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PRESENTATION HANDOUT

Academic Program Planning

Robert Van Cleef, D.B.A.

AVP, Market Research Services

In the next hour, let's consider

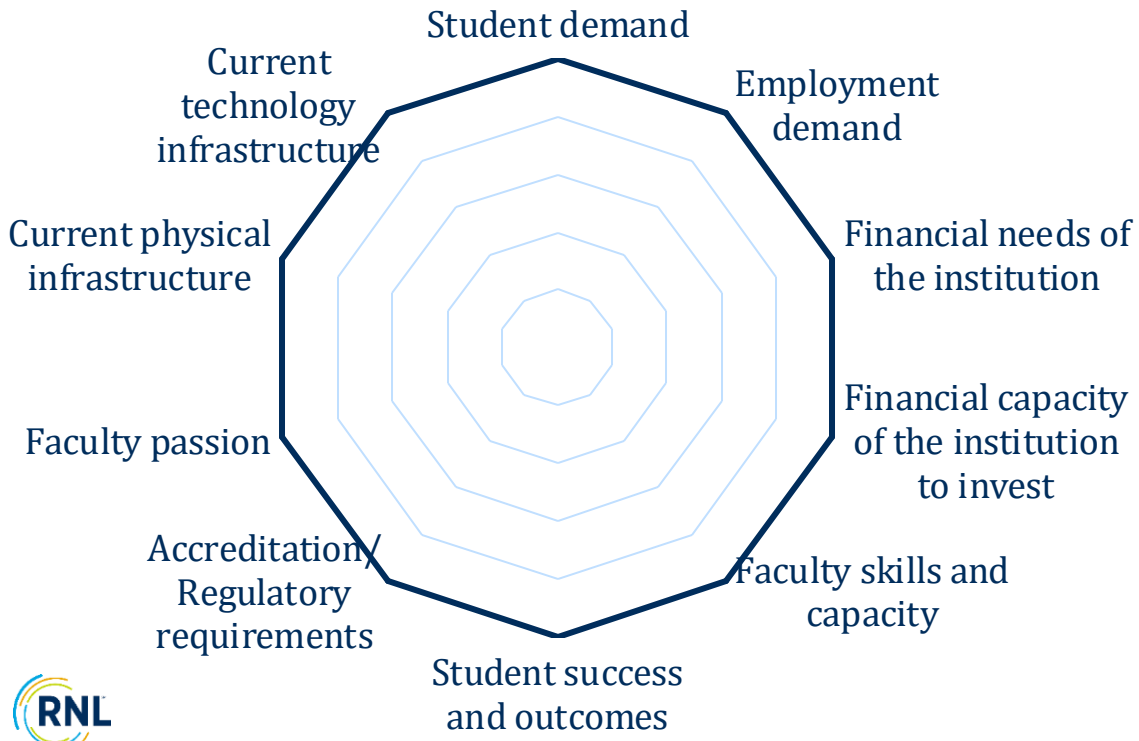
1. Why plan?
2. How do we identify *truly* strategic opportunities?
3. What could possibly go wrong?

Why plan?

Peter F. Drucker

"Culture eats strategy for breakfast."

Who needs a plan?



To grow

in a changing environment,

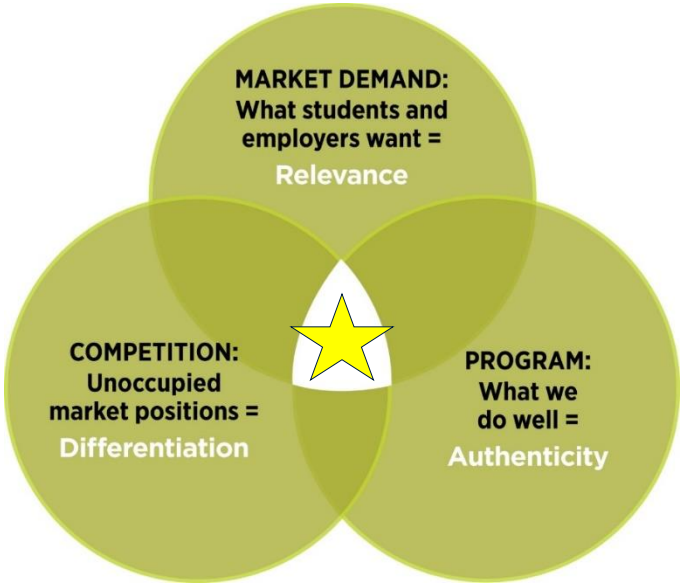
we need to identify *points of tension*

to create balance and synergy.

How do we maximize our academic mission?

Program development processes should align relevance, differentiation and authenticity

- **Relevance**
  - Is there demand from interested ***students***?
  - Is there demand from ***employers*** for students with ***skills*** this program will provide?
- **Differentiation**
  - Differentiation ***by degree***
    - Qualitatively better in some dimension
    - Geography
  - Differentiation ***by type***
    - Elements of the student experience
    - Forms of delivery
    - Etc.
- **Authenticity**
  - ***Passion*** of faculty and staff
  - Track ***record of success***
  - ***Commitment of resources*** for ongoing success



The WHY drives everything

Different types of academic plans focus on different opportunities:

- Do we need to make budget cuts to solve a short-term deficit?
  - Let's call it what it is…**a budget cut** to meet a target
- Do we want to reallocate limited resources towards programs that have greatest opportunity to grow, even if it means some programs may be cut?
  - Let's invest in an ongoing **program prioritization** process
- Are we trying to realign our academic strategy to a new normal/new market dynamics?
  - Let's build an **academic plan**
  - This approach is the focus of SEP

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What is program prioritization?

10 Overarching prioritization criteria

1. History, development, and expectations
2. External demand
3. Internal demand
4. Quality of program inputs and processes
5. Quality of program outcomes
6. Size, scope and productivity
7. Revenue and other resources generated
8. Costs and other expenses generated
9. Impact, justification, and essentiality
10. Opportunity analysis

Factors for planning

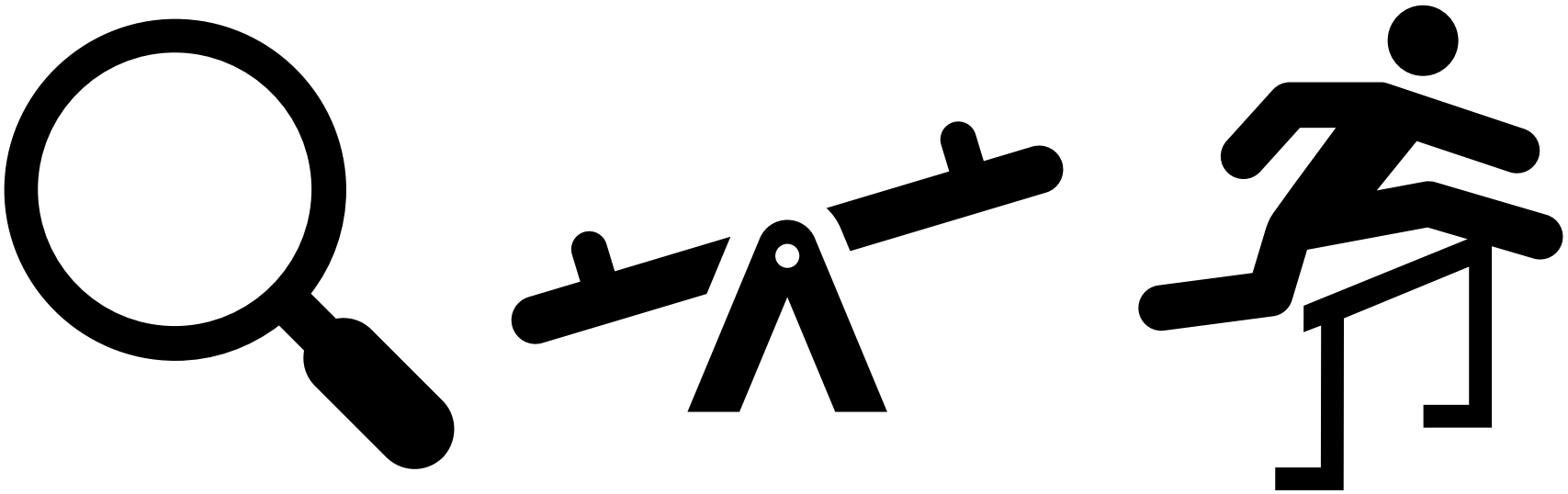
Let's discuss:

- What are the cultural factors your institution faces that make planning difficult?
- What opportunities/challenges does your next academic plan need to address?
- Who are the right people to help build the academic plans?
  - How do you find them?
  - Empower them?
  - Give them influence?
- Do you have a plan if you do not have funding?

How do we identify truly strategic opportunities?

Magnifying glass, hurdle rates and levers

What are the fewest initiatives which accomplish reward disproportionate to effort making a substantial difference?



Demand/share matrix

Matrix position helps us know which questions to ask to build a portfolio strategy

High Demand

Growth opportunities

- **Why is share low?**
  - Is the program known?
  - Have we promoted that we offer it?
- **Do competitors have better offerings?**
  - What features do we lack?
- **What are our options to form a competitive advantage?**
- **How does our distinction have value/benefit to a prospective student?**

Strongest position for growth

- **Why are we doing well?**
  - What are the reasons why we have been successful?
  - How do we leverage these advantages and protect our leadership position?
- **Are there related programs where we can extend and succeed?**
- **Who are the competitors growing in this area?**
  - How will they attack our position?
  - How can we sustain our edge?

Low Share — **High Share**

Least opportunity for growth

- **Why is share low?**
  - Is the program known?
  - Have we promoted that we offer it?
  - Do competitors have better offerings? What features do we lack?
- **Why is demand low?**
  - Is this a new growth field?
  - Is this a field with declining interest?
  - Realistically, are we in a position to reshape or create new demand streams?
- **Is the program being managed sustainably?**

Niche programs

- **Why is demand low?**
  - Is this a new growth field?
  - Is this a field with declining interest?
  - Realistically, are we in a position to reshape or create new demand streams?
- **Why have we been successful attracting students?**
- **Is the program being managed sustainably?**

Low Demand

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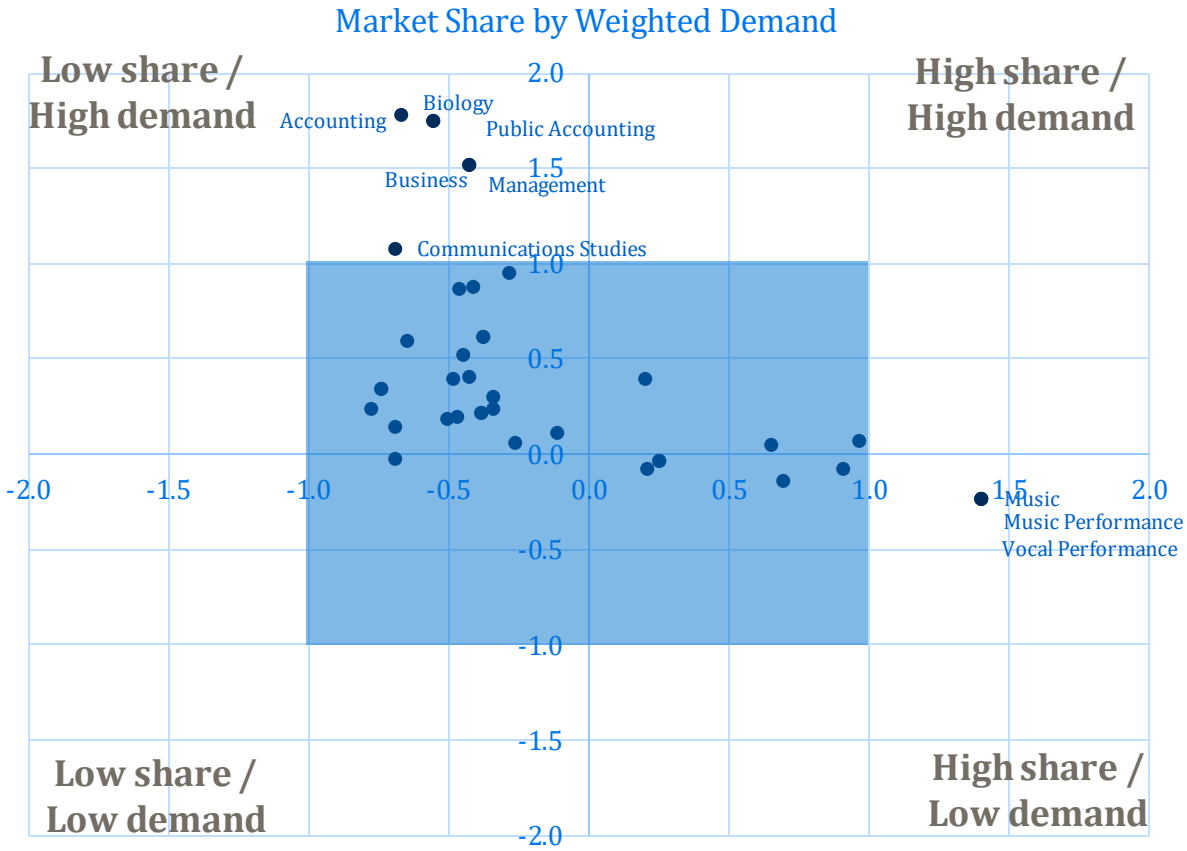
Demand/share matrix of bachelor's programs



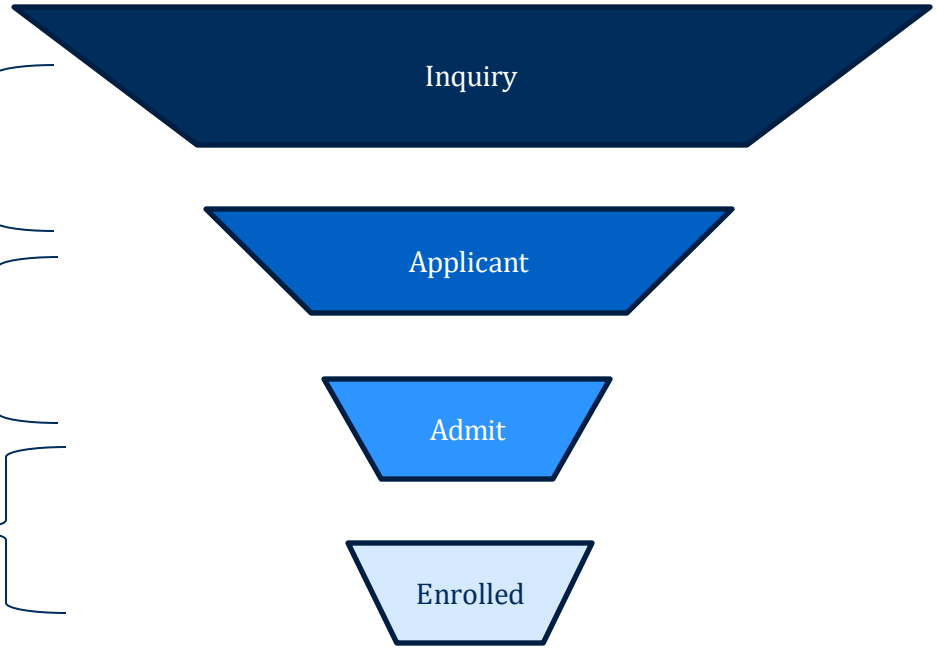
Funnel Analysis

Which programs yield students at better/lower rates?

Application Rate: Are we putting our best foot forward to attract interest?

Acceptance Rate: Are we generating interest from acceptable students?

Yield: In final analysis, are we competitive in providing value?



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Survey research

Test access to program markets within the context of real-world competition

- **Prospects, not inquiries.**
  Some of your market may rule out your institution because you're not offering their program of interest.
- **Test current and new program concepts.**
  Understand interest in new programs relative to existing programs.
- **Understand the preferred modality by program.**
  Are students looking for programs in the formats you have or are willing to offer (e.g. online, face-to-face, hybrid, hi-flex).
- **Understand preference for your institution by program.**
  Are you the preferred provider for new/existing programs, or do students in your market prefer your competitors? Why?

The ‘jobs’ question

Build the value-chain for all majors

- Offering majors with clear employment outcomes
- Demonstrate alumni outcomes for majors for prospective students

- Cultivation of alumni networks in fields of interest
- Opportunities to earn sought-after skills certificates related to field of study
- List employable skills in syllabi.

- Teach students to include skills in their resumes with career services
- Identify major employers for employer advisory
- Identify occupations with gaps related to majors
- Identify skills employers seeks and insert into curriculum (as pedagogically appropriate)
- Design programs to build employment pipelines

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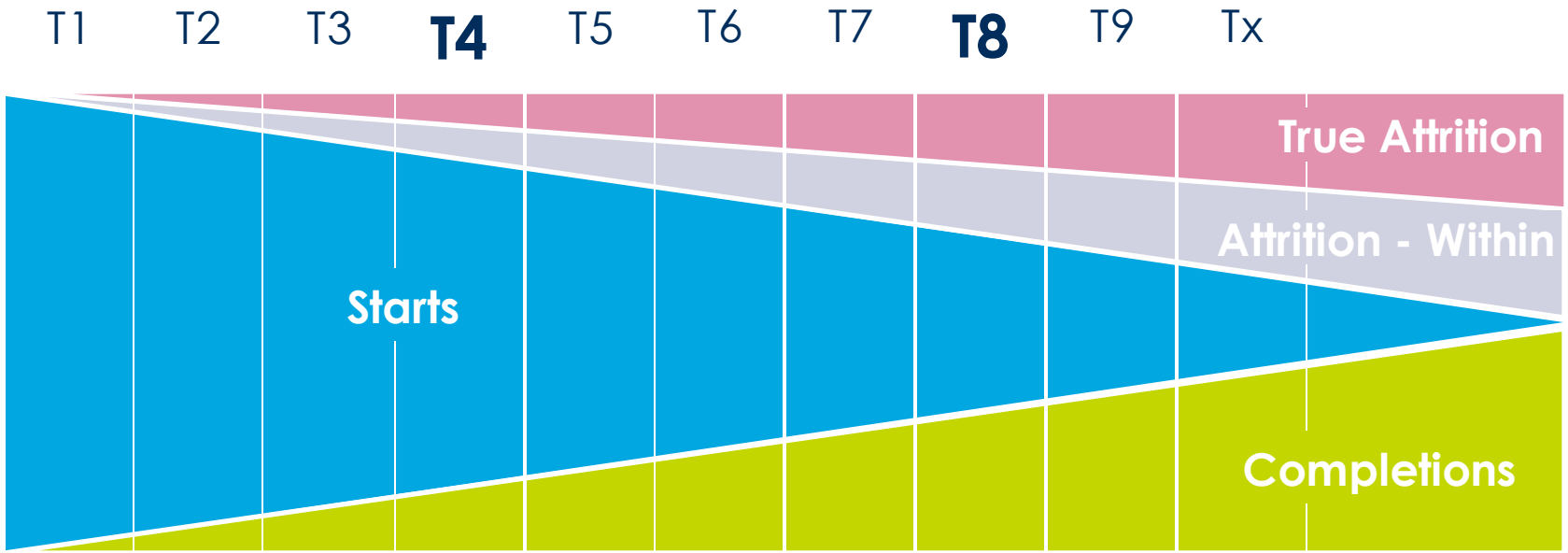
Attrition analysis

By the end of term X, what % of students who started…



How do offerings impact fiscal thriving?

Contribution margin of programs can inform program strategy

Enrollment as a percent of capacity	**Manage**	**Sustain or expand**
	Reduce or eliminate	**Grow**
	Net Operating Income per Student	

How do you qualify strategic opportunities?

Let's discuss

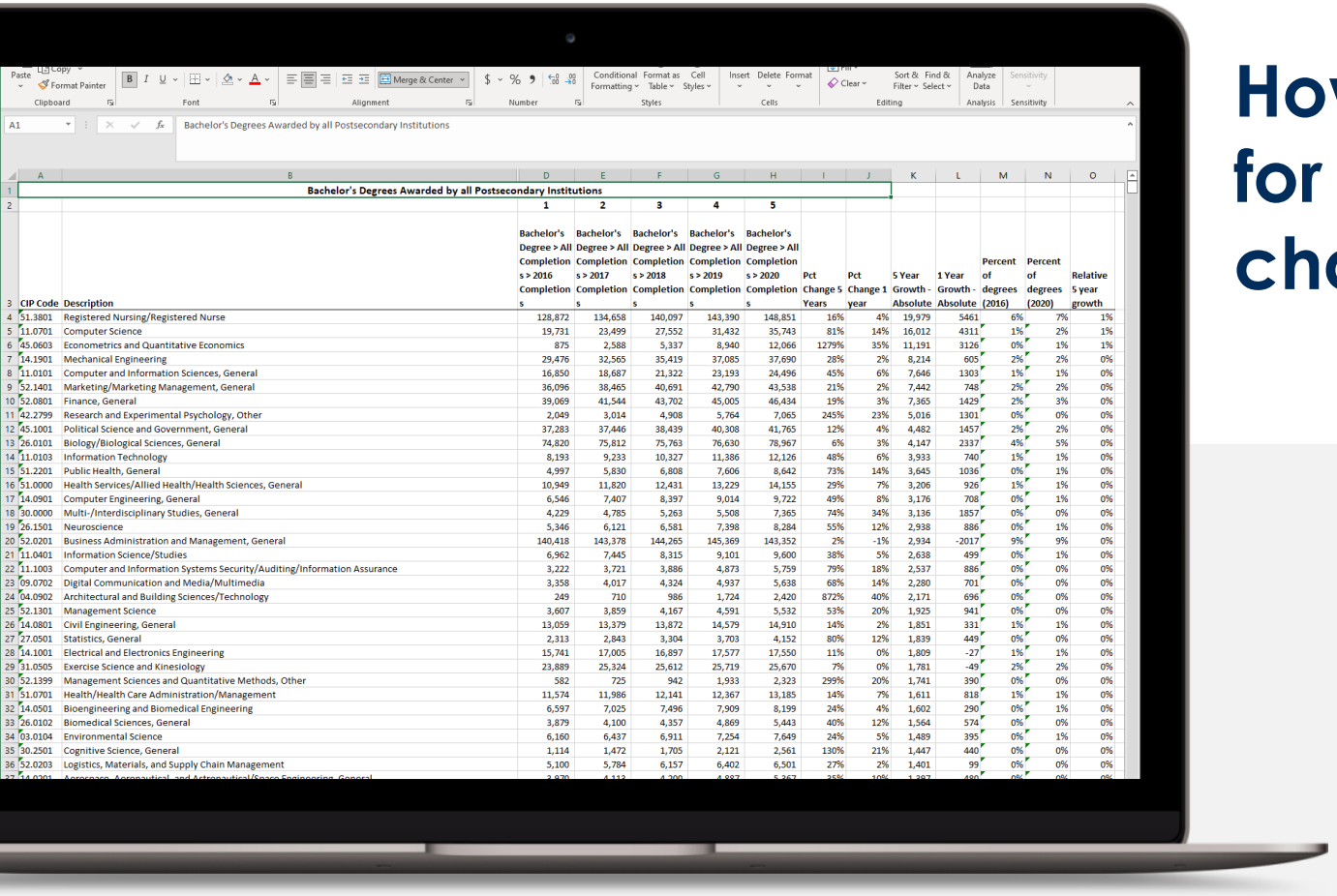
1. What sources of data do you use in planning? What has been helpful (or not) and why?
   - Sources of research (Primary or secondary)
   - Data from campus systems

2. Who is looking at the data and identifying where real opportunities exist?
   - What might your criteria be for a hurdle rate?
   - How would you figure that out?

3. Because my benchmark peers offer X, does that mean my institution should?

What could possibly go wrong?

How is demand for programs changing?



Bachelor's Degrees Awarded by all Postsecondary Institutions

CIP Code	Description	1 Bachelor's Degrees > All Completions > 2016 Completions	2 Bachelor's Degrees > All Completions > 2017 Completions	3 Bachelor's Degrees > All Completions > 2018 Completions	4 Bachelor's Degrees > All Completions > 2019 Completions	5 Bachelor's Degrees > All Completions > 2020 Completions	Pct Change 5 Years	Pct Change 1 year	5 Year Growth - Absolute	1 Year Growth - Absolute	Percent of degrees (2016)	Percent of degrees (2020)	Relative 5 year growth
51.3801	Registered Nursing/Registered Nurse	128,872	134,658	140,097	143,390	148,851	16%	4%	19,979	5461	6%	7%	1%
11.0701	Computer Science	19,731	23,499	27,552	31,432	35,743	81%	14%	16,012	4311	1%	2%	1%
45.0603	Econometrics and Quantitative Economics	875	2,588	5,337	8,940	12,066	1279%	35%	11,191	3126	0%	1%	1%
14.1901	Mechanical Engineering	29,476	32,565	35,419	37,085	37,690	28%	2%	8,214	605	2%	2%	0%
11.0101	Computer and Information Sciences, General	16,850	18,687	21,322	23,193	24,496	45%	6%	7,646	1303	1%	1%	0%
52.1401	Marketing/Marketing Management, General	36,096	38,465	40,691	42,790	43,538	21%	2%	7,442	748	2%	2%	0%
52.0801	Finance, General	39,069	41,544	43,702	45,005	46,434	19%	3%	7,365	1429	2%	3%	0%
42.2799	Research and Experimental Psychology, Other	2,049	3,014	4,908	5,764	7,065	245%	23%	5,016	1301	0%	0%	0%
45.1001	Political Science and Government, General	37,283	37,446	38,439	40,308	41,765	12%	4%	4,482	1457	2%	2%	0%
26.0101	Biology/Biological Sciences, General	74,820	75,812	75,763	76,630	78,967	6%	3%	4,147	2337	4%	5%	0%
11.0103	Information Technology	8,193	9,233	10,327	11,386	12,126	48%	6%	3,933	740	1%	1%	0%
51.2201	Public Health, General	4,997	5,830	6,808	7,606	8,642	73%	14%	3,645	1036	0%	1%	0%
51.0000	Health Services/Allied Health/Health Sciences, General	10,949	11,820	12,431	13,229	14,155	29%	7%	3,206	926	1%	1%	0%
14.0901	Computer Engineering, General	6,546	7,407	8,397	9,014	9,722	49%	8%	3,176	708	0%	1%	0%
30.0000	Multi-/Interdisciplinary Studies, General	4,229	4,785	5,263	5,508	7,365	74%	34%	3,136	1857	0%	0%	0%
26.1501	Neuroscience	5,346	6,121	6,581	7,398	8,284	55%	12%	2,938	886	0%	1%	0%
52.0201	Business Administration and Management, General	140,418	143,378	144,265	145,369	143,352	2%	-1%	2,934	-2017	9%	9%	0%
11.0401	Information Science/Studies	6,962	7,445	8,315	9,101	9,600	38%	5%	2,638	499	0%	1%	0%
11.1003	Computer and Information Systems Security/Auditing/Information Assurance	3,222	3,721	3,886	4,873	5,759	79%	18%	2,537	886	0%	0%	0%
09.0702	Digital Communication and Media/Multimedia	3,358	4,017	4,324	4,937	5,638	68%	14%	2,280	701	0%	0%	0%
04.0902	Architectural and Building Sciences/Technology	249	710	986	1,724	2,420	872%	40%	2,171	696	0%	0%	0%
52.1301	Management Science	3,607	3,859	4,167	4,591	5,532	53%	20%	1,925	941	0%	0%	0%
14.0801	Civil Engineering, General	13,059	13,379	13,872	14,579	14,910	14%	2%	1,851	331	1%	1%	0%
27.0501	Statistics, General	2,313	2,843	3,304	3,703	4,152	80%	12%	1,839	449	0%	0%	0%
14.1001	Electrical and Electronics Engineering	15,741	17,005	16,897	17,577	17,550	11%	0%	1,809	-27	1%	1%	0%
31.0505	Exercise Science and Kinesiology	23,889	25,324	25,612	25,719	25,670	7%	0%	1,781	-49	2%	2%	0%
52.1399	Management Sciences and Quantitative Methods, Other	582	725	942	1,933	2,323	299%	20%	1,741	390	0%	0%	0%
51.0701	Health/Health Care Administration/Management	11,574	11,986	12,141	12,367	13,185	14%	7%	1,611	818	1%	1%	0%
14.0501	Bioengineering and Biomedical Engineering	6,597	7,025	7,496	7,909	8,199	24%	4%	1,602	290	0%	1%	0%
26.0102	Biomedical Sciences, General	3,879	4,100	4,357	4,869	5,443	40%	12%	1,564	574	0%	0%	0%
03.0104	Environmental Science	6,160	6,437	6,911	7,254	7,649	24%	5%	1,489	395	0%	1%	0%
30.2501	Cognitive Science, General	1,114	1,472	1,705	2,121	2,561	130%	21%	1,447	440	0%	0%	0%
52.0203	Logistics, Materials, and Supply Chain Management	5,100	5,784	6,157	6,402	6,501	27%	2%	1,401	99	0%	0%	0%

A clear thoughtful process which engages stakeholders at the appropriate time can design out many issues

Issue	Suggested approach
Building programs with little demand	Work with enrollment professionals and conduct market research to ensure relevance (student and/or employer demand) of proposed programs.
Building programs in high-demand fields, but can't compete	Research competitor offerings to ensure differentiation and authenticity. Market research to consider brand strength in area of proposed major.
Investment in starting programs, but not in promotion	Involve marketing, enrollment management and finance in the program vision to ensure there is a plan to fund *and promote* new offerings.
Building programs based on demand alone	Involve faculty in the process of discerning which programs to test to align authenticity with demand, ensure institutional resource commitments through a planning process.

How do you create and execute impactful plans?

Let's discuss

1. What planning processes have you been a part of that have been especially effective (or not)? Why?

2. How do we make our academic plans more 'agile'?

3. What happens when projects fail to deliver results?
   - Do you have a culture and processes which allow plans to 'fail gracefully'?
   - Or does your campus prefer death-marches?

Thank You

Robert Van Cleef
Rob.vancleef@ruffalonl.com