



**GRAY**<sup>TM</sup>  
DECISION INTELLIGENCE

# Market Demand for Academic Programs

Master Class 2

March 17<sup>th</sup>, 2026



## Today's Speaker



**Zachary Paz**

Executive Vice President and Chief  
Operating Officer

Gray Decision Intelligence

## **Turbulent 20s**

Pandemic  
Domestic Division  
Attacks on higher ed  
Enrollment cliff  
AI and jobs  
War  
?





## From Turbulence to Navigation

In the last session, we identified the specific "rapids" higher education is navigating today.

In this session, we will:

- Move beyond just identifying obstacles.
- Examine the "gear" needed for a safe passage.
- See the strategy in action.



# Agenda

## From Turbulence to Navigation

### The Navigation Gear: Market Demand

- Market Definitions and Reach
- Student Demand Metrics
- Employer Needs and Graduate Outcomes
- Competitive Intensity

### Seeing in Action: Data Democratization and Workflows



## Example Navigation “Gear” for Today’s Session: Program Evaluation System





Today we will focus on market demand for academic programs.



Student Demand, Employment Opportunities, Competition



## Poll 1

**How would you characterize your institution's current approach to using comprehensive and consistent market data for program evaluation?**

- A. **Fully Integrated:** We use standardized, data-informed criteria for all program decisions.
- B. **Inconsistent:** We use data for new proposals but rarely for reviewing our existing portfolio.
- C. **Ad Hoc:** We only look at market data when a specific problem arises or a request is made.
- D. **Minimal:** Decisions are primarily driven by intuition or internal factors rather than external data.





**Implementing a data-informed approach in this environment is crucial.**

**External market data can provide the perspective needed to make the right decisions.**

- When done correctly, it can:
  - Identify the best program opportunities for your institution.
  - Limit costly investment mistakes.
  - Position your institution to compete well in the market.
  - Retain your current students.
  - Attract new students.
  - Support strong student career outcomes.



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### The Navigation Gear: Market Demand

- **Market Definitions and Reach**
- **Student Demand Metrics**
- **Employer Needs and Graduate Outcomes**
- **Competitive Intensity**

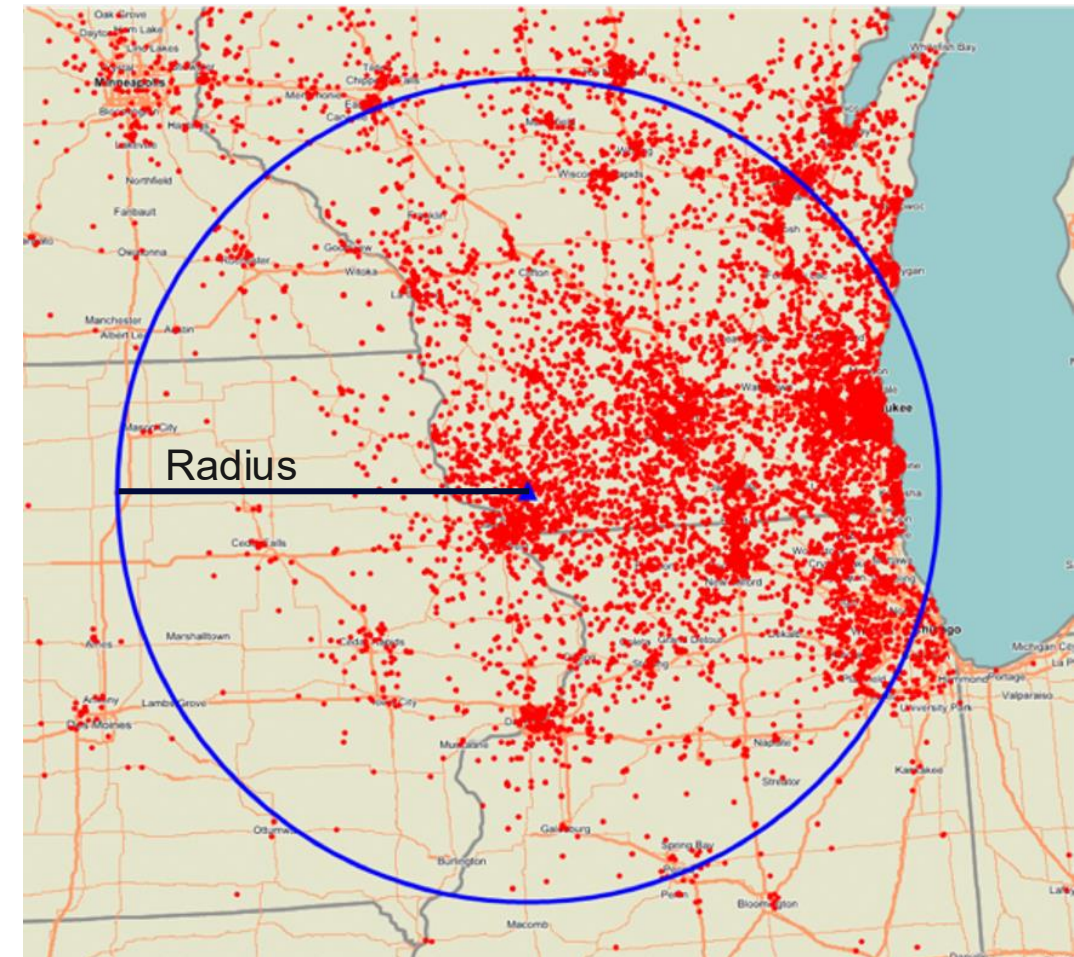
### Seeing in Action: Data Democratization and Workflows



## What markets do you serve?

### Use Student Demand Data to Define Markets

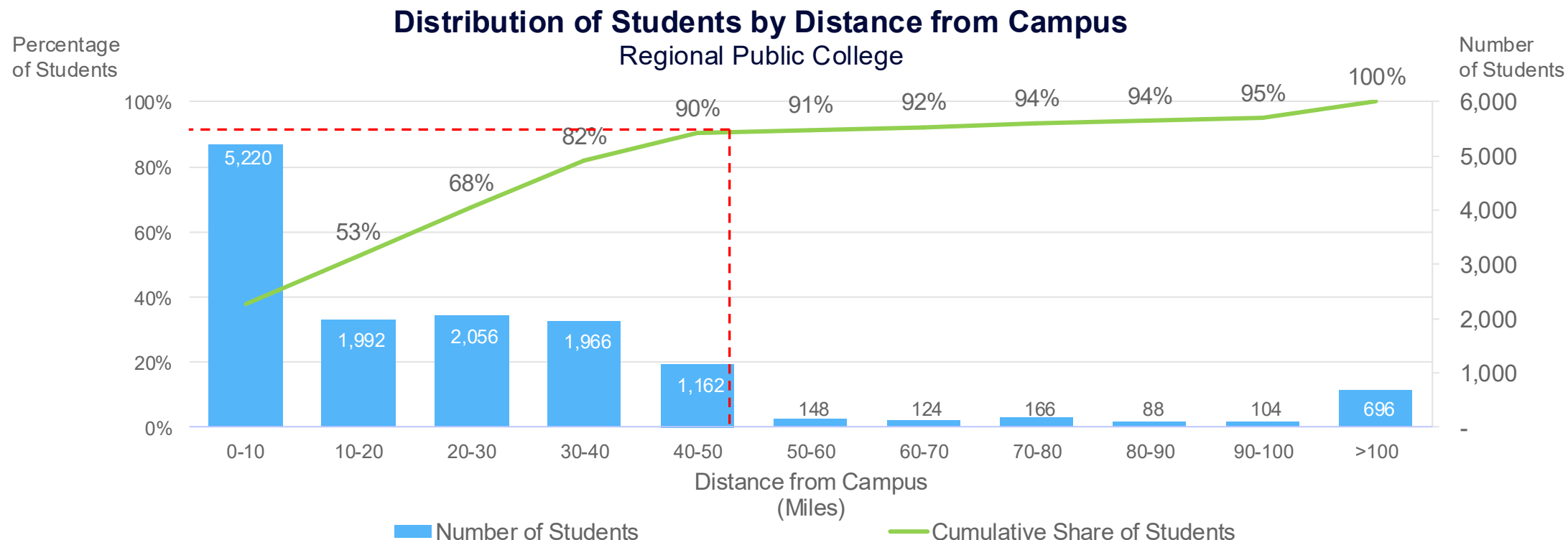
- Student demand, employment, and competitor information are specific to local markets.
- Using student addresses or zip codes, you can identify the market or markets the institution serve.
- In most cases, a schools reach crosses traditional geographic boundary line (e.g., State lines).
- You will likely want regional and national data for online students and for jobs that can be done remotely.





## What is your institution's geographic reach?

90% of this college's students come from within 50 miles of the campus.



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### Seeing in Action: Data Democratization and Workflows





## Poll 2

**How confident are you in your institution's current method for assessing student demand for programs?**

- A. Very confident
- B. Somewhat confident
- C. Not very confident
- D. Not at all confident



## Why do you need five sources of student demand data?

They all have important information, and they all have weaknesses.



National Student  
Clearinghouse®



coursera





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



**IPEDS**



**Enrollment**



**Google  
Study Portals  
Coursera  
AI**



# I. Completions (oldest)

IPEDS releases US Completions once a year. Students choose programs around two-to-six years before they complete.

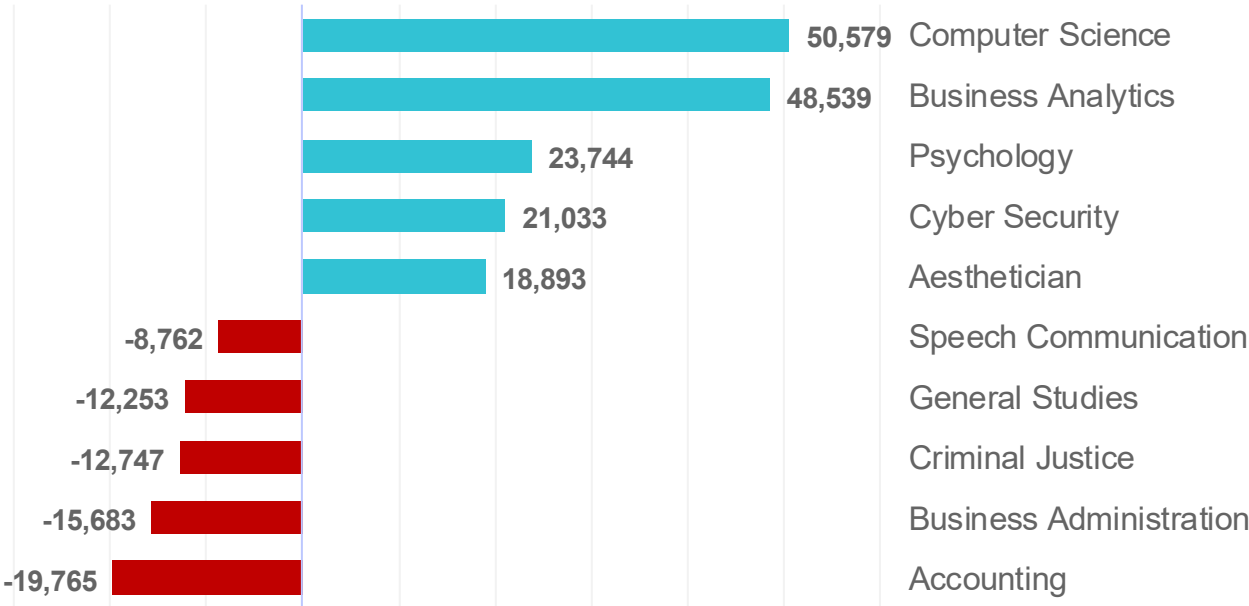
## 10 Largest Programs

2024 US Total Completions – All Award Levels



## Highest Program Growth and Decline

Change in US Completions – 2019-2024, All Award Levels



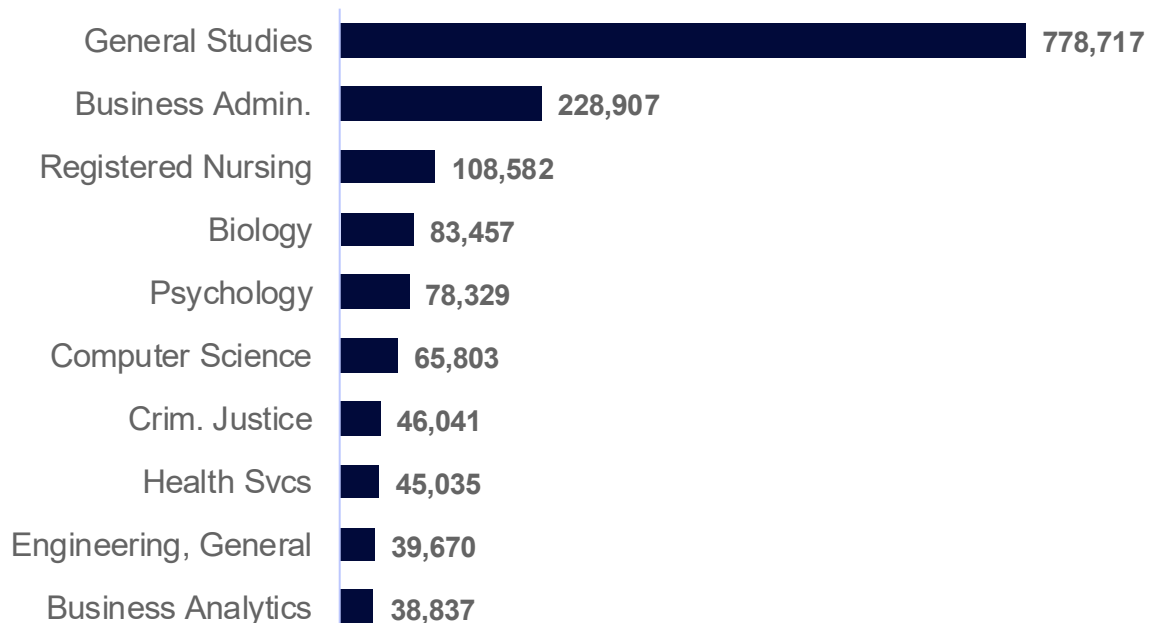


## 2. New Student Enrollment (current)

**New student enrollment is current—it aligns most closely with the point of the student’s program decision.**

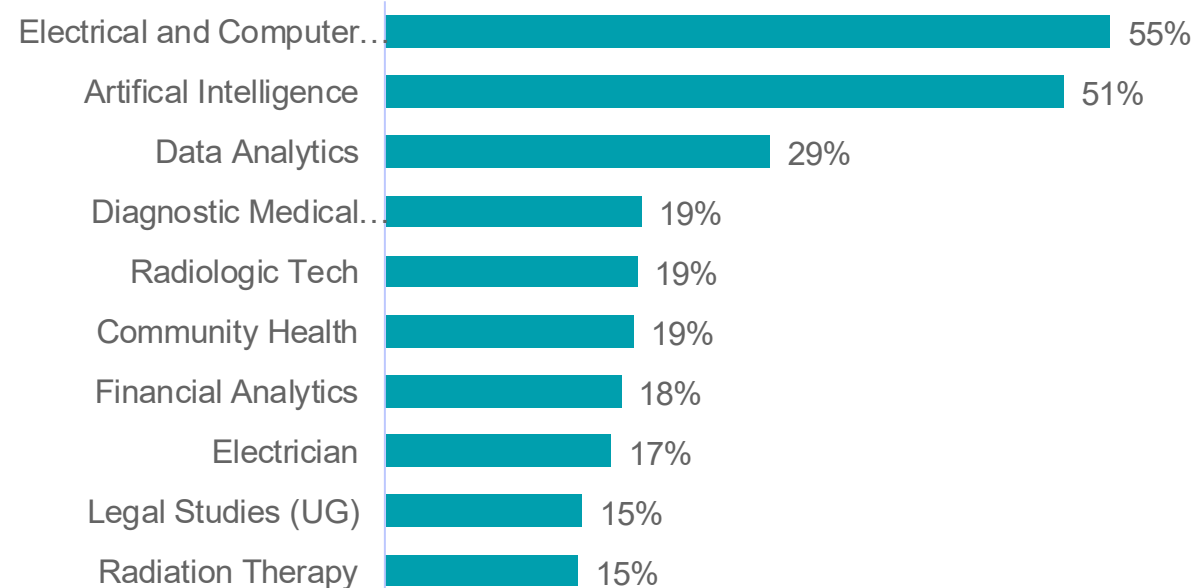
### 10 Largest Programs

Fall 2025 US New Enrollment, All Award Levels



### 10 Fastest-Growing Programs 5-year CAGR

Fall New Enrollment 2020 – 2025, All Award Levels





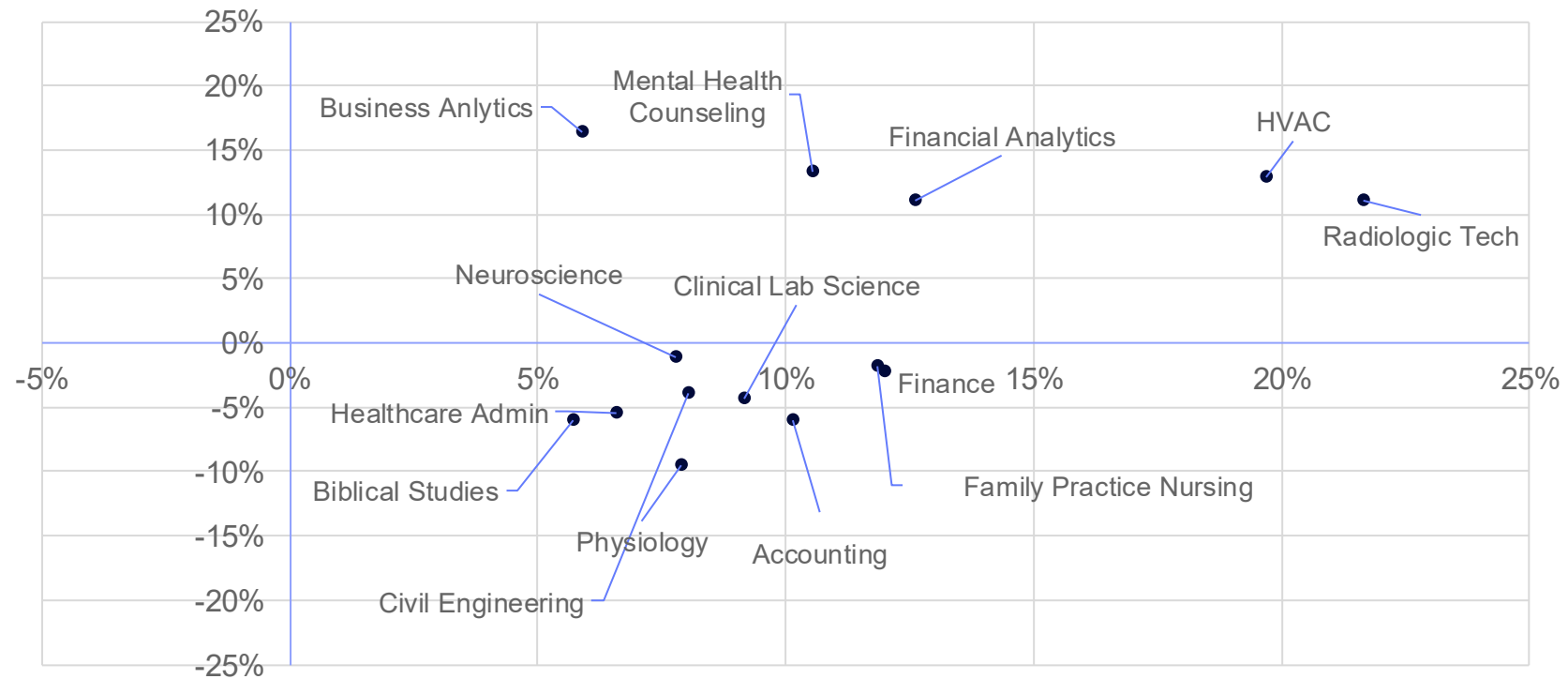


## What *is* growing is not always what *was* growing.

### Fall 2025 Enrollment Growth vs. 2024 Completions Growth

Year-over-year, National, All Levels

2024 Completions  
Growth YoY



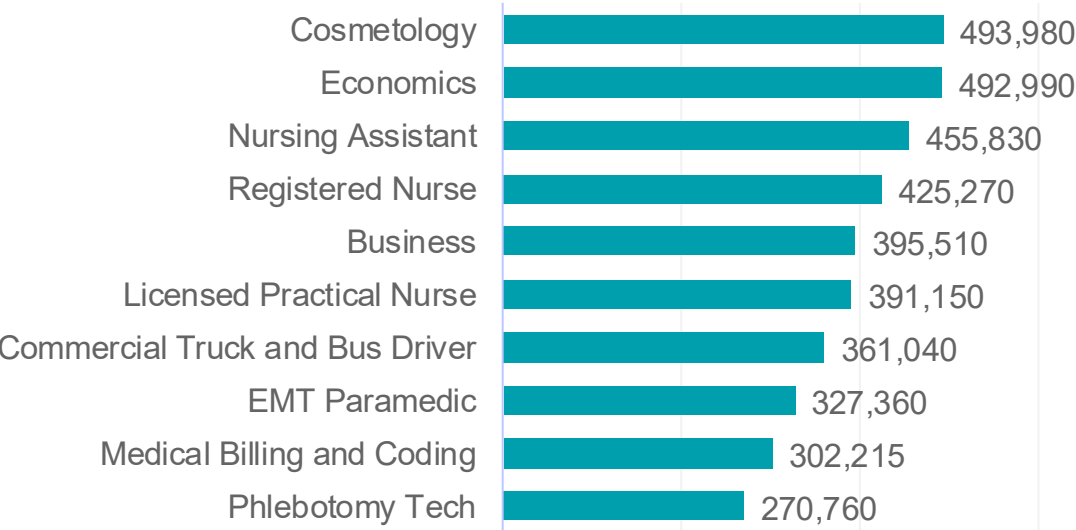
Fall 2025 Enrollment Growth YoY



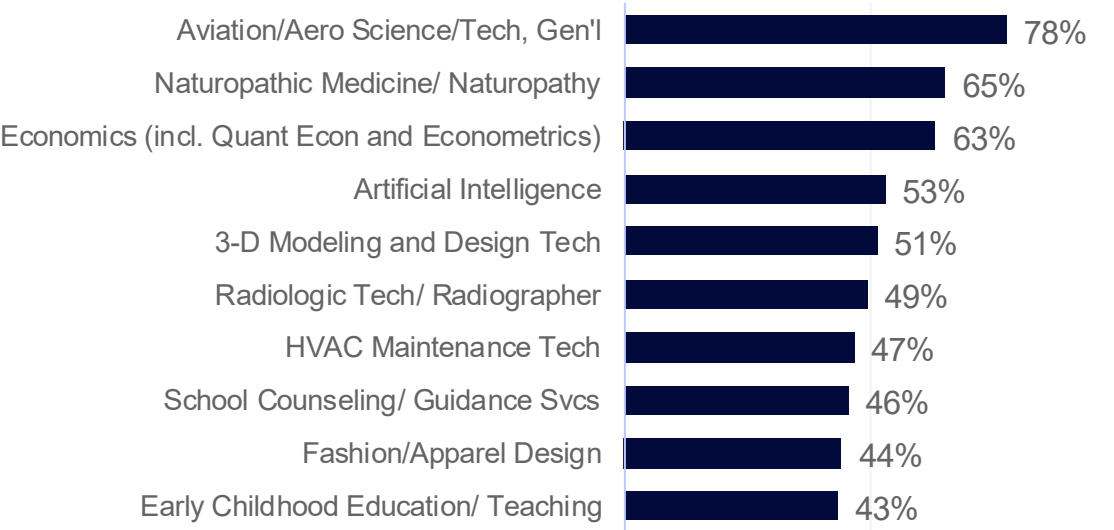
### 3. Google (future)

Program searches provides insight into potential future demand for programs.

**Largest Search Volume**  
January 2025



**Google Annual Search Volumes by Program**  
Annual Growth Rate 2021-2025

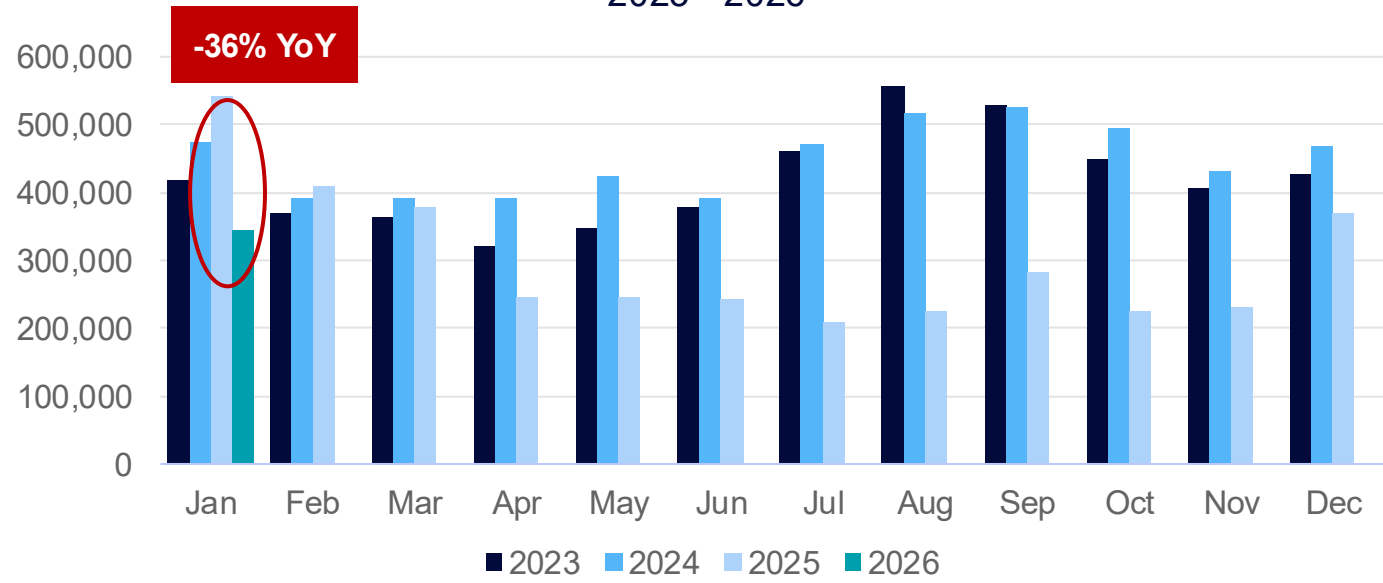




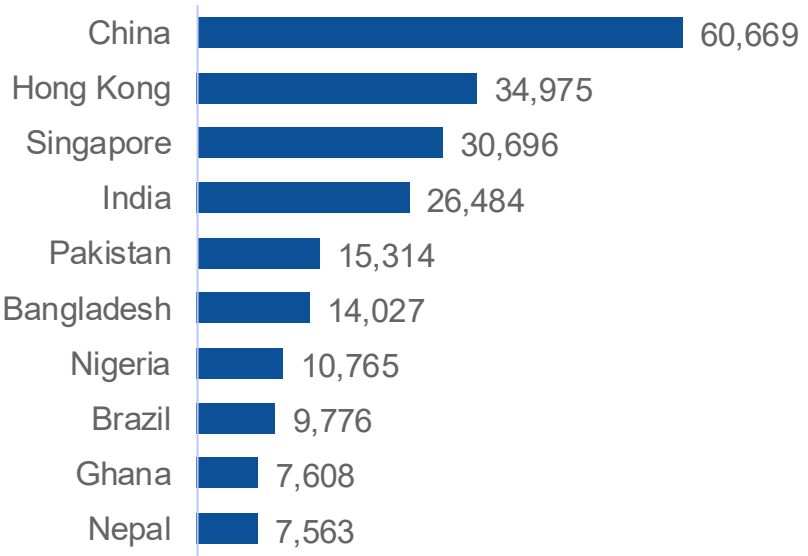
### 3. International Interest (Future)

A pulse on international interest can identify potential demand gaps.

International Page Views  
2023 - 2026



Highest Page Views, Origin Countries  
January 2025



\*Bachelor's, Master's, PhD only

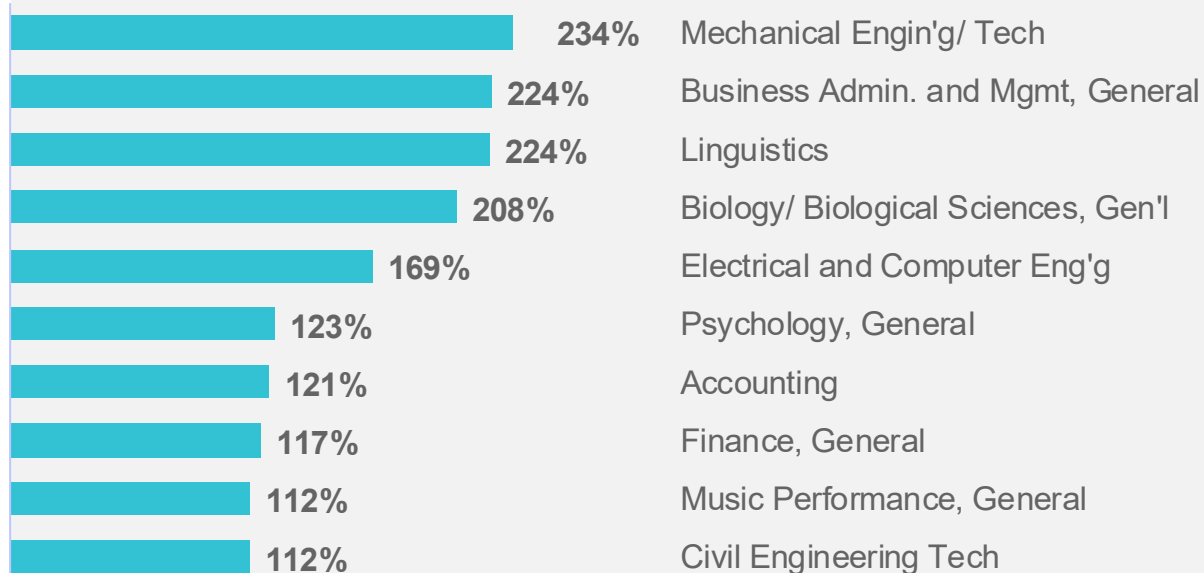
## While the overall segment is down, program-level data may highlight opportunities.

**Bachelor's level: Mechanical Eng'g increased the most.**

**Master's: Business programs topped the list.**

### Fastest-Growing Bachelor's Programs\*

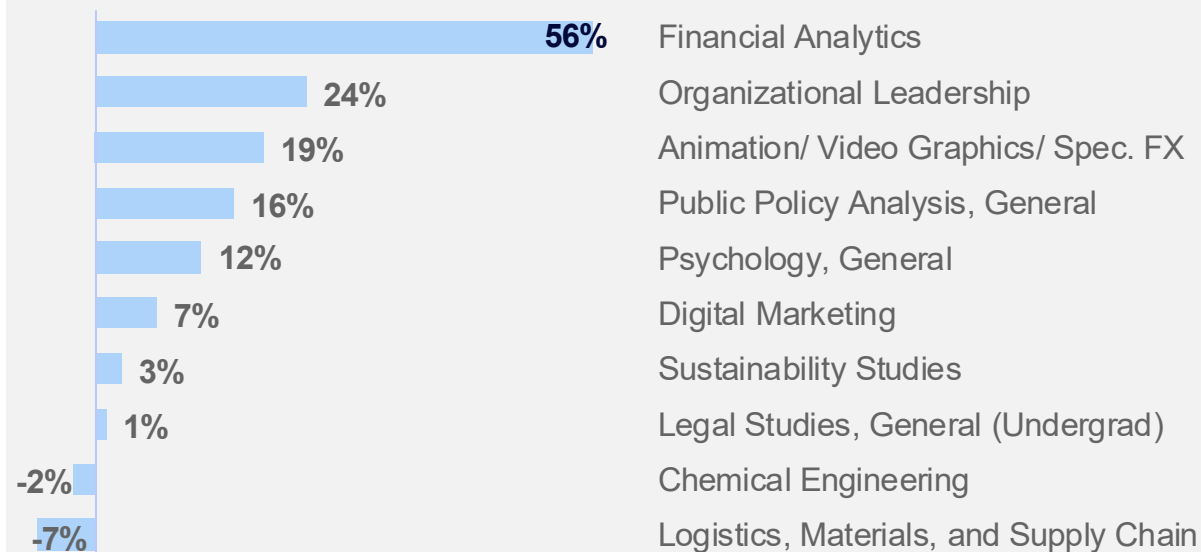
January 2026 YoY



\*\*Minimum 500 page views January 2025

### Fastest-Growing Master's Programs\*\*

January 2026 YoY



\*\*Minimum 1,000 page views January 2025

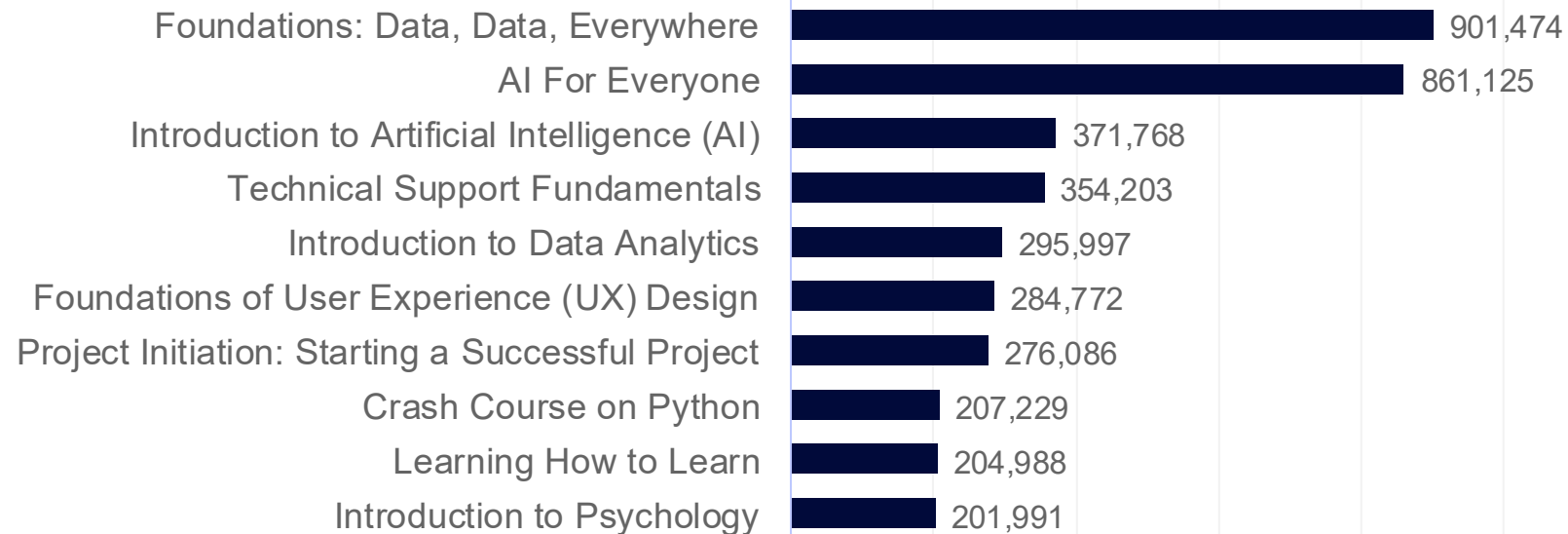
### 3. Coursera (future)

**Platforms like Coursera are good sources for the most in-demand courses and skills.**

- From January 2025 to January 2026, Coursera enrolled more than 16.8 million learners.

#### Highest Enrollment Volume

January 2025–January 2026



Source: Gray DI's Non-Degree Dashboard, Coursera



### 3. AI Search Analytics (not available at scale yet but on the horizon)

**As conversational AI becomes a primary search interface, the traditional discovery funnel is being redefined.**

- AI-driven search is now integrated across standalone chatbots and native search engine results.
- While AI attribution remains a "black box," measuring your brand's presence within these models is critical for future-proofing.
- Are your programs appearing in AI-generated recommendations, and how is your institution's "share of voice" trending?

#### What program should I study?

Prompt:

Answer:

What program should I enroll in to be a marketing manager?

B.S. Marketing  
Business Admin with Marketing Concentration  
Communication of Advertising  
Data Science or Statistics

#### What schools offer this program?

Prompt:

Answer:

What is the best program for this in Arizona.

Arizona State University  
University of Arizona  
Northern Arizona University  
Grand Canyon University  
University of Phoenix  
Maricopa Community Colleges





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### Seeing in Action: Data Democratization and Workflows



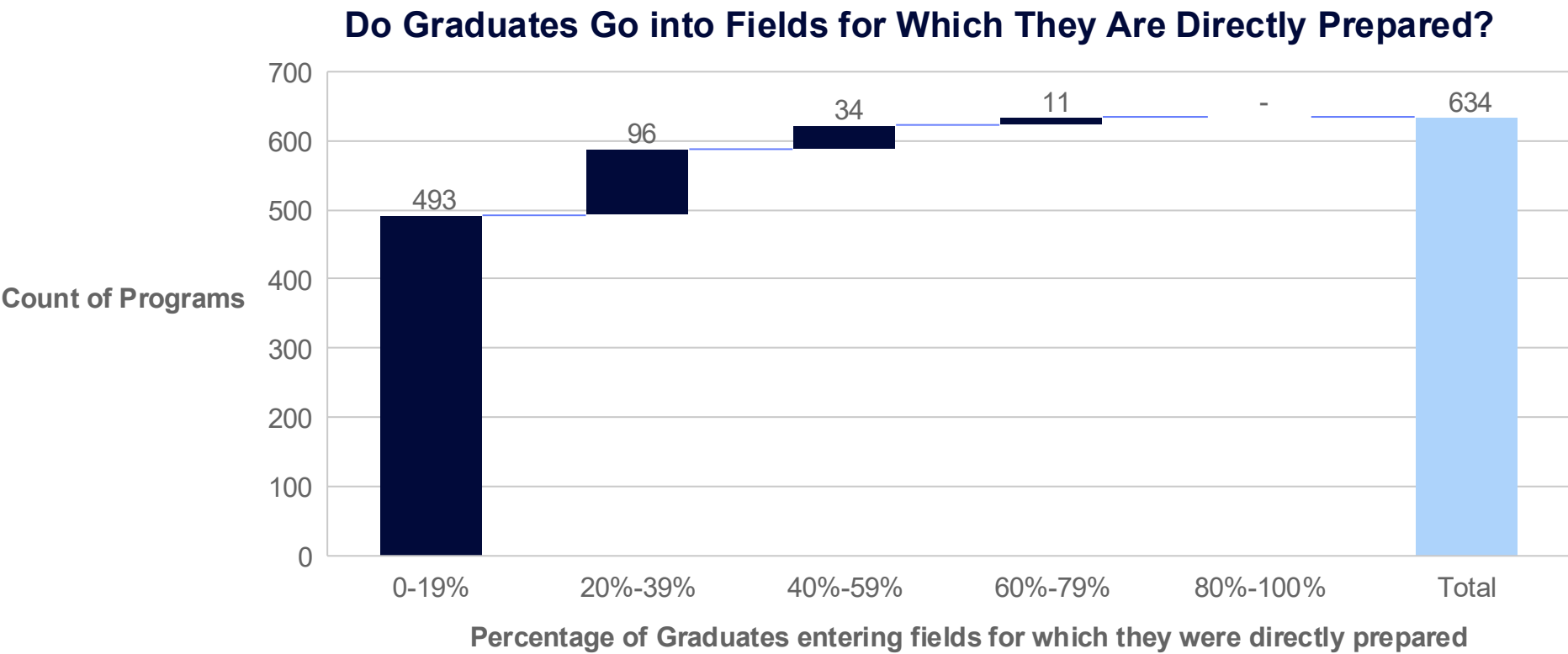
## Poll 3

**How confident are you in your institution's ability to assess the potential employment outcomes for your graduates?**

- A. Very confident
- B. Somewhat confident
- C. Not very confident
- D. Not at all confident



77% of programs place less than 20% of graduates in direct prep jobs.

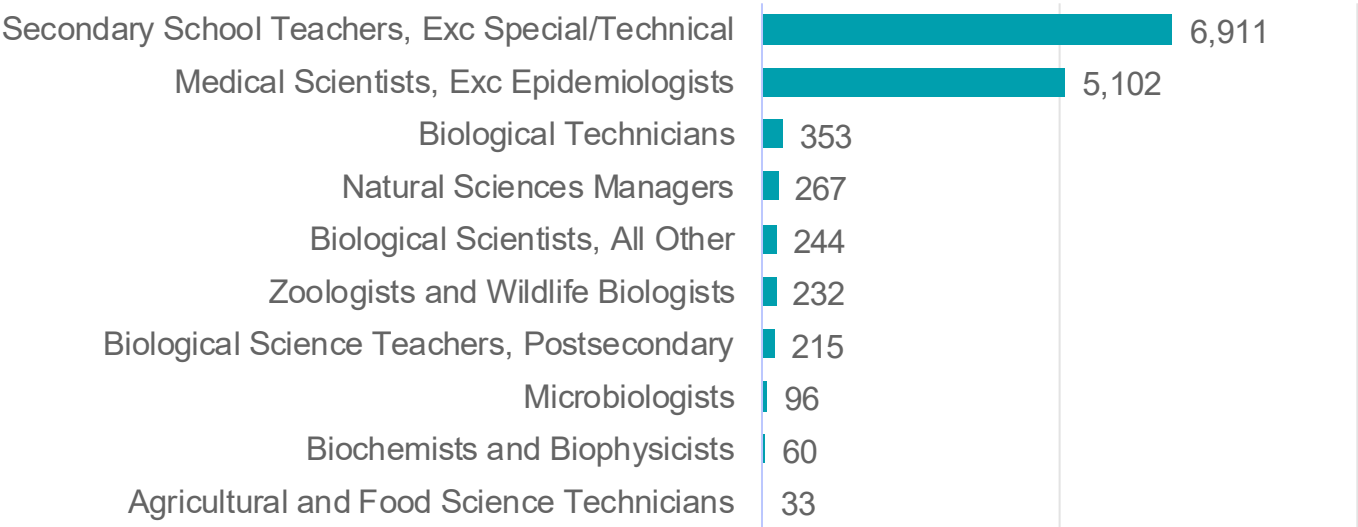


Sources: IES NCES: “CIP SOC Crosswalk”, July 2021 <https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56>,  
US Census, American Community Survey, Gray Analysis. Bachelor degree programs with over 100 completions.

# Commonly available data sources link programs to direct prep occupations.

According to direct prep jobs data, Biology grads are prepared for 10 occupations.

**Direct Prep Job Postings, Biology**  
January 2026

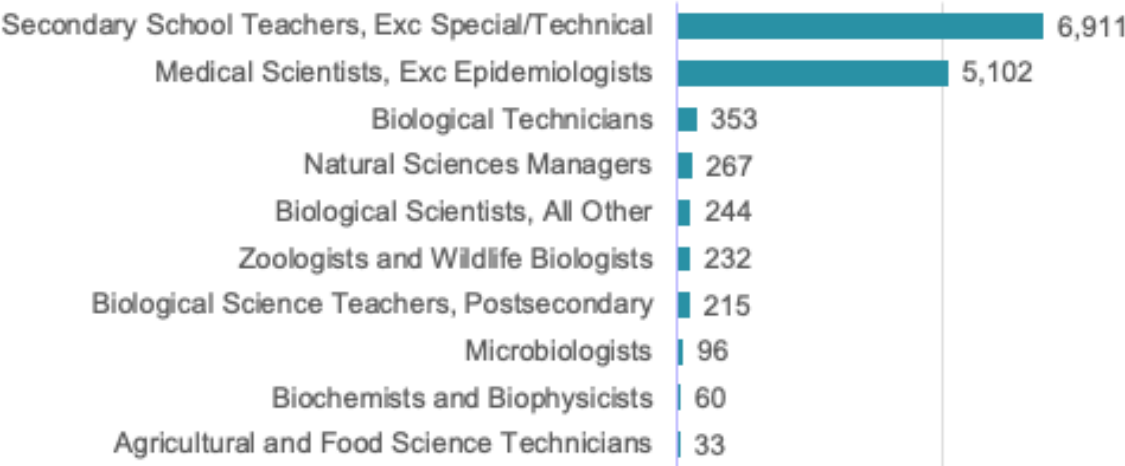


Source: Gray DI's Job Postings Dashboard – Direct Prep

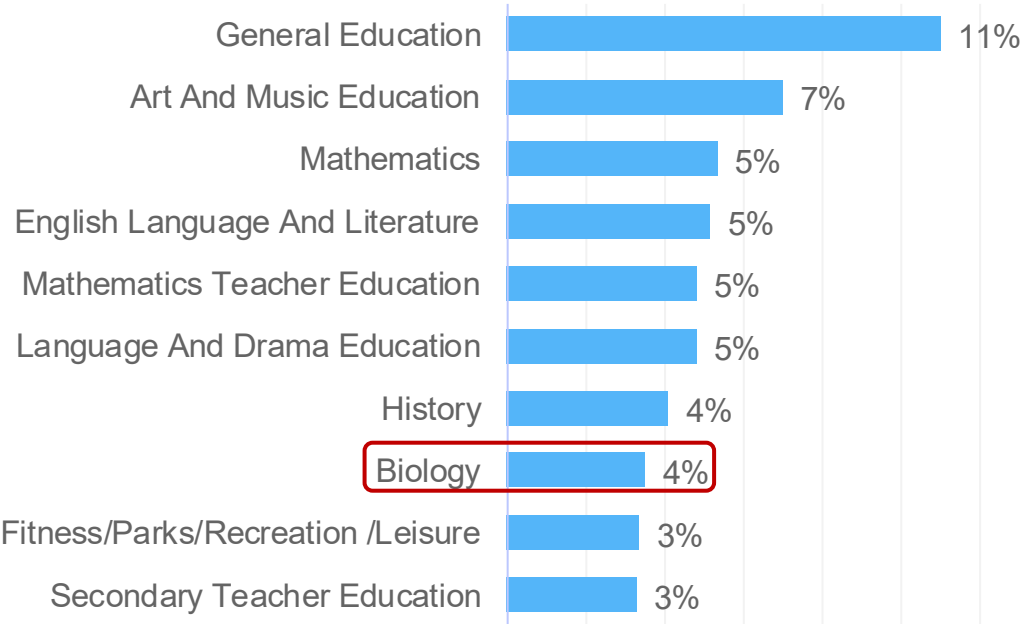


According to the US Census, 4% of Secondary School Teachers were Biology majors.

Direct Prep Job Postings, Biology  
January 2026



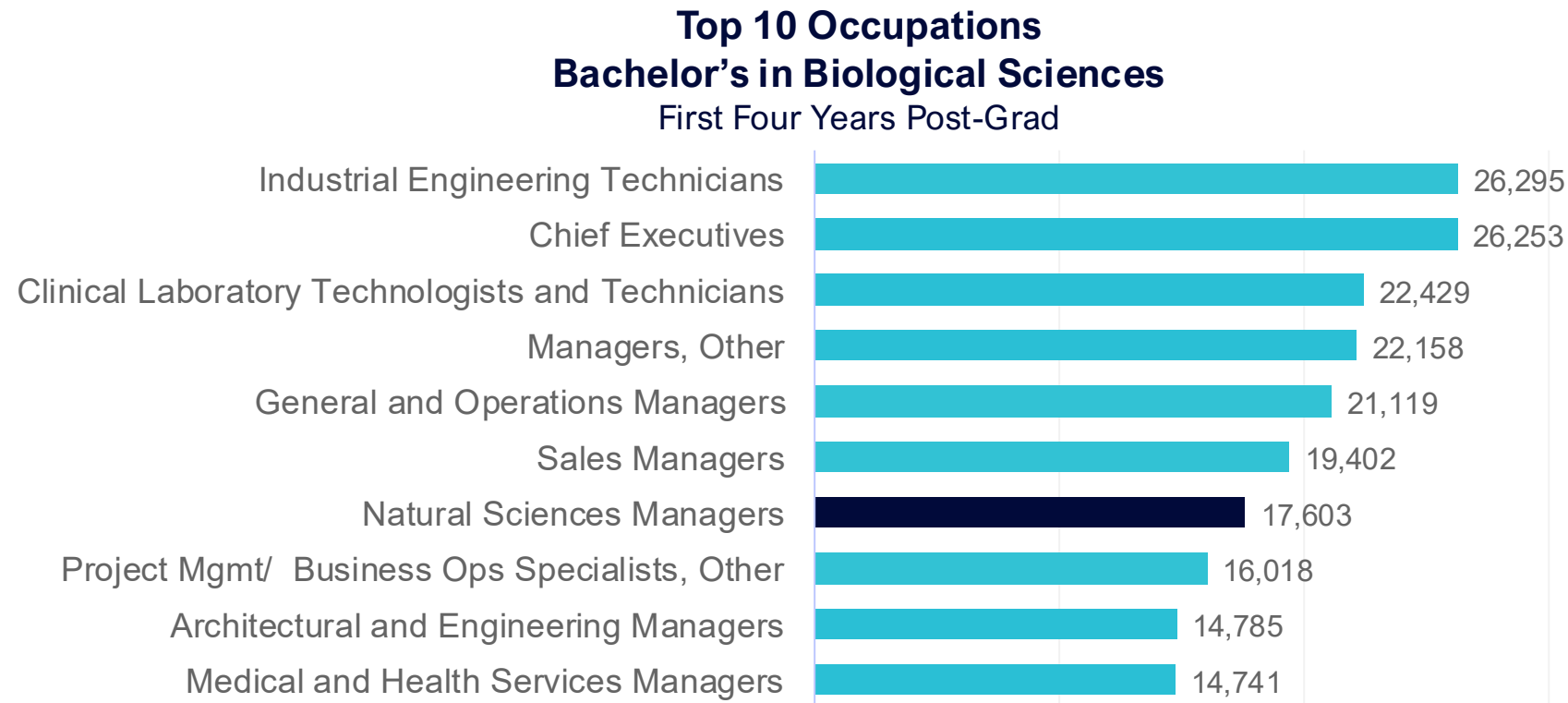
Top 10 Field of Degrees:  
Secondary School Teachers



Source: Gray DI's Job Postings Dashboard – Direct Prep and US Census American Community Survey

Data on more than 541,000 graduates with a Bachelor's in Biology shows 780 occupations.

Of the top 10 occupations they go into, only one appears in the direct prep crosswalks.\*



**Direct Prep List** 1

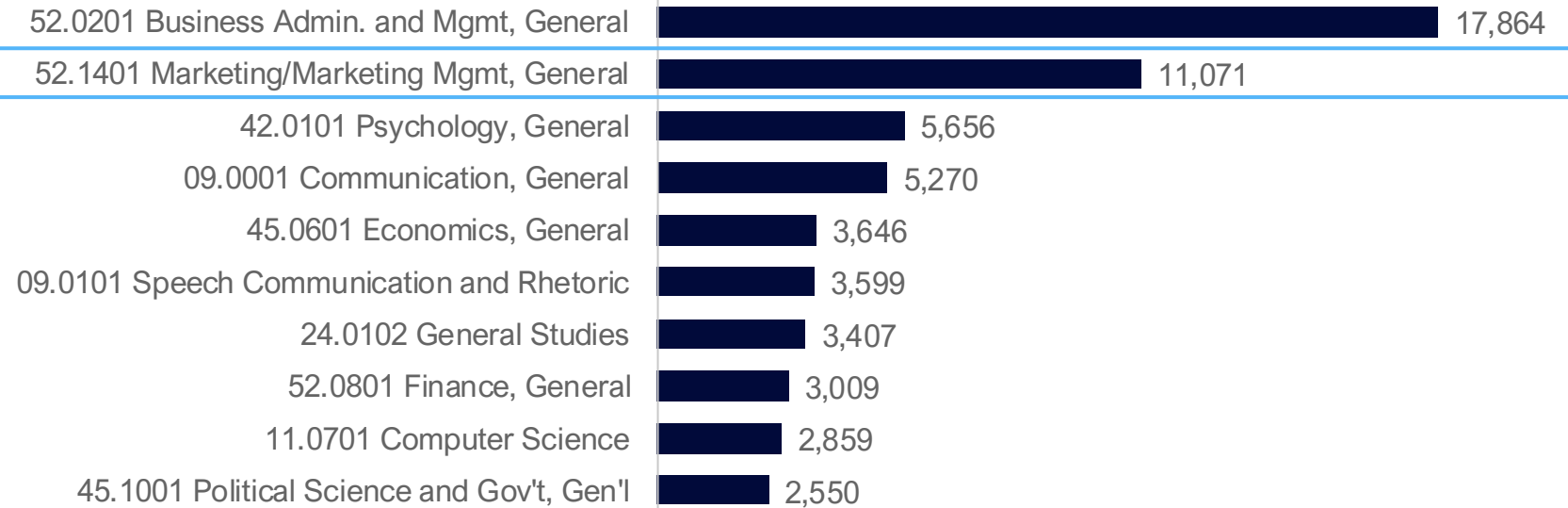
\*These individuals have no graduate degree.

**Graduates from many programs compete for the same jobs.**

**Job counts need to be proportionally allocated, or they will be vastly overstated.**

**Job Postings for Marketing Managers (SOC 11-2021)**  
 Proportional Share of Postings by Program – Top Programs

**119,000 job  
postings**







**In addition to what students typically go into, you want to understand what they do when they enter the workforce.**

One way to define this is by the first 4 years or first few jobs after graduation or “entry”.

### Bachelor's in Cyber Security Graduate Profession Profiles – First Three Jobs after Graduation

| Industry                            | Total  | ↓ | 1      | 2     | 3     |
|-------------------------------------|--------|---|--------|-------|-------|
|                                     | 12,879 |   | 12,514 | 5,969 | 2,943 |
| Information Technology And Services | 3,862  |   | 2,862  | 1,391 | 651   |
| Defense & Space                     | 1,225  |   | 916    | 370   | 164   |
| Computer & Network Security         | 996    |   | 649    | 351   | 184   |
| Financial Services                  | 983    |   | 648    | 331   | 176   |
| Computer Software                   | 946    |   | 584    | 338   | 167   |
| Hospital & Health Care              | 766    |   | 524    | 249   | 124   |
| Management Consulting               | 652    |   | 388    | 213   | 120   |

| Gray SOC Title                                                  | Total  | ↓ | 1      | 2     | 3     |
|-----------------------------------------------------------------|--------|---|--------|-------|-------|
|                                                                 | 13,319 |   | 13,319 | 6,333 | 3,108 |
| 15-1299 Computer Occupations, All Other                         | 2,746  |   | 1,642  | 896   | 440   |
| 15-1212 Information Security Analysts                           | 2,701  |   | 1,841  | 882   | 357   |
| 15-1232 Computer User Support Specialists                       | 1,975  |   | 1,474  | 594   | 256   |
| 13-1198 Project Mgmt and Business Operations Specialists, Other | 1,206  |   | 683    | 355   | 193   |
| 15-1244 Network and Computer Systems Administrators             | 848    |   | 527    | 231   | 124   |
| 15-1256 Software Development and Software QA Analysts & Testers | 840    |   | 509    | 263   | 147   |
| 11-3021 Computer and Information Systems Managers               | 743    |   | 368    | 201   | 110   |

| Company Name                            | Total  | ↓ | 1      | 2     | 3     |
|-----------------------------------------|--------|---|--------|-------|-------|
|                                         | 13,313 |   | 13,313 | 6,329 | 3,105 |
| Booz Allen Hamilton                     | 237    |   | 150    | 83    | 38    |
| Northrop Grumman Corporation            | 146    |   | 105    | 45    | 18    |
| General Dynamics Information Technology | 139    |   | 82     | 45    | 20    |
| Leidos                                  | 132    |   | 76     | 46    | 20    |
| Saic                                    | 126    |   | 75     | 43    | 11    |
| Us Army                                 | 115    |   | 93     | 26    | 14    |
| United States Air Force                 | 110    |   | 95     | 35    | 13    |

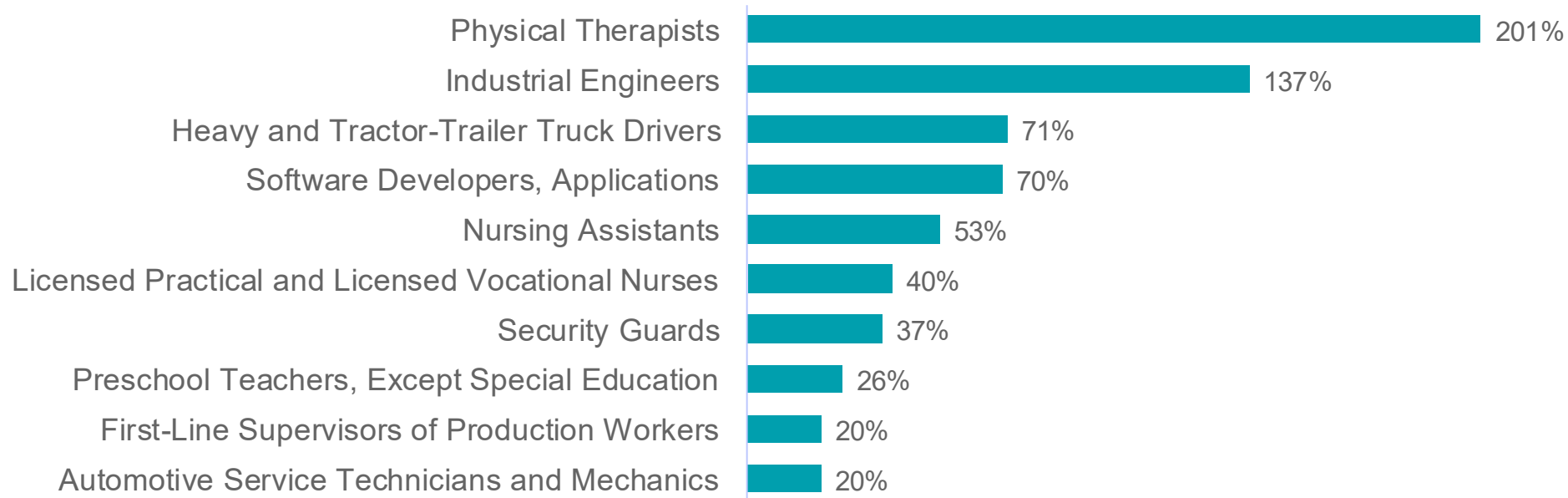
| Title                        | Total  | ↓ | 1      | 2     | 3     |
|------------------------------|--------|---|--------|-------|-------|
|                              | 13,319 |   | 13,319 | 6,333 | 3,108 |
| Cyber Security Analyst       | 382    |   | 256    | 98    | 41    |
| System Administrator         | 249    |   | 152    | 71    | 28    |
| Information Security Analyst | 248    |   | 155    | 74    | 17    |
| Cyber Security Engineer      | 220    |   | 120    | 67    | 22    |
| Security Analyst             | 178    |   | 122    | 41    | 13    |
| It Specialist                | 171    |   | 104    | 44    | 19    |
| Network Engineer             | 161    |   | 105    | 40    | 23    |



## Evaluating the growing jobs nationally and in your market will help identify potential for graduates.

### Fastest-Growing Job Postings by Occupation\*

January 2026



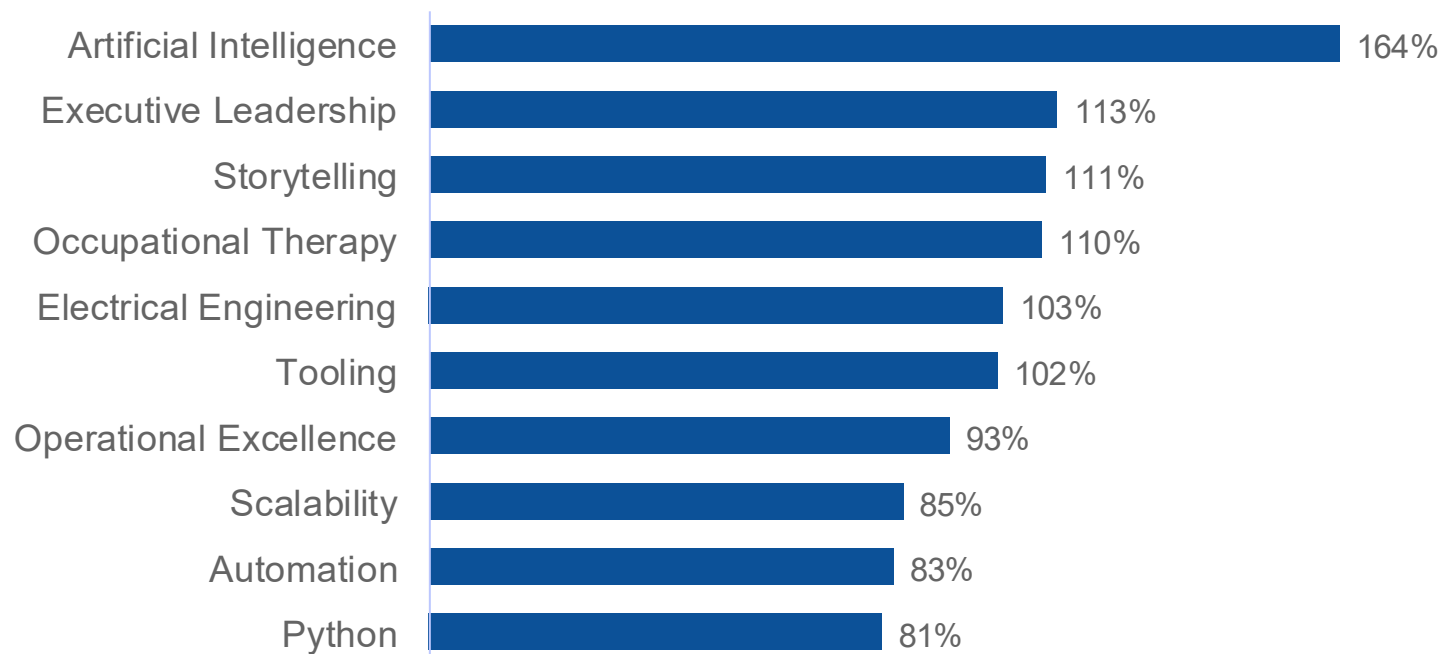
\*Minimum 8,000 postings volume



## Identifying the skills employers are demanding can support curriculum and program planning.

### 10 Fastest-Growing Skills Volume in Job Postings\*

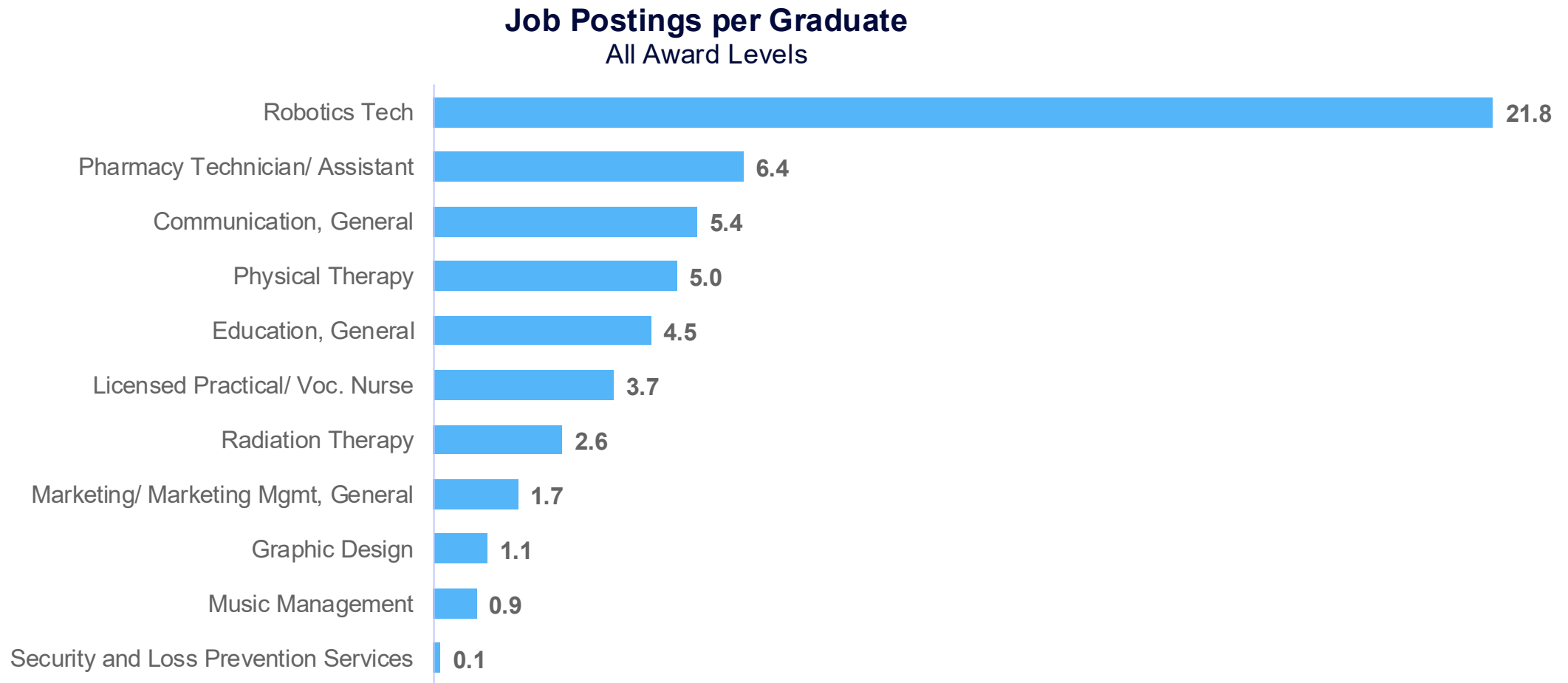
January 2026 Year-over-Year



\* Minimum 10,000 Skills



Programs compete not only for students but also jobs for their graduates.





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### Seeing in Action: Data Democratization and Workflows



## Poll 4

**How often do you evaluate the competition for the programs you offer?**

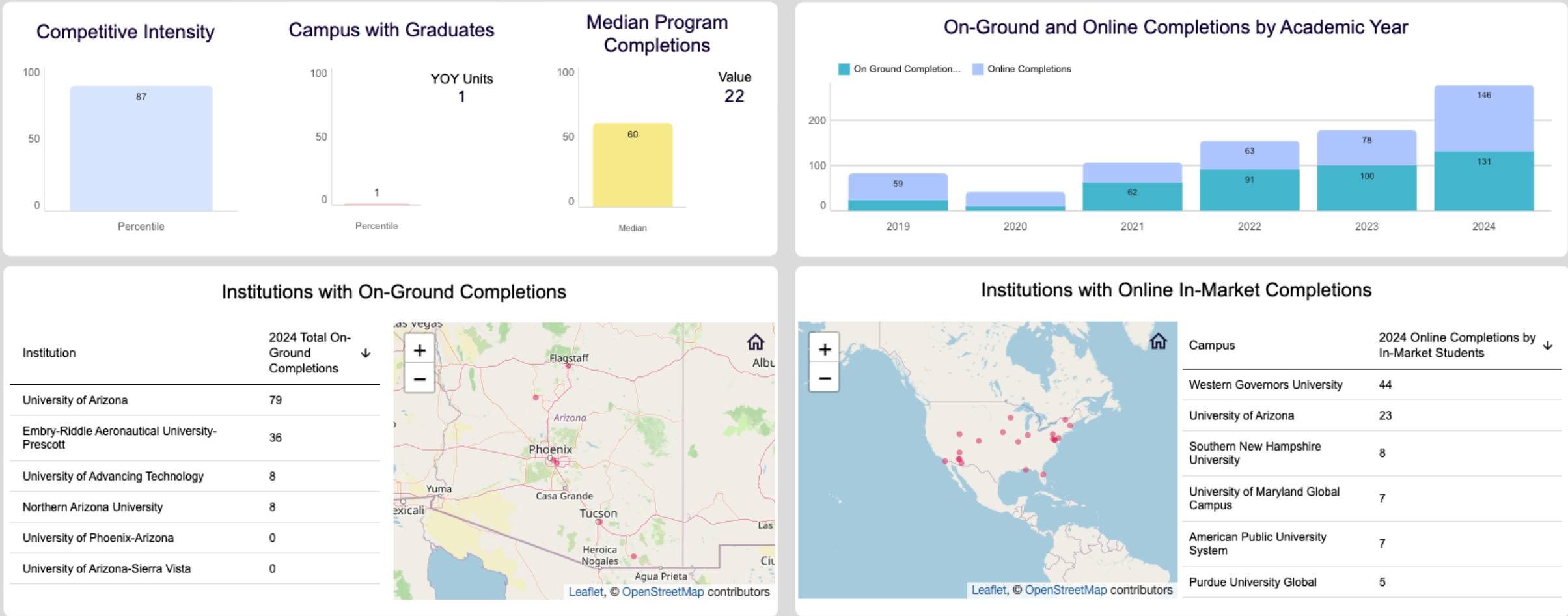
- A. For Every Program New and Current
- B. For Some Programs
- C. Just In New Program Proposals
- D. Not at all





# What institutions do the students in my market choose for their education?

Competitive Intensity: 11.1003 Cyber Security/ Info. Assurance , Bachelors in the Arizona market.

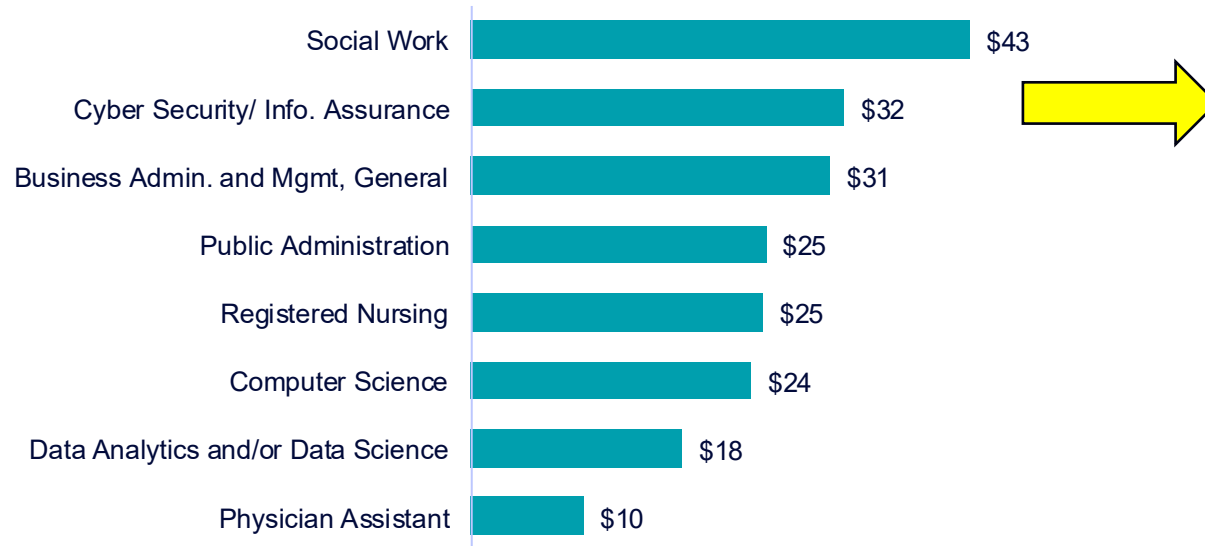




## How am I going to compete for students?

Higher cost per click is an indicator of more intense competition.

### Average Cost Per Click Google Ad Spend – Jan 2026

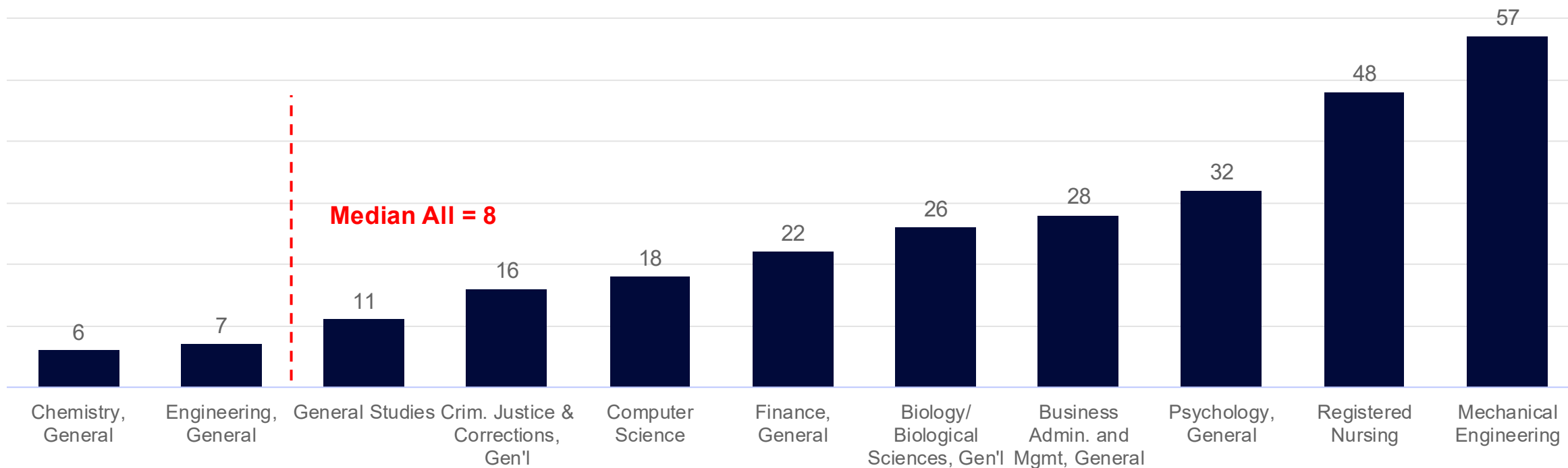


| Keyword                               | Weighted Average Cost Per Click |
|---------------------------------------|---------------------------------|
| cyber security schools                | \$60.11                         |
| cyber security online course          | \$53.90                         |
| cyber security associate's degree     | \$44.36                         |
| degree in computer security           | \$41.23                         |
| masters online cyber security         | \$38.90                         |
| cyber security program                | \$34.57                         |
| online cyber security degree          | \$32.30                         |
| bachelor's degree cyber security      | \$29.54                         |
| cyber security certification programs | \$26.97                         |
| cyber security certificate online     | \$26.77                         |
| ms in cyber security                  | \$25.87                         |
| cyber security certificate            | \$23.76                         |



**Median program size can help identify the potential completions for a new program, benchmark your current program, and market saturation.**

**2024 Median Program Size, Bachelor's Level**



**Median All = 8**



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### Taking Control: Data Democratization and Workflows



## Poll 5

**How well does your institution democratize data and standardize program evaluation criteria?**

- A. Full Integrated & Standardized
- B. Emerging Consistency
- C. Available Data
- D. We navigating blind



*“Data democratization means that **everybody has access to data** and there are no gatekeepers that create a bottleneck at the gateway to the data. It requires that we **accompany the access with an easy way for people to understand the data** so that they can use it to **expedite decision-making** and uncover opportunities for an [institution]. The goal is to have anybody use data at any time to make decisions with no barriers to access or understanding.” -Forbes*



#### Pros

- Expedited Decision-Making
- Empowers All Employees
- Uncovers New Opportunities
- Frees Up Data Experts
- Breaks Down Data Silos
- Competitive Advantage

#### Cons

- Data Integrity and Accuracy Risks
- Security and Privacy Concerns
- Potential for Misinformation
- Cultural Resistance
- Governance Challenges



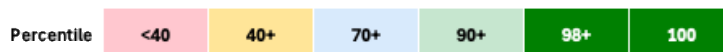
## Student Demand Metrics

### Volume and Growth

- All size metrics are in the highest percentiles for this program.
- Growth metrics are less favorable.
  - Google searches increased 32% year-over-year.
  - New enrollment was flat.
  - Completions fell 31%.



| Student Demand                                  |           | 98            |
|-------------------------------------------------|-----------|---------------|
| Score                                           | 28.3      | Percentile 98 |
| Criterion                                       | Value     | Pctl          |
| <u>Size</u>                                     | -         | -             |
| Google Search Volume (12 Months)*               | 3,703,930 | 98            |
| New Student Enrollment Volume (12 Mo.)          | 15,192    | 98            |
| On ground Completions at In Market Institutions | 5,434     | 95            |
| Online Completions by In Market Students        | 6,711     | 99            |
| Sum of On ground and Online Completions         | 12,145    | 98            |
| <u>Growth: Year-over-year Unit Change</u>       | -         | -             |
| Google Search YoY Change (Units)*               | 886,440   | 99            |
| New Student Enrollment Vol. YoY Change (Units)  | -44       | 11            |
| Completion Volume YoY Change (Units)            | 2,869     | 99            |
| <u>Growth: Year-over-year % Change</u>          | -         | -             |
| Google Search YoY Change (%)*                   | 32%       | 81            |
| New Student Enrollment Vol. YoY Change (%)      | -0%       | 49            |
| Completion Volume YoY Change (%)                | 31%       | 89            |
| <u>Size: International Demand</u>               | -         | -             |
| International Page Views (12 Months)            | 11,538    | 99            |





## Employment Metrics

Understand what graduates do when they enter the workforce as well as if they move on to advanced education.

- Current entry-level job postings are high.
- Underemployment is below average.
- Entry wages are fair.
- 20% of graduates go on to get a graduate degree.

### Employment

94

Score 27.6    Percentile 94

| Criterion                              | Value     | Pctl |
|----------------------------------------|-----------|------|
| <u>Size: Entry Jobs</u>                | -         | -    |
| Job Postings Total (12 Months)         | 27,385    | 98   |
| BLS Current Employment                 | 127,353   | 98   |
| BLS Annual Job Openings                | 10,862    | 98   |
| <u>Growth: Entry Jobs</u>              | -         | -    |
| BLS 1 Year Historical Growth           | 1%        | 17   |
| BLS 3 Year Historic Growth (CAGR)      | 3%        | 25   |
| BLS 10 Year Future Growth (CAGR)       | 1.1%      | 96   |
| <u>Saturation: Entry Jobs</u>          | -         | -    |
| Job Postings per Graduate              | 2.3       | 92   |
| BLS Job Openings per Graduate          | 0.9       | 83   |
| <u>Weighted-Avg BLS Wages</u>          | -         | -    |
| Entry 25th Percentile                  | \$71,511  | 87   |
| Post Entry Median                      | \$86,190  | 57   |
| Post Entry w Associates Median         |           | 0    |
| Post Entry w Bachelors Median          | \$84,675  | 66   |
| Post Entry w Masters Median            | \$109,823 | 68   |
| Post Entry w Doctoral Median           |           | 0    |
| <u>Underemployed</u>                   | -         | -    |
| Underemployed Percent of Graduates**   | 25%       | 96   |
| <u>ACS Bachelor's Degree Outcomes*</u> | -         | -    |
| % with Any Graduate Degree*            | 20%       | 15   |
| % with Masters*                        | 18%       | 25   |
| % with Doct Prof Degree*               | 3%        | 17   |
| % Unemp. (Age <30)**                   | 3%        | 35   |
| % in Direct Prep. Jobs*                | 49%       | 95   |

Percentile

&lt;40

40+

70+

90+

98+

100



## Competition Metrics

- 256 campuses offer this program in the US.
  - 101 national online institutions graduate.
- Median program completions are above average and increased year-over-year.
- Marketing expenses are high.



### Competition

78

Score 9.9      Percentile 78

| Criterion                                     | Value | Pctl |
|-----------------------------------------------|-------|------|
| <u>Volume of In-Market Competition</u>        |       |      |
| Campuses with Graduates**                     | 254   | 5    |
| Campuses with Grads YoY Change (Units)**      | 28    | 1    |
| Institutions with Online In Market Students** | 101   | 2    |
| <u>In-Market Programs</u>                     |       |      |
| Average Program Completions                   | 20    | 74   |
| Median Program Completions                    | 11    | 71   |
| YoY Median Prog. Compl. Change (Units)        | 2     | 87   |
| YoY Median Prog. Compl. Change (%)            | 22%   | 82   |
| <u>In-Market Saturation</u>                   |       |      |
| Google Search * Cost per Click**              | 31    | 2    |
| Google Competition Index**                    | 0.5   | 21   |
| <u>National Online Competition</u>            |       |      |
| National Online Institutions (Units)**        | 102   | 2    |
| Nat'l Online % of Institutions                | 32%   | 91   |
| Nat'l Online % of Completions                 | 55%   | 94   |

Percentile

&lt;40

40+

70+

90+

98+

100





Organizing the pieces into a summary allows for quickly sort and compare programs, while gaining context for relative market opportunity.

| Program                                             | Overall Score | Student Demand | Jobs | Competitive Intensity |
|-----------------------------------------------------|---------------|----------------|------|-----------------------|
| 52.0203 Logistics, Materials, and Supply Chain Mgmt | 98            | 99             | 92   | 85                    |
| 52.0301 Accounting                                  | 98            | 98             | 96   | 82                    |
| 52.0801 Finance, General                            | 98            | 98             | 95   | 79                    |
| 11.1003 Cyber Security/ Info. Assurance             | 98            | 98             | 94   | 78                    |
| 40.0801 Physics, General                            | 98            | 96             | 95   | 90                    |
| 14.0101 Engineering, General                        | 98            | 96             | 96   | 83                    |
| 14.4701 Electrical and Computer Eng'g               | 98            | 96             | 96   | 81                    |
| 14.0701 Chemical Engineering                        | 98            | 95             | 93   | 94                    |
| 27.0501 Statistics, General                         | 98            | 94             | 99   | 76                    |
| 52.1201 Management Info. Systems, General           | 98            | 94             | 98   | 78                    |

Percentile

<40

40+

70+

90+

98+

100

Source: Gray DI's PES Markets



## Standardizing your reports for your program evaluation workflows will enable better understanding and adoption – ultimately leading to better and more informed decisions.

### Program Overview: 11.1003 Cyber Security/ Info. Assurance

A program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation, auditing, and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system auditing and design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting.

#### Report Parameters

Award Level: Bachelors  
Market: National  
Rubric: On-ground

#### Total Score

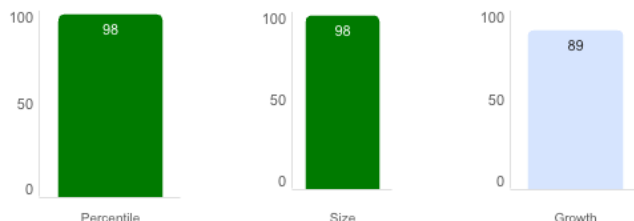


Percentile: Compares the selected program to all others in the data for the selected Award Level, Market, and Rubric. For example, a 90th percentile score means the program performed better than 90% of its competitors.

#### Award Level Summary

| Award Level                   | Enrollment % | Completions % | Completions % National |
|-------------------------------|--------------|---------------|------------------------|
| Certificate                   | 8            | 27            | 27                     |
| Associates                    | 29           | 16            | 16                     |
| Bachelors                     | 33           | 31            | 31                     |
| Postbaccalaureate Certificate | 1            | 4             | 4                      |
| Masters                       | 27           | 21            | 21                     |
| Post-masters Certificate      | 2            | 0             | 0                      |
| Doctoral                      | 1            | 0             | 0                      |

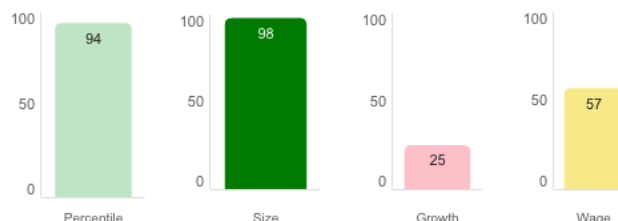
#### Student Demand



Size: Number of annual conferred degrees from IPEDS for On-ground Students in Market and Online Students In-Market.

Growth: The year-over-year unit and percentage change in number of completions.

#### Employment

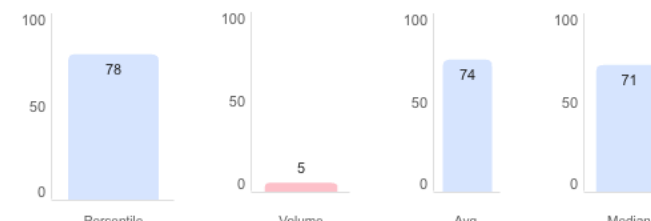


Size: Bureau of Labor Statistics (BLS) estimate of the number of people employed in-market in occupations matched to each academic program based on actual graduate employment within 4 years after program completion.

Growth: BLS' 3-year historic growth trends (Compound Annual Growth Rate) in relevant employment.

Wages: Weighted-Average median wages for occupations held by program graduates 5 or more years after program completion, regardless of future degree attainment, by geography, as reported by BLS.

#### Competitive Intensity



Volume: The total number of competitors reporting IPEDS completions located in the market selected. Note: The lower the percentile, the higher the number of institutions.

Avg: Average Completions by Local Institution: Total in-market on-campus completions / local institutions with graduates.

Median: Median Completions by Local Institution: Size of 50th-percentile on-campus program in the market.



Comprehensive  
one-page  
snapshots allows  
for efficient review  
across all  
programs.

## 11.1003 Cyber Security/ Info. Assurance

Report Parameters

Award Level: **Bachelors**Market: **National**Rubric: **On-ground**

## Overall Score

98

Score 65.7 Percentile 98

## Student Demand

98

Score 28.3 Percentile 98

| Criterion                                       | Value     | Pctl |
|-------------------------------------------------|-----------|------|
| <u>Size</u>                                     | -         | -    |
| Google Search Volume (12 Months)*               | 3,703,930 | 98   |
| New Student Enrollment Volume (12 Mo.)          | 15,192    | 98   |
| On ground Completions at In Market Institutions | 5,434     | 95   |
| Online Completions by In Market Students        | 6,711     | 99   |
| Sum of On ground and Online Completions         | 12,145    | 98   |
| <u>Growth: Year-over-year Unit Change</u>       | -         | -    |
| Google Search YoY Change (Units)*               | 886,440   | 99   |
| New Student Enrollment Vol. YoY Change (Units)  | -44       | 11   |
| Completion Volume YoY Change (Units)            | 2,869     | 99   |
| <u>Growth: Year-over-year % Change</u>          | -         | -    |
| Google Search YoY Change (%)*                   | 32%       | 81   |
| New Student Enrollment Vol. YoY Change (%)      | -0%       | 49   |
| Completion Volume YoY Change (%)                | 31%       | 89   |
| <u>Size: International Demand</u>               | -         | -    |
| International Page Views (12 Months)            | 11,538    | 99   |

|  | Award Level                   | Enrollment % | Completions % | Completions % National |
|--|-------------------------------|--------------|---------------|------------------------|
|  | Certificate                   | 8            | 27            | 27                     |
|  | Associates                    | 29           | 16            | 16                     |
|  | Bachelors                     | 33           | 31            | 31                     |
|  | Postbaccalaureate Certificate | 1            | 4             | 4                      |
|  | Masters                       | 27           | 21            | 21                     |
|  | Post-masters Certificate      | 2            | 0             | 0                      |

A program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation, auditing, and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system auditing and design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting.

## Employment

94

Score 27.6 Percentile 94

| Criterion                              | Value     | Pctl |
|----------------------------------------|-----------|------|
| <u>Size: Entry Jobs</u>                | -         | -    |
| Job Postings Total (12 Months)         | 27,385    | 98   |
| BLS Current Employment                 | 127,353   | 98   |
| BLS Annual Job Openings                | 10,862    | 98   |
| <u>Growth: Entry Jobs</u>              | -         | -    |
| BLS 1 Year Historical Growth           | 1%        | 17   |
| BLS 3 Year Historic Growth (CAGR)      | 3%        | 25   |
| BLS 10 Year Future Growth (CAGR)       | 1.1%      | 96   |
| <u>Saturation: Entry Jobs</u>          | -         | -    |
| Job Postings per Graduate              | 2.3       | 92   |
| BLS Job Openings per Graduate          | 0.9       | 83   |
| <u>Weighted-Avg BLS Wages</u>          | -         | -    |
| Entry 25th Percentile                  | \$71,511  | 87   |
| Post Entry Median                      | \$86,190  | 57   |
| Post Entry w Associates Median         |           | 0    |
| Post Entry w Bachelors Median          | \$84,675  | 66   |
| Post Entry w Masters Median            | \$109,823 | 68   |
| Post Entry w Doctoral Median           |           | 0    |
| <u>Underemployed</u>                   | -         | -    |
| Underemployed Percent of Graduates**   | 25%       | 96   |
| <u>ACS Bachelor's Degree Outcomes*</u> | -         | -    |
| % with Any Graduate Degree*            | 20%       | 15   |
| % with Masters*                        | 18%       | 25   |
| % with Doct Prof Degree*               | 3%        | 17   |
| % Unemp. (Age < 30)**                  | 3%        | 35   |
| % in Direct Prep Jobs*                 | 49%       | 95   |

## Competition

78

Score 9.9 Percentile 78

| Criterion                                     | Value | Pctl |
|-----------------------------------------------|-------|------|
| <u>Volume of In-Market Competition</u>        | -     | -    |
| Campuses with Graduates**                     | 254   | 5    |
| Campuses with Grads YoY Change (Units)**      | 28    | 1    |
| Institutions with Online In Market Students** | 101   | 2    |
| <u>In-Market Programs</u>                     | -     | -    |
| Average Program Completions                   | 20    | 74   |
| Median Program Completions                    | 11    | 71   |
| YoY Median Prog. Compl. Change (Units)        | 2     | 87   |
| YoY Median Prog. Compl. Change (%)            | 22%   | 82   |
| <u>In-Market Saturation</u>                   | -     | -    |
| Google Search * Cost per Click**              | 31    | 2    |
| Google Competition Index**                    | 0.5   | 21   |
| <u>National Online Competition</u>            | -     | -    |
| National Online Institutions (Units)**        | 102   | 2    |
| Nat'l Online % of Institutions                | 32%   | 91   |
| Nat'l Online % of Completions                 | 55%   | 94   |

| Cost Benchmarking National   | Value | F |
|------------------------------|-------|---|
| Average Cost per SCH Index** | 0.83  |   |
| Median Cost per SCH Index**  | 0.84  |   |

## Footnotes

\* - Google search do not filter by award level.  
\*\* - Percentiles are displayed in reverse (100% minus the percentile).  
Pctl - Percentile  
ACS - American Community Survey.



## Automate summaries of the one-page snapshots for more efficient and better understanding of the data.

The program demonstrates strong student demand and employment prospects but faces intense competition.

### Overview

National Completions stand at 12,145, ranking in the 98th percentile. The program's greatest strengths lie in its high Google Search Volume and robust New Student Enrollment Volume, both ranking in the 98th percentile. However, the program's weakness is its intense competitive intensity, with Campuses with Graduates and Institutions with Online In-Market Students both ranking in the 5th and 2nd percentiles, respectively.

### Student Demand

The program exhibits strong student demand, with a Google Search Volume of 3,703,930, ranking in the 98th percentile. This is further supported by a significant Google Search YoY Unit Change of 886,440, placing it in the 99th percentile. However, New Student Enrollment Volume YoY Unit Change shows a decline of 44, ranking in the 11th percentile, which is a concern. Despite this, the New Student Enrollment Volume remains high at 15,192, also ranking in the 98th percentile. The program's Completion Volume YoY Unit Change is 2,869, ranking in the 99th percentile, indicating a positive trend in completions.

### Employment

The program shows promising employment prospects with an Entry Level Salary of \$71,511, ranking in the 87th percentile. Job Postings per Graduate stand at 2.3, ranking in the 92nd percentile, indicating a healthy job market for graduates. However, the BLS 1-Year Historical Growth is only 1%, ranking in the 17th percentile, which is relatively low. The Underemployed Percent of Graduates is 25%, ranking in the 96th percentile, suggesting a high volume of underemployed graduates. Despite this, Job Postings are high at 27,385, ranking in the 98th percentile, and BLS Current Employment is 127,353, also ranking in the 98th percentile.

### Competitive Intensity

The program faces intense competition with Campuses with Graduates at 254, ranking in the 5th percentile. Institutions with Online In-Market Students are 101, ranking in the 2nd percentile, indicating a highly competitive landscape. The Google Search Cost per Click is \$31.00, ranking in the 2nd percentile, further emphasizing the competitive intensity. However, the National Online Percent of Institutions is 32%, ranking in the 91st percentile, and the National Online Percent of Completions is 55%, ranking in the 94th percentile, suggesting a strong online presence. The YoY Median Program Completions Percentage Change is 22%, ranking in the 82nd percentile, indicating growth despite the competition.



## Embedding workforce insights with the appropriate “program-specific” lens can support program and curriculum development.

### Workforce Insights: 11.1003 Cyber Security/ Info. Assurance , Bachelors in the National market.

#### Job Postings and Salaries by Occupation

The table ranks the top 15 graduate career paths by current job posting volume and their weighted average salaries.

| SOC and Title                                       | Postings<br>TTM | ↓ | Salaries   |
|-----------------------------------------------------|-----------------|---|------------|
| 15-1232 Computer User Support Specialists           | 9,586           |   | \$ 63,097  |
| 15-1244 Network and Computer Systems Administrators | 2,304           |   | \$ 86,795  |
| 15-1212 Information Security Analysts               | 1,821           |   | \$ 127,306 |
| 15-1256 Software Developers, Applications           | 1,692           |   | \$ 123,970 |
| 15-1299 Computer Occupations, All Other             | 1,651           |   | \$ 111,639 |
| 15-1211 Computer Systems Analysts                   | 1,091           |   | \$ 108,352 |
| 11-1021 General and Operations Managers             | 989             |   | \$ 87,190  |
| 13-1198 Project Management Specialists              | 898             |   | \$ 80,308  |
| 11-3021 Computer and Information Systems Managers   | 545             |   | \$ 110,606 |
| 11-2021 Marketing Managers                          | 260             |   | \$ 112,567 |
| 13-1111 Management Analysts                         | 256             |   | \$ 98,135  |

#### Technical Skills listed in Job Postings

The word cloud highlights the technical skills that appear most frequently in the job postings.



#### Durable Skills listed in Job Postings

The word cloud highlights the durable skills that appear most frequently in the job postings.



Student  
ROI

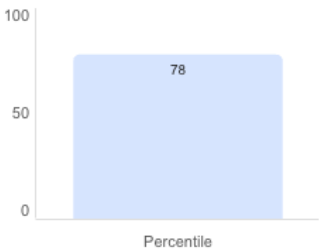




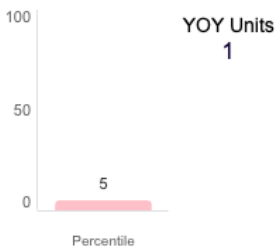
Keeping a pulse on the competition is more crucial now than ever before.

Competitive Intensity: 11.1003 Cyber Security/ Info. Assurance , Bachelors in the National market.

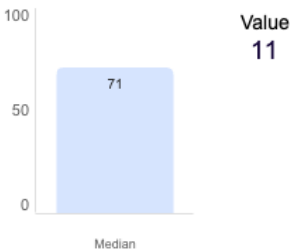
Competitive Intensity



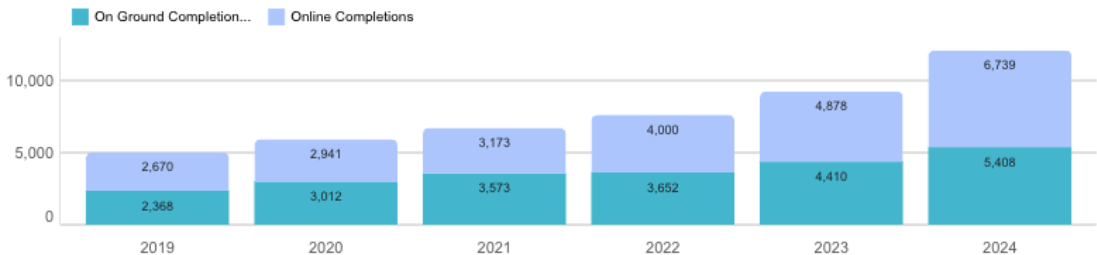
Campus with Graduates



Median Program Completions

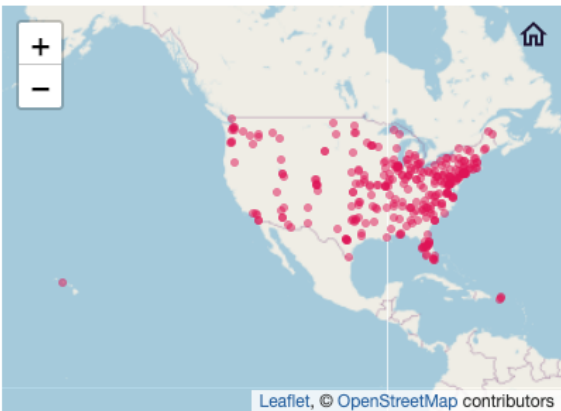


On-Ground and Online Completions by Academic Year

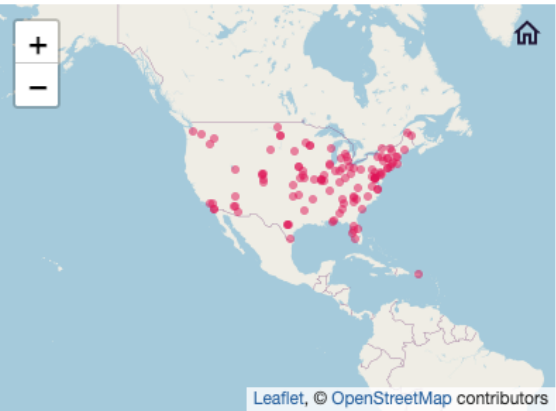


Institutions with On-Ground Completions

| Institution                               | 2024 Total On-Ground Completions |
|-------------------------------------------|----------------------------------|
| Pennsylvania State University-Main Campus | 272                              |
| CUNY John Jay College of Criminal Justice | 193                              |
| Purdue University-Main Campus             | 144                              |
| The University of Texas at San Antonio    | 133                              |
| Old Dominion University                   | 128                              |
| University of South Florida               | 124                              |
| Collin College                            | 123                              |



Institutions with Online In-Market Completions



| Campus                                 | 2024 Online Completions by In-Market Students |
|----------------------------------------|-----------------------------------------------|
| Western Governors University           | 2,216                                         |
| University of Maryland Global Campus   | 758                                           |
| Southern New Hampshire University      | 538                                           |
| American Public University System      | 347                                           |
| Purdue University Global               | 336                                           |
| The University of Texas at San Antonio | 286                                           |



## Taking Charge: Embedding Strategy into Your Workflow

### Phase 1: Democratize the Intelligence

- **Remove Gatekeepers:** Direct access for Deans, Department Heads, Etc.
- **Support Understanding:** Easy to understand summaries (text and snapshots)
- **Scale Knowledge:** Periodic institution-wide training

### Phase 2: Systematize the Evaluation

- **Standardize the View:** Use consistent "Scorecards"
- **Focus on Efficiency:** Automate reporting & AI insights
- **Ensure Availability:** Ready when needed, not weeks from a request

### Phase 3: Operationalize with Accountability

- **Mandate Annual Reviews:** Integrate data into every cycle
- **Validate New Proposals:** Student and Institution ROI
- **Active Governance:** Align portfolios with institutional ROI



**In summary, the market data is a critical tool for navigating the higher-ed rapids.**

**It provides external perspective on the market for your academic programs and new programs.**

Specifically, it will help you answer the questions like:

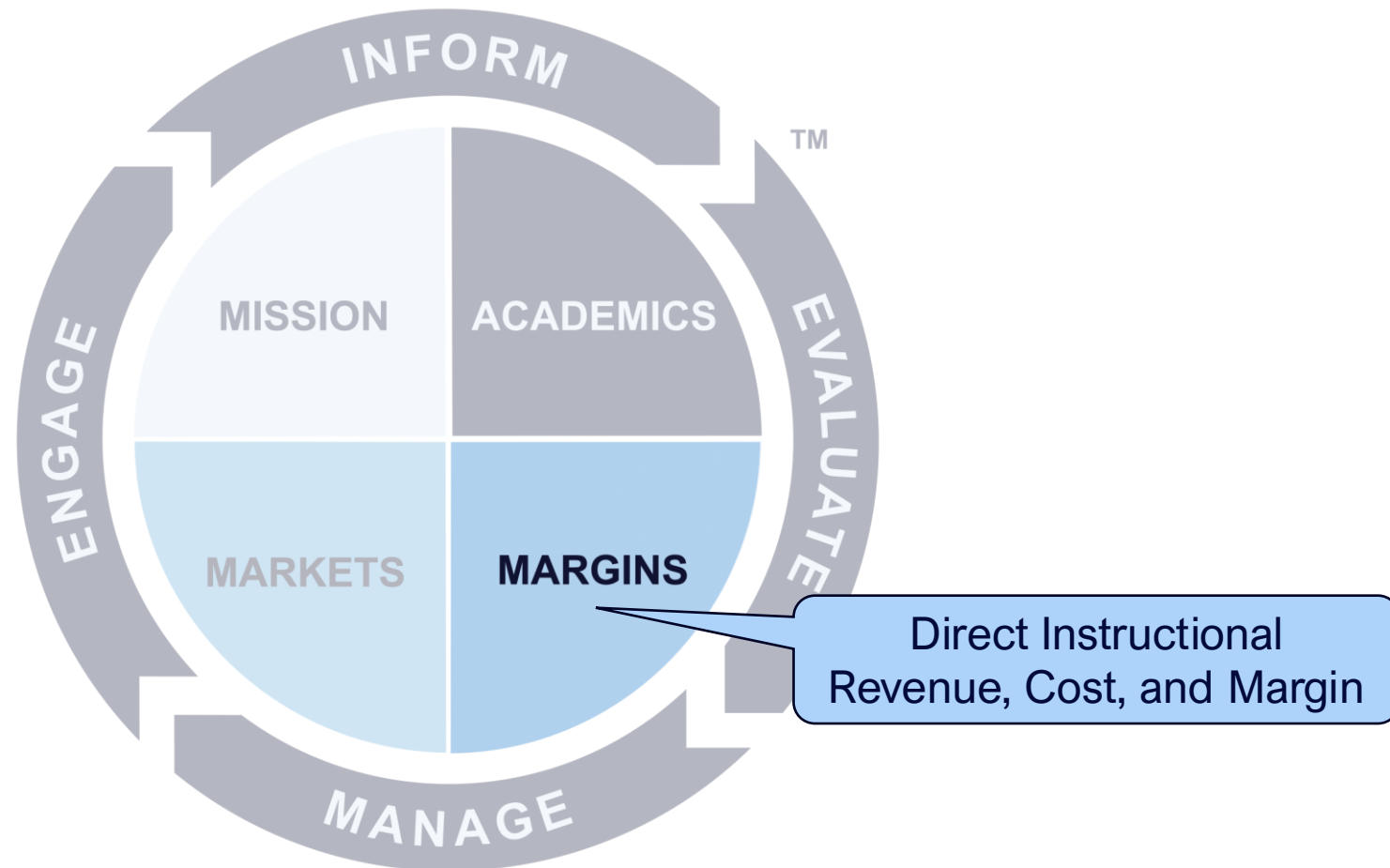
- How is my program performing relative to the market?
- How are other institutions performing and what are they offering?
- What programs are growing, shrinking, or flat?
- What is the outcome potential for graduate employment or continuing to advanced education?
- Where do I spend marketing resources programmatically, geographically, or internationally?
- When identifying new programs, where do you start and how do you validate new ideas before committing resources?
- **Where are my resources going to get the highest ROI for our students and the institution?**

***The goal is to democratize market data so decision-makers can access and understand it to make more informed decisions.***





**Next week, you will learn about program and course economics.**





# Next up in our Master Class Series

All classes are from 2 -3 PM ET.

| Date            | Topic                                      |
|-----------------|--------------------------------------------|
| Tues., March 10 | Higher Education in the Roaring 20s        |
| Tues, March 17  | Market Demand for Academic Programs        |
| Tues, March 24  | Program Economics and Outcomes             |
| Tues, March 31  | Predict Program Size and Remix             |
| Tues, April 7   | Innovations in Academic Program Evaluation |

## Demand Trends Monthly Webinar

March 26th  
2 PM ET

