



# Minutes DRAFT

**Committee Name: College Council Date: January 26, 2023**

**Time: 2:00pm – 4:00pm Location: MB 318 & Zoom**

**Attendees: President Hancock, Tanner Barnett, Lisa Stephens, Yvonne Mills, Mike Campbell, Kevin King, Heather Ostash, Corey Marvin, Melissa Bowen, Cody Pauxtis, Joe Slovacek, Kim Blackwell, Fatima Chavez Gomez**

**Absent: Chad Houck**

**1. Call to Order – 2:02 pm**

**2. Purpose of the Meeting**

The purpose of the College Council is to serve as the chief advisory and participatory recommending body to the President and is responsible for communicating issues specifically relevant to their constituent group and for feedback or input which has been requested by College Council.

**3. Approval of Minutes and Action Items**

- 1. Cody Pauxtis will contact SCE to inquire about a different day to close the IWV Campus for a permanent power turn-on to minimize the disruption to the first week of classes. Completion Date: Immediately. Completed.**

Minutes approved.

**4. Approval of Agenda**

Agenda approved.

**5. Constituency Reports**

**5.1 Academic Senate – Yvonne Mills**

- Adopted the proposed calendars. The calendars will now go to the next BOT meeting. Start dates and Spring Break will be added and shared with College Council.
- Presentation on two new programs that are under development. Computer Application Specialist, which will replace the Office Technology Program, and the Cyber Security Bachelors program.



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## 5.2 Classified Senate – Vacant

No report.

## 5.3 Student Government – Fatima Chavez Gomez

- Hosted a lunch event at IWV campus on 1/26/23.
- A SGCC rep attended the Academic Senate meeting by Zoom.
- A Valentine’s Day event is being discussed.
- There will be a new rep from SGCC attending the College Council meetings moving forward.

## 5.4 Consultation Council – President Hancock/Yvonne Mills

- Academic Calendars were not approved at the time of this meeting.
- Ensuring learning was put in our Targets & Tactics document. Locally we will need to identify our focus and identify a lead by February 10.
- Chancellor’s Report – District-level Annual Unit Reviews were discussed. There was discussion around the plan dates spanning over four years, and if there would be annual updates.
- Jack Hernandez Phronesis Award – September 14, 2023 Dinner & Lecture.
- Associate Vice Chancellor position was clarified. The Strong Workforce Dean position is now an Associate Vice Chancellor position to better align with the district operations. There are no Deans at the District level. Funding does not change.

## 5.5 Community College Association (CCA) – Joe Slovacek

No report.

## 5.6 California School Employee Association (CSEA) – Tanner Barnett

- They will be discussing Classified Senate at the next meeting
- Classified Mentor program will also be discussed at the next meeting.

## 6. Reporting Committees

### 6.1 Facilities – Cody Pauxtis

No report.

### 6.2 Safety & Security – Kevin King

Evacuation drills next week will be the week of February 1-3, at the IWV



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Campuses. Make sure the radios are charged and turned on. A CC Alert will be sent to the students.

## 6.3 Technology Resource Team (TRT) – Mike Campbell

A phishing email awareness test was completed this week by the district. District wide we did much worse than last year.

## 6.4 Student Equity and Achievement Committee (SEAC) – Heather Ostash

The committee is working on providing compensation for students participating in the governance process. The state guidelines were just recently changed to incentivize students to participate in the committee process, so we will be using \$1 of the student rep fees to pay for this. There is a \$28,000 surplus in student fees currently so there's hope that it will be implemented this semester. SGA Officers would be compensated as a stipend and not paid hourly. Students who participate in participatory governance committees will also be compensated at some level.

## 6.5 Incarcerated Students Education Program (ISEP) – Corey Marvin

No report.

## 7. Associated Committees

### 7.1 Budget Development – Chad Houck – *Title V, Sec. 53200:C.10*

No report.

#### 7.1.a. District Wide Budget Development Committee *Title V, Sec. 53200:C.10*

No report.

### 7.2 Institutional Effectiveness Committee (IEC) – Corey Marvin *Title V, Sec. 53200:C.10*

No report.

### 7.3 Professional Development – Corey Marvin *Title V, Sec. 53200:C.8*

No report.

### 7.4 Accreditation – Corey Marvin *Title V, Sec. 53200:C.7*

Mid-term report was accepted by ACCJC. Next up will be the Accreditation Report.



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## 8. Task Force Updates

8.1 Enrollment and Student Success with Equity Task Force Update – Corey Marvin  
No report.

8.2 Participatory Governance Model Task Force Update– President Hancock & Yvonne Mills  
No report.

## 9. Discussion Items

### 9.1 Educational Master Plan Kick-off – Gray Associates

The Educational Master Plan was presented by Gray Associates. The two-day campus visit will take place on April 17-18, 2023. It was felt that regular updates on the plan would flow through the Institutional Effectiveness Committee, or possibly a subgroup of the leadership committee.

## 10. Legislative Updates

No report.

## 11. Staffing Update

No report.

## 11 President's Report

### 11.1 BOT Retreat

The retreat is scheduled for January 31, 2023. ISEP, Dual Enrollment, Regional Public Safety Site, and health care expansion are just a few of the topics on that day.

### 11.2 Employee Convening

The event will take place on February 10, 2023. Travel will be covered and hotels arranged for those coming from ESCC. Classified will be paid for their time.

### 11.3 Suggestion Box Topics

No report.



# Minutes DRAFT

**12 Miscellaneous**  
n/a

**13 Review of Action Items**

**14 Future Agenda Items**

15.1 AUP Presentations

15.2 Revised Mission Statement

**15 Future Meeting Dates**

<del>September 1, 2022</del>	<del>January 26, 2023</del>
<del>September 15, 2022</del>	February 9, 2023
<del>October 6, 2022</del>	February 23, 2023
<del>October 20, 2022</del>	March 2, 2023
<del>November 3, 2022</del>	March 16, 2023
<del>November 8, 2022</del>	April 6, 2023
<del>November 17, 2022</del>	April 20, 2023
<del>December 1, 2022</del>	May 11, 2023

**15. Adjournment – 4:10pm**

Meeting Chair: President Sean Hancock / Yvonne Mills

Recorder: Jennifer Curtis



# Minutes DRAFT

**Committee Name: College Council**

**Date: April 20, 2023**

**Time: 2:00pm – 4:00pm**

**Location: MB 318 & Zoom**

**Attendees: President Hancock, Tanner Barnett, Yvonne Mills, Mike Campbell, Heather Ostash, Corey Marvin, Melissa Bowen, Kim Blackwell, Chad Houck, Cody Pauxtis, Fatima Chavez Gomez, Kevin King, Joe Slovacek**

**Absent: Lisa Stephens**

**Guest: Gray Associates, Valerie Karnes, Paul Kuttig, Shelly Tannehill**

**1. Call to Order – 2:05**

**2. Purpose of the Meeting**

The purpose of the College Council is to serve as the chief advisory and participatory recommending body to the President and is responsible for communicating issues specifically relevant to their constituent group and for feedback or input which has been requested by College Council.

**3. Approval of Minutes and Action Items**

**1. Review the Resource Request Analysis with your constituencies and provide feedback at the April 20, 2023, meeting.**

**No additional feedback on the document. Faculty did request clarification on the faculty-hiring list agreed upon by Faculty Senate**

Minutes approved.

**4. Approval of Agenda**

Agenda approved.

**5. Constituency Reports**

**5.1 Academic Senate – Yvonne Mills**

- Parking was discussed. Questions as to when we will charge for parking. Faculty overall are opposed to parking fees.



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- The transfer from Barnes & Noble to eCampus has not been communicated well. More information is needed to be able to share with students.

## 5.2 Classified Senate – Vacant

Elections committee is being formed now. The committee will begin work on May 1st. The work will begin to get the nominations going and wrapped up by June.

## 5.3 Student Government – Fatima Chavez Gomez

- Voting for Student Government Officers closes at 4pm today.
- An update on parking fees has been requested. A parking management system was approved by the BOT at their last meeting. What will be happening at Cerro Coso still has not been decided. A system of choice will be investigated so that there may be some areas of free parking.
- The road leading to the college was a concern. The college has been working with the city and the BLM to get the road repaired. There is confusion about who is responsible for certain portions of the road. The portion of the road that starts at our fence line will be starting the summer of 2024, along with the parking lot of the gym, and the Child Development Center.
- The CFIT group for Food Services was discussed. The group will be meeting soon.

## 5.4 Consultation Council – President Hancock/Yvonne Mills

No meeting.

## 5.5 Community College Association (CCA) – Joe Slovacek

- CCA Elections will close Monday and results will be presented at the next College Council meeting.

## 5.6 California School Employee Association (CSEA) – Tanner Barnett

- Met with Abe last week and the job study will be moving forward.
- Summer MOU will be voted on next week for BC and CC. PC will be the following week.



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- The BOT recognized that May 22-26 will be Classified Employee Week.

## 6. Reporting Committees

### 6.1 Facilities – Cody Pauxtis.

The PowerPoint slide was presented. See College Council SharePoint folder for information.

### 6.2 Safety & Security – Kevin King

The PowerPoint slide was presented. See College Council SharePoint folder for information.

### 6.3 Technology Resource Team (TRT) – Mike Campbell

The PowerPoint slide was presented. See College Council SharePoint folder for information.

### 6.4 Student Equity and Achievement Committee (SEAC) – Heather Ostash

The PowerPoint slide was presented. See College Council SharePoint folder for information.

### 6.5 Incarcerated Students Education Program (ISEP) – Corey Marvin

The PowerPoint slide was presented. See College Council SharePoint folder for information. Portables will need to be off our inventory by June. CCI will take possession of them until they can be installed.

## 7. Associated Committees

### Budget Development – Chad Houck – *Title V, Sec. 53200:C.10*

The PowerPoint slide was presented. See College Council SharePoint folder for information.

### 7.1.a. District Wide Budget Development Committee *Title V, Sec. 53200:C.10*

Has not met since the last meeting. More information will be shared at the next College Council meeting.

### 7.2 Institutional Effectiveness Committee (IEC) – Corey Marvin *Title V, Sec. 53200:C.10*

Meeting next week.





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7.3 Professional Development – Corey Marvin *Title V, Sec. 53200:C.8*  
Finalized the RA and survey. Please take the survey, all employees!

7.4 Accreditation – Corey Marvin *Title V, Sec. 53200:C.7*  
Meeting next week.

## 8. Task Force Updates

8.1 Enrollment and Student Success with Equity Task Force Update – Corey Marvin  
Meeting next week and the group will familiarize themselves on the Targets & Tactics document.

8.2 Participatory Governance Model Task Force Update– President Hancock & Yvonne Mills  
Met today and continued work on reviewing the document and see what might be missing and where the focus should be.

8.3 Educational Master Plan – Heather Ostash  
Gray Associates provided an update on the document during the meeting.

## 9. Discussion Items

9.1 New Programs - Valerie Karnes

9.1. a IT/Cyber Security Degree Changes

9.1.b New Computer Application Specialist Certificates and Degrees to replace the Business Office Technology program

9.1.c Cyber Security Technology Bachelor of Science Degree

Valerie Karnes presented the changes to Information Technology. Refer to the attachments in the College Council SharePoint folder for complete information. The Cyber Security Technology Bachelor of Science Degree will be presented to the BOT on May 11, 2023.

9.2 Vocational Nursing Program Review – Shelly Tannehill

Shelly Tannehill presented the Vocational Nursing Program Review.

9.3 Gray Associates – Educational Master Plan

Gray Associates provided an update on the Education Master Plan. The plan will be available at the May 4, 2023, College Council meeting.



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## 9.4 Business Department Update – Corey Marvin

There are 5 different programs in the department and there are two of those programs that would be moved.

IT and digital media would transfer over to Information Technology. The business classes would be kept separate under the Business Department.

## 9.5 Athletics Program Review – John McHenry

John Mchenry presented the Athletics Program Review.

## 10. Legislative Updates

Legislative updates as of April 6 from ACCA have been uploaded to the SharePoint folder.

## 11. Staffing Update

The staffing update document can be viewed in the SharePoint folder.

## 12. President's Report

### 12.1 Suggestion Box Topics

No new items.

### 12.2 Native American Student Support & Success Program Grant (attachment)

Cerro Coso is eligible to apply for the grant. Twenty colleges will be chosen to be awarded the grant and we were notified that we were chosen. The grant forms are being routed to the district and will require that we hire a full-time program coordinator. The money for the position will be categorically funded.

## 13. Miscellaneous

N/A

## 14. Review of Action Items

No action items.

## 15. Future Agenda Items

### 15.1 AUP Presentations

### 15.2 Revised Mission Statement



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## 16. Future Meeting Dates

<del>September 1, 2022</del>	<del>January 26, 2023</del>
<del>September 15, 2022</del>	<del>February 9, 2023</del>
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<del>November 17, 2022</del>	<del>April 20, 2023</del>
<del>December 1, 2022</del>	May 9, 2023

## 17. Adjournment – 4:31pm

Meeting Chair: President Sean Hancock / Yvonne Mills

Recorder: Jennifer Curtis



**GRAY**  
ASSOCIATES

## **Program Portfolio Strategy Workshop**

**PES+ Markets Data Extract**



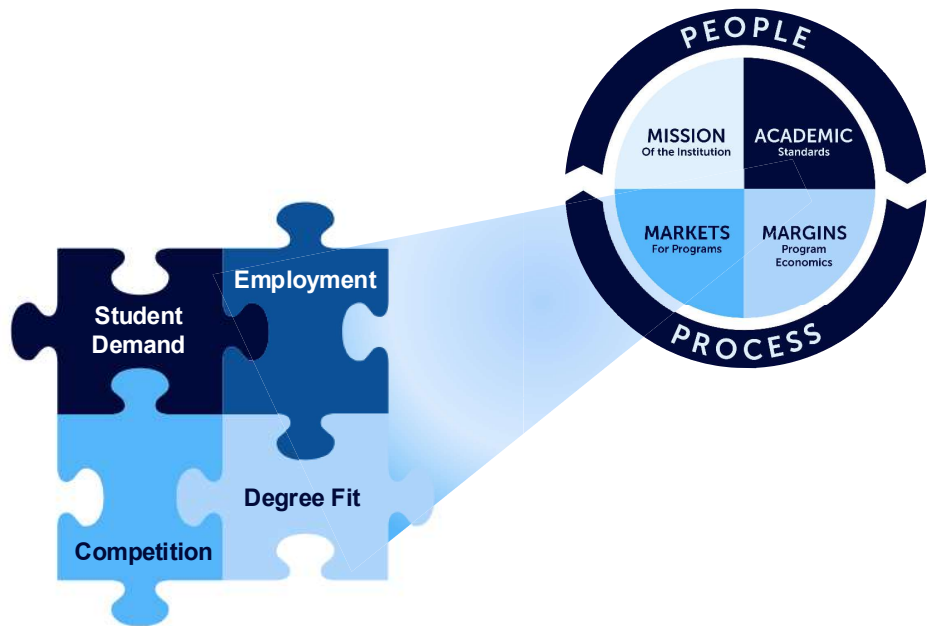
April 17-18, 2023

## Program Evaluation System: PES+ Markets

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**PES+ Markets scoring uses 50+ market evaluation criteria in four broad categories.**

- Cerro Coso's version of PES+ Markets is configured with custom scoring rubrics.
- A Cerro Coso team reviewed results for a variety of programs to validate that the scoring reflects the college's mission and priorities.



# Scoring Process: Percentiles

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Data tracked for each of the 1,500+ IPEDS programs are sorted and assigned to percentiles.

### Targets

- Using percentiles, we set a performance threshold for each metric.
- “98” indicates the 98<sup>th</sup> percentile – meaning that the value is higher than for 98% of the 1,500+ programs in the system.

Size: BLS Current Employment *Illustrative*

Percentile High

98 ↩

95 ↩

Percentile Low

90 ↩

Percentile Min

70 ↩

High to 100

4 ↩

Med to High

3 ↩

Low to Med

2 ↩

Min to Low

1 ↩

0 to Min

0 ↩

The 98<sup>th</sup> - percentile program had 1,280,184 employed (during most recent 12-month period).

Pctl	Value
100	<b>11,585,035</b>
98	<b>1,280,184</b>
95	<b>544,935</b>
90	<b>206,122</b>
80	<b>67,734</b>
70	<b>30,087</b>
50	<b>6,663</b>
20	<b>492</b>
10	<b>129</b>
5	<b>30</b>
2	<b>10</b>
0	<b>0</b>

# Scoring Process: Percentiles

Scores are assigned based on the percentile for that metric for that program.

- Targets**
- Using percentiles, we set a performance threshold for each metric.
  - "98" indicates the 98<sup>th</sup> percentile – meaning that the value is higher than for 98% of the 1,500+ programs in the system.

**Scores**  
Each program receives points for that metric based on the specific metric and the percentile.

Size: BLS Current Employment *Illustrative*

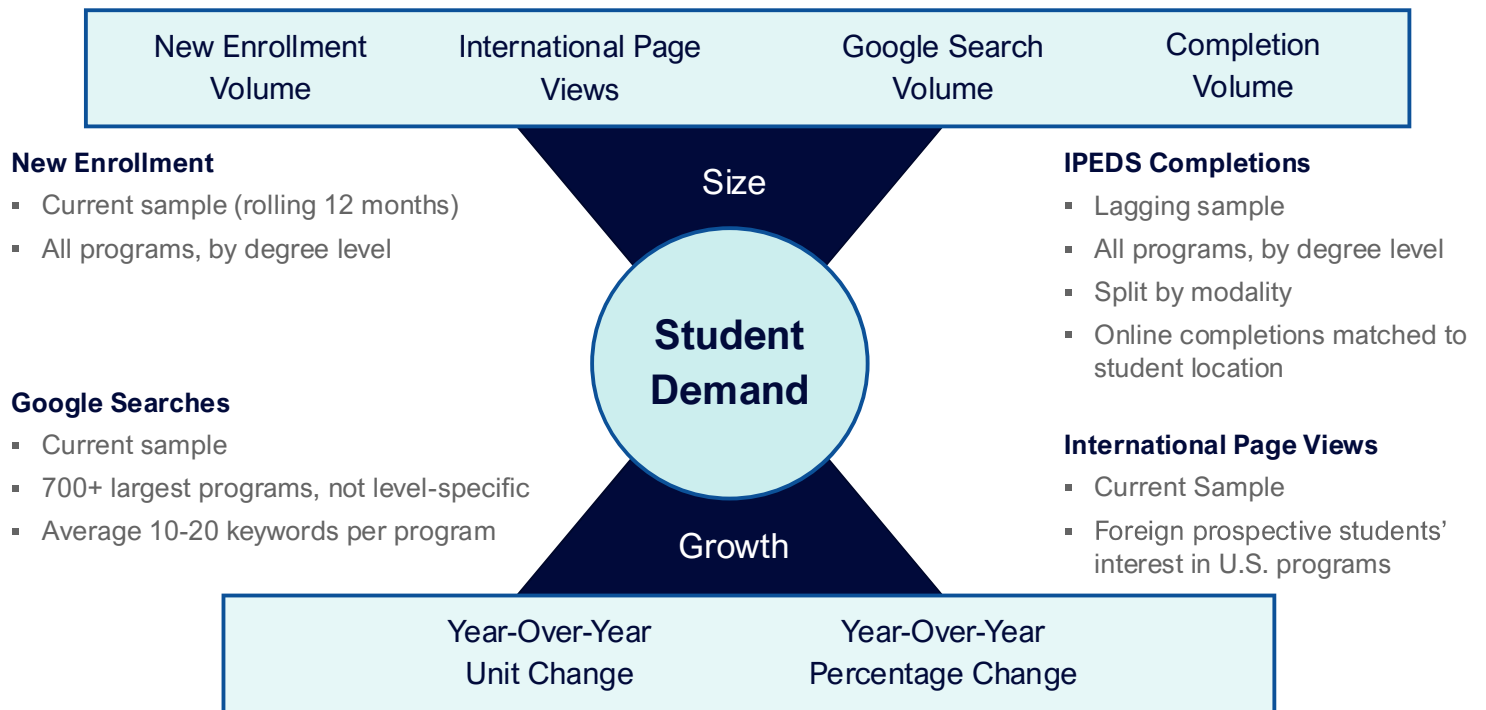
Percentile High	98	↔
Percentile Medium	95	↔
Percentile Low	90	↔
Percentile Min	70	↔
High to 100	4	↔
Med to High	3	↔
Low to Med	2	↔
Min to Low	1	↔
0 to Min	0	↔

Pctl	Value
100	<b>11,585,035</b>
98	<b>1,280,184</b>
95	<b>544,935</b>
90	<b>206,122</b>
80	<b>67,734</b>
70	<b>30,087</b>
50	<b>6,663</b>
20	<b>492</b>
10	<b>129</b>
5	<b>30</b>
2	<b>10</b>
0	<b>0</b>

Programs with more jobs than the 98<sup>th</sup> percentile (1,280,184) receive 4 points.

# Student Demand

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# Scoring Rubric: Student Demand - Size

## Associate Career Rubric

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		Size					
Metric		New Student Enrollment Volume (12 Months)	International Page Views (12 Months)	Google Search Volume (3 Months)	Sum of On-Ground and Online Completions 2020	Online Completions by In-Market Students	On Ground Completions at In-Market Institutions
Percentile Threshold	High ≥	98	98	98	98	98	98
	Med. ≥	95	95	95	95	95	95
	Low ≥	90	90	90	90	90	90
	Min. ≤	80	80	80	80	20	20
Score	High to 100	6	0	6	4	6	0
	Med.	5	0	5	3	4	0
	Low	4	0	4	2	2	0
	Min.	2	0	2	1	1	0
	0 to Min	0	0	0	0	0	0
		Associate Transfer: 8 - 0		Associate Transfer: 8 - 0			

# Scoring Rubric: Student Demand – Growth

## Associate Career Rubric

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		Growth					
Metric		New Student Enrollment YoY Change (Units)	Google Search YoY Change (Units)	Completion Volume YoY Change (Units)	New Student Enrollment YoY Change (%)	Google Search YoY Change (%)	Completion Volume YoY Change (%)
Percentile Threshold	High ≥	95	95	95	80	80	80
	Med. ≥	90	90	90	70	70	70
	Low ≥	50	50	50	50	50	50
	Min. ≤	20	20	20	20	20	20
Score	High to 100	3	3	2	2	1	1
	Med.	2	2	1	1	0	0
	Low	1	1	0	0	0	0
	Min.	0	0	0	0	0	0
	0 to Min	-1	-1	-1	-1	-1	-1

# Scorecard: Student Demand

## Associate Career, 160-Mile Radius

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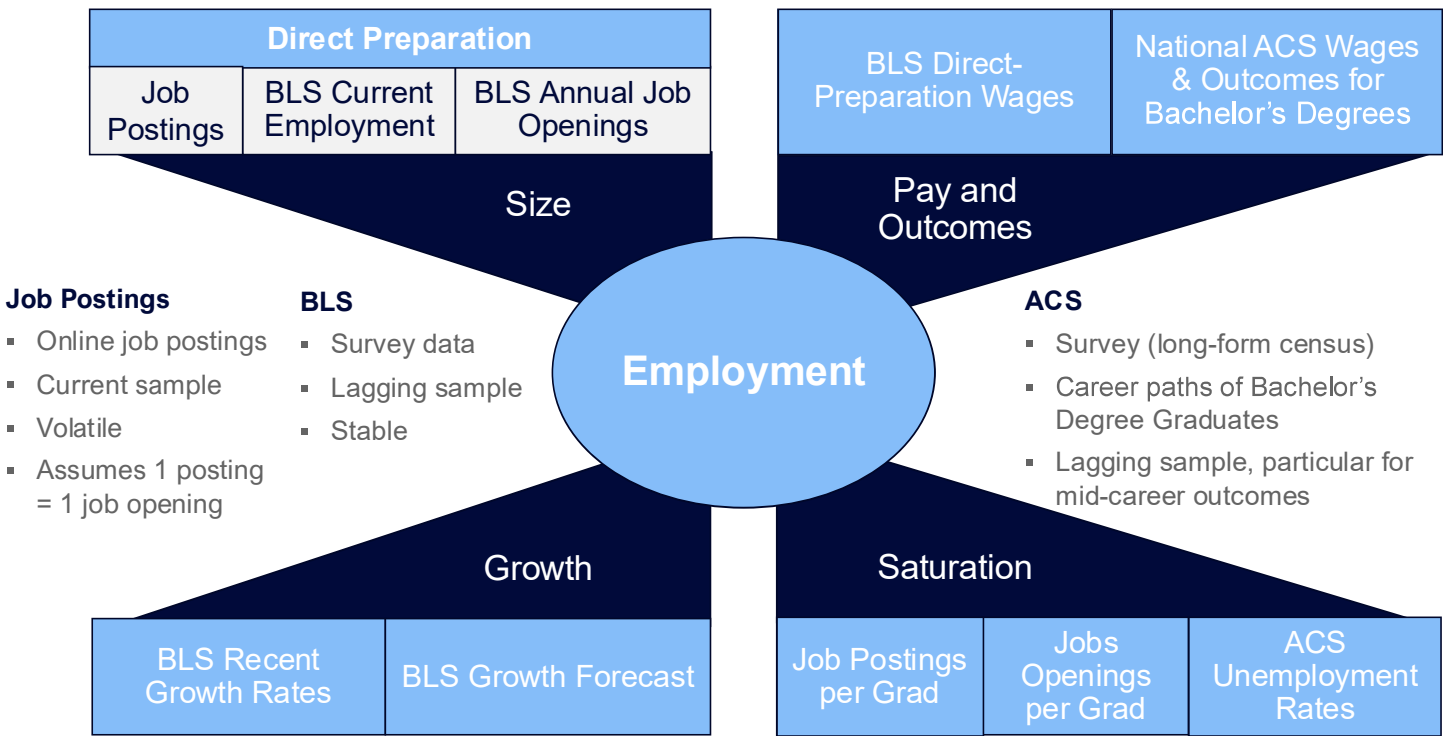
We use color-coding to make the data easier to interpret.

Student Demand  
Score: 14 Percentile: 94

Catego...	Pctl	Criterion	Value	Score
Size	32	Google Search Volume (3 Months)*	26	0
	0	International Page Views (12 Months)	0	NS
	99	New Student Enrollment Volume (12 Mo.)	1,156	8
	99	On-ground Completions at In-Market Institutions	1,510	NS
	97	Online Completions by In-Market Students	12	4
	99	Sum of On-ground and Online Completions	1,522	4
Growth	35	Google Search YoY Change (Units)*	-2	0
	0	New Student Enrollment Vol. YoY Change (Units)	-134	-1
	2	Completion Volume YoY Change (Units)	-24	-1
	26	Google Search YoY Change (%)*	-8%	0
	48	New Student Enrollment Vol. YoY Change (%)	-10%	0
	53	Completion Volume YoY Change (%)	-2%	0

- \* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
- \*\* - Color scale in reverse.
- NA - No data available/not currently tracked.
- NS - Not Scored in Rubrics (values = 0).
- 2-Yr - Associates & certificate programs only.
- PCTL - Percentile





# Scoring Rubric: Employment – Size & Growth

## Associate Career Rubric

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		Size				Growth			
Metric		Job Postings (12 Months)	BLS Direct Prep. Employment	BLS Annual Job Openings	ACS Current Employment	ACS Job Postings	BLS Direct Prep. 1-Year CAGR	BLS Direct Prep. 3-Year CAGR	BLS 10-Year Forecast CAGR
Percentile Threshold	High ≥	98	98	98	98	98	95	95	95
	Medium ≥	95	95	95	95	95	80	80	80
	Low ≥	90	90	90	90	90	50	50	50
	Min. ≤	70	70	70	70	70	20	20	20
Score	High to 100	8	8	3	-	-	1	3	-
	Med.	6	6	2	-	-	0	2	-
	Low	4	4	1	-	-	0	1	-
	Min.	2	2	0	-	-	0	0	-
	0 to Min	0	0	0	-	-	-1	-2	-
		Associate Transfer: 3 - 0	Associate Transfer: 3 - 0	Associate Transfer: Not Scored			Associate Transfer: Not Scored		

# Scoring Rubric: Employment – Saturation & Pay

## Associate Career Rubric

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		Saturation		Direct Prep. Wages	
Metric		Job Postings Per Graduate	BLS Job Openings Per Graduate	BLS 10 <sup>th</sup> Percentile Wages	BLS Mean Wages
Percentile Threshold	High ≥	90	90	90	90
	Medium ≥	80	80	80	80
	Low ≥	70	70	50	50
	Min. ≤	50	50	20	15
Score	High to 100	3	3	6	-
	Med.	2	2	5	-
	Low	1	1	4	-
	Min.	0	0	0	-
	0 to Min	-1	-1	-10	-
		Associate Transfer: 4 – (-1)	Associate Transfer: Not Scored	Associate Transfer: 5 - 0	

BLS Direct Prep Wages: 160-Mile Radius

Percentile	10 <sup>th</sup> -Percentile Wages	Mean Wages
100%	\$136,260	\$234,209
98%	\$89,398	\$134,463
95%	\$76,670	\$124,857
90%	\$69,451	\$111,169
80%	\$60,778	\$99,875
70%	\$53,361	\$89,289
50%	\$44,578	\$72,891
20%	\$33,693	\$53,337
10%	\$29,760	\$43,581
5%	\$27,796	\$36,227

Wage Floor: \$33,693

# Scoring Rubric: Employment – ACS Outcomes

## Associate Career Rubric

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		National ACS (Bachelor's Degrees) Pay and Outcomes								
Metric		Wages (Age <30)	Wages (Age 30-60)	% with any Graduate Degree	% with Master's Degree	% with Doctorate/Prof Degree	% Unemployed (Age <30)	% Unemployed (Age 30-60)	% in Direct Prep.	
Percentile Threshold	High ≥	90	90	98	98	98	95	95	98	
	Medium ≥	80	80	95	95	95	80	80	95	
	Low ≥	50	50	90	90	90	50	50	90	
	Min. ≤	20	20	20	20	20	20	20	20	
Score	High to 100	-	-	-	-	-	-	-	-	
	Med.	-	-	-	-	-	-	-	-	
	Low	-	-	-	-	-	-	-	-	
	Min.	-	-	-	-	-	-	-	-	
	0 to Min	-	-	-	-	-	-	-	-	
		Associate Transfer: 3 – (-5)	Associate Transfer: 3 – (-5)				Associate Transfer: -3 - 2	Associate Transfer: -3 - 1		

# Scorecard: Employment

## Associate Career Rubric, 160-Mile Radius

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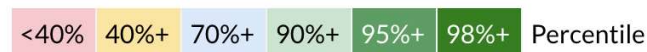
This section provides data on total employment, job postings, and outcomes.

### Employment\*

Score: 2 Percentile: 67

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	95	Job Postings Total (12 Months)*	3,017	2
	96	BLS Current Employment*	16,245	2
	97	BLS Annual Job Openings*	2,209	NS
Size: ACS Bach. Outcomes	95	Job Postings Total (12 Months)*	3,017	NS
		BLS Current Employment*	NA	NS
Growth (Direct Prep)	21	BLS 1-Year Historical Growth*	-13.4%	NS
	14	BLS 3-Year Historic Growth (CAGR)*	-5.4%	-1
	57	BLS 10-Year Future Growth (CAGR)*	0.4%	NS
Saturation (Direct Prep)	29	Job Postings per Graduate*	0.8	-1
	40	BLS Job Openings per Graduate*	0.6	NS
Wages (Direct Prep)	4	BLS 10th-Percentile Wages*	\$27,573	0
	4	BLS Mean Wages*	\$35,533	NS
National American Community Survey Bachelor's Degree Outcomes		Wages (Age < 30)	NA	NS
		Wages (Age 30-60)	NA	NS
		% with Any Graduate Degree	NA	NS
		% with Masters	NA	NS
		% with Doct/Prof Degree	NA	NS
		% Unemp. (Age <30)**	NA	NS
		% Unemp. (Age 30-60)**	NA	NS
		% in Direct Prep Jobs	NA	NS

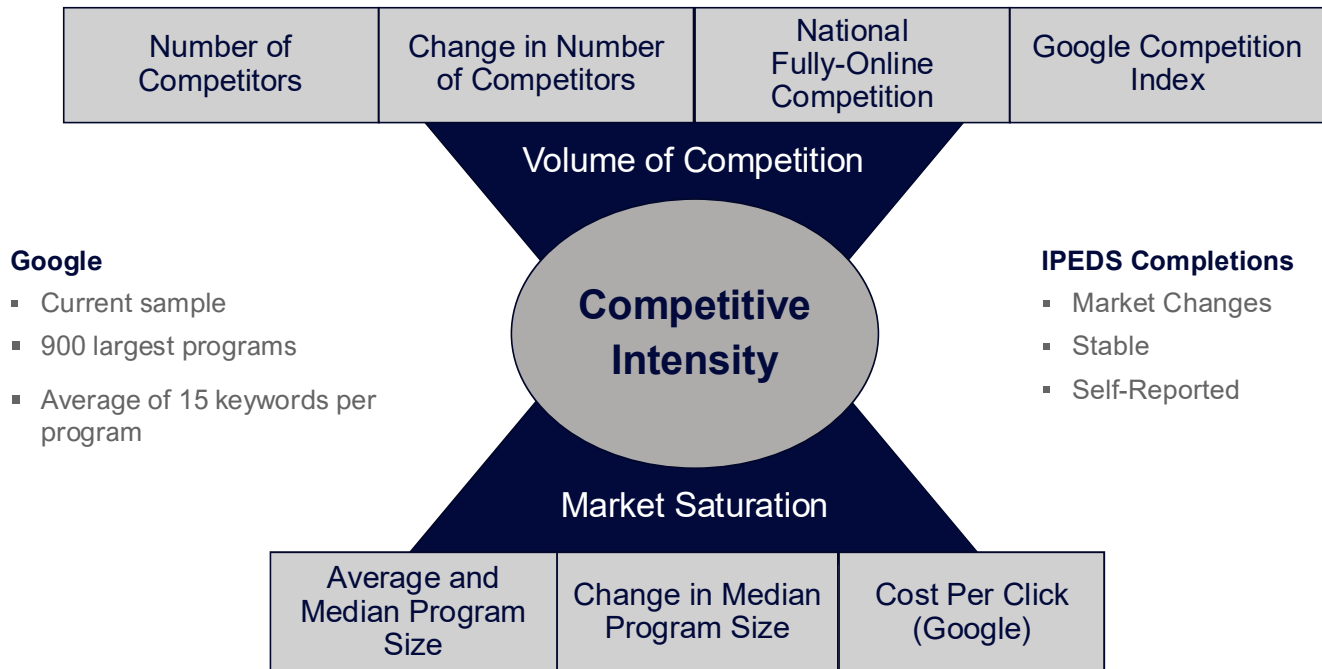
- \* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
- \*\* - Color scale in reverse.
- NA - No data available/not currently tracked.
- NS - Not Scored in Rubrics (values = 0).
- 2-Yr - Associates & certificate programs only.
- PCTL - Percentile





# Competitive Intensity

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# Scoring Rubric: Competitive Intensity - Volume

## Associate Career Rubric

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		Volume					
Metric		Campuses with Grads	Institution YoY Change (Units)	Avg. Comp. by Local Institution	Median Comp. by Local Institution	Median Program Size YoY Change (Units)	Median Program Size YoY Change (%)
Percentile Threshold	High ≥	98	98	98	98	98	80
	Med. ≥	95	95	95	95	95	70
	Low ≥	90	90	70	70	90	50
	Min. ≤	70	80	50	50	20	20
Score	High to 100	-4	-	4	5	3	1
	Med.	-2	-	3	4	2	0
	Low	2	-	2	2	1	0
	Min.	4	-	0	0	0	0
	0 to Min	0	-	-2	-2	-1	-1
					Associate Transfer: 4 - (-2)		

# Scoring Rubric: Employment Opportunities – Saturation

## Associate Career Rubric

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Metric		National Online Program Volume				Saturation	
		# National Online Institutions	# Institutions with Online In-Market Students	National Online % of Institutions	National Online % of Completions	Google Cost per Click	Google Competitive Index
Percentile Threshold	High ≥	98	98	98	98	90	90
	Med. ≥	95	95	95	95	80	80
	Low ≥	90	90	90	90	70	50
	Min. ≤	80	70	80	80	69	20
Score	High to 100	-	4	-	3	-2	-1
	Med.	-	1	-	2	-1	0
	Low	-	1	-	1	0	0
	Min.	-	0	-	-	0	0
	0 to Min	-	0	-	-	2	1
				Associate Transfer:			
				3 - 0			

# Scorecard: Competitive Intensity

## Associate Career Rubric, 160-Mile Radius

This section provides the number of local competitors, on-campus cohort sizes, marketing cost indicators, and measures of online competition.

### Competitive Intensity

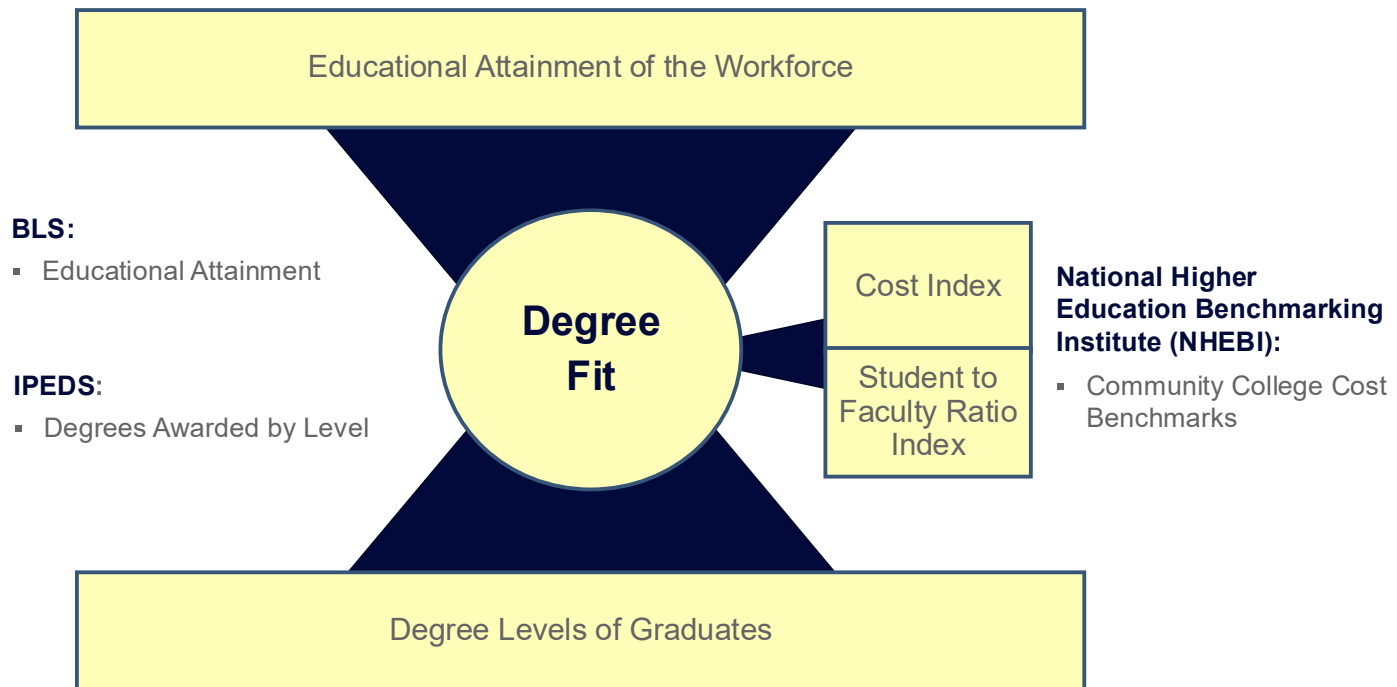
Score: 5 Percentile: 96

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	99	Campuses with Graduates**	31	-4
	99	Campuses with Grads YoY Change (Units)**	3	NS
	99	Institutions with Online In-Market Students**	5	4
In-Market Program Sizes	92	Average Program Completions	49	2
	94	Median Program Completions	40	2
	11	YoY Median Prog. Compl. Change (Units)	-6	-1
In-Market Saturation	50	YoY Median Prog. Compl. Change (%)	-12%	0
	29	Google Search * Cost per Click**	\$3	2
	56	Google Competition Index**	0.26	0
National Online Competition	98	National Online Institutions (Units)**	39	NS
	79	Nat'l Online % of Institutions	14%	NS
	64	Nat'l Online % of Completions	6%	0

- \* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
- \*\* - Color scale in reverse.
- NA - No data available/not currently tracked.
- NS - Not Scored in Rubrics (values = 0).
- 2-Yr - Associates & certificate programs only.
- PCTL - Percentile

\*\* Color Scale in Reverse





# Scoring Rubric: Degree Fit – Completions

## Associate Career Rubric

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Category		Completions (IPEDS)						
Metric		Certificate	Associate and Below	Bachelor's	Master's	Doctoral	Bachelor's and Above	Graduate
Threshold	Max ≥	100%	100%	100%	100%	100%	72%	100%
	Min. ≤	0%	20%	25%	0%	0%	0%	0%
Score	Max ≥	-	-	-	-	-	-10	-
	Min. ≤	-	-10	-	-	-	-	-

Associate Transfer: If < 10% of completions are Associate and Below or Bachelor's, then it will be penalized by 10 points. If more than 80% of completions are certificate, it will also lose 20 points.

Category		Educational Attainment (BLS)					
Metric		No College	Some College	Some College and Associate	Bachelor's	Bachelor's and Above	Graduate
Threshold	Max ≥	60%	100%	100%	100%	100%	40%
	Min. ≤	0%	0%	0%	0%	0%	0%
Score	Max ≥	-20	-	-	-	-	-
	Min. ≤	-	-	-	-	-	-

Associate Transfer: If > 40% No College, then it is penalized by 20 points.

# Scorecard: Degree Fit

## Associate Career Rubric, 160-Mile Radius

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The Degree Fit section indicates the appropriate award level(s) for a program.

### National Completions by Level

Score: -10

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	71%	58%	32%
Associates	29%	42%	68%
Bachelors	0%	0%	0%
Postbaccalaureate Certificate	0%	0%	0%
Masters	0%	0%	0%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	0%

### Degree Fit:

Score: -10 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Natl	27	Cost Index**	80%	NS
2 Year	70	Student: Faculty Index	109%	NS

<40% 40%+ 70%+ 90%+ 95%+ 98%+ Percentile

### National Workforce Ed. Attainment

Score: 0

Award Level	BLS Educational Attainment
No College	37%
Some College	25%
Associates	12%
Bachelors	20%
Masters	6%
Doctoral	1%

- \* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
- \*\* - Color scale in reverse.
- NA - No data available/not currently tracked.
- NS - Not Scored in Rubrics (values = 0).
- 2-Yr - Associates & certificate programs only.
- PCTL - Percentile

\*\* Color Scale in Reverse

Percentile (Reverse) <02 02+ 05+ 10+ 30+ 60+

# Program Scorecard

## Associate Career Rubric, 160-Mile Radius

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Market: 160-Mile Radius

Total Score: 11

Percentile: 94

### Student Demand

Score: 14 Percentile: 94

Catego...	Pctl	Criterion	Value	Score
Size	32	Google Search Volume (3 Months)*	26	0
	0	International Page Views (12 Months)	0	NS
	99	New Student Enrollment Volume (12 Mo.)	1,156	8
	99	On-ground Completions at In-Market Institutions	1,510	NS
	97	Online Completions by In-Market Students	12	4
Growth	99	Sum of On-ground and Online Completions	1,522	4
	35	Google Search YoY Change (Units)*	-2	0
	0	New Student Enrollment Vol. YoY Change (Units)	-134	-1
	2	Completion Volume YoY Change (Units)	-24	-1
	26	Google Search YoY Change (%)*	-8%	0
	48	New Student Enrollment Vol. YoY Change (%)	-10%	0
53	Completion Volume YoY Change (%)	-2%	0	

### Competitive Intensity

Score: 5 Percentile: 96

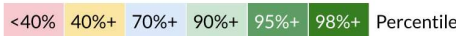
Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	99	Campuses with Graduates**	31	-4
	99	Campuses with Grads YoY Change (Units)**	3	NS
	99	Institutions with Online In-Market Students**	5	4
In-Market Program Sizes	92	Average Program Completions	49	2
	94	Median Program Completions	40	2
	11	YoY Median Prog. Compl. Change (Units)	-6	-1
In-Market Saturation	50	YoY Median Prog. Compl. Change (%)	-12%	0
	29	Google Search * Cost per Click**	\$3	2
National Online Competition	56	Google Competition Index**	0.26	0
	98	National Online Institutions (Units)**	39	NS
	79	Nat'l Online % of Institutions	14%	NS
	64	Nat'l Online % of Completions	6%	0

### Employment\*

Score: 2 Percentile: 67

Category	Pctl	Criterion	Value	Score
Size: Direct Prep	95	Job Postings Total (12 Months)*	3,017	2
	96	BLS Current Employment*	16,245	2
	97	BLS Annual Job Openings*	2,209	NS
Size: ACS Bach. Outcomes	95	Job Postings Total (12 Months)*	3,017	NS
		BLS Current Employment*	NA	NS
Growth (Direct Prep)	21	BLS 1-Year Historic Growth*	-13.4%	NS
	14	BLS 3-Year Historic Growth (CAGR)*	-5.4%	-1
	57	BLS 10-Year Future Growth (CAGR)*	0.4%	NS
Saturation (Direct Prep)	29	Job Postings per Graduate*	0.8	-1
	40	BLS Job Openings per Graduate*	0.6	NS
Wages (Direct Prep)	4	BLS 10th-Percentile Wages*	\$27,573	0
	4	BLS Mean Wages*	\$35,533	NS
National American Community Survey Bachelor's Degree Outcomes		Wages (Age < 30)	NA	NS
		Wages (Age 30-60)	NA	NS
		% with Any Graduate Degree	NA	NS
		% with Masters	NA	NS
		% with Doct/Prof Degree	NA	NS
		% Unemp. (Age <30)**	NA	NS
		% Unemp. (Age 30-60)**	NA	NS
		% in Direct Prep Jobs	NA	NS

- \* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
- \*\* - Color scale in reverse.
- NA - No data available/not currently tracked.
- NS - Not Scored in Rubrics (values = 0).
- 2-Yr - Associates & certificate programs only.
- PCTL - Percentile



### Degree Fit:

Score: -10 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year	27	Cost Index**	80%	NS
	70	Student: Faculty Index	109%	NS

### National Completions by Level

Score: -10

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)
Certificate	71%	58%	32%
Associates	29%	42%	68%
Bachelors	0%	0%	0%
Postbaccalaureate Certificate	0%	0%	0%
Masters	0%	0%	0%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	0%

### National Workforce Ed. Attainment

Score: 0

Award Level	BLS Educational Attainment
No College	37%
Some College	25%
Associates	12%
Bachelors	20%
Masters	6%
Doctoral	1%

\*\* Color Scale in Reverse





## Rubric Scoring: Associate Career Rubric

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Student Demand and Employment represent 72% of a possible positive score.

Rubric			
Category	Min Score	Max Score	% of Max
Student Demand	-6	34	36%
Employment	-15	35	36%
Competitive Intensity	-13	27	28%
Degree Fit	-40	0	0%
Totals	-74	96	

## Rubric Scoring: Associate Transfer Rubric

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Student Demand and Employment represent 72% of a possible positive score, with student demand weighted significantly more.

Rubric			
Category	Min Score	Max Score	% of Max
Student Demand	-6	38	42%
Employment	-18	27	30%
Competitive Intensity	-13	26	28%
Degree Fit	-60	0	0%
Totals	-97	91	

## Rubric Scoring: Bachelor's Rubric

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The Bachelor's rubric is adjusted to target good potential new programs with some changes.

- Student Demand follows similar scoring to the associate rubrics with higher weight in on-ground completions.
- Employment scores ACS outcomes and wages significantly higher than the associate rubrics.
- Competitive Intensity scores competitor campuses higher to target programs with healthy competition.
- Degree Fit has been adjusted to "knock-out" any programs that are not typically offered at this award level.

Rubric			
Category	Min Score	Max Score	% of Max
Student Demand	-6	39	39%
Employment	-27	39	39%
Competitive Intensity	-21	22	22%
Degree Fit	-30	0	0%
Totals	-84	100	



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April 17-18, 2023

# Student Demand

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PES+ Markets uses three independent sources for U.S. student demand, plus one for foreign.

	New Enrollment Volume	International Page Views	Google Searches
<b>PURPOSE</b>	Understand demand by program	Understand foreign demand for U.S. programs	Understand demand by program
<b>METRICS</b>	<ul style="list-style-type: none"> <li>▪ New Student Enrollment Volume: Enrollment for a program in the most recent 12 months</li> <li>▪ New Student Enrollment Volume YoY Change (Units)</li> <li>▪ New Student Enrollment Volume YoY Change (%)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Int'l Page Views (12 Months): Measure of demand from prospective students for U.S.-based academic programs, for the most recent 12 months</li> </ul>	<ul style="list-style-type: none"> <li>▪ Google Search Volume (3 Months): Number of Google searches on the top 15-20 keywords for 900+ programs over the most recent quarter</li> </ul>
<b>USE &amp; APPLICABILITY</b>	<ul style="list-style-type: none"> <li>▪ Current indicator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good measure of demand from foreign students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current indicator</li> <li>▪ Only includes the largest programs</li> <li>▪ Some Google searches use keywords that do not apply uniquely to a single program</li> </ul>

Sources: Enrollment from National Student Clearing House, with Gray refinements. Google keywords tracked by U.S. county and updated quarterly. International Page Views from exclusive licensing arrangement with Studyportals.

# Student Demand: Completions

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Completions are assigned to campus locations for on-campus students and to student locations for online students.

	On-Campus Completions at In-Market Institutions	Online Completions by In-Market Students	Sum of On-Campus and Online Completions
<b>PURPOSE</b>	Understand market size and trends by on-campus students at campuses in the market	Understand market size and trends for students who live in-market and study online	Understand combined on-campus and online student demand in-market
<b>METRICS</b>	<ul style="list-style-type: none"> <li>On-campus completions at in-market institutions: For the most recent 12 months reported by IPEDS, all completions reported for in-market institutions, excluding completions identified as online</li> </ul>	<ul style="list-style-type: none"> <li>Online Completions by In-Market Students: For the most recent 12 months reported by IPEDS, all completions by students located in the selected market, regardless of the location of the institution</li> </ul>	<ul style="list-style-type: none"> <li>Sum of On-Campus and Online Completions: Sum of the On-Campus completions and Online completions shown separately</li> <li>Completion Volume YoY Change (Units): 1-year change in Sum of On-Campus and Online Completions</li> <li>Completion Volume YoY Change (%): 1-year change in Sum of On-Campus and Online Completions</li> </ul>
<b>USE &amp; APPLICABILITY</b>	<ul style="list-style-type: none"> <li>Comprehensive for Title IV programs</li> <li>Lagging indicator</li> <li>Multiple adjustments to clean IPEDS data and distinguish on-campus from fully online completions</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive for Title IV programs</li> <li>Lagging indicator</li> <li>Multiple adjustments to clean IPEDS data, distinguish on-campus from fully online completions, and assign online completions to the location of the student rather than the institution</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive for Title IV programs</li> <li>Lagging indicator</li> <li>Not the same as the total completions reported by in-market institutions</li> </ul>

Sources: Completions data from IPEDS, plus proprietary Gray data and algorithms for cleaning up IPEDS reporting, plus IPEDS, NC-SARA, and other sources for splitting completions by modality and assign online completions to student locations.

## Employment: Direct Preparation - Size

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PES+ Markets uses three primary data sources for estimating employment opportunities.

	Job Postings Total	BLS Current Employment	BLS Annual Job Openings	ACS Outcomes (Bachelor's Degree)
<b>PURPOSE</b>	Quantify the employment opportunity for graduates in fields they trained for	Quantify the directly-related employment opportunity for graduates in fields they trained for	Quantify the employment opportunity for graduates in fields they trained for	Quantify the employment opportunity for bachelor's degree graduates based on actual outcomes
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Job Postings Total (12 Months): Total number of job postings over the past year in occupations directly-related to the academic program</li> </ul>	<ul style="list-style-type: none"> <li>BLS Current Employment: Bureau of Labor Statistics (BLS) estimate of the total number of jobs in directly-related occupations</li> </ul>	<ul style="list-style-type: none"> <li>BLS Annual Job Openings: Bureau of Labor Statistics (BLS) estimate of job openings, including growth and re-employment</li> </ul>	<ul style="list-style-type: none"> <li>Allocations of Job Postings Total (12 Months), and BLS Current Employment, based on American Community Survey (ACS) data for people holding the bachelor's degree but working in a field other than the one they were directly trained for</li> </ul>
<b>USE &amp; APPLICABILITY</b>	<ul style="list-style-type: none"> <li>BLS is the best source of data for the number of people employed in a field.</li> <li>Job postings and BLS job openings are different approaches to estimating the number of job openings each year in a field in the geographic market.</li> <li>All BLS and job postings data is sensitive to how occupation-level data is matched to academic programs.</li> <li>ACS data is relevant only for Bachelor's degree programs. It can be used for Associate Degree programs for the 4-year programs that students are intended to transfer into.</li> </ul>			

Sources: Employment and Job Openings data from BLS. Job postings from proprietary Gray source. All mapped from SOC to CIP using proprietary Gray CIP-SOC direct-preparation data.

# Employment: Direct Preparation - Growth, Saturation, and Wages

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These metrics provide more information about direct-preparation job opportunities than just job counts.

	BLS Historical Growth	BLS Future Growth	Saturation (Jobs per Graduate)	Wages
<b>PURPOSE</b>	Assess trends in direct-preparation job opportunities	Assess possible future trends in direct-preparation job opportunities	Assess whether there are sufficient job openings to absorb program graduates	Assess whether relevant jobs pay sufficient or desirable wages
<b>METRICS</b>	<ul style="list-style-type: none"> <li>▪ BLS 1-Year Historical Growth: 1-year percentage change in employment in relevant occupations in the selected market</li> <li>▪ BLS 3-Year Historical Growth (CAGR): 3-year average annual percentage change in employment in relevant occupations in the selected market</li> </ul>	<ul style="list-style-type: none"> <li>▪ BLS 10-Year Future Growth (CAGR): 10-year average annual growth forecast by BLS for employment in relevant occupations, adjusted by Gray to align with the selected market</li> </ul>	<ul style="list-style-type: none"> <li>▪ Job Postings per Graduate: Comparison of job postings and the number of completions in the market</li> <li>▪ BLS Job Openings per Graduate: Comparison of BLS job postings and the number of completions in the market</li> </ul>	<ul style="list-style-type: none"> <li>▪ BLS 10<sup>th</sup>-percentile wages: Local entry-level wages in direct-preparation fields</li> <li>▪ BLS Mean wages: Local average wages in direct-preparation fields</li> <li>▪ Nat'l GE Wages – Assoc. &amp; Cert.: National average Wages for recent certificate and associate's-degree grads</li> </ul>
<b>USE &amp; APPLICABILITY</b>	<ul style="list-style-type: none"> <li>▪ BLS historical growth trends and BLS 10-year forecasts both proxies for future employment growth rates. All three have limited predictive validity, with the historic trends being slightly better over the a short horizon and the forecasts being slightly better over longer horizons.</li> <li>▪ BLS 10<sup>th</sup>-percentile wages are a common proxy for entry-level wages in a field. Mean wages may be a better proxy for entry with higher-level credentials than typical for a given occupation.</li> </ul>			

Sources: Underlying data from BLS. All mapped from SOC to CIP using proprietary Gray CIP-SOC direct-preparation data.



# Employment: Bachelor's-Degree Outcomes

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ACS (American Community Survey) data provides insight on outcomes for Bachelor's-degree graduates, regardless of whether they enter a direct-preparation occupation.

	National ACS Wages	National ACS % with Grad Degrees	National ACS % Unemployed	National ACS % in Direct-Prep Jobs
<b>PURPOSE</b>	Evaluate likely student outcomes and career paths for Bachelor's-degree graduates. Also relevant for Associate's-degree programs intended to support transfer to Bachelor's-degree programs.			Assess relevance of direct-preparation metrics for Bachelor's-degree programs.
<b>METRICS</b>	<ul style="list-style-type: none"> <li>National ACS Wages (Age &lt; 30): National average earnings for people under age 30 who earned a Bachelor's degree with this major</li> <li>National ACS Wages (Age 30-60): National average earnings for people age 30-60 who earned a Bachelor's degree with this major</li> </ul>	<ul style="list-style-type: none"> <li>Nat'l ACS % with any Graduate Degree: % of grads with any advanced degree</li> <li>Nat'l ACS % with Masters: % who also earned Masters</li> <li>Nat'l ACS % with Doctor/Prof Degree: % who also earned doctoral or professional degree</li> </ul>	<ul style="list-style-type: none"> <li>Nat'l ACS % Unemp. (Age &lt; 30): National unemployment rate for graduates under age 30</li> <li>Nat'l ACS % Unemp. (Age 30-60): National unemployment rate for graduates age 30-60</li> </ul>	<ul style="list-style-type: none"> <li>Nat'l ACS % in Direct Prep Jobs: For employed graduates under age 30, the share working in occupations (as listed in the Crosswalks tab) for which their Bachelor's degree directly prepared them</li> </ul>
<b>USE &amp; APPLICABILITY</b>	<ul style="list-style-type: none"> <li>Best available data on actual employment outcomes of Bachelor's-degree programs – particularly for programs that could lead to a wide range of occupational fields</li> <li>Supplemental data source on actual wage outcomes for Associate-degree transfer programs</li> <li>Level of detail in source data is between 4-digit and 6-digit CIP, so slightly less program-specific than other employment outcomes data</li> <li>The data on % with Graduate Degrees includes graduate degrees in subjects different from the Bachelor's-degree major.</li> <li>% in Direct-Prep jobs is a useful indicator, when designing a program, for determining how much to focus on skills with applications limited to the academic field vs. skills with more general applicability</li> </ul>			

Sources: Analysis of roughly 2 million records in the Public Use Micro Sample from the American Community Survey. Data are national and for a five-year period, to create sufficiently large sample sizes for smaller programs.

# Competitive Intensity: Number of Competitors and On-Campus Program Sizes

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Competitive Intensity covers the number, density, and saturation of competition. Details on competitors and completions are available in the Competitors tab.

	Campuses with Graduates	Online Institutions	Typical Program Sizes	YoY Change in Median Program Size
<b>PURPOSE</b>	Reveal the number of local competitors for on-campus students, and recent changes	Understand extent of online competition for local students	Indicate likely potential size for an on-campus program in this market	Indicates whether existing programs are growing
<b>METRICS</b>	<ul style="list-style-type: none"> <li>▪ Campuses with Graduates: in-market campuses with on-campus graduates</li> <li>▪ Institutions YoY Change (Units): year-over-year change in number of in-market campuses</li> </ul>	<ul style="list-style-type: none"> <li>▪ National Online Institutions: Number of institutions nationally reporting online graduates in this program</li> <li>▪ Institutions with Online In-Market Students: Number of institutions nationally with online program graduates who live in this market</li> </ul>	<ul style="list-style-type: none"> <li>▪ Average Completions by Local Institution: Total in-market on-campus completions / local institutions with graduates</li> <li>▪ Median Completions by Local Institution: Size of 50th-percentile on-campus program in the market</li> </ul>	<ul style="list-style-type: none"> <li>▪ YoY Change in Median Program Size (Units): 1-year unit growth in the 50th-percentile in-market on-campus program</li> <li>▪ YoY Change in Median Program Size (%): 1-year percentage growth in the 50th-percentile in-market on-campus program</li> </ul>
<b>USE &amp; APPLICABILITY</b>	<ul style="list-style-type: none"> <li>▪ Best measure of number of competing on-campus programs</li> <li>▪ Changes could indicate opportunities or market issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Indication of how broad the competition for local online students is and could be</li> </ul>	<ul style="list-style-type: none"> <li>▪ For a new program, how big is that program likely to get?</li> <li>▪ For an existing program, is it reaching, exceeding, or falling short of its target size?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is demand for this program growing faster or slower than its availability locally?</li> </ul>

Sources: All this data from analysis of IPEDS completions and related data, plus NC-SARA and other sources for matching online completions to the students' home locations.

# Competitive Intensity: National Online Shares, Saturation, and Marketing Costs

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Competitive Intensity covers the number, density, and saturation of competition.

	National Online Shares	Google Cost Metrics
<b>PURPOSE</b>	Indicate appropriate modality for the program	Indicate intensity of competition for all prospective students
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Nat'l Online % of Institutions: Share of institutions with this program that report online graduates</li> <li>Nat'l Online % of Completions: Share of completions in this program that were done fully online</li> </ul>	<ul style="list-style-type: none"> <li>Google Search Cost per Click: Price charged by Google for advertising when searcher uses specified keyword</li> <li>Google Competition Index: Google metric ranging from 0 (minimal competition) to 1 (intensely competitive)</li> </ul>
<b>USE &amp; APPLICABILITY</b>	<ul style="list-style-type: none"> <li>High online shares indicate that offering online may be a necessity</li> <li>Very low online shares indicate that offering online may not be feasible or desired</li> </ul>	<ul style="list-style-type: none"> <li>Indicates how aggressively competing institutions may be marketing this program</li> </ul>

Sources: Search cost per click and competition index from Google, matched to programs using Gray's proprietary set of program keywords and phrases.

# Degree Fit

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## Degree Levels help to identify the fit of a program with the school's focus.

	Completions: Degree Level	New Enrollments: Degree Level	Employment: Degree Level	Cost Index	Student to Faculty Ratio Index
<b>PURPOSE</b>	Identify the appropriate degree level for a program	Identify the appropriate degree level for a program	Match award levels with job requirements	Reveal the cost of teaching a program relative to every other program	Determine faculty resources needed to offer the program
<b>METRICS</b>	<ul style="list-style-type: none"> <li>Percentage of completions by degree level: Certificate, Associate, Bachelor's, Grad Certificate, Master's or Doctoral</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of new enrollments by degree level: Certificate, Associate, Bachelor's, Grad Certificate, Master's or Doctoral</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of people employed in the field currently holding each credential as their highest attainment</li> <li>Job Postings: Percentage of current job postings by minimum education requested</li> </ul>	<ul style="list-style-type: none"> <li>The cost of faculty for a program, indexed to the average. An average program has a value of 1.</li> </ul>	<ul style="list-style-type: none"> <li>The student to faculty ratio, indexed to the average. An average program has a value of 1.</li> </ul>
<b>USE &amp; APPLICABILITY</b>	<ul style="list-style-type: none"> <li>Helps assess most appropriate degree level for a program</li> <li>Can highlight programs that are typically not offered for the intended degree level</li> <li>Can help identify when students will be competing against graduates with higher or less expensive credentials</li> </ul>	<ul style="list-style-type: none"> <li>Helps assess whether the program will be the appropriate level of preparation for the intended jobs</li> </ul>	<ul style="list-style-type: none"> <li>Helps assess whether the program costs more or less than average to teach</li> <li>Data is from Community Colleges (Associate's and below).</li> <li>Data is for departments, not for programs.</li> </ul>	<ul style="list-style-type: none"> <li>Assess whether the program will need more faculty than average.</li> <li>Data is from Community Colleges (Associate's and below)</li> </ul>	

Sources: Graduates: Degree Level is from enhanced IPEDS completions data. Employment: Degree Level is from BLS analysis of the Public Use Micro Sample of the American Community Survey. Cost and Student to Faculty Ratio Indexes are from NHEBI.

## PES+ Markets Data Definitions (1 of 2)

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- (Size) New Enrollment Volume: Number of new enrollments by students in the specified market for the specified program over the most recent 12 months (3 terms)
- (Size) Int'l Page Views: Number of online page views by foreign prospective students looking for this U.S.-based program over the most recent 12 months
- (Size) Google Search Volume: Number of Google searches for keywords in the specified market closely related to the program over a recent three-month period
- (Size) On-Campus Completions at In-Market Institutions: Number of on-campus completions at institutions in the specified market for the most recent year available
- (Size) Online Completions by In-Market Students: Number of online completions anywhere by students from the specified market for the most recent year available
- (Size) Sum of On-Campus and Online Completions: Total relevant completions, calculated as sum of the above two completions metrics
- (Growth) New Enrollment Volume YoY Change (Units) and (%): Year-over-year change in new enrollments
- (Growth) Google Search YoY Change (Units) and (%): Year-over-year change in Google search volume
- (Growth) Completion Volume YoY Change (Units) and (%): Year-over-year change in Sum of On-Campus and Online Completions

- (Volume of Competition) Campuses with Graduates: Number of campuses in specified market reporting on-campus completions in this program in the most recent year
- (Volume of Competition) National Online Institutions: Number of institutions nationally reporting online completions in this program in the most recent year
- (Volume of Competition) Institutions with Online In-Market Students: Number of institutions nationally with online graduates from the specified market in the program
- (Volume of Competition) Institutions YoY Change (Units): Year-over-year change in the number of Campuses with Graduates (in this program in this market)
- (Program Size) Average and Median: The average and median sizes of an on-campus program based on the most recent year of reported completions
- (Program Size) Unit and % Change: The year-over-year unit and percentage change in completions-per-campus for the median program
- (Volume of Competition) Nat'l Online % of Institutions: Share of institutions nationally offering the specific program who do so completely online
- (Volume of Competition) Nat'l Online % of Completions: Share of completions nationally for the specified program that were accomplished completely online
- (Market Saturation) Google Search Cost Per Click: Google AdWords cost per click for keywords associated with the program
- (Market Saturation) Google Competition Index: An index of competition based on Google AdWords information, rated on a scale of 0 (low) to 1 (high competition).

## PES+ Markets Data Definitions (2 of 2)

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- (Size – Direct Prep) Job Postings: Number of job postings in occupations directly related to the program in the specified market found online over the past year
  - (Size – Direct Prep) BLS Current Employment: Number of people currently employed in the market in occupations for which the program directly prepares graduates
  - (Size – Direct Prep) BLS Annual Job Openings: BLS' estimate of annual Job Openings in direct preparation occupations, including growth and turnover
  - (Size – Bachelors with ACS) Job Postings: Allocation of job postings based on ACS bachelor's degree outcomes in the specified market found online over the past year.
  - (Size – Bachelors with ACS) BLS Current Employment: Allocation of number of people currently employed in the market in occupations related to actual bachelor's degree outcomes.
  - (Growth – Direct Prep) BLS Hist. Growth: 1-year and 3-year compound annual growth rates for employment in direct preparation jobs in the specified market
  - (Growth – Direct Prep) BLS 10-Yr Future Growth: Forecast by Bureau of Labor Statistics (BLS) of future annual growth rate for employment in direct preparation jobs
  - (Saturation – Direct Prep) Job Openings per Graduate: BLS annual direct preparation job openings divided by in-market IPEDS completions for the program
  - (Saturation – Direct Prep) Job Postings per Graduate: Job Postings divided by the in-market IPEDS completions for the program
  - (Wages – Direct Prep) BLS 10<sup>th</sup>-Percentile and Mean Wages: In-market wages for direct-prep occupations; 10<sup>th</sup> percentile is a proxy for entry-level wages
  - (Nat'l ACS Outcomes) Nat'l ACS Wages: National weighted-average wages for full-time-employed graduates of similar bachelor's-level programs, regardless of actual occupation, by age of graduate (<30 is proxy for entry level or early career; 30-60 is proxy for mid-career and may reflect earning additional credentials)
  - (Nat'l ACS Outcomes) %s: National percentages of Bachelor's-degree graduates of similar programs who earned a Master's, Doctoral, or any graduate degree, who were in the labor force but unemployed, and share of those employed who work in occupations directly related to their Bachelor's-degree field
- 
- (NHEBI National 2-Year) Cost Index and Student:Faculty Index: Community-college benchmarks for faculty cost by program (1.0 = average; higher is more expensive)
  - Award Level Breakdown by Source: Share of new enrollments, in-market completions, national completions, job postings, and national workforce in related occupations by educational attainment. Job postings are for minimum level stated in posting. Workforce attainment is from ACS via BLS.



**GRAY**  
ASSOCIATES

## Program Portfolio Strategy Workshop

Workshop Overview



April 17-18, 2023



# Contents

1. Workshop Overview
  - Objectives and Outcomes
  - Focus and Approach
  - Summary Agenda
2. Introduction to Gray Associates
  - Focus and Perspective
  - The Gray Team



## Workshop Objectives

**The Program Selection Workshop provides Cerro Coso's leadership team with a shared foundation for identifying and making program choices.**

The workshop is designed to:

- Provide data on student demand, job opportunities, and competitive intensity
- Develop a shared understanding among team members of:
  - Program evaluation data and methods
  - Choices and options
- Use a customized scoring system for program identification and selection
- Identify high priority new program opportunities for Start consideration which have:
  - Strong job openings, wages, and long-term employment growth for graduates
  - Positive student demand and reasonable levels of competition
- Identify existing programs within Cerro Coso's portfolio to Grow, Sustain, Address Challenges, or Re-evaluate:
  - Using the same approach and process as for potential new programs
  - Considering both market data and the institution's experience with its programs

The process combines both data and judgment:

- Uses “hard” numbers wherever practical
- Market information is then added to the team's knowledge of the institution and community needs to provide an expanded basis for evaluating program opportunities

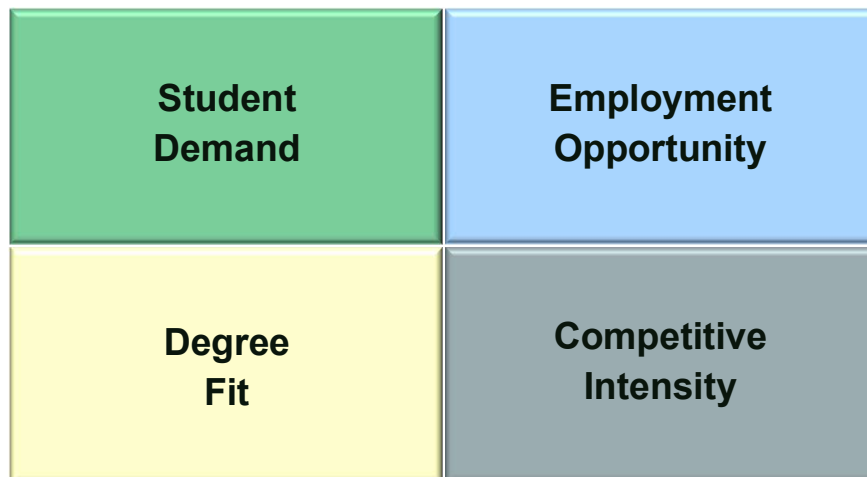
*All workshop recommendations will be subject to further discussion, analysis, and review.*

## Approach: Program Scoring Overview

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Scoring criteria are grouped into four main categories, and weights and scores are customized to reflect Cerro Coso's areas of emphasis.

- The scoring system is applied to certificate and degree-conferred programs to create a consistent basis for comparison and analysis.

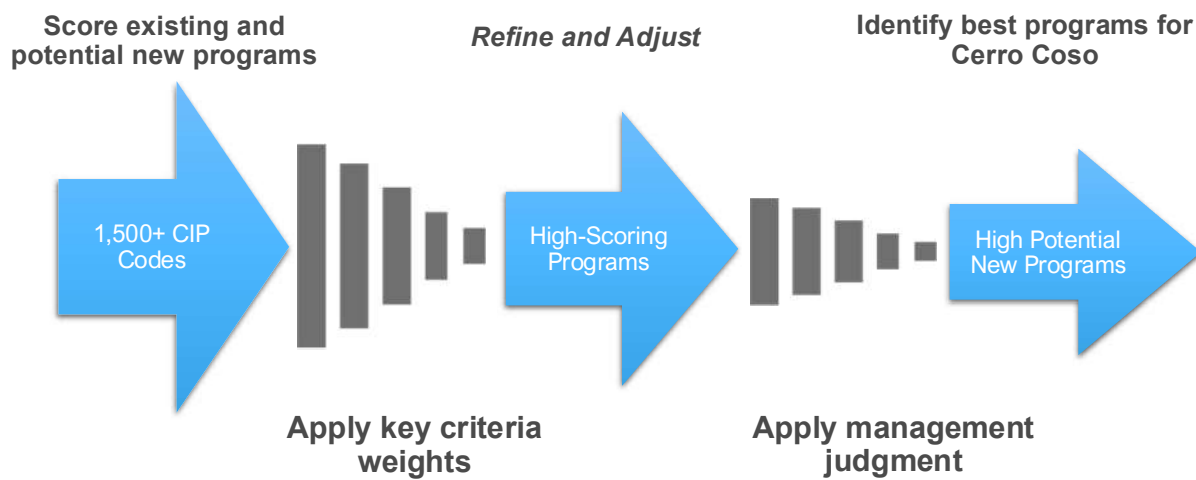


# Approach to Program Evaluation and Identification

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Once scored, higher potential programs are identified for the team to assess and select those with the best potential fit for further evaluation.

## Program Evaluation and Identification Approach



## Summary Agenda

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### Cerro Coso Program Workshop April 17-18, 2023

<b>Day 1</b>	9:00 – 12:00	Workshop Objectives Data Overview and Program Scoring Program Market Data Evaluation
	12:00 – 5:00	Identification of High Potential New Programs: <i>Start</i>
<b>Day 2</b>	8:30 – 9:15	Recap and Start Recommendations
	9:15 – 4:00	Current Program View: <i>Grow, Sustain, Address Challenges, Re-Evaluate</i>
	4:00 – 4:30	Wrap-Up: Next Steps and Communications



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## Introduction to Gray Associates

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**Gray is a data analytics, software, and strategy consulting firm focused on higher education. We help colleges and universities develop data-informed academic program strategies that maximize outcomes for students, institutions, and their constituencies.**

- We believe the education sector is maturing.
  - An industry full of wide-open spaces is now well-populated.
  - Identifying programs and markets that merit investment is increasingly challenging.
  - Colleges need better data and analysis to serve the needs of their constituencies.
- We develop databases, systems, and processes to give any college high-quality insights.
  - We download and refine public data (e.g., US Census, degree completions from IPEDS, career data from BLS)
  - We enhance federal crosswalks between jobs and academic programs, especially for liberal arts.
  - We gather current job posting data.
  - We are the only firm that tracks student demand for higher education.
- We are constantly refining our approach to enhance the value for our clients.
  - Adding new sources of data to PES+ (e.g., NC-SARA and online education data, enrollment, international demand)
  - Enhancing our analytical techniques (e.g., value proposition research)
- We bring more than data; our Partners have decades of strategy development experience.
- Our Partners are deeply involved in designing, managing, and delivering our work.

### MISSION

**Gray helps education clients do good by doing well.**

Do Well: Achieve strategic, financial, and educational goals

Do Good: Help students learn, graduate, and begin meaningful careers

## Gray Associates Team

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**Mary Pahissa Upchurch, Senior Partner**, leads Gray's relationships with many of the firm's largest education clients, including state-wide systems with their unique concerns and requirements. Her work includes institutional strategy development, market location, and program portfolio analysis including market vitality, program economics, brand value and offer optimization. She specializes in facilitating the critical engagement processes needed to support various governance models, key stakeholders and ensuring transparency of process for institutional alignment and success.

In addition to her decade plus with Gray, her background includes more than 25 years of management experience with AT&T, where she led Consumer Strategy and held key positions in Product Marketing, Operations, and Customer Care. She was named AT&T's Catherine B. Cleary "Woman of the Year."

Ms. Upchurch serves on Arizona State University's Morrison Institute for Public Policy Advisory board and is its immediate past Board Chair. She is a member of the Board of Directors of Fresh Start Women's Foundation, is currently a member of its Executive and Nominating & Governance committees and served two terms as its Board Chair. She is a past member of Greater Phoenix Leadership, serving as co-chair of its P-20 Education Committee, and is a member of Charter 100 AZ. Mary holds a Master of Science in Management degree from Purdue University. She was awarded a Bachelor of Arts degree in Organizational Communications from Rollins College, graduating with high honors.

**Elaine Rowles, Principal, Director of Custom Research**, works with Gray's education clients on strategic and educational plan development, program portfolio evaluations, program feasibility studies, and research-intensive market and industry trends analyses. She performs in-depth analyses of existing programs and institutions and leads our research on new and emerging program opportunities. Most recently, she led Gray's research work on estimating the costs of institutional transformation for the Gates Foundation. Prior to joining Gray, Elaine worked as a management consultant and research specialist serving multiple industry practices at Mercer Management Consulting, and as a writer. Elaine is a graduate of Dartmouth College and holds a Bachelor of Arts in History, with Honors.



## Gray Associates Team

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**Alex Wang, Analyst**, graduated with a Bachelor's degree in aerospace engineering from the University of Illinois at Urbana-Champaign and a Master's degree in data science from Northwestern University. During his college career, Alex worked at Argonne National Laboratory as a research assistant for a hydrogen meter to be incorporated into a nuclear reactor, and completed an internship at Robertshaw, a mechanical engineering company, where he was responsible for the prototyping and lifecycle testing of appliance components. Since joining Gray, Alex has assumed lead analyst support responsibilities for client projects, including program portfolio evaluation, program economics and researching market opportunities for key program segments.

**Xinxin Zhang, Analyst**, Xinxin holds a Bachelor of Science degree in managerial economics from UC Davis and Master of Science degree in applied analytics from Columbia University and recently joined Gray. She previously worked with Oigetit, a news filter company using a series of complex algorithms to determine if the news you are reading is real or fake based on fact-checking for errors in articles' statements to recognize unreliable information. Xinxin will be handling markets and program economics projects.



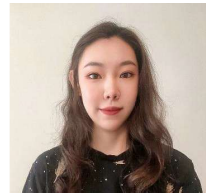
*Alex Wang  
Lead Analyst*



*Mary Upchurch  
Senior Partner*



*Elaine Rowles  
Principal*



*Xinxin Zhang  
Analyst*