

Iowa

Iowa Board of Regents
Diana Gonzalez
Policy and Operations Officer
11260 Aurora Avenue
Urbandale, IA 50322-7905
Email: gonzalez@iastate.edu

- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
Yes, the state has an identifiable P-16 effort. Various units are in charge of the effort.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Yes, please visit the website: <http://www2.state.ia.us/regents/>
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
There is a recommended college preparatory curriculum in place. Please see the website: <http://www.iowa.gov/educate/content/view/674/1001/>. The Board of Regents also has identified minimum curriculum requirements for admission to the public universities. http://www2.state.ia.us/regents/Admissions/Building_Your_Future.pdf
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
Yes, the state has a set of competencies or skills that define “college ready”. The Iowa Department of Education has developed a “Model Core Curriculum” which can be found at <http://www.iowa.gov/educate/content/view/674/1001/>. The Regent Universities have identified the course requirements for admission which can be found at http://www2.state.ia.us/regents/Admissions/Building_Your_Future.pdf
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?
Yes, there are systematic programs that encourage students to accelerate their progress. The Postsecondary Enrollment Options Act "promotes rigorous academic or vocational-technical pursuits and provides a wider variety of options to high school pupils who have been identified as gifted and talented, and 11th and 12th grade pupils, to enroll part-time in nonsectarian courses in eligible postsecondary institutions of higher learning in the state."
- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?

There is no statewide policy governing college/university placement or remedial courses.
There is no standard set of placement tests recommended or required.

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?

Yes, there is a statewide transfer and articulation policy. Only public institutions are included. Please see the website:

<http://www2.state.ia.us/regents/HigherEd/LACTS%20I.06.pdf>

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

Yes, the transfer/articulation policy is accompanied by a statewide transferable general education requirement. General academic divisions are named for the courses. There are no specific competencies identified nor is there testing to guarantee student competency.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

Yes, an AA degree from a community college meets the general education requirements. This is monitored by the Liaison Advisory Committee on Transfer Students.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

The credits count against the total needed for graduation.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

No; however, students who score a 4 or 5 on advanced placement tests have an opportunity to receive college credit.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

The bachelor of liberal studies offered by the three public universities allows students to complete the degree at their own pace without attending on-campus courses. Students use guided independent study and other distance education opportunities to earn credit.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

The public universities maintain such a catalog. <http://www.continuetolearn.uiowa.edu/>

9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.