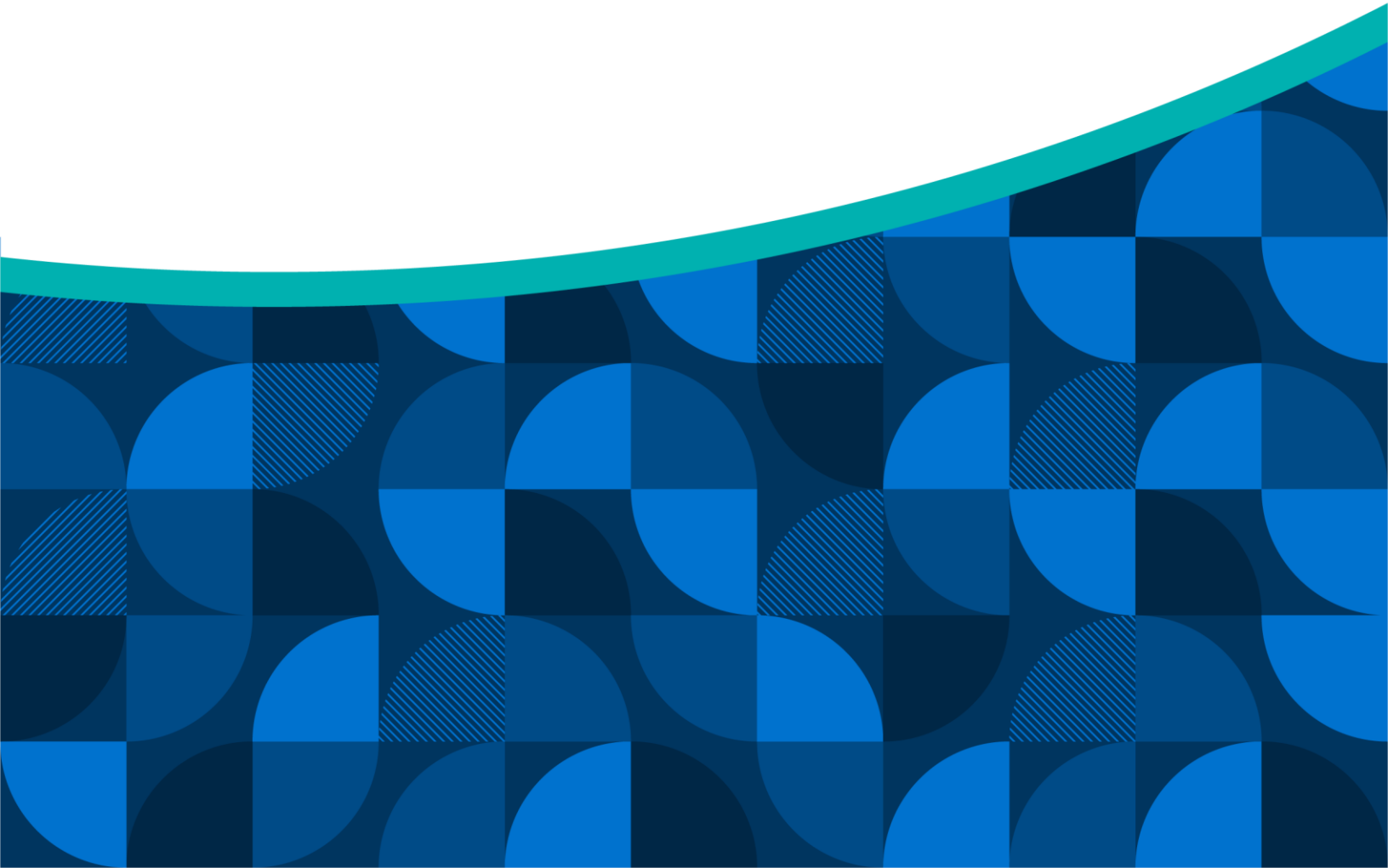




MARKET INSIGHTS BRIEF SAMPLE

# Feasibility of an M.S. in Health Data Analytics

Program Feasibility Study



# EAB Market Insights Report

Market Insights Associate

Market Insights Manager

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# Recommendations and Considerations

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## Research Challenge

The partner institution requested a program feasibility study to:

- Validate market demand for new program
- Identify top employers and in-demand job knowledge and skills
- Evaluate peer programs
- Provide curricular guidance

A full list of research questions appears in the appendix.

## Recommended Next Steps

- *Request a market opportunity scan* for help identifying more promising new program subjects
- [Develop outcomes-focused recruitment messages](#) when beginning program recruitment

## Emphasize Employer-Sought Skills, Experiential Learning, and Academic-to-Professional Alignment to Attract Adult Learners

### Preliminary Program Outlook

**Growing employer demand and national student demand bode well for a new program; however, anticipate a competitive statewide landscape.** Between July 2019 and June 2022, growth in employer demand for master's-level health data analytics professionals exceeded growth in demand for all master's-level professionals in both regions. Additionally, employment for all top five occupations in both regions is projected to increase faster than the average for all occupations between 2022 and 2032. This data suggests program graduates may enter a labor market with ample employment opportunities.

Between the 2015-2016 and 2019-2020 academic years, student demand declined while competition increased in Texas, potentially challenging program launch. However, during the same period, reported relevant national completions increased, outpacing the increase in competition. This data indicates student demand grew faster than competition nationally, suggesting an opportunity for program launch.

**Ensure the proposed program meets adult students' needs by offering online or hybrid coursework, flexible options, and shorter time-to-completion.** Three profiled programs offer hybrid coursework to ensure flexibility in the credential design. EAB [research](#) finds that flexible options appeal to working professionals trying to balance further education and additional responsibilities. Additionally, all profiled programs can be completed within 1.5-2 years, aligning with [adult learners' preference](#) for shorter program durations.

**Confer employer-sought skills in the program's curriculum to prepare students to meet employer demand.** Across July 2019 to June 2022, employers in Texas and the United States demonstrated demand for programming skills (e.g., "python," "R"), business skills (e.g., "business strategies," "business process"), and emerging demand for "artificial intelligence" and "machine learning." Most profiled programs offer coursework to confer these skills.

**Design experiential learning opportunities to ensure students gain hands-on experience employers may find desirable, in addition to aligning with profiled programs.** All profiled programs require a form of experiential learning (e.g., residency, practicum, internship).



# Market Pulsecheck



1



An evaluation of employer demand for graduates from the proposed master's-level health data analytics program in both statewide and national markets, and student demand for similar programs.

Analysis Includes:

- Job Posting Trends
- Top Industries
- Top Employers
- Top Skills
- Top Titles
- Top Cities
- Education Levels
- Experience Levels
- Degree Completion Trends

The analysis considered demand in:

- Texas
- The United States

## Growing Employer Demand and National Student Demand Suggest Opportunity for Program Launch Despite Strong Statewide Competitor

### *Preliminary Program Outlook*

**Employers demonstrated a need for program graduates in both regions.** Employers advertised a low-to-moderate number of master's-level health data analytics job postings between July 2021 and June 2022 (i.e., 2,057 statewide postings and 33,023 national postings). Further, between July 2019 and June 2022, growth in relevant employer demand exceeded growth in postings for all master's-level professionals in both regions (i.e., an average monthly demand growth rate of 3.48% vs. 2.30% in Texas and 3.66% vs. 1.88% nationally). Additionally, employment for all top five occupations in both regions is projected to increase faster than the average for all occupations between 2022 and 2032. This data suggests program graduates may enter a labor market with ample employment opportunities.

**Student demand declined in Texas but increased nationally.** Between the 2015-2016 and 2019-2020 academic years, reported relevant statewide completions declined by an annual average 3.03% while competition increased by an annual average 4.72%. This indicates student demand declined while competition increased which may challenge program launch. However, during the same period, reported relevant national completions increased by an annual average 7.31%, outpacing the average annual 6.49% increase in competition. This data indicates student demand grew faster than competition nationally, suggesting an opportunity for program launch.

**One statewide institution may be a strong source of competition.**

The University of Texas at Dallas captured 31.55% of the statewide market share in the 2019-2020 academic year, more than double the market share of the next largest statewide competitor. Further, the University of Texas at Dallas captured 4.25% of the national market share in the same year, ranking third among national competitors reporting the most completions. This data suggests the University of Texas at Dallas may be a strong source of competition for student demand, especially given its proximity to the requesting institution.

## Statewide Analysis of Job Postings for Master's-Level Health Data Analytics Professionals

Statewide employers demonstrated a need for program graduates. Between July 2019 and June 2022, statewide growth in employer demand for relevant professionals outpaced growth in demand for all master’s-level professionals (i.e., average monthly demand growth rates of 3.48% vs. 2.30%, respectively). Further, between July 2021 and June 2022, statewide employers posted a low-to-moderate number of relevant postings (i.e., 2,057 postings). This data suggests program graduates may enter a favorable labor market.

**+3.48%**

### Average Monthly Demand Growth

July 2019 - June 2022, Statewide Data

- Average monthly growth of eight postings.
- During the same period, demand for all master's-level professionals grew 2.30%.

**346 job postings**

### Average Monthly Demand

July 2019 - June 2022, Statewide Data

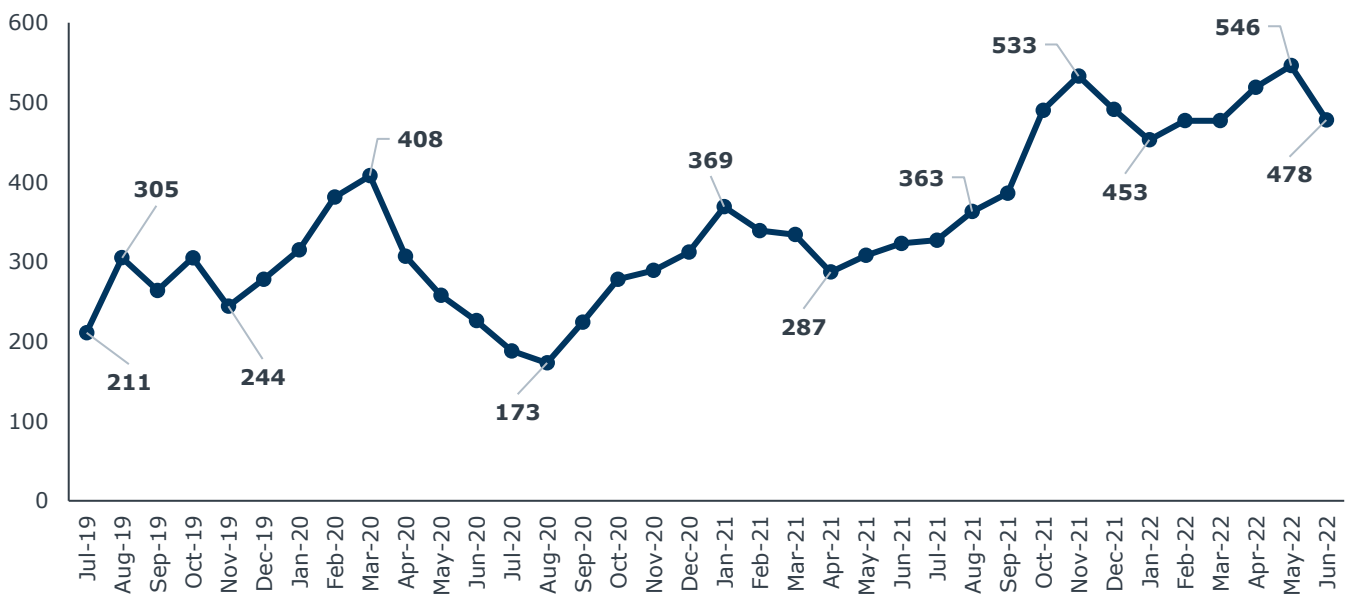
**2,057 job postings**

### Relevant Jobs Posted in the Past Year

July 2021 - June 2022, Statewide Data

### Job Postings for Master's-Level Health Data Analytics Professionals over Time

July 2019 - June 2022, Statewide Data



Source: EAB analysis. Lighthouse Analyst.

## National Analysis of Job Postings for Master's-Level Health Data Analytics Professionals

Similar to statewide employer demand trends, national employers demonstrated a need for program graduates. Between July 2019 and June 2022, national growth in employer demand for relevant professionals nearly doubled growth in demand for all master's-level professionals (i.e., 3.66% vs. 1.88%, respectively). National employers posted a low-to-moderate number of job postings over the last 12 months (i.e., 33,023 postings). This data suggests program graduates may enter a labor market with ample employment opportunities.

**+3.66%**

### Average Monthly Demand Growth

July 2019 - June 2022, National Data

- Average monthly growth of 156 postings.
- During the same period, demand for all master's-level professionals grew 1.88%.

**5,352 job postings**

### Average Monthly Demand

July 2019 - June 2022, National Data

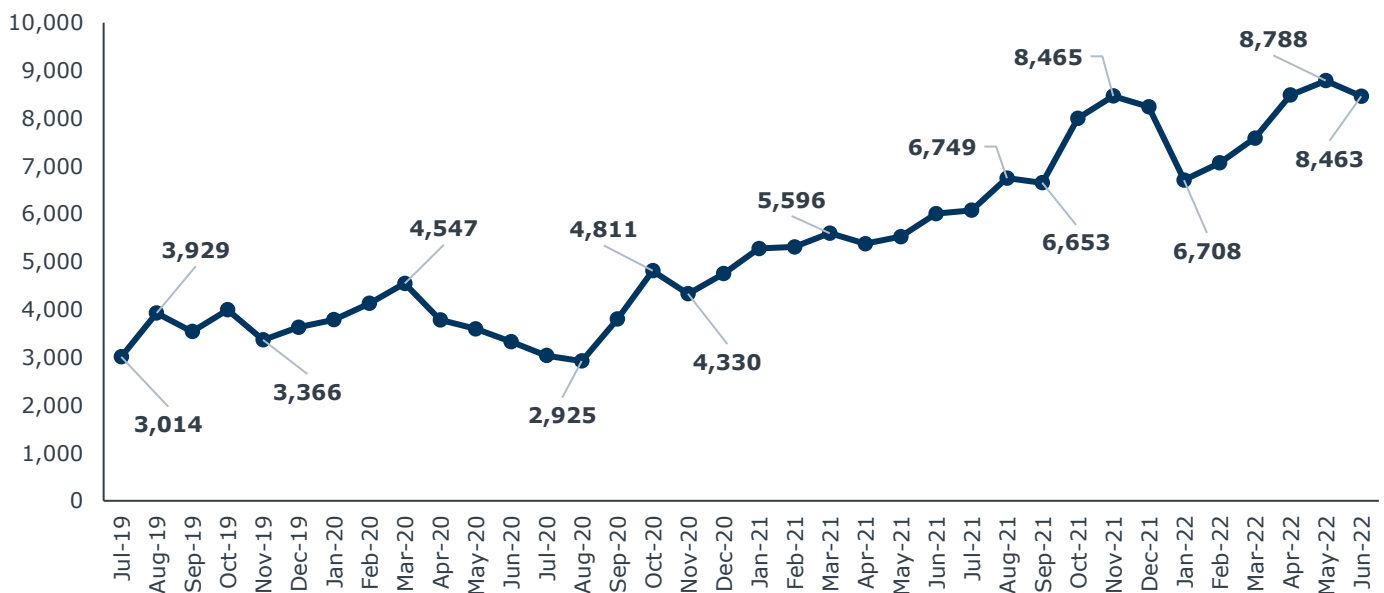
**33,023 job postings**

### Relevant Jobs Posted in the Past Year

July 2021 - June 2022, National Data

### Job Postings for Master's-Level Health Data Analytics Professionals over Time

July 2019 - June 2022, National Data



Source: EAB analysis. Lightcast Analyst.



## Analysis of Employment for Health Data Analytics Professionals

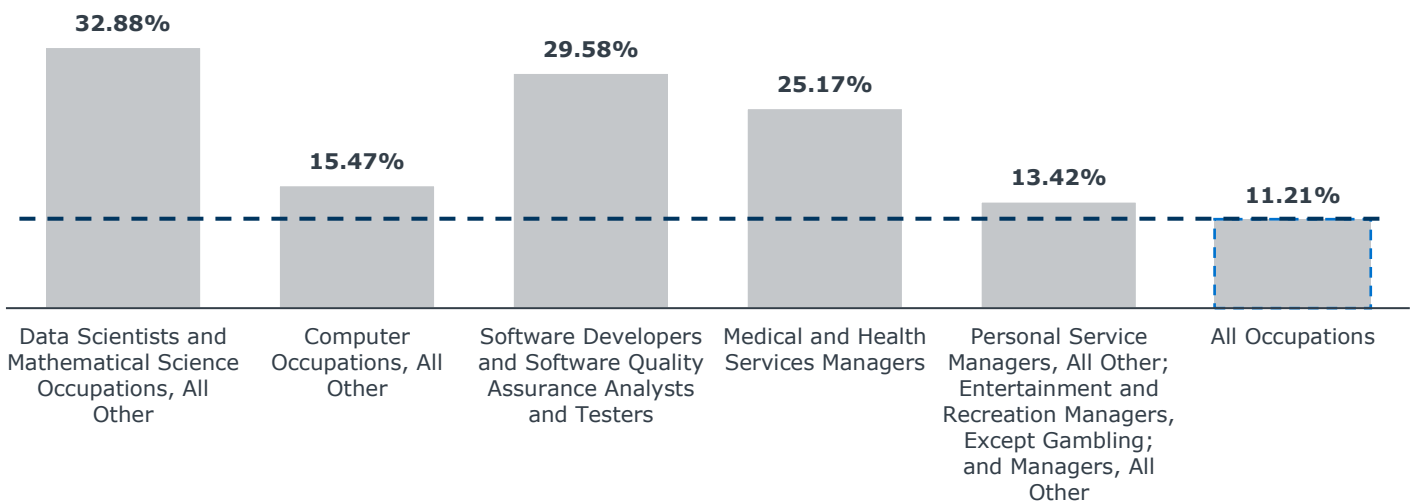
Employment for all top five occupations in both regions is projected to increase faster than the average for all occupational growth between 2022 and 2032. This indicates employment opportunities for graduates may grow faster than employment in all occupations on average.

The Bureau of Labor Statistics reports the “[Medical and Health Services Managers](#)” occupation is projected to grow faster than average in both regions as the American population ages and demand for health care services rises. Further, this occupation represents job titles such as “Clinical Quality Program Managers” and “Population Health Directors.”

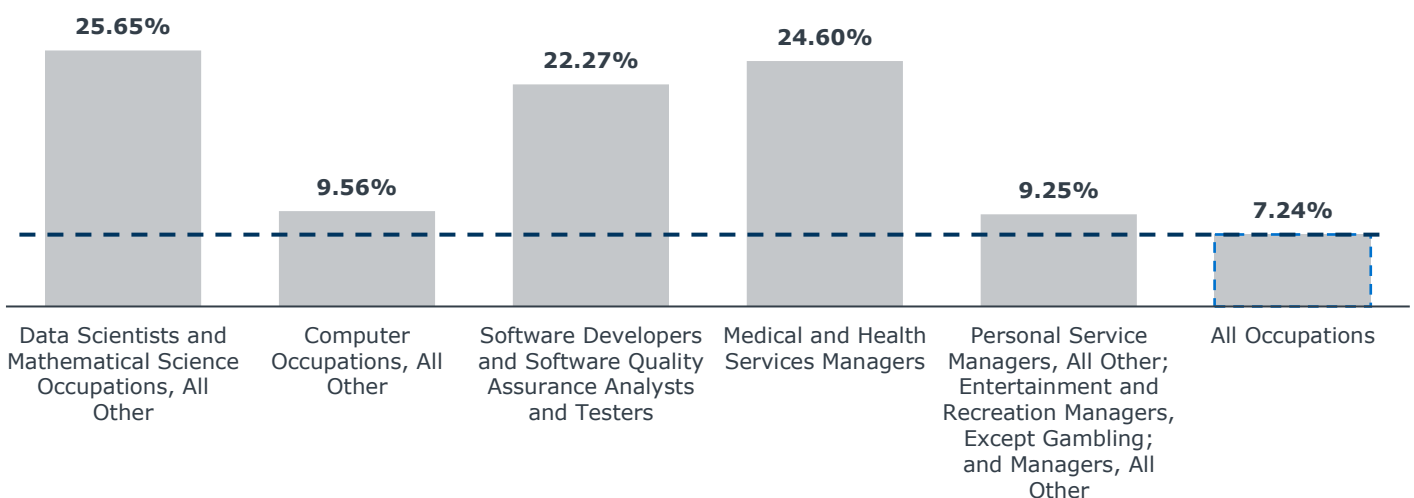
Example job titles within the “Data Scientists and Mathematical Science Occupations, All Other” occupation include “Lead Data Scientists,” “Business Performance Analysts,” and “Medicare Risk Adjustment and Coding Consultants.” Example job titles within the “Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other” occupation include “Program Directors,” “Data and Analytics Managers,” and “Revenue Cycle Managers.” While these occupations represent the most common occupations appearing in job postings for master’s-level health data analytics professionals, the projected employment data considers all jobs within an occupation at all degree levels.

### Projected Employment in Top Occupations<sup>1</sup>

2022-2032, Statewide Data



2022-2032, National Data



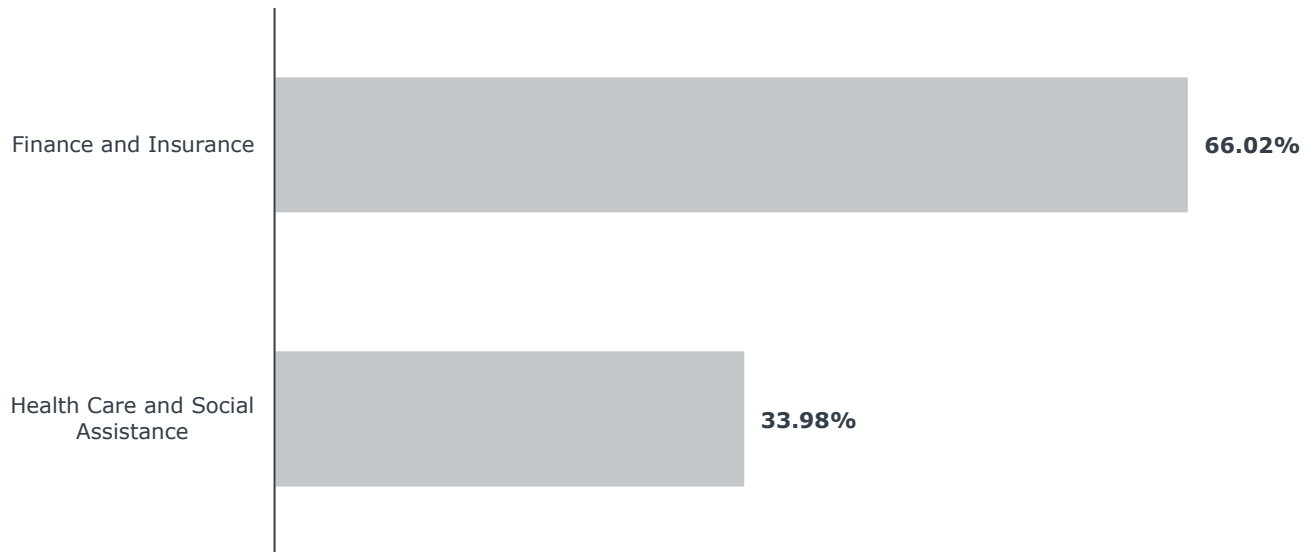
--- The dashed blue line represents the projected employment growth across all occupations from 2022 to 2032.

1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

## Top Industries Advertising Master's-Level Health Data Analytics Job Postings

July 2021 - June 2022, Statewide Data

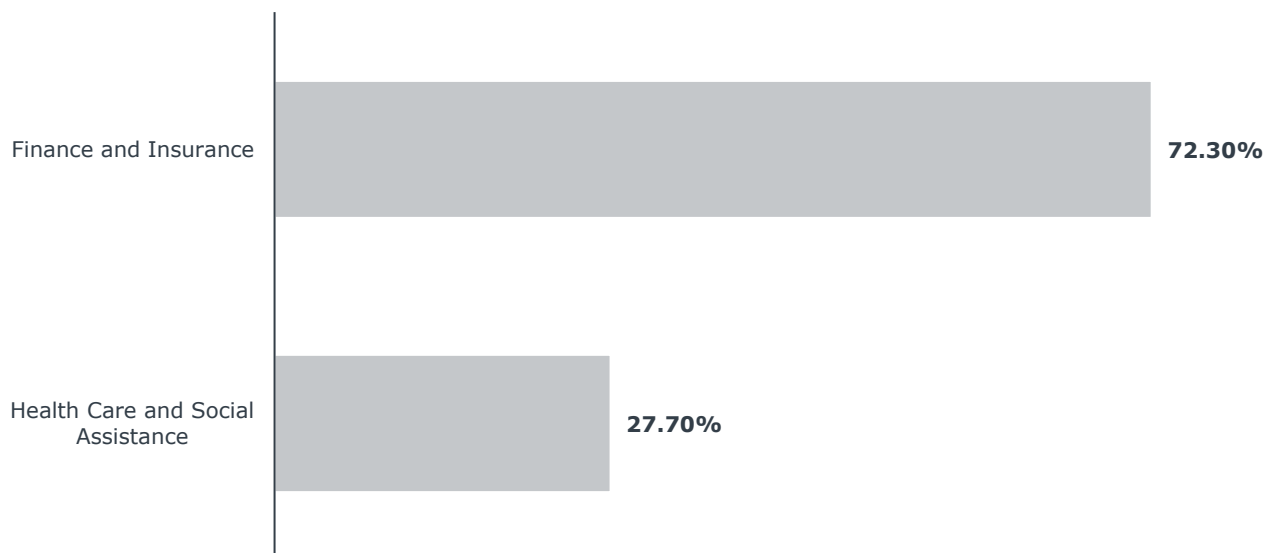
n = 2,057 job postings



## Top Industries Advertising Master's-Level Health Data Analytics Job Postings

July 2021 - June 2022, National Data

n = 33,023 job postings

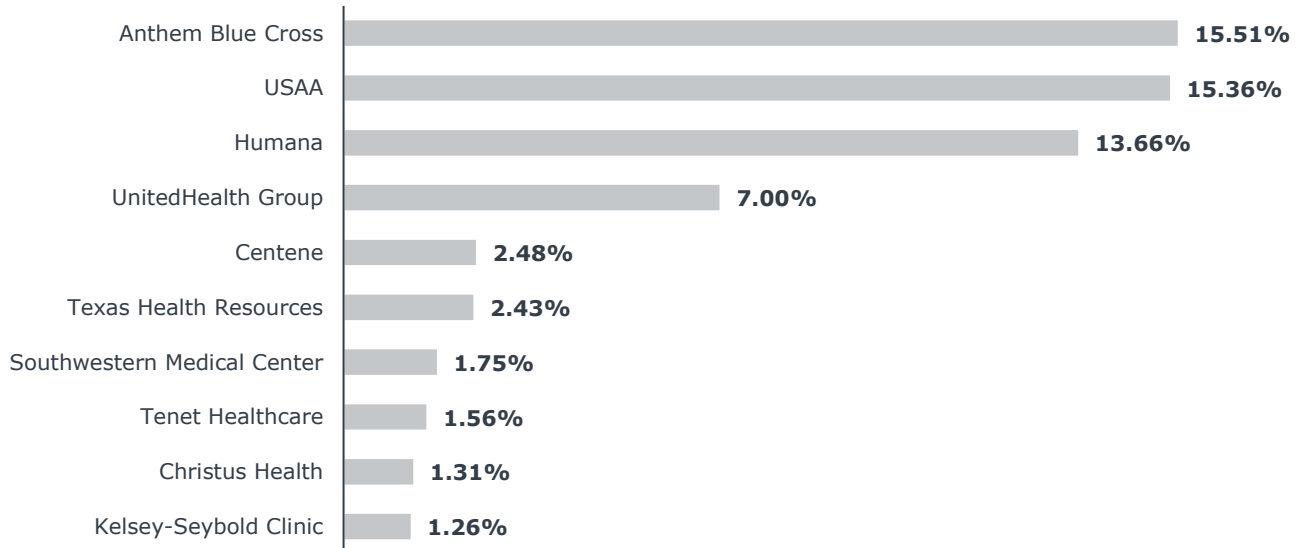


The Forum analyzed job postings requesting health data analytics skills and relevant keywords that were also categorized under the "Finance and Insurance" or "Health Care and Social Assistance" industries. This explains why these two industries are the only industries to appear in this report.

## Top Employers Seeking Master's-Level Health Data Analytics Applicants

July 2021 - June 2022, Statewide Data

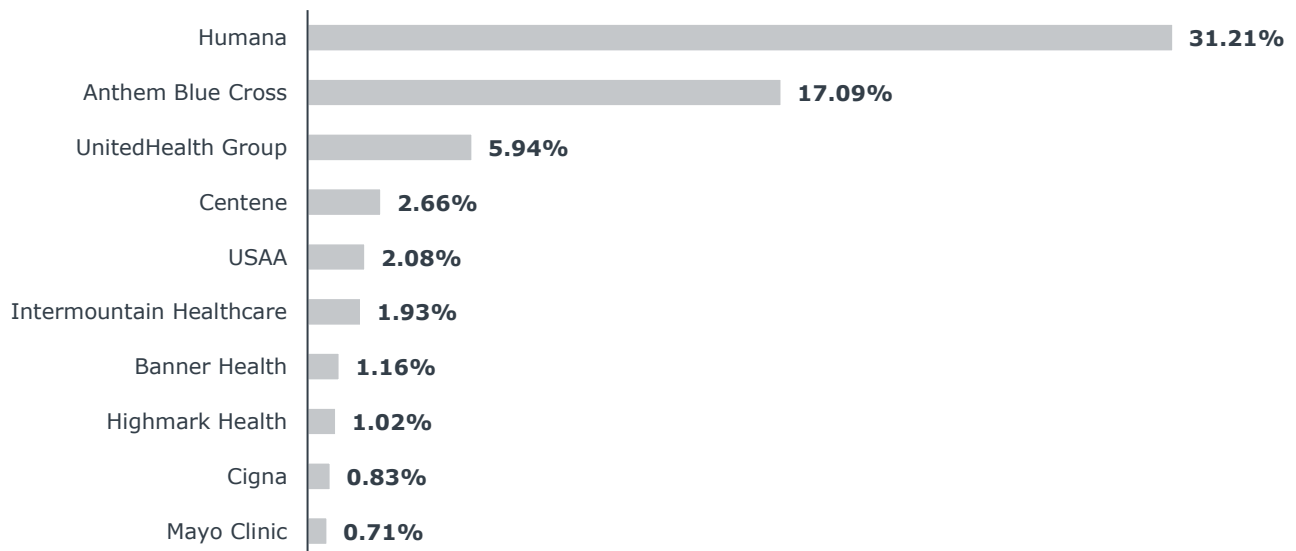
n = 2,057 job postings



## Top Employers Seeking Master's-Level Health Data Analytics Applicants

July 2021 - June 2022, National Data

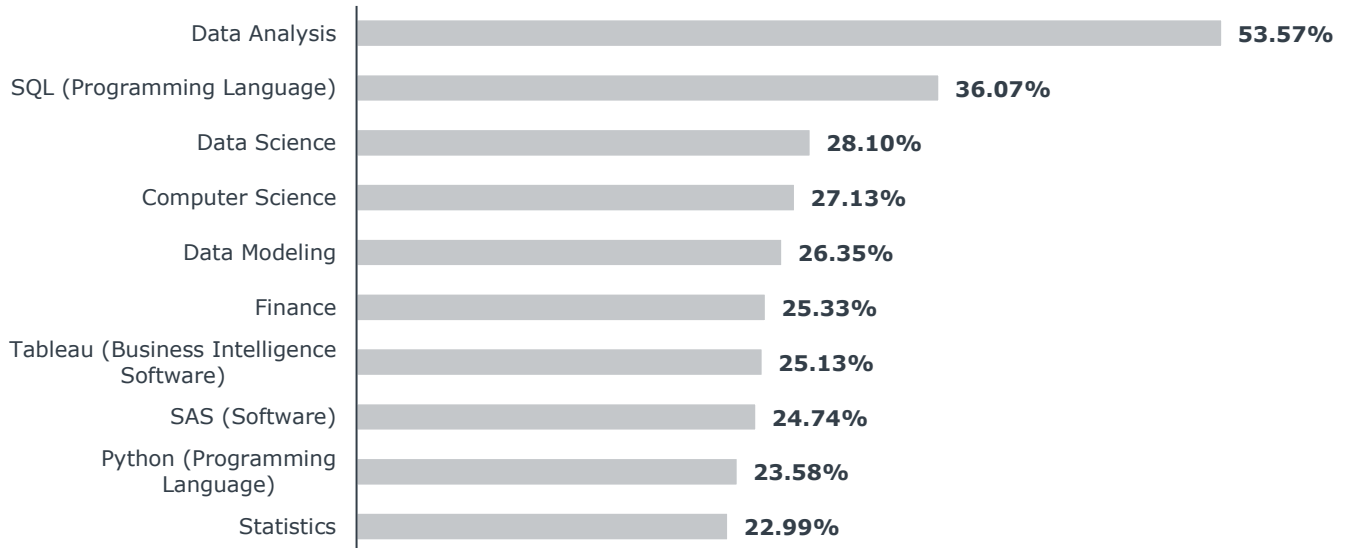
n = 33,023 job postings



## Top Skills Requested of Master's-Level Health Data Analytics Applicants

July 2021 - June 2022, Statewide Data

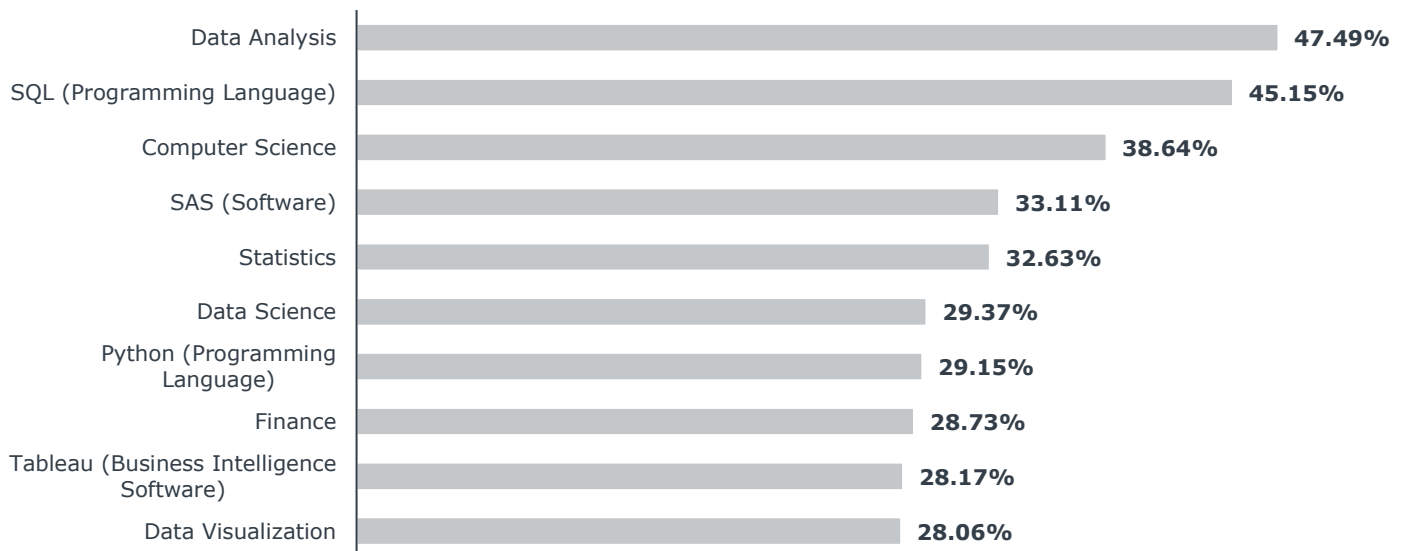
n = 2,057 job postings



## Top Skills Requested of Master's-Level Health Data Analytics Applicants

July 2021 - June 2022, National Data

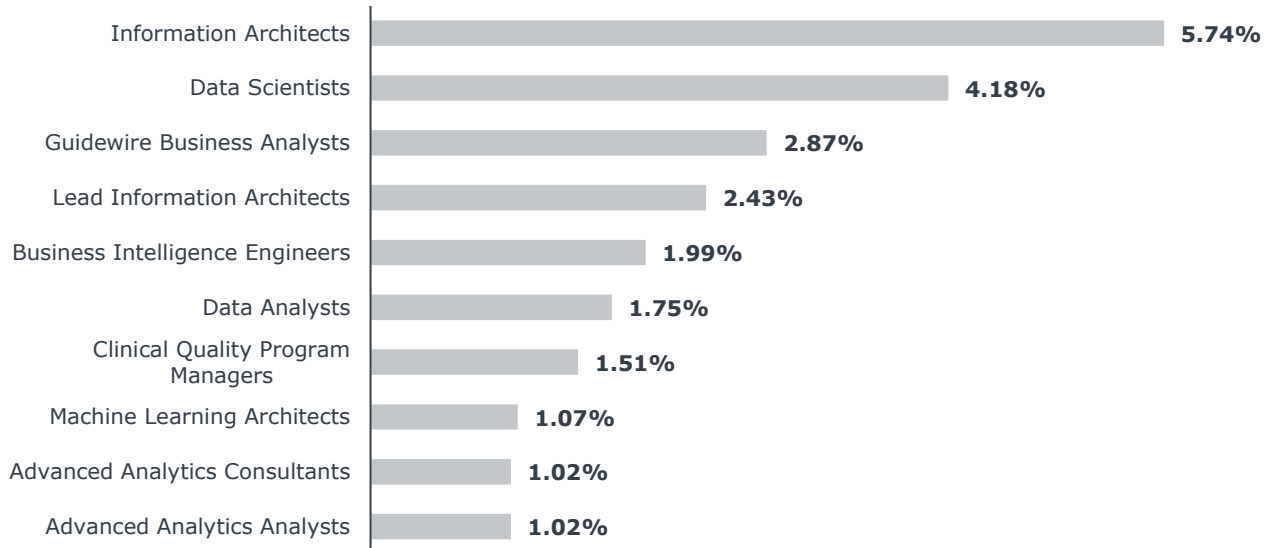
n = 33,023 job postings



### Top Titles in Job Postings for Master's-Level Health Data Analytics Professionals

July 2021 - June 2022, Statewide Data

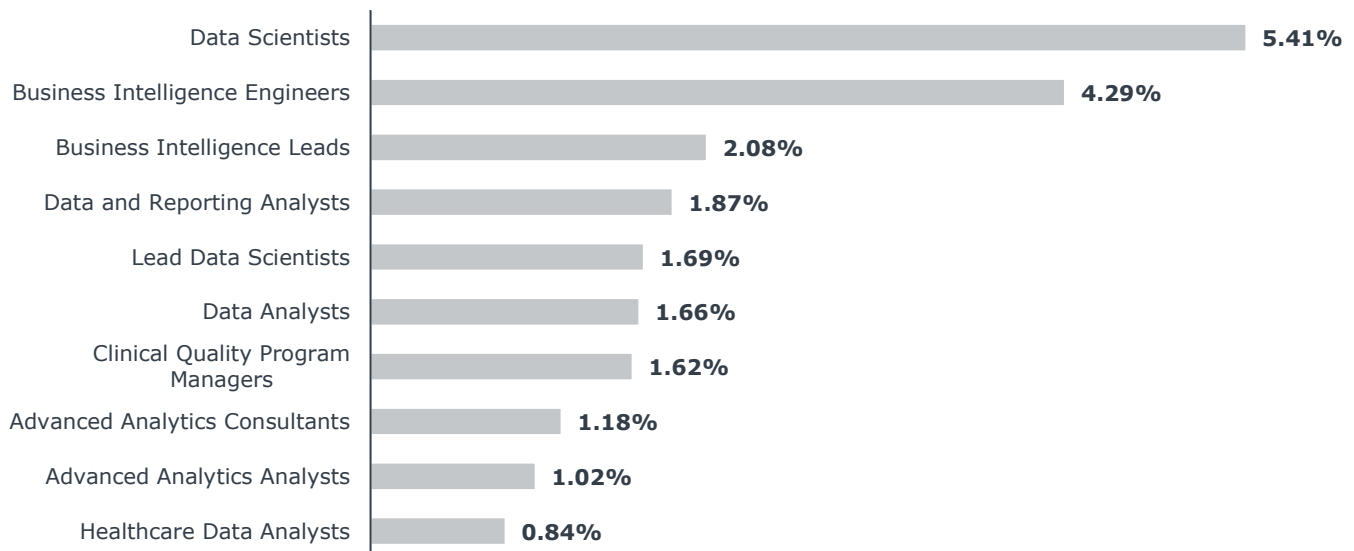
n = 2,057 job postings



### Top Titles in Job Postings for Master's-Level Health Data Analytics Professionals

July 2021 - June 2022, National Data

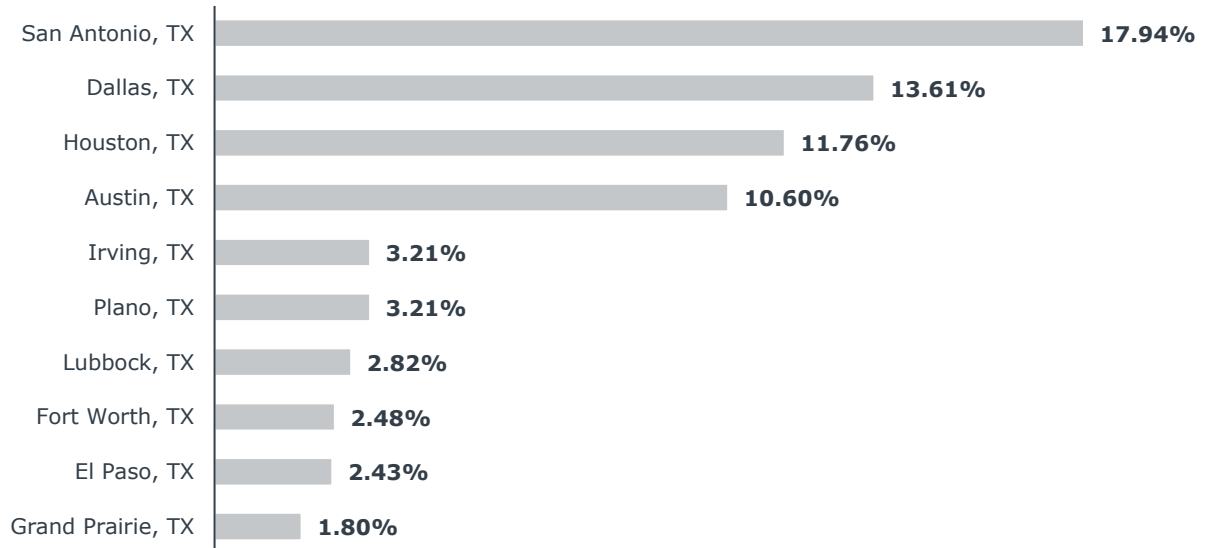
n = 33,023 job postings



## Top Cities Seeking Master's-Level Health Data Analytics Applicants

July 2021 - June 2022, Statewide Data

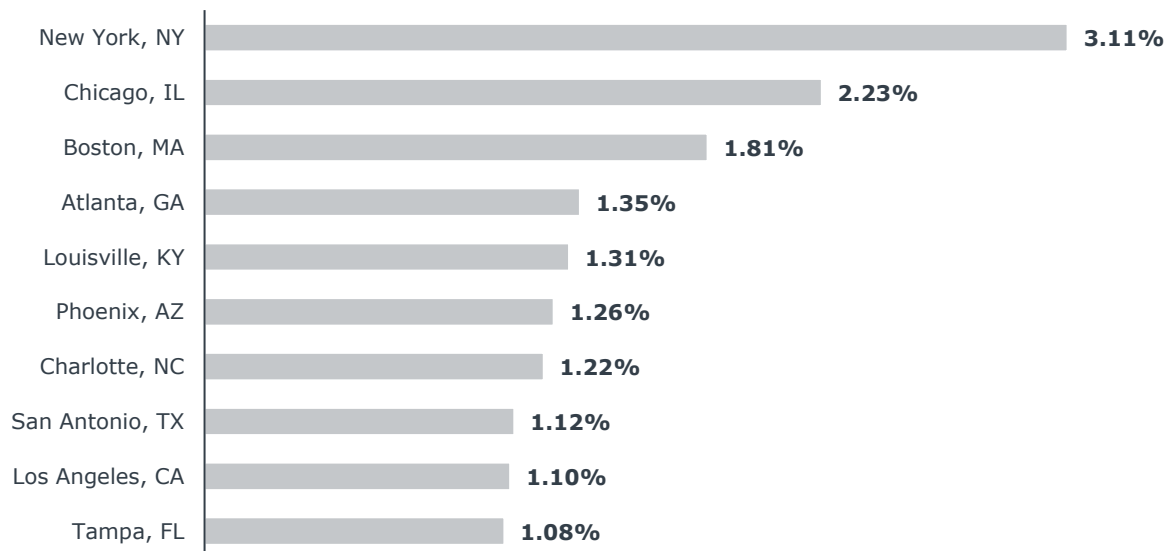
n = 2,057 job postings



## Top Cities Seeking Master's-Level Health Data Analytics Applicants

July 2021 - June 2022, National Data

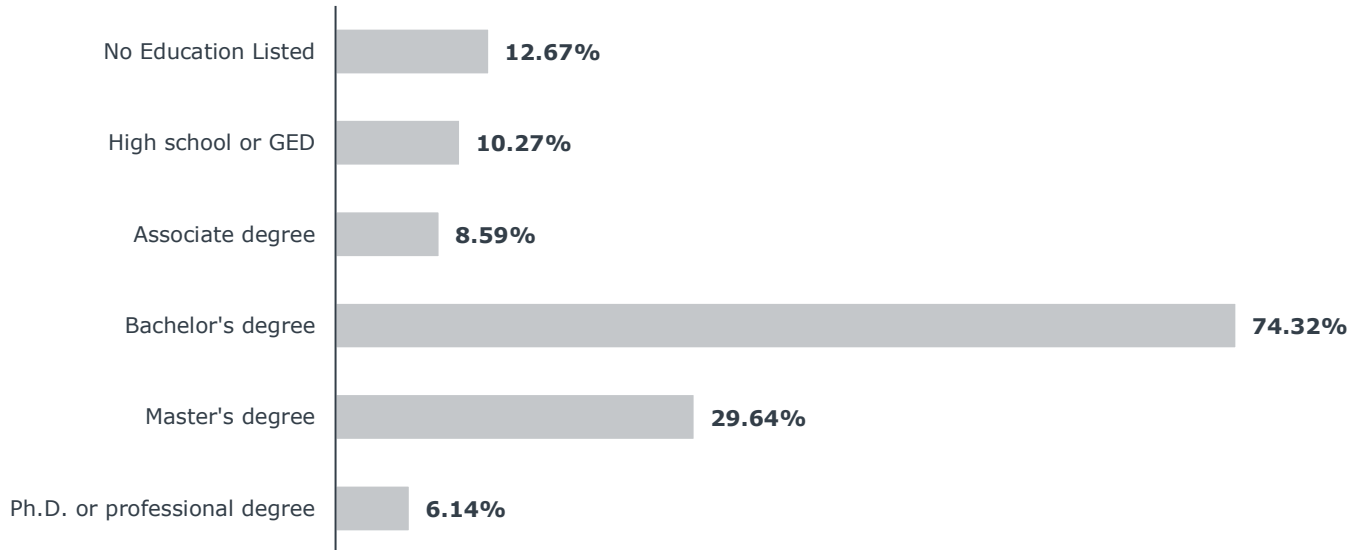
n = 33,023 job postings



## Education Levels Requested of Health Data Analytics Applicants

July 2021 - June 2022, Statewide Data

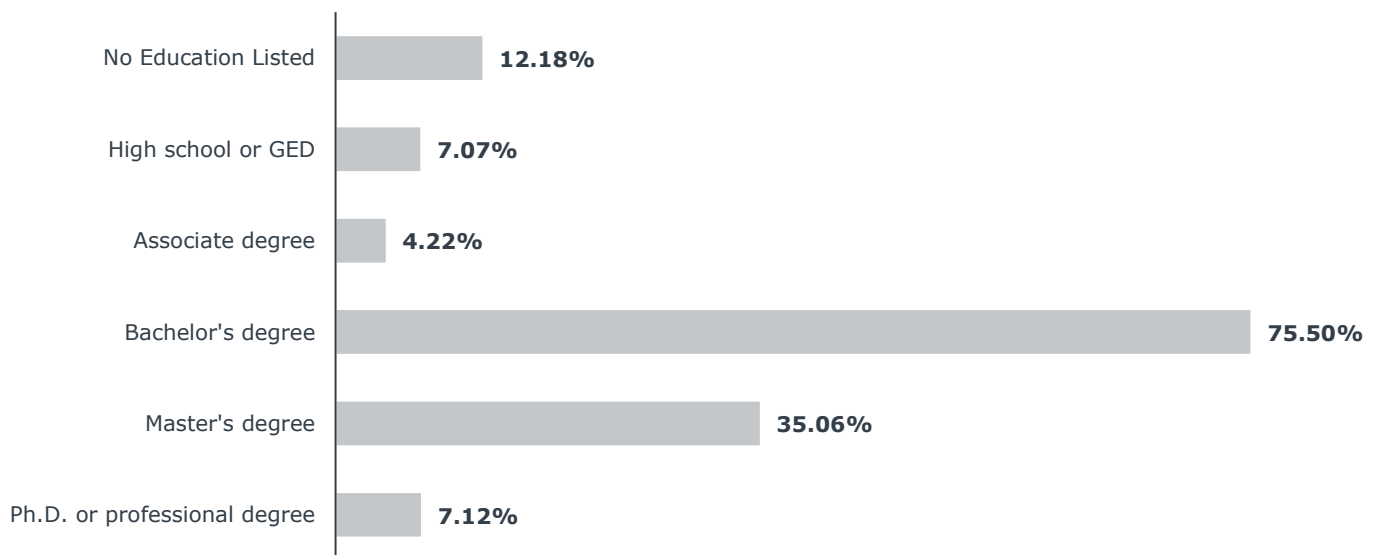
n = 6,940 job postings<sup>1</sup>



## Education Levels Requested of Health Data Analytics Applicants

July 2021 - June 2022, National Data

n = 94,190 job postings<sup>1</sup>

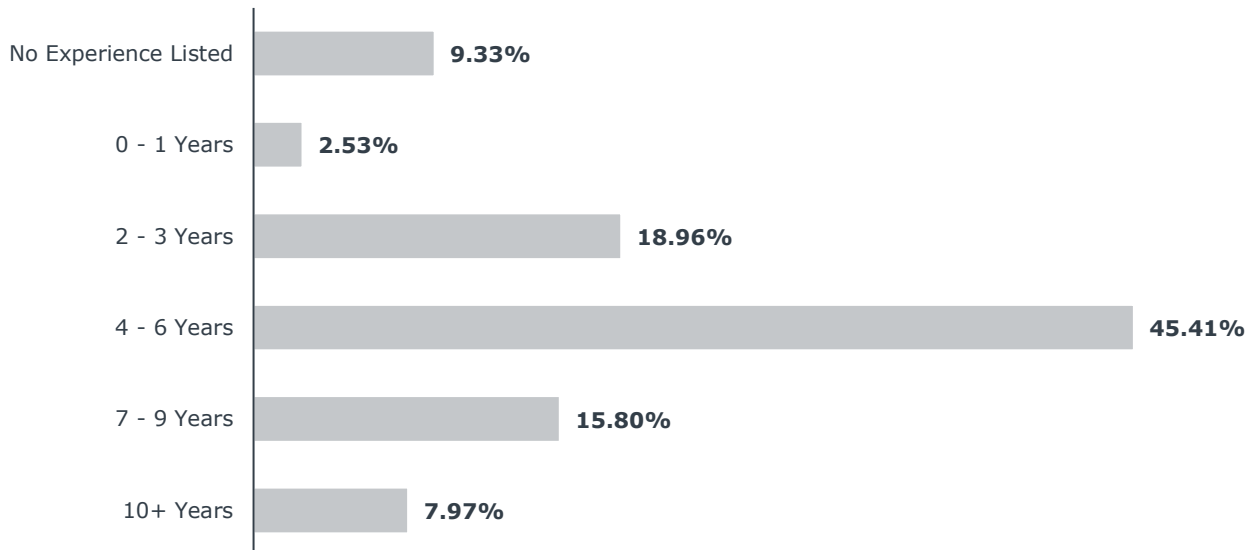


1) The n-value reflects the number of job postings requesting any degree level health data analytics applicants rather than the number of postings requesting master's-level health data analytics applicants.

## Experience Levels Requested of Master's-Level Health Data Analytics Applicants

July 2021 - June 2022, Statewide Data

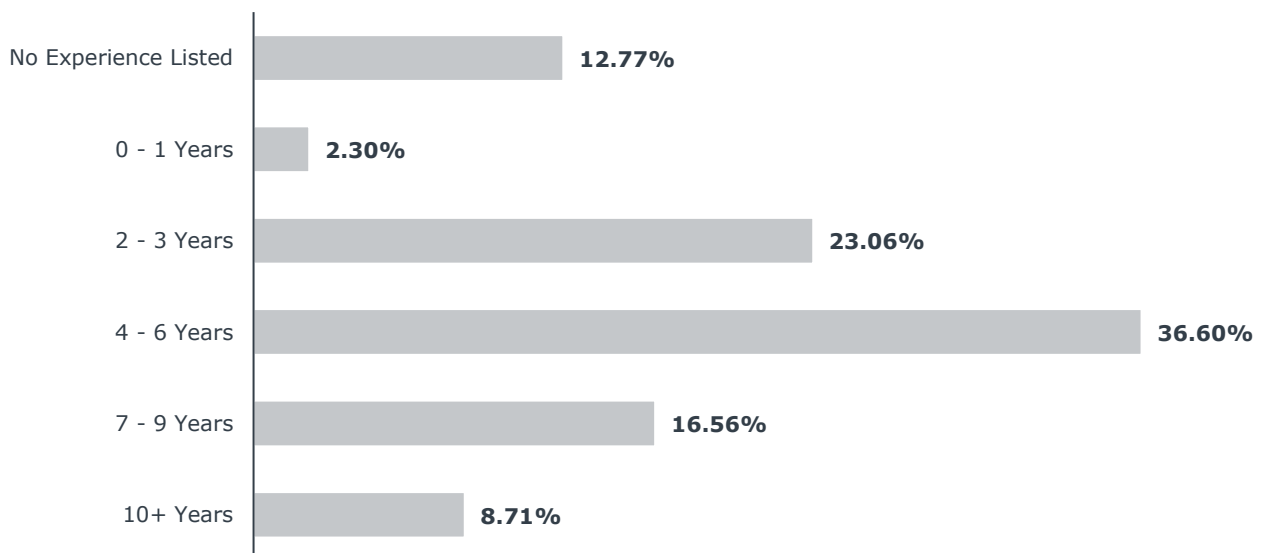
n = 2,057 job postings



## Experience Levels Requested of Master's-Level Health Data Analytics Applicants

July 2021 - June 2022, National Data

n = 33,023 job postings



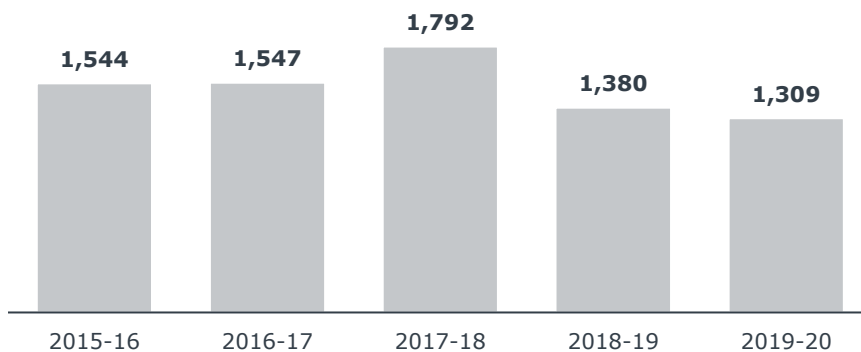


## Statewide Analysis of Relevant<sup>1</sup> Master's-Level Completions

Between the 2015-2016 and 2019-2020 academic years, completions declined by an annual average 3.03% while competition increased by an annual average 4.72%. This data indicates declining student demand amidst increasing competition, which may challenge program launch.

### Completions Reported over Time

2015-2016 to 2019-2020 Academic Years, Statewide Data



**-3.03%**

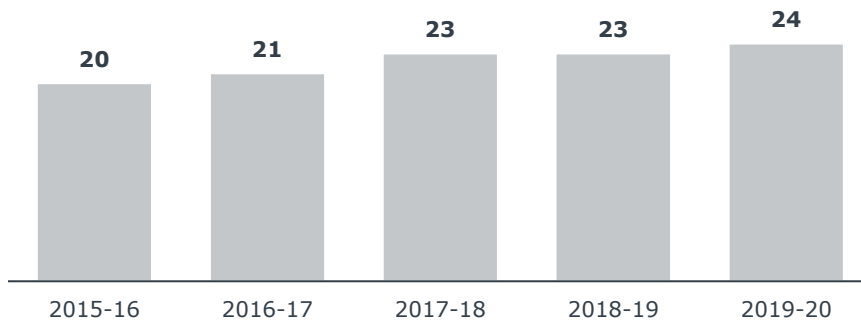
### Average Annual Completions Decline

2015-2016 to 2019-2020 Academic Years, Statewide Data

- Average annual 4.72% growth in number of institutions in the same period.

### Institutions Reporting Completions over Time

2015-2016 to 2019-2020 Academic Years, Statewide Data



**33.33%**

### Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-2020 Academic Year, Statewide Data

**54.54**

### Mean Completions per Institution Reporting

2019-2020 Academic Year, Statewide Data

- A decrease from the 77.20 mean completions reported in the 2015-2016 academic year.

**18.50**

### Median Completions per Institution Reporting

2019-2020 Academic Year, Statewide Data

- A decrease from the 31.00 median completions reported in the 2015-2016 academic year.

1) The aggregated completions data for CIP codes '11.0802 ("Data Modeling/Warehousing and Database Administration")', '51.2706 ("Medical Informatics")' and 11.0401 ("Information Science/Studies") is offered as an indicator of student trends because Health Data Analytics is not classified as a specific CIP code in NCES data.

## Statewide Analysis of Relevant<sup>1</sup> Master's-Level Completions

Between the 2015-2016 and 2019-2020 academic years, six of the top 10 statewide institutions reporting the most relevant completions experienced an increase in number of completions. Two of these institutions, Southern Methodist University and Dallas Baptist University, broke into the top 10 statewide institutions reporting relevant completions despite not reporting completions in the 2015-2016 academic year. The success of the newly launched programs at these two institutions suggests other newly launched programs may be able to succeed despite declining statewide student demand. However, the University of Texas at Dallas captured 31.55% of the statewide market share in the 2019-2020 academic year, suggesting the institution may be a strong source of competition for student demand.

### Institutions with Most Reported Completions

2015-2016 and 2019-2020 Academic Years, Statewide Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year	Market Share, 2019-2020 Academic Year
The University of Texas at Dallas	550	35.62%	413	31.55%
Texas A & M University-College Station	159	10.30%	175	13.37%
The University of Texas at Austin	90	5.83%	142	10.85%
Southern Methodist University*	Not Offered	N/A	120	9.17%
Texas Tech University	82	5.31%	68	5.19%
University of North Texas*	44	2.85%	60	4.58%
The University of Texas Health Science Center at Houston*	40	2.59%	48	3.67%
University of Houston-Clear Lake	119	7.71%	46	3.51%
Dallas Baptist University	Not Offered	N/A	43	3.28%
The University of Texas at Arlington	94	6.09%	41	3.13%

Institutions reporting a 100% distance-delivery option in the 2019-2020 academic year are denoted by an asterisk (\*).

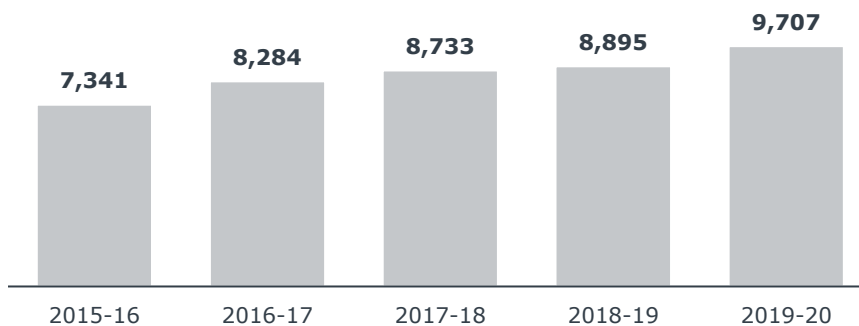
1) The aggregated completions data for CIP codes '11.0802 ("Data Modeling/Warehousing and Database Administration")', '51.2706 ("Medical Informatics")' and 11.0401 ("Information Science/Studies") is offered as an indicator of student trends because Health Data Analytics is not classified as a specific CIP code in NCES data.

## National Analysis of Relevant<sup>1</sup> Master's-Level Completions

Between the 2015-2016 and 2019-2020 academic years, growth in completions outpaced growth in competition (i.e., average annual growth rates of 7.31% vs. 6.49%, respectively). This data indicates growth in student demand outpaced growth in competition, suggesting an opportunity for program launch.

### Completions Reported over Time

2015-2016 to 2019-2020 Academic Years, National Data



**+7.31%**

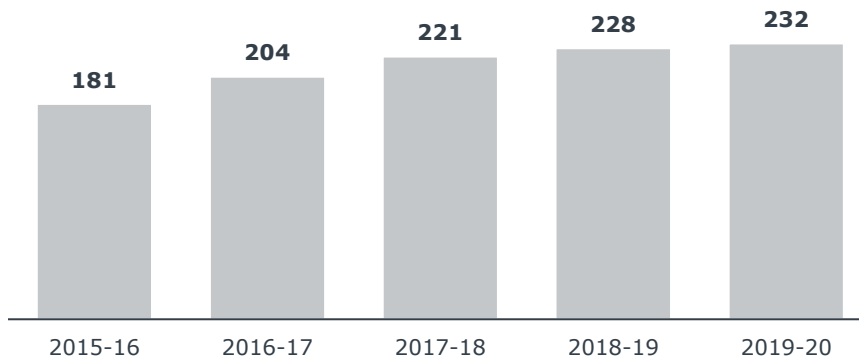
### Average Annual Completions Growth

2015-2016 to 2019-2020 Academic Years, National Data

- Average annual 6.49% growth in number of institutions in the same period.

### Institutions Reporting Completions over Time

2015-2016 to 2019-2020 Academic Years, National Data



**53.02%**

### Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-2020 Academic Year, National Data

**41.84**

### Mean Completions per Institution Reporting

2019-2020 Academic Year, National Data

- An increase from the 40.56 mean completions reported in the 2015-2016 academic year.

**13.00**

### Median Completions per Institution Reporting

2019-2020 Academic Year, National Data

- A decrease from the 16.00 median completions reported in the 2015-2016 academic year.

1) The aggregated completions data for CIP codes '11.0802 ("Data Modeling/Warehousing and Database Administration")', '51.2706 ("Medical Informatics")' and 11.0401 ("Information Science/Studies") is offered as an indicator of student trends because Health Data Analytics is not classified as a specific CIP code in NCES data.

## National Analysis of Relevant<sup>1</sup> Master's-Level Completions

The national market is equitably distributed, with no institution capturing more than 5.28% of the national market in the 2019-2020 academic year. Between the 2015-2016 and 2019-2020 academic years, eight of the top 10 institutions reporting relevant completions experienced an increase in market share captured. Two of these institutions, the University of Illinois Urbana-Champaign and Western Governors University, broke into the top 10 despite not reporting completions in the 2015-2016 academic year. The success of these newly launched programs suggests the requesting institution may also be able to capture some of the rising national student demand.

### Institutions with Most Reported Completions

2015-2016 and 2019-2020 Academic Years, National Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year	Market Share, 2019-2020 Academic Year
University of Maryland Global Campus*	492	6.70%	513	5.28%
Northeastern University Lifelong Learning Network*	124	1.69%	461	4.75%
The University of Texas at Dallas	550	7.49%	413	4.25%
Boston University*	253	3.45%	362	3.73%
University of Illinois Urbana-Champaign*	Not Offered	N/A	358	3.69%
University of California-Berkeley*	146	1.99%	327	3.37%
University of Michigan-Ann Arbor	177	2.41%	269	2.77%
Western Governors University*	Not Offered	N/A	259	2.67%
George Mason University*	83	1.13%	238	2.45%
Syracuse University*	212	2.89%	195	2.01%

Institutions reporting a 100% distance-delivery option in the 2019-2020 academic year are denoted by an asterisk (\*).

1) The aggregated completions data for CIP codes '11.0802 ("Data Modeling/Warehousing and Database Administration")', '51.2706 ("Medical Informatics")' and 11.0401 ("Information Science/Studies") is offered as an indicator of student trends because Health Data Analytics is not classified as a specific CIP code in NCES data.



# Credential Design and Curriculum Analysis

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2

# Credential Design and Curriculum Analysis

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## Section Includes:

- Profiled Program Review
- Fundamental and Emerging Skills
- Curriculum Analysis

## *Credential Design*

**The proposed program’s modality aligns with profiled programs and meets adult students’ needs.** All profiled programs offer online or hybrid modalities. EAB [research](#) shows online modalities are the most suitable for working professionals. Offering an online program with in-person opportunities enables students to balance continued education with professional responsibilities while choosing in-person components as suitable.

**Align with profiled programs and adult students’ needs by ensuring the program can be completed within two years.** Profiled programs can be completed within 1.5 years to two years. [Program duration](#) is one of the most important factors in adult learners’ enrollment decisions.

## *Curriculum*

**Ensure curriculum confers “machine learning” and “artificial intelligence” skills to prepare graduates to meet employer demand.** Across July 2019 to June 2022, employers demonstrated emerging demand for “artificial intelligence” and sustained demand for “machine learning” skills. Two profiled programs confer these skills in advertised coursework (i.e., Institution E offers the course “Machine Learning” and Institution D offers the course “Introduction to Artificial Intelligence and Machine Learning”). [IBM](#) underscores the necessity of machine learning and artificial intelligence competencies in the job market.

**Confer employer-sought skills programming skills (e.g., “Python” and “R”) to prepare students for employment.** Employers demonstrated demand for programming skills; profiled programs offer coursework in this area (e.g., “Python for Data Analysis” at Institution B, “Python Methodologies” at Institution E).

**Offer business coursework to prepare graduates for employment.** Employers demonstrated demand for business skills (e.g., “business process,” “business strategies”). Three profiled programs confer business competencies (e.g., “Business Process Management” at Institution B). Additionally, Institution E requires a business core with coursework such as “Lean Six Sigma” and “Accounting for Managers.”

## *Marketing*

**Advertise graduate outcomes on the program webpage as best-practice marketing.** Institution C and Institution E advertise sample job titles (e.g., Chief Information Officer, Healthcare Data Analyst) on the program webpage to demonstrate the programs’ return-on-investment. Ensure the requesting institution includes sample job titles of program graduates. Additionally, highlighting sample job titles ensures prospective students apply to best-fit programs.

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*Experiential Learning Requirements*

**Incorporate experiential learning opportunities into the program curriculum to ensure students gain hands-on learning experience.**

All profiled programs offer experiential learning via internships, coursework, or intensive retreats. For example, Institution E offers students the opportunity to work on a real-life consulting project with a health care organization. Institution A requires a 2.5-day residency to launch the program, and then an additional optional 2.5-day leadership intensive experience.

**Advertise career resources specifically for international students.**

Institution A offers an “International Students” section of the career development hub for health professionals. Considering the prospective program audience includes international students, ensure the program webpage has adequate resources to guide international students towards securing internships and employment.

## Analysis of Profiled Program Design

Profiled programs require between 30 and 36 credits. Institution A does not advertise the program’s credit requirements but instead courses (i.e., 17 courses). Three profiled programs are hybrid or require occasional in-person learning components. All profiled programs require experiential learning, ranging from residencies to practicums. On average, profiled programs cost \$49,295, excluding Institution E. Institution E costs \$43,8484 in-state and \$76,104 out-of-state. No profiled programs advertise program-specific accreditation.

### Profiled Program Characteristics

*Programs similar to the proposed master’s-level health data analytics program*

	<b>Institution A</b>	<b>Institution B</b>	<b>Institution C</b>	<b>Institution D</b>	<b>Institution E</b>
<i>Title</i>	Master of Science in Health Analytics	Master of Science in Health Care Analytics	Master of Science in Health Data Analytics	Master of Science in Health Care Data Analytics	Master of Science in Health Care Analytics and Intelligence
<i>Modality</i>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid (2.5-day residency)</li> </ul>	Online	Online	<ul style="list-style-type: none"> <li>Online</li> <li>Occasional in-person learning experiences</li> </ul>	Hybrid
<i>Duration</i>	19 months	Not advertised	Min. 3 semesters	Within 2 years	1-1.5 years
<i>Credits</i>	17 courses	30 credits	33 credits	36 credits	36 credits
<i>Experiential Learning</i>	Required 2.5-day residency and optional leadership intensive	Practicum	Practicum/capstone to prepare for CHDA examination <sup>3</sup>	Applications of Analytics course	Within health care organizations
<i>Advertised Tuition<sup>1</sup></i>	\$13,340-\$15,340 per term	\$1,605 per credit hour	\$775 per credit hour	\$1,521 per credit hour	<ul style="list-style-type: none"> <li>In-state: \$1,218 per credit</li> <li>Of-of-state: \$2,114 per credit</li> </ul>
<i>Estimated Total Program Tuition<sup>2</sup></i>	\$68,700	\$48,150	\$25,575	\$54,756	<ul style="list-style-type: none"> <li>In-state: \$43,8484</li> <li>Out-of-state: \$76,104</li> </ul>

1) Advertised tuition indicates the tuition cost as presented on the program website. Program fees are not included given the significant variance in institutional fees.

2) Estimated total program tuition calculates the tuition for full program completion (e.g., total credits awarded, total length of program time) depending on tuition unit.

3) CHDA stands for the Certified Health Data Analyst examination.

Source: EAB analysis. Comparator Program Websites.



## Admission Requirements

All profiled programs require applicants hold a baccalaureate degree from an accredited university, while Institution C specifies applicants must hold a degree in biostatistics or related quantitative discipline. Additionally, profiled programs require a mix of letters of recommendation, interviews, and GMAT scores. However, [stringent application](#) requirements could reduce program inquiries, applications, and enrollments, as students choose other programs with less visible constraints. Institution B requires the least strenuous admissions process of profiled programs. Considering adult student needs, design the proposed program with fewer admissions requirements to widen the application funnel.

Institution A	Institution B	Institution C	Institution D
<ul style="list-style-type: none"> <li>• A baccalaureate degree from an accredited college or university</li> <li>• Transcripts</li> <li>• Business CV/Resume</li> <li>• GMAT/GRE or EA</li> <li>• Letter of recommendation</li> <li>• Essay</li> <li>• Application fee (\$225)</li> <li>• Official interview</li> </ul>	<ul style="list-style-type: none"> <li>• A baccalaureate degree from an accredited college or university</li> <li>• Transcripts</li> <li>• Resume/CV</li> <li>• GMAT or GRE Scores (waived for min. GPA of 3.20)</li> <li>• Letters of recommendation (optional)</li> <li>• Personal statement (optional)</li> <li>• Proof of English language proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• A baccalaureate degree from an accredited college or university (must be in biostatistics, statistics, mathematics, computer science or related quantitative discipline)</li> <li>• Competency in statistics and regression analysis</li> <li>• Recommended min. 3.0 GPA</li> <li>• Two letters of recommendation</li> <li>• Transcripts</li> <li>• CV</li> <li>• GRE Quantitative and Verbal section scores (can be waived)</li> <li>• Statement of goals</li> <li>• Application fee (\$65)</li> <li>• Admissions interview</li> <li>• International student requirements</li> </ul>	<ul style="list-style-type: none"> <li>• A baccalaureate degree from an accredited college or university</li> <li>• No prerequisite courses (recommended to take a statistics course)</li> <li>• Transcripts</li> <li>• Statement of intent</li> <li>• Letters of recommendation</li> <li>• Resume/CV</li> </ul>
Institution E			
<ul style="list-style-type: none"> <li>• A baccalaureate degree from an accredited college or university</li> <li>• Transcripts</li> <li>• GMAT or GRE test results</li> <li>• Two letters of recommendation</li> <li>• Resume</li> <li>• Essay</li> <li>• International student requirements</li> </ul>			


## Experiential Learning

All profiled programs require an experiential learning component; however only Institution A requires a residency for students. Align with profiled programs by ensuring students have the opportunity to complete a practicum with a health organization. Stand out from profiled programs by preparing students for the [Certified Health Data Analyst examination](#) like Institution C.

Internship	Retreats and Intensives	Coursework
<ul style="list-style-type: none"> <li>• <b>Industry Client Project:</b> Students at Institution E work on a real consulting project with a health care organization.</li> <li>• <b>Practicum:</b> Institution C offers students a practicum experience at an organization of choice.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Program Launch:</b> Institution A requires a 2.5-day residency in Durham, NC.</li> <li>• <b>Leadership Intensive:</b> Institution A offers an optional 2.5-day intensive experience.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Application of Analytics:</b> Institution D requires a two-semester course in which students solve a real-world problem for a client.</li> <li>• <b>MSHDA Capstone:</b> Institution C offers coursework to prepare students for the Certified Health Data Analyst examination.</li> <li>• <b>Practicum:</b> Institution B requires students prepare a report and give an oral presentation of their projects.</li> </ul>

## Sample Job Titles and Salaries

Two profiled programs advertise sample job titles and salaries, exemplifying best-practice program marketing and ensuring prospective students apply to best-fit programs.

 <b>Institution E</b>	<b>Institution D</b>
<ul style="list-style-type: none"> <li>• Operations Analyst</li> <li>• Business Analyst</li> <li>• Consultant</li> <li>• Production Planning Supervisor</li> <li>• Client Manager</li> <li>• Nurse Manager</li> </ul>	<ul style="list-style-type: none"> <li>• The 2018 Burtch Works study found that professionals with a master's degree in data analytics earn a median base salary of \$92,500.</li> </ul>

## Statewide Analysis of Job Postings' Skill Requirements for Master's-Level Health Data Analytics Professionals

Across July 2019 to June 2022, employers demonstrated sustained demand for skills such as "data analysis" and "SQL (Programming Language)". Emerging skills include "artificial intelligence" and "data quality"; developing these skills will prepare graduates to meet today's employer needs.

### Fundamental and Emerging Skills for Master's-Level Health Data Analytics

July 2019 to June 2022, Statewide Data

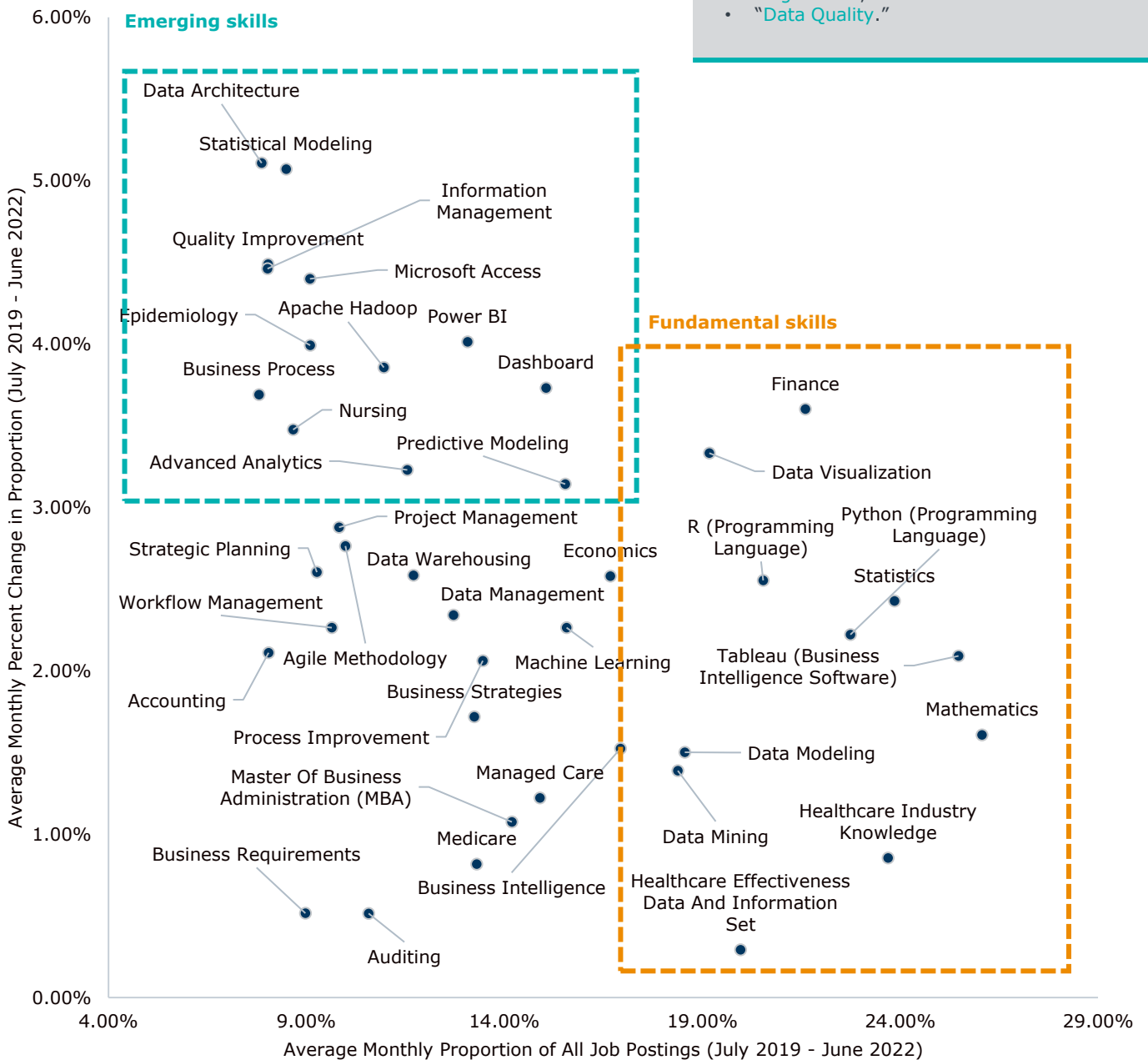
n= 12,466 job postings

The Forum excluded the following skills from the plot to improve readability. Skills highlighted in orange ranked at or above 29% proportion of all postings:

- "Data Analysis,"
- "SQL (Programming Language),"
- "Computer Science,"
- "Data Science," and
- "SAS (Software)."

Skills highlighted in teal ranked at or above 6% change in proportion of all postings:

- "Artificial Intelligence,"
- "Analytics,"
- "Algorithms," and
- "Data Quality."



Source: EAB analysis. Lightcast Analyst.

## National Analysis of Job Postings' Skill Requirements for Master's-Level in Health Analytics Professionals

Across July 2019 to June 2022, employers demonstrated sustained demand for skills such as "computer science" and "mathematics." Emerging skills include "Power BI" and "statistical modeling;" developing these skills will prepare graduates to meet today's employer needs.

### Fundamental and Emerging Skills for Master's-Level in Health Analytics

July 2019 to June 2022, National Data

n=192,672 job postings

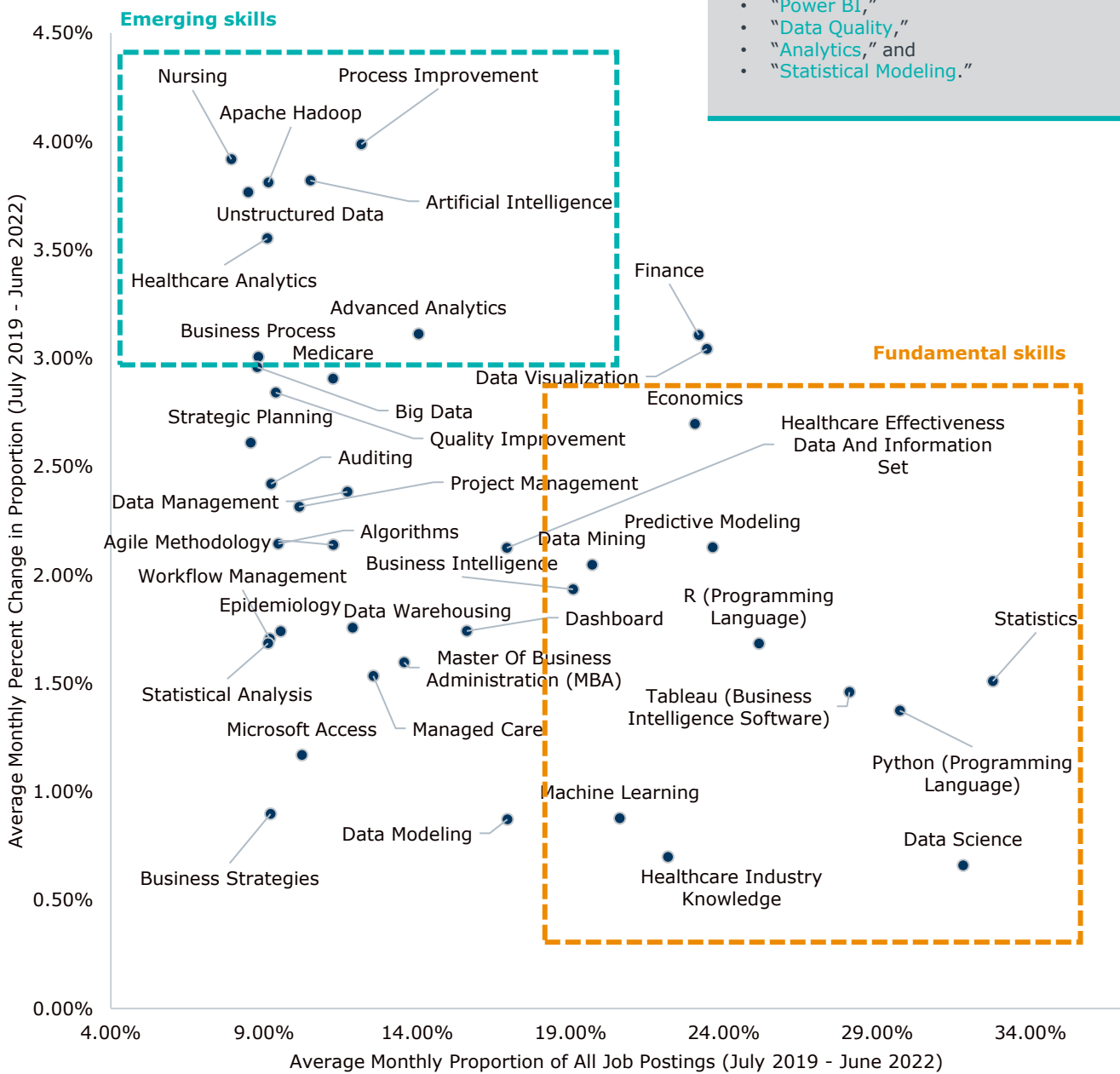
The Forum excluded the following skills from the plot due to relevancy and/or to improve readability.

Skills highlighted in orange ranked at or above 34% proportion of all postings:

- "SQL (Programming Language),"
- "Data Analysis,"
- "Computer Science,"
- "SAS (Software)," and
- "Mathematics."

Skills highlighted in teal ranked at or above 5% change in proportion of all postings:

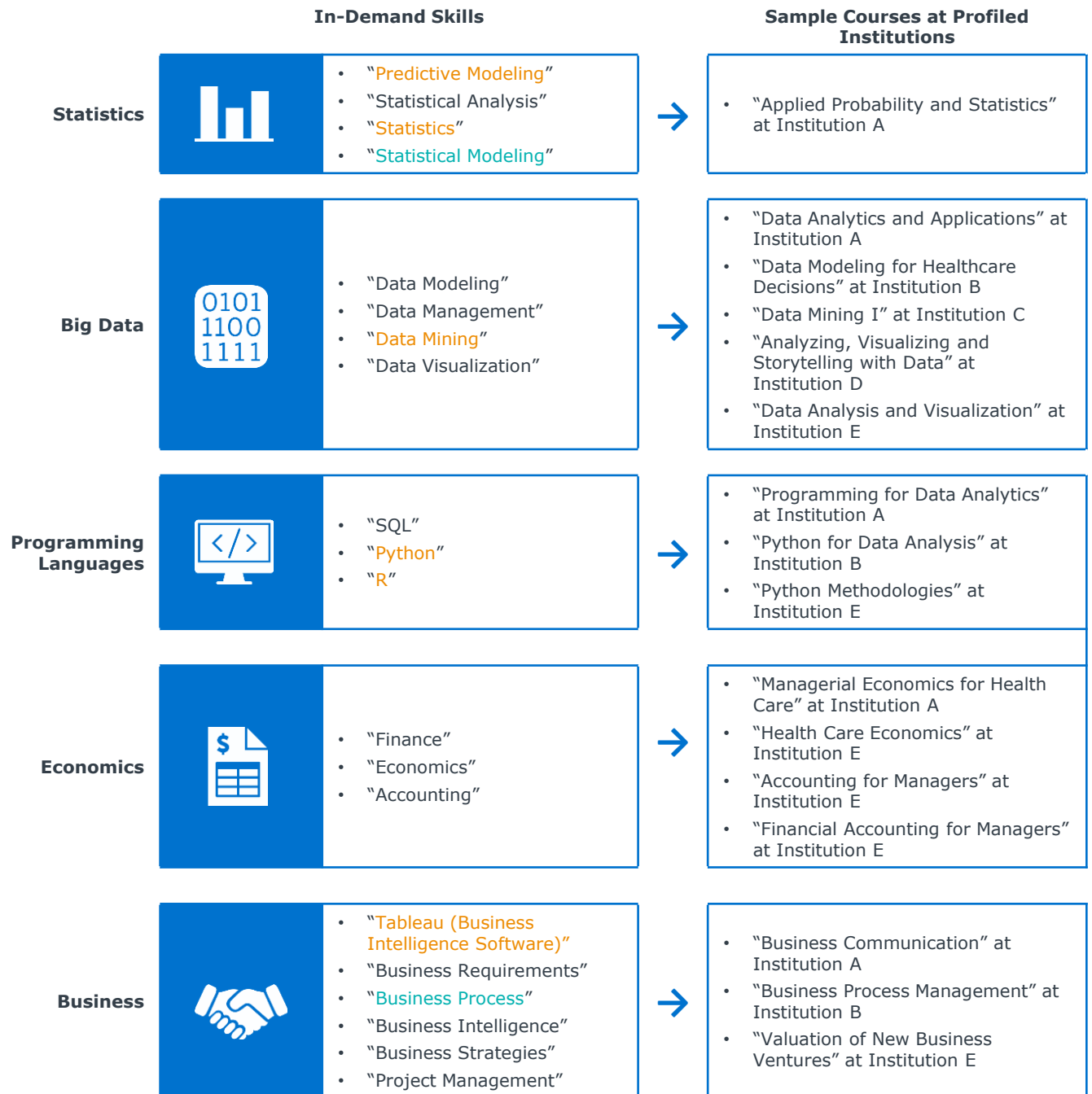
- "Power BI,"
- "Data Quality,"
- "Analytics," and
- "Statistical Modeling."



Source: EAB analysis. Lightcast Analyst.

## Alignment of In-Demand Skills to Profiled Programs' Curricula

Statewide and National Data



Teal denotes emerging skills across July 2019 to June 2022.

Orange denotes fundamental skills across July 2019 to June 2022.

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## Trends in Profiled Programs' Curricula

### Lean Six Sigma Coursework

- "Six Sigma Quality Management" at Institution B
- "Lean Six Sigma" at Institution E

### Supply Chain Management Coursework

- "Operations and Supply Chain Management" at Institution B
- "Supply Chain Management Strategies" at Institution E

### Healthcare Law and Ethics

- "Ethics, Data Security & Regulatory Governance" at Institution D
- "Ethics and Legal Issues in Health Analytics" at Institution A
- "Healthcare Law and Ethics" at Institution E

*Profiled programs' full curricula can be found in Appendix A on page 32.*



# Appendix

- 
- Sample Curricula
  - Research Process and Sources

# Appendix A: Sample Health Data Analytics Curricula

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## Institution A

[Course names redacted]

## Institution B

[Course names redacted]

## Institution C

[Course names redacted]

## Institution D

[Course names redacted]

## Institution E

[Course names redacted]



# Appendix B: Research Process and Sources

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EAB conducted a three-part analysis to identify opportunities to support the launch of a new program.

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

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This report includes an analysis of external labor market needs to determine demand for program graduates. Researchers evaluate historical job postings and future employment projections to determine if the labor market supports program growth.

2

## Step Two: Competitive Landscape Analysis

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The volume and growth of degree conferrals serves as an indicator of student demand for the program being evaluated. Researchers use conferral data to determine if the selected program is facing a crowded market or if it may struggle to attract students due to declining student interest.

3

## Step Three: Comparator Program Analysis

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Researchers analyzed how the design and curricula of similar programs aligns with the program being audited. The researchers collect information publicly available on profiled programs’ webpages.

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## Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

Unless stated otherwise, this report includes data from online job postings from July 2021 to June 2022. To best estimate employer demand for master's-level health data analytics professionals, the Forum analyzed job postings for all professionals with relevant skills (e.g., "Health Data Management," "Certified Health Data Analyst," "Data Mining") that contained relevant keywords (e.g., "Health," "Healthcare," "Health Care") that were also categorized under the "Finance and Insurance" or "Health Care and Social Assistance" industries.

### Definitions

- "CIP" code refers to the Classification of Instructional Programming code.
- "Statewide" refers to Texas.
- "National" refers to the United States.

## Research Questions

The requesting partner asked:

- How has demand for graduates of my program evolved over time?
- In which industries should the program prepare students to work?
- Which employers demonstrate the greatest demand for graduates?
- What skills should the program teach to prepare students to meet employer demand?
- In what positions do employers demonstrate the greatest need for graduates?
- In which cities do employers demonstrate the greatest demand for potential graduates?
- What experience level do employers most frequently request from program graduates?
- What education level do employers most frequently request from program graduates?
- How many students graduate from similar programs, and how has this changed over time?
- How are similar programs structured?
- How are similar programs delivered?
- What experiential or practical learning do similar programs offer?
- What accreditation do similar programs hold?

## Research Limitations

As institutions self-report degree completions data, the analyzed CIP code may not fully capture completions for all comparable programs in the profiled regions.

Curricular and tuition information is based on publicly available information and may not be comprehensive.

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## Project Sources

The Forum consulted the following sources for this report:

- EAB’s internal and online research libraries
- Lightcast Analyst, described below
- U.S. Bureau of Labor Statistics
- U.S. National Center for Education Statistics (NCES)

## Labor Market Intelligence Partner: Lightcast Analyst

This report includes data made available through EAB’s partnership with Lightcast (formerly Economic Modeling Specialists International), 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 Analyst™ and Alumni Insight™ 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](mailto:bob.hieronymus@lightcast.io).

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## Profiled Institutions

### A Guide to Institutions Profiled in this Brief

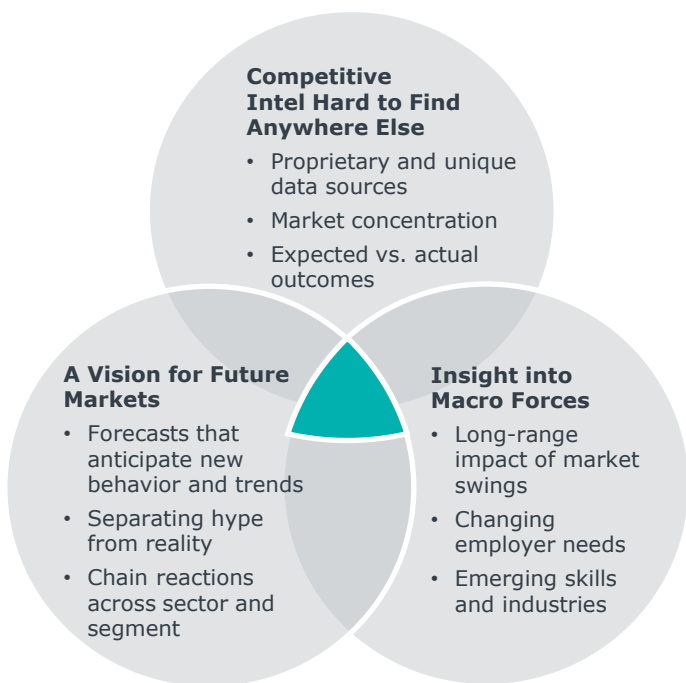
*Programs similar to the proposed program at the requesting institution*

Institution	Carnegie Classification
<b>Institution A</b>	Doctoral Universities: Very High Research Activity
<b>Institution B</b>	Doctoral/Professional Universities
<b>Institution C</b>	Doctoral Universities: Very High Research Activity
<b>Institution D</b>	Special Focus Four-Year: Other Health Professions Schools
<b>Institution E</b>	Doctoral Universities: Very High Research Activity

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  - ▶ [Master's Market Competitive Intelligence](#)

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  - ▶ [The Future of Undergraduate Enrollment](#)
  - ▶ [The Shifting International Landscape](#)
  - ▶ [Sizing the Alternative Provider Market](#)

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  - ▶ Strategy for a Post-Vaccine World
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- 2020
- 2021
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