Welcome to Today’s Webinar

August 27, 2020

Integrated Planning to Build a Thriving Academic Program Portfolio

Part 1 of 3
Academic Program Portfolio Planning: Preparing to Thrive
Webinar Series Overview

Integrated Planning to Build a Thriving Academic Program Portfolio

1. ACADEMIC PROGRAM PORTFOLIO PLANNING: PREPARING TO THRIVE
   - August 27, 2:00 pm EST

2. INSTRUCTIONAL ECONOMICS: MAKING FINANCE-INFORMED ACADEMIC DECISIONS
   - September 15, 2:00 pm EST

3. FROM ACADEMIC PROGRAM DECISIONS TO RESULTS: BUILDING AND MANAGING A ROBUST PROGRAM PORTFOLIO
   - October 1, 2:00 pm EST
I. Setting the Stage

II. Market Data and Where to Find It

III. Using the Data

IV. Closing Remarks
Program portfolio decisions are among the most consequential things an administration can do.
When considering your program portfolio, what are your goals?

- Cut costs?
- Improve student outcomes?
- Rebalance the portfolio?
- Grow enrollment?
- All of the above?
How do you identify growth opportunities?

- What current programs can you grow?
- What new programs would attract more students?
- What new programs would help retain existing students?
- What new programs would appeal to employers?
I. Setting the Stage

II. Market Data and Where to Find It

III. Using the Data

IV. Closing Remarks
We group market data into four categories.
Defining the Right Geographic Market(s)

Which students, jobs, and competitors are relevant for your program decisions?

- Distance from campus?
- State or county lines?
- Rivers or other physical barriers or connectors?
- Effects of past recruiting practices?
- Differences by modality or degree level?
Types of Data to Consider

There are metrics that cover much of the student life cycle.

- Initial Exploration
  - Google search volumes by Program
  - Google search volumes by Institution

- Application
  - Inquiries from prospective students
  - Page views by foreign students interested in U.S. programs

- Enrollment
  - Enrollment by institution
  - Program economics

- Graduation
  - Enhanced completions data
  - Online completions by program & student location

- Career
  - Direct-prep jobs
  - Career path data
Student Demand Indicators

One key: use multiple indicators, because every source or metric has limitations.

**Google searches:** What programs are prospective students searching for?

**Inquiries:** What programs are prospective students actively showing interest in?

**Foreign Pageviews:** What U.S. programs are foreign students interested in?

**On-ground Completions:** What programs are on-campus students completing in the market region?

**Online Completions:** What programs are online students in the market region completing, regardless of the school’s location?
Student inquiries are one independent indicator of student demand.

Programs with Highest Inquiry Volume: 2020 YTD

1. 52.0201 Business Admin. and Mgmt...
2. 51.3801 Registered Nursing
3. 51.0801 Medical/Clinical Assistant
4. 51.0710 Medical Office Assistant
5. 51.0713 Medical Insurance Coding
6. 42.0101 Psychology, General
7. 47.0201 HVAC Maintenance Tech
8. 51.0701 Health Care Admin/Manage...
9. 11.0801 Web/Digital/Multimedia De...
10. 51.0714 Medical Insurance Spec’ist/...
11. 50.0409 Graphic Design
12. 43.0107 Criminal Justice/Police Sci...
13. 51.0706 Health Info/Medical Record...
14. 48.0508 Welding Technology/Welder
15. 51.0805 Pharmacy Technician/Assis...
16. 24.0101 Liberal Arts/Sciences/Studi...
17. 12.0401 Cosmetology, General
18. 52.0302 Bookkeeping and Accounti...
Most employment data is organized by Standard Occupation Code (SOC).

SOCs are assigned to all people who do similar work.

29-1065.00
Pediatrician

49-9052.00
Telephone Line Installers and Repairers
Matching CIPs and SOCs

To plan academic programs, you have to match SOC data to program codes (CIPs).

- **SOCs**
  - Standard Occupation Codes

- **CIPs**
  - Classification of Instructional Programs

Gray Proprietary
NCES crosswalks link programs and direct-preparation SOCs.

- For example, NCES crosswalks a B.A. in History to just four SOCs.

Source: National Center for Education Statistics: SOC 2010 mapped to CIP.
Many SOCs Are Not Unique to One CIP

Matching all jobs in a SOC to a single CIP can be misleading.

**CIP-SOC Crosswalk for CIP 14.0801 Civil Engineering**

<table>
<thead>
<tr>
<th>CIP</th>
<th>CIP Title</th>
<th>SOC Code</th>
<th>SOC Title</th>
<th>SOC Share of CIP Graduates</th>
<th>CIP Share of SOC employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.0801</td>
<td>Civil Engineering, General</td>
<td>11-9021</td>
<td>Construction Managers</td>
<td>3-Low</td>
<td>3-Low</td>
</tr>
<tr>
<td>14.0801</td>
<td>Civil Engineering, General</td>
<td>11-9041</td>
<td>Architectural and Engineering Managers</td>
<td>3-Low</td>
<td>3-Low</td>
</tr>
<tr>
<td>14.0801</td>
<td>Civil Engineering, General</td>
<td>17-2051</td>
<td>Civil Engineers</td>
<td>1-High</td>
<td>1-High</td>
</tr>
<tr>
<td>14.0801</td>
<td>Civil Engineering, General</td>
<td>17-2199</td>
<td>Engineers, All Other</td>
<td>3-Low</td>
<td>2-Medium</td>
</tr>
<tr>
<td>14.0801</td>
<td>Civil Engineering, General</td>
<td>17-3022</td>
<td>Civil Engineering Technicians</td>
<td>3-Low</td>
<td>2-Medium</td>
</tr>
<tr>
<td>14.0801</td>
<td>Civil Engineering, General</td>
<td>25-1032</td>
<td>Engineering Teachers, Postsecondary</td>
<td>3-Low</td>
<td>2-Medium</td>
</tr>
</tbody>
</table>

**Additional CIPs Linked to SOC 17-2051**

- 14.0101 Engineering, General
- 14.0102 Pre-Engineering
- 14.0401 Architectural Engineering
- 14.0801 Civil Engineering, General
- 14.0803 Structural Engineering
- 14.0804 Transportation and Highway Engineering
- 14.0805 Water Resources Engineering
- 14.0899 Civil Engineering, Other
- 14.1101 Engineering Mechanics
- 14.1401 Environmental/Env'l Health Engineering
- 14.3301 Construction Engineering
- 14.3801 Surveying Engineering
- 14.3901 Geological/Geophysical Engineering
- 14.9999 Engineering, Other
- 15.1502 Engineering Design

Where students go: Additional CIPs linked to SOC 17-2051

Where employees come from: Specified CIP-SOC matches for CIP 14.0801 Civil Engineering
BLS is a primary source, and its employment data is free and easy to access.
BLS is a frequently-used source on employment and trends.

**Occupational Employment and Wages, May 2019**

**13-2011 Accountants and Auditors**

Examine, analyze, and interpret accounting records to prepare financial statements, give advice, or audit and evaluate statements prepared by others. Install or advise on systems of recording costs or other financial and budgetary data. Excludes "Tax Examiners and Collectors, and Revenue Agents" (13-2081).

National estimates for this occupation

Industry profile for this occupation

Geographic profile for this occupation

**National estimates for this occupation: Top**

Employment estimate and mean wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Employment (1)</th>
<th>Employment RSE (3)</th>
<th>Mean hourly wage</th>
<th>Mean annual wage (2)</th>
<th>Wage RSE (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,280,700</td>
<td>0.6 %</td>
<td>$38.23</td>
<td>$79,520</td>
<td>0.3 %</td>
</tr>
</tbody>
</table>

Percentile wage estimates for this occupation:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10%</th>
<th>25%</th>
<th>50% (Median)</th>
<th>75%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wage</td>
<td>$21.39</td>
<td>$26.88</td>
<td>$34.40</td>
<td>$45.36</td>
<td>$59.83</td>
</tr>
<tr>
<td>Annual Wage</td>
<td>$44,480</td>
<td>$55,900</td>
<td>$71,550</td>
<td>$94,340</td>
<td>$124,450</td>
</tr>
</tbody>
</table>
Accountants and Auditors

Summary

Quick Facts: Accountants and Auditors

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$71,550 per year</td>
<td>Bachelor’s degree</td>
<td>None</td>
<td>None</td>
<td>1,424,000</td>
<td>6% (As fast as average)</td>
<td>90,700</td>
</tr>
<tr>
<td></td>
<td>$34.40 per hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What Accountants and Auditors Do

Accountants and auditors prepare and examine financial records.

Work Environment

Most accountants and auditors work full time. Some work more than 40 hours per week. Overtime hours are typical at certain times of the year, such as at the end of the budget year or during tax season.

How to Become an Accountant or Auditor

Most employers require a candidate to have a bachelor’s degree in accounting or a related field. Certification within a specific field of accounting improves job prospects. For example, many accountants become Certified Public Accountants (CPAs).

Pay

The median annual wage for accountants and auditors was $71,550 in May 2019.

Job Outlook

Employment of accountants and auditors is projected to grow 6 percent from 2018 to 2028, about as fast as the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, more workers should be needed to prepare and examine financial records.
Job Postings

Job postings are an indicator of current employer demand.
Graduates can follow a variety of paths with their Bachelor’s Degree.

- Go straight to graduate school
- Take a job that they directly prepared for
- Take a “generalist” job that requires a bachelor’s degree but not specific training
- Take a job that they did not directly prepare for but that does use some specific aspects of their education (e.g. civil engineer doing quant analysis)
- Take a job that does not require a bachelor’s degree
- Go straight to graduate school
What do people actually do with their bachelor’s degree?

- If most students go into direct-preparation fields, then designing the curriculum and using employment data for these occupations is logical.
- However, if most students do not go into direct-prep fields, taking a different approach to planning for outcomes is essential.

### Share of Bachelor’s Graduates in Direct-Preparation Fields

- Registered Nursing: 82%
- Elementary Education and Teaching: 70%
- Computer Science: 65%
- Accounting: 60%
- Civil Engineering: 55%
- Social Work: 40%
- Chemical Engineering: 24%
- Music, General: 11%
- Psychology: 1%
What will students earn after graduation? Mid-career?

### Average Annual Earnings by Bachelor’s-Degree Field

<table>
<thead>
<tr>
<th>Program</th>
<th>Under Age 30</th>
<th>Age 30-60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine/Studio Arts</td>
<td>$28,632</td>
<td>$79,795</td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>$39,189</td>
<td>$100,382</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>$48,771</td>
<td></td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>$100,382</td>
<td>$216,719</td>
</tr>
</tbody>
</table>

**Source:** Gray analysis of American Community Survey PUMS data, matched to 6-digit CIPs. Excludes CIPs with fewer than 1,000 2017 Bachelor’s-degree graduates.
Career Path Information: What Will Students Do after Graduation?

Is the Bachelor’s degree primarily a step towards graduate school?

Share of Graduates Who Earn Advanced Degrees By Bachelor’s-Degree Field

<table>
<thead>
<tr>
<th>Program with Fewest Add'l Degrees</th>
<th>Median Program</th>
<th>Program with Most Add'l Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiology and Speech-Language Pathology</td>
<td>64%</td>
<td>Health and Medical Preparatory, Other</td>
</tr>
<tr>
<td>Cyber-security</td>
<td>1%</td>
<td>Health and Medical Preparatory, Other</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>9%</td>
<td>Graphic Design</td>
</tr>
<tr>
<td>Also Earned Master's</td>
<td>25%</td>
<td>Also Earned Doctorate</td>
</tr>
<tr>
<td>Earned Any Grad Degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Gray analysis of American Community Survey PUMS data, matched to 6-digit CIPs. Excludes CIPs with fewer than 1,000 2017 Bachelor’s-degree graduates.
Competition

Markets for Programs

- Student Demand
- Employment
- Degree Fit
- Competitive Intensity

Mission of the Institution

Academic Standards

Money Program Economics

People

Process
Marketing Spend by Institution on RN Programs

- Maryville: $1,681,999
- Western Governors: $1,280,571
- Walden: $693,562
- Loyola Chicago: $583,296
- Chamberlain: $420,499
- Rasmussen: $323,143
- Marquette: $137,553

Source: [https://www.ispionage.com](https://www.ispionage.com) – Competitor Ad Research Tool for the keyword “Registered Nursing Programs”
Completions start with IPEDS, but ...

- Inconsistencies and errors across institutions
- Distinguishing online vs. on-campus completions
- Matching online students to their home locations, not just the institution’s location
- Relevance: sector, size, selectivity, etc.

### Biggest MBA Programs in Boston Metro

<table>
<thead>
<tr>
<th>Campus</th>
<th>2019 Completions</th>
<th>2019 On-Ground Completions</th>
<th>2019 Online Completions</th>
<th>2019 Online Completions by In-Market Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard University</td>
<td>1,161</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>653</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Babson College</td>
<td>406</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston University</td>
<td>402</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Massachusetts-Lowell</td>
<td>298</td>
<td>69</td>
<td>229</td>
<td>133</td>
</tr>
<tr>
<td>Hult International Business School</td>
<td>263</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston College</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeastern University</td>
<td>169</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeastern University Lifelong Learning Network</td>
<td>144</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endicott College</td>
<td>133</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bentley University</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Online MBA Programs for Students in the Boston Metro Area

<table>
<thead>
<tr>
<th>Campus</th>
<th>2019 Completions</th>
<th>2019 On-Ground Completions</th>
<th>2019 Online Completions</th>
<th>2019 Online Completions by In-Market Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern New Hampshire University</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>215</td>
</tr>
<tr>
<td>University of Massachusetts-Lowell</td>
<td>298</td>
<td>69</td>
<td>229</td>
<td>133</td>
</tr>
<tr>
<td>University of Massachusetts-Amherst</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>81</td>
</tr>
<tr>
<td>Endicott College</td>
<td>133</td>
<td>42</td>
<td>91</td>
<td>43</td>
</tr>
<tr>
<td>Northeastern University Lifelong Learning Network</td>
<td>144</td>
<td>41</td>
<td>103</td>
<td>37</td>
</tr>
<tr>
<td>Boston University</td>
<td>402</td>
<td>235</td>
<td>167</td>
<td>32</td>
</tr>
<tr>
<td>Fitchburg State University</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>University of Massachusetts-Dartmouth</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Western Governors University</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Cambridge College</td>
<td>88</td>
<td>64</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Fisher College</td>
<td>36</td>
<td>15</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Liberty University</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>
Online Completions by Student Location

One example: University of Phoenix online students
Some schools operate without Title IV funds—or submissions to IPEDS.

Dental Assisting Technologies

Dental Assisting Technologies is a vocational school that specializes in a “hands on approach” to teaching dental assisting. An affordable new career in just 12 weeks! Our classes are held only on Saturdays which allows students the ability to maintain their current employment. Many of the students that have taken this course are also taking classes at a near by college.

There are two sessions offered each year:
1. Spring
2. Fall

Our teaching staff consists entirely of dental professionals, all sharing years of knowledge and experience in the dental field. We want your learning experience to be a fun and exciting one.

Classes offered:
Feb 29 - May 16, 2020
September 12 - November 28, 2020
SATURDAYS ONLY! 8am to 5pm
Most of the student-demand indicators have related metrics for competitive intensity.

- **Number of competitors**
  - In-market institutions with the program
  - Institutions offering the program online
  - Recent changes in the number of competitors

- **Typical program sizes**
  - Median and average completions per institution
  - Trends in median completions

- **Online intensity**
  - Share of institutions with this program who offer it online
  - Share of completions done fully online

- **Saturation and marketing costs**
  - Completions per capita
  - Cost per inquiry
  - Google cost per click
Degree Fit

Student Demand  Employment

Degree Fit  Competitive Intensity

MISSION of the Institution

ACADEMIC Standards

MONEY Program Economics

MARKETS for Programs
Program-specific metrics can indicate whether a program is appropriate at a proposed degree level.

### Inquiries and Completions

<table>
<thead>
<tr>
<th>Award Level</th>
<th>Inquiries (Market)</th>
<th>Completions (Market)</th>
<th>Completions (National)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Associates</td>
<td>4%</td>
<td>22%</td>
<td>32%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>71%</td>
<td>66%</td>
<td>59%</td>
</tr>
<tr>
<td>Postbaccalaureate Certificate</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>15%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Post-masters Certificate</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Job Postings (Market)

<table>
<thead>
<tr>
<th>Award Level</th>
<th>Minimum Education Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Unspecified -</td>
<td>18%</td>
</tr>
<tr>
<td>High School/Certificate</td>
<td>5%</td>
</tr>
<tr>
<td>Associates</td>
<td>46%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>32%</td>
</tr>
<tr>
<td>Masters</td>
<td>11%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>4%</td>
</tr>
</tbody>
</table>

### BLS Workforce Edu (Natl)

<table>
<thead>
<tr>
<th>Award Level</th>
<th>BLS Educational Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>No College</td>
<td>1%</td>
</tr>
<tr>
<td>Some College</td>
<td>5%</td>
</tr>
<tr>
<td>Associates</td>
<td>31%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>48%</td>
</tr>
<tr>
<td>Masters</td>
<td>12%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>3%</td>
</tr>
</tbody>
</table>

Source: Gray’s Program Evaluation System (PES+)
Program Economics Platform

- Program portfolio
- Contribution margins
- Program and course economics
Do the growth opportunities you have identified make financial sense?

- Exception: Mission-critical programs should not be cut
- Cut small money-losing programs in weak markets.
- Fix programs with strong demand but poor financials
- Grow small programs with high demand and strong contribution

Bubbles are sized according to total SCH:
- Green: Programs to Grow
- Blue: Programs to Sustain
- Orange: Programs to Fix
- Red: Programs to Sunset
I. Setting the Stage

II. Data and Where to Find It

III. Using the Data

IV. Closing Remarks
Using the Data

What to know before you dive in:

- Know the limitations of each data source
- Provide context for the data
- Look beneath the surface
- Data is only the beginning
Every data source has limitations.

- Timely?
- Comprehensive?
- Accurate?
- Properly aligned to academic programs?
- Likely to be predictive?
82% of BLS growth projections are off by 50% or more.

- So, when you see those articles about the fastest-growing occupations …

Note: BLS forecasts are for 2022. Gray used the 2012 base and the BLS annual growth rate to estimate 2016 employment.
Interpreting raw data is a challenge.

**National Student Demand for Registered Nursing**

<table>
<thead>
<tr>
<th>Category</th>
<th>Criterion</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size</strong></td>
<td>Inquiry Volume (12 Months)</td>
<td>387,222</td>
</tr>
<tr>
<td></td>
<td>Int’l Page Views (12 Months)</td>
<td>35,897</td>
</tr>
<tr>
<td></td>
<td>Google Search Volume (3 Months)*</td>
<td>1,299,959</td>
</tr>
<tr>
<td></td>
<td>On-ground Completions at in-Market Institutions</td>
<td>101,171</td>
</tr>
<tr>
<td></td>
<td>Online Completions by In-Market Students</td>
<td>49,312</td>
</tr>
<tr>
<td></td>
<td>Sum of On-ground and Online Completions</td>
<td>150,483</td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>Inquiry Volume YoY Change (Units)</td>
<td>40,713</td>
</tr>
<tr>
<td></td>
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**Your Interpretation?**
Providing Context: Color and Clarity

Meaning depends on comparisons to market or institutional data.

- Percentiles add context
- Color-coding assists understanding - especially for non-quants
- Scoring enables comparisons

### National Student Demand for Registered Nursing

**Student Demand [ 70 Score ]**

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Percentiles: <40%  40%+  70%+  90%+  95%+  98%+
Look Beneath the Surface

Completions Trends – What’s Behind the Numbers?

U.S. Completions – Bachelor’s Econometrics Programs

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</table>
How does your institution make program decisions?

Don’t engage in this process if the decisions are already made.
Program Portfolio Workshop

Day 1
- Data Education
- Revise Scoring
- Identify New Programs

Day 2
- Evaluate Current Programs

Programs to **Start**
Programs to **Grow**
Programs to **Stop**
Who Participates in the Program Workshop?

- Face-to-face or fully online
- Up to 40-45 participants online
  - Better to keep at 25-35 if face-to-face
- True shared governance
  - Administrative leaders (President, Provost/VPAA, CFO, etc.)
  - Deans, selected program chairs, other key academic leaders
  - Faculty leaders (Faculty Senate, faculty union)
  - Other functional areas (Enrollment Management, Career Services, Institutional Research, etc.)
  - Others who might be important for implementation (Trustees, ad agency, OPM partner, etc.)
At the workshop, the group can identify and prioritize new program ideas.

- **Generating ideas**
  - Ideas from faculty, staff, local employers, other stakeholders
  - “Hot programs” – programs that other institutions have been announcing
  - “Emerging programs” – fields that are gaining in interest and might support a program
  - Ideas from data – programs that comparable institutions appear to be succeeding with
  - Ideas from data – programs with strong student demand, good career outcomes, and moderate competition

- **Evaluating ideas**
  - Mission – Does this fit with our goals? Is it appropriate for a school “like us”?
  - Academics – How does this fit with our capabilities? Can it leverage existing courses? Is it too duplicative of what we already offer?
  - Market – Are we likely to attract enough students? Are they likely to find good jobs?
  - Money – Can we afford the launch costs? Can we afford the ongoing costs?
These scores enable ranking all potential new programs in a market, to identify ones worth discussing in detail.
At the workshop, the group can classify every existing program as Stop, Sustain, Fix, or Grow.

- **Mission**
  - What is this program? Is it intended to serve any particular role or population?
  - Is it essential to our mission, in conflict with it, or somewhere in between?

- **Academics**
  - What have been the key messages from programmatic accreditors and internal program reviews?
  - Are we teaching the right things? Are our students learning the right things?
  - How are we doing on metrics like persistence, retention, and on-time graduation rates?

- **Market – Enrollment**
  - Is our number of graduates comparable to how similar institutions are doing with this program?
  - Is our trend in graduates similar how other institutions are doing?
  - Are any competitors doing particularly well with this program? Why?

- **Market – Employment**
  - Do we know how our students are doing post-graduation?
  - What kinds of career outcomes should our students achieve as graduates of this program?

- **Money**
  - Does this program cover its direct instructional costs and help cover shared expenses?
  - Are this program’s costs per student credit hour within a reasonable range?
Agenda

I. Setting the Stage

II. Data and Where to Find It

III. Using the Data

IV. Closing Remarks
Market Evaluation Framework

- **MISSION** of the Institution
- **ACADEMIC** Standards
- **MARKETS** for Programs
- **MONEY** Program Economics

Gray Proprietary
Integrated Planning to Build a Thriving Academic Program Portfolio

1. 
ACADEMIC PROGRAM PORTFOLIO PLANNING: PREPARING TO THRIVE
August 27 2:00 pm EST

2. 
INSTRUCTIONAL ECONOMICS: MAKING FINANCE-INFORMED ACADEMIC DECISIONS
September 15 2:00 pm EST

3. 
FROM ACADEMIC PROGRAM DECISIONS TO RESULTS: BUILDING AND MANAGING A ROBUST PROGRAM PORTFOLIO FOR A SUSTAINABLE FUTURE
October 1 2:00 pm EST
Upcoming Events

Integrated Planning to Build a Thriving Academic Program Portfolio

September 15 | Part 2 of 3
• Instructional Economics: Making Finance-Informed Academic Decisions

October 1 | Part 3 of 3
• From Academic Program Decisions to Results: Building and Managing a Robust Program Portfolio

September 16 | Coffee Chat
All Good Plans Change