

## Overview

In years past, the Program Annual Analysis (PAA) has been used as way to examine the performance of different academic programs at Laramie County Community College (LCCC). The results of the analyses were traditionally presented on a Microsoft Excel spreadsheet. However, in late 2017, the Wyoming Community College Commission began implementing Tableau software, a data visualization tool. Thus, Tableau will be the new delivery system of the PAA. Therefore, the purpose of this document is to provide the reader with an overview of the PAA system, and then to provide them with information to help them use the dashboard.

## Measures in the Program Annual Analysis

The Program Analysis and Ranking System is designed to measure the relative performance of LCCC's programs of study. Twenty-five measures in four key performance areas have been identified for programs of study. Most of these measures can be linked to the College's KPI (Key Performance Indicator) system; these linkages are included in the table below. At this time, data are not yet available for many of the indicators, which are high-lighted in gray. Wage data are available, but

Performance Area and Measures	Definition
<b>A. Participation</b>	
A.1 Annual FTE (KPI A.1.a)	Total annualized FTE enrollment in all course sections corresponding to the program analysis group
A.2 Number of participants enrolled (KPI A.1.b)	Unduplicated annual count of individuals enrolled in the program analysis group.
A.3 Number of declared majors (KPI C.1.a, D.1.a)	Unduplicated headcount of students who had a declared program of study from the program analysis group
<b>B. Success</b>	
B.1 Course success rate (KPI A.7)	Course success rate for all course enrollments for the academic year. Success rate = (number of A, B, C, and S grades)/(total number of official student enrollments)
B.2 Graduation rate (KPI A.4)	Students who declare a program of study in the program analysis group during the first half of a fiscal year (July 1 – December 31) are tracked for three academic years, through August 31 of the third year, to determine who completes their programs of study. (For example, the fall 2011 majors were tracked through 8/31/2014.) The graduation rate = (# completers)/(# declared majors).  Exclusions: Students who have not completed any credits within the program analysis group by the end of the tracking period are excluded from the analysis.
B.3 Number of degrees and certificates awarded (KPI C.2.a, D.2.a)	Total number of degrees and certificates awarded in the academic year (summer, fall, spring for these reporting purposes).

Performance Area and Measures	Definition
B.4 Number of majors matriculating to university (KPI C.3)	The cohort of students identified for measure B.2 is tracked for three years, through the summer semester, to determine who transfers to a four-year college or university in that time frame. (For example, the fall 2011 majors were tracked through the summer 2014 semester.) Generally applicable only to transfer (AA or AS) programs.
B.5 University matriculation rate (KPI C.3)	Matriculation rate = (# majors who transfer within two year [B.4])/(#fall majors). Generally applicable only to transfer (AA or AS) programs.
B.6 Number of in-field job placements (KPI D.3)	<p>Number of fall concentrators in CTE programs who are employed in positions related to their programs six months after completing their program or stopping enrollment at LCCC.</p> <p>This measure is not yet included in the scoring due to a lack of reliable data at this time. Currently the only source of data is the survey of graduates conducted six months after graduation. Response rates are low so there is not enough information to disaggregate responders into their program groups.</p>
B.7 In-field job placement rate (KPI D.3)	<p>Placement rate = (result for B.6)/(# CTE concentrators in Fall Cohort)</p> <p>This measure is not yet included in the scoring due to a lack of reliable data at this time. Currently the only source of data is the survey of graduates conducted six months after graduation. Response rates are low so there is not enough information to disaggregate responders into their program groups.</p>
B.8 Licensure/certification pass rate (KPI D.5)	<p>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.</p> <p>Currently, this indicator is limited to health science programs. Licensure/certification results have not been systematically collected for other areas. This is not included the dashboard since it only pertains to one program.</p>
B.9 Achievement of program competencies (KPI A.5)	Our common course assessment system has reliability and thus validity issues. Pathways is implementing a system to improve the outcome of these measures.
B.10 Achievement of institutional competencies (KPI A.5)	Preliminary results of student learning assessment of institutional competencies are being analyzed to determine the best practice for data presentation for continuous improvement and accountability.
<b>C. Learning Environment</b>	
C.1 Percent of sections taught by full-time faculty (KPI F.3.a)	Percent of sections taught by full-time faculty = (number of program group sections taught by full-time faculty in an academic year)/(number of program group sections taught in the same year)

Performance Area and Measures	Definition
C.2 FTE student to FTE faculty ratio (KPI F.2)	FTE faculty = (total credits taught in program group sections for the academic year)/15  FTE student to FTE faculty ratio = (total FTE enrollment in program group sections for an academic year [A.1])/(FTE faculty)
C.3-7 CCSSE benchmark ratings (KPI I.2.a – KPI I.2.e)	Trend data are being developed and faculty input is being sought during the 2015-16 academic year to determine the best practice for incorporating these data in the annual program analysis.
<b>D. Efficiency</b>	
D.1 Average credits to completion (KPI F.1.a)	For each graduate, determine the total number of completed at the time of graduation. Calculate the average for each program group.
D.2 Average time to completion (KPI F.1.b)	For each graduate, determine the total time in years from initial enrollment until the time of graduation. Calculate the average for each program group.
D.3 Average section fill rate (KPI F.4)	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.
D.4 Core expenditures per FTE (KPI G.1)	Instructional expenditures are summed across the budget lines related to the program group. (See Appendix III.) That sum is then divided by the total FTE as calculated for A.1. <ul style="list-style-type: none"> <li>Some cost centers are related to more than one program group. In those cases, expenditures are prorated based on FTE.</li> </ul>
<b>New Measures, 2018</b>	
Number of job openings in Wyoming	Burning glass is used to find the number of job openings related to each respective program group in Wyoming.
Growth rate of occupations In Wyoming.	Burning glass is used to find the average growth rate of occupations related to each program group in the Wyoming.
Number of job listings.	Burning glass is used to find the number of job listings related to the respective program group in Wyoming.
Job placement	The proportion of students placed in jobs relevant to their programs.
The average wage of LCCC Alumni	This comes from a Memo of Understanding with the state of Wyoming and Unemployment/Income data
Graduate four years after transfer.	The percent of students who transfer from LCCC to outside institutions who graduate within 4 years.
Average GPA of students at transfer institutions.	The average GPA of students after their first term at their new college or university.

## Methodology and Assumptions

For this analysis, programs and concentrations are grouped using the current LCCC Catalog and Classification of Instructional Program (CIP) codes extracted from the Colleague database. See Appendix I for the current list of Program Analysis Groupings. Once the program analysis groupings are identified,