

# The Annual Condition of **2023** **Iowa's Community Colleges**



Department of Education



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

## **Administration**

McKenzie Snow, Director and Executive Officer  
of the State Board of Education

## **Bureau of Community Colleges and Postsecondary Readiness**

Jeremy Varner, Bureau Chief  
Dennis Harden, Section Chief  
Amy Gieseke, Section Chief

## **Authors/Contributors**

Vladimir Bassis  
Joe Collins  
Jeff Fletcher  
Kelly Friesleben  
Lisa Gard  
Dana Huebler  
Amanda Loder  
Peggy Long  
Heather Meissen  
Paula Nissen  
Jeanette Thomas  
Lora Vargason  
Erica Woods-Schmitz  
Jamie Fisher  
Derek O'Riley  
Reese Turner

# Glossary of Terms

AG, Food & N.R.	Agriculture, food and natural resources
Bus.	Business, management and administration
Ed.& Training	Education and Training
Arch. & Const.	Architecture and Construction
Arts, A/V & Comm.	Arts, A/V Technology and Communications
Bus. Mgmt. & Admin.	Business, Management and Administration
Govt & Public Admin	Government and Public Administration
Hosp. and Tour.	Hospitality and Tourism
IT	Information Technology
LPSS	Law, Public Safety and Security
Mfg.	Manufacturing
Marketing	Marketing, Sales and Service
STEM	Science, Technology, Engineering and Mathematics
TDL	Transportation, Distribution and Logistics
AI/AN	American Indian and Alaska Native
AAPI	Asian American Pacific Islander
PI	Pacific Islander
AA	Associate of Arts
AS	Associate of Science
AGS	Associate of General Studies
AAA	Associate of Applied Arts
AAS	Associate of Applied Science
APS	Associate of Professional Studies
Dip.	Diploma
IET	Integrated Education and Training
IELCE	Integrated English Literacy and Civics Education
ESL Lang. Dev.	English as a Second Language

# Contents

<b>Executive Summary</b> .....	<b>4</b>
<b>Section 1: Programs that Meet Student and Workforce Needs</b> .....	<b>6</b>
College and Career Readiness.....	6
Secondary CTE Programs.....	6
Work-Based Learning.....	7
Joint Enrollment.....	9
Credit Programs.....	11
New Credit CTE Programs.....	12
Noncredit Programs.....	16
Upskilling and Retraining.....	16
Adult Education and Literacy Programs.....	16
<b>Section 2: College Admission and Enrollment</b> .....	<b>18</b>
Credit Enrollment.....	18
Joint Enrollment.....	22
Online Credit Enrollment.....	29
Developmental Education.....	33
Noncredit Enrollment.....	34
Online Noncredit Enrollment.....	38
Adult Education and Literacy Program Enrollment.....	38
Corrections Education.....	42
<b>Section 3: Student Success and Completion</b> .....	<b>45</b>
Credit Student Awards.....	45
Reverse Credit Transfer.....	50
Noncredit Program Completion.....	51
Voluntary Framework for Accountability (VFA).....	52
Adult Education and Literacy (AEL) Outcomes.....	54
Graduation, Transfer and Success Rates.....	59
<b>Section 4: College Costs and Affordability</b> .....	<b>63</b>
Tuition.....	63
Mandatory Fees.....	63
Cost of Enrollment.....	63
Financial Aid.....	69
Skilled Worker and Job Creation Fund.....	74
<b>Section 5: Systems and Infrastructure</b> .....	<b>80</b>
Human Resources.....	80
Finances.....	82

# Executive Summary

Since 1998, the Iowa Department of Education's Bureau of Community Colleges and Postsecondary Readiness 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 five 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:

- Programs that Meet Student and Workforce Needs (Section 1)
- College Admission and Enrollment (Section 2)
- Student Success and Completion (Section 3)
- College Costs and Affordability (Section 4)
- Systems and Infrastructure (Section 5)

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, bureau 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 department's website.

Data highlights of The Annual Condition of Iowa's Community Colleges Academic Year (AY) 2022-23 include:

## Credit Enrollment

- There were 117,172 students enrolled in credit programs taking 1,538,451 credit hours, a slight decrease in headcount enrollment of 0.3 percent.
- Arts and sciences accounted for 24.2 percent of credit enrollees.
- Career and technical education (CTE)

accounted for 24.6 percent of students, 31.8 percent of whom were enrolled in health sciences with 1,401 CTE award options available.

- The largest percentage of students, 40.6 percent, had not declared a program of study (no-POS).
- During AY 2021-22, 58.9 percent of students took at least one online course, totaling 572,317 hours.
- Fewer students (7.2 percent less than AY 2021-22) enrolled in developmental education.
- Joint enrollment increased by 5.6 percent, with 52,814 high school students accounting for 45.1 percent of total enrollees and 29.9 percent of total credit hours.

## Noncredit Enrollment

- 157,572 students participated in 5,030,766 contact hours of instruction in noncredit programs.
- The majority of noncredit students were enrolled in health sciences programs.
- There were 13,684 students enrolled in the adult education and literacy (AEL) program.

## Student Demographics

- Over half, 56.0 percent of credit students were female.
- The average age of all credit students was 20.8 years old.
- Minority enrollment in credit courses increased to 24.7 percent, a record high.
- Credit awards increased by 5.6 percent to a total of 18,438 degrees awarded.
- The average age of online credit students was 22.5 years old.
- Female students represented 62.6 percent of online credit students.
- Jointly enrolled students were more evenly represented by sex (53.3 percent female), but were less racially diverse,

than the total credit student body (18.2 versus 24.7 percent, respectively).

- Over half, 51.8 percent of noncredit students were male.
- The average age of all noncredit students was 36.6 years old.
- Of all noncredit students, 22.4 percent self-reported as being a minority, with 10.7 percent identified as Hispanic, 7.7 percent as black and 1.8 percent as Asian.
- Nearly half (49.6 percent) of AEL students were between the ages of 25 and 44.

## Student Success and Completion

- Total credit awards increased 5.6 percent to 18,438.
- Over 2,400 high school students earned awards simultaneously with their high school diploma, representing a 32.3 percent increase.
  - 339 earned an associate degree
  - 104 earned a diploma
  - 2,015 earned a certificate
- For the second time in the history of the community colleges Management Information System (MIS), certificates comprised the majority of credit awards at 30.8 percent, followed by Associate of Applied Science degrees at 25.0 percent.
- Of all CTE awards granted, 38.1 percent were in health sciences.
- Of the awards earned by minority students, Hispanic students earned 46.6 percent and black students earned 26.5 percent.
- The credit information of 1,301 students was shared with community colleges to fulfill reverse credit transfer associate degree requirements.
- A total of 44,727 noncredit students received 54,879 awards, and the majority were industry-awarded credentials designed to lead to or enhance employment opportunities.

- Graduation, transfer and success rates each saw increases over the previous year with an overall credit graduation rate of 42.1 percent (up from 40.2 percent), a transfer rate of 27.3 percent (up from 25.3 percent) and a success rate (graduated, transferred or both) of 52.8 percent (up from 49.8 percent).
- By AY 2022-23, 60.2 percent of the AY 2016-17 student cohort in Iowa had graduated or transferred, as compared to 53.20 percent for all students in schools that participate in Voluntary Framework of Accountability.
- Of the adult education and literacy participants who persisted beyond 12 hours of instruction and took a post-assessment, 47.7 percent achieved a Measurable Skills Gain.

## College Costs and Affordability

- The current (AY 2023-24) average in-state tuition is \$198.15 per credit hour, an increase of 3.5 percent over AY 2022-23.
  - Full-time Iowa residents will pay between \$5,550 and \$6,900 for 30 credit hours depending which community college the student attends.
- In AY 2022-23 community college students were awarded over \$203.3 million in federal aid, \$3.0 million in state aid and \$29.3 million in institutional aid.
- The Iowa Skilled Worker and Job Creation Fund programs provided training and support to:
  - 989 Gap Tuition Assistance program participants
  - 2,572 Pathways for Academic Career and Employment (PACE) students engaged in training activities
  - 44,765 students supported through high demand programs with the utilization of the Workforce Training and Economic Development fund

# Section 1: Programs that Meet Student and Workforce Needs

## College and Career Readiness

In a changing economic landscape with continued advancements in technology, Iowa's education system aims to prepare students for fulfilling careers, not just jobs. The goal is to equip Iowans with the skills to be college and career ready, emphasizing that ongoing education, skill development and training are crucial for securing a career that offers a livable wage and potential for advancement.

In 2016, the Iowa State Board of Education (State Board) adopted a definition of "college and career readiness" to clarify the knowledge, skills and strategies needed for students to succeed in all postsecondary opportunities. The State Board identified key indicators of success, including:

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

Iowa's community colleges continue to enhance and facilitate college and career readiness through a variety of programs, including concurrent enrollment, work-based learning opportunities, career academies in high-demand and high-need career areas, 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) 2021-22, the number of secondary career and technical education (CTE) courses statewide increased by 7.6 percent, for a total of 9,643. The proportion of college credit-contracted CTE courses also increased steadily. In AY 2017-18, these courses only accounted for 30.6 percent of the total secondary CTE courses, whereas in AY 2020-21, 36.9 percent of all secondary CTE courses were college-credit contracted courses – a 31.0

percent increase. This growth was related to the size of the school district, with larger school districts offering more college credit-contracted courses than smaller school districts.

Highlights from the 2023 Condition of Secondary Career and Technical Education Report include the following information from AY 2018-19 to AY 2021-22:

- Statewide, the number of individual offer and teach CTE courses increased. Meanwhile, the number of CTE programs held steady, offset by minor increases and decreases across the state's six CTE service areas.
- The service area with the highest number of CTE programs offered was applied science, technology, engineering and manufacturing at 544 programs, which represents 32.1 percent of CTE programs offered in AY 2021-22.
- Secondary career and technical student organization (CTSO) membership experienced dramatic growth by the end of AY 2021-22, at 29,196 members.

## High-Quality Secondary CTE Programs

High-quality secondary CTE programs integrate thoughtful career guidance, a blend of core academic subjects with hands-on technical content and authentic work-based learning experiences to ensure students graduate from high school ready for college and their careers. Each of Iowa's 15 community colleges serves on one of the state'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 and business and industry partners, 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, which include:

- Convening, leading and staffing the regional CTE planning partnership
- Offering regional CTE professional development opportunities

- Coordinating and maintaining a career guidance system
- Purchasing equipment and supplies on behalf of school districts and community colleges

As a result of work conducted by RPP partners, school districts have more fully developed their career exploration and career guidance systems to better serve students with information about CTE concurrent enrollment opportunities at community colleges, and prepare them to be college and career-ready. RPPs maintain multi-year plans to ensure their goals are being met, and to create related budget and expenditure plans. They are also responsible for overseeing the review of all secondary CTE programs over a five-year period via the Department’s self-study process.

## Career Academies

Career academies are career-oriented programs of study linking secondary CTE to postsecondary education programs. The career academy concept has three key elements:

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

Statewide, applied science, technology, engineering and manufacturing was the CTE service area with the most career academy programs offered (90), followed by health sciences (40), information solutions (35), human services (33) and business, finance, marketing and management (32). Agriculture, food and natural resources was the smallest service area, with eight career academy programs offered at a regional center.

## Regional Centers

A regional center is a brick-and-mortar establishment where CTE programming is delivered. 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 AY 2021-22, Iowa’s 24 regional centers provided 238 career academy programs to 6,682 high school

students from 158 school districts. Of the 24 regional centers, 11 are located on community college campuses.

The Career Academy Incentive Fund (CAIF) was created by the Iowa legislature after it reauthorized the Secure an Advanced Vision for Education (SAVE) fund in 2019. CAIF 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 Department awards grants of up to \$1 million for projects that best meet the criteria specified in Iowa Code. The number of grants issued is based on the amount of available funds and applications received.

## Work-Based Learning

Work-based learning experiences are designed to help students meet specific learning objectives, allowing them to see the connection between classroom content and careers. These experiences help students make informed decisions about their career goals, so they leave their secondary and postsecondary institutions prepared for additional training or employment in their career of interest.

While community colleges provide a wealth of work-based learning experiences and opportunities to both their students and concurrent enrollment high school students within their regions, this data has not always been easily accessible. Although all the institutions are committed to offering various work-based learning opportunities, such as job shadows and internships, each school district has often had its own criteria for local course prefixes and numbering. In some instances, this variation has resulted in difficulty demonstrating the current and accurate status and successes of work-based learning programs.

A collaborative project on branding and common course numbering began three years ago, bringing together leaders from each community college to discuss the best ways to measure and promote their work-based learning programs. To assist with branding, the community colleges have begun implementing the uniform course prefix “WBL” for their work-based learning programming. Doing so creates the consistency needed to collect necessary data, guarantee students earn college credit and increase the colleges’ overall capacity to provide work-based learning courses.

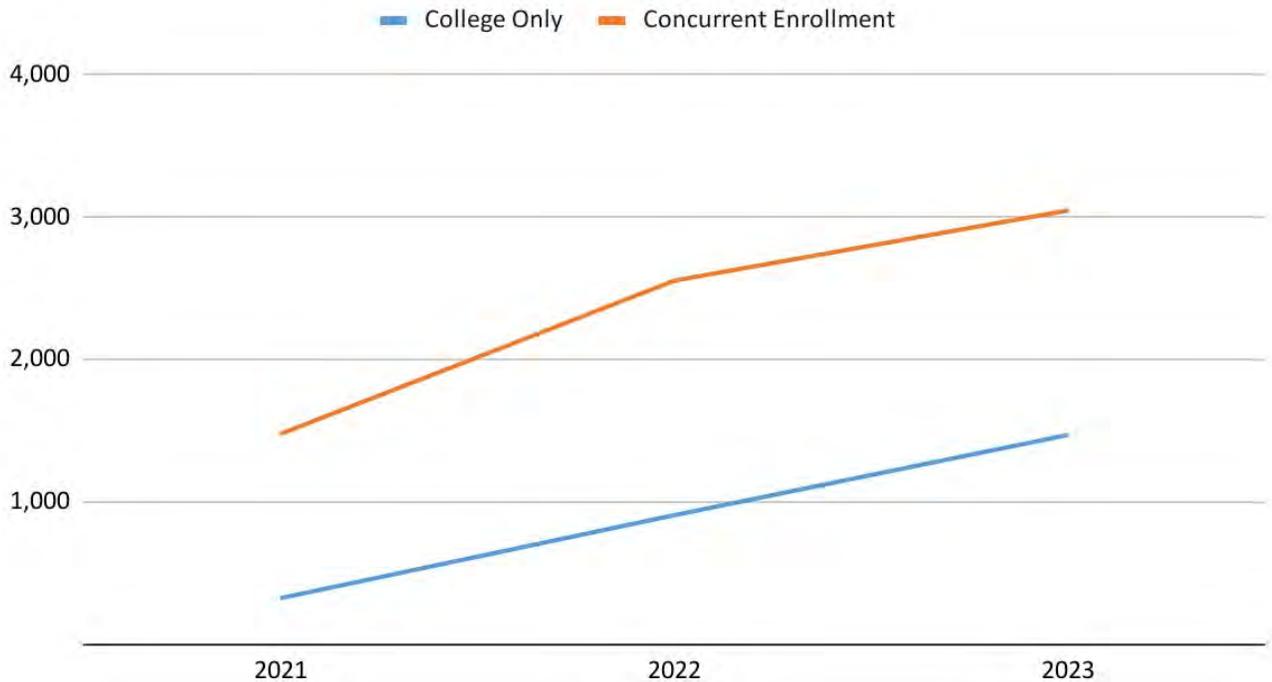


Figure 1-1: Work-based Learning Course Enrollment (AYs 2022-23)

**Table 1-1: Work-based Learning Courses by Experience Type (AY 2021-23)**

Experience Type	2021		2022		2023	
	College Only	Concurrent Enrollment	College Only	Concurrent Enrollment	College Only	Concurrent Enrollment
Career Exploration	214	586	180	860	229	994
Job shadowing	27	227	158	514	75	592
Employability Skills	62	622	393	910	648	1,179
Project-Based Learning	20	38	96	221	105	218
Practicum/Field Experience	0	6	6	42	76	49
Internship	3	0	76	9	340	17
<b>Total</b>	<b>326</b>	<b>1,479</b>	<b>909</b>	<b>2,556</b>	<b>1,473</b>	<b>3,049</b>

Note: Effective Nov. 10, 2022, the Iowa Intermediary Network program, which provides support to develop and expand work-based learning opportunities for elementary, middle school and high school students within their respective community college regions, was transferred from the Department to Iowa Workforce Development. Please refer to [workforce.iowa.gov](http://workforce.iowa.gov) for current data, updates and other related information regarding this program.

This new “WBL” prefix has been incorporated into the career academy framework linking secondary and postsecondary CTE programs. The prefix makes it easier for students to identify where work-based learning opportunities are available in their programs of study, and also provides a uniform approach across all community colleges – potentially simplifying 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 students save time and money by quickly identifying if their current career path trajectories are right for them. Ultimately, work-based learning is a pathway to success through experience. To explore work-based learning offerings across the state for all public high school students, visit the Department’s new interactive dashboard at [iowastudentoutcomes.com/WBL\\_outcomes](http://iowastudentoutcomes.com/WBL_outcomes).

As shown in Figure 1-1 and Table 1-1, these efforts have both increased the accuracy of data reported, and the number of work-based learning courses taken by community college and concurrently-enrolled high school students. Please note this data does not include all work-based learning experiences offered by Iowa’s community colleges, since there is still work underway to continue to name courses with the “WBL” prefix. For example, while most community colleges offer apprenticeships, this work-based learning data is excluded, because a majority of the colleges have not yet applied the “WBL” common course numbering to these programs. This collaborative data gathering endeavor among Iowa’s community colleges will continue to provide an efficient way to review work-based learning’s shared successes, best practices and areas that need improvement, to ensure the best possible work-based learning experiences and opportunities are provided to Iowans.

## Joint Enrollment

Joint enrollment, which provides the opportunity for students to earn college credit while still in high school, accounts for 45.1 percent of total Iowa community college enrollment, and 29.9 percent of total credit hours.

Iowa is one of 48 states, along with the District of Columbia, that have joint enrollment policies [1]. There are three ways for Iowa high school students to enroll in community college credit courses. The first is postsecondary enrollment options (PSEO), which occurs when an individual student enrolls in a regular college or university course for both high school and postsecondary credit. Students can also enroll in community 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). In 2008, the Iowa Legislature passed a law consolidating and standardizing 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
- Tuition-paying.

While sometimes referred to as “dual credit,” joint enrollment does not necessarily entail

[1] Bloomquist, L., Duncombe, C., Jamieson, C., Keily, T., and Mann, S. 50-State Comparison: Dual/Concurrent Enrollment Policies. Education Commission of the States. June, 2022. [www.ecs.org](http://www.ecs.org).

[2] An, B. P. (2012). The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit? Educational Evaluation and Policy Analysis, 35, 57–75.

[3] Fink, J., Jenkins, D., and Yanagiura, T. (2017). What Happens to Students who Take Community College Dual Enrollment Courses in High School? New York, NY: Columbia University, Community College Research Center.

# Instances of Joint Enrollment by Offering Arrangement

## Contracted Courses

**52,856** Up 5.6 % since  
AY 21-22

---

## PSEO

**0** No Change  
Since AY 21-22

---

## Tuition-Paying

**1,627** Up 10.8% Since  
AY 21-22

---

credit being issued at both the secondary and postsecondary levels. Some programs, such as PSEO and concurrent enrollment, require 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 AY 2022-23, contracted courses had the largest joint enrollment of the three offering arrangements, accounting for 97 percent of jointly-enrolled students (Figure 1-2). Enrollment in these contracted courses increased 5.6 percent from the previous year, to 52,856 students. For the third year in a row, PSEO continues to account for zero percent of joint enrollment. This decline may be due to a continued shift to concurrent enrollment, largely driven by statutory changes impacting the program. Enrollment of tuition-paying students increased 10.8 percent from the previous year, to 1,627 students.

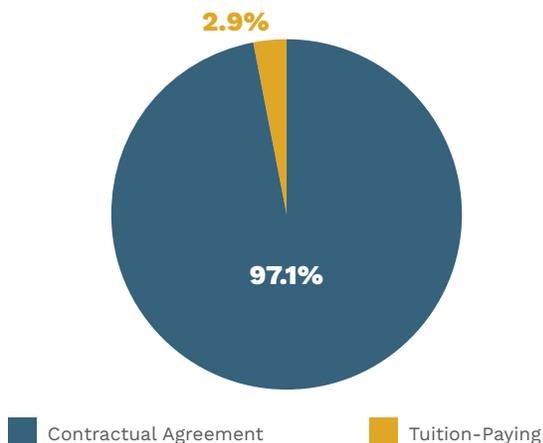


Figure 1-2: Credit Joint Enrollment by Offering Arrangement

## Credit Programs

Credit programs provided by Iowa’s 15 community colleges fall under two general categories: arts and sciences (A and S) and career and technical education (CTE). The A and S programs are college parallel (transfer) programs of study designed to provide a strong general education component to satisfy the first two years of liberal arts and science requirements for a bachelor’s degree. In accordance with Iowa Code, A and 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 AY 2022-23, 29.2 percent of Iowa community college students were enrolled in A and S programs (up from 26.9 percent in AY 2021-22), and 24.6 percent were enrolled in CTE programs (up from 23.5 percent in AY 2021-22). About 40.6 percent of students took classes without selecting a program of study (down from 44.6 percent in AY 2021-22). Of the remaining students, 4.1 percent were in multiple programs, while 1.4 percent enrolled in an Associate of General Studies (AGS) program.

CTE programs culminate in Associate of Applied Arts (AAA), Associate of Applied Science (AAS) and Associate of Professional Studies (APS) degrees, diplomas and certificates. A fourth award type, the Associate in Science Career Option (ASCO), was originally intended for transfer to a related baccalaureate program or immediate employment. In 2013, the Iowa Legislature phased out the ASCO, largely because it did not adequately prepare students for direct employment, or allow for seamless college transfer. The ASCO was replaced with the APS option, which includes 62-68 credit hours divided into five discipline categories, and requires the submission of at least three articulation agreements with four-year institutions, laying out how the community college credits will transfer. 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® (Table 1-2) each representing a distinct grouping of occupations and industries based on the knowledge and skills required for employment.

In AY 2022-23, there were 1,401 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 1-3 shows the 551 AAS, seven AAA and three APS degree programs, as well as the 392 diplomas and 448 certificate programs, available to Iowa community college students in AY 2022-23. Table 1-4 lists the most popular CTE programs offered from

**Table 1-2: National Career Clusters**

Agriculture, food and natural resources
Architecture and construction
Arts, A/V technology and communications
Business, management and administration
Education and training
Finance
Government and public administration
Health science
Hospitality and tourism
Human services
Information technology
Law, public safety, corrections and security
Manufacturing
Marketing
Science, technology, engineering and mathematics
Transportation, distribution and logistics

**In AY 2022-23, Iowa’s community colleges offered 1,401 CTE program degree, diploma and certificate options to prepare students for employment or further postsecondary education.**

Aug. 15, 2022 to Aug. 14, 2023 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.

## 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. The Department recently implemented a statewide curricular workflow and management system for program approvals. This system, called the State of Iowa Curriculum System (STICS) 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 CTE degrees (561), followed by diplomas (392) and certificates (448). The 561 two-year associate CTE 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 392 one-year diploma programs range from 15 to 48 credits, including at least three general education credits, along with their heavy technical emphasis (minimum of 70 percent technical core). The 448 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 CTE 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. They can then submit program modifications to correct those issues.

## New Credit CTE Programs

In AY 2022-23, Department consultants approved 14 CTE programs for postsecondary credit. These programs resulted in 20 new award options at 10 community colleges. Table 1-5 provides a listing of the approved programs,

**Table 1-3: Career and Technical Award Options and Transfer Majors in AY 2022-23**

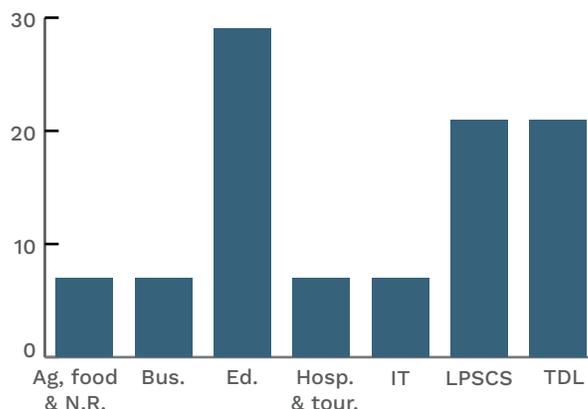
College	AAA	AAS	ASCO	APS	Diploma	Certificate	Total CTE	Transfer Majors
Northeast	0	31	0	0	21	10	62	17
North Iowa Area	0	30	0	0	20	32	82	20
Iowa Lakes	0	36	0	0	24	2	62	16
Northwest	0	21	0	0	15	17	53	19
Iowa Central	1	42	0	1	25	21	90	29
Iowa Valley	0	34	0	2	27	18	81	19
Hawkeye	3	32	0	0	19	11	65	15
Eastern Iowa	0	45	0	0	37	47	129	24
Kirkwood	1	55	0	0	30	42	128	18
Des Moines Area	0	78	0	0	48	111	237	19
Western Iowa Tech	0	34	0	0	47	45	126	20
Iowa Western	1	33	0	0	27	33	94	17
Southwestern	1	18	0	0	9	10	38	17
Indian Hills	0	36	0	0	26	22	84	22
Southeastern	0	26	0	0	17	27	70	18
<b>TOTAL</b>	<b>7</b>	<b>551</b>	<b>0</b>	<b>3</b>	<b>392</b>	<b>448</b>	<b>1,401</b>	<b>290</b>

which span seven of the 16 national Career Clusters®. Figure 1-3 provides the percentage distribution of these new programs by national Career Cluster®.

## Course Management System Activity

In addition to the 14 new program proposals completed and submitted to the Department for approval in AY 2022-23, Iowa’s community colleges completed 21 Notice of Intent proposals to offer new programs, 405 program modifications (including CIP/ITSO reclassifications) and 28 program deactivations. These 468 proposals represented a 27 percent increase in program requests submitted compared to AY 2021-22.

Not only has the implementation of STICS 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



**Figure 1-3: Percentage of New CTE Programs by National Career Cluster: AY 2022-23**

**Table 1-4: Most Popular CTE Programs Offered by Iowa Community Colleges**

Offered by All 15 Community Colleges	Offered by at Least 10 Community Colleges
Accounting/bookkeeping	Autobody/collision and repair technology
Agriculture (business, equine, horticulture, production, supplies, etc.)	Administrative assistant and secretarial science
Automobile/automotive mechanics technology	Business administration and management
Construction trades (carpentry, electrician, plumbing, HVAC, etc.)	Child care provider/assistant
Industrial technology (electronics, mechanics, maintenance, repairers)	Criminal justice (corrections, police and fire science, cyber forensics)
Information technology (programming, web design, networking, etc.)	Emergency medical technology (EMT paramedic)
Licensed practical nurse training	Engineering technology (electrical, mechanical, robotics, etc.)
Registered nursing	Health care (administration, clinical/medical assistant, records, etc.)
Welding technology/welder	Machine tool technology/machinist
Information technology	Mechanics technology (diesel, aircraft, motorcycle maintenance)
Law, public safety, corrections and security	Medical technology (respiratory care, surgical, diagnostic, radiology)
Manufacturing	Retail sales, distribution, marketing operations
Marketing	
Science, technology, engineering and mathematics	
Transportation, distribution and logistics	

consultants and college program developers. This collaborative relationship has led to meaningful conversations about ways to improve access and expand resources available through the Department’s website and Iowa’s curricular workflow and management system.

## Transfer Major Program Approval

In AY 2019-20, Iowa’s community colleges began a process to create specific 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 AY 2018-19. In AY 2019-20, an additional 20 transfer major disciplines were developed, vetted and approved, with a few more in the works for the upcoming year. In AY 2020-21, 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

**Table 1-5: New CTE Programs Approved in FY 2022-2023**

Community College	Local Program Title	Award Types	National Career Clusters
Eastern Iowa	Horticultural Sciences, AAS	AAS	Agriculture, food and natural resources
Iowa Central	Paraeducator Preparation	Certificate	Education and training
Iowa Lakes	Culinary and Hospitality Management Program	AAS, Diploma	Hospitality and tourism
Iowa Valley	Paraeducator Generalist	Certificate	Education and training
Iowa Valley	Esports Diploma	Diploma	Business, management and administration
Iowa Western	Paramedic/Fire Science AAS	AAS	Law, public safety, corrections and security
Iowa Western	Truck Driving/CDL Certificate	Certificate	Transportation, distribution and logistics
Kirkwood	Aviation Maintenance Technology	AAS, Diploma, Certificate	Transportation, distribution and logistics
Northwest Iowa	Paraeducator	Certificate	Education and training
Northwest Iowa	Paramedic	AAS, Certificate	Law, public safety, corrections and security
North Iowa Area	Paraeducator Certificate	Certificate	Education and training
Northeast Iowa	Criminal Justice	AAS	Law, public safety, corrections and security
Western Iowa Tech	Mobile App Development	Diploma	Information technology
Western Iowa Tech	Aviation Maintenance Technology	AAS, Diploma, Certificate	Transportation, distribution and logistics

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 AA or 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 AY 2022-23, 290 transfer majors (within the 27 discipline areas) were

approved at 15 community colleges for student enrollment. In AY 2022-23, 5,872 transfer major student enrollments were documented in the management information system (MIS), up from 4,892 in AY 2021-22 (20.0 percent increase from AY 2021-22 and 98.0 percent increase from AY 2020-21). Although there were also increases in the number of students in general A and S programs (26,675 to 28,359), students in CTE programs (27,648 to 28,852) and students with multiple programs of study (4,077 to 4,824), there was a 9.2 percent drop in the number of students without a selected program of study (52,429 to 47,599). This change suggests that students are choosing – or are being advised into – specific programs, including transfer majors. In the preliminary fall 2023 data, 5,344 transfer major enrollments were also documented (9.8 percent increase from fall 2022 and 39.1 percent increase from fall 2021).

The breakdown of the 290 approved transfer major programs in AY 2022-23 for each college are included in Table 1-3. Preliminary transfer major award data can be found in the “Student Success and Completion” section of this report.

## 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.

Enrollment in noncredit courses is disaggregated into nine program categories (Figure 1-4) and included 280,480 courses in AY 2022-23, an increase of 5.5 percent from the previous year.

The “Enhance Employability/Academic Success” category had the highest enrollment with 84,674 students taking courses (53.2 percent of all noncredit enrollment); however, if adult basic and secondary education, adult learning and family/individual development were included in the definition of enhancing students’ employability and academic success, this would total 63.5 percent of noncredit enrollment in AY 2022-23.

The next largest category of noncredit enrollment in AY 2022-23 was for state or federally mandated, recognized, court-ordered or referred courses (17.8 percent of all noncredit enrollment). Courses that were designed for recertification and licensure represented 14.4 percent of all noncredit enrollment in AY 2022-23.

## 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 141,021 adults, age 25 and older, lack a high school diploma or its equivalent. Nearly a quarter (23.9 percent) of these Iowans currently live in poverty [8].



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

## Adult Education and Literacy Programs

Federal and state funded adult education and literacy (AEL) programs address the needs of adult learners by providing noncredit instruction in adult basic education (ABE), English as a second language (ESL) and other training. These programs help adult learners improve their education and raise skill levels to meet employer demands and secure living-wage jobs. Iowa’s 15 community colleges deliver AEL services in a wide range of settings, both on and off-campus. Students utilizing such programs include: 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 proficiency and many others seeking the basic skills necessary to advance in employment or further their education.

Community colleges also help a growing number of Iowans from all socioeconomic backgrounds acquire skills and industry-recognized credentials

needed to secure gainful employment through state support from the Iowa Skilled Worker and Job Creation Fund.

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

- Gain employment status or better their current employment
- Obtain a high school equivalency diploma by passing the state-approved assessment
- Attain skills necessary to enter postsecondary education and training
- Exit public welfare and become self-sufficient
- Learn to speak, read and write the English language
- Master basic academic skills to help their children succeed in school
- Become U.S. citizens and participate in a democratic society
- Gain self-esteem, personal confidence and a sense of personal and civic responsibility

Note: Effective July 1, 2023, AEL programs were transferred from the Department to Iowa Workforce Development. Please refer to workforce.iowa.gov for current data, updates and other related information regarding these programs.

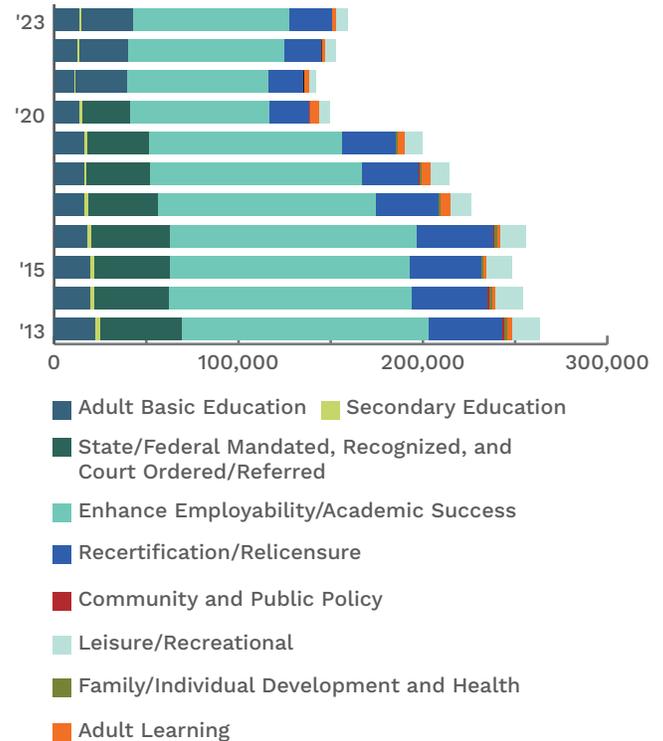


Figure 1-4: Number of Students Enrolled in Noncredit Courses by Program Category

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

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.

[4] Arena, M. L. (2013). The crisis in credit and the rise of non-credit. *Innovative Higher Education*, 38, 369–381.  
 [5] van Bergen, E., van Zuijen, T., Bishop, D., de Jong, P. F. (2017). Why Are Home Literacy Environment and Children’s Reading Skills Associated? *What Parental Skills Reveal*. *Reading Research Quarterly*, 52(2), 147–160. doi:10.1002/rrq.160  
 [6] Davis, Lois M., Jennifer L. Steele, Robert Bozick, Malcolm Williams, Susan Turner, Jeremy N. V. Miles, Jessica Saunders and Paul S. Steinberg. (2014). *How Effective Is Correctional Education, and Where Do We Go from Here? The Results of a Comprehensive Evaluation*. Santa Monica, CA: RAND Corporation. [https://www.rand.org/pubs/research\\_reports/RR564.html](https://www.rand.org/pubs/research_reports/RR564.html). Also available in print form.  
 [7] National Council for Adult Learning. (2015). *Adult Education Facts that Demand Priority Attention*. Retrieved December 6, 2020, from <http://www.ncalamerica.org/AdultEDFacts&Figures1215.pdf>.  
 [8] U.S Census Bureau/American Fact Finder. “S1501: Educational Attainment.” 2022: ACS 5-year Estimates Subject Tables. U.S. Census Bureau’s American Community Survey Office. Retrieved November 17, 2023, from [data.census.gov](https://data.census.gov).

# Section 2: College Admission and Enrollment

## Credit Enrollment

There were 117,172 students enrolled in credit programs in AY 2022-23, a 0.3 percent decrease from last year. This number includes students who enrolled in the 2022 fall term through the 2023 summer term.

Since 2012, there has been an average annual decline of 2.3 percent in credit enrollment (Figure 2-1). Credit hours also decreased to 1,538,451, representing a less than 0.1 percent decline since last year (Figure 2-2). This insignificant decrease in credit hours did not impact the course load taken per student this year; it remained at 13.1 credit hours, on average (Figure 2-3).

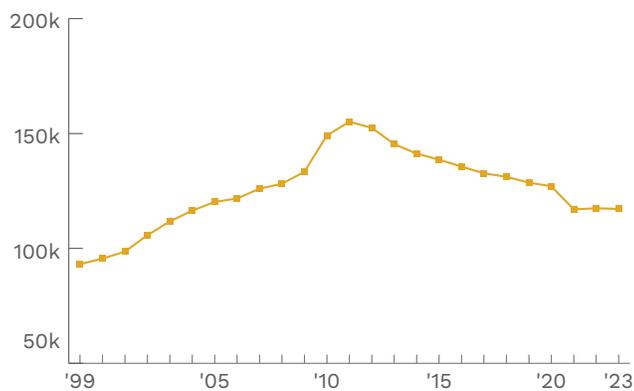


Figure 2-1: Annual Credit Enrollment: 1999-2023

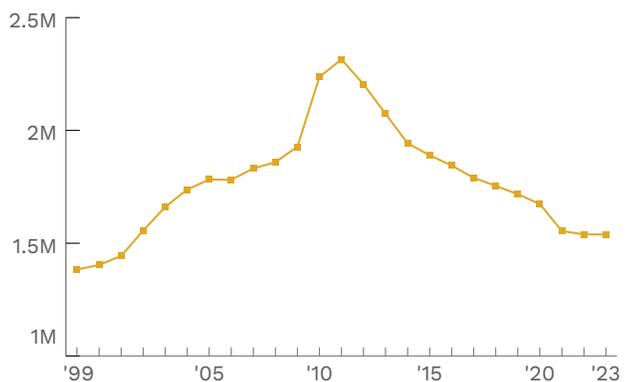


Figure 2-2: Annual Credit Hours: 1999-23

AY 2022-23 data provided a picture of the programs in which students enrolled, including: two types of college parallel (general and transfer major), career and technical education (CTE), general studies (GS), more than one program type and no program of study (POS) categories.

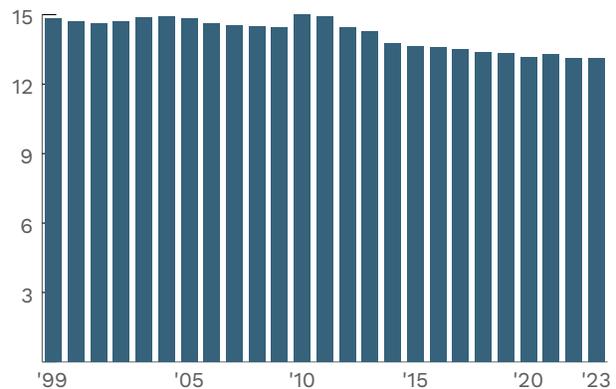


Figure 2-3: Average Semester Hours 1999-2023

Over 40 percent of all student enrolled in credit courses at Iowa's community colleges during AY 2022-23 had not declared a program of study.

During AY 2022-23, 40.6 percent of enrollees had not declared a POS, 24.2 percent of students declared general college parallel (arts and science) as their POS, 5.0 percent enrolled in transfer major (direct articulation with specific POS in four-year universities) college parallel programs, 24.6 percent enrolled in CTE programs, 1.4 percent of students were in GS and 4.1 percent were enrolled in more than one type of POS (Figure 2-4).

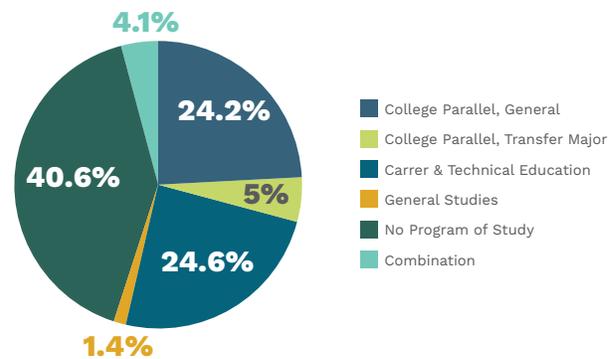


Figure 2-4: Enrollment by Program Type

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 (Associate of Arts or Associate of Science programs with an emphasis on a specific subject) accounted for 9.1 percent. CTE and GS accounted for 44.6 and 2.6 percent, respectively. A total of 28,359 students were

enrolled in general college parallel programs, 5,872 were enrolled in transfer major college parallel programs, 28,852 in CTE programs, 1,666 in GS and 4,824 in more than one type of program. As previously stated, the majority of enrollees in AY 2022-23 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 to four-year institutions.

**Transfer major programs gained popularity, with enrollment increasing more than 20 percent since last year.**

A total of 28,852 students were enrolled exclusively in CTE programs in AY 2022-23, up 4.2 percent from 27,648 students last year (unduplicated count). In the context of federal career clusters, health science remained the largest CTE program, with 9,921 students comprising 31.8 percent of all CTE enrollments,\* followed by business management and administration with 3,073 students comprising 9.9 percent and manufacturing with 2,575 students comprising 8.3 percent (Figure 2-5). With the exceptions of finance, STEM (science, technology, engineering and mathematics) and health science, career cluster CTE programs demonstrated a decline ranging from 0.8 percent to 14.6 percent. This downturn is partially due to community colleges introducing an array of non-CTE transfer major programs across career clusters. Meanwhile, education and training program enrollment continued its decrease by 3.4 percent, and architecture and construction decreased by 4.1 percent.

The Department regularly realigns its CTE program classification data with the National Career Clusters® in order to correspond to the most recent recommendations. Some of the CTE enrollment changes can be attributed to this realignment, instead of actual growth or decline. For instance, certain CTE programs were federally reclassified, moving from the government and public administration cluster to human services. Therefore, a significant

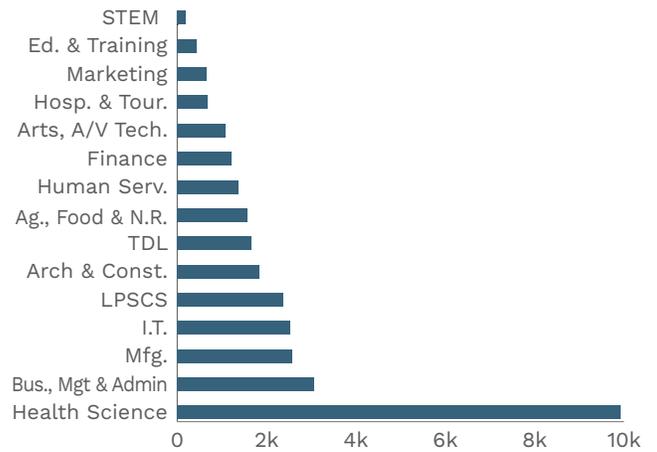


Figure 2-5: Average Semester Hours 1999-2023

increase in human services enrollment, and no enrollment in government and public administration programs over the same period, was due to 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 high school students to retirees taking courses for personal improvement. In AY 2022-23, the average age of community college students remained 21.0 years old. Female students accounted for 56.1 percent of enrollment. Meanwhile, minority enrollment increased 0.4 percent, to a record high of 24.7 percent.

Since the community college management information system (MIS) was established in Fiscal Year (FY) 1999, female students have consistently represented a higher percentage of Iowa community college enrollment, remaining between 54 and 57 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, at 58/42 percent and compared to four-year institutions, at 57/43 in AY 2021-22, (latest available data). Female students have outnumbered male students in postsecondary institutions nationwide since 1978 [2].

In terms of age, the average Iowa community college student is slightly younger than the national average. According to the most recent complete data (fall 2021) from the National

[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.

## Credit Enrollment

### Credit Enrollment

**117,172**

Student headcount  
down 0.3% since  
AY 2022-23

---

### Credit Hours

**1,538,451**

Down 0.1% since  
AY 2022-23

---

### Credit Hours per Student

**13.1**

0.0% change since  
AY 2022-23

---

### Largest Program Major

**COLLEGE  
PARALLEL**

29.2% of all  
declared majors

---

Center for Educational Statistics (NCES), 38.2 percent of Iowa community college enrollment consisted of students under 18 years of age (the second-highest percentage in the country). Nationally, the under-18 enrollment category was only 17.9 percent. Iowa was also higher than the national average for students under 20 years old.

Nationally, compared to four-year public universities, community colleges tend to serve an older population. However, Iowa community colleges serve more students younger than traditional college age (under 25 years old) than four-year public institutions nationwide. Fall 2021 National Center for Education Statistics (NCES) data indicates Iowa community college students of traditional college age comprised 83.2 percent of all enrollments, while at the state's four-year public institutions, the same category comprised 72.6 percent. Outside Iowa, 68.3 percent of community college students were under 25 years old. The median student age in Iowa community colleges was 18 years old, indicating half the student population was under that age (Figures 2-6 and 2-7). This age shift in Iowa is due in part to the growing numbers of jointly enrolled high school students who earn college credit at the state's community colleges. For example, 37.0 percent (43,340) of all enrollees in AY 2022-23 were under 18 years of age. Overall, 83.3 percent (97,587) of all enrollees in AY 2022-23 credit programs were under the age of 25.

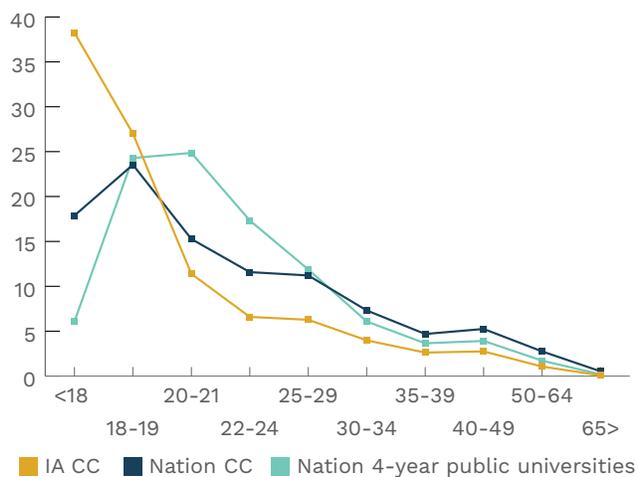


Figure 2-6: Credit Student Age, National Comparison 2021

Student diversity at Iowa community colleges continues to rise. In 2007, only 10.6 percent of students represented racial or ethnic minorities. In AY 2022-23, this percentage increased to a record high of 24.7 percent (Figure 2-8). To allow for greater accuracy, the Department changed its reporting methods for race in 2010, allowing students to identify themselves under multiple racial or ethnic categories. In AY 2022-23, 2.9 percent of all students reported their

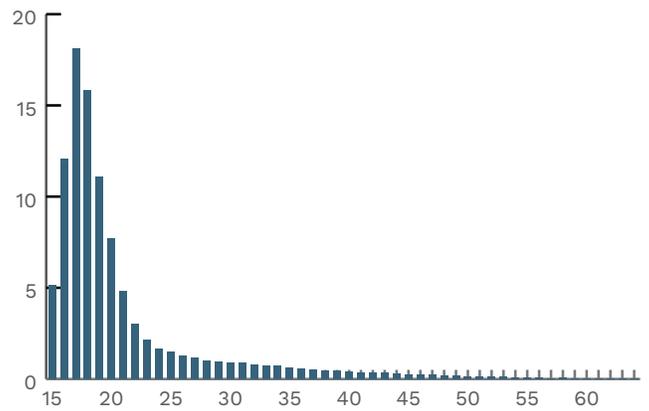


Figure 2-7: Credit Student Age: AY 2022-23

race/ethnicity as multiracial, accounting for 11.7 percent of all reported minority students. Of the students reporting a single race, white students comprised the majority (75.3 percent), followed by Hispanic students (10.1 percent), Black students (7.6 percent), Asian students (3.3 percent), American Indian students (0.5 percent) and Hawaiian/Pacific Islander students (0.2 percent) (Figure 2-9).

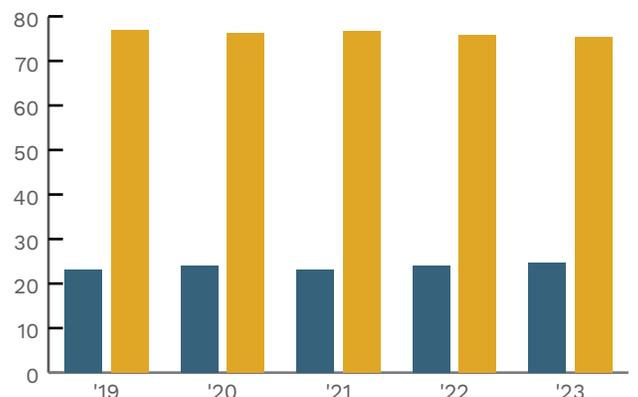


Figure 2-8: Percentage of Racial/Ethnic Minority Students: 2019-23

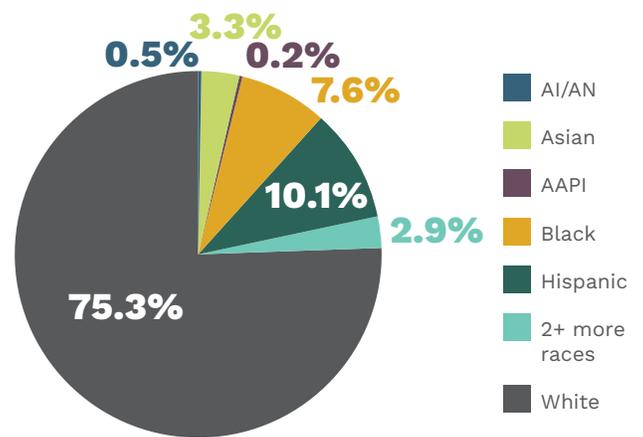
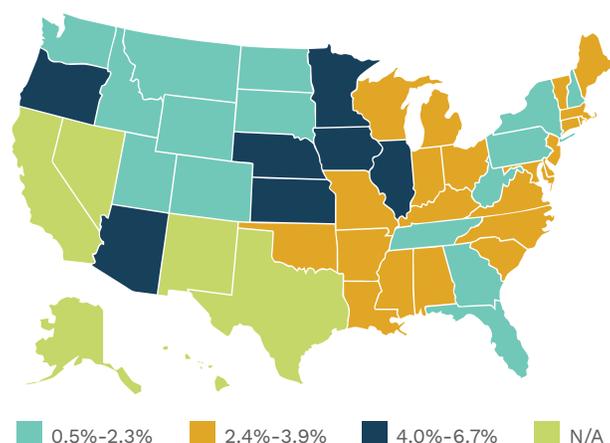


Figure 2-9: Credit Student Ethnicity: AY 2022-23

Nationally, community college minority student enrollment varied in 2022, ranging from 11.2 percent in West Virginia, to 86.1 percent in Hawaii, with a nationwide average of 51.6 percent. Reflecting the state’s overall population, the percentage of racial/ethnic minority students is relatively low at Iowa community colleges. However, relative to the racial/ethnic makeup of each state, Iowa’s colleges enrolled a higher percentage of minority students than their national peers.

In 2022, the U.S. Census Bureau estimated 14.2 percent of Iowans 15 years of age or older were nonwhite. Of that group, 6.7 percent were enrolled in Iowa community colleges in AY 2021-22, representing the highest penetration rate of minority students in community colleges nationally, followed by Kansas (6.1 percent) and Minnesota (5.2 percent) (Figure 2-10). Iowa has led the nation in this metric for the past 14 years.



**Figure 2-10: Penetration Rate of Ethnic/Racial Minority Students in U.S. Two-Year Public Colleges: 2022\***

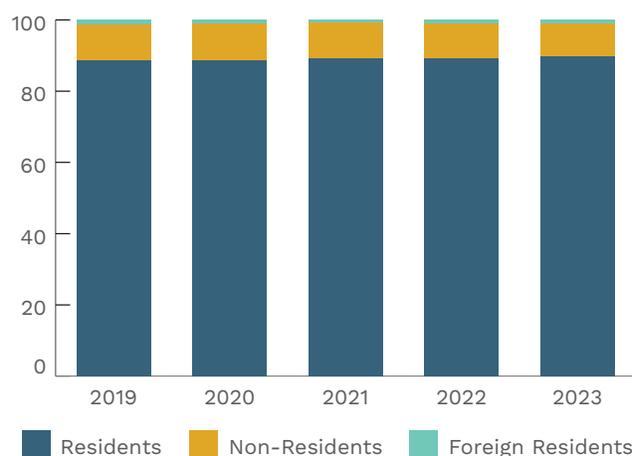
\*Penetration Rate equals the percentage of the college-eligible minority population in a state who attend community colleges.

## Student Residency

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

In AY 2022-23, Iowa residents made up 89.8 percent of Iowa community college enrollment, non-Iowa residents comprised 9.1 percent and the remaining 1.1 percent consisted of foreign nationals. These numbers have remained relatively stable for the past five years. However, there has been a slight trend toward a

larger number of non-Iowa resident enrollment, increasing from 6.0 percent in 2009 to 10.1 percent in AY 2019-20. This represents an annual average growth of 4.2 percent. Notably, non-Iowa resident enrollment dropped by 0.2 percent during AY 2019-20 due to COVID-19 pandemic restrictions. The number of foreign residents in Iowa community colleges remains low, even though it shows a 0.7 percent average annual change for the past fifteen years — again, due to COVID-19 pandemic restriction — dropping from over 1.2 percent in AY 2019-20 to 0.9 percent in AY 2020-21 and increasing to 1.1 percent in AY 2022-23 (Figure 2-11). NCES reported in 2022 that Iowa’s 1.5 percent foreign national student population was above the national community college average of 1.2 percent (the latest data available). These percentages vary from zero in New Hampshire to 4.3 in Washington [3].



**Figure 2-11: Residency Status of Credit Students: 2019-23**

## Joint Enrollment

A significant segment of credit enrollment at Iowa community colleges is from jointly enrolled students, who undertake postsecondary coursework while still in high school. These students accounted for 45.1 percent of total community college enrollment, and more than 29.9 percent of total credit hours in AY 2022-23. A total of 52,814 high school students were enrolled in one or more community college courses during AY 2022-23, a 5.5 percent increase over the last year.

Overall, community colleges continue to experience steady growth in joint enrollment. Since AY 2003-04, joint enrollment has increased approximately 151.1 percent — an average annual

[3] U.S. Department of Education. Integrated Postsecondary Data Systems. (2021). Washington, DC: Author.

growth of 5.0 percent (Figure 2-12). These students enrolled in a total of 460,521 semester credit hours in AY 2022-23, compared to 424,369 credit hours in AY 2021-22 (Figure 2-13). Additionally, in AY 2022-23, colleges conferred a total of 2,458 awards to jointly enrolled students, including: 339 associate degrees, 104 diplomas and 2,015 certificates. These numbers represent a 32.3 percent increase in awards conferred over AY 2021-22.

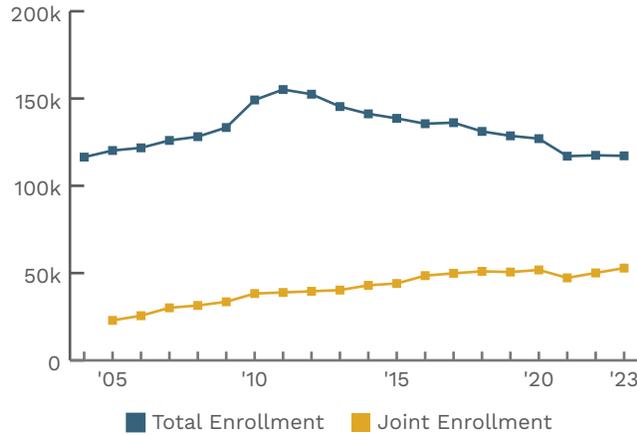


Figure 2-12: Total and Joint Enrollment: 2004-23

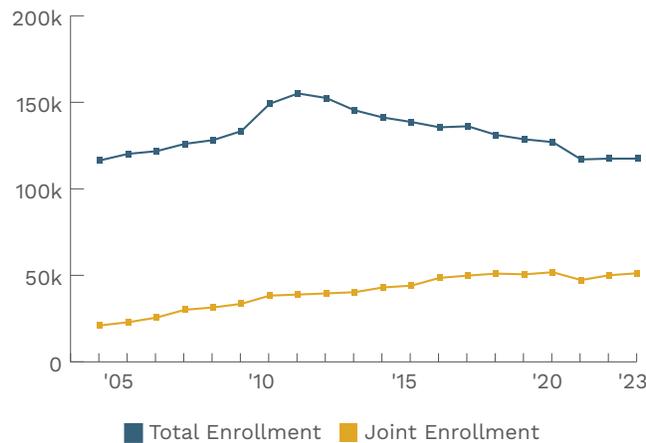


Figure 2-13: Total and Joint Enrollment Credit Hours: 2004-23

In AY 2022-23, the average number of credit hours taken per jointly enrolled student was 8.7, equivalent to about two or three courses (Figure 2-14). This number has increased by 1.8 credit hours since AY 2003-04. During AY 2022-23, joint enrollment accounted for 29.9 percent of total credit hours, a 2.3 percent increase from 27.6 percent in AY 2021-22. 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 2-15).

The rate at which high school students enroll in community college coursework varies by school district and community college region.

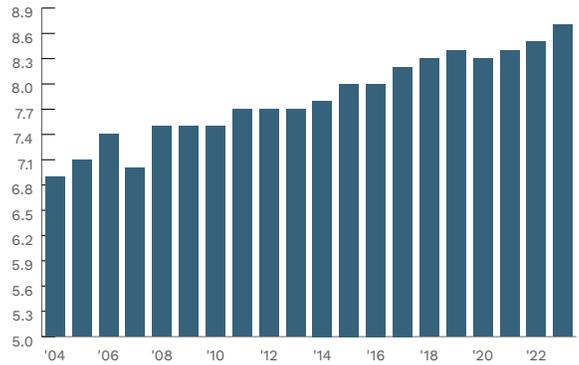


Figure 2-14: Average Credit Hours Per Jointly Enrolled Student: 2004-23

As shown in Figure 2-19, almost every school district offers access to some form of joint enrollment opportunity. However, the depth of this access varies, sometimes significantly, between school districts.

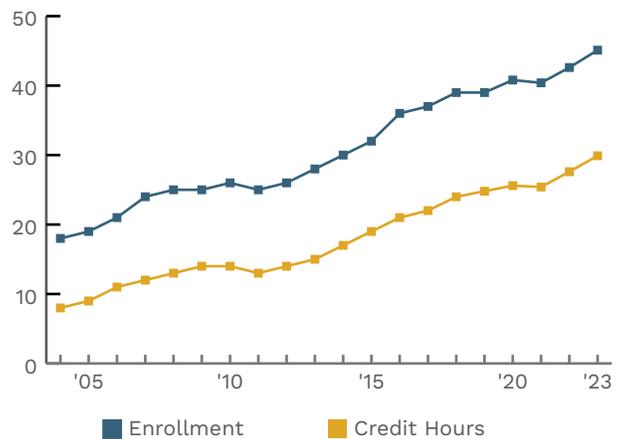
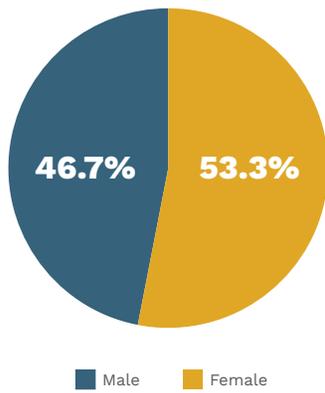


Figure 2-15: Joint Enrollment and Credit Hours as a Percentage of Total Credit Student Enrollment: 2004-23

## Jointly Enrolled Student Demographics

Compared to the overall student body, jointly enrolled students are more evenly divided between male and female students, and are less racially and ethnically diverse. Of the students who reported gender, more females (28,099) than males (24,655) participated in joint enrollment opportunities in AY 2022-23. However, relative to overall college credit enrollment, only 53.3 percent of joint enrollees were female, while 56.1 percent of all community college enrollees identified as female (Figure 2-16). Female student participation outpaced male student participation across all joint enrollment programs.

The racial/ethnic background of joint enrollees is also less diverse than both total community college enrollment and public PK-12



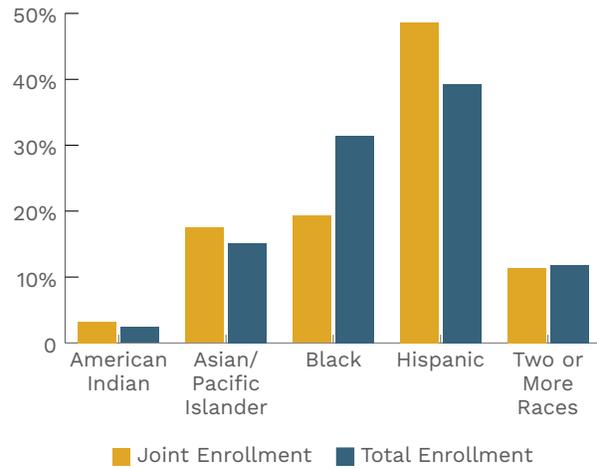
**Figure 2-16: Jointly Enrolled Credit Student Gender: AY 2022-23**

enrollment. In AY 2022-23, of the approximately 89.8 percent of joint enrollees who reported their race/ethnicity, 18.2 percent reported a minority background, compared to 24.7 percent of students enrolled in credit programs at Iowa’s community colleges, and 26.8 percent of students enrolled in Iowa’s public high schools.

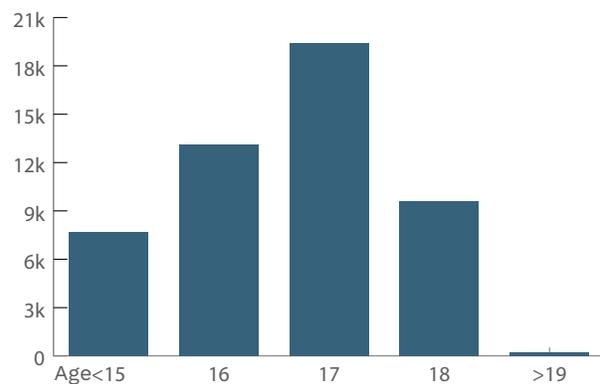
As a proportion of joint enrollment by program type, tuition-paying course enrollment had the largest percentage of minority students (19.7 percent), followed by contracted course enrollment (18.2 percent).

Of the minority joint enrollees, Hispanic students were the largest group, at 50.9 percent, followed by Black students at 18.0 percent and Asian students at 17.3 percent. Hispanic representation in joint enrollment also far exceeded total community college minority enrollment (39.3 percent). The proportion of Asian and Pacific Islander students in joint enrollment programs was also higher, compared to 14.3 percent of the group’s total community college enrollment. However, the proportion of Black students in joint enrollment is much less than that of the total enrollment (30.9 percent) (Figure 2-17).

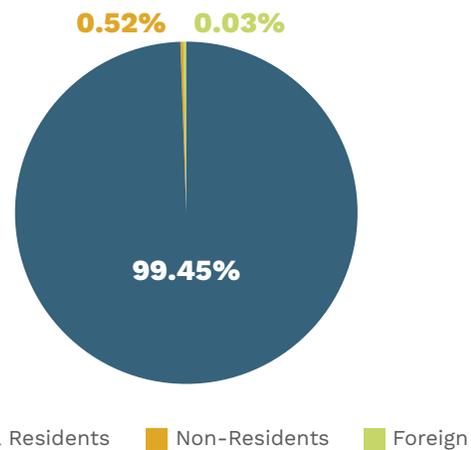
As to be expected, in AY 2022-23, jointly enrolled students were younger than the overall community college student body, with 99.6 percent being 18 years of age or under (Figure 2-18). Iowa continues to lead the nation among the percentage of high school students who enroll in community college courses. According to the most recent NCES data (Fall 2021), 38.2 percent of Iowa students under 18 years old jointly enroll, while the national average is only 18.2 percent. Additionally, almost all jointly enrolled students (99.45 percent) were classified as residents of Iowa. Only 280 out-of-state, and eight international students, were jointly enrolled during AY 2022-23 (Figure 2-19).



**Figure 2-17: Jointly Enrolled Credit Student Enrollment by Racial/Ethnic Minorities: AY 2022-23**



**Figure 2-18: Jointly Enrolled Credit Student Age: AY 2022-23**



**Figure 2-19: Jointly Enrolled Iowa Residents: AY 2022-23**

## Grade Level of Jointly Enrolled Students

Jointly enrolled students tend to be upperclassmen in high school, with 81.0 percent of students in their last two years of high school. Seniors accounted for 45.9 percent of jointly enrolled students, while just over a third were juniors (Figure 2-21).

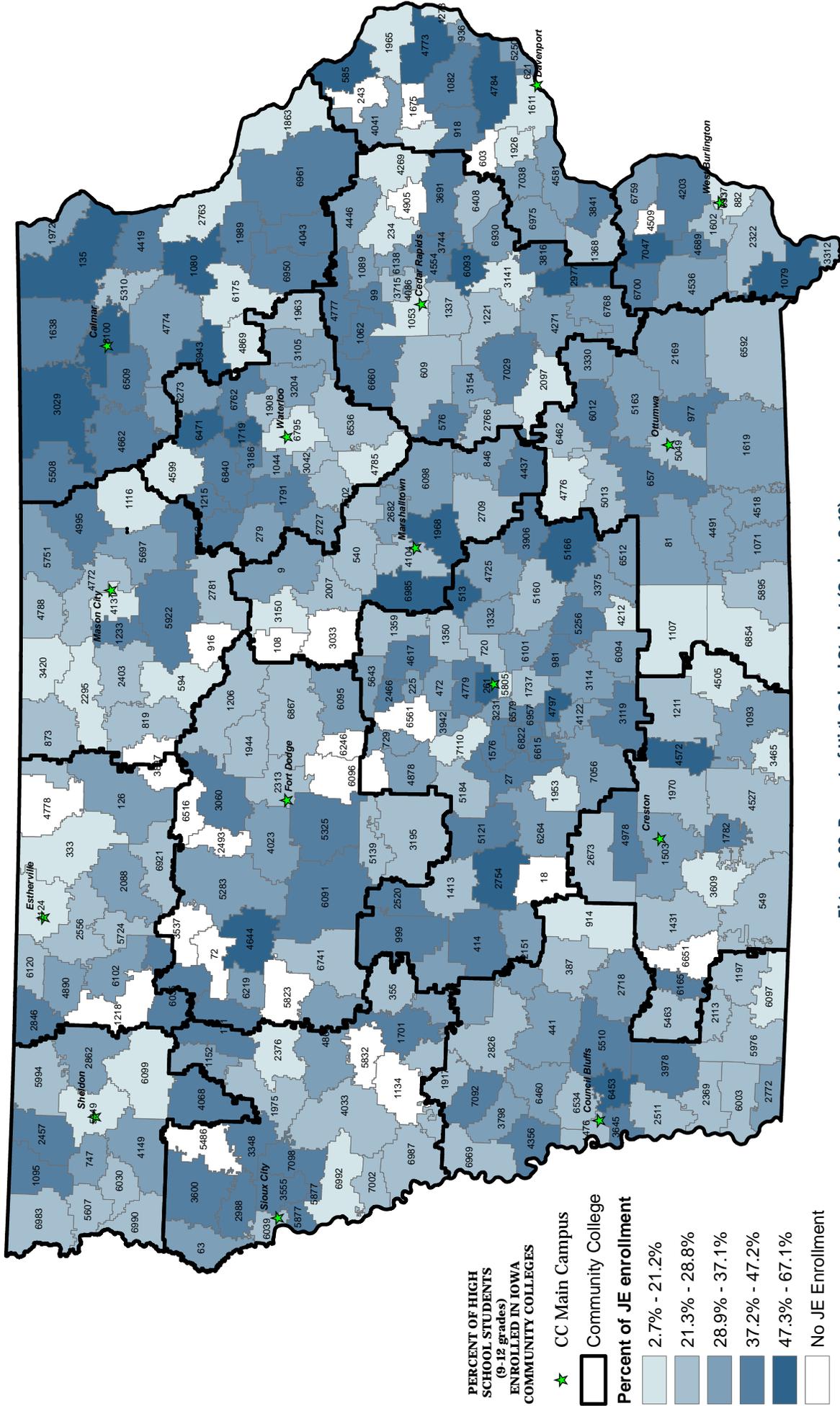


Figure 2-20: Percent of High School Students (Grades 9-12) Enrolled in Iowa Community Colleges During AY 2022-23 (Map)

Dist. #	District Name	% (Joint)	Since Last year	Dist. #	District Name	% (Joint)	Since Last year	Dist. #	District Name	% (Joint)	Since Last year
0009	AGWSR	33.85	3.13	1278	Clinton	18.67	1.58	2772	Hamburg	34.29	34.29
0027	Adel DeSoto Minburn	47.00	3.36	1332	Colfax-Mingo	32.47	10.75	2781	Hampton-Dumont	25.42	-2.95
0063	Akron Westfield	32.29	-11.08	1337	College	27.06	0.41	2826	Harlan	28.72	1.58
0081	Albia	37.17	4.36	1350	Collins-Maxwell	28.46	-3.00	2846	Harris-Lake Park	41.11	-2.93
0099	Alburnett	39.09	-2.33	1359	Colo-NESCO	28.80	10.55	2862	Hartley-Melvin-Sanborn	33.50	6.04
0126	Algona	35.42	6.43	1368	Columbus	24.88	-3.10	2977	Highland	50.29	24.56
0135	Allamakee	51.84	3.18	1413	Coon Rapids-Bayard	26.27	-1.41	2988	Hinton	37.82	0.71
0153	North Butler	44.81	-6.71	1431	Corning	26.32	-0.25	3029	Howard-Winneshiek	54.05	5.33
0171	Alta-Aurelia	46.60	5.56	1476	Council Bluffs	28.12	2.61	3042	Hudson	22.36	6.94
0225	Ames	30.51	1.24	1503	Creston	33.83	3.45	3060	Humboldt	38.71	-1.71
0234	Anamosa	21.16	4.24	1576	Dallas Center-Grimes	40.29	4.90	3105	Independence	35.47	-1.92
0261	Ankeny	51.87	2.34	1602	Danville	26.34	6.44	3114	Indianola	29.55	2.46
0279	Aplington-Parkersburg	32.20	3.98	1611	Davenport	21.20	-0.28	3119	Interstate 35	39.05	5.33
0333	North Union	20.62	-10.99	1619	Davis County	33.01	0.71	3141	Iowa City	17.85	0.88
0355	Ar-We-Va	28.07	0.95	1638	Decorah Community	39.58	3.76	3150	Iowa Falls	15.29	1.83
0387	Atlantic	27.22	-1.19	1701	Denison	38.93	7.13	3154	Iowa Valley	35.37	7.30
0414	Audubon	40.00	2.50	1719	Denver	51.15	-1.82	3168	IKM-Manning	32.65	3.65
0441	AHSTW	32.11	3.41	1737	Des Moines Indep.	22.72	7.02	3186	Janesville Consolidated	38.14	-1.67
0472	Ballard	36.88	8.14	1782	Diagonal	46.34	6.87	3195	Greene County	27.81	3.79
0513	Baxter	55.13	3.25	1791	Dike-New Hartford	44.19	9.73	3204	Jesup	34.17	-8.53
0540	BCLUW	24.86	-4.19	1863	Dubuque	14.73	6.81	3231	Johnston	34.98	10.23
0549	Bedford	24.48	2.89	1908	Dunkerton	25.74	1.68	3312	Keokuk	21.91	4.11
0576	Belle Plaine	39.20	15.17	1917	Boyer Valley	24.81	-4.46	3330	Keota	34.57	14.09
0585	Bellevue	53.92	2.53	1926	Durant	16.81	1.07	3348	Kingsley-Pierson	40.00	4.71
0594	Belmond-Klemme	13.45	-8.78	1944	Eagle Grove	23.75	1.99	3375	Knoxville	29.80	3.78
0609	Benton	27.82	1.53	1953	Earlham	17.84	1.94	3420	Lake Mills	17.62	-0.61
0621	Bettendorf	44.60	-4.31	1963	East Buchanan	24.73	0.00	3465	Lamoni	12.24	-2.04
0657	Eddyville-Blakesburg-Fremont	43.02	10.46	1965	Easton Valley	17.36	-1.18	3555	Lawton-Bronson	39.81	0.71
0720	Bondurant-Farrar	26.54	-1.83	1968	East Marshall	51.01	6.93	3600	Le Mars	38.66	3.11
0729	Boone	36.99	7.25	1970	East Union	25.32	-12.02	3609	Lenox	20.67	3.02
0747	Boyden-Hull	32.39	3.82	1972	Eastern Allamakee	36.36	-4.59	3645	Lewis Central	38.62	3.50
0819	West Hancock	28.40	-2.29	1975	River Valley	26.47	10.72	3691	North Cedar	38.19	15.08
0846	Brooklyn-Guernsey-Malcom	30.46	1.60	1989	Edgewood-Colesburg	38.35	-11.99	3715	Linn-Mar	23.11	3.18
0873	North Iowa	26.50	-1.43	2007	Eldora-New Providence	23.14	6.06	3744	Lisbon	40.98	8.93
0882	Burlington	14.93	2.21	2088	Emmetsburg	30.20	-1.34	3798	Logan-Magnolia	31.82	-0.46
0914	CAM	20.73	3.39	2097	English Valleys	13.95	-2.36	3816	Lone Tree	40.15	0.99
0918	Calamus-Wheatland	41.79	10.45	2113	Essex	25.86	4.89	3841	Louisa-Muscatine	37.93	11.11
0936	Camanche	32.92	-0.76	2124	Estherville Lincoln Central	15.10	-4.26	3906	Lynnville-Sully	45.78	14.02
0977	Cardinal	38.41	4.57	2151	Exira-Elk Horn- Kimballton	29.75	-0.15	3942	Madrid	36.41	10.24
0981	Carlisle	41.45	14.17	2169	Fairfield	34.87	5.50	3978	East Mills	39.61	4.48
0999	Carroll	39.15	9.03	2295	Forest City	15.12	3.56	4023	Manson Northwest Webster	30.54	-2.21
1044	Cedar Falls	31.71	-1.40	2313	Fort Dodge	24.68	-3.56	4033	Maple Valley-Anthon Oto	24.03	3.54
1053	Cedar Rapids	13.60	1.17	2322	Fort Madison	25.41	8.36	4041	Maquoketa	34.00	1.77
1062	Center Point-Urbana	39.74	-0.26	2369	Fremont-Mills	27.97	2.41	4043	Maquoketa Valley	41.88	-5.12
1071	Centerville	32.92	-6.19	2376	Galva-Holstein	16.32	-4.39	4068	Marcus-Meriden-Cleghorn	38.42	-7.55
1079	Central Lee	66.26	-1.55	2403	Garner-Hayfield-Ventura	24.76	9.58	4086	Marion Independent	31.30	1.16
1080	Central	55.03	7.59	2457	George-Little Rock	39.02	13.65	4104	Marshalltown	22.54	-1.06
1082	Central DeWitt	42.86	1.77	2466	Gilbert	44.13	5.93	4122	Martensdale-St Marys	32.97	12.52
1089	Central City	35.77	9.84	2502	Gladbrook-Reinbeck	27.46	2.28	4131	Mason City	15.70	3.44
1093	Central Decatur	30.52	-3.41	2511	Glenwood	28.83	8.51	4149	MOC-Floyd Valley	30.80	0.85
1095	Central Lyon	43.93	3.76	2520	Glidden-Ralston	40.21	17.04	4203	Mediapolis	40.68	4.96
1107	Chariton	18.11	2.73	2556	Graettinger-Terril	22.86	-4.07	4212	Melcher-Dallas	14.00	6.31
1116	Charles City	16.48	1.98	2673	Nodaway Valley	25.91	3.52	4269	Midland	19.55	-1.14
1152	Cherokee	31.16	-9.44	2682	GMG	33.10	-8.57	4271	Mid-Prairie	29.77	0.29
1197	Clarinda	21.53	2.37	2709	Grinnell-Newburg	24.42	1.10	4356	Missouri Valley	37.45	3.40
1206	Clarion-Goldfield-Dows	24.78	0.88	2718	Griswold	33.61	6.68	4419	MFL MarMac	39.31	-2.02
1211	Clarke	26.92	0.14	2727	Grundy Center	30.64	2.73	4437	Montezuma	45.03	0.11
1215	Clarksville	42.55	4.75	2754	Guthrie Center	52.56	12.12	4446	Monticello	35.52	5.80
1221	Clear Creek Amana	24.59	1.67	2763	Clayton Ridge	19.76	2.13	4491	Moravia	34.03	7.87
1233	Clear Lake	44.76	9.38	2766	H-L-V	25.27	-7.08	4505	Mormon Trail	21.05	8.74

Dist. #	District Name	% (Joint)	Since Last year	Dist. #	District Name	% (Joint)	Since Last year	Dist. #	District Name	% (Joint)	Since Last year
4518	Moulton-Udell	34.88	22.38	6039	Sioux City	26.51	-4.42	7092	Woodbine	46.38	2.97
4527	Mount Ayr	28.06	-9.50	6091	South Central Calhoun	41.20	2.90	7098	Woodbury Central	44.94	6.20
4536	Mount Pleasant	31.84	2.48	6093	Solon	50.32	12.52	7110	Woodward-Granger	19.89	3.54
4554	Mount Vernon	41.88	11.49	6094	Southeast Warren	29.59	5.42		State of Iowa	30.84	2.89
4572	Murray	50.00	14.71	6095	South Hamilton	32.74	-4.34				
4581	Muscatine	29.76	1.42	6097	South Page	2.78	-16.27				
4599	Nashua-Plainfield	21.26	1.03	6098	South Tama County	30.51	9.85				
4617	Nevada	41.75	0.62	6099	South O'Brien	20.33	0.75				
4644	Newell-Fonda	56.63	-0.60	6100	South Winneshiek	52.13	-1.99				
4662	New Hampton	38.05	9.08	6101	Southeast Polk	33.66	8.80				
4689	New London	42.69	2.81	6102	Spencer	30.76	-14.09				
4725	Newton	35.38	2.92	6120	Spirit Lake	24.94	-2.31				
4772	Central Springs	25.22	-3.03	6138	Springville	34.92	-3.36				
4773	Northeast	48.76	2.56	6165	Stanton	39.51	-4.78				
4774	North Fayette Valley	33.63	5.65	6175	Starmont	17.80	-7.20				
4776	North Mahaska	19.59	-11.62	6219	Storm Lake	36.36	1.82				
4777	North Linn	42.77	0.06	6264	West Central Valley	36.94	9.77				
4779	North Polk	47.30	13.06	6273	Sumner-Fredericksburg	31.54	-12.58				
4784	North Scott	61.95	5.97	6408	Tipton	21.94	-7.17				
4785	North Tama County	20.80	-7.97	6453	Treynor	50.79	11.46				
4788	Northwood-Kensett	25.45	-0.31	6460	Tri-Center	36.19	2.53				
4797	Norwalk	54.93	4.20	6462	Tri-County	28.17	3.49				
4860	Odebolt Arthur Battle Creek Ida Grove	34.64	8.70	6471	Tripoli	47.97	8.12				
4869	Oelwein	18.14	-5.80	6509	Turkey Valley	38.28	-8.51				
4878	Ogden	36.13	12.63	6512	Twin Cedars	31.19	10.14				
4890	Okoboji	33.70	-6.18	6534	Underwood	28.40	2.80				
4978	Orient-Macksburg	40.00	11.70	6536	Union	23.42	-8.36				
4995	Osage	38.02	-2.89	6579	Urbandale	42.39	8.96				
5013	Oskaloosa	26.58	3.22	6592	Van Buren County	21.69	-4.16				
5049	Ottumwa	26.64	-4.35	6615	Van Meter	41.78	7.92				
5121	Panorama	45.07	9.41	6660	Vinton-Shellsburg	40.47	6.03				
5139	Paton-Churdan	27.66	-1.13	6700	Waco	44.59	8.83				
5160	PCM	28.29	4.65	6741	East Sac County	23.11	1.97				
5163	Pekin	34.69	-1.25	6759	Wapello	32.64	5.94				
5166	Pella	56.94	0.99	6762	Wapsie Valley	43.75	-3.94				
5184	Perry	26.06	11.46	6768	Washington	33.33	6.63				
5250	Pleasant Valley	30.34	-2.11	6795	Waterloo	18.71	-0.57				
5256	Pleasantville	39.34	-1.99	6822	Waukeee	41.08	-1.52				
5283	Pocahontas Area	30.42	-1.62	6840	Waverly-Shell Rock	44.84	3.71				
5310	Postville	28.81	-1.28	6854	Wayne	12.43	-7.07				
5325	Prairie Valley	43.50	8.46	6867	Webster City	24.86	-2.95				
5463	Red Oak	28.75	-1.99	6921	West Bend-Mallard	26.32	2.42				
5508	Riceville	45.71	-11.43	6930	West Branch	32.79	4.64				
5510	Riverside	39.68	6.15	6937	West Burlington Ind	21.30	-5.23				
5607	Rock Valley	27.55	-7.30	6943	West Central	67.07	1.25				
5643	Roland-Story	30.72	6.32	6950	West Delaware County	41.56	0.59				
5697	Rudd-Rockford-Marble Rk	34.09	-0.26	6957	West Des Moines	45.85	4.57				
5724	Ruthven-Ayrshire	22.03	-14.14	6961	Western Dubuque	40.36	4.22				
5751	St Ansgar	34.50	2.92	6969	West Harrison	22.83	-2.43				
5805	Saydel	20.62	-0.03	6975	West Liberty	32.42	0.25				
5877	Sergeant Bluff-Luton	38.09	5.64	6983	West Lyon	26.71	1.54				
5895	Seymour	24.29	7.62	6985	West Marshall	50.46	13.20				
5922	West Fork	43.69	7.46	6987	West Monona	24.02	3.19				
5949	Sheldon	19.88	0.05	6990	West Sioux	24.15	-3.12				
5976	Shenandoah	23.12	5.70	6992	Westwood	10.38	-2.47				
5994	Sibley-Ocheyedan	27.75	5.10	7002	Whiting	27.78	2.38				
6003	Sidney	22.78	2.56	7029	Williamsburg	43.96	-1.00				
6012	Sigourney	39.11	-2.10	7038	Wilton	34.19	2.32				
6030	Sioux Center	23.23	2.25	7047	Winfield-Mt Union	50.00	0.35				
6035	Sioux Central	37.96	2.00	7056	Winterset	30.09	-5.73				

NOTE: Data excludes 4,624 (8.8% percent) jointly enrolled secondary students with missing district number or State ID.  
SOURCE: K-12 Student Data and CC MIS.

## Joint Enrollment

### Students Enrolled

**52,814** Up 5.5 % since  
AY 21-22

---

### Reported Race/Ethnicity\*

**89.8 %** White

---

### Semester Hours

**460,521** Up 8.5 % since  
AY 2021-22

---

### Grade Level

**45.9 %** 12th Grade

---

### Semester Hours Per High School Student

**8.7** Semester Hours

---

### Racial/Ethnic Minority Background\*

**18.2 %** Up from 17.8% in  
AY 2020-21

---

### Jointly Enrolled High School Students Who earned Associate Degrees in AY 2022-23

**339** 29.2% of All  
Declared Majors

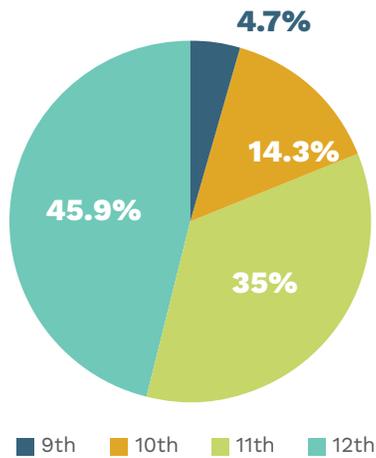
---

### Total Enrollment

**24.7 %** Up From 24.3% in  
AY 2020-21

---

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



**Figure 2-21: Jointly Enrolled Student Grade Level: AY 2022-23**

## Summer College Credit Program

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

- Provide greater access to college credit coursework in career and technical education (CTE) programs, by allowing high school students to enroll at an Iowa community college during the summer at no cost
- Allow high school students to explore and start on paths to obtain credentials linked to high-demand fields
- 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 SCCP function like standard joint enrollment courses offered during the typical academic year, in that the requirements for students, courses, instructors and institutions are the same. Courses offered through this program, however, are not eligible for concurrent enrollment supplementary weighting. Instead, SCCP is supported by a \$600,000 appropriation from the Iowa Legislature.

Each community college works directly with school districts to identify and enroll students in SCCP. 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 12th-grade students who have not yet graduated.

Community colleges submit SCCP joint enrollment CTE program proposals annually to the Department for approval. In AY 2022-23, the Department approved proposals for each of Iowa's 15 community colleges. Coursework in each of these programs is part of an approved CTE program, and aligns with an in-demand occupation identified by the Iowa State Workforce Development Board, or by the respective community college. Course offerings within the top two service areas (health science and applied science, technology, engineering and manufacturing [ASTEM]) were primarily for certified nursing assistant and welding/manufacturing.

In AY 2022-23, SCCP enrollment increased by 14.7 percent from the previous year to 1,863 students. Out of 35 approved programs in AY 2022-23, 15 were in health sciences, 11 were in ASTEM, four were in business, management and administration, three were in information solutions, two were in human services and agriculture had no program offerings.

## Online Credit Enrollment

The COVID-19 pandemic precluded face-to-face instruction for many educational institutions nationwide, subsequently doubling online enrollments. According to the latest available data, however, in AY 2021-22, only 69.4 percent of students enrolled in some type of distance learning class at a community college. This nationwide figure is down from 75.7 percent in AY 2020-21, which could be a sign of recovery from COVID-19 limitations. In Iowa, a lower proportion of community college students — 60.2 percent — enrolled in online programs during AY 2020-21, a decline from 68.3 percent the previous year [3]. The same data source reports Hawaii with the highest rate of distance learning (92.8 percent), and Colorado with the lowest rate (35.0 percent).

The Department has collected data on community college enrollment in online coursework since AY 2006-07. The Management Information System (MIS) data show 58.9 percent of Iowa community college students enrolled in at least one online course during AY 2022-23. 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. In contrast, the national data referenced previously aggregates enrollment figures for both hybrid and exclusively online courses.

[3] U.S. Department of Education. Integrated Postsecondary Data Systems. (2021). Washington, DC: Author.

## Online Credit Enrollment

Students Enrolled

**68,970** Down 0.6% since  
AY 2020-21

---

## Semester Hours Online

**572,317** Down 0.9% since  
AY 2020-21

---

Generally, Iowa community colleges have experienced a steady increase in the number of students enrolled in online coursework over the past 17 years. However, both overall enrollment and online enrollment slightly decreased this year, with AY 2022-23 online enrollment down to 68,970 unduplicated students, a 0.6 percent decrease from last year (Figure 2-22). Lifted COVID-19 restrictions seem to be a reasonable explanation for the online enrollment decline.

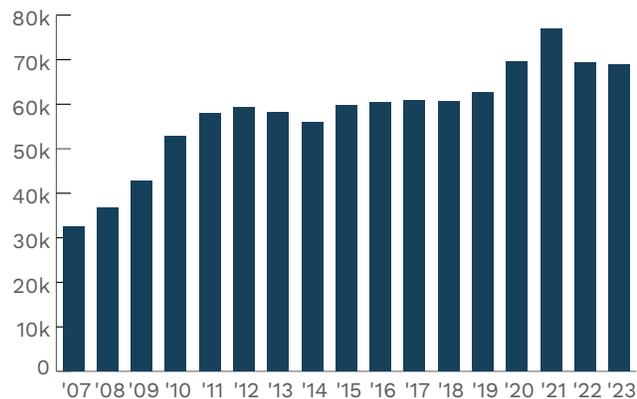


Figure 2-22: Online Credit Enrollment: 2007-23

Despite sporadic declines, overall online credit hour enrollment has grown an average of 4.8 percent annually since AY 2006-07. Online students enrolled in a smaller number of credit hours during AY 2022-23 (572,317, compared to 577,329 last year), for an average of 8.3 credit hours. This average has fluctuated from year to year, with the lowest being 5.8 hours in 2007 (Figure 2-23). Although online enrollment has grown significantly since AY 2006-07, slight fluctuations since AY 2014-15 have slowed down the online credit rate of growth (Figure 2-24).

During AY 2022-23, 20,142 students, or 29.2 percent of total online enrollees, declared college parallel (arts and sciences) as their program of study. An additional 4,807 students were enrolled in transfer major college parallel programs, accounting for 7.0 percent of all online enrollments. Of the remaining students, 18,413 enrolled in career and technical education (CTE) courses (26.7 percent), 1,286 enrolled in general studies (1.9 percent) and 2,368 enrolled in more than one program (3.4 percent).

The largest category of online enrollments consisted of 21,954 students (31.8 percent) without declared programs of study (Figure 2-25). Of these students, the largest portion were jointly enrolled high school students, who simultaneously undertake community college coursework for credit. These students typically enroll in arts and science courses. The number

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.

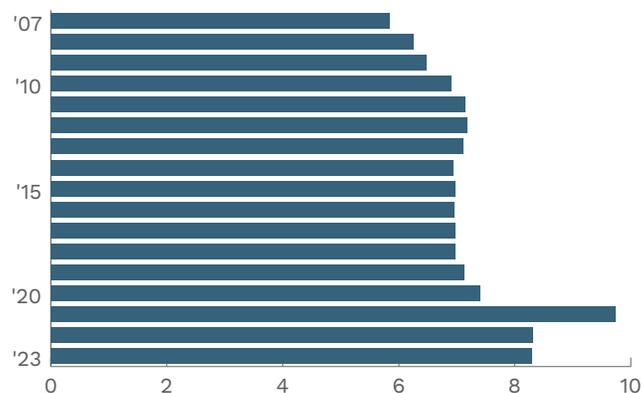


Figure 2-23: Average Credit Hours of Online Students: 2007-23

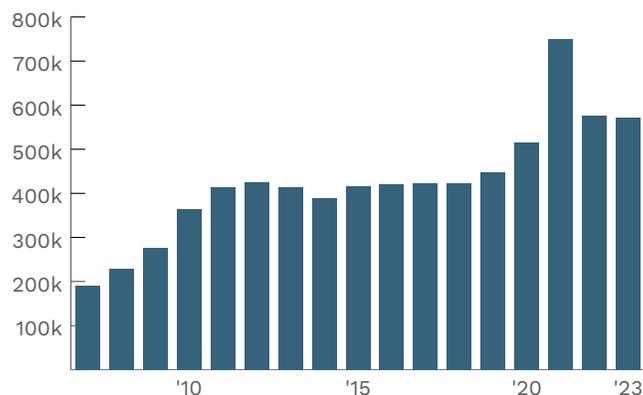
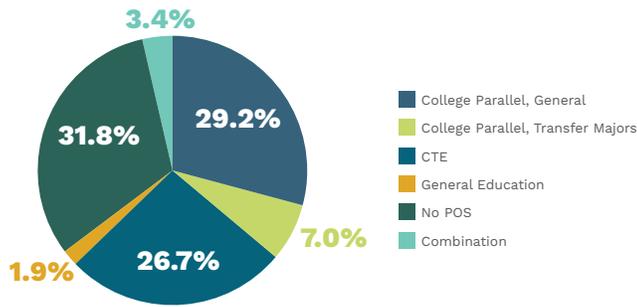


Figure 2-24: Online Credit Hours: 2007-23

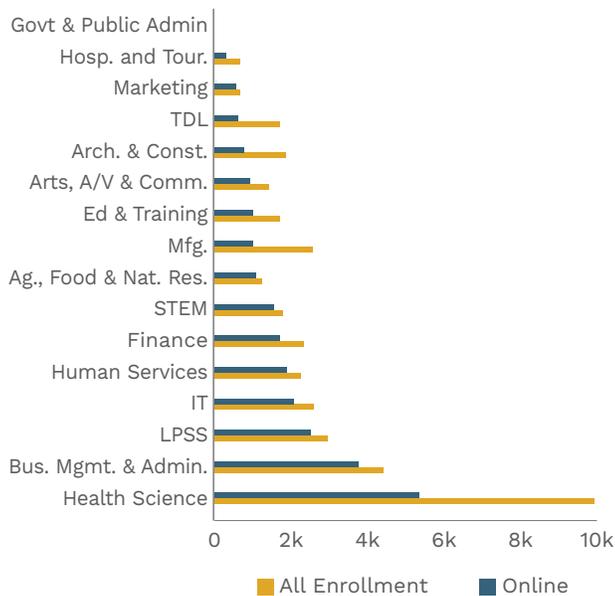
of jointly enrolled students taking online courses has continuously increased over the past 17 years.

CTE student enrollment in online coursework decreased 4.3 percent from last year; however, there is significant variation in online enrollment when disaggregated by career cluster (Figure 2-26). The health science career



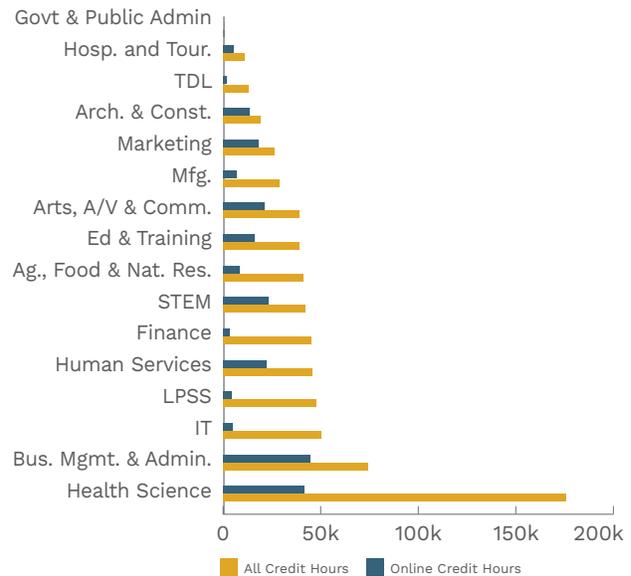
**Figure 2-25: Online Enrollment by Program Type: AY 2022-23**

cluster is the largest with 5,357 students enrolled in one or more online courses. Only six of the 16 career clusters saw increased online CTE enrollment in AY 2022-23, with the largest in the education and training (92.5 percent increase) and science, technology, engineering and mathematics (STEM, 53.1 percent). Nine CTE career clusters demonstrated a decline, ranging from 4.0 percent in finance 37.4 percent in hospitality and tourism. The government and public administration cluster was unchanged.



**Figure 2-26: CTE Online and Total Enrollment Delivered Online: AY 2022-23**

A review of credit hours within career clusters (Figure 2-27) revealed the business management and administration career cluster had the largest number of credit hours (44,544) delivered online. This accounts for 19.0 percent of the online hours offered in all career clusters. The health science career cluster ranked second, with 41,412 credit hours, followed by law, public safety and security, with 23,006 credit hours. These three career clusters accounted for close to half (46.4 percent) of the total credit hours delivered online for CTE programs.



**Figure 2-27: CTE Online and Total Credit Hours Delivered Online: AY 2022-23**

## Online Student Demographics

While female students comprised 56.1 percent of the total Iowa community college student body in AY 2022-23, they made up 62.6 percent of students enrolled in online coursework. The percentage of female students enrolled in online coursework decreased by 0.4 percent from last year, however.

The average student enrolled in online coursework was older than the overall student body, mostly due to the smaller number of jointly enrolled students. The average age of students taking one or more online courses was 22.5 years old, which is 1.6 years older than the average Iowa community college student. Students between 15 and 27 years old (a span including more than 1,000 students in each year of age), comprised 82.6 percent of online enrollees. All community college students enrolling in online courses ranged in age from 13 to 76 years old (Figure 2-29). Jointly enrolled students are less likely to be enrolled in online coursework than the general student body. In AY 2022-23, 37.5 percent (19,812) of jointly enrolled students enrolled in one or more online courses, compared to 62.5 percent of the total student body. Additionally, only 27.9 percent (128,274) of joint enrollment credit hours were delivered online, compared to 72.1 percent of total credit hours (Figure 2-28). In Iowa, all 15 community colleges offer online courses to jointly enrolled students.

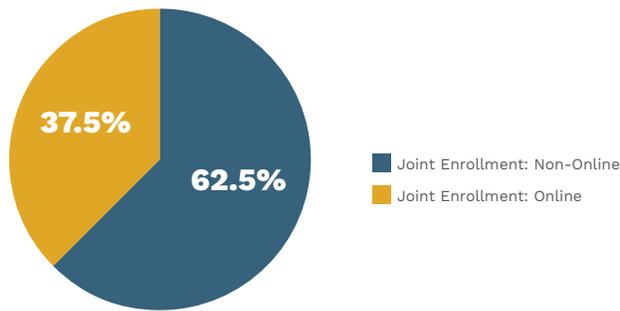


Figure 2-28: All Joint Enrollment and Online Joint Enrollment

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 2-30). Also similar to the overall student body, students who took online coursework were predominantly residents of Iowa. The percentage of Iowa residents enrolling in online courses, however, was lower than for all enrollments. Of the students who took one or more online courses in AY 2022-23, 86.2 percent were Iowa residents (who made up 89.8 percent of overall credit enrollment), 12.5 percent were non-Iowa residents and 1.3 percent were international students (Figure 2-31).

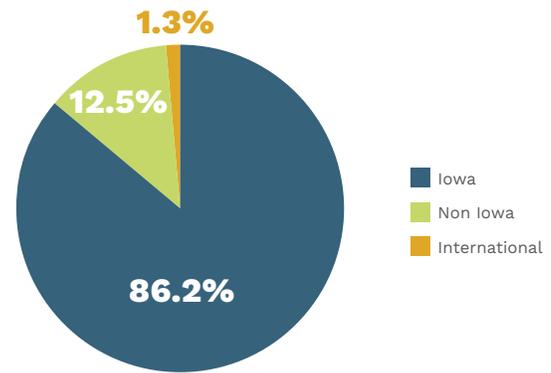


Figure 2-31: Residency of Online Students: AY 2022-23

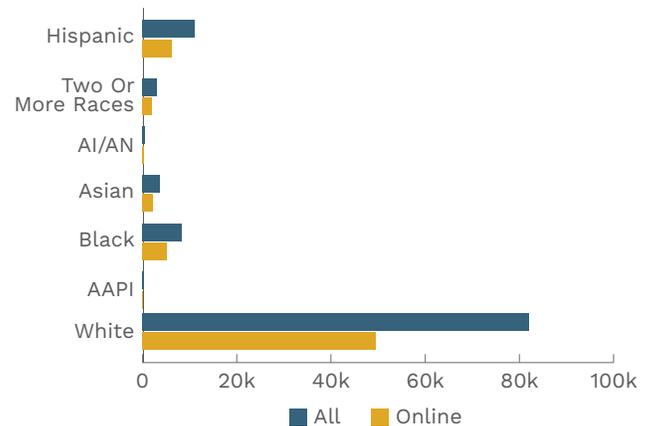


Figure 2-32: Online Credit Enrollment, Total Credit Enrollment and Percentages of Online Enrollment by Race and Ethnicity: AY 2022-23

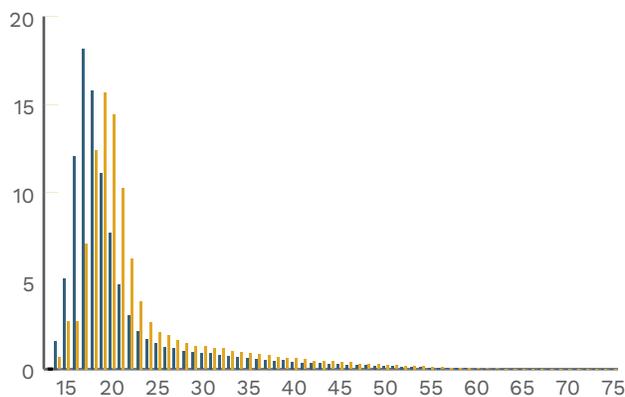


Figure 2-29: Age of Online Students: AY 2022-23

## Developmental Education

“Developmental education” refers to undergraduate courses and other instruction designed to help academically under-prepared students get ready for college-level coursework and continued academic success. For this section, developmental education is defined as enrollment in a community college course numbered below 100 (e.g., MAT060). During academic year AY 2022-23, 4,807 students (4.1 percent) enrolled in a developmental education course, a 7.2 percent decrease from AY 2021-22. These students

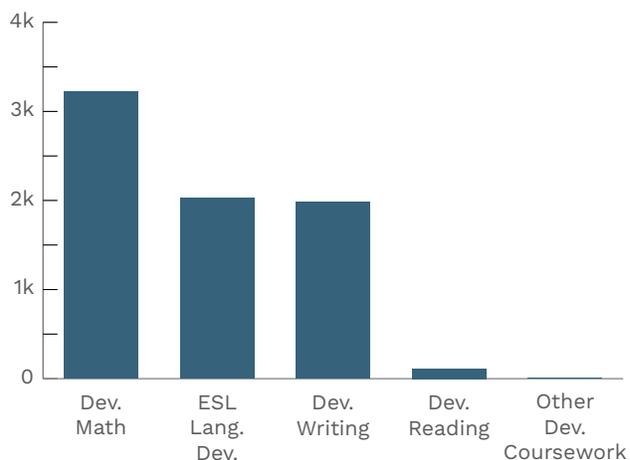
enrolled in a total of 20,913 credit hours of developmental education during the academic year, which is 14.9 percent less than last year.

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 grade point average, 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.

Students may take more than one developmental education course to prepare for college-level coursework. In AY 2022-23,

4,807 students (unduplicated headcount) accounted for 7,356 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: 3,225 were enrolled in developmental mathematics courses; English as a Second Language (ESL) and Intensive ESL (i.e., ESI) language development courses had 2,029 enrollees; developmental writing courses had 1,980 enrollees; developmental reading had 113 enrollees and all other developmental courses had nine enrollees (Figure: 2-32). The mathematics course with the highest enrollment was Pre-Algebra with 602 enrollees, and the writing course with the highest enrollment was Composition I Laboratory with 912 enrollees.



**Figure 2-32: Type of Developmental Education Students: AY 2022-23**

**The percentage of racial/ethnic minority students participating in developmental education in AY 2022-23 was nearly double that of overall minority student community college enrollment.**

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

AY 2021-22 was the first year 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 AY 2022-23, 4,905 students were reported with either prerequisite or corequisite enrollment in developmental education. Of them, 3,736 students (76.2 percent) enrolled in prerequisite developmental education; 907 (18.5 percent) in corequisite developmental education; and 262 (5.3 percent) were enrolled in both types during the year.

Similar to the general population of students, the majority who took developmental education coursework were female (58.0 percent). However, 48.7 percent of all developmental education enrollees were racial/ethnic minority students — which is more than double the percentage of total minority students in the general student population (24.7 percent).

While the average age of all community college students was 21 years old, the average age for students in developmental education was 23, with a median age of 21 years. Students between the ages of 18 and 21 accounted for 53.2 percent of developmental education enrollment, with peak participation among 19-year-old students in AY 2022-23. (Figure 2-34).

## Noncredit Enrollment

In academic year AY 2022-23, 157,572 students participated in noncredit programs and courses through Iowa community colleges, representing a 4.1 percent increase since

## Developmental Education

Developmental Education Enrollment

**4,807** Enrollees

---

Percent of Total Enrollment

**4.1%** Down 7.2% since  
AY 2021-22

---

Credit Hours in Developmental Courses

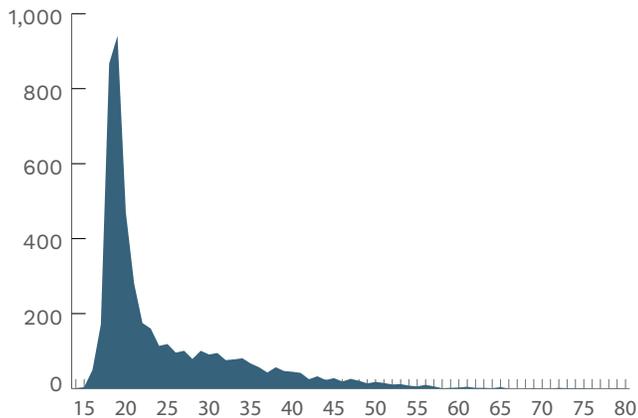
**20,913**

---

Average Credits Per Student

**4.35**

---



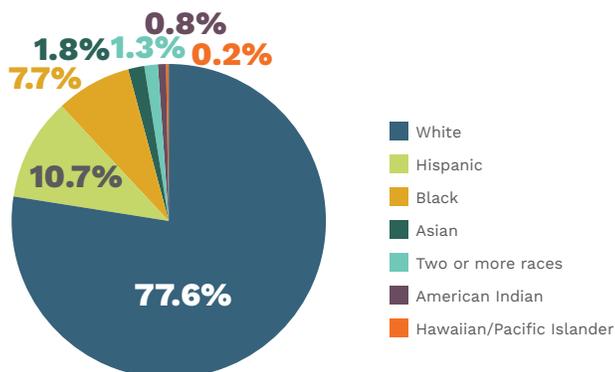
**Figure 2-34: Age of Developmental Education Students: AY 2022-23**

AY 2021-22 (Figure 2-35). However, compared to the last academic year, noncredit program contact hours decreased by 2.6 percent (Figure 3-36). Prior to AY 2019-20, activities such as conferences, community service or staff development were not included in noncredit enrollment, but have subsequently been incorporated into those totals.

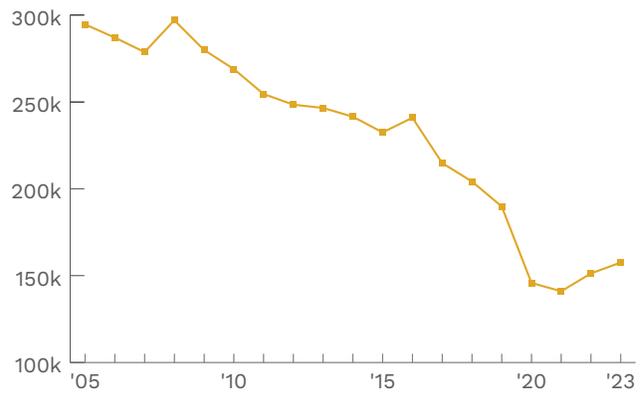
## Participant Gender, Race and Ethnicity

While 31,952 community college noncredit enrollees (20.3 percent) in AY 2022-23 did not report gender, historically students who are female have comprised the majority of students who choose to report. In AY 2022-23, however, slightly more male students enrolled, with 51.8 percent reporting they are male, and 48.2 percent of students reporting they are female.

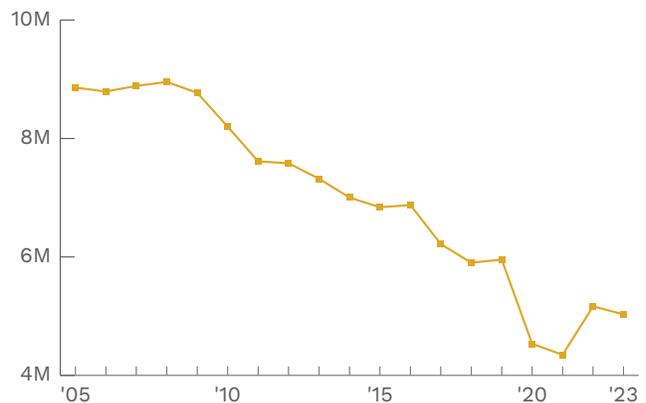
More than half (57.9 percent) of noncredit students did not report their race/ethnicity. Of those who did, the majority identified themselves as white (77.6 percent). The remainder self-reported within a racial/ethnic minority group, with 10.7 percent identifying as Hispanic, 7.7



**Figure 2-37: Noncredit Enrollment by Race/Ethnicity\***  
Based on students who reported their race/ethnicity



**Figure 2-35: Noncredit Enrollment: 2005-2023**



**Figure 2-36: Noncredit Contact Hours: 2005-2023**

percent as Black, 1.8 percent as Asian, 0.8 percent as American Indian, 0.2 percent as Hawaiian/Pacific Islander and 1.3 percent reporting more than one race (Figure 2-37).

Among the participants who self-identified as racial/ethnic minorities, the majority were Hispanic (47.7 percent), followed by Black (34.2 percent), Asian (8.0 percent), American Indian (3.4 percent) and Hawaiian/Pacific Islander (1.0 percent). Additionally, 5.7 percent of these students reported belonging to two or more races.

## Noncredit Skill Enhancement Course Enrollment by Career Clusters

In AY 2022-23, 85,500 students enrolled in skill enhancement courses, which are designed to help people advance in their fields of employment. At least one skill enhancement course taken by each of these students during AY 2022-23 was aligned with one of the 16 National Career Clusters®, totaling 121,281 enrollments. (Students may be enrolled in multiple courses falling under different clusters.)

## Noncredit Enrollment

Students Enrolled

**157,572** Up 4.1% since  
AY 2021-22

---

Contact Hours

**5,030,766** Down 2.6% since  
AY 2021-22

---

Average Annual Contact Hours per Student

**31.9**

---

Noncredit skill enhancement enrollment at Iowa's community colleges contains a large percentage of students in the Health Sciences (45.9 percent). Additionally, colleges reported 20.7 percent enrollment in Business, Management and Administration courses, and 9.2 percent in Government and Public Administration. The next highest categories of enrollment were in Transportation, Distribution and Logistics (7.5 percent); Architecture and Construction (4.2 percent); Law, Public Safety and Security (3.9 percent); Manufacturing (3.0 percent) and Agriculture, Food and Natural Resources (2.3 percent). The remaining categories totaled 3.2 percent.

In total, Iowa's 15 community colleges reported 2,296,905 skill enhancement contact hours within one or more career clusters during AY 2022-23 (Figure 2-38). Similar to enrollment, Health Science accounted for the largest percentage of contact hours (31.7 percent), taken by 43,823 students.

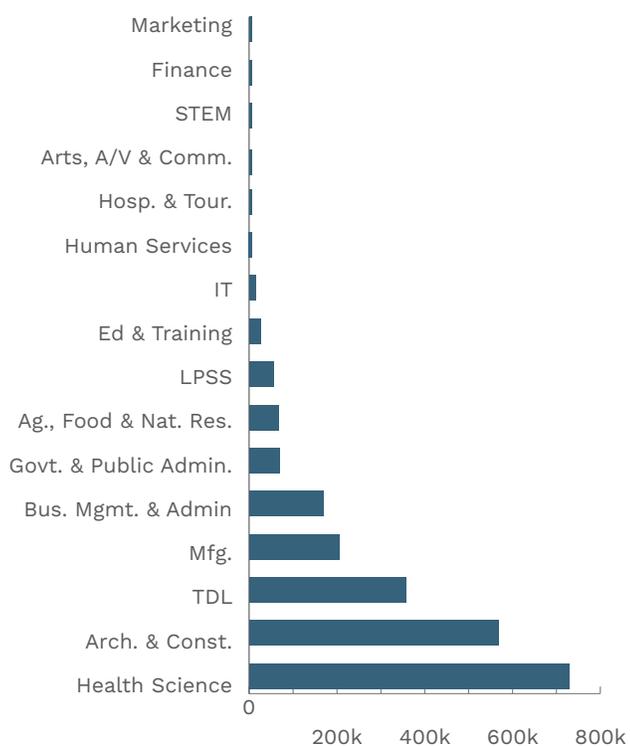


Figure 2-38: Noncredit Skill Enhancement Contact Hours by National Career Cluster®

## Online Noncredit Enrollment

Online noncredit enrollment decreased 25.0 percent in AY 2022-23 from the previous year (Figure 2-39). Contact hours decreased 25.4 percent over AY 2021-22. Overall, 12.8

percent of all students enrolled in noncredit coursework received education through online delivery in AY 2022-23, compared to 17.8 percent the previous year.

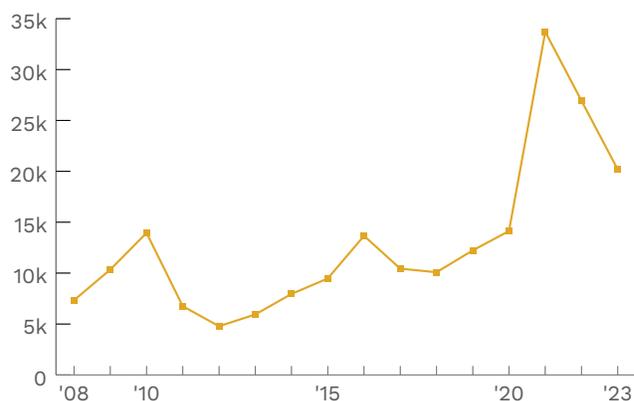


Figure 2-39: Noncredit Online Course Enrollment: 2008-23

Although online noncredit enrollment decreased this academic year, the five-year average online noncredit enrollment has increased by 13.3 percent and contact hours have increased 28.6 percent. During AY 2022-23, students averaged 28.6 online noncredit contact hours.

## Adult Education and Literacy Program Enrollment

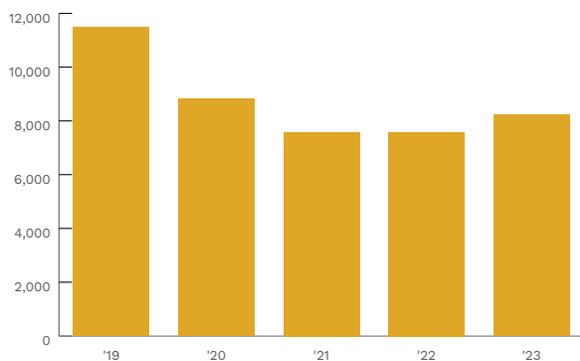
The federal Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education and Family Literacy Act (AEFLA) aims to help adults obtain employment, become full partners in the educational development of their children, improve economic opportunities for their families and successfully transition to postsecondary education and training. The National Reporting System (NRS) for adult education is the accountability system for the federally funded, state-administered AEFLA program. Data submitted to the NRS are based on the adult education program year, which coincides with Iowa's fiscal year (July 1 to June 30). 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:

- Lack sufficient mastery of basic educational skills enabling them to function effectively in society

- Have not earned secondary school diplomas or recognized equivalents, and have not achieved equivalent levels of education
- Are unable to speak, read or write the English language

In order to qualify as an NRS participant, students enrolled in adult education and literacy (AEL) courses must undergo an NRS-approved assessment, and have received a minimum of 12 hours of instruction. As part of the NRS participation process, learners were assessed on measures fundamental to academic and vocational success. These measures included achieving education level gains, attaining secondary diplomas, entering and retaining employment and transitioning to postsecondary education or training.

In AY 2022-23, AEL enrollment increased 26.6 percent over AY 2021-22, to 15,910 students. This rise is mostly due to a 53.8 percent increase in English Language Learning (ELL) course enrollment. Total online learning decreased 33.2 percent over AY 2021-22, with distance education serving 798 students with 66,742 instructional hours. The five-year average increase for distance education enrollment is 3.1 percent. In AY 2020-21, AEL distance enrollment peaked, with 2,290 students signing up for these courses. Figure 2-40 includes students enrolled in multiple AEL programs, while Table 2-1 reflects an unduplicated headcount per community college for the past five years.



**Figure 2-40: Adult Literacy Enrollment (MIS): AYs 2019-23**

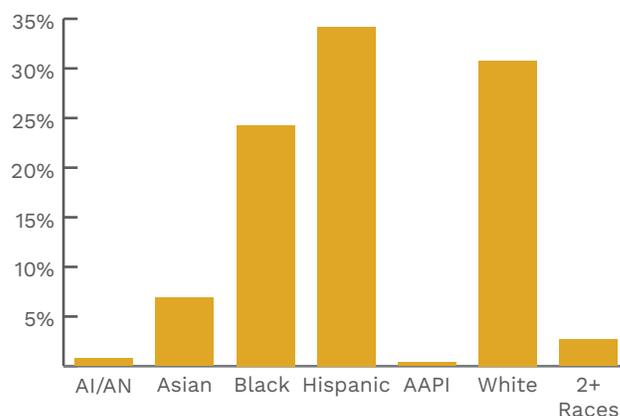
Enrollment in Basic Skills and Developmental and Remedial Education increased by 663 students in AY 2022-23. However, over the last five years, enrollment has actually decreased by an average of 6.0 percent. In contrast, English Language Learning enrollment increased again, with 53.8 percent in AY 2022-23, a total of 7,665 students. These numbers added to the five

year average increase of 8.5 percent for English language learning course enrollment.

Total AEL enrollment data collected through the Management of Information System (MIS) includes all students who attended at least one 50-minute class period. Of these students, 10,505 were eligible for, and included in, federal year-end reporting based on data and performance requirements of WIOA.

## NRS Enrollment in Instructional Programs

AEL instructional programs represent a progression of basic skill attainment as defined by the NRS educational functioning levels. Each level has a description of basic reading, writing, numeracy and functional and workplace skills that can be expected from students at each level. As of 2017, six Adult Basic Education (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 English as a Second Language (ESL) levels are ESL Levels 1-6, with ESL Level 1 being the lowest and ESL Level 6 the highest.



**Figure 2-41: AEL Student Racial and Ethnic Background**

ABE instruction had the most enrollees in AY 2022-23, with 5,569 students, or 53.0 percent of total enrollment. Meanwhile, ESL had 4,936 students, or 47.0 percent of total enrollment (Figure 3-42). Over the past five years, ABE enrollment had an average decrease of 3.8 percent, and ESL enrollment had an average increase of 2.2 percent.

Of students who were both enrolled in AEL programs in AY 2022-23, and were federally reported, 53.1 percent were female, and 30.8 percent self-identified as white. Another 34.2

**Table 2-1 Unduplicated Adult Education and Literacy Enrollment - MIS\***

College	2019	2020	2021	2022	2023	% Average 5-Year Change
Northeast Iowa	521	486	365	374	269	-15.2
North Iowa Area	314	302	221	267	261	-4.5
Iowa Lakes	390	96	173	135	281	-
Northwest	289	241	201	224	354	5.2
Iowa Central	1,266	857	1,062	1,393	1,265	0.0
Iowa Valley	483	380	298	355	377	-6.0
Hawkeye	1,234	1,159	609	1,082	1,045	-4.1
Eastern Iowa	1,484	1,287	1,102	1,109	1,402	-1.4
Kirkwood	3,116	2,746	1,822	1,995	1,765	-13.2
Des Moines Area	3,659	3,078	2,178	2,786	3,196	-3.3
Western Iowa Tech	1,190	1,193	984	1,072	1,213	0.5
Iowa Western	769	543	549	575	773	0.1
Southwestern	303	251	196	208	220	-7.7
Indian Hills	659	536	402	334	430	-10.1
Southeastern	874	688	514	657	833	-1.2
<b>Total</b>	<b>16,551</b>	<b>13,843</b>	<b>10,676</b>	<b>12,566</b>	<b>13,684</b>	<b>-4.6</b>

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

## Adult Education and Literacy Program Enrollment

Adult Education and Literacy Students

**13,684** Up 8.9% since  
AY 2021-22

---

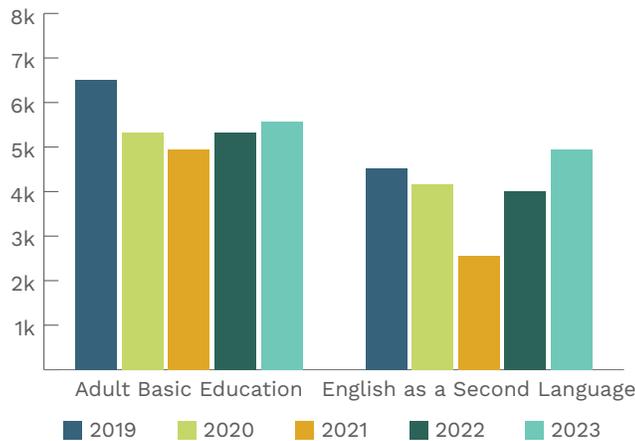
Largest Instructional Program:  
ADULT BASIC EDUCATION

**51.8%** Of total MIS  
enrollment

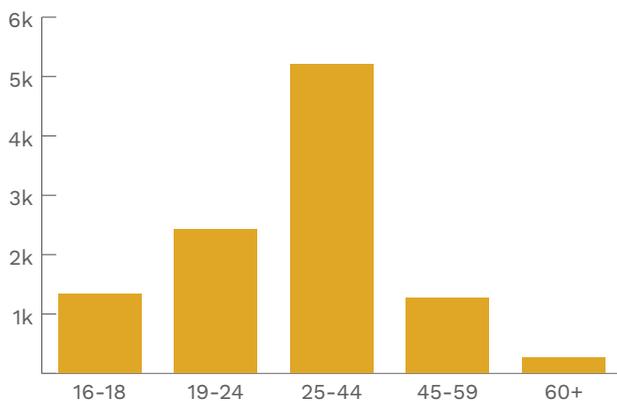
---

percent of students identified themselves as Hispanic or Latino, 24.3 percent as Black or African American and 6.9 percent as Asian. Students who self-identified as American Indian, Hawaiian or Pacific Islander or two or more races, combined for 3.9 percent of enrollment (Figure 2-41).

The largest age groups served by AEL programs in AY 2022-23 were the 25 to 44 group, with 5,208 students (49.6 percent), followed by the 19 to 24 group, with 2,428 students (23.1 percent). The next largest category was the 16 to 18 age group, with 1,336 students (12.7 percent), which had slightly higher enrollment than the 45 to 59 group of 1,268 students (12.1 percent). The increasing number of younger AEL students in AY 2022-23 is a shift from AY 2019-20, when the 45 to 59 age group (12.2 percent) represented a larger percentage than the 16 to 18 age group (11.5 percent) (Figure 2-43).



**Figure 2-42: Program Enrollment as Reported on NRS: 2019- 23**



**Figure 2-43: AEL Enrollment by Age (NRS)**

The three highest barriers to employment, as self-identified by participants upon entry into the AEL programs, include being an English

Language Learner, having low literacy or experiencing cultural barriers (100.0 percent), experiencing low-income (16.5 percent) and having a criminal background (10.0 percent). It is important to note that participants could indicate more than one barrier.

## Corrections Education

The Department, in partnership with the Iowa Department of Corrections (IDOC), is committed to creating opportunities for safer communities by championing excellence for all the state’s students.

IDOC operates nine facilities with varying security levels. At these sites, inmates may receive educational services from five Iowa community colleges: Southeastern, Kirkwood, Des Moines Area, Iowa Central and Iowa Western. With more than 90.0 percent of inmates re-entering their communities, accessing quality educational opportunities while incarcerated is essential for them to obtain job skills that lead to employment, and provide a sustainable living wage.

The following data includes the facilities operated by IDOC, along with jails, halfway houses and other correctional or rehabilitative facilities.

During AY 2022-23, the aforementioned Iowa community colleges served 5,055 students in correctional institutions. Of these students, 320 attained their high school equivalency diploma (HSED), with 55.9 percent (1,371) achieving a measurable skill gain—an educational functioning level increase in their post-test. In addition, of the 377 students who were released, 48.0 percent (181) were employed by the second quarter following release. Among adult education courses offered within Iowa correctional institutions, Adult Basic Education represented the most unduplicated enrollment, with 1,450 students, or 28.6 percent of total students in correctional facilities.

During AY 2022-23, 3,437 unduplicated students enrolled in one of the three Iowa community colleges approved to provide them with a Second Chance Pell grant. Courses offered ranged from robotics to agriculture, with the majority of enrollments in liberal arts and sciences courses (2,473). Of 30,343 attempted credits, 23,524 were completed (75.3 percent). For noncredit courses offered within correctional institutions, operational safety and commercial pesticide applicator certification represented the majority

of unduplicated enrollment, with 158 students, comprising 3.1 percent of all students in correctional institutions.

In July 2021, the nonprofit Ascendium Education Group awarded the Department a \$1.1 million, three-year-grant to help expand postsecondary education in Iowa’s correctional system. The grant spawned the creation of the Iowa Consortium for Higher Education in Prison Consortium (ICHEP).

The Consortium is a collaborative organization of institutions of higher education, IDOC, the Department and the Iowa Board of Regents.

The Consortium’s mission includes approving programs to be offered to incarcerated students, providing them with high-quality educational opportunities and increasing the articulation of students among member colleges and universities and correctional institutions.

Pathway navigators are community college employees that offer integrated support services to address and/or remove barriers to achieving the postsecondary education goals of incarcerated students. Pathway navigators offer academic advising and student support towards future release educational planning. Pathway navigators are institutionally agnostic, meaning they do not promote one college or university over the others. In addition they give incarcerated students enough information to select the postsecondary course of study that best aligns with their goals.

In AY 2022-23, Ascendium grant funds were used to help fund positions for four full-time pathway navigators. With the increasing need for more pathway navigators at most of Iowa correctional facilities, at the beginning Fiscal Year 2024, a total five fulltime and one part-time pathway navigator were brought on board. In addition, the Consortium used Ascendium funds to hire five formerly-incarcerated individuals to serve in ambassador roles, acting as the voice of those currently incarcerated. These ambassadors also play a role in incarcerated students’ postsecondary education process by attending ICHEP monthly meetings, ICHEP quarterly meetings and national NCHEP conference. Future plans include having ambassadors begin conducting orientation within prison settings and within their community correction districts.

**Table 2-2 Top Noncredit Industry Courses Enrolled by Incarcerated Individuals AY2022-23**

Noncredit Course	Students*
Occupational Safety and Health Technology/Technician	277
Mechanic and Repair Technologies/Technicians, Other.	343
Transportation and Materials Moving, Other.	130
Electrical/Electronics Equipment Installation and Repair, General.	133
Crop Production	109
Allied Health and Medical Assisting Services, Other.	126
Foodservice Systems Administration/Management.	15
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 2-3: Credit Enrollment Incarcerated Individuals  
By Program AY2022-23**

Program	Description	Students*	Credits Attempted	Credits Completed	Percent Completed
131	Accounting	64	601	433	72.05
210	Telecommunications	71	821	591	64.67
240	Liberal Arts/Gen.	2,473	19,365	15,264	78.82
440	Human Services	114	1,430	1,024	71.61
470	Technology/Technician Industry	93	800	701	87.62
500	Arts	50	632	477	75.47
510	Health Care	50	758	554	73.09
520	Business/Management	139	1,484	999	67.32

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

# Section 3: Student Success and Completion

## Credit Student Awards

Academic year (AY) credit award figures include students who received any type of community college award during the academic year (first day of fall term 2022 through the day preceding the first day of fall term 2023). 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

A student is included each time he or she receives an award during the academic year. During AY 2022-23, the number of awards increased, but the demographic composition of community college awardees remained relatively the same as in previous years.

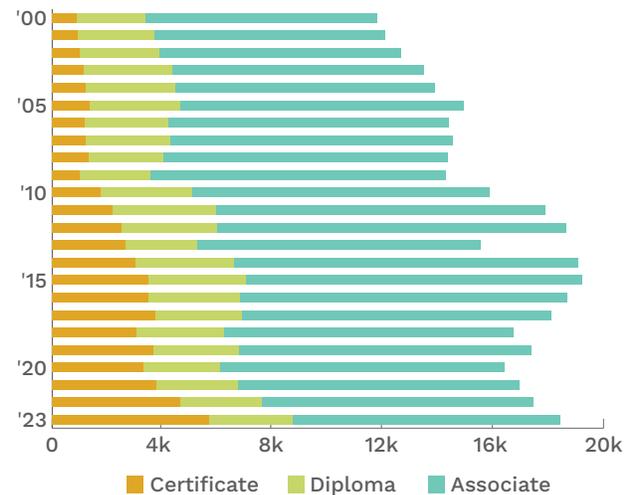


Figure 3-1: Credit Awards by Type\*: 2000-23

\* In 2013, the time frame to report awards changed to align with academic years. 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.

In AY 2022-23, the total number of credit awards was 18,438, an increase of 5.6 percent, though the overall increase is due to 22.3 percent higher numbers of certificates, rather than other types of awards; in fact, AA and AGS awards decreased from last year, by 6.3 percent and 2.1 percent, respectively. Although the APS increased by 5.7 percent, from 35 to 37 awards in AY 2022-23, it remains at essentially the same level as last year, most likely due to the advent of the Transfer Major programs, discussed later in this section. The award rate (number of awards per number of students) increased from 14.9 percent in AY 2021-22 to 15.7 percent in AY 2022-23.

On average, the number of awards conferred by Iowa community colleges has been growing 2.0 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 3-1).

For only the second time in the history of the Community Colleges Management Information system (CC MIS), certificates comprised the majority of credit awards in AY 2022-23, totaling 5,674 (30.8 percent of all awards), followed by AAS awards (4,606, 24.9 percent of all awards) and AA awards (4,030, 21.9 percent of all awards). AS numbers increased to 802 (4.4 percent of all awards); while AAA (32) and diploma (3,066) awards comprised 0.2 percent and 16.6 percent of all awards, respectively (Figure 3-2).

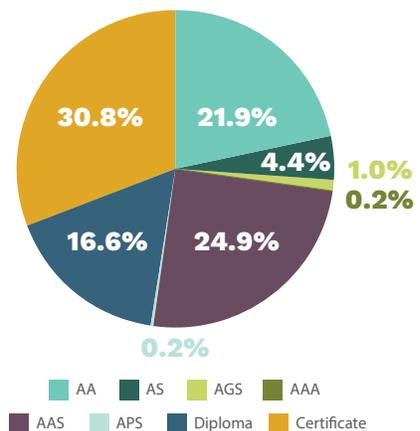


Figure 3-2: Award Type as a Percent of Total Awards

## Credit Student Awards

Largest Award Type: CERTIFICATE

**1,068** more than associate  
of applied science

---

Number of Awards

**18,438** Up 5.6% since AY  
2021-22

---

The distribution of career and technical education (CTE) awards by program of study has remained fairly consistent over the past five years. Again, in AY 2022-23, out of the 14,249 CTE program awards granted, the largest number of awards (5,425) was in Health Science (38.1 percent), followed by Manufacturing (1,751); Architecture and Construction (1,160); Transportation, Distribution and Logistics (861) and Agriculture, Food and Natural Resources (807). For the second time in 20 years, however, the prevailing number of CTE awards were not associate degrees (38.7 percent), but certificates (39.8 percent) (Figure 3-3).

## Transfer Major Awards

The number of transfer major awards has increased during the third year upon their introduction in AY 2020-21. In AY 2022-23, a total of 705 AA (compared to 544 last year) and 110 AS (compared to 75 last year) transfer major student awards were documented in the MIS system. The most prevalent awards granted are as follows:

- Psychology (149)
- Elementary Education and Teaching (141)
- Business Administration and Management (129)
- Criminal Justice/Safety Studies (95)
- Secondary Education and Teaching (54)

More details can be found in section 1 titled Programs that Meet Student and Workforce Needs.

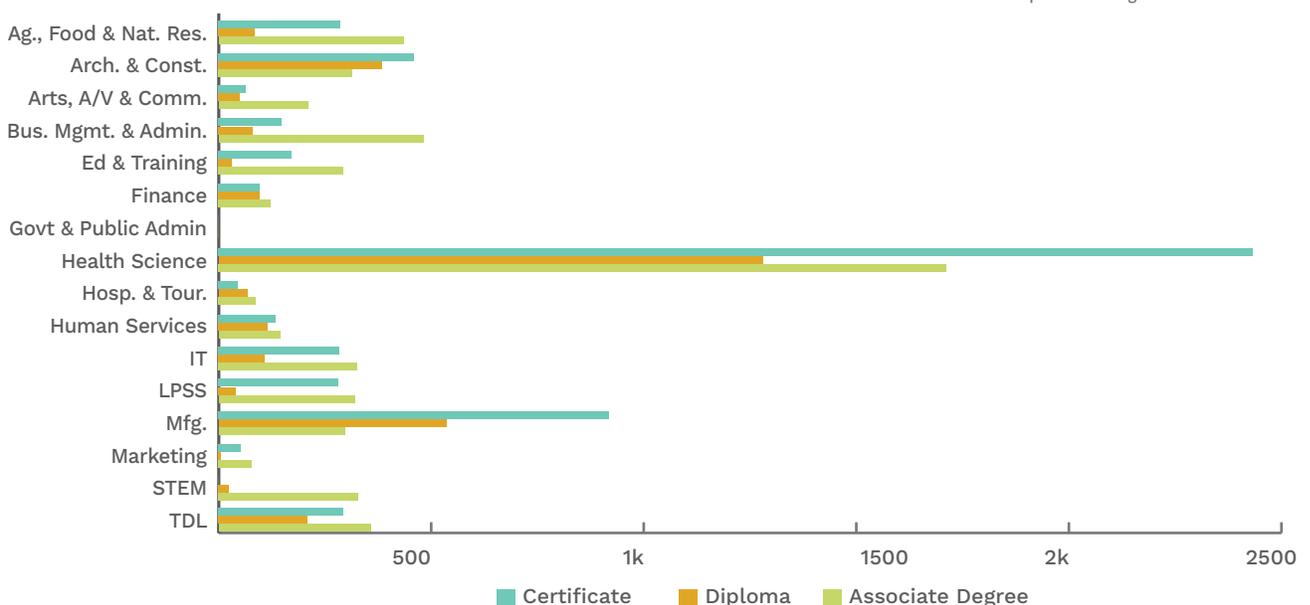


Figure 3-3: CTE Program Awards by Type

## Awardee Demographics

Nationally, female students earn more awards in community colleges than male students, with female students earning 58.6 percent of all awards granted by U.S. public two-year institutions [1]. Historically, the same has been true in Iowa community colleges, where the largest group of awardees have been white female students in health science programs. Female students have comprised approximately 55 percent of credit enrollment for the past 22 years and have typically earned a higher proportion of awards (about 60 percent); however, since AY 2015-16, that trend has moved toward a more proportional award distribution by gender. Nevertheless, in AY 2022-23, female students comprised 56.1 percent of Iowa's community college enrollment, while earning 55.2 percent of all awards (Figure 3-4).

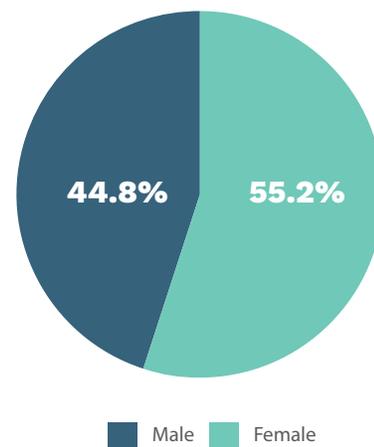


Figure 3-4: Awardees by Gender\* (%)

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

[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/>.

The number of awards earned by racial/ethnic minority students has grown an average annual of 8.6% since 2000, which is over four times higher than the overall awardee growth rate of 1.8%.

White students comprised 75.3 percent of Iowa community college enrollees in AY 2022-23 and 76.3 percent of all awards earned. Nationally, however, white students comprised 51.2 percent of all public two-year institution award recipients [1].

The distribution of awards among racial minorities does not always mirror enrollment. For instance, Hispanic enrollees became the largest racial/ethnic minority group (40.9 percent) in AY 2022-23, bypassing Black enrollees (30.9 percent); however, there was a bigger disparity in the distribution of awards earned by racial/ethnic minority students, with Hispanic students earning 46.6 percent of the awards versus Black students who earned 26.5 percent (Figure 3-5).

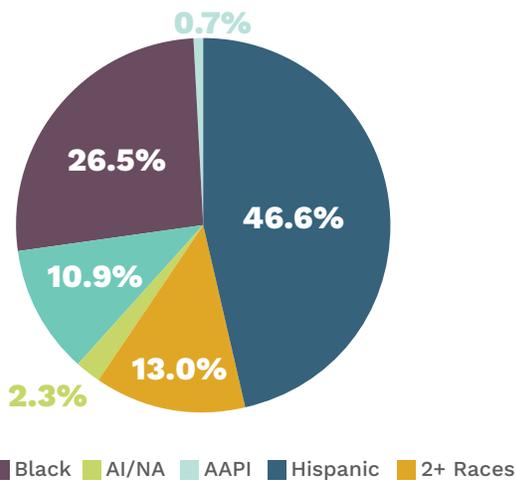


Figure 3-5: Awardees by Racial and Ethnic Minority Groups (%)

Similar to all awardees, the overwhelming majority of awards received by racial minorities in AY 2022-23 were associate degrees (48.5 percent), followed by certificates (34.1 percent) and diplomas (17.4 percent) (Figure 3-6).

Female students earned the majority of all CTE awards (54.5 percent). As previously stated, 38.1 percent of all CTE awards in AY 2022-23 were

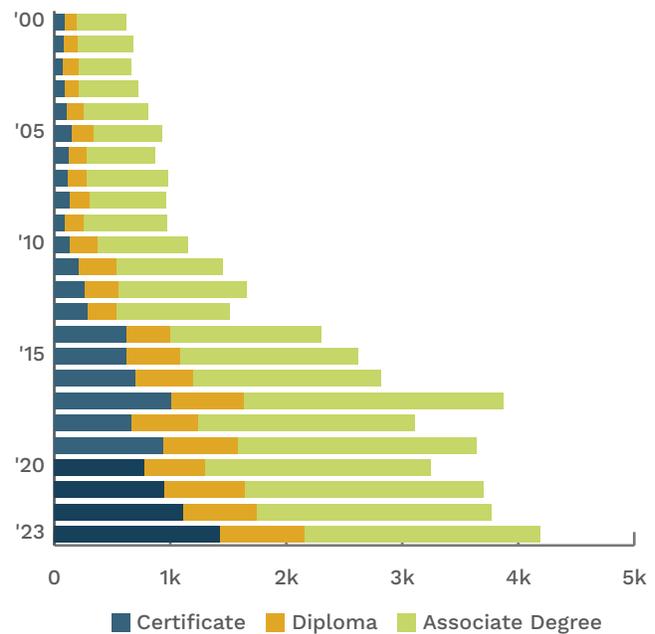


Figure 3-6: Credit Student Awards by Racial/Ethnic Minority Groups: 2000-23

in Health Science. Of these, 87.4 percent were earned by female students (4,740 awards). Female students also earned the majority of awards in eight of the 16 career clusters, including Business, Management and Administration; Human Services and Finance, while male students received significantly more awards in Manufacturing; Architecture and Construction; Transportation, Distribution and Logistics; Information Technology; and Agriculture, Food and Natural Resources (Figure 3-7).

Similarly, the majority of CTE awards received by racial/ethnic minority students were in Health Science programs (1,466), followed by awards in Manufacturing (334) (Figure 3-8). This distribution pattern is consistent with the pattern for the general cohort of awardees.

## Award Rates and Distribution in Other States<sup>w</sup>

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 sixth in percentages of total awards versus total enrollments, with South Dakota ranking first (25.9 percent). Iowa community colleges also ranked fourth after South Dakota, Missouri and Minnesota in associate degrees versus all enrollment; seventh in all awards versus FTEE and sixth in associate degrees versus FTEE (Figure 3-9).

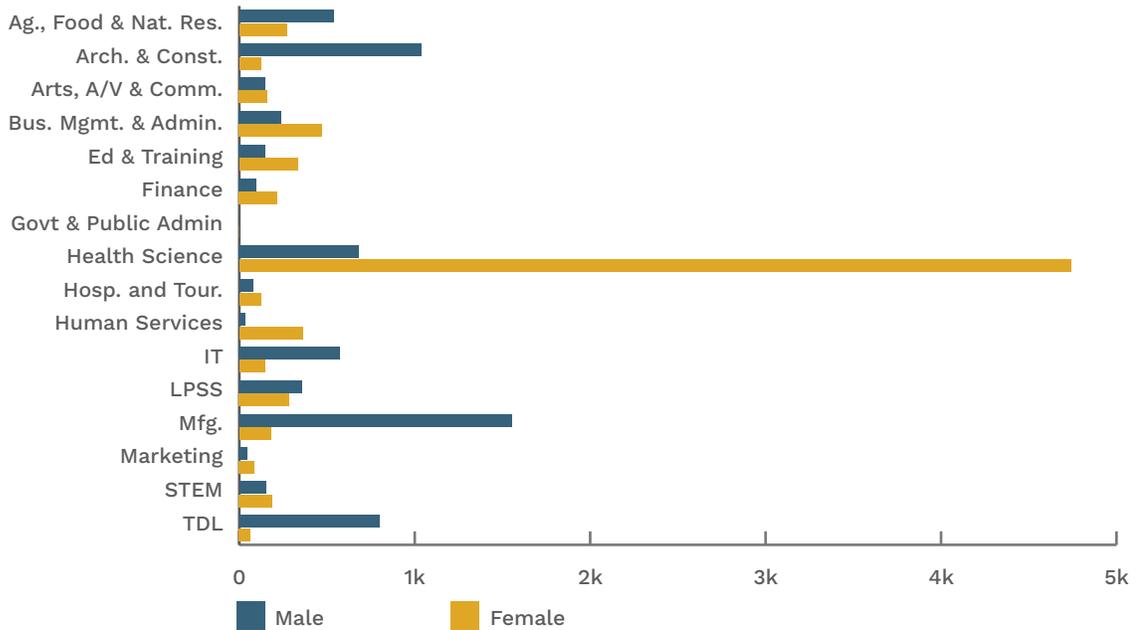


Figure 3-7: Credit Student Awards by Gender and Career Cluster

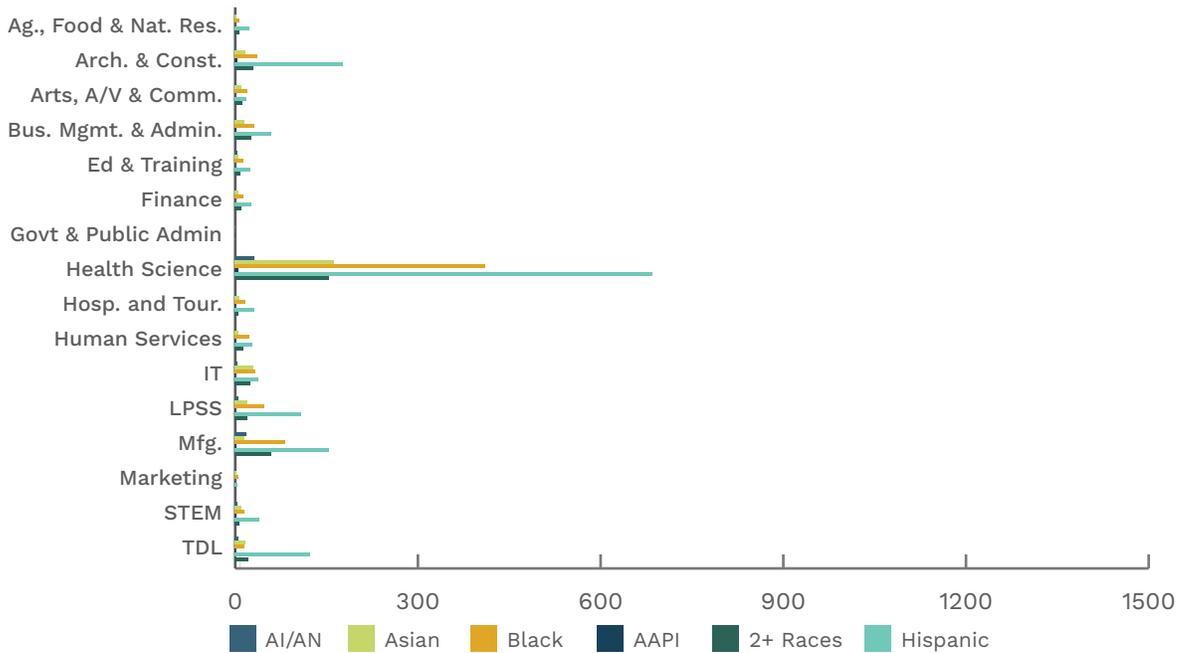
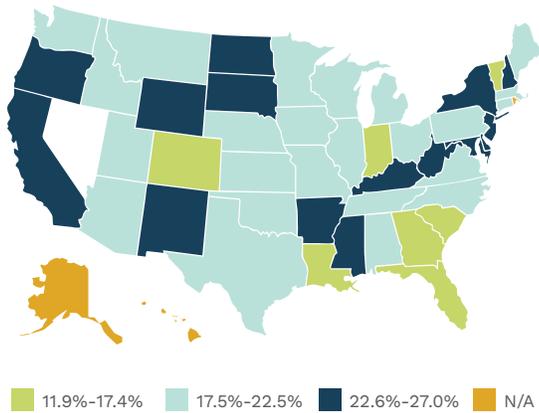


Figure 3-8: Credit Student Awards by CTE Program and Race/Ethnicity



Figure 3-9: Credit Student Award Rates, Contiguous States: 2022



**Figure 3-10: Percent of Two-Year Degrees per FTEE, Two-Year Public Institutions: 2022**

Nationally, the percentages of all awards versus all enrollment in public two-year institutions was 16.9 percent. Iowa community colleges were below average with 15.0 percent. Similarly, Iowa was below the national average of 9.4 percent in associate degrees versus all enrollment with 8.5 percent; below the national average of 40.1 percent in all awards versus FTEE with 33.9 percent and below the national average of 22.3 percent in associate degrees versus FTEE with 19.3 percent (Figure 3-10). One of the possible reasons for the lower ratios is Iowa community colleges’ continuous leading position in percentages of jointly enrolled students, who generally do not receive college awards while still in high school.

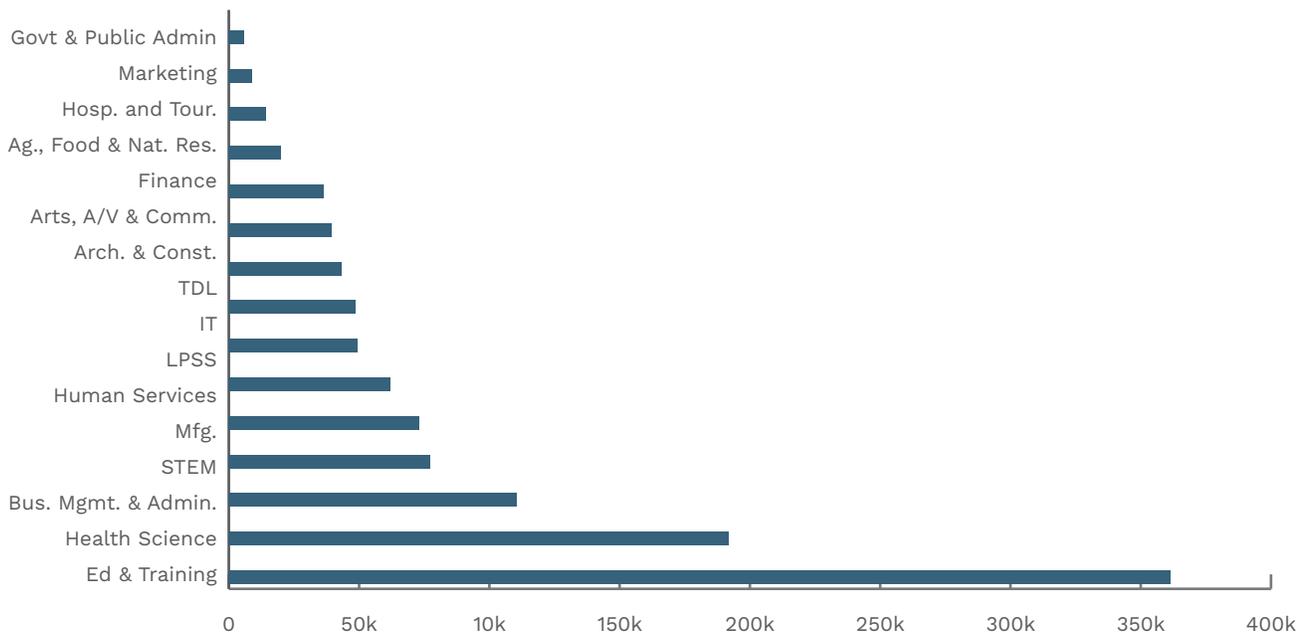
Although national data does not classify program areas in the same educational clusters that Iowa uses, recent data aggregated by career clusters are analogous to Iowa community colleges. For example, like Iowa, most awards

were granted in general studies programs intended to prepare students for a four-year degree, followed by health/clinical sciences (Figure 3-11).

## Reverse Credit Transfer

Iowa’s community colleges and public universities participate in a reverse credit transfer (RCT) partnership. This collaboration facilitates the awarding of community college credentials based on students’ previous community college work and their current four-year 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 postsecondary institutions that promote the success of community college students as they transition to Iowa’s public universities.

Iowa community college transfer students have the opportunity to enroll in the reverse credit transfer program by indicating their interest when they apply to one of Iowa’s public universities. The university then works with the community college from which the student transferred to apply university credits toward associate-level awards.



**Figure 3-11: United States Credit Student Awards by CTE Program: 2022<sup>[1]</sup>**

[1] U.S. Department of Education. Integrated Postsecondary Data Systems. (2021). Washington, DC: Author.

By participating in reverse credit transfer, students agree to have their university transcripts sent to their former community colleges while enrolled at a 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 a degree or other credential will be granted. Eligibility is determined at the discretion of the community college as the award-granting institution, and awards are subject to the college's degree and residency requirements.

Iowa's 15 community colleges and three public four-year universities approved a partnership in AY 2018 to utilize the National Student Clearinghouse's (NCS) 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 AY 2023, Iowa's public universities sent 1,301 potential student candidates for reverse credit transfer through the NCS data exchange site for community colleges to evaluate. This figure is



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



down 14.4 percent from AY 2022.

Of the 1,301 potential student candidates in AY 2023, Iowa's community colleges confirmed and awarded 59 associate degrees, which is down from 78 degrees awarded the previous year, and up from 53 degrees two years ago. The AA (72.9 percent) was the primary degree

earned, followed by AS (22.0 percent), AAS (3.4 percent) and AGS (1.7 percent). Reverse credit degree earners were primarily male (51.8 percent), compared to female (32.1 percent) and unknown (16.1 percent). In terms of race/ethnicity, white students earned the most degrees (62.5 percent), followed by Hispanic students (7.1 percent), and Black students (5.4 percent), while students who chose not to report their race comprised a larger group than the previous year (17.9 percent).

The reverse credit transfer steering committee, composed of representatives from Iowa's community colleges and public universities, convenes annually to review state processes and find ways to increase student participation. This work also helps ensure the efficient review of potential student candidates for community college awards.

## Noncredit Program Completion

While reporting of noncredit awards began in FY 13, 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 Tuition Assistance and Pathways for Academic Career and Employment (PACE) program reporting.

In AY 2022-23, noncredit awards increased by 3.0 percent over last year with 44,727 students receiving 54,879 noncredit awards. The majority of these (76.1 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 15.6 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.

Community colleges also report program completions funded by the state's Gap Tuition Assistance program (GAP) within this section of reporting. During AY 2022-23, there were 4,506 Management Information System (MIS)-

reported completed GAP awards, based on high-demand occupations. Overall, GAP students receiving a noncredit award increased 179.5 percent over the previous year. Of the GAP-approved programs, 529 led to industry (third-party) credentials.

Individual program reports published by the Department provide additional data about those who complete noncredit programs. The Iowa Community Colleges Employment Outcomes: Noncredit Career and Technical Education (CTE) Programs report, published in August 2023 and representing students who completed their training in AY 2021 and matched 2022 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 Department, 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 2023 outcomes study of AY 2021 cohort findings:

- 66.4 percent of noncredit CTE students were 25 years or older as compared to 16.7 percent of credit students.
- 26.9 percent of noncredit CTE students were of a racial or ethnic minority group as compared to 30.0 percent of credit students.
- Upon exiting their noncredit CTE programs, 91.8 percent of the students were employed within the first year and 82.5 percent of them were employed in Iowa.
- 19.4 percent of noncredit students continued into credit-bearing programs.
- 4.6 percent of noncredit CTE students held

previously earned postsecondary degrees.

- Overall, wages increased 16.6 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 and construction.
- The short-term programs which required 32 to 99 contact hours and resulted in the highest percentage of employment included civil engineering technology (99.5 percent), medication aide (97.8 percent) and business management (96.0 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.

## 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 2023, more than 200 colleges have been participating in the VFA benchmarking project 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 compared to students across all VFA participating colleges and 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 53.6 percent of Iowa's two-year main cohort (starting in fall 2020) students reached a credit threshold of 30 or more credits within two years as compared to 42.6 percent of all VFA students in the comparable cohort (120 colleges); moreover, these Iowa students performed on par with their VFA cohort peers on a measure of first-term credit success rate (with grades of C- or higher) with Iowa students succeeding at 69.5 percent. The full VFA comparison cohort succeeded at 69.8 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 the Fall 2016 semester) showed that 60.2 percent in the overall main cohort (20,281) had shown success, with 15.8 percent completing an award and transferring, 20.8 percent completing an award (with no transfer) and 23.6 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 120 benchmarking colleges, with a total success rate of 55.7 percent consisting of 13.3 percent completing an award and transferring, 17.2 percent completing an award (with no transfer), and 22.5 percent successfully transferring (with no award). This VFA comparison cohort had 2.7 percent still enrolled. In Iowa's main VFA cohort, 10.6 percent of students left Iowa's community colleges with 30 or more credits compared to 9.8 percent of all VFA main cohort students. An additional 27.1 percent of those students left Iowa's colleges with fewer than 30 credits compared to 34.4 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 2020 students) data also measures the early success of community college students. Of Iowa's main cohort of students, 73.1 percent are retained from fall to the following term compared to 68.4 percent of students in the VFA main cohort comparison (120 colleges),

29.3 percent of these Iowa students have completed their course of study by the end of year two compared to 19.5 percent of the VFA benchmark cohort. Of the CTE students completing or leaving at the end of two years, 52.3 percent had achieved an associate's degree or certificate compared to 46.3 percent of the VFA benchmark group (65 colleges).



**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.**



Of the students in Iowa's two-year main cohort identified as having a need in developmental mathematics, writing and/or reading, 39.6 percent attempted at least one developmental course, and 38.5 percent completed all developmental education compared with 41.7 percent and 37.1 percent in the VFA comparison group (116 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 AY19-20, as measured by either completion of the noncredit program as defined by the college or at least 180 contact hours of noncredit coursework. Six cohorts of data now exist for these students. Of the 9,581 students in the AY19-20 noncredit CTE completers/leavers cohort, 84.8 percent (8,127) earned an industry-recognized credential, and 0.2 percent (23) 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 AY 2019-20) increased by 48.9 percent, from an annualized average median salary of \$30,996 to \$46,148 (Tables 3-1 and 3-2). 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.

interests and aptitude. Using results from workforce and basic skills assessments, AEL staff work with participants to determine career readiness, and the skills needed to obtain jobs in their desired fields. Iowa tracks participants who indicate their intent to secure or retain employment as a goal during the program year.

In addition to Management of Information System (MIS) data reporting, AEL also utilizes the TOPSpro Enterprise™ (TE) data system for federal reports. In 2023, TE reported 15,412 individuals received AEL services. Of those, 10,505 were reported as participants in the National Reporting System for Adult Education (NRS).

## 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

## WIOA Performance Indicators

Iowa is accountable for federal AEL funds under 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 the program. 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

**Table 3-1: CTE Noncredit Cohort And Outcomes  
(CTE Students Who Completed Or Left In AY 2018-2019 & 2019-2020)**

	Total Students	Earned Industry-recognized Credentials	Median Wage Growth <small>*Calculated annualized median quarterly wage from IWD unemployment insurance wage records</small>		Transition to Credit
			Prior	Post	
2019-2020	9,581	8,127	\$7,749	\$11,537	23
2018-2019	13,067	10,335	\$7,440	\$10,155	14

**Table 3-2: Education and Earnings of CTE Noncredit Students  
(CTE Students Who Left In AY 2018-2019 or 2019-2020)**

	Total Students	Enrolled in Education	Earnings of CTE Non-Credit Students						Not Enrolled/No Wage Records
			<\$14,999	\$15,000 - \$22,499	\$22,500 - \$29,999	\$30,000 - \$39,999	\$40,000 - \$50,199	\$50,200>	
2019-2020	9,581	1,193	589	326	392	733	885	3,061	2,402
2018-2019	13,067	1,791	1,022	647	794	1,195	1,208	2,763	3,647

## Adult Education and Literacy (AEL) Outcomes

Students Reported per NRS Requirements

**10,505** Down 1.2%  
since 2019

---

High School Equivalency Diplomas Earned

**1,669** Up 7.8% since  
program year 2022

---

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.

employers, which does not directly involve a participant measure, is the last indicator.

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

## Student Performance Indicators

**MSG:** This measure demonstrates AEL participants' progress toward achieving a credential or employment. For WIOA AEL programs, 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, NRS introduced three additional methods of earning MSG with Integrated Education and Training (IET) participants, including progress toward milestones established from an employer or training provider who is providing training, passing a technical/occupational knowledge-based exam and a secondary or postsecondary transcript. Iowa, however, does not recognize transcripts as an MSG. An AEL participant may have more than one period of participation, but only one gain per period of participation. Of the 10,670 periods of participation in 2023, 47.7 percent achieved an MSG (Figure 3-12).

Of the 10,505 participants reported in NRS, 67.1 percent self-identified their highest level of school completed as between the ninth and 12th grades. The next highest level of education was having completed high school (16.6 percent) (Figure 3-13). These self-reported grade levels indicate a starting point to measure progress in AEL programs, for 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

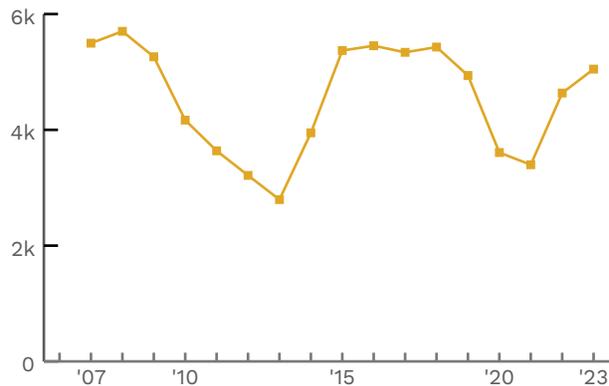


Figure 3-12: NRS EFL Gains: 2007-23

ability to perform literacy-related tasks in specific content areas. Iowa's AEL programs use the federally approved Comprehensive Adult Student Assessment System (CASAS) 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 2023, 5,881 (59.9 percent) of the total NRS reported participants, excluding the highest level, Adult Basic Education (ABE) Level 6, persisted beyond the recommended hours and took a post-assessment. Of those who persisted, 68.7 percent completed an EFL or a secondary credential. An additional 521 of the 688 (76.7 percent) students

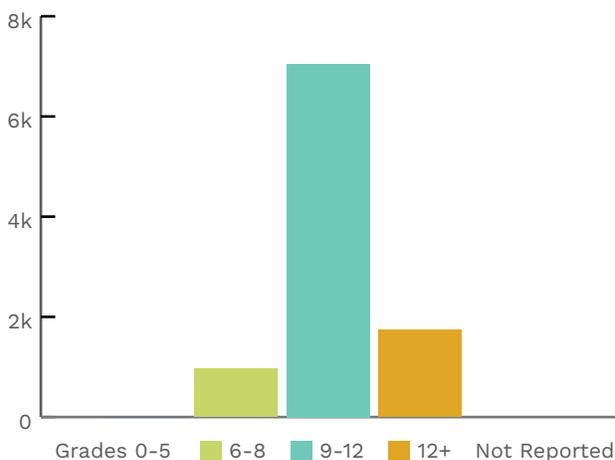


Figure 3-13: Highest Level of School Completed by Participants

at the highest EFL completed their high school equivalency, or obtained an MSG.

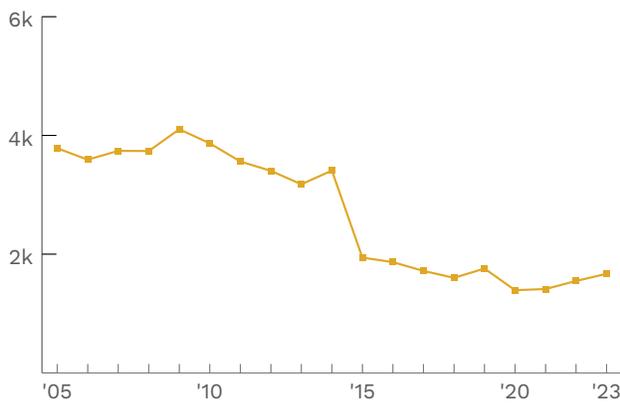
**High School Equivalency Diploma (HSED)** — For many participants in AEL programs, the main goal is to achieve a HSED. To qualify for a HSED MSG, a student must be a participant during Academic Year (AY) 2022-23, and pass

all five sub-tests by the end of the program year. Alternative pathways to the HSED are also available to lowans.

During AY 2022-23, a total of 1,603 participants completed all five HSED sub-tests, and had data available for matching against HSED recipients. An additional 66 students earned a HSED using an alternative pathway during AY 2022-23 (Figure 3-14).

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

These new pathways, which are in addition to the HiSET®, are based on: completion of an approved program consisting of at least 36 secondary credits; completion of a regionally accredited postsecondary credential equal to or beyond an associate degree or 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, which tenses rigor and maintains quality standards important to Iowa.



**Figure 3-14: Core Outcome Measure-Secondary Diplomas: 2007-23**

## Core Outcome Measures

To qualify for core outcome measurements under WIOA performance indicators, participants must exit the program either by completing instruction, or by no longer participating. However, to be included in federal reports, students must have completed a minimum of 12 hours of AEL coursework. The requirements for core outcome measurements are:

- Employment in the second quarter after exit — Includes all non-incarcerated students who exited during AY 2021-22
- Employment in the fourth quarter after exit — Includes all non-incarcerated students who exited during calendar year 2020
- Median earnings second quarter after exit — Includes all non-incarcerated students who exited during AY 2021-22 and
- Credential attainment rate — Receipt of a postsecondary credential is permitted. Receiving a secondary credential only counts if the participant is employed, or in postsecondary education, within one year after exit, during calendar year 2021

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

Of the 6,212 participants who exited the AEL program in AY 2021-22, 55.5 percent could be tracked through databases used to match employment data. These students were employed the second quarter after exit, earning a median quarterly wage of \$7,318. Overall employment rates increased, along with integrated education and training (IET), integrated English literacy and civics education (IELCE) and distance learners, while corrections decreased slightly. The most significant wage change was again with IET students increasing 19.1 percent from \$8,036 to \$9,571. IELCE continues to earn the highest quarterly median wage at \$12,845 (Figure 3-15).

During calendar year 2021, 5,569 AEL participants exited their programs, and 3,200 (57.4 percent) of these students could be tracked and were found to be employed in the fourth quarter after exit. This is a slight increase compared to 54.5 percent the previous year.

## Specific Target Populations

Among NRS-reported AEL participants, four subsets report separately:

- Distance Learners: This group includes all participants who received more than 50 percent of their instruction through an online curriculum. In AY 2022-23, 798 participants were reported as distance learners, with 26.2 percent achieving an MSG. Distance enrollment decreased over AY 2021-22, with a five-year average

## AEL Core Outcome Measures: AY 2022-23

Employed two quarters after Exit

**55.5%** Up 3.2% since last reporting year

---

Median Quarterly Wages

**\$7,318** Up from \$6,681 in AY 2021-22

Up **9.5%** Since  
Last Reporting Year

---

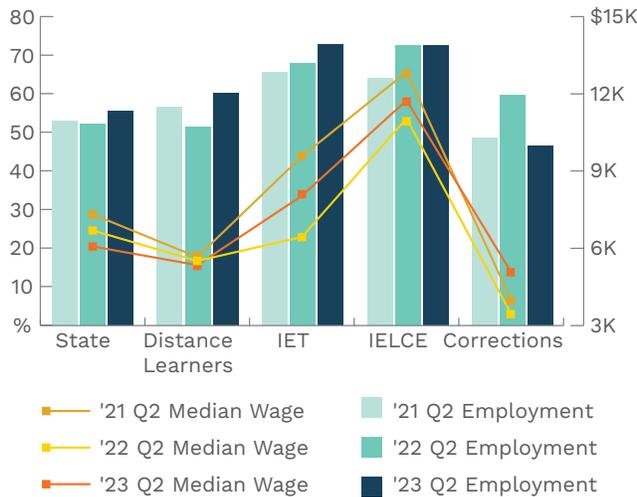
Employed Four Quarters after Exit

**57.4%**

---

increase of 3.1 percent, due to enrollment numbers peaking in AY 2020–21.

- **Corrections:** In Iowa, five community colleges work with the Iowa Department of Corrections to provide AEL services. In AY 2022-23, 1,371 participants were included as part of the total enrollment reported in NRS. This number does not include all 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 AY 2021-22 and who exited their AEL programs in the same quarter, 46.4 percent achieved employment in the second quarter after exit. These students earned a quarterly median wage of \$3,976. This is a 21.5 percent decrease in wages, while the total number of participants increased from 139 to 377 (Figure 3-15).



**Figure 3-15: Employment 2nd Quarter after Exit and Quarterly Wage**

- **Integrated Education and Training (IET):** This educational strategy is for students in career pathways – those who are taking community college courses with the aim of attaining a job in their chosen field following completion. Iowa colleges reported 253 IET participants in AY 2022-23, with 70.8 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 of IET, as well as a civics education component. IELCE participants increased to 180 students in AY 2022-23, with

**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.**

an MSG rate of 49.4 percent, compared to the five-year participant peak in AY 2018-19 of 360 participants, with an MSG rate of 48.1 percent.

By reviewing data from each of these subsets, AEL programs can identify patterns and determine the needs of target populations. During AY 2022-23, these subsets showed MSG results similar to the state’s overall results, ranging from 26.2 percent for distance education, to 70.8 percent for IET participants. Meanwhile, quarterly median wages ranged from \$3,976 for correction participants to \$12,845 for IELCE students. IET and IELCE participants consistently have higher MSG rates and earnings compared to the state’s overall results.

## 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 2020 fall semester as full-time, non-high-school students and followed their progression for three years through the end of AY 2022-23.

As Table 3-3 illustrates, the fall 2020 cohort consisted of 12,229 students, of which 5,151 earned a certificate, a diploma or a two-year award, yielding a graduation rate of 42.1 percent. Among these graduates, 3,117 did not transfer to four-year colleges or universities within the same three-year period.

		Transferred		Total
		No	Yes	
Graduated	No	5,774	1,304	7,078
	Yes	3,117	2,034	5,151
Total		8,891	3,338	12,229

Of the 12,229 students from the fall 2020 cohort, 3,338 transferred to four-year colleges or universities, yielding a transfer rate of 27.3 percent. Of these transfer students, 1,304 (39.1 percent) transferred without earning an award. The remaining 2,034 transfer students (16.6 percent of the total cohort) transferred to four-year colleges or universities after earning an award. Overall, 6,455 students from the fall 2020 cohort either transferred, graduated or graduated and then transferred, yielding a success rate of 52.8 percent.

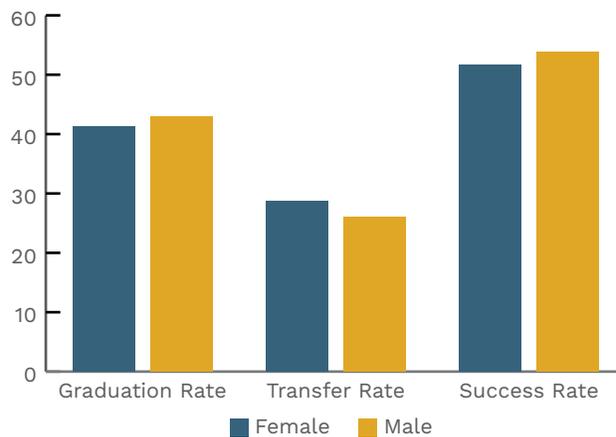
## Demographics of Success

Of the 12,229 students in the fall 2020 cohort, 6,001 (49.1 percent) were females and 6,226 (50.9 percent) were males. Among those students who reported their race and ethnicity, white (70.2 percent) was the majority race, followed by Hispanic (10.8 percent) and Black (8.6 percent). In addition, 232 students reported themselves as Asian (1.9 percent), 98 reported American Indian and Pacific Islander (0.8 percent), and 468 reported themselves as two or more races/ethnicities (3.8 percent). There were 482 students (3.9 percent of the total cohort) who did not report their race/ethnicity.

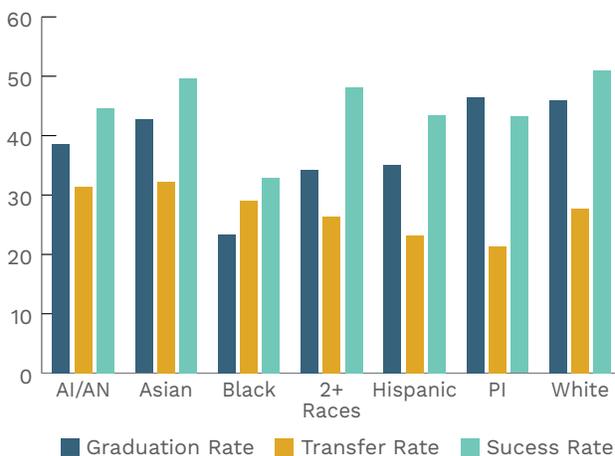
Figure 3-16 and Figure 3-17, respectively, display graduation, transfer and success rates by sex and

by race/ethnicity. As shown in Figure 3-16, female students had higher rates in graduation, transfer and success than male students.

In terms of race/ethnicity (Figure 3-17), Pacific Islander students had the highest graduation rate (46.4 percent), followed by white students (45.9 percent). Asian students had the highest transfer rate (32.3 percent), followed by American Indian students (31.4 percent). Regarding overall success, 51.0 percent of white students graduated, transferred or both graduated and transferred within the tracking period, which is the highest among all racial/ethnic groups.



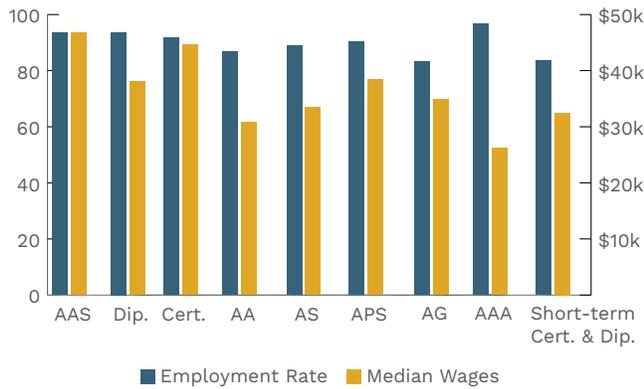
**Figure 3-16: Graduation, transfer and success rate by sex: 2020 Cohort**



**Figure 3-17: Graduation, transfer and success rate by RACE/ETHNICITY: 2020 Cohort**

## Education Outcomes: Wages of Graduates

Students who earned AAS degrees in AY 2020-21 had the highest median wages (\$46,721) within one year of graduating of all award types, followed by those who earned certificates (\$44,594).



**Figure 3-18: Employment Rate and Median Wage by Degree Type: Cohort AY 2021**

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 (NSC) for students who received certificates, diplomas and associate degrees in the academic year 2021 (the latest cohort available).

For cohort AY 2021, 7,349 students did not enroll in further education after receiving awards from community colleges within the first year upon graduation. Among those who did not pursue further education, 6,697 students were matched to employment within the first year upon graduation, which yielded an employment rate of 91.1 percent. The median annual wage for those who were employed was \$40,459. Figure 3-18 displays the percentage of cohort AY 2021 who were employed in 2022 and their median wage by degree type. Students with AAA degrees had the highest employment rate (96.8 percent), followed by students with diplomas (93.6 percent), students with AAS degrees (93.5 percent) and students with certificates (92.0 percent). In terms of median wages, students with AAS degrees had the highest median wage (\$46,721), followed by students with certificates (\$44,594).

## Time-to-Degree

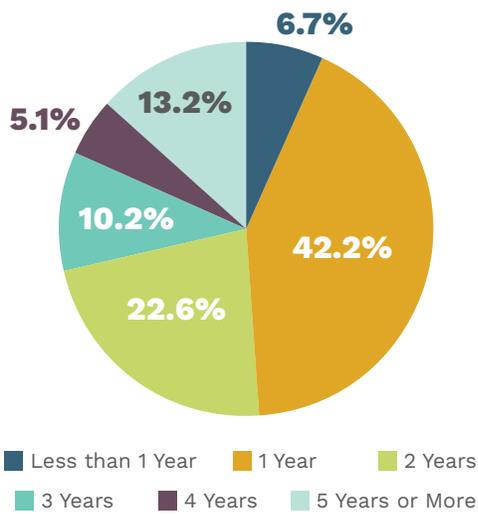
A research brief published by Complete College America shows that students who complete at

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].

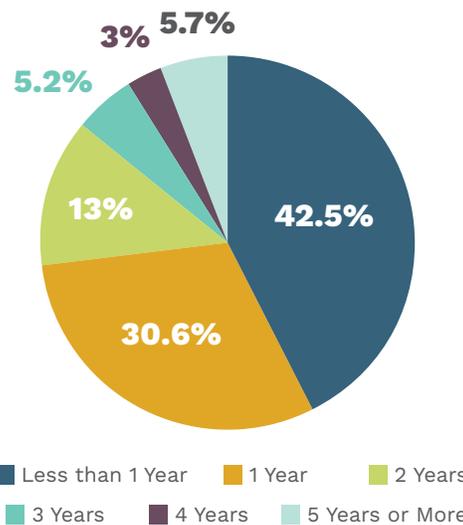
**Many factors, such as work and family commitments, financial constraints and child-care needs can impact the time it takes community college students to complete a degree [4].**

To compare Iowa community college students’ time-to-degree to the national average, the data of 9,112 community college students who earned associate degrees during AY 2022-23 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 3.12 years, on average, which is shorter than the national average. As shown in Figure 3-19, 71.6 percent of the students finished their program within two years, 10.2 percent required three years to obtain their degree and a total of 1,205 students (13.2 percent) spent more than five years. It is important to note, however, that the starting date for joint enrollment high-school students is not tracked until they have graduated from high school, even though many of them earn a significant number of credits while still in high school. This data would otherwise skew the analysis by allowing for one year or less graduation time at higher rates compared to students who started college without dual enrollment.

Average time-to-degree was also calculated by race/ethnicity. Pacific Islander students spent the least amount of time to earn their



**Figure 3-19: Distribution of time-to-degree (%): Associate Degrees**



**Figure 3-20: Distribution of time-to-degree (%): Diplomas and Certificates**

two-year degrees (2.47 years), followed by Hispanic students at 3.01 years. Asian 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 in Iowa community colleges the credits required to complete diplomas can vary from 15 to 48 and certificates can vary from two to 48. During AY 2022-23, 5,811 students earned a diploma or a certificate. On average, students in Iowa spent 2.39 years completing a diploma or certificate. As shown in Figure 3-20, 73.1 percent of the students finished their diploma or certificate in a year or less. 18.2

percent of the students spent two or three years, and 8.7 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 (1.0 years). Other race/ethnic groups spent more than two years completing a diploma or a certificate. Data demonstrates that it took black students the longest time (2.9 years) to earn a diploma or a certificate.

[1] U.S. Department of Education. Integrated Postsecondary Data Systems. (2021). Washington, DC: Author.  
 [2] Complete College America. 15 to Finish. Complete College America, Indianapolis, IN, April 2013. Retrieved from <https://completecollege.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.

# Section 4: College Costs and Affordability

## 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.

**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 4-1 lists tuition and fees for each community college during AY 2022-23 and AY 2023-24 for comparison purposes. These figures indicate that Southeastern Community College had the lowest percentage increase for in-state tuition and fees (1.4 percent), whereas Northeast Community College had the highest increase (5.3 percent). The average in-state tuition for AY 2023-24 is \$198.15 per credit hour, which represents a 3.5 percent increase over AY 2022-23.

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 AY 2023-24:

- Iowa Lakes Community College—\$207 per credit hour for students who are residents of Minnesota

- Northwest Iowa Community College—\$205 per credit hour for students who are residents of Minnesota, Nebraska or South Dakota
- Iowa Central Community College— \$205 per credit hour for non-Iowa residents with a 3.0 GPA and above
- Eastern Iowa Community Colleges—\$216 per credit hour for students who are residents of adjacent Illinois counties.

## Mandatory Fees

Table 4-2 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.

Twelve of Iowa’s 15 community colleges did not change their fee schedules for AY 2023-24 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 per credit hour) and Hawkeye Community College has the lowest (\$6.50 per credit hour).

## 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 4-3 shows in-state cost of enrollment per credit hour for AY 2022-23 and AY 2023-24.

The average per-credit-hour cost of enrollment in AY 2023-24 is \$213.28, which represents a 3.6 percent increase over AY 2022-23. Des Moines Area Community College (\$185.00) 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 (\$230.00), followed by Iowa Western Community College (\$226.00).

## Cost of Enrollment

AY 2023-24 Average In-State  
Cost of Enrollment

**\$213.28** Up 3.6% since  
AY 2022-23

---

Average Total Enrollment Cost Ranking

**Top 13%  
Nationally** In AY 2021-22  
(the latest year available)

---

**Table 4-1: In- and Out-of-State Tuition and Fees per Credit Hour by College**

College	AY22-23			AY23-24		
	"In-State Tuition (\$)"	"Out-of-State Tuition (\$)"	Fees (\$)	In-State Tuition (\$)	Out-of-State Tuition (\$)	Fees (\$)
Northeast Iowa	185.00	209.00	24.00	195.00	224.00	25.00
North Iowa Area	179.25	268.88	27.25	187.25	280.88	27.25
Iowa Lakes	196.00	210.00	22.25	202.00	216.00	22.25
Northwest Iowa	194.00	204.00	28.00	200.00	210.00	30.00
Iowa Central	192.50	284.25	24.00	200.00	295.50	24.00
Iowa Valley						
Ellsworth	190.00	232.00	26.00	195.00	237.00	26.00
Marshalltown	190.00	211.00	26.00	195.00	216.00	26.00
Hawkeye	204.00	221.00	6.00	211.00	221.00	6.50
Eastern Iowa	187.00	254.00	0.00	195.00	262.00	0.00
Kirkwood	200.00	268.00	0.00	210.00	281.00	0.00
Des Moines Area	178.00	356.00	0.00	185.00	370.00	0.00
Western Iowa Tech	168.00	169.00	29.00	173.00	179.00	29.00
Iowa Western	201.00	206.00	17.00	209.00	214.00	17.00
Southwestern	198.00	205.00	13.00	204.00	211.00	13.00
Indian Hills	195.00	255.00	0.00	203.00	255.00	0.00
Southeastern	200.00	205.00	7.00	203.00	208.00	7.00
<b>Minimum</b>	<b>168.00</b>	<b>169.00</b>	<b>0.00</b>	<b>173.00</b>	<b>179.00</b>	<b>0.00</b>
<b>Median</b>	<b>194.00</b>	<b>216.00</b>	<b>17.00</b>	<b>200.00</b>	<b>222.50</b>	<b>17.00</b>
<b>Maximum</b>	<b>204.00</b>	<b>356.00</b>	<b>29.00</b>	<b>211.00</b>	<b>370.00</b>	<b>30.00</b>
<b>Average</b>	<b>191.18</b>	<b>234.88</b>	<b>14.90</b>	<b>198.15</b>	<b>242.52</b>	<b>15.13</b>

During AY 2023-24, a full-time Iowa resident will pay between \$5,550.00 and \$6,900.00 for 30 credit hours, depending upon which community college the student attends.

## Comparisons

National and regional comparisons are based upon provisional Integrated Postsecondary Education Data System (IPEDS) data collected from 904 public two-year institutions that

award associate degrees [1]. IPEDS reports tuition and fees for an academic year, calculating costs based upon 30 credit hours per year. AY 2021-22 is the latest year available for this report.

Data for Iowa's public universities were collected from current and historical tuition tables published by the Iowa Board of Regents [2]. Data for Iowa's community colleges were collected from an annual survey of community

[1] Integrated Postsecondary Education Data System. IPEDS Data Center. Retrieved from <https://nces.ed.gov/ipeds/use-the-data>, Aug. 18, 2023.

**Table 4-2: Mandatory Fees per Semester Credit Hour by College**

College	Description	AY22-23	AY23-24	% Change
Northeast Iowa	Course	24.00	25.00	4.2%
North Iowa Area	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	Student Activity	2.25	2.25	0.0%
	General	10.00	10.00	0.0%
	Technology	10.00	10.00	0.0%
Northwest Iowa	Course	10.00	10.00	0.0%
	Student	10.00	12.00	20.0%
	Technology	8.00	8.00	0.0%
Iowa Central	Student	24.00	24.00	0.0%
Iowa Valley	Facility	2.00	2.00	0.0%
	Materials/Technology	18.50	18.50	0.0%
	Student	5.50	5.50	0.0%
Hawkeye	Student Activity	6.00	6.50	8.3%
Eastern Iowa	No Fees	0.00	0.00	0.0%
Kirkwood	No Fees	0.00	0.00	0.0%
Des Moines Area	No Fees	0.00	0.00	0.0%
Western Iowa Tech	U.S. Student Fee	29.00	29.00	0.0%
Iowa Western	College Service	17.00	17.00	0.0%
Southwestern	General	13.00	13.00	0.0%
Indian Hills	No Fees	0.00	0.00	0.0%
Southeastern	Technology	7.00	7.00	0.0%

college business officers and from historical records available from the Department.

## National

According to IPEDS data, the average annual in-district total cost of enrollment in Iowa during AY 2021-22 was \$5,669.00, placing Iowa in the 87th percentile [1]. This means

Iowa's average annual in-district total cost of enrollment was greater than or equal to 87 percent of all reporting states. The national average was \$4,390.00.

Figure 4-1 shows a color-range distribution of average total in-state costs of enrollment for 30 semester hours in AY 2021-22, with dark blue representing the highest cost of enrollment. New Hampshire (\$7,049.00), South

[1] Iowa Board of Regents. Index of reports. Retrieved from [https://www.iowaregents.edu/media/cms/0623\\_ITEM\\_7Tuition\\_Fees\\_574604CA58DD9.pdf](https://www.iowaregents.edu/media/cms/0623_ITEM_7Tuition_Fees_574604CA58DD9.pdf), August 2024.

## Financial Aid in AY 2022-23

Total Federal Aid Received

**\$203.3 M** By 63,282 community college students

---

Percent of Total Aid

**80.6%** From federal sources

---

Largest State-Funded  
Financial Aid Program:

**Future Ready Iowa  
Last-Dollar Scholarship**

---

Just **OVER \$32.1M**  
Awarded to **10,530**  
Students in AY  
2022-23

**Table 4-4: Average Total Cost of Enrollment in Selected Midwestern States**

AY	IA	IL	MN	MO	NE	SD	WI
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
21-22	\$5,669	\$4,378	\$5,803	\$4,100	\$3,777	\$6,947	\$4,570

Source: [3] Note: Amounts are rounded to the nearest dollar.

**Table 4-5: Comparison of In-State Tuition per Credit Hour by Type of Institution**

AY	Community Colleges (Highest \$)	Public Universities (Lowest \$)
19-20	187.00	320.00
20-21	192.00	320.00
21-22	202.00	325.00
22-23	204.00	338.00
23-24	211.00	350.00

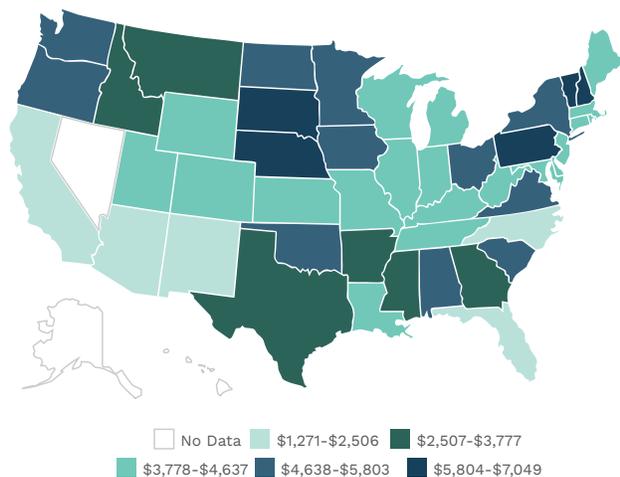
Source: [4] Note: Base per-credit-hour tuition for Iowa's public universities is derived from 24 semester credit hours per academic year.

**Table 4-6 Comparison of Average Cost of Enrollment by Type of Institution**

AY	Community Colleges (\$)	Public Universities (\$)
19-20	188.57	387.00
20-21	194.48	387.00
21-22	199.32	398.00
22-23	206.08	415.00
23-24	213.28	433.00

Source: [4] Note: Base per-credit-hour tuition for Iowa's public universities is derived from 24 semester credit hours per academic year.

Dakota (\$6,947.00) and Vermont (\$6,920.00) had the highest average total costs of enrollment. By comparison, California (\$1,271.00), New Mexico (\$2,000.00) and Arizona (\$2,179.00) had the lowest average total costs of enrollment.



**Figure 4-1: AY 2021-22 Distribution Of Average Annual Total Cost of In-State Enrollment**

## Regional

Provisional 2022 data from IPEDS [1] suggest that Iowa had the third-highest average cost of in-state enrollment in the region (\$5,669.00), following Minnesota (\$5,803.00) and South Dakota (\$6,947.00). Nebraska (\$3,777.00) and Missouri (\$4,100.00) had the lowest regional averages in the region.

In terms of average percentage change in the region, Missouri had the highest increase (5.6 percent), followed by Nebraska (5.2 percent) and Minnesota (4.9 percent). South Dakota had the lowest increase (0.8 percent), followed by Wisconsin (1.1 percent) and Iowa (1.4 percent).

## Institutional

Table 4-5 illustrates community colleges' compliance with Iowa Code §260C.14§2. In AY 2023-24, the highest tuition per credit hour at Iowa community colleges (\$211.00) is 39.7 percent lower than the lowest base tuition at Iowa's public universities (\$350.00).

Over the past five years, the average cost of enrollment per credit hour at Iowa's community colleges increased from \$188.57 (AY 2019-20) to \$213.28 (AY 2023-24) (Table 4-6), representing a 13.1 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 11.9 percent,

from \$387.00 per credit hour to \$433.00 per credit hour. This is equivalent to an annualized 2.8 percent increase.

## 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 AY 2022-23, data from the Iowa College Student Aid Commission shows that federal aid was \$203,325,388; state aid was \$3,024,341; institutional aid was \$29,238,211 and other aid was \$16,568,027. The breakdown of community college financial aid shows that 80.6 percent of all aid was from the federal government; 11.6 percent was from community colleges; 6.6 percent was from other aid sources and 1.2 percent was from the state of Iowa (Table 4-7).

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 AY 2022-23, Iowa residents filed 130,605 FAFSA applications as of Dec. 7, 2023, which is an increase of 2.0 percent from the previous year at the same time. Of these applicants, 21,226, or 16.3 percent of applicants, were high school seniors [6].

## 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-

**Table 4-3 In-State Per-Credit Hour Cost of Enrollment Comparison by College**

College	Tuition and Fees		Difference	
	AY22-23	AY23-24	(\$)	(%)
Northeast Iowa	209.00	220.00	11.00	5.3
North Iowa Area	206.50	214.50	8.00	3.9
Iowa Lakes	218.25	224.25	6.00	2.7
Northwest Iowa	222.00	230.00	8.00	3.6
Iowa Central	216.50	224.00	7.50	3.5
Iowa Valley	216.00	221.00	5.00	2.3
Hawkeye	210.00	217.50	7.50	3.6
Eastern Iowa	187.00	195.00	8.00	4.3
Kirkwood	200.00	210.00	10.00	5.0
Des Moines Area	178.00	185.00	7.00	3.9
Western Iowa Tech	197.00	202.00	5.00	2.5
Iowa Western	218.00	226.00	8.00	3.7
Southwestern	211.00	217.00	6.00	2.8
Indian Hills	195.00	203.00	8.00	4.1
Southeastern	207.00	210.00	3.00	1.4
<b>Average</b>	<b>206.08</b>	<b>213.28</b>	<b>7.20</b>	<b>3.6</b>
<b>Standard Deviation</b>	<b>12.52</b>	<b>12.54</b>	<b>2.00</b>	<b>1.0</b>

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 19,507 students received over \$43 million of financial assistance in award year 2022-23. 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, \$32,116,452 million in state-funded financial assistance was awarded to 10,530 students in AY 2022-23 — an

average of \$3,050 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 2023, 4,907 students received awards totaling \$5,522,233, an average of \$1,125 per recipient. The IVTG is available to high-need students enrolled in community college CTE programs. The IVTG was awarded to 2,751 students for a total of \$1,954,432, an average of \$710 per recipient.

The All Iowa Opportunity Scholarship Program

**Table 4-7: Distribution of Community College Student Aid: AY 2019-20 - AY 2022-23**

Source	2019-20		2020-21		2021-22		2022-23	
	Amount (\$)	%						
Federal	222,307,171	83.3%	223,115,706	84.1%	213,995,120	83.4%	203,325,388	80.6%
Institutional	24,143,092	9.0%	24,307,471	9.2%	25,019,474	9.8%	29,238,211	11.6%
Other	15,520,302	5.8%	12,415,252	4.7%	14,451,086	5.6%	16,568,027	6.6%
State	5,054,621	1.9%	5,560,491	2.1%	3,029,827	1.2%	3,024,341	1.2%
<b>Total</b>	<b>267,025,186</b>		<b>265,398,920</b>		<b>256,495,507</b>		<b>252,155,967</b>	

Source: Iowa College Student Aid Commission Note: Data is the sum of quarterly statistics reported to the U.S. Department of Education between July 1, 2022 and June 30, 2023. \*\*Federal, Institutional and Other category totals are aggregated from Iowa College Aid's annual financial aid survey. The state totals are gathered from sources outside the Iowa College Aid grant and scholarship system.

**Table 4-8: Federal Pell Grant Volume by Institution: AY 2022-23 Award Year**

District	Community College	Federal Pell Grant	
		Award Year Recipients	Award Year Disbursements (\$)
1	Northeast Iowa Community College	982	3,486,679
2	North Iowa Area Community College	581	2,505,969
3	Iowa Lakes Community College	466	2,114,182
4	Northwest Iowa Community College	313	1,231,120
5	Iowa Central Community College	1,999	8,262,132
6	Iowa Valley Community College District	697	3,141,067
7	Hawkeye Community College	1,220	4,734,897
9	Eastern Iowa Community College District	2,127	7,909,337
10	Kirkwood Community College	3,462	12,830,582
11	Des Moines Area Community College	4,432	15,740,504
12	Western Iowa Tech Community College	1,580	6,070,168
13	Iowa Western Community College	1,592	6,331,853
14	Southwestern Community College	427	1,851,667
15	Indian Hills Community College	898	3,936,800
16	Southeastern Community College	852	3,429,943
	<b>Total</b>	<b>21,628</b>	<b>83,576,900</b>

Source: Federal Student Aid Data reflects the numbers reported to the U.S. Department of Education at the end (quarter 4) of the fiscal year between July 1, 2022 and June 30, 2023.

### Table 4-9: Default Rate by College: FY20 Cohort

District	Community College	# in Repayment	# in Default	FY20 Default Rate	FY19 Default Rate	FY18 Default Rate
1	Northeast Iowa Community College	745	0	0.0	3.0	8.7
2	North Iowa Area Community College	537	0	0.0	5.9	11.0
3	Iowa Lakes Community College	446	0	0.0	5.0	12.6
4	Northwest Iowa Community College	274	0	0.0	1.5	2.8
5	Iowa Central Community College	1,583	0	0.0	7.4	16.6
6	Ellsworth Community College (Iowa Valley Community College District)	295	0	0.0	7.0	19.8
6	Marshalltown Community College (Iowa Valley Community College District)	291	0	0.0	3.4	13.1
7	Hawkeye Community College	1,130	0	0.0	2.2	10.5
9	Eastern Iowa Community Colleges	1,104	0	0.0	2.1	9.1
10	Kirkwood Community College	3,222	2	0.0	2.0	12.3
11	Des Moines Area Community College	3,370	0	0.0	2.6	11.8
12	Western Iowa Tech Community College	1,025	0	0.0	1.7	7.6
13	Iowa Western Community College	1,570	0	0.0	2.3	8.9
14	Southwestern Iowa Community College	322	0	0.0	3.6	14.3
15	Indian Hills Community College	892	0	0.0	3.0	11.3
16	Southeastern Iowa Community College	474	0	0.0	3.5	11.7
	<b>Total</b>	<b>17,280</b>	<b>2</b>	<b>0.0</b>	<b>3.5</b>	<b>11.4</b>

Source: Federal Student Aid

provided a total of 300 students enrolled at Iowa’s community colleges with awards totaling \$1,145,874, an average of \$3,820 per recipient. The program provides scholarships to resident students, with priority given to students who:

- 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
- are children of deceased public safety workers
- participated in certain federal TRIO programs
- graduated from an alternative high school or alternative high school program

- 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 2023 award year, a total of 21,628 community college students received Pell Grants totaling \$83,576,900, an average of approximately \$3,864 per recipient (Table 4-8).

## 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 2023, 14,200 Iowa community college students received Direct Subsidized Loans, 14,609 received Direct Unsubsidized Loans and 521 individuals borrowed under the Direct PLUS program. Total financial assistance disbursed to these borrowers amounted to \$97,447,241.

## 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 fiscal year 2020 cohort, which consists of borrowers who entered repayment in FY 2020, and tracks whether the borrower defaulted on his or her loans in FY 2020, FY 2021 or FY 2022.

As shown in Table 4-9, 17,280 community college students in Iowa were included in the FY 2020 cohort. Of those students who entered repayment, only two (0.0 percent) defaulted on their loans during the three-year period [8]. The default rate for the FY 2020 cohort is significantly lower than that from the FY 2019 cohort, which is a much greater decline than in the previous three years (down from 3.5, 11.4 and 16.1 percent, respectively). While Iowa community colleges have made great strides in reducing their default rates over the years — the highest rate was 22.8 percent in FY 2012 — the significant decrease for both FY 2020 and FY 2019 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.

**Table 4-10: Iowa Skilled Worker and Job Creation Fund (Department Only)**

Program Name	Allocation	FY21-22 Carry Forward	Total	FY 2022-23 Expenditures*	FY23-24 Carry Forward
Workforce Training & Economic Development (WTED)	\$15,000,000	\$1,414,587	\$16,414,587	\$15,537,407	\$877,180
Pathways for Career & Employment (PACE)	\$4,800,000	\$311,551	\$5,111,551	\$4,598,750	\$512,801
Gap Tuition Assistance	\$2,000,000	\$437,989	\$2,437,989	\$2,090,719	\$347,270
Workforce Preparation Outcomes Reporting	\$200,000	\$17,466	\$217,466	\$208,604	\$8,862
<b>Subtotal SWJCF</b>	<b>\$22,000,000</b>	<b>\$2,181,593</b>	<b>\$24,181,593</b>	<b>\$22,435,480</b>	<b>\$1,746,113</b>
Accelerated Career Education Infrastructure	\$6,000,000	\$8,806,506	\$14,806,506	\$4,513,276	\$10,293,230
<b>Total</b>	<b>\$28,000,000</b>	<b>\$10,988,099</b>	<b>\$38,988,099</b>	<b>\$26,948,756</b>	<b>\$12,039,343</b>

\*WTED expenditures include the 2023 annual subscriptions for Future Ready Iowa Career Coach

\*PACE expenditures do not include administrative expenses transferred to Iowa Workforce Development

## 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 (Iowa Code section 260C.18A)
- Pathways for Academic Career and Employment (PACE) Program (Iowa Code section 260H)
- Gap Tuition Assistance Program (Iowa Code section 260I)
- Accelerated Career Education (ACE) Infrastructure Program (Iowa Code section 260G)

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 4-10 provides fund information. As of July 1, 2023, Adult Basic Education and the Work-Based Learning Intermediary Network have moved under the administrative oversight of Iowa Workforce Development.

### 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 (Iowa Code section 260G)
- Gap Tuition Assistance Program (Iowa Code section 260I)

- Iowa Jobs Training Program (Iowa Code section 260F)
- National Career Readiness Certificate (NCRC)/National Association of Manufacturers (NAM)

Overall expenditures totaled \$15,537,407, which includes the Future Ready Iowa Career Coach/Analyst subscription (\$142,500) for FY 2022-23. Obligated or planned carryover funds for use in FY 2023-24 totaled \$877,180. Figure 4-2 shows the percent breakdown of WTED expenditures by program.

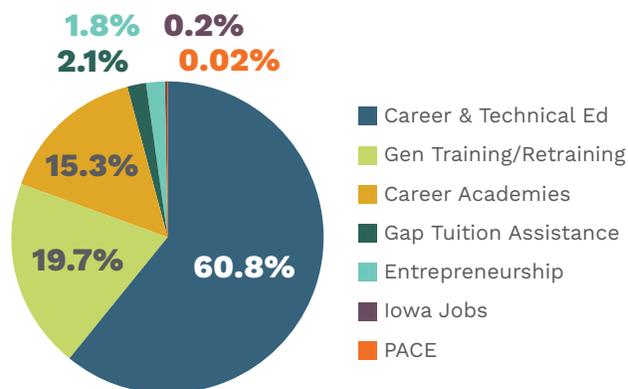


Figure 4-2: WTED Expenditures (%)

### Gap Tuition Assistance

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

- complete an eligible certificate program
- enter a postsecondary certificate, diploma or degree program for credit
- 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 FY 2022-23 budget for the Gap Tuition Assistance Program was \$2,437,989, of which \$2,000,000 was appropriated from the Iowa Legislature in FY 2022-23 and \$437,989 was carried forward from FY 2021-22.

**Table 4-11: GAP Budget Summary**

Source	Amount
FY21-22 Carry Forward	\$437,989
FY22-23 Allocation	\$2,000,000
<b>FY22-23 Total Funds</b>	<b>\$2,437,989</b>
<b>Expenses</b>	
Tuition & Books	\$1,740,643
Equipment	\$43,495
Fees, Assessment Testing	\$82,776
Staff Support & Services	\$223,804
<b>Total Expenses</b>	<b>\$2,090,719</b>
FY23-24 Carry Forward	\$347,270

Table 4-11 shows that in FY 2022-23, colleges spent \$2,090,719 (85.8 percent) of the budgeted funds, of which tuition and books accounted for 83.3 percent; staff support and services accounted for 10.7 percent; fees, assessments and testing accounted for 4.0 percent and equipment accounted for 2.1 percent.

During FY 2022-23, 2,818 individuals applied for financial assistance under the Gap Tuition Assistance Program (Table 4-12). Of these applicants, 989 (35.1 percent) were approved for tuition assistance. Among those approved for tuition assistance in FY 2022-23, there were 1,105 students who completed their program in FY 2022-23, though each training program has individual requirements for completion which may cause completion to be pushed into subsequent years.

There are currently 578 approved noncredit programs in which participants of the Gap Tuition Assistance Program may enroll. The programs with the highest enrollment include commercial driver's license (CDL)/transportation (391 participants), certified nursing assistant (CNA) (308), emergency medical technology/technician (EMT/paramedic) (74), health/medical assisting (45) and phlebotomy technology/technician (42). Additionally, students reported obtaining 529 industry-recognized credentials and 505 third-party credentials following completion.

**Table 4-12: GAP Participant Summary**

Category	Total
Number of Completed Applications	2,818
Number of Approved Participants	989
<b>Status of Approved Participants</b>	
Completed Training	1,105
Number of Earned Third Party Credentials	505
Industry Credentials	529
Percent of Gap students earning industry credential	47.9%

\* Each training program has individual requirements for completion. Therefore, participants and those who complete their programs may start and end in different fiscal years and should not be compared.

In addition to the historical version of the Gap Tuition Assistance Program, the GEER II Gap Tuition Assistance Program expansion funding was again awarded to the community colleges in FY 2022-23. 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 was 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. It is important to note that 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. There were 231 students served through the GEER II Gap Expansion program with 125 additional industry-recognized credentials awarded. Outcomes for the AY 2021-22 GEER II Gap Expansion program are available on the Department's website.

# Gap Tuition FY 2022-23 Summary

Number of Approved Noncredit Programs

**578**

---

Number who Completed Programs

**1,105**

---

Number of Industry-Recognized Credentials

**529**

---

Number of Third-Party Credentials

**505**

---

Gap-Eligible Program with Highest Enrollment

(Commercial driver's license (CDL)/transportation)

**391**

---

## 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
- be unemployed or underemployed or a dislocated worker

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

The FY 2022-23 budget for PACE was \$5,111,551, which included \$311,551 in funds that were carried over from FY 2021-22, \$4,800,000 of which was appropriated to the 15 community colleges (Table 4-13). Of the colleges' available funds, a total of \$4,598,750 was spent (90.0%).

As of FY 2022-23, the administration and sector board budget of \$200,000 plus \$24,834.08 in carryover from FY 2021-22 was transferred to Iowa Workforce Development (IWD). IWD reported that of the total \$224,834.08, \$2,912.09 (1.3 percent of transferred funds) was expended through a grant to Southwestern Community College to support work with sector boards in their region.

Student expenses included educational, personal and career support for participants, such as tuition, tutoring and travel assistance. Within the category of student expenses, \$795,361 was spent on education support, \$359,429 on personal support and \$15,686 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 \$3,449,458 on personnel, travel, supplies, equipment and other associated support costs. In addition, the colleges spent \$4,037 of their allocation to support regional industry sector boards.

A total of 4,373 individuals applied for participation in one or more PACE programs in AY 2022-23 (Table 4-14). Of these applicants, 2,572 individuals met eligibility requirements. By the end of AY 2022-23, there were 1,031 students who received an award through credit programs (304 certificates, 333 diplomas and 394 associate degrees), some of which were enrolled in previous years. Additionally, 1,388 students completed noncredit programs, 463 earned an industry credential and 525 earned a third-party credential during AY 2022-23.

## **PACE FY 2022-23 Summary**

Number of Credit Awards

**1,031**

---

Number of Noncredit Completions

**1,388**

---

Number of Industry Credentials Awarded

**463**

---

Number of Third-Party Credentials Earned

**525**

---

**Table 4-13: PACE Budget Summary**

Source	Amount
FY21-22 Carry Forward	\$311,551
FY22-23 Allocation	\$5,000,000
FY22-23 Total Community College Funds	\$5,311,551
Fund Transfer to IWD (sector boards)	(\$200,000)
<b>Subtotal</b>	<b>\$5,111,551</b>
<b>Student Expense Categories</b>	
Financial & Educational Support	\$795,361
Personal Support	\$359,429
Career Support	\$15,686
<b>College Expense Categories</b>	
Salary & Personnel	\$3,215,125
Travel	\$37,478
Supplies & Equipment	\$15,994
Other	\$180,862
<b>Total Expenses</b>	<b>\$4,619,934</b>
<b>FY22-23 Carryover into FY23-24</b>	<b>\$691,617</b>
IWD Administration - Sector Board Transfer	
Allocation Transfer	\$200,000
Carryover 22-23	\$24,834
Regional Industry Sector Boards	(\$4,037)
Balance IWD (PACE Funds for Sector Boards)	\$220,797

**Table 4-14: PACE Participant Summary**

Category	Total
Number of Completed Applications	4,373
Number of Approved Participants	2,572
<b>Training Activities</b>	
HSED & Basic Skills	58
Certificate Awards	304
Associate Degrees	394
Diploma Awards	333
Noncredit Awards	1,388

# Section 5: Systems and Infrastructure

## Human Resources

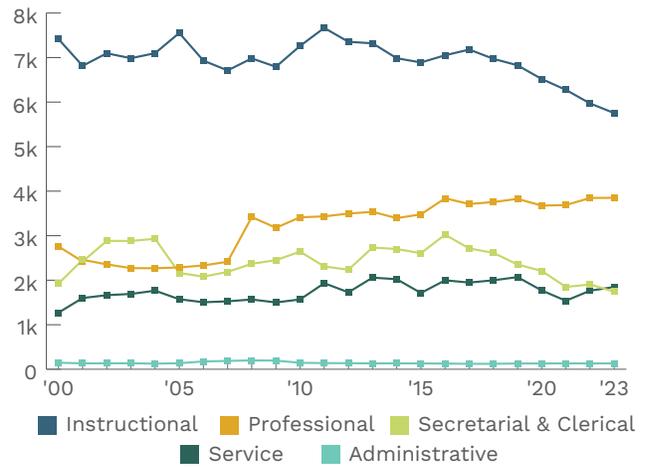
Iowa’s community colleges provide accessible, high-quality education that empowers students to achieve their education and career goals. Critical to the academic success and personal growth of students are the dedicated faculty, administrators and staff.

During academic year (AY) 2022-23, Iowa’s 15 community colleges employed 11,807 people in administrative, instructional, professional, secretarial/clerical and service positions.

A total of 13,337 positions were reported as full-time, part-time, temporary and adjunct during AY 2022-23. The number of positions reported is greater than the number of employees, because some employees were included in more than one reporting category. For example, an administrator might teach a course and be reported under the “instructional” category as well. Additionally, community college management information system (MIS) data does not include employees teaching only noncredit courses for community colleges, unless they are full-time noncredit instructors.

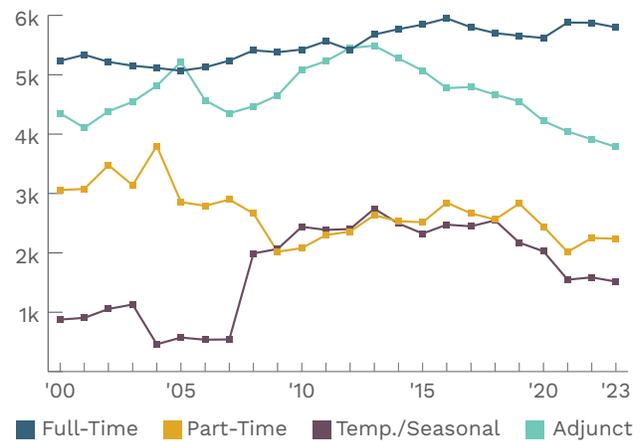
While the total number of employees decreased by 1.5 percent from AY 2021-22, the professional composition of community college employees, which includes academic support, student services, business office and data processing, has remained relatively stable for the past 10 years. The largest group in AY 2022-23 continued to be instructional (43.1 percent), followed by professional (28.9 percent), service (13.9 percent), secretarial/clerical (13.1 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 Fiscal Year (FY) 2005, when professional staff began outnumbering secretarial/clerical staff (Figure 5-1).

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.



**Figure 5-1: Iowa Community College Employees by Position Type: 2000–23**

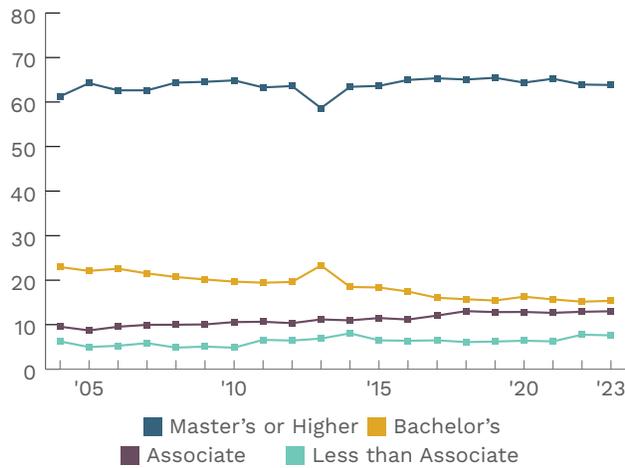
Temporary/seasonal staff positions have grown steadily since experiencing a dramatic change in 2008, when the number sharply increased from 542 to 1,990 employees. In 2014, the distribution stabilized, and in AY 2022-23 temporary and seasonal staff constituted 11.4 percent of all positions (Figure 5-2).



**Figure 5-2: Employment by Type: 2000–23**

Iowa community college administrators and instructors actively engage in professional development by furthering their education. As a result, the number of full-time instructors and administrators with doctoral degrees experienced a steady 18 percent average growth between 2004 and 2011, when it reached a total of 244. This number dropped to 234 in 2012, and to 204 in 2013, before increasing to a record-high of 271 full-time instructors and administrators with doctoral degrees in AY 2020-21. This record remained unchanged in AY 2021-22, but in AY 2022-23 the number dropped to 267. The percentage of those 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 AY 2018-19. In AY 2022-23, it decreased to 63.8 percent. The record low occurred in 2013 when the percentage dropped to 58.6 (Figure 5-3).

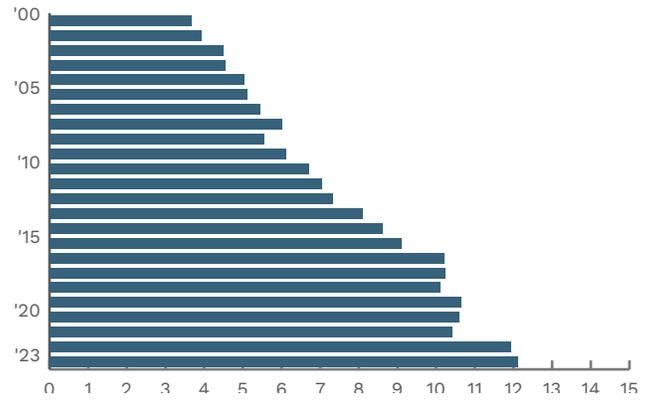


**Figure 5-3: Instructors' and Administrators' Degrees: 2004-23**

The percentage of instructors and administrators with only a bachelor's degree remained steady between 2008 and 2012 (19.9 percent on average), and then increased to a record high of 23.3 percent in 2013 while dropping to 15.4 percent in AY 2022-23. The percentage of associate degree holders has remained stable for the past 12 years, reaching a record high of 13.0 percent in AY 2017-18, before decreasing slightly to 12.9 percent in AY 2021-22, and returning to 13.0 percent in AY 2022-23 (Figure 5-3).

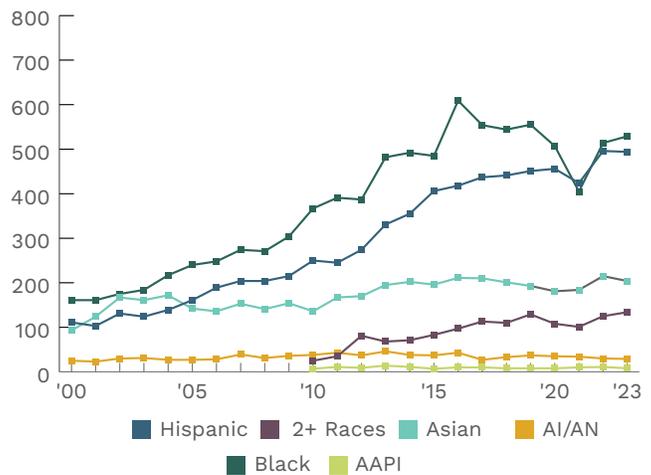
Racial/ethnic minorities comprised a record high 12.1 percent of all Iowa community college employees in AY 2022-23, which is 0.2 percent higher than last year's previous record high of 11.9 percent. The 23-year trend from 2000 to 2023 depicts a steady increase in the number of racial/ethnic minorities among Iowa community college employees. The average annual growth between 2000 and AY 2022-23 was 5.3 percent (Figure 5-4).

The distribution of minority community college employees within specific racial/ethnic groups has fluctuated over the past 23 years. The percentage of American Indian employees was 6.4 percent in 2000, before hitting a record low of 2.0 percent in AY 2016-17, then rising to 2.9 percent in AY 2020-21. In AY 2022-23 it dropped back to 2.1 percent. Asian employees have also experienced fluctuations since 2000, with their numbers decreasing to a record low of 14.0 percent during AY 2019-20, before picking back up. In AY 2022-23, they decreased from last year's 15.5 percent to 14.6 percent of all employees. The percentage



**Figure 5-4: Percent of Racial Minorities among Employees: 2000-23**

of Black community college employees has been consistently high compared to other racial/ethnic minority groups, fluctuating between 39.1 and 44.6 percent. In AY 2022-23, Black employees comprised 37.8 percent of all minority employees. Meanwhile, the percentage of Hispanic employees decreased to 35.3 percent from 35.7 percent in AY 2021-22, making this category of racial/ethnic minorities the second-largest group. Hawaiian or other Pacific Islander employees remained at less than 1 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 9.6 percent in AY 2022-23. (Figure 5-5).

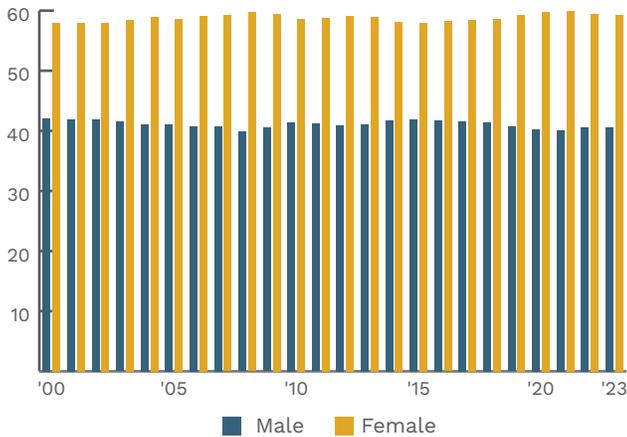


**Figure 5-5: Distribution of Racial/Ethnic Minorities Among Employees: 2000-23**

The gender composition of Iowa community college employees has remained stable since 2000. Female employees comprised 59.3 percent of all employees through AY 2022-23, down 0.2 percent from AY 2021-22. (Figure 5-6).

In AY 2022-23, the age distribution of Iowa community college employees presented a wide palette, from teens to employees in their

eighties. Nineteen-year-olds comprised the largest group of employees (364) in AY 2022-23. Overall, there were 11 groups (out of 73) with more than 250 employees in each (Figure 5-7). In AY 2022-23, the average age of community college employees was 43.8 years old, while the median age remained 44 years old.

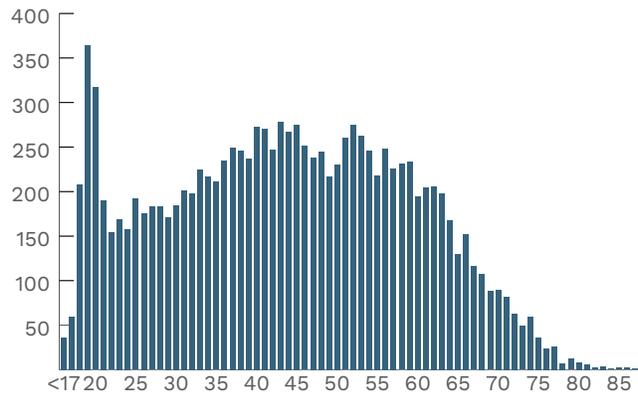


**Figure 5-6: Gender Distribution of Employees: 2000-23**

The largest group of community college administrators was between 52 and 63 years old in AY 2022-23, comprising 53.0 percent of all administrators. The average age of administrators was 52.6 years old, and the median age remained at 53 years of age (Figure 5-9). The data suggest a trend toward younger administrators, down slightly from 53.1 in AY 2019-20.

**At Iowa community colleges, the percentage of full-time administrators and instructors with a master’s degree or higher remains high (63.8) in AY 2022-23.**

Iowa community college full-time instructional staff was comprised of specialists between 18 and 74 years old, with the mode 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 years old. Since that time, it has fluctuated between 48 and 50 years old, with an average of 48.0 in AY 2022-23. The median age remained 48 years old in

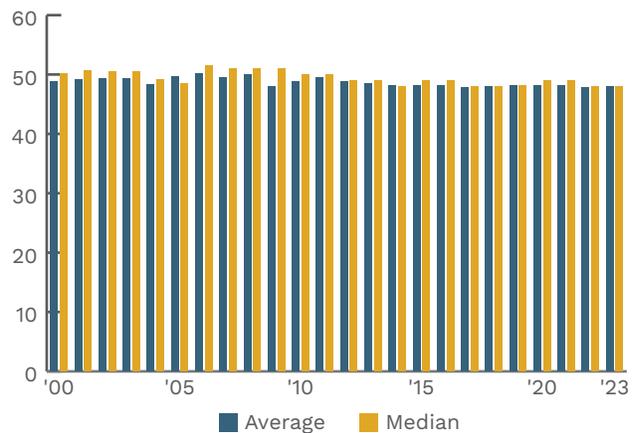


**Figure 5-7: Age of Community College Employees: AY 2022-23**

AY 2022-23, supporting the notion of reduction of faculty age from a high median age of 51 in 2012, to 48-49 in subsequent years (Figures 5-8 and 5-9).

## Instructional Staff Salaries

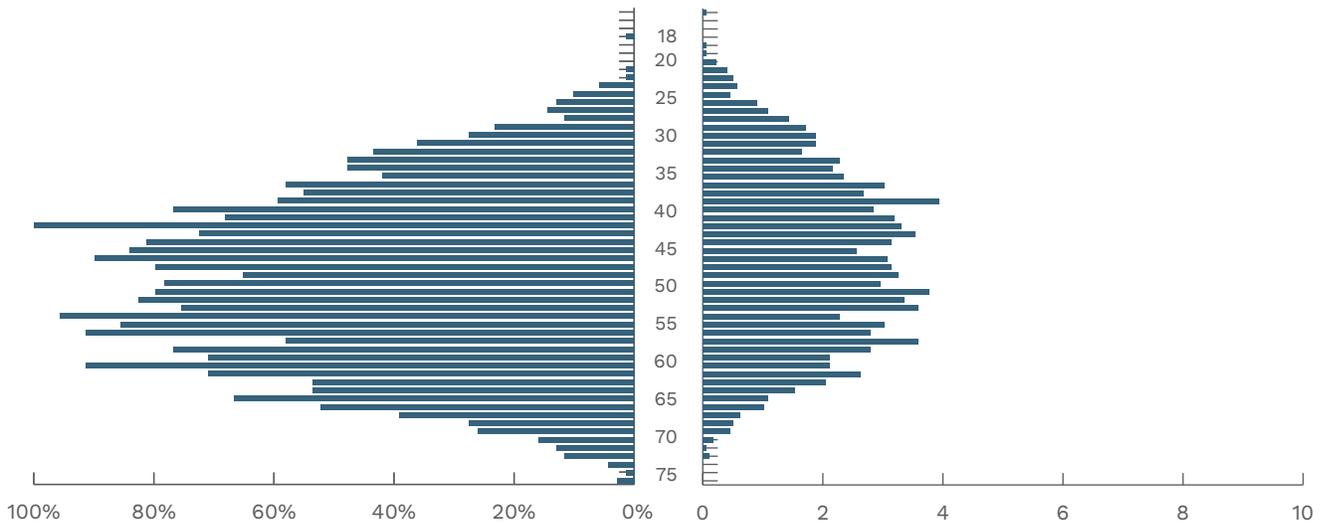
Average salaries for full-time instructional staff, which include all contract lengths, have increased an average of 2.3 percent annually since 2001 (Figure 5-10). The average base



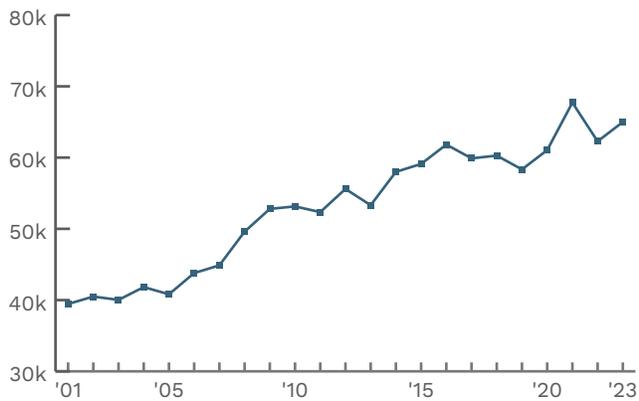
**Figure 5-8: Average and Median Age of Full-Time Instructors: 2005-23**

salary for a nine-month contract for full-time instructional employees increased by 4.4 percent, from \$62,281 in AY 2021-22 to \$64,994 in AY 2022-23.

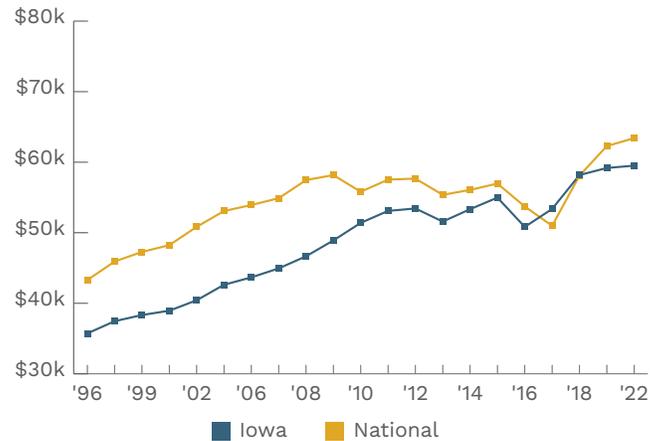
In addition to MIS, a number of other state and federal reports publish faculty salaries. Variances among those reports are due to differences in definitions, classification systems and contract periods, among other factors. For example, for AY 2021-22, the National Center for Educational Statistics (NCES) reported \$63,415 as the average full-time instructor salary in two-year public institutions, based on nine-month contracts.



**Figure 5-9: Distribution of Administrators (Left) and Instructors (Right) by Age: AY 2022-23**



**Figure 5-10: Average Base Salary of Full-Time Instructors: 2001-23**



**Figure 5-11: Comparison of Iowa and National Average Salaries for Full-Time Faculty Members: 1996-2022\***

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

NCES also publishes annual data for colleges nationwide and by state. According to their data, from 1996 through 2022, the average salary steadily increased for Iowa's full-time community college instructors. In 2022, this salary rose by 0.6 percent compared to the prior reported year. Nationally, however, the average full-time instructor salary increased 1.8 percent, making Iowa's salaries 6.2 percent lower than the national average (Figure 5-11). Over the last 24 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.

amounts to approximately 4.1 percent. The gain was driven by increases in tuition and fees, local support, state support and other income. In contrast, community college revenue from federal funds declined.

## Finances

### Unrestricted General Fund

Revenues by Source From Fiscal Year (FY) 2022 to FY 2023, Iowa community college unrestricted general revenues increased by \$25,704,051 to a statewide total of \$652,456,568 (Table 5-1). This nominal increase

Figure 5-12 depicts the FY 2023 distribution of revenue sources in the community college unrestricted general fund. Tuition and fees continued to be the leading source of revenue, accounting for 46.5 percent. State support was the second-largest source of revenue, at 34.4 percent. In order of proportion, other income, local support and federal support comprised the remainder of community colleges' unrestricted revenues.

Total revenues, adjusted to 2023 dollars (Table 5-2), show an overall increase of 0.9 percent from FY 2022. Tuition and fees revenue increased about 1.3 percent, revenue from federal sources showed a significant decrease and all other revenue categories increased.

**Table 5-1: Nominal Revenue Totals by Source: 2019-23**

Year	Tuition & Fees (\$)	Local (\$)	State Support (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
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
2023	303,644,538	40,146,596	224,672,257	2,472,566	81,520,611	652,456,568

**Table 5-2: Adjusted Revenue Totals by Source (2023 dollars)**

Year	Tuition & Fees (\$)	Local (\$)	State Support (\$)	Federal (\$)	Other Income (\$)	Total Revenue (\$)
2019	360,458,693	40,833,414	245,265,119	1,951,830	53,714,444	702,223,501
2020	345,725,137	41,505,628	249,163,434	3,815,154	53,054,601	693,263,954
2021	314,627,580	41,959,033	233,499,139	6,365,886	79,054,164	675,505,802
2022	299,806,085	39,892,043	224,718,846	9,432,523	72,959,101	646,808,598
2023	303,644,538	40,146,596	224,672,257	2,472,566	81,520,611	652,456,568

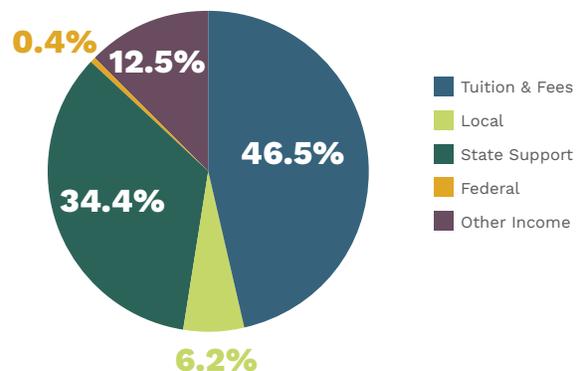
## Unrestricted General Fund Expenditures by Category

Table 5-3 shows the breakdown by category for unrestricted general fund expenses statewide. Total unrestricted general fund expenditures in FY23 rose \$40,706,594 from the previous year in nominal terms—an increase of 6.6 percent. Included in the total unrestricted general fund expenditures is a one-time contribution of \$18.7 million by Kirkwood Community College from its cash reserves to the Kirkwood Community College Foundation. The intent of the contribution is for the Foundation to use the funds to self-sustain its operating budget moving forward reducing annual expense support from Kirkwood Community College.

By category, salaries and benefits increased 2.4 percent, services went up 6.7 percent, and materials, supplies and travel rose 7.1 percent. Salaries continue to comprise the majority of community college expenditures at 69.0 percent, while services come in second at 12.5 percent (Figure 5-13).

Expenditure categories are defined as follows:

- 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.
- Services — Items such as professional fees, memberships, publications, rental of materials, buildings and equipment and insurance.
- Materials, Supplies and Travel— Expenses such as materials and supplies, periodicals, vehicle materials and supplies and travel expenses.
- Current Expenses — Items such as purchase for resale, payment on debt principal, student compensation and transfers.

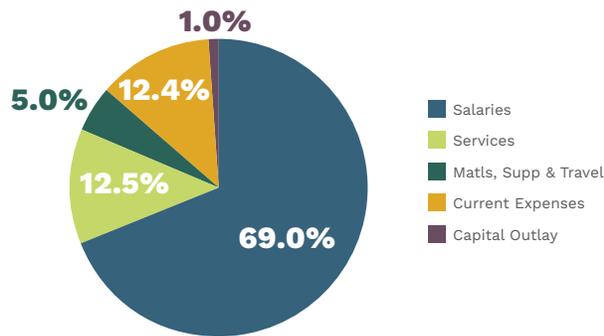


**Figure 5-12: Unrestricted Fund Revenue by Source**

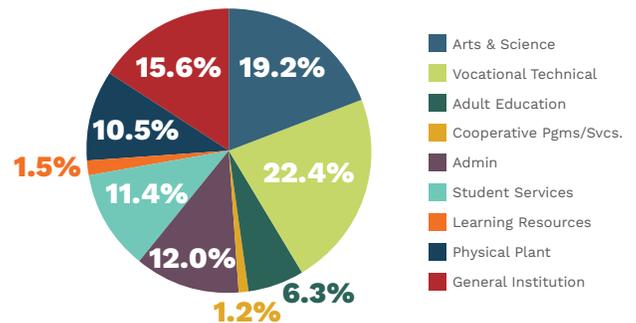
**Table 5-3: Nominal Expenditure Totals by Source: 2019-23**

Year	Salaries (\$)	Services (\$)	Matls, Supp & Travel (\$)	Current Expenses (\$)	Capital Outlay (\$)	Total (\$)
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
2023*	453,228,766	82,342,748	33,144,834	81,540,343	6,445,393	656,702,084

\*Includes a one-time \$18.7 million contribution of funds by Kirkwood Community College to the Kirkwood Community College Foundation.



**Figure 5-13: Unrestricted Fund Expenditures by Category: 2023**



**Figure 5-14: Unrestricted Fund Expenditures by Function: 2023**

- 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 2023 dollars, increased 3.3 percent from the previous year (Table 5-4).

## Unrestricted General Fund Expenditures by Function

Table 5-3 shows the breakdown by category for unrestricted general fund expenses statewide. Total unrestricted general fund expenditures in FY 2023 rose \$40,706,594 from the previous year in nominal terms—an increase of 6.6 percent. Included in the total unrestricted general fund expenditures is a one-time contribution of \$18.7 million by Kirkwood Community College from its cash reserves to the Kirkwood Community College Foundation. The intent of the contribution is for the Foundation to use the funds to self-sustain its operating budget moving forward reducing annual expense support from Kirkwood Community College.

Data showing total unrestricted general fund expenditures by function (Table 5-5) indicate career and technical education (CTE) expenditures outpace those for arts and sciences, accounting for 22.4 percent and 19.2 percent of total expenditures, respectively (Figure 5-14). Nominal expenditures increased 3.5 percent for CTE, and rose 1.4 percent for arts and sciences. However, adjusted for inflation, expenditures for arts and sciences decreased 1.7 percent, and expenditures for CTE increased 0.3 percent, respectively (Table 5-6).

Function categories are defined as follows:

- Arts and Sciences — All administrative and instructional organizational units of the community college that provide instruction in the area of college parallel and career option/college parallel (CO/CP).
- Career and Technical — All organizational units designed to provide vocational, technical and semi-professional training.
- Adult Education — All organizational units designed to provide services, courses and programs intended mainly for part-time students who are not a part of one of the instructional divisions of arts and sciences or career/vocational technical functions.

### Table 5-4: Adjusted Expenditure Totals by Source: (2023 dollars)

Year	Salaries (\$)	Services (\$)	Matls, Supp & Travel (\$)	Current Expenses (\$)	Capital Outlay (\$)	Total (\$)
2019	510,402,559	88,406,449	35,743,842	49,994,638	5,427,365	689,974,853
2020	512,986,686	85,208,624	32,663,815	47,105,523	3,821,315	681,785,963
2021	478,698,479	79,536,467	28,862,029	65,160,960	4,022,770	656,280,706
2022	456,752,340	79,610,608	31,937,710	63,362,409	4,044,279	635,707,346
2023*	453,228,766	82,342,748	33,144,834	81,540,343	6,445,393	656,702,084

\*Includes a one-time \$18.7 million contribution of funds by Kirkwood Community College to the Kirkwood Community College Foundation.

### Table 5-5: Nominal Expenditure Totals by Function: 2019-23

Yr.	Arts & Sci.	Voc. Tech.	Adlt. Ed.	Co-op. Pgms/ Svcs.	Admin	Stdnt. Serv.	Learning Rsc.	Phys. Plant	General Institution	Total
'19	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
'20	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
'21	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
'22	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
'23*	126,186,764	147,106,500	41,472,867	7,583,273	78,551,593	74,725,934	9,645,980	68,961,102	102,468,069	656,702,082

\*Includes a one-time \$18.7 million contribution of funds by Kirkwood Community College to the Kirkwood Community College Foundation.

### Table 5-6: Adjusted Expenditure Total by Function: 2019-23 (2023 dollars)

Yr.	Arts & Sci.	Voc. Tech.	Adlt. Ed.	Co-op. Pgms/ Svcs.	Admin	Stdnt. Serv.	Learning Rsc.	Phys. Plant	General Institution	Total
'19	156,668,675	161,709,019	47,509,696	7,824,595	42,283,795	74,412,847	11,672,523	80,601,428	107,191,426	689,874,007
'20	152,215,040	162,824,587	41,634,670	7,768,311	44,319,770	75,357,909	12,040,699	78,033,497	107,591,474	681,785,959
'21	137,659,717	152,399,725	39,596,430	7,422,234	46,139,697	72,640,201	10,911,706	78,470,756	111,040,240	656,280,706
'22	128,419,383	146,697,219	40,493,796	7,358,915	45,267,597	74,486,786	9,997,734	74,925,068	108,060,847	635,707,346
'23*	126,186,764	147,106,500	41,472,867	7,583,273	78,551,593	74,725,934	9,645,980	68,961,102	102,468,069	656,702,082

\*Includes a one-time \$18.7 million contribution of funds by Kirkwood Community College to the Kirkwood Community College Foundation.

Some examples include adult basic education, high school completion and short-term preparatory.

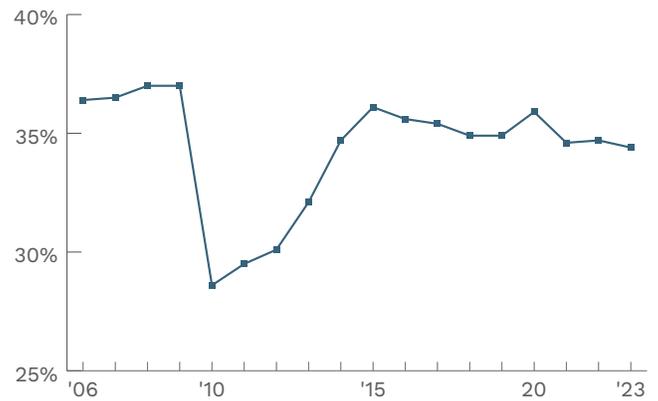
- Cooperative Programs or Services — All organizational units designed to provide instruction for secondary joint effort activities and all activities concerning Iowa Code chapter 260E (Iowa Industrial New Jobs Training) and Iowa Code chapter 260F (Iowa Jobs Training).
- Administration — All expenses of the community college board of trustees, CEO and business office, which serve the entire community college.
- Student Services — All organizational units that are primarily concerned with providing services for students.
- Learning Resources – All organizational units that provide for storage, distribution

**Table 5-7: Adjusted Revenue and Expenditures / FTEE (2023 Dollars)**

Year	Revenue	Expenditures	FTEE Total	Revenue / FTEE	Expenditures / FTEE
2019	702,223,501	689,974,853	79,739	8,807	8,653
2020	693,263,954	681,785,963	75,998	9,122	8,971
2021	675,505,802	656,280,706	70,639	9,563	9,291
2022	646,808,598	635,707,346	70,726	9,145	8,988
2023*	652,456,568	656,702,084	71,445	9,132	9,192

and use of educational materials throughout the entire community college.

- Physical Plant — All organizational units responsible for the operation and maintenance of the community college’s physical facilities.
- General Institution — All other expenses, except those included in the above functions. Some examples include institutional development, data processing, general printing, communication, alumni affairs, early retirement and telecommunications.



**Figure 5-15 State Support as a Percent of Revenue (2023 Dollars): 2006-23**

## Full-Time Equivalent Enrollment (FTEE)

The FTEE calculation is a standardized method for measuring enrollment, which is used to determine state general aid (SGA) distribution for Iowa’s community colleges. The enrollment used in the SGA distribution formula is two years behind the year of the aid (i.e., FY 2023 enrollments are used to calculate FY 2025 SGA). Twenty-four credit semester hours, or 600 noncredit contact hours, equal one FTEE. Total FTEE for FY 2023 was 71,445, which represents an increase of 1.0 percent from the previous year (Table 5-7).

## State Support

FY 2023 state support for Iowa’s community colleges totaled \$224,672,25, 34.4 percent of the institutions’ total revenue. Figure 5-15 depicts the changes in the percentage of total revenue in adjusted dollars over the last 18 years.

**Table 5-8: State Support Totals (2023 dollars)**

Year	Adjusted Amount (\$)	FTEE, Number	\$/ FTEE
2006	228,051,954	86,614	2,632.97
2007	233,251,227	86,247	2,704.46
2008	248,691,320	88,495	2,810.23
2009	256,065,688	92,349	2,772.80
2010	208,856,878	104,811	1,992.70
2011	215,579,687	107,251	2,010.05
2012	218,541,771	102,504	2,132.02
2013	233,665,641	96,696	2,416.50
2014	251,430,420	91,075	2,760.68
2015	260,533,607	88,619	2,939.92
2016	256,194,082	93,551	2,738.54
2017	248,513,186	83,389	2,980.19
2018	244,621,349	81,627	2,996.80
2019	245,265,119	79,739	3,075.85
2020	249,163,434	75,998	3,278.56
2021	233,499,139	70,639	3,305.53
2022	224,718,846	70,726	3,177.32
2023	224,672,257	71,445	3,144.69

