



# Academic Portfolio Review Framework

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Steering Team, Data Team and Faculty Advisory Group

December 1, 2022

# Agenda

- Project Background
- Academic Portfolio Review
  - Framework
  - Approach
  - Analysis
- Questions and Answers
- Next Steps

# Project Background

# Project Scope and Goals

- 1. Academic Portfolio Review:** Provide a framework that helps KBOR understand the extent to which 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 develop a framework for understanding workload that leads to continuous improvement. *(To be shared in final report.)*

# Institutional Project Communication and Engagement

Group	Description	Meeting Dates
Steering Team	Up to three representatives from each institution selected by the Provost, typically the Provost and other academic leadership	June 28, July 21, August 25, September 22, October 27, and December 1, 2022
Data Team	Individuals from each institution most familiar with the data needed for the reviews, typically institutional research staff	April 7, June 1, June 22, July 13, July 28, August 10, August 24, October 19, and December 1, 2022
Faculty Advisory Group	Faculty Senate Presidents, President-Elects or representatives from each institution	May 19, August 16, November 9-10, and December 1, 2022

In addition to meeting with the groups above on a regular basis throughout the project, rpk and KBOR staff:

- Met with each institution individually upon request to discuss data and analyses
- Maintained a transparent website with meeting summaries, presentation slide decks, and a frequently asked questions document that was updated regularly
- Monitored a feedback form that was open to the public to ask questions or submit comments on the work, and responded to all submissions within three business days

# Academic Portfolio Review Framework

# Academic Program Review & Academic Portfolio Review

## 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

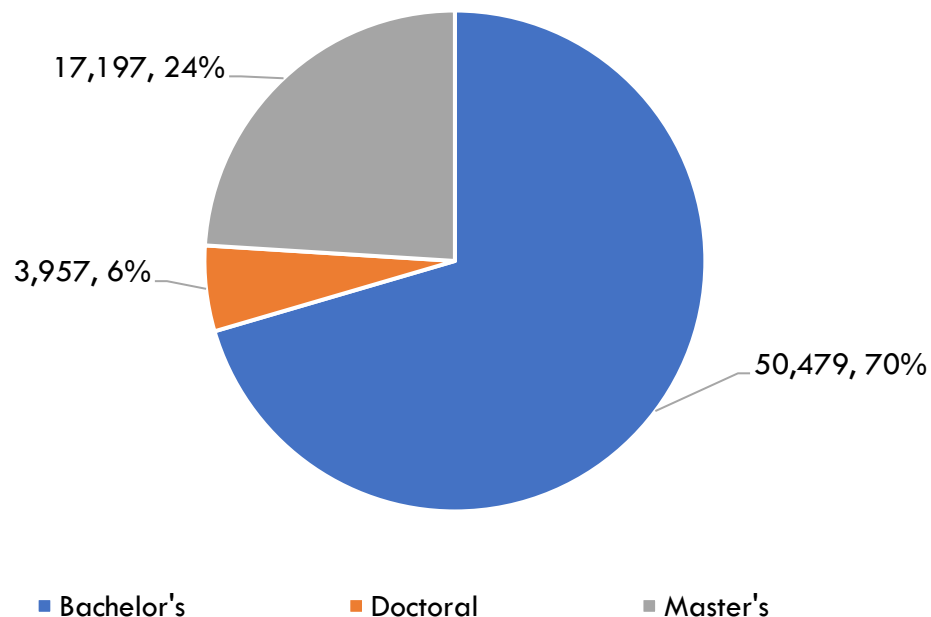
## Portfolio Review (System)

- 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 continuous monitoring of current program offerings

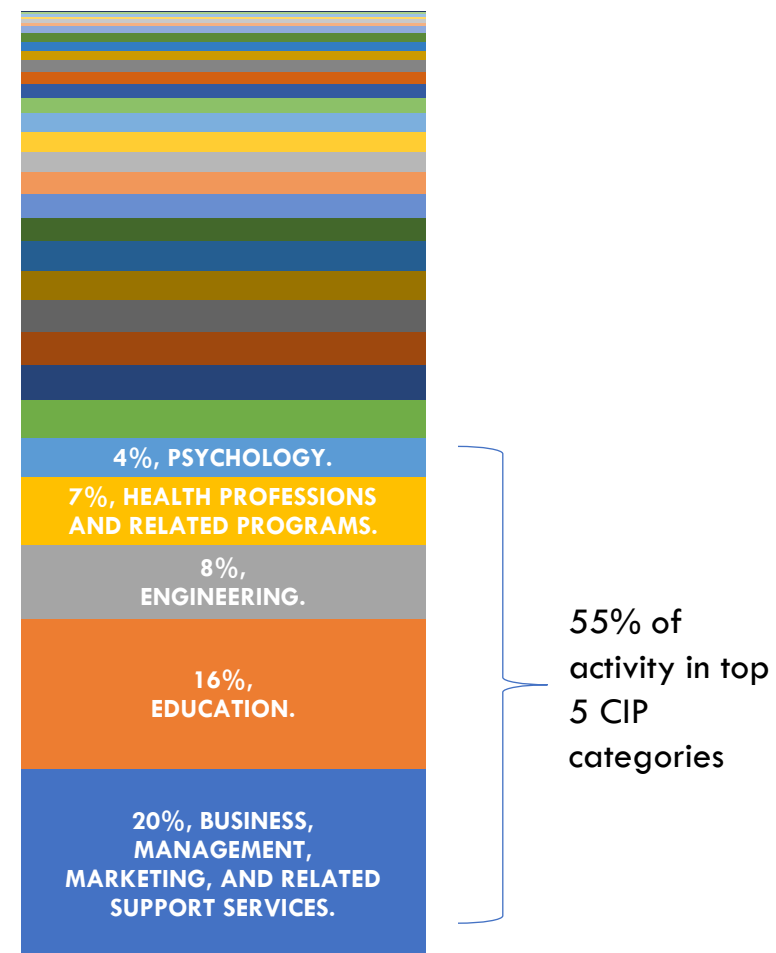
# KBOR Portfolio Summary (1/2)

- 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

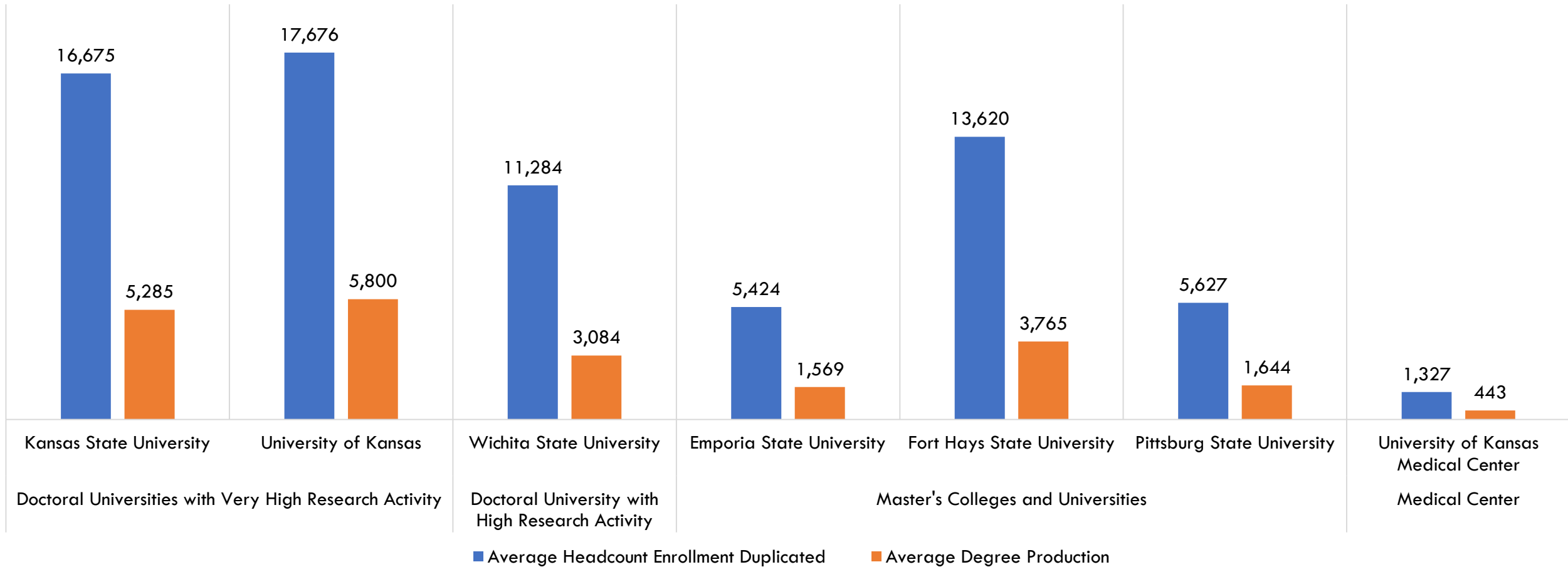


The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980,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



# KBOR Portfolio Summary (2/2)

Average Annual Headcount and Degree Production by Institution/Carnegie Classification



Averages are a 5-year average 2017 – 2021

# Academic Portfolio Review Framework Categories

*The Kansas Board of Regents can use this framework for annual academic portfolio monitoring to understand student demand and success and identify programs for institution-led program review. Over time, the framework can be expanded to incorporate other student success metrics and labor market alignment.*

	<b>Maintain</b>	<b>Optimize</b>	<b>Review &amp; Monitor</b>
<b>Definition</b>	Above median institutional headcount, positive headcount growth, above institutional median degree production.	<ol style="list-style-type: none"> <li>1. Above median institutional headcount, positive/no headcount growth, below median institutional degree production OR</li> <li>2. Above median institutional headcount, below median institutional degree production OR</li> <li>3. Below median institutional headcount, above median institutional degree production OR</li> <li>4. Below median institutional headcount, positive/no headcount growth, below median institutional degree production</li> </ol>	Below median institutional headcount, negative growth in headcount, below median institutional degree production.
<b>Action</b>	Fully support these programs through transparency and advocacy	Understand positive and negative trends particularly in duplicated programs as early indicators for opportunities for optimization	Monitor and review by applying existing KBOR program minima*, and developing and communicating to institutions the expectations for these programs, particularly duplicated offerings
Develop and approve standards related to <b>proposed new programs</b> that are already duplicated and/or will create duplication.			

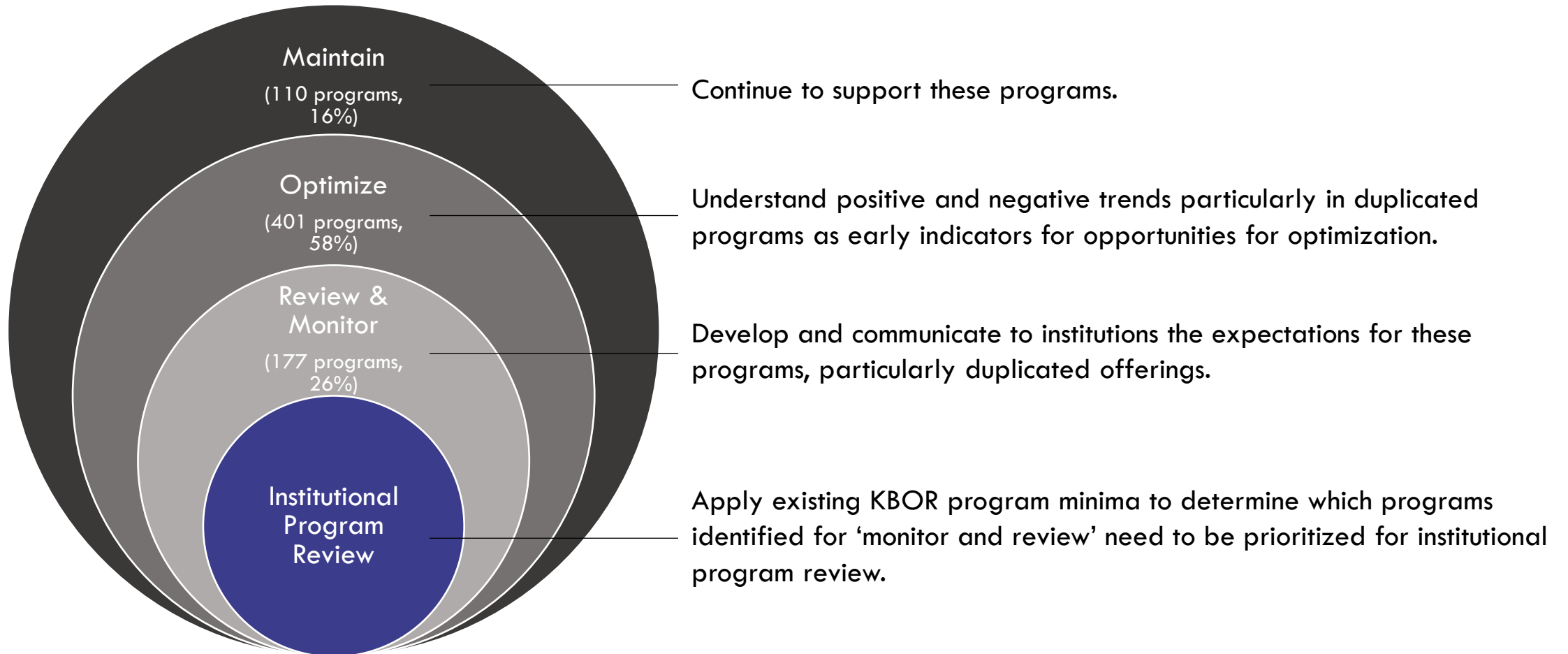
\*Current KBOR program minima (headcount/degrees for five-year average)

Bachelor's 25/10

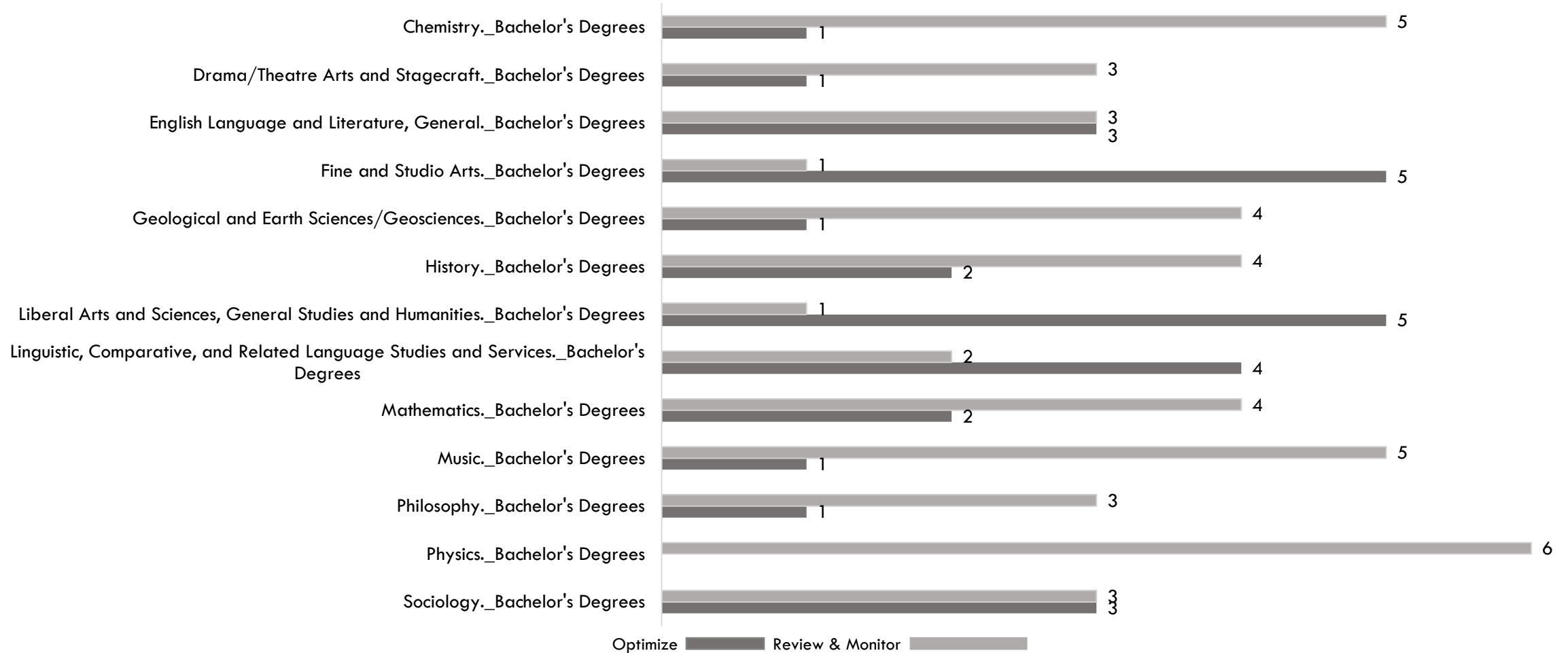
Master's 10/5

Doctoral 5/2

# Distribution of Academic Portfolio Review Framework Categories

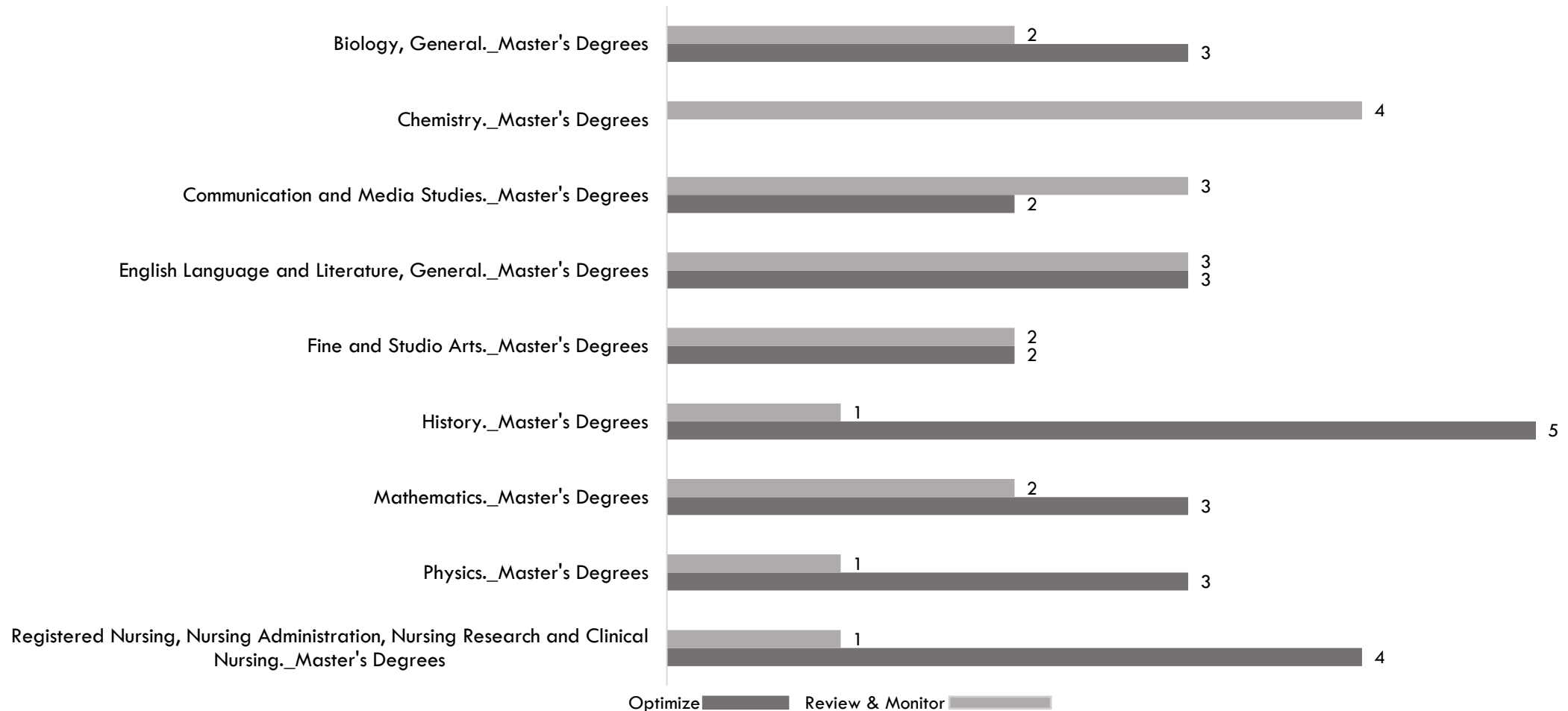


# Bachelor's Programs For Optimization and Review & Monitoring



Criteria: Program located at 4 or more institutions, 0 instances of programs designated as "Maintain", at least 1 instance of program designated for "Review & Monitor"

# Master's Programs For Optimization and Review & Monitoring



Criteria: Program located at 4 or more institutions, 0 instances of programs designated as "Maintain", at least 1 instance of program designated for "Review & Monitor"

# 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 Category	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	Review & Monitor	14	-15	5	-4	High Wage_Low Regional Employment
		Institution 2	Review & Monitor	22	-9	6	-4	High Wage_Low Regional Employment
		Institution 3	Review & Monitor	57	-21	13	-2	Low Wage_Low Regional Employment
		Institution 4	Review & Monitor	12	-4	***	Positive Growth	***
		Institution 5	Review & Monitor	60	-5	13	0	High Wage_Low Regional Employment
		Institution 6	Review & Monitor	29	-9	6	-4	High Wage_Low Regional Employment

Averages are a 5-year average 2017 – 2021

\*\*\* Data suppression for cell size < 5

# Steps to Sustain a Successful Academic Portfolio Review Framework

1. Modify the current institution led program review cycle to allow for tighter connection to academic portfolio review framework.
2. Utilize existing data structures to produce the academic portfolio review framework and related reports on an annual basis.
3. Leverage existing resources to ensure all stakeholders remain informed of the annual academic portfolio review framework.
4. Incorporate, over time, additional metrics (additional student success metrics and labor market alignment) in the academic portfolio review framework to provide additional clarity on program performance.

# Questions and Answers



## Next Steps

- rpk GROUP will present the Academic Portfolio Review Framework to the Kansas Board of Regents on December 14, 2022.
- rpk GROUP will provide a final report in January.

# Thank you

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# Appendix

## 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 to allow 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

Institution Name	Bachelor's Degrees		Master's Degrees		Doctoral Degrees	
	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