

Postsecondary Technical Education Authority

AGENDA

Capitol Plaza Hotel Topeka

Shawnee BC Room

1717 SW Topeka Blvd., Topeka, KS

10:00 AM - WEDNESDAY, January 23, 2019

I. CALL TO ORDER

- A. Approve Previous Minutes (December 6, 2018) Chair Frederick

II. REPORTS

- A. Introductions Chair Frederick
B. Chair's Report Chair Frederick
C. Member Liaison Reports TEA Members
D. Vice President for Workforce Development Report Vice President Smathers
E. Report from the Community Colleges President Calvert
F. Report from the Technical Colleges President Schears

III. CONSIDERATION OF DISCUSSION AGENDA

- A. Technical Program and Curriculum Committee Committee Chair R. Johnson
1) Program Approval Criteria Vice President Smathers
2) Existing Program Review Director Henry
- B. Budget and Finance Committee Committee Chair M. Johnson
1) 2017 First Distribution Funding: Vice President Frisbee
• Tuition for Technical Education (SB 155)
• AO-K Proviso
• GED Accelerator

IV. OTHER MATTERS

- A. Governor's Education Council 2018 Annual Report Vice President Smathers
B. KSDE K-12 Update Member Smith
C. K-TIP Report Associate Director Chambers
D. Legislative Update Director Casey

- V. NEXT MEETING REMINDER** (Thursday, February 28, 2019) Chair Frederick

VI. ADJOURNMENT

**PRELIMINARY MINUTES
KANSAS POSTSECONDARY
TECHNICAL EDUCATION AUTHORITY
MEETING**

The December 6, 2018 meeting of the Kansas Postsecondary Technical Education Authority (TEA) was held at the Kansas Board of Regents, 1000 SW Jackson Street, Suite 520, Topeka, Kansas.

Members Present

Ray Frederick Jr., Chair	Eddie Estes
Rita Johnson	Debra Mikulka
Mike Johnson	Stacy Smith
Lana Gordon	Jason Cox

Members Absent

Bret Spangler	Mike Beene
Sabrina Korentager	

Others Represented

Northwest Kansas Technical College	Salina Area Technical College
Pratt Community College	Coffeyville Community College
Hutchinson Community College	Barton Community College
Cowley Community College	Flint Hills Technical College
Manhattan Area Technical College	Labette Community College
Fort Scott Community College	Seward County Community College
KACCT	Johnson County Community College

Kansas Board of Regents Staff Present

Scott Smathers	April Henry
Charmine Chambers	Eric Tincher
Tobias Wood	Susan Henry
Chris Lemon	Vera Brown

CALL TO ORDER

The meeting was called to order by Chair Frederick at 10:04 A.M.

APPROVAL OF MINUTES

Motion: Member M. Johnson moved to approve the minutes of October 25, 2018. Following a second by Member Estes, the motion carried.

REPORTS

Introductions
None.

Chair's Report

Chair Frederick shared that he visited Northwest Kansas Technical College, observing high school senior day at the campus and was very impressed. He later visited Colby Community College and expressed appreciation for the capital improvements on campus and the commitment of faculty. Chair Frederick also visited North Central Kansas Technical College in mid-November, met with the leadership team and observed the house

construction activities. At the end of November, he attended a dinner in Topeka hosted by Washburn University and Washburn Institute of Technology, which highlighted their business partner relationships built through NC3. He also attended the celebration of the electrical program lab at Washburn Tech. Many of the students he spoke with were Excel in CTE high school students. Chair Frederick also attended a Perkins meeting at the KBOR offices focusing on the new Perkins requirements.

Member Liaison Reports

Chair Frederick recognized Member Cox, who reported that on November 30th he visited Hutchinson Community College, which included meeting with the leadership team and a campus tour.

Chair Frederick recognized Member Estes, who reported that the State Workforce Board met at Washburn Tech, and he appreciated exploring the programs offered and a tour of the campus. He attended a fund-raising banquet at Dodge City Community College and met with the Southwest Region FFA. Member Estes informed members of special items for the 3-I Show and hopes to include a job fair on its agenda, as well as encouraged attendance at the Mid-America Workforce Summit. Member Estes informed members that he intends to pursue a new Governor's Proclamation declaring February as CTE month.

Chair Frederick recognized Member M. Johnson, who shared that at the end of November he attended the dedication of a new building for vocational training at Larned Correctional facility. He also attended the KACCT meeting at Independence Community College and he had the opportunity to visit with a number of institution trustees and presidents.

Vice President for Workforce Development Report

Chair Frederick called on Vice President Smathers to provide Members with a Workforce Development report. Vice President Smathers reported that the Workforce Development group is close to being fully staffed again. The group is currently working on creating a new Foresight 2020 update which should be complete by February and copies will be provided to the TEA. He reported that next week KBOR will be voting on recommendations from the Data Committee regarding institution reporting. He met with KATC in November, and appreciated their feedback. KBOR has signed an NC3 statewide agreement and made a lump sum payment to NC3, allowing institutions to participate at a reduced membership rate. Currently one university, eight community colleges, seven technical colleges and one high school have expressed interest in participating. NC3 brings sites certifications, reduced prices in tools and equipment, business contacts and faculty training. Vice President Smathers also reported that he attended the national ACTE conference, that the Certiport contract for funding assistance of the Microsoft certification testing system with KSDE has been completed, and that KBOR is continuing to work with Commerce on business and industry projects.

Report from the Community Colleges

Chair Frederick called upon Butler Community College President Krull to provide members with a report from the community colleges.

Report from the Technical Colleges

Chair Frederick called upon Northwest Kansas Technical College President Schears to provide members with a report from the technical colleges.

CONSENT AGENDA

Chair Frederick called on Budget and Finance Committee Chair M. Johnson to present the Distribution of Kansas State Safety Funds. The Budget and Finance Committee met on November 8, 2018 and recommended approval of the distribution of Kansas State Safety Funds to the Commercial Driver Training Fund (*K.S.A. 8-272*) and Motorcycle Safety Fund (*K.S.A. 8-267*).

These funds are available on an annual basis from driver's license fees and provide additional funding to institutions providing training for Commercial Driver Training and approved courses in motorcycle safety. Funds are distributed to institutions based on the number of students completing their programs and passing examination.

Motion: Member Estes moved to approve the consent agenda. Following a second by Member Mikulka, the motion carried.

CONSIDERATION OF DISCUSSION AGENDA

Chair Frederick called upon Technical Program and Curriculum Committee Chair R. Johnson to lead discussions regarding revising the current program approval criteria. To better define institutional oversight and control over who is teaching course(s), it is now recommended that the following criteria be added to the program review process, incorporating verbiage from the 1998 Legislative post-audit findings and recommendations, as well as the KSDE response to that audit:

“Only courses taught by faculty employed by or paid by the institution will be eligible for postsecondary state funding. Instruction must be provided by the college directly, or through a contractual arrangement in which the college is fully responsible for the training provided and hiring of the instructor. To be ‘fully responsible’ there must be an employer-employee relationship established through a contractual agreement between the college and the instructor.

Exceptions to this policy must have prior approval by KBOR staff and would include the following:

- Payments made directly to a KSDE accredited institution to cover the instructor costs for the delivery of a postsecondary credit bearing course as part of a concurrent enrollment agreement.
- Payments made directly to EduKan, or similar approved educational consortium, to cover the instructor costs for delivery of an approved postsecondary course as part of a partnership/consortium agreement that includes a requirement that states the instructor meets the same employment and credentialing standards of all part-time/adjunct instructors of the college.

Or in the case of Business & Industry training:

- Payments made for instructional costs for the delivery of an approved postsecondary course as part of a KBOR approved written partnership training agreement between the college and a business on a case by case basis. Such agreement must state that the instructor of the course meets the employment and credentialing standards of the college and is subject to compliance with applicable policies, rules, and regulations of the college as required of all part-time/adjunct faculty for the college.

In all cases the colleges must actually be paying someone for the instructional services performed to earn the determined rate for a course being delivered.”

Chair R. Johnson stressed that the revisions are not intended to have a negative impact on business and industry partnerships, concurrent enrollment programs or successful Edu Kan delivery models, but to assure the elements necessary for tiered funding are addressed.

Motion: Chair Frederick moved to delay the vote on the program approval criteria as presented to conduct a 14-day comment period for the two-year institutions to respond to the Technical Program and Curriculum Committee, who will then present verbiage to the TEA in January. Following a second by member M. Johnson, and following discussion, the motion carried.

Member M. Johnson suggested that the community colleges and technical colleges submit a consensus from their groups to the committee.

Existing Program Review

Chair Frederick called upon Director Henry to lead discussions regarding the program approval/review criteria processes. Director Henry explained the background on the current review process according to Kansas statutory guidance.

During its September 27, 2018 TEA meeting and strategic planning session, the TEA and the Community College and Technical College representatives developed four criteria for reviewing new and existing programs and determining technical programs:

- 1) All institutions must be considered an “eligible institution” based on statutory language provided in K.S.A. 71-1802;
- 2) To identify technical skill proficiency, industry recognized credentials will be evaluated based on the process previously approved by the TEA in 2015;
- 3) To identify if a program/occupation requires less than a baccalaureate degree as defined in K.S.A. 71-1802(i)
 - a) the program will be initially compared to the U.S. Department of Labor’s “typical level of education required”. If the U.S. Department of Labor shows an educational level less than a bachelor’s degree, the program was affirmed to be a technical program.
 - b) If the program fails to meet the U.S. Department of Labor’s “typical level of education required”, the program may be compared to a 3rd party database to determine if 75% of jobs in Kansas may be obtained with training consistent with legislation and less than a baccalaureate degree; and
- 4) Technical programs must consist of at least 55% tiered technical courses.

During the review of programs, it became clear to Board staff that two areas of the agreed upon criteria appeared to have been too restrictive:

- 1) Requiring 75% or more of the job postings in Kansas to require less than a bachelor’s degree would eliminate critical programs such as Registered Nursing. Board staff recommends lowering this percentage to 50%.
- 2) Requiring technical programs to consists of 55%-tiered courses adversely affects many programs, including but not limited to, Agriculture, Information Technology, Hospitality, Industrial Technology, Manufacturing, and Healthcare. The percentage of courses deemed tiered or non-tiered within a program are not always controllable at the institutional level. One example is that all healthcare programs include many science courses due to the nature of the occupation, thus leading programs to fall short of the 55%. Board staff recommends eliminating this criterion.

KBOR Staff began evaluation of current programs, applying the revised criteria and applying the definition of “technical program”, CIP codes to SOC codes and education level required. Information was provided to members, identifying programs as currently meeting criteria, not meeting criteria and CIP codes needing further review. If the revised criteria is adopted, Board staff recommends 1) all new program proposals must meet the criteria to move forward with the approval process and 2) programs to be moved from “technical” status will move beginning with academic year 2021 which begins July 1, 2020.

Vice President Smathers suggested inviting feedback from institutions and asked that the TEA and institutions support the revision of the criteria, since a legislative audit is expected and a proactive response by the TEA would be better received by the legislators.

Chair Frederick responded with the consensus of members to continue the program review using the revised criteria thresholds, and to continue working to provide members with programs and the number of employed concentrators. KBOR staff will provide an update on progress in January, working toward adopting a decision in March. Chair Frederick invited institution feedback and agreed that with the possibility of legislative audit in the near future, it is important to proactively explore the technical program determinations.

OTHER MATTERS

GAP Analysis

Chair Frederick called upon Vice President Frisbie to present information regarding the gap analysis of State appropriation. The 2011 Senate Bill 143 created a new formula for distributing state aid for postsecondary technical education courses, which was intended to take effect in FY 2012. Within that formula is the Kansas Board of Regents’ cost model that calculates institutions’ costs at a course level and recognizes the cost differential in delivering technical courses. The state funding process updates the state course rates using actual credit hour enrollments and institutions’ costs to provide the courses, and then calculates the state’s share of those costs. The cost model then produces a gap report that identifies the shortfall in funding for each college when considering local resources and available state funding. The funding results for FY 2019 have been generated. Within its unified budget request to the Governor and Legislature, the Board of Regents has requested a combined \$25.2 million to implement the formula, starting in FY 2020. The additional state appropriation would fund the cost model for the first time since its inception. Members discussed that it appears the GAP report reflects an increased amount from the past year’s review.

Excel in CTE

Vice President Frisbie next presented information regarding the distribution of Excel in CTE appropriation. For FY 2018 the Legislature increased funding for the program by approximately \$7.3 million dollars and added \$8.3 million to the budget for FY 2019, bringing the current allocation of funds to Excel in CTE to a little over \$29 million. Even with these additional funds, based on Fall semester numbers provided by the institutions, it is now estimated there will be a shortfall of approximately \$4.5 million. Vice President Frisbie recommended that the TEA, the Board of Regents, and the colleges make this information widely available for legislators when considering appropriation of additional funds to the Excel in CTE program.

Delegate Authority for Excel in CTE, AO-K Proviso, GED Accelerator Funds

Vice President Frisbie explained that due to a timing issue with the January KBOR meeting occurring prior to the TEA meeting, she is requesting that the TEA delegate authority to the TEA Budget and Finance Committee allowing their review for approval to forward to KBOR on January 16, 2019 the distribution of Excel in CTE, AO-K Proviso and GED Accelerator funds, preventing delay in distributions.

Motion: Chair Frederick moved to delegate authority to the Budget and Finance Committee allowing their review for approval to forward to KBOR on January 16, 2019 the distribution of Excel in CTE, AO-K Proviso and GED Accelerator funds, preventing delay in distributions. Following a second by Member R. Johnson, the motion carried.

K-TIP Report: High Performing Programs

Chair Frederick called on Associate Director Chambers for a K-TIP report update on high-performing programs, which includes only programs with graduates exiting postsecondary and becoming employed with salaries averaging above \$40K per year.

Non-Traditional Student Participation & Completion Grant

Chair Frederick called on Associate Director Wood to present the Non-Traditional Student Participation & Completion Grant awards. The purpose of the grant is to develop and improve programs supporting participation and success of underrepresented gender groups in established and emerging professions in high-skill high-wage Perkins approved CTE programs. The following proposals were awarded and presented to the TEA for informational purposes:

Barton Community College, \$12,300

Project: Increase Registered Nursing and Medical Assistant program exposure to non-traditional students with digital billboards, pop-up recruitment displays, social media/web advertising, and direct mail.

Colby Community College, \$15,000

Project: Increase Veterinarian Nursing program exposure to non-traditional students with a billboard in the Denver metro area and web radio advertising.

Dodge City Community College, \$6,000

Project: Produce a television commercial to target non-traditional Automotive Technology students.

Fort Scott Community College, \$2,100

Project: Create and produce advertisements for non-traditional students in the Nursing program using television, web, and social media platforms.

Garden City Community College, \$11,725

Project: Produce and air television and social media commercials targeting non-traditional enrollment into the Fire Science program

Kansas City Kansas Community College, \$1,900

Project: Purchase smaller personal protective equipment to fit female students in the Welding program including welding jackets, helmets, and welding gloves.

Labette Community College, \$22,600

Project: Create and implement an outreach campaign to attract female students into the Welding program using videos, billboards, retractable table top recruitment displays, and social media.

North Central Kansas Technical College, \$35,000

Project: Create and produce advertisements for non-traditional students in Automotive

Technology, Carpentry/Cabinetmaking, Electrical Technology, Plumbing, Heating and Air-Conditioning, and Welding Technology programs using television, web, and social media platforms.

Northwest Kansas Technical College, \$10,750

Project: Install a wrap promoting non-traditional participation in the Carpentry and Diesel Technology programs on the Commercial Drivers' License semi box trailer. The wrap will be designed by the in-house Computer Graphic Technology program.

Washburn Institute of Technology, \$25,000

Project: Produce and implement an outreach campaign involving videos, bus placards, social media to target non-traditional participation in the Auto Collision, Commercial and Heavy Construction and Industrial Machine Mechanic programs.

Wichita Area Technical College, \$18,576.50

Project: Create and produce a video and digital marketing covering a local Trade Industry for Women event and purchase smaller personal protective equipment to fit female students in the Carpentry and Climate & Energy Control programs.

The Non-Traditional Student Participation & Completion Grant total amount awarded was \$160,951.50.

COLLEGE PRESENTATIONS

Chair Frederick recognized Interim President Ruda and Dean of Technical Education Chuck Pfeifer, to provide members with a report and update on recent activities from Garden City Community College.

NEXT MEETING REMINDER

Chair Frederick reminded members that the next TEA meeting will be January 23, 2019 at 10:00 AM at the Capitol Plaza Hotel.

ADJOURNMENT

Motion: Member M. Johnson moved to adjourn the meeting. Following a second by Member R. Johnson, Chair Frederick adjourned the meeting at 12:25 P.M.

Respectfully submitted by:
Susan Henry, Executive Assistant

Program Approval Criteria

Summary

Per statute (K.S.A. 74-32,401), the Kansas Postsecondary Technical Education Authority (TEA) shall have delegated authority from the Kansas Board of Regents to review existing and proposed postsecondary technical education programs and program locations and make recommendations to the Board for approval or disapproval of such programs for state funding purposes.

Since September, the TEA has provided recommendations to further define a "technical program". The following is revised criteria language for consideration. *1/23/2019*

Background

K.S.A 71-1802 defines a "technical program" as any program of study comprised of a sequence of tiered technical courses and non-tiered courses, which program is identified by the state board as a technical program for funding purposes. Technical programs must: (1) Be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree; (2) lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree; and (3) be delivered by an eligible institution.

To set criteria regarding "technical programs" the following criteria were established by the TEA and two-year sector representatives at the September 27, 2018 Strategic Planning meeting:

- 1) To identify technical skill proficiency, industry recognized credentials will be evaluated based on the process previously approved by the TEA in 2015
- 2) For programs to be listed in the Kansas Higher Education Data System, 50% of technical courses, or at least 12 credit hours (whichever is higher) needs to be taught by the institution, and only courses taught by the institution are eligible for postsecondary funding
- 3) Only programs approved for state funding will be listed in the Kansas Higher Education Data System
- 4) Electives must be related to the program(s) to which they are assigned
- 5) Institutions must control curriculum with the flexibility to add items as they see fit
- 6) Institutions must control who enrolls in course/programs

Agreement on language regarding how to better define institutional oversight/control over who is teaching course(s) has been an evolving conversation between the TEA and institutions. During the January 10, 2019 TEA Program and Curriculum Committee meeting, the following language was agreed upon:

- 7) Courses for which a college has program and course approval, taught by an instructor employed by or paid by the institution, or reimbursed under a KBOR approved contractual partnership training agreement (e.g., CEP) will be eligible for postsecondary state funding. Instruction must be provided by the college directly, or through a contractual arrangement in which the college is fully responsible for the training provided and the hiring of the instructor. To be "fully responsible" there must be an employer-employee relationship established between the college and the instructor, or through a KBOR approved contractual partnership training agreement (e.g., CEP)

Such agreement must state that the instructor of the course meets the employment and credentialing standards of the regionally accredited college and is subject to compliance with applicable policies, rules, and regulations of the college as required of all part-time/adjunct faculty for the college.

Staff Review and Recommendation

Once consensus is reached, Board staff recommends approval of the seven criteria.

Program Approval/Review Criteria

Summary

Per statute (K.S.A. 74-32,401), the Kansas Postsecondary Technical Education Authority (TEA) shall have delegated authority from the Kansas Board of Regents to review existing and proposed postsecondary technical education programs and program locations and make recommendations to the Board for approval or disapproval of such programs for state funding purposes. 1/23/2019

Background

Kansas statute (71-1802) provides parameters which technical programs must meet and indicates the state board (Kansas Board of Regents) should identify technical programs for funding purposes. K.S.A. 71-1802 provides that the:

- (g) "State board of regents" or "state board" means the state board of regents provided for in the constitution of this state and established by K.S.A. 74-3202a, and amendments thereto.
- (i) "Technical program" means any program of study comprised of a sequence of tiered technical courses and non-tiered courses, which program is identified by the state board as a technical program for funding purposes. Technical programs must: (1) Be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree; (2) lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree; and (3) be delivered by an eligible institution.

Kansas statute (74-32,402) delegates authority from the Board of Regents to the Kansas Postsecondary Technical Education including, but not limited to:

- (2) recommend for adoption by the state board of regents rules and regulations for the supervision of postsecondary technical education; (3) review existing and proposed postsecondary technical educational programs and program locations and make recommendations to the state board of regents for approval or disapproval of such programs for state funding purposes;

During its September 27, 2018 TEA meeting and strategic planning session, the TEA and the Community College and Technical College representatives (Dr. Calvert and Dr. Genandt) developed four criteria for reviewing new and existing programs:

- 1) All institutions must be considered an "eligible institution" based on statutory language provided in K.S.A. 71-1802;
- 2) To identify technical skill proficiency, industry recognized credentials will be evaluated based on the process previously approved by the TEA in 2015;
- 3) To identify if a program/occupation requires less than a baccalaureate degree as defined in K.S.A. 71-1802(i)
 - a) the program will be initially compared to the U.S. Department of Labor's "typical level of education required." If the U.S. Department of Labor shows an educational level less than a bachelor's degree, the program was affirmed to be a technical program.
 - b) If the program fails to meet the U.S. Department of Labor's "typical level of education required," the program may be compared to a 3rd party database to determine if 75% of jobs in Kansas may be obtained with training consistent with legislation and, less than a baccalaureate degree; and
- 4) Technical programs must consist of at least 55% tiered technical courses.

Amended Program Review Criteria

During its December 6, 2018 TEA meeting, Board staff presented all technical programs compared to the four criteria. Upon review, it was concluded that the four criteria be further refined as follows:

- 1) (unchanged) All institutions must be considered an "eligible institution" based on statutory language provided in K.S.A. 71-1802;
- 2) (unchanged) To identify technical skill proficiency, industry recognized credentials will be evaluated based on the process previously approved by the TEA in 2015;
- 3) (unchanged) To identify if a program/occupation requires less than a baccalaureate degree as defined in K.S.A. 71-1802(i)

- a) *(unchanged) the program will be initially compared to the U.S. Department of Labor’s “typical level of education required.” If the U.S. Department of Labor shows an educational level less than a bachelor’s degree, the program was affirmed to be a technical program.*
 - b) *If the program fails to meet the U.S. Department of Labor’s “typical level of education required,” the program may be compared to a 3rd party database (Burning Glass, Emsi, JobsEQ, or equivalent) to determine if 50% of jobs in Kansas may be obtained with training consistent with legislation, less than a baccalaureate degree*
- 4) *(eliminated)*

Staff Recommendation: Amended Program Review Criteria

Board staff recommends adopting the amended program review criteria.

Program Review Process

Board staff developed the process outlined below to review all technical programs compared to the amended criteria:

- 1) All 26 community and technical colleges (19 community colleges and 7 technical colleges) are eligible institutions based on K.S.A. 71-1802. No further comparison is required.
- 2) To identify if a program leads to an occupation requiring less than a baccalaureate degree as defined in K.S.A. 71-1802(i), Board staff compared the Classification of Instructional Programs (CIP) codes used by the programs with the related Standard Occupation Classification (SOC) codes.

The U.S. Department of Education developed CIP Codes in 1980 to provide a scheme that supports the tracking, assessment, and reporting of program completions. The U.S. Department of Labor developed the SOC Code system to classify workers into occupational categories for collecting, calculating, and disseminating data. On either website, U.S Department of Education or U.S. Department of Labor, a CIP to SOC crosswalk may be obtained. These crosswalks show a relation between CIP Codes (what is taught in a program) and SOC Codes (occupations).

Each institution lists their programs in the Kansas Higher Education Data System (KHEDS) utilizing CIP codes. A download of all programs in the KHEDS database provided CIP code/program information. CIP/SOC matchups were compared to the U.S. Department of Labor “typical level of education required”:

- a) If the SOC code reflected an education level less than a baccalaureate degree, the programs were deemed appropriate for the “technical” status.
- b) If the SOC code reflected an education level of a baccalaureate degree or higher, the SOC Code was evaluated through JobsEQ Real-Time Intelligence tool (RTI). JobsEQ is a software service that provides labor market information. The RTI tool compares 15,000 job posting websites to identify job postings based on SOC codes. Searches may be as broad as the entire state or as narrow as a single zip code. Searches reveal the number of jobs posted (30 days, 60 days, 180 days or an entire year), the required level of education, industry credentials, and the soft/hard skills that may be found in the job postings. For evaluation, the SOC codes were evaluated for the entire state for the entire calendar year of 2017.

Program Review Based on the Amended Criteria

One hundred and ninety-five CIP codes were listed as technical programs in the KHEDS database. Across all institutions this equates to over 1,700 possible exit points. Exit points consist of five categories: short term programs (0-15 credit hours), Technical Certificate A (16-29 credit hours), Technical Certificate B (30-44 credit hours), Technical Certificate C (45-59 credit hours), and Associate of Applied Science degrees (60-68 credit hours). Each CIP code and educational level was evaluated based on the amended program review criteria. AY2017 K-TIP data was included, per request, during the December 6, 2018 TEA meeting.

CIP Codes/Programs Meeting criteria

After reviewing all CIP codes utilized by the technical programs, 126 meet the initial program review criteria. Each CIP Code was cross walked to its associated SOC Code(s). If the related SOC Code(s) required less than a bachelor's degree, the program was deemed appropriate for the "technical" status.

A full list of the CIP Codes/SOC Occupation comparison, meeting the criteria has been provided in the meeting packet.

CIP Codes/Programs Not Meeting criteria

After reviewing all CIP codes utilized by technical programs, 28 do not meet the amended program review criteria. Each CIP Code was cross-walked to associated SOC Code(s). According to the US Department of Labor, the related SOC Code(s) required a bachelor's degree or higher as the typical educational level required for entry. Each SOC code was then compared to JobsEQ RTI data for the entire calendar year of 2017. The RTI data showed that either a bachelor's or a master's degrees as being the most common education level required.

A full list of CIP Codes/SOC Occupation comparisons has been provided in the meeting packet. It includes the US Department of Labor's typical education required for entry, and the percentage of the job postings requiring less than a bachelor's degree for calendar year 2017 as reported by the JobsEQ RTI tool.

CIP Codes/Programs Requiring Further Review

After reviewing all CIP codes utilized by technical programs, 41 appear questionable, in terms of the amended program review criteria:

- 1) CIP Codes/SOC Occupation comparisons show 20 CIP codes used by institutions have conflicting SOC Code educational levels. CIP Codes often prepare students for more than one occupation. Normally, the level of education is consistent between the occupations; however, the comparison indicates there are times when this is not true.
- 2) CIP Codes/SOC Occupation comparisons show 6 programs with an entry level for employment as a bachelor's degree or higher; however, the JobsEQ RTI data show that between 50-94% of the job posting in 2017 required less than a bachelor's degree.
- 3) CIP Codes/SOC Occupation comparisons show 3 programs with an entry level for employment as a bachelor's degree EXCEPT for the occupations: 45-2041 Graders and Sorters and 27-1019 Artist and Related Workers, All Other.
- 4) CIP Codes/SOC Occupation comparisons show 1 program uses a CIP Code that is for military personnel and has no correlation to civilian occupations.
- 5) CIP Codes/SOC Occupation comparisons show 11 programs use CIP Codes ending in '99. Typically, CIP Codes that end in 99 are nondescript and do not have an occupational data.

Staff Recommendation: Program Review Based on the Amended Criteria

All programs have been reviewed based on the amended program review criteria and are presented for discussion by the Technical Education Authority:

Board staff recommends moving the 28 CIP Codes not meeting the program review criteria from "technical" status to "non-technical" status.

Board staff recommends the following for the 41 CIP Codes requiring further review:

- 1) CIP Codes/SOC Occupation comparisons show 20 CIP codes used by institutions have conflicting SOC Code educational levels. Since at least one occupation may be obtained with an associate degree or less, Board staff recommend retaining these CIP Codes as “technical” programs.
- 2) CIP Codes/SOC Occupation comparisons show 6 programs with an entry level for employment as a bachelor’s degree or higher; however, the JobsEQ RTI data show that between 50-94% of the job posting in 2017 required less than a bachelor’s degree. Board staff recommend retaining these CIP Codes as “technical” programs.
- 3) CIP Codes/SOC Occupation comparisons show 3 programs with an entry level for employment as a bachelor’s degree EXCEPT for the occupations: 45-2041 Graders and Sorters and 27-1019 Artist and Related Workers, All Other. These occupations require no education. Board staff recommend not retaining these CIP codes as “technical” programs.
- 4) CIP Codes/SOC Occupation comparisons show 1 program utilizing a CIP Code that is for military personnel and has no correlation to civilian occupations. Board staff recommends seeking advice from our Military contacts prior to making a final decision on this program. The results of the consultation will be brought back to the TEA for approval.
- 5) CIP Codes/SOC Occupation comparisons show 11 programs utilizing CIP Codes ending in '99. Typically, CIP Codes that end in 99 are nondescript and do not have an occupational data. Since technical programs should be occupationally specific, Board staff recommend working with the institutions using such CIP Codes to determine if there is a more appropriate CIP Code available, or if the program/occupation is too new to have a CIP Code, or if the program should not be retained as a “technical program.” The results of this further review will be brought back to the TEA for approval.

If approved, Board staff recommends 1) all new program proposals must meet the criteria to move forward with the approval process and 2) programs to be moved from “technical” status will move beginning with academic year 2021 which begins July 1, 2020.

CIP Code	CIP Title	SOC Code/Title	KS DOL Typical Education required for Entry	% of JobsEq 2017 Job Posting Requiring less than Bachelor degree	Academic Year 2017 K-TIP Data				
					Declared Majors	Concentrators	Pursuing Additional Education	Graduates Exited and Employed	Average wage
01.0102	Agribusiness/Agricultural Business Operations	11-9013 Farmers, Ranchers, and Other Ag Mgrs	High school diploma or equivalent	26.32%	12	5	*	*	NR
01.0205	Agricultural Mechanics and Equipment/Machine Technology	49-3011 Aircraft Mechanics and Service Tech	Postsecondary non-degree award	94.03%	140	104	72	35	\$29,012 \$59,796
		49-3041 Farm Equipment Mechanics and Service Tech	High school diploma or equivalent	100.00%					
		49-3042 Mobile Heavy Equipment Mechanics, Except Engines	High school diploma or equivalent	NA					
01.0301	Agricultural Production Operations, General	11-9013 Farmers, Ranchers, and Other Ag Mgrs	High school diploma or equivalent	26.32%	27	24	16	6	*
01.0307	Horse Husbandry/Equine Science and Management	11-9013 Farmers, Ranchers, and Other Ag Mgrs	High school diploma or equivalent	26.32%	19	16	8	5	*
		45-2021 Animal Breeders	High school diploma or equivalent	100.00%					
01.0601	Applied Horticulture/Horticulture Operations, General	11-9013 Farmers, Ranchers, and Other Ag Mgrs	High school diploma or equivalent	26.32%	100	51	48	10	\$29,951
01.0605	Landscaping and Grounds keeping	37-3012 Pesticide Handlers, Sprayers, Applicators, Vegetation	High school diploma or equivalent	100.00%	7	6	*	*	*
01.0906	Livestock Management	11-9013 Farmers, Ranchers, and Other Ag Mgrs	High school diploma or equivalent	26.32%	*	*	*	*	NR
10.0203	Recording Arts Technology	27-4011 Audio and Video Equipment Technicians	Postsecondary non-degree award	84.31%	116	42	48	13	\$49,965
		27-4014 Sound Engineers	Postsecondary non-degree award	50.00%					
10.0301	Graphic Communications, General	51-5111 Prepress Technicians and Workers	Postsecondary non-degree award	76.92%	39	17	23	*	*
10.0303	Prepress/Desktop Publishing and Digital Imaging Design	43-9031 Desktop Publishers	High school diploma or equivalent	100.00%	109	44	54	6	\$35,194
		51-5111 Prepress Technicians and Workers	Postsecondary non-degree award	76.92%					
10.0305	Graphic and Printing Equipment Operator, General	43-9021 Data Entry Keyers	High school diploma or equivalent	95.95%	31	25	21	5	\$34,545
		51-5111 Prepress Technicians and Workers	Postsecondary non-degree award	76.92%					
		51-5112 Printing Press Operators	High school diploma or equivalent	100.00%					
11.1004	Web/Multimedia Management and Webmasters	15-1134 Web Developers	Associate's degree	14.62%	37	12	14	*	NR
11.1006	Computer Support Specialist	15-1151 Computer User Support Specialists	Some college, no degree	69.14%	142	57	53	*	*
		15-1152 Computer Network Support Specialists	Associate's degree	0.00%					
12.0301	Funeral Service and Mortuary Science, General	11-9061 Funeral Service Managers	Associate's degree	100.00%	115	44	34	27	\$40,415
		39-4011 Embalmers	Associate's degree	NA					
		39-4031 Morticians, Undertakers, and Funeral Directors	Associate's degree	100.00%					
12.0401	Cosmetology	39-5012 Hairdressers, Hairstylists, and Cosmetologists	Postsecondary non-degree award	100.00%	503	316	225	70	\$10,553 \$18,958
12.0409	Aesthetician and Skin Care Specialists	39-5094 Skincare Specialists	Postsecondary non-degree award	100.00%	24	22	9	6	\$20,011
12.0410	Nail Technician	39-5092 Manicurists and Pedicurists	Postsecondary non-degree award	100.00%	14	*	*	*	*
12.0413	Cosmetology, Barbering, Styling, and Nail Instructor	39-5011 Barbers	Postsecondary non-degree award	100.00%	NA	NA	NA	NA	NA
		39-5012 Hairdressers, Hairstylists, and Cosmetologists	Postsecondary non-degree award	100.00%					
12.0500	Cooking and Related Culinary Arts, General	35-1011 Chefs and Head Cooks	High school diploma or equivalent	53.78%	162	81	59	24	\$20,803 \$20981
		35-2012 Cooks, Institution and Cafeteria	No formal education/credential	100.00%					
		35-2014 Cooks, Restaurant	No formal education/credential	100.00%					
		35-2019 Cooks, All Other	No formal education/credential	NA					
12.0501	Baking and Pastry Arts	51-3011 Bakers	No formal education/credential	98.78%	11	10	5	*	*
		35-1011 Chefs and Head Cooks	High school diploma or equivalent	53.78%					
12.0503	Culinary Arts/Chef Training	35-2012 Cooks, Institution and Cafeteria	No formal education/credential	100.00%	233	139	137	12	\$40,394
		35-2013 Cooks, Private Household	Postsecondary non-degree award	100.00%					
		35-2014 Cooks, Restaurant	No formal education/credential	100.00%					
		35-2019 Cooks, All Other	No formal education/credential	NA					
		11-9051 Food Service Managers	High school diploma or equivalent	83.32%					
12.0504	Restaurant, Culinary, and Catering Management	35-1011 Chefs and Head Cooks	High school diploma or equivalent	53.78%	108	52	62	13	\$45,383
		35-2013 Cooks, Private Household	Postsecondary non-degree award	100.00%					
		35-2019 Cooks, All Other	No formal education/credential	NA					
12.0505	Food Preparation/Professional Cooking/Kitchen Assistant	35-2012 Cooks, Institution and Cafeteria	No formal education/credential	100.00%	180	145	85	38	\$16,427 \$21,722
		35-2013 Cooks, Private Household	Postsecondary non-degree award	100.00%					
		35-2019 Cooks, All Other	No formal education/credential	NA					
15.0201	Civil Engineering Technology	17-3022 Civil Engineering Technicians	Associate's degree	95.00%	19	17	11	*	*

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					Declared Majors	Concentrators	Pursuing Additional Education	Graduates Exited and Employed	Average wage
15.0303	Electrical, Electronic and Communications Engineering Technology	17-3023 Electrical and Electronics Engineering Technicians	Associate's degree	92.31%	5	*	*	*	NR
15.0405	Robotics Technology	17-3024 Electro-Mechanical Technicians	Associate's degree	100.00%	20	12	13	*	*
15.0406	Automation Engineer Technology	17-3024 Electro-Mechanical Technicians	Associate's degree	100.00%	74	41	48	7	\$46,020
15.0499	Electromechanical and Instrumentation and Maintenance Technologies	17-3024 Electro-Mechanical Technicians	Associate's degree	100.00%	52	10	18	7	\$36,199
15.0505	Solar Energy Technology	17-3029 Engineering Technicians, Except Drafting 47-2231 Solar Photovoltaic Installers	Associate's degree High school diploma or equivalent	100.00% 100.00%	New Program Fall 2018				
15.0506	Water Quality and Wastewater Treatment Management and Recycling Technology	51-8031 Water and Wastewater Treatment Plant and Systems Operators	High school diploma or equivalent	90.79%	115	19	11	5	\$51,383
15.0508	Hazardous Materials Management and Waste Technology	47-4041 Hazardous Materials Removal Workers	High school diploma or equivalent	100.00%	32	16	13	*	NR
15.0607	Plastics and Polymer Engineering Technology	17-3029 Engineering Technicians, Except Drafting	Associate's degree	92.00%	102	84	21	32	\$28,880
15.0611	Metallurgical Technology	17-3029 Engineering Technicians, Except Drafting	Associate's degree	92.00%	31	26	7	5	*
15.0612	Industrial Technology	17-3026 Industrial Engineering Technicians	Associate's degree	92.59%	25	11	12	*	NR
15.0613	Manufacturing Engineering Technology	17-3026 Industrial Engineering Technicians	Associate's degree	92.59%	265	157	50	121	\$12,645 \$49,498
15.0614	Welding Engineering Technology	17-3029 Engineering Technicians, Except Drafting 51-4121 Welders, Cutters, Solderers, and Brazers	Associate's degree High school diploma or equivalent	92.00% 100.00%	7	7	*	*	*
15.0699	Industrial Production Technologies	17-3026 Industrial Engineering Technicians	Associate's degree	92.59%	16	13	*	12	\$28,917
15.0702	Quality Control Technology	51-9061 Inspectors, Testers, Sorters, Samplers, and Weighers	High school diploma or equivalent	95.07%	NR	NR	NR	NR	NR
15.0801	Aeronautical/Aerospace Engineering Technology	17-3021 Aerospace Engineering and Operations Technician	Associate's degree	77.27%	93	67	18	38	\$35,589
15.0903	Petroleum Technology	19-4041 Geological and Petroleum Technicians	Associate's degree	42.86%	30	28	15	*	*
15.1201	Computer Engineering Technology	17-3023 Electrical and Electronics Engineering Technicians	Associate's degree	92.31%	39	*	24	*	NR
15.1301	Drafting and Design Technology	17-3013 Mechanical Drafters 17-3019 Drafters, All Other	Associate's degree Associate's degree	79.13% NA	210	191	68	55	\$37,179 \$49,828
15.1302	CAD/CADD Drafting - Design Technology	17-3013 Mechanical Drafters 17-3019 Drafters, All Other	Associate's degree Associate's degree	79.13% NA	220	122	123	16	\$35,234 \$42,818
15.1303	Architectural Drafting and Architectural CAD/CADD	17-3011 Architectural Drafters	Associate's degree	91.25%	18	7	11	*	*
15.1306	Mechanical Drafting and Mechanical Drafting CAD/CADD	17-3013 Mechanical Drafters	Associate's degree	79.13%	98	70	53	9	\$32,345
19.0708	Child Care and Support Services Management	25-2011 Preschool Teachers, Except Special Education	Associate's degree	77.52%	451	161	214	16	\$15,628 \$25,649
19.0709	Child Care Provider/Assistant	39-9011 Childcare Workers (Nannies)	High school diploma or equivalent	96.62%	69	41	25	10	\$9,910 \$12,535
22.0301	Legal Administrative Assistant	43-6012 Legal Secretaries	High school diploma or equivalent	81.25%	57	12	30	*	*
22.0302	Legal Assistant	23-2011 Paralegals and Legal Assistants	Associate's degree	63.89%	125	70	61	20	\$29,356 \$50,013
22.0303	Court Reporting	23-2011 Paralegals and Legal Assistants	Associate's degree	63.89%	9	*	*	*	
41.0204	Industrial Radiologic Technology	19-4051 Nuclear Technicians	Associate's degree	50.00%	248	96	99	51	\$36,721 \$48,460

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					Declared Majors	Concentrators	Pursuing Additional Education	Graduates Exited and Employed	Average wage
41.0299	Nuclear and Industrial Radiologic Technologies	19-4051 Nuclear Technicians	Associate's degree	50.00%	FY17 First Year for 41.0299				
41.0303	Chemical Process Technology	17-3026 Industrial Engineering Technicians	Associate's degree	92.59%	17	11	6	*	*
		19-4031 Chemical Technicians	Associate's degree	41.67%					
		51-8091 Chemical Plant and Systems Operator	High school diploma or equivalent	100.00%					
		51-9011 Chemical Equipment Operators and Tenders	High school diploma or equivalent	100.00%					
43.0102	Corrections	33-3012 Correctional Offices and Jailers	High school diploma or equivalent	83.33%	51	*	11	*	*
43.0107	Criminal Justice/Police Science	33-3051 Police and Sheriff's Patrol Officers	High school diploma or equivalent	96.55%	628	55	182	5	\$40,025
43.0109	Security and Loss Prevention	33-3052 Transit and Railroad Police	High school diploma or equivalent	100.00%	*	*	*	*	*
43.0203	Fire Science/Fire-fighting	33-2011 Firefighters	Postsecondary non-degree award	100.00%	575	260	237	33	\$33,280 \$70,951
46.0101	Masonry	47-2021 Brick masons	High school diploma or equivalent	100.00%	12	6	9	*	*
46.0201	Carpentry	47-2031 Carpenters	High school diploma or equivalent	100.00%	400	259	171	45	\$14,189 \$27,454
46.0301	Electrical and Power Transmission Installation	49-9051 Electrical Power-Line Installers and Repairers	High school diploma or equivalent	97.62%	210	191	68	55	\$37,179 \$49,828
46.0302	Electrician	47-2111 Electricians	High school diploma or equivalent	92.04%	337	243	148	82	\$25,336 \$47,842
46.0401	Building/Property Maintenance	49-9071 Maintenance and Repair Workers, General	High school diploma or equivalent	100.00%	166	111	72	23	\$23,344 \$35,236
46.0415	Building Construction Technology	17-3022 Civil Engineering Technicians	Associate's degree	95.00%	20	16	10	*	*
47.0101	Electrical /Electronics Equipment Installation and Repair	49-2092 Electric Motor, Power Tool, and Related Repairers	High school diploma or equivalent	100.00%	47	14	26	*	*
47.0103	Communications Systems Installation Repair Technology	49-2021 Radio, Cellular, and Tower Equipment Installers and Repairers	Associate's degree	100.00%	8	8	5	*	*
47.0105	Industrial Electronics Technology	49-2094 Electrical and Electronic Repairers, Commercial and Industrial Equipment	Postsecondary non-degree award	98.00%	9	*	*	*	*
47.0106	Appliance Installation and Repair Technology	49-9031 Home Appliance Repairers	High school diploma or equivalent	100.00%	27	20	11	8	\$27,604
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology	49-9021 Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Postsecondary non-degree award	95.83%	547	392	183	143	\$18,522 \$44,599
47.0302	Heavy Equipment Maintenance Technology	49-3043 Maintenance Workers, Machinery	High school diploma or equivalent	100.00%	29	28	10	*	*
47.0303	Industrial Mechanics and Maintenance Technology	49-9041 Industrial Machinery Mechanics	High school diploma or equivalent	98.39%	88	79	46	16	\$50,077
47.0603	Autobody/Collision and Repair Technology	49-3021 Automotive Body Repairers	High school diploma or equivalent	100.00%	350	261	144	46	\$19,703 \$29,738
47.0604	Automotive Mechanics Technology	49-3023 Automotive Service Technicians and Mechanics	Postsecondary non-degree award	100.00%	1,100	763	540	100	\$16,981 \$37,292
47.0605	Diesel Mechanics Technology	49-3031 Bus and Truck Mechanics and Diesel Engine Specialists	High school diploma or equivalent	99.66%	15	15	0	5	\$30,457
47.0607	Airframe Mechanics and Aircraft Maintenance Technology	49-3011 Aircraft Mechanics and Service Technicians	Postsecondary non-degree award	94.03%	175	153	96	29	\$54,570
47.0609	Avionics Maintenance Technology	49-2091 Avionics Technicians	Associate's degree	51.72%	26	18	9	*	*
47.0611	Motorcycle Maintenance and Repair Technology	49-3052 Motorcycle Mechanics	Postsecondary non-degree award	NA	39	31	11	12	\$34,303

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47.0613	Medium/Heavy and Truck Technology	49-3031 Bus and Truck Mechanics and Diesel Engine Specialists	High school diploma or equivalent	99.66%	329	293	176	81	\$27,132 \$42,352
48.0501	Machine Tool Technology	51-4041 Machinists	High school diploma or equivalent	100.00%	280	188	114	62	\$30,597 \$48,871
48.0503	Machine Shop Technology/Assistant	51-4041 Machinists	High school diploma or equivalent	100.00%	7	*	*	*	NR
48.0506	Sheet Metal Technology/Sheet working	47-2211 Sheet Metal Workers	High school diploma or equivalent	92.86%	50	11	22	11	\$67,649
48.0508	Welding Technology	51-4121 Welders, Cutters, Solderers, and Brazers	High school diploma or equivalent	100.00%	1,528	1,044	543	345	\$17,798 \$41,131
48.0703	Cabinetmaking and Millwork	51-7011 Cabinetmakers and Bench Carpenters	High school diploma or equivalent	100.00%	23	20	11	7	\$33,607
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation	47-0000 Construction and Extraction Occupations	High school diploma or equivalent	88.60%	51	50	7	29	\$34,272 \$43,807
49.0205	Truck and Bus Driver/Commercial Vehicle Operator	53-3032 Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	100.00%	133	111	7	87	\$24,929 \$44,851
49.0208	Railroad and Railway Transportation	53-4099 Rail Transportation Workers, All Other	High school diploma or equivalent	100.00%	105	84	41	42	\$44,506
50.0406	Commercial Photography	27-4021 Photographers	High school diploma or equivalent	87.72%	NR	NR	NR	NR	NR
51.0601	Dental Assisting	31-9091 Dental Assistant	Postsecondary non-degree award	98.68%	99	70	28	30	\$23,143 \$28,013
51.0602	Dental Hygiene	29-2021 Dental Hygienists	Associate's degree	50.00%	148	122	90	45	\$48,997 \$58,126
51.0707	Health Information/Medical Records Technology	29-2071 Medical Records and Health Information Technicians	Postsecondary non-degree award	82.38%	336	170	193	41	\$25,303 \$48,955
51.0708	Medical Transcription	31-9094 Medical Transcriptionists	Postsecondary non-degree award	100.00%	11	*	6	*	NR
51.0710	Medical Office Assistant	43-6013 Medical Secretaries	High school diploma or equivalent	94.54%	127	33	54	14	\$23,605 \$26,958
51.0713	Medical Insurance Coding Specialist/Coder	29-2071 Medical Records and Health Information Technicians	Postsecondary non-degree award	82.38%	335	94	168	12	\$30,601
51.0716	Medical Administrative/Executive Assistant and Medical Secretary	43-6013 Medical Secretaries	High school diploma or equivalent	94.54%	63	18	33	*	*
51.0801	Medical Assistant	31-9092 Medical Assistants	Postsecondary non-degree award	95.34%	267	187	114	53	\$20,035 \$23,136
51.0803	Occupational Therapist Assistant	31-2011 Occupational Therapy Assistants	Associate's degree	43.71%	40	29	23	15	\$36,793
51.0805	Pharmacy Technician	29-2052 Pharmacy Technician	High school diploma or equivalent	91.23%	104	42	41	*	*
51.0806	Physical Therapy Technician/Assistant	31-2021 Physical Therapist Assistants	Associate's degree	86.71%	411	182	179	66	\$32,275 \$36,601 5
51.0808	Veterinary/Animal Health Technology (Vet Tech/Vet Assistant)	29-2056 Veterinary Technologists and Technicians	Associate's degree	98.25%	287	74	152	18	\$21,469 \$22,742
51.0810	Emergency Care Attendant	53-3011 Ambulance Drivers and Attendants, Except Emergency Medical Technicians	High school diploma or equivalent	100.00%	808	623	266	320	\$21,199 1 \$45,908
51.0903	Electroneurodiagnostic/Electroencephalographic Technology	29-2099 Health Technologists and Technicians, All Other	Postsecondary non-degree award	95.76%	NR	NR	NR	NR	NR
51.0904	Emergency Medical Technology	29-2041 Emergency Medical Technicians and Paramedics	Postsecondary non-degree award	94.24%	543	287	248	121	\$28,475 \$49,379
51.0908	Respiratory Care Therapy	29-2054 Respiratory Therapy Technicians	Associate's degree	100.00%	226	139	133	23	\$47,088
		29-1126 Respiratory Therapists	Associate's degree	78.38%					\$49,359
51.0909	Surgical Technology	29-2055 Surgical Technologists	Postsecondary non-degree award	91.25%	126	95	35	46	\$33,529 \$40,619

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51.0910	Diagnostic Medical Sonography	29-2032 Diagnostic Medical Sonographers	Associate's degree	92.70%	13	11	8	*	*
51.0911	Radiologic Technology	29-2034 Radiologic Technologists	Associate's degree	92.70%	140	76	77	18	\$36,509 \$43,774
51.1004	Medical Laboratory Technician	29-2012 Medical and Clinical Laboratory Technicians	Associate's degree	78.30%	164	53	66	22	\$35,257 \$38,815
51.1009	Phlebotomy Technician	31-9097 Phlebotomists	Postsecondary non-degree award	98.59%	36	27	12	10	\$24,311
51.1199	Phlebotomy Technician	31-9097 Phlebotomists	Postsecondary non-degree award	98.59%					
51.1502	Psychiatric/Mental Health Services Technician	29-2053 Psychiatric Technicians	Postsecondary non-degree award	84.38%	*	*	*	*	NR
		31-1013 Psychiatric Aides	High school diploma or equivalent	100.00%					
51.2601	Health Aide	31-1014 Nursing Assistants	Postsecondary non-degree award	98.37%	4,633	4,258	2,710	1,307	\$12,443 \$25,358
51.2602	Home Health Aide	31-1011 Home Health Aides	High school diploma or equivalent	100.00%	461	368	250	98	\$10,903 \$16,262
51.2603	Medication Aide	31-9099 Healthcare Support Workers, All Other	High school diploma or equivalent	79.01%	840	745	357	338	\$13,123 \$27,587
51.2604	Rehabilitation Aide	31-9099 Healthcare Support Workers, All Other	High school diploma or equivalent	79.01%					
51.3103	Dietetic Technician	29-2051 Dietetic Technicians	Associate's degree	97.83%	31	11	10	7	\$30,847
51.3104	Dietitian Assistant	29-2051 Dietetic Technicians	Associate's degree	97.83%	40	20	9	15	\$35,683
51.3501	Massage Therapy	31-9011 Massage Therapists	Postsecondary non-degree award	26.67%	25	6	5	*	*
51.3901	Licenses Practical Nursing	29-2061 Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	86.02%	1,745	1,169	1,098	259	\$28,435 \$43,029
51.3902	Nursing Assistant	31-1014 Nursing Assistants	Postsecondary non-degree award	98.37%	4,633	4,258	2,710	1,307	\$12,443 \$25,358
52.0401	Administrative Assistant and Secretarial Science, General	43-6011 Executive Secretaries and Executive Administrative Assistants	High school diploma or equivalent	48.58%	836	188	428	43	\$16,559 \$39,081
		43-6014 Secretaries and Administrative Assistants, Except Legal, Medical and Executive	High school diploma or equivalent	85.13%					
52.0407	Business/Office Automation/Technology/Data Entry	43-9021 Data Entry Keyers	High school diploma or equivalent	95.95%	11	7	*	*	*
52.0408	General Office Occupations and Clerical Services	43-3061 Procurement Clerks	High school diploma or equivalent	100.00%	78	21	39	*	*
		43-5011 Cargo and Freight Agents	High school diploma or equivalent	61.11%					
		43-9022 Word Processors and Typists	High school diploma or equivalent	100.00%					
		43-9041 Insurance Claims and Policy Processing Clerks	High school diploma or equivalent	98.15%					
		43-9061 Office Clerks, General	High school diploma or equivalent	93.57%					
52.0409	Parts, Warehousing, and Inventory Management Operations	43-5061 Production, Planning, and Expediting Clerks	High school diploma or equivalent	41.52%	23	18	11	*	*
52.0904	Hotel/Motel Administration/Management	11-9051 Food Service Managers	High school diploma or equivalent	83.32%	103	50	47	12	\$33,383
		11-9081 Lodging Managers	High school diploma or equivalent	62.22%					
52.0905	Restaurant/Food Services Management	11-9051 Food Service Managers	High school diploma or equivalent	83.32%	22	11	9	*	*
		11-9081 Lodging Managers	High school diploma or equivalent	62.22%					
52.1803	Retailing and Retail Operations	41-3099 Sales Representatives, Services, All Other	High school diploma or equivalent	42.06%	146	*	68	*	*
		41-9011 Demonstrators and Product Promoters	No formal education/credential	96.56%					
		41-9099 Sales and Related Workers, All Other	High school diploma or equivalent	97.56%					

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1) CIP Codes/SOC Code comparisons show 20 CIP codes used systemwide have conflicting SOC Code educational levels, based on Kansas Department of Labor's "typical education required for entry". CIP Codes often are associated to more than one SOC Code. Normally, the level of education is consistent between occupations; however, there are times when this is not true. Since at least one occupation may be obtained with an associate degree or less, Board staff recommends retaining these CIP Codes as "technical programs".									
01.0104	Farm and Ranch Management	11-9013 Farmers, Ranchers, and Other Ag Mgrs 25-9021 Farm and Home Management Advisors	High school diploma or equivalent Master's degree	26.32% 0.00%	269	144	140	20	\$21,805
01.0302	Animal/Livestock Husbandry and Production	11-9013 Farmers, Ranchers, and Other Ag Mgrs 25-9021 Farm and Home Management Advisors 45-2021 Animal Breeders	High school diploma or equivalent Master's degree High school diploma or equivalent	26.32% 0.00% 100.00%					
01.0304	Crop Production	11-9013 Farmers, Ranchers, and Other Ag Mgrs 25-9021 Farm and Home Management Advisors	High school diploma or equivalent Master's degree	26.32% 0.00%	FY17 was the first year for 01.0304				
01.0308	Agroecology and Sustainable Agriculture	11-9013 Farmers, Ranchers, and Other Ag Mgrs 19-1013 Soil and Plant Scientists	High school diploma or equivalent Bachelor's degree	26.32% 0.00%	52	39	26	*	*
01.1102	Agronomy and Crop Science	11-9013 Farmers, Ranchers, and Other Ag Mgrs 19-1013 Soil and Plant Scientists	High school diploma or equivalent Bachelor's degree	26.32% 0.00%					
01.1105	Plant Protection and Integrated Pest Management	11-9013 Farmers, Ranchers, and Other Ag Mgrs 19-1013 Soil and Plant Scientists	High school diploma or equivalent Bachelor's degree	26.32% 0.00%	*	*	*	*	NR
10.0202	Radio and Television Broadcasting Technology	27-4012 Broadcast Technicians 27-4031 Camera Operators, Television, Video, and Motion Picture 27-4032 Film and Video Editors	Associate's degree Bachelor's degree Bachelor's degree	93.94% 50.00% 37.50%					
11.0201	Computer Programming, General	15-1131 Computer Programmers 15-1132 Software Developers, Applications 15-1133 Software Developers, Systems Software 15-1143 Computer Network Architects 15-1152 Computer Network Support Specialists	Bachelor's degree Bachelor's degree Bachelor's degree Bachelor's degree Associate's degree	24.07% 9.27% 0.00% 42.50% 0.00%	492	187	266	14	\$43,357
11.0301	Data Processing Technology	15-1199 Computers Occupations, All Other 43-9011 Computer Operators	Bachelor's degree High school diploma or equivalent	13.00% 100.00%					
11.0801	Web Page, Digital/Multimedia and Information Resources Design	15-1134 Web Developers 27-1014 Multimedia Artists and Animators 27-1024 Graphic Designers	Associate's degree Bachelor's degree Bachelor's degree	14.62% 42.11% 31.79%	168	63	96	11	\$32,662
11.0901	Computer Systems Networking and Telecommunications	15-1122 Information Security Analysts 15-1143 Computer Network Architects 15-1152 Computer Network Support Specialists	Bachelor's degree Bachelor's degree Associate's degree	17.75% 42.50% 0.00%					
11.1001	Network and System Administration	11-3021 Computer and Information Systems Managers 15-1122 Information Security Analysts 15-1142 Network and Computer Systems Administrators 15-1143 Computer Network Architects 15-1152 Computer Network Support Specialists	Bachelor's degree Bachelor's degree Bachelor's degree Bachelor's degree Associate's degree	10.53% 17.75% 31.43% 42.50% 0.00%	80	47	38	10	\$33,513
11.1002	System, Networking, and LAN/WAN Management	15-1122 Information Security Analysts 15-1152 Computer Network Support Specialists	Bachelor's degree Associate's degree	17.75% 0.00%					
11.1003	Computer and Information Systems Security/Information Assurance	11-3021 Computer and Information Systems Managers 15-1122 Information Security Analysts 15-1141 Database Administrators 15-1142 Network and Computer Systems Administrators 15-1143 Computer Network Architects 15-1152 Computer Network Support Specialists	Bachelor's degree Bachelor's degree Bachelor's degree Bachelor's degree Bachelor's degree Associate's degree	10.53% 17.75% 12.45% 31.43% 42.50% 0.00%	102	61	48	10	\$25,286
49.0108	Flight Instructor	53-2011 Airline Pilots, Copilots, and Flight Engineers 53-2012 Commercial Pilots	Bachelor's degree High school diploma or equivalent	100.00% 38.46%					

NR = No values reported

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CIP Code	CIP Title	SOC Code/Title	KS DOL Typical Education required for Entry	% of JobsEq 2017 Job Posting Requiring less than Bachelor degree	Academic Year 2017 K-TIP Data				
					Declared Majors	Concentrators	Pursuing Additional Education	Graduates Exited and Employed	Average wage
1) continuation from page 1									
51.0709	Medical Office Computer Specialists	15-1131 Computer Programmers	Bachelor's degree	24.07%	38	19	17	6	\$59,510
		15-1151 Computer User Support Specialists	Some college, no degree	69.14%					
52.0203	Logistics, Materials, and Supply Chain Management	11-3051 Industrial Production Managers	Bachelor's degree	25.36%	41	33	*	31	\$8,641
		11-3071 Transportation, Storage, and Distribution Managers	High school diploma or equivalent	31.59%					
52.0302	Accounting Technology/Bookkeeping	13-2082 Tax Preparers	High school diploma or equivalent	73.41%	473	145	256	14	\$14,085 \$31,544
		43-3031 Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	74.27%					
		43-3051 Payroll and Timekeeping Clerks	High school diploma or equivalent	74.88%					
		43-4011 Brokerage Clerk	High school diploma or equivalent	0.00%					
		43-9111 Statistical Assistants	Bachelor's degree	0.00%					
52.1801	Sales, Distribution, and Marketing Operations, General	13-1022 Wholesale and Retail Buyers, Except Farm Products	Bachelor's degree	15.38%	*	*	*	*	NR
		13-1023 Purchasing Agents, Except Wholesale, Retail, and Farm Products	Bachelor's degree	46.82%					
		41-4012 Sales Representatives, Wholesale and Manufacturing	High school diploma or equivalent	86.15%					
52.1902	Fashion Merchandising	13-1022 Whole and Retail Buyers, Except Farm Products	Bachelor's degree	15.38%	62	29	36	6	\$42,430
		41-4012 Sales Representatives, Wholesale and Manufacturing	High school diploma or equivalent	86.15%					

2) CIP Codes/SOC Code comparisons show 6 CIP codes with an entry level for employment as a bachelor's degree or higher; however, JobsEQ RTA data show that between 50% and 94% of the job postings in 2017 required less than a bachelor's degree. Board staff recommends retaining these CIP Codes as "technical programs".

16.0103	Sign Language Interpretation and Translation	27-3091 Interpreters and Translators	Bachelor's degree	94.10%	116	46	51	13	\$35,117
51.3801	Registered Nursing	29-1141 Registered Nurse	Bachelor's degree	50.03%	2,897	1,309	1,459	547	\$41,389 \$53,830
43.0302	Crisis/Emergency/Disaster Management	11-9161 Emergency Management Directors	Bachelor's degree	52.63%	54	24	17	*	*
52.0205	Operations Management and Supervision	11-3021 Computer and Information Systems Managers	Bachelor's degree	10.53%	5	*	*	*	NR
		11-3051 Industrial Production Managers	Bachelor's degree	25.36%					
		11-9021 Construction Managers	Bachelor's degree	22.73%					
		13-1081 Logisticians	Bachelor's degree	51.54%					
01.0401	Agricultural and Food Products Processing	45-2011 Agricultural Inspectors	Bachelor's degree	63.64%	23	9	12	*	NR
50.0408	Interior Design	27-1025 Interior Designers	Bachelor's degree	54.05%	210	133	114	11	\$29,557

3) CIP Codes/SOC Code comparisons show 3 programs with the Kansas Department of Labor's "typical education required for entry" listed as a bachelor's degree EXCEPT for occupations: 45-2041 Graders and Sorters and 27-1019 Artists and Related Workers, All Other. These two occupations require no formal education or credential. Board staff recommends not retaining these CIP Codes as "technical" programs.

01.0105	Agricultural/Farm Supplies Retailing and Wholesale	13-1021 Buyers and Purchasing Agents (Farm Products)	Bachelor's degree	6.25%	10	6	6	*	NR
		45-2041 Graders and Sorters (Agricultural Products)	No formal education/credential	100.00%					
50.0402	Commercial and Advertising Art	27-1019 Artists and Related Workers, All Others	No formal education/credential	100.00%					
		27-1021 Commercial and Industrial Designers	Bachelor's degree	0.00%					
		27-1024 Graphic Designers	Bachelor's degree	31.79%					
50.0409	Graphics Design	27-1011 Art Directors	Bachelor's degree	10.00%	331	135	176	23	\$32,665
		27-1014 Multimedia Artists and Animators	Bachelor's degree	42.11%					
		27-1019 Artists and Related Workers, All Others	No formal education/credential	100.00%					
		27-1024 Graphic Designers	Bachelor's degree	31.79%					

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CIP Code	CIP Title	SOC Code/Title	KS DOL Typical Education required for Entry	% of JobsEq 2017 Job Posting Requiring less than Bachelor degree	Academic Year 2017 K-TIP Data				
					Declared Majors	Concentrators	Pursuing Additional Education	Graduates Exited and Employed	Average wage
4) CIP Codes/SOC Code comparisons show 1 program utilizing a CIP Code that is for military personnel (Non-commissioned Officer and Staff Officer) and has no apparent correlation to civilian occupations. Board staff recommends seeking further advice from the Kansas Collaborative on Military Credit Advisory Council prior to making a recommendation.									
29.0204	Command & Control (C3, C4) Systems and Operations	55-1015 Command and Control Center Officers	Military designation	NA	NA	NA	NA	NA	NA
		55-3015 Command and Control Center Specialists	Military designation	NA					
5) CIP Codes/SOC Code comparisons show 11 programs utilizing a CIP Code ending in '99'. Typically, CIP Codes ending in '99' are nondescript and provide no occupational data. Since technical programs should be occupationally specific; Board staff recommends further research and work with institutions to determine: 1) if there is a more appropriate CIP Code available, 2) if the program/occupation is too new to have a more specific CIP code , or 3) the program should not be retained as a "technical" program.									
01.9999	Agriculture, Agriculture Operations, and Related Sciences	NA	NA	NA	6	6	*	*	*
43.9999	Homeland Security, Law Enforcement, Firefighting and Related Protective Services	NA	NA	NA	13	10	*	*	*
46.9999	Construction Trades, Other	NA	NA	NA	7	7	*	*	*
47.9999	Mechanic and Repair Technologies	NA	NA	NA	175	126	112	30	\$45,536 \$51,864
48.9999	Precision Production, Other	NA	NA	NA	23	20	9	6	\$35,164
49.0199	Air Transportation, Other	NA	NA	NA					
51.2699	Health Aide/Attendants/Orderlies	NA	NA	NA	25	23	12	*	*
51.3699	Movement and Mind-Body Therapies and Education	NA	NA	NA	6	*	*	*	NR
51.9999	Health Professions and Related Clinical Sciences	NA	NA	NA	18	16	13	*	*
52.9999	Business, Management, Marketing, and Related Support Services	NA	NA	NA	5	*	*	*	*
51.0799	Health and Medical Administrative Services, Other	NA	NA	NA	78	56	40	13	\$28,821 \$36,001

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CIP Code	CIP Title	SOC Code/Title	KS DOL Typical Education required for Entry	% of JobsEq 2017 Job Posting Requiring less than Bachelor degree	Academic Year 2017 K-TIP Data				
					Declared Majors	Concentrators	Pursuing Additional Education	Graduates Exited and Employed	Average wage
01.1199	Plant Sciences, Other	19-1013 Soil and Plant Scientists	Bachelor's degree	0.00%	5	*	*	*	NR
09.0401	Journalism	27-3021 Broadcast News Analysts	Bachelor's degree	0.00%	*	*	*	*	NR
		27-3022 Reporters and Correspondents	Bachelor's degree	12.00%					
		27-3041 Editors	Bachelor's degree	5.13%					
		27-3043 Copy Writers	Bachelor's degree	8.33%					
09.0903	Advertising	11-2011 Advertising and Promotions Managers	Bachelor's degree	0.00%	*	*	*	*	*
10.0304	Animation, Interactive, Technology, Video Graphics and Special Effects	27-1014 Multimedia Artists and Animators	Bachelor's degree	42.11%	287	138	169	16	\$14,972 \$17,351
11.0101	Computer and Information Sciences, General	11-3021 Computer and Information Systems Managers	Bachelor's degree	10.53%	25	12	13	*	NR
		15-1111 Computer and Information Research Scientists	Master's degree	20.59%					
		15-1121 Computer Analysts	Bachelor's degree	27.25%					
		15-1141 Database Administrators	Bachelor's degree	12.45%					
		15-1142 Network and Computer Systems Administrators	Bachelor's degree	31.43%					
		15-1143 Computer Network Architects	Bachelor's degree	42.50%					
11.0103	Information Technology	15-1199 Computers Occupations, All Other	Bachelor's degree	13.00%	16	11	7	*	*
		11-3021 Computer and Information Systems Managers	Bachelor's degree	10.53%					
		15-1111 Computer and Information Research Scientists	Master's degree	20.59%					
		15-1121 Computer Analysts	Bachelor's degree	27.25%					
		15-1122 Information Security Analysts	Bachelor's degree	17.75%					
		15-1132 Software Developers, Applications	Bachelor's degree	9.27%					
11.0202	Computer Programming, Specific Applications	15-1133 Software Developers, Systems Software	Bachelor's degree	0.00%	10	9	8	*	NR
		15-1131 Computer Programmers	Bachelor's degree	24.07%					
		15-1132 Software Developers, Applications	Bachelor's degree	9.27%					
11.0802	Data Modeling/Warehousing and Database Administration	15-1141 Database Administrators	Bachelor's degree	12.45%	23	13	10	*	NR
11.0804	Modeling, Virtual Environments and Simulations	15-1111 Computer and Information Research Scientists	Master's degree	20.59%	103	66	57	*	*
		15-1131 Computer Programmers	Bachelor's degree	24.07%					
		15-1132 Software Developers, Applications	Bachelor's degree	9.27%					
		27-1014 Multimedia Artists and Animators	Bachelor's degree	42.11%					
14.9999	Engineering, Other	11-9041 Architectural and Engineering Managers	Bachelor's degree	7.04%	8	6	*	*	*
		17-2199 Engineers, All Other	Bachelor's degree	14.02%					
15.0701	Occupational Safety and Health Technology	29-9011 Occupational Health and Safety Specialists	Bachelor's degree	25.85%	9	*	7	*	NR
15.1204	Computer Software Technology	15-1131 Computer Programmers	Bachelor's degree	24.07%	75	7	39	*	*
		15-1132 Software Developers, Applications	Bachelor's degree	9.27%					
		15-1133 Software Developers, Systems Software	Bachelor's degree	0.00%					
41.0101	Biology Technician/Biotechnology Laboratory Technician	19-4021 Biological Technicians	Bachelor's degree	39.13%	107	16	44	6	\$38,125
43.0106	Forensic Science and Technology	19-4092 Forensic Science Technicians	Bachelor's degree	33.33%	28	22	18	*	*
50.0401	Design and Visual Communications, General	27-1021 Commercial and Industrial Designers	Bachelor's degree	0.00%	31	31	21	5	\$15,768
		27-1024 Graphic Designers	Bachelor's degree	31.79%					
		27-1027 Set and Exhibit Designers	Bachelor's degree	NA					
		27-1029 Designers, All Other	Bachelor's degree	NA					

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CIP Code	CIP Title	SOC Code/Title	KS DOL Typical Education required for Entry	% of JobsEq 2017 Job Posting Requiring less than Bachelor degree	Academic Year 2017 K-TIP Data				
					Declared Majors	Concentrators	Pursuing Additional Education	Graduates Exited and Employed	Average wage
50.0407	Fashion/Apparel Design	27-1022 Fashion Designers	Bachelor's degree	NA	86	52	49	7	\$25,489
50.0411	Game and Interactive Media Design	27-1014 Multimedia Artists and Animators	Bachelor's degree	42.11%	175	74	95	6	\$19,392
51.0702	Hospital and Health Care Facilities Administration/Management	11-9111 Medical and Health Services Managers	Bachelor's degree	28.49%	8	*	*	*	*
51.0706	Health Information/Medical Records Administration	11-9111 Medical and Health Services Managers	Bachelor's degree	28.49%	22	10	7	*	*
51.1501	Substance Abuse/Addiction Counseling	21-1011 Substance Abuse and Behavioral Disorder Counselors	Bachelor's degree	8.16%	*	*	*	*	NR
52.0101	Business/Commerce, General	21-1014 Mental Health Counselors	Master's degree	23.45%	9	9	*	*	*
		11-1011 Chief Executives	Bachelor's degree	2.11%					
		11-1021 General and Operations Managers	Bachelor's degree	35.74%					
		11-2022 Sales Manager	Bachelor's degree	24.27%					
		11-3011 Administrative Services Managers	Bachelor's degree	32.63%					
		11-3051 Industrial Production Managers	Bachelor's degree	25.36%					
		11-9021 Construction Managers	Bachelor's degree	22.73%					
		11-9151 Social and Community Service Manager	Bachelor's degree	9.23%					
52.0201	Business Administration and Management, General	13-1051 Cost Estimators	Bachelor's degree	29.80%	1,462	334	725	33	\$26,099 \$31,392
		13-1111 Management Analysts	Bachelor's degree	13.90%					
		11-1011 Chief Executives	Bachelor's degree	2.11%					
		11-1021 General and Operations Managers	Bachelor's degree	35.74%					
		11-2022 Sales Manager	Bachelor's degree	24.27%					
		11-3011 Administrative Services Managers	Bachelor's degree	32.63%					
		11-3051 Industrial Production Managers	Bachelor's degree	25.36%					
		11-9021 Construction Managers	Bachelor's degree	22.73%					
52.0305	Accounting and Business/Management	11-9151 Social and Community Service Manager	Bachelor's degree	9.23%	126	22	70	*	*
		13-1051 Cost Estimators	Bachelor's degree	29.80%					
		13-1111 Management Analysts	Bachelor's degree	13.90%					
52.0701	Entrepreneurship	11-3031 Financial Managers	Bachelor's degree	16.77%	109	6	56	*	NR
		13-2011 Accountants and Auditors	Bachelor's degree	14.83%					
		13-2051 Financial Analysts	Bachelor's degree	14.14%					
52.0703	Small Business Administration/Management	11-1011 Chief Executives	Bachelor's degree	2.11%	155	71	80	14	\$36,089
		11-1021 General and Operations Managers	Bachelor's degree	35.74%					
		11-9199 Managers, All Other	Bachelor's degree	35.58%					
52.1401	Marketing/Management, General	11-1021 General and Operations Managers	Bachelor's degree	35.74%	391	79	193	6	\$40,245
		11-2022 Sales Manager	Bachelor's degree	24.27%					
		13-1161 Market Research Analysts and Marketing Specialists	Bachelor's degree	23.25%					
52.1499	Marketing, Other	11-2021 Marketing Managers	Bachelor's degree	13.39%	*	*	*	*	NR
52.2001	Construction Management	11-9021 Construction Managers	Bachelor's degree	22.73%	106	38	59	6	\$61,039

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Approved Distribution of State Funds for Technical Education (Excel in CTE, AO-K Proviso) and Postsecondary Education Performance Based Incentives Fund (GED Accelerator)

Summary and Staff Recommendation

The Career Technical Education Incentive Program offers state-financed college tuition for high school students in postsecondary technical education courses resulting in an industry-recognized credential in high demand occupations. For FY 2019, the Board of Regents has available \$28.55 million for high school students' postsecondary tiered technical course tuition - Excel in Career Technical Education (CTE), and \$500,000 for the Accelerating Opportunity: Kansas (AOK) program which serves adults without a high school diploma or GED who are enrolled in tiered technical courses in approved pathways.

The Board of Regents also has \$125,000 available for the Postsecondary Education Performance-Based Incentives Fund (known as the GED Accelerator initiative). This fund provides incentives to eligible institutions—community colleges, technical colleges and Washburn University Institute of Technology—for adults seeking and earning a GED/high school equivalency diploma and/or an identified industry credential while enrolled in an eligible postsecondary technical education program.

Since the programs' inception, funding for the tuition has been distributed twice a year based on live student enrollment data submitted by the institutions. The proposed distribution amounts presented below were calculated based on current FY 2019 enrollments and appropriations available to finance the program. The distributions are contingent upon the Board's assessment of each institution's performance pursuant to the performance agreement process. The Board approved these distribution during the January 16, 2019 board meeting, and the data is presented here for informational purposes.

1/23/2019

Background

K.S.A. 72-4489 was enacted by the 2012 Legislature to establish the Career Technical Education Incentive Program. The program offers state-financed college tuition for high school students in postsecondary technical education courses resulting in an industry-recognized credential in high demand occupations. As the program has been promoted, its success has not been matched with greater appropriations from the State General Fund. FY 2016 was the first year when the appropriation for the program was insufficient to finance eligible tuition payments to the participating colleges. The colleges' distributions were reduced by \$1,379,353 or 5.7 percent. In FY 2017, the distributions were reduced again, this time by \$3.7 million, or 17.9 percent. The Legislature added funds to the program for FY 2018 so that sufficient money was available to finance reported student enrollment (\$27.3 million).

The Postsecondary Education Performance-Based Incentives Fund (known as the GED Accelerator initiative) provides incentives to eligible institutions—community colleges, technical colleges and Washburn University Institute of Technology—for adults seeking and earning a GED/high school equivalency diploma and/or an identified industry credential while enrolled in an eligible postsecondary technical education program. Eligible institutions can receive \$170 for each adult enrolled in a postsecondary technical program while pursuing a GED/high school equivalency diploma (\$150 of which must be used for the GED/high school equivalency tests), \$500 for each adult earning a GED/high school equivalency diploma, and \$1,000 for each adult earning an identified industry credential while enrolled in an eligible postsecondary technical education program. In both FY 2017 and FY 2018, distributions had to be prorated each year to match the available appropriation with reported student enrollment.

Amounts identified in the table below reflect Fall 2018 (FY 2019) enrollments and reconciliation of FY 2018 actual enrollments, as reported by the institutions. In some cases, as institutions reported their Academic Year data for FY 2018, the amounts previously funded now require adjustment; in some cases, this results in an amount

identified to be repaid to the Board Office, shown as a negative amount. The distributions are contingent upon the Board's assessment of each institution's performance pursuant to the performance agreement process.

Institution	Excel in CTE	AOK Proviso Adult Tuition	GED Accelerator
Allen Community College	\$513,490	\$ --	\$ --
Barton Community College	237,496	52,780	(1,075)
Butler Community College	344,494	8,015	2,680
Cloud County Community College	107,755	--	--
Coffeyville Community College	450,262	--	--
Colby Community College	217,661	--	--
Cowley Community College	436,784	--	--
Dodge City Community College	192,915	(7,375)	(160)
Flint Hills Technical College	936,368	--	--
Fort Scott Community College	537,115	7,619	(129)
Garden City Community College	99,874	(85)	(1,000)
Highland Community College	883,732	41,590	2,010
Hutchinson Community College	1,438,378	3,524	(578)
Independence Community College	102,246	--	--
Johnson County Community College	1,024,663	26,124	8,906
Kansas City Kansas Community College	1,504,395	(914)	(129)
Labette Community College	210,261	--	--
Manhattan Area Technical College	139,714	--	--
Neosho County Community College	568,652	3,197	2,779
North Central Kansas Technical College	174,365	--	--
Northwest Kansas Technical College	548,956	--	--
Pratt Community College	214,346	--	--
Salina Area Technical College	463,748	23,342	7,940
Seward County Community College	462,161	19,027	(17)
Washburn Institute of Technology	2,183,927	147,557	18,152
WSU Campus of Applied Sciences & Technology	2,355,687	81,749	7,871
Total	\$16,349,445	\$406,150	\$47,250

Staff Recommendation

The above distribution amounts were approved by the Board during the January 16, 2019 board meeting. The data is presented here for informational purposes.

Governor's Education Council 2018 Annual Report

Summary

The Technical Education Authority will receive a summary of the Governor's Education Council 2018 Annual Report.

1/23/2019

Intent

The Governors Education Council 2018 Annual Report has been provided to the TEA for your information. Discussion topics will include the report's recommendations and the Governor's Education Council status.



Governor's Education Council

As presented to Governor Jeff Colyer, MD
December 18, 2018

Letter from the Governor

Fellow Kansans,

When I signed the Executive Order establishing the Governor’s Education Council on March 7 of this year, I did so with some very specific goals in mind. I wanted to promote policies and strategies to effectively prepare students to successfully enter and thrive in a rapidly changing workforce. I also wanted to bring together education, business, and industry to discuss how to best prepare students for the careers of the future and contribute to the economic growth and success of Kansas. It is my belief that the future of Kansas depends largely on how we educate the next generation and prepare them to contribute their ideas and skills back into our state. It is our duty to help our students achieve their full potential and ensure they have the relevant knowledge, skills, and training that will prepare them for the jobs of the future.



At our first meeting of the Council I realized something was missing. We didn’t have any students! The Education Council agreed with my suggestion that we must have student voices as part of our discussions. This resulted in four students being added: two high school and two college. I can tell you with certainty that their voices have been invaluable.

The focus areas of the Council this year included college and career preparedness aligned with the Kansans Can initiative of the Kansas State Department of Education, developing and growing successful public/private partnerships, inventory of workforce development initiatives within the state, and discussing a system for measuring effectiveness and accountability of educational opportunities beyond the common and known metrics.

As a result of the efforts of the 38-member Council, this report includes 5 recommendations:

- I. Excel in CTE 2.0-building on the success of the previous legislation (originally referred to as SB155).
- II. Develop a guidebook for developing and expanding public/private educational partnerships.
- III. Conduct a formal study of state agencies regarding workforce development and training.
- IV. Develop guidance regarding work-based learning insurance and liability issues for use by school districts and businesses.
- V. Develop a MOU to share data among the Kansas State Department of Education, the Kansas Department of Labor, and the Kansas Department of Revenue to determine the success of the one-third of Kansas high school graduates that go directly into the workforce upon graduation.

These recommendations and ideas would not be possible without the expertise, time, and dedication of our hardworking members and I would like to thank all of them for their contributions. We have worked at what seems like the speed of light since I signed the Executive Order on March 7. There have been 4 meetings of the full council, and each subcommittee has met multiple times for a total of over a dozen meetings since the first one in April. Each member has made this council a priority and I cannot thank them enough.

I would like to give a special thank you to our leadership team. They each come from unique backgrounds with varied abilities and experience but had one focus: Kansas education. With KSDE and Randy Watson, KBOR and Blake Flanders, the Kansas Chamber and Alan Cobb, and the Kansas Leadership Center and Ed O’Malley, we came up with some truly meaningful recommendations that I think can help shape education in Kansas for many decades to come. And of course, this wouldn’t have been possible without Dr. Diane DeBacker making sure all the parts were moving in the right direction.

Our Kansas students are what make our state great. We must continue to provide them with every opportunity to succeed and thrive. The recommendations made by this council are not meant for just the present, but for all those students who come after. I would personally like to see a Kansas where our children see their futures, and I believe the work of this council helps ensure just that.

Sincerely,

A handwritten signature in black ink that reads "Jeff Colyer".

Jeff Colyer, MD

Executive Summary

Dr. Diane M. DeBacker, Executive Director, Governor's Education Council

Kansas Governor Jeff Colyer, M.D., signed Executive Order 18-10 on March 7, 2018, establishing the Governor's Education Council to inform and advise him on P-career education issues. In Kansas, the need for an education council is paramount given the governor's cabinet does not include a secretary of education. Rather, the K-12 system is overseen by an elected board of education and the higher education system overseen by a governor-appointed board of regents. To avoid a "silo-effect" of K-12 and higher education working independent of each other, Governor Colyer established the Education Council to bring together the education parties, along with business and industry, to discuss how our education system at all levels is preparing students for their next steps while also ensuring that we have a prepared and ready workforce of the future.



Council members were chosen to represent state and local officials, business leaders, state education associations, members of the House and Senate, and students. The unique composition of the Council leadership included Blake Flanders, President and CEO of the Kansas Board of Regents; Randy Watson, Kansas Commissioner of Education; Alan Cobb, President and CEO of the Kansas Chamber; and Ed O'Malley, President and CEO of the Kansas Leadership Center. Mr. Jack Ayres, a 2018 graduate of Kansas State University and accepted student at KU School of Medicine, served as the student representative to the leadership team.

The vision of the Governor's Education Council for an innovative education system that prepares students for the careers of the future and contributes to the economic growth and success of Kansas was established based upon four areas of study outlined by Governor Colyer for the initial year of the Council.

- Explore methods for integrating college and workforce preparedness into K-12 learning programs that align with and compliment the work of the Kansans Can initiative of the KSDE.
- Consider the application of public-private partnerships in developing industry specific learning goals.
- Inventory and assess existing workforce development initiatives within the state.
- Discuss a system for measuring effectiveness and accountability of educational opportunities beyond the common and known metrics.

Subcommittees were formed around the four areas with Council members assigned to the subcommittees based upon their interests and preference. The subcommittees were led by co-chairs and met independently to address their respective topics in between the quarterly meetings of the full Council. Information regarding the subcommittees can be found on page 4 & 5 of this report.

The Education Council set an ambitious pace to address the areas of study, meeting over a dozen times during the nine-month period. The Council was determined to bring forth solutions and to not let the work be "just another report that sits on a shelf and gathers dust." Given this determination, the Council has put forth five recommendations as outlined on pages 6 & 7.

On behalf of myself, the leadership and the 38 members of the Education Council, we proudly submit this report and proclaim that Kansas is on track to meet our vision of an innovative education system that prepares students for the careers of the future and contributes to the economic growth and success of Kansas.

GOVERNOR'S EDUCATION COUNCIL

Jack Ayres	Student Representative-KSU, KU Med, Lt. Governor's Office
Molly Baumgardner	Kansas Senate
G.A. Buie	United School Administrators of Kansas
Kathy Busch	Kansas State Board of Education
Alan Cobb	Kansas Chamber
Jeff Colyer	Governor of Kansas
Nick Compagnone	KS Association of Independent & Religious Schools
Monica Crowe	Kansas Parent Teacher Association
Diane DeBacker	Kansas Department of Commerce
Brenda Dietrich	Kansas House
Terry Dunn	DD Ranch Leawood
Mark Farr	Kansas National Education Association
Blake Flanders	Kansas Board of Regents
Linda Fund	Kansas Association for Community College Trustees
Alexis Gaudreau	Student Representative-Senior, Topeka West High School, Topeka, KS
Max Glaze	Student Representative-Senior, Maize High School, Maize, KS
Lana Gordon	Kansas Department of Labor
John Heim	Kansas Association of School Boards
Santippica "Tippi" Killingsworth	Student Representative-WSU Tech; Incoming Freshman Washburn University
Keith Lawing	Kansas Association of Workforce Boards
Matt Lindsey	Kansas Independent College Association
Gina Meier-Hummel	Kansas Department for Children & Families
D. Craig Nelson	Conco Construction
Robert North	Kansas Department of Commerce
Ed O'Malley	Kansas Leadership Center
Pat Pettey	Kansas Senate
Eber Phelps	Kansas House
Jim Porter	Kansas Board of Education
Ben Schears	Kansas Association of Technical Colleges
Garry Sigle	Kansas Association of American Educators
Janice Smith	Kansas Children's Cabinet
Joe Sopcich	Johnson County Community College
Coleen Tabor	Emprise Bank
Sean Tarwater	Kansas House
Daniel J. Thomas	Kansas Board of Regents
Helen Van Etten	Kansas Board of Regents
Randy Watson	Kansas State Department of Education
Steve Wentz	United Teachers of Wichita
Renee Burlingham	KBOR Liaison-College & Workforce Preparedness Subcommittee
Stacy Smith	KSDE Liaison-College & Workforce Preparedness Subcommittee
Matt Keith	KBOR Liaison-Public-Private Partnership Subcommittee
Kris Shaw	KSDE Liaison-Public-Private Partnership Subcommittee
April Henry	KBOR Liaison-Workforce Inventory & Assessment Subcommittee
Natalie Clark	KSDE Liaison-Workforce Inventory & Assessment Subcommittee
Elaine Frisbie	KBOR Liaison-Metrics Subcommittee
Kyle Lord	KSDE Liaison-Metrics Subcommittee

* Column colors correspond to Committee Members

SUBCOMMITTEE'S MEMBERSHIP AND CHARGES

College & Workforce Preparedness ---	Public-Private Partnerships ---	Workforce Inventory & Assessment ---	Metrics ---
<p>Explore methods for integrating college and workforce preparedness into K-12 learning programs that align with and compliment the work of the Kansans Can initiative of the KSDE.</p>	<p>Consider the application of public-private partnerships in developing industry specific learning goals.</p>	<p>Inventory and assess existing workforce development initiatives within the state.</p>	<p>Discuss a system for measuring effectiveness and accountability of educational opportunities beyond the common and known metrics.</p>
<p>The subcommittee was charged with examining the following areas:</p> <ul style="list-style-type: none"> • post-secondary effectiveness data and the value of the data in establishing goals for schools • Individual Plans of Study and models being implemented in schools • data from the inception of SB 155 and the law's impact on certificate completion • options and challenges for students to job shadow and have internships in high school <p>Future plans for the subcommittee included discussion of methods to engage students in pursuing education post high school, including the attainment of a certificate, associate, bachelor, masters or PhD degree.</p>	<p>The subcommittee was charged with examining the following areas:</p> <ul style="list-style-type: none"> • public-private partnerships that exist with P-20 education • program alignment efforts with P-20 education • other state agency public-private partnerships & programs with industry • military partnership efforts • public-private programs available around the nation. <p>Future plans for the subcommittee included discussion of how current efforts and programs can be expanded and/or improved to better identify workforce skills that need to be acquired through P-20 education.</p>	<p>The subcommittee was charged with examining the following areas:</p> <ul style="list-style-type: none"> • workforce development programs offered by state agencies • workforce development programs offered by K-12 • map and listing of programs offered by public postsecondary institutions in Kansas • private postsecondary institutions within the state • high wage/high demand jobs in Kansas <p>Future plans for the subcommittee included discussion of whether these initiatives are meeting the needs of employers in high demand/high wage industries within Kansas and if not, what improvements can be made.</p>	<p>The subcommittee was charged with examining the following areas:</p> <ul style="list-style-type: none"> • federal- and state-mandated metrics for measuring effectiveness and accountability • effectiveness and accountability metrics published by government, public and private organizations • lesser known metrics for measuring effectiveness and accountability • the role of accrediting agencies in ensuring educational quality <p>Future plans for the subcommittee included discussion of how these metrics could provide a unified overview of P-20 education.</p>

Governor's Education Council

Executive Director, Diane DeBacker • Co-Chairs, Blake Flanders and Randy Watson
Vice-Chairs, Alan Cobb and Ed O'Malley • Student Representative, Jack Ayres

Excel in CTE

Excel in CTE (originally known as Senate Bill 155) was passed by the Legislature during the 2012 Session and implemented during the 2012-2013 school year. Allowing for state-financed tuition for high school students enrolled in approved technical courses at Kansas technical and community colleges, Excel in CTE has been extremely successful. Student headcount climbed to 11,690 students in the 2017-18 school year, compared to 3,475 in 2010-11, and college credits earned soared to over 92,000 compared to 28,000 before the new program started. While the initiative has been successful, the Education Council has two areas of concern. First, inconsistency has developed across the state as to the charging of fees for direct program costs such as tools, uniforms, national exams, etc. In some cases, the expenses are paid in full by the district or technical or community college. In other cases, the expenses are borne by the student. The Education Council strongly believes there should be uniformity across the state as to who pays for such fees and expenses. The Council also suggests that consumable expenses be explicitly defined for the purpose of reimbursement and for consistent administration of the program. The second area of concern is related to the array of course offerings supported by state funding. Should the state limit its funding to only those programs leading to occupations that classify as high-wage or high-demand by the Kansas Department of Labor, or continue to fund all eligible postsecondary career technical education courses? The subcommittee understands that the Postsecondary Technical Education Authority is examining programs and will make recommendations as to which ones would continue to best serve the needs of students and their prospective employers. It is for the above reasons that the **Education Council recommends the Board of Regents study the Excel in CTE program and make recommendations for any changes during the 2019 Legislative Session.**



Public-Private Partnerships

As part of a survey conducted during the summer of 2018 by the Brandmeyer Center for Applied Economics (KU School of Business), information was gathered from K-12 school districts, technical colleges and community colleges about public-private partnerships. Results showed that over 50% of schools participate in a public-private partnership. Of these, 97% reported the partnerships were successful, and nearly 91% believed the partnerships could be replicated. The Council was impressed with flagship public-private partnerships such as those with Trane and Washburn Technical Institute (Topeka) and WSU Tech (Wichita). Conversely, the Council was concerned with responses describing barriers to scaling public-private partnerships including time, money, location, opportunity, cooperation, interest, policies, regulations and liability. The research from Kansas is clear: strong public-private partnerships formed between business, industry and education greatly contribute to the economic health of Kansas and the prosperity of our citizens. As such, **the Education Council encourages the growth of public-private partnerships among businesses, K-12 and postsecondary education and recommends the Kansas Chamber of Commerce and the Kansas Workforce Board lead the effort to do so.**

Workforce Training as Provided by State Agencies

An informal survey was conducted from May-July 2018 of 41 state agencies to gather information as to the extent of training provided by the agencies. Survey results indicated that 78% of the agencies provide some type of workforce development or training; that such training results in a credential or certificate for the participants; and that over 77% of the agencies train 100+ people annually. The survey revealed there is duplication of training in several areas with employability skills being the most prevalent. **The Education Council recommends the executive branch conduct a formal survey of key state agencies to determine how federal, state and local funds are used for workforce development and training and whether those funds; i.e. Carl Perkins, Workforce Innovation and Opportunity Act, and dollars allocated to the Department of Children and Families, could be leveraged to develop a more coordinated employment and training system in Kansas.**



Work-Based Learning Insurance and Liability Guidance and/or Legislation

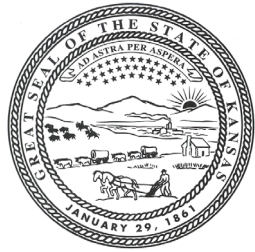
The Governor's Education Council heard from both school districts and businesses that desire to partner on work-based learning (WBL) opportunities for high school students but are concerned with potential insurance and liability issues. In a few examples, businesses have been discouraged from offering WBL opportunities by their insurance carriers. There currently is no clear guidance on this issue for either school districts or businesses. In some cases, school districts have purchased a separate student accident policy to cover

the students who participate in WBL. Other districts require the parents/guardians to assume any liability through their personal medical policies. And in many districts, they simply have not yet attended to the issue. All the above illustrate the importance for Kansas to provide guidance to school districts and businesses that want to offer such opportunities to students. **The Governor's Education Council, in collaboration with the KSDE, the Kansas Insurance Department, the Kansas Department of Agriculture, the Kansas Department of Labor, and the Kansas Association of School Boards will develop guidance for use by school districts and businesses regarding WBL. The Council is also ready to assist with drafting language for legislation if so desired.**

Data Sharing Among State Agencies

Data from the Kansas State Department of Education show that nearly one-third of all high school graduates go directly into the workforce upon high school graduation. Due to unique student identifiers used in the K-12 system to protect student privacy, it is impossible to "follow" these students into the workforce. Similar challenges exist when tracking participants in federally-funded skills training programs. As such, it is impossible to ascertain whether these young adults and job seekers are being successful; how long employed, wages, etc. Finally, it's impossible to determine if the students and training participants were ready to enter the workforce other than the issuance of the high school diploma or certificate. With a recurring message from employers that students are not adequately prepared for the workforce, it's critical that those leading education be able to account for the one-third of high school graduates that go directly to the workforce. **The Education Council recommends a MOU be developed with the Kansas Department of Labor, the Kansas Department of Revenue and the Kansas State Department of Education to determine where students are employed, their occupations, job titles, wages and other data for the one-third of Kansas high school graduates that go directly to the workforce from high school.**





kansasregents.org/EducationCouncil

Kansas State Department of Education (KSDE) K-12 Update

Summary

The Technical Education Authority will receive an update on the status of the KSDE Kansans Can School Redesign Project.

1/23/2019

Intent

Member Smith will provide a K-12 update on the new initiatives that have been launched, the progress that has been made, and where things are going in the future.

Academic Year 2017 Kansas Information Training Program (K-TIP) Review Part 2

Summary and Staff Recommendation

Purpose: K.S.A. 74-32,418 (previously K.S.A. 72-4451) established the Kansas Training Information Program (K-TIP), which is published annually by program and by institution. K-TIP shows employment placement rates and average salaries earned by students completing career technical education programs in the state during the most recently ended fiscal year, as well as the overall number of career technical program majors, number of career technical program graduates, and students pursuing additional education or training by program and institution.

1/23/2019

Background

Compiled from data submitted to the Kansas Board of Regents by the individual institutions, K-TIP includes data for all approved postsecondary career technical education programs offered by technical colleges, community colleges, Washburn University Institute of Technology, and Wichita State University Campus of Applied Sciences and Technology. Employment and wage information is reported for program graduates who have left public postsecondary education. Supplemental employment data provided by the Kansas Department of Labor and Missouri Department of Labor has been included where available. Many factors influence actual annual earnings, such as regional differences, self-employment status, and data availability. Academic Year 2017 marks the first year in which K-TIP has been supplemented with employment data from the Missouri Department of Labor where available, and the Average wages for Graduates Exiting and Employed are reported for the end of the 2nd quarter after exiting postsecondary education for each individual student.

K-TIP Review (Part 3)

K-TIP Highlights Part 3 will begin examination of AY2017 performance for programs with Graduates Exiting and Employed earning below \$20,000 annually. In AY2017, a total of 50 programs reported annual salaries of less than \$20,000 for Graduates Exiting and Employed by the end of the 2nd quarter after exiting postsecondary education.

The **AY2017 Systemwide: Associate/Certificate Programs Less than \$20K Annual Average Wages and No Longer Offered** chart reports those programs, systemwide with average salaries of less than \$20,000 annually which were no longer being offered by institutions for AY2018.

The **Systemwide: Associate/Certificate Programs Less than \$20K Annual Average Wages Not Meeting Technical Program Criteria** chart reports programs systemwide with average salaries below \$20,000 annually for which a baccalaureate degree or above is typically required for entry level employment.

Both tables are sorted by AY2017 average wages (where available). Programs recurring on the **Less than \$20K Annual Average Wages** program lists and included in previous annual K-TIP Highlights reports are color-coded by the number of years according to the following table:

Recurring six years
Recurring five of six years
Recurring four of six years
Recurring three of six years
Recurring two of six years

Note that non-highlighted programs on both charts would recur on the **Less than \$20K Annual Average Wages** program lists, however were not previously individually reported due to small cell protection.

Review of programs with average salaries below \$20,000 annually based upon those programs (1) recommended for further review and those programs that (2) met the minimum proposed criteria for technical programs will be presented during the next Technical Education Authority meetings.

Systemwide: Associate/Certificate Programs Less than \$20K Annual Average Wages and No Longer Offered

Program Name	CIP Code	AY2017				AY2016				AY2015				Standard Occupation Code (SOC)	Long-Term Occupational Projection (2016-2026) Educational Level (Per Bureau of Labor Statistics)
		Total # Declared Majors	Total # Graduates Exiting	Total # Graduates Exiting and Employed	Average Wage: Graduates Exiting and Employed	Total # Declared Majors	Total # Graduates Exiting	Total # Graduates Exiting and Employed	Average Wage: Graduates Exiting and Employed	Total # Declared Majors	Total # Graduates Exiting	Total # Graduates Exiting and Employed	Average Wage: Graduates Exiting and Employed		
Human Resources Management/Personnel Administration, General	52.1001	*	*	*	*	*	*	*	NR	19	*	*	NR	Seven SOC's	Bachelor's Degree for all seven SOC's
#Corrections and Criminal Justice, Other	43.0199	18	*	*	*	38	*	*	*	70	*	*	*	33-3012	HS diploma or equivalent with Moderate-term OJT (High Demand Ranking 93/441)
Digital Communication and Media/Multimedia	09.0702	*	*	*	NR	7	*	*	*	39	*	*	*	27-3099	HS diploma or equivalent with Short-term OJT
Finance, General	52.0801	*	*	*	NR	7	*	*	NR	13	*	*	NR	Nine SOC's	Bachelor's Degree for all nine SOC's
Computer Software and Media Applications, Other	11.0899	*	*	*	NR	*	*	*	*	*	*	*	NR	<i>unable to match</i>	
#Computer Technology/Computer Systems Technology	15.1202	*	*	*	NR	12	*	*	NR	6	*	*	NR	17-3023	Associate's Degree (High Demand Ranking 314/441)
Computer Installation and Repair Technology/Technician	47.0104	*	*	*	NR	14	*	*	*	38	12	9	\$13,296	49-2094	PS non-degree award

1. # Denotes programs corresponding to Occupation Codes considered High Demand
2. * Small Cell suppression used to protect student privacy in accordance with FERPA and HEOA guidance
3. NA = data not available
4. NR = Data not reported

Systemwide: Associate/Certificate Programs Less than \$20K Annual Average Wages Not Meeting Proposed Minimum Technical Program Criteria

Program Name	CIP Code	AY2017				AY2016				AY2015			
		Total # Declared Majors	Total # Graduates Exiting	Total # Graduates Exiting and Employed	Average Wage: Graduates Exiting and Employed with Salary Data	Total # Declared Majors	Total # Graduates Exiting	Total # Graduates Exiting and Employed	Average Wage: Graduates Exiting and Employed with Salary Data	Total # Declared Majors	Total # Graduates Exiting	Total # Graduates Exiting and Employed	Average Wage: Graduates Exiting and Employed with Salary Data
Game and Interactive Media Design	50.0411	175	10	6	\$19,392	184	15	8	\$20,499	171	9	8	\$24,227
Design and Visual Communications, General	50.0401	31	7	5	\$15,768	35	7	6	\$12,823	32	*	*	*
Animation, Interactiv Technology, Video Graphics and Special Effects	10.0304	287	26	20	\$15,006	267	19	14	\$21,829	266	18	13	\$18,190
Business/Commerce, General	52.0101	9	*	*	*	10	*	*	*	8	*	*	*
Accounting and Business/Management	52.0305	126	*	*	*	134	5	*	*	137	*	*	*
Modeling, Virtual Environments and Simulation	11.0804	103	*	*	*	70	8	*	*	60	5	5	\$21,204
Entrepreneurship/Entrepreneurial Studies	52.0701	109	*	*	*	94	7	5	\$18,778	85	*	*	*
#Marketing, Other	52.1499	*	*	*	NR	*	*	*	*	*	*	*	NR
Journalism	09.0401	*	*	*	NR	*	*	*	NR	*	*	*	NR
Substance Abuse/Addiction Counseling	51.1501	112	*	*	NR	120	*	*	*	133	*	*	*
Computer and Information Sciences, General	11.0101	27	*	*	NR	29	*	*	NR	51	*	*	*
*Data Modeling/Warehousing and Database Administration	11.0802	24	*	*	NR	42	5	*	*	57	*	*	*
Computer Programming, Specific Applications	11.0202	10	*	*	NR	12	*	*	*	17	*	*	NR
#Occupational Safety and Health Technology/Technician	15.0701	9	*	*	NR	NA	NA	NA	NA	NA	NA	NA	NA
*Plant Sciences, Other	01.1199	5	*	*	NR	NA	NA	NA	NA	NA	NA	NA	NA

1. # Denotes programs corresponding to Occupation Codes considered High Demand
2. * Small Cell suppression used to protect student privacy in accordance with FERPA and HEOA guidance
3. NA = data not available
4. NR = Data not reported

Legislative Update

Summary

The Technical Education Authority will receive a brief legislative update.

1/23/2019

Intent

Director Casey will provide an update on the 2019 legislative session. Topics will include the Governor's proposed budget and other non-budgetary items have been submitted or are under consideration.