Undergraduate Council Meeting
September 26, 2019
2:00 p.m.
Macon Campus, Godsey Administration Building, Room 310

The UC meeting was called to order by Howard at 2:00 p.m.

Attendance was taken.
    Members present in Macon:

Susan Codone, OIE	Doug Hill, MUS
Kelly Reffitt, TIFT	Achim Kopp, CLAS
Susan Morrissey, TIFT	Steven McClung, BUS
Susan Malone, OIE	Jessica Ellison, Bursar
Stephen Hill, EGR	Sarah May, OIE
Theresa Rhodes, LIB	Alba Rodriguez-Mitchell, Registrar
Tony Kemp, Academic Advising	Maria Hammett, Financial Planning
LaShunda Walker, Registrar's Office	Sarah McCommon, Registrar's Office

    Members via teleconference:

Leslie Taylor, CHP	Arthur Kent, BUS
Linda Mason Barber, NUR	Paula Gordon, NUR
Kelly McMichael, OIE	Gary Blome, CoPA
Gail Johnson, CoPA	

Minutes from the March 14, 2019 meeting were reviewed. It was motioned by Kopp and seconded by Blome that the minutes be approved. No additions or corrections were noted. The minutes were approved as written.

Howard informed the council that no proposals were being addressed today, and that today's meeting will be an informational session.

A presentation was prepared for the group, and supported with visual aids and handouts. Howard shared with group and presented various overviews and comparisons regarding data. He stated that the purpose of data is not to create a roadblock, but to better inform, and that data is useful if used correctly.

Below are a few points of interest discussed during the information session: Please see attached documents.

Howard asked if there are any new programs that we need to be thinking about. No programs were mentioned, other than a new major in Cyber Security coming to CLAS and the Master's level engineering program.

Howard thanked the committee.

Meeting adjourned: 3:27 p.m.

Submitted by: Ina Vaughns
                09/26/2019

Attachments (3)

Attachment 1

Changes to Addenda and Forms for AY1920:

1. References to Penfield College were changed to College of Professional Advancement in all online forms.
2. General Addendum Changes
    a. The table at the top of most addenda was revised to include an Effective Date.
    b. Check boxes were added when they made sense.
    c. Headings were added and instructions and some of the questions were clustered under the headings in smaller print, in an effort to reduce the number of separate questions and the more tab-heavy formatting.
    d. When consultations with – or review and approval by -- other units or offices is required, evidence of that consultation and/or approval is often expected to be attached at the end of the addendum.
3. Distance Learning Addendum
    a. Program Classification section revised; "blended" replaces "hybrid" and additional details requested on delivery methods for both blended and online; tipping point of 50% online emphasized
    b. Other Requirements and Resources section: slight revision to proctoring section; new question about ensuring integrity of online work
    c. Faculty Development section: new question on how faculty will maintain their qualifications over time
    d. Program Management section: new item on official University resources and assumption they will be used; requested justification for using anything else instead
4. New Program Prospectus
    a. CIP code and title required in table at beginning
    b. Abstract instructions revised; some questions inserted in table with check boxes, plus a space for the CIP description
    c. Rationale section moved out of the Relationship to Mission section and new section created: Rationale/Need/Market – more flexibility for you to make your case, but includes suggested things for you to consider; Gray Associates data included here
    d. Projected Enrollment is now separate section.
    e. External Factors section reduced to include only accreditation, licensing exams, and how program prepares students for either the job market or further graduate or professional study
    f. Program Description section simplified; information needed to understand the program curriculum included in this section instead of in appendix only; some questions dropped (pre-reqs; technology use; collaborative arrangements)
    g. Faculty Qualifications section reduced to Faculty Roster (which remains in appendix), which is expected to document the research productivity of graduate faculty, and a Faculty Sufficiency section
    h. Technology Support Services section reduced to one section – what is needed and how will it be acquired and maintained
    i. Physical Resources section has been reduced and simplified
    j. Financial Support section has been deleted (handled in pro forma)
5. New Certificate Addendum

a. Name of the certificate has been added to the table at the beginning.
b. A request for a description of the certificate has been added as one of the early sections, so you don't have to flip back to the catalog copy to see it.
c. Rationale section has been expanded with guiding questions and Gray Associates data included.
d. Added statement about expectation that new certificates will be resource neutral.

6. New Minor Addendum
a. As with New Certificate Addendum, name of minor and description have been added at the beginning of the addendum.
b. Rationale instructions added.
c. New items on consultations and resources have been added.

7. New Combined Program Addendum
a. "Explanation" has been added to the Rationale section.
b. Added a table that compares credit hours required for programs separately and combined.

8. New Special Program Addendum
a. Rationale and mission fit questions have been combined into a single Rationale section.
b. Request for enrollment projections was added.

9. New Site Addendum
a. Description of site addition has been changed to check boxes for the additional sites.

10. Revised Program Requirements Addendum
a. A change in SLOs has been added as a type of proposed change; explanations have been added for these types: Curriculum and Program completion requirements.
b. Items about the changes to SLOs and about consultations have been added.

11. Course Change Addendum
a. Necessary Consultation section separated into bullets, listing specific groups, offices, or individuals with whom consultation might be needed, including Registrar (for approval of new course numbers)
b. Instructions under Catalog Copy expanded to clarify which parts of catalog go in this addendum and which in a program-related one

12. Pro forma
a.

Attachment 2

Gray Program Evaluation System (PES):

- Database on academic market drivers including inquiries, applications, demographics, competition, job openings, job postings, and placement rates.
- Scored potentiality of all IPEDS programs for each individual local market using data on student demand, competitive intensity, and job opportunities.
- Identified Markets for Mercer
  - Atlanta 50-mile radius
  - Macon 200-mile radius
  - State of Georgia
  - Southeast Region (GA, TN, NC, SC, AL, FL, TX East of San Antonio)
  - National (online)
- Major Categories
  - Student Demand
    - student inquiries– size and trends in demand by program; *weak current indicator*
    - completions – program size and YoY growth; *strong lagging indicator*
    - Google search – Google searches on top 25 keywords for largest 200 programs; *current indicator limited to larger programs.*
  - Employment
    - Employment
    - Job Openings (Growth)
    - Wages
    - Postings (Postings per Graduate)
  - Competitive Intensity
    - number, density, type of institutions
    - Average and Median Size of programs
  - Degree Fit
    - degree levels by completions
    - degree levels by employment
    - wages

Academic personnel with PES access

Academic Unit			
LIB	Jeffrey Waldrop	Scott Gilles	
NUR	Linda Streit		
CLA	Anita Gustafson	Jeff Denny	
BUS	Julie Petherbridge	Vijaya Subrahmanyam	Jim Hunt
MUS	Doug Hill	Rich Kosowski	
COP	Brian Crabtree	Candace Barnett	Jill Augustine
EDU	Kelly Reffitt	Jeff Hall	
MED	Marie Dent	Bonnie Dickerson	
CHP	Leslie Taylor	Laura Ellison	Lisa Lundquist
CPV	Gail Johnson	Colleen Stapleton	
EGR	Stephen Hill	Scott Schultz	
THE	Karen Massey	Rob Nash	
LAW	Susan Knight	Sarah Gerwig-Moore	
Provost	Keith Howard	Susan Malone	

Available Reports

Program Rank- A scored ranking of academic programs by CIP. Rankings are summed across four major sub categories.

- Student Demand Score
- Employment Opportunities Score
- Degree Fit Score
- Competitive Intensity Score
- Overall Score

Program	Student Demand	Employment Opportunities	Degree Fit	Competitive Intensity	Overall Score
Marketing/Marketing Mgmt, General	27	9	10	12	58
Computer and Info. Sciences, Gen'l	22	6	10	17	55
Computer Science	11	13	10	20	54
Business Admin. and Mgmt, General	31		13	8	52
Bioengineering and Biomedical Engi...	11		10	28	50
Accounting	21		10	15	47
Mechanical Engineering	10		10	26	47
Electrical/Electronics Engin'g	10		10	22	44
Finance, General	9	7	10	17	43
Computer Engineering, General	6		10	22	40

Program Scoreboard- Detailed overview of the scoring metrics from each of the four major categories. The values on these categories are the important data metrics, not the score. The score is a combination of Gray and Mercer set priorities assigned to develop a market ranking system. CIP description is included.

| GRAYASSOCIATES | | Overall Score | 25 | | | Percentiles: | < 40% | 40%+ | 70%+ | 90%+ | 95%+ | 98%+ |

Category		Criterion	Value	Score	Total	Category		Criterion	Value	Score	Total
Student Demand	Inquiries	Total (12 months)	0	-4		Job Postings*		Total (12 months)	95	0	
		Online (included in Total)	0			burningglass		Year-over-Year Change (Units)	21	-1	
		Year-over-Year Change (Units)	0	-1				Year-over-Year Change (%)	28.0%	0	
		Year-over-Year Change (%)		0				Job Postings per Graduate*	0.5	-2	
	Google Search*	Total (3 months)	9,993	6	3			Current Employment	1,621	0	
		Year-over-Year Change (Units)	1,394	3				Year-over-Year Change (%)	-3.5%	-1	
		Year-over-Year Change (%)	16.2%	-1				3-Year Historic Growth (CAGR)	-4.0%	-1	
	Completions	Total (12 months)	4	0				5-Year Historic Growth (CAGR)	-0.9%	0	
		Year-over-Year Change (Units)	1	0		**Employment**	BLS*	10-Year Forecast CAGR	0.7%	-1	
		Year-over-Year Change (%)	33%	0				Annual Job Openings	190	0	
Competitive Intensity	Institutions	Campuses with Graduates**	1	4				Job Openings per Graduate*	1.1	2	-7
		Year-over-Year Change (Units)**	-1	2				Share of Generalist Employme...	184	1	
	Cost Per Inquiry	Average Cost per Inquiry**		0				Share of Generalist Openings	17	0	
	Market Saturation	Completions per 1,000 Pop**	0.00	0				10th-Percentile Wages	$24,601	-2	
	Google Search*	Cost per Click**	$3	2				Wages (Age < 30)	$41,909	0	
		Competition Index**	0.41	2	19			Wages (Age 30-60)	$70,157	-2	
	Program Size	Average Completions/Institution	4	0			Nat'l ACS* (Bachelors)	% with Any Graduate Degree	44%	0	
		Median Completions/Institution	4	0				% with Masters	39%	0	
		Year-over-Year Change (Units)	3	1				% with Doct/Prof Degree	6%	0	
		Year-over-Year Change (%)	167%	3				% Unemployed (Age < 30)**	3%	0	
	National Distance Education	Insts. with Program Online**	0					% Unemployed (Age 30-60)**	3%	0	
		% of Institutions	0%	0				% in Direct Prep Jobs	54%	0	
		Online Completions**	0				Nat'l Gainful Emp.	GE Wages - Assoc. & Cert	NA	0	
		% of Completions	0%	5				Placement Rate - Assoc. & Cert	NA	0	
Degree Fit	NHEBI Nat'l 2-Yr	Cost Index**	NA	0							
		Student:Faculty Index	NA	0							
	Completions	National Completions by Level		5	10						
	Workforce	National Workforce Ed Attainment		5							

CIP Description

A program that focuses on the principles and practice of teaching English to students who are not proficient in English or who do not speak, read or write English, and that may prepare individuals to function as teachers and administrators in such programs.
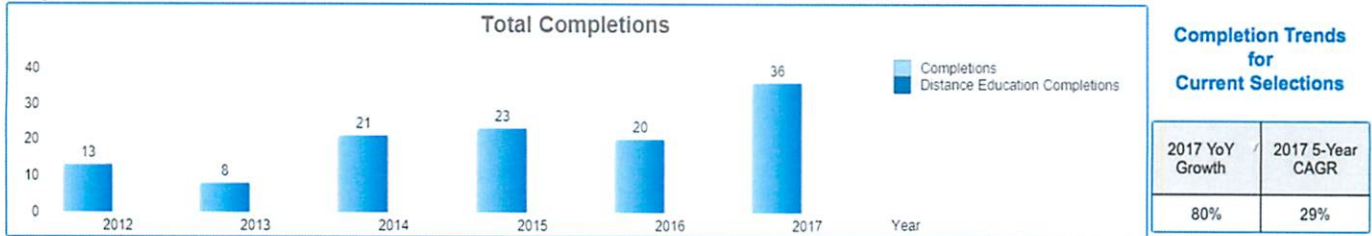
Award Level Breakdown by Source (Inquiries and Completions)- Distribution of inquiries and completions, job postings, and workforce by award level.

Inquiries and Completions

Award Level	Inquiries (Market)	Completions (Market)	Completions (National)
Post-masters Certificate	0%	0%	5%
Postbaccalaureate Certificate	0%	4%	14%
Unknown	33%	0%	0%
Masters	67%	37%	65%
Certificate	0%	49%	9%
Associates	0%	0%	0%
Doctoral	0%	5%	1%
Bachelors	0%	4%	7%

Job Postings (Market) - Min. Education

Award Level	Minimum Education Requested
High School/Certificate	5%
Associates	2%
Bachelors	21%
Masters	5%
Doctoral	2%
Unspecified	64%

BLS Workforce Educ. Attainment (Nat'l)

Award Level	Educational Attainment
No College	11%
Some College	17%
Associates	8%
Bachelors	34%
Masters	21%
Doctoral	7%

Scaled Market Matrix- Scores by Program and Market- Similar to Program Rank but with cross-comparisons across markets

| Percentiles: | < 40% | 40%+ | 70%+ | 90%+ | 95%+ | 98%+ |

CIP Code	CIP Title	Southern Region	Macon 200-Mile	Atlanta 50-Mile	National	Georgia
11.0701	Computer Science	67	69	72	77	73
11.0101	Computer and Info. Sciences, Gen'l	67	66	79	71	72
52.1401	Marketing/Marketing Mgmt, General	59	56	62	49	52
26.0101	Biology/Biological Sciences, Gen'l	51	51	45	51	47
52.0301	Accounting	52	41	57	42	50
45.0601	Economics, General	53	42	49	49	44
52.0201	Business Admin. and Mgmt, General	51	43	48	52	43

Competitor Table- Identifies competitors with program completions by market and award level. Competitors may be identified CIP, academic unit, or overall market.

Total Completions

Completions
Distance Education Completions

Year	Completions
2012	13
2013	8
2014	21
2015	23
2016	20
2017	36

Completion Trends for Current Selections

2017 YoY Growth	2017 5-Year CAGR
80%	29%

Data Table

Market	Campus	Sector	6-Digit CIP Code	6-Digit CIP Title	Award Level	2016 Completions	2017 Completions	2016 Distance Education Completions (All Completions)	2017 Distance Education Completions (All Completions)
Southern Region	The University of Texas at San Antonio	Public, 4-year or above	13.1401	ESL Language Instructor	Bachelors	7	22	0	0
Southern Region	Union University	Private not-for-profit, 4-year or above	13.1401	ESL Language Instructor	Bachelors	7	6	0	0
Southern Region	Lee University	Private not-for-profit, 4-year or above	13.1401	ESL Language Instructor	Bachelors	2	4	0	0
Southern Region	Johnson University	Private not-for-profit, 4-year or above	13.1401	ESL Language Instructor	Bachelors	1	1	0	0
Southern Region	Johnson University Florida	Private not-for-profit, 4-year or above	13.1401	ESL Language Instructor	Bachelors	1	0	0	0
Southern Region	Maryville College	Private not-for-profit, 4-year or above	13.1401	ESL Language Instructor	Bachelors	1	3	0	0
Southern Region	Southern Adventist University	Private not-for-profit, 4-year or above	13.1401	ESL Language Instructor	Bachelors	1	0	0	0

Data Tables- Individual tables of data across metrics may be developed. Data categories include:

Student Demand: Inquiries (Total, Prior Year, YoY unit, YoY %), Google Searches (Total, YoY unit, YoY %), IPEDS Completions (Total, YoY unit, YoY %)

Employment Opportunity: Job Postings (Total, YoY unit, YoY %), BLS Direct Prep Jobs (Current, YoY %, 3 yr growth, 5-year growth, 10-year forecast, future employment, replacement jobs, annual openings, openings per graduate, 10th % wages, 25th % wages, share of generalist jobs, share of generalist openings), National ACS (Bachelors) (Wages <30, Wages 30-60, % Grad Degree, % Masters, % Doc/Prof Deg, % Unemployment <30, % Unemployment 30-60, % Direct Prep), Gainful Employment (Assoc & Cert) (Wages, Placement Rates)

Degree Fit: Inquiries(Market) by award level, Completions(Market) by award level, Job Postings(Market) by award level, BLS Workforce Educational Attainment by award level, Cost Benchmarks (NHEBI National 2-Yr)

Competitive Intensity: IPEDS Institutions (# Campuses, YoY units, # private for-profit, # private non-profit, # public) Market Saturation (Completions per 1000pop), Inquiries (Ave Cost per inquiry), Google Searches (Cost per click, Competition Index), Program Size (Ave Completions per Institution, Median Completions per Institution, YoY unit, YoY %), Online Competition (# Campuses, % of Institutions, Online Completions, % of Completions), IPEDS Online Completions

Workplace Requirements: Provide ranked lists of abilities, activities, knowledges, occupations, skills, tools, and behaviors associated with the CIP. Information in these categories is more comprehensive for direct prep CIPs.

Category	Category Description
Abilities	An attribute of an individual that can influence performance on the job
Detailed Work Activities	Describe how major units of time are organized on the job - Detailed
General Work Activities	Describe how major units of time are organized on the job - General
Intermediate Work Activities	Describe how major units of time are organized on the job - Intermediate
Knowledges	Principles, bodies of content, and facts generally applied within acadmic domains
Occupations	O*NET SOC codes, titles, and relevancy scores
Skills	A developed capacity like time management or information gathering
Tools	Equipment associates with a skill
Workplace Essentials	Behaviors and characteristics that demonstrate strengths in areas such as team...

Tables from Gray Associates Program Evaluation System

[Each school/college should have someone who has access to the Gray system and has been trained to create and extract these tables for you.]

The following tables are required unless otherwise noted; you may choose to include additional ones.

IPEDS Institutions with Graduates

IPEDS Institutions: Campuses with Graduates	IPEDS Institutions: Year-over-Year Change (Units)	Number of Private For-Profit Institutions	Number of Private Not-for-Profit Institutions	Number of Public Institutions

Rationale for inclusion: Provides indicator of the concentration and growth of competing programs. Parsing this data by institutional type can be informative to a determination of institutional fit.

2-year Market Median Data on Program Size and YoY % Change and IPEDS Completions YoY%.

Program Size: 2017 Median Completions/ Institution	Program Size: 2016 Median Completions/ Institution	Program Size: Year-over-Year Change (%)	IPEDS Completions: Year-over-Year Change (%)	Inquiries: Year-over-Year Change (%)

Rationale for inclusion: Median program completions within the Market provides a benchmark that is predictive of student demand within the market and estimation of potential program size. Should be considered in parallel with individualized completions data for market competitors.

Gray Institutional and Online Completions Data (Online programs only)

Online Competition (National): Institutions with Program Online	Online Competition (National): % of Institutions	Online Competition (National): % of Completions	IPEDS Completions: 2017 in Programs Offered Online	IPEDS Completions: 2016 in Programs Offered Online

Rationale for inclusion: Online programs default to a national market. The Institutional and Online Completions Data provides perspective on the level of demand for online version of the program. The IPEDS completions provides illustrates demand within the given market.

Market Inquiries Data (Online programs only)

Inquiries (Market): Undergrad Certificate	Inquiries (Market): Associates Degree	Inquiries (Market): Bachelors Degree	Inquiries (Market): Post-baccalaureate Certificate	Inquiries (Market): Masters Degree	Inquiries (Market): Post-Masters Certificate	Inquiries (Market): Doctoral Degree	Inquiries (Market): Unknown Level

Rationale for inclusion: Online Inquiries are better predictors of the online offerings and are less predictive for than for traditional in-person programs. The Market Inquiries Data provides insight on the desired program level associated with student demand.

Market Competitor Table for the appropriate award level of select (at least 5) competitors. [If online program, choose completions from online programs.]

Campus	Award Level	2012 Completions	2013 Completions	2014 Completions	2015 Completions	2016 Completions	2017 Completions

Rationale for inclusion: IPEDS completions data for competitors identifies top institutional competitors and program size. Competitors may be identified within or across markets.

Job Posting and BLS Jobs Forecast Table.

Market	Job Postings: Job Postings per Graduate	BLS Direct Prep Jobs: Job Openings per Graduate	BLS Direct Prep Jobs: Year-over-Year Change (%)	BLS Direct Prep Jobs: 3-Year Historic Growth (CAGR)	BLS Direct Prep Jobs: 5-Year Historic Growth (CAGR)	BLS Direct Prep Jobs: 10-Year Forecast CAGR

Rationale for inclusion: Job Postings and BLS Jobs Forecast provides a employability impacting post-matriculation value to students

BLS Direct Prep Salary Table

Market	BLS Direct Prep Jobs: 10th-Percentile Wages	BLS Direct Prep Jobs: 25th-Percentile Wages

Rationale for inclusion: Predictive of post matriculation salary expectations post-matriculation.

BLS Workforce Educational Attainment Table

BLS Workforce Educ. Attainment (Natl): No College	BLS Workforce Educ. Attainment (Natl): Some College	BLS Workforce Educ. Attainment (Natl): Associates	BLS Workforce Educ. Attainment (Natl): Bachelors	BLS Workforce Educ. Attainment (Natl): Masters	BLS Workforce Educ. Attainment (Natl): Doctoral	BLS Workforce Educ. Attainment (Natl): Graduate

Rationale for inclusion: Descriptive of level of education attainment needed for employability within the field.

Inquiry and Completions Awards Level Table

Award Level	Inquiries (Market)	Completions (Market)	Completions (National)
Certificate	%	%	%
Associates	%	%	%
Bachelors	%	%	%
Postbaccalaureate Certificate	%	%	%
Masters	%	%	%
Post-masters Certificate	%	%	%
Doctoral	%	%	%

Rationale for inclusion: Roll-up of data identifying appropriateness of matriculation level of offering.

(Optional*) Occupations Table from Gray Workplace Requirements.

Skills Engine Score	Skills Engine Result

*Utility of Skills Engine Tables varies greatly by CIP code.

Rationale for inclusion: Occupational skills needed should inform curriculum and learning outcomes. Impact of data from Workplace Requirements is stronger for direct employability CIP than for generalist areas.

Attachment 3

STUDENT DEMAND							
Category	Criteria	Definition	Metric	Timeframe	Purpose	Use & Applicability	Source
Student Demand	Student Inquiries	Total volume of inquiries over the past year	Total Inquiries	Q4 2017 - Q3 2018	Size demand by program	Current indicator. Strong for vocational and other types of programs commonly offered online or by for-profit institutions. Changes may reflect institutional marketing efforts as well as underlying student demand.	GrayReports Inquiry Database
Student Demand	Student Inquiries	Total volume of inquiries for online programs over the past year	Total Online Inquiries	Q4 2017 - Q3 2018	Size online demand by program	Current indicator. Strong for vocational and other types of programs commonly offered online or by for-profit institutions. Changes may reflect institutional marketing efforts as well as underlying student demand.	GrayReports Inquiry Database
Student Demand	Student Inquiries	The year-over-year unit change in number of inquiries	Unit Change	Q4 2017 - Q3 2018	Identify emerging and declining programs interest	Current indicator. Strong for vocational and other types of programs commonly offered online or by for-profit institutions. Changes may reflect institutional marketing efforts as well as underlying student demand.	GrayReports Inquiry Database
Student Demand	Student Inquiries	The year-over-year percentage change in number of inquiries	Inquiries: % Change	Q1 2018 - Q4 2018	Identify emerging and declining programs interest	Current indicator. Strong for vocational and other types of programs commonly offered online or by for-	GrayReports Inquiry Database

						profit institutions. Changes may reflect institutional marketing efforts as well as underlying student demand.	
Student Demand	Google Search	Number of Google searches on the top 25 keywords for the 200 largest programs ove the most recent quarter	Total Searches	Q4 2018	Confirm program and market size	Current indicator. Only includes the largest programs.	Google keywords
Student Demand	Google Search	The year-over-year change in number of searches	Google: Unit Change	Q4 2018 vs. Q4 2017	Identify emerging and declining program interest	Current indicator. Only includes the largest programs.	Google keywords
Student Demand	Google Search	The year-over-year change in number of searches	Google: % Change	Q4 2018 vs. Q4 2017	Identify emerging and declining programs interest	Current indicator. Only includes the largest programs.	Google keywords
Student Demand	Completions	Number of annual conferred degrees from IPEDS	Total Completions	2017	Confirm program and market size	Comprehensive for Title IV programs. Lagging indicator.	Completions from IPEDS with enhanced coding.
Student Demand	Completions	The year-over-year unit change in number of inquiries	Completions: Unit Change	2017 vs. 2016	Identify emerging and declining program interest	Comprehensive for Title IV programs. Lagging indicator.	Completions from IPEDS with enhanced coding.
Student Demand	Completions	The year-over-year unit change in number of inquiries	Completions: Unit Change	2017 vs. 2016	Identify emerging and declining program interest	Comprehensive for Title IV programs. Lagging indicator.	Completions from IPEDS with enhanced coding.

EMPLOYMENT OPPORTUNITIES							
Category	Criteria	Definition	Metric	Timeframe	Purpose	Use & Applicability	Source
Employment Opportunities	Burning Glass Technologies	Total number of new job postings in occupations directly related to the program found online over the past year by Burning Glass Technologies	Past Year New Job Postings	Q1 2018 - Q4 2018	Size-up the employment opportunity for graduates	Job postings are the most current information available on employment opportunities. All employment and job openings data is sensitive to how occupation-level data is matched to academic programs.	New Job Postings and New Job Postings Growth from Burning Glass Technologies, mapped from SOC to CIP by Gray.
Employment Opportunities	Burning Glass Technologies	Year-over-year unit change in the total number of new job postings in occupations directly related to the program found online by Burning Glass Technologies	BGT: YoY Unit Change in New Job Postings	Q1 2018 - Q4 2018 vs. Q1 2017 - Q4 2017	Identify emerging and declining career fields	Job postings are the most current information available on employment opportunities. All employment and job openings data is sensitive to how occupation-level data is matched to academic programs.	New Job Postings and New Job Postings Growth from Burning Glass Technologies, mapped from SOC to CIP by Gray.
Employment Opportunities	Burning Glass Technologies	Year-over-year percentage change in new job postings in occupations directly related to the program found online by	BGT: YoY % Change in New Job Postings	Q1 2018 - Q4 2018 vs. Q1 2017 - Q4 2018	Identify emerging and declining career fields	Job postings are the most current information available on employment opportunities. All employment and job openings data is sensitive to how	New Job Postings and New Job Postings Growth from Burning Glass Technologies, mapped from SOC to CIP by Gray.

		Burning Glass Technologies				occupation-level data is matched to academic programs.	
Employment Opportunities	Bureau of Labor Statistics	BLS' estimate of the total number of people currently employed in occupations for which the program directly prepares graduates	Total Employment	2017	Size-up the directly related employment opportunity for graduates	BLS is best source of data on the number of people employed in a field. All employment and job openings data is sensitive to how occupation-level data is matched to academic programs.	Bureau of Labor Statistics mapped from SOC to CIP by Gray
Employment Opportunities	Bureau of Labor Statistics	BLS' 1-year historic growth trends (Compound Annual Growth Rate) in relevant employment	Emp. Historical CAGR (1-Year)	2016-2017	Assess trend in employment	Job Openings and Growth are BLS forecasts that are a standard source but have limited predictive accuracy. All employment and job openings data is sensitive to how occupation-level data is matched to academic programs.	Bureau of Labor Statistics mapped from SOC to CIP by Gray
Employment Opportunities	Bureau of Labor Statistics	BLS' 3-year historic growth trends (Compound Annual Growth Rate) in relevant employment	Emp. Historical CAGR (3-Year)	2014-2017	Assess trend in employment	Job Openings and Growth are BLS forecasts that are a standard source but have limited predictive accuracy. All employment and job openings data is sensitive to how occupation-level	Bureau of Labor Statistics mapped from SOC to CIP by Gray

						data is matched to academic programs.	
Employment Opportunities	Bureau of Labor Statistics	BLS' 5-year historic growth trends (Compound Annual Growth Rate) in relevant employment	Emp. Historical CAGR (5-Year)	2012-2017	Assess trend in employment	Job Openings and Growth are BLS forecasts that are a standard source but have limited predictive accuracy. All employment and job openings data is sensitive to how occupation-level data is matched to academic programs.	Bureau of Labor Statistics mapped from SOC to CIP by Gray
Employment Opportunities	Bureau of Labor Statistics	BLS' estimated Compound Annual Growth Rate (CAGR) for program-related occupations	Emp. Projections CAGR (10-Year)	2016-2026 Projections	Assess future employment market size	Job Openings and Growth are BLS forecasts that are a standard source but have limited predictive accuracy. All employment and job openings data are sensitive to how occupation-level data is matched to academic programs.	Bureau of Labor Statistics mapped from SOC to CIP by Gray
Employment Opportunities	Bureau of Labor Statistics	BLS' estimate of Annual Job Openings in relevant occupations, including growth and turnover	Proj. Annual Job Openings	2016-2026 Projections	Size-up the directly related employment opportunity for graduates	Job Openings and Growth are BLS forecasts that are a standard source but have limited predictive accuracy. All employment and job openings data	Bureau of Labor Statistics mapped from SOC to CIP by Gray

						is sensitive to how occupation-level data is matched to academic programs.	
Employment Opportunities	Bureau of Labor Statistics	BLS annual job openings estimate (including growth and re-employment) divided by the number of IPEDS completions for the program	Job Openings Per Grad. (JOG)	2017	Size-up the employment opportunity for graduates	Job Openings and Growth are BLS forecasts that are a standard source but have limited predictive accuracy. All employment and job openings data is sensitive to how occupation-level data is matched to academic programs.	Bureau of Labor Statistics mapped from SOC to CIP by Gray
Employment Opportunities	Bureau of Labor Statistics	10th-percentile wages for program-related occupations, by aware level, as reported by BLS	Wages	2016	Identify programs with good student ROI; meet GE standards	BLS 10th percentile wages are a proxy for entry-level wages in an occupation in a specific market and are commonly used by institutions when assessing Gainful Employment risks. All employment and job openings data is sensitive to how occupation-level data is matched to academic programs.	Bureau of Labor Statistics mapped from SOC to CIP by Gray
Employment Opportunities	Bureau of Labor Statistics	BLS estimate of the total number	BLS Generalist Jobs	2017	Size-up the employment	Job Openings and Growth are BLS	Bureau of Labor Statistics mapped

		of jobs in general occupations that graduates could obtain			opportunity in general fields for graduates	forecasts that are a standard source but have limited predictive accuracy. All employment and job openings data is sensitive to how occupation-level data is matched to academic programs.	from SOC to CIP by Gray
Employment Opportunities	Bureau of Labor Statistics	BLS estimate of the total number of job openings in general fields, including growth and re-employment	BLS Generalist Jobs Openings	2017	Size-up the employment opportunity for graduates	Job Openings and Growth are BLS forecasts that are a standard source but have limited predictive accuracy. All employment and job openings data is sensitive to how occupation-level data is matched to academic programs.	Bureau of Labor Statistics mapped from SOC to CIP by Gray
Employment Opportunities	ACS Wages	National weighted-average wage for full-time-employed graduates of bachelor's-level programs under the age of 30	National ACS Wages (Age < 30)	NA	Evaluate moderate-term student employment outcomes for Bachelor's-degree programs and Associate's-degree transfer programs	Best available data on actual wage outcomes of Bachelor's degree programs – particularly for programs that could lead to a wide range of occupational fields. Level of detail is between 4-digit and 6-digit CIP, so slightly less detailed than	Analysis of roughly two million records in the Public Use Micro Sample from the American Community Survey.

						other employment outcomes data. Excludes people who are not full-time employed (voluntarily or otherwise), so not a good metric for the odds of finding a job	
Employment Opportunities	ACS Wages	National weighted-average wage for full-time-employed graduates of bachelor's-level programs between the ages of 30 and 60	National ACS Wages (Age 30-60)	NA	Evaluate moderate-term student employment outcomes for Bachelor's-degree programs and Associate's-degree transfer programs	Best available data on actual wage outcomes of Bachelor's degree programs – particularly for programs that could lead to a wide range of occupational fields. Level of detail is between 4-digit and 6-digit CIP, so slightly less detailed than other employment outcomes data. Excludes people who are not full-time employed (voluntarily or otherwise), so not a good metric for the odds of finding a job	Analysis of roughly two million records in the Public Use Micro Sample from the American Community Survey.
Employment Opportunities	ACS	National percentages of Bachelor's degree graduates with a Master's, Doctoral, or	ACS % w/ Any Graduate Degree	NA	Identify the percentage of Bachelor's graduates that move on to earn	Level of detail is between 4- and 6-digit CIP, so slightly less detailed than other employment	Analysis of roughly two million records in the Public Use Micro Sample from the American

		Professional degree			a graduate degree	outcomes data; Data is a national sample, and does not include all graduates of Bachelor's degree programs	Community Survey.
Employment Opportunities	ACS	National percentages of Bachelor's degree graduates with a Master's degree	ACS % w/ Masters Degree	NA	Identify the percentage of Bachelor's graduates that move on to earn a Master's degree	Level of detail is between 4- and 6-digit CIP, so slightly less detailed than other employment outcomes data; Data is a national sample, and does not include all graduates of Bachelor's degree programs	Analysis of roughly two million records in the Public Use Micro Sample from the American Community Survey.
Employment Opportunities	ACS	National percentages of Bachelor's degree graduates with a Doctoral or Professional degree	ACS % w/ Doc./Prof. Degree	NA	Identify the percentage of Bachelor's graduates that move on to earn a Doctoral or Professional degree	Level of detail is between 4- and 6-digit CIP, so slightly less detailed than other employment outcomes data; Data is a national sample, and does not include all graduates of Bachelor's degree programs	Analysis of roughly two million records in the Public Use Micro Sample from the American Community Survey.
Employment Opportunities	ACS	National percentage of Bachelor's degree graduates who are unemployed and under the age of 30	ACS % Unemp. <30	NA	Evaluate the moderate-term ability to find a job with a Bachelor's degree	Level of detail is between 4- and 6-digit CIP, so slightly less detailed than other employment outcomes data; Data is a national	Analysis of roughly two million records in the Public Use Micro Sample from the American Community Survey.

						sample, and does not include all graduates of Bachelor's degree programs	
Employment Opportunities	ACS	National percentage of Bachelor's degree graduates who are unemployed and are ages 30 to 60	ACS % Unemp. 30-60	NA	Evaluate the longterm ability to find a job with a Bachelor's degree	Level of detail is between 4- and 6-digit CIP, so slightly less detailed than other employment outcomes data; Data is a national sample, and does not include all graduates of Bachelor's degree programs	Analysis of roughly two million records in the Public Use Micro Sample from the American Community Survey.
Employment Opportunities	ACS	National percentage of Bachelor's degree graduates that are employed in occupations that are directly related to their program	ACS % in Direct Prep.	NA	Identify the percentage of Bachelor's graduates that are employed in fields directly related to their major	Level of detail is between 4- and 6-digit CIP, so slightly less detailed than other employment outcomes data; Data is a national sample, and does not include all graduates of Bachelor's degree programs	Analysis of roughly two million records in the Public Use Micro Sample from the American Community Survey.

DEGREE FIT							
Category	Criteria	Definition	Metric	Timeframe	Purpose	Use & Applicability	Source
Degree Fit	Student Inquiries by Award Level	Total volume of inquiries for online programs over the past year	Total Online Inquiries by Award Level	Q4 2017 - Q3 2018	Size online demand by program	Current indicator. Strong for vocational and other types of programs commonly offered online or by for-profit institutions. Changes may reflect institutional marketing efforts as well as underlying student demand.	GrayReports Inquiry Database
Student Demand	Completions	Number of annual conferred degrees from IPEDS	Total Completions	2017	Confirm program and market size	Comprehensive for Title IV programs. Lagging indicator.	Completions from IPEDS with enhanced coding.
Employment Opportunities	Burning Glass Technologies	Total number of new job postings in occupations directly related to the program found online over the past year by Burning Glass Technologies with an education requirement listed over the past year	JP w/ EDU	Q3 2017 - Q2 2018	Size-up the employment opportunity for graduates	Job postings are the most current information available on employment opportunities. All employment and job openings data is sensitive to how occupation-level data is matched to academic programs.	New Job Postings and New Job Postings Growth from Burning Glass Technologies, mapped from SOC to CIP by Gray.
Degree Fit	Educational Attainment	Percentage of people employed in the field that currently hold each education	National Percent of Workforce	2017	Match award level with job requirements	Helps assess whether the program will be the appropriate level of preparation for the intended jobs.	Degree Level is from BLS analysis of the Public Use Micro Sample of the American

		credential as their highest attainment.					Community Survey.
Degree Fit	NHEBI (National)	The cost of faculty for a program, indexed to the average. An average program has a value of 1.	Cost Index	NA	Reveal the cost of teaching a program relative to every other program. A number greater than 1 indicated the program cost more to offer relative to the average.	Helps assess whether the program costs more or less than average to teach. Data is from Community College (Associate's and below).	Cost and Student to Faculty Ratio Indexes are from NHEBI.
Degree Fit	NHEBI (National)	The student to faculty ratio, indexed to the average. An average program has a value of 1.	Stu:Faculty Ratio Index	NA	Determin whether of not a lot of faculty will be needed to offer the program. A number greater than 1 indicates more students per faculty relative to the average.	Helps assess whether the program will need more faculty than the average program. Data is from Community College (Associate's and below).	Cost and Student to Faculty Ratio Indexes are from NHEBI.

COMPETITIVE INTENSITY							
Category	Criteria	Definition	Metric	Timeframe	Purpose	Use & Applicability	Source
Competitive Intensity	Institutions	The total number of competitors reporting IPEDS completions	Number of Competitors	2017	Reveal the volume and concentration of competition	Best measure of number of competing programs. Excludes online programs not reported in the market.	Number of Institutions and Change in Number of Institutions from IPEDS (with Gray enhancements).
Competitive Intensity	Institutions	The year-over-year change in the total number of institutions reporting completions	YoY Change in Competitors	2017 vs. 2016	Identify programs where schools are entering or leaving the market	Indication of whether competition is intensifying. Departing programs may indicate an opportunity or problem.	Number of Institutions and Change in Number of Institutions from IPEDS (with Gray enhancements).
Competitive Intensity	Market Saturation	Number of IPEDS completions per 1,000 people aged 18-44	Completions Per Capita	2017	Determine market saturation relative to the rest of the U.S.	Indicator of demand saturation relative to comparable program in other markets.	Completions per capita from IPEDS completions (enhanced) and Census Population – Age 18-44.
Competitive Intensity	Cost Per Inquiry	The average amount paid per inquiry by an	Cost Per Inquiry	Q1 2018 - Q4 2018	Evaluate the cost of purchasing affiliate leads	Important indicator of competitive intensity for	Cost per Inquiry from GrayReports Inquiry Data, for pay-per-lead inquiries.

		agency or a school				programs that plan to buy student inquiries	
Competitive Intensity	Google Search	Competition index measured from 0 (low) to 1 (very competitive)	Comp Index (Google)	Q4 2018	Evaluate the amount of competition based on Google Adwords.	Indicator of the levels of competition compared to every other program.	Cost per click and Competitive Index from Google.
Competitive Intensity	Google Search	The average cost per click for program related keywords	Cost Per Click (Google)	Q4 2018	Evaluate the cost of marketing.	Indicator of the marketing spend of a program.	Cost per click and Competitive Index from Google.
Competitive Intensity	Program Size	The average number of completions per institution	Average Program Size	2017	Size-up the program size for an average program	Best metric for estimating potential program size.	All data calculated from IPEDS completions information, with Gray's enhancements to program coding.
Competitive Intensity	Program Size	The number of completions for the median program	Median Program Size	2017	Size-up the program size for an average program	Best metric for estimating potential program size.	All data calculated from IPEDS completions information, with Gray's enhancements to program coding.
Competitive Intensity	Program Size	The year-over-year change in the number of completions for the median program	Median Program Size Unit Change	2017 vs. 2016	Indicate market saturation	Indication of whether competing programs are growing or shrinking. Also a proxy for market saturation.	All data calculated from IPEDS completions information, with Gray's enhancements to program coding.
Competitive Intensity	Program Size	The percentage change in the number of completions for the median program size	Median Program Size % Change	2017	Indicate market saturation	Indication of whether competing programs are growing or shrinking. Also a proxy for market saturation.	All data calculated from IPEDS completions information, with Gray's enhancements to program coding.

Competitive Intensity	National Distance Education Competition	The national number of institutions identifying their program as being offered online	DE Institutions	2017	Identify the modality that schools offer	Low percentages indicate that offering the program online may not be feasible. High percentages indicate that student preference for online is particularly strong.	All data calculated from IPEDS completions information, with Gray's enhancements to program coding.
Competitive Intensity	National Distance Education Competition	The national percentage of institutions reporting distance education completions compared to the total number of institutions	Percent of Institutions with Distance Education	2017	Identify the modality that schools offer	Low percentages indicate that offering the program online may not be feasible. High percentages indicate that student preference for online is particularly strong.	All data calculated from IPEDS completions information, with Gray's enhancements to program coding.
Competitive Intensity	National Distance Education Competition	The national total number of completions reported to distance education programs. Completions are for both online and on-ground programs	DE Completions	2017	Identify the modality that graduates attend	Low percentages indicate that offering the program online may not be feasible. High percentages indicate that student preference for online is particularly strong.	All data calculated from IPEDS completions information, with Gray's enhancements to program coding.

Competitive Intensity	National Distance Education Competition	The national percentage of completions reported to distance education programs compared to the total number of completions	Percent Distance Education Completions	2017	Identify the modality that graduates attend	Low percentages indicate that offering the program online may not be feasible. High percentages indicate that student preference for online is particularly strong.	All data calculated from IPEDS completions information, with Gray's enhancements to program coding.