

The Talent Development Ecosystem

Overview

The 2020 analysis aligned the emerging talent supply with projected occupation-driven demand to evaluate workforce equilibrium for the region. It compared the number of awards from the region's most popular college programs of study to the projected number of job openings in related occupations.

This year's analysis will leverage the most recent completions data from the National Center for Education Statistics to supplement the equilibrium analysis with perspective on trends in enrollment and completions in the region's most critical programs of study.

Data from the 2019-2020 academic year are aggregated from the region's four degree-granting institutions:

- Navajo Technical University
- New Mexico State University-Grants
- San Juan College
- University of New Mexico-Gallup Campus

Table 16: Program Completions, 2010-2019

CIP Code	Program Description	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2010-2019 Change	% Change
51.0808	Veterinary Assistant/Animal Health Tech	12	31	130	107	135	130	631	384	238	516	504	4200%
24.0101	Liberal Arts and Sciences/Liberal Studies	103	101	130	312	303	300	190	263	190	200	97	94.2%
47.0604	Auto Mechanic Technology/ Technician	125	90	82	87	116	146	99	216	143	93	(32)	-25.6%
52.0201	Business Administration and Management	37	39	56	67	87	89	164	100	85	85	48	129.7%
51.0904	Emergency Medical Technology/Technician	0	0	1	1	0	91	59	76	71	78	78	N/A
13.1210	Early Childhood Education and Teaching	24	22	25	40	45	37	53	59	68	78	54	225.0%
48.0508	Welding Technology/Welder	13	11	12	13	25	22	34	52	148	69	56	430.8%
51.3801	Registered Nursing/Registered Nurse	81	63	81	63	90	57	54	65	58	65	(16)	-19.8%
43.0107	Criminal Justice/Police Science	0	1	2	1	32	12	28	22	37	49	49	N/A
46.0201	Carpentry/Carpenter	26	18	30	21	46	33	36	64	66	47	21	80.8%
24.0102	General Studies	63	82	84	94	73	58	51	50	50	46	(17)	-27.0%
44.0701	Social Work	16	18	27	26	35	34	29	39	44	42	26	162.5%
42.0101	Psychology, General	20	26	28	30	25	29	36	41	42	39	19	95.0%
15.0404	Instrumentation Technology/Technician	14	19	23	23	23	39	28	49	106	38	24	171.4%
51.1105	Pre-Nursing Studies	29	23	15	12	32	38	57	46	38	36	7	24.1%
51.3902	Nursing and Patient Care Assistant/Aide	36	37	21	7	32	31	26	14	26	34	(2)	-5.6%
15.0612	Industrial Technology/Technician	14	29	32	29	18	17	44	75	49	33	19	135.7%
51.0707	Health Information/Records Technology	23	34	35	34	33	38	40	53	36	32	9	39.1%
15.0701	Occupational Safety/Health Tech	23	20	34	48	56	97	68	76	54	29	6	26.1%
51.0806	Physical Therapy Technician/Assistant	25	24	30	25	32	30	28	30	27	28	3	12.0%

Top Five Programs, by Completions, 2010-2019

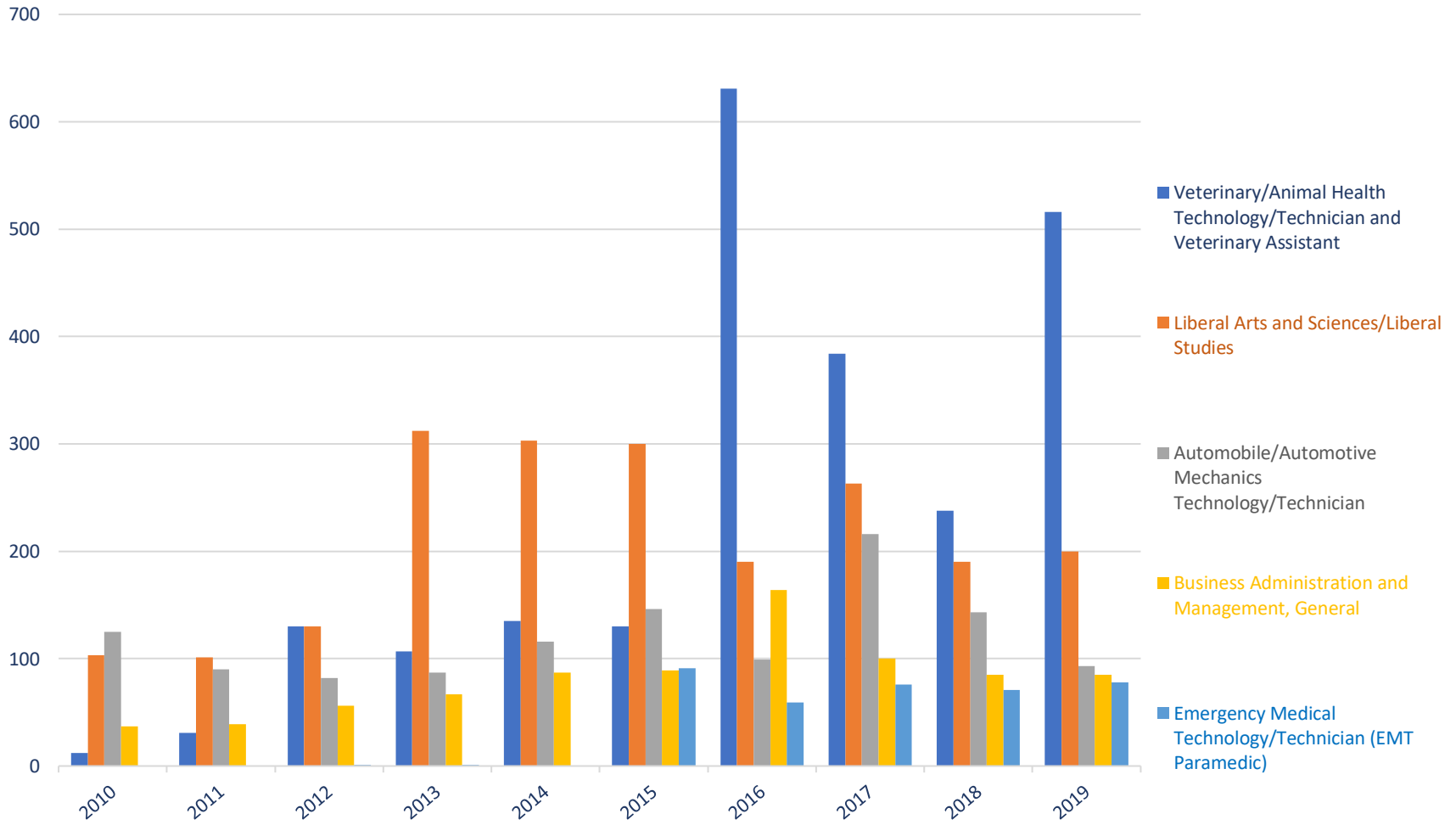


Table 17: Program Awards and Openings in Related Occupations, 20 Largest Programs

Program	2019 Completions	Annual Openings	2020 Jobs	Equilibrium Value
Veterinary/Animal Health Technology & Vet Assistant	516	2	16	514
Liberal Arts and Sciences/Liberal Studies	200	96	1,028	104
Automobile/Automotive Mechanics Technology/Tech	93	53	577	40
Business Administration and Management, General	85	189	2,285	(104)
Emergency Medical Technology/Technician	78	27	264	51
Early Childhood Education and Teaching	78	52	552	26
Welding Technology/Welder	69	64	608	5
Registered Nursing/Registered Nurse	65	75	1,399	(10)
Criminal Justice/Police Science	49	42	598	7
Carpentry/Carpenter	47	123	1,168	(76)
General Studies	46	0	0	46
Social Work	42	50	576	(8)
Psychology, General	39	2	30	37
Instrumentation Technology/Technician	38	1	6	37
Pre-Nursing Studies	36	101	1,625	(65)
Nursing Assistant/Aide and Patient Care Assistant/Aide	34	98	724	(64)
Industrial Technology/Technician	33	1	12	32
Health Information/Medical Records Technology/Tech	32	13	179	19
Occupational Safety and Health Technology/Technician	29	9	161	20
Physical Therapy Technician/Assistant	28	8	76	20

Workforce Equilibrium

Finally, we use a crosswalk from the United States Department of Education to estimate the balance between the region’s emerging supply of qualified talent and projected demand for workers with relevant skills. The difference between awards in a program and the aggregated number of openings in related occupations is quantified here as a “Workforce Equilibrium Value.”

Ideally, the numbers representing emerging supply will be roughly equal to projected demand. Where an imbalance exists, there may be an opportunity to expand program offerings or to encourage students and jobseekers to consider careers in these fields. The educational system thus becomes a valuable factor in not only the success of individual students, but also in the economic success of the region.

Table 18: Program Awards and Openings in Related Occupations, Largest Equilibrium Deficit:

Program	2019 Completions	Annual Openings	2020 Jobs	Equilibrium Value
Administrative Assistant and Secretarial Science	19	273	2,543	(254)
Truck and Bus Driver/Commercial Vehicle Operator	12	259	2,414	(247)
Special Education and Teaching, General	2	140	1,404	(138)
Electrician	15	141	1,342	(126)
Public Administration	2	122	1,618	(120)
Business Administration and Management	85	189	2,285	(104)
Industrial Mechanics and Maintenance Technology	13	103	1,138	(90)
Accounting Technology/Technician and Bookkeeping	21	107	974	(86)
Carpentry/Carpenter	47	123	1,168	(76)
Building/Construction Finishing/Management/Inspection	23	93	905	(70)
Pre-Nursing Studies	36	101	1,625	(65)
Nursing Assistant/Aide and Patient Care Assistant/Aide	34	98	724	(64)
Corrections	12	64	763	(52)
Elementary Education and Teaching	23	62	931	(39)
Automotive Engineering Technology/Technician	14	51	559	(37)
Medical Insurance Coding Specialist/Coder	12	46	497	(34)
Secondary Education and Teaching	25	47	732	(22)
Counselor Education/School Counseling and Guidance	1	20	217	(19)
Chemical Engineering Technology/Technician	1	17	200	(16)
Dental Assisting/Assistant	13	28	253	(15)
Registered Nursing/Registered Nurse	65	75	1,399	(10)

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