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Partner With Us
to Strengthen Pathways
to Economic Opportunity



Bachelor's Degree Attainment and Alignment to Good Jobs

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October 28, 2026

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Using LMI at Scale

The Evolution of College Success
Swimming Pool Analogy

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- Post WWII: access (dig a big pool)
- First decade of 21st Century: completion (stay in the pool and master a stroke)
- Post pandemic: ROI (create lanes, get everyone across quickly, and prepared them to hop out of the pool and run--or close the lane)

To Improve ROI We Cannot Focus on Pilots

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Pilot programs are how colleges often make change, however:

- Programs with strong job connections tend to be small scale, so only a few benefit
- Boutique programs divert energy of changemakers while keeping the status quo in place
- Implementation is based on soft funds while institutional resources go to less effective activities
- Constant reframing of enduring issues leads to initiative fatigue

ROI is based on overall student outcomes:

- For strong ROI, colleges will need to implement interventions at scale that tackle institutional culture and procedures

Focusing on ROI Will Change All College Jobs

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- Understand the kinds of job opportunities students have
- Explain the labor market applicability of curriculum
- Apply that understanding to the different education pathways of various types of students
- Know about the wrap around supports that allow students to complete programs efficiently and with a minimum of debt
- Work collaboratively across traditional silos to equip students with new types of information to help them improve their post-college outcomes

We Can't Educate Our Way Out of This

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To support economic mobility, we need to recognize people need a combination of:

- Theoretical and applied knowledge
- Wrap around supports that allow them to engage in learning
- Connections to employers to ensure they can translate their skills to employment gains

We need to support students and employers to understand the value of a college education for the workplace.

Thinking Big

- Rather than looking at LMI in a granular way, it is helpful to look at both your most commonly enrolled majors and the jobs that are most prevalent in your regions.
- This gives you scale as you help more people at your college understand job opportunities for transfer students and help more students get what they need to expand their economic opportunity.
- If your majors and your jobs are similar across regions, you can work together to develop advising and curricular resources that can help students connect the dots and address the stumbling blocks that create paper pathways.

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Interactive Quiz



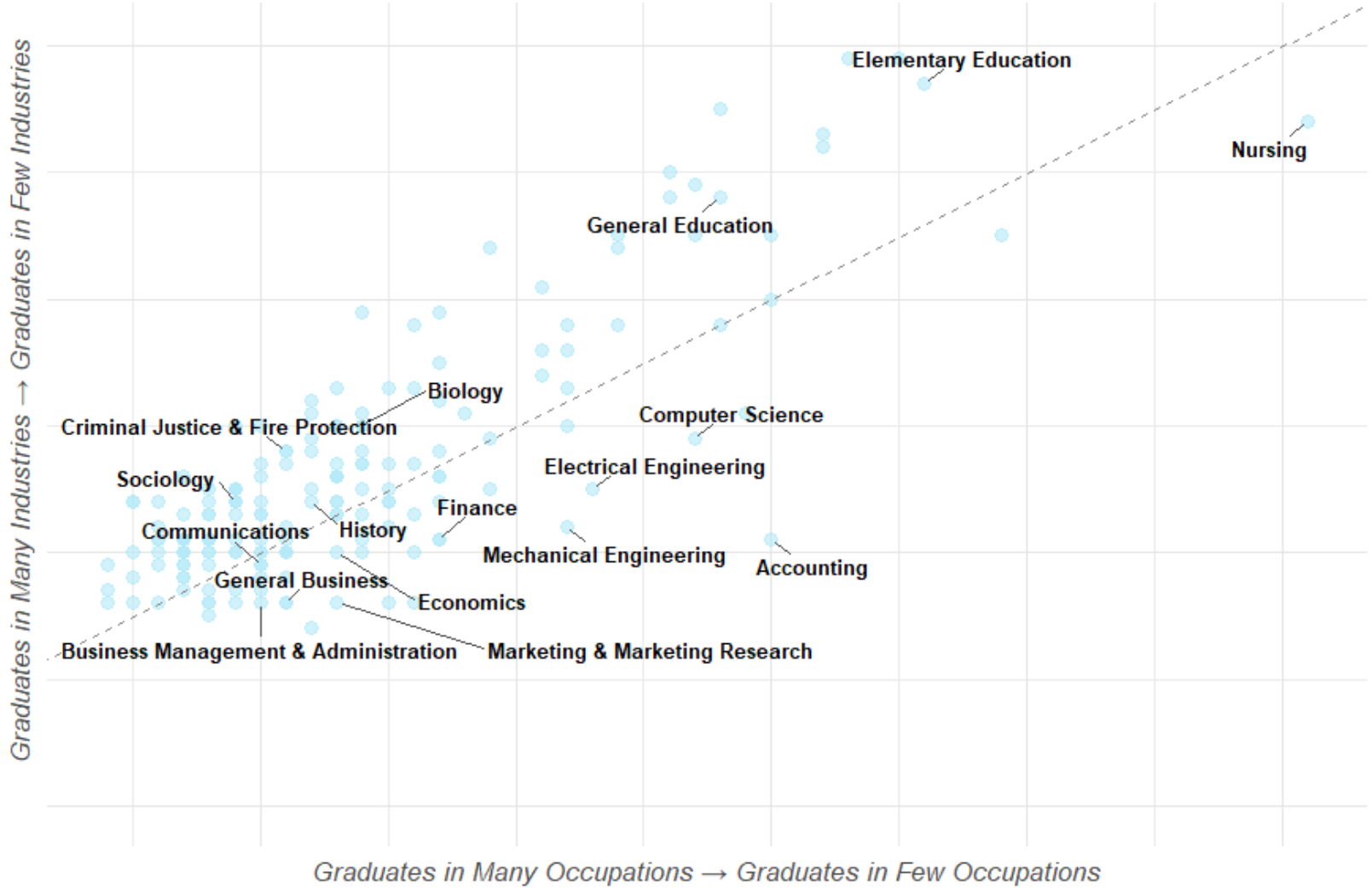
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Flexible vs Linear Majors

Job in Field of Study

- Show of hands for common majors
- Are you employed in your field of study?

Career Flexibility Index



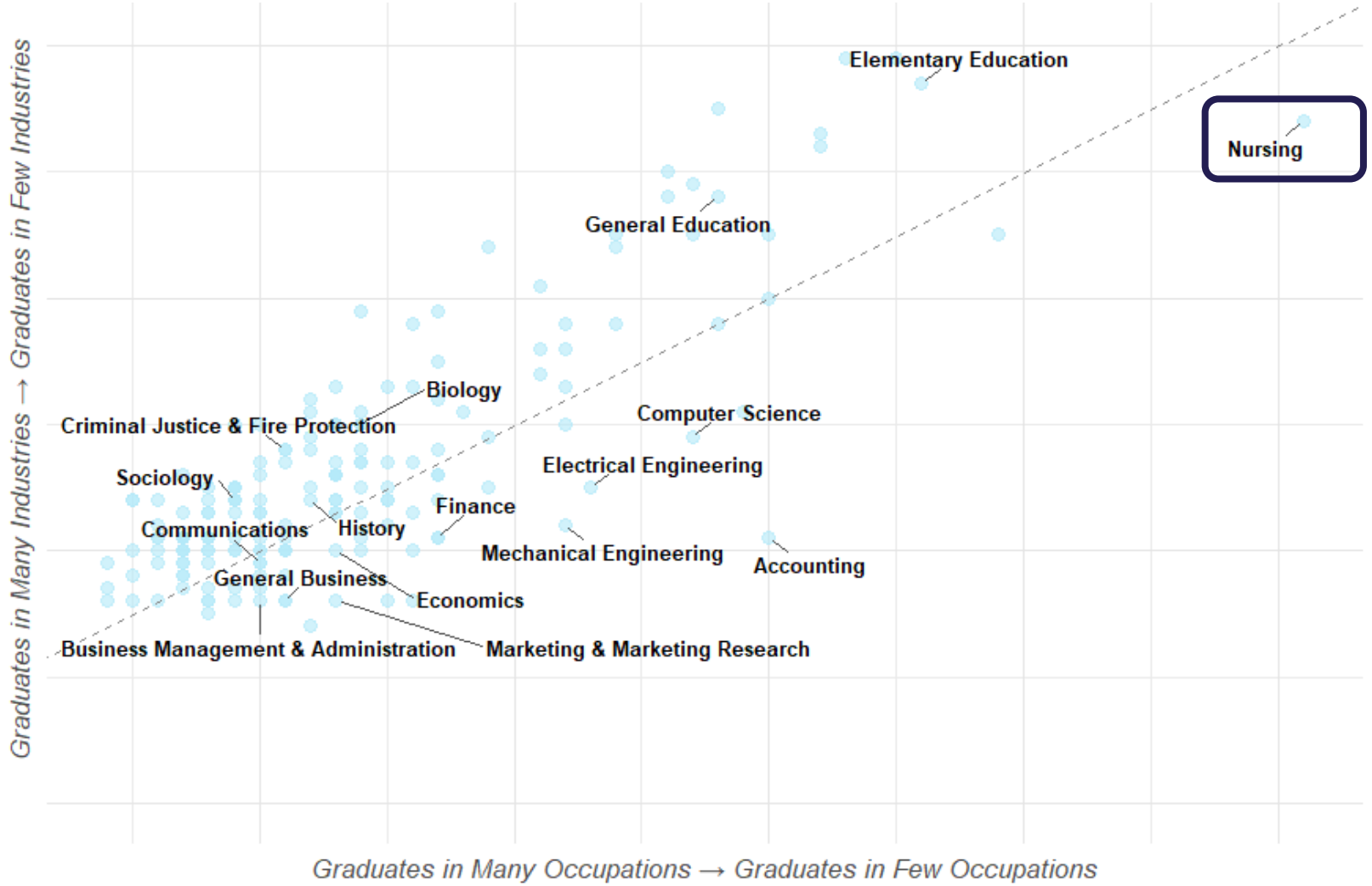
Program: Nursing

Career Flexibility: Linear

Primary Occupation: Registered Nurses

Primary Industry: Health Care

Career Flexibility Index



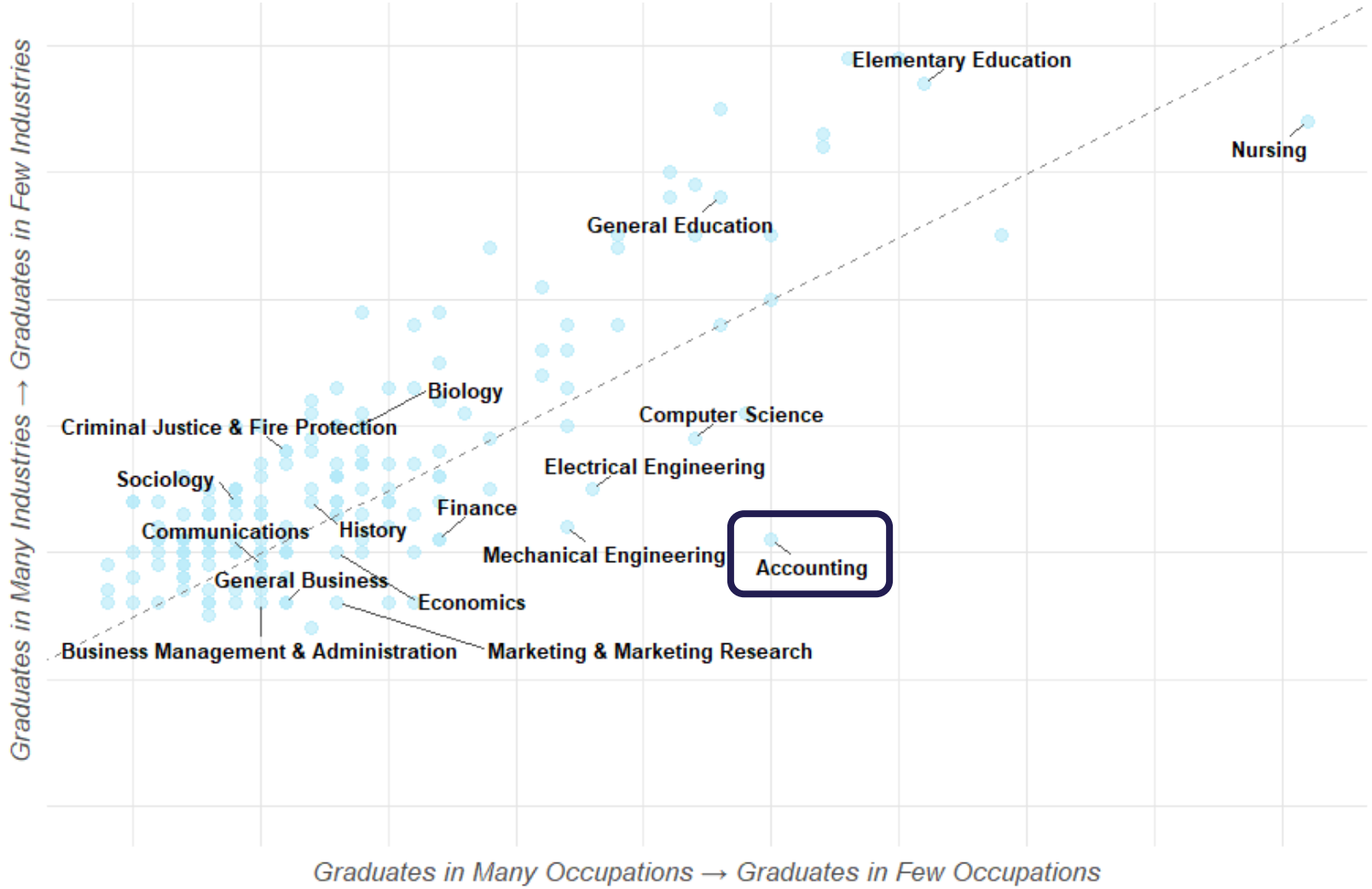
Program: Nursing

Career Flexibility: Linear

Primary Occupation: Registered Nurses

Primary Industry: Health Care

Career Flexibility Index



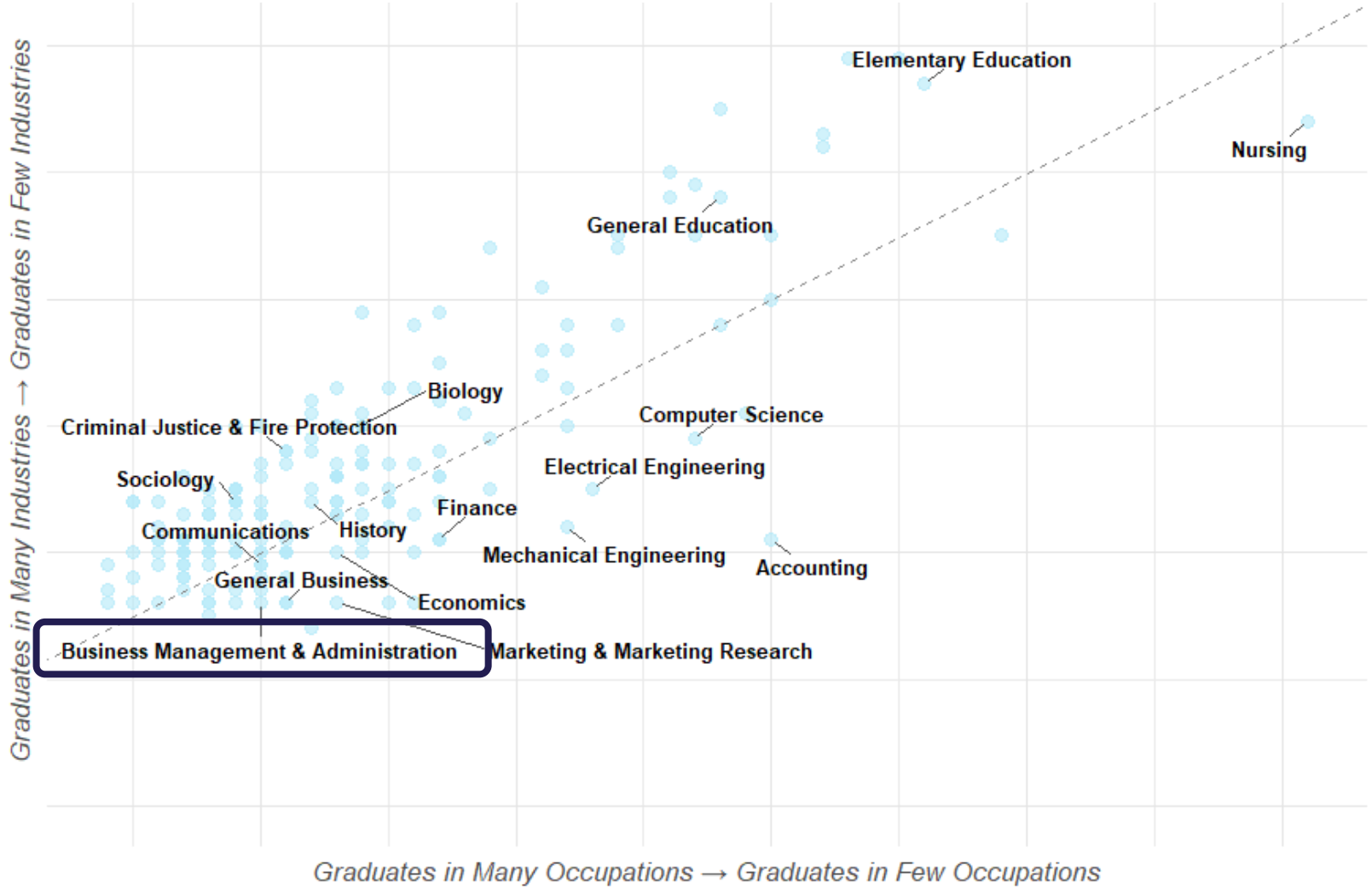
Program:
Accounting

Career Flexibility:
Linear Occupation | Flexible Industry

Primary Occupation:
Accountants & Auditors

Primary Industry:
Flexible

Career Flexibility Index



Program: Business Management

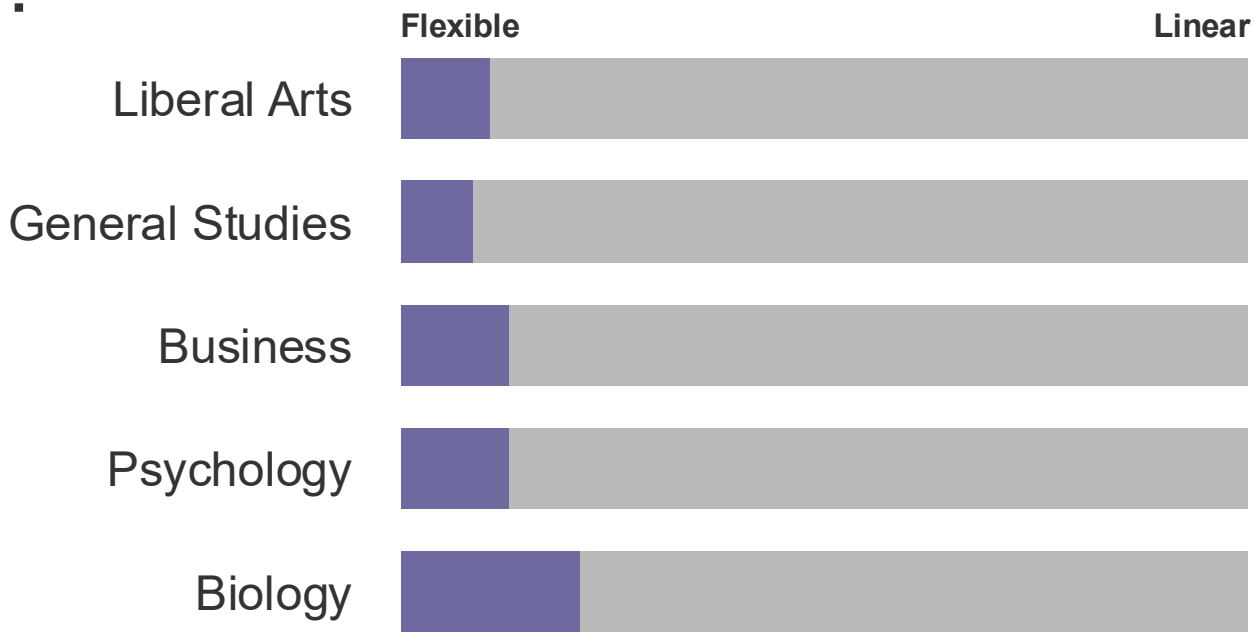
Career Flexibility: Flexible

Primary Occupation: Flexible

Primary Industry: Flexible

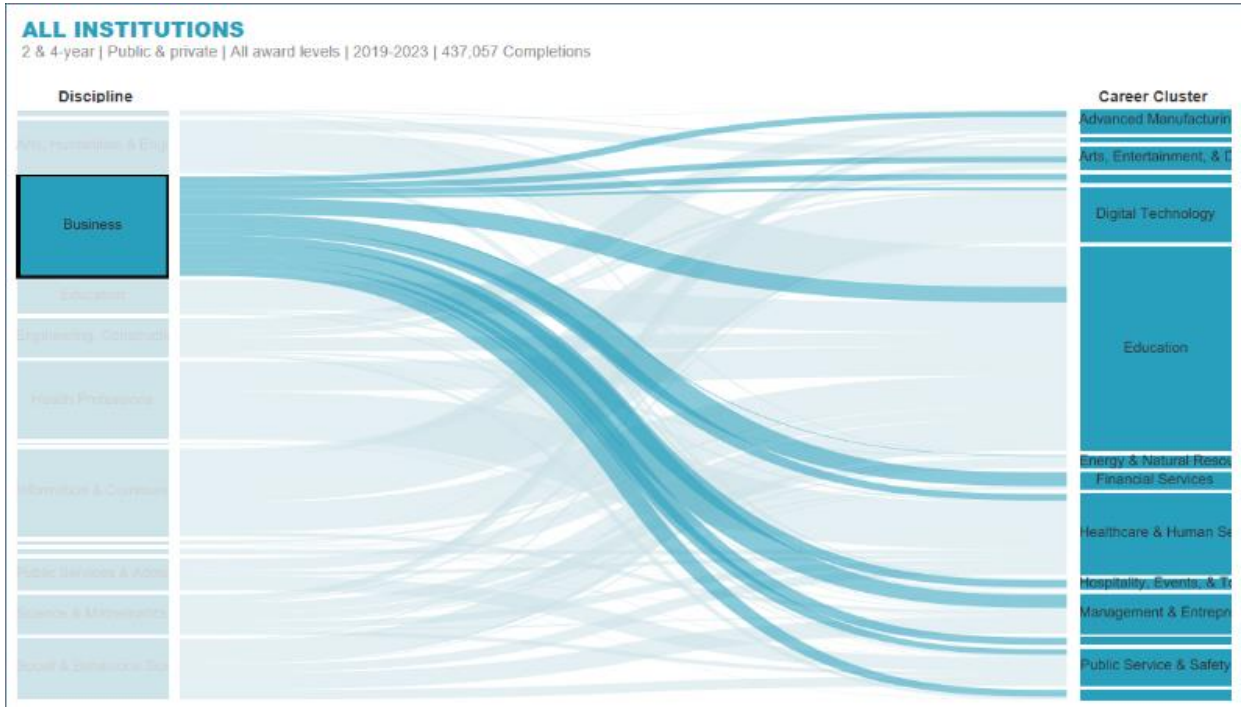
The Flexibility Index

How flexible are your 5 most common transfer-related majors?



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Discussion: Now that you see how flexible your transfer-related majors are, what does this mean for advising?



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Pros and Cons of 2D LMI Analysis

2D Supply & Demand Models

- Most LMI analyses compare the number of job openings in a region to the number of graduates for related majors using a crosswalk
- This 2D supply and demand model is valuable because it shows gaps or oversupply in education pipelines.

2D Supply & Demand Models

- 2D models work well for linear majors that are more regulated and technical:
  - Nurses major in medical and health sciences
  - Accountants major in business
- It works less well for majors that offer flexibility and require multiple domains of knowledge:
  - Teachers major in psychology, fine arts, communication, English, and physical education
  - Project managers major in business, they studied fields like engineering, social science, communications, computers, and biology
- It also gets complicated when you consider majors that prepare students for transfer.

General Studies to Teaching

Subjects Included in General Studies:

- English
- Mathematics
- Arts and Humanities
- Social and Behavioral Sciences
- Physical and Biological Sciences

Skills Required for Teachers:

- English Language
- Writing
- Communication
- Mathematics
- Ethical Standards and Conduct

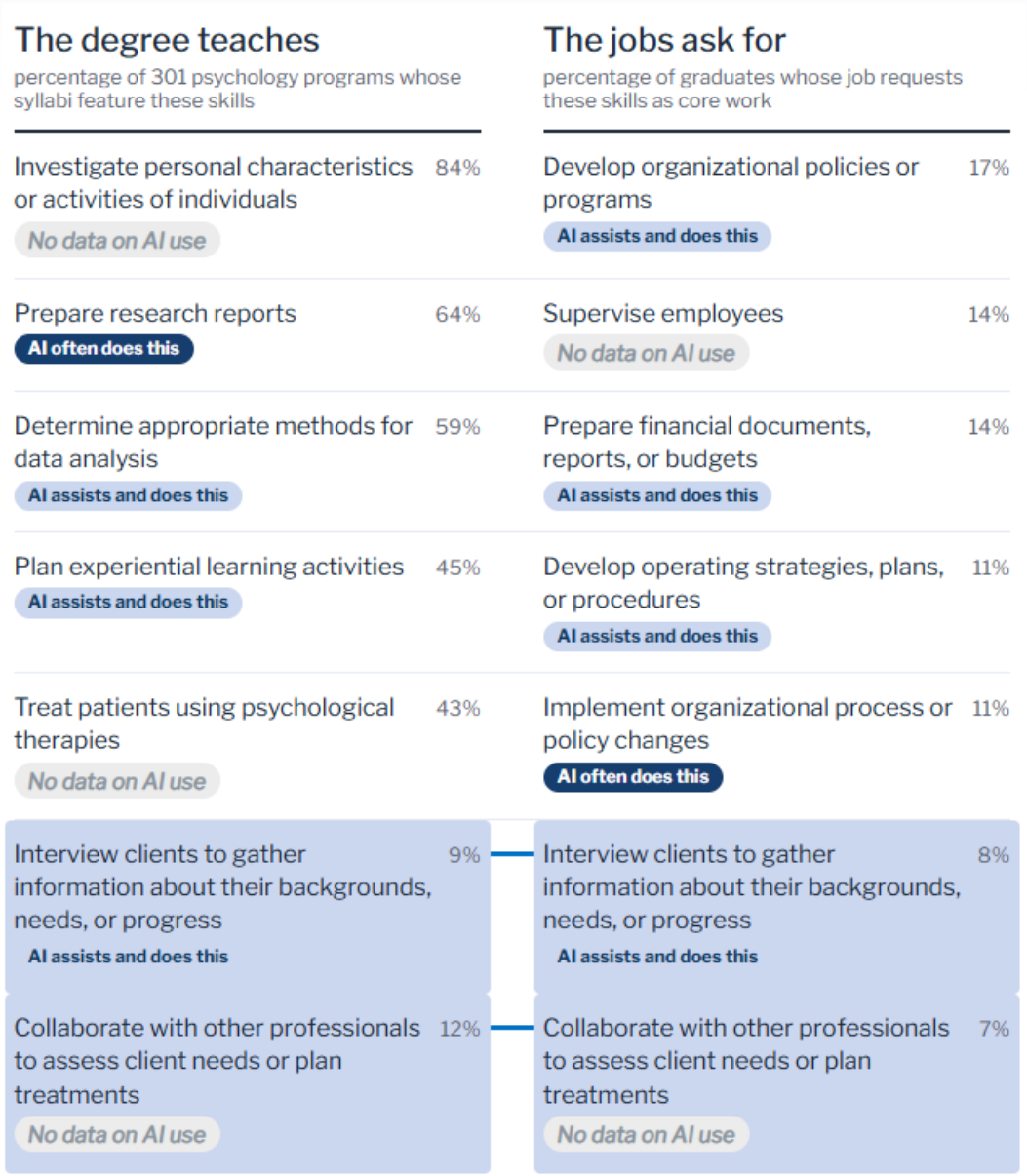
Students who have a broad range of interests can be **alerted** about the prevalence of teaching positions early in community college, community colleges can work with transfer partners to ensure that general studies degrees **articulate** with teaching programs, and states can identify **financing** mechanisms to help rural learners complete teaching credentials and work close to home.

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Psychology to Manager

Colleges can help students navigate flexible majors to in-demand jobs.

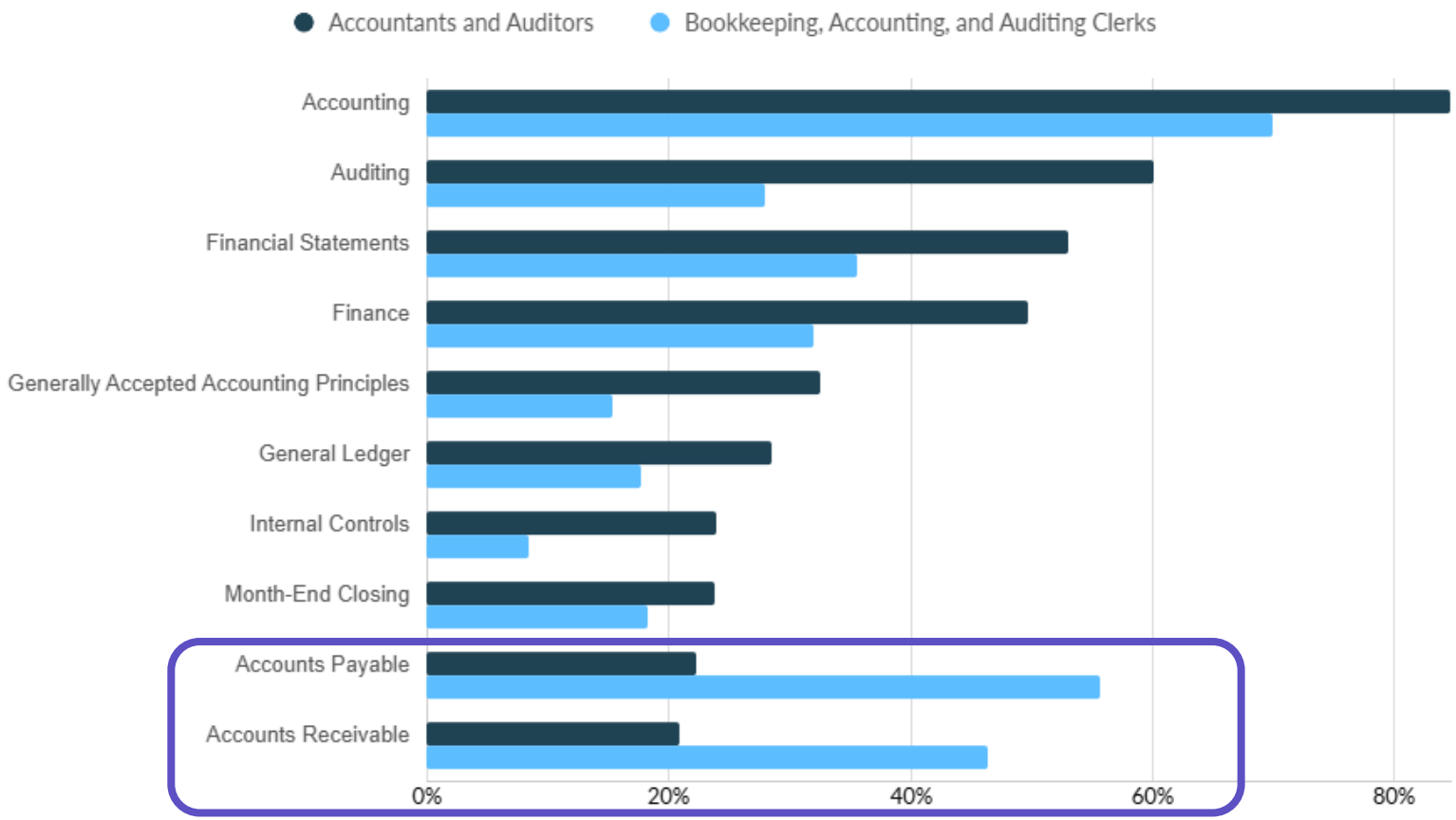
- Psychology equips graduates to understand the needs of individuals and developing individuals to meet organizational goals.



Bookkeeping to Accounting

Colleges can help students navigate middle skills jobs to bachelor's degree jobs.

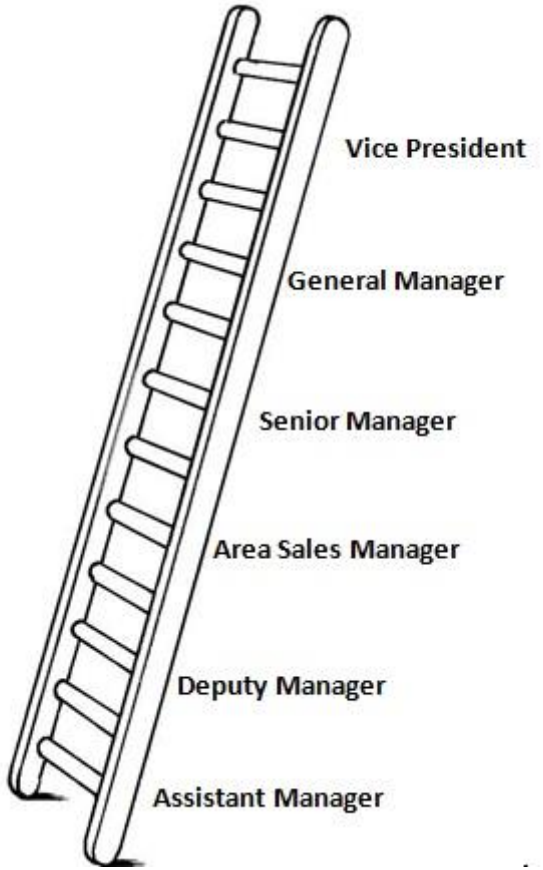
- Accounting requires higher level skills related applying practices, procedures, and rules.



Source: Lightcast

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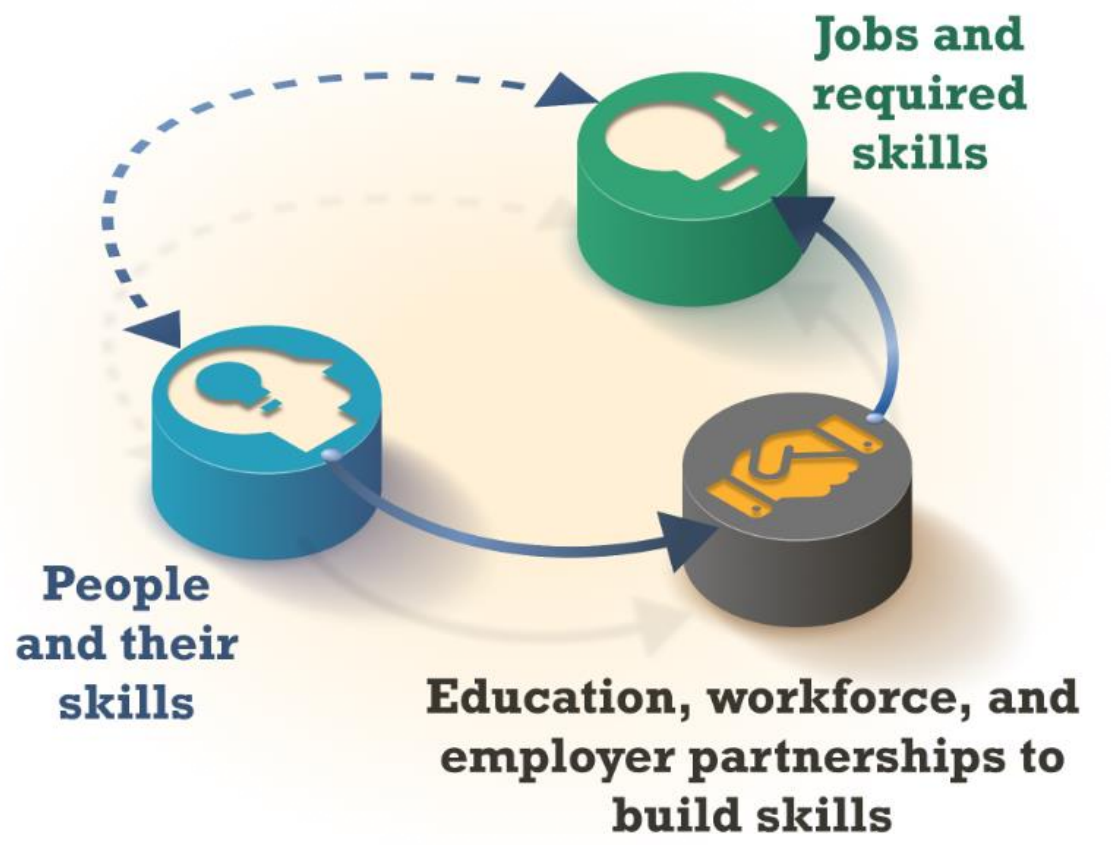
Discussion: How could flexible and stackable programs embed information that would help students assess their interest in common related jobs at the bachelor's degree and above level?



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What it Means to Implement a 3D Skills Development Model

- **People**: Who lives in your community? What skills do they already have?
- **Available Jobs**: What occupations are truly in demand? What skills do those jobs require?
- **Relationships**: Between colleges, workforce training providers, and employers



Making Sense of Skills

The 3D approach is based on emphasizing skills over credentials. But we use the term “skills” in an imprecise way, which can lead to misunderstandings.

- **Technical**: provide the ability to use specific tools and processes, like how set up a syllabus in a learning management system
- **Durable**: provide human capacities, including collaboration, critical thinking, and communication, like clearly explaining expectations and priorities
- **Functional**: integrate technical and durable skills in specific professional contexts, such as ensuring that students understand the ways they can be successful in a course and where to get help
- **Workplace Readiness**: the ability to navigate the job market, continually demonstrate professional etiquette, and succeed and advance throughout careers, such as understanding why timeliness is important

Emphasizing Relationships

A 3D approach .moves us from programs and jobs to students and employers, with educators serving as connectors.

- **Students**: helping to identify the skills students already have, the job-related skills you are teaching them, and to articulate the relevance of their knowledge to work opportunities
- **Employers**: understanding which skills they value when hiring and ways you could partner with them to support both foundational training and upskilling
- **Professional Networks**: ensuring students have access to people in their chosen field and build social capital that will help with securing jobs
- **Transfer Partners**: ensure you are aligned on the skills that support job opportunities and continue to build connections with potential employers

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Discussion: Pick one of the three personas. If you were going to build partnerships to help that student transfer and secure a job, who should be at the table?



- **Isabel**: a 19-year old general studies major who wants a degree but has unclear career goals



- **Sophia**: a 26-year old psychology major with retail management experience



- **Peter**: a 34-year old in the bookkeeping program who doesn't think transfer is an option