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| **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-profit institutions. Changes may reflect institutional marketing efforts as well as underlying student demand. | GrayReports Inquiry Database |
| 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. |
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| **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 Burning Glass Technologies | 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 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 | 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 data is matched to academic programs. | Bureau of Labor Statistics mapped from SOC to CIP by Gray |
| 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 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 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 of jobs in general occupations that graduates could obtain | BLS Generalist Jobs | 2017 | Size-up the employment opportunity in general fields 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 | 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 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 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 Professional degree | ACS % w/ Any Graduate Degree | NA | Identify the percentage of Bachelor's graduates that move on to earn a graduate 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 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 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 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. |
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| **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 credential as their highest attainment. | 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 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. |
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| **competitive intensity** |
| **Category** | **Criteria** | **Definition** | **Metric** | **Timeframe** | **Purpose** | **Use & Applicability** | **Source** |
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| 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 agency or a school | Cost Per Inquiry | Q1 2018 - Q4 2018 | Evaluate the cost of purchasing affiliate leads | Important indicator of competitive intensity for programs that plan to buy student inquiries | Cost per Inquiry from GrayReports Inquiry Data, for pay-per-lead 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. |
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