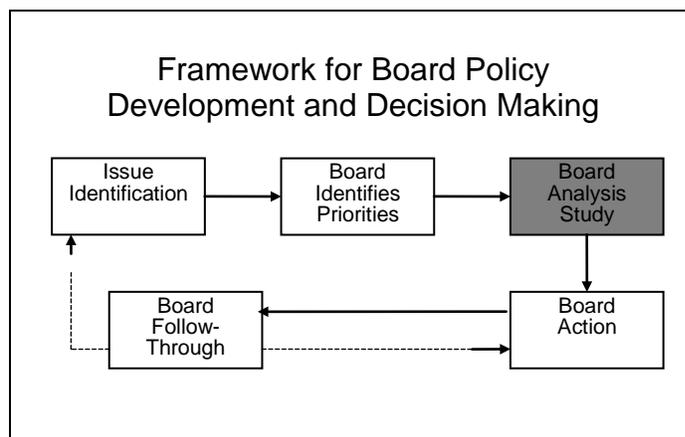


Iowa State Board of Education

Executive Summary

January 31, 2013



- Agenda Item:** The Annual Condition of Iowa's Community Colleges Report 2012
- Iowa Goal:** Individuals will pursue postsecondary education in order to drive economic success.
- State Board Role/ Authority:** The State Board of Education constitutes the state board for community colleges (Iowa Code section 260C.3). Iowa Code section 260C.4 directs the state board for community colleges to adopt and establish policies for programs and services of the department which relate to community colleges.
- Presenters:** Jeremy Varner, Administrator
Division of Community Colleges
- Monte Burroughs, Ph.D., Educational Program Consultant
Bureau of Adult, Career, and Community College Education
Division of Community Colleges
- Attachments:** 1
- Recommendation:** It is recommended that the State Board hear and discuss this information.
- Background:** Iowa's 15 community colleges offer thousands of credit and non-credit courses. The 2012 Annual Condition of Iowa's Community Colleges Report provides fiscal year 2012 and trend data on community college enrollment, programs, human resources, and finances. This report is supported by Management Information System (MIS) data, as reported by Iowa community colleges to the Iowa Department of Education, Division of Community Colleges, and additional references, which are identified in the body of the report.

THE ANNUAL CONDITION OF IOWA'S COMMUNITY COLLEGES: 2012

Monte Burroughs, Consultant



COMMUNITY COLLEGES
BUREAU OF ADULT, CAREER, AND COMMUNITY COLLEGE EDUCATION

State Board of Education
January 31, 2013

2

Credit Enrollment: Student Profile

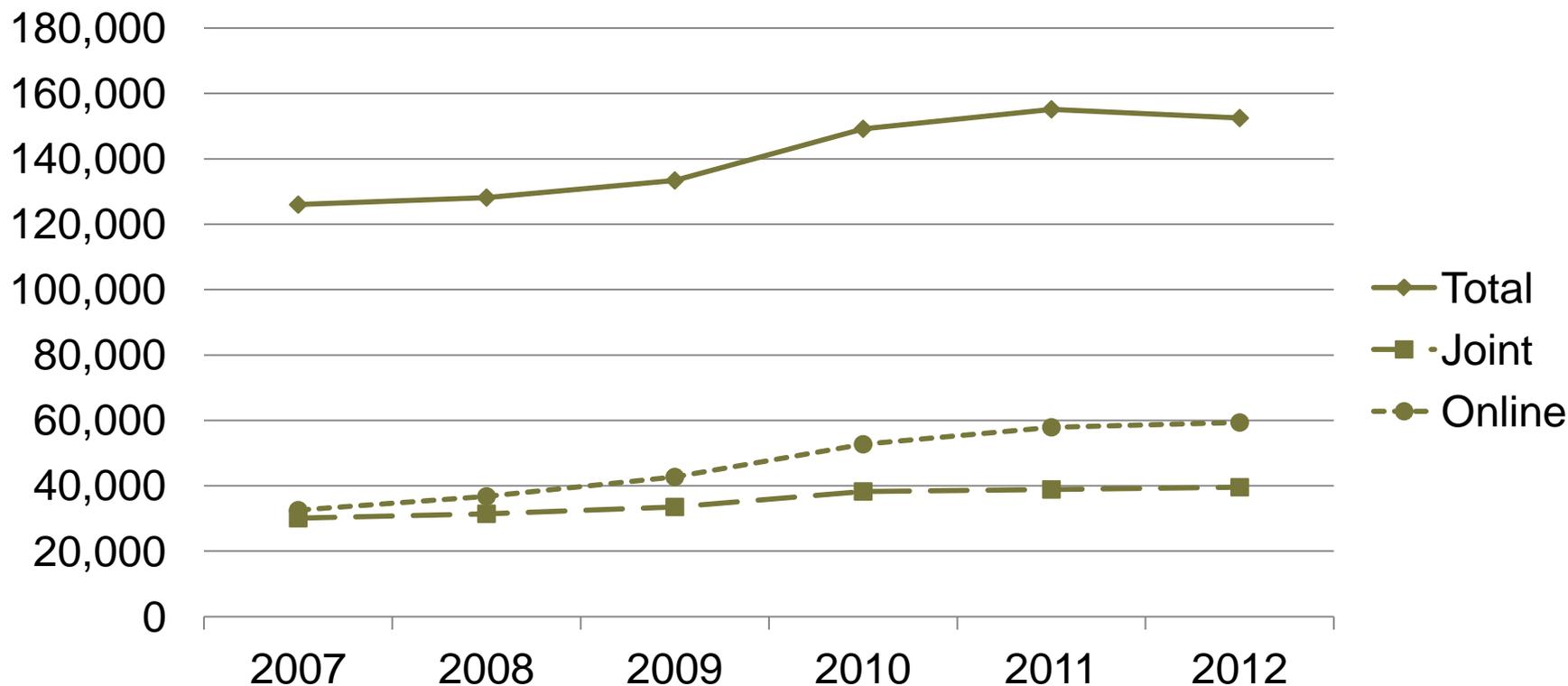
Data from Fiscal Year 2012

- Females: 56 percent
- Whites: 83 percent
- Average age: 24 years old
- Residents of Iowa: 93 percent
- Students enrolled in college parallel programs: 67 percent
- Students enrolled part-time: 75 percent



3

Credit Enrollment by Category

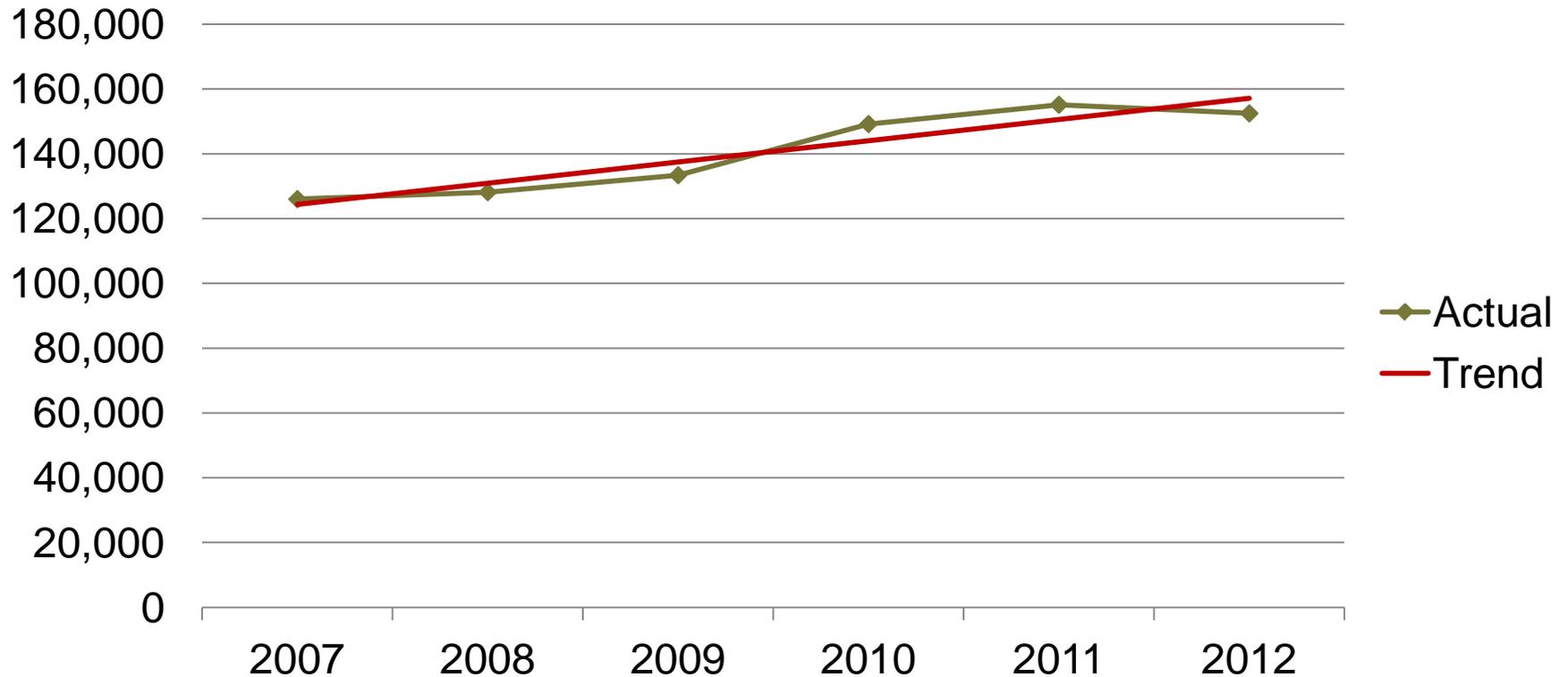


During 2012, 152,469 students were enrolled in community colleges. Of these, 39,570 students (26.0%) were in high school participating in joint enrollment programs, and 59,359 students (38.9%) were enrolled in at least one online course.



4

Fiscal Year Credit Enrollment

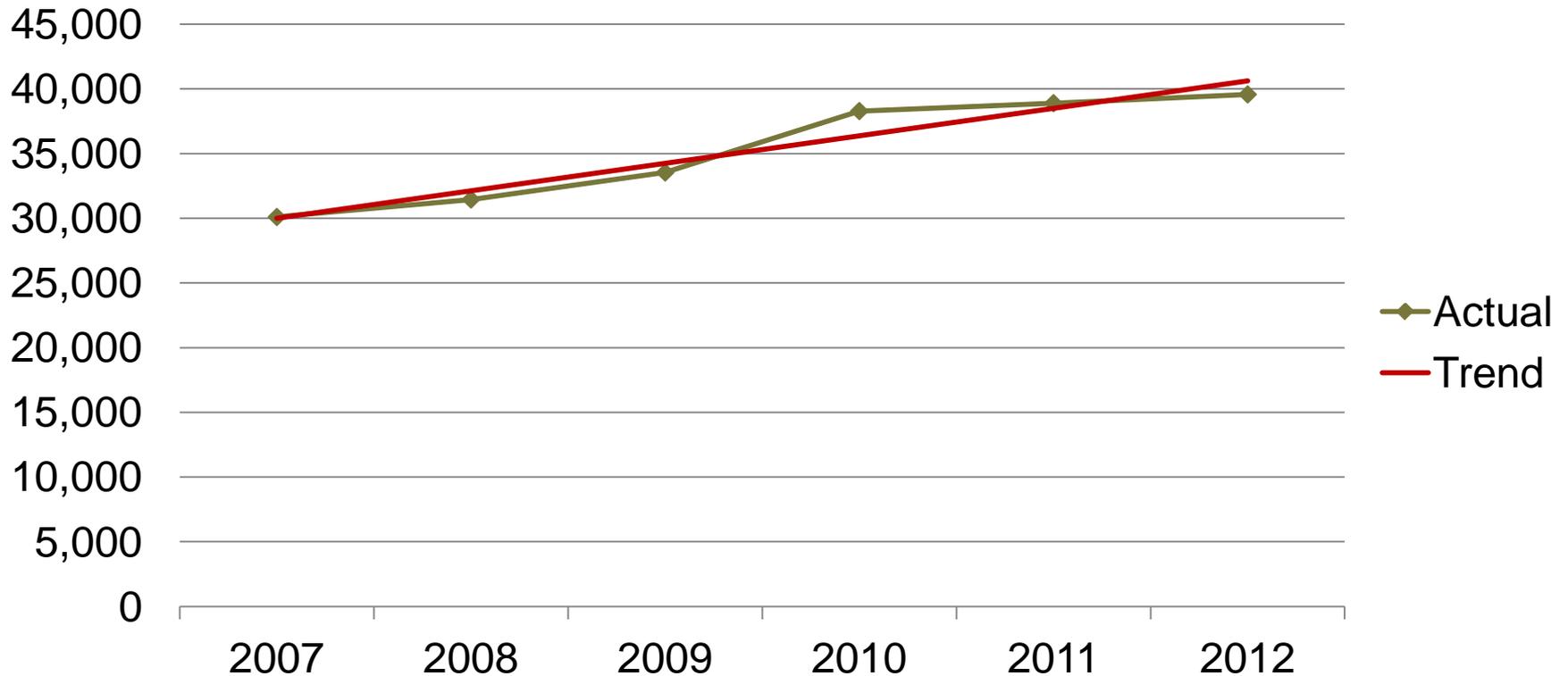


Enrollment declined 1.7% to 152,469 students during fiscal year 2012 (2011-12 academic year). This was the first decline from a previous year's enrollment since 1999. However, total enrollment has increased 21.0 percent, or about 3.9 percent per year on average since 2007.



5

Joint Enrollment



In 2012, 39,570 students participated in joint enrollment programs, an increase of 1.7 percent from 2011.



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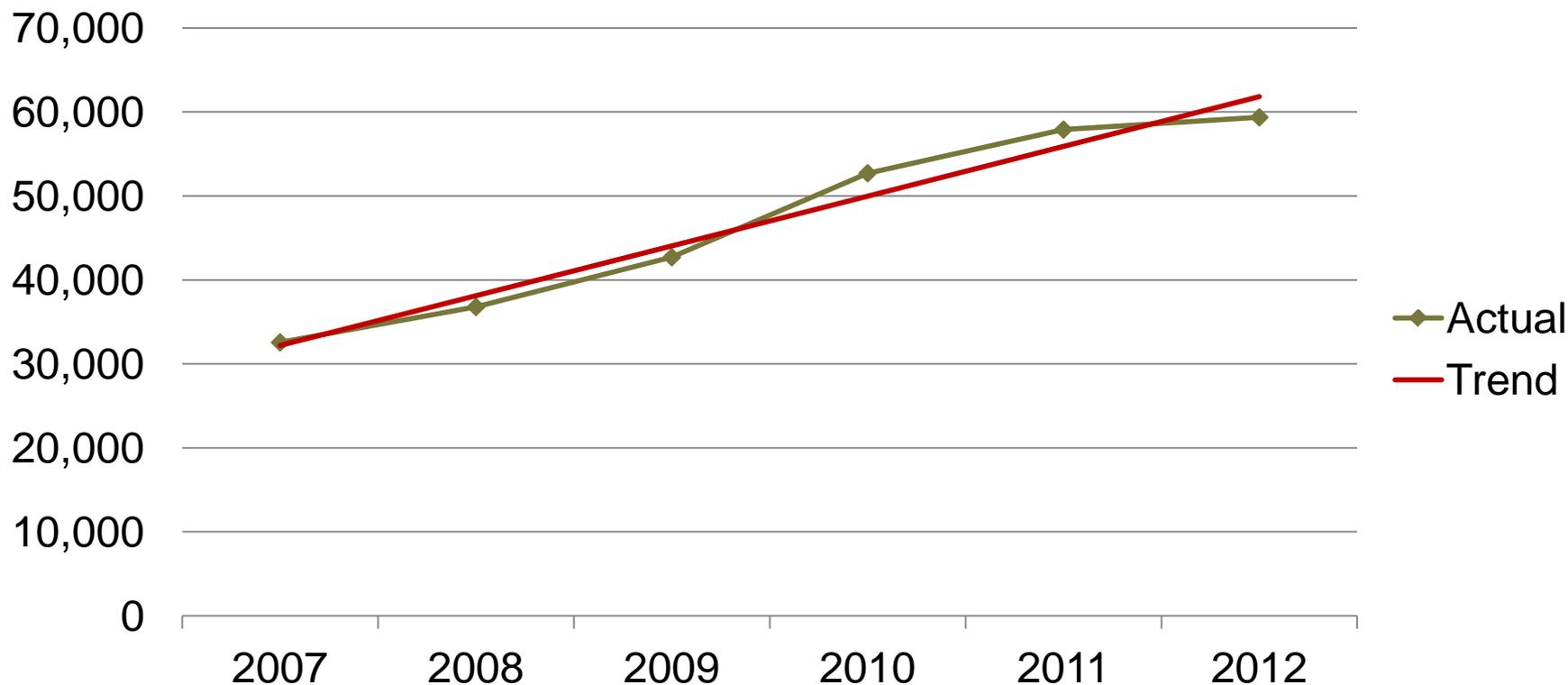
Joint Enrollment

- Participation in joint enrollment programs continued to increase despite the decline in total enrollment.
- Students participating in joint enrollment programs accounted for:
 - **26 percent of total credit enrollment ; and**
 - **15 percent of credit hours.**
- Average course load was 7.7 credit hours, or roughly one course per semester.



7

Online Credit Enrollment



Online enrollment increased 2.5 percent from 2011 to 59,359. Since 2007, online enrollment has increased 82.4 percent, representing an annual average rate of almost 12.8 percent.



8

Online Credit Enrollment Notes

- **Online credit enrollment only pertains to students who took at least one class that was 100% online.**
- **Participation in online enrollment programs continued to increase despite the decline in total enrollment.**
- **Students participating in online credit courses accounted for:**
 - **39 percent of total credit enrollment ; and**
 - **19 percent of credit hours.**
- **Average load of online courses was 7.2 credit hours, or roughly one course per semester.**



9

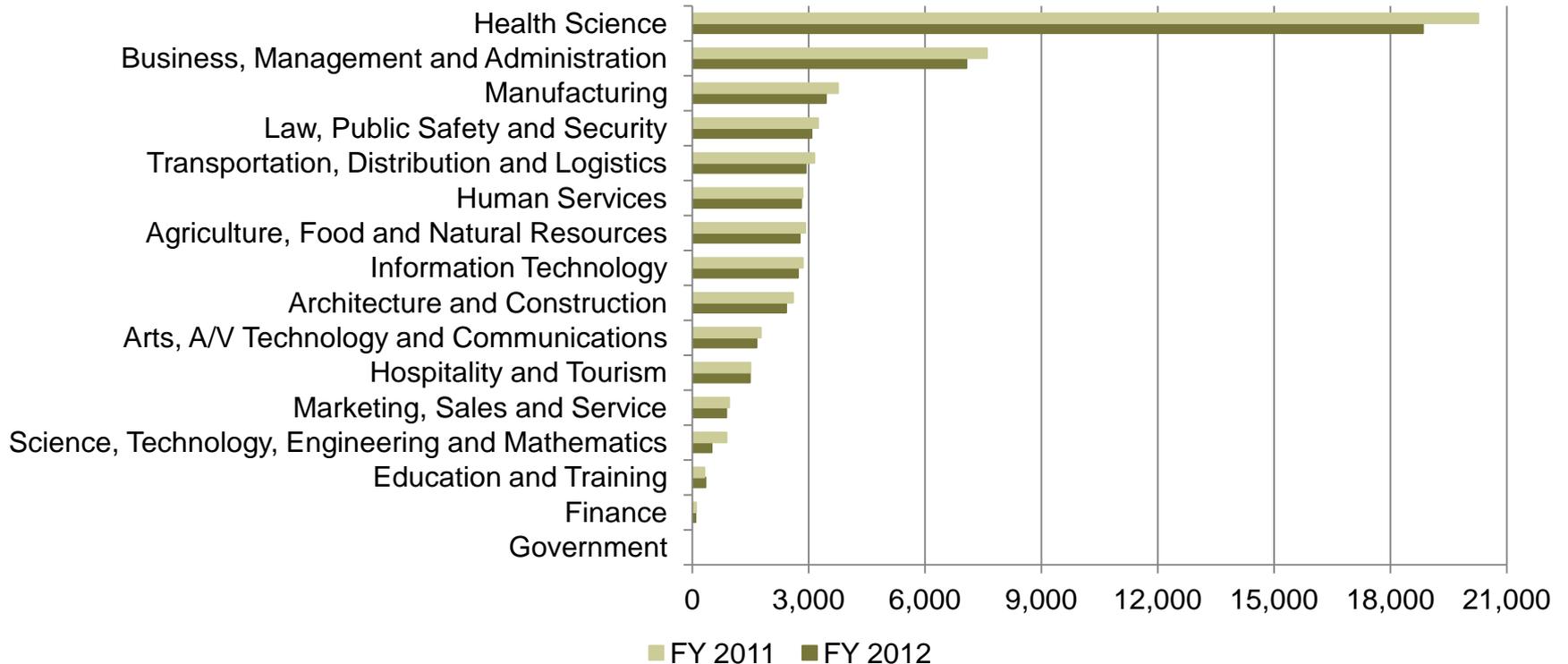
Developmental Education

- A developmental education course is one either listed below the 100 level (Math 060, for example) or noted as developmental by a community college.
- During 2012, 24,132 students enrolled in developmental education courses, accounting for 121,320 credit hours, which averaged about 5.0 credit hours per student.
- Mathematics was the most common subject.
- About 30 percent of students taking developmental education courses were minorities.
- The average age of a student taking developmental education courses was 26 years, two years older than the average of the general student population.



10

Career and Technical Education (CTE) Program Enrollment

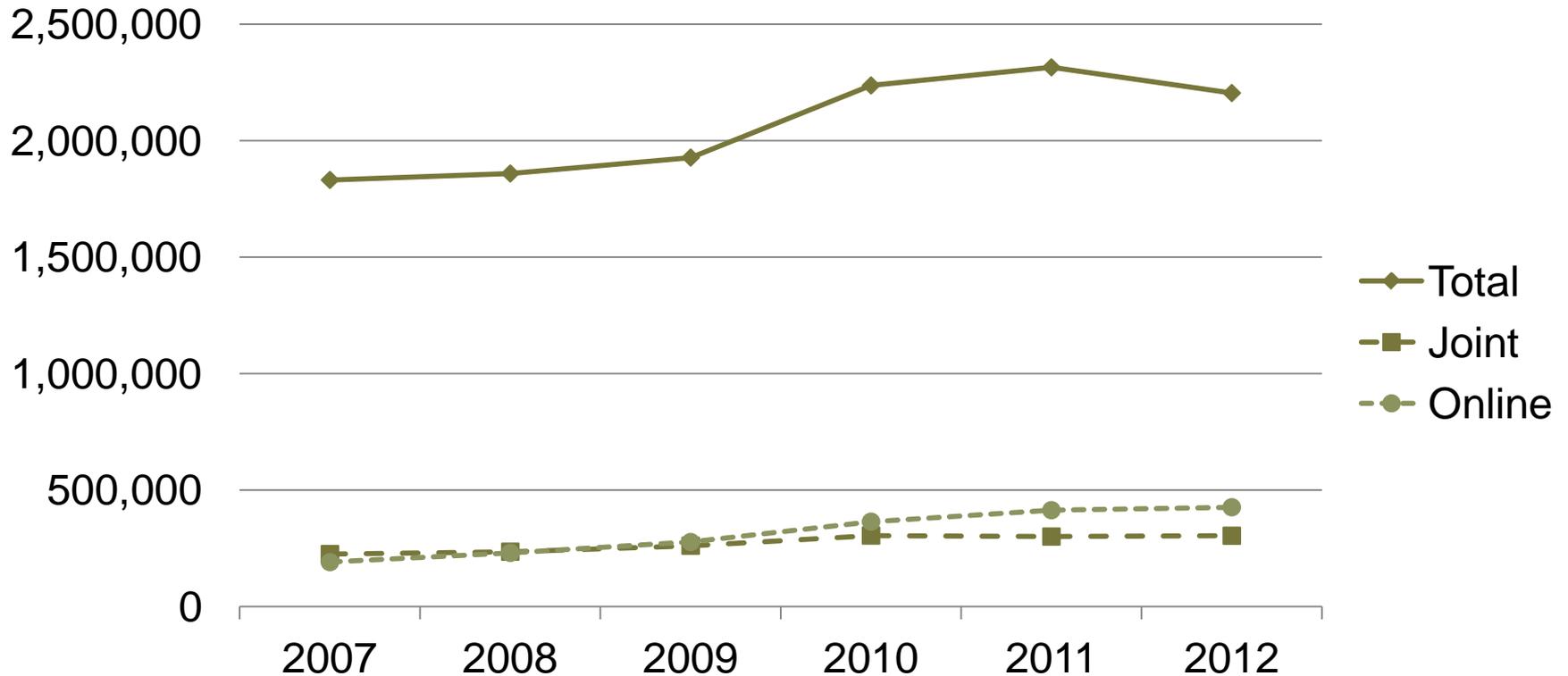


In 2012, enrollment declined in all CTE program areas except education and training. The largest numbers of students continue to enroll in health sciences and business.



11

Credit Hours by Category

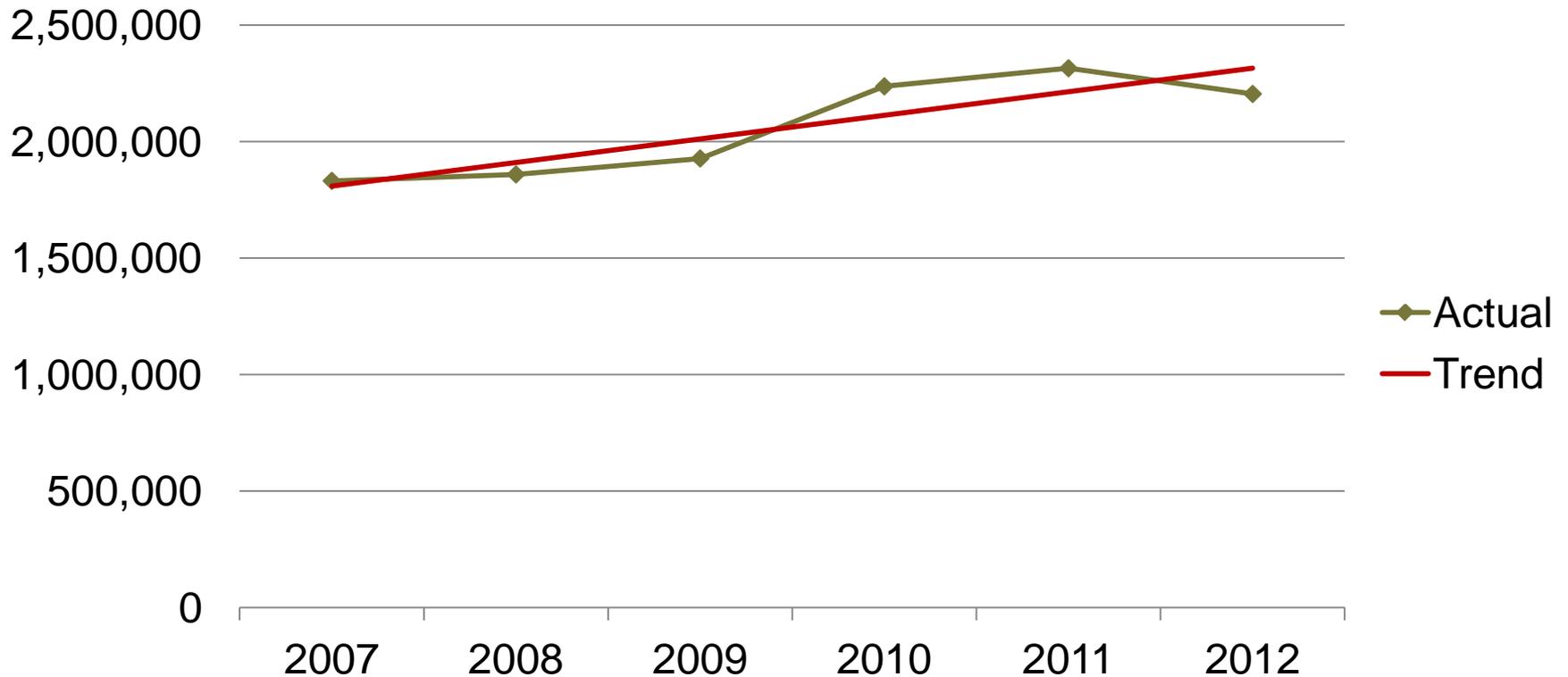


During 2012, Iowa community colleges recorded 2,204,305 credit hours, down 4.8 percent from 2011. Joint enrollment increased 1.2 percent to 303,655 credit hours, and online credit hours increased 3.0 percent to 425,977.



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Total Credit Hours

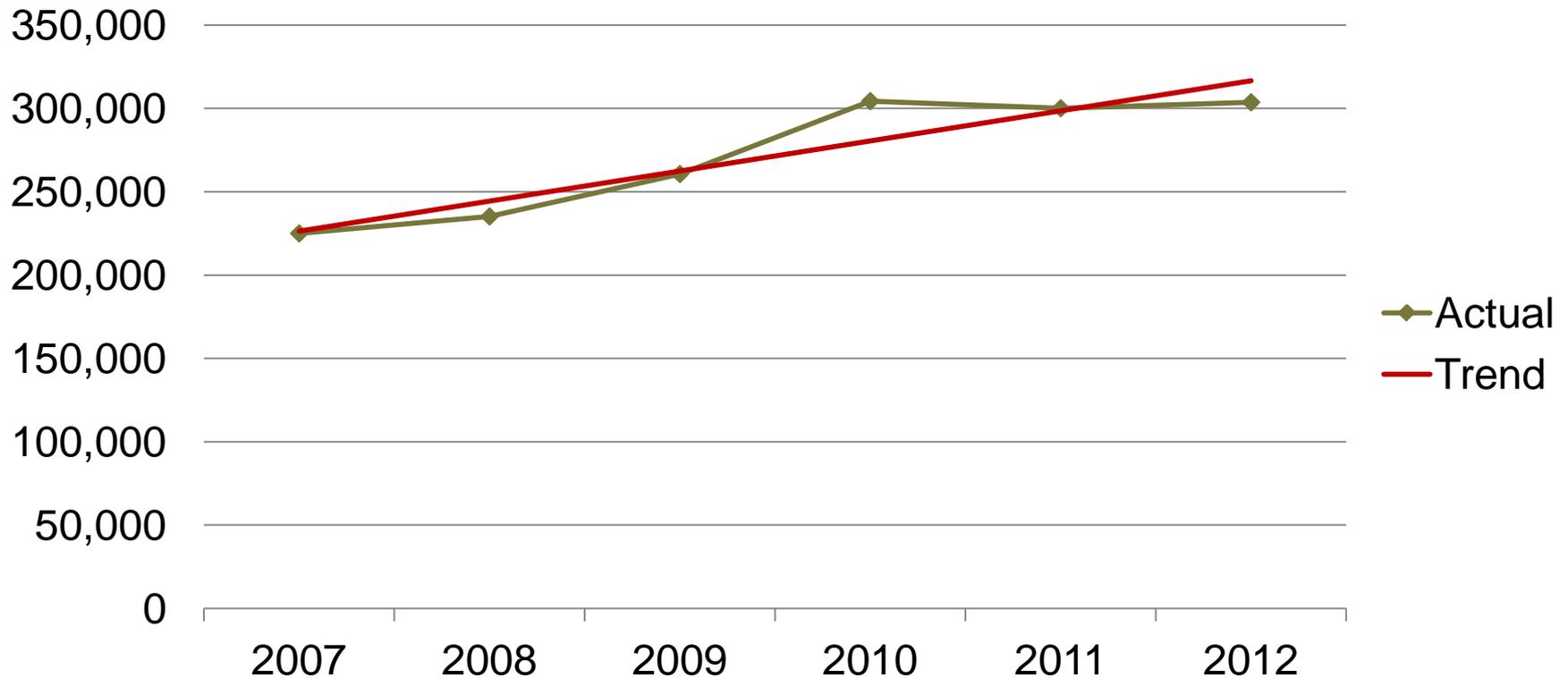


Total credit hours for 2012 declined 4.8 percent from 2011. This may be a result of an increase in students who are enrolled on a part-time basis.



13

Joint Enrollment Credit Hours

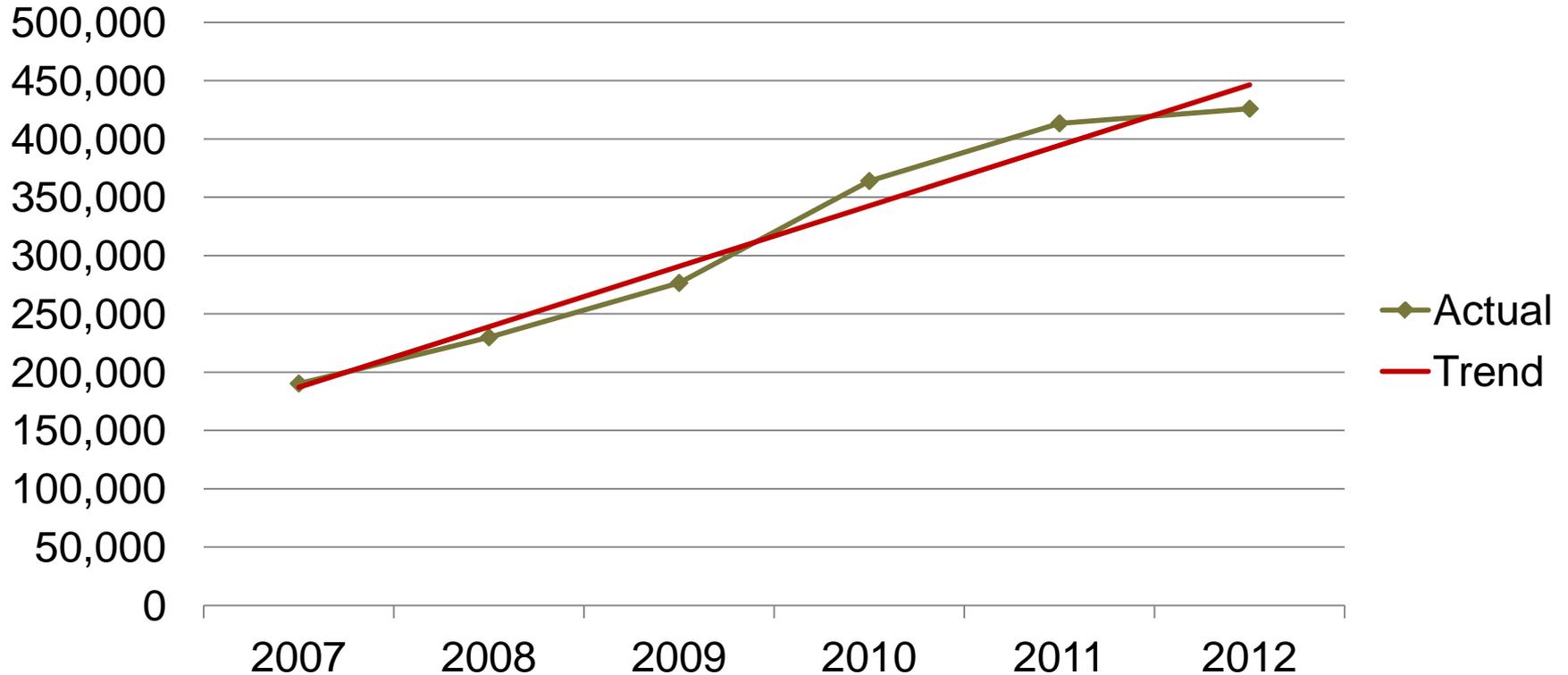


Joint enrollment programs continue their popularity among high school students, accounting for 303,655 credit hours, or about 7.7 credit hours per student. Since 2007, the number of credit hours among students in this category has increased 35 percent.



14

Online Credit Hours

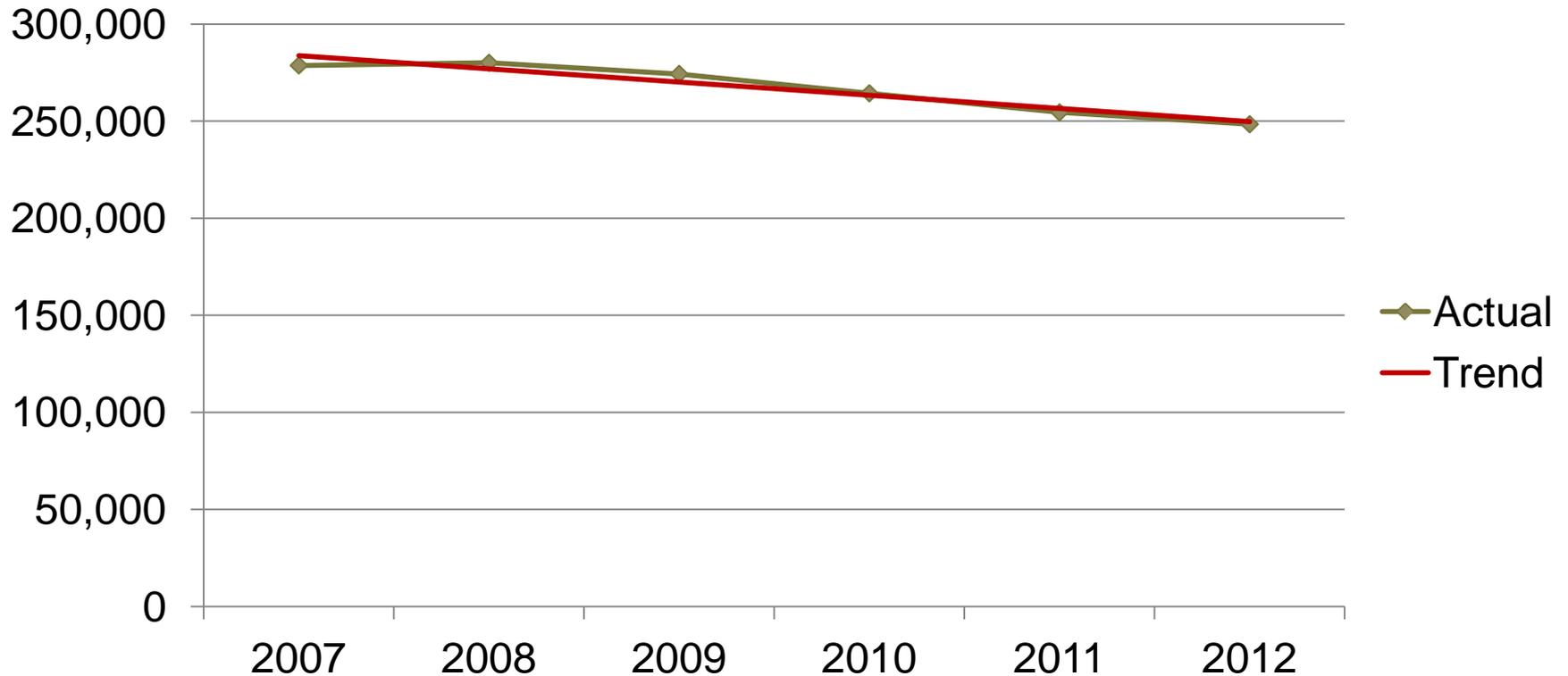


Online enrollment has become a very popular option, increasing 3.0 percent from 2011 to 425,977. Since 2007, enrollment in online courses has grown 123.9 percent, representing an annual average change of almost 17.5 percent.



15

Non-Credit Enrollment

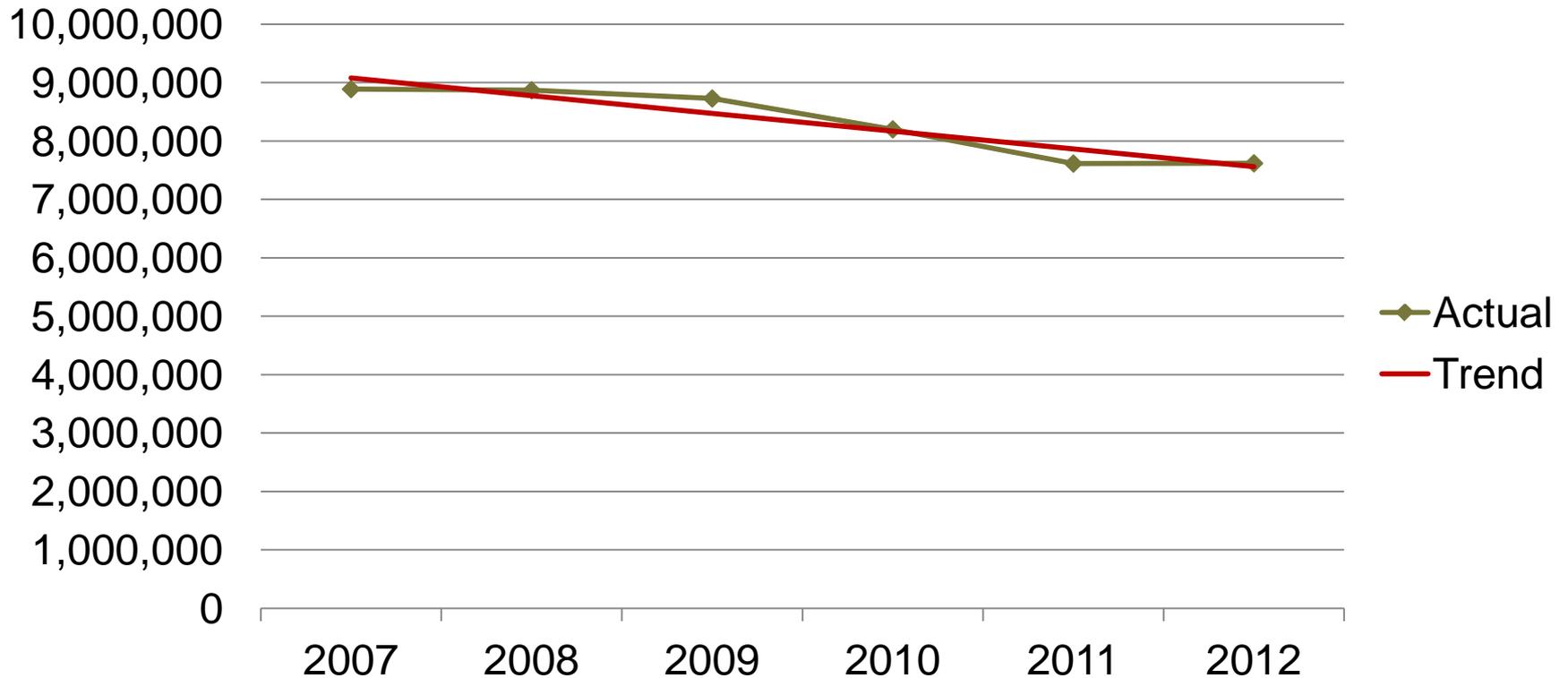


Non-credit enrollment in 2012 was 248,440, a 2.4 percent decline from 2011, and a 10.9 percent decline from 2007.



16

Non-Credit Contact Hours

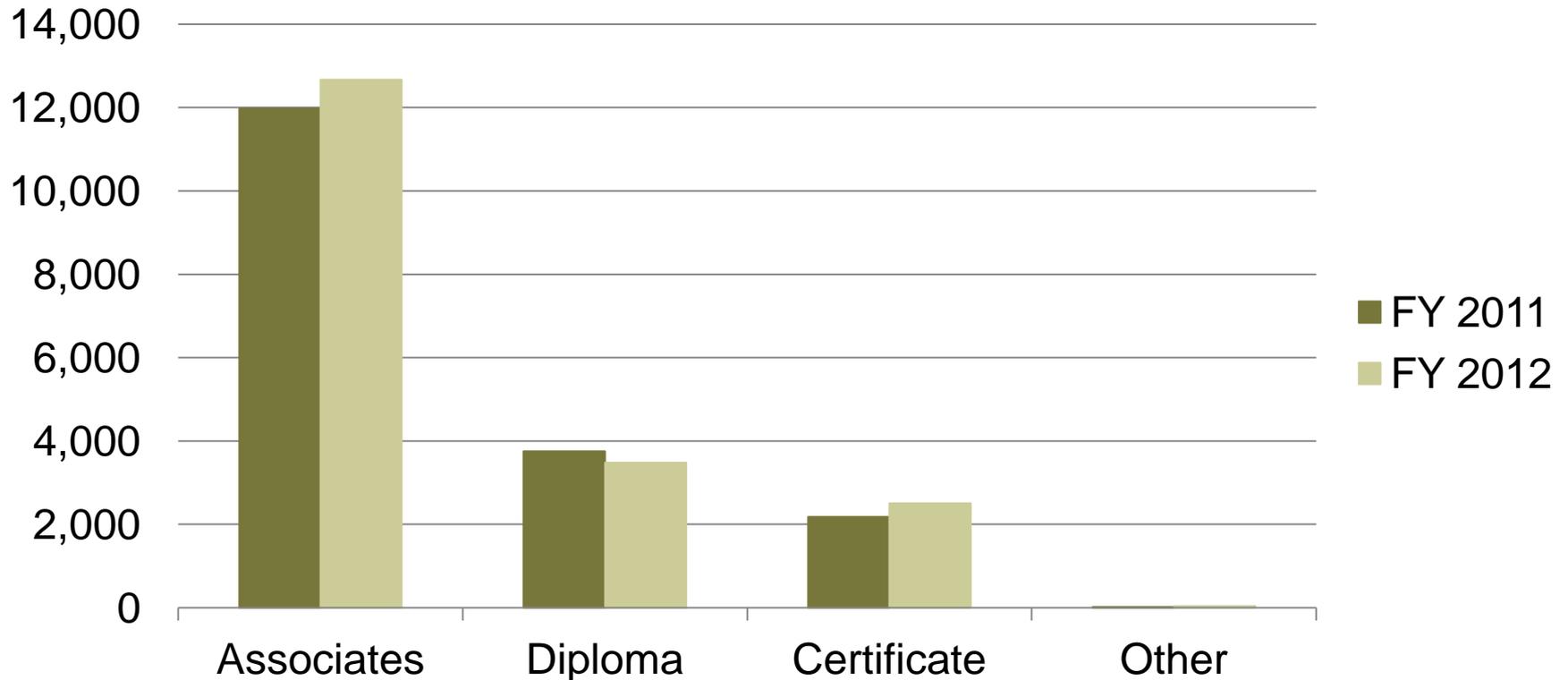


Non-credit contact hours increased 0.5 percent in 2012 to 7,618,237. However, the number of contact hours since 2007 has declined 14.3 percent.



17

Student Awards



The number of community college awards increased to 18,696, 4.3 percent higher than 2011. Associates degrees accounted for the most (67.8 percent), followed by diplomas (18.6 percent), and then certificates (13.4 percent).



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Measuring Success

- Success Rate = Graduation Rate + Transfer Rate
- Graduation Rate: Percentage of students within a cohort who earn a two-year degree in three years or less.
- Transfer Rate: Percentage of students within the same cohort who transfer to a four-year college or university.



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Cohort: A Definition

- A cohort is a group of community college students who are:
 - **Enrolled full-time**
 - **For the first time**
- The latest cohort is 2010 (n=11,427).



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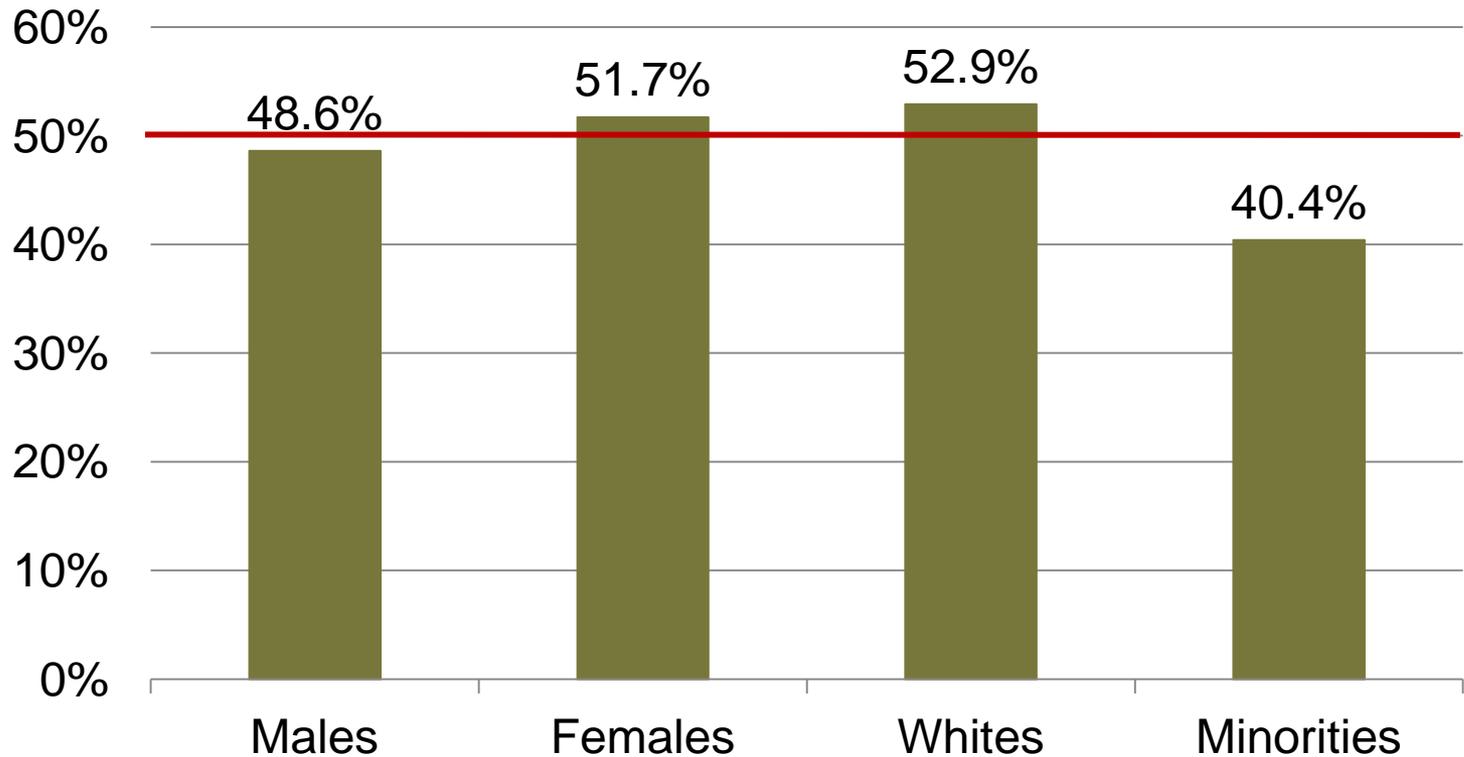
Student Success

- Among students of 2010 cohort, 50.1 percent either transferred to a four-year college or university or graduated from a community college within three years.
- Median weekly income of graduates from the 2010 cohort was \$382.12.



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Success Rates

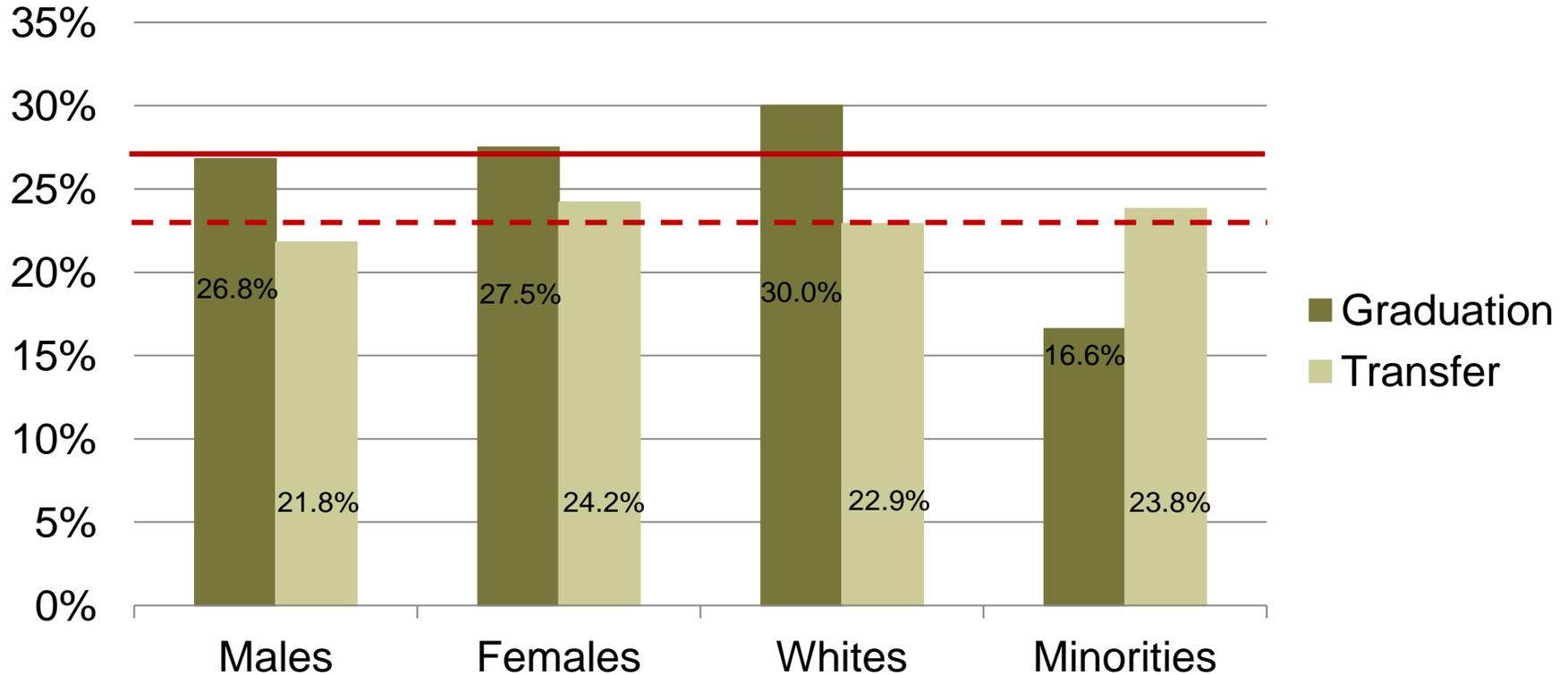


The success rate for the 2010 cohort was 50.1 percent, which is approximated by the red line. Success rates for selected sub-populations are noted on the graph.



22

Graduation & Transfer Rates



The solid red line approximates overall graduation rate (27.1 percent), and the dashed red line approximates overall transfer rate (23.0 percent). Graduation and transfer rates for selected sub-populations of the 2010 cohort are noted on the graph.



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Comments on Success

- Indicators of students success are more closely aligned to institutional output.
- Students can navigate through community college via any number of pathways, which may or may not align with conventional measures of institutional output.
- Our current model of student success does not account for “drop-in” students.
- Development of standard indicators is difficult because each community college is shaped by the needs and demands of its host community (we will work on this during the coming year).

Source: Bahr, P. H. (2012). "Classifying Community Colleges Based on Students' Patterns of Use". Center for the Study of Higher and Postsecondary Education. University of Michigan.



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Human Resources

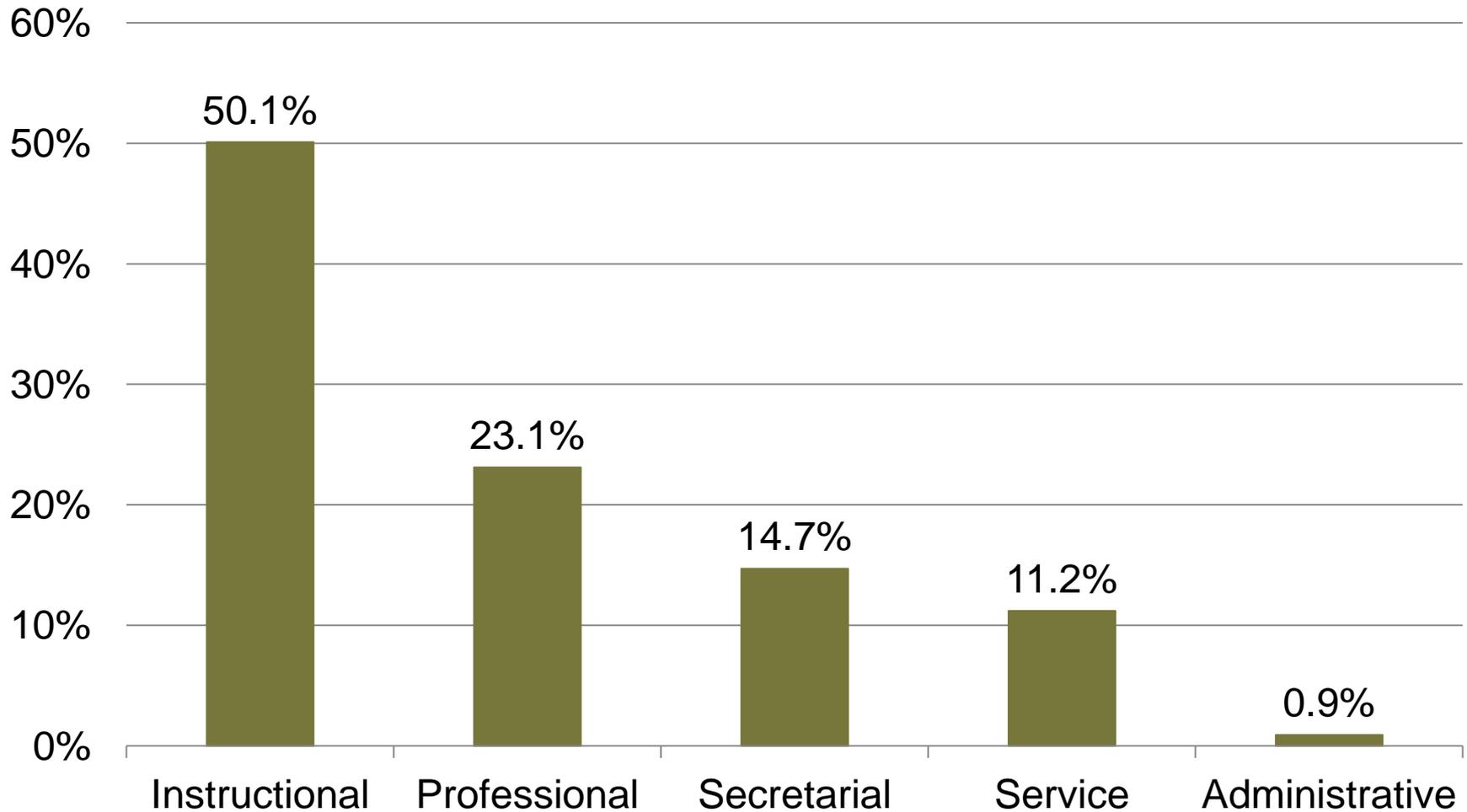
Data from 2012:

- Whites: 93% of all employees
- Females: 59% of all employees
- Average age: 44 years (all employees)
- Average salary: \$55,601 (full-time instructional positions)
- Faculty with advanced degrees: 64%



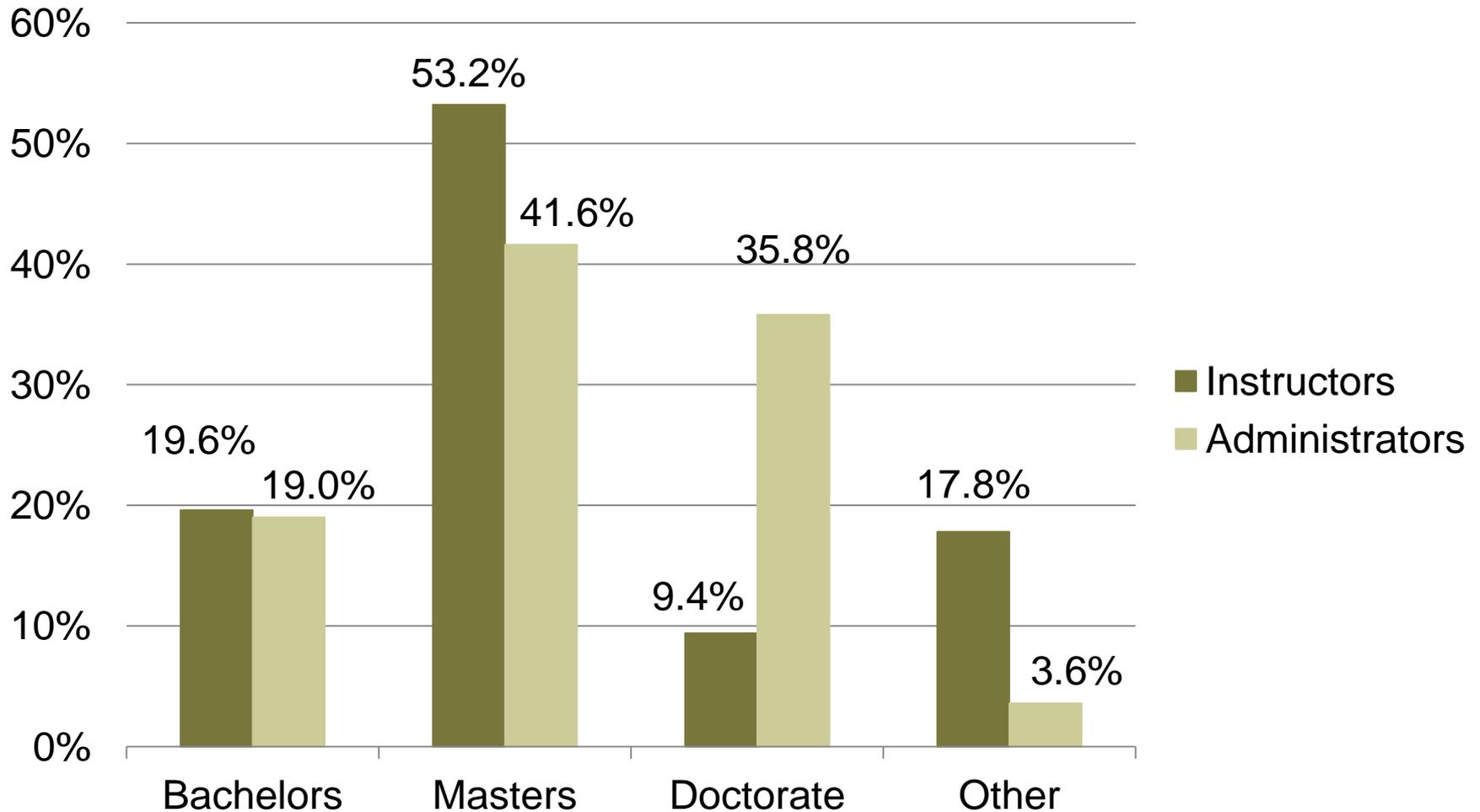
25

Employee Classification



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Highest Earned Degree



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Financials

Year	Revenue	Expenditures	FTEE Total	Revenue per FTEE	Expenditures per FTEE
2008	\$499,334,570	\$496,532,484	89,512.99	\$5,578	\$5,547
2009	\$522,969,533	\$517,611,647	92,349.23	\$5,663	\$5,605
2010	\$543,714,929	\$527,395,989	104,810.67	\$5,188	\$5,032
2011	\$554,540,481	\$544,590,501	107,251.01	\$5,170	\$5,078
2012	\$544,439,352	\$541,290,831	102,504.34	\$5,311	\$5,281

Adjusted revenues and expenditures per full-time equivalent employee (FTEE).



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Financials

Year	Tuition & Fees	Local	State General Aid	Federal	Other Income
2008	47.5%	4.7%	37.0%	2.5%	8.3%
2009	48.7%	4.8%	37.0%	2.5%	7.1%
2010	54.0%	4.7%	28.6%	6.7%	6.0%
2011	57.3%	4.7%	29.5%	2.7%	5.9%
2012	57.8%	4.9%	30.1%	1.9%	5.4%

Adjusted revenue percentages.



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Closing Comments

- **The concept of a “traditional student”, one who enrolls full-time immediately after high school, is less accurate today than it was a generation ago.**
- **Changing patterns in enrollment and credit hours suggest a trend toward part-time studies.**
- **Although college completion is a primary effort among community colleges throughout Iowa and the nation, completing a program is not necessarily a goal for many students.**
- **Other models do exist to measure student success or institutional outcomes; however, they, too, have their own limitations. We will work on this issue during the coming year.**



Presenter:

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