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# Western Oregon University

## New Academic Program Analysis: Potential Graduate Programs

*prepared by*

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# Objectives

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- ***Provide data-driven approach for identifying and evaluating potential new graduate-level academic programs for development at Western Oregon University (WOU)***
- Steps include:
  - Develop list of potential new programs at the graduate level
    - Set of potential new programs included in the assessment consists of those previously under consideration by members of the WOU faculty and graduate school administration, as well as programs identified by Stamats as likely market opportunities.
  - Collect and analyze secondary data to describe the demand/interest for potential new programs at the national, regional, and local levels
    - Establish a “typical” or average rate of conferment among institutions of similar size/type as WOU
    - Measure the incidence of conferment for each program within the primary geographic recruitment footprint and volume of degrees/enrollment to reach “saturation” (or likely unmet need)
  - Identify key considerations regarding the exact discipline or field of study and where the greatest opportunities exist for each potential program
    - Ascertain key success factors among uncommonly successful institutions for each program, which could be adopted/replicated by or applied to WOU

# Introduction

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- WOU identified an initial set of potential new graduate-level programs for consideration. Based on preliminary and follow-up conversations, the following program areas (and special considerations) were specified. Additionally, Stamats conducted a preliminary review of top-level IPEDS data (national degree conferral data) relating to these fields. The discussions narrowed the focus of our analysis to specific six-digit CIP classification areas for the practicality of analyzing trends, incidence, and approximating regional surplus/deficit. The CIP codes that correspond to each program in this analysis are listed after the proposed program title (some may have multiple codes):
  - **MS in Exercise Science (31.0505)** – with a 4+1 program configuration
  - **MS in Psychology (42.0101)** – with consideration of potential areas of specialization
  - **MS in Interdisciplinary Studies (24.0101; 30.9999)**
  - **MA in Art (50.0702; 50.0703)** – with consideration of MA degree instead of MFA
  - **MS in Organizational Leadership (52.0213; 52.1003)**
  - **Doctorate in Physical Therapy (51.2308)** – with consideration of 3+3 program configuration. This would be WOU’s first doctoral-level program if developed.

# Methodology

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- An initial gap analysis will be performed for each potential new program in order to gauge degree conferment trends over time, as well as to determine relative “deficit” or “surplus” of degrees within the regional and local market compared to national averages.
- For each proposed program area, we review degree conferment data provided by IPEDS. Corresponding CIP codes and titles were identified for each program.
  - On occasion, multiple CIP codes are used primarily for two reasons:
    - Assessing demand for combined CIP program areas produces a more comprehensive depiction of demand for a given program and closely related program areas.
    - Secondly, it is very common for different institutions to confer degrees for the same program, but report completions in IPEDS under a different CIP code. There are more than 1,800 unique six-digit CIP codes in the IPEDS universe, including “catch-all” buckets (“other” categories) for many disciplines. As programs and program offerings change over time, CIP codes are updated every 10 years. With institutions held to their own standards for choosing which CIPs to use, there can be some degree of inconsistency.
    - Therefore, multiple codes are frequently used; these instances will be clearly detailed in the report, in an attempt to provide as accurate an assessment of demand as possible for each program.
- Degree conferment data were compiled from IPEDS for the years 2010-2014 (2014 is the most recent year available). Stamats uses several statistical measures to examine trends in demand (conferment). Statistical definitions are outlined on the following slide.

# Statistical Definitions

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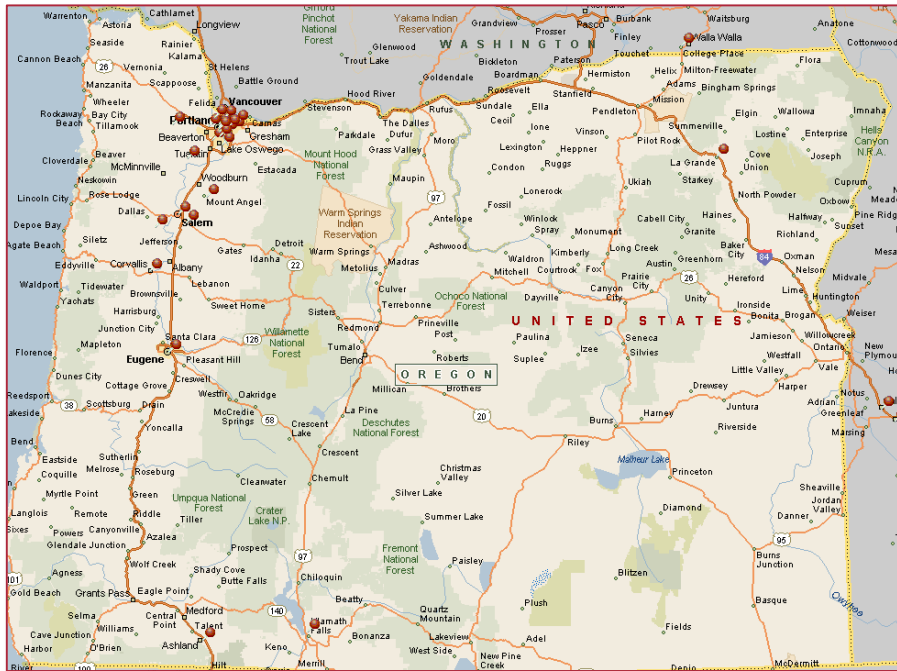
- Five-year total: A sum of all degrees awarded between 2010 and 2014
- # Change from 2010: The difference in degrees conferred in 2014 from 2010, represented as a whole number. If an institution did not award a degree in 2010, the increase is equal to the number of degrees awarded in 2014.
- % Change from 2010: The difference in degrees conferred in 2014 from 2010, represented as a percentage. If an institution did not award a degree in 2010, the percentage increase was not calculated.
- Slope: The ratio of the amount that degrees conferred (y) increased (or decreased) on average over 2010 to 2014 (x), represented as an integer. The increase is averaged out over the entire time period. If an institution did not award a degree in one or more years, that is accounted for in the slope statistic.
- Mean: The average number of degrees awarded annually over the 2010 to 2014 time period by an institution, represented as a whole number.
- Slope/Mean: A statistic that Stamats uses to standardize the slope coefficient. The slope coefficient does not account for scale. By dividing the slope statistic by the corresponding mean value for the same period, you can compare growth among institutions (or disciplines) regardless of scale. The slope/mean statistic is represented as a percentage.

# Geographic Areas



## ■ Regional Boundaries and Institutions

- Stamats recommends including all institutions (conferring at least one master's degree in 2014) within the states of Oregon and Washington to be included in the "regional comparison group that will be used to measure demand for academic programs.
- Based upon a review of WOU graduate student data, over the previous five-year period, approximately 88% of graduate students came from Oregon (on average).
- In total, there are 62 colleges and universities conferring master's degrees in the regional area (Oregon n=29; Washington n=33).

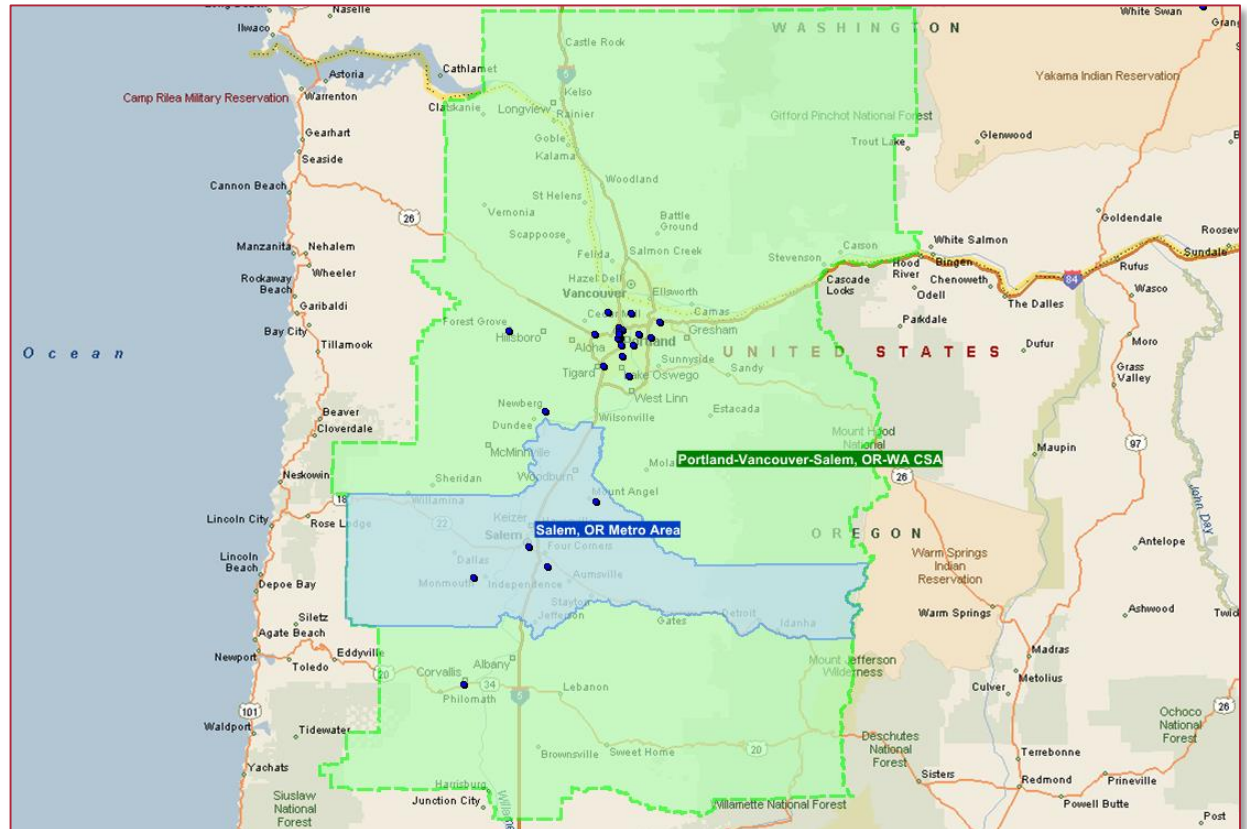


# Geographic Areas



## ■ Local Boundaries and Institutions

- Stamats recommends including all institutions (conferring at least one master's degree in 2014) within the Portland-Vancouver-Salem, WA-OR Combined Statistical Area (CSA). There are 24 master's degree providers in this. This territory is outlined below—both the green and blue shaded areas make up the CSA.
- The blue shaded region represents the Salem, OR Metropolitan Statistical Area (CBSA). Only four institutions within the CBSA confer master's degrees.
- A full list of all institutions in this region is provided in Appendix A.



*Note: for reference, the CSA code is 440, and the CBSA code is 41420.*

# Set of Comparable Institutions

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- In order to assess demand for the potential new programs among a sufficient number of comparable institutions, the following criteria were used to define a set of similar schools:
  - Sector: Public, nonprofit, four-year institutions AND private, nonprofit, four-year institutions—with the consideration of only publics as a subset for analysis.
  - Urbanization/setting: Colleges and universities with main campuses located within MSAs with total populations of 200,000 to 600,000. This range is +/-50% of the Salem, OR MSA (with total 2015 estimated population of approximately 400,000 individuals).
  - Public institution profile: Public flagships and land-grant publics were not included in the comparator set. SUNY Binghamton and Florida State University were also removed.
  - Graduate-level program incidence: Institutions must have enrolled students at the graduate level.
  - Graduate enrollment as a percentage of total enrollment: Graduate enrollment of 25% or less
- There are a total 176 colleges and universities that meet these criteria—77 publics and 99 privates.



# Set of Comparable Institutions



- As a base for growth rate comparisons throughout the report, we refer to the total number of master's degrees conferred by comparable institutions (the rate at which certain programs grew in relative comparison to all master's degrees).
- The following table represents all master's degree totals across the comparator set:

	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Sum of Degrees Conferred	34,116	36,009	36,790	36,230	35,695	178,840	1,579	4.6%	337.9	35,768	0.9%
Institutions Conferring 1+ Degree	164	168	170	172	173		9	5.5%	2.2	169	1.3%
Mean	208	214	216	211	206		-2	-0.8%	-0.7	211	-0.3%
Median	120	122	135	125	128		8	6.7%	1.9	126	1.5%
Total Institutions Exhibiting Growth	100										
Total Institutions Exhibiting Decline	73										

- Among similar institutions, the five-year trend demonstrates steady growth, with an upward trend of about 340 degrees each year on average.
- Among institutions conferring at least one degree, 100 experienced growth over five years, and 73 saw a decline. About two new comparable institutions begin conferring degrees each year.



# Target Program: Incidence, Market Size and Deficit

# Program Incidence



National & Regional Incidence of WOU Potential Program Areas									
CIP Code	CIP Label	WOU CSA (440)	WA/OR	Min	Bottom 25	Median	Top 25	Max	US Total
31.0505	Kinesiology and Exercise Sciences	0.20%	0.12%	0.00%	0.00%	0.00%	0.38%	3.91%	<b>0.26%</b>
42.0101	Psychology, General	0.13%	1.02%	0.00%	0.00%	0.48%	0.99%	6.12%	<b>0.87%</b>
24.0101	Liberal Arts and Sciences/Liberal Studies	0.11%	0.04%	0.00%	0.00%	0.00%	0.14%	11.59%	<b>0.29%</b>
30.9999	Multi-Interdisciplinary Studies, Other	0.63%	0.47%	0.00%	0.00%	0.00%	0.27%	4.94%	<b>0.31%</b>
50.0702	Fine/Studio Arts	0.17%	0.11%	0.00%	0.00%	0.00%	0.19%	1.17%	<b>0.19%</b>
50.0703	Art History, Criticism and Conservation	0.00%	0.09%	0.00%	0.00%	0.00%	0.05%	0.50%	<b>0.12%</b>
52.0213	Organizational Leadership	0.43%	0.42%	0.00%	0.00%	0.00%	0.07%	14.33%	<b>0.68%</b>
52.1003	Organizational Behavior Studies	0.00%	0.07%	0.00%	0.00%	0.00%	0.00%	16.74%	<b>0.31%</b>

- As a first step, Stamats reviewed the incidence levels of master's degrees at the CSA and State (OR/WA combined) levels. Incidence patterns for all US master's degrees conferred in all CIP codes were calculated.
- In most instances, WOU's CSA has above average (median) incidence levels.
- However, incidence is quite low across both the CSA and the national median, which is 0.00% (except for psychology).

# Gap Analysis – Regional



CIP Code	CIP Label	WA/OR Raw Degrees	WA/OR Share	US Share	Estimated Regional	Raw Deficit or Surplus	Deficit/Surplus as % of US Mean
31.0505	Kinesiology and Exercise Sciences	105	0.12%	0.26%	224	<b>(119)</b>	6.12%
42.0101	Psychology, General	870	1.02%	0.87%	747	123	-1.89%
24.0101	Liberal Arts and Sciences/Liberal Studies	33	0.04%	0.29%	250	<b>(217)</b>	10.01%
30.9999	Multi-Interdisciplinary Studies, Other	403	0.47%	0.31%	270	133	-5.66%
50.0702	Fine/Studio Arts	95	0.11%	0.19%	167	<b>(72)</b>	4.99%
50.0703	Art History, Criticism and Conservation	73	0.09%	0.12%	100	<b>(27)</b>	3.12%
52.0213	Organizational Leadership	356	0.42%	0.35%	303	53	-2.02%
52.1003	Organizational Behavior Studies	62	0.07%	0.31%	270	<b>(208)</b>	8.88%

- Stamats then compared the national distribution of master’s degrees conferred to the regional market. By modeling the national distribution at the regional (WA/OR) level, we calculated the number of degrees that would be estimated based on the national distribution. Comparing the model estimates to actual raw degrees conferred over the five-year period allows one to calculate how many degrees were likely under-awarded (regional deficit) or over-awarded (regional surplus).
- Following this reasoning, there are potentially 119 fewer kinesiology degrees awarded regionally than would be expected.

# Gap Analysis – Local



CIP Code	CIP Label	Local (CSA) Raw Degrees	Local (CSA) Share	US Share	Estimated Local	Raw Deficit or Surplus	Deficit/Surplus as % of US Mean
31.0505	Kinesiology and Exercise Sciences	63	0.20%	0.26%	81	<b>(18)</b>	0.93%
42.0101	Psychology, General	39	0.13%	0.87%	271	<b>(232)</b>	3.57%
24.0101	Liberal Arts and Sciences/Liberal Studies	33	0.11%	0.29%	91	<b>(58)</b>	2.65%
30.9999	Multi-Interdisciplinary Studies, Other	194	0.63%	0.31%	98	96	-4.10%
50.0702	Fine/Studio Arts	52	0.17%	0.19%	61	<b>(9)</b>	0.59%
50.0703	Art History, Criticism and Conservation	0	0.00%	0.12%	36	<b>(36)</b>	4.18%
52.0213	Organizational Leadership	132	0.43%	0.35%	110	22	-0.85%
52.1003	Organizational Behavior Studies	0	0.00%	0.31%	98	<b>(98)</b>	4.18%

- The same procedure (from previous slide) was then applied to the localized market.
- Given local and national incidence levels of these select programs, it is worth noting that caution should be used in interpreting the raw deficit and surplus numbers as directional (importance of considering magnitude versus raw numbers).

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# Background Information



# MS in Exercise Science

# Programs Considered for Analysis



- **Kinesiology and Exercise Science (CIP Code 31.0505)**
  - A scientific program that focuses on the anatomy, physiology, biochemistry, and biophysics of human movement, and applications to exercise and therapeutic rehabilitation. Includes instruction in biomechanics, motor behavior, motor development and coordination, motor neurophysiology, performance research, rehabilitative therapies, the development of diagnostic and rehabilitative methods and equipment, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation.
- **Physical Fitness Technician (CIP Code 31.0507)**
  - A program that prepares individuals for employment in health and fitness clubs, wellness centers, public and private recreation facilities, hospitals and corporate fitness programs where they will perform a variety of instructional and administrative duties. Includes instruction in human anatomy and physiology, fitness techniques, exercise science, personal training, nutrition, and customer service.
- **Exercise Physiology (CIP Code 26.0908)**
  - A program that focuses on the scientific study of the physiological processes involved in physical or motor activity, including sensorimotor interactions, response mechanisms, and the effects of injury, disease, and disability. Includes instruction in muscular and skeletal anatomy; molecular and cellular basis of muscle contraction; fuel utilization; neurophysiology of motor mechanics; systemic physiological responses (respiration, blood flow, endocrine secretions, and others); fatigue and exhaustion; muscle and body training; physiology of specific exercises and activities; physiology of injury; and the effects of disabilities and disease.



# Programs Considered for Analysis– 2

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- Athletic Training/Trainer (CIP Code 51.0913)
  - A program that prepares individuals to work in consultation with, and under the supervision of physicians to prevent and treat sports injuries and associated conditions. Includes instruction in the identification, evaluation, and treatment of athletic injuries and illnesses; first aid and emergency care; therapeutic exercise; anatomy and physiology; exercise physiology; kinesiology and biomechanics; nutrition; sports psychology; personal and community health; knowledge of various sports and their biomechanical and physiological demands; and applicable professional standards and regulations.

# National Conferment by CIP



CIP Title	CIP Code	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Kinesiology and Exercise Sciences	31.0505	1,546	1,810	1,981	2,181	2,182	9,700	636	41.1%	164.3	1,940	8.47%
Athletic Training/Trainer	51.0913	373	482	517	519	559	2,450	186	49.9%	40.9	490	8.35%
Exercise Physiology	26.0908	112	154	207	209	245	927	133	118.8%	32.1	185	17.31%
Physical Fitness Technician	31.0507	-	-	-	-	-	-	-	-	-	-	-
Total Degrees Conferred		2,031	2,446	2,705	2,909	2,986	13,077	955	47.0%	237	2,615	9.1%
Total CIPs Exhibiting Growth		3										
Total CIPs Exhibiting Decline		0										

- Among the four possible master's degree related CIP codes for an exercise science oriented degree, there are three disciplines in which master's degrees are being conferred. These three discipline areas have all experienced growth in degrees conferred; however, kinesiology and exercise sciences is overwhelmingly the top program in terms of demand. Over the five-year period, it has accounted for about three-quarters of all degrees awarded across these programs. Based on the CIP program description, details of WOU's proposed program, and the disproportionately high demand for Kinesiology and Exercise Sciences (31.0505) in this field of CIPs, Stamats and WOU agreed to focus on this specific program for further analysis.

# Conferment by Institution: National



Institution Name	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Logan University	51	72	78	73	58	332	7	13.7%	1.5	66	2.3%
Georgia Southern University	59	64	67	68	62	320	3	5.1%	1	64	1.6%
University of Northern Colorado	73	50	60	60	65	308	-8	-11.0%	-0.6	62	-1.0%
University of Wisconsin-La Crosse	69	67	43	54	40	273	-29	-42.0%	-7.1	55	-13.0%
Indiana University-Bloomington		69	53	67	52	241	52		-3.7	60	-6.1%
University of Georgia	35	32	50	42	69	228	34	97.1%	7.8	46	17.1%
Eastern Illinois University	42	51	33	49	41	216	-1	-2.4%	-0.4	43	-0.9%
University of Virginia-Main Campus	44	36	32	39	42	193	-2	-4.5%	-0.1	39	-0.3%
Texas Tech University	30	42	39	41	35	187	5	16.7%	0.9	37	2.4%
The University of Tennessee-Knoxville	13	31	41	44	45	174	32	246.2%	7.7	35	22.1%
<b>National Trends</b>											
Median Cohort	10	12	12	12	12		2	15.0%	0.4	11	3.1%
Mean Cohort	14	16	16	17	16		2	16.9%	0.6	16	3.6%
# of Institutions Confering 1+ Degree	110	116	121	132	133		23	20.9%	6.2	122	5.1%
Total Degrees Conferred	1,546	1,810	1,981	2,181	2,182	9,700	636	41.1%	164.3	1940	8.5%
Total Institutions Showing Growth	84										
Total Institutions Showing Decline	50										

- The institutions provided in the table represent the largest 10 programs nationally. They account for about 25% of all kinesiology and exercise science master's degrees awarded in the US over the five-year period.
- There is relatively little regional competition for this program. In the region, University of Western States, Central Washington University, Oregon State, and Western Washington conferred at least one degree over the five-year period, with the latter two programs being fairly insignificant (five and three degrees awarded, respectively). Locally, only two institutions conferred master's degrees in this space—University of Western States conferred 58 degrees since 2012, and Oregon State conferred 5 from 2010 to 2012 (none since 2012).

# Comparable Institutions: Providers



Including Private Institutions	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
University of Northern Colorado	73	50	60	60	65	308	-8	-11.0%	-0.6	62	-1.0%
Texas Tech University	30	42	39	41	35	187	5	16.7%	0.9	37	2.4%
McNeese State University	22	26	24	24	31	127	9	40.9%	1.6	25	6.3%
University of Toledo	12	17	18	12	11	70	-1	-8.3%	-0.7	14	-5.0%
The University of Texas at Tyler	5	11	15	16	19	66	14	280.0%	3.3	13	25.0%
Smith College	13	11	10	7	12	53	-1	-7.7%	-0.6	11	-5.7%
West Texas A & M University		14	7	13	10	44	10	-	-0.6	11	-5.5%
Texas A & M University-Corpus Christi		2	4	13	10	29	10	-	3.3	7	45.5%
Western Michigan University	9	16	0	0	0	25	-9	-100.0%	-3.4	5	-68.0%
Louisiana State University-Shreveport	3	4	2	5	4	18	1	33.3%	0.3	4	8.3%
Augusta State University	2	8	8			18	-2	-100.0%	3	6	50.0%
The University of Tennessee-Chattanooga			6	4	5	15	5	-	-0.5	5	-10.0%
The University of Texas at Brownsville				2	3	5	3	-	1	3	40.0%
Brigham Young University-Provo		1	2	0	2	5	2	-	0.1	1	8.0%
University of Mary Hardin-Baylor					4	4	4	-	-	4	-
Western Washington University				1	2	3	2	-	1	2	66.7%
<b>Median Cohort</b>	<b>12</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>10</b>		<b>-2</b>	<b>-16.7%</b>	<b>-0.4</b>	<b>11</b>	<b>-3.6%</b>
<b>Mean Cohort</b>	<b>19</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>15</b>		<b>-3.6</b>	<b>-19.0%</b>	<b>-0.7</b>	<b>17</b>	<b>-4.5%</b>
<b># of Institutions Conferring 1+ Degree</b>	<b>9</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>14</b>		<b>5</b>	<b>55.6%</b>	<b>1</b>	<b>12</b>	<b>8.5%</b>
<b>Total Degrees Conferred</b>	<b>176</b>	<b>209</b>	<b>203</b>	<b>210</b>	<b>228</b>	<b>1,026</b>	<b>52</b>	<b>29.5%</b>	<b>10.5</b>	<b>205</b>	<b>5.1%</b>
<b>Total Institutions Showing Growth</b>	<b>9</b>										
<b>Total Institutions Showing Decline</b>	<b>6</b>										

# Conferment: Comparable Institutions



<u>Public Only</u>	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Median Cohort	9	14	8	13	11		1.5	16.7%	0.2	11	1.4%
Mean Cohort	18	18	17	17	18		-0.6	-3.4%	-0.2	18	-1.3%
# of Institutions Conferring 1+ Degree	9	11	11	12	12		3	33.3%	0.7	11	6.4%
Total Degrees Conferred	163	197	191	203	210	964	47	28.8%	10	193	5.2%
Total Institutions Showing Growth	9										
Total Institutions Showing Decline	5										

## Summary

- Degree conferment data suggest that demand for kinesiology/exercise science degrees has increased in the past several years at rates that exceed the average rates for all programs.
- Total master's (all) degrees conferred by comparable institutions grew by 4.6% between 2010 and 2014, at an average annual growth rate of 0.9%. The equivalent rate of growth for kinesiology/exercise science master's degrees was 29.5% (28.8% for publics), or an average annual growth rate of 5.1% (5.2% for publics).
- While the rate of growth in the number of institutions conferring degrees is slightly higher than the overall rate of growth in number of degrees conferred, there is little concern that growth is simply a function of increasing supply. Over half of all institutions (and two-thirds of publics) experienced positive growth over the past several years. Moreover, the market for this program has become less concentrated—in 2010, only four institutions accounted for 80% of all degrees awarded, whereas in 2014, the number of institutions responsible for 80% of degrees rose to six.

# Select Program Profiles

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- Stamats reviewed three institutions currently offering related programming. Each program's discussion will explain the rationale for its selection, as well as a profile of program structure, pricing, unique program characteristics, any distinctive curricular elements, unique content, delivery formats, marketing/messaging strategies, etc.
- For the master's in exercise science (kinesiology), the following institutions' programs were reviewed:
  - **University of Northern Colorado**
  - **The University of Texas at Tyler**
  - **Texas A & M University-Corpus Christi**



- **Overview.** The University of Northern Colorado was selected for further review, as it is the largest of the high demand programs among the set of comparable institutions; in fact, it is the third largest program in the nation. It is a very well-developed and highly successful program, offering three unique emphasis options under the Sport and Exercise Science MS degree track. **Emphasis** areas include:
  - **Biomechanics**
  - **Exercise Physiology**
  - **Social Psychology or Sport and Physical Activity**
- **Curriculum notes.** *“The Sport and Exercise Science program is not designed to have students major in two areas of emphasis within the program. Instead, each emphasis has elective credits that can be used to gain knowledge of other areas that are not part of your declared emphasis. For example, it is common for graduate students in the Biomechanics emphasis to use elective credits to learn more about Exercise Physiology. Therefore, rather than completing two master's degrees within Exercise Science, it is recommend that you pursue one master's degree and then, if you are interested in furthering your education, pursue a Ph.D.”*
- **Degree requirements.** 33 credit hours, including both a thesis and non-thesis option
- **Admissions.** Open to admissions in both spring and fall
- **Format options.** Face-to-face/On campus (main campus) only
- **Price.** In-state/WRG Program: \$523/credit hour; Nonresident: \$1,058

# Northern Colorado – 2



UNIVERSITY OF  
NORTHERN  
COLORADO



- **Messaging:** *“The University of Northern Colorado’s School of Sport and Exercise Science prides itself on offering one of the nation’s strongest programs of its kind with numerous opportunities for practical, cutting-edge experiences in the field.”*
  - **Outcomes:** Program brochures tell prospective students that their graduates find careers at clinics, rehabilitation facilities, physical fitness gyms, or go on to pursue a PhD.
  - **Practical experiences** are touted as part of the program—through internships, clinical, and research opportunities.
  - **Facilities** are at the forefront of promotions for this program. The Biomechanics Lab is heralded as a cutting-edge facility with a “10-camera motion analysis system, instrumented force measuring treadmill, 16 channel telemetered EMG system, metabolic cart, TekScan pressure measurement system, isokinetic dynamometer (Biodex).” The Rocky Mountain Cancer Rehabilitation Institute (though not mentioned in top-level messaging on the program page) is mentioned in the program brochure as a way for students to gain practical hands-on clinical and research experience by using exercise in helping cancer patients to rehabilitate.
  - **Program website.** The website is a good example of a concise, quick reference site with clear calls to action (inquire/apply/admission deadline and requirements tabs), tabs for faculty (although links are broken), and even a linked map highlighting the WRG states. See next slide for examples.



# Northern Colorado – 3



UNIVERSITY OF  
NORTHERN  
COLORADO



SCHOOL & INTERNATIONAL ADMISSIONS

NEW & CURRENT STUDENTS INTERNATIONAL STUDENTS FACULTY & STAFF ALUMNI

Degrees & Programs Deadlines & Forms About Us Contact Us

## Sport & Exercise Science: Biomechanics, MS

Students in the Master's program will study biomechanics research, laboratory techniques, and have options to study in affiliated areas. Involvement in ongoing laboratory research projects is expected. The Biomechanics Lab is a state-of-the-art research facility with a 10-camera motion analysis system, instrumented force measuring treadmill, 16 channel telemetered EMG system, metabolic cart, TekScan pressure measurement system, isokinetic dynamometer (Biodex) and computers with multiple software packages. Students in the Master's program choose between a Thesis Option or Non-Thesis Option.

There are three areas of emphases in the Sport and Exercise Science program at UNC:

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Degree Overview Admission Deadlines & Requirements Faculty

**Class Format**

- UNC Main Campus

**Tuition & Fees**

- [Estimate Your Tuition](#)

**Total Degree Requirements**  
33 Credit Hours

**Program Contact**

- Jeremy Smith, Ph.D.,  
970-351-1761

**Additional Information**

- [Download the Program Brochure](#)
- [Sport & Exercise Science Website](#)

Do you qualify for in-state tuition?

Learn More Here

- **Overview.** University of Texas Tyler (UT Tyler) offers both a MEd in Health & Kinesiology and a MS in Kinesiology. After a review of both their IPEDS reported data and program portfolio, it is likely that the MEd degrees are reported under the 13 CIP code (education); we assume the degree conferment data for 31.0505 exclusively pertain to the MS program. The program is housed in the College of Nursing and Health Sciences.
- **Target audience notes.** Program *“prepares for a broad range of careers related to exercise, including: Coaching, Exercise Physiology, Corporate Wellness and Health Promotion, Personal Training or Wellness Coaching. This degree program is also appropriate for clinicians, such as physical therapists and athletic trainers, who want to further their understanding of the science related to their areas of practice.”*
- **Degree requirements.** 36 credit hours (18 core, 12 elective, 6 thesis or internship/comprehensive exam)
- **Admissions.** Open to admissions in both spring and fall. GRE required. Three letters of recommendation
- **Format options.** Can be face-to-face, fully online, or combination
- **Price.** In-state full-time per semester: \$3,206 (F2F only); \$3,332 (online). Out-of-state full-time per semester: \$6,905 (F2F); \$7,031 (online)
- **Promotional messaging points.** Three top-level bulleted points outline: 1) Personal attention from Award-winning Faculty; Small Classes; Can be completed from your location and on your schedule
- **Program webpage.** The webpage is not an ideal example to follow. Information is fragmented between the program site and other parts of the graduate school/College. The program title on the webpage suggests the program is online only, but the program description mentions F2F, fully online, and blended as all viable opportunities for coursework. Prospective students must dig to other areas of the website to find information on facilities, faculty, tuition, etc., and there is no call to action (“Apply/inquire Here”).

# Texas A&M Corpus Christi



- **Overview.** The MS in Kinesiology is housed in the College of Education and Human Development. *“The Master’s in Kinesiology with an emphasis in Sport Science prepares professionals in the multi-faceted disciplines of athletic performance. These include biomechanics, exercise physiology, leadership/management of sport, motor performance, nutrition, assessment of sport performance, sport psychology, and strength & conditioning. The program provides and supports higher-level knowledge, specialized proficiencies and the development of independent creativity.”*
- **Degree requirements.** 36 credit hours, including both a thesis and non-thesis option
- **Admissions.** GRE exam requirements are not indicated under application requirements.
- **Format options.** Face-to-face. The program will be offered online beginning fall 2016.
- **Price.** In-state full-time per semester: \$3,323. Out-of-state full-time per semester: \$7,210
- **Promotional messaging:** The program’s webpage touts the university’s state-of-the-art Island Hall (biomechanics lab, motor development lab, exercise physiology lab, and athletic training center) and top-notch technology for exercise science research. ***“Some of the top technology available anywhere for exercise science research”***

COURSES		
Course # and Title	GR	HRS
<b>1. Kinesiology Core Courses – 15 sem hrs</b>		
KINE 5307 Research Design in Kinesiology		3
KINE 5308 Leadership in Kinesiology		3
KINE 5311 Statistics in Kinesiology		3
KINE 5312 Sport Physiology		3
KINE 5327 Sport Biomechanics		3
<b>2. Required Courses – (9 sem hrs)</b>		
Choose <b>at least 3</b> from the list below. Additional courses can		
KINE 5306 Sport Nutrition		3
KINE 5313 Assessment/Evaluation of Athletic Performance		3
KINE 5314 Principles of Strength and Conditioning		3
KINE 5315 Concepts in Sport Business		3
KINE 5338 Motor Development in Sport		3
KINE 5340 Sport Psychology		3
KINE 5390 Professional Seminar		3
KINE 5394 Professional Field Experience		3
<b>3. Applied Electives (0-9 sem hours)</b>		
Graduate- level courses to be selected with permission of faculty. Kinesiology courses listed above.		
<b>4. KINE 5397 Graduate Research Project in Kinesiology</b>		
NOTE: KINE 5307 & KINE 5311 must be taken prior to capstone		3

# Implications for MS in Exercise Science

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- Stamats considers the MS in Exercise Science (Kinesiology) as a good opportunity for growing enrollment. Based on conferral trends, the rate of growth in degrees awarded in this field has far surpassed the growth of all master's level degrees. Nationally, the year-over-year growth rate was an impressive 41%--on average, 164 new degrees added each year.
- Using the national degree conferrals as a model, we estimate a deficit (potential unmet need) of approximately 119 master's level degrees in this discipline in the region (and 18 degrees locally). Additionally, based on an analysis of degree production both locally and regionally, we do not see a high degree of competitive pressure in this arena.
- While the degree is offered at many different types of institutions, we isolated the analysis to the list of institutions comparable to WOU and observed notable and consistent growth in that domain as well. Degree production rose by one-third, growing on average of 11 degrees annually—among publics, the average increase was 10 degrees per year.
- Enrollment implications: the median cohort in 2014 was 11 students. When looking at recently established programs, the initial cohort size generally ranges from upper single digits to mid-teens.
- Once established, WOU may consider moving some or all of the degree coursework to an online or blended format. Of the websites we scanned, many have the option (or are developing options) to complete all or some of the required coursework online.

# Implications for MS in Exercise Science – 2



- Especially among public institutions, promotional messaging tends to be weak. Those with more effective communication strategies have calls to action on their program website (click to inquire/apply, tuition calculators, etc.) The top points of differentiation (how certain programs are “selling” it) tend to demonstrate convenience, top-notch faculty, and, most notably, facilities (biomechanics, training centers, etc.) and technological resources/software. Additionally, we might recommend exploring what options exist for partnerships throughout the region for practical experiences (Cancer Centers, healthcare, rehabilitation, etc.)
- One possible option to consider for this research was the prevalence and success of fast-track undergraduate and graduate level programs in the realm of kinesiology and exercise science. In our search through all of the comparable institutions conferring degrees in this program area, none of the programs we scanned or reviewed offered a five-year (or 3+2; 4+1) type of configuration with an undergraduate degree and progress toward a master’s. Once the program is established, WOU may want to consider developing such an accelerated option, if internal demand exists. We find that accelerated program options, while popular a few years back, have waned in popularity (in certain discipline areas), so we recommend prudence in developing this approach if there is a dearth of internal demand.
- While it is impossible to isolate these accelerated programs in the IPEDS universe, we conducted a few different Google searches to identify: 1) the popularity and apparent incidence of these configurations, and 2) a list of likely top providers. That list (not assumed to be exhaustive), along with the corresponding BS and MS degree names, can be found in Appendix B.



# MS in Psychology

# Programs Considered for Analysis

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- **Psychology, General (CIP Code 42.0101)**
  - A general program that focuses on the scientific study of individual and collective behavior, the physical and environmental bases of behavior, and the analysis and treatment of behavior problems and disorders. Includes instruction in the principles of the various subfields of psychology, research methods, and psychological assessment and testing methods.
- **Clinical Psychology (CIP Code 42.2801)**
  - A general program that focuses on the scientific study of individual and collective behavior, the physical and environmental bases of behavior, and the analysis and treatment of behavior problems and disorders. Includes instruction in the principles of the various subfields of psychology, research methods, and psychological assessment and testing methods.
- **Cognitive Psychology and Psycholinguistics (CIP Code 42.2701)**
  - A program that focuses on the scientific study of the mechanisms and processes of learning and thinking, and associated information encoding, decoding, processing and transmitting systems. Includes instruction in theories of cognition and intelligence; studies of cognitive processes such as memory, sensation, perception, pattern recognition, problem solving, and conceptual thinking; cybernetics; psycholinguistics; and the study of biological and social communications mechanisms and processes.



# National Conferment by CIP



CIP Title	CIP Code	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Psychology, General	42.0101	7,281	6,109	6,270	6,344	6,390	32,394	-891	-12.2%	-154.7	6,479	-2.39%
Clinical Psychology	42.2801	2,327	2,249	2,518	2,883	2,900	12,877	573	24.6%	178	2,575	6.91%
Cognitive Psychology and Psycholinguistics	42.2701	12	10	10	7	5	44	-7	-58.3%	-1.7	9	-19.32%
Total Degrees Conferred		9,620	8,368	8,798	9,234	9,295	45,315	-325	-3.38%	21.6	9,063	0.24%
Total CIPs Exhibiting Growth		1										
Total CIPs Exhibiting Decline		2										

- Relatively speaking, in the graduate realm, general psychology (42.0201) is a rather large program nationally. Despite declining trends over the past five years, it remains among the top 25 master's degree areas of degree conferment.
- Based on the CIP program description, details of WOU's proposed program (and large demand on resources to offer specialty clinical areas), and the disproportionately high demand for General Psychology (42.0101) in this field of CIPs, Stamats and WOU agreed to focus on this specific program area for further analysis.
- Graduates of general psychology programs are not typically eligible to practice. Rather, they frequently continue toward doctoral study in specific areas, and many enter academia as researchers, administration, and professors.



# Conferment by Institution: National



Institution Name	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Walden University	419	540	316	338	421	2,034	2	0.5%	-19.8	407	-4.9%
University of Phoenix-Online Campus	1,378					1,378	-1,378	-100.0%	-	1,378	-
Kaplan University-Davenport Campus		8	160	278	330	776	330	-	108.4	194	55.9%
Capella University	97	112	107	122	129	567	32	33.0%	7.4	113	6.5%
Pepperdine University	114	90	134	117	84	539	-30	-26.3%	-3.3	108	-3.1%
Northcentral University	84	76	85	94	129	468	45	53.6%	10.8	94	11.5%
Springfield College	76	102	90	84	75	427	-1	-1.3%	-2	85	-2.3%
National Louis University	135	81	77	66	59	418	-76	-56.3%	-16.7	84	-20.0%
Antioch University-Seattle	94	81	104	59	74	412	-20	-21.3%	-6.2	82	-7.5%
The Chicago School of Professional Psychology at Chicago	34	88	158	128	0	408	-34	-100.0%	-2.8	82	-3.4%
<b>National Trends</b>											
Median Cohort	10	12	11	11	11		1	10.0%	0.1	11	0.9%
Mean Cohort	21	18	18	18	18		-2	-10.7%	-0.4	19	-2.2%
# of Institutions Conferring 1+ Degree	353	344	343	350	347		-6	-1.7%	-0.6	347	-0.2%
Total Degrees Conferred	7,281	6,109	6,270	6,344	6,390	32,394	-891	-12.2%	-154.7	6479	-2.4%
Total Institutions Showing Growth	188										
Total Institutions Showing Decline	176										

- The institutions provided in the table represent the largest 10 programs nationally. They account for almost a quarter of all Psychology, General (42.0101) master's degrees awarded in the US over the five-year period.
- Many of the top-producing programs are offered by large national online institutions, as this is a popular degree area and can be offered quite efficiently via distance or hybrid formats.

# Conferment by Institution: Regional



Institution Name	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Antioch University-Seattle	94	81	104	59	74	412	-20	-21.3%	-6.2	82	-7.5%
University of Oregon	16	18	23	19	17	93	1	6.3%	0.3	19	1.6%
Seattle University	14	19	16	14	22	85	8	57.1%	1.1	17	6.5%
Seattle Pacific University	10	15	12	11	12	60	2	20.0%	0	12	0.0%
University of Washington-Seattle Campus	15	15	7	7	12	56	-3	-20.0%	-1.4	11	-12.5%
Eastern Washington University	10	11	6	9	8	44	-2	-20.0%	-0.6	9	-6.8%
Washington State University	7	8	9	9	7	40	0	0.0%	0.1	8	1.3%
<b>Portland State University</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>7</b>	<b>39</b>	<b>1</b>	<b>16.7%</b>	<b>0.6</b>	<b>8</b>	<b>7.7%</b>
Southern Oregon University	19	19				38	-19	-100.0%	0	19	0.0%
Walla Walla University	0	0	3	0	0	3	0	-	0	1	0.0%

- Ten institutions conferred degrees in 42.0101 over the last five years. Across the region, the median cohort size was 12 students in 2014.
- Portland State (highlighted in red), the only provider located within the local (CSA 440) market, had an average cohort size of 8 students per year, ranging from 6 (minimum) to 11 (maximum). Its five-year trend is flat.
- Regional market trends are generally flat to declining (similar to the national numbers).
- Four institutions have experienced slight growth, and three institutions exhibited declines.

# Comparable Institutions: Providers



Including Private Institutions (Only Those w/ Five-Year Totals of 50+)	2010	2011	2012	2013	2014	Five- Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/ Mean
The University of West Florida	33	19	41	39	26	158	-7	-21.2%	0.6	32	1.9%
California State University-Chico	33	36	21	27	26	143	-7	-21.2%	-2.3	29	-8.0%
Millersville University of Pennsylvania	24	38	30	19	23	134	-1	-4.2%	-2.1	27	-7.8%
The University of Tennessee-Chattanooga	24	21	26	22	20	113	-4	-16.7%	-0.7	23	-3.1%
Western Michigan University	22	20	23	21	22	108	0	0.0%	0.1	22	0.5%
University of North Carolina Wilmington	18	25	18	21	26	108	8	44.4%	1.2	22	5.6%
McNeese State University	15	12	15	20	29	91	14	93.3%	3.6	18	19.8%
Sonoma State University	29	22	9	7	13	80	-16	-55.2%	-4.7	16	-29.4%
North Carolina Central University	17	15	14	16	15	77	-2	-11.8%	-0.3	15	-1.9%
California State University-Stanislaus	13	17	13	13	15	71	2	15.4%	0	14	0.0%
California Polytechnic State University-San Luis Obispo	7	19	16	14	14	70	7	100.0%	0.9	14	6.4%
Missouri State University-Springfield	18	13	11	15	13	70	-5	-27.8%	-0.8	14	-5.7%
Texas Tech University	7	18	15	18	10	68	3	42.9%	0.6	14	4.4%
Bowling Green State University-Main Campus	15	12	9	12	16	64	1	6.7%	0.2	13	1.6%
Texas A & M University-Corpus Christi	11	8	13	11	21	64	10	90.9%	2.3	13	18.0%
University of Louisiana at Lafayette	17	9	10	7	11	54	-6	-35.3%	-1.4	11	-13.0%
Shippensburg University of Pennsylvania	14	11	10	10	6	51	-8	-57.1%	-1.7	10	-16.7%
Westfield State University	1	10	10	13	17	51	16	1600.0%	3.5	10	34.3%
<b>Median Cohort</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>10</b>	<b>11</b>		<b>-1</b>	<b>-8.3%</b>	<b>-0.3</b>	<b>11</b>	<b>-2.8%</b>
<b>Mean Cohort</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>11</b>	<b>13</b>		<b>0</b>	<b>-1.5%</b>	<b>-0.1</b>	<b>12</b>	<b>-0.9%</b>
<b># of Institutions Conferring 1+ Degree</b>	<b>35</b>	<b>38</b>	<b>33</b>	<b>34</b>	<b>33</b>		<b>-2</b>	<b>-5.7%</b>	<b>-0.8</b>	<b>35</b>	<b>-2.3%</b>
<b>Total Degrees Conferred</b>	<b>448</b>	<b>458</b>	<b>411</b>	<b>387</b>	<b>416</b>	<b>2,120</b>	<b>-32</b>	<b>-7.1%</b>	<b>-13.5</b>	<b>424</b>	<b>-3.2%</b>
<b>Total Institutions Showing Growth</b>	<b>19</b>										
<b>Total Institutions Showing Decline</b>	<b>17</b>										

# Conferment: Comparable Institutions



Public Only	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Median Cohort	13	11	11	11	11		-2	-12.0%	-0.3	11	-2.7%
Mean Cohort	13	13	13	12	13		0	-1.1%	-0.1	13	-0.9%
# of Institutions Conferring 1+ Degree	32	34	29	31	31		-1	-3.1%	-0.5	31	-1.6%
Total Degrees Conferred	428	436	391	371	410	2,036	-18	-4.2%	-10.1	407	-2.5%
Total Institutions Showing Growth	18										
Total Institutions Showing Decline	15										

## Summary

- In relation to the nearly 1,100 unique program areas in which master's degrees are conferred, psychology is a very high demand program in terms of raw numbers (ranking 21<sup>st</sup> among all six-digit CIP codes). However, it is a program that has experienced notable decline over the past several years. From 2010 to 2014, psychology experienced a 12% drop in degree production. On average, the number of degrees conferred dropped about 155 per year, with an annual average growth rate of -2.39%.
- Comparable institutions follow the same trend as the nation, exhibiting a -3% annual decline, which represents a loss of approximately 10 to 15 degrees annually.
- We also looked the expected first-year cohort sizes of comparable institutions that have rolled out their programs in the last five-year period. Very few such programs were identified, and for those that were, the average cohort size was in the low single-digits.

# Select Program Profiles

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- Stamats reviewed three institutions currently offering related programming. Each program's discussion will explain the rationale for its selection, as well as a profile of program structure, pricing, unique program characteristics, any distinctive curricular elements, unique content, delivery formats, marketing/messaging strategies, etc.
- For the Master's in Psychology, the following institutions' programs were reviewed:
  - **The University of West Florida**
  - **University of North Carolina Wilmington**
  - **Portland State**

- **Overview.** The University of West Florida was selected for further review, as it is the largest program among the set of comparable institutions. Program size varies greatly, from a minimum of 19 to a maximum of 39, over the five-year period. The program has three areas of specialization:
  - **Applied Experimental Psychology**
  - **Counseling-Licensed Mental Health Counselor**
  - **Industrial/Organizational Psychology**
- Students are also able to fulfill requirements for a certificate in Health Psychology in addition to the master's degree.
- **Degree requirements.** Credits vary, depending on specialization.
- **Accreditations.** Council for Applied Master's Programs in Psychology (CAMPP) and Master's in Psychology and Counseling Accreditation Council (MPCAC).
- **Admissions.** Any term. Requirements include a GRE and an undergraduate degree (or significant coursework) in psychology.
- **Format options.** Residential on-campus only
- **Price.** In-state: \$295/credit hour; Nonresident: \$628
- **Outcomes.** *"Our Master's graduates have found employment in mental health agencies; in private practice after becoming Licensed Mental Health Counselors; in research settings in the military, business, or public sector; in private industry or the public sector working in human resources, training or organization development; and in consulting firms. Some of our recent graduates have entered doctoral programs in schools such as Colorado State, Notre Dame, Michigan State, Emory, Louisiana State, Georgia Tech, the University of Central Florida, Georgia State and Kansas State University."*



- **Overview.** The MA in Psychology has three concentrations, one general and two clinical (Substance Abuse Treatment Psychology and Applied Behavior Analysis). For the purposes of this study, we focus solely on the general psychology program.
- **Degree requirements.** 33 credit hours. Thesis required.
- **Accreditations.** Council for Applied Master's Programs in Psychology (CAMPP) and Master's in Psychology and Counseling Accreditation Council (MPCAC)
- **Admissions.** Fall term only for cohort admissions. Candidates must have a bachelor's degree in psychology. Those who do not are required to submit scores from the GRE Psychology Subject Test.
- **Format options.** Full-time residential only
- **Price.** In-state: \$295/credit hour;  
Nonresident: \$628

## ▪ Outcomes

### Doctoral Programs

- ❖ Auburn University
- ❖ Yale University
- ❖ UNC Chapel Hill
- ❖ UNC Greensboro
- ❖ Ohio State University
- ❖ West Virginia University
- ❖ Binghamton University
- ❖ University of Kansas
- ❖ North Carolina State
- ❖ American University
- ❖ University of California at Davis
- ❖ University of Southern California
- ❖ University of Kentucky
- ❖ Virginia Tech
- ❖ Syracuse University
- ❖ Nova University
- ❖ Brigham Young University

### Employment/General Concentration

- ❖ College/University Instructor
- ❖ Group Home Manager
- ❖ Managed Care Company Executive
- ❖ Research Associate
- ❖ Software Developer

### Employment/Clinical Concentration

- ❖ Staff Psychologist at:
  - ❖ County Mental Health Center
  - ❖ Correctional Facility
  - ❖ Drug and Alcohol Treatment Center
  - ❖ Developmental Center
- ❖ University Student Counseling Center
- ❖ Research Associate
- ❖ College/University Instructor
- ❖ Private Practice

- **Overview.** Despite being a relatively small program, Portland State was chosen as the third institution for review, as it would be a local competitor if WOU were to establish a master's in psychology. On average, the program has about eight students per cohort. It offers an MA/MS in Psychology (applied), with little distinction between the two (one difference: MA has a foreign language component). There are three areas of specialization:
  - Applied Developmental
  - Applied Social & Community
  - Industrial/Organizational
- **Degree requirements.** 56 credits total; requires a thesis/dissertation and comprehensive exams
- **Admissions.** Admits students only once a year (fall term). According to the prospective applicant information page, the program was not admitting terminal MA/MS students for the 2016-2017 academic term (only those entering the program *en route* to a PhD. Little additional information is provided on the website, and it is unknown whether this is a likely indicator that the terminal master's program might be in the process of being taught out.
- **Format options.** Residential on-campus only. Program does not currently accommodate part-time learners, and does not offer online or distance options for students.
- **Price.** In-state: \$3,312 (based on 9-credit semester); Nonresident: \$5,184 (based on 9-credit semester)
- **Outcomes.** *"The Applied Psychology program trains students to apply psychological research to applied settings. Although most of our graduates go on to work in government, consulting, or private industry, our program prepares students for both academic and practitioner settings. Our program places a strong emphasis on research, but does not emphasize laboratory-based research designs, and few faculty conduct laboratory-based research."*



# Implications for MS in Psychology



- Based on our analysis, Stamats would recommend caution in considering the development of a non-clinical psychology (applied psychology; general psychology) master's degree program. For non-clinical track students, communicating outcomes is very important. Many programs we scanned prepare students for additional academic work towards a PhD. Research-oriented resources and faculty would be critical.
- While psychology is a relatively large (albeit broad) program area in terms of national demand, it is a field that has experienced declining enrollment at every level of our analysis—nationally, regionally, locally, and, most importantly, among institutions comparable to WOU.
- We also note the presence (albeit, fairly small) of some competitive pressure in the localized market. Portland State University is a public competitor in this space, with an average cohort size of about eight students. Regardless of the current state of the program (and the potential evidence of a teach-out in progress), we view both the presence of a direct competitor and its demonstration of waning interest in this program area as potential causes for concern in considering this program's implementation.
- Nationally, there is a 2% decline in degrees awarded annually (equating to about 155 fewer degrees per annum). Regionally, the production is down about 12 degrees annually. In addition to the declining five-year trends, we note the likelihood of market saturation in psychology degrees in the WA/OR market. We estimate (over five years' worth of conferment data) an apparent surplus of about 123 degrees in the market, based on the national degree conferment as a framework for the model. Market saturation of this degree would indicate a potential new entrant to the market would simply fragment the already small (and shrinking) market of prospective students in this discipline.



# MS in Interdisciplinary Studies

# Initial Programs Considered for Analysis



- **Multi-Interdisciplinary Studies, General (CIP Code 30.0000)**
  - A program that derives from two or more distinct programs and that is integrated around a unifying theme or topic that cannot be subsumed under a single discipline or occupational field
- **Multi-Interdisciplinary Studies, Other (CIP Code 30.9999)**
  - Any instructional program in multi/interdisciplinary studies not listed above
- **Liberal Arts and Sciences/Liberal Studies (CIP Code 24.0101)**
  - A program that is a structured combination of the arts, biological and physical sciences, social sciences, and humanities, emphasizing breadth of study. Includes instruction in independently designed, individualized, or regular programs
- **General Studies (CIP Code 24.0102)**
  - An undifferentiated program that includes instruction in the general arts, general science, or unstructured studies
- **Humanities/Humanistic Studies (CIP Code 24.0103)**
  - A program that focuses on combined studies and research in the humanities subjects as distinguished from the social and physical sciences, emphasizing languages, literatures, art, music, philosophy and religion
- **Liberal Arts and Sciences, General Studies and Humanities, Other. (CIP Code 24.0199)**
  - Any single instructional program in liberal arts and sciences, general studies and humanities not listed above

# National Conferment by CIP



CIP Title	CIP Code	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Multi-Interdisciplinary Studies, General	30.0000	17	32	31	28	80	188	63	370.6%	12.2	37.6	32.4%
Multi-Interdisciplinary Studies, Other	30.9999	2,324	2,321	2,564	2,249	2,264	11,722	-60	-2.6%	-19.2	2,344	-0.82%
Liberal Arts and Sciences/Liberal Studies	24.0101	2,243	2,318	2,185	2,135	1,966	10,847	-277	-12.3%	-73.7	2,169	-3.40%
General Studies	24.0102	98	149	163	184	143	737	45	45.9%	12.5	147	8.48%
Humanities/Humanistic Studies	24.0103	600	629	644	630	574	3,077	-26	-4.3%	-5.1	615	-0.83%
Liberal Arts and Sciences, General Studies and Humanities, Other.	24.0199	882	876	808	341	335	3,242	-547	-62.0%	-162.9	648	-25.12%
Total Degrees Conferred		6,164	6,325	6,395	5,567	5,362	29,813	-802	-13.0%	-236.2	5,963	-4.0%
Total CIPs Exhibiting Growth	2											
Total CIPs Exhibiting Decline	4											

- In the multidisciplinary studies realm, two high demand program areas were identified by Stamats and WOU for deeper analysis.
- Demand and conferment data for each CIP discipline is broken out separately in the following slides.

# Conferment by Institution: National (30.9999)



Institution Name	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
SUNY Buffalo State	274	272	295	259	247	1,347	-27	-9.9%	-6.7	269	-2.5%
University of Oklahoma-Norman Campus	127	162	207	196	216	908	89	70.1%	21.2	182	11.7%
George Mason University	216	211	136	76	73	712	-143	-66.2%	-42.1	142	-29.6%
The University of Texas at El Paso	72	62	94	87	95	410	23	31.9%	7.1	82	8.7%
University of Maryland-College Park	59	57	62	107	118	403	59	100.0%	16.8	81	20.8%
Eastern Michigan University	73	70	57	72	89	361	16	21.9%	3.4	72	4.7%
Regis University	54	58	88	80	77	357	23	42.6%	6.8	71	9.5%
Lesley University	80	65	57	66	78	346	-2	-2.5%	-0.3	69	-0.4%
Amberton University	93	94	52	35	71	345	-22	-23.7%	-10.3	69	-14.9%
University of Maryland-Baltimore County	33	47	44	64	74	262	41	124.2%	9.9	52	18.9%
Median Conferment	7	7	8	9	6		-1	-14.3%	0	7	0.0%
Mean Conferment	18	18	20	18	18		0	0.5%	0.1	18	0.3%
# of Institutions Conferring 1+ Degree	131	130	129	123	127		-4	-3.1%	-1.5	128	-1.2%
Total Degrees Conferred	2,324	2,321	2,564	2,249	2,264	11,722	-60	-2.6%	-19.2	2344	-0.8%
Total Institutions Showing Growth	70										
Total Institutions Showing Decline	83										

- The institutions provided in the table represent the largest 10 programs nationally. They account for about 47% of all master's degrees conferred in 30.9999.
- Given that this CIP code is a catch-all category (.9999) for all other types of programs not listed under any other discipline under the CIP 30 2-digit classification, the programs reporting degrees to this CIP are broadly defined and can vary greatly in terms of coursework, etc.
- Overall trends are flat, and more than half of all institutions show a decline over the five-year period.

# Conferment by Institution: National (24.0101)



Institution Name	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Stony Brook University	366	372	282	232	168	1,420	-198	-54.1%	-53.6	284	-18.9%
University of Oklahoma-Norman Campus	114	103	142	161	155	675	41	36.0%	14	135	10.4%
Duquesne University	79	167	129	143	153	671	74	93.7%	12.4	134	9.2%
University of Pennsylvania	98	107	105	69	50	429	-48	-49.0%	-13.4	86	-15.6%
Fort Hays State University	88	86		114	137	425	49	55.7%	12.6	106	11.9%
Georgetown University	69	62	83	86	93	393	24	34.8%	7.2	79	9.2%
University of North Carolina at Greensboro	54	63	60	55	49	281	-5	-9.3%	-1.8	56	-3.2%
Southern Methodist University	30	39	52	87	63	271	33	110.0%	11.4	54	21.0%
New York University	59	48	59	51	50	267	-9	-15.3%	-1.5	53	-2.8%
University of St Thomas	30	61	61	48	47	247	17	56.7%	2.1	49	4.3%
Median Conferment	8	8	8	7	7	31	-1.5	-18.8%	-0.4	8	-5.3%
Mean Conferment	19	18	17	17	15	150	-3	-17.1%	-0.8	17	-4.3%
# of Institutions Conferring 1+ Degree	121	126	125	124	128	144	7	5.8%	1.2	125	1.0%
Total Degrees Conferred	2,243	2,318	2,185	2,135	1,966	10,847	-277	-12.3%	-73.7	2,169	-3.4%
Total Institutions Showing Growth	49										
Total Institutions Showing Decline	82										

- The institutions provided in the table represent the largest 10 programs nationally. Together, they account for 47% of the degrees reported to 24.0101 over the five-year period.
- US trends are down, despite the slight increase in the number of institutions conferring into this area. Additionally, nearly two-thirds of institutions experienced enrollment declines.

# Conferment: Comparable Institutions (30.9999)



Including Private Institutions (Only Those w/ Five-Year Totals of 20+)	2010	2011	2012	2013	2014	Five- Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/ Mean
Eastern Michigan University	73	70	57	72	89	361	16	21.9%	3.4	72	4.7%
Texas Tech University	24	45	28	26	26	149	2	8.3%	-1.5	30	-5.0%
Thomas Edison State College	17	18	14	15	21	85	4	23.5%	0.5	17	2.9%
Hodges University	13	12	12	10	4	51	-9	-69.2%	-2	10	-19.6%
California State University-Chico	9	8	12	5	14	48	5	55.6%	0.7	10	7.3%
University of Northern Colorado	13	13	13	4	4	47	-9	-69.2%	-2.7	9	-28.7%
The University of Texas at Brownsville	6	12	8	6	13	45	7	116.7%	0.8	9	8.9%
Bowling Green State University-Main Campus	5	8	4	12	10	39	5	100.0%	1.4	8	17.9%
Sonoma State University	13	5	9	3	3	33	-10	-76.9%	-2.2	7	-33.3%
Hollins University	6	8	3	5	5	27	-1	-16.7%	-0.5	5	-9.3%
California State University-Monterey Bay	22					22	-22	-100.0%	-	22	-
University of California-Santa Barbara	7	5	5	2	3	22	-4	-57.1%	-1.1	4	-25.0%
California State University-Stanislaus	4	4	6	5	2	21	-2	-50.0%	-0.3	4	-7.1%
Eastern Washington University	2	2	4	10	2	20	0	0.0%	0.8	4	20.0%
Median Cohort	6	6	7	5	4		-2.0	-33.3%	-0.5	5	-8.3%
Mean Cohort	11	12	10	11	12		0.7	6.4%	0.1	11	1.0%
# of Institutions Conferring 1+ Degree	22	20	20	16	18		-4	-18.2%	-1.2	19	-6.3%
Total Degrees Conferred	239	235	202	183	208	1,067	-31	-13.0%	-11.4	213	-5.3%
Total Institutions Showing Growth	8										
Total Institutions Showing Decline	14										

# Conferment: Comparable Institutions (30.9999)



Public Only	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Median Cohort	6	5	6	5	4		-2.5	-41.7%	-0.5	5	-9.8%
Mean Cohort	11	12	11	12	12		1.0	8.4%	0.2	12	1.3%
# of Institutions Conferring 1+ Degree	19	17	17	14	16		-3	-15.8%	-0.9	17	-5.4%
Total Degrees Conferred	218	210	180	168	199	975	-19	-8.7%	-8	195	-4.1%
Total Institutions Showing Growth	7										
Total Institutions Showing Decline	12										



# Conferment: Comparable Institutions (24.0101)



Including Private Institutions	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Alvernia University	23	16	26	16	25	106	2	8.7%	0.4	21	1.9%
University of North Carolina Wilmington	19	22	19	13	15	88	-4	-21.1%	-1.7	18	-9.7%
University of Toledo	14	13	15	17	13	72	-1	-7.1%	0.2	14	1.4%
Spring Hill College	9	14	15	12	8	58	-1	-11.1%	-0.4	12	-3.4%
University of Southern Indiana	7	15	9	9	10	50	3	42.9%	0	10	0.0%
University of North Carolina at Asheville	5	6	10	13	10	44	5	100.0%	1.7	9	19.3%
Louisiana State University-Shreveport	7	10	8	7	12	44	5	71.4%	0.7	9	8.0%
Indiana University-Purdue University-Fort Wayne	6	8	6	11	7	38	1	16.7%	0.5	8	6.6%
Indiana University-South Bend	8	6	10	9	5	38	-3	-37.5%	-0.3	8	-3.9%
Auburn University at Montgomery	2	9	7	10	8	36	6	300.0%	1.3	7	18.1%
Minnesota State University Moorhead	6	3	5	1	2	17	-4	-66.7%	-1	3	-29.4%
Lenoir-Rhyne University	0	0	9	5	2	16	2	-	0.9	3	28.1%
Washburn University	0	2	5	7	1	15	1	-	0.7	3	23.3%
University of Minnesota-Duluth	5	0	1	0	0	6	-5	-100.0%	-1	1	-83.3%
Faulkner University	1	1	2	1	1	6	0	0.0%	0	1	0.0%
Lourdes University					6	6	6	-	-	6	-
Saint Norbert College					4	4	4	-	-	4	-
Bradley University	0	0	0	0	1	1	1	-	0.2	0	100.0%
<b>Median Cohort</b>	<b>7</b>	<b>9</b>	<b>9</b>	<b>10</b>	<b>7</b>		<b>0</b>	<b>0.0%</b>	<b>0.05</b>	<b>8</b>	<b>0.6%</b>
<b>Mean Cohort</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>8</b>		<b>-1.0</b>	<b>-11.2%</b>	<b>-0.2</b>	<b>9</b>	<b>-2.4%</b>
<b># of Institutions Conferring 1+ Degree</b>	<b>13</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>17</b>		<b>4</b>	<b>30.8%</b>	<b>0.9</b>	<b>14</b>	<b>6.3%</b>
<b>Total Degrees Conferred</b>	<b>112</b>	<b>125</b>	<b>147</b>	<b>131</b>	<b>130</b>	<b>645</b>	<b>18</b>	<b>16.1%</b>	<b>4.2</b>	<b>129</b>	<b>3.3%</b>
<b>Total Institutions Showing Growth</b>	<b>9</b>										
<b>Total Institutions Showing Decline</b>	<b>5</b>										

# Conferment: Comparable Institutions (24.0101)



<u>Publics Only</u>	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Median Cohort	7	9	8	10	9		3	38.5%	0.6	8	7.2%
Mean Cohort	8	9	9	10	8		0	5.1%	0.11	9	1.3%
# of Institutions Conferring 1+ Degree	10	10	11	10	10		0	0.0%	0	10	0.0%
Total Degrees Conferred	79	94	95	97	83	448	4	5.1%	1.1	90	1.2%
Total Institutions Showing Growth	6										
Total Institutions Showing Decline	4										

# Select Program Profiles

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- Stamats reviewed three institutions currently offering related programming. Each program's discussion will explain the rationale for its selection, as well as a profile of program structure, pricing, unique program characteristics, any distinctive curricular elements, unique content, delivery formats, marketing/messaging strategies, etc.
- For the Master's in Interdisciplinary Studies, the following institutions' programs were reviewed:
  - **University of North Carolina Wilmington**
  - **University of Toledo**
  - **University of Southern Indiana**



- **Overview.** The UNC Wilmington program was chosen for review because it is the largest program offered by a public institution among the comparator set. Its average cohort size is about 18 students, and enrollment has been relatively stable over the past several years. The Graduate Liberal Studies at UNCW has two programs: an MA in liberal studies, and a post-master's certificate in liberal studies. Since certificates are reported to IPEDS separately from full degrees, the conferment data solely reflect the MA program. Some examples of how the program is described:
  - *"...a highly integrated exploration of the liberal arts, which not only adheres to the traditional values of broad liberal arts education, but is specifically designed for highly motivated learners who wish to deepen their understanding of the social, scientific, and humanistic dimensions of today's world."*
  - *"Fundamental to UNCW's GLS program is its mission to prepare its students to meet the many complex challenges facing our society, the world and regional communities, most of which do not fall within the strict confines of a single discipline or professional degree program, but rather require a broader interdisciplinary perspective."*
- **Degree requirements.** Minimum of 30 credit hours; including required capstone project (3 hours)
- **Admissions.** Any term. No graduate-level exam scores are required for consideration
- **Format options.** On campus or online
- **Price.** In-state: 3,521 tuition & fees; nonresident: \$9,631



- Messaging

## Master of Arts in Liberal Studies (MALS)

The Master of Arts in Liberal Studies (MALS) degree provides a highly integrated exploration of the liberal arts, which not only adheres to the traditional values of broad liberal arts education, but is specifically designed for highly motivated learners who wish to deepen their understanding of the social, scientific, and humanistic dimensions of today's world.

Though conceptually the MALS degree is not a professional, vocational degree, employers are particularly attracted by MALS graduates because they have been prepared to meet the challenges of a complex world. According to the Association of Graduate Liberal Studies Programs (AGLSP), there are now more than 30,000 graduates of GLS programs nationwide. They reflect a national trend among adults who pursue life-long learning. As adults, they are often employed, full and part-time, and seek a way to fit education into busy adult lives. Balancing work, family and education is no easy task, which may explain why these adults look for flexible programs in which to continue their education. Clearly, a MALS graduate is one who can manage his or her own complicated personal life in order to fit in the time to pursue a graduate degree. Corporations faced with the need to “downsize” for the next century clearly look for individuals who are flexible, creative, and capable of managing complicated schedules and demands. MALS graduates have experienced and mastered these skills. Moreover, an AGLSP study indicates that they come prepared to approach thorny problems facing our society and the world community from a broad interdisciplinary perspective. For example, philosophy and religion, science, history, literature, and social science perspectives enable people to address ethical issues such as those raised by the recently reported research on animal cloning. MALS graduates think through these contemporary questions and are uniquely prepared to solve problems on the job and in their communities. Clearly, then, learning to discuss today's problems from a diversity of perspectives provides the liberal studies graduate with a competitive edge in today's diverse corporate and business environments.

- **Overview.** The University of Toledo has one of the largest programs among the comparator set, averaging about 15 degrees per year. The program is largely comprised of part-timers, so degree completion data are not indicative of average cohort size. The program is designed for working adult students and many courses can be completed online. Most students take one or two courses per term, as many are employed full time. Courses are typically offered in the evening or on weekends.
- **Degree requirements.** 33 credit hours. Research methods coursework and a master's thesis is required, alongside core seminar courses in the humanities, social sciences, natural sciences, and visual/performing arts.
- **Accreditations/Membership.** Association of Graduate Liberal Studies Programs
- **Admissions.** Any term. Most students are working adults, and go through the program at their own pace. Minimum of 2.7 undergraduate GPA is required in order to be considered. If GPA is below this threshold, students may submit GRE scores for consideration.
- **Format options.** On campus and online coursework
- **Price.** In-state (and MI reciprocity): \$6,582/semester; nonresident: \$11,750

- Messaging to prospective students

## WELCOME

APPLY NOW

REQUEST INFORMATION

Welcome to the home page of the Master of Liberal Studies (MLS) Program at The University of Toledo. Established in 1989, the MLS Program is especially designed for the adult learner who seeks to combine the challenge of graduate work with the freedom to explore new fields of knowledge.

Degree requirements are flexible, allowing you to design a customized program of study that reflects your unique academic interests. In designing your curriculum you are able to choose from literally dozens of graduate courses taught campus-wide.

Many MLS students are employed full-time and typically enroll for one or two courses per semester. To accommodate your busy lifestyle MLS courses are offered in the evening and on the weekend. In addition to being taught in a traditional classroom setting, a number of MLS courses are also offered online.

For those of you considering the MLS Program at The University of Toledo we invite you to contact the director, Jerry Van Hoy, by e-mail at [Jerry.Vanhoy@utoledo.edu](mailto:Jerry.Vanhoy@utoledo.edu); you can also contact [Online Admissions](#) for general information.

- Special notes to faculty

*“Because most students do not have a background of adequate preparation for most graduate courses designed for discipline-oriented degree programs, and because the interdisciplinary nature of the MLS inquiry asks the students to see beyond the confines of any one discipline, the Program needs a wide range of courses specifically designed for interdisciplinary studies.”*

*“Ideally, such courses are taught from a divisional point of view to give students a grounding in how scholars in a particular class of disciplines approach scholastic activity, but at the same time relate the divisional material to the broader aspects of the human condition.”*

*“Keep in mind that while the students may not have a background in divisional matters, they are nonetheless graduate students and should be expected to show motivation and maturity of intellect. Please consider designing and offering one of our MLS-designated courses!”*





- **Overview.** The University of Southern Indiana was selected for a program review for its Master of Arts in Liberal Studies. The program is moderately sized (average of 10 degrees awarded per year), and enrollment appears to be stable over the last several years. The program *“provides a postgraduate credential for individuals who seek personal enrichment and whose careers would be enhanced by a formal course of graduate study, but who prefer an interdisciplinary approach.”*
- Top-level messaging promotes this program largely for educators seeking professional development and meeting state license renewal requirements. This could be a potential model for WOU as a PDU provider for Oregon educators, but be aware of in-state public competitors who largely dominate in this space (continuing ed at Portland State, for example). The program also serves transitional doctorates seeking interdisciplinary master’s-level coursework.
- **Degree requirements.** 33 to 35 credit hours (15-18 of core, 18 hours of individualized courses). Core coursework in humanities, social science, and science, along with a capstone experience.
- **Admissions.** Any term. GRE are not required, due to interdisciplinary, “nontraditional nature” of the program.
- **Format options.** Residential on-campus only
- **Price.** In-state: \$337/credit hour; nonresident: \$666/credit hour

# University of Southern Indiana – 2



## ▪ Who is it for?

Current students and MALS graduates include:

- **High School and Middle School Teachers**

The MALS degree is a suitable master's degree for area and regional teachers and is, for professional purposes, comparable to the Master of Secondary Education (MSE) and Master of Elementary Education (MEE). The kinds of teachers who have received the MALS degree and those currently in the program prefer the program's focus on continuing their overall education with a greater stress on subject matter, and less stress on method and pedagogy. The MALS, however, works closely with the MSE at the University of Southern Indiana, since the MALS allows students as part of their electives to take courses in the MSE program that they think are appropriate, and MSE students often take courses in the MALS.

- **Employed in the For-Profit Sector of the Economy**

The MALS is not a good degree to seek if the goal is to seek training for a particular job in the workforce. There are better suited masters degrees at USI that are more appropriate for those seeking employment in a particular profession or in the business community. What it is ideally suited for are individuals who are gainfully employed in any sector of the economy for whom the skills of the MALS complement the skills required by their employee.

- **Employed in the Not-For-Profit Sector**

A number of MALS graduates and current students are employed in community college systems where a master's degree is a suitable terminal degree. A variety of not-for-profit organizations seek the broad based skills and knowledge of the MALS as well.

- **Recent University Graduates**

The MALS has the potential to be a step toward graduate work at the doctoral level. Interdisciplinarity is a key concern of doctoral programs, and a number of programs across the country testify to this need. Programs in American studies, gender and race studies, the humanities, and, in some instances, doctoral programs in liberal arts are an appropriate next step for a MALS graduate. Furthermore, the MALS, because of its flexible elective component, can be used to create credentials similar to traditional academic graduate programs, such as English, history and communications.

- **Original Design Students**

The oldest MALS program is close to 50 years old and, in the early years, these programs were designed for anyone interested in living wiser by virtue of attaining the goals of a good liberal arts and sciences degree—to be free of this time and place and to be able to take one's place as a citizen in a community of ideas. One might even call this an education in being a "public intellectual". The promise of democracy is only as good as the Jeffersonian ideal of meritocracy replacing aristocracy. A core of committed, well-educated and well-rounded individuals is at the heart of what is still the great experiment in self-rule: democracy.

# Implications for Master's in Interdisciplinary Studies



- Unfortunately, with the conferment of these types of interdisciplinary degrees reported in many different CIP designations, it is difficult to pinpoint typical cohort sizes with great precision. Using two of the top CIP codes (30.9999 and 24.0101) as the most likely proxies to represent multi/interdisciplinary master's programs, we estimate a median cohort of about seven students (varies by unique code, but typically is fewer than 10 students). In fact, with many of the programs we scanned enrolling students part-time, the average cohort size is likely in the mid-single digits.
- Trends are downward across all levels of analysis for the programs we reviewed, with the exception of comparable institution conferment in CIP 24.0101.
- Especially for multidisciplinary programs with highly customized configurations, it is difficult to communicate outcomes (and largely, perceived value of such a program) to many prospective students. While a generalized master's degree may be appealing to some (those who may simply need an advanced degree to move up on a salary schedule), we find that communicating the value of such a degree may be a difficult task, as more and more programs move to fill specific employment voids or provide higher degrees of specialization.
- It is certainly likely that a generalized program may appeal to a few; however, if growing WOU enrollment through graduate programs is the goal, we consider it unlikely that a multidisciplinary master's degree program would sustain any meaningful long-term growth for the university. More and more, graduate programs must communicate student outcomes as one of the key aspects (as a differentiator in the marketplace) to generate any level of moderate to large scale interest.
- However, based on our comparator reviews, there may be some limited potential in the MA in Liberal Studies realm. For notes on program configuration, faculty support, and additional information, we recommend reviewing resources provided by the Association of Graduate Liberal Studies Programs website, <http://www.aglsp.org/>



# Programs Considered for Analysis



- **Art/Art Studies, General (CIP Code 50.0701)**
  - A general program that focuses on the introductory study and appreciation of the visual arts. Includes instruction in art, photography, and other visual communications media
- **Fine/Studio Arts, General (CIP Code 50.0702)**
  - A program that prepares individuals to generally function as creative artists in the visual and plastic media. Includes instruction in the traditional fine arts media (drawing, painting, sculpture, printmaking, CAD/CAM) and/or modern media (ceramics, textiles, intermedia, photography, digital images), theory of art, color theory, composition and perspective, anatomy, the techniques and procedures for maintaining equipment and managing a studio, and art portfolio marketing.
- **Art History, Criticism and Conservation (CIP Code 50.0703)**
  - A program that focuses on the study of the historical development of art as social and intellectual phenomenon, the analysis of works of art, and art conservation. Includes instruction in the theory of art, art history research methods, connoisseurship, the preservation and conservation of works of art, and the study of specific periods, cultures, styles, and themes
- **Drawing (CIP Code 50.0705)**
  - A program that prepares individuals creatively and technically to express emotions, ideas, or inner visions through representation by lines made on a surface. Includes instruction in eye-hand coordination; line, value, shape, and perspective; figure and still life drawing; the use of media such as pen and ink, pencil, charcoal, pastel, and brush; and personal style development

# Programs Considered for Analysis

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- **Intermedia/Multimedia (CIP Code 50.0706)**

- A program that prepares individuals creatively and technically to express emotions, ideas, or inner visions in either two or three dimensions, through simultaneous use of a variety of materials and media

- **Painting (CIP Code 50.0708)**

- A program that prepares individuals creatively and technically to express emotions, ideas, or inner visions by the application of paints and related chemical color substances to canvases or other materials. Includes instruction in color and color mixing, surface preparation, composition, oil and acrylic media, watercolor media, painting techniques, and personal style development

- **Sculpture (CIP Code 50.0709)**

- A program that prepares individuals creatively and technically to express emotions, ideas, or inner visions by creating three-dimensional art works. Includes instruction in the analysis of form in space; round and relief concepts; sculptural composition; modern and experimental methods; different media such as clay, plaster, wood, stone, and metal; techniques such as carving, molding, welding, casting, and modeling; and personal style development

# Programs Considered for Analysis

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- **Printmaking (CIP Code 50.0710)**

- A program that prepares individuals creatively and technically to express emotions, ideas, or inner visions by rendering art concepts onto surfaces and transferring images, via ink or dyes, onto paper or fabric. Includes instruction in monochrome and color printing; tonality; chemistry; equipment set-up and maintenance; techniques such as serigraphy, lithography, intaglio, woodcut, block, stencil, relief, etching, and composite; and personal style development

- **Ceramic Arts and Ceramics (CIP Code 50.0711)**

- A program that prepares individuals creatively and technically to express emotions, ideas, or inner visions by producing art works out of clay and similar materials. Includes instruction in hand built and wheel thrown techniques; molding; slips and glazes; trimming and decorating; firing and kiln operation; oxidation; mixed media; ceramic murals; and personal style development

- **Fiber, Textile and Weaving Arts (CIP Code 50.0712)**

- A program that prepares individuals creatively and technically to express emotions, ideas, or inner visions by constructing art works from woven or non-woven fabrics and fibrous materials. Includes instruction in weaving techniques and loom operation; non-woven techniques such as knitting, coiling, netting, and crocheting; quilting; dyeing and pigmentation; printing and other finishing techniques; pattern design; tapestry; and personal style development

# Programs Considered for Analysis

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- **Metal and Jewelry Arts (CIP Code 50.0713)**
  - A program that prepares individuals creatively and technically to express emotions, ideas, or inner visions by fashioning art works from gems, other stones, and precious metals. Includes instruction in gemology, metalsmithing and finishing, stone cutting and polishing, metal and non-metal casting and molding, electroforming, metal coloring, enameling, photo etching, lapidary technique and art, design concepts, and personal style development
- **Fine Arts and Art Studies, Other (CIP Code 50.0799)**
  - Any instructional program in fine arts and art studies not listed above



# National Conferment by CIP



CIP Title	CIP Code	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Art/Art Studies, General	50.0701	784	771	810	789	770	3,924	-14	-1.8%	-1	785	-0.13%
Fine/Studio Arts	50.0702	1,337	1,497	1,414	1,491	1,521	7,260	184	13.8%	36.2	1,452	2.49%
Art History, Criticism and Conservation	50.0703	710	771	939	977	941	4,338	231	32.5%	66.8	868	7.70%
Drawing	50.0705	15	24	31	21	21	112	6	40.0%	0.9	22	4.02%
Intermedia/Multimedia	50.0706	98	35	41	28	59	261	-39	-39.8%	-8.5	52	-16.28%
Painting	50.0708	221	196	224	206	203	1,050	-18	-8.1%	-2.6	210	-1.24%
Sculpture	50.0709	77	65	70	70	62	344	-15	-19.5%	-2.5	69	-3.63%
Printmaking	50.0710	50	50	55	54	44	253	-6	-12.0%	-0.8	51	-1.6%
Ceramic Arts and Ceramics	50.0711	62	50	52	46	41	251	-21	-33.9%	-4.6	50	-9.16%
Fiber, Textile and Weaving Arts	50.0712	40	32	47	43	30	192	-10	-25.0%	-0.9	38	-2.34%
Metal and Jewelry Arts	50.0713	37	27	34	40	35	173	-2	-5.4%	0.9	35	2.60%
Fine Arts and Art Studies, Other	50.0799	292	316	322	366	338	1,634	46	15.8%	14.2	327	4.35%
Total Degrees Conferred		3,723	3,834	4,039	4,131	4,065	19,792	342	9.2%	98.1	3,958	2.5%
Total CIPs Exhibiting Growth		5										
Total CIPs Exhibiting Decline		12										

- Various art-oriented program areas were reviewed and both Fine/Studio Arts (50.0702) and Art History, Criticism and Conservation (50.0703) were selected for further review, due in part to the size (high demand) and each area experiencing positive growth in five-year trends.
- It was determined that other, more specialized art disciplines are too small in scale and likely result in an MFA degree, versus the MA in art degree that WOU is considering for addition.

# Conferment by Institution: National (50.0702)



Institution Name	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
School of the Art Institute of Chicago	97	133	138	110	120	598	23	23.7%	2.3	120	1.9%
Yale University	54	60	54	63	59	290	5	9.3%	1.3	58	2.2%
Pratt Institute-Main	53	56	65	48	44	266	-9	-17.0%	-2.6	53	-4.9%
CUNY Hunter College	49	38	46	29	45	207	-4	-8.2%	-1.7	41	-4.1%
School of the Museum of Fine Arts-Boston	20	23	29	47	76	195	56	280.0%	13.6	39	34.9%
School of Visual Arts	31	33	28	33	42	167	11	35.5%	2.2	33	6.6%
Lesley University	37	30	27	37	23	154	-14	-37.8%	-2.1	31	-6.8%
CUNY City College	30	29	27	35	26	147	-4	-13.3%	-0.2	29	-0.7%
Indiana University-Bloomington	30	35	27	25	24	141	-6	-20.0%	-2.2	28	-7.8%
Claremont Graduate University	29	30	29	26	22	136	-7	-24.1%	-1.8	27	-6.6%
Median Cohort	8	8	8	8	8		0	0.0%	0	8	0.0%
Mean Cohort	11	12	11	12	12		0.9	8.4%	0.2	12	1.5%
# of Institutions Conferring 1+ Degree	122	124	123	125	128		6	4.9%	1.3	124	1.0%
Total Degrees Conferred	1,337	1,497	1,414	1,491	1,521	7,260	184	13.8%	36.2	1452	2.5%
Total Institutions Showing Growth	61										
Total Institutions Showing Decline	69										

- The median cohort size for fine/studio arts has remained unchanged at eight, while the number of institutions conferring degrees has increased by a net of six
- The institutions provided in the table represent the largest 10 programs nationally, accounting for approximately one-third of the degrees awarded nationally

# Conferment by Institution: National (50.0703)



Institution Name	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
New York University	28	39	58	66	60	251	32	114.3%	9.1	50	18.1%
Sotheby's Institute of Art-NY				118	120	238	120	-	2	119	1.7%
The New School	33	32	40	40	53	198	20	60.6%	4.8	40	12.1%
Bard College	38	43	42	34	36	193	-2	-5.3%	-1.3	39	-3.4%
Columbia University in the City of New York	33	33	32	35	34	167	1	3.0%	0.4	33	1.2%
School of the Art Institute of Chicago	20	26	29	28	40	143	20	100.0%	4.2	29	14.7%
CUNY Hunter College	22	23	26	22	31	124	9	40.9%	1.7	25	6.9%
Christie's Education			42	34	41	117	41	-	-0.5	39	-1.3%
CUNY Graduate School and University Center	18	29	23	16	16	102	-2	-11.1%	-1.7	20	-8.3%
California College of the Arts	13	23	24	14	23	97	10	76.9%	1.1	19	5.7%
Median Conferment	5	5	6	6	5		0	0.0%	0	5	0.9%
Mean Conferment	7	8	9	9	9		1.7	23.6%	0	8	5.8%
# of Institutions Conferring 1+ Degree	97	99	104	106	104		7	7.2%	2.1	102	2.1%
Total Degrees Conferred	710	771	939	977	941	4,338	231	32.5%	66.8	868	7.7%
Total Institutions Showing Growth	48										
Total Institutions Showing Decline	61										

- The median cohort size for art history, criticism and conservation is around five students, and the number of institutions conferring degrees has increased by seven.
- The institutions provided in the table represent the largest 10 programs nationally, accounting for more than one-third of the degrees awarded nationally.

# Conferment: Comparable Institutions (50.0702)



Including Private Institutions	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
University of California-Santa Cruz	19	8	8	11	10	56	-9	-47.4%	-1.5	11	-13.4%
Maine College of Art	9	11	11	15	8	54	-1	-11.1%	0.2	11	1.9%
Eastern Michigan University	12	5	7	12	9	45	-3	-25.0%	0.1	9	1.1%
University of Northern Colorado	4	8	3	13	12	40	8	200.0%	2.1	8	26.3%
Texas A & M University-Corpus Christi	7	13	7	3	10	40	3	42.9%	-0.4	8	-5.0%
University of California-Santa Barbara	7	5	9	7	5	33	-2	-28.6%	-0.2	7	-3.0%
Edinboro University of Pennsylvania	4	6	12	7	3	32	-1	-25.0%	-0.1	6	-1.6%
Drury University	0	26	0	0	0	26	0	-	-2.6	5	-50.0%
California State University-Chico	2	8	8	3	3	24	1	50.0%	-0.3	5	-6.3%
Brigham Young University-Provo	2	4	4	6	2	18	0	0.0%	0.2	4	5.6%
Bradley University	6	4	3	2	2	17	-4	-66.7%	-1	3	-29.4%
The University of Texas at Tyler	3	2	3	3	2	13	-1	-33.3%	-0.1	3	-3.8%
West Texas A & M University	3	1	3	1	3	11	0	0.0%	0	2	0.0%
University of Saint Francis-Fort Wayne				7	4	11	4	-	-3	6	-54.5%
Western Michigan University	1	1	0	0	0	2	-1	-100.0%	-0.3	0	-75.0%
<b>Median Cohort</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>4</b>		<b>0</b>	<b>0.0%</b>	<b>0.2</b>	<b>6</b>	<b>2.7%</b>
<b>Mean Cohort</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>6</b>		<b>-0.5</b>	<b>-7.6%</b>	<b>-0.1</b>	<b>6</b>	<b>-2.0%</b>
<b># of Institutions Conferring 1+ Degree</b>	<b>13</b>	<b>14</b>	<b>12</b>	<b>13</b>	<b>13</b>		<b>0</b>	<b>0.0%</b>	<b>-0.1</b>	<b>13</b>	<b>-0.8%</b>
<b>Total Degrees Conferred</b>	<b>79</b>	<b>102</b>	<b>78</b>	<b>90</b>	<b>73</b>	<b>422</b>	<b>-6</b>	<b>-7.6%</b>	<b>-2.4</b>	<b>84</b>	<b>-2.8%</b>
<b>Total Institutions Showing Growth</b>	<b>4</b>										
<b>Total Institutions Showing Decline</b>	<b>10</b>										

# Conferment: Comparable Institutions (50.0702)



Public Only	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Median Cohort	4	6	7	7	5		1	25.0%	0.4	6	6.1%
Mean Cohort	6	6	7	7	6		0.1	2.2%	0.1	6	2.0%
# of Institutions Conferring 1+ Degree	10	10	9	9	9		-1	-10.0%	-0.3	9	-3.2%
Total Degrees Conferred	62	57	60	60	57	296	-5	-8.1%	-0.7	59	-1.2%
Total Institutions Showing Growth	2										
Total Institutions Showing Decline	7										

# Conferment: Comparable Institutions (50.0703)



Including Private Institutions	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Brigham Young University-Provo	5		4	7	3	19	-2	-40.0%	-0.2	5	-4.2%
Savannah College of Art and Design	3	3	6	4	3	19	0	0.0%	0.1	4	2.6%
University of California-Santa Barbara	4	4	2	4	0	14	-4	-100.0%	-0.8	3	-28.6%
Texas Tech University		0	0	0	1	1	1	-	0.3	0	120.0%
<b>Median Cohort</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>		<b>-1</b>	<b>-25.0%</b>	<b>-0.15</b>	<b>4</b>	<b>-4.1%</b>
<b>Mean Cohort</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>2</b>		<b>-1.7</b>	<b>-41.7%</b>	<b>-0.2</b>	<b>4</b>	<b>-4.9%</b>
<b># of Institutions Conferring 1+ Degree</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>		<b>0</b>	<b>0.0%</b>	<b>0.1</b>	<b>3</b>	<b>3.6%</b>
<b>Total Degrees Conferred</b>	<b>12</b>	<b>7</b>	<b>12</b>	<b>15</b>	<b>7</b>	<b>53</b>	<b>-5</b>	<b>-41.7%</b>	<b>-0.2</b>	<b>11</b>	<b>-1.9%</b>
<b>Total Institutions Showing Growth</b>	<b>2</b>										
<b>Total Institutions Showing Decline</b>	<b>2</b>										

Public Only	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Median Cohort	4	4	2	4	1		-3	-75.0%	-0.6	3	-20.0%
Mean Cohort	4	4	2	4	1		-3	-75.0%	-0.6	3	-20.0%
# of Institutions Conferring 1+ Degree	1	1	1	1	1		0	0.0%	0	1	0.0%
Total Degrees Conferred	4	4	2	4	1	15	-3	-75.0%	-0.6	3	-20.0%
Total Institutions Showing Growth	1										
Total Institutions Showing Decline	1										

# Select Program Profiles

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- Stamats reviewed three institutions currently offering related programming. Each program's discussion will explain the rationale for its selection, as well as a profile of program structure, pricing, unique program characteristics, any distinctive curricular elements, unique content, delivery formats, marketing/messaging strategies, etc. Many of the programs (from the prior lists of institutions) we scanned were MA of Arts in education, art therapy, MFAs, etc. In addition to our review of IPEDS data, we supplemented this program review with Google searches for MA in art, Master's of art in art, etc., in order to pinpoint programs similar to that which has been proposed by WOU. In cases where these institutions were not found in the list of CIP codes that we reviewed, we will attempt to identify which CIP code the corresponding degrees were reported under, and discuss the trends of that program within the context of other 50.xxxx CIP areas we did in fact review.
- For the MA in Art program, the following institutions' programs were reviewed:
  - **Eastern Illinois University (50.0701)**
  - **University of Indianapolis (50.0701)**
  - **Bowling Green State (50.0701, comparator group)**

- **Overview.** The Eastern Illinois University program was found using the Google search terms “MA in Art.” Degrees awarded in this program appear to be conferred in the CIP code 50.0701 (Art/Art Studies, General). The program is relatively small (conferring an average of 12 degrees per year), and its enrollment is fairly steady. The program is designed largely for students to develop their portfolios in preparation for admission into MFA programs.
- **Mission.** *“The Master of Arts in art program is designed to provide candidates with advanced artistic development and professional growth as well as prepare candidates for further graduate study.”*
- **Faculty.** 16 full-time teaching artists. Also promotes visiting artists and alumni contributors.
- **Facilities.** *“As a graduate student, you will have 24/7 access to the Department of Art studio facilities. The art department facilities include: The Burl Ives Studio Hall, a building with private studios for graduate students and faculty and a large critique gallery; the Doudna Fine Arts Center, a state-of-the-art 269,380-square foot performance and teaching complex for the departments of Art, Music and Theatre Arts; instructional spaces for the art department including well-equipped studio labs for printmaking, painting, drawing, metalsmithing, ceramics, sculpture and art education. Art history instructional spaces include two multimedia lecture classrooms and a seminar room. The art department is further complemented by the [Tarble Arts Center](#), a major regional art center. Every academic year, the Tarble Arts Center and Department of Art bring a series of visiting artists to campus.”*
- **Admissions.** Students must specify studio options on their application.
- **Format options.** On campus in classroom and studio
- **Price.** In-state: \$6,358 tuition & fees; nonresident: \$15,268



## ■ Messaging and Outcomes

The Department of Art offers a Master of Arts in Art program that is quite successful in giving students time to mature in the development of their artwork, providing valuable work experience in the visual arts through graduate assistantships, and assisting in the development of portfolios. These portfolios enhance the students' opportunity to compete for admission to and graduate assistantships within Master of Fine Arts programs.

Our graduates are routinely accepted to leading MFA programs around the country, and the quality of our students' artwork often rivals that of students completing two-year terminal degree programs. For more information or if you have questions, please contact our [graduate coordinator](#).

### **Eastern Illinois University MA Students**

#### **Currently Enrolled/Graduated in the past 8 years from the following MFA Programs:**

**The Art Institute of Chicago, Cranbrook Academy of Art, Boston University, University of Chicago, Claremont University, University of Notre Dame, Herron School of Art and Design, Indiana University, Miami University of Ohio, University of Cincinnati, University of Kentucky, University of Wisconsin-Madison, UW-Milwaukee, University of North Texas, American University, Pennsylvania Academy of the Fine Arts, University of Pennsylvania, Northwestern University, and the Royal College of Art in London**

*This is a listing of programs our students have been/or are currently enrolled in, during the past 8 years.  
This list includes 19 programs and we could not be more proud of our students.*



- **Overview.** The Master of Arts in Art at the University of Indianapolis was discovered through our Google search. Based on our review of the university's degree completion data, it is likely that these degrees are reported in the 50.0701 CIP code. The program prepares students for a teaching license, a career as a full-time artist, or helps develop one's craft and portfolio for advancement into a terminal MFA degree. As with Eastern Illinois, the website promotes the main point of this degree—the allotment of time for students to develop their identity as an artist (must have an area of specialization). The program is structured as a workshop experience—students gather with each other and faculty to critique (peer review) each other's work.
- **Degree requirements.** 30-36 credit hours (depending on graduate project/thesis or non-project option). Concentration areas include painting, drawing, or ceramics.
- **Accreditations/Membership.** National Association for Schools of Art and Design
- **Admissions.** Students may start in August or January. GRE scores required only if GPA was deficient for consideration (<3.20). A portfolio of work must be submitted for consideration.
- **Format options.** On campus/studio
- **Price.** \$3,063 per semester
- **Differentiators:** Facilities and faculty are key differentiators for these types of programs. Promotional information: students are interested in seeing quality fine arts centers/studios, art galleries, and art events. Similarly, faculty are important in recruiting students for this kind of program. They are passionate about their art and are interested in knowing who will be critiquing their work.

- **Overview.** Bowling Green State was chosen because it is in the comparator group with fairly consistent enrollment numbers (averaging about 11 degrees conferred per year). The university offers both an MFA in 2D, 3D, and digital arts and a MA in art history. Both degrees appear to be reported under the same CIP code, so exact demand is difficult to determine. In the MA program, students explore western and non-western art processes and production. The program promotes its proximity to the Toledo Museum of Art, giving students exposure to a major art collection, attend symposia and lectures, etc.
- **Faculty.** 16 full-time teaching artists. Also promotes visiting artists and alumni contributors
- **Degree requirements.** 33 credit hours with thesis requirement
- **Admissions.** GRE required. It appears entry is limited to the fall term only
- **Format options.** On campus in classroom
- **Price.** In-state: \$5,084 tuition & fees; nonresident: \$8,852

- **Outcomes**

Students who graduate with a Master of Arts degree are qualified to teach at institutions of higher education such as community colleges and as instructors at universities. Other possible careers are: curatorial and library positions in museums, art restoration and conservation, art auction houses, art and law, art and business, cultural resource management, positions in commercial galleries, art dealing and arts administration.

A number of BGSU's art history graduates have, after earning their Ph.D.s elsewhere, obtained teaching positions at universities, some reaching high level administrative positions including department chair and college dean. Others have attained curatorial positions at prestigious museums, and one alumni has written and produced television specials for PBS.

Graduates from the MA program in Art History have gone on to teach at institutions such as University of Toledo, John Carroll University, and the University of Findlay, enrolled in PhD programs at Cardiff University in Wales, the University of Minnesota, and Ohio State University, and have worked at the University Art Museum, University of California Santa Barbara, and the Toledo Museum of Art.

# Implications for MA in Art



- As with interdisciplinary studies, it is difficult to quantify the exact market and demand for the MA in Art. While we reviewed both the 50.0702 (Fine/Studio Arts) and 50.0703 (Art History, Criticism, and Conservation), we found many of these programs to be related to a teaching degree or a terminal MFA alignment.
- To help fill in the gaps of the analysis, we used organic Google searches to help identify additional providers to get a sense of program configurations and approximate demand and historical trends. Our scan of similar programs identified a small incidence of providers of this specific type of program. Generally, they are relatively small, with no more than single-digit to low teens in enrollment numbers. Programs are designed for elementary and secondary school educators, those who want to teach at the college level, as well as those building portfolios (many will seek to continue on to a terminal MFA program).
- The CIP codes we reviewed have generally positive numbers at the national level, although many of the corresponding programs are dissimilar from WOU's proposed MA. When we look at comparable institutions, the trends aren't as positive. Only about one-fourth of programs in 50.0702 have experienced growth over the past several years. In the CIP code 50.0703, we found very little activity among comparator schools—identifying only four such providers, all with very small (and shrinking) numbers.
- Since the programs we identified through Google searches tended to align with the CIP code 50.0701, we also reviewed IPEDS data for this discipline among comparator schools. On average, there are about 62 degrees conferred annually. This number is in decline by about 1.3% annually (equating to a loss of about one degree per year). While there may be some potential for this program in your market, this program is not likely to be a significant enrollment builder for WOU, particularly without significant resources—facilities/collections/studios and faculty—to differentiate the program.



# MS in Organizational Leadership

# Programs Considered for Analysis

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- **Organizational Leadership (CIP Code 52.0213)**
  - A program that focuses on leadership skills that can be applied to a business, government, nonprofit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills
- **Organizational Behavior Studies (CIP Code 52.1003)**
  - A program that focuses on the scientific study of the behavior and motivations of individuals functioning in organized groups, and its application to business and industrial settings. Includes instruction in organization theory, industrial and organizational psychology, social psychology, sociology of organizations, reinforcement and incentive theory, employee relations strategies, organizational power and influence, organization stratification and hierarchy, leadership styles, and applications of operations research and other methodologies to organizational analysis
- **Business Administration and Management, General (CIP Code 52.0201)**
  - A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making

# National Conferment by CIP



CIP Title	CIP Code	2010	2011	2012	2013	2014	Five- Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/ Mean
Organizational Leadership	52.0213	3,198	3,351	1,598	2,078	2,907	13,132	-291	-9.1%	-185.5	2,626	-7.06%
Organizational Behavior Studies	52.1003	2,117	2,173	2,653	2,431	2,325	11,699	208	9.8%	67.4	2,340	2.88%
Business Administration and Management, General	52.0201	109,931	115,200	116,736	113,076	110,998	565,941	1,067	1.0%	1	113,188	0.00%
Total Degrees Conferred		115,246	120,724	120,987	117,585	116,230	590,772	984	0.9%	-117.1	118,154	-0.1%
Total CIPs Exhibiting Growth	2											
Total CIPs Exhibiting Decline	1											

- Both related disciplines, Organizational Leadership and Organizational Behavior Studies, were selected for further analysis.
- Programs reporting to 52.0201 generally are MBA programs with a focus on organizational leadership. Due to WOU opportunities, challenges, and existing resources, Stamats and WOU determined that an MBA with an organizational leadership flavor is not entirely applicable, and such programs are largely excluded from this discussion.



# Conferment by Institution: National (52.0213)



Institution Name	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Strayer University-Virginia	582	721	2	45	60	1,410	-522	-89.7%	-172	282	-61.0%
Central Michigan University	139	158	157	134	175	763	36	25.9%	4.8	153	3.1%
Northeastern University	160	172	197	225	0	754	-160	-100.0%	-26.7	151	-17.7%
Strayer University-North Carolina	283	292		0	0	575	-283	-100.0%	-85.8	144	-59.7%
Ashford University	493	0				493	-493	-100.0%	-493	247	-200.0%
Strayer University-Maryland	201	223	0	0	1	425	-200	-99.5%	-62.3	85	-73.3%
Strayer University-Georgia	176	199		9	17	401	-159	-90.3%	-50.8	100	-50.7%
Woodbury University	69	76	55	84	72	356	3	4.3%	1.4	71	2.0%
Regis University			105	105	99	309	99	-	-3	103	-2.9%
Columbia Southern University	1	18	49	84	145	297	144	14,400.0%	35.4	59	59.6%
Median Cohort	19	24	22	18	18	49	-1.5	-7.9%	-0.9	20	-4.5%
Mean Cohort	70	59	29	28	29	109	-40	-58.2%	-11.2	43	-26.2%
# of Institutions Conferring 1+ Degree	46	57	56	75	100	120	54	117.4%	12.6	67	18.9%
Total Degrees Conferred	3,198	3,351	1,598	2,078	2,907	13,132	-291	-9.1%	-185.5	2,626	-7.1%
Total Institutions Showing Growth	49										
Total Institutions Showing Decline	45										

- The institutions provided in the table represent the largest 10 programs nationally. They account for 44% of all degrees conferred in 52.0213
- With a few exceptions, many of the top providers of organizational leadership degrees are large private (many for-profit) institutions with large online presences. Many have multiple “campuses” (satellites, online schools, etc.), which explains the large shift in degrees within many institutions over the five-year period.

# Conferment: Comparable Institutions (52.0213)



Including Private Institutions	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Saint Ambrose University	44	43	45	36	25	193	-19	-43.2%	-4.5	39	-11.7%
Mercyhurst University	33	27	25	20	13	118	-20	-60.6%	-4.7	24	-19.9%
Lubbock Christian University	10	29	21	15	36	111	26	260.0%	3.8	22	17.1%
Indiana Institute of Technology	10	17	15	30	31	103	21	210.0%	5.5	21	26.7%
Evangel University			30	22	31	83	31	-	0.5	28	1.8%
Malone University			33	21	25	79	25	-	-4.0	26	-15.2%
Trine University-Regional/Non-Traditional Campuses			21	18	17	56	17	-	-2.0	19	-10.7%
<b>University of Wisconsin-Green Bay</b>	<b>9</b>	<b>15</b>	<b>9</b>	<b>12</b>	<b>6</b>	<b>51</b>	<b>-3</b>	<b>-33.3%</b>	<b>-0.9</b>	<b>10</b>	<b>-8.8%</b>
Concordia University-Ann Arbor			22	20	6	48	6	-	-8.0	16	-50.0%
Montreat College					46	46	46	-	-	46	-
Grand View University			7	9	13	29	13	-	3.0	10	31.0%
Cleary University	0	0	5	8	16	29	16	-	4.0	6	69.0%
John Brown University				14	12	26	12	-	-2.0	13	-15.4%
<b>Median Cohort</b>	<b>10</b>	<b>27</b>	<b>21</b>	<b>19</b>	<b>17</b>		<b>7</b>	<b>70.0%</b>	<b>0.6</b>	<b>19</b>	<b>3.2%</b>
<b>Mean Cohort</b>	<b>21</b>	<b>26</b>	<b>21</b>	<b>19</b>	<b>21</b>		<b>0</b>	<b>0.5%</b>	<b>-0.7</b>	<b>22</b>	<b>-3.3%</b>
<b># of Institutions Conferring 1+ Degree</b>	<b>5</b>	<b>5</b>	<b>11</b>	<b>12</b>	<b>13</b>		<b>8</b>	<b>160.0%</b>	<b>2.3</b>	<b>9</b>	<b>25.0%</b>
<b>Total Degrees Conferred</b>	<b>106</b>	<b>131</b>	<b>233</b>	<b>225</b>	<b>277</b>	<b>972</b>	<b>171</b>	<b>161.3%</b>	<b>43.6</b>	<b>194</b>	<b>22.4%</b>
<b>Total Institutions Showing Growth</b>	<b>5</b>										
<b>Total Institutions Showing Decline</b>	<b>7</b>										

- Only one comparable public institution was identified (UW-Green Bay—in red text in the table). Its average cohort is 10 students, but has seen fluctuations between as few as 6 to as many as 15 over the last five years.

# Conferment by Institution: National (52.1003)



Institution Name	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Northwestern University	260	281	355	297	325	1,518	65	25.0%	14.6	304	4.8%
University of the Rockies	2	142	295	293	208	940	206	10,300.0%	56.3	188	29.9%
Brandman University	109	92	189	164	200	754	91	83.5%	25.4	151	16.8%
University of La Verne	74	138	154	183	147	696	73	98.6%	19.1	139	13.7%
Fielding Graduate University	105	128	80	78	59	450	-46	-43.8%	-14.2	90	-15.8%
Nova Southeastern University	79	59	73	65	48	324	-31	-39.2%	-5.6	65	-8.6%
Wilmington University	40	61	69	62	74	306	34	85.0%	6.9	61	11.3%
Lewis University	50	37	53	72	77	289	27	54.0%	8.9	58	15.4%
Benedictine University	52	25	71	69	63	280	11	21.2%	6.6	56	11.8%
Quinnipiac University	39	33	64	66	75	277	36	92.3%	10.5	55	19.0%
Median Cohort	21	21	22	18	18	62	-3	-14.6%	-0.9	20	-4.6%
Mean Cohort	29	31	37	35	34	122	5	16.3%	1.4	33	4.1%
# of Institutions Conferring 1+ Degree	72	71	72	70	68	96	-4	-5.6%	-0.9	71	-1.3%
Total Degrees Conferred	2,117	2,173	2,653	2,431	2,325	11,699	208	9.8%	67.4	2340	2.9%
Total Institutions Showing Growth	43										
Total Institutions Showing Decline	40										

- The institutions provided in the table represent the largest 10 programs nationally. They represent roughly half of all organizational behavior studies master's degrees conferred.
- Generally more theoretical in nature than the newer Organizational Leadership 52.0213 designation, organizational Behavior Studies predates Organizational Leadership in the IPEDS universe, and some programs that are adapting to more of an applied leadership-type program have not made the modification to how they report conferral data to IPEDS.

# Conferment Summary



## Summary

- Nationally, the trends for organizational leadership indicate a decline over the past several years. However, it should be noted that Strayer University campuses accounted for a disproportionately large amount of the decline. With the removal of Strayer campuses from IPEDS completion data, the trend line turns positive. With the outlier (Strayer) excluded from the analysis, we observe an average annual increase of 21.6%, reflecting a growth of 381 (raw) degrees per year.
- Additionally, with the exclusion of Strayer, nearly two-thirds of institutions conferring at least one degree in 52.0213 exhibited growth (48/76).

National Totals, Excluding Strayer	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Median Cohort	17	18	22	20	19	45	2.5	15.2%	0.65	19	3.4%
Mean Cohort	43	29	30	29	31	86	-12	-28.0%	-2.4	32	-7.3%
# of Institutions Conferring 1+ Degree	30	40	54	68	89	102	59	196.7%	14.6	56	26.0%
Total Degrees Conferred	1,300	1,148	1,595	2,003	2,776	8,822	1476	113.5%	380.7	1,764	21.6%
Total Institutions Showing Growth	48										
Total Institutions Showing Decline	28										

# Conferment Summary – 2



- In scoping conversations, WOU’s proximity to the State Capital (and the disproportionately large number of state employees without an advanced degree) was discussed as a potential opportunity for a master’s degree program in organizational leadership.
- For additional analysis, we isolated institutions that are located within state capital CBSAs. Across the country, institutions located in or around state capitals increased degree production by about 140 degrees annually (an average annual growth rate of 28%). While it looks to be likely that the degree production may be plateauing among these institutions, we see a likely opportunity for WOU to enter as a provider in the local market.

State Capitals (CBSA)	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/ Mean
Median Cohort	22	26	28	21	20		-2	-9.3%	-0.9	23	-3.9%
Mean Cohort	52	47	49	42	32		-20	-37.6%	-4.4	44	-9.8%
# of Institutions Conferring 1+ Degree	4	7	11	17	22		18	450.0%	4.6	12	37.7%
Total Degrees Conferred	208	327	535	718	714	2,502	506	243.3%	140.3	500	28.0%
Total Institutions Showing Growth	13										
Total Institutions Showing Decline	6										

- Despite an apparent surplus of about 50 degrees regionally, there is still a degree of likely unmet need, especially in the local market. In terms of degree production, only one provider dominates regionally—Gonzaga awarded 207 master’s degrees in organizational leadership in 2014 alone. Only one other significant provider exists as a regional competitor—Warner Pacific. No public options were identified in the WA/OR region.

# Select Program Profiles

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- Stamats reviewed three institutions currently offering related programming. Each program's discussion will explain the rationale for its selection, as well as a profile of program structure, pricing, unique program characteristics, any distinctive curricular elements, unique content, delivery formats, marketing/messaging strategies, etc.
- For organizational leadership, the following institutions' programs were reviewed:
  - **Saint Ambrose University (top comparator provider)**
  - **Warner Pacific College Adult Degree Programs (likely local competitor)**
  - **Shippensburg University of Pennsylvania (high demand public comparator)**

- **Overview.** This program was chosen for review because it is the top producer of master's degrees among the comparator set. We should note that, despite awarding the most degrees over the five-year period, St. Ambrose has seen a significant drop in degrees awarded, particularly from 2013 to 2014 (about a 30% drop).
- **Description.** *“An MOL degree will focus on leadership through people skills – conflict management, leading change, building effective teams, etc. This degree will help you to develop the skill set to become a successful leader.”*
- **Degree requirements.** 36 credits; includes either a part-time (three-year) program option or a full-time (accelerate two-year) program—see following slide for degree plan.
- **Accreditation:** ACBSP
- **Admissions.** Does not require/accept GRE or GMAT
- **Format options.** Face-to-face two campuses in the region. Evening classes. Small class sizes (about 14)
- **Price.** Davenport: \$816/credit hour; Cedar Rapids: \$694
- **Program website.** While there are some unappealing aspects of the program site, we find it is a good example to follow for presenting an MOL program. Each page has a call to action. All areas of importance to adult students are covered: flexible options, outcomes (local/regional employers), student testimonials, and full faculty bios.

# Saint Ambrose University – 2



## Traditional Sample Degree Plan

Year 1			
Fall-1	MOL 501	Leadership Theory	3
Fall-2	MOL 625	Leading Change	3
Spring-1	MOL 515	Decision Making and Leadership	3
Spring-2	MOL 529	Conflict Management	3
Summer 1		MOL Elective	3
Year 2			
Fall-1	MOL 540	Strategic Communication	3
Fall-2	MOL 701	Strategic Leadership	3
Spring 1&2	MOL 715	Leadership Work Action Project (16 weeks)	3
Spring-2		MOL Elective	3
Summer 1		MOL Elective	3
Year 3			
Fall 1	MOL 691	Dialogical Skills	3
Fall 1&2	MOL 716	Leadership Research Paper (16 weeks)	3
TOTAL CREDITS			36

## Accelerated (Full-Time) Sample Degree Plan

Year 1			
Fall-1	MOL 501	Leadership Theory	3
Fall-1	MOL 540	Strategic Communication	3
Fall-2	MOL 625	Leading Change	3
Fall-2	MOL 529	Conflict Management	3
Spring 1	MOL 515	Decision Making and Leadership	3
Spring 1 & 2	MOL 715	Leadership Work Action Project (16 weeks)	3
Spring 2	MOL TBD	Elective	3
Summer 1	MOL TBD	Elective	3
Year 2			
Fall-1	MOL TBD	Elective	3
Fall-1	MOL 691	Dialogical Skills	3
Fall-2	MOL 701	Strategic Leadership	3
Spring 1 & 2	MOL 716	Leadership Research Paper (16 weeks)	3
TOTAL CREDITS			36



# Saint Ambrose University – 3



## Action-Based Learning

SHARE   

Students not only grow as professionals through action-based learning, but they also make a positive impact on their communities and workplaces through a practical application of cumulative skills.

### MOL 557 Building Effective Teams

Students work together to complete a volunteer project and practice performing as a team.

### MOL 635 Servant Leadership

Students volunteer in the community to learn the value of serving others.

### MOL 710 Strategic Leadership

Students help facilitate strategic planning sessions in Quad Cities area businesses and organizations.

### MOL 715 Work-Based Action Project

To integrate theory and practice, students design and implement a Work-Based Action Project that has a direct and immediate impact on their organization.

Recent Work-Based Action Projects include:

- Coordinating county-wide disaster management and response activities
- Analyzing and improving college student enrollment
- Revising military boot camp training modules
- Improving attendance at a local elementary school
- Using fundraising to bridge the funding gap at a local daycare
- Increasing revenue growth at a general contracting firm in Chicago

## Top MOL Employers

SHARE   

Here's an impressive list of *top companies and non-profits* who employ Organizational Leadership graduates – locally and worldwide. (Unfortunately, we couldn't list all of them. Trust us; you'd be reading for a while!)

ALCOA\*

Cities of Cedar Rapids, East Moline, Hiawatha and Moline

Davenport School District\*

United States Armed Forces†, civilian and active duty, including the Rock Island Arsenal\*† (with 75 total alums ... and counting!)

Exelon Nuclear

HON†

Gilda's Club

John Deere\*

**Higher education institutions:** Iowa State University, Monmouth College, St. Ambrose University\*, Coe College, Cornell College, Augustana College, Black Hawk College, Ohio State University, University of Iowa, Upper Iowa University, Scott Community College, Kirkwood Community College, Palmer College of Chiropractic, Knox College, and others

- **Overview.** This program was selected for review because it was identified as a top local competitor, should WOU move into this space. The program title is Master of Science in Management and Organizational Leadership. According to IPEDS data, the program conferred 50 degrees in 2012, 27 degrees in 2013, and 55 degrees in 2014; however, it is important to note that these totals may also include degrees awarded in the other MS Management program in Non-for-Profit Leadership.
- **Description.** *“Develop the skills you need for advanced leadership in business with Warner Pacific College’s Adult Degree Program. Our Master of Science in Management and Organizational Leadership, available online or on campus, teaches theoretical concepts, research skills, and hands-on management techniques that can help you enhance your career opportunities in just two years.*
  - *This organizational management degree is ideal for experienced business professionals who want:*
    - *Formalized, executive-level skills for managing people, processes, and business initiatives;*
    - *In-depth knowledge of today’s global business environment, including regulation and laws;*
    - *A program that stresses the practical application of knowledge;*
    - *A program that emphasizes personal integrity within the context of Christian moral principles.”*
- **Degree requirements.** 34 credits. 12 six-week courses
- **Format options.** Online or on-campus (one evening per week), same cohort over two years. Four locations in Portland, one in Longview, one in Tigard, and one in Vancouver
- **Price.** \$705/credit hour

- **Overview.** Shippensburg University was chosen for a program review because it is a moderately sized program provided by a public institution. The majority of programs we scanned in the IPEDS portion of the study were private institutions, as this has been an attractive program area for private institutions seeking to build enrollment through expanding graduate degree portfolios.
- **Description.** *“Shippensburg University’s Master’s in Organizational Development and Leadership is designed for students pursuing leadership positions in various career fields. The program has two objectives:*
  - *To apply the critical view of organizations from social scientific perspectives*
  - *To enhance students’ understanding of how organizations operate and change over time*
  - *The performance and role of leadership in formal and informal settings is an integral part of the program. You will have the opportunity to develop skills and increase your knowledge in selected discipline areas”*
- **Admissions.** Graduate exam scores are not required for admission.
- **Degree requirements.** 30 credits. Including 6 credits of a capstone experience
- **Format options.** Available both full or part time. On campus only. Available at main campus and in Harrisburg (though not all concentrations are available in Harrisburg)
- **Price.** In-state: \$624/credit hour. Out-of-state: \$878

# Implications for Master's in Org. Leadership



- Recent years have seen an explosion in the number of providers and master's degrees awarded in the area of organizational leadership as an alternative to the ever popular MBA. Unlike MBA programs, organizational leadership curricula tend to focus more on the qualitative side of managing and leading both for-profit, not-for-profit, and other types of organizations. As a result, such programs tend to look at applicants more holistically, and rarely require GMAT or GRE scores as a consideration for program admission. As we see, many of the largest and/or fastest growing programs tend to be private institutions. In fact, in the CIP code 52.0213 (Organizational Leadership), there are only eight public institutions that conferred at least one degree over the past five years: Central Michigan, Western Kentucky, UW-Green Bay, SUNY Potsdam, University of Delaware, Truman State, Granite State, and UW-Platteville. And in the CIP code 52.1003, only 14 institutions conferred master's degrees in "Organizational Behavior Studies."
- While the incidence of Organizational Leadership in public institutions may seem low—and cannot be ignored—we see a likely opportunity for a program of this nature to help grow enrollment at WOU. As mentioned, WOU's presence as a public institution within a reasonable distance from the state capital gives it access to a large proportion of professionals and state employees without advanced degrees. Moreover, when we isolated the IPEDS analysis and looked only at institutions within a state capital CBSA, we again saw strong enrollment (conferment) numbers and positive growth trends.
- If it were to enter into this space, WOU would almost certainly need to offer some or all of the degree program online, as we see with many providers including the dominant national public Central Michigan. Competitive positioning would need to differentiate the program (public institution tuition, etc.) against two legitimate competitors: Gonzaga and Warner Pacific.



# Doctorate in Physical Therapy

# Possible Programs to Include in Analysis

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- Physical Therapy/Therapist (CIP Code 51.2308)
  - A program that prepares individuals to alleviate physical and functional impairments and limitations caused by injury or disease through the design and implementation of therapeutic interventions to promote fitness and health. Includes instruction in functional anatomy and physiology, kinesiology, neuroscience, pathological physiology, analysis of dysfunction, movement dynamics, physical growth process, management of musculoskeletal disorders, clinical evaluation and measurement, client assessment and supervision, care plan development and documentation, physical therapy modalities, rehabilitation psychology, physical therapy administration, and professional standards and ethics

# Conferment by Institution: National



Institution Name (Top Ten Nationally)	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
University of St Augustine for Health Sciences	330	502	427	410	396	2,065	66	20.0%	4.0	413	1.0%
A T Still University of Health Sciences	222	176	193	207	182	980	-40	-18.0%	-4.9	196	-2.5%
Utica College	70	132	200	241	240	883	170	242.9%	44.9	177	25.4%
Temple University	165	140	110	105	109	629	-56	-33.9%	-14.7	126	-11.7%
Northeastern University	130	116	129	130	111	616	-19	-14.6%	-2.4	123	-1.9%
The University of Montana	68	101	125	149	168	611	100	147.1%	24.8	122	20.3%
Regis University	117	110	110	147	103	587	-14	-12.0%	0.9	117	0.8%
Texas Woman's University	114	132	115	107	117	585	3	2.6%	-1.9	117	-1.6%
Des Moines University-Osteopathic Medical Center	113	116	101	86	96	512	-17	-15.0%	-6.4	102	-6.3%
Arcadia University	56	91	103	137	112	499	56	100.0%	15.8	100	15.8%
<b>Median Cohort</b>	<b>40</b>	<b>39</b>	<b>39</b>	<b>41</b>	<b>40</b>	<b>189</b>	<b>1</b>	<b>1.3%</b>	<b>0.3</b>	<b>40</b>	<b>0.8%</b>
<b>Mean Cohort</b>	<b>46</b>	<b>49</b>	<b>48</b>	<b>49</b>	<b>49</b>	<b>222</b>	<b>3</b>	<b>7.6%</b>	<b>0.7</b>	<b>48</b>	<b>1.5%</b>
<b># of Institutions Conferring 1+ Degree</b>	<b>176</b>	<b>186</b>	<b>194</b>	<b>201</b>	<b>208</b>	<b>210</b>	<b>32</b>	<b>18.2%</b>	<b>7.9</b>	<b>193</b>	<b>4.1%</b>
<b>Total Degrees Conferred</b>	<b>8,076</b>	<b>9,063</b>	<b>9,315</b>	<b>9,897</b>	<b>10,265</b>	<b>46,616</b>	<b>2,189</b>	<b>27.1%</b>	<b>521.2</b>	<b>9,323</b>	<b>5.6%</b>
<b>Total Institutions Showing Growth</b>	<b>146</b>										
<b>Total Institutions Showing Decline</b>	<b>56</b>										

- DPT is a high demand program, and has experienced growth in the number of degrees (and also degree providers) over the past several years—increasing from about 8,000 degrees in 2010 to well over 10,000 degrees in 2014. This program areas has experienced an average annual growth rate of about 6%, with an annual increase of about 521 new degrees per year. Nearly three-quarters of all programs experienced positive growth trends.

# Conferment by Institution: Region



Institution Name (All Regional Providers)	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Pacific University	48	48	39	43	48	226	0	0.0%	-0.5	45	-1.1%
Eastern Washington University	36	35	36	42	37	186	1	2.8%	0.9	37	2.4%
University of Puget Sound	34	43	33	38	37	185	3	8.8%	0.1	37	0.3%
University of Washington-Seattle Campus	33	32	31	38	43	177	10	30.3%	2.6	35	7.3%
<b>Median Cohort</b>	<b>35</b>	<b>39</b>	<b>35</b>	<b>40</b>	<b>40</b>	<b>186</b>	<b>5</b>	<b>14.3%</b>	<b>1.1</b>	<b>38</b>	<b>2.9%</b>
<b>Mean Cohort</b>	<b>38</b>	<b>40</b>	<b>35</b>	<b>40</b>	<b>41</b>	<b>194</b>	<b>4</b>	<b>9.3%</b>	<b>0.8</b>	<b>39</b>	<b>2.0%</b>
<b># of Institutions Conferring 1+ Degree</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0.0%</b>	<b>0.0</b>	<b>4</b>	<b>0.0%</b>
<b>Total Degrees Conferred</b>	<b>151</b>	<b>158</b>	<b>139</b>	<b>161</b>	<b>165</b>	<b>774</b>	<b>14</b>	<b>9.3%</b>	<b>3.1</b>	<b>155</b>	<b>2.0%</b>
<b>Total Institutions Showing Growth</b>	<b>3</b>										
<b>Total Institutions Showing Decline</b>	<b>1</b>										

- Only four providers of DPT degrees were identified in the WA/OR regional market, with relatively little activity in OR. Growth is not as pronounced in the region (compared to national numbers), but all but one have a positive trend over the last several years.



# Conferment: Comparable Institutions



Including Private Institutions	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
Southwest Baptist University	40	41	39	61	73	254	33	82.5%	8.6	51	16.9%
University of Michigan-Flint	34	45	44	51	70	244	36	105.9%	7.8	49	16.0%
The University of Tennessee-Chattanooga	40	48	43	48	42	221	2	5.0%	0.4	44	0.9%
University of South Alabama	52	56	31	33	37	209	-15	-28.8%	-5.3	42	-12.7%
Saint Ambrose University	47	38	34	51	34	204	-13	-27.7%	-1.3	41	-3.2%
Stockton University	29	50	33	39	42	193	13	44.8%	1.5	39	3.9%
Alabama State University	46	42	33	31	39	191	-7	-15.2%	-2.5	38	-6.5%
Eastern Washington University	36	35	36	42	37	186	1	2.8%	0.9	37	2.4%
University of Evansville	35	33	39	37	39	183	4	11.4%	1.2	37	3.3%
Misericordia University	29	17	18	21	67	152	38	131.0%	8.0	30	26.3%
Missouri State University-Springfield	18	20	35	34	32	139	14	77.8%	4.2	28	15.1%
Baylor University	20	32	28	26	28	134	8	40.0%	1.0	27	3.7%
University of Toledo	25	26	27	24	28	130	3	12.0%	0.4	26	1.5%
Walsh University	19	20	23	29	30	121	11	57.9%	3.1	24	12.8%
Bradley University	20	22	25	24	24	115	4	20.0%	1.0	23	4.3%
Youngstown State University	18	22	22	23	23	108	5	27.8%	1.1	22	5.1%
Lynchburg College		0	0	40	47	87	47	-	18.1	22	83.2%
Armstrong State University		20	18	21	16	75	16	-	-0.9	19	-4.8%
<b>Median Cohort</b>	<b>32</b>	<b>33</b>	<b>33</b>	<b>34</b>	<b>37</b>	<b>168</b>	<b>6</b>	<b>17.5%</b>	<b>1.2</b>	<b>34</b>	<b>3.4%</b>
<b>Mean Cohort</b>	<b>32</b>	<b>33</b>	<b>31</b>	<b>35</b>	<b>39</b>	<b>164</b>	<b>8</b>	<b>23.9%</b>	<b>1.7</b>	<b>34</b>	<b>5.0%</b>
<b># of Institutions Conferring 1+ Degree</b>	<b>16</b>	<b>17</b>	<b>17</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>2</b>	<b>12.5%</b>	<b>0.5</b>	<b>17</b>	<b>2.9%</b>
<b>Total Degrees Conferred</b>	<b>508</b>	<b>567</b>	<b>528</b>	<b>635</b>	<b>708</b>	<b>2,946</b>	<b>200</b>	<b>39.4%</b>	<b>46.8</b>	<b>589</b>	<b>7.9%</b>
<b>Total Institutions Showing Growth</b>	<b>14</b>										
<b>Total Institutions Showing Decline</b>	<b>4</b>										

# Conferment: Comparable Public Institutions



Publics Only	2010	2011	2012	2013	2014	Five-Year Total	# Change from 2010	% Change from 2010	Slope	Mean	Slope/Mean
University of Michigan-Flint	34	45	44	51	70	244	36	105.9%	7.8	49	16.0%
The University of Tennessee-Chattanooga	40	48	43	48	42	221	2	5.0%	0.4	44	0.9%
University of South Alabama	52	56	31	33	37	209	-15	-28.8%	-5.3	42	-12.7%
Stockton University	29	50	33	39	42	193	13	44.8%	1.5	39	3.9%
Alabama State University	46	42	33	31	39	191	-7	-15.2%	-2.5	38	-6.5%
Eastern Washington University	36	35	36	42	37	186	1	2.8%	0.9	37	2.4%
Missouri State University-Springfield	18	20	35	34	32	139	14	77.8%	4.2	28	15.1%
University of Toledo	25	26	27	24	28	130	3	12.0%	0.4	26	1.5%
Youngstown State University	18	22	22	23	23	108	5	27.8%	1.1	22	5.1%
Armstrong State University		20	18	21	16	75	16	-	-0.9	19	-4.8%
<b>Median Cohort</b>	<b>34</b>	<b>39</b>	<b>33</b>	<b>34</b>	<b>37</b>	<b>189</b>	<b>3</b>	<b>8.8%</b>	<b>0.1</b>	<b>35</b>	<b>0.3%</b>
<b>Mean Cohort</b>	<b>33</b>	<b>36</b>	<b>32</b>	<b>35</b>	<b>37</b>	<b>170</b>	<b>3</b>	<b>10.5%</b>	<b>0.5</b>	<b>35</b>	<b>1.5%</b>
<b># of Institutions Conferring 1+ Degree</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>1</b>	<b>11.1%</b>	<b>0.2</b>	<b>10</b>	<b>2.0%</b>
<b>Total Degrees Conferred</b>	<b>298</b>	<b>364</b>	<b>322</b>	<b>346</b>	<b>366</b>	<b>1696</b>	<b>68</b>	<b>22.8%</b>	<b>11.8</b>	<b>339</b>	<b>3.5%</b>
<b>Total Institutions Showing Growth</b>	<b>7</b>										
<b>Total Institutions Showing Decline</b>	<b>3</b>										

- Following the national and regional trends, comparable institutions were also successful in the DPT realm.

- **Overview.** UM-Flint’s DPT program was selected for review, as it is a fast-growing program and the top provider of DPTs among the list of public comparable institutions. We should note, the program’s website is a good example to reference. There are three doctoral-level programs in physical therapy at UM-Flint:
  - **Entry-Level DPT**—our review heavily focuses on this program option. Degrees are not differentiated in IPEDS (unable to quantify how many doctoral degrees were entry-level vs transitional).
  - **Transitional DPT**—designed for currently practicing therapists who want to build upon their bachelor’s or master’s degree and earn a DPT.
  - **PhD in Physical Therapy**—designed to meet the ever-growing need for physical therapy faculty in higher ed.
- **Distinction.** *“The DPT program at UM-Flint employs a life-span approach, which encourages you to value and respect diversity of gender, race, culture and disability, regardless of age. As a result, you will: Be competent to treat persons from infancy through the elder years. Develop your abilities as a critical thinker and a clinician who embraces evidence based practice. UM-Flint’s DPT degree program offers clinical education experiences throughout the curriculum.”* The program also promotes its access to additional resources, facilities, and clinical opportunities through its sister campuses in Ann Arbor and Dearborn. In addition to the three different track options (two DPT and one PhD), there is a Dual MBA/DPT option available to students as well.
- **Accreditation:** CAPTE
- **Admissions.** Rolling admissions process accepts 60 students every fall.
- **Format options.** Full and part-time options are available.
- **Price.** In-state: \$553/credit hour; Out-of-state: \$829/credit hour
- **Outcomes:** One hundred percent of 2011-2013 graduates secured employment within six months of graduating. 100% licensure exam pass rates for 2011, 2012, and 2013 grads

- Admissions prerequisites (for entry-level DPT program):

## Admissions Eligibility

- Bachelor's degree from an accredited institution
- GPA minimums:
  - 3.0 GPA or higher in the undergraduate degree
  - 3.0 undergraduate GPA in all prerequisite courses (items below noted with “\*”)
  - 2.75 undergraduate GPA in all science prerequisite courses (items below noted with “#”)
- Completion of prerequisite courses from an accredited institution with an equivalent grade of 'C' or better in each course:
  - 8 credits Biology with at least two labs (no Botany) # \*
  - 8 credits Chemistry with at least two labs # \*
  - 8 credits Physics with at least two labs # \*
  - 4 credits Human Anatomy with lab # \*
  - 4 credits Human Physiology with lab (if a 5-6 credit combination Anatomy and Physiology class is taken, then course content needs review) # \*
  - 3 credits Exercise Physiology (lab recommended) # \*
  - 3 credits Statistics \*
  - 3 credits College Algebra and Trigonometry or Pre-calculus \*
  - 6 credits Psychology (general and developmental across life span) \*
  - 1 credit Medical Terminology \*

- Prerequisite courses should be completed within 7 years of applying to the program; prerequisite courses taken more than 7 years prior will be reviewed on a case-by-case basis.
- Updated First Aid and CPR certification: CPR certification must include infant, child, adult CPR with AED training for Healthcare Providers. In order to receive certification, hands-on experience with mannequins is required (online coursework only is not accepted). This will need to be kept updated for each year in the program. You may get certification through the American Heart Association class “Basic Life Support (BLS) for Healthcare Providers” or through the American Red Cross class “CPR/AED for Professional Rescuers and Health Care Providers” or “Advanced BLS for Lifeguards.”

# University of Tennessee-Chattanooga



- **Overview.** The University of Tennessee-Chattanooga, is another comparable regional public institution that has a stable, high demand DPT program. Again, we note that this program website is very detailed and informative, and the content is well developed in communication and messaging to prospective students. It includes student testimonial videos, relevant BLS stats, links to professional organizations, etc. This program is entry-level only, and the university does not have a transitional program such as the one at UM-Flint.
- **Distinction.** *“Physical Therapy is a dynamic profession that is highly rewarding to the practitioner and the client. Our graduates are well prepared to be competent physical therapists in a variety of practice settings. The physical therapy program at UTC is very fortunate to have an extremely well prepared faculty and staff who are committed to facilitating the success of our students. In addition, the physical therapy community is strongly supportive of our students as they complete the clinical education components of the curriculum. When these two strengths are grouped with the support of a great university and city, it becomes clear that The University of Tennessee at Chattanooga is an exciting place to study physical therapy.”*
- **Accreditation:** CAPTE since 1992
- **Admissions.** Early decision applicants require a minimum 300 GRE score; there is no minimum threshold for regular decision applicants.
- **Format options.** Full-time, on-campus program only. The program is three years; the 4+3 program model includes the prerequisite coursework for undergraduates and accepts them into the DPT program upon graduation.
- **Price.** In-state: \$4,938 for 9 credit hour load; Out-of-state: \$12,997 for 9 credit hour load
- **Outcomes:** DPT graduates at UT-Chattanooga have a 100% pass rate on the national licensure exam for 11 of the past 12 years. Graduation rates have been 100% for the last three years, and grads have a 100% employment rate within six months of graduating.

# University of Tennessee–Chattanooga–2

## Prerequisites:

### Natural Sciences (32 hrs. required)\*

— **General Biology I** (with lab)

(EX. UTC BIOL 1110: Principles of Biol I; CSTCC BIOL 1110; UTK BIOL 150; MTSU BIOL 1110; ETSU BIO 1110)

— **General Biology II** (with lab)

(EX. UTC BIOL 1120: Principles of Biol II; CSTCC BIOL 1120; UTK BIOL 159/160; MTSU BIOL 1120; ETSU BIO 1120)

— **Anatomy (A & P I)** (with lab)

(EX. UTC BIOL 2060: Functional Human Anat; CSTCC BIOL 2010; UTK EEB 240; MTSU BIOL 2010; ETSU HSCI 3000)

— **Physiology (A & P II)** (with lab)

(EX. UTC BIOL 2080: Human Phys; CSTCC BIOL 2020; UTK BCMB 230; MTSU BIOL 2020; ETSU HSCI 3020)

— **General Chemistry I** (with lab)

(EX. UTC CHEM 1110: Gen Chem I; CSTCC CHEM 1110; UTK CHEM 120; MTSU CHEM 1110; ETSU CHEM 1110)

— **General Chemistry II** (with lab)

(EX. UTC CHEM 1120: Gen Chem II; CSTCC CHEM 1120; UTK CHEM 130; MTSU CHEM 1120; ETSU CHEM 1120)

— **General Physics I** (with lab)

(EX. UTC PHYS1030: Gen Phys I; CSTCC PHYS 2010; UTK PHYS 221; MTSU PHYS 2010/2011; ETSU PHYS 2010)

— **General Physics II** (with lab)

(EX. UTC PHYS 1040: Gen Phys II; CSTCC PHYS 2020; UTK PHYS 222; MTSU PHYS 2020/2021; ETSU PHYS 2020)

### Exercise Physiology (3 hrs. required)\*

— **Exercise Physiology**

(EX. UTC HHP 3170: Foundations of Ex Phys; UTK KNS 480; MTSU EXSC 4830; ETSU PEKS 3610)

### Social Sciences (6 hrs. required)

— **Introduction to Psychology**

(EX. UTC PSY 1010; CSTCC PSYC 1030; UTK PSYC 110; MTSU PSY 1410; ETSU PSYC 1310)

— **200-level Psychology** (or above)

Course: \_\_\_\_\_  
(EX. UTC PSY 2410: Psy of Individual Differences, HHP 4070: Soc/Psy of EHLS; CSTCC PSYC 2130; UTK PSYC 220; MTSU PSY 2300 ETSU HDAL 2320, 2330, or PSYC 2000, 4317)

### Statistics (3 hrs. required)

— **Statistics**

(EX. UTC Math 2100: Intro to Stats, PSY 2010/2040: Research Methodology, MGT 2110: Stats Methods for Business, HHP 4010: Measurement & Eval; CSTCC Math 1530; UTK Math 115, Stat 201; MTSU Math 1530 or PSY 3020 or exec 4810; ETSU Math 1530; Econ 2070, 2080)

### Other Requirements

— **Proof of initial CPR and First Aid certification.**

CPR certification must be current throughout the duration of the physical therapy program. Accepted students will be provided with additional details.

— **GRE** – official GRE General Test scores must be submitted to the Graduate School by the application deadline.

— **Analytical Writing** – Analytical Writing portion of the GRE is required. See the website for minimum requirements.

**TOTAL UG PREREQUISITE HOURS =  
44 SEMESTER HOURS**

A Bachelor's degree from a regionally accredited institution is required prior to admission to the physical therapy program.

## Strengths of our Program

1. Quality education (UTC ranked as top-tier Southern School by US News and World Report)
2. Strong faculty and support staff
3. Strong clinical support
4. Strong students
5. Ongoing research
6. Emphasis on community service
7. Small class size and faculty to student ratio
8. Location - Chattanooga is a great city!
9. Facilities - all classes in our building
10. Competitive tuition



- **Overview.** Armstrong State was selected for a program review because it is a comparable regional public institution, and IPEDS conferment data suggest that the program may be relatively new—no degrees were reported prior to 2011. The website is not particularly a strong model for promoting a DPT program. Our scan of websites resulted in much stronger examples to follow, including the UM-Flint and UT-Chattanooga programs profiled previously in this report. The larger, more well-established programs tend to be the best examples for communicating and promotional strategies for appealing to prospective students.
- **Program description.** *“Accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and approved by the American Physical Therapy Association (APTA), the Doctor of Physical Therapy program at Armstrong will prepare you with the professional skills necessary in becoming a quality and qualified physical therapist. By pursuing this doctorate degree, you will gain in-depth knowledge and the necessary skills to succeed in the field. Upon program completion, you will be eligible to take the National Physical Therapy Examination and apply for state licensure.”* Additionally, the “Armstrong Edge” is mentioned in messaging—a team-teaching model by licensed faculty (currently nine full-time faculty).
- **Accreditation:** CAPTE
- **Admissions.** Program begins in fall semester only. GRE scores are required for both early decision and regular decision applicants. Thirty-six students are currently admitted to each class.
- **Format options.** Full time, on campus
- **Price.** In-state: \$342/credit hour; Out-of-state: \$1,011/credit hour
- **Outcomes:** One hundred percent of graduates have found employment within three months of graduation.



## ■ Prerequisites:

Applicants must demonstrate an understanding of the social, biological and physical sciences and mathematics, so that they can comprehend and integrate physiological, pharmacological, behavioral and biomechanical principles into physical therapy practice. At least 5 of the 8 prerequisite courses bulleted below must be completed:

- **A one-year sequence of basic (general, inorganic) chemistry with laboratories** which are designed for science or health professions majors;
- **A one-year sequence of general physics with laboratories** (both calculus or non-calculus physics are acceptable), which are for science or health professions majors and which include mechanics, electricity, magnetism and light;
- **A one-year sequence of anatomy and physiology with laboratories** (either as two combined anatomy and physiology courses or with one course in physiology and one course in anatomy), which may be lower-division human anatomy and physiology courses for health professions majors or upper-division vertebrate or human physiology and comparative or developmental anatomy;
- **One general biology course with laboratory.** (Botany, ecology, and environmental science are not acceptable substitutes.)
- **One course in statistics** (covering at a minimum measures of central tendency, probability distributions, linear regression).

**Two courses in the social sciences are also required.** Abnormal psychology and human development are *recommended*. Applicants are also encouraged to take advanced human physiology and anatomy courses such as exercise physiology, neurophysiology, advanced human physiology, kinesiology and/or biomechanics.



# Accreditation Notes



- **The Commission on Accreditation of Physical Therapy Education (CAPTE)** is an essential resource to consult when considering possible entry into the DPT space. Specifically, we recommend a thorough review of the Accreditation Handbook, Evaluative Criteria for Accreditation, and especially the Guide to the Development of Education Programs: Initial Considerations and Feasibility. These resources are readily available on the CAPTE website, <http://www.capteonline.org/AccreditationHandbook/>. Key highlights from these documents will be discussed briefly in this section of the report. Using this discussion as a key consideration for WOU’s decision to seek development of a DPT program, we encourage faculty and administration to conduct a deeper review of CAPTE resources, largely because the initial investment in developing such a program is quite significant. Faculty, facilities, and other resource feasibility considerations go beyond the reach of this study, which is primarily focused on the assessment of market need and demand, as well as best practices and factors of highly successful programs. To be eligible for licensure, all states require the candidate to have graduated from a CAPTE accredited PT program—the only recognized accrediting body for PT programs.
- CAPTE strongly advises institutions in the middle stages of feasibility exploration for program development to retain a consultant that is an experienced physical therapy educator. The role of such an individual is to facilitate discussions among administrators to determine whether to move forward in DPT program planning and implementation. The academic services department at CAPTE/APTA maintains a list of consultants with specific expertise in physical therapy education.
- Other recommendations include site visits to established programs at similar institutions to learn about others’ experiences with space, staffing, equipment, facilities and other resources; relationship building with local physical therapists to assess the availability of local clinical teaching sites (and they could help comprise part of a program development advisory team); establishment of a program advisory committee made up of healthcare professionals (administrators, future employers of your grads, and consumers); and, consideration of a potential DPT program and how it aligns with current infrastructure and mission/vision/values of the university.

# Accreditation Notes – 2

## ■ Associated costs and resources

### ***Needed resources essential to develop the program***

Significant resources are needed to develop and implement a PT or PTA education program. This includes, but is not limited to:

- Financial resources for
  - Renovations of existing facilities or for new facilities
  - Appropriate student services.
  - Faculty recruitment
  - Faculty salaries that may need to be competitive with the clinical salaries
  - Faculty development
  - Research lab and equipment, including start up funds (PT programs)
  - Equipment and supplies
  - Travel (clinical education; professional development)
  - Library and learning resources
- Space/Facilities
  - Appropriate student services.
  - Classrooms that will accommodate planned class size
  - Laboratory space that accommodates needed treatment tables and physical therapy equipment for planned class size; laboratory space will need appropriate water and electrical access that will meet the needs of lab activities. Lab space is typically dedicated space. Keep in mind that students will need access outside of class time for additional practice.
  - Anatomy lab (PT programs)
  - Research labs (for PT programs) that support the scholarly agendas of the core faculty
  - Storage: of laboratory equipment and supplies
  - Offices: space that ensures confidentiality
  - Space for dressing/locker room space, computer labs, student gatherings
  - Clinical education

# Cost and Other Challenges



- CAPTE has compiled data from institutions that recently implemented PT programs. The typical start-up cost of new programs ranged from **\$750,000 to \$1,00,000** from program development through the graduation year of the inaugural class. It is important to note that this figure does not reflect additional costs related to new or renovated buildings. Further, upon receiving initial accreditation, these programs reported **annual** program budgets of **\$500,000**, with the need for significant additional funding to support the purchasing of new equipment.
- **Likely lengthy timeline for hiring a qualified program director.** One of the main challenges experienced by institutions that made the initial decision to develop a PT program. CAPTE notes that there is an ongoing shortage of qualified program directors, and it cautions that it can often take more than a year to find and hire a qualified candidate—whose expertise should include curriculum design, accreditation, and academic administration experience. Normally, the second person hired by emerging programs is a director of clinical education (tasked with the time-consuming process of vetting and developing clinical education sites, relationships, etc. Additionally, they note that there is also a shortage of qualified faculty to teach in the growing number of PT programs, and the process of filling faculty positions may have a significant impact on the timeline for development.
- Additionally, as a program development consideration, CAPTE recommends setting **realistic timelines** once a qualified director is hired. The guiding factor in setting timelines should not be when the institution would like to start enrolling students, rather it should be careful determination of what needs to be accomplished and what a reasonable time frame for each step in the process would look like.
- Other challenges include the availability and access to clinical training sites (with sufficient staff who have the flexibility and resources—time—to supervise students) across a rather broad geographic footprint.

# Format



- In our initial market scan of DPT programs nationally and regionally, we found various different options for the academic format of programs leading to the terminal DPT degree (we specifically focus on entry-level programs only). Most programs we encountered were 4+3 or 3+3 configurations. Here, we provide CAPTE’s description of these models, as well as incidence data from their most recent aggregate program data report.

**PT:** The following formats are options; for each, the professional phase of the PT program typically varies in length from 3 years to 4 years. Information regarding the frequency of these formats is available in the [Aggregate Program Data](#).

**4+3:** Students are admitted into the program after completion of a baccalaureate degree.

**3+3 programs:** Students start the program after 3 years of undergraduate education, either at the institution or transferring from other institutions. Students are typically awarded a baccalaureate degree (in a field other than physical therapy) after successfully completing the first year of the professional physical therapist program. For this format, careful attention needs to be given to the courses required for admission into the professional program to ensure sufficient upper division prerequisite courses that will meet the accreditation expectations. The professional program typically varies in length from 3 years to 3.8 years.

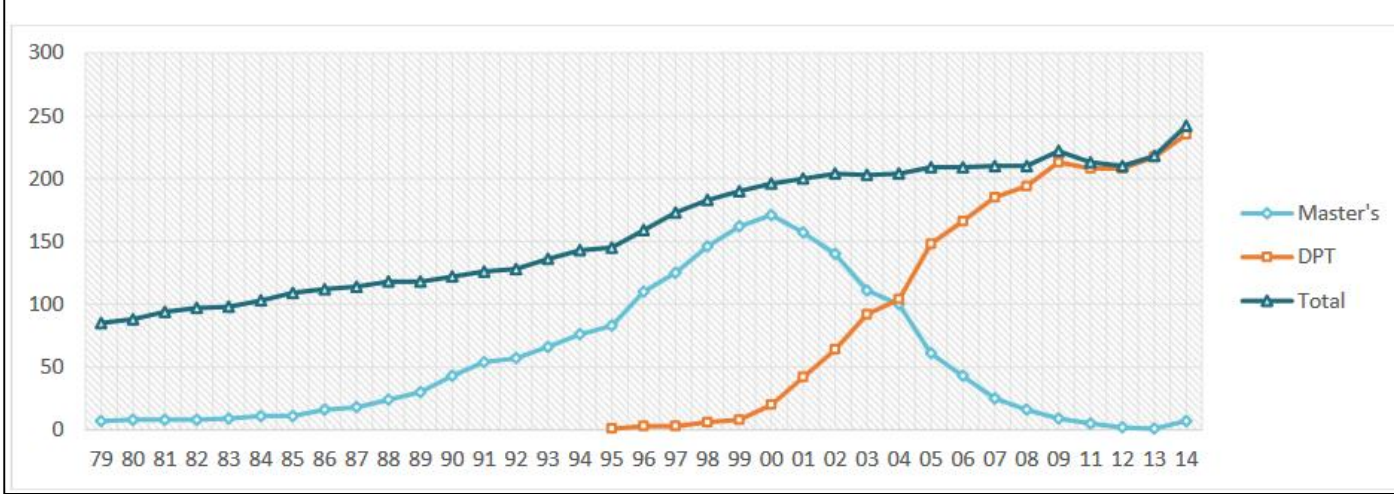
**Freshman Admit:** Students are admitted into the program as freshman and are guaranteed a seat in the physical therapist program as long as they meet the progression policies developed by the program. The professional phase of the program could either begin in the 4<sup>th</sup> year (3+3 program) or in the 5<sup>th</sup> year, after the completion of a baccalaureate degree (in a field other than physical therapy). Freshman-admit programs often have transfer policies that allow students from other institutions or from other majors within the institution to be admitted into the first year of the professional program when space is available. For this format, careful attention needs to be given to the courses required in the 3<sup>rd</sup> undergraduate year to ensure compliance with accreditation standards, which requires that students entering the professional phase of the program have upper division courses in at least one content area.

Length of Program (Professional Phase)			
Curricular Format (% of Total Programs)	4+3 (65.6%)	4+3 (65.6%)	4+3 (66%)
Weeks in Class (Didactic/Laboratory) (Mean)	86.1	86.1	87
Weeks in Class (Full-Time Clinical Education) (Mean)	35.9	35.9	36
Total Weeks in Program (Mean)	122	122	123
Contact/Clock Hours (Didactic/Laboratory) (Mean)	1,759	1,759	1,906

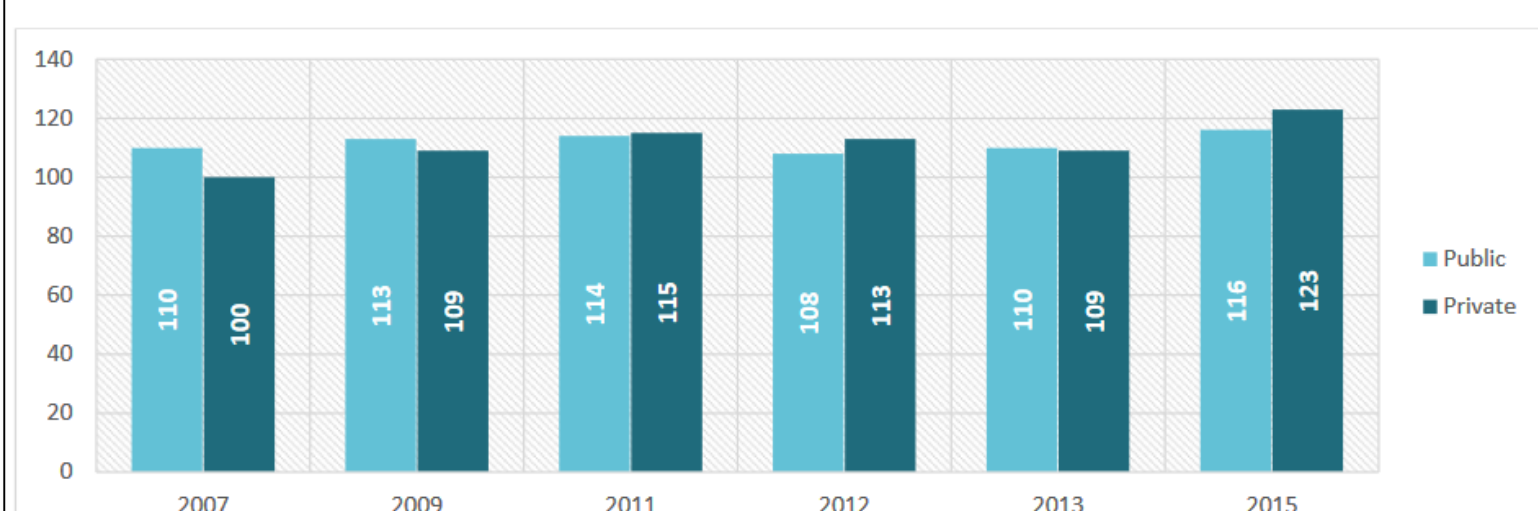
# Additional Noteworthy Stats



**Figure 2** Number of accredited programs by degree offered 1979 – 2015



**Figure 3** Distribution of programs in the US by type of institution 2007 – 15 (N= 239)



Source: CAPTE. 2014 –15 PHYSICAL THERAPIST EDUCATION PROGRAMS FACT SHEETS



# Additional Noteworthy Stats



## Distribution of Programs

**Table 1** Distribution of programs by geographical region 2007 – 15 [as of 2/2015]

	States	2007	2009	2011	2012	2013	2015
South Atlantic	DE, DC, FL, GA, MD, NC, PR, SC, VA, WV	39	40	46	42	44	47
Middle Atlantic	NJ, NY, PA	42	42	42	41	41	44
East North Central	IL, IN, MI, OH, WI	32	34	34	33	32	34
West North Central	IA, KS, MN, MO, NE, ND, SD	22	23	23	23	22	25
West South Central	AR, LA, OK, TX	20	21	23	19	20	23
New England	CT, ME, MA, NH, RI, VT	16	17	18	17	17	17
Pacific	AK, CA, HI, OR, WA	18	20	18	19	18	22
East South Central	AL, KY, MS, TN	12	12	13	12	14	12
Mountain	AZ, CO, ID, MT, NV, NM, UT, WY	9	12	12	12	9	15
Other	Canada, Scotland	4	4	3	3	3	3
<b>Total</b>		<b>214</b>	<b>225</b>	<b>232</b>	<b>221</b>	<b>220</b>	<b>242</b>

**Table 2** Distribution of programs in the US by regional accreditation 2007 – 15

	2007	2009	2011	2012	2013	2015
North Central	66	69	72	70	70	75
Southern	55	59	63	58	54	64
Middle States	48	48	48	47	48	50
New England	16	18	18	17	18	18
Western	14	15	14	15	15	22
Northwest	8	9	10	10	9	10
<b>Total</b>	<b>208</b>	<b>207</b>	<b>218</b>	<b>225</b>	<b>217</b>	<b>239</b>

Source: CAPTE. 2014 –15 PHYSICAL THERAPIST EDUCATION PROGRAMS FACT SHEETS

# Additional Noteworthy Stats



**Table 3**      **Distribution of programs in the US by Carnegie Classification 2007 – 15 [as of 2/16/2015]**

2006 Classification	2007	2008	2011	2012	2013	2015
Doctoral/Research Universities	22	22	25	22	23	17
Research Universities (very high research activity)	33	33	33	32	33	39
Research Universities (high research activity)	27	28	29	30	27	35
Master’s Colleges and Universities (larger programs)	56	58	62	60	57	71
Master’s Colleges and Universities (medium programs)	19	21	20	19	19	15
Master’s Colleges and Universities (smaller programs)	10	11	11	11	11	12
Baccalaureate Colleges – Arts & Sciences	1	1	1	2	1	1
Baccalaureate Colleges –Diverse Fields	3	3	4	4	3	5
Special Focus Institutions – Medical Schools and Medical Centers	32	34	33	40	32	30
Special Focus Institutions – Other Health Professions Schools	4	5	9	6	4	12
Not Classified	3	6	2	5	6	2
<b>Total</b>	<b>210</b>	<b>222</b>	<b>229</b>	<b>231</b>	<b>216</b>	<b>239</b>

Source: CAPTE. 2014 –15 PHYSICAL THERAPIST EDUCATION PROGRAMS FACT SHEETS

# Additional Noteworthy Stats



## Financing of Professional Education

**Table 4** Average annual tuition, fees, and other costs by type of institution FY 2014 – 15 (\$)

		Public In-State	Public Out-of-State	Private
Annual Tuition	Range	\$ 1,637 – 36,010	\$ 6,371 – 53,466	\$ 19,548 – 56,700
	Median	15,920	32,122	31,454
	Mean	15,842	31,082	32,591
	STDEV	6,027	9,870	6,661
Annual Fees	Range	0 – 12,447	0 – 12,447	0 – 15,502
	Median	2,036	2,036	1,050
	Mean	2,256	2,256	1,599
	STDEV	1,829	1,829	1,939
Other Program Expenses	Range	0 – 27,010	0 – 27,010	0 – 35,268
	Median	3,545	3,545	3,517
	Mean	4,309	4,309	4,196
	STDEV	4,080	4,080	4,307
Total Cost of Professional Program	Range	13,420 – 116,955	21,926 – 174,577	23,550 – 171,547
	Median	53,015	102,950	97,770
	Mean	55,997	100,083	99,797
	STDEV	18,902	29,855	23,583

Source: CAPTE. 2014 –15 PHYSICAL THERAPIST EDUCATION PROGRAMS FACT SHEETS



# Additional Noteworthy Stats

**Table 6** Program expenses for accredited programs in the US by type of institution FY 2014 – 15 (\$)

		Public	Private
Total Operating Expenses (excluding salary & benefits)	Range	\$ 14,858 – 1,995,224	\$ 23,500 – 8,258,382
	Mean	242,270	514,034
Total Salary Expenses (excluding benefits)	Range	378,760 – 3,097,036	403,474 – 4,799,646
	Mean	1,194,829	734,168
<hr/>			
Operating and salary expense per enrolled student	Range	\$ 3,679 – 27,963	\$ 5,438 – 44,236
	Mean	12,312	11,697

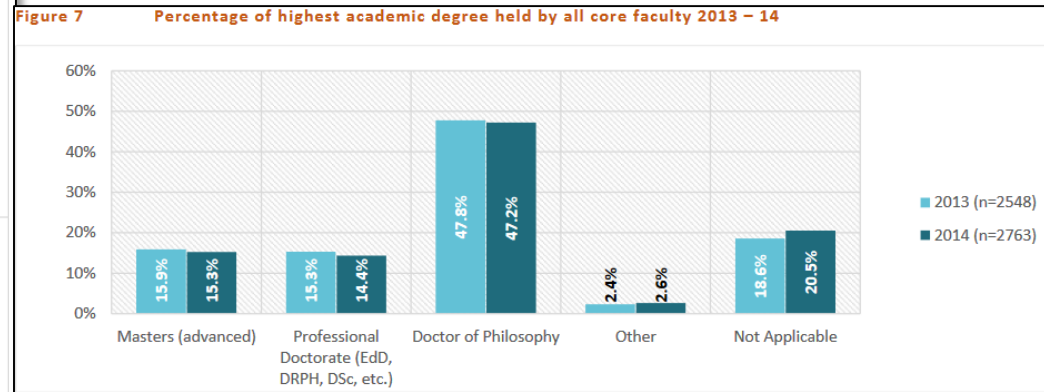
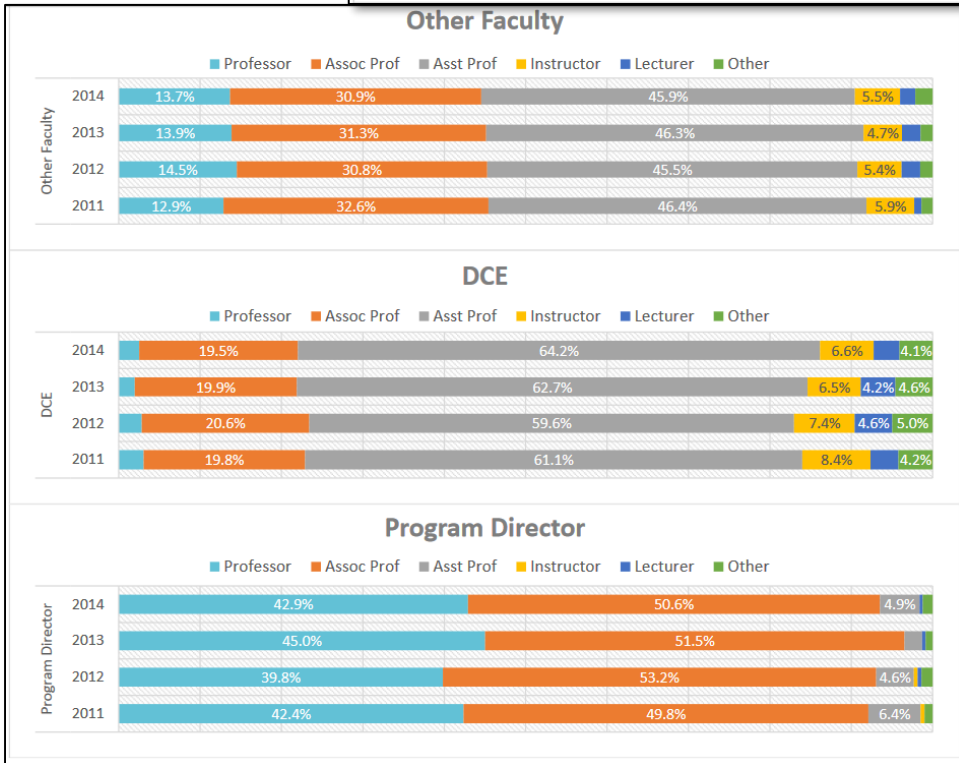
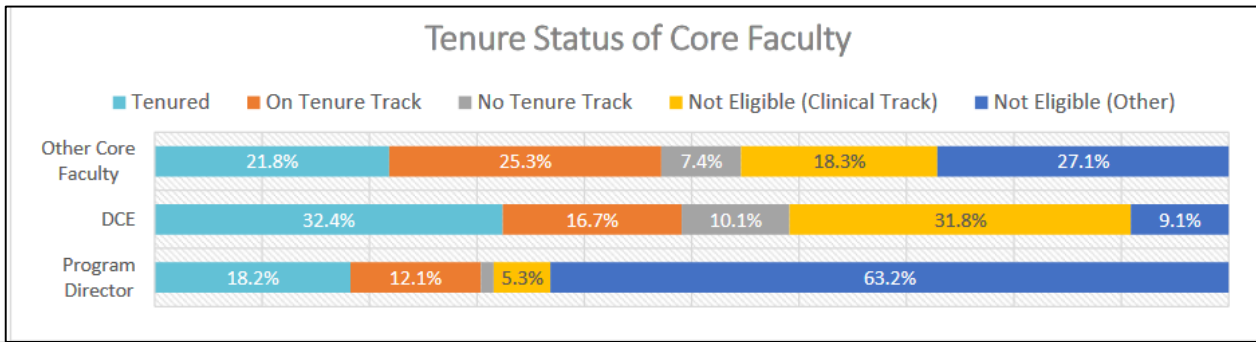
## Curricular Models

**Table 11** Percentage of programs by curricular model 2007, 09, 10 – 12, 14 (%)

		2007	2009	2010	2011	2012	2014
Hybrid	the curriculum is designed as a combination of two or more of the following models	60.6 %	67.8 %	68.2 %	71 %	72.5 %	73 %
Traditional	the curriculum begins with basic science, followed by clinical science and then by physical therapy science	19.2	14.1	13.2	12.4	12	11
Systems-based	the curriculum is built around physiological systems (musculoskeletal, neuromuscular, cardiopulmonary, etc.)	10.1	9.1	10	9.3	9	8.3
Modified Problem-based	the curriculum uses the problem-based model in the later stages, but the early courses (primarily basic sciences) are presented in the more traditional format of lecture and laboratory	4.0	5.0	5.3	4.7	3.5	3.5
Guide-based	the curriculum is built around the disability model, the patient management model, and the preferred practice patterns included in the Guide to Physical Therapist Practice	2.5	1.5	1.6	1	1	0.43
Case-based	the curriculum utilizes patient cases as unifying themes throughout the curriculum	1.0	0.5	0.5	0	0.5	0.88
Problem-based	the entire curriculum (including basic and clinical science content) is built around patient problems that are the focus for student-centered learning through the tutorial process and independent activities	1.5	1.5	1.05	1.6	1.5	1.3
Lifespan-based	the curriculum is built around the physical therapy needs of individuals throughout the lifespan (e.g., the basic and clinical sciences and patient management skills, etc., related to the neonate are presented together, followed by those of childhood, adolescence, early adulthood, middle age and old age)	1.0	0.5	0	0	0	0.44

Source: CAPTE. 2014 –15 PHYSICAL THERAPIST EDUCATION PROGRAMS FACT SHEETS

# Additional Noteworthy Stats



Source: CAPTE. 2014 –15 PHYSICAL THERAPIST EDUCATION PROGRAMS FACT SHEETS

# Implications for DPT Program Development



- Demand data suggest that there is a clear opportunity for new program entrants to have success with building graduate level enrollment through the addition of a DPT program. We observe strong demand data across all levels of our analysis—nationally, regionally, and among comparable institutions (specifically public comparators as well).
- From a market trends standpoint, DPT is clearly a program area worth WOU's additional consideration. Beyond market trends, in our early scoping discussions with WOU, there appears (anecdotally) to be a fair amount of likely internal demand (current WOU undergraduate students as feeder population for a DPT program). This is demonstrated by the professed proportion of undergraduate alumni who go on to a DPT degree program at another institution. Additional work may be done to quantify this figure and determine the feasibility of using undergraduate alumni as an early source for enrollment in the program's infancy.
- However, despite the encouraging market demand data, we strongly encourage candid discussions among WOU's administration with the consideration of CAPTE recommendations and cautions. DPT programs are a significant investment in both time (recruiting qualified directors and faculty; building clinical relationships) and money (facilities, faculty, and directors...and, Stamats would additionally note promotional costs for marketing and communications strategies).
- As we have noted, CAPTE is a strong source for information regarding accreditation, best practices for developing new programs, and its annual tracking of DPT and PTA program data from accredited institutions across the US.



# Program Overview



## Potential New Programs, Ranked by Likelihood to Enhance Graduate Enrollment at WOU

**Master of Science in Exercise Science.** Both market trends and limited competitive pressures for this program, coupled with WOU's current infrastructure and academic portfolio make this an appealing program for development.

**Organizational Leadership.** While the overall national market in organizational leadership may appear to be plateauing (or waning slightly), the limited competition in WOU's market, as well as its proximity to a state capital (with a moderate size of the population lacking a graduate level degree). The qualitative nature of organizational leadership programs lends well to the public service sector. Contrary to more quant oriented MBA programs, organizational leadership focuses on group dynamics, team building, and interpersonal aspects of leading and administration of various types of nonprofit and government-related organizations.

**Psychology.** Stamats recommends caution in considering this program for development. Psychology does remain one of the largest (high demand) fields in the master's degree realm; however, trends are shrinking, and we observe a modest level of competition in WOU's localized market. General psychology (non-clinical) programs tend to flourish at institutions that offer PhD programs and provide access to a significant amount of research-related resources for master's level students seeking to build their research portfolio and move on to doctoral programs.

**Master of Arts in Art.** Stamats does not recommend this program for future development. Market trends and demand data do not support the likelihood of this program growing graduate enrollment substantially at WOU.

**MA in Interdisciplinary Studies.** Based on market trends and demand statistics, Stamats does not recommend this program for future development.

**Doctor of Physical Therapy.** We rank this program rather highly due, in part, to the limited amount of competition in WOU's local and regional market. It is a very high demand program nationally, as the market cannot keep up with faculty and practitioners in this space. Stamats recommendation would be a deeper exploration of this program, as a potential long-term enrollment builder for the university. CAPTE has very detailed data on the time, resources, and significant cost of implementation (from hiring a director and assistant well before enrolling an inaugural class).



# Appendix A: Regional Institutions

# OR Competitor Institutions

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American College of Healthcare Sciences

Concordia University-Portland

Corban University

DeVry University-Oregon

Eastern Oregon University

George Fox University

Lewis & Clark College

Marylhurst University

Mount Angel Seminary

Multnomah University

National College of Natural Medicine

Northwest Christian University

Oregon College of Oriental Medicine

Oregon Health & Science University

Oregon Institute of Technology

Oregon State University

Pacific Northwest College of Art

Pacific University

Portland State University

Reed College

Southern Oregon University

University of Oregon

University of Phoenix-Oregon

University of Portland

University of Western States

Warner Pacific College Adult Degree Program

Western Seminary

Willamette University

# WA Competitor Institutions

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Antioch University-Seattle  
Argosy University-Seattle  
Bakke Graduate University  
Bastyr University  
Central Washington University  
City University of Seattle  
DeVry University-Washington  
DigiPen Institute of Technology  
Eastern Washington University  
Faith Evangelical College & Seminary  
Gonzaga University  
Heritage University  
New Saint Andrews College  
Northwest Institute of Literary Arts  
Northwest University  
Pacific Lutheran University  
Pinchot University  
Saint Martin's University  
Seattle Institute of Oriental Medicine

Seattle Pacific University  
Seattle University  
The Evergreen State College  
The Seattle School of Theology & Psychology  
University of Idaho  
University of Phoenix-Washington  
University of Puget Sound  
University of Washington-Bothell Campus  
University of Washington-Seattle Campus  
University of Washington-Tacoma Campus  
Walla Walla University  
Washington State University  
Western Washington University  
Whitworth University



# Local Competitor Institutions

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## Portland-Vancouver-Salem, OR-WA (CSA)

American College of Healthcare Sciences

Concordia University-Portland

Corban University

DeVry University-Oregon

George Fox University

Lewis & Clark College

Marylhurst University

Mount Angel Seminary

Multnomah University

National College of Natural Medicine

Oregon College of Oriental Medicine

Oregon Health & Science University

Oregon State University

Pacific Northwest College of Art

Pacific University

Portland State University

Reed College

University of Phoenix-Oregon

University of Portland

University of Western States

Warner Pacific College Adult Degree Program

Western Seminary

Willamette University

## Salem, OR Metro Area (CBSA)

Corban University

Mount Angel Seminary

Willamette University



# Appendix B:

# Sampling of Accelerated Exercise Science-Related Programs



Name of College or University	Configuration	Programs
Concordia University (Saint Paul)	3+2	Exercise Management and Sport Management
Highpoint University	3+2	BS in Exercise Science; MS in Athletic Training
Pacific University	3+2	BS in Exercise Science; MS in Athletic Training
Sacred Heart University	3+2	BS in Exercise Science; MS in Exercise Science and Nutrition
Loras University	3+2	BS Kinesiology; MS Athletic Training
Huntington University	3+2	Accelerated Athletic Training
Southern Illinois University Edwardsville	3+2	BS in Exercise Science; MS in Kinesiology with a Specialization in Exercise Physiology
Southern Illinois University Edwardsville	4+1	BS in Exercise Science; MS in Kinesiology with a Specialization in Exercise Physiology
Michigan Tech	5 year Master's	BS in Exercise Science, Sports and Fitness Management, Biomedical Engineering, or Biological Sciences; MS in Kinesiology
University of Miami	4+1	BS; MS in Exercise Physiology
UNC Charlotte	Early Entry Master's	Early entry students can apply 12 credits both toward their undergraduate degree and toward the MS in Kinesiology
Arizona State University	4+1	BS Kinesiology; MS in Clinical Exercise Physiology
Dallas Baptist	Fast-track	BS Kinesiology; MS Kinesiology