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| **Academic Program Demand Protocol** |
| The protocol listed below allows for a better understanding of the potential demand for an academic program from the viewpoint of the occupations it serves. The protocol includes steps to identify the potential occupations served by a particular academic program and the academic programs that feed into a particular set of occupations. This protocol will allow units to determine if any gaps exist in the number of graduates and the occupational demand and to determine if there will be internal competition among programs already in place at USM and other MS institutions. In each step, use the questions listed to guide your inquiry. Summarize your findings for each step of the protocol. |
| **Step 1** | Identify the best fitting and unique six-digit CIP (Classification of Instructional Programs) code for the program that is being analyzed.* Is the CIP code already in use at USM? If so, consider a badge, certificate, or concentration.
* Does the name of the program resemble the CIP Title?
* Does the CIP definition accurately describe the intended overall program curriculum?
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| **Step 2** | Use the CIP to SOC crosswalk available at <https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56> to identify all occupations associated with the program CIP code. Use the SOC information to determine occupational market demand for the intended service region of the program. Sum the number of anticipated jobs for each occupation (occupational/market demand).* Does the proposed program feed numerous occupational opportunities?
* Is the proposed program level (baccalaureate, masters, doctoral) needed for the occupations?
* Are there reliable estimates of occupational growth in the region?
* Are the occupations mature or emerging in the marketplace?
* Do you have additional evidence of potential occupational growth?
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| **Step 3** | Identify each CIP code that feeds into each SOC (Standard Occupational Classification) code determined in Step 2. This provides information on the number of programs that feed into each occupational category. Use these CIP codes to determine the programs at USM and other MS institutions. Determine the number of graduates produced by these programs.* How many programs at USM are currently in place that feeds each SOC code (count of degree plans with each CIP)?
* How many graduates are produced yearly at USM in the existing CIP codes?
* How likely is it that this program will compete with our existing programs?
* How many CIP programs at other MS institutions are in place that feeds each SOC code?
* How many graduates are produced yearly at other MS institutions in the existing CIP codes?
* What advantages would the proposed program have, relative to existing programs, that could be marketed to increase USM enrollments?
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| **Step 4** | Conduct a gap analysis using the following equation: Gap = (Graduates Produced from all MS institutions) – (Occupational or Market Demand).* Is the gap positive (low demand for graduates)?
* Is the gap negative (higher demand for graduates)?
* What is the magnitude of the gap?
* Does the gap suggest significant recruitment by competing institutions?
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| **Step 5** | Estimate the number of *new* FTE (Full Time Equivalent) students that can be recruited to the program. Use the information identified in Steps 3 and 4 to guide the estimate. Programs feeding high negative gap occupations can expect to enroll more students with appropriate recruiting than for occupations with near zero or positive gaps. For face-to-face programs, estimate the headcount of *new* students and multiply this by 0.94 to estimate the FTE students. For online programs, multiply the estimate of *new* student headcount by 0.66 to estimate the FTE students.* What is the student demographic targeted by the program?
* What are the projected trends in the number of individuals in the targeted demographic?
* What information exists to indicate student interest in the occupations served by the program?
* What evidence indicates our ability to attract students to our program over other MS institutions?
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