



Department of Education



Gap Tuition Assistance Program Impact and Outcomes

Academic Years 2022 and 2023

November 2023

Prepared by:

Iowa Department of Education
Division of Higher Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

Phone: 515-281-8260
Fax: 515-242-5988
www.educateiowa.gov

Jeremy Varner, Bureau Chief
Community Colleges & Postsecondary Readiness
515-281-8260
jeremy.varner@iowa.gov

Amy Gieseke, Chief
Community Colleges & Postsecondary Readiness
515-858-2234
amy.gieseke@iowa.gov

Paula Nissen, Administrative Consultant
Community Colleges & Postsecondary Readiness
515-418-8273
paula.nissen2@iowa.gov

Vladimir Bassis, Administrative Consultant
Community Colleges & Postsecondary Readiness
515-281-3671
vladimir.bassis@iowa.gov

Published: November 2023

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604-7204, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 800-877-8339, email: OCR.Chicago@ed.gov

Contents

Introduction	4
Executive Summary.....	5
Impact of GEER II Gap Expansion.....	6
Gap High-Demand Programs	6
Occupational Demand.....	7
Demographics	8
Gender and Age of Gap Students.....	8
Race/Ethnicity of Students.....	10
Industry Recognized Credentials.....	11
Student Outcomes Academic Year 2022 Students	11
Continued Education, Retention and Migration of Students	11
Overall Employment and Wages.....	12
Employment and Wages by Program	13
Employment and Wages by Industry Sector	14
Employment and Wages by Demographics	15
Methodology and Limitations.....	15
Employment and Wage Records	15
Records for Continued Education	15
Appendix A – Gap Eligible Program List	16

Introduction

The Gap Tuition Assistance Program (Gap program) was established in 2014 by the Iowa Legislature to provide funding to community colleges for need-based tuition assistance to applicants for the completion of continuing education certificate training (noncredit) programs. Eligible programs are those that train students with skills for high-demand occupations. In addition, the Governor's Emergency Education Relief II (GEER II) Gap Expansion funding was awarded by Governor Reynolds to the Department, then subsequent grants were awarded to the community colleges in academic year (AY) 2022. This funding is authorized under the federal Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) which included a total of \$2.9 million earmarked for community colleges to expand access to short-term training programs aligned to in-demand careers.

These GEER II Gap Expansion funds allowed a pilot expansion of the existing program to serve students who would not otherwise have access, while also addressing excess demand for current Gap-eligible programs. Additionally, the GEER II Expansion funds may be used on short-term credit programs, which addresses a funding void between noncredit programs and for-credit technical programs that are eligible for the federal Pell grant and/or the Future Ready Iowa Last Dollar Scholarship program. The expansion further aligned the Gap program with the Last Dollar Scholarship program by removing income eligibility requirements. Reporting for GEER II Expansion has been submitted, by the Department, to the Governor's office on a quarterly basis since the program's implementation, highlighting the successes and use of grant dollars.

Most Gap-eligible programs are noncredit training opportunities. However, with the changes passed into law during the 2023 Iowa legislative session, the program has been expanded permanently to include short-term credit offerings to mirror the design of the GEER II Expansion program. Non-Pell eligible programs can now be added to the list of eligible programs, in addition to noncredit offerings, driven by industry demand.

While most states are unable to analyze noncredit and short-term credit program completions and student outcomes, the Department leads the nation in this analysis. Due to the availability of the analysis, student outcomes through student retention, employment and wages are available, as this report will demonstrate.

Executive Summary

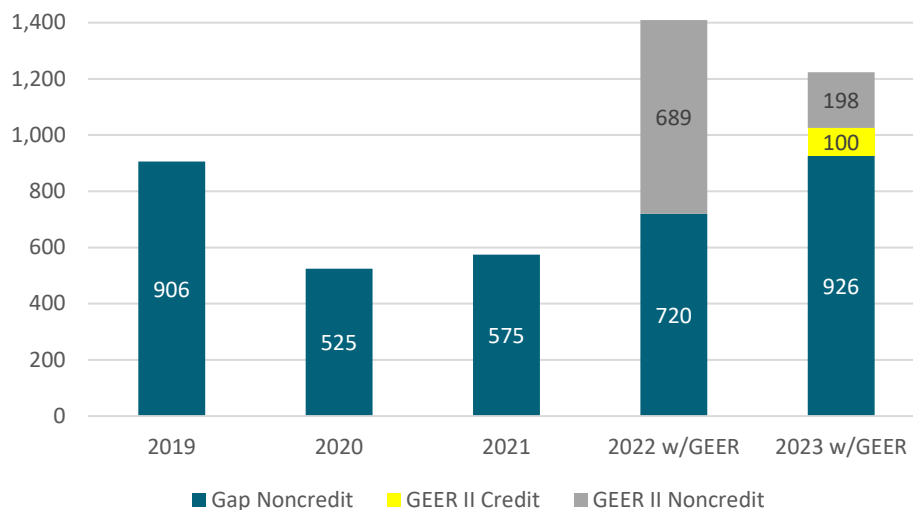
The Gap and GEER II Expansion programs, offered by Iowa's 15 community colleges provide targeted pathways that expedite the attainment of high-demand skills benefiting individuals, employers and the state. These demand-driven programs are highly responsive to regional workforce needs. They also offer continuing education for individuals to stay current in their jobs, meet local employer needs with custom job training designed for workplace preparation and provide a pathway to further postsecondary education.

- Gap program funding totaled \$6.9 million in AY 2022 and AY 2023 combined, which included an increase of \$2.9 million in GEER II funding in addition to the annual state allocation of \$2 million.
- Gap program and GEER II Expansion programs supported 2,192 noncredit and short-term credit students in AY 2022 and AY 2023.
- Gap eligible programs included 128 noncredit programs and 16 short-term credit programs.
- The vast majority of GEER II funds, 95.5 percent, went directly to student tuition and support.
- Enrollment in high-demand programs increased by 145 percent in AY 2022.
- Due to GEER II Expansion, enrollment in the nursing assistant program more than tripled year-over-year, growing 205 percent in AY 2022.
- As a result of GEER II Expansion, enrollment in the commercial driver's license program more than doubled year-over-year, increasing 106 percent in AY 2022.
- Students supported by GEER II Expansion were younger than traditional Gap program beneficiaries. Students under the age of 25 made up 42.5 percent of GEER II Expansion recipients, while this age group only accounted for 30.5 percent of the traditional Gap program students.
- Minority students made up more than one-third of students (38.0 percent) supported with Gap and GEER II Expansion funding in AY 2022 and AY 2023.
- Over one-fifth of students (22.9 percent) who received assistance through Gap and GEER II Expansion programs continued their education into credit programs.
- The employment percentage for AY 2022 students who did not continue their education grew by 13.7 percent when compared to AY 2021 students.
- For those AY 2022 students who were employed prior to training and retained employment following their training, median wages grew by 20.7 percent collectively. The highest increase in wages were realized by those students in engineering technology, health professions and construction trades programs.
- The majority of AY 2022 students obtained employment in the health care and social assistance (38.6 percent), manufacturing (12.2 percent) and transportation (10.3 percent) industries.

Impact of GEER II Gap Expansion

GEER II Expansion funds allowed for a pilot expansion of the existing Gap program to serve students who would not otherwise have access to Gap Tuition Assistance. This new funding allowed colleges to support students in short-term, non-Pell-eligible, credit programs, addressing a funding void between noncredit programs and for-credit technical programs which are not eligible for the federal Pell. Additionally, GEER II Expansion removed the income eligibility requirements increasing opportunities for those who are currently employed, looking to upskill and enter employment in high-demand occupations supported by the program. This program expansion made it possible for community colleges to not only increase the number of training opportunities, but nearly triple the number of students served, from 575 students in AY 2021 to 1,409 in AY 2022* (Figure 1). Though GEER II Expansion funding was available from July 1, 2021 through September 30, 2023, bridging multiple academic years, many community colleges exhausted their GEER II Expansion funds within the first academic year; therefore, this report illustrates the slight decrease in the number of students for AY 2023. However, AY 2023 data also notes the addition of the non-Pell-eligible credit programs. The majority of this report will concentrate on AY 2022 and AY 2023 collectively, and the impact GEER II Expansion funding had on students pursuing high-demand training opportunities.

Figure 1. Number of Students Impacted - AY 2019 to AY 2023



*Available data is dependent on those student records that contain birthdate and Social Security Number (SSN).

Gap High-Demand Programs

When analyzing individual training programs over the past five years, demand has remained unchanged, with the exception of water quality and wastewater treatment and medical insurance coding. These two programs, also supported by GEER II Expansion, grew in both AY 2022 and AY 2023. Meanwhile others, such as medical receptionist and human sciences, declined. Table 1 below represents the top 15 programs within the past five years including those supported by GEER II Expansion in AY 2022 and AY 2023 (i.e. “2022GII” and “2023GII”). Notably there was a dramatic increase in both nursing assisting and commercial driver’s license programs, adding 386 students and 125 student completions respectively who received assistance through GEER II Expansion funding.

Student choices for high-demand programs are based not only on state need but regional need as well. Students’ training demands may vary across the state, depending on which industries are dominant, or which occupations are

experiencing high vacancy levels. For example, nursing assistants, occupations that require a commercial driver’s license (CDL) and welders are in high-demand across Iowa, whereas water quality and wastewater treatment operators are more predominantly needed in urban areas. However, the vast majority of training programs in high-demand occupations, supported by Gap program training, were related to occupations that are in high-demand across the state.

**Table 1. Number of Students in the Top 15 Programs Supported by Gap and GEER II Expansion Funds
AY 2019 to AY 2023**

Program	2019	2020	2021	2022	2022GII	2023	2023GII
Nursing assisting	300	116	176	205	332	175	54
Commercial driver’s license (CDL)	194	165	153	222	93	212	32
Welding	69	37	46	35	20	32	35
Phlebotomy technology	34	15	34	30	22	37	13
Electrical maintenance technology	19	12	27	30	24	41	15
Water quality and wastewater treatment	7	1	30	23	79	12	5
Allied health and medical assisting	10	13	7	25	8	5	16
Boilermaker	13	7	13	15	8	7	5
Administrative assisting	11	19	6	21	2	6	2
Medical receptionist	15	19	8	6	1	3	-
Medical insurance coding	1	-	9	6	10	18	-
Lab technology	9	10	5	6	5	8	-
Information technology	5	9	7	4	2	7	-
Human sciences	3	20	1	-	1	9	-
EMT/paramedic	18	4	4	4	1	2	-

Occupational Demand

When examining the short-term occupational demand, the top 15 occupations that require post-high school education are similarly aligned (e.g. welding with welding programs) with the programs that are offered and taken at Iowa’s community colleges through the Gap program. Though training programs and occupations do not always align directly, as noted above, many of the skills acquired through the training programs prepares students for entry into high-demand occupations. For example, in most instances, heavy and tractor-trailer truck drivers require a CDL. However, a CDL is also required for many other occupations such as heavy equipment operation in construction or to drive a school bus.

Other financially supported programs, such as the Last Dollar Scholarship, are offered to students at Iowa community colleges and analyzed independently using criteria such as growth percentage and entry hourly wages. Table 2 below notes in shading those occupations that would not qualify for the Last Dollar Scholarship program because the entry level wage is less than the \$14.00 per hour threshold. However, training for these occupations is supported by the Gap program.

Table 2. High-Demand Jobs and Entry Level Wages, Top 15 Statewide Short-Term Projections, 2022-2024

Occupational Title	Employment Annual Growth Rate (%)	Total Annual Job Openings	Statewide Entry Wage
Heavy and tractor-trailer truck drivers	0.7%	5,390	\$16.92
Nursing assistants	1.2%	3,100	\$13.61
Bookkeeping, accounting, and auditing clerks	0.3%	2,725	\$14.32
Teaching assistants, except postsecondary	0.7%	1,910	\$10.05
Hairdressers, hairstylists, and cosmetologists	3.7%	1,010	\$10.09
Automotive service technicians and mechanics	-0.1%	810	\$13.64
Medical assistants	1.9%	660	\$14.97
Licensed practical and licensed vocational nurses	1.1%	575	\$19.50
Preschool teachers, except special education	1.0%	495	\$10.08
Computer user support specialists	1.1%	425	\$17.97
Dental assistants	1.1%	410	\$16.60
Heating, air conditioning, and refrigeration mechanics and installers	0.8%	395	\$17.67
Paralegals and legal assistants	1.7%	255	\$16.67
Telecommunications equipment installers and repairers, except line installers	0.8%	250	\$17.02
Radiologic technologists and technicians	1.1%	215	\$21.20

Source: <https://workforce.iowa.gov/labor-market-information/occupations/occupational-projections>

Demographics

This report contains descriptive statistics using data collected through the community college management information system. These data are collected by each college and annually submitted to the Iowa Department of Education for reporting. Notably, gender, age, race and ethnicity are collected on a voluntary basis. Therefore, in some cases, are either not reported by the student or suppressed to protect student privacy.

Gender and Age of Gap Students

Of the 2,192 students in AY 2022 and AY 2023 Gap and GEER II Expansion combined, 60.9 percent were female and 38.3 percent were male, with 0.8 percent not reporting gender. The average age of all students was 30.8 years old with GEER II Expansion student average age of 29.3 years old and Gap students, 31.8 years old. Additionally, when the students were divided into two age groups, under 25 years of age (traditional-age college students) and 25 years or older (nontraditional-age college students), over two-thirds (69.5 percent) of Gap students were age 25 years or older and 57.5 percent of GEER II Expansion students were 25 years of age or older (Table 3).

When looking at the two program variations independently, there is a slight difference in gender and age representation. Females under the age of 25 represent a much higher percentage in both the GEER II Expansion and Gap program than males (49.5 percent and 36.4 percent, respectively). Males, in comparison, were more highly represented in the 25 and older age category in both program variations.

Table 3. GEER II Expansion and Gap Students by Age Group and Gender - AY 2022 and AY 2023

Gender	GEER II Expansion (2022 & 2023)		Gap (2022 & 2023)		Combined Percent by Age Group	
	Under 25	25 and Older	Under 25	25 and Older	Under 25	25 and Older
Male	28.7%	71.3%	22.2%	77.8%	9.4%	28.9%
Female	49.5%	50.5%	36.4%	63.6%	25.6%	35.3%
Gender Unknown	47.1%	52.9%	-	-	0.4%	0.4%
Percent of Students	42.5%	57.5%	30.5%	69.5%	35.4%	64.6%

Age representation varies by college as well, as shown in Figure 2 below. Iowa Valley Community College District and Northeast Iowa Community College have the highest percentage of students supported by the GEER II Expansion and Gap Tuition Assistance programs in AY 2022 and AY 2023 combined.

Figure 2. GEER II Expansion and Gap Students by Age Group and College - AY 2022 and AY 2023

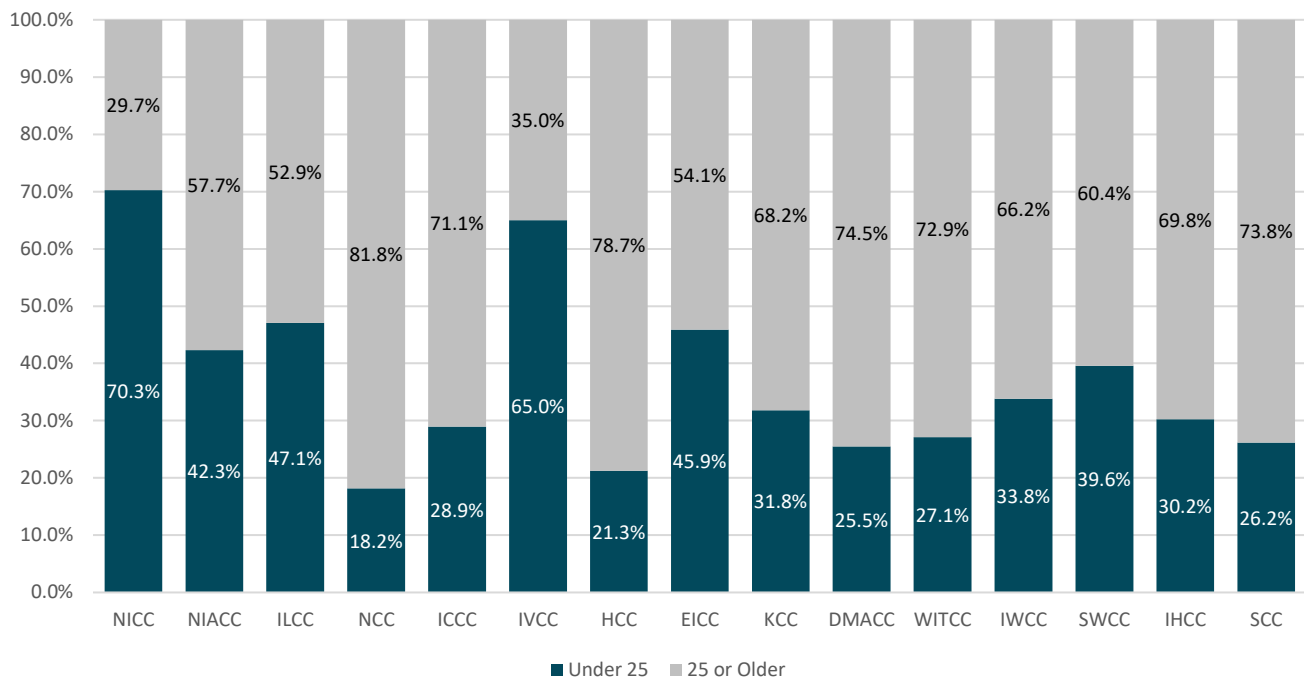


Figure 2 Abbreviation Key:

- NICC - Northeast Iowa Community College
- NIACC - North Iowa Area Community College
- ILCC - Iowa Lakes Community College
- NCC - Northwest Community College
- ICCC - Iowa Central Community College
- IVCCD - Iowa Valley Community College District
- HCC - Hawkeye Community College
- EICC - Eastern Iowa Community Colleges
- KCC - Kirkwood Community College
- DMACC - Des Moines Area Community College
- WITCC - Western Iowa Tech Community College
- IWCC - Iowa Western Community College
- SWCC - Southwestern Community College
- IHCC - Indian Hills Community College
- SCC - Southeastern Community College

Race/Ethnicity of Students

Race/ethnicity of both GEER II Expansion and Gap students was not reported consistently; a significant number of students (35.2 percent) did not report. However, of the 1,578 who did report, 62.0 percent were white/non-Hispanic students, and 38.0 percent were minority students (Table 4). These percentages are significantly higher than the overall noncredit minority population of 17.4 percent in AY 2022 and 20.3 percent in AY 2023. Meanwhile, 24.3 percent of credit students in AY 2022, and 24.7 percent in AY 2023, were minority students, also well below GEER II Expansion and Gap program participation rates. The reports pertaining to noncredit and credit student outcomes outside this program-specific report can be found at https://iowastudentoutcomes.com/college_program_outcomes_new.

Table 4. GEER II Expansion and Gap Students by Age Group and Race/Ethnicity – AY 2022 and AY 2023

Race/Ethnicity	GEER II Expansion (2022 & 2023)			Gap (2022 & 2023)		
	Under 25	25 and Older	Total by Race/Ethnicity	Under 25	25 and Older	Total by Race/Ethnicity
American Indian	*	*	*	*	*	0.6%
Asian	0.7%	0.6%	0.6%	*	*	1.1%
Black	6.8%	14.9%	11.4%	10.4%	22.8%	19.0%
Combination	1.0%	2.5%	1.8%	2.8%	2.0%	2.2%
Hispanic	8.0%	4.2%	5.9%	7.1%	6.2%	6.5%
Pacific Islander	*	*	*	*	*	*
White	49.0%	49.4%	49.3%	44.8%	32.5%	36.2%
Not reported	34.1%	28.3%	30.9%	34.0%	34.4%	34.3%

*Insufficient data

Industry Recognized Credentials

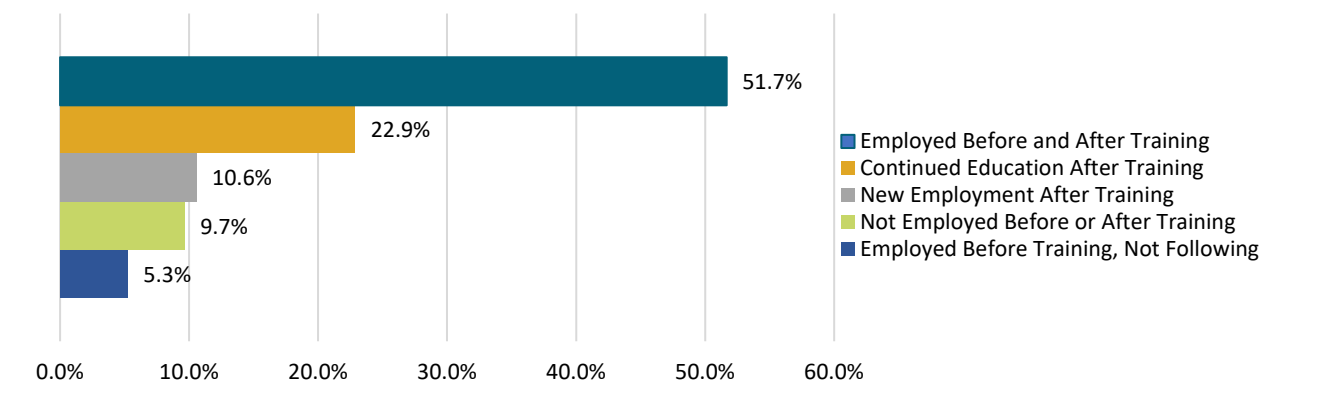
In AY 2022 and AY 2023, Gap and GEER II Expansion students completed 1,333 programs leading to industry recognized credentials through the community colleges. For example, students might complete a training program for commercial drivers, but the actual commercial driver’s license (CDL) is granted by the Iowa Department of Transportation. Plans are underway to identify the specific type of industry recognized credentials resulting from completion of certain programs beginning in AY 2024. Note: In rare cases, industries delegate credentialing rights to community colleges.

Student Outcomes AY 2022 Students

Figure 3 illustrates the distribution of students from AY 2022 who became employed, retained employment or gained new employment. It also shows GEER II Expansion and Gap program students who continued their education in credit programs the first year following exit from their noncredit Gap program. The AY 2023 cohort was not eligible for measurement, as data associated with continued education or employment for AY 2023 are not yet available for matching.

The majority of students were both employed prior to and after completion of their training (51.7 percent). Employment is studied further in subsequent sections of this report. Notably, 22.9 percent of students in AY 2022 continued their education and 10.6 percent of students who had previously been unemployed, became employed the first quarter following completion.

Figure 3. Status of Gap and GEER II Expansion Completers, First Year Following Completion – AY 2022



Continued Education, Retention and Migration of Students

Using the National Student Clearinghouse (NSC) database, the Department was able to identify whether noncredit students transferred to, or continued at, postsecondary institutions in credit-bearing programs. This data includes students who enrolled in two- or four-year colleges, at public or private institutions (colleges, universities) and whether in- or out-of-state.

The majority of AY 2022 students (62.7 percent) who continued their education in AY 2023 were under age 25, and most of this group (89.1 percent) went on to credit-bearing programs at an in-state institution. At the same time, 10.9 percent of students continued their education at out-of-state institutions. Of those under age 25 who continued their education in-state, 85.8 percent continued their education at a two-year public community college, and 3.3 percent transferred to one of Iowa’s public four-year universities (Table 5).

Table 5. Continued Education in 2023 – AY 2022 Students

Year Following Noncredit Program at Community College	Characteristics of Institution		Continued Education		Continued Education	
	2yr / 4yr	Public/Private	In-State #	In-State %	Out-of-State #	Out-of-State %
Age Under 25 - AY 2022 Cohort						
2023	2	Private	0	0.0%	0	0.0%
		Public	136	67.3%	6	3.0%
	4	Private	13	6.4%	8	4.0%
		Public	31	15.3%	8	4.0%
Total			180	89.1%	22	10.9%
Age 25 and Over - AY 2022 Cohort						
2023	2	Private	0	0.0%	0	0.0%
		Public	103	85.8%	4	3.3%
	4	Private	3	2.5%	9	7.5%
		Public	1	0.8%	0	0.0%
Total			107	89.2%	13	10.8%

Percentages may vary due to rounding.

Overall Employment and Wages

When analyzing wage and employment data, it is important to note the restrictions and limitations of Iowa Unemployment Insurance (UI) data, as explained in the “Methodology and Limitations” section of this report. Three important factors that impact the data are: (1) the wage data only represents employees of companies that pay UI tax; (2) the number of hours worked are not reported within the data, making it impossible to identify part- versus full-time employment and (3) data are not reported by occupation, only by industry. The unmatched records from both data sources encompass graduates who may be employed by employers that do not pay UI tax, are employed outside the state, or those who were unemployed for the described periods of time.

Table 6 below illustrates the number of students in the AY 2022 cohort and the employment and wages for this group. Excluding completers who continued their education, the percentage of students, who were employed following their training, grew by 13.7 percent. For students who were previously employed and retained employment following their training, quarterly wages grew from \$7,082 to \$8,546, an increase of 20.7 percent.

Table 6. Employment and Wages – AY 2022 Students

Overall Employment and Wages									
Geography	Cohort Year (AY)	# in Cohort	Quarter Prior to Enrollment			Quarter Following Completion			
			Matched to Emp.		Quarterly Median Wage	Matched to Emp.		Quarterly Median Wage	# Enrolled in Credit Prog.
			#	%		#	%		
Statewide	2022	1,087	728	67.0%	\$7,082	877	80.7%	\$8,546	322*

*Those who continued education were excluded from employment and wage calculations

Employment and Wages by Program

There were 875 students who did not continue their education and became employed following the completion of their program. Table 7 below shows the percent of students by program of study, their quarterly wage prior to enrollment and their quarterly wage earned following completion. The table also shows the percentage of the AY 2022 student population that became employed the first quarter following completion. For example, 2.8 percent of the students were enrolled in an engineering technology program and 91.9 percent of them were employed within the quarter following completion with a median wage increase of 6.0 percent.

Table 7. Employment and Wages by Program of Study – AY 2022 Students

Program of Study (2-Digit CIP)	Percent of Students	Quarterly Wage Prior	Quarterly Wage Following	Percent Wage +/-	% of Students Employed
Agriculture	0.3%	*	*	*	100.0%
Communication technology	2.0%	*	\$ 7,095	*	100.0%
Computer and IT support	0.4%	*	\$ 8,699	*	60.0%
Education	6.0%	\$5,260	\$5,414	2.3%	62.5%
Engineering technology	2.8%	\$13,271	\$14,113	6.0%	91.9%
Family and consumer sciences	0.6%	\$2,867	\$4,248	32.5%	50.0%
Construction trades	2.1%	\$4,965	\$10,632	53.3%	81.5%
Mechanic and repair technologies	1.0%	\$15,773	\$12,958	-21.7%	92.9%
Precision production	4.5%	\$7,795	\$10,356	24.7%	77.4%
Transportation and material moving	21.0%	\$8,079	\$10,274	21.4%	72.5%
Health professions	59.9%	\$6,505	\$7,081	8.1%	84.7%
Business	5.5%	\$5,618	\$6,155	8.7%	74.2%

*Insufficient data

Employment and Wages by Industry Sector

In addition to employment and wages by program, Table 8 illustrates employment and wages by industry. Industries are determined using the North American Industry Classification System (NAICS). Each employer's NAICS code is assigned based on the company's primary business activity. Programs often teach students skills that relate to occupations found in multiple industries. For example, students who complete a training program in computer and information technology (IT) support, are taught skills which assist them in becoming employed in a variety of industries since information technology is found in nearly every industry. Health care and social assistance, manufacturing and transportation are the top three industries that employed AY 2022 students the quarter following completion of their programs. Most of these students' quarterly wages increased when compared to the students who were employed the quarter prior to training. Details regarding specific occupations (job titles) are not contained in the UI wage records but assumptions can be made that those students who completed training in health care and who became employed in the health care and social assistance industry are most likely employed in an occupation that is utilizing skills acquired through their training.

Table 8. Employment and Wages by Industry – AY 2022 Students

Industry (2-Digit NAICS)	Percent of Students	Quarterly Wage Prior	Quarterly Wage Following	Percent Wage +/-
Agriculture	0.2%	*	*	*
Mining	0.2%	*	*	*
Utilities	0.9%	\$10,370	\$14,814	42.8%
Construction	2.2%	\$ 8,221	\$10,028	22.0%
Manufacturing	12.2%	\$11,611	\$12,017	3.5%
Wholesale trade	3.3%	\$ 7,869	\$ 9,407	19.5%
Retail trade	7.4%	\$ 3,756	\$ 4,477	19.2%
Transportation	10.3%	\$ 6,230	\$10,269	64.8%
Communication and information	0.1%	*	*	*
Finance and insurance	0.6%	*	*	*
Real estate, rental, leasing	0.2%	*	*	*
Professional, scientific and tech services	0.9%	\$ 7,956	\$ 7,815	-1.8%
Management of companies	0.2%	*	*	*
Administrative, support and waste management	7.4%	\$ 4,604	\$ 4,370	-5.1%
Educational services	4.1%	\$ 7,006	\$ 5,435	-22.4%
Health care and social assistance	38.6%	\$ 6,940	\$ 7,756	11.8%
Arts, entertainment and recreation	0.6%	\$ 3,468	\$ 3,304	-4.7%
Accommodation and food services	4.6%	\$ 2,567	\$ 3,292	28.2%
Other services	1.4%	\$ 6,149	\$ 5,234	-14.9%
Public administration	4.5%	\$13,171	\$14,273	8.4%

*Insufficient data

Employment and Wages by Demographics

Male students earned a median quarterly wage of \$8,904 prior to the completion of their training and \$10,901 the quarter following. The industries in which males were employed are somewhat different when comparing industry employment before and after training. Male students primarily were working in health care, manufacturing, public administration, and construction prior to training and health care, public administration, waste management or wholesale trade following completion.

Female students earned a median quarterly wage of \$4,986 prior to the completion of their training and \$6,304 the quarter following. The industries they became employed in following completion varied more than their male counterparts with prior employment predominantly in health care, accommodation and food service, retail or educational services industries. Following program completion, female students tended to accept employment in health care, administrative support or educational services.

Methodology and Limitations

Employment and Wage Records

1. All wages for this report originate from the Iowa UI wage database. Students who did not report their SSNs were not included in the employment and wage data contained in this report as SSN is the only data element used for matching students to the Iowa UI wage database.
2. The aggregate wages reported throughout this report do not include graduates who did not match the UI wage database (i.e., the median wages only include those who had wages covered by UI tax during that period of time). UI wage records do not cover employers exempt from paying UI tax, such as: federal employees, members of the armed forces, the self-employed, proprietors, unpaid family workers, church employees, railroad workers covered by the railroad unemployment insurance system and students employed at a college or university as part of a financial aid package.
3. Median wages are used in this report, rather than average wages, to mitigate the effect of outliers. Wage distributions are typically right-skewed, so the median is a better measure of center than the mean, which is pulled in the direction of the skew (and is more affected by outliers, particularly with small sample sizes).
4. Each individual is associated with just one industry sector in each time period. That assignment is based on the industry sector and state of the employer with whom they earned the most wages during the defined time period. For example, if Lincoln earned \$5,000 in the manufacturing industry sector, and \$2,000 in the retail trade industry sector per quarter following enrollment, Lincoln would be included in the overall employment and wages table with a gross wage of \$7,000 per quarter. In the employment and wages by industry sector table, he would be included under the manufacturing sector with a gross wage of \$7,000 per quarter. He would not be counted in retail trade, but the wages he earned in that sector would still be counted.
5. To protect individual identities, some cells in this report are suppressed due to small cell size using the following rules:
 - a. Suppress the cell if the number of employed individuals in the cell is less than three.
 - b. If the sum of employed individuals across all suppressed subgroups is less than three, suppress the next smallest subgroup (to ensure the number of suppressed individuals is three or greater).
 - c. Individuals who were identified as being in a correctional facility while taking noncredit courses are excluded from analysis due to a lack of information on when they exited the facility.

Records for Continued Education

GEER II Expansion and Gap program completer's names and birthdates were sent to NSC to identify those who enrolled in credit-bearing programs after completing their program at the community college. These individuals may have transferred from one community college to another, continued their education at their current locations or transferred to four-year institutions. Transfer students were analyzed by college type (two- or four-year, and private or public) and by transfer location, allowing for the study of graduate out-migration (leaving Iowa).

Appendix A – Gap Eligible Program List

The list of Gap eligible programs by college can be found at: <https://educateiowa.gov/documents/gap-tuition-assistance-approved-programs>.