DRAFT FOR 12.1.22 Steering Team

# Academic Portfolio Review Analysis and Recommendations & Workload Review Update

December 2022

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# Agenda

- Project Scope and Goals
- Workload Review Update
- Academic Portfolio Review
  - Approach
  - Analysis
  - Recommendations
- Questions and Answers
- Next Steps

# Project Scope and Goals

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# Project Scope and Goals

1. **Academic Portfolio Review:** Provide a framework that allows KBOR to ensure the six KBOR bachelors-degree granting institutions are offering academic programs that students are interested in pursuing, successfully complete, and that lead to employment.
2. **Workload Review:** Assess academic resource utilization across all institutions and recommend an ideal workload evaluation process that leads to continuous improvement.


# Workload Review

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# Workload Review Update

- All data supporting rpk's Workload Review has been shared with KBOR staff and institutions.
- Finding and recommendations related to Workload Review will be provided to Regents in the final narrative report, to be delivered in January.


# Academic Portfolio Review

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# Academic Program Review vs Academic Portfolio Review: Measuring Health

## Program Review (Institution)

- Established cycle for institutions to assess their academic programs
  - Focused on a specific academic program
  - Standard internal and external quantitative data and qualitative narrative results in institution-led actions and/or recommendations

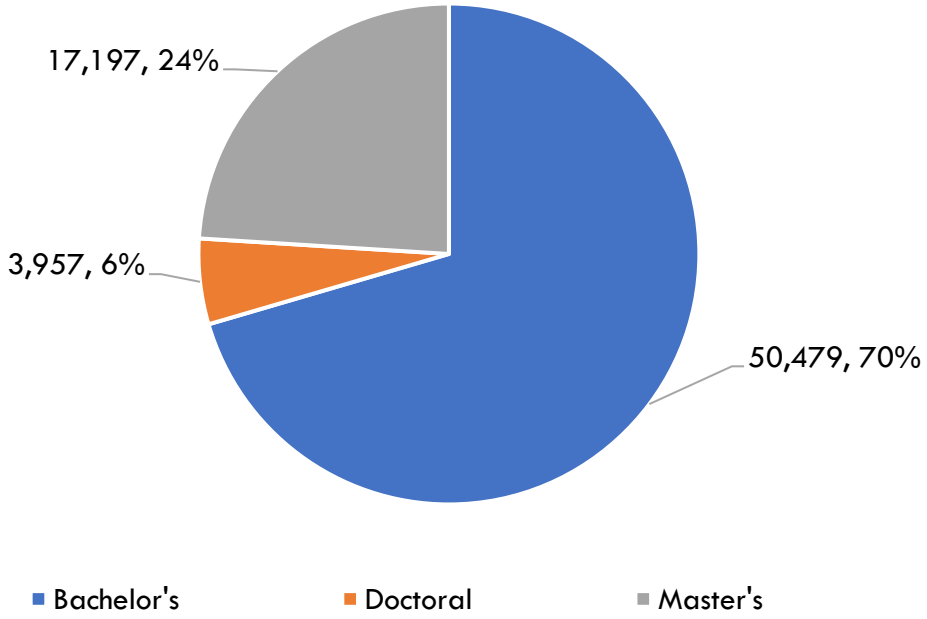
## Portfolio Review (System)

- Annual review of all academic programs across institutions
  - Rolls-up institution's academic programs into larger categories
  - Baseline metrics derived from quantitative data allows for Regents' continuous monitoring of overall health of current academic portfolio and its future iterations

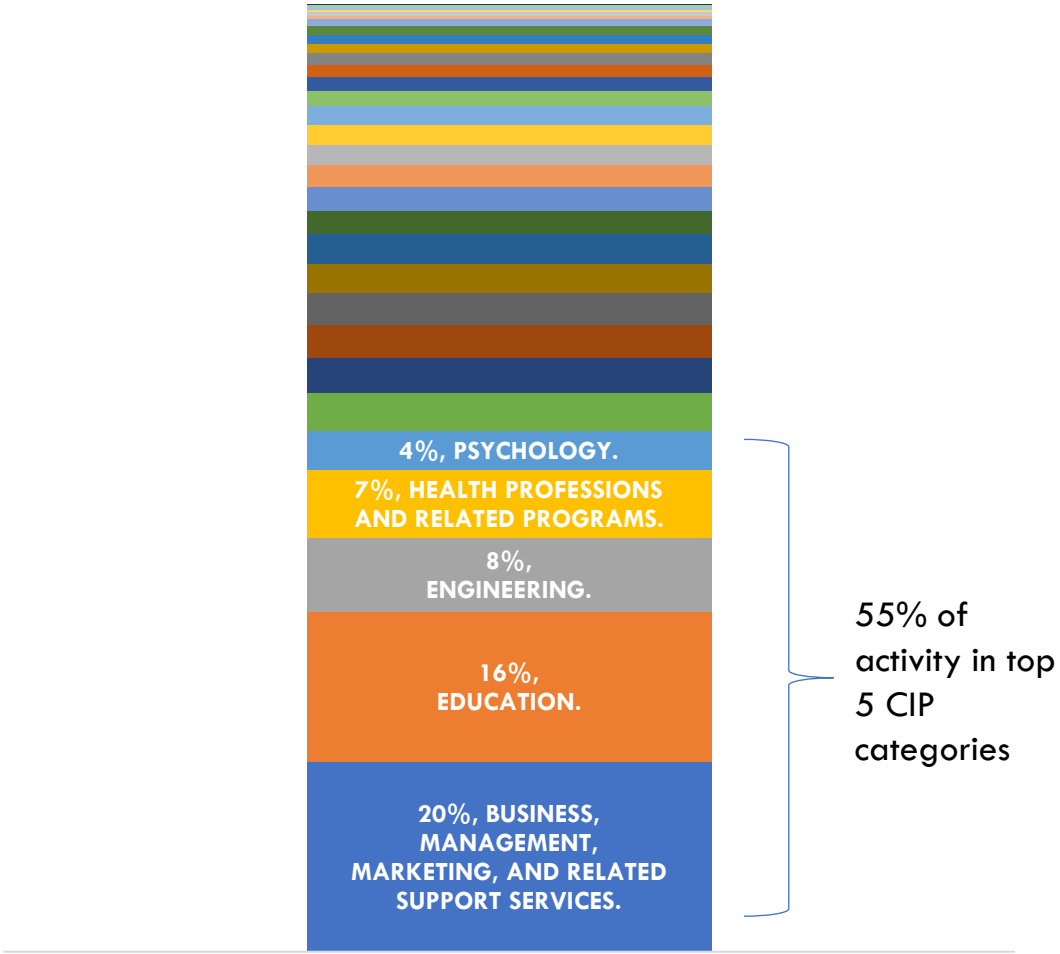
# KBOR Portfolio Summary (1/2)

- 688 programs across 6 institutions
  - Rolled up, there are 333 unique programs

Average Annual Headcount Enrollment Duplicated, 2017-2021




Average Annual Distribution of Headcount by Discipline (2-digit CIP code), 2017-2021




The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020. Source: NCES



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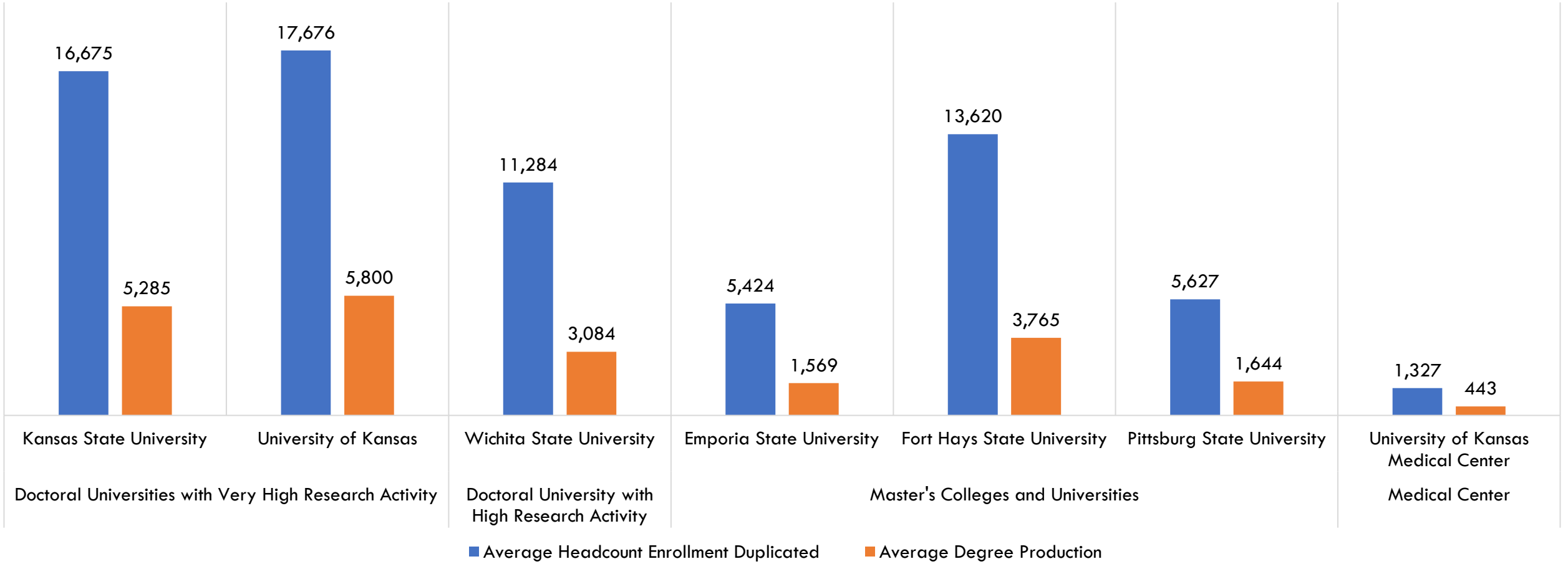
# KBOR Portfolio Summary (2/2)

Average Annual Headcount and Degree Production by Institution/Carnegie Classification




Averages are a 5-year average 2017 – 2021

***rpk's Recommendation:*** *Maintain institution led program review, but establish a framework for annual academic* ***portfolio*** *monitoring to better understand:*

**Student Demand and Success**

- Enrollment Trends
- Degree Production

**Labor Market Alignment**

- Program & Occupation Matches
- Degree Production in High Demand Fields

# Portfolio Health and Duplication as Regents' Indicators

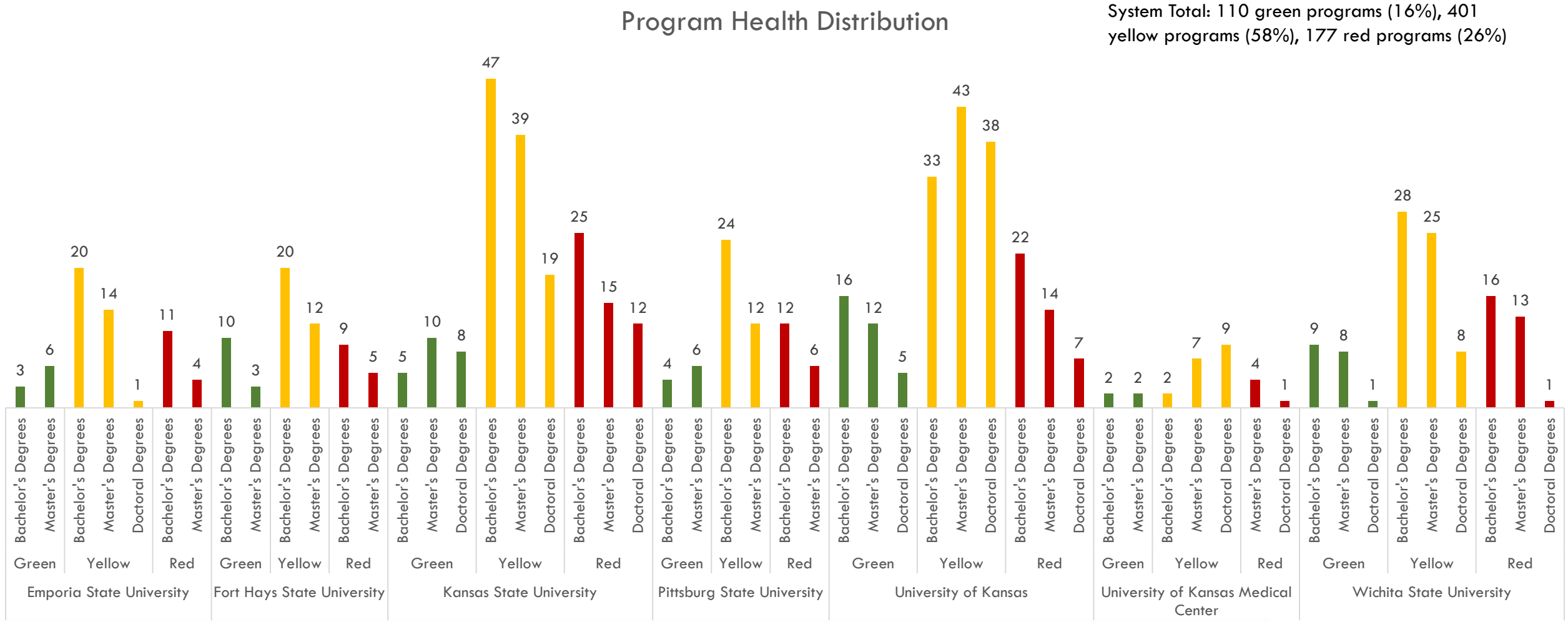
- The application of the academic portfolio review monitoring framework allows Regents to continuously answer the questions:
  - What areas within KBOR's portfolio are healthy and successful?
  - Where is there duplication within the portfolio?
  - What opportunities exist for optimizing the academic portfolio?

# rpk's Portfolio Review

- Academic Years 2017-2021
- Metrics by Program:
  - Primary: Headcount, degree production
  - Secondary: Retention, graduation, average wage, graduates employed in the region

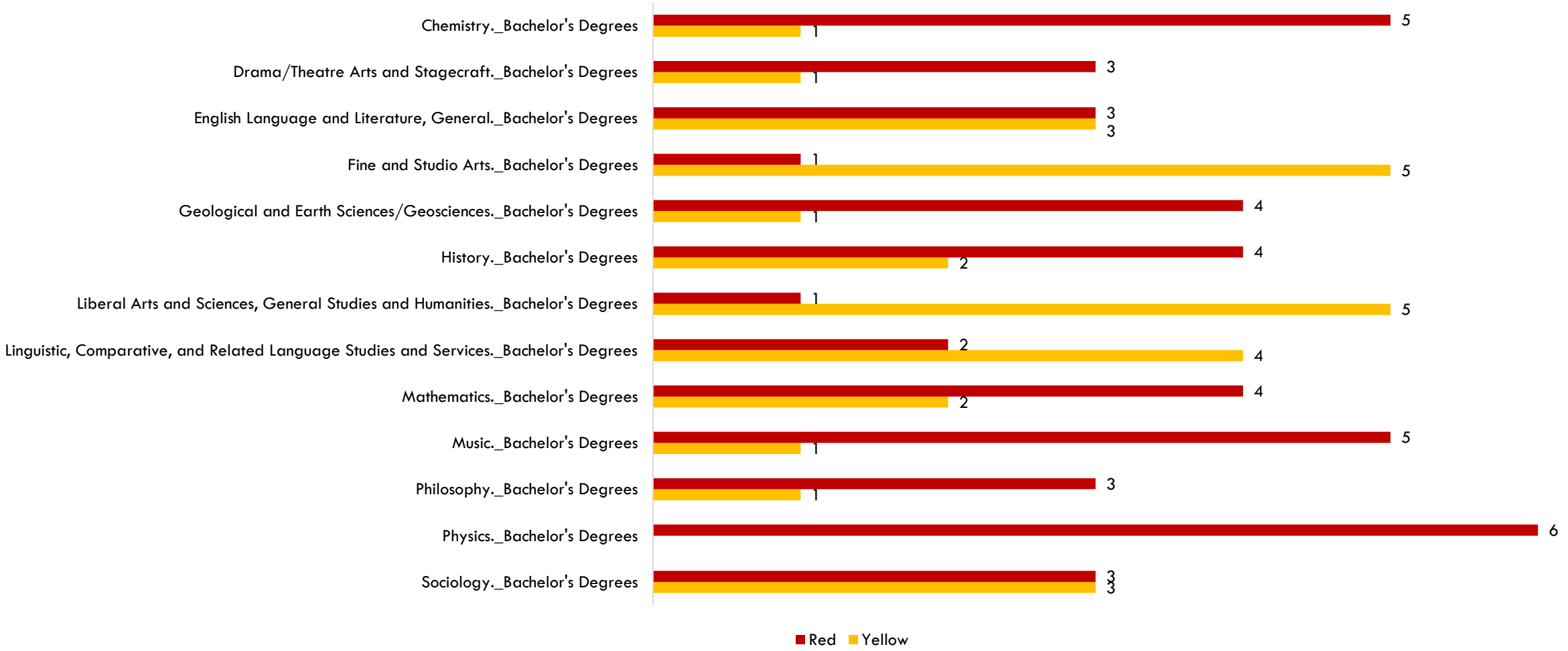
| Program Health Categories | | |
|---|---|---|
| **Green** | **Yellow** | **Red** |
| Above median headcount, positive headcount growth, above median degree production. | 1. Above median headcount, positive/no headcount growth, below median degree production OR<br>2. Above median headcount, below median degree production OR<br>3. Below median headcount, above median degree production OR<br>4. Below median headcount, positive/no headcount growth, below median degree production | Below median headcount, negative growth in headcount, below median degree production. |

# Majority of Programs Across Institutions and Degree Level are Yellow




Program Health distribution utilizes institutional medians for enrollment and degree production
Median is taken across the 5 years of data 2017 – 2021

# Bachelor's Programs Demonstrating Poor Health and Duplication




Criteria: Program located at 4 or more institutions, 0 instances of 'Green' program health, at least 1 instance of 'Red' program health

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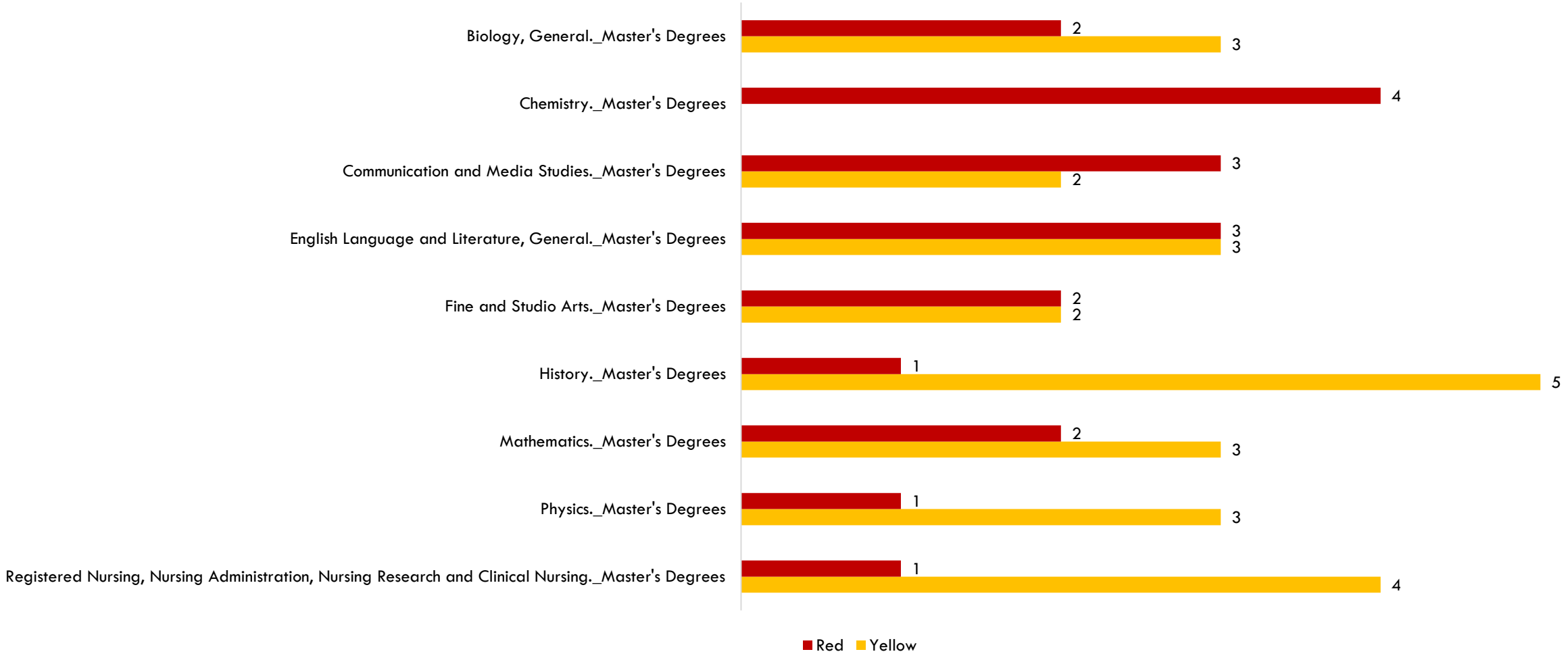
# Master's Programs Demonstrating Poor Health and Duplication




Criteria: Program located at 4 or more institutions, 0 instances of 'Green' program health, at least 1 instance of 'Red' program health

# Working Example: Physics – Bachelor's Degree

*The Physics bachelor's degree is below median enrollment and degree production at all institutions.*
*Although graduates who find employment in Kansas or Missouri earn higher wages, few graduates are employed regionally.*

| 4-Digit CIP Title | Degree Type | Institution Name | Program Health | Average Headcount Enrollment Duplicated | Headcount Difference (2017 - 2021) | Average Degree Production | Degree Production Difference (2017-2021) | Wage_Employment Category |
|---|---|---|---|---|---|---|---|---|
| Physics | Bachelor's Degrees | Institution 1 | Red | 14 | -15 | 5 | -4 | High Salary_Low Regional Employment |
| | | Institution 2 | Red | 22 | -9 | 6 | -4 | High Salary_Low Regional Employment |
| | | Institution 3 | Red | 57 | -21 | 13 | -2 | Low Salary_Low Regional Employment |
| | | Institution 4 | Red | 12 | -4 | *** | Positive Growth | *** |
| | | Institution 5 | Red | 60 | -5 | 13 | 0 | High Salary_Low Regional Employment |
| | | Institution 6 | Red | 29 | -9 | 6 | -4 | High Salary_Low Regional Employment |

Averages are a 5-year average 2017 – 2021
*** Data suppression for cell size < 5

# Adopting a Successful Academic Portfolio Monitoring Process

## The Kansas Board of Regents should:

- Maintain institution led program review, but establish a framework for annual academic **portfolio** monitoring to better understand student demand and success, as well as trends in labor market alignment.

| Program Health Categories | | |
|---|---|---|
| **Green** | **Yellow** | **Red** |
| Fully support through transparency and advocacy programs that are healthy. | Understand positive and negative trends particularly in duplicated programs as early indicators of potential opportunities and areas for improvement. | Monitor intensely by developing and communicating to institutions and stakeholders the expectations for programs that are unhealthy and/or unhealthy and duplicated. |
| Approve standards related to proposed new programs that are already duplicated and/or will create duplication. | | |

# Sustaining a Successful Academic Portfolio Review Monitoring Process

**To sustain a successful academic portfolio review monitoring process, the Kansas Board of Regents should:**

- Modify the current institution led program review cycle to allow for tighter connection to academic portfolio review monitoring process
- Charge KBOR staff with producing the academic portfolio review monitoring data and related reports for the Regents on an annual basis
- Coordinate with KBOR staff to design and deliver on-going trainings for Regents and institutional leaders related to the annual academic portfolio review monitoring process
- Over time, consider incorporating additional metrics (retention, graduation rate) in the portfolio review to provide additional clarity into academic portfolio health


# Questions and Answers

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# Next Steps

- rpk GROUP will provide Regents with a narrative summary of the Academic Portfolio Reviews' processes and recommendations.

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# Thank you


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# Appendix

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# Academic Portfolio Review: Methodology (1/2)

- Unit of Analysis: 4-digit classification of instructional program (CIP) code + stats description (bachelor's, master's, doctoral)
- Years of analysis: academic year (AY) 2017 – 2021
  - AY 2017 = summer 2016, fall 2016, spring 2017
- Unless specified in definition, data include both full-time and part-time students
- All metrics are duplicated - students with multiple majors are counted for all

# Academic Portfolio Review: Methodology (2/2)

- Data source: all data collected through KBOR
  - Headcount and degree production collected through KBOR AY collection
  - Retention and graduation collected through KBOR fall semester AY collection
  - Wage and employment data - Unemployment Insurance (UI) Program Wage Records from the Kansas Department of Labor and Missouri Department of Labor & Industrial Relations Research, provided by KBOR
- Excluded programs
  - Programs with no headcount during years of analysis AY 2017 - AY 2021
  - Inactive and Hold program status (based on 2022 program inventory)
  - Phased programs unattached to a similar active status program
  - Professional programs
  - Doctor of Professional Practice (DOCPP) award level

# Academic Portfolio Review: Definition of Program

- To accommodate for inconsistent use of 6-digit CIP codes, rpk used the 4-digit CIP code allowed for comparison of similar programs across institutions
- Using 4-digit CIP + stats description creates instances of multiple programs being rolled up into the unit of analysis (88 4-digit programs, 13% of all programs, have more than one 6-digit program in the grouping, which can hide small programs.

*These two programs get combined for an average headcount of 138*

| Institution Name | 4-Digit CIP Title | Stats Description | 6-Digit CIP | Program Name | 5-Year Average Headcount |
|---|---|---|---|---|---|
| Institution #1 | Design and Applied Arts. | Bachelor's Degree | 50.0409 | GRAPHIC DESIGN | 45 |
| Institution #1 | Design and Applied Arts. | Bachelor's Degree | 50.0411 | BACHELOR OF APPLIED ARTS IN MEDIA ARTS | 116 |

# Academic Portfolio Review: Definitions

| Metric Name | Metric Definition |
|---|---|
| Headcount Enrollment | Number of students who have declared a major in the program across academic year; undergraduate data is restricted to Junior and Senior counts; graduate data includes all students |
| Degree Production | Number of degrees awarded across academic year |
| Retention Cohort | Number of full-time, fall start students who started in the program 1 year prior to year of analysis; undergraduate data collected separately for first-time and new transfer students; not collected for graduate programs |
| Program Retention | Number of students from the retention cohort who remain in the program after 1 year (fall to fall); students that complete are included in cohort but not counted as retained; undergraduate data collected separately for first-time and new transfer students; not collected for graduate programs |
| Institution Retention | Number of students from the retention cohort who remain at the institution after 1 year (fall to fall); students that complete are included in cohort but not counted as retained; undergraduate data collected separately for first-time and new transfer students; not collected for graduate programs |
| Graduation Cohort | Number of full-time, fall-start students who started in the program 4 years prior to year of analysis; most recent major tied back to students in cohort; not collected for graduate programs |
| 4-Year Graduation | Number of students from the graduation cohort who graduate within 4 years; not collected for graduate programs |
| Average Wage | Average wages, CPI-adjusted to current dollars, of former degree graduates, employed in Kansas or Missouri as reported by the state labor agency during the 2nd calendar quarter 1-year post-graduation. Annual wages are calculated by the quarterly wages multiplied times 4. Continuing graduates and those with invalid match data are removed from the cohort. |
| % Graduates Employed in Region | The percentage of graduates employed in Kansas or Missouri as reported by each state labor agency during the 6th calendar quarter following graduation. Graduates continuing their education, enrolled in at least 12 credit hours in the following academic year, are removed from the cohort. Graduates with invalid match data are also removed. |

Retention and graduation are not collected for graduate programs because there were challenges around identifying a cohort that consists of new graduate students. This is an area of opportunity for future iterations of the framework.

# Academic Portfolio Review: Median Enrollment & Degree Production by Institution

| | Bachelor's Degrees | | Master's Degrees | | Doctoral Degrees | |
|---|---|---|---|---|---|---|
| **Institution Name** | **Median Headcount** | **Median Degree Production** | **Median Headcount** | **Median Degree Production** | **Median Headcount** | **Median Degree Production** |
| Emporia State University | 54 | 15 | 75 | 22 | 20 | 3 |
| Fort Hays State University | 116 | 28 | 102 | 30 | N/A | N/A |
| Kansas State University | 116 | 38 | 25 | 8 | 32 | 4 |
| Pittsburg State University | 78 | 22 | 29 | 11 | N/A | N/A |
| University of Kansas | 105 | 35 | 17 | 7 | 33 | 4 |
| University of Kansas Medical Center | 53 | 21 | 11 | 4 | 17 | 4 |
| Wichita State University | 101 | 27 | 37 | 10 | 33 | 4 |

Median is taken across the 5 years of data 2017 – 2021