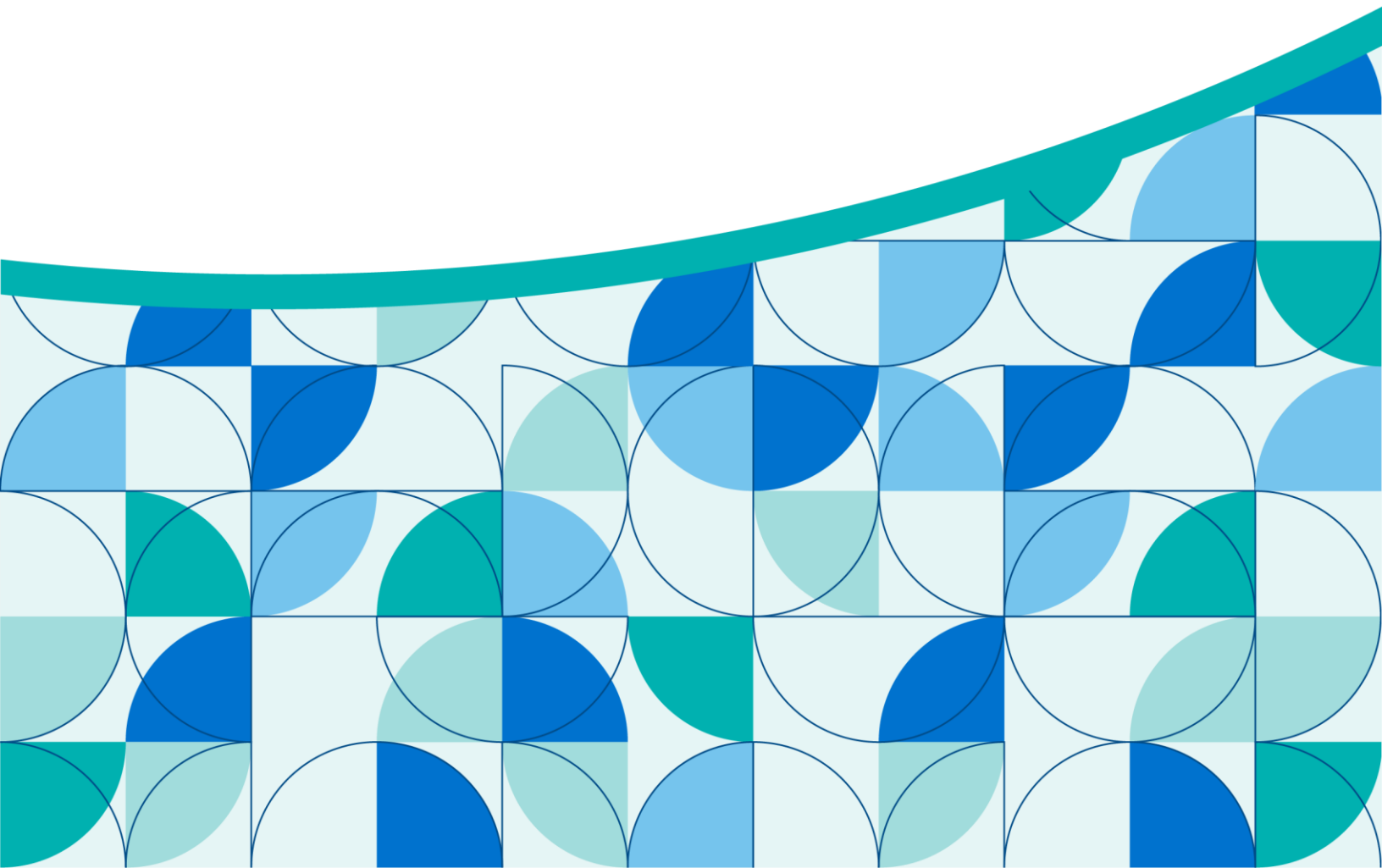




EAB MARKET INSIGHTS BRIEF SAMPLE

New Master's-Level Degree Program Opportunities



Research Associate

Senior Research Manager

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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.

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Report Introduction

Project Objective: Identify New Program Opportunities



New Program Parameters

Determined by the requesting institution

Program Characteristics

- Type: Degree
- Level: Master's-Level
- Modality: Hybrid
- Region: Illinois, Iowa, Kentucky, Maryland, Minnesota, New York, North Carolina, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia.
- Field(s) of Interest: Any
- Alignment with existing portfolio: Required



Steps to Identify New Program Opportunities

Detailed scoring methodology appears on [page 16](#).

- Review partner institution's existing programs.
- Identify new program opportunities based on strong labor market and/or strong competitive landscape as indicators of potential enrollment success, and alignment with provided parameters.
- Determine opportunities, challenges, or considerations for selected programs (e.g., strong projected occupational growth, saturated market).
- Provide return on investment information for each of the selected programs.

Report Introduction (cont).

How to Interpret New Program Opportunities ([page 7](#))

Quantitative Assessment

Calculated based on quantitative elements of analysis

All programs receive a descriptive assessment (e.g., strong) based on our analysis. For information on scoring, see scoring methodology on [page 15](#).

Our Qualitative Evaluation

Non-scoring components of our Market Opportunity Scan

Analysis may include elements such as:

- Alignment with existing institutional or unit portfolio
- Bureau of Labor Statistics outlook or important skills
- Industry forecast

Program Area 1

Labor Market: **Strong**

Competitive Opportunity: **Strong**

Student ROI: **Strong**

Rationale:

- Our interpretation of the labor market, competitive opportunity, and student return-on-investment scores, including nuances to note within the data.

Considerations:

- Additional context including alignment with existing institutional or unit portfolio, national program context, etc.

Our Quantitative Analysis

Scoring components of our Market Opportunity Scan

Labor Market Opportunity:

The Labor Market (LM) score quantifies employer demand and employment opportunities for graduates of the proposed program field. The LM score is calculated using **historical employer demand** and **projected employment**. This score is calculated relative to all occupations (defined by the [Lightcast Occupation Taxonomy](#)) at the master's-level in the region.

Competitive Opportunity:

The Competitive Opportunity (CO) score quantifies student demand and market saturation for the proposed program field. The CO score is calculated using **historical trends of degree conferrals and number of institutions reporting similar programs**. This score is calculated relative to all master's-level programs.

Estimated Student ROI:

The ROI score quantifies the estimated financial benefit a program would provide to students. The ROI score is calculated using **occupational salary estimates** and **programmatic averages of student debt upon graduation**. This score is calculated relative to all other fields where both figures are available.

Executive Summary

Programs with Strongest Potential for Enrollment Growth

From the broader analysis, these nine programs offer the requesting institution the greatest enrollment potential within their parameters for new program identification ([page 4](#)).

Field	Labor Market <i>Relatively, how encouraging will employer demand be to enroll?</i>	Competitive Opportunity <i>Relatively, how feasible will it be to recruit students?</i>	Return on Investment <i>Relatively, how attractive will the program's ROI appear to students?</i>
Computer Science	Best	Best	Strong
Clinical Psychology/ Counseling	Best	Strong	Moderate
Data Modeling/ Warehousing and Database Administration	Moderate	Best	Strong
Electrical Engineering	Moderate	Moderate	Best
Health Care Administration	Best	Challenging	Strong
Public Administration	Strong	Moderate	Moderate
Physics	Strong	Moderate	Challenging
Public Health	Moderate	Moderate	Moderate
Medical Laboratory Sciences	Strong	Challenging	Challenging

} Top Opportunities

Next Steps

Detailed next steps and supporting EAB resources and services appear on [page 15](#).

Within Requesting Institution

- 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.

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](#).

Executive Overview

Programs with Strongest Potential for Enrollment Growth

From the broader analysis, these three programs offer the requesting institution the greatest enrollment potential within their parameters for new program identification ([page 4](#)). To see all programs under consideration, please see [page 6](#).

Computer Science

Labor Market: **Best**

Competitive Opportunity: **Best**

Student ROI: **Strong**

Rationale:

- **Labor Market Outlook:** High average growth across quarters (8.36%) and highest projected growth (24.58%) indicate program graduates will enter a labor market with a growing number of opportunities.
- **Competitive Outlook:** The highest number of average annual conferrals (10,637) and student demand growth outpacing competition growth (26.46% vs. 1.31% on average annually) signal a market opportunity for program launch. However, the top 20% of institutions captured 78.06% of the market for the most recent academic year, indicating market concentration.

Considerations:

- A high employment rate (90.99%) and a low debt burden (4.54%) bode well for program graduates.
- The Bureau of Labor Statistics (BLS) projects that as demand for new and better technology grows, demand for [Computer and Information Research Scientists](#) will grow as well.
- Utilize resources from the existing Computer Science major reduce program launch expenses.

Clinical Psychology/Counseling

Labor Market: **Best**

Competitive Opportunity: **Strong**

Student ROI: **Moderate**

Rationale:

- **Labor Market Outlook:** Highest average number of job postings across quarters (5,417), highest average growth rate across quarters (12.08%), and a high projected employment growth rate (15.36%) signal a robust labor market with an increasing number of opportunities.
- **Competitive Outlook:** The second highest number of average annual conferrals (9,035) and student demand growth outpacing competition growth (9.47% vs. 2.82% on average annually) suggest a favorable landscape for program launch. However, the top 20% of institutions captured 71.24% of the market for the most recent academic year, indicating market concentration.

Considerations:

- A high employment rate bodes well for program graduates (92.88%). However, a moderate-to-high debt burden may warrant caution (10.38%).
- The BLS predicts employment for [Substance Abuse, Behavioral Disorder, and Mental Health Counselors](#) is expected to increase as the number of people, including youths, who have mental health and behavioral disorders grows.
- Consider creating an accelerated pathway from the existing Psychology major to create a strong return-on-education opportunity and attract [cost-conscious students](#).

Data Modeling/Warehousing and Database Administration

Labor Market: **Moderate**

Competitive Opportunity: **Best**

Student ROI: **Strong**

Rationale:

- **Labor Market Outlook:** Declining employer demand for relevant professionals (-1.44% on average across quarters) suggests an increasingly competitive labor market for program graduates.
- **Competitive Outlook:** Between the 2020-2021 and 2022-2023 academic years, student demand grew an average annual 4.20% while the number of competing institutions did not change. This signals an opportunity for program launch.

Considerations:

- A high employment rate (90.73%) and low debt burden (5.25%) bode well for program graduates.
- According to the BLS, [Database Architects and Administrators](#) will be critical to ensuring proper database design, transition, backup, and security as organizations continue to migrate to cloud environments and adopt artificial intelligence (AI) to process their data.
- Leverage the existing Data Science major to alleviate program startup costs.

Project Analysis

Labor Market Data for Selected Occupations

Regional Data

Occupation	Opportunity	Historical Job Postings, Q1 2022 - Q4 2024			Projected Employment, 2024-2034
		Avg. Job Postings Across Quarters	Avg. Growth Across Quarters (Actual)	Avg. Growth Across Quarters (Percent)	Projected Growth (Percent)
Clinical Psychology/ Counseling	Best	5,417	705	12.08%	15.36%
Computer Science	Best	72	3	8.36%	24.58%
Health Care Administration	Best	2,579	11	0.83%	7.98%
Physics	Strong	179	10	7.69%	4.59%
Medical Laboratory Sciences	Strong	68	-1	1.37%	13.66%
Public Administration	Strong	195	-6	-2.54%	16.09%
Electrical Engineering	Moderate	195	3	3.19%	5.83%
Public Health	Moderate	116	0	0.86%	9.13%
Data Modeling/ Warehousing and Database Administration	Moderate	310	-13	-1.44%	8.00%

Why Examine Labor Market Data?

Programs aligned to labor market needs offer the best potential to attract students predominantly motivated to enroll by career outcomes, ranging from upskilling in their current job to preparing for a career switch (i.e., adult learners, students under age 25 prioritizing with their educational outcomes). Analyzing historical employer demand (i.e., job postings) and projected employment ensure what we know about the regional labor market determines proposed new program opportunities.

Project Analysis (cont.)

Competitive Opportunity Data for Selected Subject Fields

Regional Data

Field	Opportunity	Program Size, 2021-2023		Competitors, 2023		Growth, 2021-2023	
		Avg. Annual Conferrals	Avg. Median Conferrals	Number of Insts.	Market Share of Top 20% Insts.	Avg. Annual Growth in Conferrals	Avg. Annual Growth in Insts.
Computer Science	Best	10,637	18.00	156	78.06%	26.46%	1.31%
Data Modeling/ Warehousing and Database Administration	Best	789	38.00	13	58.95%	4.20%	0.00%
Clinical Psychology/ Counseling	Strong	9,035	20.00	226	71.24%	9.47%	2.82%
Electrical Engineering	Moderate	2,753	16.00	82	70.00%	9.39%	1.88%
Public Health	Moderate	5,167	16.50	134	71.31%	3.36%	1.54%
Public Administration	Moderate	4,070	20.00	120	67.09%	0.39%	1.71%
Physics	Moderate	855	6.00	86	57.92%	11.38%	2.42%
Health Care Administration	Challenging	4,956	14.00	176	61.62%	2.61%	4.58%
Medical Laboratory Sciences	Challenging	244	7.00	23	49.41%	7.76%	7.26%

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 potential 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). The market share of the top 20% institutions presents the concentration of the market: fields in which the top 20% of institutions produce over 70% of graduates are typically highly challenging to enter successfully given the largest competitors' dominance.

Project Analysis (cont.)

Return on Investment Data for Selected Subject Fields

National Data

Field	Opportunity	Median Debt	Median Earnings	Debt Burden (Median Debt/Earnings)	% Employed
Electrical Engineering	Best	\$26,051	\$132,173	2.75%	93.99%
Computer Science	Strong	\$36,600	\$112,394	4.54%	90.99%
Data Modeling/ Warehousing and Database Administration	Strong	\$39,807	\$105,580	5.25%	90.73%
Health Care Administration	Strong	\$41,000	\$87,666	6.51%	93.41%
Public Health	Moderate	\$41,000	\$80,618	7.08%	93.92%
Public Administration	Moderate	\$40,527	\$71,751	7.87%	93.79%
Clinical Psychology/ Counseling	Moderate	\$46,748	\$62,739	10.38%	92.88%
Medical Laboratory Sciences	Challenging	\$59,000	\$73,101	11.24%	88.96%
Physics	Challenging	\$118,813	\$119,601	13.84%	49.43%

Why Examine Return on Investment Data?

Programs with low ROI outcomes face mounting challenges in attracting students, driven by increasing scrutiny from prospective learners and heightened regulatory demands. Starting in 2026, the U.S. Department of Education intends to require institutions to notify current and prospective students if a graduate or non-degree program delivers a low ROI.

A key metric in these regulations is the Debt-to-Earnings (D/E) rate, calculated as the median annual loan payment for a program divided by the median annual earnings of its graduates. Programs fail the D/E metric if annual loan payments exceed 8% of annual earnings.

EAB's ROI analysis incorporates national averages for debt, earnings, and employment by program, using data from the College Scorecard. We estimate annual loan payments based on median debt levels, assuming a 10-year repayment term at prevailing interest rates.

Sources: College Scorecard,
EAB Research & Analysis

Appendix A

Occupational Alignment to Identified Subject Fields

Field Name	Associated Occupations
Medical Laboratory Sciences	<ul style="list-style-type: none"> • Cytogenetic Technologist / Cytotechnologist • Histotechnologist / Histotechnician • Laboratory Manager • Laboratory Technologist
Clinical Psychology/Counseling	<ul style="list-style-type: none"> • Family / Behavioral Therapist • Mental / Behavioral Health Counselor • Residential Assistant / Advisor • Substance Abuse Counselor
Computer Science	Computer Scientist
Data Modeling/Warehousing and Database Administration	<ul style="list-style-type: none"> • Data Warehousing Specialist • Database Administrator • Database Architect
Electrical Engineering	<ul style="list-style-type: none"> • Electrical / Electronic Designer • Electrical Engineer • Electronics Engineer • Optical / Laser Engineer • Telecommunications Engineering Specialist
Public Administration	Public Administrator
Public Health	<ul style="list-style-type: none"> • Community Health Worker • Contact Tracer • Health Educator / Coach
Health Care Administration	<ul style="list-style-type: none"> • Healthcare Administrator • Medical Biller • Medical Coder • Medical Director • Medical Office / Practice Manager • Medical Records / Coding Supervisor • Medical Records Clerk • Medical Secretary • Medical Transcriptionist • Nursing Home / Home Health Administrator • Registrar / Patient Service Representative
Physics	Physicist

Appendix A (cont.)

Programmatic Alignment to Identified Subject Fields

Field Name	Associated Classification of Instructional Programs (CIP) Codes
Medical Laboratory Sciences	<ul style="list-style-type: none"> Blood Bank Technology Specialist (51.1001) Clinical Laboratory Science/Medical Technology/Technologist (51.1005) Clinical/Medical Laboratory Science and Allied Professions, Other (51.1099) Cytogenetics/Genetics/Clinical Genetics Technology/Technologist (51.1010) Cytotechnology/Cytotechnologist (51.1002) Histologic Technology/Histotechnologist (51.1007)
Clinical Psychology/Counseling	<ul style="list-style-type: none"> Clinical Child Psychology (42.2807) Clinical Pastoral Counseling/Patient Counseling (51.1506) Clinical Psychology (42.2801) Counseling Psychology (42.2803) Marriage and Family Therapy/Counseling (51.1505) Mental Health Counseling/Counselor (51.1508) Psychoanalysis and Psychotherapy (51.1507) School Psychology (42.2805) Substance Abuse/Addiction Counseling (51.1501)
Computer Science	<ul style="list-style-type: none"> Computer and Information Sciences, Other (11.0199) Computer and Information Sciences, General (11.0101) Computer Science (11.0701) Computer Software Engineering (14.0903) Mathematics and Computer Science (30.0801)
Data Modeling/Warehousing and Database Administration	Data Modeling/Warehousing and Database Administration (11.0802)
Electrical Engineering	<ul style="list-style-type: none"> Electrical and Electronics Engineering (14.1001) Electrical, Electronics, and Communications Engineering, Other (14.1099) Laser and Optical Engineering (14.1003) Telecommunications Engineering (14.1004)
Public Administration	<ul style="list-style-type: none"> Public Administration (44.0401) Public Administration, Other (44.0499) Public Works Management (44.0402) Transportation and Infrastructure Planning/Studies (44.0403)
Public Health	<ul style="list-style-type: none"> Behavioral Aspects of Health (51.2212) Community Health and Preventive Medicine (51.2208) International Public Health/International Health (51.221) Maternal and Child Health (51.2209) Public Health Education and Promotion (51.2207) Public Health Genetics (51.2214) Public Health, General (51.2201) Public Health, Other (51.2299)

Appendix A (cont.)

Programmatic Alignment to Identified Subject Fields, Cont.

Field Name	Associated Classification of Instructional Programs (CIP) Codes
Health Care Administration	<ul style="list-style-type: none"> • Clinical Research Coordinator (51.0719) • Disease Registry Data Management (51.0721) • Health and Medical Administrative Services, Other (51.0799) • Health Services Administration (51.2211) • Health Unit Coordinator/Ward Clerk (51.0703) • Health Unit Manager/Ward Supervisor (51.0704) • Health/Health Care Administration/Management (51.0701) • Health/Medical Claims Examiner (51.0715) • Healthcare Information Privacy Assurance and Security (51.0723) • Healthcare Innovation (51.0722) • Hospital and Health Care Facilities Administration/Management (51.0702) • Long Term Care Administration/Management (51.0718) • Medical Administrative/Executive Assistant and Medical Secretary (51.0716) • Medical Insurance Coding Specialist/Coder (51.0713) • Medical Insurance Specialist/Medical Biller (51.0714) • Medical Office Assistant/Specialist (51.071) • Medical Office Computer Specialist/Assistant (51.0709) • Medical Office Management/Administration (51.0705) • Medical Reception/Receptionist (51.0712) • Medical Staff Services Technology/Technician (51.0717) • Medical Transcription/Transcriptionist (51.0708) • Medical/Health Management and Clinical Assistant/Specialist (51.0711) • Regulatory Science/Affairs (51.072)
Physics	<ul style="list-style-type: none"> • Acoustics (40.0809) • Atomic/Molecular Physics (40.0802) • Condensed Matter and Materials Physics (40.0808) • Elementary Particle Physics (40.0804) • Engineering Physics/Applied Physics (14.1201) • Nuclear Physics (40.0806) • Optics/Optical Sciences (40.0807) • Physics and Astronomy (40.1101) • Physics, General (40.0801) • Physics, Other (40.0899) • Plasma and High-Temperature Physics (40.0805) • Theoretical and Mathematical Physics (40.081)

Appendix A (cont.)

Alignment to Identified Subject Fields for ROI Evaluation

Field Name	Associated 4-Digit Classification of Instructional Programs (CIP) Codes
Medical Laboratory Sciences	Clinical/Medical Laboratory Science (51.10)
Clinical Psychology/ Counseling	Clinical, Counseling & Applied Psych. (42.28)
Computer Science	Computer & Info. Sciences (11.01)
Data Modeling/Warehousing and Database Administration	Computer Software & Media (11.08)
Electrical Engineering	Electrical, Electronics & Comms. Eng. (14.10)
Public Health	Public Health (51.22)
Public Administration	Public Administration (44.04)
Health Care Administration	Health and Medical Admin. Services (51.07)
Physics	Physics (40.08)

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 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.

Scoring Methodology



Analyze regional labor market to identify fields with high employer demand. The labor market analysis serves as an indicator of external labor market needs. The objective is to identify occupations with strong labor market demand, which serves as an indicator of program demand among students prioritizing career impact in their enrollment choice.

Factors considered:

- Job Postings Data, Q1 2022-Q4 2024:
 - Average quarterly job postings
 - Average quarterly percent growth in job postings
 - Average quarterly actual growth in job postings
- Employment Projections Data, 2024-2034:
 - Projected growth in employment (percent)

For each field, EAB compiled a list of relevant occupations, which are used to categorize data for relevant jobs. Each field receives a score based on its performance against all fields for each of the above metrics. EAB then calculates an overall labor market score incorporating relative strength across these metrics.



Analyze regional competitive landscape to identify fields with high student demand and/or low competition. 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, while the market share of the top 20% of institutions describes the market concentration.

Factors considered:

- Program Size, 2021-2023:
 - Average annual completions
 - Average annual median conferrals
- Competitors, 2023:
 - Total number of institutions
 - Market share of top 20% of institutions
- Growth, 2021-2023:
 - Average annual actual growth in completions
 - Average annual percent growth in completions minus average annual percent growth in competitors

For each field, EAB compiled a list of relevant Classification of Instructional Programs codes (CIP codes), which are used to categorize degree conferral data. Each field receives a score based on its performance against all fields for each above metric. EAB then calculates an overall competitive landscape score incorporating relative strength across these metrics.



Analyze return on investment to identify fields with anticipated financial benefits. Return on investment serves as an indicator of the estimated financial benefit a program would provide to students. Programs with poor ROI outcomes face mounting challenges in attracting students, driven by increasing scrutiny from prospective learners and heightened regulatory demands.

Factors considered:

- Median debt
- Median salary five years after graduation
- Debt to salary ratio
- Percent employed five years after graduation

EAB linked each field to the most relevant four-digit Classification of Instructional Programs code (CIP code), which are used to categorize degree conferral data. Each field receives a score based on its performance against all fields for each above metric. EAB then calculates an overall return on investment score incorporating relative strength across these metrics.

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.



College Scorecard <https://collegescorecard.ed.gov/>

The College Scorecard is a tool from the Department of Education that helps students and families search for and compare colleges across a variety of metrics (e.g., admissions rates, enrollment demographics, completion rates, tuition, outcomes). The Scorecard also allows users to compare program-level data (e.g., median student debt by field of study, earnings by field of study).

The College Scorecard combines data from the National Student Loan Data System, IRS tax records, and IPEDS data to evaluate the loan debt and earning outcomes for graduates by program. EAB gathers the most up-to-date data from the College Scorecard annually. College Scorecard data can also be accessed online by the general public.



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



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