

# MARKET AND FINANCIAL ANALYSES FOR ACADEMIC PROGRAM PLANNING AND EVALUATION

July 24 - 26, 2019 | New Orleans, LA



## *Define your institution's academic edge. Leverage market and financial data to inform the right academic program decisions.*

### YOU WILL LEAVE WITH TOOLS AND RESOURCES

---

#### **Customized Market Demand Analysis: Project Guidebook**

This practical guide contains a number of helpful blueprints (including: a project scope, a problem statement, and a competitor analysis template) to help you conduct an effective market demand analysis.

Contents include:

- Project scope that identifies your needs for market demand data and analysis based on your specific goals
- A clearly defined problem statement and a data audit
- A customized guide to ensure you know where to get the data and how you can utilize it
- A process template for conducting a competitor scan that will help you determine areas of opportunity and distinction

#### **Financial Contribution Toolkit: Excel Workbook**

This toolkit will provide a collection of sample models, calculations, and tools to help you measure your programs' financial contributions. We recommend that you attend the post-conference workshop for an opportunity to kickstart your own model using your data in our Excel template.

Contents include:

- Sample program cost model in Excel
- Sample calculations for various indirect cost allocation methods
- Data definition tool to collect the appropriate data on your campus
- Checklist to plan out your own project analysis

### OVERVIEW

---

With increasing costs, competition, and enrollment pressures, it is more critical than ever for higher education institutions to stay on the cutting edge of (the) academic curriculum. The continually diminishing room for error calls for a timely rethinking of current programs and a drive to identify new opportunities that could generate substantial revenue and secure the institution's future.

When assessing the feasibility of your current and future programs, analyzing market and financial data to establish your target audiences and make the call on economic viability must take precedence over a holistic assessment. Join us in New Orleans for an intimate, workshop-style experience to come together with your peers and learn how to support your academic program decisions with solid market and financial data.

Through a customizable two-track agenda and interactive sessions, you will learn how to conduct and integrate the most relevant market demand and financial analysis methods for your institution's academic program planning and evaluation. With the help of our panel of experts, hands-on labs, and small-group consulting sessions you will have the tools to answer key questions such as:

- How do we know a program is financially healthy and sustainable?
- Are we offering the right mix of programs?
- How do we know what data will be the most useful and accurate to answer these questions?
- What is required to do this level of analysis?
- How do we tell a truthful and compelling story with data?

You will leave this program with increased confidence to make solid, evidenced-based decisions regarding the development or re-thinking of your programs.

## PRE-CONFERENCE WORKSHOP: ACADEMIC PROGRAM INNOVATION

---

In this highly interactive half-day workshop, you will learn how to strategically reshape your institution's academic portfolio by exploring additional revenue generating opportunities. Adapting the Business Model Canvas tool for the context of higher ed, you will engage in a dynamic planning exercise that you can replicate on your campus, bringing many voices and problem-solving teams to the table. This powerful tool, combined with the process you will get to practice, will help you learn to:

- Generate new revenues and enhance financial sustainability
- Simplify overly complex program portfolios
- Introduce new learning delivery models
- Formalize opportunities for idea creation

After this workshop, you will take away with you a visual and interactive representation of your new academic program ideas.

## POST-CONFERENCE WORKSHOP: BUILDING YOUR COST MODEL

---

After registering for this lab, you will be asked to populate our cost model template with your own dataset and answer some questions ahead of the conference. While using your laptops and the Excel blueprints to input your data into the model, our speaker team will help answer your questions, tailored to your unique institution and goals. You will walk away with:

- A clearer understanding of what data you have and what data you might be missing
- A reference of cost data definitions translated to your specific campus terminology
- Clarity on whether you will need additional support or systems to automate your financial analysis
- A roadmap to finalize a fully functioning financial model that you can share with your campus leadership

# AGENDA

---

## **PRE-CONFERENCE WORKSHOP: DAY 1**

### **Breakfast and Registration for Pre-Conference Workshop Attendees**

8:00 – 8:30 a.m.

### **Optional Half-Day Pre-Conference Workshop: Academic Program Innovation**

8:30 – 12:00 p.m.

This is a highly interactive workshop where you will learn how to create and implement innovations that will strategically reshape your institution's academic portfolio with additional revenue generating opportunities. This half-day workshop will engage you in a dynamic planning exercise that you can replicate on your campus, bringing many voices and problem-solving teams to the table. You will learn how to:

- Generate ideas for new revenues that enhance financial sustainability
- Simplify overly complex program portfolios
- Introduce new learning delivery models
- Formalize opportunities for idea creation

### **Lunch for Pre-Conference Workshop Attendees**

12:00 – 1:00 p.m.

### **Registration for Main Conference**

12:00 – 1:00 p.m.

## **MAIN CONFERENCE: DAY 1**

### **Opening Remarks and Introductions**

1:00 – 1:30 p.m.

### **Using Data for Strategic Academic Resource Management: An Integrated Approach**

1:30 – 2:30 p.m.

The data you are using to frame your priorities and decisions can be an impetus for change. Our expert will lay the groundwork for integrating mission-fit, margin health and market demand, into academic resource management. You will learn approaches to this complex level of decisions-making that can be integrated into your planning and review processes.

### **How are you Currently Using Data and Balancing Criteria for Decision Making?**

2:30 – 3:00 p.m.

In this working session, you will have an opportunity to share what data you are currently using to evaluate academic programs at the program level and across your entire program portfolio.

### **Break**

3:00 – 3:15 p.m.

## AGENDA

---

### **Day 1 (CONTINUED)**

#### **Institutional Examples: Integrating Cost and Market Demand Data into Decision Making**

3:15 – 4:15 p.m.

You will learn how institutions are overcoming barriers to program planning and evaluation through a data informed approach. Highlights will include their overall strategies for integrating financial contribution, market demand analysis and mission-fit into their decision-making process including:

- Determining program health and addressing financial realities
- Ensuring a systematic market research and analysis was in place
- Supporting the mission and academic values
- Engaging the academic community from the start and promoting a culture of transparency

#### **Decision Making Strategy Lab 1: Where Should we be Paying Attention Across a Number of Programs?**

4:15 – 4:45 p.m.

You will be grouped with peer institutions of similar size and scope for this team exercise. Through real to life data provided in a sample model, you will rehearse academic resource allocation strategy meetings to recognize your approach to academic program resource allocation decisions. The purpose of this exercise will help you contextualize the use of the data you will learn more about in the following days.

#### **Day 1 Wrap-Up**

4:45 – 5:00 p.m.

#### **Networking Reception**

5:00– 6:00 p.m.

### **MAIN CONFERENCE: DAY 2: Market and Financial Analysis for Program Viability**

#### **Breakfast**

8:30 – 9:00 a.m.

#### **Recap Day 1 and Day 2 Agenda Kickoff**

9:00 – 9:15 a.m.

The morning sessions of our second day will set the stage for you to explore strategies and approaches for conducting market demand analysis and financial analysis to integrate into program proposals and reviews.

#### **Setting the Scope for Market Demand Research and Analysis**

9:15 – 10:15 a.m.

You will learn the key areas of academic program demand analysis including student demand, employer demand and competition. This session will also include working time to create a market demand analysis project scope for your specific needs. Considerations to institution size and analytics capacity will be included.

# AGENDA

---

## Day 2 (CONTINUED)

### Break

10:15 – 10:30 a.m.

### Choosing the Right Method for Cost and Revenue Analysis

10:30 – 11:30 a.m.

Following an overview of methods, our team will guide you through a series of discussions to help determine the right approach and scope for your financial analysis project. Factors such as your current capacity for analysis, your institutional parameters as well as data access and retrieval among others will be considered.

### Considerations for your Campus' Approach

11:30 – 12:00 p.m.

Now that you have a clearer understanding of market and cost analysis options, you will work through a series of exercises to assess your current data needs and capacity to obtain the data for informed decision making.

### Lunch (after lunch we will divide into two focus areas for a deeper dive into the market and financial data)

12:00 – 1:00 p.m.

Now that you have an understanding of the various strategies and considerations for conducting market demand and financial analyses, you will have the opportunity to select one of two in-depth tracks for the afternoon: Market Demand Research and Analysis or Financial Contribution and Sustainability of Academic Programs. These sessions will provide a deeper dive into key areas you need to focus in on.

1:00 – 2:00 p.m.

### Gauging Student Demand (M1)

When prioritizing programs both current and proposed program offerings, it is critical to gauge the level of interest current and prospective students have in them. You will begin your market demand analysis project by exploring methods of assessing student demand through analyzing internal data and external data sources.

### Determining the Financial Contribution of an Academic Program (F1)

You will learn how to determine the cost of an academic program to incorporate into new program proposals or program audits and reviews. This hands-on session will walk you through an example of basic academic program cost and revenue structures to determine academic program margin.

2:00 – 2:30 p.m.

### Working Session: Student Demand (M1)

You will work through an activity that will help you better define the problem you are examining for your project from an institutional perspective and identify: The data you already have on prospective and current student demand, the information you still need to gather, and the best approach for your unique situation.

### Working Session: Financial Contribution (F1)

You will work through a sample narrative to re-create a cost model and better understand how to handle commonly occurring complexities

## AGENDA

---

### Day 2 (CONTINUED)

#### Break

2:30 – 2:45 p.m.

2:45 – 4:00 p.m.

#### Exploring Labor Market Trends (M2)

Proposed degrees should be in alignment with the labor market and job prospects in the field. In this interactive session, you will explore a variety of data sources and use them to work through an activity that will allow you to do a baseline assessment of the viability of your programs in the job market.

#### Techniques for Allocating Indirect Costs and Revenues Across Programs (F2)

This session will be an exploration of simple models to showcase ways institutions are allocating indirect expenses such as facilities, student services and other administrative expenses to gain a deeper understanding of financial contribution.

#### Team Meeting/Working Time: Refining your Market and Financial Analysis Project

4:00 – 4:30 p.m.

This time will provide space to review the day's information and highlight your biggest takeaways for integrating the information into your own projects. If you are attending with a team, you may also use the room to support your own planning agenda.

#### Gray Associates Demo

4:30 – 4:45 p.m.

### MAIN CONFERENCE: DAY 3

#### Breakfast

8:00 – 8:30 a.m.

#### Announcements and Setting the Stage for Day 2

8:30 – 8:45 a.m.

8:45 – 10:00 a.m.

#### Integrating the Competition into your Market Analysis Project (M3)

Now that you have an understanding of how to assess the student and labor market demand for the programs you are researching, it is critical to examine who your competitors are and what they are offering. You will be introduced to additional data sources you can utilize and be given a template to help you conduct a competitor scan to identify areas of opportunity and ways to differentiate your programs from those of your competition.

#### Ripple Effects of Academic Program Decision Making (F3)

How programs contribute to the university is important to fully assess the impact of our decisions. You will explore illustrative examples to think through some of the common misperceptions of program financial contributions.

## AGENDA

---

## Day 3 (CONTINUED)

### Break

10:00 - 10:15 a.m.

### Decision Making Strategy Lab 2: How do you tell a truthful and compelling story with your data?

10:15 - 11:15 a.m.

During this session, you will work closely with our experts and peers to simulate real to life scenarios where you will need to use data for both short-term and long-term planning decisions. There will be options to divide into groups based on interest area for academic program review and evaluation or a new program proposal decision.

### Panel Discussion: Data as Tools for Communication and Collaboration

11:15 - 11:45 a.m.

Facing tough decisions, and connecting faculty to better resource management takes clear and transparent data and the ability to communicate what it means or doesn't mean in a way that can help advance the institution. Our panelists discuss how they gained support from faculty, leadership and became effective go-betweens to support their need for reliable and accurate data for strategic decision making.

### Wrap-Up

11:45 - 12:00 p.m.

## POST-CONFERENCE WORKSHOP

### Registration & Lunch for Post-Conference Workshop

12:00 - 1:00 p.m.

### Building your Own Program Cost Model

1:00 - 4:00 p.m.

To participate in this lab, you will be asked to bring a data set and answer questions ahead of the conference (data set template with instructions and a survey will be sent upon registration for this session). Using your laptops and the Excel templates provided, our team will help answer your questions as you begin to input your data into the model. Due to the unique nature of your institution, there will be challenges and nuances to explore for public vs. private institutions as well as specific budget models. With your data, questions and patience, this lab will give you the starting point to continue building your cost analysis when you return to campus. The Excel workbooks used will be available for you to adapt.



## INSTRUCTORS

---

### David Allen

#### Associate Director of Budget and Resource Analysis, Virginia Commonwealth University

David has been working in higher ed for over 10 years with a focus on financial management at various levels. In conjunction with the Universities Budget Director, he is responsible for the development and monitoring of the University's budget of over \$1.1 billion. In addition, he is responsible for the development and implementation of the University Budget Re-Design initiative, an RCM style budget model, from an incremental model. Finally, he leads a team in the development and implementation of a multi-year financial planning tool for senior leadership and the budget plans for the university's strategic initiatives. Over his career, he has been the Associate Dean for Business and Administration for a School of Nursing, the Director of Administration for the Center of Clinical and Translational Science, and has work in various roles with a School of Medicine. David is a CPA with a master's degree in accounting and information systems and is pursuing a Ph.D. in Health Administration.

### Bob Atkins

#### CEO, Gray Associates

Bob led Gray's entry into the education industry and the development of Gray's proprietary industry databases and service offerings. He has worked with all of Gray's education clients, consulting Presidents, CEOs, and CMOs on business strategy, pricing, location selection, and program strategy. He is an expert in business strategy, marketing, sales and high-tech distribution channels. He has helped AT&T, Avaya, American Express, Dex Media, Qwest Communications, HP, IBM, and other clients to develop growth strategies, enter new markets, and build their sales and channel organizations. He has also led efforts that have eliminated tens of millions of dollars in cost, particularly in sales and channel management. He is a published author whose articles have appeared in the Wall Street Journal, Sales and Marketing Management, and other publications around the world. He received an MBA, with honors, from Harvard Business School and a BA, magna cum laude, from Harvard College.

### Robert Brodnick

#### Co-Founder, Sierra Learning Solutions

Rob has worked in the fields of planning, strategy, research, and organizational change and development for over 25 years. Rob is an expert facilitator of human process from dyads to small groups to large scale retreats and has notable experience with leadership groups, boards, and planning bodies, as well as with strategic and creative solutions.

Rob has served three universities over the past 25 years and his work has focused on building institutional capacity and effectiveness through strategy, planning, and innovation. He has direct experience with academic planning, institutional effectiveness, assessment and program review, institutional accreditation, enrollment management to include retention, admissions, financial aid and registrar functions, and sustainability.

Now, as a strategy and innovation consultant, Rob works with clients across many industries but still maintains a core higher education practice. He holds a Ph.D. in Psychoeducational Processes from Temple University. Rob teaches courses in education, the social sciences, and business. He has special interest in design-thinking and innovation management and is a widely regarded speaker and practitioner on those topics.

## INSTRUCTORS

---

### DeWayne Frazier

#### Vice President for Academic Affairs and Dean of the College, Iowa Wesleyan University

DeWayne currently serves as the Vice President for Academic Affairs and Dean of the College at Iowa Wesleyan University. Dr. Frazier's portfolio includes the Adult and Graduate Programs, library services, academic support, international education, Registrar Office, Office of Student Development, career services, community service office, campus ministries, and the university academic divisions (Business, Education, Humanities, Nursing, and Sciences). Dr. Frazier serves on the President's Cabinet and is also a full professor in the Division of Business.

Prior to coming to Iowa Wesleyan, Dr. Frazier was the associate vice president for academic affairs and dean of the Graduate School at Campbellsville University in Kentucky, where he oversaw 17 different graduate programs in various disciplines. Prior to his work at Iowa Wesleyan, Dr. Frazier served as the Senior Vice President for International Programs at Upper Iowa University (UIU). There, Dr. Frazier oversaw campus internationalization efforts, including the implementation of an international student recruitment plan and the growth of UIU's academic extension centers abroad.

### Bill Massy

#### Consultant to Higher Education, Former CFO at Stanford

Dr. Massy has been active as a teacher/researcher, consultant, and university administrator for more than forty years. After gaining tenure in Stanford's Graduate School of Business, he served the central administration as Vice Provost for Research, Acting Provost, and Vice President for Business and Finance—during which time he developed and pioneered financial planning and management tools that have become standard in the field—and then as Professor of Higher Education working on resource allocation, cost containment, and academic quality assurance and improvement. He co-directed the Department of Education's National Center for Postsecondary Improvement from 1996 to 2002, served on Hong Kong's University Grants Committee from 1991 to 2003, and has been an Honorary Faculty Fellow at the University of Melbourne (AU) since 2010. His most recent book is *Reengineering the University: How to Be Mission Centered, Market Smart, and Margin Conscious* (Johns Hopkins University Press, 2016). Dr. Massy holds a Ph.D. in economics and MS in management from the Massachusetts Institute of Technology, and a BS from Yale University.

### Adam J. Raab

#### Senior Financial Analyst, Embry-Riddle Aeronautical University

In his current role, Adam provides data-driven decision support to institutional senior leadership in the areas of academic program costing, competitive and peer analysis, and institutional rankings. He oversees the economic performance model for the institution, and provides valuable insights into the economic and financial health of the institution.

Before joining the Office of Institutional Research last year, Adam spent ten years in the Office of Strategic Planning and Analysis. He also participated in the Business Intelligence team as a data analyst. Throughout this time he has managed peer analysis systems, developed an administrative assessment program, and facilitated the development of an academic program financial review process.

Adam holds both a Bachelor and Master of Science in Aeronautics degree in addition to an Associate's of Science in Aviation Maintenance from Embry-Riddle Aeronautical University. Adam is currently pursuing a Doctorate of Education in Higher Education Leadership at Nova Southeastern University.

## INSTRUCTORS

---

### Lee Vardaman

#### Associate Provost for Academic Support, Troy University

Dr. Vardaman serves as Associate Provost for Academic Support at Troy University where he manages faculty personnel issues, budgeting, faculty contracts and certifications, legal issues, IT initiatives, the tenure and promotion process, and post-grant award activity for the Academic Division. In addition, he provides oversight of Continuing Education and Outreach as well as the financial aspects of the Confucius Institute. He also serves as an adjunct instructor of employment law in TROY's Master of Human Resources program. Prior to his current position, Dr. Vardaman spent nine years leading the Human Resources Department for Troy after serving as both HR and IT manager for the Southeast Alabama Regional Planning and Development Commission in Dothan, AL. Dr. Vardaman has held local, state, and national leadership positions in human resources professional organizations and has numerous national and international publications.

### Jim Hundreiser

#### Associate Managing Principal, AGB

Dr. Jim Hundrieser is the associate managing principal of AGB Institutional Strategies. His consulting practice includes supporting institutions with strategic decision making around their academic portfolio through cost/benefit analysis. Over his 30-year career in higher education, Jim has served in a variety of roles from an institutional vice president, to consultant, to faculty member, and to residence hall director. Prior to joining AGB Institutional Strategies, Jim led the reengineering efforts of Plymouth State University's undergraduate admissions department, which resulted in two straight years of record first-year enrollment with more college ready students. As Vice President of Student Development at Lynn University, he led an effort that increased first to second-year retention rates by 8% in two years. Jim also served in a senior role consulting for Noel-Levitz as their Vice President for Strategic Enrollment Management. There he worked with more than 50 campuses to create strategic enrollment plans, comprehensive retention strategies, and campus workshops on improving the quality of student life and learning. He holds a BS from Northern Michigan University, an MEd from Plymouth State University, and a PhD in leadership and education from Barry University (FL).

### Mary Upchurch

#### Senior Partner, Gray Associates

Mary leads Gray's relationships with several of the firm's largest education clients. Her work includes strategy development, program portfolio evaluation, new program selection, customer segment analysis, market and program analyses, brand value and offer optimization, and location selection.

In addition, Mary has over 25 years of management experience with AT&T, most recently as a Vice President. At AT&T, she led Strategy & Business Planning for the Consumer business unit and held a variety of positions in Integrated Product Marketing, Product Management, Field Operations, Customer Care, Technical Support, and Sales. She was named AT&T's Catherine B. Cleary "Woman of the Year" for 2001.

Mary currently serves on Arizona State University's Morrison Institute for Public Policy Advisory board and is a member of its Executive Committee. She is a member of the Board of Directors of Fresh Start Women's Foundation and served as its Board Chair for two terms. She is also a past member of Greater Phoenix Leadership, serving as co-chair of its P-20 Education Committee.

Mary holds a Master of Science in Management degree from Purdue University. She received a Bachelor of Arts degree in Organizational Communications from Rollins College, graduating with high honors.

## ACADEMIC IMPRESSIONS STAFF

---

### **Grace Royal**

#### **Program Manager, Academic Impressions**

Grace Royal is a Program Manager for Academic Impressions, where she develops dynamic training programs. Grace joined Academic Impressions in 2016, after leading the development of training programs as the Academic Director for a Saudi Arabia-based educational organization. Prior to that, Grace was a university instructor and held teaching and leadership positions in universities in South Korea and Saudi Arabia. In the United States, she worked on the Colorado School of Mines campus in Golden, Colorado preparing international students for academic success. Grace holds a Master's in Curriculum and Instruction (adult learning) from the University of Colorado, Denver and is a credentialed master trainer. She earned a Bachelor's in Business Administration with a finance emphasis from the University of Colorado, Denver, as well. Her Academic Impressions' program focus is primarily on the topics of academic resource allocation, corporate engagement, and institutional planning and effectiveness.

### **Kate Poisson**

#### **Program Manager, Academic Impressions**

Kate is an enthusiastic, adaptable educator with experience in advising, training, facilitation, and planning programs in university settings. An alumnus of both the Fulbright Program and the University of Michigan's Center for the Study of Higher and Postsecondary Education (CSHPE), her passion for higher education, lifelong learning, and relationship building has enabled her to create engaging educational experiences for learners, both domestically and abroad.

Prior to becoming a Program Manager with Academic Impressions, Kate had worked in the realms of Student Affairs and International Education at the University of Michigan, the University of Montenegro, and the University of North Carolina at Charlotte. She is thrilled to work with AI to serve the higher ed industry in innovative and exciting ways. When she isn't planning programs around Enrollment Management, you can typically find her hiking, writing, connecting with friends and family, playing volleyball, starring in Montenegrin wine commercials, and exploring the world.

## LOCATION

---

***July 24 - 26, 2019 | New Orleans, LA***

***Hotel:***

Renaissance Pere Marquette  
817 Common St.  
New Orleans, LA 70112  
504-525-1111

**Room rate:**

\$129 + tax

**Room block dates:**

The nights of July 23, 24, and 25, 2019.

**Room block cutoff date:**

Friday, July 5, 2019.

Reserve Your Room: Please call 504-525-1111 and indicate that you are with the Academic Impressions group to receive the group rate. Please book early - rooms are limited and subject to availability.

# The Academic Impressions Experience



Intimate, workshop-style trainings with personalized attention



Trainings are practical and action oriented so you can hit the ground running



Carefully-vetted expert instructors who are also practitioners in the field



Learner-centric and designed for interaction and collaboration



Highly recommended:  
9 out of 10 participants recommend our trainings to colleagues