



Program Management: Data, Process, and Key Decisions

March 19, 2024

Today's Speakers



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Executive Vice President,
Customer Success
Gray Decision Intelligence



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Founder and CEO
Gray Decision Intelligence



Agenda

Program Portfolio Management: Why Bother?

Who and What Do You Need?

How Do You Implement?

Case Study

Final Thoughts

Most colleges can't cut their way to fiscal sustainability.

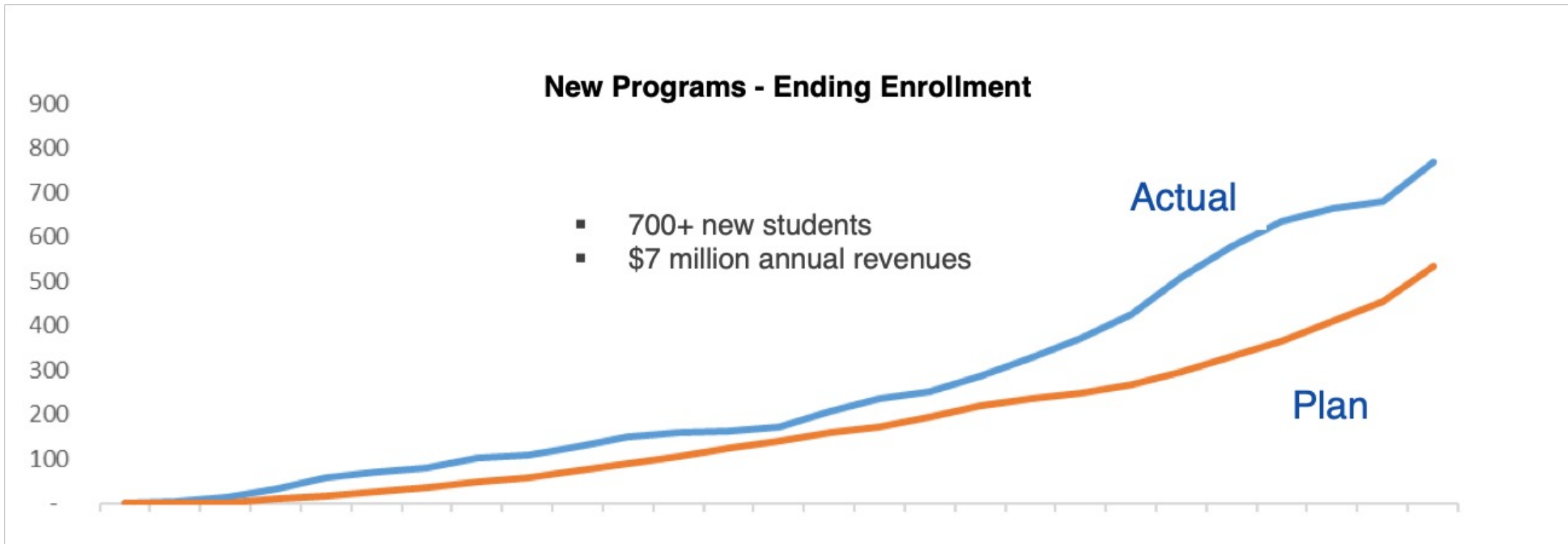
Take charge of your destiny.

- Growth is essential to health.
 - Generates incremental revenue
 - Lowers cost per student
 - Reduces upward pressure on tuition
- Growth is achievable.
 - There are many proven strategies.
 - Some will be right for you.
- The *right* new programs can drive growth.





The right new programs can fuel growth.

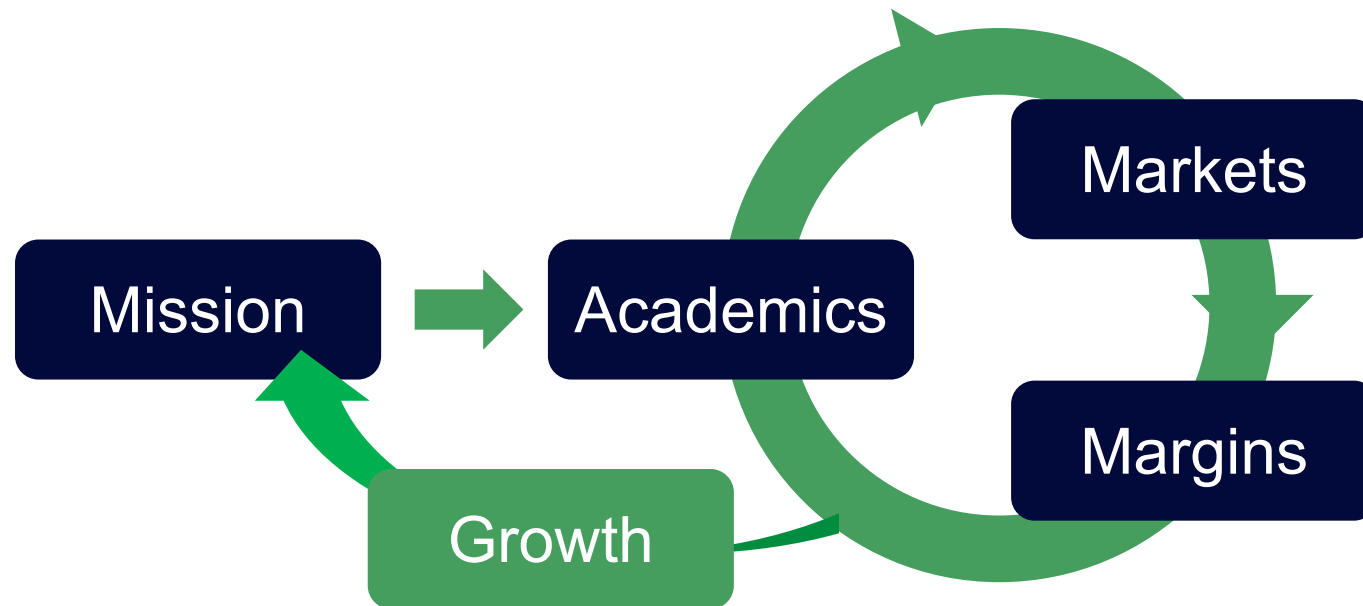


Note: Results disguised (actual results were higher).

Choosing the right programs to Start and Grow will *fund your mission*.

Why margins are important:

- High-margin programs produce more money than they cost.
- Institutions use the funds to subsidize other mission-critical programs and activities.





Program Management: Why Bother?

- Improve program performance
 - Enrollment
 - Curricular efficiency
 - Student outcomes
- Align resources with demand
- Identify and resolve issues





Agenda

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**You don't want to manage
in the dark...**



Program Management

Focuses on a sustainable program portfolio

- Aligning enrollment and resources
- Retention and completion
- Economic contribution to fund mission or growth
- Timely issue identification and resolution



Vs. Program Assessment

Focuses on teaching and learning

- Academic content
- Student learning outcomes
- Course and program objectives



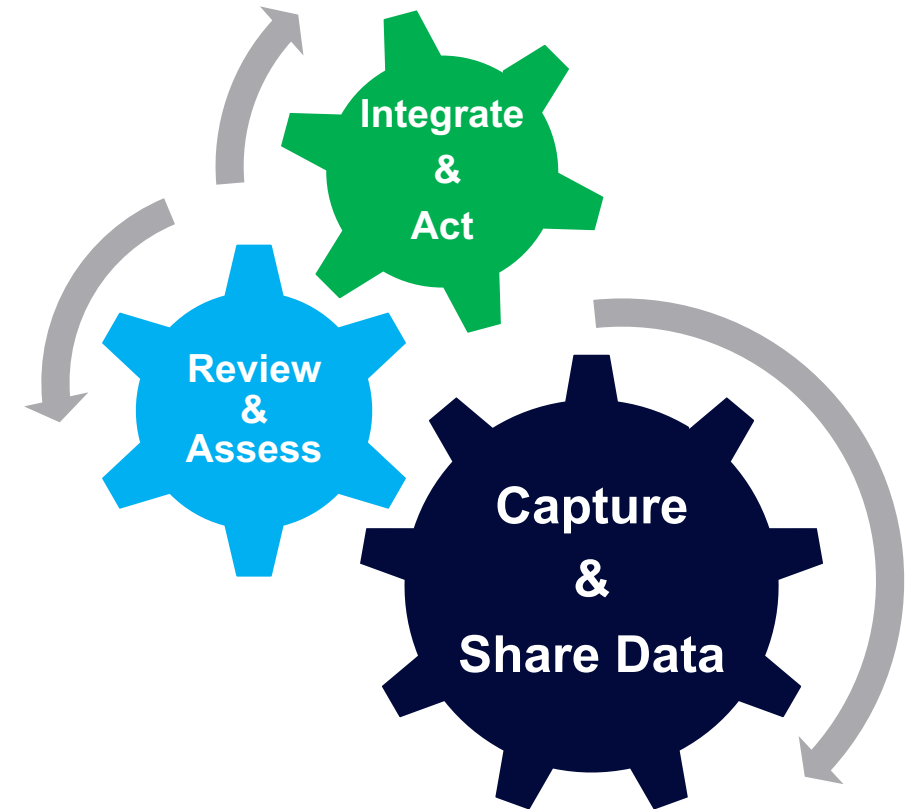




Program portfolio management is an on-going process.

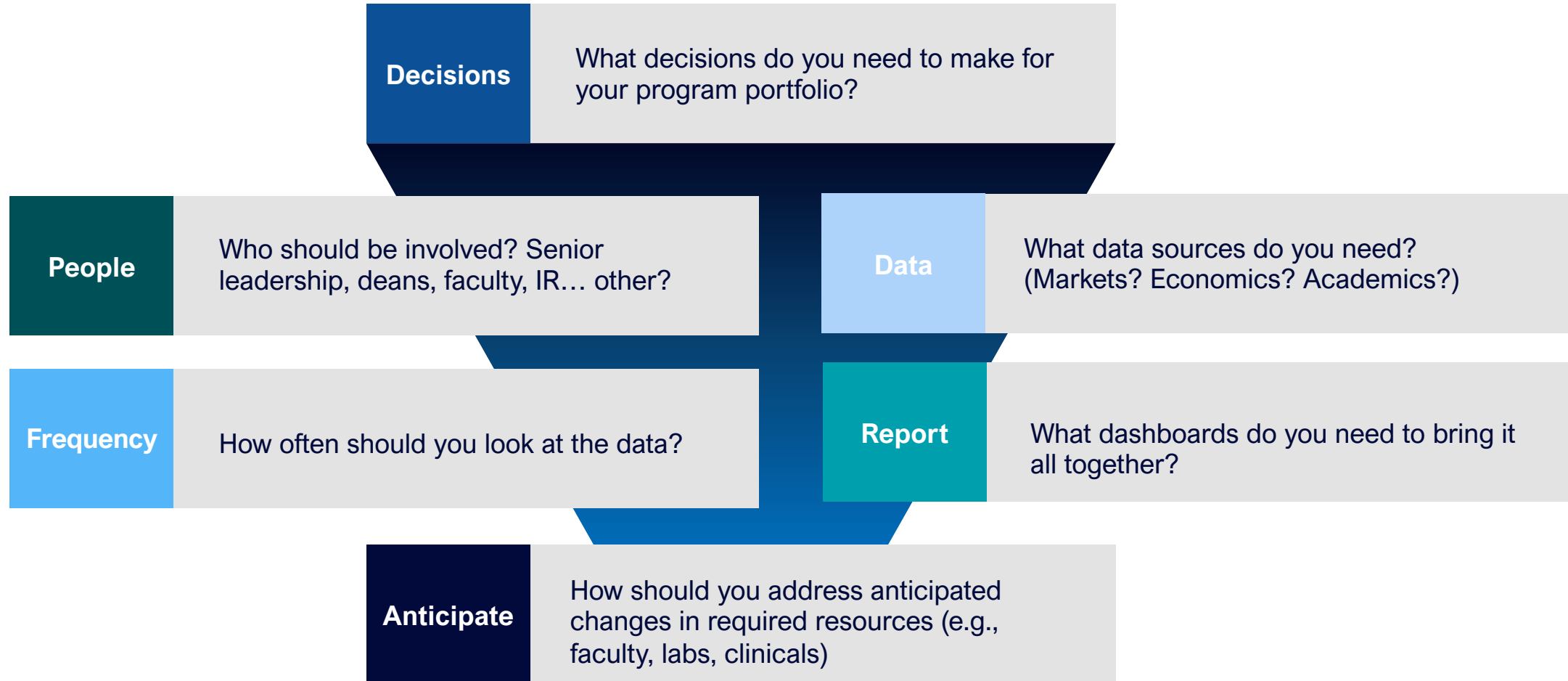
It provides a complete view of each program and the vitality of the program portfolio.

- **Capture and share program-related data** from key areas:
 - Academics
 - Administration
 - Operations
 - Market
- **Review and assess** the data on a regular basis
- **Integrate and act** to sustain a vibrant portfolio



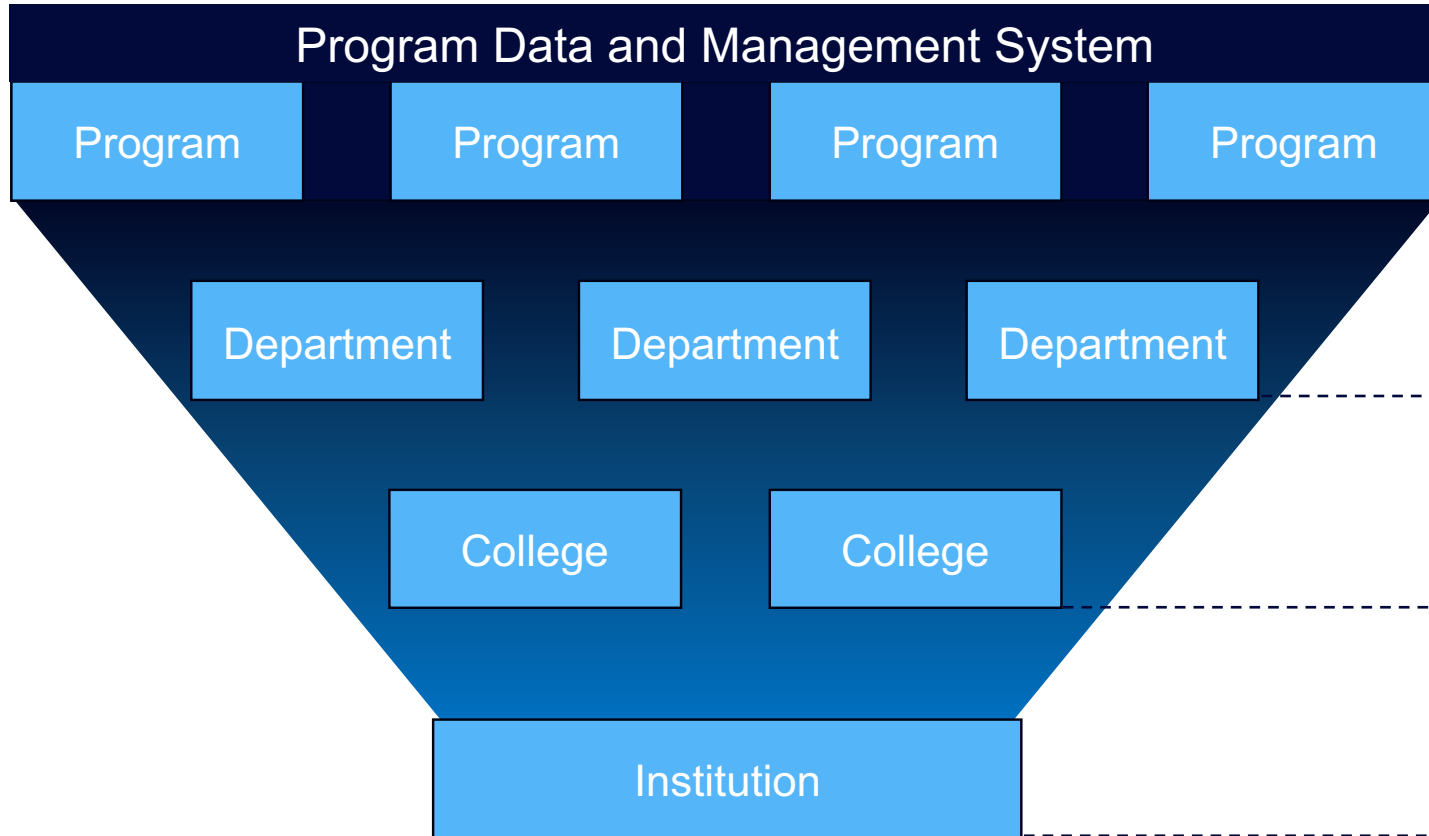


What goes into a program management process?





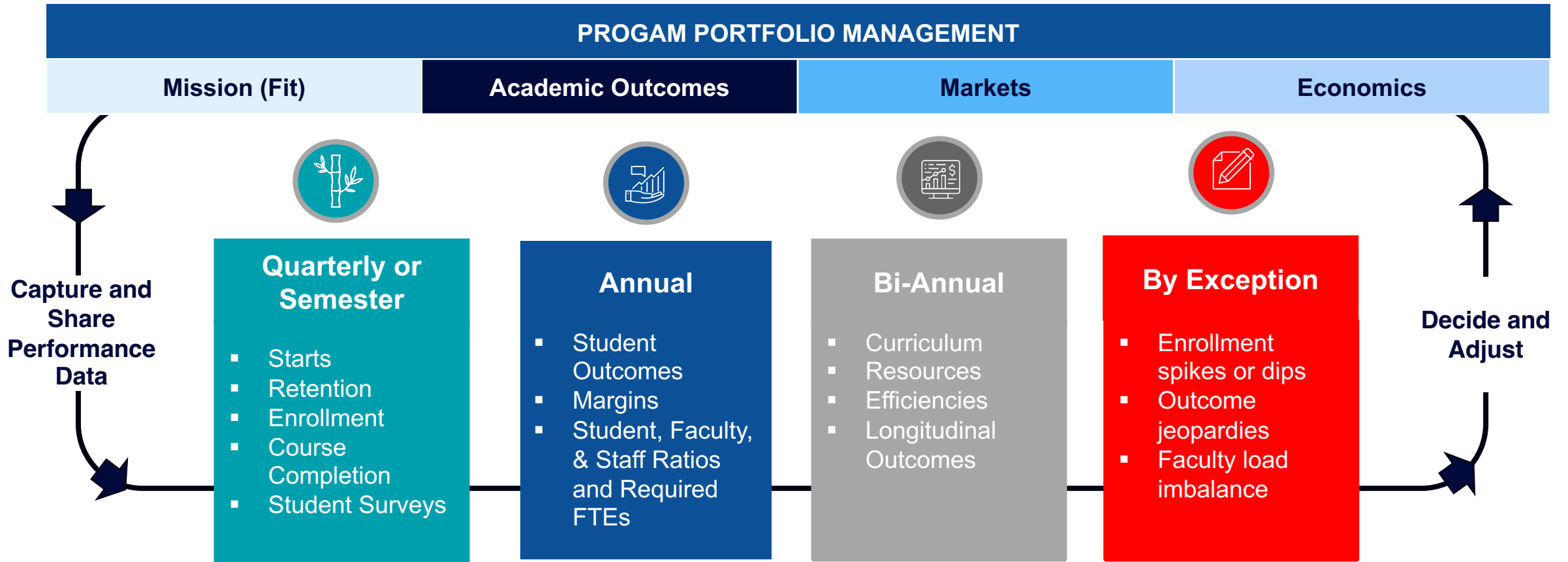
Program Management System



Engagement and Decision-Making

- **Program Chair:** Draft program review
- **Department Head:** Review and suggest edits, assess departmental resource requirements, recommend actions
- **Dean:** Review, revise, and approve resource requirements and actions
- **Governance Processes:** e.g., Program Review Committee
- **Provost:** Final review, revision, and preliminary/final approval
- **Leadership:** CFO, President, BOT – final approval

Some metrics should be monitored more frequently than others.





How can you organize so much critical information?





Agenda

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Radio and Television (Bachelor's)

 Change Program ▼ ← →

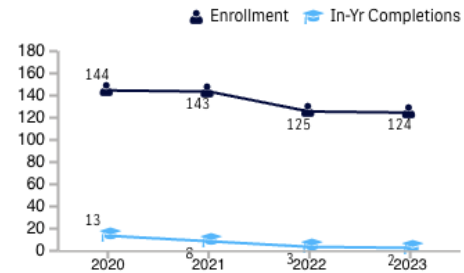
Program Review Status

Pending Evaluation

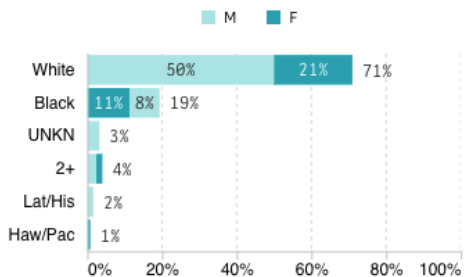
CIP Code: 09.0701 Radio and Television

 Review Year: 2023 ▼

Size



Demographics



Mission

| Category | Program Fit |
|-------------------------|---|
| Mission | Mission fit is moderate, program appeals to many target student populations. |
| Academic Focus | Blends theory and practice to produce job-ready graduates. Experiential learning built into curriculum. |
| Students Served | Male and underrepresented student enrollment. |
| Community Impact | Students intern at a variety of local and regional businesses. |
| Highlights | Student-practitioner day has been a hallmark for past decade. |

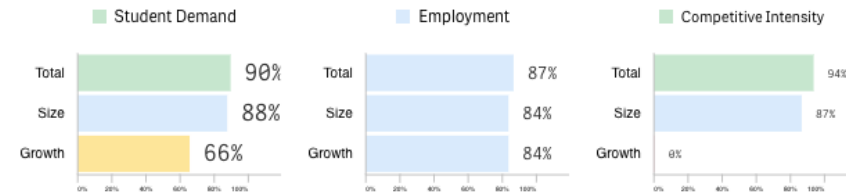
 Overview ▼

Markets

High Opportunity

Overall Percentile: 91%

 Market: Contemporary U. Regional Market ▼

 Rubric: Bachelor's ▼


Academics

High Opportunity

Overall Percentile: 91%

| Category | Metric | 19-20 | 20-21 | 21-22 | 22-23 | YoY Change |
|-------------------------|--------------------------------------|-------|-------|-------|-------|------------|
| Program Profile | # of Students | 144 | 143 | 125 | 124 | -1% ↓ |
| | # of SCH Taught | 3,392 | 3,378 | 2,847 | 3,045 | 7% ↑ |
| | FTE Students | 113.1 | 112.6 | 94.9 | 101.5 | 7% ↑ |
| | % SCH in Online Courses | 4% | 11% | 12% | 11% | -9% ↓ |
| | % SCH Taught by FT Faculty | 100% | 100% | 100% | 100% | 0% — |
| Student Progress | Withdraw/D/F Rate | 12% | 14% | 11% | 10% | -4% ↓ |
| | # Students Enrolled 2+ Terms | 105 | 101 | 80 | 90 | 13% ↑ |
| | # Students Return from Prior Yr | 0 | 100 | 80 | 82 | 3% ↑ |
| Outcomes | # of In-Year Completions | 13 | 8 | 3 | 2 | -33% ↓ |
| | Median Years to Complete | NA | NA | NA | NA | NA — |
| | DOE Median Earnings 2-Yrs Post-Grad. | NA | NA | NA | NA | NA — |

 Gender: F M
 Pell Status: N Y
 IPEDS Race/Ethnicity: 2+ Asian Black Haw/Pac Internl Lat/His Ntv.Am. UNKN

Margins

Below Average

Contribution SCH Pct: 48%





GRAY™
DECISION INTELLIGENCE



Nuventive™

*The data needed to
make informed
program decisions*

*Presents the right
information and guides
analysis at the moment a
user needs to make a
decision*



Key Managerial Topics

Student Progress

Enrollment & Sections

Outcomes

Faculty

Program Rankings

Economics



Select your task: What do you need to review?

Student Progress

What are the retention and DFW rates? How are these changing? Do they differ by segment? Are there underperforming segments that need attention? **Frequency: Every Semester**



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Outcomes

What percent of graduates are employed within 6 months of graduation? What companies do they work for? What work do they do? What are graduate wages one year after graduation? Five years after graduation? Do need to adjust skills taught, work-study, or career services to improve results? **Frequency: Annual**



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Program Rankings

How does the program rank in the external market? How has this changed? How does the program rank versus internal benchmarks for revenue, cost, and margin? How has this changed? What actions should be taken to improve rankings? **Frequency: Annual**



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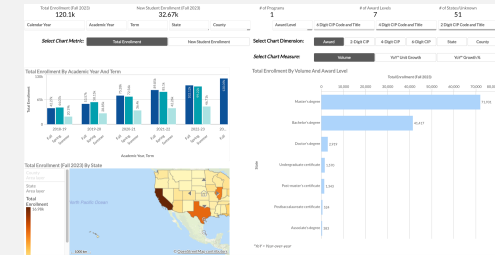
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Economics

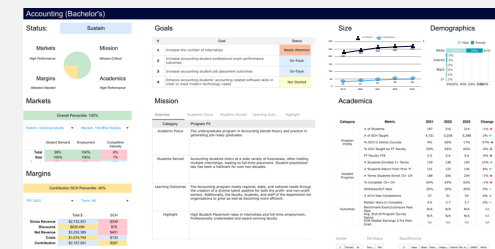
What is the total revenue, cost, and margin for the program? How has this changed? What is the revenue, cost, and margin per student credit hour? How has this changed? What should be done to improve revenues, costs, and margins? **Frequency: Annual**

| |
|-----------------------|
| Student Progress |
| Enrollment & Sections |
| Outcomes |
| Faculty |
| Program Rankings |
| Economics |

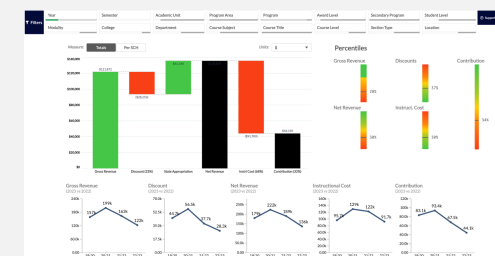
Program Enrollment Dashboard:
includes enrollment at all in-market competitors



Academic Program Management Dashboard:
includes institutional enrollment



PES Economics and Outcomes:
Academic resource utilization and efficiency (e.g. cost per SCH)



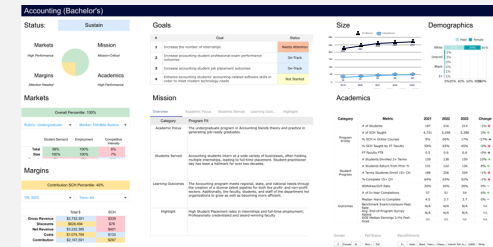
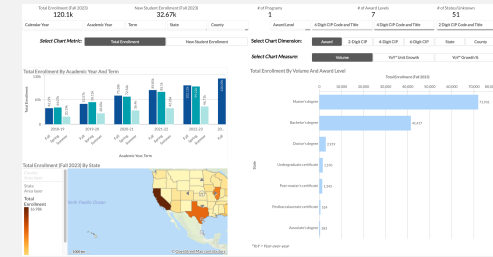
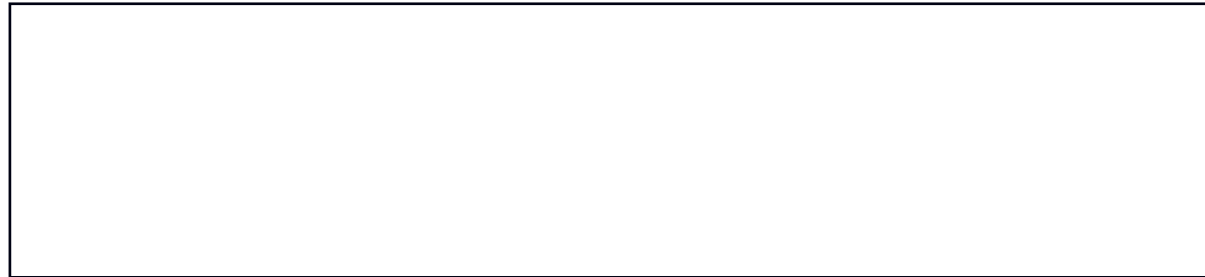
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Enrollment

Update frequency: **Semester**

Please review program enrollment growth rates. What are the implications for courses, sections, and staffing?

- How many students are enrolled in the program in our market? Is the market growing or shrinking?
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- Does enrollment skew towards any specific segments? How has this been changing? Are the variations consistent with department and institutional goals?
- What should be done to improve enrollment?



Review and select related data

Student Progress

Enrollment & Sections

Outcomes

Faculty

Program Rankings


Economics

Accounting (Bachelor's)

Status: Sustain

Markets

High Performance



Mission

Mission-Critical

Margins

Attention Needed


Academics

High Performance

Goals

| # | Goal | Status |
|---|--|-----------------|
| 1 | Increase the number of internships | Needs Attention |
| 2 | Increase accounting student professional exam performance outcomes | On-Track |
| 3 | Increase accounting student job placement outcomes | On-Track |
| 4 | Enhance accounting students' accounting-related software skills in order to meet modern technology needs | Not Started |

Size



| Year | Enrollment | Completions |
|------|------------|-------------|
| 2019 | 225 | 32 |
| 2020 | 242 | 37 |
| 2021 | 259 | 43 |
| 2022 | 265 | 48 |
| 2023 | 270 | 49 |

Demographics

| Category | Male | Female |
|----------|------|--------|
| White | 37% | 39% |
| Black | 2% | 1% |
| Hispanic | 3% | 2% |
| Asian | 2% | 1% |
| 2+ | 1% | 1% |

Markets

Overall Percentile: 100%

Rubric: Undergraduate | Market: 100-Mile Radius

| | Student Demand | Employment | Competitive Intensity |
|-------|----------------|------------|-----------------------|
| Total | 99% | 100% | 6% |
| Size | 100% | 100% | 7% |

Mission

Overview | Academic Focus | Students Served | Learning Outcomes | Highlight

| Category | Program Fit |
|-------------------|---|
| Academic Focus | The undergraduate program in Accounting blends theory and practice in generating job-ready graduates. |
| Students Served | Accounting students intern at a wide variety of businesses, often holding multiple internships, leading to full-time placement. Student-practitioner day has been a hallmark for over two decades. |
| Learning Outcomes | The Accounting program meets regional, state, and national needs through the creation of a diverse talent pipeline for both the profit- and non-profit sectors. Additionally, the faculty, students, and staff of the department help organizations to grow as well as becoming more efficient. |
| Highlight | High Student Placement rates in internships and full-time employment; Professionally credentialed and award-winning faculty |

Academics

| Category | Metric | 2021 | 2022 | 2023 | Change |
|--------------------------------------|------------------------------------|-------|-------|-------|--------|
| Program Profile | # of Students | 197 | 216 | 214 | -1% ↓ |
| | # of SCH Taught | 4,721 | 5,258 | 5,388 | 2% ↑ |
| | % SCH in Online Courses | 9% | 60% | 17% | -57% ↓ |
| | % SCH Taught by FT Faculty | 59% | 65% | 65% | -0% ↓ |
| Student Progress | PT Faculty FTE | 0.5 | 0.6 | 0.6 | -0% ↓ |
| | # Students Enrolled 2+ Terms | 139 | 138 | 159 | 10% ↑ |
| | # Students Return from Prior Yr | 131 | 122 | 136 | 8% ↑ |
| | # Terms Students Enroll 15+ CH | 188 | 206 | 204 | -1% ↓ |
| Outcomes | % Complete 15+ CH | 64% | 63% | 62% | -1% ↓ |
| | Withdraw/D/F Rate | 20% | 20% | 20% | 0% — |
| | # of In-Year Completions | 57 | 51 | 54 | 6% ↑ |
| | Median Years to Complete | 4.0 | 3.7 | 3.7 | 0% — |
| | Benchmark Exam/Licensure Pass Rate | N/A | N/A | N/A | NA |
| | Avg. End-of-Program Survey Rating | N/A | N/A | N/A | NA |
| DOE Median Earnings 2-Yrs Post-Grad. | NA | NA | NA | NA | |

Gender: Female Male | Pell Status: Non... Pell | Race/Ethnicity: 2+ Asian Black Haw... Hispan... Internl Nrv. A... LNKN White

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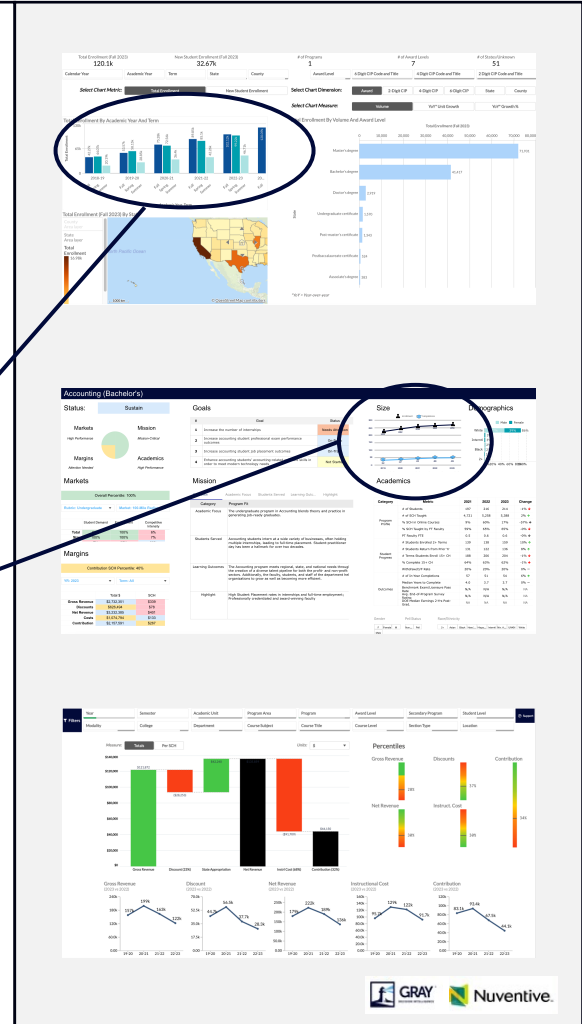
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- What should be done to improve enrollment?

Please attach any data views or other information to support your recommendations.



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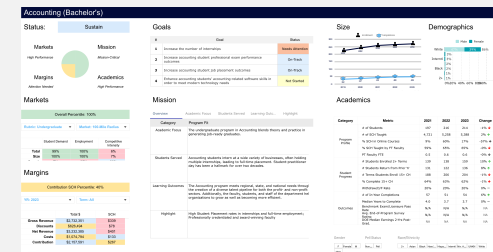
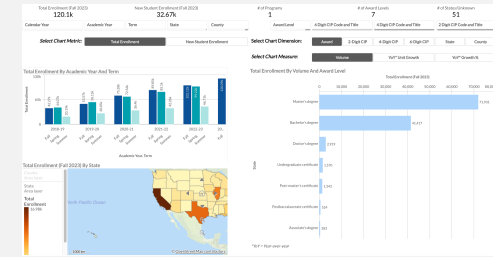
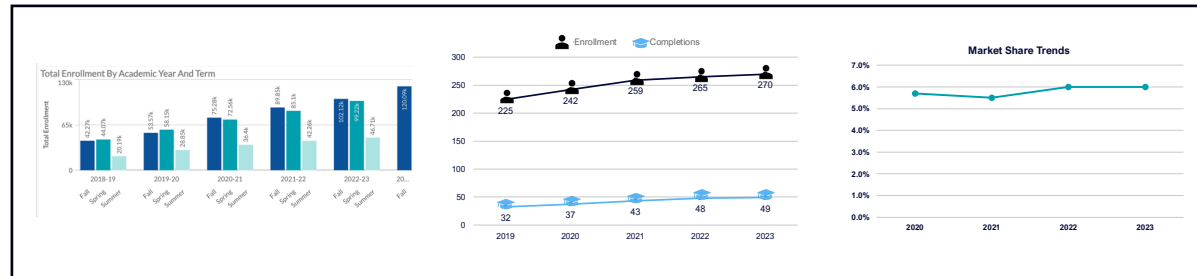
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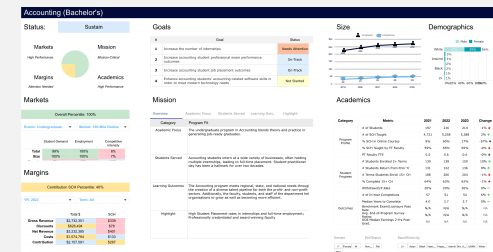
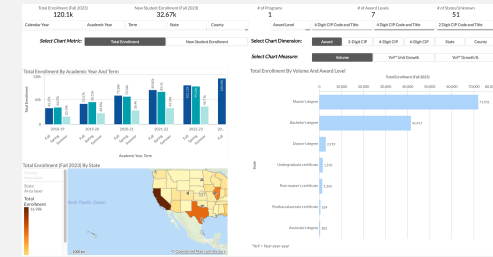
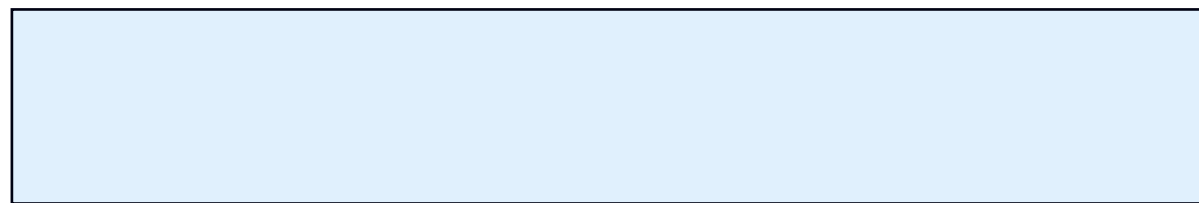
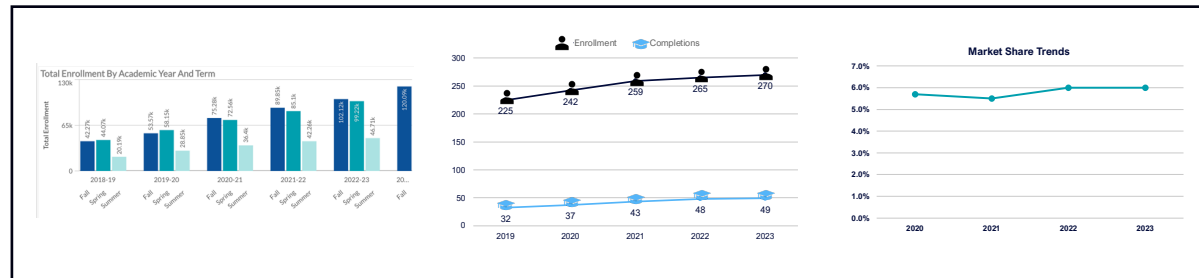
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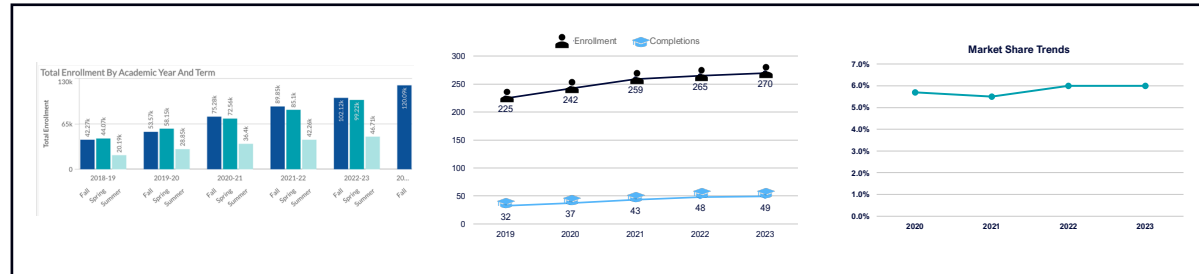
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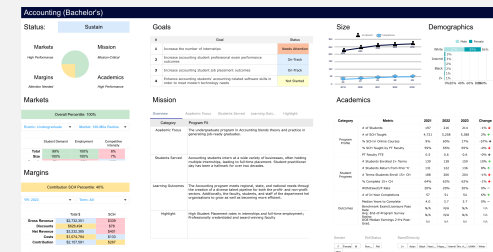
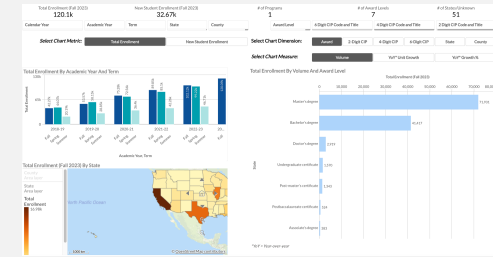
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Please attach any data views or other information to support your recommendations.



Please insert your responses and comments

Market enrollment is increasing.
 Our market share is holding steady.
 It is likely that enrollment will continue to grow.
 We should plan on adding two sections next semester with adjunct instructors.



Embedded AI will summarize data and comments posted in the system.

You will be able to view summaries by program, department, college, and institution-wide.

Department Summary:

Economics

- The market for Economics programs is healthy and growing, especially for STEM-designated programs.
- We are attracting a growing group of highly-qualified international students.
- As a result, two programs are likely to need additional adjuncts to teach new sections next semester.
- The remaining five programs are on track.
- We should continue our retention initiative: retention and graduation rates are above average and rising.

Please review the summaries to ensure they are correct and unbiased

ILLUSTRATIVE



Agenda

Program Portfolio Management: Why Bother?

Who and What Do You Need?

How Do You Implement?

Case Study

Final Thoughts



Welcome to Contemporary University

The situation

- Bachelor's degree students make up about 75% of the student body.
- Enrollment has declined and is projected to continue falling.
- It draws students mainly from the Midwest region.
- The largest programs are focused on business, nursing, and criminal justice.
- Tuition rates are competitive for the region.
- The online program portfolio is modest.
- The brand is well-known in the region, but not nationally.



Your assignment

Would you choose to invest in either or both of these programs for continued growth?

- Using the thought process outlined in program management, review the data provided:
 - Program Scorecards
 - Management Dashboard internal and external program data

- Discuss as a group what you see; for example:
 - Market attractiveness
 - Program enrollment trends: market and Contemporary University's own
 - Contribution margin
 - Student progress and outcomes

- Would you invest additional resources to grow either or both programs?



Logistics

- Please click the link in the chat to access data about two programs:
 - **Educational Leadership/Admin – Master’s**
 - **Radio and Television – Bachelor’s**
- You will see a program scorecard and a management dashboard for each program.
- Everyone will be sent to a breakout room for discussion.
- There will be a Gray DI team member to assist, answer questions, and contribute as needed.
- You will be automatically brought back to the main session after the breakout.



Case Study Discussion



Agenda

Program Portfolio Management: Why Bother?

Who and What Do You Need?

How Do You Implement?

Case Study

Final Thoughts

Program Management: Informed, Frequent, Action-Oriented



Quarterly or Semester

- Starts
- Retention
- Enrollment
- Course Completion
- Student Surveys



Annual

- Student Outcomes
- Margins
- Student, Faculty, & Staff Ratios and Required FTEs



Bi-Annual

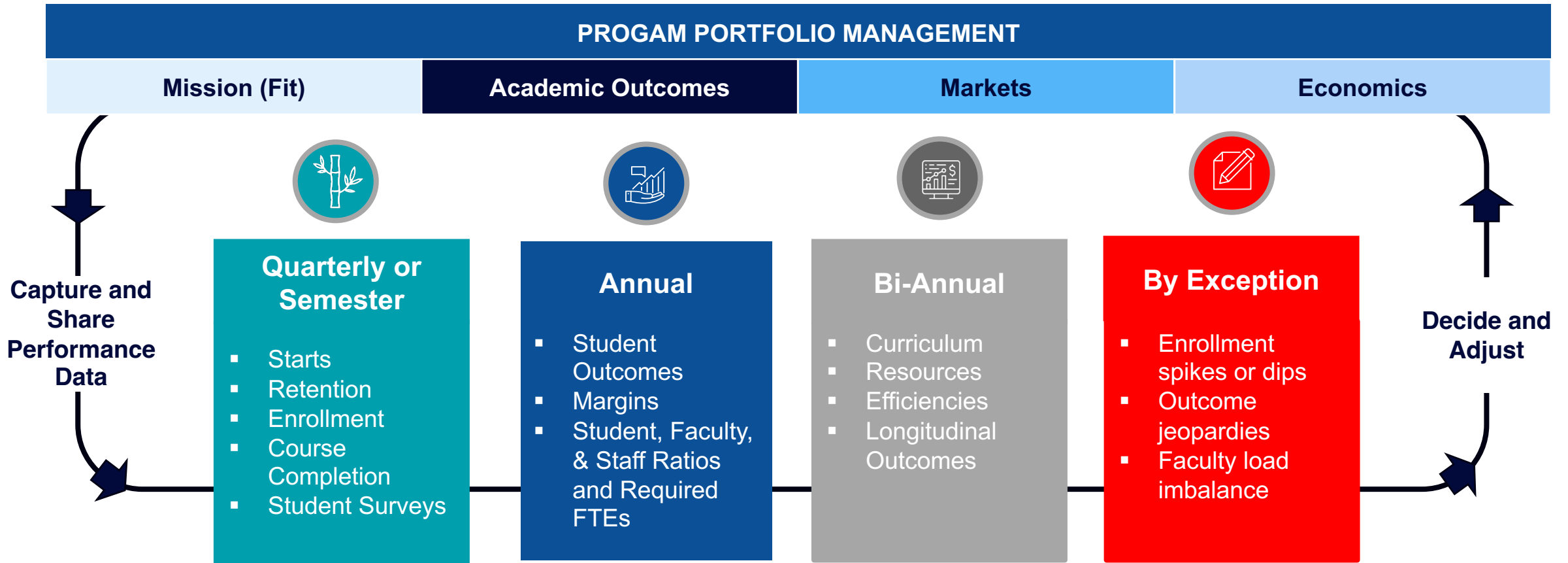
- Curriculum
- Resources
- Efficiencies
- Longitudinal Outcomes



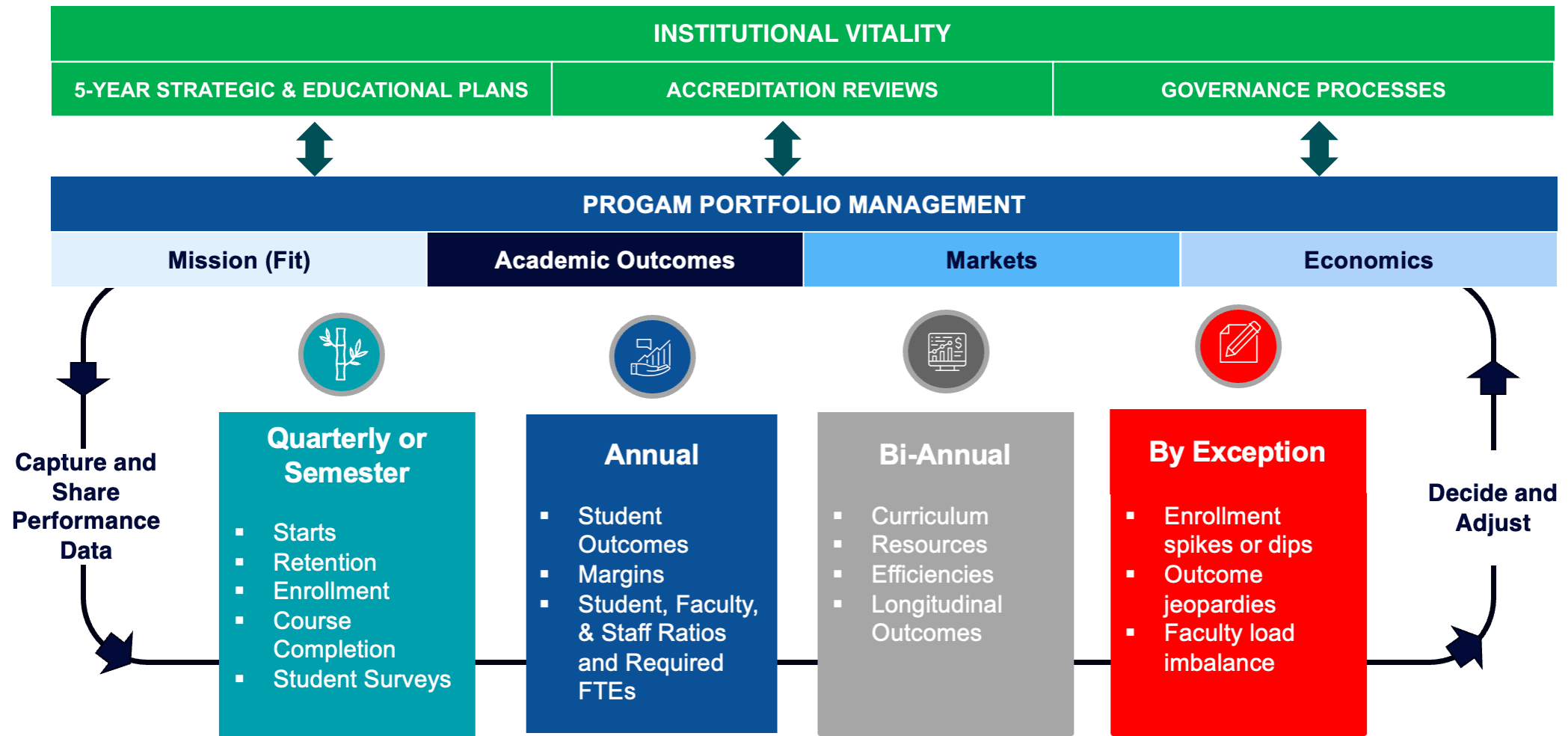
By Exception

- Enrollment spikes or dips
- Outcome jeopardies
- Faculty load imbalance

Program Management: On-Going Process



Program Management: Connected



As You Move Forward, Keep in Mind...

- Your governance process
- Use of a consistent communications process
- Use both exception reporting and regular feedback loops – don't wait for accreditation to be the trigger point.

Maintaining transparency in its execution will build alignment in decision-making.



Remember – it's a living process.... its purpose is to support knowledge transfer and decision-making.



**“Perfection is attained by slow degrees;
it requires the hand of time.”**

Voltaire



Take a moment to note ideas, applications, or other important learnings that you want to take back from this discussion.

Possible areas for reflection:

- Does your institution have a consistent program management process?
- Where is your institution strong in managing its portfolio?
- Are you experiencing any challenges in your evaluation or program portfolio management process?
- What tools would you like to add to better support your institution's work in this area?

Up Next!



2024 Master Class on Academic Program Evaluation

| | |
|---|---------------------------------------|
| I. Market Demand for Academic Program Growth | March 5 th , 2 PM ET |
| II. Program Economics and Curricular Efficiency | March 12 th , 2 PM ET |
| III. Program Management: Data, Process, and Key Decisions | March 19 th , 2 PM ET |
| IV. Advanced Analytics and AI | March 26th, 2 PM ET |

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Understand the data, systems, processes, and people needed to make well-informed and fully supported program decisions



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