

2025 Academic Planning

March 21, 2025

Board of Regents Academic Affairs and Innovation



2025 Academic Planning

Today's Agenda

- ✓ Academic Planning Context and Value – Regents
- ✓ Evaluating Regional Jobs that Mobilize – BGI
- ✓ Elevating Academic Strategy – ESG
- ✓ Academic Plan Template and Timeline – Regents
- ✓ Q&A



Academic Planning: Context and Value

Dr. Tristan Denley
Deputy Commissioner for Academic Affairs and Innovation



Purpose and Value



Facilitate Regional
and Statewide
Coordination



Identify Opportunities
for Partnership and
Collaboration



Ensure Alignment
with Current and
Future Workforce
Needs



Our Shared Context



BOARD of REGENTS
STATE OF LOUISIANA



Key Considerations

- ✓ Resource Constraints
- ✓ Strategic Inventory of Programs
- ✓ Alignment with Workforce



Evaluating Regional Jobs That Mobilize (JTMs) in Louisiana

March 2025



What are Jobs That Mobilize (JTM)s)?

They are roles sitting at the intersection of key economic needs



- Every community has competitive strengths and pathways in specific industries, occupations, and skills that power critical sectors and growth.
- **Jobs That Mobilize** offer strong access and mobility to workers while broadening workforce diversity and reducing employer pain points.
- What are the pathways that ensure that **all workers have the chance to rise into these jobs** and benefit from regional growth?

Project Overview

Create a detailed mapping – for different state geographies within Louisiana (and the campuses within those areas) – of JTM's and their characteristics.

KEY SCOPING POINTS

- Assess which programs at each campus most effectively prepare students for these JTM's based on overall orientation, actual graduate placements, and, if possible, underlying curricular alignment;
- Identify skills and certifications these programs should include within their curriculum based on an analysis of actual employer demand and flag “degree plus” opportunities to improve student outcomes by embedding relevant non-degree credentials within existing programs;
- Uncover hidden talent pools in the surrounding community that could advance quickly into these JTM's by building on existing skills, leveraging the Burning Glass Institute's innovative career transition and skill adjacency models, and architect high-efficiency programs that could support these transitions.

Example Screenshots of the JTM “Widget”

Select a geography of interest:

Bloomington, IL

Select Target JTM:

Cardiovascular Technologists and Technicians

Target JTM Details:

Estimated Annual Salary	\$66,170
Estimated Annual Salary Growth	4.35 %
Local Demand	Medium
National Demand	Medium
National Demand Growth	High Growth

How to use and understand this tab:

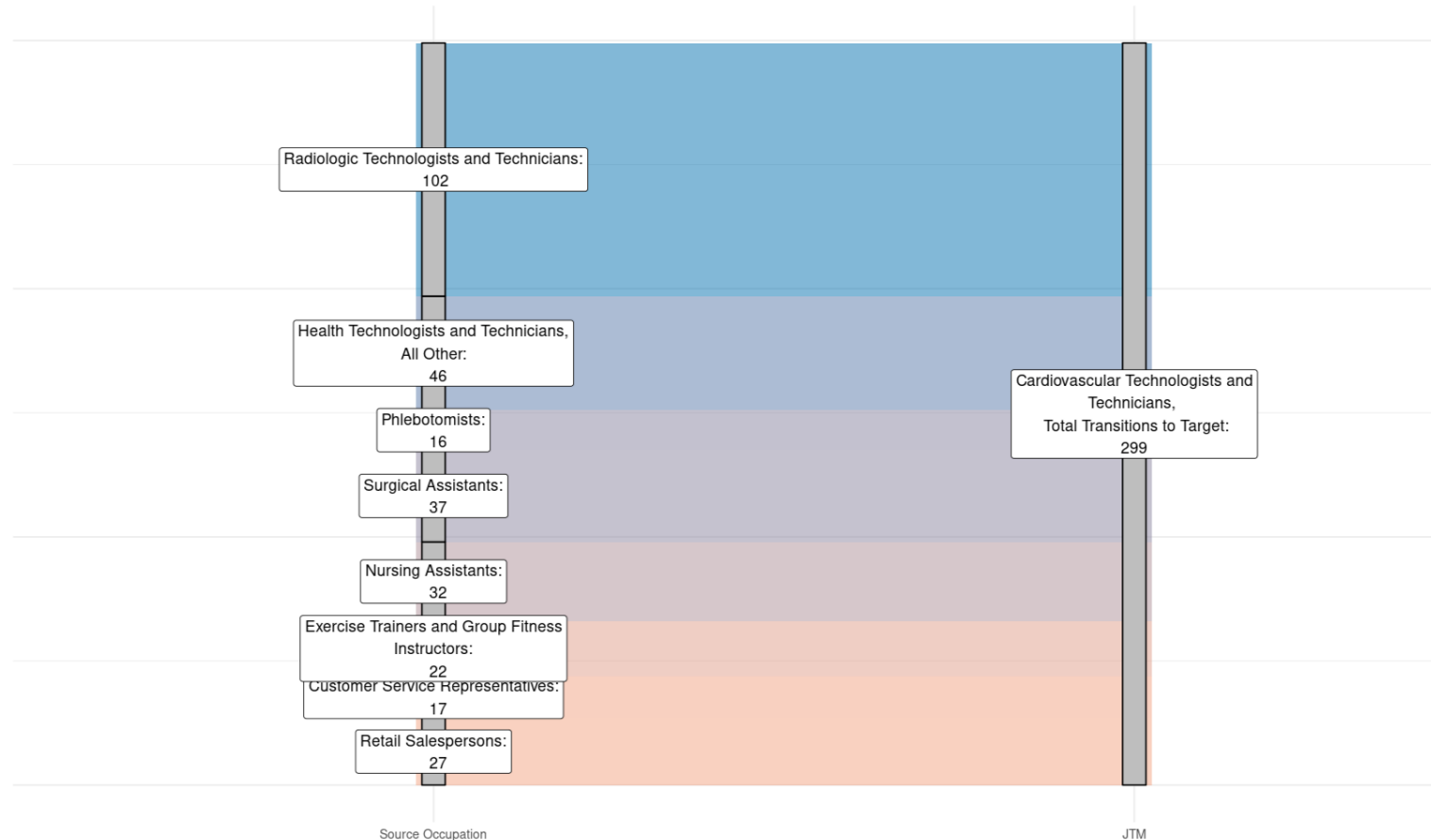
You can use this tab to find key information about JTMs in a given region, including: 1) how much these jobs typically pay in this geography, 2) how much relative employer demand there is for a specific job, 3) where jobs workers typically come from before entering these roles, and 4) how much similarity there is between the previous jobs (also called “feeder” roles”) and the JTM you are interested in.

Once you select a geography and a job, the graphic will then show you the most common prior roles of workers in this job along with how much skill similarity there is between the two positions.

Note that, for any JTM that you select, the feeder roles on the left side of the graphic will always have median wages lower than the JTM they lead to, nor will they ever require more education or training. Again, the goal of this tool is to help users understand where workers ending up in these jobs typically get their start.

Skill similarity is represented top to bottom, so the more similar jobs are, the higher on

Map of jobs where workers in this JTM traditionally come from:



An explanation of key terms on this page:

- Skill Similarity: A metric that quantifies the overlap in skills between occupations, indicating how well a feeder role can prepare someone to enter a JTM.
- Local Demand: Measures the scale of employment opportunities within a specific region.
- National Demand: Measures the scale of employment opportunities across the country.

Currently selected geography:

Bloomington, IL

Currently selected JTM:

Cardiovascular Technologists and Technicians

Select Source Occupation:

Radiologic Technologists and Technicians

Feeder Role Details:

How common is this transition?	Sometimes
Estimated Annual Salary	\$64,560
Estimated Annual Salary Growth	4.44 %
Local Demand	Medium
National Demand	Medium
National Demand Growth	High Growth

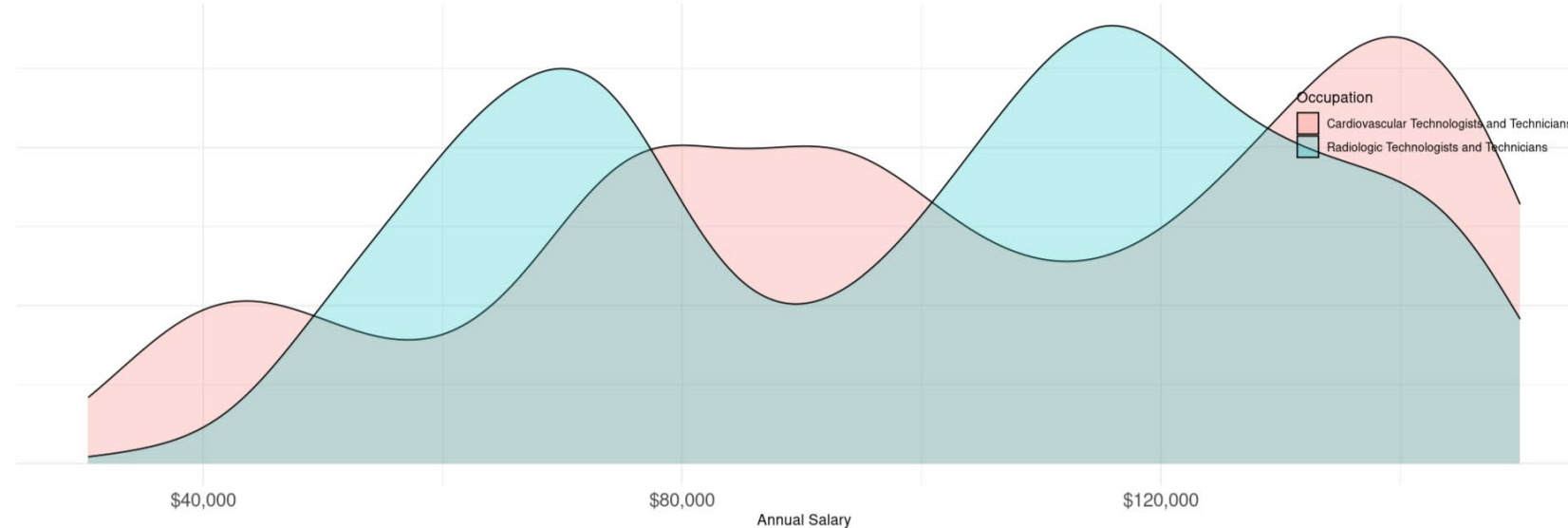
Target JTM Details:

Estimated Annual Salary	\$66,170
Estimated Annual Salary Growth	4.35 %
Local Demand	Medium
National Demand	Medium
National Demand Growth	High Growth

How to use and understand this tab:

You can use this tab to better understand the potential upward mobility from moving

Salary Comparison



An explanation of key terms on this page:

- Skill Similarity: A metric that quantifies the overlap in skills between occupations, indicating how well a feeder role can prepare someone to enter a JTM.
- Local Demand: Measures the scale of employment opportunities within a specific region.
- National Demand: Measures the scale of employment opportunities across the country.
- National Demand Growth: Measures the growth of employment opportunities nationally over the past three years.

Career Pathway Analysis Tool

[Overview](#) [Visualizing Pathways](#) [Feeder Role Information](#) **Skill Pathways** [Short Term Credentials](#)

Currently selected JTM:

Cardiovascular Technologists and Technicians

Currently selected feeder role:

Radiologic Technologists and Technicians

How to use and understand this tab:

You can use this tab to better understand the types of skills and skill groups that people working in JTMs typically need to have for these roles.

This page allows you to quickly identify the broad skill groups for the JTM you selected, as well as their relative importance to the role. In the right column you can select any given skill group from the drop-down list to see a more detailed list of the skills in this grouping, this time ranked by how highly demanded they are in employer job postings.

Required Skills:

Skill Group	Importance
Laboratory Research	
Pulmonology	
Medical Equipment and Technology	
Hematology	
Neurology	

Select Skill Category:

Laboratory Research ▼

Skill	Demand
Laboratory Testing	
Laboratory Equipment	
Laboratory Experience	
Biochemical Assays	
Laboratory Procedures	
Specimen Processing	

An explanation of key terms on this page:

- Skill Importance: A metric that quantifies how important a given skill is to a given occupation, elevating the key specific skills an individual needs for these roles.
- Skill Demand: Indicates the relatively popularity of sub-skills within a skill category.



Education
Strategy
Group

Elevating Academic Strategy

Louisiana Board of Regents

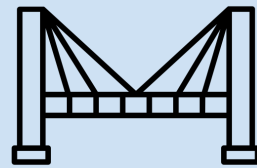
March 21, 2025



Who We Are

Our mission is to work with America's education, business, and civic leaders to expand opportunity and **ensure economic mobility for all individuals by increasing educational attainment.**

We are driven by the conviction that **a high-quality education system aligned with workforce demand leads to a more prosperous and equitable society.**



*Postsecondary
Transitions*



*Postsecondary
Attainment*



*Career
Readiness*



*Talent
Strategies*

Our Big Goal

Postsecondary credentials are growing in importance for labor market success, but higher education has been slow to meet cost and value concerns. ESG will strive to improve the value proposition by building the capacity of higher education to be engines of economic opportunity for learners, especially for traditionally underserved populations.



Postsecondary Attainment & Value

Engaging states and regions to set attainment goals connected to economic growth



Equitable Success for Adults

Expanding the adoption of best practices for adult learners across colleges and universities to close equity gaps



Credentials Quality & Learning Portability

Creating conditions and tools to ensure credentials are more seamlessly integrated into the higher education ecosystem

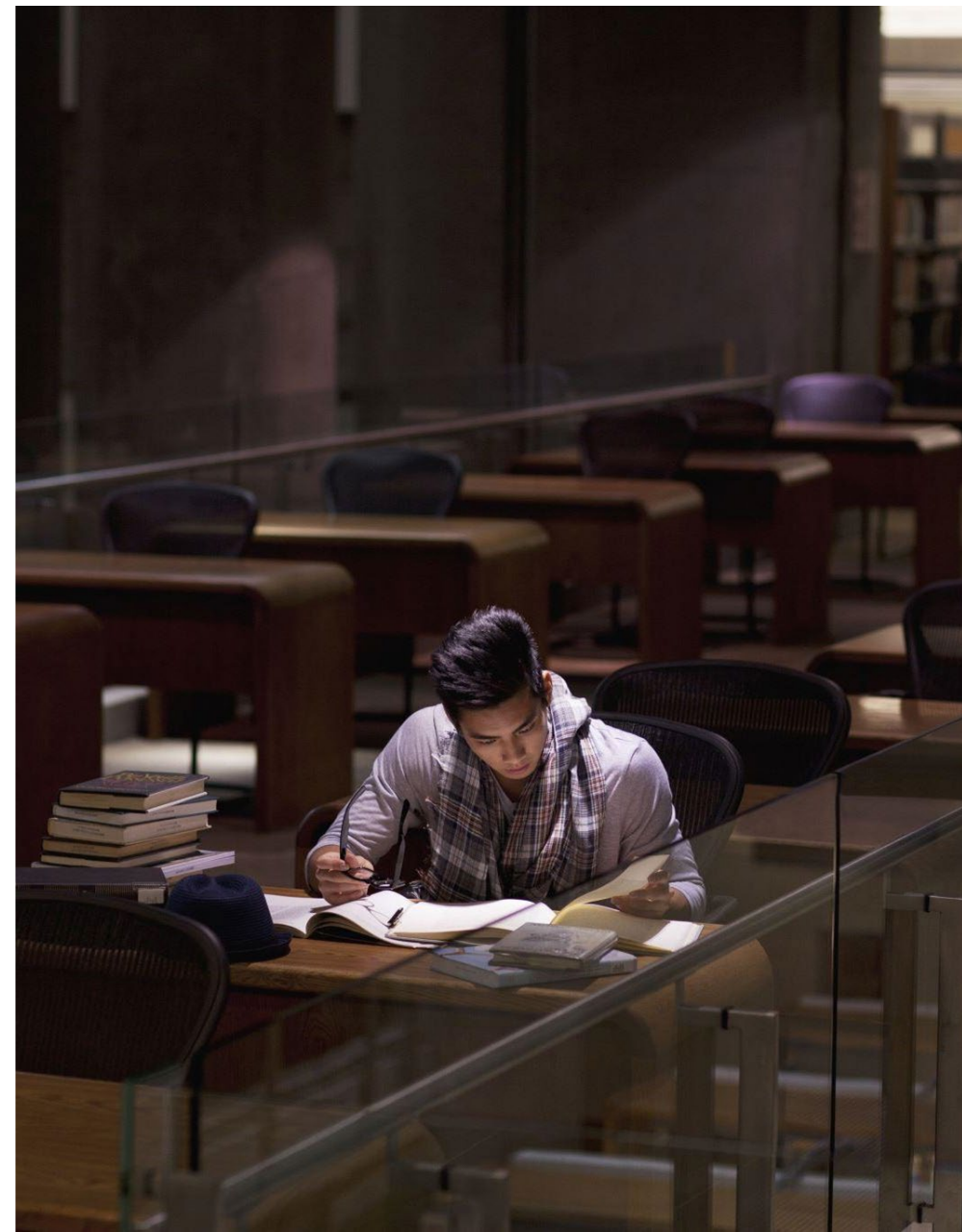


College to Career Transitions

Support institutions and systems to better harness learning to ensure students have the skills to be successful in the workplace

Value Shift

- **Demographic Cliff**
 - Nationally, high school graduates are projected to **decline by 10% by 2041**; Louisiana is expecting a **4% decline** ([WICHE, 2025](#)).
- **Decline in Public Confidence in Postsecondary Education**
 - **68%** have **some or great confidence** in higher education, down from 90% in 2015 ([Gallop, 2024](#)).
- **Skills Gaps**
 - Shift in skills needed and decline in employer confidence in graduates' skills preparation



Beyond Rhetoric



of workers will
experience skill
disruption by 2030

-[World Economic Forum \(2025\)](#)



of jobs will require at
least some
postsecondary
education by 2031

-[Georgetown CEW \(2024\)](#)



of the share of good
jobs will require a
bachelor's degree

-[Georgetown CEW \(2024\)](#)



Reduced Public Confidence
in Postsecondary Education

Workforce Projections

Enabling Conditions



Credentials of Value Definition

Board of Regents' existing definition of Quality Postsecondary Credentials of Value



Placement Data

The state can track graduates' job placement to both industry and type of work.



Existing Annual Academic Planning Processes

Through additional supports, the Annual Academic Planning Process becomes an opportunity to build, refresh, and communicate the overall Academic Strategy to BOR, students, and the public.



Collaborative Planning Timeline



Launch Webinar

Began convening the group and held individual meetings to discuss perspectives & concerns.

March 21



Workshop 1

Using labor market data, institutions work with Coach on leveraging data, faculty, & staff in developing/refreshing the academic strategy

Mid-May



Workshop 2

Institutions and REDOs will discuss and supplement workforce data with regional workforce needs

Mid-June



Academic Planning Template Due

Institutions submit their Academic Plans to the BOR

August 1

Office Hours

ESG Support

- **Coaching Support**

- Lead Workshops
- Office Hours

- **Workshops**

- Leveraging Data, Faculty, & Staff
- Facilitating Conversations with REDOs and other regional partners



Academic Plan Template and Timeline

Janet Newhall

Interim Associate Commissioner for Academic Affairs and Innovation





AA Policy 2.04

1. Institutions first indicate an intention to propose a new degree program through the annual academic planning process.
2. Institutions must then submit a detailed program proposal for each new program that is included in **[Year 1 of]** the Board approved academic plan.

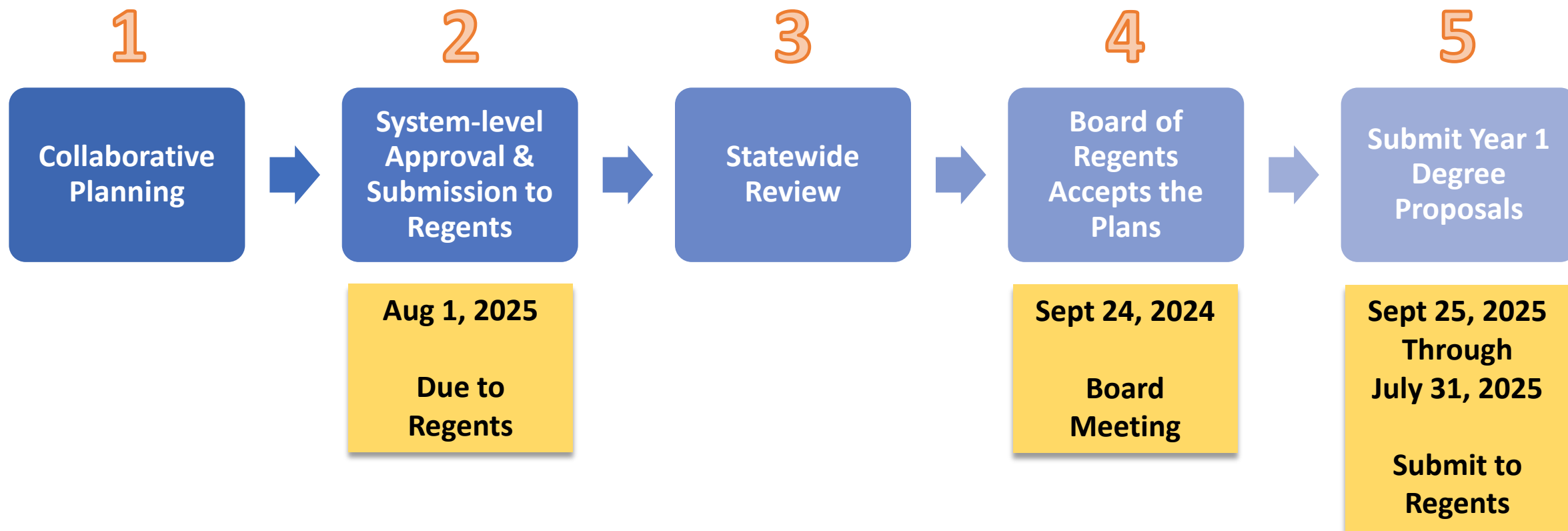


Academic Planning Process





Academic Planning Timeline





Academic Planning Website

<https://www.laregents.edu/academicplanning/>

Lightcast – Labor Market Data Resource

(login link at top)

Interactive CRIN

CRIN Reports

Louisiana Occupation Areas 2024

Academic Affairs Tracking Database

2025 Three-Year Academic Plan Template (New)

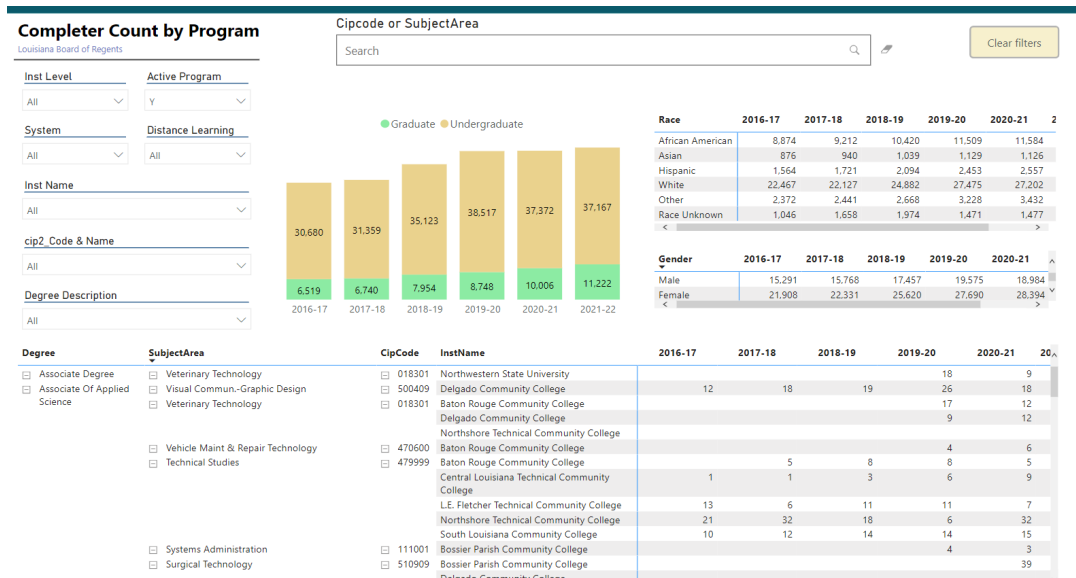
Degree Program Proposal Form

Degree Program Proposal Budget Form

Off-cycle Proposal Request Form

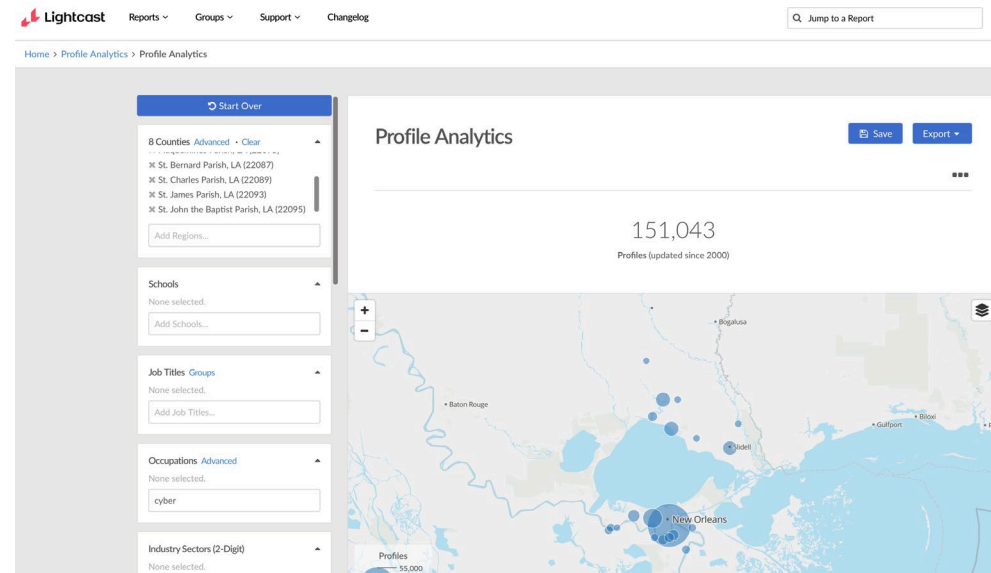


Online Resources



Interactive CRIN

Use arrows at the bottom to navigate between enrollment and completer data



Lightcast

Identify who currently has access and who needs to be added



Academic Plan Template:

1. Planned New Programs
2. Recently Approved Programs
3. Low Completers
4. Terminations
5. Online Modality
6. Highlights



Academic Plan Template: Planned New Programs

SECTION 1: New Degrees (Associate, Bachelor's, Master's, Education Specialist, and Doctoral)

Degree Designation	Program Name	6 digit CIP code	Intended Modality	Does this program require a disciplinary accreditation?	List of Related Occupations and LWC star level	Rationale for <4 star rating	Industry partner
e.g., AAS, BS, PhD	List up to 4 programs per year in order of priority for your institution.	6 digit code	<input type="checkbox"/> On campus (<50% online) <input type="checkbox"/> Hybrid (51-99% online) <input type="checkbox"/> 100% online	If Yes, specify the accreditor.	List up to 5 occupations for graduates of this program; include LWC Occupation Level for each.	If star levels are below four stars provide a rationale for program addition	List REDOs or other advisory councils consulted
Year One (Oct. 2022-Sept. 2023)							
B.S.	Cybersecurity (NEW)	11.0701	100% on Campus	No	Computer Hardware Engineers(****); Computer and Information Systems Manager(****); Systems Administrator; Security Consultant; Security Analyst; Information Security Analyst	Occupations in this area are at the 4 and 5 star level, for computer science, computer information systems and computer hardware engineers. These are also high-demand high wage jobs.	University Administration and partnered with Bureau of Investigation determined there such a program located nationally
B.S.	Data Science (NEW)	30.7001	100% On Campus	No	Data Analyst, Data Scientist, Data Mining, Data Engineer and Banking; Logisticians(****); Statistician(****); Operation Research Analyst(****)	Graduates are also qualified for 4 star positions.	We will consult with partners and consult 2022.



Reminders

- ✓ Add new programs to the year you plan to submit a proposal; move programs forward from last year's plan
- ✓ Submit Year 1 proposals September-July. Anything not presented as Year 1 at the September meeting requires off-cycle approval.
- ✓ Consolidate the year's modality and termination requests.
- ✓ New program progress reports now part of Academic Plans.
- ✓ Watch for invitations to May convening and June virtual meeting.

Questions or Final Thoughts?

Board of Regents

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