

Using Labor Market Data to Inform Curriculum Design and Program Development

ACAM – April 2024

The bottom of the slide features a decorative graphic consisting of several overlapping, wavy lines in various shades of green, creating a modern, organic feel.

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Academic Affairs and

Partnerships



AGENDA

- Who Are The Players
- The Partnership
- The Labor Market
- Buy-in And Cluster Teams
- Wins and Wonders
- Development of Curriculum and Program Example
- Alignment to IACBE Accreditation
- Next Step Examples



The Players



A vertical banner on a pole, featuring a stylized illustration of a building with a clock tower and a bird flying above it. The text "WILMINGTON UNIVERSITY" is printed at the bottom of the banner. The banner is set against a background of green foliage.

Wilmington University

- Private, nonprofit university, established in Delaware in 1967
 - National reputation serving 20,000+ students nationally and internationally, in person and online
 - Mission focused on serving non-traditional, working adult students
 - **200+** accredited, career-focused degree and certificate programs designed to **fill gaps in workforce**
 - **Utilize** part-time practitioner faculty **drawn from the workplace.**
 - **75%** of students are **over the age of 25**
 - **85%** of students utilize **online learning options**
 - **87%** of students **work full or part time**
-



Lightcast – a merger of Emsi and Burning Glass Technologies

- Over two decades of experience
- Superior data analysis capabilities
- Wide range of data sources, sophisticated analytical tools, and intuitive reporting features
- Delivers the world's best labor market data through their software products



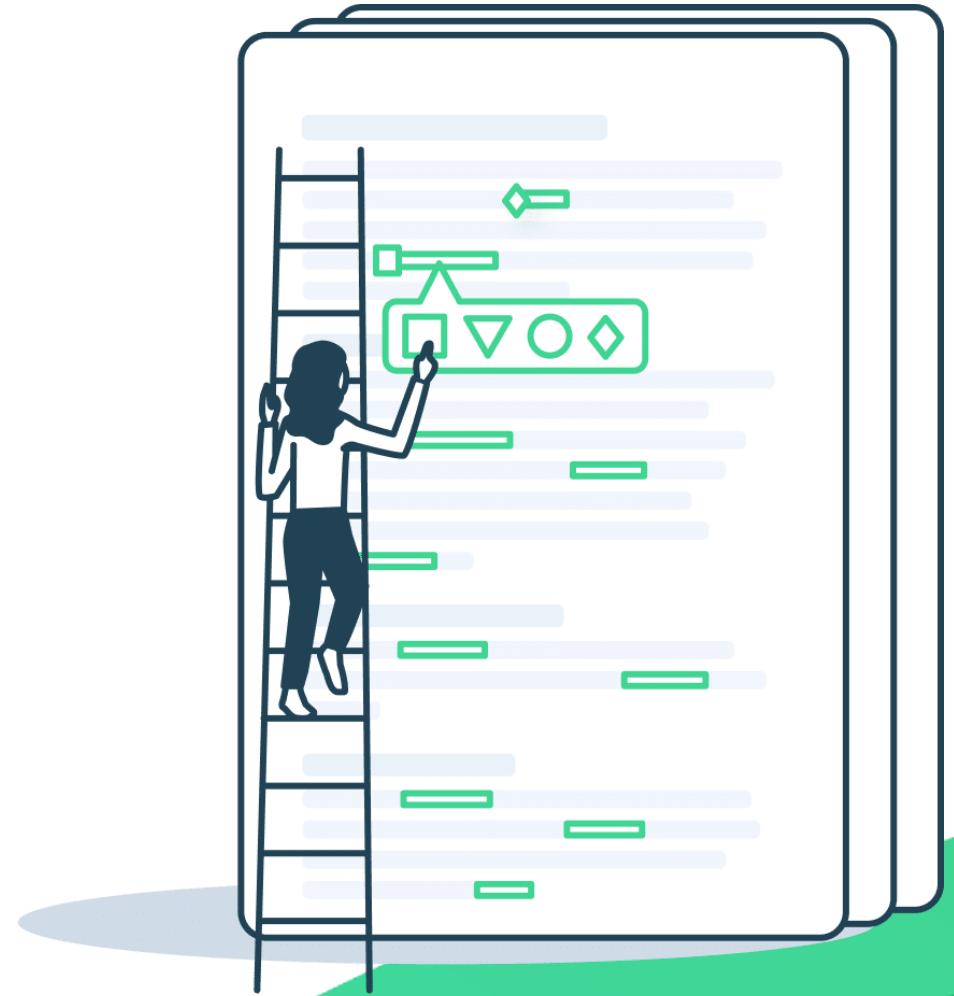
Skillabi Project

Wilmington University and
Lightcast

2021 / 2022 Academic Year



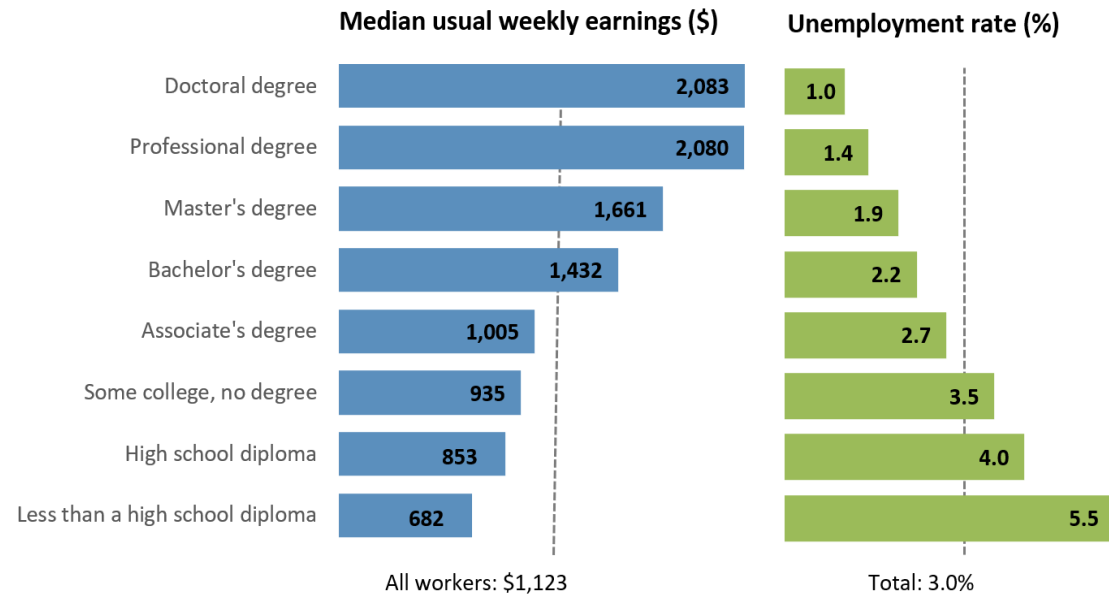
Why Skills?
Why Now?



**Labor market data can help institutions
get a more accurate understanding of
specific professions so they can
determine whether programs are truly
setting students on pathways that lead to
success**

The Labor Market

Earnings and unemployment rates by educational attainment, 2022



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.



Connect to the World of Work



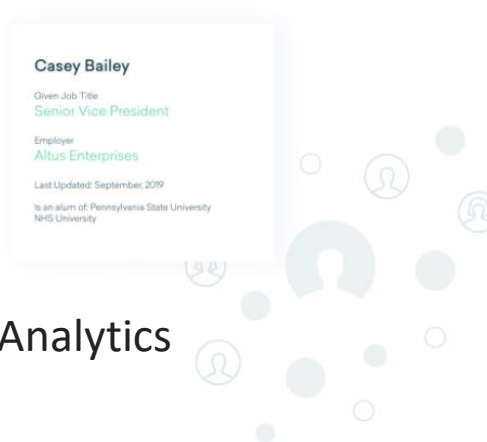
Traditional Labor Market Information



Job Posting Analytics



People Data



Student Data

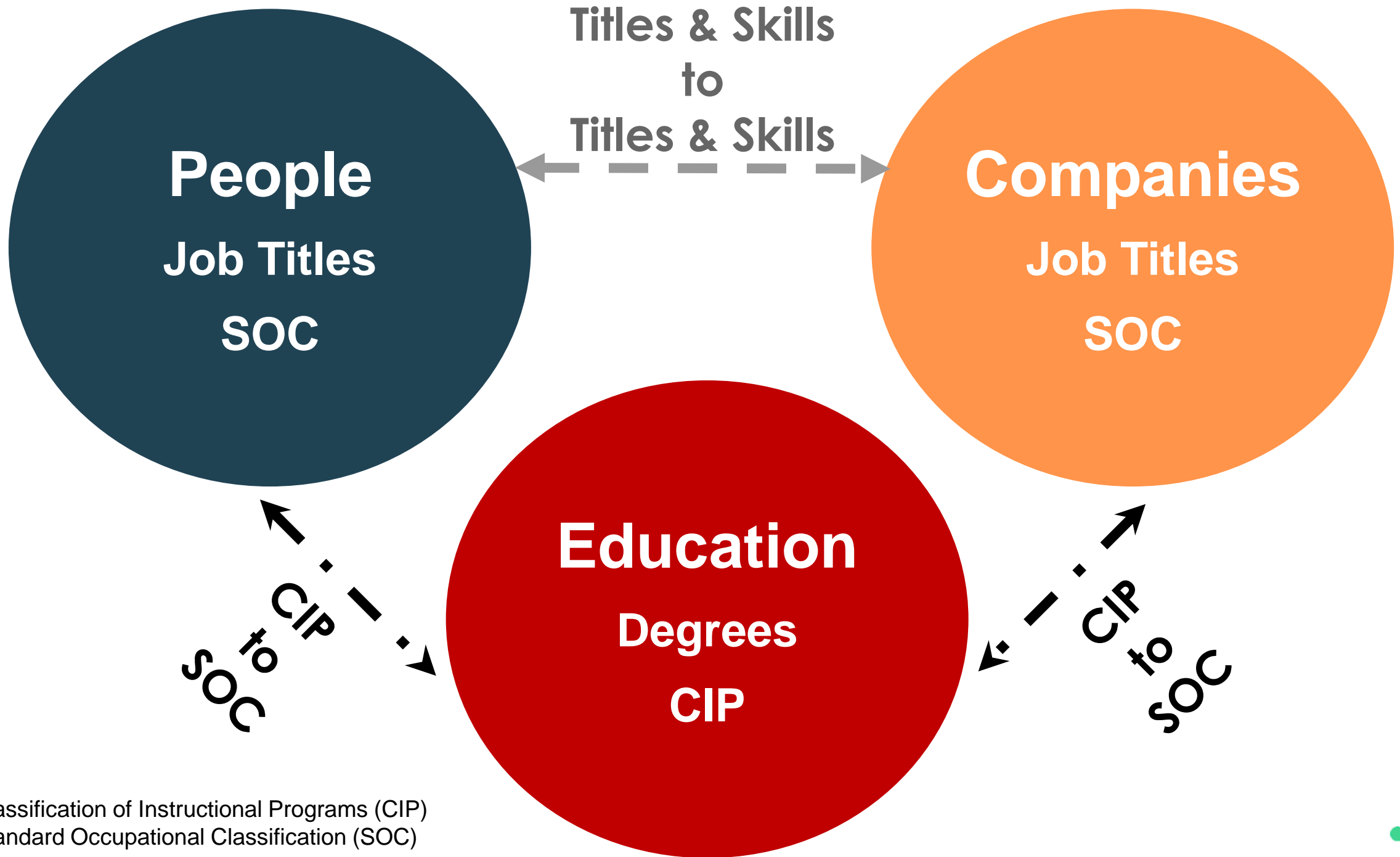


Curricular Data



Common Framework





NOT SPECIFIC
OR FLEXIBLE
ENOUGH

People

Job Titles

SOC

Titles & Skills
to

Titles & Skills

Companies

Job Titles

SOC

Education

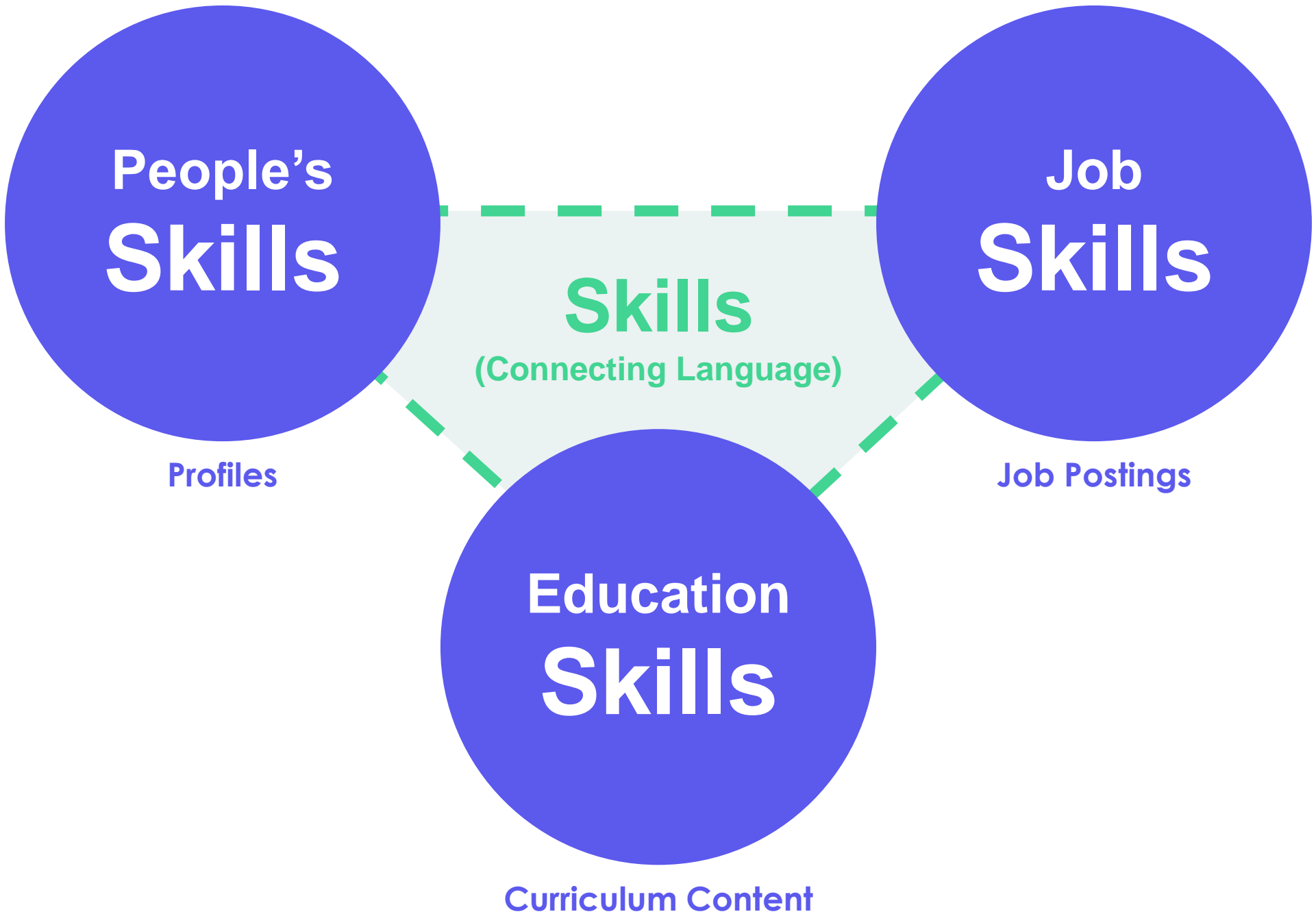
Degrees

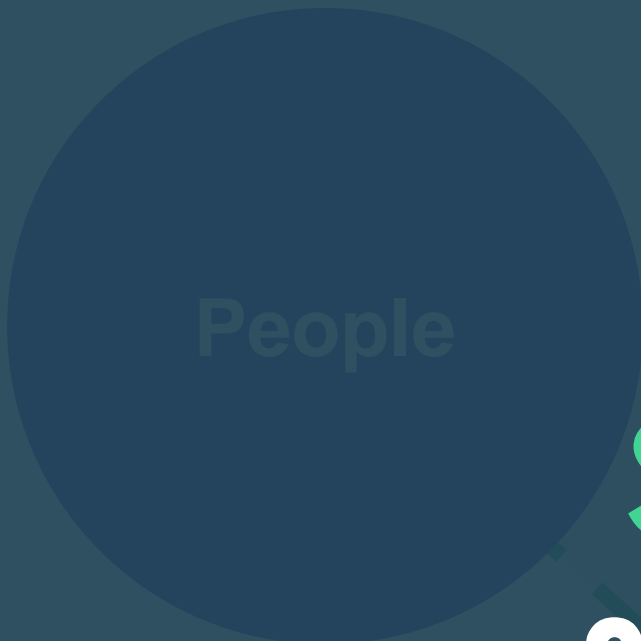
CIP

SOC to CIP

CIP to SOC







People

Profiles



Jobs

Job Postings

SPECIFIC
(Connecting Language)
& FLEXIBLE



Education

Curriculum Content

(confidential)



Occupation Approach

Start with a high-level occupation and group job titles to define the required skills.

00-0000 All Occupations

11-0000 Management Occupations

- 11-0000 [Management Occupations](#)
 - 11-1000 Top Executives
 - 11-1010 Chief Executives
 - 11-1011 [Chief Executives](#)
 - 11-1020 General and Operations Managers
 - 11-1021 [General and Operations Managers](#)
 - 11-1030 Legislators
 - 11-1031 [Legislators](#)
 - 11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
 - 11-2010 Advertising and Promotions Managers
 - 11-2011 [Advertising and Promotions Managers](#)
 - 11-2020 Marketing and Sales Managers
 - 11-2021 [Marketing Managers](#)
 - 11-2022 [Sales Managers](#)
 - 11-2030 Public Relations and Fundraising Managers
 - 11-2031 [Public Relations and Fundraising Managers](#)
 - 11-3000 Operations Specialties Managers

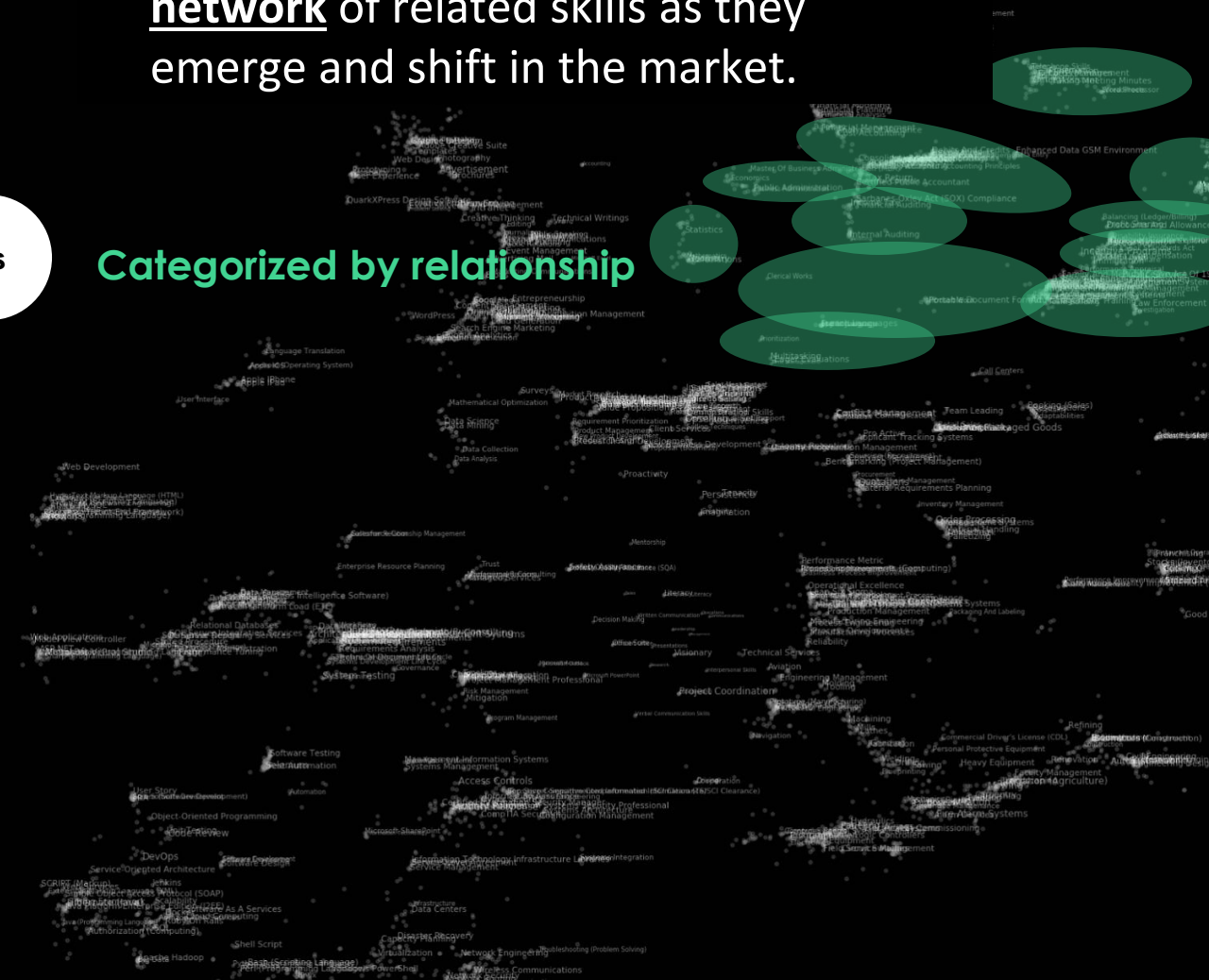
Related by category

VS

Skills Approach

Roles are defined based on a network of related skills as they emerge and shift in the market.

Categorized by relationship



Buy-In and Cluster Teams

Identify and validate the following:

- Alignment – where do courses align with the job market data/required skills
- Gaps – are there any gaps – missing courses?
- Redundancies – are there any redundancies?
- Marketing keyword suggestions – what keywords are most relevant?
- Job posting suggestions – are there specific employers that match the courses?





WU's Road to a Skills-Based Framework

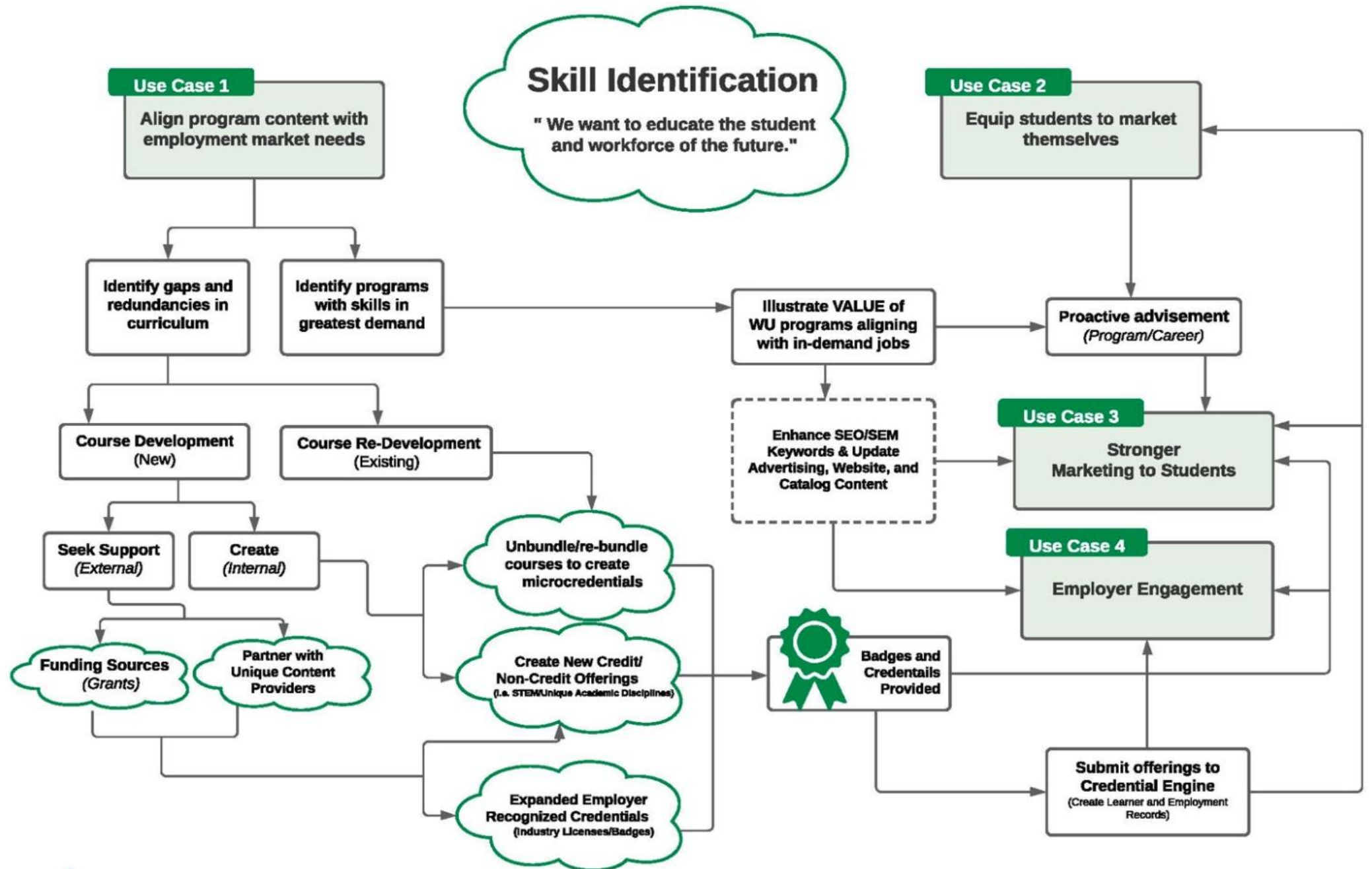
- **WU Mission:** “to develop career-relevant programs and customized offerings to meet changing market needs,” including interest in micro-credentials and credential mobility/badges”
- **Program Review process:**
 - ✓ Annual program and course competencies outcomes assessments
 - ✓ Program snapshot with CIP to SOC labor market viability scan
- **Competitive value positioning statements**
- **Market research partnership with EMSI BG** since 2016.



Wilmington University's Approach

1. Establish Key Use Cases and Shared Vision

- Equip students to market themselves
- Align program curriculum with employment market and in-demand skills
- Market programs to students
- Engage employers





Wilmington University's Approach

2. Communicate Benefits to Stakeholders

- Program curriculum could be altered to incorporate missing in-demand skills.
- Program curriculum could be adjusted to account for redundancies.
- Courses could be bundled to create micro-credentials.
- Support services (career services, advising, etc.) could be improved.
- Marketing keyword suggestions could be more relevant and “magnetic.”
- Partnerships could be developed with employers that are seeking employees with these skills.



Wilmington University's Approach

3. Present to key executive stakeholders and gather feedback

- President/Executive Leadership
- Academic Affairs VP/AVPs, Deans
- University Partnership Center
- Marketing Communications

4. Address Key Concerns

“Who is going to do this?”

Clarify the roles and time requirements of team

“What courses do we analyze?” Brainstorm best strategy to bundle applicable/like courses

“Do we have the right tech skills”

Demo the system, provide support/knowledge

“Will someone tell them what to do?”

Varying comfort with ambiguity



Wilmington University's Approach

5. Bring Faculty Onboard

- Validate why each SME was selected and demonstrate value
 - **They are knowledgeable and able** to validate skill descriptions in the course curriculum
 - **This will assist their ongoing program research:**
 - ✓ Opportunity to see how syllabi align (as never seen before)
 - ✓ Review program from an employee and employer job posting perspective
 - ✓ Opportunity to develop stackable and/or interdisciplinary options
 - ✓ Enhance academic options for corporate and academic partnerships



Wilmington University's Approach

6. Establish Team and Key Roles

- Project Sponsors (AVPs)
- Project Managers (from administrative and academic leadership)
- Select Faculty subject matter experts (3 Cluster Teams)
 - Team 1 was aligned to programs/courses in the Finance & Technology areas.
 - Team 2 was aligned to programs/course in the Management & Human Services areas
 - Team 3 was aligned to programs/courses in the Marketing & Communications areas
- Software support team
- Team to collect/package course materials



7. Create Engagement Tools & Project Schedule

- Executive launch
- Course material import/data processing
- Set Schedule: Group kick-off & sessions every 3 weeks
- Create User manual
- Create Faculty Assignments
 - ✓ Review course KSA's
 - ✓ Identify “**Wins**” and “**Wonders**”
 - ✓ Draft recommendations

Wins and Wonders

Identify the Wins –

- Help to align the University with current and future employer needs. Identify which of these “wins” are skills that may need more communication or positioning in WU courses, web exposure and/or and marketing materials.

Identify the Wonders –

- Identify what is needed to adjust the academic offerings to better align with current and future employer needs.



Wilmington University

M.B.A. in Finance

Case Study

Top Aligned Occupations











See the most closely related occupations to this program's skills. Set target occupations as a goal, and refine the program's skills to increase market alignment to those targets.

To see more occupations, adjust your alignment threshold using the filters on the left.

Select Target Occupations
Below to View Alignment

0%

Occupation Name	More Info 	Job Postings	Job Posting Growth	Median Annual Salary	Posting Intensity	Market Opportunities 	Alignment within threshold  50%-100%	Target
Financial Analyst (General)	N/A	94,028	-20%	\$85,376	3 : 1		96%	
Financial Manager (General)	N/A	68,341	-12%	\$118,656	3 : 1		93%	
Vice President / Director of Finance	N/A	29,379	-27%	\$135,040	3 : 1		92%	
Investment / Portfolio Analyst	N/A	19,454	-28%	\$101,760	3 : 1		91%	

Skills for Aligned Occupations



See skills associated with each occupation above, and the impact adding or removing this skill from your program would have on your alignment to the occupation.

Financial Analyst (General) ▼

Skills Sought for Occupation	Job Postings With Skill	▼	% of Total Postings	Salary Boosting	Taught or Not Taught	Alignment Impact of Adding Skill	Alignment Impact of Removing Skill
Finance ⓘ	65,765		70%		● Taught	-	-13% (83%)
Financial Analysis ⓘ	63,904		68%	✓	● Taught	-	-13% (83%)
Accounting ⓘ	59,342		63%		● Taught	-	-12% (84%)
Management ⓘ	44,462		47%		● Taught	-	-8% (88%)
Forecasting ⓘ	38,964		41%		● Taught	-	-7% (89%)



Skills Sought for Occupation	Job Postings With Skill	✓	% of Total Postings	Salary Boosting	Taught or Not Taught	Alignment Impact of Adding Skill	Alignment Impact of Removing Skill
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Management ⓘ	44,462		47%		● Taught	-	-8% (88%)
Forecasting ⓘ	38,964		41%		● Taught	-	-7% (89%)
Communication ⓘ	35,775		38%		● Taught	-	-6% (90%)
Microsoft Excel ⓘ	35,072		37%		● Taught	-	-6% (90%)
Budgeting ⓘ	32,475		35%		● Taught	-	-5% (91%)
Financial Statements ⓘ	31,104		33%		● Taught	-	-5% (91%)
Operations ⓘ	26,006		28%		● Taught	-	-4% (92%)
Leadership ⓘ	24,235		26%		● Taught	-	-4% (92%)
Detail Oriented ⓘ	22,619		24%		● Not Taught	+4% (100%)	-



Wilmington University M.B.A. Case Study

“WINS”

High Skills Courses that are on-target:

- MBA 7294 Adv Financial Analysis
- MBA 7250 Financial Analysis
- MBA 7292 Investments

Skills with “high” frequency:

- Calculations
- Finance
- Capital Markets
- Derivatives
- Investments

“WONDERS”

Additional Skills Needed:

- Global Financial Compliance
- Series 7 General Securities Representative License (Stockbroker)
- Wealth Management
- Financial Forecasting



Development of Curriculum and Program Example

High Skills Courses that are on-target (top 3)

- *MBA 7294 Adv Financial Analysis*
- *MBA 7250 Financial Analysis*
- *MBA 7292 Investments*





Wilmington University M.B.A. Case Study

Recommendations:

- **Replace** *MBA 7296 Corporate Taxation* with *MAC 7600 International Taxation* to increase global exposure and leverage an existing MAC course.
- **Add a course** in Global Financial Compliance to the program.
- **Update** *MBA 7292 Investments* and *7293 Portfolio Management* to better prepare students for the Series 7 exam.
- **Create several 9-credit micro-credential options:** Financial Investments, Financial Analysis and Int'l Finance, Financial Analysis and Taxation, Finance Technology Interdisciplinary



Alignment to IACBE Accreditation

- The broad-based student learning goals clearly describe what students will be, have achieved, understand, or value as a result of completing their programs of study.
- The broad-based operational goals clearly describe what the business unit will do, will provide, or intends to accomplish in terms of its overall organizational and functional performance.
- The ISLOs for each program substantially encompass the current IACBE Key Learning Outcomes



Alignment to IACBE Accreditation

- Key Learning Outcomes
 - *Critical Thinking/Problem Solving*
 - *Teamwork*
 - *Communication*
 - *Business Knowledge*
 - *Business Environment*
 - *Analysis and Technology Utilization*
 - *Management & Leadership*



Next Step Examples

- Review all assignments requiring APA as well as student course evaluations and alumni surveys to assist in determining if APA is necessary for this program. Would students be better prepared for the workforce by requiring that students create communications specific to the business industry?
- Continue to development interdisciplinary certificates
- Explore customizable graduate degrees based on skill and job alignment



Next Step Examples Continued:

- Explore weaker alignments for areas where there may be opportunities for new programs, concentrations, and/or certificates
- Consider refreshing all core Organizational Leadership courses (graduate and undergraduate) to include the skill “Detail Oriented”
- Review that the soft skills are evident in the course descriptions and syllabi. If not, then add them



Next Step Examples Continued:

- Assess the need to further investigate the employment needs in the area, what education is required, and what course updates will need to occur to make the certificate more marketable with better employment opportunities
- Update general course content to include key words that align with high frequency taught skills. As well including some of the added skills that are taught



Thank You!

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Wilmington University

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