BRISTOL
COMMUNITY COLLEGE

Year Three Deliverables:

Program Learning Outcomes Assessment | Course Success– Highlights & Improvements | Labor Market Alignment | SMART Goals Year Two | SMART Goals Year Three

With any Program Review, alignment is integral to the process. The process examines the connections (and/or misconnections) within a program's progression of student knowledge/skill/application of subject matter, identifies general education competency pathways, and incorporates institutional goals/mission (NILOA, 2018).

The Goal: *To ensure that program [and discipline] curriculum provides appropriate conditions for student achievement of intended program [and discipline] learning outcomes (Palomba & Banta, 1999).*

Institution Mission:
Bristol Community College provides an accessible, innovative, and inclusive education that prepares students to navigate and succeed in our ever-changing world.

Vision:
Advancing a vibrant, diverse community through education, learner by learner

Mission:
The Office of Academic Affairs provides oversight and leadership for all credit-bearing academic programs, instruction, and support services at all College locations, including online.

Activities and areas of responsibility include oversight of curriculum, planning, budget administration, staffing, professional development for faculty and professional staff, development of degree and certificate programs, and various professional accreditations.

The fundamental goal of the Office of Academic Affairs is to promote student learning by fostering excellence in teaching and an environment that promotes individual students to develop into critical thinkers and autonomous learners.

Equity Commitment:
Bristol Community College's academic programs strive to provide equitable educational opportunities to all students and create a sense of belonging. We engage students in rigorous learning, striving to transform attitudes and beliefs to position our students to become agents of change and serve as leaders in our communities.

Deliverable - *How do we know if labor market alignment activities have been successful for students, employers, and local economies?*

Program & Occupation Overview & Labor Market Insight

For this deliverable, most of you will use data generated through Lightcast. Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics Leveraging the unique strengths of each source. The data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce. Lightcast data is frequently cited in major publications such as The Atlantic, Forbes, Harvard Business Review, The New York Times, The Wall Street Journal, and USA Today. (https://lightcast.io/about/data) There are several reports that can be used to gather data for different purposes.

- Program Overview – An overview of the demand for a program with data related to competitive landscape, job postings, skills, target occupations, and more
- Occupation Overview – An overview of an occupation with data related to jobs, earnings, programs, demographics, and more.
- Alumni Pathways: Employment Outcomes of your Alumni

For this deliverable, the "Program Overview" report will be used. However, if you are interested in the Occupation Overview or Alumni Pathways report, contact the Director of Institutional Assessment or Strategic Analytics.

Furthermore, the US Department of Education College Scorecard will provide field of study, median earnings, median total debt after graduation, monthly earnings, and monthly loan payment.

Program Overview Report Section & Description

This report provides an overview of academic program demand in a region, using the Classification of Instructional Programs (CIP). Lightcast data refers to programs offered by accredited colleges or universities, oriented toward specific occupations. Completion of these programs is often marked by a specific award level. Lightcast pulls program data from IPEDS but not for student demographics. For a detailed walkthrough of each section, refer to the Program Overview Report Walkthrough document (also found in the Year 3 & Year 4 OneDrive folder) document. Some sections are informational and won't be used for program review, but you may want to extract relevant information to support the review sections. Those sections bolded will be used for program review. You may use this template to organize your findings.

Section	Focus
Program Overview	• Modality • Market Share
Regional Trends	• Completion by modality given a certain period of time • **Percentage change (growing/reducing) (Program Review)**
Regional Completions by Award Level	• Associates level will only be shown
Similar Programs	
Occupation Data (Top 10 Occupations) *Source- Census of Employment &* *Wages/Bureau of Labor Statistics &* *Economic Analysis*	• **Total number of (part/full time) Jobs compared to national average** • **Job growth compared to national average** • **Medium earnings compared to national average** • Total Openings- A combination of both new jobs and replacement jobs
Job Postings Overview	• Unique Postings • Posting Intensity • The number of Employers Competing, and • The Median Posting Duration
Top Companies Posting	• **Area companies**
Top Posted Job Titles	
In-Demand Skills	• **Specialized Skills** • **Common Skills** • **Software Skills** • **Skill growth related to market**
Top Qualifications	• **Highest percentage of qualifications seen on job descriptions**

Step 1. Identify Program type

As presented by the Department of Higher Education - Identification as to whether the program offered by a community college is a transfer, career, or both transfer and career focus. What

Transfer Program
A program specifically designed to provide students with the base of knowledge necessary to transfer to a baccalaureate level program (a four-year degree).

Career Program (This document)
Classification in this category does not preclude students enrolled in these programs from transferring to a baccalaureate level program, however, the program's design focus is specifically for entry into work upon completion.

Both Transfer and Career Program
A program specifically designed to facilitate entry into a field of work as well as transfer to career-related higher programming at the baccalaureate level.

Step 2. Report Review

- Summarize data under the report section as listed under each program report category

- Answer specific questions aligned with report section

Step 4. Complete SWOT Analysis

- What did you find?
- Template provided in folder. SWOT Guide. SMARTIE Guide.

| Category
Career Program |
|---|

What will I need to complete this deliverable?
LMA Analysis Template
SWOT LMA Analysis
SWOT Labor Market Alignment
LightCast Program Report (Request or find in Year 3 folder)
LightCast Program Overview (section descriptions)
PLO-In'Demand-O*NET Gap Analysis & Alignment

If the program/certificate advances skills for career advancement and/or is aligned for career employment, request the LightCast Program report if the report has not already been provided (via email or your specific program folder for year 3). Faculty will respond to this section with data to support the alignment between curriculum development and labor market demands. Provide a SWOT analysis using the template found here and here include answers/a summary to the following questions (refer to the Lightcast report section as noted below) within your annual report:

Data Informed Decisions (Independent of report)

- How are programs seeking out labor market data
    - How are programs using advisory boards
- What information have you gathered from students participating in your program internships/practicums? Particularly, what skills are they demonstrating (you must have evidence/assessment to demonstrate this), and what skills are they exposed to and developing because of their experience?
- How are programs using labor market data to inform curriculum development efforts?

Regional Trends
Reference the "Regional Trends" section in the Program Overview
This section references growth trends (increasing or declining) between 2012 and 2022.

- What are the regional trends and how do they align with the literature on Labor Market Research
- What is some evidence – based reasoning behind the trend / outcome

Occupations & Income/Debt Ratio **(This is an optional section to explore (outside of the one question highlighted). You can report on the analysis you find and/or further growing interests you have as a result of your discovery).**

Reference the "Target Occupations" section in the Program Overview. You may also use the following resources to learn more about earnings, accumulated debt from Bristol, etc. reference the Labor Market Data Literature Overview and US Department of Education ScoreCard (USDOE)

If you would like more information on the Occupation section (data related to jobs, earnings, programs, demographics, and more), please reach out to the Director of Institutional Assessment or Strategic Analytics. Please reference your folder to see if the report has already been added. You may also reference the US Department of Education ScoreCard (USDOE) for-student debt average & program specific medium earnings (as mentioned earlier in the introduction).

- What communication is being shared with students (marketable skills, gainful employment opportunities) as they enter or move through the program related to industry/occupational opportunities and income potential?

Some additional questions to note

- Summarize comparison between region and national data in the three categories shown: available jobs, forecasted percentage change in number of available jobs, median earnings
- Compare median earnings (hourly/annual wage) with student debt average. You may also use the USDOE ScoreCard to add to your summary.
- Given the list of occupations, which area/s is most connected to your program?

Growth Potential
Reference the "Target Occupations" section of Program Overview Report. If the program is designed for students to enter an ***employment area of demonstrated need in the regional and/or statewide labor market***, provide evidence including references to workforce development plans (e.g. MassHire Regional Blueprints and/or review the Labor Market Data Literature Overview), showing market need and employer engagement.

- Is the program aligned with the growth potential suggested within the market?
- Is there potential to grow the program within our current market or reach new markets?
- Is projected enrollment going to meet market demands? Graduation rates meeting market demands?

Industry/Education Partnerships- Top Companies Posted
Reference the "Top Companies Posted" section in the Program Overview

- Given the top companies listed in the report, summarize program alignment
    - Existing Partnerships on list?
    - What partnerships are established and effective (In what way are they effective)

- How do those partnerships benefit student success? How do you know?
- What partnerships are being developed? What are you hoping to achieve from developing partnerships?

In-Demand Skills

Reference the "In-Demand Skills" section in the Program Overview

Reference LMA report and O*NET database to map out and/or if not using the LMA report, reference/cite other labor market research appropriate to the regional area and program goals.

- What are the O*NET related skills
- What is the industry (related industry) saying are the "In-Demand skills" needed to be successful (or hired).
- Describe the representation between your current Program Level Learning Outcomes, the three degrees of skills (specialized Skills, Common Skills, and Software Skills) and the O*NET skills. You may use the following excel spreadsheet to show the alignment
  - Are there gaps? How will they be addressed?
- Which skills are growing, or rapidly growing and how does the curriculum support this growth?

Divergent Views / Goals

- Given the mission of Bristol CC, and the Labor Market needs, there are sometimes divergent goals. If this is true, given the program's goals, please explain and demonstrate the balance between the needs and goals of stakeholder groups. For example:
  - Are other programs emerging given this work?
  - Is there an opportunity to create or merge an interdisciplinary program through collaboration with other units or external partners?
  - Are there Credit for Prior Learning opportunities?
  - Are there Micro Credentialing opportunities?
  - Are there transfer/articulation agreement opportunities
  - Practicum / internship opportunities