Methodology:
The latest available award data (fiscal year 2011) was utilized, disaggregated by type of degree.

Findings: Associate Degrees comprised 66.8% of all awards, Diplomas – 20.9%, and Certificates – 12.2%. Of all Associate Degrees, A&S and CTE degrees comprise 55.6% and 44.4%, correspondingly.
A typical community college graduate is a 22 years old white female.
**Methodology:**
The initial cohort consisted of first-time, full-time, non-jointly enrolled students from fiscal year 2009. The cohort was tracked into the award file for fiscal years 2010 and 2011.

**Findings:** Full-time, first-time, non-jointly enrolled community college students comprise only 6.3% of total enrollment. Over half of the those students do not graduate with an Associate Degree within 150% of the normal time.

**Outcome Metric 2 – Graduation Rates (2009 cohort)**

- No 2-year degree in 3 years: 54%
- 2-year degree in 3 years: 28%
- 2-year degree in 2 years: 18%

The chart shows the percentage of students graduating at different time points.
White females under 18 is the smallest cohort, but they lead both in two-year year graduation rate with an Associate Degree. White females between 40 and 55 years lead in three year graduation rate with an Associate Degree.
Methodology:
The initial cohort consisted of all non-jointly enrolled credit students from fiscal year 2010. The cohort was tracked into 4-year postsecondary institutions for fiscal years 2010 and 2011.

Findings: 22.8% of the cohort transferred to a four year postsecondary institution within two years of initial enrollment in Iowa community college.
A typical transfer-oriented student is either male or female, white, between 18 and 22 years old.
Methodology:
Fiscal year 2011 associate degree awardees were tracked back five years to establish the time of their first enrollment and to calculate years and credit hours to degree. Findings: On average, a community college student earns a two-year degree in 3.45 years with 75.3 credit hours.
Methodology:
Unduplicated counts of all fiscal year 2010 first-time credit students who were not jointly enrolled and who were enrolled in remedial English, mathematics or both.

Findings: Over 61% of the cohort were enrolled in remedial English, Math or both.
A typical remedial education student is black male between 27-30 years of age.
Methodology:
Counts of all fiscal year 2010, first-time credit students who were enrolled in college-level English, math or both and who completed college-level English, math or both during fiscal years 2010 and 2011.

Findings: 35.9% of the cohort were enrolled in college-level English, Math or both. Counting instances of success, 15.2% of those who took remedial English continued with college-level English, while 33% of those who took remedial Math continued with college-level Math. Only 1.5% of those who took both remedial Math and English continued with both college-level Math and English.
Methodology:
Counts of all fiscal year 2010, first-time credit students who were enrolled in college-level English, math or both and who completed college-level English, math or both during fiscal years 2010 and 2011.
Findings: 40.5% of English and 85% of Math coursework was successfully competed.
Males lead in English course completion, females lead in math. Most successful age for math completion is over 55, for English – between 18 and 22. American Indians lead in Math completion, while Whites lead in English completion.
Methodology:
Unduplicated counts of fiscal year 2011 first-time credit students who were not jointly enrolled, distributed in three categories: 24 credit hours or more (full-time), between 12 and 23 credit hours, and under 12 credit hours.

Findings: 28.2% of the cohort were full-time students, 29% were part-time students and 42.8% were less than part-time.
Males dominate full- and part-time enrollment; age group 18-22 holds the majority in full-time enrollment; Hispanics enroll full-time more often.
Methodology:
Unduplicated counts of all first-time credit students (jointly enrolled students and not jointly enrolled) who were enrolled in a community college during Fall 2011 and were retained during Fall 2012.

Findings: 38.8% percent of initial cohort was retained. 41.3% of not-jointly enrolled retained, and 36.1% of jointly enrolled were retained.
Students who retain are typically white females between 14 and 18 years of age.
Methodology:
Counts of completed and total course credit hours in fiscal year 2011.
Findings: 87.8% of started coursework was completed in FY 2011.
Methodology:
Unduplicated count of fiscal year 2011 first-time enrollees.

Findings: A typical enrollee is a white female between 18 and 22 years of age
Methodology:
FTEE is calculated as 24 credits a year for all credit students in fiscal year 2011. Awards include associate degrees, diplomas and certificates received in fiscal year 2011.
Findings: 18.6 awards per 100 FTEE.

Context Metric 3 – Market Penetration (2011)

Methodology:
Count of all fiscal year 2010 awards and five-year estimates of Iowa population over age 18 with high school diplomas.
Findings: 0.77% of Iowa population over 18 with a high school diploma earned a community college award in 2010.
Penetration rate: population with high school diplomas vs. all population over 18
Vladimir Bassis
515-281-3671
Vladimir.bassis@iowa.gov