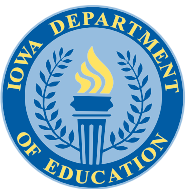


The Annual Condition of

Iowa's Community Colleges

2020



COMMUNITY COLLEGES &
WORKFORCE PREPARATION

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Department of Education
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Many people have contributed to *The Annual Condition of Iowa's Community Colleges - 2020*. The project was supervised by Jeremy Varner and Paula Nissen and produced by Alison Jepsen. Contributing authors were Vladimir Bassis, Katy Blatnick-Gagne, Jane Bradley, Elizabeth Campbell, Joe Collins, Kelly Friesleben, Lisa Gard, Dennis Harden, Alex Harris, Dan Li, Paula Nissen, Jen Rathje, Chris Russell, Eric St Clair, Kristy Volesky, Jeff Fletcher, Becky Scott and Mike Williams.

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

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



Photo: Indian Hills Community College



FROM THE DIRECTOR

Dear Education Stakeholders,

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



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

The Annual Condition of Iowa's Community Colleges - 2020 includes information on academic programs; enrollment data; student outcomes and measures of success; and information about the cost of attending and operating Iowa's 15 community colleges. This report is designed to help Iowans understand the multitude of opportunities and services provided by Iowa's 15 community colleges as they strive to meet the demands of their diverse students and communities and the ongoing changes presented by the COVID-19 pandemic.

This report highlights the positive impact Iowa's community colleges have on our state's education and workforce systems. In addition, the information supports progress toward the Future Ready Iowa goal of 70 percent of Iowans in the workforce with education or training beyond high school by 2025. Thank you for taking the time to read *The Annual Condition of Iowa's Community Colleges - 2020* and for your commitment to expanding educational opportunities for all Iowans.

Sincerely,

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

Dr. Ann Lebo
Director
Iowa Department of Education

Executive Summary

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

This year's Condition Report contains seven sections designed to tell a cohesive story about the programs and services offered by Iowa's 15 community colleges. These sections focus on the following broad themes:

The Evolution of Iowa's Community Colleges (Section 1),
Programs that Meet Student and Workforce Needs (Section 2),
College Admission and Enrollment (Section 3),
Student Success and Institutional Performance (Section 4),
College Costs and Affordability (Section 5),
Programs that Serve Local Communities (Section 6), and
Systems and Infrastructure (Section 7).

In addition, the report contains this executive summary that provides a snapshot of the data highlights, stories and pictures to highlight student successes and a conclusion to summarize the year in review.

Data provided in this comprehensive report come primarily from Iowa's 15 community colleges, transmitted through the community college management information system (MIS). Upon receipt, division staff review, verify and aggregate the data for analysis and reporting. This data is then displayed in dashboards, figures and tables to accompany the report's narrative. In addition, disaggregated data tables and interactive displays are provided on the division's website at: www.educateiowa.gov/ccpublications/.

Data highlights of The Annual Condition of Iowa's Community Colleges - 2020 include:

ENROLLMENT:

- » Credit enrollment decreased 1.3 percent, with 127,013 students taking 1,673,726 credit hours. AY19-20 (2019 fall term through 2020 summer term) data provide a precise tracking of programs in which students enrolled by reporting all students who have not declared a program of study in the "No-POS" category. Highlights of the year's enrollment include:
 - 46.2 percent of enrollees claimed No-POS, of which 80.2 percent were jointly enrolled students.
 - Arts and Sciences accounted for 27.2 percent of credit enrollees.
 - Career and Technical Education (CTE) accounted for 22.5 percent of enrollees, 35.1 percent of whom were enrolled in Health Sciences.
 - Joint enrollment increased by 2.4 percent, with 51,800 high school students accounting for 40.8 percent of total enrollees and 25.6 percent of total credit hours. Of these students, 216 earned their associate degrees and 642 earned certificates simultaneously with their high school diplomas.
 - Online courses accounted for 37.9 percent of total enrollment, with 54.8 percent of students taking at least one online course.
 - 8,656 students (6.8 percent) enrolled in developmental education, which is 13.0 percent less than last year. This decrease is primarily due to college efforts to streamline academic skill development.
- » Noncredit enrollment decreased 23.2 percent with 145,814 individuals participating in 4,505,047 contact hours of instruction. Skill enhancement courses enrolled 73,952 students in AY19-20, the majority of which (50.8 percent) were in Health Science.
- » The Adult Education and Literacy (AEL) unduplicated headcount was 13,843 students, representing a 16.4 percent decrease over last year.



STUDENT DEMOGRAPHICS:

- » The average age of students in credit programs was 21.3.
- » Female students accounted for 55.8 percent of total credit enrollment.
- » Minority enrollment increased to a record high 23.7 percent.
- » Jointly enrolled students were more evenly represented by sex (52.5 percent female), but were less racially diverse, than the total credit student body (16.4 versus 22.3 percent, respectively).
- » Female students represented over 63 percent of online credit students, and the average age was 22.9 years.
- » Of all noncredit students, 57.0 percent did not report race/ethnicity. Of the 22 percent who self-reported as being a minority, 9.3 percent identified as Hispanic, 8.7 percent as black and 2.1 percent as Asian.

STUDENT SUCCESS AND COMPLETION:

- » Slightly more Associate of Applied Science (AAS) degrees were awarded than Associate of Arts (AA), accounting for 28.2 and 28.0 percent of all awards, respectively.
- » Of all CTE awards granted, 37.9 percent were in Health Science.
- » Of the awards earned by minority students, Hispanic students earned 41.6 percent, while black students earned 30.7 percent.
- » In AY19-20, via the Reverse Credit Transfer partnership between Iowa's 15 community colleges, three public universities and the National Student Clearinghouse, the credit information of 1,695 students was sent back to community colleges to fulfill associate degree requirements.
- » By AY19-20, 37.1 percent of the fall 2017 student cohort graduated and 26.0 percent transferred within three years.
- » Iowa's main Voluntary Framework for Accountability credit cohort out-performed the national cohort in many categories, such as awards earned within six years (64.2 percent vs. 50.4 percent, respectively).
- » A total of 32,138 noncredit students received 35,540 awards, the majority of which (76.8 percent) were industry-awarded credentials designed to lead to or enhance employment opportunities.
- » Of the AEL participants who persisted beyond 12 hours of instruction and took a post-assessment, 37.4 percent achieved a Measurable Skills Gain in AY19-20.

COLLEGE COSTS AND AFFORDABILITY:

- » The current (AY20-21) average in-state tuition is \$179.38 per credit hour, representing a 3.3 percent increase over AY19-20.
- » The current average annual cost of enrollment (tuition and mandatory fees) for a full-time Iowa resident taking 24 credit hours is \$4,686.38 at Iowa's community colleges.
- » In AY19-20, Iowa community college students received over \$222.3M in federal aid, \$5.0M in state aid, \$24.1M in institutional aid and \$15.5M in other aid.
- » Iowa Skilled Worker and Job Creation Fund programs provided training and support to:
 - 898 Gap participants who received tuition assistance for noncredit training;
 - 2,675 PACE participants engaged in training activities and
 - 90,152 K-12 students and teachers who engaged in work-based learning opportunities funded through the Iowa Intermediary Network.



Campus of Iowa Western Community College



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Student-Focused Mission

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

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

Iowa Code

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

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

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



1

The Evolution of Iowa's Community Colleges

Mission, History and Value

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

SOURCE: Iowa Association of Community College Trustees

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

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

Iowa’s 15 community colleges educate over half (51.3 percent) of all Iowa residents enrolled in public or private two- and four-year postsecondary institutions in the state [1], exceeding the national average of 41.0 percent reported by the American Association of Community Colleges [2]. In addition,

the student body served by Iowa’s community colleges has become increasingly diverse. Students representing racial and ethnic minorities made up a record high 23.1 percent of total enrollment during the 2019-2020 academic year (AY) at Iowa’s community colleges [3].

The open-door approach adopted by community colleges ensures that nearly everyone who applies is accepted, which makes it possible for people of all ages and backgrounds to access higher education. To serve this diverse population, Iowa’s community colleges offer a wide range of programs to equip students with the knowledge and skills to succeed, whether they continue on to a four-year degree or enter the workforce. Offerings include arts and sciences college parallel programs designed to transfer to four-year colleges and universities, career and technical education (CTE) programs that prepare students for industry-specific careers, training and retraining programs for Iowa’s businesses and industries and a variety of adult education and noncredit courses for personal enrichment, academic preparedness and skill attainment.

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

Community colleges are also essential components of state and national strategies for workforce development and are increasingly acknowledged for the quality of their academic programs. These programs help Iowans acquire the skills and credentials to meet the needs of local employers and help build a strong talent pipeline needed to achieve the Future Ready Iowa goal, which calls for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025.

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

HISTORY

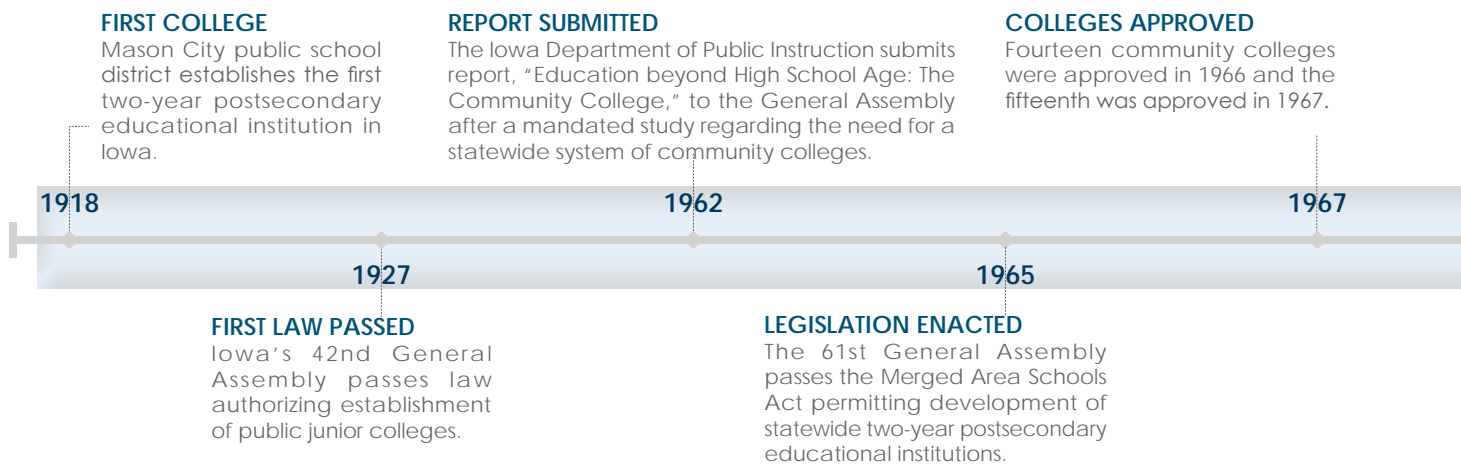
Community colleges have a long and robust history in Iowa, beginning in 1918 when the Mason City public school district established the first two-year postsecondary educational institution in the state. Mason City Junior College proved to be successful and was accredited by the North Central Association of Colleges and Schools in 1919. Between the years of 1918 and 1953, a total of 35 different public junior colleges were established in the state through the operation of public school districts. These institutions were often organized with a dean who reported directly to the local superintendent and offered arts and sciences programs equivalent to the first two years of the baccalaureate program, a

limited number of occupational programs and adult education opportunities.

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

Acknowledging the need for more public postsecondary options across the country, the United States Congress enacted the National Defense Education Act (NDEA) in 1958, which in part made federal funds available to states on a matching basis to develop area vocational programs. To implement this legislation in Iowa, the Iowa State Board of Education modified the state vocational education plan to allow local school districts and Iowa State University to operate as "area schools." This included a specific allocation of funds to develop area vocational programs under NDEA's Title VIII, a designation of area vocational-technical high schools and the authorization for tuition-paying students to attend these schools and programs. Fifteen (15) schools were designated as area vocational-technical high schools and were utilized to initiate programming for the Manpower Development and Training Act.

IOWA COMMUNITY COLLEGE TIMELINE



Iowa Studies Higher Education Options with Intentions to Improve Access

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

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

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

Laying the Groundwork for Iowa’s Community College System

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

The legislation provided for the fiscal support of these institutions through a combination of student tuition and federal, state and local funds. Individual

ROLE EXPANDED

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

ACCREDITATION DEFINED

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

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

1983

1989

1990

2013

2016

DIVISION ESTABLISHED

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

HISTORIC INVESTMENT

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

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

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

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

The Colleges' Role Expands

The community colleges and area vocational schools grew quickly, both in terms of students served and services offered. In 1983, the Iowa Industrial New Jobs Training Act was established by the legislature, adding contracted customized job training to the list

of services provided by community colleges. Other job training programs followed, further expanding the role of community colleges in economic development. Currently, all 15 institutions operate as comprehensive community colleges, offering college transfer, career and technical education (CTE) and adult and continuing education programs.

In 1989, the 73rd General Assembly passed Senate File 449, requiring that secondary vocational programs be competency-based and that the competencies be articulated with postsecondary vocational education. This prompted an increased cooperation between local education agencies and community colleges, resulting in more programs that awarded college credit to high school students through articulation. The Postsecondary Enrollment Options (PSEO) Act of 1989, and later, supplemental weighting, allowed high school students to jointly enroll in college credit courses in significantly greater numbers.

The Division is Established

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

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

In the late 1990s, the majority of Iowa's community colleges expanded their roles in workforce development by becoming primary service providers for the federal Workforce Investment Act (currently



the Workforce Innovation and Opportunity Act), as well as housing American Job Centers (a.k.a. One-Stop Centers). These centers are designed to provide job seekers with a full range of assistance under one roof.

The Workforce Training and Economic Development (WTED) Fund was established in 2003 as part of the Grow Iowa Values Fund. This fund is an important source of financing for new program innovation, development and capacity building at community colleges, particularly for CTE. Community colleges may use WTED funds to support the following activities: career academy programs; CTE programs; entrepreneurship education and small business assistance; and general training, retraining and in-service educational initiatives for targeted industries.

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

The allocations received by the Department allow Iowa's community colleges to serve more Iowans from all socioeconomic backgrounds and help them acquire the skills and industry-recognized

credentials needed to secure gainful employment. The allocations administered by the Department support the following programs:

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

GOVERNANCE AND PLANNING

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



Hawkeye Community College

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

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

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

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

ACCREDITATION PROCESS

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

the Department to look at accreditation processes and system performance measures from other states and regions.

The Iowa Community College Accreditation Advisory Committee was convened to conduct the mandated review. Membership included at least one member from each college, representing the various functional units of community colleges, including presidents, chief academic officers, faculty, human resource administrators, business officers, student services administrators and academic deans. The committee developed recommendations, which the Department included in the final report to the legislature in January 2010.

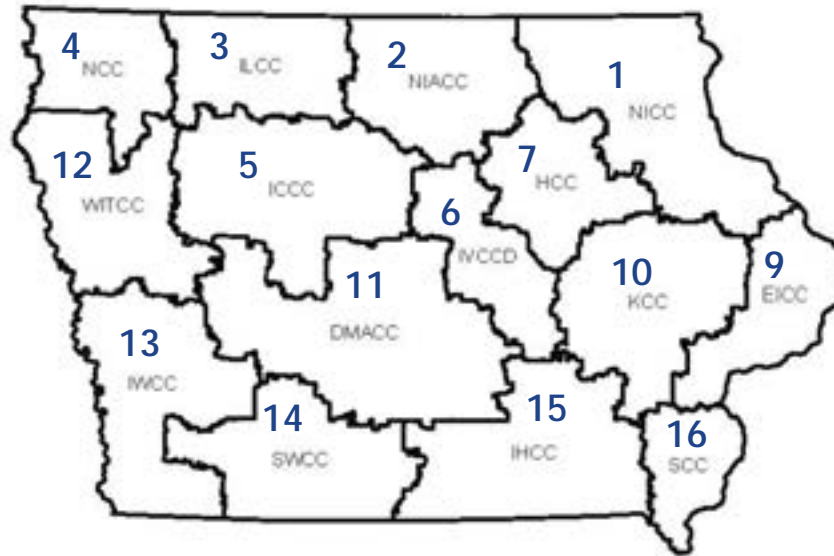
The report recommended an overhaul of the state accreditation process to make it more focused and efficient while reaffirming Iowa's approach to ensuring state standards are met through peer review. Recommendations included removing duplication with the Higher Learning Commission's (HLC) accreditation process by focusing state reviews on standards in state law that are not reviewed by the HLC, as well as any other issues identified by the state or colleges. Additionally, enhanced pre-visit desk reviews and streamlined interim visits were recommended to reduce the time and cost of site visits.

Iowa Code was aligned with the revised HLC criteria regarding faculty qualifications in 2016, thus increasing the required number of graduate credits in the field of instruction from 12 to 18 semester hours for instructors teaching liberal arts and science transfer courses. Code was also updated to reflect the equity review process that is now integrated with the accreditation process. Code was also aligned in 2017 with the HLC general education requirements that state that an AAS or AAA degree program shall include a minimum of 15 semester credit hours of general education. A maximum of three of those 15 credit hours may be documented through an embedded general education model as adopted by the chief academic officers in consultation with the Department.

The rules for the state accreditation process, as currently approved, set the standards for minimum faculty standards, faculty load, special needs, career and technical program review, strategic planning, physical plant and facilities, quality faculty plans and Senior Year Plus standards. The Advisory Committee continues to play an important role in assisting with the development of review protocol and providing feedback to the Department.



IOWA'S 15 COMMUNITY COLLEGE AREAS



Area 1 (NICC)

Northeast Iowa Community College
Box 400
Calmar, Iowa 52132

Area 2 (NIACC)

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

Area 3 (ILCC)

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

Area 4 (NCC)

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

Area 5 (ICCC)

Iowa Central Community College
One Triton Circle
Fort Dodge, Iowa 50501

Area 6 (IVCCD)

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

Area 7 (HCC)

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

Area 9 (EICC)

Eastern Iowa Community Colleges
101 West Third Street
Davenport, Iowa 52801

Area 10 (KCC)

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

Area 11 (DMACC)

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

Area 12 (WITCC)

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

Area 13 (IWCC)

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

Area 14 (SWCC)

Southwestern Community College
1501 West Townline Street
Creston, Iowa 50801

Area 15 (IHCC)

Indian Hills Community College
525 Grandview Avenue
Ottumwa, Iowa 52501

Area 16 (SCC)

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

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

VALUE TO STUDENTS AND THE STATE

Iowa's 15 locally governed community colleges play vital roles in the economic development of their communities and the state. By working together and forming connections with local business and industry, community organizations, state agencies and other key stakeholders, Iowa's community colleges are tightly linked to regional economic development and labor force needs and well positioned to collaboratively address statewide challenges.

As key partners in statewide industry, workforce and education initiatives, Iowa's community colleges provide individuals with access to high-quality education and training to ensure employers have a pipeline of skilled workers that meet their specific needs. As such, they have proven to provide a solid return on investment for both students and the state. Collectively, they contributed \$5.4 billion into the state's economy and supported 107,170 jobs—roughly six percent of all jobs in Iowa—during fiscal year 2014-15 [3], the most recent data available.

For every dollar of public money spent on educating students at Iowa's community colleges, taxpayers receive an average return of \$3.50 over the working lives of the students. This represents an average annual rate of return of 10.4 percent [3].

From the student perspective, the time and money invested in attaining a community college education is worth the cost. In return for every dollar students invest in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of \$6.50 in higher future earnings. Over a working lifetime, the average associate degree completer will see an increase in earnings amounting to an undiscounted value of approximately \$418,000 [3].

COVID-19 & Looking to the Future

Just as they adapted from a narrow focus in 1918 to the comprehensive educational system and workforce training vehicle they are today, Iowa's community colleges are prepared to adapt to the economic and technical challenges presented by COVID-19 and a changing economy. Though the pandemic made an immediate impact on higher education, community colleges are built to be highly responsive to student needs even as challenges emerge.

In spring 2020, the colleges quickly adapted lecture content to online versions so that students

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

As the pandemic waxes or wanes within a given college region, colleges are keeping watch on local health data and putting into place policies to keep students and staff protected on-campus. Paying heed to state social distancing requirements, colleges became creative in maintaining student contact hours for career and technical programs, science lab courses, nursing clinicals and other work-based learning content. New modes of course delivery were introduced such as staggered course meeting times to reduce person-to-person contacts and hyflex course offerings which allow a student on any given weekday to choose whether to attend a class in-person or online.

The 2020 Governor's Emergency Education Relief (GEER) Fund—a component of the Coronavirus Aid, Relief, and Economic Security (CARES) Act—is being utilized by colleges to increase access to online learning through the purchase of additional laptops, internet hotspots, online learning software and other technology needs. All 15 community colleges received grants from the GEER Fund, and they are utilizing these dollars to meet the needs of students so anyone can have access to education during this unprecedented time.

Iowa's community colleges create valuable learning opportunities that reflect the evolving needs of business and industry. During the current year, work-based learning course opportunities are being reviewed and enhanced within all of the colleges' programs. Colleges are implementing guided pathway strategies to help all students, especially those who are undecided, to understand career options and requirements. Transfer majors have been developed and adopted by the colleges to help students transfer more discipline courses successfully to universities. From providing affordable education and facilitating open access to supporting students and creating community connections, Iowa's community colleges are prepared to serve the current and future needs of our state.



References

- [1] Iowa College and University Enrollment Report. (Fall 2019).
- [2] American Association of Community Colleges. Fast Facts 2020.
- [3] Iowa Department of Education. Fall Enrollment: Iowa Community Colleges. (Fall 2019).

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



Nursing Simulation at Iowa Western Community College





Programs that Meet Student and Workforce Needs

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

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

With a growing demand for a more skilled and educated workforce, Iowans with varying backgrounds, experiences and levels of education are turning to Iowa's 15 community colleges to acquire high-quality credentials and degrees.

Community colleges serve a heterogeneous population of students, from those in high school earning college credit through joint enrollment opportunities, to displaced workers seeking industry-recognized training to improve employment prospects. Community colleges also build Iowa's talent pipeline by upskilling and recertifying the current workforce. The colleges accomplish this through a variety of program offerings, which include arts and sciences college parallel (transfer) programs designed to transfer to four-year colleges and universities; career and technical education (CTE) programs to prepare students for industry-specific careers; training and retraining programs for Iowa's businesses and industries; and a variety of adult education and noncredit courses.

COLLEGE AND CAREER READINESS

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

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

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

- » achieved proficiency in essential content knowledge;
- » acquired practical transition skills;
- » developed key learning skills and cognitive strategies and
- » built a strong foundation of self-understanding and engagement strategies.

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

SECONDARY CTE PROGRAMS

In AY19, 8,899 secondary CTE courses were offered in Iowa, which is a 0.6 percent decrease from the year before. While the number of courses dropped slightly in AY19, the compound annual growth rate over the five-year period (AY15-AY19) was 5.2 percent. The proportion of college-credit contracted CTE courses also increased steadily. In AY15, these courses only accounted for 20.8 percent of the total secondary CTE courses, whereas in AY19, 30.2 percent of all secondary CTE courses were college-credit contracted courses—a little over a 45 percent increase.

Highlights from the 2020 Condition of Secondary Career and Technical Education Report include the following information from FY15 to FY20:

- » The total number of CTE courses and programs offered and taught held steady, with only minor shifts occurring up or down.
- » Small to medium-sized school districts had growth in the average number of CTE programs offered and taught, whereas the larger school districts experienced no change or decreased.
- » There was significant growth of more than 45 percent over a five-year period in the use of college-credit contracted courses in secondary CTE programs. This growth differed by the size of the school districts with larger ones offering and teaching more college-credit contracted courses than smaller school districts.
- » The service area with the most CTE programs offered was Applied Science, Technology,



Student at Eastern Iowa Community College

Engineering and Manufacturing with 620 programs, representing 34.7 percent of all CTE programs offered in AY19.

- » The Information Technology service area had the smallest number of CTE programs offered in AY19 at 80 programs; however, the number of programs in this service area had an 18.2 percent compound annual growth rate between AY15 and AY19--the highest growth of any service area
- » Secondary CTSO membership steadily increased, reaching a record high of 27, 155.

Joint Enrollment Offering Arrangements

High-quality secondary career and technical education (CTE) integrates thoughtful career guidance, programs that blend core academic subjects with hands-on technical content and authentic work-based learning experiences to ensure students graduate from high school ready for college and careers. Each of Iowa's 15 community colleges serves on one of Iowa's established Regional Planning Partnerships (RPPs), which work to improve access to high-quality CTE for all students. As part of the statewide system of RPPs, community colleges work with school districts, area education agencies, representatives of economic and workforce development organizations as well as business and industry to ensure students graduate from high quality CTE programs. To help support these efforts, state CTE funds are available to the RPPs for eligible uses, including:

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

As a result of the work conducted by RPP partners, school districts have more fully developed their career exploration and career guidance plans to better serve students with information about concurrent enrollment opportunities in CTE at the community colleges. The RPPs maintain multi-year plans for ensuring RPP goals are met and produce budget and expenditure plans tied to the multi-year plan. They are also responsible for reviewing all secondary CTE programs over a period of five years utilizing the



Department's self-study process. As of FY20, 602 programs have been reviewed and approved, which represents 34% of total CTE programs. Programs that are shared with community colleges are no longer subject to the self-study process if they include one or fewer units not awarding college credit since the program review process is in place at the community college.

The Iowa State Plan for the federal Strengthening Career and Technical Education for the 21st Century Act (known as Perkins V) was approved this year and will provide a solid basis for RPP efforts. Comprehensive Local Needs Assessments (CLNA) were conducted as part of the Perkins grant application process and the results were submitted along with grant applications for approval. The CLNA process and use of collected data and information will strengthen local connections with many stakeholders, including community colleges, business and industry.

» Secondary CTSO membership steadily increased in AY19-20, reaching a record high of 27,155.

Career Academies

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

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

Applied Science, Technology, Engineering and Manufacturing was the service area with the most career academy programs offered (66), followed by Health Sciences (28), Information Solutions (25), Human Services (25) and Business, Finance, Marketing and Management (16). Agriculture, Food and Natural Resources was the smallest service area



Employee of the student-run Mac's Place Cafe at Hawkeye Community College

with five career academy programs being offered within a regional center.

Regional Centers

A regional center is a facility for the delivery of career and technical education programming. Regional centers must provide access to at least four career academy programs and serve either a combined minimum of 120 students from at least two school districts or a minimum of four school districts. In FY19, there were 19 regional centers providing 165 career academy programs to 6,045 high school students from 125 school districts. Among the 19 regional centers, six are located on community college campuses.

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

Feature Spotlight

Students Attend 1st Annual Precision Ag Expo



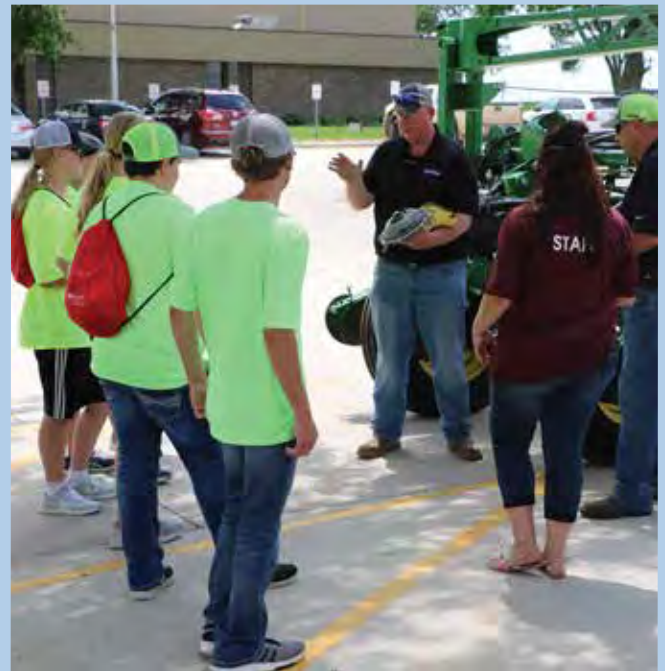
An event hosted by Northwest Iowa Community College and Agrivision gave students an experiential learning opportunity that literally put them in the driver's seat of some of the agriculture industry's newest products

Northwest Iowa Community College and AgriVision Equipment Group, a John Deere Equipment Dealer, held the 1st Annual AgriVision Equipment Group Precision Ag Expo on July 15, from 9am–3pm on the campus of NCC. About 40 students from across Northwest Iowa participated in the event.

Industry leading experts were on campus to educate the students about the new equipment and technologies that are on the market today. NCC reserved the main parking lot on campus and AgriVision Equipment brought the latest in farming equipment and precision agricultural technologies. All of the learning opportunities for the day were centered on the students experiencing hands-on learning. For example, the students participated in a drone scavenger hunt and won prizes for their FFA programs.

Mark Ford, AgriVision Equipment Director of Organizational Development, stated, “The key to this day is the hands-on component. We wanted the participants to drive the self-guided tractors, see the advanced data collection methods, create a map on the computer and actually see what the yield data would look like. We wanted them to go back to their school or go back home or go back to their FFA Chapter and share their hands on experiences with others who didn’t have a chance to be here. Hopefully they will come next year and eventually work in the agricultural industry!”

Derek Goth, Marcus-Meriden-Cleghorn-Remsen-Union (MMCRU) FFA student, said about the day, “It was really fun. Farming is what I have grown up with and what I love, so I wanted to come here to learn more about farming. I’m ready for next year!”



**“We wanted them to go back to their school or go back home or go back to their FFA chapter and share their hands-on experiences with others”
- Mark Ford, Agrivision**

Another exciting component of this Expo was that the FFA leaders could earn Professional Development dollars, have individual time with tech experts on how to integrate this technology into their local chapter and enter their group for cool prizes that they could use for later projects.

Dan Lucas, AgriVision Equipment Precision Agronomist, commented, “The purpose of this event was to get high school students excited about the awesome industry of agriculture and maybe help some of them choose to be involved in this great industry in the future.”

Topics included:

- » Auto-Guidance Systems
- » GPS
- » Precision Application
- » Remote Sensing
- » Geographic Information Systems
- » Data Collection/Management

Hands-on opportunities with equipment:

- » Combine: S770
- » Tractor: 8400R

WORK-BASED LEARNING

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

As part of the Iowa Skilled Worker and Job Creation Fund, the Iowa Department of Education annually receives \$1.5 million in appropriations to develop and implement a statewide work-based learning Intermediary Network. This funding was awarded to 15 regional intermediary networks who use the funds to develop and expand work-based learning opportunities for elementary, middle school and high school students within their respective regions.

The 15 regional Intermediary Networks serve as one-stop contact points for their respective regions to provide information on work-based learning opportunities and better prepare students to make informed postsecondary and career decisions. By connecting the education system to business and industry, the 15 regional networks make it possible for students to experience quality work-based learning activities across all 16 career clusters. This model helps align each student’s career interests to appropriate postsecondary education, with the long-term result being successful career attainment.

In AY19-20, the Iowa Intermediary Network engaged with 4,436 business and industry partners, and these partnerships continue to grow each year. Through these connections, students and educators are able to experience career-focused



Students in Des Moines Area Community College's medical program

WORK-BASED LEARNING PARTICIPATION

STUDENTS PARTICIPATED

88,227

IN WORK SITE EXPERIENCES
(DUPLICATED)

EDUCATORS PARTICIPATED

1,925

IN WORK SITE CORE SERVICES
(DUPLICATED)

TABLE 2-1: CORE SERVICES AND EXPERIENCES

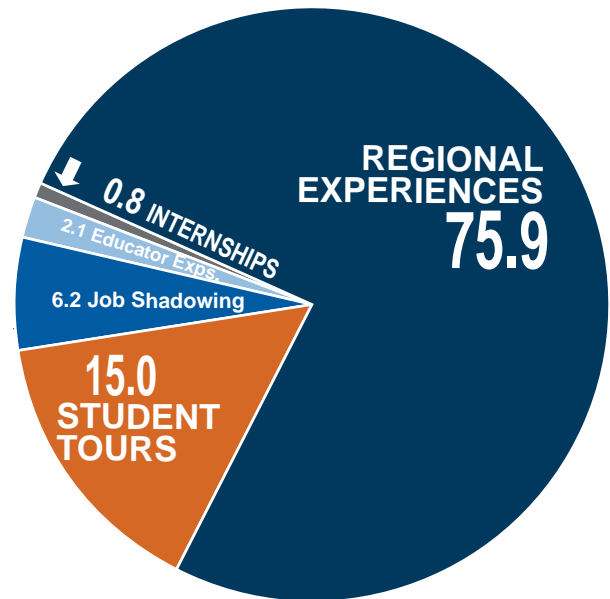
Worksite Core Services (for Students)	
Internships	690
Job Shadowing	5,611
Student Tours	13,483
Total Worksite	19,784
Worksite Core Services (for Educators)	
Regional Services (Career Fairs, Camps, etc.)	68,443
Total All Participants (Duplicated)	90,152



activities, such as worksite tours and job shadowing. Intermediaries work with educators to help place students in local internships and provide educators access to learning opportunities in career fairs, speakers and externships. Student experiences are arranged according to each student's interest areas, as identified through his or her Individual Career and Academic Plan (ICAP), which students begin in the eighth grade and update every year in grades 9-12.

Relationships have been developed regionally with schools to meet student needs in a number of work-based learning experiences. In AY19-20, the Iowa Regional Intermediary Networks worked closely with school district personnel to set up 19,784 core worksite experiences. In addition, the Iowa Regional Intermediary Networks collaborated with industry partners to create 68,443 work-based learning experiences based on regional requests for a total of 88,227 student work-based learning experiences. Educators also received work-based learning experiences, and their participation numbers remained strong, with 1,925 educators

FIGURE 2-1: CORE SERVICES BY TYPE (%): AY19-20



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



engaging in AY19-20. Table 2-1 shows the total of all core services provided to students and educators in AY 19-20 and Figure 2-1 shows the breakdown of core services provided to students at worksites by type as well as worksite core services provided to educators.

In total, there were 90,152 work-based learning opportunities for students and educators provided through the work of the Iowa Regional Intermediary Networks in AY 19-20. In March of 2020, many districts decided to alter their plans to ensure the safety of their students and staff due to COVID-19

concerns, resulting in 4,519 student and educator experiences being cancelled. Many of the cancelled events had several hundred participants registered to attend. As AY20 ended and AY21 began, the Iowa Regional Intermediary Networks developed virtual programming to meet the work-based learning needs of area students and educators. More information on these programs can be found on the Intermediary Network website: www.iowain.org/connection-lab

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

JOINT ENROLLMENT

Joint enrollment, which provides the opportunity for students to earn college credit while still in high school, accounts for 40.8 percent of total community college credit enrollment and over 25.6 percent of total credit hours.

Iowa is one of 49 states with state dual enrollment policies [1]. High school students in Iowa enroll in community college credit courses through the following options: postsecondary enrollment options (PSEO), college courses offered through a contract between a local school district and a community college (concurrent enrollment) and independent enrollment in a college course as a tuition-paying student.

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

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

The community college management information system (MIS) captures joint enrollment in three categories:

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

While sometimes referred to as “dual credit,” joint enrollment does not necessarily entail credit being issued at both the secondary and postsecondary levels. Some programs, such as PSEO and concurrent

INSTANCES OF JOINT ENROLLMENT BY OFFERING ARRANGEMENT

CONTRACTED COURSES

51,182

UP SINCE AY18-19

↑ 3.1%

PSEO

26

DOWN SINCE AY18-19

↓ 94.5%

TUITION

1,403

UP SINCE AY18-19

↑ 16.0%



Student in Kirkwood Community College's hospitality program.

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



Joint Enrollment Offering Arrangements

In AY19-20, contracted courses had the largest enrollment of the three types of joint enrollment offering arrangements, accounting for 97.3 percent of jointly enrolled students (Figure 2.2). Enrollment in these contracted courses rose 3.1 percent from the previous year to 51,182 students. PSEO, which accounted for 0.05 percent of joint enrollment, experienced an enrollment decrease of 94.5 percent from AY18-19. Presumably the drop in PSEO enrollment can be attributed to a continued shift in enrollment away from the program to concurrent enrollment, largely driven by statutory changes impacting the program beginning in AY17-18. Enrollment of tuition-paying students increased 16.0 percent from the previous year to 1,403 students.

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



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



Students from Western Iowa Tech Community College at the Tyson Foods Training Center

Feature Spotlight

New Regional Center in Forest City Means Expanded Opportunities for Northern Iowa Students



Thanks to the partnership between North Iowa Area Community College and local school districts, students will receive access to premium manufacturing, construction, IT and health care programs to prepare them for college and future careers.

North Iowa Area Community College (NIACC) recently broke ground on a new regional career center in Forest City. Thanks to a combination of recently-approved bond revenue, a grant from the Iowa Department of Education, a generous donation by the Hanson Family Foundation and the City of Forest City, the John V. Hanson Career Center is planned to open in time for the 2021 fall semester. The project is a partnership between NIACC and the Community School Districts in Forest City, Garner-Hayfield-Ventura, Lake Mills and North Iowa.

The programming selected for this Career Center was driven by the business sectors with the most job openings. The new Career Center will house four academies. The Advanced Manufacturing Academy will expose students to a wide variety of skills necessary to be successful in today's manufacturing workforce. The Construction Trades Academy will prepare students for work in residential and commercial construction. The Information Technology Academy will introduce students to computer programming, networking components and computer operating systems. Finally, the Health Careers Academy will be a great fit for any student interested in pursuing a career in the health field and will prepare students to enter one of the Health Programs at NIACC. Each of the Career Academies will prepare students to enter a corresponding career program at NIACC or directly enter the workforce with the skills necessary to be successful in their chosen field.

The public-private partnership to make the career center a reality serves as a model for expanding opportunities across the state and is the first to be awarded a competitive grant through the state's new Career Academy Incentive Fund. At least \$1 million will be awarded annually to support career academy partnerships between community colleges, school districts, business and industry, Regional Planning Partnerships, area education agencies and other partners.

The John V. Hanson Career Center will join 19 such regional centers in operation across the state where students can explore possible careers and, in many cases, earn industry credentials and certifications. With these stackable credentials, students can go right into work and be highly marketable, or have a good foundation to succeed in postsecondary education, all of which support the state's Future Ready Iowa initiative to have 70 percent of Iowans with education or training beyond high school by 2025.

"Each of the Career Academies will prepare students to enter a corresponding career program at NIACC or directly enter the workforce"



CREDIT PROGRAMS

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

In AY19-20, 27.2 percent of Iowa community college students were enrolled in A&S programs (down from 28.3 percent in AY18-19), and 22.5 percent were enrolled in CTE programs (up from 22.4 percent in AY18-19). About 46.2 percent of students took classes without selecting a program of study (up from 45.0 percent in AY18-19). Of the remaining students, 2.4 percent were in multiple programs, while 1.7 percent completed an Associate of General Studies (AGS) award.

CTE programs culminate in Associate of Applied



Animation dark lab at Southeastern Community College

CREDIT PROGRAMS

NUMBER OF CTE
AWARD OPTIONS

1,320
OFFERED STATEWIDE

DECREASE IN NUMBER OF
CTE AWARD OPTIONS

3
FEWER AWARD OPTIONS THAN AY18-19

NUMBER OF NEW
PROGRAMS

18
STARTED IN AY19-20

LARGEST CTE AWARD OPTION:

**ASSOCIATE OF
APPLIED SCIENCE**

42.7 PERCENT OF ALL CTE AWARD OPTIONS IN AY19-20

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

Arts (AAA), Associate of Applied Science (AAS) and Associate of Professional Studies (APS) degrees, diplomas and certificates. The Associate in Science Career Option (ASCO) award type, originally intended for transfer to a related baccalaureate program or immediate employment, was phased out by 2013 legislation largely because it did not adequately prepare students for direct employment or seamless transfer. This program type was replaced with the APS degree option that includes 62-68 credit hours divided into five discipline categories and requires the submission of at least three articulation agreements with four-year institutions. These

agreements must specify how 32 CTE credits will transfer directly into related baccalaureate programs, rather than just as CTE-elective credits. Currently, only Iowa Central Community College and Iowa Valley Community College District have adapted some of their programs to fit the stringent criteria of the APS degree. Iowa community colleges offer CTE programs within the 16 National Career Clusters® (Figure 2-3), each representing a distinct grouping of occupations and industries based on the knowledge and skills required for employment.

In AY19-20, there were 1,320 award options



offered statewide in CTE programs of study, with the majority being in Agriculture, Automotive Technology and Repair, Business, Health Sciences, Information Technology, Engineering Technology and Manufacturing. Table 2-2 shows the 564 AAS, five AAA and five APS degree programs, as well as the 378 diplomas and 368 certificates available to Iowa community college students in AY19-20. Figure 2-4 on the following page lists the most popular CTE programs offered from August 15, 2019, to August 14, 2020 at the state level. Program details and communication between the colleges

FIGURE 2-3: NATIONAL CAREER CLUSTERS®

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

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

» In AY19-20, Iowa’s community colleges offered 1,320 CTE program degree, diploma and certificate options to prepare students for employment or further postsecondary education.

TABLE 2-2: CAREER AND TECHNICAL AWARD OPTIONS

College	AAA	AAS	ASCO	APS	Diploma	Certificate	Total CTE	Transfer Majors
Northeast Iowa	0	30	0	0	21	9	60	15
North Iowa Area	0	29	0	0	21	21	71	11
Iowa Lakes	0	35	0	0	22	2	59	8
Northwest Iowa	0	20	0	0	14	13	47	14
Iowa Central	1	33	0	4	23	14	75	21
Iowa Valley	0	35	0	1	27	14	77	14
Hawkeye	3	37	0	0	17	8	65	8
Eastern Iowa	0	49	0	0	30	43	122	17
Kirkwood	0	60	0	0	35	39	134	8
Des Moines Area	0	69	0	0	43	94	206	11
Western Iowa Tech	0	38	0	0	47	45	130	18
Iowa Western	0	33	0	0	19	21	73	0
Southwestern	1	18	0	0	9	7	35	11
Indian Hills	0	45	0	0	31	25	101	17
Southeastern	0	33	0	0	19	13	65	10
Total	5	564	0	5	378	368	1,320	183

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

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

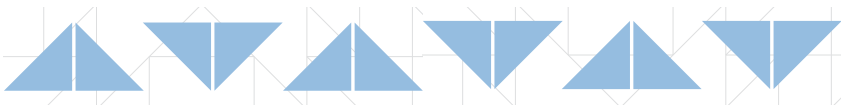


FIGURE 2-4: MOST POPULAR CTE PROGRAMS OFFERED BY IOWA COMMUNITY COLLEGES

- 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.)
 - Licensed Practical Nurse Training
 - Registered Nursing
 - Welding Technology/Welder
- Offered By At Least 10 Community Colleges**
- Autobody/Collision and Repair Technology
 - Administrative Assistant and Secretarial Science
 - Business Administration and Management
 - Child Care Provider/Assistant
 - Criminal Justice (Corrections, Police and Fire Science, Cyber Forensics)
 - Emergency Medical Technology (EMT Paramedic)
 - Engineering Technology (Electrical, Mechanical, Robotics, etc.)
 - Health Care (Administration, Clinical/Medical Assistant, Records, etc.)
 - Machine Tool Technology/Machinist
 - Mechanics Technology (Diesel, Aircraft, Motorcycle Maintenance)
 - Medical Technology (Respiratory Care, Surgical, Diagnostic, Radiology)
 - Retail Sales, Distribution, Marketing Operations

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.

When the current vendor contract expired in 2019, the Department led an RFP process with the community colleges' involvement to determine the next state curriculum management system for the upcoming five years. The winning vendor in 2020 determined that they could not meet the state and college curriculum needs and removed themselves from the contract. A new RFP was scheduled for the upcoming year to meet the state’s curricular work needs and will replace the current vendor sometime during the 2020-21 academic year.

New Credit CTE Programs

Over the five-year period from 2016 to 2020, Department consultants approved an average of 18.6 new CTE programs annually for Iowa’s community colleges. AY19-20 mirrored that trend with 18 new program proposals. These 18 new programs resulted in 31 new award options at seven community colleges. Table 2-3 provides a listing of the specific programs approved for implementation in AY19-20. These 18 new programs spanned seven of the 16 national Career Clusters®. Figure 2-5 provides the percentage distribution of these new programs by national Career Cluster®.

Maintaining an Accurate CTE Program Database

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

The largest award types offered are two-year degrees (574), followed by one-year diplomas (378) and certificates (368). The 574 two-year associate degrees (AAA, AAS and APS) range from 60 to 86 credits, include at least 15 general education credits from three disciplines (communication, social studies/humanities and science/math) and include at least 50 percent technical core coursework. The 378 one-year diploma programs range from 15 to 48 credits, including at least three general education credits among their heavy technical emphasis (minimum of 70 percent technical core). The 368 certificate programs range from one to 48 technical credits with no general education requirement.

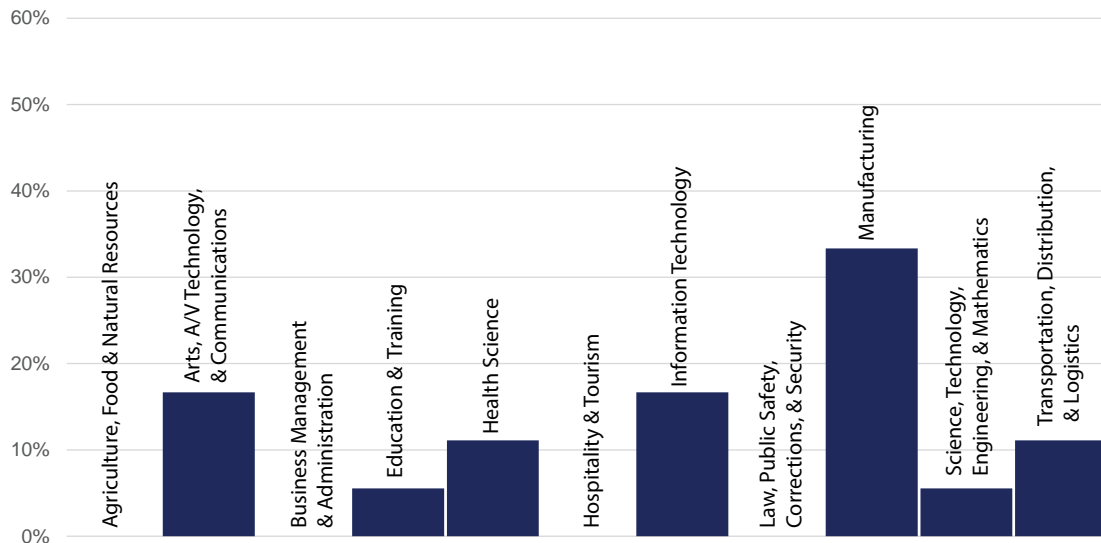


TABLE 2-3: NEW CTE PROGRAMS IMPLEMENTED IN AY19-20

College	Local Program Title	Award Types	National Career Clusters
DMACC	Construction Management AAS	AAS	Manufacturing
DMACC	Green Technology	AAS	Manufacturing
DMACC	Honda Pact	AAS	Transportation, Distribution, and Logistics
DMACC	Video Production, AAS	AAS, Diploma, Certificate	Arts, A/V Technology, and Communication
ICCC	Securing Information Technology	AAS	Information Technology
ICCC	Digital Arts	AAA	Arts, A/V Technology, and Communication
ICCC	Computer Languages	Certificate	Information Technology
IHCC	Surgical Technology	Diploma (shared)	Health Science
IWCC	Construction Management	AAS, Diploma, Certificate (2)	Manufacturing
IWCC	Welding Technology	Diploma	Manufacturing
IWCC	Plumbing Technology	Diploma, Certificate	Manufacturing
IWCC	Natural Gas Technician	Diploma	Manufacturing
IWCC	Civil Engineering Technician	Diploma, Certificate	Science, Technology, Engineering, and Mathematics
IWCC	Cyber Security Technology	AAS, Diploma, Certificate	Information Technology
KCC	Digital Arts Program	AAS	Arts, A/V Technology, and Communication
SCC	Early Childhood Education	AAS, Diploma, Certificate (3)	Education and Training
SCC	Nurse Aide	Certificate	Health Science
WITCC	Truck Driving	Certificate	Transportation, Distribution, and Logistics

NOTE: Table represents programs approved for implementation in Fall 2019, Spring 2020 or Summer 2020

FIGURE 2-5: NEW CTE PROGRAMS BY NATIONAL CAREER CLUSTER®: AY19-20



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

Course Management System Activity

In addition to the 18 new program proposals that were completed and submitted to the Department for approval in AY19-20, Iowa's community colleges completed 18 Notice of Intent proposals to offer new programs, 417 program modifications, 29 program deactivations and 25 CIP/ITSO* reclassifications. These 507 proposals represented a 45.6 percent increase in program requests submitted as compared to AY18-19.

The volume of annual programmatic requests has been much greater than in the years prior to statewide usage of Iowa's curricular workflow and management system. Due in part to the notification and archival processes offered through this web-based platform, the increased volume of requests has been efficient and manageable. Not only has Iowa's curricular workflow and management system expedited the CTE program review and approval processes, it has facilitated bringing existing programs into compliance and the management of the common course numbering system. Additionally, it has improved communication between Department consultants and college program developers. This collaborative relationship has led to meaningful conversations about ways to improve the access and expand resources available through the Department's website and Iowa's curricular workflow and management system.

Transfer Major Program Approval

In AY18-19, Iowa's community colleges began a process to create discipline frameworks that transfer to one or more of Iowa's public universities. This transfer major initiative, which aims to create clear, structured pathways for transfer students, resulted in four transfer major disciplines (Biology, Business, Criminal Justice and Psychology) being finalized within AY18-19. In AY19-20, an additional 20 transfer major disciplines were convened, vetted and approved with a few more in the works for the upcoming year.

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

At the end of the academic year, 183 transfer majors (within the twenty-three discipline areas) were approved at 15 community colleges for student enrollment. As additional transfer major programs are reviewed and approved by the Department, colleges will be able to market and transcript additional transfer majors in the upcoming year. In AY19-20, 541 transfer major student enrollments were documented in the MIS system and in the preliminary fall 2020 data, 2,014 transfer major enrollments were documented. The breakdowns of the 183 approved transfer major programs in 2019-20 for each college are included in Table 2.2 on page 23.

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



NONCREDIT PROGRAMS

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

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

Enrollment in noncredit courses is disaggregated into nine program categories (Figure 2-6) and included 254,859 courses in AY19-20, a decrease of 26.2 percent from the previous year.

The "Enhance Employability/Academic Success" category had the highest enrollment with 75,389 students taking courses (50.5 percent of all noncredit enrollment); however, if adult basic and secondary education, adult learning and family/individual

NONCREDIT PROGRAMS

NUMBER OF
NONCREDIT COURSES

254,859

OFFERED IN AY19-20

DECREASE IN NUMBER OF
COURSES



90,461

FEWER COURSES FROM AY18-19

LARGEST NONCREDIT CATEGORY

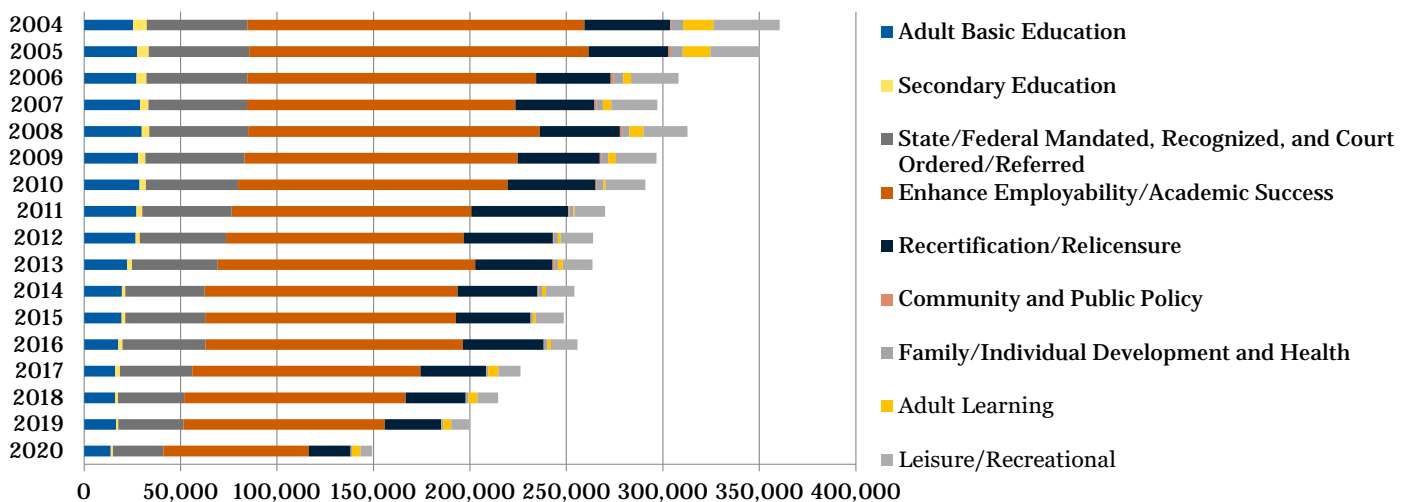
**EMPLOYABILITY AND
ACADEMIC SUCCESS**

50.5% OF ALL ENROLLMENT IN AY19-20

development were included in the definition of enhancing students' employability and academic success, this would have totaled 63.9 percent of noncredit enrollment in AY19-20.

The next largest category of noncredit enrollment in AY19-20 was for state or federally mandated, recognized, court-ordered or referred courses (17.5 percent of all noncredit enrollment). For more information on the state and federally mandated programs, see State and Federally Mandated Programs on page 107 of Section 6. Courses that were designed for recertification and licensure represented 14.5 percent of all noncredit enrollment in AY19-20.

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



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

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

Noncredit Skill Enhancement

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

UPSKILLING AND RETRAINING

By providing access to high-quality educational opportunities, community colleges are helping the state develop a skilled workforce while improving the lives and well-being of individuals. According to the National Coalition for Literacy, more than 36 million adults struggle with basic literacy and 60 million lack basic math skills. In Iowa, an estimated 166,709 adults, age 25 and older, lack a high school diploma or its equivalent. Nearly a quarter (21.7 percent) of these Iowans currently live in poverty [8].

ADULT EDUCATION AND LITERACY (AEL) PROGRAMS

The federally funded adult education and literacy (AEL) programs administered by the Department address the needs of this population by providing noncredit instruction in adult basic education (ABE), English as a second language (ESL) and other training to help adult learners improve their education and skill levels to meet employer demands and secure living-wage jobs. These services are delivered through the state's 15 community colleges in a wide range of settings to individuals seeking high school

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



Ag instructor and student from Iowa Lakes Community College



equivalency diplomas, workers and prospective workers, incarcerated and re-entry populations, immigrants who need to learn or improve their English language skills and many others seeking the basic skills necessary to advance in employment or further their education.

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

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

- » gain employment status or better their current employment;
- » obtain a high school equivalency diploma by

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

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



The John Deere TECH program at Northeast Iowa Community College



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Culinary student at Iowa Central Community College



Still life and ceramics students at Southeastern Community College



3

College Admission and Enrollment

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

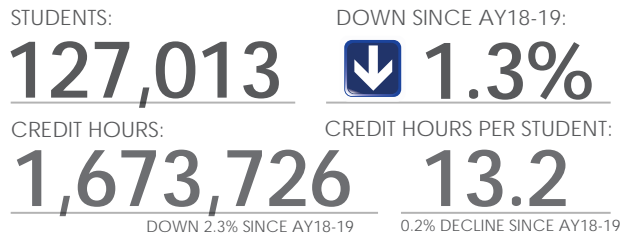
Iowa’s community colleges are equipped to serve an increasingly diverse population of students of all ages, backgrounds, life experiences and levels of academic preparation, the majority of whom are Iowa residents.

Community college enrollment in credit and noncredit programs has experienced a steady decline over the past few years. Enrollment peaks coincided with the Great Recession, an economic downturn that began in late 2007. Enrollment in noncredit programs increased in the middle of the recession in 2009, while credit program enrollment peaked during the economic recovery in 2011. In contrast, the number of students enrolled in online coursework at Iowa’s community colleges has experienced steady increases throughout the years.

Community colleges will continue to play a significant role in the economic recovery of the COVID-19 pandemic by training the workforce of the future. According to a report published by the Georgetown University Center on Education and the Workforce, nearly all of the new jobs created in recent years require workers with at least some postsecondary education [1].

This section presents information about enrollment in community college programs designed to prepare Iowa’s workforce and provide college parallel education for subsequent transfer to four-year colleges and universities. When reporting enrollment, courses are counted each time a student takes a course, while headcount only counts a student once.

CREDIT ENROLLMENT



LARGEST PROGRAM MAJOR:
COLLEGE PARALLEL
52.9% OF ALL DECLARED MAJORS

CREDIT ENROLLMENT

There were 127,013 students enrolled in credit programs in AY19-20, a decline of 1.3 percent from the previous academic year. This enrollment figure includes students who enrolled in the 2019 fall term through the 2020 summer term. Since 2012, there has been an average annual decline of 2.2 percent in credit enrollment (Figure 3-1). Credit hours also decreased to 1,673,726, representing a 2.3 percent decline since last year. This decrease in credit hours did not impact the course load taken per student this year significantly, which declined by only 0.2 points to 13.2 credit hours, on average (Figure 3-2).

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

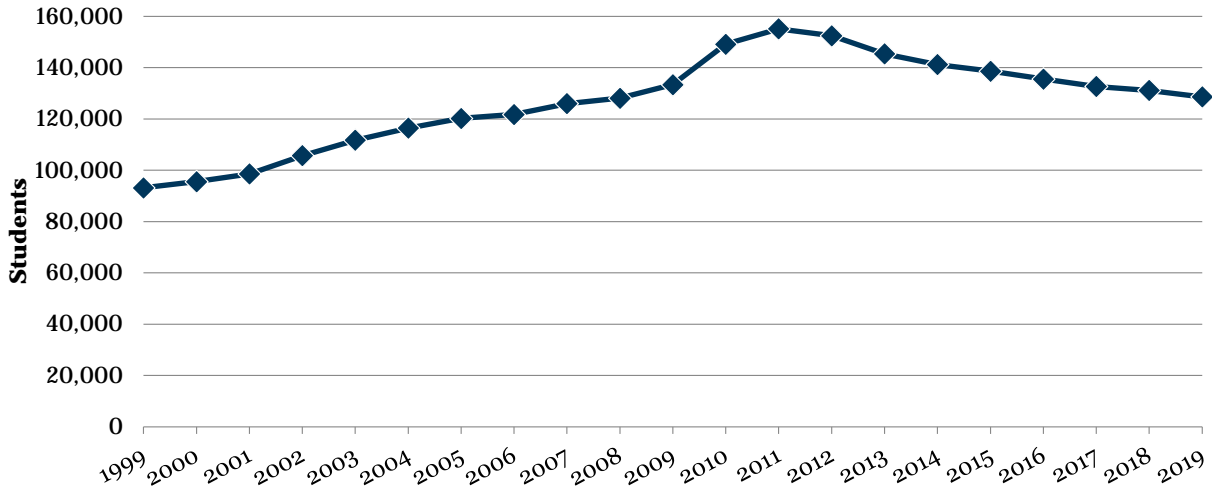
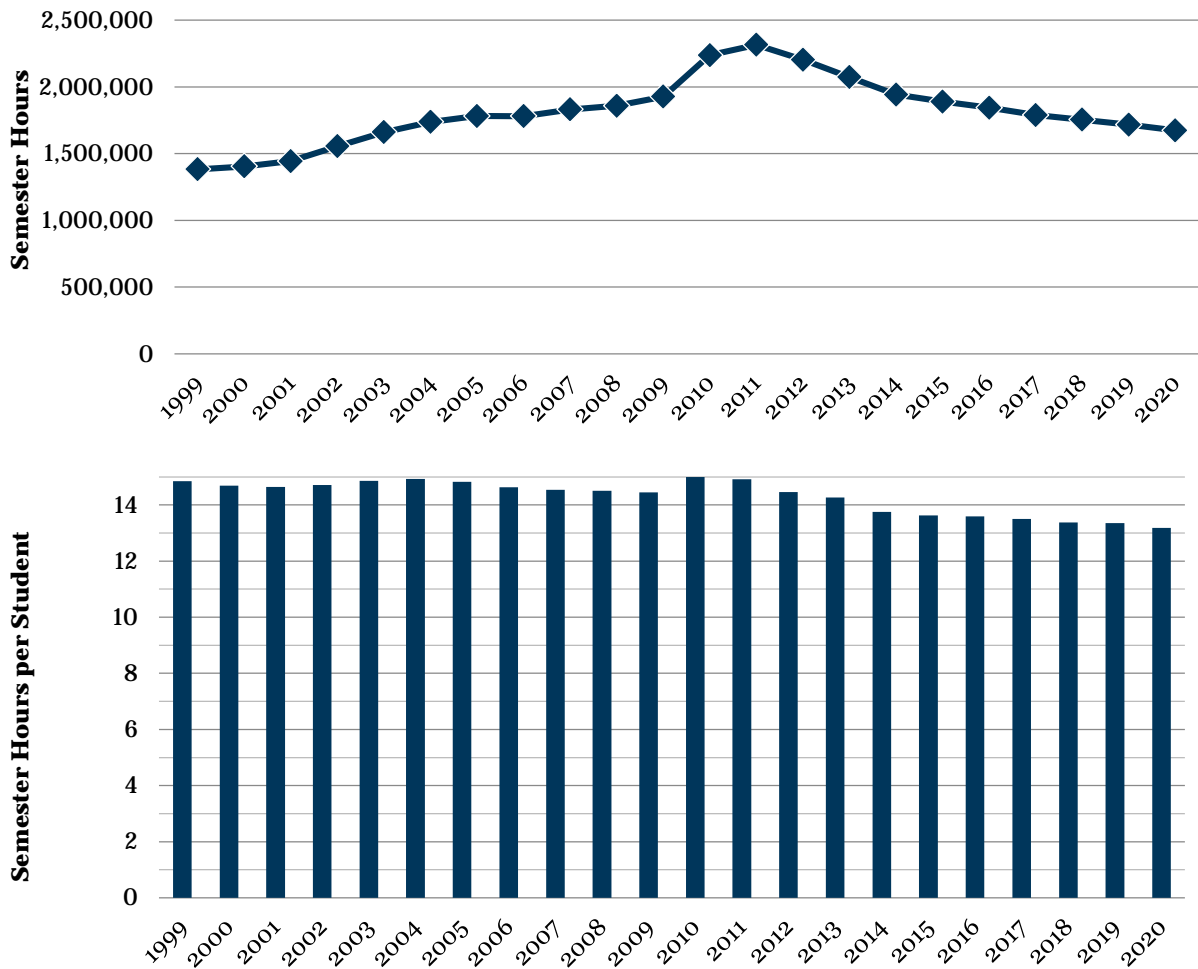


FIGURE 3-2: ANNUAL SEMESTER HOURS (TOP) AND AVERAGE SEMESTER HOURS PER STUDENT (BOTTOM): 1999 - 2020

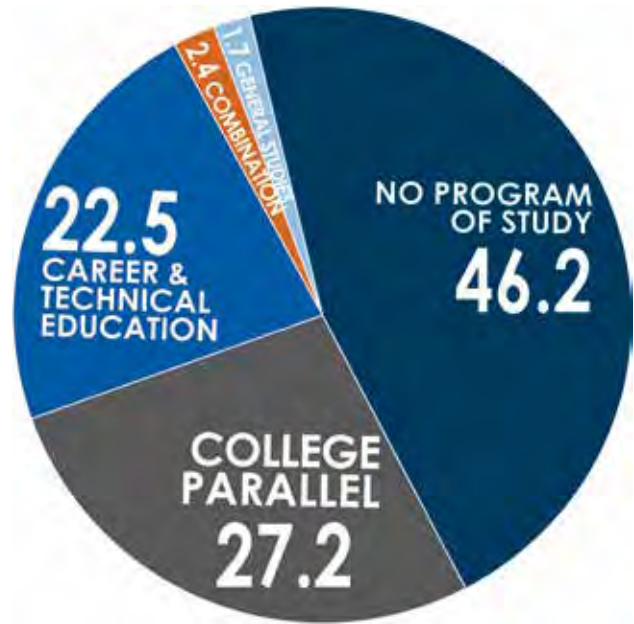


AY19-20 data reporting provided a more precise picture of the programs in which students enrolled, including college parallel, career and technical education (CTE), general studies (GS), more than one program type and no program of study (POS) categories.

» Nearly half of all students enrolled in credit courses at Iowa’s community colleges during AY19-20 had not declared a program of study.

During AY19-20, 46.2 percent of enrollees had not declared a POS, 27.2 percent of students declared college parallel (arts and science) as their POS, 22.5 percent enrolled in CTE programs, 1.7 percent of students were in GS and 2.4 percent were enrolled in more than one type of POS (Figure 3-3).

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



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

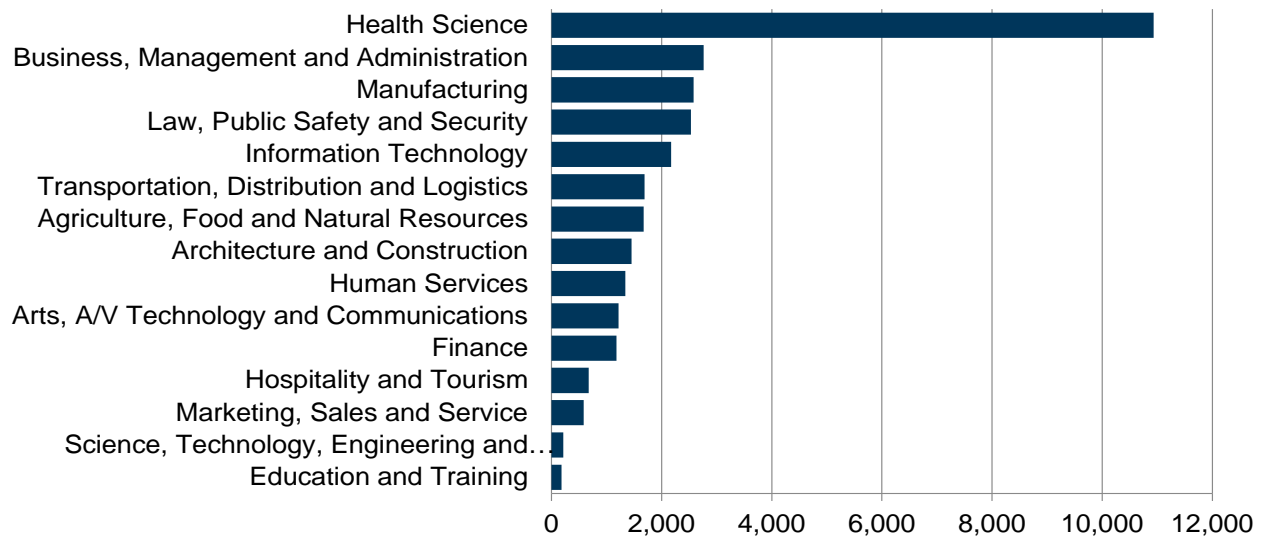
Of the students who declared only one type of POS, college parallel programs designed to transfer to four-year colleges and universities accounted for 34.0 percent. CTE and GS accounted for 43.9 and 3.2 percent, respectively. A total of 34,547 students were enrolled in college parallel programs, 28,631 in CTE programs, 2,110 in GS and 3,104 in more than one type of program. As stated above, the majority of enrollees in AY19-20 took credit courses under no POS. Of the no POS students, 80.2 percent were jointly enrolled high school students. These students predominantly enrolled in arts and science courses intended to transfer.

A total of 28,631 students were enrolled exclusively in CTE programs in AY19-20, down 0.6 percent from 28,806 students last year (unduplicated count). In the context of federal career clusters, Health Science remained the largest CTE program with 10,933 students comprising 35.1 percent of all CTE enrollments*, followed by Business Management

and Administration with 2,764 students comprising 9.0 percent and Law, Public Safety and Security with 2,581 students comprising 8.3 percent (Figure 3-4). Most of the CTE career clusters demonstrated from 1.3 percent to 17.7 percent decline due to an introduction of an array of non-CTE transfer major programs. For example, AY19-20 prompted a rapid decrease of CTE Science, Technology, Engineering and Mathematics (STEM) by 17.7 percent as STEM moved to non-CTE programs; however, Education and Training program enrollment increased by 28.9 percent; Law, Public Safety and Security program enrollment increased by 16.7 percent; Marketing, Sales and Service program enrollments increased by 11.8 percent and Information Technology increased by 2.1 percent.

The Department regularly realigns its program classification data with the National Career Clusters® in order to correspond to the most recent recommendations. Some of the CTE enrollment

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



changes were attributed to this realignment instead of actual growth or decline. For instance, a significant increase in human services enrollment and substantial decrease of enrollment in government and public administration programs were due to the career cluster realignment rather than actual enrollment changes.

* Totals by Career Cluster may exceed the unduplicated counts, as students may participate in more than one Career Cluster. The quoted numbers represent only CTE programs and do not include Liberal Arts and Science programs.

Student Demographics

Iowa's 15 community colleges served a diverse mix of students, from jointly enrolled teenage students to retirees taking courses for personal improvement. In AY19-20, the average age of community college students was 21.3 years. Female students accounted for 55.8 percent of enrollment. Minority enrollment increased to a record high of 23.7 percent.

Since the community college management information system (MIS) was established in FY99, female students have consistently represented a higher percentage of community college enrollment, remaining between 54 and 57 percent. Nationally, community colleges and four-year institutions (undergraduates) have a similar female/male distribution: 57/43 and 55/45, respectively (2019). Female students have outnumbered male students in postsecondary institutions nationwide since 1978 [2].

In terms of age, the average Iowa community college student is slightly younger than the national

average. According to the most recent complete data (fall 2017) from the National Center for Educational Statistics (NCES), 35.0 percent of Iowa community college enrollment consisted of students under 18 years of age (the highest percentage in the nation), while the national percentage for that category was only 8.7. Iowa was also higher in students under 20 years old.

Compared to four-year public universities nationwide, community colleges tend to serve an older population; however, the difference between the Iowa community college population and nationwide four-year public institutions is not dramatically higher when it comes to students of traditional college age. Fall 2017 NCES data indicated that Iowa community college students of traditional college age (under 25 years of age) comprised 67.2 percent of all enrollments, while in four-year public institutions, the same category comprised 80.9 percent. The median student age in Iowa community colleges was 19 years old, indicating that half of the student population was under that age (Figures 3-5 and 3-6). This age shift in Iowa is due in part to the growing numbers of jointly enrolled high school students who earn college credit at Iowa's community colleges. For example, 32.9 percent (41,742) of all enrollees in AY19-20 were age 18 or younger. Overall, 81.5 percent (103,533) of all enrollees in AY19-20 credit programs were under the age of 25.

Student diversity at Iowa community colleges continues to rise. In 2007, only 10.6 percent of students represented racial or ethnic minorities. In AY19-20, this percentage increased to a record high



FIGURE 3-5 : CREDIT STUDENT AGE, NATIONAL COMPARISON 2017

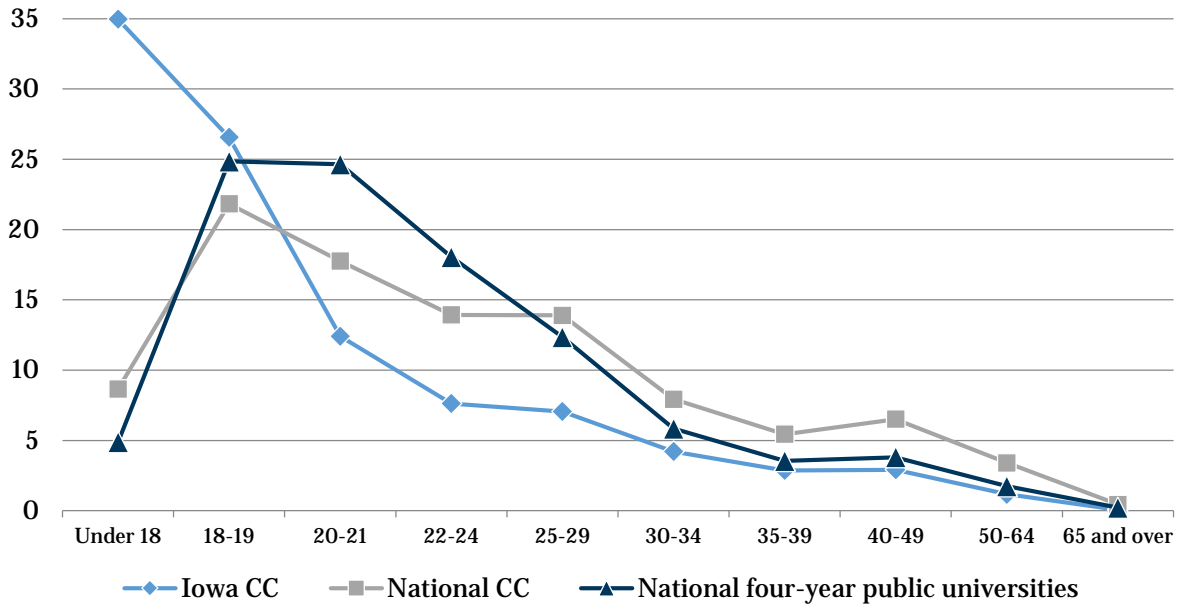


FIGURE 3-6: CREDIT STUDENT AGE: AY19-20

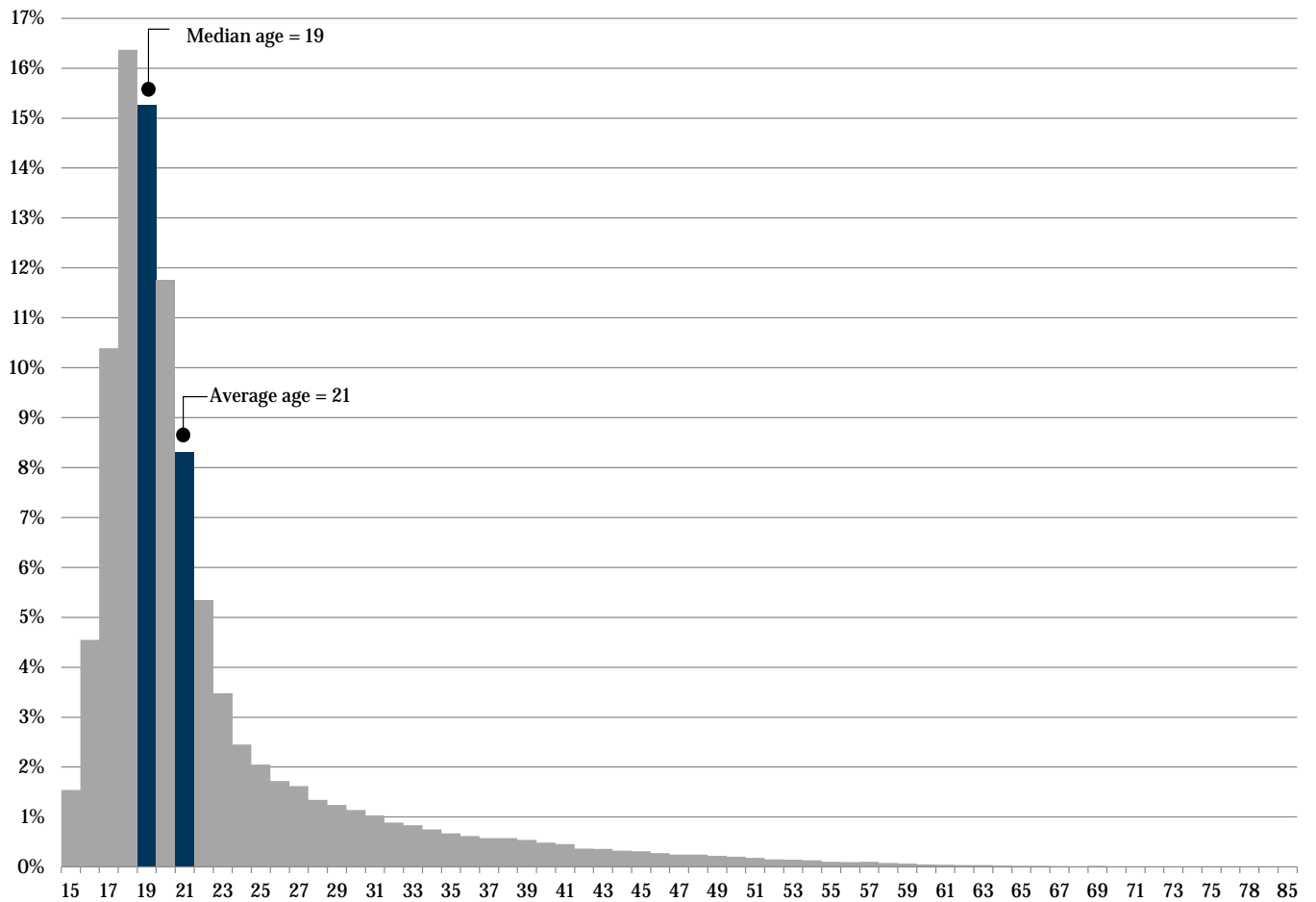
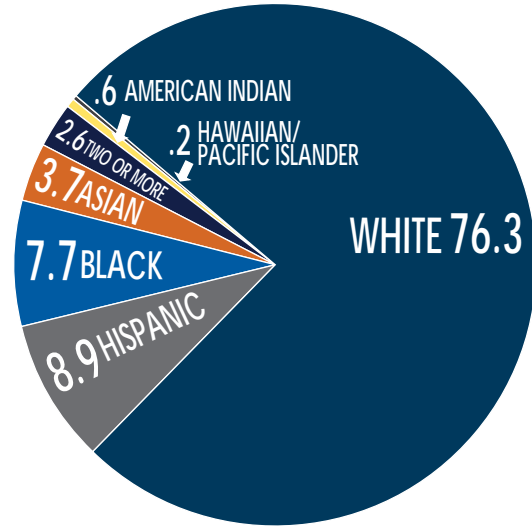


FIGURE 3-7 : CREDIT STUDENT ETHNICITY: AY19-20



of 23.7 percent (Figure 3-7). In 2010, the Department changed its reporting methods for race, allowing students to identify themselves under multiple racial or ethnic categories. In AY19-20, 2.6 percent of all students reported their race/ethnicity as multiracial, which accounted for 11.1 percent of all reported minority students. Of the students reporting a single race, white students comprised the majority (76.3 percent), followed by Hispanic students (8.9 percent), black students (7.7 percent), Asian students (3.7 percent), American Indian students (0.6 percent) and Hawaiian/ Pacific Islander students (0.2 percent) (Figure 3-8).

Nationally, community college minority student enrollment varied, ranging from 10.5 percent in West Virginia, to 60.4 percent in Florida, with a nationwide average of 40.1 percent (2019).* Although

the percentage of racial/ethnic minority students is relatively low at Iowa community colleges, the colleges enrolled a higher percentage of minority students than other states when compared to the ethnicity of each state’s population.

The U.S. Census Bureau (2019) estimated 14.2 percent of Iowans, 15 years of age or older, were nonwhite. Of that group, 6.5 percent were enrolled in Iowa community colleges in AY18-19, 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 11 years, followed by Kansas (6.0 percent) and Wyoming (5.6 percent) (Figure 3-9).

FIGURE 3-8 : PERCENTAGE OF RACIAL/ETHNIC MINORITY STUDENTS: 2016 - 2020

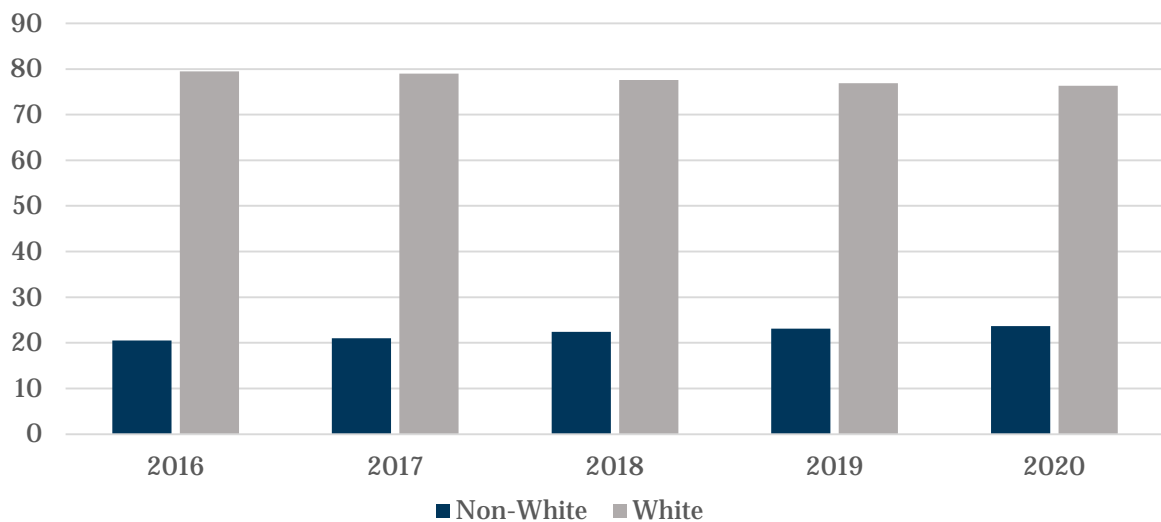
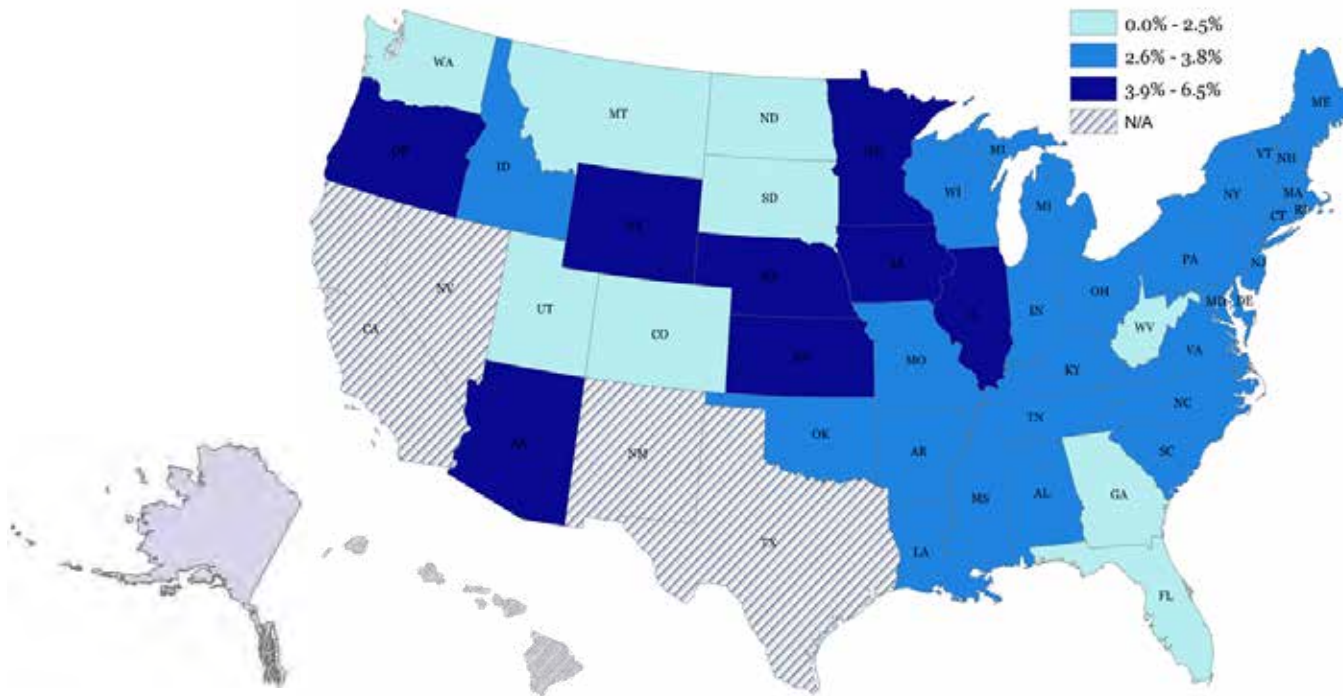


FIGURE 3-9: PENETRATION RATE* OF ETHNIC/RACIAL MINORITY STUDENTS IN U.S. TWO-YEAR PUBLIC COLLEGES: 2018



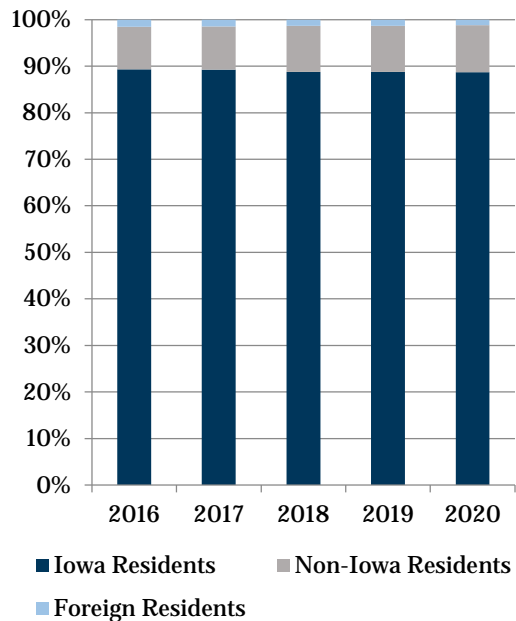
* "Penetration Rate" equals the percentage of the college-eligible minority population in a state (i.e., non-white, 15 years of age or older) who attend community colleges.

Student Residency

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

In AY19-20, Iowa residents made up 88.7 percent of Iowa community college enrollment, non-Iowa residents made up 10.1 percent and the remaining 1.2 percent consisted of foreign nationals. These numbers have remained relatively stable for the past five years, with a slight trend toward a larger number of non-Iowa residents, which has increased from 6.0 percent in 2009 to 10.1 percent in AY19-20 (annual average growth of 4.9 percent). The number of foreign residents in Iowa community colleges remains low, even though it grew over 1.8 percent, on average, between 2009 and AY19-20 (Figure 3-10). The NCES reported that Iowa's 0.9 percent foreign nationals was below the national community college average of 1.4 percent in 2019 (the latest data available). These percentages vary from 0.4 in New Hampshire to 4.6 in Washington [3].

FIGURE 3-10: RESIDENCY STATUS OF CREDIT STUDENTS: 2016 - 2020



Feature Spotlight

2 High Schools, Community College Forge New Path for Postsecondary Success



College and career counselors are helping Iowa's youth follow their dreams and find success by providing the support they need, as shown through a partnership between local school districts and Muscatine Community College

Jennifer Fernandez-Miranda knew she wanted to be an English teacher. But the real question was: How? After all, Fernandez-Miranda hadn't had anyone in her family take this path. The logistics – not to mention the cost – seemed insurmountable.

“During my senior year at Columbus Junction, I felt very anxious, I knew that I wanted to go to college, but it didn't seem like a realistic possibility for me,” she said.

Fernandez-Miranda's dilemma was pretty common at Columbus Junction High School, and educators there were seeing bright students turning away from bright futures. It's not like the district didn't have counselors. But they, like pretty much everyone in their profession, have been stretched thin. Career and postsecondary counseling seemed to always take a back seat to more pressing issues.

In a neighboring district, the Louisa-Muscatine Community School District was noticing those same stumbling blocks for their students. That's when the Louisa-Muscatine Superintendent Mike Van Sickle had an idea: What if there was a school counselor who was solely dedicated to working with students to follow their dreams? And if a small district in Louisa-Muscatine cannot afford another counselor, might the position be shared with another district and, perhaps, a community college?

It was the right idea at the right time. The Columbus school district and Muscatine Community College jumped on board. In short order, the three entities were sharing a college and career counselor – sometimes called transition counselors – through what is known as a 28E agreement, which enables public entities to share positions. The high schools each pay 40 percent of the cost of a counselor, and the community college picks up the remaining 20 percent.

The concept was a solution to an ongoing problem, said Muscatine Community College President Naomi DeWinter.

“We realized there is a gap between what a typical high school counselor is able to do and what the student needs,” she said. “It is through no fault of the counselor: There have been additional duties assigned to counselors, such as mental health issues. There just isn't enough time to work with each and every student to work out a plan beyond high school.”

The transition counselor teaches a fall class at both high schools – mornings at one, afternoons at the other, four days a week – in which students are engaged in career exploration and counseling.

“Here students delve into finding their dreams and how they can get there,” DeWinter said. “That's where we start to match interests with college or career training.” “Here students delve into finding their dreams and how

they can get there,” DeWinter said.

Then, in the spring, the counselor spends one-on-one time with the students, helping them with applying for college loans and applications, as well as attending college fairs and visits.

She also spends one day a week at Muscatine Community College, in which she follows up with students from the two high schools who are attending the institution.

“The fact that she follows up with last year's seniors is really key to ensuring the students stay on track,” DeWinter said. “Those students have someone they already know they can turn to.”

The transition-counselor concept has grown to include two more high schools – in Wilton and West Liberty – and an additional counselor.

So what does the data show? In the three years since the program's inception, the trend is good. In completing student loan applications, Columbus went from 61 percent of the student population to 76 percent. In that same time period, Louisa-Muscatine went from 66 percent to 73 percent.

Measuring the percent of students who enrolled into postsecondary education immediately following high school, Columbus's grew from 51 percent to 55 percent. Louisa-Muscatine saw even a bigger jump, from 60 percent to 66 percent.

DeWinter said she expects other community colleges across the state to replicate this initiative.

“All community colleges are embedded within their communities,” she said. “When you look at our students' needs, the obstacles surface again and again. Participating in having a transition counselor is a natural extension of what we're able to do. We know if we reach students as early as possible, we have a better chance of igniting their passions and turning it into something real.”

For Fernandez-Miranda, it's literally changed her life's trajectory. She attended Muscatine Community College for two years, at no cost thanks to scholarships and a Pell Grant. Today, she's at the University of Northern Iowa, her sights keenly set on her dream job of being an English teacher.

“If I did not receive any guidance, I fully believe that I would have just given up on college,” she said. “I felt like college was not a path for me and did not know a whole lot about financial aid or more affordable college options.”

“I think my life would be completely different. Instead of being currently enrolled at UNI, I would probably still be living at home helping my mom raise my younger siblings. Instead of expanding my knowledge on subjects I enjoy, I would be working a job I wouldn't be happy with.”

“I'm so very grateful that I was able to receive guidance.”

JOINT ENROLLMENT

A growing segment of credit enrollment at Iowa community colleges is from jointly enrolled students who accounted for 40.8 percent of total community college enrollment and over 25.6 percent of total credit hours in AY19-20. A record high of 51,800 high school students were enrolled in one or more community college courses during AY19-20, which represents a 2.4 percent enrollment increase over the last year.

Overall, community colleges continue to experience steady growth in joint enrollment. Since FY04, joint enrollment has increased approximately 146.1 percent—an average annual growth of 5.8 percent (Figure 3-11). Jointly enrolled students enrolled in a total of 428,798 semester credit hours in AY19-20 compared to 425,537 credit hours in AY18-19 (Figure 3-12). Additionally, a total of 907 awards were conferred to jointly enrolled students, including 216 associate degree awards and 642 certificates.

In AY19-20, the average number of credit hours taken per student was 8.3, equivalent to about two or three courses per student (Figure 3-13). This number has increased by more than one credit hour since FY04. This year, joint enrollment accounted

JOINT ENROLLMENT

STUDENTS ENROLLED UP SINCE AY18-19
51,800  **2.4%**

SEMESTER HOURS UP SINCE AY18-19
428,798  **0.8%**

SEMESTER HOURS PER HIGH SCHOOL STUDENT
8.3 SEMESTER HOURS

JOINTLY ENROLLED HIGH SCHOOL STUDENTS WHO EARNED ASSOCIATE DEGREES IN AY19-20
216

for 25.6 percent of total credit hours, up more than three quarters of a percentage point from AY18-19. Because high school students generally enroll in college courses on a part-time basis, they accounted for a smaller proportion of total credit hours than of total enrollment (Figure 3-14).

The rate at which high school students enroll in

FIGURE 3-11: TOTAL AND JOINT ENROLLMENT: 2004 - 2020

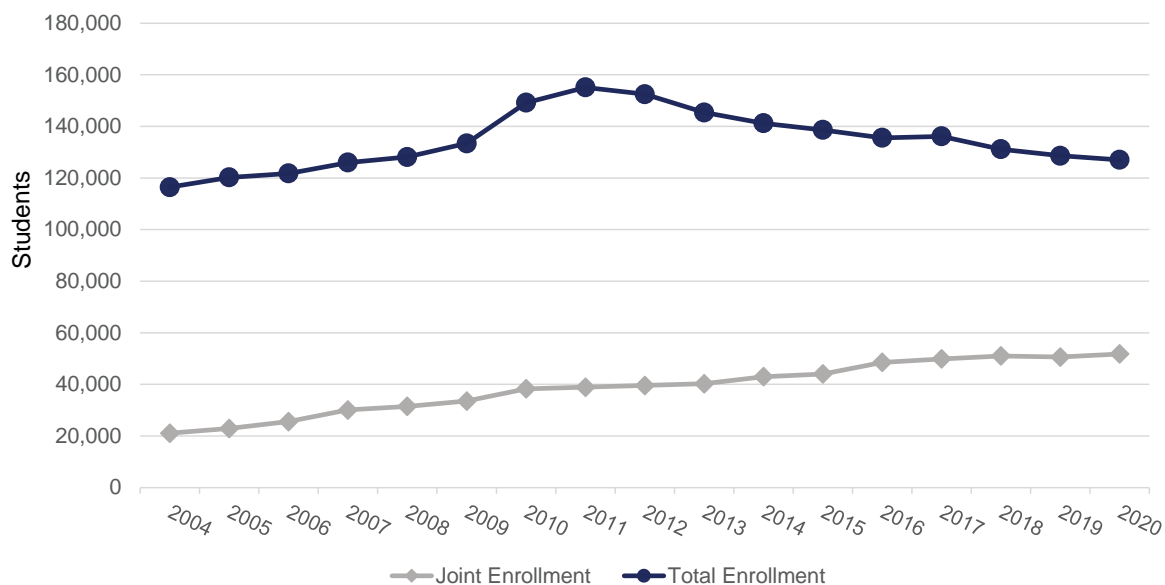


FIGURE 3-12: TOTAL AND JOINT ENROLLMENT CREDIT HOURS: 2004 - 2020

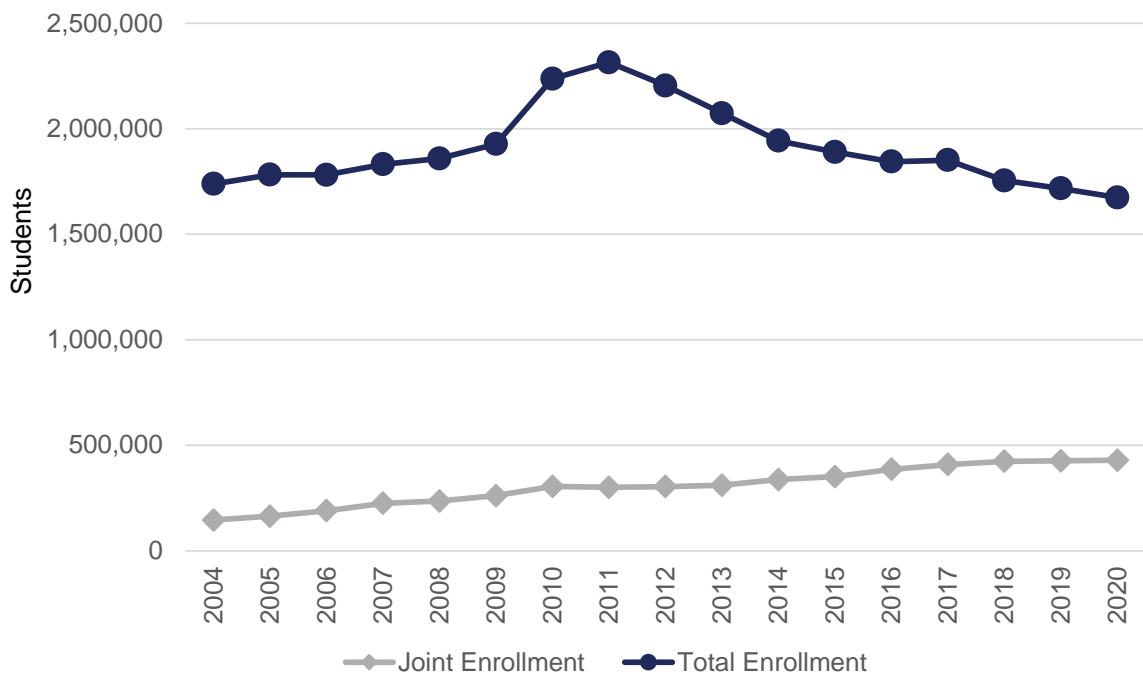


FIGURE 3-13: AVERAGE CREDIT HOURS PER JOINTLY ENROLLED STUDENT: 2004 - 2020

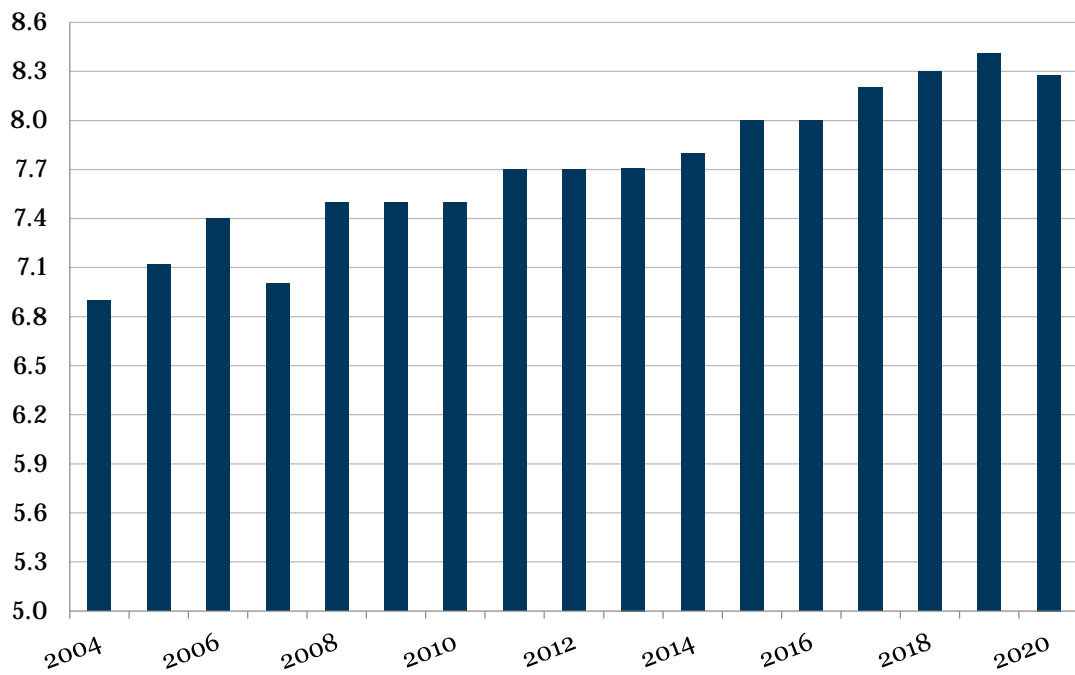
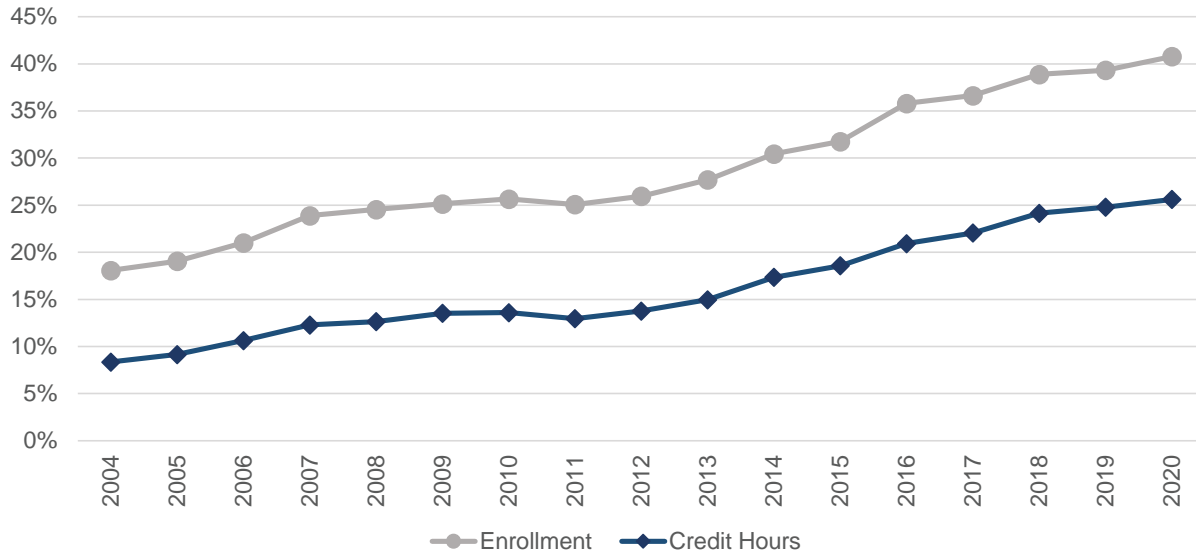


FIGURE 3-14: JOINT ENROLLMENT AND CREDIT HOURS AS A PERCENTAGE OF TOTAL CREDIT STUDENT ENROLLMENT: 2004 - 2020



community college coursework varies by local school district and community college region. As shown on the fold-out map in Figure 3-18, almost every district offers access to some form of joint enrollment opportunity; however, the depth of this access varies, sometimes significantly, from district to district.

Jointly Enrolled Student Demographics

Compared with the overall student body, jointly enrolled students are more evenly represented by males and females and are less racially and ethnically diverse. Of the students who reported gender, more females (27,183) than males (24,613) participated in joint enrollment opportunities in AY19-20. Just over 52 percent of joint enrollees were female compared to 55.8 percent of the overall college-credit enrollment. Female participation outpaced male participation across all programs: concurrent enrollment, PSEO and tuition.

The racial/ethnic background of joint enrollees is less diverse than both total community college enrollment and public PK-12 enrollment. In AY19-20, of the approximately 91.2 percent of joint enrollees who reported their race/ethnicity, 16.4 percent reported a minority background compared to 23.7 percent of students enrolled in credit programs

JOINTLY ENROLLED STUDENT PROFILE

REPORTED RACE/ETHNICITY*

83.6%
WHITE

AGE

99.3%
18 OR YOUNGER

GRADE LEVEL

44.9%
12TH GRADE

* Students with unknown race/ethnicity are not included.

at Iowa's community colleges and 26.0 percent of students enrolled in Iowa's public PK-12 schools.

As a proportion of joint enrollment by program type, contracted course enrollment had the largest percentage of minority students (16.4 percent), followed by tuition-paying course enrollment (14.7 percent) and PSEO enrollment (3.8 percent).

Of the minority joint enrollees, Hispanic students were the largest group at 47.8 percent, followed by black students at 19.3 percent and Asian students at 18.5 percent. In comparison to the total community college minority enrollment, Hispanic representation



in joint enrollment far exceeds that of the total (37.4 percent) and the proportion of Asian students is also higher (16.5 of the total enrollment); however, the proportion of black students in joint enrollment is much less than that of the total enrollment (32.6 percent) (Figure 3-16).

As to be expected, in AY19-20, jointly enrolled students were younger than the overall community college student body, with about 99.3 percent being 18 years of age or under (Figure 3-17). Additionally, almost all jointly enrolled students (99.3 percent) were classified as residents of Iowa. Only 313 out-of-state and 33 international students were jointly enrolled during AY19-20.

Grade Level of Jointly Enrolled Students

Jointly enrolled students tend to be upperclassmen in high school, with approximately 79.1 percent of students in their last two years of high school. Seniors accounted for 44.9 percent of jointly enrolled students, while just over a third were juniors (Figure 3-20).

RACIAL/ETHNIC MINORITY BACKGROUND*



* Students with unknown race/ethnicity are not included.

Summer College Credit Program

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

1. Provide greater access to college-credit coursework in CTE programs by allowing high school students to enroll at an Iowa community college during the summer at no cost.
2. Allow high school students to explore and start on paths to obtain credentials linked to high-demand fields.

FIGURE 3-15: JOINTLY ENROLLED CREDIT STUDENT GENDER: AY19-20 (%)

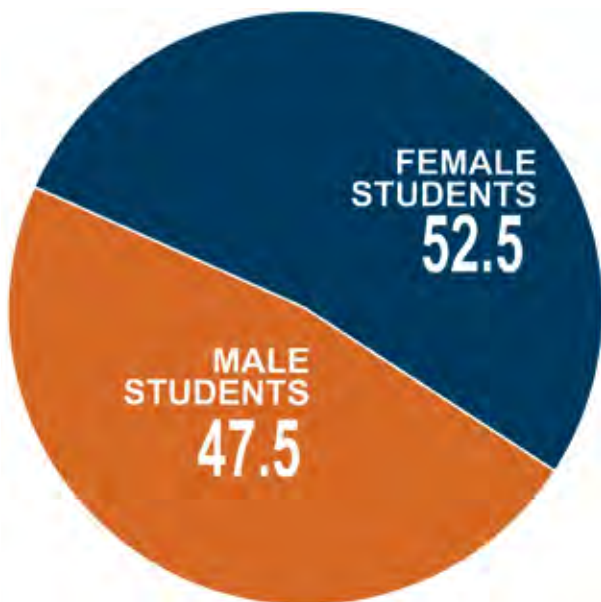
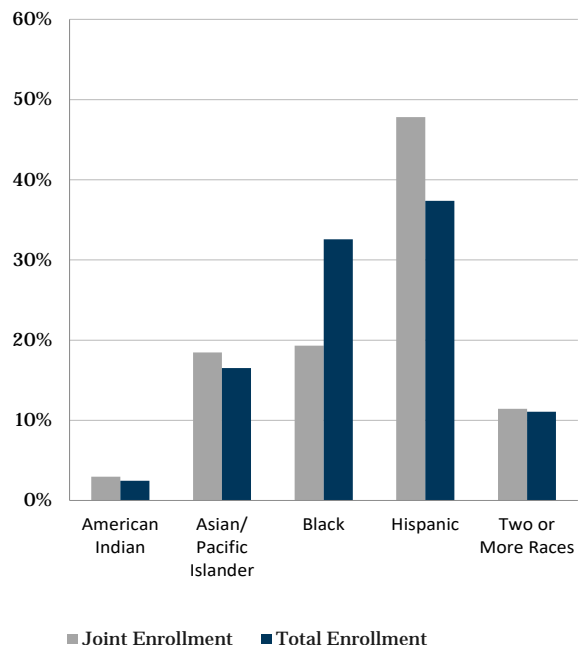


FIGURE 3-16: JOINTLY ENROLLED CREDIT STUDENT ENROLLMENT BY RACIAL MINORITIES: AY19-20 (%)



3. Maximize the investment made by community colleges, school districts, business partners and others in modern CTE facilities and equipment through innovative summer programming.

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

Each community college works directly with school districts to identify and enroll interested students. To enroll, students must be in grades 9-12, which includes students who will be entering the ninth grade in the fall, as well as twelfth-grade students who have not yet graduated.

Community colleges submit proposals annually to the Iowa Department of Education for approval. In AY19-20, proposals were approved for each of Iowa's 15 community colleges. Coursework in each



Cybersecurity students at Indian Hills Community College



The Laker Life Club at Iowa Lakes Community College paints Dolliver United Methodist Church

FIGURE 3-17: JOINTLY ENROLLED CREDIT STUDENT AGE: 2020

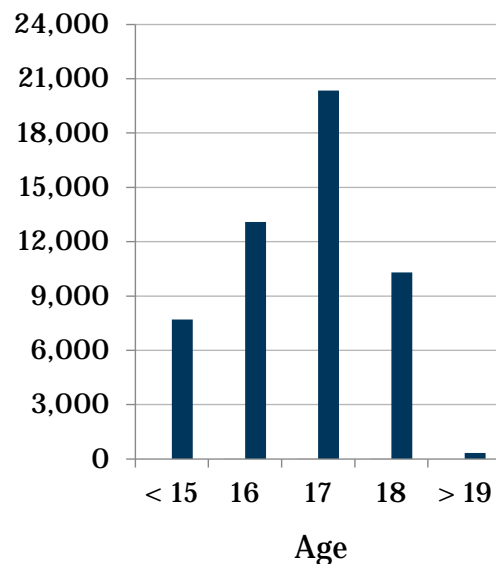
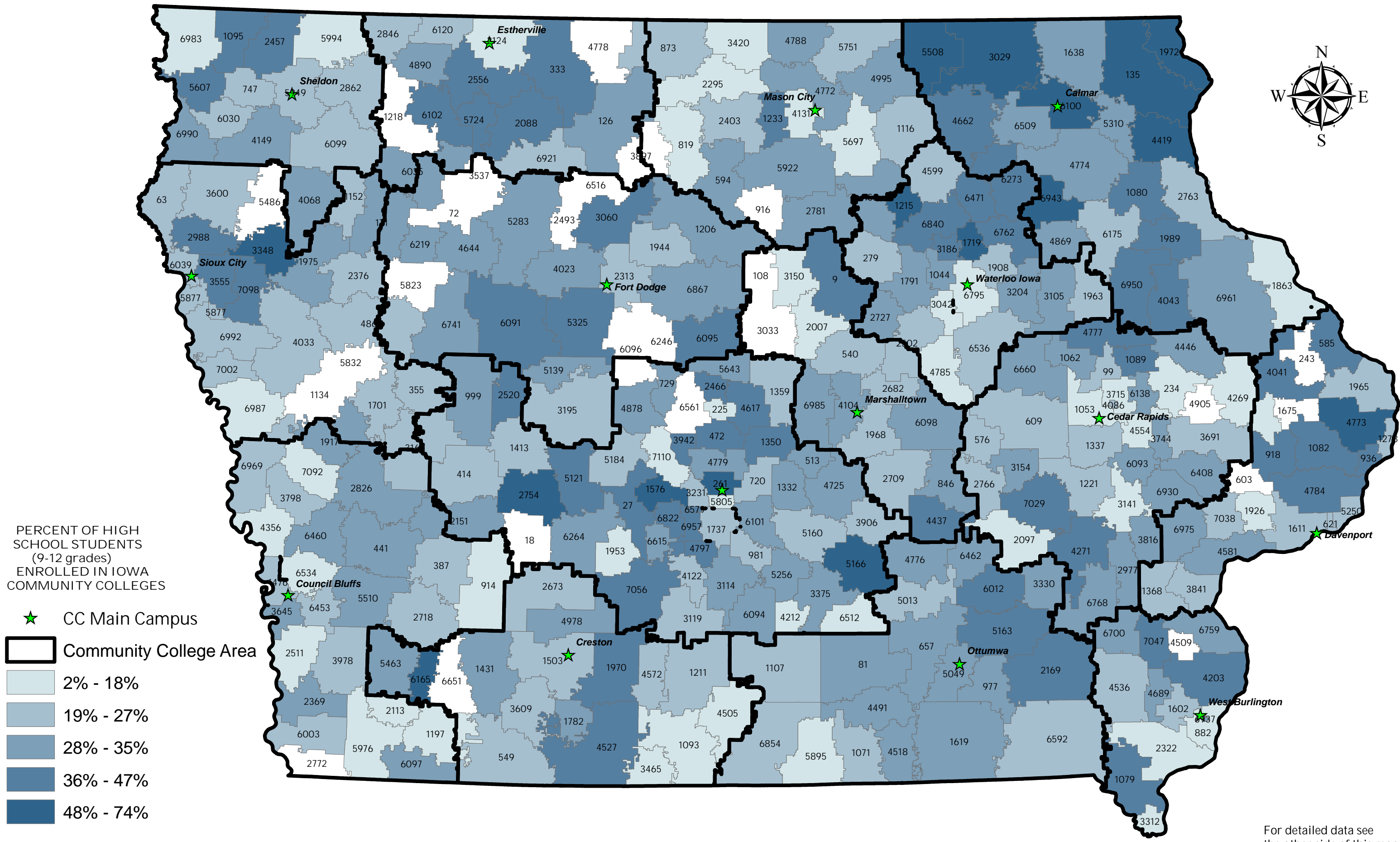
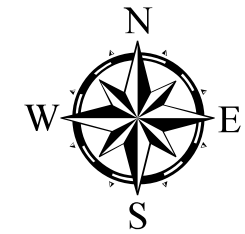


FIGURE 3-18: PERCENT OF HIGH SCHOOL STUDENTS (9-12 GRADES) ENROLLMENT IN IOWA COMMUNITY COLLEGES DURING AY 2019 - 2020



PERCENT OF HIGH SCHOOL STUDENTS (9-12 grades) ENROLLED IN IOWA COMMUNITY COLLEGES

- ★ CC Main Campus
- Community College Area
- 2% - 18%
- 19% - 27%
- 28% - 35%
- 36% - 47%
- 48% - 74%



For detailed data see the other side of this map

of the approved programs is part of an approved CTE program and aligns with an in-demand occupation as identified by the State Workforce Board or the respective community college. Course offerings within the top two services areas (health science and applied science, technology, engineering and manufacturing [ASTEM]) were primarily for certified nursing assistant and welding/manufacturing.

In AY19-20, enrollment in the SCCP rose 66.0 percent from the previous year to 1,270 students. Out of 40 approved programs in AY19-20, 18 programs were in health sciences; 13 were in applied sciences, technology, engineering and manufacturing; four were in information solutions; three were in business, management and administration; one was in human services and one was in agriculture.

Iowa offers several ways for students to take accelerated coursework, with national programs such as AP courses, state-sponsored postsecondary enrollment options and concurrent enrollment, as well as independent enrollment by tuition-paying students.

FIGURE 3-19: JOINTLY ENROLLED IOWA RESIDENTS: 2020 (%)

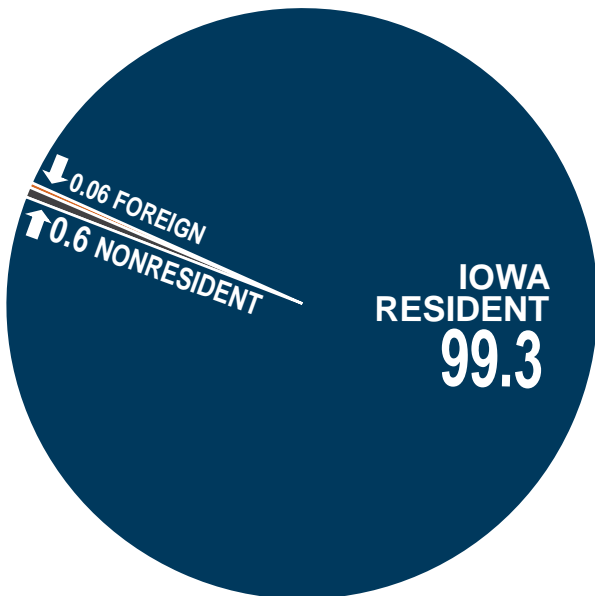
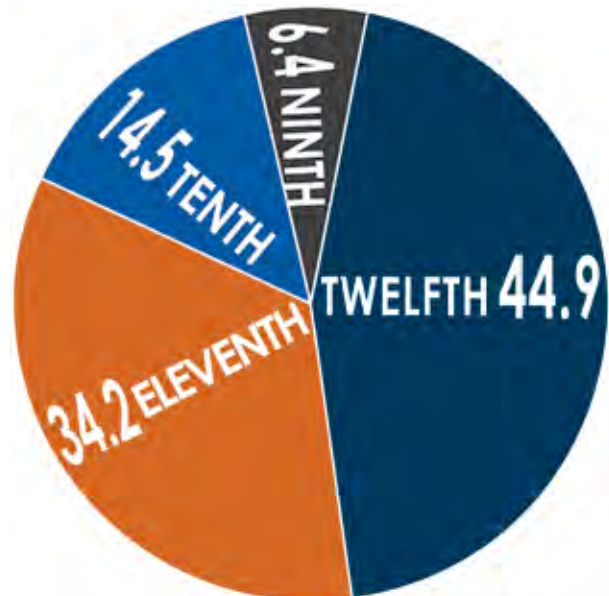


FIGURE 3-20: JOINTLY ENROLLED STUDENT GRADE LEVEL: 2020 (%)



ONLINE CREDIT ENROLLMENT

Nationally, close to two million students enroll in some type of distance learning class at community colleges, comprising approximately 34.4 percent of total enrollment and 37.9 percent of Iowa's enrollment, based on a fall 2018 report from the U.S. Department of Education [4]. The same data source reports North Dakota with the highest rates of distance learning (79.7 percent) and New York with the lowest rates (18.2 percent).

The Department has collected data on community college enrollment in online coursework since fiscal year 2007. The MIS-reported data show that 54.8 percent of Iowa community college students enrolled in at least one online course during AY19-20. While data are collected on other distance education categories, such as hybrid or blended courses, this section focuses on courses that are delivered completely online, which differs from the national data referenced above.

Iowa community colleges have experienced a steady increase in the number of students enrolled in online coursework over the past 11 years. While



Students of Iowa Valley Community College District

ONLINE CREDIT ENROLLMENT

STUDENTS ENROLLED

69,614

UP SINCE AY18-19

↑ 11.0%

SEMESTER HOURS ONLINE

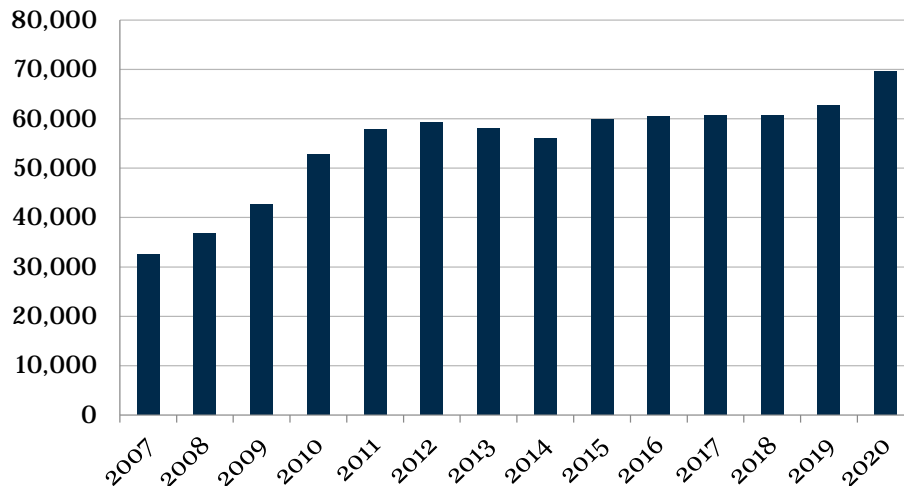
515,540

UP SINCE AY18-19

↑ 15.3%

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

FIGURE 3-21: ONLINE CREDIT ENROLLMENT: 2007 - 2020



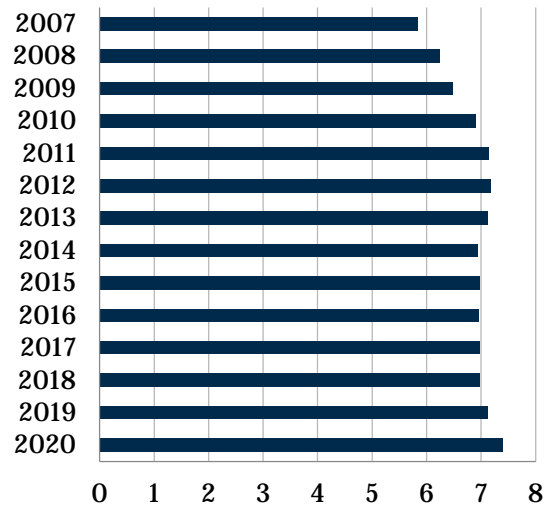
overall enrollment decreased slightly this year, AY19-20 online enrollment reached a record high of 69,614 unduplicated students, up from 62,731 in AY18-19 (Figure 3-21).

Despite sporadic declines, overall online credit hour enrollment has grown an average of 6.0 percent annually since 2007. Online students enrolled in a record high number of credit hours (515,540), participating in an average of 7.4 credit hours during AY19-20. This average has fluctuated from year to year, with the lowest being 5.8 (2007) (Figure 3-22). Although online enrollment has grown significantly since 2007, slight fluctuations since 2015 have slowed down the online credit rate of growth (Figure 3-23). Overall, the number of online credit hours has grown 8.0 percent annually, on average, since 2007.

During AY19-20, 23,949 students (34.4 percent of total online enrollees) declared college parallel (arts and sciences) as their program of study. Of the remaining students, 16,538 enrolled in CTE courses (23.8 percent); 1,479 enrolled in general studies (2.1 percent) and 1,255 enrolled in more than one program (1.8 percent).

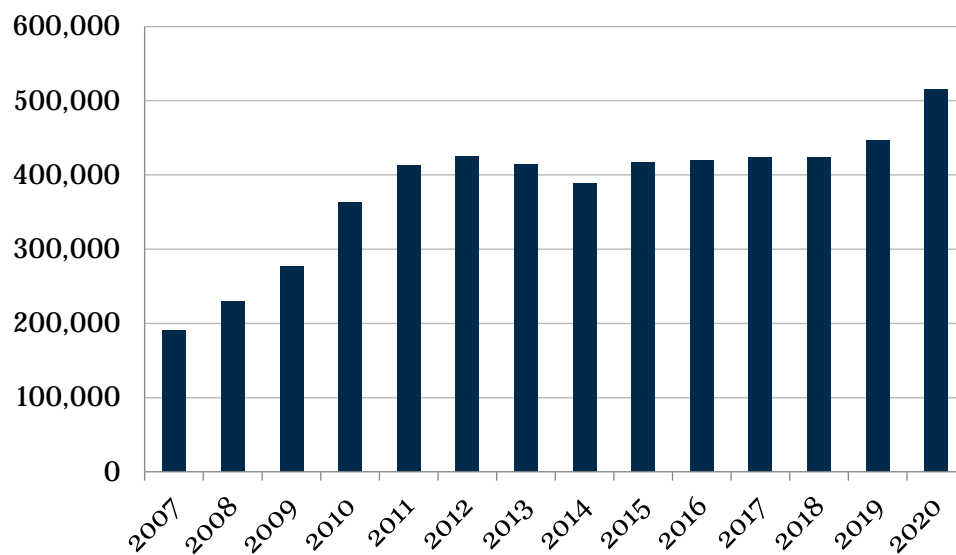
The largest category of online enrollments, however, consisted of 26,393 students (37.9 percent) without declared programs of study (Figure 3-24). Of these students, 61.8 percent were jointly enrolled

FIGURE 3-22: AVERAGE CREDIT HOURS OF ONLINE STUDENTS: 2007 - 2020



high school students who typically enroll in arts and science courses. The number of jointly enrolled high school students taking online courses has continuously increased over the past 12 years.

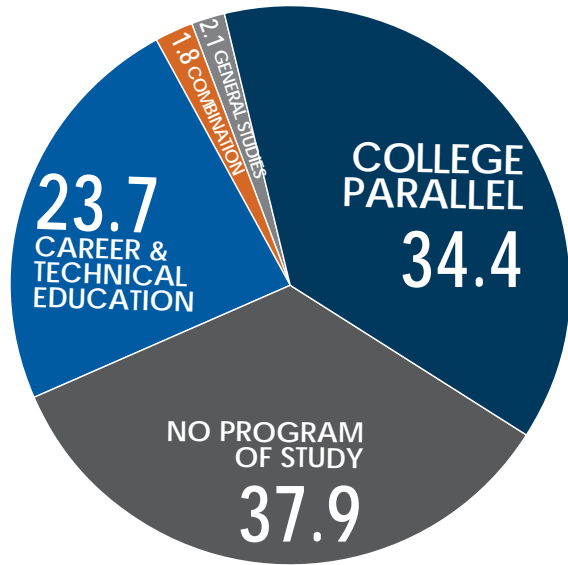
FIGURE 3-23: ONLINE CREDIT HOURS: 2007 - 2020



Enrollment of CTE students in online coursework increased 14.1 percent from last year; however, there is significant variation in online enrollment when disaggregated by career cluster (Figure 3-25). As with total enrollment, the Health Science cluster is the largest with 5,736 students enrolled in one or more online courses. The Transportation, Distribution and Logistics cluster had the largest percentage growth in online enrollment, increasing more than 36.5 percent over AY18-19. Of the 16 career clusters, only Science, Technology, Engineering and Mathematics (STEM) experienced a 15.1 percent decline in online enrollment since AY18-19, which coincides with the introduction of new non-CTE Transfer Major Arts and Science programs into the STEM cluster.

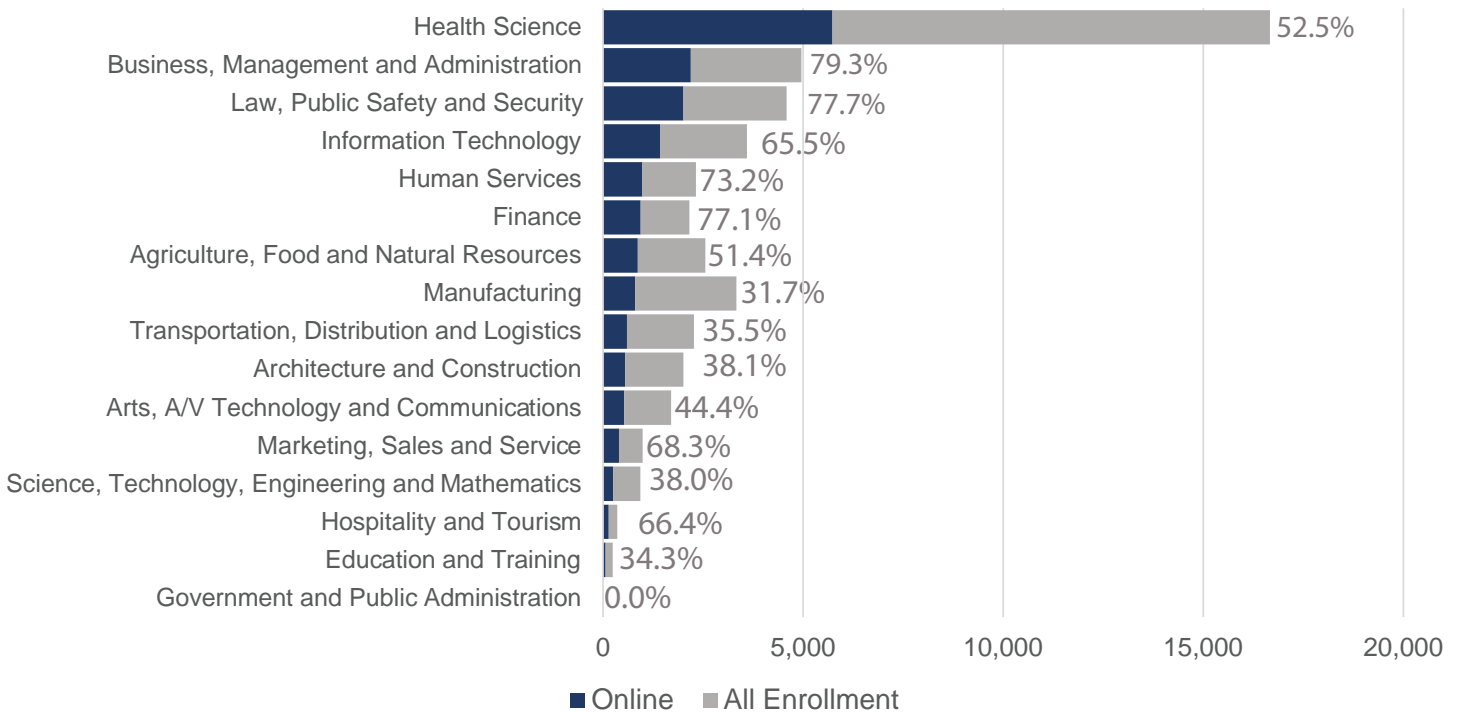
A review of credit hours within career clusters (Figure 3-26) revealed that the Health Science cluster had the largest number of credit hours (40,704) delivered online. This accounts for 29.7 percent of the online hours offered in all clusters. The Business, Management and Administration cluster was second with 24,045 credit hours, followed by Law, Public Safety and Security with 12,236 credit hours. These three career clusters had over half (56.1 percent) of total credit hours delivered online for CTE programs.

FIGURE 3-24: ONLINE ENROLLMENT BY PROGRAM TYPE: AY19-20



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

FIGURE 3-25: CTE ONLINE AND TOTAL ENROLLMENT, PERCENTAGES DELIVERED ONLINE: AY19-20



Jointly Enrolled Students

Jointly enrolled students are less likely to be enrolled in online coursework than the general student body. In AY19-20, 33.7 percent (17,445) of jointly enrolled students enrolled in one or more online courses compared to 54.8 percent of the total student body. Additionally, only 21.6 percent (111,314) of joint enrollment credit hours were delivered online compared to approximately 26 percent of total credit hours (Figure 3-27). In Iowa, all 15 community colleges offer online courses to jointly enrolled students.



Students studying at Des Moines Area Community College

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

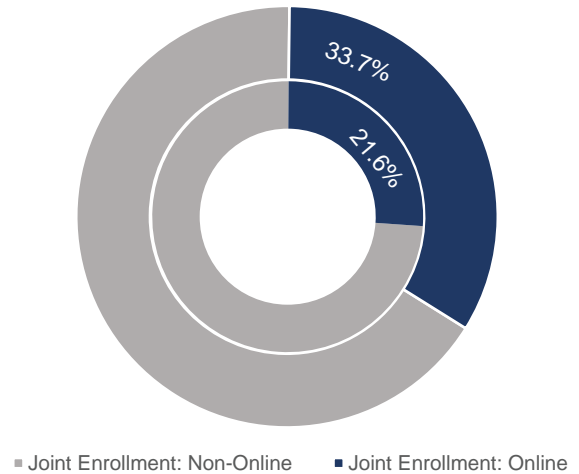
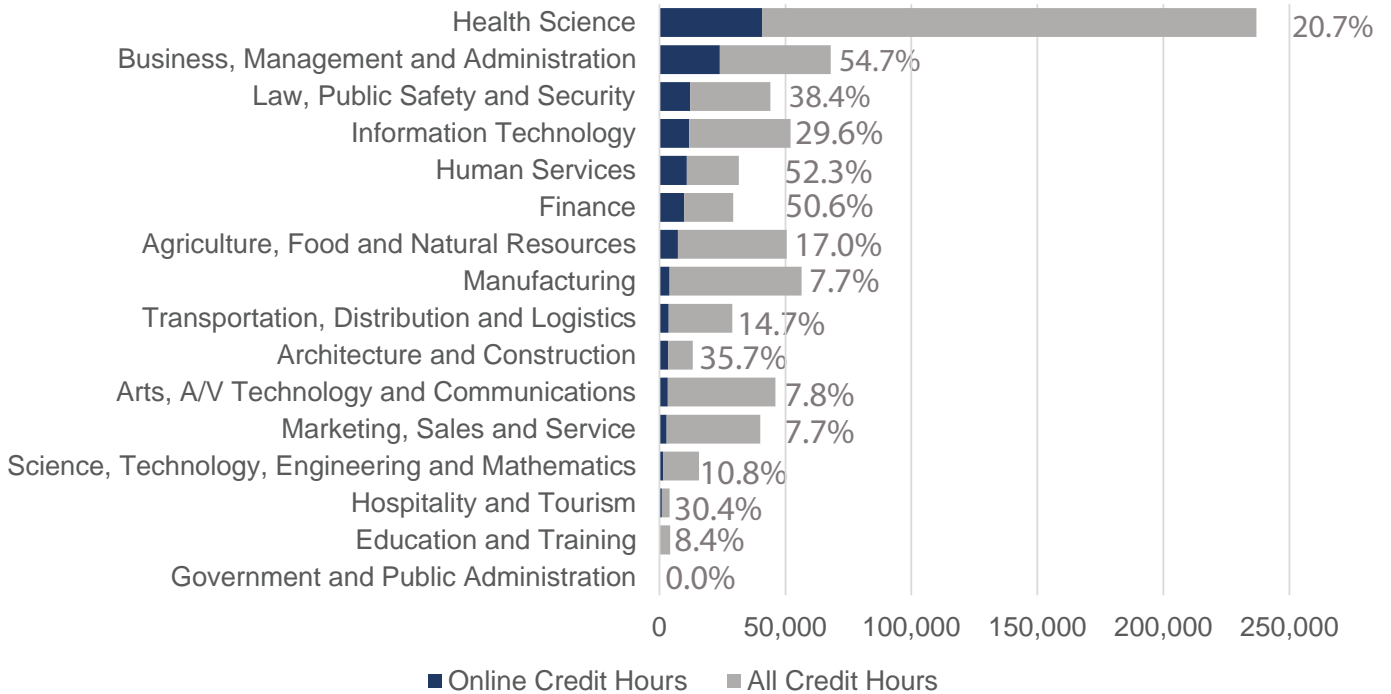


FIGURE 3-26: CTE ONLINE AND TOTAL CREDIT HOURS, PERCENTAGES DELIVERED ONLINE, AY19-20



Online Student Demographics

While the number of female students comprised 55.8 percent of the total student body in AY19-20, female students made up close to 63 percent of the students enrolled in online coursework. The percentage of female students enrolled in online coursework decreased by 0.2 percent from last year.

The average student enrolled in online coursework was older than the overall student body, mostly due to a smaller number of jointly enrolled students.

The average age of students taking one or more online courses was 22.9 years old, which is over a year and a half older than the average Iowa community college student. Students between 15 and 28 years old (with over 1,000 students in each year of age) comprised close to 84 percent of all online enrollees, spanning from 13 to 71 years old. (Figure 3-28).

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

FIGURE 3-28: AGE OF ONLINE STUDENTS: AY19-20

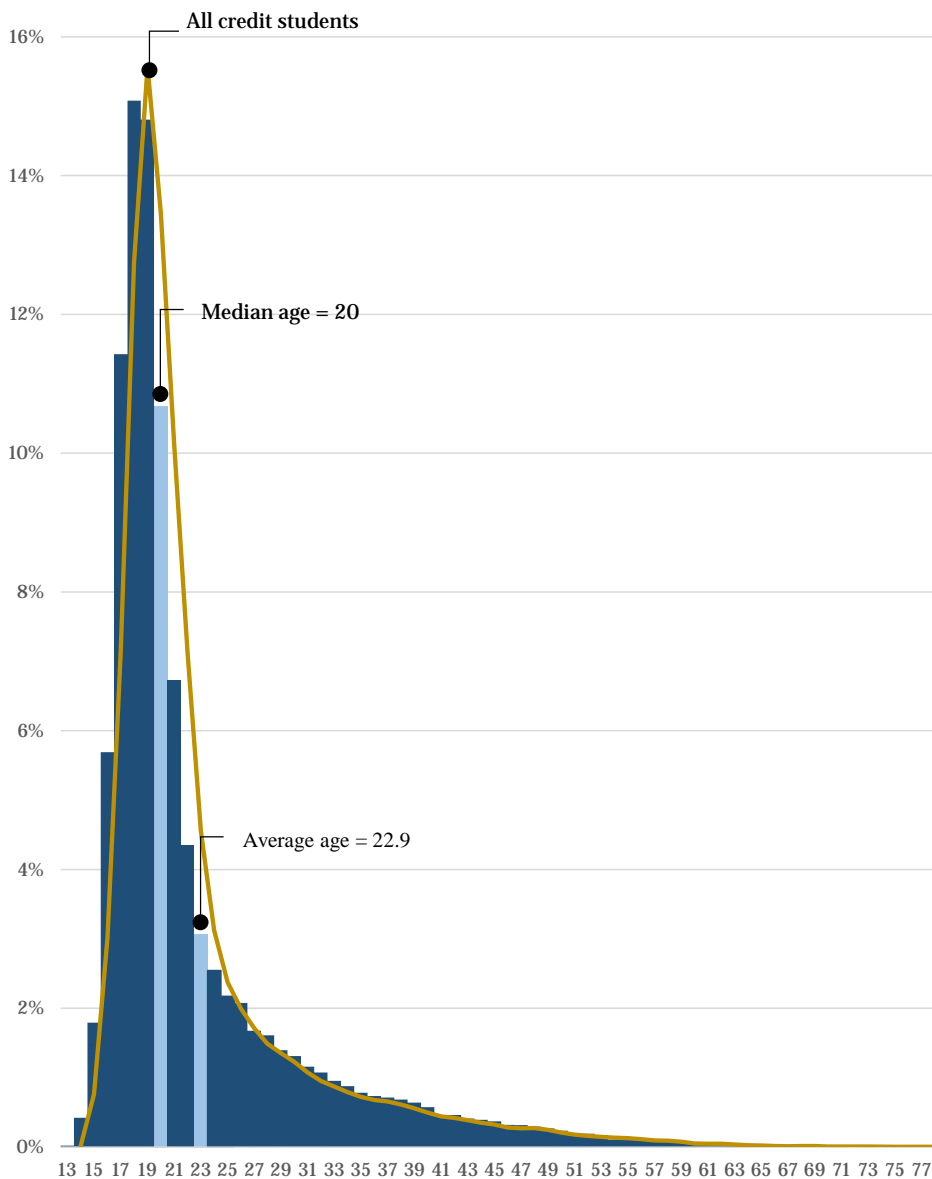
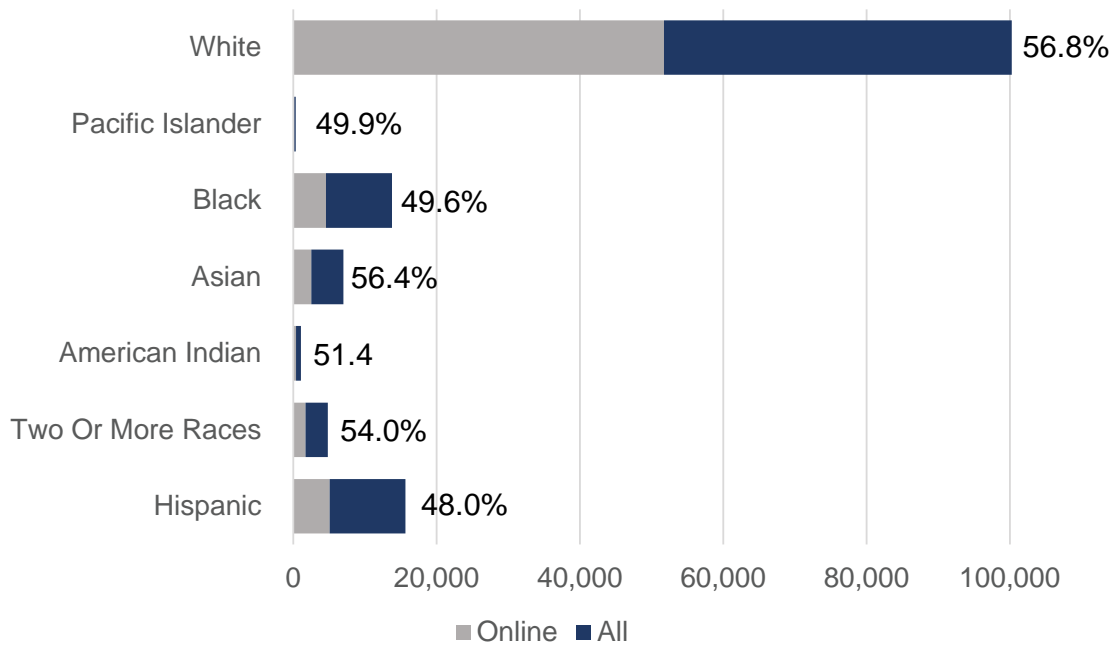


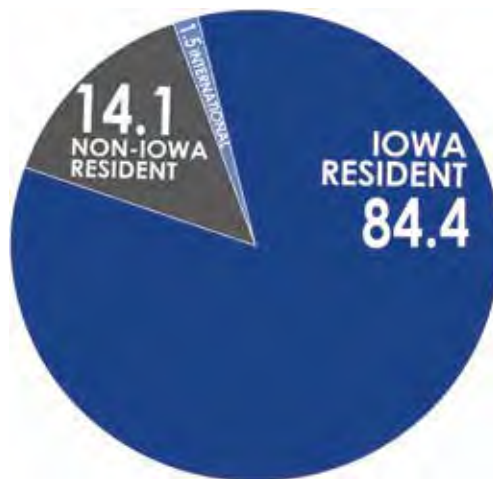
FIGURE 3-29: ONLINE CREDIT ENROLLMENT, TOTAL CREDIT ENROLLMENT AND PERCENTAGES OF ONLINE ENROLLMENT BY RACE AND ETHNICITY: AY19-20



Also similar to the overall student body, students who took online coursework were predominantly residents of Iowa, though the percentages of Iowa residents for online enrollments were lower than for all enrollments. Of the students who took one or more online courses in AY19-20, 84.4 percent were Iowa residents (88.7 percent for overall credit

enrollment), 14.1 percent were non-Iowa residents and 1.5 percent were international students (Figure 3-30).

FIGURE 3-30: RESIDENCY OF ONLINE STUDENTS: AY19-20 (%)



DEVELOPMENTAL EDUCATION

For this section, developmental education is defined as enrollment in a course numbered below 100 (e.g., MAT060). During AY19-20, 8,656 students (6.8 percent) enrolled in a developmental education course (13.0 percent decrease from AY18-19). These students enrolled in a total of 42,472 credit hours of developmental education during the academic year, which is 14.0 percent less than last year.

This seemingly substantial decrease in developmental course enrollment is not necessarily an indication that students are entering Iowa's community colleges better prepared academically. Rather, it is related to efforts being made by the colleges to streamline the skill-development process. For years, community colleges have been implementing curricular acceleration strategies to move students through developmental education courses faster. These strategies include utilizing ALEKS®, a research-based online math program, to diagnose math deficiencies and customize learning modules; using multiple measures for placement



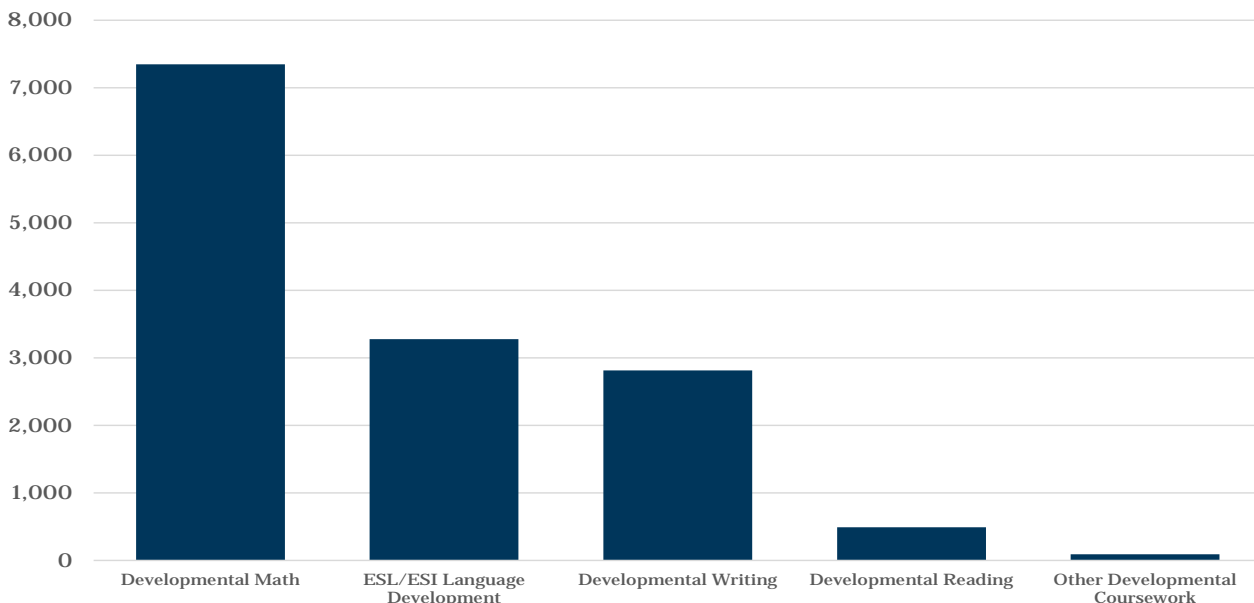
Student of the respiratory care program at Northeast Iowa Community College

DEVELOPMENTAL EDUCATION ENROLLMENT

ENROLLEES	PERCENT OF TOTAL ENROLLMENT
8,656	6.8%
CREDIT HOURS	AVERAGE CREDIT PER STUDENT
42,471	4.9

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

FIGURE 3-31: MOST POPULAR DEVELOPMENT COURSES, GROUPED BY ENROLLMENT AND BY TYPE/LEVEL: AY19-20



such as high school GPA, standardized test scores and cognitive indicators; collaborating with school districts to integrate developmental curriculum into high school courses and creating corequisite courses or lab modules. The Department first published a developmental education report in the spring of 2018 that outlines these initiatives. The latest full report of all Iowa’s community colleges developmental data is available on the Department’s website at: <https://educateiowa.gov/sites/files/ed/documents/Developmental%20Education%20Annual%20Report%202020.pdf>.

Students may take more than one developmental education course to prepare for college-level coursework. In AY19-20, 8,656 students (unduplicated headcount) accounted for 13,979 incidents of enrollment in developmental education courses. We refer to these incidents as “enrollees” (duplicated) instead of students.

Enrollment in the most popular developmental education courses totaled 13,932 and was distributed as follows: 7,347 took developmental mathematics courses; English as a Second Language (ESL) and Intensive ESL (i.e., ESI) language development courses had 3,277 enrollees; developmental writing courses had 2,816 enrollees; developmental reading had 492 enrollees and other courses accounted for 94 enrollees (Figure 3-31). The mathematics course with the highest enrollment was Prealgebra with

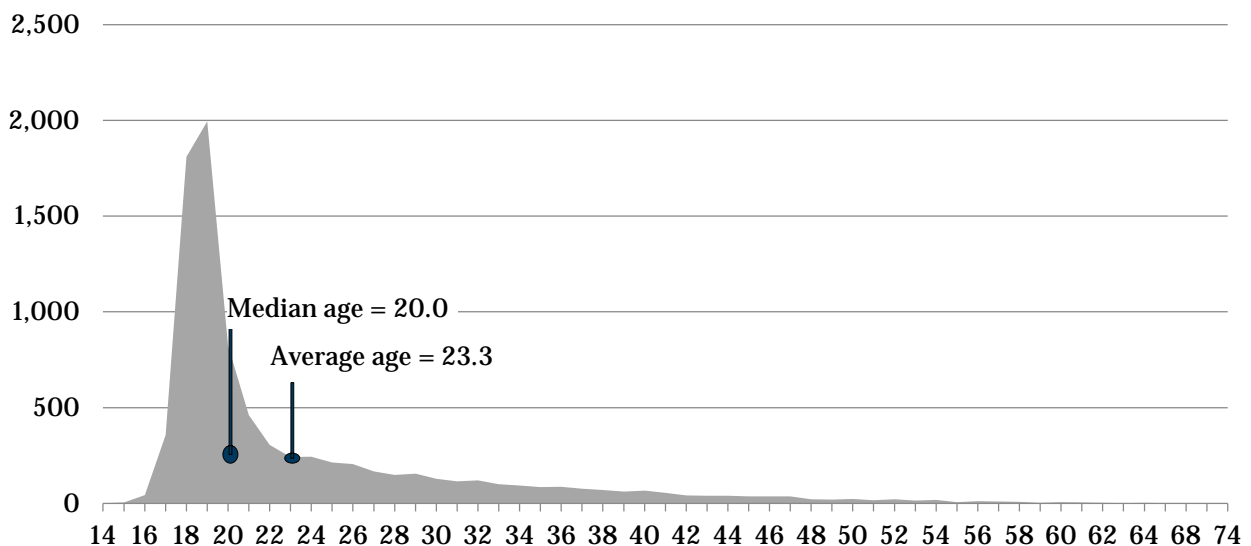
1,020 enrollees and the highest writing course was College Preparatory Writing II with 770 enrollees.

Similar to the general population of students, the majority of students who took developmental education coursework were female (58.2 percent); however, racial/ethnic minority students comprised 43.6 percent of all developmental education enrollees—a much higher percentage than the percent of total minorities in the general student population (23.7 percent).

» The percent of racial/ethnic minority students participating in developmental education in AY19-20 was nearly double that of the overall enrollment.

While the average age of all community college students was 21.3 years old, the average age for students in developmental education was 22.3, with a median age of 20 years. Over 60 percent of developmental education students were between the ages of 18 and 21, with the peak participation being among 19-year-old students. This age group accounted for 23.1 percent of all developmental enrollment in AY19-20 (Figure 3-32).

FIGURE 3-32: AGE OF DEVELOPMENTAL EDUCATION STUDENTS: AY19-20



NONCREDIT ENROLLMENT

In AY19-20, 145,814 individuals participated in noncredit programs and courses, representing a 23.2 percent decrease since last year. This is twice the average decrease of 11.8 percent in noncredit enrollment since AY16-17 (Figure 3-33). There was a similar decrease in contact hours of 23.8 percent since last year, resulting in an average decline of 9.9 percent since AY16-17 (Figure 3-34). Previous years have not included community service, and those are now included beginning in AY19-20.

Participant Gender, Race and Ethnicity

Female students have historically comprised the majority of community college noncredit enrollment. While 23,560 enrollees (16.2 percent) in AY19-20 did not report gender, of those who did, the gender was split evenly with 50.0 percent female and male.



Anatomy demonstration at North Iowa Area Community College

NONCREDIT ENROLLMENT

STUDENTS:

145,814

DOWN SINCE AY18-19



23.2%

CONTACT HOURS:

4,505,047

AVERAGE ANNUAL CONTACT HOURS PER STUDENT:

31

DOWN 24.3% SINCE AY18-19

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

FIGURE 3-33: NONCREDIT ENROLLMENT: 2004 - 2020

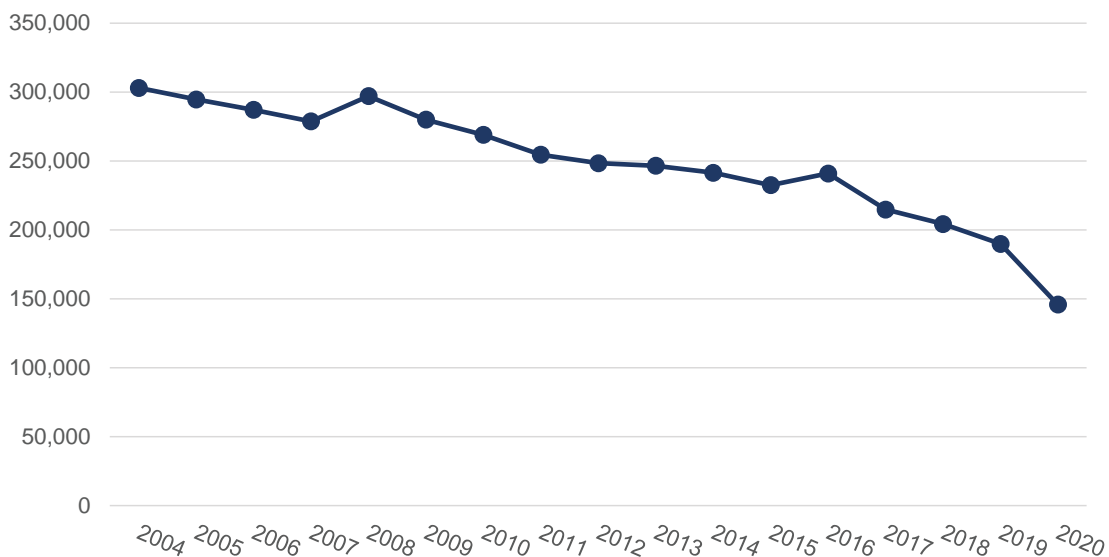
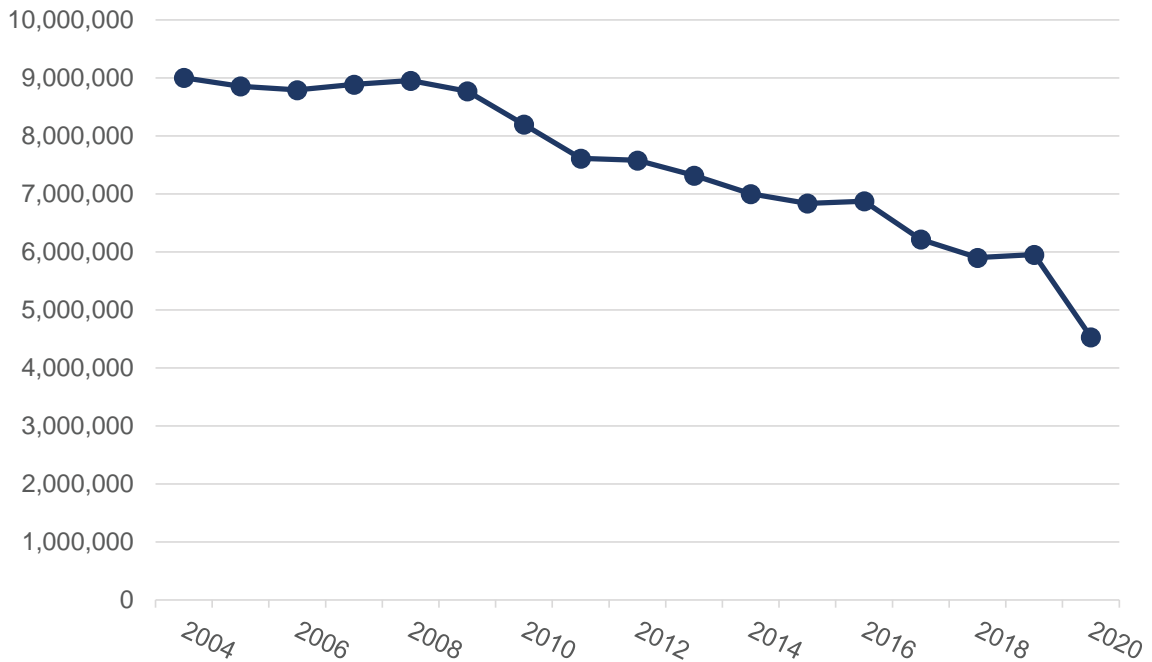
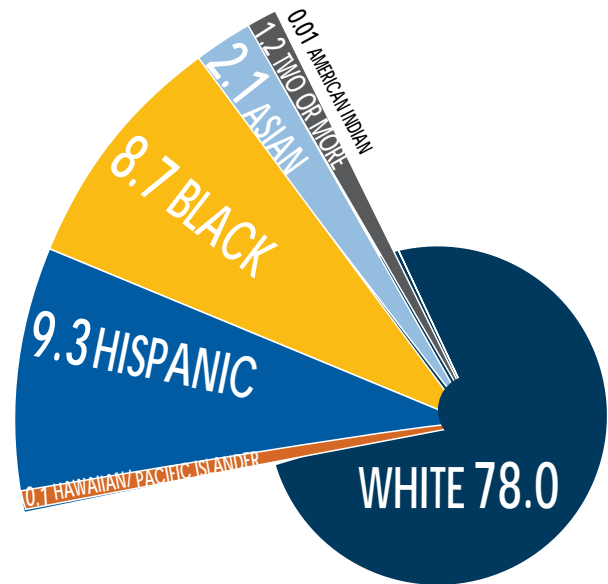


FIGURE 3-34: NONCREDIT CONTACT HOURS: 2004 - 2020



While 57.0 percent of the total noncredit participants did not report race/ethnicity, of those who did, the majority were white (78.0 percent). The remainder self-reported being a racial/ethnic minority with 9.3 percent identifying as Hispanic, 8.7 percent as black, 2.1 percent as Asian, 0.01 percent as black, 2.1 percent as Asian, 0.01 percent as American Indian, 0.1 percent as Hawaiian/Pacific Islander and 1.2 percent reporting more than one race (Figure 3-35).

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



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

Among the participants who identified themselves as racial/ethnic minorities, the majority were Hispanic (42.1 percent), followed by black (39.7 percent), Asian (9.4 percent), American Indian (2.5 percent) and Hawaiian/Pacific Islander (0.5 percent). Additionally, 5.7 percent reported belonging to two or more races.

* Based on students who reported their race/ethnicity.

Noncredit Skill Enhancement Enrollment by Career Clusters

In AY19-20, of the 73,952 students enrolled in skill enhancement courses designed to help people advance in their field of employment, one or more of the courses taken by these students was aligned with the 16 National Career Clusters®, totaling 79,519 enrollments (students may be enrolled in more than one cluster).

Noncredit enrollment at Iowa’s community colleges contains a large percentage of students in Health Sciences (50.8 percent of the total enrollment for skill enhancement). Additionally, colleges reported 15.4 percent in Business, Management and Administration courses and 10.2 percent in Government and Public Administration. The next

highest categories of enrollment were Transportation, Distribution and Logistics (7.3 percent); Agriculture, Food and Natural Resources (3.4 percent); both Law, Public Safety and Security and Architecture and Construction (2.5 percent); Manufacturing (2.1 percent) and Education and Training (1.3 percent) (Figure 3-36).

In terms of contact hours, colleges reported 1,715,681 taken within one or more career clusters (Figure 3-37). Similar to enrollment, Health Sciences accounted for the largest percentage of contact hours (30.9 percent) taken by 40,393 students in AY19-20; this includes students in vocational training and economic development and economic development.

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

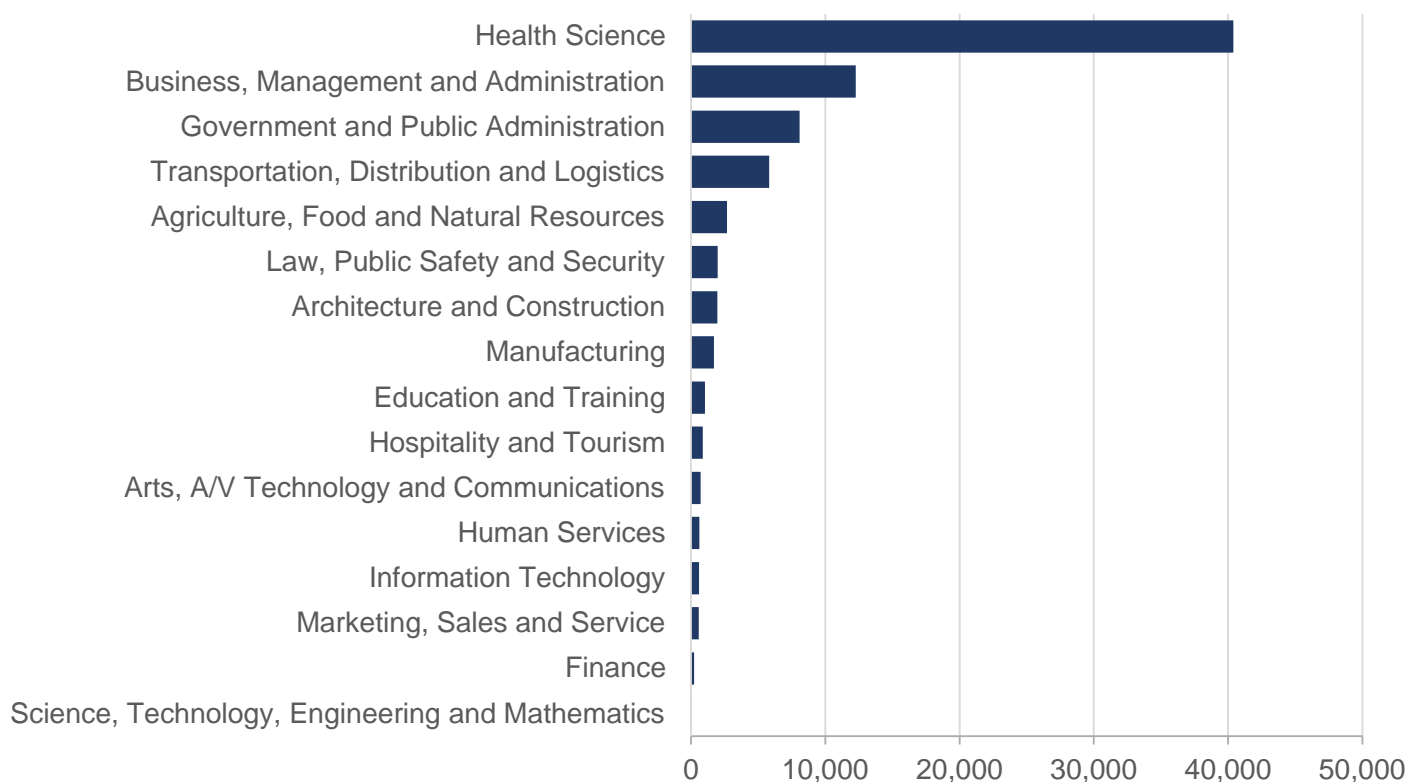
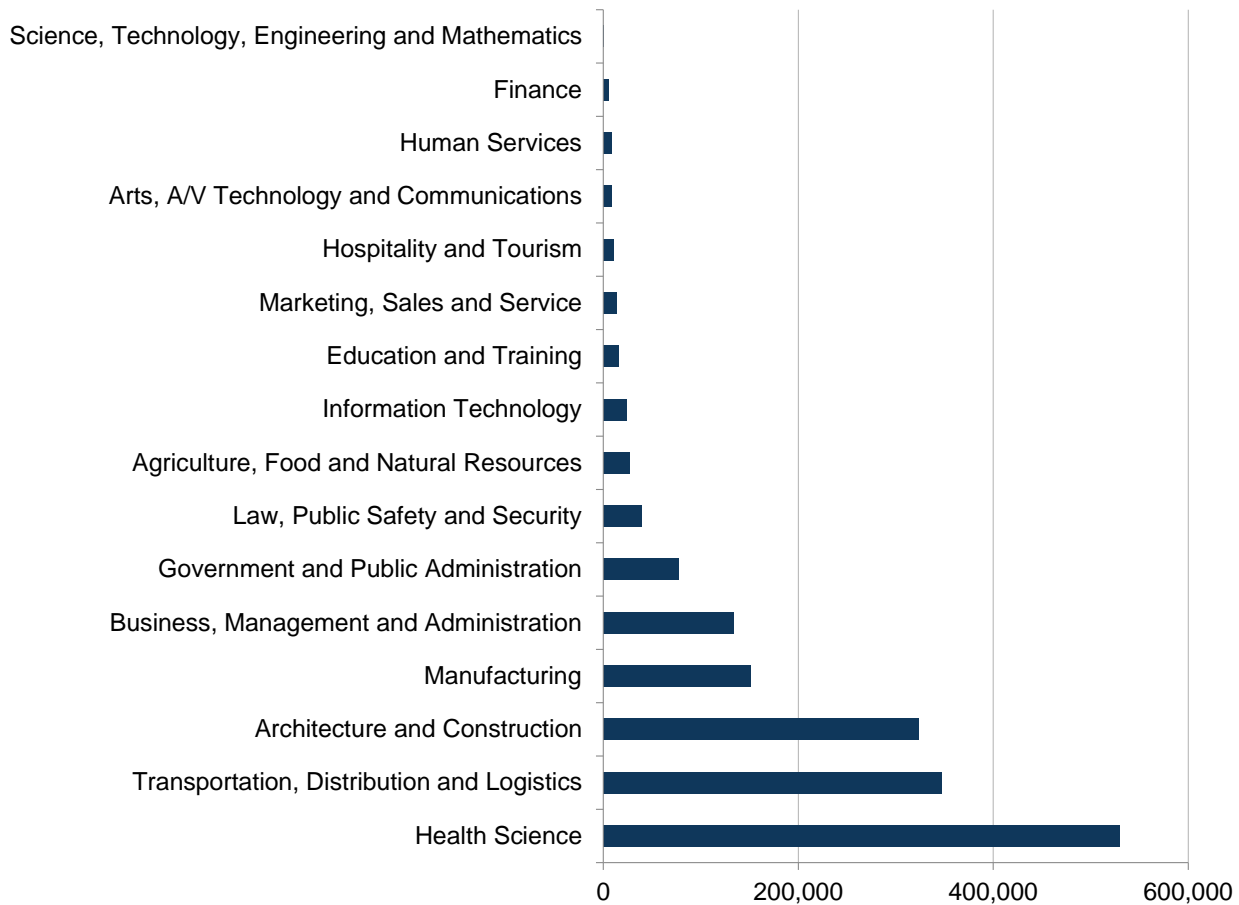


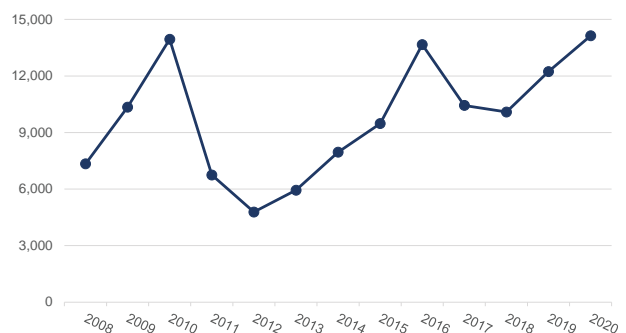
FIGURE 3-37: NONCREDIT SKILL ENHANCEMENT CONTACT HOURS BY NATIONAL CAREER CLUSTER®



ONLINE NONCREDIT ENROLLMENT

While COVID-19 seems to have impacted overall noncredit enrollment and contact hours, online noncredit enrollment increased 15.5 percent in AY19-20 from the previous year (Figure 3-38) with contact hours increasing 65.8 percent over AY18-19. With these recent increases, the average enrollment since AY16-17 increased by 13.4 percent. Students in AY19-20 averaged 24.8 noncredit contact hours each. Overall, 9.7 percent of all students enrolled in noncredit coursework, received education through online delivery in AY19-20 compared to the 6.4 percent the previous year.

FIGURE 3-38: ONLINE COURSES DELIVERED: 2008-2020



ADULT EDUCATION AND LITERACY PROGRAM ENROLLMENT

With the onset of COVID-19, enrollment was down 16.4% to 13,843 students; however, some students were able to make the transition to online learning. In AY2019-20, distance education served 1,170 participants with 98,355 hours. This is a 659.7 percent increase in enrollment and a 928.2 percent increase in distance education hours over AY2018-19. Figure 3-39 includes participants enrolled in multiple adult education programs, while Table 3-1 reflects unduplicated headcount per college for the past five years.

Of the 13,843 participants, enrollment in Basic Skills and Developmental and Remedial Education decreased by 2,672 students and enrollment has averaged a 1.8 percent decrease over the previous five years. The English Language Learning program has decreased 4.1 percent over the past five years.

Total AEL enrollment data collected through the MIS includes all students who attended at least one 50-minute class period. Of these participants, 9,478 were eligible for, and included in, federal year-end reporting based on data and performance requirements of the Workforce Innovation and Opportunity Act (WIOA), 2014. An illustration of



Student at Kirkwood Community College

ADULT EDUCATION AND LITERACY

STUDENTS:

13,843

DOWN SINCE AY18-19

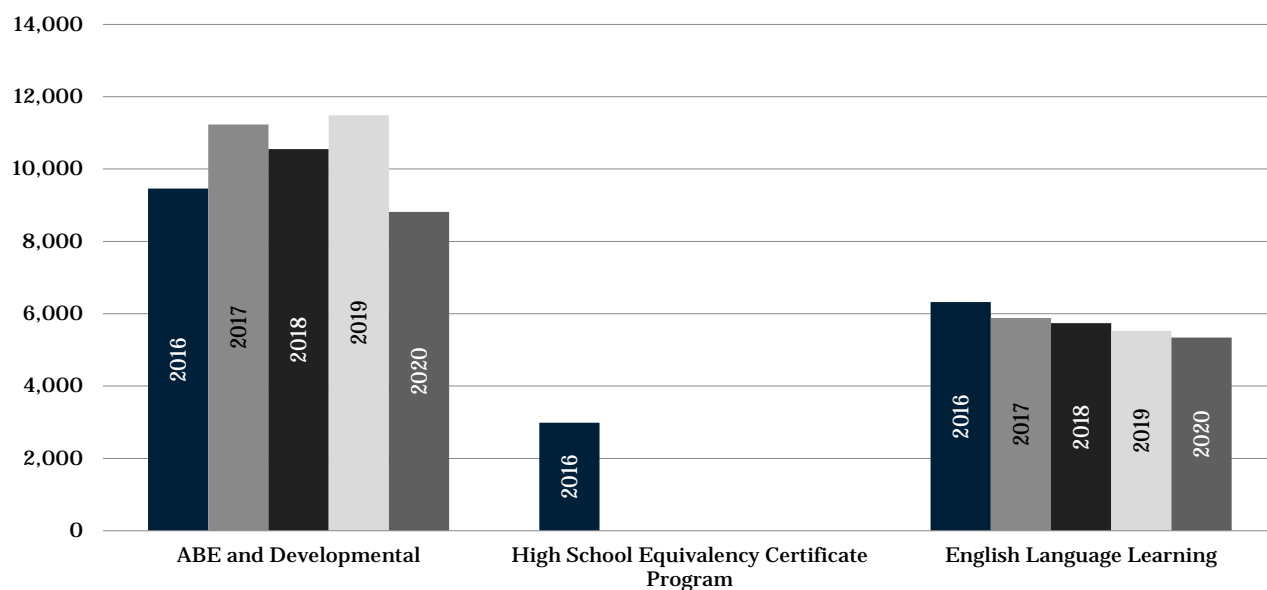
↓ 16.4%

LARGEST INSTRUCTIONAL PROGRAM:

ADULT BASIC EDUCATION

62.3% OF TOTAL ENROLLMENT

FIGURE 3-39: ADULT LITERACY ENROLLMENT (MIS): 2016-2020



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

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



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

College	2016	2017	2018	2019	2020	% Average 5-Year Change
Northeast Iowa	306	255	515	521	486	12.3
North Iowa Area	394	292	328	314	302	-6.4
Iowa Lakes	242	85	174	390	96	-20.6
Northwest	321	252	310	289	241	-6.9
Iowa Central	1,530	1,647	1,545	1,266	857	-13.5
Iowa Valley	675	702	570	483	380	-13.4
Hawkeye	954	841	1,084	1,234	1,159	5.0
Eastern Iowa	1,881	1,528	1,262	1,484	1,287	-9.1
Kirkwood	2,418	2,549	2,939	3,116	2,746	3.2
Des Moines Area	3,710	3,524	3,571	3,659	3,078	-4.6
Western Iowa Tech	1,785	1,346	981	1,190	1,193	-9.6
Iowa Western	1,405	1,164	892	769	543	-21.2
Southwestern	332	358	352	303	251	-6.8
Indian Hills	717	664	646	659	536	-7.0
Southeastern	1,101	984	926	874	688	-11.1
Total	17,771	16,191	16,095	16,551	13,843	-6.1

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

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

statewide MIS-reported AEL enrollment by zip code area is provided in Figure 3-40.

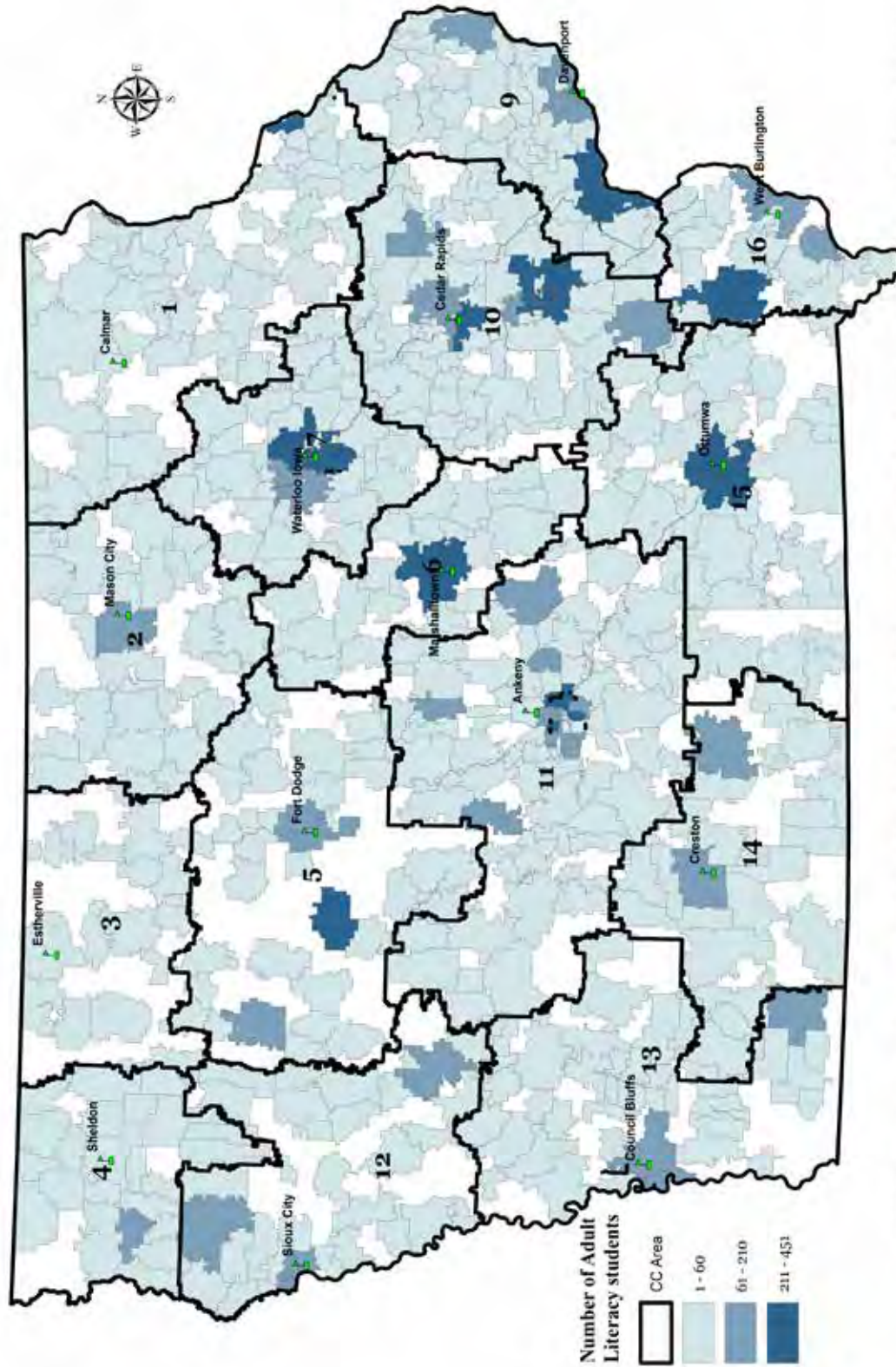
The WIOA Title II Adult Education and Family Literacy Act (AEFLA) aims to help adults obtain employment, become full partners in the educational development of their children, improve economic opportunities for their families and successfully transition to postsecondary education and training. The National Reporting System (NRS) for Adult Education is the accountability system for the federally funded AEFLA state-administered adult education program. Data submitted to the NRS are based on the adult education program year, which coincides with Iowa’s fiscal year (July 1, 2019 - June 30, 2020). The NRS specifies parameters for students to be included in reporting to the U.S. Department of Education’s Office of Career, Technical and Adult Education (OCTAE). Eligibility for enrollment includes persons who are at least 16 years of age and are neither enrolled nor required to be enrolled in

secondary schools under Iowa Code Chapter 299.1A, and who meet one of the following requirements:

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

Once enrolled, an NRS-approved assessment is provided, along with a minimum of 12 hours of instruction, in order to qualify as an NRS participant. While only a portion of Iowa’s overall population is served by AEL programs, learners were assessed on measures fundamental to academic and vocational success. These measures include achieving education level gains, attaining secondary diplomas, entering and retaining employment and transitioning to postsecondary education or training.

FIGURE 3-40: MIS-REPORTED ADULT LITERACY PROGRAM ENROLLMENT BY ZIP CODE AREA: 2020



Counts include 13,265 Adult Literacy students with valid Iowa ZIP codes. Counts do not include students with not reported ZIP codes or ZIP codes outside of Iowa. White areas represent zip code areas with no reported students.



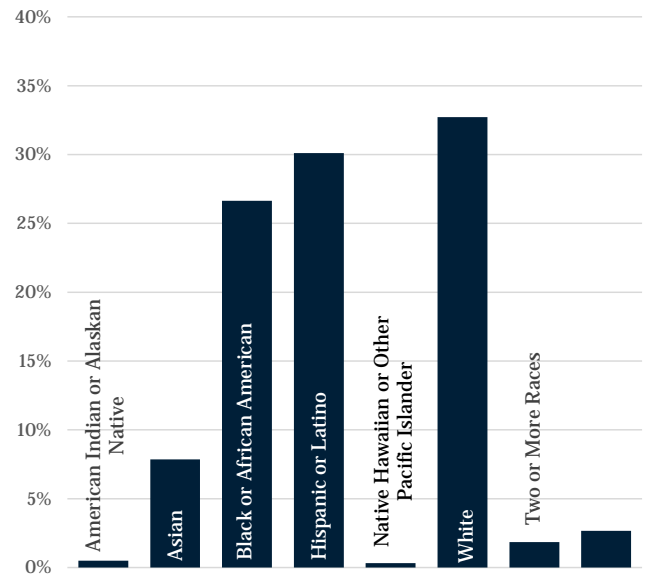
NRS Enrollment in Instructional Programs

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

ABE instruction had the most enrollees in AY19-20 with 5,319 participants, or 56.1 percent of total enrollment, while ESL had 4,159 participants, or 43.9 percent of total enrollment (Figure 3-42). ESL enrollment has continued to decrease with a five-year average of 6.5 percent, while ABE also has a five-year average decrease of 2.4 percent.

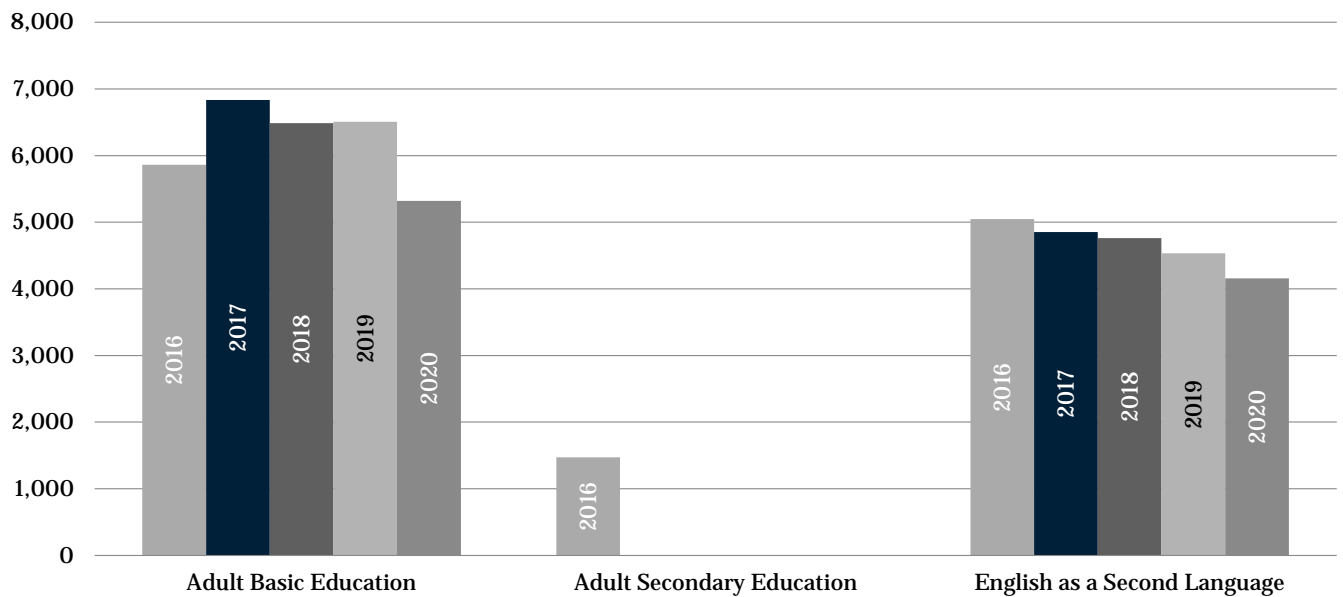
Of those who were both enrolled in AY19-20 and federally reported, 50.7 percent were female and 32.7 percent self-identified as white. Another 30.1 percent of participants identified themselves as Hispanic or Latino, 26.6 percent as black or African American

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



and 7.9 percent as Asian. The remaining three categories (American Indian, Hawaiian or Pacific Islander and two or more races) combined for 2.7 percent of the participants (Figure 3-41).

FIGURE 3-42: PROGRAM ENROLLMENT AS REPORTED ON NRS: 2016- 2020



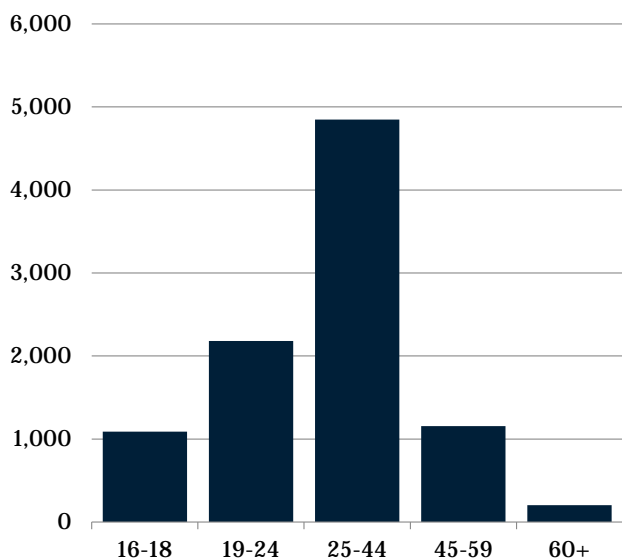
* Adult Secondary Education is combined with Adult Basic Education beginning in 2017.



The largest age groups served by AEL programs in AY19-20 were 25 to 44 years of age with 4,847 students (51.1 percent) and ages 19 to 24 with 2,182 students (23.0 percent). The next largest age category was 45 to 59 with 1,155 students (12.2 percent), slightly higher than the 16 to 18 age group with 1,091 students (11.5 percent) (Figure 3-43).

The three highest barriers to employment, as self-identified by participants upon entry into the AEL programs, include being an English Language Learner, having low literacy, or experiencing cultural barriers (37.1 percent); being low-income (2.8 percent) and being a single parent (1.9 percent). It is important to note that participants could indicate more than one barrier.

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



References

- [1] Carnevale, A. P., Jayasundera, T., and Gulish, A. (2016). *America's Divided Recovery: College Haves and Have-Nots*. Georgetown University Center on Education and the Workforce. Retrieved November 24, 2020 from <https://cew.georgetown.edu/cew-reports/americas-divided-recovery/>.
- [2] Snyder, T.D., Tan, A.G., & Hoffman, C.M. National Center for Education Statistics. (2003). *Digest of Education Statistics* (Report No. 2005025). Washington, DC: NCES.
- [3] U.S. Department of Education. *Integrated Postsecondary Data Systems*. (2017). Washington, DC: Author.
- [4] U.S. Department of Education. *Integrated Postsecondary Data Systems*. (Fall 2017). Washington, DC: Author.





Student Success and Institutional Performance

Credit Student Awards, Reverse Credit Transfer, Noncredit Completion, VFA, Adult Education Outcomes and Graduation, Transfer and Success Rates

Success differs based on each student’s end goal, whether it be earning a credential or degree, transferring credits, acquiring basic skills or gaining new skills to improve employment prospects.

There are a variety of reasons students enroll at a community college. Some intend to earn credits that can be transferred to a four-year college or university, while others are interested in earning a diploma or an associate degree. There are, therefore, different ways to measure their success. The time it takes to complete an award, employment and wages the student earns after graduation and the completion of adult education and literacy (AEL) programs are all metrics used by the Department to measure student success.

CREDIT STUDENT AWARDS

Academic-year credit award figures include students who received any type of community college award during the academic year (first day of fall term 2019 through the day preceding the first day of fall term 2020). There are a variety of credit student awards granted by Iowa community colleges, including:

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

CREDIT AWARDS

LARGEST AWARD TYPE:

ASSOCIATE OF APPLIED SCIENCE (AAS)

23 MORE THAN ASSOCIATE OF ARTS

NUMBER OF AWARDS:

16,413

DECREASE SINCE AY18-19

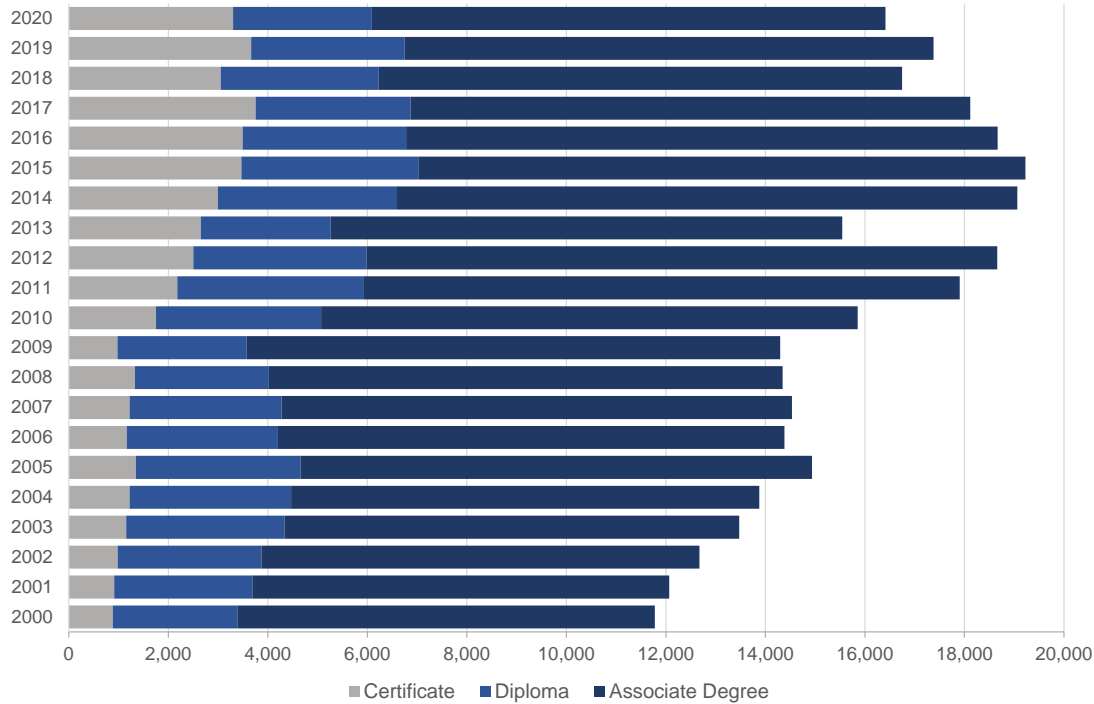


5.5%

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

In AY19-20, the total number of credit awards was 16,413, a decrease of 5.5 percent, with the exception of Associate of Science (AS), which had an increase of 2.3 percent. All other types demonstrated smaller numbers. Associate of Arts decreased by 0.9 percent; Associate of General Studies (AGS) decreased by 11.1 percent; Associate of Applied Arts (AAA) decreased by 14.3 percent; Associate of Applied Science (AAS) decreased by 4.9 percent; Associate of Professional Studies (APS) decreased by 19.2 percent; diploma awards decreased by 9.5 percent and certificate awards decreased by 9.9 percent. The award rate (number of awards per number of students) decreased from 13.5 percent in AY18-19 to 12.9 percent in AY19-20.

FIGURE 4-1: CREDIT AWARDS BY TYPE: 2000 - 2020

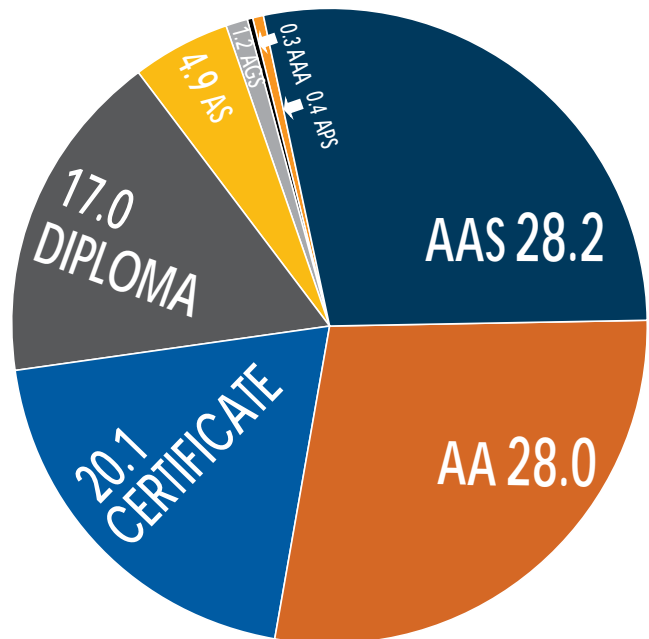


On average, the number of awards conferred by Iowa community colleges has been growing 1.7 percent annually since tracking began in FY2000. Overall, the number of awards has been relatively steady since 2006, and despite a data collection change in 2013*, it rose continuously from 2010 through 2015 (Figure 4-1).

Historically, AA awards have comprised the majority of all awards granted; however, for the fifth time in the history of the community college management information system (MIS), more AAS degrees (4,623) were awarded in AY19-20 (28.2 percent of all awards) than any other type of award, including AA awards (4,600), which comprised 28.0 percent of total credit student awards granted.

A total of 3,302 certificates were awarded in AY19-20, which represented 20.1 percent of total awards, down from 21.1 percent in AY18-19. Diploma awards accounted for another 2,788 awards, which represented 17.0 percent of total awards. A total of 798 AS degrees were awarded in AY19-20, comprising 4.9 percent of total awards, up slightly from 4.5 percent in AY18-19. AGS awards decreased from 226 in AY18-19 to 201 in AY19-20, representing 1.2 percent of total awards. APS degrees decreased from 73 in AY18-19 to 59 in AY19-20, representing 0.4 percent of total awards, and AAA degrees decreased

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

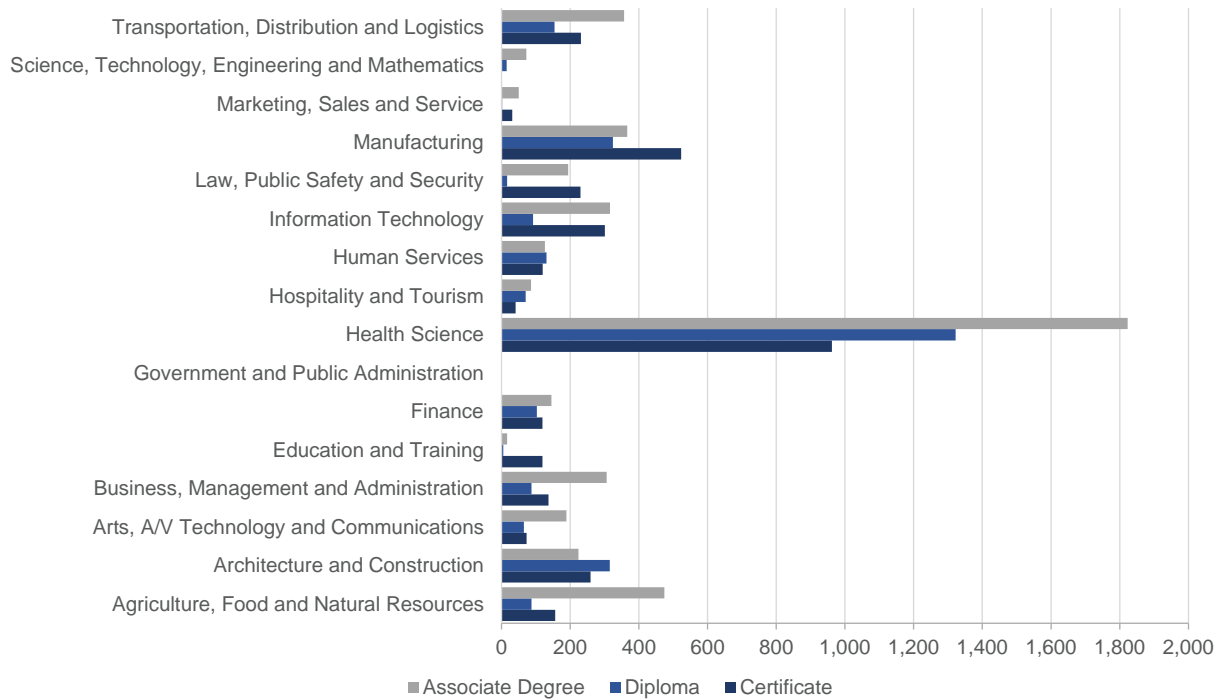


from 49 to 42 awardees, representing 0.3 percent of total awards (Figure 4-2).

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



FIGURE 4-3: CTE PROGRAM AWARDS BY TYPE



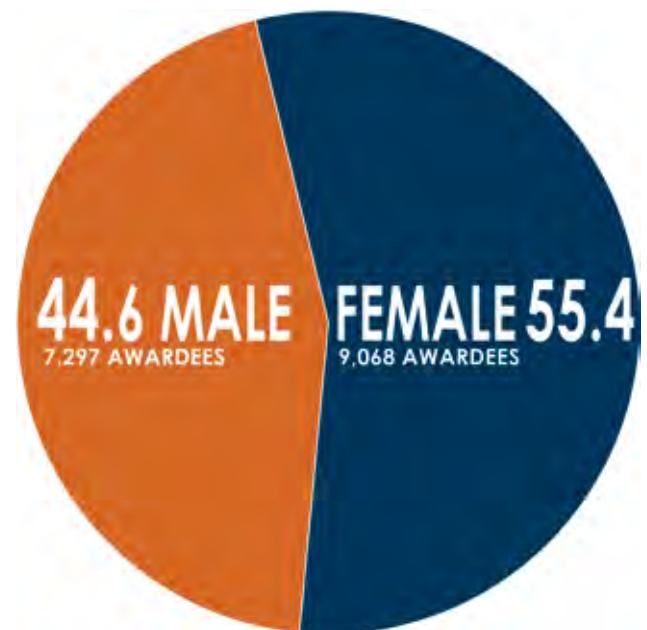
The distribution of career and technical education (CTE) awards by program of study has remained fairly consistent over the past five years. Again in AY19-20, out of the 10,834 CTE program awards granted, the largest number of awards (4,107) was in Health Science (37.9 percent), followed by Manufacturing (1,213); Architecture and Construction (798); Transportation, Distribution and Logistics (742); Agriculture, Food and Natural Resources (717); Information Technologies (709) and Business, Management and Administration (530). As has been the case over the last 19 years, the prevailing number of CTE awards were associate degrees (43.7 percent), followed by certificates and diplomas (Figure 4-3).

since AY15-16, that trend has moved toward a more proportional award distribution by gender. In AY19-20, female students comprised 55.8 percent of Iowa’s community college enrollment, while earning 55.4 percent of all awards (Figure 4-4).

Awardee Demographics

Nationally, female students earn more awards than male students, with female students earning 56.2 percent of all awards granted by U.S. public two-year institutions [1]. Historically, the same has been true in Iowa community colleges, where the largest group of awardees have been white female students in health science programs. Female students have comprised approximately 55 percent of credit enrollment for the past 19 years and have typically earned a higher proportion of awards (about 60 percent); however,

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



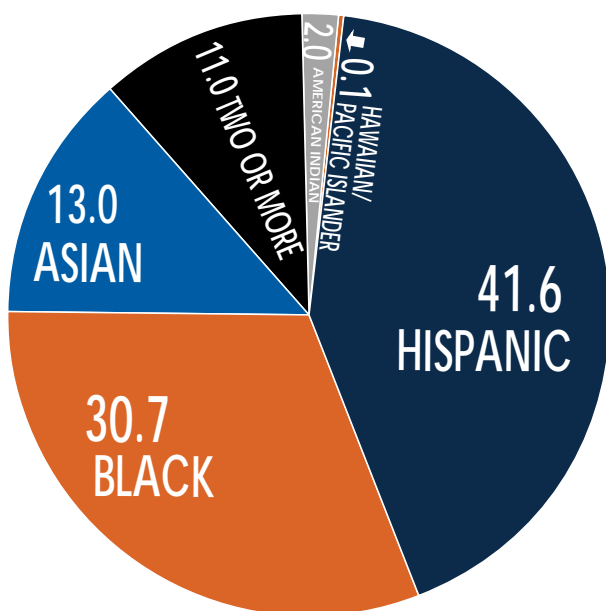
* The total number of male and female awardees is less than the total number of credit awards since not all awardees reported their gender.

White students comprised 76.3 percent of Iowa community college enrollees in AY19-20 and 79.4 percent of all awards earned. Nationally, however, white students comprised 54.3 percent of all public two-year institution award recipients [1].

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

The distribution of awards among racial minorities does not always mirror enrollment. For instance, Hispanic enrollees became the largest racial/ethnic minority group of enrollees (37.4 percent) in AY19-20, bypassing black enrollees (32.6 percent); however, there was a bigger disparity in the distribution of awards earned by racial/ethnic minority students, with Hispanic students earning 41.6 percent of the awards versus black students who earned 30.7 percent (Figure 4-5).

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



Electrical technology student at Southwestern Community College

Similar to all awardees, the overwhelming majority of awards received by racial minorities in AY19-20 were associate degrees (60.1 percent), followed by certificates (23.9 percent) and diplomas (16.0 percent) (Figure 4-6).

Female students earned the majority of all CTE awards (52.9 percent). As previously stated, 37.9 percent of all CTE awards in AY19-20 were in Health Science. Of these, 87.2 percent were earned by female students (3,575 awards). Female students also earned the majority of awards in six of the 16 career clusters, including Business, Management and Administration; Human Services and Finance, while male students received significantly more awards in Manufacturing; Architecture and Construction; Transportation, Distribution and Logistics; Information Technology; Agriculture, Food and Natural Resources and the remaining five career clusters (Figure 4-7).



FIGURE 4-6: CREDIT STUDENT AWARDS BY RACIAL/ETHNIC MINORITY GROUPS: 2000 - 2020

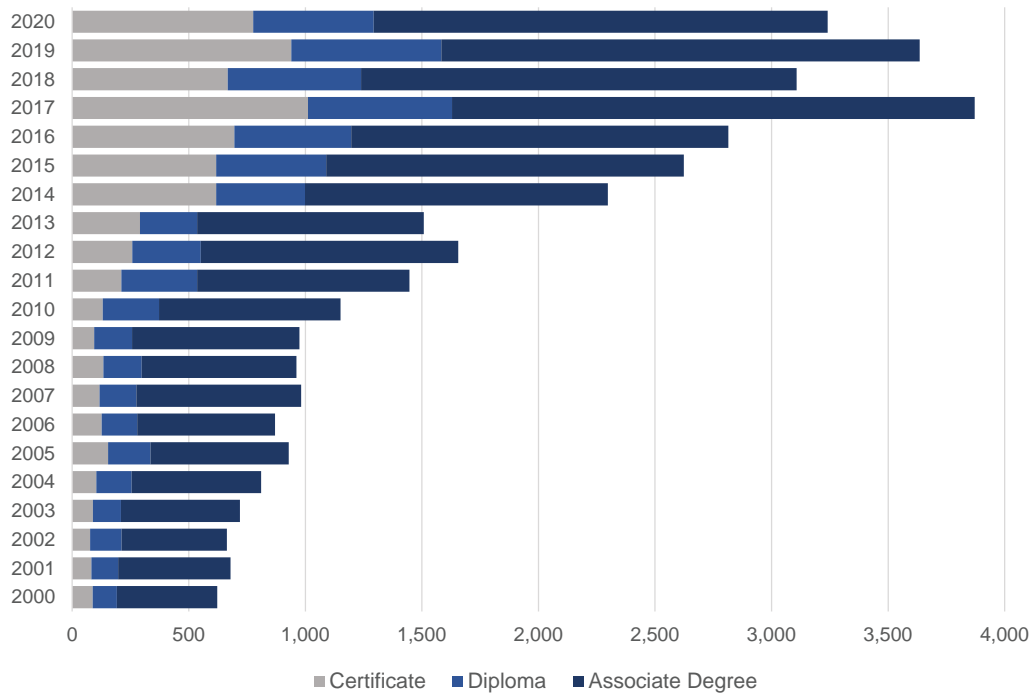
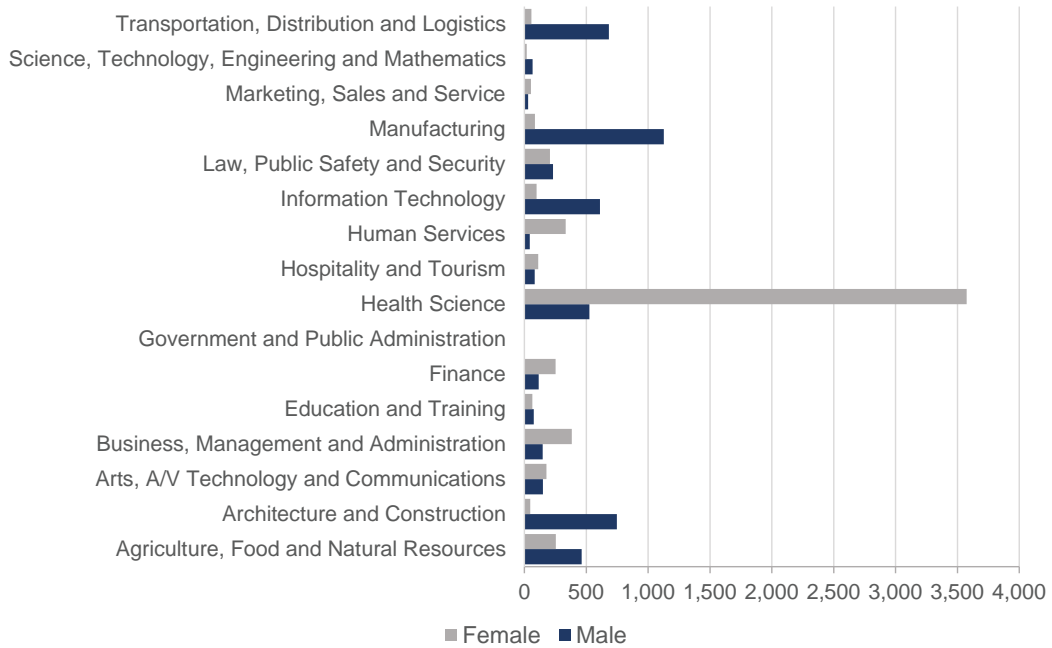


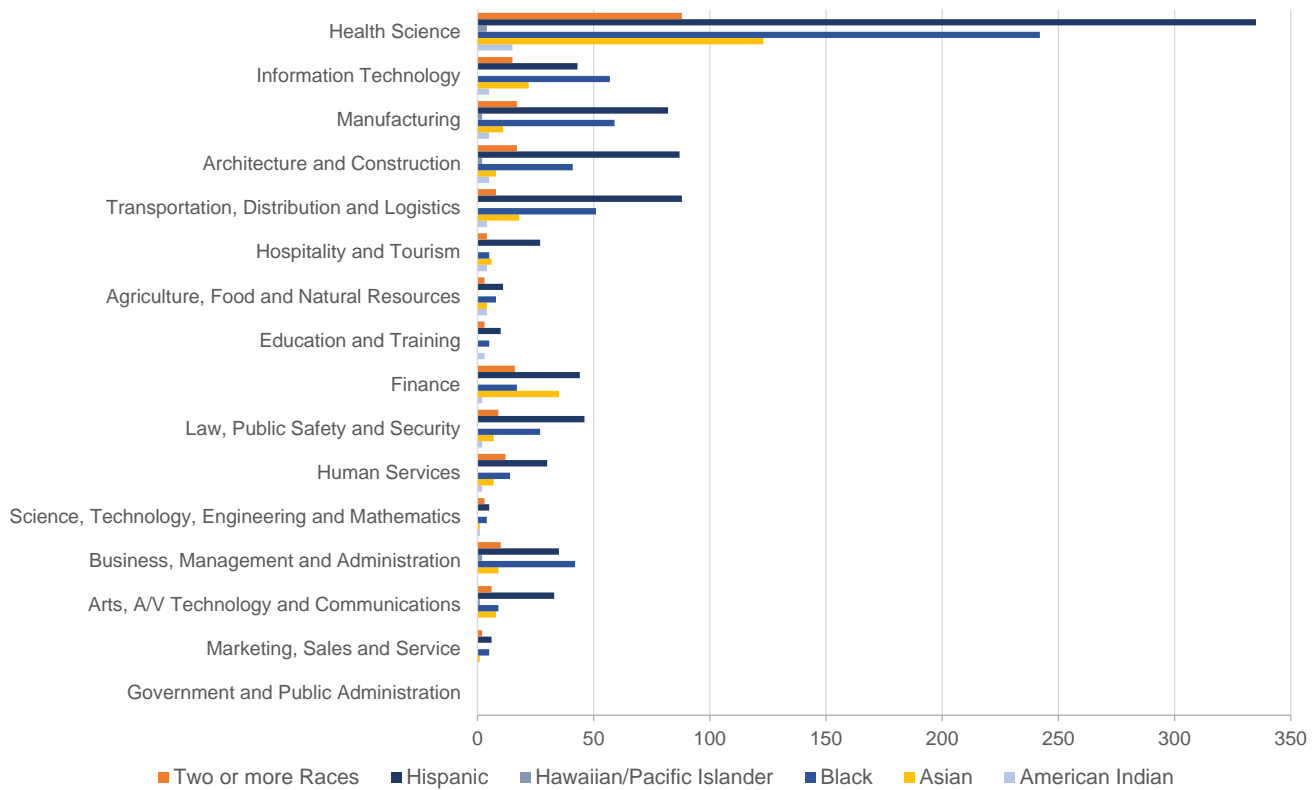
FIGURE 4-7: CREDIT STUDENT AWARDS BY GENDER AND CAREER CLUSTER



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



FIGURE 4-8: CREDIT STUDENT AWARDS BY CTE PROGRAM AND RACE/ETHNICITY



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

Similarly, the majority of CTE awards received by racial/ethnic minority students were in Health Science programs (807), followed by awards in Manufacturing (176) (Figure 4-8). This distribution pattern is consistent with the pattern for the general cohort of awardees.

Award Rates and Distribution in Other States [1]

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

Among eight contiguous states, Iowa community colleges ranked fourth in percentages of total awards versus total enrollments, with South Dakota ranking first (28.9 percent); fourth after South Dakota, Missouri and Minnesota in associate degrees versus all enrollment; fifth in all awards versus FTEE and fourth in associate degrees versus FTEE (Figure 4-9).

Nationally, the percentages of all awards versus all enrollment in public two-year institutions was 13.5 percent. Iowa community colleges were above average with 18.8 percent. Similarly, Iowa was above the national average (7.4 percent) in associate degrees versus all enrollment with 8.3 percent; below the national average (32.8 percent) in all awards versus FTEE with 31.2 percent and below the national average (18.0 percent) in associate degrees versus FTEE with 13.8 percent (Figure 4-10).



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

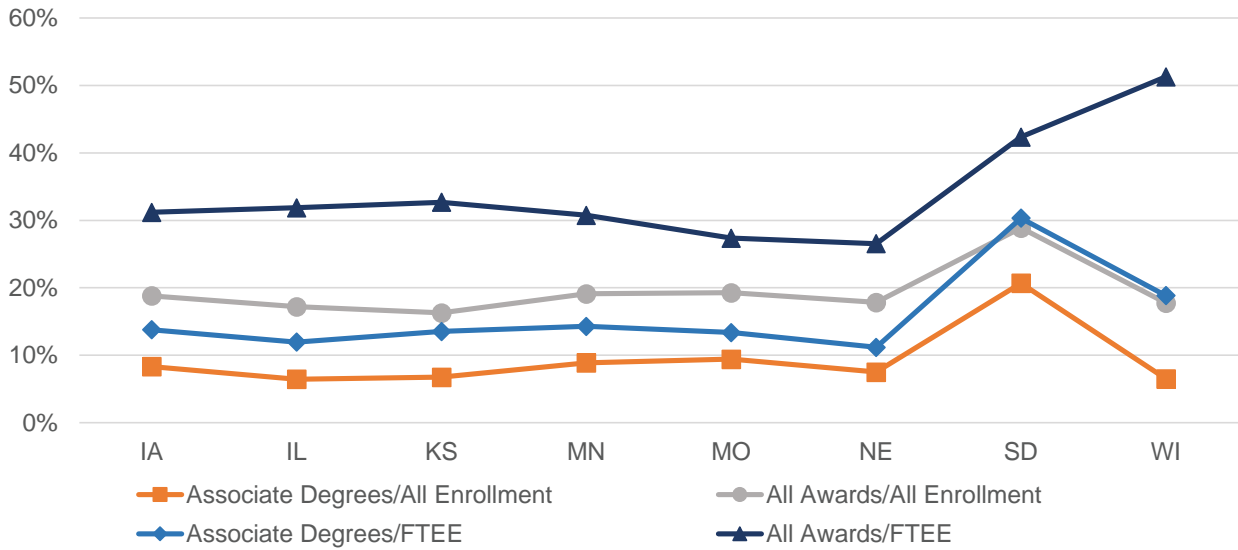
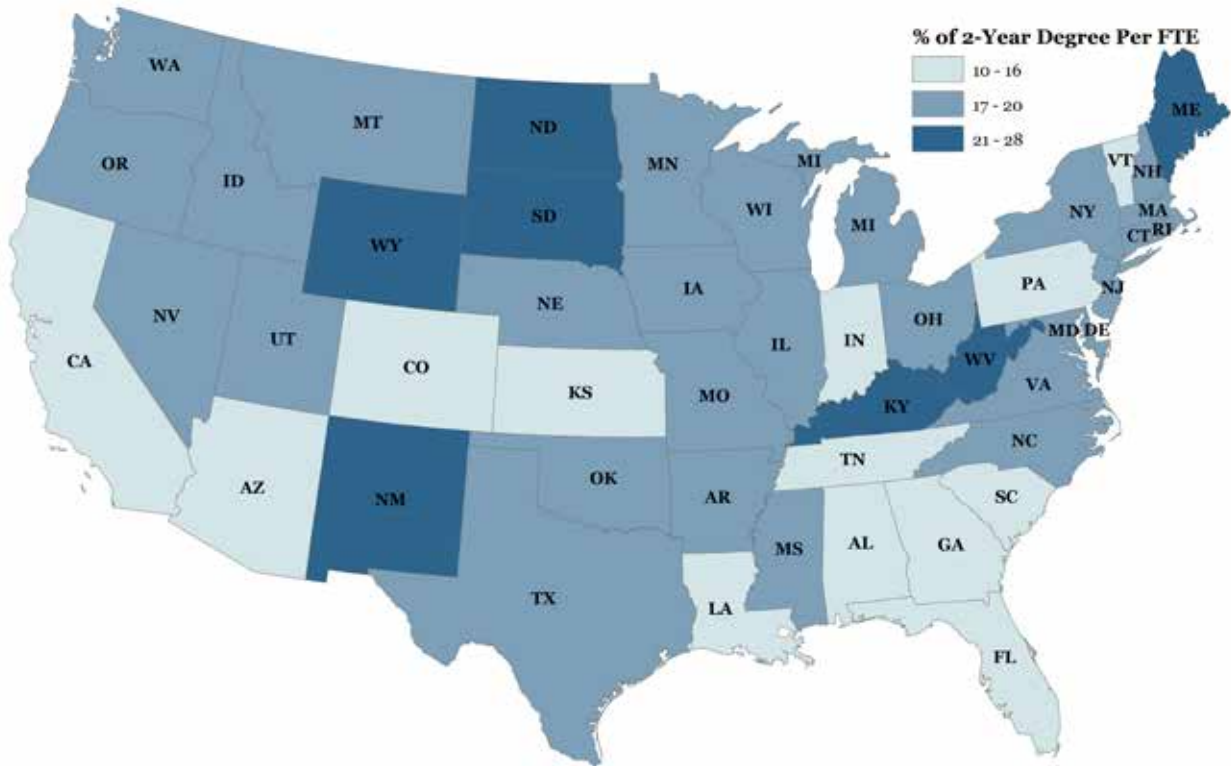


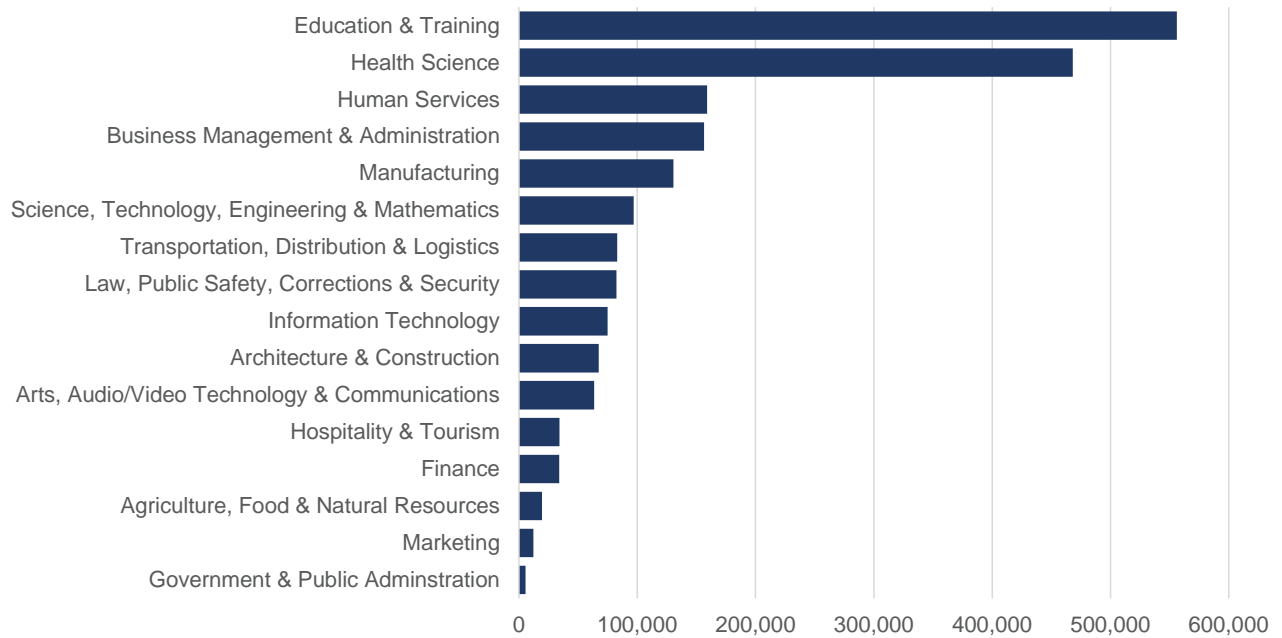
FIGURE 4-10: PERCENT OF TWO-YEAR DEGREES PER FTEE, TWO-YEAR PUBLIC INSTITUTIONS: 2017



Although national data does not classify program areas in the same educational clusters that Iowa utilizes, recent data aggregated by career clusters are analogous to Iowa community colleges. For example,

like Iowa, most awards were granted in general studies programs intended to prepare students for a four-year degree, followed by health/clinical sciences (Figure 4-11).

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



Students of Iowa Valley Community College District



REVERSE CREDIT TRANSFER

Iowa's community colleges and public universities developed the reverse credit transfer (RCT) partnership to facilitate the awarding of community college credentials based on previous work at a community college and current university coursework. This "reverse" credit provides transfer students an opportunity to attain an associate degree, diploma or certification. The agreement builds on many existing collaborative arrangements between the institutions that promote the success of community college students as they transition to Iowa's public universities.

Iowa community college transfer students have the opportunity to participate in the reverse credit transfer agreement by indicating their interest at the time of application to the university. The university then works with the community college from which they transferred to apply university credits toward associate-level awards.

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

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

Sending a university transcript to a community college does not guarantee the granting of a degree or other credential. This is at the discretion, and subject to the degree and residency requirements, of the community college as the award-granting institution.

Iowa's 15 community colleges and three public four-year universities approved a new partnership to increase RCT outcomes in AY17-18. The agreement, which utilizes the National Student Clearinghouse's Reverse Transfer Service, is expected to boost college completion rates and generate a significant increase



Students at Des Moines Area Community College

in the number of community college credentials awarded. In AY19-20, Iowa's three public four-year universities sent 1,695 potential student candidates (down 25.0 percent from AY18-19) for RCT through the Clearinghouse data exchange site for community colleges to evaluate. This decrease is likely due to improvements in the four-year universities filtering the data to only include students that have opted-in and have not already earned an associate's degree.

Iowa's 15 community colleges confirmed and awarded 61 associate degrees in AY19-20 from the group of 1,695 potential student candidates, which was down from 110 degrees awarded the previous year. Of the 61 reverse credit awards, the AA (78.7 percent) was the primary degree earned, followed by AS (16.4 percent) and AAS (4.9 percent). Reverse credit degree earners were primarily female (52.5 percent) compared to male (39.0 percent), and in terms of race/ethnicity, white students (65.6 percent) earned the most degrees, followed by Asian students (8.2 percent), then Hispanic students (6.6 percent) and Black students (4.9 percent).

A steering committee continues to review state processes in order to find ways to increase the efficient review of potential student candidates for completion of community college awards. Three subcommittees of the steering committee annually meet to review RCT advising and degree audit processes, marketing and participation criteria, and assessment and reporting outcomes.

NONCREDIT PROGRAM COMPLETION

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

In AY19-20, noncredit awards decreased by 18.4 percent over last year with 32,138 students receiving 35,540 noncredit awards. The majority of these (76.8 percent) were industry-awarded credentials designed to lead to or enhance employment opportunities, and were provided by third-party certification or state/federal regulatory agencies. The large increase is partially due to the fact that Cardiopulmonary Resuscitation (CPR) certifications are now processed by the American Heart Association®. Other examples of industry credentials include certified nursing assistant (CNA) and coaching certification/licensure. Local program completions comprised another 21.2 percent of all awards. These credentials are skill-based programs developed by community colleges to fill a workforce need identified through local sector partnerships or boards.



Mechanical systems students at Hawkeye Community College

NONCREDIT AWARDS

NUMBER OF AWARDS	INDUSTRY AWARDED
35,540	76.8%
GAP NONCREDIT PROGRAM COMPLETIONS	GAP INDUSTRY CREDENTIALS EARNED
449	243

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

Community colleges also report program completions funded by the state's Gap Tuition Assistance program (GAP) within this section of reporting. During AY19-20, there were 449 MIS-reported students who completed GAP noncredit high-demand programs during AY19-20. An additional 243 students completed industry credentials under GAP.

Individual program reports published by the Department provide additional data about noncredit program completers. The *Iowa Community Colleges Employment Outcomes: Noncredit Career and*

Technical Education (CTE) Programs report, published in November 2020 and representing students who completed their training in AY 2018 and matched 2019 wage records, finds that Iowa workers seeking high-demand jobs can quickly acquire the skills and training needed to enter growing industries without having to earn two- or four-year degrees.

This annual report, released by the Iowa Department of Education in partnership with Iowa Workforce Development, is nationally recognized as a first-of-its kind, containing state-level data on



the education, employment and earnings of students who enroll in noncredit CTE programs at Iowa's 15 community colleges. The report shows that students completing noncredit CTE programs at Iowa's community colleges experience high rates of success.

Unlike credit-bearing courses, which are generally designed for students interested in earning college credit towards a degree or certificate, noncredit CTE programs prepare individuals for direct entry into the workforce, satisfy continuing education units required of certain occupations, offer custom job training to meet the needs of local employers or provide a means for individuals to upgrade skills for their current jobs.

Among the 2020 study findings:

- » 62.0 percent of noncredit CTE students were 25 years or older as compared to 28.8 percent of credit students.
- » 24.6 percent of noncredit CTE students were of a racial or ethnic minority group as compared to 23.1 percent of credit students.
- » Upon exiting their noncredit CTE programs,

87.7 percent of the students were employed within the first year and 88.2 percent of them were employed in Iowa.

- » 21.0 percent of noncredit students continued into credit-bearing programs.
- » 4.6 percent of noncredit CTE students held previously earned postsecondary degrees.
- » Overall, wages increased 11.2 percent for individuals in the first year after exiting a noncredit CTE program.
- » The top industry for employment following program exit was health care, followed by manufacturing, transportation and construction.
- » The short-term programs which required 32 to 99 contact hours and resulted in the highest percentage of employment included civil engineering technician (99.3), fire science (96.6), medication aide (96.3) and business administration (94.7).

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



Students in the greenhouse at Western Iowa Tech Community College

Feature Spotlight

Guided Pathways Open the Door for Greater Student Success



Funded by a \$1.3 million grant, Iowa's community colleges are developing guided pathways initiatives and programs to support student success, from initial enrollment to completion

In June 2019, the Iowa Department of Education was awarded a \$1.3 million grant from Ascendium Education Group to support guided pathways development and implementation at Iowa's community colleges through December 2021. Within this initiative, colleges are focused on building unique and available pathways at each community college, putting structures in place to help students start and stay on a guided pathway, and ensuring that all students are engaged and learning. Guided pathways are not only making a positive impact on student success by improving persistence and completion, they are also changing the way institutions serve their students, as can be seen through the initiatives of three Iowa community colleges.

NICC: Career Learning Link & Beyond

One of the primary ways Northeast Iowa Community College has instituted the guided pathways framework is through work-based learning experiences designed for its youngest demographic: concurrently enrolled students. Through funding from the Department of Education's Iowa Intermediary Network grant, foundation dollars, grants and general funds, students are connecting with local business leaders and industries via the Career Learning Link. In this program, students follow the work-based learning continuum of awareness, exploration and workplace preparation to ensure they are pursuing the correct pathway. This fall, 21.4 percent of the 2020 participants enrolled as degree-seeking students at NICC.

Beyond concurrently enrolled students, NICC uses the guided pathways initiative as a way to positively affect the student experience, from a student's first contact with the school to completion. A combination of awareness campaigns about guided pathways, the work of success coaches, changes to program structure, new practices and assessments for student intake and support services and enhanced instructional methods all work together to simplify decision-making to help students complete programs more efficiently. The guided pathways initiative at NICC has shown success through higher-than-average matriculation rates for the last five years, and through the fall-to-fall retention rate, which went up 4.0 percent between 2019 and 2020.

SCC: Student Success Advocates

At Southeastern Community College, staff are hard at work on the goal of connecting all students to a success coach, known locally as a student success advocate. These advocates will use guided pathways as a framework to provide students direct educational guidance and support services. Services include one-on-one meetings,

workshops, career and academic goal identification, collaborative course and program advice, personal and social resource and referral assistance and academic support and resources to empower students to outline their personal, academic and professional goals and move confidently toward achieving them.

Student success advocates work proactively to connect with students, rather than waiting for students to identify an issue and seek out support. By initiating conversations with a student about all of their needs—financial, social, developmental, cultural, vocational and personal—the advocate can provide relevant guidance in the context of where the student is and where they would like to go. This process acknowledges the whole student and works to tackle any issues that may emerge in any aspect of their life. Advocates have the training and skills to work effectively an individual level and provide a clear path toward educational and career possibilities that are fulfilling for each student.

SWCC: SDV 108 – The College Experience

Since 2009, Southwestern Community College has offered SDV 108 – The College Experience as a one-credit, eight-week course that provides students with the tools they need to succeed in college. Within this course, students meet with their academic advisors early in their college experience to map out their academic plans, setting semester-by-semester layouts of the courses they will need to earn their diplomas. This course has proven so successful that it is now required for every student.

By working within the guided pathways framework of making plans for success early in a student's college career, SWCC has seen results such as students being more prepared for registration by having their courses, goal GPAs and relevant coursework in mind, as well as improved fall-to-spring and fall-to-fall retention of students. Since students have the tools they need to think beyond their first semester, they are more confident that they are on track to achieve their professional and academic goals. The influence of this guided pathways framework has also encouraged SWCC to evaluate their advising practices and its impact on student success so that advisors can continue to meet evolving student needs.

As the guided pathways initiative is developed and implemented through 2021, more supports for student success will continue to emerge at Iowa's community colleges, leading to highly skilled and passionate individuals who are better prepared to join communities and industries across the state.

VOLUNTARY FRAMEWORK FOR ACCOUNTABILITY (VFA)

The VFA was designed by the American Association of Community Colleges (AACC) to serve as an accountability framework for community colleges, with success measures tailored for these open access institutions. The Department funds the VFA membership costs for the colleges and serves as the data clearinghouse to ensure consistency in data reporting.

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

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

A key to the success of student completion goals is reaching credit thresholds. Approximately 50.5 percent of Iowa’s two-year main cohort (starting in fall 2017) students reached a credit threshold of 30 or more credits as compared to 41.1 percent of all VFA students in the comparable cohort (211 colleges); however, these Iowa students slightly underperformed their VFA cohort peers on a measure of first-term credit success rate (with grades of C- or higher) with Iowa students succeeding at 70.2 percent and the full VFA comparison cohort succeeding at 71.6 percent. Results showed similar patterns for the

VFA COHORTS

AY13-14 MAIN COHORT

PERCENT WHO EARNED AN AWARD OR TRANSFERRED WITHIN SIX YEARS

64.2%

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

PERCENT WHO REACHED A CREDIT THRESHOLD OF 30 OR MORE CREDITS

46.4%

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

AY16-17 MAIN COHORT

MEDIAN WAGES OF NONCREDIT CTE PROGRAM COMPLETERS

\$37,728

MEDIAN WAGE INCREASE AFTER PROGRAM COMPLETION

↑ 39.8%

smaller cohorts of credential-seeking and first-time-in-college cohorts.

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

VFA’s two-year main cohort (fall 2017 students) data also measures the early success of community college students. Of Iowa’s main cohort of students, 73.9 percent are retained from fall to the next term compared to 70.5 percent of students in the VFA main cohort comparison (209 colleges). 26.0 percent of these Iowa students have completed their course



of study by the end of year two as compared to 15.7 percent of the VFA benchmark cohort. Of the CTE students completing or leaving at the end of two years, 34.9 percent had achieved an Associate’s degree as compared to 24.5 percent of the VFA benchmark group.

Of the students in Iowa’s two-year main cohort identified as having need in developmental mathematics, writing and/or reading, 60.2 percent attempted at least one developmental course and 42.3 percent completed all developmental coursework as compared to 74.1 percent and 44.2 percent in the VFA comparison group, respectively. More detailed success data for each development subject in those courses is available in the [Annual Report of Developmental Education in Iowa Community Colleges](#), which can be found on the Department’s website.

Noncredit data reporting to the VFA specifically focuses on students who completed a noncredit CTE program in AY16-17, as measured by either completion of the noncredit program as defined by the college, or at least 180 contact hours of noncredit

coursework. Three cohorts of data now exist for these students, and for the 7,398 students in the AY16-17 noncredit CTE completers/leavers cohort, 5,420 (73.3%) earned an industry recognized credential and 15 students transitioned to enroll in credit programs at a community college.

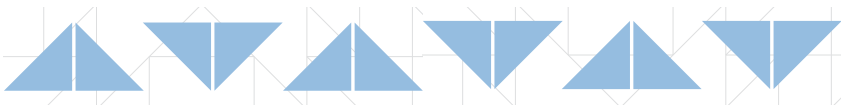
Additionally, the VFA research demonstrates that noncredit CTE programs contribute to students’ career growth as reflected by significant gains in employability and wages. Using the Iowa Workforce Development’s (IWD) Unemployment Insurance Wage Records (UIWR), an annualized median quarterly wage was calculated for students before and after enrollment in a CTE program. According to VFA reporting, median wages for Iowa community college noncredit CTE program students in the Iowa CTE cohort (in AY16-17) increased by 39.8 percent, from an annual average of \$26,984 to \$37,728 (Tables 4-1 and 4-2). More information on a student noncredit completer cohort (different from the VFA CTE cohort) regarding completion and wage outcomes is available in the [Noncredit Program Outcomes report](#) which can be found on the Department’s website.

TABLE 4-1: CTE NONCREDIT COHORT AND OUTCOMES (CTE STUDENTS WHO COMPLETED OR LEFT IN AY16-17)

	Total Students	Earned Industry Recognized Credentials	Median Wage Growth <i>*Calculated annualized median quarterly wage from IWD unemployment insurance wage records.</i>		Transition to Credit
			Prior	Post	
CTE Noncredit Completers & Leavers	7,398	5,420	\$26,984	\$37,728	15

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

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



ADULT EDUCATION AND LITERACY (AEL) OUTCOMES

A primary focus of Iowa’s adult education and literacy (AEL) programs is to help adult students acquire basic skills so they can earn a high school equivalency diploma (HSED), which will subsequently give them access to postsecondary credit education. AEL programs in Iowa’s community colleges provide many noncredit training opportunities, including skilled training for occupations in high demand. In addition, AEL program participants receive help setting employment goals based on their interests and aptitude. Using results from workforce and basic skills assessments, AEL staff work with participants to determine career readiness and skills needed to obtain a job in a desired field. Iowa tracks participants who indicate their intent to secure or retain employment as a goal during the program year.

In addition to MIS data reporting, AEL also utilizes the TOPSpro Enterprise (TE) data system for federal reports. In 2020, TE reported that 12,890 individuals received adult education and literacy services. Of those, 9,478 were reported as participants in the National Reporting System for Adult Education (NRS).



Students in the auto lab Northwest Iowa Community College

ADULT EDUCATION AND LITERACY

STUDENTS REPORTED PER NRS REQUIREMENTS:

9,478

DOWN SINCE 2010:

↓ 14.1%

37.4%

ACHIEVED MEASURABLE SKILL GAINS (MSG)

1,121

HS EQUIVALENCY DIPLOMA

Iowa’s adult education and literacy programs serve students, ages 16 and over, who are not enrolled in school and who want to improve their basic skills in reading, writing, math, listening and speaking.

WIOA Performance Indicators

Iowa is accountable to six Workforce Innovation and Opportunity Act (WIOA) performance indicators, five of which are related to participants. Measurable Skill Gain (MSG) assesses student progress for each period of participation but does not require a participant to exit. Core follow-up outcome measures are done after the participant exits and include employment in the second quarter after exit, employment in the fourth quarter after exit, median earnings in the second quarter after exit and credential attainment rate. Effectiveness serving employers, which does not directly involve a participant measure, is the last indicator.

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

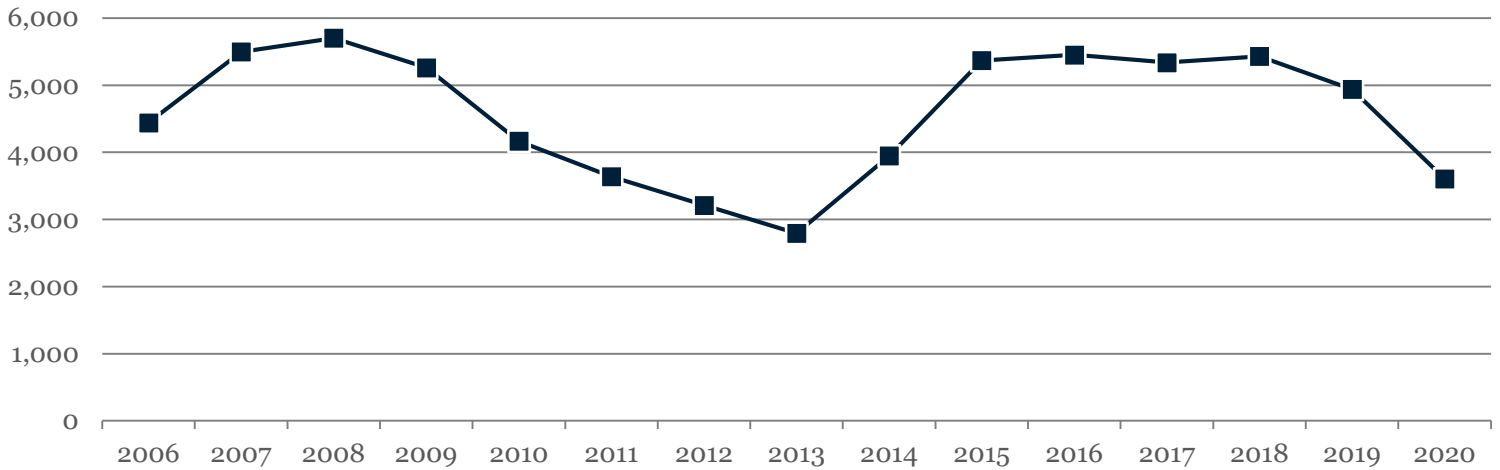
Student Performance Indicators

Measurable Skill Gain—This measure demonstrates participants’ progress toward achieving a credential or employment. For AEL programs, the NRS includes two ways participants can demonstrate an MSG: an educational functioning level (EFL) gain or receipt of a secondary credential. A participant may have more than one period of participation but only one gain per period of participation. Of the 9,642 periods of participation in 2020, 37.4 percent achieved an MSG (Figure 4-12).

Of the 9,478 participants reported in NRS, 69.9 percent self-identified their highest level of school completed as between the 9th and 12th grades. The next highest level of education was having completed high school (13.7 percent) (Figure 4-13). These self-reported grade levels indicate a starting point to



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



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

measure progress in AEL programs, in which the primary purpose is to improve basic literacy skills.

The NRS approach to measuring educational gain is to define a set of EFLs at which students are initially placed based on their ability to perform literacy-related tasks in specific content areas. Iowa’s AEL programs use the federally approved Comprehensive Adult Student Assessment System (CASAS) and Tests of Adult Basic Education (TABE) to assess all incoming students for proper grade-level placement. After recommended hours of instructional intervention, students are again assessed to determine their skill levels. If a student’s skills have improved sufficiently to place him or her one or more levels higher, an AEL gain is recorded.

In 2020, 4,440 (46.8 percent) of the total NRS reported participants persisted beyond the recommended hours and took a post-assessment. Of those who persisted, 3,591 (80.8 percent) completed an EFL or completed a secondary credential.

High School Equivalency Diploma (HSED)—For many participants in AEL programs, the main goal is to achieve a HSED. To qualify for a measurable skill gain, a student must be a participant within AY19-20 and pass all five sub-tests within the program year.

During AY19-20, a total of 1,323 participants completed all five sub-tests and had data available for matching against HSED recipients. Of those who met the age requirement this year, 1,121 were awarded equivalency diplomas in AY19-20 (Figure

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

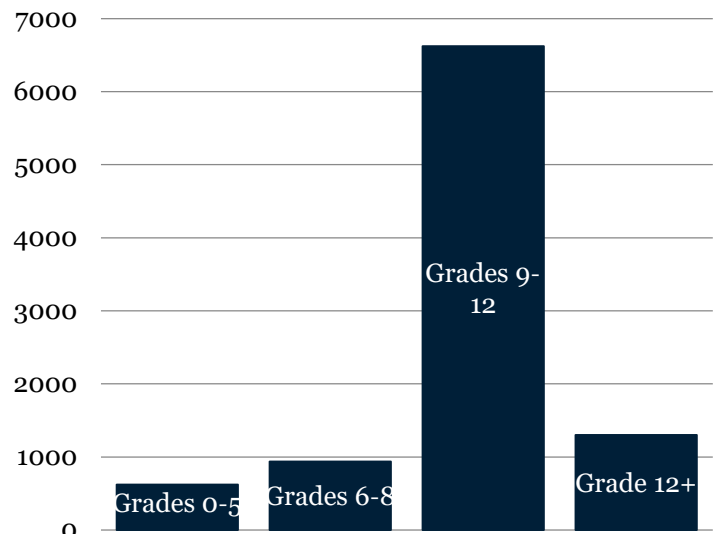
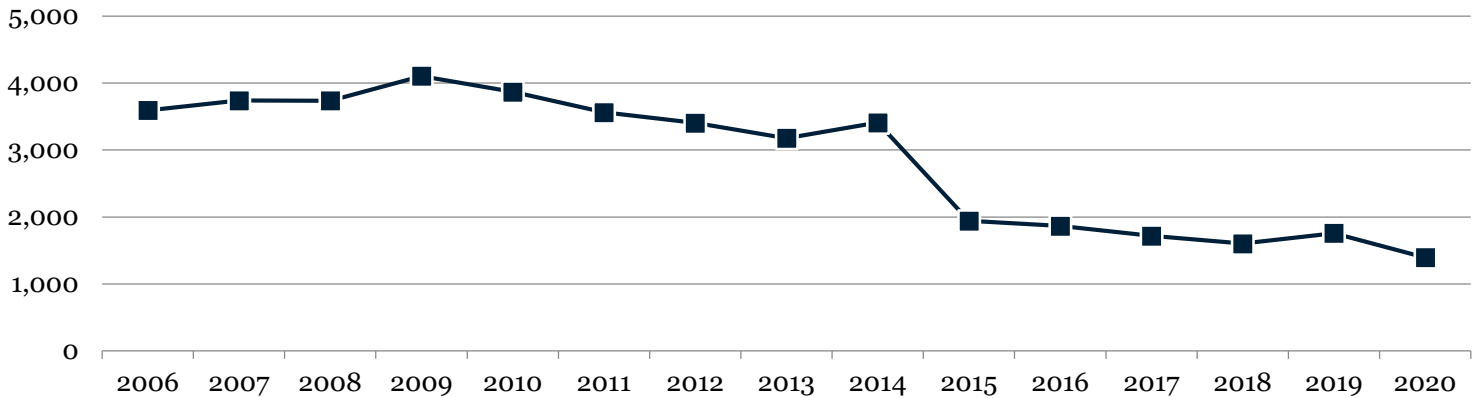


FIGURE 4-14: CORE OUTCOME MEASURE - SECONDARY DIPLOMAS: 2005 - 2020



4-14). An additional 71 students earned a HSED using an alternative pathway.

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

The new pathways, which are in addition to the HiSET®, are based on completion of an approved program consisting of at least 36 secondary credits; the completion of a regionally accredited postsecondary credential equal to or beyond an associate degree or to a resident participant who presents a postsecondary degree equivalent to an associate degree or higher from outside the United States. All of Iowa’s alternative pathways are grounded in comprehensive data, research and integrity that ensures rigor and maintains quality standards important to Iowa. An additional 40 students obtained their high school equivalency based on one of these alternative pathways in AY19-20.

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

Core Outcome Measures

To qualify for core outcomes, participants must exit the program either by completing instruction or by no longer participating; however, to be included in federal reports, they must have completed a

AEL CORE OUTCOME MEASURES: AY19-20

EMPLOYED TWO QUARTERS AFTER EXIT

57.7%

UP FROM 49.2% IN AY18-19

UP SINCE LAST REPORTING YEAR

↑ 17.3%

MEDIAN QUARTERLY WAGES

\$5,882

UP FROM \$5,472 IN AY18-19

UP SINCE LAST REPORTING YEAR

↑ 7.5%

EMPLOYED FOUR QUARTERS AFTER EXIT

55.3%

minimum of 12 hours of AEL coursework. The requirements regarding outcome measures are:

- » *Employment in the second quarter after exit*— Includes all those who exited during AY18-19 except those incarcerated.
- » *Employment in the fourth quarter after exit*— Includes all those who exited during calendar year 2017 except those incarcerated.
- » *Median earnings second quarter after exit.*— Includes all those who exited during AY18-19 except those incarcerated.
- » *Credential attainment rate*—Receipt of a postsecondary credential is permitted; receipt of secondary credential only counts if the participant is employed or in postsecondary education within one year after exit during calendar year 2018.

Iowa participates as a data-match state by partnering with Iowa Workforce Development (IWD)



for employment and wage information. In addition, the MIS and National Student Clearinghouse are used to verify postsecondary student enrollment and credential attainment.

Of the 7,857 participants who exited the program in AY18-19, 57.7 percent were able to be tracked through the databases used to match employment data and were employed the second quarter after exit, earning a median quarterly wage of \$5,882. Employment rates across the state and in categories such as distance learners, integrated education and training and corrections increased while the integrated English literacy and civics education continued to earn the highest median wage at \$9,649 (Figure 4-15).

During calendar year 2018, 7898 participants exited and 4367 (55.3 percent) were able to be tracked and found to be employed in the fourth quarter after exit. This compares to 41.3 percent the previous year.

Specific Target Populations

Within NRS-reported participants, four subsets report separately:

Distance Learners—This subset includes all participants who received more than 50 percent of their instruction through online curriculum. In AY19-20, a total of 1,170 participants were reported

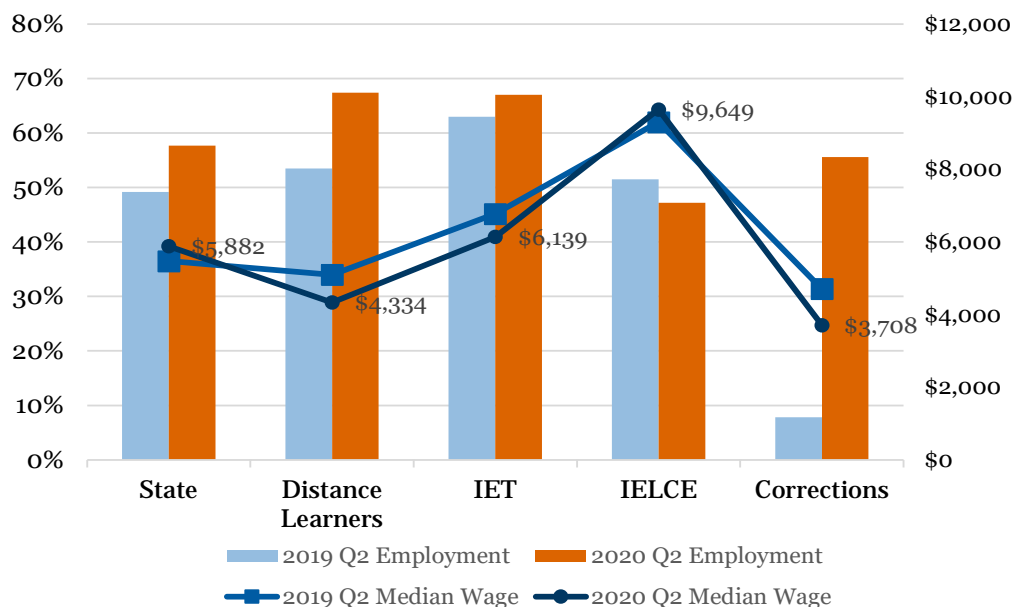
as being distance learners. This is a 65.5 percent increase over AY18-19, following a 359 percent increase of distance learners reported over AY17-18.

Corrections—In Iowa, five community colleges work with the Iowa Department of Corrections to provide AEL services. In AY19-20, 1,383 participants were included as part of the total enrollment reported in the NRS. This number does not include all of the adults served in Iowa’s correctional institutions because, as stated previously, participants must meet minimum requirements to be reported in the NRS. Of the 268 correction participants released in AY18-19 in the same quarter as exiting the program, 55.6 percent achieved employment in the second quarter after exit (Figure 4-15).

Integrated English Literacy and Civics Education (IELCE)—This subset includes the components to Integrated Employment and Training (IET) as well as a civics education component. IELCE participants fell 54.2 percent in the number of participants from 354 to 162.

By reviewing the data from each of these subsets, AEL programs are able to identify patterns and needs. During AY19-20, these subsets showed measurable skill gain results similar to the state ranging from 36.7 percent for Corrections to 38.0 percent for IET participants.

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



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

GRADUATION, TRANSFER AND SUCCESS RATES

Cohorts are defined as those students who begin college during the same term. Their progression is then traced to measure their level of success. Students seeking to earn a certificate or diploma are also included in these cohorts to provide a more comprehensive picture of community college student success. The data for the student cohort include those who:

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

To report on each of these categories, this section focused on the cohort of students who first enrolled in Iowa community colleges during the 2017 fall semester as full-time, non-high-school students and followed their progression for three years through the end of AY19-20.



Students in the dairy center at Northeast Iowa Community College

SUMMARY OF SUCCESS

OVERALL TRANSFER RATE	OVERALL GRADUATION RATE
26.0%	37.1%
FALL 2017 COHORT	FALL 2017 COHORT
OVERALL SUCCESS RATE	AVERAGE TIME TO AWARD
48.5%	2.99 YEARS
FALL 2017 COHORT	AVERAGE TIME TO AN ASSOCIATE DEGREE FOR AY19-20

Student success involves more than the completion of a credential or transfer to a four-year college or university. It also means improved skills, better job opportunities and increased economic stability.

As Table 4-3 illustrates, the fall 2017 cohort consisted of 14,450 students, of whom 5,355 earned a certificate, a diploma or a two-year award, yielding a graduation rate of 37.1 percent. Among these graduates, 3,253 did not transfer to four-year colleges or universities within the same three-year period.

Of the 14,450 students from the fall 2017 cohort, 3,750 transferred to four-year colleges or universities, yielding a transfer rate of 26.0 percent. Of these transfer students, 1,648 (43.9 percent) transferred without earning an award. The remaining 2,102 transfer students (14.5 percent of the total cohort) transferred to four-year colleges or universities after earning an award. Overall, 7,003 students from the fall 2017 cohort either transferred, graduated, or graduated and then transferred, yielding a success rate of 48.5 percent.

TABLE 4-3: SUMMARY OF OUTCOMES FOR FALL 2017 COHORT

	Transferred		Total
	No	Yes	
Graduated	No	1,648	9,095
	Yes	2,102	5,355
Total	10,700	3,750	14,450

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



Demographics of Success

Of the 14,450 students in the fall 2017 cohort, 6,645 (46.0 percent) were females and 7,805 (54.0 percent) were males. Among those students who reported their race and ethnicity, white (73.9 percent) was the majority race, followed by black (10.2 percent) and Hispanic (10.0 percent). In addition, 315 students reported themselves as Asian (2.3 percent), 119 reported American Indian and Pacific Islander (less than one percent), and 394 reported themselves as two or more races/ethnicities (2.8 percent). There

were 528 students (3.7 percent of the total cohort) who did not report their race/ethnicity.

Figure 4-16 and Figure 4-17, respectively, display graduation, transfer and success rates by sex and by race/ethnicity. As shown in Figure 4-16, female students had slightly higher rates in graduation, transfer and success than male students.

In terms of race/ethnicity (Figure 4-17), white students had the highest graduation rate (41.1 percent), followed by the not-reported group (38.4 percent) and Asian students (32.4 percent). Those who reported two or more races had the highest

FIGURE 4-16: GRADUATION, TRANSFER AND SUCCESS RATE PERCENT BY SEX: 2017 COHORT

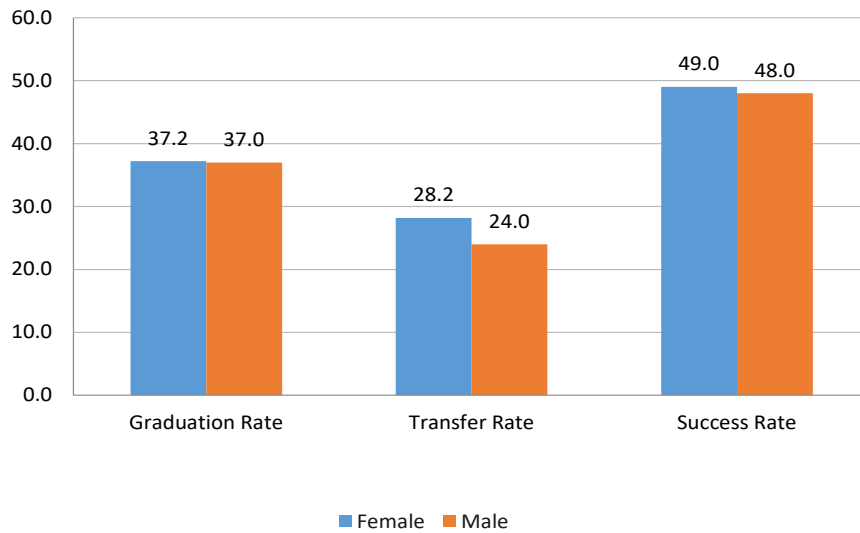
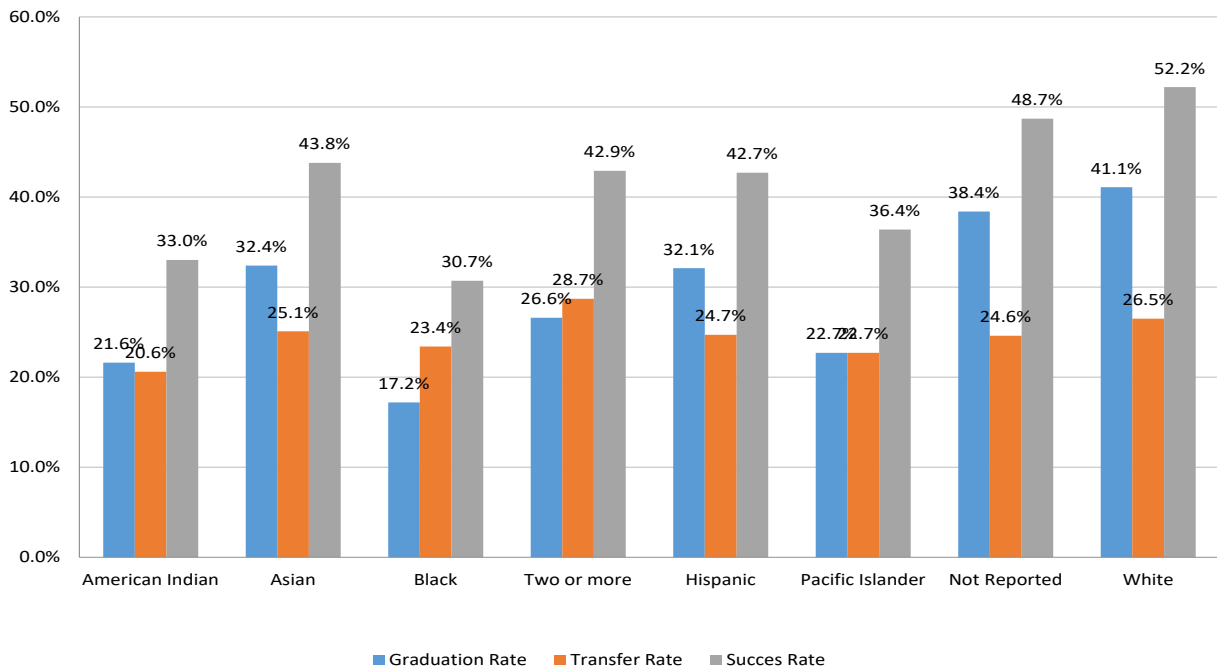


FIGURE 4-17: GRADUATION, TRANSFER AND SUCCESS RATE PERCENT BY RACE/ETHNICITY: 2017 COHORT



transfer rate (28.7), followed by white students (26.5). Regarding overall success, 52.2 percent of white students graduated, transferred, or both graduated and transferred within the tracking period, which is the highest among all racial/ethnic groups.

Education Outcomes—Wages of Graduates

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

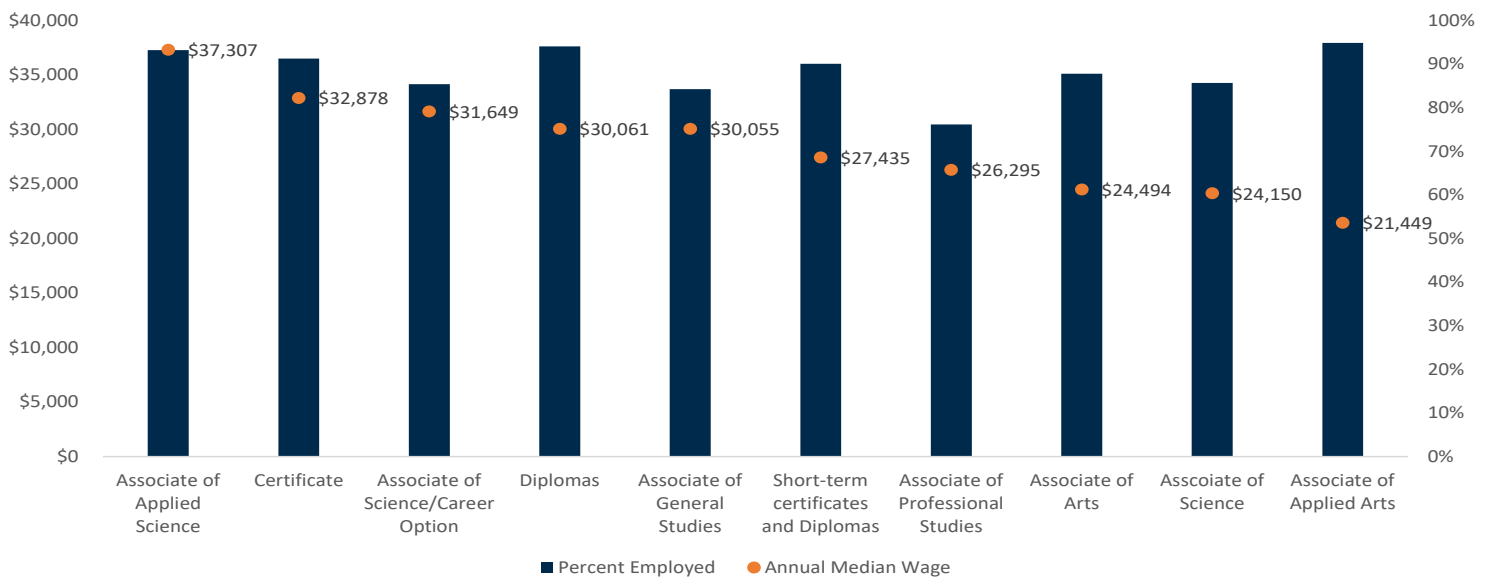
In collaboration with Iowa Workforce Development (IWD), the Department matched the education records to the Unemployment Insurance (UI) wage records and to the National Student Clearinghouse for students who received certificates, diplomas and

» Students who earned AAS degrees in AY17-18 had the highest median wages (\$38,476) within one year of graduating of all award types, followed by those who earned certificates (\$36,838).

associate degrees in the academic year 2018 (the latest cohort available).

For cohort AY18, 7,506 students did not enroll in further education after receiving awards from community colleges within the first year upon graduation. Among the 7,506 students, 6,771 students were matched to employment within the first year upon graduation, which yielded an employment rate of 90.2 percent. The median annual wage for those who were employed was \$32,093. Figure 4-18 displays the percentage of cohort AY18 who were employed in 2019 and their median wage by degree type. Students with AAS degrees had the

FIGURE 4-18: EMPLOYMENT RATE AND MEDIAN WAGE BY DEGREE TYPE: COHORT AY18



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



highest employment rate (93.5 percent), followed by students with AAA (91.9 percent) and students with diplomas (90.7 percent). In terms of median wages, students with AAS degrees had the highest median wage (\$38,476), followed by students with certificates (\$36,838).

Time to Degree

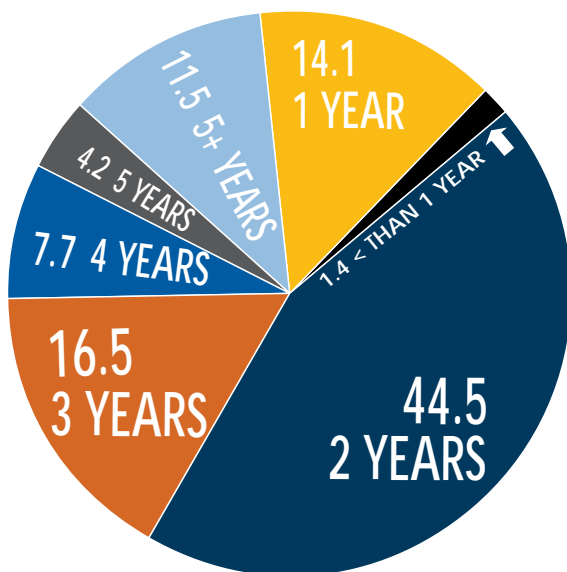
A research brief published by Complete College America shows that students who complete at least 30 semester hours of coursework during their first year “are more likely to graduate on time than students who complete fewer credits per year”. According to the report, “Students who earned...an associate degree in two years completed an average of 29.8 credits [semester hours] in their first year” [2]. Research by RTI International suggests that the national average time-to-degree for an associate degree is 38.7 months, equivalent to 3.23 years, or approximately seven semesters [3].

To compare Iowa community college students’ time-to-degree to the national average, the data of 10,112 community college students who earned associate degrees during AY19-20 were analyzed. To establish time-to-degree, those graduates were tracked back up to 10 years to the date when they were enrolled in their colleges for the first time as non-high-school students. In Iowa, students obtained their two year degrees in 2.99 years, on average, which is shorter than the national average. As shown in Figure 4-19, 60.0 percent of the students finished their program within two years, 16.5 percent required three years to obtain their degree and a total of 1,158 students (11.5 percent) spent more than five years.

Average time-to-degree was also calculated by race/ethnicity. Pacific Islanders (2.6 years) spent the least amount of time to earn their two year degrees, followed by Hispanics and students who reported two or more races, at 2.9 years. Black students and white students spent 3.0 years, on average, obtaining two-year degrees.

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

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



Manufacturing student at Eastern Iowa Community College

Additionally, time to one-year awards (known as diplomas or certificates) has been calculated. It is important to note that this time-to-award data, while interesting, can be misleading because in Iowa community colleges the credits required to complete diplomas can vary from 15 to 48 and certificates can vary from 2 to 48. During AY19-20, 5,423 students earned a diploma or a certificate. On average, students in Iowa spent 2.3 years completing a diploma or certificate. As shown in Figure 4-20, close to 50 percent of the students finished their diploma or certificate in a year or less. Thirty three percent of the students spent two or three years, and less than 20 percent of the students spent four years or more completing their diploma or certificate.

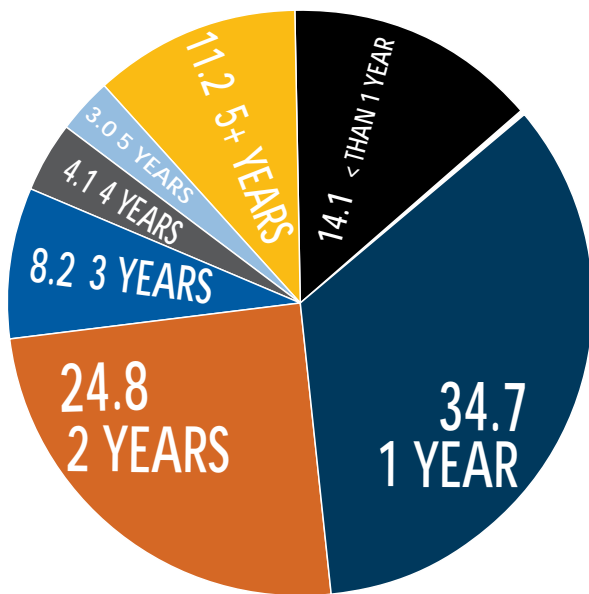
In terms of race/ethnicity, Asians spent the least amount of time earning a diploma or a certificate (1.7 years), followed by Pacific Islanders (1.8 years), Hispanics (2.0 years) and students who didn't report their race/ethnicity (2.0 years). Black students, white students, and American Indian students spent more

than 2 years completing a diploma or a certificate. Data demonstrates that it took students who reported two or more races the longest time (2.4 years) to earn a diploma or a certificate.

References

- [1] U.S. Department of Education. Integrated Postsecondary Data Systems. (2017). Washington, DC: Author.
- [2] Complete College America. 15 to Finish. Complete College America, Indianapolis, IN, April 2013. Retrieved from <https://completercollege.org/strategy/15-to-finish/#overview> on December 11, 2020.
- [3] RTI International. Average time to a certificate, an associate degree, or a bachelor's degree: United States. Retrieved from <http://www.completionarch.org/arch/indicator/4TC-28-TTD-US/> on December 10, 2020.
- [4] Jacob, B. A. (2018). Building Knowledge to Improve Degree Completion in Community Colleges. Washington, D.C.: Brookings Institution.

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





5 College Costs and Affordability

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

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

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

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

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

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

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

TUITION

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

colleges to charge nonresident (out-of-state) tuition that is higher than resident tuition. There are no rules regarding the fees that a college can charge.

Table 5-1 lists tuition and fees for each community college during AY19-20 and AY20-21 for comparison purposes. These figures indicate that Northeast Iowa Community College had the lowest percentage increase for in-state tuition and fees (1.0 percent), whereas Des Moines Area Community College had

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

TABLE 5-1: IN- AND OUT-OF-STATE TUITION AND FEES PER CREDIT HOUR BY COLLEGE

College (Abbreviation)	AY19-20			AY20-21		
	In-State Tuition (\$)	Out-of-State Tuition (\$)	Fees (\$)	In-State Tuition (\$)	Out-of-State Tuition(\$)	Fees (\$)
Northeast Iowa (NICC)	174.00	198.00	24.00	176.00	200.00	24.00
North Iowa Area (NIACC)	159.75	239.63	27.00	165.75	248.63	27.25
Iowa Lakes (ILCC)	183.00	194.00	22.25	189.00	199.00	22.25
Northwest Iowa (NCC)	173.00	183.00	28.00	178.00	188.00	28.00
Iowa Central (ICCC)	174.00	256.50	24.00	180.00	265.00	24.00
Iowa Valley (IVCCD)	-	-	-	-	-	-
Ellsworth	178.00	217.00	26.00	181.00	220.00	26.00
Marshalltown	178.00	192.00	26.00	181.00	195.00	26.00
Hawkeye (HCC)	187.00	212.00	8.50	192.00	217.00	9.00
Eastern Iowa (EICC)	168.00	235.00	0.00	175.00	242.00	0.00
Kirkwood (KCC)	176.00	229.00	0.00	180.00	237.00	0.00
Des Moines Area (DMACC)	160.00	320.00	0.00	170.00	340.00	0.00
Western Iowa Tech (WITCC)	153.00	154.00	29.00	158.00	159.00	29.00
Iowa Western (IWCC)	178.00	183.00	17.00	187.00	192.00	17.00
Southwestern (SCC)	177.00	184.00	13.00	184.00	191.00	13.00
Indian Hills (IHCC)	180.00	240.00	0.00	185.00	245.00	0.00
Southeastern (SCC)	184.00	189.00	5.00	190.00	195.00	7.00
Minimum	153.00	154.00	0.00	158.00	159.00	0.00
Median	176.50	205.00	19.63	180.50	208.50	19.63
Maximum	187.00	320.00	29.00	192.00	340.00	29.00
Average	173.92	214.13	15.61	179.48	220.85	15.78

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



the highest increase (6.3 percent). The average in-state tuition for AY2021 is \$179.48 per credit hour, which represents a 3.3 percent increase over AY19-20.

With the approval from the Department, a community college may establish a tuition rate for eligible nonresidents that is lower than its standard nonresident tuition. Under this provision, the Department has approved the following requests for AY20-21:

- » Iowa Lakes Community College—\$194.00 per credit hour for students who are residents of Minnesota.
- » Northwest Iowa Community College—\$183.00 per credit hour for students who are residents of Minnesota, Nebraska or South Dakota.
- » Iowa Central Community College—\$209.00 per credit hour for students who are residents of Illinois, Minnesota, Missouri, Nebraska, South Dakota or Wisconsin and have high school GPAs of 3.0 or higher.

- » Eastern Iowa Community Colleges—\$195.00 per credit hour for students who are residents of adjacent Illinois counties.

MANDATORY FEES

Table 5-2 displays the mandatory fees assessed per credit hour at each of Iowa’s 15 community colleges. Mandatory fees do not include fees assessed for specific programs such as nursing or welding.

Eight (8) of Iowa’s 15 community colleges did not change their fee schedules for AY20-21 and four community colleges—Eastern Iowa Community Colleges, Des Moines Area Community College, Kirkwood Community College and Indian Hills Community College—do not assess mandatory fees. Among colleges that do assess mandatory fees, Western Iowa Tech Community College has the highest (\$29.00 per credit hour) and Southeastern Community College has the lowest (\$7.00 per credit hour).

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

College (Abbreviation)	Description	AY19-20	AY20-21	% Change
Northeast Iowa (NICC)	General	24.00	24.00	0.0%
North Iowa Area (NIACC)	Material/Lab/Supplies	12.00	12.00	0.0%
	Student Activities	4.50	4.50	0.0%
	Technology	10.50	10.75	2.4%
Iowa Lakes (ILCC)	Activity	2.25	2.25	0.0%
	General	10.00	10.00	0.0%
	Technology	10.00	10.00	0.0%
Northwest Iowa (NCC)	Course	10.00	10.00	0.0%
	Student	10.00	10.00	0.0%
	Technology	8.00	8.00	0.0%
Iowa Central (ICCC)	Student	24.00	24.00	0.0%
Iowa Valley (IVCCD)	Facility	2.00	2.00	0.0%
	Materials/Technology	18.50	18.50	0.0%
	Student	5.50	5.50	0.0%
Hawkeye (HCC)	Student Activity/Computer	8.50	9.00	5.9%
Eastern Iowa (EICC)	No Fees	0.00	0.00	0.0%
Kirkwood (KCC)	No Fees	0.00	0.00	0.0%
Des Moines Area (DMACC)	No Fees	0.00	0.00	0.0%
Western Iowa Tech (WITCC)	Matriculation	8.00	8.00	0.0%
	Technology	21.00	21.00	0.0%
Iowa Western (IWCC)	College Service	17.00	17.00	0.0%
Southwestern (SCC)	Service/Technology	13.00	13.00	0.0%
Indian Hills (IHCC)	No Fees	0.00	0.00	0.0%
Southeastern (SCC)	Technology	5.00	7.00	40.0%



COST OF ENROLLMENT

The per-credit-hour sum of tuition and mandatory fees defines “cost of enrollment”. This cost does not include expenses such as books, room and board, transportation or other additional fees. Table 5-3 shows in-state cost of enrollment per credit hour for AY19-20 and AY20-21.

The average per-credit-hour cost of enrollment in AY20-21 is \$194.48, which represents a 3.2 percent increase over AY19-20. Des Moines Area Community College (\$170.00) and Eastern Iowa Community Colleges (\$175.00) have the lowest per-credit-hour cost of enrollment among Iowa’s 15 community colleges. Neither college assesses mandatory fees, which helps minimize costs. By comparison, Iowa Lakes Community College has the highest cost of enrollment per credit hour (\$211.25), followed by Iowa Valley Community College District (\$207.00).

AY20-21 COST OF ENROLLMENT

AVERAGE IN-STATE COST
OF ENROLLMENT

UP SINCE
AY19-20

\$194.48  **3.2%**

PER CREDIT HOUR

AVERAGE TOTAL ENROLLMENT COST RANKING

TOP 14% NATIONALLY

IN AY18-19 (THE LATEST YEAR AVAILABLE)

During AY20-21, a full-time Iowa resident will pay between \$5,100.00 and \$6,337.50 for 30 credit hours, depending upon which community college the student attends.

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

College (Abbreviation)	Tuition and Fees		Difference	
	AY19-20	AY20-21	\$	%
Northeast Iowa (NICC)	198.00	200.00	2.00	1.0
North Iowa Area (NIACC)	186.75	193.00	6.25	3.3
Iowa Lakes (ILCC)	205.25	211.25	6.00	2.9
Northwest Iowa (NCC)	201.00	206.00	5.00	2.5
Iowa Central (ICCC)	198.00	204.00	6.00	3.0
Iowa Valley (IVCC)	204.00	207.00	3.00	1.5
Hawkeye (HCC)	195.50	201.00	5.50	2.8
Eastern Iowa (EICC)	168.00	175.00	7.00	4.2
Kirkwood (KCC)	176.00	180.00	4.00	2.3
Des Moines Area (DMACC)	160.00	170.00	10.00	6.3
Western Iowa Tech (WITCC)	182.00	187.00	5.00	2.7
Iowa Western (IWCC)	195.00	204.00	9.00	4.6
Southwestern (SCC)	190.00	197.00	7.00	3.7
Indian Hills (IHCC)	180.00	185.00	5.00	2.8
Southeastern (SCC)	189.00	197.00	8.00	4.2
Average	188.57	194.48	5.92	3.2
Standard Deviation	13.25	12.46	2.12	-



Comparisons

National and regional comparisons are based upon provisional Integrated Postsecondary Education Data System (IPEDS) data collected from 913 public two-year institutions that award associate degrees [4]. IPEDS reports tuition and fees for an academic year, calculating costs based upon 30 credit hours per year. AY18-19 is the latest year available for this report.

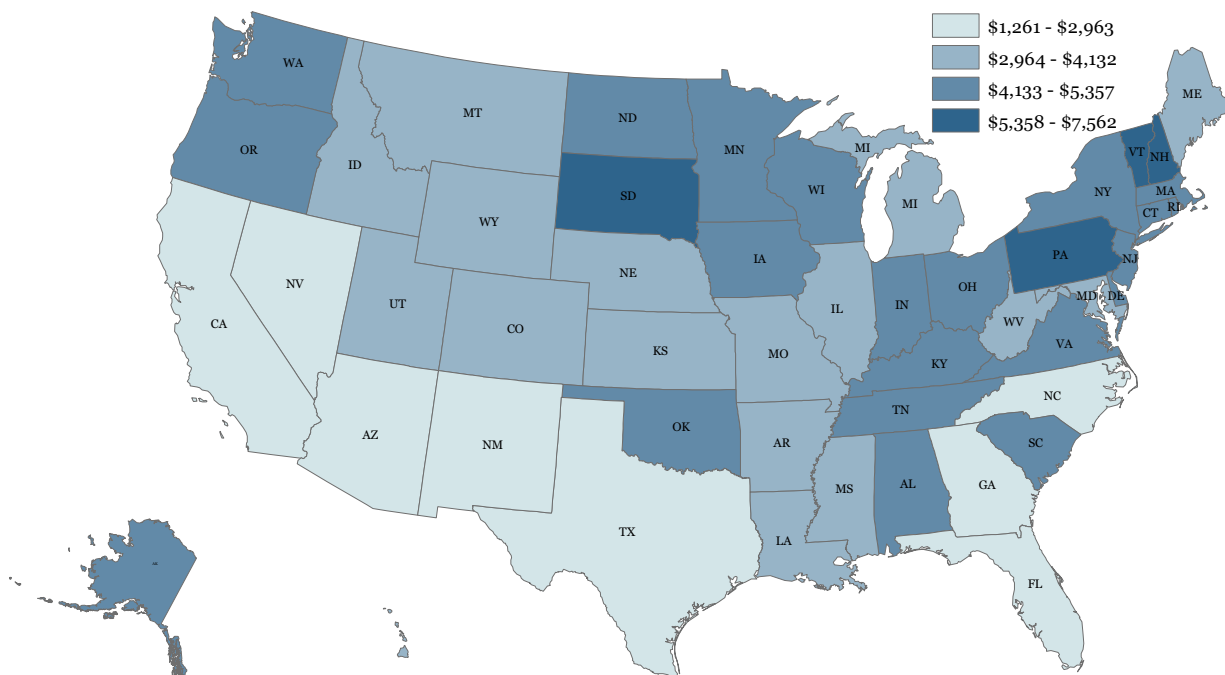
Data for Iowa's public universities were collected from current and historical tuition tables published by the Iowa Board of Regents [5]. Data for Iowa's community colleges were collected from an annual survey of community college business officers and from historical records available from the Iowa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

National

According to IPEDS data, the average annual in-district total cost of enrollment in Iowa during AY18-19 was \$5,298.31, placing Iowa in the 86th percentile [5]. This means Iowa's average annual in-district total cost of enrollment was greater than or equal to 86 percent of all reporting states. The national average was \$4,142.92.

Figure 5-1 shows a color-range distribution of average total in-state costs of enrollment for 30 semester hours in AY18-19, with dark blue representing the highest cost of enrollment. New Hampshire (\$7,561.71), Vermont (\$7,120.00) and South Dakota (\$6,082.40) had the highest average total costs of enrollment. By comparison, California (\$1,260.64), New Mexico (\$1,818.58) and Arizona (\$2,181.60) had the lowest average total costs of enrollment.

FIGURE 5-1: AY18-19 DISTRIBUTION OF AVERAGE ANNUAL TOTAL COST OF IN-STATE ENROLLMENT



Source: [2]

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

Regional

Provisional 2019 data from IPEDS [5] suggest that Iowa had the third highest average total cost of enrollment in its seven-state region (\$5,298.31), following South Dakota (\$6,082.40) and Minnesota (\$5,334.58). As Table 5-4 illustrates, this trend has been consistent since 2015. Missouri (\$3,522.43)

and Nebraska (\$3,506.38) had the lowest average total costs of enrollment in the region in AY18-19.

In Iowa, the average total cost of in-state enrollment increased 4.3 percent from 2018 to 2019, which is the highest in the region. Missouri had the second highest average percentage at 2.5 percent. Although Minnesota had the second highest average total cost of enrollment in FY 2019, it had

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

AY	IA	IL	MN	MO	NE	SD	WI
14-15	\$4,480	\$3,403	\$5,309	\$3,010	\$3,189	\$5,020	\$4,240
15-16	\$4,697	\$3,579	\$5,284	\$3,203	\$3,211	\$5,339	\$4,293
16-17	\$4,925	\$3,786	\$5,254	\$3,164	\$3,340	\$5,692	\$4,368
17-18	\$5,082	\$3,976	\$5,325	\$3,438	\$3,496	\$5,947	\$4,404
18-19	\$5,298	\$4,072	\$5,335	\$3,522	\$3,506	\$6,082	\$4,445

Source: [5]

Note: Amounts are rounded to the nearest dollar.

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



Students at Iowa Central Community College



the lowest average percentage change (0.2 percent) from FY2018 to FY2019. Nebraska and Wisconsin also had less than one percent increase from FY2018 to FY2019.

Institutional

Table 5-5 illustrates community colleges' compliance with Iowa Code §260C.14§§2. In AY20-21, the highest tuition per credit hour at Iowa community colleges (\$191.00) is 40.3 percent

lower than the lowest base tuition at Iowa's public universities (\$320.00).

Over the past five years, the average cost of enrollment per credit hour at Iowa's community colleges increased from \$171.31 (AY16-17) to \$194.48 (AY20-21) (Table 5-6), representing a 13.5 percent increase. This is equivalent to an annualized 3.2 percent increase. During the same time period, the average cost of enrollment at Iowa's public universities increased 11.0 percent, from \$348.66 per credit hour to \$387.00 per credit hour. This is equivalent to an annualized 2.6 percent increase.

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

AY	Community Colleges (Highest \$)	Public Universities (Lowest \$)
16-17	170.00	295.75
17-18	176.00	301.67
18-19	181.00	320.00
19-20	187.00	320.00
20-21	191.00	320.00

Sources: [1] [3]

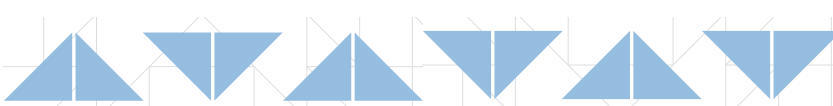
Note: Base per-credit-hour tuition for Iowa's public universities is derived from 24 semester credit hours per academic year.

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

AY	Community Colleges (\$)	Public Universities (\$)
16-17	171.31	348.66
17-18	175.98	356.27
18-19	182.57	377.68
19-20	188.57	387.00
20-21	194.48	387.00

Sources: [1] [3]

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



FINANCIAL AID

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

In analyzing the sources of financial aid received by community college students for AY19-20, data from the Iowa College Student Aid Commission shows that federal aid was \$222,307,171, state aid was \$5,054,621, institutional aid was \$24,143,092 and other aid was \$15,520,302. The breakdown of community college financial aid shows that 83.3 percent of all aid was from the federal government, 9.0 percent was from community colleges, 5.8 percent from other aid sources and 1.9 percent from the State of Iowa (Table 5-7).

Students may apply for federal financial aid by filing a Free Application for Federal Student Aid (FAFSA). The FAFSA is used to customize a student aid package or financial aid offer. The package may include an assortment of grants, loans or other forms of financial assistance. In AY19-20, Iowa residents filed 135,763 FAFSA applications as of December 8, 2020, which is a decrease of 11 percent from the previous year. Of these applicants, 21,234, or 15.6 percent of applicants, were high school seniors [7].



Students at Des Moines Area Community College

FINANCIAL AID IN AY19-20

TOTAL FEDERAL AID RECEIVED	PERCENT OF TOTAL AID
\$222.3 M	83.3%
BY 82,990 COMMUNITY COLLEGE STUDENTS	FROM FEDERAL SOURCES

LARGEST STATE-FUNDED FINANCIAL AID PROGRAM:

FUTURE READY IOWA LAST-DOLLAR SCHOLARSHIP

JUST OVER \$13.8M AWARDED TO 6,265 STUDENTS IN AY19-20

Financial aid is a critical component of college access and affordability. Research confirms the correlation between lower community college costs and increased likelihood of enrolling in college [8].

TABLE 5-7: DISTRIBUTION OF COMMUNITY COLLEGE STUDENT AID: AY16-17 - AY19-20

Source**	2016-17		2017-18		2018-19		2019-20	
	Amount (\$)	%	Amount (\$)	%	Amount (\$)	%	Amount (\$)	%
Federal	290,165,779	86.5	256,302,450	85.8	264,773,384	85.7	222,307,171	83.3
Institutional	21,017,588	6.3	19,429,885	6.5	24,764,637	8.0	24,143,092	9.0
Other	13,122,827	3.9	13,612,935	4.6	16,118,648	5.2	15,520,302	5.8
State	11,240,113	3.3	9,531,207	3.2	3,373,743	1.1	5,054,621	1.9
Total	335,546,307		298,876,477		309,030,412		267,025,186	

** Federal, Institutional and Other category totals are aggregated from Iowa College Aid's annual financial aid survey. The state totals are gathered from the Iowa College Aid grant and scholarship system.



Grants and Scholarships

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

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

Through these state-funded programs, a total of 14,160 students received over \$23 million of financial assistance in award year 2019-20. The Future Ready

Iowa Last-Dollar Scholarship, awarded to students who plan to earn a credential for a high-demand job, serves the largest population of community college students. FY2019 was the first year that award data was available to report on this new grant opportunity, and \$13,824,979 million in state-funded financial assistance was awarded to 6,265 students—an average of \$2,207 per recipient.

The next largest state-funded aid programs, based on the amount of funding received, are the Kibbie Grant and the IVTG Scholarship programs. The Kibbie Grant is awarded to students who enroll in designated high-demand CTE programs and demonstrate financial need. During award year 2020, 4,412 students received awards totaling \$4,873,288—an average of \$1,105 per recipient. The IVTG is available to high-need students enrolled in community college CTE programs. The IVTG was awarded to 2,674 students for a total of \$1,759,272—an average of \$658 per recipient.

The All Iowa Opportunity Scholarship Program provided a total of 349 students enrolled at Iowa's community colleges with awards totaling \$1,287,270—an average of \$3,688 per recipient. The program provides scholarships to resident students, with priority given to students who:

TABLE 5-8: FEDERAL PELL GRANT VOLUME BY INSTITUTION: 19-20 AWARD YEAR

District	College	Award Year Recipients	Award Year Disbursements (\$)
1	Northeast Iowa Community College	1,270	4,330,747
2	North Iowa Area Community College	740	2,933,324
3	Iowa Lakes Community College	548	2,303,998
4	Northwest Iowa Community College	339	1,349,530
5	Iowa Central Community College	2,186	8,228,250
6	Ellsworth Community College (Iowa Valley Community College District)	357	1,569,635
6	Marshalltown Community College (Iowa Valley Community College District)	493	1,941,907
7	Hawkeye Community College	1,464	5,505,222
9	Eastern Iowa Community Colleges	2,434	8,705,534
10	Kirkwood Community College	4,467	15,998,479
11	Des Moines Area Community College	5,033	16,919,225
12	Western Iowa Tech Community College	1,848	6,683,732
13	Iowa Western Community College	2,196	8,234,637
14	Southwestern Community College	484	2,031,170
15	Indian Hills Community College	1,209	4,756,162
16	Southeastern Community College	897	3,493,705
	Total	25,965	94,985,257

Source: Federal Student Aid

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

1. age out of the state's foster care system or State Training School or who were adopted from the state's foster care system after turning 16 years of age;
2. are children of deceased public safety workers;
3. participated in certain federal TRIO programs;
4. graduated from an alternative high school or alternative high school program and
5. participated in a federal GEAR Up grant program in Iowa.

In addition to state-funded financial aid programs, the federal government administers a number of need-based grants, the largest of which is the federal Pell Grant. According to data from the office of Federal Student Aid, for the 2020 award year, a total of 25,965 community college students received Pell Grants totaling \$94,985,257—an average of approximately \$3,658 per recipient (Table 5-8).

Loans

The largest federal student loan program is the William D. Ford Federal Direct Loan Program. This program includes four types of student loans: Direct Subsidized Loans (for students who demonstrate financial need), Direct Unsubsidized Loans (for students who are not required to demonstrate financial need), Direct PLUS Loans (for graduate and

professional students and parents of undergraduate students) and Direct Consolidation Loans (for borrowers who want to combine multiple federal student loans into a single loan). In award year 2020, 18,769 Iowa community college students received Direct Subsidized Loans; 18,670 received Direct Unsubsidized Loans; and 690 individuals borrowed under the Direct PLUS program. Total financial assistance disbursed to these borrowers amounted to \$127,877,776.

Default Rates

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

The federal government calculates a three-year cohort default rate. Cohorts are identified by the fiscal year in which a borrower entered repayment. This section includes information on the academic year

TABLE 5-9: DEFAULT RATE OF COLLEGE: FY17 COHORT

District	College	Number in Repayment	Number in Default	FY16 Default Rate	FY17 Default Rate
1	Northeast Iowa Community College	1,000	133	12.7	13.3
2	North Iowa Area Community College	620	78	14.5	12.5
3	Iowa Lakes Community College	567	96	15.2	16.9
4	Northwest Iowa Community College	269	23	7.6	8.5
5	Iowa Central Community College	1,941	429	22.5	22.1
6	Ellsworth Community College (IVCCD)	321	68	21.5	21.1
6	Marshalltown Community College (IVCCD)	394	63	14.8	15.9
7	Hawkeye Community College	1,717	249	15.2	14.5
9	Eastern Iowa Community Colleges	1,471	235	16.0	15.9
10	Kirkwood Community College	3,633	544	14.0	14.9
11	Des Moines Area Community College	4,227	613	17.2	14.5
12	Western Iowa Tech Community College	1,237	183	18.9	14.7
13	Iowa Western Community College	2,052	425	21.3	20.7
14	Southwestern Community College	398	72	20.0	18.0
15	Indian Hills Community College	1,272	195	19.2	15.3
16	Southeastern Community College	548	105	20.3	19.1
	Total	21,667	3,511	16.9	16.1

Source: Federal Student Aid, latest available



2017 cohort, which consists of borrowers who entered repayment in FY17, and tracks whether the borrower defaulted on his or her loans in FY17, FY18 or FY19 (most current available).

As shown in Table 5-9, 21,667 community college students in Iowa were included in this cohort. Of those students who entered repayment, 3,511 (16.1 percent) defaulted on their loans [9]. Iowa community colleges have made great strides in reducing their default rates over the past few years, which reached as high as 22.8 percent in FY12.

SKILLED WORKER AND JOB CREATION FUNDS

The Skilled Worker and Job Creation Fund (SWJCF) was created to support in-demand job creation and training efforts with funding from the state’s gaming revenue. The Department’s allocation from this fund supports the following programs presented in this section:

- » Workforce Training and Economic Development (WTED) Fund (260C.18A);
- » Pathways for Academic Career and Employment (PACE) Program (260H) and
- » Gap Tuition Assistance Program (260I).

Additionally, there are three other programs as part of the SWJCF that are addressed in other sections of this report:

- » Work-Based Learning Intermediary Network



Students at North Iowa Area Community College

(256.40)

- » Accelerated Career Education (ACE) Infrastructure Program (260G)
- » Adult Basic Education (ABE) and Adult Literacy Programs (260C.50).

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

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

Program Name	Allocation	FY18-19 Carry Forward	Total	FY19-20 Expenditures*	FY19-20 Carry Forward
Workforce Training & Economic Development (WTED)	\$15,100,000	\$1,159,794	\$16,259,794	\$14,063,581	\$2,196,213
Adult Basic Education & Literacy	\$6,000,000**	\$406,404	\$6,406,404	\$5,745,338	\$661,066
Pathways for Career & Employment (PACE)	\$5,000,000***	\$201,952	\$5,201,952	\$4,669,107	\$332,845
Gap Tuition Assistance	\$2,000,000	\$238,243	\$2,238,243	\$1,770,866	\$467,377
Work-based Learning Intermediary Network	\$1,500,000	\$90,167	\$1,590,167	\$1,443,671	\$146,496
Workforce Preparation Outcomes Reporting	\$200,000	\$6,330	\$206,330	\$180,799	\$25,532
Total	\$29,800,000	\$2,102,890	\$31,902,890	\$28,073,362	\$3,829,529

* Includes administrative expenditures.

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

*** Includes a \$200,000 direct allocation to the Department of Education.

Feature Spotlight

Funds and Free Classes: Offsetting the Obstacles of COVID-19



In a time when student stress is at an all-time high, the Kirkwood Kickstart Program not only offsets financial hardships, but works to support student success.

Even before the Covid-19 pandemic, cost has always been one of the major barriers for some students to get an education. But like many things associated with the health crisis, the virus only exacerbated the accessibility challenges that have faced higher ed in its quest to make a college degree possible for the masses. In addition, on top of the typical barriers like cost, the virus also caused potential students to question if getting a degree was something worth doing in the time of the pandemic. To combat all of these hurdles to enrollment, Kirkwood Community College took a proactive approach to signing students up for classes.

Working with college administration, the marketing team created a program aimed at enticing students to enroll and help them begin their college careers on the right foot in the fall of 2020. The program, called Kirkwood Kickstart, combined grants for new students adversely affected by Covid-19 with free classes designed to teach the latest in technology for the classroom and the workplace.

With the pandemic in full swing along with the resulting economic crisis, the cost of getting an education was likely to be an even bigger issue for a greater number of people. To help offset any financial issues, the college's plan was to award up to \$2,000 in CARES Act money to use toward education-related expenses for new students financially affected by Covid-19. The funds could be used for rent, monthly bills, groceries, healthcare and childcare among other costs.

According to Kirkwood Financial Aid Director Matt Falduto, the goal was to help ease the burden of monthly expenses so that students could better focus on their education.

"Historically, college students face a lot of challenges to earning a degree and financial issues are toward the very top," said Falduto. "Many students have really had to juggle being employed with attending classes and completing their schoolwork. Unfortunately, a good number of these students lost their jobs due to Covid-19 and have had a very difficult time affording basic necessities. The grant that we awarded to students helped ease their financial burdens in order to make it easier for them to concentrate on their studies. We also have more than \$3 million in scholarships available annually to students, which was another tool we used to help offset their costs. Our philosophy was if we do what we can to help them earn a degree, new doors of opportunity will open up for them now and in the future."

Leading up to the fall 2020 semester, the college awarded 241 Kickstart grants to well-deserving students in need. Each grant awarded was worth \$2,000, which gave recipients a much-needed financial boost in a very difficult year. In total, \$428,000 was given to students to help with their expenses.

However, the grants were only one part of the innovative program.

For the second element of Kirkwood Kickstart, the college offered free technology classes for the classroom and the workplace. For those that needed them, such as those that had been recently laid off or those who wanted to learn new skills, students were able to take classes in areas like Computer Basics, Computer Safety, Effective Communication, Effective Online Learning, Virtual Employment and Resiliency in a Changing World. Nearly 150 students took advantage of the class offerings once they became available.

To Kirkwood Vice President of Continuing Education Kim Becicka, the classes were for members of the community who would be able to benefit from them, regardless of their goals.

"The free Kickstart classes were designed to help people who needed to update their technology skills," said Becicka. "We have found that there are many people who don't have a basic level knowledge when it comes to computers. Whether they planned to use these skills to get a degree, or take them straight to the workforce, with these classes under their belt they had the tools they needed for whatever path they chose."

Each grant awarded was worth \$2,000, which gave recipients a much-needed financial boost in a very difficult year. In total, \$428,000 was given to students to help with their expenses.

Driven by a challenging year, demand for the Kickstart program was very high. As a result, the college was able to help hundreds of new students with either funds for their education, technology classes or both. It was another example of how Kirkwood continues to do what it can to eliminate the barriers preventing students from getting an education.

WTED Fund

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

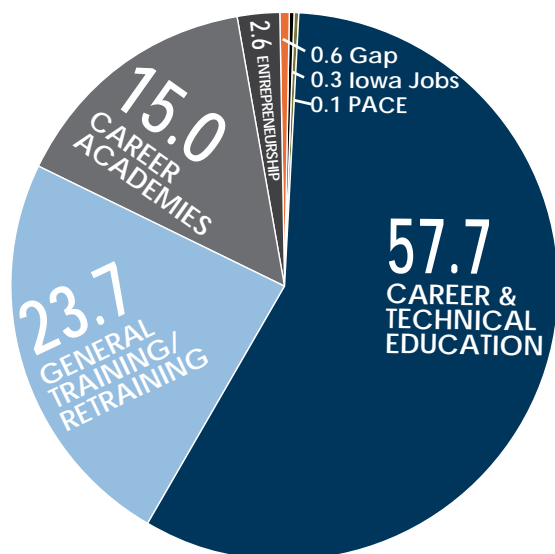
Colleges may use WTED funds to support career academies; CTE programs; entrepreneurship education and small business assistance and general training, retraining and in-service educational initiatives for targeted industries.

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

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

Overall expenditures totaled \$14,063,581 for FY19-20. Obligated or planned funds for use in FY20-21 totaled \$2,196,213. Figure 5-2 shows the percent breakdown of WTED expenditures by program.

FIGURE 5-2: WTED EXPENDITURES (%)



Gap Tuition Assistance

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

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

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

The FY19-20 budget for the Gap Tuition Assistance Program was \$2,238,243, of which \$2,000,000 was appropriated from the Iowa Legislature in FY19-20 and \$238,243 was carried forward from FY18-19.

TABLE 5-11: GAP BUDGET SUMMARY

Source	Amount
FY18-19 Carry Forward	\$238,243
FY19-20 Allocation	\$2,000,000
FY19-20 Total Funds	\$2,238,243
Expenses	
Tuition & Books	\$1,493,820
Equipment	\$28,714
Fees, Assessment Testing	\$90,554
Staff Support & Services	\$211,778
Total Expenses	\$1,770,866
FY19-20 Carry Forward	\$467,377



Table 5-11 shows that in FY19-20, colleges spent \$1,770,866 (79.1 percent) of the budgeted funds, of which tuition and books accounted for 81.3 percent; staff support and services accounted for 11.9 percent; fees, assessments and testing accounted for 5.1 percent and equipment accounted for 1.6 percent.

During FY19-20, 2,102 individuals applied for financial assistance under the Gap Tuition Assistance Program (Table 5-12). Of these applicants, 898 (44.6 percent) were approved for tuition assistance. Among those approved for tuition assistance in FY19-20, there were 610 students who completed their program in the FY19-20, a decrease from 816 students in FY18-19 though each training program has individual requirements for completion which may cause completion to be pushed into subsequent years.

There are currently 461 approved noncredit programs in which participants of the Gap Tuition Assistance Program may enroll. The programs with the highest enrollment include certified nursing assistant (CNA) (309 participants), commercial driver's license (CDL)/transportation (301), welding technology (105 participants), business/office technology (55) and emergency medical technician/paramedic (53). Additionally, students reported obtaining 415 third-party credentials following completion.

TABLE 5-12: GAP PARTICIPANT SUMMARY

Category	Total
Number of Completed Applications	2,102
Number of Approved Participants	898
Status of Approved Participants	
Completed Training	610
Did not Complete Training*	268
Completion Rate	67.9%
Number of Earned Third Party Credentials	415

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

GAP TUITION AY19-20 SUMMARY

NUMBER OF APPROVED NONCREDIT PROGRAMS

461

NUMBER OF GAP PARTICIPANTS

898

NUMBER WHO COMPLETED PROGRAMS

610

NUMBER OF THIRD-PARTY CREDENTIALS

415

GAP-ELIGIBLE PROGRAM WITH HIGHEST ENROLLMENT
CERTIFIED NURSING ASSISTANT

309 PARTICIPANTS



Students of the dental assistant program at Indian Hills Community College

Pathways for Academic Career and Employment (PACE)

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

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

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

The FY19-20 budget for PACE was \$5,201,952, which included \$201,952 in funds that were carried over from FY18-19, \$4,800,000 was appropriated to the 15 community colleges and \$200,000 was allocated for state sector partnership administration (Table 5-13). Of the colleges’ available funds, a total of \$4,669,107 was spent (93.3 percent).

TABLE 5-13: PACE BUDGET SUMMARY

Source	Amount
FY18-19 Carry Forward	\$201,952
FY19-20 Allocation	\$5,000,000
State Administration	\$(200,000)
FY19-20 Total Community College Funds	\$5,001,952
Student Expense Categories	
Financial & Educational Support	\$573,619
Personal Support	\$357,529
Career Support	\$18,884
College Expense Categories	
Salary & Personnel	\$3,396,282
Travel	\$27,830
Supplies & Equipment	\$63,345
Other	\$221,678
Regional Industry Sector Partnerships	\$9,940
Total Expenses	\$4,669,107
FY19-20 Carry Forward	\$332,845

PACE AY19-20 SUMMARY

NUMBER OF CREDIT AWARDS

869

NUMBER OF NONCREDIT COMPLETIONS

930

NUMBER OF NATIONAL CAREER READINESS CERTIFICATES AWARDED

445

NUMBER OF THIRD-PARTY CREDENTIALS EARNED

1,091



Students at Iowa Lakes Community College



Student expenses included educational, personal and career support for participants, such as tuition, tutoring and travel assistance. Within the category of student expenses, \$573,619 was spent on education support, \$357,529 on personal support and \$18,884 on career support. Colleges may also expend PACE funds on program support such as staff, travel, supplies and equipment. Within the category of college expenses, community colleges spent \$3,709,135 on personnel, travel, supplies, equipment and other associated support costs. In addition, the colleges spent \$9,940 of their allocation to support regional industry sector partnerships.

A total of 3,956 individuals applied for participation in one or more PACE programs in AY19-20 (Table 5-14). Of these applicants, 2,675 individuals met eligibility requirements. By the end of AY19-20, there were 869 students who received an award through credit programs (827 of which were in CTE programs), 930 students completed noncredit programs (of those, 439 were CTE-Local Awards), 445 were awarded

TABLE 5-14: PACE PARTICIPANT SUMMARY

Category	Total
Number of Completed Applications	3,956
Number of Approved Participants	2,675
Training Activities	
HSED & Basic Skills	136
Certificate Awards	208
Associate Degrees	349
Diploma Awards	312
Continuing Education (overlap in fiscal years)	373

National Career Readiness Certificates (NCRC) and 1,091 earned third-party credentials during AY19-20.



Students in the science lab at Southwestern Community College



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6

Programs that Serve Local Communities

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

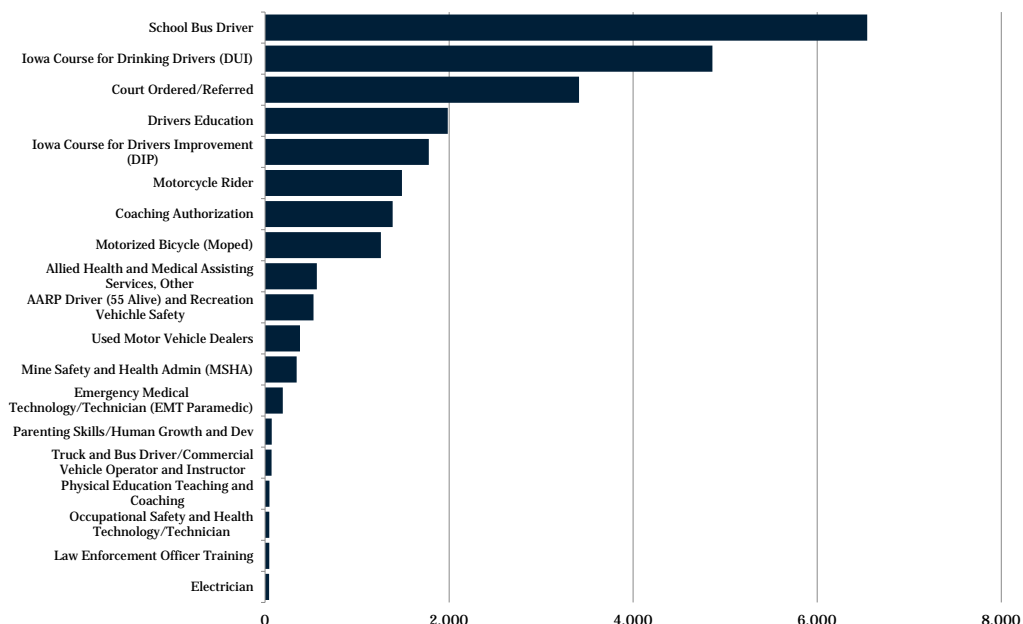
Iowa's community colleges advance economic growth through education, training and responsiveness to local community and workforce needs.

The mission of Iowa's community colleges encompasses serving both students and the local communities in their service areas. Therefore, the programs and services provided extend beyond educational opportunities for enrolled individuals. They also provide cultural enrichment and workforce training to enhance lives, encourage economic development and support community initiatives. Some of these offerings are described in the following sections.

STATE AND FEDERALLY MANDATED PROGRAMS

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

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



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

Total enrollment in state and federally mandated coursework decreased by 22.4 percent from last year, contributing to an average annual decrease in enrollment of 11.7 percent in this category since AY16-17 (Figure 2-6 on page 27).

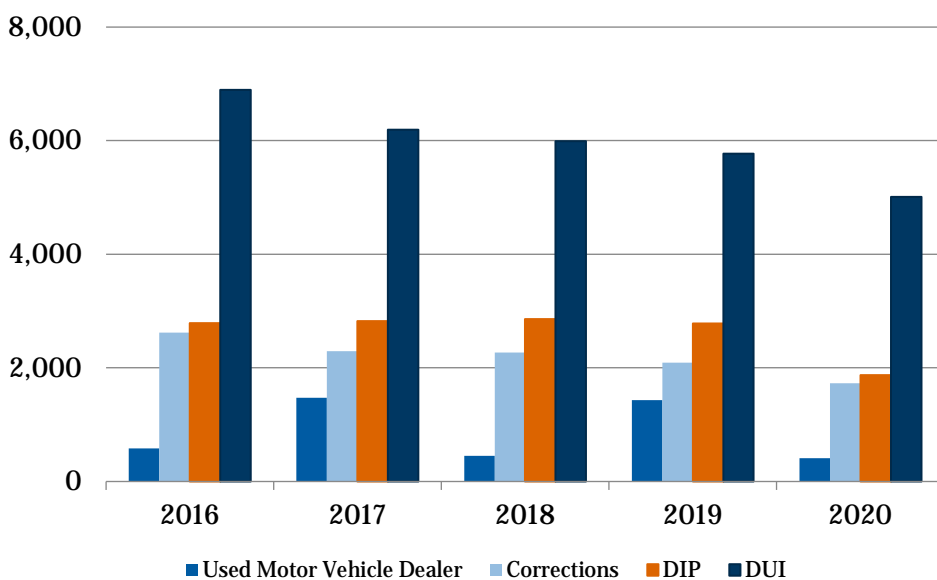
Used Motor Vehicle Dealer Education

The Used Motor Vehicle Dealer coursework, established in Iowa Code (Chapter 21) in 2007, ensures prelicensing and continuing education requirements are met for used auto dealers in Iowa. The curriculum is delivered through continuing education departments at Iowa community colleges. The number of students enrolled in the used auto dealer courses is cyclical, as the five-hour continuing education class must be taken every two years prior to dealer license renewal, as illustrated in Figure 6-2.

AY19-20 resulted in a 73.5 percent decrease with 408 students enrolled compared to 1,428 the year prior; however, the average enrollment decreased by 8.5 percent from AY16-17 to AY19-20. Contact hours

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

FIGURE 6-2: STATE AND FEDERALLY MANDATED COURSEWORK ENROLLMENT: 2016 - 2020
USED MOTOR VEHICLE DEALER, CORRECTIONS, DIP, DUI



decreased an average of 7.2 percent annually from AY16-17 to AY19-20, consistent with the pattern of enrollment changes between program years.

Enrollment in Correctional Institutions

Iowa community colleges deliver noncredit coursework to residents of correctional institutions to enhance the life skills, academic skills and employability success of criminal offenders. Enrollment in AY19-20 was 1,728 students, a decrease of 17.3 percent from AY18-19 (Figure 6-2). Overall, corrections enrollment decreased 9.9 percent the past five years.

Noncredit Driver Improvement (DIP) Course Enrollment

The Iowa course for driver improvement program (DIP) is the state-mandated course designed for persons who have committed serious violations of a motor vehicle law in Iowa. Iowa community colleges provide the program with the assistance from the Iowa Department of Transportation. Enrollment and contact hours decreased an average of 9.5 percent annually from AY16-17 through AY19-20 with 1870 people enrolled in AY19-20 (Figure 6-2).

Noncredit Drinking Drivers (DUI) Course Enrollment

The Iowa course for drinking drivers is the state-mandated course for drivers convicted of driving

while under the influence of drugs and/or alcohol. Iowa community colleges, along with private providers licensed through the Iowa Department of Public Health and state correctional facilities, offer the state-approved program. Enrollment in drinking drivers education courses decreased an average of 7.7 percent annually between AY16-17 and AY19-20 with 5,011 people enrolled in AY19-20 (Figure 6-2).

In the early spring of 2020, when the impact of the COVID-19 pandemic reached Iowa, Gov Reynolds approved the use of technology to deliver the state-mandated drinking driver course remotely. Providers were allowed to offer the course remotely utilizing technology. A number of agencies delivered the course through Zoom sessions, while others used the approved online program. Over 1,500 students opted to take the course from April - June of 2020.

Noncredit Community and Public Safety Policy

Community and public safety policy is a program that focuses on the systematic analysis of public policy issues and community decision-making processes. Coursework includes instruction on the role of economic and political factors in public decision-making and policy formation and microeconomic analysis of policy issues. Enrollment in community and public policy programs for AY19-20 decreased slightly, with 41 people enrolled. Overall, there has been an average decrease of 27.6 percent annually since AY16-17 (Figure 6-3).



Men's basketball team at Marshalltown Community College - Iowa Valley Community College District

Community Rehabilitation and Workshops

Iowa community colleges deliver programs for people in community rehabilitation centers. Enrollment increased slightly in AY19-20 in programs offered at these locations, which has contributed to an average increase of 8.0 percent annually since AY16-17 (Figure 6-3). Only two colleges reported enrollment in these workshops, with 72 students and 26,040 contact hours for AY19-20.

Noncredit Mine Safety and Health

The Department administers a federal grant from the U.S. Department of Labor and Mine Safety and Health Administration (MSHA), which provides funds for training and services delivered to mine owners, operators and contractors in the state of Iowa. Enrollment in MSHA programs (442 students) decreased by 20.5 percent in AY19-20. With a 3.2 percent increase the previous year, there has been an average annual decrease of 13.4 percent in enrollment since AY16-17 (Figure 6-3).

Recertification and Relicensing Courses

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

Of the 21,607 students enrolled in AY19-20, 73.9 percent of the 22,416 courses were in health care-related courses, including practical nursing, emergency medical technology and allied health services. Overall, recertification and relicensing course enrollment decreased by 26.3 percent in AY19-20 and the average annual enrollment between AY16-17 and AY19-20 has declined by 15.2 percent (Figure 2-6 on page 27). Figure 6-4 displays the top twenty recertification and licensing enrollments by type.

FIGURE 6-3: STATE AND FEDERALLY MANDATED COURSEWORK ENROLLMENT: 2016 - 2020
COMMUNITY & PUBLIC SAFETY, COMMUNITY REHABILITATION & WORKSHOPS, MSHA

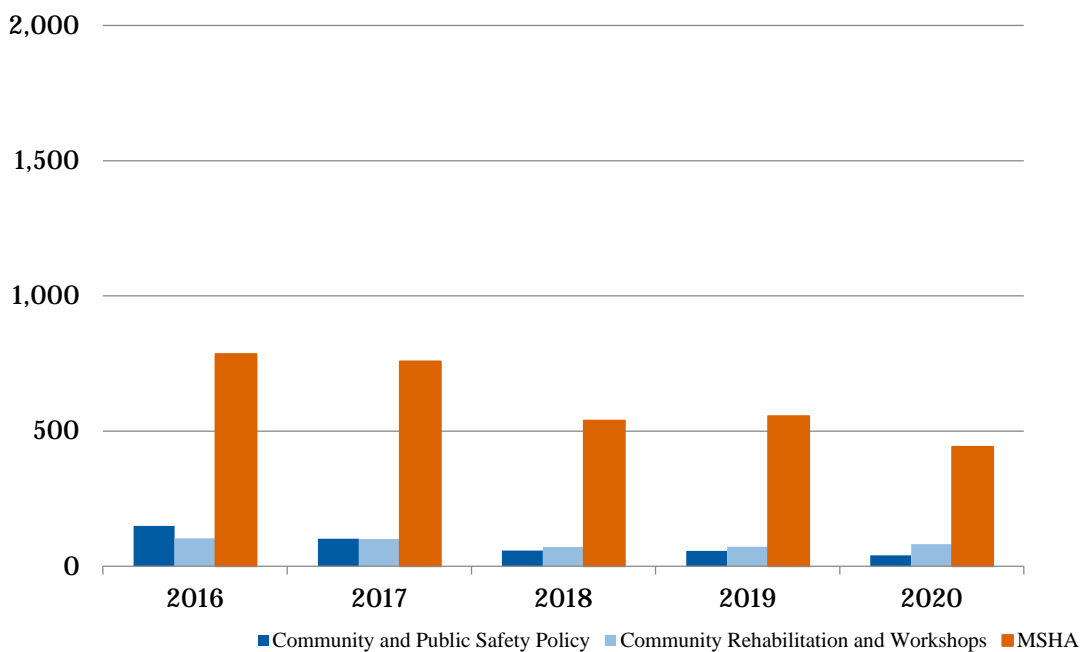
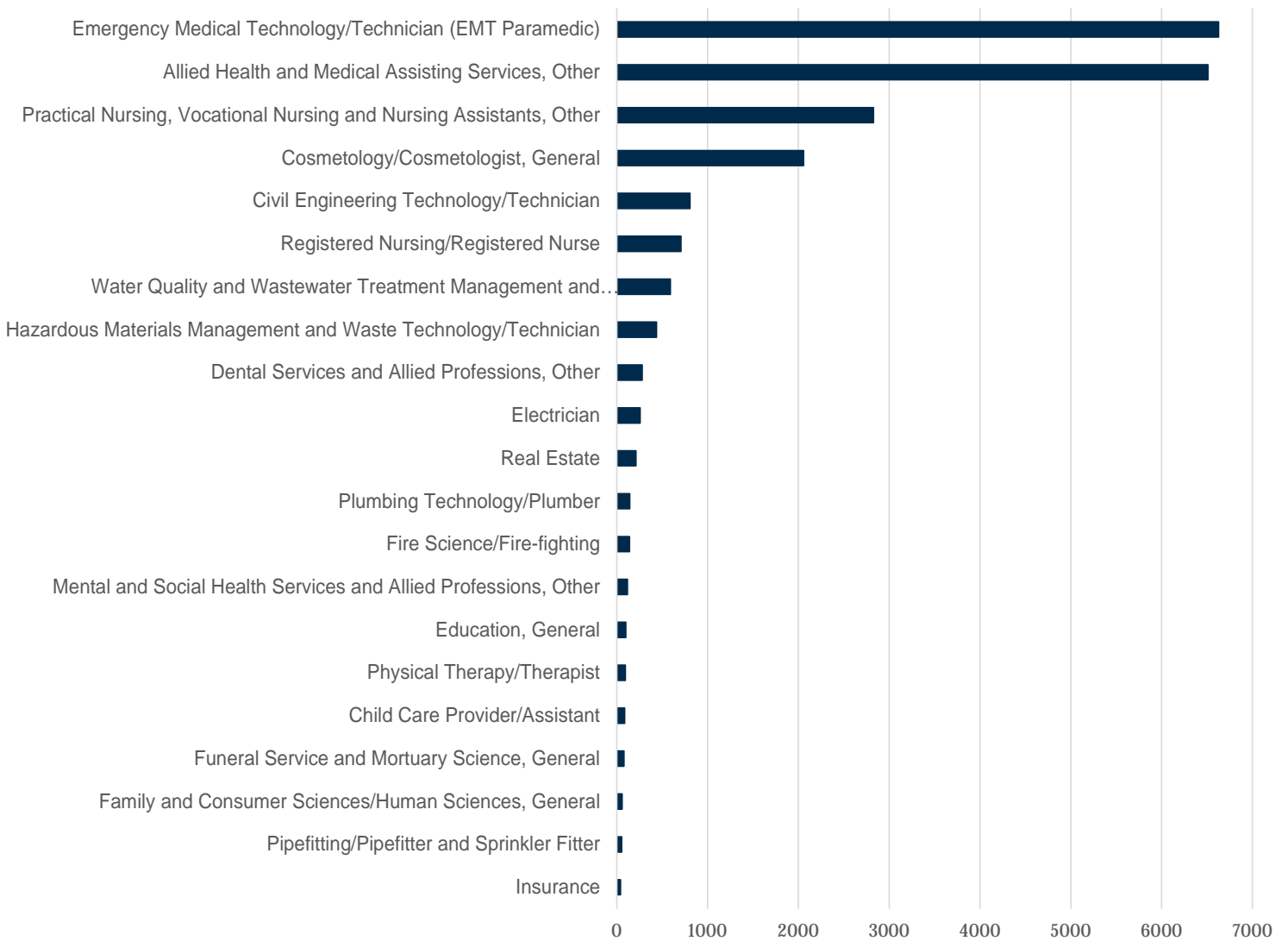
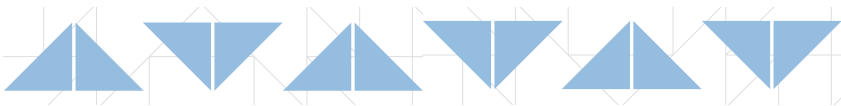


FIGURE 6-4: TOP RECERTIFICATION AND RELICENSING PROGRAMS BY ENROLLMENT: AY19-20



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



ECONOMIC DEVELOPMENT AND APPRENTICESHIPS

Iowa's community colleges play vital roles in growing local economies through programs that provide workforce and new employee training for area employers. This section includes program data pertaining to the Iowa Industrial New Jobs Training Act (260E), Iowa Jobs Training Act (260F) and the Apprenticeship Training Act (15B) offered through the community colleges, but funded and managed through the Iowa Economic Development Authority (IEDA). These programs are designed to increase worker productivity and company profitability. The following data represents FY19 since FY20 data is not yet available from IEDA.



Emergency preparedness students at Hawkeye Community College

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

Iowa Industrial New Jobs Training Program (260E)

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

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

training fund depends on the business's training and development needs and the projected tax revenue available to repay the certificates.

There were 4,232 new jobs pledged through 260E bond certificate issuances in FY19 (Table 6-1). In total, there were 851 open agreements for expansions and startups representing 41,241 new jobs pledged through 572 businesses throughout the state (Table 6-2).

Iowa Jobs Training Program (260F)

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

The 260F program provides state-funded forgivable loans or grants to Iowa businesses needing to train their existing employees. A loan is forgivable if a business completes its training program for a specified number of employees and completes



a performance report at the end of the training program. Project awards vary based on business needs and availability of funds, and are limited to \$25,000 per business site, to a maximum of \$50,000 over a three-year period (dependent upon availability

of funds). Participating businesses are required to provide at least 25 percent of the training program cost through a cash match.

To qualify for this program, a business must be engaged in interstate or intrastate commerce for the

TABLE 6-1: 260E TOTAL BOND CERTIFICATE ISSUANCES: FY19

FY 2019 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	\$11,911,701.30	\$2,311,725.00	\$118,550.00	\$174,193.50	\$142,496.80	\$9,164,736.00	1,443
Eastern Iowa	\$5,620,844.86	\$1,077,375.00	\$55,250.00	\$100,647.50	\$647,036.35	\$3,732,000.00	522
Hawkeye	\$5,030,000.00	\$980,850.00	\$50,300.00	\$85,163.15	\$520,951.85	\$3,392,735.00	434
Indian Hills	\$1,835,000.00	\$357,825.00	\$18,350.00	\$43,965.54	\$195,501.96	\$1,219,357.50	203
Iowa Valley	\$330,000.00	\$64,350.00	\$3,300.00	\$16,020.00	\$27,045.00	\$219,285.00	19
Iowa Western	\$1,035,000.00	\$201,825.00	\$10,350.00	\$28,785.00	\$103,500.00	\$690,540.00	89
Kirkwood	\$4,751,741.70	\$917,475.00	\$47,050.00	\$96,363.30	\$235,250.00	\$3,455,603.40	637
Northeast Iowa 1	\$3,012,549.45	\$587,925.00	\$30,150.00	\$81,087.00	\$301,500.00	\$2,011,887.45	364
Northeast Iowa 2	\$2,160,662.00	\$418,275.00	\$21,450.00	\$56,615.00	\$214,500.00	\$1,449,822.00	326
Northwest Iowa	\$1,381,474.80	\$269,100.00	\$13,800.00	\$33,865.00	\$147,698.80	\$917,009.00	145
Western Iowa Tech	\$535,000.00	\$104,325.00	\$5,350.00	\$18,449.75	\$51,367.75	\$355,507.50	50
Total	\$37,603,974.11	\$7,291,050.00	\$373,900.00	\$735,154.74	\$2,586,848.51	\$26,608,482.85	4,232

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

TABLE 6-2: 260E OPEN TRAINING AGREEMENTS: EXPANSIONS AND STARTUPS: FY19

College	Open Agreements	Businesses	Training Fund Amount (\$)	Certificate Amount (\$)	Expansions	Startups	New Jobs Pledged
Des Moines Area	207	137	\$64,560,000.00	\$50,681,474.00	193	14	8,159
Eastern Iowa	95	69	\$45,400,000.00	\$30,658,000.00	84	10	5,395
Hawkeye	74	51	\$25,480,000.00	\$17,356,309.60	65	9	2,950
Indian Hills	16	13	\$6,655,000.00	\$4,477,635.50	10	6	709
Iowa Central	14	11	\$14,090,000.00	\$9,748,241.69	14	0	1,468
Iowa Lakes	42	26	\$12,010,000.00	\$8,106,212.70	40	2	1,468
Iowa Valley	12	12	\$7,810,000.00	\$5,294,551.00	9	3	1,517
Iowa Western	15	12	\$7,852,000.00	\$5,416,519.51	12	3	1,067
Kirkwood	168	95	\$46,150,000.00	\$34,300,289.64	156	12	6,446
North Iowa Area	38	26	\$14,900,000.00	\$9,975,878.96	29	9	1,938
Northeast Iowa	82	53	\$37,123,506.12	\$25,637,218.26	71	11	4,066
Northwest Iowa	29	25	\$9,465,000.00	\$6,341,234.19	24	5	1,208
Southeastern Iowa	15	12	\$11,818,390.30	\$8,030,098.00	13	2	1,109
Southwestern	3	3	\$1,735,000.00	\$1,175,091.84	0	3	216
Western Iowa Tech	41	27	\$26,740,000.00	\$18,210,783.50	35	5	3,525
Total	851	572	\$331,788,896.42	\$235,409,538.39	755	94	41,241

purpose of conducting research and development, manufacturing, processing or assembling products. In FY19, there were 179 260F business awards with a total of 5,455 employees anticipated to attend training through the community colleges. There were 2,743 employees who completed their training in FY19 (Table 6-3). It is important to note that each program has individual requirements for completion, and therefore, participants and completers may start and end their training programs in different fiscal years and should not be used for annual comparison purposes.

Iowa Apprenticeship Training Program (15B)

The purpose of Act 15B is to increase the number of skilled Registered Apprentices in Iowa by assisting eligible apprenticeship programs through training grants. The IEDA administers the act in coordination with the United States Department of Labor (DOL) Office of Apprenticeship (OA). Employers that register with the U.S. DOL/OA voluntarily choose to abide by various state and federal requirements that support high standards, instructional rigor and quality training. A worker who graduates from a Registered Apprenticeship program receives a

national, industry-recognized, portable credential that guarantees to employers that the graduate is fully qualified to do the job. An apprenticeship program registered with the U.S. DOL/OA is referred to as a “sponsor” and includes both union and nonunion programs. A “lead sponsor” is an organization representing a group of Registered Apprenticeship sponsors. Only a sponsor or lead sponsor may apply for a training grant through 15B.

During FY19, a total of \$2.94M was allocated to 63 eligible sponsors and lead sponsors representing 5,904 apprentices. Combined, participants in these programs received 2,495,570 contact hours of training (Table 6-4). Grant recipients included employers from small businesses to the largest Registered Apprenticeship programs in the state. The traditional occupations represented in the program include plumbers, pipefitters, electricians, cement masons, plasterers and painters, sheet metal workers, machinists, welders and fabricators; however, there are also emerging occupations in culinary arts, winemaking, brewing and information technology that have benefited from this program in FY19.

The full IEDA FY19 reports can be found at www.iowaeconomicdevelopment.com/business#Workforce.

TABLE 6-3: 260F INDIVIDUAL BUSINESS AWARDS: FY19

College	Total Awards	Employees to Be Trained (Anticipated)	Employees Completing Training	Training Funds Awarded (\$)
Des Moines Area	23	526	213	\$502,001.00
Eastern Iowa	13	297	30	\$256,230.00
Hawkeye	11	390	-	\$202,302.00
Indian Hills	10	243	5	\$218,702.00
Iowa Central	9	156	-	\$177,944.00
Iowa Lakes	4	449	-	\$138,996.00
Iowa Valley	8	267	22	\$133,217.00
Iowa Western	15	203	109	\$156,457.00
Kirkwood	32	1,607	1,499	\$468,073.00
North Iowa Area	9	227	255	\$173,804.00
Northeast Iowa	22	567	460	\$148,010.00
Northwest Iowa	5	81	44	\$65,927.00
Southeast Iowa	8	118	72	\$126,383.00
Southwest Iowa	2	33	34	\$58,090.00
Western Iowa Tech	8	291	-	\$162,258.00
Total	179	5,455	2,743	\$2,988,394.00



TABLE 6-4: 15B AWARDS: FY19

Year	Grant Recipients	Contact Hours	Registered Apprentices	Funds Awarded
2019	63	2,495,570	5,904	\$2,940,000.00

Industry-Recognized Apprenticeship Programs

In addition to an expanding role with Registered Apprenticeships across the state, Iowa’s community colleges are also exploring ways to leverage newly developed Industry-Recognized Apprenticeship Programs (IRAP).

The Iowa Department of Education was one of only 18 organizations nationwide that received U.S. Department of Labor recognition in AY20 to oversee development of this new type of training program designed for industries or occupations that have been slow to adopt more traditional work-based learning programs, such as advanced manufacturing, health care, and information technology.

IRAPs will provide a flexible and customizable option that can be tailored to the workforce needs of businesses and expand opportunities for more Iowans to launch rewarding careers. IRAPs add to a robust menu of work-based learning programs available to Iowa employers. Information technology will be the first industry of focus for IRAP development in AY21, covering occupations in areas like software development, cybersecurity and networking, but IRAP eventually will be expanded to other industries and occupations.

SECTOR PARTNERSHIPS

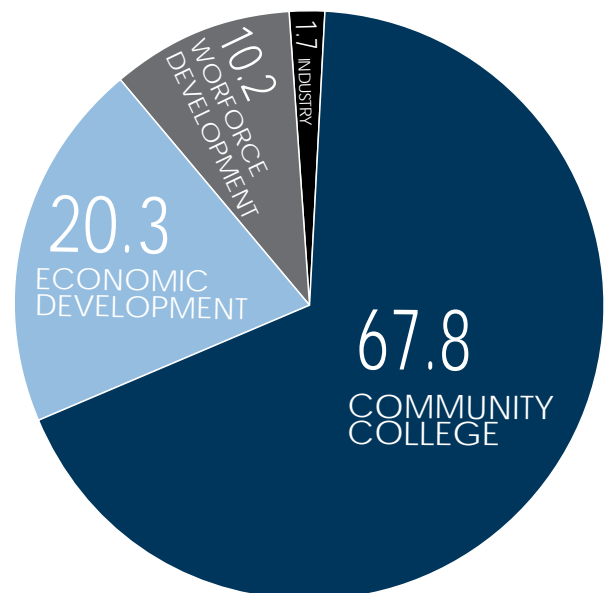
Sector partnerships are industry-driven, community-supported partnerships positioned to help local communities meet workforce demands by connecting regional employers with education, training, workforce and community-based organizations to address the local skills needs of a particular industry. The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

The federal Workforce Innovation and Opportunity Act (WIOA), passed in 2014, requires states to strategically align workforce development services,

which included state support of regional sector partnerships. With numerous sector partnerships in existence prior to the enactment of WIOA, and strong local and state support (via an allocation from the Iowa Legislature through the Pathways for Academic Career and Employment program), Iowa is positioned to achieve additional sector partnership expansion, while still supporting the growth and success of existing programs.

Even though the COVID-19 pandemic had a large negative impact on employer participation and capacity to meet consistently, there are more than 50 such partnerships throughout Iowa in varying stages of maturity across a multitude of industry sectors, with all of Iowa’s 99 counties, and many from neighboring states, supported at least partially by these grass-roots initiatives. Most sector partnerships in Iowa were established in 2015 or later. Over two-thirds are convened by Iowa community colleges to help identify regional economic and labor needs and to engage industry and support partners to develop strategies to address such needs (Figure 6-12).

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



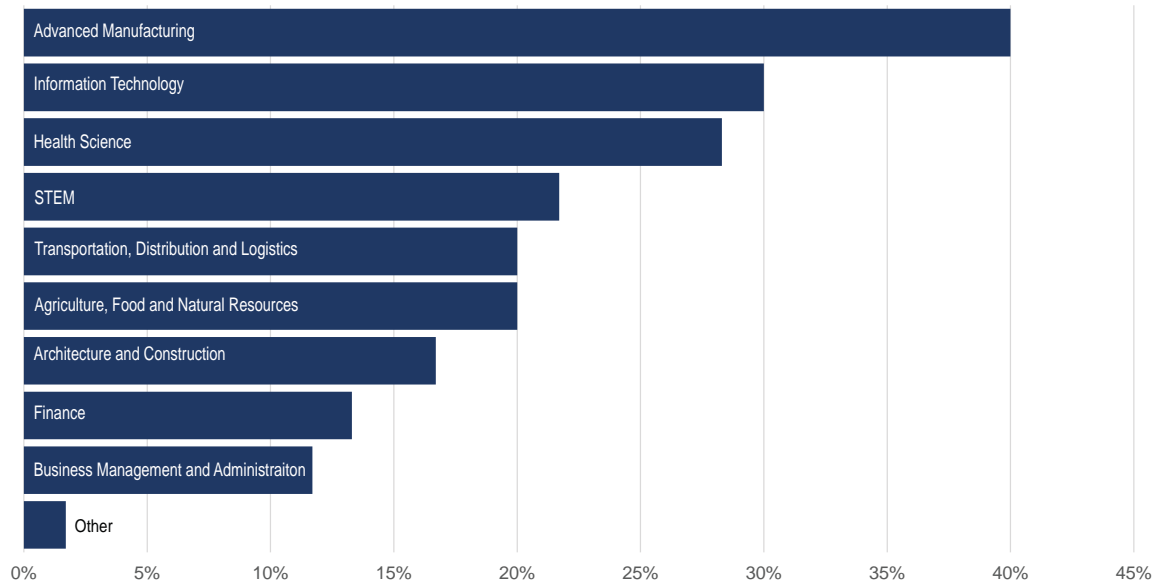
The top industries of focus for sector partnerships in Iowa are currently advanced manufacturing, followed by information technology and health science (Figure 6-13). These growing industries all require a skilled and educated workforce and face similar challenges of finding and retaining valuable employees.

The three main areas of focus for most sector partnerships revolve around the attraction, development and retention of a skilled workforce to an industry or geographic area. With Iowa's unemployment rate generally one of the lowest in the nation, employers are forced to not only focus on developing a strong long-term talent pipeline with K-12 students, but also engaging with the local community college and adult populations, which may include those currently employed, unemployed or underemployed. Much work is also being done to better engage with underutilized populations, such as those members of a community with a criminal background, immigrant/refugee status and nonnative English speakers (i.e. ESL - English as a Second

Language or ELL - English Language Learners).

To ensure sector partnerships around the state can leverage collective knowledge and share best practices with one another, the Iowa Sector Connect Community of Practice was developed to provide a forum for sector partnership facilitators and leaders from across the state. Bimonthly conference calls provide an opportunity for partnership teams to discuss program updates, collaborate on shared areas of concern or challenges and to learn from subject matter experts from a wide range of topics, such as Registered Apprenticeship and youth work-based learning opportunities. The notes from these calls, an interactive webinar series, and a wide array of additional toolkits, informative webinars and other valuable resources can be accessed at SectorPartnerships.EducateIowa.gov.

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



Career Pathways

To help regional sector partnerships meet their identified goals, the Department also convenes and facilitates the Sector Partnership Leadership Council (SPLC). As called for in Iowa's Unified State Plan, the SPLC provides strategic direction and works to expand sector partnership policy in Iowa. During AY19-20, the SPLC worked with the Department and a wide range of public and private support partners to develop career pathways resources to give students, parents and educators a better understanding of the wide range of jobs available in the state's information technology and business and financial services industries. To ensure accuracy, timeliness and relevance of these materials, employers, industry and trade associations were consulted during each project through a series of online surveys, virtual focus groups and direct consultation. Similar

projects were completed during previous years for the building trades, transportation, distribution, and logistics (TDL), energy, advanced manufacturing and health science industries.

These resources attempt to highlight the many benefits of working in these often misunderstood industries in Iowa, while dispelling long-held misconceptions or myths about associated work. The resources also match personality traits, interest types and dynamic skill sets with different high-demand jobs in these critical industries to illustrate career opportunities that exist for every type of person, no matter their interest or skill level. Projects planned for AY19-20 will focus on the evolving agriculture industry, while also revisiting previous industry projects for a minor update and refresh.

Career Pathway Resources

Information Technology - July 2020

Project Partners

Iowa Workforce Development, Iowa Economic Development Authority, Future Ready Iowa, Technology Association of Iowa (TAI), State of Iowa Office of the Chief Information Officer (OCIO), and Iowa Governor's STEM Advisory Council

Public Interactions

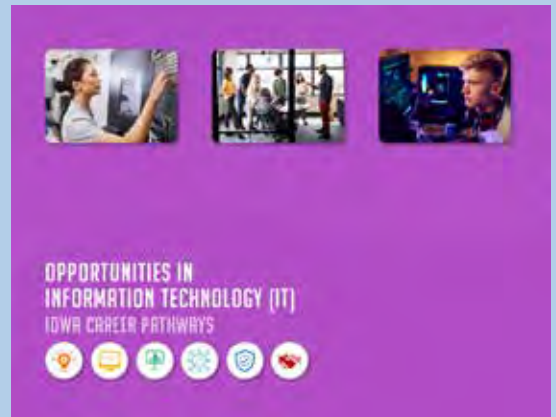
5 virtual focus groups and 2 online surveys

Total Participants

316 employers and support partners

Total Careers Highlighted

61 career opportunities



Business and Financial Services - December 2020

Project Partners

Iowa Workforce Development, Iowa Economic Development Authority, Future Ready Iowa, Iowa Association of Business and Industry (ABI), Iowa Business Council (IBC), Iowa Business Education Association (IBEA), Iowa Bankers Association (IBA), and the Iowa chapter of the National Association of Insurance and Financial Advisors (NAIFA)

Public Interactions

5 virtual focus groups and 2 online surveys

Total Participants

289 employers and support partners

Total Careers Highlighted

69 career opportunities



Work-Based Learning Toolkits

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

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

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

Specific project goals were defined as the following:

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

Work-based learning toolkits have been developed for the health science and advanced manufacturing industries. Due to restrictions from the COVID-19 pandemic, additional projects were put on hold for much of AY 19-20, but are currently being planned for the future to include a focus on the recently finished career pathways projects in industries like the building trades, TDL, IT and business and financial services.

Work-Based Learning Toolkits

Health Science - August 2019

Project Partners

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

Total Participants

64 employers, educators and support partners

Total Examples Highlighted

35 work-based learning experiences



Advanced Manufacturing - October 2019

Project Partners

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

Total Participants

68 employers, educators and support partners

Total Examples Highlighted

36 work-based learning experiences



COMMUNITY SUPPORT AND COLLABORATION

Iowa's community colleges help hundreds of thousands of students each year. They also enhance the quality of life of their local communities by partnering on community collaborations and initiatives, supporting conservation and neighborhood revitalization efforts and providing life-long learning opportunities.

During AY19-20, they brought arts and wellness to their communities, hosted community events and family activities, partnered on neighborhood revitalization projects, expanded college planning and career exploration efforts, provided services and support to help Iowa meet its skilled workforce goals and assisted with pandemic response. A few of these initiatives are highlighted in this section and serve as examples of the strong connections community colleges have with their local communities.

NICC Builds the Local IT Workforce

Investing with community partners is sometimes the best solution to a problem. That's what Andrew Butler, executive chairman for Cottingham and Butler, Inc., realized when the company needed employees with coding and digital technology skills for web development.

Butler teamed up with Northeast Iowa Community College and the University of Dubuque to create a Web Application Bootcamp. The eight-week training program provides students with the skills needed to fill in-demand local jobs.

"We believe in higher education and know the students who attend Northeast Iowa Community College are very likely to stay in northeast Iowa. They are our customers and contribute to the local economy," Butler stated.

The web application skill shortage stretches well beyond Cottingham & Butler. According to laborshed research, web development and programming job openings are predicted to grow by 15 percent through 2025. The partnership with

NICC has the potential to create a technology hub for the region, attracting talent that supports both businesses and the community well into the future."



NIACC Breaks Ground on One of the Largest Community College Solar Projects in the Country

North Iowa Area Community College (NIACC) recently broke ground on a new solar panel project that will save the college around \$10.7 million over the next 25 years. This ambitious project is the result of a collaboration between the college and a private investor utilizing solar tax credits to build the initial infrastructure. The college will have the option to purchase the solar arrays from the investor in five years.

"We expect the energy savings for the college to be considerable, approximately \$392,200 a year, or 58.0 percent of the campus' current consumption." Schulz continued, "This project is a socially responsible investment and underscores the college's ongoing commitment to sustainability and doing our part to protect the environment."

NIACC's project will utilize 5,800 BiFacial modules. These BiFacial modules have solar cells on both sides, enabling the panels to absorb light from the back of the module as well as

the front. NIACC's ground and rooftop arrays will produce more energy throughout the day from the reflection on the backside of modules, as well as from snow covered ground and white roof surfaces.

Construction of the nine solar arrays should be completed by December.





ILCC Creates 3-D Printed Medical Supplies for Health Care

The Iowa Lakes Engineering Technology program partnered with Rick Ayres, Lakes Marketing and Print and Adam Perry, Band Director at Sioux Central Schools, and many other businesses, individuals and schools to help combat the shortage of personal protective equipment for healthcare professionals. This equipment is used by healthcare professionals on the front lines of the coronavirus pandemic in the Iowa Lakes District and throughout Northwest Iowa.

Together, they created 3-D printed personal protective equipment and ear savers for health care facilities.

Ear savers and headbands created by Iowa Lakes Engineering Technology program filled orders for:

- » Avera Holy Family Hospital in Estherville
- » Good Samaritan Society in Estherville and Spirit Lake
- » Spencer Hospital
- » Lakes Regional Healthcare



NCC Partners with Snap-On Tools

Northwest Iowa Community College has become an official educational partner with Snap-on Tools. This means that every student in NCC's transportation programs have access to a tool box full of new, high quality Snap-on tools from day one of their first semester. This allows the student to start their education without the large expense of buying the tools themselves right before school starts. Also, all of the technology in the labs is updated twice a year to the most current available.

The tool program is not the only benefit this partnership provides to the students. NCC students will now have the opportunity to earn nationally recognized Snap-on certificates through the National Coalition of Certification Centers (NC3).

Students pay an equipment fee each semester and when they successfully complete the program they receive a brand new Snap-on toolbox with approximately \$5,000 worth of new tools. They also have the option of buying more tools at that time at a significantly reduced cost.



ICCC Cross Country Makes Community Connections with Annual Walks

Since 2014, the ICCC cross county team has partnered with campus neighbors, Friendship Haven, an assisted living community. Alumnus Liz (Crimmins) Flattery and coach Coach Dee Brown came up with the idea for a two-times per fall walk with the team and Friendship Haven residents. The group annually participates in the Purple Walk for Alzheimers and the Iowa Healthiest State Initiative.

As a group, the team takes the residents for about a half mile walk around the campus for some fresh air and friendship—a special event for many residents who are only able to get out once or twice a year. The athletes walk beside some, push wheelchairs, push beds and strike up friendly conversation. In past years, the events have included snacks and lemonade, a hayrack ride, as well as optional participation for college staff. There are typically anywhere from 30-60 residents who participate in the two annual events.

Coach Dee notes that, at the conclusion of each event, team members are often missing, only to be found visiting with their newfound friend for a bit longer. “We come to find out they stayed and visited with this person for 20-30 more minutes. That time spent and conversation is priceless. I often receive a

note in the mail, an email or a voice mail from one of the adult children of a resident who our athlete spent time with and it will bring you to tears how happy it has made the both of them. This is a truly enriching experience for our athletes to see life through their elder’s eyes.”



IVCCD Transforms Dale Howard Family Activity Center to Meet Medical Need

In Iowa Falls, the Dale Howard Family Activity Center (DHFAC) on the Ellsworth campus is used by the community as a fitness center and gathering place; however, when Governor Reynolds announced that wellness centers would not be able to continue operation during the COVID-19 pandemic, the DHFAC closed its doors. Little did Ellsworth Community College administrators know those doors would open again in just a matter of weeks, albeit in a much different capacity.

Hansen Family Hospital approached ECC Provost, Dr. Martin Reimer, when the need to keep well patients separate from sick patients intensified after community spread of Novel Coronavirus, COVID-19, was identified in Iowa. The Hansen Family Hospital and Ellsworth Community College entered into a temporary rental agreement to lease much of the space. Under this agreement, the DHFAC served as the hospital’s rehab services facility. Patients with the

most pressing needs are able to continue their physical therapy, occupational therapy, and speech therapy without interruption. Ellsworth was excited to find a way to provide



HCC Partners with One City Untied for WE Build Waterloo

A vacant home that was riddled with bullet holes and filled with remnants from years of squatting on the city's east side is being revived under a new partnership aimed at helping struggling families and improving neighborhoods.

Hawkeye Community College and One City United, a Waterloo nonprofit organization, launched the first session of WE Build Waterloo in June. The 12-week program introduces 18- to 24-year-olds to a variety of construction trades.

A cohort of five has helped with gutting the house at 414 E. First St., which once housed a beauty parlor, down to the studs. The crew was tasked with ripping out old plumbing and electrical systems, removing floors and reframing the house.

The next cohort will begin at the start of the fall semester with the classroom portion of the program followed by the hands-on experience at the home, which is owned by One City. Once the house is completed, it will be sold to a lower-income family.

Rosemont Companies and several area organizations have donated \$150,000 to the program, which Peterson estimates will cost about \$250,000. Other organizations that donated are the Otto Schoitz Foundation, Max & Helen Guernsey Charitable

Foundation, Ferguson, Dupaco, Community Foundation of Northeast Iowa, Team Builders, Lincoln Savings Bank, Dalton, US Bank and IowaWORKS.

"To own a home means hope. It means that somebody believes in me. Somebody cares about me," said Feltes, "Then they can bring their family and friends and say, 'I own this.'"



EICC Unites with Local Colleges for Marketing Partnership

In a unique public/private partnership begun two years ago, Eastern Iowa Community Colleges joined with six other public and private colleges in its Iowa/Illinois area to draw attention to the economic impact of higher education to the Quad Cities. The campaign included public promotions, a website with statistical

information, and videos and billboards highlighting the colleges' alumni.

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KCC Initiates Free Laptop Program

In the fall of 2019, a staff member on Kirkwood's Iowa City Campus contacted the IT department about the possibility of helping a student in need by supplying them with an old laptop to aid them in their studies. Due to the student's financial situation, they lacked the money to be able to afford such an expensive item. As it turned out, the college was able to provide the student with a laptop and they were able to complete their coursework.

Through the discussion to make it happen, Kirkwood decided to expand the concept to help even more students in need. Over the next few months, A program was developed to supply a limited number of qualifying students with a free laptop. As the project progressed, other external partners were brought in to be a part of this innovative effort.

In order to qualify, students had to be enrolled in at least six hours at the college. In addition, after completing an application, they needed to write a 300-word essay that detailed their need for the computer and how it would benefit them academically. Preference was given to those applicants who were Pell Grant eligible.

Forty laptop packages were available for qualifying students and they were awarded on a first-come, first-serve basis. Once distributed, the laptops made an immediate impact

on the recipients.

Because of the immediate success of the program, the decision was made to expand it even further. This past fall semester, the second round of Kirkwood's Free Laptop Program helped 200 students in need. If the efforts of the project continue to pay off in terms of student success, it's likely that the program will continue and students reap the rewards both in the classroom and beyond.



DMACC Adds New Activity Center on Boone Campus

With student housing, being the home of the college's sports teams and providing high quality academic experiences, the DMACC Boone Campus offers an environment and culture of a small, private college, the only thing missing has been a high-quality facility for fitness and recreation. The current facility was old, outdated, overcrowded and didn't accommodate the current needs of students—but that's changed.

The new DMACC Boone Campus Student Activity Center will provide a wealth of fitness options to help students foster a sense of overall well-being. This ambitious project is adding 28,500 square feet to the existing gymnasium.

The addition includes a practice and performance center, an expanded weight room, an athletic training room, equipment that will allow for indoor practices for outdoor sports, storage space, an office, a family room and enhanced space for recreation and sports. This project will also allow DMACC to host community basketball and volleyball tournaments, youth camps and more.

As part of a public-private partnership, Fareway Stores donated \$250,000 to the exciting project. The facility will be

named Fareway Fieldhouse. All DMACC athletics are located at the DMACC Boone Campus. Those sports include: men's and women's basketball, men's and women's golf, men's and women's cross country, men's baseball, women's softball and women's volleyball. Both athletes and student rec will utilize the new center. For more information on this expansion, go to <https://www.dmacc.edu/foundation/Pages/Boone.aspx>



WITCC Partners with Tyson Fresh Meats, Inc.

Western Iowa Tech Community College's (WITCC) Corporate College has provided workshops and specialized trainings to the Tyson Fresh Meats industrial maintenance team for the past four years. As the Tyson Fresh Meats operation expanded and grew locally, so did the need for advanced technical training for employees. Tyson Fresh Meats and WITCC's Corporate College partnered to address this need and developed a unique training program.

The special program provides classroom instruction and hands-on training to increase the technical knowledge of maintenance technicians hired from within the Siouxland community. The 3000-square-foot state-of-the-art lab on the WITCC campus uses equipment largely donated by Tyson Fresh Meats and replicates an industrial processing plant floor. By working on production floor equipment and systems used in the industry, students gain relevant real-world experience. Over the course of a year, students receive over 500 hours of training with a WITCC Industrial Maintenance instructor, earning them an Industrial Maintenance Diploma. This lab is also available to employers across the region as well as WITCC Automation and Robotics students, improving the skills of the current and future workforce.

In its first year, the program successfully graduated nine students. The benefits of the program are evident to all those involved. By partnering together, WITCC and Tyson Fresh Meats are producing quality master mechanics within the community, strengthening the workforce, and providing a successful model for future community training programs.



IWCC Provides Training Advantages to Enter Health Careers

Iowa Western offers an array of health care programs at its campus in Council Bluffs as the demand for medical careers grows. The college's Center for Advanced Nursing and Allied Health Education is home to a state-of-the-art simulation center that provides students with hands on training opportunities in the health careers. Brandon Kea, a sophomore from Council Bluffs, Iowa, works in one of the many simulation labs.



SWCC Criminal Justice Partners With Union County Attorney for Internship Opportunity

During 2020, Southwestern Community College's criminal justice program partnered with the Union County attorney's office to create a unique internship opportunity for the college's criminal justice students. The collaboration began following a discussion between Diogenes Ayala, Southwestern criminal justice instructor, and Tim Kenyon, Union County attorney.

"This is a wonderful opportunity for the program," Ayala said. "The position is vital for the county attorney and gives students real world practice."

The internship is a video clerk position. A large portion of the duties of this position consist of watching footage from police body and vehicle cameras. According to Kenyon, one traffic stop alone can generate two to three hours of video. By having the intern watch the footage in its entirety and make notes regarding which portions Kenyon needs to watch himself and which portions are an overlap between sources, it can save hours of the county attorney's time.

Ayala said it provides invaluable experience to the intern as well, because while watching the footage, students can begin to see how investigators look for and piece together clues to determine what has happened in a situation.

Southwestern sophomore Blaize Reha, a criminal justice major, is currently serving as the first Southwestern student

in this internship role.

Reha said the work has been interesting up to this point. He is able to work from home and completes 15-20 hours of work for the county attorney's office each week. Reha, who emphasized that confidentiality in this role is a must, said this internship will be a great stepping stone for him as he heads into the field. He plans to transfer to Buena Vista University following graduation from Southwestern. After earning his bachelor's degree, he hopes to go into the field of probation or parole.

According to Ayala, Southwestern will be able to rotate



IHCC Provides Industrial Maintenance Career Academy

This fall, students attending Indian Hills' Rathbun Area Career Academy enrolled in the new Industrial Maintenance program located on the Centerville Campus. The Industrial Maintenance Technology program was made possible through partnerships between the college and local industry as well as a \$50,000 Employer Innovation Fund Grant. The grant, along with the industry partnerships, will allow both high school students attending the career academy as well as industry professionals in southern Iowa to complete Industrial Maintenance Technology training in Appanoose County.

Industrial Maintenance is a growing field with an aging workforce and is in high-demand in southern Iowa. The partnership with regional employers will recruit, train and employ Industrial Maintenance Technicians within the communities where they live and work. High school students attending the career academy use the Industrial Maintenance Training Center during the day and local industry professionals are trained at the Center in the



SCC Begins Early Childhood Education Associate of Applied Science

In fall of 2020, SCC launched its Early Childhood Education Associate of Applied Science Degree. Students who successfully complete the program will be prepared to work in licensed child care centers or preschool settings. The program is unique to the state of Iowa. SCC faculty and administration worked with dozens of stakeholders including local public school officials, the Iowa Department of Education, child care providers and economic developers.

“Many of Iowans lack access to quality childcare, and three out of four kids under the age of nine have parents who work full-time,” explains SCC Dean of Career and Technical Education, Dr. Ashlee Spannagel. “It’s not just a child development or education issue. It has economic impacts for working families and local businesses.”

The program is designed to provide a pipeline of skilled professionals to find employment in child care centers and related service providers. It also prepares students for careers in education to replace the increasing number of teachers who retiring out of area schools. Through a special articulation agreement, graduates will be admitted into Iowa Wesleyan’s Elementary Education Teacher Education Program enabling students to complete a licensure program locally in two years.

“We worked hard to make sure this program would be versatile because it’s so critical our region,” Spannagel says. “Students can prepare for careers in child care and possibly even open their own businesses, or they can get a good start to becoming a teacher before having to transfer to complete their degree.”





Systems and Infrastructure

Human Resources and Finances

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

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

HUMAN RESOURCES

During AY19-20, Iowa community colleges employed 12,531 people in administrative, instructional, professional, secretarial/clerical and service positions.

» In AY19-20, the largest group of community college employees were instructional staff, followed by professional, secretarial and clerical, service and administrative.

A total of 14,310 positions were reported as full-time, part-time, temporary and adjunct positions during AY19-20. The number of positions reported is greater than the number of employees because

COMMUNITY COLLEGE EMPLOYEES

NUMBER OF EMPLOYEES

12,531

DECREASE IN EMPLOYEES

↓ 6.0%

DOWN SINCE AY18-19

INSTRUCTIONAL POSITIONS

6,518

DOWN 4.5% SINCE AY18-19

INSTRUCTORS, AS A PERCENT OF ALL POSITIONS

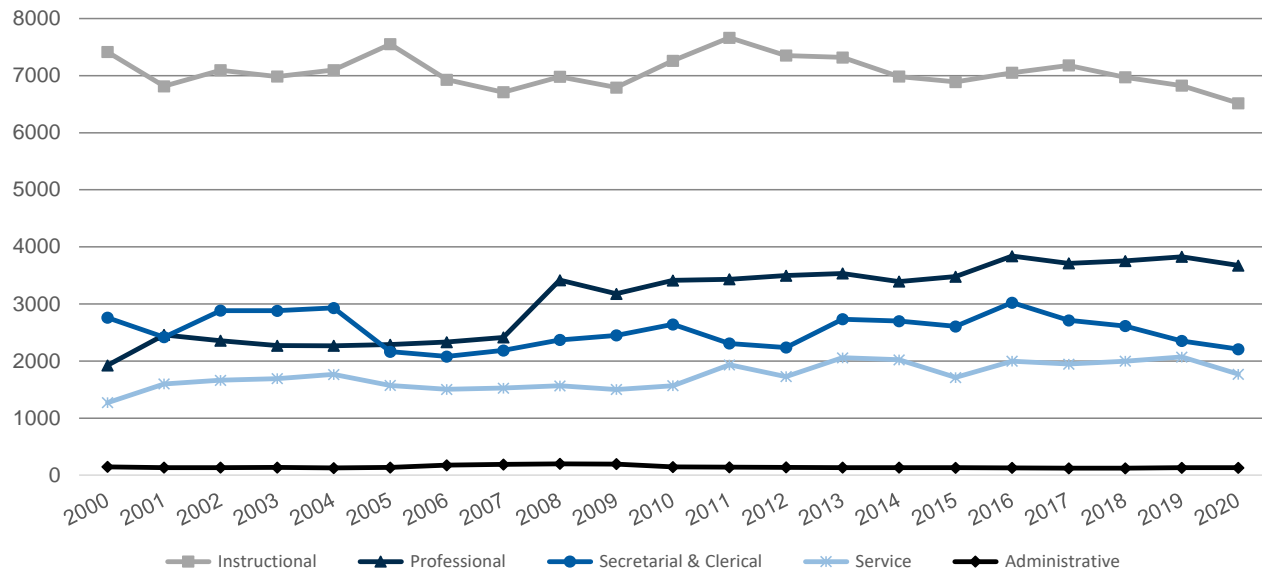
45.5%

UP 0.6% SINCE AY18-19

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

While the total number of employees decreased by 6.0 percent from AY18-19, the professional composition of community college employees, which includes academic support, student services, business office and data processing, has remained relatively stable for the past ten years. The largest group in AY19-20 continued to be instructional (45.5 percent), followed by professional (25.7 percent), secretarial

FIGURE 7-1: IOWA COMMUNITY COLLEGE EMPLOYEES BY POSITION TYPE: 2000 - 2020



and clerical (15.4 percent), service (12.4 percent) and administrative (1.0 percent), which includes the chief executive officer and cabinet or administrative team. Historically, the most significant change in composition occurred in 2005, when the professional staff began outnumbering the secretarial and clerical staff (Figure 7-1).

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

Temporary/seasonal staff positions have grown steadily since experiencing a dramatic change in 2008 when a sharp increase occurred that raised the number from 542 to 1,990 employees. In 2014, the distribution stabilized, and in AY19-20 temporary and seasonal staff constituted 14.2 percent of all positions (Figure 7-2).

Iowa community college administrators and instructors actively engage in professional development by furthering their education. As a result, the number of full-time instructors and administrators with doctoral degrees experienced a steady 18 percent average growth between 2004 and 2011, when it reached a total of 244. This number dropped to 234 in 2012, and to 204 in 2013, before increasing to 260 in AY18-19. In AY19-20, there were 262 full-time instructors and administrators with doctoral degrees, a record-high number since tracking began. The percentage of those full-time



Northwest Iowa Community College

COMMUNITY COLLEGE EMPLOYEES

RACE/ETHNICITY OF EMPLOYEES

89.4% WHITE

GENDER OF EMPLOYEES

59.7% FEMALE

MEAN AGE OF EMPLOYEES

43.9 YEARS

EDUCATION OF INSTRUCTORS & ADMINISTRATORS

64.4%

FULL-TIME WITH MASTER'S DEGREE OR HIGHER



FIGURE 7-2: EMPLOYMENT BY TYPE: 2000 - 2020

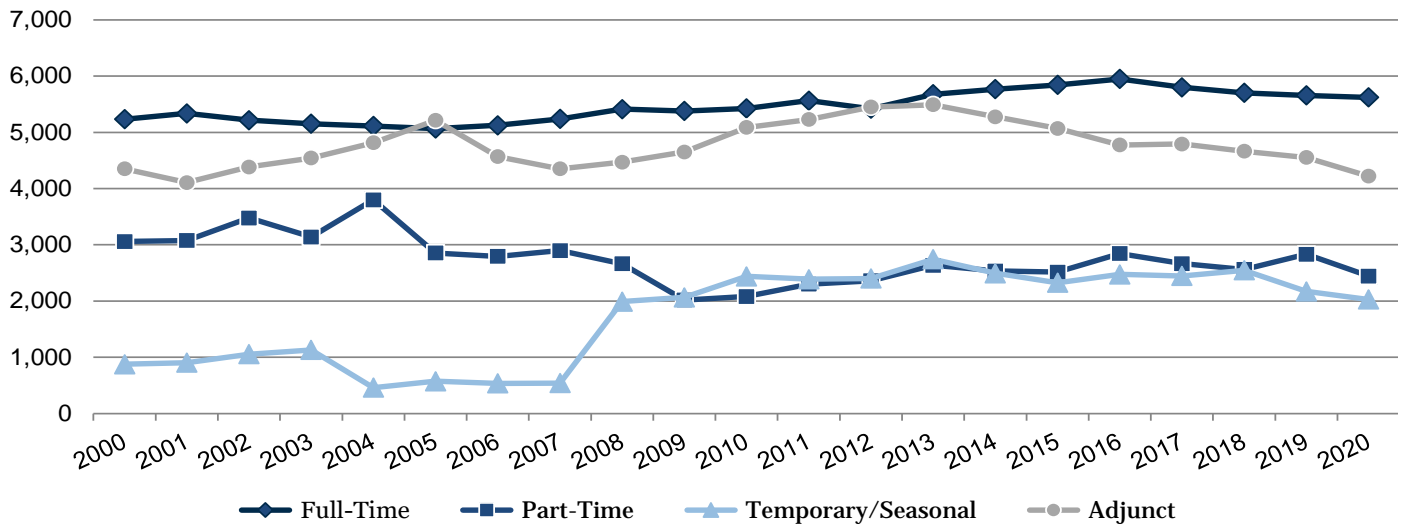
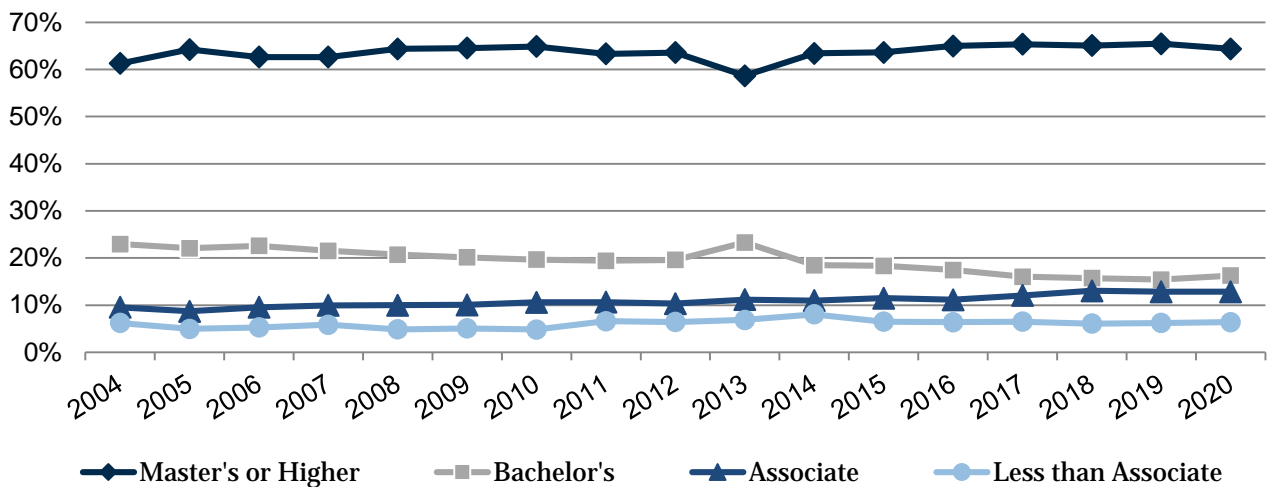


FIGURE 7-3: INSTRUCTORS' AND ADMINISTRATORS' DEGREES: 2004 - 2020



instructors and administrators who had a master’s degree or higher fluctuated between 61.2 in 2004 and record high 65.5 in AY18-19. In AY19-20, it decreased to 64.4 percent. The record low occurred in 2013 when the percentage dropped to 58.6 (Figure 7-3).

The percentage of instructors and administrators with only a bachelor’s degree remained steady between 2008 and 2012 (19.9 percent on average), increased to a record high of 23.3 percent in 2013, and dropped to 16.3 percent in AY19-20. The percentage of associate degree holders has remained stable for the past 11 years, reaching a record high of

» Iowa community colleges had a record high number of full-time administrators and instructors with doctoral degrees (262) and 64.4 percent of full-time administrators and instructors with master’s degrees or higher in AY19-20.



FIGURE 7-4: PERCENT OF RACIAL MINORITIES AMONG EMPLOYEES: 2000 - 2020

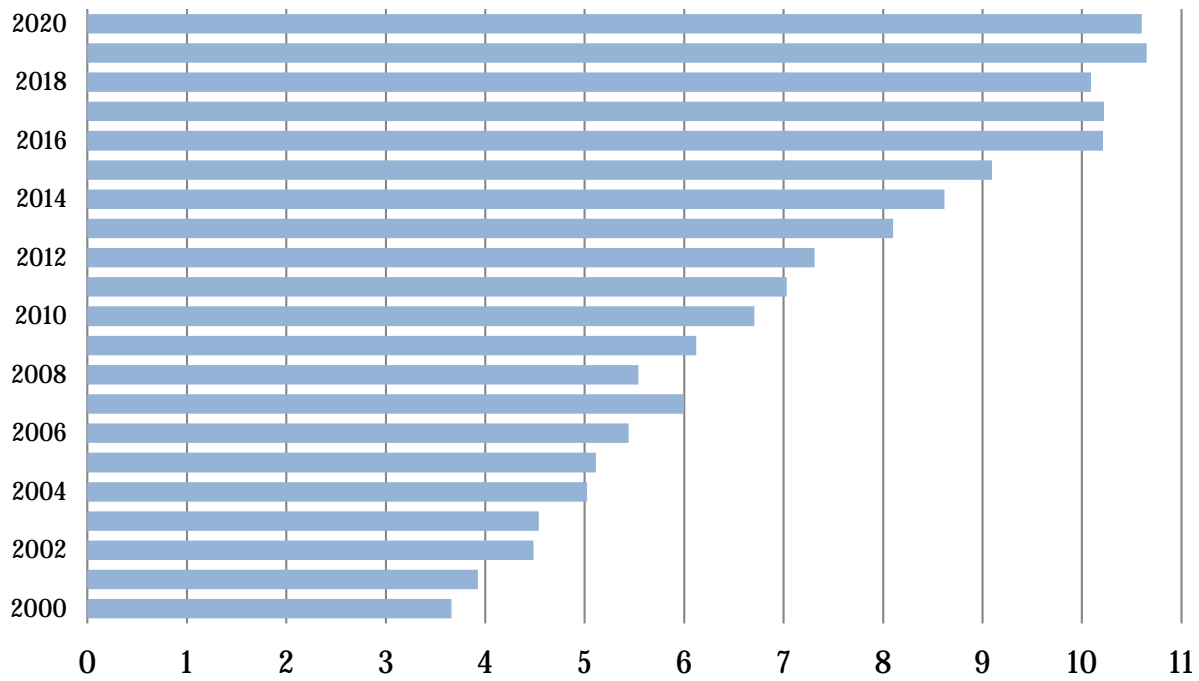
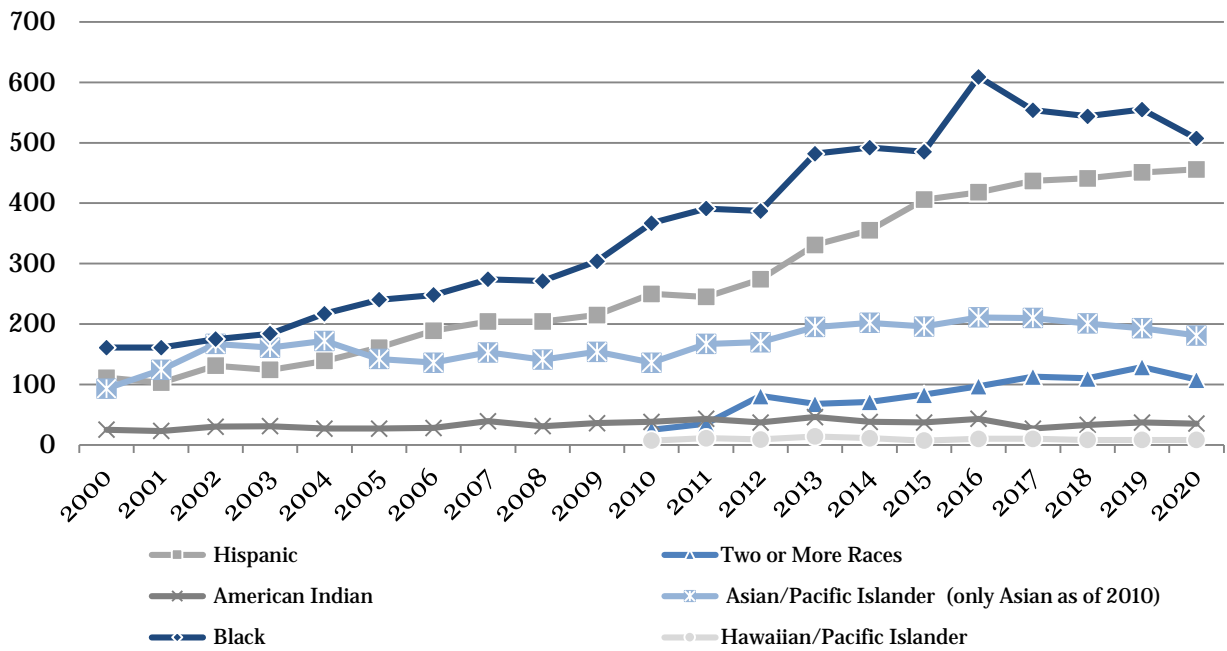


FIGURE 7-5: DISTRIBUTION OF RACIAL/ETHNIC MINORITIES AMONG EMPLOYEES: 2000 - 2020



13.0 percent in AY17-18, before decreasing slightly to 12.9 percent in AY19-20 (Figure 7-3).

Racial/ethnic minorities comprised 10.6 percent of all employees in AY19-20, which is one tenth of a percent lower than last year's record high of 10.7 percent. The 20-year trend from 2000 to 2019 depicts a steady increase in the number of racial/ethnic minorities among Iowa community college employees. The average growth between 2000 and AY18-19 was 5.5 percent (Figure 7-4).

The distribution of employees within racial/ethnic minorities among employees has fluctuated over the past 20 years. The percentage of American Indian employees ranged between 6.4 percent in 2000 and a record low of 2.0 percent in AY16-17, before rising to 2.7 percent in AY18-19 and AY19-20. Asian employees have also experienced fluctuations since 2000, decreasing to 14.0 percent during AY19-20. The percentage of black employees has been consistently high among all minority employees, fluctuating between 39.1 and 44.6 percent. In AY19-20, black employees comprised 39.2 percent of all minority employees. The percentage of Hispanic employees increased to a record high 35.2 percent in AY19-20. Hawaiian or other Pacific Islander employees remained at less than one percent of all minority employees. Since 2010, when the new standards allowed reporting of more than one race, employees reporting more than one race grew from 3.0 percent in 2010, to a record high of 9.4 percent



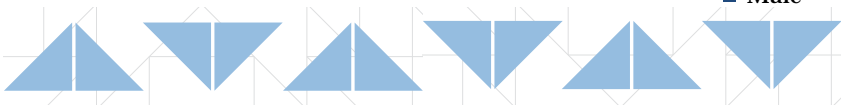
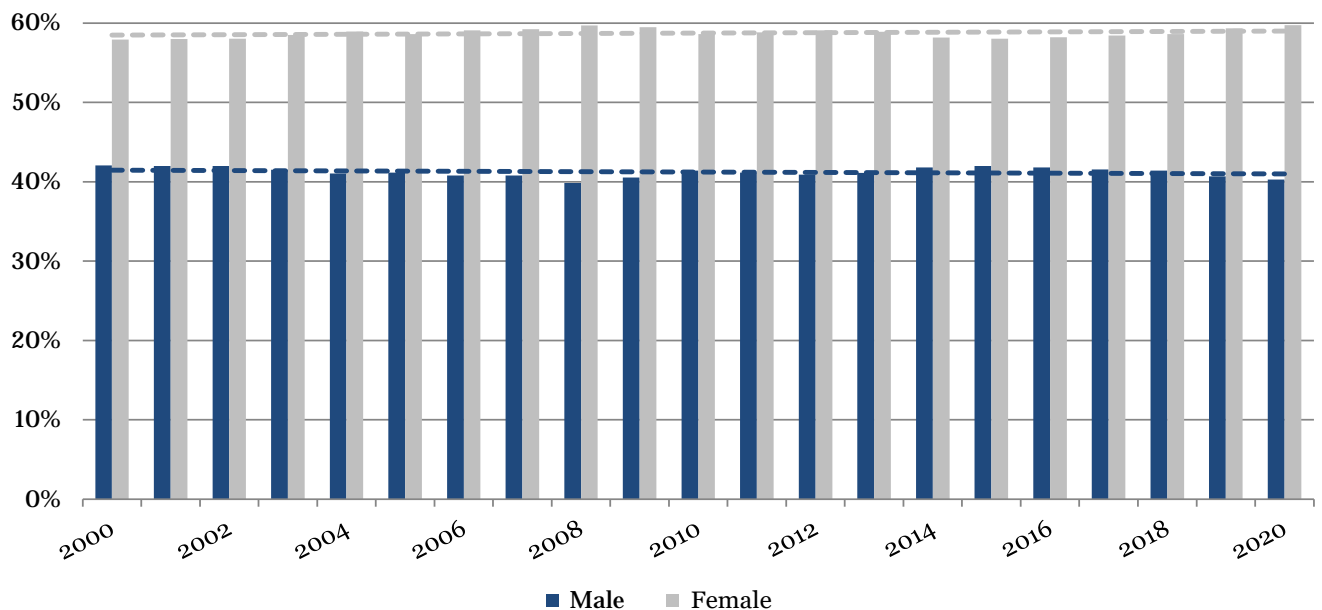
Graduates of Iowa Lakes Community College

» In AY19-20, Hispanic community college employees increased to a record high 35.2 percent.

in AY18-19. In AY19-20 they comprised 8.3 percent of all minorities (Figure 7-5).

The gender composition of Iowa community college employees has remained stable since 2000. Female employees comprised 59.7 percent of all employees through AY19-20 (Figure 7-6).

FIGURE 7-6: GENDER DISTRIBUTION OF EMPLOYEES: 2000 - 2020



In AY19-20, the age distribution of Iowa community college employees presented a wide palette, from teens to employees in their eighties. Three groups (19, 20 and 49-year-old employees) had over 300 employees each, with a mode of 19. There were 20 groups (out of 75) with over 250 employees in each (Figure 7-7). In AY19-20, the average age of community college employees was 43.9 years old, while the median age was 44, which is slightly older than the distribution last year (43.4 and 43, respectively), the youngest group of community college employees in the history of the community college management information system (MIS).

The largest group of community college administrators was between 55 and 61 years old in

AY19-20, which was older than the largest group of all employees. The average age of administrators was 53.1 years old and the median age was 54 years of age (Figure 7-9). The data suggest a trend toward younger administrators, down from 53.2 in AY18-19.

Iowa community college full-time instructional staff was comprised of ages between 23 and 81, with the mode being 49 years old. The average age of full-time faculty at Iowa community colleges gradually increased from 2004 through 2011, when it peaked at 50.1. Since that time, it has fluctuated between 48 and 50, with an average of 48.1 in AY19-20. The median age increased from 48 in AY18-19 to 49 in AY19-20, supporting the notion of stabilization of faculty age from a high median age of 51 in 2012 to 48-49 (Figures 7-8 and 7-9).

FIGURE 7-7: AGE OF COMMUNITY COLLEGE EMPLOYEES: AY19-20

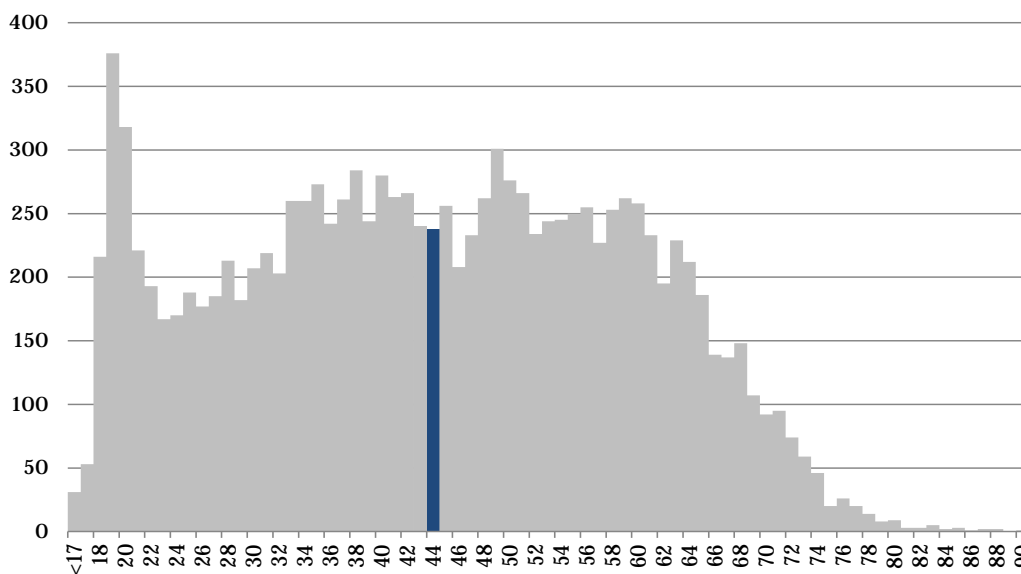


FIGURE 7-8: AVERAGE AND MEDIAN AGE OF FULL-TIME INSTRUCTORS: 2005 - 2020

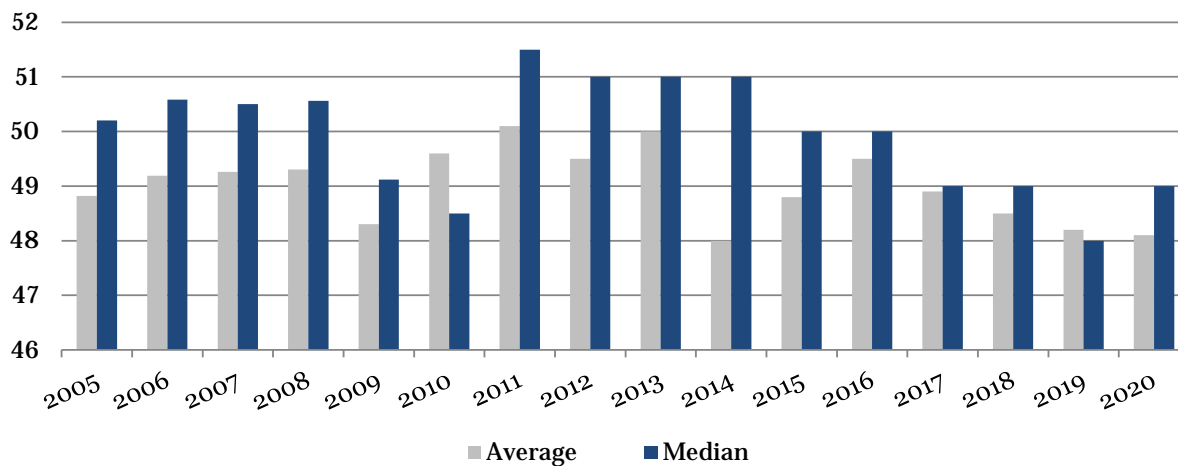
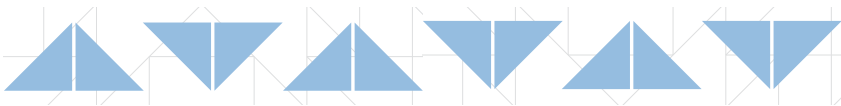
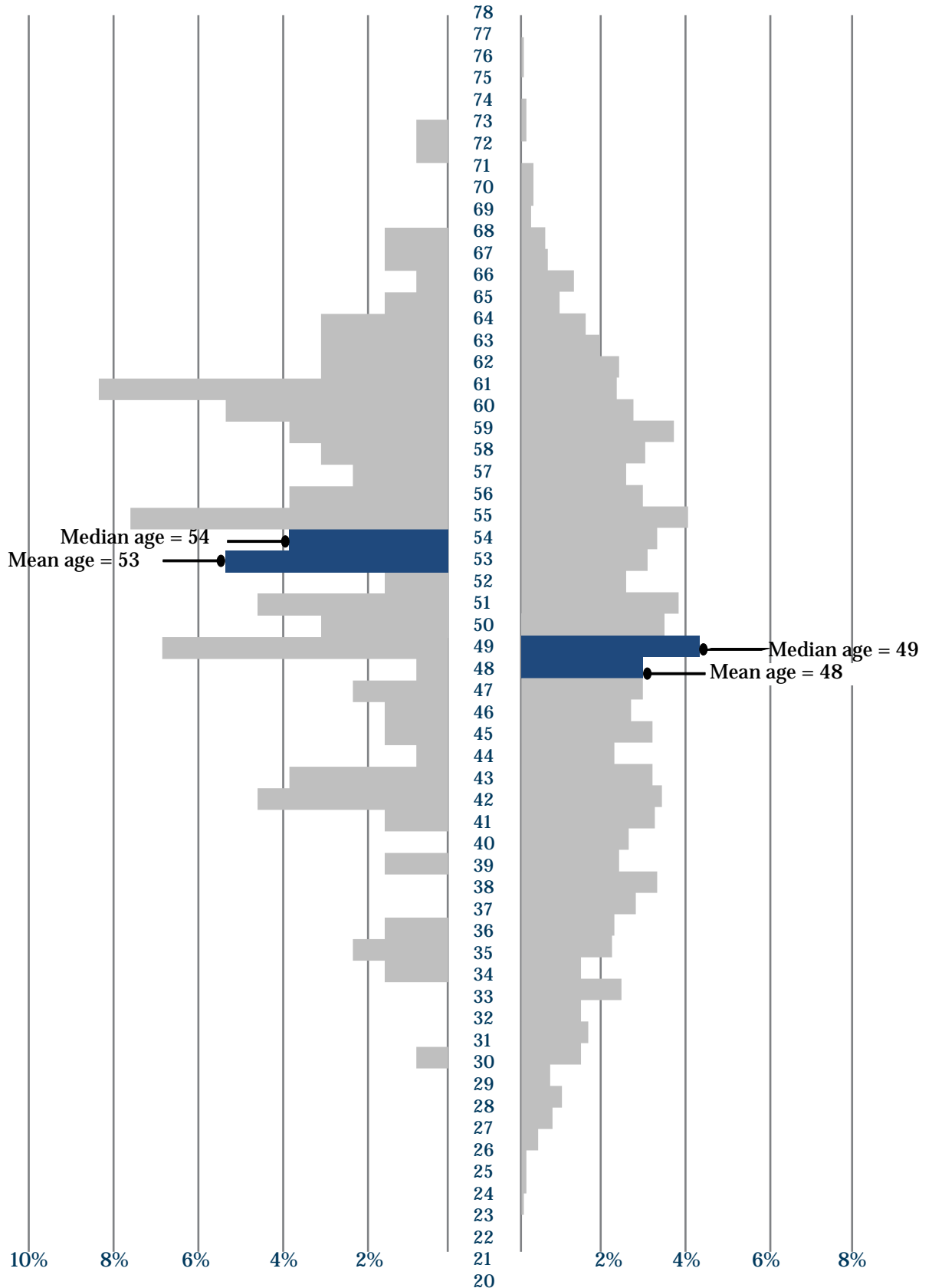


FIGURE 7-9: DISTRIBUTION OF ADMINISTRATORS (LEFT) AND INSTRUCTORS (RIGHT) BY AGE: AY19 -20



Instructional Staff Salaries

Average salaries for full-time instructional staff, which include salaries for all contract lengths, have increased an average of 2.3 percent annually since 2001 (Figure 7-10). The average base salary for a nine-month contract for full-time instructional employees increased 4.6 percent, from \$58,342 in AY18-19 to \$61,047 in AY19-20.

In addition to the MIS, there are a number of other state and federal reports that publish faculty salaries. Variances among those reports are due to differences in definitions, classification systems and contract periods, among other factors. For example, for AY17-18, the National Center for Educational Statistics (NCES) reported \$58,088 as the average salary of full-time instructors in two-year public institutions based on nine-month contracts.

NCES also publishes annual data for colleges nationwide and by state. According to their data, from 1996 through 2018, the average salary steadily increased for Iowa full-time community college instructors. In 2018, the salary increased by 9.0 percent compared to the prior year, while the average salary increased nationally 13.9 percent, still leaving Iowa salaries higher than the national average for the second time since 1996 (Figure 7-11). Over the last 23 years, average salaries in Iowa increased 2.8 percent each year since 1996 while the national



Iowa Central Community College

average increased 1.7 percent annually during that time. Overall, the data show that Iowa community college instructors were paid, on average, 0.2 percent higher than the national average salary for two-year public institutions in AY17-18 (latest available data).

FIGURE 7-10: AVERAGE BASE SALARY OF FULL-TIME INSTRUCTORS: 2001 - 2020

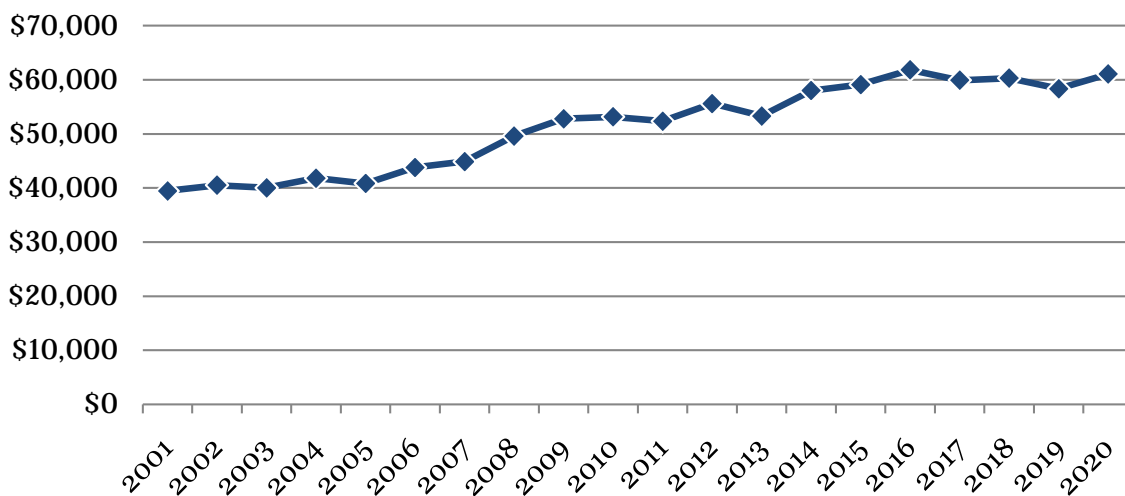
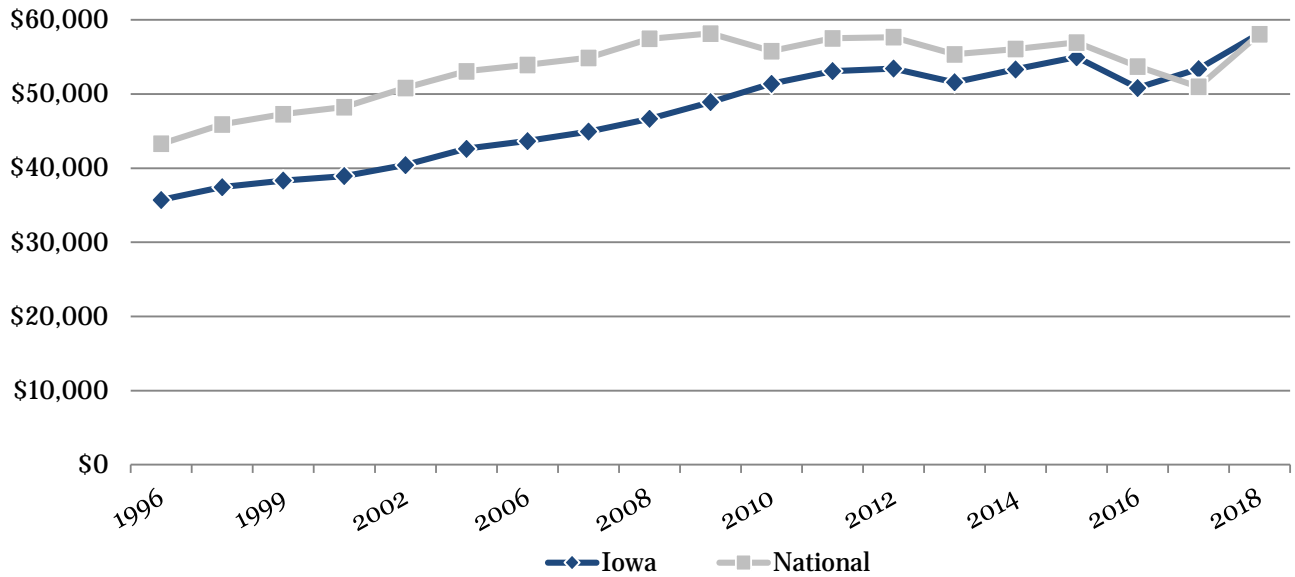


FIGURE 7-11: COMPARISON OF IOWA AND NATIONAL AVERAGE SALARIES FOR FULL-TIME FACULTY MEMBERS: 1996 - 2018*



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

FINANCES

Unrestricted General Fund Revenues by Source

From FY19 to FY20, Iowa community college unrestricted general revenues decreased \$683,950 to a statewide total of \$587,248,067 (Table 7-1), representing a nominal decrease of approximately 0.1 percent. The decrease was driven by a decrease in tuition and fees, as well as other income, and was partially offset by increases in local support, state support and federal support.

Figure 7-12 depicts the distribution of revenue sources in the community college unrestricted general fund in FY20. Tuition and fees continue to be the leading source of unrestricted general fund revenue, accounting for 49.9 percent of total

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

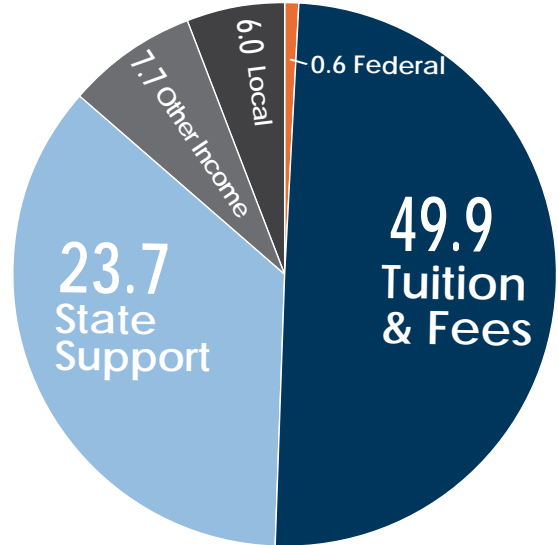


TABLE 7-1: NOMINAL REVENUE TOTALS BY SOURCE 2016 - 2020

Year	Tuition and Fees (\$)	Local (\$)	State General Aid (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
2016	293,755,716	29,978,577	201,274,647	2,154,291	38,055,042	565,218,273
2017	294,806,794	31,273,686	199,540,607	2,560,515	35,764,726	563,946,328
2018	297,016,561	32,352,782	200,690,890	1,845,326	43,884,815	575,790,374
2019	301,791,675	34,187,508	205,346,611	1,634,157	44,972,066	587,932,017
2020	292,855,870	35,158,470	211,060,654	3,231,730	44,941,343	587,248,067

revenue. State support is the second largest source of revenue at 35.9 percent. In order of proportion, other income, local support and federal support comprise the remainder of community colleges' unrestricted revenues.

Total revenues adjusted to 2020 dollars (Table 7-2) show an overall decrease of 1.3 percent from FY19. Tuition and fees revenue decreased about 4.1 percent from FY19, while revenue from federal support showed an increase of 95.5 percent. The vast majority of the increase came from the CARES Act in response to the COVID-19 pandemic. Federal support revenue may remain higher than usual throughout FY21 as revenue is recognized when funds are spent, not when awarded.

Unrestricted General Fund Expenditures by Category

Table 7-3 shows the breakdown by category for the unrestricted general fund expenses statewide. The total unrestricted general fund expenditures in FY20 decreased \$151,595 from the previous year

FIGURE 7-13: UNRESTRICTED FUND EXPENDITURES BY CATEGORY: 2020 (%)

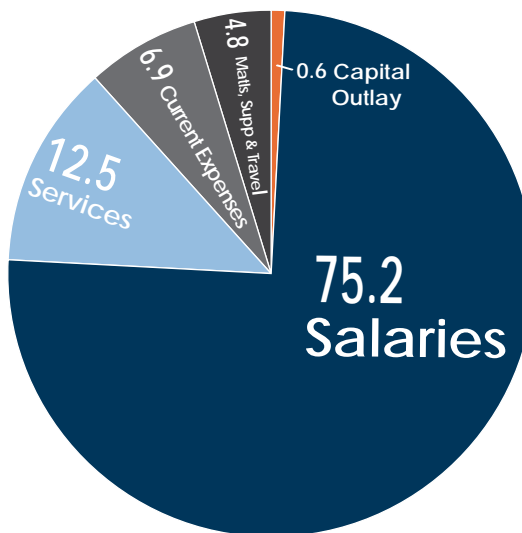


TABLE 7-2: ADJUSTED REVENUE TOTALS BY SOURCE (2020 DOLLARS)

Year	Tuition and Fees (\$)	Local (\$)	State General Aid (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
2016	316,730,085	32,323,174	217,016,155	2,322,776	41,031,292	609,423,482
2017	311,013,047	32,992,877	210,509,844	2,701,273	37,730,801	594,947,842
2018	306,669,322	33,404,217	207,213,157	1,905,297	45,311,031	594,503,024
2019	305,336,326	34,589,053	207,758,480	1,653,351	45,500,279	594,837,489
2020	292,855,870	35,158,470	211,060,654	3,231,730	44,941,343	587,248,067

TABLE 7-3: NOMINAL EXPENDITURE TOTALS BY SOURCE: 2016-2020

Year	Salaries (\$)	Services (\$)	Materials, Supplies & Travel (\$)	Current Expenses (\$)	Capital Outlay (\$)	Total (\$)
2016	422,195,611	73,463,495	29,656,674	32,815,921	3,261,371	561,393,072
2017	425,650,298	71,822,843	27,951,968	32,648,642	3,809,144	561,882,895
2018	421,831,960	73,987,385	28,541,680	38,907,557	3,023,238	566,291,820
2019	427,331,192	74,017,719	29,926,297	41,857,682	4,544,026	577,676,916
2020	434,539,306	72,178,279	27,668,773	39,902,014	3,236,949	577,525,321



in nominal terms, a decrease of 0.03 percent. By category, salaries and benefits increased 1.7 percent, services decreased 2.5 percent and materials, supplies and travel decreased 7.5 percent. Salaries continue to comprise the majority of community college expenditures at 75.2 percent, while services come in second at 12.5 percent (Figure 7-13).

Expenditure categories are defined as follows:

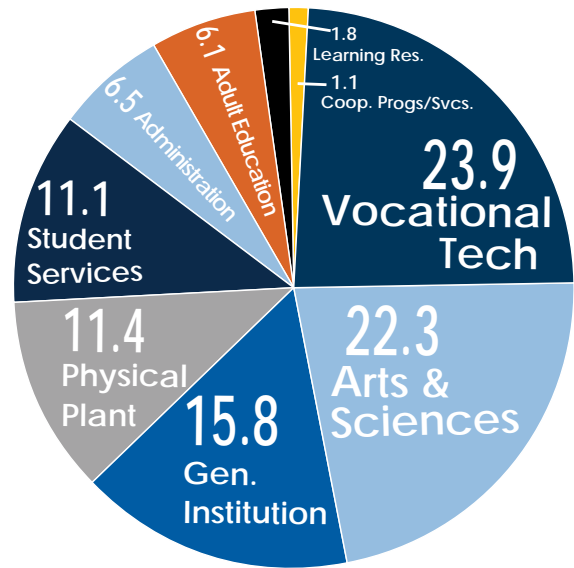
1. **Salaries**—All salaries, including those for administrative, instructional, professional, secretarial/clerical and service staff. Includes other payroll costs, such as fringe benefits and workers' compensation insurance.
2. **Services**—Items such as professional fees, memberships, publications, rental of materials, buildings and equipment and insurance.
3. **Materials, Supplies and Travel**—Expenses such as materials and supplies, periodicals, vehicle materials and supplies and travel expenses.
4. **Current Expenses**—Items such as purchase for resale, payment on debt principal, student compensation and transfers.
5. **Capital Outlay**—Items such as furniture, machinery and equipment, lease purchase equipment, vehicles, land, buildings and fixed equipment and other structures and improvements.

Total unrestricted general fund expenditures, adjusted to 2020 dollars, decreased from the previous year, down collectively by 1.2 percent (Table 7-4).

Unrestricted General Fund Expenditures by Function

Total unrestricted general fund expenditures by function (Table 7-5 on the following page) indicate

FIGURE 7-14: UNRESTRICTED FUND EXPENDITURES BY FUNCTION: 2020 (%)



that career and technical education (CTE) and arts and sciences expenses are approximately equal, accounting for 23.9 percent and 22.3 percent of total expenditures, respectively (Figure 7-14). Nominal expenditures decreased by 1.7 percent for arts and sciences and increased 1.9 percent for CTE; however, adjusted for inflation, these expenditures decreased 2.8 and increased 0.7 percent, respectively (Table 7-6). The largest drop in expenditures between FY19 and FY20 was associated with adult education, which declined 12.4 percent. When the coronavirus hit Iowa in March, many adult education programs were cancelled. Programs that were held through the end of the fiscal year experienced sharp drops in enrollment. Other notable decreases between FY19 and FY20 include \$3,772,573 for arts and science and \$2,175,234 for physical plant (Table 7-5).

TABLE 7-4: ADJUSTED EXPENDITURE TOTALS BY SOURCE (2020 DOLLARS)

Year	Salaries (\$)	Services (\$)	Materials, Supplies & Travel (\$)	Current Expenses(\$)	Capital Outlay (\$)	Total (\$)
2016	455,215,148	79,209,009	31,976,096	35,382,425	3,516,440	605,299,118
2017	449,049,339	75,771,121	29,488,556	34,443,418	4,018,542	592,770,976
2018	435,541,105	76,391,906	29,469,258	40,172,016	3,121,490	584,695,776
2019	432,350,350	74,887,084	30,277,792	42,349,315	4,597,397	584,461,938
2020	434,539,306	72,178,279	27,668,773	39,902,014	3,236,949	577,525,321

TABLE 7-5: NOMINAL EXPENDITURE TOTALS BY FUNCTION: 2016 - 2020

Year	Arts & Science (\$)	Vocational Technical (\$)	Adult Education (\$)	Cooperative Programs/ Services (\$)	Administration (\$)	Student Services (\$)	Learning Resources (\$)	Physical Plant (\$)	General Institution (\$)	Total (\$)
2016	137,736,940	136,139,587	40,224,554	6,401,481	34,277,503	57,151,178	10,707,367	60,327,962	78,426,499	561,393,072
2017	136,368,112	135,382,112	39,763,700	6,645,307	33,293,067	59,197,266	10,487,483	60,134,766	80,611,082	561,882,895
2018	133,325,627	134,525,254	39,053,146	6,696,944	34,172,680	60,678,116	9,742,023	64,608,463	84,887,864	567,690,117
2019	131,169,820	135,389,815	39,777,181	6,551,091	35,401,830	62,301,668	9,772,744	67,483,016	89,745,318	577,592,483
2020	128,937,883	137,924,991	35,267,781	6,580,359	37,542,265	63,833,965	10,199,401	66,100,394	91,138,282	577,525,321

TABLE 7-6: ADJUSTED EXPENDITURE TOTALS BY FUNCTION (2019 DOLLARS): 2016 - 2020

Year	Arts & Science (\$)	Vocational Technical (\$)	Adult Education (\$)	Cooperative Programs/ Services (\$)	Administration (\$)	Student Services (\$)	Learning Resources (\$)	Physical Plant (\$)	General Institution (\$)	Total (\$)
2016	148,509,222	146,786,941	43,370,480	6,902,135	36,958,316	61,620,920	11,544,780	65,046,157	84,560,165	605,299,116
2017	143,864,602	142,824,399	41,949,608	7,010,616	35,123,269	62,451,485	11,064,006	63,440,522	85,042,471	592,770,978
2018	137,658,586	138,897,199	40,322,337	6,914,588	35,283,260	62,650,098	10,058,630	66,708,178	87,646,640	586,139,516
2019	132,710,456	136,980,017	40,244,378	6,628,036	35,817,637	63,033,423	9,887,528	68,275,628	90,799,409	584,376,512
2020	128,937,883	137,924,991	35,267,781	6,580,359	37,542,265	63,833,965	10,199,401	66,100,394	91,138,282	577,525,321



Function categories are defined as follows:

1. **Arts and Sciences**—All administrative and instructional organizational units of the community college that provide instruction in the area of college parallel and career option/college parallel (CO/CP).
2. **Career and Technical**—All organizational units designed to provide vocational, technical and semi-professional training.
3. **Adult Education**—All organizational units designed to provide services, courses and programs intended mainly for part-time students who are not a part of one of the instructional divisions of arts and sciences or career/vocational technical functions. Some examples include adult basic education, high school completion and short-term preparatory.
4. **Cooperative Programs or Services**—All organizational units designed to provide instruction for secondary joint effort activities and all activities concerning Chapter 260E (Iowa Industrial New Jobs Training) and Chapter 260F (Iowa Jobs Training).
5. **Administration**—All expenses of the community college board of trustees, the CEO and business office, which serve the entire community college.
6. **Student Services**—All organizational units that are primarily concerned with providing services for students.
7. **Learning Resources** – All organizational units that provide for storage, distribution and use of educational materials throughout the entire community college.
8. **Physical Plant**—All organizational units that are responsible for the operation and maintenance of the community college’s physical facilities.



Dental hygiene student at Iowa Western Community College

9. **General Institution**—All other expenses, except those included in the above functions. Some examples include institutional development, data processing, general printing, communication, alumni affairs, early retirement and telecommunications.

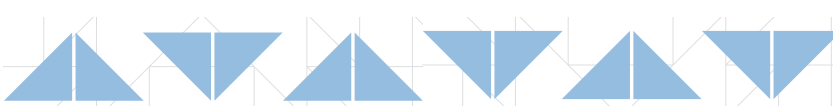
Full-Time Equivalent Enrollment (FTEE)

The FTEE calculation is utilized when determining state general aid (SGA) and is a standardized method for measuring enrollment. Due to the timing of the calculation to meet Iowa Legislative deadlines, the enrollment used to calculate SGA is two years behind the year of the aid (i.e., FY18 enrollments are used to calculate FY20 SGA). Twenty-four (24) credit semester hours, or 600 non-credit contact hours, equal one FTEE.

Total FTEE for FY20 was 75,998, which represents a decrease of 4.7 percent from the previous year (Table 7-7).

TABLE 7-7: ADJUSTED REVENUE AND EXPENDITURES/FTEE (2020 DOLLARS)

Year	Revenue (\$)	Expenditures (\$)	FTEE Total (\$)	Revenue/FTEE (\$)	Expenditures/FTEE (\$)
2016	609,423,483	605,299,116	93,551	6,514	6,470
2017	594,947,842	592,770,978	83,389	7,135	7,109
2018	594,503,024	584,695,776	81,627	7,283	7,163
2019	594,837,489	584,461,938	79,739	7,460	7,330
2020	587,248,067	577,525,321	75,998	7,727	7,599



State General Aid (SGA)

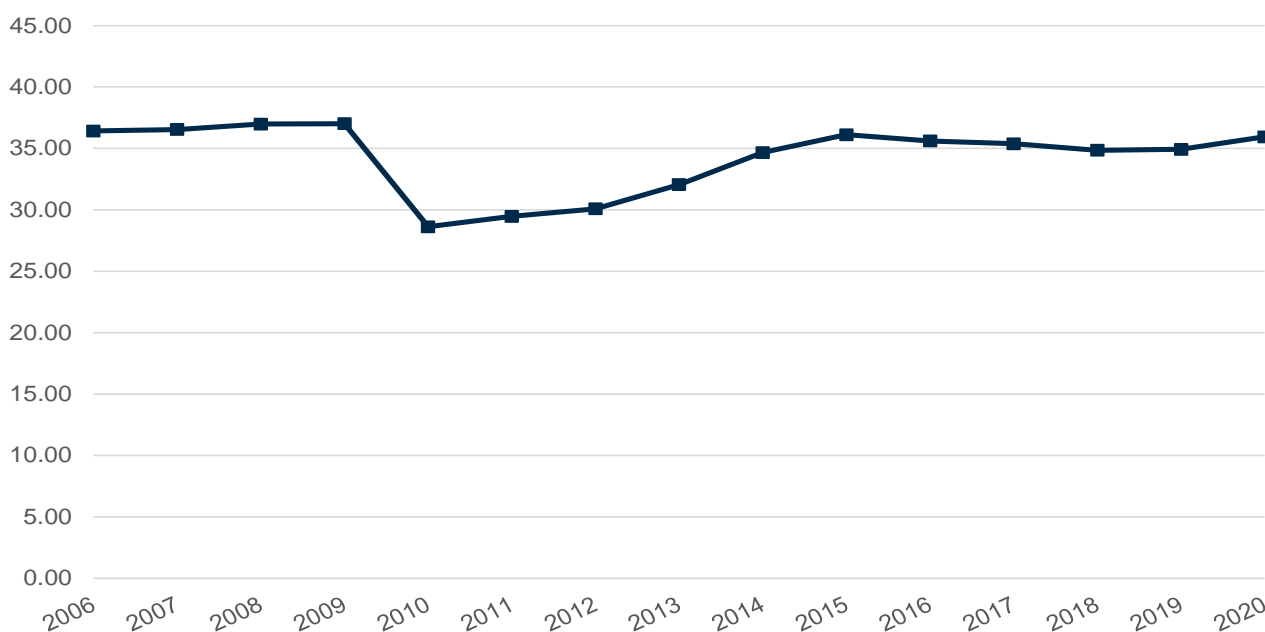
Fiscal year 2020 SGA (as approved by the legislature) was \$211,060,654, an increase of \$3.3 million when compared to FY19. After a three-year dip in funding, the FY20 allocation brings SGA closer to the FY16 level. (Table 7-8). As a percent of total

revenue in inflation adjusted dollars, state general aid constitutes almost 36 percent of total revenue. Figure 7-15 depicts the changes in the percentage of total revenue in adjusted dollars over the last 15 years.

TABLE 7-8: STATE GENERAL AID (SGA) TOTALS (2020 DOLLARS)

Year	Adjusted SGA Amount (\$)	FTEE, Number	\$/FTEE
2006	193,177,602	86,614	2,230
2007	197,581,786	86,247	2,291
2008	210,660,737	88,495	2,380
2009	216,907,395	92,349	2,349
2010	176,917,891	104,811	1,688
2011	182,612,629	107,251	1,703
2012	185,121,742	102,504	1,806
2013	197,932,828	96,696	2,047
2014	212,980,966	91,075	2,339
2015	220,692,068	88,619	2,490
2016	217,016,155	93,551	2,320
2017	210,509,844	83,389	2,524
2018	207,213,157	81,627	2,539
2019	207,758,480	79,739	2,605
2020	211,060,654	75,998	2,777

FIGURE 7-15: SGA AS A PERCENT OF REVENUE (2020 DOLLARS): 2006 - 2020





8

Conclusion

The value of Iowa's community colleges extends beyond the programs, services, partnerships and outcomes included in this report. Their responsiveness to regional workforce needs, the diversity of students they serve and their efforts to innovate, improve and expand pathways to success are important to understanding the impact they have on the state.

Iowa's community colleges eliminate barriers to higher education and help Iowans find their educational and professional paths. By bridging skills gaps in their communities, they are integral to helping fuel local and state economies. The data, outcomes and stories provided throughout this report illustrate their strong connections and responsiveness to the needs of their students, employers and communities they serve, even in the face of a pandemic and a changing economy. They do this by providing the following: open access, affordable education, pathways to success, bridging skills gaps, economic growth, community connections and value to the state.

1. Open Access

Iowa's community colleges are inclusive institutions whose mission is to provide access to all students who desire to learn regardless of their age, background, education level or socioeconomic status. To uphold this commitment to open access, Iowa's community colleges expend resources every year to assist and support students who are academically underprepared for college courses. New and innovative approaches to the structure and delivery of developmental education at Iowa's community colleges are helping students build early momentum toward earning credentials. In AY19-20, a total of 8,656 students were enrolled in developmental courses, down from 9,950 in AY18-19.

Iowa's community colleges provide lifelong learning opportunities for Iowa's citizens, from opportunities for high school students to earn college credit to adults in need of upskilling to succeed in the workforce. In AY19-20, 127,013 students enrolled in college credit bearing courses, including 51,800 jointly enrolled high school students; 145,814 individuals participated in noncredit and continuing education programs for personal and professional purposes; and 13,843 individuals enrolled in adult education and literacy (AEL) courses, including adult secondary education and English as a Second Language. In total, Iowa's community colleges educate over half (51.3 percent) of all Iowa residents enrolled in postsecondary institutions in the state.[1]

2. **Affordable Education**

With lower tuition and fees than four-year public and private colleges and universities in the state, Iowa's community colleges provide opportunities for education and training that would otherwise be out of reach to many. Affordable opportunities are necessary to serve both the current workforce and those in the talent pipeline.

In AY19-20, a total of 25,965 Iowa community college students received federal Pell grants based on their financial need, an indication of their families' inability to pay any or all college costs. While state aid only represented 1.9 percent of all financial aid received by community college students in AY19-20, a total of 14,160 students received over \$23 million through state-funded grants and scholarships. Additionally, 898 community college students received assistance through the Gap Tuition Assistance program to help cover the costs of approved continuing education noncredit certificate programs and 2,675 students received educational, personal and career support through the Pathways for Academic Career and Employment (PACE) program.

3. **Pathways to Success**

The community college student population is an increasingly diverse group, with a growing number of nontraditional students who enroll on a part-time basis (less than 24 credit hours per year). This is a dramatic shift from the early days of Iowa's community colleges when only 15.1 percent of students were enrolled part-time. Today, based on 2020 fall enrollment reporting, 64.8 percent are considered part-time, which impacts the path to credential completion.

Iowa's community colleges view this changing landscape as a challenge to continuously innovate, improve and expand policies, programs, services and supports to help students succeed. This work is happening as Iowa community colleges reshape developmental education and support services to better prepare students to succeed in college-level coursework. Guided pathways work is underway at all 15 of Iowa's community colleges in an effort to improve graduation rates and narrow gaps in completion among student groups. Partnerships with business, industry and Iowa K-12 school districts are reaching students earlier and helping students, parents and educators understand the wide range of job opportunities available in Iowa's growing industries. These collaborative efforts are providing Iowans with equitable access to high-quality programs, work-based learning opportunities and real-world experiences that make learning relevant.

New alternative pathways for Iowans are providing expanded options and flexibility in how students can demonstrate competency to earn a high school equivalency diploma. The new pathways, which are in addition to the state-approved high school equivalency test (HiSET®), are based on the accumulation of secondary credit or the completion of a postsecondary credential equal to or beyond an associate degree. In AY19-20, 1,121 high school equivalency diplomas were awarded, a decrease of 49.2 percent over last year.

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



4. **Bridging Skill Gaps**

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

Closing this skills gap is essential to the state's Future Ready Iowa initiative, which calls for 70 percent of Iowans to have education or training beyond high school by 2025 to ensure Iowa's workforce is equipped with the skills and education employers need. Iowa's community colleges are responsive to local employers to ensure there is a talent pipeline of workers available to meet current and future labor needs. In AY19-20 a total of 73,952 students enrolled in skill enhancement courses designed to help people advance in their field of employment; 610 GAP participants completed training and PACE participants earned 869 credit awards, completed 930 noncredit programs, received 445 National Career Readiness Certificates and earned 1,091 third-party credentials.

Iowa community colleges are proactive partners, taking a lead role in convening sector partnerships to help identify regional economic and labor needs and engage industry and support partners to develop strategies to address such needs. The goal is not just to get workers placed in jobs, but to build a strong talent pipeline for employment entry and career progression within specific occupational fields. This work has helped to address critical workforce shortages in high-need fields, including advanced manufacturing, information technology and health science.

5. **Economic Growth**

Iowa's community colleges not only provide access to the education and training that individuals need, but they also spur economic and workforce development. In AY19-20, 41,241 new jobs were pledged through 572 Iowa businesses for training through the Iowa Industrial New Jobs Training Program, while a total of 21,607 individuals enrolled in recertification and relicensing coursework required by their occupations.

With many of the high-demand jobs in Iowa requiring education or training beyond high school, but not necessarily a four-year degree, the community colleges are key to meeting demand and growing Iowa's economy. In AY19-20, Iowa community college students earned a total of 16,413 associate degrees, certificates and diplomas. Of all awards issued, up to one-year certificates and one-year diplomas accounted for 37.1 percent of all awards. Certificate and diploma programs are designed for students who intend to immediately enter the workforce, and thus, help employers get the skilled workforce they demand.

6. **Community Connections**

Programs and services provided by Iowa's community colleges transform futures and strengthen local communities. In addition to educational opportunities, community colleges provide cultural enrichment and workforce training to enhance students' lives, as well as to support community initiatives. Some of these efforts include providing access to driver improvement and drinking drivers courses and other state and federally mandated programs, job training and registered apprenticeships, sector partnership collaboration, recreation and cultural activities, financial resources and services to meet community and workforce needs. In addition, during AY19-20, 1,728 individuals in Iowa's correctional institutions participated in coursework to improve their life, academic and employability skills.

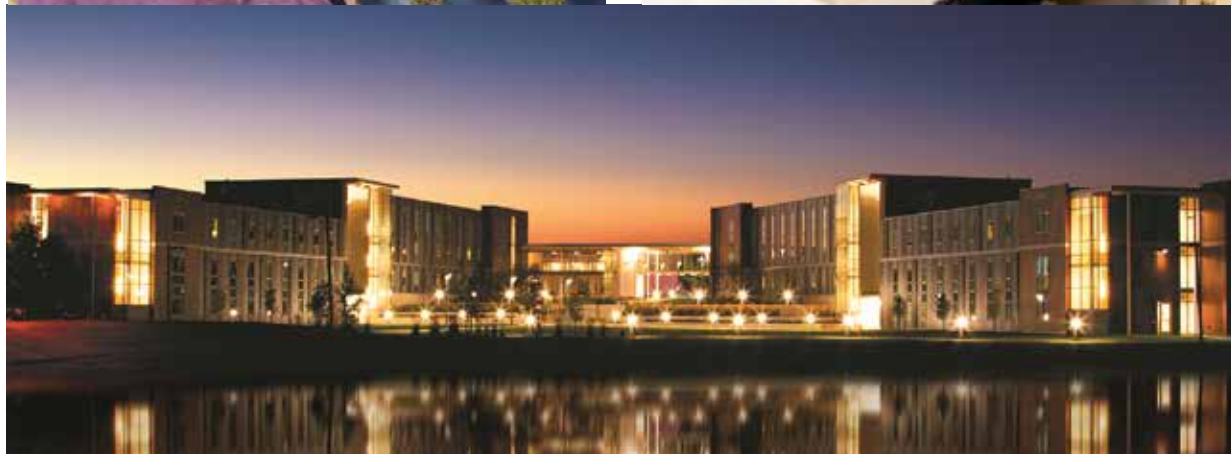


7. Value to the State

Through their responsiveness to local needs and work to remove barriers to student success, Iowa's community colleges generate a positive return on investment (ROI) for students, taxpayers and society. According to a study released in early 2017, *Analysis of the Economic Impact and Return on Investment of Education*, Iowa's community colleges collectively contributed \$5.4 billion into the state's economy and supported 107,170 jobs, roughly six percent of all jobs in Iowa during FY14-15 [2]. The study found that for every dollar of public money invested in Iowa's community colleges, \$3.50 in benefits is returned to taxpayers, with an average annual rate of return of 10.4 percent. The programs, services and outcomes presented throughout this report make this high rate of return on investment possible for Iowa.

References

- [1] Iowa College and University Enrollment Report. (Fall 2019).
- [2] Iowa Department of Education. (February 2017). *Analysis of the Economic Impact and Return on Investment of Education: The Economic Value of Iowa's Community Colleges*.



Clockwise from top: Students during harvest at Southeastern Iowa Community College, culinary students at Western Iowa Tech Community College, student housing at North Iowa Area Community College



