

# Academic Program Prioritization

Methodology, Measures, and Supplemental Data, Fall 2016

## Methodology

For this analysis, programs and concentrations are grouped according to the methodology used in the annual program analysis, using the current LCCC Catalog and Classification of Instructional Program (CIP) codes extracted from the Colleague database. Course prefixes are aligned with the program analysis groups using similar methodology. Developmental courses are included in this analysis, unlike the annual program analysis.

For each measure listed below, results were be grouped into quintiles and programs were assigned a score from 1 to 5, with 5 representing a score above the 80<sup>th</sup> percentile. Then two subtotals were calculated: (1) the sum of scores for Value measures (Program Value) and (2) the sum of scores for Effectiveness and Efficiency measures (Program Efficacy). Finally, a scatter plot was created, using Program Efficacy along the horizontal (X) axis and Program Value along the vertical (Y) axis. The axes cross as the average scores for value and efficacy.

## Measures and Sources

For program prioritization purposes, developmental sections are included.

Measures	Definition & Notes	Source	Time-frame
<b>Value (Y axis)</b>			
Annual FTE	Three-year average total annual FTE enrollment in all course sections corresponding to the program analysis group.	Annual Program Analysis	AY 2013-14 AY 2014-15 AY 2015-16
Headcount	Three-year average unduplicated annual count of individuals enrolled in courses in the program analysis group.	Annual Program Analysis	AY 2013-14 AY 2014-15 AY 2015-16
Number of declared majors	Three-year average unduplicated headcount of students who had a declared program of study from the program analysis group at any time in the academic year under analysis.	Annual Program Analysis	AY 2013-14 AY 2014-15 AY 2015-16
Annual job openings	Average projected annual growth for occupations related to a program group. A <a href="#">crosswalk</a> of CIP (Classification of Instructional Programs) codes and SOC (Standard Occupational Classification) codes was used to determine which occupations are related to a program group.	<a href="#">Wyoming Long-Term Occupational Projections</a>	2014-2024

Measures	Definition & Notes	Source	Time-frame
Projected growth in occupations	Average projected growth for occupations related to a program group. A <a href="#">crosswalk</a> of CIP (Classification of Instructional Programs) codes and SOC (Standard Occupational Classification) codes was used to determine which occupations are related to a program group.	Bureau of Labor Statistics (via Burning Glass)	2012-2022
Job listings	Average number of job postings for occupations related to a program group. A <a href="#">crosswalk</a> of CIP (Classification of Instructional Programs) codes and SOC (Standard Occupational Classification) codes was used to determine which occupations are related to a program group.	Burning Glass (Labor Insight tool)	July 1, 2015 – June 30, 2016
Wages for occupations	Average mean salary for individuals working in occupations related to a program group. A <a href="#">crosswalk</a> of CIP (Classification of Instructional Programs) codes and SOC (Standard Occupational Classification) codes was used to determine which occupations are related to a program group.	Bureau of Labor Statistics (via Burning Glass)	July 1, 2015 – June 30, 2016
Program uniqueness	Average score on Program Uniqueness rubric developed by Academic Leadership Team (ALT) members. Each member scored each program separately, then the results were discussed by the ALT as a whole. Following this discussion, final scores were calculated.	Academic Leadership Team (ALT)	n/a
<b>Effectiveness (X axis)</b>			
Course success rate	Three-year average course success rate for all course enrollments. Success rate = (number of A, B, C, and S grades)/(total number of official student enrollments)	Annual Program Analysis	AY 2013-14 AY 2014-15 AY 2015-16
Graduation rate	Three-year average graduation rate for the fall cohort. The fall cohort is the group of students who declare a program of study in the program analysis group during the first half of a fiscal year (July 1 – December 31). These students are tracked for three academic years, through August 31 of the third year, to determine who completes their programs of study. Students who have not completed any credits within the program analysis group by the end of the tracking period are excluded from the analysis.	Annual Program Analysis	Fall 2012 Fall 2013 Fall 2014

Measures	Definition & Notes	Source	Time-frame
Degree/credential productivity	Three-year average of the number of degrees and certificates awarded in an academic year (summer, fall, spring for these reporting purposes).	Annual Program Analysis	AY 2013-14 AY 2014-15 AY 2015-16
Numbers of transfers	Three-year average of the number of fall cohort students who transfer to a four-year college or university within three years of entering the cohort.	Annual Program Analysis	Fall 2012 Fall 2013 Fall 2014
Transfer rate	Three-year average transfer rate. The transfer rate = (# students transferring to a four-year college or university within three years)/(# students in the fall cohort).	Annual Program Analysis	Fall 2012 Fall 2013 Fall 2014
Job placement rate (in Wyoming)	Three-year average in-field job placement rate as determined by the industry in which graduates were employed in the second quarter after graduation. A CIP-SOC crosswalk was combined with a <a href="#">SOC-NAICS</a> (North American Industry Classification System) crosswalk to determine which industries were related to a program.	Wyoming Unemployment Insurance Program Wage Records	AY 2012-13 AY 2013-14 AY 2014-15
Average wage for graduates	For those employed in a related industry (identified above), the three-year average wages earned in the second quarter after graduation. A CIP-SOC crosswalk was combined with a <a href="#">SOC-NAICS</a> (North American Industry Classification System) crosswalk to determine which industries were related to a program.	Wyoming Unemployment Insurance Program Wage Records	AY 2012-13 AY 2013-14 AY 2014-15
Licensure or certification pass rate	Three-year average pass rate = (number of program graduates who successfully complete the licensure/certification exam related to their program of study on the first attempt)/(number attempting the exam). For programs where the graduates complete more than one exam, results are aggregated for that program. Currently, this indicator is limited to health science programs. Licensure/certification results have not been systematically collected for other areas.	Annual Program Analysis	AY 2012-13 AY 2013-14 AY 2014-15
<b>Efficiency (X axis)</b>			
Percent of credits taught by full-time faculty	Three-year average of the percent of credits taught by full-time faculty for courses with prefixes associated with the program group.	Annual Program Analysis	AY 2013-14 AY 2014-15 AY 2015-16

Measures	Definition & Notes	Source	Time-frame
Average credits to completion	For each graduate, determine the total number of completed at the time of graduation. Calculate the average for each program group.	Annual Program Analysis	AY 2013-14 AY 2014-15 AY 2015-16
Average time to completion	For each graduate, determine the total time in years from initial enrollment until the time of graduation. Calculate the average for each program group.	Annual Program Analysis	AY 2013-14 AY 2014-15 AY 2015-16
Average section fill rate	Fill rate = (official [12% census date] enrollment)/(section capacity). The fill rate is calculated for every section taught during the academic year and the averaged for each program group.	Annual Program Analysis	AY 2013-14 AY 2014-15 AY 2015-16
Core expenditures per FTE	Instructional expenditures are summed across the budget lines related to the program group. That sum is then divided by the total FTE above. Some cost centers are related to more than one program group. In those cases, expenditures are prorated based on FTE.	Annual Program Analysis	AY 2013-14 AY 2014-15 AY 2015-16

### Supplemental Data

When possible, measure results have been disaggregated at the concentration level or the course prefix level, as applicable.

By Concentration		By Course Prefix
Number of declared majors	Number of transfers	FTE
Annual job openings	Transfer rate	Headcount
Projected growth	Job placement rate	Course success rate
Job listings	Graduate earnings	% credits taught by FT faculty
Wages for occupations	Average credits to completion	Section fill rate
Graduation rate	Average time to completion	Expenditures per FTE
Degree and certificate productivity		

In addition to the supplemental data listed above, some benchmark data from the Cost & Productivity Project are provided. This project provides comparison data by CIP code for instructional costs per student credit hour and the percent of student credit hours taught by full-time faculty. These measures are defined differently from those included in the program prioritization analysis; therefore, decisions should not be made based solely on these comparisons.