Leveraging Labor Market Insights for Academic Program Development and Review

Lightcast

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Welcome and Introductions

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About Lightcast

- In 2021, Emsi and Burning Glass merged to form Emsi Burning Glass and in 2022, became Lightcast.

- Today, Lightcast is the leading labor market analytics company with more than one billion job postings and more than 300 million workforce profiles.

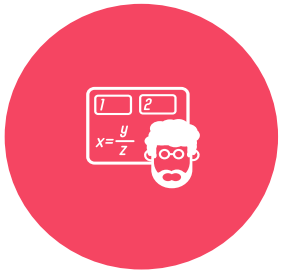
- Lightcast partners with more than 1,000 institutions of higher education in the United States.

Session Agenda

- Components of Academic Program Review
- The Core Four
- Completing the Form for the Louisiana Board of Regents
- **Break**
- Utilizing the Tool
- Gathering Stakeholder Buy-In
- Wrapping Up

Components of Academic Program Review

Student Success



Faculty Activity

Internal Demand

External Demand

Finance

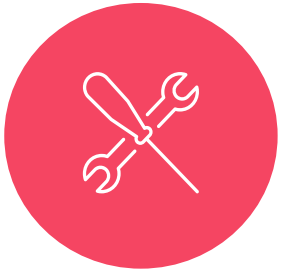
Academic/Community Service

The Core Four to Demonstrate Program Value

Size

Staffing

Salaries



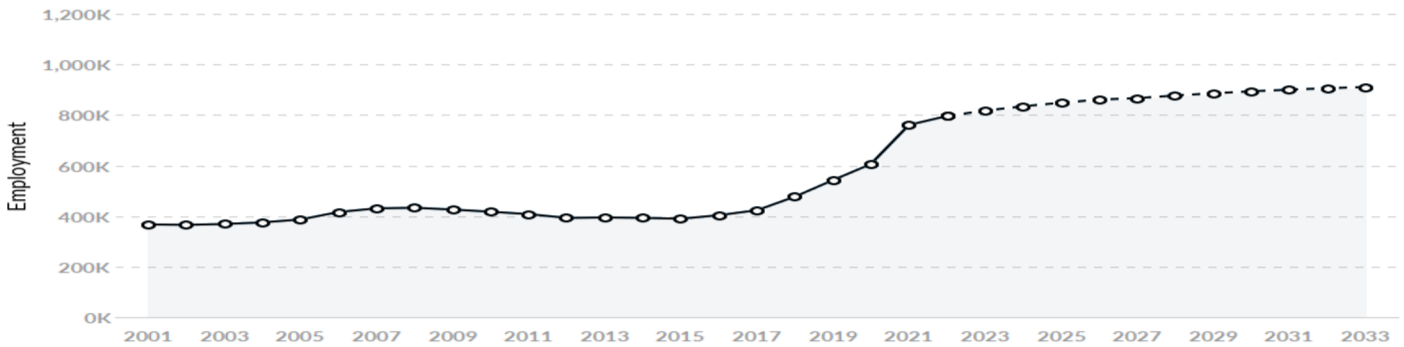
Skills

Size: Current and Projected Growth

Project Management Specialists, United States, 2001 – 2033

Regional Employment Is About Equal to the National Average

An average area of this size typically has 367,033* jobs, while there are 367,033 here.



Region	2001 Jobs	2033 Jobs	Change	% Change
United States	367,033	910,830	543,798	148.2%
National Average	367,033	910,830	543,798	148.2%

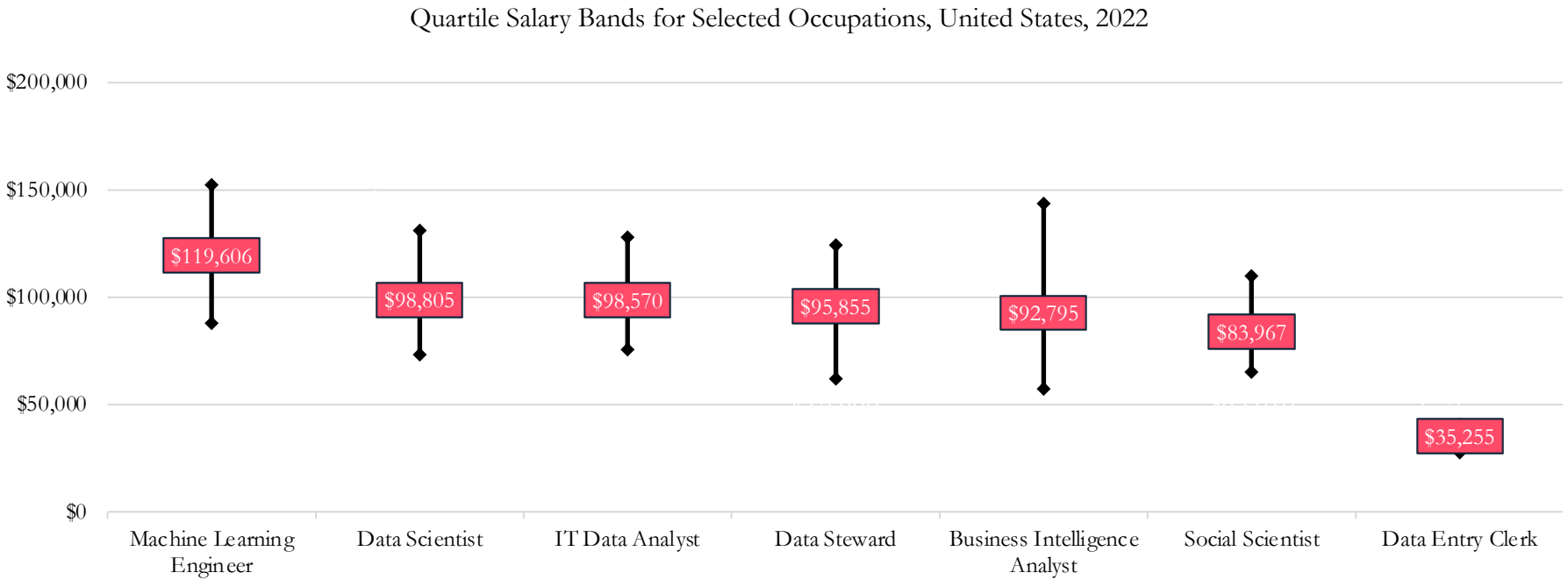
*National average values are derived by taking the national value for Project Management Specialists and scaling it down to account for the difference in overall workforce size between the nation and United States. In other words, the values represent the national average adjusted for region size.

Staffing: Detroit, MI Job Postings – Management Information Systems

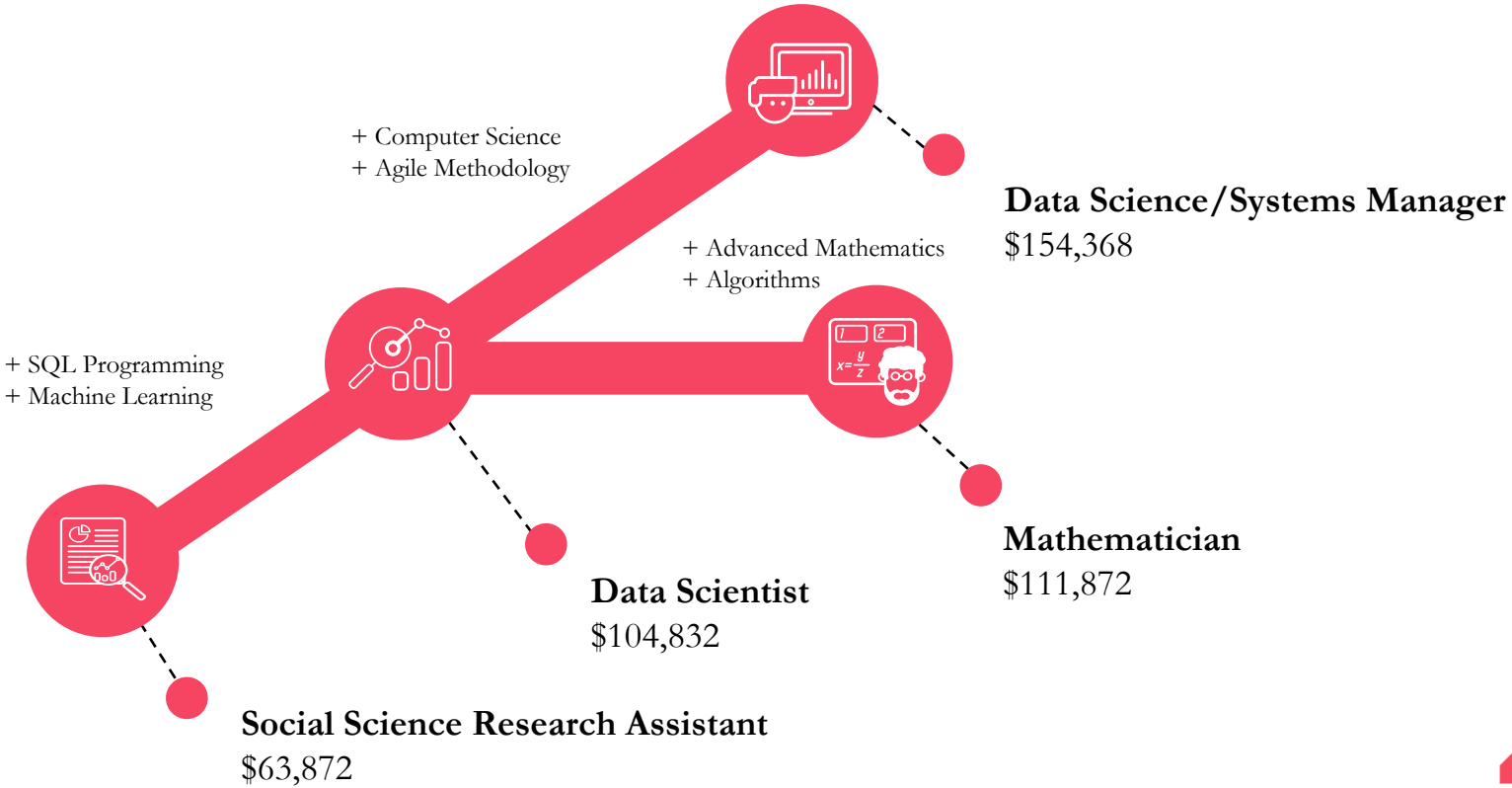
Top Companies Posting

Company	Total/Unique (Feb 2018 - Feb 2019)	Posting Intensity	Median Posting Duration
Oracle Corporation	925 / 181	5 : 1	43 days
Deloitte LLP	861 / 143	6 : 1	67 days
ACCENTURE, INC.	451 / 113	4 : 1	50 days
Renature, Inc.	1,465 / 107	14 : 1	12 days
Anthem, Inc.	394 / 88	4 : 1	27 days
Ally Financial Inc.	161 / 37	4 : 1	39 days
Ford Motor Company	158 / 34	5 : 1	57 days
Henry Ford Health System	141 / 34	4 : 1	61 days
CAP GEMINI	95 / 29	3 : 1	33 days
Siemens AG	184 / 29	6 : 1	49 days
FCA US LLC	223 / 28	8 : 1	65 days

Salary: Data Science and Related Occupations, 2022

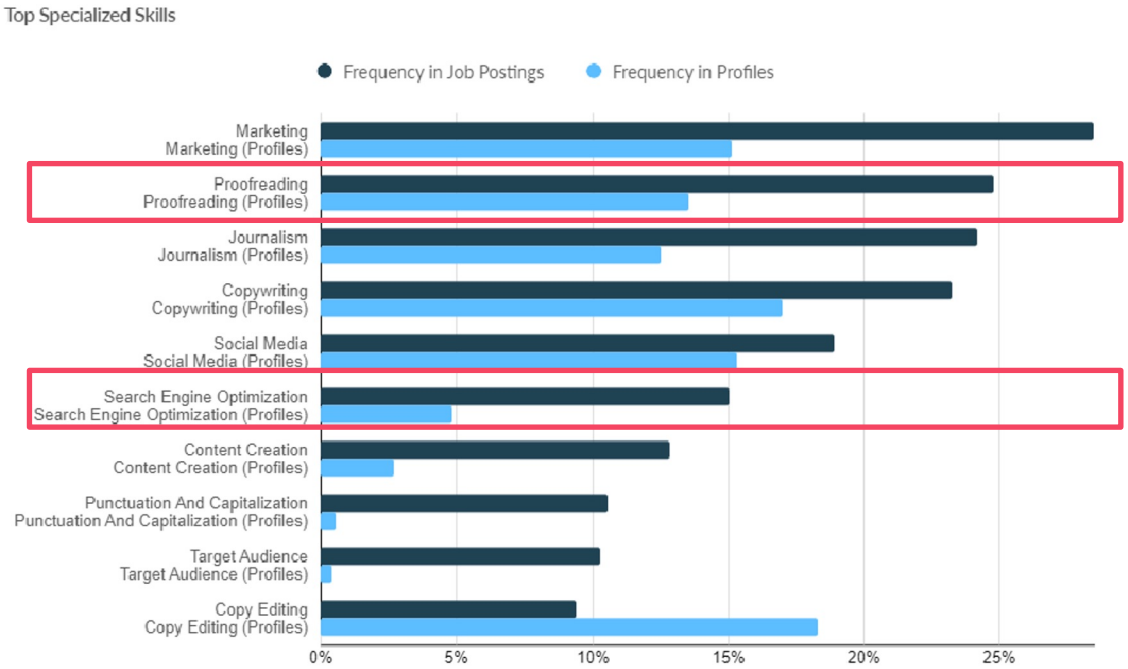


Salary and Skills Help Align College-Career Pathways

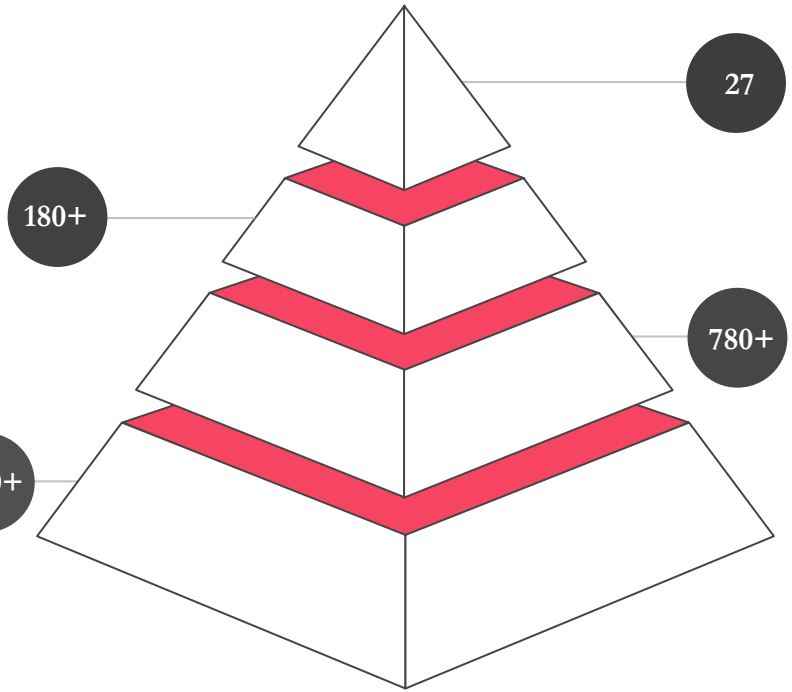


Skills: Align College-Career Pathways to the Labor Market

Top Skills – Skills, Creative Writing, United States



Reimagine Programs: Lightcast Occupation Taxonomy



CAREER AREA

Example: Information Technology

OCCUPATION GROUP

Example: Software Development

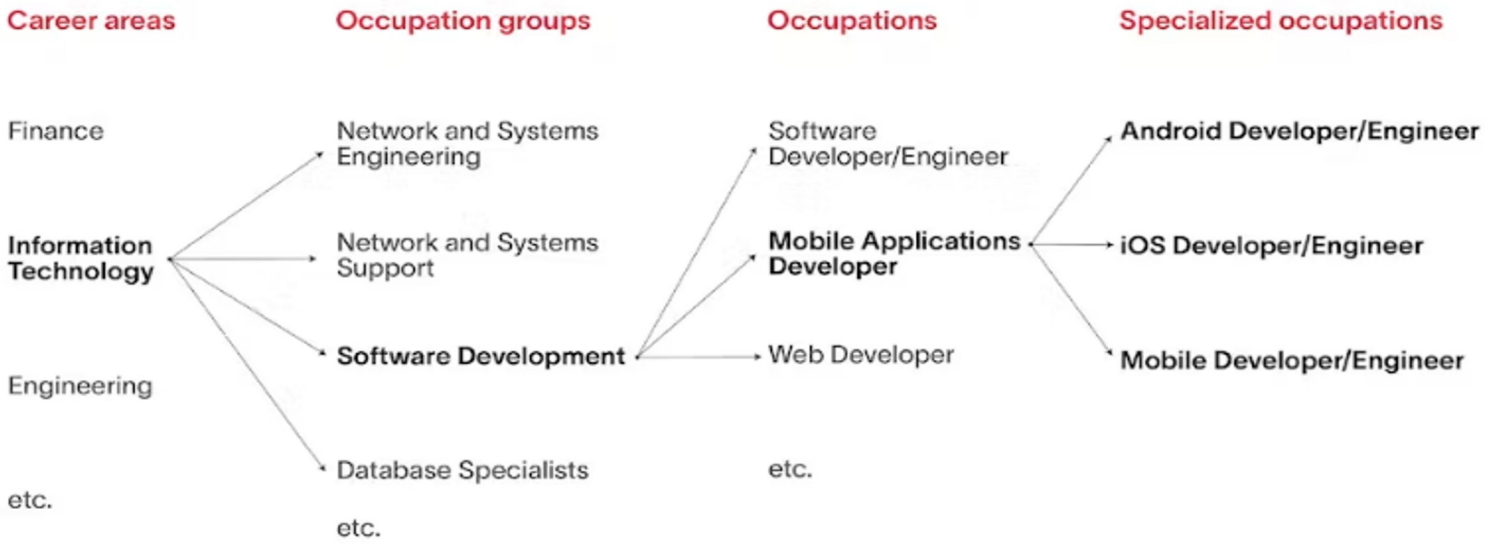
OCCUPATION

Example: Mobile Applications Developer

SPECIALIZED OCCUPATION

Example: Android Developer

Reimagine Programs: Lightcast Occupation Taxonomy



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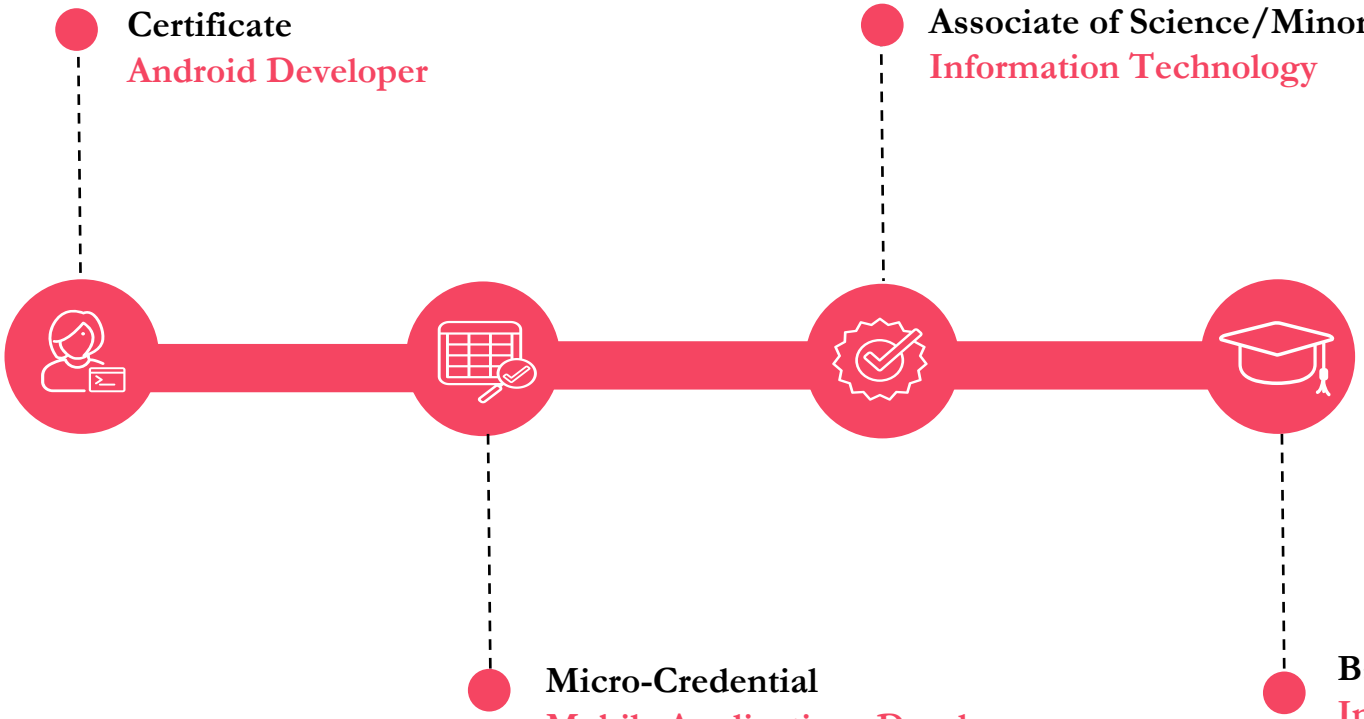
Reimagine Curriculum Pathways and Credentials

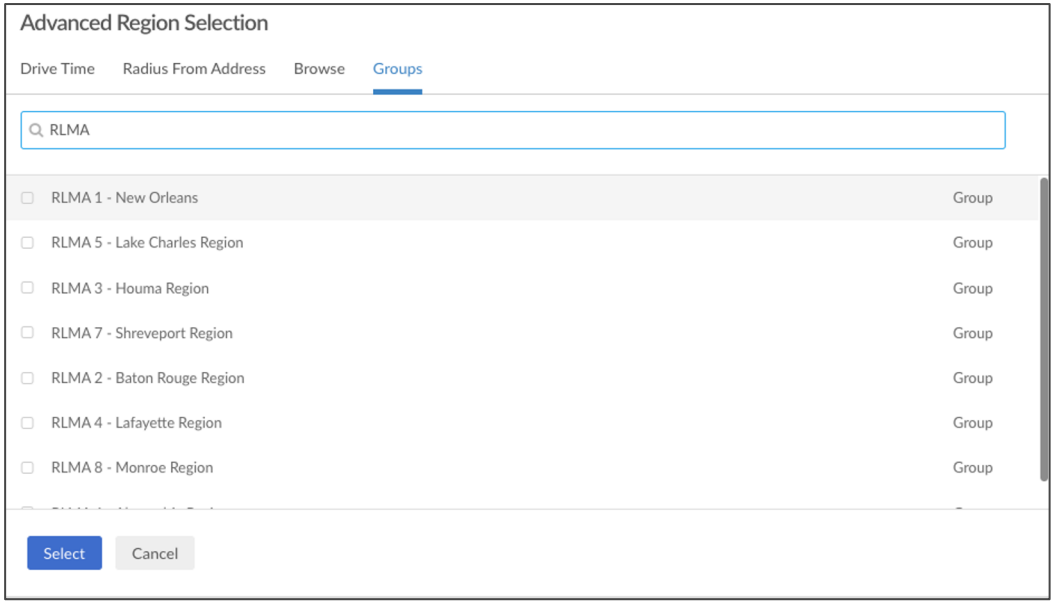


LABOR Academic Degree Program Proposal Form

Form-focused, best practices incorporating Lightcast data

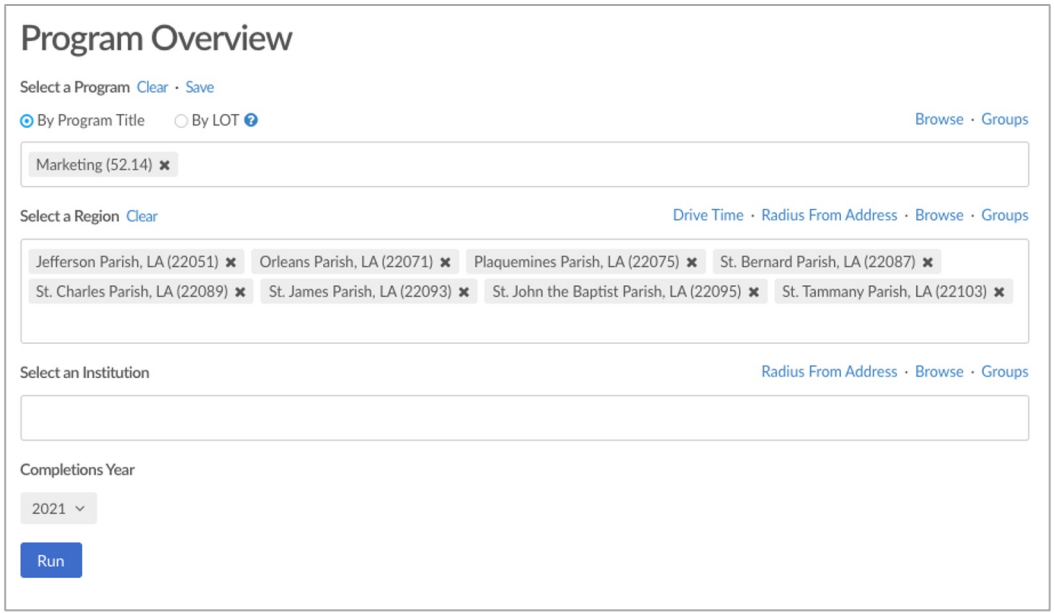
- Exploring your service area: RLMA-, State-, or National-level data.
- Exploring employment outlooks for occupations related to the program.
- Examining the competitive landscape in your service area that offers the same or similar programs.
- Identifying the Knowledge, Skills, and Abilities (KSAs) associated with related occupations.

Selecting Your Service Area



Program Overview Report

Set Up the Search Parameters



Program-Related Employment Outlook

13. What is the employment outlook for occupations related to the program?

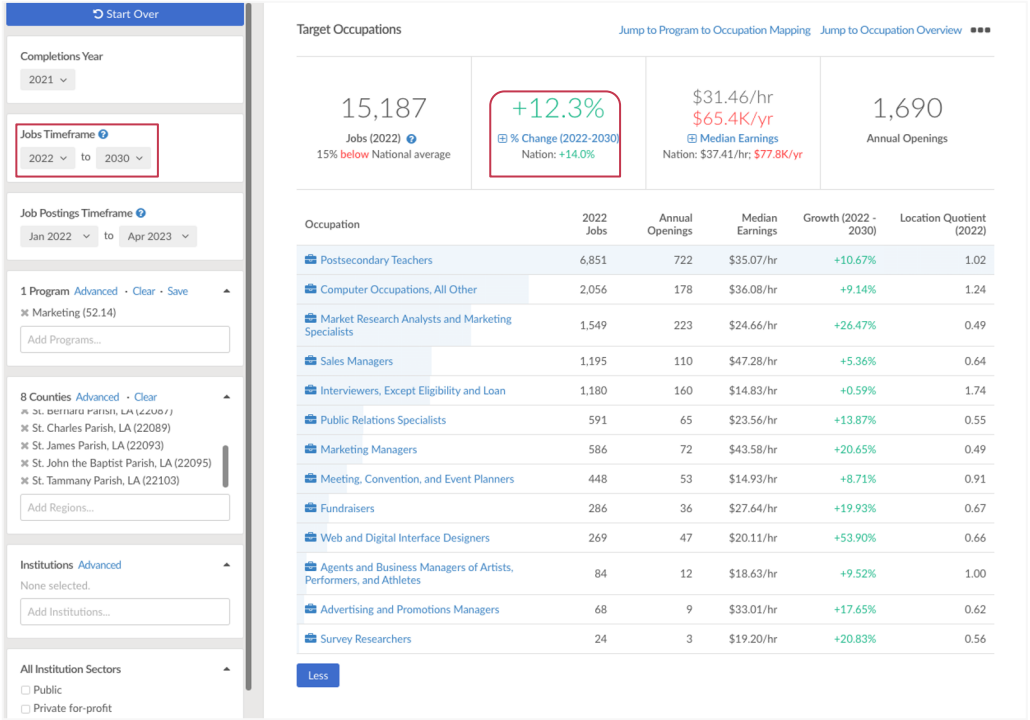
You may find this information using the following information sources among others:

a. EMSI's Program Overview Report (check with your Office of Academic Affairs for access)
b. Louisiana Workforce Commission
c. US Department of Labor Projections Managing Partnership
d. The NCES CIP to SOC crosswalk.

If data for the program's service area is not available, then use state- or national-level data and indicate below.

[ ] Service Area Data [ ] Sate Data [ ] National Data

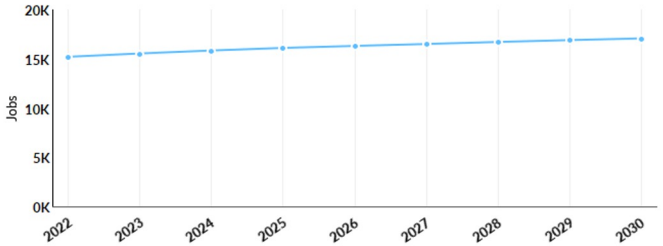
Related Occupation	LWC Star Rating	Current Employment [Enter Year]	Projected Employment [Enter Year]	# Change	% Change	Average Annual Openings	Average Salary



Displaying Occupational Change

Growth

15,187	17,057	1,870	12.3%
2022 Jobs	2030 Jobs	Change (2022-2030)	% Change (2022-2030)

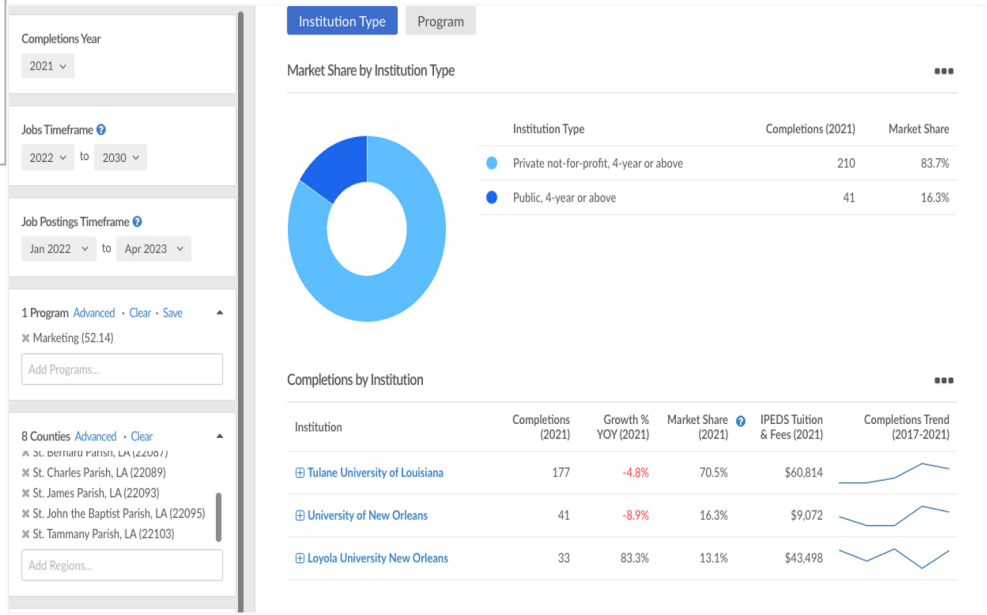


Occupation	2022 Jobs	2030 Jobs	Change	% Change
Advertising and Promotions Managers (11-2011)	68	80	12	18%
Marketing Managers (11-2021)	586	707	121	21%
Sales Managers (11-2022)	1,195	1,259	64	5%
Agents and Business Managers of Artists, Performers, and Athletes (13-1011)	84	92	8	10%
Meeting, Convention, and Event Planners (13-1121)	448	487	39	9%
Fundraisers (13-1131)	286	343	57	20%
Market Research Analysts and Marketing Specialists (13-1161)	1,549	1,959	410	26%
Web and Digital Interface Designers (15-1255)	269	414	145	54%
Computer Occupations, All Other (15-1299)	2,056	2,244	188	9%
Survey Researchers (19-3022)	24	29	5	21%
Postsecondary Teachers (25-1099)	6,851	7,582	731	11%
Public Relations Specialists (27-3031)	591	673	82	14%
Interviewers, Except Eligibility and Loan (43-4111)	1,180	1,187	7	1%

Program-Related Competitive Landscape

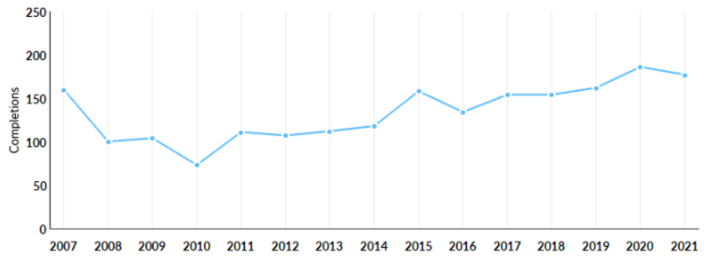
14. List other institutions within the service area that offer the same or similar programs and include the number of graduates from within the last year. This information is available through IPEDS, EMSI's Program Overview Report and BOR Searchable CRIN.

Institution	Program (degree and title)	No. Graduates in past year



Displaying Program Award Level

Tulane University of Louisiana | Completions in Marketing (52.14)



Award Level	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	1	1	0	2	0	1	0	1	5	1	1	2	0	1	0
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	132	84	87	54	89	92	98	112	145	132	152	152	161	185	177
Postbaccalaureate certificate	0	0	0	0	0	0	2	1	1	1	1	0	1	0	0
Master's Degree	27	15	17	17	22	14	12	4	7	0	0	0	0	0	0
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	160	100	104	73	111	107	112	118	158	134	154	154	162	186	177

Institution Info

Address: 6823 St. Charles Avenue
New Orleans, LA 70118

Website: tulane.edu/

Phone: 504-865-5000

Occupation-Related Skills

17. Using data from the US Department of Labor O*-Net and/or EMSI's Program Overview Report identify at least three technical skills and three Knowledge, Skills, and Abilities (KSAs) as identified in O*-Net/EMSI associated with the related occupations.

Occupation	Occupation-specific skills & KSAs

Option 1:
By Specialized, Common, and Software Skill-Level

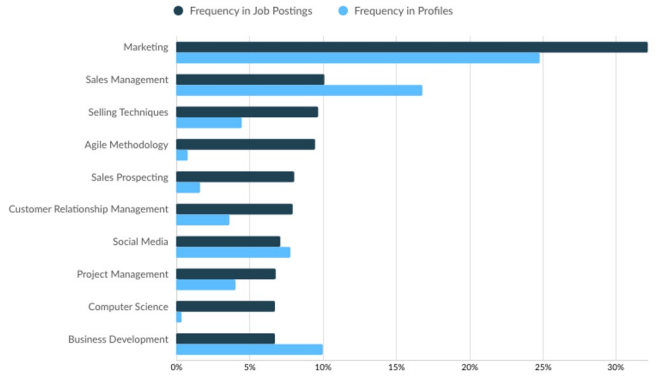
In-Demand Skills

The following provides insight into the supply and demand of relevant skills by comparing the frequency of skills present in job postings against skills present in today's workforce. Along with Lightcast's job posting analytics, this comparison leverages Lightcast's dataset of more than 100M online resumés and profiles. All resumés and profiles used in these comparisons have been updated within the last three years.

**The skills associated with workforce profiles represent workers of all education and experience levels.*

Specialized Skills | Common Skills | Software Skills

Top Specialized Skills



Hide Detailed Table

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Marketing	3,005	32%	6,447	25%
Sales Management	943	10%	4,367	17%
Selling Techniques	905	10%	1,168	4%
Agile Methodology	887	10%	208	1%
Sales Prospecting	752	8%	426	2%
Customer Relationship Management	745	8%	939	4%
Social Media	663	7%	2,027	8%
Project Management	635	7%	1,047	4%
Computer Science	631	7%	91	0%
Business Development	629	7%	2,599	10%

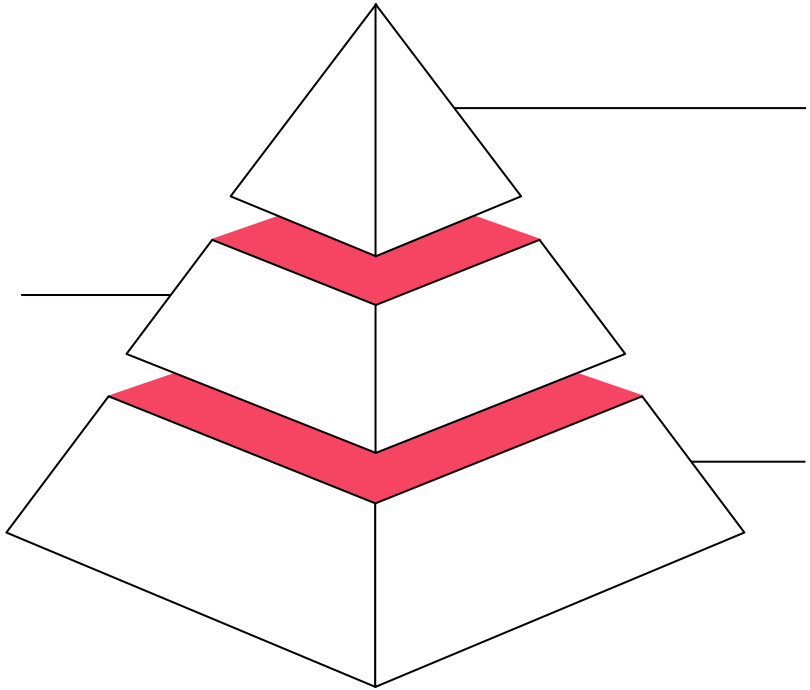
Reimagine Skilling: Necessary, Defining, Distinguishing

Distinguishing

Expert skills relevant to an occupation or required for a job.

Defining

Proficient skills relevant to an occupation or required for a job.



Necessary

Foundational skills relevant to an occupation or required for a job.

Whether the economy is slowing or growing, distinguishing skills are crucial.

Option 2: Explore the *DDN* skills of <u>EACH</u> occupation individually

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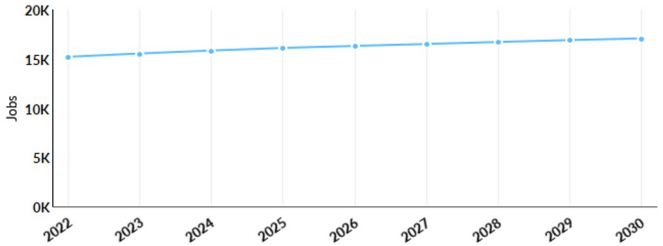

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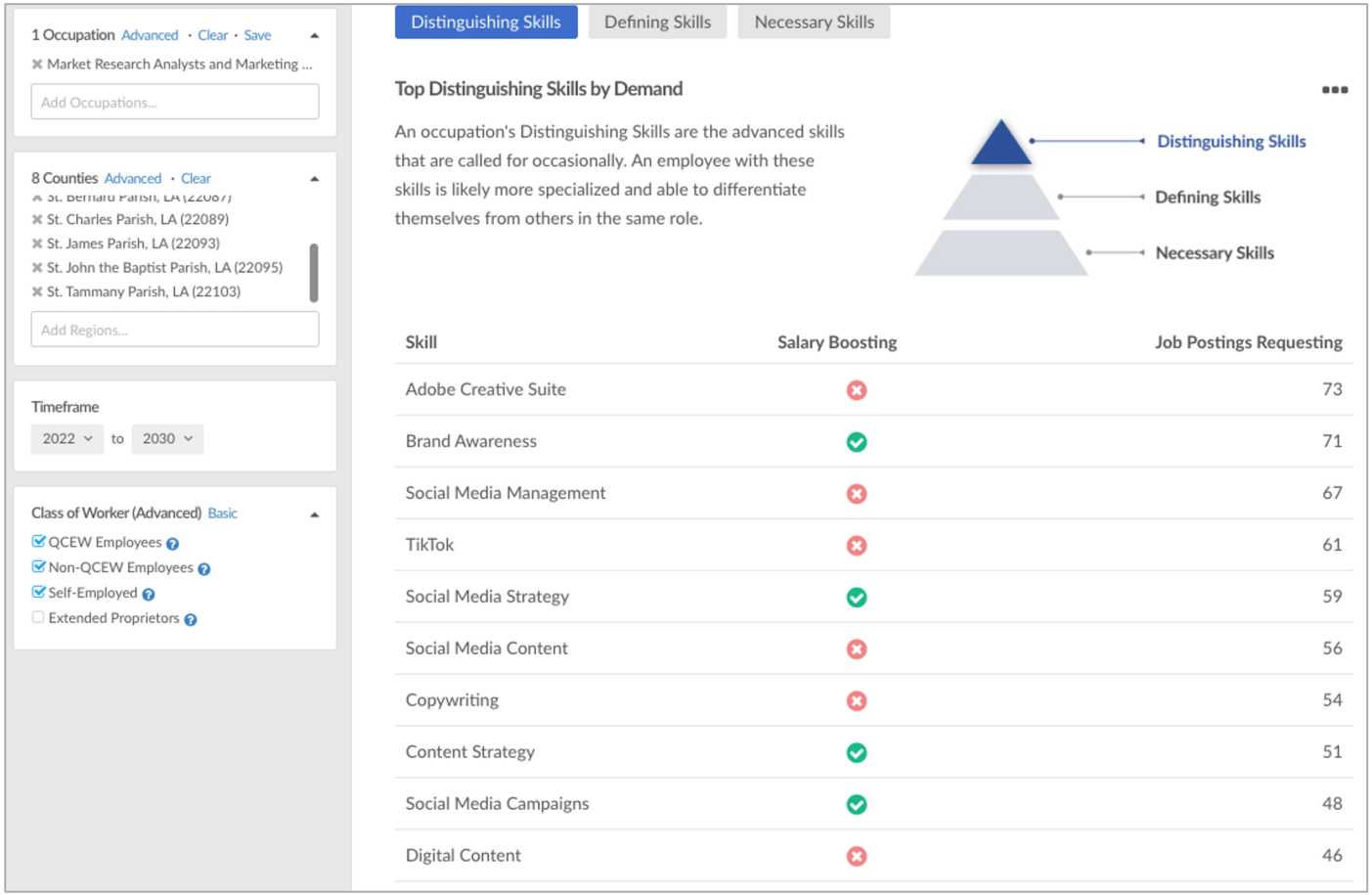
Option 2: Explore the *DDN* skills of each occupation individually



What is one thing that is clear from this training?

What is one thing that is muddy from this training?

Break

Lightcast

Reconvene in 8 minutes

Sample Form

https://docs.google.com/document/d/1jtLc2Y3P8Tix-9eT2FH3DPBLmMw-H6RW/edit

Utilizing the Tool

Website: analyst.lightcast.io

Username: LAIR Demo User

Password: lairlabor

*This trial/sample login will be active and live for you to access the Analyst tool through **August 10, 2023**

Scenario 1 – State-Level Alignment

- You work at a Louisiana Public University, where the state has instituted a goal of 60% of all working-age adults (25-64) shall hold a degree or credential by 2030. Your President, Provost, and several Deans have all agreed that this should be a priority for your institution. While there is consensus that this is a priority, what is less understood is how the institution can deliver on this goal. At a recent staff meeting, you asked the Provost how your institution would work to build programs in the right fields to ensure that we are meeting the workforce demand of the state, and she replied, "We are looking to you to help us with that one."

- How might you align current academic offerings with the labor market that aligns with the above goals?
- What challenges might you face in garnering support across campus?
- How do you respond to faculty who may, or may not benefit from a closer review of community and labor market outcomes?
- How would you know?

Scenario 2 – Provost

- You work at Louisiana Best University and your new Provost recently met with community leaders who are very interested in starting a new program in data science. From your work in institutional research, you know that data science is one of the fastest-growing programs in the United States, but you have also heard from colleagues that the demand may be slowing, particularly in Louisiana with recent tech layoffs. Your institution also has some parochial interests between the Mathematics program, the Statistics program, and the Computer Science program, of which the new Provost may not be aware. You don't want to be the party of 'no' for your new provost, but you also want to help your institution make an informed decision.

- What challenges are you facing?
- How might you resolve them?
- What data will you need?
- What stakeholder resources might you navigate?

Scenario 3 – Faculty

- Your Provost has asked your institution to conduct an academic program review and your Dean has been very involved in the development of metrics. Over the past few months, both the Provost and Dean have mentioned to you 'Our purpose is to understand the health of our programs and how we can improve.' The chair of the philosophy department is certain that this program review is in fact a 'program prioritization' designed to eliminate or consolidate lower-performing programs in terms of metrics related to graduate earnings or 'in-demand skills.' They have requested a meeting with you to discuss the matter next week.

- What challenges are you facing?
- What data may be most relevant?
- How could you address some concerns that the chair may have for you and the process?
- What stakeholders should you involve in this process?

Creating a Plan to Execute

- Create an Action Plan (Timeline of Activities and Events)
- Design a Stakeholder/Communication Plan (Provost? Director of IR? Dean(s)? Faculty? Student Success? Career Services? Students?)
- Develop Timeline (Analysis + Preparation + Presentation + Feedback)

Resources to Remember

- This Presentation and Form
- Knowledge Base
- Intercom/Lightcast Chat
- Danielle Kerr!
- Your Community

Wrapping Up: Keys to Remember

- Resources and Help Will Be Available!
- Use the Sample Form
- Create a Plan to Execute
- Build Stakeholder Support
- Connect with Danielle Kerr!

Thank You

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