|  |  |
| --- | --- |
| Logo  Description automatically generated | Professional and Adult Education Advisory Services |

Organizational Design and Strategy Benchmarking for Professional, Continuing, and Online Education

Survey Question Preview

Please note, the aim of this survey is provide a single, consistent instrument across all partner geographies, and therefore better data comparisons. As such, we have added additional language and descriptors to make the questions and supporting materials accessible to all audiences. That said, for sake of consistency, some spellings and language default to North American norms.

Start of Module 1: Outcomes; Section 1: Respondent Information

**Q1** What is the name and title of the person filling out this survey?

* First Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Last Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q2** What is the name and titleof the senior-most person leading your unit?

* First Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Last Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q3** Please write in the name of your institution, including the specific campus with which you are affiliated, if applicable.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q4** What is the name of the Professional, Continuing, and/or Online (PCO) unit at your institution?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q5** Who does the **senior-most person leading your PCO unit** report to at your institution?

* Directly to the senior-most executive (e.g., President or Chancellor in North America, Vice Chancellor or Rector elsewhere)
* Directly to the Provost or senior-most academic leader
* Associate/Assistant Vice President or similar role reporting to the senior-most executive
* Vice/Associate Provost or similar role reporting to the senior-most academic leader
* Chief Business/Finance Officer
* Chief Operations Officer
* To a non-dean academic affairs administrator (please specify which) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* To a Dean (please specify which) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Our unit reports to someone else (please specify who) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q6** How many **management levels** exist between your senior-most PCO leader and the president or senior-most executive? (e.g., reports to senior-most academic officer/provost who reports to senior-most executive/president = 2, reports to associate VP who reports to VP who reports to president = 3)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 2: Previous Year Performance and Current Year Goals

Q7 For the following metrics, please identify performance for FY23 and the goals for FY24. Metrics requiring currency should use your local currency.

North American fiscal year (FY2X) is typically July 1, 202X - June 30, 202X
UK fiscal year (FY2X) is typically 1 August 202X - 31 July 202X
Australian fiscal year (FY2X) is typically 1 January 202X - 31 December 202X

If you do not track a metric or one does not apply, please type "N" in the N/A box.

**Table will appear on next page.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Q7** | Fiscal Year '23 Performance | Fiscal Year '24 Goals | N/A |
| Unit revenue  |  |  |  |
| Unit gross margin  |  |  |  |
| Unit net margin  |  |  |  |
| In-unit headcount (i.e., all enrollments in FY23 and enrollment goals for FY24 across all offerings within your unit; NOT those supported by your unit) |  |  |  |
| Unit total credits/credit hours delivered (i.e., all credit hours delivered in FY23 and credits/credit hour delivery goals for FY24 across all offerings)  |  |  |  |
| Professional/continuing/online headcount institution-wide (this number includes in-unit headcount as well as outside unit headcount) |  |  |  |
| Number of programs from other departments/schools that your unit supports  |  |  |  |
| Graduate employment rates(i.e., what percent of graduates were employed post completion of programs offered or supported by your unit. Do not provide overall institution graduate employment rates or rates for programs you do not offer/support)  |  |  |  |
| Percent of students within your unit who completed their class sequence/program  |  |  |  |
| Number of applications to programs in your unit overall  |  |  |  |

**Q8** How confident are you in **achieving** the above goalsby close of FY24?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Q8** | Not at all confident | Somewhat unconfident | Neutral | Somewhat confident | Very confident | N/A |
| Unit revenue  |  |  |  |  |  |  |
| Unit gross margin  |  |  |  |  |  |  |
| Unit net margin  |  |  |  |  |  |  |
| In-unit headcount (i.e., enrollment goals for FY24 across all offerings within your unit; NOT those supported by your unit) |  |  |  |  |  |  |
| Unit total credits/credit hours delivered (i.e., credit/credit hour delivery goals for FY24 across all offerings) |  |  |  |  |  |  |
| Professional/continuing/online headcount institution-wide(this number includes in-unit headcount as well as outside unit headcount)  |  |  |  |  |  |  |
| Number of programs from other departments/schools that your unit supports  |  |  |  |  |  |  |
| Graduate employment rates(i.e., what percent of graduates you hope to be employed post completion of programs offered or supported by your unit. Do not consider overall institution graduate employment rates or rates for programs you do not offer/support)  |  |  |  |  |  |  |
| Percent of students within your unit who completed their class sequence/program  |  |  |  |  |  |  |
| Number of applications to programs in your unit overall  |  |  |  |  |  |  |

Section 3: Staffing

**Q9** In the boxes below, please identify **how many people**you employed in the following roles in FY23. The table asks for both headcount (one person = 1) and FTE (40 hours of time = 1.0 FTE). Please report numbers as of June 30, 2023.

|  |  |  |
| --- | --- | --- |
|  | Headcount | FTEs |
| **Adjunct/sessional instructors**(includes instructors from other academic departments that your unit paid to teach your programs; does not include instructors employed by other departments to teach classes affiliated with your offerings) |  |  |
| **Part-time instructors**  |  |  |
| **Full-time instructors**  |  |  |
| **Staff**(i.e., all non-instructor employees)  |  |  |

Section 4: Programmatic Offerings

Q10 Please indicate whether and how the following programs are delivered by your institution. (Please select all that apply.)

Table will appear on next page.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q10** | In our unit | Elsewhere **with** our support/involvement | Elsewhere **without** our support/involvement | Outsourced | Not offered at my institution |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate |  |  |  |  |  |
| Bachelor's/undergraduate, adult degree completion  |  |  |  |  |  |
| Bachelor's/undergraduate, non-adult degree completion(i.e., no minimum credit requirement to enroll)  |  |  |  |  |  |
| Master's degree(s)  |  |  |  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |  |  |  |
| Executive education  |  |  |  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |  |  |  |
| Non-degree, non-credit program(s)  |  |  |  |  |  |
| Vocational/technical education(e.g., automotive technology, circuitry)  |  |  |  |  |  |
| High school/secondary school student dual enrollment  |  |  |  |  |  |
| K-12 education/primary and secondary school education (not dual enrollment)  |  |  |  |  |  |
| English language institutes  |  |  |  |  |  |
| International student pathways programming  |  |  |  |  |  |
| Intersession classes/programs  |  |  |  |  |  |
| OLLI or other senior education program(s)  |  |  |  |  |  |

**Q11\*** For those programs offered or supported by your unit, please select the modality or modalities in which the program you offer or support is delivered. (Please select all that apply)

**\***This question will only appear if you selected “In our unit” or “Elsewhere with our support/involvement” for any of the selections in **Q10**. Further, **Q11** will only populate those program types for which you selected “In our unit” or “Elsewhere with our support/involvement”.

Table will appear on next page.

|  |  |  |  |
| --- | --- | --- | --- |
| **Q11** | Online | Face-to-face | Hybrid |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate |  |  |  |
| Bachelor's/undergraduate, adult degree completion  |  |  |  |
| Bachelor’s/undergraduate, non-adult degree completion (i.e., no minimum credit requirement to enroll)  |  |  |  |
| Master's degree(s)  |  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |  |
| Executive education  |  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |  |
| Non-degree, non-credit program(s)  |  |  |  |
| Vocational/technical education (e.g., automotive technology, circuitry)  |  |  |  |
| High school/secondary school student dual enrollment  |  |  |  |
| K-12 education/primary and secondary school education (not dual enrollment)  |  |  |  |
| English language institutes  |  |  |  |
| International student pathways programming  |  |  |  |
| Intersession classes/programs  |  |  |  |
| OLLI or other senior education program(s)  |  |  |  |

Section 5: Service Delivery

Q12 Please indicate how your unit delivers the services listed below. (Please select all that apply.) If your unit does not offer a particular service, select "N/A".

Table will appear on next page.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q12** | In our unit | Elsewhere within the institution | Outsourced | N/A |
| Admissions  |  |  |  |  |
| Alumni engagement  |  |  |  |  |
| Career services  |  |  |  |  |
| Compliance (including state/provincial/national authorization, Title IV, disability, race/gender, etc.)  |  |  |  |  |
| Conference center oversight, operations  |  |  |  |  |
| Prior learning assessment  |  |  |  |  |
| Curriculum development  |  |  |  |  |
| Employer partnership development and/or maintenance  |  |  |  |  |
| Academic staff/instructor training for online or other PCO instruction  |  |  |  |  |
| Financial aid  |  |  |  |  |
| Instructional design  |  |  |  |  |
| IT support  |  |  |  |  |
| Marketing  |  |  |  |  |
| Program development support  |  |  |  |  |
| New program validation  |  |  |  |  |
| Recruitment  |  |  |  |  |
| Registration  |  |  |  |  |
| Academic research  |  |  |  |  |
| Student advising (e.g., assistance with program or class selection)  |  |  |  |  |
| Student coaching (e.g., guidance on study skills, navigating the institution, or accessing non-academic support services) |  |  |  |  |
| Tutoring (e.g., content specific study support) |  |  |  |  |

End of Module 1: Outcomes

Start of Module 2: Unit Operations; Section 1: History of Your Unit

**Q1** In years, how long has your institution offered professional and/or continuing education? Please round up to the nearest year (e.g., if you launched 18 months ago, consider that 2 years).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q2** In years, how long has your institution offered online education? Please round up to the nearest year (e.g., if you launched 18 months ago, consider that 2 years).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 2: Financial Information

**Q3** What budget model does your institution have?

* Incremental/historical (i.e., budget is based on unit allocation in the previous year, plus or minus an adjustment equal to the overall change in institutional resources)
* Responsibility Center Management (RCM) (i.e., units are wholly/largely responsible for their own revenues and expenditures); *Please select this option if your unit considers its budget model fully or partially RCM*
* Centralized or Strategy-based (i.e., budget is mostly or entirely set by senior-most central leaders to match institutional strategic goals)
* Zero-based (i.e., unit starts each fiscal year with zero dollars and must request funding for existing and proposed programs and services)
* Other (write-in) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q4** Does the PCO unit have at least one **revenue-share agreement** in place with academic unit(s) for co-delivered/designed programs?

* Yes
* No

**Q5\*** What **percentage of a program's** **net revenue** are you returning to academic units? If the academic unit is required to share a percentage with the provost/senior-most academic leader's office, please consider that as part of the academic unit's allocation for EAB's purposes. (Select all that apply)

**\*Q5** will only appear if you selected “Yes” in **Q4**

* Fixed percentage that does not change; *please write in the percentage* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* It varies based on how long the program has been in market
* We have different agreements with different academic units

**Q6\*** Please write in the starting and final allocation of net revenue for the academic unit with which you have a revenue-share agreement

**\*Q6** will only appear if you selected “It varies based on how long the program has been in market” in **Q5**

* Staring allocation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Final allocation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q7** Is your unit able to carry a **surplus balance** from one fiscal year into the next?

* Yes, all
* Yes, some
* No, none

**Q8** What percentage of net revenue do you owe central university/central administration in the form of **central/strategic innovation fund**? (i.e., money controlled by CBO/finance office to fund central strategic priorities)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q9** Do you maintain a PCO-specific strategic investment, innovation, or similar fund?

* Yes
* No

**Q10\*** Please provide the **breakdown of revenue**for your unit for FY23. (Numbers must add up to 100%)

**\***The option “Revenue from programs jointly owned or offered with another academic department/college” will only appear if you selected “Yes” in **Q4**

Central funding from your institution : \_\_\_\_\_\_\_

Direct student tuition and/or fees gathered in unit : \_\_\_\_\_\_\_

Grants : \_\_\_\_\_\_\_

Corporate partners directly funding education (i.e., not via tuition reimbursement; paying your unit/institution directly for access to employee education) : \_\_\_\_\_\_\_

**\***Revenue from programs jointly owned or offered with another academic department/college : \_\_\_\_\_\_\_

Fundraising : \_\_\_\_\_\_\_

Other (please specify source and percent in the write-in) : \_\_\_\_\_\_\_

Total : \_\_\_\_\_\_\_\_

**Q11** Please share the distribution of your **annual expenditure** as a percentage for FY23. (Numbers must add up to 100%)

PCO staff compensation (not including instructor compensation) : \_\_\_\_\_\_\_

Instructor compensation : \_\_\_\_\_\_\_

Technical infrastructure (e.g., software investments) : \_\_\_\_\_\_\_

Non-technology instructional expenses : \_\_\_\_\_\_\_

Marketing and/or recruitment : \_\_\_\_\_\_\_

PCO unit overhead (including any facilities and/or administrative costs) : \_\_\_\_\_\_\_

Contribution to central administration : \_\_\_\_\_\_\_

Other (please specify category and percent) : \_\_\_\_\_\_\_

Total : \_\_\_\_\_\_\_\_

**Q12** How much do **B2B partnerships** contribute to your revenuevia direct bills for engagement?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | None at all | A little | A moderate amount | A lot | A great deal | Not Applicable |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

|  |  |
| --- | --- |
| Contribution to revenue in percent |  |

**Q13** For what proportion of your programs are you able to **calculate overall margin** (considering cost to develop, launch, and deliver the program as well as revenue received)?

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

|  |  |
| --- | --- |
| Percent of programs |  |

**Q14** What items would you include in calculating **program launch cost**? (Please select all that apply)

* Content development
* Cost of instruction
* Program Marketing
* Staff time for advising, admissions, and registration
* Supplies
* Technology platforms (e.g., LMS, badging software)
* Other (write-in) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 3: Staffing and Instructors

Q15 Do you have the authority to employ instructors in your unit? (Please select all that apply)

* Yes, instructors who teach FOR-credit classes can be employed by my unit
* Yes, instructors who teach NON-credit classes can be employed by my unit
* No, instructors cannot be employed by my unit

**Q16\*** What percent of the instructors for your programs (i.e., programs specifically offered by your unit; NOT those offered by another academic with your unit's support) are employed by **your unit**?

**\*Q16** will only appear if you selected “Yes, instructors who FOR-credit classes can be employed by my unit” or “Yes, instructors who teach NON-credit classes can be employed by my unit” in **Q15**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

|  |  |
| --- | --- |
| Percent of program instructors employed by your unit |  |

**Q17\*** How are those instructors employed directly by your unit **compensated**? (Please select all that apply)

**\*Q17** will only appear if you selected more than “0” in **Q16**

|  |  |  |  |
| --- | --- | --- | --- |
| **Q17** | For credit | Non-credit | N/A |
| Salary  |  |  |  |
| Hourly Wage  |  |  |  |
| Variable compensation based on number of students enrolled  |  |  |  |
| Additional compensation when they develop new class/program content  |  |  |  |
| Compensation varies based on complexity(e.g., lower pay for intro classes, higher pay for complex classes)  |  |  |  |
| Other (please specify in subsequent question)  |  |  |  |

**Q18\*** What compensation model do you use for instructors teaching for credit classes which was not captured above?

**\*Q18** will only appear if you selected “Other” in the “For credit” column of **Q17**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q19\*** What compensation model do you use for instructors teaching non-credit classes which was not captured above?

**\*Q19** will only appear if you selected “Other” in the “Non-credit” column of **Q17**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q20** Can instructors from other academic units deliver instruction to PCO students?

* Yes
* No

**Q21** How are those instructors from other academic units **compensated for the classes delivered to PCO students**? If the instructor's salary is covered by their home unit, do not select "Salary". (Please select all that apply)

**\*Q21** will only appear if you selected “Yes” in **Q20**

|  |  |  |  |
| --- | --- | --- | --- |
| **Q21** | For credit | Non-credit | N/A |
| Salary  |  |  |  |
| Hourly Wage  |  |  |  |
| Variable compensation based on number of students enrolled  |  |  |  |
| Additional compensation when they develop new class/program content  |  |  |  |
| Compensation varies based on complexity(e.g., lower pay for intro classes, higher pay for complex classes)  |  |  |  |
| Other (please specify in subsequent question)  |  |  |  |

**Q22\*** What compensation model do you use for instructors teaching for-credit classes that was not captured above?

**\*Q22** will only appear if you selected “Other” in the “For credit” column of **Q21**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q23\*** What compensation model do you use for instructors teaching non-credit classes that was not captured above?

**\*Q23** will only appear if you selected “Other” in the “Non-credit” column of **Q21**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q24** Through what avenues does your unit find individuals to **create class/program content**? (Please select all that apply)

* We use individuals employed by our unit
* We use individuals employed by another academic unit
* We use individuals employed by a corporate partner
* We use individuals from a third-party content provider (e.g., vendor-provided curriculum)
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* N/A; Our unit is not responsible for class/program content creation

**Q25\*** How are your unit's content experts **compensated for creating class/program content**? (Please select all that apply)

**\*Q25** will only appear if you selected any option OTHER THAN “N/A; Our unit is not responsible for course content creation” in **Q24**

|  |  |  |
| --- | --- | --- |
|  | For credit | Non-credit |
| Our unit employs salaried content experts who create content for our unit and receive no additional compensation for class/program content creation in our unit  |  |  |
| Another academic unit employs salaried content experts who create content for our unit and receive no additional compensation for class/program content creation in our unit  |  |  |
| Our unit employs salaried content experts who create content for our unit and may receive additional compensation for course class/program creation in our unit  |  |  |
| Another academic unit employs salaried content experts who create course content for our unit and may receive additional compensation for class/program content creation in our unit  |  |  |
| We pay content experts a fee per enrolled student in each class/program they created  |  |  |
| We pay content experts a fee per instance of instruction from class/program content they created  |  |  |
| We pay content experts a lump sum for class/program content creation, regardless of type  |  |  |
| We pay content experts a variable rate depending on the class/program content they create (e.g., a lesser fee for introductory classes; a higher fee for more complex classes)  |  |  |
| Other (please specify in subsequent question)  |  |  |

**Q26** What compensation model do you use for content experts creating for-credit class/program content that was not captured above?

**\*Q26** will only appear if you selected “Other” in the “For credit” column of **Q25**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q27** What compensation model do you use for content experts creating non-credit class/program content that was not captured above?

**\*Q27** will only appear if you selected “Other” in the “Non-credit” column of **Q25**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q28** Which of the following faculty/instructor/staff categories are **unionized** at your institution? (Please select all that apply)

* Tenure/tenure-track faculty/full-time instructors
* Adjunct/sessional/casual faculty/instructors
* Language programming adjunct faculty/instructors
* Non-credit instructors
* Administrative support
* Program support
* Technology support
* Student services support
* Other (please specify)

**Q29** What is your **headcount and FTE distribution** across the following services? Fractional staff (e.g., 0.5) are allowed to account for part-time staff OR partial assignment of a staff member to multiple services.

The table asks for both headcount (one person = 1) and FTE (40 hours of time = 1.0 FTE). Please note, we are looking specifically at noninstructional staff in this question.

Report numbers as of June 30, 2023.
For non-applicable services, please enter "0".

Table will appear on next page.

|  |  |  |
| --- | --- | --- |
| **Q29** | Headcount | FTEs |
| Admissions  |  |  |
| Alumni engagement  |  |  |
| Career services  |  |  |
| Compliance (including state/provincial/national authorization, Title IV, disability, race/gender, etc.) |  |  |
| Conference center oversight, operations    |  |  |
| Prior learning assessment    |  |  |
| Curriculum development  |  |  |
| Employer partnership development and maintenance    |  |  |
| Academic staff/instructor training for online or other PCO instruction  |  |  |
| Financial aid  |  |  |
| Instructional design  |  |  |
| IT support  |  |  |
| Marketing  |  |  |
| Program development support  |  |  |
| New program validation  |  |  |
| Recruitment  |  |  |
| Registration  |  |  |
| Research  |  |  |
| Student advising (e.g., assistance with program or class selection) |  |  |
| Student coaching (e.g., guidance on study skills, navigating the institution, or accessing non-academic support services) |  |  |
| Tutoring (e.g., content specific study support) |  |  |

Section 4: External Vendors

Q30\* Please provide data for all external vendors with whom you contract for any services such as recruitment, career services, curriculum development, etc. Please leave blank any extra rows. If you have more than 5 vendors\*, another table will populate after this question.

Please leave blank any fields not applicable to your vendor agreements.

**\***This question will be repeated up to 3 times with the option to fill-in information for up to 20 vendors. We have provided space here to fill information for 20 vendors in one grid.

Table will appear on next page.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Q30** | Vendor Name | Services Provided | Revenue Share (please identify the % shared with the vendor) | Annual fee for service in your local currency, do not use currency symbols (if fee varies, please provide average) | Duration of contract in years | Intent to continue beyond contract (Y/N) |
| 1.  |  |  |  |  |  |  |
| 2.  |  |  |  |  |  |  |
| 3.  |  |  |  |  |  |  |
| 4.  |  |  |  |  |  |  |
| 5.  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |
| 10. |  |  |  |  |  |  |
| 11. |  |  |  |  |  |  |
| 12. |  |  |  |  |  |  |
| 13. |  |  |  |  |  |  |
| 14. |  |  |  |  |  |  |
| 15. |  |  |  |  |  |  |
| 16. |  |  |  |  |  |  |
| 17. |  |  |  |  |  |  |
| 18. |  |  |  |  |  |  |
| 19. |  |  |  |  |  |  |
| 20. |  |  |  |  |  |  |

End of Module 2: Unit Operations

Start Module 3: Unit Portfolio and Student Services; Section 1: Program Offerings and Changes

**Q1** During FY23, what was the **total number of programs offered by your unit**? Please treat different modalities as separate, individual programs (e.g., if you offer a face-to-face MBA and an online MBA, those are two separate programs). Additionally, separately count all offerings, regardless of duration or credit status.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q2** During FY23, what was the **total number of programs supported by your unit**? Please treat different modalities as separate, individual programs (e.g., if you offer a face-to-face MBA and an online MBA, those are two separate programs). Additionally, separately count all offerings, regardless of duration or credit status.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q3** On average, **how long** does it take a new program idea, by program type, to reach the following points in its development? For time periods including partial months, please round up to a whole number (e.g., round 1.5 months up to 2 months).

|  |  |  |  |
| --- | --- | --- | --- |
| **Q3** | From submission through internal or external approval processes? | From approval to fully developed program content? | From approval to open of enrollment? |
| Bachelor's/undergraduate degree(s)  |  |  |  |
| Master's degree(s)  |  |  |  |
| Non-degree, for-credit  |  |  |  |
| Non-degree, non-credit  |  |  |  |

**Q4** During FY23, how many programs have you **launched** and **sunset/discontinued** or **paused**?

Table will appear on next page.

|  |  |  |
| --- | --- | --- |
| **Q4** | Launched | Sunset/discontinued or paused |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate  |  |  |
| Bachelor's/undergraduate degree(s)  |  |  |
| Master's degree(s)  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |
| Executive education  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |
| Non-degree, non-credit program(s)  |  |  |
| Vocational/technical education (e.g., automotive technology, circuitry)  |  |  |

**Q5** For which types of decisions do you examine **labor market data** (e.g., relevant job postings, employment levels)? (Please select all that apply)

* Whether to launch a new program
* Whether to expand a program
* Whether to revitalize a program
* Whether to sunset/discontinue or pause a program
* We do not examine labor market data
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q6\*** How do you generate **labor market insights**? (Please select all that apply)
**\*Q6** will only appear if you answered anything OTHER THAN “We do not examine labor market data” in **Q5**

* We analyze data in-house
* We talk to local employers (e.g., via economic development council) informally or formally
* We contract with a third-party vendor (e.g., EAB, Hanover) to produce labor market analysis (Please specify vendor) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q7** For which types of decisions do you examine **student demand data** (e.g., degree completions data)? (Please select all that apply)

* Whether to launch a new program
* Whether to expand a program
* Whether to revitalize a program
* Whether to sunset/discontinue a program
* We do not examine program student demand data
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q8\*** How do you generateinsights on **student demand** for programs?
**\*Q8** will only appear if you answered anything OTHER THAN “We do not examine program student demand data” in **Q7**

* We examine student demand data in-house
* We contract with a third-party vendor (e.g., EAB, Hanover) to produce analyses on student demand (Please specify vendor) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q9** Have you ever brought an OPM-delivered program in-house?

* Yes, we have more than once
* No, but we are actively doing it now
* No, but we are open to it
* No, and we don't intend to
* We have never used an OPM

**Q10** Do you offer **non-credit to credit pathways** at your institution?

* Yes
* No

Section 2: Program Launch Practices

Q11 What metrics do you use to decide when/whether to launch a program? (Please select all that apply)

* Anticipated revenue
* Program costs
* Anticipated profit margin
* Enrollment in similar programming
* External market data (e.g., Lightcast, IPEDs, BLS, StatsCan, HESA)
* Other (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* We don't use metrics to determine program launch

**Q12** By program type, please indicate which of these bodies or individuals represent formal stages in the program approval process for programs in your unit. (Please select all that apply)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q12** | Academic Unit | Institution-wide academic governing body | President's cabinet/senior leadership vote | Board/council | State/provincial/national governing body | PCO unit | N/A |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate |  |  |  |  |  |  |  |
| Bachelor's/undergraduate degree(s)  |  |  |  |  |  |  |  |
| Master's degree(s)  |  |  |  |  |  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |  |  |  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |  |  |  |  |  |
| Executive education  |  |  |  |  |  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |  |  |  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |  |  |  |  |  |
| Non-degree, non-credit program(s)  |  |  |  |  |  |  |  |
| Vocational/technical education (e.g., automotive technology, circuitry)  |  |  |  |  |  |  |  |

**Q13** By program type, please select the statement which best describes the complexity of the program approval process for programs within the PCO unit compared to the complexity of the program approval process for the core campus. Select "N/A" for program types you do not offer.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q13** | PCO unit program approval process requires more steps | The processes have essentially the same level of complexity | PCO unit program approval process requires fewer steps | N/A |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate |  |  |  |  |
| Bachelor's/undergraduate degree(s)  |  |  |  |  |
| Master's degree(s)  |  |  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |  |  |
| Executive education  |  |  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |  |  |
| Non-degree, non-credit program(s)  |  |  |  |  |
| Vocational/technical education (e.g., automotive technology, circuitry)  |  |  |  |  |

Section 3: Program Sunsetting/Discontinuation Practices

**Q14** What metrics do you use to decide when/whether to **sunset/discontinue** or **pause**a program? (Please select all that apply)

* Gross revenue
* Net revenue
* Program costs
* Profit margin
* Enrollment
* Student outcomes (e.g., career growth, passing industry certification)
* Student satisfaction surveys
* External market data (e.g., Lightcast, IPEDs, BLS, StatsCan, HESA)
* Other (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* We don't use metrics to determine program sunsets/discontinuations

**Q15** Do you regularly review programs to consider sunset/discontinuation or program pause? Please disregard reviews that do not lead to one of these outcomes (e.g., curricular reviews).

* Yes, for the whole portfolio
* Yes, for some programs
* No, we do not regularly review any programs for sunsetting/discontinuation or program pause

**Q16** With what cadence do you generally review programs for sunsetting/discontinuation or pausing decisions?

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |

|  |  |
| --- | --- |
| Evaluation period in months |  |

**Q17** By program type, please indicate which of these bodies or individuals represent formal stages in the program sunset/discontinuation process for programs in your unit. (Please select all that apply)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q17** | Academic Unit | Institution-wide academic governing body | President's cabinet/other senior leadership | PCO unit | N/A |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate |  |  |  |  |  |
| Bachelor's/undergraduate degree(s)  |  |  |  |  |  |
| Master's degree(s)  |  |  |  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |  |  |  |
| Executive education  |  |  |  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |  |  |  |
| Non-degree, non-credit program(s)  |  |  |  |  |  |
| Vocational/technical education (e.g., automotive technology, circuitry)  |  |  |  |  |  |

**Q18** Please select the statement which best describes the complexity of the program sunset/discontinuation process for programs within the PCO unit compared to the complexity of the program sunset/discontinuation process for the core campus.

* PCO unit program sunset/discontinuation process requires more steps
* The processes have essentially the same level of complexity
* PCO unit program sunset/discontinuation requires fewer steps
* Unsure
* N/A (we do not have a formal sunsetting/discontinuation process)

Section 4: Program Pricing

Q19 By program type, how do PCO unit prices compare to like programs offered by the broader institution? Choose "N/A" for programs where there is no comparable offering elsewhere at the institution. (Please select all that apply.)

Table will appear on next page.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q19** | More expensive | Same price | Less expensive | N/A |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate |  |  |  |  |
| Bachelor's/undergraduate degree(s)  |  |  |  |  |
| Master's degree(s)  |  |  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |  |  |
| Executive education  |  |  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |  |  |
| Non-degree, non-credit program(s)  |  |  |  |  |
| Vocational/technical education (e.g., automotive technology, circuitry)  |  |  |  |  |

**Q20** What determines what you will charge students for your programs? Select "N/A" if you do not set your own prices or pricing does not vary from main campus for any programs. (Please select all that apply)

* Pricing varies based on how our perceived competitors price their programs
* Pricing varies based on the cost to the PCO unit (and other units) to launch the program
* Pricing varies based on expected revenue/enrollment
* Pricing varies based on desired margin
* Pricing is based on institutional precedent/history (i.e., this is how we've always priced these types of programs)
* We don't have a pricing strategy
* N/A

**Q21** How does tuition for fully online degree-seeking students compare to tuition for students enrolled in comparable in-person degrees?

* More expensive
* Same price
* Less expensive

Section 5: Student Support

Q22 Please indicate, by program type, if your students have access to advising (e.g., assistance with program or class selection).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q22** | We assign students to an advisor and require interactions | We assign students to an advisor but don't require interactions | We offer advising resources that students must seek out on their own | We do not have advising for this program type | N/A |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate |  |  |  |  |  |
| Bachelor's/undergraduate degree(s)  |  |  |  |  |  |
| Master's degree(s)  |  |  |  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |  |  |  |
| Executive education  |  |  |  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |  |  |  |
| Non-degree, non-credit program(s)  |  |  |  |  |  |
| Vocational/technical education (e.g., automotive technology, circuitry)  |  |  |  |  |  |

**Q23\*** What is your **staffing model** for advisors? (Please select all that apply)

**\*Q23** will only appear if you selected “We assign students to an advisor and require interactions,” “We assign students to an advisor but don't require interactions,” or “We offer advising resources that students must seek out on their own” in **Q22** for any program type listed.

* The PCO unit employs its own advisors to serve PCO students
* PCO students are served by the same advisors as non-PCO undergraduate/graduate students
* The PCO unit contracts out to a third-party advising service
* The PCO unit deploys a web-based advising platform (e.g., app or internet-based advising)
* Other (write-in) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q24** Please indicate, by program type, if your students have access to **coaching** (e.g., guidance on study skills, navigating the institution, or accessing non-academic support services).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q24** | We assign students to a coach and require interactions | We assign students to a coach but don't require interactions | We offer coaching resources that students must seek out on their own | We do not have coaching for this program type | N/A |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate |  |  |  |  |  |
| Bachelor's/undergraduate degree(s)  |  |  |  |  |  |
| Master's degree(s)  |  |  |  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |  |  |  |
| Executive education  |  |  |  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |  |  |  |
| Non-degree, non-credit program(s)  |  |  |  |  |  |
| Vocational/technical education (e.g., automotive technology, circuitry)  |  |  |  |  |  |

**Q25\*** What is your **staffing model** for coaches? (Please select all that apply)

**\*Q25** will only appear if you selected “We assign students to a coach and require interactions,” “We assign students to a coach but don't require interactions,” or “We offer coaching resources that students must seek out on their own” in **Q24** for any program type listed.

* The PCO unit employs its own coaches to serve PCO students
* PCO students are served by the same coaches as non-PCO undergraduate/graduate students
* The PCO unit contracts out to a third-party coaching service
* The PCO unit deploys a web-based coaching platform (e.g., app or internet-based coaching)
* Other (write-in) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q26** For **online** programs of the following types, do you offer opportunities for **peer interaction** beyond in-class interactions (e.g., optional online forums to discuss general issues with students from across the program/institution; optional informal gatherings such as a meet and greets; clubs for online students)? (Please select all that apply)
N/A indicates you do not offer this type of program.

Table will appear on next page

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q26** | Yes, during the program | Yes, after the program ends | No, we do not | N/A |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate |  |  |  |  |
| Bachelor's/undergraduate degree(s)  |  |  |  |  |
| Master's degree(s)  |  |  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |  |  |
| Executive education  |  |  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |  |  |
| Non-degree, non-credit program(s)  |  |  |  |  |
| Vocational/technical education (e.g., automotive technology, circuitry)  |  |  |  |  |

**Q27** Which **career services** offered **elsewhere** by the institution (e.g., offered by the career services office) do your PCO students have access to? (Please select all that apply)

|  |  |  |  |
| --- | --- | --- | --- |
| **Q27** | For all PCO students | For some PCO students | Unavailable to PCO students |
| Career placement services offered in-house  |  |  |  |
| Career placement services provided by a third-party  |  |  |  |
| Career services center resources  |  |  |  |
| Career fairs  |  |  |  |
| Interviews and/or internship opportunities with employer partners  |  |  |  |
| Professional mentorships  |  |  |  |
| Alumni networking  |  |  |  |

**Q28** Which **career services** does **your unit** offerdirectly to PCO students? (Reflect only on the services operated and offered by your unit, not the broader institution) (Please select all that apply)

|  |  |  |  |
| --- | --- | --- | --- |
| **Q28** | For all PCO students | For some PCO students | We don't offer |
| Career placement services offered in-house  |  |  |  |
| Career placement services provided by a third-party  |  |  |  |
| Career services center resources  |  |  |  |
| Career fairs  |  |  |  |
| Interviews and/or internship opportunities with employer partners  |  |  |  |
| Professional mentorships  |  |  |  |
| Alumni networking  |  |  |  |

**Q29** Do you consider graduates of **credit-bearing** sub-traditional degree programs to be alumni of your institution?

* Yes
* No

**Q30** Do you consider graduates of **non-credit bearing** sub-traditional degree programs to be alumni of your institution?

* Yes
* No

End of Module 3: Unit Portfolio and Student Services

Start of Module 4: Marketing; Section 1: Marketing Budget

**Q1** What is your **unit's total annual marketing budget**? (Please enter the amount in your native currency; no need to use your national currency symbol)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q2** How do you receive funding to **market programs on behalf of another unit**? (Please select all that apply)

* The specific academic unit pays my unit
* The central administration allocates money to my unit
* PCO unit budget funds marketing
* We don't do marketing on behalf of other units
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q3** Please indicate what **percent of your overall marketing budget goes to each listed channel**. If you don't use a specific channel, pleaselist 0%. Please note that social media represents funds paid directly to social media companies; if a third-party vendor pays for social media on your behalf, please allocate that spend to "Third-party vendors". (Numbers must add up to 100%)

Social Media (e.g., Facebook, Instagram, TikTok, Snapchat): \_\_\_\_\_\_\_

YouTube: \_\_\_\_\_\_\_

Paid online ads (e.g., Google AdSense): \_\_\_\_\_\_\_

Transit/outdoor advertising (e.g., billboards, bus wraparounds): \_\_\_\_\_\_\_

Print media (e.g., newspapers, industry publications): \_\_\_\_\_\_\_

Direct mail: \_\_\_\_\_\_\_

Traditional broadcast media (e.g., cable television, radio): \_\_\_\_\_\_\_

Streaming media (e.g., Spotify, Pandora, Hulu): \_\_\_\_\_\_\_

Third-party vendors (e.g., third-party marketing service): \_\_\_\_\_\_\_

Other: \_\_\_\_\_\_\_

Total: \_\_\_\_\_\_\_\_

**Q4\*** Please approximate your **social media spend** across the following platforms. Only include money you pay directly to these platforms, not money any marketing vendor invests in these platforms on your behalf. (Number must add up to 100%)

**\*Q4** will only appear if you entered a value greater than “0” in the “Social Media” row of **Q3**

Facebook: \_\_\_\_\_\_\_

Instagram: \_\_\_\_\_\_\_

X (Twitter): \_\_\_\_\_\_\_

LinkedIn: \_\_\_\_\_\_\_

TikTok: \_\_\_\_\_\_\_

Snapchat: \_\_\_\_\_\_\_

Total: \_\_\_\_\_\_\_\_

**Q5** How do you determine how and where to invest marketing dollars? (Please select all that apply)

* We invest proportionally to our portfolio mix (i.e., 50% of programs are master's programs; 50% of marketing dollars go toward master's programs)
* We prioritize investment in our newest programs
* We invest in programs that have struggled to hit enrollment targets
* We invest as much money as the home academic unit is willing to fund for its program(s)
* We invest in programs that have achieved the best profit margins in recent years
* We invest in our highest enrollment growth programs
* We invest in programs aligned to career fields where labor market data (e.g., relevant job postings, employment levels) shows growth
* Other (write-in) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q6** How frequently do you reassess your marketing budget allocation?

* At least twice a year
* Annually
* Less often than annually
* Never

Section 2: Geographic Reach

Q7\* By program type, identify the typical geographic focus of your marketing efforts. (Please select all that apply)

N/A indicates you do not market this type of program.

\*Q8-Q22 will only appear if you select “International” in Q7 for the respective program type which Q8-Q22 inquire about.

Table will appear on next page

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Q7** | **Local** (i.e., within a 100-mile radius of our main campus) | **Regional** (i.e., across your entire home state/territory/region and some or all neighboring states/territories/regions) | **National** | **International** | **N/A** |
| Associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate |  |  |  |  |  |
| Bachelor's/undergraduate, adult degree completion  |  |  |  |  |  |
| Bachelor’s/undergraduate, non-adult degree completion (i.e., no minimum credit requirement to enroll)  |  |  |  |  |  |
| Master's degree(s)  |  |  |  |  |  |
| Doctoral degree(s), professional/applied/non-research track  |  |  |  |  |  |
| Doctoral degree(s), research/dissertation-based track  |  |  |  |  |  |
| Executive education  |  |  |  |  |  |
| Non-degree, for-credit graduate credential(s)  |  |  |  |  |  |
| Non-degree, for-credit undergraduate credential(s)  |  |  |  |  |  |
| Non-degree, non-credit program(s)  |  |  |  |  |  |
| Vocational/technical education (e.g., automotive technology, circuitry)  |  |  |  |  |  |
| High school/secondary school student dual enrollment  |  |  |  |  |  |
| K-12 education/primary and secondary school education (not dual enrollment)  |  |  |  |  |  |
| English language institutes  |  |  |  |  |  |
| International student pathways programming  |  |  |  |  |  |
| Intersession classes/programs  |  |  |  |  |  |
| OLLI or other senior education program(s)  |  |  |  |  |  |

**Q8\*** Please list up to five countries where you target international marketing efforts for your associate/pre-bachelor's/foundation degree(s)/higher national diploma/higher national certificate programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q9\*** Please list up to five countries where you target international marketing efforts for your bachelor's/undergraduate, adult degree completion program.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q10\*** Please list up to five countries where you target international marketing efforts for your Bachelor’s/undergraduate, non-adult degree completion (i.e., no minimum credit requirement to enroll) programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q11\*** Please list up to five countries where you target international marketing efforts for your master's degree programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q12\*** Please list up to five countries where you target international marketing efforts for your doctoral degree programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q13\*** Please list up to five countries where you target international marketing efforts for your executive education programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q14\*** Please list up to five countries where you target international marketing efforts for your non-degree, for-credit programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q15\*** Please list up to five countries where you target international marketing efforts for your non-degree, non-credit programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q16\*** Please list up to five countries where you target international marketing efforts for your Vocational/technical education (e.g., automotive technology, circuitry) programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q17\*** Please list up to five countries where you target international marketing efforts for your high school/secondary school student dual enrollment education programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q18\*** Please list up to five countries where you target international marketing efforts for your K-12/primary and secondary school education non-dual enrollment education programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q19\*** Please list up to five countries where you target international marketing efforts for your English language institute programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q20\*** Please list up to five countries where you target international marketing efforts for your international student pathways programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q21\*** Please list up to five countries where you target international marketing efforts for your intersession classes/programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q22\*** Please list up to five countries where you target international marketing efforts for your OLLI or other senior education programs.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 3: Funnel Metrics

Q23 The grid below lists 12 of the most heavily enrolled master's programs in partner countries. Please identify your programs' acquisition cost per student (in your local currency).

EAB defines acquisition cost as the total marketing spend divided by the number of students who matriculate. Please use the most recent cohort for calculation purposes.

If you do not offer a program, please type "N" in the "N/A" field.

Table will appear on next page

|  |  |  |
| --- | --- | --- |
| **Q23** | Acquisition cost per Student (number only; do not use currency symbols) | N/A |
| Master's: Business Administration  |  |  |
| Master's: Education  |  |  |
| Master's: Nursing  |  |  |
| Master's: Social Work  |  |  |
| Master's: Library Science  |  |  |
| Master's: Accounting  |  |  |
| Master's: Cybersecurity  |  |  |
| Master's: Computer Science  |  |  |
| Master's: Marketing  |  |  |
| Master's: Higher Education Administration  |  |  |
| Master's: School Psychology  |  |  |
| Master's: Public Administration  |  |  |

**Q24** The grid below lists 12 of the most heavily enrolled master's programs in partner countires.

Please identify your programs' **number of inquiries, applications, and new student enrollment** from the past **TWO** completedacademic years (Summer term 2021 - Spring term 2023).

If you do not offer a program, please type "N" in the "N/A" field.

Table will appear on next page

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q24** | Inquiries | Applications | New Student Enrollment | N/A |
| Master's: Business Administration  |  |  |  |  |
| Master's: Education  |  |  |  |  |
| Master's: Nursing  |  |  |  |  |
| Master's: Social Work  |  |  |  |  |
| Master's: Library Science  |  |  |  |  |
| Master's: Accounting  |  |  |  |  |
| Master's: Cybersecurity  |  |  |  |  |
| Master's: Computer Science  |  |  |  |  |
| Master's: Marketing  |  |  |  |  |
| Master's: Higher Education Administration  |  |  |  |  |
| Master's: School Psychology  |  |  |  |  |
| Master's: Public Administration  |  |  |  |  |

**Q25** Microcredentials are a growing area of interest for PCO units. How has your marketing spend changed for these programs in the past three years?

* Gone up
* Gone down
* Stayed the same
* We don't spend money on marketing microcredentials

**Q26** Please identify your adult degree completion programs' **acquisition cost per student** (in your local currency). EAB defines acquisition cost as the total marketing spend divided by the number of students who matriculate. Please consider the most recent cohort for calculation purposes.

List "0" if you do not offer an adult degree completion program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q27\*** For your **adult degree completion program**, please identify the number of inquiries, applications, and new student enrollment from the past **TWO** completed academic years (Summer term 2021 - Spring term 2023).

**\*Q27** will only appear if you entered a value greater than “0” in **Q26**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Inquiries | Applications | New Student Enrollment |
| Adult degree completion program  |  |  |  |

**Q28** Were your **click-through rates for** **paid search ads** in FY23 higher or lower than those of FY22?

* Higher than last year
* Lower than last year
* About the same as last year
* We don't measure click-through rates for paid search ads
* We don't use paid search ads

**Q29** Were your **click-through rates for paid social media ads** in FY23 higher or lower than those of FY22?

* Higher than last year
* Lower than last year
* About the same as last year
* We don't measure click-through rates for social media ads
* We don't pay for social media ads

**Q30** Were your **bounce rates from webpage visits due to** **paid search ads** in FY23 higher or lower than those of FY22?

* Higher than last year
* Lower than last year
* About the same as last year
* We don't measure bounce rates for paid search ads
* We don't use paid search ads

**Q31** Were your **bounce rates from webpage visits due to** **paid social media ads** in FY23 higher or lower than those of FY22?

* Higher than last year
* Lower than last year
* About the same as last year
* We don't measure bounce rates for social media ads
* We don't pay for social media ads

**Q32** Do you track the **number of stealth shoppers** (i.e., students who did not engage with any PCO unit staff or services before applying) who apply to your programs?

* Yes
* No

**Q33** Estimate the percentage of applicants across all PCO program types **who are stealth shoppers** (i.e., students who did not engage with any PCO unit staff or services before applying).

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

|  |  |
| --- | --- |
| Percent of applicants |  |

End of Survey