

Shaping Program Development Strategy

Collaborative Study Key Findings

Eduventures 2012 Annual Member Meeting
June 12, 2012

Agenda

- **Rationale for Today's Session**
- **Key Findings**
 - *The Higher Education Market in 2012*
 - *A Look into the Future*
- **Program Prioritization Framework and Discussion**

The goal of this research is to assist leaders of adult serving institutions in considering program development opportunities for the future

What are new and emerging occupations that might increase demand for education?

What disciplines offer strong growth prospects over the next decade?

Is our program portfolio aligned with the needs of the labor market?



This research examined the relationship between employment demand and programmatic trends in higher education. And specifically, what can the past 20 years tell us about the next decade?

- *What are the main programmatic trends in higher education over the past 20 years?*
- *Looking ahead to the next decade, what disciplines offer strong growth prospects? Why?*
- *How can your institution approach the new program development process effectively and systematically?*

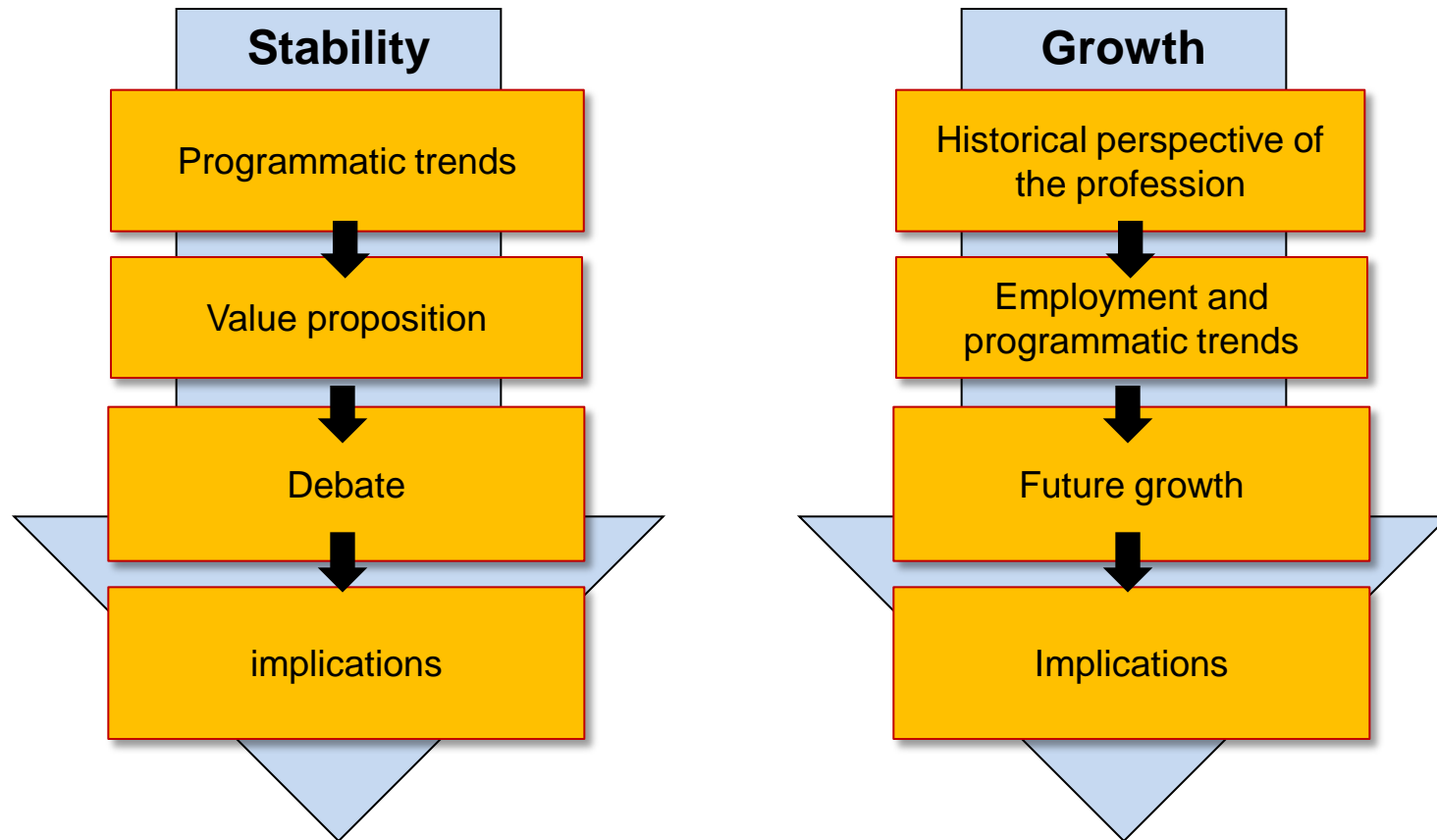


The following 11 disciplines were selected for detailed examination

| Credential Level | Examined Area of Study/Discipline | Rationale for Inclusion | Rank (# Conferrals) | | |
|-------------------------|---|-------------------------|---------------------|------|------|
| | | | 1990 | 2000 | 2010 |
| Associate's | Liberal Arts and Sciences | Stability | 1 | 1 | 1 |
| Bachelor's; Master's | Business Administration and Management | Stability | 1 | 1 | 1 |
| Bachelor's | Psychology | Stability | 2 | 2 | 2 |
| | | | | | |
| Associate's | Medical/Clinical Assistant | Growth | 43 | 20 | 5 |
| Associate's | Health Information/Medical Records Technician | Growth | 43 | 57 | 29 |
| Bachelor's | Kinesiology/Exercise Science | Growth | 134* | 62 | 29 |
| Bachelor's | Registered Nursing/Registered Nurse | Growth | 8* | 7 | 3 |
| Bachelor's | Spanish Language and Literature | Growth | 42 | 37 | 25 |
| Master's | Creative Writing | Growth | 91 | 67 | 48 |
| Master's | Criminal Justice/Law Enforcement Administration | Growth | 145 | 87 | 44 |
| Master's | Educational/Instructional Technology | Growth | 82 | 50 | 39 |

* In 1992

Eduventures analyzed past trends to uncover patterns that will help CPE-LC and OHE-LC members understand what causes academic fields to *become/remain stable or grow*



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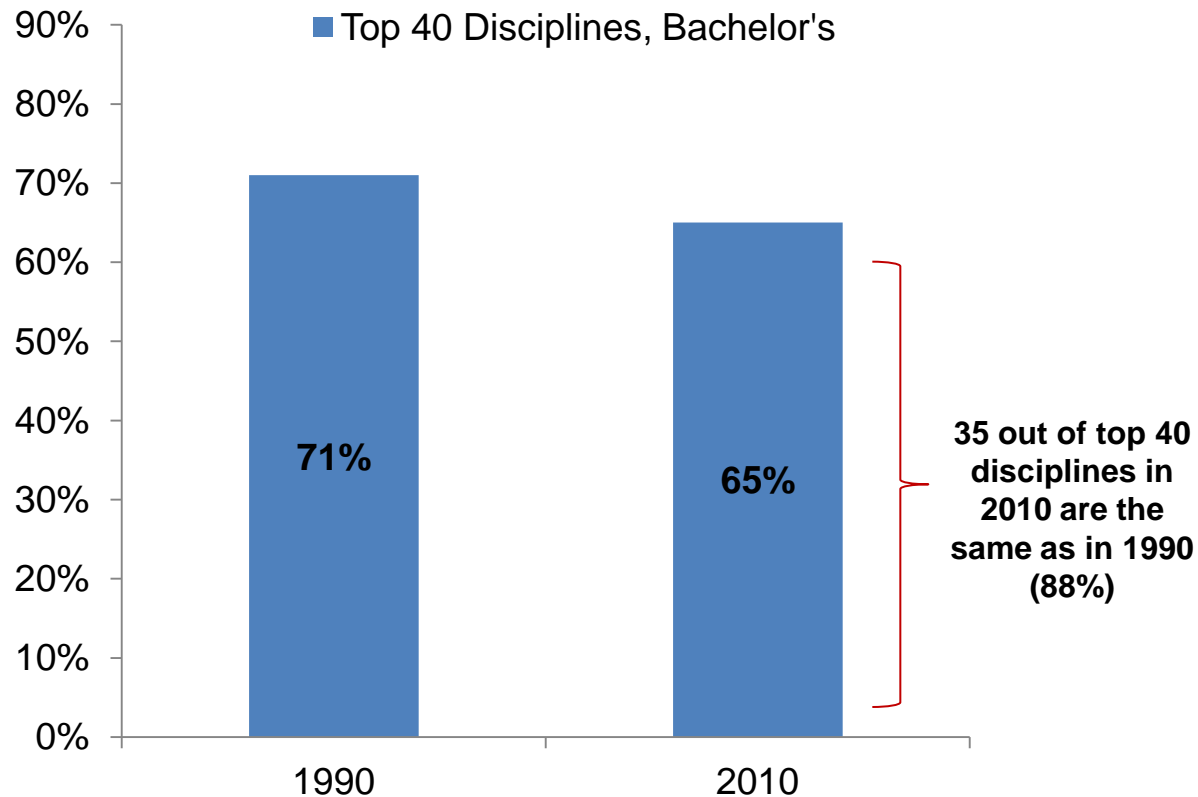
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Interest/demand for postsecondary education has increased tremendously over the past 20 years. Drivers of this phenomenon include:

- Demand for a more educated workforce
- Federal policy momentum in favor of higher education participation/completion

| Credential | 1990 Conferrals | 2010 Conferrals | Percent Change (1990-2010) |
|---|----------------------------|----------------------------|---|
| Associate's Degree | 468,884 | 876,681 | 87% |
| Bachelor's Degree | 1,062,728 | 1,756,771 | 65% |
| Master's Degree | 328,681 | 706,304 | 115% |
| <i>Average Growth Rate: 89%</i> | | | |
| <i>Average Growth Rate Among 11 Examined Cases: 382%</i> | | | |

Analysis of conferment data suggest that higher education programming over the past 20 years has been strikingly stable



- ***Business administration and psychology* are the most prominent disciplines at the bachelor's level**
- **New disciplines in 2010 (in top 40):** Spanish Language/Literature; Kinesiology and Exercise Science; Health and Physical Education; Anthropology; Criminal Justice/Law Enforcement Administration
- **Disciplines that have exited the top 40 in 2010:** Speech, Debate, and Forensics; Pharmacy; Radio/Television; Architecture; Special Education

Discussion

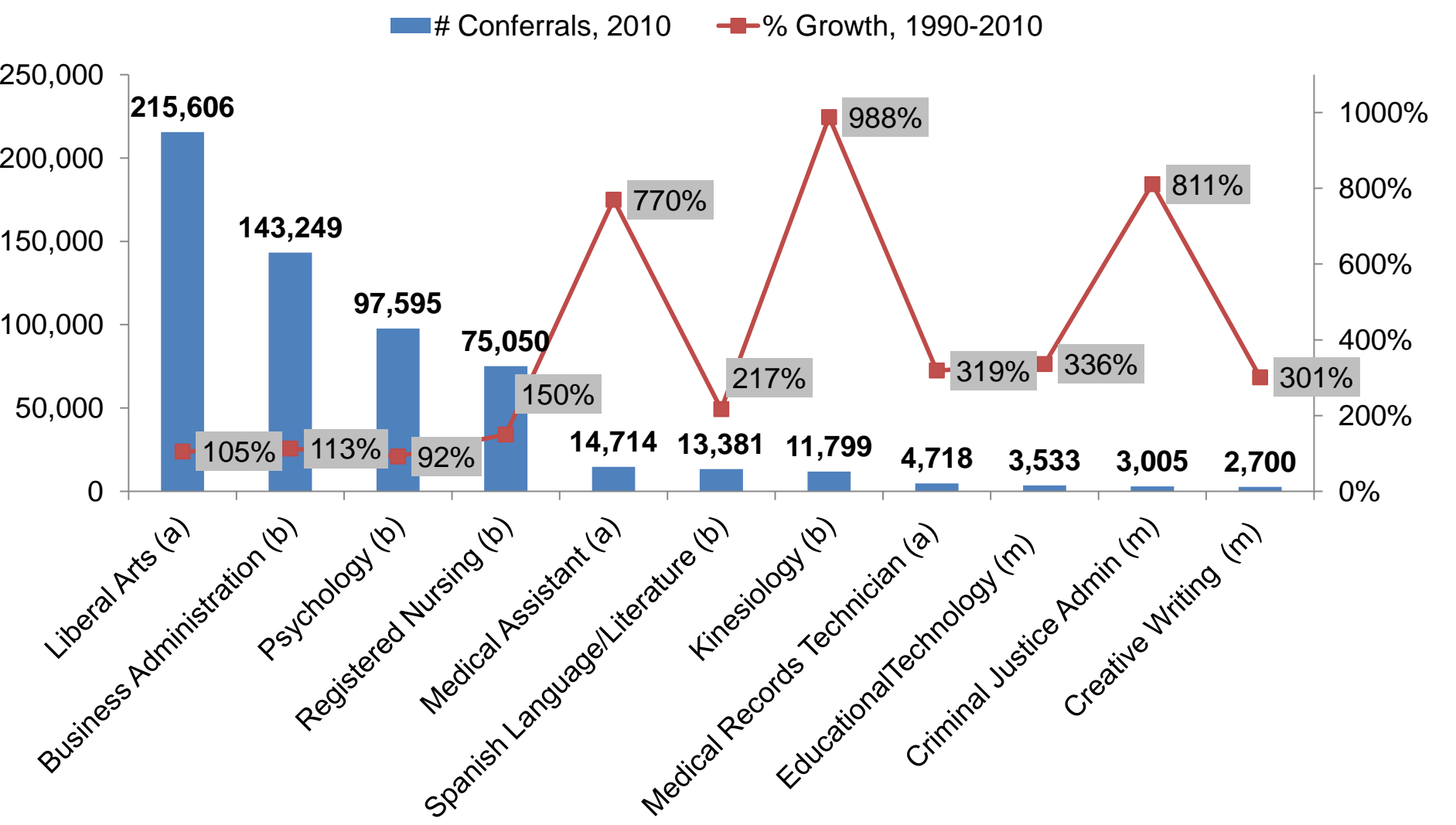
- Why do you think the higher education market has been so stable over the past 20 years? Do you think this trend will continue in the coming decade? Why/why not?
 - What has caused *business administration* and *psychology* to become/remain top conferring disciplines over the past 20 years?
- Does stability in the market mean commoditized supply?
 - How can institutions innovate to remain competitive in a crowded, commoditized market?
- Are there trends representative of your institution's portfolio?

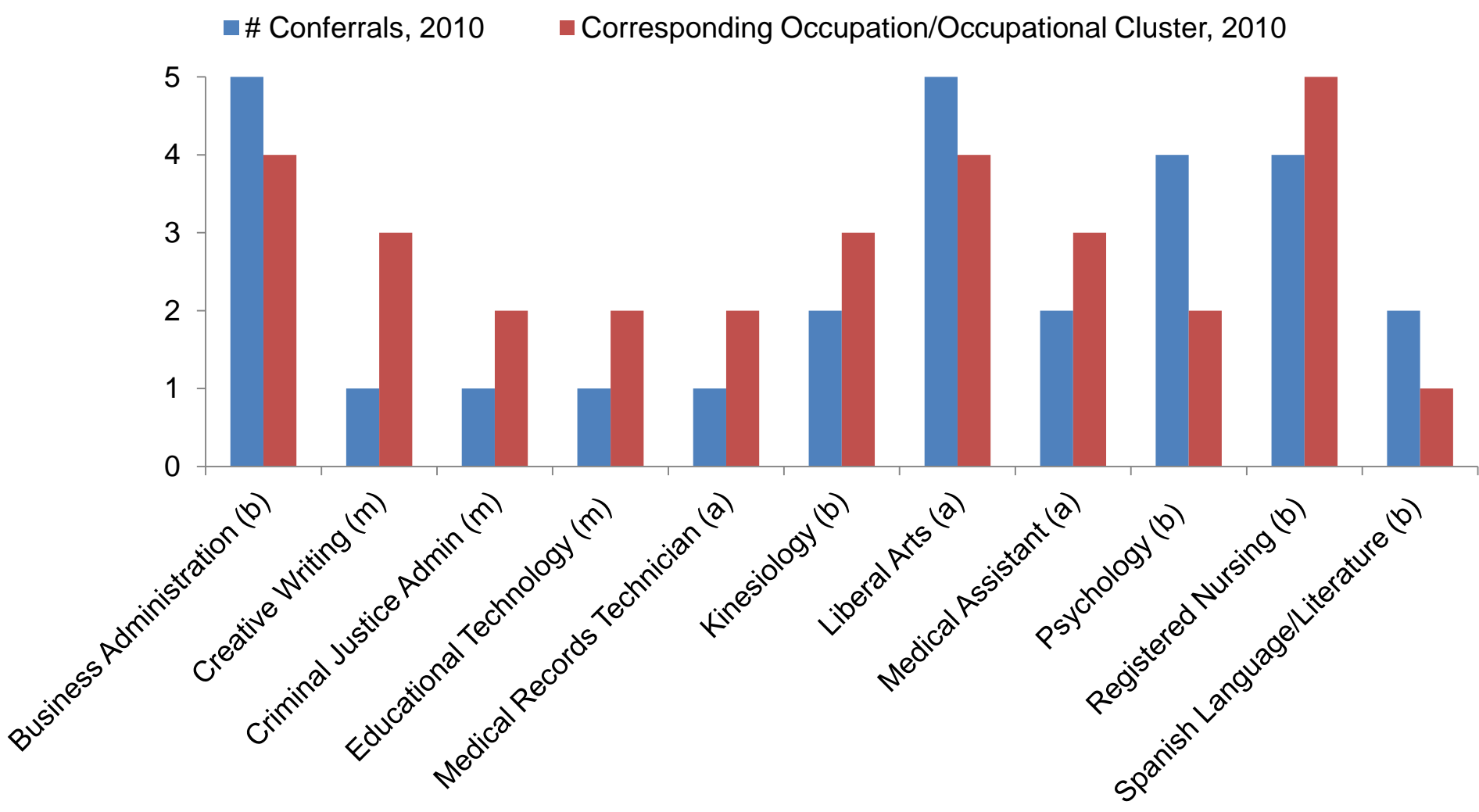


- We examined each of the 11 cases in detail to uncover patterns/characteristics and extrapolate hypotheses about what makes a program likely to become/remain stable or grow. Specifically, we explored:
 - Volume
 - Growth
 - Corresponding occupation/occupational cluster
 - Conferral to occupational ratio
 - Relationship with higher education
 - Professionalization of the field
 - Role of external factors as growth accelerators/inhibitors
- What other characteristics should we be looking at? Anything we missed?



Supply: Higher Education Market (1990-2010)





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These large/stable top-conferring programs will maintain stability in the next decade and beyond

**Business
Administration**
(bachelor's)

**Liberal Arts
and Sciences**
(associate's)

Psychology
(bachelor's)

- Their interdisciplinary curriculum provides students with broad skill sets and diverse career paths. The need for an adaptable workforce is likely to continue to favor broad disciplines by students and employers alike.
- Continuing and online education have built a strong presence in these fields, especially *business administration and management*, and *psychology*. Interest in *liberal arts* programs has increased, particularly in some subsets of the market.
- Is sustained institutional success going to come from an ongoing presence in those markets?

Longstanding challenges question the relevance of broad education;
These challenges/debates might shape these disciplines, but will likely have no effect on future growth

- Example: **Business Administration**

Debate:

- Sustained critique of an alleged disconnect between the higher education experience and employer needs
- Concerns over maturity of business education; yet conferral trends suggest otherwise

| Discipline | % of all <i>Business</i> Bachelor's Degree Conferrals in 1990 | % of all <i>Business</i> Bachelor's Degree Conferrals in 2000 | % of all <i>Business</i> Bachelor's Degree Conferrals in 2010 |
|---|---|---|---|
| Accounting | 18.4% | 13.8% | 14.1% |
| Business Administration and Management | 27.6% | 35.1% | 38.3% |
| Finance | 10.9% | 9.4% | 9.2% |
| International Business | 0.6% | 1.5% | 1.7% |
| Hospitality Administration | 1.6% | 0.7% | 1.8% |
| Marketing/Marketing Management | 12.1% | 10.0% | 9.2% |
| Management Information Systems | 1.2% | 5.8% | 1.8% |

Implications:


- Favorable employment projections of related occupations
- Sustained interest in business education, particularly at the bachelor's and master's level
- Evidence of strong salary performance for business graduates

Staying attuned to occupational trends and learner needs is critical to driving innovation

- Overall, at the associate's and master's degree level, higher education programming has reflected occupational trends.
 - External variables (e.g., changes in laws/regulations, technology, society) have influenced the corresponding occupations, and higher education has responded
- Continuing and online education have built a strong presence in many of these fields, and for some of them online delivery is mainstream.
- Eduventures' analysis of conferral and occupational trends for the 1990-2010 period indicate for most of these fields conferral growth has not caught up with employment growth, suggesting growth potential in the future.
- How can institutions foresee market opportunities best?

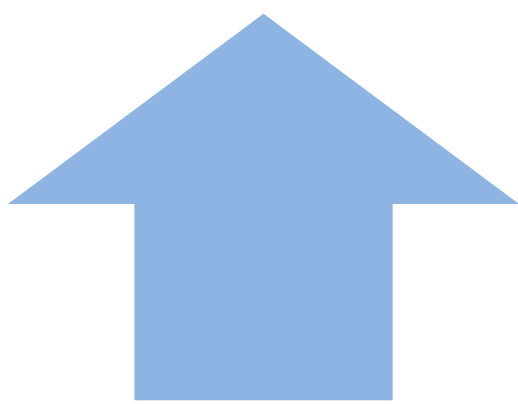
Does capturing growth mean innovation in program development, or investment in successful existing programs?

Build on Existing Areas of Strength

- 
- What existing areas of strengths for the institution resonate with regional, or national areas of interest and growth?
 - Which faculty work, unique pedagogies, or research projects have the greatest impact when recruiting students?
 - What ideas or areas have solid faculty, plans, and vision for growth?
 - What are the institution's potential competitive advantages in niche markets and/or with underserved populations?

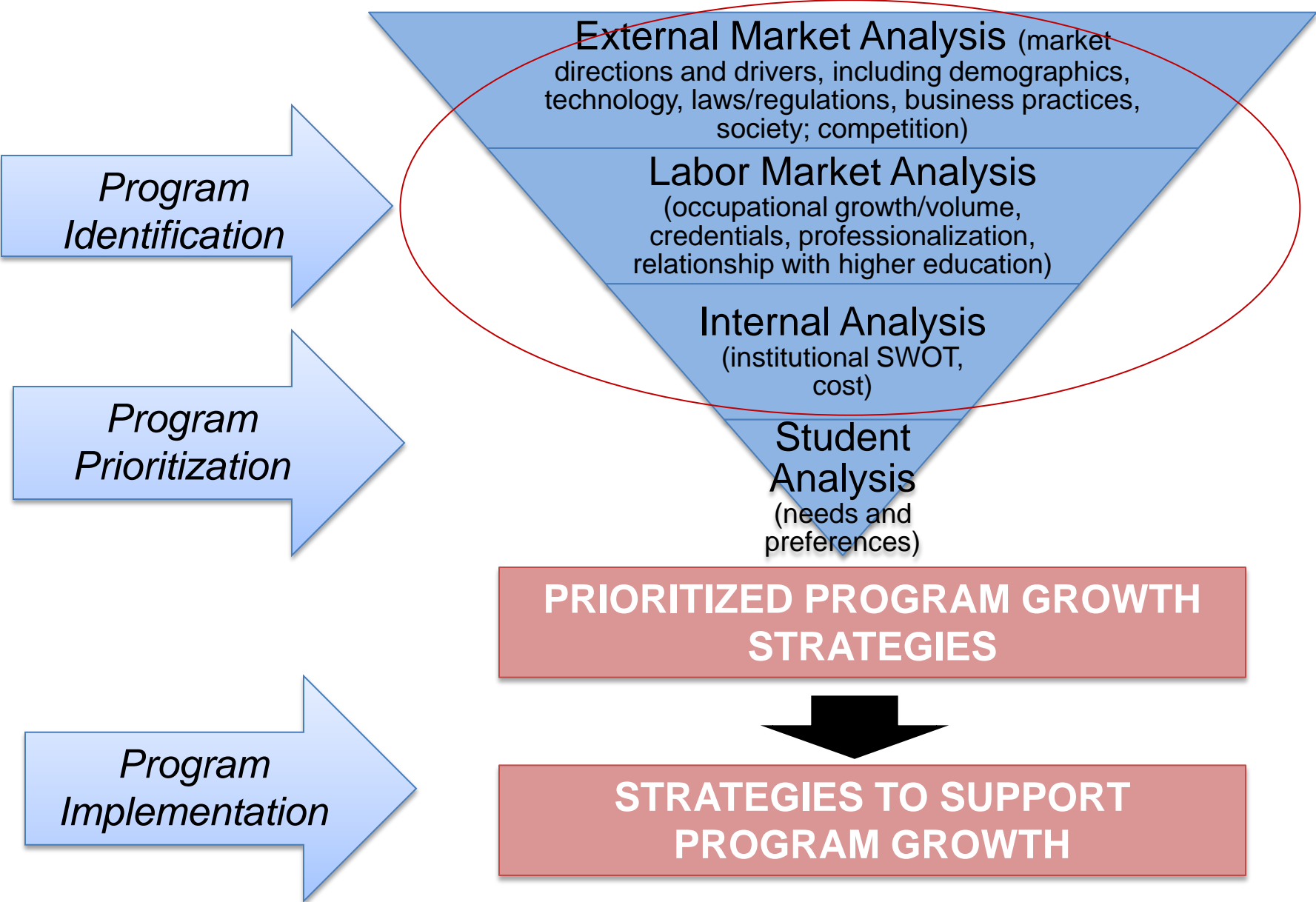


Explore New Opportunities

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- What unique program opportunities can be brought forth by community, regional, or national areas of interest and growth?
 - Does the institution have the faculty and internal resources to leverage these opportunities?
 - To achieve its mission and vision, which new initiatives, or areas of growth need to be created or achieved?

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Key considerations to start the process

External Market Analysis

What are the current/upcoming community, regional, or national areas of interest and growth?

Are there any upcoming changes in technology, laws/regulations, or business practices?

How might these changes affect the regional, or national labor market?

Labor Market Analysis

How might the labor market respond to regional or national areas of interest and growth?

How would these changes affect specific industry/occupational clusters in terms of volume and growth in the next decade?

How will academia respond to these changes?

How will professional associations/accrediting bodies respond to these changes?

Is there an opportunity for your institution to enter the market, or form a partnership with a professional association?

Internal Analysis

What are your institution's mission, and goals? Are they to:

Create a niche or brand?

Build a stronger reputation?

Create a larger market share?

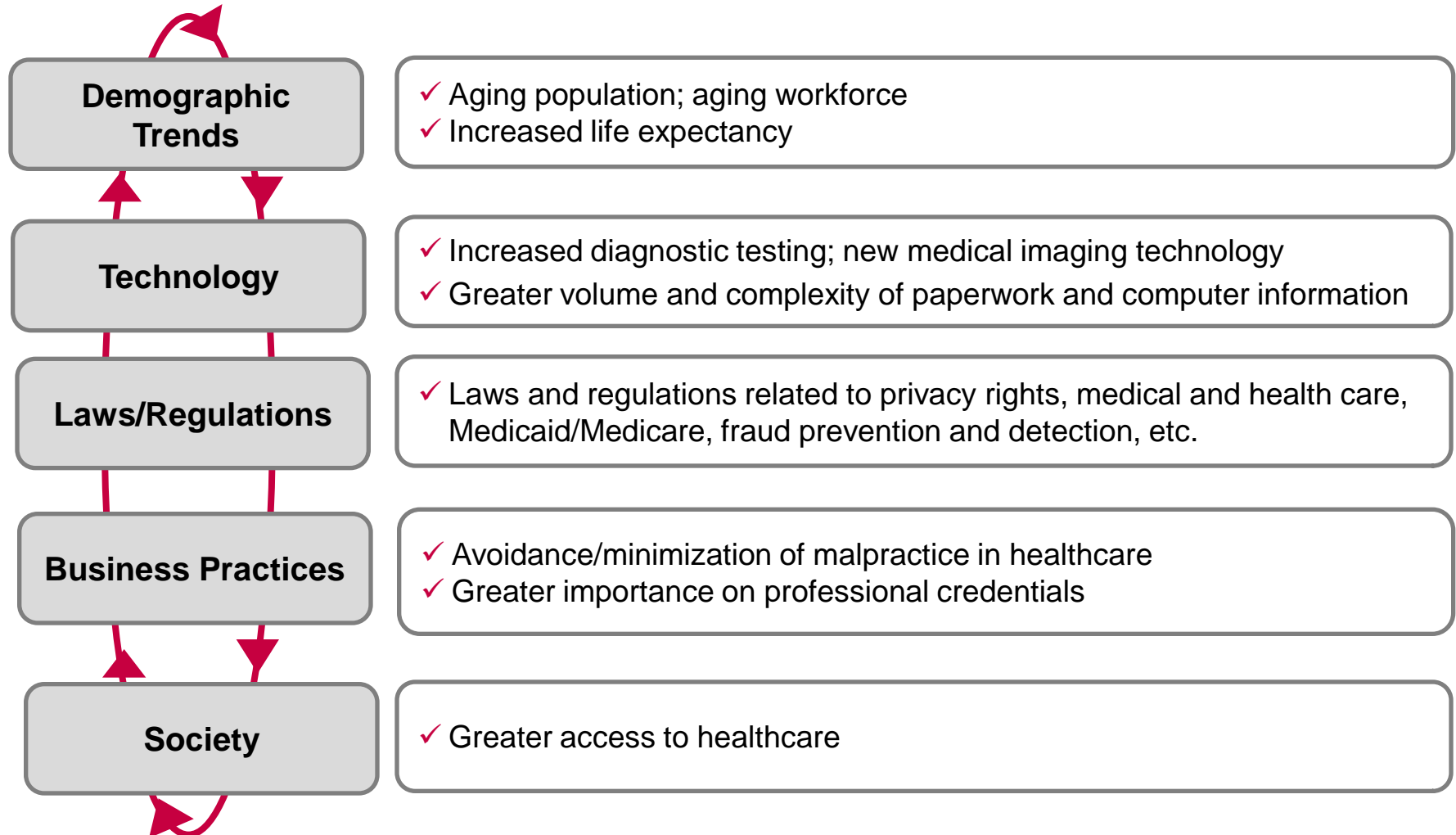
Expand academic offerings?

Be a leader and innovator in education and/or research?

Offer greater access to education?

Case Study: *Associate's in Clinical/Medical Assisting*

External market factors that might affect the medical assistant occupation, and increase the demand for education include changes in:



Possible screening factors for new programs

| Labor Market Analysis | | Example: <i>Medical Assistant (associate's)</i> |
|------------------------------------|--|--|
| Market Attractiveness | What is the size of the corresponding occupational field (regionally and nationally) and is it projected to grow? | 1990: 165,000 ; 2010: 527,600 ; 2020E: 690,400 1990-2010% change: 220% 2010-2020% change: 31% |
| Relationship with Higher Education | Is a postsecondary degree (e.g., bachelor's degree) required for entry into the profession currently? Is this likely going to change? How? | Typical education needed for entry into occupation: high school diploma or equivalent + moderate-term on-the-job training |
| | What is the most sought after credential? Is this likely going to change? | In 2010, 34% of medical assistants had high school diploma or less; 38% had some college, no degree; 17% had an associate's degree |
| | Is licensure required for entry into the profession? | Currently, no state in the U.S. has instituted general licensure for medical assistants. The American Association of Medical Assisting (AAMA) is a professional association promoting voluntary certification for medical assistants. |
| Other Factors to Entry | Takes into account other factors such as the ability to offer online (if considering online programs) | No clinical components; no major barriers to online delivery |

Possible screening factors for new programs

| Internal Analysis | | Example: <i>Medical Assistant (associate's)</i> |
|------------------------------|--|--|
| Strategic Fit | What strategic need will this be fulfilling? Geographic growth? Programmatic growth New customer segment? | Do we need to grow capacity in this area because of affinity with our current strengths or perceived gap in our portfolio? Are our current offerings in this area serving an outdated need or an audience that is evolving to this new area? |
| Fit with Institution | Does the program fit with our organization and with our mission? Strategic direction? | Do we have faculty with research or teaching interests in this area? Do we have strategic partnerships or relationships with external organizations in this area? |
| Operational Ownership | How much burden will be on our organization versus the academic unit? | Is this an entirely new kind of program or audience, or is this a new segment of program or audience that we feel familiar with (vis a vis our systems, services, and support)? |
| Financial Factors | How many enrollments will this drive? How are the revenues shared with the college/school? How much will it cost in start-up fees, then maintenance? Positive ROI? | What new equipment or facilities will we need? Are adjuncts in this area more expensive? What incentives are meaningful to faculty in this area? |

Case studies: which discipline(s) represents the best growth opportunity?

Associate's in Early Childhood Education and Teaching

- External market analysis
- Labor market analysis
- Internal analysis



Bachelor's in Hospitality Administration/Management

- External market analysis
- Labor market analysis
- Internal analysis



Master's in Library and Information Science

- External market analysis
- Labor market analysis
- Internal analysis



What are the main programmatic trends in higher education over the past 20 years?



- The higher education market has been very stable.
- *Business administration* (b) and *psychology* (b) are the top conferring disciplines at the bachelor's degree level for the past 20 years.
- Overall, at the associate's and master's degree level, higher education programming has reflected occupational trends.

Looking ahead to the next decade, what disciplines offer strong growth potential?



- *Liberal arts* (a), *business administration* (b), and *psychology* (b) will maintain stability in the next decade.
- External variables can influence a specific industry/occupational cluster, and higher education is likely to respond. Staying attuned to occupational trends and learner needs is critical to driving innovation.

How can institutions approach new program development more effectively?



- Consider building on existing areas of strengths to grow enrollment in existing programs, improve differentiation, and enhance efficiency. Don't start with a clean slate!
- Utilize Eduventures' program prioritization framework to evaluate new program ideas.

Thank You

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