PROPRIETARY

GRAY ASSOCIATES

Master Class 1:

Overview of Integrated Program Evaluation and Management

April 4, 2023

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CEO and Founder
Gray Associates

A data-informed approach to postsecondary education program evaluation and management.

Available on Amazon

Agenda

1. Myths and Realities
2. Program Evaluation System
3. Markets
    1. Student Demand
    2. Employment
    3. Program Scorecard
4. Program Economics and Benchmarking
5. Academic Program Portfolio Management

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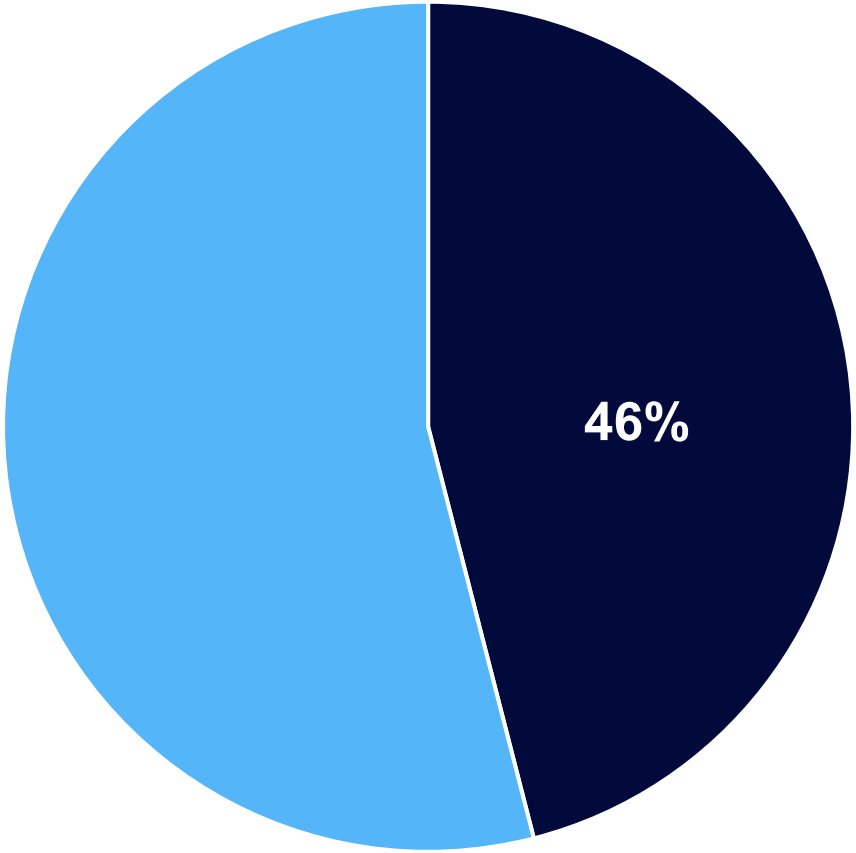
You may have heard the question: Is college worth it?

According to Gallup, opinion is split almost 50/50.



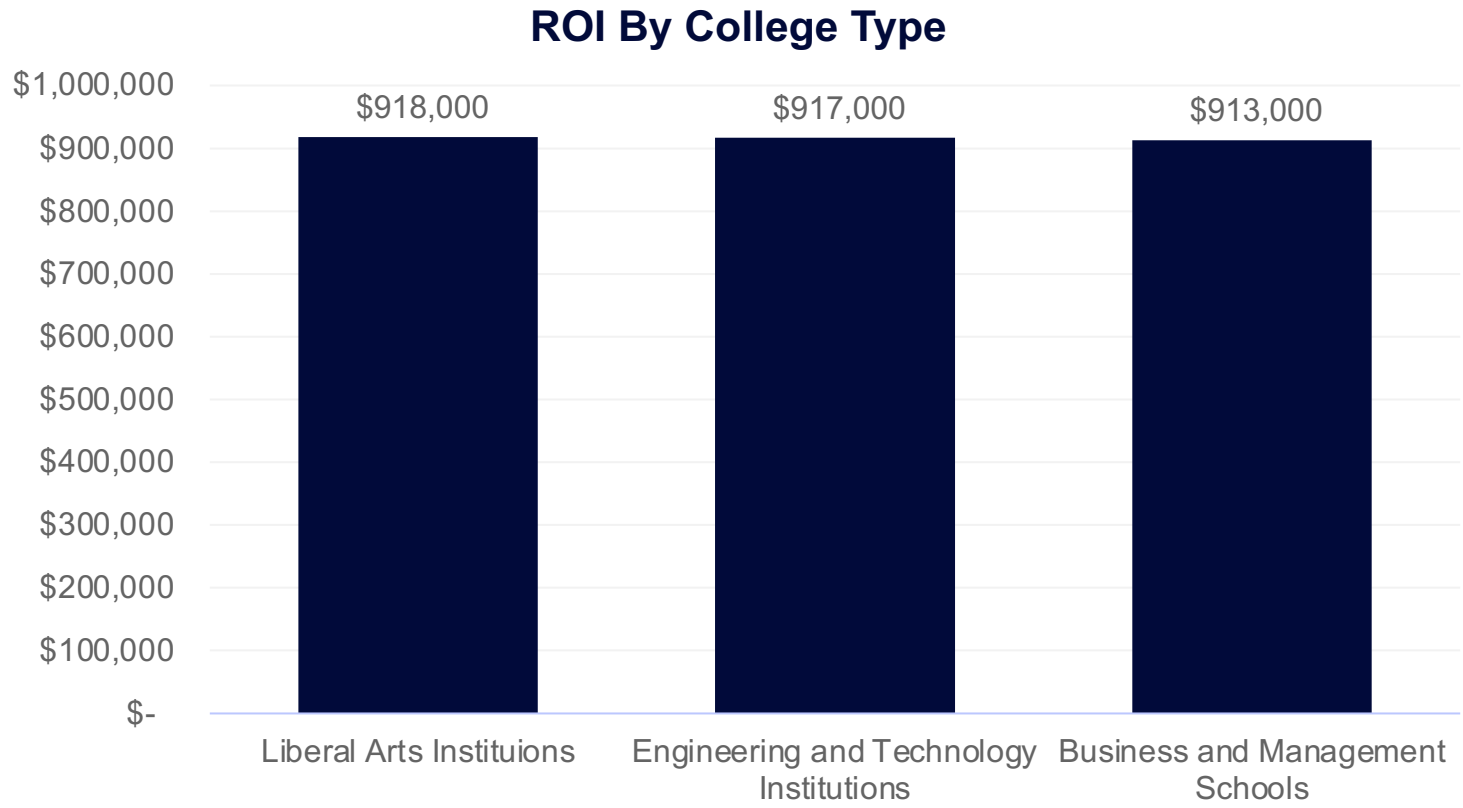
46% of parents said they'd prefer not to send their children to a four-year college after high school.

"Welders make more money than philosophers. We need more welders and less philosophers."

Source: Gallup

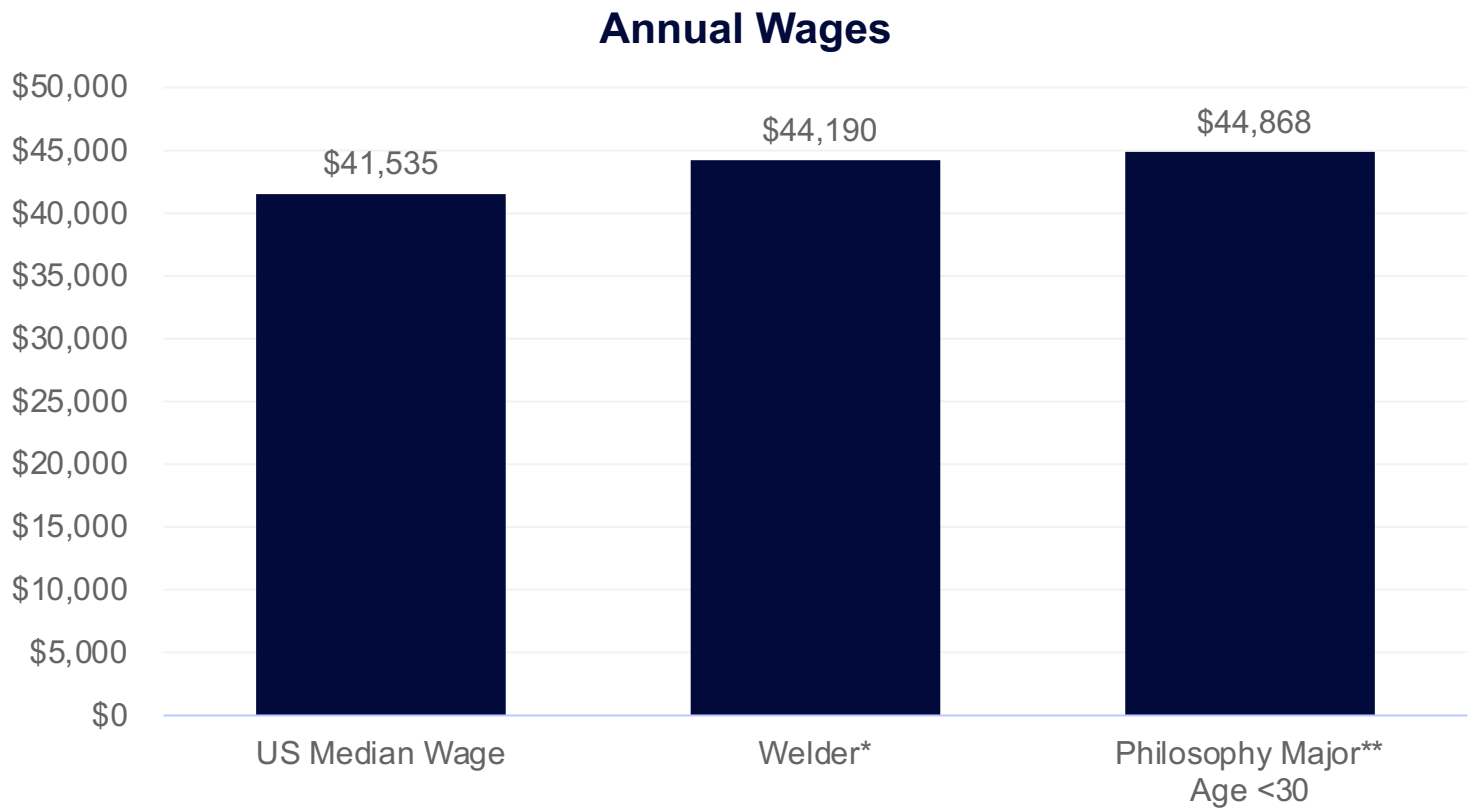
The value of a college degree

The ROI on a college degree is over $900,000.



Source: Georgetown University Center on Education and the Workforce

Before age 30, Welder and Philosophy majors earn more than US median wage.

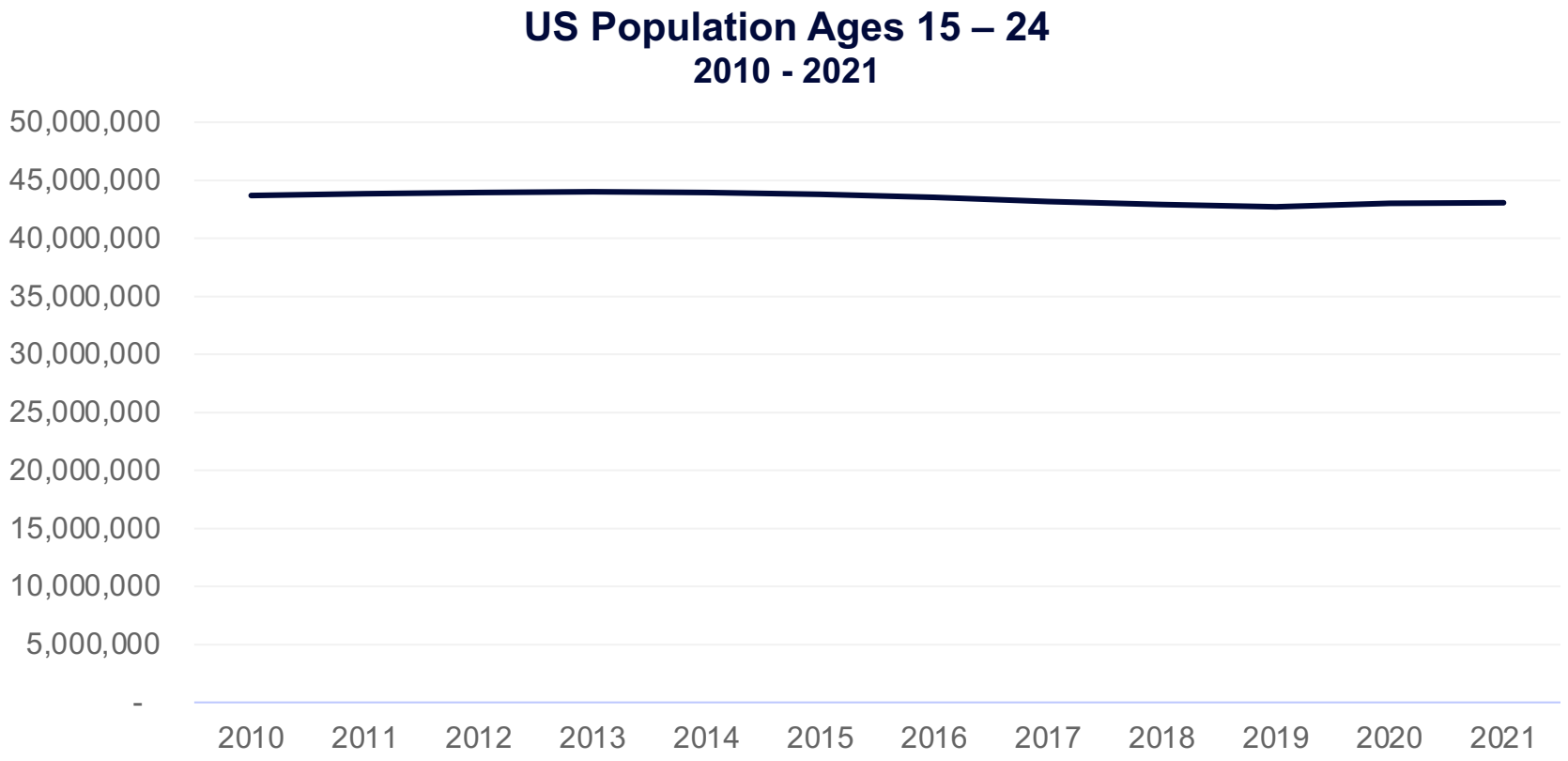


Sources: Bureau of Labor Statistics
US Census, American Community Survey

After age 30, Philosophy majors earn much more.

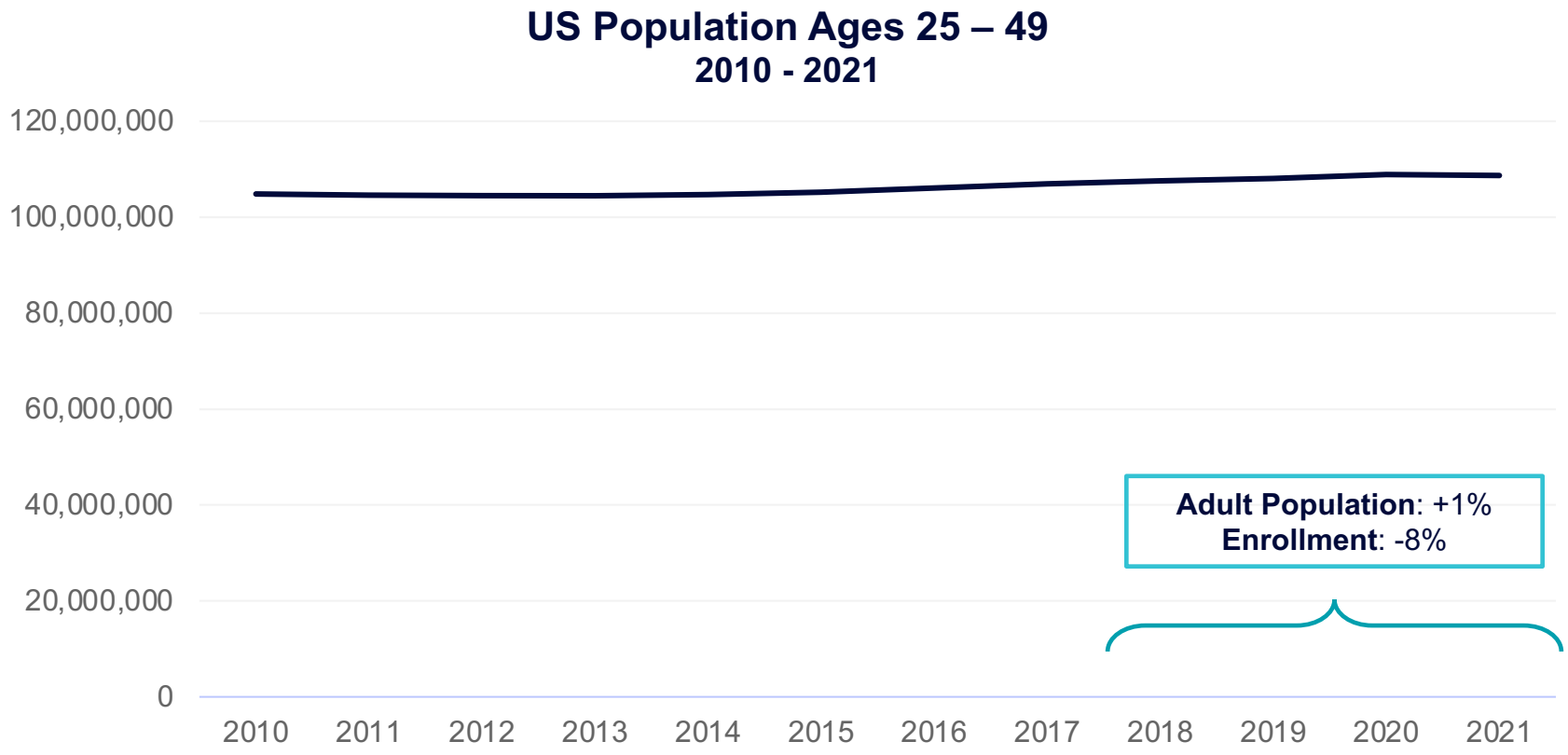
Sources: Bureau of Labor Statistics
US Census, American Community Survey

The “demographic cliff” – a 0.1% annual decline, with local variations.



Source: US Census

The demographic upside: The adult learner population is growing slightly.



Source: US Census

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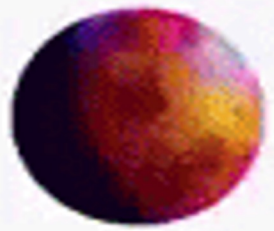
Why bother?

A fundamental challenge: Knowledge is growing faster than budgets.



Many voices, data?

Everyone has a favorite program and a rationale for it.

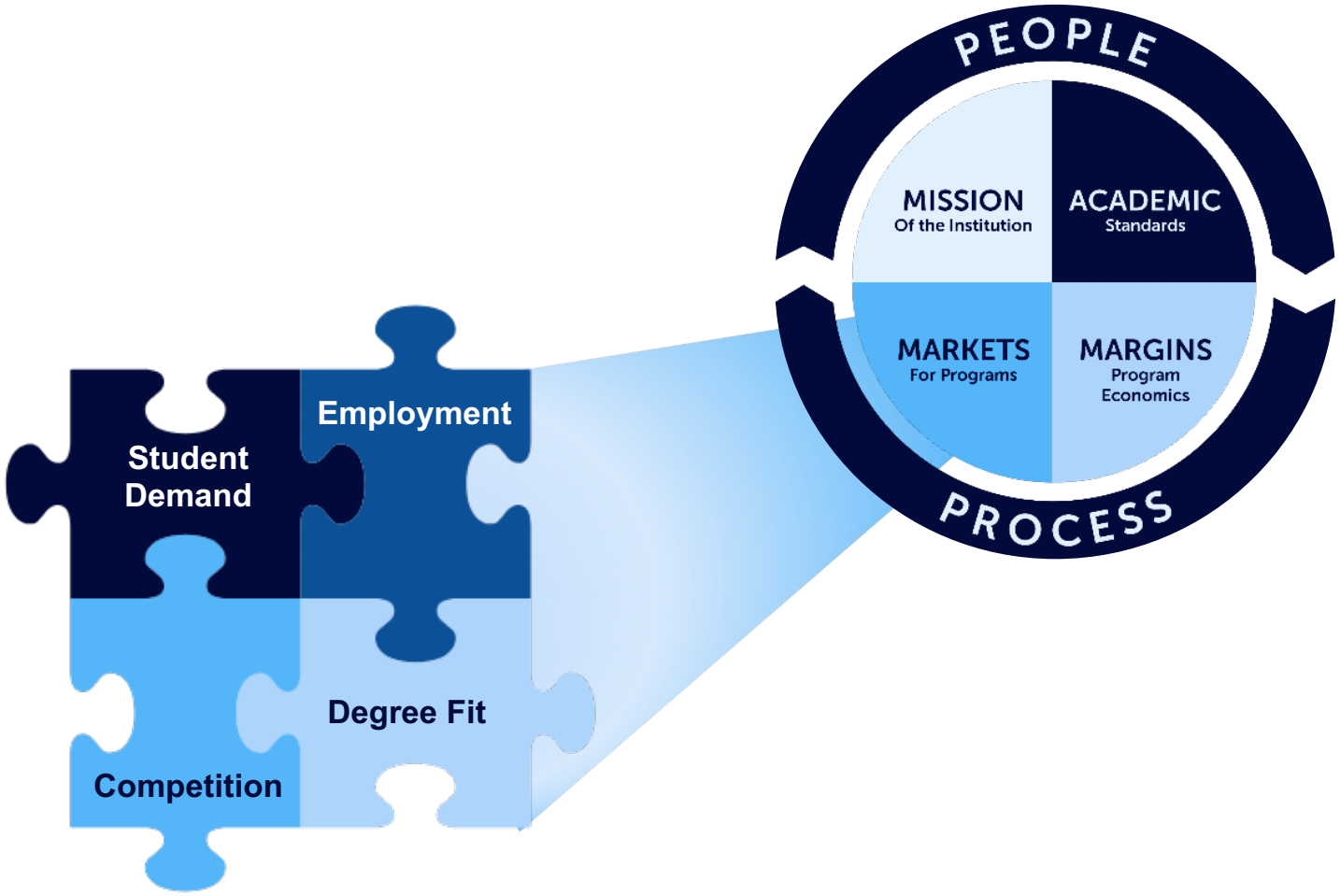
What is a Program Evaluation System (PES)?

Comprehensive data and easy-to-use software

What is a Program Evaluation System?

An inclusive, data-informed evaluation process.

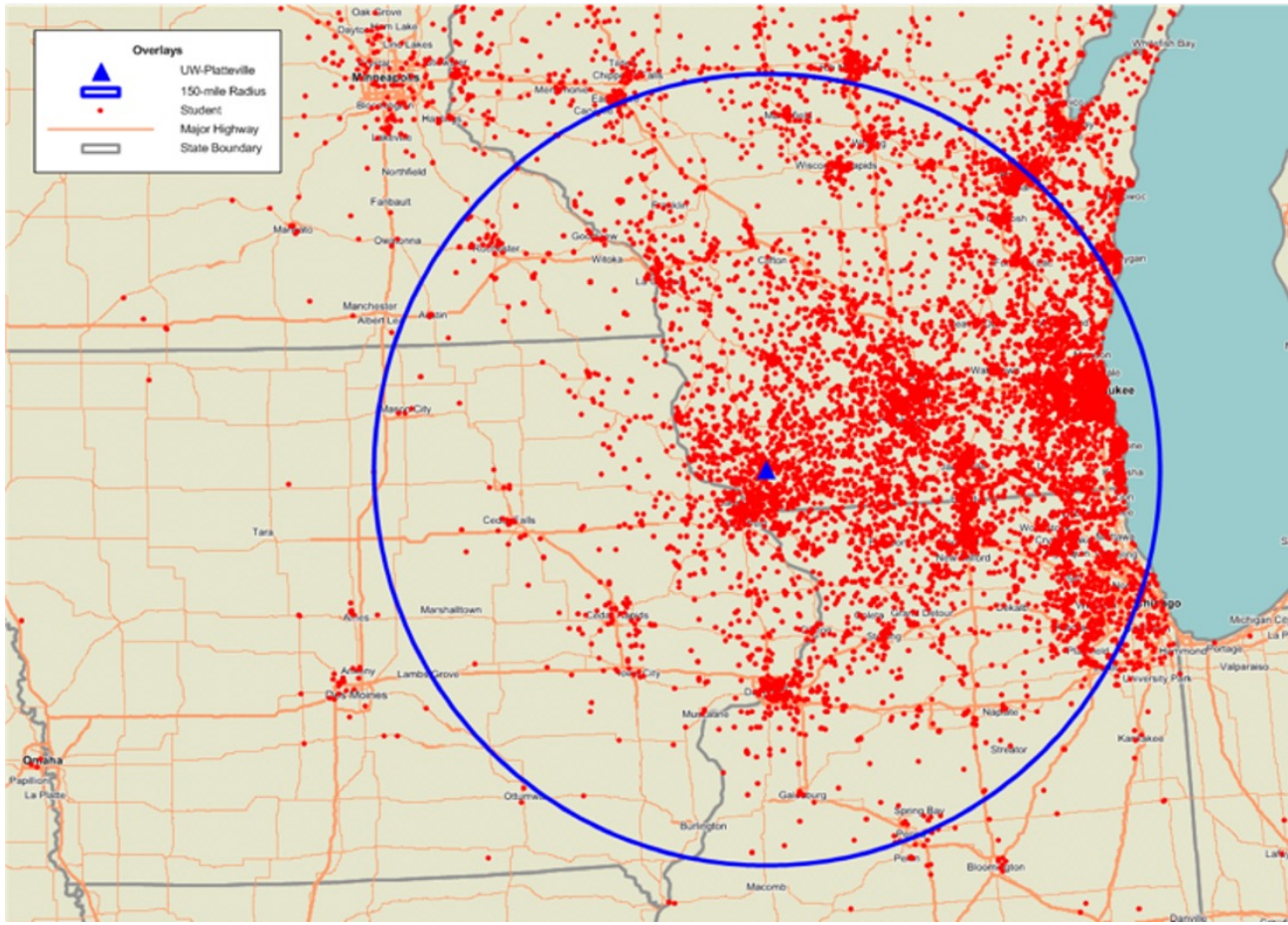
PES: Markets


PEOPLE
MISSION
Of the Institution
ACADEMIC
Standards
MARKETS
For Programs
MARGINS
Program
Economics
PROCESS
Student
Demand
Employment
Degree Fit
Competition

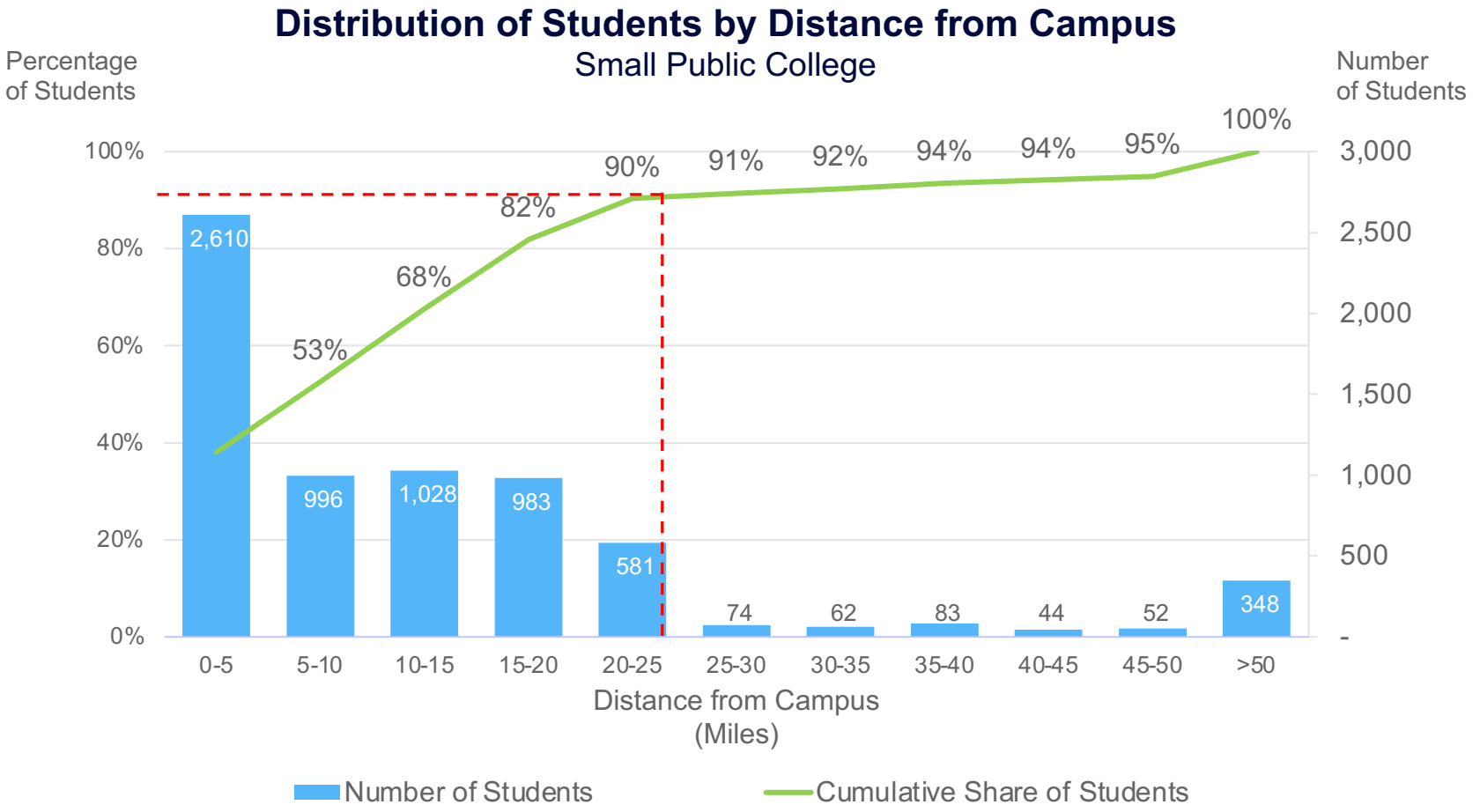
Market Definition

Using Student Data to Define Markets

- Student demand, employment, and competitor information are specific to local markets.
- Using student addresses or zip codes, you can identify the market or markets you serve.
- You will likely want regional and national data for online students and for jobs that can be done remotely.



90% of this college's students come from within 25 miles of its campus.



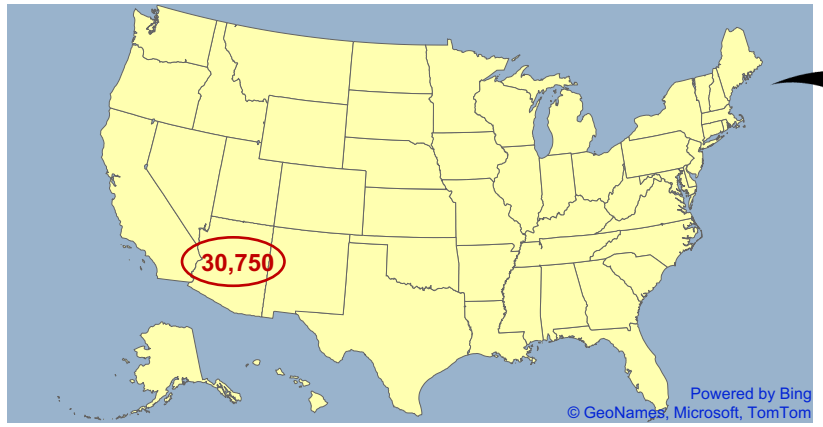
Source: Three years of enrollment data for approximately 7,000 first-time students. Excludes international students.

Online Markets

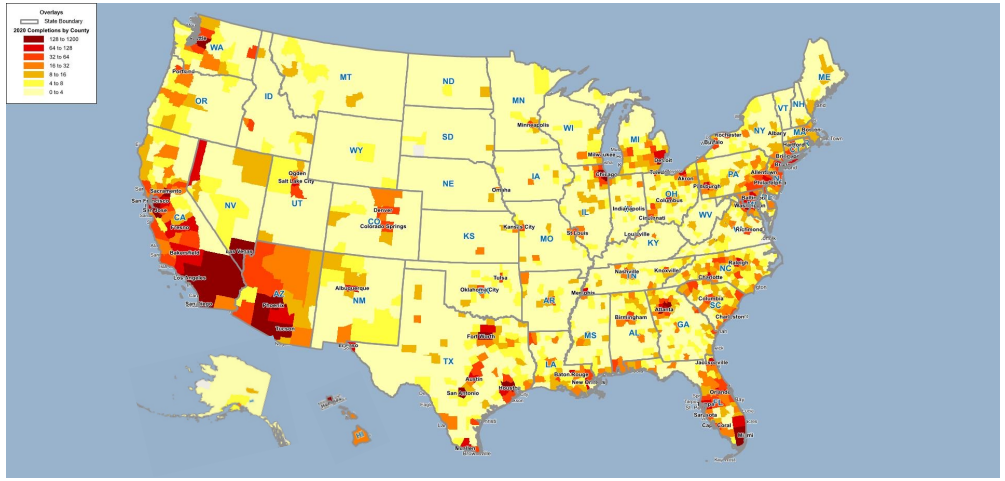
IPEDS completions can be very misleading.

- In Phoenix, the University of Phoenix's completions are overstated by more than 25,000.
- Of course, this means other markets, e.g., Miami, are significantly underestimated.
- This error confounds competitive analysis and labor market saturation metrics.

University of Phoenix
IPEDS Completions Reported to HQ Market



University of Phoenix
PES+ Enhanced Completions by Local Market



Source: NC-SARA

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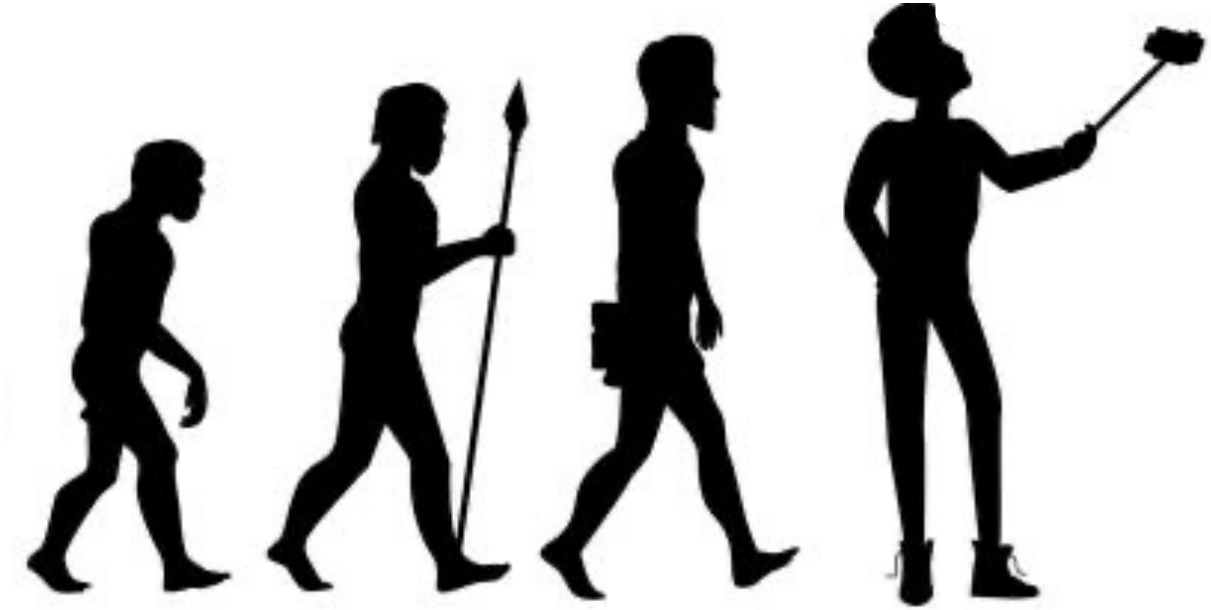
IPEDS, Enrollment, and Google Search: Past, Present, and Future

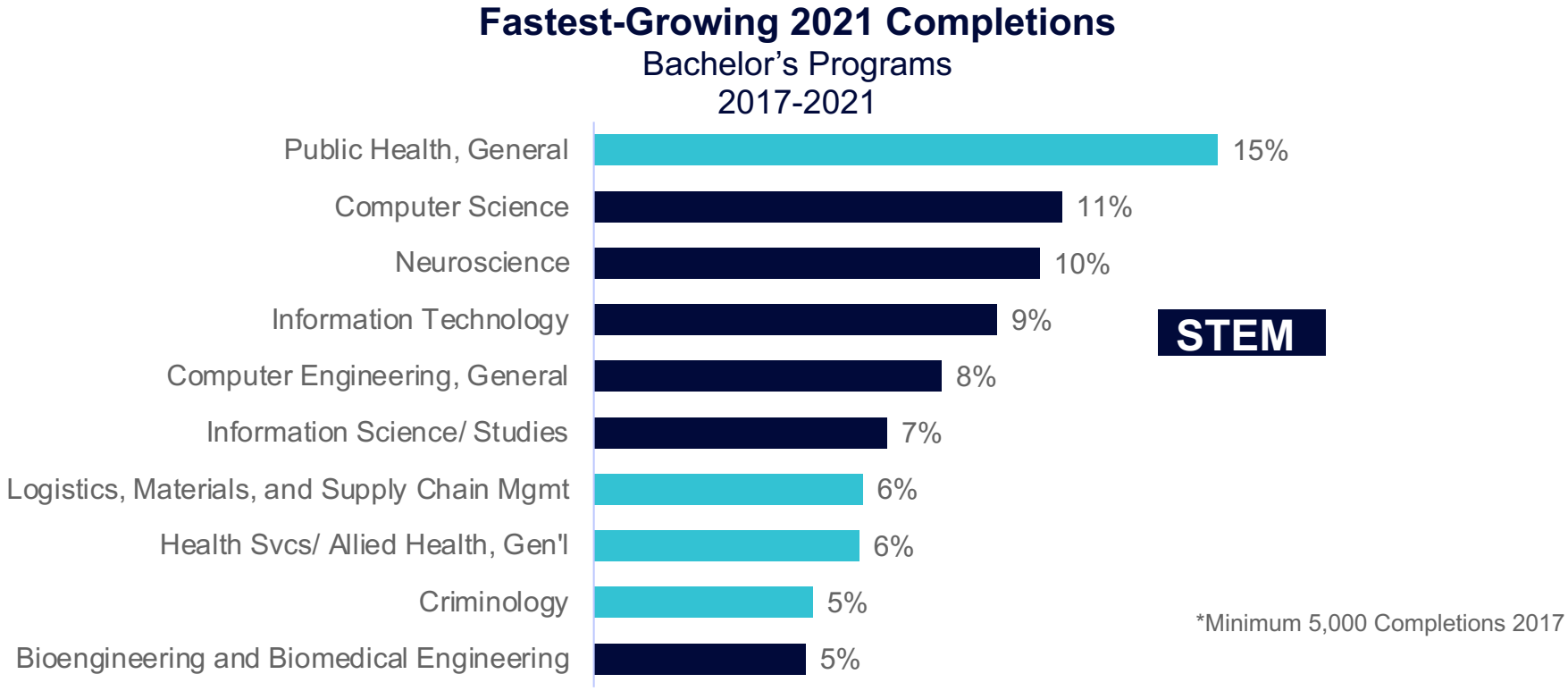
Insights on Student Demand



IPEDS Enrollment Google

US Bachelor's 4-year Total Completions Growth*

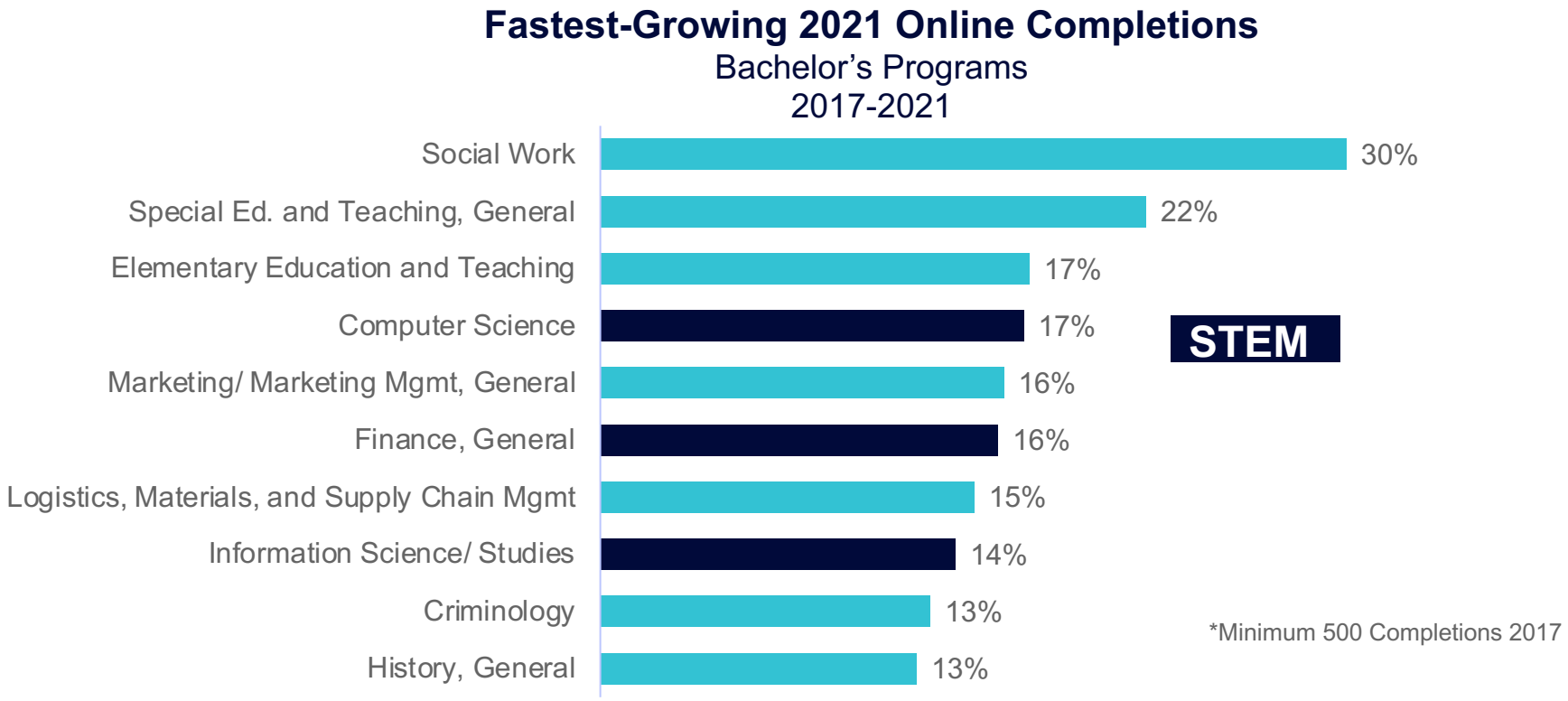
More than half of the fastest-growing bachelor's programs are in STEM fields.



Source: Gray Analysis of IPEDS data

US Bachelor's 4-Year Online Completions Growth

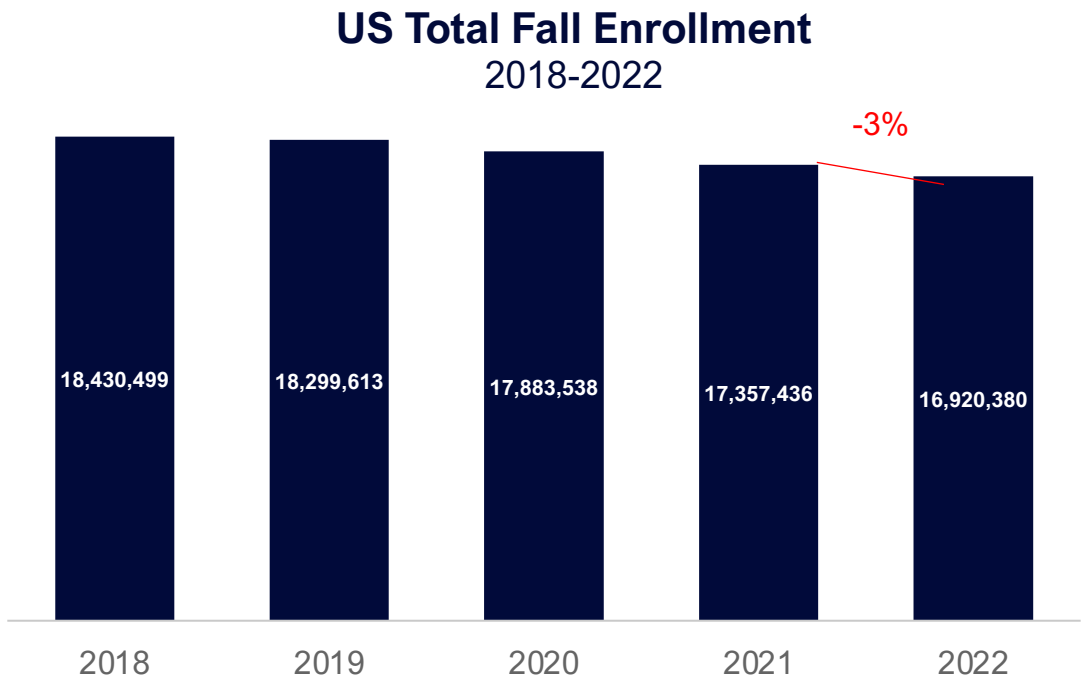
In contrast with total completions, only three fastest-growing *online* programs are in STEM.

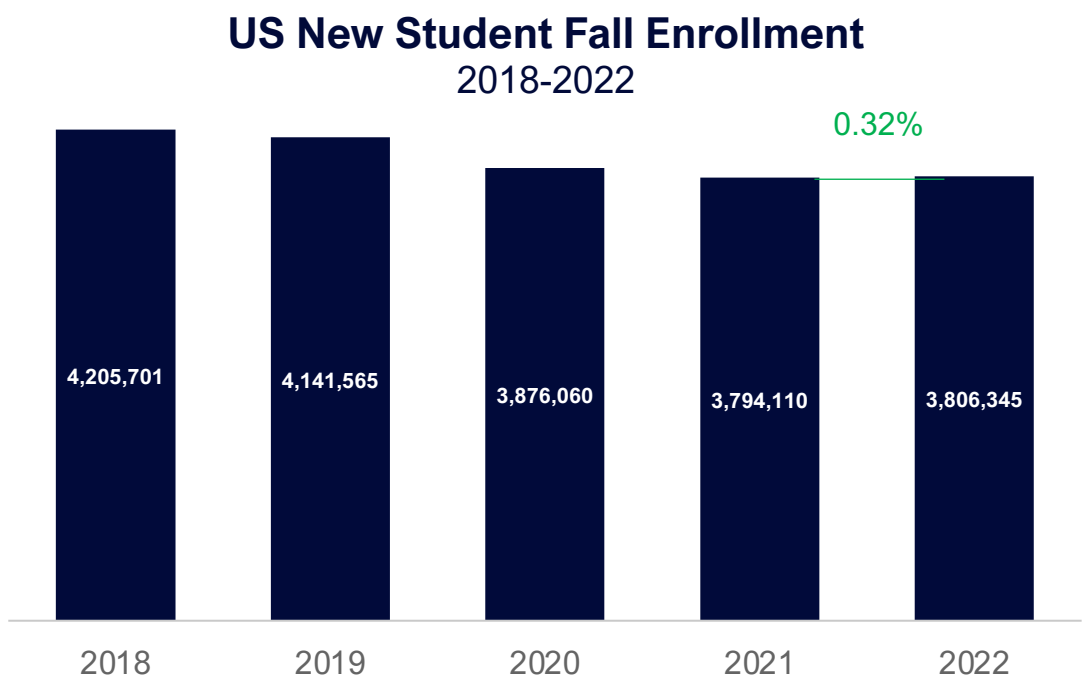


Source: Gray Analysis of IPEDS data

Total Fall 2022 enrollment was down.

- The good news: new student enrollment was slightly up.

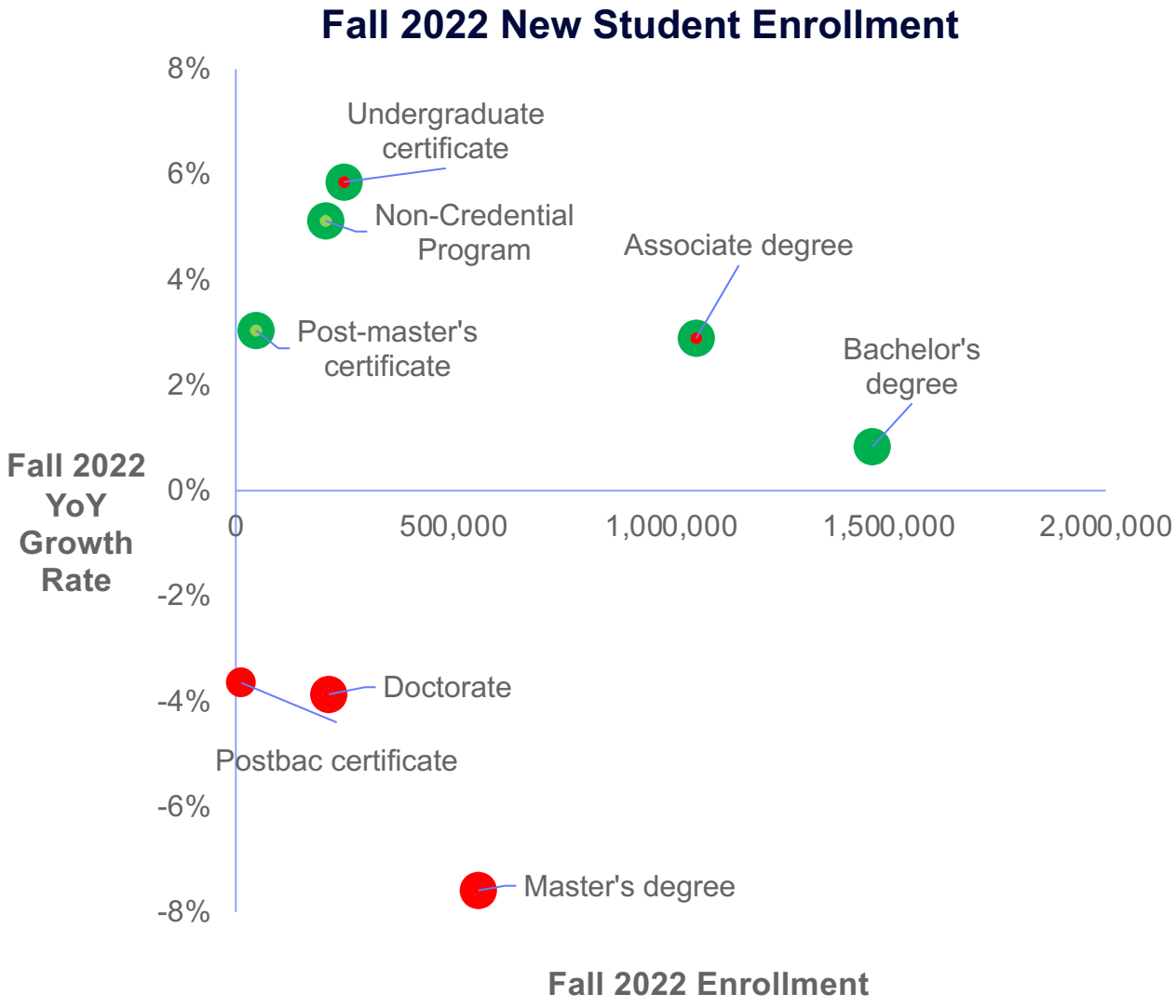




Source: Gray Analysis of National Student Clearinghouse

New student enrollment growth varies by award level.

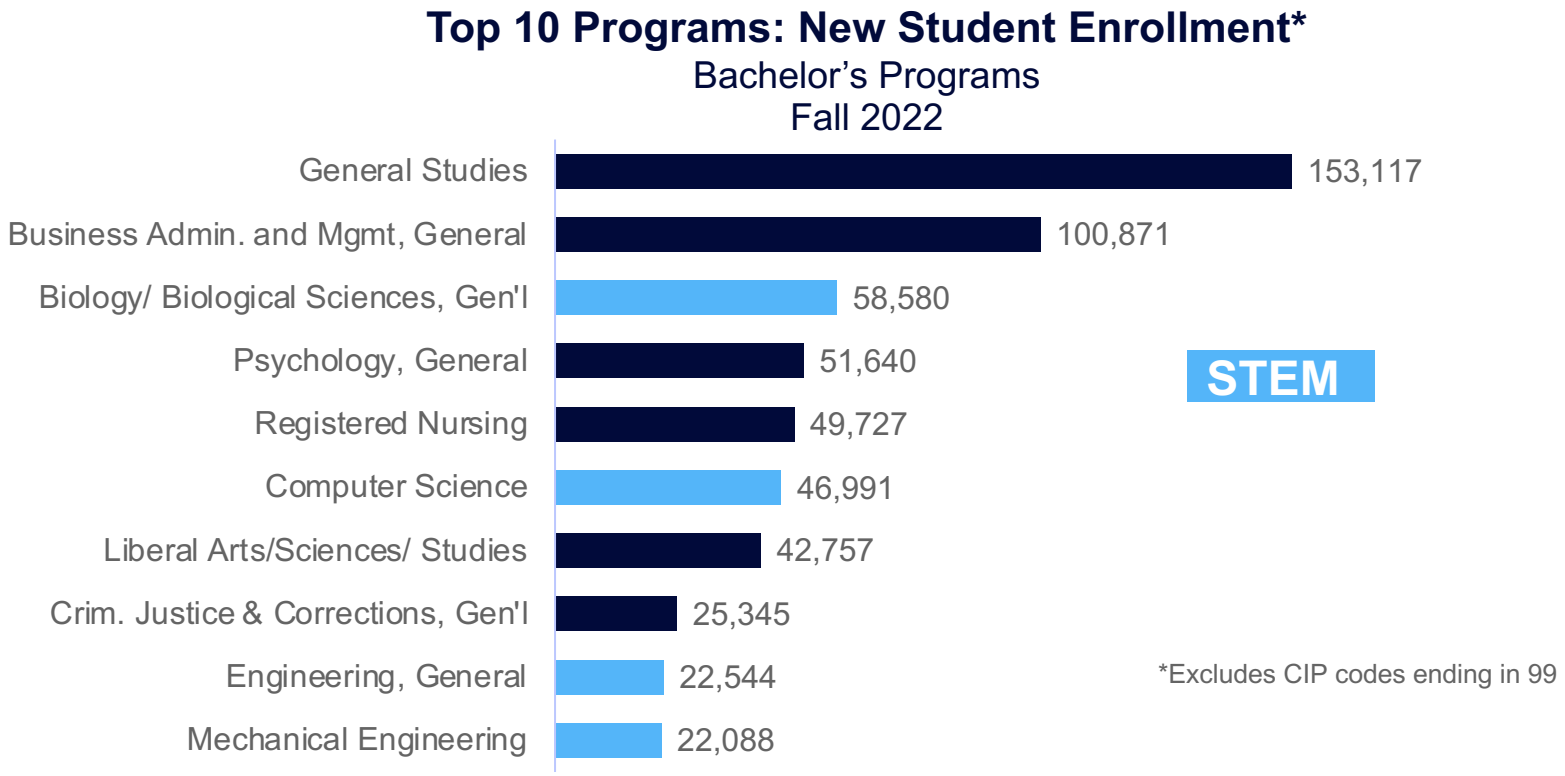
- Associate and Bachelor's degrees grew.
- Master's degrees fell 8%.
- Doctoratal degrees fell 4%.
- Certificates were mostly up.



Source: Gray Analysis of National Student Clearinghouse

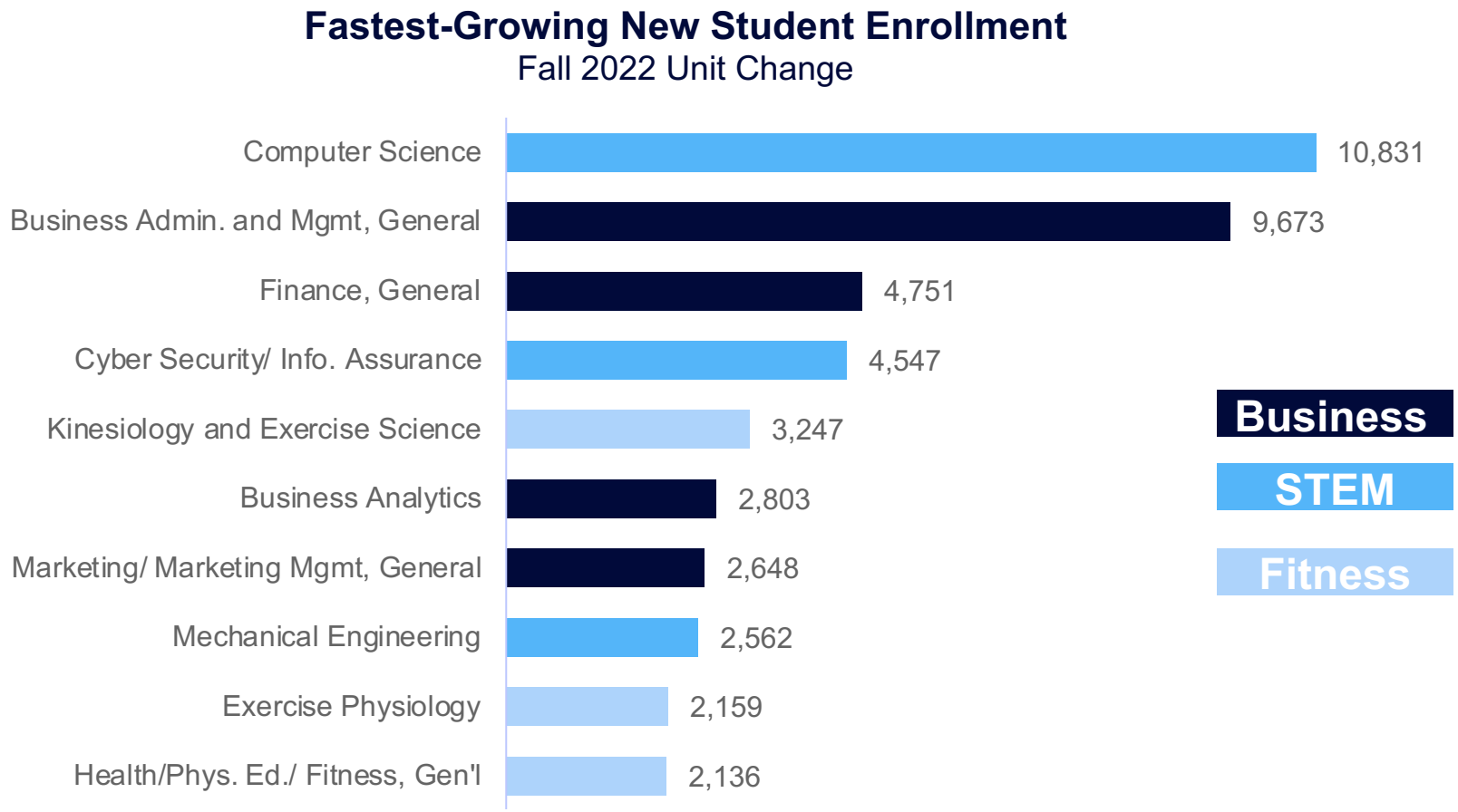
In Fall 2022, 153,117 new bachelor's students enrolled in General Studies.

General studies has the highest enrollment, by far. STEM programs are four of the top 10.



Source: Gray Analysis of National Student Clearinghouse

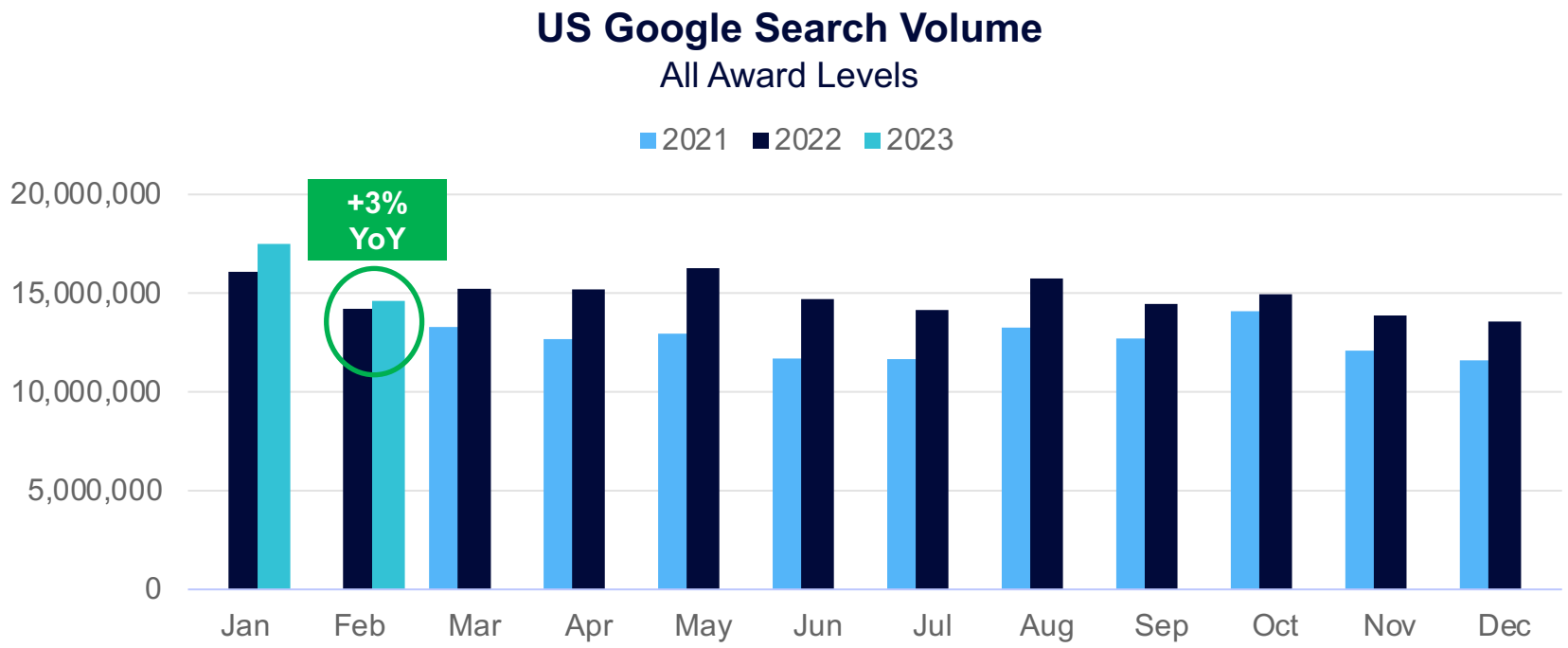
Growth: Computer Science and Business added the most new students.



Source: Gray Analysis of National Student Clearinghouse

Google Search Trends: Programs

In February, Google searches for academic programs rose 3% year-over-year.



Source: Gray's PES Keyword Search Dashboard

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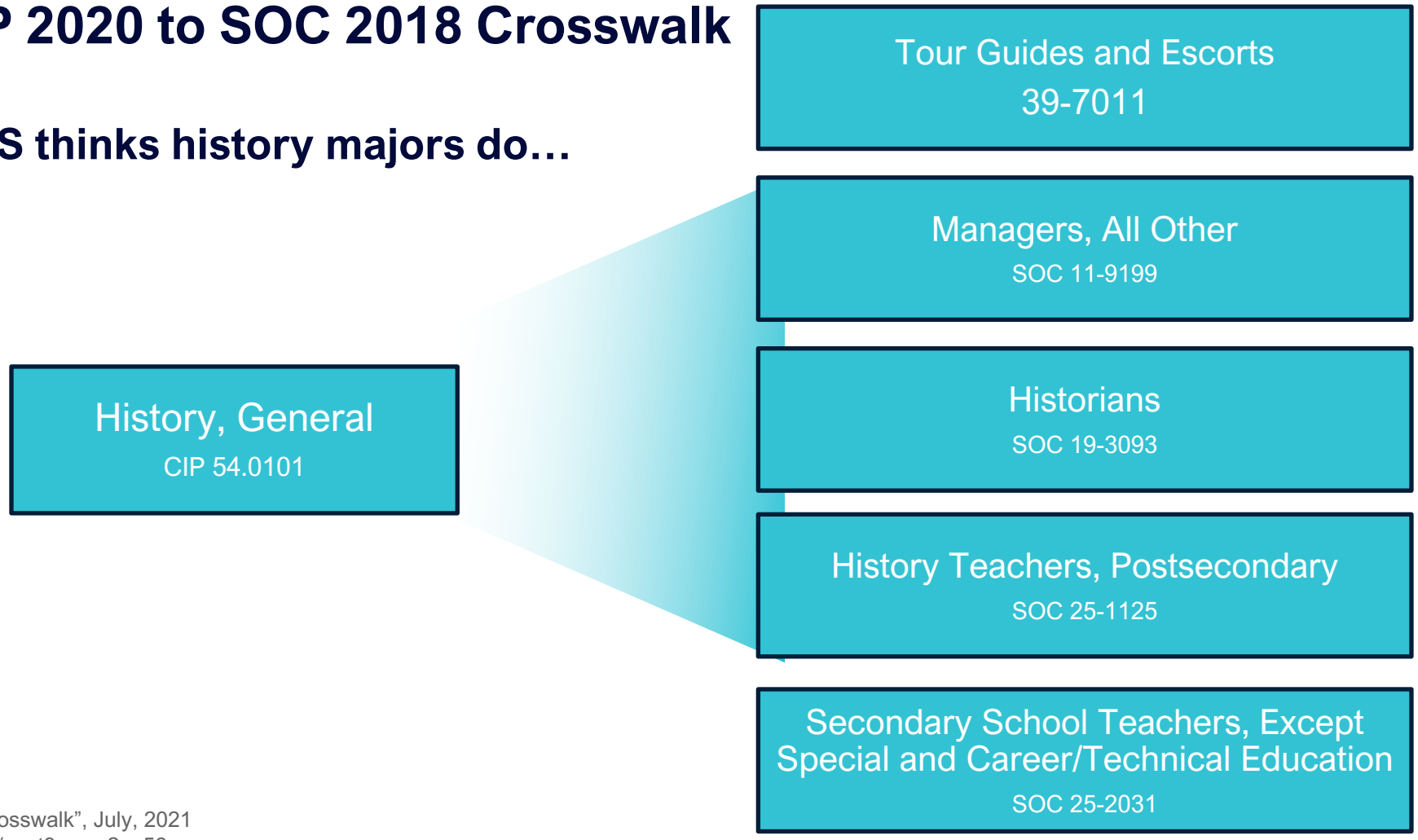
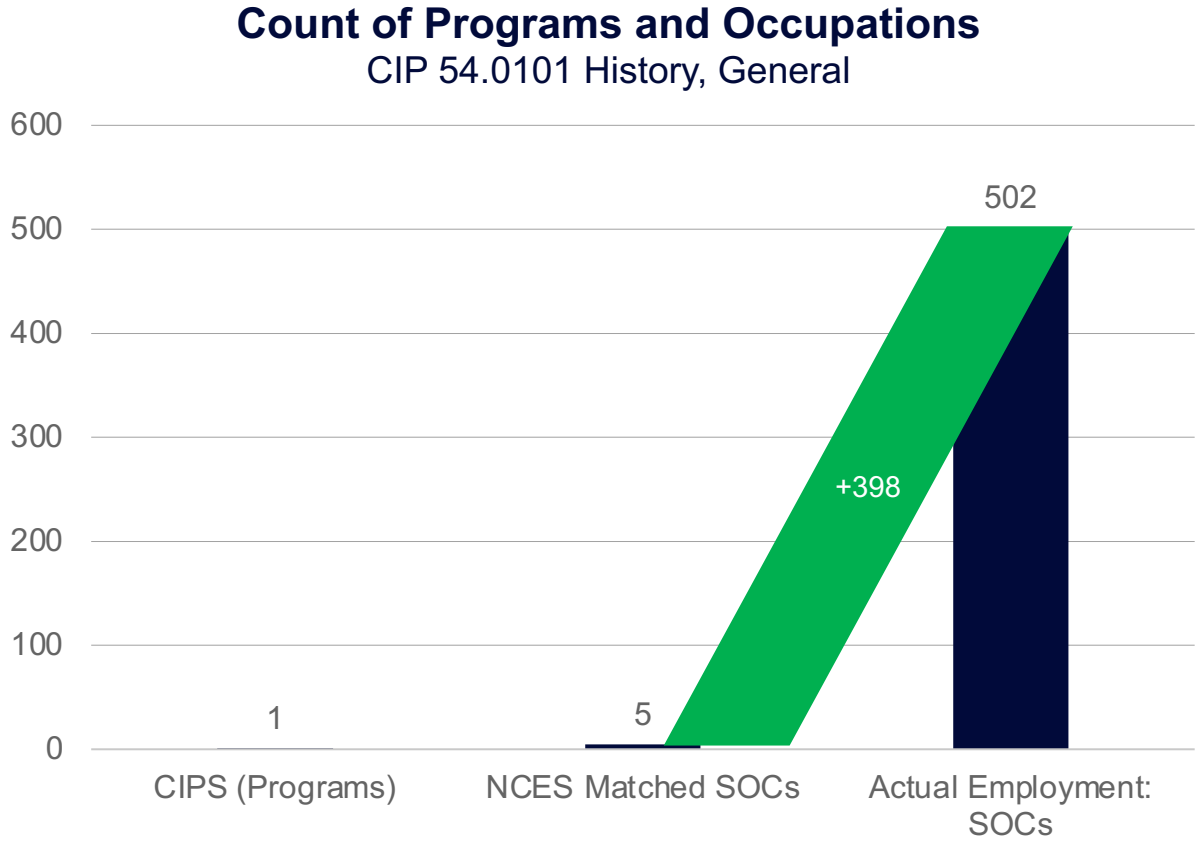
NCES CIP 2020 to SOC 2018 Crosswalk

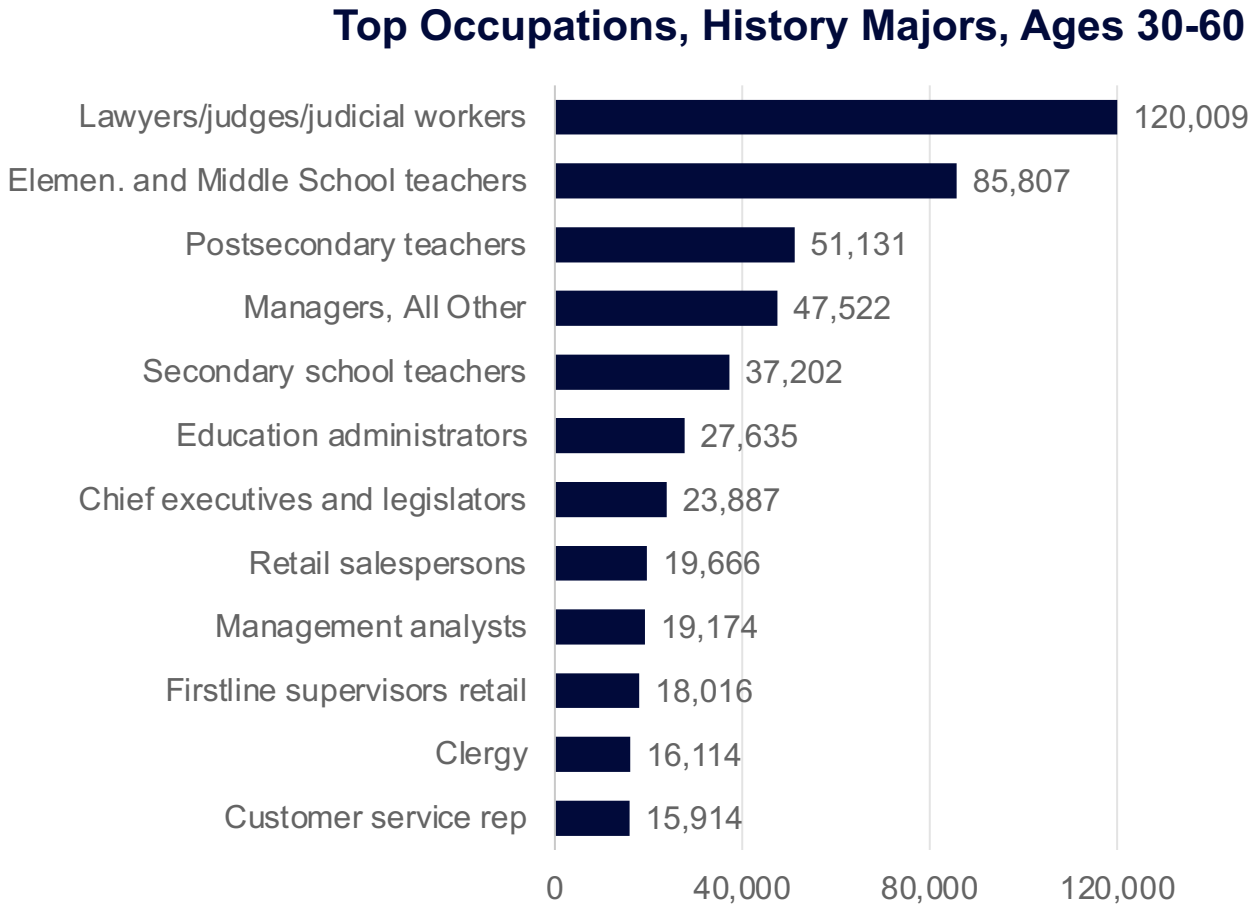
What NCES thinks history majors do…



Source: IES NCES: “CIP SOC Crosswalk”, July, 2021
https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56,

Reality: History majors work in 502 SOCs and earn $106,456 (80th).

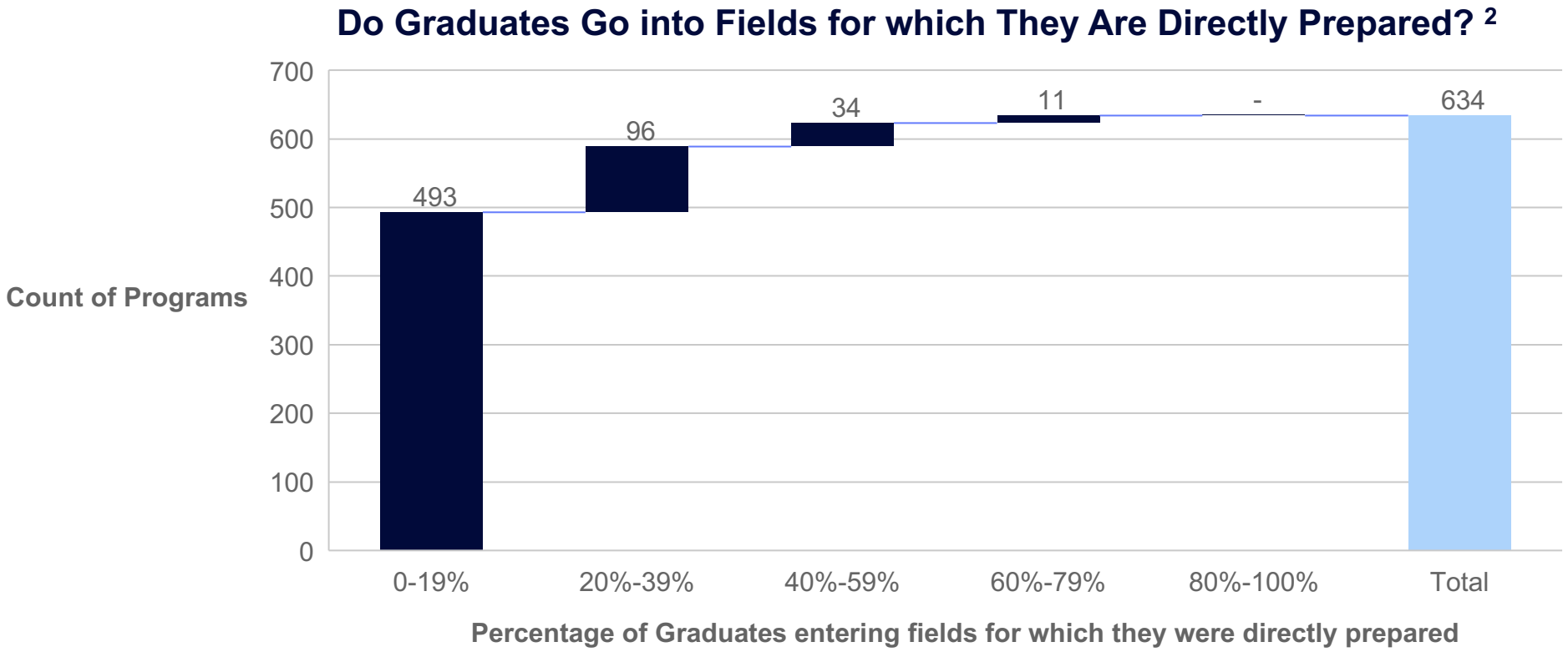




Source: US Census, American Community Survey

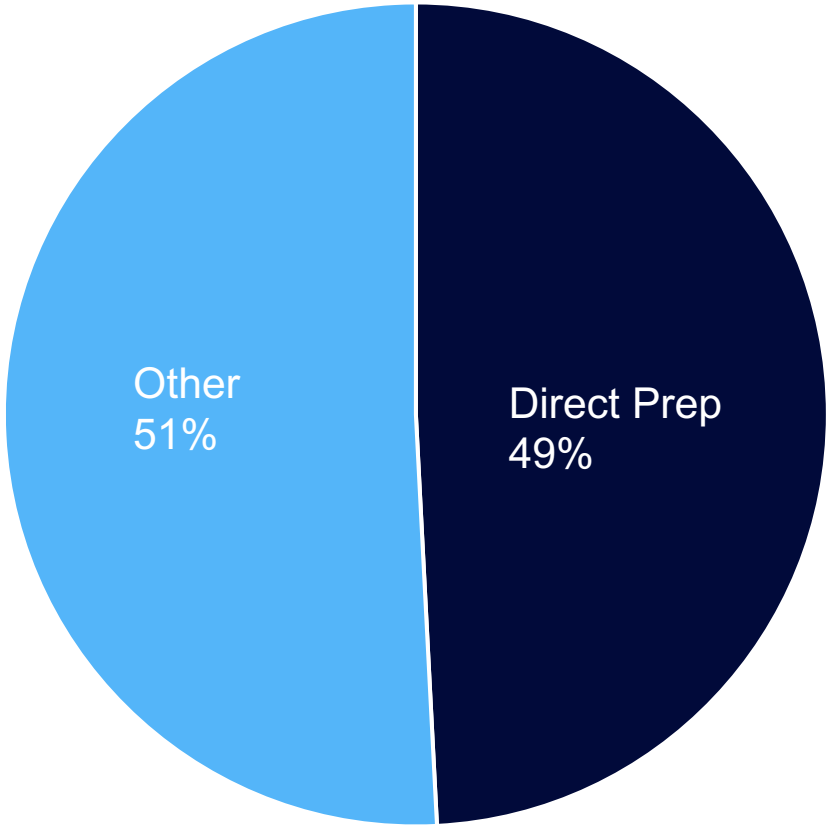
NCES: "The CIP SOC Crosswalk is not based on actual empirical data."[1]

77% of programs place less than 20% of graduates in jobs for which they are directly prepared.



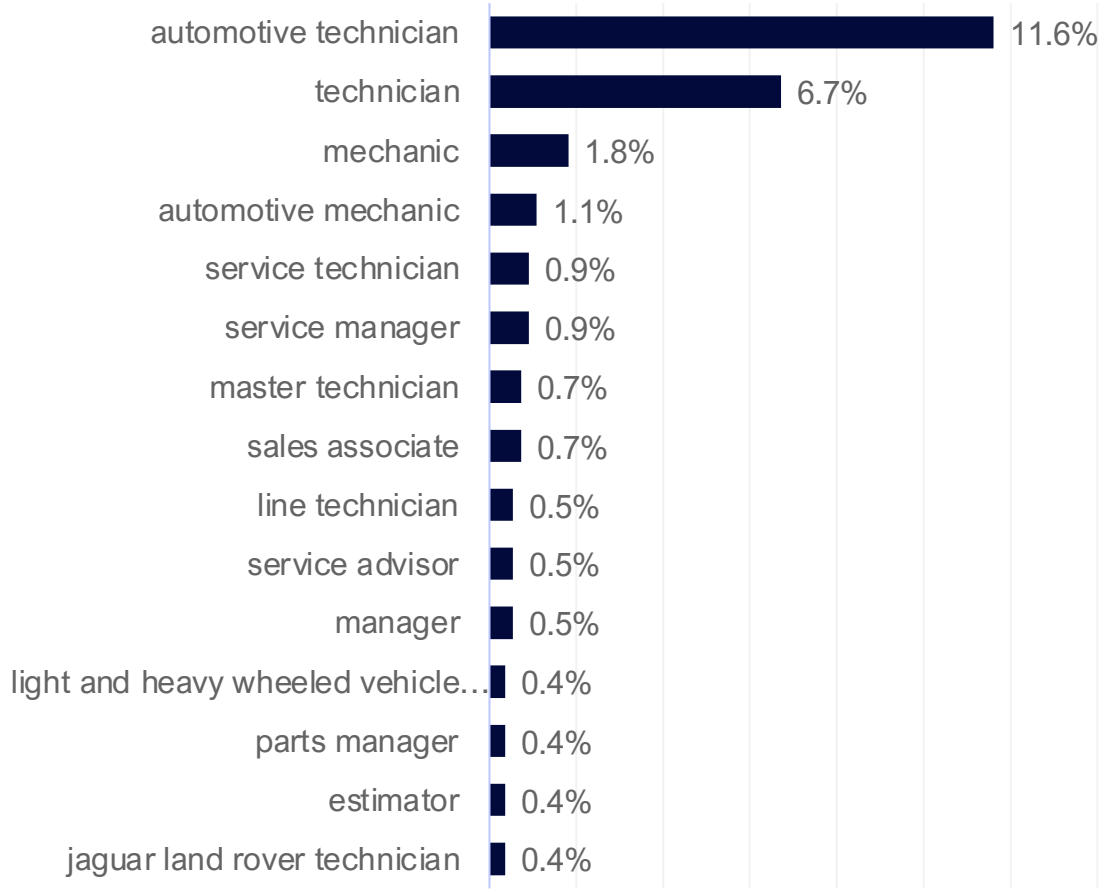
1. Source: IES NCES: "CIP SOC Crosswalk", July 2021 https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56,
2. US Census, American Community Survey, Gray Analysis. Bachelor's-degree programs with over 100 completions.

Jobs for Automotive Mechanics Graduates



Direct Prep Jobs

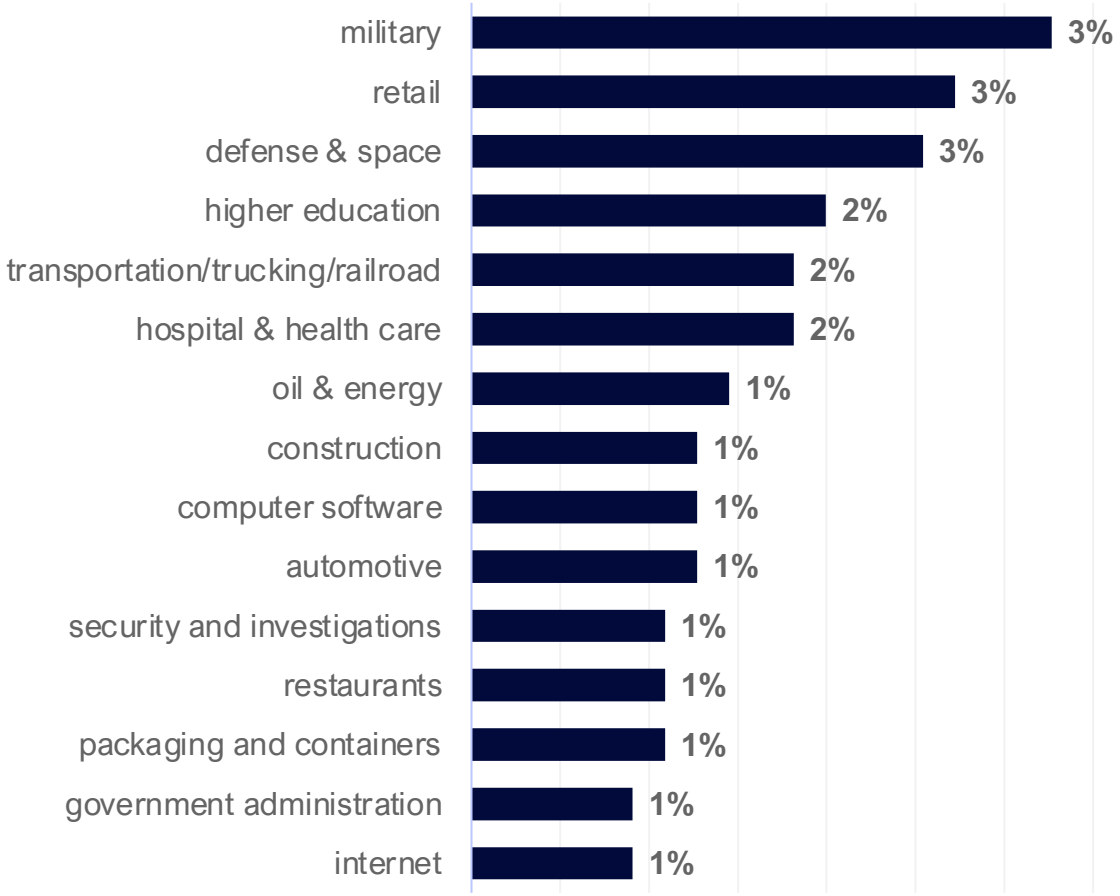
Automotive Mechanic Graduates



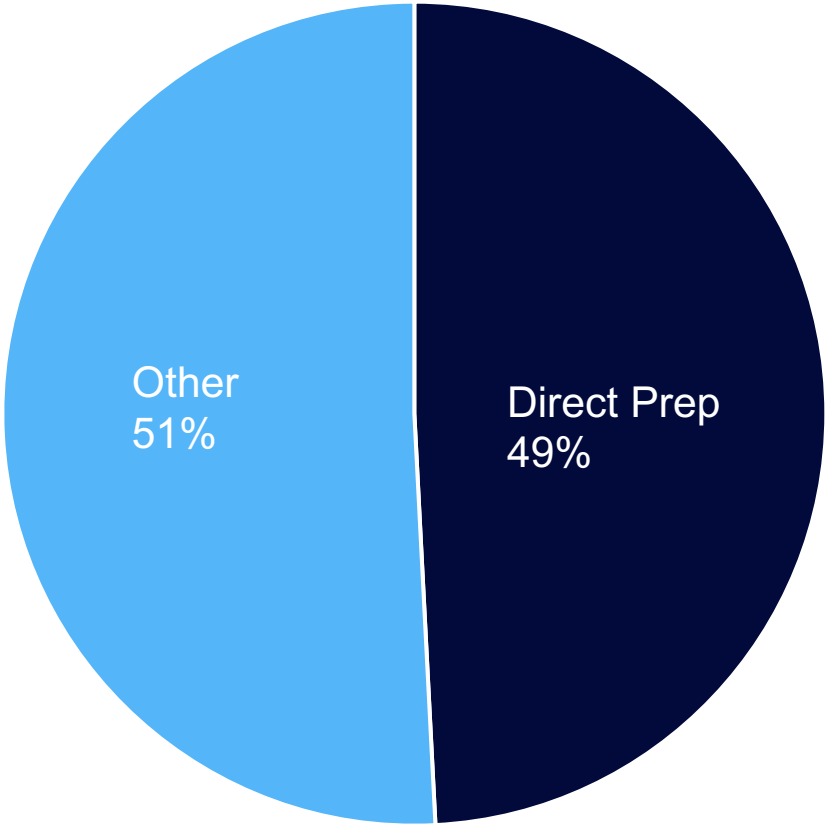
Source: Gray's analysis of People Data Lab data

Other Jobs by Industry

Automotive Mechanic Graduates



Jobs for Automotive Mechanics Graduates

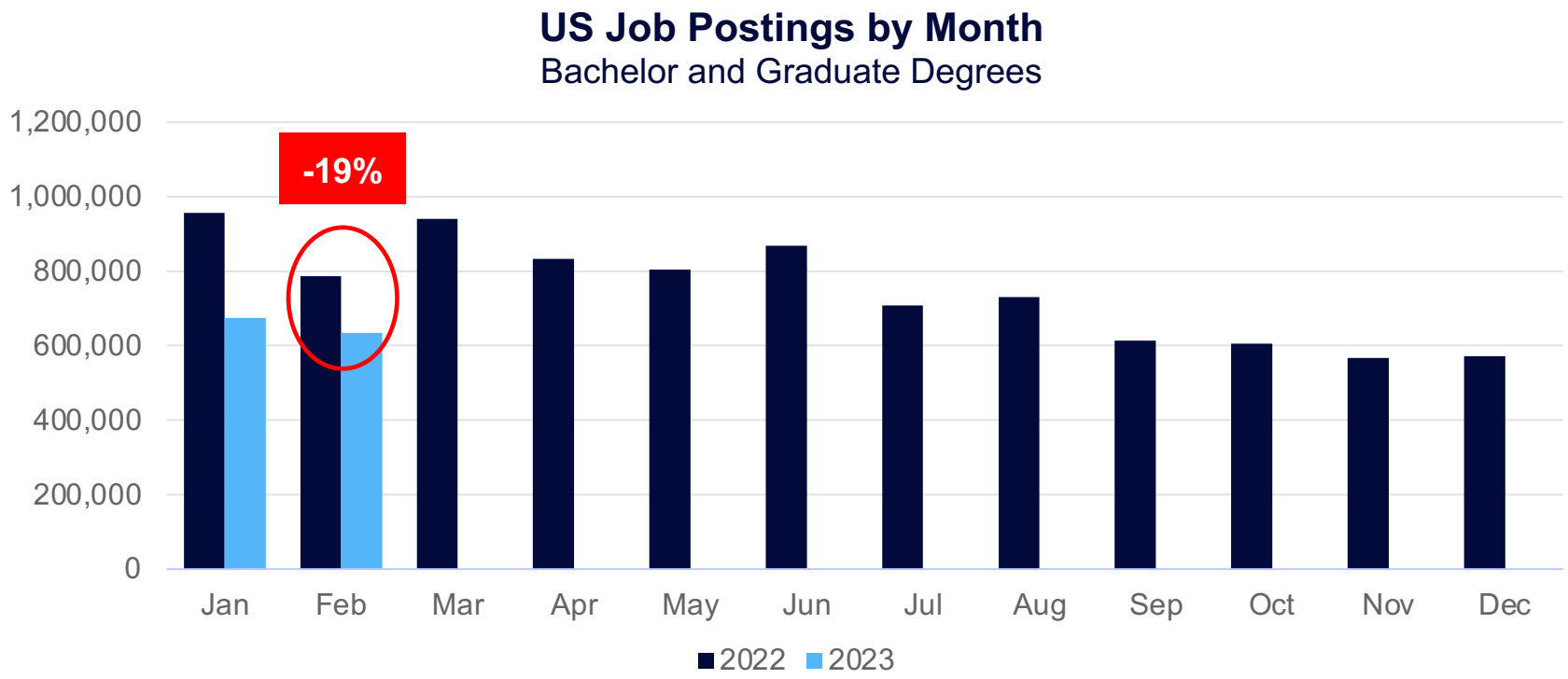


Source: Gray's analysis of People Data Lab data

2006	Graduate
2007	Auto Tech
2008	
2009	
2010	
2011	
2012	
2013	
2014	
2015	Military Builder
2016	Intern: Estimator
2017	Construction Manager

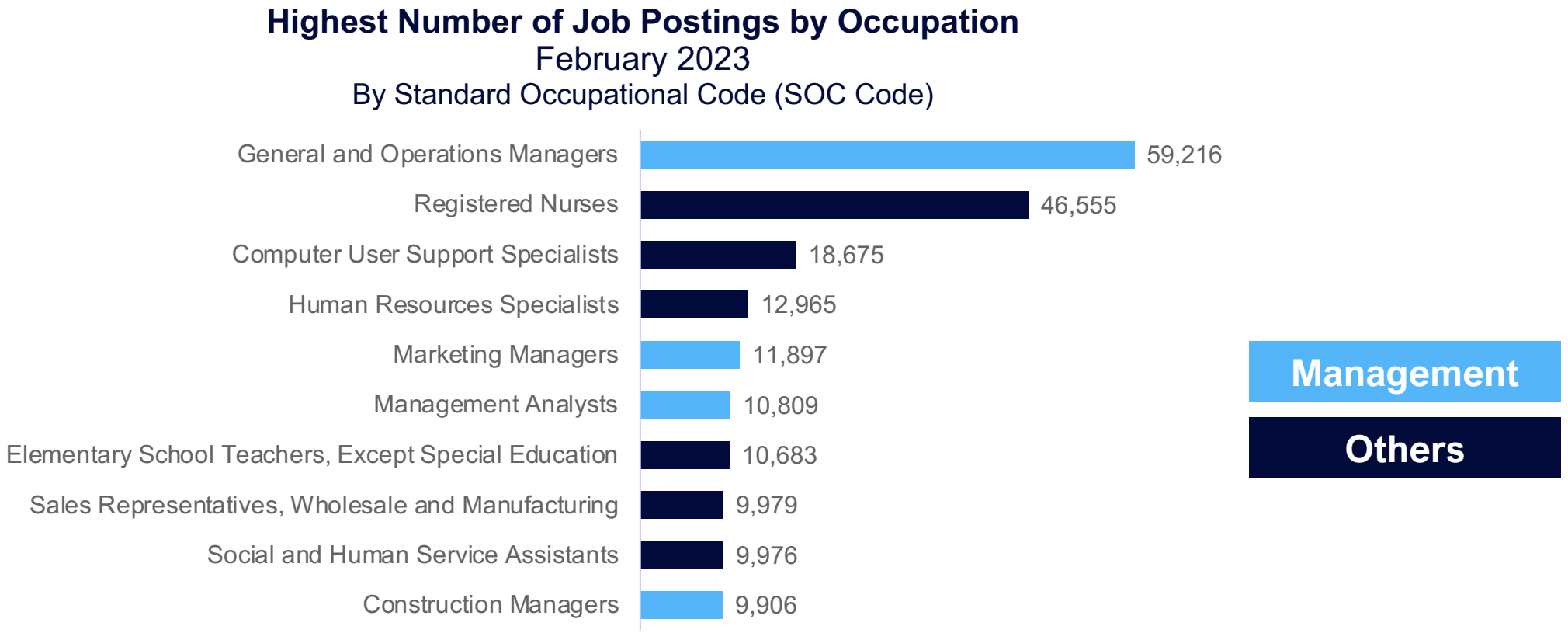
Source: Gray's analysis of People Data Lab data

In February, total job postings volume for bachelor and above degree-holders fell 19% year-over-year.



Source: Gray's PES Job Postings Dashboard

In February, General and Operations Managers had the highest number of job postings.



Source: Gray's PES Job Postings Dashboard

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Scoring identifies potentially attractive programs.

National Program Ranking

Associate Transfer and Bachelor's

CIP	Total Percentile	Student Demand Percentile	Competitive Intensity Percentile	Employment Percentile	Degree Fit Percentile
51.3801 Registered Nursing	100	99	87	99	100
11.1003 Cyber Security/ Info. Assurance	99	100	1	78	100
52.0201 Business Admin. and Mgmt, General	99	99	81	92	100
45.0601 Economics, General	99	98	20	98	100
51.0911 Radiologic Tech/ Radiographer	99	98	20	90	100
11.0103 Information Technology	99	98	1	92	100
49.0101 Aviation/Aero Science/Tech, Gen'l	99	97	62	94	100
52.0299 Business Admin/Mgmt/ Oper., Other	99	96	32	91	100
52.1201 Management Info. Systems, General	99	94	50	98	100
29.0201 Intelligence, General	99	90	94	92	100

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-39	-16	-11	4	15	21	29	112

Source: Gray's PES Markets

Scorecard: Student Demand

Business: 99th percentile.

Business is a large program.

- 99th percentile for Google searches
- 100th percentile for international
- 100th percentile for new student enrollment
- 100th percentile for on-campus completions
- 99th percentile for online completions

Student Demand
Score: 33 Percentile: 99

Catego...	Pctl	Criterion	Value	Score
Size	99	Google Search Volume (3 Months)*	1,330,010	8
	100	International Page Views (12 Months)	11,678	NS
	100	New Student Enrollment Volume (12 Mo.)	123,854	8
	100	On-ground Completions at In-Market Institutions	126,594	4
	99	Online Completions by In-Market Students	45,498	4
	100	Sum of On-ground and Online Completions	172,092	4

Source: Gray's PES Markets

Scorecard: Student Demand

Business Growth

- 50th percentile for Google year-over-year percent growth
  - 0 for unit change
- 61st percentile for new student enrollment year-over-year percent growth
  - 99th for unit change.
- 55th percentile for completions year-over-year percent growth
  - 99th percentile for unit change

Implication
Start or Grow

Student Demand
Score: 33 Percentile: 99

Catego...	Pctl	Criterion	Value	Score
Size	99	Google Search Volume (3 Months)*	1,330,010	8
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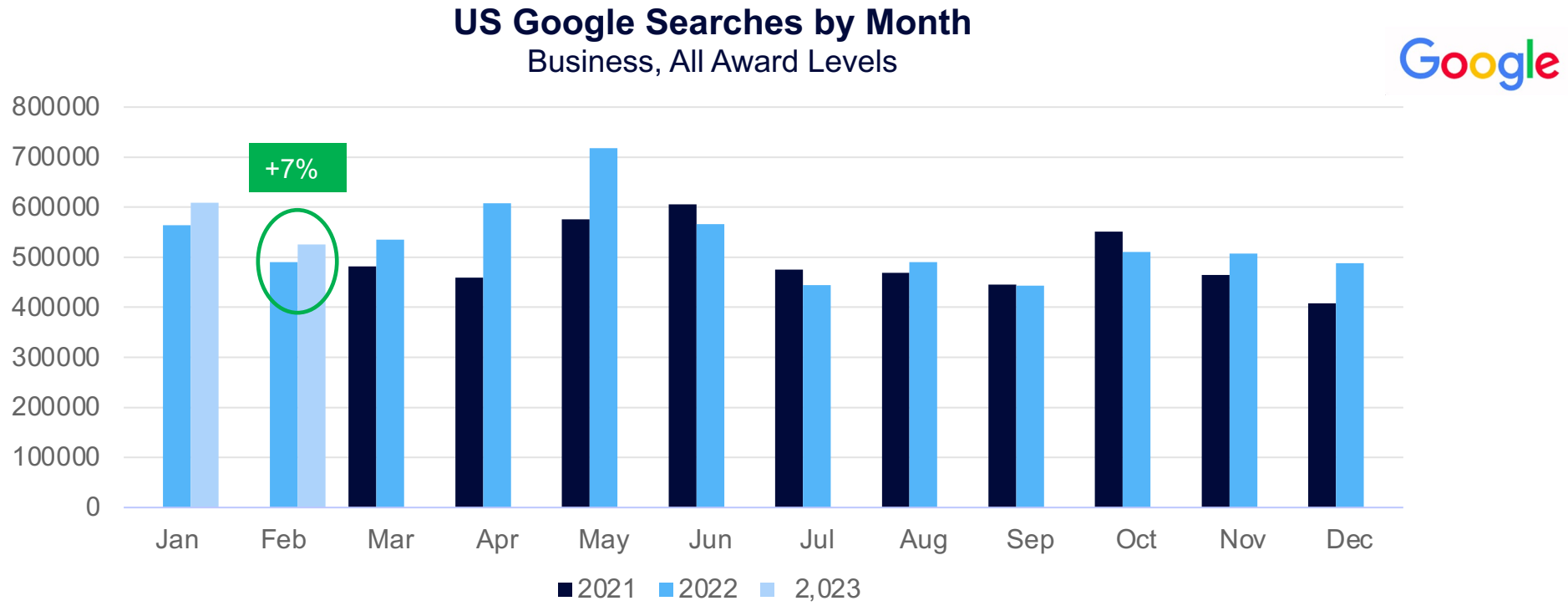
	100	On-ground Completions at In-Market Institutions	126,594	4
	99	Online Completions by In-Market Students	45,498	4
	100	Sum of On-ground and Online Completions	172,092	4
Growth	0	Google Search YoY Change (Units)*	-29,750	-1
	99	New Student Enrollment Vol. YoY Change (Units)	3,774	3
	99	Completion Volume YoY Change (Units)	2,897	3
	50	Google Search YoY Change (%)*	-2%	0
	61	New Student Enrollment Vol. YoY Change (%)	3%	0
	55	Completion Volume YoY Change (%)	2%	0

Source: Gray's PES Markets

In February, Google search volume for Business rose 7% year-over-year.



Source: Gray's PES Keyword Search Dashboard

Scorecard: Employment

Business: 92nd percentile.

- 100th percentile Job Posting volume
- 100th percentile BLS Employment
- 100th percentile ACS (non-direct prep)
- Conflicting data on growth
- 14.8 jobs per graduate, (87th percentile)
- Average wages
- 33% in direct prep fields (94th percentile)

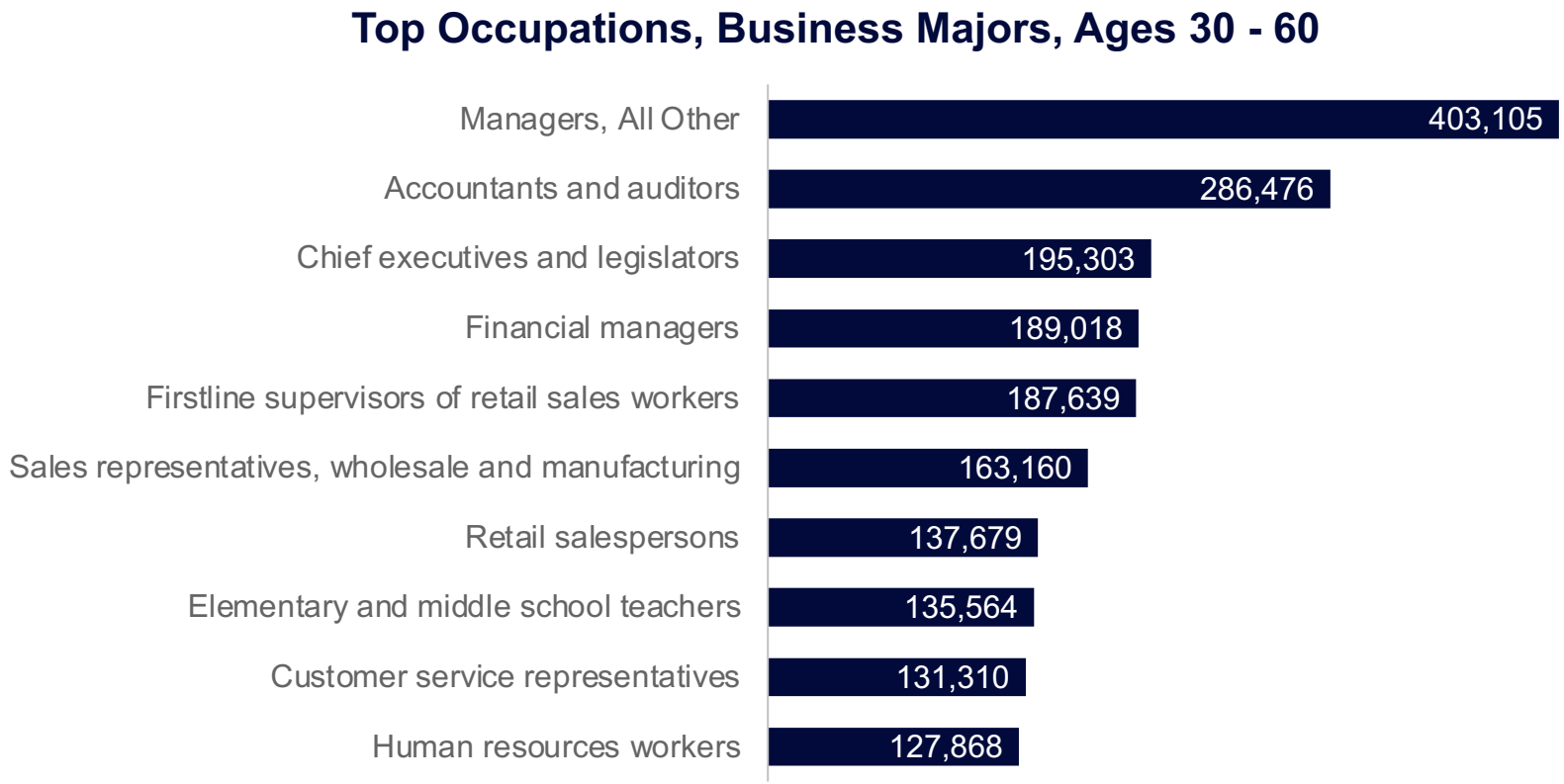
Implication
Start or Grow

Employment*
Score: 8 Percentile: 92

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	100	Job Postings Total (12 Months)*	6,058,777	2
	100	BLS Current Employment*	12,595,541	2
	100	BLS Annual Job Openings*	1,463,559	NS
Size: ACS Bach. Outcomes	100	Job Postings Total (12 Months)*	6,130,318	NS
	100	BLS Current Employment*	4,068,821	NS
Growth (Direct Prep)	70	BLS 1-Year Historical Growth*	-1.0%	NS
	76	BLS 3-Year Historic Growth (CAGR)*	2.6%	0
	96	BLS 10-Year Future Growth (CAGR)*	2.6%	1
Saturation (Direct Prep)	87	Job Postings per Graduate*	14.8	0
	86	BLS Job Openings per Graduate*	3.6	NS
Wages (Direct Prep)	64	BLS 10th-Percentile Wages*	$44,098	NS
	70	BLS Mean Wages*	$76,918	NS
National American Community Survey Bachelor's Degree Outcomes	77	Wages (Age < 30)	$50,477	3
	65	Wages (Age 30-60)	$96,624	2
	24	% with Any Graduate Degree	24%	NS
	31	% with Masters	20%	NS
	17	% with Doct/Prof Degree	3%	NS
	65	% Unemp. (Age <30)**	3%	-1
	73	% Unemp. (Age 30-60)**	2%	-1
	89	% in Direct Prep Jobs	33%	NS

Source: Gray's PES Markets

Business majors go into 513 occupations and make an average of $96,624 (65th percentile) – less than History and Philosophy majors.



Source: Gray's analysis of American Community Survey, US Census

Scorecard: Competitive Intensity

Business: 92nd percentile.

- 1,492 competitors: 100th percentile
- Large median program size: 96th percentile
  - Flat year-over-year
- 100th percentile: national online programs
- High saturation metrics
  - 97th percentile cost per click
  - 38th percentile Google competition index

Implication
Market Saturated?

Competitive Intensity
Score: 1 Percentile: 92

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	100	Campuses with Graduates**	1,492	-8
	2	Campuses with Grads YoY Change (Units)**	-7	2
	100	Institutions with Online In-Market Students**	551	NS
In-Market Program Sizes	98	Average Program Completions	85	6
	96	Median Program Completions	37	4
	67	YoY Median Prog. Compl. Change (Units)	0	0
	67	YoY Median Prog. Compl. Change (%)	0	0
In-Market Saturation	97	Google Search * Cost per Click**	$26	-3
	38	Google Competition Index**	0.14	0
National Online Competiti	100	National Online Institutions (Units)**	638	NS
	94	Nat'l Online % of Institutions	34%	NS
	89	Nat'l Online % of Completions	26%	NS

Source: Gray's PES Markets

Scorecard: Degree Fit

A Bachelor's degree is appropriate.

- Bachelor's is the most common degree.
  - 42% of national completions
  - Master's is 28% of completions.
- 38% of the national workforce hold a bachelor's.
  - 20% hold a certificate.
  - 15% hold a master's.

Implication
Bachelor's Degree Program
Possibly Master's

Degree Fit:
Score: 0 Percentile: 50

National Completions by Level
Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	10%	10%	4%
Associates	19%	19%	33%
Bachelors	42%	42%	35%
Postbaccalaureate Certificate	1%	1%	0%
Masters	28%	28%	25%
Post-masters Certificate	0%	0%	1%
Doctoral	1%	1%	2%
Unknown	0%	0%	0%

National Workforce Ed. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College	15%
Some College	20%
Associates	9%
Bachelors	38%
Masters	15%
Doctoral	3%

Source: Gray's PES Markets

CIP: 52.0201 Business Admin. and Mgmt, General — Market: National — Total Score: 42 — Percentile: 99

Student Demand
Score: 33 Percentile: 99

Catego...	Pctl	Criterion	Value	Score
Size	99	Google Search Volume (3 Months)*	1,330,010	8
	100	International Page Views (12 Months)	11,678	NS
	100	New Student Enrollment Volume (12 Mo.)	123,854	8
	100	On-ground Completions at In-Market Institutions	126,594	4
	99	Online Completions by In-Market Students	45,498	4
	100	Sum of On-ground and Online Completions	172,092	4
Growth	0	Google Search YoY Change (Units)*	-29,750	-1
	99	New Student Enrollment Vol. YoY Change (Units)	3,774	3
	99	Completion Volume YoY Change (Units)	2,897	3
	50	Google Search YoY Change (%)*	-2%	0
	61	New Student Enrollment Vol. YoY Change (%)	3%	0
	55	Completion Volume YoY Change (%)	2%	0

Competitive Intensity
Score: 1 Percentile: 92

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	100	Campuses with Graduates**	1,492	-8
	2	Campuses with Grads YoY Change (Units)**	-7	2
	100	Institutions with Online In-Market Students**	551	NS
In-Market Program Sizes	98	Average Program Completions	85	6
	96	Median Program Completions	37	4
	67	YoY Median Prog. Compl. Change (Units)	0	0
	67	YoY Median Prog. Compl. Change (%)	0	0
In-Market Saturation	97	Google Search * Cost per Click**	$26	-3
	38	Google Competition Index**	0.14	0
National Online Competition	100	National Online Institutions (Units)**	638	NS
	94	Nat'l Online % of Institutions	34%	NS
	89	Nat'l Online % of Completions	26%	NS

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-50	-20	-18	-1	9	15	24	49

Employment*
Score: 8 Percentile: 92

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	100	Job Postings Total (12 Months)*	6,058,777	2
	100	BLS Current Employment*	12,595,541	2
	100	BLS Annual Job Openings*	1,463,559	NS
Size: ACS Bach. Outcomes	100	Job Postings Total (12 Months)*	6,130,318	NS
	100	BLS Current Employment*	4,068,821	NS
Growth (Direct Prep)	70	BLS 1-Year Historical Growth*	-1.0%	NS
	76	BLS 3-Year Historic Growth (CAGR)*	2.6%	0
	96	BLS 10-Year Future Growth (CAGR)*	2.6%	1
Saturation (Direct Prep)	87	Job Postings per Graduate*	14.8	0
	86	BLS Job Openings per Graduate*	3.6	NS
Wages (Direct Prep)	64	BLS 10th-Percentile Wages*	$44,098	NS
	70	BLS Mean Wages*	$76,918	NS
National American Community Survey Bachelor's Degree Outcomes	77	Wages (Age < 30)	$50,477	3
	65	Wages (Age 30-60)	$96,624	2
	24	% with Any Graduate Degree	24%	NS
	31	% with Masters	20%	NS
	17	% with Doct/Prof Degree	3%	NS
	65	% Unemp. (Age <30)**	3%	-1
	73	% Unemp. (Age 30-60)**	2%	-1
	89	% in Direct Prep Jobs	33%	NS

CIP Description:
A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.

** Color Scale in Reverse

Percentile (Reverse)	<02	02+	05+	10+	30+	60+

Degree Fit:
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year	13	Cost Index**	67%	NS
	87	Student: Faculty Index	124%	NS

National Completions by Level
Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	10%	10%	4%
Associates	19%	19%	33%
Bachelors	42%	42%	35%
Postbaccalaureate Certificate	1%	1%	0%
Masters	28%	28%	25%
Post-masters Certificate	0%	0%	1%
Doctoral	1%	1%	2%
Unknown	0%	0%	0%

National Workforce Ed. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College	15%
Some College	20%
Associates	9%
Bachelors	38%
Masters	15%
Doctoral	3%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
** - Color scale in reverse.
NA - No data available/not currently tracked.
NS - Not Scored in Rubrics (values = 0).
2-Yr - Associates & certificate programs only.
PCTL - Percentile

GRAY ASSOCIATES

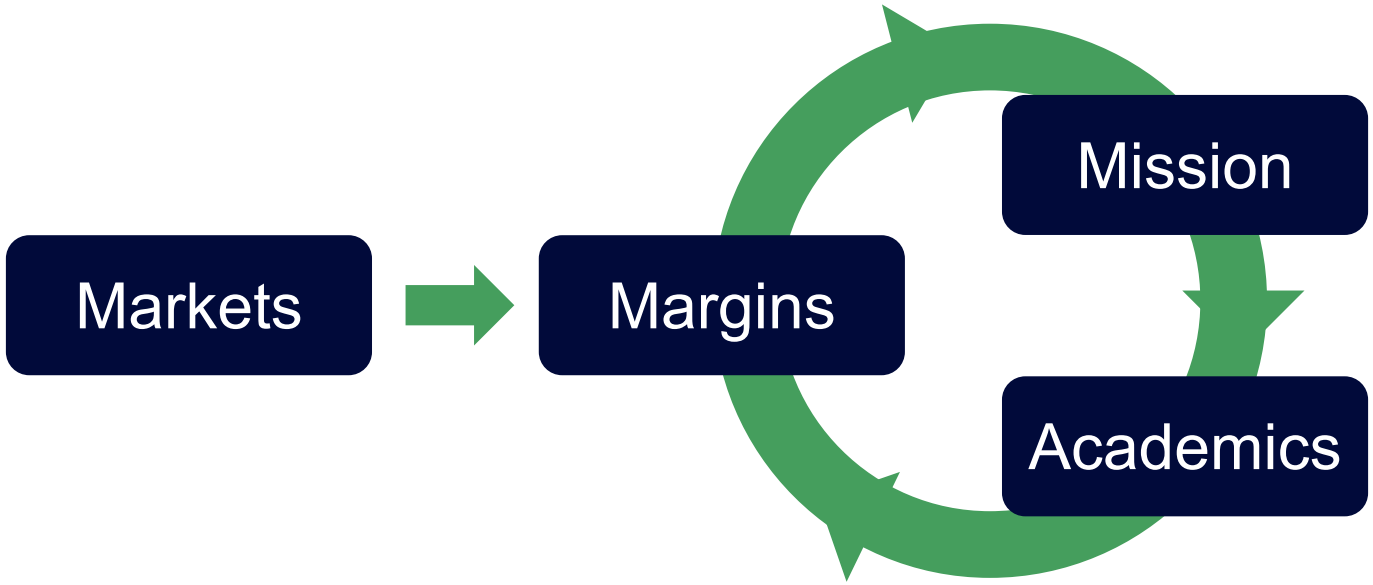
Agenda

1. Myths and Realities
2. Program Evaluation System
3. Markets
    1. Student Demand
    2. Employment
    3. Program Scorecard
4. Program Economics and Benchmarking
5. Academic Program Portfolio Management

Why are margins important?

Cross-subsidies fund what markets won't: *investing in your mission*.

- High margin programs produce more money than they cost.
- Institutions use the funds to subsidize other mission-critical programs and activities.



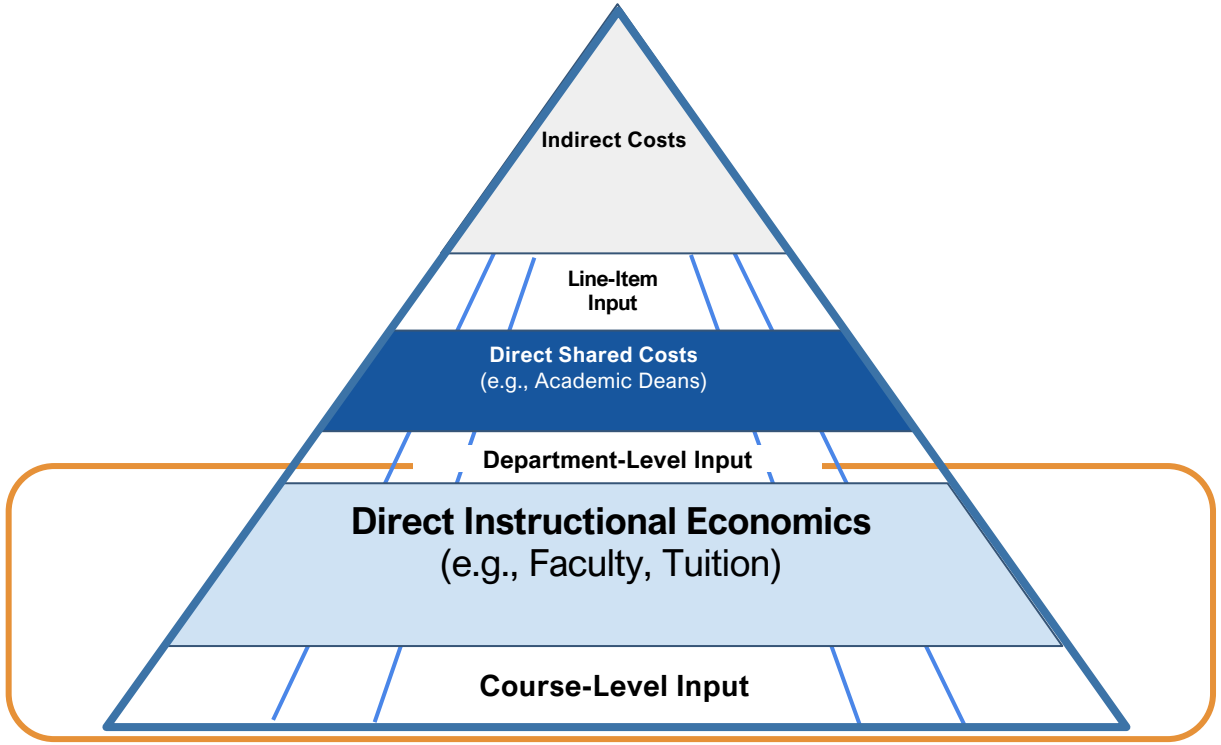
Program Economics: Methodology

What are academic program economics?

- Revenue minus direct instructional costs
- For all courses taken by students in the major
- Including courses outside the department

Rationale:

Program economics captures all the revenues, costs, and margins that are likely to change if you decide to grow or stop a program.

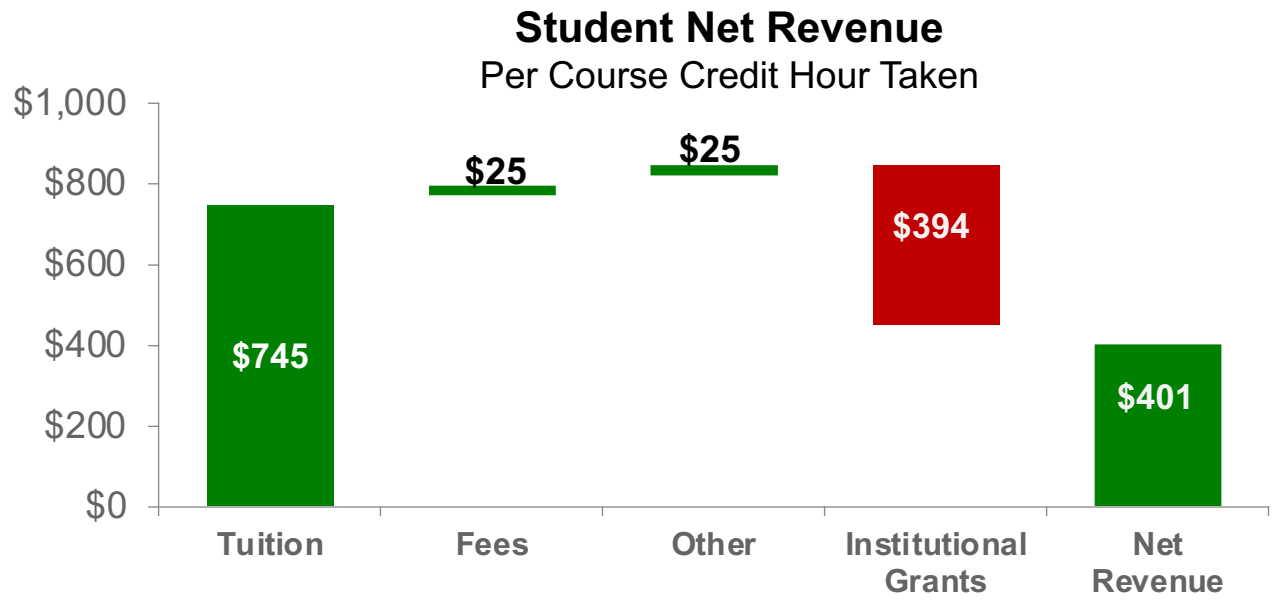


Program Economics: Methodology

1. Calculate net revenue per credit hour

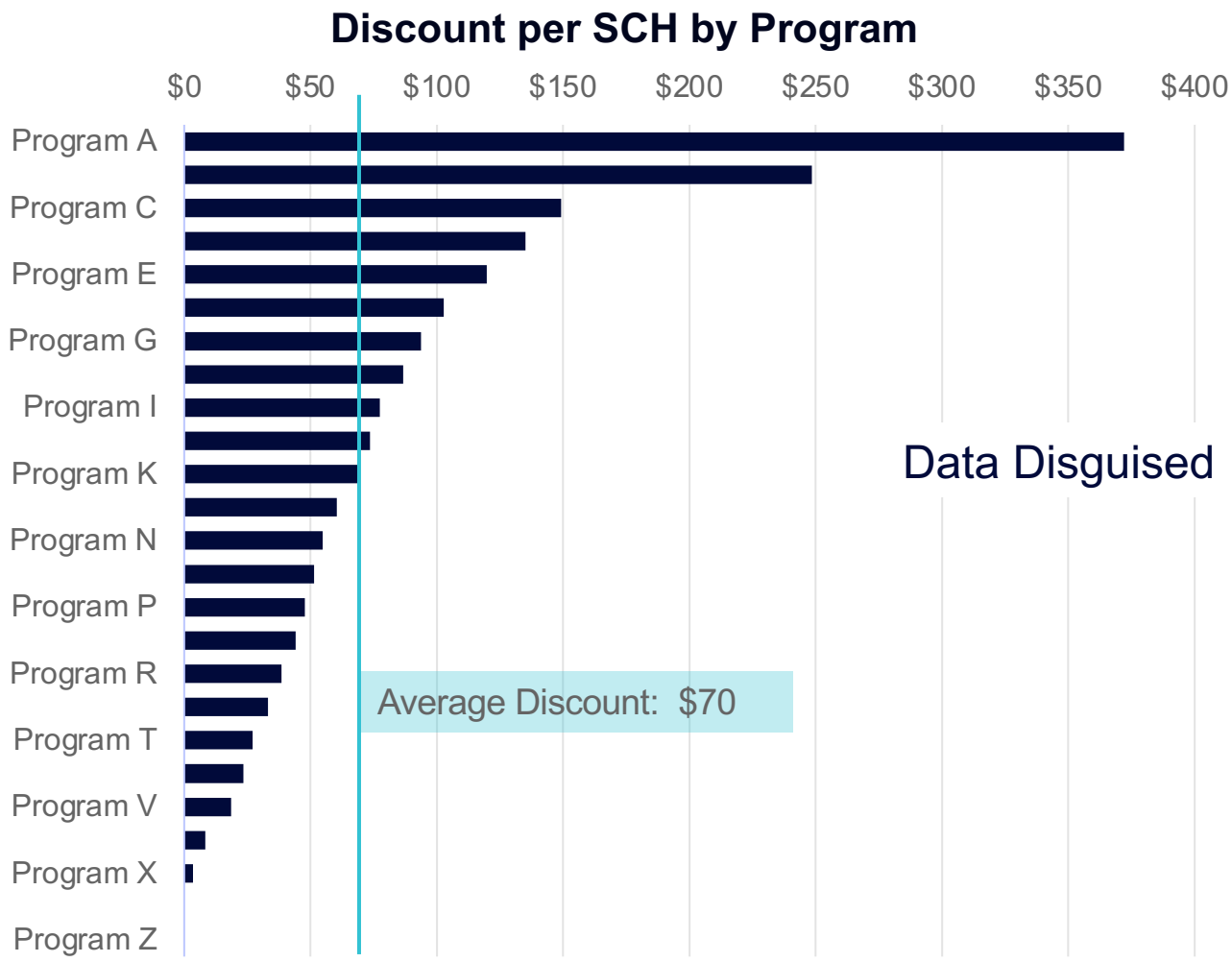
- For each student gather data on:
  - Tuition and fees
  - Institutional grants
  - Per student state funding, if applicable
  - External grants need not be included for each student, subtract grants from revenue to calculate their net revenue.
- For each student, divide net revenue by the student's course credit hours to calculate net revenue per course credit hour.
- Assign net revenue per course credit hour to the courses taken by each student.
- The assigned will follow the student into their major.

Illustrative



Discounts must be calculated by program.

- It would be easier to use an average institutional discount.
- This approach would be valid if discounts were roughly the same across programs.
- In practice, discounts vary widely by program, so it is important to track them by program.

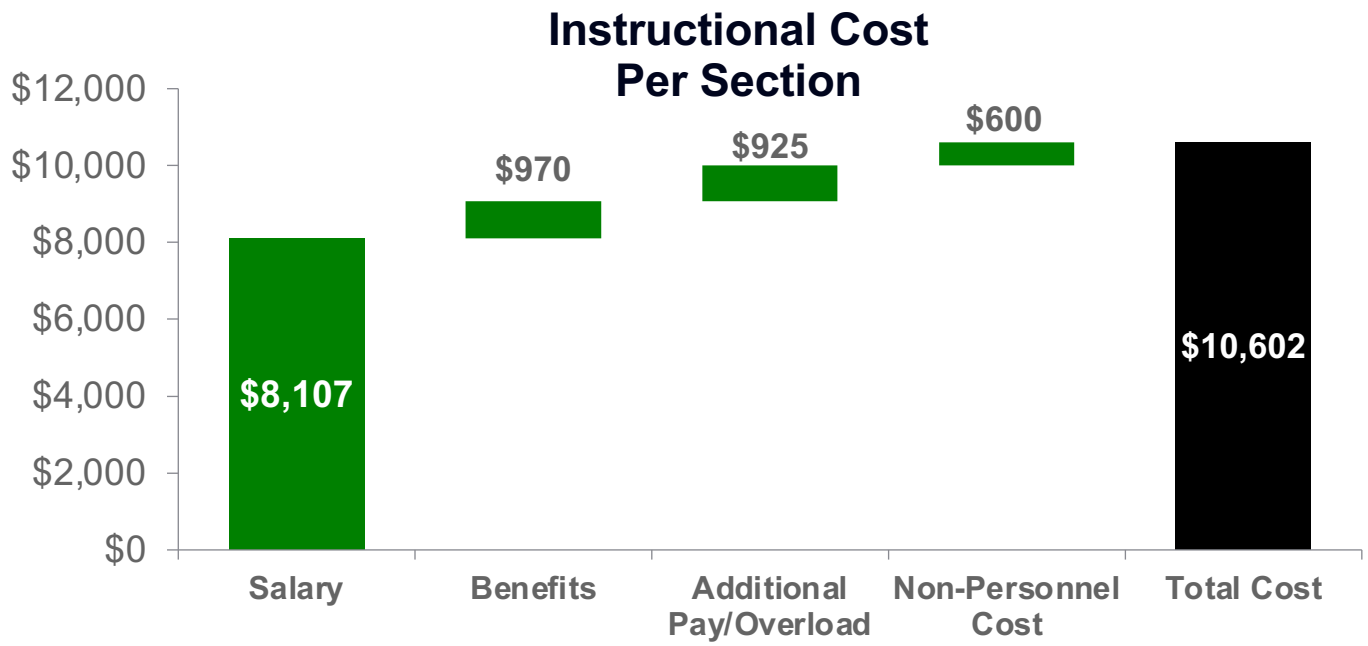


Program Economics: Methodology

2. Calculate direct instructional cost

- Gather data on:
  - Faculty wages and benefits
  - Faculty load tables or standards
  - Courses taught by faculty member
  - Non-personnel cost by course
- Divide faculty cost by standard load (typically course credit hours)
- Subtract wages for credit hours of non-teaching time
- Assign remaining cost to courses or section per course credit hour
- Add in other instructional costs

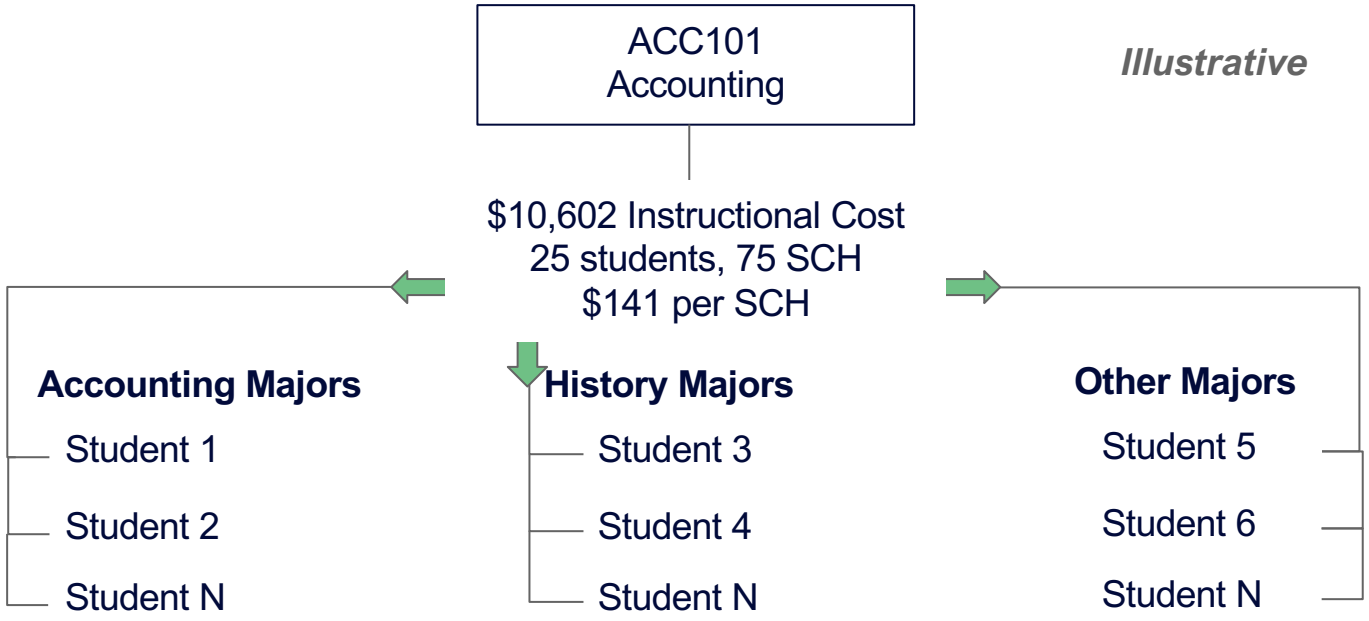
Illustrative



Program Economics: Methodology

3. Assign cost to students

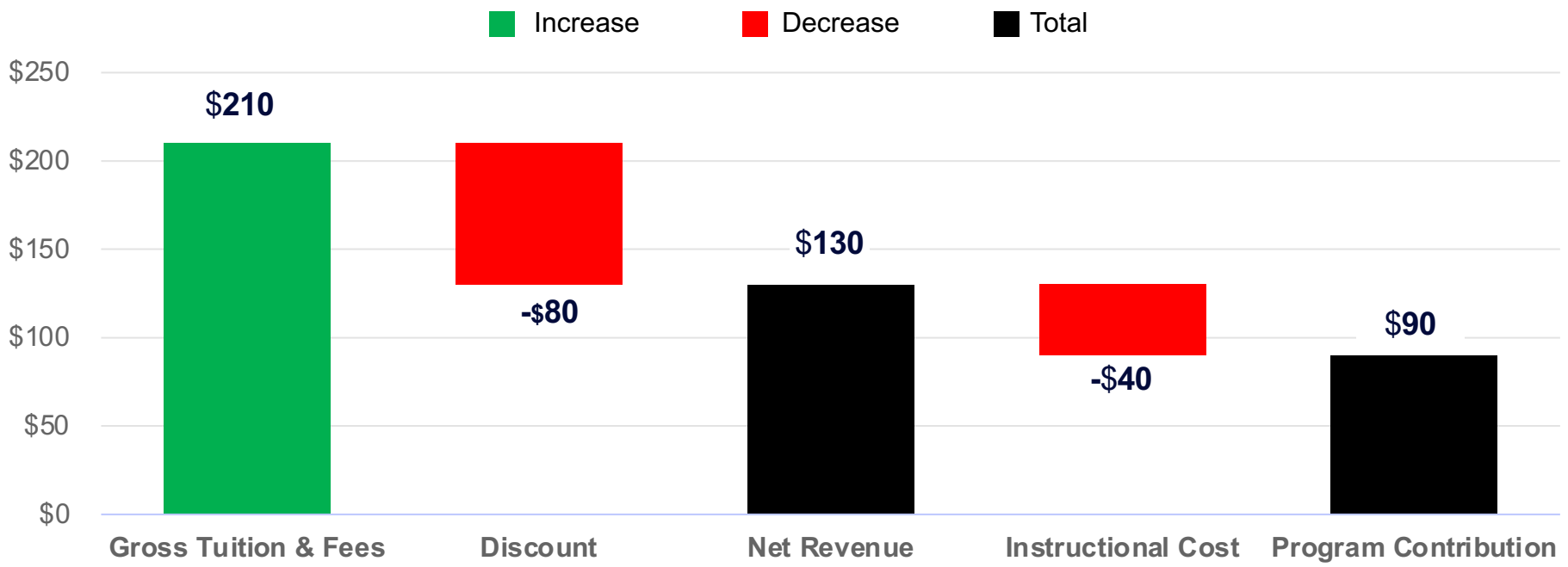
- Divide the section or course cost by the number of student credit hours to calculate cost per student credit hour (SCH)
- Multiply cost per SCH by the number of course credit hours
- Assign this amount to each student, regardless of major
- This course cost will follow each student into their major.



Program Economics: Methodology

4. Build your Program Economics Scorecard with clear *visual* math.

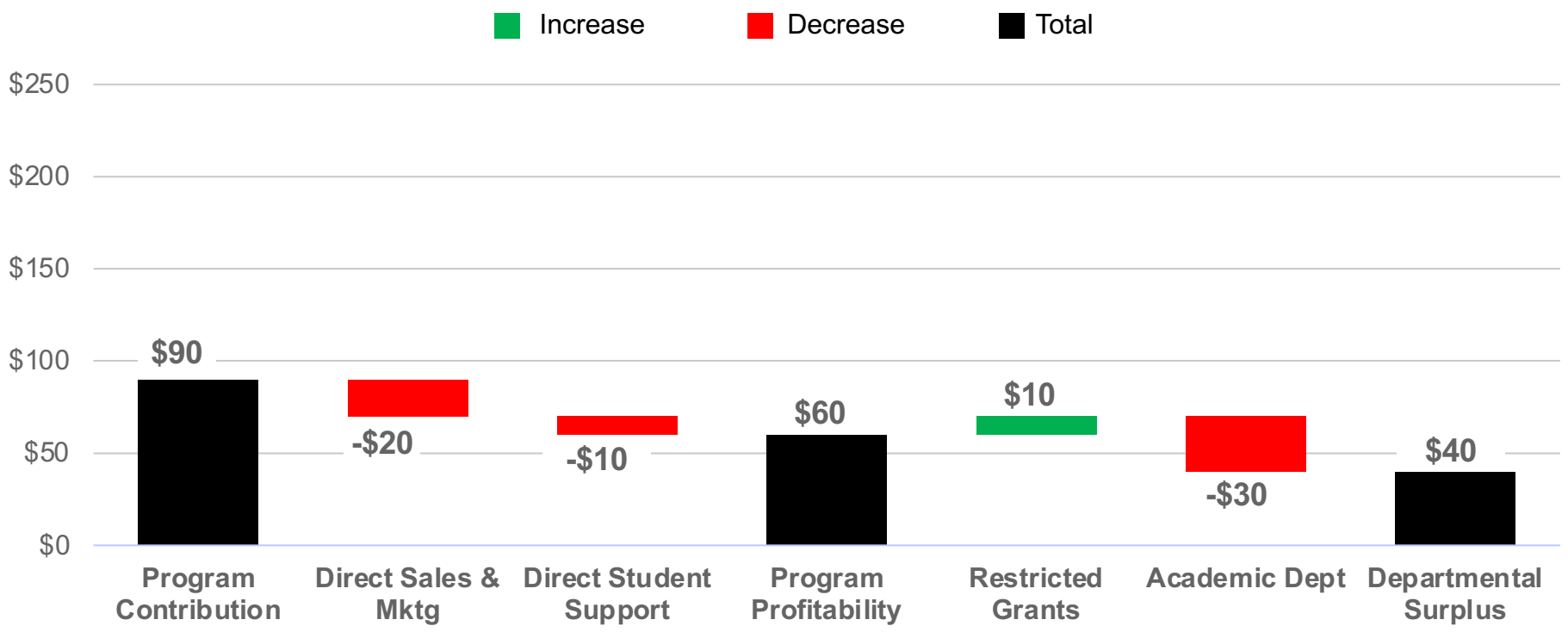
Illustrative



Program Economics: Methodology

4. Now, you may wish to add departmental overheads.

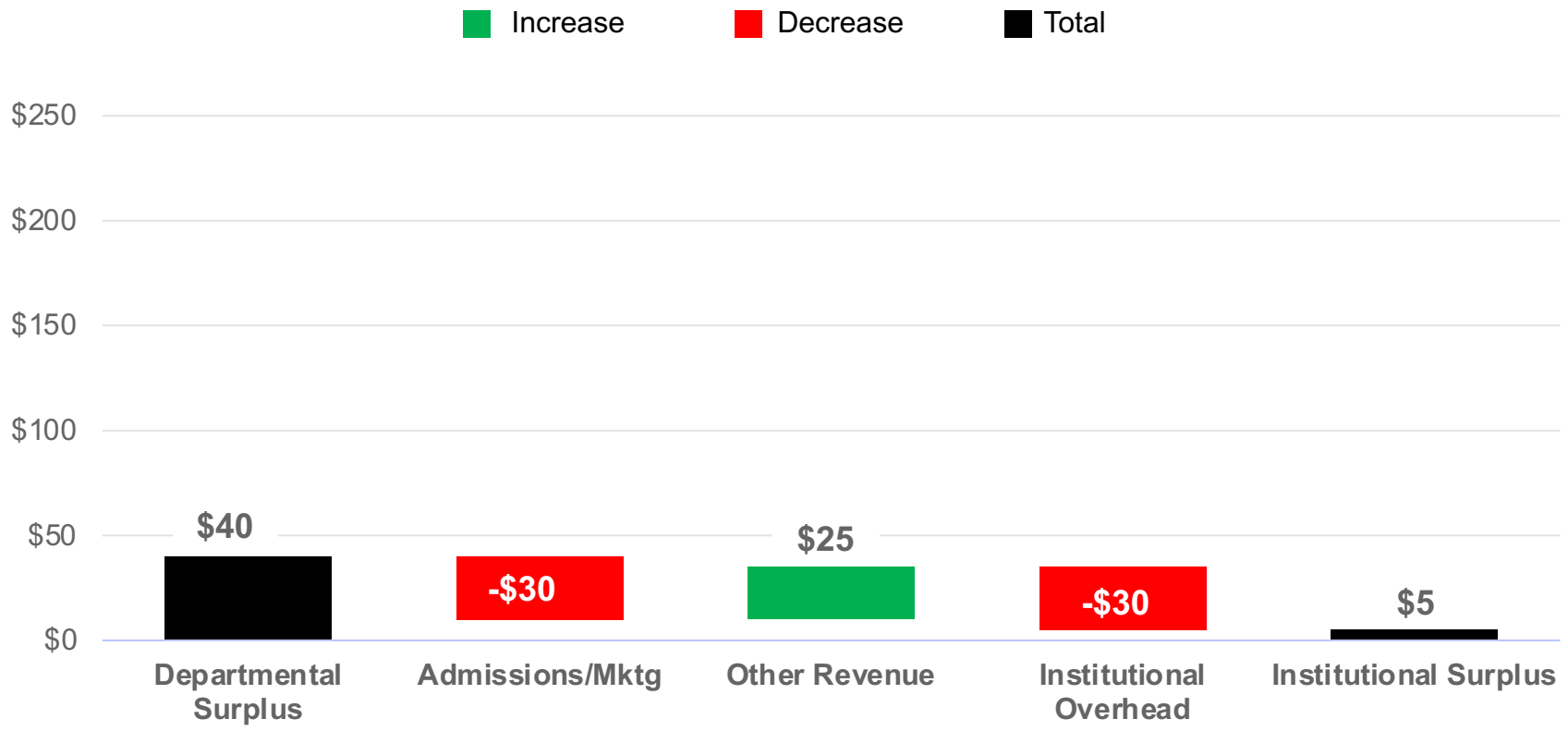
Illustrative



Program Economics: Methodology

4. Institutional overhead can also be allocated to determine institutional surplus.

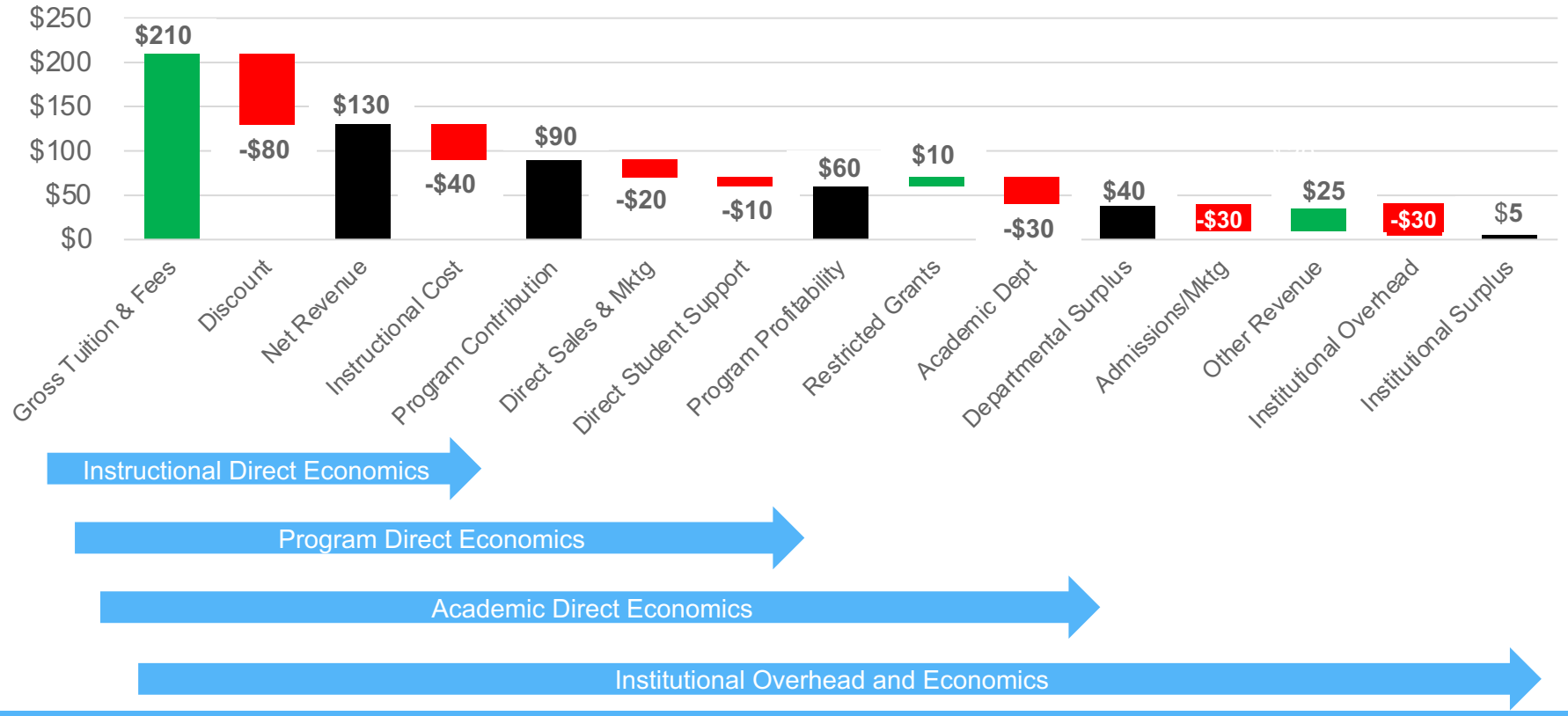
Illustrative



Program Economics: Methodology

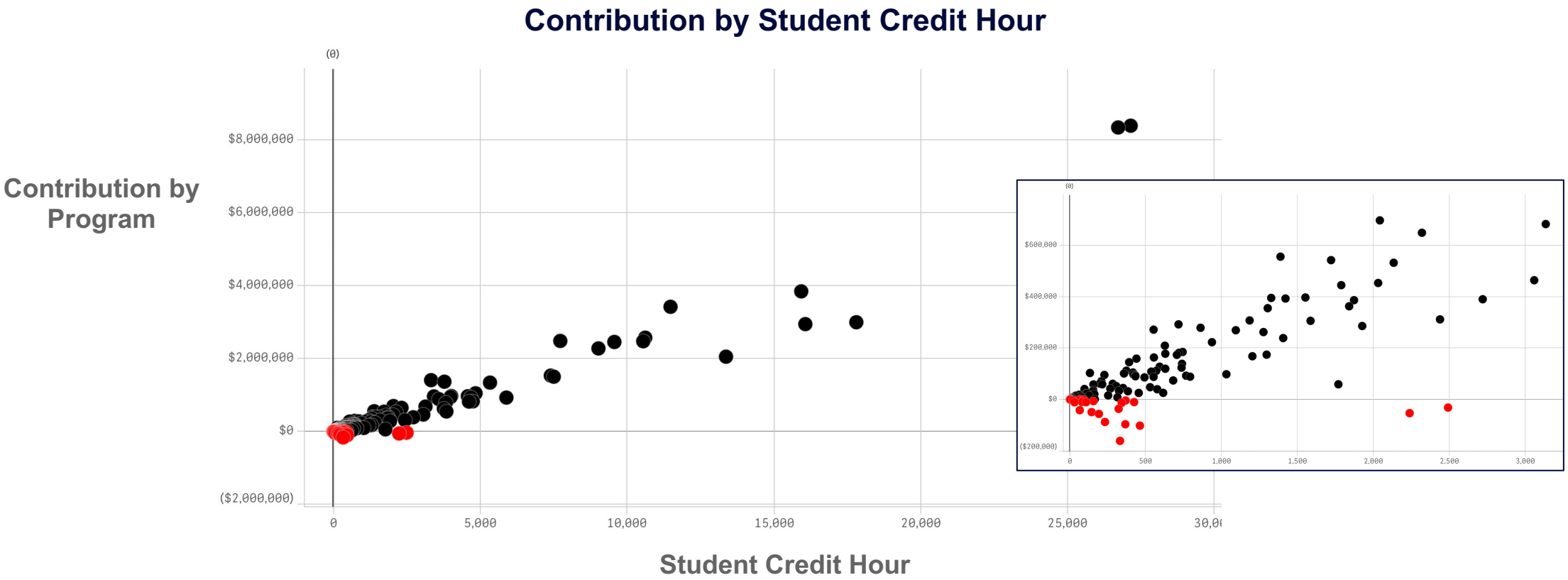
4. Build your Program Economics Scorecard with clear *visual* math.

Illustrative



Program Economics

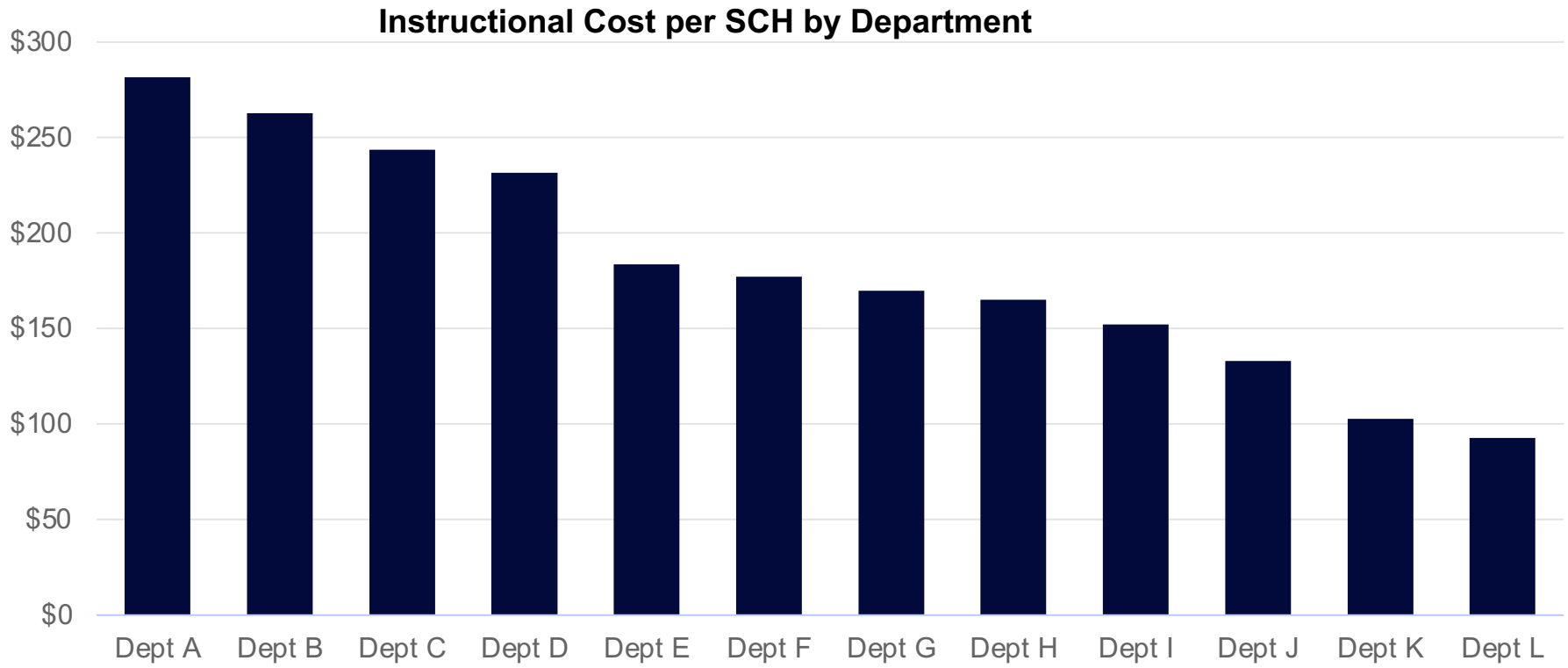
Most programs make money; even small ones.



Source: Gray's PES Economics

Evaluate: Internal Performance Benchmarks

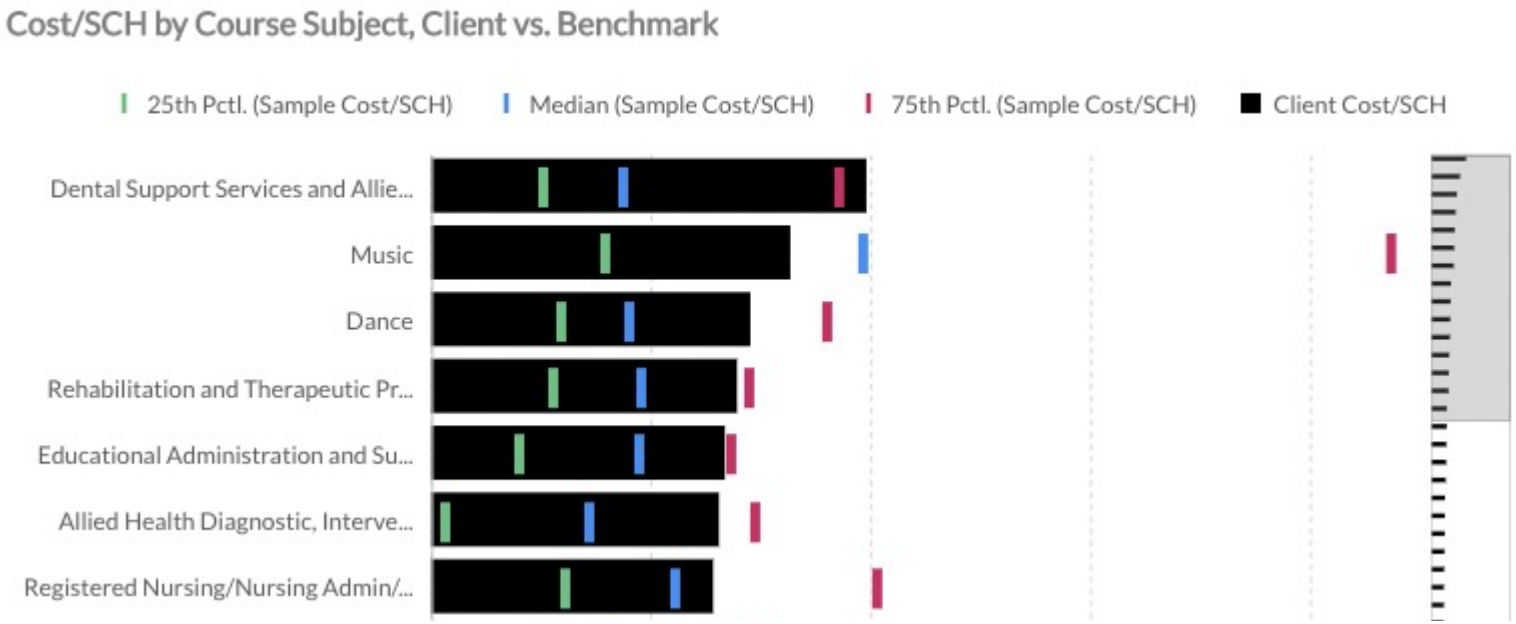
Comparing course-level costs across departments is a start.



Source: Gray's PES Economics

External Performance Benchmarks: Programs

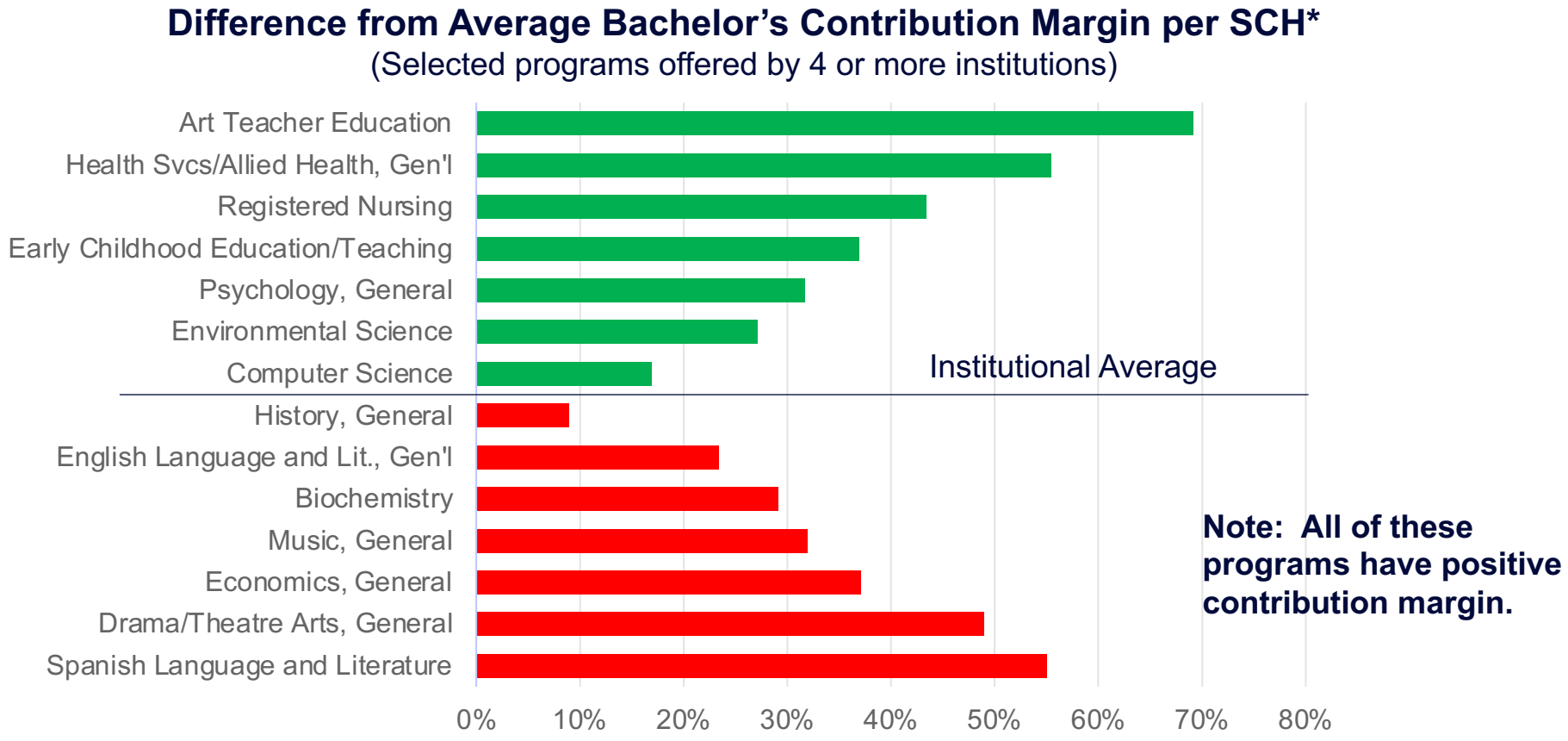
External benchmarks are more representative (like for like).



Source: Gray's PES Economics

Benchmark

Margins by program

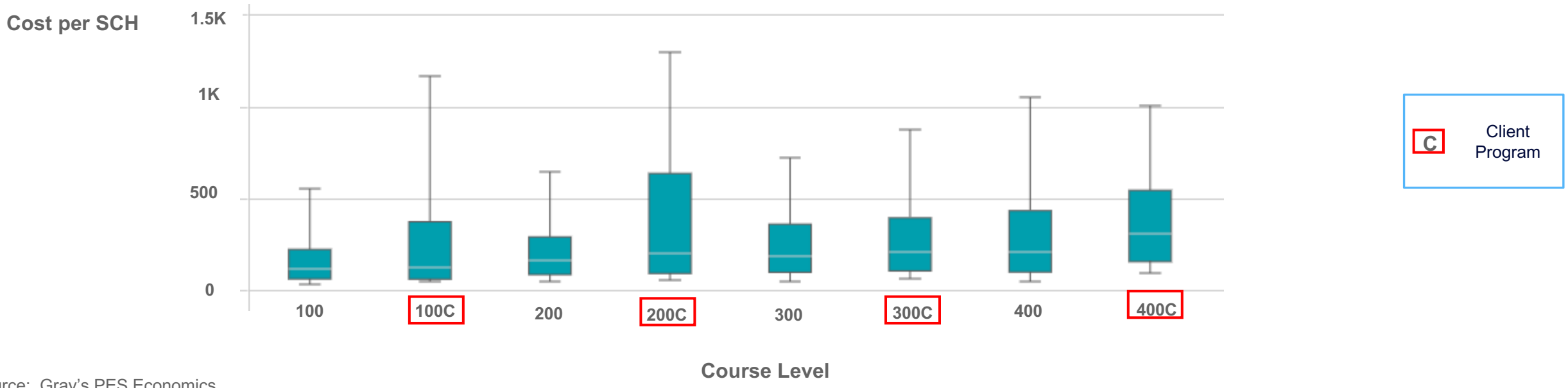


Source: Gray's PES Economics

Evaluate: Internal Performance

Greater variance than benchmarks indicates costs are less controlled.

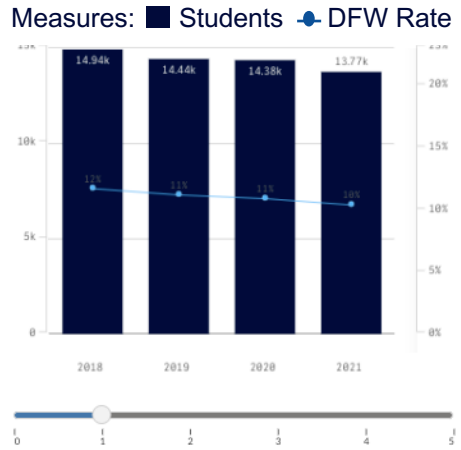
Cost: Student Credit Hour by Course Level
Client vs. Benchmark



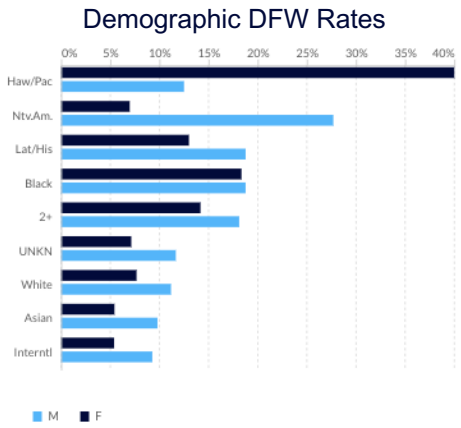
Source: Gray's PES Economics

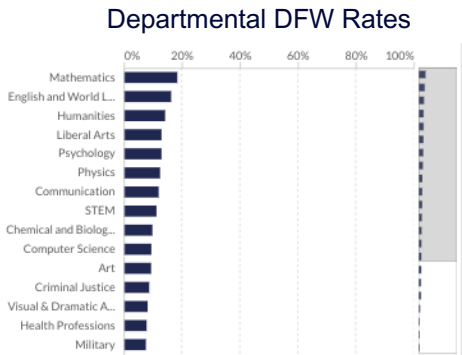
Academic Outcomes

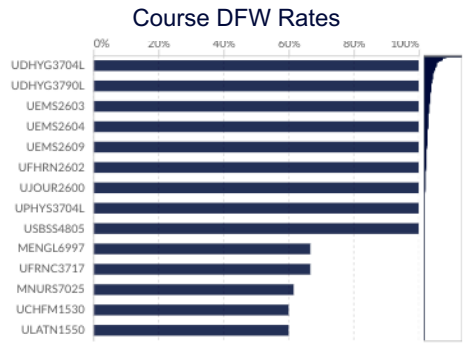
# of Students	Course Enrollments	# of DFWs	DFW Rate	# of Programs	# of Courses	# of Sections
13,767	127,951	13,346	10.4%	149	2,713	6,691

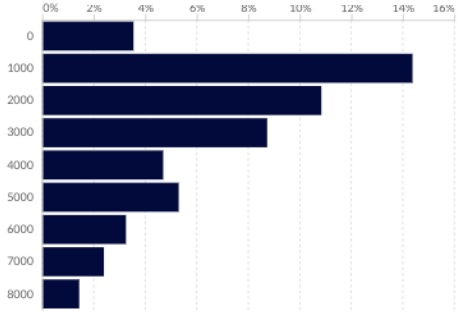


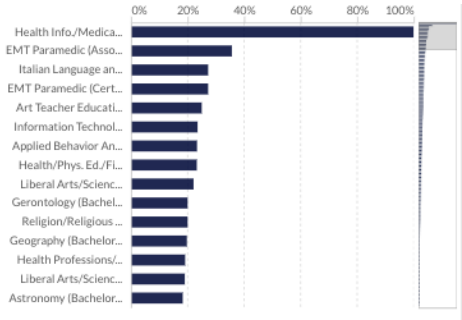
Scale to adjust the minimum no. of students in the course







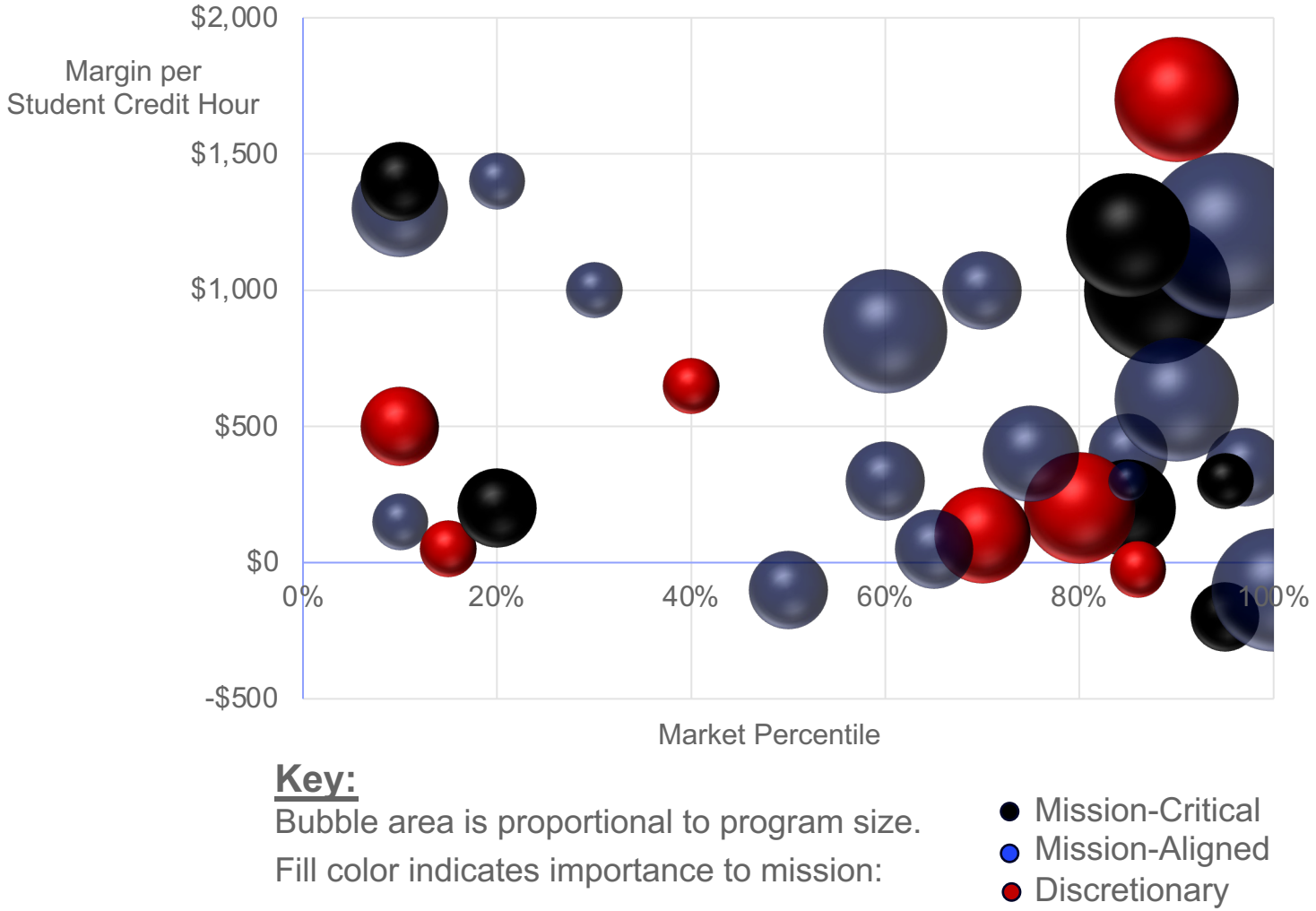




Source: Gray's PES Economics

Putting it together: Mission, Markets, and Margins

- Mission-critical programs in healthy markets are candidates to grow or sustain.
- Low-margin discretionary programs in weak markets are candidates to stop.
- High-margin discretionary programs in healthy markets are tempting to grow…
  - They help fund the mission.
  - But they may also distract faculty and students from the mission.



Agenda

1. Myths and Realities
2. Program Evaluation System
3. Markets
    1. Student Demand
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5. Academic Program Portfolio Management

Run a Collaborative Process

Academic Program Evaluation Workshop

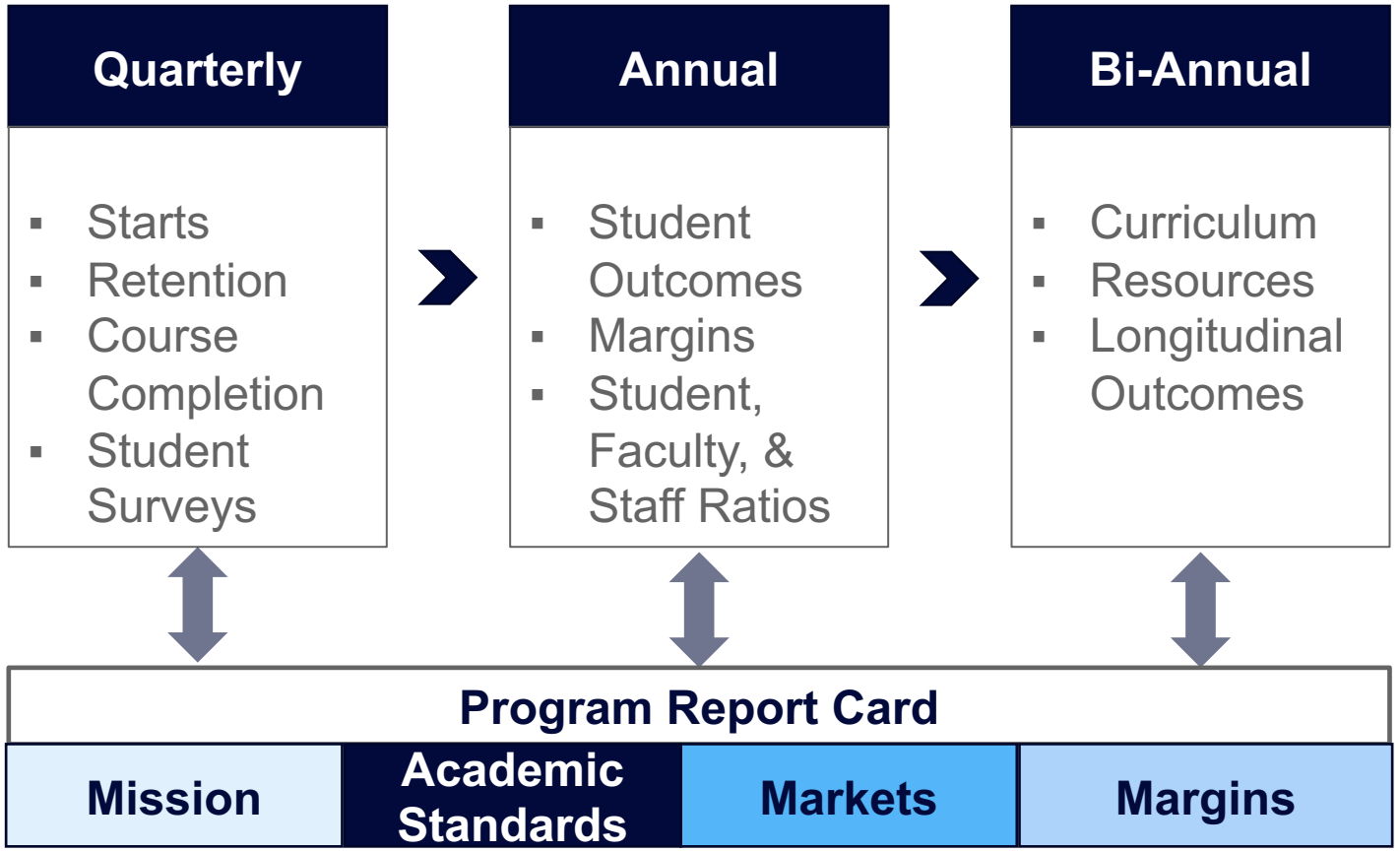
Day 1
New Programs

- Present workshop objectives
- Summarize approach to program selection
- Share initial scoring outcomes
- Review scoring system
- Evaluate proposed programs
- Rank and propose programs to start, pending further evaluation

Day 2
Current Programs

- Review Day 1 outcomes
- Rank current programs
- Discuss high- and low-scoring programs
- Make preliminary recommendations on programs to sustain, stop, or grow, pending further evaluation
- Wrap-Up: Agree on next steps, tasks, owners, and deadlines

Academic Program Management: More Frequent, Informed, and Automated



Market: 100-Mile Radius

	Market			Internal Performance										
Program	Google % Change	Job Posting Volume	Median Program Size % Change	Enrollment	Graduates			D/F/W Rate*	Students Return from Prior Year	Discount Rate*	Net Revenue	Contribution	Cost per SCH*	SCH Actual Minus Benchmark
Psychology (Bachelor's)	21%	85	6%	436	36	72	20	30%	58	20%	$4,974,479	$3,375,295	$126	-$13
Computer Science (Bachelor's)	18%	3,723	10%	203	17	20	8	32%	16	26%	$2,252,317	$1,342,614	$162	-$13
Business Administration (Bachelor's)	6%	21,620	-19%	653	15	46	7	27%	37	23%	$7,384,381	$5,240,367	$113	-$17
Exercise Science (Bachelor's)	9%	141	0%	429	18	51	10	28%	41	26%	$5,031,893	$3,572,940	$115	-$5
Biology (Bachelor's)	19%	516	-3%	505	11	82	1	27%	66	37%	$5,688,801	$3,196,005	$155	$18

Accounting (Bachelor's)

Sustain

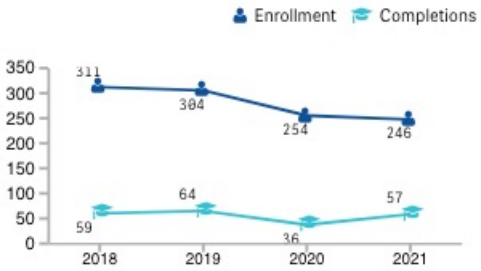
Pick Program:

Category Status

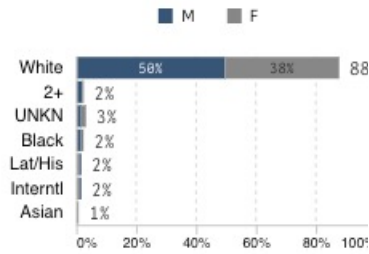
Goals

#	Goal	Status
1	Increase the number of internships	Needs Attention
2	Increase accounting student professional exam performance outcomes	On Track
3	Increase accounting student job placement outcomes	Satisfactory
4	Enhance accounting students' accounting-related software skills in order to meet modern technology needs	Not Started

Size



Demographics



Markets

Rubric: Undergraduate

Select Market

	Student Demand	Employment	Competitive Intensity
Total	99%	100%	9%
Size	100%	100%	0%
Growth	15%	100%	47%

Overall Percentile: 100%

Margins

YR: 2020

Term: All

	Total $	SCH
Gross Revenue	$2,307,543	$327
State App	$931,219	$132
Discounts	$596,284	$84
Net Revenue	$2,642,479	$374
Costs	$1,264,867	$179
Contribution	$1,377,612	$195

Mission

Summary | Academic Focus | Students Served | Learning Outc... | Highlight

Category	Program Fit
Academic Focus	The undergraduate program in Accounting blends theory and practice in generating job-ready graduates....
Students Served	Accounting students intern at a wide variety of businesses, often holding multiple internships, leading to full-time placement. Student-practitioner day has been a hallmark for over two decades....
Learning Outcomes	The Accounting program meets regional, state, and national needs through the creation of a diverse talent pipeline for both the profit- and non-profit sectors. Additionally, the faculty, students, and staff of the department help organizations to grow as well as becoming more efficient....
Highlight	High Student Placement rates in internships and full-time employment; Professionally credentialed and award-winning faculty...

Academics

Filter Course Dpt.

Category	Metric	2020	2021	Change
Program Profile	# of Students	203	197	-3% ↓
	# of SCH Taught	5,475	4,730	-14% ↓
	% SCH in Online Courses	7%	9%	23% ↑
	% SCH Taught by FT Faculty	57%	57%	0% →
	% SCH Taught by Tenure/Track	50%	50%	0% →
Department Profile	# of Full-Time Faculty	14	13	-7% ↓
	# of Part-Time Faculty	0	0	NA –
	% SCH Taught In-Dept	23%	24%	2% ↑
Student Progress	# Students Enrolled 2+ Terms	159	139	-8% ↓
	# Students Return from Prior Yr.	137	131	-3% ↓
	# Students Enrolled 15+ CH	202	188	-7% ↓
	% Students Complete 15+ CH	62%	65%	3% →
	Withdraw/D/F Rate	27%	24%	-11% ↓
Outcomes	# of Completions	28	45	38% ↑
	Median Time to Complete (Yrs)	3.10	3.20	3% ↑
	Benchmark Exam/Licensure Pass Rate	83%	87%	3% →
	Avg. End-of-Program Survey Rating	77%	80%	3% →

Pell Status: Non | Pell

Age Group: <25 | 25+

Gender: M | F

Race/Ethnicity: White | UNKN | 2+ | Black | Lat/His | Interntl | Ntv.Am. | Asian | Haw/...

Source: Gray's PES Management Dashboard

Learn more about the topics covered today:

The Course on PES

Academic Program Evaluation and Management Certificate

GRAY ASSOCIATES

BAY PATH UNIVERSITY

REGISTER HERE

Academic Program Evaluation and Management

Bay Path University and Gray Associates offer a course in program evaluation and management. It is an online, asynchronous, self-paced course designed for higher-education leaders involved in decisions to start, stop, sustain, or grow academic programs. It is appropriate for senior administrators, academic leaders, faculty, researchers, consultants, assessment officers, and graduate students in higher education institutions. It should also be useful for state-level leaders who oversee higher education.

The course gives higher-education decision-makers and analysts an understanding of the data, systems, processes, and participants needed to make well-informed and broadly-supported program decisions consistent with an institution's mission, academic standards, markets, and program economics.

Participants will learn the concepts, information, and tasks needed to make data-informed program decisions. They will learn to complete an academic portfolio evaluation, including finding, analyzing, and synthesizing relevant data and evaluation criteria. They will grasp the keys to effective decision-making processes for current and new programs. Specifically, participants will learn the mechanics of Integrated Program Analysis, program evaluation software, and program portfolio workshops, as well as the overall art and science of academic entrepreneurship.

Additionally, participants will receive temporary login credentials to our PES+ Markets dashboard.

Upon completing the ten modules, participants will receive a certificate in Academic Program Evaluation and Management (APEM). This certificate is co-sponsored by Gray Associates and The Center for Higher Education Leadership and Innovative Practice (CHELIP) at Bay Path University.

Faculty

Robert Gray Atkins, CEO and Founder, Gray Associates

Dr. Meilssa Morriss-Olson, Provost Emerita, Bay Path University

Dr. William F. Massy, Senior Consultant at Gray, Emeritus Faculty and Vice President, Stanford University

Steve Probst, Senior Partner, Gray Associates

Mary P. Upchurch, Senior Partner, Gray Associates

Peter Starrett, Partner, Gray Associates

Zach Paz, Partner, Gray Associates

Dr. Antoinette Farmer-Thompson, Deputy Vice President, Educational Outreach and Student Services, Arizona State University

Modules

1. Introduction
2. Mission of the Institution
3. Understanding Student Demand
4. Understanding the Employment Market
5. Evaluate Competitive Intensity
6. Calculating Program Economics
7. Curricular Efficiency
8. Academic Standards
9. The Art and Science of Academic Entrepreneurship
10. Managing Your Portfolio: Participants, Process, Analysis, Integration

Course Price: $775

More Master Classes to come!

Gray can help you learn how to make better academic program decisions.

2022 Gray Master Class Series

Master Class 2: Reaching Curricular Efficiency

Featuring Steve Probst

April 11 2023, 2-3 pm ET

Learn how to use instructional economics data to identify ways to reduce the total teaching workload, reduce the need to hire more faculty, make college more affordable, and minimize how budget cuts translate into higher workloads or inferior education.

Master Class 3: Advanced Analytics

Featuring Zachary Paz, Peter Starrett, and Youssef Aljabi

April 18 2023, 2-3 pm ET

Learn how to use predictive analytics to model the impact of program decisions on your institution's future. Using demographic data and market trends, we will demonstrate how to project the size and growth of programs in a proposed portfolio. Using predictive scenarios, we will show how to evaluate the effects of program decisions on your institution's bottom line.

Master Class 4: The Future of Academic Portfolio Evaluation and Management

Featuring Bob Atkins and guest

April 25 2023, 2-3 pm ET

Join us as we look at how artificial intelligence, machine learning, and other new technologies provide more insight into what makes a successful academic program. We will show how using these tools in academic program planning and management can benefit the institution.