

USHE Board of Regents

Workforce, Access, and Advocacy Committee Meeting

Friday, October 11, 2019, 10:00 AM – 12:00 PM

Board of Regents Building, 60 South 400 West, 5th floor, Salt Lake City

TIME		AGENDA ITEM	MATERIALS	PRESENTER(S)	ASSOCIATED COMMITTEE GOAL	ACTION NEEDED?
10:00 – 10:20	1.)	WAA Committee goals for FY20	TAB A	Melanie Heath & Carrie Mayne	n/a	No
10:20 – 10:35	2.)	Career and technical education landscape review	TAB B	Carrie Mayne & Blair Carruth	<i>Goal #5: Technical education/certificate realignment</i>	No
10:35 – 11:00	3.)	College access advising program update	TAB C	Nicole Batt Director, Utah College Advising Corps	<i>Goal #1: Expand college access advising program</i>	No
11:00 – 11:20	4.)	Legislative strategy for the college access advising program expansion	n/a	Spencer Jenkins	<i>Goal #3: Coordinated comms and advocacy</i>	No
11:20 – 11:35	5.)	K-20 Summit: Final agenda and joint board resolution draft	TAB D	Melanie Heath	<i>Goal #2: Increase collaboration with state ed boards and key partners</i>	No
11:35 – 12:00	6.)	Workforce: Review of available data	TAB E	Carrie Mayne	<i>Goal #4: State/regional opportunity gap data projection</i>	No
Workforce, Access, & Advocacy Committee Goals FY20:				3)	Coordinated communications and advocacy	
	1)	Expand college access advising program		4)	Analyze data about opportunity gap	
	2)	Increase collaboration with state ed boards and key partners		5)	Technical education/certificate realignment	



MEMORANDUM

TAB A

October 11, 2019

Workforce, Access, and Advocacy Committee FY 20 Goals

Below are the identified FY20 goals for the Workforce, Access, and Advocacy Committee, which will inform the focus and work of this committee for the next year.

1. Expand college access advising program
 - a. Set benchmarks for success for each partner high school
 - b. Develop local strategy for concurrent enrollment outreach
 - c. Plan phase II expansion
2. Increase collaboration with other state education boards and key partners
 - a. K-20 Summit (Nov. 14, 2019)
 - b. Regular meetings with external partners
 - c. Collaborate with K-12 on college and career awareness curriculum
3. Coordinated communications and advocacy
 - a. Collaborative USHE editorial calendar
 - b. USHE-wide institutional social platform to showcase student achievements at a local level
 - c. Identify legislative and community champions for key system priorities
4. State/regional opportunity gap data projection
 - a. Additional analysis of data around enrollment and completion
 - b. Measuring impact of ongoing gap
 - c. Evaluate education deserts
5. Technical education/certificate realignment
 - a. Present existing Career and Technical Education and workforce analysis
 - i. CTE Task Force
 - b. Recode and validate data with institutions and other CTE partners
 - c. Map current CTE programs
 - d. Provide recommendations

Career and Technical Education within USHE

Workforce, Access, and Advocacy Committee

October 11, 2019

Carrie Mayne
Blair Carruth



Utah's Statutory Definition of CTE

"Career and technical education" means organized educational programs offering sequences of courses or skill sets directly related to preparing individuals for paid or unpaid employment in current or emerging occupations that generally do not require a baccalaureate or advanced degree (Utah Code 53B-1-101.5).

Federal Perkins Act

Definition of CTE

The term “career and technical education” means organized educational activities that—

(A) offer a sequence of courses that—

(i) **provides individuals with rigorous academic content and relevant technical knowledge and skills** needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

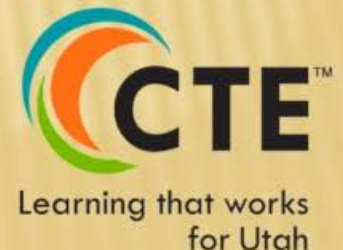
(ii) **provides technical skill proficiency or a recognized postsecondary credential** which may include an **industry-recognized credential, a certificate, or an associate degree** ; and

(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;

(B) **include competency-based, work-based, or other applied learning** that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;

C) to the extent practicable, **coordinate between secondary and postsecondary education programs** through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and

(D) may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).



USHE Institutions with a CTE Role as per R312

- Utah State University
- Weber State University
- Southern Utah University
- Snow College
- Dixie State University
- Utah Valley University
- Salt Lake Community College

Institutional CTE Directors

USU- Bruce Miller

WSU- Julie Snowball

SUU- Eric Freden

Snow- Mike Medley

DSU- Nancy Hauck

UVU- Kim Chiu

SLCC- Eric Heiser

Regional CTE Coordination Councils

USHE, UTech, School Districts

Bear River- USU

Unitah Basin- USU

Wasatch Front North- WSU

Wasatch Front South- SLCC

Mountainland- UVU

Central- Snow

Southeast- USUE

Southwest- SUU, DSU

CTE Options

Non-credit

Credit

Technical College Role

SLCC

USU

Snow

Typical CTE Credentials Awarded by USHE Institutions

Certificates of Proficiency

Two types

Awarded under authority of the institution

Approved by SBR, eligible for financial aid

Certificates of Completion

Associate of Applied Science Degrees

Carnevale's Report on Certificates

Carefully targeted certificates of less than one year can have economic value

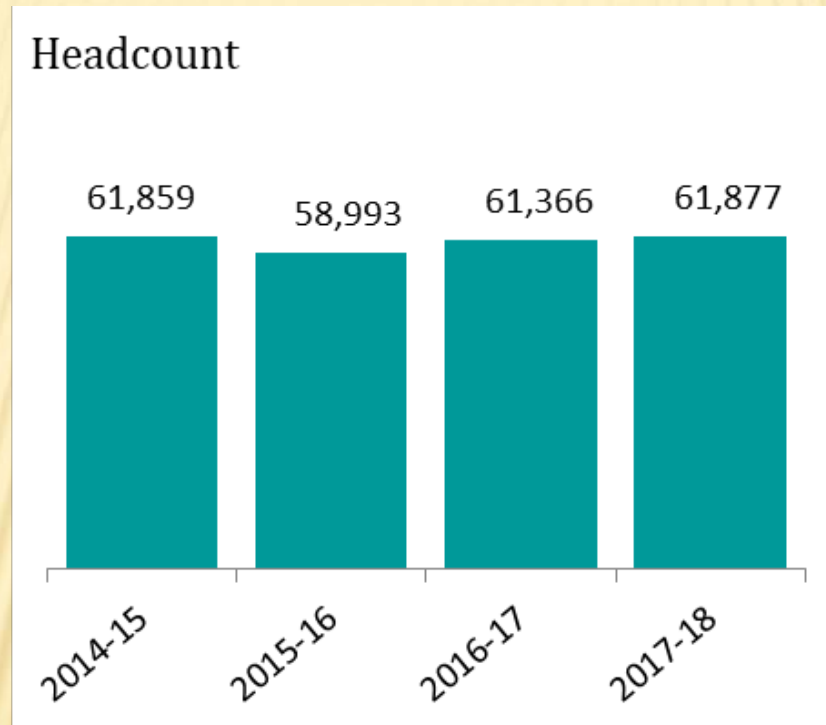
Certificates can make people more employable

Certificates add value to degrees- 6% wage premium for associate's degree, 3% wage premium for bachelor's degrees

Information taken from Certificates: Gateway to Gainful Employment and College Degrees Carnevale, Rose, and Hansen, Georgetown University Center on Education and the Workforce, July 2012.



USHE CTE Headcount Students

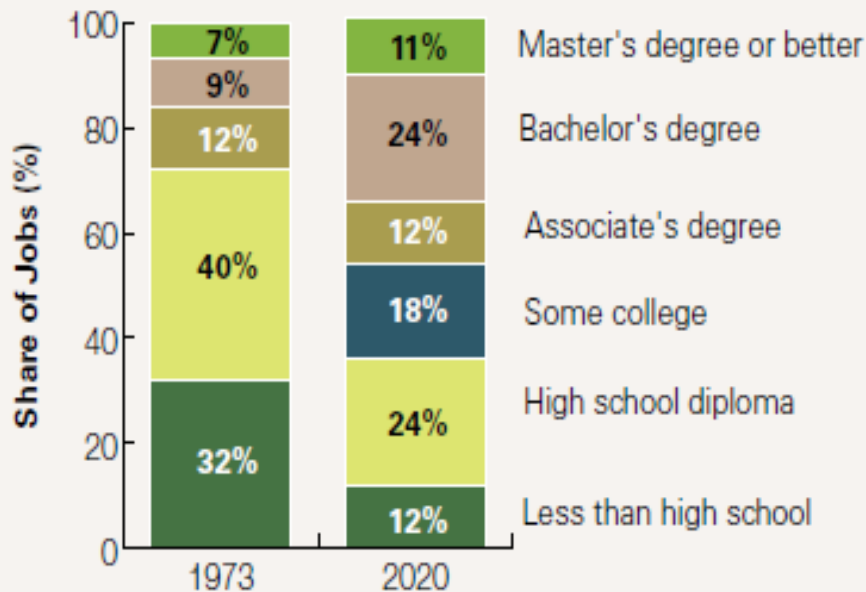


USHE CTE Student Membership Hours and Credit Hours Equivalencies

Category	2015-16	2016-17	2017-18
Non-Credit Membership Hours	260,272	262,772	316,605
Short-Term Intensive Training/Custom Fit Hours	59,453	65,664	55,410
Membership Hours Equivalent from Credit Hours (1 credit=30 hrs.)	10,537,230	10,912,140	11,865,930
Total Membership Hours	10,856,955	11,240,576	12,237,945
Full-time Equivalent-FTE (Total Membership Hours/900)	12,063	12,490	13,598

Educational Attainment for Workforce Preparation is Shifting

At least some postsecondary education or training is becoming the entry-level requirement for many jobs.

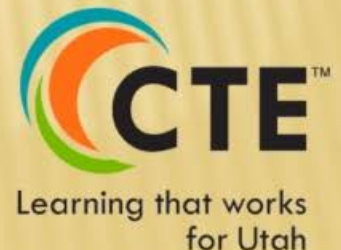


Taken from Career and Technical Education: Five Ways That Pay Along the Way to the B.A., Carnevale, Jayasundera, & Hanson, Georgetown University Public Policy Institute, September, 2012.

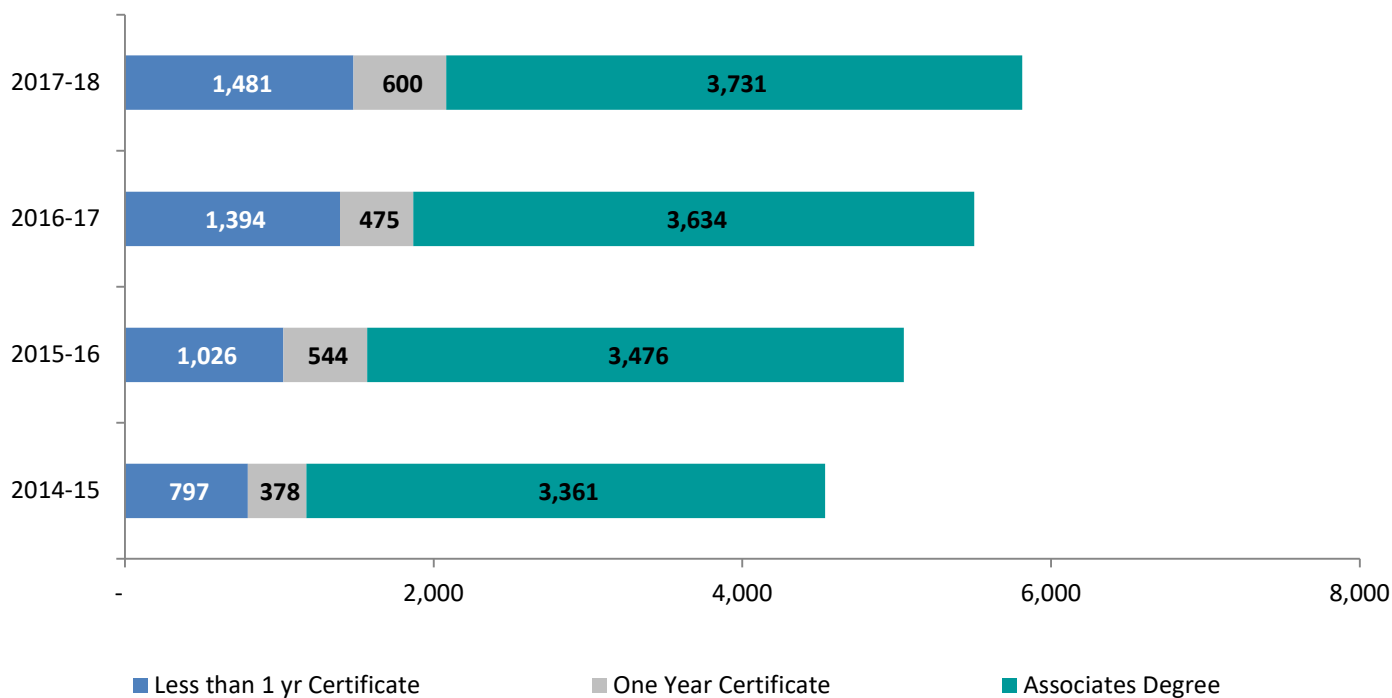
USHE Institutions have Developed more than 110 New CTE Certificates

Over the last several years, USHE CTE directors and other institutional leaders have:

- Assessed current CTE offerings in the region
- Identified certificates and other programs that could be offered in high-demand, high wage occupations and that are important to the region
- Identified how these credentials will stack to additional certificates and associate and baccalaureate degrees
- Identified ways these programs, or portions thereof, might be provided for delivery in high schools through concurrent enrollment
- Developed an implementation plan
- Created more than 110 new CTE certificates



CTE Credentials Awarded



Top CTE Areas of Completion FY18 Graduates

Program Categories	Less than 1 yr Certificates	1-2 yr Certificates	Associates & 2+ yr Certificates	Total	Percentage Share
Health Professions and Related Programs	408	142	1394	1944	33%
Computer and Information Sciences and Support Services	582	92	335	1009	17%
Business, Management, Marketing, And Related Support Services	119	60	624	803	14%
Engineering Technologies and Engineering-Related Fields	205	33	139	377	6%
Homeland Security, Law Enforcement, Firefighting, Related Protective Services	53	40	245	338	6%

Employment of USHE CTE Graduates

Classification of Instructional Program (CIP) Group	Placement Rate
Agriculture, Agriculture Operations, And Related Sciences	95.0%
Architecture and Related Services	100.0%
Business, Management, Marketing, And Related Support Services	87.8%
Communication, Journalism, And Related Programs	97.5%
Communications Technologies/Technicians and Support Services	82.9%
Computer and Information Sciences and Support Services	87.8%
Construction Trades	88.4%
Education	95.1%
Engineering	93.5%
Engineering Technologies and Engineering-Related Fields	82.7%
Family and Consumer Sciences/Human Sciences	95.2%
Foreign Languages, Literatures, And Linguistics	100.0%
Health Professions and Related Programs	93.3%
Homeland Security, Law Enforcement, Firefighting and Related Protective Services	93.7%
Legal Professions and Studies	89.5%
Mechanic and Repair Technologies/Technicians	94.3%
Multi/Interdisciplinary Studies	87.5%
Parks, Recreation, Leisure, And Fitness Studies	100.0%
Personal and Culinary Services	95.4%
Precision Production	90.2%
Science Technologies/Technicians	89.9%
Social Sciences	92.9%
Transportation and Materials Moving	80.6%
Visual and Performing Arts	93.8%
Overall Placement Rate	91.0%

FY17 Graduates



USHE CTE Completer Earnings

Type of Program	Median 1 st Year Wages	Median 5 th Year Wages	Wage Growth
CTE Program			
Certificates	\$26,917	\$35,337	\$8,420
Associate Degrees	\$37,195	\$51,200	\$14,005
Non-CTE Associate Degrees	\$27,871	\$38,399	\$10,528

Based on FY2013 Graduate Cohort Group

Return on Investment for USHE CTE Graduates

	New Credentials Awarded	Est. Work Force Participation Rate	Credentials in Workforce	Amount Earned over High School Level Median Earnings	Total Added Annual Income to Utah's Economy	Est. Additional Tax Contribution to the State (14.14%)
Certificates	2,081	78.6%	1,636	\$3,032	\$4,960,352	\$701,394
Associate Degrees	3,731	78.6%	2,933	\$15,602	\$45,760,666	\$6,470,558
Total	5,812		4,569		\$50,721,018	\$7,171,952
30 years of Employment					\$1,521,630,540	\$215,158,558
Economic Multiplier (1.2)					\$304,326,108	\$43,031,712
Value Added to Utah's Economy and Tax Base (30 Year Estimate)					\$1,825,956,648	\$258,190,270

Perkins Funding Formulas

State Level

Based on state per-capita income and population in three age cohorts (15-19, 20-24, and 25-65)

Post-secondary

Based on participants in CTE courses who fall into any of the following three groups:

- PELL grant recipients

- Students who receive assistance from BIA

- Students who receive assistance from DWS

FY19 Perkins Funding Distribution by USBE (Fiscal Agent)

Total Grant Funds for Utah	14,250,065
– Adm 5%	712,503
– State Leadership 10%	1,425,007
– Districts and Post-secondary 85%	12,112,555
• Minus Reserve 112 (c)	847,879
• Net to districts and post-secondary	11,264,676
• Secondary 60%	6,758,806
• Post-secondary 40%	4,505,870
– UTech	514,841
– USHE	3,991,029

FY19 Perkins Funding to USHE Institutions

- UVU 1,183,111
- SLCC 933,995
- WSU 915,606
- DSU 322,273
- USU 217,485
- SUU 210,762
- Snow 207,797
- Total 3,991,029

Perkins Accountability

Three core metrics that measure the following:

- Technical Skill Attainment
- Completers
- Retention
- Employment
- Non-traditional Participation



UTAH COLLEGE ADVISING CORPS

October 11, 2019

2019-2020 UCAC Advisers!



- 34 advisers in 11 school districts:
 - Salt Lake City School District
 - Granite School District
 - Canyons School District
 - Jordan School District
 - Washington School District
 - Weber School District
 - Davis School District
 - Ogden School District
 - Alpine School District
 - Provo School District
 - Nebo School District



2019-2020 UCAC Schools



- Dixie
- Pine View
- Desert Hills
- Snow Canyons
- Crimson
- Hurricane
- Water Canyon
- Payson
- Springville
- Provo
- Timpview
- Westlake
- Orem
- Mountain View
- Ogden
- Ben Lomond
- Layton
- Clearfield
- Bonneville
- Roy
- Weber
- Fremont
- Cottonwood
- Taylorsville
- Kearns
- Hunter
- Granger
- Cyprus
- East
- West
- Highland
- Hillcrest
- West Jordan
- Skyline

Coordinators



- 4 Regional Coordinators housed at:
 - Dixie State University
 - Utah Valley University
 - Weber State University
 - University of Utah



The Utah College Tour!





The 2019-2020 Model

- Engaging with the entire senior class
- One-on-one meetings
- Increase FAFSA completions
- Increasing college applications
- Parental Engagement!
- Tracking data on the entire senior class





Adviser Actions

- Meet one-on-one with students
- Plan college events in the schools for students and parents
- Engaging parents
- FAFSA Assistance
- College Applications
- Scholarships
- First Year Programs



2019-2020 Goals



- Collect ACT scores for the entire senior class
- Percentage of seniors that complete the FAFSA: **45%**
- Percentage of senior that complete one or more college application: **77%**
- Percentage of senior that complete three or more college application: **26%**
- Percentage of seniors that have at least one 1-1 meeting: **70%**
- Average percentage of seniors' parents or guardians that meet with an adviser at least once: **30%**
- Average percentage of seniors that the adviser assisted with FAFSA: **55%**





School level goals

School	Senior Class Size	ACT	FAFSA COMP	College Apps	College apps +3	1:1 meetings	Family Engagement	FAFSA assistance
Ben Lomond High	402	95%	39%	93%	31%	75%	30%	49%
Bonneville High School	417	95%	41%	44%	15%	70%	30%	51%
Clearfield High School	655	95%	34%	57%	19%	65%	30%	44%
Cottonwood High School	364	95%	50%	93%	31%	75%	30%	60%
Crimson High	174	95%	45%	75%	25%	85%	30%	55%
Cyprus High School	578	95%	39%	92%	31%	65%	30%	49%
Desert Hills High	370	95%	51%	70%	23%	75%	30%	61%
Dixie High	395	95%	46%	75%	25%	75%	30%	56%
East High School	447	95%	46%	47%	16%	70%	30%	56%
Fremont High School	671	95%	42%	70%	23%	65%	30%	52%
Granger High School	687	95%	39%	88%	29%	65%	30%	49%
Highland High School	415	95%	53%	75%	25%	75%	30%	63%
Hillcrest High School	527	95%	53%	93%	31%	65%	30%	63%
Hunter High School	599	95%	49%	95%	32%	65%	30%	59%
Hurricane High	301	95%	42%	70%	23%	75%	30%	52%
Kearns High School	479	95%	34%	90%	30%	70%	30%	44%



School level goals cont.

School	Senior Class Size	ACT	FAFSA COMP	College Apps	College apps +3	1:1 meetings	Family Engagement	FAFSA assistance
Layton High School	631	95%	45%	94%	31%	65%	30%	55%
Mountain View	360	95%	44%	54%	18%	75%	30%	54%
Ogden High	395	95%	42%	93%	31%	75%	30%	52%
Orem	445	95%	39%	90%	30%	70%	30%	49%
Payson	462	95%	40%	78%	26%	70%	30%	50%
Pine View High School	391	95%	52%	75%	25%	75%	30%	62%
Provo	476	95%	33%	88%	29%	70%	30%	43%
Roy High School	535	95%	31%	85%	28%	65%	30%	41%
Snow Canyon	398	95%	43%	85%	28%	75%	30%	53%
Springville	489	95%	48%	43%	14%	70%	30%	58%
Taylorsville High School	553	95%	48%	80%	27%	65%	30%	58%
Timpview	509	95%	43%	75%	25%	65%	30%	53%
Water Canyon	18	95%	71%	80%	27%	95%	30%	81%
Weber High School	647	95%	46%	77%	26%	65%	30%	56%
West High School	564	95%	43%	70%	23%	65%	30%	53%
West Jordan High School	526	95%	43%	95%	32%	65%	30%	53%
Westlake	795	95%	39%	35%	12%	50%	30%	49%
Skyline	478	95%	63%	80%	27%	70%	30%	73%



Expansion: Phase 2

- 2020-2021 School Year
- 85-90 advisers total!
- 7 additional coordinators for a total of 10.
 - The coordinators will be housed at Southern Utah University, Snow College, Salt Lake Community College, Utah State University, Dixie State University, Weber State University, Utah Valley University.
 - Coordinators may also be housed at Mountainland Technical College and Ogden-Weber Technical College or Davis Technical College.





Expansion: Phase 2

2019-2020 Schools

Fremont High	Taylorsville High
Weber High	Cottonwood High
Roy High	Skyline High*
Bonneville High	East High
Layton High	West High
Clearfield High	Highland High
Ben Lomand High	West Jordan High
Ogden High	Hillcrest High
Mountain View	Dixie High
Orem	Desert Hills High
Westlake	Snow Canyon
Timpview	Crimson High
Provo	Hurricane High
Springville	Water Canyon
Payson	Pine View
Cyprus High	
Hunter High	
Kearns High	
Granger High	

2020-2021 New Schools*

Bountiful High	Alta High	Box Elder High
Davis High	Corner Canyon High	North Sanpete High
Farmington High	Jordan High	Manti High
Northridge High	Brighton High	Gunnison valley High
Syracuse High	Murray High	North Sevier high
Viewmont High	Bingham High	Richfield High
Woods Cross High	Copper Hills High	South Sevier High
American Fork High	Herriman High	Piute High
Cedar Valley High	Mountain Ridge High	Canyon View High
Lehi High	Riverton High	Cedar High
Lone Peak High	Tooele High	Parowan High
Pleasant Grove High	Grantsville High	Milford High
Skyridge High	Stansbury High	Beaver High
Timpanogos High	Mountain Crest High	Panguitch High
Maple Mountain High	Ridgeline High	Bryce Valley High
Salem Hills High	Logan High	Escalante High
Spanish Fork High	Green Canyon High	
Tintic High	Sky View High	
Juab High	Bear River High	

* Tentative schools

Thank you!





MEMORANDUM

TAB D

October 11, 2019

Utah's First-Ever K-20 Summit: Nov. 14, 2019

Below is the agenda for the Utah K-20 Summit, to be held November 14, 2019 at Utah Valley University, from 10:30 – 7:00pm.

10:30 a.m. – 12:30 p.m. Morning Convening

1. **Welcome**
2. **Remarks:** Harris Simmons, Chair of the USHE Board of Regents; Mark Huntsman, Chair of the Utah State Board of Education; and Steven Moore, Chair of the UTech Board of Trustees
3. **Utah's changing demographics and challenges with the talent pipeline:** Natalie Gochmour, Associate Dean in the David Eccles School of Business and Director of the Kem C. Gardner Policy Institute at the University of Utah
4. **Utah's growing opportunity gap:** Carrie Mayne, Associate Commissioner of Workforce and Research, Utah System of Higher Education
5. **Panel discussion on the importance of the transition from high school to postsecondary education:** Dave Woolstenhulme, Commissioner of Higher Education; Sydnee Dickson, State Superintendent; and Jared Haines, Commissioner of Technical Education
6. **Overview of goals and anticipated outcomes for the day:** Dave Woolstenhulme, Commissioner of Higher Education

Lunch: 12:30 – 1:00 pm

1:00 – 4:00 pm Breakout Sessions (two 1.5-hour sessions that will repeat)

A) Earning Postsecondary Credit in High School

- Increasing access to accelerated coursework (Advanced Placement/Concurrent Enrollment/International Baccalaureate)
- Career and technical education in high school
- Four-year college and career readiness plans in high school
- Discussion

B) Postsecondary Access and Readiness

- Statewide expansion of the Utah College Advising Corps
- Prioritization of state scholarships
- FAFSA completion in Utah
- Key external partners to aid in college access: Utah Futures, United Way, Keys to Success
- Discussion

4:00 p.m. – 5:00 p.m. Discussion and Next Steps

- 1. Review of discussion from each breakout session**
- 2. Discussion:** Proposed Joint Board Resolution
- 3. Next steps:** Commissioner of Higher Education Dave Woolstenhulme

5:30 – 7:00 pm Reception

Celebrate the 50th anniversary of the USHE Board of Regents with invited guests, special remarks, and hors d'oeuvres at Utah Valley University's Grand Ballroom.

October 11, 2019

Joint Board Resolution

DRAFT

WHEREAS, college and career readiness is a shared stewardship of all state education entities; and

WHEREAS, all Utahns should have access to high-quality college and career opportunities; and

WHEREAS, earning a college certificate or degree is crucial to thrive in today's economy; and

WHEREAS, the quality of life in Utah heavily depends on the educational attainment of its citizens; and

WHEREAS, there are significant educational attainment gaps in Utah for underrepresented students and families; and

WHEREAS, if these gaps persist, the State of Utah will miss out on nearly 300,000 degrees and certificates by the year 2065; and

WHEREAS, ensuring all Utahns have access to a high-quality postsecondary education is necessary for the economic success of the state and the well-being of its citizens;

THEREFORE, be it resolved that the Utah State Board of Education, the Utah System of Technical Colleges Board of Trustees, and the Utah System of Higher Education Board of Regents direct their respective chief executives to align goals and resources that achieve the following outcomes to best support Utahns' pursuit of postsecondary education:

1. Encourage students to pursue postsecondary goals while in high school, including technical education, that best help students be successful in their future workforce and educational opportunities.
2. Provide a college access advisor for every high school in the state to help students access postsecondary success.
3. Support for a statewide, authoritative, online platform to guide K-12 students and returning adults in their postsecondary and workforce decisions.
4. Reprioritize state scholarship dollars to improve access to postsecondary education, especially for underrepresented populations.

Dated this X day of November, 2019.

Measuring Workforce Demand

October 11, 2019



CURRENT USES OF WORKFORCE DATA ACROSS USHE

- Performance Funding
- Workforce Development Grants—Talent Ready, Strategic Workforce Investments
- Out of Mission Program Evaluation

GENERAL DATA POINTS

- Employment: actual, estimated, projected
- Wages: actual, estimated
- Job postings
- Industry measures
- Occupational measures
- Student workforce outcomes

SOURCES

- Department of Workforce Services: Unemployment Insurance System, Utah Data Research Center (UDRC)
- Bureau of Labor Statistics
- U.S. Census Bureau
- The Conference Board's Wanted Analytics

MACROECONOMIC DATA VS. ANECDOTES

DATA

- Describes broad economic activity at equilibrium (i.e. actual economic outcome)
- Gives complete yet summarized pictures using statistical measures (e.g. averages)
- Shows central tendencies of employer behavior
- (Over)Generalizes
- Sometimes old information
- Relies on historical trends

ANECDOTE

- Usually newest information, delivered in real-time
- Can indicate changes, disruptions, or emerging trends
- May or may not be representative of broader economy
- Often based on desired economic outcomes and may or may not reflect reality

EXAMPLE DATA

SOC Code	SOC Title	Education	Star Rating	2016 Employment	2026 Employment	Annual Growth Rate	Annual Transfer Openings	Annual Exit Openings	Annual Replacement Openings	Annual Total Openings	2017 Inexp. Annual Wage	2017 Median Annual Wage	Job Postings in Last 120 Days Statewide	Job Postings in Last 120 Days Iron County
19-3031	Clinical, Counseling, and School Psychologists	Doctoral or professional degree	5	1,950	2,550	3.10%	90	60	140	200	\$34,030	\$69,010	38	1
21-1011	Substance Abuse and Behavioral Disorder Counselors	Bachelor's degree	3	870	1,260	4.50%	70	40	110	150	n/a	n/a	65	5
21-1012	Educational, Guidance, School, and Vocational Counselors	Master's degree	4	2,710	3,750	3.80%	210	120	330	430	\$29,080	\$45,780	250	1
21-1013	Marriage and Family Therapists	Master's degree	3	230	330	4.20%	20	10	30	40	\$29,990	\$50,880	6	0
21-1014	Mental Health Counselors	Master's degree	5	1,350	1,890	4.00%	110	60	170	220	n/a	n/a	67	4
21-1015	Rehabilitation Counselors	Master's degree	4	670	840	2.60%	50	30	70	90	\$26,540	\$45,600	17	0
21-1021	Child, Family, and School Social Workers	Bachelor's degree	4	2,170	3,060	4.10%	170	90	260	350	\$22,340	\$36,540	121	4
21-1022	Healthcare Social Workers	Master's degree	5	1,320	1,810	3.70%	100	60	150	200	\$39,260	\$57,930	76	1
21-1023	Mental Health and Substance Abuse Social Workers	Master's degree	4	1,330	1,850	3.90%	100	60	160	210	\$29,710	\$38,660	180	2
25-1066	Psychology Teachers, Postsecondary	Doctoral or professional degree	4	370	540	4.70%	20	20	40	50	\$47,290	\$70,000	9	0
29-1066	Psychiatrists	Doctoral or professional degree	2	270	340	2.80%	0	0	10	10	\$138,050	\$94,730	47	0
29-2053	Psychiatric Technicians	Postsecondary non-degree award	1	710	880	2.40%	30	30	60	80	\$21,930	\$25,070	50	0

STUDENT WORKFORCE OUTCOMES

- Wages
- Employment
- Placement Rates

DISCUSSION—What does USHE do for workforce?

- Contributes to the success of Utah's economy
- Incentivizes workforce alignment
- Creates a prepared workforce