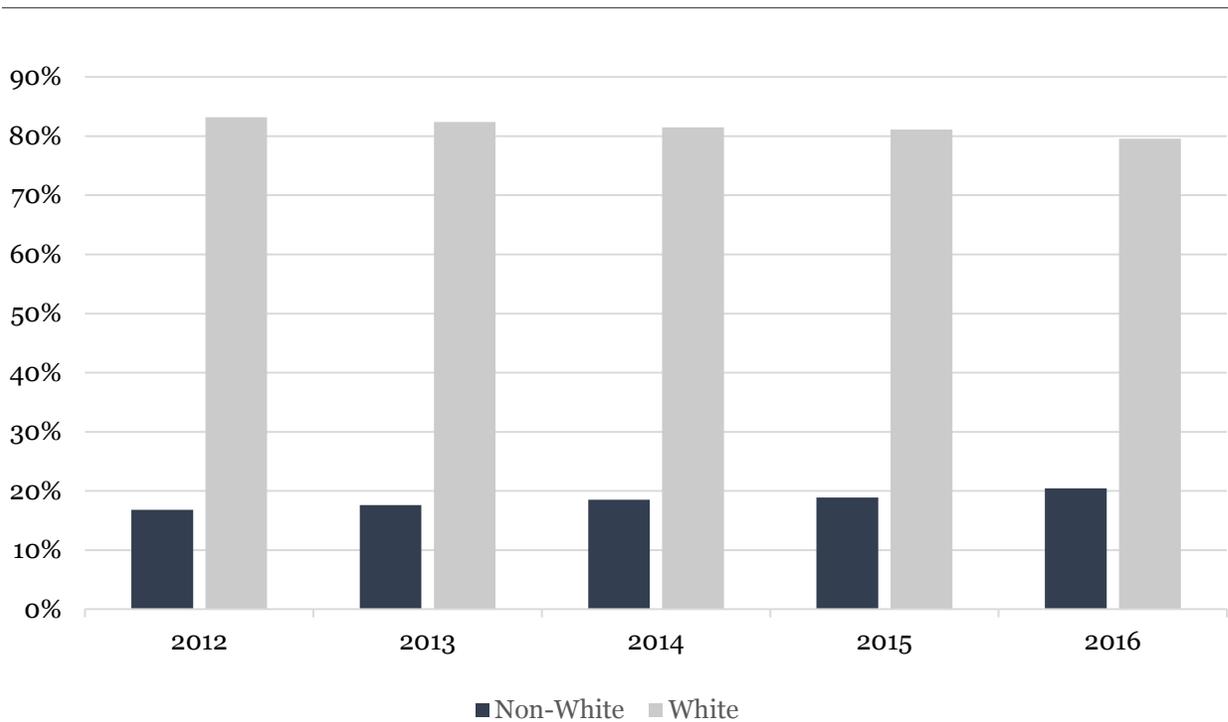


FIGURE 2-8 : DISTRIBUTION OF RACIAL/ETHNIC MINORITY STUDENTS: FY 2012-2015, AY 2016



Though the percentage of racial and ethnic minority students is relatively low in 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 (2015) estimated 11.3 percent of Iowans, 15 years of age and older, were non-white. Of that group, 9.3 percent were enrolled in Iowa community colleges in AY15-16, representing the highest penetration rate of minority students in community colleges nationally.* Iowa has led the nation in community college penetration rate of minority students for the past seven years, followed by Kansas (7.5 percent) and Wyoming (7.2 percent) (Figure 2-9).

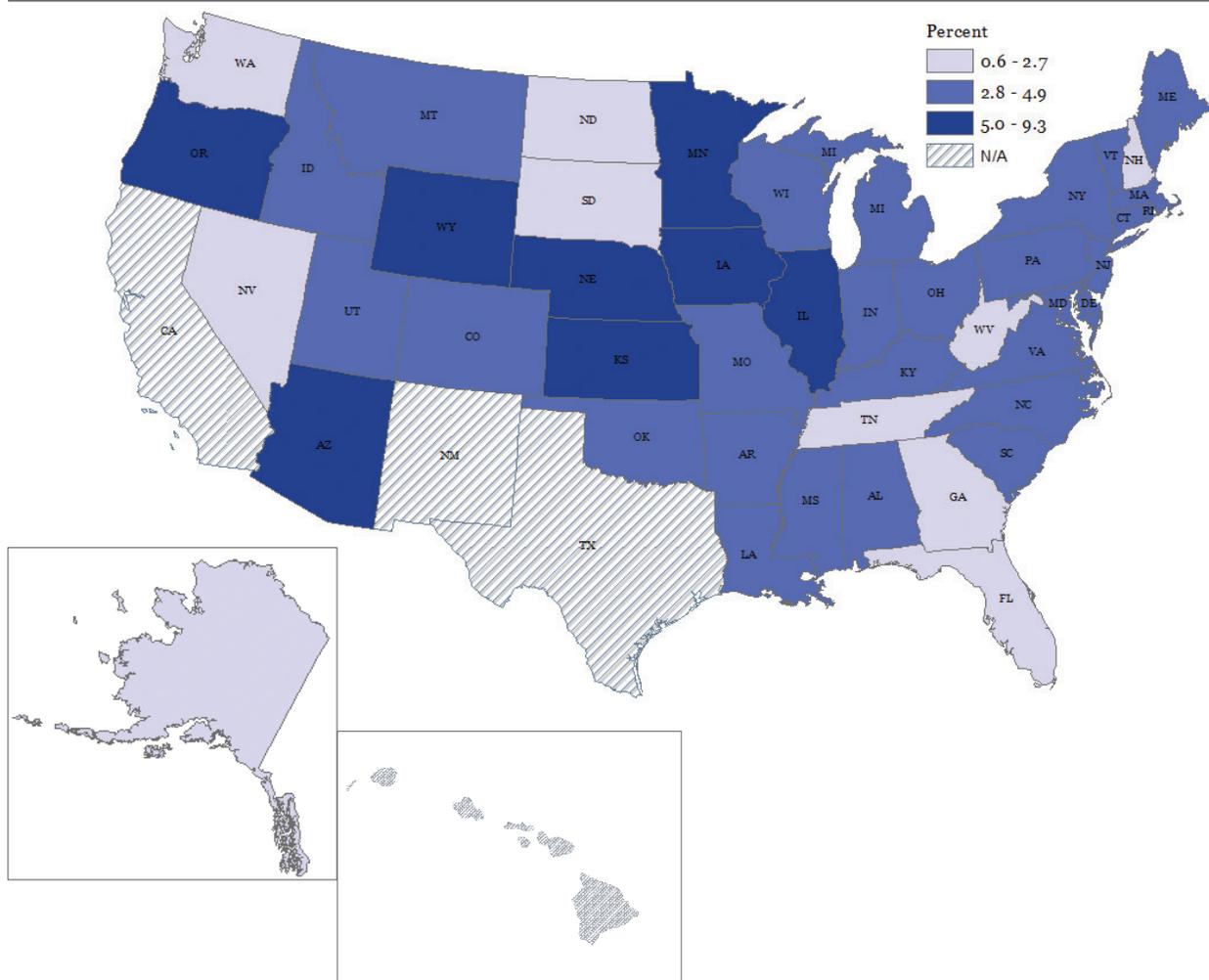
* Among states where non-white population is in the minority.

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 Iowa Department of Education based on the type of student tuition and immigration status at the time of reporting.

In AY15-16, Iowa community college enrollment consisted of 89.3 percent Iowa residents, 9.1 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 towards a larger component of non-Iowa residents, which has increased from 8.1 percent in 2012 to 9.1 percent in AY15-16, (annual average growth of 4.2 percent). The number of foreign residents in Iowa community colleges remains low, even though it grew over 8.7 percent on average

FIGURE 2-9: PENETRATION RATE OF ETHNIC/RACIAL MINORITY STUDENTS IN U.S. TWO-YEAR PUBLIC COLLEGES: 2015



between 2012 and AY15-16 (Figure 2-10). Iowa's 1.5 percent foreign nationals is equal to the national community college average of 1.5 percent in 2015 (the latest data available). This percentage varies from 0.0 percent in New Hampshire and South Dakota to 4.1 percent in Maryland [2].

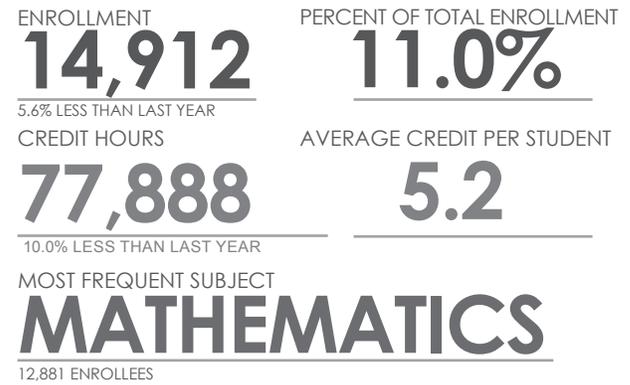
Developmental Education

For this section, a student is determined to be enrolled in developmental education if he or she is enrolled in a course numbered below 100 (e.g., MAT-060).

During AY15-16, 14,912 students (11.0 percent) enrolled in a developmental education course (an 11.6 percent decline from 2015). These students enrolled in a total of 77,888 credit hours of developmental education during the academic year, which is 10.0 percent less than last year.

Figure 2-11 shows a list of student enrollments by developmental subject area. In AY15-16, 14,912 students (unduplicated headcount) accounted for 24,223 incidents of enrollment in developmental education courses. We refer to these incidents as "enrollees" (duplicated) instead of students (referenced in the dashboard and Figure 2-11). Of these enrollees, the majority (12,881 of the total 24,223) took developmental mathematics courses (Figure 2-11). Following mathematics, English as a Second Language (ESL) and Intensive ESL (i.e.,

DEVELOPMENTAL EDUCATION ENROLLMENT*

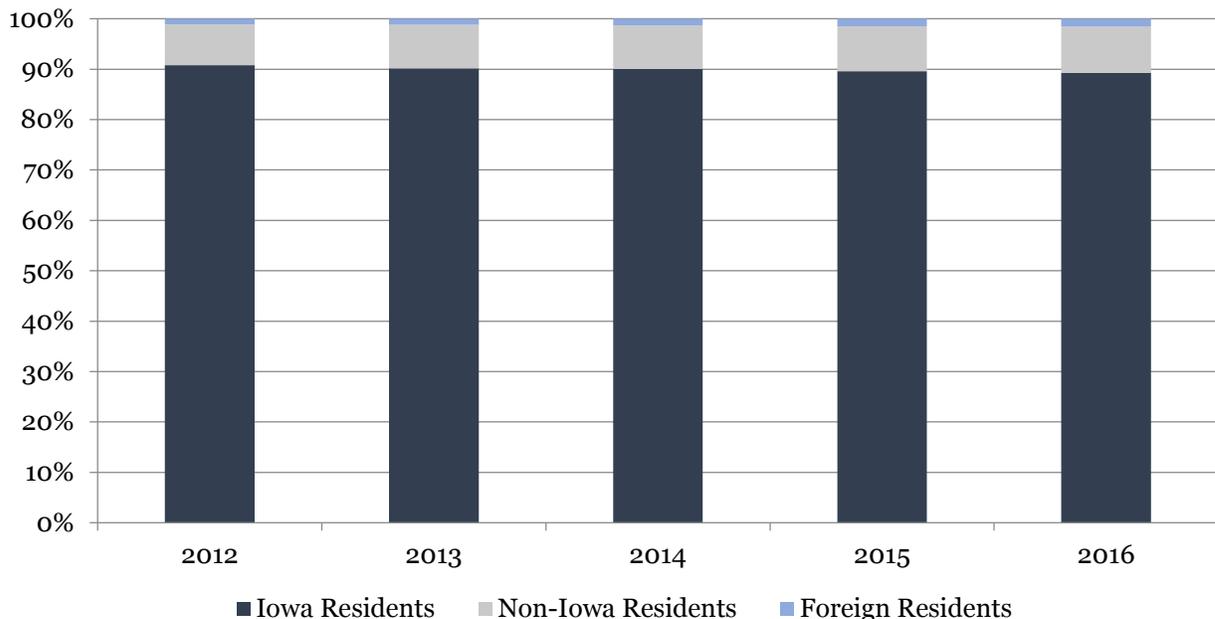


* Transitional year, see "Data Reporting" on page 6 of Section 1.

ESI) language development courses had 4,657 enrollees; developmental writing courses had 4,899 enrollees; and developmental reading had 1,377. The mathematics course with the highest enrollment was Elementary Algebra with 3,166 enrollees and the highest writing course was College Preparatory Writing II with 1,297.

Similar to the general population of students, the majority of students who took developmental education were females (57.7 percent). Racial and ethnic minority students, however, comprised 38.7 percent of all developmental education enrollees – a much higher percentage than that of the general student population (20.5 percent).

FIGURE 2-10: RESIDENCY STATUS OF CREDIT STUDENTS: FY 2012-2015, AY 2016



The average age for all community college students was 22.0 years; yet, the average age for students in developmental education was 23.3, and the median age was 20. Over 55 percent of developmental education students were between ages 18 and 21, with the peak participation being among 19-year-old students. This age group comprised over 20.9 percent of all developmental enrollment in AY15-16 (Figure 2-12).

References

- [1] 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.
- [2] U.S. Department of Education. Integrated Postsecondary Data Systems. (2015). Washington, DC: Author.

FIGURE 2-11: NUMBER OF MOST POPULAR DEVELOPMENTAL COURSES, GROUPED BY TYPE

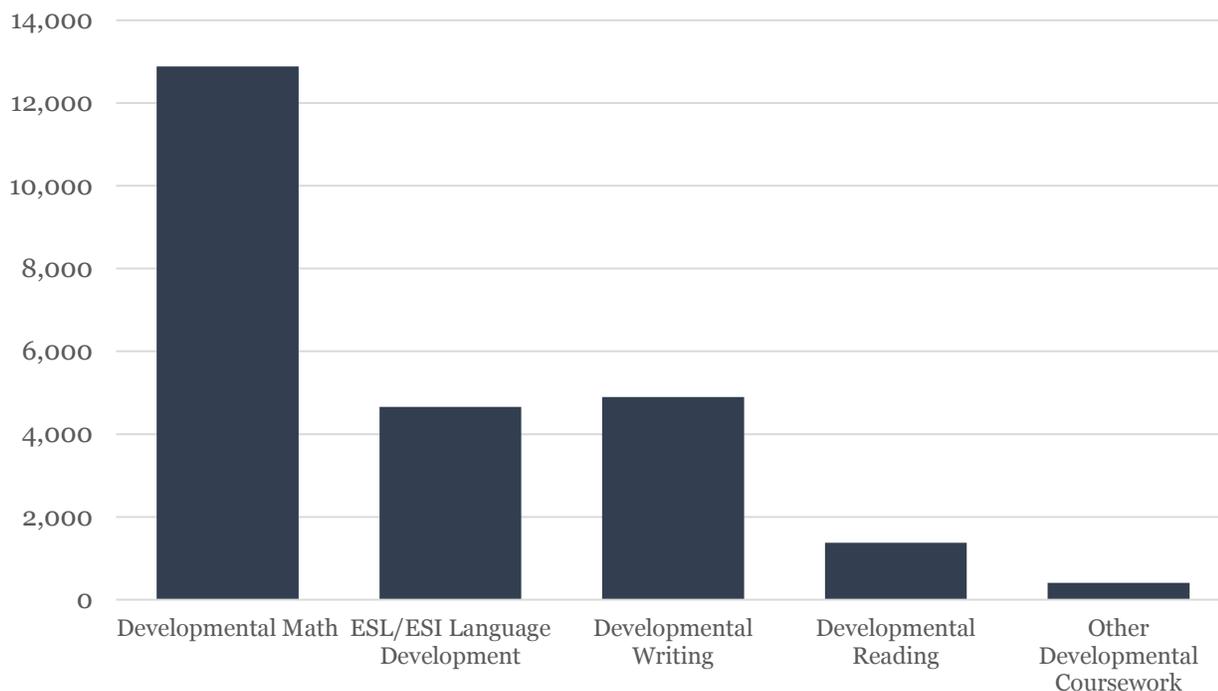
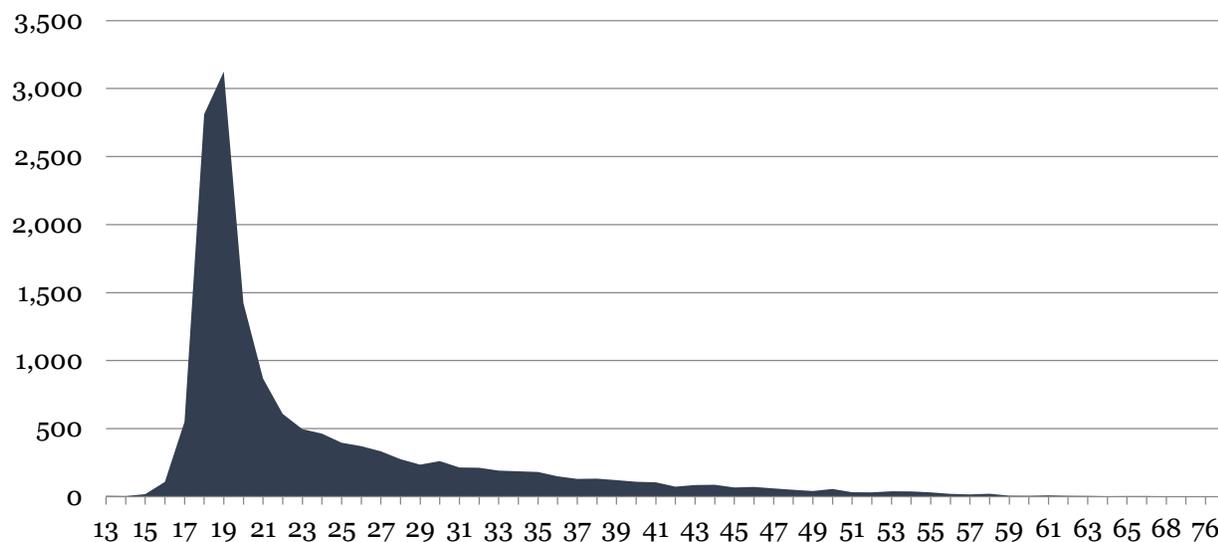


FIGURE 2-12: AGE OF DEVELOPMENTAL EDUCATION STUDENTS



3

Online Enrollment

The Iowa Department of Education has collected data on community college enrollment in online courses since fiscal year (FY) 2007. An online course is defined as any course delivered entirely via the internet. An online student is defined as one who is enrolled in at least one online course. Although data are collected on other distance education categories, such as hybrid or blended courses, this section focuses on courses that were delivered completely (100 percent) online.

Almost 44 percent of all community college students enrolled in at least one online course in academic year (AY) 2015-2016. During this time, 60,425 community college students enrolled in 419,882 semester credit hours of online courses, compared to 59,801 students who enrolled in 417,151 semester credit hours of online courses in FY15. This change in headcount represents an increase of 1.0 percent from FY15. Online semester credit hours increased by 0.7 percent and accounted for 22.8 percent of total semester credit hours during AY15-16.

Demographics

The demographic profile of students enrolled in online courses is similar to that of the general population of community college students, with the majority of students being white, female, and residents of Iowa. Summarized demographic information is displayed in Table 3-1.

Of the 60,416 students who self-reported sex for AY15-16, 38,244 were females (63.3 percent), a percentage essentially unchanged since FY13. Table 3-1 provides percentages of the total 60,425 online students; however, of the 56,771 who self-reported race or ethnicity, whites comprised the largest racial group (76.7 percent), followed by blacks (6.0 percent), Hispanics (5.4 percent), and Asians (3.4 percent). Table 3-2 further displays online enrollment by ethnicity per community college.

In AY15-16, residency statuses of 60,425 online students were reported for tuition purposes (Table 3-3), which is higher than total enrollment

ONLINE CREDIT ENROLLMENT*

STUDENTS ENROLLED UP SINCE FY15
60,425  **1.0%**

SEMESTER HOURS ONLINE UP SINCE FY15
419,882  **0.7%**

* Transitional year, see "Data Reporting" on page 6 of Section 1.

TABLE 3-1: SUMMARY OF ONLINE HEADCOUNTS

Subpopulation	Number	Percent
American Indian	354	0.6
Asian	2,059	3.4
Black	3,650	6.0
Hispanic	3,247	5.4
Pacific Islander	79	0.1
White	46,329	76.7
Two or more	1,053	1.7
Race not reported	3,654	6.0
Female	38,244	63.3
Male	22,172	36.7
Sex not reported	9	0.0
Total	60,425	100.0

Note: Percentages may not add up to 100 due to rounding.

because students can change residency status from one term to the next. Residents of Iowa accounted for 50,954 students (84.3 percent) of those enrolled in online courses. Out-of-state residents, including foreign students, accounted for 9,491 students (15.7 percent) enrolled in online courses, essentially unchanged from FY15.

The average age of students taking one or more online courses was 23.2 years of age. Students between 23 and 39 accounted for 28.3 percent of online enrollment.

TABLE 3-2: ONLINE HEADCOUNTS BY COLLEGE AND ETHNICITY

College	American Indian	Asian	Black	Hispanic	Pacific Islander	White	Two or more	Not reported	Total
Northeast Iowa	12	13	64	42	4	2,276	18	63	2,492
North Iowa Area	4	34	128	110	1	2,066	34	12	2,389
Iowa Lakes	10	96	86	54	2	1,374	7	10	1,639
Northwest Iowa	15	29	27	91	1	1,539	20	88	1,810
Iowa Central	22	41	370	207	4	2,501	32	519	3,696
Iowa Valley	45	79	107	221	4	1,489	31	144	2,120
Hawkeye	8	98	299	113	6	2,975	72	0	3,571
Eastern Iowa	22	233	341	395	13	4,518	160	223	5,905
Kirkwood	39	620	569	389	4	6,396	186	482	8,685
Des Moines Area	34	353	599	539	8	9,166	253	463	11,415
Western Iowa Tech	49	73	125	453	5	3,037	81	349	4,172
Iowa Western	62	313	475	285	21	3,654	6	1,049	5,865
Southwestern	8	20	50	73	2	1,217	23	13	1,406
Indian Hills	8	39	339	207	3	2,427	64	141	3,228
Southeastern	16	18	71	68	1	1,694	66	98	2,032
Total	354	2,059	3,650	3,247	79	46,329	1,053	3,654	60,425

TABLE 3-3: RESIDENCY STATUS OF STUDENTS ENROLLED IN ONLINE COURSES FOR TUITION PURPOSES

College	Resident	Non-Resident	Foreign	Total
Northeast Iowa	2,192	293	7	2,492
North Iowa Area	2,131	210	48	2,389
Iowa Lakes	1,372	258	9	1,639
Northwest Iowa	1,539	259	12	1,810
Iowa Central	2,853	808	39	3,700
Iowa Valley	1,826	141	153	2,120
Hawkeye	3,322	238	11	3,571
Eastern Iowa	4,341	1,493	71	5,905
Kirkwood	7,635	527	523	8,685
Des Moines Area	10,706	495	229	11,430
Western Iowa Tech	3,557	606	9	4,172
Iowa Western	3,886	1,928	52	5,866
Southwestern	1,233	156	17	1,406
Indian Hills	2,692	410	126	3,228
Southeastern	1,669	359	4	2,032
Total	50,954	8,181	1,310	60,445

Note: Data for this table may be duplicated because students can change residency status from one term to the next.

Enrollment by Program Type

Enrollment in Iowa’s community colleges is disaggregated into college parallel programs, career and technical education (CTE) programs, and some combination of the two. Table 3-4 displays online enrollment per college by sex and program type and Table 3-5 displays headcount and semester credit hours by type of program.

As Table 3-5 shows, 44,565 students (73.8 percent) of the 60,425 students who took online courses during the AY15-16 were enrolled in college parallel programs. These students accounted for 32.9 percent of total community college headcount and for 70.7 percent of the 419,882 online semester credit hours. Among the 99,612 students enrolled in college parallel programs throughout the state, 44.7 percent enrolled in online courses, accounting for 26.1 percent of the 1,139,171 semester credit hours attributed to college parallel students.

During the same time period, 14,352 of the 60,425 students who took online courses were enrolled in CTE programs, accounting for 23.8 percent of total online headcount and 25.1 percent of the total

TABLE 3-5: ONLINE AND TOTAL HEADCOUNTS AND CREDIT HOURS BY PROGRAM TYPE

Category	Headcounts		Credit Hours	
	Online	Total	Online	Total
College parallel	44,565	99,612	296,798	1,139,172
CTE	14,352	32,045	105,439	621,667
Combination	1,508	3,910	17,645	83,279
Total	60,425	135,567	419,882	1,844,118

online semester credit hours. This group of students accounted for 10.6 percent of total community college headcount and 5.7 percent of total semester credit hours. Among the 32,045 community college students enrolled in CTE programs throughout the state, 44.8 percent enrolled in online courses, accounting for 17.0 percent of the 621,667 semester credit hours attributed to CTE students. Table 3-4 shows online enrollment data for each college for selected demographics.

TABLE 3-4: ONLINE HEADCOUNTS BY SEX, COLLEGE, AND PROGRAM TYPE

College	College Parallel		CTE		Combination		Total	
	Female	Male	Female	Male	Female	Male	Female	Male
Northeast Iowa	1,233	527	478	216	30	8	1,741	751
North Iowa Area	1,148	793	190	212	32	14	1,370	1,019
Iowa Lakes	791	462	234	115	30	7	1,055	584
Northwest Iowa	1,002	523	155	99	29	2	1,186	624
Iowa Central	1,755	948	335	226	321	111	2,411	1,285
Iowa Valley	1,006	680	266	121	35	12	1,307	813
Hawkeye	2,009	967	353	215	21	6	2,383	1,188
Eastern Iowa	3,108	1,525	798	408	46	15	3,952	1,948
Kirkwood	3,174	2,237	2,029	1,101	101	43	5,304	3,381
Des Moines Area	5,614	3,282	1,253	854	292	120	7,159	4,256
Western Iowa Tech	1,779	934	943	414	80	22	2,802	1,370
Iowa Western	2,284	2,307	919	295	42	15	3,245	2,617
Southwestern	821	418	98	57	9	3	928	478
Indian Hills	1,063	480	970	714	0	1	2,033	1,195
Southeastern	1,176	511	142	141	50	11	1,368	663
Total	28,248	16,773	9,168	5,215	1,202	406	38,618	22,394
Total Female and Male	44,557		14,351		1,508		60,416	

Note: Records of 9 students who did not report sex were excluded.

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Joint Enrollment

Joint enrollment is defined as a high school student enrolled in one or more community college courses. Joint enrollment of high school students accounts for 35.3 percent of total community college credit enrollment, and over 20 percent of total credit hours.

Iowa is one of at least 48 states with state dual enrollment policies [1]. In Iowa, high school students enroll in community college credit courses in a variety of ways, including 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.

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 entails supplementary weighted funding for local school districts), career and regional academies, and Advanced Placement (AP®). The Community

JOINT ENROLLMENT*

STUDENTS ENROLLED

47,907

UP SINCE FY15

↑ 8.8%

SEMESTER HOURS

385,885

UP SINCE FY15

↑ 9.9%

SEMESTER HOURS PER HIGH SCHOOL STUDENT

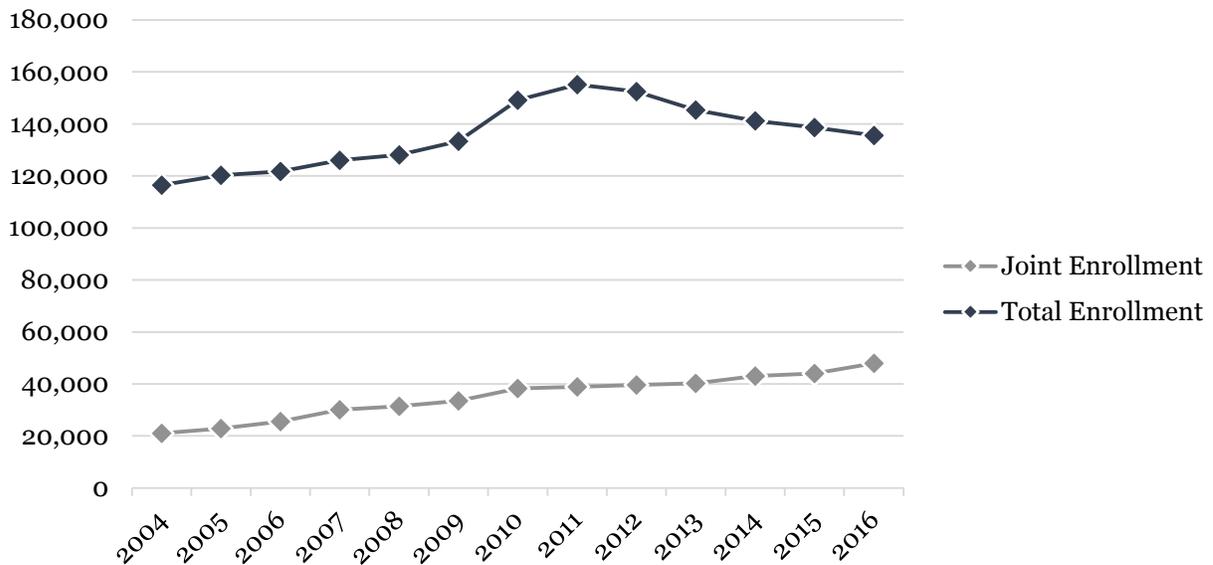
8.1 SEMESTER HOURS

** Transitional year, see "Data Reporting" on page 6 of Section 1.*

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

- » PSEO
- » Contracted courses (which may or may not be concurrent enrollment and generate supplementary weighting for the partnering local district)
- » Tuition

FIGURE 4-1: JOINT ENROLLMENT: FY 2004-2015, AY 2016



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 47,907 students in academic year (AY) 2015-2016, which represents an 8.8 percent enrollment increase from 2015 (Figure 4-1). Despite an overall decrease in total credit enrollment, community colleges continue to experience year-to-year growth in joint enrollment. Indeed, the overall decrease in total credit enrollment would be steeper if not for the growth in joint enrollment (noted in “Section 2”). Since FY04, joint enrollment has increased approximately 130 percent – an average annual change of 7.2 percent.

Jointly enrolled students enrolled in a total of 385,885 semester credit hours in AY15-16 compared to 350,997 credit hours in FY15 (Figure 4-2). The average number of credit hours taken per student was 8.1, equivalent to about two or three courses

INSTANCES OF JOINT ENROLLMENT BY OFFERING ARRANGEMENT*

CONTRACTED COURSES	UP SINCE FY15
44,957	↑ 9.0%
PSEO	UP SINCE FY15
3,900	↑ 15.7%
TUITION	UP SINCE FY15
2,301	↑ 2.7%

* Transitional year, see “Data Reporting” on page 6 of Section 1.

per student (Figure 4-3). This number has increased by more than one credit hour since FY04. In AY15-16, joint enrollment accounted for 20.9 percent of total credit hours, up approximately two percentage points from FY15. 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 4-4).

FIGURE 4-2: JOINT ENROLLMENT CREDIT HOURS: FY 2004-2015, AY 2016

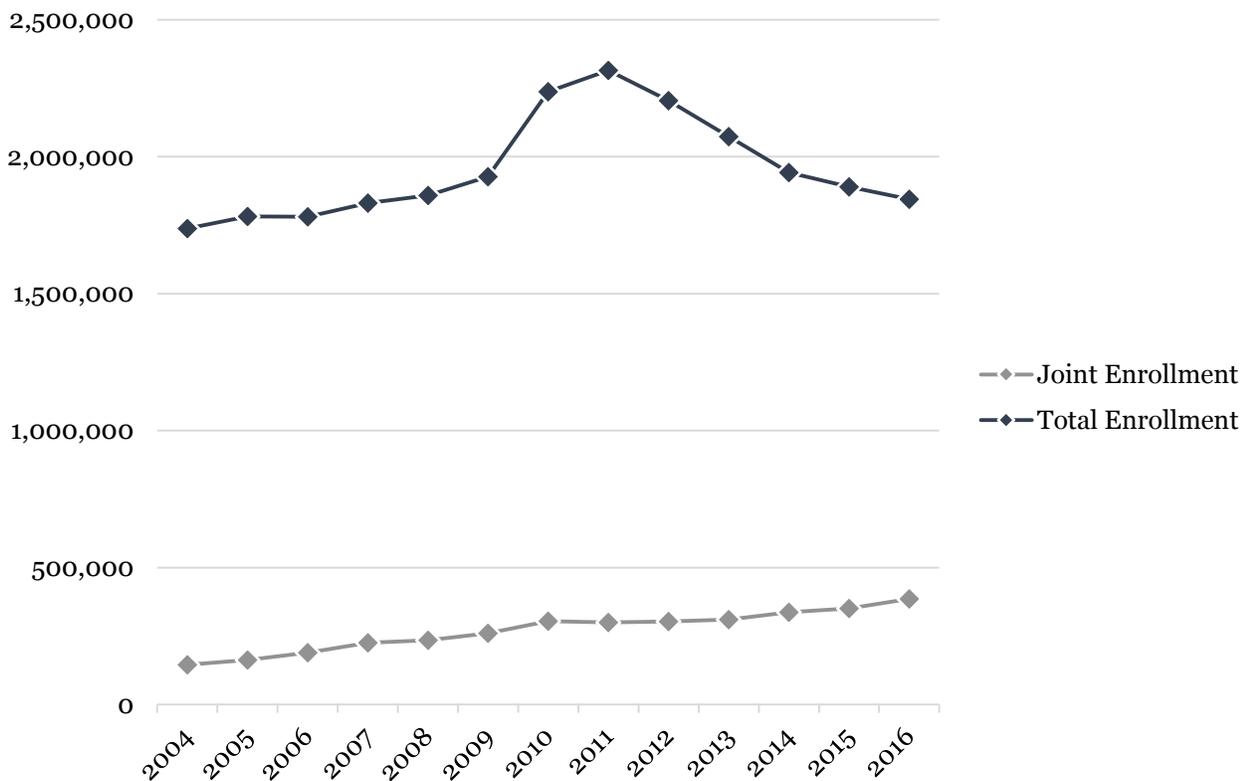


FIGURE 4-3: AVERAGE CREDIT HOURS PER JOINTLY ENROLLED STUDENT: FY 2004-2015, AY 2016

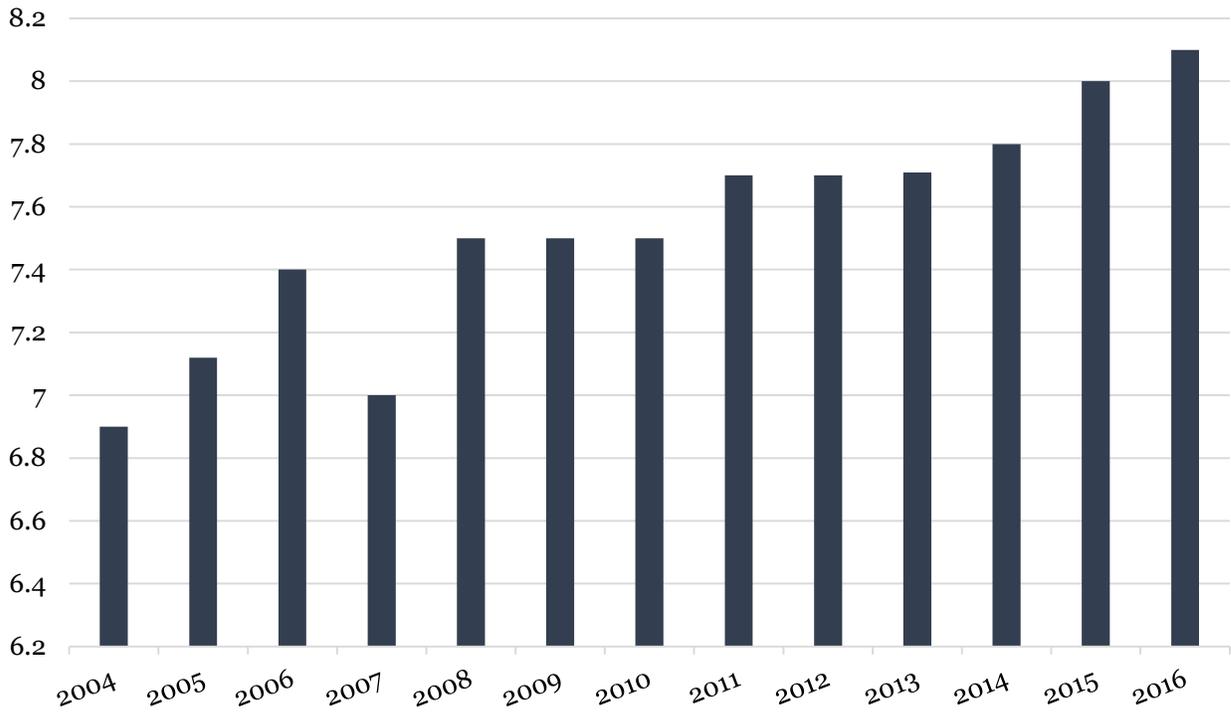
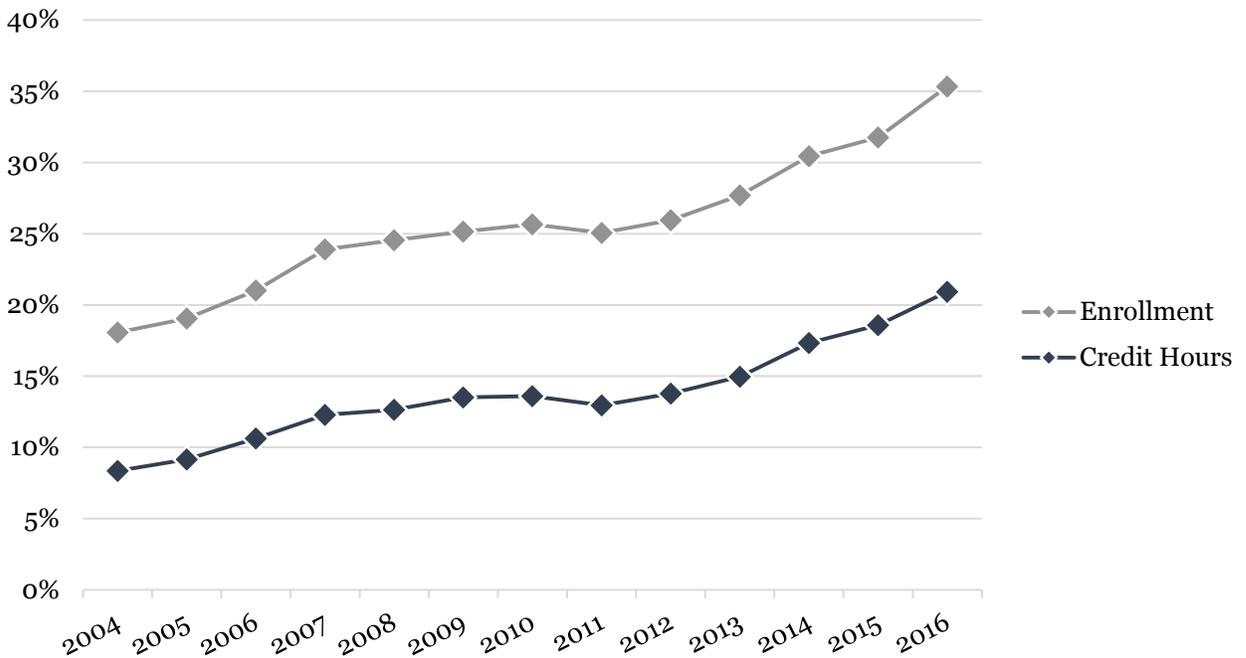


FIGURE 4-4: JOINT ENROLLMENT AND CREDIT HOURS AS A PERCENTAGE OF TOTAL CREDIT STUDENT ENROLLMENT: FY 2004-2015, AY 2016



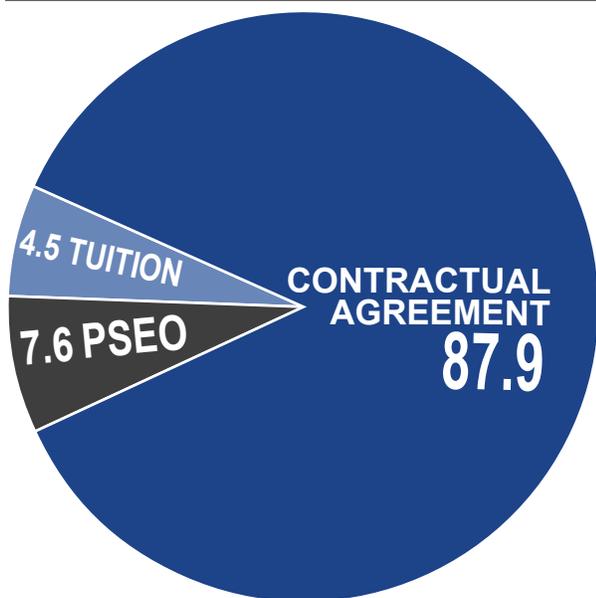
The rate at which high school students enroll in community college coursework varies by local school district and community college region. As shown in Figure 4-7, almost every district offers access to some form of joint enrollment opportunity, but the depth of this access varies, sometimes significantly, from district to district.

Nationally, public two-year colleges offer college credit coursework to high school students at higher rates than other sectors of higher education. In 2005, 98 percent of public two-year colleges nationwide had high school students jointly enrolled in college credit coursework compared with 77 percent of public four-year institutions. In Iowa, delivery of programs to high school students is a part of the mission of Iowa’s community colleges (Iowa Code 260C.1); therefore, all 15 community colleges are committed to offering college credit opportunities to these students [2].

Joint Enrollment Offering Arrangements

Again, in AY15-16, contracted courses had the largest enrollment of the three types of joint enrollment offering arrangements, accounting for 93.8 percent of jointly enrolled students in AY15-16 (Figure 4-5). Enrollment in these contracted courses rose 9.0 percent from the previous year to 44,957 students. PSEO, which accounted for 7.5 percent of joint enrollment, experienced an enrollment increase of 15.7 percent from FY15.

FIGURE 4-5: CREDIT JOINT ENROLLMENT BY OFFERING ARRANGEMENT



JOINTLY ENROLLED STUDENT PROFILE

RACE/ETHNICITY

80.6% CAUCASIAN

RESIDENCY

99.4% RESIDENT

GRADE LEVEL

12TH GRADE

Similarly, enrollment of tuition-paying students increased 2.7 percent from the previous year, to 2,301 students.

Jointly Enrolled Student Demographics

Compared with the overall student body, jointly enrolled students have higher proportions of whites and males. Unlike recent years, slightly more females (23,965) than males (23,939) were jointly enrolled. In AY15-16, slightly more than half of joint enrollees were female compared to 54.1 percent of the overall student body (Figure 4-6). Male enrollment in contracted courses continued to outpace that of female enrollment, but a larger number of females enrolled in PSEO and tuition enrollment in AY15-16.

FIGURE 4-6: JOINTLY ENROLLED CREDIT STUDENT GENDER

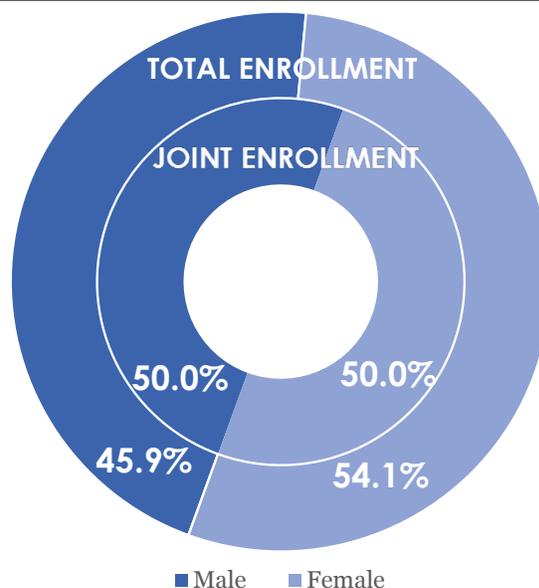
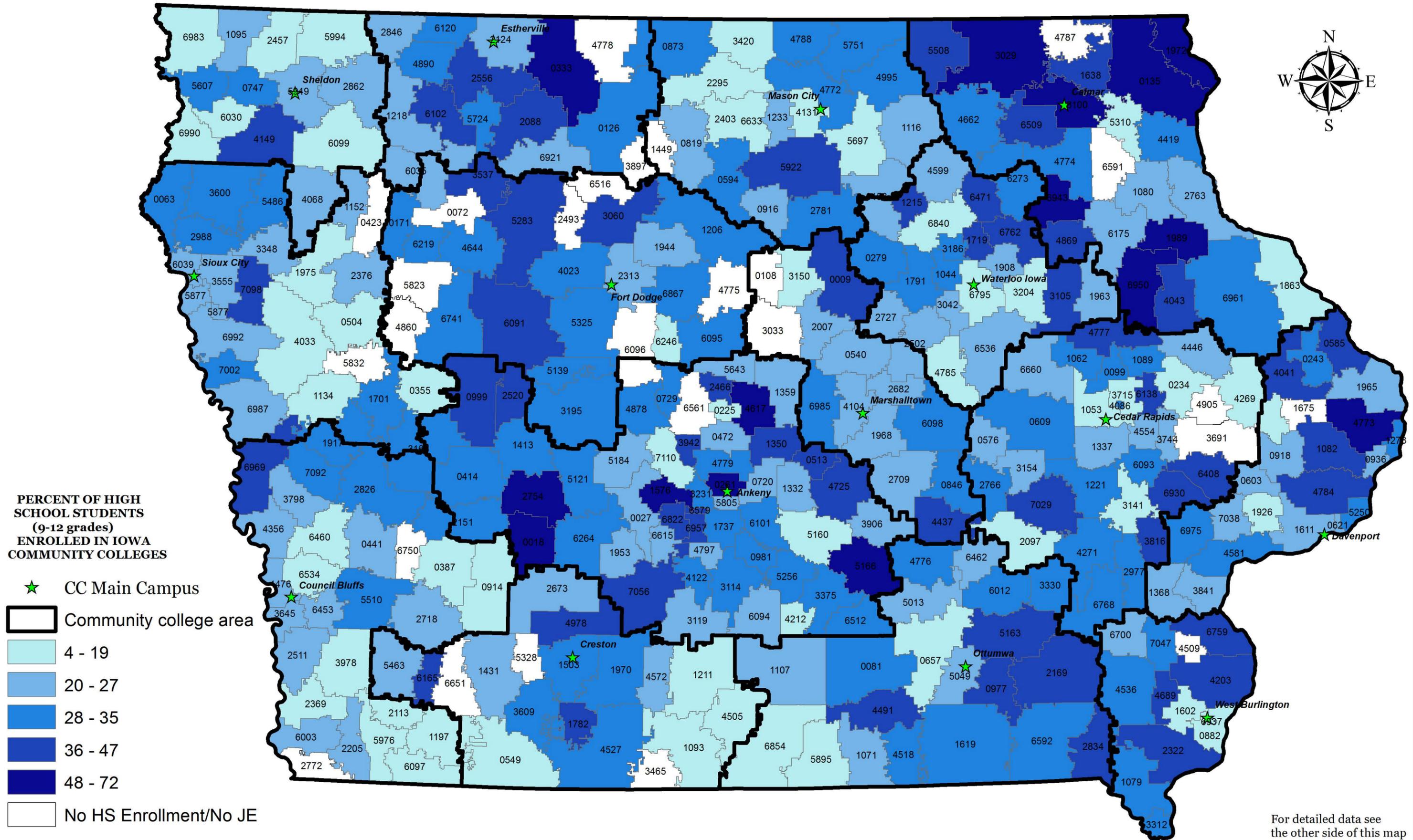


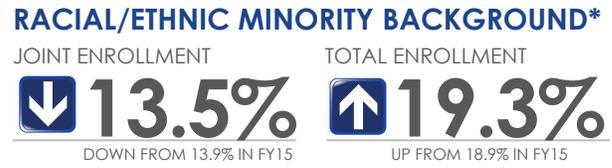
FIGURE 4-7: PERCENT OF HIGH SCHOOL STUDENTS (9-12 GRADES) ENROLLMENT IN IOWA COMMUNITY COLLEGES DURING AY 2015 - 2016



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	37.14	1134	CHARTER OAK-UTE	9.00	2502	GLADBROOK-REINBECK	24.11	4068	MARCUS-MERIDEN-CLEGHORN	24.06	5486	REMSEN-UNION	28.76	6795	WATERLOO	12.96
0018	ADAIR-CASEY	49.54	1152	CHEROKEE	24.55	2511	GLENWOOD	21.14	4086	MARION INDEPENDENT	28.80	5508	RICEVILLE	46.23	6822	WAUKEE	47.28
0027	ADEL DESOTO MINBURN	24.68	1197	CLARINDA	4.46	2520	GLIDDEN-RALSTON	37.50	4104	MARSHALLTOWN	24.23	5510	RIVERSIDE	33.69	6840	WAVERLY-SHELL ROCK	19.10
0063	AKRON WESTFIELD	27.71	1206	CLARION-GOLDFIELD-DOWS	29.73	2556	GRAETTINGER-TERRIL	41.24	4122	MARTENSDALE-ST MARYS	34.21	5607	ROCK VALLEY	32.71	6854	WAYNE	17.75
0081	ALBIA	35.35	1211	CLARKE	18.33	2673	NODAWAY VALLEY	24.04	4131	MASON CITY	17.40	5643	ROLAND-STORY	22.13	6867	WEBSTER CITY	33.22
0099	ALBURNETT	35.10	1215	CLARKSVILLE	37.76	2682	GMG	21.39	4149	MOC-FLOYD VALLEY	43.73	5697	RUDD-ROCKFORD-MARBLE RK	17.02	6921	WEST BEND-MALLARD	24.03
0126	ALGONA	33.82	1218	CLAY CENTRAL-EVERLY	20.00	2709	GRINNELL-NEWBURG	24.14	4203	MEDIAPOLIS	39.14	5724	RUTHVEN-AYRSHIRE	30.56	6930	WEST BRANCH	46.18
0135	ALLAMAKEE	53.25	1221	CLEAR CREEK AMANA	30.77	2718	GRISWOLD	20.81	4212	MELCHER-DALLAS	14.61	5751	ST ANSGAR	33.93	6937	WEST BURLINGTON	17.78
0153	NORTH BUTLER	23.47	1233	CLEAR LAKE	23.79	2727	GRUNDY CENTER	25.00	4269	MIDLAND	18.24	5805	SAYDEL	21.09	6943	WEST CENTRAL	72.48
0171	ALTA	30.77	1278	CLINTON	29.51	2754	GUTHRIE CENTER	71.89	4271	MID-PRAIRIE	28.02	5877	SERGEANT BLUFF-LUTON	24.86	6950	WEST DELAWARE COUNTY	50.30
0225	AMES	10.78	1332	COLFAX-MINGO	21.89	2763	CLAYTON RIDGE	20.68	4356	MISSOURI VALLEY	21.80	5895	SEYMOUR	18.52	6957	WEST DES MOINES	40.33
0234	ANAMOSA	17.09	1337	COLLEGE	22.91	2766	H-L-V	34.15	4419	MFL MARMAC	31.23	5922	WEST FORK	36.82	6961	WESTERN DUBUQUE	30.25
0243	ANDREW	33.87	1350	COLLINS-MAXWELL	38.76	2781	HAMPTON-DUMONT	34.63	4437	MONTEZUMA	41.85	5949	SHELDON	22.28	6969	WEST HARRISON	36.92
0261	ANKENY	58.35	1359	COLO-NESCO SCHOOL	24.84	2826	HARLAN	31.37	4446	MONTICELLO	20.95	5976	SHENANDOAH	15.34	6975	WEST LIBERTY	30.24
0279	APLINGTON-PARKERSBURG	29.11	1368	COLUMBUS	27.60	2834	HARMONY	38.30	4491	MORAVIA	42.31	5994	SIBLEY-OCHEYEDAN	17.18	6983	WEST LYON	10.83
0333	NORTH UNION	51.76	1413	COON RAPIDS-BAYARD	28.68	2846	HARRIS-LAKE PARK	26.61	4505	MORMON TRAIL	9.33	6003	SIDNEY	24.05	6985	WEST MARSHALL	35.64
0355	AR-WE-VA	14.93	1431	CORNING	26.70	2862	HARTLEY-MELVIN-SANBORN	27.27	4518	MOULTON-UDELL	27.78	6012	SIGOURNEY	34.59	6987	WEST MONONA	20.89
0387	ATLANTIC	15.16	1476	COUNCIL BLUFFS	24.14	2977	HIGHLAND	29.86	4527	MOUNT AYR	34.32	6030	SIoux CENTER	18.60	6990	WEST SIOUX	18.54
0414	AUDUBON	30.60	1503	CRESTON	31.13	2988	HINTON	34.94	4536	MOUNT PLEASANT	31.36	6035	SIoux CENTRAL	26.97	6992	WESTWOOD	26.26
0441	A-H-S-T	23.27	1576	DALLAS CENTER-GRIMES	49.06	3029	HOWARD-WINNESHIEK	53.38	4554	MOUNT VERNON	19.87	6039	SIoux CITY	25.33	7002	WHITING	30.88
0472	BALLARD	27.46	1602	DANVILLE	17.59	3033	HUBBARD-RADCLIFFE	0.00	4572	MURRAY	23.77	6091	SOUTH CENTRAL CALHOUN	37.59	7029	WILLIAMSBURG	44.11
0504	BATTLE CREEK-IDA GROVE	16.79	1611	DAVENPORT	21.22	3042	HUDSON	23.26	4581	MUSCATINE	30.15	6093	OLON	30.43	7038	WILTON	22.03
0513	BAXTER	42.31	1619	DAVIS COUNTY	31.68	3060	HUMBOLDT	44.92	4599	NASHUA-PLAINFIELD	20.79	6094	SOUTHEAST WARREN	23.43	7047	WINFIELD-MT UNION	32.16
0540	BCLUW	23.81	1638	DECORAH	36.62	3105	INDEPENDENCE	36.73	4617	NEVADA	53.97	6095	SOUTH HAMILTON	35.90	7056	WINTERSET	38.18
0549	BEDFORD	16.57	1701	DENISON	28.06	3114	INDIANOLA	31.81	4644	NEWELL-FONDA	34.66	6097	SOUTH PAGE	14.29	7092	WOODBINE	28.37
0576	BELLE PLAINE	21.62	1719	DENVER	43.90	3119	INTERSTATE 35	20.49	4662	NEW HAMPTON	34.74	6098	SOUTH TAMA COUNTY	30.74	7098	WOODBURY CENTRAL	44.06
0585	BELLEVUE	46.38	1737	DES MOINES INDEPENDENT	28.72	3141	IOWA CITY	13.31	4689	NEW LONDON	40.00	6099	SOUTH O'BRIEN	18.60	7110	WOODWARD-GRANGER	8.78
0594	BELMOND-KLEMMME	30.89	1782	DIAGONAL	40.00	3150	IOWA FALLS	15.68	4725	NEWTON	39.06	6100	SOUTH WINNESHIEK	52.78			
0603	BENNETT	25.76	1791	DIKE-NEW HARTFORD	29.29	3154	IOWA VALLEY	24.39	4772	CENTRAL SPRINGS	31.54	6101	SOUTHEAST POLK	35.86			
0609	BENTON	29.96	1863	DUBUQUE	9.43	3168	IKM-MANNING	27.72	4773	NORTHEAST	57.63	6102	SPENCER	41.63			
0621	BETTENDORF	23.02	1908	DUNKERTON	25.00	3186	JANESVILLE CONSOLIDATED	33.61	4774	NORTH FAYETTE	32.98	6120	SPIRIT LAKE	35.06			
0657	EDDYVILLE-BLAIRSBURG- FREMONT	15.99	1917	BOYER VALLEY	27.85	3195	GREENE COUNTY	34.36	4776	NORTH MAHASKA	32.55	6138	SPRINGVILLE	38.97			
0720	BONDURANT-FARRAR	24.52	1926	DURANT	17.83	3204	JESUP	13.73	4777	NORTH LINN	40.00	6165	STANTON	43.37			
0729	BOONE	29.39	1944	EAGLE GROVE	27.48	3231	JOHNSTON	31.89	4779	NORTH POLK	32.35	6175	STARMONT	25.41			
0747	BOYDEN-HULL	29.44	1953	EARLHAM	20.24	3312	KEOKUK	28.06	4784	NORTH SCOTT	41.60	6219	STORM LAKE	32.88			
0819	WEST HANCOCK	21.00	1963	EAST BUCHANAN	24.06	3330	KEOTA	32.18	4785	NORTH TAMA COUNTY	14.46	6246	STRATFORD	8.33			
0846	BROOKLYN-GUERNSEY-MALCOM	35.78	1965	EASTON VALLEY	25.29	3348	KINGSLEY-PIERSON	26.55	4787	NORTH WINNESHIEK	0.00	6264	WEST CENTRAL VALLEY	32.14			
0873	NORTH IOWA	27.68	1968	EAST MARSHALL	23.58	3375	KNOXVILLE	33.28	4788	NORTHWOOD-KENSETT	28.72	6273	SUMNER-FREDERICKSBURG	30.11			
0882	BURLINGTON	12.51	1970	EAST UNION	32.95	3420	LAKE MILLS	13.54	4797	NORWALK	24.48	6408	TIPTON	40.27			
0914	CAM	10.76	1972	EASTERN ALLAMAKEE	59.38	3465	LAMONI	0.00	4869	OELWEIN	38.49	6453	TREYNOR	26.94			
0916	CAL	21.95	1975	RIVER VALLEY	10.96	3537	LAURENS-MARATHON	39.78	4878	OGDEN	31.09	6460	TRI-CENTER	18.75			
0918	CALAMUS-WHEATLAND	26.15	1989	EDGEWOOD-COLESBURG	50.82	3555	LAWTON-BRONSON	26.77	4890	OKOBOJI	34.39	6462	TRI-COUNTY	25.49			
0936	CAMANCHE	24.86	2007	ELDORA-NEW PROVIDENCE	19.53	3600	LE MARS	29.94	4978	ORIENT-MACKSBURG	38.10	6471	TRIPOLI	37.25		STATE	27.69
0977	CARDINAL	37.84	2088	EMMETSBURG	40.00	3609	LENOX	29.73	4995	OSAGE	28.81	6509	TURKEY VALLEY	40.30			
0981	CARLISLE	29.69	2097	ENGLISH VALLEYS	15.44	3645	LEWIS CENTRAL	26.82	5013	OSKALOOSA	25.06	6512	TWIN CEDARS	29.17			
0999	CARROLL	46.42	2113	ESSEX	19.00	3691		24.23	5049	OTTUMWA	22.26	6534	UNDERWOOD	10.84			
1044	CEDAR FALLS	29.36	2124	ESTHERVILLE LINCOLN CENTRAL	23.63	3715	LINN-MAR	18.85	5121	PANORAMA	35.18	6536	UNION	21.05			
1053	CEDAR RAPIDS	8.17	2151	EXIRA-ELK HORN- KIMBALLTON	29.79	3744	LISBON	27.14	5139	PATON-CHURDAN	28.13	6561	UNITED	0.00			
1062	CENTER POINT-URBANA	31.43	2169	FAIRFIELD	45.50	3798	LOGAN-MAGNOLIA	27.49	5160	PCM	15.68	6579	URBANDALE	44.72			
1071	CENTERVILLE	21.63	2205	FARRAGUT	19.40	3816	LONE TREE	37.11	5163	PEKIN	46.67	6592	VAN BUREN	31.05			
1079	CENTRAL LEE	32.95	2295	FOREST CITY	10.15	3841	LOUISA-MUSCATINE	19.58	5166	PELLA	60.52	6615	VAN METER	19.84			
1080	CENTRAL	27.27	2313	FORT DODGE	26.35	3906	LYNNVILLE-SULLY	25.68	5184	PERRY	27.07	6660	VINTON-SHELLSBURG	24.42			
1082	CENTRAL DEWITT	43.52	2322	FORT MADISON	38.75	3942	MADRID	47.22	5250	PLEASANT VALLEY	31.39	6700	WACO	25.79			
1089	CENTRAL CITY	32.08	2369	FREMONT-MILLS	14.29	3978	EAST MILLS	18.00	5256	PLEASANTVILLE	33.20	6741	EAST SAC COUNTY	31.85			
1093	CENTRAL DECATUR	15.35	2376	GALVA-HOLSTEIN	26.01	4023	MANSON NORTHWEST WEBSTER	28.22	5283	POCAHONTAS AREA	36.78	6750	WALNUT	0.00			
1095	CENTRAL LYON	23.58	2403	GARNER-HAYFIELD-VENTURA	16.98	4033	MAPLE VALLEY-ANTHON OTO	12.36	5310	POSTVILLE	18.75	6759	WAPELLO	37.55			
1107	CHARITON	23.36	2457	GEORGE-LITTLE ROCK	17.14	4041	MAQUOKETA	40.78	5325	PRAIRIE VALLEY	33.77	6762	WAPSIE VALLEY	38.03			
1116	CHARLES CITY	21.31	2466	GILBERT	39.74	4043	MAQUOKETA VALLEY	41.49	5463	RED OAK	25.67	6768	WASHINGTON	32.54			

NOTE: Data excludes 1,036 (2.2 percent) jointly enrolled secondary students with missing district number or State ID.
SOURCE: K-12 Student Data and CC MIS.

The racial/ethnic background of joint enrollees is less diverse than either total community college enrollment or public K-12 enrollment. In AY15-16, 13.5 percent of joint enrollees were reported as having a minority racial/ethnic background. As a proportion of total joint enrollment by program type, tuition course enrollment had the largest proportion of minority students (15 percent), followed by contracted courses (14 percent), and PSEO (6 percent). Hispanics were the largest minority group with 45.9 percent of minority joint enrollment, followed by blacks at 19.2 percent, and Asians at 18.6 percent (Figure 4-8). By comparison, black students accounted for the largest proportion of total minority community college enrollment at 35.8 percent, followed by Hispanic students at 34.2 percent and Asian students at 16.9 percent.



* Students with unknown race/ethnicity are not included.
Transitional year, see "Data Reporting" on page 6 of Section 1.

As to be expected, in AY15-16, jointly enrolled students were younger than the overall community college student body, with about 98.7 percent under 18 years of age (Figure 4-9), and almost all jointly enrolled students (99.4 percent) were classified as residents of Iowa. Only 194 out-of-state and 100 international students were jointly enrolled during AY15-16.

FIGURE 4-8: JOINTLY ENROLLED CREDIT STUDENT ENROLLMENT BY RACIAL MINORITY (PERCENT)

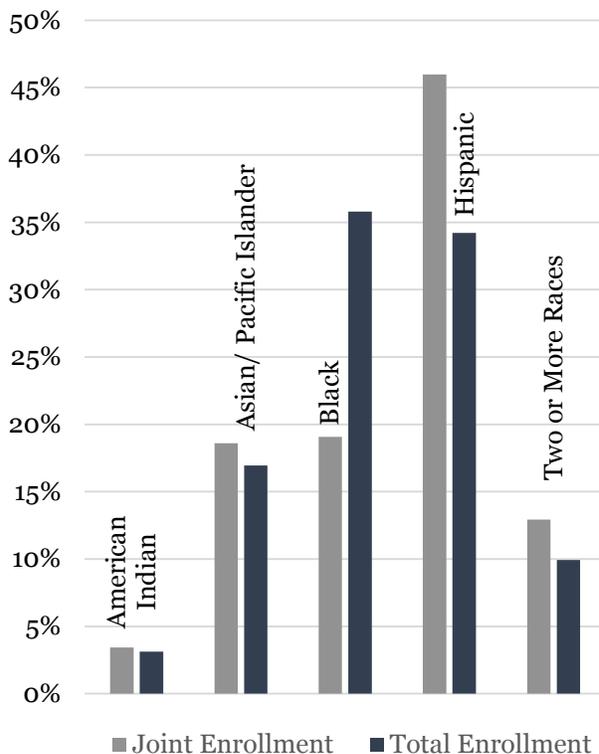
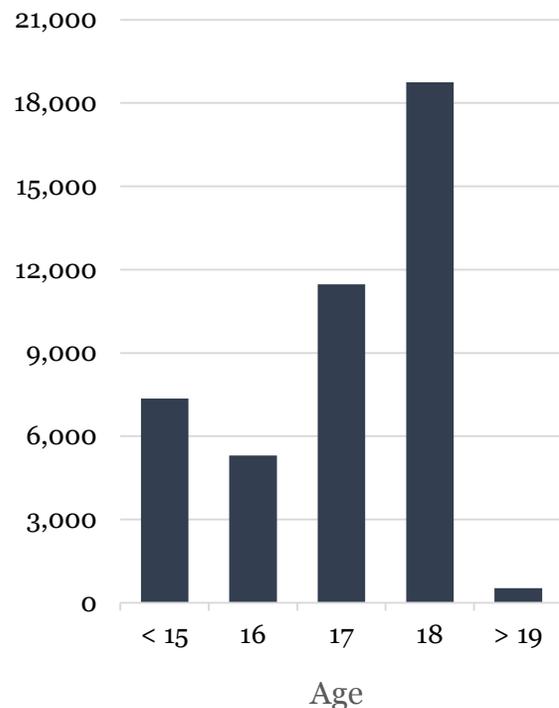


FIGURE 4-9: JOINTLY ENROLLED CREDIT STUDENT ENROLLMENT BY AGE (NUMBER)



* Excludes 25 students with unknown age.

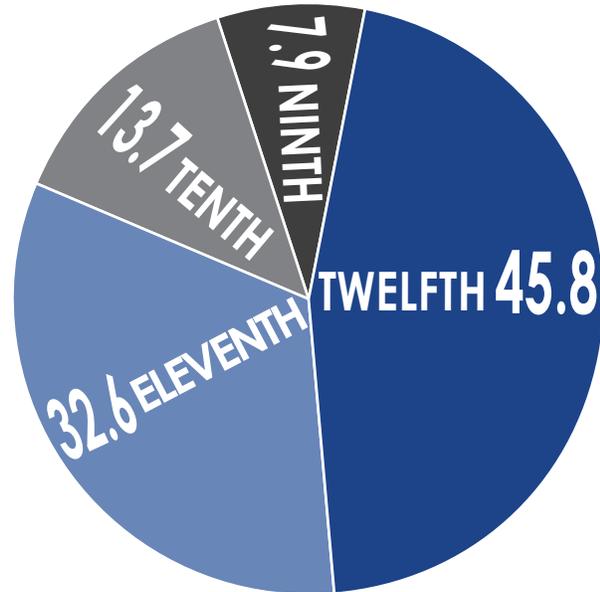
Grade Level of Jointly Enrolled Students

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 4-10).

References

- [1] Zinth, Jennifer. Dual Enrollment: Statewide Policy in Place. Education Commission of the States. February, 2015. www.ecs.org.
- [2] Kleiner, Brian and Laurie Lewis. Dual Enrollment of High School Students at Postsecondary Institutions: 2002-03. National Center for Education Statistics. 2005. www.nces.ed.gov.

FIGURE 4-10: JOINTLY ENROLLED CREDIT STUDENT ENROLLMENT BY GRADE LEVEL



5

Credit Student Awards

Academic year credit awards track students who received any type of community college award during the academic year. Award counts include the same student each time the student receives an award during this period of time. In academic year 2015-2016 (AY15-16) the number of awards decreased moderately, but the composition of community college awardees remained relatively unchanged.

In AY15-16, the number of awards decreased to 18,665, a decline of 2.9 percent. The decline is manifested by lower numbers of Associate of Arts (AA), Associate of Science (AS), Associate of Applied Arts (AAA), Associate of Applied Science (AAS), and Diploma awards, while the number of Associate of General Studies degrees and Certificate awards increased moderately. The overall decrease happened in congruence with five years of consecutive decline in total enrollments. The award rate (number of awards per number of students) declined by 0.2 percent since last year to 13.7 percent. On average, the number of awards in Iowa community colleges has been growing 2.9 percent annually since tracking began in FY 2000. Overall, the number of awards has been steady since year 2006, fluctuating between years 2000 and 2005, and, despite a data collection-related exception in

CREDIT AWARDS*

LARGEST AWARD TYPE:

ASSOCIATE OF ARTS (AA)

91 MORE THAN ASSOCIATE OF APPLIED SCIENCE

NUMBER OF AWARDS:

18,665

DECREASE SINCE LAST YEAR:



2.9%

* Transitional year, see "Data Reporting" on page 6 of Section 1.

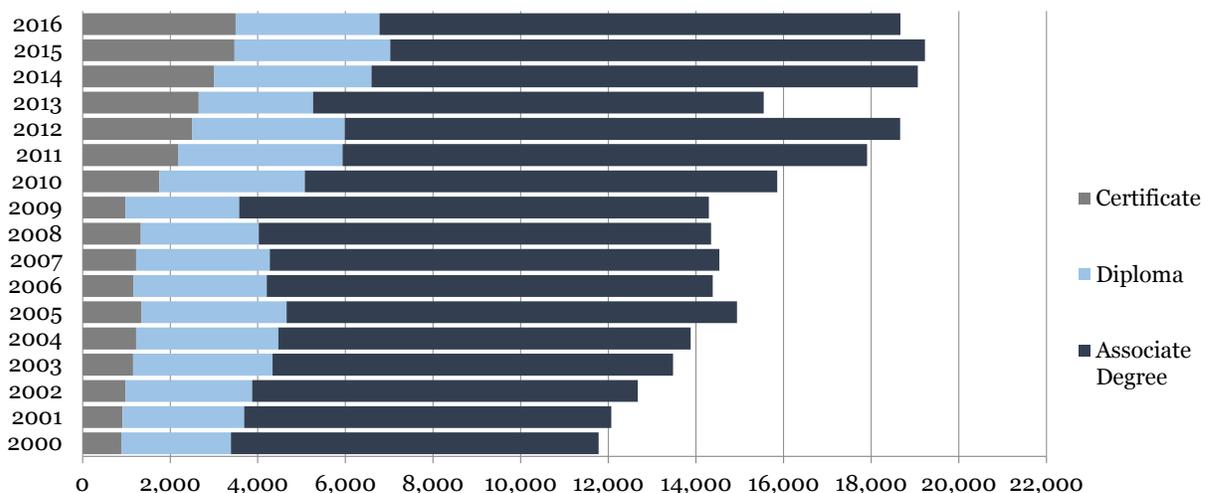
2013*, has been on the rise continuously since year 2010 through 2015.

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

* 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 5-1: AWARDS BY TYPE: FY 2000-2015, AY 2016



As has been typical, (with the exception of FY15, when the number of AAS awards was highest), the majority of awards in AY15-16 were AA degrees, representing 27.5 percent of all awards. AAS awards comprised 5,046 (27.0 percent) of the total credit student awards granted, and diploma awards accounted for another 3,287 (17.6 percent). The share of AS awards decreased from 5.5 percent in 2015, to 5.0 percent in AY15-16, and AGS awards increased by 3.6 percent. The share of certificates increased from 18.2 percent in FY15 to a record-high 18.7 percent in AY15-16. APS degrees decreased 24.7 percent, and AAA degrees dropped by 23.7 percent.

Credit student awards by program of study have remained fairly consistent over the past five years. In career and technical education (CTE) programs, the largest number of awards (4,812) was granted in health science, followed by manufacturing (1,552); transportation, distribution, and logistics (961); architecture and construction (764); agriculture, food, and natural resources (679); business, management, and administration (608); and information technologies (573). Showing stability over the last 16 years, the majority of awards (41.8 percent) were associate degrees, followed by diplomas, and certificates (Figure 5-2).

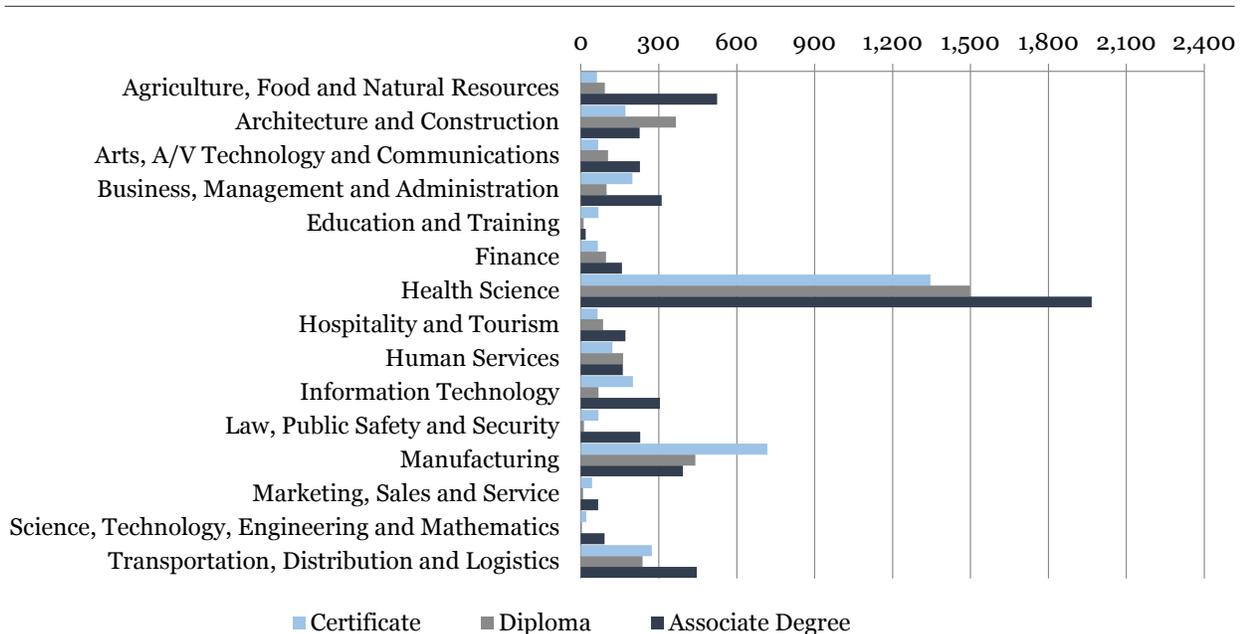
Awardee Demographics

Again in AY15-16, the majority of community college awards were granted to white females receiving AA degrees or AAS degrees in health science. While females comprised around 55 percent of annual community college enrollment for the past 16 years, the awards have been distributed more heavily toward females, typically at a rate of about 60 percent. In AY15-16, 54.1 percent of all enrollees in Iowa community colleges were female, and 55.7 percent of all awardees were female (Figure 5-3). The same is true nationally with females earning 56.7 percent of all awards granted by U.S. public two-year institutions [1].

A somewhat disproportionate trend was present in AY15-16 for the distribution of awards by race/ethnicity. Although whites comprised close to 80 percent of Iowa community college enrollees in AY15-16, they comprised 83.8 percent of all community college awardees. Nationally, however, whites comprised only 60.3 percent of all public two-year institution award recipients [1].

The distribution of awards among racial minorities does not mirror minority total enrollment either. Black students remained the largest group of

FIGURE 5-2: STUDENT AWARDS BY CTE PROGRAM



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

enrollees among racial and ethnic minorities (35.8 percent) in AY15-16, but comprised only 32.8 percent of minority awardees. Students of Hispanic origin comprised 39.7 percent of all minority awardees in AY15-16, but presented only 34.2 percent of all minority enrollees (Figure 5-4).

Similar to all awardees, the overwhelming majority of awards received by racial and ethnic minorities

in AY15-16 were associate degrees (57.5 percent), followed by certificates (24.7 percent), and diplomas (17.8 percent). The number of awards among racial and ethnic minorities has grown annually at an average of 9.9 percent since 2000 (Figure 5-5). This change in award rates among minorities is almost three times higher than the overall awardee growth rate of 2.9 percent.

FIGURE 5-3: AWARDEES BY GENDER

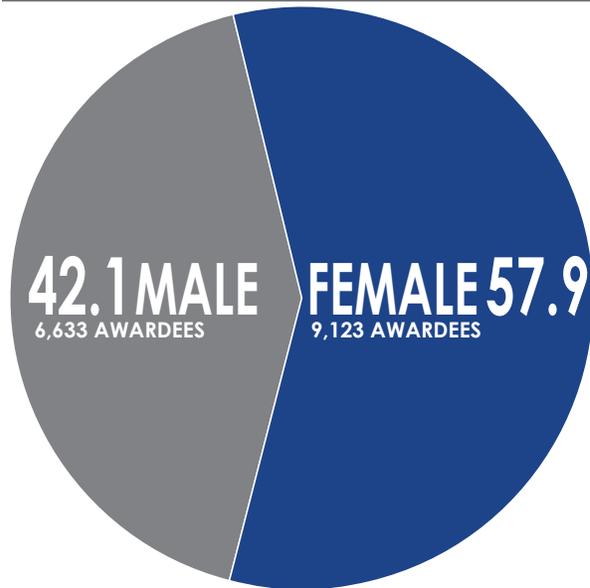


FIGURE 5-4: AWARDS BY RACIAL AND ETHNIC MINORITY GROUPS

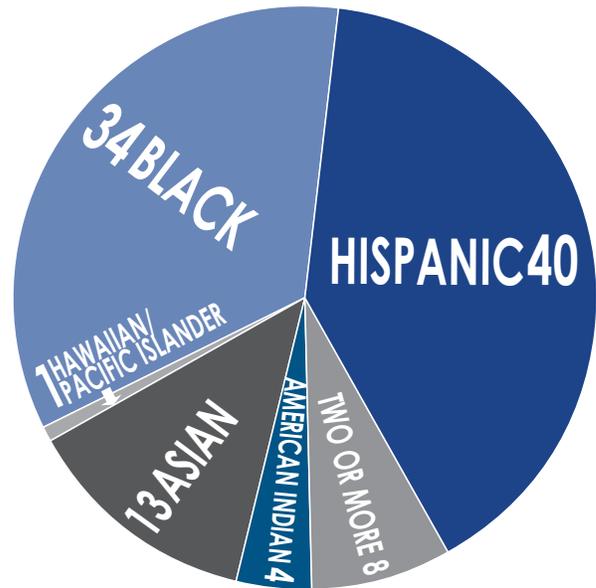
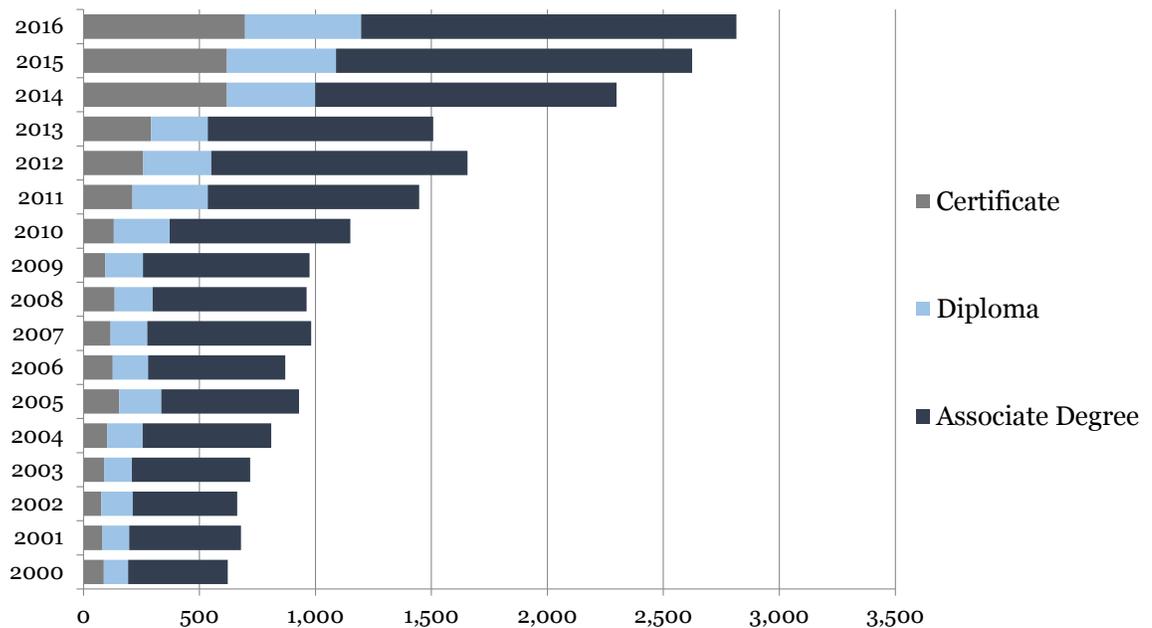


FIGURE 5-5: CREDIT STUDENT AWARDS BY RACE/ETHNICITY: FY 2000-2015, AY 2016

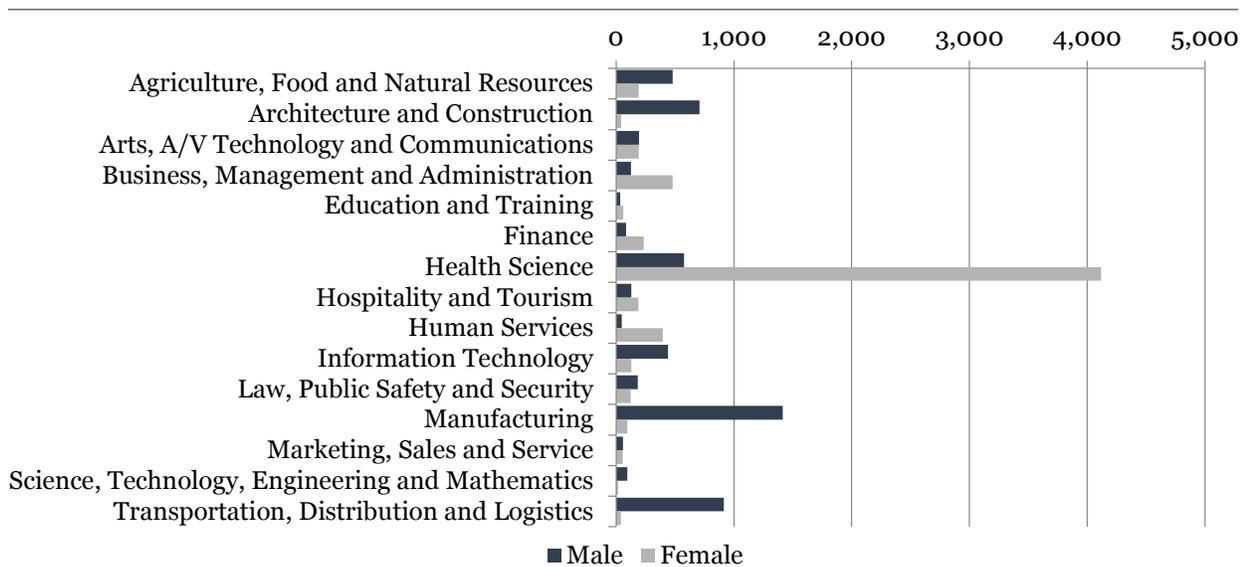


In AY15-16, over 28 percent of all CTE awards were in health science. The gender distribution, however, is even higher with 64.7 percent of all CTE awards received by females in health science. Females also led in business, management, and administration; education and training; human services; and finances. Males received more awards in transportation; manufacturing; architecture

and construction; information technologies; and agriculture (Figure 5-6).

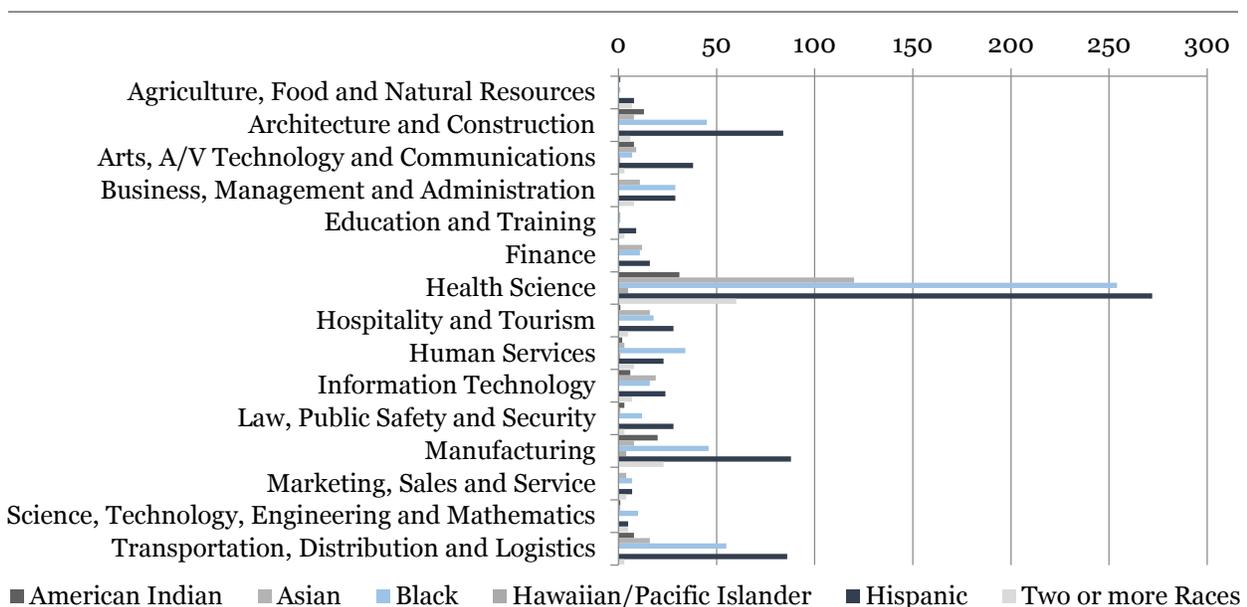
The majority of CTE awards received by racial and ethnic minority students were in health science, followed by manufacturing (Figure 5-7). This distribution pattern follows the pattern for the general cohort of awardees.

FIGURE 5-6: STUDENT AWARDS BY GENDER AND CAREER CLUSTER



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

FIGURE 5-7: 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 student. For this report, award rates were approached as the ratios between:

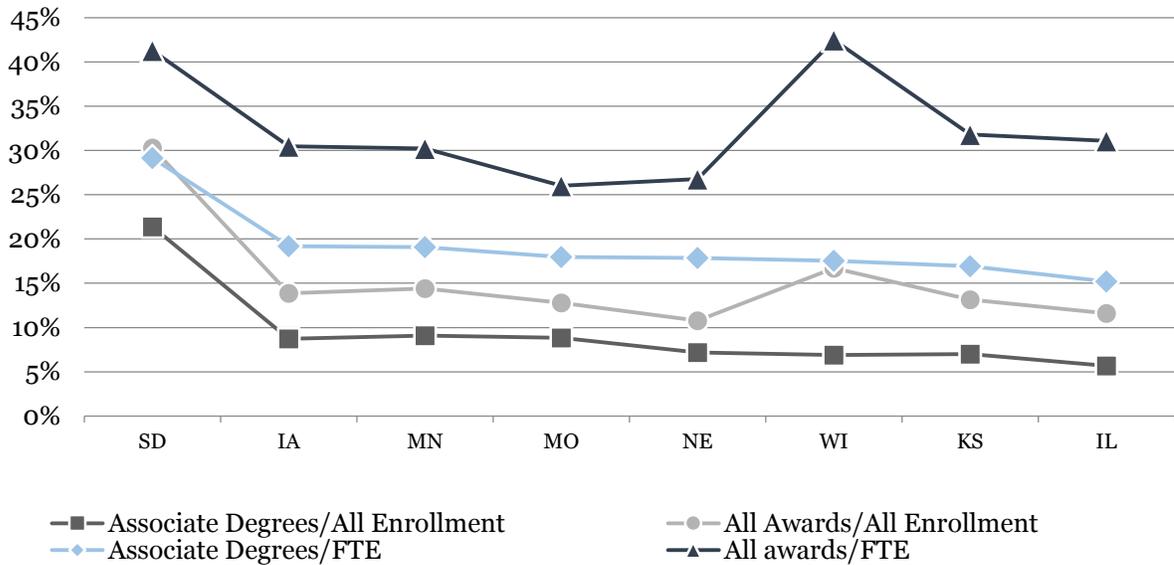
1. total awards and enrollment;
2. associate degrees and total enrollment;
3. total awards and FTE (Full-Time Equivalent); and
4. associate degrees and FTE.

Among eight contiguous states, Iowa community colleges were in fourth place after South Dakota, Wisconsin, and Minnesota in percentages of total awards versus total enrollment; fourth after South

Dakota, Minnesota, and Missouri in associate degrees versus total enrollment; fifth in total awards versus FTE; and second (after South Dakota) in associate degrees versus FTE (Figure 5-8).

Nationally, the percentages of total awards versus total enrollment in public two-year institutions was 12.2 percent. Iowa community colleges were above that average with 13.9 percent. Iowa was also above the national average (7.2 percent) in associate degrees versus total enrollment (8.7 percent); above the national average (27.4 percent) in all awards versus FTE (30.5 percent); and above the national average (15.8 percent) in associate degrees versus FTE with 19.2 percent (Figure 5-9).

FIGURE 5-8: CREDIT STUDENT AWARD RATES, CONTIGUOUS STATES: 2015 [1]



Although national data does not classify program areas in the same educational clusters that Iowa utilizes, recent data aggregated by career clusters are analogous to Iowa community colleges. For example, like Iowa, most awards were granted in general studies programs intended to prepare students for four-year degrees, followed by health/clinical sciences, and then by business (Figure 5-10).

References

- [1] U.S. Department of Education. (2015). *Integrated Postsecondary Education Data Systems (IPEDS)*. Washington, DC: Author.

FIGURE 5-9: PERCENT OF TWO-YEAR DEGREES PER FTE, TWO-YEAR PUBLIC INSTITUTIONS: 2015 [1]

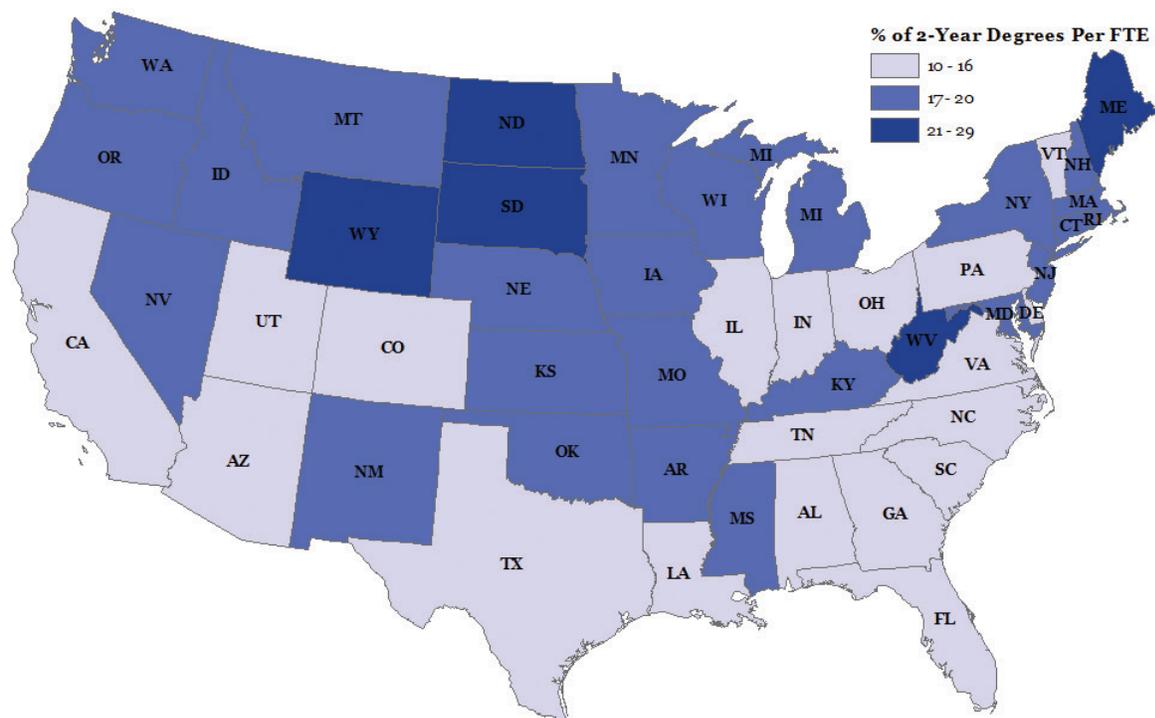
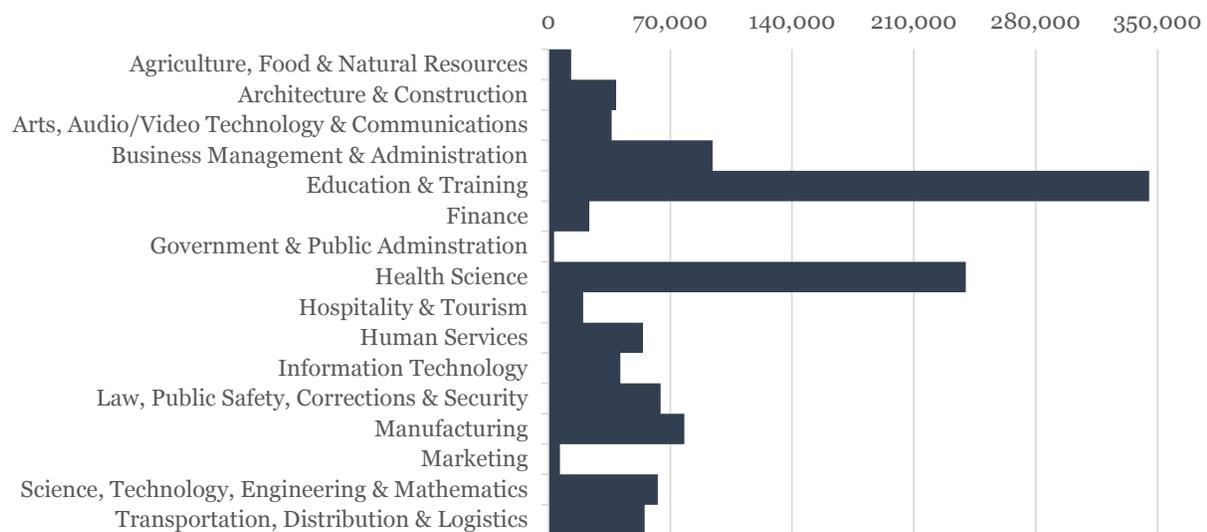


FIGURE 5-10: UNITED STATES CREDIT STUDENT AWARDS BY CTE PROGRAM: 2015 [1]





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) courses 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 academic year (AY) 2015-2016, 73.5 percent of Iowa community college students enrolled in A&S programs of study and 23.6 percent of students enrolled in CTE programs primarily designed to prepare students for immediate employment in occupations requiring less than a four-year degree. CTE programs culminate in Associate of Applied Arts (AAA), Associate of Applied Science (AAS), Associate of Science-Career Option (ASCO), and Associate of Professional Studies (APS) degrees, diplomas, and certificates. The ASCO award type, originally intended for transfer to a related baccalaureate program or immediate employment, was phased out by 2013 legislation largely because it did not adequately prepare students for direct employment or seamless transfer. This program type was replaced with the APS degree option that includes 62-68 semester credit hours divided into five discipline categories, and requires the submission of at least three articulation agreements with four-year institutions. These agreements must specify how 32 CTE credits will transfer directly into related baccalaureate programs, rather than just as CTE-elective credits. Currently, only Iowa Central Community College has adapted some of its ASCO programs to fit the stringent criteria of the APS degree.

CREDIT PROGRAMS*

PERCENT OF STUDENTS:

73.5%
ENROLLED IN A&S PROGRAMS

PERCENT OF STUDENTS

26.5%
ENROLLED IN CTE PROGRAMS

NUMBER OF CTE
AWARD OPTIONS

1,452
OFFERED STATEWIDE

INCREASE IN NUMBER OF
CTE AWARD OPTIONS

 **26**
MORE PROGRAMS FROM FY 15

LARGEST CTE AWARD OPTION:

ASSOCIATE OF APPLIED SCIENCE (AAS)

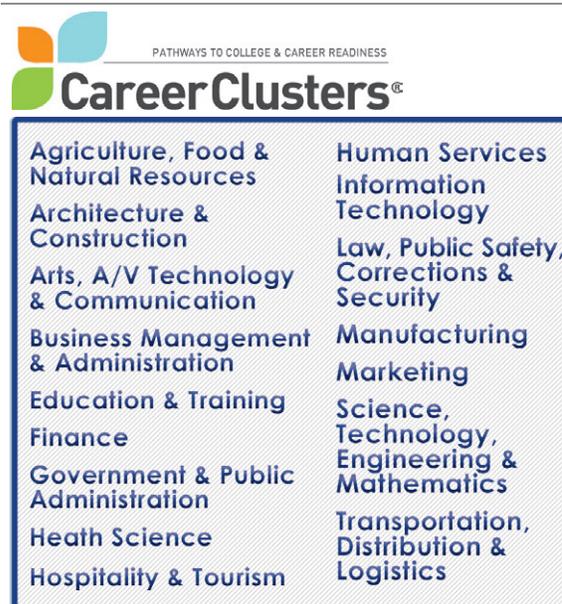
44% OF ALL CTE AWARD OPTIONS IN AY15-16

* Transitional year, see "Data Reporting" on page 6 of Section 1.

Iowa community colleges offer CTE programs in the 16 National Career Clusters® (Figure 6-1), each representing a distinct grouping of occupations and industries based on the knowledge and skills required for employment.

In AY15-16, there were 1,452 award options offered statewide in CTE programs of study, with the

FIGURE 6-1: NATIONAL CAREER CLUSTERS®



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

majority being in Agriculture, Automotive Technology and Repair, Business, Health Sciences, Information Technology, and Engineering Technology and Manufacturing. Table 6-1 shows the 634 AAS, eight AAA, and five APS degree programs, as well as the 387 diplomas, and 375 certificates available to Iowa community college students in AY15-16 by college. There were also 43 ASCO awards available, which should have been eliminated by August 2016 by Iowa Code. Table 6-2 lists the most popular CTE programs offered from August 15, 2015, through August 14, 2016, based on the number of community colleges with active programs in each area.

Credit Program Approval and CurricUNET

Iowa community colleges are required to obtain approval from the Iowa Department of Education 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). The specific details regarding the composition of general education and elective courses of these programs are maintained

TABLE 6-2: 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, Repairers)
Information Technology (Programming, Web Design, Networking, etc.)
Registered Nursing
Licensed Practical Nurse Training
Offered By At Least 11 Community Colleges
Administrative Assistant and Secretarial Science
Autobody/Collision and Repair Technology
Business Administration and Management
Child Care Provider/Assistant
Criminal Justice (Corrections, Police and Fire Science, Cyber Forensics)
Dental Assisting or Dental Hygiene
Graphic Communications, Desktop Publishing, Animation, Video Tech
Health Care (Administration, Clinical/Medical Assistant, Records, etc.)
Engineering Technology (Electrical, Mechanical, Robotics, etc.)
Emergency Medical Technology (EMT Paramedic)
Mechanics Technology (Diesel, Aircraft, Motorcycle Maintenance)
Medical Technology (Respiratory Care, Surgical, Diagnostic, Radiology)
Retail Sales, Distribution, Marketing Operations
Welding Technology/Welder

TABLE 6-1: CAREER AND TECHNICAL AWARD OPTIONS

College	AAA	AAS	ASCO	APS	Diploma	Certificate	Total
Northeast Iowa	0	39	0	0	21	23	83
North Iowa Area	0	26	0	0	19	13	58
Iowa Lakes	0	41	7	0	27	6	81
Northwest Iowa	0	19	4	0	15	4	42
Iowa Central	1	38	2	5	18	7	71
Iowa Valley	0	35	9	0	30	10	84
Hawkeye	6	42	0	0	27	14	89
Eastern Iowa	0	64	0	0	29	54	147
Kirkwood	0	72	2	0	39	31	144
Des Moines Area	0	80	18	0	42	114	254
Western Iowa Tech	0	41	0	0	44	56	141
Iowa Western	0	41	1	0	13	15	70
Southwestern	1	18	0	0	9	7	35
Indian Hills	0	40	0	0	36	19	95
Southeastern	0	38	0	0	18	2	58
Total	8	634	43	5	387	375	1,452

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

- AAA = Associate of Applied Arts
- AAA = Associate of Applied Arts
- ASCO = Associate of Sciences-Career Option
- APS = Associate of Professional Studies

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

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 through CurricUNET.

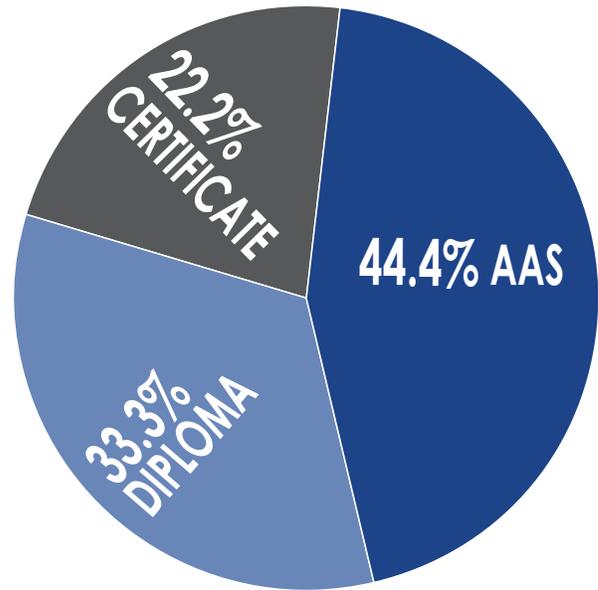
The statewide implementation of CurricUNET's course management system has greatly enhanced and expedited the program approval, modification, and archival processes. This web-based system facilitates course and program development and approval internally for each college, and also expedites the approval 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. Ongoing modifications and updates continue to improve navigation and provide ease of access to information through the public site.

New Credit CTE Programs

Over the five-year period from 2011-2015, Department consultants approved an average of 22.6 new CTE programs annually for Iowa's community colleges. AY15-16 trailed that trend with 16 new program proposals approved from August 2015 through early August 2016, resulting in 30 new award options, which when combined with all other activities, resulted in 26 new CTE award options implemented in AY15-16.

For comparison purposes to previous years, the Department also tracks the number of new programs

FIGURE 6-2: NEW CTE PROGRAMS IMPLEMENTED BY AWARD TYPE



implemented (started) within each academic year. In AY15-16, seven new programs were implemented, resulting in nine new award options at six community colleges. Table 6-3 provides a listing of the specific programs approved for implementation in AY15-16 with additional award options listed in italics.

Of the seven new CTE programs, four (57.1 percent) offered Associate of Applied Science (AAS) degrees. In addition, there were three (42.9 percent) stand-alone diplomas, two of which offered certificate awards. The percentage breakdown of these nine new award options is illustrated in Figure 6-2.

TABLE 6-3: NEW CTE PROGRAMS IMPLEMENTED IN AY 2015-16

College	Local Program Title	National Career Clusters
Eastern Iowa	Health Informatics (<i>Health Informatics Certificate</i>)	Health Science
Hawkeye	Hospitality Management	Hospitality and Tourism
Indian Hills	Dental Hygiene	Health Science
Indian Hills	HVAC and Refrigeration	Manufacturing
Iowa Lakes	Digital, Social, and Broadcast Production	Arts, A/V Tech & Communication
Kirkwood	Exercise Science and Wellness	Health Science
Western Iowa Tech	Medical Coding Specialist (<i>Health Information Technology</i>)	Health Science

Note: Table represents programs approved for implementation in Fall 2015, Spring 2016, and Summer 2016.

These seven new programs spanned four of the 16 Career Clusters®. Due primarily to Iowa’s acquisition of a federal grant to build training capacity in Information Technology, Healthcare, Utilities, and Manufacturing (IHUM), 71.4 percent of the new programs are related to these IHUM fields. Figure 6-3 provides the percentage distribution of these new programs by national Career Clusters®.

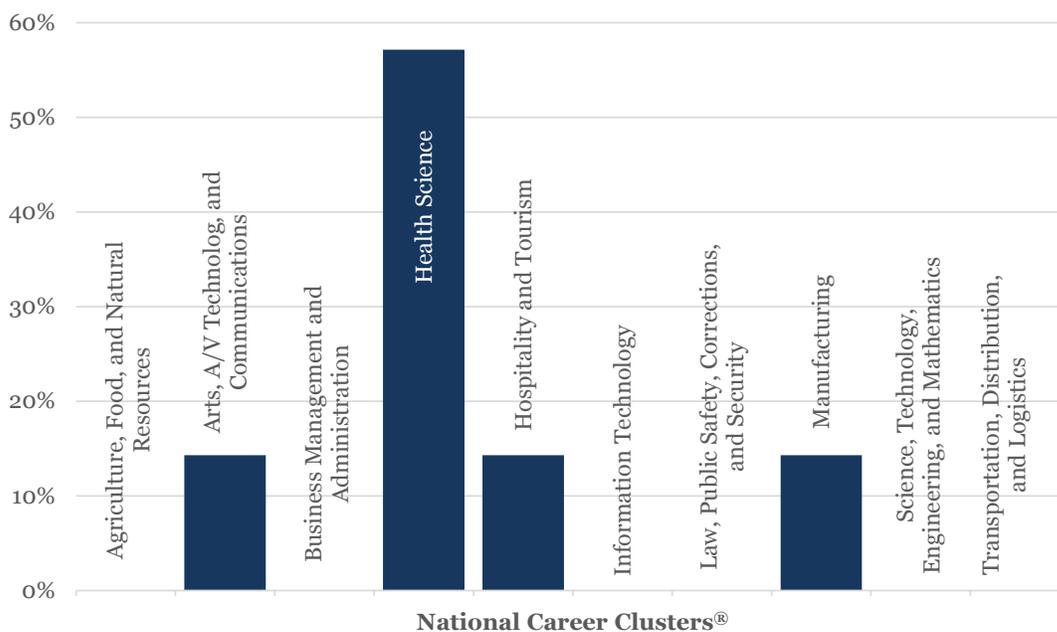
Maintaining an Accurate CTE Program Database

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 CIP changes, which 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. A less critical change may be made regarding a program’s ITSO code, which is a state code used to adequately classify a program’s Instructional Level, Type, Special Emphasis, and Object and Purpose. 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.

In AY15-16, Iowa’s 15 community colleges offered 1,452 CTE program award options (Table 6.1). The largest award type offered was two-year degrees (690), followed by one-year diplomas (387), and certificates (375). The 690 two-year associate degrees (AAA, AAS, ASCO, 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 387 one-year diploma programs range from 15 to 48 credits, including at least three general education credits among their heavy technical emphasis. The 375 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 in red font and areas that violate state recommendations, but are not out of compliance with Iowa Code, in yellow font. Colleges can then submit program modifications to correct compliance issues.

FIGURE 6-3: NEW CTE PROGRAMS IMPLEMENTED BY NATIONAL CAREER CLUSTER®



CurricUNET Activity

In addition to the 16 new program proposals submitted to the Department for approval in AY15-16, Iowa's community colleges submitted 15 Notice of Intent proposals to offer new programs, 233 program modifications, 54 program deactivations, and 40 CIP/ITSO Reclassifications. These 358 proposals represent a 22.3 percent decrease in program requests submitted as compared to AY14-15. However, this volume of annual curriculum programmatic requests remains much greater than in the years prior to statewide usage of CurricUNET. This workload is manageable and efficient because of the workflow, notification, and archival processes offered through CurricUNET. In fact, the colleges have come to expect that a program modification request will be processed in less than a week and a new program approved in less than a month, including the mandatory 14-day peer review. More often than not, Department consultants are able to meet these expectations thanks to the efficiencies of CurricUNET.

Enacted Changes

Often proposals are submitted in one annual year for implementation in the following year. Of the proposals submitted in the prior year (AY14-15), those implemented in AY15-16 included: seven new programs, 10 Notice of Intent proposals, 340 program modifications, 36 program deactivations, and 61 CIP/ITSO Reclassifications. These 454 programmatic implementations represent a 2.6 percent decrease from AY14-15. This decline may represent the beginning of a trend which results from programs becoming more compliant, therefore necessitating fewer modifications.

Not only has CurricUNET expedited the review and approval processes, it has facilitated bringing existing programs into compliance and managing 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 that have been gained through its statewide implementation and are better utilizing it for course and program information.

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Non-Credit Enrollment and Programs

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

In academic year (AY) 2015-2016, 240,939 individuals participated in non-credit programs and courses. While enrollment increased 3.6 percent since last year, there has been an average decrease of 2.9 percent since 2008 (Figure 7-1). The same pattern is applicable to contact hours, with an increase of 0.6 percent since last year, and an average decline of 3.6 percent since 2008. (Figure 7-2).

Non-Credit Courses and Programs

Enrollment in non-credit courses is disaggregated into several program categories and included 442,846 courses in AY15-16, an increase of 7.3 percent from the previous year (Figure 7-3). The

NON-CREDIT ENROLLMENT*

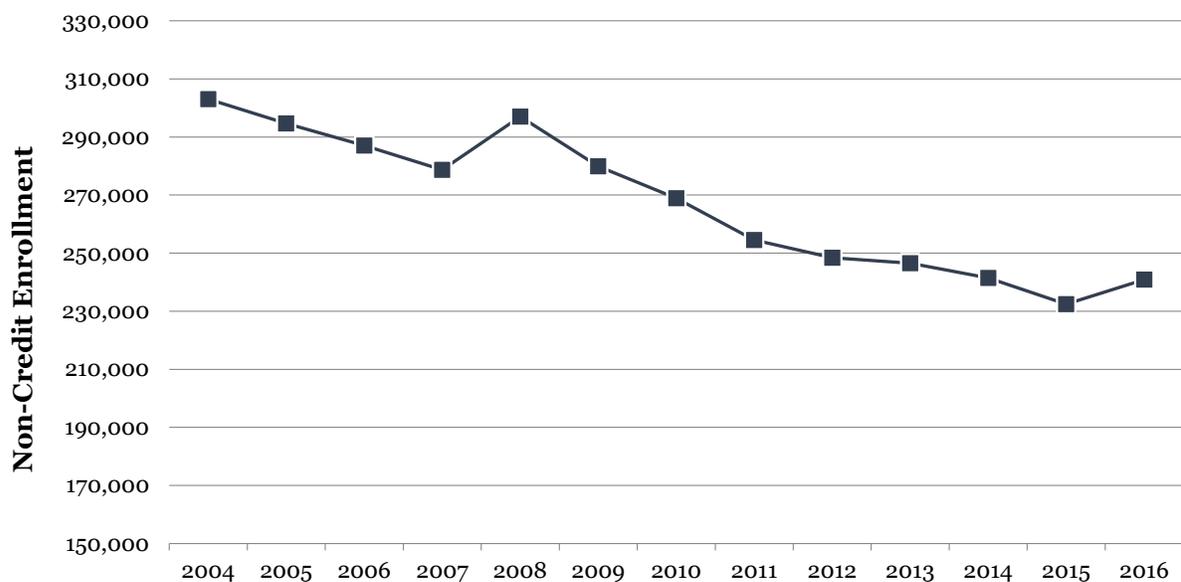
STUDENTS: **240,939** UP SINCE 2015: **↑ 3.6%**

CONTACT HOURS: **6,877,165** UP 0.06% SINCE 2015
 AVERAGE ANNUAL CONTACT HOURS PER STUDENT: **28.5** 5-YEAR AVERAGE DECREASE OF 1.7%

* Transitional year, see "Data Reporting" on page 6 of Section 1.

largest of these categories consisted of 133,448 (52.2 percent) non-credit courses designed to enhance the employability or academic success of students. 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 59.1 percent of course offerings in AY15-16.

FIGURE 7-1: NON-CREDIT ENROLLMENT: FY 2004-2015, AY 2016



The second largest category of non-credit enrollment in AY15-16 included state or federally mandated, recognized, or court-ordered or referred courses (16.8 percent of all programs). Courses within mandated or court-ordered courses include drinking drivers, driver improvement

(DIP), community rehabilitation, used auto dealer, mine safety and health, and various vehicle operator training. Courses that were designed for recertification and licensure represented 16.3 percent of non-credit courses taken in AY15-16 (Figure 7-4).

FIGURE 7-2: NON-CREDIT CONTACT HOURS: FY 2004-2015, AY 2016

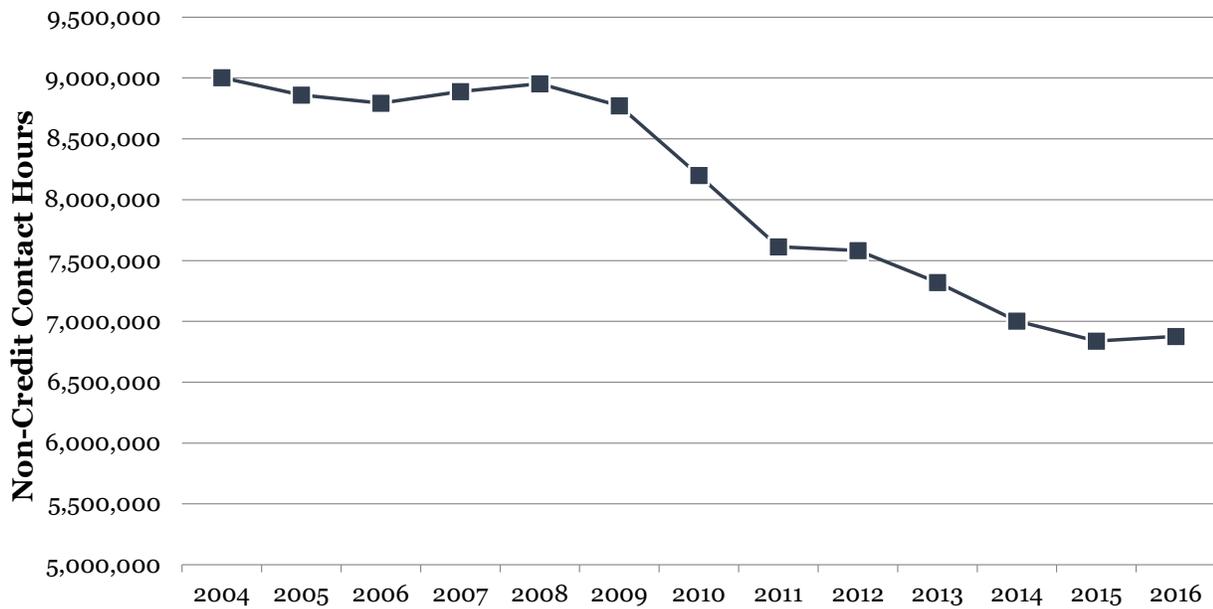


FIGURE 7-3: NON-CREDIT COURSES DELIVERED: FY 2004-2015, AY 2016

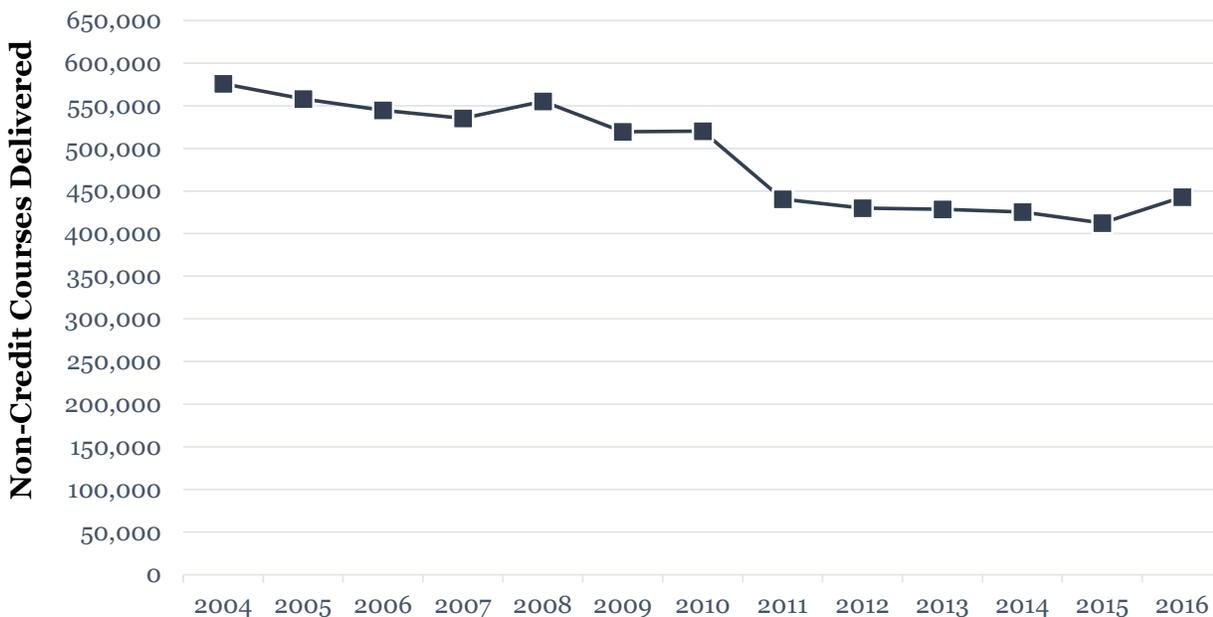
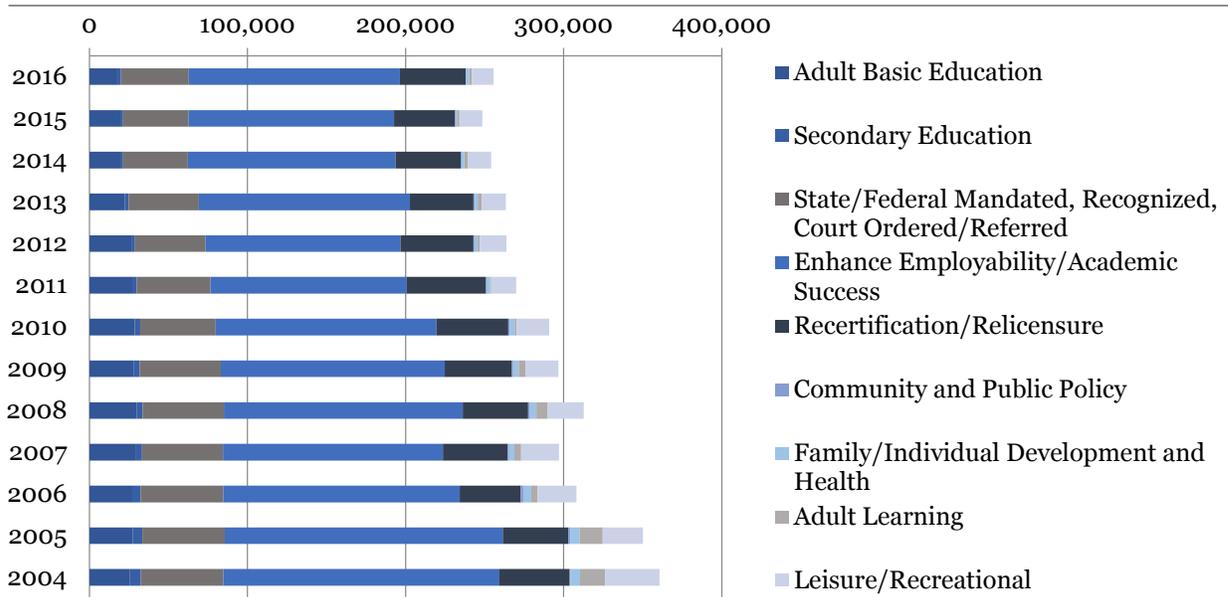


FIGURE 7-4: ENROLLMENT BY PROGRAM TYPE: FY 2004-2015, AY 2016



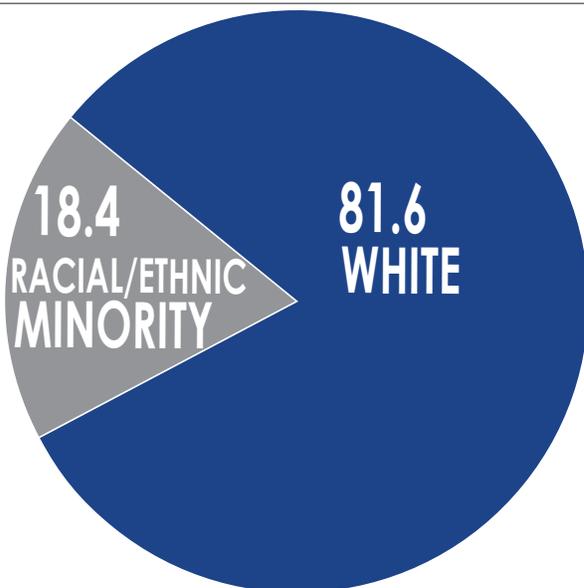
Participant Gender, Race, and Ethnicity

Historically, females have composed the majority of community college non-credit enrollment. However, in AY15-16, 34,419 enrollees (14.1 percent) were reported without a gender category. Of those students with reported gender, 42.2 were male and 43.8 percent were female.

While 56.9 percent of the total non-credit participants did not report ethnicity or race, of those who did, the majority were white (81.6 percent). Of the 18.4 percent who self-reported as being

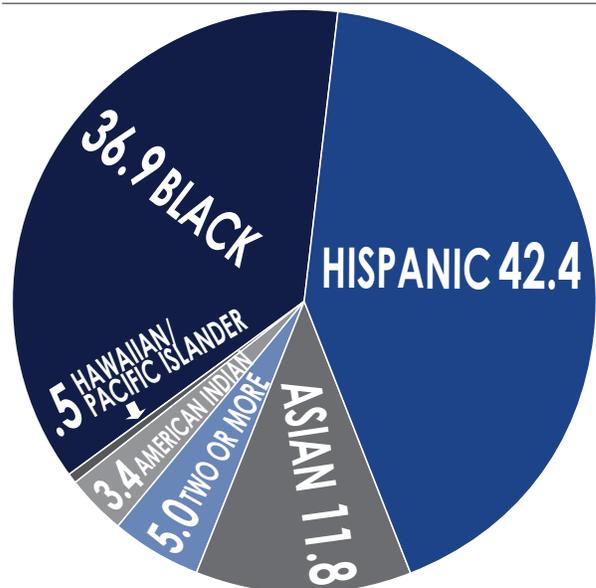
racial or ethnic minorities, 7.8 percent identified themselves as Hispanic, 6.8 percent as black, 2.1 percent as Asian, 0.6 percent as American Indian, 0.1 percent as Hawaiian/Pacific Islander, and 0.9 percent reported more than one race (Figure 7-5). Among these participants who identified themselves as racial or ethnic minorities, the majority were Hispanic (42.4 percent), followed by black (36.9 percent), Asian (11.9 percent), American Indian (3.4 percent), and Hawaiian/Pacific Islander (0.5 percent). Additionally, 5.0 percent reported as belonging to two or more races (Figure 7-6).

FIGURE 7-5: NON-CREDIT ENROLLMENT BY RACE/ETHNICITY*



* Based on the number of students who reported race/ethnicity.

FIGURE 7-6: NON-CREDIT ENROLLMENT BY RACIAL AND ETHNIC MINORITY*



* Based on students who identified themselves as racial or ethnic minorities.

Non-Credit Skill Enhancement Enrollment by Career Clusters®

Skill enhancement courses in the non-credit reporting category are designed to provide short-term programs and non-credit courses for the specific purpose of training persons for employment and upgrading and retraining the skills of persons presently employed. Courses and programs designated as short-term preparatory are also included within this category. Skill enhancement courses include many options that align with the 16 National Career Clusters®, the framework for organizing and delivering career and technical education (CTE) programs.

In AY15-16, 241,343 students were enrolled in skill enhancement courses, with 160,202 reported within one of the 16 National Career Clusters®. Colleges reported 2,981,883 contact hours, 97.2 percent of which were taken within one or more of the

National Career Clusters® (Figure 7-7). Non-credit enrollment at Iowa community colleges, distributed among National Career Clusters®, contains a high percentage of student contact hours in health sciences (42.0 percent) taken by 62,797 students enrolled in non-credit health science courses in AY15-16. This is a 0.6 percent decrease since last year and represents 39.1 percent of the total enrollment for skill enhancement in a National Career Cluster®.

Colleges reported 13.8 percent of student enrollment in business, management, and administration courses. A total of 4.4 percent were enrolled in transportation, distribution, and logistics; 3.6 percent in law, public safety, and security; 2.9 percent in agriculture, food, and natural resources; 2.6 in manufacturing; and 2.6 percent in architecture and construction (Figures 7-7 and 7-8). For a comparison with credit student enrollment, see “Section 2”, Fiscal Year Credit Enrollment and Demographics.

FIGURE 7-7: NON-CREDIT SKILL ENHANCEMENT BY NATIONAL CAREER CLUSTER® ENROLLMENT

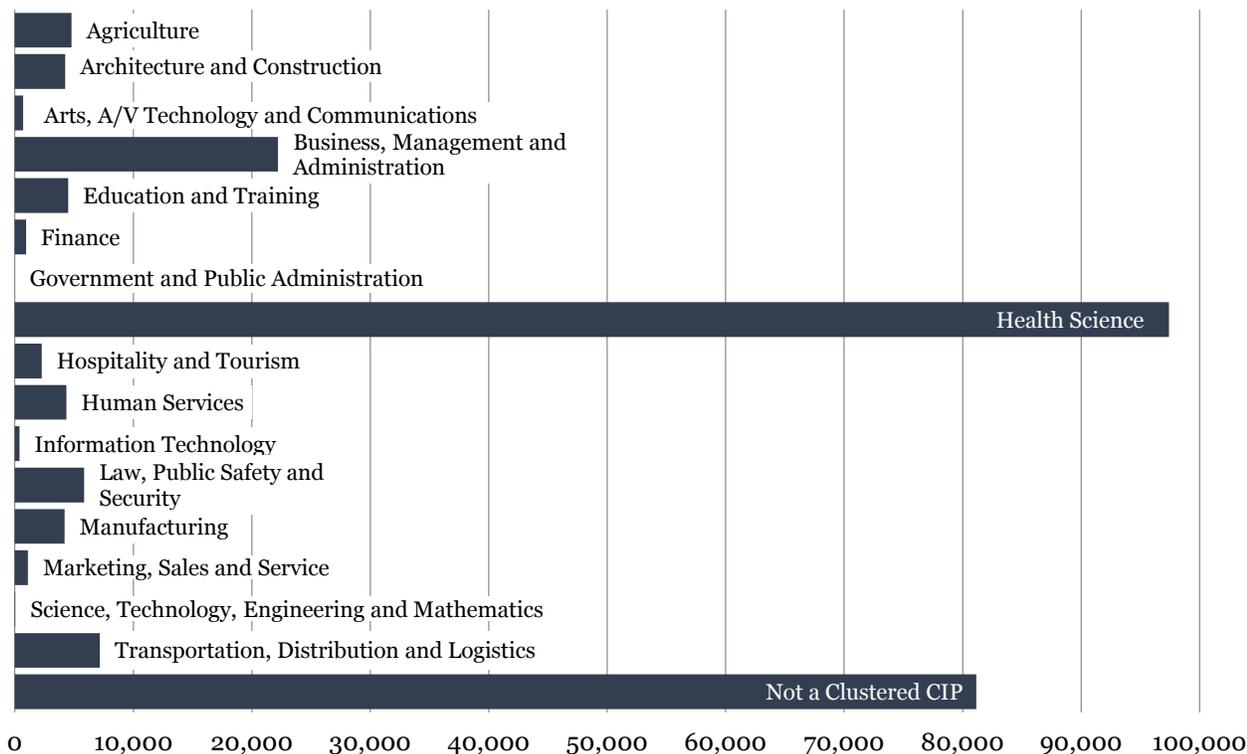
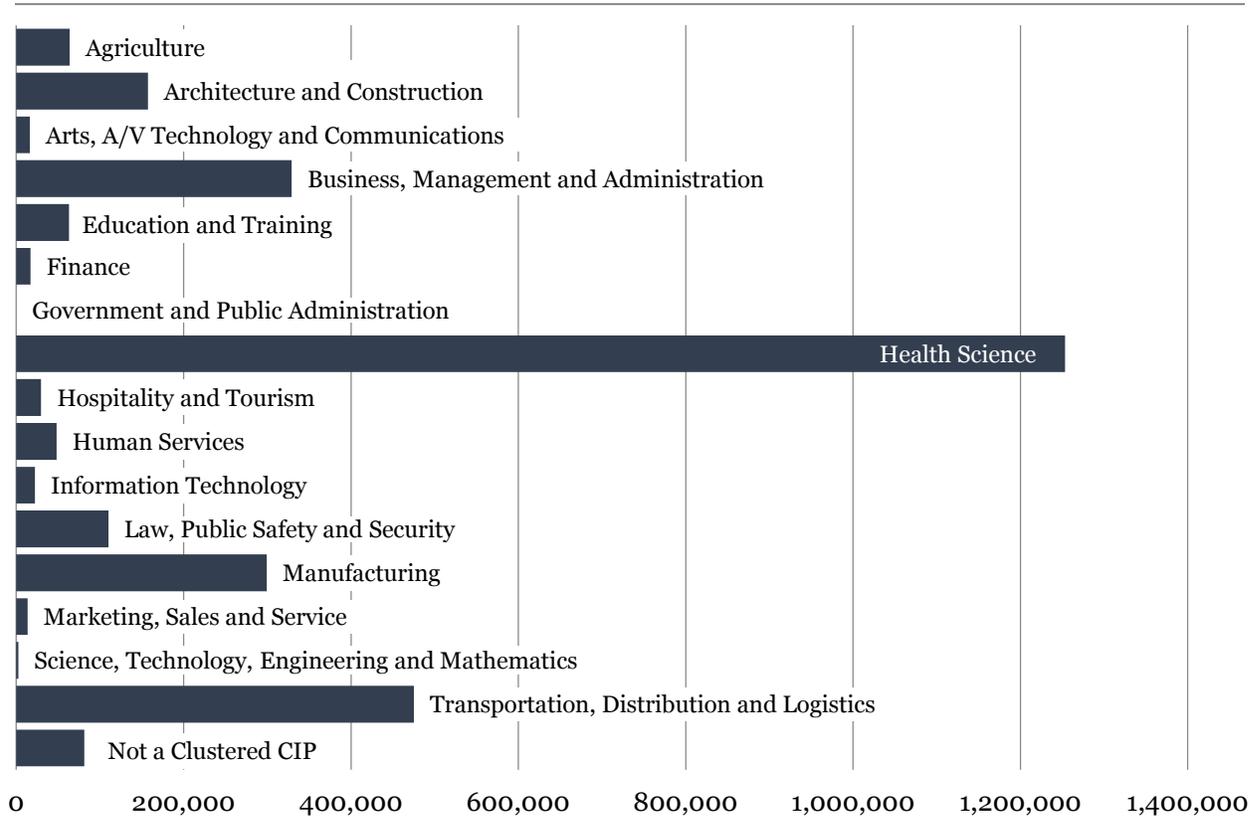


FIGURE 7-8: NON-CREDIT SKILL ENHANCEMENT BY NATIONAL CAREER CLUSTER® - CONTACT HOURS



State and Federally Mandated Programs

Non-credit courses include state or federally mandated, court-ordered or referred courses and programs that are designed to meet legislated or licensing requirements as defined in the Code of Iowa.

State and federally mandated coursework enrollment increased by 4.0 percent from the previous year (Figure 7-9). However, there has been an average annual decrease in enrollment of 1.6 percent in this category since FY10.

State and federally mandated programs vary in their scope and level of enrollment, as displayed in Figure 7-10.

FIGURE 7-9: STATE AND FEDERALLY MANDATED COURSEWORK ENROLLMENT: FY 2010-2015, AY 2016

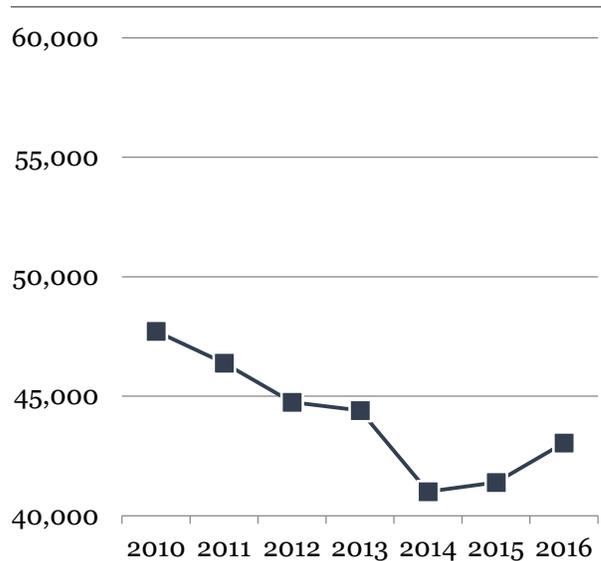
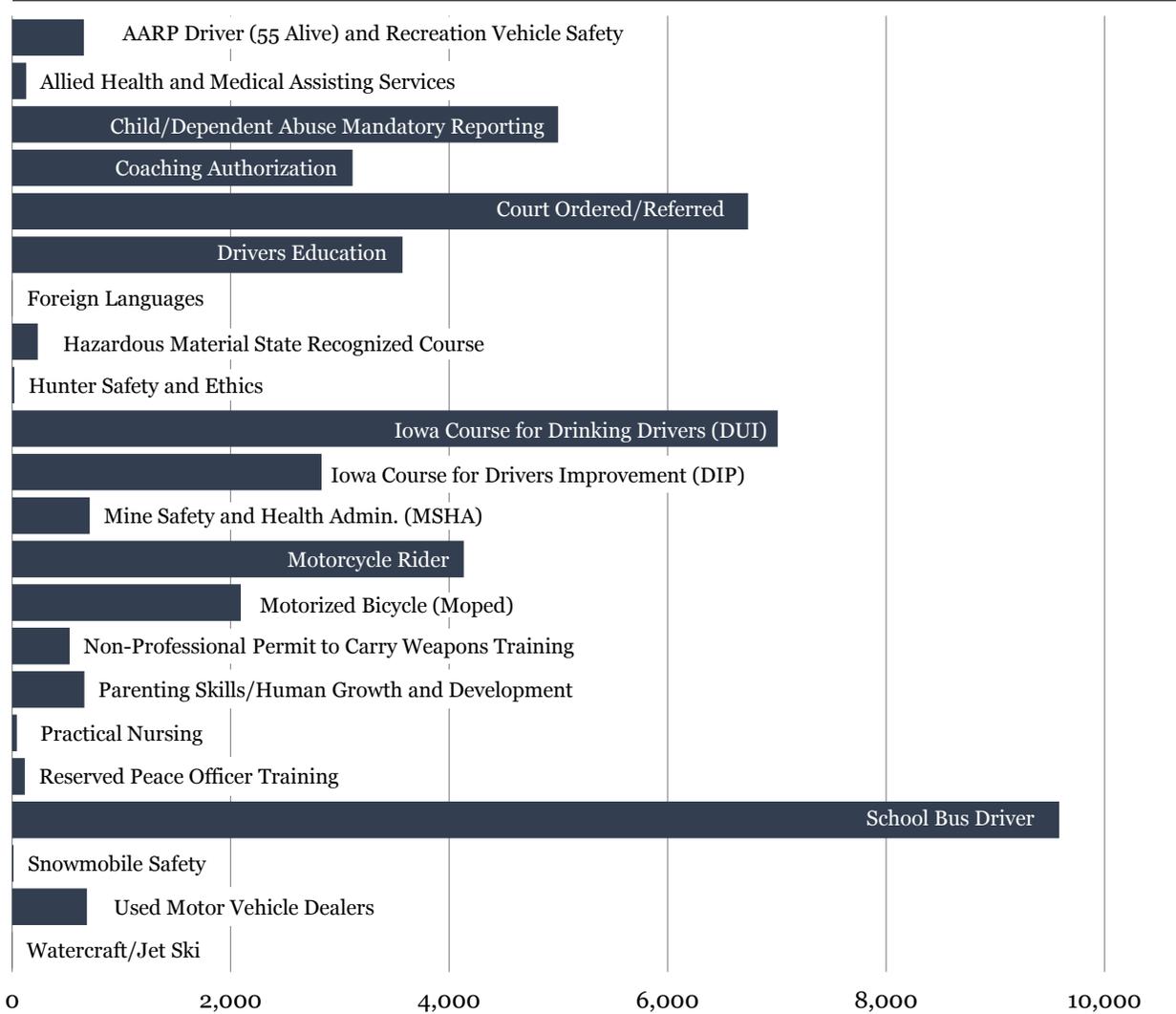


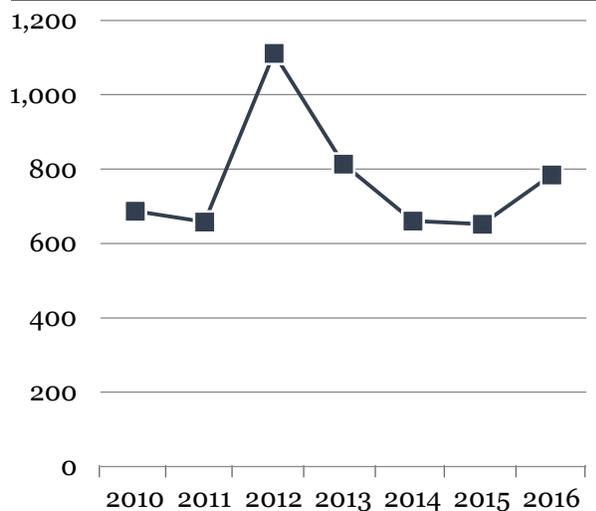
FIGURE 7-10: STATE AND FEDERALLY MANDATED PROGRAM ENROLLMENT BY PROGRAM TYPE



Non-Credit Mine Safety and Health Course Enrollment

The Iowa Department of Education administers a federal grant from the U.S. Department of Labor and Mine Safety and Health Administration (MSHA), which provides funds for training and services delivered to mine owners/operators/contractors in the state of Iowa. Enrollment in MSHA programs increased by 20.4 percent in AY15-16; however, there has been an average decrease of 6.6 percent in enrollment since FY12. Enrollment decreased by 8.3 percent between FY12 and AY15-16 with 785 students enrolled in AY15-16 (Figure 7-11).

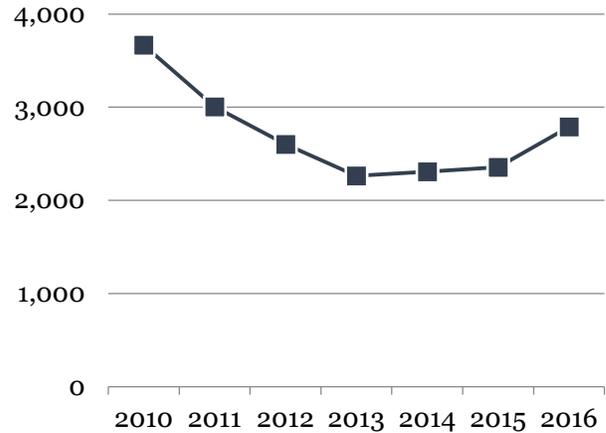
FIGURE 7-11: MSHA ENROLLMENT: FY 2010-2015, AY 2016



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 1.7 percent annually from FY12 through AY15-16 (Figure 7-12). Contact hours for courses have also increased by 18.4 percent since last year, resulting in a two percent average increase since FY12.

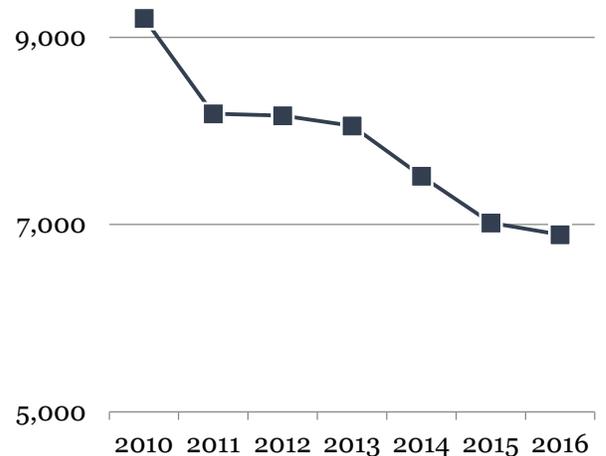
FIGURE 7-12: IOWA DRIVER IMPROVEMENT ENROLLMENT: FY 2010-2015, AY 2016



Non-Credit Drinking Drivers (OWI) Course Enrollment

The Iowa course for drinking drivers is the state-mandated course for drivers convicted of driving while under the influence of drugs and/or alcohol. Iowa community colleges, along with private providers licensed through the Iowa Department of Public Health and state correctional facilities, offer the state-approved program. Enrollment in drinking driver education courses decreased an average of 4.6 percent annually between FY10 and AY15-16 (Figure 7-13).

FIGURE 7-13: DRINKING DRIVER COURSE ENROLLMENT: FY 2010-2015, AY 2016

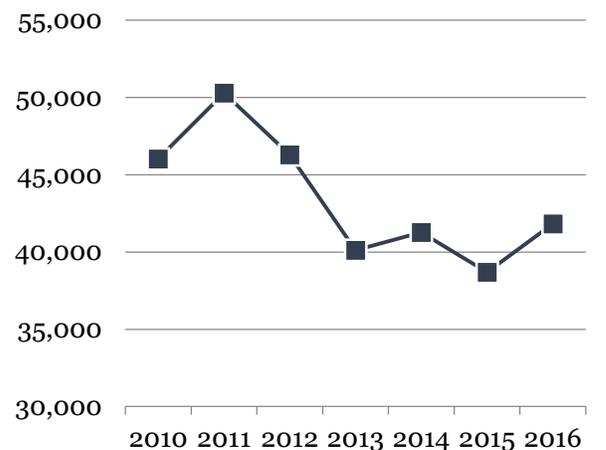


Recertification and Relicensing

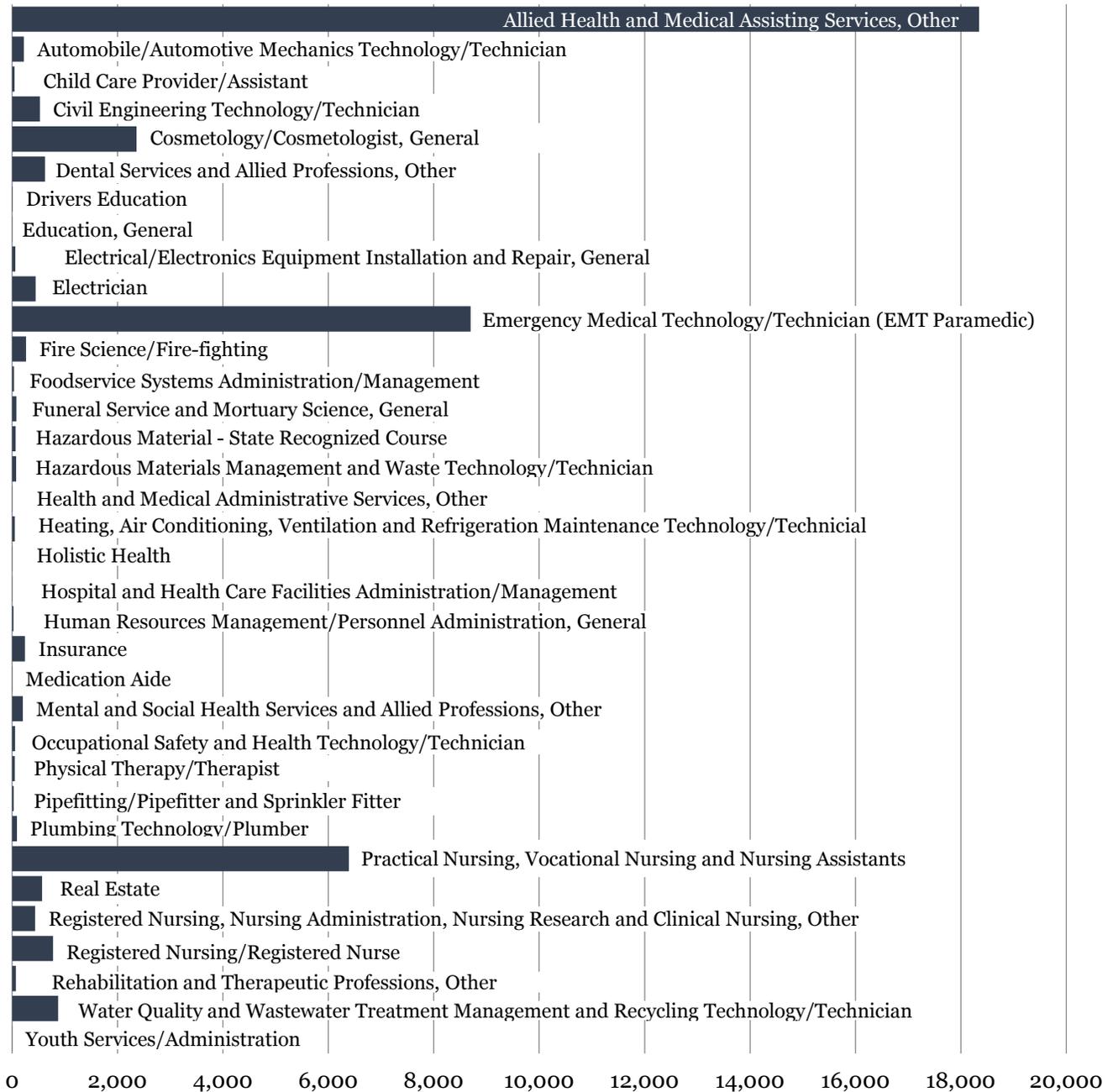
Recertification and relicensing coursework is designed for individuals employed in occupations that may or may not require a four-year degree, but may require employees to be recertified or relicensed to maintain employment (e.g., chemical application, insurance). Recertification or relicensing coursework does not lead to an additional degree. Of the 40,118 students enrolled in AY15-16, 84.3 percent were in healthcare-related courses, including practical nursing, EMT paramedics, and allied health services.

Overall, recertification and relicensing enrollment increased by 3.7 percent in AY15-16 from the previous year; however, average annual enrollment between FY11 and AY15-16 declined by 4.2 percent (Figures 7-14 and 7-15).

FIGURE 7-14: RECERTIFICATION AND LICENSING ENROLLMENT: FY 2010-2015, AY 2016



**FIGURE 7-15: RECERTIFICATION AND LICENSING PROGRAM ENROLLMENT
BY PROGRAM TYPE**



Used Motor Vehicle Dealer Education

The Used Motor Vehicle Dealer coursework, established in Iowa Code (Chapter 21) in 2009, ensures pre-licensing 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 illustrated in Figure 7-16. AY15-16 resulted in a 61.2 percent decrease with 676 students enrolled; however, the average enrollment has increased by 9.1 percent from FY12 to AY15-16. Contact hours increased an average of 8.7 percent from FY12 to AY15-16, consistent with the pattern of enrollment changes between program years.

Community and Public 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 AY15-16 decreased by 43.9 percent with 149 enrolled. Overall, there has been an average decrease of 46.7 percent annually since FY13 (Figure 7-17).

Online Non-Credit Courses

Online non-credit enrollment increased in AY15-16 by 44.2 percent from the previous year (Figure 7-18). Average enrollment since FY12 has increased by 30.0 percent, with contact hours increasing by 6.3 percent. Students in AY15-16 averaged 15 non-credit contact hours each.

Overall, 5.6 percent of all students enrolled in non-credit coursework at community colleges received credit through online delivery in AY15-16.

FIGURE 7-16: USED MOTOR VEHICLE DEALER EDUCATION ENROLLMENT: FY 2010-2015, AY 2016

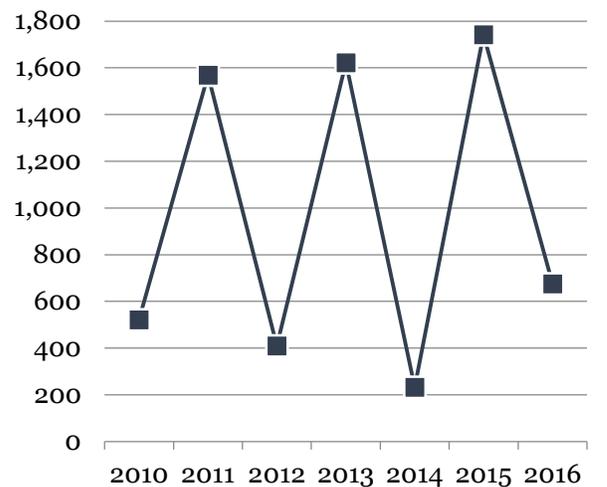


FIGURE 7-17: COMMUNITY AND PUBLIC POLICY ENROLLMENT: FY 2010-2015, AY 2016

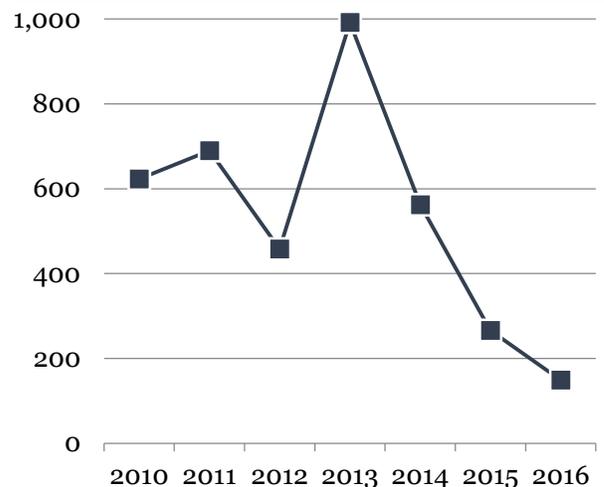
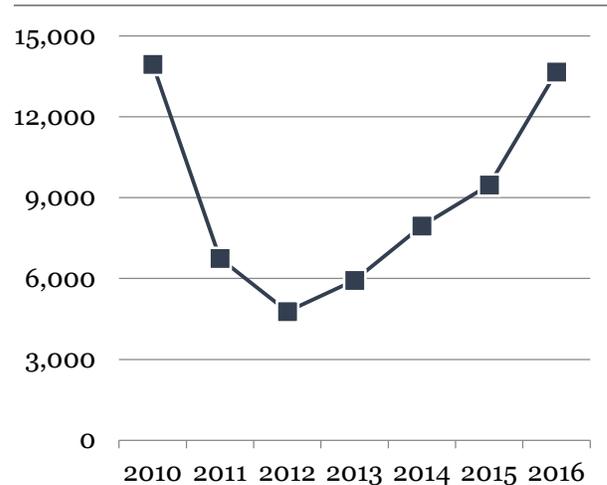


FIGURE 7-18: ONLINE COURSES DELIVERED: FY 2010-2015, AY 2016



Non-Credit Community Rehabilitation and Sheltered Workshops

Iowa community colleges deliver programs for people in community rehabilitation centers (sheltered workshops). Despite an increase over last year of 94.3 percent, enrollment in these programs has decreased an average of 32.4 percent annually since FY12 (Figure 7-19). Only two colleges reported enrollment in these workshops, with 103 students and 24,432 contact hours for AY15-16.

Enrollment in Correctional Institutions

Iowa community colleges delivered non-credit coursework to residents of correctional institutions to enhance the life skills, academic skills, and employability success of criminal offenders. Enrollment in AY15-16 was 2,617 students, an increase of 25.3 percent (Figure 7-20). However, the average decrease in enrollment for the past five years has been 4.3 percent.

Non-Credit Awards

While reporting of non-credit awards began in FY13, the data collection methods and methodology are evolving to align with modern requirements of non-credit education and the Voluntary Framework of Accountability (VFA) statewide initiative.

The number of students who received non-credit awards increased by 227 percent between FY15 and AY15-16, from 15,984 to 36,350, with the number of awards increasing by 234 percent, from 16,205 to 37,955. The majority of the awards (63 percent) were industry-awarded credentials provided by third party certification, or state/federal regulatory agencies leading to, or enhancing, employment. Examples of these include CNA and coaching certification/licensure. Local program completions comprised 33 percent of all awards. Local credentials are skill-based programs that are developed locally and fill a workforce need identified through local sector boards.

Community colleges also report alternative and adult high school diplomas, and GAP-funded program completions within this section of reporting. During AY15-16, there were 737 adult high school and 66 alternative high school diplomas

FIGURE 7-19: COMMUNITY REHABILITATION AND SHELTERED WORKSHOP ENROLLMENT: FY 2010-2015, AY 2016

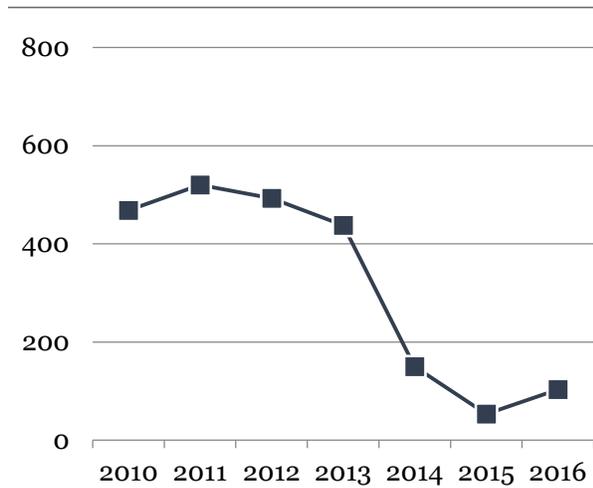
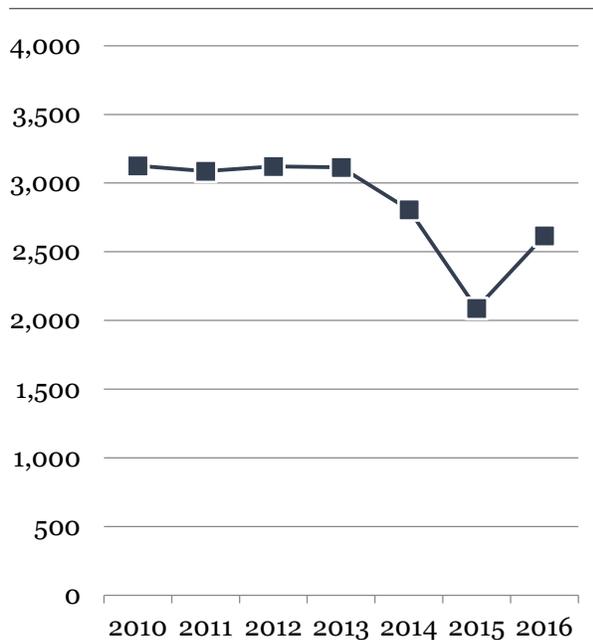


FIGURE 7-20: ENROLLMENT IN CORRECTIONAL INSTITUTIONS: FY 2010-2015, AY 2016



reported. There were 921 students who completed GAP-funded programs during AY15-16.

Additional reports will continue to be shared in order to reflect the new data that is being collected.



Adult Education and Literacy Enrollment and Programs

The federally funded adult education and literacy (AEL) programs administered by the Iowa Department of Education’s Division of Community Colleges and Workforce Preparation provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. Iowa’s AEL programs are delivered through the state’s 15 community colleges.

By improving the education and skill levels of individual Iowans, AEL programs enhance the competitiveness of the state’s workforce and economy. Through non-credit instruction in adult basic education (ABE), adult secondary education (ASE), and English as a Second Language (ESL), 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, ASE, 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. AEL program enrollment, reported through the MIS, decreased an average of 7.4 percent annually from fiscal year (FY) 2012 to academic year (AY) 2015-2016 (Figure 8-1). While this chart might include duplicate

ADULT EDUCATION AND LITERACY

STUDENTS:

17,771

DOWN SINCE 2015:

↓ 0.3%

STUDENTS REPORTED PER NRS REQUIREMENTS:

12,378

UP SINCE 2015:

↑ 1.4%

LARGEST INSTRUCTIONAL PROGRAM:

ADULT BASIC EDUCATION

47% OF TOTAL ENROLLMENT

* Transitional year, see “Data Reporting” on page 6 of Section 1.

participants enrolled in multiple adult education programs, Table 8-1 reflects actual headcount per college for the past five years.

Unduplicated headcount for AY15-16 was 17,771 participants, which is less than a 1.0 percent difference from the previous year. The greatest area of increase has been with the English Language Learning program, which increased 4.0 percent over the past five years. Enrollment in Basic Skills and Developmental and Remedial Education increased by 780 students since last year, but has averaged a 2.6 percent decrease since FY12.

Total AEL enrollment data collected through the MIS includes all students who attended at least one 50-minute class period. Of these, 17,502 participants were included in the data management system used to report for federal accounting purposes. Of these participants, 12,378 were eligible for, and included in, federal year-end reporting based on the National Reporting System (NRS) requirements. The NRS is the accountability system for the federally funded Adult Education and Family Literacy Act (AEFLA) state-administered adult education program.

Data submitted to the NRS is based on the Adult Education’s program year, which coincides with Iowa’s fiscal year (July 1, 2015 - June 30, 2016) The NRS specifies parameters for students to be included

FIGURE 8-1: ADULT LITERACY ENROLLMENT (MIS): 2010-2016

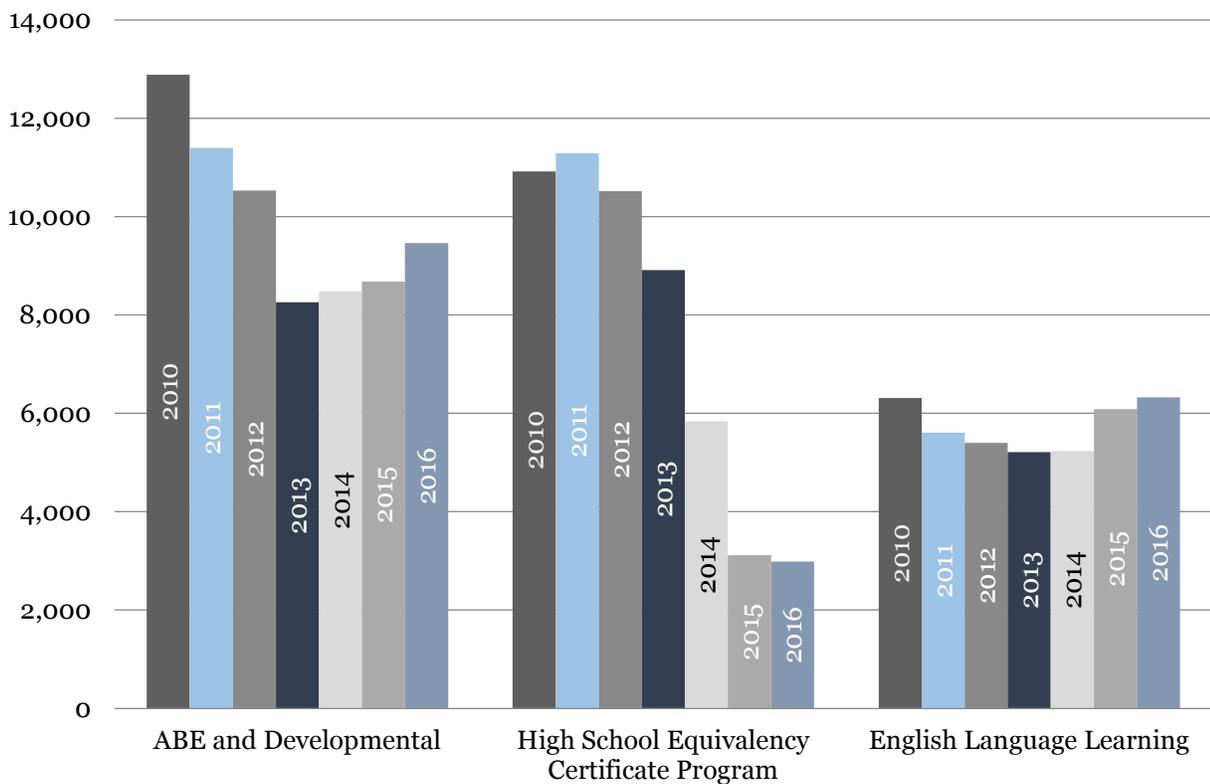


TABLE 8-1: UNDUPLICATED ADULT LITERACY ENROLLMENT - MIS*

College	2012	2013	2014	2015	2016	% Average 5-Year Change
Northeast Iowa	574	669	607	431	306	-14.6
North Iowa Area	807	731	526	460	394	-16.4
Iowa Lakes	302	282	236	212	242	-5.4
Northwest Iowa	456	450	381	288	321	-8.4
Iowa Central	1516	1510	1359	1457	1530	0.2
Iowa Valley	1489	832	767	684	675	-17.9
Hawkeye	1387	882	929	1007	954	-8.9
Eastern Iowa	2134	2033	1840	1813	1881	-3.1
Kirkwood	2227	2765	2550	2758	2418	2.1
Des Moines Area	6943	4679	3685	3851	3710	-14.5
Western Iowa Tech	1809	1561	1573	1439	1785	-0.3
Iowa Western	1592	1190	1444	1349	1405	-3.1
Southwestern	556	430	376	317	332	-12.1
Indian Hills	1434	875	656	778	717	-15.9
Southeastern	1440	1476	1146	982	1101	-6.5
Total	24,666	20,365	18,075	17,826	17,771	-7.9

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

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 not 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 earned neither secondary school diplomas nor 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 follow-up core 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. Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level. The levels for ABE are beginning literacy, beginning basic education, intermediate low, and intermediate high basic education. ASE has only two levels, low and high. The six ESL levels are beginning literacy, low beginning ESL, high beginning ESL, low intermediate ESL, high intermediate ESL, and advanced ESL.

ABE instruction had the most enrollees in 2016 with 5,860 participants, or 47.3 percent of the total enrollment. ESL was the second largest group of participants with 5,045 participants (40.8 percent), while ASE represented 11.9 percent, with 1,473 enrollees.(Figure 8-2). There has been a five-year average increase of 5.7 percent in ESL enrollment.

Of those who were both enrolled in AY15-16 and federally reported, 50.2 percent were female and 34.2 percent self-identified as white (Figure 8-3). An additional 30.2 percent of participants identified themselves as Hispanic or Latino, 20.2 percent black or African American, and 12.7 percent Asian. The remaining three categories (American Indian, Hawaiian or Pacific Islander, and two or more races) combined to about 2.8 percent of the participants.

FIGURE 8-2: PROGRAM ENROLLMENT AS REPORTED ON NRS: 2012-2016

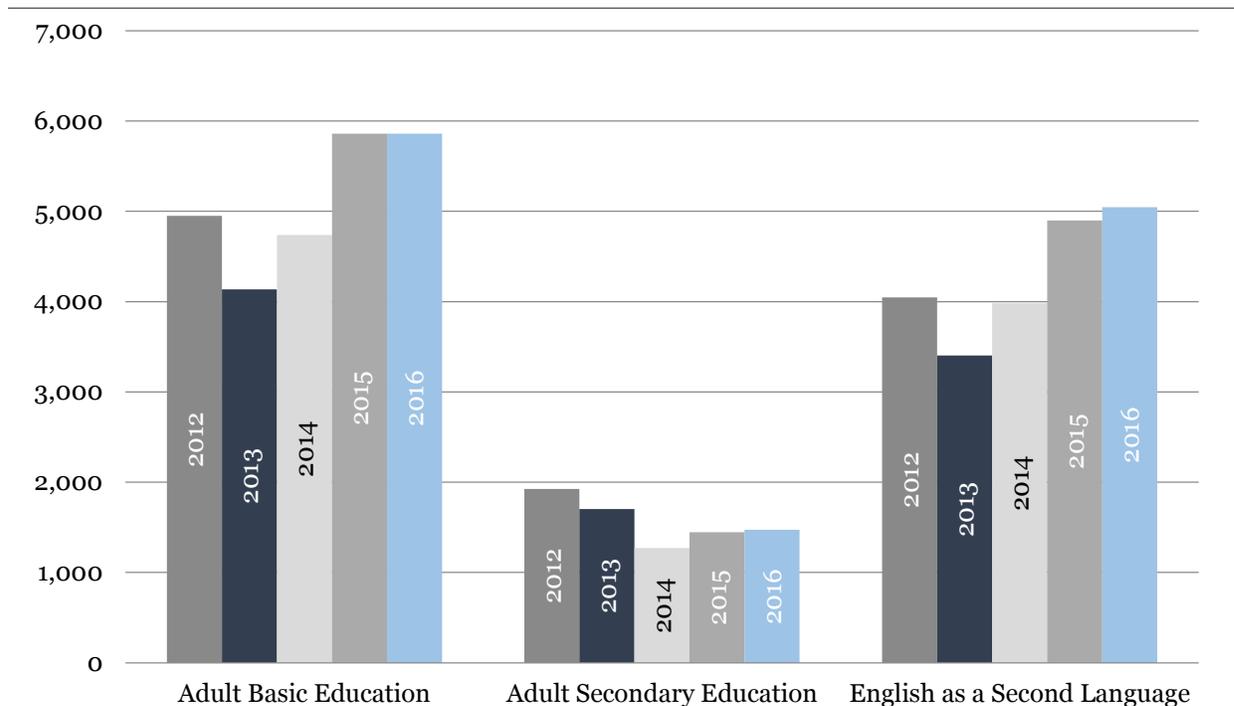
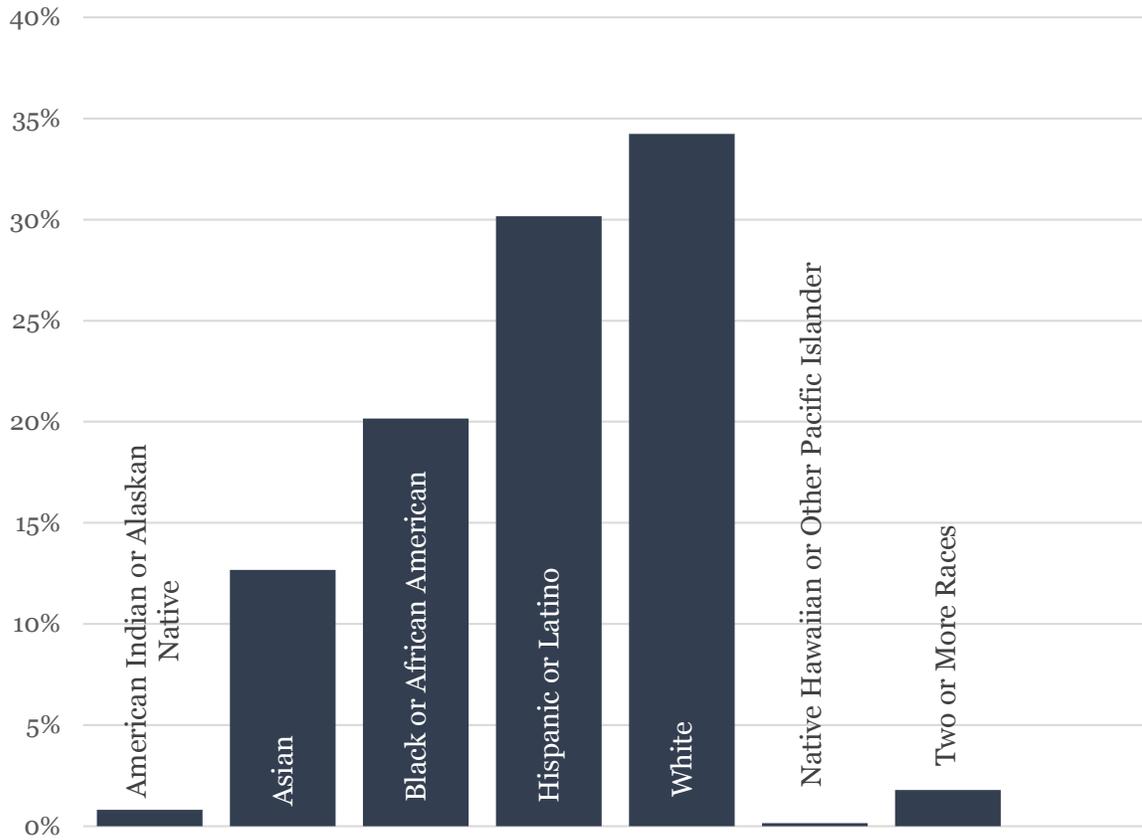


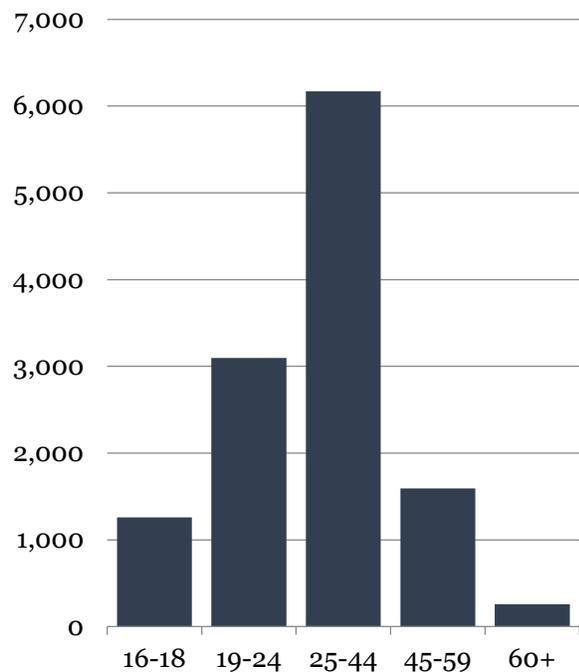
FIGURE 8-3: RACIAL AND ETHNIC BACKGROUND OF ADULT EDUCATION AND LITERACY STUDENTS



The largest age group served by AEL programs ranged from 25 to 44 years of age, with 49.8 percent in this category. The next largest group, ages 19 to 24, accounted for 25.0 percent. The 45 to 59 age group had 1,594 participants (12.9 percent), which was slightly higher than the 16 to 18 age group with 1,259 participants (10.2 percent) (Figure 8-4).

Additional optional demographic information is collected from participants in the AEL program to assist in directing resources to target specific needs. The three highest optional secondary status measures, as indicated by participants upon entry into the AEL programs, included the following: self-identified as receiving public assistance (973); self-identified as being a single parent (883); and self-identified as being a dislocated worker (106). It is important to note that a participant might indicate more than one status measure.

FIGURE 8-4: NRS ENROLLMENT BY AGE



Core Outcome Measures

Iowa’s performance in the AEL arena is measured based on the five NRS core outcome measures: educational gain, received a high school equivalency diploma, entered employment, retained employment, and entered postsecondary education. The U.S. Department of Education negotiates a target for program effectiveness and outcomes, in part, by whether these targets are met. This section presents information on each of these targets.

Educational Gain – Of the 12,378 participants reported in NRS, 69.7 percent self-identified their highest level of school completed as between the 9th and 12th grades. Those reporting their highest level of school completed as between 6th and 8th grades was the second largest grouping (12.5 percent) (Figure 8-5). These self-reported grade levels indicate a starting point to measure progress in AEL programs, whose primary purpose is to improve the basic literacy skills of participants.

The NRS approach to measuring educational gain is to define a set of educational functioning levels at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. Iowa’s AEL program uses the federally approved Comprehensive Adult Student Assessment System (CASAS) to assess all incoming students for proper grade-level placement. After 70-100 hours of instructional intervention (or a minimum of 40 hours), students are again assessed to determine their skill levels. If their skills have improved

sufficiently to place them one or more levels higher, an “advance” is recorded for that student.

In 2016, 7,771 (62.7 percent) of the total NRS reported participants persisted beyond the minimum hours of instruction and took a post-assessment. This percentage remained relatively steady from 2015, when of the 12,203 NRS-reported participants, 63.3 percent persisted. Of those who persisted in 2016, 5,453 (70.2 percent) completed or advanced at least one educational functioning level in the fiscal year (Figure 8-6), with 1,790 (32.8 percent) advancing multiple levels.

FIGURE 8-5: HIGHEST LEVEL OF SCHOOL COMPLETED BY PARTICIPANTS

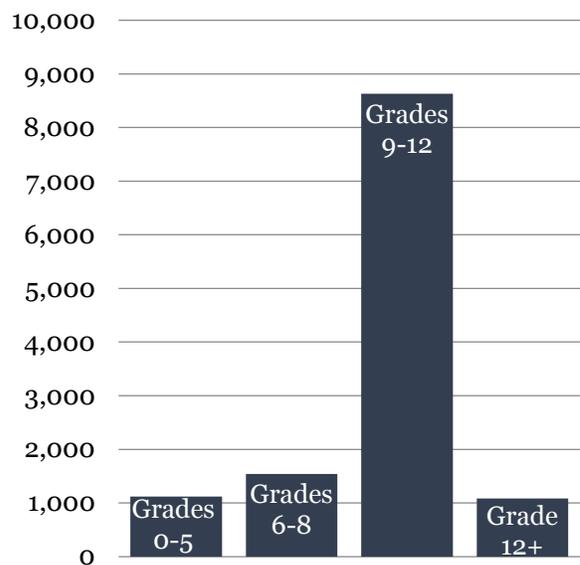
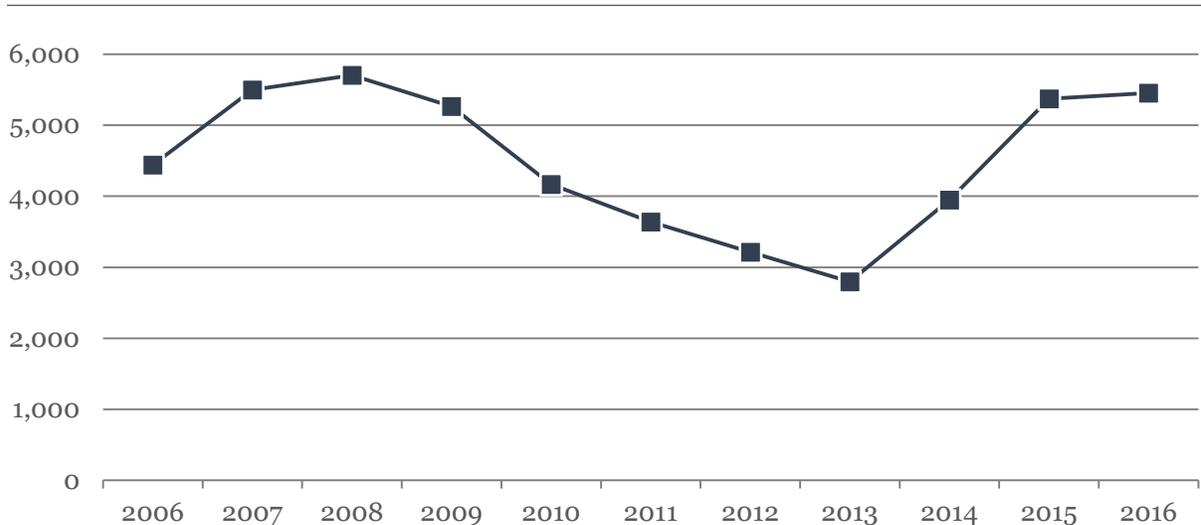


FIGURE 8-6: NRS EDUCATIONAL FUNCTIONING LEVEL GAINS: 2006 - 2016



High School Equivalency Diploma – For many participants in AEL programs, the main goal is to achieve a high school equivalency diploma (HSED). To qualify for the federal reporting cohort, a participant must have completed all five sub-tests (pass or fail) within the program year, or have a qualified enrollment of 11th or 12th grade, and have exited from the program. During AY15-16, 1,925 participants completed all five sub-tests and had data available for matching against HSED recipients. Of those who completed and exited from AEL services, 96.97 percent (1,866) were awarded equivalency diplomas in AY15-16, thus achieving this federal outcome measure (Figure 8-7).

Entered Employment – Upon enrollment in AEL programs, participants are required to indicate their employment status. Of the 12,378 NRS-reported participants, 17.0 percent (2,106) were not seeking employment; however 41.7 percent self-reported as unemployed (Figure 8-8). To qualify for follow up within this cohort to NRS, a participant must either exit the program either by completing instruction, or by no longer participating.

There were 2,724 participants who qualified for consideration in this cohort. Iowa participates as a data-match state by partnering with Iowa Workforce Development for employment and wage information. Of the participants in the 2016 cohort, 49.2 percent (1,349) were identified as achieving employment within one quarter of exiting their AEL programs.

Retained Employment – In AY15-16, 5,102 of the 12,378 NRS-reported participants in the AEL programs self-identified as being employed. To qualify for follow up within this cohort to NRS, a participant must either exit the program by completing instruction, or no longer participating and gaining employment within the first quarter of exiting. A total of 3,647 participants met one of these criteria. Of those, 86.7 percent, or 3,162 unduplicated participants with valid identifiable information, retained their employment three quarters after exiting from AEL programs.

FIGURE 8-8: EMPLOYMENT STATUS UPON PROGRAM ENTRY

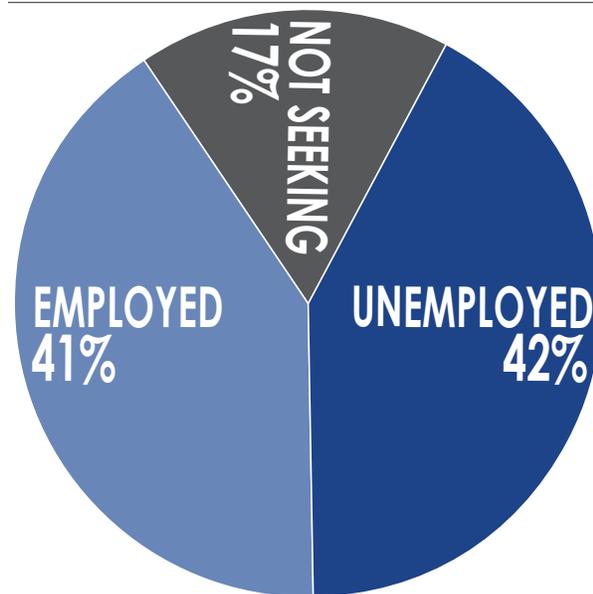
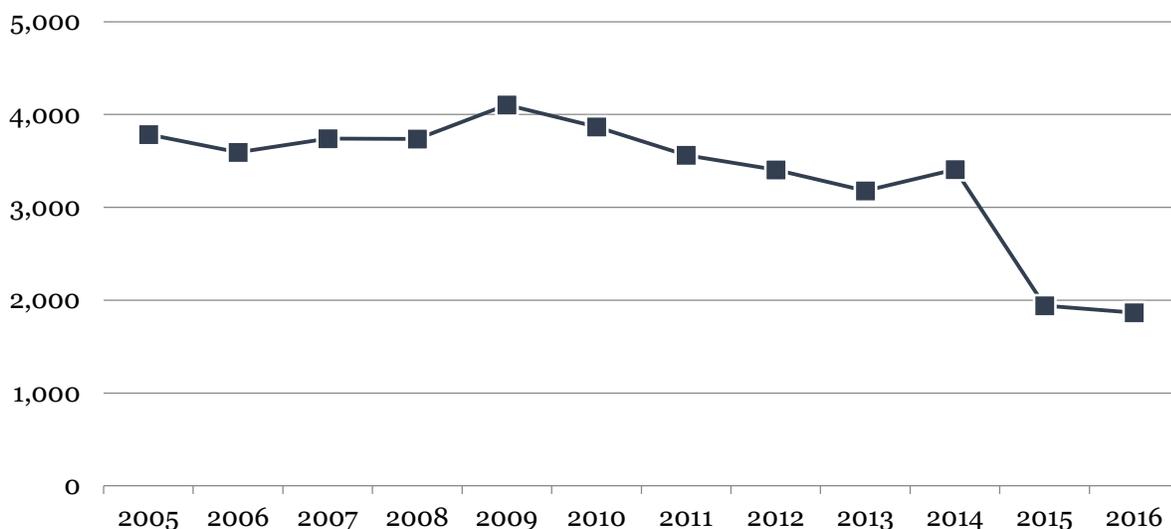


FIGURE 8-7: CORE OUTCOME MEASURE - AWARDED HSED: 2005 - 2016



Entered Postsecondary Education or Training – In this measure, participants must have achieved their high school equivalency diplomas while enrolled in AEL programs or have already earned their secondary credentials prior to entry into the programs. Participants must then enroll in transition or postsecondary courses or training programs within the program year. In AY15-16, there were 2,100 participants eligible for this cohort. Participants were matched against MIS and the National Student Clearinghouse to verify postsecondary student enrollment. This resulted in an 82.3 percent (1,728) match for participants who entered postsecondary education or training (Figure 8-9), which was a significant improvement over the previous year.

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 AY15-16, a total of 178 participants were reported as being distance learners. Of those, 134 were enrolled as ABE and 44 were enrolled as ASE participants. Sixty-two (62) distance learners (34.8 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 AY15-16, 1,669 participants were included as part of this total enrollment reported in the NRS. While this does not represent all of the adults served in Iowa’s correctional institutions, it does indicate that of the cohort reported, 745 (44.6 percent) achieved educational level gains, and 254 (15.2 percent) were awarded high school equivalency diplomas.

FIGURE 8-9: CORE MEASURE BENCHMARK COMPARISON

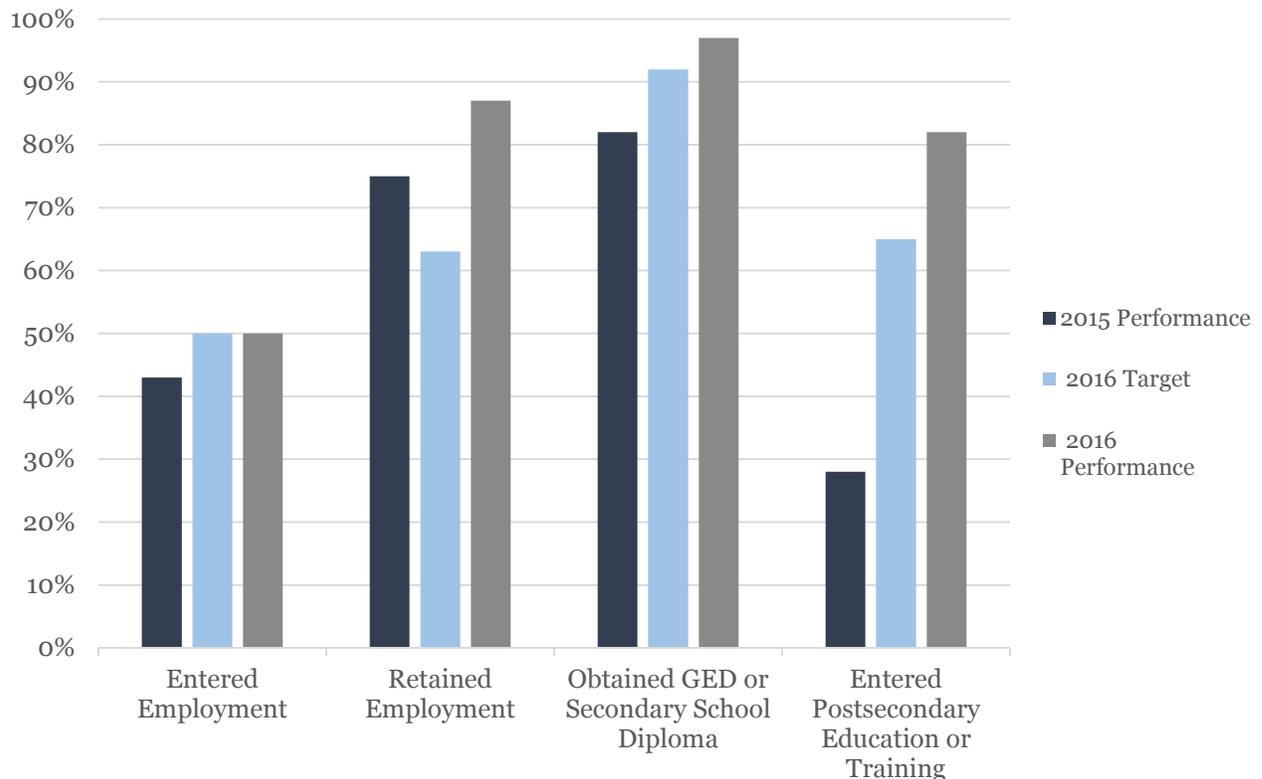
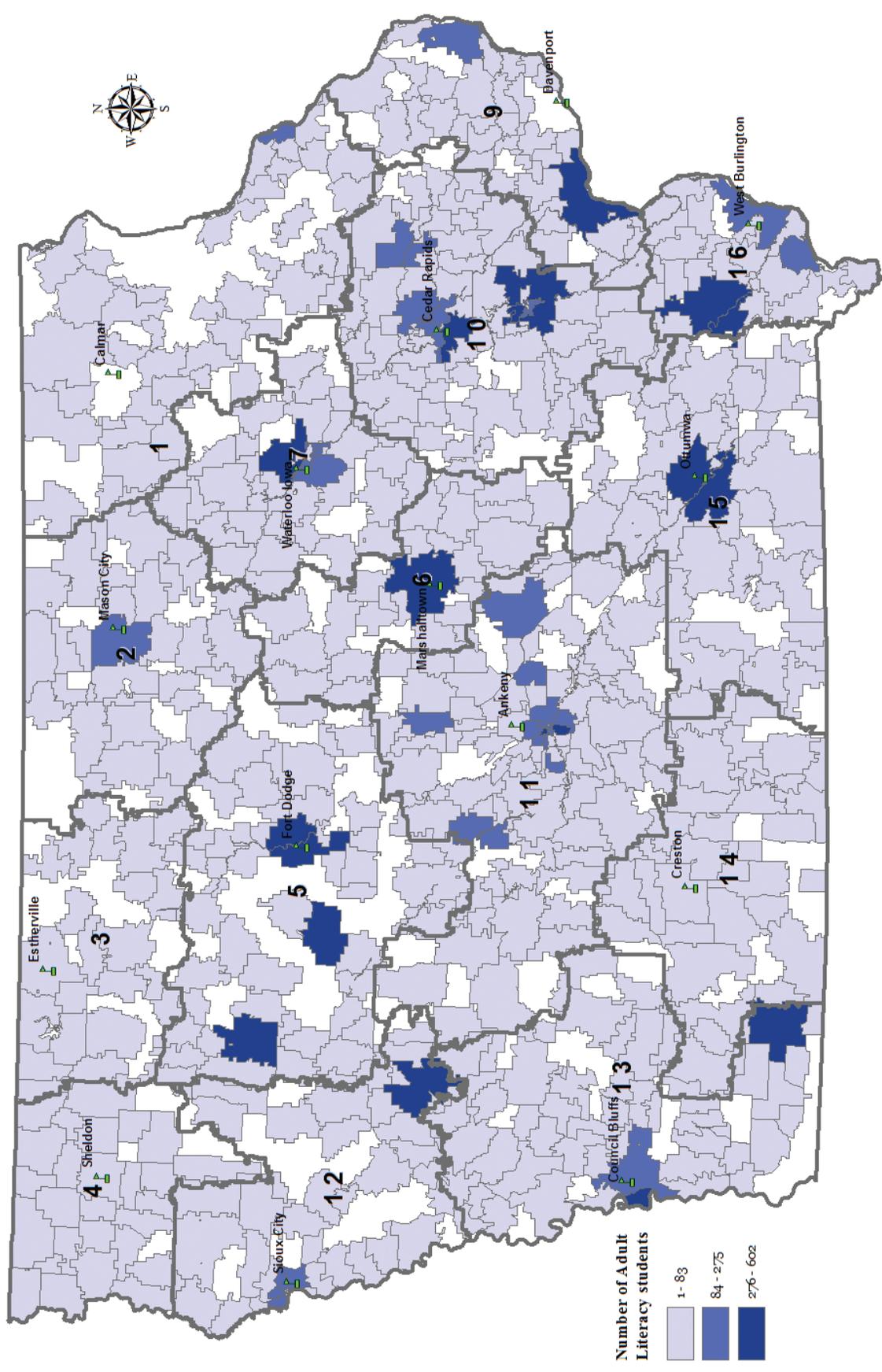


FIGURE 8-10: MIS-REPORTED ADULT LITERACY PROGRAM ENROLLMENT BY ZIP CODE AREA: 2016



Counts include 15,855 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.



Iowa Skilled Worker and Job Creation Fund

History of Iowa Skilled Worker and Job Creation Fund

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 allows Iowa’s community colleges to help a growing number of Iowans from all social and economic backgrounds acquire the skills and industry-recognized credentials needed to secure gainful employment.

The Iowa Skilled Worker and Job Creation fund 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)
- » Kibbie Skilled Worker Shortage Tuition Grant Program (261.130)

These programs are under the administrative oversight of the Iowa Department of Education, with the exception of the Kibbie Tuition Grant Program, which is managed by the Iowa College Student Aid Commission, and the ACE program, which is managed by the Iowa Economic Development Authority (IEDA).

This section of the Condition Report highlights the WTED Fund; PACE Program; GAP Tuition Assistance Program; and the Work-Based Learning Intermediary Network. All together, Iowa invested over \$41 million into addressing the state’s growing shortage of skilled workers.

WTED FUND

FY16 ALLOCATION

\$15M

FY15 CARRYOVER

\$2,998,139

FY16 EXPENDITURES

\$16,132,482

FY16 OBLIGATED/PLANNED FUNDS

\$1,865,657

Workforce Training & Economic Development (WTED) Fund

The 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 career and technical education (CTE). Community colleges may use WTED funds to support the following activities:

- » 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)
- » National Advanced Manufacturing Certification (NAM)
- » PACE programs (260H)

Overall, WTED expenditures, which are still reported on fiscal years, totaled \$16,132,482 for FY16. Obligated or planned funds for FY17 totaled \$1,865,657 across the other programs that are listed in Table 9-1.

TABLE 9-1: IOWA SKILLED WORKER AND JOB CREATION FUND TOTALS: FY 2016

Program Name	FY 2016 Investment with FY 2015 Carry Forward
Workforce Training & Economic Development (WTED)	\$17,998,139
Pathways for Career & Employment (PACE)	\$6,329,104
Gap Tuition Assistance	\$2,446,511
Work-Based Learning Intermediary Network	\$1,777,613
Accelerated Career Education Infrastructure	\$12,883,925
Total	\$41,790,069

Pathways for Academic Career and Employment (PACE)

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

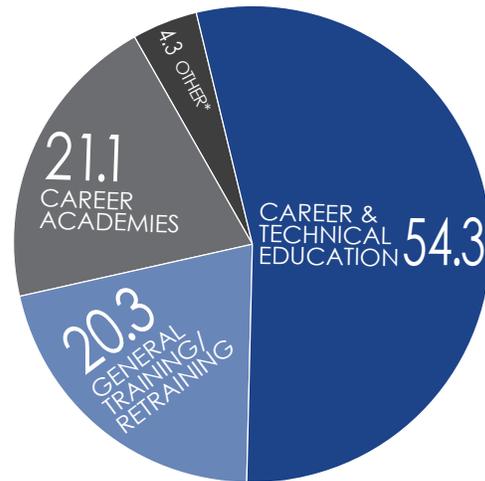
- » deemed by definition to be low skilled;
- » earned an income at or below 250 percent of the federal poverty level; and
- » unemployed or underemployed; or
- » considered a dislocated worker.

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 FY16 budget for PACE was \$6,329,104, of which \$5,000,000 was appropriated by the Iowa Legislature and \$1,329,104 was carried forward from FY15. Of the total available funds, community colleges spent \$5,937,832 (93.8 percent). Student expenses included educational, personal, and career support for participants, such as tuition, tutoring, and travel assistance. Colleges may also expend PACE funds on program support such as staff salaries, travel, supplies, and equipment.

Within the category of student expenses, \$1,625,260 was spent on education support, \$428,031 on personal support, and \$63,393 on

FIGURE 9-1: WTED PERCENT OF EXPENDITURES BY PROGRAM



* The “other” category consists of the following: 1.9 percent Entrepreneurship/Small Business, 1.2 percent PACE, 0.6 percent Gap Tuition, 0.4 percent NCRC/NAM, 0.3 percent State Economic Impact Study, and 0.2 percent Iowa Jobs Training.

career support. Within the category of college expenses, community colleges spent \$3,757,149 on personnel, supplies, equipment, and other associated support costs. An additional \$63,999 was used to support regional industry sector partnerships though the community colleges.

TABLE 9-2: PACE BUDGET SUMMARY

Source	Amount (\$)
FY 2015 Carry Forward	1,329,104
FY 2016 Allocation	5,000,000
FY 2016 Total Funds	6,329,104
Student Expense Categories	
Financial & Educational Support	1,625,260
Personal Support	428,031
Career Support	63,393
College Expense Categories	
Salary & Personnel	3,303,175
Travel	68,180
Supplies & Equipment	140,449
Other	245,344
Regional Industry Sector Partnerships	63,999
Total Expenses	5,937,832
FY 2016 Carry Forward	391,272

In FY16, 4,387 individuals applied for participation in PACE programs (Table 9-3). Of those applicants, 3,426 individuals were eligible, representing an 8 percent increase in the acceptance rate from last year. Of these, 1,962 participants will continue training into the next year. During FY16, 876 individuals sought their high school equivalence or basic skills training, 1,651 sought a certificate program, 1,614 sought a postsecondary degree, and 598 sought a diploma.

TABLE 9-3: PACE PARTICIPANT SUMMARY

Category	Total Count
Number of Completed Applications	4,387
Number of Approved Participants	3,426
Training Activities Pursued	
HSED & Basic Skills	876
Certificate Programs	1,651
Degree Seeking	1,614
Diploma Programs	598
Total Training Activities	4,739

Gap Tuition Assistance

The Gap Tuition Assistance Program (GAP) funding is used by Iowa’s community colleges to provide need-based tuition assistance to applicants for the completion of approved continuing education 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 and maintain full-time employment.

Eligible programs must be non-credit, but aligned with a credit certificate, diploma, or degree program. Programs must offer training in high-demand occupation fields, such as information technology, healthcare, advanced manufacturing, and transportation and logistics.

The FY16 budget for the Gap Tuition Assistance Program was \$2,446,511: \$2,000,000 appropriated from the Iowa Legislature and \$446,511 carried forward from FY15. Table 9-4 illustrates that in FY16, colleges reported spending \$2,109,286 of the budgeted funds with the greatest percentage being spent on tuition and books, followed by staff support and services; fees, assessments, and testing; and equipment. Further analysis revealed that a few colleges had reported expenses exceeding available Gap funds, which necessitated an adjustment. As a result, actual total expenditures were \$2,032,094, which was then used to accurately calculate “FY 2016 *ADJUSTED* Carry Forward” (Table 9-4) funds to be used in FY17.

TABLE 9-4: GAP BUDGET SUMMARY

Source	Amount (\$)
FY 2015 Carry Forward	446,511
FY 2016 Allocation	2,000,000
FY 2016 Total Funds	2,446,511
Expenses	
Tuition & Books	1,795,371
Equipment	33,743
Fees, Assessment, Testing	92,523
Staff Support & Services	187,649
Total Expenses	2,109,286
FY 2016 Carry Forward	414,417

TABLE 9-5: GAP PARTICIPANT SUMMARY

Category	Total Count
Number of Completed Applications	2,792
Number of Approved Participants	1,097
Status of Approved Participants	
Completed Training	715
Did Not Complete Training	183
Completion Rate*	82.7%
Number of Earned 3rd Party Credentials	329

* 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.

Work-Based Learning Intermediary Network

In FY16, the Department received \$1.45 million in appropriations to develop and implement a statewide work-based learning intermediary network. This funding was awarded on a competitive basis to 15 regional intermediary networks, which used the funds to develop and expand work-based learning opportunities within each respective region. Some intermediary regional networks had already been in operation for a number of years prior to the creation of the Iowa 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 each of their respective regions, providing information on work-based learning opportunities. This valuable information helps students make informed postsecondary education and career decisions. The 15 regional networks 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. This model helps align students' career interests to appropriate postsecondary education and training opportunities. The long-term goal is to position students for successful career attainment.

In FY16, the third year of this grant, a wider variety of work-based learning opportunities across all career clusters, was provided to a broader range of K-12 students. Awareness of the Statewide Intermediary Network grew, as evidenced by a 24 percent increase in the number of work-based learning opportunities for students and educators offered in FY16. In addition, collaborative activities between Intermediaries and shared partners (STEM, AEAs, etc.) increased by 62 percent from FY15, providing a larger variety of experiences for students. The separate "FY16 Work-Based Intermediary Network" report includes activities that resulted from these collaborative partnerships.

Work site core services are opportunities that occur at a business or industry site. Table 9-6 illustrates that through intermediary funding, work site core services were provided to 11,559 students. An additional 11,084 students received work site core services through other shared funding sources from partnerships. Additional services paid with intermediary funds, such as career fairs, classroom speakers, and mock interviews, helped 41,806 students. Collaborative funds helped provide services to another 28,523 students. Intermediary funds also enabled 950 educators to participate in teacher tours, externships, and other teacher experiences. More information on these programs may be found on the Department's website: <https://www.educateiowa.gov/adult-career-and-community-college/publications>.

TABLE 9-6: WORK-BASED INTERMEDIARY PARTICIPANT SUMMARY

	Intermediary Funds Only	Shared Resource	Total Participants
Work Site Core Services (Students)			
Internships	164	683	847
Job Shadowing	2,162	2,914	5,076
Student Tours	9,233	7,487	16,720
Other Work Site Experience	0	0	0
Total Work Site	11,559	11,084	22,643
Work Site Core Services (Educators)			
	950	418	1,368
Other Core Services (Career Fairs, Camps, etc.)	41,806	28,523	70,329
Total All Participants	54,315	40,025	94,340

10

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 fiscal year (FY) 2015, as FY16 data is not yet available.

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 employee salaries. The revenue generated from the certificate sale is used to establish a training fund for a business. A business will then use the funds in this account 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 its payroll taxes from the state of Iowa to the community college. The amount diverted is based on the wages of new jobs the business has added. The dollar value of the training fund depends on the business’s training and development needs and the projected tax revenue available to repay the certificates.

There were 4,230 new jobs pledged through 260E bond certificate issuances in FY15 (Table 10-1). In total, there were 1,097 open agreements for expansions and startups representing 58,328 new jobs pledged through 745 businesses throughout the state (Table 10-2).

TABLE 10-1: 260E TOTAL BOND CERTIFICATE ISSUANCES: FY 2015

FY 2015 Bonds Issued	Bond Amount (\$) (Total Sources)	Community College Fee (\$)	State Admin. Fee (\$)	Other Issuance Costs (\$)	Capitalized Interest Reserve Fund Amount (\$)	Training Fund Amount (\$)	New Jobs Pledged
Des Moines Area	7,160,000	1,325,316	71,600	143,200	35,644	5,584,240	929
Eastern Iowa	3,368,976	619,160	33,450	120,542	345,824	2,250,000	394
Hawkeye	1,830,000	338,733	18,300	44,078	112,011	1,316,879	221
Iowa Lakes	1,305,000	241,556	13,050	37,140	126,235	887,020	131
Kirkwood	13,609,210	2,514,584	135,850	128,857	679,250	10,150,670	1,642
Northeast Iowa	4,515,995	832,950	45,000	74,724	450,000	3,113,321	450
Southeastern	4,710,894	864,417	46,700	77,101	537,028	3,185,648	312
Western Iowa Tech	1,410,000	260,991	14,100	38,045	145,960	950,904	151
Total	37,910,074	6,997,706	378,050	663,687	2,431,952	27,438,680	4,230

TABLE 10-2: 260E OPEN TRAINING AGREEMENTS: EXPANSIONS AND STARTUPS

College	Open Agreements	Businesses	Training Fund Amount (\$)	Certificate Amount (\$)	Expansions	Startups	New Jobs Pledged
Des Moines Area	243	155	82,244,630	104,662,000	224	19	12769
Eastern Iowa	140	96	37,192,650	60,255,000	115	25	7704
Hawkeye	109	80	23,077,391	33,900,000	94	15	4645
Indian Hills	18	14	6,131,348	9,150,000	14	4	1145
Iowa Central	17	15	6,805,619	9,985,000	14	3	1193
Iowa Lakes	45	24	7,939,825	11,870,000	38	7	1821
Iowa Valley	22	18	6,214,301	9,200,000	15	7	1888
Iowa Western	28	24	9,660,557	14,330,000	18	10	2457
Kirkwood	189	108	45,700,112	60,865,000	169	20	8555
North Iowa Area	46	38	8,105,933	12,210,000	30	16	1696
Northeast Iowa	116	78	35,215,796	51,041,312	90	26	5912
Northwest Iowa	31	23	7,527,320	11,255,000	22	9	1903
Southeast Iowa	30	25	11,539,263	17,048,390	17	13	2404
Southwest Iowa	24	18	8,030,266	11,895,000	16	8	1924
Western Iowa Tech	39	29	10,794,269	15,985,000	29	10	2312
Total	1,097	745	306,179,279	433,651,703	905	192	58,328

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 \$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. Businesses that provide services related to interstate commerce are also eligible. In FY15, there were 179 total 260F individual business awards with a total of 7,043 employees anticipated to attend training through the community colleges, of which 2,198 have completed their training. 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 (Table 10-3).

TABLE 10-3: 260F INDIVIDUAL BUSINESS AWARDS: FY 2015

College	Total Awards	Employee Anticipated to Be Trained	Employees Completing Training	Training Funds Awarded (\$)
Des Moines Area	25	929	111	595,137
Eastern Iowa	13	711	68	297,709
Hawkeye	13	273	-	185,979
Indian Hills	6	356	53	211,004
Iowa Central	10	590	142	212,000
Iowa Lakes	8	656	-	188,342
Iowa Valley	10	295	229	155,420
Iowa Western	4	64	25	132,770
Kirkwood	41	2044	1214	517,534
North Iowa Area	9	115	60	162,479
Northeast Iowa	19	535	147	173,600
Northwest Iowa	7	169	54	97,894
Southeast Iowa	10	261	88	222,774
Southwest Iowa	2	20	7	111,817
Western Iowa Tech	1	25	-	47,869
Total	179	7,043	2,198	3,312,328

Iowa Apprenticeship Training Program Act (15B)

The purpose of the Iowa Apprenticeship Training Program Act (15B) is to increase the number of skilled registered apprentices in Iowa by assisting eligible apprenticeship programs through training grants. The IEDA administers 15B 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 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 FY15, more than \$3.15 million was allocated to 67 eligible sponsors and lead sponsors representing 4,767 apprentices (Table 10-4). Combined, participants in these programs received nearly two million 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 IEDA “Workforce Programs for the Iowa Business” report (FY15) can be found at: http://www.iowaeconomicdevelopment.com/userdocs/documents/ieda/IEDA_WorkforceReport_012016.pdf.

TABLE 10-4: 15B AWARDS: FY 2015

Grant Recipients	Contact Hours	Registered Apprentices	Funds Awarded (\$)
67	1,912,842	4,767	3,156,548

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11

Student Success

Students enroll in community colleges for several reasons. Some students plan to earn an award, such as a diploma or an associate degree, while others intend to transfer credits earned at a community college to a four-year college or university. However, graduation and transfer rates are not the only measures of success. For example, improving one's job skills through adult basic education (ABE) is another measure of success. Adults lacking a high school diploma or equivalent (i.e., HSED) are at an economic disadvantage compared to those with higher levels of education. By acquiring new skills and completing ABE, students either may enter the labor market or return to it as more economically productive citizens.

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. This is the Department's first year of including certificate- and diploma-seeking students in the cohort, thus allowing for a more accurate measure of community college student success. For this year's cohort, students will belong to one of the following categories for reporting purposes.

- » Those who earn a certificate or diploma within two years or who earn an associate degree within three years, but do not transfer to a four-year college or university;

SUMMARY OF SUCCESS

OVERALL TRANSFER RATE

26.1%
FY 14 COHORT

OVERALL GRADUATION RATE

31.9%
ASSOCIATE DEGREES ONLY

OVERALL SUCCESS RATE

45.0%
FY 14 COHORT

- » Those who transfer to a four-year college or university without earning an award (certificate, diploma, or associate degree);
- » Those who earn an award, and then transfer to a four-year college or university; and
- » Those who neither earn an award nor transfer to a four-year college or university.

This section focuses on the fiscal year (FY) 2014 cohort of students who first enrolled in Iowa community colleges in fall semester 2013 as full-time students, and follows their progression for three years (i.e., through June 30, 2016).

As Table 11-1 shows, the 2014 cohort consisted of 16,354 students, of which 5,225 earned a certificate, diploma, or two-year award, yielding a graduation rate of 31.9 percent. Among these graduates, 3,091 (59.2 percent) did not transfer to four-year colleges or universities within the same three-year period.

TABLE 11-1: SUMMARY OF OUTCOMES FOR 2014 COHORT

	Transferred ^a		Total
	No	Yes	
Graduated ^b	No	9,000	11,129
	Yes	3,091	5,225
Total	12,091	4,263	16,354

^a Students within a cohort who transferred to a four-year college or university within one year (short-term awards), two years (one-year awards), or three years (two-year awards).

^b Students within a cohort who earned a short-term award within one year, or a one-year award within two years, or a two-year award within three years.

TABLE 11-2: GRADUATION AND TRANSFER FREQUENCIES BY OUTCOME AND COLLEGE

College	Cohort	Earned Award ^a	Transferred Before Award ^b	Transferred After Award ^c	Neither ^d	Success Rate (%)
Northeast Iowa	673	197	54	58	364	45.9
North Iowa Area	718	157	77	162	322	55.2
Iowa Lakes	613	150	75	87	301	50.9
Northwest Iowa	241	123	12	10	96	60.2
Iowa Central	1,307	234	200	186	687	47.4
Iowa Valley	776	128	111	118	419	46.0
Hawkeye	1,060	263	109	132	556	47.5
Eastern Iowa	1,041	159	130	159	593	43.0
Kirkwood	2,821	447	392	315	1,667	40.9
Des Moines Area	3,066	473	489	432	1,672	45.5
Western Iowa Tech	609	139	54	27	389	36.1
Iowa Western	1,638	216	252	198	972	40.7
Southwestern	363	80	34	73	176	51.5
Indian Hills	830	218	74	96	442	46.7
Southeastern	598	107	66	81	344	42.5
Total	16,354	3,091	2,129	2,134	9,000	45.0

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

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

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

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

TABLE 11-3: HISTORICAL SUCCESS RATES (%) BY COLLEGE

College	FY 11	FY 12	FY 13	FY 14
Northeast Iowa	38.2	39.9	41.3	45.9
North Iowa Area	43.4	43.4	47.2	55.2
Iowa Lakes	48.3	47.8	53.6	50.9
Northwest Iowa	47.1	37.4	45.4	60.2
Iowa Central	41.3	48.5	38.4	47.4
Iowa Valley	46.3	42.8	43.6	46.0
Hawkeye	44.0	46.4	49.7	47.5
Eastern Iowa	32.0	32.4	39.7	43.0
Kirkwood	39.7	39.8	40.6	40.9
Des Moines Area	36.2	35.0	39.1	45.5
Western Iowa Tech	23.5	40.2	42.0	36.1
Iowa Western	37.0	41.1	43.9	40.7
Southwestern	51.5	53.0	51.4	51.5
Indian Hills	47.3	48.4	53.0	46.7
Southeastern	41.8	40.1	49.0	42.5

Of the 16,354 students from the 2014 cohort, 4,263 transferred to four-year colleges or universities, yielding a transfer rate of 26.1 percent. Of these transfer students, 2,129 (49.9 percent) transferred without earning an award. The remaining 2,134 transfer students (13.0 percent of the total cohort) transferred to four-year colleges or universities after earning an award. Overall, 7,354 students from the 2014 cohort transferred, graduated, or graduated and then transferred, yielding a success rate of 45.0 percent. Table 11-2 on the previous page displays these outcomes by college. Table 11-3 displays the success rate of each cohort from FY11 to FY14, with FY14 based on the newly-defined cohort.

Demographics of Success

Table 11-4 summarizes success rates by race and sex. Of the 16,354 records for the 2014 cohort, 725 had missing demographic data and subsequently were excluded from this analysis. Of the remaining 15,629 students, 7,239 (46.3 percent) were females and 8,390 (53.6 percent) were males. Success rate among females (45.8 percent) was slightly higher than the success rate among males (44.4 percent). However, of the total 7,042 included in the success rate, males outperformed the females, 52.9 percent to 47.1 percent.

Of the 2014 cohort students who self-reported demographics, whites were the majority race, making up 77.5 percent, followed by blacks (10.1 percent), and Hispanics (7.4 percent). The overall success rate among whites was 48.4 percent;

among blacks, 29.3 percent; and among Hispanics, 37.2 percent. Additionally, of the 7,042 students included in the success rate, whites accounted for 83.3 percent, while blacks and Hispanics accounted for 10.8 percent and 6.1 percent, respectively.

Graduates' Wages

Entry-level wages are usually defined as the 25th percentile of wages for a given occupational or demographic category. Data published by the U.S. Bureau of Labor Statistics indicated that this entry-level weekly wage for workers holding associate degrees during the third quarter of 2015 was \$543.00, up \$10.00 from third quarter of 2014 [1].

Iowa Workforce Development (IWD) provides “occupational information in the areas of employment, job openings, pay, career preparation requirements, and top skills” for jobs across Iowa [2]. Weekly wages are derived from the Iowa Wage Survey prepared by IWD for the time period of 2015-2017 [2]. Data from IWD suggest that the 2015 median entry-level salary of Iowa workers with associate degrees was \$725.60 per week, which is 30.7 percent higher than national entry-level weekly wages.

Adult Basic Education (ABE)

A primary focus of Iowa’s ABE program is to help 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

TABLE 11-4: SUCCESS RATE BY RACE AND SEX

Race/Ethnicity	Females			Males			Total		
	Cohort	Success		Cohort	Success		Cohort	Success	
		N	%		N	%		N	%
American Indian	46	19	41.3	83	22	26.5	129	41	31.8
Asian	119	46	38.7	152	64	42.1	271	110	40.6
Black	582	174	29.9	996	289	29.0	1,578	463	29.3
Hispanic	510	183	35.9	646	247	38.2	1,156	430	37.2
Pacific Islander	12	6	50.0	18	9	50.0	30	15	50.0
Two or more	181	56	30.9	166	58	34.9	347	114	32.9
White	5,789	2,831	48.9	6,329	3,038	48.0	12,118	5,869	48.4
Total	7,239	3,315	45.8	8,390	3,727	44.4	15,629	7,042	45.1

Note: Success Rate = (N Success/Cohort) * 100 percent. This table excludes 725 records with missing demographic data.

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 2016, 17,502 reportable individuals participated in adult education and literacy services. Many of these participants pursued HSEDs or academic preparation for postsecondary programs of study. The state of Iowa awarded 1,866 participants the HSED. With those recipients, and others who exited ABE already having a secondary credential, 2,100 were matched with postsecondary enrollment, and 82.3 percent were found to have enrolled in either non-credit or credit programs.

Another measure of success in ABE is gaining or retaining employment upon exiting the program. In 2016, 50.0 percent of the participants who were unemployed at the time of entry obtained employment within one quarter of exiting ABE programs. Furthermore, 86.7 percent of the participants who were employed retained employment three quarters later.

Time to Award

A research brief published by Complete College America states 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" [3]. 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-award for an associate degree is 38.7 months, equivalent to 3.23 years, or approximately seven semesters [4]. 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 indicate that Iowa community colleges require an average of 70.1 credits for career and technical education (CTE) associate degrees and 60 to 64 semester hours for associate of arts degrees.

To compare Iowa community college students' time-to-award to the national average, researchers started with the cohort of 13,757 records of community college students who earned associate degrees during the 2015-2016 academic year. Implementing a time limit of five years for degree completion excluded 1,657 records. After accounting for these exclusions, 12,100 records remained for analysis. Of these students, the average time to award was 2.78 years, with close to half graduating within two years. After three years, the cumulative graduation rate was 75.9 percent. Average time spent earning a two-year award was almost equal among white students and Hispanic students, 2.73 and 2.74 years, respectively. Black students, on average, graduated in 2.80 years. Time-to-award for Asian students averaged 2.94 years; for Native American students, 2.99 years.

References

- [1] Bureau of Labor Statistics. Usual weekly earnings of wage and salary workers, third quarter 2015. News release USDL-15-2043, U.S. Department of Labor, Washington, DC, October 20, 2015.
- [2] Iowa Workforce Development. Occupational projections. Retrieved from <https://www.iowaworkforcedevelopment.gov/occupational-projections> on October 24, 2016.
- [3] Complete College America. The power of 15 credits: Enrollment intensity and postsecondary student achievement. Research brief, Complete College America, Indianapolis, IN, April 2013. Retrieved from <http://completecollege.org/resources/> on December 2, 2015.
- [4] RTI International. Average time to a certificate, an associate degree, or a bachelor's degree: United States. Retrieved from <http://www.completionarch.org/arch/indicator/4TC-28-TTD-US/> on December 2, 2015.

12

Tuition and Fees

Iowa Code section 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 state board of regents for a full-time resident student.” Furthermore, for non-resident (out-of-state) students, “tuition. . . shall not be less than the marginal cost of instruction of a student attending the college.”

Tuition

Table 12-1 lists tuition and fees for each community college during fiscal years (FY) 2016 and 2017. These figures indicate that Des Moines Area Community

FY 2017 TUITION AND FEES

AVERAGE IN-STATE TUITION UP SINCE FY16
\$171.31  **4.4%**
FULL-TIME STUDENTS

AVERAGE TOTAL ENROLLMENT COST RANKING
44 ^{OUT} _{OF} **50** STATES
IN FY15 (THE LATEST YEAR AVAILABLE)

College had the lowest percentage increase for in-state tuition (2.8 percent), whereas Eastern Iowa Community Colleges had the highest (6.4 percent).

TABLE 12-1: TUITION AND MANDATORY FEES PER SEMESTER CREDIT HOUR BY COLLEGE

College (Abbreviation)	FY 2016			FY 2017		
	In-State Tuition (\$)	Out-of-State Tuition (\$)	Fees (\$)	In-State Tuition (\$)	Out-of-State Tuition (\$)	Fees (\$)
Northeast Iowa (NICC)	154.00	154.00	13.00	160.00	165.00	19.00
North Iowa Area (NIACC)	133.75	200.63	26.00	140.75	211.10	26.00
Iowa Lakes (ILCC)	160.00	171.00	16.75	167.00	178.00	16.75
Northwest Iowa (NCC)	150.00	160.00	28.00	157.00	167.00	28.00
Iowa Central (ICCC)	149.00	223.50	14.00	158.00	232.50	14.00
Iowa Valley (IVCCD)	---	---	---	---	---	---
Ellsworth	158.00	190.00	26.00	163.00	200.00	26.00
Marshalltown	158.00	168.00	26.00	163.00	175.00	26.00
Hawkeye (HCC)	152.00	177.00	7.50	161.00	186.00	7.50
Eastern Iowa (EICC)	140.00	207.00	0.00	149.00	216.00	0.00
Kirkwood (KCC)	148.00	178.00	0.00	154.00	184.00	0.00
Des Moines Area (DMACC)	143.00	286.00	0.00	147.00	294.00	0.00
Western Iowa Tech (WITCC)	139.00	140.00	32.00	143.00	144.00	32.00
Iowa Western (IWCC)	149.00	154.00	14.00	157.00	162.00	17.00
Southwestern (SCC)	152.00	159.00	12.00	158.00	165.00	12.00
Indian Hills (IHCC)	160.00	240.00	0.00	165.00	240.00	0.00
Southeastern (SCC)	162.00	167.00	3.00	170.00	175.00	4.00
Minimum	133.75	140.00	0.00	140.75	144.00	0.00
Median	151.00	174.00	13.50	158.00	181.00	15.38
Maximum	162.00	286.00	32.00	170.00	294.00	32.00

Note: For all percent changes, refer to the Data Tables for the 2016 Condition of Iowa's Community Colleges on the Department's website.

Community colleges may charge non-residents a lower tuition if an approved reciprocal tuition agreement is on file with the Iowa Department of Education. Under this provision, the Department has approved the following requests for FY17:

- » Northwest Iowa Community College, \$162.00 per credit hour (compared to \$167.00) for students who are residents of Minnesota, Nebraska, or South Dakota.
- » Iowa Lakes Community College, \$172.00 per credit hour (compared to \$178.00) for students who are residents of Minnesota.
- » Eastern Iowa Community Colleges, \$171.00 per credit hour (compared to \$216.00) for students who are residents of adjacent Illinois counties.

Mandatory Fees

Table 12-2 shows itemized mandatory fees that are assessed per credit hour at each of Iowa’s 15 community colleges. Mandatory fees do not include fees assessed for specific programs such as nursing or welding.

Twelve (12) of Iowa’s 15 community colleges did not change their fee schedules for FY17 and three community colleges — EICC, DMACC, and IHCC — do not assess mandatory fees. Among colleges that do assess mandatory fees, Western Iowa Tech Community College has the highest (\$32.00 per credit hour) and Southeastern Community College has the lowest (\$4.00 per credit hour).

Iowa Lakes Community College assesses students \$10.00 per term for a basic activity fee in addition to its other mandatory fees. Although Kirkwood Community College has no mandatory fees per credit hour, the college introduced a technology fee in FY16. For the fall of FY17, this fee is \$25.00.

TABLE 12-2: MANDATORY FEES PER SEMESTER CREDIT HOUR BY COLLEGE

College (Abbreviation)	Description	FY 2016	FY 2017
Northeast Iowa (NICC)	General	13.00	19.00
North Iowa Area (NIACC)	Material/Lab/Supplies	12.00	12.00
	Student Activities	4.00	4.00
	Technology	10.00	10.00
Iowa Lakes (ILCC)	Activity	2.25	2.25
	General	5.50	5.50
	Noel Levitz/LSA	0.25	0.25
	Processing	0.75	0.75
	Technology	8.00	8.00
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	17.00	18.50
	Student	7.00	5.50
Hawkeye (HCC)	Student Activity	3.50	3.50
	Computer	4.00	4.00
Eastern Iowa (EICC)	No Fees	0.00	0.00
Kirkwood (KCC)	Technology	0.00	0.00
Des Moines Area (DMACC)	No Fees	0.00	0.00
Western Iowa Tech (WITCC)	Matriculation	8.00	8.00
	Technology	24.00	24.00
Iowa Western (IWCC)	College Service	14.00	17.00
Southwestern (SCC)	Service/Technology	12.00	12.00
Indian Hills (IHCC)	No Fees	0.00	0.00
Southeastern (SCC)	Technology	3.00	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 12-3 shows in-state cost of enrollment per credit hour for FY16 and FY17.

The average per-credit-hour cost of enrollment in FY17 is \$171.31. Des Moines Area Community College (\$147.00) and Eastern Iowa Community Colleges (\$149.00) 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 Valley Community College District has the highest per-credit-hour cost of enrollment (\$189.00),

followed by Northwest Iowa Community College (\$185.00). Figure 12-1 on the following page depicts the per-credit-hour cost of enrollment by Iowa community college.

During FY17, a full-time Iowa resident will pay between \$4,410 and \$5,670 for 30 credit hours, depending upon which community college the student attends. The average total cost of enrollment increased \$7.19 (4.4 percent) from FY16. Western Iowa Tech Community College had the smallest percentage increase (2.3 percent), whereas Northeast Iowa Community College had the highest overall increase (7.2 percent). Figure 12-2 depicts distribution of year-to-year percent increases in per-credit-hour cost of enrollment among Iowa’s community colleges.

**TABLE 12-3: IN-STATE PER-CREDIT HOUR COST OF ENROLLMENT
COMPARISON BY COLLEGE**

College (Abbreviation)	Tuition and Fees		Difference	
	FY 2016	FY 2017	\$	%
Northeast Iowa (NICC)	167.00	179.00	12.00	7.19
North Iowa Area (NIACC)	159.75	166.75	7.00	4.38
Iowa Lakes (ILCC)	176.75	183.75	7.00	3.96
Northwest Iowa (NCC)	178.00	185.00	7.00	3.93
Iowa Central (ICCC)	163.00	172.00	9.00	5.52
Iowa Valley (IVCCD)	---	---	---	---
Ellsworth	184.00	189.00	5.00	2.72
Marshalltown	184.00	189.00	5.00	2.72
Hawkeye (HCC)	159.50	168.50	9.00	5.64
Eastern Iowa (EICC)	140.00	149.00	9.00	6.43
Kirkwood (KCC)	148.00	154.00	6.00	4.05
Des Moines Area (DMACC)	143.00	147.00	4.00	2.80
Western Iowa Tech (WITCC)	171.00	175.00	4.00	2.34
Iowa Western (IWCC)	163.00	174.00	11.00	6.75
Southwestern (SCC)	164.00	170.00	6.00	3.66
Indian Hills (IHCC)	160.00	165.00	5.00	3.13
Southeastern (SCC)	165.00	174.00	9.00	5.45
Average	164.13	171.31	7.19	4.42
Standard Deviation	13.03	12.95	2.43	1.56

FIGURE 12-1: FY 2017 COST OF ENROLLMENT PER CREDIT HOUR

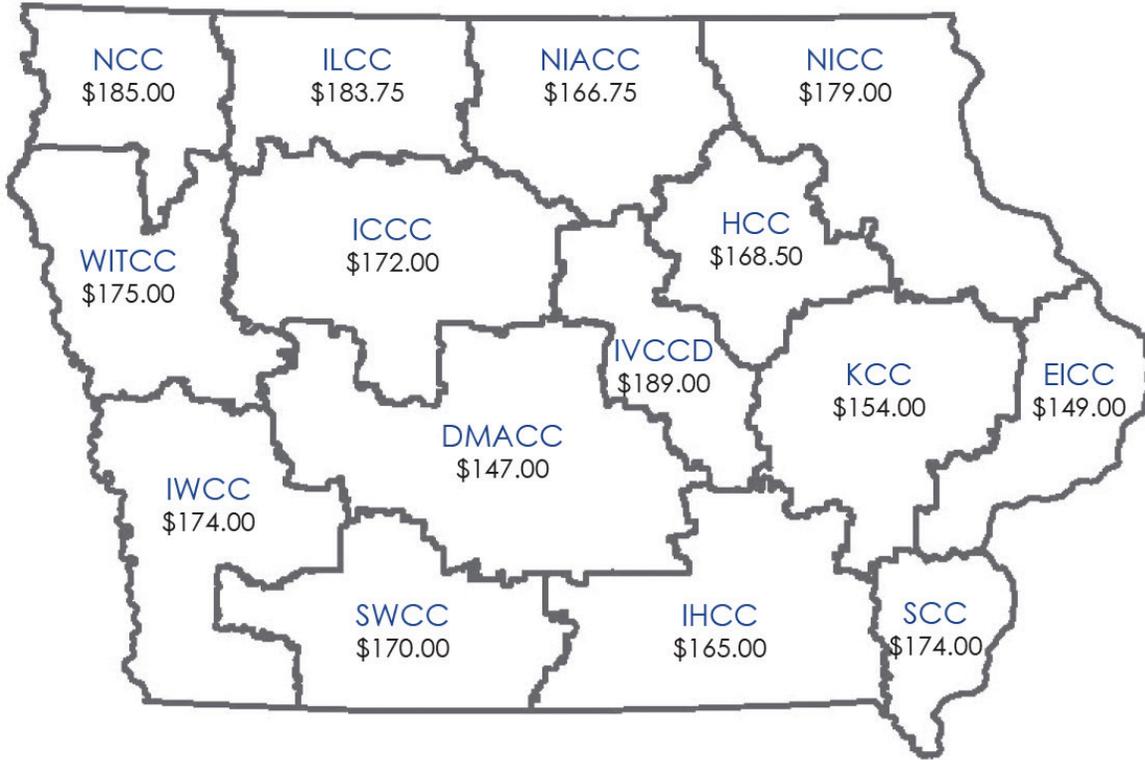
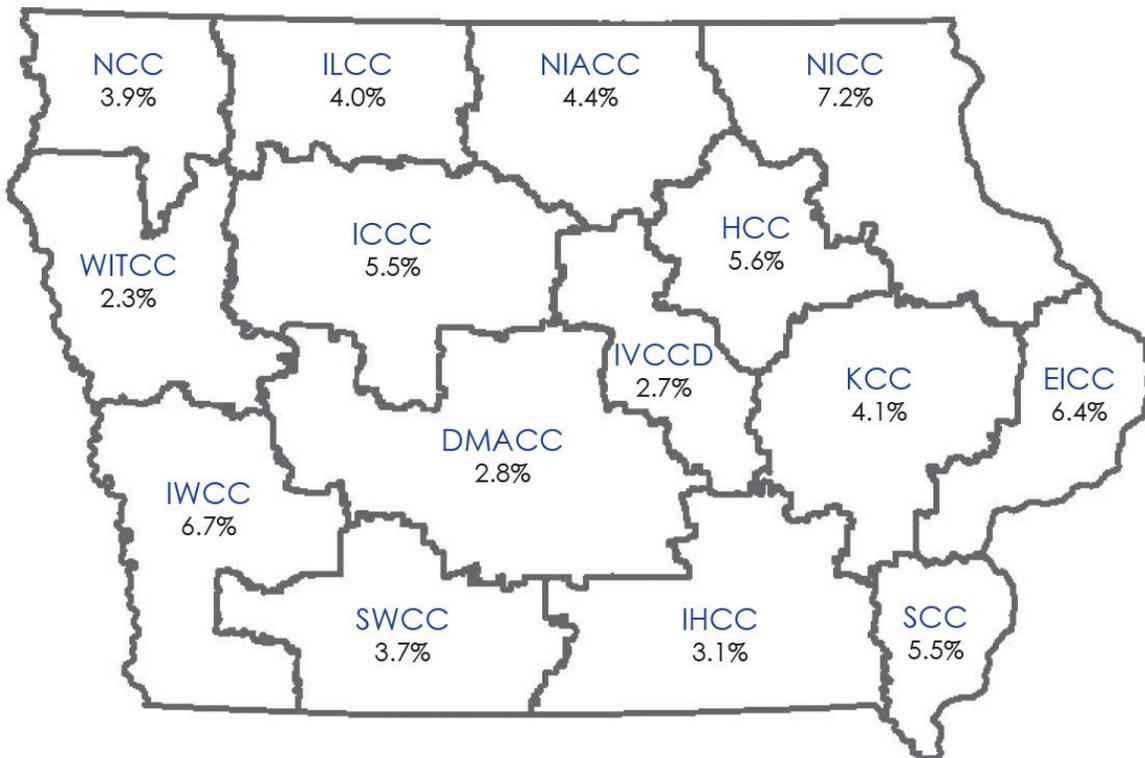


FIGURE 12-2: CHANGE IN COST OF ENROLLMENT PER CREDIT HOUR (FY 2016 TO FY 2017)



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. During FY15, tuition and fees accounted for 52 percent of total general operating revenue.

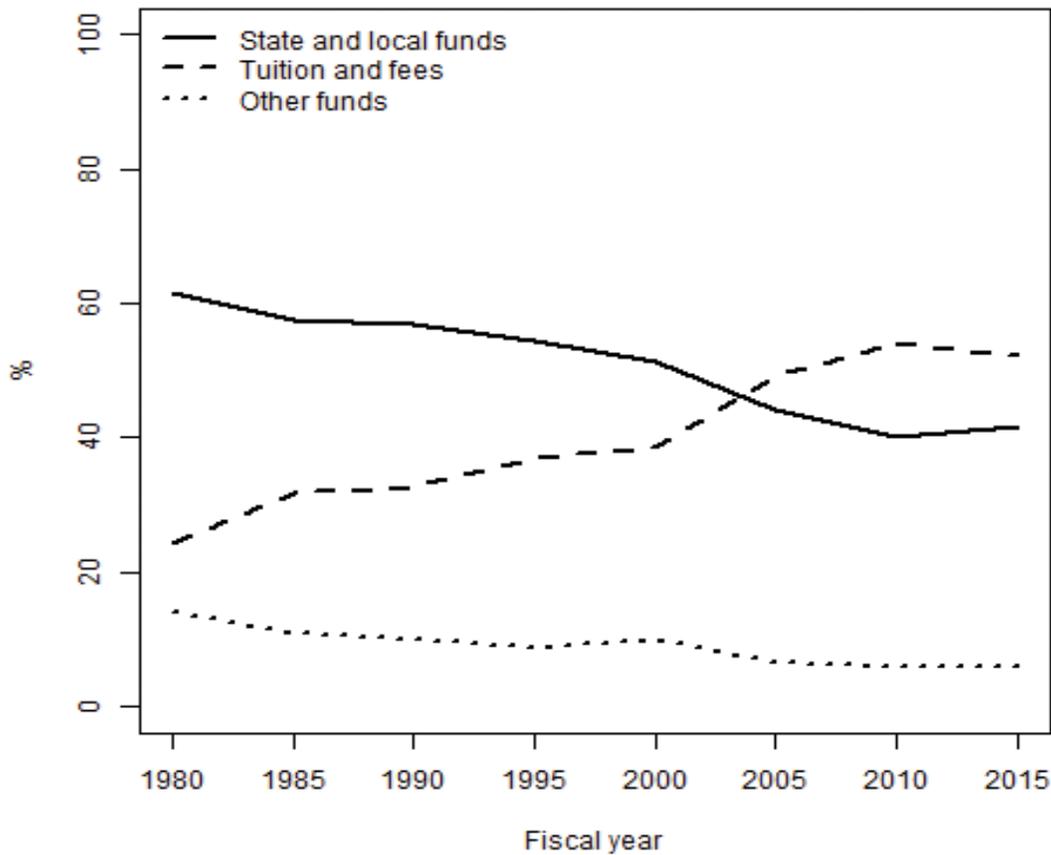
Despite slight increases in local, state, and federal funding over the past few years, Figure 12-3 depicts how tuition and fees have risen since 1980 to offset decreased funding from state, local, and other sources. During FY11, tuition and fees accounted for approximately 57.3 percent of total general operating revenue. Due to slight increases in state and local funds, by FY15, this percentage had decreased to approximately 52.1 percent.

Comparisons

National and regional comparisons are based upon provisional Integrated Postsecondary Education Data System (IPEDS) data collected from 921 public two-year institutions that award associate degrees [1]. IPEDS reports tuition and fees for an academic year, calculating costs based upon 30 credit hours per year. FY15 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 [2]. 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 [3].

FIGURE 12-3: SOURCES OF GENERAL OPERATING REVENUE AS PERCENTAGES OF TOTAL



National

According to IPEDS data, the average annual in-district total cost of enrollment in Iowa during FY15 was \$4,480.06, 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 \$3,234.74.

In FY15, New Hampshire (\$6,972.71), Vermont (\$5,886.00), and Minnesota (\$5,308.77) had the highest average total costs of enrollment. By comparison, California (\$1,243.99), New Mexico (\$1,619.26), and Arizona (\$2,052.80) had the lowest average total costs of enrollment (see legends in Figure 12-4).

Regional

Provisional FY15 data from IPEDS [1] suggest that Iowa had the third highest average total cost of enrollment in the region (\$4,480.06), after Minnesota (\$5,308.77) and South Dakota (\$5,020.00) (Figure 12-5). As Table 12-4 illustrates, this trend has been consistent since 2010. Missouri (\$3,009.57) and Nebraska (\$3,188.88) had the lowest average total costs of enrollment in the region in FY15.

In Iowa, the average annual in-district total cost of enrollment increased 1.4 percent from 2014 to 2015 (Figure 12-6). By comparison, South Dakota and Illinois had the highest average percentage change, 4.5 percent and 4.4 percent, respectively. Although Minnesota had the highest average total cost of enrollment, it had the largest decrease in average total cost of enrollment (-0.9 percent).

FIGURE 12-4: FY 2015 AVERAGE ANNUAL TOTAL COST OF ENROLLMENT FOR 30 SEMESTER CREDIT HOURS

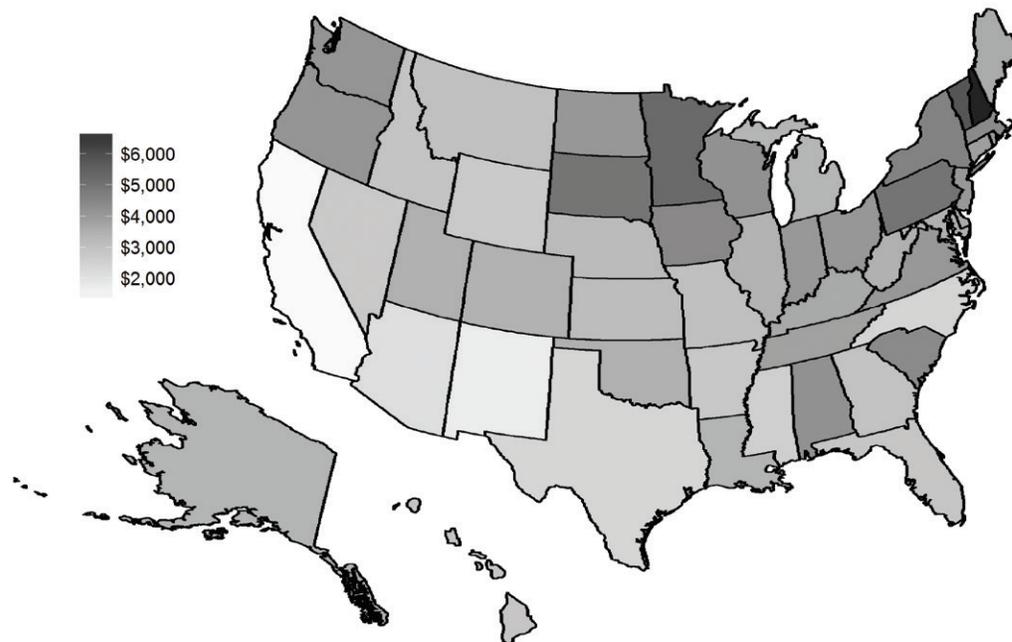


TABLE 12-4: REGIONAL AVERAGE TOTAL COST OF ENROLLMENT (\$) FOR 30 SEMESTER CREDIT HOURS PER ACADEMIC YEAR

FY	IA	IL	MN	MO	NE	SD	WI
2010	3,783	2,599	4,768	2,596	2,562	4,602	3,448
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

Source: [1]

Note: Amounts are rounded to the nearest dollar

FIGURE 12-5: FY 2015 REGIONAL AVERAGE ANNUAL IN-STATE TOTAL COST OF ENROLLMENT FOR 30 SEMESTER CREDIT HOURS

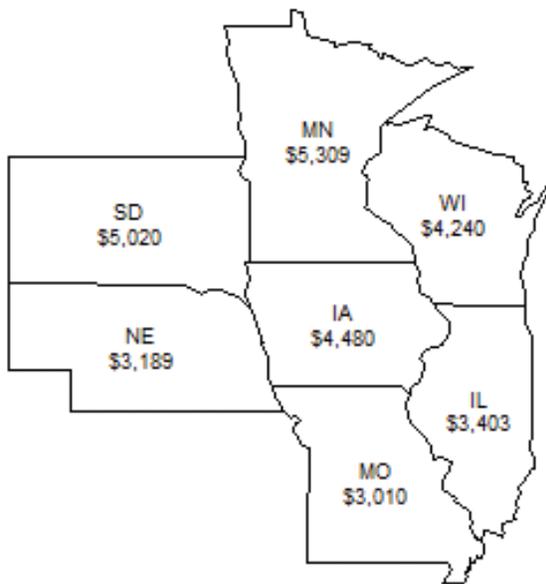
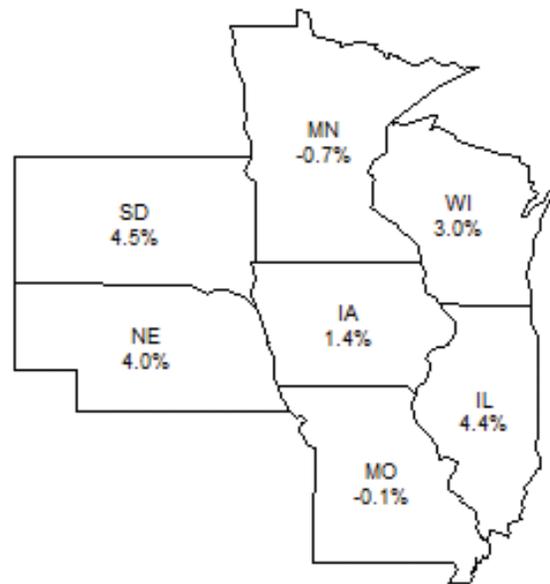


FIGURE 12-6: REGIONAL PERCENTAGE CHANGE OF AVERAGE ANNUAL IN-STATE TOTAL COST OF ENROLLMENT FOR 30 SEMESTER CREDIT HOURS: FY 2014 TO FY 2015



Institutional

Table 12-5 illustrates community colleges' compliance with Iowa Code [4]. In FY17, the highest tuition per credit hour at Iowa community colleges (\$170.00) is 42.4 percent lower than the lowest base tuition at Iowa's public universities (\$295.75).

Over the past five years, average cost of enrollment (i.e., tuition and fees) per credit hour at Iowa's community colleges increased from \$147.90 (FY13) to \$171.31 (FY17) (Table 12-6), representing a 15.8 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 3.8 percent, from \$325.99 per credit hour to \$338.24 per credit hour.* This is equivalent to a 0.9 percent annualized rate. By comparison, the national cumulative rate of inflation increased 4.4 percent, equivalent to a 1.1 percent annualized increase [4].

* 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.

References

- [1] Integrated Postsecondary Education Data System. IPEDS Data Center. Retrieved from <http://nces.ed.gov/ipeds/datacenter/login.aspx> on June 7, 2016.
- [2] Iowa Board of Regents. Index of reports. Retrieved from <http://www.regents.iowa.gov/Reports/reports.html#T> on July 7, 2016.
- [3] Division of Community Colleges & Workforce Preparation. Tuition and Fees Report. Iowa Department of Education, Des Moines, IA. Available at https://www.educateiowa.gov/adult-career-and-community-college/publications#Tuition_Fees_Report.
- [4] U.S. Inflation Calculator. Historical inflation rates: 1913–2016. Retrieved from <http://www.usinflationcalculator.com/> on June 8, 2016. Interactive database.

TABLE 12-5: COMPARISON OF TUITION PER CREDIT HOUR BY TYPE OF INSTITUTION

FY	Community Colleges (Highest \$)	Public Universities (Lowest \$)
2013	150.00	277.00
2014	150.00	277.00
2015	155.00	277.00
2016	162.00	278.25
2017	170.00	295.75

Sources: [2] [3]

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

TABLE 12-6: COMPARISON OF AVERAGE COST OF ENROLLMENT BY TYPE OF INSTITUTION

FY	Community Colleges	Public Universities
2005	104.26	234.00
2006	106.36	245.66
2007	110.96	258.67
2008	116.37	267.50
2009	126.36	279.31
2010	128.05	297.52
2011	134.89	313.90
2012	142.92	325.24
2013	147.90	325.99
2014	151.89	327.21
2015	157.78	328.57
2016	164.13	334.12
2017	171.31	338.24

13

Financial Aid

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

Iowa community college students receive financial aid from federal, state, institutional, and other sources. In analyzing the sources of financial aid received by community college students for award year 2015*, data from the Iowa College Student Aid Commission shows that federal aid was \$315,577,605, state aid was \$12,605,952, institutional aid was \$21,448,631, and other aid was \$13,221,990. The breakdown of community college financial aid shows that 87 percent of all aid was from the federal government, six percent was from community colleges, four percent from other aid sources, and three percent from the state of Iowa (Table 13-1).

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 offer may include an assortment of grants, loans, or other forms of

* 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 2015 is the most recent available.

FINANCIAL AID IN 2015-2016

TOTAL AID RECEIVED PERCENT OF TOTAL AID
\$362.9 M **87%**
BY COMMUNITY COLLEGE STUDENTS FROM FEDERAL SOURCES

LARGEST STATE-FUNDED FINANCIAL AID PROGRAM:

KIBBIE GRANT
OVER \$4.6 M AWARDED TO 4,443 STUDENTS IN FY16

financial assistance. In award year 2015 (most recent data available)**, Iowa residents filed 175,424 FAFSA applications, a 5.1 percent decrease from the previous year. Of these applicants, 24,323, or 13.9 percent of applicants, were high school seniors [1].

Grants and Scholarships

Grants and scholarships are a form of financial assistance which, unlike loans, do not have to be repaid. Several state-funded grants and scholarships are administered by the Iowa College Student Aid Commission. Students of Iowa's community colleges currently receive assistance through the Iowa Vocational-Technical Tuition Grant, Iowa Skilled Workforce Shortage Tuition Grant (Kibbie

** At time of writing, updated information for the 2016 reporting year had not been made available.

TABLE 13-1: 2012-2015 DISTRIBUTION OF COMMUNITY COLLEGE STUDENT AID

Source	2012		2013		2014		2015	
	Amount (\$)	%						
Federal	458,778,089	92	431,346,206	92	381,738,775	91	315,577,605	87
Institutional	21,577,612	4	18,287,695	4	18,446,428	4	21,448,361	6
Other	9,593,702	2	10,084,527	2	10,498,181	2	13,221,990	4
State	6,878,524	1	10,015,102	2	10,014,836	2	12,605,952	3
Total	496,827,927		469,733,530		420,698,220		362,853,908	

Source: Iowa College Student Aid Commission

TABLE 13-2: FY 2016 SUMMARY OF GRANT AWARDS BY INSTITUTION

District	College	YTD Recipients	Iowa Voc-Tech Tuition Grant	Kibbie Grant	GEAR UP Iowa Scholarship	All Iowa Opportunity Scholarship	Iowa National Guard Education Assistance	Education Training Voucher	All Iowa Opportunity Foster Care Grant						
			\$ Award	Recipients	\$ Award	Recipients	\$ Award	Recipients	\$ Award	Recipients	\$ Award	Recipients			
1	Northeast Iowa	161	140,079	278	292,487	3	5,525	10	32,340	11	31,250	11	15,264		
2	North Iowa Area	71	58,725	142	133,795	4	11,050	9	17,657	6	23,750	6	11,600		
3	Iowa Lakes	87	86,102	128	145,605	4	10,400	9	39,550	4	15,716	4	7,161		
4	Northwest Iowa	82	80,400	176	216,570	1	2,600	13	45,606	2	10,000	3	6,105		
5	Iowa Central	161	150,296	373	340,118	75	174,089	33	106,060	14	43,131	15	22,530		
6	Iowa Valley	81	75,938	132	151,824	109	247,650	16	61,233	3	9,375	3	4,579		
7	Hawkeye	226	211,187	312	345,777	59	110,825	35	136,030	30	91,960	14	33,488	15	18,316
9	Eastern Iowa	129	100,523	370	288,994	114	229,393	6	19,562	14	29,210	4	13,750	4	6,716
10	Kirkwood	462	390,283	806	797,164	106	230,000	25	94,750	70	186,331	28	96,210	27	36,453
11	Des Moines Area	649	516,140	923	1,005,937	302	562,476	32	113,846	129	287,144	33	106,875	37	54,254
12	Western Iowa Tech	171	152,875	219	206,108	116	220,014	35	126,954	39	98,108	13	40,336	9	13,118
13	Iowa Western	105	89,221	304	286,836	70	139,281	14	60,993	18	52,299	10	28,048	11	16,125
14	Southwestern	66	59,913	122	142,513	3	7,800	37	149,159	5	11,156	2	10,000	2	4,884
15	Indian Hills	221	191,383	548	727,891	80	183,630	17	66,046	20	69,017	4	13,333	4	6,512
16	Southeastern	70	62,213	169	150,679	20	38,242	3	8,379	20	64,420	0	0	1	832
	Total	2,390	2,038,418	4,443	4,619,129	1,050	2,179,248	216	810,165	361	961,720	118	373,662	124	178,277

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

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 (Table 13-2).

Through these state-funded programs, a total of 8,702 students received over \$11.1 million of financial assistance in award year 2016. The Kibbie Grant, awarded to students who enroll in designated high-demand career and technical education (CTE) programs and demonstrate financial need, serves the largest population of community college students. Through this grant, over \$4.6 million in state-funded financial assistance was awarded to 4,443 students in award year 2016.

After the Kibbie Grant, the largest state-funded aid programs are the Iowa Vocational-Technical Tuition Grant and the GEAR UP Iowa scholarship programs. The Iowa Vocational-Technical Tuition grant is

made available to students enrolled in community college CTE programs. In award year 2016, 2,390 students received awards totaling \$2,038,418 - an average of \$853 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 2016, a total of 1,050 students enrolled at Iowa's community colleges received an average award of \$2,075 each, for assistance totaling \$2,179,248.

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 made available through the office of Federal Student Aid for the 2015-2016 award year, a total of 32,303 students received financial assistance totaling \$109,025,889 through the federal Pell Grant – an average of approximately \$3,375 per recipient (Table 13-3).

TABLE 13-3: 2015-2016 AWARD YEAR PELL GRANT VOLUME BY INSTITUTION

District	College	Federal Pell Grant	
		Award Year Recipients	Award Year Disbursements (\$)
1	Northeast Iowa Community College	1,507	4,824,862
2	North Iowa Area Community College	882	2,952,886
3	Iowa Lakes Community College	715	2,717,203
4	Northwest Iowa Community College	376	1,244,339
5	Iowa Central Community College	2,649	9,633,218
6	Ellsworth Community College (Iowa Valley Community College District)	383	1,454,742
6	Marshalltown Community College (Iowa Valley Community College District)	636	2,246,982
7	Hawkeye Community College	1,991	6,534,753
9	Eastern Iowa Community Colleges	2,845	9,095,387
10	Kirkwood Community College	5,178	17,379,531
11	Des Moines Area Community College	6,312	20,059,266
12	Western Iowa Tech Community College	2,339	8,155,626
13	Iowa Western Community College	2,857	10,010,182
14	Southwestern Community College	579	2,260,257
15	Indian Hills Community College	1,900	6,607,654
16	Southeastern Community College	1,154	3,849,002
	Total	32,303	109,025,889

Source: Federal Student Aid

Note: Data is sum of quarterly statistics reported to the U.S. Department of Education between July 1, 2015 and June 30, 2016.

Loans

The largest federal student loan program is the William D. Ford Federal Direct Loan Program. This program includes four types of student loan: 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 2016, 28,058 Iowa community college students received Direct Subsidized Loans; 26,336 received Direct Unsubsidized Loans; and 1,058 individuals borrowed under the Direct Parent PLUS program. Total financial assistance disbursed to these borrowers equaled \$175,614,188.

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 fiscal year 2013 cohort, which consists of borrowers who entered repayment in FY13, and tracks whether

TABLE 13-4: DEFAULT RATE OF COLLEGE: FY 2013 COHORT

District	College	Number in Repayment	Number in Default	FY 2013 Default Rate	FY 2012 Default Rate
1	Northeast Iowa Community College	1,437	226	15.7	18.3
2	North Iowa Area Community College	1,018	187	18.4	20.3
3	Iowa Lakes Community College	964	149	15.5	18
4	Northwest Iowa Community College	327	27	8.3	10.2
5	Iowa Central Community College	2,307	463	20.1	22.2
6	Ellsworth Community College (Iowa Valley Community College District)	438	103	23.5	23.6
6	Marshalltown Community College (Iowa Valley Community College District)	606	111	18.3	22.3
7	Hawkeye Community College	2,361	375	15.9	18
9	Eastern Iowa Community Colleges	2,169	407	18.8	21.2
10	Kirkwood Community College	5,612	878	15.6	18.5
11	Des Moines Area Community College	7,084	1,462	20.6	25.8
12	Western Iowa Tech Community College	1,641	305	18.6	20.5
13	Iowa Western Community College	2,191	419	19.1	21
14	Southwestern Community College	514	88	17.1	20.2
15	Indian Hills Community College	1,928	444	23.0	24.6
16	Southeastern Community College	809	172	21.3	22.4
	Total	31,406	5,816	17.2	22.8

Source: Federal Student Aid

the borrower defaulted on his or her loans in FY13, FY14, or FY15.

As shown in Table 13-4, 31,406 community college students in Iowa were included in this cohort. Of those students who entered repayment, 5,416 (17.2 percent) defaulted on their loans [2]. This is a significant decrease from the award year 2012 cohort default rate of 22.8 percent. It is also lower than the award year 2013 cohort default rate of 18.5 percent for all public, two-year institutions nationally. Iowa community colleges have made great strides in reducing their default rates over the past few years.

References

- [1] Iowa College Student Aid Commission. (2015). *Free Applications for Federal Student Aid (FAFSA) filed by Iowa residents*. Retrieved from <https://www.iowacollegeaid.gov/sites/default/files/documents/FAFSAsFiled2015.pdf>.
- [2] Federal Student Aid. (2015). Three-year official cohort default rates for schools. Retrieved from <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>.

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14

Financial

Unrestricted General Fund Revenues by Source

From fiscal year (FY) 2015 to FY16, Iowa community college unrestricted general revenues increased \$7,986,391 to a statewide total of \$565,218,273 (Table 14-1), representing a nominal increase of 1.4 percent. The increase was driven by tuition and other income, while local, state, and federal support remained relatively unchanged. Unrestricted federal revenue continued to decrease largely due to an accounting change in FY15.

Figure 14-1 depicts the percent distribution of revenue in the community colleges Fund 1 unrestricted general fund revenue sources for the fiscal year. Tuition and fees continue to be the leading source of unrestricted general fund revenue, accounting for 52.0 percent of total revenue. State support is the second largest source of revenue at 35.6 percent. In order by proportion of total community college revenue, other income, local support, and federal support comprise the remainder of community college revenues.

FIGURE 14-1: UNRESTRICTED FUND REVENUE BY SOURCE: 2016

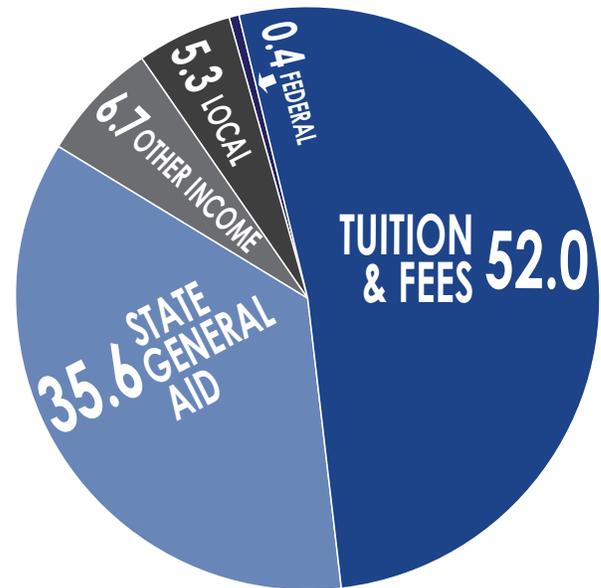


TABLE 14-1: NOMINAL REVENUE TOTALS BY SOURCE 2012-2016

Year	Tuition and Fees (\$)	Local (\$)	State General Aid (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
2012	314,657,804	26,471,137	163,774,647	10,142,936	29,392,828	544,439,352
2013	307,054,107	27,428,532	177,274,655	9,710,256	31,529,441	552,996,991
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

TABLE 14-2: ADJUSTED REVENUE BY SOURCE (2016 DOLLARS)

Year	Tuition and Fees (\$)	Local (\$)	State General Aid (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
2012	328,888,308	27,668,303	171,181,410	10,601,654	30,722,128	569,061,803
2013	315,902,514	28,218,943	182,383,195	9,990,077	32,438,028	568,932,756
2014	298,819,425	28,871,105	195,753,417	6,503,557	34,665,458	564,612,963
2015	294,551,578	29,605,332	204,040,942	2,219,385	34,465,922	564,883,159
2016	293,755,716	29,978,577	201,274,647	2,154,291	38,055,042	565,218,273

Total revenues adjusted to 2016 dollars (Table 14-2 on the previous page) show a slight increase of less than 0.01 percent from the previous year. In real terms, tuition and fees revenue decreased about 0.3 percent from FY15. Revenue from federal and state sources also showed a real decrease of 1.4 percent and 2.9 percent, respectively.

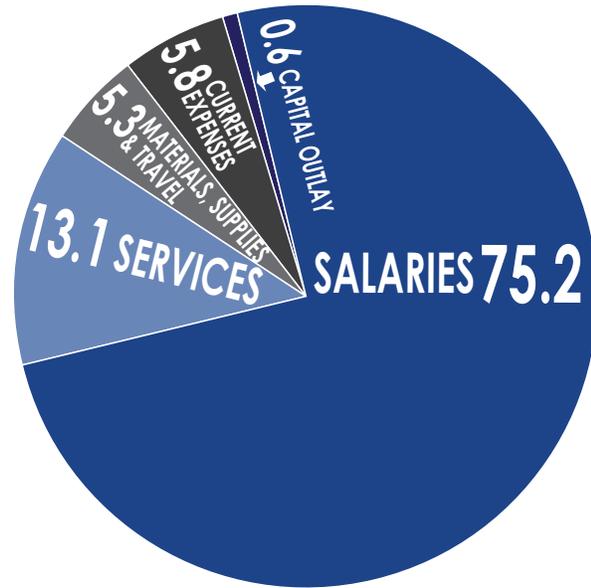
Unrestricted General Fund Expenditures by Category

The total unrestricted general fund expenditures in FY16 increased \$6,289,272 from the previous year in nominal terms, an increase of about one percent. By category, salaries and benefits increased about one percent, services decreased 1.6 percent, and materials, supplies, and travel decreased 2.7 percent. Table 14-3 shows the breakdown by category for the unrestricted general fund expenses statewide. Salaries continue to comprise the majority of community college expenditures at 75.2 percent while services come in second at 13.1 percent (Figure 14-2).

Expenditure categories are defined as follows:

1. Salaries – All salaries paid by the community college, including administrative, instructional, professional, secretarial and clerical, and service staff. Includes other payroll costs, such as fringe benefits and workers’ compensation insurance.

FIGURE 14-2: UNRESTRICTED FUND EXPENDITURES BY CATEGORY: 2016



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.

TABLE 14-3: NOMINAL EXPENDITURE TOTALS BY CATEGORY: 2011-2016

Year	Salaries (\$)	Services (\$)	Materials, Supplies & Travel (\$)	Current Expenses (\$)	Capital Outlay (\$)	Total (\$)
2012	403,231,685	72,680,073	32,800,924	28,672,940	3,905,209	541,290,831
2013	415,637,586	73,268,714	31,376,295	28,884,390	3,321,037	552,488,022
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

TABLE 14-4: ADJUSTED EXPENDITURES BY CATEGORY IN 2016 DOLLARS

Year	Salaries (\$)	Services (\$)	Materials, Supplies & Travel (\$)	Current Expenses (\$)	Capital Outlay (\$)	Total (\$)
2012	421,467,972	75,967,053	34,284,357	29,969,683	4,081,823	565,770,889
2013	434,434,934	76,582,316	32,795,298	30,190,696	3,471,232	577,474,477
2014	421,763,024	75,038,599	30,465,044	32,263,599	2,953,126	562,483,392
2015	425,075,586	75,717,546	30,905,393	29,203,074	1,824,257	562,725,857
2016	422,195,611	73,463,495	29,656,674	32,815,921	3,261,371	561,393,072

4. Current Expenses – Items such as purchase for resale, payment on debt principal, student compensation, and transfers.
5. Capital Outlay – Items such as furniture, machinery, and equipment, lease purchase equipment, vehicles, land, buildings and fixed equipment, and other structures and improvements.

Total unrestricted general fund expenditures, adjusted to 2016 dollars, increased slightly from the previous year, attributable primarily to an increase in expenditures associated with salaries and benefits (Table 14-4 on the previous page).

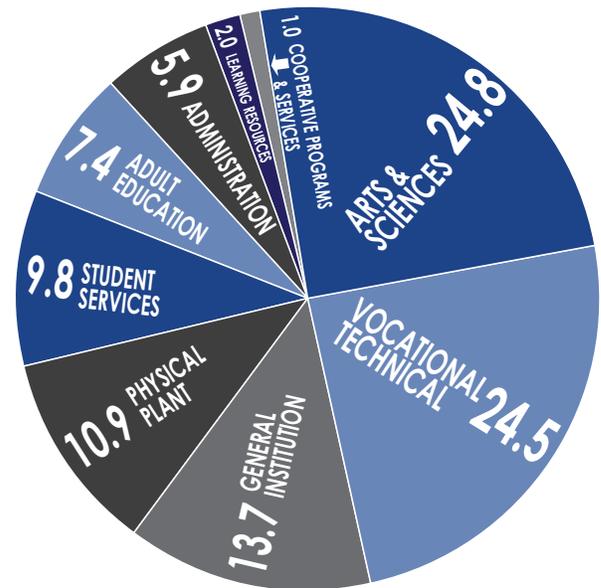
Unrestricted General Fund Expenditures by Function

Total Unrestricted General Fund expenditures by function (Table 14-5) adjusted to 2016 dollars (Table 14-6) indicate that arts and sciences remains the largest expenditure function, accounting for 24.8 percent of total expenditures. Career and technical (vocational) education spending was close behind at 24.5 percent. Adult education represented 7.4 percent of statewide unrestricted general fund spending. Adjusted for inflation, expenditures on arts and sciences decreased 1.5 percent from the previous year, as did vocational/technical by 1.2 percent. General institution costs increased by 1.9 percent. Physical plant spending was down statewide, showing a decrease of about 1.3 percent from the previous year.

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

FIGURE 14-3: UNRESTRICTED FUND EXPENDITURES BY FUNCTION: 2016



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.

TABLE 14-5: NOMINAL EXPENDITURE TOTALS BY FUNCTION IN 2012-2016

Year	Arts & Science (\$)	Vocational Technical (\$)	Adult Education (\$)	Cooperative Programs/ Services (\$)	Administration (\$)	Student Services (\$)	Learning Resources (\$)	Physical Plant (\$)	General Institution (\$)	Total (\$)
2012	139,324,677	134,553,808	46,189,460	9,005,642	36,255,119	49,746,291	11,904,958	59,929,208	71,697,528	558,606,691
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

TABLE 14-6: ADJUSTED EXPENDITURES BY FUNCTION IN 2016 DOLLARS: 2012-2016

Year	Arts & Science (\$)	Vocational Technical (\$)	Adult Education (\$)	Cooperative Programs/ Services (\$)	Administration (\$)	Student Services (\$)	Learning Resources (\$)	Physical Plant (\$)	General Institution (\$)	Total (\$)
2012	145,625,682	140,639,049	48,278,394	9,412,925	37,894,769	51,996,083	12,443,363	62,639,526	74,940,073	583,869,864
2013	143,053,947	141,027,690	48,596,778	7,943,999	35,212,471	53,528,231	12,026,022	61,137,590	74,857,272	577,384,001
2014	135,644,709	135,316,914	43,914,673	8,437,731	35,473,941	54,436,726	11,688,107	64,199,436	73,371,155	562,483,392
2015	139,695,344	137,768,297	41,833,394	5,448,424	33,381,387	55,439,485	11,082,285	61,109,437	76,967,803	562,725,857
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

Unrestricted General Fund Revenue vs. Expenditures

After adjusting for inflation (using 2016 dollars), total revenue increased by less than 0.01 percent from FY15 to FY16. Conversely, total expenditures decreased by less than 0.01 percent. Since FY12, both unrestricted general fund revenues and expenditures have averaged an annual decrease of less than 0.01 percent.

Full-Time Equivalent Enrollment (FTEE)

The Full-Time Equivalent Enrollment (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., FY14 enrollments are used to calculate FY16 SGA). Twenty-four (24) credit semester hours, or 600 non-credit contact hours, equal one FTEE.

Unlike recent years, FY16 experienced an increase of 4,932 FTEE from the previous year, a total of 93,551 FTEE (Table 14-7). This represents a 0.06 percent increase from the previous year.

FIGURE 14-4: TOTAL REVENUE AND TOTAL EXPENDITURES IN 2016 DOLLARS: 2012-2016

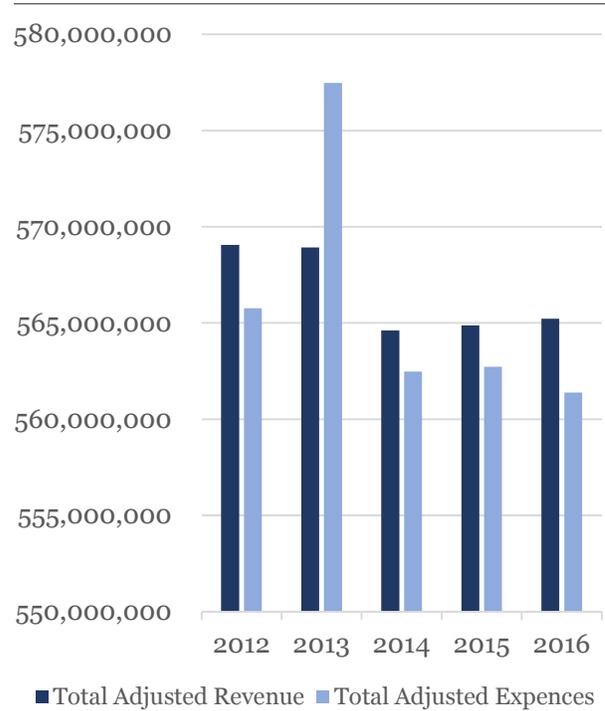


TABLE 14-7: ADJUSTED REVENUE AND EXPENDITURES/FTEE IN 2016 DOLLARS

Year	Revenue (\$)	Expenditures (\$)	FTEE Total (\$)	Revenue/FTEE (\$)	Expenditures/FTEE (\$)
2012	569,061,803	565,770,889	102,504	5,552	5,519
2013	568,932,756	577,474,477	96,696	5,884	5,972
2014	564,612,963	562,483,392	91,075	6,199	6,176
2015	564,883,159	562,725,857	88,619	6,374	6,350
2016	565,218,273	561,393,072	93,551	6,042	6,001

State General Aid (SGA)

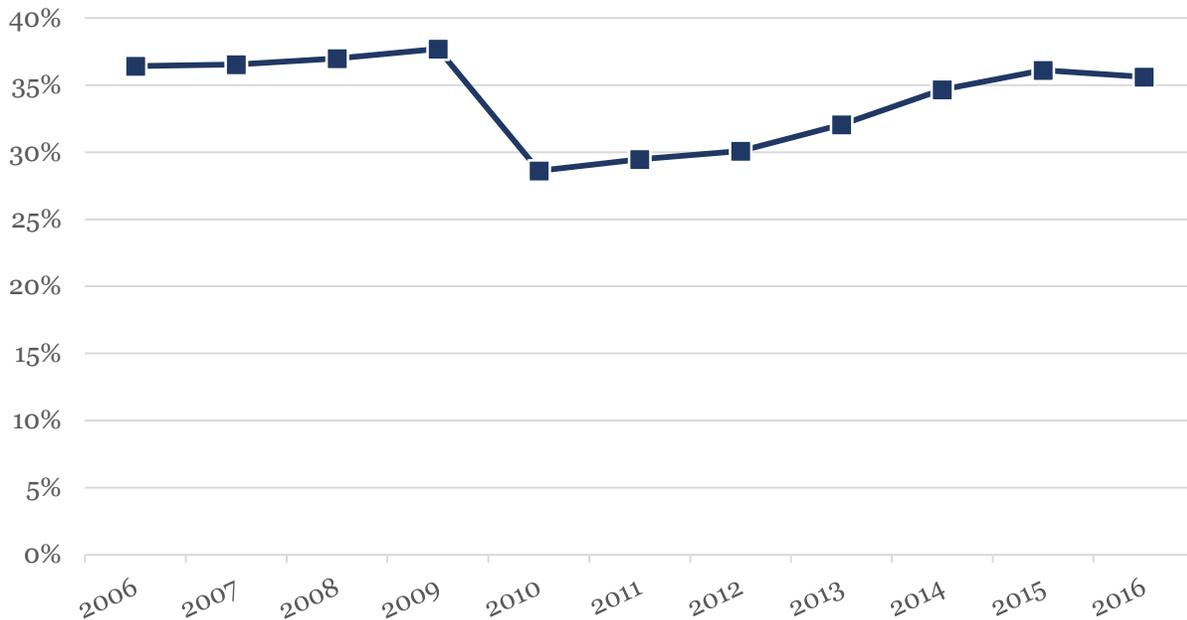
The FY16 SGA amount was \$201,274,647 (Table 14-8). After adjusting previous SGA amounts into 2016 dollars, the SGA has increased 12.6 percent in real dollars since FY06. As a percent of total revenue in inflation adjusted dollars, state

general aid constitutes 35.6 percent of total revenue. Figure 14-5 indicates the changes in the percentage of total revenue in adjusted dollars over the last 10 years.

TABLE 14-8: STATE GENERAL AID (SGA) TOTALS IN 2016 DOLLARS

Year	Adjusted SGA Amount (\$)	FTEE, Number	\$/FTEE
2006	178,709,568	86,614	2,063
2007	186,778,101	86,247	2,166
2008	193,010,457	88,495	2,181
2009	202,326,663	92,349	2,191
2010	162,641,312	104,811	1,552
2011	170,787,872	107,251	1,592
2012	171,181,410	102,504	1,670
2013	182,383,195	96,696	1,886
2014	195,753,417	91,075	2,149
2015	204,040,942	88,619	2,302
2016	201,274,647	93,551	2,151

FIGURE 14-5: SGA AS A PERCENT OF REVENUE (2016 DOLLARS): 2006-2016



15

Human Resources

During academic year (AY) 2015-2016, Iowa community colleges had 14,161 employees, which included administrative, instructional, professional, secretarial and clerical, and service positions. Some employees were included in more than one reporting category; for example, an administrator might teach a course and be reported under instructional as well.

In AY15-16, there were 16,044* full-time, part-time, temporary, and adjunct positions reported. The Community College Management Information System (MIS) data does not include employees who only teach non-credit courses for community colleges, unless they are full-time, non-credit instructors.

While the total number of employees increased by 1.6 percent from 2015, the composition of community college employees has remained relatively stable for the past eight years. The largest group in AY15-16 continued to be instructional

COMMUNITY COLLEGE EMPLOYEES

NUMBER OF EMPLOYEES

14,161

UP SINCE 2015

↑ 1.6%

INSTRUCTIONAL POSITIONS

7,018

DOWN 3.1% SINCE 2015

INSTRUCTORS, AS A PERCENT OF ALL POSITIONS

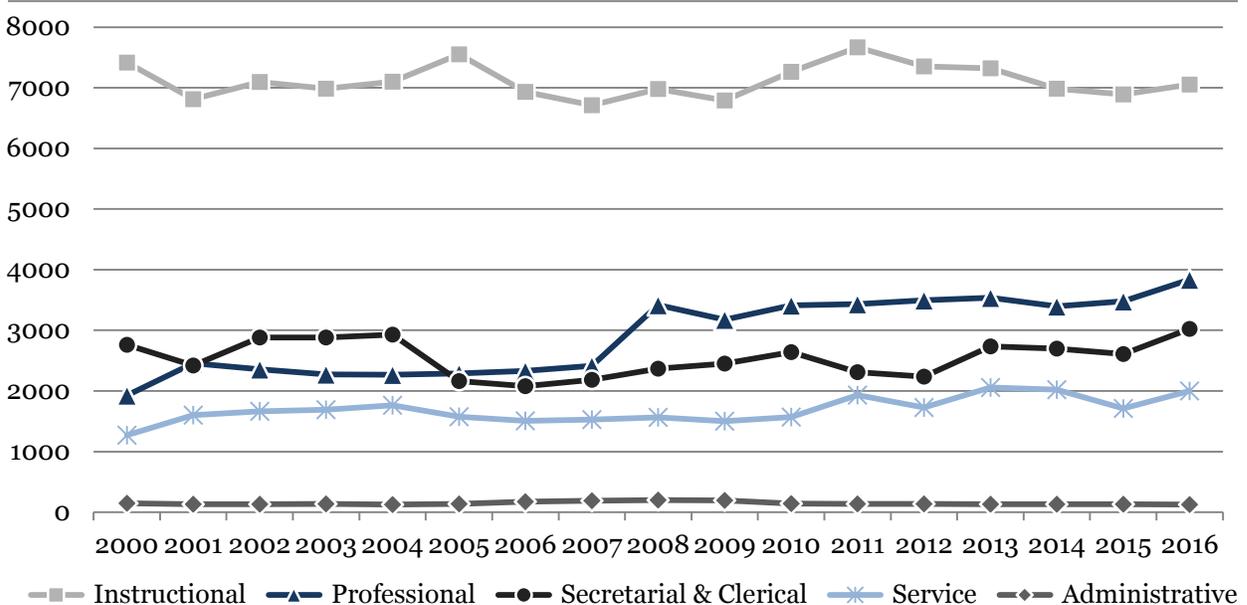
43.7%

DOWN 2.3% SINCE 2015

(43.7 percent), followed by professional (23.9 percent), secretarial and clerical (18.8 percent), service (12.5 percent), and administrative (0.8 percent). The biggest change in composition occurred in 2005, when the professional staff began outnumbering the secretarial and clerical staff (Figure 15-1).

* Employees may hold more than one position, thus making the number of positions exceed the number of employees.

FIGURE 15-1: IOWA COMMUNITY COLLEGE EMPLOYEES BY POSITION TYPE: 2000 - 2016



The distribution by type of employment has been relatively stable since tracking began in 2000. In 2013, one deviation from the stable pattern occurred, which was the growth in the overall number of positions. This spike was mainly due to increased numbers of part-time and temporary workers, rather than full-time employees and adjuncts.

Temporary and 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 — a gain of 353 percent. In 2014, the distribution returned to the usual pattern, and in AY15-16, temporary and seasonal staff constituted 15.4 percent of all types of positions (Figure 15-2).

Employee Education and Demographics

Iowa community college instructors and administrators continuously improve their education. However, the number of full-time instructors and administrators with doctoral degrees, which demonstrated a steady 18 percent average growth between 2004 and 2011, dropped to 234 in 2012, then to 204 in 2013, and increased to 257 in AY15-16. The percentage for master's degree or higher fluctuated between 61.2 in 2004 and a record high of 65.0 in AY15-16. The record low was in 2013, when the percentage dropped to 58.6.

FIGURE 15-2: EMPLOYMENT BY TYPE: 2000 - 2016

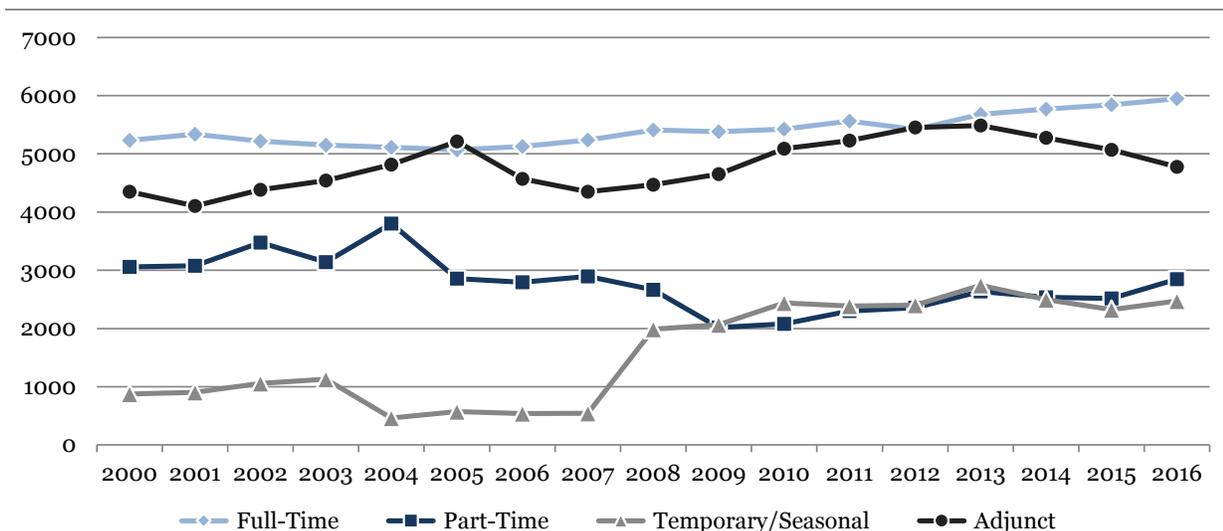
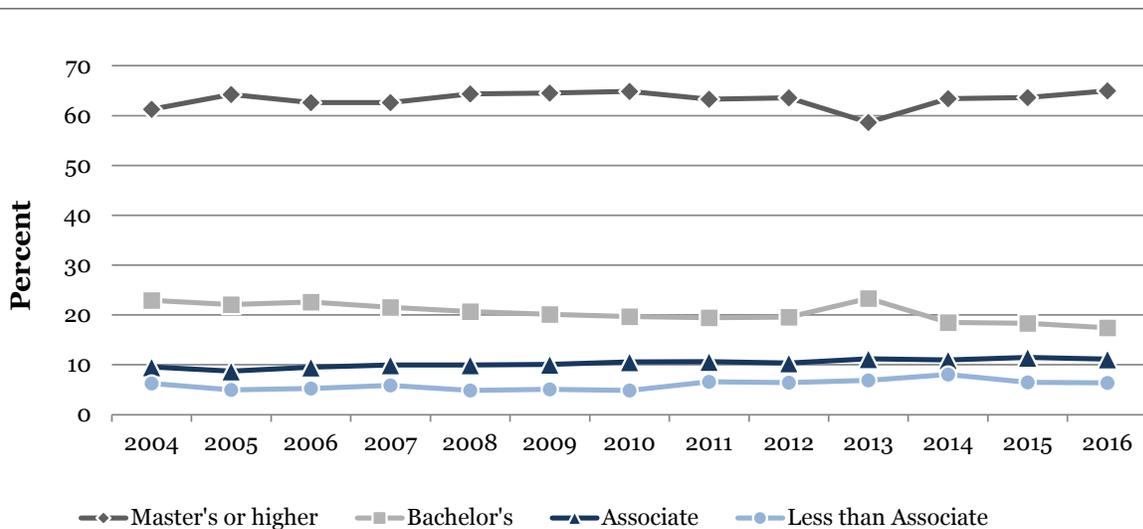


FIGURE 15-3: INSTRUCTORS' AND ADMINISTRATORS' DEGREES: 2004 - 2016



The percentage of instructors and administrators with bachelor's degrees remained stable from 2008 through 2012 (19.9 percent on average), increased to a record high 23.3 percent in 2013, and dropped back to 17.4 percent in AY15-16. The percentage of associate degree holders has remained stable for the past 10 years. In AY15-16, it dropped to 11.2 percent from the record-high 11.5 percent in 2015 (Figure 15-3).

The percentage of racial and ethnic minorities among employees remained at 10.2 in AY15-16. The 16-year trend, starting in 2000, depicts a steady increase in the number of racial and ethnic minorities among Iowa community college employees. The average growth between 2000 and AY15-16 was 6.6 percent (Figure 15-4).

The distribution of employees within the racial minorities has not been linear over the past 16 years. The percentage of American Indians fluctuated between 6.4 (2000) and the record low 3.1 in AY15-16. The percentage of Asians also fluctuated between 2000 and 2016, and their representation dropped to a record low 15.2 percent in AY15-16. The percentage of black employees increased to a nearly record high 43.9 percent among minority employees in AY15-16. The percentage of Hispanic employees decreased to 30.1 percent from 33.4 percent during previous year. Hawaiians and other Pacific Islanders remained only one percent of all minorities.

COMMUNITY COLLEGE EMPLOYEES

RACE

CAUCASIAN

90 PERCENT

GENDER

FEMALE

58 PERCENT

AGE

MID FORTIES

MEAN AGE: 45 YEARS OLD

EDUCATION OF INSTRUCTORS & ADMINISTRATORS

65%

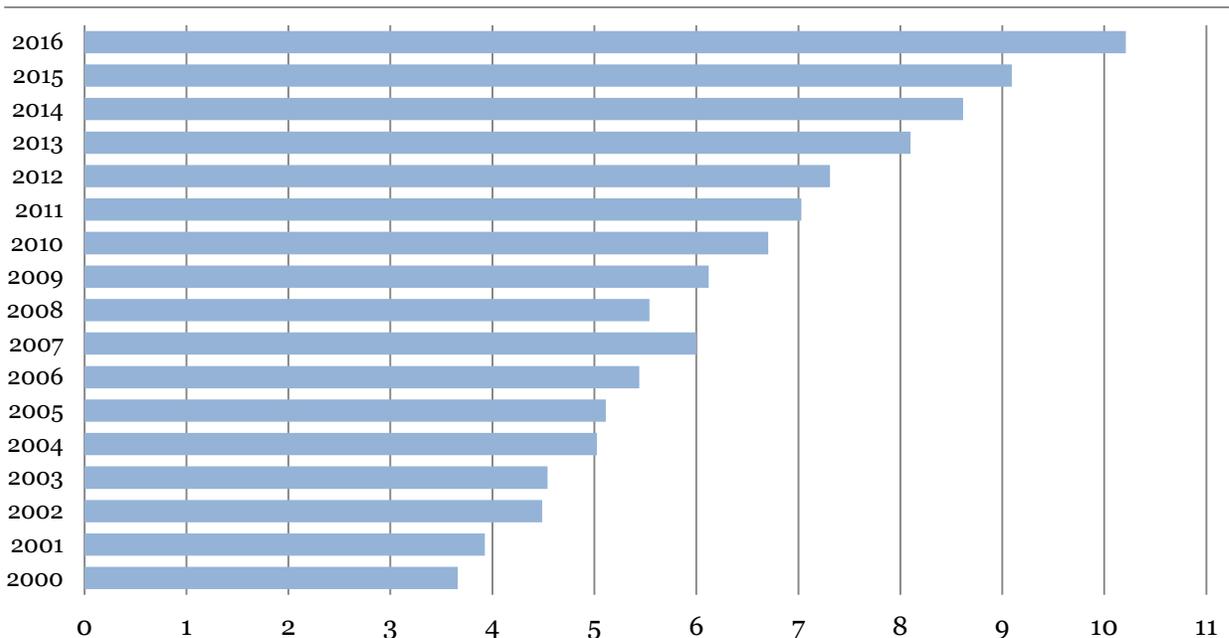
WITH MASTER'S OR HIGHER

Since 2010, when the new standards allowed reporting of more than one race, the population of more than one race grew from 3.0 percent in 2010 to a high of 8.5 percent in 2012. In AY15-16, it dropped to 7.0 percent (Figure 15-5).

Gender composition of Iowa community college employees has remained stable. In 2000, females composed close to 58 percent; in AY15-16, they were 58.2 percent of all employees (Figure 15-6).

In AY15-16, the age distribution of Iowa community college employees ranged from teens to mid-eighties. The largest groups were among those between 19-20, 33-34, and 52-58, with a mode of 19 (Figure 15.7). Together, these 11 ages represented over a quarter of all community college employees. In AY15-16, the average age of community college employees was 44.9 years of age, while the median age was 45.

FIGURE 15-4: PERCENT OF RACIAL MINORITIES AMONG EMPLOYEES: 2000 - 2016



When analyzing the distribution among seven age groups, 17 or younger to over 55, the largest group of employees in AY15-16 was between 40 and 59 years of age. This group has remained the largest for the past 10 years. The fastest growing group used to be among those over 55 years of age. In 2004, this group comprised 19 percent of all employees. It steadily grew to 27.9 percent in 2012. Since 2013, the trend lost its stability; it decreased in 2013 to

27.5 percent, rose back to 27.9 percent in 2015, then dropped to 26.9 percent in AY15-16.

The largest group of community college administrators was between 55 and 60 years of age in AY15-16. The average age of administrators was 53.8 years of age and the median age was 56 (Figure 15-9). Similarly, in 2015, those numbers were 53.5 and 56, respectively.

FIGURE 15-5: DISTRIBUTION OF RACIAL/ETHNIC MINORITIES AMONG EMPLOYEES: 2000 - 2016

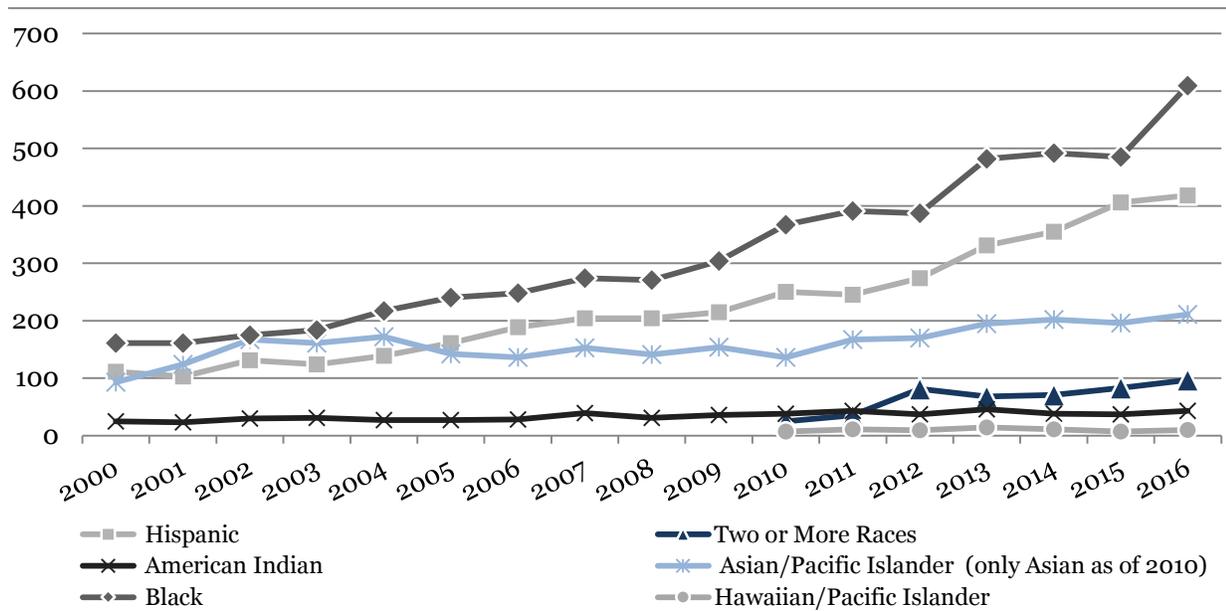


FIGURE 15-6: GENDER DISTRIBUTION OF EMPLOYEES: 2000 - 2016

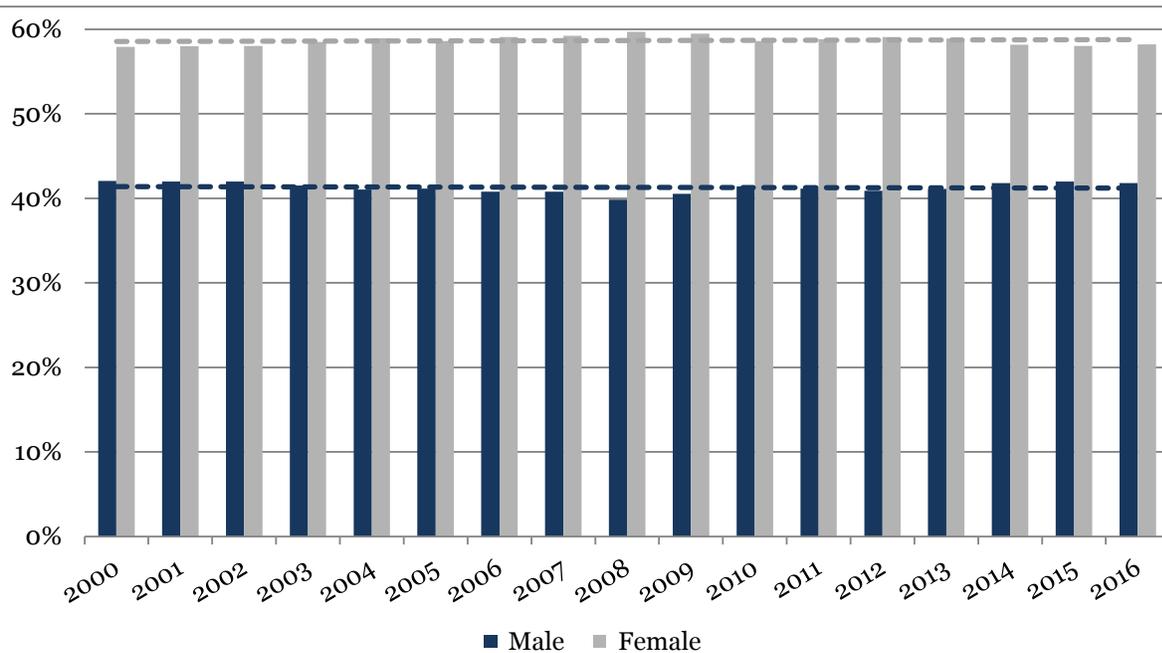
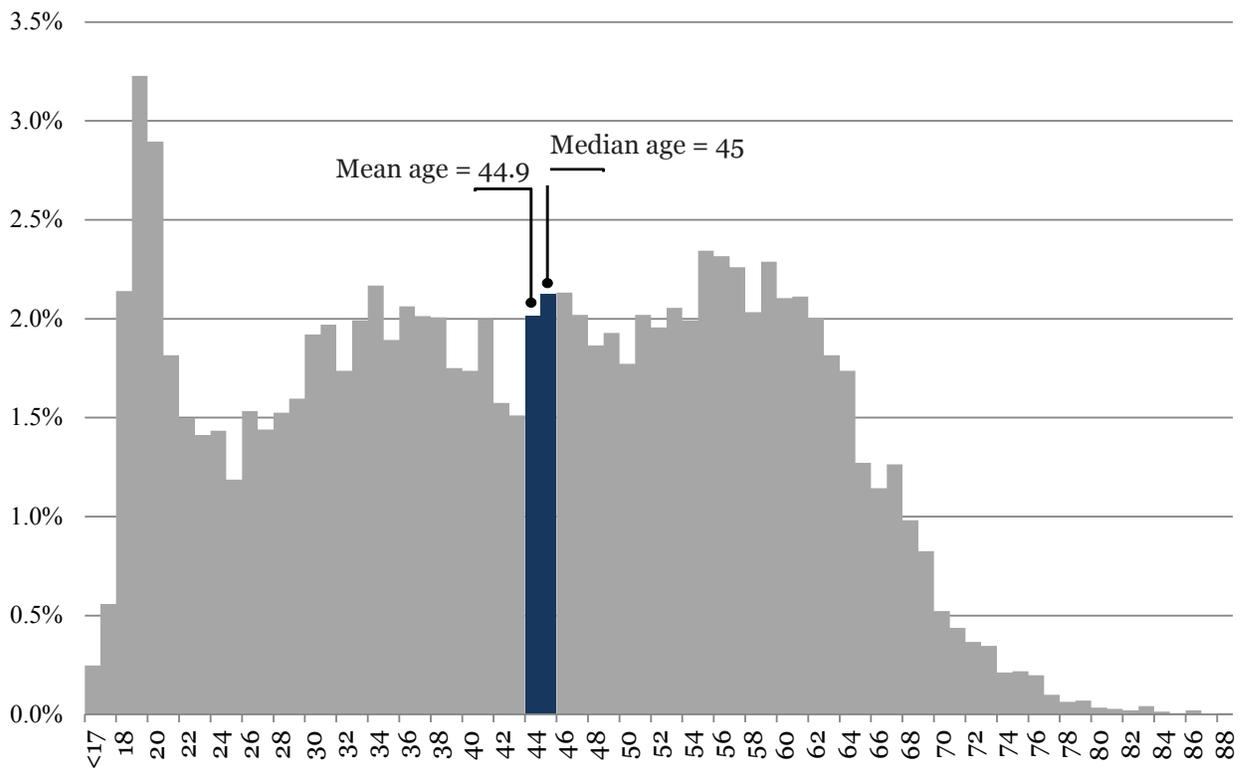


FIGURE 15-7: AGE OF COMMUNITY COLLEGE EMPLOYEES: AY 2015 - 2016



Iowa community college full-time instructional staff was comprised of all ages between 23 and 77, with the largest group being 55 years of age. The average age of community college full-time instructors was 49.5 years, and the median age was 50 (Figures 15-8 and 15.9).

The nationwide trend supports the notion of an aging faculty. For example, in 2012, 34.2 percent of full-time faculty members in California community colleges were between ages 55 and 64, with the average age being 51.8 [1]. Similarly, the percentage of Iowa community college full-time faculty in the same age group was 33.8 percent.

The average age of full-time faculty in Iowa gradually increased from 2004 through 2011, when it peaked at 50.1. For the past four years, it has fluctuated between 48 and 50, with an average of 49.5 years of age in AY15-16. The median age remained at 50 years of age since last year, while it had been at 51 since 2012.

FIGURE 15-8: MEAN AND MEDIAN AGE OF FULL-TIME INSTRUCTORS: 2005 - 2016

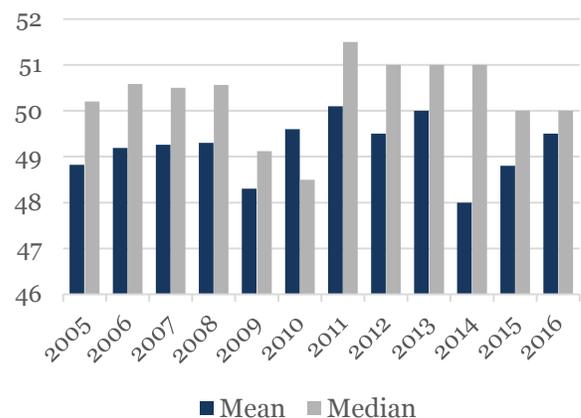
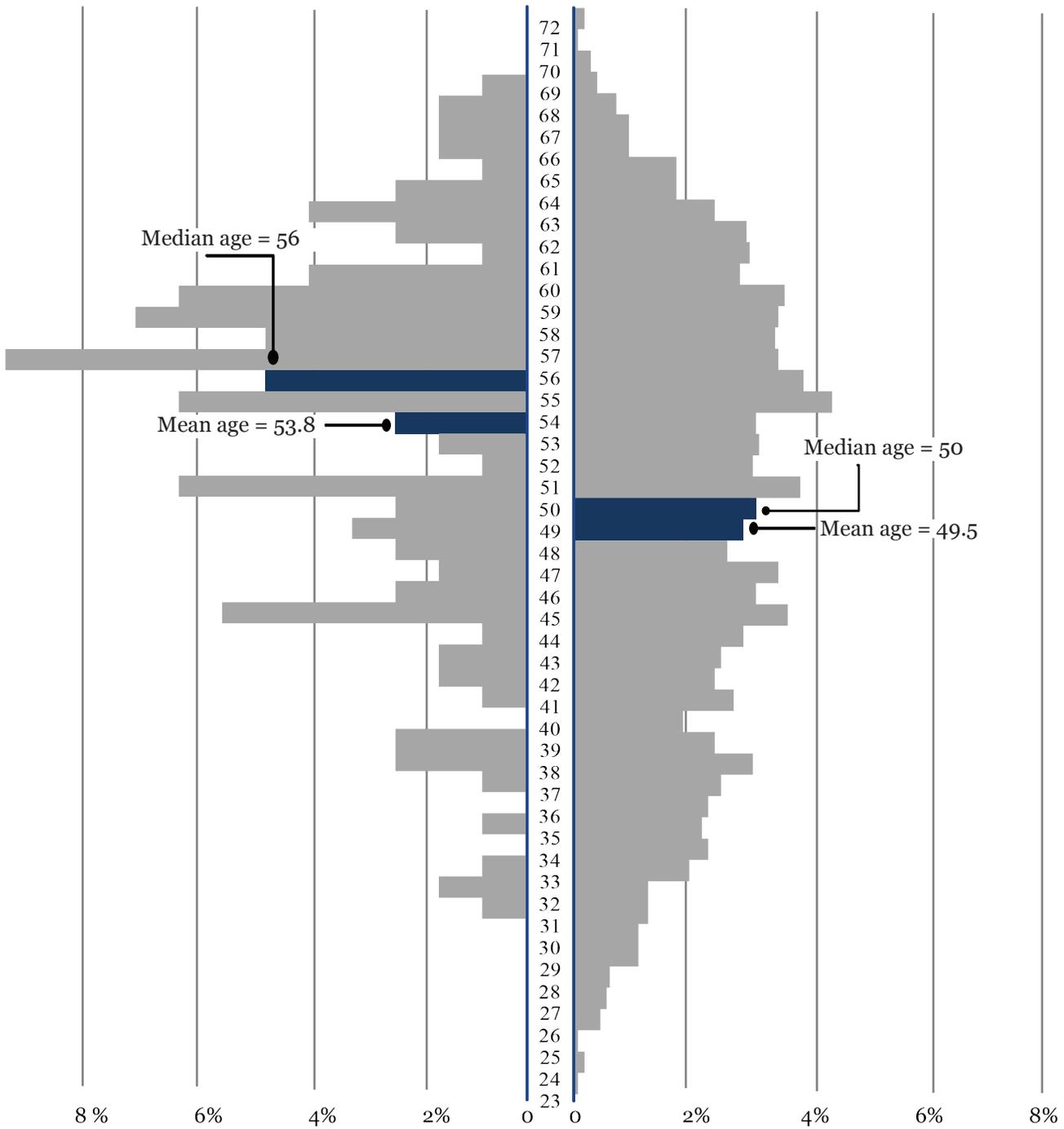


FIGURE 15-9: DISTRIBUTION OF ADMINISTRATORS (LEFT) AND INSTRUCTORS (RIGHT) BY AGE: AY 2015-2016



Instructional Staff Salaries

The average salary of full-time instructional staff has increased 3.0 percent annually since 2001 (Figure 15-10). The average base salary for a nine-month contract for full-time instructional employees increased from \$59,108 in 2015 to \$61,828 in AY15-16.

In addition to the Management Information System (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 such as definitions, classification systems, and contract periods. For example, for FY14, the National Center for Educational Statistics (NCES) published \$56,971 as an average salary for 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, as well as by state. According to their data, from 1996 through 2014, the average salary steadily increased for Iowa full-time community college instructors. In 2014, the annual increase was 3.8 percent, while the average salary increase nationally was 1.6 percent (Figure 15-11). Iowa's 16-year average salary

demonstrated an increase of 2.9 percent since 1996, while the national average increased 1.9 percent annually during the same time period. However, despite larger salary percentage increases, this data shows that Iowa community college instructors were paid, on average, 96.5 percent of the national average salary for two-year public institutions in FY14 (the most recent data available).

FIGURE 15-10: AVERAGE BASE SALARY OF FULL-TIME INSTRUCTORS: 2001 - 2016

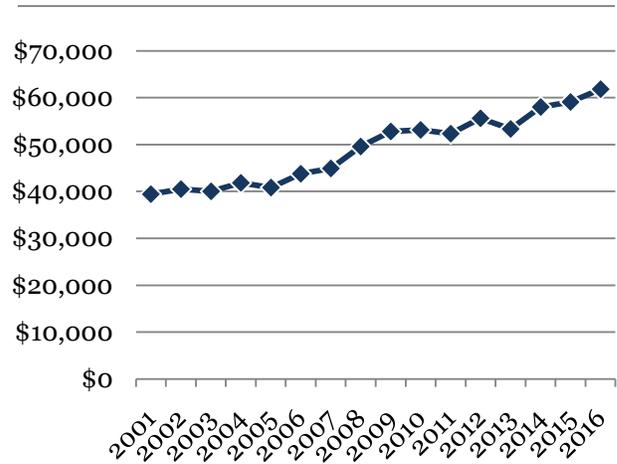
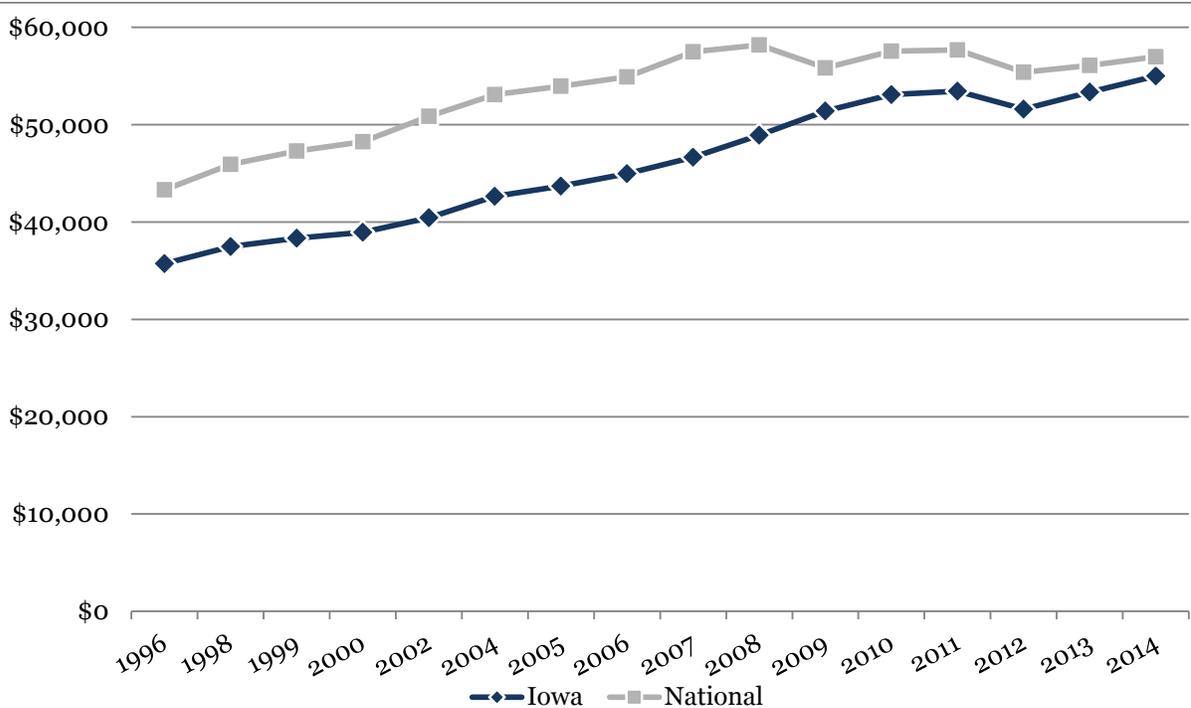


FIGURE 15-11: COMPARISON OF IOWA AND NATIONAL AVERAGE SALARIES FOR FULL-TIME FACULTY MEMBERS: 1996 - 2014



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.

16

Special Supplement: Utilizing the Voluntary Framework for Accountability

Overview

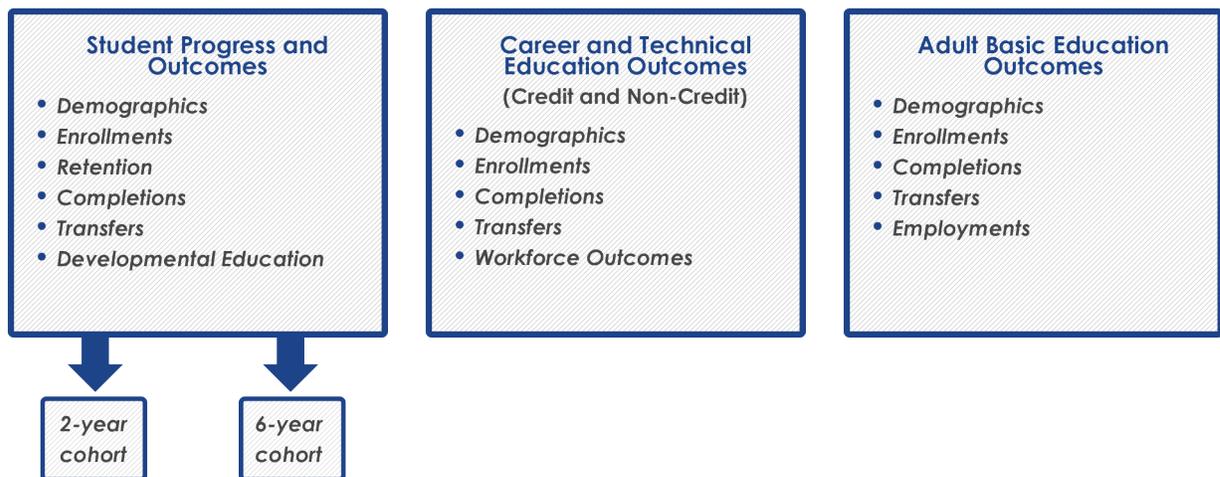
The Voluntary Framework for Accountability (VFA) was designed by the American Association of Community Colleges (AACC) to serve as an accountability framework for community colleges with success measures tailored for this sector of higher education. Designed specifically with community colleges in mind, 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 Iowa Department of Education's Division of Community Colleges and Workforce Preparation funds the VFA membership costs for the community colleges and supports the statewide initiative as a data clearinghouse to ensure consistency in data reporting. After a pilot year resulting in nine

community colleges publishing their data, the project has now advanced to full participation with all 15 colleges submitting two-year cohort data for academic years (AY) 2013-2015.

Structure

The VFA system provides the opportunity for internal, inter-college, and statewide comparisons and benchmarking, both in pre-set and customized groups of colleges or states. The VFA Measures are subdivided into three major categories: Credit Student Progress and Outcomes (SPO), Credit and Non-Credit Career and Technical Education (CTE), and Adult Basic Education Outcomes (ABE) (Figure 16-1). SPO is based on two-year and six-year cohort tracking, while CTE and ABE track only one-year cohort progress during the year, and one year past the cohort's formation.

FIGURE 16-1: VFA MEASURES



Process

Iowa's onboarding with the VFA initiative has received guidance and oversight by the presidents' VFA Steering Committee, consisting of several community college presidents, institutional researchers, a chief academic officer, and the Department's division administrator. Workgroups were formed according to each major measurement category: Credit SPO, Credit and Non-credit CTE, and ABE Outcomes. Each workgroup includes college institutional researchers and content specialists, as well as division liaisons.

During the past two years, the VFA Credit Workgroup examined credit cohort data definitions and discussed institutional nuances as they relate to the need for consistency in both VFA and MIS reporting. After deep discussion on several metrics, and with the guidance of AACC's VFA office, the Credit Workgroup published a Data Exchange Manual, which provides Iowa's definitions for the VFA metrics. Both the Data Exchange Manual and the VFA Metrics Manual are used by the colleges and the division for compiling and reviewing the data submission.

In addition to Credit SPO, the VFA also includes measures of workforce, economic, and community development through the CTE metrics. The VFA CTE Workgroup worked diligently during AY15-16 to examine these focused metrics and provide definitions for Iowa. These have been added to the Data Exchange Manual for guidance during the initial submission of CTE data in the spring 2017 reporting cycle. The ABE Outcomes Workgroup will begin meeting in AY16-17, in anticipation of initial reporting during AY17-18.

The "Credit Two-Year Cohort" (Fall 2013) progress and outcomes data was submitted and "locked" with the VFA by all 15 community colleges during the AY15-16 reporting cycle. The colleges reviewed the finalized VFA reports and by June 10, 2016, each had officially published its data.

VFA reports can be used as a benchmark in relation to other similar community colleges across the nation. As sequential years are submitted, community colleges will also have this data snapshot as another benchmark to review their own performance. Published profiles and limited data are available publicly on the VFA website. VFA colleges may also access additional data points for benchmarking purposes, both within the state and externally.

Initial Findings

The VFA measurements are distinct in how particular data points are defined, including entering students and success outcomes. Unlike other national datasets, which measure outcomes only for first-time/full-time students, VFA measures progress and outcomes for all full-time and part-time students in college for the first time. Additionally, VFA measures progress and outcomes for all full- and part-time students entering the reporting college for the first time, regardless of whether they previously attended another postsecondary institution. This is an important distinction as first time/full-time students may consist of a small percentage of a community college's total enrollment.

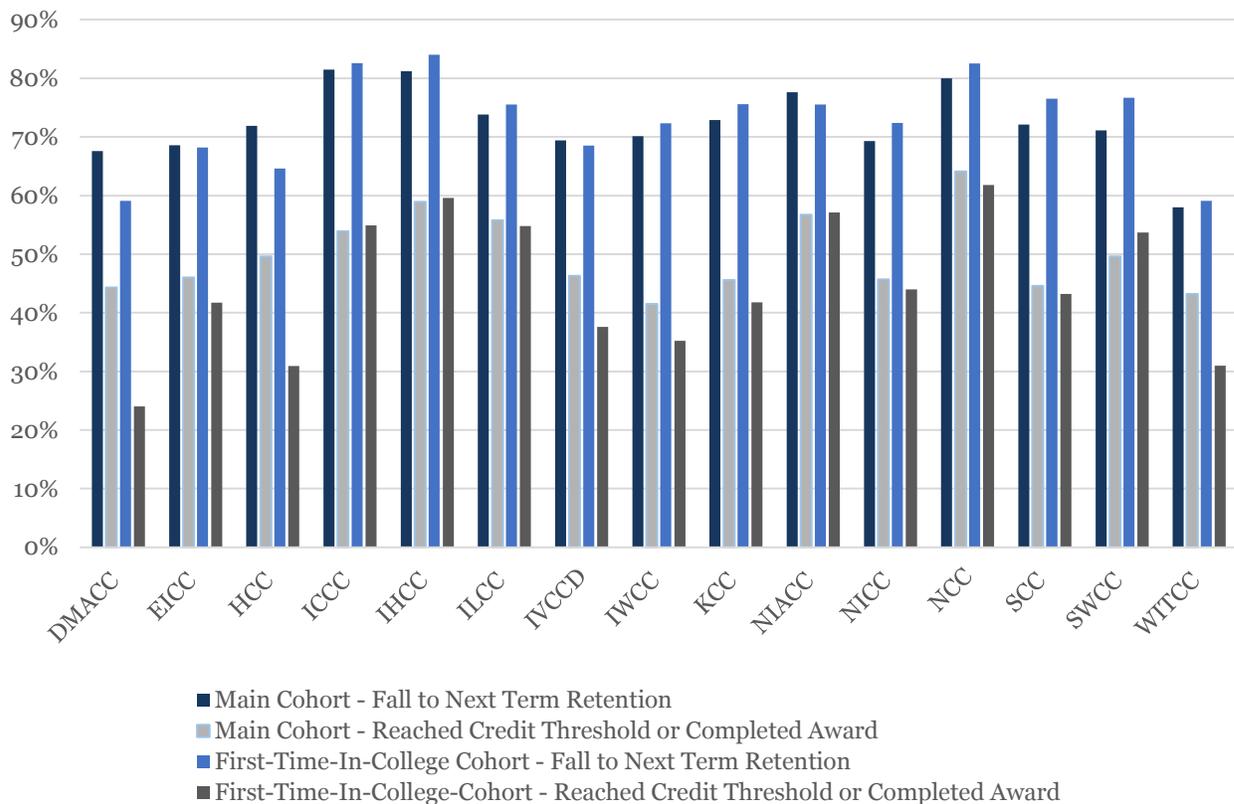
The VFA metrics aim to represent a more complete picture of a college's efforts in working with its students. In particular, a unique feature is the VFA's collection of developmental education data through very detailed metrics. This provides a first-ever opportunity to benchmark performance nationwide in this key student learning experience.

All Iowa community colleges reported and published data through the VFA for the "Two-Year Cohort". This initial dataset consists of all full-time and part-time students who first enrolled in the college in the fall of a given year (fall 2013), and reports on their progress and outcomes by the end of two years.

The “Main Cohort” is formed by all full- and part-time credit students entering for the first time at the reporting college in fall 2013. The “First-Time-in-College Cohort” is formed by all full- and part-time credit students entering for the first time in any college in fall 2013. Student progress metrics include the percent of students who began in the fall and continued enrollment in the next subsequent academic term. Progress is also measured by the percent of students who reached credit thresholds or completed a formal award by end of the first two academic years. The credit threshold for part-time students is 24 semester credit hours, while the threshold for full-time students is 42 semester credit hours.

Community college students arrive with their own educational goals and their own timelines, not all of which include completion of an associate degree or transfer to a bachelor’s degree program within two years. Attempting to capture the varied instances of student success at community colleges, the VFA metrics expand the traditional graduation data captured in national datasets. Two-year persistence measurements include transfers and continued enrollment, while attainment outcomes capture all credit awards in completion counts, including certificates, diplomas, and associate degrees. The data snapshots in Figure 16-2 indicates how these shifts in definitions can contribute to a more complete measure of student success at community colleges.

FIGURE 16-2: PROGRESS BY THE END OF YEAR TWO — SELECTED INDICATORS OF THE MAIN COHORT AND FIRST-TIME-IN-COLLEGE COHORT: AY 2013-2015*

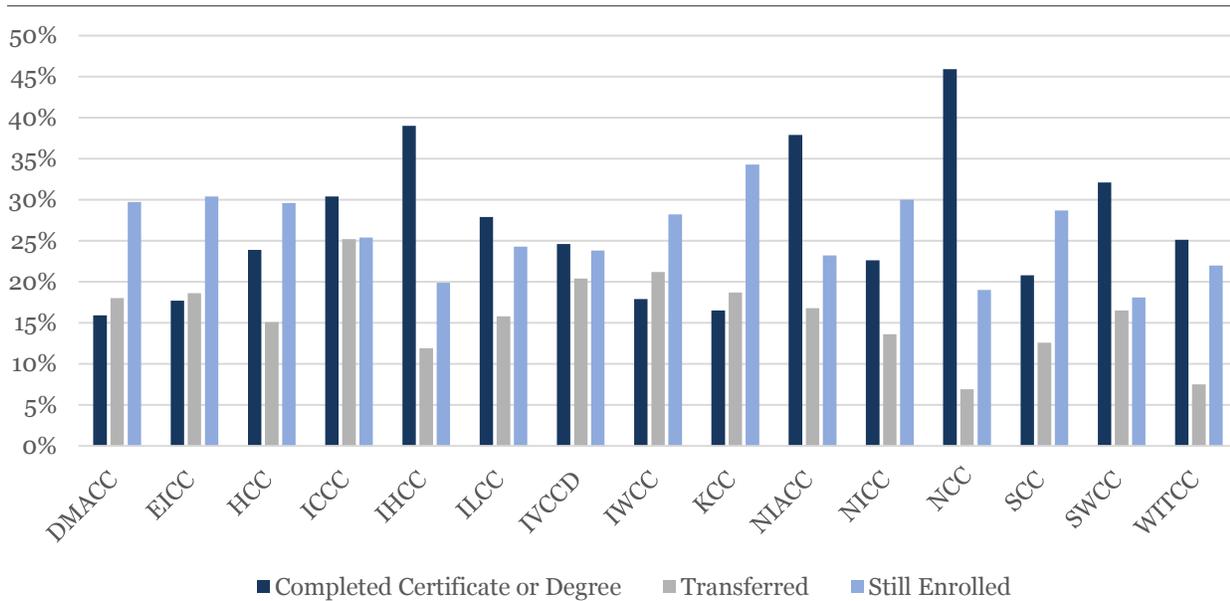


* Data were collected from each college’s public Two-Year Progress Report, available at <http://vfa.aacc.nche.edu/collegefinder>.

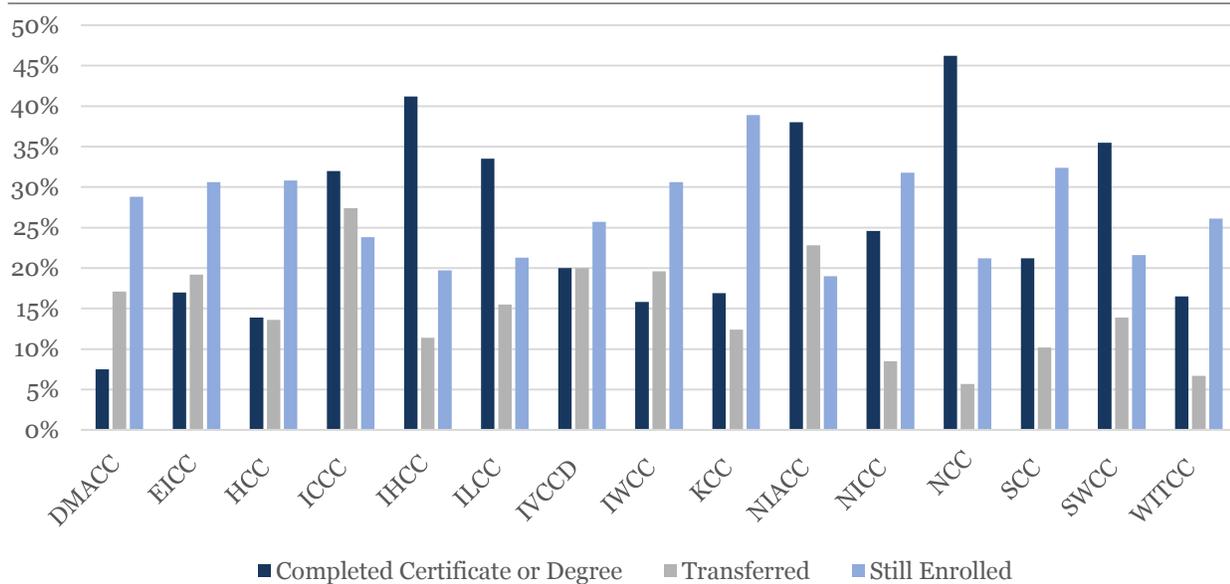
Attainment outcomes report the percent of students in the cohort who earned a certificate, diploma, or associate degree by the end of their second academic year of enrollment. Persistence outcomes include both transfer and continued enrollment measurements. Transfer is reported as the percent of students in the cohort who did not earn an award, but did transfer to another postsecondary institution by the end of their second

academic year of enrollment. (Note that students who did earn a formal award and transferred are not included in this data point.) Continued enrollment is reported as the percent of students in the cohort who did not transfer and did not earn a formal award by the end of two years, but were still enrolled any time during their second academic year (Figures 16-3 and 16-4).

**FIGURE 16-3: PERSISTENCE/ATTAINMENT OUTCOMES BY THE END OF YEAR TWO
MAIN COHORT: AY 2013-2015***



**FIGURE 16-4: PERSISTENCE/ATTAINMENT OUTCOMES BY THE END OF YEAR TWO
FIRST-TIME-IN-COLLEGE COHORT: AY 2013-2015***



* Data were collected from each college's public Two-Year Progress Report, available at <http://vfa.aacc.nche.edu/collegefinder>.

Limitations

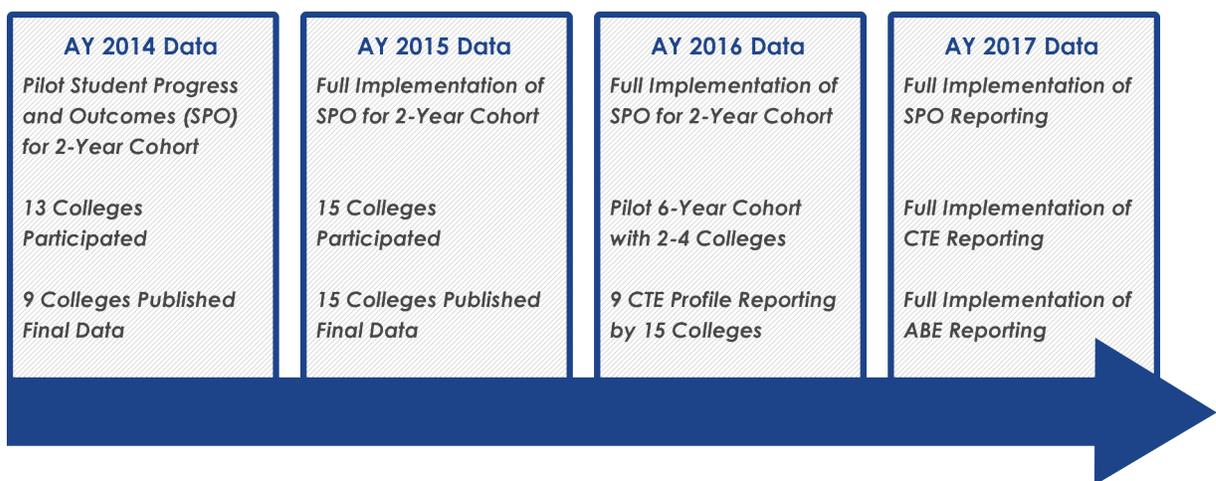
As with any new initiative, this project has presented both challenges and identified opportunities for growth in advancing accountability of Iowa’s community colleges. Acclimating to the new accountability system has required resources for front-end work, as both colleges and the division have ramped up data collection and reporting processes. The process has necessitated discussions statewide regarding data definitions, resulting in clarified collection and reporting practices at both the local and state levels. Utilizing the Management Information System (MIS) to systematically report individual college data to VFA has increased the comparison value within Iowa, and improved the reliability of the collective datasets externally.

The VFA system itself is relatively new, providing Iowa the opportunity to be influential and help shape this national community college accountability project. With 155 community colleges reporting nationally in 2016, there were limited comparison opportunities outside of Iowa. However, national participation is anticipated to increase in 2017 and beyond, which will expand the external comparison data.

Moving Forward

Figure 16-5 provides a timeline of the Iowa VFA reporting progress. The VFA Credit Workgroup has examined and defined the “Six-Year Cohort” data metrics in preparation for a pilot submission of the AY15-16 data in the spring 2017. Reporting of the CTE profile data for all 15 colleges is also planned for the spring 2017 submission. The VFA CTE Workgroup will continue examining the CTE outcomes metrics, in preparation for full CTE data reporting during the 2018 submission. The final step to full implementation of the project will be to incorporate the Adult Basic Education (ABE) metrics, anticipated for the spring 2018 submission. Beginning in the 2018 reporting year, the VFA system will be fully implemented within Iowa, with all 15 community colleges reporting on all SPO, CTE, and ABE metrics. This will result in robust VFA reporting and enhanced benchmarking opportunities both within and outside of Iowa.

FIGURE 16-5: IOWA VFA REPORTING PROGRESS



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Appendix 1 Fall Enrollment

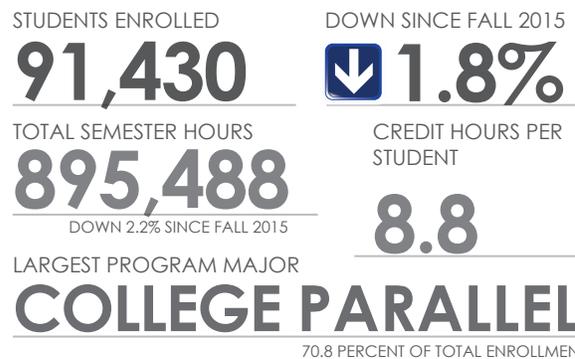
The Iowa Department of Education collects enrollment information from all 15 community colleges on the 10th business day of the fall semester each year.

The colleges reported that 91,430 students were enrolled in the fall of 2016. This is a slight decrease from the 93,074 students enrolled in the fall of 2015. Six of the 15 community colleges saw increases in fall enrollment. See Table A-1 for a summary of fall enrollment by college.

Students

Figure A-1, on the next page, displays fall enrollment data since 1965, illustrating that fall enrollment has increased more than tenfold since that era. However, the number of full-time students as a percentage of total fall enrollment

FALL 2016 ENROLLMENT



has steadily declined from over 90 percent in 1965 to 39.5 percent in 2016 (Figure A-2). Fall 2016 enrollment of full-time students was 36,151 (39.5 percent) compared to 37,580 (40.4 percent) of total enrollment last fall.

TABLE A-1: FALL 2016 ENROLLMENT BY COLLEGE

College	Total	Full-Time		Part-Time		Change (%) ^a
		N	%	N	%	
Northeast Iowa	4,730	1,307	27.6	3,423	72.4	-2.8
North Iowa Area	3,023	1,370	45.3	1,653	54.7	2.6
Iowa Lakes	2,160	1,050	48.6	1,110	51.4	-8.7
Northwest Iowa	1,638	588	35.9	1,050	64.1	0.9
Iowa Central	5,718	2,899	50.7	2,819	49.3	1.5
Iowa Valley	2,873	1,428	49.7	1,445	50.3	4.1
Hawkeye	5,531	2,620	47.4	2,911	52.6	3.0
Eastern Iowa	7,872	2,635	33.5	5,237	66.5	-6.1
Kirkwood	14,745	6,083	41.3	8,662	58.7	-0.5
Des Moines Area	22,446	6,644	29.6	15,802	70.4	0.7
Western Iowa Tech	5,660	1,988	35.1	3,672	64.9	-8.0
Iowa Western	6,178	3,087	50.0	3,091	50.0	-5.9
Southwestern	1,646	728	44.2	918	55.8	-0.6
Indian Hills	4,366	2,412	55.2	1,954	44.8	-8.5
Southeastern	2,844	1,312	46.1	1,532	53.9	-0.8
Total	91,430	36,151	39.5	55,279	60.5	-1.8

^a: Percentage change in total enrollment from fall 2015.

FIGURE A-1: FALL ENROLLMENT SINCE 1965

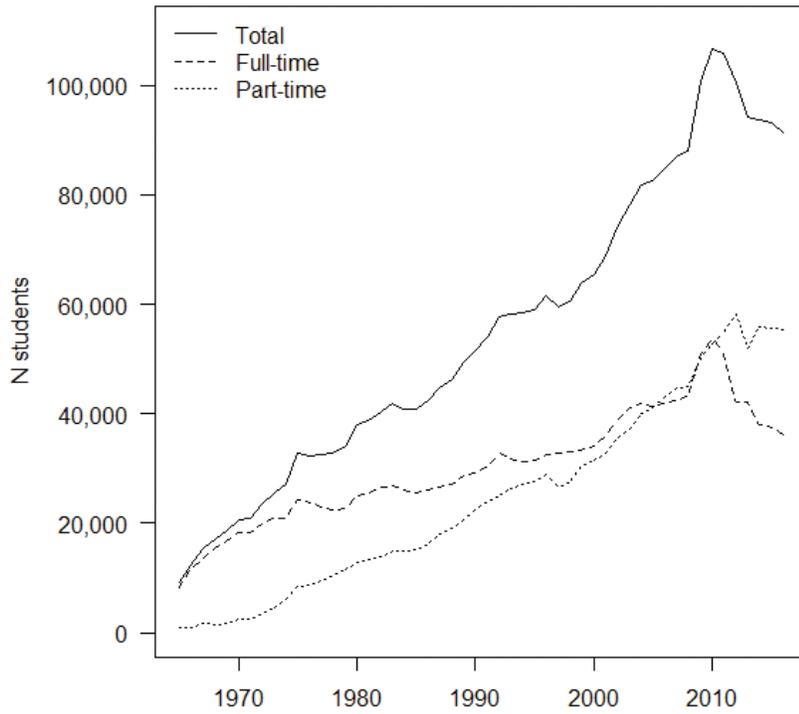
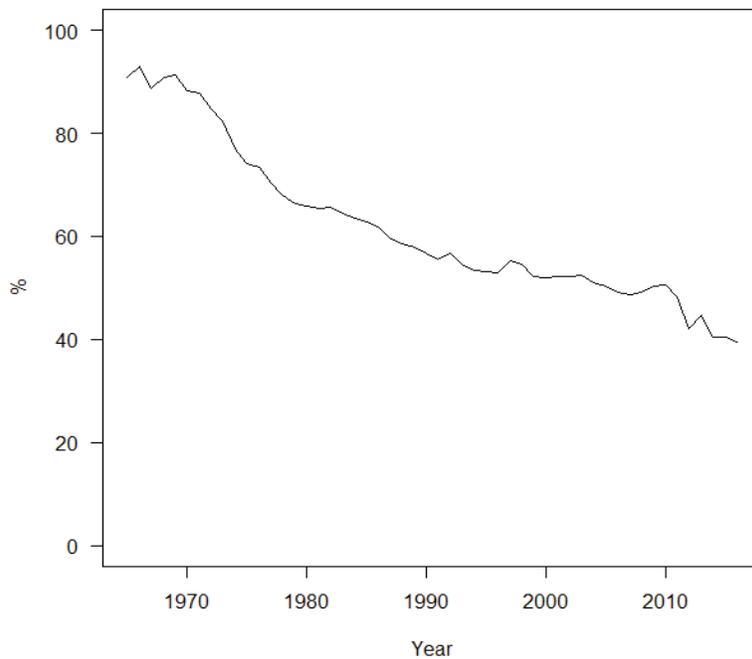


FIGURE A-2: HISTORICAL ENROLLMENT OF FULL-TIME STUDENTS AS A PERCENTAGE OF TOTAL ENROLLMENT



While the percentage of full-time students is decreasing, the enrollment of part-time students is increasing slightly. This fall, 55,279 part-time students (those enrolled in fewer than 12 semester credit hours) accounted for 60.5 percent of total enrollment, compared to 55,494 part-time students last fall, which accounted for 59.6 percent of total fall enrollment.

The average age of community college students this fall was 21.2 years, with a median age of 19 years. Females represented the majority of Iowa's community college student body, accounting for 54.3 percent of this fall's total enrollment.

Table A-2 illustrates the self-reported race and ethnicity data by gender. A total of 6,370 students

(7.0 percent) did not report their race and ethnicity. Of the 93.0 percent who did report their race and ethnicity, Hispanic students accounted for 7.0 percent of total enrollment; black students, 6.7 percent; and Asians, 2.7 percent. Based on this reported demographic data, the proportion of minority students attending Iowa's community colleges this fall was higher than the proportion of minorities in Iowa's general population: 19.1 percent versus 9.5 percent [1], respectively.

In terms of residency, 90.5 percent of the students enrolled in Iowa's community colleges this fall were Iowans. Residents from other states accounted for 8.2 percent of enrolled students, with foreign nationals accounting for the balance of 1.3 percent.

TABLE A-2: FALL 2016 DISTRIBUTION BY RACE AND ETHNICITY

Subpopulation	Females	Males	Not Reported	Totals
American Indian	271	270	1	541
Asian	1,274	1,185	1	2,460
Black	2,978	3,142	1	6,121
Hispanic	3,518	2,955	0	6,473
Pacific Islander	63	41	0	104
White	37,390	30,172	41	67,603
Two or more	973	783	1	1,757
Not reported	3,193	3,157	20	6,370
Total	49,660	41,705	65	91,430

Academics

Students attending Iowa’s community colleges this fall registered for 805,488 semester hours, compared to 823,306 semester hours last fall. Although this fall’s decrease aligns with the enrollment decline, the average fall course load for all students remained relatively unchanged at 8.8 semester hours.

Full-time students registered for 500,465 semester hours, accounting for 62.1 percent of total semester hours (Table A-3). This represents a slight decrease from last fall, in which full-time students registered for 63.1 percent of total hours. However, the average course load for full-time students remained virtually unchanged at 13.8 semester hours.

Part-time students registered for 305,023 semester hours, accounting for 37.9 percent of total semester hours, representing a 1.0 percent increase from last fall. Again, the average course load for part-time students remained virtually unchanged from last fall’s 5.5 semester hours.

Program Types

Programs of study are generally categorized as college parallel (transfer arts and sciences), career-option, or career and technical education (CTE). College parallel programs prepare students for matriculation into four-year colleges or universities, while CTE programs are designed to prepare students for direct entry into the workforce.

Although career-option programs were to be phased out in FY16, 240 students were still enrolled in these programs this fall. Of the two remaining categories—college parallel and CTE—college parallel had the larger enrollment, with 64,762 students accounting for 70.8 percent of this fall’s total headcount. This enrollment represents a slight increase over last fall’s college parallel enrollment of 64,235 students.

This fall, 26,417 students enrolled in CTE programs, accounting for 28.9 percent of total enrollment. This represents a 4.8 percent decrease from last fall’s 27,742 students enrolled in CTE programs.

TABLE A-3: SUMMARY OF FALL 2016 SEMESTER HOURS BY COLLEGE

College	Hours	FT (%) ^a	PT (%) ^b	Change (%) ^c
Northeast Iowa	37,233	50.5	49.5	-6.4
North Iowa Area	28,066	70.3	29.7	-0.5
Iowa Lakes	21,809	74.1	25.9	-6.7
Northwest Iowa	14,113	64.0	36.0	1.7
Iowa Central	57,840	73.1	26.9	-0.1
Iowa Valley	28,445	72.6	27.4	2.1
Hawkeye	52,874	69.9	30.1	1.2
Eastern Iowa	64,818	55.0	45.0	-1.6
Kirkwood	134,392	62.5	37.5	-1.0
Des Moines Area	179,641	50.6	49.4	0.3
Western Iowa Tech	47,728	58.6	41.4	-11.0
Iowa Western	62,223	71.3	28.7	-7.0
Southwestern	15,643	67.4	32.6	-4.6
Indian Hills	33,618	74.1	25.9	-5.1
Southeastern	27,045	68.8	31.2	0.6
Total	805,488	62.1	37.9	-2.2

Note: Rounding may yield minor inaccuracies in total hours.
^a: Percentage of hours attributed to full-time students.
^b: Percentage of hours attributed to part-time students.
^c: Percentage change in total hours from fall 2015.

Career Clusters

The Iowa Department of Education categorizes programs into the 16 National Career Clusters Framework that aligns academic programs with occupational fields. (Visit www.careerclusters.org for more information about career clusters.)

Historically, cluster categories with the largest enrollments have been health science, manufacturing, and business management and administration, and this fall was no exception. Of the 26,417 students enrolled in CTE programs, 8,812 students enrolled in health sciences (down 12.2 percent from last fall); 2,165 students enrolled in business management and administration (down 4.5 percent); and 2,485 students enrolled in manufacturing (down 5.6 percent). Figure A-3 displays the career cluster categories that are CTE-based and ranked by this fall's enrollment.

Online Enrollment

Online enrollment is defined as participation in a class that is only offered via the internet with no face-to-face instructional contact between the instructor and students. Table A-4 summarizes online semester hours and student enrollment for fall 2016.

Of the 91,430 students enrolled this fall, 30,585 (33.5 percent) enrolled in at least one online course, compared to 28,166 students (30.2 percent) last fall. This year's online enrollment represents an increase of 8.6 percent from last year.

In terms of semester-hour registration this fall, 154,179 (19.1 percent) of the total semester hours were attributed to online courses (Table 4). This, compared to 144,136 semester hours last fall, represents a 7.0 percent increase in online course-taking this fall. On average, these 30,585 students enrolled in 5.0 semester hours of online courses.

Note: The Government and Public Administration cluster is not included as it is not designated as an Iowa CTE program.

FIGURE A-3: FALL 2016 ENROLLMENT BY CAREER CLUSTER

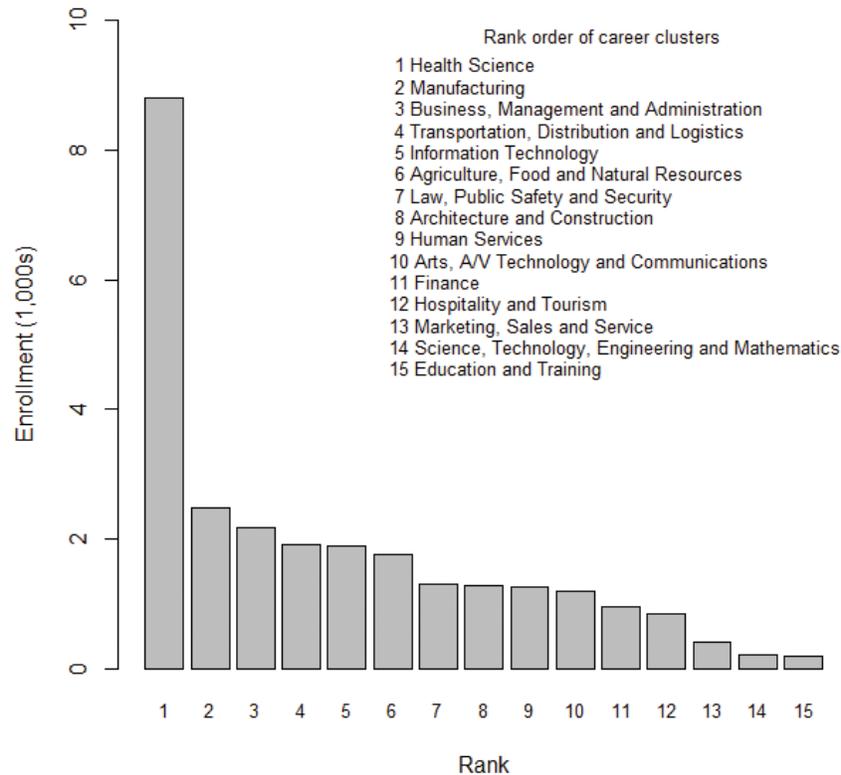


TABLE A-4: FALL 2016 ONLINE HOURS AND ENROLLMENT BY COLLEGE

College	Hours	Enrollment		
		Headcount	% Total	% Change
Northeast Iowa	6,192	1,231	26.0	-1.2
North Iowa Area	5,625	1,583	52.4	8.2
Iowa Lakes	4,511	884	40.9	7.8
Northwest Iowa	4,798	978	59.7	2.7
Iowa Central	7,880	1,525	26.7	4.2
Iowa Valley	5,607	1,246	43.4	10.1
Hawkeye	7,932	1,665	30.1	17.6
Eastern Iowa	15,491	2,523	32.1	2.9
Kirkwood	22,333	4,549	30.9	41.0
Des Moines Area	29,707	6,015	26.8	6.2
Western Iowa Tech	12,593	2,346	41.4	-2.9
Iowa Western	14,849	2,587	41.9	-0.1
Southwestern	3,620	752	45.7	-0.9
Indian Hills	6,803	1,597	36.6	2.3
Southeastern	6,238	1,104	38.8	10.1
Total	154,179	30,585	33.5	8.6

Joint Enrollment

Community colleges offer high school students three ways to earn college credit through joint enrollment: postsecondary enrollment options (PSEO), contracted courses between high schools and community colleges, or direct payment of tuition. Students may choose to participate in more than one joint enrollment program during an academic year. Upon successful course completion, a student may either apply earned credits toward a community college award, or transfer the credits to a four-year college or university.

This fall, 34,018 high school students participated in at least one joint enrollment program, compared to 33,145 participants last fall, which represents a 2.6 percent increase. Students participating in joint enrollment programs accounted for 37.2 percent of this fall's enrollment, compared to 35.6 percent last fall.

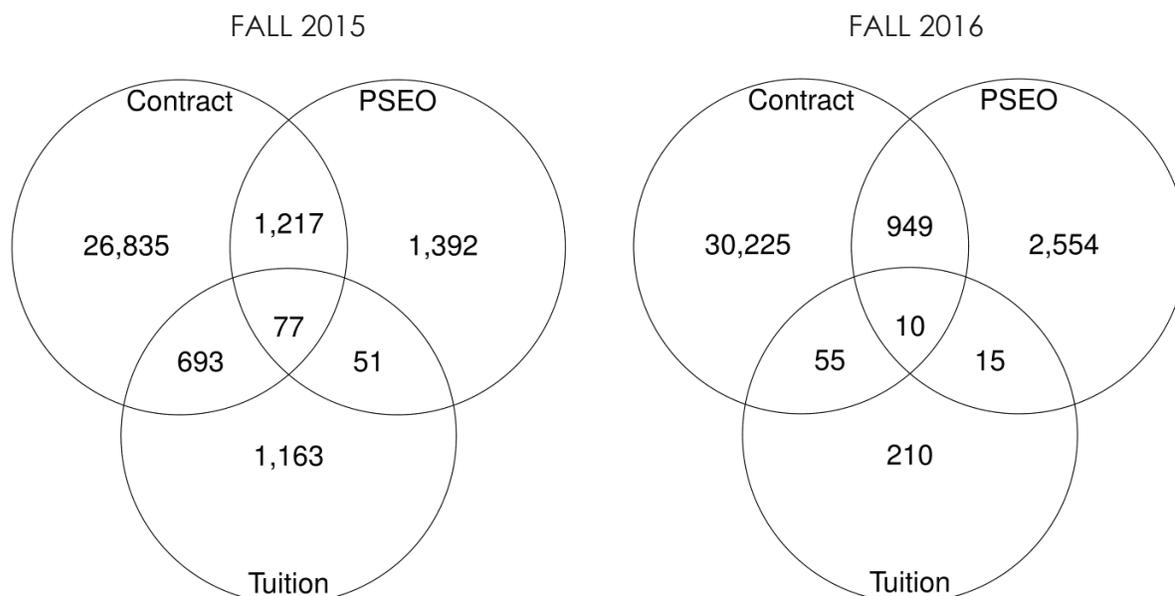
High school students participating in joint enrollment programs this fall registered for 163,755 semester hours of classes, compared to

164,149 semester hours last fall, which represents a 0.2 percent decrease. The number of semester hours attributed to joint enrollment programs this fall accounted for 20.3 percent of total registered semester hours, compared to 19.9 percent last fall.

Figure A-4 shows how participation in joint enrollment programs has changed since last fall. The most significant changes being: (1) the increase in the number of PSEO-only student participants (1,392 to 2,554); (2) the decrease in the number of students paying tuition, including those in overlapping circles/programs (1,984 to 290); and (3) the increase in the number of students only participating through contracted courses that are generally taught at their high school campuses (26,835 to 30,225).

Again this fall, the vast majority of jointly enrolled students participated through contracted courses (91.8 percent), with 88.9 percent using this option .

FIGURE A-4: DISTRIBUTION OF STUDENTS PARTICIPATING IN JOINT ENROLLMENT PROGRAMS



Developmental Education - Recent High School Graduates

As discussed in section 2 of this report on page 7, developmental education courses are those courses numbered below 100 (e.g., MAT-060), with the overwhelming majority of students enrolled in college preparatory mathematics, followed by English as a Second Language, writing, and reading courses. When analyzing fall enrollment data, of particular interest is the developmental education enrollment of recent high school graduates (i.e., graduated in academic year 2016). Every fall term, these recent high school graduates account for approximately one-third of Iowa community college credit enrollment. This section provides a brief analysis of the developmental education enrollment of these students.

Of all 2016 Iowa high school graduates, 9,737 students enrolled in Iowa community colleges in the fall of 2016. Of these recent high school graduates, 2,471 (25.3 percent) enrolled in at least one developmental education course. Overall, these students enrolled in 10,424 semester credit hours of developmental education. Furthermore, 1,941 (58.5 percent) of these students enrolled in developmental mathematics for a total of 6,682 semester credit hours; 1,262 (38.0 percent) enrolled in 3,473 semester credit hours of developmental

English; and 117 (3.5 percent) enrolled in other types of developmental education.

Consistent with annual enrollment data (page 7), females accounted for 57.6 percent of the recent high school graduates enrolled in developmental education. Additionally, minority enrollment in developmental education was disproportionate for this cohort at 26.2 percent as compared to their overall minority enrollment of 20.5 percent.

Enrollment Projections

Enrollment for fall 2016 was predicted to vary between 87,991 and 98,629 students. The actual fall enrollment of 91,430 students fell within this range for the fourth consecutive year of reporting this estimate. Following a proven methodology, the estimated enrollment for fall 2017 is between 87,893 and 94,871 students. Enrollment at Iowa's community colleges is projected to start to level off by 2016 and remain relatively flat through fall 2021.

References

- [1] U.S. Census Bureau. 2015 American Community Survey 1-Year Estimates: Table B02001.

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