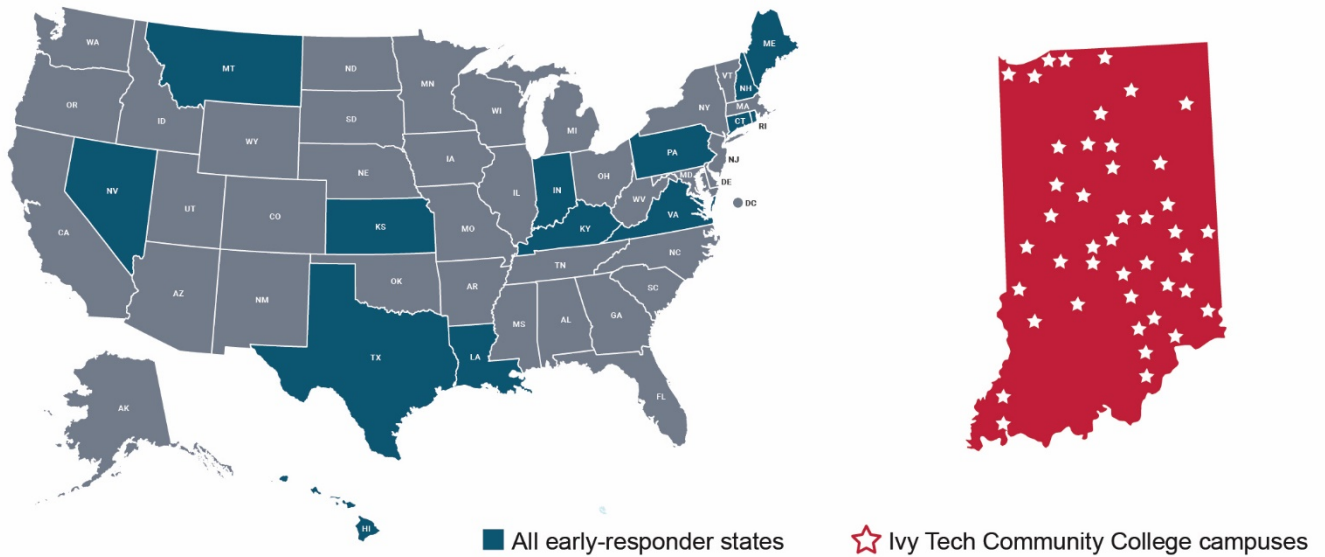


COMMUNITY COLLEGE WORKFORCE EDUCATION STUDY

In late 2020, Indiana’s Ivy Tech Community College participated in a national study of community college workforce education. Indiana was one of 14 states where education authorities encouraged colleges to respond early enough in 2020 to receive preliminary statewide results in January 2021. This brief compares Indiana to the 14 states in this early-responder group.

The goal of the study: to explore the innovation under way at community colleges across the US and highlight what these institutions are doing to put Americans to work as the nation recovers from the Covid-19 pandemic.

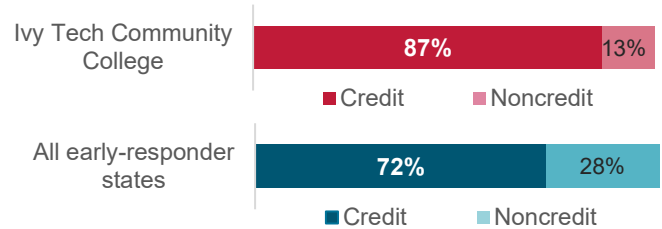
Early responders



Credit and noncredit enrollment

Community colleges report abundant information about students enrolled in credit-eligible programs. Much less is known about learners enrolled in institutions’ noncredit divisions. This study begins to address that gap, with a special focus on two-year colleges’ noncredit workforce education programs and relationships with employers.

Percentage of students in credit & noncredit programs



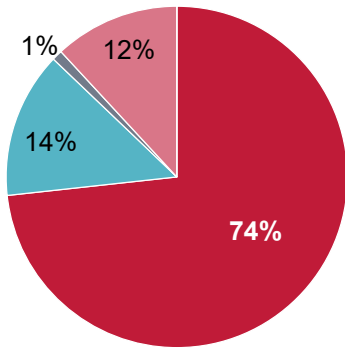
In 2019, 87 percent of Ivy Tech students were enrolled in credit-eligible programs; 13 percent were enrolled in noncredit programs. This stands out in contrast to the average across all early-responder states, where 28 percent of students were enrolled in noncredit programs.

Noncredit programs

Noncredit programs may include customized contract training provided for specific employers, occupational education programs open to all qualified students, remedial education, English as a second language and personal interest courses, among other types of instruction.

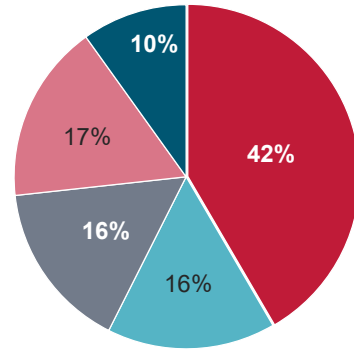
In 2019, 74 percent of Ivy Tech noncredit students were enrolled in occupational programs open to all qualified students – a significantly larger share than the average among community colleges in all early-responder states.

Ivy Tech Community College



All early-responder states

- Occupational programs open to all qualified students
- Customized contract training
- ABE/ESL/remedial education
- Recreational or personal interest courses
- Other

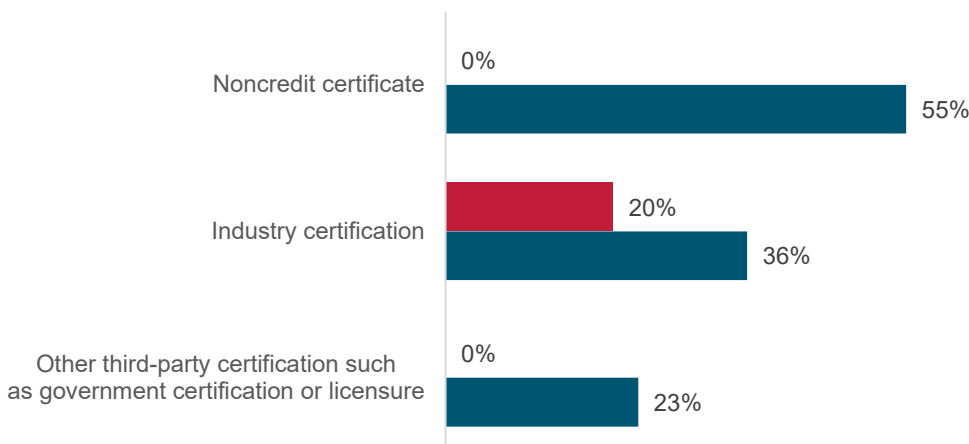


Noncredit workforce education

Credentials earned in noncredit occupational education programs

Students who complete noncredit workforce programs generally earn a credential of some kind, sometimes several credentials. At Ivy Tech, one-fifth of students who completed noncredit workforce programs earned industry certifications – fewer than the average in all early-responder states.

Percentage of program completers who earned credentials



■ Ivy Tech Community College ■ All early-responder states

Embedding industry certifications

Unlike traditional academic credentials, which signal that students have attended and completed a course of study, industry certifications signal what learners know and what job-related tasks they can perform – occupation-specific knowledge and skills measured by tests developed by industry groups.

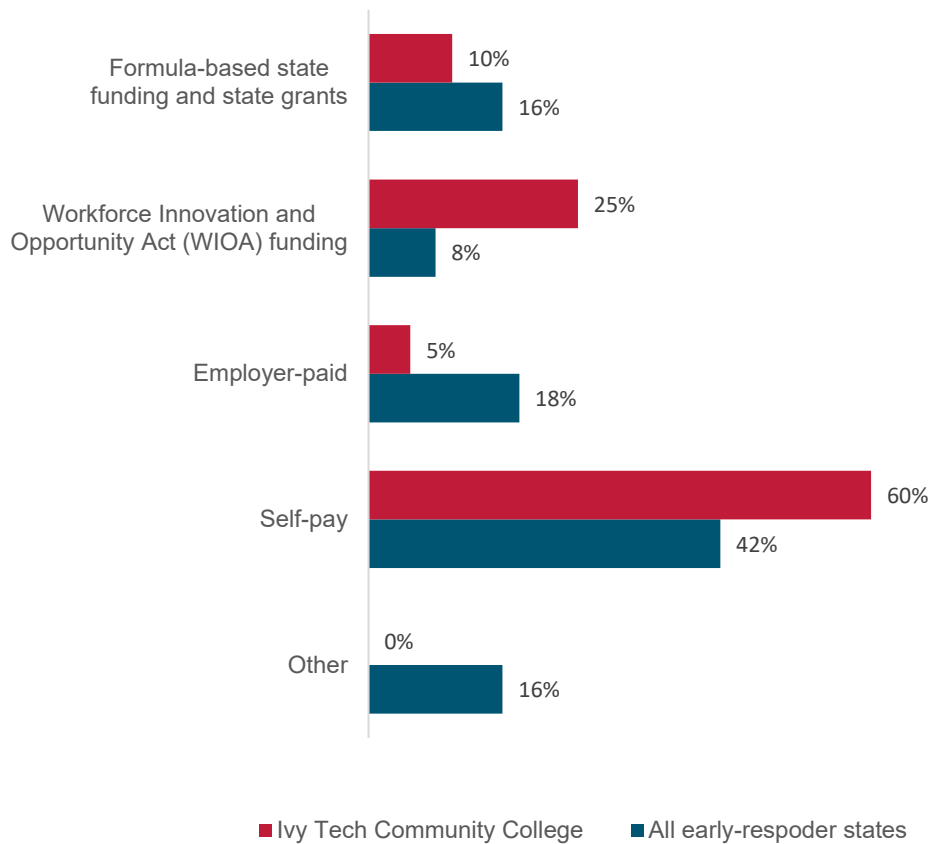
Percentage of Ivy Tech Community College programs that embed certifications in credit & noncredit programs

Programs	Requires an assessment to complete the program	Program prepares learners for the assessment but does not require it
Credit	More than 50% of programs	31-50% of programs
Noncredit	More than 50% of programs	31-50% of programs

Funding

Ivy Tech looks to a variety of sources to provide funding for noncredit occupational education, relying most heavily on WIOA funding and students paying out-of-pocket.

Funding sources



Quality assurance

Ivy Tech uses a variety of strategies to ensure the quality of noncredit occupational education.

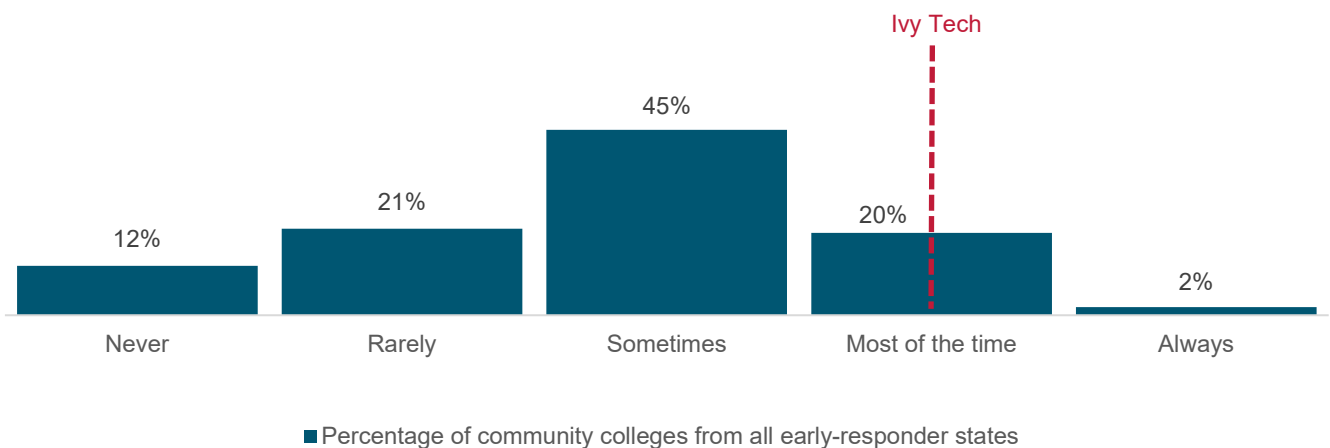
How two-year colleges ensure the quality of noncredit programs

Quality assurance	Does Ivy Tech Community College do this?	Percent of community colleges from early-responder states that do this
Programs are designed or revised regularly based on labor market information from employers	✓	96%
Students earn industry certifications or licensure	✓	91%
Programs meet WIOA or Perkins standards or are approved by the state workforce board	✗	64%
Institution tracks post-completion employment outcomes	✗	25%

Leveraging noncredit learning for college credit

Ivy Tech reported that noncredit students who later enroll in credit-eligible programs can leverage most or all of what they learned in a noncredit program for college credit 'most of the time' – more often than at many other community colleges in early-responder states.

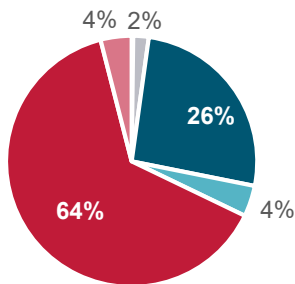
Colleges where noncredit occupational students who later enroll in credit-eligible programs can leverage what they learned for college credit



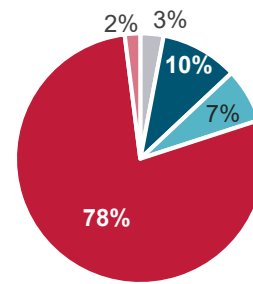
Demographics

Many community colleges do not track demographic data for noncredit workforce students. At Ivy Tech, where data are available for half the noncredit student body, 36 percent of that group identify as underrepresented minorities – African American, Hispanic, Asian American, American Indian and two or more races or some other race. Some 22 percent of Indiana residents identify as underrepresented minorities.

Percentage of Ivy Tech Community College noncredit workforce students



Percentage of Indiana population

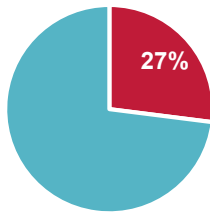


- American Indian
- Asian American
- Black or African American
- Hispanic
- White
- Two or more races or some other race

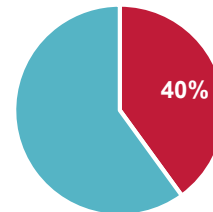
Employer engagement

Employers collaborate with community colleges in a wide variety of ways, from offering occasional labor market advice to partnering actively to design and provide instruction.

Employers offering customized contract training



Employers offering work-based learning, including internships, apprenticeships and co-ops



Percentage of employer partners at Ivy Tech Community College

More about this study

Ivy Tech Community College participated in this study in fall 2020. All questions in the survey asked about fiscal year 2019.

Ivy Tech data were compared with data from 127 community colleges in 14 early-responder states. The survey is still being administered in some parts of the country.

As postsecondary workforce education evolves, so does the language used to describe it, and different educators in different states often use different terminology. The language used in this study represents an effort to find common ground but may not conform exactly with the terminology used in every state.

Participating colleges could pass over questions they were unable to answer; missing responses were excluded from calculated percentages.



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