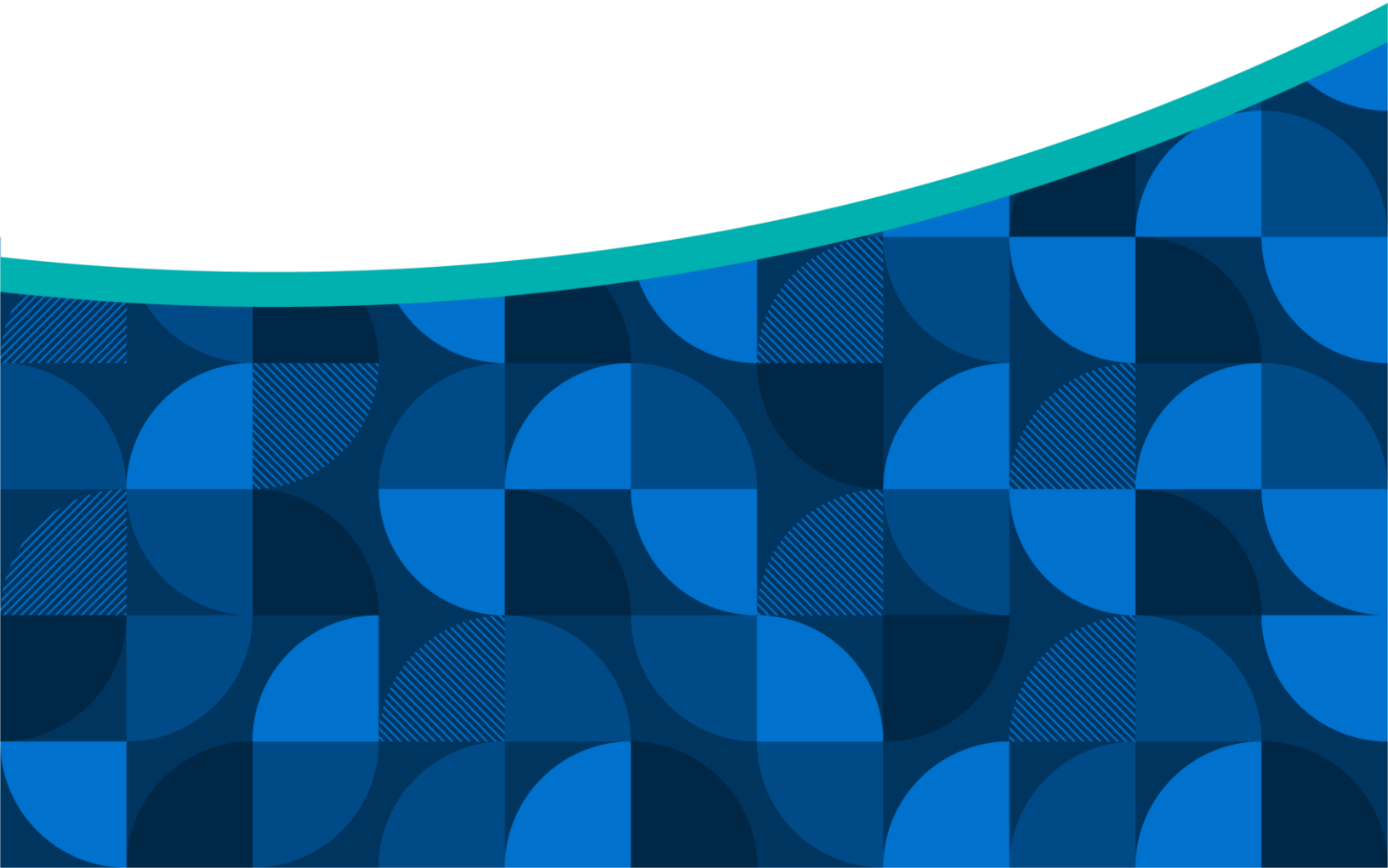




MARKET INSIGHTS BRIEF SAMPLE

New Master's-Level Degree Program Opportunities



EAB Market Insights

Research Associate

Research Manager

Associate Director

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Report Introduction and Table of Contents

This report presents new opportunities for academic program development. The sections outlined below present a ranking of our recommended new program opportunities, provide the data supporting those recommendations and our underlying methodology, and explain how we can support your next steps.

Table of Contents

Executive Overview	5
Project Analysis	8
Project Methodology	12
Next Steps from This Market Opportunity Scan	15

Report Introduction (cont.)

Project Objective: Identify New Program Opportunities



New Program Parameters

Determined by the requesting institution

Program Characteristics

- Type: Degree
- Level: Graduate
- Modality: Any

Region:

- California
- Idaho
- Nevada
- Oregon
- Washington



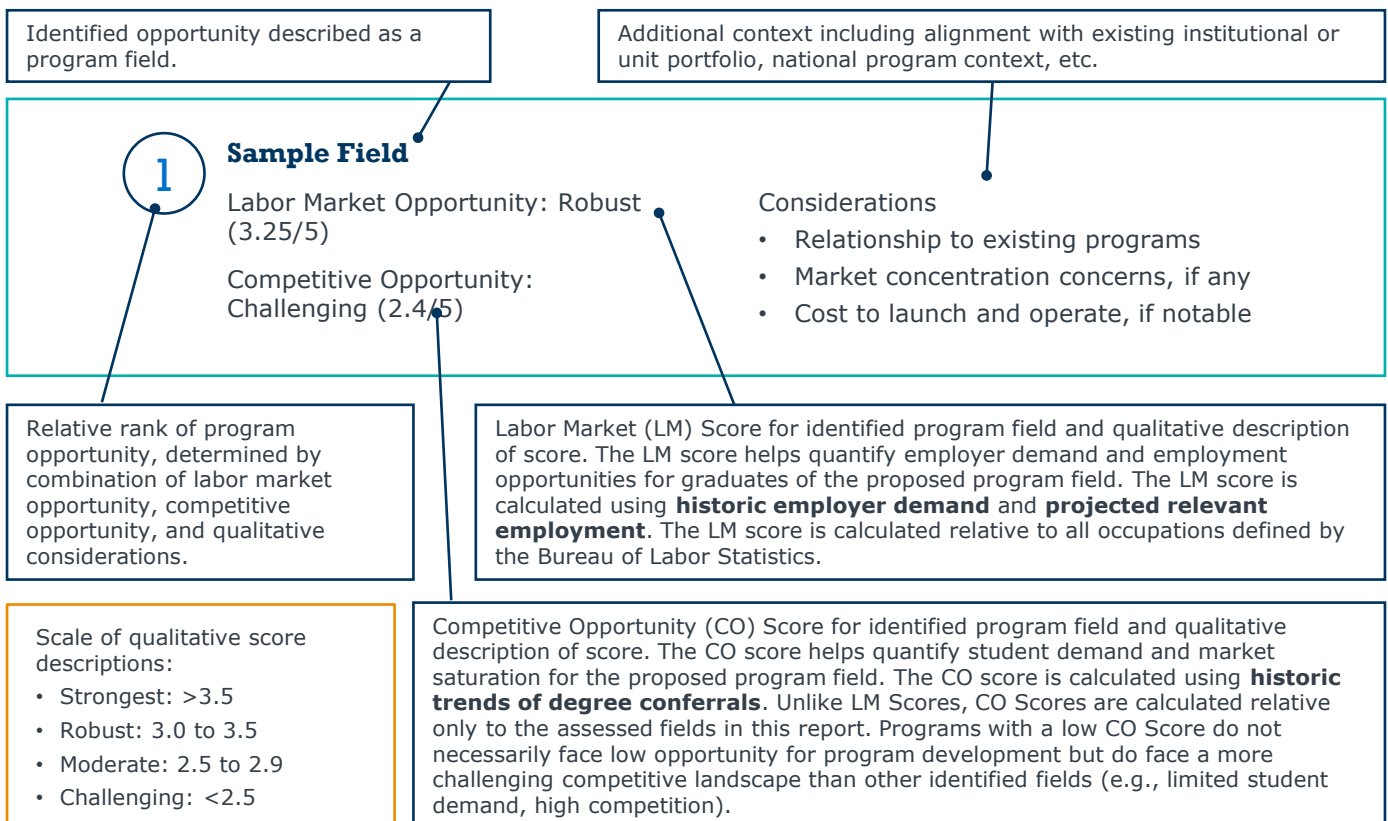
Steps to Identify New Program Opportunities

Detailed methodology appears on [page 12](#).

1. Analyze regional labor market to identify high-demand fields – *What fields best align to regional labor market needs?*
2. Assess each field’s regional competitive landscape and alignment to desired program characteristics – *What fields demonstrate the most positive student trends, as well as relatively less competitive markets?*
3. Appraise national program market – *In which fields do major competitors overwhelmingly control the market? Which fields achieve only low median completions?*

Programs that present opportunity for growth based on labor market, competitive landscape, and national program outlook appear on the following page.

How to Interpret Identified New Program Opportunities



Executive Overview

Programs with Strongest Potential for Enrollment Growth

New Program Opportunities

1

Information Technology

Labor Market Opportunity: Strong (4.09/5)

Competitive Opportunity: Strong (3.81/5)

Considerations

- High average monthly job postings across quarters (i.e., 11,651) and high projected growth in employment across the next decade (i.e., 22.57%) indicate a favorable labor market.
- High average number of actual conferrals (i.e., 4,076) and high average annual growth (i.e., 7.33%) paired with declining competition (i.e., -0.69%) suggest a favorable competitive landscape.

2

Cybersecurity

Labor Market Opportunity: Strong (4.02/5)

Competitive Opportunity: Challenging (1.90/5)

Considerations

- A high number of monthly job postings across quarters (i.e., 1,115) paired with high projected employment growth from 2022-2032 (i.e., 31.94%) suggest a robust and growing labor market for program graduates.
- While competition increased rapidly, student degree completions increased at a faster rate indicating a promising outlook for program launch (i.e., 21.33% vs. 17.05%, respectively).
- According to [BLS data](#), remote work and e-commerce have increased the need for security work and will result in growth for relevant professionals.

3

Biomedical Sciences

Labor Market Opportunity: Strong (3.82/5)

Competitive Opportunity: Moderate (2.62/5)

Considerations

- Moderate average monthly job postings across quarters for Medical Scientists, Except Epidemiologists (i.e., 977) paired with moderate-to-high projected percentage growth across the next 10 years (i.e., 14.87%) indicate a medium-sized and growing labor market.
- Conferrals grew 47.45% on average annually while the number of reporting institutions grew more slowly at 8.33% on average annually indicating a favorable competitive landscape.

Executive Overview

Programs with Strongest Potential for Enrollment Growth

New Program Opportunities

4

Dental Therapy

Labor Market Opportunity: Strong (3.75/5)
Competitive Opportunity: Moderate (2.74/5)

Considerations

- High average monthly growth of job postings (i.e., 52.61%) suggests a growing labor market for program graduates.
- Between the 2018-2019 and 2020-2021 academic years, limited student demand growth (i.e., an average annual decline of -3.25%) and low conferrals (i.e., 121) over the profiled period suggest an unfavorable market for a program launch.

5

Business Administration

Labor Market Opportunity: Strong (3.95/5)
Competitive Opportunity: Challenging (2.38/5)

Considerations

- High average monthly growth of job postings (i.e., 5.03%) paired with moderate projected employment growth (i.e., 10.08%) suggest a favorable labor market.
- High average number of actual conferrals (i.e., 14,659) but declining student demand (i.e., -6.25%) may challenge program growth.

From the broader analysis, these five programs rose to the top based on growth potential and alignment with the requesting institution's requested areas of focus. To see all programs under consideration please see [page 9](#).

The Forum ranked Biomedical Sciences third as there is strong student demand growth.

For labor market and competitive landscape details on all eight identified fields see pages 8-10.

Executive Overview (cont.)

Action Items

Detailed next steps and supporting EAB resources and services appear on page 15.



Within Institution

- Discuss identified new program opportunities with relevant leadership and faculty.
- Use additional market data to make informed decisions on identified program opportunities before launch.
- Evaluate current budget capabilities and determine resources available to invest in new program launch.
- Consider potential employer partnerships to support growth.
- Determine impact of new programs on existing portfolio.



In Partnership with EAB

- Request a call with EAB research team to review the report and discuss next steps.
- Request further validation of desired new program opportunities via a Program Feasibility Study.
- Evaluate existing portfolio against labor market and competitive opportunity via a Portfolio Health Check.

Project Analysis

Programs Preparing for These Occupations Should Attract Adult Students

Labor Market Data for Relevant Occupations with Labor Market Scores above 2.5

Regional Data

Occupation	Job Postings, 2019 Q4 - 2022 Q3			Employment, 2022-2032		Labor Market Score (Out of a maximum of 5)
	Avg. Monthly Job Postings Across Quarters ¹	Avg. Monthly Growth Across Quarters (Percent)	Avg. Quarterly Growth Across Quarters (Actual)	Projected Growth (Percent)	Projected Growth (Actual)	
Software Developers	11,651	2.87%	289	22.57%	81,724	4.09
Data Scientists	3,469	4.47%	119	24.58%	5,714	4.07
Logisticians	456	5.65%	24	22.73%	8,106	4.07
Information Security Analysts	1,115	3.70%	28	31.94%	9,270	4.02
General and Operations Managers	3,488	5.03%	147	10.08%	46,525	3.95
Medical Scientists, Except Epidemiologists	977	4.09%	30	14.87%	3,834	3.82
Dental Hygienists	47	52.61%	0	9.83%	4,176	3.75
Dentists, General	5	63.23%	1	10.43%	2,234	3.52
Natural Sciences Managers	700	5.21%	30	6.46%	1,054	3.36
Environmental Scientists and Specialists, Including Health	253	6.48%	14	6.25%	1,178	3.35
Biochemists and Biophysicists	68	9.88%	4	7.79%	707	3.30
Biological Scientists, All Other	749	5.73%	32	3.52%	625	3.18

Why Examine Labor Market Data?

Programs aligned to labor market needs offer the best potential to attract adult students: adults are predominantly motivated to enroll by career outcomes, ranging from upskilling in their current job to preparing for a career switch. Analyzing historic employer demand (i.e., job postings) and projected employment ensure what the Forum knows about the regional labor market determines proposed new program opportunities.

1) To understand demand trends without single-month outliers over-influencing the data, this calculation considers the average number of monthly job postings in each quarter, then provides the average value across those quarters.

Sources: Lightcast Analyst, EAB Research & Analysis

Project Analysis (cont.)

These Programs Align with the In-Demand Occupations

Occupational Alignment to Identified Subject Fields

<i>Occupation</i>		<i>Field Name</i>		<i>Associated CIP Codes</i>
<ul style="list-style-type: none"> Dental Hygienists Dentists, General 	→	Dental Therapy	→	51.05 ("Advanced/Graduate Dentistry and Oral Sciences (Cert., MS, PHS)")
<ul style="list-style-type: none"> Medical Scientists, Except Epidemiologists Biochemists and Biophysicists Biological Scientists, All Other Natural Sciences Managers 	→	Biomedical Sciences	→	26.0102 ("Biomedical Sciences, General")
Environmental Scientists and Specialists, Including Health	→	Natural Resources	→	3.0101 ("Natural Resources/ Conversation, General")
Information Security Analysts	→	Cybersecurity	→	11.1003 ("Computer and Information Systems/ Security/ Auditing/ Information Assurance")
Software Developers	→	Information Technology	→	<ul style="list-style-type: none"> 11.0101 ("Computer and Information Sciences, General") 11.0701 ("Computer Science") 11.0103 ("Information Technology")
Logisticians	→	Supply Chain Management	→	<ul style="list-style-type: none"> 52.0203 ("Logistics, Materials, and Supply Chain Management") 52.0205 ("Operations Management and Supervision")
General and Operations Managers	→	Business Administration	→	52.0201 ("Business Administration and Management, General")
Data Scientists	→	Data Science	→	<ul style="list-style-type: none"> 30.7001 ("Data Science General") 30.7099 ("Data Science, Other") 30.7101 ("Data Analytics, General") 30.7199 ("Data Analytics, Other")

Sources: National Center for Education Statistics, Lightcast Analyst, EAB Research & Analysis

Project Analysis (cont.)

Programs with Low or Declining Conferrals, High Competition Warrant Caution

Competitive Opportunity Data for Market Aligned Subject Fields

Regional Data

Field	Degree Conferrals, 2019-2021			Number of Competitors, 2019-2021			Competitive Opportunity Score (Out of a maximum of 5)
	Avg. Annual Conferrals	Avg. Annual Growth (Percent)	Avg. Annual Growth (Actual)	Number of Competitors 2021	Avg. Annual Growth (Percent)	Avg. Annual Growth (Actual)	
Information Technology	4,076	7.33%	289	65	-0.69%	-1	3.81
Data Science	644	18.45%	110	14	3.85%	1	3.10
Natural Resources	75	2.12%	-1	5	0.00%	0	2.98
Dental Therapy	121	-3.25%	-4	8	0.00%	0	2.74
Biomedical Scientists	157	47.45%	59	14	8.33%	1	2.62
Business Administration	14,659	-6.25%	-1,017	147	0.00%	0	2.38
Cybersecurity	249	21.33%	45	15	17.05%	2	1.90
Supply Chain Management	88	-6.62%	-7	7	8.33%	1	1.55

Why Examine Competitive Opportunity Data?

Regional degree conferrals over time and the number of institutions reporting those conferrals offer a sense of the regional landscape. Degree conferrals indicate student willingness to enroll and complete degrees, which can help surface fields with challenging recruitment despite a strong labor market. Leadership may aim to avoid launching such programs or would need to plan recruitment efforts to surmount potential student disinterest.

The number of institutions reporting conferrals communicates how competitive a market will be for a new program to enter, while changes over time can suggest institutions responding to their market (e.g., closing programs that were perhaps costly to maintain).

Sources: National Center for Education Statistics, Lightcast Analyst, EAB Research & Analysis

Project Analysis (cont.)

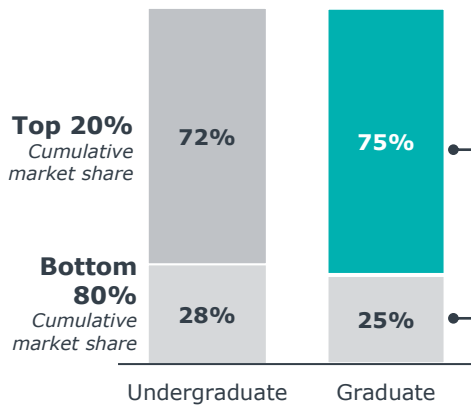
Programs with Low Median Conferrals Nationally, Highly Concentrated National Markets Present More Challenging Launch and Operation

Why Consider National Market?

While regional context largely determines program opportunity, national market context limits some subjects' potential success. Fields with low median conferrals or highly concentrated markets nationally can still succeed, but leadership should develop program strategy with low median conferrals and/or high conferrals concentration nationally in mind.

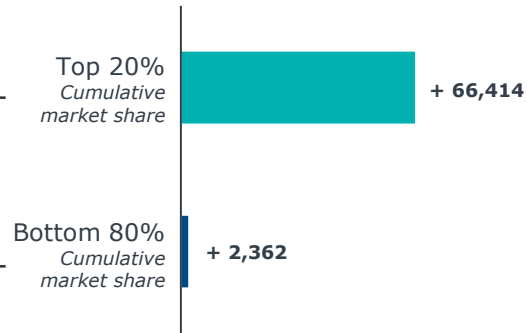
Institutions with Highest Conferrals Control Most of the Market

Percentage of total degrees¹ conferred by top 20% of institutions, 2018

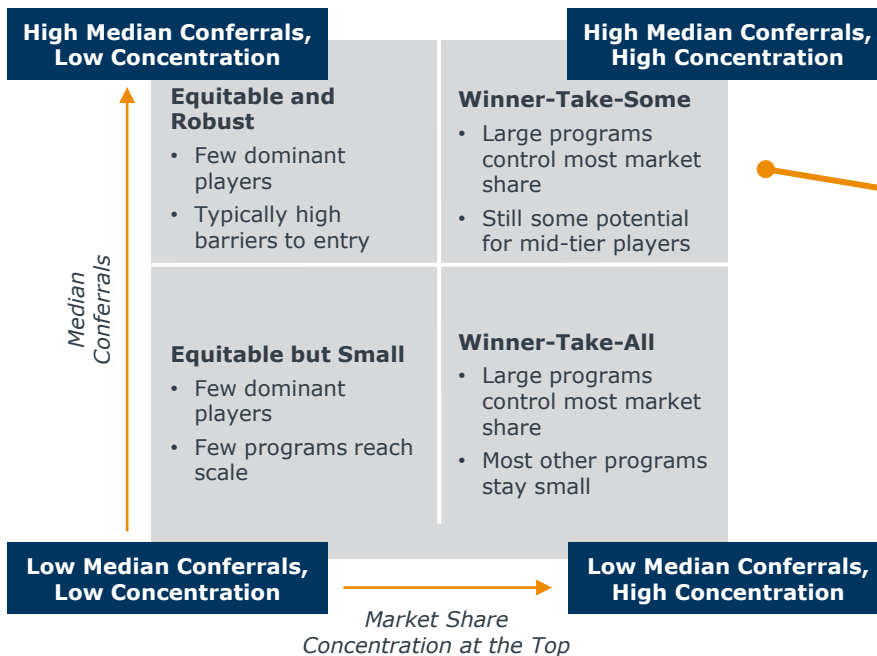


And for Graduate Degrees, the Biggest Have Only Gotten Bigger

Net change in number of graduate degrees conferred, 2013-2018



Mature Markets Present Four Types of Competition



Subjects within this analysis with particularly low median conferrals or high market concentration nationwide include:

- Cybersecurity – market concentration, the top 20% programs nationwide (programs with the highest completions) reported 73% or more of all conferrals between 2015 and 2018.

1) Master's and professional doctorate

Sources: National Center for Education Statistics, Lightcast Analyst, EAB Research & Analysis

Project Methodology

EAB conducted a three-step analysis to identify potential new program opportunities. All workforce demand data was collected from Lightcast, EAB's labor market intelligence partner. Competitive data was collected from the National Center for Education Statistics via the Lightcast Analyst platform.



1

Step One: Labor Market Analysis

Analyze regional labor market to identify high-demand fields

This analysis serves as an indicator of external labor market needs. The objective is to identify occupations with strong labor market demand, which serves as a proxy for adult student demand.

The analysis includes:

- Volume and growth of job postings
- Projected growth in employment

We review the top occupations in terms of labor market demand to identify trends. We then determine program fields aligned to these labor market trends.

Data collected and scoring methodology

EAB analyzed labor market intelligence for the region and scored occupations (zero to five) based on growth and volume of job postings and employment.

EAB's analysis scored each occupation based on five discrete metrics:

Job Postings Data, 2019 Q4 - 2022 Q3:

- Average of monthly job postings across quarters
- Average monthly percent growth in job postings across quarters
- Average monthly actual growth in job postings across quarters

Employment Projections Data, 2022-2032:

- Projected growth in employment (actual)
- Projected growth in employment (percent)

Each occupation received a score of zero through five for each metric, based on its performance against all occupations considered. EAB then calculated a Labor Market Score (zero through five) for each occupation based on the average score for each metric.

Project Methodology



2

Step Two: Competitive Landscape Analysis

Assess each field's regional competitive landscape and alignment to desired program characteristics

The volume and growth of degree conferrals serves as an indicator of student demand for each field. Data on the number of competitors informs competitive landscape saturation.

For each field, we analyze the competitive landscape in terms of:

- Number of competitors and degree conferrals
- Growth in number of competitors and degree conferrals

We also consider if each field aligns with the partner institution's provided parameters (e.g., can be delivered online).

Data collected and scoring methodology

EAB analyzed the competitive landscape for the region using degree conferrals data. For each field, EAB compiled a list of relevant Classification of Instructional Program codes (CIP codes), which are used to categorize degree conferral data.

The programs surfaced in this analysis may not be an exhaustive list of all competitor institutions, as some institutions may report relevant degree conferral data under other CIP codes.

EAB collected the following data for the 2018-2019 through the 2020-2021 academic years:

- Volume of degree conferrals
- Annual growth in degree conferrals
- Number of competitor institutions
- Change in number of competitors

Like the labor market analysis, EAB scored the competitive opportunity for each field (zero to five) based on growth and volume of degree conferrals and number of competitors and determined an average Competitive Opportunity Score for each program.



3

Step Three: National Market Analysis

Appraise national program market opportunity

Based on insights from our ongoing Blueprint for Growth research into the future of graduate and adult education, we consider if identified opportunities:

- Are among programs with extremely low median degree conferrals nationwide, or
- Would enter a highly concentrated market.

While these characteristics do not necessarily preclude program launch, they do require additional attention to surmount.

Project Methodology (cont.)

Data Sources

 **Lightcast** Lightcast
<https://lightcast.io/>

This report includes data made available through EAB's partnership with Lightcast (formerly Emsi), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada, and the United Kingdom.

Lightcast curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Lightcast's proprietary tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Lightcast tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics. For more complete descriptions of the Lightcast tools, visit:

- <https://lightcast.io/solutions/education/analyst>
- <https://lightcast.io/solutions/education/alumni-pathways>

To learn more about Lightcast and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@lightcast.io.

 **IPEDS** Integrated Postsecondary Education Data System (IPEDS)
<https://nces.ed.gov/ipeds/>

The Integrated Postsecondary Education Data System (IPEDS) is the Department of Education's National Center for Education Statistics' (NCES) core postsecondary education data collection program. Information is collected annually from all providers of postsecondary education in fundamental areas such as enrollment, program completion and graduation rates, institutional costs, student financial aid, and human resources.

Data collected through IPEDS is publicly released and can be accessed through the IPEDS Data Center by postsecondary education institutions and the general public. The IPEDS Data Center is designed as a centralized, web-based tool for the retrieval and analysis of IPEDS data, the system allows users to access and evaluate institutional data using a wide-range of analytical features that includes the ability to construct customized data sets, download full data files, and create statistical and trend analyses reports.

 **EAB** EAB Research and Insights Library
<https://eab.com/research-and-insights/>

Next Steps from this Market Opportunity Scan

Follow These Steps to Act on New Program Opportunities

Internal

Share the report with relevant leadership and faculty on campus. Use the recommended EAB resources below to guide conversations with stakeholders and make informed decisions.



Identify the most interesting opportunities for further analysis. Consider how the report's findings match institutional goals. How do the fields surfaced in the report align with institutional strengths, available resources, and faculty priorities? See EAB's "[Top-Down New Program Opportunity Analyses](#)" toolkit to learn what internal and external data sources you should leverage to determine which new program fields to prioritize.



Continue to use market data to make informed decisions. Reference EAB's "[Market Demand Validation Checklist](#)" for additional guidelines on how to interpret the labor market and competitive landscape data in this report. Use this checklist to avoid underestimating competition or overestimating employer and student demand as well as to vet initial projections for new programs.



Evaluate current budget capabilities and determine resources available to invest in new program launch. Refer to EAB's "[New Program Cost-Minimization Checklist](#)" for ten tactics that can limit initial investment in new programs by leveraging existing resources and EAB's "[New Program Budget Templates](#)" to project costs for new program development.



Consider potential employer partnerships to support growth. Employer partnerships can help generate revenue to support mission-critical programs and offerings. EAB's "[Toolkit to Grow Employer Partnerships](#)" and "[Critical Disciplines to Grow Employer Partnerships](#)" research can help administrators identify potential partners and build successful, long-lasting employer relationships.



Determine impact of new programs on institution's existing portfolio. Leveraging resources from existing programs can help limit program launch costs. However, those financial gains are diminished if a new program attracts enrollments away from an existing degree rather than securing net new enrollments. EAB's "[Portfolio Cannibalization Feedback Form](#)" can help institutional leaders and faculty flag new programs that serve similar markets as the institution's existing portfolio and determine if a new degree will result in net positive or net negative enrollment shifts.

In Partnership with EAB



Request a project debrief call with EAB research team to review the report. Meet with members of our research team to discuss the findings of the report and potential next steps.



Validate selected new program opportunities. Request a Program Feasibility Study to explore the market viability of an identified new program opportunity.



Evaluate existing portfolio against labor market and competitive opportunity. Request a Portfolio Health Check to understand how existing offerings score on labor market and competitive opportunity.



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