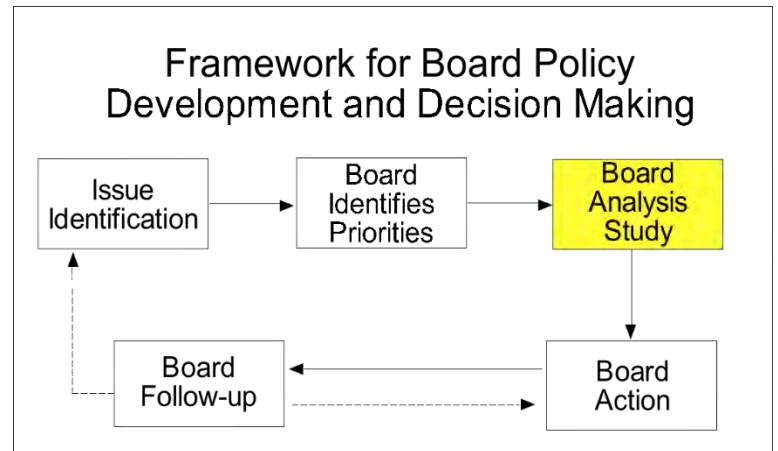


# Iowa State Board of Education

## Executive Summary

January 12, 2023



**Agenda Item:** Annual Condition of Iowa’s Community Colleges report, Academic Year (AY) 2022

**State Board Priority:** Preparing Learners for Tomorrow’s Workforce

**State Board Role/Authority:** The Annual Condition of Community Colleges Report for AY 2022 provides information for all community colleges and the general public. This report is presented for information only as the State Board provides leadership and advocacy for the system of education in Iowa.

**Presenter(s):** Jeremy Varner, Administrator  
Division of Community Colleges & Workforce Preparation

Alison Jepsen, Executive Officer  
Division of Community Colleges & Workforce Preparation

Vlad Bassis, Consultant  
Division of Community Colleges & Workforce Preparation

**Attachment(s):** One

**Recommendation:** It is recommended that the State Board hear and discuss this information.

**Background:** Iowa’s community colleges serve over 260,000 credit and noncredit students. The Annual Condition of Iowa’s Community Colleges Report provides AY 2022 data on programs, enrollment, awards, costs, financial aid,

human resources, finances, etc. This data was reported by Iowa community colleges through the division's Management Information System (MIS) or was gathered from other resources that are identified in the body of this report.



2022



The Annual Condition of

# Iowa's Community Colleges



COMMUNITY COLLEGES &  
WORKFORCE PREPARATION

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

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**Division of Community Colleges  
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Jeremy Varner, Division Administrator

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# FROM THE DIRECTOR

Dear Education Stakeholders,

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



Meaningful data and information are vital for driving school improvement and preparing students for success. At the college level, data can help administrators, faculty and staff make important programmatic and operational decisions that impact the success of their students. At the state level, data informs policymakers and education professionals about the students attending our community colleges, the programs and opportunities offered to them and metrics regarding how well they are progressing toward their educational goals. At the local level, data enable communities to understand the impact of the opportunities provided by their local community college.

*The Annual Condition of Iowa's Community Colleges - 2022* includes information on academic programs, enrollment, student outcomes and information about the cost of attending and operating Iowa's 15 community colleges. This report is designed to help Iowans understand the many opportunities and services provided by Iowa's 15 community colleges as they strive to meet the needs of their students and communities.

This report highlights the positive impact Iowa's community colleges have on our state's education systems and student outcomes. Thank you for taking the time to read *The Annual Condition of Community Colleges - 2022* and for your commitment to expanding educational opportunities for all Iowans.

Sincerely,

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

Dr. Ann Lebo  
Director  
Iowa Department of Education

# Executive Summary

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

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

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

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

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

Data highlights of The Annual Condition of Iowa's Community Colleges - 2022 include:

## ENROLLMENT

- » Credit enrollment increased 0.4 percent, with 117,464 students taking 1,539,183 credit hours. Academic year (AY) 2021-2022 (2021 fall term through 2022 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:
  - 44.6 percent of enrollees claimed No-POS, of which the vast majority were jointly enrolled students.
  - Arts and Sciences accounted for 22.7 percent of credit enrollees.
  - Career and Technical Education (CTE) accounted for 23.5 percent of enrollees, 33.4 percent of whom were enrolled in Health Sciences.
  - Joint enrollment increased by 5.8 percent, with 50,082 high school students accounting for 42.6 percent of total enrollees and 27.6 percent of total credit hours. Of these students, 580 earned their associate degrees, 283 earned a diploma and 941 earned certificates simultaneously with their high school diplomas, which represents a 60.7 percent increase in awards conferred since AY20-21.
  - Online semester hours decreased 23.0 percent over AY20-21 to 577,329 hours, with 59.1 percent of students taking at least one online course.
  - 5,180 students (4.4 percent of total enrollment) enrolled in developmental education, which is 13.1 percent less than last year. This decrease is primarily due to college efforts to streamline academic skill development.
- » Noncredit enrollment increased 7.3 percent with 151,294 individuals participating in 5,347,871 contact hours of instruction. Skill enhancement courses enrolled 82,893 students in AY21-22, the majority of which (49.2 percent) were in Health Sciences.
- » The Adult Education and Literacy (AEL) headcount was 12,566 students, representing a 17.7 percent increase over last year.



## STUDENT DEMOGRAPHICS

- » The average age of students in credit programs was 20.7 years.
- » Female students accounted for 56.2 percent of total credit enrollment.
- » Minority enrollment increased to 24.3 percent in AY21-22, a record high.
- » Jointly enrolled students were more evenly represented by sex (52.8 percent female), but were less racially diverse, than the total credit student body (17.8 versus 24.3 percent, respectively).
- » Female students represented 63.9 percent of online credit students, and the average age was 22.6 years.
- » Of all noncredit students, 57.0 percent did not report race/ethnicity. Of the 22.0 percent who self-reported as being a minority, 10.1 percent identified as Hispanic, 8.1 percent as black and 1.8 percent as Asian.

## STUDENT SUCCESS AND COMPLETION

- » Total credit awards increased 3.0 percent to 17,460 in AY21-22.
- » For the first time in the history of the community colleges Management Information System (MIS), certificates comprised the majority of credit awards at 26.6 percent, followed by Associate of Applied Science degrees at 25.9 percent.
- » Of all CTE awards granted, 36.4 percent were in Health Science.
- » Of the awards earned by minority students, Hispanic students earned 45.5 percent, while black students earned 28.4 percent.
- » In AY21-22, via the Reverse Credit Transfer partnership between Iowa's 15 community colleges, three public universities and the National Student Clearinghouse, the credit information of 1,519 students was sent back to community colleges to fulfill associate degree requirements.
- » By AY21-22, 59.6 percent of the AY-15-16 student cohort in Iowa had graduated or transferred, as compared to 53.7 percent for all students in schools that participate in Voluntary Framework of Accountability.
- » A total of 42,660 noncredit students received 54,167 awards, the majority of which (70.3 percent) were industry-awarded credentials designed to lead to or enhance employment opportunities.
- » Of the adult education and literacy participants who persisted beyond 12 hours of instruction and took a post-assessment, 48.8 percent achieved a Measurable Skills Gain in AY21-22.

## COLLEGE COSTS AND AFFORDABILITY

- » The current current (AY22-23) average in-state tuition is \$191.18 per credit hour, representing a 3.7 percent increase over AY21-22.
- » During AY22-23, a full-time Iowa resident will pay between \$5,340 and \$6,660 for 30 credit hours, depending upon which community college the student attends.
- » In AY21-22, Iowa community college students received over \$213.9M in federal aid, \$3.0M in state aid, \$25.0M in institutional aid and \$14.5M in other aid.
- » Iowa Skilled Worker and Job Creation Fund programs provided training and support to:
  - 1,163 Gap participants who received tuition assistance for noncredit training;
  - 2,867 PACE participants engaged in training activities; and
  - 95,783 (duplicated) K-12 students and teachers who engaged in work-based learning opportunities funded through the Iowa Intermediary Network.







Photo: Early Childhood Education student at Southeastern Community College





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# Student-Focused Mission

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

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

## Iowa Code

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

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

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





# 1 The Evolution of Iowa's Community Colleges

Mission, History and Value

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

SOURCE: Iowa Association of Community College Trustees

**T**he community college system in Iowa has evolved since the state’s first “junior” college was established in Mason City in 1918. Today’s community colleges are nimble and highly responsive to economic fluctuations. Strong community connections foster partnerships and collaborations that create efficiencies benefiting both students and industry. A focus on innovation puts Iowa’s community colleges in a unique position to tackle key higher education issues, ranging from cost and access to employment outcomes and community engagement.

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

Iowa’s 15 community colleges educate the largest demographic (40.3 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 35.6 percent as calculated from the last five years of available data

from the National Center for Education Statistics [2]. In addition, the student body served by Iowa’s community colleges has become increasingly diverse. Students representing racial and ethnic minorities made up 23.8 percent of total enrollment during the 2021-2022 academic year (AY) [3].

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

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



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

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

## HISTORY

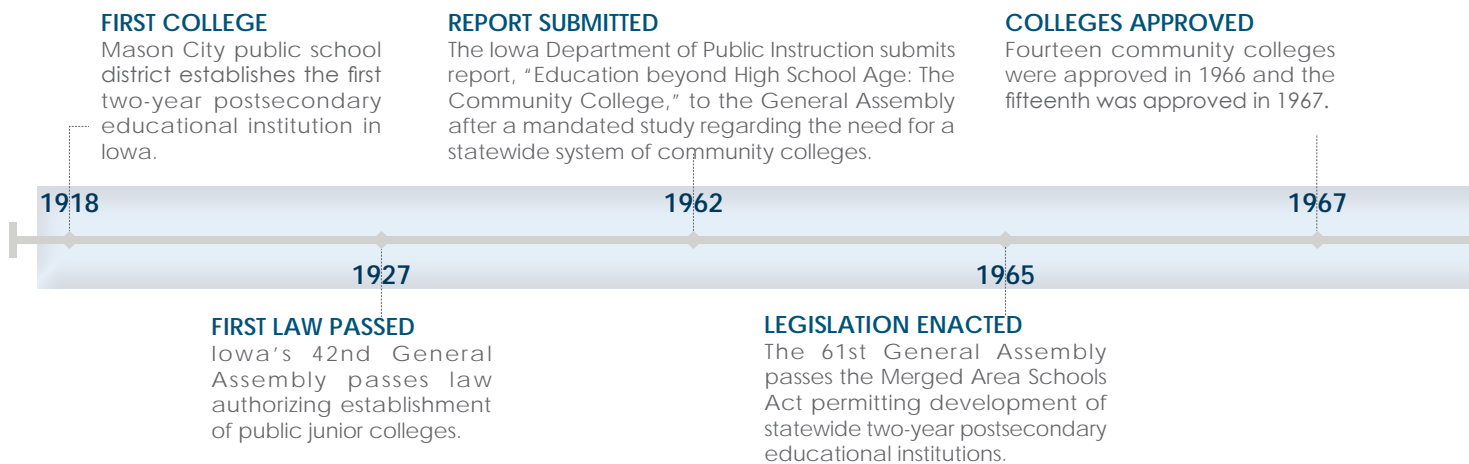
Community colleges have a long and robust history in Iowa, beginning in 1918 when the Mason City public school district established the first two-year postsecondary educational institution in the state. Mason City Junior College proved to be successful and was accredited by the North Central Association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

limited number of occupational programs and adult education opportunities.

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

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

## IOWA COMMUNITY COLLEGE TIMELINE



## Iowa Studies Higher Education Options with Intentions to Improve Access

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

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

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

## Laying the Groundwork for Iowa’s Community College System

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

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

### ROLE EXPANDED

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

### 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.

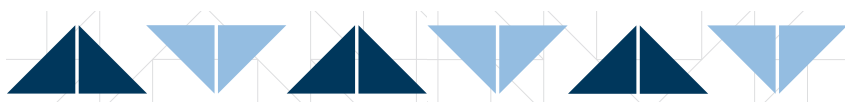
In 1989, the 73rd General Assembly passed Senate File 449, requiring that secondary vocational programs be competency-based and that the competencies be articulated with postsecondary vocational education. This prompted an increased cooperation between local education agencies and community colleges,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



*Dental hygiene student at Hawkeye Community College's new dental clinic*

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

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

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

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

## ACCREDITATION PROCESS

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

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

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

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

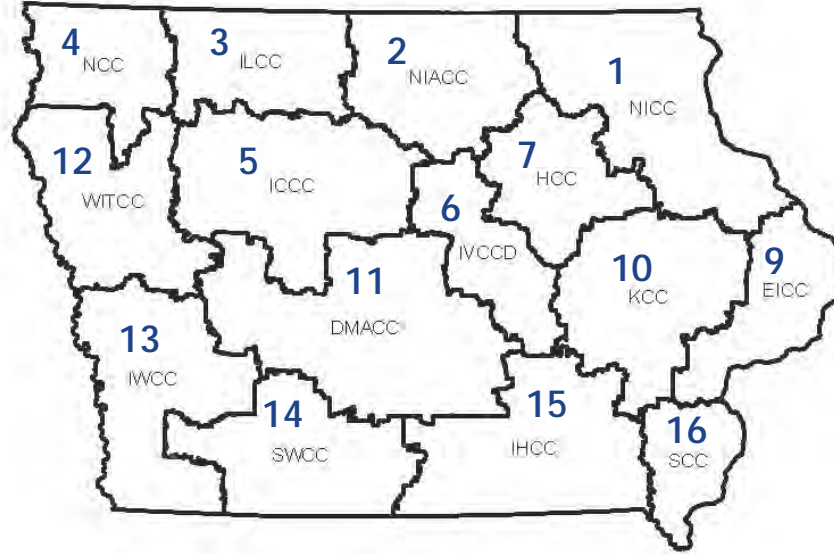
Iowa Code was aligned with the revised HLC criteria regarding faculty qualifications in 2016, thus increasing the required number of graduate credits in the field of instruction from 12 to 18 semester hours for instructors teaching liberal arts and science transfer courses. Code was also updated to reflect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

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





## IOWA'S 15 COMMUNITY COLLEGE AREAS



### **Area 1 (NICC)**

Northeast Iowa Community College  
Box 400  
Calmar, Iowa 52132

### **Area 2 (NIACC)**

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

### **Area 3 (ILCC)**

Iowa Lakes Community College  
19 South 7<sup>th</sup> Street  
Estherville, Iowa 51334

### **Area 4 (NCC)**

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

### **Area 5 (ICCC)**

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

### **Area 6 (IVCCD)**

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

### **Area 7 (HCC)**

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

### **Area 9 (EICC)**

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

### **Area 10 (KCC)**

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

### **Area 11 (DMACC)**

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

### **Area 12 (WITCC)**

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

### **Area 13 (IWCC)**

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

### **Area 14 (SWCC)**

Southwestern Community College  
1501 West Townline Street  
Creston, Iowa 50801

### **Area 15 (IHCC)**

Indian Hills Community College  
525 Grandview Avenue  
Ottumwa, Iowa 52501

### **Area 16 (SCC)**

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

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



## VALUE TO STUDENTS AND THE STATE

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

As key partners in statewide industry, workforce and education initiatives, Iowa's community colleges provide individuals with access to high-quality education and training to ensure employers have a pipeline of skilled workers that meet their specific needs. As such, they have proven to provide a solid return on investment for both students and the state. Collectively, they contributed \$5.5 billion into the state's economy and supported 87,149 jobs—roughly one out of 23 jobs in Iowa—during fiscal year 2019-20 [4], the most recent data available.

For every dollar of public money spent on educating students at Iowa's community colleges, taxpayers receive an average return of \$2.50 over the working lives of the students. This represents an average annual rate of return of 6.2 percent [4].

From the student perspective, the time and money invested in attaining a community college education is worth the cost. In return for every dollar students invest in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of \$6.30 in higher future earnings. Over a working lifetime, the average community college student will see an annual rate of return of 24.9 percent [4].

### Looking to the Future

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

The Governor's Emergency Education Relief (GEER) Fund—a component of the Coronavirus Aid, Relief, and Economic Security (CARES) Act—has

been utilized by all 15 community colleges to meet the needs of students. These funds particularly support the Gap Tuition Assistance Program, which helps Iowans whose jobs were impacted by the pandemic to enroll in short-term training and credentialing, leading to jobs in high-demand fields, including health care, advanced manufacturing, welding and engineering technology.

In AY21-22, the Iowa Department of Education awarded funds to the community colleges that provide student support systems and increase access to college and career opportunities. The Department awarded seven \$50,000 competitive grants to support college and career transition counselors that will serve students in 14 school districts. These counselors will work with high school juniors and seniors and their families by fostering career exploration and the transition to college and career training during high school, the summer after high school graduation and the first year of college or career training. These competitive grants will continue to be awarded to community colleges through 2023. Through the Career Academy Incentive Fund, the Department offered competitive grants to increase access to career academy programs in high-demand fields. In AY21-22, five \$1 million grants and one \$500,000 grant were awarded, which will result in five new regional centers that will serve a total of 24 rural school districts as well as expanded career academy programs.

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.

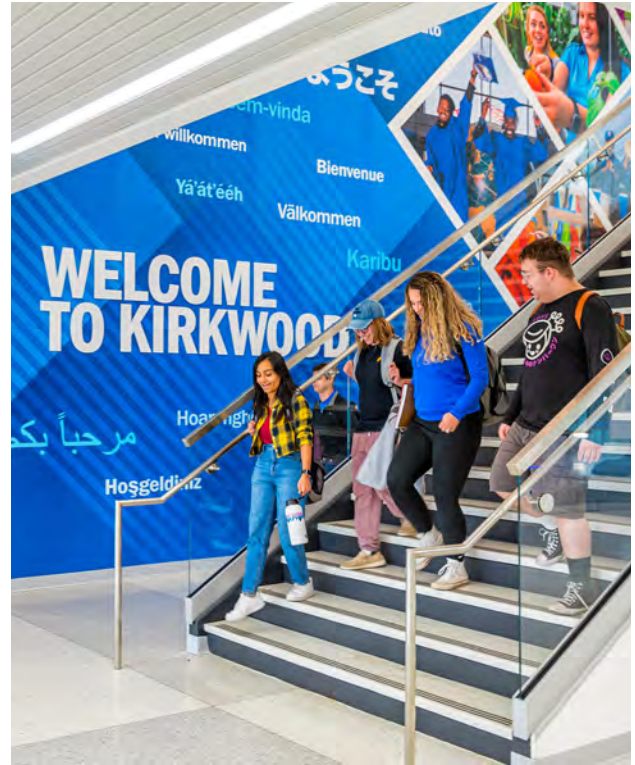




## References

- [1] Iowa College Aid. Iowa College and University Enrollment Report. (Fall 2021).
- [2] National Center for Education Statistics. [https://nces.ed.gov/programs/digest/d20/tables/dt20\\_303.70.asp](https://nces.ed.gov/programs/digest/d20/tables/dt20_303.70.asp)
- [3] Iowa Department of Education. Fall Enrollment: Iowa Community Colleges. (Fall 2021).
- [4] Iowa Department of Education. Analysis of the Economic Impact and Return on Investment of Education: The Economic Value of Iowa's Community Colleges. (February 2022)

*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.



Students at Kirkwood 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.

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

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

### COLLEGE AND CAREER READINESS

In a changing economic landscape, Iowans continue to look towards securing a career rather than just a job. A focus on a career allows individuals and families the opportunity for a livable wage and a

pathway for advancement connected to the potential to further their educational achievement. Iowans continue to build the necessary skills to be college and career ready with emphasis on the reality that education, skill acquisition and training have become necessary for future success and career securement.

In 2016, the Iowa State Board of Education adopted a definition of college and career readiness to provide clarification about the necessary knowledge, skills and strategies for anyone to be successful in all postsecondary opportunities. These success indicators include:

- » achieving proficiency in essential content knowledge;
- » acquiring practical transition skills;
- » developing key learning skills and cognitive strategies; and
- » building a strong foundation of self-understanding and engagement strategies.

Iowa's community colleges continue to support Iowa's need for careers, including those in K-12 and postsecondary education. Iowa's community colleges facilitate college and career readiness through multiple programs, including concurrent enrollment, work-based learning opportunities, career academies in high-demand, high-need career areas as well as high school equivalency diploma programs and high-quality credit and noncredit programs.



## SECONDARY CTE PROGRAMS

According to the most recent data from academic year (AY) 2020-2021, the number of secondary career and technical education (CTE) courses in Iowa decreased slightly by 0.7 percent to a total of 8,966, with a compound annual growth rate over the five-year period (AY17-AY21) of 3.3 percent. The proportion of college-credit contracted CTE courses also increased steadily. In AY17, these courses only accounted for 25.4 percent of the total secondary CTE courses, whereas in AY20-21, 29.7 percent of all secondary CTE courses were college-credit contracted courses—close to a 33.0 percent increase. This growth was related to the size of the school district with larger districts offering more college-credit contracted courses than smaller school districts.

Highlights from the 2022 Condition of Secondary Career and Technical Education Report include the following information from AY16-17 to AY20-21:

- » 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 remained steady in the average number of CTE programs offered and taught, whereas the larger school districts had flat or negative growth.
- » The service area with the most CTE programs offered was Applied Science, Technology, Engineering and Manufacturing with 559 programs, representing 32.1 percent of all CTE programs offered in AY20-21.
- » The Information Solutions service area had the smallest number of CTE programs offered in AY20-21 at 85 programs; however, the number of programs in this service area had a 17.2 percent compound annual growth rate between AY16-17 and AY20-21—the highest growth of any service area.
- » Secondary career and technical student organization (CTSO) membership declined 1.6 percent with a total membership of 26,309.

### High Quality Secondary Career and Technical Education Programs

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



*Student at Iowa Lakes Community College*

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 using the Department's self-study process. As of AY22, 1,415 programs have been reviewed and approved, which represents 80.8 percent of operational CTE programs after AY21-22. Programs that are shared with community colleges are no longer subject to the self-study process if they include one or fewer



units not awarding college credit since the program review process is in place at the community college.

### Career Academies

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

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

Applied Science, Technology, Engineering and Manufacturing was the service area with the most career academy programs offered (63), followed by Human Services (35), Health Sciences (30), Information Solutions (20), and Business, Finance, Marketing and Management (20). Agriculture, Food and Natural Resources was the smallest service area with seven 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 AY21, there were 18 regional centers providing 170 career academy programs to 4,921 high school students from 105 school districts. Among the 18 regional centers, six are located on community college campuses.

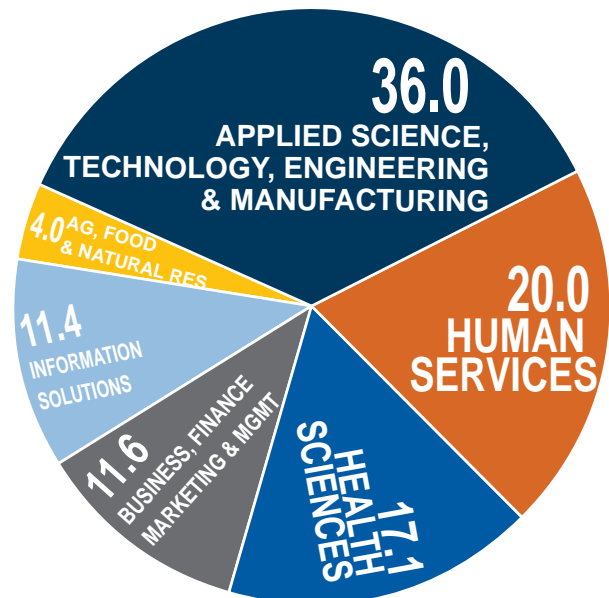
The Career Academy Incentive Fund was created through the reauthorization of the Secure an Advanced Vision for Education (SAVE) fund in 2019. It provides targeted grants to support partnerships between school districts and community colleges that expand access to career academy programs with a focus on programming delivered through regional centers. Annually, the Iowa Department of Education



*Machining students and instructor at Southeastern Community College*

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.

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





# Feature Spotlight

## The Name Game for Work-Based Learning



“Community Colleges do so many great things for Iowa. By all of us using the same prefixes, definitions and standards, we can better show what we're doing and what our value is to the state.” Stacy Mentzer, vice president of instruction at Iowa Central Community College

*Photos (L to R): Student at Iowa Central Community College; Student at Indian Hills Community College*

What's in a name, really? Ask this to any of Iowa's 15 community colleges who are working on branding their work-based learning courses, and you'll get the same answer: a heck of a lot.

A collaborative project on branding and common course numbering began two years ago, bringing together leaders from each of the community colleges to discuss the best ways to measure and promote their work-based learning programs. Although all of the institutions are committed to and offer various work-based learning opportunities, such as job shadows and internships, each school has often had their own standards for course prefixes and numbers. This variation in how things are named has caused some difficulties in showing the current and accurate status and successes of work-based learning programs as a whole.

"One of the issues we've had with our courses is when there are requests from legislators or other partners on how work-based learning is going," said Chris Russell, retired education consultant at the Iowa Department of Education. "It can be difficult to track because there are so many disciplines with different prefixes and course numbers. We want to brand the work-based learning courses, so these questions are easier to monitor, and we can confidently say how many students have been affected."

To assist with branding, the cohort of community colleges has started to implement the uniform course prefix "WBL" for their work-based learning programming. It provides a consistency that helps with collecting necessary data, guaranteeing college credit is earned for students and increasing the college's overall capacity to provide work-based learning courses.

"This is a good idea simply because it puts us on all the same page," said Stacy Mentzer, vice president of instruction at Iowa Central Community College. "Community colleges do so many great things for Iowa. By all of us using the same prefixes, definitions and standards, we can better show what we're doing and what our value is to the state."

Like many other community colleges in Iowa, work-based learning has always been a priority at Iowa Central. Mentzer reports that work-based learning and the WBL prefixes have been incorporated into their career academies that link high school career and technical education to education programs post-graduation. The WBL prefix makes it easier for students to identify where work-based learning opportunities are available during

their course work, and a uniform approach across all community colleges can potentially simplify future credit transfers.

Students can enter into internships and other hands-on, work-based learning opportunities to build professional skills and further explore what career path may be best for them. These types of career exploration activities can help a student save time and money by quickly identifying if their current career path trajectory is right for them. It is a pathway for success through experience.

"It's a chance to get a taste of how it works in the real world," Mentzer said. "Work-based learning can increase the opportunities for students to experience different industries and tasks."

Similarly, Indian Hills Community College has been busy with their own work-based learning objectives and implementation of the WBL prefix.

"We started with low-hanging fruit," said Daniel Terrian, dean of career and technical education at Indian Hills. "We converted obvious courses, such as student development and administration management classes that deal with employability skills as well as internships within the health sciences career academies, to the WBL prefix."

Terrian said that the college's commitment to work-based learning and common course numbering and prefixes benefits not only students but also Iowa's businesses seeking a strong workforce. Businesses can see first hand what subjects students are learning about and can work with the colleges on curriculum and what skills they are particularly looking for in entry-level workers, which is a bonus for all parties.

"Business and industry both gain from work-based learning," he said. "The common WBL prefix shows all of the opportunities where employers can work with students. The employer then has the chance to make connections with the student during their job shadow or internship and potentially hire them after graduation."

Both Mentzer and Terrian agree that work-based learning and the WBL uniform branding initiative is worthwhile. This combined endeavor from Iowa's community colleges will provide an efficient way to review work-based learning's shared successes, best practices and areas that need improvement. But both understand, it takes an effort.

"This is a big task, a time-consuming one," Mentzer said. "We started slow. We're tackling it one thing at a time but making it a priority."



## WORK-BASED LEARNING

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

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

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

In AY21-22, the Iowa Intermediary Network engaged with 3,362 industry partners. Through



*Work-based learning student at a research internship*

### WORK-BASED LEARNING PARTICIPATION

STUDENTS PARTICIPATED

**92,987**

IN WORK SITE EXPERIENCES  
(DUPLICATED)

EDUCATORS PARTICIPATED

**2,796**

IN WORK SITE CORE SERVICES  
(DUPLICATED)

TABLE 2-1: WORK-BASED LEARNING EXPERIENCES

Work-Based Learning Experiences	
Internships	678
Job Shadows	5,146
Worksite Exploratory Events	5,421
Classroom Speakers	17,273
Interactive Career Events	26,610
Mock Interviews	2,960
Informational Interviews	3,118
Career Immersion Experiences	20,244
Professional Skill Workshops	5,466
Statewide Career Events	6,071
Educator Experiences	2,796
<b>Total All Participants (Duplicated)</b>	<b>95,783</b>





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

Relationships have been developed regionally with schools to meet student needs in a number of work-based learning experiences. In AY21-22, the Iowa Intermediary Networks worked closely with school district personnel to set up 80,180 regional in-person and 12,807 virtual work-based learning experiences for a total of 92,987 student work-based learning experiences. Educators also received work-based learning experiences, and their participation numbers remained strong, with 2,796 educator experiences in AY21-22. Table 2-1 shows the total

FIGURE 2-2: CORE SERVICES BY TYPE (%):  
AY21-22



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.

The Department of Education oversaw the Intermediary Network through AY21-22. Effective November 10, 2022, the Intermediary Network program was transferred from the Department to Iowa Workforce Development.



of all work-based learning experiences provided to students and educators in AY21-22 and Figure 2-2 shows the breakdown of experiences provided to students by type.

Statewide focus has also been placed on generating consistent work-based learning course content in all programs in community colleges. These courses cover a continuum of experiences, starting from career exploration and employability skills and culminating in job shadowing, project-based experiences and internships. Each community college has analyzed how the courses can fit within their Career and Technical Education (CTE) and transfer programs and are at various stages in their local curriculum



Worksite tour for work-based learning students at Baker Group

## JOINT ENROLLMENT

Joint enrollment, which provides the opportunity for students to earn college credit while still in high school, accounts for 42.6 percent of total community college enrollment and over 27.6 percent of total credit hours.

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

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

Most joint enrollment opportunities in Iowa fall under the rubric of Senior Year Plus (SYP). Legislation that was passed in 2008 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

50,038

UP SINCE AY20-21

↑ 5.8%

PSEO

0

DOWN SINCE AY19-20

↓ 100%

TUITION

1,469

UP SINCE AY20-21

↑ 6.6%



Student at Southwestern Community College

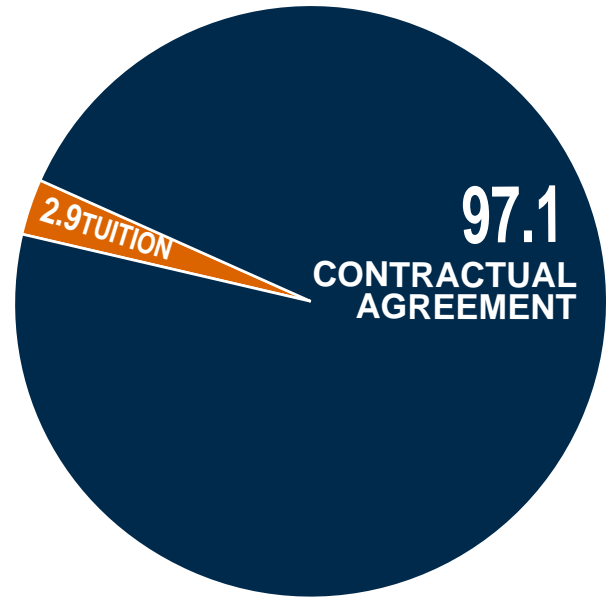
enrollment, require that credit be issued at each level, while other joint enrollment opportunities, such as independent tuition-paying students, have no such requirement.



## Joint Enrollment Offering Arrangements

In AY21-22, contracted courses had the largest enrollment of the three types of joint enrollment offering arrangements, accounting for 97.1 percent of jointly enrolled students (Figure 2-3). Enrollment in these contracted courses increased 5.8 percent from the previous year to 50,038 students. PSEO continues to account for zero percent of joint enrollment for the second year in a row. Presumably the decline 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 6.6 percent from the previous year to 1,469 students.

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



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



Students study at Western Iowa Tech Community College



## CREDIT PROGRAMS

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

In AY21-22, 26.9 percent of Iowa community college students were enrolled in A&S programs (down from 27.0 percent in AY20-21), and 23.5 percent were enrolled in CTE programs (down from 24.1 percent in AY20-21). About 44.6 percent of students took classes without selecting a program of study (up from 43.8 percent in AY20-21). Of the remaining students, 3.5 percent were in multiple programs, while 1.5 percent completed an Associate of General Studies (AGS) award.



*Kirkwood Community College interior design student*

## CREDIT PROGRAMS

NUMBER OF CTE AWARD OPTIONS

**1,369**  
OFFERED STATEWIDE

NUMBER OF NEW PROGRAMS

**14**  
STARTED IN AY21-22

INCREASE IN NUMBER OF CTE AWARD OPTIONS

**39**

MORE STATEWIDE AWARD OPTIONS THAN AY20-21

LARGEST CTE AWARD OPTION:

**ASSOCIATE OF APPLIED SCIENCE**

40.2 PERCENT OF ALL CTE AWARD OPTIONS IN AY21-22

TOTAL TRANSFER MAJORS APPROVED

**253**

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.

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

agreements with four-year institutions. These agreements must specify how 32 CTE credits will transfer directly into related baccalaureate programs, rather than just as CTE-elective credits. Currently, only Iowa Central Community College and Iowa Valley Community College District have adapted some of their programs to fit the stringent criteria of the APS degree. Iowa community colleges offer CTE programs within the 16 National Career Clusters® (Figure 2-4), each representing a distinct grouping of occupations and industries based on the knowledge and skills required for employment.



In AY21-22, there were 1,369 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 551 AAS, five AAA and four APS degree programs, as well as the 387 diplomas and 422 certificates available to Iowa community college students in AY21-22. Figure 2-5 on the following page lists the most popular CTE programs offered from August 15,

» In AY21-22, Iowa's community colleges offered 1,369 CTE program degree, diploma and certificate options to prepare students for employment or further postsecondary education.

FIGURE 2-4: NATIONAL CAREER CLUSTERS®

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

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

TABLE 2-2: CAREER AND TECHNICAL AWARD OPTIONS & TRANSFER MAJORS, AY21-22

College	AAA	AAS	ASCO	APS	Diploma	Certificate	Total CTE	Transfer Majors
Northeast Iowa	0	30	0	0	22	10	62	17
North Iowa Area	0	29	0	0	20	26	75	15
Iowa Lakes	0	35	0	0	22	2	59	8
Northwest Iowa	0	22	0	0	15	13	50	19
Iowa Central	1	40	0	2	25	21	89	29
Iowa Valley	0	32	0	2	24	15	73	15
Hawkeye	3	33	0	0	18	9	63	15
Eastern Iowa	0	46	0	0	32	41	119	23
Kirkwood	0	57	0	0	35	34	126	14
Des Moines Area	0	75	0	0	47	111	233	19
Western Iowa Tech	0	34	0	0	46	45	125	20
Iowa Western	0	39	0	0	29	35	103	8
Southwestern	1	18	0	0	9	10	38	17
Indian Hills	0	34	0	0	26	22	82	20
Southeastern	0	27	0	0	17	28	72	14
<b>Total</b>	<b>5</b>	<b>551</b>	<b>0</b>	<b>4</b>	<b>387</b>	<b>422</b>	<b>1369</b>	<b>253</b>

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

Source: Iowa Department of Education, Division of Community Colleges, STICS Program Database



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

<p><b>Offered By All 15 Community Colleges</b></p> <p>Accounting/Bookkeeping</p> <p>Agriculture (Business, Equine, Horticulture, Production, Supplies, etc.)</p> <p>Automobile/Automotive Mechanics Technology</p> <p>Construction Trades (Carpentry, Electrician, Plumbing, HVAC, etc.)</p> <p>Industrial Technology (Electronics, Mechanics, Maintenance, Repairers)</p> <p>Information Technology (Programming, Web Design, Networking, etc.)</p> <p>Licensed Practical Nurse Training</p> <p>Registered Nursing</p> <p>Welding Technology/Welder</p> <p><b>Offered By At Least 10 Community Colleges</b></p> <p>Autobody/Collision and Repair Technology</p> <p>Administrative Assistant and Secretarial Science</p> <p>Business Administration and Management</p> <p>Child Care Provider/Assistant</p> <p>Criminal Justice (Corrections, Police and Fire Science, Cyber Forensics)</p> <p>Emergency Medical Technology (EMT Paramedic)</p> <p>Engineering Technology (Electrical, Mechanical, Robotics, etc.)</p> <p>Health Care (Administration, Clinical/Medical Assistant, Records, etc.)</p> <p>Machine Tool Technology/Machinist</p> <p>Mechanics Technology (Diesel, Aircraft, Motorcycle Maintenance)</p> <p>Medical Technology (Respiratory Care, Surgical, Diagnostic, Radiology)</p> <p>Retail Sales, Distribution, Marketing Operations</p>
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2021, to August 14, 2022 at the state level. Program details and communication between the colleges and Department consultants are archived for easy access and reporting. The state curriculum website is available to the public at <https://www.iowastics.com> and provides access to information regarding courses and CTE programs offered by each of Iowa’s community colleges.

### New Credit CTE Programs

In AY21-22, Department consultants approved 14 CTE programs. These 14 new programs resulted in 17 new award options at seven community colleges. Table 2-3 provides a listing of the specific programs approved for implementation in AY21-22. These 14 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 (560), followed by diplomas (387) and certificates (422). The 560 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 387 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 422 certificate programs range from one to 48 technical credits with no general education requirement.

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, program length, average number of credits per term, general education credits and categories and technical core coursework. Colleges can easily monitor their compliance by accessing reports that indicate areas of noncompliance for which they can submit program modifications to correct compliance issues.

### Course Management System Activity

In addition to the 14 new program proposals that were completed and submitted to the Department for approval in AY21-22, Iowa’s community colleges completed 24 Notice of Intent proposals to offer new programs, 312 program modifications (includes CIP/



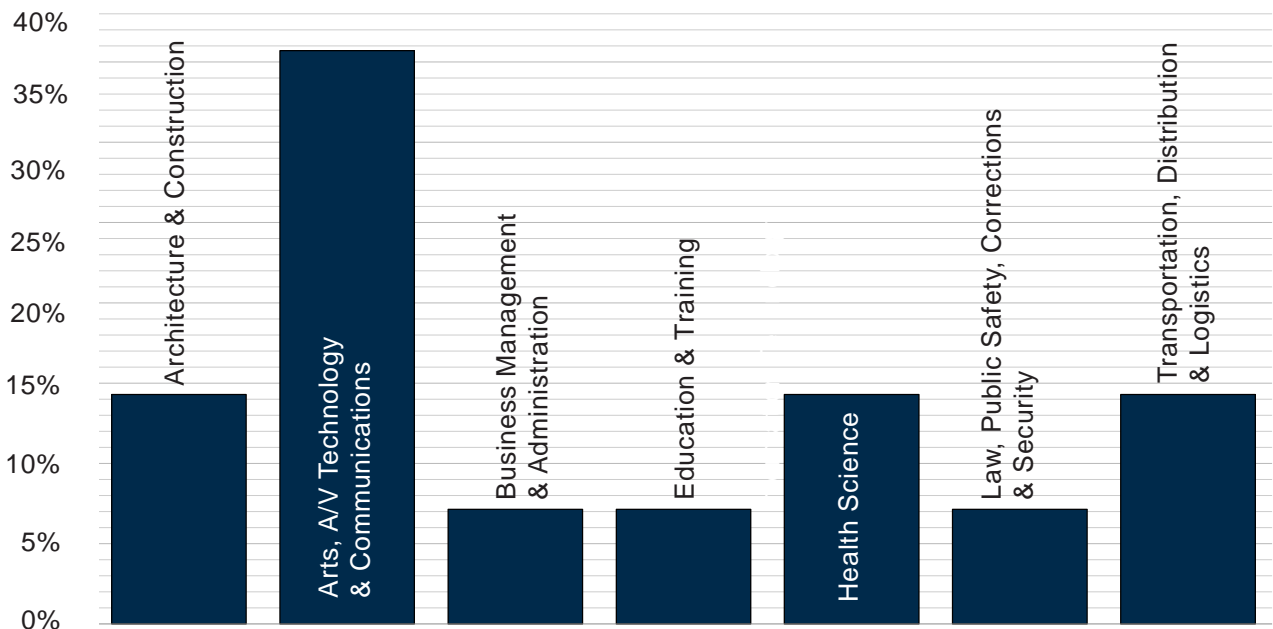


**TABLE 2-3: NEW CTE PROGRAMS APPROVED FOR IMPLEMENTATION, AY21-22  
(NEWEST TO OLDEST)**

College	Local Program Title	Award Types	National Career Clusters
IVCCD	Paraeducator Generalist	Certificate	Education and Training
IVCCD	Esports Diploma	Diploma	Business, Management & Administration
IWCC	Truck Driving/CDL Certificate	Certificate	Transportation, Distribution, and Logistics
IWCC	Musical Theater, A.A.A.	AAA	Arts, A/V Technology & Communications
NICC	Dental Hygiene	AAS	Health Science
WITCC	Interpretation and Translation	Diploma, Certificate	Arts, A/V Technology & Communications
KCC	Music	AAA	Arts, A/V Technology & Communications
EICC	Nurse Aide	Certificate	Health Science
IHCC	Court Reporting and Captioning	AAS	Law, Public Safety, Corrections, & Security
DMACC	Power Equipment Technology	AAS	Transportation, Distribution, and Logistics
EICC	Construction Technology	Certificate	Architecture and Construction
IWCC	Media Studies: Digital Communication Arts, A.A.S.	AAS	Arts, A/V Technology & Communications
DMACC	Interior Design	AAS, Certificate	Arts, A/V Technology & Communications
DMACC	Electric Utility Technology	AAS, Diploma	Architecture and Construction

NOTE: Table represents programs approved for implementation in Fall 2021, Spring 2022 or Summer 2022.

**FIGURE 2-6: NEW CTE PROGRAMS BY NATIONAL CAREER CLUSTER®, AY21-22**



ITSO reclassifications) and 30 program deactivations. These 368 proposals represented a 0.5 percent decrease in program requests submitted as compared to AY20-21.

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

### Transfer Major Program Approval

In AY19-20, Iowa's community colleges began a process to create discipline frameworks that transfer to one or more of Iowa's public universities. This transfer major initiative, which aims to create clear, structured pathways for transfer students, resulted in four transfer major disciplines (Biology, Business, Criminal Justice and Psychology) being finalized within AY18-19. In AY19-20, an additional 20 transfer major disciplines were convened, vetted and approved. In AY20-21, an additional three transfer major disciplines (Human and Family Services, Engineering and Computer Science) were added.

Each approved discipline framework has a minimum of 18 discipline-relevant course credits that community colleges can offer students who intend to transfer into related baccalaureate programs at a four-year institution. Each of these frameworks is designed to guide students to take program-specific coursework within their associate of arts (AA) or associate of science (AS) studies that will transfer seamlessly into related majors at four-year institutions. The overarching goal of the transfer major initiative is to improve communication and transfer efficiency among institutions, provide

students with a defined pathway toward their academic goals, support a more data-informed assessment/articulation process, avoid excessive credits and decrease time to degree completion and help make postsecondary education more affordable, thus reducing student debt.

At the end of the academic year, 253 transfer majors (within the twenty-seven discipline areas) were approved at 15 community colleges for student enrollment. As additional transfer major programs are reviewed and approved by the Department, colleges will be able to market and transcript additional transfer majors in the upcoming year. In AY21-22, 4,892 transfer major student enrollments were documented in the MIS system, up from 2,965 in AY20-21 (65.0 percent increase). There was a corresponding drop in the number of students in general A&S programs (28,643 to 26,674), suggesting that students are being advised into transfer major programs instead of general A&S programs. In the preliminary fall 2022 data, 4,866 transfer major enrollments were also documented (27 percent increase from fall 2021). The number breakdowns of the 253 approved transfer major programs in 2021-22 for each college are included in Table 2-2 on page 21. Preliminary transfer major award data can be found in the student success section starting on page 67.



Student at Des Moines Area Community College



## NONCREDIT PROGRAMS

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

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

Enrollment in noncredit courses is disaggregated into nine program categories (Figure 2-7) and included 265,927 courses in AY21-22, an increase of 5.7 percent from the previous year.

The "Enhance Employability/Academic Success" category had the highest enrollment with 84,654 students taking courses (55.5 percent of all noncredit enrollment); however, if adult basic and secondary education, adult learning and family/individual

## NONCREDIT PROGRAMS

NUMBER OF  
NONCREDIT COURSES

**265,927**

OFFERED IN AY21-22

INCREASE IN NUMBER OF  
COURSES

**↑ 14,340**

MORE COURSES THAN AY20-21

LARGEST NONCREDIT CATEGORY

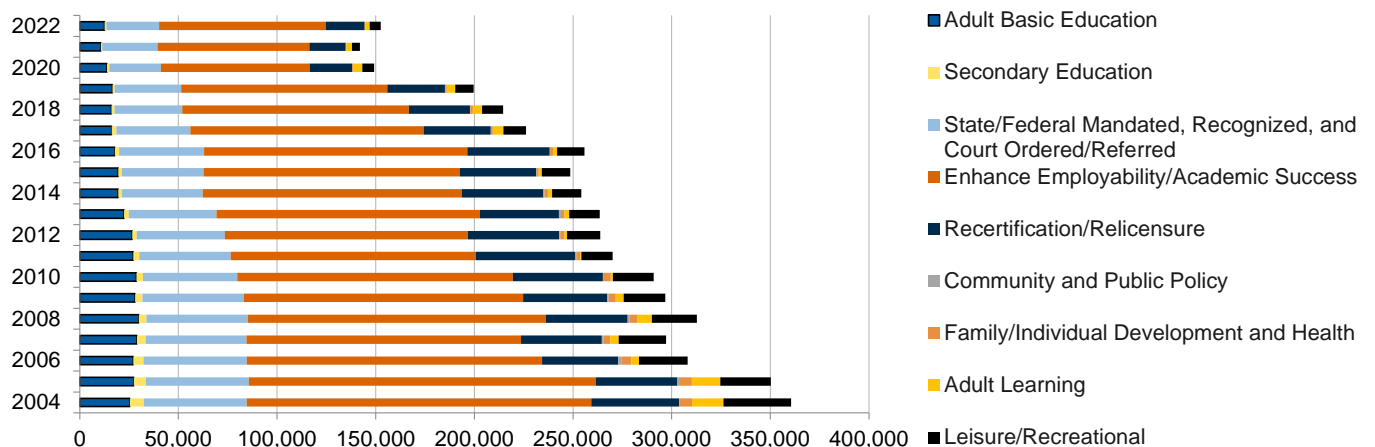
**EMPLOYABILITY AND  
ACADEMIC SUCCESS**

55.5% OF ALL ENROLLMENT IN AY21-22

development were included in the definition of enhancing students' employability and academic success, this would total 65.1 percent of noncredit enrollment in AY21-22.

The next largest category of noncredit enrollment in AY21-22 was for state or federally mandated, recognized, court-ordered or referred courses (17.4 percent of all noncredit enrollment). For more information on the state and federally mandated programs, see State and Federally Mandated Programs on page 109 of Section 6. Courses that were designed for recertification and licensure represented 12.9 percent of all noncredit enrollment in AY21-22.

FIGURE 2-7: NUMBER OF STUDENTS ENROLLED IN NONCREDIT COURSES BY PROGRAM CATEGORY



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



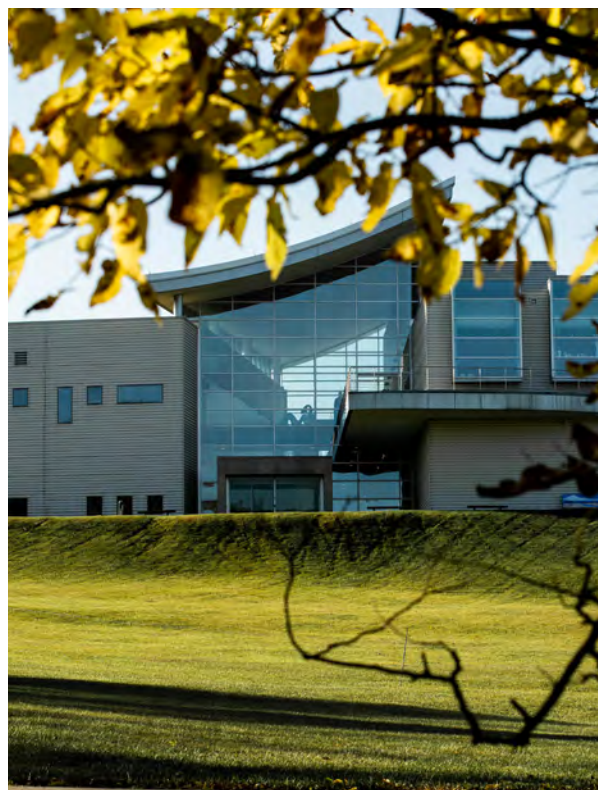
Noncredit programs often lead to industry-recognized certifications that hold labor market value. They can be a starting point for job entry and offer ongoing education for those in the workforce to acquire new skills and stay up-to-date on industry advancements.

### Noncredit Skill Enhancement

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

### UPSKILLING AND RETRAINING

By providing access to high-quality educational opportunities, community colleges are helping the state develop a skilled workforce while improving the lives and well-being of individuals. According to the National Coalition for Literacy, more than 40 million adults struggle with basic literacy and 63 million lack basic math skills. In Iowa, an estimated 158,401 adults, age 25 and older, lack a high school diploma or its equivalent. Nearly a quarter (21.3 percent) of these Iowans currently live in poverty [8].



Campus of Iowa Western Community College



Continuing education student at Iowa Valley Community College District



## ADULT EDUCATION AND LITERACY (AEL) PROGRAMS

The federal and state funded adult education and literacy (AEL) programs administered by the Department address the needs of this population by providing noncredit instruction in adult basic education (ABE), English as a second language (ESL) and other training to help adult learners improve their education and skill levels to meet employer demands and secure living-wage jobs. These services are delivered through the state's 15 community colleges in a wide range of settings to individuals seeking high school equivalency diplomas, workers and prospective workers, incarcerated and re-entry populations, immigrants who need to learn or improve their English language skills and many others seeking the basic skills necessary to advance in employment or further their education.

In addition, community colleges help a growing

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

number of Iowans from all socioeconomic backgrounds acquire skills and industry-recognized credentials needed to secure gainful employment through state support from the Iowa Skilled Worker and Job Creation Fund.

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

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

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



*Students of North Iowa Area Community College*

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# 3

## College Admission and Enrollment

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

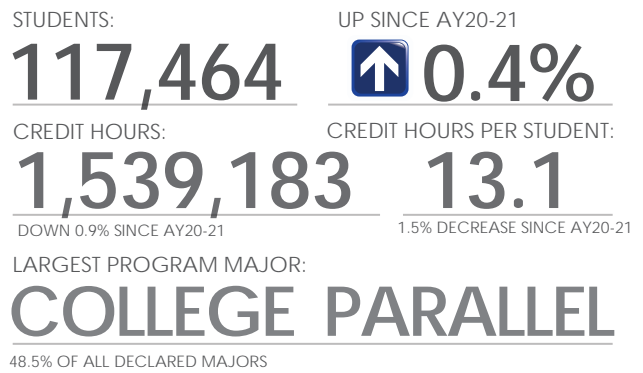
Iowa’s community colleges are equipped to serve an increasingly diverse population of students of all ages, backgrounds, life experiences and levels of academic preparation, the majority of whom are Iowa residents.

**C**ommunity college enrollment in credit and noncredit programs has experienced a steady decline over the past few years. Enrollment peaks coincided with the Great Recession, an economic downturn that began in late 2007. Enrollment in noncredit programs increased in the middle of the recession in 2009, while credit program enrollment peaked during the economic recovery in 2011. In contrast, the number of students enrolled in online coursework at Iowa’s community colleges has experienced steady increases throughout the years and had a meteoric rise in AY20-21 due to the COVID-19 pandemic.

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

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

### CREDIT ENROLLMENT



### CREDIT ENROLLMENT

There were 117,464 students enrolled in credit programs in AY21-22, a 0.4 percent increase—the first since FY2011. This enrollment figure includes students who enrolled in the 2021 fall term through the 2022 summer term. Since 2012, there has been an average annual decline of 2.5 percent in credit enrollment (Figure 3-1). However, credit hours decreased to 1,539,183, representing a 0.9 percent decline since last year. This decrease in credit hours impacted the course load taken per student this year, albeit insignificantly; credit hours per student decreased by 1.5 percent to 13.1 credit hours, on average (Figure 3-2).

FIGURE 3-1: ANNUAL CREDIT ENROLLMENT: 1997 - 2022

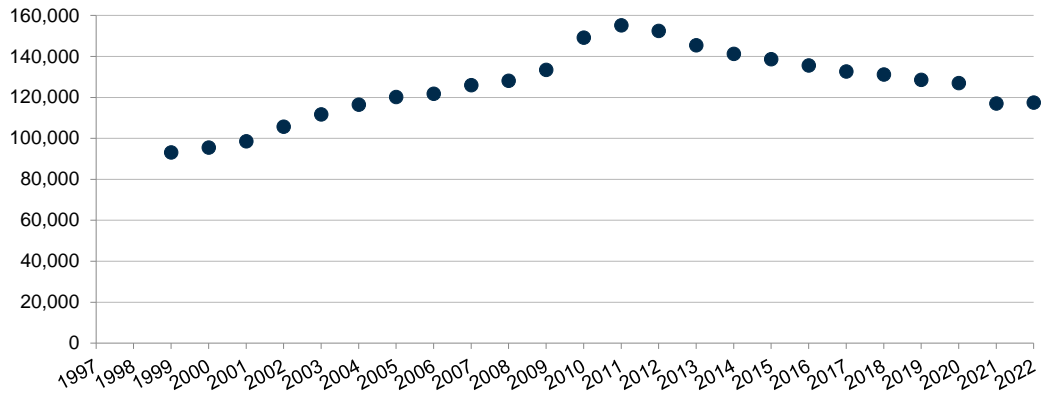
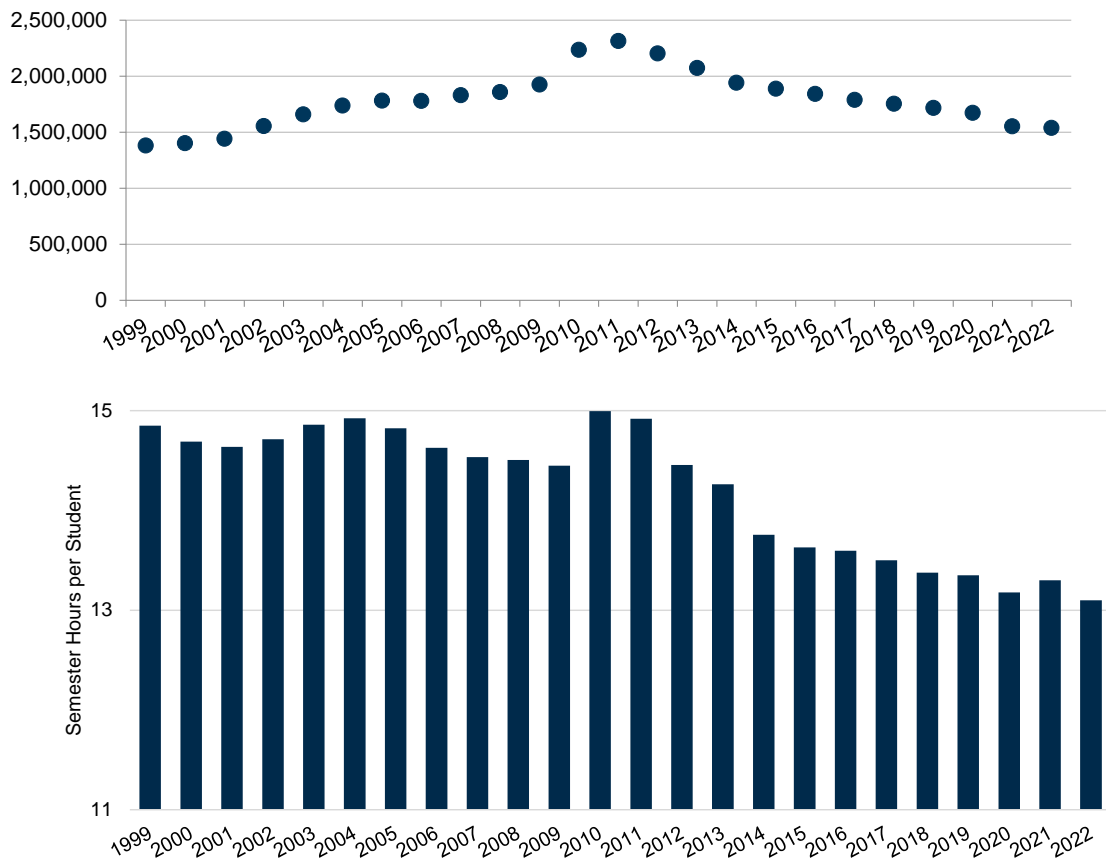


FIGURE 3-2: ANNUAL SEMESTER HOURS (TOP) AND AVERAGE SEMESTER HOURS PER STUDENT (BOTTOM): 1999 - 2022

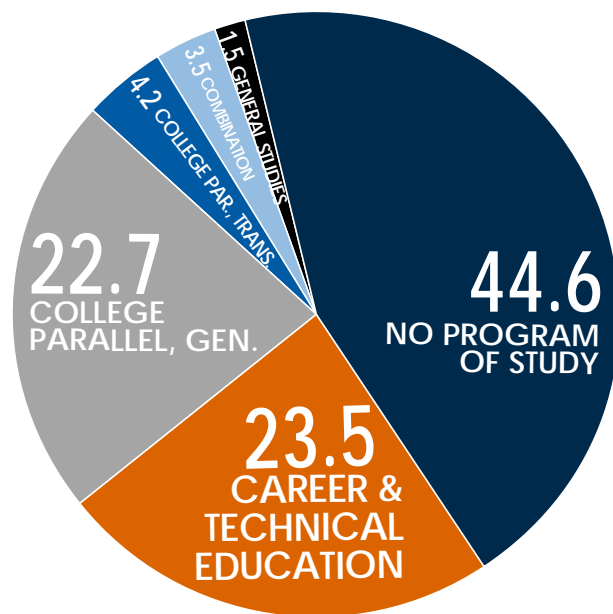


AY21-22 data reporting provided a more precise picture of the programs in which students enrolled, including two types of college parallel programs (general and transfer major), career and technical education (CTE), general studies (GS), more than one program type and no program of study (POS) categories.

» Nearly half of all students enrolled in credit courses at Iowa’s community colleges during AY21-22 had not declared a program of study.

During AY21-22, 44.6 percent of enrollees had not declared a POS, 22.7 percent of students declared general college parallel (arts and science) as their POS, 4.2 percent enrolled in newly introduced transfer major (direct articulation with specific POS in four-year universities) college parallel programs,

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



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

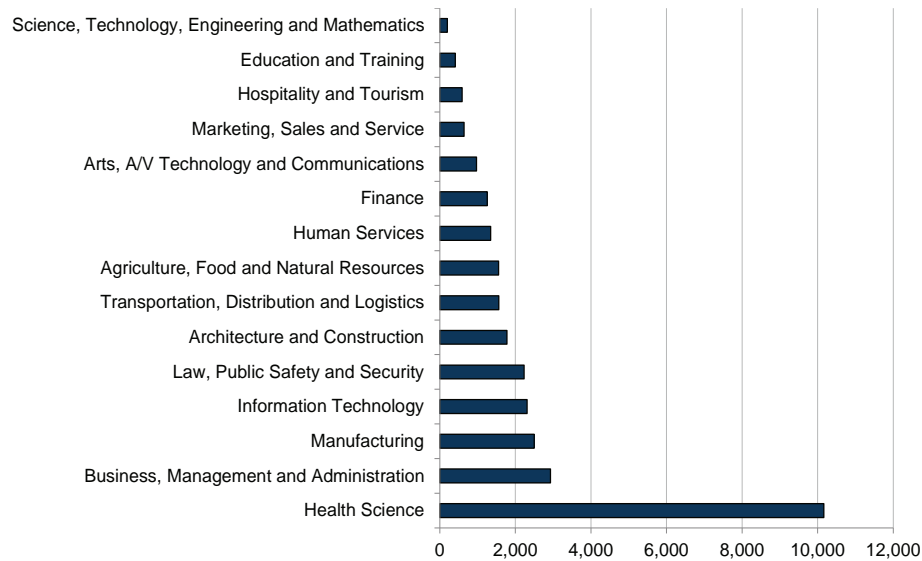
23.5 percent enrolled in CTE programs, 1.5 percent of students were in GS and 3.5 percent were enrolled in more than one type of POS (Figure 3-3).

Of the students who declared only one type of POS, general college parallel programs designed to transfer to four-year colleges and universities accounted for 43.8 percent. College parallel transfer major programs accounted for 8.0 percent. CTE and GS accounted for 45.4 and 2.9 percent, respectively. A total of 26,675 students were enrolled in general college parallel programs, 4,892 were enrolled in transfer major college parallel programs, 27,648 in CTE programs, 1,743 in GS and 4,077 in more than one type of program. As stated above, the majority of enrollees in AY21-22 took credit courses under no POS. Of the no POS students, the vast majority were jointly enrolled high school students. These students predominantly enrolled in arts and science courses intended to transfer.

A total of 27,648 students were enrolled exclusively in CTE programs in AY21-22, down 1.8 percent from 28,149 students last year (unduplicated count). In the context of federal career clusters, Health Science remained the largest CTE program with 10,163 students comprising 33.4 percent of all CTE enrollments\*, followed by Business Management and Administration with 2,930 students comprising 9.6 percent and Manufacturing with 2,496 students comprising 8.2 percent (Figure 3-4). Eight of the CTE career clusters demonstrated declines from 0.1 percent to 42.2 percent, partially due to an introduction of an array of non-CTE transfer major programs. For example, AY20-21 prompted a rapid decrease of CTE Science, Technology, Engineering and Mathematics (STEM) enrollment, and in AY 2021-22, STEM programs dropped an additional 18.1 percent as STEM moved to non-CTE programs;



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



Education and Training program enrollment continued its rapid decrease by 42.2 percent; and Architecture and Construction decreased by 12.8 percent.

The Department regularly realigns its program classification data with the National Career Clusters® in order to correspond to the most recent recommendations for career cluster realignment. Some of the CTE enrollment changes were attributed to this realignment instead of actual growth or decline. For instance, a significant increase in Human Services enrollment and no 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 AY21-22, the average age of community college students was 20.7 years. Female students accounted for 56.2 percent of enrollment. Enrollment of students who are minorities increased 0.9 percent to a record high 24.3 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 54.0 and 57.0 percent. Nationally, community colleges and four-year institutions (undergraduates) have a similar female/male distribution, with female students in slightly higher percentages for community colleges: 59/41 and 57/43, respectively (2021). Female students have outnumbered male students in postsecondary institutions nationwide since 1978 [2].

In terms of age, the average Iowa community college student is slightly younger than the national average. According to the most recent complete data (all 2019) from the National Center for Educational Statistics (NCES), 36.8 percent of Iowa community college enrollment consisted of students under 18 years of age (the highest percentage in the nation), while the national percentage for that category was only 15.5. Iowa was also higher in students under 20 years old.

Compared to four-year public universities nationwide, community colleges tend to serve an older population; however, Iowa community colleges serve more students under traditional college age than nationwide four-year public institutions. Fall 2019 NCES data indicated that Iowa community college students of traditional college age (under 25 years of age) comprised 82.2 percent of all enrollments, while in four-year public institutions, the same category comprised 72.8 percent. Outside of Iowa, community colleges served 68.4 percent of students under 25 years of age. The median student age in Iowa community colleges was 18 years old, indicating that half of the student population was under that age (Figures 3-5 and 3-6). This age shift



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

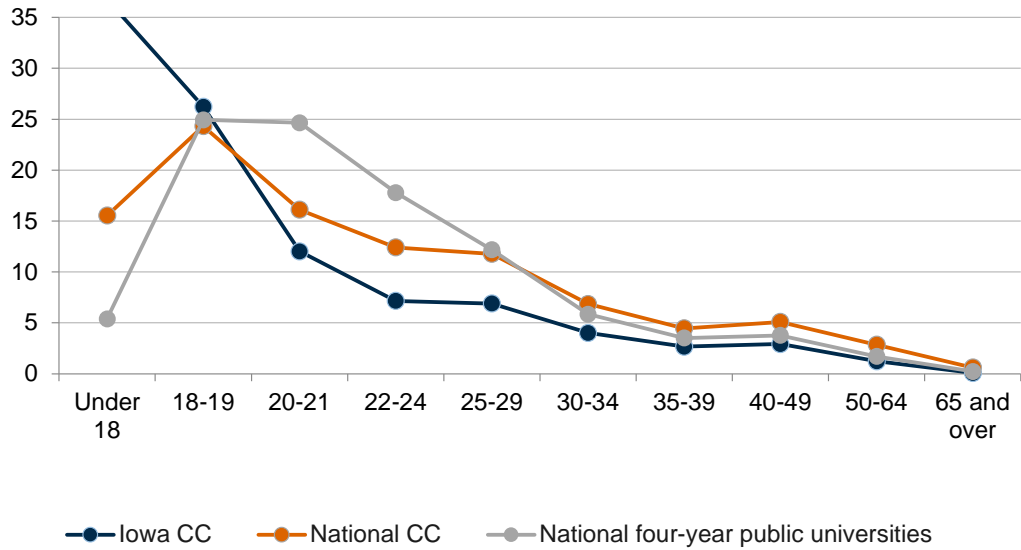
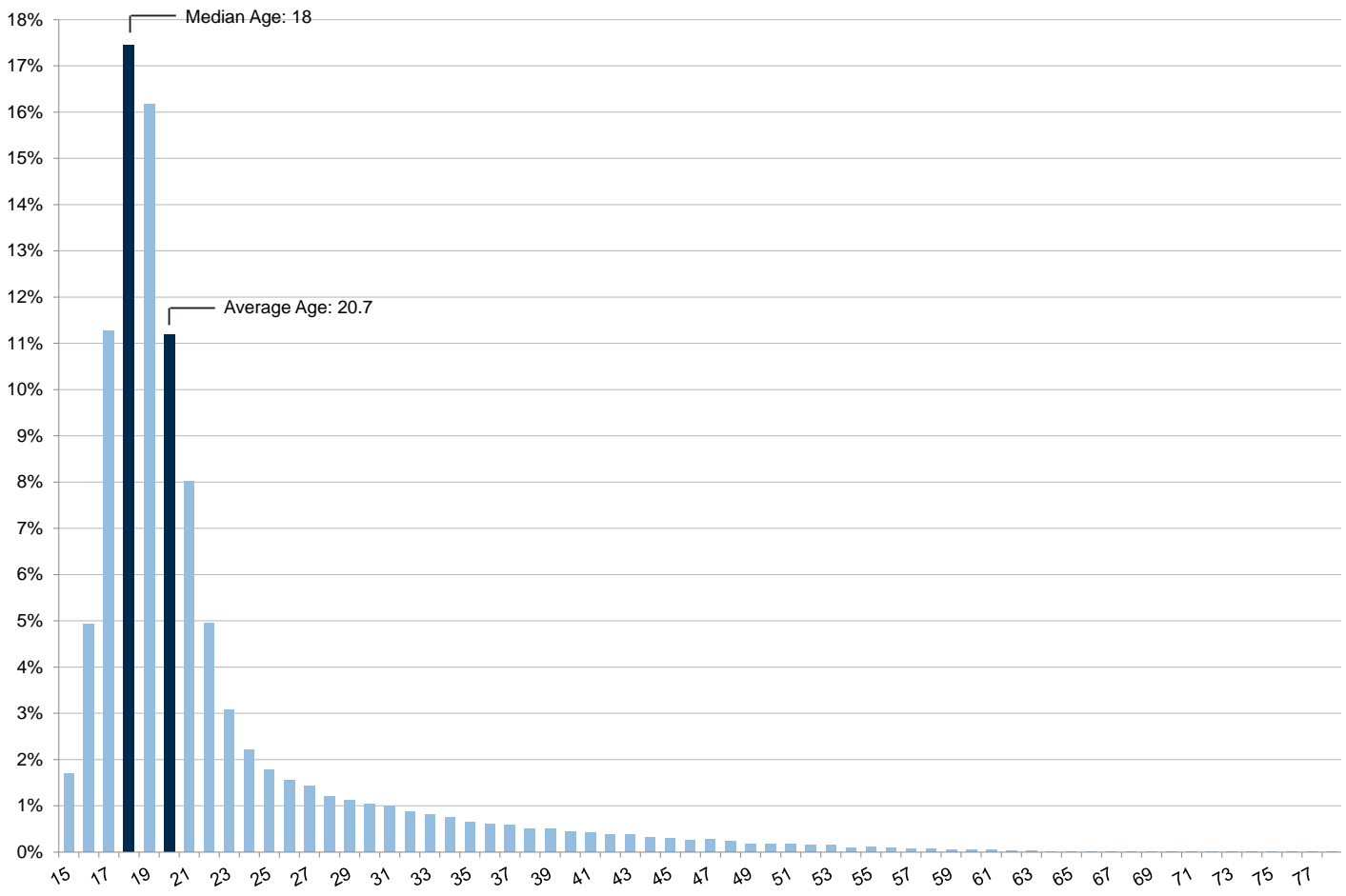
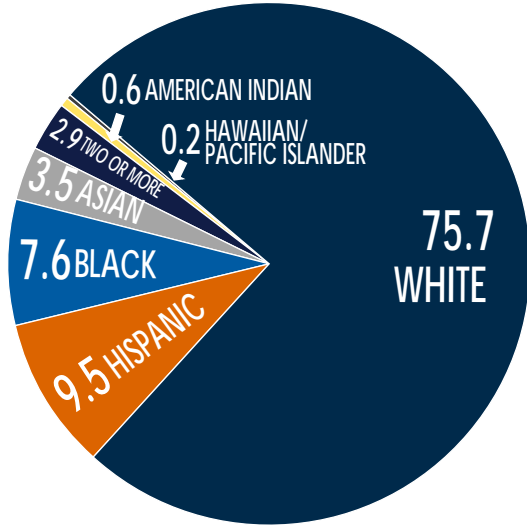


FIGURE 3-6: CREDIT STUDENT AGE: AY21-22



**FIGURE 3-7: CREDIT STUDENT ETHNICITY: AY21-22**



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, 35.4 percent (41,553) of all enrollees in AY21-22 were under 18 years of age. Overall, 82.7 percent (97,157) of all enrollees in AY21-22 credit programs were under the age of 25.

Though AY20-21 presents an exception, student diversity at Iowa community colleges continues to rise annually. In 2007, only 10.6 percent of students represented racial or ethnic minorities. In AY21-22, this percentage increased to a record high of 24.3 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 AY21-22, 2.9 percent of all students reported their race/ethnicity as multiracial, which accounted for 11.9 percent of all reported

minority students. Of the students reporting a single race, white students comprised the majority (75.7 percent), followed by Hispanic students (9.5 percent), black students (7.6 percent), Asian students (3.5 percent), American Indian students (0.6 percent) and Hawaiian/Pacific Islander students (0.2 percent) (Figure 3-8).

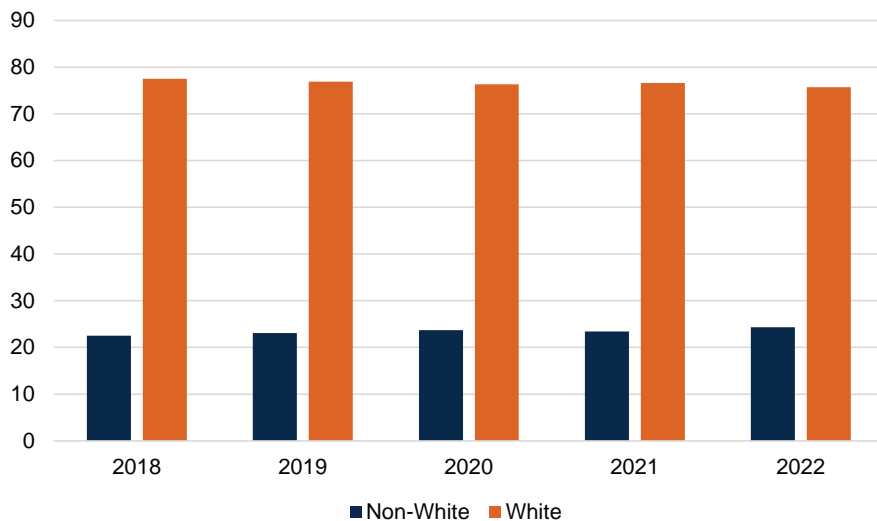
Nationally, community college minority student enrollment varied, ranging from 10.7 percent in West Virginia, to 88.3 percent in Hawaii, with a nationwide average of 51.6 percent (2021).<sup>\*</sup> Although the percentage of racial/ethnic minority students is relatively low at Iowa community colleges, 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 (2021) estimated 15.1 percent of Iowans 15 years of age or older were nonwhite. Of that group, 5.6 percent were enrolled in Iowa community colleges in AY20-21 (latest available national data), 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 13 years, followed by Kansas (5.3 percent) and Minnesota (4.5 percent) (Figure 3-9).

### Student Residency

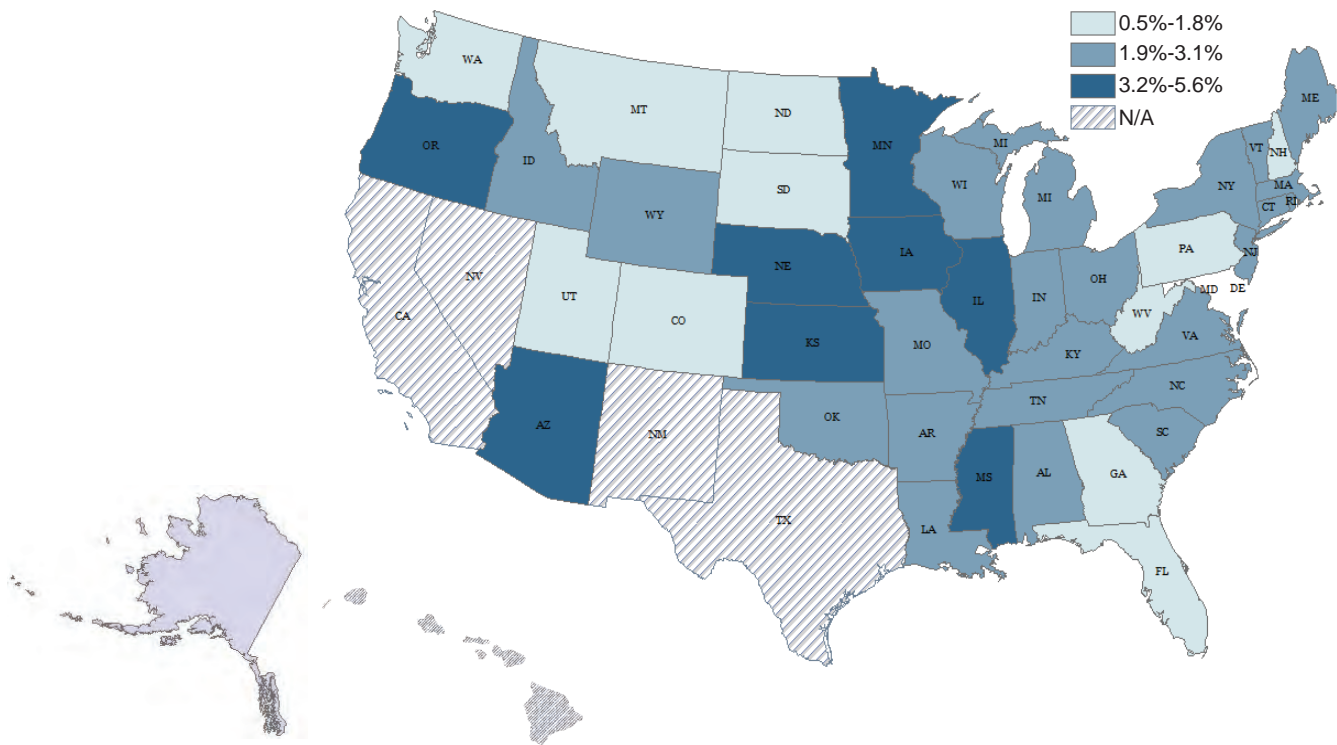
Credit enrollment in Iowa community colleges consists of Iowa residents, non-Iowa U.S. residents and foreign nationals. The residency status is reported to the Department based on the type of student tuition and immigration status at the time of reporting.

**FIGURE 3-8 : PERCENTAGE OF RACIAL/ETHNIC MINORITY STUDENTS: 2018 - 2022**





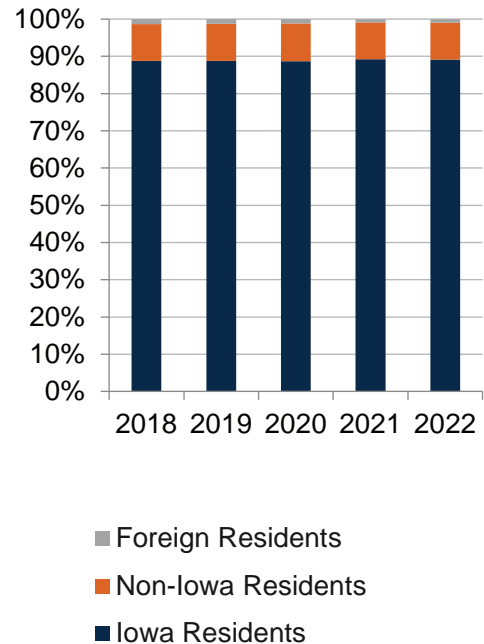
**FIGURE 3-9: PENETRATION RATE\* OF ETHNIC/RACIAL MINORITY STUDENTS IN U.S. TWO-YEAR PUBLIC COLLEGES: 2021**



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

In AY21-22, Iowa residents made up 89.1 percent of Iowa community college enrollment, non-Iowa residents made up 9.9 percent and the remaining 1.0 percent consisted of foreign nationals. These numbers have remained relatively stable for the past five years, with a slight trend toward a larger number of non-Iowa residents, which has increased from 6.0 percent in 2009 to 10.1 percent in AY19-20 (annual average growth of 4.2 percent), but dropped by 0.2 percent due to COVID-19 pandemic restrictions. The number of foreign residents in Iowa community colleges remains low, even though it shows zero percent average annual change for the past decade—again, due to COVID-19 pandemic restrictions—dropping from over 1.2 percent in AY19-20 to 0.9 percent in AY20-21 and increasing to 1.0 percent in AY21-22 (Figure 3-10). The NCES reported that Iowa’s 1.4 percent foreign nationals was above the national community college average of 1.2 percent in 2020 (the latest data available). These percentages vary from zero in New Hampshire to 4.7 in Washington [3].

**FIGURE 3-10: RESIDENCY STATUS OF CREDIT STUDENTS: 2018 - 2022**



# Feature Spotlight

## Adult Education and Beyond



Courses like English language learner (ELL) classes, digital literacy and workplace literacy are tailored by the colleges for a working adult's schedule and can provide new opportunities to earn credentials as well as confidence.

Photo (L): Megan Linzy

Nine years ago, Megan Linzy didn't know what to tell her teenage son. He approached her wanting to quit high school, mirroring her own choice from her sophomore year. Spurred with determination to set a good example and push her children toward a brighter future, Linzy pursued a high school equivalency course where she not only found new skills and opportunities but also a passion and career pathway.

Despite being diagnosed with dyslexia, dyscalculia and short-term memory loss, Linzy and her son, who also has learning disabilities, both found success. In the same year, Linzy completed her course and passed the HiSet exam while her son graduated from high school.

"We're both competitive; we like to win," she said. "And for me, this was just the start. I knew more was now possible."

Adult education and literacy opportunities, like high school equivalency courses, are vital programs provided at Iowa's community colleges. Over 7,500 students enrolled in an Iowa adult education and literacy course during the 2020-21 school year, and opportunities for adult learners from all skill levels are available. Courses like English language learner (ELL) classes, digital literacy and workplace literacy are tailored by the colleges for a working adult's schedule and can provide new opportunities to earn credentials as well as confidence.

"I think the moment they walk into an adult education class, they are gaining the confidence they need to achieve the dreams they may have put on the back burner," said Alex Harris, former administrative consultant at the Iowa Department of Education. "They are now putting their education on the forefront. Adult education is a gateway to other things whether it is further education or a career pathway."

For Linzy, earning her high school equivalency credentials influenced her decision to continue her education at Eastern Iowa Community Colleges for an associate's degree in education.

"School can be hard, and I knew it may take me longer to do things well because of my learning disability, but I realized it was possible to get a degree," Linzy said. "I liked that I could possibly show to other students, who may have disabilities, that you can overcome your barriers."

At Eastern Iowa Community Colleges, adult education and literacy courses are considered an on-ramp to new career pathways. The experience of taking a course and building new skills can provide students with the foundational level to continue their education.

"Students can build upon their noncredit classes and move to credit programs for diplomas and degrees," said

Scott Schneider, dean of adult education at Eastern Iowa Community Colleges. "So many people enter the high school equivalency program thinking they won't succeed. When they do start achieving their goals in the program, they also begin thinking about college-level course work."

Schneider estimates that over 20 percent of students graduating from the high school equivalency course go on to enroll in other classes at Eastern Iowa Community Colleges. These additional courses leading to potential degrees can help students learn skills and stay competitive in Iowa's job market.

"Now is the time to earn credentials," he said. "It helps potential candidates in any type of job market, especially when jobs become more competitive."

To assist students in having more college experiences, Eastern Iowa Community Colleges has recently begun offering some introductory level courses along with their high school equivalency courses. Students can co-enroll in classes like medical terminology, introduction to computers and introduction to culinary while also pursuing their high school credentials.

"Students can get their feet wet in a college-level course while taking the high school equivalency class," Schneider said. "They can attend the classes in the same facility, which provides an environment they know and are comfortable in."

Community colleges providing dual opportunities in adult education and other training is becoming a growing trend. Integrated education and training (IET) programs are popping up across the state and offer students in high school equivalency and ELL programs the chance to learn a new trade and potentially earn college credits while also strengthening basic skills. IET programs can help students address short-term goals and also propel them towards a new career pathway.

For Linzy, the catalyst nine years ago has led her far. She is continuing her college education and is anticipated to graduate with a bachelor's degree in adult education next year. During this time, she has also been named as a Coalition on Adult Basic Education's (COABE) adult student of the year and serves as a representative on the Iowa Literacy Council. Linzy's success has come from her own hard work, and she encourages other students who are looking to change their lives with education to take that first step.

"Start with one class," she said. "Let yourself be okay with going at a regular pace. Don't get frustrated and stop because it takes time."



## JOINT ENROLLMENT

A significant segment of credit enrollment at Iowa community colleges is from jointly enrolled students who accounted for 42.6 percent of total community college enrollment and over 27.6 percent of total credit hours in AY21-22. A total of 50,082 high school students were enrolled in one or more community college courses during AY21-22, which represents an 5.8 percent enrollment increase over the last year.

Overall, community colleges continue to experience steady growth in joint enrollment. Since AY04, joint enrollment has increased approximately 137.9 percent—an average annual growth of 4.9 percent (Figure 3-11). Jointly enrolled students enrolled in a total of 424,369 semester credit hours in AY21-22 compared to 395,603 credit hours in AY20-21 (Figure 3-12). Additionally, a total of 1,804 awards were conferred to jointly enrolled students, including 580 associate degree awards, 283 diplomas and 941 certificates, which represents a 60.7% increase in awards conferred from AY20-21.

In AY21-22, the average number of credit hours taken per student was 8.5, equivalent to about two or three courses per student (Figure 3-13). This number has increased by more than 1.5 credit hours since AY04. This year, joint enrollment accounted for

## JOINT ENROLLMENT

STUDENTS ENROLLED

50,082

UP SINCE AY20-21

↑ 5.8%

SEMESTER HOURS

424,369

UP SINCE AY20-21

↑ 7.3%

SEMESTER HOURS PER HIGH SCHOOL STUDENT

8.5 SEMESTER HOURS

JOINTLY ENROLLED HIGH SCHOOL STUDENTS WHO EARNED ASSOCIATE DEGREES IN AY21-22

580

27.6 percent of total credit hours, resulting in over a two percent increase from 25.4 percent in AY20-21. 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 community college coursework varies by local school district and community college region. As shown

FIGURE 3-11: TOTAL AND JOINT ENROLLMENT: 2004 - 2022

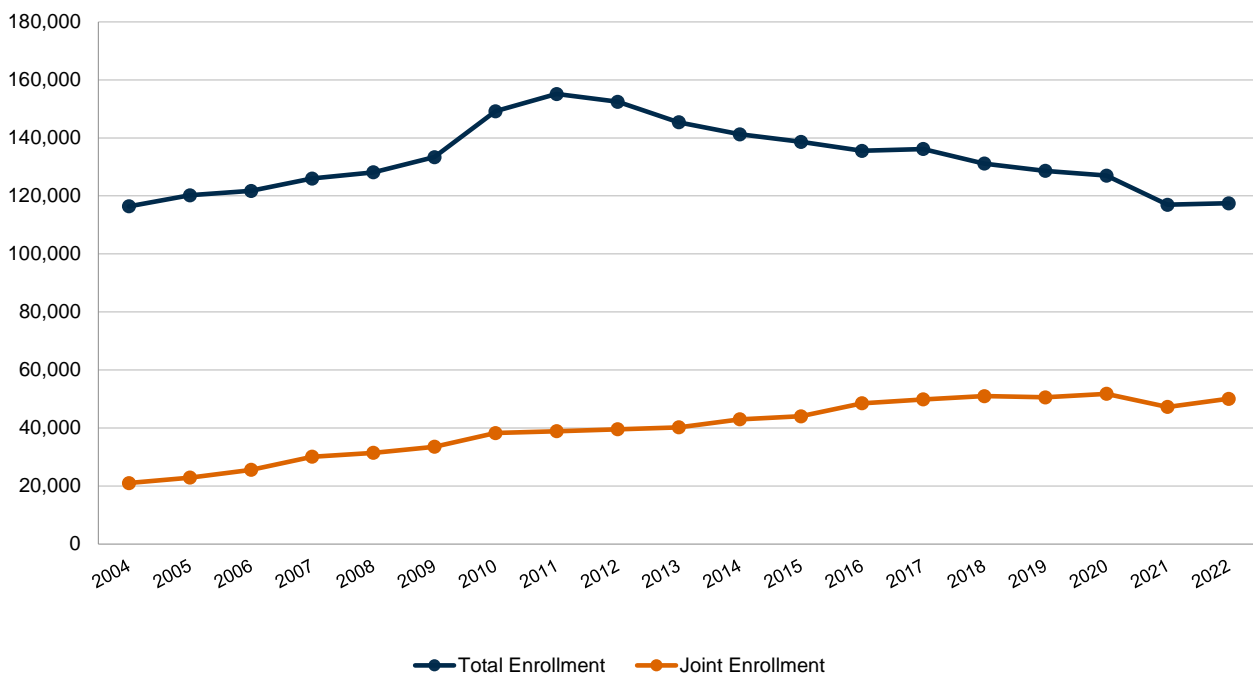


FIGURE 3-12: TOTAL AND JOINT ENROLLMENT CREDIT HOURS: 2004 - 2022

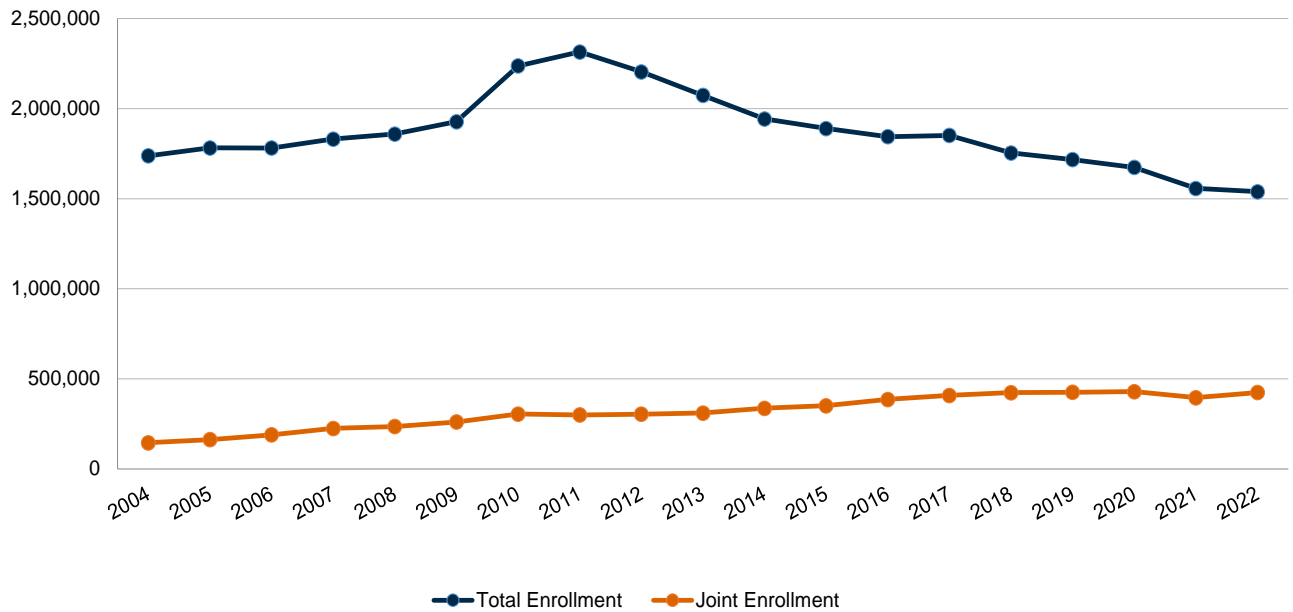


FIGURE 3-13: AVERAGE CREDIT HOURS PER JOINTLY ENROLLED STUDENT: 2004 - 2022

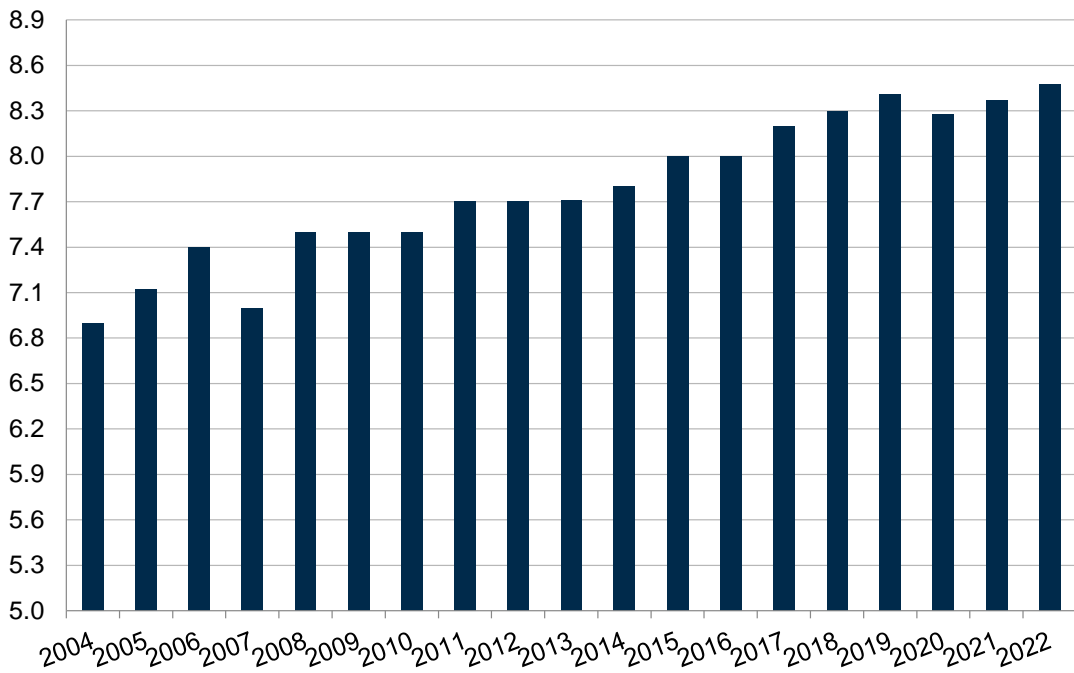
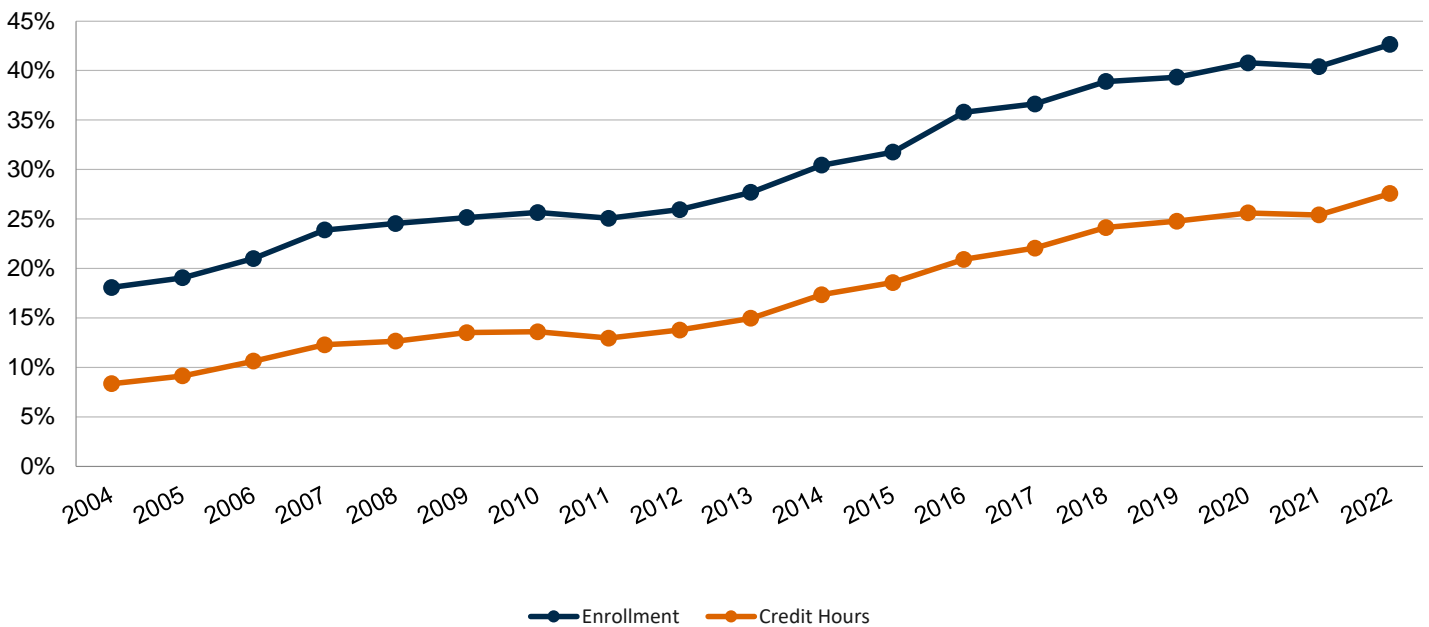


FIGURE 3-14: JOINT ENROLLMENT AND CREDIT HOURS AS A PERCENTAGE OF TOTAL CREDIT STUDENT ENROLLMENT: 2004 - 2022



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 male and female students and are less racially and ethnically diverse. Of the students who reported gender, more female students (26,451) than male students (23,608) participated in joint enrollment opportunities in AY21-22. Of all joint enrollees, 52.8 percent were female compared to 56.2 percent of the overall college credit enrollment (Figure 3-15). Female student participation outpaced male student participation across all programs: concurrent enrollment, PSEO and tuition.

The racial/ethnic background of joint enrollees is less diverse than both total community college enrollment and public PK-12 enrollment. In AY21-22, of the approximately 88.5 percent of joint enrollees who reported their race/ethnicity, 17.8 percent reported a minority background compared to 24.3 percent of students enrolled in credit programs at Iowa’s community colleges and 26.8 percent of students enrolled in Iowa’s public PK-12 schools.

### JOINTLY ENROLLED STUDENT PROFILE

REPORTED RACE/ETHNICITY\*

**82.1%**  
**WHITE**

AGE

**99.5%**  
**18 OR YOUNGER**

GRADE LEVEL

**42.7%**  
**12<sup>TH</sup> GRADE**

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

As a proportion of joint enrollment by program type, tuition-paying course enrollment had the largest percentage of minority students (20.1 percent), followed by contracted course enrollment (17.8 percent) and PSEO enrollment (0.0 percent).

Of the minority joint enrollees, Hispanic students were the largest group at 48.6 percent, followed by black students at 19.3 percent and Asian students at 17.5 percent. In comparison to the total community college minority enrollment, Hispanic representation in joint enrollment far exceeds that of the total (39.3 percent) and the proportion of Asian students is also higher (15.1 percent of the total enrollment); however, the proportion of black students in joint





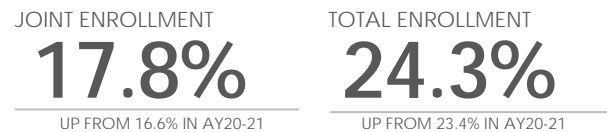
enrollment is much less than that of the total enrollment (31.4 percent) (Figure 3-16).

As to be expected, in AY21-22, jointly enrolled students were younger than the overall community college student body, with 99.5 percent being 18 years of age or under (Figure 3-17). Iowa continues to lead the nation among the percentage of high school students who enroll in community college courses. According to the most recent National Center for Educational Statistics data (2019), Iowa enrolls close to 37.0 percent of students who are under 18 years old, while the national percent for that category is only 15.9. Additionally, almost all jointly enrolled students (99.4 percent) were classified as residents of Iowa. Only 262 out-of-state and 16 international students were jointly enrolled during AY21-22.

### Grade Level of Jointly Enrolled Students

Jointly enrolled students tend to be upperclassmen in high school, with approximately 78.1 percent of students in their last two years of high school. Seniors accounted for 42.7 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.

FIGURE 3-15: JOINTLY ENROLLED CREDIT STUDENT GENDER: AY21-22 (%)

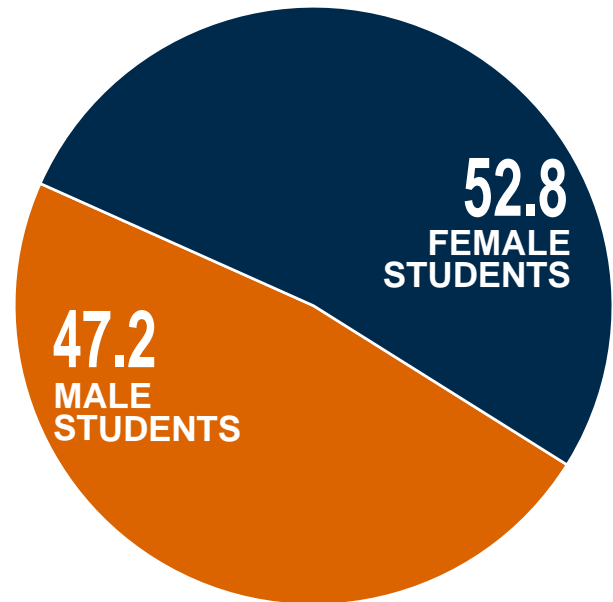


FIGURE 3-16: JOINTLY ENROLLED CREDIT STUDENT ENROLLMENT BY RACIAL MINORITIES: AY21-22 (%)

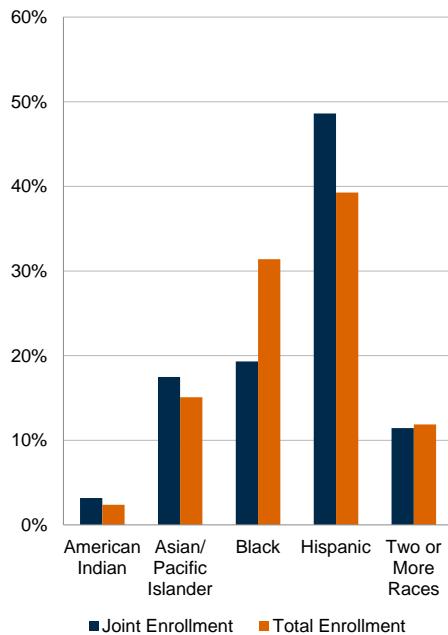
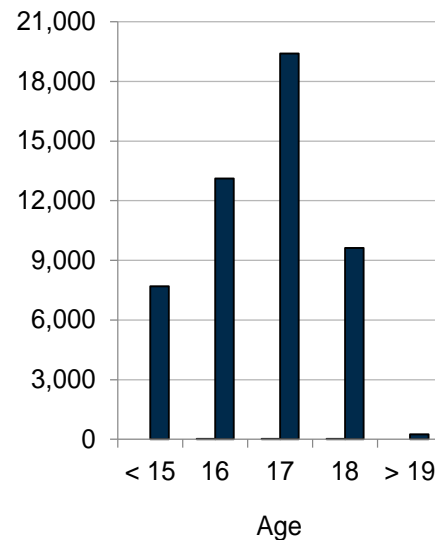


FIGURE 3-17: JOINTLY ENROLLED CREDIT STUDENT AGE: 2022



## 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.
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 AY21-22, proposals were approved for each of Iowa's 15 community colleges. Coursework in each 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



*Students of Northeast Iowa Community College*



**P**

**A**

**M**





**P**

**A**

**M**



within the top two services areas (Health Sciences and Applied Science, Technology, Engineering and Manufacturing [ASTEM]) were primarily for certified nursing assistant and welding/manufacturing.

In AY21-22, enrollment in the SCCP decreased slightly by 1.5 percent from the previous year to 1,624 students. Out of 36 approved programs in AY21-

22, 16 programs were in Health Sciences; 12 were in Applied sciences, Technology, Engineering and Manufacturing; four were in Business, Management and Administration; three were in Information Solutions; one was in Human Services and Agriculture had no program offerings.

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

FIGURE 3-19: JOINTLY ENROLLED IOWA RESIDENTS: 2022 (%)

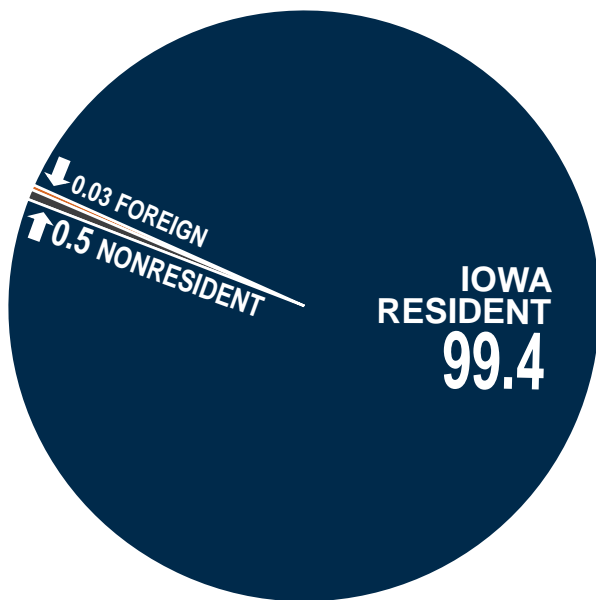
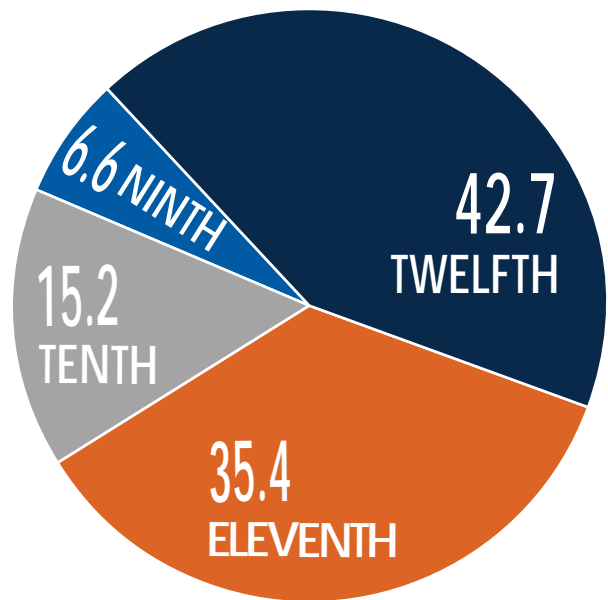


FIGURE 3-20: JOINTLY ENROLLED STUDENT GRADE LEVEL: 2022 (%)



## ONLINE CREDIT ENROLLMENT

The COVID-19 pandemic precluded face-to-face instruction for many educational institutions nationwide. In AY 2020-2021 (latest available data), 75.7 percent of students enrolled in some type of distance learning class at a community college, more than doubling the previous year's 34.4 percent of total enrollment. In Iowa, that proportion was 68.3 percent, compared to the previous year's 37.9 percent [3]. The same data source reports Connecticut with the highest rate of distance learning (97.4 percent) and Indiana with the lowest rate (38.1 percent).

The Department has collected data on community college enrollment in online coursework since fiscal year 2007. The MIS-reported data show that 59.1 percent of Iowa community college students enrolled in at least one online course during AY21-22. While data are collected on other distance education categories, such as hybrid or blended courses, this section focuses on courses that are delivered completely online, which differs from the national data referenced above.



Student at Iowa Western Community College

### ONLINE CREDIT ENROLLMENT

STUDENTS ENROLLED

69,396

DOWN SINCE AY20-21

↓ 9.9%

SEMESTER HOURS ONLINE

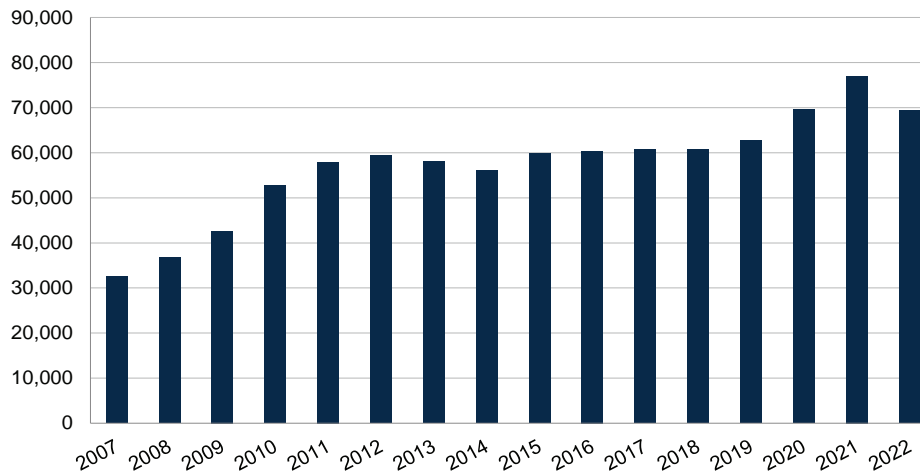
577,329

DOWN SINCE AY20-21

↓ 23.0%

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 - 2022





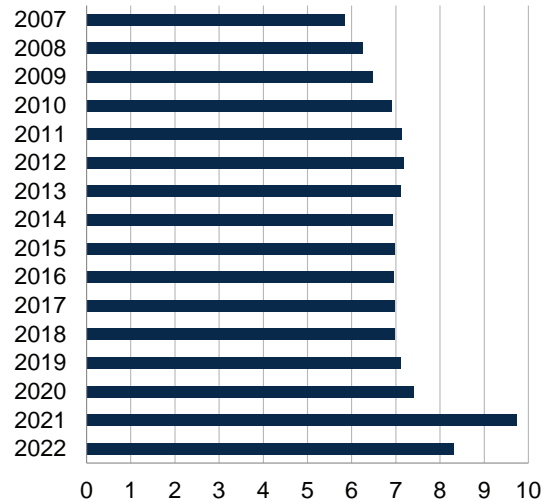
Iowa community colleges have experienced a steady increase in the number of students enrolled in online coursework over the past 16 years. While overall enrollment slightly increased this year, AY21-22 online enrollment decreased to 69,396 unduplicated students, down from the record high 77,015 last year (Figure 3-21). Lifted COVID-19 restrictions seem to be a reasonable explanation for such a decline.

Despite sporadic declines, overall online credit hour enrollment has grown an average of 7.7 percent annually since 2007. Online students enrolled in a smaller number of credit hours (577,329, compared to 749,663 last year), participating in an average of 8.3 credit hours during AY21-22. 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).

During AY21-22, 24,030 students (34.6 percent of total online enrollees) declared college parallel (arts and sciences) as their program of study. Of the remaining students, 17,549 enrolled in CTE courses (25.3 percent), 1,406 enrolled in general studies (2.0 percent) and 2,127 enrolled in more than one program (3.1 percent).

The largest category of online enrollments consisted of 24,284 students (35.0 percent) without declared programs of study (Figure 3-24). Of these students, the largest portion were jointly enrolled high school students who typically enroll in arts and science

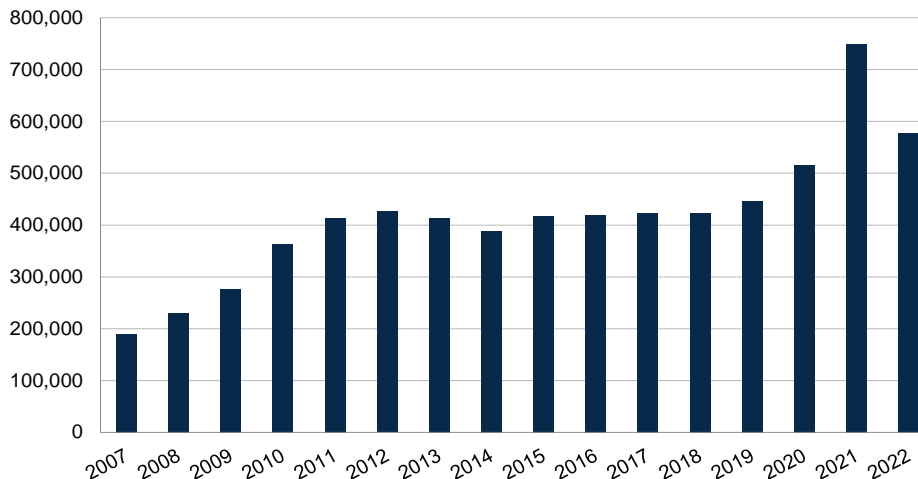
FIGURE 3-22: AVERAGE CREDIT HOURS OF ONLINE STUDENTS: 2007 - 2022



courses. The number of jointly enrolled high school students taking online courses has continuously increased over the past 16 years.

Enrollment of CTE students in online coursework decreased 17.0 percent from last year; however, there is significant variation in online enrollment when disaggregated by career cluster (Figure 3-25). The Health Science career cluster is the largest with 5,663 students enrolled in one or more online courses. Only

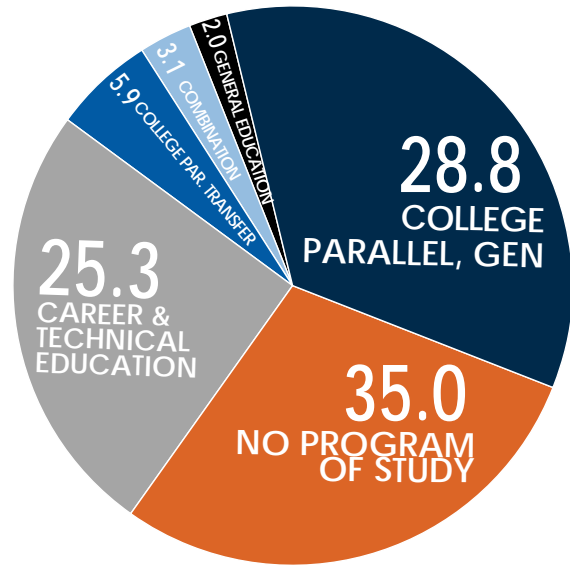
FIGURE 3-23: ONLINE CREDIT HOURS: 2007 - 2022



two of 16 clusters increased online CTE enrollment in AY21-22: Education and Training and Science, Technology, Engineering and Mathematics (STEM), with 21.6 percent and 12.8 percent, respectively. Fourteen CTE career clusters demonstrated decline, from 2.0 percent in Business, Management and Administration to 36.6 percent in Hospitality and Tourism.

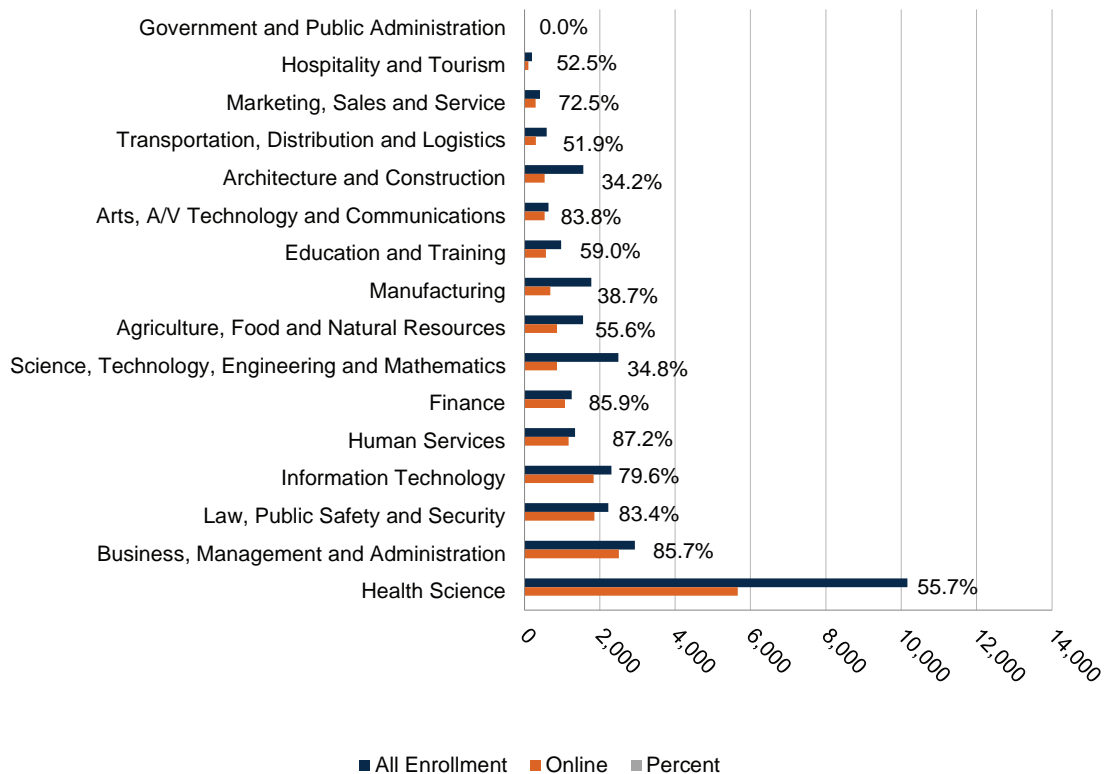
A review of credit hours within career clusters (Figure 3-26) revealed that the Health Science career cluster had the largest number of credit hours (43,867) delivered online. This accounts for 25.3 percent of the online hours offered in all career clusters. The Business, Management and Administration career cluster was second with 30,641 credit hours, followed by Information Technology with 19,611 credit hours. These three career clusters accounted for over half (56.3 percent) of the total credit hours delivered online for CTE programs.

FIGURE 3-24: ONLINE ENROLLMENT BY PROGRAM TYPE: AY21-22

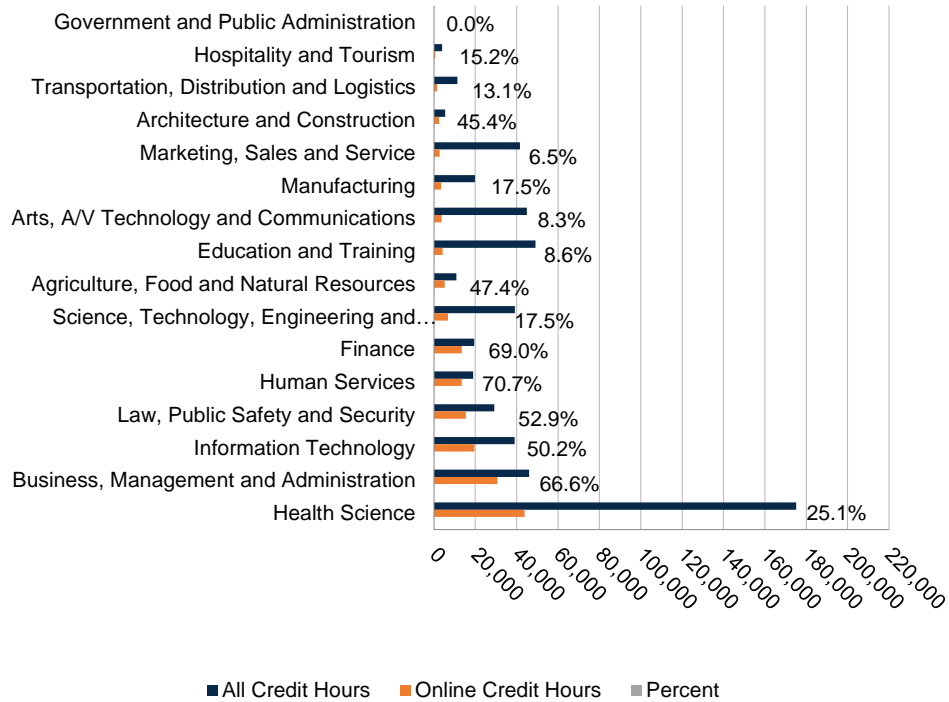


Note: Percentages may not total 100 percent due to rounding.

FIGURE 3-25: CTE ONLINE AND TOTAL ENROLLMENT, PERCENTAGES DELIVERED ONLINE: AY21-22



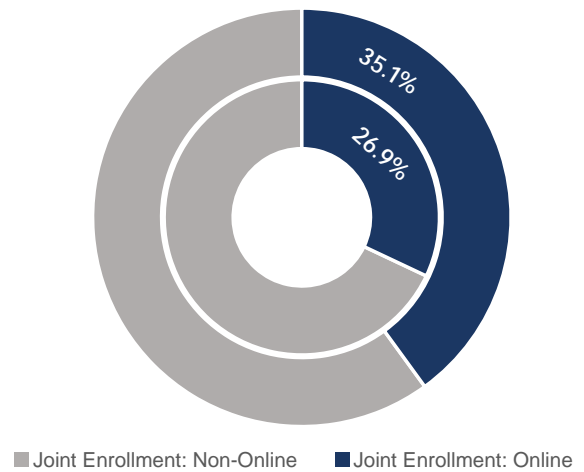
**FIGURE 3-26: CTE ONLINE AND TOTAL CREDIT HOURS, PERCENTAGES DELIVERED ONLINE, AY21-22**



### Jointly Enrolled Students

Jointly enrolled students are less likely to be enrolled in online coursework than the general student body. In AY21-22, 35.1 percent (18,101) of jointly enrolled students enrolled in one or more online courses compared to 59.1 percent of the total student body. Additionally, only 26.9 percent (113,961) of joint enrollment credit hours were delivered online compared to 37.5 percent of total credit hours (Figure 3-27). In Iowa, all 15 community colleges offer online courses to jointly enrolled students compared to 44.8 percent of total credit hours (Figure 3-27). In Iowa, all 15 community colleges offer online courses to jointly enrolled students.

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





## Online Student Demographics

While the number of female students comprised 56.2 percent of the total student body in AY21-22, female students made up 63.9 percent of the students enrolled in online coursework. The percentage of female students enrolled in online coursework decreased by 3.9 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 22.6 years old, which is 1.5 years 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 83.8

percent of all online enrollees, spanning from 12 to 77 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). 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 AY21-22, 85.1 percent were Iowa residents (89.1 percent for overall credit enrollment), 13.7 percent were non-Iowa residents and 1.3 percent were international students (Figure 3-30).

FIGURE 3-28: AGE OF ONLINE STUDENTS: AY21-22

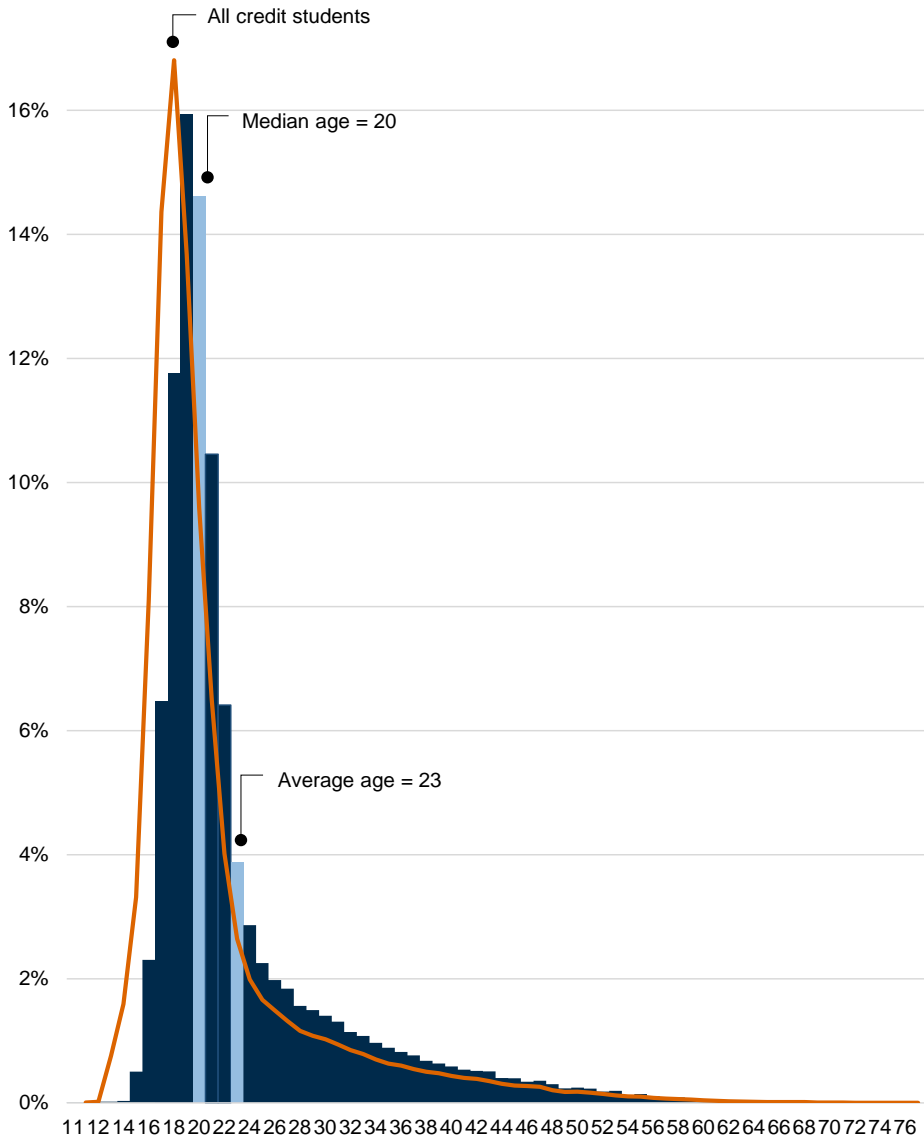
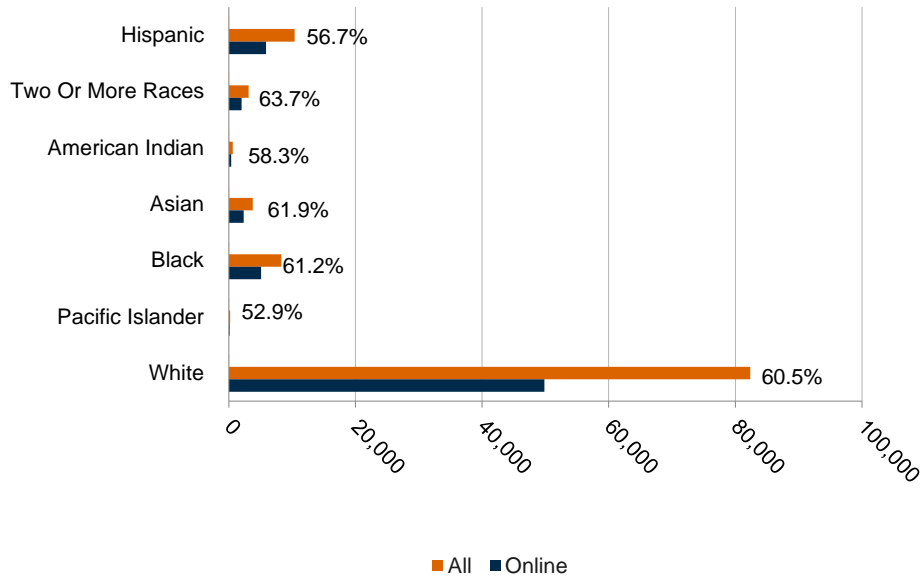
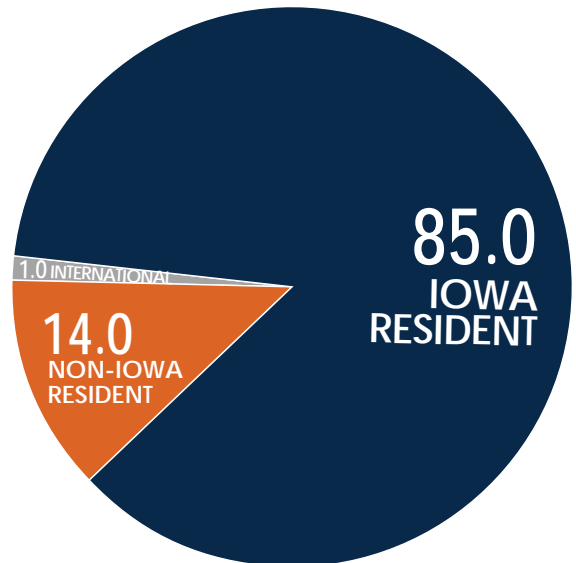


FIGURE 3-29: ONLINE CREDIT ENROLLMENT, TOTAL CREDIT ENROLLMENT AND PERCENTAGES OF ONLINE ENROLLMENT BY RACE AND ETHNICITY: AY21-22



Students of Western Iowa Tech Community College

FIGURE 3-30: RESIDENCY OF ONLINE STUDENTS: AY21-22 (%)



## DEVELOPMENTAL EDUCATION

For this section, developmental education is defined as enrollment in a course numbered below 100 (e.g., MAT060). During AY21-22, 5,180 students (4.4 percent) enrolled in a developmental education course (13.1 percent decrease from AY20-21). These students enrolled in a total of 24,574 credit hours of developmental education during the academic year, which is 13.8 percent less than last year.

This significant decrease in developmental course enrollment is not necessarily an indication that students are entering Iowa’s community colleges better prepared academically. Rather, it is related to efforts being made by the colleges to streamline the skill development process. For years, community colleges have been implementing curricular acceleration strategies to move students through developmental education courses faster. These strategies include: utilizing ALEKS®, a research-based online math program, to diagnose math deficiencies and customize learning modules; using multiple measures such as high school GPA, standardized test scores and cognitive indicators for English and math placement; collaborating with school districts to integrate developmental curriculum into high school courses; and creating corequisite courses or lab modules. The Department first published a developmental education report in the spring of 2018 that outlines these initiatives. The latest full report of all Iowa’s community colleges developmental data is available on the Department’s

### DEVELOPMENTAL EDUCATION ENROLLMENT

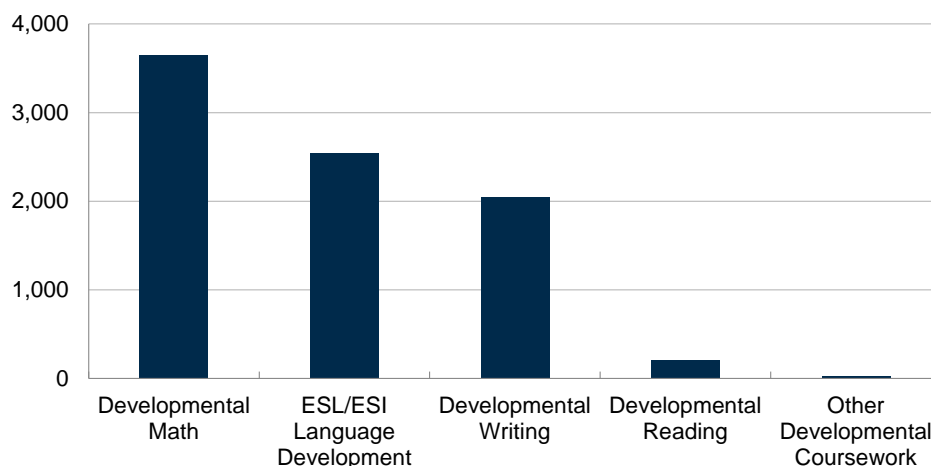
ENROLLEES	PERCENT OF TOTAL ENROLLMENT
5,180	4.4%
CREDIT HOURS	AVERAGE CREDIT PER STUDENT
24,574	4.7

website at: <https://educateiowa.gov/documents/publications/2022/03/2021-annual-report-developmental-education-iowa-community-colleges>

Students may take more than one developmental education course to prepare for college-level coursework. In AY21-22, 5,180 students (unduplicated headcount) accounted for 8,466 incidents of enrollment in developmental education courses. The Department refers to these incidents as “enrollees” (duplicated) instead of students.

Enrollment in developmental education courses was distributed as follows: 3,646 were enrolled in developmental mathematics courses; English as a Second Language (ESL) and Intensive ESL (i.e., ESI) language development courses had 2,539 enrollees; developmental writing courses had 2,048 enrollees; developmental reading had 205 enrollees and all other developmental courses had 28 enrollees (Figure 3-31). The mathematics course with the highest enrollment was Pre-Algebra with 696 enrollees and the writing course with the highest enrollment was Composition I Laboratory with 845 enrollees.

FIGURE 3-31: MOST POPULAR DEVELOPMENT COURSES, GROUPED BY ENROLLMENT AND BY TYPE/LEVEL: AY21-22



» The percent of racial/ethnic minority students participating in developmental education in AY21-22 was nearly double that of the overall enrollment.

Academic year 21-22 was the first year when collected data contained not only “classic” pre-requisite developmental education flags, but also corequisite developmental education indicators. Corequisite developmental education can be allowed as concurrent enrollment in developmental and college-level courses, or enrollment in college-level courses while receiving additional assistance on pre-college levels.

During AY21-22, 5,194 students were reported with either prerequisite or corequisite enrollment in developmental education. Of them, 4,156 students (80.0 percent) enrolled in prerequisite developmental education; 814 (15.7 percent) in corequisite developmental education; and 224 (4.3 percent) were enrolled in both types during the year (Figure 3-32).

Similar to the general population of students, the majority who took developmental education coursework were female (56.6 percent); however, 49.0 percent of all developmental education enrollees were students of a racial/ethnic minority—which is more than double the percentage of total minority students in the general student population (24.3 percent).

While the average age of all community college students was 21.0 years old, the average age for students in developmental education was 24.9, with a median age of 21 years. Students between the ages of 18 and 21 accounted for almost 55 percent of developmental education enrollment, with peak participation among 19-year-old students. The 18-21-year-old age group accounted for close to 57 percent of all developmental enrollment in AY21-22 (Figure 3-33).

FIGURE 3-32: TYPE OF DEVELOPMENTAL EDUCATION STUDENTS: AY21-22

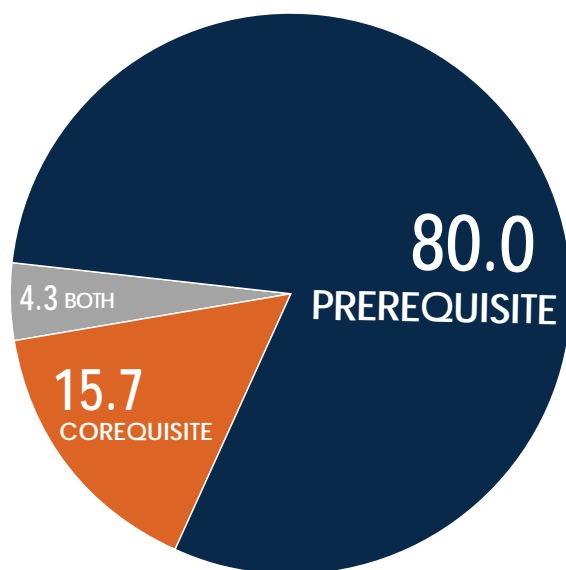
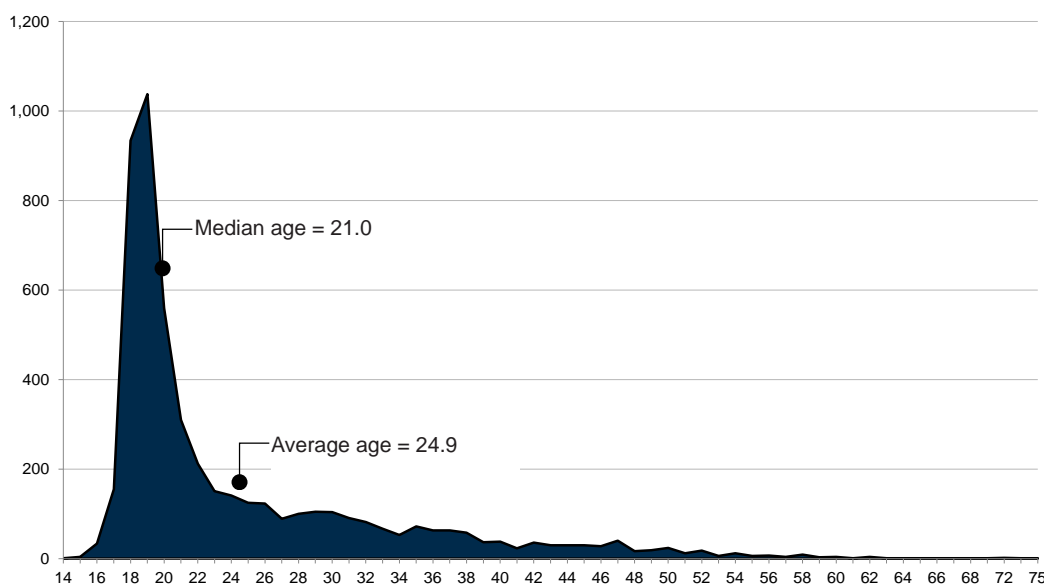


FIGURE 3-33: AGE OF DEVELOPMENTAL EDUCATION STUDENTS: AY21-22





## NONCREDIT ENROLLMENT

In AY21-22, 151,294 students participated in noncredit programs and courses, representing a 7.3 percent increase since AY20-21. Noncredit enrollment has decreased an average of 7.2 percent since AY17-18 (Figure 3-34). There was a significant increase of 18.8 percent in contact hours since the last academic year, with an average decline of 3.3 percent in the last five years (Figure 3-35). Prior to AY19-20, activities such as conferences, community service or staff development were not included in noncredit enrollment, but now are included in these totals.

### Participant Gender, Race and Ethnicity

Students who are female have historically comprised the majority of community college noncredit enrollment. While 29,498 enrollees (19.5 percent) in AY21-22 did not report gender, of those who did, slightly more male students were enrolled with 51.7 percent reporting that they are male and 48.3 percent reporting that they are female.



Auto student at Northwest Iowa Community College

## NONCREDIT ENROLLMENT

STUDENTS: UP SINCE AY20-21  
**151,294**  **7.3%**

CONTACT HOURS: AVERAGE ANNUAL CONTACT HOURS PER STUDENT:  
**5,347,871** **34.1**  
UP 18.3% SINCE AY20-21

**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 3-34: NONCREDIT ENROLLMENT: 2004 - 2022

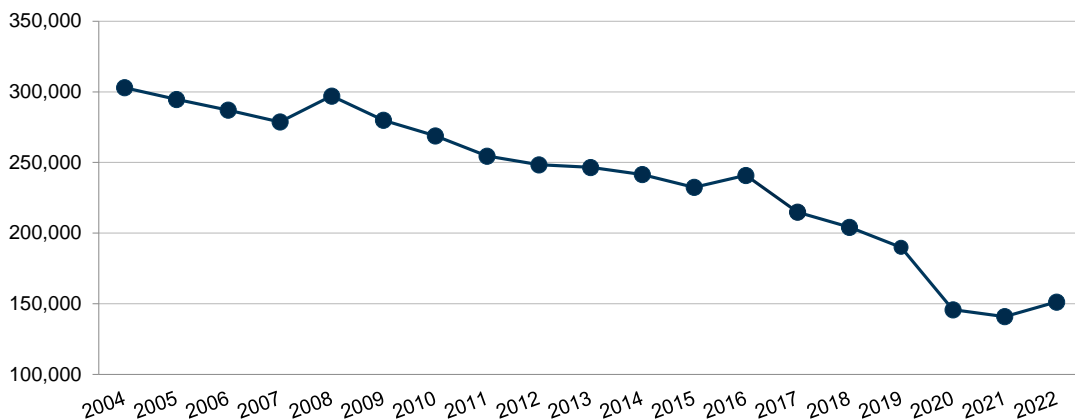
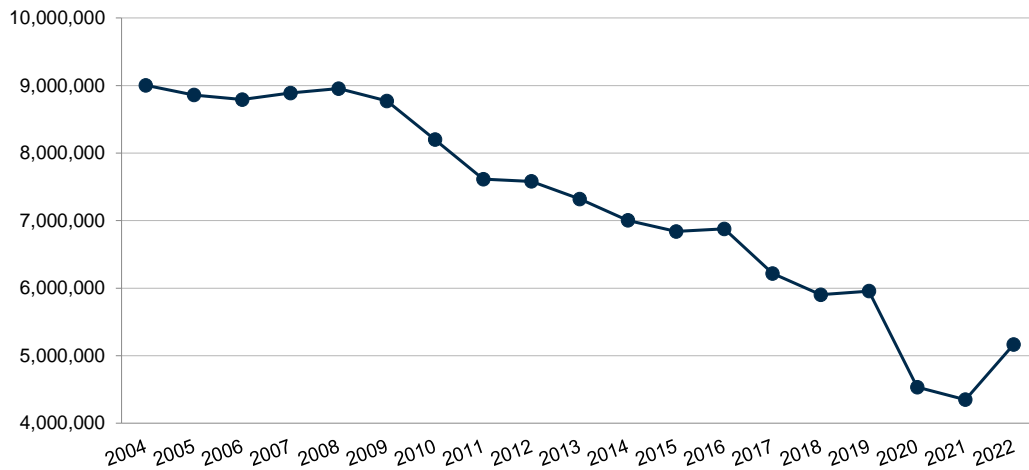
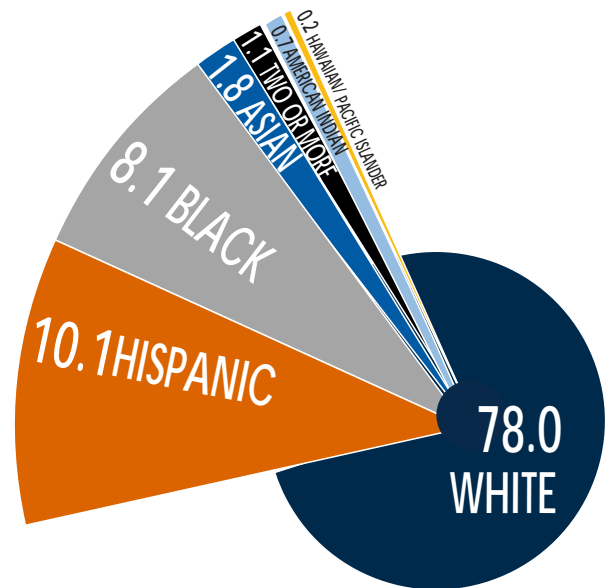


FIGURE 3-35: NONCREDIT CONTACT HOURS: 2004 - 2022



While 57.0 percent of noncredit students did not report their race/ethnicity, of those who did, the majority reported white (78.0 percent). The remainder self-reported being a racial/ethnic minority, with 10.1 percent identifying as Hispanic, 8.1 percent as black, 1.8 percent as Asian, 0.7 percent as American Indian, 0.2 percent as Hawaiian/Pacific Islander and 1.1 percent reporting more than one race (Figure 3-36).

FIGURE 3-36: NONCREDIT ENROLLMENT BY RACE/ETHNICITY (%)\*



» Of the participants who self-identified as being part of a racial/ethnic minority group, the majority (82.6 percent) were either Hispanic or black.

Among the participants who identified themselves as racial/ethnic minorities, the majority were Hispanic (45.7 percent), followed by black (36.9 percent), Asian (8.4 percent), American Indian (3.0 percent) and Hawaiian/Pacific Islander (0.9 percent). Additionally, 5.1 percent reported belonging to two or more races.

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

## Noncredit Skill Enhancement Enrollment by Career Clusters

In AY21-22, of the 82,893 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 87,825 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 (49.2 percent of the total enrollment for skill enhancement). Additionally, colleges reported 19.2 percent in Business, Management

and Administration courses and 9.7 percent in Transportation, Distribution and Logistics. The next highest categories of enrollment were in Government and Public Administration (6.8 percent); Law, Public Safety and Security (3.0 percent); Manufacturing (2.2 percent); Architecture and Construction (2.8 percent); Agriculture, Food and Natural Resources (2.4 percent); with the remaining categories less than 2.0 percent (Figure 3-37).

In terms of contact hours, colleges reported 2,418,662 taken within one or more career clusters (Figure 3-38). Similar to enrollment, Health Sciences accounted for the largest percentage of contact hours (29.9 percent) taken by 43,167 students in AY21-22.

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

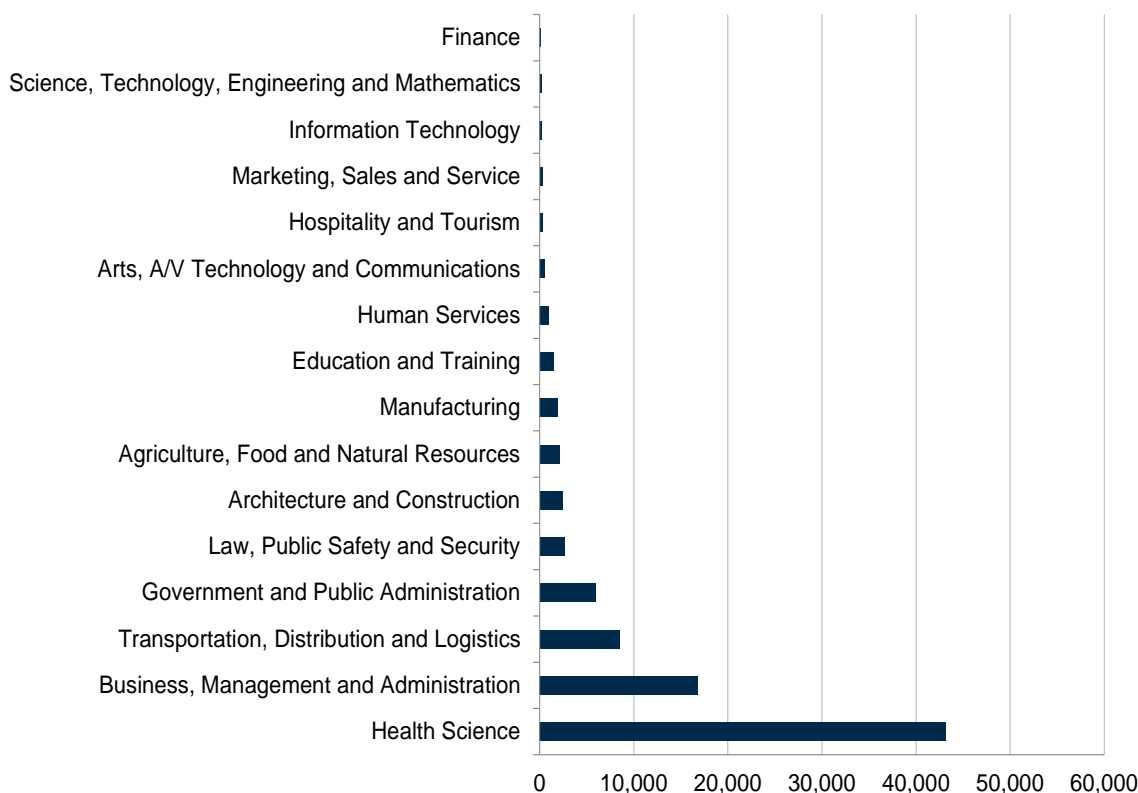
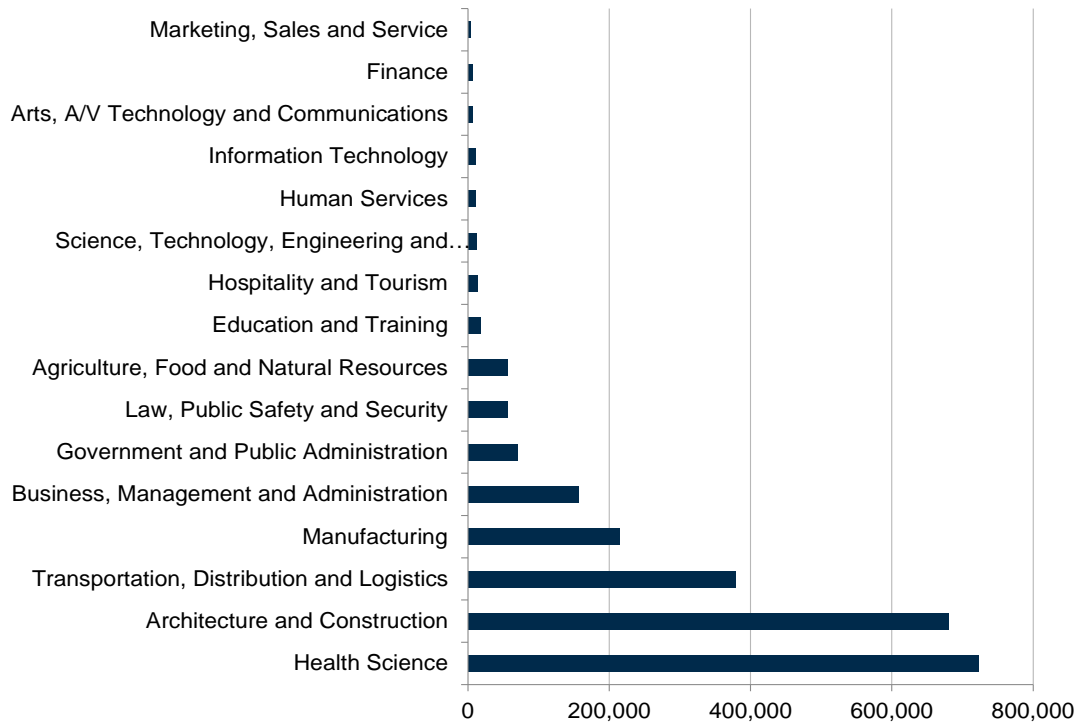


FIGURE 3-38: NONCREDIT SKILL ENHANCEMENT CONTACT HOURS BY NATIONAL CAREER CLUSTER®

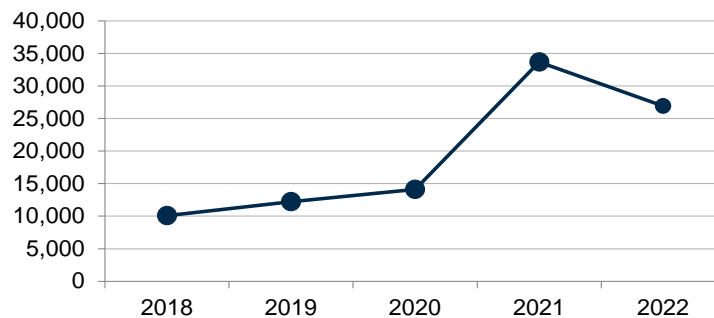


## ONLINE NONCREDIT ENROLLMENT

Online noncredit enrollment decreased 20.1 percent in AY21-22 from the previous year (Figure 3-39) with contact hours decreasing 26.4 percent over AY20-21. While online noncredit enrollment decreased this academic year with the peak enrollment in AY20-21, the average enrollment since AY17-18 has increased by 27.8 percent and

contact hours have increased 41.7 percent. Students in AY21-22 averaged 28.8 online noncredit contact hours. Overall, 17.8 percent of all students enrolled in online noncredit coursework received education through online delivery in AY21-22 compared to 23.9 percent the previous year.

FIGURE 3-39: ONLINE COURSES DELIVERED: 2008-2022





## ADULT EDUCATION AND LITERACY PROGRAM ENROLLMENT

The Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education and Family Literacy Act (AEFLA) aims to help adults obtain employment, become full partners in the educational development of their children, improve economic opportunities for their families and successfully transition to postsecondary education and training. The National Reporting System (NRS) for Adult Education is the accountability system for the federally funded AEFLA state-administered adult education program. Data submitted to the NRS are based on the adult education program year, which coincides with Iowa's fiscal year (July 1 - June 30). The NRS specifies parameters for students to be included in reporting to the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE). Eligibility for enrollment includes persons who are at least 16 years of age and are neither enrolled nor required to be enrolled in secondary schools under Iowa Code Chapter 299.1A, and who meet one of the following requirements:

1. lack sufficient mastery of basic educational skills to enable them to function effectively in society;
2. have not earned secondary school diplomas or



Student on the campus of Kirkwood Community College

### ADULT EDUCATION AND LITERACY

STUDENTS:

12,566

UP SINCE AY20-21



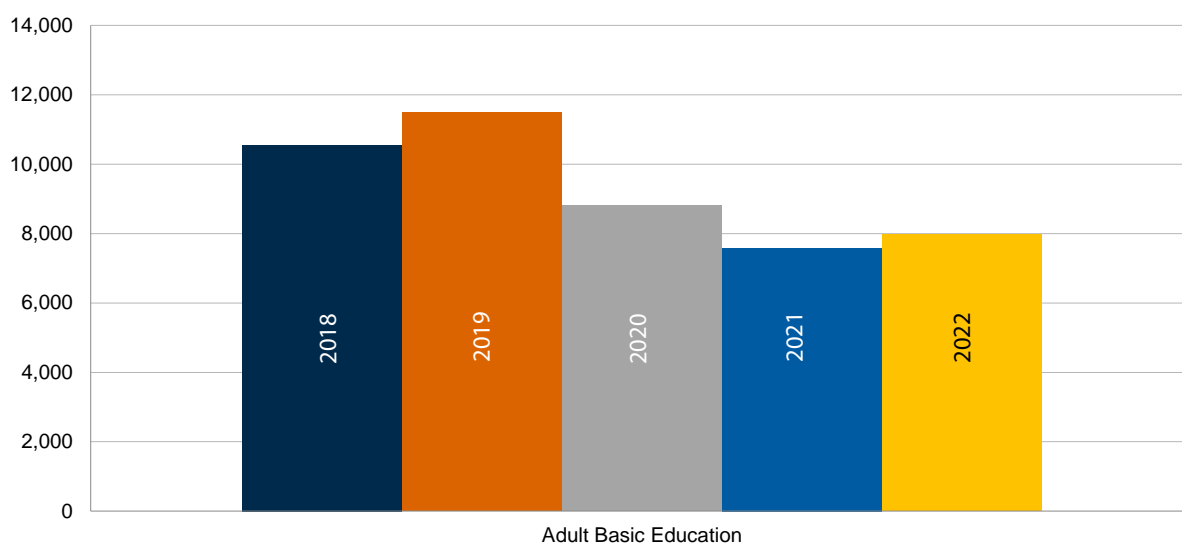
17.7%

LARGEST INSTRUCTIONAL PROGRAM:

ADULT BASIC EDUCATION

57.1% OF TOTAL ENROLLMENT

FIGURE 3-40: ADULT LITERACY ENROLLMENT (MIS): 2018-2022



\* 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	2018	2019	2020	2021	2022	% Average 5-Year Change
Northeast Iowa	515	521	486	365	374	-7.7
North Iowa Area	328	314	302	221	267	-5
Iowa Lakes	174	390	96	173	135	-6.1
Northwest	310	289	241	201	224	-7.8
Iowa Central	1,545	1,266	857	1,062	1,393	-2.6
Iowa Valley	570	483	380	298	355	-11.2
Hawkeye	1,084	1,234	1,159	609	1,082	0
Eastern Iowa	1,262	1,484	1,287	1,102	1,109	-3.2
Kirkwood	2,939	3,116	2,746	1,822	1,995	-9.2
Des Moines Area	3,571	3,659	3,078	2,178	2,786	-6
Western Iowa Tech	981	1,190	1,193	984	1,072	2.2
Iowa Western	892	769	543	549	575	-10.4
Southwestern	352	303	251	196	208	-12.3
Indian Hills	646	659	536	402	334	-15.2
Southeastern	926	874	688	514	657	-8.2
<b>Total</b>	<b>16,095</b>	<b>16,551</b>	<b>13,843</b>	<b>10,676</b>	<b>12,566</b>	<b>-6</b>

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.

recognized equivalents and have not achieved equivalent levels of education or

3. are unable to speak, read or write the English language.

Once enrolled, an NRS-approved assessment is required, along with a minimum of 12 hours of instruction, in order to qualify as an NRS participant. 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.

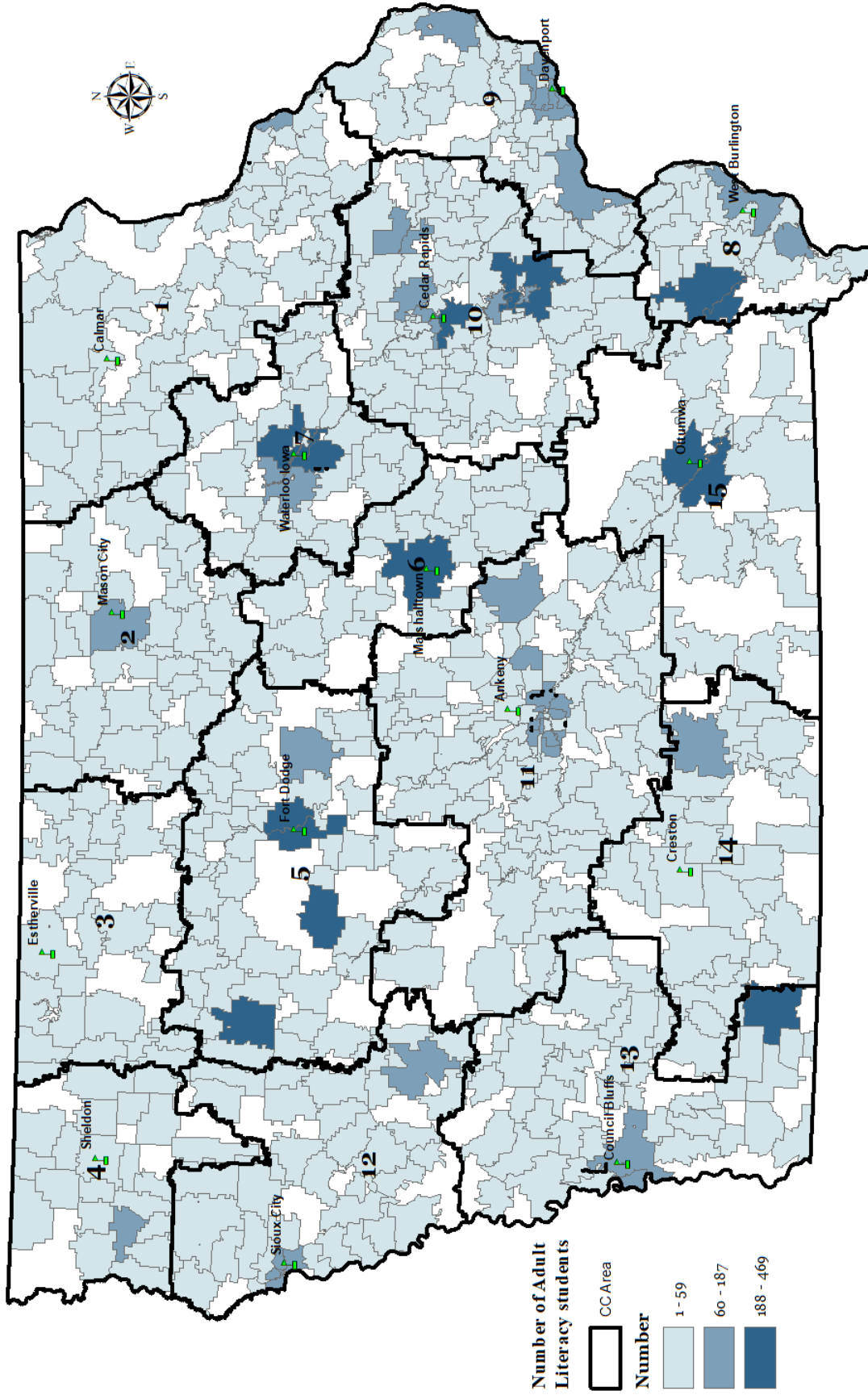
In AY21-22, adult education and literacy enrollment returned to AY19-20 levels with an increase of 17.7% over AY20-21 to 12,566 students. Online learning also returned to AY19-20 levels with distance education serving 1,194 students with 142,580 hours. This is a 47.9 percent decrease in distance education enrollment and a 40.9 percent

decrease in distance education hours over AY20-21 peak enrollment. The five-year average for distance education enrollment remains high at 66.9 percent. Figure 3-40 includes students enrolled in multiple adult education programs, while Table 3-1 reflects unduplicated headcount per college for the past five years.

Enrollment in Basic Skills and Developmental and Remedial Education increased by 403 students in AY 21-22; however, there has been an average decrease of 6.7 percent in enrollment in this course over the last five years. English Language Learning enrollment increased 53.6 percent in AY21-22 with a total of 4,983 students, while the program overall has decreased 3.5 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 students, 9,328 were eligible for, and included in, federal year-end reporting based on data and performance requirements of WIOA.

FIGURE 3-41: MIS-REPORTED ADULT LITERACY PROGRAM ENROLLMENT BY ZIP CODE AREA: 2022



Counts include 11,405 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.



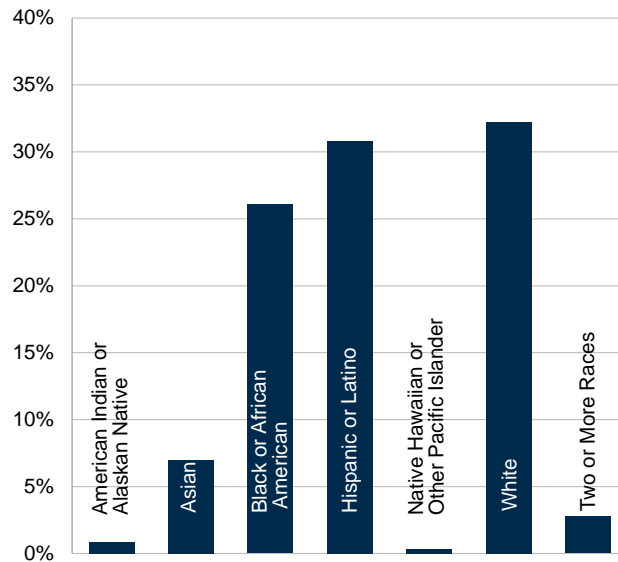
## NRS Enrollment in Instructional Programs

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 students at each level. As of 2017, six ABE levels have been renamed ABE Levels 1-6, with ABE Level 1 being the lowest and ABE Level 6 being the highest. Similarly, the six ESL levels are ESL Levels 1-6, with ESL Level 1 being the lowest and ESL Level 6 the highest.

ABE instruction had the most enrollees in AY21-22 with 5,329 students, or 57.1 percent of total enrollment, while ESL had 4,000 students, or 42.9 percent of total enrollment (Figure 3-43). While ESL enrollment and ABE enrollment have continued an average decrease of 4.3 percent and 4.8 percent respectively over the past five years, enrollment in both programs returned to AY19-20 levels in AY21-22.

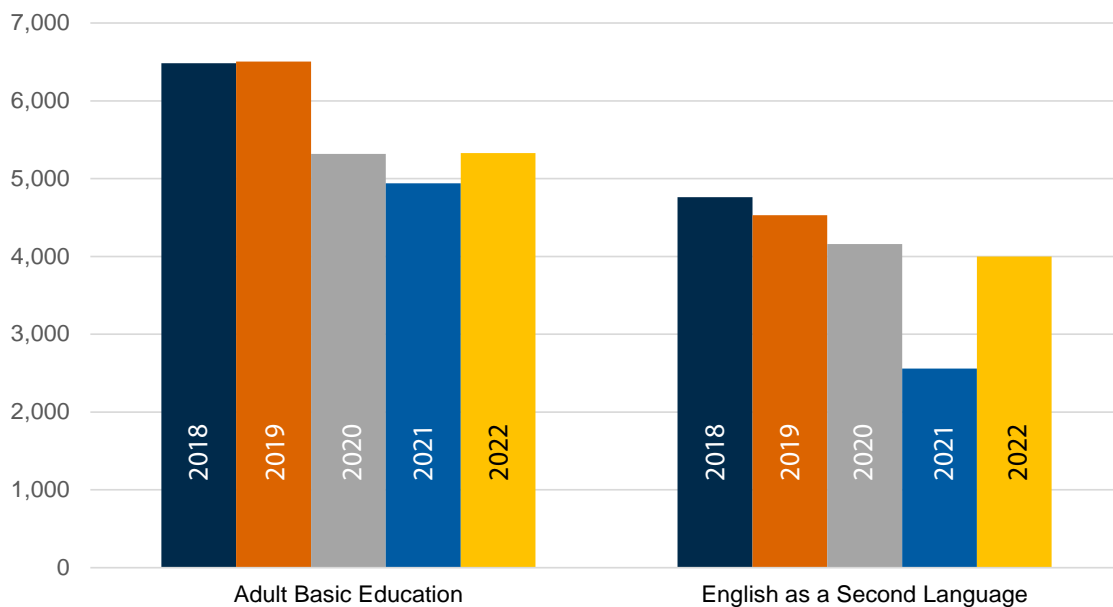
Of students who were both enrolled in AEL programs in AY21-22 and federally reported, 52.4 percent were female and 32.2 percent self-identified as white. Another 30.8 percent of students identified

**FIGURE 3-42: ADULT EDUCATION AND LITERACY STUDENT RACIAL AND ETHNIC BACKGROUND**



themselves as Hispanic or Latino, 26.1 percent as black or African American and 7.0 percent as Asian. Students who self-identify as American Indian, Hawaiian or Pacific Islander or two or more races combined for 4.0 percent of enrollment (Figure 3-42).

**FIGURE 3-43: PROGRAM ENROLLMENT AS REPORTED ON NRS: 2018- 2022**



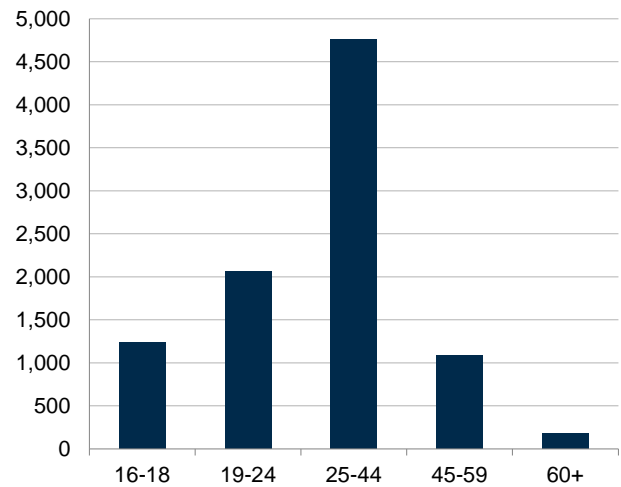
\* Adult Secondary Education is combined with Adult Basic Education beginning in 2017.



The largest age groups served by AEL programs in AY21-22 were the 25 to 44 group with 4,760 students (51.0 percent) and the 19 to 24 group with 2,063 students (22.1 percent). The next largest category was the 16 to 18 age group with 1,238 students (13.3 percent), which had slightly higher enrollment than the 45 to 59 group which had 1,090 students (11.7 percent). This continues to be a shift from AY19-20 where the 45 to 59 age group (12.2 percent) represented a larger percentage than the 16 to 18 age group (11.5 percent) (Figure 3-43).

The three most significant 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 (100.0 percent); experiencing low-income (3.1 percent); and being a single parent (2.2 percent). It is important to note that participants could indicate more than one barrier.

FIGURE 3-44: AEL ENROLLMENT BY AGE (NRS)



Campus of Iowa Central Community College



## CORRECTIONS EDUCATION

Iowa has nine facilities with varying security levels operated by the Iowa Department of Corrections (IDOC) that receive educational services from five community colleges (Southeastern, Kirkwood, Des Moines Area, Iowa Central and Iowa Western). With over 90.0 percent of inmates re-entering their communities, quality educational opportunities are essential to obtain job skills that lead to employment and provide a sustainable living wage. The Iowa Department of Corrections along with the Iowa Department of Education is committed to creating opportunities for safer communities by championing excellence for all Iowa students. The following data includes the facilities operated by IDOC along with jails, halfway houses and other correctional or rehabilitative facilities.

In AY21-22, 5,462 students enrolled in adult education courses in correctional institutions. Of these students, 1,421 attained their High School Equivalency Diploma (HSED), with 62.0 percent (881) achieving a measurable skill gain—an educational functioning level increase in their post-test. Additionally, of the 139 students who were released after completing their HSED, 60.0 percent (83) were employed by the second quarter following release.

In AY21-22, 3,187 unduplicated credit students enrolled in the three community colleges that are approved to provide Second Chance Pell. Courses offered ranged from robotics to agriculture, with the

majority of enrollments in liberal arts and sciences courses (2,298). Of the 26,998 attempted credits, there was a 73.3 percent (20,885) credit completion rate. Of all adult education courses that were offered in correctional institutions, Adult Basic Education represented the most unduplicated enrollment with 1,834 students—34.0 percent of total students in correctional facilities. Of noncredit courses that were offered in correctional institutions, Operational Safety and Commercial Pesticide Application represented the most unduplicated enrollment with 317 students, 5.8 percent of all students in correctional institutions.

FIGURE 3-45: TOTAL ENROLLMENT OF INCARCERATED INDIVIDUALS BY TYPE OF PROGRAMMING AY21-22

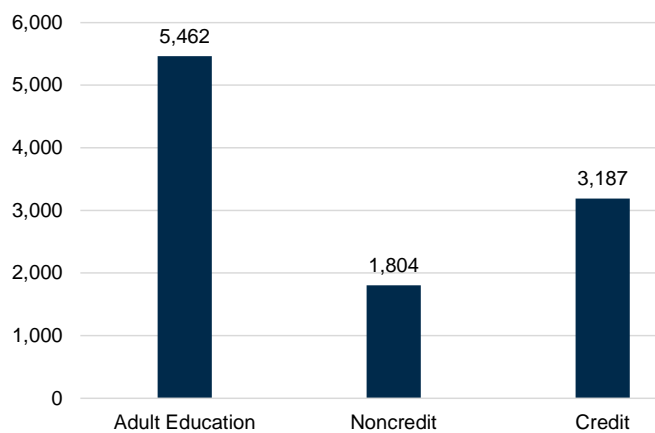


TABLE 3-2: TOP NONCREDIT INDUSTRY COURSES ENROLLED BY INCARCERATED INDIVIDUALS AY21-22

Noncredit Course	Students*
Occupational Safety and Health Technology/Technician	376
Mechanic and Repair Technologies/Technicians, Other.	376
Transportation and Materials Moving, Other.	156
Electrical/Electronics Equipment Installation and Repair, General.	190
Crop Production	160
Allied Health and Medical Assisting Services, Other.	76
Foodservice Systems Administration/Management.	55
Industrial Mechanics and Maintenance Technology.	27

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

TABLE 3-3: CREDIT ENROLLMENT INCARCERATED INDIVIDUALS BY PROGRAM AY21-22

Program	Description	Students*	Credits Attempted	Credits Completed	Percent Completed
131	Accounting	55	467	315	67.5
210	Telecommunications	74	840	660	78.6
240	Liberal Arts/Gen.	2,298	13,651	11,048	80.9
440	Human Services	96	1099	741	67.4
470	Technology/Technician Industry	20	76	49	64.5
500	Arts	38	416	282	67.8
510	Health Care	53	847	621	73.3
520	Business/Management	118	1,476	1,065	72.2

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

In July 2021, the Department was awarded a \$1.1 million, three-year-grant from Ascendium Education Group to assist in the expansion of postsecondary education in Iowa’s correctional system. The grant spawned the creation of the Iowa Consortium for Higher Education in Prison (Consortium), a collaborative organization of institutions of higher education, the Iowa Department of Corrections, Iowa Department of Education and the Iowa Board of Regents. The Consortium’s mission includes approving programs to be offered to incarcerated students, providing high quality educational opportunities and increasing the articulation of students among the member colleges and universities and correctional institutions.

In AY21-22, the Ascendium grant funds were used to hire five pathway navigators who work within the prison setting with incarcerated individuals. These pathway navigators are institutionally agnostic and offer integrated support services that address and remove barriers to obtaining the postsecondary education goals of incarcerated students.

## References

- [1] Carnevale, A. P., Jayasundera, T., and Gulish, A. (2016). America’s Divided Recovery: College Haves and Have-Nots. Georgetown University Center on Education and the Workforce. Retrieved November 28, 2021 from <https://cew.georgetown.edu/cew-reports/americas-divided-recovery/>.
- [2] Snyder, T.D., Tan, A.G., & Hoffman, C.M. National Center for Education Statistics. (2003). *Digest of Education Statistics* (Report No. 2005025). Washington, DC: NCES.
- [3] U.S. Department of Education. Integrated Postsecondary Data Systems. (2020). Washington, DC: NCES.
- [4] Iowa Department of Education, Division of Community Colleges and Workforce Preparation. Iowa’s Community Colleges Education in Correctional Facilities: Employment and Recidivism Outcomes. (2021).







# 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 2021 through the day preceding the first day of fall term 2022). 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:

### CERTIFICATE

122 MORE THAN ASSOCIATE OF APPLIED SCIENCE

NUMBER OF AWARDS:

17,460

INCREASE SINCE AY20-21



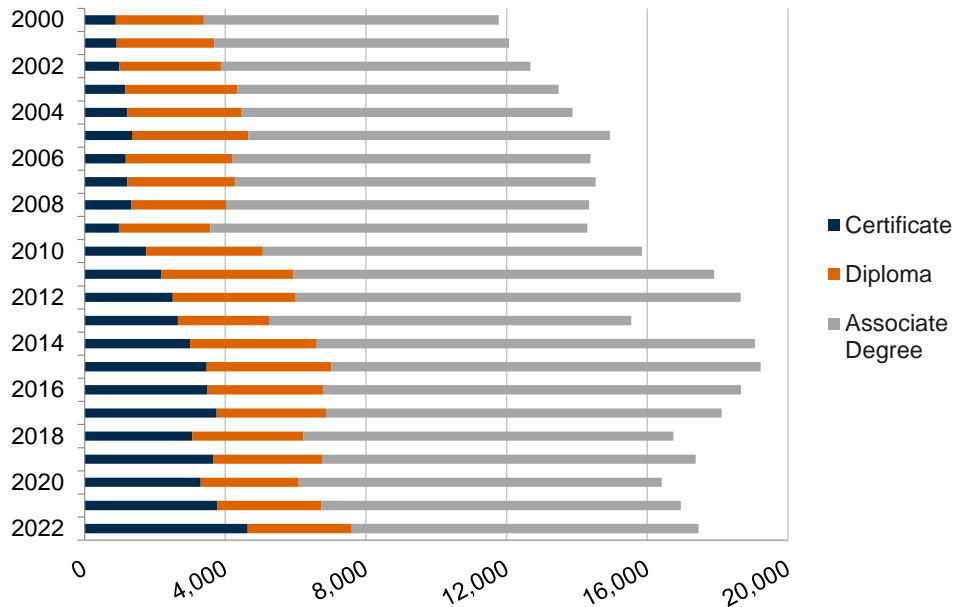
3.0%

A student is included each time he or she receives an award during the academic year. During AY21-22, the number of awards increased, but the demographic composition of community college awardees remained relatively the same as in previous years.

In AY21-22, the total number of credit awards was 17,460, an increase of 3.0 percent, though the overall increase is due to 22.9 percent higher numbers of certificates than other types of awards, which actually decreased insignificantly from last year. The Associate of Applied Science (APS) is the only award type that demonstrated a dramatic decrease by 60.0 percent, from 56 to only 35 awards in AY 21-22, most likely due to the advent of transfer major programs, outlined later in this section. The award rate (number of awards per number of students) increased from 14.5 percent in AY20-21 to 14.9 percent in AY21-22.



FIGURE 4-1: CREDIT AWARDS BY TYPE: 2000 - 2022

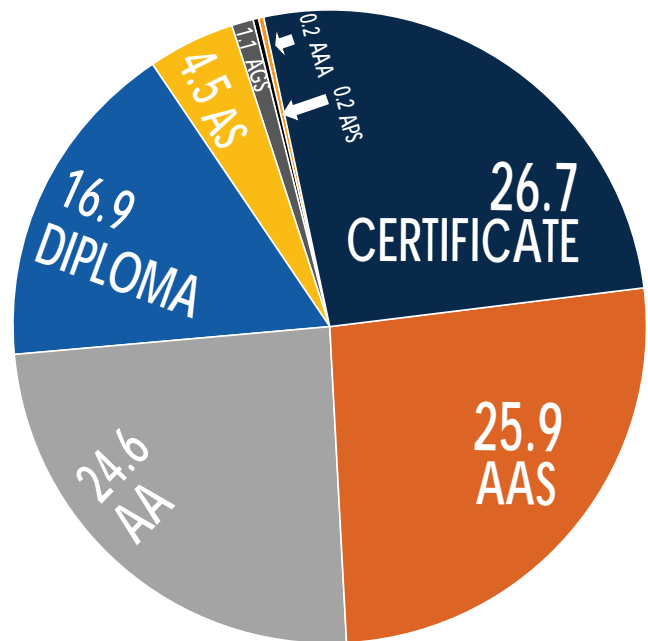


On average, the number of awards conferred by Iowa community colleges has been growing 1.8 percent annually since tracking began in FY2000. Overall, the number of awards has been relatively steady since 2006, and despite a data collection change in 2013\*, they rose continuously from 2010 through 2015 (Figure 4-1).

For the first time in the history of the community colleges Management Information system (MIS), certificates comprised the majority of credit awards in AY21-22, totaling 4,640 (26.7 percent of all awards), followed by AAS awards (4,518, 25.9 percent of all awards) and AA awards (4,301, 24.6 percent of all awards). AS numbers decreased to 782 (4.5 percent of all awards); AAA numbers stayed steady at 32 (0.2 percent of awards) and diplomas dropped slightly to 2,957 (16.9 percent of awards) (Figure 4-2).

The distribution of career and technical education (CTE) awards by program of study has remained fairly consistent over the past five years. Again, in AY21-22, out of the 12,802 CTE program awards granted, the largest number of awards (4,653) was in Health Science (36.4 percent), followed by Manufacturing (1,577); Architecture and Construction (1,115); Agriculture, Food and Natural Resources (727) and Transportation, Distribution and Logistics (682). As every year for the past 19 years, associate degrees comprised the largest number of CTE awards (40.7 percent), followed by certificates (36.2 percent) (Figure 4-3).

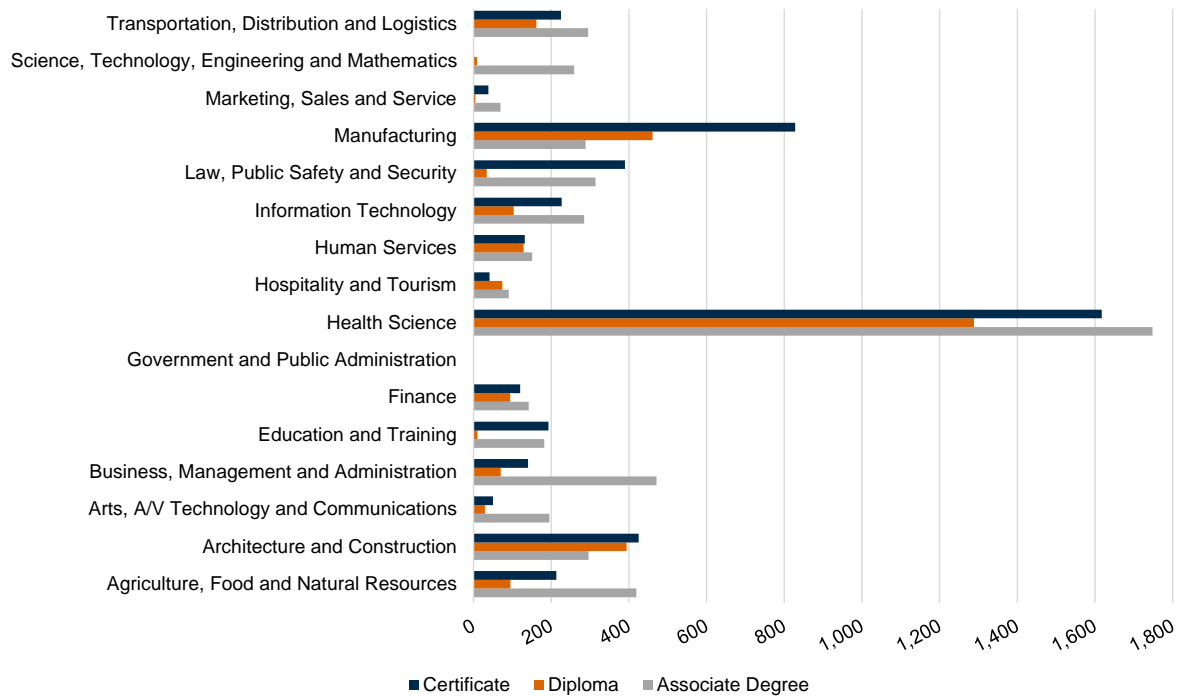
FIGURE 4-2: AWARD TYPE AS A PERCENT OF TOTAL AWARDS (%)\*



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



FIGURE 4-3: CTE PROGRAM AWARDS BY TYPE



### Transfer Major Awards

The number of transfer major awards has increased during the second year upon their introduction in AY20-21. In AY21-22, a total of 544 (compared to 172 last year) AA and 75 (compared to 24 last year) AS transfer major student awards were documented in the MIS system. The most prevalent awards granted were:

- » Business Administration and Management (119)
- » Psychology (119)
- » Criminal Justice/Safety Studies (103)
- » Elementary Education and Teaching (87)
- » Secondary Education and Teaching (41)

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

### Awardee Demographics

Nationally, female students earn more awards in community colleges than male students, with female students earning 59.4 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 55.0 percent of credit enrollment for the past 21 years and have typically earned a higher proportion of awards (about 60.0 percent);



Student at Ellsworth Community College - Iowa Valley Community College District



however, since AY15-16, that trend has moved toward a more proportional award distribution by gender. Nevertheless, in AY21-22, female students comprised 56.2 percent of Iowa’s community college enrollment, while earning 58.8 percent of all awards (Figure 4-4).

White students comprised 75.7 percent of Iowa community college enrollees in AY21-22 and 77.4 percent of all awards earned. Nationally, however, white students comprised 52.4 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 8.6 percent since 2000, which is over four times higher than the overall awardee growth rate of 1.8 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 (39.3 percent) in AY21-22, bypassing black enrollees (31.4 percent); however, there was a bigger disparity in the distribution of awards earned by racial/ethnic minority students, with Hispanic students earning 45.5 percent of the awards versus black students who earned 28.4 percent (Figure 4-5).

Similar to all awardees, the overwhelming majority of awards received by racial minorities in AY21-22 were associate degrees (53.7 percent), followed by certificates (29.4 percent) and diplomas (16.8 percent) (Figure 4-6).

Female students earned the majority of all CTE awards (54.5 percent). As previously stated, 36.4 percent of all CTE awards in AY21-22 were in Health Science. Of these, 88.4 percent were earned by female students (4,106 awards). Female students also earned the majority of awards in seven 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;

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

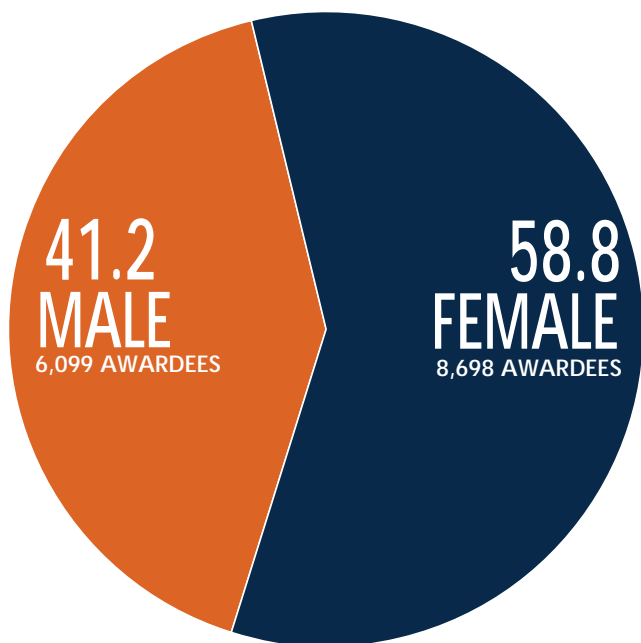
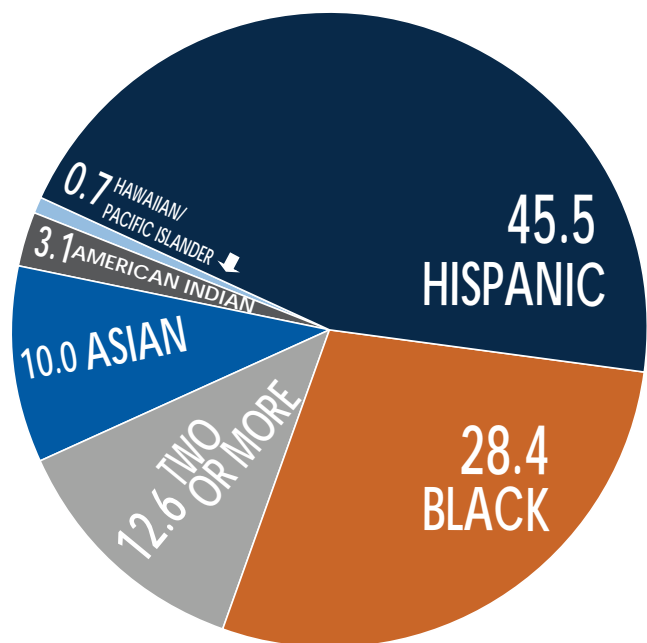


FIGURE 4-5: AWARDEES BY RACIAL AND ETHNIC MINORITY GROUPS (%)



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



FIGURE 4-6: CREDIT STUDENT AWARDS BY RACIAL/ETHNIC MINORITY GROUPS: 2000 - 2022

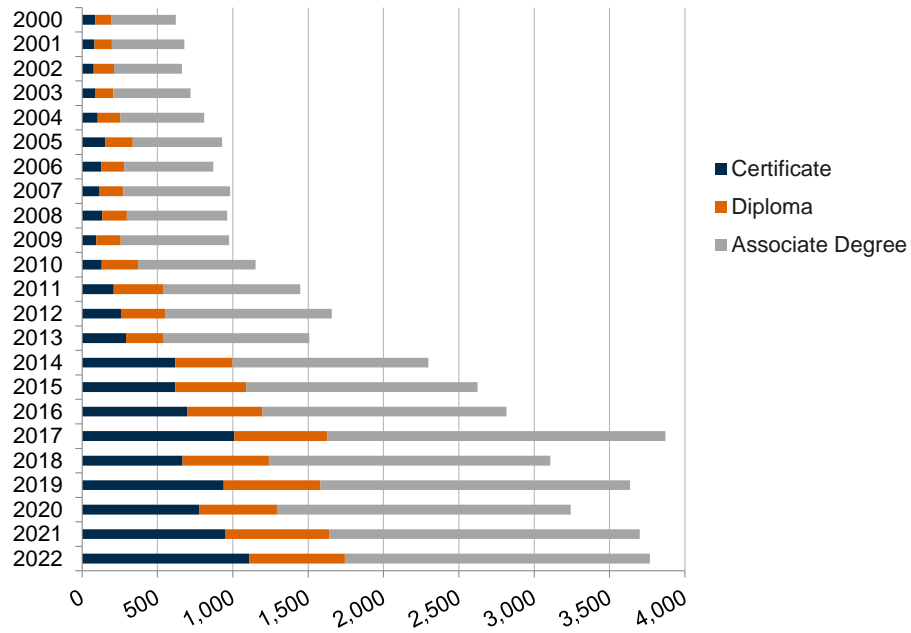
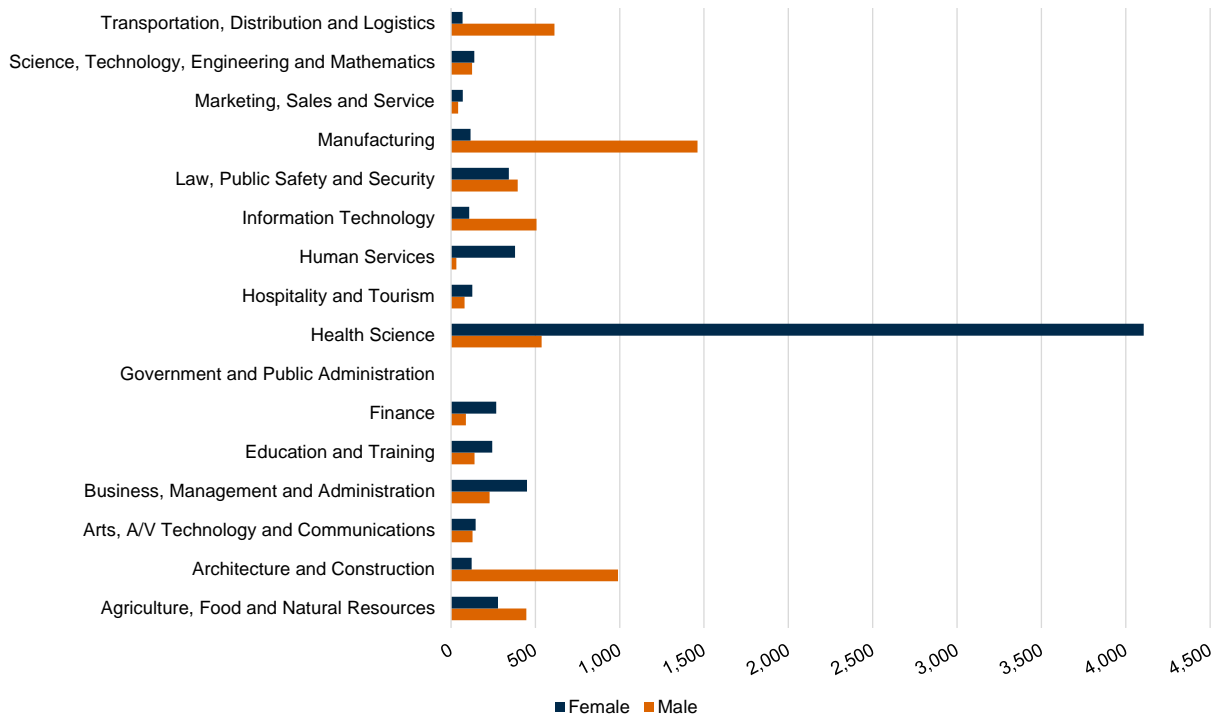


FIGURE 4-7: CREDIT STUDENT AWARDS BY GENDER AND CAREER CLUSTER

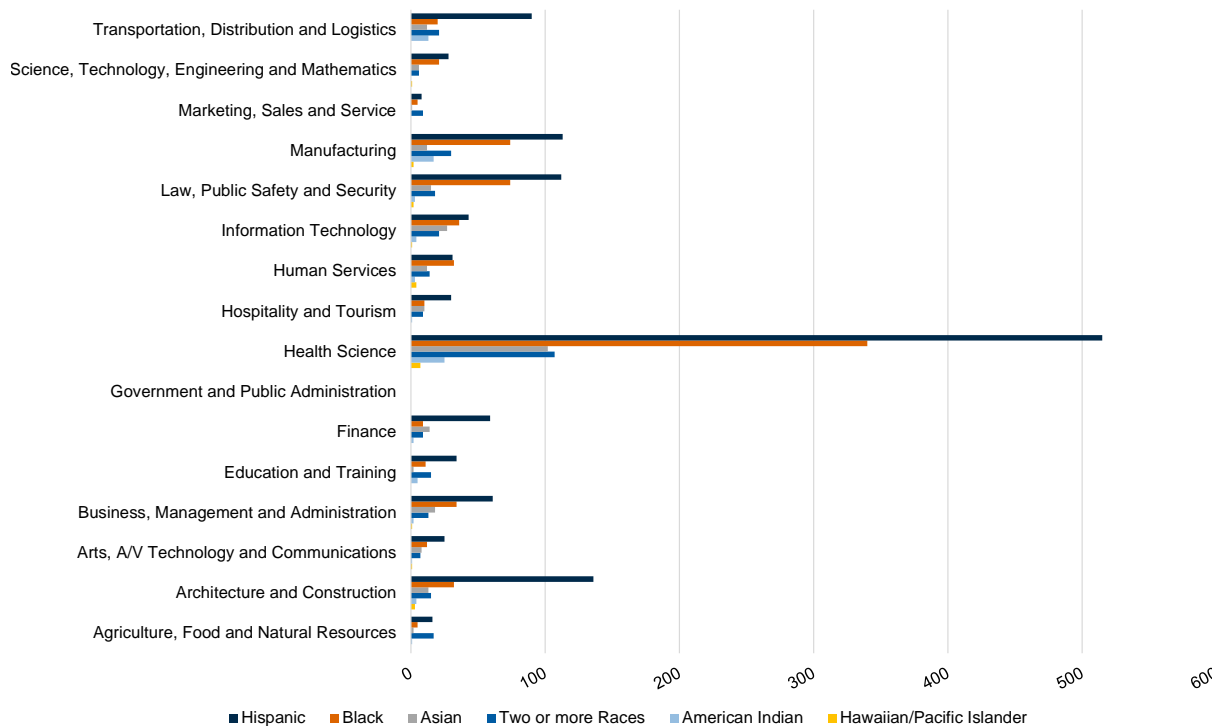


Note: There were no awards in Government and Public Administration.





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



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

Information Technology; and Agriculture, Food and Natural Resources (Figure 4-7).

Similarly, the majority of CTE awards received by racial/ethnic minority students were in Health Science programs (1,096), followed by awards in Manufacturing (248) (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 seventh in percentages of total awards versus total enrollments, with South Dakota ranking first (28.9 percent). Iowa community colleges also ranked fourth after South Dakota, Missouri, Illinois and Minnesota in associate degrees versus all enrollment; seventh in all awards versus FTEE and sixth in associate degrees versus FTEE (Figure 4-9).

Nationally, the percentages of all awards versus all enrollment in public two-year institutions was 16.2 percent. Iowa community colleges were below average with 14.3 percent. Similarly, Iowa was below the national average (9.3 percent) in associate degrees versus all enrollment with 8.7 percent; below the national average (37.5 percent) in all awards versus FTEE with 32.4 percent and below the



FIGURE 4-9: CREDIT STUDENT AWARD RATES, CONTIGUOUS STATES: 2021

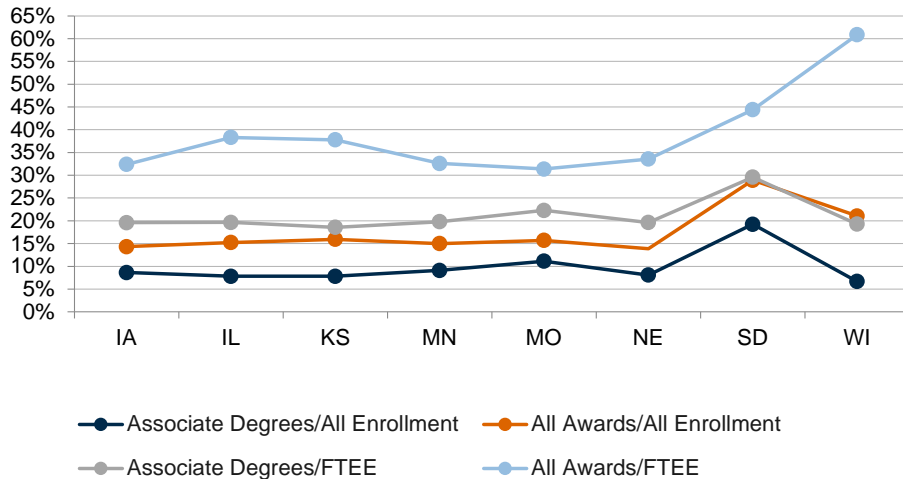
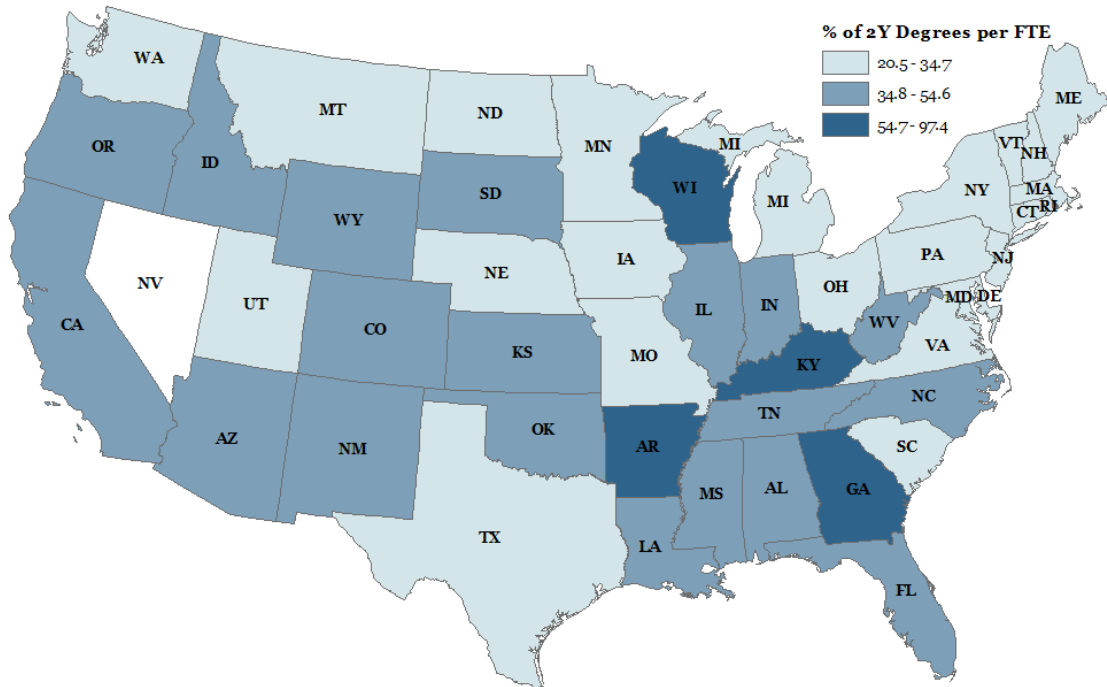


FIGURE 4-10: PERCENT OF TWO-YEAR DEGREES PER FTEE, TWO-YEAR PUBLIC INSTITUTIONS: 2021





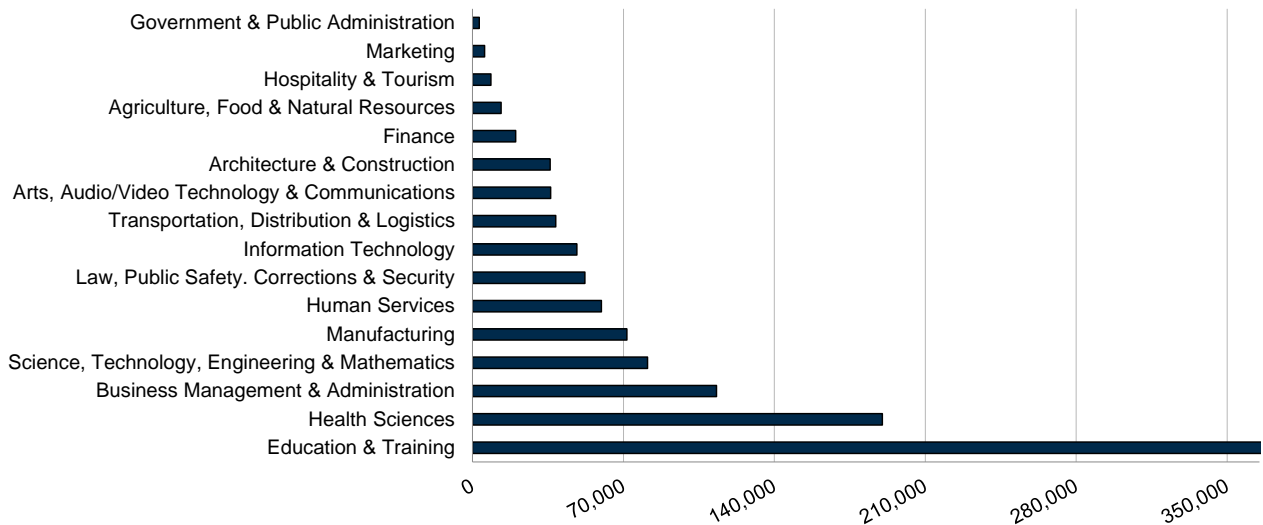
Construction student at Southeastern Community College

» Female students earn a majority (54.5 percent) of all CTE awards. Most of these are in Health Science, where female students account for 88.4 percent of all awardees.

national average (21.4 percent) in associate degrees versus FTEE with 19.6 percent (Figure 4-10).

Although national data does not classify program areas in the same educational clusters that Iowa uses, recent data aggregated by career clusters are analogous to Iowa community colleges. For example, like Iowa, most awards were granted in general studies programs intended to prepare students for a four-year degree, followed by health/clinical sciences (Figure 4-11).

FIGURE 4-11: UNITED STATES CREDIT STUDENT AWARDS BY CTE PROGRAM: 2021 [1]



## REVERSE CREDIT TRANSFER

Iowa's community colleges and public universities participate in a reverse credit transfer (RCT) partnership to facilitate the awarding of community college credentials based on previous work at a community college and current university coursework. This "reverse" credit process provides transfer students an opportunity to send earned college credits from their current university back to the associate degree-granting institution to be evaluated for a possible degree. Reverse credit allows students to be awarded an associate degree, diploma or certification post-transfer that they otherwise wouldn't have had an opportunity to attain. The agreement builds on many existing collaborative arrangements between the institutions that promote the success of community college students as they transition to Iowa's public universities.

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

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

By participating in reverse credit transfer, the student agrees to have their university transcript sent to a former community college while enrolled at the university. The community college evaluates the coursework to determine if degree, diploma or certification requirements are met and whether the credential will be granted. Credentials are awarded and transcribed for the semester or year that all final requirements are met, not the last term the student was enrolled at a community college.

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



*Students at Kirkwood Community College's Student Center*

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

Iowa's 15 community colleges and three public four-year universities approved a partnership in AY18 to utilize the National Student Clearinghouse's Reverse Transfer service. This service allows for streamlined sharing of transcripts, and is expected to expedite and assist with the review and awarding of community college credentials. In AY21-22, Iowa's three public four-year universities sent 1,519 potential student candidates (down 14.0 percent from AY20-21) for RCT through the Clearinghouse data exchange site for community colleges to evaluate.

Iowa's 15 community colleges confirmed and awarded 78 associate degrees in AY22 from the group of 1,519 potential student candidates, which was up from 53 degrees awarded the previous year, and up from 61 degrees two years ago. Of the 78 reverse credit awards, the AA (74.4 percent) was the primary degree earned, followed by AS (21.8 percent), AAS (2.6 percent) and AGS (1.3 percent). Reverse credit degree earners were primarily female (37.2 percent) compared to male (28.2 percent) and unknown (30.8 percent). In terms of race/ethnicity, white students (52.6 percent) earned the most degrees, followed by Black students (3.9 percent) and Hispanic students (2.6 percent), while students that chose not to report their race comprised a larger group this year (33.3 percent).

The COVID-19 pandemic potentially had an effect on the number of RCT degrees awarded during the previous two years, but the data from AY22 shows that the number of students earning these awards is steadily increasing. A steering committee continues to review state processes in order to find ways to increase the efficient review of potential student candidates for completion of community college awards, regardless of the issues with enrollment.



## 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 AY21-22, noncredit awards increased by 14.1 percent over last year with 42,660 students receiving 54,167 noncredit awards. The majority of these (70.3 percent) were industry-awarded credentials designed to lead to or enhance employment opportunities, and were provided by third-party certification or state/federal regulatory agencies. The large increase is partially due to the fact that Cardiopulmonary Resuscitation (CPR) certifications are now processed by the American Heart Association®. Other examples of industry credentials include certified nursing assistant (CNA) and coaching certification/licensure. Local program completions comprised another 16.8 percent of all awards. These credentials are skill-based programs developed by community colleges to fill a workforce need identified through local sector partnerships or boards.



CDL student at Indian Hills Community College

### NONCREDIT AWARDS

NUMBER OF AWARDS

**54,167**

INDUSTRY AWARDED

**70.3%**

GAP NONCREDIT PROGRAM COMPLETIONS

**1,612**

GAP INDUSTRY CREDENTIALS EARNED

**611**

**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 AY21-22, there were 1,612 Management Information System (MIS)-reported completed GAP awards, based on high-demand occupations. An additional 611 GAP-approved programs leading to industry credentials were completed. Overall, GAP students receiving a noncredit award increased 139.0 percent over the previous year, due in part to the implementation

of the GEER II Gap Expansion one-time grants, highlighted on page 76.

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 August 2022 and representing students who completed their training in AY 2020 and matched 2021 wage records, finds that Iowa workers seeking high-demand jobs can quickly acquire the



skills and training needed to enter growing industries without having to earn two- or four-year degrees.

This annual report, released by the Iowa Department of Education in partnership with Iowa Workforce Development, is nationally recognized and leads the nation in noncredit data analysis, containing state-level data on the education, employment and earnings of students who enroll in noncredit CTE programs at Iowa's 15 community colleges. The report shows that students completing noncredit CTE programs at Iowa's community colleges experience high rates of success.

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

Among the 2022 study preliminary findings:

- » 67.8 percent of noncredit CTE students were 25 years or older as compared to 41.9 percent of credit students.
- » 30.1 percent of noncredit CTE students were of a racial or ethnic minority group as compared

to 24.2 percent of credit students.

- » Upon exiting their noncredit CTE programs, 91.1 percent of the students were employed within the first year and 83.8 percent of them were employed in Iowa.
- » 18.8 percent of noncredit students continued into credit-bearing programs.
- » 3.6 percent of noncredit CTE students held previously earned postsecondary degrees.
- » Overall, wages increased 8.7 percent for individuals in the first quarter after exiting a noncredit CTE program.
- » The top industry for employment following program exit was health care, followed by manufacturing, public administration and transportation.
- » The short-term programs which required 32 to 99 contact hours and resulted in the highest percentage of employment included emergency medical technician (98.2 percent), medication aide (97.9 percent) and automobile mechanic (97.8 percent).

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



*Construction students at Northeast Iowa Community College*



# Feature Spotlight

## Driving Towards a New Career



In July 2021, \$2.9 million of Iowa's discretionary GEER II funds for competitive grants were designated to expand the Gap Tuition Assistance Program which targets education for in-demand careers

*Photos (L to R): Students in Hawkeye's six-week CDL program get hands-on opportunities; Larbila "Bank" Bankangou; Bankangou (second from right) stands with classmate Riva, CDL instructor Sara Smith and classmate Christian*



In the classrooms at Hawkeye Community College, student Larbila Bankangou was affectionately nicknamed Bank. The shortened version of his last name not only helped this Togo-native to break down language barriers with his instructors and fellow students, it also perfectly described his ability to learn and store information obtained during his Commercial Driver's License (CDL) course. One of the biggest key points he quickly learned during his time at Hawkeye was that his tuition costs were covered.

Through the Governor's Emergency Education Relief Fund (GEER II Gap Expansion), nearly \$2.9 million was extended to Iowa's 15 community colleges this year to provide additional financial support to students in short-term credential programs. Many students taking non-credit programs who were typically not eligible for other financial assistance, such as Gap Tuition Assistance or Last Dollar Scholarship, now have the opportunity to receive support for training in a high-demand job field, like CDL truck driving.

"GEER II Gap Expansion opens up the opportunity to serve students that earn too much income to qualify for other assistance but aren't making enough to afford the \$4,000 tuition for the CDL program," said Keri Kono, career pathway navigator lead at Hawkeye Community College. "Without this funding, many participants like Bank wouldn't be able to learn a new skill and advance in any way in their careers."

Bankangou (second from right) stands with classmate Riva, CDL instructor Sara Smith and classmate Christian.

For Bankangou, who now resides in Waterloo, his career pathway definitely changed when he received his CDL certification last week. He has been working on the production line at a meat processing plant for entry-level wages, but now, he has several possibilities for a career in truck driving where salaries can range from \$60,000 to \$100,000 and beyond.

"I'm starting to apply to companies as a delivery driver right now," Bankangou said. "I am still deciding if I want to drive (over the road) long distances or do shorter deliveries."

With the current supply chain issues in Iowa and across the nation, Bankangou's choice into either area will be welcomed by the truck driving industry. More truck drivers are desperately needed, and Hawkeye invites other adults looking for a career change or higher earnings to consider the CDL course.

"It can be hard to commit to a long-term training program and try to juggle a job at the same time," Kono said. "The CDL class is only six weeks long, and at the end, students have a career change that will allow them to earn

high wages. It's an achievable goal, especially with the tuition assistance offered through GEER II Gap Expansion."

Along with individual student successes, businesses also benefit from this initiative to provide funding support to CDL students.

"Employers don't have to use their own funding to train new drivers," said Sara Smith, lead CDL instructor at Hawkeye Community College. "They need drivers now and appreciate people who come in ready to go."

Students in Hawkeye's six-week CDL program get hands-on opportunities.

High demand jobs in Iowa extend past CDL truck drivers, and Hawkeye has been trying to address those job market needs with the GEER II Gap Expansion funding, too.

"We have been able to provide tuition assistance through GEER II Gap Expansion for other courses like construction equipment operator, health-care receptionist and medical coding," Kono said. "We're also seeing an uptick in manufacturing job openings, so we may extend eligibility to courses in that area in the future."

As Hawkeye continues to support students with their college and career pathways, Bankangou is ready to start his new working life. In addition to the CDL certification class, the native French speaker also studied for a year in several English Language Learner courses, and he has wise words for anyone looking to upskill.

"It's not easy; it's hard work," he said. "But if you give your time and listen, you can make it."





## 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 it serves as the data clearinghouse to ensure consistency in data reporting.

Data is 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. As of fall 2022, more than 200 colleges have been participating in the VFA benchmarking project as reported by AACC.\*

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 non-high school students who enrolled for the first time in the fall 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. Lastly, 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 51.9 percent of Iowa’s two-year main cohort (starting in fall 2019) students reached a credit threshold of 30 or more credits within two years as compared to 40.6 percent of all VFA students in the comparable cohort (175 colleges); moreover, these Iowa students slightly outperformed their VFA cohort peers on a measure of first-term credit success rate (with grades of C- or higher) with Iowa students succeeding at 71.5 percent

### VFA COHORTS

#### AY15-16 MAIN COHORT

PERCENT WHO EARNED AN AWARD OR TRANSFERRED WITHIN SIX YEARS

**59.6%**

COMPARED TO 53.7% FOR ALL VFA STUDENTS IN THE COMPARABLE COHORT

#### AY18-19 MAIN COHORT

PERCENT WHO REACHED A CREDIT THRESHOLD OF 30 OR MORE CREDITS

**51.9%**

COMPARED TO 40.6% FOR ALL VFA STUDENTS IN THE COMPARABLE COHORT

#### AY18-19 MAIN COHORT

MEDIAN WAGES OF NONCREDIT CTE PROGRAM COMPLETERS

**\$40,620**

MEDIAN WAGE INCREASE AFTER PROGRAM COMPLETION

**↑ 31.2%**

and the full VFA comparison cohort succeeding at 71.0 percent. Results showed similar patterns for the smaller cohorts of credential-seeking and first-time-in-college cohorts.

In the six-year cohort benchmarking measures of outcomes, Iowa’s student cohort measures (for students who started in fall 2015), showed that 59.6 percent in the overall main cohort (20,967) have shown success, with 15.7 percent completing an award and transferring, 20.5 percent completing an award (with no transfer) and 23.4 percent successfully transferring (with no award). An additional 2.0 percent of this cohort was still enrolled. These rates were higher than those of the 175 benchmarking colleges, which had a total success rate of 53.7 percent consisting of 14.2 percent completing an award and transferring, 16.1 percent completing an award (with no transfer) and 23.4 percent successfully transferring (with no award). This VFA comparison cohort had 3.0 percent still enrolled. In Iowa’s main VFA cohort, 10.4 percent of students left Iowa’s community colleges with 30 or more credits as compared to 9.2 percent of all VFA main cohort students. An additional 27.9 percent of those students left Iowa’s colleges with fewer than 30 credits compared to 34.0 percent of all 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 2019 students) data also measures the early success of community college students. Of Iowa’s main cohort of students,

\* Communicated from AACC by clarification message on December 5, 2022.



74.4 percent are retained from fall to the following term compared to 65.5 percent of students in the VFA main cohort comparison (175 colleges), 27.3 percent of these Iowa students have completed their course of study by the end of year two compared to 18.0 percent of the VFA benchmark cohort. Of the CTE students completing or leaving at the end of two years, 39.9 percent had achieved an associate's degree compared to 25.9 percent of the VFA benchmark group.

Of the students in Iowa's two-year main cohort identified as having a need in developmental mathematics, writing and/or reading, 47.7 percent attempted at least one developmental course and 38.3 percent completed all developmental coursework as compared to 63.6 percent and 47.2 percent in the VFA comparison group (171 colleges), 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 AY18-19, as measured by either completion of the noncredit program as defined by

the college or at least 180 contact hours of noncredit coursework. Five cohorts of data now exist for these students, and for the 13,067 students in the AY18-19 noncredit CTE completers/leavers cohort, 79.1 percent (10,335) earned an industry-recognized credential, and 0.1 percent (14) 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 AY18-19) increased by 31.20 percent, from an annualized average median salary of \$30,960 to \$40,620 (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 AY18-19)**

	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	13,067	10,335	\$7,740	\$10,155	14

**TABLE 4-2: EDUCATION AND EARNINGS OF CTE NONCREDIT STUDENTS (LEFT IN AY18-19)**

	Total Students	Enrolled in Education	Earnings of CTE Noncredit Students						Not Enrolled/ No Wage Records
			\$1 - \$14,999	\$15,000 - \$22,499	\$22,500 - \$29,999	\$30,000 - \$39,999	\$40,000 - \$50,199	\$50,200 - or more	
CTE Noncredit Completers & Leavers	13,067	1,791	1,022	647	794	1,195	1,208	2,763	3,647



## 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 2022, TE reported that 12,529 individuals received adult education and literacy services. Of those, 9,328 were reported as participants in the National Reporting System for Adult Education (NRS).



Students at Eastern Iowa Community College

### ADULT EDUCATION AND LITERACY

STUDENTS REPORTED PER NRS REQUIREMENTS:

9,328

DOWN SINCE 2018:

↓ 4.6%

48.8%

ACHIEVED MEASURABLE SKILL GAINS (MSG)

1,549

HS EQUIVALENCY DIPLOMA

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

#### WIOA Performance Indicators

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

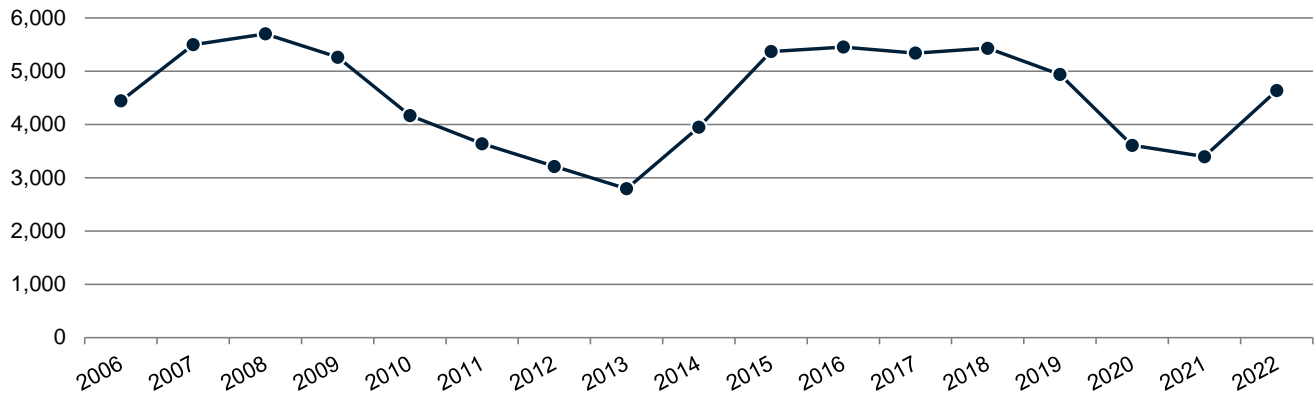
The U.S. Department of Education negotiates a target for program effectiveness and outcomes. This section presents information on each of these targets.

#### Student Performance Indicators

*Measurable Skill Gain*—This measure demonstrates participants’ progress toward achieving a credential or employment. For WIOA AEL programs, the NRS has historically included two ways participants can demonstrate an MSG: an educational functioning level (EFL) gain or receipt of a secondary credential. In 2021, the NRS introduced three additional methods of earning MSG with IET participants, including progress towards milestones, passing a technical/occupational knowledge-based exam and a secondary or postsecondary transcript. Iowa does not recognize transcripts for a MSG. A participant may have more than one period of participation but only one gain per period of participation. Of the 9,492 periods of participation in 2022, 48.8 percent achieved an MSG (Figure 4-12).



FIGURE 4-12: NRS EDUCATIONAL FUNCTIONING LEVEL GAINS: 2006 - 2022



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

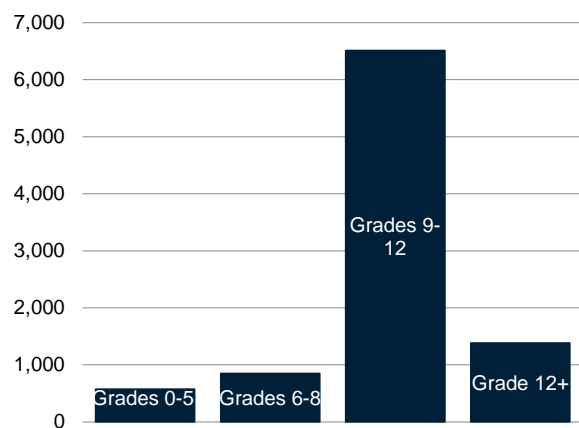
Of the 9,328 participants reported in NRS, 69.8 percent self-identified their highest level of school completed as between the 9th and 12th grades. The next highest level of education was having completed high school (14.8 percent) (Figure 4-13). These self-reported grade levels indicate a starting point to measure progress in AEL programs, in which the primary purpose is to improve basic literacy skills.

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

In 2022, 5,198 (60.0 percent) of the total NRS reported participants, excluding the highest level, ABE Level 6, persisted beyond the recommended hours and took a post-assessment. Of those who persisted, 3,628 (69.8 percent) completed an EFL or completed a secondary credential. An additional 470 of the 663 (70.1 percent) at the highest EFL completed their high school equivalency or obtained a measurable skill gain.

*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,

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

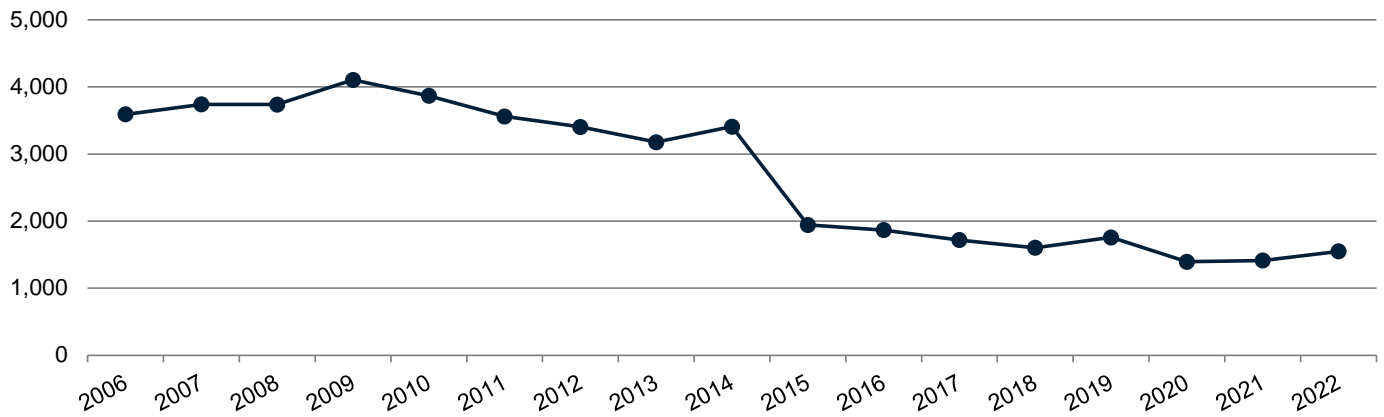


a student must be a participant within AY21-22 and pass all five sub-tests by the end of the program year. Alternative pathways to the HSED are also available to adult learners in Iowa grounded in comprehensive data, research and integrity that ensures rigor and maintains quality standards important to Iowa.

During AY21-22, a total of 1,456 participants completed all five sub-tests and had data available for matching against HSED recipients. An additional 93 students earned a HSED using an alternative pathway AY21-22 (Figure 4-14).



FIGURE 4-14: CORE OUTCOME MEASURE - SECONDARY DIPLOMAS: 2006 - 2022



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

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

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

### Core Outcome Measures

To qualify for core outcomes, participants must exit the program either by completing instruction or by no longer participating; however, to be included in federal reports, they must have completed a minimum of 12 hours of AEL coursework. The requirements regarding outcome measures are:

- » *Employment in the second quarter after exit* — Includes all those who exited during AY20-21 except those incarcerated.
- » *Employment in the fourth quarter after exit* — Includes all those who exited during calendar year 2019 except those incarcerated.
- » *Median earnings second quarter after exit* — Includes all those who exited during AY20-21 except those incarcerated.

### AEL CORE OUTCOME MEASURES: AY21-22

EMPLOYED TWO QUARTERS AFTER EXIT

**52.3%**  
DOWN FROM 53.1% IN AY20-21

DOWN SINCE LAST REPORTING YEAR

**↓ 1.3%**

MEDIAN QUARTERLY WAGES

**\$6,070**  
DOWN FROM \$6,681 IN AY20-21

DOWN SINCE LAST REPORTING YEAR

**↓ 9.1%**

EMPLOYED FOUR QUARTERS AFTER EXIT

**54.5%**

» *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 2020.

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 5,088 participants who exited the program in AY20-21, 52.3 percent were able to be tracked through the databases used to match employment data and were employed the second quarter after exit, earning a median quarterly wage of \$6,070. Employment rates increased among integrated education and training (IET), integrated English literacy and civics education (IELCE) and corrections while distance learners and the overall wages decreased slightly. The most significant wage change



was with IET students increasing 24.8 percent from \$6,437 to \$8,036. IELCE continues to earn the highest quarterly median wage at \$11,748 (Figure 4-15).

During calendar year 2020, 6,100 participants exited and 3,326 (54.5 percent) were able to be tracked and found to be employed in the fourth quarter after exit. This compares to 53.2 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 AY21-22, a total of 1,194 participants were reported as being distance learners with 34.8 percent achieving an MSG. Enrollment decreased over AY20-21, with a five-year average increase of 66.9 percent due to peak enrollment in AY20-21.

**Corrections** — In Iowa, five community colleges work with the Iowa Department of Corrections to provide AEL services. In AY21-22, 1,421 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 correction participants released in AY20-21 in

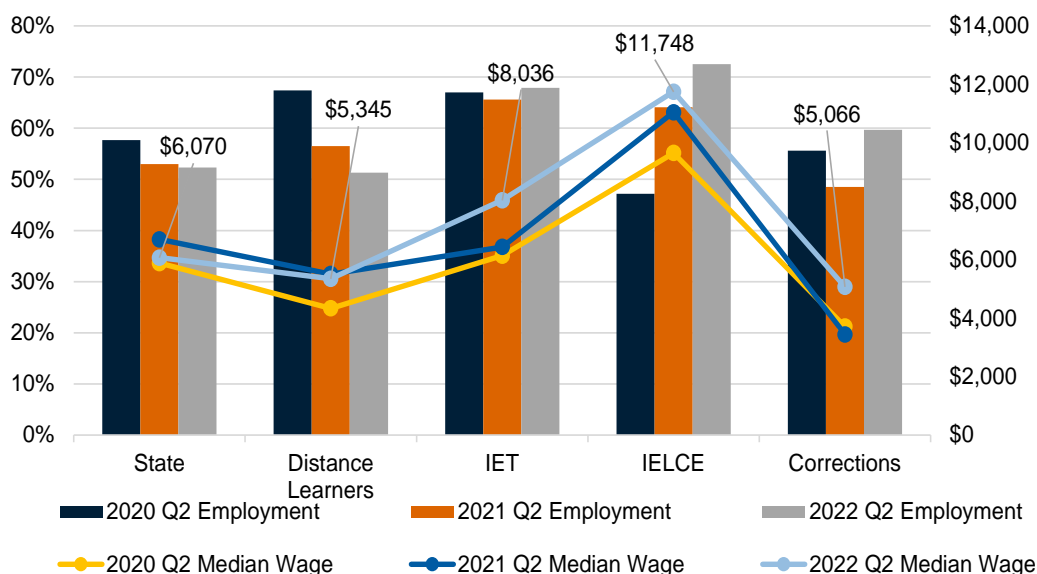
the same quarter as exiting the program, 59.7 percent achieved employment in the second quarter after exit earning a quarterly median wage of \$5,066. This is a 47.3% increase in wages while the total number of participants were reduced from 265 to 139 (Figure 4-15).

**Integrated Education and Training (IET)** — This educational strategy is for students in career pathways. Iowa colleges reported 222 IET participants in AY21-22 with 41.4 percent achieving an MSG. Truck, bus driver, commercial vehicle operators and construction trades were among the top training programs.

**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 increased to 135 participants with an MSG rate of 63.7 percent compared to the five-year participant peak of 360 participants with an MSG rate of 48.1 percent.

By reviewing the data from each of these subsets, AEL programs are able to identify patterns and needs. During AY21-22, these subsets showed measurable skill gain results similar to the state ranging from 34.8 percent for Distance Education to 63.7 percent for IELCE participants while quarterly median wages ranged from \$5,066 with corrections to \$11,045 with IELCE. IET and IELCE participants consistently have higher MSG rates and earnings compared to the overall measures.

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 AY19-20.

## GRADUATION, TRANSFER AND SUCCESS RATES

Cohorts are defined as those students who begin college during the same term in a two-year degree, diploma or certificate program of study. Their progression is then traced to measure their level of success. The data for the student cohort include those who:

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

To report on each of these categories, this section focused on the cohort of students who first enrolled in Iowa community colleges during the 2019 fall semester as full-time, non-high-school students and followed their progression for three years through the end of AY21-22.

As Table 4-3 illustrates, the fall 2019 cohort consisted of 13,429 students, of whom 5,400 earned



Students at Iowa Western Community College

### SUMMARY OF SUCCESS

OVERALL TRANSFER RATE	OVERALL GRADUATION RATE
<b>25.3%</b>	<b>40.2%</b>
FALL 2019 COHORT	FALL 2019 COHORT
OVERALL SUCCESS RATE	AVERAGE TIME TO AWARD
<b>49.8%</b>	<b>3.1 YEARS</b>
FALL 2019 COHORT	AVERAGE TIME TO AN ASSOCIATE DEGREE FOR AY21-22

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

a certificate, a diploma or a two-year award, yielding a graduation rate of 40.2 percent. Among these graduates, 3,294 did not transfer to four-year colleges or universities within the same three-year period.

Of the 13,429 students from the fall 2019 cohort, 3,396 transferred to four-year colleges or universities, yielding a transfer rate of 25.3 percent. Of these transfer students, 1,290 (38.0 percent) transferred without earning an award. The remaining 2,106 transfer students (15.7 percent of the total cohort) transferred to four-year colleges or universities after earning an award. Overall, 6,690 students from the fall 2019 cohort either transferred, graduated or graduated and then transferred, yielding a success rate of 49.8 percent.

TABLE 4-3: SUMMARY OF OUTCOMES FOR FALL 2019 COHORT

	Transferred		Total
	No	Yes	
Graduated	No	1,290	8,029
	Yes	2,106	5,400
Total	10,033	3,396	13,429

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



## Demographics of Success

Of the 13,429 students in the fall 2019 cohort, 6,416 (47.8 percent) were females and 7,011 (52.2 percent) were males. Among those students who reported their race and ethnicity, white (73.4 percent) was the majority race, followed by Hispanic (10.6 percent) and black (9.7 percent). In addition, 424 students reported themselves as Asian (2.0 percent), 122 reported American Indian and Pacific Islander (1.0 percent), and 424 reported themselves as two or more races/ethnicities (3.3 percent). There were

602 students (4.5 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 higher rates in graduation and transfer than male students, whereas male students had a slightly higher success rate.

In terms of race/ethnicity (Figure 4-17), white students had the highest graduation rate (44.1 percent), followed by Pacific Islander students (37.8 percent). Asian students had the highest transfer

FIGURE 4-16: GRADUATION, TRANSFER AND SUCCESS RATE PERCENT BY SEX: 2019 COHORT

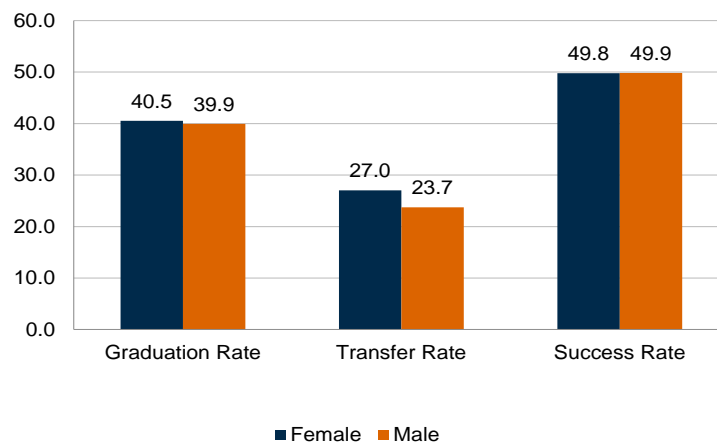
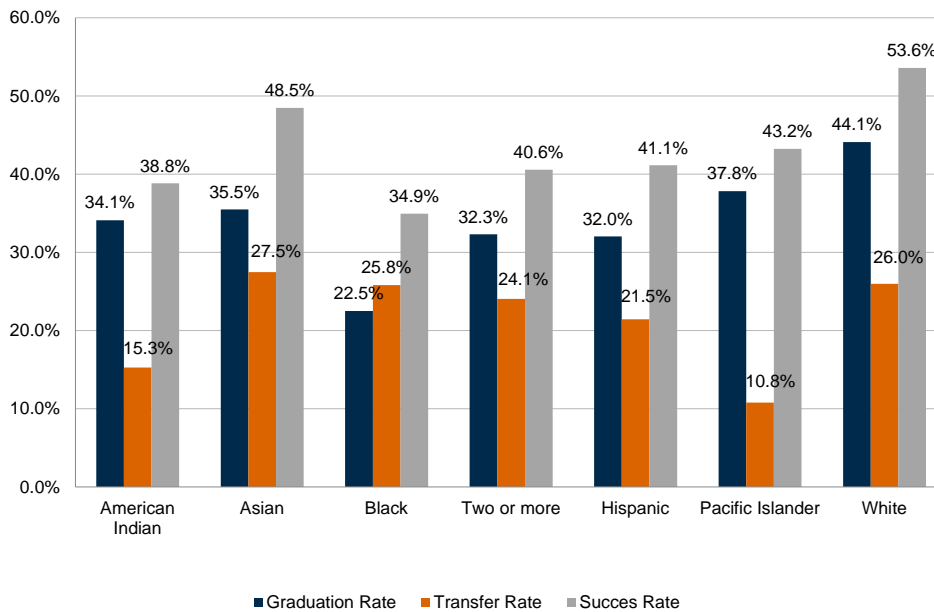


FIGURE 4-17: GRADUATION, TRANSFER AND SUCCESS RATE PERCENT BY RACE/ETHNICITY: 2019 COHORT





rate (27.5 percent), followed by white students (26.0 percent). Regarding overall success, 53.6 percent of white students graduated, transferred or both graduated and transferred within the tracking period, which is the highest among all racial/ethnic groups.

### Education Outcomes—Wages of Graduates

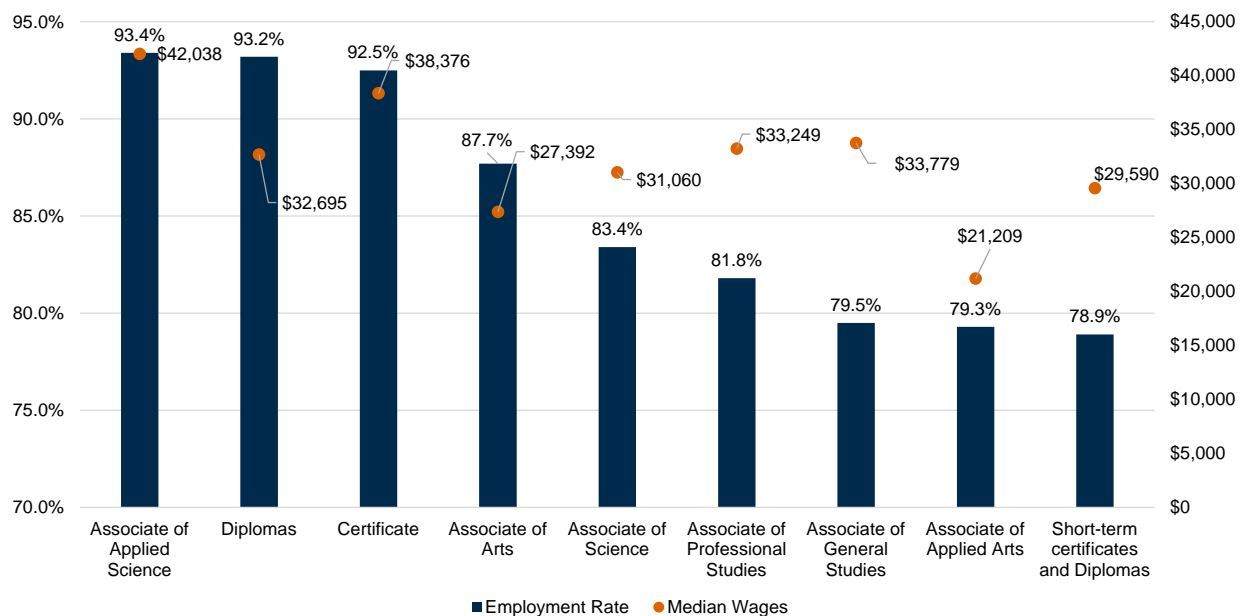
The Iowa Community Colleges Education Outcomes Report documents the educational and employment outcomes of students completing community college certificate, diploma and associate degree programs, including the number of awards, time-to-degree, retention, migration, transfer to four-year institutions,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

In collaboration with Iowa Workforce Development (IWD), the Department matched the education records to the Unemployment Insurance (UI) wage records and to the National Student Clearinghouse for students who received certificates, diplomas and associate degrees in the academic year 2020 (the latest cohort available).

» Students who earned AAS degrees in AY19-20 had the highest median wages (\$42,038) within one year of graduating of all award types, followed by those who earned certificates (\$38,376).

For cohort AY20, 7,000 students did not enroll in further education after receiving awards from community colleges within the first year upon graduation. Among the 7,000 students, 6,332 students were matched to employment within the first year upon graduation, which yielded an employment rate of 90.5 percent. The median annual wage for those who were employed was \$35,873. Figure 4-18 displays the percentage of cohort AY20 who were employed in 2021 and their median wage by degree type. Students with AAS degrees had the highest employment rate (93.4 percent), followed by students with diplomas (93.2 percent) and students

FIGURE 4-18: EMPLOYMENT RATE AND MEDIAN WAGE BY DEGREE TYPE: COHORT AY20



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



with certificates (92.5 percent). In terms of median wages, students with AAS degrees had the highest median wage (\$42,038), followed by students with certificates (\$38,376).

### 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 9,341 community college students who earned

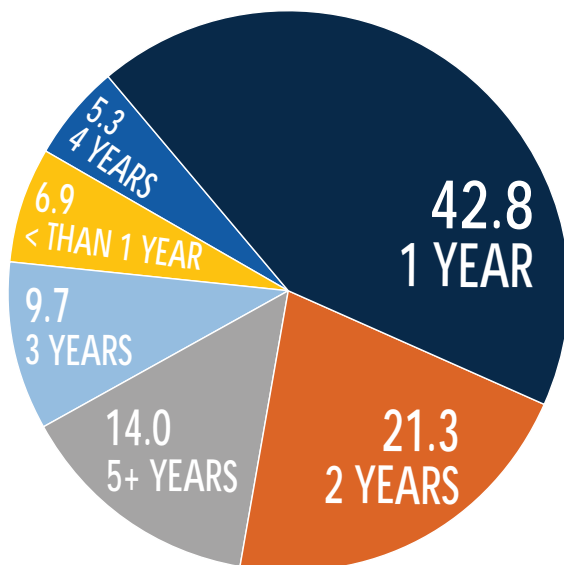
associate degrees during AY21-22 were analyzed. To establish time-to-degree, those graduates were tracked back up to 12 years to the date when they were enrolled in their colleges for the first time as non-high-school students. In Iowa, students obtained their two-year degrees in 3.1 years, on average, which is shorter than the national average. As shown in Figure 4-19, 71.6 percent of the students finished their program within two years, 9.7 percent required three years to obtain their degree and a total of 1,310 students (14.2 percent) spent more than five years.

Average time-to-degree was also calculated by race/ethnicity. Students who reported two or more races spent the least amount of time to earn their two-year degrees (2.89 years), followed by Pacific Islander students at 2.9 years. Asian, Hispanic and white students spent 3.1 years, on average, obtaining two-year degrees.

Additionally, time to one-year awards (known as diplomas or certificates) has been calculated. It is important to note that this time-to-award data, while interesting, can be misleading because

**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



STEM students at Des Moines Area Community College



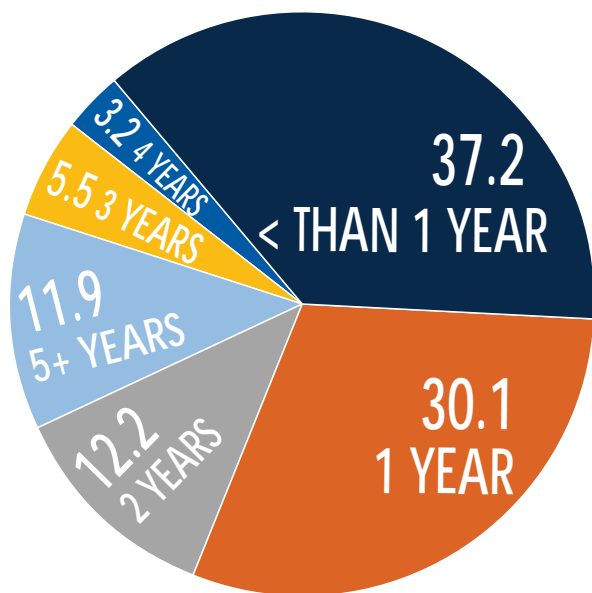
in Iowa community colleges the credits required to complete diplomas can vary from 15 to 48 and certificates can vary from 2 to 48. During AY21-22, 5,810 students earned a diploma or a certificate. On average, students in Iowa spent 2.4 years completing a diploma or certificate. As shown in Figure 4-20, 67.2 percent of the students finished their diploma or certificate in a year or less. Close to 20.0 percent of the students spent two or three years, and less than 20 percent of the students spent four years or more completing their diploma or certificate.

In terms of race/ethnicity, Pacific Islanders spent the least amount of time earning a diploma or a certificate (1.9 years). Other race/ethnic groups spent more than two years completing a diploma or a certificate. Data demonstrates that it took students who reported two or more races the longest time (3.2 years) to earn a diploma or a certificate.

## References

- [1] U.S. Department of Education. Integrated Postsecondary Data Systems. (2019). Washington, DC: Author.
- [2] Complete College America. 15 to Finish. Complete College America, Indianapolis, IN, April 2013. Retrieved from <https://completercollege.org/strategy/15-to-finish/#overview> on December 11, 2021.
- [3] RTI International. Average time to a certificate, an associate degree, or a bachelor's degree: United States. Retrieved from <http://www.completionarch.org/arch/indicator/4TC-28-TTD-US/> on December 10, 2021.
- [4] Jacob, B. A. (2018). Building Knowledge to Improve Degree Completion in Community Colleges. Washington, D.C.: Brookings Institution.

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. To fill this need, additional Iowans need to be included 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.

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 gain \$6.30 in lifetime earnings. Additionally, for every dollar of public money invested in Iowa’s community colleges, \$2.50 in benefits is returned to taxpayers [2].

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. For more information, see The Economic Value of Iowa’s Community College, February 2022 on the Department’s website: <https://educateiowa.gov/documents/economic-impact-community-colleges/2022/03/analysis-economic-impact-and-return-investment>



## 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 AY21-22 and AY22-23 for comparison purposes. These figures indicate that Hawkeye Community College had the lowest percentage increase for in-state tuition and fees (1.2 percent), whereas Kirkwood Community College had the

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

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

College (Abbreviation)	AY21-22			AY22-23		
	In-State Tuition (\$)	Out-of-State Tuition (\$)	Fees (\$)	In-State Tuition (\$)	Out-of-State Tuition(\$)	Fees (\$)
Northeast Iowa (NICC)	180.00	204.00	24.00	185.00	209.00	24.00
North Iowa Area (NIACC)	171.75	257.63	27.25	179.25	268.88	27.25
Iowa Lakes (ILCC)	191.00	202.00	22.25	196.00	210.00	22.25
Northwest Iowa (NCC)	183.00	193.00	28.00	194.00	204.00	28.00
Iowa Central (ICCC)	184.00	271.50	24.00	192.50	284.25	24.00
Iowa Valley (IVCCD)	-	-	-	-	-	-
Ellsworth	184.00	226.00	26.00	190.00	232.00	26.00
Marshalltown	184.00	201.00	26.00	190.00	211.00	26.00
Hawkeye (HCC)	202.00	221.00	5.50	204.00	221.00	6.00
Eastern Iowa (EICC)	179.00	246.00	0.00	187.00	254.00	0.00
Kirkwood (KCC)	186.00	249.00	0.00	200.00	268.00	0.00
Des Moines Area (DMAACC)	174.00	348.00	0.00	178.00	356.00	0.00
Western Iowa Tech (WITCC)	163.00	164.00	29.00	168.00	169.00	29.00
Iowa Western (IWCC)	194.00	199.00	17.00	201.00	206.00	17.00
Southwestern (SCC)	189.00	196.00	13.00	198.00	205.00	13.00
Indian Hills (IHCC)	190.00	250.00	0.00	195.00	255.00	0.00
Southeastern (SCC)	196.00	201.00	7.00	200.00	205.00	7.00
<b>Minimum</b>	158.00	159.00	0.00	168.00	169.00	0.00
<b>Median</b>	180.50	208.50	19.63	194.00	216.00	19.63
<b>Maximum</b>	192.00	340.00	29.00	204.00	356.00	29.00
<b>Average</b>	179.48	220.85	15.78	191.18	234.88	15.59

Note: Change is between AY20-21 and AY22-23 tuition and fees. For all percent changes, refer to the Data Tables for the 2022 Condition of Iowa’s Community Colleges on the Department’s [website](#). Median and Average are calculated based on 16 community colleges.



highest increase (7.5 percent). The average in-state tuition for AY22-23 is \$191.18 per credit hour, which represents a 3.7 percent increase over AY21-22.

With the approval of the Department, a community college may establish a tuition rate for eligible nonresidents that is lower than its standard nonresident tuition. Under this provision, the Department has approved the following requests for AY22-23:

- » Iowa Lakes Community College—\$201.00 per credit hour for students who are residents of Minnesota.
- » Northwest Iowa Community College—\$199.00 per credit hour for students who are residents of Minnesota, Nebraska or South Dakota.
- » Iowa Central Community College—\$197.50 per credit hour for non-Iowa residents with a 3.0 GPA and above.
- » Eastern Iowa Community Colleges—\$208.00 per credit hour for students who are residents of adjacent Illinois counties.

## MANDATORY FEES

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

Ten (10) of Iowa’s 15 community colleges did not change their fee schedules for AY22-23 and four community colleges—Eastern Iowa Community Colleges, Des Moines Area Community College, Kirkwood Community College and Indian Hills Community College—do not assess mandatory fees. Among colleges that do assess mandatory fees, Western Iowa Tech Community College has the highest (\$29.00 per credit hour) and Hawkeye Community College has the lowest (\$6.00 per credit hour).

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

College (Abbreviation)	Description	AY21-22	AY22-23	% Change
Northeast Iowa (NICC)	General	24.00	24.00	0.0%
North Iowa Area (NIACC)	Material/Lab/Supplies	12.00	12.00	0.0%
	Student Activities	4.50	4.50	0.0%
	Technology	10.75	10.75	0.0%
Iowa Lakes (ILCC)	Activity	2.25	2.25	0.0%
	General	10.00	10.00	0.0%
	Technology	10.00	10.00	0.0%
Northwest Iowa (NCC)	Course	10.00	10.00	0.0%
	Student	10.00	10.00	0.0%
	Technology	8.00	8.00	0.0%
Iowa Central (ICCC)	Student	24.00	24.00	0.0%
Iowa Valley (IVCCD)	Facility	2.00	2.00	0.0%
	Materials/Technology	18.50	18.50	0.0%
	Student	5.50	5.50	0.0%
Hawkeye (HCC)	Student Activity/Computer	5.50	6.00	9.1%
Eastern Iowa (EICC)	No Fees	0.00	0.00	0.0%
Kirkwood (KCC)	No Fees	0.00	0.00	0.0%
Des Moines Area (DMAACC)	No Fees	0.00	0.00	0.0%
Western Iowa Tech (WITCC)	Matriculation	8.00	8.00	0.0%
	Technology	21.00	21.00	0.0%
Iowa Western (IWCC)	College Service	17.00	17.00	0.0%
Southwestern (SCC)	Service/Technology	13.00	13.00	0.0%
Indian Hills (IHCC)	No Fees	0.00	0.00	0.0%
Southeastern (SCC)	Technology	7.00	7.00	0.0%

## COST OF ENROLLMENT

The per-credit-hour sum of tuition and mandatory fees defines “cost of enrollment”. This cost does not include expenses such as books, room and board, transportation or other additional fees. Table 5-3 shows in-state cost of enrollment per credit hour for AY21-22 and AY22-23.

The average per-credit-hour cost of enrollment in AY22-23 is \$206.08, which represents a 3.4 percent increase over AY21-22. Des Moines Area Community College (\$178.00) has the lowest per-credit-hour cost of enrollment among Iowa’s 15 community colleges. Des Moines Area Community College assesses no mandatory fees, which helps minimize costs. By comparison, Northwest Iowa Community College has the highest cost of enrollment per credit hour (\$222.00), followed by Iowa Lakes Community College (\$218.25).

### AY22-23 COST OF ENROLLMENT

AVERAGE IN-STATE COST  
OF ENROLLMENT

UP SINCE  
AY20-21

**\$206.08**  **3.4%**  
PER CREDIT HOUR

AVERAGE TOTAL ENROLLMENT COST RANKING

**TOP 10% NATIONALLY**  
IN AY20-21 (THE LATEST YEAR AVAILABLE)

During AY22-23, a full-time Iowa resident will pay between \$5,340.00 and \$6,660.00 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	
	AY21-22	AY22-23	\$	%
Northeast Iowa (NICC)	204.00	209.00	5.00	2.5
North Iowa Area (NIACC)	199.00	206.50	7.50	3.8
Iowa Lakes (ILCC)	213.25	218.25	5.00	2.3
Northwest Iowa (NCC)	211.00	222.00	11.00	5.2
Iowa Central (ICCC)	208.00	216.50	8.50	4.1
Iowa Valley (IVCC)	210.00	216.00	6.00	2.9
Hawkeye (HCC)	207.50	210.00	2.50	1.2
Eastern Iowa (EICC)	179.00	187.00	8.00	4.5
Kirkwood (KCC)	186.00	200.00	14.00	7.5
Des Moines Area (DMACC)	174.00	178.00	4.00	2.3
Western Iowa Tech (WITCC)	192.00	197.00	5.00	2.6
Iowa Western (IWCC)	211.00	218.00	7.00	3.3
Southwestern (SCC)	202.00	211.00	9.00	4.5
Indian Hills (IHCC)	190.00	195.00	5.00	2.6
Southeastern (SCC)	203.00	207.00	4.00	2.0
<b>Average</b>	199.32	206.08	6.77	2.5
<b>Standard Deviation</b>	12.36	12.52	3.01	-



## Comparisons

National and regional comparisons are based upon provisional Integrated Postsecondary Education Data System (IPEDS) data collected from 906 public two-year institutions that award associate degrees [3]. IPEDS reports tuition and fees for an academic year, calculating costs based upon 30 credit hours per year. AY20-21 is the latest year available for this report.

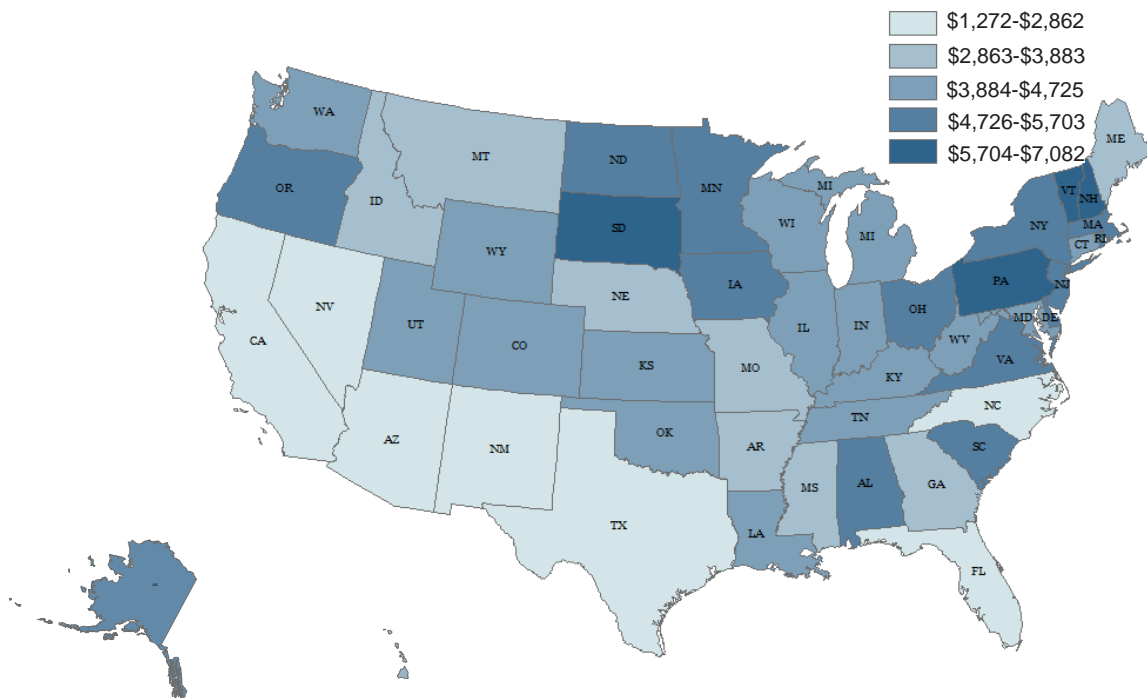
Data for Iowa's public universities were collected from current and historical tuition tables published by the Iowa Board of Regents [4]. Data for Iowa's community colleges were collected from an annual survey of community college business officers and from historical records available from the Iowa Department of Education.

## National

According to IPEDS data, the average annual in-district total cost of enrollment in Iowa during AY20-21 was \$5,593.00, placing Iowa in the 90th percentile [4]. This means Iowa's average annual in-district total cost of enrollment was greater than or equal to 90 percent of all reporting states. The national average was \$4,318.43.

Figure 5-1 shows a color-range distribution of average total in-state costs of enrollment for 30 semester hours in AY20-21, with dark blue representing the highest cost of enrollment. New Hampshire (\$7,082.57), Vermont (\$6,920.00) and South Dakota (\$6,895.00) had the highest average total costs of enrollment. By comparison, California (\$1,272.98), New Mexico (\$1,902.42) and Arizona (\$2,201.90) had the lowest average total costs of enrollment.

FIGURE 5-1: AY21-22 DISTRIBUTION OF AVERAGE ANNUAL TOTAL COST OF IN-STATE ENROLLMENT



Source: [3]

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



## Regional

Provisional 2020 data from IPEDS [5] suggest that Iowa had the second highest average cost of in-state enrollment in the region (\$5,593.00), following South Dakota (\$6,895.00). Nebraska (\$3,589.75) and Missouri (\$3,883.21) had the lowest regional averages in the region in AY20-21.

In terms of average percentage change in the region, South Dakota had the highest increase (8.9 percent), followed by Missouri (4.3 percent) and Illinois (4.0 percent). Minnesota had the lowest increase (0.7 percent), followed by Wisconsin (1.4 percent) and Nebraska (2.0 percent).

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

AY	IA	IL	MN	MO	NE	SD	WI
16-17	\$4,925	\$3,786	\$5,254	\$3,164	\$3,340	\$5,692	\$4,368
17-18	\$5,082	\$3,976	\$5,325	\$3,438	\$3,496	\$5,947	\$4,404
18-19	\$5,298	\$4,072	\$5,335	\$3,522	\$3,506	\$6,082	\$4,445
19-20	\$5,463	\$4,146	\$5,494	\$3,723	\$3,519	\$6,334	\$4,459
20-21	\$5,593	\$4,310	\$5,534	\$3,883	\$3,590	\$6,895	\$4,521

Source: [3]

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 of the linemen program at Northwest Iowa Community College*



## Institutional

Table 5-5 illustrates community colleges' compliance with Iowa Code §260C.14§§2. In AY22-23, the highest tuition per credit hour at Iowa community colleges (\$204.00) is 39.6 percent lower than the lowest base tuition at Iowa's public universities (\$338.00).

Over the past five years, the average cost of enrollment per credit hour at Iowa's community

colleges increased from \$182.57 (AY18-19) to \$206.08 (AY22-23) (Table 5-6), representing a 12.9 percent increase. This is equivalent to an annualized 3.1 percent increase. During the same time period, the average cost of enrollment at Iowa's public universities increased 9.9 percent, from \$377.68 per credit hour to \$415.00 per credit hour. This is equivalent to an annualized 2.4 percent increase.

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

AY	Community Colleges (Highest \$)	Public Universities (Lowest \$)
18-19	181.00	320.00
19-20	187.00	320.00
20-21	192.00	320.00
21-22	202.00	325.00
22-23	204.00	338.00

Source: [4]

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 (\$)
18-19	182.57	377.68
19-20	188.57	387.00
20-21	194.48	387.00
21-22	199.32	398.00
22-23	206.08	415.00

Source: [4]

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 AY21-22, data from the Iowa College Student Aid Commission shows that federal aid was \$213,995,120; state aid was \$3,029,827; institutional aid was \$25,019,474; and other aid was \$14,451,086. The breakdown of community college financial aid shows that 83.4 percent of all aid was from the federal government; 9.8 percent was from community colleges; 5.6 percent was from other aid sources; and 1.2 percent was from the State of Iowa (Table 5-7).

Students may apply for federal financial aid by filing a Free Application for Federal Student Aid (FAFSA). The FAFSA is used to customize a student aid package or financial aid offer. The package may include an assortment of grants, loans or other forms of financial assistance. In AY22-23, Iowa residents filed 128,079 FAFSA applications as of December 7, 2022, which is a decrease of 3.2 percent from the previous year at the same time. Of these applicants, 20,881, or 16.3 percent of applicants, were high school seniors [6].



Women's volleyball team at Marshalltown Community College

### FINANCIAL AID IN AY21-22

TOTAL FEDERAL AID RECEIVED	PERCENT OF TOTAL AID
<b>\$213.9M</b>	<b>83.4%</b>
BY 70,918 COMMUNITY COLLEGE STUDENTS	FROM FEDERAL SOURCES

LARGEST STATE-FUNDED FINANCIAL AID PROGRAM:

**FUTURE READY IOWA  
LAST-DOLLAR SCHOLARSHIP**

JUST OVER \$21M AWARDED TO 7,490 STUDENTS IN AY21-22

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 [7].

TABLE 5-7: DISTRIBUTION OF COMMUNITY COLLEGE STUDENT AID: AY18-19 - AY21-22

Source**	2018-19		2019-20		2020-21		2021-22	
	Amount (\$)	%	Amount (\$)	%	Amount (\$)	%	Amount (\$)	%
Federal	264,773,384	85.7	222,307,171	83.3	223,115,706	84.1	213,995,120	83.4
Institutional	24,764,637	8.0	24,143,092	9.0	24,307,471	9.2%	25,019,474	9.8%
Other	16,118,648	5.2	15,520,302	5.8	12,415,252	4.7%	14,451,086	5.6%
State	3,373,743	1.1	5,054,621	1.9	5,560,491	2.1%	3,029,827	1.2%
<b>Total</b>	<b>309,030,412</b>		<b>267,025,186</b>		<b>265,398,920</b>		<b>256,495,508</b>	

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

Note: Purdue Global University stopped taking and reporting aid starting in the 2019-20 reporting year



## Grants and Scholarships

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

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

Through these state-funded programs, a total of 16,222 students received over \$32 million of financial

assistance in award year 2021-22. The Future Ready Iowa Last-Dollar Scholarship, awarded to students who plan to earn a credential for a high-demand job, serves the largest population of community college students. Through this grant, \$21,020,097 million in state-funded financial assistance was awarded to 7,490 students in AY21-22—an average of \$2,806 per recipient.

The next largest state-funded aid programs, based on the amount of funding received, are the Kibbie Grant and the Iowa Voch-Tech Tuition Grant (IVTG) Scholarship programs. The Kibbie Grant is awarded to students who enroll in designated high-demand CTE programs and demonstrate financial need. During award year 2022, 4,312 students received awards totaling \$5,217,068, an average of \$1,210 per recipient. The IVTG is available to high-need students enrolled in community college CTE programs. The IVTG was awarded to 2,567 students for a total of \$1,804,219, an average of \$703 per recipient.

The All Iowa Opportunity Scholarship Program provided a total of 270 students enrolled at Iowa’s community colleges with awards totaling \$959,776—an average of \$3,555 per recipient. The program

**TABLE 5-8: FEDERAL PELL GRANT VOLUME BY INSTITUTION: 21-22 AWARD YEAR**

District	College	Award Year Recipients	Award Year Disbursements (\$)
1	Northeast Iowa Community College	1,078	3,631,964
2	North Iowa Area Community College	616	2,507,663
3	Iowa Lakes Community College	458	2,019,643
4	Northwest Iowa Community College	328	1,268,370
5	Iowa Central Community College	1,984	7,819,900
6	Iowa Valley Community College District	2,312	9,088,270
7	Hawkeye Community College	1,285	4,750,552
9	Eastern Iowa Community Colleges	2,100	7,394,072
10	Kirkwood Community College	3,840	14,098,750
11	Des Moines Area Community College	4,496	15,063,173
12	Western Iowa Tech Community College	1,670	6,106,279
13	Iowa Western Community College	1,942	7,110,666
14	Southwestern Community College	425	1,801,847
15	Indian Hills Community College	1,064	4,505,756
16	Southeastern Community College	828	3,227,991
<b>Total</b>		<b>24,426</b>	<b>90,394,894</b>

Source: Federal Student Aid

Note: Data is sum of quarterly statistics reported to the U.S. Department of Education between July 1, 2021 and June 30, 2022.



provides scholarships to resident students, with priority given to students who:

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

In addition to state-funded financial aid programs, the federal government administers a number of need-based grants, the largest of which is the federal Pell Grant. According to data from the office of Federal Student Aid, for the 2022 award year, a total of 24,426 community college students received Pell Grants totaling \$90,394,894, an average of approximately \$3,700 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 2022, 14,828 Iowa community college students received Direct Subsidized Loans; 14,789 received Direct Unsubsidized Loans; and 466 individuals borrowed under the Direct PLUS program. Total financial assistance disbursed to these borrowers amounted to \$99,37,049.

**TABLE 5-9: DEFAULT RATE OF COLLEGE: FY19 COHORT**

District	College	Number in Repayment	Number in Default	FY18 Default Rate	FY19 Default Rate
1	Northeast Iowa Community College	799	24	3.0	8.7
2	North Iowa Area Community College	590	35	5.9	11.0
3	Iowa Lakes Community College	480	24	5.0	12.6
4	Northwest Iowa Community College	262	4	1.5	2.8
5	Iowa Central Community College	1,831	137	7.4	16.6
6	Ellsworth Community College (IVCCD)	356	25	7.0	19.8
6	Marshalltown Community College (IVCCD)	292	10	3.4	13.1
7	Hawkeye Community College	1,309	30	2.2	10.5
9	Eastern Iowa Community Colleges	1,089	23	2.1	9.1
10	Kirkwood Community College	3,139	63	2.0	12.3
11	Des Moines Area Community College	3,464	92	2.6	11.8
12	Western Iowa Tech Community College	1,058	19	1.7	7.6
13	Iowa Western Community College	1,688	39	2.3	8.9
14	Southwestern Community College	354	13	3.6	14.3
15	Indian Hills Community College	956	29	3.0	11.3
16	Southeastern Community College	484	17	3.5	11.7
<b>Total</b>		<b>18,151</b>	<b>584</b>	<b>3.5</b>	<b>11.4</b>

Source: Federal Student Aid, latest available



## 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 2019 cohort, which consists of borrowers who entered

repayment in FY19, and tracks whether the borrower defaulted on his or her loans in FY19, FY20 or FY21 (most current available).

As shown in Table 5-9, 18,151 community college students in Iowa were included in this cohort. Of those students who entered repayment, 584 (3.5 percent) defaulted on their loans [8]. The default rate for the 2019 cohort increased significantly from 2018. While Iowa community colleges have made great strides in reducing their default rates over the years—the highest rate was 22.8 percent in FY12—a portion of the significant decrease in that rate for FY19 is most likely attributed to the federal relief efforts that have been in effect for loan borrowers since March 2020 due to the COVID-19 pandemic.



*Students on campus at Southwestern Community College*

# Feature Spotlight

## Filling the Financial Gap



"I just think it is a great initiative . . . Getting some funding for this certificate program helps people like me better ourselves every day." - Yolanda Mendoza, GEER II Gap Expansion funding recipient and DMACC student

Photos (L to R): Nursing students at Western Iowa Tech Community College; Instructor at Iowa Central Community College



Yolanda Mendoza knows exactly how much it costs to enroll in the Principles of Accounting class at Des Moines Area Community College. It's \$771.

Mendoza, who owns a small insurance business, wanted to pursue the accounting class to strengthen her business management and bookkeeping skills, and she ended up enrolling in the 15-week course in August. Although she was planning to make scheduled payments for the \$771, she has recently learned that she qualifies for a new type of financial assistance to help pay for her tuition.

As part of the federal Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act that passed in December 2020, Iowa received \$11.5 million in discretionary funds through the Governor's Emergency Education Relief Fund (GEER II) to address emerging needs from the COVID-19 pandemic. Nearly \$2.9 million of these funds was provided to Iowa's 15 community colleges through competitive grants to help expand the Gap Tuition Assistance program. This limited funding, known as GEER II Gap Expansion, helps expand programming at community colleges across the state and will help support students who are looking to earn short-term credentials for in-demand jobs.

"I think now more than any other time, there is funding available to help students," said Michael Hoffman, executive director of continuing education at Des Moines Area Community College (DMACC). "Whether you are taking an approved short-term, non-credit certificate or credit certificate program, the GEER II Gap Expansion funds can help cover costs. For many people, \$600 to \$1,000 for tuition can be a burden."

Prior to the release of the GEER II Gap Expansion funding, students like Mendoza would not qualify for any tuition assistance or other support. Most established financial assistance, such as the general Gap Tuition Assistance and Pathways for Academic Career and Employment (PACE) programs, are income-based. Also, federal Pell grants and the Last Dollar Scholarship programs have requirements for timeframes or enrollment in credit-earning courses. As a result, there has been a gap in assistance for working adults who are simply looking to upskill or potentially change careers. With the new GEER II Gap Expansion funding, students are now able to find assistance for these types of programs, which helps not only students but also employers.

"Many of these people are non-traditional students, working full-time," said Tammy Steinwandt, DMACC's health-care coordinator for continuing education. "They want to increase their skills, make a few extra dollars per hour and gain more responsibilities at work. But it's not just for themselves. They see it as a way to become better employees and help the businesses they work for."

With the tuition assistance through GEER II Gap Expansion, Mendoza has less stress and fewer barriers in pursuing her college accounting course and learning new techniques for managing her business.

"Running a business and having kids make it a little hard to do this," she said. "And class is already stressful as it is. Having to not worry about the financial part made it that much easier."

Popular certificates for GEER II Gap students have included certified dietary manager, registered nurse refresher, phlebotomy, emergency medical technician, accounting for entrepreneurs and certified nursing aid programs.

At Iowa Lakes Community College, students have also been taking advantage of the new financial assistance. An additional seven students, ranging in coursework from phlebotomy to bookkeeping, have been able to receive tuition assistance and enter into non-credit programs that will assist them in increasing their professional skills. And Iowa Lakes anticipates demand for this type of funding will continue.

"Everyone is vying for good jobs," said Jolene Rogers, executive director of community and business relations at Iowa Lakes Community College. "These noncredit certificate programs provide a nice way to open doors and get them the skills they want and need."

Adult students in short-term credential programs may also find they enjoy taking classes and want to learn more about their area of study, which may prompt them into pursuing other college courses after they complete their current certificate program.

"We have quite a few that start in adult education and literacy, and then roll right into a diploma program for construction or welding," Rogers said. "I see this happening with our other noncredit programs as well. They find out that college is not a scary place to be."

Stories on the overall positive impact of GEER II Gap Expansion have come from all community colleges across the state. Many of them detail success stories of students who have been able to enroll and complete courses that lead to employment in high-demand career fields.



## SKILLED WORKER AND JOB CREATION FUND

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

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

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

- » Work-Based Learning Intermediary Network (256.40)
- » Accelerated Career Education (ACE) Infrastructure Program (260G)
- » Adult Basic Education (ABE) and Adult Literacy Programs (260C.50).

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



Students at North Iowa Area Community College

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

Program Name	Allocation	FY20-21 Carry Forward	Total	FY21-22 Expenditures*	FY22-23 Carry Forward
Workforce Training & Economic Development (WTED)	\$15,000,000	\$1,848,875	\$16,848,875	\$14,887,657	\$1,961,218
Adult Basic Education & Literacy	\$5,640,273	\$1,157,204	\$6,797,477	\$5,589,993	\$1,207,484
Pathways for Career & Employment (PACE)	\$5,000,000	\$378,390	\$5,378,390	\$5,066,840	\$311,550
Gap Tuition Assistance	\$2,000,000	\$497,587	\$2,497,587	\$2,109,628	\$387,959
Work-based Learning Intermediary Network	\$1,500,000	\$177,677	\$1,677,677	\$1,669,587	\$8,090
Workforce Preparation Outcomes Reporting	\$200,000	\$69,842	\$269,842	\$252,376	\$17,466
<b>Total</b>	<b>\$29,340,273</b>	<b>\$4,129,575</b>	<b>\$33,469,848</b>	<b>\$29,576,081</b>	<b>\$3,893,767</b>
Accelerated Career Education Infrastructure	\$6,000,000	\$8,806,506	\$14,806,506	\$4,513,276	\$10,293,230
<b>Totals with ACE</b>	<b>\$35,700,000</b>	<b>\$11,724,024</b>	<b>\$47,424,024</b>	<b>\$34,418,063</b>	<b>\$13,005,961</b>

\*WTED expenditures include the Economic Impact Study and annual subscriptions for FRI Career Coach

\*\*PACE expenditures include administrative expenses



## 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.

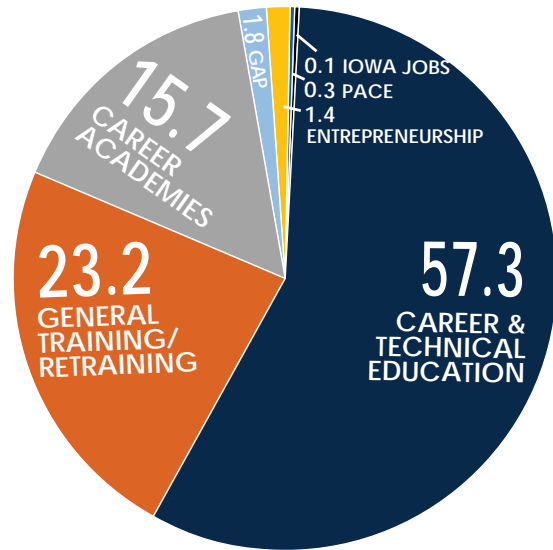
Colleges may use WTED funds to support career academies; CTE programs; entrepreneurship education and small business assistance and general training, retraining and in-service educational initiatives for targeted industries.

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 \$16,848,875, which includes the Future Ready Iowa Career Coach/Analyst subscription and the economic impact study which is performed every five years for all 15 colleges

FIGURE 5-2: WTED EXPENDITURES (%)



(\$187,500) for FY21-22. Obligated or planned funds for use in FY22-23 totaled \$1,961,218. Figure 5-2 shows the percent breakdown of WTED expenditures by program.



Radiologic Technology student at Northeast Iowa Community College

## 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 FY21-22 budget for the Gap Tuition Assistance Program was \$2,497,587, of which \$2,000,000 was appropriated from the Iowa Legislature in FY 21-22 and \$497,587 was carried forward from FY20-21.

Table 5-11 shows that in FY 21-22, colleges spent \$2,109,628 (84.5 percent) of the budgeted funds, of which tuition and books accounted for 83.0 percent; staff support and services accounted for 10.2 percent; fees, assessments and testing accounted for 4.3 percent and equipment accounted for 2.5 percent.

During FY 21-22, 2,646 individuals applied for financial assistance under the Gap Tuition Assistance Program (Table 5-12). Of these applicants, 1,163 (44.0 percent) were approved for tuition assistance.

**TABLE 5-11: GAP BUDGET SUMMARY**

Source	Amount
FY20-21 Carry Forward	\$497,587
FY21-22 Allocation	\$2,000,000
<b>FY21-22 Total Funds</b>	<b>\$2,497,587</b>
<b>Expenses</b>	
Tuition & Books	\$1,750,851
Equipment	\$52,789
Fees, Assessment Testing	\$90,840
Staff Support & Services	\$215,148
<b>Total Expenses</b>	<b>\$2,109,628</b>
FY22-23 Carry Forward	\$387,959

## GAP TUITION FY21-22 SUMMARY



\* INCLUDES GEER GAP II PARTICIPANTS

GAP-ELIGIBLE PROGRAM WITH HIGHEST ENROLLMENT

## CERTIFIED NURSING ASSISTANT

541 PARTICIPANTS

Among those approved for tuition assistance in FY 21-22, there were 1,612 students who completed their program in FY 21-22, though each training program has individual requirements for completion which may cause completion to be pushed into subsequent years.

There are currently 505 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) (541 participants), commercial driver’s license (CDL)/transportation (383), welding technology (128), business management (124) and emergency medical technician/paramedic (118). Additionally, students reported obtaining 612 third-party credentials following completion.

In addition to the historical version of the Gap Tuition Assistance Program, the GEER II Gap Tuition Assistance Program expansion funding was awarded to the community colleges in FY21-22. This funding is part of the Governor’s Emergency Education Relief (GEER) Fund, authorized under the federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA). A total of \$2.9 million is earmarked for community colleges to expand access to short-term training programs aligned to in-demand careers beginning July 1, 2021 through September of 2023.

The GEER funds allowed for a pilot expansion of the existing program to serve students who would not otherwise have access, which includes addressing excess demand for existing Gap-eligible programs. Importantly, the expansion funds may be used on





short-term credit programs, addressing a funding void that exists between noncredit programs and for-credit technical programs eligible for the federal Pell grant and/or the Future Ready Iowa Last Dollar Scholarship program. The expansion also further aligned the Gap program with the Last Dollar Scholarship program by removing income eligibility requirements.

» Most Gap students were employed in the same industry prior to and following their training [9].

For FY 21-22, 1,677 students were supported using this fund, which included 128 noncredit programs and 16 short-term credit programs. Reporting for this fund is submitted to the Governor’s office on a quarterly basis, highlighting the successes and use of grant dollars.

TABLE 5-12: GAP PARTICIPANT SUMMARY

Category	Total
Number of Completed Applications	2,646
Number of Approved Participants	1,163
<b>Status of Approved Participants</b>	
Completed Training	1,612
Did Not Complete Training	226
Completion Rate	87.7%
Number of Earned Third Party Credentials	611

\* 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.



Nursing students 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.

During FY21-22 there were 4,332 students who applied for PACE support, 2,867 of whom were approved. The FY21-22 budget for PACE was \$5,378,390, which included \$378,390 in funds that were carried over from FY20-21, \$4,800,000

## PACE FY21-22 SUMMARY

NUMBER OF CREDIT AWARDS

554

NUMBER OF NONCREDIT COMPLETIONS (DUPLICATIVE COUNT)

649

NUMBER OF INDUSTRY CREDENTIALS AWARDED

457

NUMBER OF THIRD-PARTY CREDENTIALS EARNED

803

was appropriated to the 15 community colleges and an additional \$200,000 was allocated for administration and support for sector partnerships in Iowa (Table 5-13). Of the colleges’ available funds, a total of \$4,866,840 was spent (94.0 percent). As of FY22-23, the administration budget (\$200,000) and sector partnership support was transferred to Iowa Workforce Development. Student expenses included educational, personal and career support for participants, such as tuition, tutoring and travel assistance. Within the category of student expenses,

TABLE 5-13: PACE BUDGET SUMMARY

Source	Amount
FY20-21 Carry Forward	\$378,390
FY21-22 Allocation	\$4,800,000
<b>FY21-22 Total Community College Funds</b>	<b>\$5,178,390</b>
<b>Student Expense Categories</b>	
Financial & Educational Support	\$782,508
Personal Support	\$386,373
Career Support	\$15,681
<b>College Expense Categories</b>	
Salary & Personnel	\$3,399,900
Travel	\$26,519
Supplies & Equipment	\$24,690
Other	\$223,621
Regional Industry Sector Partnerships	\$7,548
<b>Total Expenses</b>	<b>\$4,866,840</b>
FY21-22 Carry Forward	\$311,550



Welding student at Des Moines Area Community College



\$782,508 was spent on education support, \$386,373 on personal support and \$15,681 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 \$3,674,730 on personnel, travel, supplies, equipment and other associated support costs. In addition, the colleges spent \$7,548 of their allocation to support regional industry sector partnerships.

A total of 4,332 individuals applied for participation in one or more PACE programs in AY21-22 (Table 5-14). Of these applicants, 2,867 individuals met eligibility requirements. By the end of AY21-22, there were 554 students who received an award through credit programs (104 certificates, 154 diplomas and 286 associate degrees), some of which were enrolled in previous years. Additionally, 649 students completed noncredit programs, 457 earned an industry credential and 803 earned a third-party credential during AY21-22.

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

Category	Total
Number of Completed Applications	4,332
Number of Approved Participants	2,867
<b>Training Activities</b>	
HSED & Basic Skills	56
Certificate Awards	104
Associate Degrees	286
Diploma Awards	154
Noncredit Awards	649



*Carpentry students at Iowa Western 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

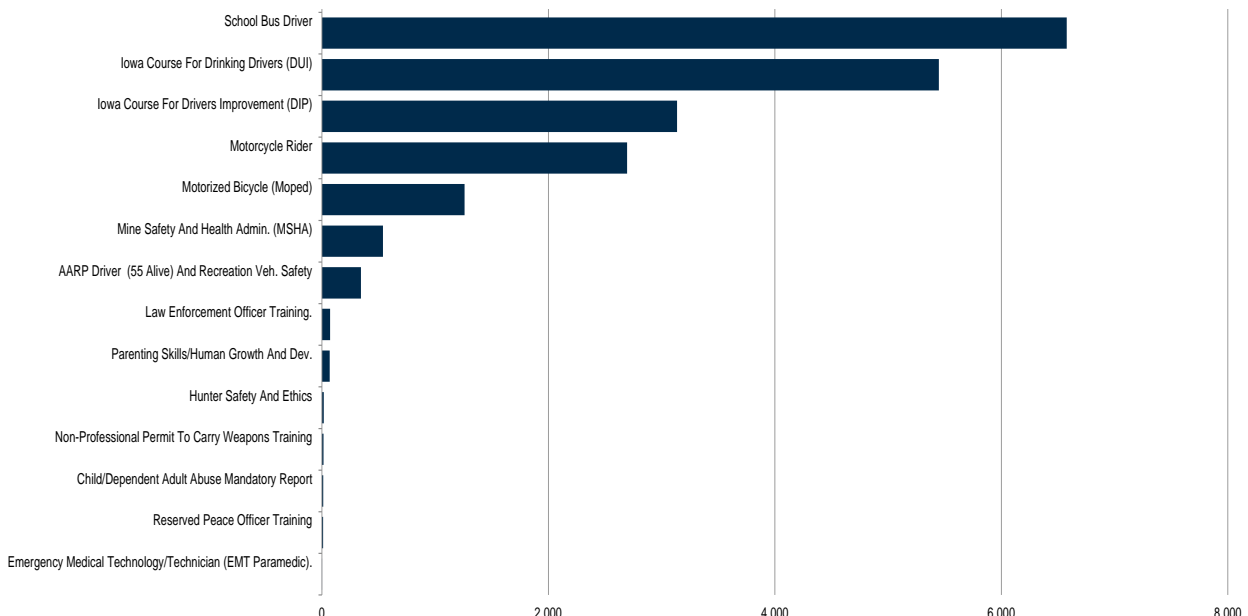
Iowa's community colleges advance economic growth through education, training and responsiveness to local community and workforce needs.

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 5.0 percent from last year, contributing to an average annual decrease in enrollment of 6.2 percent in this category since AY17-18 (Figure 2-7 on page 25).

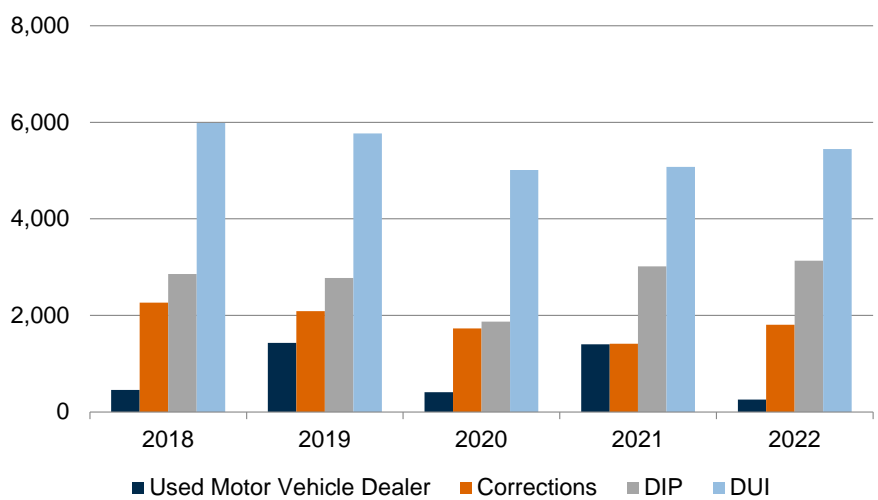
### Used Motor Vehicle Dealer Education

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

AY21-22 resulted in a 81.9 percent decrease with 254 students enrolled compared to 1,404 the year prior and the average enrollment has decreased 13.5 percent from AY17-18 to AY21-22. Contact hours decreased an average of 11.2 percent annually from AY17-18 to AY20-21, consistent with the pattern of enrollment changes between program years

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

FIGURE 6-2: STATE AND FEDERALLY MANDATED COURSEWORK ENROLLMENT: 2018 - 2022  
USED MOTOR VEHICLE DEALER, CORRECTIONS, DIP, DUI



## Enrollment in Correctional Institutions

Iowa community colleges deliver noncredit coursework to residents of correctional institutions to enhance the life skills, academic skills and employability success of criminal offenders. Enrollment in AY21-22 was 1,804 students, an increase of 27.5 percent from AY20-21 (Figure 6-2). Overall, corrections enrollment decreased 5.6 percent the past five years.

## Noncredit Driver Improvement (DIP) Course Enrollment

The Iowa course for driver improvement program (DIP) is the state-mandated course designed for persons who have committed serious violations of a motor vehicle law in Iowa. Iowa community colleges provide the program with the assistance from the Iowa Department of Transportation. With a 2.3 percent increase in enrollment in AY21-22, this resulted in an average increase of 3.9 percent annually from AY17-18 through AY21-22 with 3,136 people enrolled in AY21-22 (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 increased an average of 7.3 percent annually between AY17-18 and AY21-22 with 5,448 people enrolled in AY21-22 (Figure 6-2).

## Noncredit Community and Public Safety Policy

Community and public safety policy is a program that focuses on the systematic analysis of public policy issues and community decision-making processes. Coursework includes instruction on the role of economic and political factors in public decision-making and on policy formation and microeconomic analysis of policy issues. With no students enrolled in community and public policy programs for AY20-21, the prior four years had an average decrease of 26.2 percent annually since AY16-17 (Figure 6-3).

## Community Rehabilitation and Workshops

Iowa community colleges deliver programs for people in community rehabilitation centers. Compared to AY20-21, enrollment decreased 32.2 percent in AY20-21 in programs offered at these locations, which has contributed to an average



Dental students at Eastern Iowa Community College



decrease of 50.0 percent annually since AY17-18 (Figure 6-3). Only one college reported enrollment in these workshops, with 15 students and 5,400 contact hours for AY21-22.

### Noncredit Mine Safety and Health

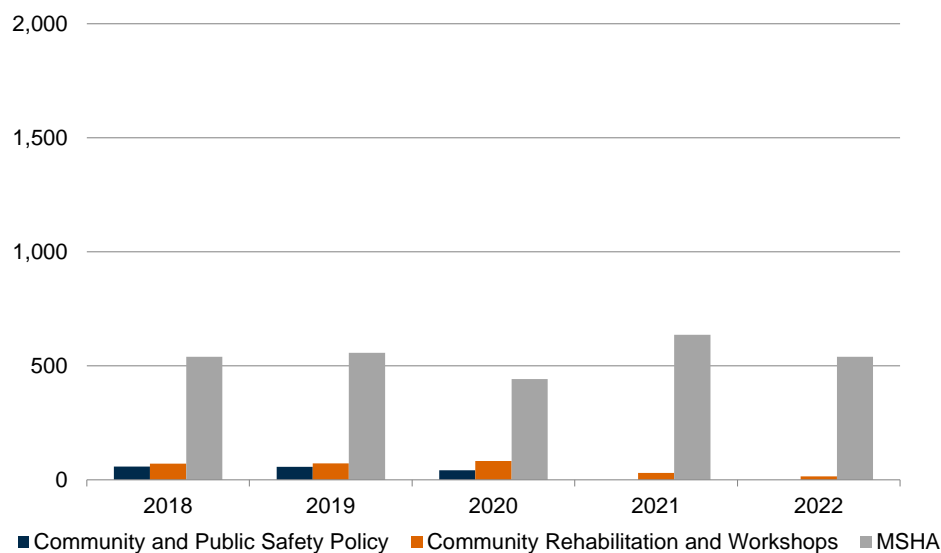
The Department administers a federal grant from the U.S. Department of Labor and Mine Safety and Health Administration (MSHA), which provides funds for training and services delivered to mine owners, operators and contractors in the state of Iowa. Enrollment in MSHA programs (539 students) decreased by 15.3 percent in AY21-22 compared to the prior year, resulting in steady enrollment since AY17-18 (Figure 6-3).

### Recertification and Relicensing Courses

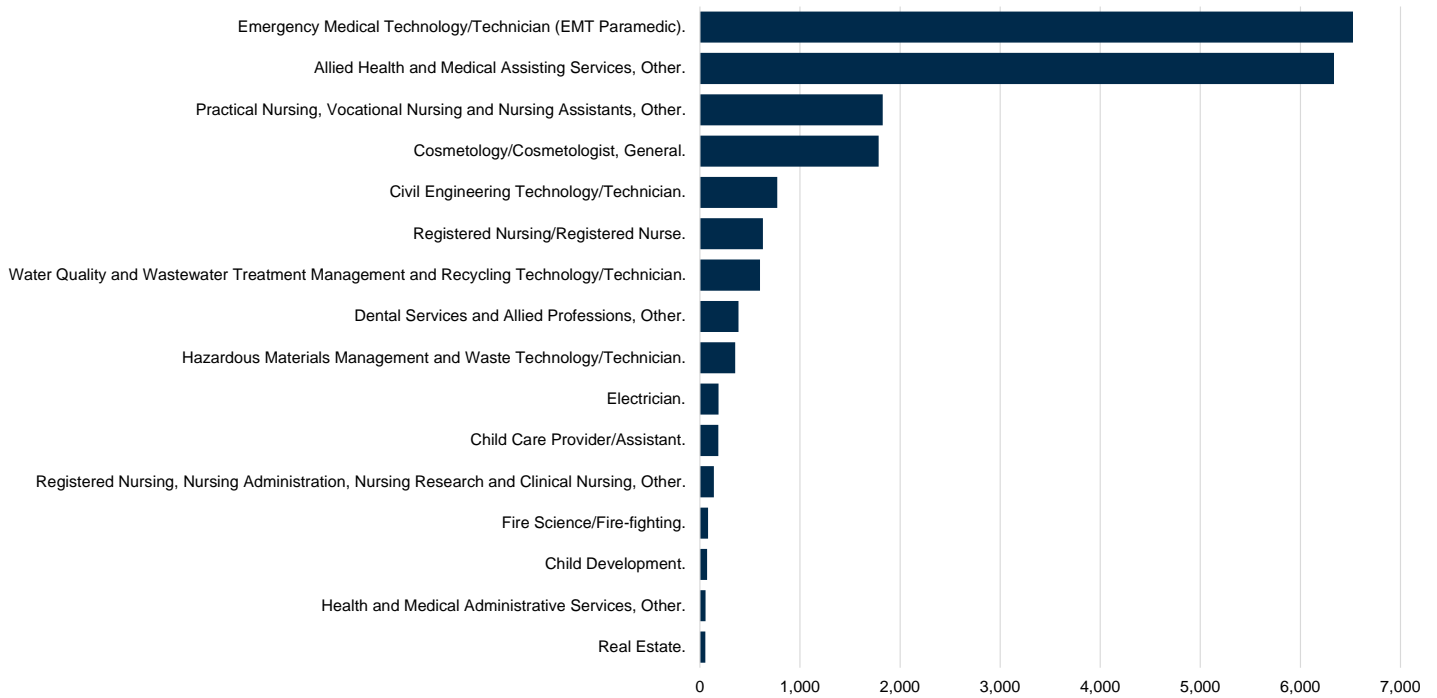
Recertification and relicensing courses are designed for individuals employed in occupations that may or may not require a four-year degree, but require employees to be recertified or relicensed to maintain employment (i.e. chemical application, insurance and many health professions). Recertification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

Of the 19,609 students enrolled in AY21-22 in one or more courses, 72.5 percent of the 19,142 courses were in health care-related courses, including practical nursing, emergency medical technology and allied health services. Overall, recertification and relicensing course enrollment increased by 6.7 percent in AY21-22 while the average annual enrollment between AY17-18 and AY21-22 has declined 10.8 percent (Figure 2-7 on page 25). Figure 6-4 displays the recertification and licensing enrollments by type with more than 50 students enrolled.

FIGURE 6-3: STATE AND FEDERALLY MANDATED COURSEWORK ENROLLMENT: 2018 - 2022  
COMMUNITY & PUBLIC SAFETY, COMMUNITY REHABILITATION & WORKSHOPS, MSHA



**FIGURE 6-4: TOP RECERTIFICATION AND RELICENSING PROGRAMS BY ENROLLMENT: AY21-22**



Note: The following recertification and licensing programs had fewer than 50 enrollees in AY21-22 and were not included in the chart above: Physical Therapy/Therapist; Plumbing Technology/Plumber; Dental Assisting/Assistant; Funeral Service and Mortuary; Science, General; Substance Abuse/Addiction Counseling; Health-Related Knowledge and Skills, Other; Rehabilitation and Therapeutic Professions, Other; Industrial Electronics Technology/Technician; Mental and Social Health Services and Allied Professions, Other; Foodservice Systems Administration/Management; Nursing Assistant/Aide and Patient Care Assistant/Aide; Education, General; Insurance; Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician; and Holistic Health.



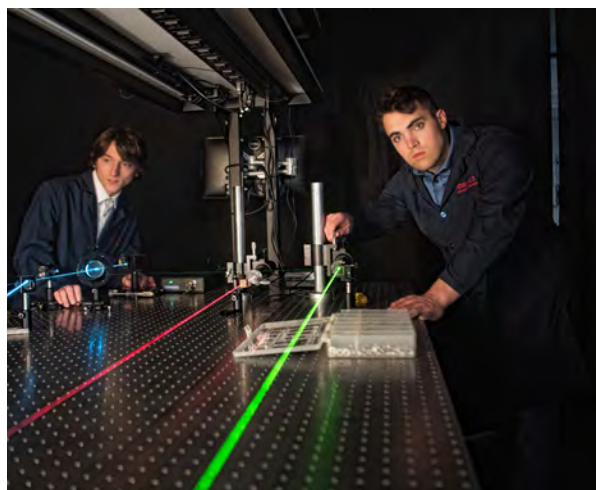
*Cosmetology students at Iowa Lakes Community College*





## 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 FY21 since FY22 data is not yet available from IEDA. Beginning in FY23, Iowa Workforce Development (IWD) will be managing the 260E, 260F and 260G programs.



*Laser optics students at Indian Hills 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 4,819 new jobs pledged through 260E bond certificate issuances in FY21 (Table 6-1). In total, there were 798 open agreements for expansions and startups representing 40,604 new jobs pledged through 544 businesses throughout the state (Table 6-2).

### Iowa Jobs Training Program (260F)

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

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



specified number of employees and completes the purpose of conducting research and development, manufacturing, processing or assembling products. In FY21, there were 229 260F business awards with a total of 4,919 employees anticipated to attend training through the community colleges. There were 2,239 employees who completed their training in

FY21 (Table 6-3). It is important to note that each program has individual requirements for completion, and therefore, participants and completers may start and end their training programs in different fiscal years and should not be used for annual comparison purposes.

**TABLE 6-1: 260E TOTAL BOND CERTIFICATE ISSUANCES: FY21**

FY 2021 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
Northeast Iowa	\$2,755,000.00	\$537,225.00	\$27,550.00	\$68,012.75	\$275,500.00	\$1,875,294.60	300
Northeast Iowa	\$4,685,000.00	\$913,575.00	\$46,850.00	\$80,429.24	\$470,133.77	\$3,191,283.94	379
Iowa Lakes	\$795,000.00	\$155,025.00	\$7,950.00	\$24,247.50	\$79,500.00	\$524,302.50	134
Northwest Iowa	\$1,735,000.00	\$338,325.00	\$17,350.00	\$28,842.50	\$187,163.50	\$1,163,319.00	119
Hawkeye	\$9,725,000.00	\$1,896,375.00	\$97,250.00	\$124,608.75	\$1,067,881.05	\$6,598,412.50	876
Eastern Iowa	\$5,465,000.00	\$1,065,675.00	\$54,650.00	\$75,102.80	\$664,967.30	\$3,684,000.00	620
Kirkwood	\$2,630,000.00	\$512,850.00	\$26,300.00	\$65,689.00	\$142,128.45	\$1,917,100.00	666
Kirkwood	\$16,245,000.00	\$3,167,775.00	\$162,450.00	\$287,945.10	\$877,352.90	\$12,002,525.00	240
Des Moines Area	\$7,500,000.00	\$1,462,500.00	\$75,000.00	\$147,662.00	\$157,043.15	\$5,741,368.00	600
Iowa Western	\$4,175,000.00	\$814,125.00	\$41,750.00	\$62,744.50	\$440,343.00	\$2,816,037.50	690
Indian Hills	\$795,000.00	\$155,025.00	\$7,950.00	\$17,981.78	\$81,790.72	\$528,277.50	87
Southeastern	\$1,495,000.00	\$291,525.00	\$14,950.00	\$30,813.15	\$201,762.35	\$1,003,145.00	108
<b>Total</b>	<b>\$13,965,000.00</b>	<b>\$2,723,175.00</b>	<b>\$139,650.00</b>	<b>\$259,201.43</b>	<b>\$880,939.22</b>	<b>\$10,088,828.00</b>	<b>1,485</b>

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

**TABLE 6-2: 260E OPEN TRAINING AGREEMENTS: EXPANSIONS AND STARTUPS: FY21**

College	Open Agreements	Businesses	Training Fund Amount (\$)	Certificate Amount (\$)	Expansions	Startups	New Jobs Pledged
Des Moines Area	200	136	\$66,655,000.00	\$51,825,799.00	183	17	7,656
Eastern Iowa	87	66	\$48,820,000.00	\$32,963,000.00	77	10	5,656
Hawkeye	52	37	\$29,705,000.00	\$20,212,662.10	46	6	2,955
Indian Hills	20	18	\$8,255,000.00	\$5,522,477.50	12	8	851
Iowa Central	14	11	\$14,090,000.00	\$9,748,241.69	14	0	1,833
Iowa Lakes	53	27	\$12,815,000.00	\$8,655,159.31	48	5	1,606
Iowa Valley	10	10	\$10,820,000.00	\$7,299,680.00	10	0	1,845
Iowa Western	16	13	\$7,057,000.00	\$4,851,277.51	12	4	1,079
Kirkwood	154	89	\$55,430,000.00	\$40,947,650.88	144	10	6,173
North Iowa Area	26	19	\$9,685,000.00	\$6,472,651.29	21	5	1,150
Northeast Iowa	78	53	\$31,070,048.74	\$21,252,910.93	66	12	3,485
Northwest Iowa	26	21	\$8,210,000.00	\$5,517,321.00	23	3	853
Southeastern Iowa	14	12	\$11,833,390.30	\$8,009,561.00	12	2	1,038
Southwestern	3	3	\$1,180,000.00	\$787,060.00	2	1	129
Western Iowa Tech	45	29	\$31,945,000.00	\$21,713,831.00	37	8	4,295
<b>Total</b>	<b>798</b>	<b>544</b>	<b>\$347,570,439.04</b>	<b>\$245,779,283.21</b>	<b>707</b>	<b>91</b>	<b>40,604</b>



## Iowa Apprenticeship Training Program (15B)

The purpose of Act 15B is to increase the number of skilled Registered Apprentices in Iowa by assisting eligible apprenticeship programs through training grants. Beginning in FY21, IEDA transferred the administration of the act over to IWD 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 FY21, a total of \$2.94 million was allocated to 75 eligible sponsors and lead sponsors representing 6,109 apprentices. Combined, participants in these programs received 2,509,427 contact hours of training (Table 6-4). Grant recipients included employers from small businesses to the largest

Registered Apprenticeship programs in the state. The traditional occupations represented in the program include plumbers, pipefitters, electricians, cement masons, plasterers and painters, sheet metal workers, machinists, welders and fabricators; however, there are also emerging occupations in health care, culinary arts, winemaking, brewing and information technology that have benefited from this program in FY21.

## Iowa Apprenticeship Training Program (15C)

In 2018, \$1 million became available to support the growth of Registered Apprenticeship programs in high-demand occupations. Competitive grants are available annually for Registered Apprenticeship programs that create a new program with an eligible high-demand occupation or add an eligible high-demand occupation to their existing program. This fund is open to any employer who would like to start or expand a Registered Apprenticeship. Community colleges are often selected as the required training provider, therefore this program is included in this year’s report. There were 50 awards granted totalling \$1,204,299 in partnership with 45 participating businesses (Table 6-4).

TABLE 6-3: 260F INDIVIDUAL BUSINESS AWARDS: FY21

College	Total Awards	Employees to Be Trained (Anticipated)	Employees Completing Training	Training Funds Awarded (\$)
Northeast Iowa	23	444	421	\$147,905.00
North Iowa Area	10	107	69	\$145,037.00
Iowa Lakes	3	258	0	\$149,119.00
Northwest Iowa	3	66	41	\$69,894.00
Iowa Central	10	254	0	\$203,905.00
Iowa Valley	8	266	8	\$132,860.00
Hawkeye	12	525	0	\$209,961.00
Eastern Iowa	18	655	492	\$286,902.00
Kirkwood	81	928	781	\$508,199.00
Des Moines Area	21	481	91	\$475,695.00
Western Iowa Tech	9	302	0	\$195,922.00
Iowa Western	6	312	297	\$181,066.00
Southwestern	2	9	0	\$75,046.00
Indian Hills	12	131	17	\$225,891.00
Southeastern Iowa	11	181	22	\$148,729.00
<b>Total</b>	<b>229</b>	<b>4,919</b>	<b>2,239</b>	<b>\$3,156,131.00</b>



TABLE 6-4: 15B & 15C AWARDS: FY21

15B	Year	Grant Recipients	Contact Hours	Registered Apprentices	Funds Awarded
	2021	75	2,509,427	6,109	\$2,940,000.00
15C	Year	Grants Awarded	Businesses Participating	Funds Awarded	
	2021	50	45	\$1,204,299.00	

## SECTOR PARTNERSHIPS

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

The federal Workforce Innovation and Opportunity Act (WIOA), passed in 2014, requires states to strategically align workforce development services, which includes state support of regional sector partnerships. With numerous sector partnerships in existence prior to the enactment of WIOA, and strong local and state support (via an allocation from the Iowa Legislature through the Pathways for Academic Career and Employment program), Iowa is positioned to achieve additional sector partnership expansion, while still supporting the growth and success of existing programs. Beginning in FY23, this sector partnership funding and related technical assistance will be overseen by Iowa Workforce Development (IWD).

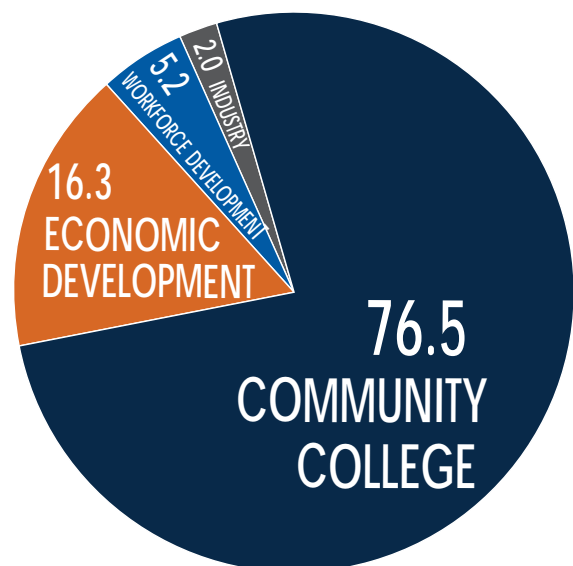
Even though the COVID-19 pandemic had a large negative impact on employer participation and capacity to meet consistently, there are more than 50 such partnerships throughout Iowa in varying stages of maturity across a multitude of industry sectors, with all of Iowa’s 99 counties, and many from neighboring states, supported at least partially by these grass-roots initiatives. Most sector partnerships in Iowa were established in 2015 or later. Over three-quarters 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 6-5). While this is a promising statistic, the

Department set a goal of all of Iowa’s community colleges actively convening and overseeing at least one sector partnership by the end of AY22. Progress was being made towards this goal through new targeted start-up funds and a series of virtual training webinars before the work was transitioned to IWD in September 2022.

The top industries of focus for sector partnerships in Iowa are currently advanced manufacturing, followed by information technology and health science (Figure 6-6). 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

FIGURE 6-5 : SECTOR PARTNERSHIP CONVENERS BY PARTNER TYPE (%)





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).

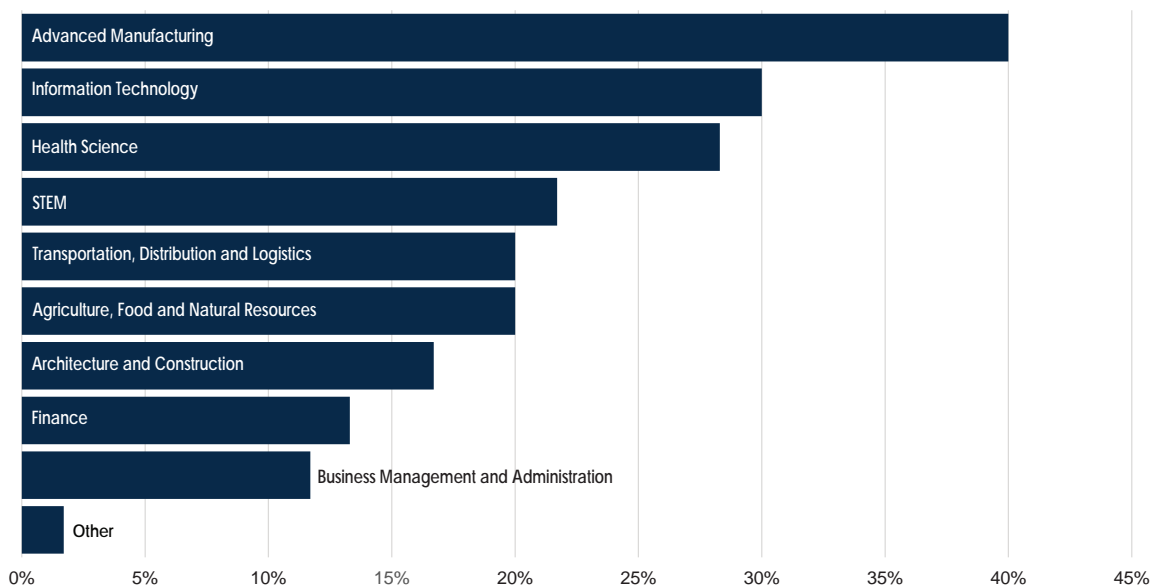
To ensure sector partnerships around the state can leverage collective knowledge and share best practices with one another, the Iowa Sector Connect Community of Practice was developed to provide a forum for sector partnership facilitators and leaders from across the state. Bimonthly conference calls 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.

## 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 AY21-22, 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 hospitality and tourism 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 eight other industries, such as the building trades, information technology, advanced manufacturing and health science.

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

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



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 AY22-23 will focus on the evolving education, government and public services field, while also revisiting previous industry projects for a minor



Agriculture training field for students at Iowa Central Community College

## Career Pathway Resources

### Hospitality & Tourism - July 2022

#### Project Partners

Iowa Restaurant Association Education Foundation, Iowa Hotel and Lodging Association, Iowa Gaming Association, Iowa Travel Industry Partners, Iowa Wholesale Beer Distributors Association, Iowa Tourism Office and Iowa Association of Career and Technical Education

#### Public Interactions

Five virtual focus groups and two online surveys

#### Total Participants

217

#### Total Careers Highlighted

93



## COMMUNITY SUPPORT AND COLLABORATION

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

During AY21-22, they brought wellness to their communities, hosted community and family support programs, partnered with area businesses, provided services and support to help Iowa meet its skilled workforce goals and taught skills to support community improvement. 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 Partnership Expands Childcare Accessibility

Many individuals in local communities have the desire to advance their skills and education, yet have barriers to training and full-time employment, such as childcare and transportation. A partnership between Northeast Iowa Community College and Steeple Square is expanding affordable childcare options and helping students in short-term training programs earn their credential. Steeple Square is a nonprofit organization that works toward restoring economic prosperity, environmental integrity and social and cultural vibrancy to the Dubuque community.

This past year, Steeple Square established a daycare center at its urban campus in Dubuque. The center offers affordable and accessible childcare services for community members. Many NICC students enrolled in short-term certificate programs, such as Customer Service, Culinary Foundations, Building Construction or Child Care Level 1 and 2, and enrolled their children at the center to receive care and supervision while they attended classes. Students are also

paid a stipend during their training and, after completing their certificate, may receive up to one year of lower-cost child care as they begin their careers.



### NIACC Partners with Smithfield Foods for New Apprenticeship Program

North Iowa Area Community College (NIACC) and Smithfield Foods, Inc. have partnered to offer a new maintenance technician apprenticeship program in the Mason City area. The program provides hands-on engineering and mechanical training to Smithfield employees at the company's Mason City facility as they work toward an Industrial Maintenance & Mechanics (IMM) associate of science degree from NIACC.

Smithfield's maintenance technician apprenticeship programs across the U.S. entail approximately three years of classroom learning and an additional year of hands-on training with experienced technicians at local Smithfield facilities. Student apprentices receive free college tuition, an associate degree, federal journeyman's certifications and full-time salary and benefits as they progress through the program.

"We're excited to partner with NIACC and continue our

work to develop the next generation of manufacturing professionals in Mason City," said Clarence Scott, Talent Acquisition Specialist for Maintenance & Engineering for Smithfield Foods. "It's our pleasure to welcome these new apprentices to their careers at Smithfield."

The Smithfield logo is displayed in a large, bold, black serif font. Below it, the tagline "Good food. Responsibly." is written in a smaller, orange, cursive-style font. The entire logo and tagline are set against a white background within a rectangular frame.





### ILCC Conservation Club Partners with Iowa DNR

Iowa Lakes Community College's Conservation Club partnered with the Iowa Department of Natural Resources (DNR) to help recapture walleyes to restock local lakes for the fall. During the process, students learned firsthand that life working outdoors entails being exposed to the elements.

Every year, Iowa DNR employees, including Mike Hawkins, an Iowa DNR Fisheries Management Biologist, and Kim Hawkins, the hatchery manager of the Spirit Lake Fish Hatchery, complete surveys on local lakes. The surveys measure fish population information to determine how many fish each lake will need to have stocked, including bluegills, largemouth bass, northern pike, muskies and walleyes.

The Spirit Lake Fish Hatchery hatches walleyes, northern pike and muskies for stocking. Employees place the hatched fish in Welch Lake and feed them fathead minnows throughout the summer to increase their growth. The accelerated growth helps increase the fish's survival rates when they are collected and stocked into a receiving lake.

When Kim Hawkins mentioned that they were shorthanded for the fall and might need help checking fyke nets to collect

walleyes for fall stocking prescriptions, Iowa Lakes students in the Conservation Club were ready to jump in and help.

The students spent a morning living the life of a professional fisheries person, including dealing with the bad weather. They came out with hands-on experience and an unforgettable memory.



### NCC Health Sciences Hosts Scrubs Camp for Middle and High School Students

Last summer, Northwest Iowa Community College's Health Science programs hosted over 60 area middle school and high school students for "Scrubs Camp" to explore the career fields of EMS, Nursing, CNA, Radiologic Technology, Pharmacy Technology, Medical Lab Technology, Surgical Technician, Health Information Technology and Medical Coding.

The day consisted of eight mini-sessions in which program instructors explained their respective career field and NCC's program. Each session also included a hands-on activity where students could "scrub up" with professionals from each of the healthcare careers.

The students then watched an emergency care live action simulation performed by NCC healthcare instructors, alongside the Sheldon Community Ambulance Team (SCAT), in which all of the healthcare programs worked together for a common goal of saving the patient—just like in a real emergency situation.

Samantha Berends, an incoming sophomore at Hartley-Melvin-Sanborn (HMS) High School, said, "I have received a lot of great information. I am here for the career exploration. I am interested in nursing and wanted to see what it was all about. I was also able to learn about so many other career opportunities today as well. This was very beneficial."

As the day ended, Kevin Miller, NCC Emergency Services Education Coordinator said, "Healthcare is more than just one individual doing a single task; it is a combination of many people working together for a common goal. It is important for students to understand that every career in healthcare has a vital role in patient outcomes and the management of the healthcare system as a whole."





## ICCC Dental Hygiene Students Volunteer at Iowa Mission of Mercy

Iowa Central Dental Hygiene students volunteered their time and services when they traveled to Des Moines to participate in the Iowa Mission of Mercy (IMOM) free dental clinic.

Held in the Varied Industries Building at the Iowa State Fairgrounds, the two-day IMOM event offered cleanings, fillings, x-rays, endodontic, periodontic and pediatric dentistry services and minor oral surgery procedures at no cost to patients on a first come, first serve basis.

Dental hygiene students spent part of their day-long experience assisting with x-rays. They gained experience working with equipment, such as a portable, handheld NOMAD x-ray device, that is not offered at their hygiene clinic. Students also worked in triage where they evaluated individual cases with other hygienists and dentists to determine the urgency of each patient's case, completed routine cleanings and assisted chairside with restorative dentistry, anesthesia and extractions.

The students said the event challenged them as future hygienists by seeing more severe dental cases than they would normally see in their campus clinic.

"They saw a lot of challenging cases with severe decay," said Renee Piper, Dental Hygiene program coordinator.

The event was also an opportunity for students to meet with other hygiene students, registered dental hygienists and dentists.

"It's a great networking opportunity," said Piper. "They make a lot of contacts with dental professionals from all over the state."



## IVCCD Launches Esports Academic and Athletic Programs

One of the fastest-growing sports isn't played in a gym or on a field, but rather on a gaming console or PC. Esports is taking over the athletic arena and is now an academic program available from Marshalltown Community College.

Robin Lilienthal, Provost; Vincent Boyd, Dean of Academic Affairs; and Andrew Goforth, Esports Coach talked about the team, the academic program and the growing industry—a field that has more than doubled since 2019.

"We know that these jobs have not only remote work environments for students who want to stay local but also transferable skills that can be applied to other industries," Lilienthal said. "This is an exciting new venture for Marshalltown Community College." The associate degree management program will require 64 credit hours, while the diploma program will require 33 hours. "The thing that makes this really personal to me is what this degree program will allow is kids that were like me—kids that may not have been fast enough to play basketball or big enough to play football—they have a chance to be part of an athletic environment, a team environment and get legitimized coaching credentials so when they go on the job market as a

teacher, a secretary or an IT professional, possibly at a school or a private Esports organization, they will have an official credential that legitimizes their knowledge in Esports," Goforth said. "And right now I think that's a big deal."



## HCC Builds a Stable, Skilled Workforce Through the PEER Program

At Hawkeye Community College, the Pathways to Education and Employment for Reentry (PEER) program provides education and career services to individuals with a criminal record in the First Judicial District. The goal of PEER is to reduce recidivism, while also expanding the skilled workforce.

“One of the biggest factors in reducing recidivism and future involvement in the criminal justice system is employment,” said Ken Kolthoff, director of the First Judicial District, which serves 11 counties in northeast Iowa. “This is truly an opportunity for people to gain skills and knowledge to not just get a job, but a meaningful career to sustain themselves and their families.”

Iowa’s community colleges have worked with the prison system for years to provide education and training. What makes PEER unique is a broader focus on community-based facilities like the Women’s Center for Change and the Waterloo Residential Facility, in addition to Black Hawk County Jail.

Grove first learned about PEER while a resident at the Junkman/Knobel Center. After years of alcohol abuse, Grove moved into the sober house to begin recovery in spring 2021. Soon after, he was visited by Belle Fleischhacker, PEER program coordinator, who gave a presentation to the residents about the resources available to them.

Grove enrolled in a program teaching advanced manufacturing skills. Within two weeks of completing the career training in December 2021, he had two job offers.

“If you have training and a job you feel good about, that carries you a long way toward having no further involvement with our system,” Kolthoff said. “It’s life-changing.”



## EICC Adds Online American Sign Language Program

The need for licensed American Sign Language (ASL) interpreters is at an all-time high. Over the next decade, employment is projected to rise 24.0 percent with more than 10,400 job openings each year. Eastern Iowa Community Colleges (EICC) continues to be the solution as the only community college in Iowa to offer both a Deaf Studies Certificate and an Associate in Applied Science, ASL – English Interpreting Degree.

EICC’s trailblazing program has expanded to offer both an on-campus program, as well as an online program. The new online modality provides greater flexibility for working professionals and non-residents, as students can work toward their degree from anywhere, at any time of day, and both awards are eligible for the Iowa Last Dollar Scholarship. Students learn ASL and gain a strong foundation in English lexicon and syntax, interpreting and transliterating messages, Deaf culture and professional ethical standards through lecture, coursework and instructional video content. Understanding that face-to-face interaction is a critical component of the language, all online students are required to come to campus for in-person workshops, totaling two days each semester.

“The expansion to online courses for interpreting students allows for the inclusion of a more diverse student population,”

said Diane Roebuck, ASL – English Interpreting Program Director.

“With lots of hard work, these students will be able to complete the program courses and help alleviate the strains of the interpreting shortage across the state. With interpreting services more available, the deaf and hearing members of our community will have greater access to communication.”





## KCC Opens New Student Center Thanks to Bond Measure

Kirkwood Community College has opened a brand new, state-of-the-art student center that has transformed the student experience at the institution.

Located in Iowa Hall on the college's main campus in Cedar Rapids, the opening of the new student center followed a two-year renovation project financed with a portion of funds generated by a voter-approved \$60 million bond measure which passed in 2017. The cost of the renovation was more than \$34 million and was one of a handful of projects financed by the bond issue.

Originally dedicated in 1975, the building now has 110,000 square feet of space and includes modern amenities and resources for students. The center brings multiple college services under one roof that were previously spread throughout campus including Admissions, Student Life, Counseling, Career Services and the Global Learning department. In addition, the building also features spaces designed to enhance the student experience and encourage a robust campus community such as study and leisure areas, an expanded café, a new coffee bar, a campus store and spaces designated to cater to the college's diverse student body.

The design of the building took careful planning that involved

many different stakeholders including college leaders, faculty, staff and most importantly students. The goal was to have a space that would improve the student experience by engaging students more fully in college life programs, academic support and student services. By doing this, the aim was to increase retention, degree completion and transfer rates of everyone looking to get an education at Kirkwood.



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## DMACC Collaborates With Industry to Create Electric Utility Technology Program

DMACC's many successes involve partnerships with business, communities and the public sector. A new collaboration with Iowa's major utilities and an east-coast, high-tech company highlights DMACC's latest initiative – Electric Utility Technology Program. It includes a one-year diploma program or a two-year Associates Degree with Management and Leadership Certificates.

DMACC's Electric Utility Technology Program was designed with support from MidAmerican Energy, Alliant Energy and the Iowa Association of Municipal Utilities (IAMU). The program focuses on installing and maintaining electric transmission systems across Iowa. It was created in response to a growing shortage of power line mechanics.

As an added benefit, MidAmerican Energy connected DMACC to Index AR Solutions, a leading creator of digital workforce training based in Williamsburg, Virginia. The company has created a new immersive, multimodal digital curriculum for classroom instruction. It includes interactive Index eBooks and tablets that use augmented reality (AR), three dimensional models and animations to teach students common tasks, such as how to trouble-shoot an electric transformer.

DMACC is the first college in the nation to implement an intensive AR experience for a utility program. The DMACC students will graduate and enter the workforce next fall.



Photo credit: Amina Miraj Ali



## WITCC Expands Mental Health Services for the Campus Community

Stressors associated with the pandemic brought student and employee well-being to the forefront. In response, WITCC committed significant resources to support mental health services and ensure all students and employees had free and easy access. WITCC added additional counselors to its wellness team and contracted with community providers in Denison and Cherokee. The college's licensed professionals specialize in anxiety, depression, academic learning challenges, familial dynamics, body image, LGBTQ+ identity needs and relationship issues.

The wellness team encouraged connectivity across campus by developing creative and approachable events that focus on self care and producing a podcast series called AWE, which stands for authenticity, well-being and empowerment. The series discussed various topics related to wellness and encouraged listeners to set goals for their own health journey. Counselors hosted Coffee and Connection sessions where they could casually connect with students over coffee and hot chocolate. They also encouraged students and employees to create community and move together in Mindful in Motions meetings. These events emphasized how physical activity plays an important role in achieving overall wellness.

WITCC aims to support student emotional and psychological health by connecting students to mental health services and fostering a strong sense of belonging. Creating a healthier community to learn and work in will further help students achieve the career and life they desire.



## IWCC Open Missouri Valley Career Academy

Iowa Western Community College's dream to open a career academy in Missouri Valley became reality with a large donation from two long-time community leaders. Larry and Bunny Buss announced a \$300,000 donation to Iowa Western to help establish an academy in their hometown.

Dr. Dan Kinney, president of Iowa Western, announced that the new facility will be called "The Larry and Bunny Buss Regional Center."

"The generosity of Larry and Bunny Buss will enable the college to offer quality programs for students across the region," Dr. Kinney said. "This facility will be a game changer for students that want to pursue careers and remain in our local communities."

The Buss donation was a key factor in the college applying for and receiving state funding to establish a new academy, Dr. Kinney said. The college received \$1 million from the Career Academy Incentive Fund, which was created through the reauthorization of the Secure an Advanced Vision for Education (SAVE) fund in 2019. It provided 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.

Iowa Western intends to focus on agriculture, construction, electrical and welding when it opens the door to the new regional

center. High school leaders from Missouri Valley, Tri Center, Logan-Magnolia and West Harrison/West Monona will benefit from the establishment of the new academy.





## SWCC Student Athletes Build Relationships with Local Elementary Students Through PenPal Program

During the 2021-22 academic year, the Southwestern Community College Athletic Department began working with Creston Elementary School to implement the Spartan PenPal Program, a letter writing collaboration between Southwestern student-athletes and Creston Elementary School's fifth-grade students. The program has been a huge success with many heartwarming relationships being formed.

The students were paired and began writing to each other in October 2021, writing back and forth throughout the winter months. During the spring 2022 semester, the fifth graders were invited to attend a men's and women's basketball double-header where they formed tunnels for the Spartan starting line-ups. The two groups wrapped up the year by having recess together at Creston Elementary School in April 2022.

Because of the success of the program, the Spartan PenPal Program will be starting its second year during the fall of 2022.



## IHCC Construction Technology Program Grows Through Passion and Local Service

Over the past seven years, Indian Hills Community College has made strategic changes to the Construction Technology Program to grow enrollment, expand locations and build more homes to meet housing needs in the region. In 2016, the Construction Technology program was on the college's watch list with only nine students. However, a new program director with a renewed passion for the trade has grown the program to 116 students in the Fall 2022 term. Of those 116 students, 19 are traditional students enrolled in the college program at the Centerville and Ottumwa Campuses while 97 students are enrolled concurrently in the Construction Technology Academies throughout the Indian Hills region.

The Construction Technology Program, under the direction of Program Director, Jon Dorman, has not only worked to provide students with skills necessary to enter the workforce, but has also met housing needs. With the help of local development groups, including Chariton Valley Regional Housing Trust Fund, Lucas County Development Corporation and the Legacy Foundation, the Indian Hills Construction Technology Programs will build five new construction homes—two homes in both Centerville and Ottumwa and one home in Chariton. Centerville City Administrator, Jason Fraser, noted, “The Construction

Technology Program has brought tangible economic growth to Centerville. This partnership has increased the city's valuation by more than \$1 million. We have torn down dilapidated structures and built new homes each year.”

Students in the Construction Technology Program are involved in every aspect of the building process. They help design the plans, hang drywall, install light fixtures, pick out finishes and maintain a budget.



### SCC Partnership Supports Healthcare and Industry Needs

When SCC President Dr. Michael Ash and Southeast Iowa Regional Medical Center President & CEO Matt Wenzel announced their multi-million-dollar partnership in April, they put in motion an ambitious plan.

The partnership focuses on expanding SCC's nursing program to help meet the critical need for nurses. The Great River Health Foundation has pledged up to \$10 million over five years to increase the capacity for SCC to serve more nursing students at its campuses in West Burlington and Keokuk.

Key initiatives include providing stronger support services to help nursing students succeed, adding faculty and staff to increase nursing program capacity, developing expanded nursing-prep programming for high school students, enhancing recruitment resources and providing local employment opportunities for program graduates.

The lion's share of the dollars will go toward hiring faculty and nursing-related professional staff to enable SCC to eventually double its capacity by 2025-2026.

One highly anticipated part of the partnership agreement is the Great River Health Foundation's direct payment grants to students in each program. Iowa residents studying PN can receive up to \$2,500; for non-residents, that amount is \$3,000. Iowa residents earning their ADN can receive up to \$4,000;

non-residents may receive \$6,000.

The difference in grant amounts is designed to support non-resident students who are ineligible for monies available only to Iowans such as the Last-Dollar Scholarship.

Grant awards are divided evenly between fall and spring semesters each year. Students must pass certain courses and maintain satisfactory academic progress through the first eight weeks of the semester.







Students at Kirkwood Community College



Students at Western Iowa Tech Community College



Student at Southeastern Community College



Employees at Northwest Iowa Community College, finalists for the Aspen Prize in community college excellence



# 7

## Systems and Infrastructure

Human Resources and Finances

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

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

### HUMAN RESOURCES

During AY21-22, Iowa community colleges employed 11,983 people in administrative, instructional, professional, secretarial/clerical and service positions.

» In AY21-22, the largest group of community college employees were instructional staff, followed by professional, secretarial and clerical, service and administrative.

A total of 13,626 positions were reported as full-time, part-time, temporary and adjunct positions during AY21-22. The number of positions reported is greater than the number of employees because

### COMMUNITY COLLEGE EMPLOYEES

NUMBER OF EMPLOYEES

11,983

DOWN 2.1% SINCE AY20-21

INCREASE IN EMPLOYEES

↑ 4.9%

UP SINCE AY20-21

INSTRUCTIONAL POSITIONS

5,898

INSTRUCTORS, AS A PERCENT OF ALL POSITIONS

43.8%

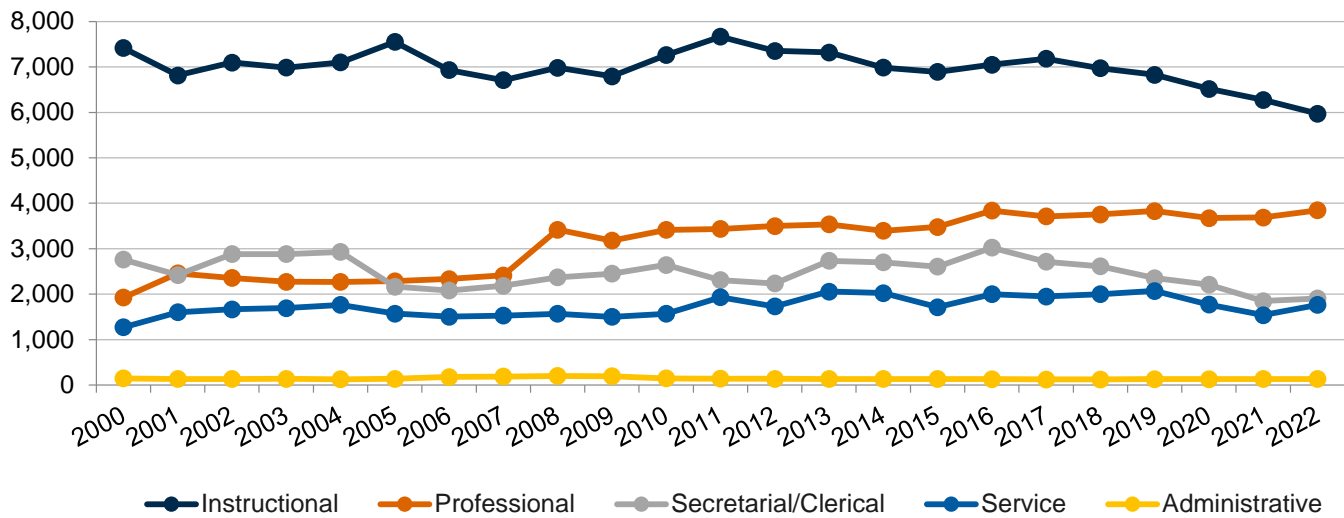
DOWN 2.8% SINCE AY20-21

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 increased by 4.9 percent from AY20-21, 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 AY21-22 continued to be instructional (43.8 percent), followed by professional (28.2 percent),



FIGURE 7-1: IOWA COMMUNITY COLLEGE EMPLOYEES BY POSITION TYPE: 2000 - 2022



secretarial and clerical (14.0 percent), service (13.0 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 AY21-22 temporary and seasonal staff constituted 11.6 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 18.0 percent average growth between 2004 and 2011, when it reached a total of 244. This number dropped to 234 in 2012, and to 204 in 2013, before increasing to a record-high 271 full-time instructors and administrators with doctoral degrees in AY20-21. This record remains unchanged in AY21-22. The percentage of those



Vocal music students at North Iowa Area Community College

## COMMUNITY COLLEGE EMPLOYEES

RACE/ETHNICITY OF EMPLOYEES

**88.1% WHITE**

GENDER OF EMPLOYEES

**59.5% FEMALE**

MEAN AGE OF EMPLOYEES

**43.6 YEARS**

EDUCATION OF INSTRUCTORS & ADMINISTRATORS

**63.9%**

FULL-TIME WITH MASTER'S DEGREE OR HIGHER



FIGURE 7-2: EMPLOYMENT BY TYPE: 2000 - 2022

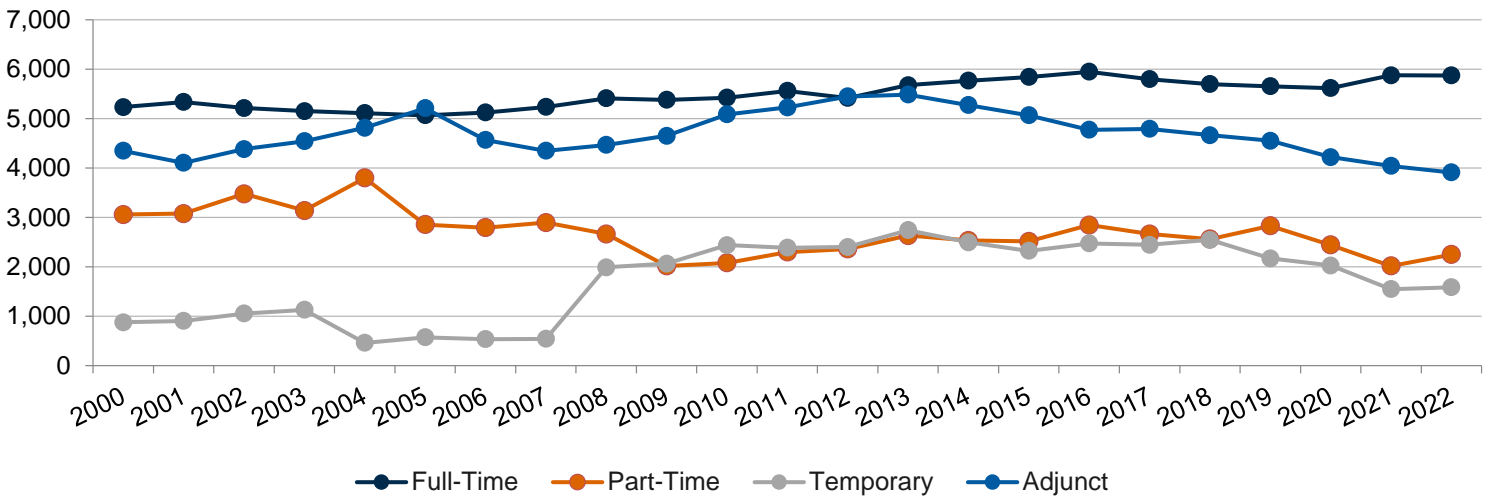
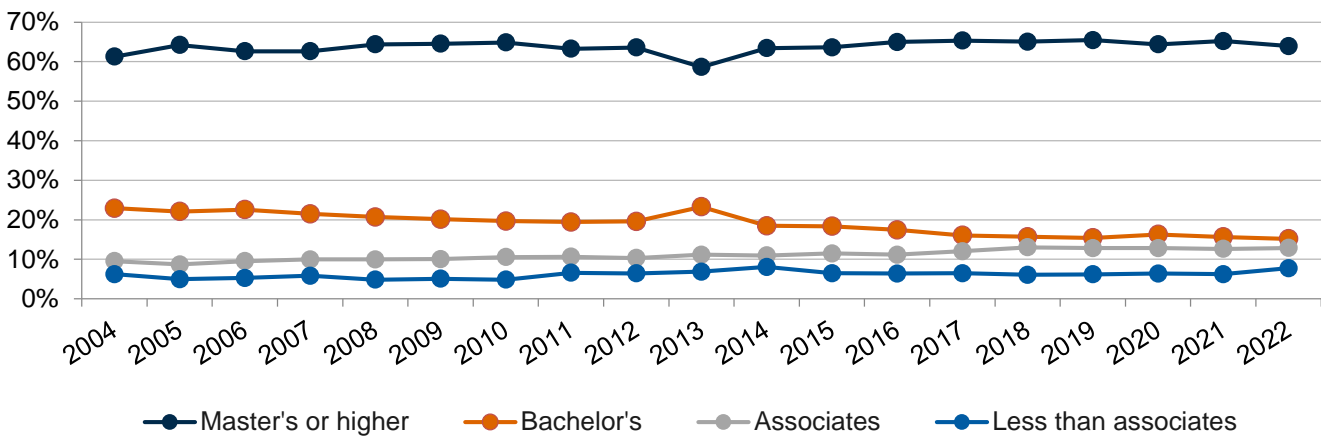


FIGURE 7-3: INSTRUCTORS' AND ADMINISTRATORS' DEGREES: 2004 - 2022



full-time 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 AY21-22, it decreased to 63.9 percent. The record low occurred in 2013 when the percentage dropped to 58.6 (Figure 7-3).

The percentage of instructors and administrators with only a bachelor's degree remained steady between 2008 and 2012 (19.9 percent on average), increased to a record high of 23.3 percent in 2013, and dropped to 15.2 percent in AY21-22. The percentage of associate degree holders has remained stable for the past 12 years, reaching a record high of

» Iowa community colleges had a record high number of full-time administrators and instructors with doctoral degrees (271) and 63.9 percent of full-time administrators and instructors with master's degrees or higher in AY21-22.



FIGURE 7-4: PERCENT OF RACIAL MINORITIES AMONG EMPLOYEES: 2000 - 2022

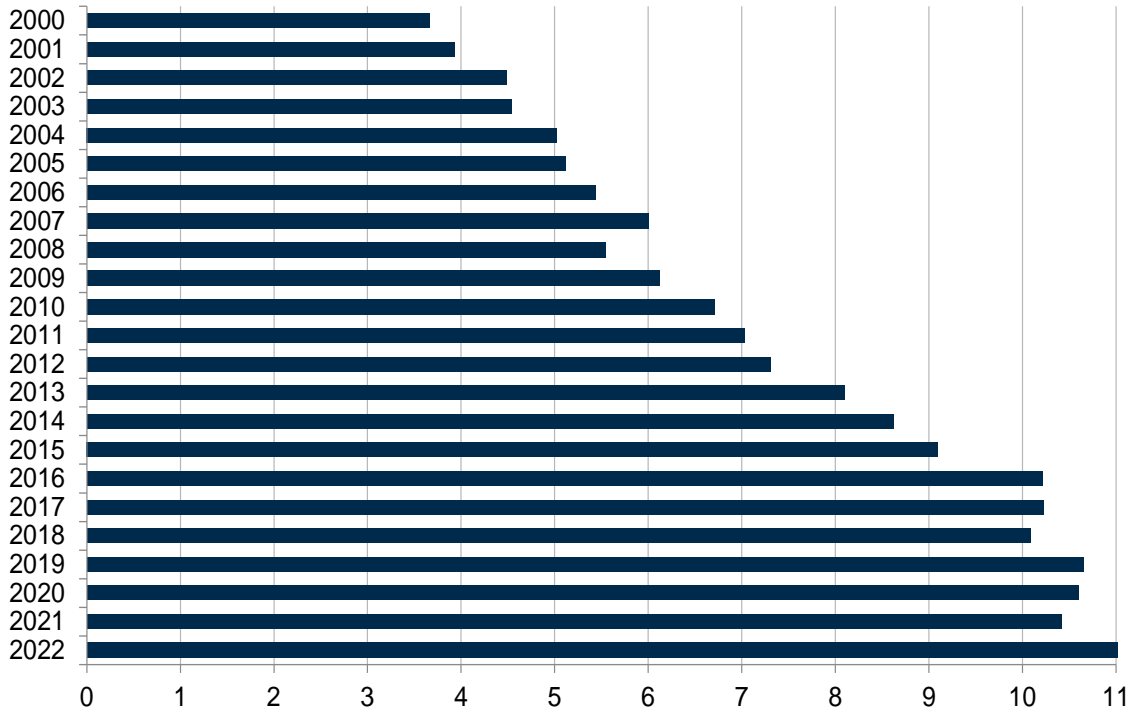
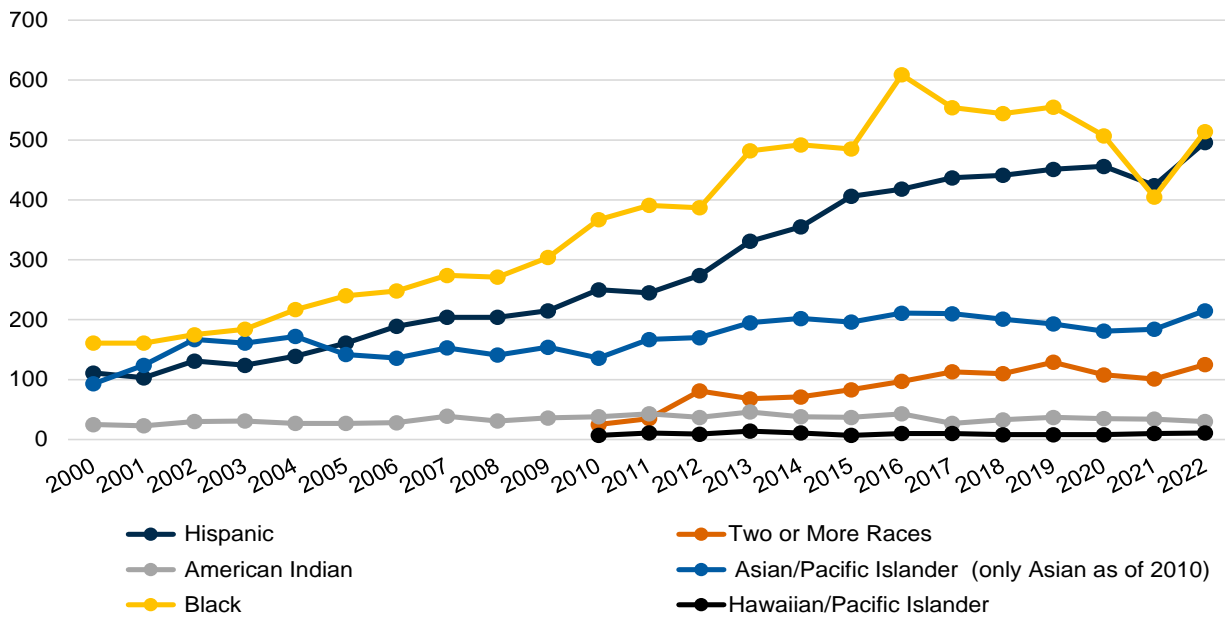


FIGURE 7-5: DISTRIBUTION OF RACIAL/ETHNIC MINORITIES AMONG EMPLOYEES: 2000 - 2022



13.0 percent in AY17-18, before decreasing slightly to 12.9 percent in AY21-22 (Figure 7-3).

Racial/ethnic minorities comprised record high 11.9 percent of all employees in AY21-22, which is 1.2 percent higher than AY18-19 previous record high of 10.7 percent. The 21-year trend from 2000 to 2022 depicts a steady increase in the number of racial/ethnic minorities among Iowa community college employees. The average annual growth between 2000 and AY21-22 was 5.5 percent (Figure 7-4).

The distribution of employees within racial/ethnic minorities among employees has fluctuated over the past 22 years. The percentage of American Indian employees ranged between 6.4 percent in 2000 and a record low of 2.0 percent in AY16-17, before rising to 2.9 percent in AY20-21. In AY21-22 it dropped back to 2.2 percent. Asian employees have also experienced fluctuations since 2000, decreasing to record low 14.0 percent during AY19-20. In AY21-22 they decreased from last year's 15.9 percent to 15.5 percent of all employees. The percentage of black employees has been consistently high among all minority employees, fluctuating between 39.1 and 44.6 percent. In AY21-22, black employees comprised 37.0 percent of all minority employees, while the percentage of Hispanic employees decreased to 35.7 percent from a record high 36.6 percent in AY20-21, returning this category of racial/ethnic minorities to the second largest among other racial minorities. Hawaiian or other



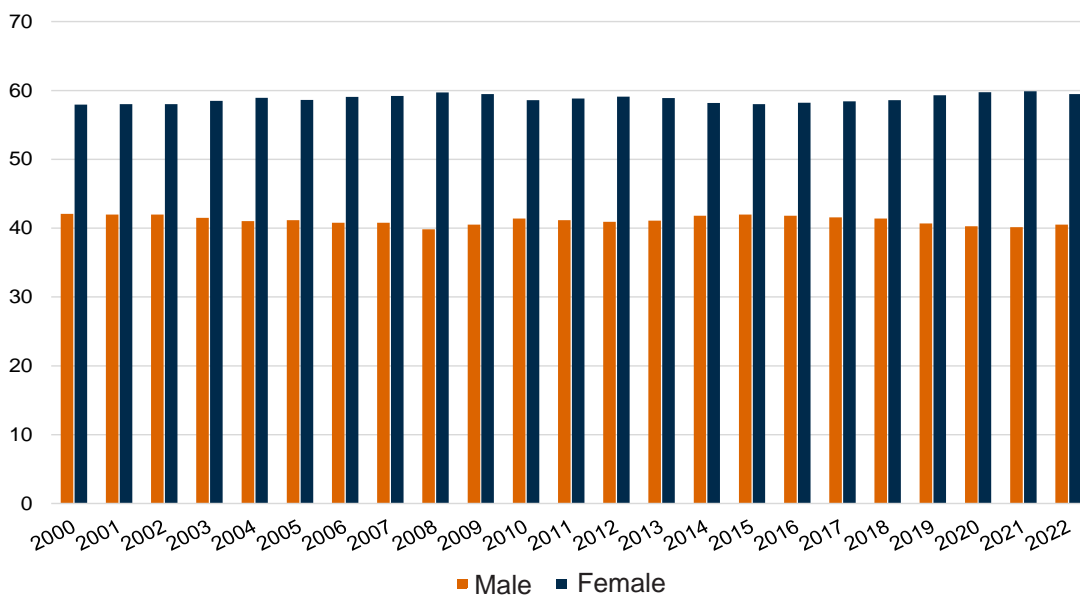
Students and instructors at Southwestern Community

» In AY21-22, community college employees who are black increased to a record high 36.6 percent.

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 in AY18-19. In AY21-22 they comprised 9.0 percent of all minorities (Figure 7-5).

The gender composition of Iowa community college employees has remained stable since 2000. Female employees comprised 59.5 percent of all

FIGURE 7-6: GENDER DISTRIBUTION OF EMPLOYEES: 2000 - 2022





employees through AY21-22, 0.4 percent down from AY20-21. (Figure 7-6).

In AY21-22, the age distribution of Iowa community college employees presented a wide range, from teens to employees in their eighties. The largest group of employees (287) was 51 in AY21-22. There were 16 groups (out of 76) with over 250 employees in each (Figure 7-7). In AY21-22, the average age of community college employees was 43.6 years old, while the median age remained 44.

The largest group of community college administrators was between 51 and 63 years old in AY21-22, comprising 59.9 percent of all administrators. The average age of administrators was 52.9 years old and the median age dropped from 54 in AY20-21 to 53 years of age (Figure 7-9). The

data suggest a trend toward younger administrators, down slightly from 53.1 in AY19-20.

Iowa community college full-time instructional staff was comprised of specialists between 21 and 73 years old, with the mode remaining dropping to 48 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 47.8 in AY21-22. The median age decreased to 48 in AY21-22, supporting the notion of reduction 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: AY21-22

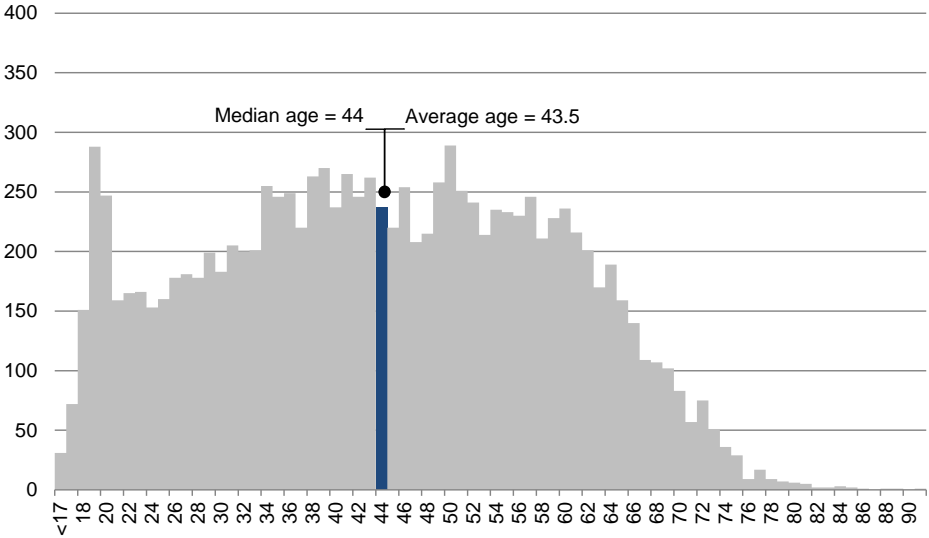


FIGURE 7-8: AVERAGE AND MEDIAN AGE OF FULL-TIME INSTRUCTORS: 2005 - 2022

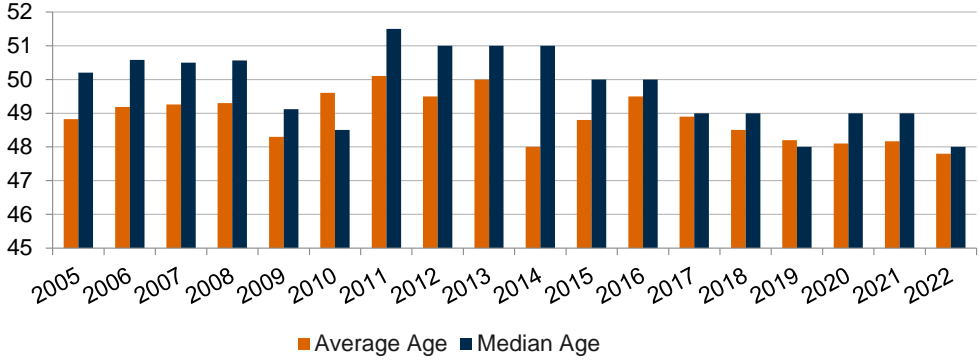
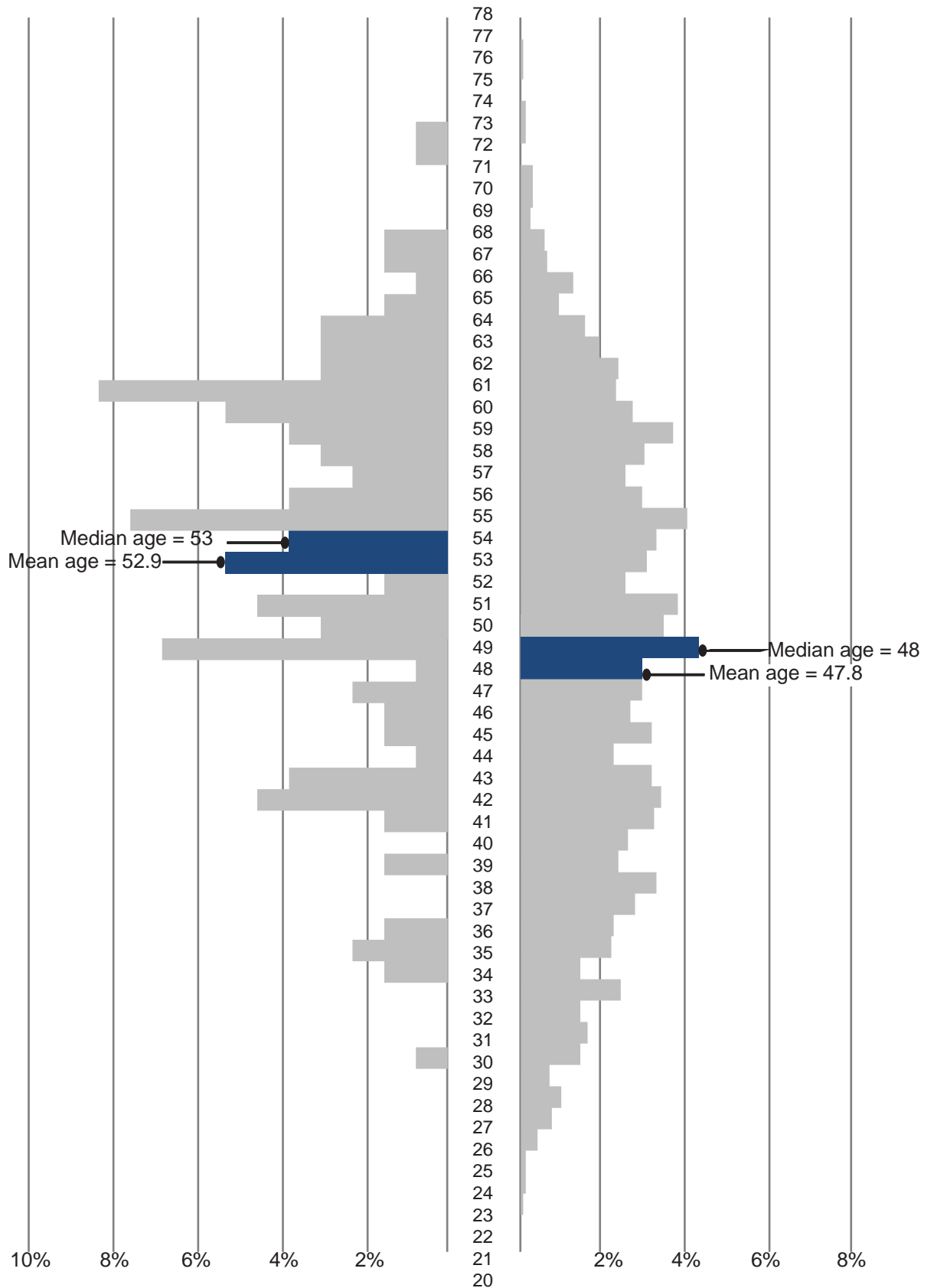


FIGURE 7-9: DISTRIBUTION OF ADMINISTRATORS (LEFT) AND INSTRUCTORS (RIGHT) BY AGE: AY21-22



## Instructional Staff Salaries

Average salaries for full-time instructional staff, which include salaries for all contract lengths, have increased an average of 2.2 percent annually since 2001 (Figure 7-10). The average base salary for a nine-month contract for full-time instructional employees decreased by 8.0 percent, from \$67,713 in AY20-21 to \$62,281 in AY21-22.

In addition to the MIS, there are a number of other state and federal reports that publish faculty salaries. Variances among those reports are due to differences in definitions, classification systems and contract periods, among other factors. For example, for AY20-21, the National Center for Educational Statistics (NCES) reported \$62,284 as the average salary of full-time instructors in two-year public institutions based on nine-month contracts.

NCES also publishes annual data for colleges nationwide and by state. According to their data, from 1996 through 2021, the average salary steadily increased for Iowa full-time community college instructors. In 2021, the salary increased by 1.7 percent compared to the prior reported year, while the average salary increased nationally 7.2 percent, making Iowa salaries 5.0 percent lower than the national average (Figure 7-11). Over the last 23 years, average salaries in Iowa increased 2.7 percent each year since 1996 while the national average increased 1.9 percent annually during that time.



*Boat and watercraft technician instructor and students at Iowa Lakes Community College*

**FIGURE 7-10: AVERAGE BASE SALARY OF FULL-TIME INSTRUCTORS: 2001 - 2022**

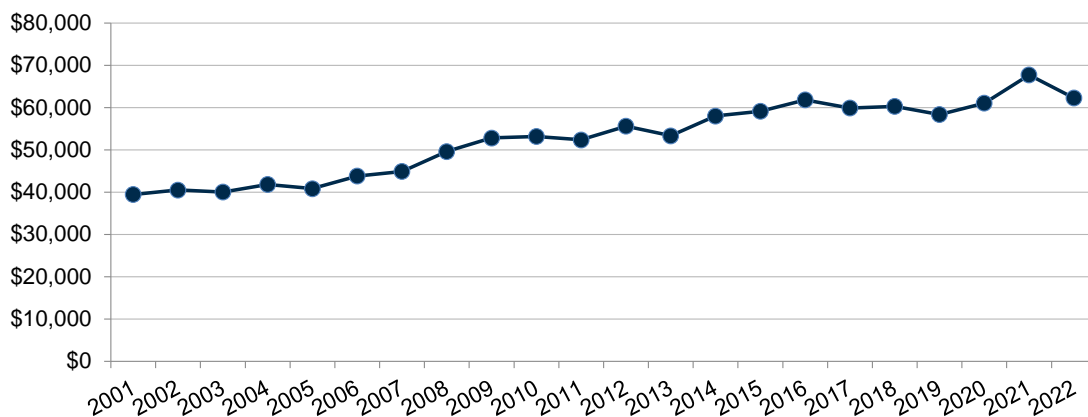
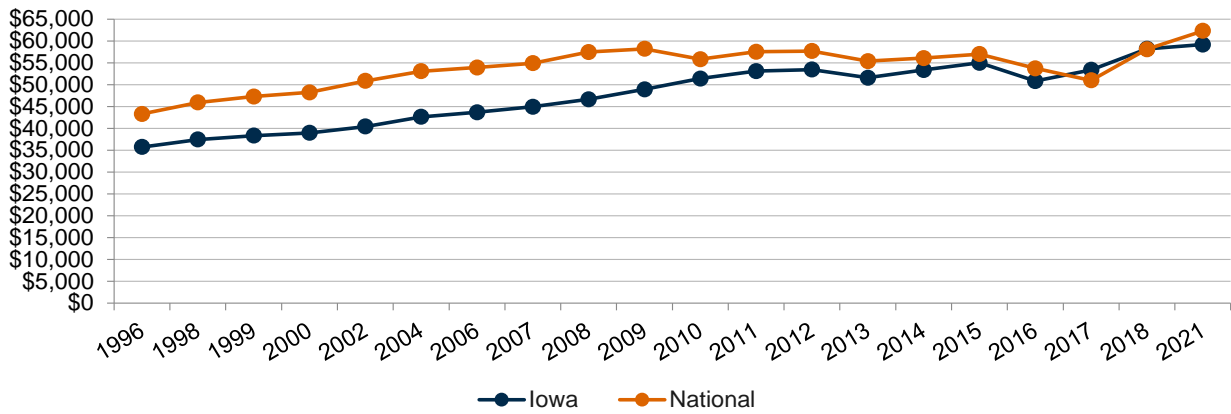


FIGURE 7-11: COMPARISON OF IOWA AND NATIONAL AVERAGE SALARIES FOR FULL-TIME FACULTY MEMBERS: 1996 - 2021\*



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

## FINANCES

### Unrestricted General Fund Revenues by Source

From FY21 to FY22, Iowa community college unrestricted general revenues increased by \$15,585,490 to a statewide total of \$626,752,517 (Table 7-1), representing a nominal increase of approximately 2.6 percent. The increase was driven by increases in tuition and fees, local support, state support and federal funds. Aside from the growth in those four revenue sources, revenue from other income declined.

Figure 7-12 depicts the distribution of revenue sources in the community college unrestricted general fund in FY22. Tuition and fees continue to be the leading source of unrestricted general fund revenue, accounting for 46.4 percent of total revenue. State support is the second largest source of

FIGURE 7-12: UNRESTRICTED FUND REVENUE BY SOURCE: 2022 (%)

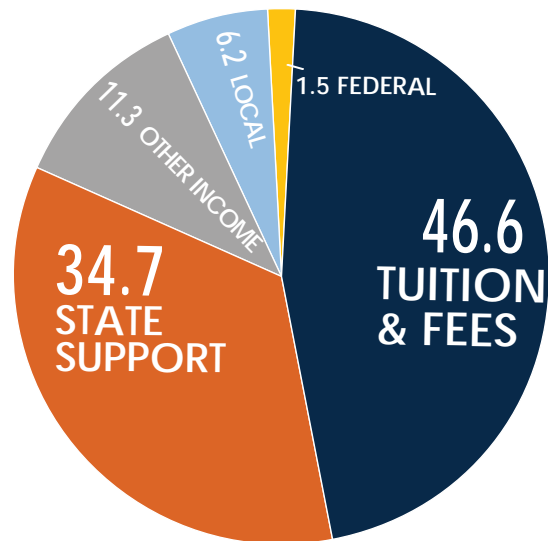


TABLE 7-1: NOMINAL REVENUE TOTALS BY SOURCE: 2018 - 2022

Year	Tuition and Fees (\$)	Local (\$)	State General Aid (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
2018	297,016,561	32,352,782	200,690,890	1,845,326	43,884,815	575,790,374
2019	301,791,675	34,187,508	205,346,611	1,634,157	44,972,066	587,932,017
2020	292,855,870	35,158,470	211,060,654	3,231,730	44,941,343	587,248,067
2021	284,660,771	37,962,631	211,259,436	5,759,565	71,524,624	611,167,027
2022	290,509,772	38,655,080	217,750,820	9,140,042	70,696,803	626,752,517



revenue at 34.7 percent. In order of proportion, other income, local support and federal support comprise the remainder of community colleges' unrestricted revenues.

Total revenues adjusted to 2022 dollars (Table 7-2) show an overall decrease of 4.2 percent from FY21. Tuition and fees revenue decreased about 4.7 percent, revenue from federal revenue sources showed a significant increase and all other revenue categories decreased. Federal support revenue may remain higher than usual throughout the next few fiscal years as revenue is recognized when funds are spent, not when awarded.

### 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 FY22 increased \$22,222,459 from the previous year in nominal terms—an increase of 3.7 percent. By category, salaries and benefits increased 2.2 percent;

FIGURE 7-13: UNRESTRICTED FUND EXPENDITURES BY CATEGORY: 2022 (%)

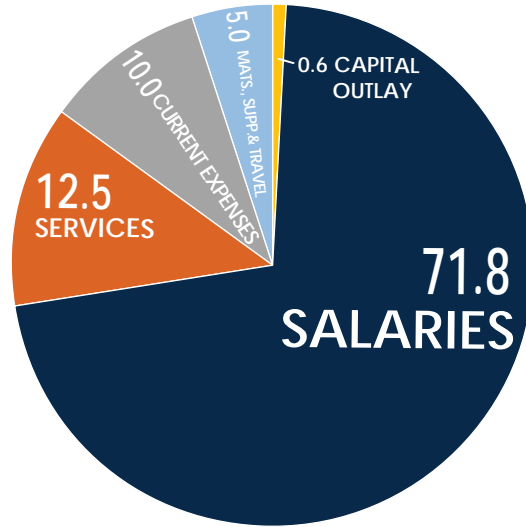


TABLE 7-2: ADJUSTED REVENUE TOTALS BY SOURCE (2022 DOLLARS)

Year	Tuition and Fees (\$)	Local (\$)	State General Aid (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
2018	350,806,527	38,211,899	237,036,191	2,179,516	51,832,394	680,066,527
2019	349,281,680	39,567,262	237,659,999	1,891,308	52,048,880	680,449,129
2020	335,004,978	40,218,632	241,437,436	3,696,854	51,409,497	671,767,398
2021	304,871,686	40,657,978	226,258,856	6,168,494	76,602,872	654,559,886
2022	290,509,772	38,655,080	217,750,820	9,140,042	70,696,803	626,752,517

TABLE 7-3: NOMINAL EXPENDITURE TOTALS BY SOURCE: 2018-2022

Year	Salaries (\$)	Services (\$)	Materials, Supplies & Travel (\$)	Current Expenses (\$)	Capital Outlay (\$)	Total (\$)
2018	421,831,960	73,987,385	28,541,680	38,907,557	3,023,238	566,291,820
2019	427,331,192	74,017,719	29,926,297	41,857,682	4,544,026	577,676,916
2020	434,539,306	72,178,279	27,668,773	39,902,014	3,236,949	577,525,321
2021	433,104,683	71,960,990	26,113,055	58,954,683	3,639,620	593,773,031
2022	442,589,477	77,142,062	30,947,393	61,397,683	3,918,875	615,995,490



services increased 7.2 percent; and materials, supplies and travel increased 18.5 percent. Salaries continue to comprise the majority of community college expenditures at 71.8 percent, while services come in second at 12.5 percent (Figure 7-13). Expenditure categories are defined as follows:

Expenditure categories are defined as follows:

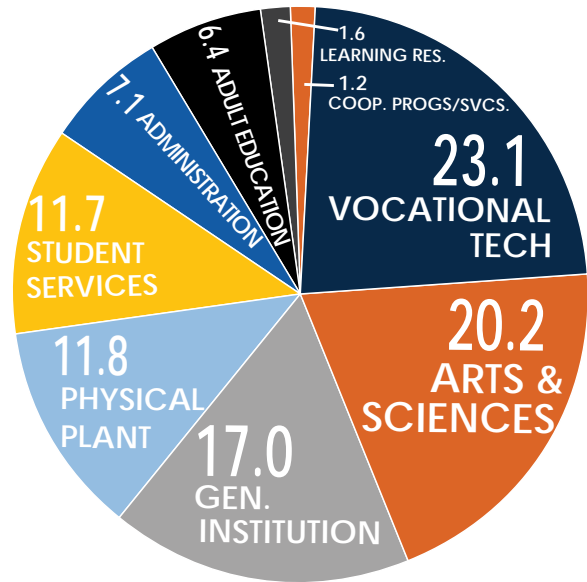
1. Salaries—All salaries, including those for administrative, instructional, professional, secretarial/clerical and service staff. Includes other payroll costs, such as fringe benefits and workers' compensation insurance.
2. Services—Items such as professional fees, memberships, publications, rental 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 2022 dollars, decreased from the previous year 3.1 percent (Table 7-4).

### Unrestricted General Fund Expenditures by Function

Total unrestricted general fund expenditures by function (Table 7-5 on the following page) indicate that career and technical education (CTE) expenditures outpace those for arts and sciences,

FIGURE 7-14: UNRESTRICTED FUND EXPENDITURES BY FUNCTION: 2022 (%)



accounting for 23.1 percent and 20.2 percent of total expenditures, respectively (Figure 7-14). Nominal expenditures increased 3.1 percent for CTE and decreased slightly for arts and sciences; however, adjusted for inflation, these expenditures decreased 3.7 and 6.7 percent, respectively (Table 7-6). Notable increases between FY21 and FY22 include adult education and student services.

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.

TABLE 7-4: ADJUSTED EXPENDITURE TOTALS BY SOURCE (2022 DOLLARS)

Year	Salaries (\$)	Services (\$)	Materials, Supplies & Travel (\$)	Current Expenses (\$)	Capital Outlay (\$)	Total (\$)
2018	498,226,107	87,386,567	33,710,604	45,953,750	3,570,749	668,847,777
2019	494,576,123	85,665,163	34,635,506	48,444,417	5,259,075	668,580,284
2020	497,080,122	82,566,496	31,650,983	45,644,887	3,702,825	660,645,313
2021	463,855,115	77,070,220	27,967,082	63,140,465	3,898,033	635,930,916
2022	442,589,477	77,142,062	30,947,393	61,397,683	3,918,875	615,995,490

TABLE 7-5: NOMINAL EXPENDITURE TOTALS BY FUNCTION: 2018 - 2022

Year	Arts & Science (\$)	Vocational Technical (\$)	Adult Education (\$)	Cooperative Programs/ Services (\$)	Administration (\$)	Student Services (\$)	Learning Resources (\$)	Physical Plant (\$)	General Institution (\$)	Total (\$)
2018	133,325,627	134,525,254	39,053,146	6,696,944	34,172,680	60,678,116	9,742,023	64,608,463	84,887,864	567,690,117
2019	131,169,820	135,389,815	39,777,181	6,551,091	35,401,830	62,301,668	9,772,744	67,483,016	89,745,318	577,592,483
2020	128,937,884	137,924,992	35,267,781	6,580,359	37,542,266	63,833,965	10,199,401	66,100,394	91,138,283	577,525,325
2021	124,548,271	137,884,362	35,825,055	6,715,301	41,745,106	65,721,561	9,872,417	70,996,783	100,464,175	593,773,031
2022	124,437,387	142,148,468	39,238,174	7,130,732	43,863,951	72,177,118	9,687,727	72,601,810	104,710,123	615,995,490

TABLE 7-6: ADJUSTED EXPENDITURE TOTALS BY FUNCTION (2021 DOLLARS): 2018 - 2022

Year	Arts & Science (\$)	Vocational Technical (\$)	Adult Education (\$)	Cooperative Programs/ Services (\$)	Administration (\$)	Student Services (\$)	Learning Resources (\$)	Physical Plant (\$)	General Institution (\$)	Total (\$)
2018	157,471,018	158,887,899	46,125,706	7,909,767	40,361,383	71,666,977	11,506,312	76,309,114	100,261,133	670,499,307
2019	151,810,732	156,694,786	46,036,527	7,581,972	40,972,670	72,105,472	11,310,585	78,102,159	103,867,661	668,482,565
2020	147,495,194	157,775,763	40,343,673	7,527,434	42,945,514	73,021,230	11,667,344	75,613,854	104,255,304	660,645,309
2021	133,391,198	147,674,152	38,368,634	7,192,087	44,709,009	70,387,792	10,573,359	76,037,555	107,597,131	635,930,916
2022	124,437,387	142,148,468	39,238,174	7,130,732	43,863,951	72,177,118	9,687,727	72,601,810	104,710,123	615,995,490



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.
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.



*Animal science students at Hawkeye Community College*

### 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., FY22 enrollments are used to calculate FY24 SGA). Twenty-four (24) credit semester hours, or 600 noncredit contact hours, equal one FTEE. Total FTEE for FY22 was 70,726, which represents an increase of 0.1 percent from the previous year (Table 7-7).

**TABLE 7-7: ADJUSTED REVENUE AND EXPENDITURES/FTEE (2022 DOLLARS)**

Year	Revenue (\$)	Expenditures (\$)	FTEE Total (\$)	Revenue/FTEE (\$)	Expenditures/FTEE (\$)
2018	680,066,527	668,847,777	81,627	7,283	7,163
2019	680,449,129	668,580,284	79,739	7,460	7,330
2020	671,767,398	660,645,313	75,998	7,727	7,599
2021	654,559,886	635,930,916	70,639	9,266	9,003
2022	626,752,517	615,995,490	70,726	8,862	8,710





## State Support

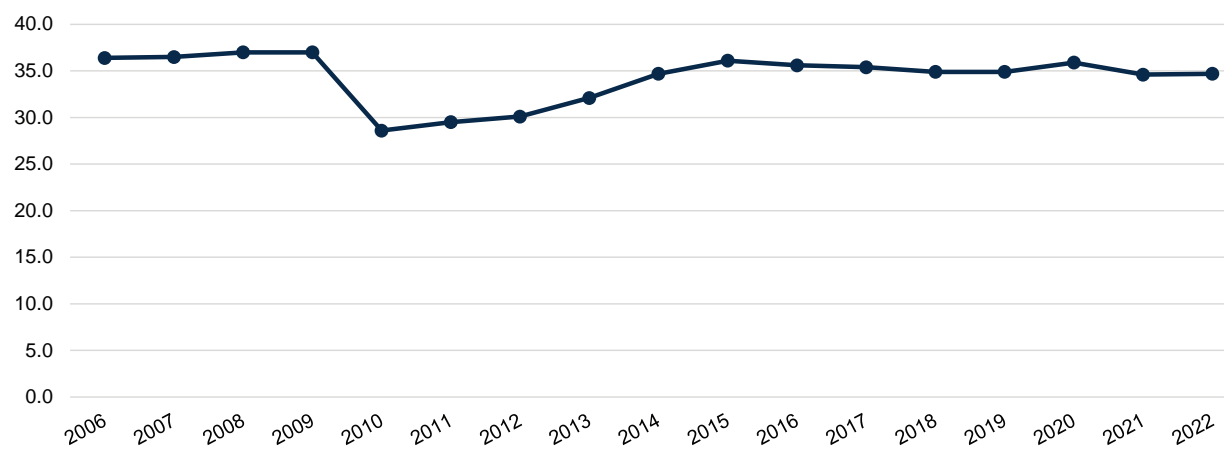
Fiscal year 2022 state support (as approved by the legislature) was \$217,750,820. As a percent of total revenue in inflation adjusted dollars, state general aid constitutes almost 35.0 percent of total

revenue in FY22. Figure 7-15 depicts the changes in the percentage of total revenue in adjusted dollars over the last 17 years.

**TABLE 7-8: STATE SUPPORT TOTALS (2022 DOLLARS)**

Year	Adjusted State Support Amount (\$)	FTEE, Number	\$/FTEE
2006	220,980,576	86,614	2,551.33
2007	226,018,631	86,247	2,620.60
2008	240,979,961	88,495	2,723.09
2009	248,125,666	92,349	2,686.83
2010	202,380,696	104,811	1,930.91
2011	208,895,046	107,251	1,947.72
2012	211,765,282	102,504	2,065.92
2013	226,420,195	96,696	2,341.57
2014	243,634,128	91,075	2,675.08
2015	252,455,046	88,619	2,848.76
2016	248,250,079	93,551	2,653.63
2017	240,807,351	83,389	2,887.78
2018	237,036,191	81,627	2,903.88
2019	237,659,999	79,739	2,980.47
2020	241,437,436	75,998	3,176.90
2021	226,258,856	70,639	3,203.03
2022	217,750,820	70,726	3,078.79

**FIGURE 7-15: STATE SUPPORT AS A PERCENT OF REVENUE (2022 DOLLARS): 2006 - 2022**





# 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 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 AY21-22, a total of 5,180 students were enrolled in developmental courses, down from 5,960 in AY20-21.

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 AY21-22, 116,464 students enrolled in college credit bearing courses, including 50,082 jointly enrolled high school students; 151,294 individuals participated in noncredit and continuing education programs for personal and professional purposes; and 12,566 individuals enrolled in adult education and literacy (AEL) courses, including adult secondary education and English as a Second Language. Iowa's 15 community colleges educate the largest demographic (40.3 percent) of all Iowa residents enrolled in public or private two- and four-year postsecondary institutions in the state.[1]

## 2. **Affordable Education**

With lower tuition and fees than four-year public and private colleges and universities in the state, Iowa's community colleges provide opportunities for education and training that would otherwise be out of reach to many. Affordable opportunities are necessary to serve both the current workforce and those in the talent pipeline.

In AY21-22, a total of 24,426 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 1.2 percent of all financial aid received by community college students in AY21-22, a total of 16,222 students received over \$32 million through state-funded grants and scholarships. Additionally, 1,163 community college students received assistance through the Gap Tuition Assistance program to help cover the costs of approved continuing education noncredit certificate programs and 2,867 students received educational, personal and career support through the Pathways for Academic Career and Employment (PACE) program.

## 3. **Pathways to Success**

Iowa's community colleges view the changing economic 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. Partnerships between Iowa's community colleges and local school districts have supported the rapid expansion of college and career transition counselors (CCTCs) who support students in their postsecondary planning and their first year at an Iowa community college. 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.

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. In AY19-20, Iowa's community colleges began a process to create discipline frameworks that transfer to one or more of Iowa's public universities; in that year, 172 transfer majors were available. In AY21-22, 544 transfer majors are now available, with the most prevalent awards being granted in Business, Administration and Management; Psychology; Criminal Justice/Safety Studies; Elementary Education and Teaching; and Secondary Education and Teaching. 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.

Alternative pathways for Iowans are being provided to expand 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 AY21-22, 1,549 high school equivalency diplomas were awarded, an increase of 9.6 percent over the previous year.



#### 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.

Iowa's community colleges are responsive to local employers and ensure there is a talent pipeline of workers available to meet current and future labor needs. In AY21-22, a total of 82,893 students enrolled in skill enhancement courses designed to help people advance in their field of employment. Additionally, 1,612 Gap participants completed training for noncredit certificate training programs, and PACE participants earned 554 credit awards, completed 649 noncredit programs, received 457 industry credentials and earned 803 third-party credentials while gaining competencies in high-demand technical fields.

#### 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 FY19-20, Iowa's community colleges supported 87,149 jobs and \$5.5 billion in added income [2]. In AY21-22, 40,604 new jobs were pledged through 544 Iowa businesses for training through the Iowa Industrial New Jobs Training Program, while a total of 19,609 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 AY21-22, Iowa community college students earned a total of 17,460 associate degrees, certificates and diplomas. Of all awards issued, up to one-year certificates and one-year diplomas accounted for 43.5 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. During AY21-22, 1,804 individuals participated in noncredit coursework and 5,462 individuals enrolled in adult education courses in Iowa's correctional institutions 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 2022, *Analysis of the Economic Impact and Return on Investment of Education*, Iowa's community colleges collectively contributed \$5.5 billion into the state's economy and supported 87,149 jobs during FY19-20 [2]. The study found that for every dollar of public money invested in Iowa's community colleges, \$2.50 in benefits is returned to taxpayers. 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 2021).
- [2] Iowa Department of Education. (February 2022). Analysis of the Economic Impact and Return on Investment of Education: The Economic Value of Iowa's Community Colleges.



*Interactive media student at Indian Hills Community College*



