EAB

MARKET INSIGHTS BRIEF

Market Pulsecheck for a Master's in Business Analytics

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Strategic Launch Potential Overview

Moderate Launch Potential in a Mature & Competitive Analytics Market

Our Finding

Moderate Potential

Business Analytics remains a significant and economically viable field in Colorado, though hiring has cooled from earlier peaks. Employer demand is still substantial, and long-term projections indicate continued growth across analytics and management roles. Student completions in Colorado have risen over the past five years, but the in-state market is small and concentrated: two institutions account for all master's-level completions, and the University of Colorado Boulder holds 64.34% of completions. Nationally, market share has shifted among a small group of institutions, yet the top 20% still report roughly three-quarters of completions. Strong graduate earnings reinforce the field's long-term value, but cooling labor demand and consolidating market share mean a successful program launch will depend on clear differentiation and program design rather than unmet student demand.

The Highlights

Labor Demand Trends: Moderate

Colorado employers posted 4,169 master's-level business analytics openings in the past year, reflecting healthy employer demand. Although postings have declined since 2023 (-7.51%), the drop is less severe than national trends (-16.15%) and Colorado's broader master's hiring trends (-17.33%), indicating relative resilience within a cooling market. Institutions should treat the field as durable but no longer expanding, with realistic enrollment expectations and strong employer alignment.

Student Demand: Moderate

Regional completions have increased 38.71% over five years, signaling sustained student interest. However, only two institutions report completions in Colorado, and the University of Colorado at Boulder now holds 64.34% of the market. Growth reflects consolidation rather than broad expansion across institutions. New entrants should anticipate direct competition for a finite student pool and should consider a differentiation strategy.

AI Exposure: Encouraging

Business Analytics roles sit at the center of AI integration. Many core occupations are expected to be enhanced or transformed, increasing the importance of advanced analytical judgment and applied AI fluency. The field remains relevant and valuable, but programs must prepare students for rapidly evolving tools and workflows.

Future Labor Market Outlook: Encouraging

Regional projections show sustained growth across analytics and management roles over the next decade, with several high-demand occupations projected to expand at double-digit rates. Growth spans operational, systems, and managerial functions, supporting durable long-term demand for program-relevant skills.

Graduate ROI: Encouraging

Graduates in Management Sciences and Quantitative Methods (CIP 52.13) report strong earnings that exceed all applicable state and national benchmarks. The program's weighted median earnings clear federal accountability thresholds comfortably, reinforcing the field's economic durability, supporting a strong return on investment for prospective students and posing minimal regulatory risk to the institution.

Competitive Opportunity: Moderate

Colorado's provider landscape is small but concentrated. Two institutions account for all reported completions, and market share has become more concentrated over time. While limited in-state competition may appear favorable, national leaders have scaled rapidly—primarily through distance-delivery—raising the bar for differentiation and positioning.

Source: EAB analysis, Lightcast, IMF

Metric Definitions & Research Limitations

EAB's Metric Definitions

Labor Demand Trends: Evaluates changes in regional employer hiring activity using job postings tied to the program, assessing longer-term trends and recent momentum to indicate whether demand is strengthening, stable, or declining.

Future Labor Market Outlook: Assesses whether employment tied to the program is projected to grow, stabilize, or decline over the next decade by comparing regional job growth projections with national trends.

Student Demand: Measures whether student interest in this field is growing, stable, or declining by examining recent completions trends and how broadly demand is distributed across institutions.

Graduate ROI: Evaluates whether graduate earnings meet or exceed regional benchmarks for postsecondary credentials, serving as an accountability measure of whether the program delivers appropriate economic value.

AI Exposure: Assesses the extent to which roles linked to the program may be affected by artificial intelligence, summarizing whether most related work is expected to be minimally impacted, enhanced, or transformed.

Competitive Opportunity: Examines how concentrated the provider landscape is and whether competition is increasing or easing over time, indicating how difficult it may be for a new or expanding program to gain market share.

Selected Focus Region(s)

Throughout this report, "Focus Region" and "Regional" refer to the following:

- Colorado

Labor Market Justification

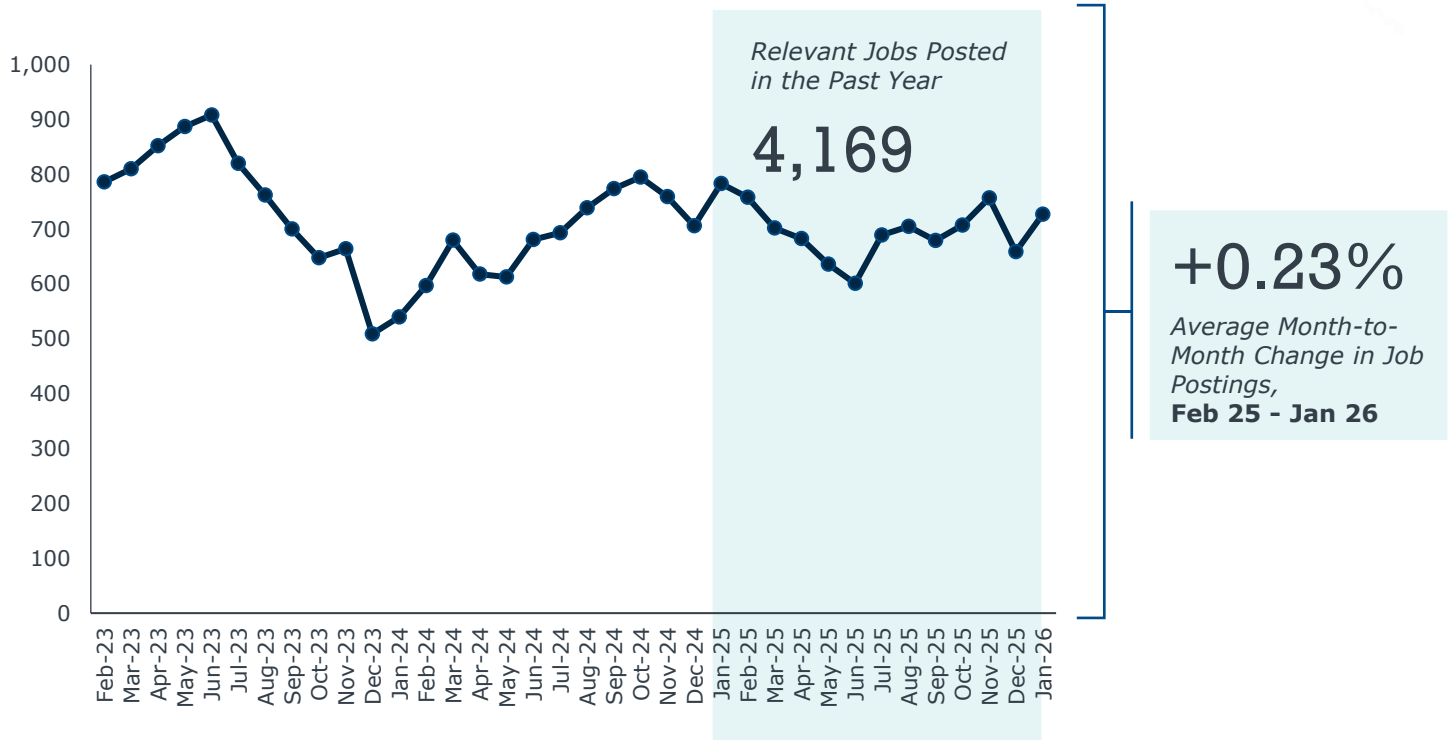
In this section…

- Demand Overview
- Job Market Context
- Market Preferences
- Key Roles
- Future Outlook

Are There Jobs for Program Graduates?

Job Postings in Your Focus Region for Master's-Level Business Analytics Professionals

Feb 2023 - Jan 2026, Regional Analysis



+0.23%

Average Month-to-Month Change in Job Postings, **Feb 25 - Jan 26**

712

Average Number of Job Postings Per Month, **Feb 23 - Jan 26**

-7.51%

Change in Monthly Job Postings Overall, **Feb 23 - Jan 26**

Interpreting the Trend: Economic Context for Job Posting Change

Over the past 36 months, job postings have shifted meaningfully across the country. Total job openings at the national level peaked in early 2022 before declining steadily as employers adjusted to economic uncertainty, high interest rates, and cooling post-pandemic growth. But even amid the pullback, hiring remained above pre-2020 norms – signaling moderation, not collapse.

Source: U.S. Bureau of Labor Statistics, "Job Openings and Labor Turnover Survey," last modified April 2025, https://www.bls.gov/jlt/.

Is the Region's Labor Demand Significant?

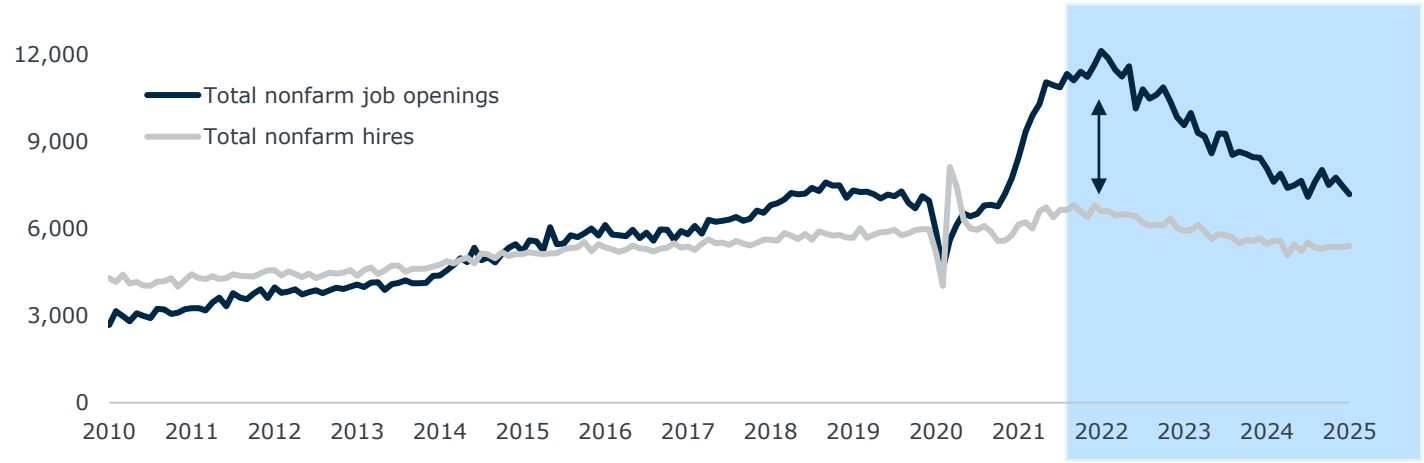
Regional trends offer an important point of comparison. Is your regional market mirroring the national cycle, resisting the slowdown, or rebounding more quickly? Use this moment not just to ask, "is demand growing?" but to ask, "how does our region differ – and why?"

Interpret columns sequentially: Regional → National → Macro context

	Focus Region's Demand	**National Field Context**	**Reginal Hiring Environment (All Master's Degrees)**
Change in Monthly Job Postings, **Feb 23 - Jan 26** *(Directional Shift)*	-7.51%	-16.15%	-17.33%
Average Month-to-Month Change, **Feb 23 - Jan 26** *(Demand Stability)*	-0.96%	-0.90%	-1.04%
	Percent change in job postings for Master's degrees in Business Analytics regionally	*Percent change in job postings for Master's degrees in Business Analytics nationally*	*Percent change in job postings for Master's degrees overall*

Declining labor demand is not necessarily a negative signal. U.S. job openings surged in 2022 overall, and despite recent declines from these historic heights, hiring trends remain strong compared to historical averages.

U.S. job openings and hires: All non-farm occupations seasonally adjusted (March 2010 – March 2025)



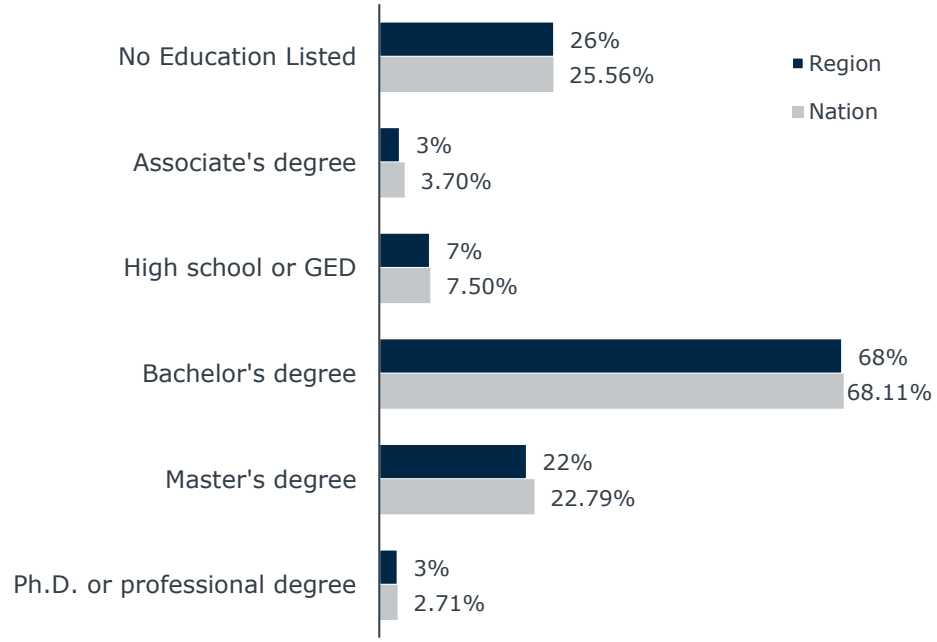
Source: Bureau of Labor Statistics Survey Data

Which Type of Graduates is the Market Looking For?

Top Education Levels Requested of Business Analytics Applicants

Feb 2025 - Jan 2026, Comparative Analysis: Region vs. National

Regional n[1] = 19,264 job postings, National n[1] = 937,092 job pstings



67.89%

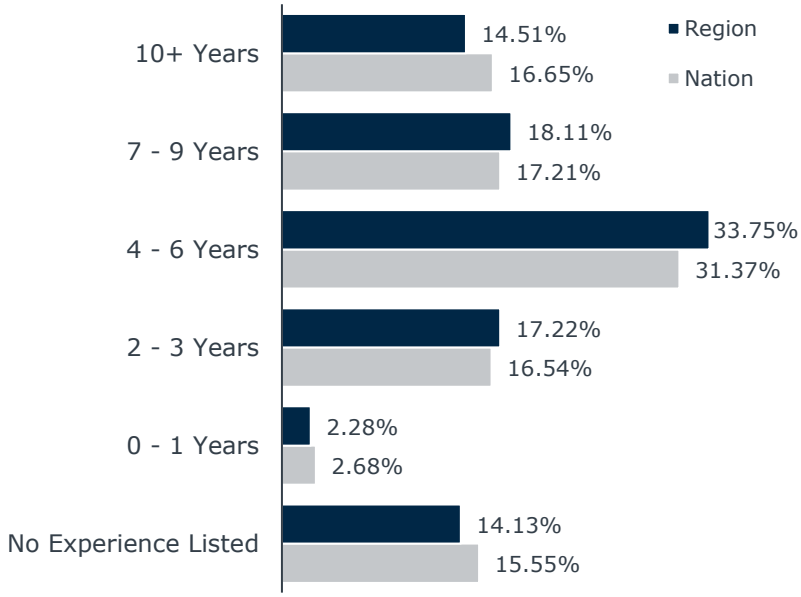
of relevant job postings in this field in your focus region require a ***Bachelor's degree***

Program viability hinges on aligning both degree requirements and experience expectations with current market demand patterns. When employer preferences cluster around specific degree levels or experience thresholds, programs positioned outside these parameters face inherent market headwinds that undermine both enrollment sustainability and graduate outcomes. Successful program growth requires either designing offerings that directly serve demonstrated market needs or strategically targeting student cohorts whose existing qualifications create natural alignment with employer expectations. For example, a program may serve a smaller market niche with a lower-demanded degree if sufficient demand still exists and with a favorable competitive landscape.

Top Experience Levels Requested of Master's-Level Business Analytics Applicants

Feb 2025 - Jan 2026, Comparative Analysis: Region vs. National

Regional n = 4,169 job posings, National n = 213,602 job postings



33.75%

of relevant job postings in this field in your focus region require ***4 - 6 Years***

1) The n-value reflects the number of job postings requesting any degree level business analytics applicants rather than the number of postings requesting only those at the focus degree level.

Source: EAB analysis. Lightcast.

Which Roles Define Regional Demand?

Job posting titles exemplify the ways prospective students, faculty, and employers most likely talk about relevant career opportunities. On the following page, these titles are aligned to occupational classifications to allow for further analysis by occupational trends. By either classification, programs that train students for roles with strong regional and national demand make graduates more competitive in the immediate labor market. At the same time, introducing students to nationally growing fields—such as emerging titles and occupations—helps them adapt to evolving employer needs and build long-term career resilience.

Where Graduates Could Be Relevant: The 10 Most In-Demand Jobs by Title

Most Common Titles as a Percent of Program-Relevant Job Postings

Title	*Regional Share (%)*	*Difference (%)*	*National Share (%)*
Data Scientists	2.61%	-0.22%	2.84%
Data Analysts	1.42%	+0.17%	1.24%
Financial Analysts	1.10%	+0.19%	0.91%
Business Intelligence Analysts	0.94%	+0.16%	0.77%
Financial Planning and Analysis Managers	0.94%	+0.46%	0.47%
Analytics Managers	0.91%	+0.21%	0.71%
Business Analysts	0.82%	-0.49%	1.30%
Risk and Controls Managers	0.82%	-	-
Natural Resources Managers	0.67%	-	-
Data Architects	0.43%	-0.02%	0.45%

Notable Regional Difference from National Trends

Emerging Titles

"Emerging" titles are defined as titles with sustained growth at the national level that made up less than 3% of job postings in your focus region over the past three years.

Title (% growth)

1. Data Engineers (+5.42%)
2. Data Analytics Managers (+59.60%)
3. Solutions Architects (+44.16%)

Source: EAB analysis. Lightcast.

Which Occupations Drive Regional Demand?

Where Local Employers Are Hiring: The 10 Most In-Demand Jobs

Most Common Occupations as a Percent of Program-Relevant Job Postings

Occupation	*Regional Share (%)*	*Difference (%)*	*National Share (%)*
Data Scientists	16.98%	-0.67%	17.65%
Computer Occupations, All Other	7.39%	+1.05%	6.33%
Management Analysts	6.84%	-0.30%	7.14%
Financial and Investment Analysts	6.38%	+1.16%	5.22%
Marketing Managers	5.42%	-0.64%	6.07%
General and Operations Managers	5.37%	-0.36%	5.73%
Financial Managers	5.25%	+0.31%	4.95%
Database Architects	4.29%	-0.02%	4.31%
Project Management Specialists	3.29%	-0.15%	3.43%
Managers, All Other	2.40%	-0.54%	2.94%

Notable Regional Difference from National Trends

Occupations provide a broader view of the labor market by showing how demand clusters across related roles and skill sets. While job titles capture how employers describe specific openings, occupational classifications reveal the underlying career families graduates are most likely to enter—and how those families are growing or contracting. Understanding which occupations show consistent regional strength and which are expanding nationally helps institutions align programs with durable career pathways and identify areas where graduates may see long-term mobility and advancement.

Emerging Occupations

"Emerging" occupations are defined as occupations with sustained, above-average projected growth at the national level that made up less than 3% of job postings in your focus region over the past three years.

Occupation (% growth)

1. Computer and Information Research Scientists (22.79%)
2. Medical and Health Services Managers (24.97%)
3. Transportation, Storage, and Distribution Managers (11.86%)

1) Occupations included here make up 65-80% of all degree- and program-relevant job postings in your requested region, up to 10.

Source: EAB analysis. Lightcast.

How Will AI Reshape the Jobs This Program Supports?

Generative AI (GenAI) is reshaping how work gets done across nearly every professional field—but the impact will vary by role. Most knowledge-sector workers will be GenAI users, not builders—using AI tools to enhance analysis, writing, and design rather than developing generative models themselves. For higher education, the imperative is to prepare graduates to thrive in this environment—developing the skills to work effectively alongside GenAI where it enhances productivity, and to succeed in the higher-skill work that emerges as automation reshapes entry-level tasks.

There are three main ways that Generative AI will affect jobs:

- *Transformed Jobs:* GenAI will automate select job functions (e.g., data entry, initial drafting), reducing the share of routine work. Programs preparing students for these roles should emphasize advanced analytical, creative, and problem-solving capabilities that are less automatable.
- *Integrated Jobs:* GenAI will function as a collaborative tool that improves speed, accuracy, and quality in existing tasks. Programs should provide applied training on GenAI use within industry-specific workflows and projects.
- *Minimally Impacted Jobs:* These roles will remain largely stable after GenAI adoption. Programs should ensure students build basic GenAI literacy and can adapt to future tools as they evolve.

The following analysis applies these categories to the occupations most relevant to the evaluated program, identifying where demand is expected to grow and how deeply each role will be shaped by GenAI. Together, these indicators help leaders align academic design with evolving market needs and strengthen graduates' long-term employability.

How The Region's 10 Most In-Demand Occupations Are Predicted to Change Over Next Decade

Based on International Monetary Fund Findings[1]

Occupation	*10yr Projected Growth*	*AI Exposure*
Management Analysts	12.19%	*Transformed*
Marketing Managers	9.63%	*Integrated*
General and Operations Managers	7.45%	*Minimally Impacted*
Sales Managers	7.38%	*Transformed*
Purchasing Managers	6.10%	*Transformed*
Medical and Health Services Managers	25.19%	*Transformed*
Logisticians	17.66%	*Transformed*
Operations Research Analysts	20.76%	*Transformed*
Computer and Information Systems Managers	16.73%	*Transformed*
Market Research Analysts and Marketing Specialists	9.36%	*Transformed*

1) For more information about these evidence-based estimates, please see page 27.

Source: Pizzinelli et al., 2023; Felten et al., 2021; Lightcast; EAB interviews and analysis.

Competitive Opportunity

All completions-related data in this section refers to completions reported under **Business Analytics (30.7102), Business Statistics (52.1302)**

In this section…

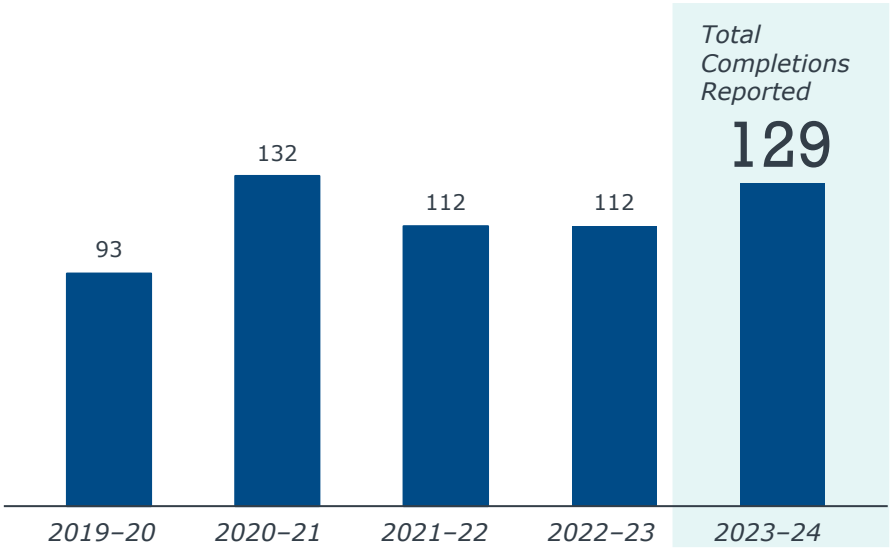
- Supply & Demand
- Market Share Dynamics
- Market Concentration
- Student ROI

How Has This Program's Supply and Demand Changed?

Regional completions and institutional offerings show where the market is becoming crowded and where student demand still outpaces available programs. When completions decline while more institutions add similar offerings, it signals oversupply—too many seats for too few students and employers. When completions rise but the number of institutions holds steady or falls, student and labor market demand are growing faster than educational capacity. In saturated markets, institutions may struggle to sustain enrollment or graduate outcomes, while in growing markets, they must assess whether their distinctive strengths align with the emerging demand.

Total Completions Reported by Regional Institutions Over Time

Completions Reported Under Relevant CIP Code(s)[1]



+38.71%

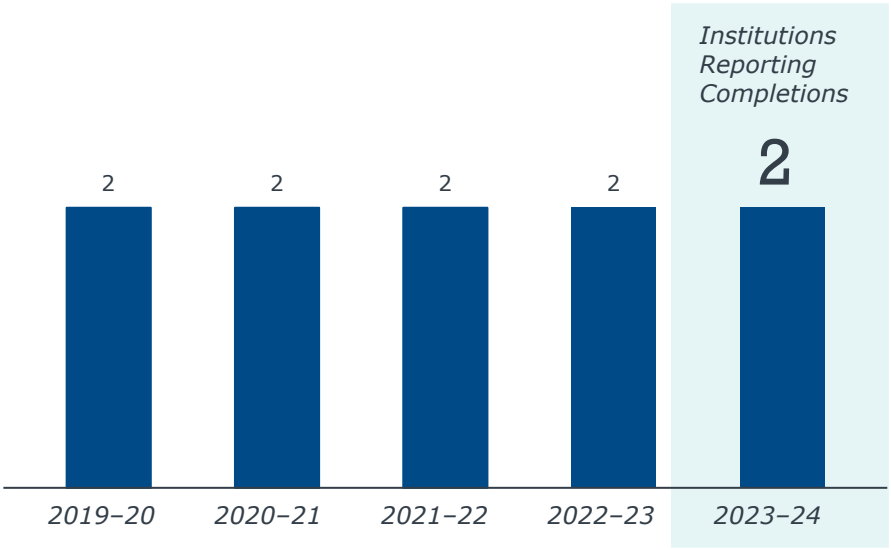
Change in completions over past five years

56

Median annual completions per institution

Number of Institutions Reporting Completions in Region Over Time

Institutions Reporting Completions Under Relevant CIP Code(s)[1]



+0.00%

Percent change in # of institutions over past five years

0.00%

Percent of institutions reporting two or fewer completions in last year

1) CIP Code(s) Used in this report: Business Analytics (30.7102), Business Statistics (52.1302)

How is Regional Market Share Evolving Over Time?

Regional completions data reveal how enrollment is distributed across competing institutions—and how that balance is changing over time. Growing market share indicates institutions that are capturing a larger portion of student demand, while declining share suggests rising competition or waning appeal among prospective students. Tracking these shifts helps clarify where your institution faces the greatest competitive pressure and where there may still be space to differentiate within the regional market.

Regional Analysis of Master's-Level Completions Reported Under Relevant CIP Code(s)[1]

2019–20 to 2023–24 Academic Years, Regional Data

Institution	*Reported Completions, 2019–20*	*Market Share, 2019–20*	*Reported Completions, 2023–24*	*Market Share, 2023–24*	*Completions Reported via Distance-Delivery, 2023–24*
University of Colorado Boulder	55	59.14%	83	64.34%	-
University of Denver	38	40.86%	46	35.66%	-

1) *CIP Code(s) Used in this report: Business Analytics (30.7102), Business Statistics (52.1302)*

Source: EAB analysis. Lightcast

How is National Market Share Evolving Over Time?

The national picture provides essential context, revealing whether regional patterns represent isolated conditions or align with broader national trends. National growth can confirm that emerging regional demand is gaining traction, while national decline can signal that regional dips reflect wider market shifts. Examining both perspectives helps leaders see when a regional opportunity is supported by larger trends, and when it may instead be out of step with the national market.

National Analysis of Master's- Level Completions Reported Under Relevant CIP Code(s)[1]

2019–20 to 2023–24 Academic Years, National Data

Institution	*Reported Completions, 2019–20*	*Market Share, 2019–20*	*Reported Completions, 2023–24*	*Market Share, 2023–24*	*Completions Reported via Distance-Delivery, 2023–24*
The University of Texas at Dallas	0	0.00%	1033	9.89%	-
Trine University-Regional/Non-Traditional Campuses	0	0.00%	737	7.05%	Yes
Johns Hopkins University	0	0.00%	578	5.53%	Yes
University of New Haven	7	0.32%	436	4.17%	-
University of North Texas	0	0.00%	356	3.41%	Yes
Washington University in St Louis	115	5.18%	351	3.36%	-
University of Massachusetts-Amherst	0	0.00%	271	2.59%	Yes
Sacred Heart University	0	0.00%	270	2.58%	Yes
East Texas A&M University	0	0.00%	257	2.46%	-
Hult International Business School	276	12.44%	250	2.39%	Yes
University of Southern California	131	5.90%	250	2.39%	-
Boston University	1	0.05%	226	2.16%	-
Columbia University in the City of New York	19	0.86%	222	2.12%	Yes
University of Connecticut	0	0.00%	216	2.07%	-
Southern New Hampshire University	122	5.50%	214	2.05%	Yes

1) CIP Code(s) Used in this report: Business Analytics (30.7102), Business Statistics (52.1302)

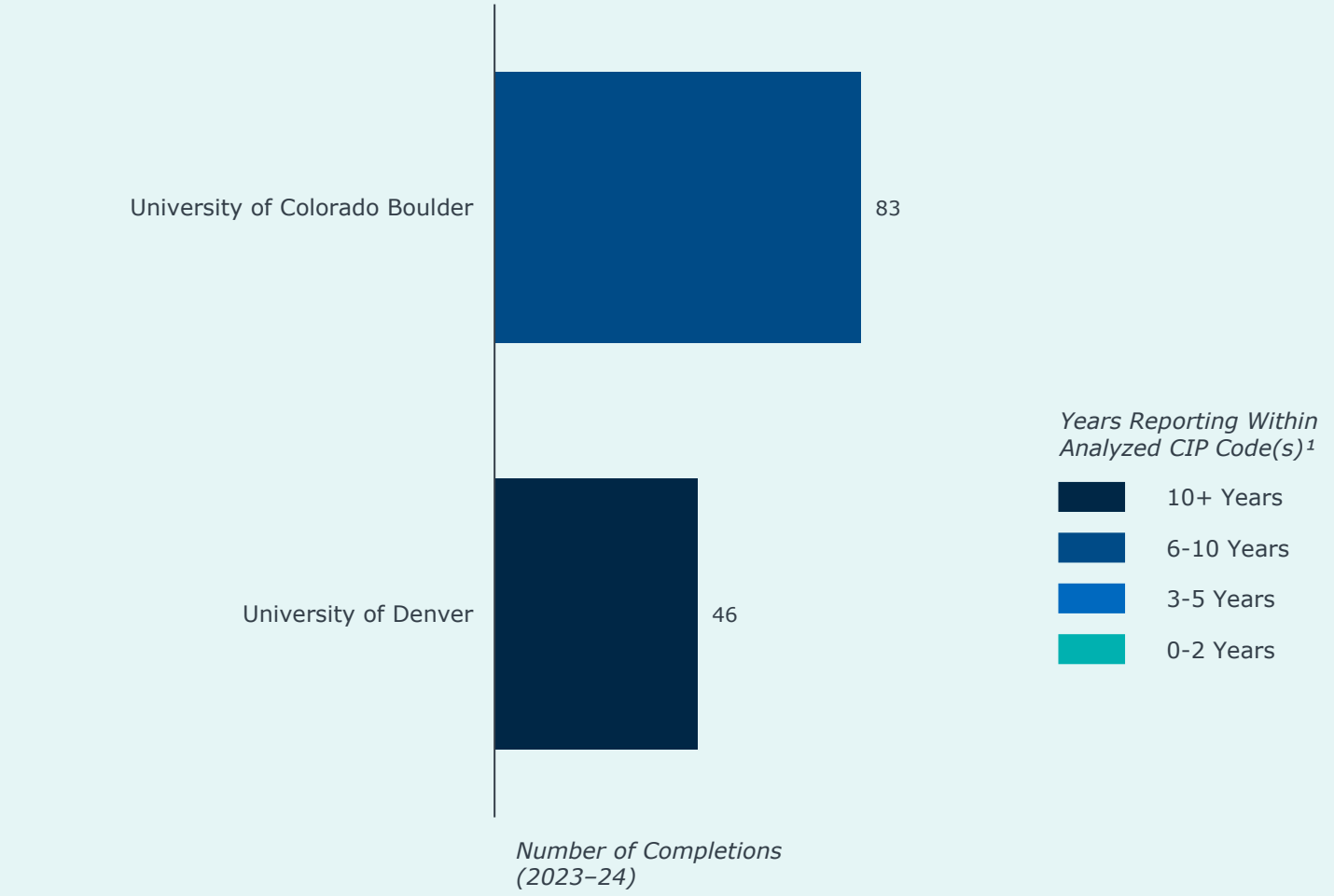
Source: EAB analysis. Lightcast

How Concentrated Is the Regional Market?

At the regional level, concentration shows how difficult it may be to enter or expand within the market. When a few institutions produce most completions, other programs need strong differentiation and a compelling reason for students to choose a less prominent offering. When completions are more evenly distributed across institutions, the market is less concentrated, creating more opportunity for enrollment growth. Understanding this structure helps gauge how challenging it will be to compete for students in your focus region.

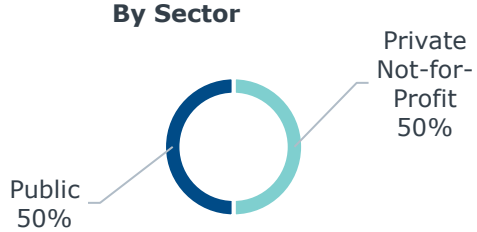
Top 20 Institutions in Focus Region with Most Reported Completions

2023–24 Academic Year, Regional Data



Get to Know Your Competition[2]

By Sector



By Momentum

+18

Change in Median Annual Completions per Institution, Last Five Years

By Modality

0.00%

Share of Market Offering Distance Options for Program

1) CIP Code(s) Used in this report: Business Analytics (30.7102), Business Statistics (52.1302)
2) Analyses reflect the characteristics of the top 20 institutions above.

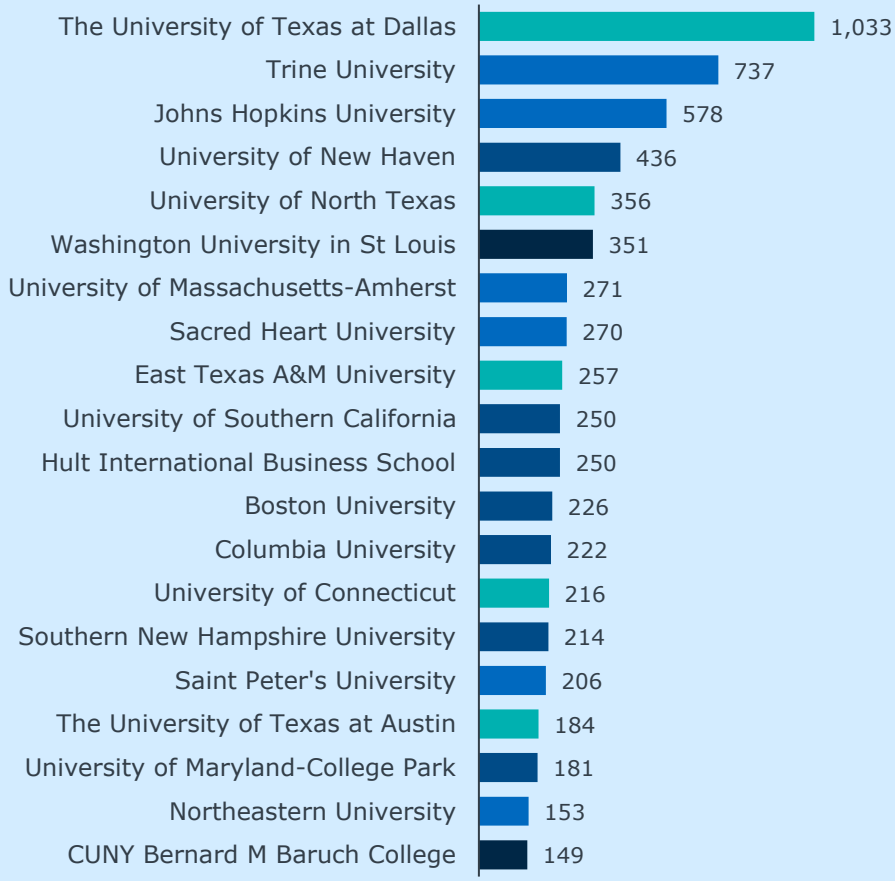
Source: EAB analysis. Lightcast

How Concentrated Is the National Market?

The national view shows how competitive dynamics play out across the broader landscape. When a few institutions dominate completions nationally, it often reflects entrenched leaders and limited space for new entrants. More distributed completions suggest a fragmented market where regional programs can still distinguish themselves. Comparing national and regional concentration helps determine whether regional competition reflects exceptional circumstances or the broader structure of the field.

Top 20 Institutions in Nation with Most Reported Completions

2023–24 Academic Year, National Data



75.27%

of completions held by top 20% of institutions (2023–24)

Years Reporting Within Analyzed CIP Code(s)[1]

- 10+ Years
- 6-10 Years
- 3-5 Years
- 0-2 Years

Get to Know Your Competition[2]

By Sector

By Momentum

+250

Change in Median Annual Completions per Institution, Last Five Years

By Modality

60.00%

Share of Market Offering Distance Options for Program

1) CIP Code(s) Used in this report: Business Analytics (30.7102), Business Statistics (52.1302)
2) Analyses reflect the characteristics of the top 20 institutions above.

Source: EAB analysis. Lightcast

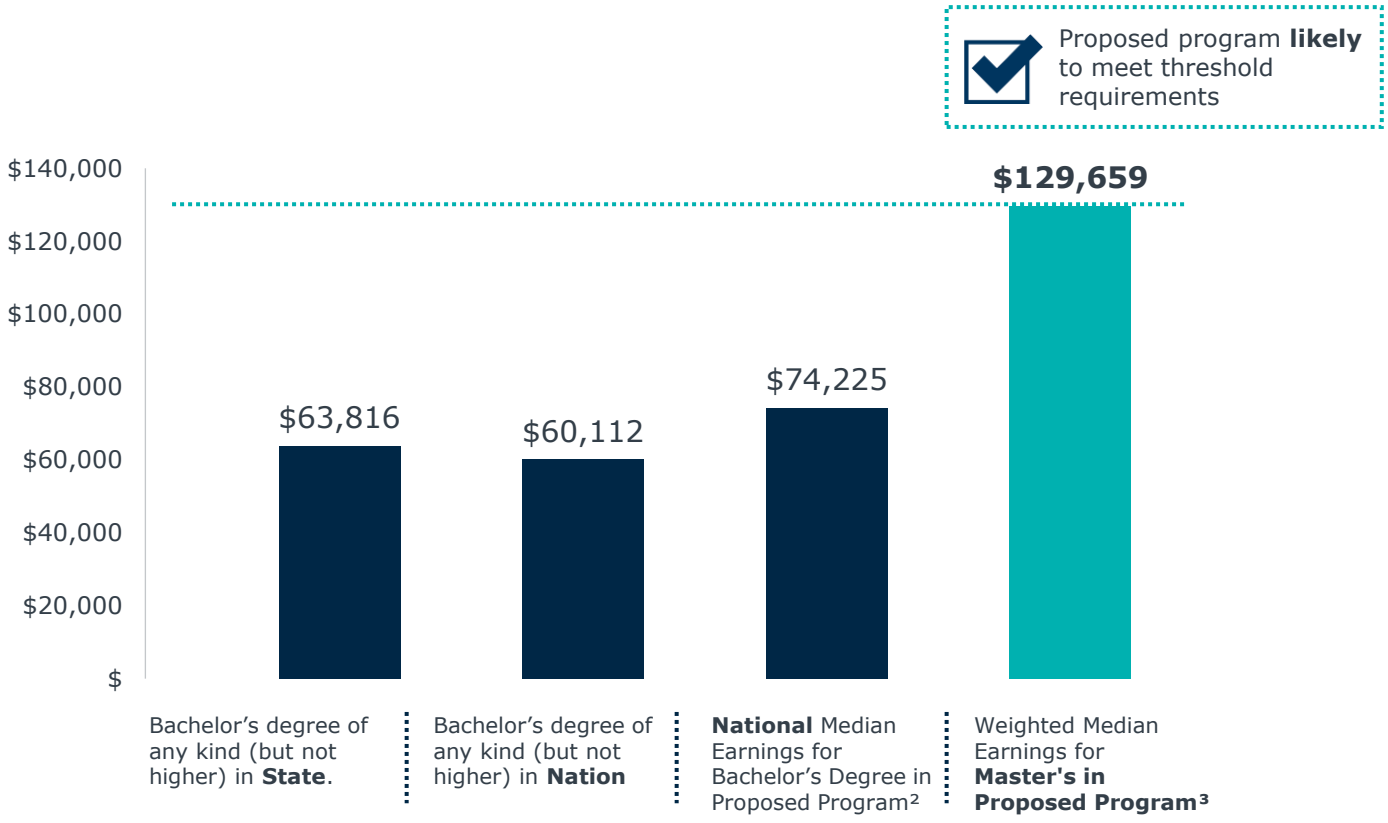
Will this program set students up for success?

Earnings outcomes are now a key measure of whether programs deliver a strong financial return for students. Graduates and policymakers alike expect evidence that a degree leads to better earnings than students could achieve without it. The One Big Beautiful Bill Act (OBBBA) makes these comparisons even more important by establishing income thresholds that define program viability. This section provides a modeled estimate of graduates' early earnings, allowing leaders to gauge how the program is likely to perform against those thresholds.

- **Undergraduate programs** must show a median income higher than that of 25-34-year-olds in the state[1] who have only a high school diploma.
- **Graduate programs** must show a median income higher than that of 25-34-year-olds in the state[1] who have a bachelor's degree (and no higher), the median income of 25-34-year-olds in the state[1] who have a bachelor's degree in the field, or the median income of 25-34-year-olds in the nation who have a bachelor's degree in the field – whichever one is lowest.

State[1] and National-Level Earnings Expectations for Degree and Program Graduates

Income Comparisons Based on 2026 Program Performance Data for Management Sciences and Quantitative Methods. (52.13)



How we calculate program earnings:

This analysis uses the U.S. Department of Education's 2026 Program Performance Data. The reported median earnings reflect graduates who: (1) received federal financial aid, (2) completed the program at least four years ago, (3) are no longer enrolled at any institution, and (4) are employed when earnings are measured. Federal rules require at least 16 graduates in a reporting group for earnings to be published. If fewer than 16 graduates are available, the Department may combine multiple years of graduates or group similar programs together before reporting results. Earnings are reported at the institution x credential x four-digit CIP level. To estimate overall program earnings, we aggregate the relevant reported data and calculate a graduate-weighted median. In practical terms, programs with more graduates have proportionate influence on the final figure, ensuring the estimate reflects the earnings outcomes most students in the field experience.

1) 'State' is defined as the state in which the institution's main campus is located. Institutions with >50% out-of-state enrollment will be evaluated against the national threshold.
2) Based on National earnings data at the 2-digit CIP level.
3) Based on aggregated 2026 Program Performance Data at the National level

Source: U.S. Department of Education, 2026 Program Performance Data (Gainful Employment/Financial Value Transparency Release); EAB analysis.

Market Positioning

In this section…

- Top Skills
- Top Cities
- Top Employers
- Top Industries

Which Skills Are In-Demand?

Employer-demanded skills show what is most valuable in today's labor market and where demand continues to expand. Reading the four lists together provides a snapshot of how these skills relate to one another and where they fit within program design. Skills that rank high in both share and growth anchor the curriculum and reflect areas of sustained relevance. High-share but slower-growing skills remain essential foundations that faculty can deliver efficiently, allowing space to integrate new content. Lower-share yet fast-growing skills highlight emerging needs that help graduates stand out in the market. Skills with declining growth still contribute to core fluency but merit less emphasis than those driving recent demand. Together, these insights help institutions balance immediate market alignment with long-term adaptability.

Analysis of Job Postings' Skill Requirements for Master's-Level Business Analytics Professionals

Feb 2025 - Jan 2026, Regional Data

Curriculum Centerpieces

High share of regional job postings and high growth

Skills	*% of Total Postings*
Data Analysis	38.21%
Tableau (Business Intelligence Software)	32.17%
Finance	31.97%
Project Management	31.61%
Power BI	31.11%
Business Process	27.20%
Computer Science	26.10%
Python (Programming Language)	23.91%
Dashboard	20.24%
Business Intelligence	19.41%
Statistics	18.33%
Process Improvement	17.22%
Marketing	16.93%
Economics	15.74%

Fundamental

High share of regional job postings and stable growth

Skills	*% of Total Postings*
SQL (Programming Language)	32.41%
Data Visualization	17.92%
Data Science	17.82%
Key Performance Indicators (KPIs)	15.86%
Workflow Management	15.38%
Artificial Intelligence	12.95%
Business Development	9.40%
Advanced Analytics	9.14%
Business Analysis	8.88%
Procurement	8.42%
Data-Driven Decision Making	8.37%
Data Modeling	7.82%
Business Metrics	7.82%
Data Warehousing	7.82%

Source: EAB analysis. Lightcast.

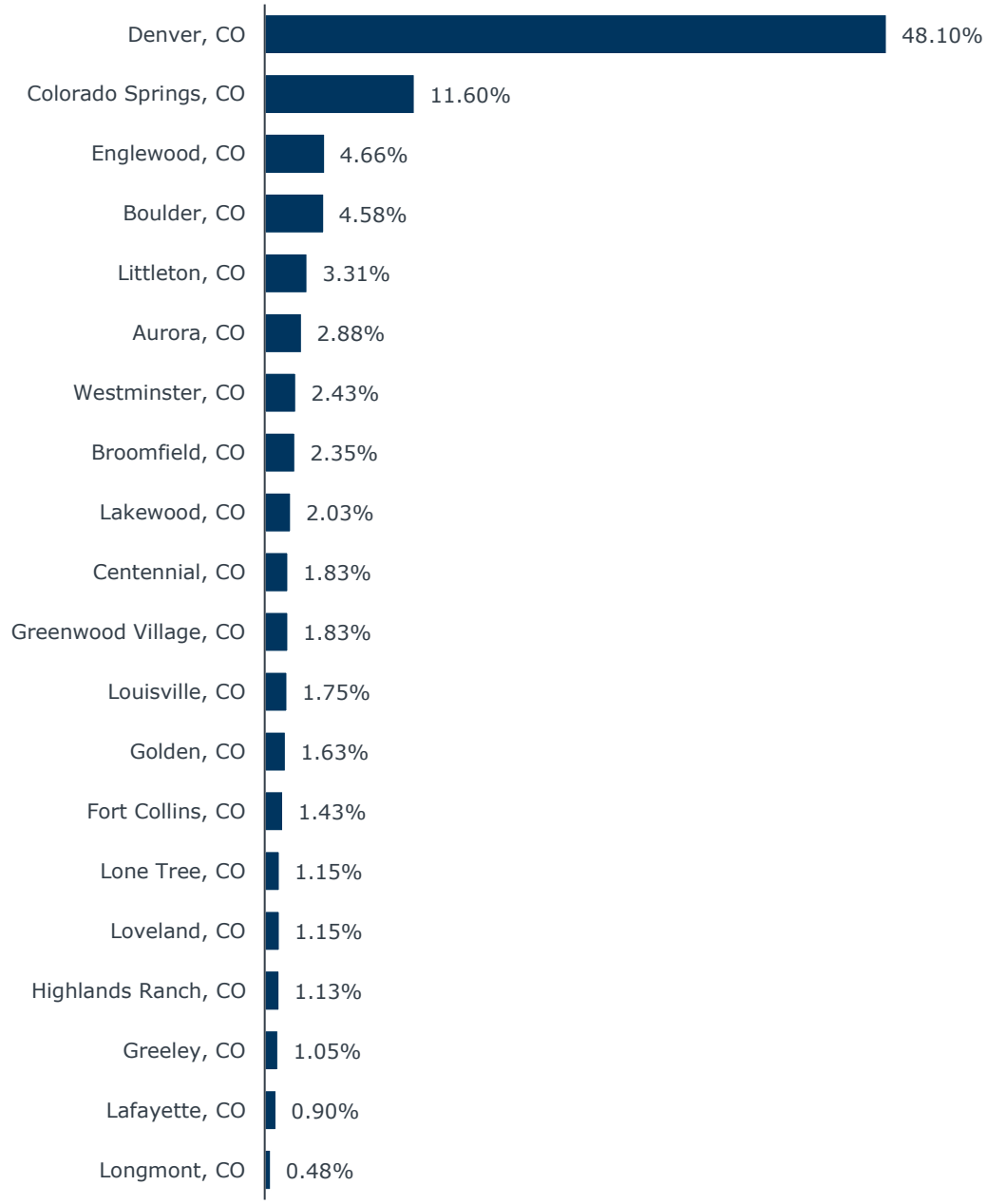
Where Should We Market Our Program?

Geography shapes both opportunity and competition. Job postings clustered in certain cities show where employer demand is strongest and where students are most likely to see clear career paths. For marketing teams, these cities point to the places where outreach, employer partnerships, and alumni stories will have the most impact. Highlighting career outcomes in these markets helps prospective students picture their next step and ensures programs are promoted where demand is highest.

Top Cities Seeking Master's-Level Business Analytics Applicants

Feb 2025 - Jan 2026, Regional Data

N = 4,169 job postings



Source: EAB analysis. Lightcast

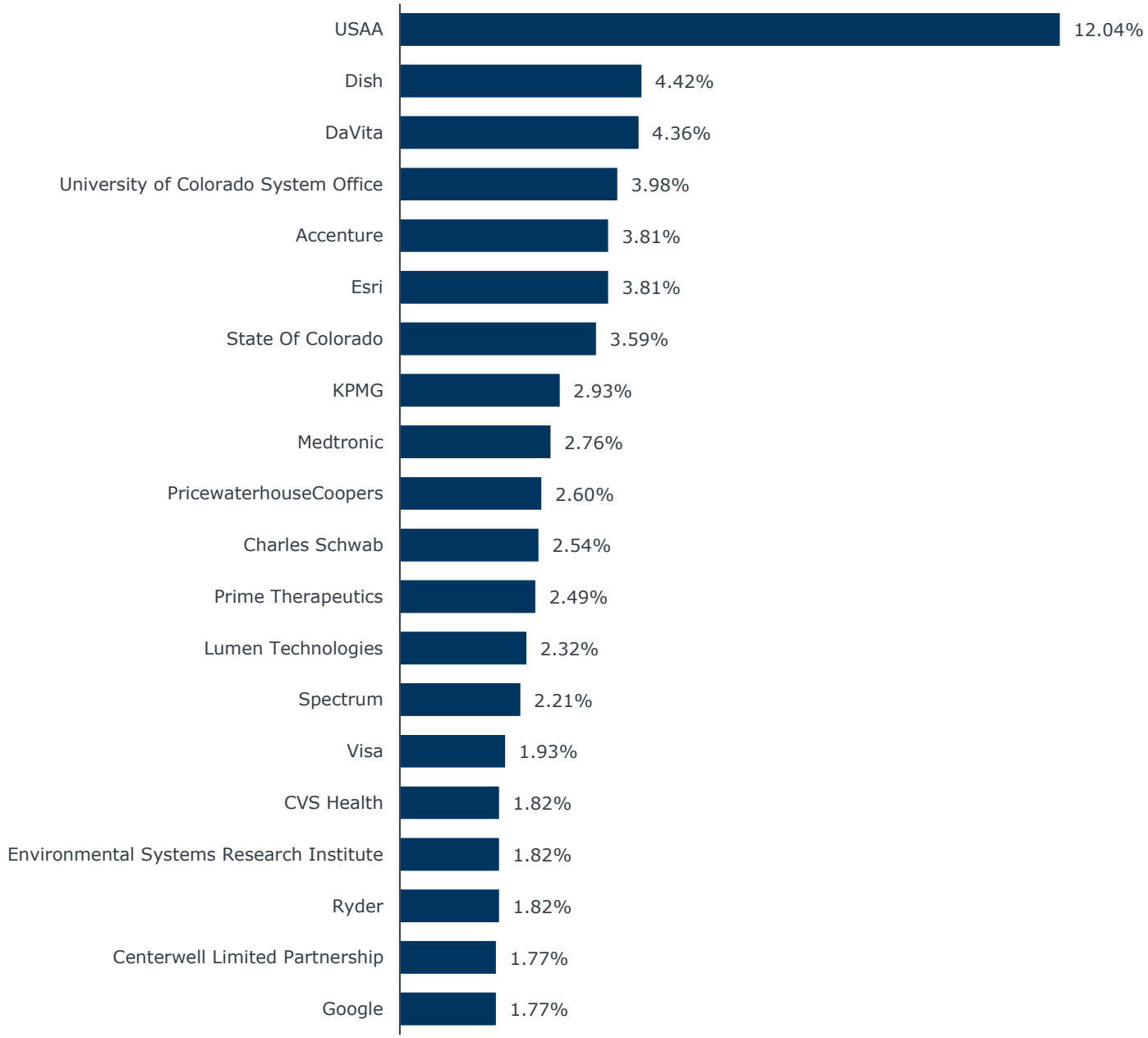
Who Is Hiring in This Market?

Employers posting most often for talent in this field show where demand is strongest and which organizations students should already recognize as leaders. For institutions, these employers point to the best partners for internships, recruitment, and alumni connections. Featuring well-known employers in marketing materials builds trust with prospective students, while building relationships with top employers can strengthen career pathways and long-term program outcomes.

Top Employers Seeking Master's-Level Business Analytics Applicants

Feb 2025 - Jan 2026, Regional Data

N = 4,169 job postings



Source: EAB analysis. Lightcast

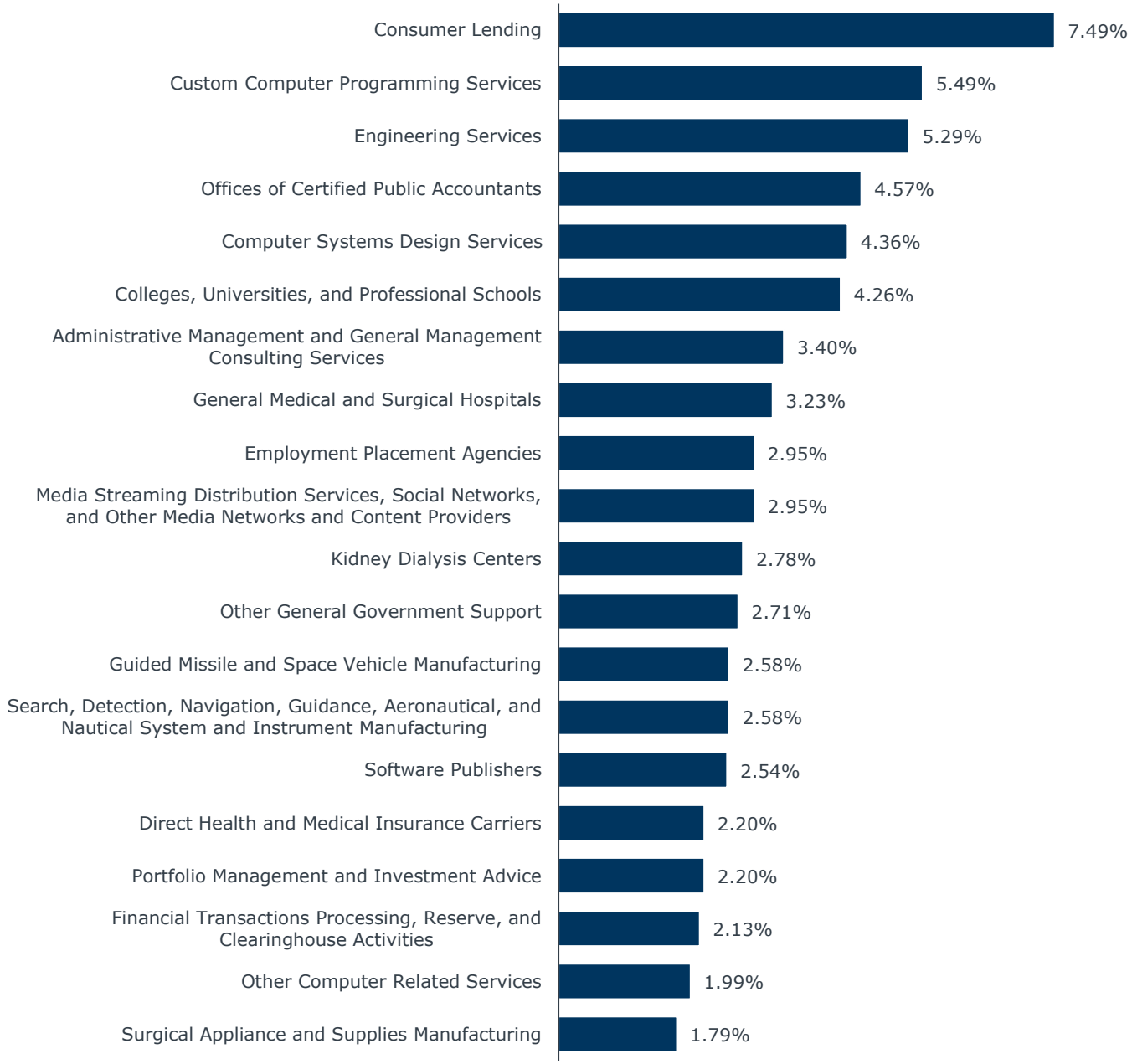
Which Industries Are Hiring Program-Relevant Roles?

Industries show where employers are looking for professionals in this field and how graduates fit into the broader economy. Seeing which sectors post the most jobs reveals where partnerships, internships, and advisory boards can have the greatest impact. For marketing teams, these insights help connect the program to industries with clear career opportunities, showing students how enrollment leads to credible, long-term paths.

Job Postings Across Industries for Master's-Level Business Analytics Applicants

Feb 2025 - Jan 2026, Regional Data

N = 4,169 job postings



Source: EAB analysis. Lightcast

Appendix

In this section…

- Research Process and Sources
- References

Research Process and Sources

EAB conducted an analysis to assess a proposed new programming opportunity.

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 platform. American Community Survey data informs the student ROI analysis.

1

Step One: Labor Market Analysis

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

2

Step Two: Competitive Landscape Analysis

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: Student ROI Analysis

Researchers assess early career earnings to evaluate whether graduates from the proposed program are likely to achieve a positive financial return on their degree. Using American Community Survey data, they compare median incomes for similar graduates against state and national benchmarks to determine if the program meets or exceeds expected earnings thresholds..

Research Process and Sources (cont.)

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 Feb 2023 - Jan 2026. To best estimate employer demand for master's-level business analytics professionals, we analyzed job postings for master's-level professionals with relevant skills (e.g., business intelligence, business analytics, business systems analysis, etc.)

AI-assisted content reviewed and finalized by EAB's Market Insights researchers.

AI Exposure and Disruption Scores

To quantitatively score GenAI impact, we utilized two separate impact measures: AI exposure and AI complementarity. These measures were developed by experts at the International Monetary Fund (IMF), Princeton University, and New York University Stern School of Business .

The AI exposure score was developed by Princeton and NYU researchers Edward Felten, Manav Raj, and Robert Seamans. To develop this score, they first isolated 10 core AI capabilities: abstract strategy games, real-time video games, image recognition, visual question answering, reading comprehension, language modeling, translation, speech recognition, and instrumental track recognition. Then, using crowd-sourced data, they linked these functions to the 52 occupational abilities as identified by O*NET, scoring the relation between each occupational ability and each AI function. Finally, researchers aggregated the AI exposure of each ability within each occupation—weighted by relevance—to develop the final list of occupational exposure scores.

The AI disruption score was developed by International Monetary Fund researchers Carlo Pizzinelli, Augustus Panton, Marina Mendes Tavares, Mauro Cazzaniga, and Longji Li. In their study, they built on the work of Felten et al. (2021) by introducing a measure of AI complementarity for each occupation. This complementarity measure is designed to reveal the extent to which AI can be used to support or replace key tasks in any given occupation, indicating the disruption potential GenAI has across each occupation. To build this measure, they utilized information from O*NET on the social, physical, educational, and experiential requirements influencing the work of each occupation. They then created the following six components to measure factors influencing AI automation: communication, responsibility, physical conditions, criticality, routine, and skills. Finally, they aggregated the prevalence of each of these 6 components within each occupation to measure the degree to which GenAI can serve as a complement or replacement for core occupational abilities.

We adjusted these measures in several ways. First, we limited our analysis to occupations that require at least some form of degree or certificate beyond a high school diploma, increasing the data's relevance to higher education. Additionally, we inverted the AI complementarity scores—which measure the degree to which GenAI can act as an augmenting tool—in order to develop our AI disruption scores—which measure the degree to which GenAI can act as an automating tool. Finally, we standardized these scores so that they have a mean of 0 and a standard deviation of 1, allowing us to visualize the relative differences between programs.

Source: EAB interviews and analysis.

Research Process and Sources (cont.)

Research Questions

The requesting partner asked:

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

Research Limitations

Due to the self-reported nature of the NCES, some comparable and competitor programs may report completions for a master's-level business analytics program under a different CIP code not included in this analysis. Institutions may also report completions for programs unrelated to business analytics under any of the CIP codes analyzed in this report. Further, additional online programs may exist that are not captured in NCES data, as not all institutions offering a distance-delivery program report it as such. Additionally, if an institution offers multiple modalities, completions data will not distinguish between the number of online completions and face to-face completions.

References

Data Sources

Lightcast
https://lightcast.io/

This report includes data made available through EAB's partnership with Lightcast (formerly known as Emsi Burning Glass), 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 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.

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.

United States Bureau of Labor Statistics (BLS)
https://www.bls.gov/

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

References (cont.)

AI Exposure References and Sources

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