



TEXAS A&M UNIVERSITY
COMMERCE



TEXAS A&M UNIVERSITY - COMMERCE

**Master's / Specialist Enrollment & Graduation
Assessment, External Market Scan, & Portfolio Demand
Analysis**



MEETING AGENDA

CURRENT STATE OVERVIEW

Our goal as we progress through today's meeting is to come to a shared understanding and diagnosis of the current state of Master's / Specialist student enrollment and completion outcomes, TAMUC's external landscape, and academic portfolio demand.

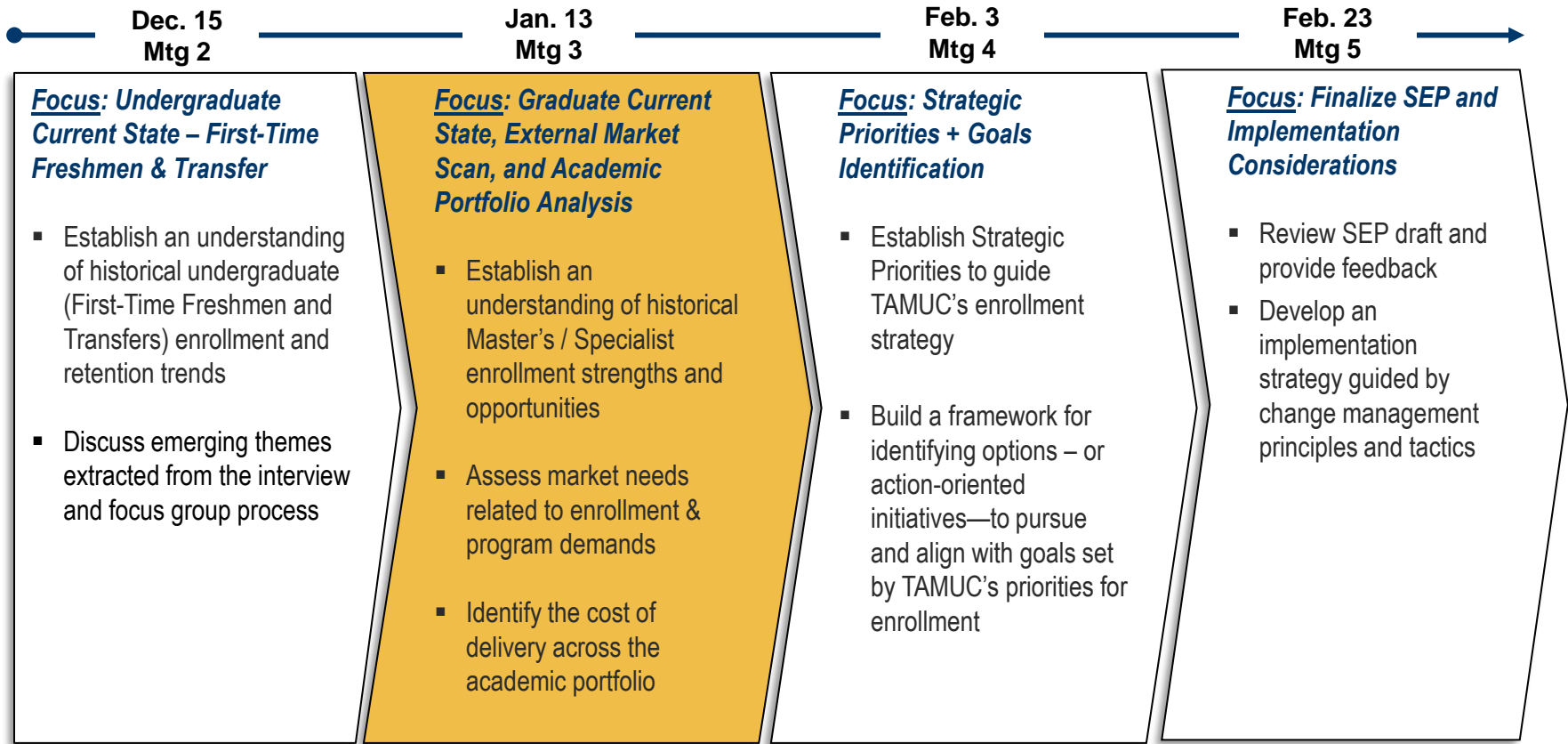
Strategic Enrollment Planning Meeting #3 Agenda

1. Arrive at a shared understanding of TAMUC's current enrollment and completion outcomes with respect to Master's / Specialist students, grounded in a review of historical trends and peer comparisons.
2. Develop an understanding of the *drivers influencing enrollment demand* across TAMUC's student populations through an analysis of the external market related to labor trends and program demand.
3. Review a high-level assessment of *cost to deliver* TAMUC's undergraduate academic portfolio and trends related to credit hour production.

OVERVIEW

FUTURE MEETING OBJECTIVES

Following our session today, we will begin the development of the Strategic Enrollment Plan by establishing TAMUC’s strategic priorities for enrollment & student success and identifying aligned options in support.



1

MASTER'S / SPECIALIST:

Enrollment &
Graduation
Current State



MASTER’S / SPECIALIST LIFECYCLE OUTCOMES OVERVIEW

In reviewing TAMUC’s lifecycle outcomes over the last ten years in comparison to its peers, TAMUC lags its competitors in local market completions and overall student progression.

Lifecycle Stage	Data Highlights (AY 2012 – AY 2021 ¹)
Apply	<ul style="list-style-type: none"> Master’s / Specialist student completed applications peaked in AY 2015-16 but since then they have declined by 15% year over year on average through AY 2020-2021.
Admit	<ul style="list-style-type: none"> From AY 2012-13 to AY 2021-22 TAMUC has admitted an average of 60% of completed applications. From AY 2014-2015 to AY 2020-2021 the admit rate has increased from 56% to 70%. We do not see anything to indicate that admissions criteria have changed, but further analysis may be required at the program-level.
Yield	<ul style="list-style-type: none"> Total Graduate enrollment is lower than historical patterns but has been increasing since AY 2018-19.
Enroll	<ul style="list-style-type: none"> Enrolled students have grown 7% year over year on average from 2018-2019, through 2020-2021.
Graduate	<ul style="list-style-type: none"> From AY 2015-16 to AY 2019-20 TAMUC has seen a 20% decline year over year on average in students completing. From AY 2012 through AY 2020 TAMUC has been a leader in distance learning completions, with 47% its Masters / Specialist or Doctorate degree completions through distance learning.^{2, 3}

1. AY year includes ALL start terms, August - July of the indicated academic year. AY 2021 only includes Fall 2021 data.
2. AY 2012- AY 2020, Institutional completions provided by EMSI.
3. For the purpose of this assessment, we reviewed the same institutions as we did for the undergraduate assessment to understand local market outcomes; however graduate-focused benchmarking is generally program-based.

MASTER'S / SPECIALIST

GUIDING QUESTIONS – RECRUIT & GRADUATE

The following questions were identified to guide the Master's and Specialist degree enrollment and graduation analysis.

01

How has student demand changed for master's program enrollment over time?

04

What are the characteristics of students who go on to graduate with a master's degree at TAMUC?

02

What colleges / academic programs are driving enrollments?

05

Are there any major differences in completion rates between colleges / academic programs?

03

What are the characteristics of TAMUC master's degree students and how has this changed over time?

MASTER'S / SPECIALIST HISTORICAL LIFECYCLE OUTCOMES

In analyzing TAMUC's enrollment data between Academic Year 2016-2017 and Academic Year 2021-2022 the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2016 – 2021 ^{1,2})	Options for Consideration
Recruit	<ol style="list-style-type: none"> 1. Computer Science and Business Analytics masters programs have the largest enrollments for 2021-2022¹ with 129 and 74 students enrolled, respectively. For reference, in 2017-2018 Computer Science enrolled 64 students. 2. Since 2016-2017, the Business Administration program enrolled the largest overall number of students of all programs at TAMUC. 3. The Accounting program enrollment has declined 13% year over year on average since 2016-2017. 4. In 2020-2021, the Counseling program saw a 78% increase (63 to 112) in enrollment compared to 2019-2020 and the Social Work program saw a 63% increase (64 to 104) in enrollment compared to 2019-2020. 5. Since 2016-2017, the departments of Curriculum and Instruction, Higher Education, and Learning Technologies have been driving enrollments within the College of Education and Human Services. Representing 23% and 21% of enrollment of the College of Education & Human Services. 	<ul style="list-style-type: none"> • Be mindful of the programs that are increasing from an application and enrollment standpoint. Consider working directly with Marketing and Communications, Admissions and Financial Aid to specifically target and attract students in these upward trending programs. • Ensure there are additional on campus resources to support these students (mentoring, career coaching, internship opportunities) to ultimately align their degree pursuit with their career aspiration. Consider faculty service components or if professional staff can support. • Encourage graduate enrollment specialists to consider widening the scope of recruitment and enrollment efforts by targeting a broader array or academic programs. Strategies like using current students and faculty during recruitment initiatives to portray the value of the TAMUC education and experience.

1. Source: Institutionally provided data

2. *AY 2021-22 only includes incoming Fall students

MASTER'S / SPECIALIST HISTORICAL LIFECYCLE OUTCOMES

In analyzing TAMUC's enrollment data between Academic Year 2016-2017 and Academic Year 2021-2022 the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2016 – 2021 ^{1,2})	Options for Consideration
Recruit	<ol style="list-style-type: none"> 1. Since 2016-2017, the Marketing and Business Analytics department has been driving enrollments for the College of Business, though their enrollment has decreased by 34% compared to 2020-2021. 2. In the 2021-2022 academic year, the College of Science & Engineering, specifically the department of Computer Science and Information Systems has seen a 151% increase in enrollment compared to 2020-2021 enrollments. 3. Literature and Languages and Sociology and Criminal Justice have been enrollment leaders within the College of Humanities, Social Sci & Arts since 2016-2017. Respectively representing 40% and 32% of enrollment of the College of Humanities, Social Sci & Arts. 4. Since 2016-2017, Women have made up 64% of enrolling students, while Men have made up 36% of enrolling students.³ 	<ul style="list-style-type: none"> • Given the trajectory of enrollments and how they vary by department, consider resource incentives for college / department-based on growth. Determine ownership of student success outcomes and consider a more integrated student success approach. • Expand admissions efforts in high-opportunity cities where enrollments are trending up (Fort Worth, McKinney, Mesquite). Integrate data and information across Colleges / Departments in order to better inform comprehensive strategies. • Increase flexibility in academic experiences (scheduling and delivery method, including online and hybrid) and match with greater flexibility and availability of student services.

1. Source: Institutionally provided data

2. *AY 2021-22 only includes incoming Fall students

3. Data does not include 2 individuals that did not identify as Male or Female

MASTER'S / SPECIALIST HISTORICAL LIFECYCLE OUTCOMES

In analyzing TAMUC's enrollment data between Academic Year 2016-2017 and Academic Year 2021-2022 the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2016 – 2021 ^{1,2})	Options for Consideration
Recruit	<ol style="list-style-type: none"> 1. URM students have made up 34% of the enrolled students since 2016-2017. There has been variability in enrollment, but overall, there has been an increase in URM student enrollment since 2017-2018. 2. Since 2016-2017, Dallas County, Collin County and Hunt County have made of 19%, 10% and 9% of enrollments to TAMUC Masters programs. These represents the three largest enrollments from any county. 3. 55% of enrolled TAMUC students are between the ages of 25-35 since 2016-2017. Additionally, there has been an increase in enrollments for ages 22-25 from 2019 to 2020. 4. University Of North Texas, Texas A&M, Univ of Texas at Arlington, University Of Texas At Dallas, Texas Woman's University are among the top undergraduate feeder schools since 2016-2017.³ 	<ul style="list-style-type: none"> Invest in a diversified marketing strategy for master's / specialist programs to increase awareness in the marketplace and to diversify sources of TAMUC's pipeline. Build a more robust pipeline for qualified TAMUC undergraduates to earn their master's through well-defined accelerated programs Refresh program content and titles to align with market demands. Consider engaging students from feeder schools with unique opportunities to visit campus and connect with faculty. Once admitted, connect them with current students, alumni, and other personalized methods of engagement.

1. Source: Institutionally provided data

2. *AY 2021-22 only includes incoming Fall students

3. Does not include data for schools labeled as "Foreign" or instances where undergraduate school name was left blank.

MASTER'S / SPECIALIST HISTORICAL LIFECYCLE OUTCOMES – GRADUATE

In analyzing TAMUC's progression data between Academic Year 2015-2016 and 2019-2020, the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2015-2019)	Options for Consideration
<p>Retain & Graduate</p>	<ol style="list-style-type: none"> 1. Since the 2015-2016 academic year, 35% of students who completed have been underrepresented minorities and 22% of the completed URM students are from Dallas, Garland, San Antonio or Houston 2. Since 2015-2016 Dallas, Collin, Tarrant and Hunt counties have made up 42% of completions from TAMUC Masters programs. 3. 30% of TAMUC students who have completed are between the ages of 27-31 since 2015-2016. Additionally, completion volume for students ages 25-35 have decreased from 2018-2019 to 2019-2020. 4. Since 2015-2016, the College of Education & Human Services has been a completion rate leader. In AY 2019-2020 its completion rate dropped to 35% from 56% in AY 2018-19. 5. The College of Humanities, Social Sciences & Arts on average graduated 50% of it's AY 2015- 16- AY 2016-17 classes. Since then, on average only 28% of students are completing. 	<ul style="list-style-type: none"> • Evaluate TAMUC policies hindering completion rates. Continue efforts to reduce barriers impacting progression. • To aid increasing completion rates, consider standardizing the student advising process, mentorship opportunities and career outcome related conversations. • Better understand how corporate partnerships can increase demand but also help relieve any challenges or constraints that currently exist. • Consider resource incentives for college / department-based on growth • Identify opportunities to offer a robust student experience regardless of modality to increase completion rates.

2

Market Positioning Analysis – Graduate Programs

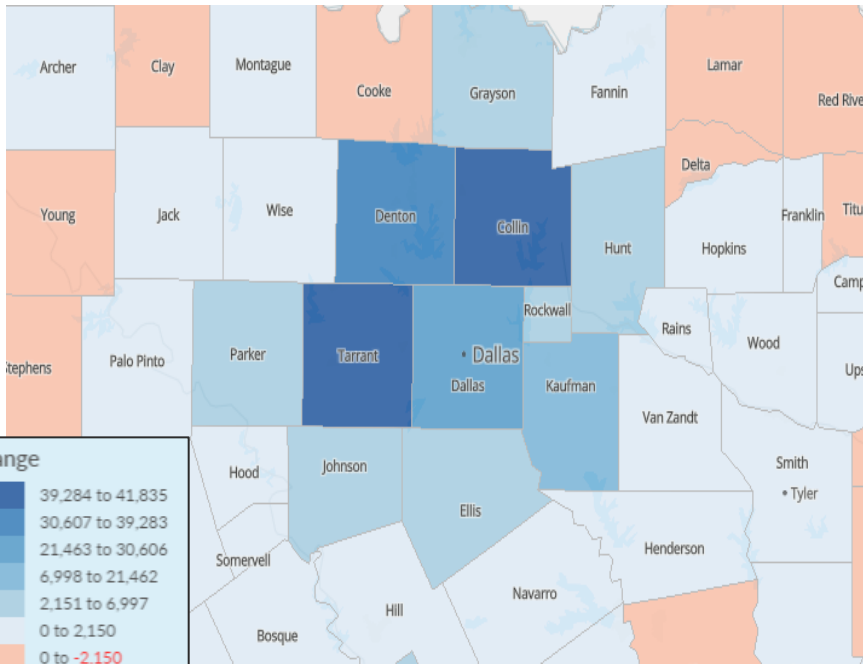


MARKET POSITIONING ANALYSIS

POPULATION GROWTH PROJECTIONS- TOP FEEDER MARKETS

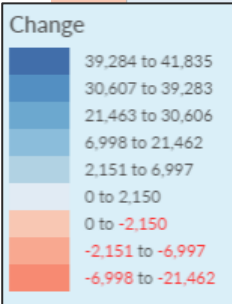
Texas accounts for 88% of TAMUC’s enrolled Master’s / Specialist students¹ and is projected to see continued growth in the 25-34 age population. The top six feeder counties for TAMUC are projected to see the following growth:

Projected Population Change, Age 25-34, 2021 to 2031²



Population Change – Top Feeder Markets²

County	2016-2021 Enrollment ¹	2021 Pop (Age 25-34)	2031 Pop (Age 25-34)	Total Pop Change	% Change
Tarrant	516	322,725	364,560	+41,835	13%
Collin	931	142,588	181,872	+39,284	28%
Harris	351	756,273	788,632	+32,359	4%
Bexar	208	327,452	351,750	+24,297	7%
Dallas	1,785	446,074	469,294	+23,220	5%
Hunt	796	13,012	15,725	+2,713	21%
Statewide		4,376,401	4,755,275	+378,874	



The recruitment strategy for TAMUC during the next 5-10 years should prioritize its local outreach in addition to Harris and Bexar Counties to strengthen demand for a TAMUC education in Texas.

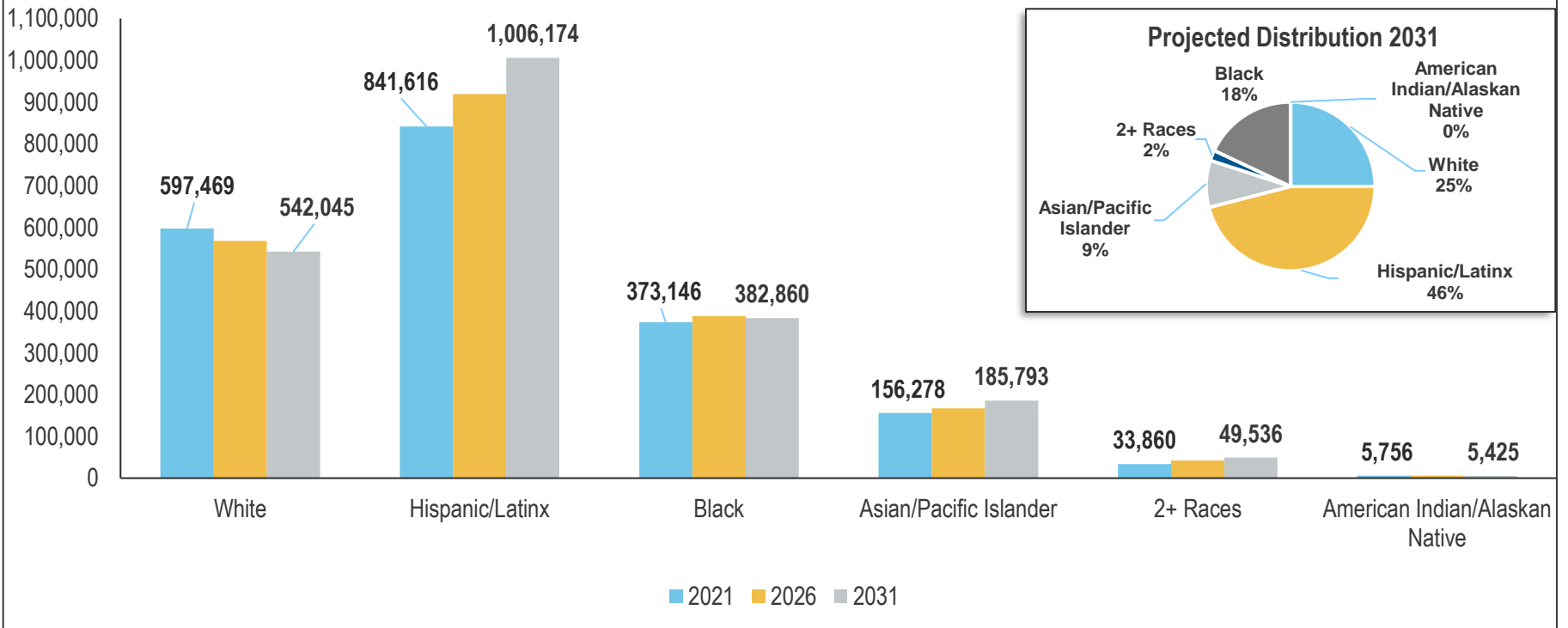
1. Total incoming Master’s / Specialist enrollment between AY 2016 and AY2021. *AY 2021-22 only includes incoming Fall students Data provided by TAMUC
 2. Population projections via EMSI

MARKET POSITIONING ANALYSIS

DEMOGRAPHICS OF TOP GRADUATE FEEDER MARKETS

TAMUC's top feeder markets will see the largest increases in Hispanic/Latinx and 2+ races populations, growing by 20% and 46% respectively. While the White population is expected to contract slightly.

Race and Ethnicity of Population Aged 25-34, Top Feeder Markets



TAMUC's top feeder markets are seeing growth in the Hispanic / Latinx communities, but additional areas for recruitment should also be identified due to increased competition from peer institutions.

1. All data from EMSI

LABOR MARKET TRENDS

TEXAS– OCCUPATIONS AND ACADEMIC PROGRAMS

The following occupational areas are projected to grow in the next 10 years in Texas. Health and education professions dominate the market.

Top 10 Texas Occupations Requiring a Graduate Degree
Projected Growth Rates, 2021-2031¹

Occupation	Number of Jobs (2021)	Number of Jobs (2031)	Growth Rate
Postsecondary Teachers	129,943	146,780	+16,836 (13%)
Lawyers	63,995	71,446	+7,451 (12%)
Nurse Practitioners	16,424	23,395	+6,971 (42%)
Educational, Guidance, and Career Counselors and Advisors	29,584	33,591	+4,007 (14%)
Speech-Language Pathologists	15,097	18,733	+3,636 (24%)
Education Administrators, Kindergarten through Secondary	29,275	32,721	+3,447 (12%)
Physical Therapists	16,477	19,620	+3,143 (19%)
Physician Assistants	9,824	12,467	+2,642 (27%)
Physicians, All Other; and Ophthalmologists, Except Pediatric	26,417	28,969	+2,552 (10%)
Instructional Coordinators	20,217	22,681	+2,465 (12%)

Top 10 Texas Academic Programs Based on Occupations
2015-2019 Texas Conferrals – Master & Doctorate¹

Top 10 Academic Programs Based on Occupation	2015-19 Conferrals	2015-19 Trends
Educational Leadership and Administration, General	16,780	
Law	10,224	
Curriculum and Instruction	8,627	
Family Practice Nurse/Nursing	7,836	
Medicine	7,406	
Psychology, General	1,414	
Liberal Arts and Sciences/Liberal Studies	791	
Early Childhood Education and Teaching	502	
Registered Nursing/Registered Nurse	118	
General Studies	79	

“Top 10 Texas Academic Programs” referenced are the top academic programs that professionals in these occupational areas pursued.

1. Occupation projections and program data pulled from Emsi. Emsi is a comprehensive database that combines labor market, job posting, and education data sources (www.economicmodeling.com).

LABOR MARKET TRENDS

TEXAS– COMPLETIONS BY INSTITUTION AND GAPS

The following institutions lead completions in the top 10 academic programs. Many also offer a variety of modalities and have a strong presence in online education.

Texas Institutions Completions in Top 10 Academic Programs^{1, 2}

Texas Institutions	2015-2019 Completions	2015-2019 Trends
The University of Texas at Arlington	6,097	▲
Lamar University	4,715	▲
Texas A & M University-College Station	3,113	■
The University of Texas at Austin	2,789	▼
University of Houston	2,169	■
The University of Texas Health Science Center at Houston	1,949	▲
The University of Texas Medical Branch at Galveston	1,749	▲
Texas Tech University Health Sciences Center	1,620	▼
Southern Methodist University	1,532	▲
South Texas College of Law Houston	1,514	▼

TAMUC Completions in Top 10 Academic Programs^{1, 2}

Top 10 Academic Programs	2015-2019 Completions
Educational Leadership and Administration, General	707
Curriculum and Instruction	521
Early Childhood Education and Teaching	57
Psychology, General	56
Law	-
Liberal Arts and Sciences/Liberal Studies	-
General Studies	-
Medicine	-
Registered Nursing/Registered Nurse	-
Family Practice Nurse/Nursing	-




As you review, please consider which programs might provide an opportunity for TAMUC through partnerships, programmatic expansion, or other means.

1. Includes Masters and Ph.D or professional degree
 2. Institutional completions and academic programs provided by EMSI.

LABOR MARKET TRENDS

PERFORMANCE INDICATOR DEFINITIONS

To provide an equitable way to evaluate academic program performance and / or viability for success, the indicators below were used to assess TAMUC’s current academic programs.











Performance Indicator	Enrollment Performance ² Institutional Data	Student Completion ³ Public Data	Competitive Positioning Public Data	Labor Market ¹ Public Data
	> +3% average annual change in incoming enrollment at TAMUC	≥ 6% growth in completions at TAMUC, or institutions in Texas if program is not available at TAMUC	TAMUC occupies more than 2.5% above the average market share or the market is uncontested in the region	6.5+% greater than the overall labor market growth expectations
	Between -3% and 3% average annual change in incoming enrollment at TAMUC	3 – 5% growth in completions at TAMUC, or institutions in Texas if program is not available at TAMUC	TAMUC occupies within 2.5% of the average market share	-6.5% < x > 6.5% than the overall labor market growth expectations
	< -3% average annual change in incoming enrollment at TAMUC	≤ 2% growth in completions at TAMUC, or institutions in Texas if program is not available at TAMUC	TAMUC occupies less than 2.5% under the average market share	-6.6% or less than the overall labor market growth expectations

1. Labor market growth is projected to be 8.7% nationwide and 12.3% in the Texas. Minimum of Master’s degree. All labor market comparisons will be made against the national projection
2. AY 2021-22 only includes incoming Fall students
3. Student Completion is measured by the completion trends among TAMUC and Texas institutions from 2015 - 2019

LABOR MARKET TRENDS

PROGRAM PERFORMANCE SUMMARIES

TAMUC’s reputation for educating educators combined with the department of Educational Leadership, positively positions TAMUC to serve the Education Leadership market.

Indicator Type	Educational Leadership and Administration	Psychology	Law
Enrollment Performance			N/A
Student Completion			
Competitive Positioning			N/A
Labor Market Demand			

Educational Leadership and Administration Since 2012, has seen an 82% increase in the amount of distance programs offered, while non distance has decreased by 35%. In 2020, 61% of completions (nationally) were at the Master’s degree level and many go on to work in K-12 leadership. **Over the next 10 years, labor market demand is expected to grow at 7.8%**

Psychology Over 7,600 completions in 2020 with 37% of these completions offered from distance programs. Nationally it is expected to grow 11.6% from 2021-2031. Examples of occupations include mental health and substance abuse counselors.









Law Over 34,000 completions in 2020 and 98% were offered through non distance programs. Can be an expensive program to implement, but there may opportunities to partner with other institutions in Texas like Texas A&M College Station, University of North Texas and Baylor University.

1. Data pulled from Emsi. Emsi is a comprehensive database that combines labor market, job posting, and education data sources (www.economicmodeling.com).

LABOR MARKET TRENDS

PROGRAM PERFORMANCE SUMMARIES

Instructional occupations are projected to be up 12% over the next 10 years. Curriculum and Instruction programs are trending up in completions and will continue to grow through 2031. This is an opportunity for TAMUC given it's established position in the marketplace.

Indicator Type	Curriculum and Instruction	Liberal Arts and Sciences / Liberal Studies	General Studies
Enrollment Performance		N/A	N/A
Student Completion			
Competitive Positioning		N/A	N/A
Labor Market Demand			

Curriculum and Instruction Expected to grow 9.4% nationally from 2021-2031 and has a median earnings of \$67.2k/yr. Employers like American Express and Humana are hiring for roles like Instructional Designer or Learning Specialist. Within the state of Texas, UT Arlington is the completion leader, representing 26% of completions for Curriculum and Instruction programs in Texas.









Liberal Arts and Sciences/Liberal Studies / General Studies Top occupations include Postsecondary teachers, project management and human resources specialist. Employers like Anthem, Amazon and Microsoft are actively posting opportunities in this area. Employers are looking for hard skills like Finance, Strategic Planning, Product Management.

1. Data pulled from Emsi. Emsi is a comprehensive database that combines labor market, job posting, and education data sources (www.economicmodeling.com).

LABOR MARKET TRENDS

PROGRAM PERFORMANCE SUMMARIES

Nursing is projected to see strong job growth by 2031. As one of TAMUC’s newer departments / schools there is a significant opportunity for growth, with different academic programs and modalities.

Indicator Type	Nursing	Early Childhood Education and Teaching	Medicine
Enrollment Performance	N/A		N/A
Student Completion			
Competitive Positioning	N/A		N/A
Labor Market Demand			

Nursing This may present an opportunity at TAMUC for additional growth, particularly in family practice nursing, as capacity allows. The University of Texas at Arlington has 25% of completions in the state of Texas for family practice nursing from 2015-2019. **Other programs to consider include Nursing Education, Nursing Administration and Registered Nursing.** Demand for registered nurses and family practice nursing is expected to grow by over 18% from 2021-2031, compared to the national growth rate of 8.7%.

Early Childhood Education and Teaching Over 2,500 completions in 2020 with 57% of these completions offered through distance programs. Of its 9 peer schools, this program is offered by 4 and TAMUC is in the top 2 for completions since 2012. This may present an opportunity for growth as capacity allows.

Medicine Can be is an expensive program to implement, but health related programs are projected to grow strongly over the next 10 years. Continue to invest in established programs like Public Health, Bio Sciences and Kinesiology & Sports.

1. Data pulled from Emsi. Emsi is a comprehensive database that combines labor market, job posting, and education data sources (www.economicmodeling.com).

3

Portfolio Demand Analysis



PORTFOLIO DEMAND ANALYSIS

COMPONENT OF THE ASSESSMENT

The following four components informed the portfolio demand analysis to understand trends in credit hour production in relation to instructional costs and undergraduate enrollment trends.



Credit Hour Production

How many credits are being produced by Department and College? How do these trends compare to instructional costs?



Program Structure

How do we account for variation in scalability across programs and disciplines?



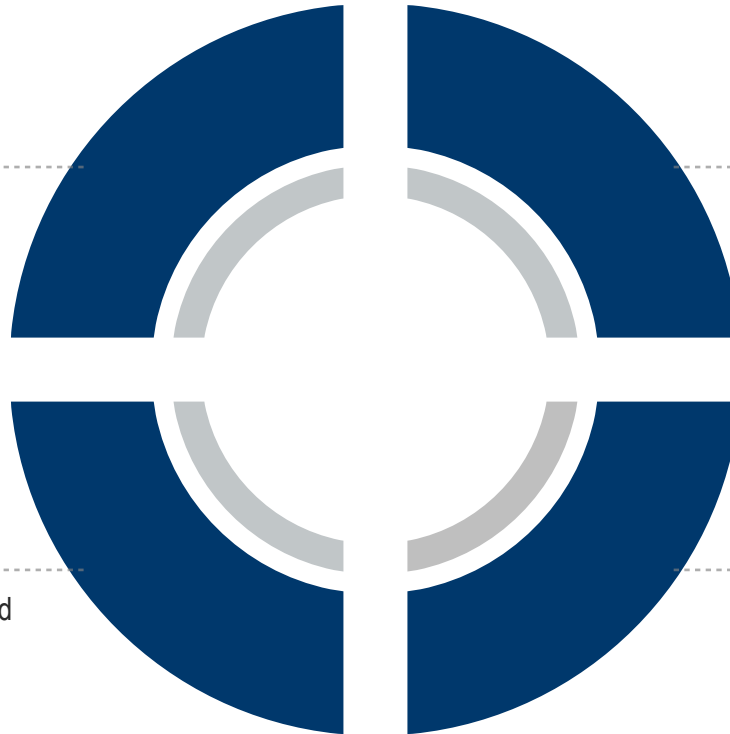
Cost of Instruction

How do we estimate the cost of faculty providing instruction? How do we acknowledge that faculty only “teach” with a portion of their overall effort?



Program Economics

How do instructional costs compare to undergraduate enrollment trends at TAMUC? In the market?

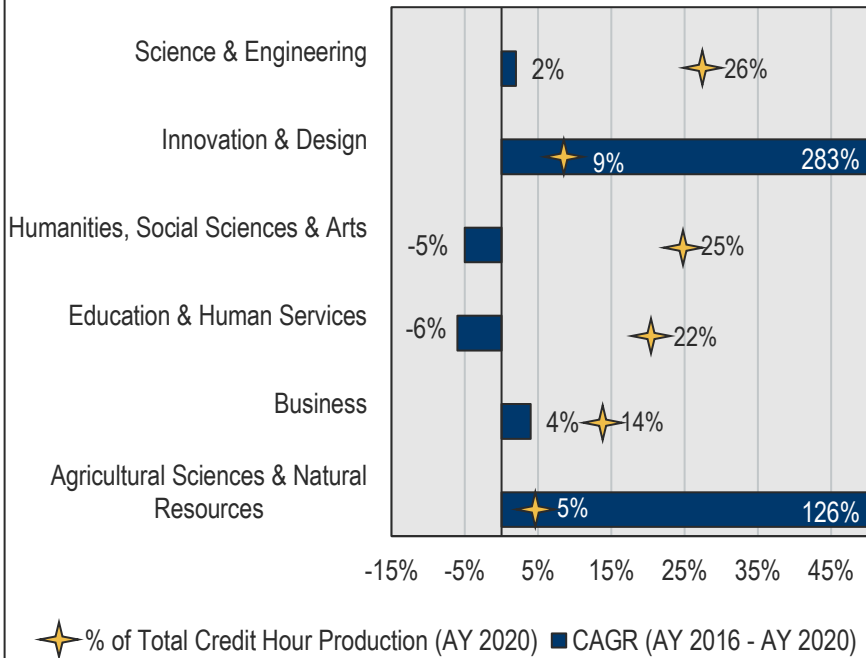


PORTFOLIO DEMAND ANALYSIS

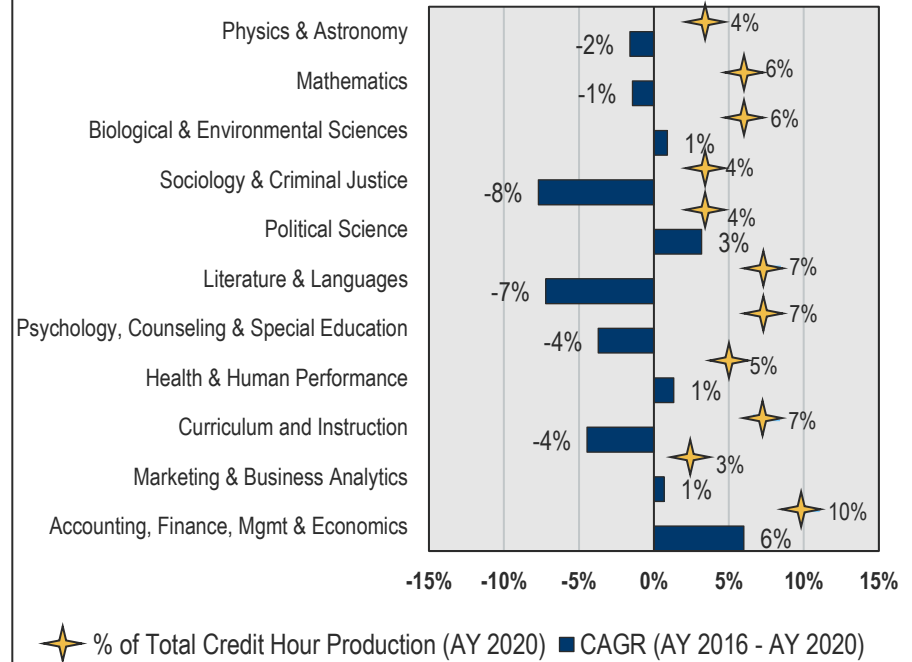
CREDIT HOUR PRODUCTION BY COLLEGE & DEPARTMENT

Overall, credit hour production at TAMUC has increased by 2% between AY 2016 & AY 2020. Examining trends by College much of TAMUC's credit hour increase is due to CID and College of Agriculture.

Credit Hour Production CAGR and % of Total Production By College
(AY 2016-17 to AY 2020-21)



Credit Hour Production CAGR by Top 10 Enrolled Departments
(AY 2016-17 to AY 2020-21)



The current areas shrinking (CEHS & CHSSA) account for nearly 50% of credit hour production.

PORTFOLIO DEMAND ANALYSIS

CREDIT HOUR PRODUCTION – ALL DEPARTMENTS (1 OF 2)

Below is a longitudinal look at credit hour production over the last five academic years by department.

	Department	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	CAGR	Enrollment Performance
COB ASNR	Agricultural Sciences & Natural Resources	315	2,701	6,456	6,886	8,176	126%	↑
	Accounting, Finance, Mgmt, & Economics	14,829	16,764	17,649	18,639	18,495	6%	↑
	Marketing & Business Analytics	6,021	6,615	5,505	5,946	6,189	1%	↑
CEHS	Curriculum and Instruction	14,436	13,926	12,534	12,652	12,033	-4%	↓
	Health & Human Performance	9,124	9,189	9,595	10,271	9,616	1%	↑
	Higher Edu & Learning Technol	7,533	8,334	9,375	1,341	1,638	-32%	↓
	Nursing	2,058	2,536	2,082	1,841	2,263	2%	↑
	Psychology, Counseling & Special Education	14,174	14,161	12,608	12,727	12,189	-4%	↓
	Social Work	3,156	2,793	2,958	2,907	2,460	-6%	↓
CHSSA	Art	4,807	5,223	5,374	5,444	5,221	2%	↑
	Bible	84	60	51	6	30	-23%	↓
	Coll of Humanities/Soc Sci/Art	348	116	88	84	90	-29%	↓
	History	8,195	7,161	7,308	7,137	5,463	-10%	↓
	Honors Program	310	362	364	337	446	10%	↑
	Liberal Studies	180	354	441	510	627	37%	↑
	Literature & Languages	17,267	16,089	14,359	14,436	12,797	-7%	↓
	Music	4,278	4,681	4,829	4,627	4,405	1%	↑

PORTFOLIO DEMAND ANALYSIS

CREDIT HOUR PRODUCTION – ALL DEPARTMENTS (1 OF 2)

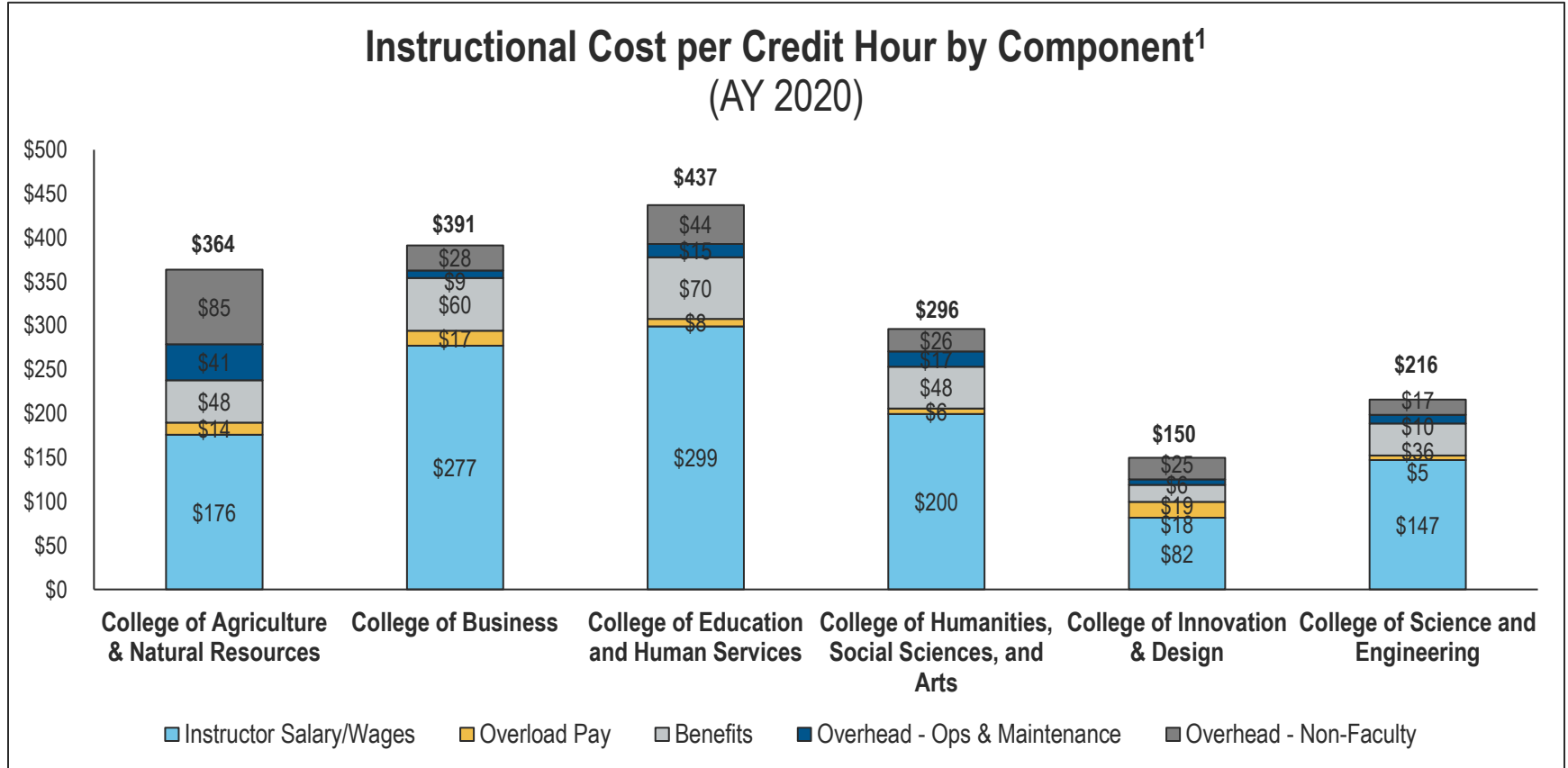
Below is a longitudinal look at credit hour production over the last five academic years by department.

	Department	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	CAGR	Enrollment Performance
CHSSA	Political Science	6,141	6,258	7,869	7,698	6,963	3%	↑
	Sociology & Criminal Justice	9,261	8,477	7,969	7,016	6,723	-8%	↓
	Theatre	2,862	2,723	2,791	2,683	1,987	-9%	↓
	University College	587	3,028	3,295	-	-	-	
CID	Coll of Innovation and Design	-	297	255	15,370	16,700	283%	↑
	Applied Sciences	3,807	3,078	1,335	-	-	-	
CSE	Biological & Environmental Sci	10,502	10,048	5,118	10,090	10,883	1%	↑
	Chemistry	3,483	3,744	1,784	4,340	4,220	5%	↑
	Computer Science & Info Sys	3,587	3,647	1,642	7,029	9,208	27%	↑
	Engineering & Technology	3,379	4,098	2,231	4,592	4,430	7%	↑
	Industrial Engineering & Tech	66	54	-	-	-	-	
	Mathematics	12,230	11,878	5,299	13,265	11,548	-1%	↓
	Physics and Astronomy	7,184	7,427	3,761	7,498	6,739	-2%	↓

PORTFOLIO DEMAND ANALYSIS

INSTRUCTIONAL COSTS BY COLLEGE

The cost-to-educate model identified an overall average college credit hour cost of approximately \$309 and varies by college ranging from \$150 (Innovation & Design) to \$437 (Education & Human Services).



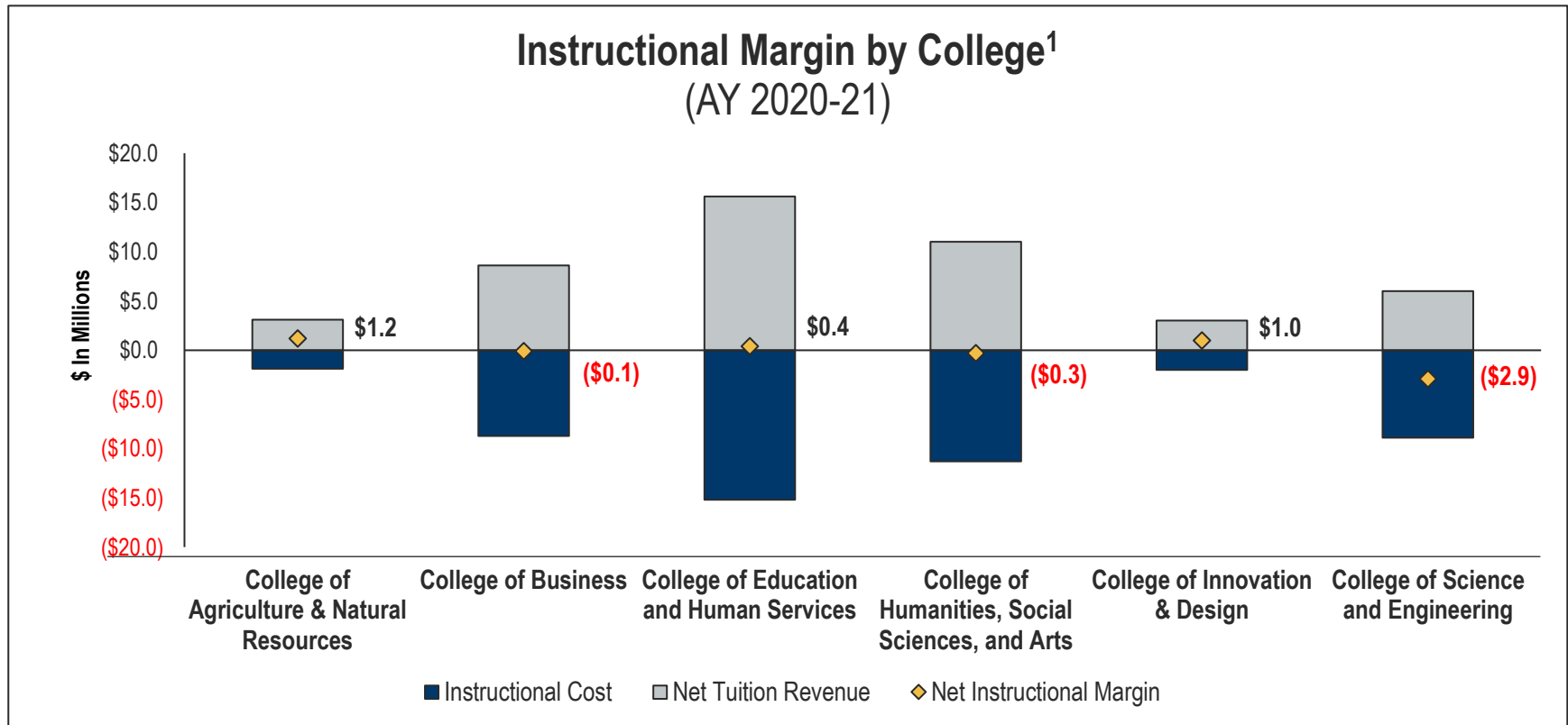
Instructor compensation, the focal point of this review, accounts for 70% of the institution-wide instructional cost per credit hour.

1. Instructor Salary/Wages, Overload Pay, and Benefits data derived from actual TAMUC payroll data for AY 2020. Overhead data was sourced from [TAMU-C FY21 Budget by Academic Department](#).

PORTFOLIO DEMAND ANALYSIS

INSTRUCTIONAL MARGIN BY COLLEGE

When considering instructional cost and revenue generated from tuition and fees, half of TAMUC's colleges are operating at a negative margin. While state funding recoups much of these costs, CANR & CID are both increasing credit hour production while keeping instructional costs low.

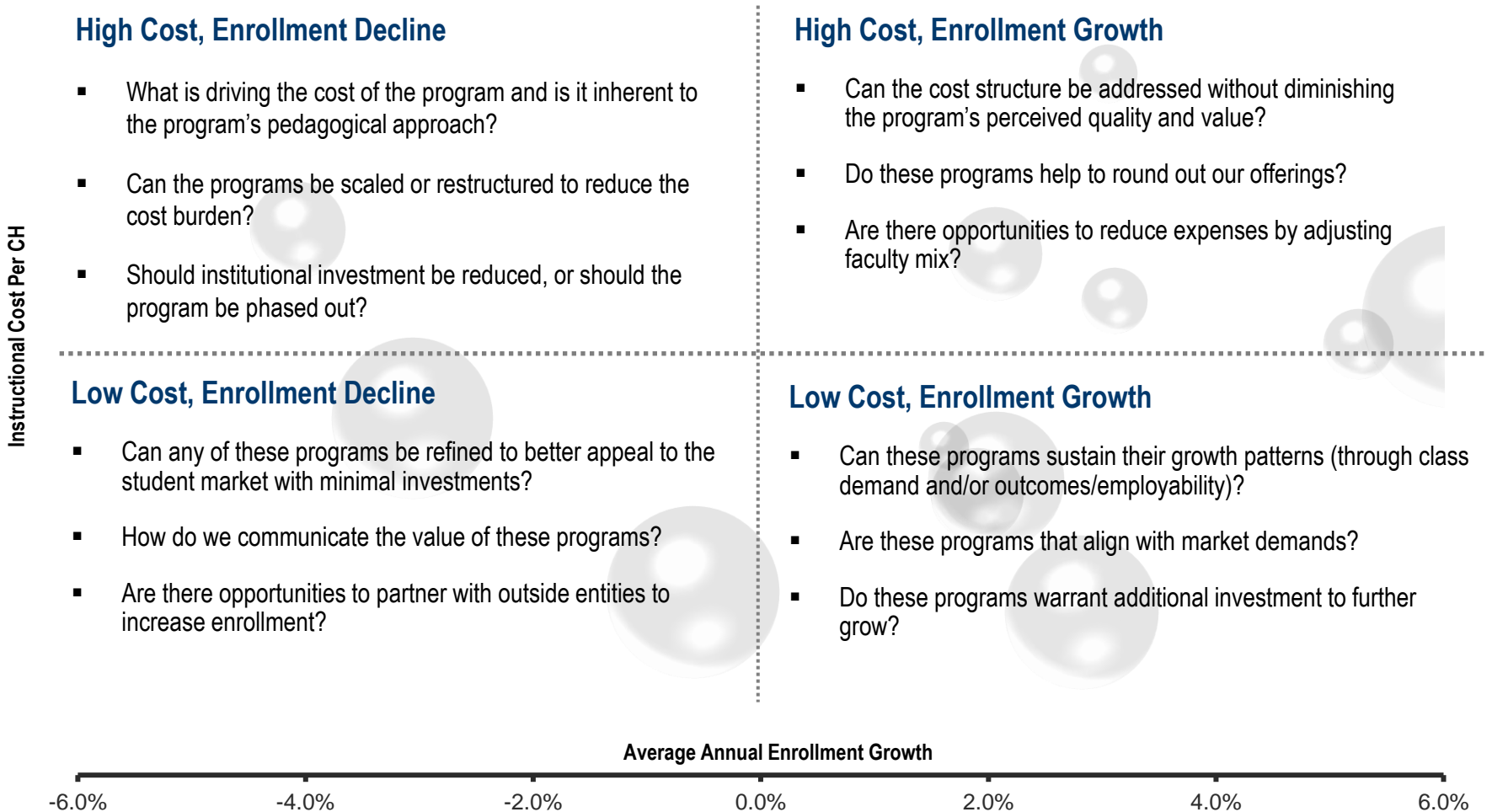


1. Instructional Cost = Instructor Salary/Wages and Benefits (includes overhead) – payroll data file.
 2. Net Tuition Revenue = Total undergraduate Tuition & Fees – Institutional Aid (AY 2021) – financial aid data file.
 3. Net Instructional Margin = Net Tuition Revenue less Instructional Costs (Does Not Include State Funding).

PORTFOLIO DEMAND ANALYSIS

PROGRAM ECONOMICS

The following views of TAMUC’s programs do not prescribe action, rather depict trends and allow TAMUC to use the provided model and other tools to evaluate an appropriate action (if any).

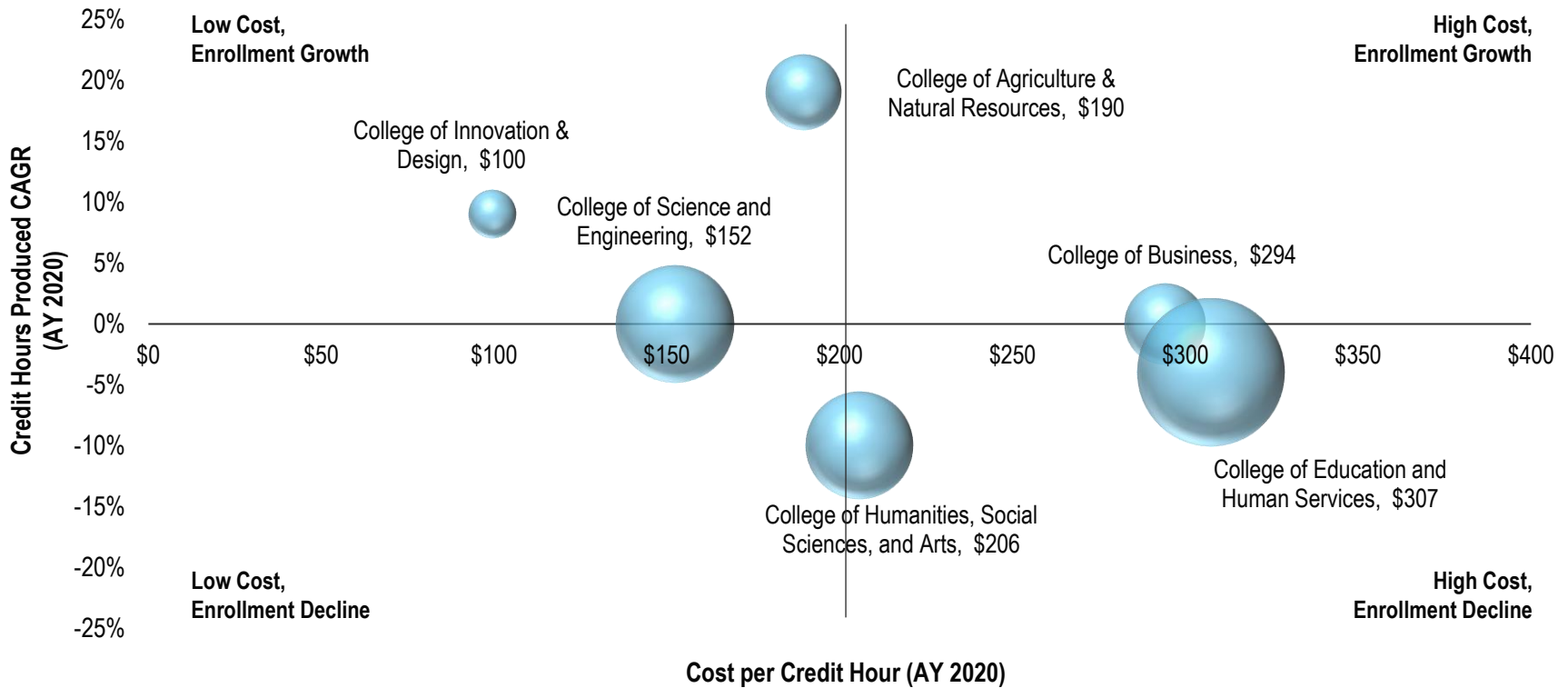


PORTFOLIO DEMAND ANALYSIS

PROGRAM ECONOMICS BY COLLEGE

Portfolios are commonly balanced with growth engines and “steady-staters,” high-cost and low-cost, and at-scale and still-below-scale. The objective of this lens is not only comparative, but also to observe the balance.

TAMUC Academic Portfolio, Undergraduate Only



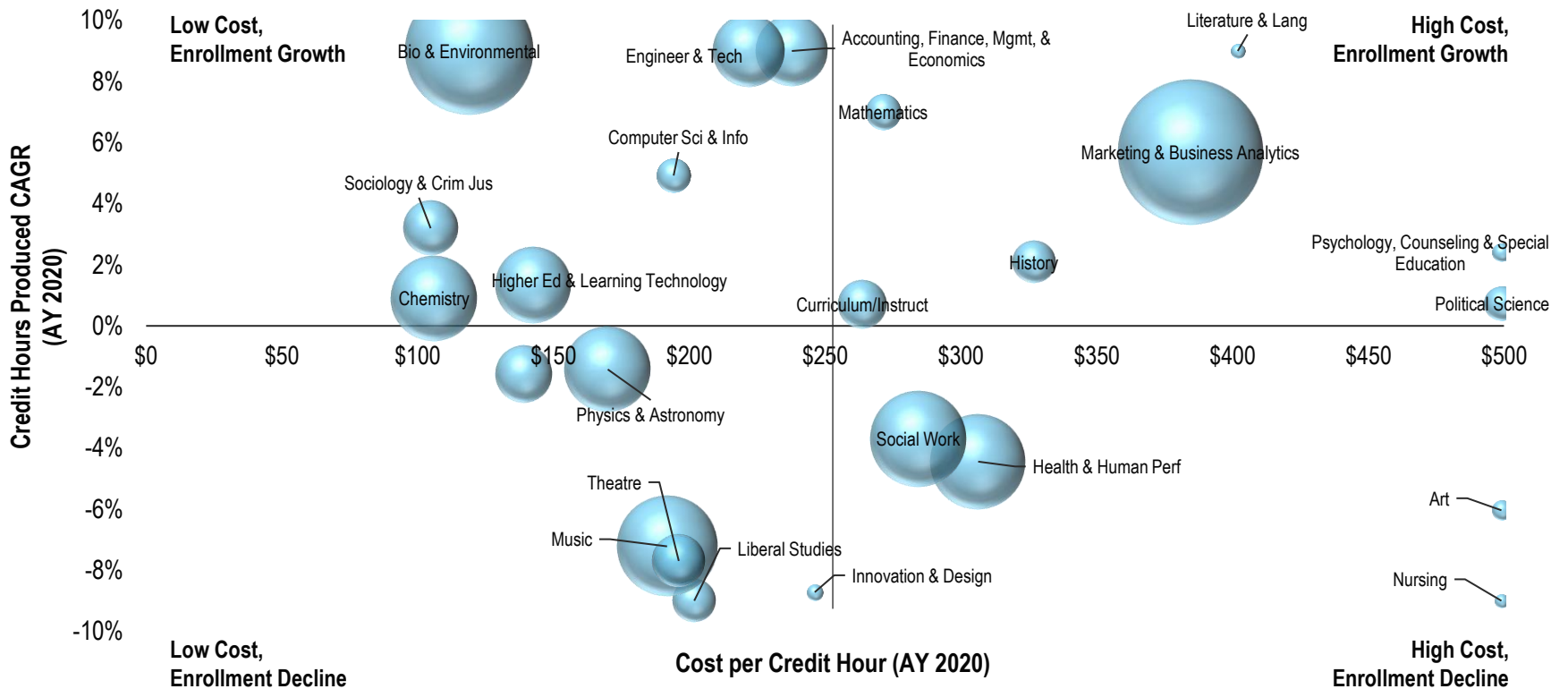
Bubble Key:
 Cost per Credit Hour, Credit Hour Production CAGR, Fall 2021 Enrollment

PORTFOLIO DEMAND ANALYSIS

PROGRAM ECONOMICS BY DEPARTMENT

In assessing the results below, it's important to consider that these costs do not include graduate-level instruction, which could offset the average cost to credit hour ratio if further examined.

TAMUC Academic Portfolio, Undergraduate Only (AY 2020)



Bubble Key (AY 2020 Data):
 Cost per Credit Hour, Credit Hour Production CAGR, % of Total Credits Hours Produced

PORTFOLIO DEMAND ANALYSIS

PROGRAM ECONOMICS BY DEPARTMENT (1 OF 2)

Below is a detailed view of instructional costs in relation to credit hour production across academic departments.

	Department	Direct Instructional Costs (Faculty Salary + Benefits) AY 2020-21	Cost per Credit Hour (AY 2020-21)	% of Total Credit Hours Produced (AY 2020-21)	Cost Performance*
ASNR	Agriculture & Natural Resources	\$1,943,535	\$238	5%	↓
	Accounting, Finance, Mgmt, & Economics	\$7,111,555	\$385	10%	↑
COB	Marketing & Business Analytics	\$1,632,286	\$264	3%	↓
	Curriculum/Instruct	\$3,685,944	\$306	7%	↑
CEHS	Health & Human Perf	\$1,370,586	\$143	5%	↓
	Nursing	\$1,188,924	\$525	1%	↑
	Psychology, Counseling & Special Education	\$3,465,803	\$284	7%	↑
	Social Work	\$1,395,691	\$567	1%	↑
	Art	\$1,706,554	\$327	3%	↑
CHSSA	History	\$1,102,792	\$202	3%	↓
	Liberal Studies	\$252,043	\$402	1%	↑
	Literature & Lang	\$2,455,086	\$192	7%	↓
	Music	\$2,412,064	\$548	2%	↑
	Political Science	\$729,591	\$105	4%	↓
	Sociology & Crim Jus	\$1,318,677	\$196	4%	↓
	Theatre	\$489,234	\$246	1%	↓

*Performance relative to average cost per credit hour of \$269

PORTFOLIO DEMAND ANALYSIS

PROGRAM ECONOMICS BY DEPARTMENT (2 OF 2)

Below is a detailed view of instructional costs in relation to credit hour production across academic departments.

	Department	Direct Instructional Costs (Faculty Salary + Benefits) AY 2020-21	Cost per Credit Hour (AY 2020-2021)	% of Total Credit Hours Produced (AY 2020-21)	Cost Performance*
CID	Innovation & Design	\$1,986,513	\$119	9%	↓
	Bio & Environmental	\$1,153,883	\$106	6%	↓
CSE	Chemistry	\$819,870	\$194	2%	↓
	Computer Sci & Info	\$2,043,308	\$222	5%	↓
	Engineer & Tech	\$1,202,366	\$271	2%	↑
	Mathematics	\$1,536,562	\$133	6%	↓
	Physics & Astronomy	\$1,606,358	\$139	4%	↓

*Performance relative to average cost per credit hour of \$269

PORTFOLIO DEMAND ANALYSIS

PROGRAM ECONOMICS BY DEPARTMENT

Below is a longitudinal look at credit hour production over the last five academic years by department.

	Department	Direct Instructional Costs (Faculty Salary + Benefits)	Cost per Credit Hour	Cost Performance
CHSSA	Political Science	6,141	6,258	7,869
	Sociology & Criminal Justice	9,261	8,477	7,969
	Theatre	2,862	2,723	2,791
	University College	587	3,028	3,295
CID	Coll of Innovation and Design	-	297	255
	Applied Sciences	3,807	3,078	1,335
CSE	Biological & Environmental Sci	10,502	10,048	5,118
	Chemistry	3,483	3,744	1,784
	Computer Science & Info Sys	3,587	3,647	1,642
	Engineering & Technology	3,379	4,098	2,231
	Industrial Engineering & Tech	66	54	-
	Mathematics	12,230	11,878	5,299
	Physics and Astronomy	7,184	7,427	3,761

4

Discussion and Next Steps



Appendix A:

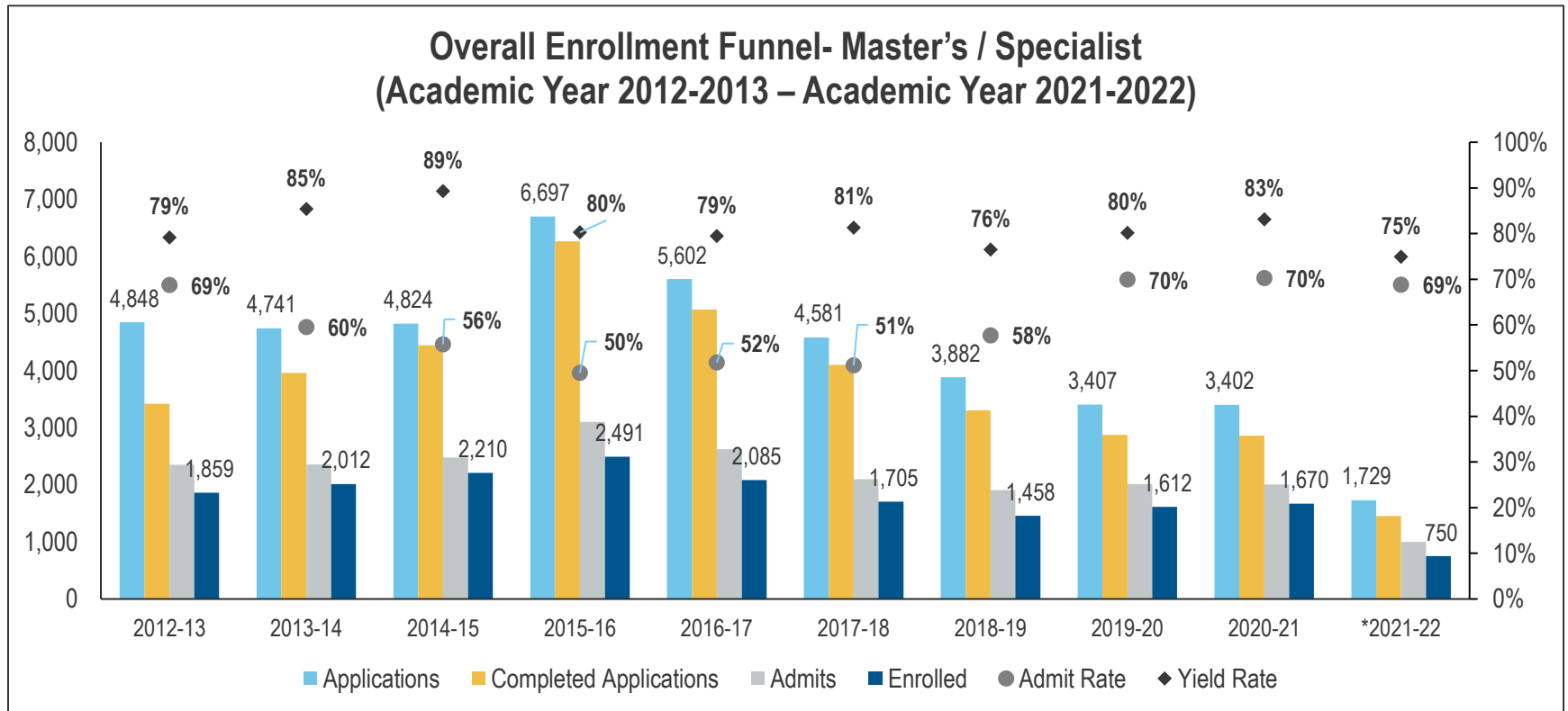
Graduate Enrollment & Completion and Market Positioning Analyses



MASTER'S / SPECIALIST

OVERALL ENROLLMENT FUNNEL- MASTER'S / SPECIALIST

TAMUC's overall enrollment funnel has seen a contraction in applications, completed applications, admitted students and enrolled students since 2012-2013.

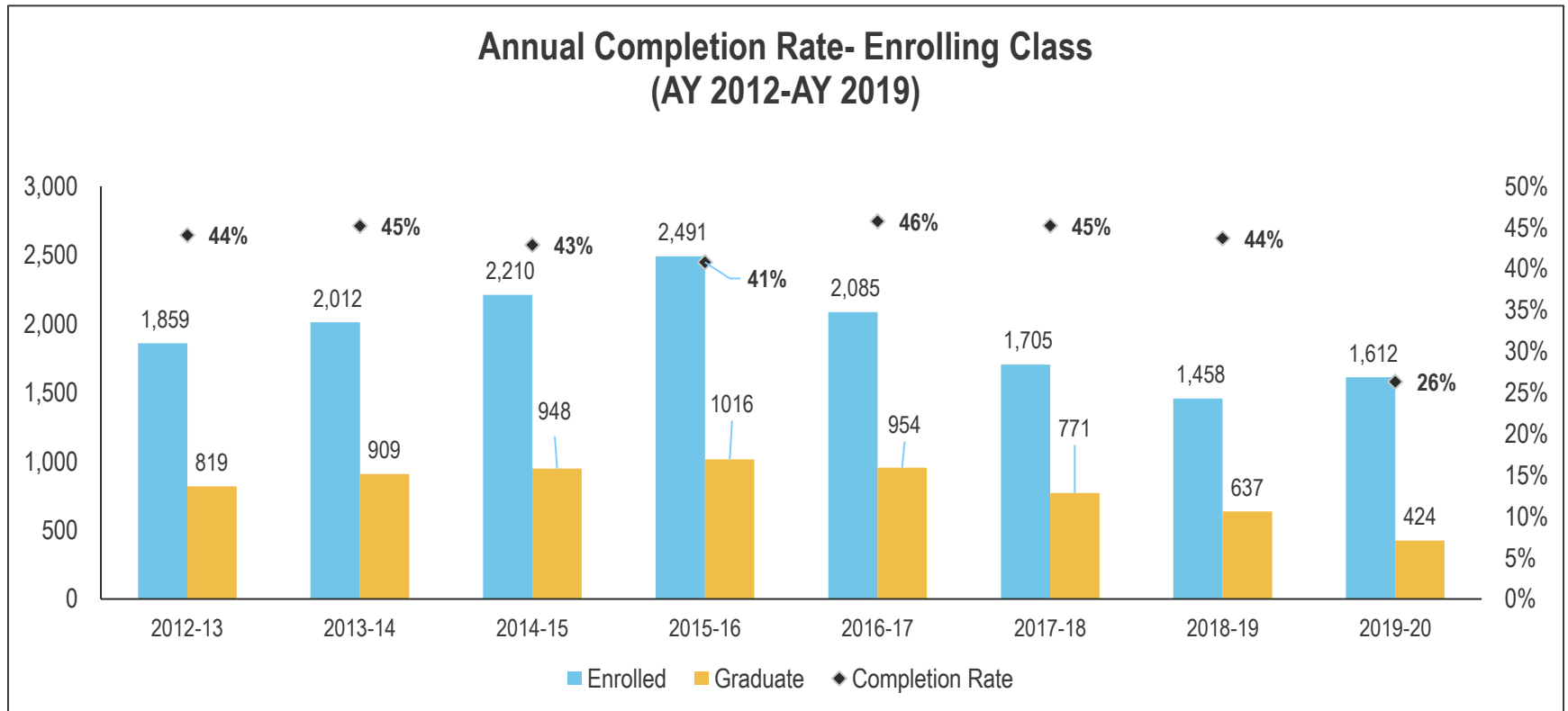


The contraction among all areas of the enrollment funnel supports the need to employ a dedicated enrollment strategy.

1. Institutionally provided data.
2. *AY 2021-22 only includes incoming Fall students

MASTER'S / SPECIALIST ANNUAL COMPLETION RATE- ENROLLING CLASS

TAMUC's overall completion rate for Master's / Specialist students has seen a contraction in completions since 2012-2013.

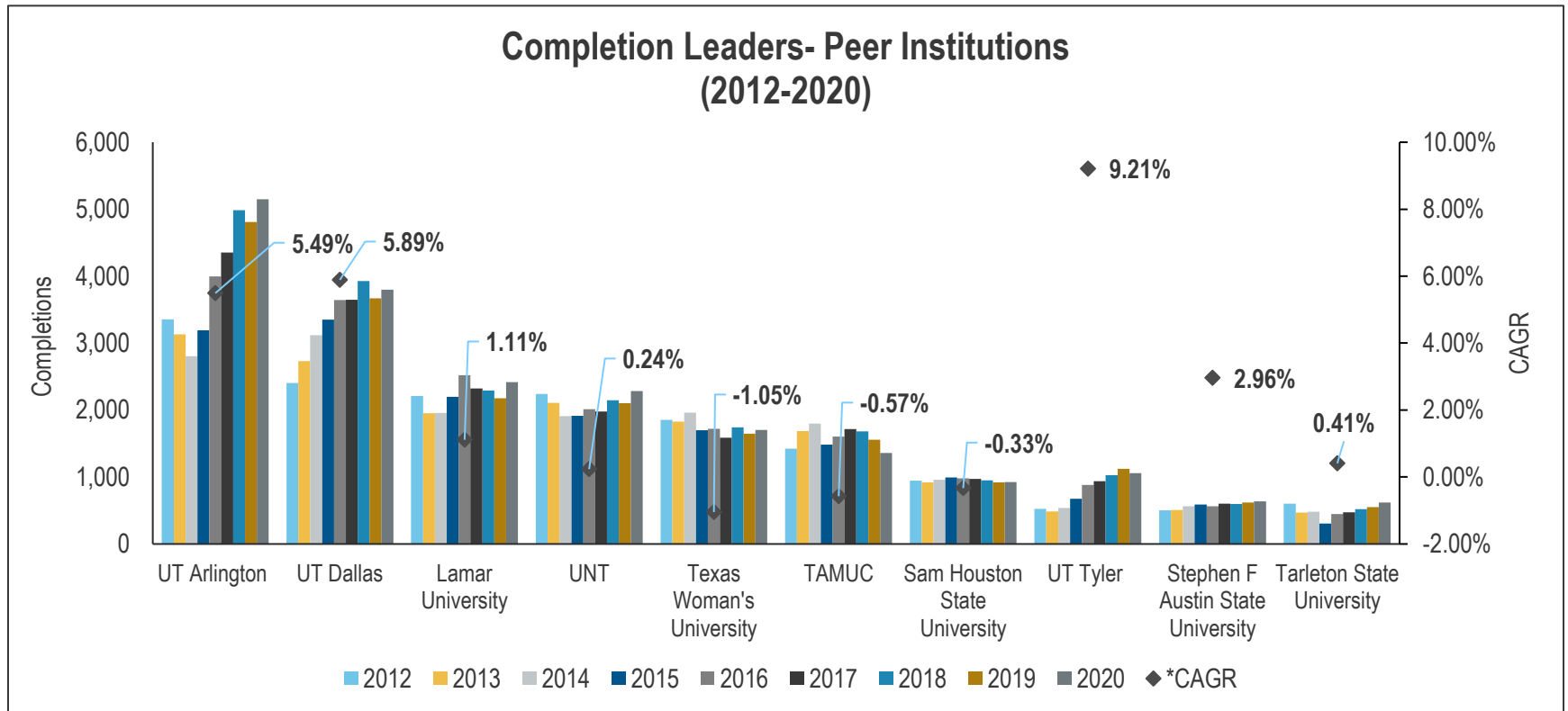


From AY 2018-19 to AY 2019-20, the completion rate went from 44% to 26%.

1. Institutionally provided data.

MASTER'S / SPECIALIST COMPLETION LEADERS- PEER INSTITUTIONS

Among TAMUC's peers, since 2012, UT Arlington and UT Dallas have been completions leaders and have grown at 5.49% and 5.89% on average annually.

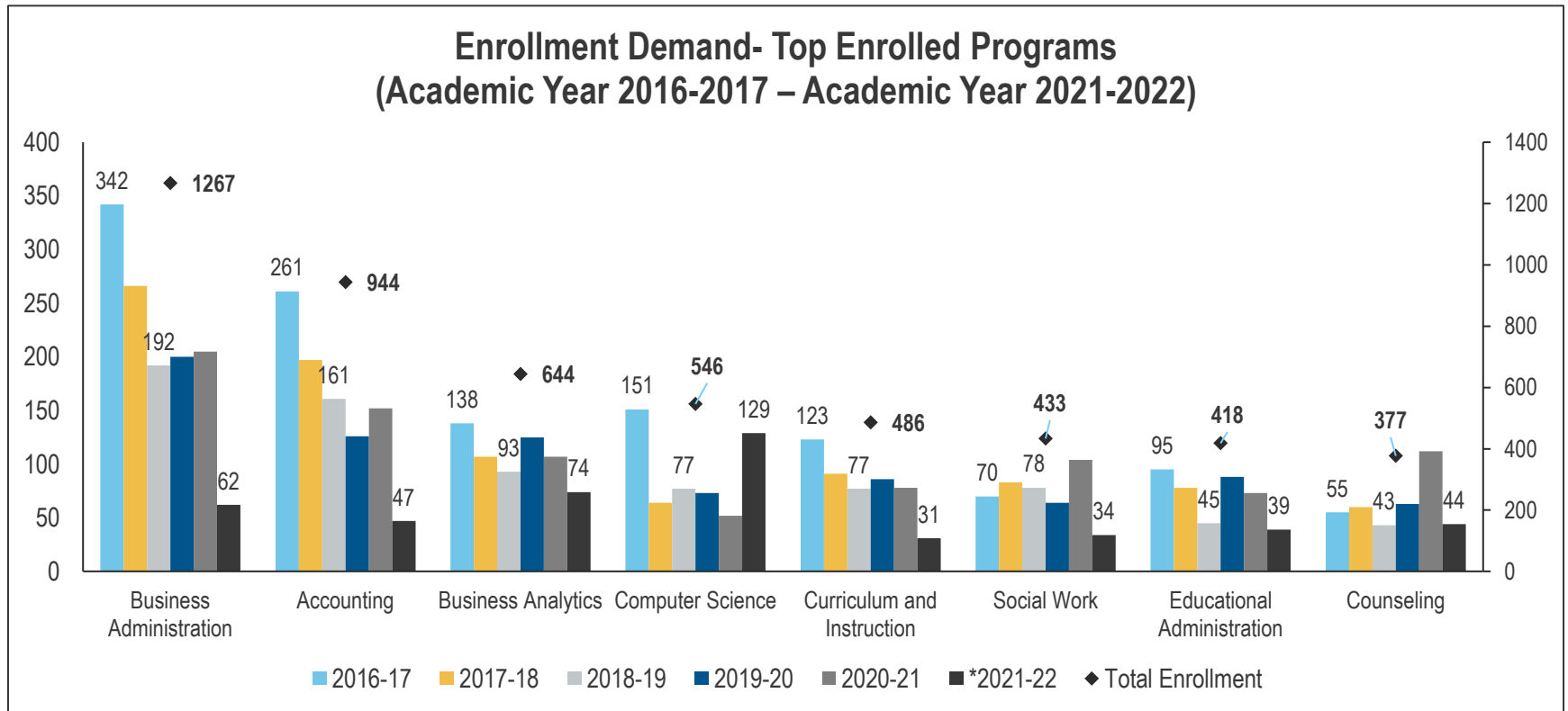


UT Dallas competes heavily in the non distance space, while UT Arlington competes heavily in the distance space. It is important for TAMUC to identify what space they would like to compete in.

1. Data pulled from Emsi. Emsi is a comprehensive database that combines labor market, job posting, and education data sources (www.economicmodeling.com).
2. CAGR is compounded annual growth rate.

MASTER'S / SPECIALIST ENROLLMENT DEMAND- TOP ENROLLED PROGRAMS

TAMUC has seen enrollment gains since 2016-2017 (Social Work, Counseling), but overall enrollment rates are slowly declining.

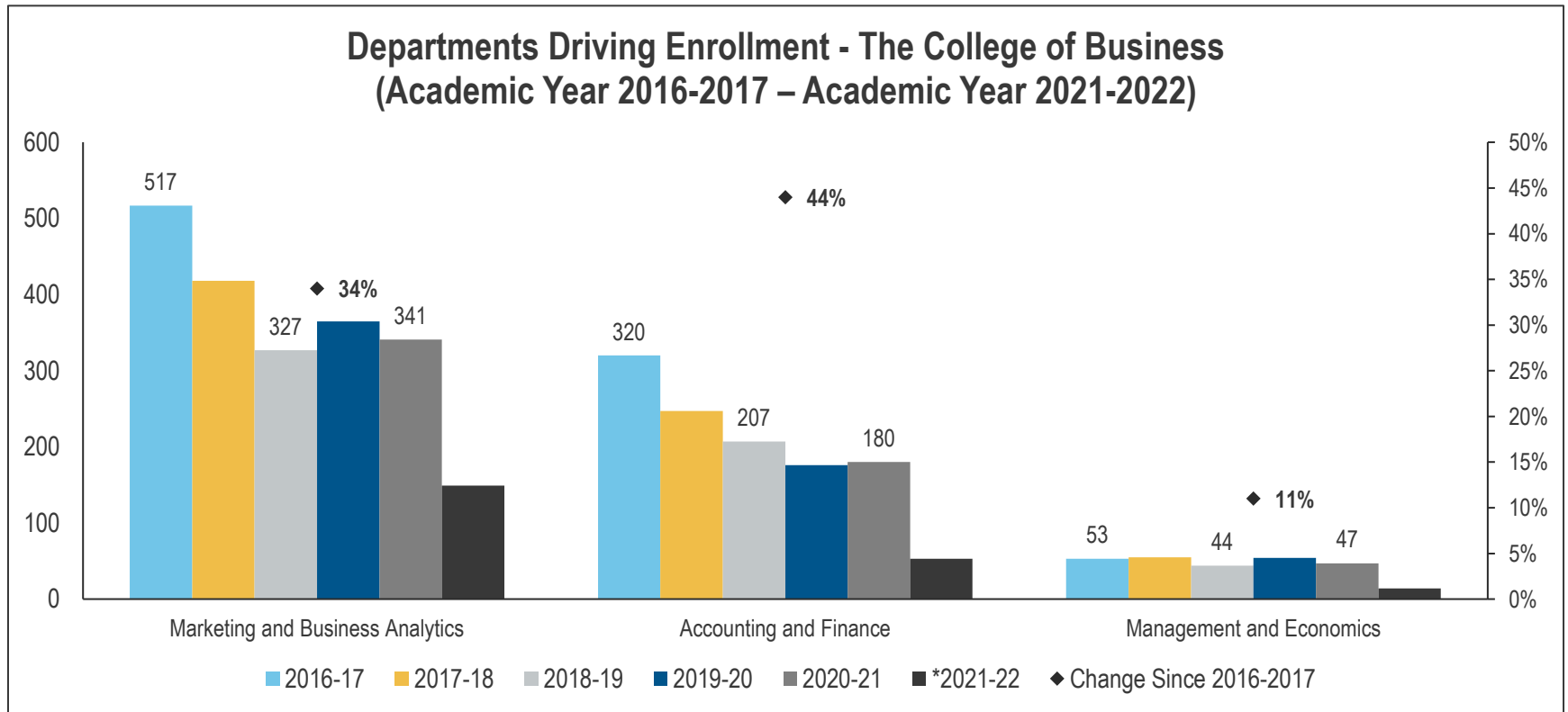


Although enrollment rates have seen gains in specific programs, 6 of the 8 top enrollment programs since 2016-2017 have seen a decline.

1. Institutionally provided data
 2. *AY 2021-22 only includes incoming Fall students

MASTER'S / SPECIALIST DEPARTMENTS DRIVING ENROLLMENT- BUSINESS

Since AY 2016-17, the College of Business and specifically the Marketing and Business Analytics department has been driving enrollments, though their enrollment has decreased by 34% from 2016-2017 to 2020-2021.

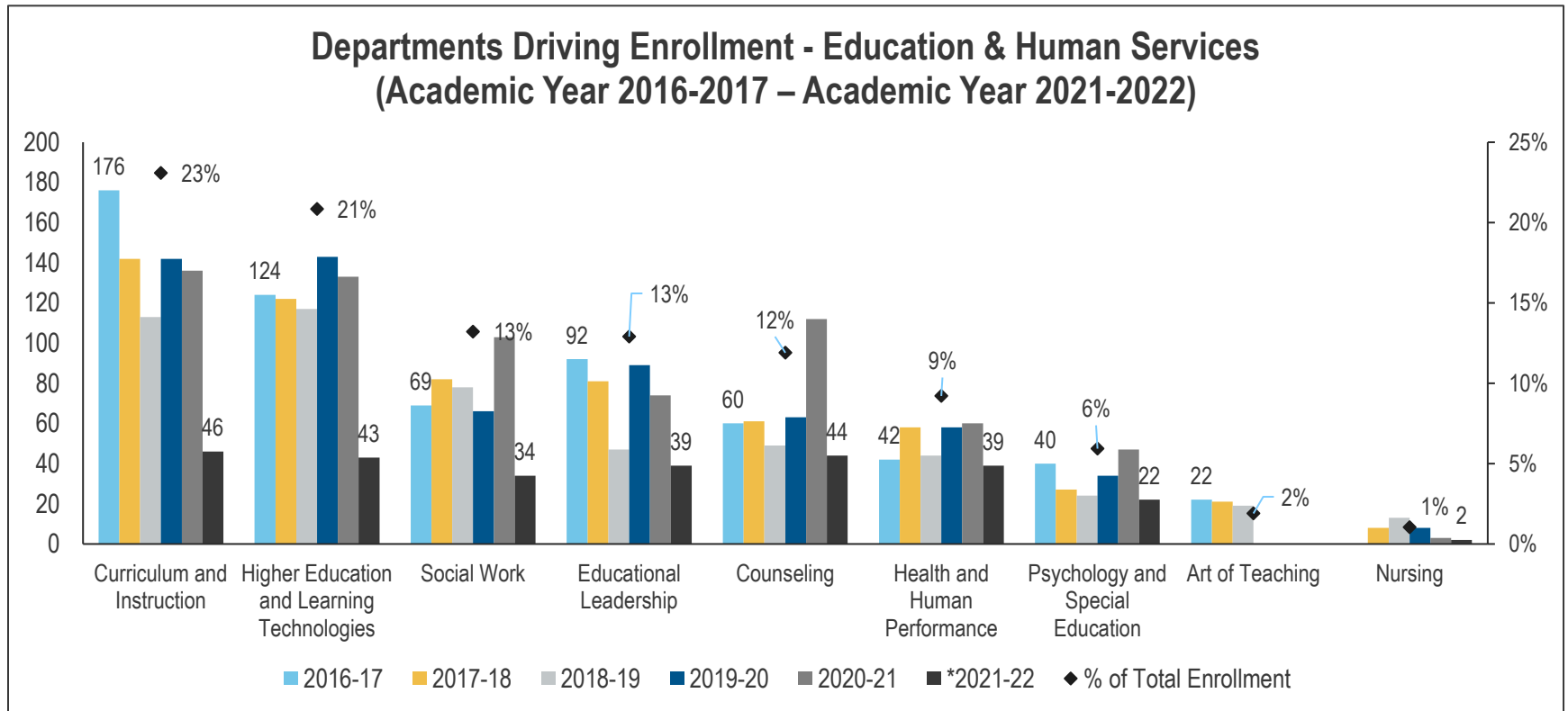


As the competitive landscape continues to heighten market pressures and The College of Business enters Dallas, there will need to be considerable shifts to rebuild its incoming enrollment pool.

1. Institutionally provided data
 2. *AY 2021-22 only includes incoming Fall students
 3. Change is being measured from AY 2016-17- AY 2020-21.

MASTER'S / SPECIALIST DEPARTMENTS DRIVING ENROLLMENT- EDU. & HUMAN SERVICES

Since 2016-2017, the departments of Curriculum and Instruction and Higher Education and Learning Technologies have been driving enrollments. Respectively representing 23% and 21% of enrollment

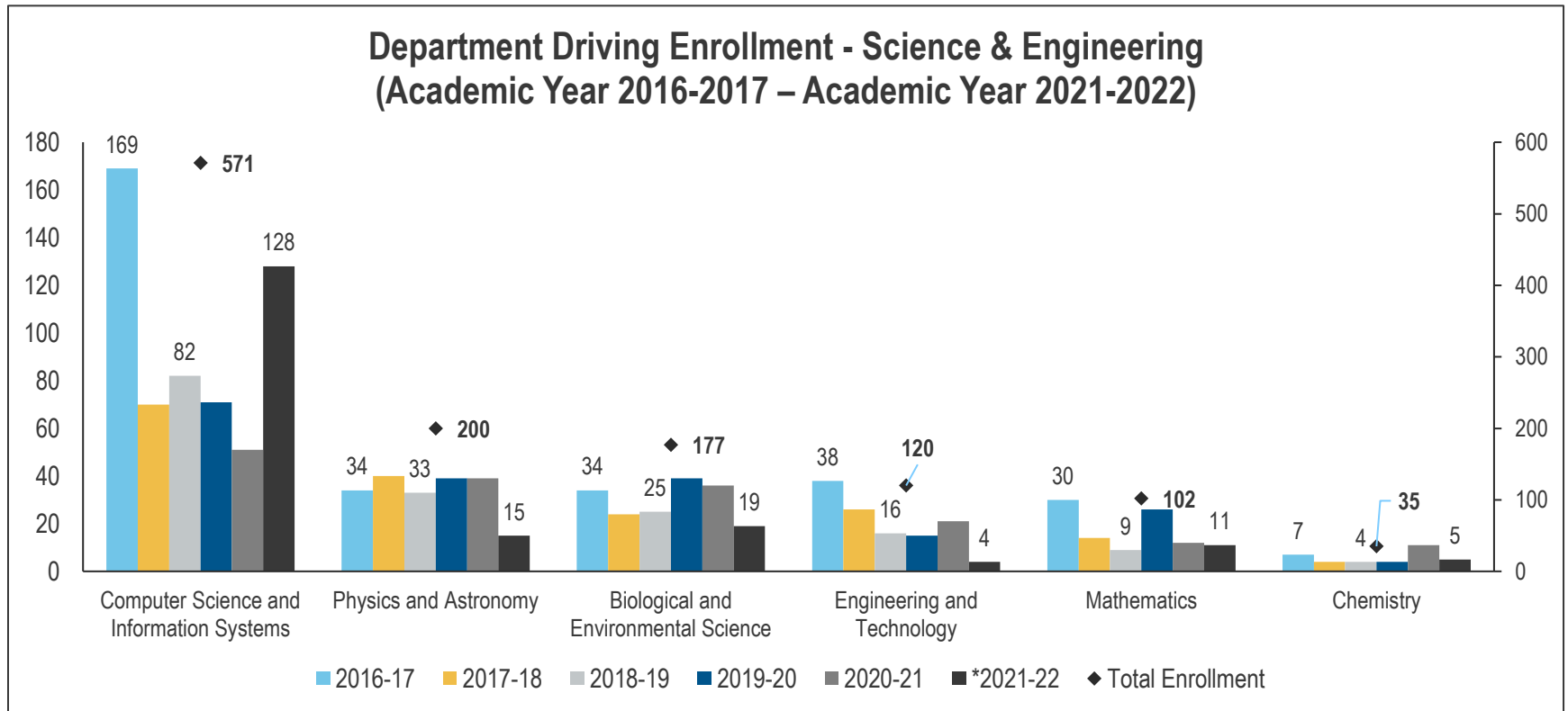


TAMUC's strong reputation in teaching and education has helped the continued success of many of its programs and increased modality will be an important consideration of prospective students.

1. Institutionally provided data
 2. *AY 2021-22 only includes incoming Fall students
 3. *Art of Teaching did not offer courses from 2019-2021 and Nursing did not offer courses in 2016

MASTER'S / SPECIALIST DEPARTMENTS DRIVING ENROLLMENT- SCIENCE & ENGINEERING

In the 2021-2022 academic year, the College of Science & Engineering, specifically the department of Computer Science and Information Systems has seen a 151% increase in enrollment compared to 2020-2021 enrollments.

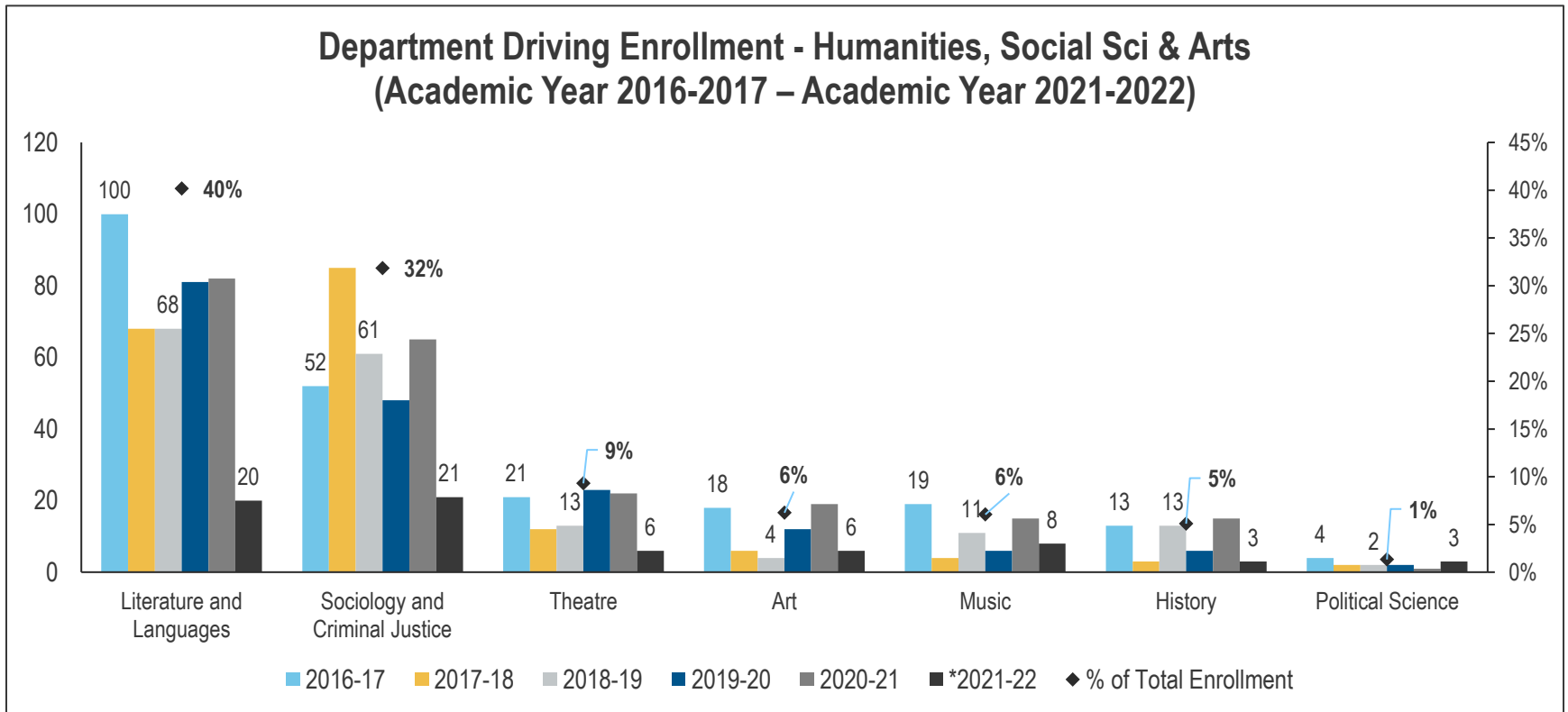


While the increase in enrollment in Computer Science is positive sign, continued support and initiatives will be required to grow and enhance the other departments within Science & Engineering.

1. Institutionally provided data
 2. *AY 2021-22 only includes incoming Fall students

MASTER'S / SPECIALIST DEPARTMENTS DRIVING ENROLLMENT- HUMANITIES, SOC. SCI & ARTS

Literature and Languages and Sociology and Criminal Justice have been enrollment leaders since 2016-2017. Respectively representing 40% and 32% of enrollment of the College of Humanities, Social Sci & Arts.

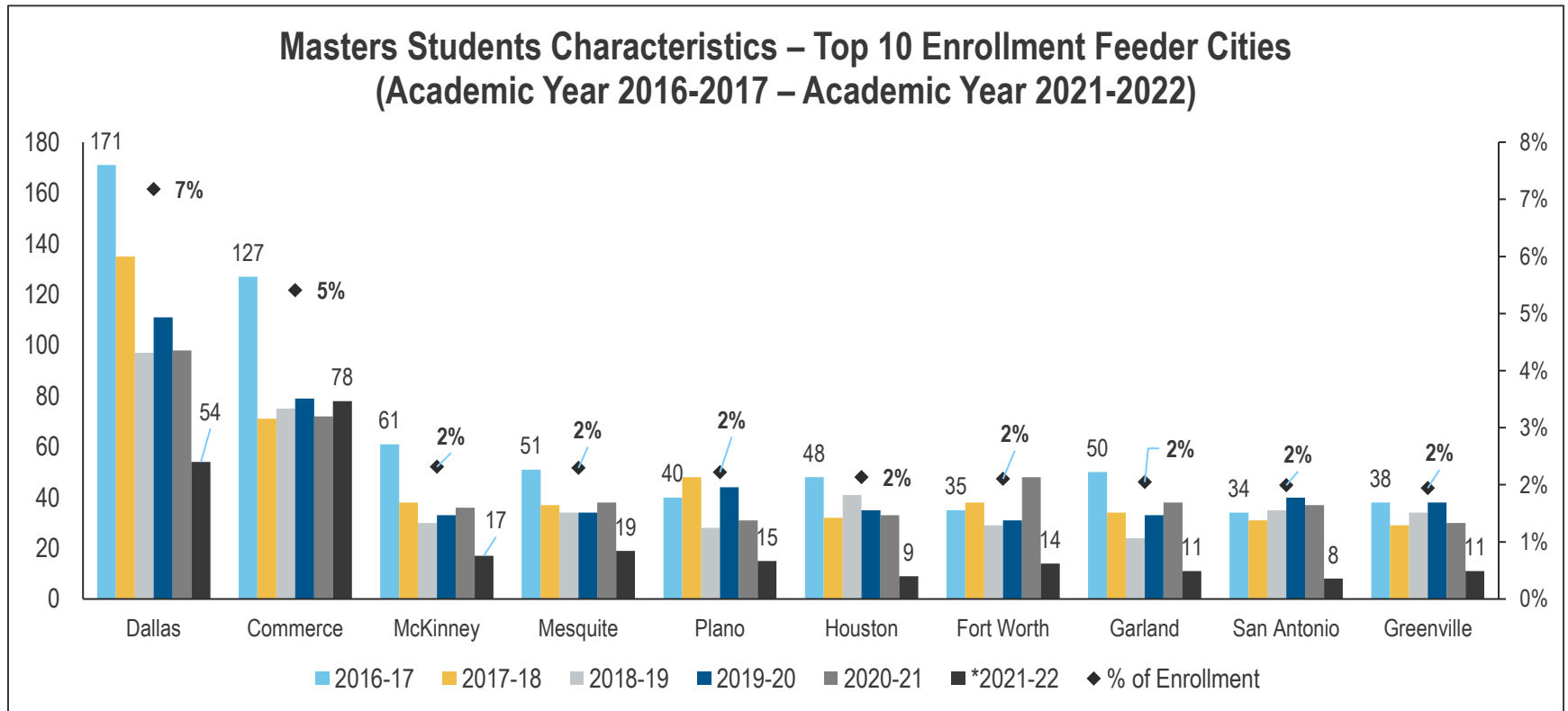


Lower overall enrollment rates in the College of Humanities, Social Sci & Arts could be due to a combination of recruitment strategy constraints, marketing constraints or market demand.

1. Institutionally provided data
 2. *AY 2021-22 only includes incoming Fall students

MASTER'S / SPECIALIST MASTERS STUDENT CHARACTERISTICS- FEEDER CITIES

Since 2016-2017, the City of Dallas and the City of Commerce have made of 7% and 5% of enrollments to TAMUC Masters programs. These represents the largest enrollment from any city.

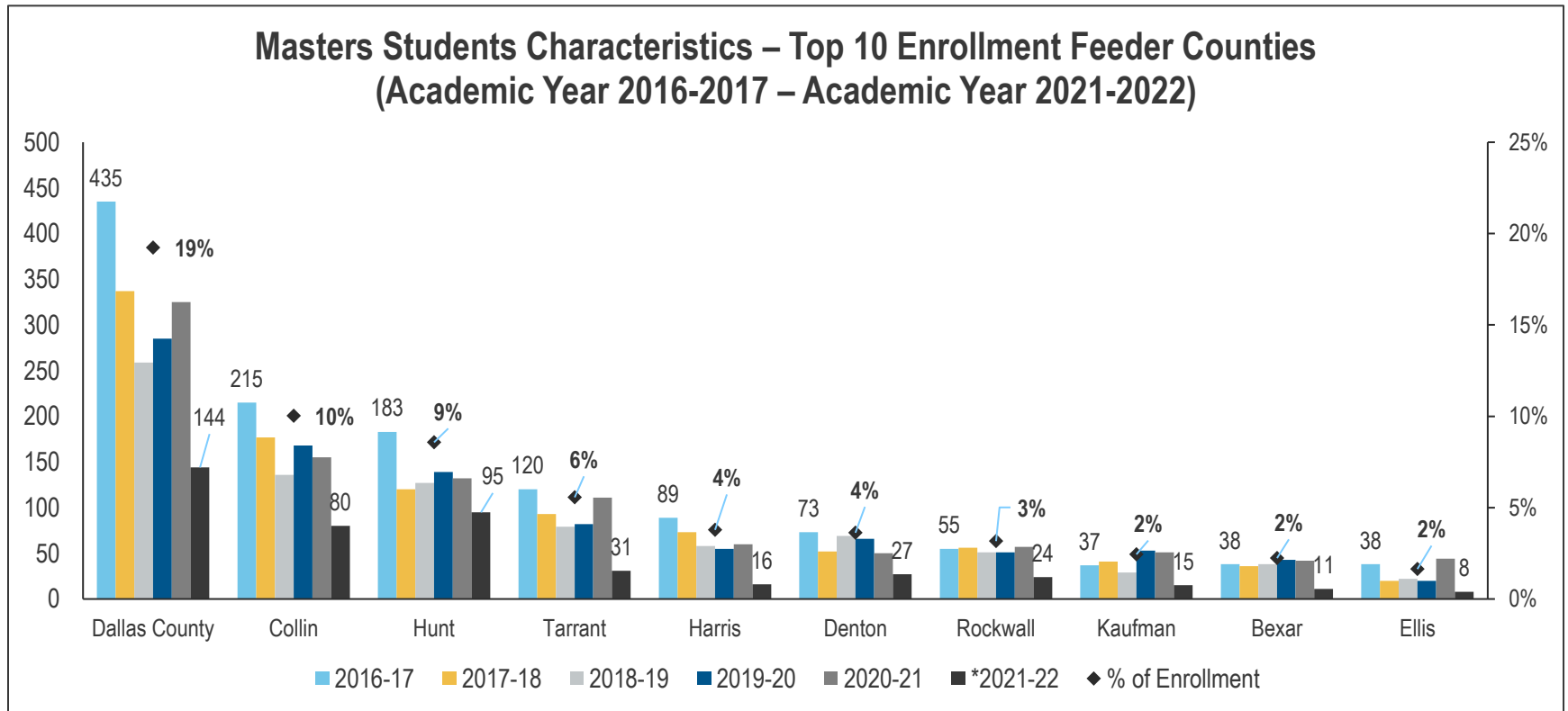


TAMUC is experiencing a decline in enrollment from it's top 10 feeder cities. A strategic recruitment plan will help the institution right-size and remain competitive amongst its peers.

1. Institutionally provided data
 2. *AY 2021-22 only includes incoming Fall students

MASTER'S / SPECIALIST MASTERS STUDENT CHARACTERISTICS- FEEDER COUNTIES

Since 2016-2017, **Dallas County, Collin County and Hunt County** have made of **19%, 10% and 9%** of **enrollments** to TAMUC Masters programs. These represents the three largest enrollment from any county

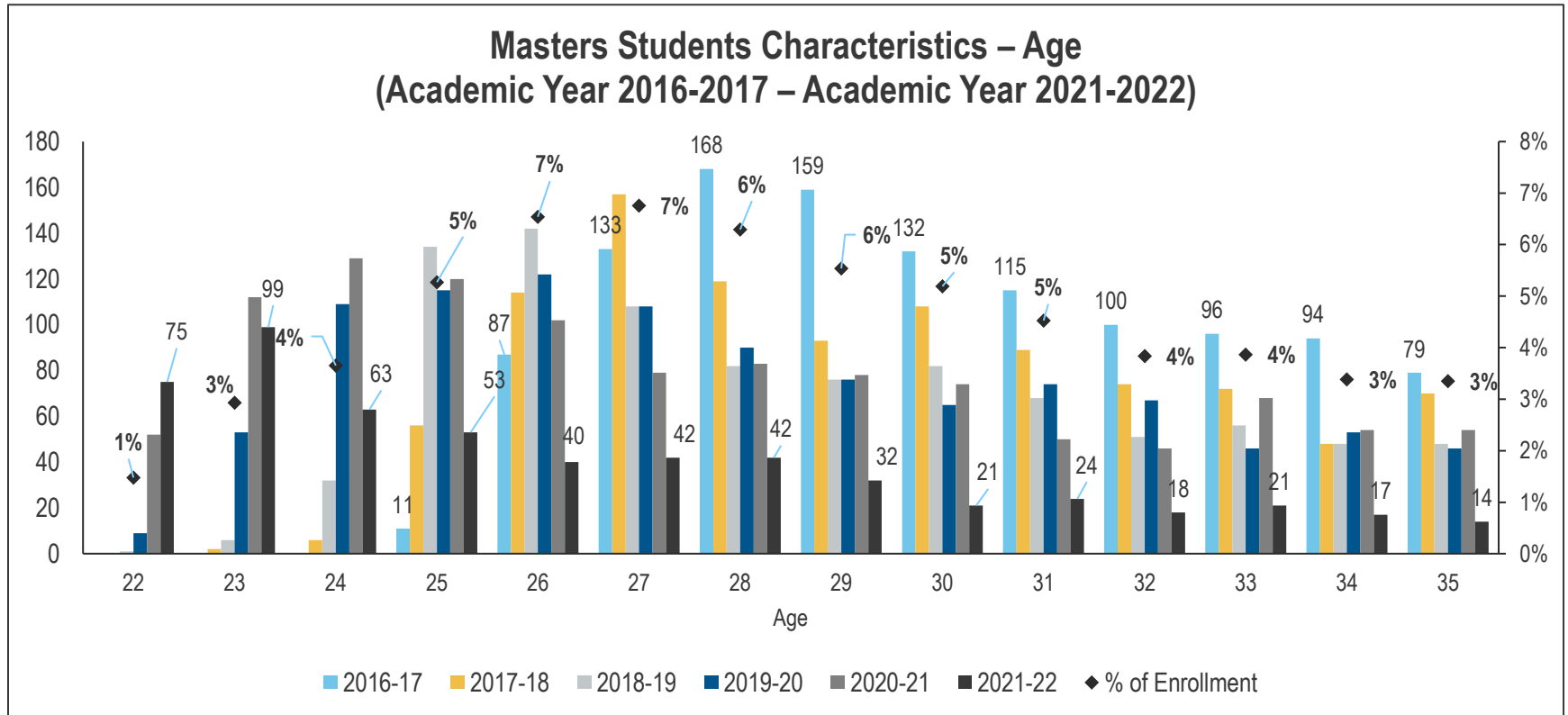


TAMUC is experiencing a decline in enrollment from many of it's top 10 feeder counties. A strategic recruitment plan will help the institution right-size and remain competitive amongst its peers.

1. Institutionally provided data
2. *AY 2021-22 only includes incoming Fall students

MASTER'S / SPECIALIST MASTERS STUDENT CHARACTERISTICS- AGE

55% of enrolled TAMUC students are between the ages of 25-35 since 2016-2017. Additionally, there has been an increase in enrollments for ages 22-25 from 2019 to 2020.

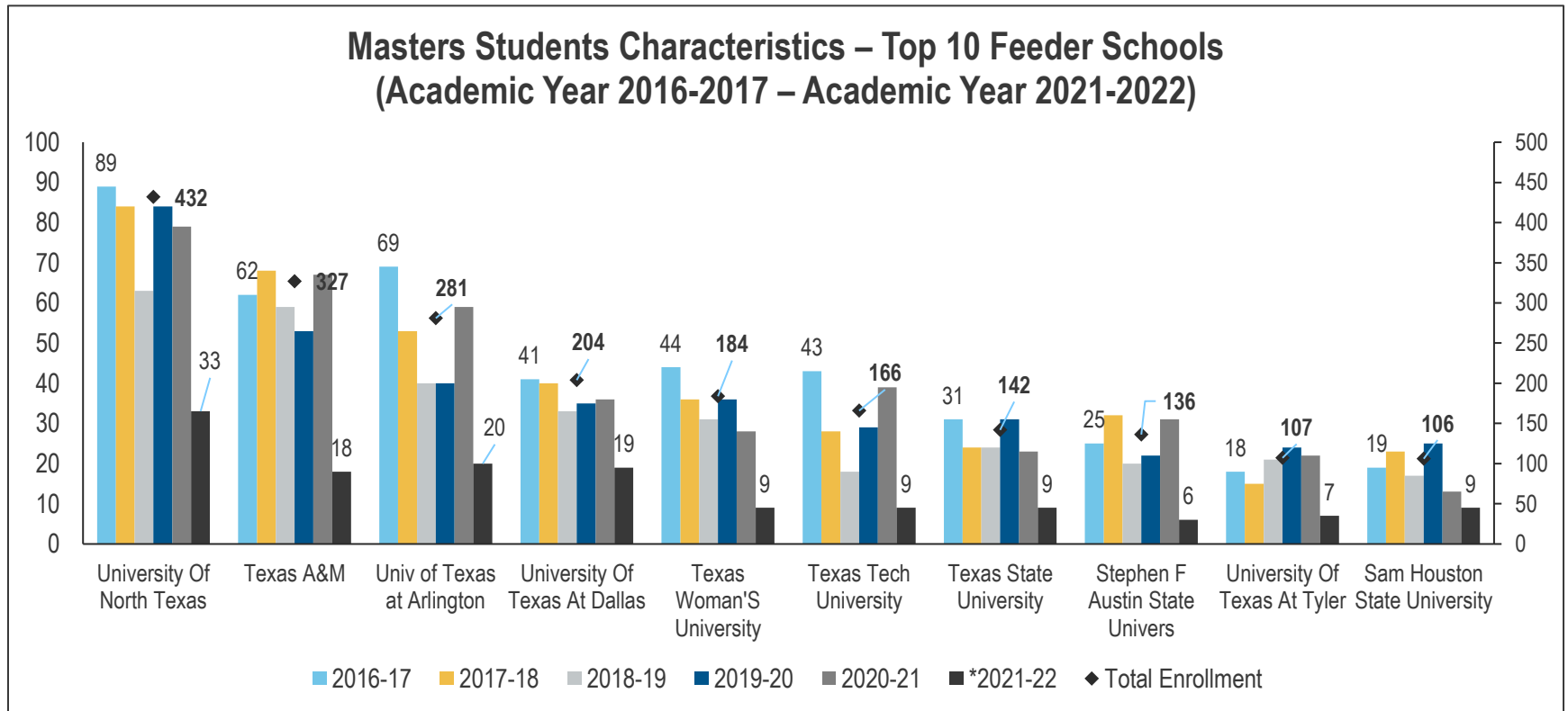


Ages 26-29 have traditionally been enrollment leaders. As enrollment of students ages 22-25 increases, adjusting support and advising to reflect this population will be an increasingly important for retention.

1. Institutionally provided data
2. *AY 2021-22 only includes incoming Fall students

MASTER'S / SPECIALIST MASTERS STUDENT CHARACTERISTICS- FEEDER SCHOOLS

University Of North Texas, Texas A&M, Univ of Texas at Arlington, University Of Texas At Dallas, Texas Woman's University are among the top undergraduate feeder schools for enrollment since 2016-2017.

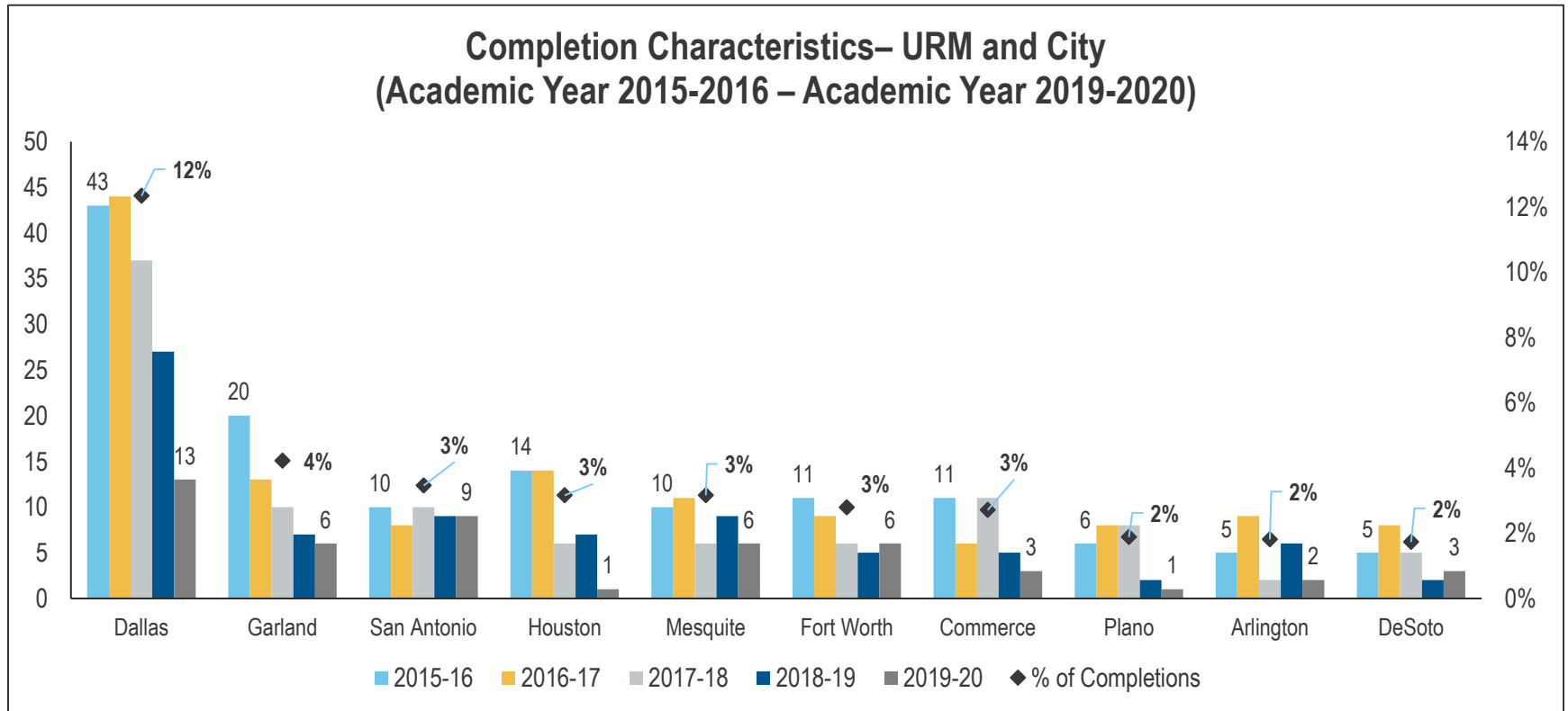


7 of the top 10 feeder school enrollments have increased since 2018-2019.

1. Institutionally provided data
 2. *AY 2021-22 only includes incoming Fall students
 3. 69% of enrolling students reported their undergraduate institution

MASTER'S / SPECIALIST COMPLETION CHARACTERISTICS- URM AND CITY

Since the 2015-2016 academic year, 35% of students who completed have been underrepresented minorities and 22% of the URM students are from Dallas, Garland, San Antonio or Houston.

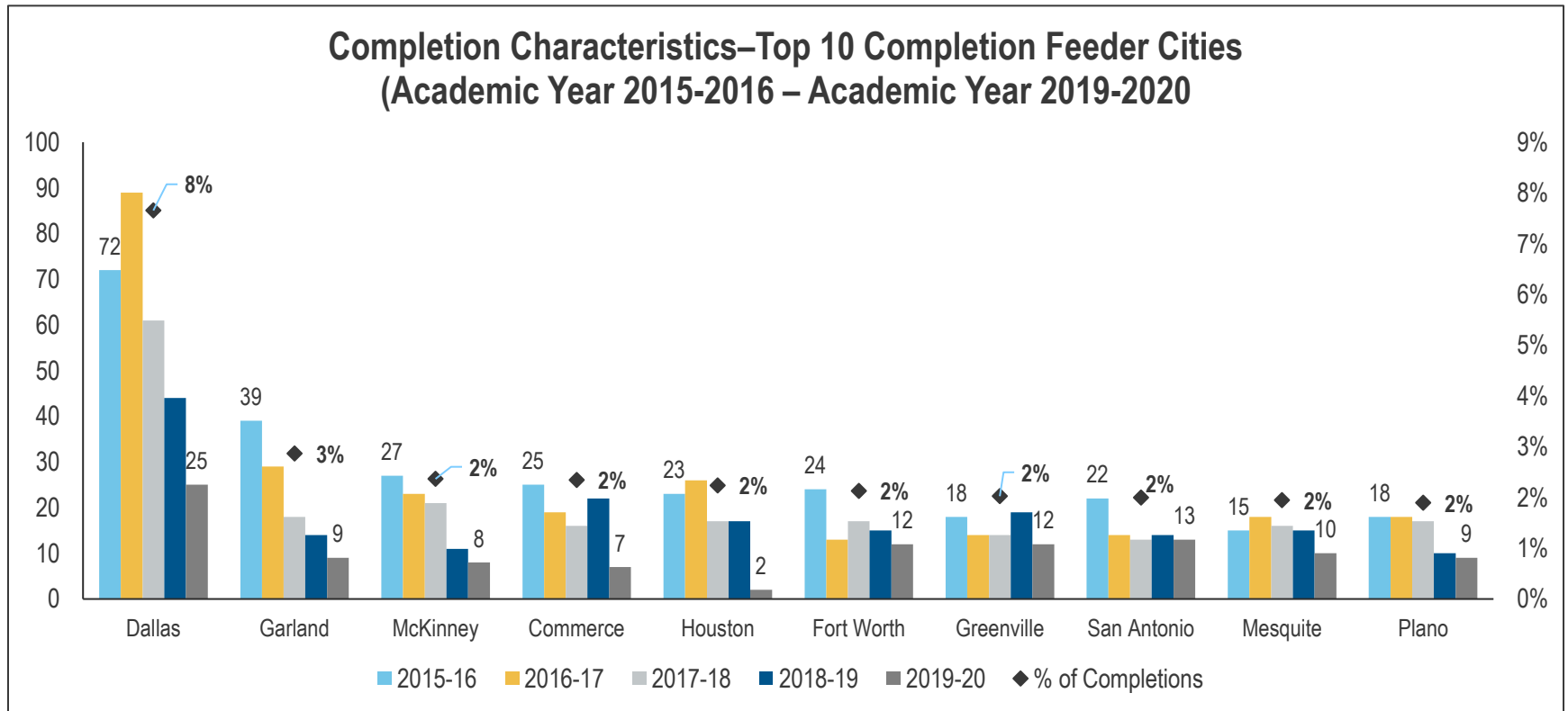


Align marketing, communication strategy and advising for Master's / Specialist students to reflect the needs and diversity of the class.

1. Institutionally provided data

MASTER'S / SPECIALIST COMPLETION CHARACTERISTICS- FEEDER CITIES

Since 2015-2016 the cities of Dallas, Garland, McKinney and Commerce have made up 15% of completions from TAMUC Masters programs.

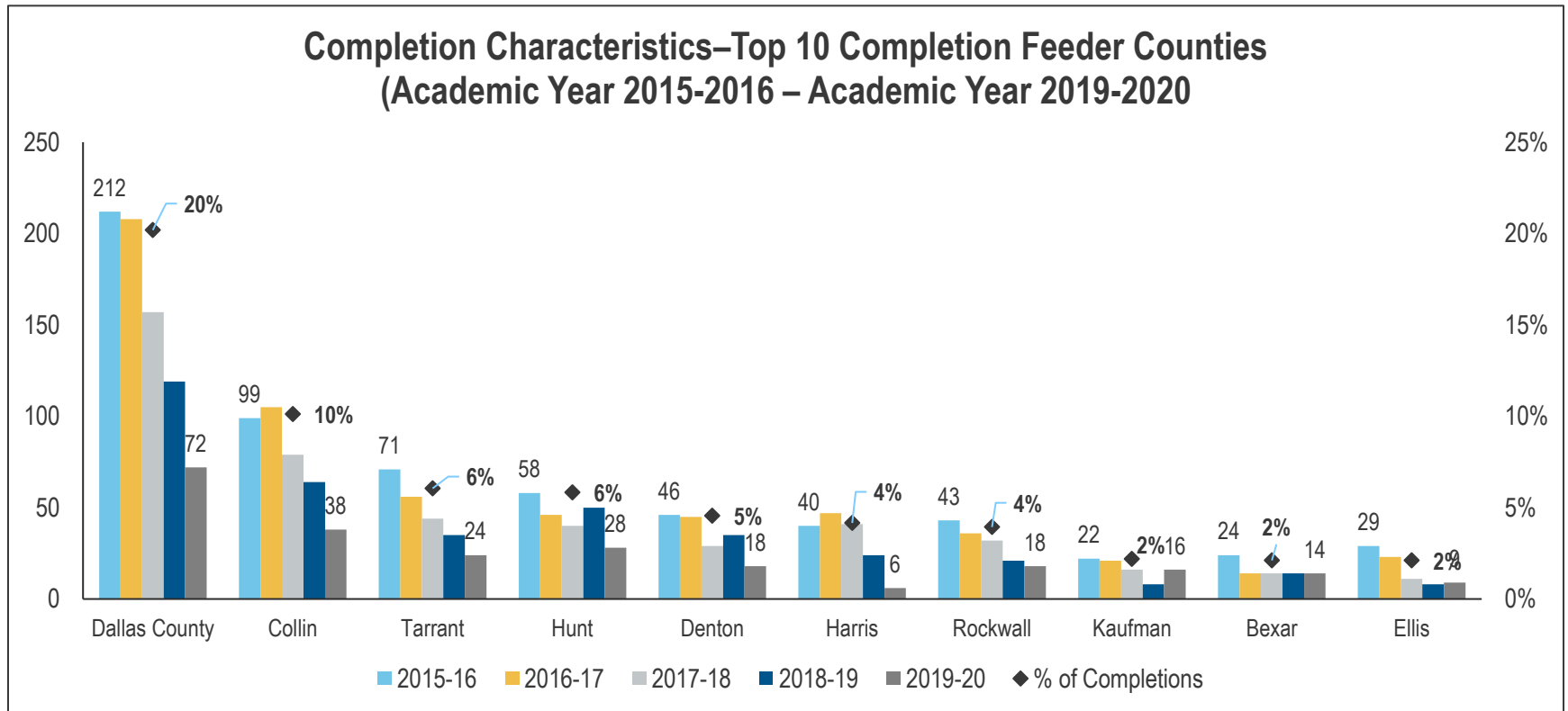


All 10 of the feeder cities are experiencing a decline in completion from TAMUC.

1. Institutionally provided data

MASTER'S / SPECIALIST COMPLETION CHARACTERISTICS- FEEDER COUNTIES

Since 2015-2016 the cities of Dallas, Collin, Tarrant and Hunt have made up 42% of completions from TAMUC Masters programs.

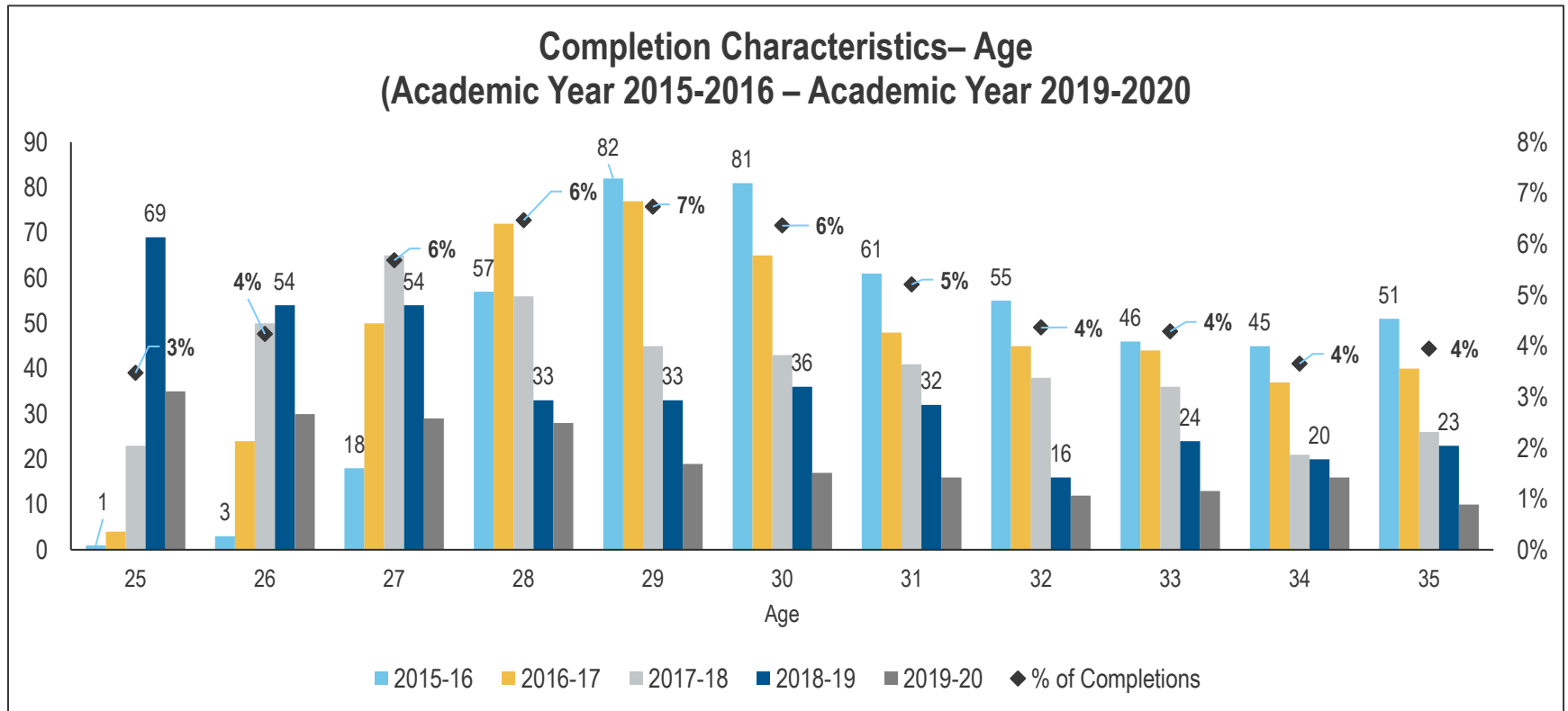


All 10 of the feeder counties are experiencing a decline in completion from TAMUC.

1. Institutionally provided data

MASTER'S / SPECIALIST COMPLETION CHARACTERISTICS- AGE

30% of TAMUC students who have completed are between the ages of 27-31 since 2015-2016. Additionally, completion volume for students ages 25-35 have decreased from 2018-2019 to 2019-2020.

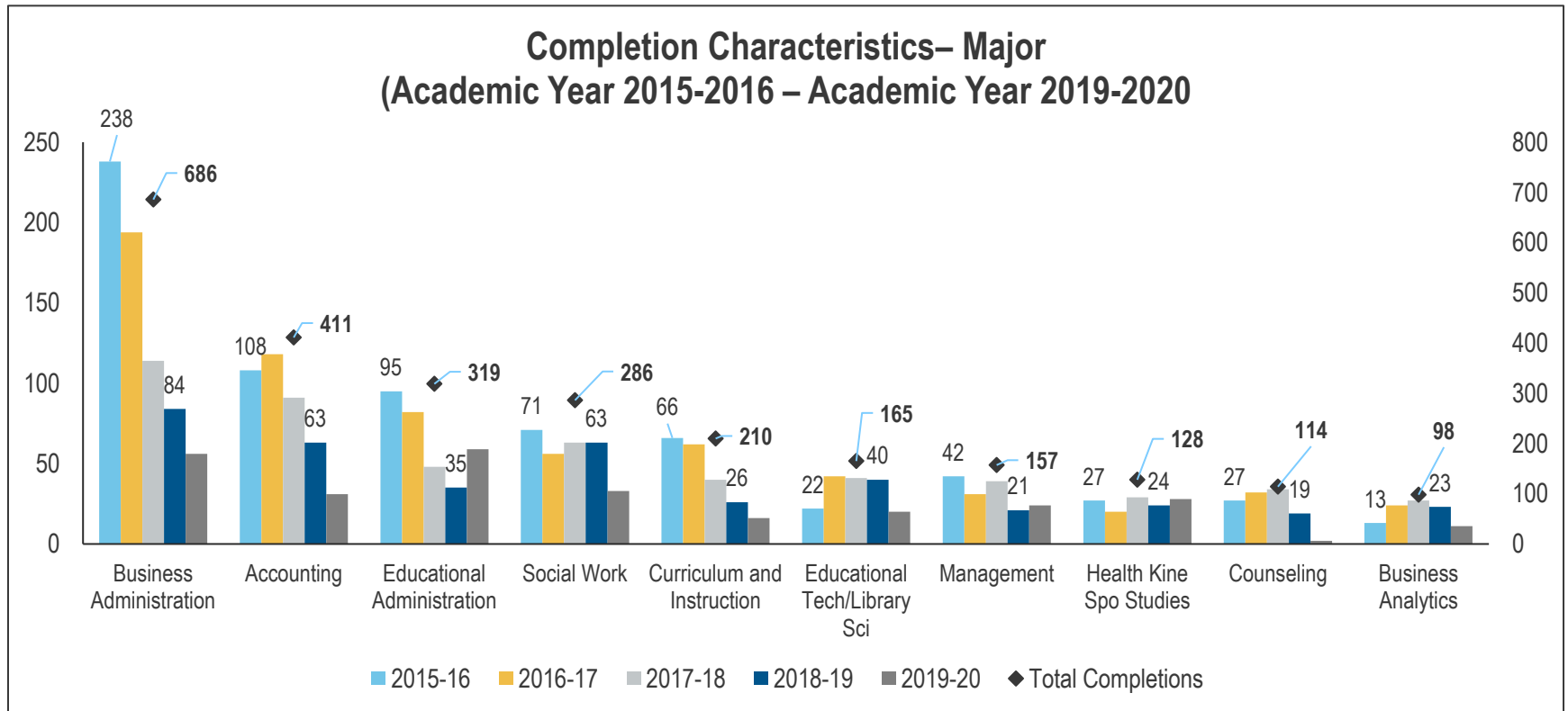


Ages 27-31 have been completion leaders. As completions of students ages 25-35 decrease, adjusting recruitment, support and advising to reflect this trend will be an increasingly important.

1. Institutionally provided data

MASTER'S / SPECIALIST COMPLETION CHARACTERISTICS- MAJOR

Since 2015-2016, Business Administration, Accounting, Educational Administration & Social Work have been completion leaders.

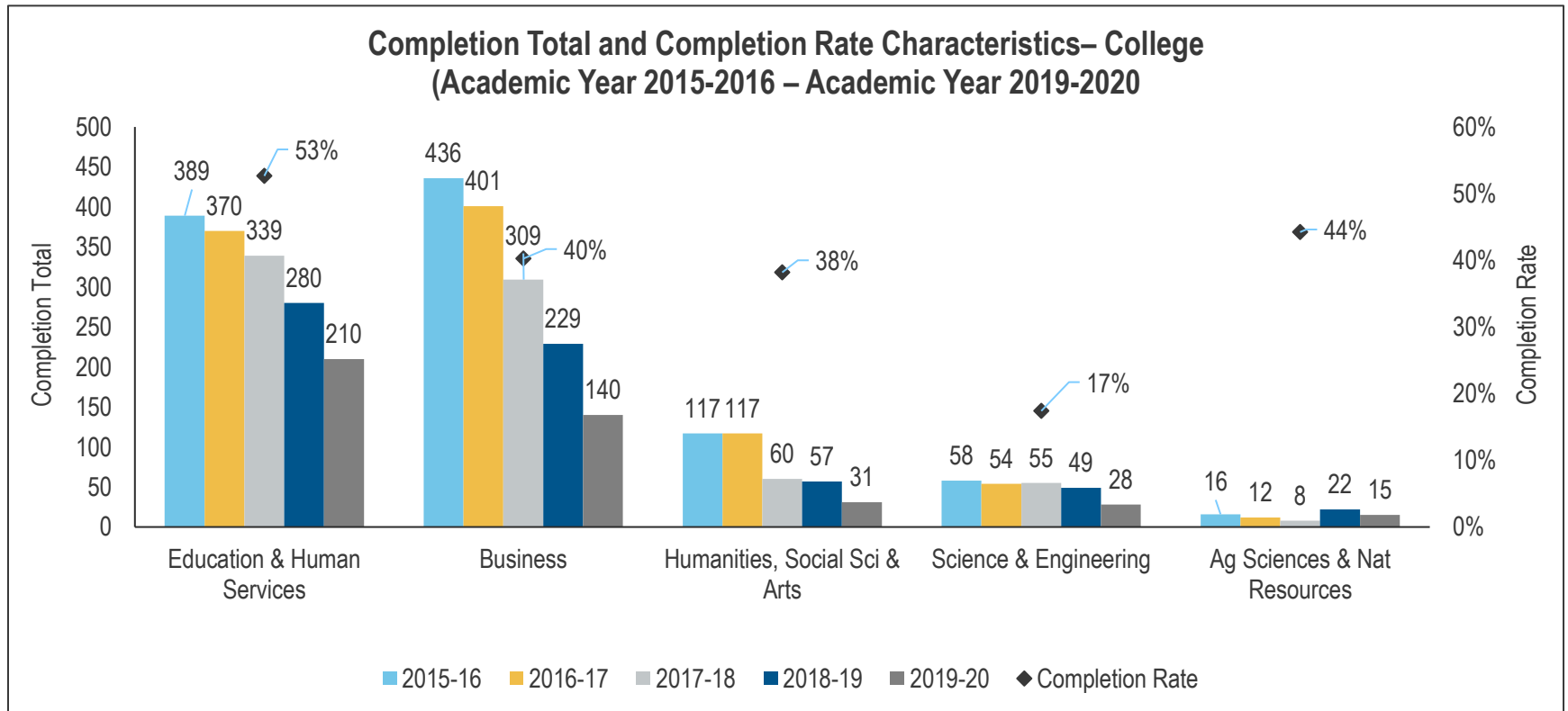


7 of the top 10 completion leaders have declined since 2018-2019.

1. Institutionally provided data

MASTER'S / SPECIALIST COMPLETION CHARACTERISTICS- COLLEGE

Since 2015-2016, the College of Education & Human Services has been a completion rate leader among its TAMUC peers, completing 53% of students who enrolled.



The College of Science and Engineering has a 17% completion rate which is an outlier among its peers. TAMUC should consider heightening focus on progression outcomes.

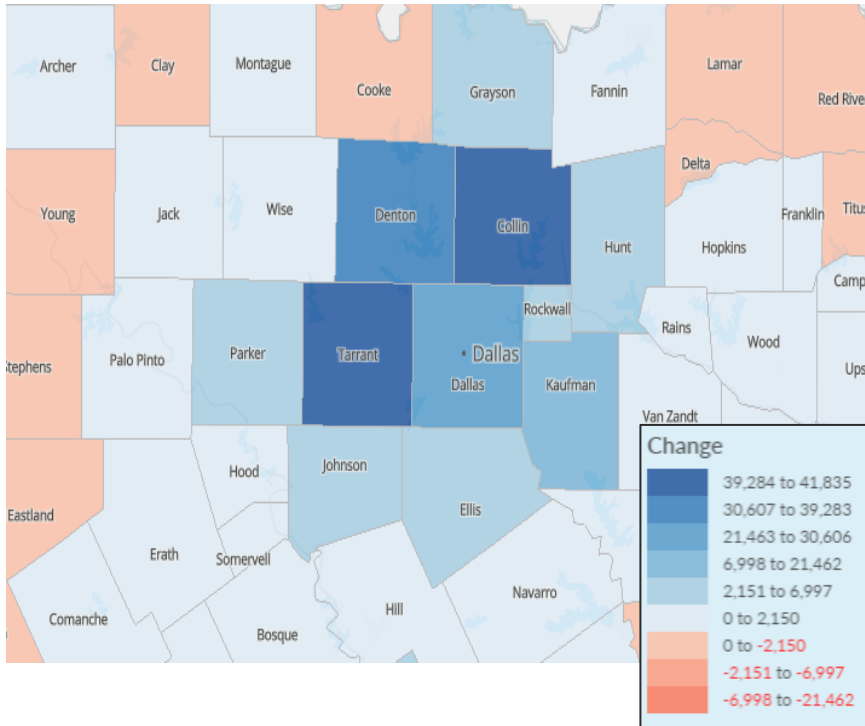
1. Institutionally provided data
2. Non-Degree students not included

MARKET POSITIONING ANALYSIS

POPULATION GROWTH PROJECTIONS- SECONDARY MARKETS

TAMUC’s secondary markets, consists of areas mostly focused around the DFW Metroplex, and the surrounding counties, and are projected to see continued growth in total population.

Projected Population Change, Age 25-34, 2021 to 2031²



Population Change –Secondary Markets²

County	2016-2021 Enrollment ¹	2021 Pop (Age 25-34)	2031 Pop (Age 25-34)	Total Pop Change	% Change
Kaufman	226	20,649	27,659	+7,010	34%
Ellis	152	25,863	30,144	+4,280	17%
Rockwall	294	12,824	16,335	+3,510	27%
Grayson	129	17,124	19,498	+2,374	14%
Smith	88	32,230	33,438	+1,209	4%
Hopkins	145	4,636	4,989	+353	8%
Lamar	138	6,323	5,891	(432)	(7%)
Statewide		4,376,401	4,755,275	+378,874	

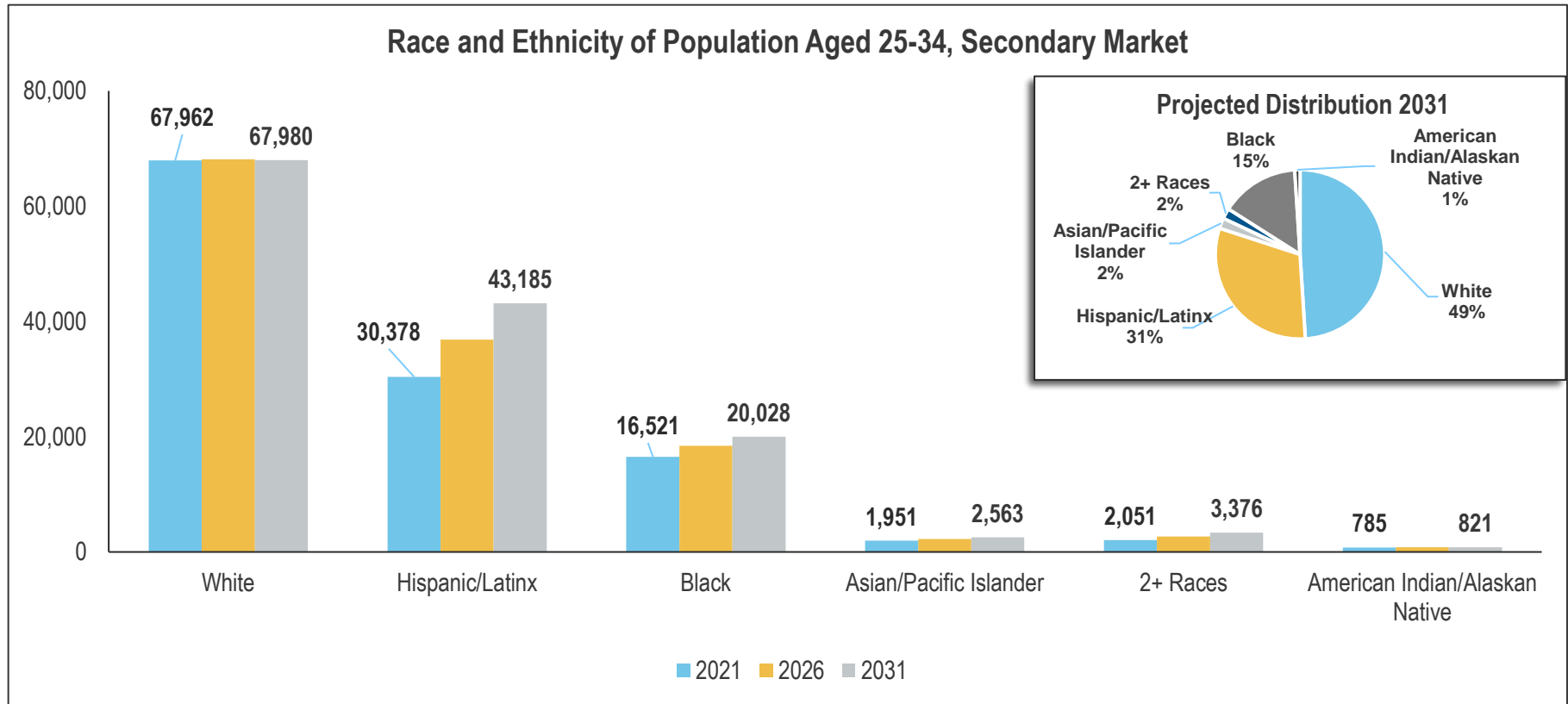
As TAMUC continues to expand its recruitment efforts, it is critical that they remain competitive and pursue a strategic recruitment plan in secondary markets.

1. Total incoming Master’s / Specialist enrollment between AY 2016 and AY2021. *AY 2021-22 only includes incoming Fall students Data provided by TAMUC
 2. Population projections via EMSI

MARKET POSITIONING ANALYSIS

DEMOGRAPHICS OF SECONDARY GRADUATE MARKETS

While the Hispanic / Latinx and Black populations are growing, by 42% and 21%, TAMUC's secondary market is less diverse.



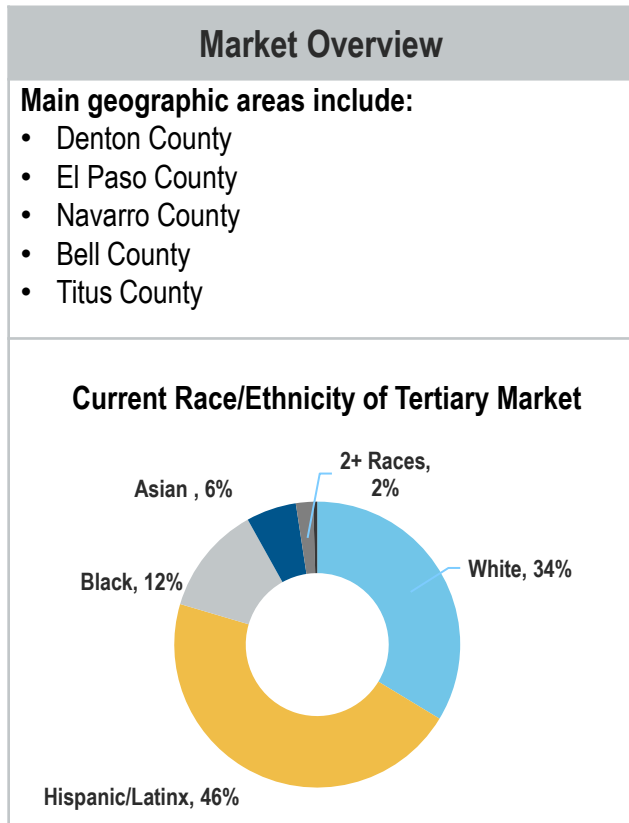
The growth among Hispanic / Latinx and Black communities in the secondary markets may be an opportunity to enhance recruitment in areas that local and national institutions are not pursuing.

1. All data from EMSI

MARKET POSITIONING ANALYSIS

OVERVIEW OF TERTIARY MARKET

The tertiary markets represent counties with smaller enrollment throughout Texas. Some of these areas may be opportunities for “testing” the effect of increased recruitment or yield activities.



Area	Potential Areas of Opportunity ¹	Total County Projected Pop Change ²
Denton County	Potential for higher yield³ <ul style="list-style-type: none"> • City of Lewisville 	+30,782
Bell County	<ul style="list-style-type: none"> • City of Killeen 	+5,124
Navarro County	Potential for higher yield³ <ul style="list-style-type: none"> • City of Corsicana 	+188
Titus County	<ul style="list-style-type: none"> • City of Mount Pleasant 	(158)
El Paso County	<ul style="list-style-type: none"> • City of El Paso 	(9,714)

Consider offering targeted tertiary market specific Master’s programs through different modalities or at more attractive price points to better align with the needs of these markets.

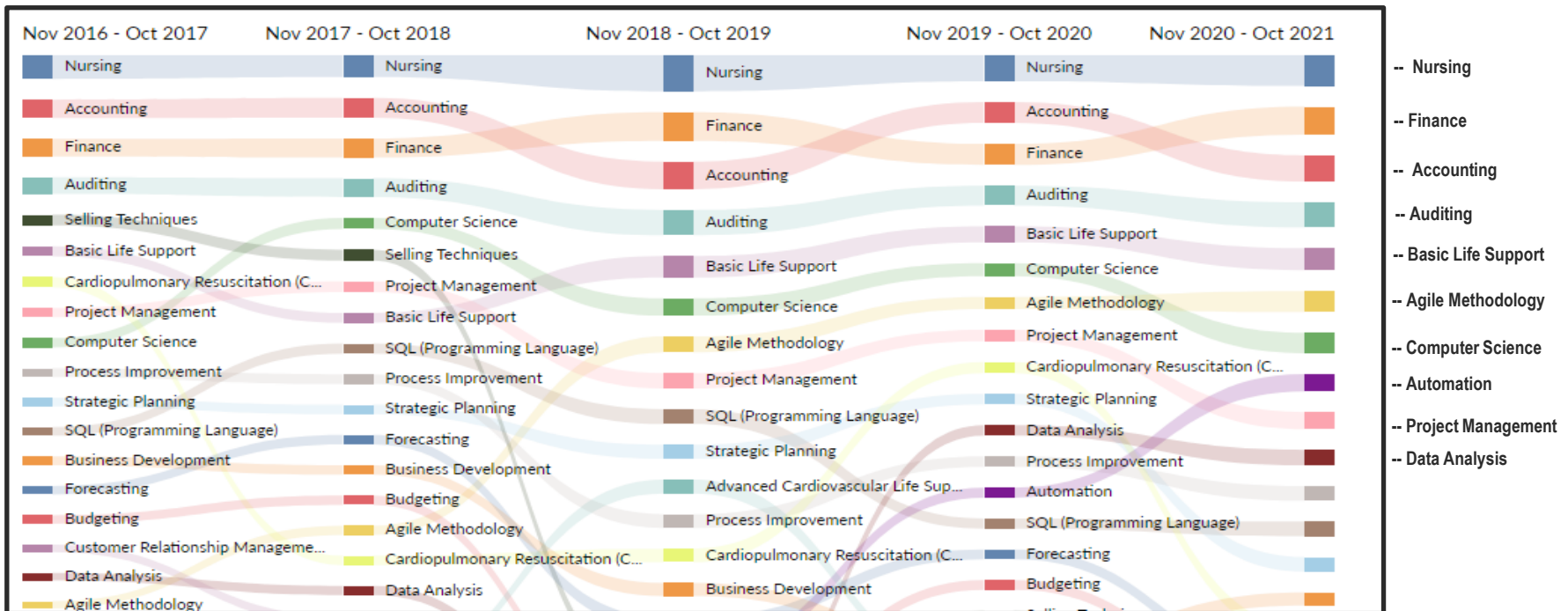
1. Enrollment volume is used to determine the market.
 2. Projections via EMSI. / Population Change from 2021 to 2031
 3. Potential for higher yield due to proximity to Commerce.

MARKET POSITIONING ANALYSIS

NON-DEGREE & CERTIFICATES: TOP IN-DEMAND SKILLS

Though the specific mix has varied over time, the ten “hard skills” most frequently found in job postings in Texas are largely focused on business/finance, healthcare and computer science.

Top 10 Hard Skills Found in Full-Time Job Postings in Texas, Associate’s Degree Minimum (Nov 2016 – Nov 2021)



Many of these highly sought-after skills represent certificate or non-degree opportunities for TAMUC. Certificates in finance, or preparatory courses in project management or business development could be offered using current resources if capacity exists.

1. Data and visualization provided by EMSI

MARKET POSITIONING ANALYSIS

NON-DEGREE & CERTIFICATES: PEER OFFERINGS

A sample of certificate and non-degree programs offered at other institutions is outlined below. Most programs offer flexible delivery and may launch multiple staggered cohorts as resources allow to maximize enrollment.

Institution ⁴	Course/Certificate Title ¹	Length	Price	Delivery Method	Certificate Type
UT Arlington	Online Cybersecurity BootCamp	24 Weeks	\$4,000	Online	Continuing Education
	Online Data Science BootCamp	26 Weeks	\$4,000	Online	Continuing Education
	Accounting Specialist Certificate	Varies	\$3,014	On Campus	Continuing Education
UNT	Certificate in Internal Audit	12 Months	\$8,496	On Campus	Graduate Certificate
	Leadership & Supervisory Management	12 Months	\$8,496	On Campus	Graduate Certificate
	Applied Behavioral Analysis	12 Months	\$8,496	On Campus	Graduate Certificate
UT Dallas	Lean Six Sigma Certificate	7 Days	\$5,200	Online	Professional Certificate
	Certificate in Strategic Human Resources	16 Weeks	\$7,500	Online	Professional Certificate
	Professional Certificate In Organizational Consulting	32 Weeks	\$7,500	Online	Professional Certificate
UT Tyler	Healthcare Data Analytics Certificate	6 Months	\$7,500	On Campus, Online	Graduate Certificate
	Nursing Education Certificate	9 Months	\$5,310	Online	Graduate Certificate
	Global Health Certificate	18 Months	\$7,260	Online	Graduate Certificate

1. All certificates are funneled through the respective institutions continuing education / non degree seeking units regardless of certificate type.

2

Appendix B:

Market Positioning Analysis – Undergraduate Programs

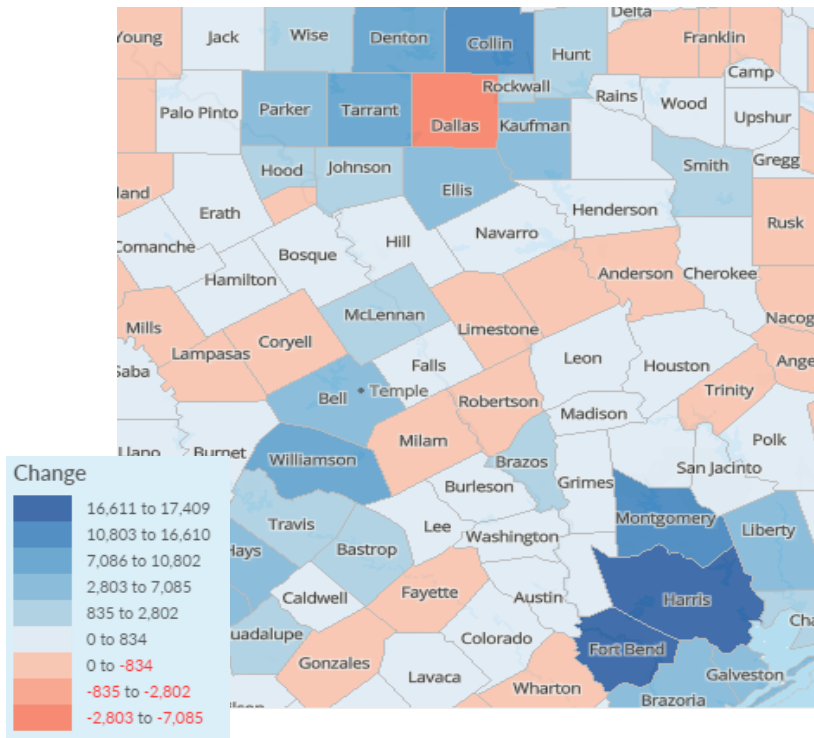


MARKET POSITIONING ANALYSIS

POPULATION GROWTH PROJECTIONS- TOP FEEDER UG MARKETS

Texas accounts for 98% of TAMUC’s enrolled First Time Freshman students¹ and is projected to see small growth in the 15-19 age population. The top four feeder counties for TAMUC are projected to see the following growth:

Projected Population Change, Age 15-19, 2021 to 2031²



Population Change – Top Feeder Markets²

County	2016-2021 Enrollment ¹	2021 Pop (Age 15-19)	2031 Pop (Age 15-19)	Total Pop Change	% Change
Tarrant	324	154,710	161,796	+7,086	5%
Hunt	705	7,222	8,452	+1,230	17%
Hopkins	236	2,486	2,412	(74)	(3%)
Dallas	1,887	178,823	174,418	(4,405)	(2%)
Statewide		2,089,921	2,242,735	+152,815	

The undergraduate recruitment strategy for TAMUC during the next 5-10 years should prioritize local outreach but be mindful of the contraction in Hopkins and Dallas counties.

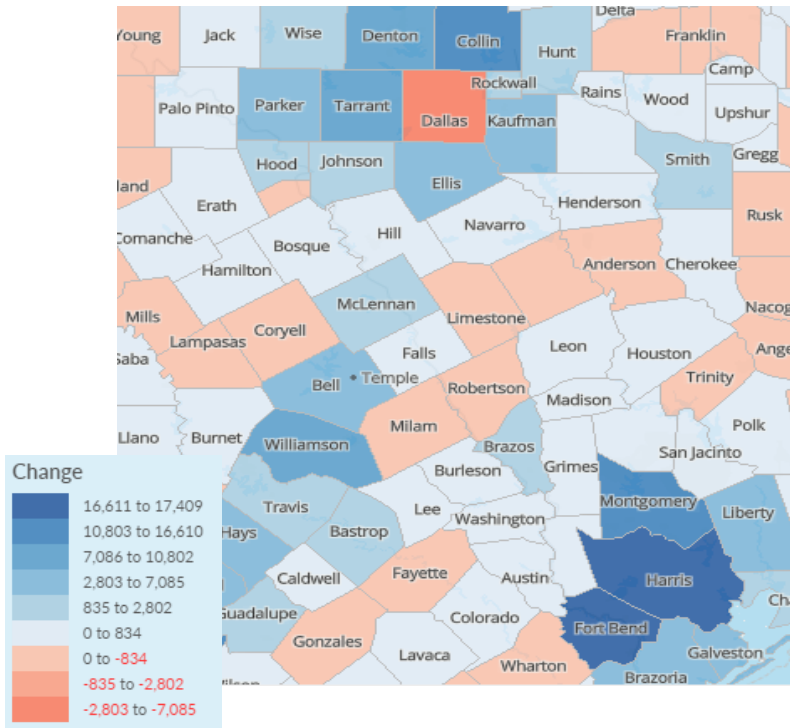
1. Total incoming First Time Freshman enrollment between Fall 2016 and Fall 2021. Incoming Fall students Data provided by TAMUC
 2. Population projections via EMSI

MARKET POSITIONING ANALYSIS

POPULATION GROWTH PROJECTIONS- SECONDARY UG MARKETS

TAMUC’s secondary markets, consists a combination of the DFW Metroplex surrounding counties and Harris and Lamar counties. They are all projected to see continued growth in total population.

Projected Population Change, Age 15-19, 2021 to 2031²



Population Change –Secondary Markets²

County	2016-2021 Enrollment ¹	2021 Pop (Age 15-19)	2031 Pop (Age 15-19)	Total Pop Change	% Change
Harris	147	329,010	345,621	+16,611	5%
Collin	386	78,027	89,780	+11,754	15%
Kaufman	217	10,789	15,199	+4,410	41%
Rockwall	253	8,517	10,396	+1,879	22%
Lamar	89	3,055	3,251	+196	6%
Statewide		2,089,921	2,242,735	+152,815	

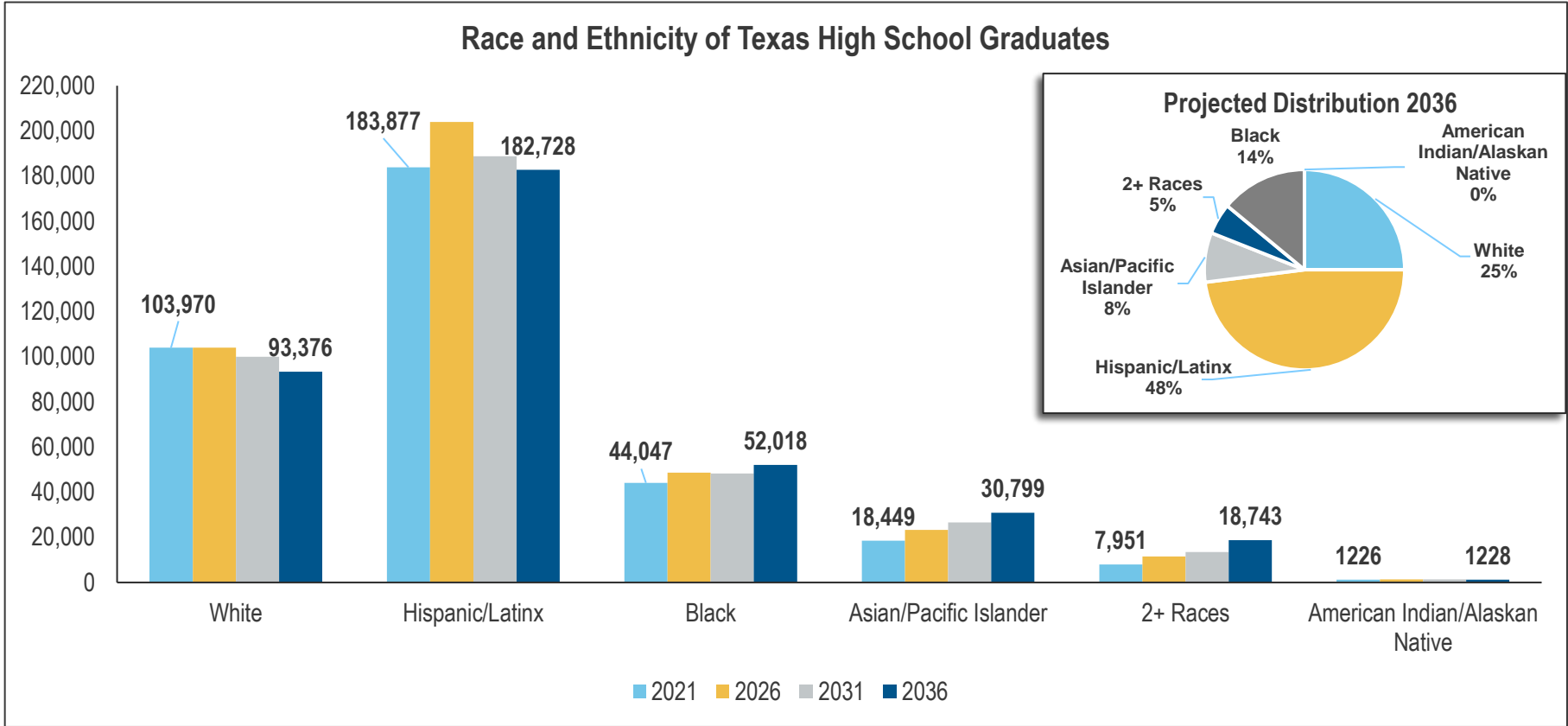
As TAMUC continues to expand its recruitment efforts, it is critical that they remain competitive and pursue a strategic recruitment plan in secondary markets.

1. Total incoming First Time Freshman enrollment between Fall 2016 and Fall 2021. Incoming Fall students Data provided by TAMUC
 2. Population projections via EMSI

MARKET POSITIONING ANALYSIS

DEMOGRAPHICS IN TEXAS HIGH SCHOOLS

Diversity in Texas high school graduates will continue to become more diverse. By 2031 it is projected that Hispanic / Latinx students will contract while Asian / Pacific Islander, 2+ races students and Black students will increase.



Increased competition for diverse students in growing regions, like Texas, will emerge as other regions experience declines. TAMUC will want to monitor cross-application and admission shifts closely.

1. Source: WICHE Knocking on the College Door 2020 report.

LABOR MARKET TRENDS

TEXAS– OCCUPATIONS AND ACADEMIC PROGRAMS

The following occupational areas are projected to grow in the next 10 years in Texas. Business, technology and education professions dominate the market.

**Top 10 Texas Occupations Requiring a Bachelor’s Degree
Projected Growth Rates, 2021-2031¹**

Occupation	Number of Jobs (2021)	Number of Jobs (2031)	Growth Rate
Software Developers / Analysts	125,784	161,519	35,734 (28%)
General and Operations Managers	242,693	269,885	27,192 (11%)
Registered Nurses	229,622	247,140	17,519 (8%)
Elementary School Teachers	131,423	147,592	16,169 (12%)
Project Management Specialists and Business Operations	144,414	158,091	13,677 (9%)
Market Research Analysts	45,796	58,258	12,462 (27%)
Secondary School Teachers	97,750	109,924	12,174 (12%)
Personal Service Managers	80,652	92,059	11,407 (14%)
Accountants and Auditors	126,388	137,489	11,101 (9%)
Management Analysts	61,357	71,775	10,418 (17%)

**Top 10 Texas Academic Programs Based on Occupations
2015-2019 Texas Conferrals – Bachelors' Degree**

Top 10 Academic Programs Based on Occupation	2015-19 Conferrals	2015-19 Trends
General Studies	12,047	
Business Administration and Management, General	29,295	
Registered Nursing/Registered Nurse	52,582	
Liberal Arts and Sciences/Liberal Studies	2,025	
Multi-/Interdisciplinary Studies, Other	47,153	
Psychology, General	33,567	
Accounting	23,300	
Biology/Biological Sciences, General	26,860	
Computer and Information Sciences, General	10,022	
Criminal Justice/Safety Studies	15,621	

“Top 10 Texas Academic Programs” referenced are the top academic programs that individuals in these occupational areas pursued.

1. Occupation projections and program data pulled from Emsi. Emsi is a comprehensive database that combines labor market, job posting, and education data sources (www.economicmodeling.com).

LABOR MARKET TRENDS

TEXAS— COMPLETIONS BY INSTITUTION AND GAPS

The following institutions lead completions in the top 10 academic programs.

Texas Institutions Completions in Top 10 Academic Programs^{1, 2}

Texas Institutions	2015-2019 Completions	2015-2019 Trends
The University of Texas at Arlington	25,916	▲
University of North Texas	12,474	▲
Texas A & M University-College Station	11,494	▲
The University of Texas at Austin	11,476	▼
Texas State University	11,010	▲
Sam Houston State University	8,674	▲
The University of Texas at El Paso	8,584	▲
University of Houston	8,371	▲
The University of Texas at San Antonio	8,257	■
University of Houston-Downtown	8,178	▲

TAMUC Completions in Top 10 Academic Programs^{1, 2}

Top 10 Academic Programs	2015-2019 Completions	2015-19 Trends
Multi-/Interdisciplinary Studies, Other	2,722	▲
Business Administration	481	▲
General Studies	451	▲
Psychology, General	410	▲
Criminal Justice/Safety Studies	361	▲
Accounting	253	▼
Liberal Arts and Sciences	240	▲
Biology/Biological Sciences, General	180	■
Registered Nursing/Registered Nurse	135	▲
Computer and Information Sciences	111	▲

TAMUC completions in the top 10 academic programs are mostly trending up. For context, TAMUC would be number 15 on the “Texas Institution Completion...” list, with a total of 5,334 completions.

1. Bachelors' degree required.
 2. Institutional completions and academic programs provided by EMSI.