

NRS EVALUATION LEARNING COMMUNITY PROJECT: IOWA ADULT LITERACY POST SECONDARY TRANSITIONS

Amy Vybiral, Consultant

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

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Purpose

1. Conduct Iowa's first in-depth analysis of adult literacy student post secondary outcomes utilizing the NRS administrative data set.
2. Create a sustainable methodology by which outcomes are calculated annually for adult literacy students with:
 - Award rates**
 - Award types**
 - Median wage outcomes by award type**
 - Median wage outcomes by award type and career cluster**

The National Reporting System data set for federal reporting adult literacy outcomes was utilized for the study.



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Research Questions

1. What percentage of adult literacy students graduate with a credit credential from an Iowa community college?
2. What are the demographic characteristics of adult literacy students who graduate with a credit credential?
3. What is the median wage outcome by award type?
 - **Certificate**
 - **Diploma**
 - **Associates degree**

The cohort utilized data from the National Reporting System data base from 2002 through 2011.



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Data

Data File

National Reporting System Adult Literacy: 2002-2011

- Population - 125,343 adult literacy students

Data Matching

Community College Management Information System

- Fiscal Credit Award Files
- Fall Credit Award Files
- Sample Size – 428 credit awardees

Workforce Development (awardees' outcomes)

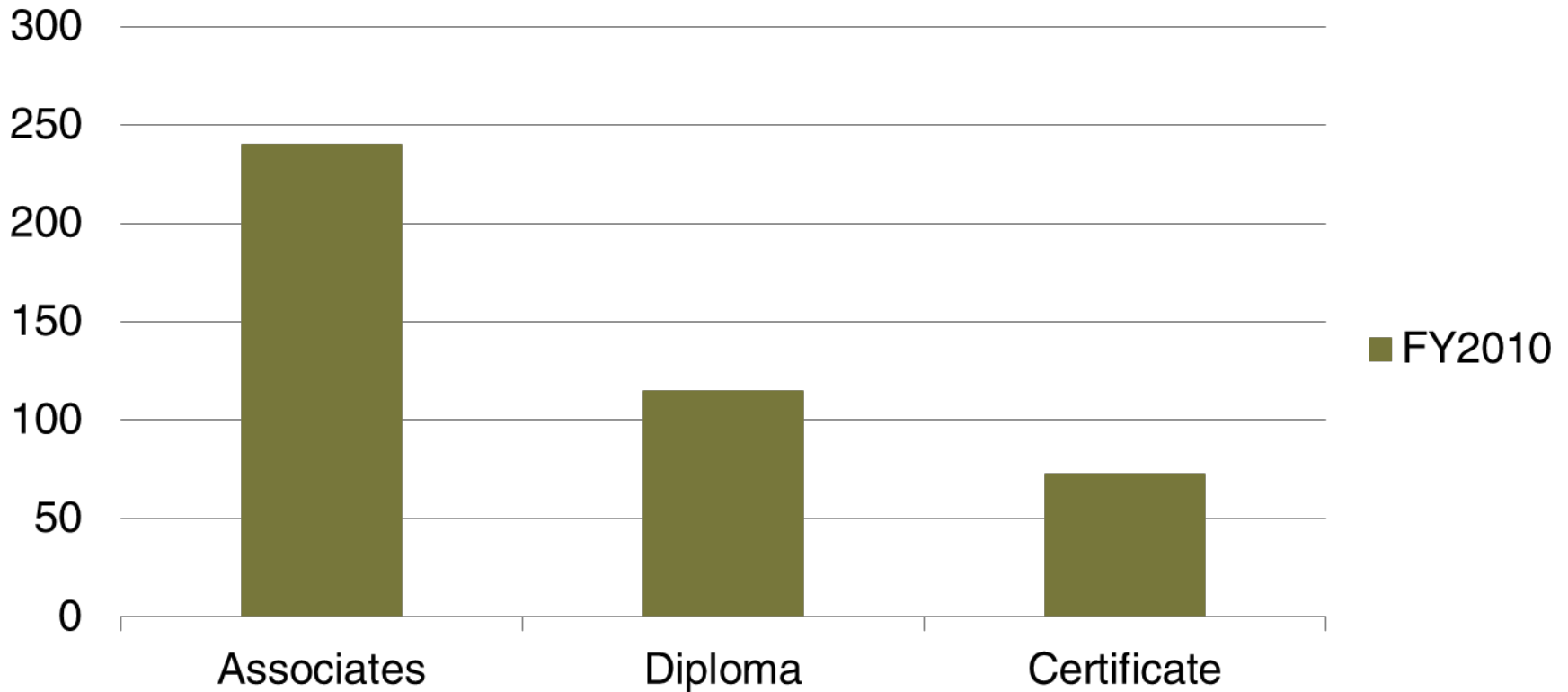
- Unemployment Insurance (UI) Records

Data utilized was limited to students reporting a unique ID upon entry to the adult literacy program.



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Student Awards

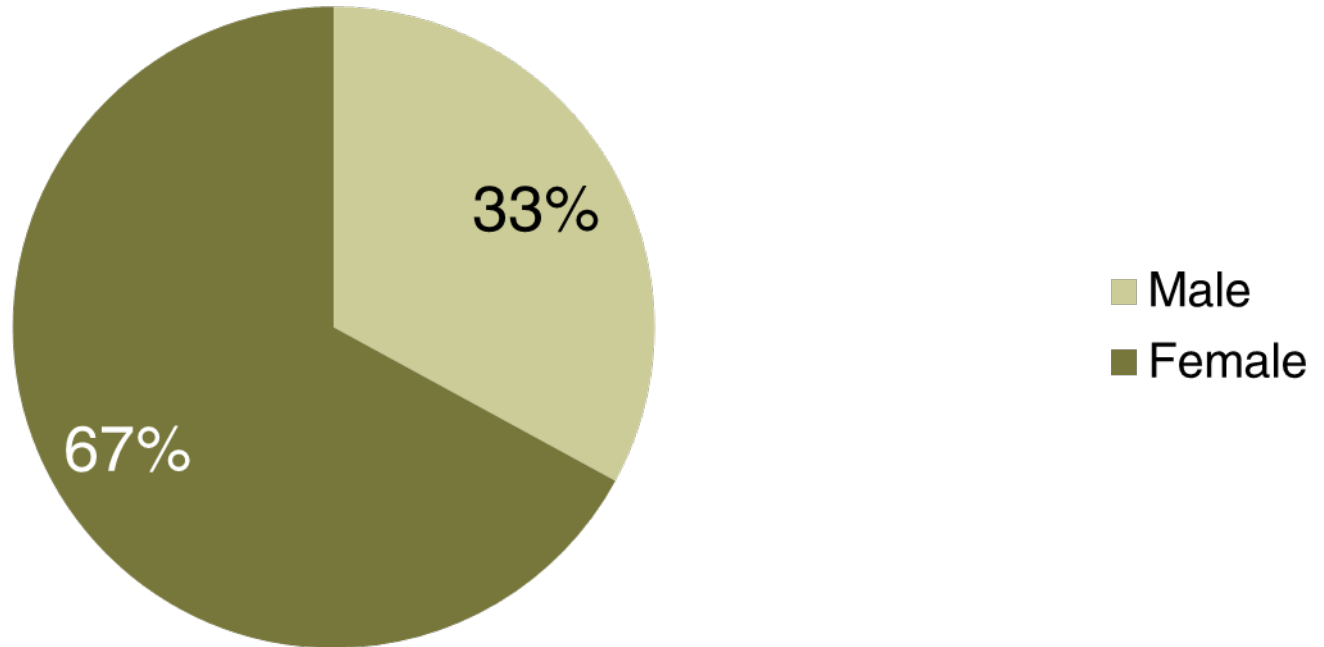


Associate's degrees comprised more than 50% of the total awards earned by adult literacy students.



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Gender

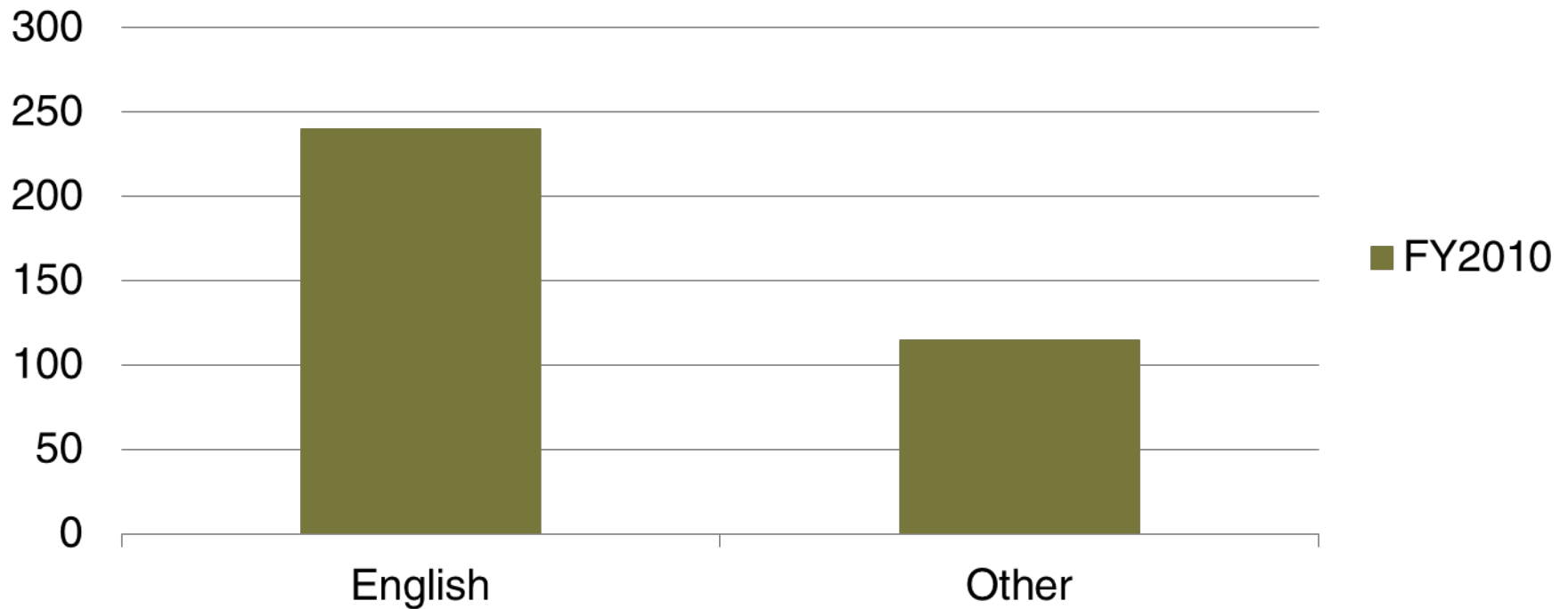


Females continue to comprise over half of community college enrollment. Since 1980, females have outnumbered males in almost every aspect of higher education.



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Awards by Native Language

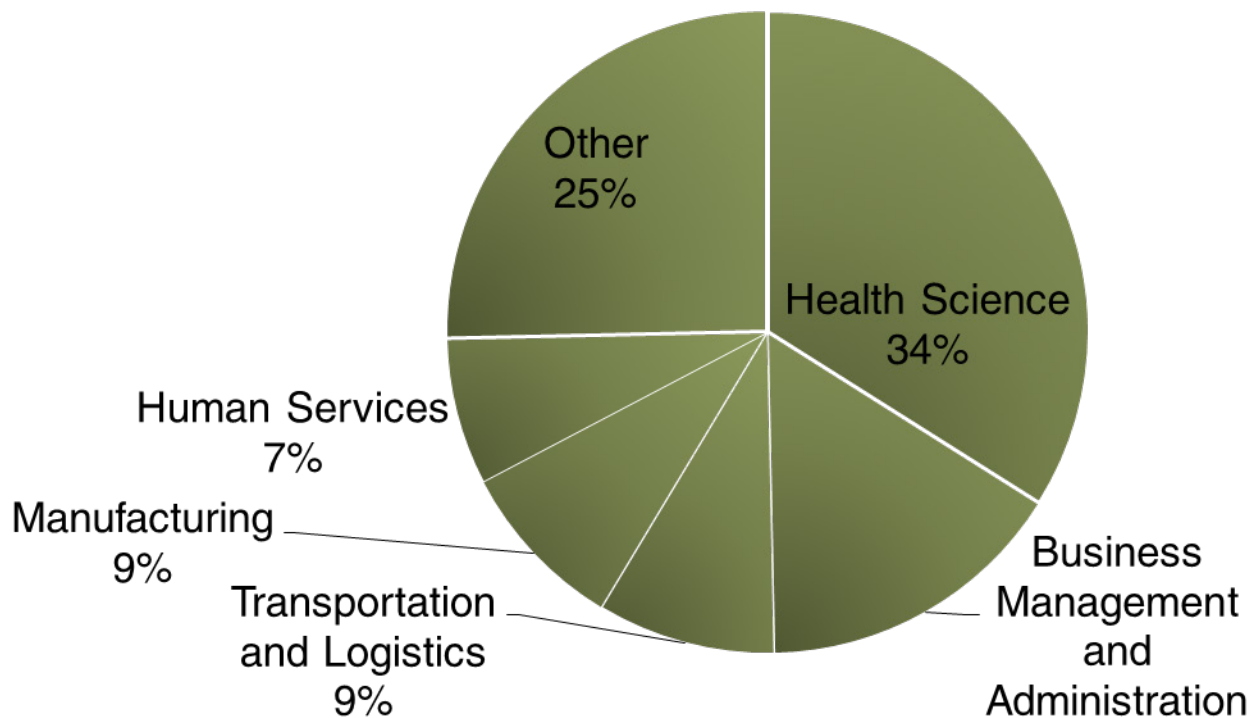


The number of community college awards earned by non-native English speakers exceeded 14 percent of the total awards earned by adult literacy students.



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Enrollment by Career Cluster

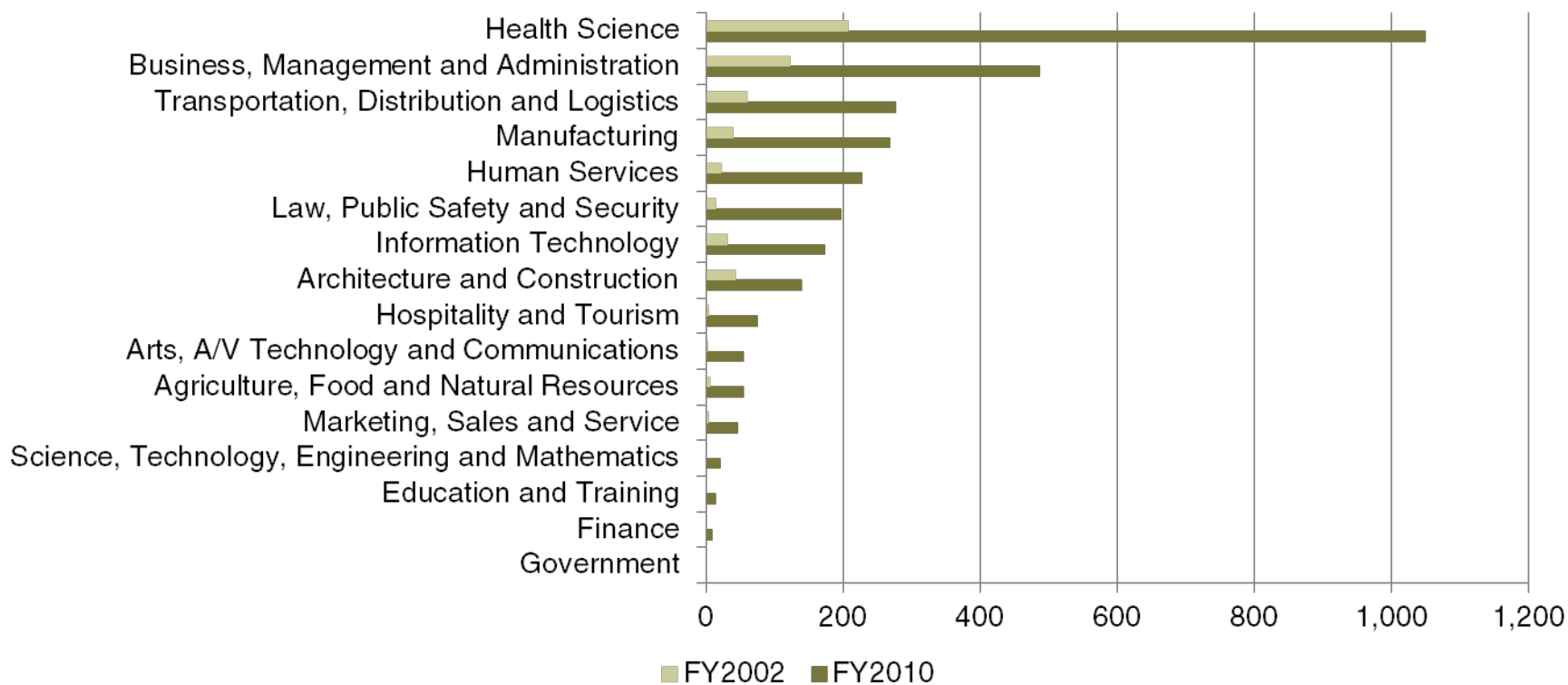


Enrollment in Health Science exceeded 34%, mirroring a 10 year trend in adult literacy student enrollment in health sciences, and traditional student enrollment in Health sciences.



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Enrollment Comparisons by Career: 2002 and 2010

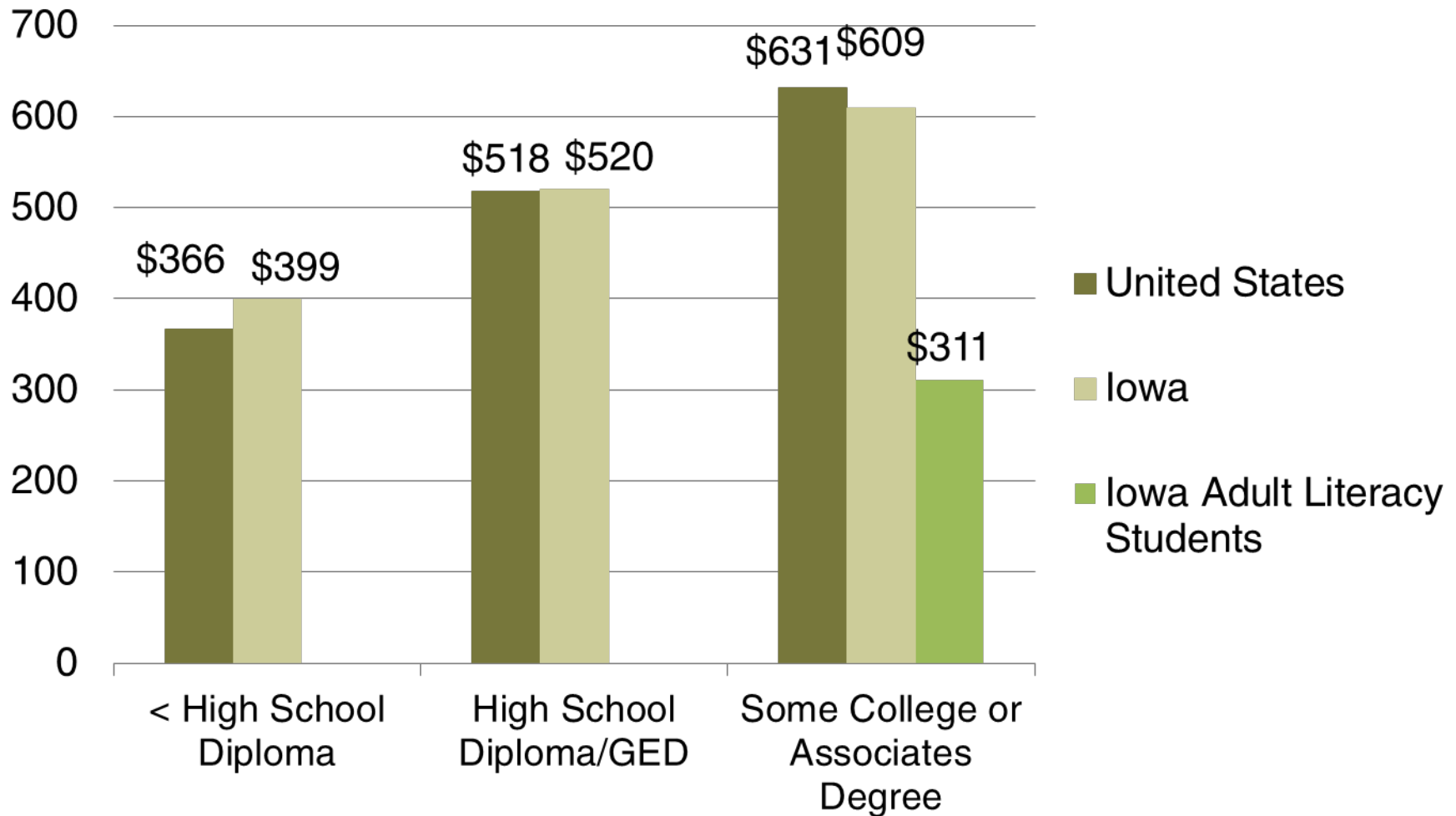


Adult literacy student enrollment has remained steady from 2002 through 2010, with the majority enrolling in Health science, business, transportation, and manufacturing. In 2010, 20 students enrolled in the STEM cluster for the first time.



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Median Wage Earnings

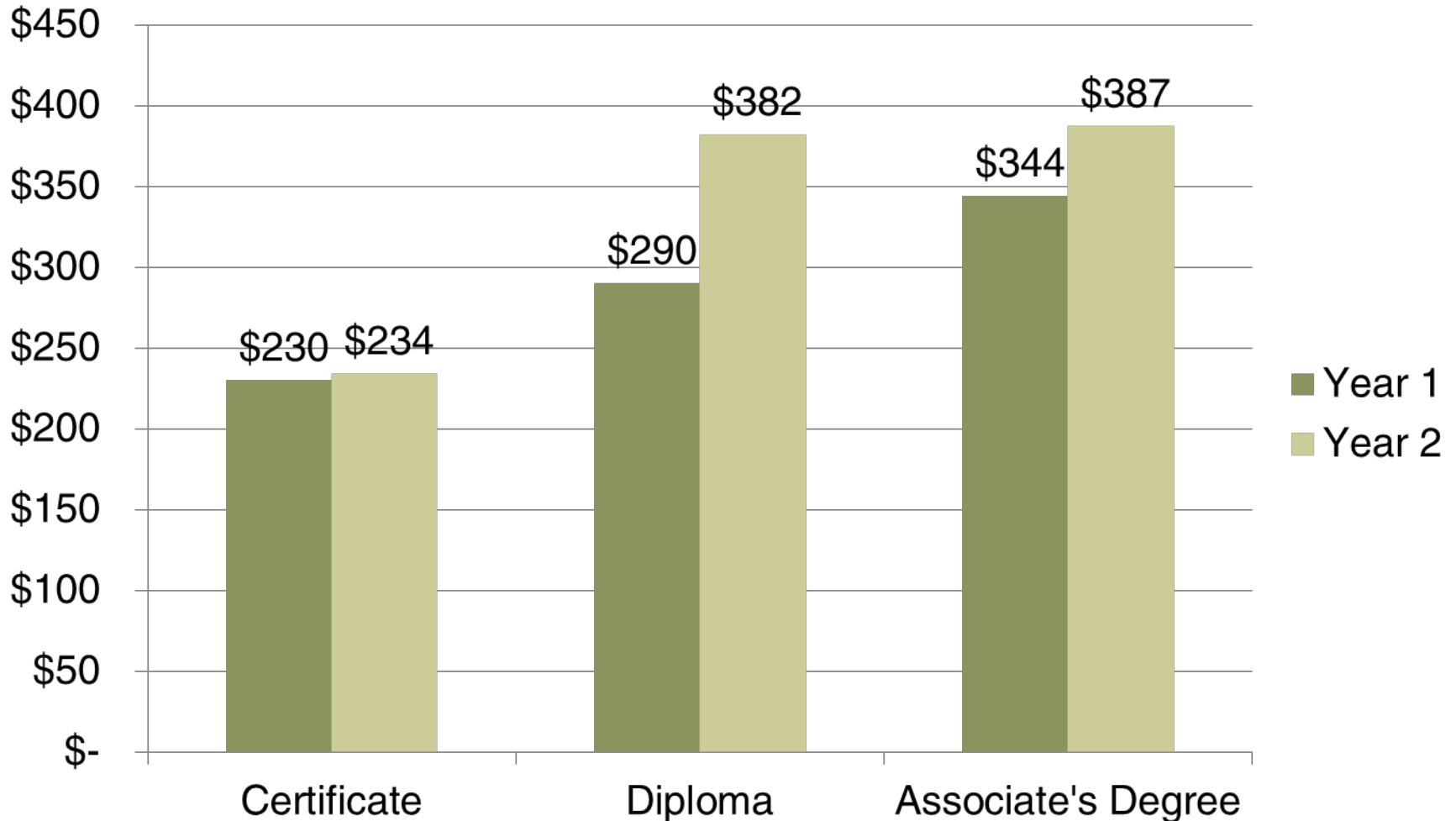


Source: U.S. Census Bureau, 2011 American Community Survey, ACS_11_3YR_B20004



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Median Weekly Earnings by Award Type



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Summary of Findings

Adult Literacy Graduation Percentage

What percentage of adult literacy students enroll in credit coursework?

5%

What percentage of adult literacy students move into credit coursework and graduate with a certificate, diploma, or associate's degree?

2.4%



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Summary of Findings

Demographic Characteristics of Award Completers

67% Female

33% Male

85% Native English Speaking

15% Non-Native English Speaking

Females are more likely to be awarded a credit credential, following state and national trends of higher education enrollment by gender.



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Summary of Findings

1. Economic Outcomes

What is the median wage outcome by award-type?

Award Type	Median Weekly Wage (Two-Year Average)
Certificate	\$232
Diploma	\$336
Degree	\$365

The average median weekly earnings of adult literacy students exceed the state and national average of employees with a post secondary credential.



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Future Inquiry

1. Median wage earnings by career cluster
2. Median weekly wage – three year average
3. Economic Impact
 - **Adult literacy student outcomes**
 - **Before/after credential attainment**
 - **Multiple awards (unrelated career clusters)**
 - **Median weekly wages of students with stackable credentials (career pathways).**



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Contact Information

Amy Vybiral

Federal Data Consultant
Iowa Department of
Education
Grimes State Office
Building
400 E. 14th St.
Des Moines, IA 50319
515-339-4520
515-281-5988
Amy.vybiral@iowa.gov

Monte Burroughs, Ph.D.

Education Program
Consultant
Iowa Department of
Education
Grimes State Office Building
400 E. 14th St.
Des Moines, IA 50319
515-281-3753
515-281-5988
Monte.burroughs@iowa.gov

Geoff Jones

Bureau of Information and
Analysis Services
Iowa Department of
Education
Grimes State Office
Building
400 E. 14th St.
Des Moines, IA 50319
515-281-7967
515-281-5988
Geoffrey.jones@iowa.gov



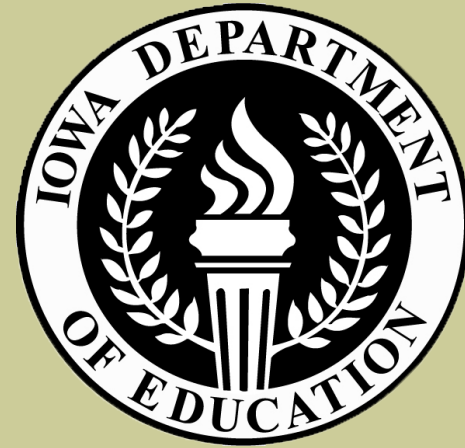
Presenter

Amy Vybiral

Iowa Department of Education

(515) 339-4520

Amy.vybiral@iowa.gov



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