



EAB

# Undergraduate Portfolio Health Check

---

Completed for William Paterson University  
October 2021

Market Insights Brief

Allison Echeverria  
Market Insights Associate

Leah Matari  
Market Insights Analyst

Khalil Payne  
Market Insights Manager

Hailey Blain  
Market Insights Manager

Lizzie Brennan  
Market Insights Associate Director

#### Legal Caveat

EAB Global, Inc. ("EAB") has made efforts to verify the accuracy of the information it provides to partners. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, partners should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given partner's situation. Partners are advised to consult with appropriate professionals concerning legal, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB Organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation by any EAB Organization, or (c) failure of partner and its employees and agents to abide by the terms set forth herein.

EAB is a registered trademark of EAB Global, Inc. in the United States and other countries. Partners are not permitted to use these trademarks, or any other trademark, product name, service name, trade name, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

#### IMPORTANT: Please read the following.

EAB has prepared this report for the exclusive use of its partners. Each partner acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to EAB. By accepting delivery of this Report, each partner agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in this Report is intended to be given, transferred to, or acquired by a partner. Each partner is authorized to use this Report only to the extent expressly authorized herein.
2. Each partner shall not sell, license, republish, distribute, or post online or otherwise this Report, in part or in whole. Each partner shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each partner may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each partner shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each partner may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each partner shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each partner is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a partner is unwilling to abide by any of the foregoing obligations, then such partner shall promptly return this Report and all copies thereof to EAB.

# Table of Contents

---

I. Recommendations and Considerations . . . . . 4

II. Portfolio Diagnostic. . . . . 6

Appendix A: Programs Analyzed and Scoring Source Data . . . . . 8

Appendix B: Research Parameters and Sources . . . . . 16

# I. Recommendations and Considerations

---

## *Research Challenge*

The partner institution requested a Portfolio Health Check to evaluate the institution's existing undergraduate portfolio and assess growth opportunities.

A full list of programs evaluated appears in the appendix.

## *Region*

The region for this analysis included:

- Delaware,
- Maryland,
- New Jersey,
- New York, and
- Pennsylvania.

## *Recommended Next Steps*

- Request a 360-degree program assessment to examine potential for growth in an existing program
- Request a market opportunity scan for help identifying promising new program subjects
- Review the Business Affairs Forum's [Rightsizing the Program Portfolio](#) study to learn more about a transformed program review process

## Key Findings

EAB's market scoring analyses identified the following programs as best poised for growth among William Paterson University's existing undergraduate portfolio. These programs demonstrate high and/or growing labor market demand along with some combination of high or growing completions and few regional competitors:

- Integrated Math and Science
- Computer Information Technology
- Computer Science
- Biology: Pre-Med & General
- Management
- Finance/Financial Planning/Finance-Credit Analysis & Commercial Banking
- Biology: Physiology and Behavior
- Marketing
- Communication: Media Studies/Production
- Communication: General
- Art: Animation & Multimedia
- Nursing
- Disability Studies
- Professional Sales

Further, the following programs demonstrate strong labor market demand, but scored lower in competitive opportunity (i.e., high number of competitors and/or decreasing reported completions). These programs indicate potential for growth based on labor market demand, but the competitive landscape may be a limiting factor:

- Global Business
- Actuarial Science
- Communication: Public Relations
- Medicinal Biochemistry
- Latin American and Latino Studies
- Environmental Science/Sustainability
- Early Childhood Education
- Chemistry
- Elementary Education
- Biotechnology
- Accounting
- Economics
- Criminology and Criminal Justice
- Community and Social Justice
- Urban Studies

All programs received scores relative to each other. Thus, a program described with low regional labor demand does not necessarily represent low opportunity for growth in absolute terms, but rather lower opportunity for growth when compared to other programs in the undergraduate portfolio.

---

## Key Findings / Overview (cont.)

EAB evaluated William Paterson University's undergraduate program portfolio based on labor market demand and competitive landscape variables, including regional job growth over time, national projected job growth, regional competitive field saturation, and regional degree completions (i.e., a proxy for regional adult student demand). EAB assigned each program<sup>1</sup> a quantitative score for labor market demand and competitive opportunity.

Programs receive one of four designations based on program scores:

1. Strong Regional Labor Market, Strong Regional Competitive Opportunity
2. Strong Regional Labor Market, Lower Regional Competitive Opportunity
3. Weaker Regional Labor Market, Strong Regional Competitive Opportunity
4. Weaker Regional Labor Market, Lower Regional Competitive Opportunity

The completed portfolio diagnostic appears on page six.

See Appendix B for a detailed explanation of the methodology used in this analysis.

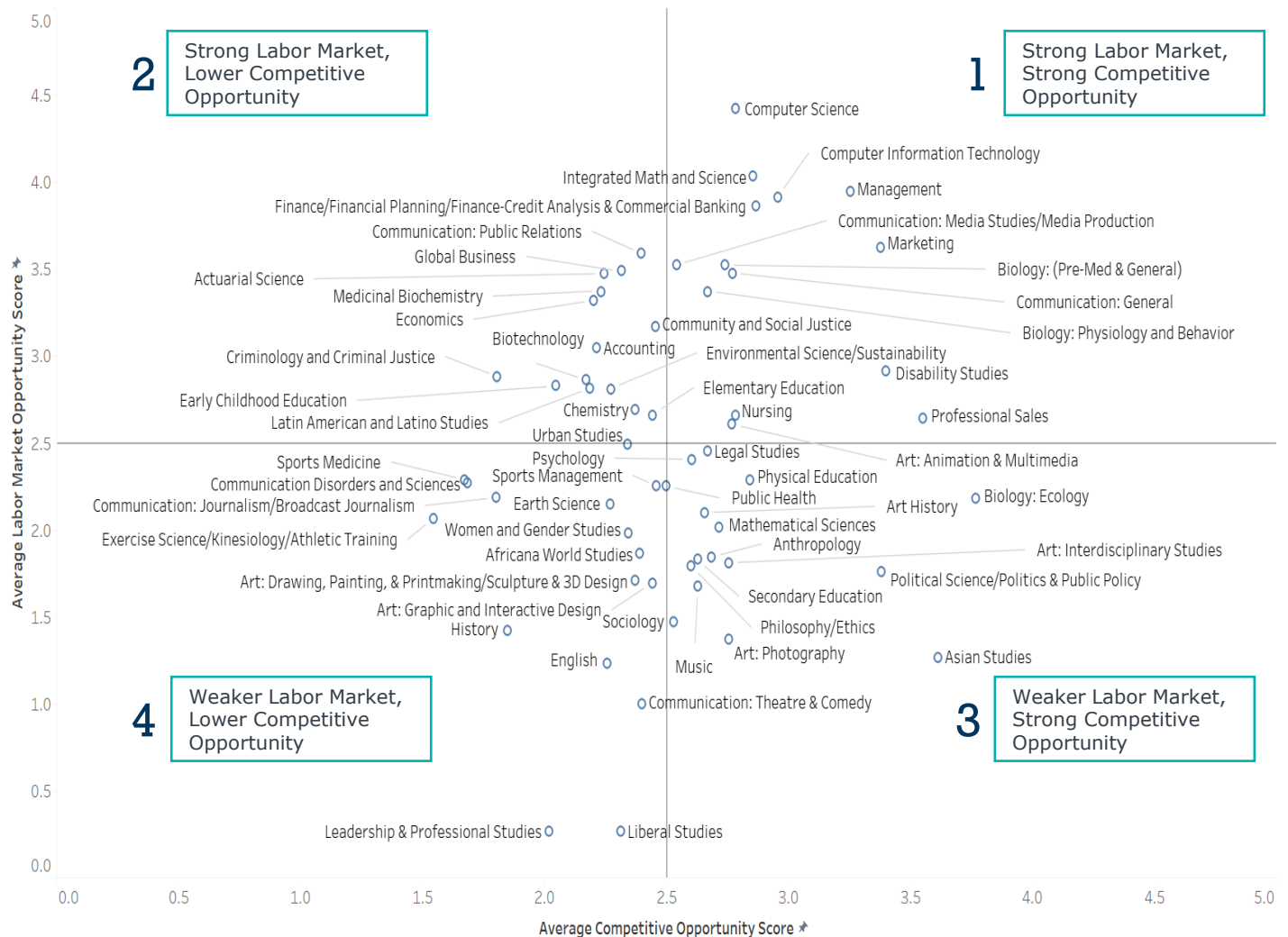
*Limitations:* The analysis only considers program potential in terms of labor demand and competition and does not account for programs' operational costs or potential capacity limitations (e.g., instructor shortages).

1) Where possible, EAB separately evaluated tracks within a single degree program. In some instances, EAB consolidated multiple programs or tracks within programs into one category, due to overlapping similarities in job postings data and potential career outcomes (e.g., Music, Biology: Pre-Med and Biology: General).

## II. Portfolio Diagnostic

### Undergraduate Portfolio Diagnostic for William Paterson University

Assessment of Labor Market Demand and Competitive Opportunity, Regional Data



Source: EAB analysis. Emsi Analyst.

---

## Programs Omitted from the Diagnostic Due to Insufficient Data

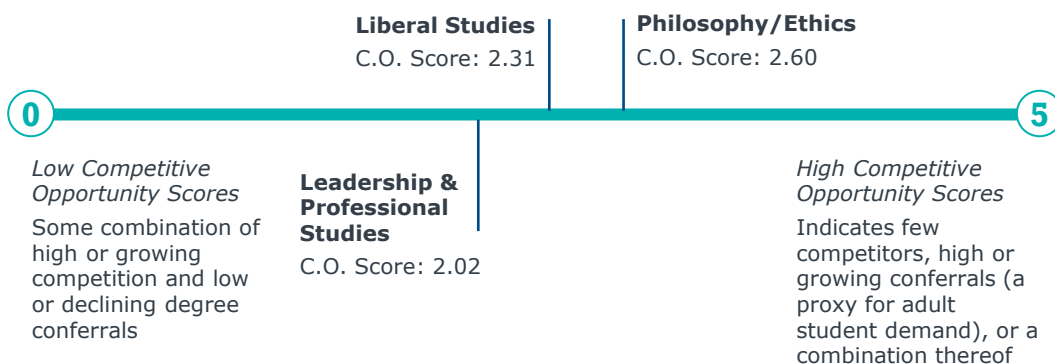
EAB was unable to assess labor market demand for four programs shown below but was able to determine competitive opportunity scores for this program.

The lack of available labor market data does not necessarily indicate a lack of career outcomes for program graduates. In most cases, the lack of reliable labor market data is due to the broad nature of a field (e.g., philosophy). Programs without labor market scores may still confer transferrable skills that align with job postings in related fields.

The competitive opportunity score factors in trends in the number of competitors and the number of relevant degree conferrals regionally to analyze competitive saturation relative to adult student demand (see Appendix B for a full list of metrics).

### Competitive Opportunity (C.O.) Scores for Omitted Programs

*Regional Data, 2016-2017 to 2018-2019*



# Appendix A: Programs Analyzed and Scoring Source Data

## Labor Market Intelligence Data

### Regional Data

Program	Average Monthly Job Postings Across Quarters, 2018 Q3-2021 Q2	Average Monthly Percent Growth in Job Postings Across Quarters, 2018 Q3-2021 Q2	Average Monthly Actual Growth in Job Postings Across Quarters, 2018 Q3-2021 Q2	BLS Projected National Occupation Percent Growth, 2019-2029	BLS Projected National Occupation Actual Growth, 2019-2029	Labor Market Score
Accounting	42,839	4.02%	1,258	4.30%	61,800	3.05
Actuarial Science	35,667	5.15%	1,547	17.69%	4,900	3.47
Africana World Studies <sup>1</sup>	94	16.27%	11	5.74%	2,300	1.86
Anthropology	413	9.31%	29	5.00%	400	1.85
Art History	246	6.82%	13	13.10%	1,900	2.10
Art: Animation & Multimedia	13,012	5.73%	578	-1.33%	-5,100	2.61
Art: Drawing, Painting, Printmaking, & Sculpture	9,580	5.45%	342	-4.23%	-35,600	1.71
Art: Graphic and Interactive Design	11,158	5.49%	459	-1.33%	-5,100	1.69
Art: Interdisciplinary Studies	8,515	5.9%	353	-1.82%	-1,800	1.81
Art: Photography	8,652	4.85%	261	-3.60%	-4,800	1.40
Asian Studies <sup>2</sup>	213	5.24%	8	5.74%	2,300	1.27
Biology: Pre-Med & General	22,148	5.91%	1,196	24.55%	1,415,400	3.53
Biology: Ecology	10,520	6.53%	609	0.00%	0	2.18
Biology: Physiology and Behavior <sup>3</sup>	17,193	6.89%	1,083	4.81%	16,600	3.37
Biotechnology	14,332	7.15%	940	3.39%	4,600	2.86
Chemistry	9,299	6.42%	546	4.73%	4,100	2.69

1) Includes data for tracks in Humanities & Arts and Social Sciences & Community Development.

2) Includes data for concentrations in Chinese Language, East Asian, Japanese Language, and South Asian.

3) Equivalent to Biology: Organismal Biology.

Source: EAB analysis. Emsi Analyst.



## Labor Market Intelligence Data (cont.)

## Regional Data

Program	Average Monthly Job Postings Across Quarters, 2018 Q3-2021 Q2	Average Monthly Percent Growth in Job Postings Across Quarters, 2018 Q3-2021 Q2	Average Monthly Actual Growth in Job Postings Across Quarters, 2018 Q3-2021 Q2	BLS Projected National Occupation Percent Growth, 2019-2029	BLS Projected National Occupation Actual Growth, 2019-2029	Labor Market Score
<b>Communication and Disorders and Sciences</b>	263	4.92%	4	24.91%	40,500	<b>2.27</b>
<b>Communication: General</b>	205,672	5.18%	8,623	3.10%	2,300	<b>3.47</b>
<b>Communication: Journalism &amp; Broadcast Journalism</b>	165,284	4.83%	6,473	-4.56%	-12,300	<b>2.19</b>
<b>Communication: Media Studies/ Production</b>	28,353	5.65%	1,309	9.46%	15,100	<b>3.52</b>
<b>Communication: Public Relations</b>	28,241	5.66%	1,306	5.31%	22,000	<b>3.59</b>
<b>Communication: Theatre &amp; Comedy</b>	1,444	3.55%	39	7.88%	18,100	<b>1.00</b>
<b>Community and Social Justice</b>	1,475	8.15%	107	17.04%	29,900	<b>3.17</b>
<b>Computer Information Technology</b>	110,508	5.97%	5,061	28.04%	45,900	<b>3.91</b>
<b>Computer Science</b>	125,188	6.47%	6,302	12.44%	417,800	<b>4.42</b>
<b>Criminology and Criminal Justice</b>	4,544	6.50%	288	1.74%	42,800	<b>2.88</b>
<b>Disability Studies</b>	9,881	19.73%	358	32.98%	1,166,200	<b>2.91</b>
<b>Early Childhood Education<sup>1</sup></b>	6,754	27.07%	178	2.91%	25,700	<b>2.83</b>
<b>Earth Science</b>	1,416	7.00%	83	5.46%	4,600	<b>2.15</b>
<b>Economics<sup>2</sup></b>	15,113	5.75%	733	14.63%	3,000	<b>3.32</b>
<b>Elementary Education</b>	11,984	7.43%	-136	3.46%	57,000	<b>2.66</b>

1) Includes Early Childhood Education for Paraprofessionals.

2) Includes data for concentration in Research and Data Analysis.

## Labor Market Intelligence Data (cont.)

## Regional Data

Program	Average Monthly Job Postings Across Quarters, 2018 Q3-2021 Q2	Average Monthly Percent Growth in Job Postings Across Quarters, 2018 Q3-2021 Q2	Average Monthly Actual Growth in Job Postings Across Quarters, 2018 Q3-2021 Q2	BLS Projected National Occupation Percent Growth, 2019-2029	BLS Projected National Occupation Actual Growth, 2019-2029	Labor Market Score
English <sup>1</sup>	4,204	5.25%	164	-2.40%	-7,400	1.23
Environmental Sustainability	3,197	6.76%	167	5.31%	1,300	2.81
Exercise Science/ Kinesiology/ Athletic Training	2,311	3.41%	52	14.45%	7,500	2.07
Finance/ Financial Planning/ Finance-Credit Analysis & Commercial Banking <sup>2</sup>	42,921	4.84%	1,694	15.49%	108,100	3.86
Global Business	19,992	5.45%	871	6.19%	3,679	3.49
History	190	8.59%	12	2.86%	100	1.42
Integrated Math and Science	57,909	7.45%	3,818	27.07%	66,300	4.03
Latin American and Latino Studies	7,796	34.08%	298	5.74%	2,300	2.81
Legal Studies	3,242	4.32%	118	10.45%	35,300	2.45
Management <sup>3</sup>	100,506	5.53%	4,586	7.07%	237,700	3.95
Marketing <sup>4</sup>	47,762	5.70%	2,116	6.67%	19,100	3.63
Mathematics	5,379	6.28%	282	3.45%	100	2.02
Medicinal Biochemistry	13,835	6.56%	832	5.67%	9,800	3.37
Music <sup>5</sup>	856	8.01%	11	1.11%	2,600	1.68
Nursing	6,699	3.61%	168	7.53%	287,700	2.66
Philosophy/Ethics	902	6.17%	52	5.74%	2,300	1.80

1) Includes data for concentrations in Creative Writing, Education, and Literature.

2) Includes data for concentrations in FinTech and Risk Management.

3) Includes data for concentration in Human Resource Management.

4) Includes data for concentrations in Digital Marketing and Marketing Management.

5) Includes data for concentrations in Entertainment Industries, Classical Secondary Education K-12, Jazz, Performance, Popular, and Sound Engineering.

Source: EAB analysis. Emsi Analyst.

## Labor Market Intelligence Data (cont.)

## Regional Data

Program	Average Monthly Job Postings Across Quarters, 2018 Q3-2021 Q2	Average Monthly Percent Growth in Job Postings Across Quarters, 2018 Q3-2021 Q2	Average Monthly Actual Growth in Job Postings Across Quarters, 2018 Q3-2021 Q2	BLS Projected National Occupation Percent Growth, 2019-2029	BLS Projected National Occupation Actual Growth, 2019-2029	Labor Market Score
Physical Education	1,622	3.43%	20	3.46%	129,900	2.29
Political Science/Politics & Public Policy	4,566	4.81%	184	5.71%	400	1.76
Professional Sales	4,564	6.98%	242	3.55%	15,400	2.64
Psychology	13,389	5.20%	493	13.64%	107,000	2.41
Public Health <sup>1</sup>	4,172	4.17%	135	11.41%	7,100	2.25
Secondary Education	10,896	3.14%	-248	3.59%	48,600	1.83
Sociology <sup>2</sup>	2,428	5.51%	112	17.04%	29,900	1.47
Sports Management	1,696	4.58%	38	8.12%	53,900	2.25
Sports Medicine	2,387	4.93%	86	13.27%	6,900	2.29
Urban Studies <sup>3</sup>	2,381	6.00%	116	11.08%	4,400	2.49
Women and Gender Studies	434	47.57%	4	5.74%	2,300	1.98

1) Includes Health Studies.

2) Includes data for concentrations in Applied Sociology, General, and Social Services.

3) Includes data for concentrations in Policy, Planning and Development and Community, Culture &amp; Diversity.

## Competitive Opportunity Data

### Regional Data

Program	Avg. No. of Annual Degree Conferalls, 2016-2017 to 2018-2019	Avg. Annual Percent Change in Degree Conferalls, 2016-2017 to 2018-2019	Avg. Annual Actual Change in Degree Conferalls, 2016-2017 to 2018-2019	No. of Competitors, 2018-2019 Academic Year	Avg. Annual Percent Growth in No. of Competitors, 2016-2017 to 2018-2019	Avg. Annual Actual Growth in No. of Competitors, 2016-2017 to 2018-2019	Competitive Opportunity Score
<b>Accounting</b>	10,326	-4.15%	-437.5	195	0.00%	0	<b>2.22</b>
<b>Actuarial Science</b>	279	3.68%	10	25	11.82%	2.5	<b>2.24</b>
<b>Africana World Studies<sup>1</sup></b>	229	11.27%	24	62	4.33%	2.5	<b>2.39</b>
<b>Anthropology</b>	1,268	0.33%	4	87	0.58%	0.5	<b>2.69</b>
<b>Art History</b>	661	-4.18%	-29	78	-1.23%	-1	<b>2.66</b>
<b>Art: Animation &amp; Multimedia</b>	217	-16.59%	-41	8	-17.80%	-2	<b>2.77</b>
<b>Art: Drawing, Painting, Printmaking, &amp; Sculpture</b>	223	-1.41%	-3.5	14	3.85%	0.5	<b>2.37</b>
<b>Art: Graphic and Interactive Design</b>	1,127	-14.72%	-179.5	47	-0.92%	-0.5	<b>2.44</b>
<b>Art: Interdisciplinary Studies</b>	1,409	-2.65%	-38.5	88	-0.55%	-0.5	<b>2.76</b>
<b>Art: Photography</b>	433	-6.96%	-31.5	24	-1.83%	-0.5	<b>2.76</b>
<b>Asian Studies<sup>2</sup></b>	310	8.86%	26	48	-2.00%	-1	<b>3.61</b>
<b>Biology: Pre-Med &amp; General</b>	13,406	1.12%	149	248	0.61%	1.5	<b>2.74</b>
<b>Biology: Ecology</b>	259	7.67%	19	17	-9.92%	-2	<b>3.77</b>
<b>Biology: Physiology and Behavior<sup>3</sup></b>	0	0.00%	0	1	0.00%	0.5	<b>2.67</b>
<b>Biotechnology</b>	192	-0.29%	-5.5	21	5.26%	1	<b>2.17</b>
<b>Chemistry</b>	2,393	-3.91%	-95.5	208	-0.48%	-1	<b>2.37</b>

1) Includes data for tracks in Humanities & Arts and Social Sciences & Community Development.

2) Includes data for concentrations in Chinese Language, East Asian, Japanese Language, and South Asian.

3) Equivalent to Biology: Organismal Biology.

## Competitive Opportunity Data (cont.)

## Regional Data

Program	Avg. No. of Annual Degree Conferrals, 2016-2017 to 2018-2019	Avg. Annual Percent Change in Degree Conferrals, 2016-2017 to 2018-2019	Avg. Annual Actual Change in Degree Conferrals, 2016-2017 to 2018-2019	No. of Competitors, 2018-2019 Academic Year	Avg. Annual Percent Growth in No. of Competitors, 2016-2017 to 2018-2019	Avg. Annual Actual Growth in No. of Competitors, 2016-2017 to 2018-2019	Competitive Opportunity Score
<b>Communication and Disorders and Sciences</b>	574	-8.48%	-57.5	15	7.42%	1	<b>1.68</b>
<b>Communication: General</b>	1,529	9.90%	143	51	7.67%	3.5	<b>2.77</b>
<b>Communication: Journalism &amp; Broadcast Journalism</b>	1,896	-2.52%	-48.5	62	6.18%	3.5	<b>1.80</b>
<b>Communication: Media Studies/ Production</b>	3,726	4.82%	175.5	98	6.78%	6	<b>2.54</b>
<b>Communication: Public Relations</b>	830	3.85%	28	34	12.25%	3.5	<b>2.40</b>
<b>Communication: Theatre &amp; Comedy</b>	239	4.34%	8.5	8	27.14%	1.5	<b>2.40</b>
<b>Community and Social Justice</b>	582	-11.94%	-73.5	9	0.00%	0	<b>2.46</b>
<b>Computer Information Technology</b>	5,465	9.58%	480	153	2.04%	3	<b>2.96</b>
<b>Computer Science</b>	3,807	28.37%	953	91	7.33%	6	<b>2.78</b>
<b>Criminology and Criminal Justice</b>	8,238	-0.91%	-77	151	3.86%	5.5	<b>1.81</b>
<b>Disability Studies</b>	10	31.94%	3	1	0.00%	0	<b>3.40</b>
<b>Early Childhood Education<sup>1</sup></b>	1,841	-1.47%	-29.5	102	2.65%	2.5	<b>2.05</b>
<b>Earth Science</b>	955	-4.11%	-40	85	0.01%	0	<b>2.27</b>
<b>Economics<sup>2</sup></b>	7,222	-5.79%	-429.5	157	0.00%	0	<b>2.20</b>
<b>Elementary Education</b>	3,229	-3.78%	-124.5	146	-0.31%	-0.5	<b>2.44</b>

1) Includes Early Childhood Education for Paraprofessionals.

2) Includes data for concentration in Research and Data Analysis.

## Competitive Opportunity Data (cont.)

## Regional Data

Program	Avg. No. of Annual Degree Conferrals, 2016-2017 to 2018-2019	Avg. Annual Percent Change in Degree Conferrals, 2016-2017 to 2018-2019	Avg. Annual Actual Change in Degree Conferrals, 2016-2017 to 2018-2019	No. of Competitors, 2018-2019 Academic Year	Avg. Annual Percent Growth in No. of Competitors, 2016-2017 to 2018-2019	Avg. Annual Actual Growth in No. of Competitors, 2016-2017 to 2018-2019	Competitive Opportunity Score
English <sup>1</sup>	6,365	-4.16%	-272	231	-0.21%	-0.5	<b>2.26</b>
Environmental Science/ Sustainability	2,031	5.40%	103.5	142	8.33%	10.5	<b>2.27</b>
Exercise Science/ Kinesiology/ Athletic Training	3,274	-3.38%	-113.5	62	8.16%	4.5	<b>1.54</b>
Finance/ Financial Planning/ Finance-Credit Analysis & Commercial Banking <sup>2</sup>	8,031	3.82%	301	121	3.03%	4	<b>2.87</b>
Global Business	1,101	-2.19%	-27	94	0.55%	0.5	<b>2.32</b>
History	4,588	-2.00%	-93.5	226	0.67%	1.5	<b>1.85</b>
Integrated Math and Science	793	3.41%	26	51	1.00%	0.5	<b>2.86</b>
Latin American and Latino Studies	109	-2.28%	-2.5	39	1.38%	0.5	<b>2.19</b>
Leadership & Professional Studies	406	1.16%	-2	68	3.92%	3	<b>2.02</b>
Legal Studies	677	13.40%	86	31	11.45%	3	<b>2.67</b>
Liberal Studies	190	1.62%	3	21	5.62%	1	<b>2.31</b>
Management <sup>3</sup>	20,963	-0.06%	-12	249	-1.17%	-3	<b>3.25</b>
Marketing <sup>4</sup>	5,233	2.07%	107	120	0.00%	0	<b>3.38</b>
Mathematics	4,086	1.20%	44.5	215	0.47%	1	<b>2.71</b>

1) Includes data for concentrations in Creative Writing, Education, and Literature.

2) Includes data for concentrations in Fintech and Risk Management.

3) Includes data for concentration in Human Resource Management.

4) Includes data for concentrations in Digital Marketing and Marketing Management.

Source: EAB analysis. Emsi Analyst.

## Competitive Opportunity Data (cont.)

## Regional Data

Program	Avg. No. of Annual Degree Conferrals, 2016-2017 to 2018-2019	Avg. Annual Percent Change in Degree Conferrals, 2016-2017 to 2018-2019	Avg. Annual Actual Change in Degree Conferrals, 2016-2017 to 2018-2019	No. of Competitors, 2018-2019 Academic Year	Avg. Annual Percent Growth in No. of Competitors, 2016-2017 to 2018-2019	Avg. Annual Actual Growth in No. of Competitors, 2016-2017 to 2018-2019	Competitive Opportunity Score
<b>Medicinal Biochemistry</b>	1,521	-1.12%	-21	135	0.75%	1	<b>2.23</b>
<b>Music<sup>1</sup></b>	1,183	-0.84%	-10	134	0.00%	0	<b>2.63</b>
<b>Nursing</b>	16,844	4.16%	685.5	168	2.79%	4.5	<b>2.78</b>
<b>Philosophy/ Ethics</b>	1,406	2.53%	35	177	0.57%	1	<b>2.60</b>
<b>Physical Education</b>	785	-3.65%	-30.5	43	-1.14%	-0.5	<b>2.84</b>
<b>Political Science/Politics &amp; Public Policy</b>	6,948	3.42%	234	207	0.00%	0	<b>3.38</b>
<b>Professional Sales</b>	756	7.96%	57.5	9	0.56%	0	<b>3.55</b>
<b>Psychology</b>	20,733	-2.47%	-518.5	250	-0.59%	-1.5	<b>2.60</b>
<b>Public Health<sup>2</sup></b>	1,172	5.07%	58	33	15.23%	4	<b>2.50</b>
<b>Secondary Education</b>	280	1.78%	4	34	1.60%	0.5	<b>2.63</b>
<b>Sociology<sup>3</sup></b>	5,061	-2.41%	-124	193	-0.26%	-1	<b>2.53</b>
<b>Sports Management</b>	1,284	-3.82%	-50	163	-0.59%	-1	<b>2.46</b>
<b>Sports Medicine</b>	1,573	-3.76%	-61	60	6.41%	4	<b>1.67</b>
<b>Urban Studies<sup>4</sup></b>	552	-8.15%	-48	39	0.00%	0	<b>2.34</b>
<b>Women and Gender Studies</b>	418	-1.64%	-7	40	1.28%	1	<b>2.34</b>

1) Includes data for concentrations in Entertainment Industries, Classical Secondary Education K-12, Jazz, Performance, Popular, and Sound Engineering as well as Musical Studies.

2) Includes Health Studies.

3) Includes data for concentrations in Applied Sociology, General, and Social Services.

4) Includes data for concentrations in Policy, Planning and Development and Community, Culture &amp; Diversity.

# Appendix B: Research Parameters and Sources

## 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.

EAB employed a quantitative scoring system to assess labor market demand and competitive opportunity for each program. To score each program, EAB distilled the most fundamental external signals of market demand in terms of labor market intelligence and competitive landscape, outlined below. Each program was assigned two scores (zero through five) based on available data across 11 metrics, synthesized to the:

1. Labor market demand score
2. Competitive opportunity score

Quantitative scores were calculated using benchmark scores based on labor market demand and competition for all programs in the portfolio; therefore, **program performance scores are relative to performance against the reviewed portfolio.**

## Data Analyzed

### *Labor Market Demand*

Data Point	Time Period Used	Rationale
Average number of jobs posted monthly across quarters	2018 Q3-2021 Q2	Measures the actual number of jobs posted per month across each quarter, during the most recent period of data available.
Average monthly growth in proportion of job postings across quarters (percent change)	2018 Q3-2021 Q2	Measures the monthly change in job postings across quarters. EAB analyzed job posting growth in terms of proportion to identify occupations growing faster than the labor market as a whole and to account for economic fluctuations.
Average monthly growth in job postings across quarters (actual change)	2018 Q3-2021 Q2	Measures the monthly change in job postings across quarters. EAB analyzed actual change in addition to percent change to account for volume of job posting growth.
Projected occupational growth (percent change)	2019-2029	Indicates potential future growth in labor market demand nationwide.
Projected occupational growth (actual change)	2019-2029	Indicates potential future growth in labor market demand nationwide.



**Data Analyzed (cont.)***Competitive Landscape*

<b>Data Point</b>	<b>Time Period Used</b>	<b>Rationale</b>
<b>Number of competitors offering programs</b>	2018-2019 academic year	Measures the current competitive saturation of the program landscape.
<b>Average annual change in the number of competitors offering programs</b> (percent change)	2016-2017 through 2018-2019 academic year	Assesses changes in competitive saturation through year-over-year change in the number of competitors. EAB analyzed percent change to assess growth in relation to total competitive saturation.
<b>Average annual change in the number of competitors offering programs</b> (actual change)	2016-2017 through 2018-2019 academic year	Assesses year-over-year change in the number of competitors to assess changes in competitive saturation. EAB analyzed actual change to identify net change in competitors.
<b>Average annual degree conferrals</b>	2016-2017 through 2018-2019 academic year	Measures the average number of degree conferrals per year as a proxy for student demand.
<b>Average annual change in total degree conferrals</b> (percent change)	2016-2017 through 2018-2019 academic year	Assesses year-over-year change in the total number of degrees conferred to gauge changes in student demand. EAB analyzed percent change to assess growth in relation to total degree conferral volume.
<b>Average annual change in total degree conferrals</b> (actual change)	2016-2017 through 2018-2019 academic year	Assesses year-over-year change in the total number of degrees conferred to gauge changes in student demand. EAB analyzed actual change to account for volume of growth in degree conferrals.

## Definitions and Project Sources

### *Definitions*

“Region” and “regional” refer to the following states:

- Delaware,
- Maryland,
- New Jersey,
- New York, and
- Pennsylvania.

### *Sources*

The Forum consulted the following sources for this report:

- Emsi Analyst, described below
- U.S. Bureau of Labor Statistics (BLS)
- U.S. National Center for Education Statistics (NCES)

## Labor Market Intelligence Partner: Emsi

This report includes data made available through EAB’s partnership with Emsi (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.

Emsi 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 Emsi’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 Emsi 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 Emsi tools, visit:

- <http://www.economicmodeling.com/analyst/>
- <https://www.economicmodeling.com/alumni-insight/>

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at [bob.hieronymus@economicmodeling.com](mailto:bob.hieronymus@economicmodeling.com) or (208) 883-3500.



Washington DC | Richmond | Birmingham | Minneapolis | New York

202-747-1000 | [eab.com](http://eab.com)