



Graduate Degree Program Portfolio Health Check

Completed for William Paterson University
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Market Insights Brief

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I. Recommendations and Considerations

Research Challenge

William Paterson University requested a Portfolio Health Check to evaluate its existing graduate degree portfolio and assess growth opportunities.

A full list of programs evaluated appears in the appendix.

Region

The region for this analysis included the following states:

- Delaware
- Maryland
- New Jersey
- New York
- Pennsylvania

Recommended Next Steps

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

Key Findings

Master's-Level Degree Programs

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

- MS in Applied Business Analytics
- MBA in Applied Business Analytics
- MBA in Marketing
- MBA in Healthcare Economics: Management
- MBA in Finance
- MS in Finance and Financial Services
- MS in Nursing: Adult Gerontology Nurse Practitioner
- MS in Nursing: Nursing Education
- MS in Nursing: Family Nurse Practitioner
- MBA in Human Resource Management
- MS in Biotechnology
- MEd in Curriculum & Learning: STEAM

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

- MBA (General)
- MBA in Sales Strategy
- MS in Nursing: Nursing Administration
- MS in Clinical & Counseling Psychology
- MEd in Professional Counseling: Clinical Mental Health Counseling
- MBA in Entrepreneurship
- MS in Athletic Training
- MBA in Accounting
- MS in Sales Leadership

Key Findings (cont.)

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

Doctoral-Level Degree Programs¹

The Doctor of Nursing Practice exhibits the strongest growth potential due to a combination of a strong job market for program graduates and a favorable competitive landscape.

Graduates of the PsyD in Clinical Psychology will also enter a strong and growing job market, but the regional competitive landscape for this program is unfavorable due to growing saturation.

The EdD in Educational Leadership displays the lowest growth potential of all doctoral-level programs based on an unfavorable job market for graduates (i.e., lower-than-average projected employment growth) and a saturated regional competitive landscape.

Overview

EAB evaluated William Paterson University's graduate degree program portfolio based on labor market demand and competitive landscape variables, including regional job growth over time, national projected job growth, regional competitive field saturation, and regional degree completions (i.e., a proxy for regional adult student demand). EAB assigned each program² a quantitative score for labor market demand and competitive opportunity.

Programs receive one of four designations based on program scores:

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

The completed portfolio diagnostic appears on the next page.

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

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

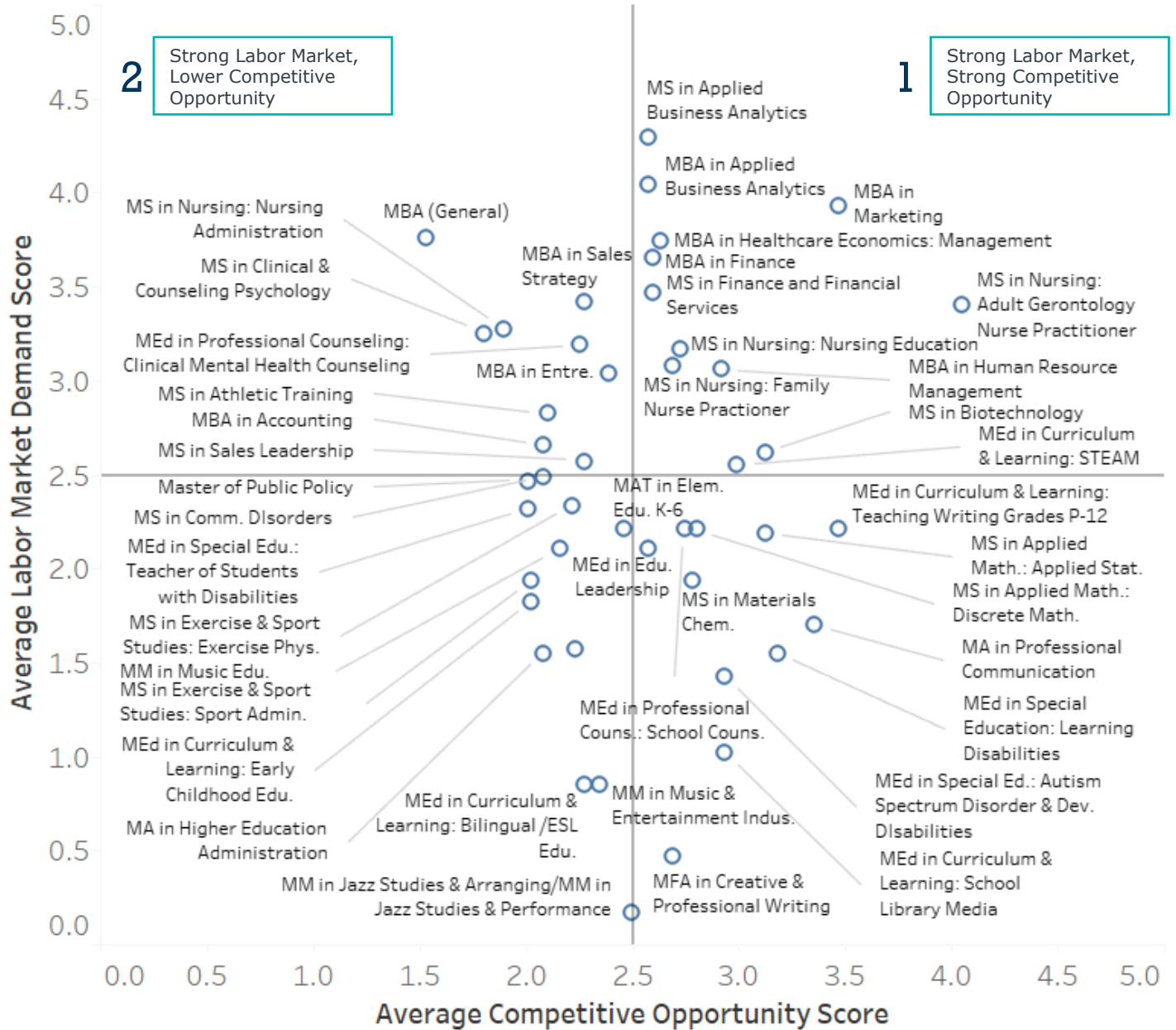
1) EAB's scoring methodology requires at least 12 programs of the same degree level to avoid exaggerated Labor Market and Competitive Opportunity scores. Because the partner institution only requested EAB look at three doctoral-level programs, this report analyzes raw labor market and competitive landscape data for each of these programs rather than ranking them against one another using an index.

2) Where possible, EAB separately evaluated tracks within a single degree program. In some instances, EAB consolidated multiple programs or tracks within programs into one category, due to overlapping similarities in job postings data and potential career outcomes (e.g., the MM in Jazz Studies & Arranging and the MM in Jazz Studies & Performance).

II. Portfolio Diagnostic

Master's-Level Program Portfolio Diagnostic for William Paterson University

Assessment of Labor Market Demand and Competitive Opportunity, Regional Data



Source: EAB analysis. Emsi Analyst & Data Visualization from Tableau Public.

Programs Omitted from the Diagnostic Due to Insufficient Data

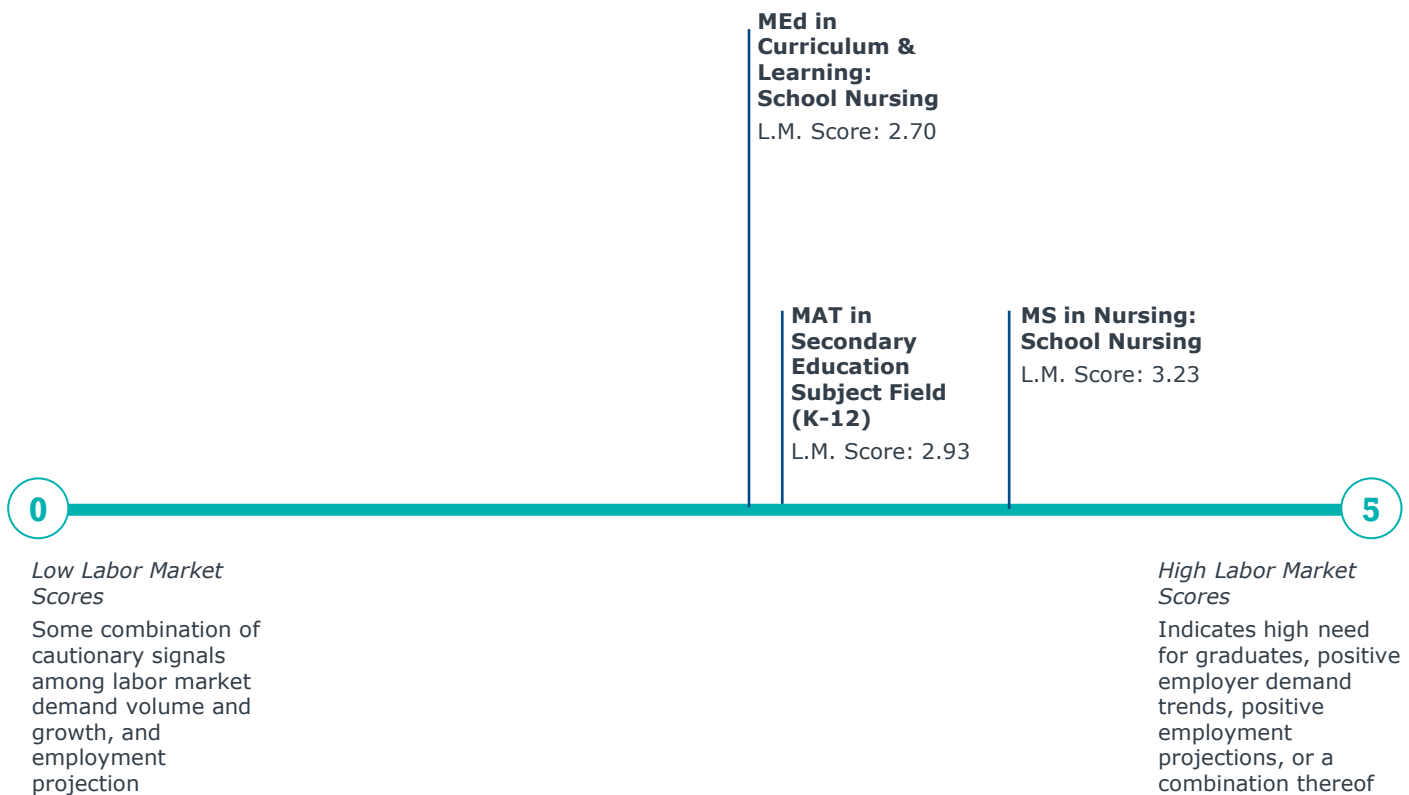
EAB was unable to assess competitive opportunity for master’s-level school nursing programs and the MAT in Secondary Education Subject Field (K-12) but was able to determine labor market scores for these programs.

The lack of available competitive opportunity data does not necessarily indicate a lack of competition or student interest. In most cases, the Classification of Instructional Programs (CIP) system does not offer a code well-aligned to the program in question, but similar programs may exist elsewhere. For example, no CIP code exists for nursing programs devoted to school settings.

The labor market score factors in trends in employer demand and employment projections regionally to analyze graduates’ potential job market (see Appendix B for a full list of metrics).

Labor Market Scores (L.M.) Scores for Omitted Programs

Regional Data



Appendix A: Programs Analyzed and Scoring Source Data

Labor Market Intelligence Data for Master's-Level Programs

Regional Data

Program	Avg. Monthly Job Postings Across Quarters, 2018 Q4-2021 Q3	Avg. Monthly Percent Growth in Job Postings Across Quarters, 2018 Q4-2021 Q3	Avg. Monthly Actual Growth in Job Postings Across Quarters, 2018 Q4-2021 Q3	BLS Projected National Occupation Percent Growth, 2019-2029	BLS Projected National Occupation Actual Growth, 2019-2029	Labor Market Score
MS in Applied Business Analytics	27,429	7.03%	1,694	17.55%	135,300	4.30
MS in Sales Leadership	9,656	5.02%	341	4.56%	47,500	2.57
MS in Finance and Financial Services	20,034	4.49%	839	10.11%	146,500	3.47
MBA in Accounting	15,262	4.19%	553	4.30%	61,800	2.66
MBA in Entrepreneurship	20,485	5.20%	872	5.27%	42,600	3.04
MBA in Finance	23,866	5.00%	1,026	11.38%	134,900	3.66
MBA (General)	35,823	4.64%	1,337	7.07%	237,700	3.76
MBA in Marketing	26,067	5.46%	1,170	14.58%	149,400	3.93
MBA in Applied Business Analytics	19,538	6.16%	1,014	13.89%	224,200	4.04
MBA in Human Resource Management	16,407	5.59%	754	6.90%	57,400	3.06
MBA in Sales Strategy	19,063	5.22%	767	5.45%	159,200	3.42
MBA in Healthcare Economics: Management	17,180	5.46%	771	31.54%	133,200	3.74
MS in Applied Mathematics: Applied Statistics	2,642	3.40%	76	10.73%	19,000	2.19
MS in Applied Mathematics: Discrete Mathematics	2,305	3.98%	82	10.73%	19,000	2.21
MS in Biotechnology	8,828	8.34%	639	3.80%	8,600	2.62
MS in Materials Chemistry	1,172	6.32%	70	3.88%	4,700	1.93
MS in Communication Disorders	1,734	4.39%	51	23.98%	42,300	2.49
MS in Athletic Training	329	9.38%	25	14.90%	63,300	2.83

Source: EAB analysis. Emsi Analyst.

Labor Market Intelligence Data for **Master's-Level Programs** (cont.)*Regional Data*

Program	Avg. Monthly Job Postings Across Quarters, 2018 Q4-2021 Q3	Avg. Monthly Percent Growth in Job Postings Across Quarters, 2018 Q4-2021 Q3	Avg. Monthly Actual Growth in Job Postings Across Quarters, 2018 Q4-2021 Q3	BLS Projected National Occupation Percent Growth, 2019-2029	BLS Projected National Occupation Actual Growth, 2019-2029	Labor Market Score
MS in Exercise & Sport Studies: Sport Administration	324	6.06%	14	8.60%	41,500	1.93
MS in Exercise & Sport Studies: Exercise Physiology	458	5.84%	18	14.64%	60,400	2.34
MS in Nursing: Adult Gerontology Nurse Practitioner	12,999	2.81%	278	34.79%	1,270,200	3.40
MS in Nursing: Family Nurse Practitioner	13,403	2.72%	282	35.69%	118,000	3.08
MS in Nursing: Nursing Administration	11,476	2.61%	226	38.49%	243,900	3.27
MS in Nursing: Nursing Education	12,793	2.81%	280	43.46%	123,500	3.17
MS in Nursing: School Nursing	13,849	2.82%	307	43.07%	117,800	3.23
MFA in Creative & Professional Writing	660	1.81%	6	-2.42%	-14,900	0.47
MA in Professional Communication	686	3.35%	18	7.26%	22,500	1.70
MM in Jazz Studies & Arranging/MM in Jazz Studies & Performance	35	0.84%	0	2.60%	9,100	0.17
MM in Music Education	227	8.87%	10	9.16%	40,700	2.10
MM in Music & Entertainment Industries	66	3.35%	1	4.49%	17,300	0.85
MEd in Curriculum & Learning: Bilingual/ESL Education	85	7.02%	3	-10.46%	-6,200	0.85
Master of Public Policy	1,886	3.27%	37	11.30%	129,400	2.47
MS in Clinical & Counseling Psychology	3,157	6.42%	188	17.15%	84,200	3.25
MA in Higher Education Administration	348	7.44%	13	3.73%	7,100	1.55
MEd in Curriculum & Learning: Early Childhood Education	566	6.24%	26	3.01%	60,200	1.83

Labor Market Intelligence Data for **Master's-Level Programs** (cont.)*Regional Data*

Program	Avg. Monthly Job Postings Across Quarters, 2018 Q4-2021 Q3	Avg. Monthly Percent Growth in Job Postings Across Quarters, 2018 Q4-2021 Q3	Avg. Monthly Actual Growth in Job Postings Across Quarters, 2018 Q4-2021 Q3	BLS Projected National Occupation Percent Growth, 2019-2029	BLS Projected National Occupation Actual Growth, 2019-2029	Labor Market Score
MEd in Curriculum & Learning: School Library Media	605	2.80%	10	4.98%	7,300	1.02
MEd in Curriculum & Learning: STEAM	663	7.88%	35	3.37%	150,400	2.55
MEd in Curriculum & Learning: School Nursing	52	13.93%	6	10.06%	332,700	2.70
MEd in Curriculum & Learning: Teaching Writing Grades P-12	174	9.40%	12	3.37%	150,400	2.21
MEd in Literacy: Reading Specialist	143	5.38%	5	3.37%	150,400	1.57
MEd in Educational Leadership	746	6.83%	35	4.62%	15,500	2.10
MAT in Elementary Education K-6	750	6.13%	32	3.82%	62,800	2.21
MAT in Secondary Education Subject Field (K-12)	2,708	7.26%	148	3.35%	184,600	2.93
MEd in Professional Counseling: Clinical Mental Health Counseling	3,221	5.86%	170	20.77%	91,300	3.19
MEd in Professional Counseling: School Counseling	324	9.11%	24	6.36%	32,100	2.21
MEd in Special Education: Teacher of Students with Disabilities	1,930	12.16%	225	3.22%	14,300	2.32
MEd in Special Education: Autism Spectrum Disorder & Developmental Disabilities	185	8.62%	12	3.22%	14,300	1.42
MEd in Special Education: Learning Disabilities	148	13.89%	13	3.22%	14,300	1.55

Source: EAB analysis. Emsi Analyst.

Competitive Opportunity Data for **Master's-Level Programs***Regional Data*

Program	Avg. No. of Annual Degree Conferrals, 2017-18 to 2019-20	Avg. Annual Percent Change in Degree Conferrals, 2017-18 to 2019-20	Avg. Annual Actual Change in Degree Conferrals, 2017-18 to 2019-20	No. of Competitors, 2019-20 Academic Year	Avg. Annual Percent Growth in No. of Competitors, 2017-18 to 2019-20	Avg. Annual Actual Growth in No. of Competitors, 2017-18 to 2019-20	Competitive Opportunity Score
MS in Applied Business Analytics	589	13.76%	73	20	29.76%	4	2.58
MS in Sales Leadership	554	-1.58%	-9	4	16.67%	1	2.27
MS in Finance and Financial Services	1,732	-5.85%	-116	47	-3.04%	-2	2.59
MBA in Accounting	3,582	-6.25%	-231	103	-0.47%	-1	2.08
MBA in Entrepreneurship	352	7.23%	25	14	18.33%	2	2.39
MBA in Finance	1,732	-5.85%	-116	47	-3.04%	-2	2.59
MBA (General)	17,308	-7.95%	-1,446	173	0.58%	1	1.53
MBA in Marketing	537	2.90%	14	23	-4.08%	-1	3.47
MBA in Applied Business Analytics	589	13.76%	73	20	29.76%	4	2.58
MBA in Human Resource Management	753	1.85%	13	38	0.03%	0	2.92
MBA in Sales Strategy	554	-1.58%	-9	4	16.67%	1	2.27
MBA in Healthcare Economics: Management	1,651	6.05%	90	69	3.08%	2	2.63
MS in Applied Mathematics: Applied Statistics	1,667	4.69%	72	38	1.35%	1	3.13
MS in Applied Mathematics: Discrete Mathematics	676	21.42%	129	34	6.67%	2	2.80
MS in Biotechnology	686	5.72%	38	19	2.78%	1	3.13
MS in Materials Chemistry	146	10.10%	14	9	6.25%	1	2.78
MS in Communication Disorders	589	-0.06%	73	20	3.88%	4	2.08
MS in Athletic Training	554	22.52%	-9	4	42.06%	1	2.10

Competitive Opportunity Data for **Master's-Level Programs** (cont.)*Regional Data*

Program	Avg. No. of Annual Degree Conferrals, 2017-18 to 2019-20	Avg. Annual Percent Change in Degree Conferrals, 2017-18 to 2019-20	Avg. Annual Actual Change in Degree Conferrals, 2017-18 to 2019-20	No. of Competitors, 2019-20 Academic Year	Avg. Annual Percent Growth in No. of Competitors, 2017-18 to 2019-20	Avg. Annual Actual Growth in No. of Competitors, 2017-18 to 2019-20	Competitive Opportunity Score
MS in Exercise & Sport Studies: Sport Administration	962	-13.09%	-138	36	0.00%	0	2.03
MS in Exercise & Sport Studies: Exercise Physiology	235	-3.25%	-10	21	0.11%	0	2.22
MS in Nursing: Adult Gerontology Nurse Practitioner	148	36.76%	41	9	-19.64%	-3	4.05
MS in Nursing: Family Nurse Practitioner	1,285	-5.38%	-91	34	-2.65%	-1	2.69
MS in Nursing: Nursing Administration	349	1.86%	1	37	6.30%	2	1.89
MS in Nursing: Nursing Education	321	0.12%	-7	37	-2.27%	-1	2.73
MFA in Creative & Professional Writing	721	-1.70%	-13	34	-1.43%	-1	2.69
MA in Professional Communication	394	7.44%	28	25	-1.92%	-1	3.35
MM in Jazz Studies & Arranging/MM in Jazz Studies & Performance	73	4.41%	3	9	6.25%	1	2.50
MM in Music Education	287	-0.46%	-2	35	1.47%	1	2.16
MM in Music & Entertainment Industries	85	0.26%	0	9	6.25%	1	2.35
MEd in Curriculum & Learning: Bilingual/ESL Education	1,165	-0.85%	-10	63	0.81%	1	2.27
Master of Public Policy	490	-4.77%	-24	22	2.62%	1	2.01
MS in Clinical & Counseling Psychology	2,558	-2.37%	-64	97	2.13%	2	1.80
MA in Higher Education Administration	599	0.77%	5	33	10.56%	3	2.08

Source: EAB analysis. Emsi Analyst.

Competitive Opportunity Data for **Master's-Level Programs** (cont.)*Regional Data*

Program	Avg. No. of Annual Degree Conferrals, 2017-18 to 2019-20	Avg. Annual Percent Change in Degree Conferrals, 2017-18 to 2019-20	Avg. Annual Actual Change in Degree Conferrals, 2017-18 to 2019-20	No. of Competitors, 2019-20 Academic Year	Avg. Annual Percent Growth in No. of Competitors, 2017-18 to 2019-20	Avg. Annual Actual Growth in No. of Competitors, 2017-18 to 2019-20	Competitive Opportunity Score
MEd in Curriculum & Learning: Early Childhood Education	708	-5.88%	-43	51	0.00%	0	2.03
MEd in Curriculum & Learning: School Library Media	116	-1.43%	-5	7	-6.25%	-1	2.94
MEd in Curriculum & Learning: STEAM	501	0.24%	1	56	-3.38%	-2	2.99
MEd in Curriculum & Learning: Teaching Writing Grades P-12	352	10.57%	36	44	-3.24%	-2	3.47
MEd in Literacy: Reading Specialist	1,621	-5.30%	-88	100	-0.98%	-1	2.23
MEd in Educational Leadership	2,303	-2.86%	-72	101	-1.45%	-2	2.58
MAT in Elementary Education K-6	1,349	-5.43%	-87	86	-2.25%	-2	2.46
MEd in Professional Counseling: Clinical Mental Health Counseling	2,184	0.75%	16	92	2.85%	3	2.25
MEd in Professional Counseling: School Counseling	1,758	-0.96%	-18	77	-1.27%	-1	2.75
MEd in Special Education: Teacher of Students with Disabilities	4,015	-1.02%	-51	126	0.81%	1	2.01
MEd in Special Education: Autism Spectrum Disorder & Developmental Disabilities	2,392	7.48%	173	115	0.90%	1	2.94
MEd in Special Education: Learning Disabilities	2,396	7.18%	167	114	0.47%	1	3.18

Source: EAB analysis. Emsi Analyst.

Labor Market Intelligence Data for Doctoral-Level Programs

Regional Data

Program	Avg. Monthly Job Postings Across Quarters, 2018 Q4-2021 Q3	Avg. Monthly Percent Growth in Job Postings Across Quarters, 2018 Q4-2021 Q3	Avg. Monthly Actual Growth in Job Postings Across Quarters, 2018 Q4-2021 Q3	BLS Projected National Occupation Percent Growth, 2019-2029	BLS Projected National Occupation Actual Growth, 2019-2029
Doctor of Nursing Practice	4,720	1.57%	44	43.46%	123,500
PsyD in Clinical Psychology	1,706	9.78%	163	8.80%	27,500
EdD in Educational Leadership	116	8.61%	7	3.95%	11,200

Competitive Opportunity Data for Doctoral-Level Programs

Regional Data

Program	Avg. No. of Annual Degree Conferrals, 2017-18 to 2019-20	Avg. Annual Percent Change in Degree Conferrals, 2017-18 to 2019-20	Avg. Annual Actual Change in Degree Conferrals, 2017-18 to 2019-20	No. of Competitors, 2019-20 Academic Year	Avg. Annual Percent Growth in No. of Competitors, 2017-18 to 2019-20	Avg. Annual Actual Growth in No. of Competitors, 2017-18 to 2019-20
Doctor of Nursing Practice	467	10.11%	45	39	8.8%	3
PsyD in Clinical Psychology	369	-3.91%	-16	31	1.77%	1
EdD in Educational Leadership	728	2.36%	17	54	6.1%	3

Appendix B: Research Parameters and Sources

Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

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

1. Labor market demand score
2. Competitive opportunity score

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

Data Analyzed

Labor Market Demand

Data Point	Time Period Used	Rationale
Average number of jobs posted monthly across quarters	2018 Q4-2021 Q3	Measures the actual number of jobs posted per month across all quarters, during the most recent period of data available.
Average monthly growth in proportion of job postings (percent change)	2018 Q4-2021 Q3	Measures the monthly change in job postings. EAB analyzed job posting growth in terms of proportion to identify occupations growing faster than the labor market as a whole and to account for economic fluctuations.
Average monthly growth in job postings (actual change)	2018 Q4-2021 Q3	Measures the monthly change in job postings. EAB analyzed actual change in addition to percent change to account for volume of job posting growth.
Projected occupational growth (percent change)	2019-2029	Indicates potential future growth in labor market demand nationwide.
Projected occupational growth (actual change)	2019-2029	Indicates potential future growth in labor market demand nationwide.

Data Analyzed (cont.)

Competitive Landscape

Data Point	Time Period Used	Rationale
Number of competitors offering programs	2019-20 academic year	Measures the current competitive saturation of the program landscape.
Average annual change in the number of competitors offering programs (percent change)	2017-18 through 2019-20 academic year	Assesses changes in competitive saturation through year-over-year change in the number of competitors. EAB analyzed percent change to assess growth in relation to total competitive saturation.
Average annual change in the number of competitors offering programs (actual change)	2017-18 through 2019-20 academic year	Assesses year-over-year change in the number of competitors to assess changes in competitive saturation. EAB analyzed actual change to identify net change in competitors.
Average annual degree conferrals	2017-18 through 2019-20 academic year	Measures the average number of degree conferrals per year as a proxy for student demand.
Average annual change in total degree conferrals (percent change)	2017-18 through 2019-20 academic year	Assesses year-over-year change in the total number of degrees conferred to gauge changes in student demand. EAB analyzed percent change to assess growth in relation to total degree conferral volume.
Average annual change in total degree conferrals (actual change)	2017-18 through 2019-20 academic year	Assesses year-over-year change in the total number of degrees conferred to gauge changes in student demand. EAB analyzed actual change to account for volume of growth in degree conferrals.

Definitions and Project Sources

Definitions

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

- Delaware
- Maryland
- New Jersey
- New York
- Pennsylvania

Sources

The Forum consulted the following sources for this report:

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

Labor Market Intelligence Partner: Emsi

This report includes data made available through EAB’s partnership with Emsi (formerly Economic Modeling Specialists International), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

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