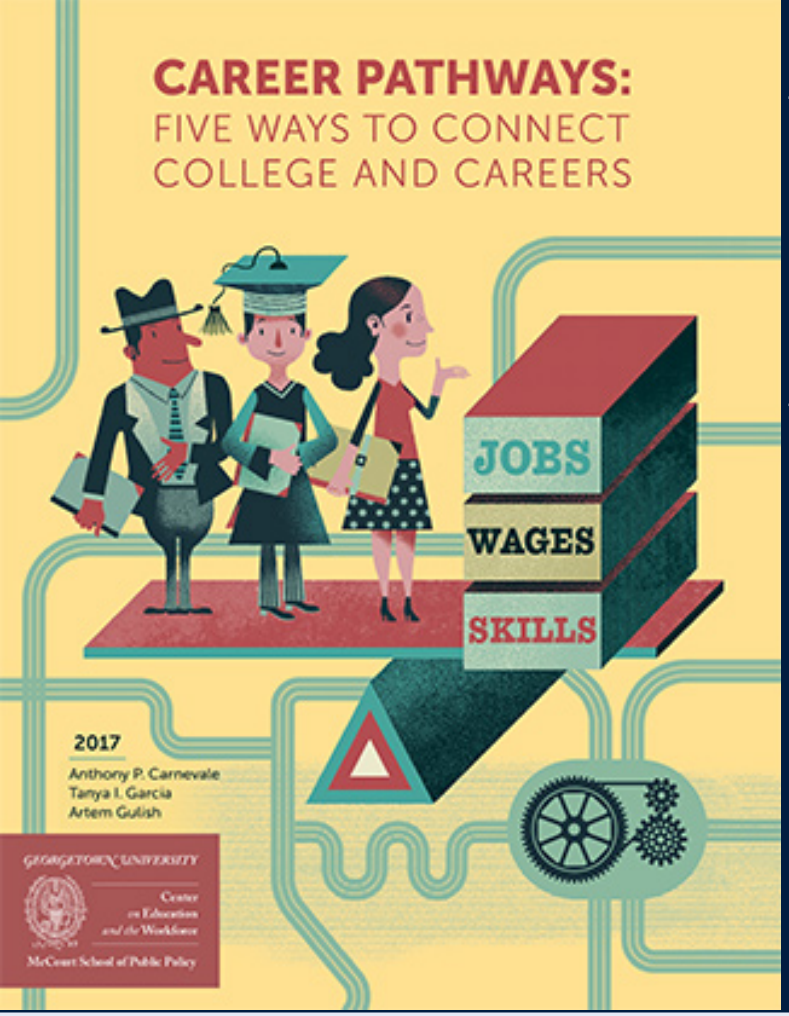

Attainment for What? States Need Workforce Data to Meet Postsecondary Attainment Goals

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#CEW5Ways

Our goal

To demonstrate how labor market information can be used to inform and provide guidance to your attainment efforts

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THE GROWING COMPLEXITY OF TODAY'S ECONOMY

Getting a college education is one of the biggest investments people will make in their lives, but the growing complexity of today's economy makes it difficult for higher education to deliver efficiency and consistent quality. Today's economy is more intricate than those of decades past:

Occupations grew from **270 in 1950** to **840 in 2010**;

Postsecondary programs of study more than quintupled between 1985 and 2010 – from **410 to 2,260**;

The **number of colleges and universities** more than doubled from **1,850 to 4,720** between 1950 and 2014; and

The **number of college students** swelled almost tenfold in the period between 1949 and 2014 – from **2.4 million to 20.2 million**.

The Five Ways to connect college and careers

- Program alignment with labor market demand
- Curriculum alignment with workforce requirements
- Counseling and career pathways
- Job placement and skills gap analysis
- Education projections, business expansion, and workforce quality

Program alignment with labor market demand

To help college and system administrators make program-related decisions that address labor market needs, which in turn helps them demonstrate return on investment to state leaders

Curriculum alignment with workforce requirements

To help faculty members create curricula aligned with the applied skills and abilities that learners will need to succeed in their careers, **in addition to** general academic skills and knowledge

Counseling and career pathways

To support students in their educational and career decisions as well as identify and reach out to the learners who need additional support

Job placement and skills gap analysis

To help workers determine if and how the knowledge, skills, abilities, interests, and work values they possess are transferable to new jobs

Education projections, business expansion, and workforce quality

To help state economic and workforce leaders attract new employers and retain existing ones

Applying workforce data to inform policy and practice

- Gauge employer demand for college graduates
  - Job projections by industry and occupation
  - State administrative data with wage outcomes by program
  - Online job postings, especially for BA jobs

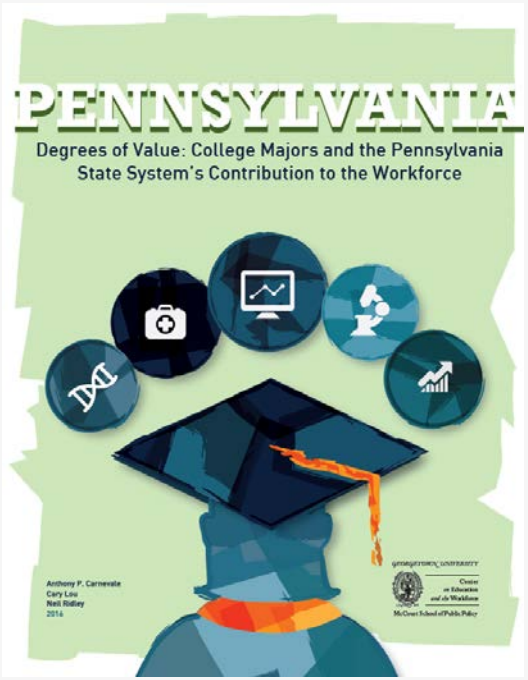
- Identify skills in demand for college graduates
  - O*NET occupational database
  - Online job postings, where skills are identified
  - Employer input, e.g., through college advisory boards

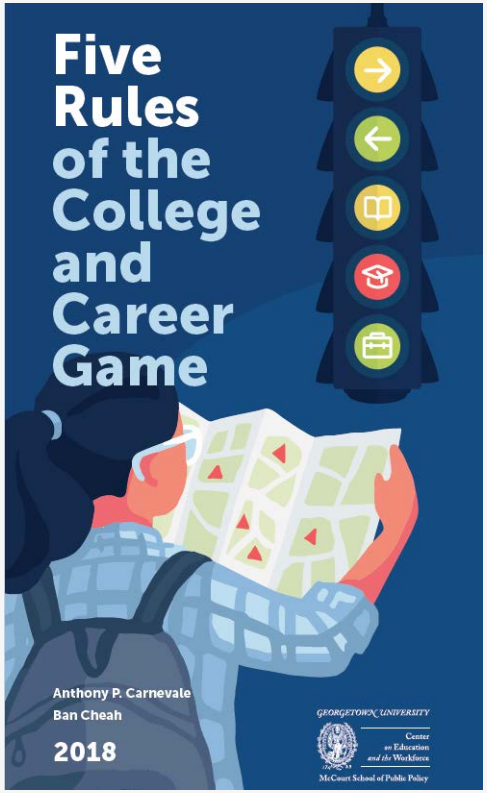
Applying workforce data - continued

- Determine the economic value of credentials
  - State administrative data with wage outcomes by program
  - Identifying high demand industries and occupations

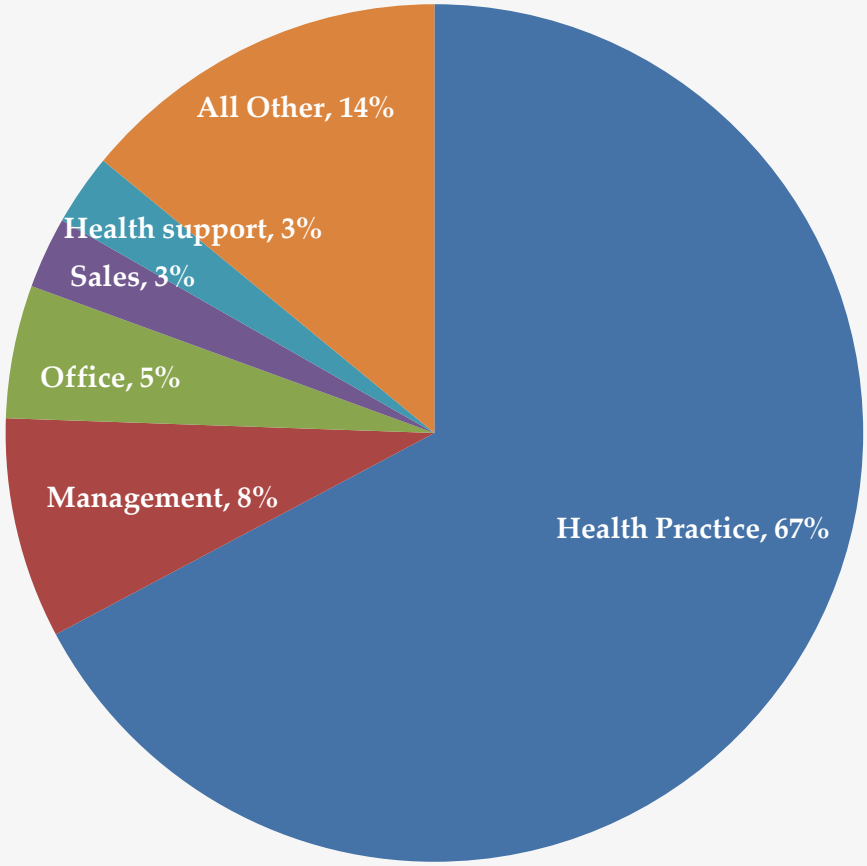
- Delineate pathways from college to careers
  - American Community Survey data, available for BA holders
  - State administrative data, if occupational identifiers available

CEW reports on economic value of majors





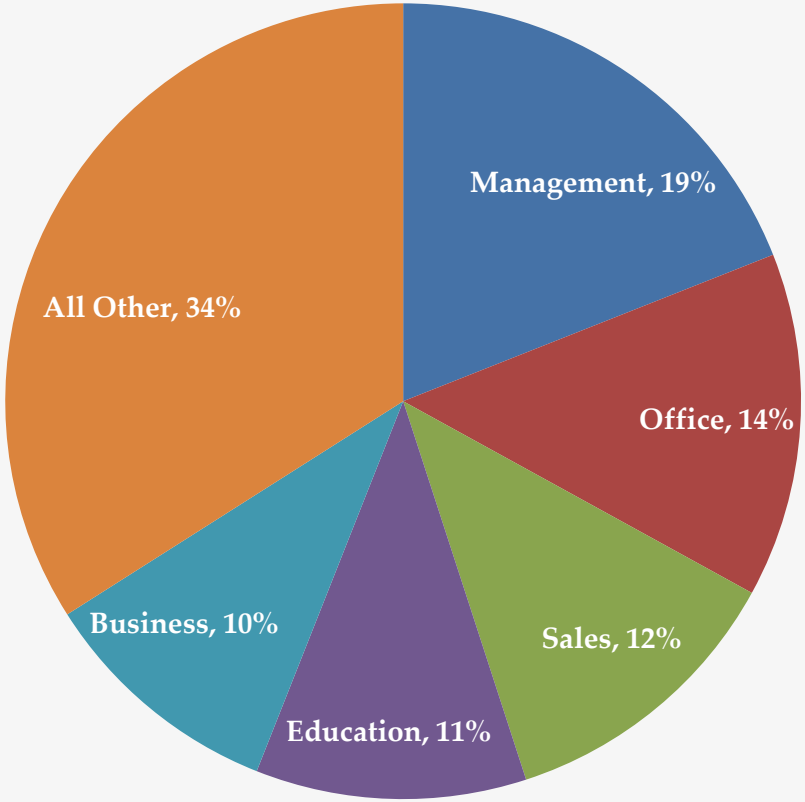
Connecting fields of study to occupations



Health majors (BAs) often end up working in healthcare occupations.

Source: Georgetown University Center analysis of American Community Survey microdata pooled 2009-2016 for bachelor's degree holders working full-time, full-year ages 25-59

Connecting fields of study to occupations



Humanities and liberal arts majors (BAs) end up working in a diverse array of occupations.

Source: Georgetown University Center analysis of American Community Survey microdata pooled 2009-2016 for bachelor's degree holders working full-time, full-year ages 25-59

Top majors for young computer system analysts (in Minnesota)

Engineering (24%)

Social Sciences (17%)

Business (21%)

Computer & Info Sciences (12%)

Source: Minnesota SLDS analysis based on American Community Survey microdata pooled 2012-2016 for bachelor's degree holders ages 25-34.

Discussion questions

- Are you getting questions from other leaders that require the use of workforce data?
- What metrics are you using to measure progress toward the goal?
- What would help you make better use of LMI data?

For more information:

See the full report at cew.georgetown.edu/CareerPathways

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