UVU DATA SUMMIT

Making Better Program Decisions Using Gray Decision Intelligence (Gray DI) Software

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UVU DIGITAL TRANSFORMATION

Access to Gray DI

- A Record of Internal Data Sharing Agreement was developed in alignment with UVU Policy 445.
- Access was granted by role.
- UVU's Data Governance Committee approved this agreement.

Title	Role (Justification)	System Roles/Functions			
		Admin	Read	Write	Privileged Access to Faculty Table, Faculty Analysis, and Instructor Workloads
Registrar, FERPA Officer	Data Steward	N	Y	N	N
Sr. Director – Budget Office	Data Steward	N	Y	N	Y
Vice President of Finance and Auxiliary Services	Data Owner, Executive	N	Y	N	Y
Associate Vice President Finance/GRAMA	Data Trustee, Executive	N	Y	N	N
Controller – Finance/Business Services	Data Steward	N	Y	N	N
Sr. Director HRIS/Records	Data Steward	N	Y	N	N
Provost and Sr. VP for Academic Affairs	Data Owner; Executive	N	Y	N	Y
Sr. Associate Provost for Academic Programs, Assessment, & Accreditation	Data Trustee; Executive	N	Y	N	Y
Sr. Director for Academic Planning and Effectiveness	Data Steward; Academic Planning and Program Review	N	Y	N	Y
Director for Office of Accreditation and Academic Assessment	Academic Planning and Program Review	N	Y	N	Y
Academic Dean	Academic Planning and Program Review	N	Y	N	Y
Academic Associate Dean	Academic Planning and Program Review	N	Y	N	Y
College/School Assistant to the Dean	Assistant to the Dean; Budget Support	N	Y	N	Y
Director – Business Intelligence and Research Services, Data Privacy Officer	Data validation and support	N	Y	N	Y

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Information we need

Market Area – National, Western U.S., Utah, 80 miles from Campus, 40 miles from Campus, Service Region, Online?

Student Demand – What students graduate in, enroll in, and search for?

Employment Demand – CIPs and SOCs, Crosswalks, what graduates really do, are there jobs, how much do they pay?

Competitive Intensity – How much competition is there, who are my competitors, are me a drop in the ocean or a battleship, how much will it cost to attract students?

Degree Fit – Is the program at the right degree level, what are the opportunities for scaffolding?

Mission– Is it within our mission?

Every vendor uses the same data sources

- Publicly available
  - IPEDS
  - BLS
  - ACS
  - State Workforce Data
  - Google Search Volume
  - Google Competitive Index
  - Google Cost per Click
- Proprietary
  - National Student Clearinghouse
  - Benchmark Data
  - Employer Career Websites
  - Indeed.com
  - Coursera
  - Udemy
  - StudyPortals.com
  - UVU data

Terms

- Gross Revenue = What a student pays us (tuition).
- Discount = Scholarships and grants (waivers) a student receives directly form UVU.
- Net Revenue = Gross Revenue – Discount
- Instructional Costs = Instructor Salary + Benefits
- Contribution = Net Revenue – Instructional Costs
- SCH = Student Credit Hours

Methodology

- Everything happens at the section level and rolls up.
- Professor X has a section with 10 students. The class is worth 3 Credit Units. Professor X gets credit for providing 30 SCH of instruction.
- Each student has paid for 3 SCH of instruction for the course.

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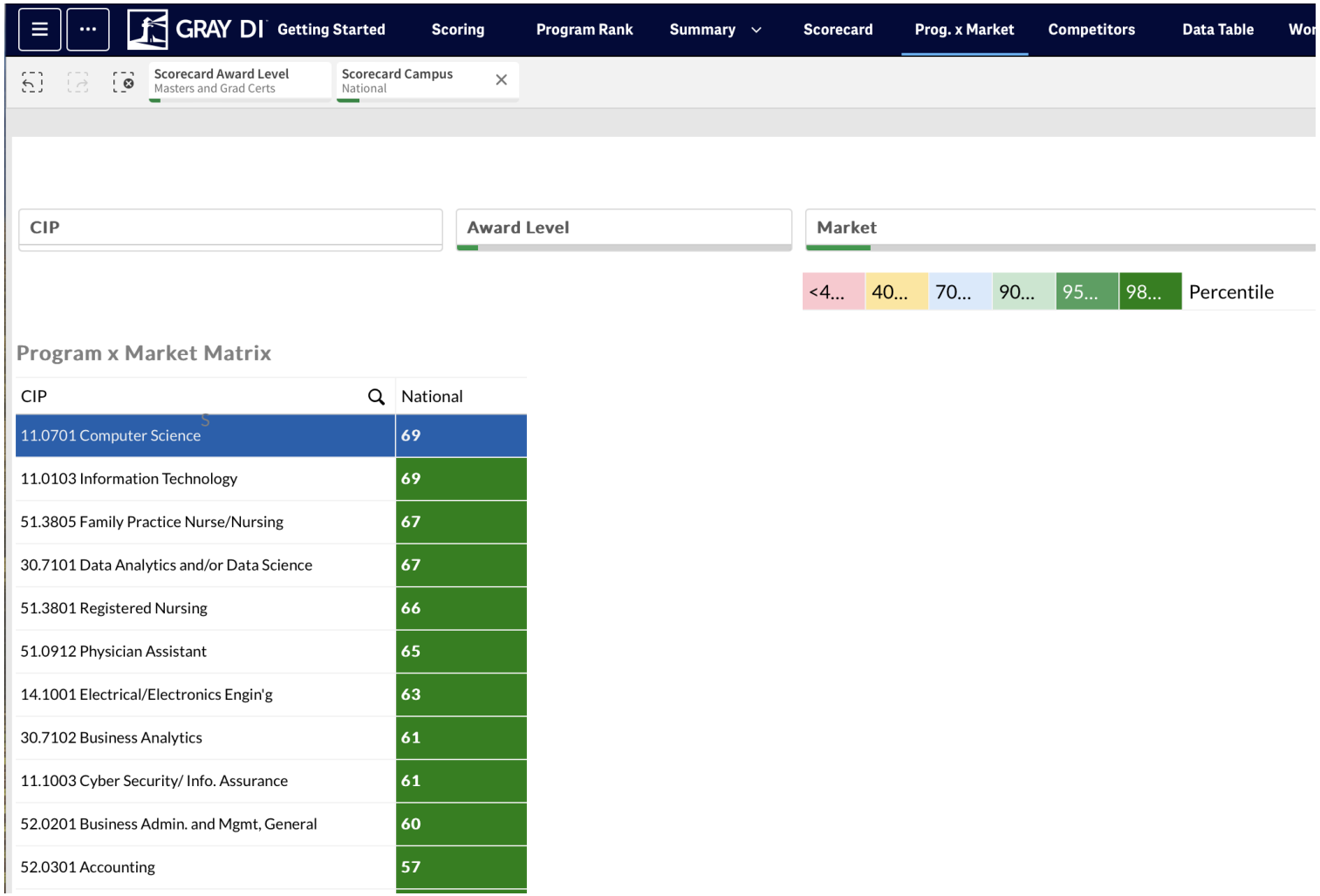
Questions the Data Can Answer

What New Program Should We Offer?

Tool: Markets
Tab: Prog. x Market
Rubric: <Select>
Market Area: <Select>
Award Level: <Select>



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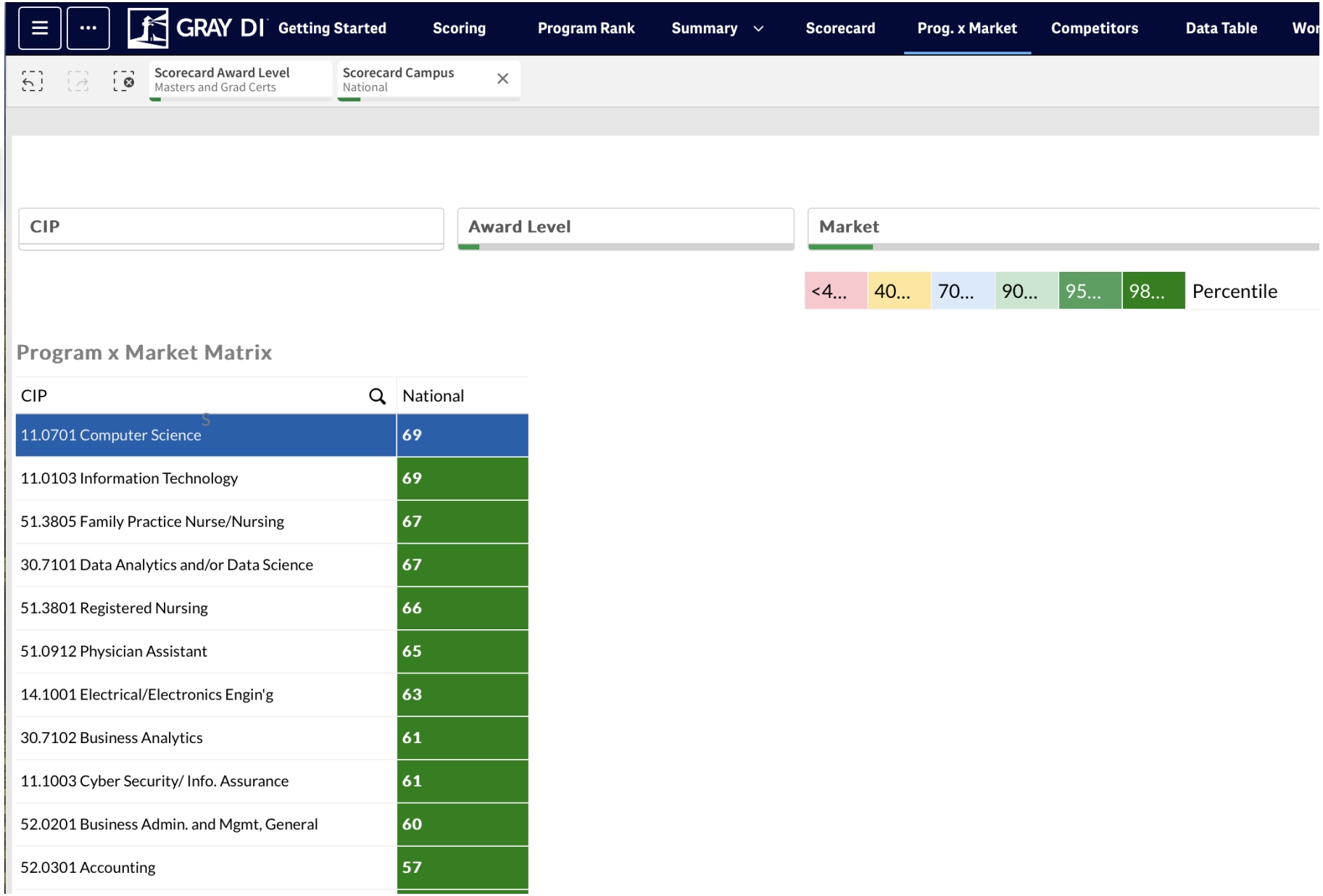

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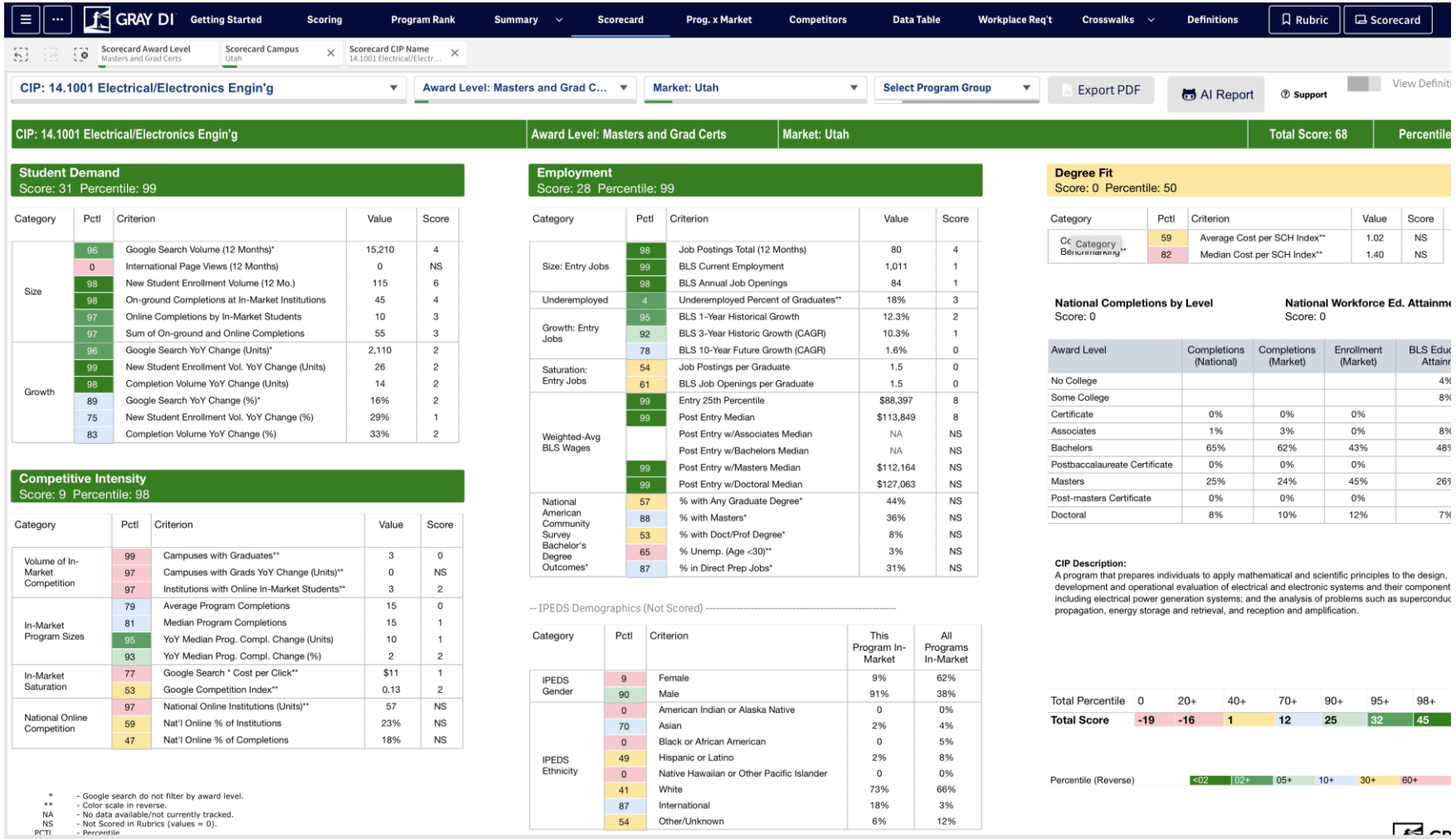
CIP | Award Level | Market

<4... | 40... | 70... | 90... | 95... | 98... | Percentile

Program x Market Matrix

CIP	National
11.0701 Computer Science	69
11.0103 Information Technology	69
51.3805 Family Practice Nurse/Nursing	67
30.7101 Data Analytics and/or Data Science	67
51.3801 Registered Nursing	66
51.0912 Physician Assistant	65
14.1001 Electrical/Electronics Engin'g	63
30.7102 Business Analytics	61
11.1003 Cyber Security/ Info. Assurance	61
52.0201 Business Admin. and Mgmt, General	60
52.0301 Accounting	57

Scorecard



GRAY DI | Getting Started | Scoring | Program Rank | Summary | Scorecard | Prog. x Market | Competitors | Data Table | Workplace Req't | Crosswalks | Definitions | Rubric | Scorecard

Scorecard Award Level: Masters and Grad Certs | Scorecard Campus: Utah | Scorecard CIP Name: 14.1001 Electrical/Electr...

CIP: 14.1001 Electrical/Electronics Engin'g | Award Level: Masters and Grad C... | Market: Utah | Select Program Group | Export PDF | AI Report | Support | View Definiti

CIP: 14.1001 Electrical/Electronics Engin'g | Award Level: Masters and Grad Certs | Market: Utah | Total Score: 68 | Percentile

Student Demand
Score: 31 Percentile: 99

Category	Pctl	Criterion	Value	Score
Size	96	Google Search Volume (12 Months)*	15,210	4
	0	International Page Views (12 Months)	0	NS
	98	New Student Enrollment Volume (12 Mo.)	115	6
	98	On-ground Completions at In-Market Institutions	45	4
	97	Online Completions by In-Market Students	10	3
	97	Sum of On-ground and Online Completions	55	3
Growth	96	Google Search YoY Change (Units)*	2,110	2
	99	New Student Enrollment Vol. YoY Change (Units)	26	2
	98	Completion Volume YoY Change (Units)	14	2
	89	Google Search YoY Change (%)*	16%	2
	75	New Student Enrollment Vol. YoY Change (%)	29%	1
	83	Completion Volume YoY Change (%)	33%	2

Competitive Intensity
Score: 9 Percentile: 98

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	99	Campuses with Graduates**	3	0
	97	Campuses with Grads YoY Change (Units)**	0	NS
	97	Institutions with Online In-Market Students**	3	2
In-Market Program Sizes	79	Average Program Completions	15	0
	81	Median Program Completions	15	1
	95	YoY Median Prog. Compl. Change (Units)	10	1
	93	YoY Median Prog. Compl. Change (%)	2	2
In-Market Saturation	77	Google Search * Cost per Click**	$11	1
	53	Google Competition Index**	0.13	2
National Online Competition	97	National Online Institutions (Units)**	57	NS
	59	Nat'l Online % of Institutions	23%	NS
	47	Nat'l Online % of Completions	18%	NS

* - Google search do not filter by award level.
** - Color scale in reverse.
NA - No data available/not currently tracked.
NS - Not Scored in Rubrics (values = 0).
PCTL - Percentile

Employment
Score: 28 Percentile: 99

Category	Pctl	Criterion	Value	Score
Size: Entry Jobs	98	Job Postings Total (12 Months)	80	4
	99	BLS Current Employment	1,011	1
	98	BLS Annual Job Openings	84	1
Underemployed	4	Underemployed Percent of Graduates**	18%	3
Growth: Entry Jobs	95	BLS 1-Year Historical Growth	12.3%	2
	92	BLS 3-Year Historic Growth (CAGR)	10.3%	1
	78	BLS 10-Year Future Growth (CAGR)	1.6%	0
Saturation: Entry Jobs	54	Job Postings per Graduate	1.5	0
	61	BLS Job Openings per Graduate	1.5	0
Weighted-Avg BLS Wages	99	Entry 25th Percentile	$88,397	8
	99	Post Entry Median	$113,849	8
		Post Entry w/Associates Median	NA	NS
		Post Entry w/Bachelors Median	NA	NS
	99	Post Entry w/Masters Median	$112,164	NS
	99	Post Entry w/Doctoral Median	$127,063	NS
National American Community Survey Bachelor's Degree Outcomes*	57	% with Any Graduate Degree*	44%	NS
	88	% with Masters*	36%	NS
	53	% with Doct/Prof Degree*	8%	NS
	65	% Unemp. (Age <30)**	3%	NS
	87	% in Direct Prep Jobs*	31%	NS

-- IPEDS Demographics (Not Scored) ----------

Category	Pctl	Criterion	This Program In-Market	All Programs In-Market
IPEDS Gender	9	Female	9%	62%
	90	Male	91%	38%
IPEDS Ethnicity	0	American Indian or Alaska Native	0	0%
	70	Asian	2%	4%
	0	Black or African American	0	5%
	49	Hispanic or Latino	2%	8%
	0	Native Hawaiian or Other Pacific Islander	0	0%
	41	White	73%	66%
	87	International	18%	3%
	54	Other/Unknown	6%	12%

Degree Fit
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
Co Category Benchmarking**	59	Average Cost per SCH Index**	1.02	NS
	82	Median Cost per SCH Index**	1.40	NS

National Completions by Level
Score: 0

National Workforce Ed. Attainme
Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)	BLS Educ Attainr
No College				4%
Some College				8%
Certificate	0%	0%	0%	
Associates	1%	3%	0%	8%
Bachelors	65%	62%	43%	48%
Postbaccalaureate Certificate	0%	0%	0%	
Masters	25%	24%	45%	26%
Post-masters Certificate	0%	0%	0%	
Doctoral	8%	10%	12%	7%

CIP Description:
A program that prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of electrical and electronic systems and their component including electrical power generation systems; and the analysis of problems such as superconduc propagation, energy storage and retrieval, and reception and amplification.

Total Percentile	0	20+	40+	70+	90+	95+	98+
Total Score	-19	-16	1	12	25	32	45

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

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Report

The academic program in Utah excels with high student demand and employment outcomes but faces intense competition.

Overview

National Completions at 6,497 rank in the 98th percentile, while the Sum of On-ground and Online Completions in Utah is at 55, placing in the 97th percentile. TI program's greatest strength lies in its robust Student Demand, evidenced by a Google Search Volume of 15,210 (96th percentile), and strong Employment prospects with an Entry Level Salary at $88,397 (99th percentile). However, Competitive Intensity is high with three Campuses with Graduates (99th percentile), indicating a challenging market environment.

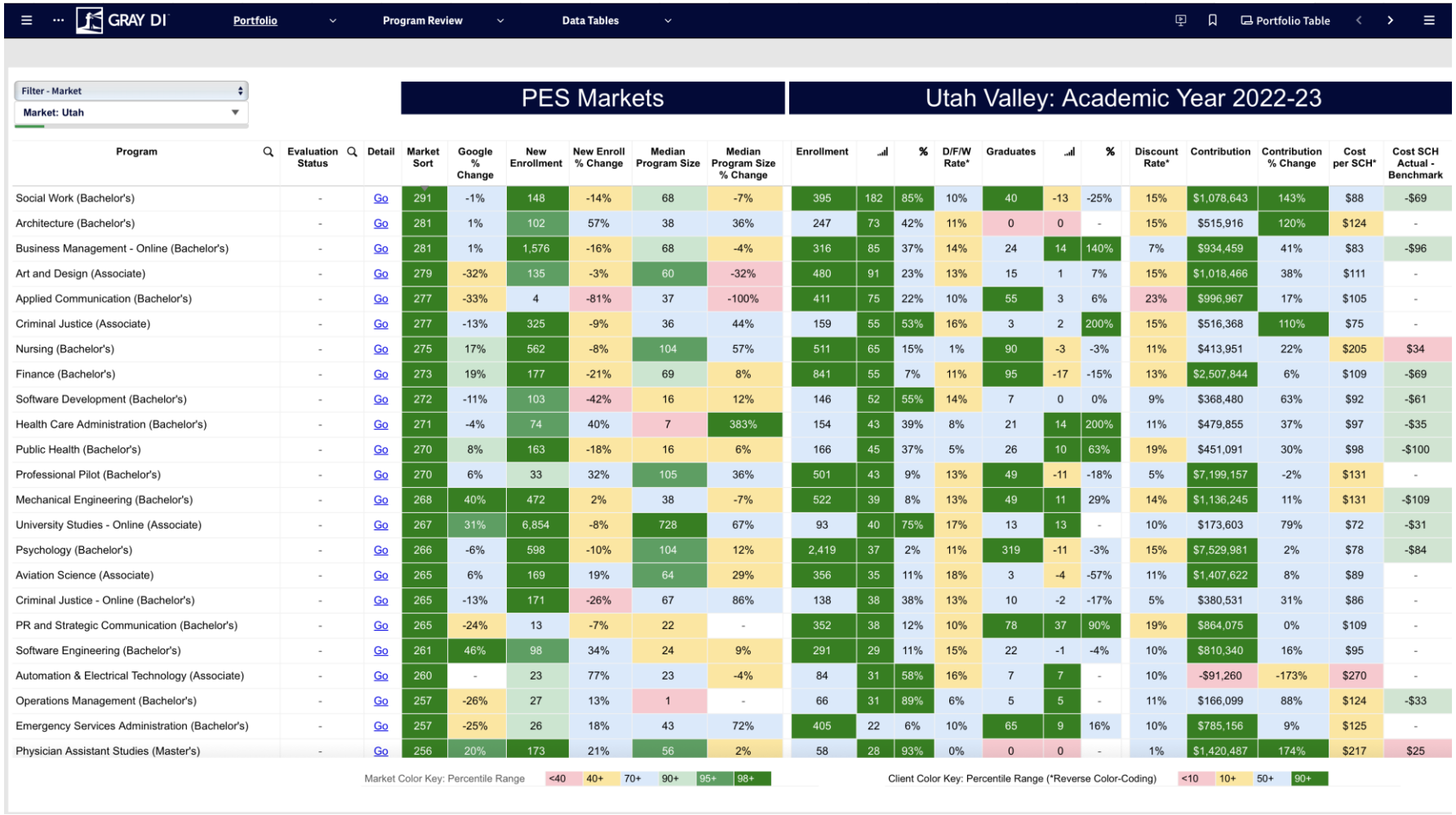
Student Demand

The program's Student Demand is notably strong, with a Google Search Volume of 15,210 ranking it in the 96th percentile among all programs. Additionally, the Google Search YoY Unit Change shows a significant increase of 2,110 (96th percentile), suggesting growing interest. The New Student Enrollment Volume stands 115, placing it in the top tier at the 98th percentile. This upward trend is further supported by a New Student Enrollment Volume YoY Percentage Change of 29%, which ranks in the 75th percentile. However, while these figures are promising, they must be balanced against the competitive landscape and job market saturation to ensure sustainable growth.

Employment

Employment prospects for graduates are exceptional with an Entry Level Salary valued at $88,397 and ranking in the highest echelon at the 99th percentile. Advancement opportunities also appear favorable as indicated by a Post Entry Level Median Salary of $113,849 (99th percentile). The Job Postings per Graduate ratio is moderate at 1.5 (54th percentile), suggesting a balanced job market. Growth projections are positive with BLS data showing a one-year historical growth rate of 12% (95th percentile) and a three-year rate of 10% (92nd percentile). However, there is room for improvement as indicated by an Underemployed Percent of Graduates at 18%, which unfortunately ranks lower at the fourth percentile.

How Is My Program Performing, Compared to Others?



GRAY DI | Portfolio | Program Review | Data Tables | Portfolio Table

Filter - Market

Market: Utah

PES Markets | Utah Valley: Academic Year 2022-23

Program	Evaluation Status	Detail	Market Sort	Google % Change	New Enrollment	New Enroll % Change	Median Program Size	Median Program Size % Change	Enrollment		%	D/F/W Rate*	Graduates		%	Discount Rate*	Contribution	Contribution % Change	Cost per SCH*	Cost SCH Actual - Benchmark
Social Work (Bachelor's)	-	Go	291	-1%	148	-14%	68	-7%	395	182	85%	10%	40	-13	-25%	15%	$1,078,643	143%	$88	-$69
Architecture (Bachelor's)	-	Go	281	1%	102	57%	38	36%	247	73	42%	11%	0	0	-	15%	$515,916	120%	$124	-
Business Management - Online (Bachelor's)	-	Go	281	1%	1,576	-16%	68	-4%	316	85	37%	14%	24	14	140%	7%	$934,459	41%	$83	-$96
Art and Design (Associate)	-	Go	279	-32%	135	-3%	60	-32%	480	91	23%	13%	15	1	7%	15%	$1,018,466	38%	$111	-
Applied Communication (Bachelor's)	-	Go	277	-33%	4	-81%	37	-100%	411	75	22%	10%	55	3	6%	23%	$996,967	17%	$105	-
Criminal Justice (Associate)	-	Go	277	-13%	325	-9%	36	44%	159	55	53%	16%	3	2	200%	15%	$516,368	110%	$75	-
Nursing (Bachelor's)	-	Go	275	17%	562	-8%	104	57%	511	65	15%	1%	90	-3	-3%	11%	$413,951	22%	$205	$34
Finance (Bachelor's)	-	Go	273	19%	177	-21%	69	8%	841	55	7%	11%	95	-17	-15%	13%	$2,507,844	6%	$109	-$69
Software Development (Bachelor's)	-	Go	272	-11%	103	-42%	16	12%	146	52	55%	14%	7	0	0%	9%	$368,480	63%	$92	-$61
Health Care Administration (Bachelor's)	-	Go	271	-4%	74	40%	7	383%	154	43	39%	8%	21	14	200%	11%	$479,855	37%	$97	-$35
Public Health (Bachelor's)	-	Go	270	8%	163	-18%	16	6%	166	45	37%	5%	26	10	63%	19%	$451,091	30%	$98	-$100
Professional Pilot (Bachelor's)	-	Go	270	6%	33	32%	105	36%	501	43	9%	13%	49	-11	-18%	5%	$7,199,157	-2%	$131	-
Mechanical Engineering (Bachelor's)	-	Go	268	40%	472	2%	38	-7%	522	39	8%	13%	49	11	29%	14%	$1,136,245	11%	$131	-$109
University Studies - Online (Associate)	-	Go	267	31%	6,854	-8%	728	67%	93	40	75%	17%	13	13	-	10%	$173,603	79%	$72	-$31
Psychology (Bachelor's)	-	Go	266	-6%	598	-10%	104	12%	2,419	37	2%	11%	319	-11	-3%	15%	$7,529,981	2%	$78	-$84
Aviation Science (Associate)	-	Go	265	6%	169	19%	64	29%	356	35	11%	18%	3	-4	-57%	11%	$1,407,622	8%	$89	-
Criminal Justice - Online (Bachelor's)	-	Go	265	-13%	171	-26%	67	86%	138	38	38%	13%	10	-2	-17%	5%	$380,531	31%	$86	-
PR and Strategic Communication (Bachelor's)	-	Go	265	-24%	13	-7%	22	-	352	38	12%	10%	78	37	90%	19%	$864,075	0%	$109	-
Software Engineering (Bachelor's)	-	Go	261	46%	98	34%	24	9%	291	29	11%	15%	22	-1	-4%	10%	$810,340	16%	$95	-
Automation & Electrical Technology (Associate)	-	Go	260	-	23	77%	23	-4%	84	31	58%	16%	7	7	-	10%	-$91,260	-173%	$270	-
Operations Management (Bachelor's)	-	Go	257	-26%	27	13%	1	-	66	31	89%	6%	5	5	-	11%	$166,099	88%	$124	-$33
Emergency Services Administration (Bachelor's)	-	Go	257	-25%	26	18%	43	72%	405	22	6%	10%	65	9	16%	10%	$785,156	9%	$125	-
Physician Assistant Studies (Master's)	-	Go	256	20%	173	21%	56	2%	58	28	93%	0%	0	0	-	1%	$1,420,487	174%	$217	$25

Market Color Key: Percentile Range <40 40+ 70+ 90+ 95+ 98+

Client Color Key: Percentile Range (*Reverse Color-Coding) <10 10+ 50+ 90+

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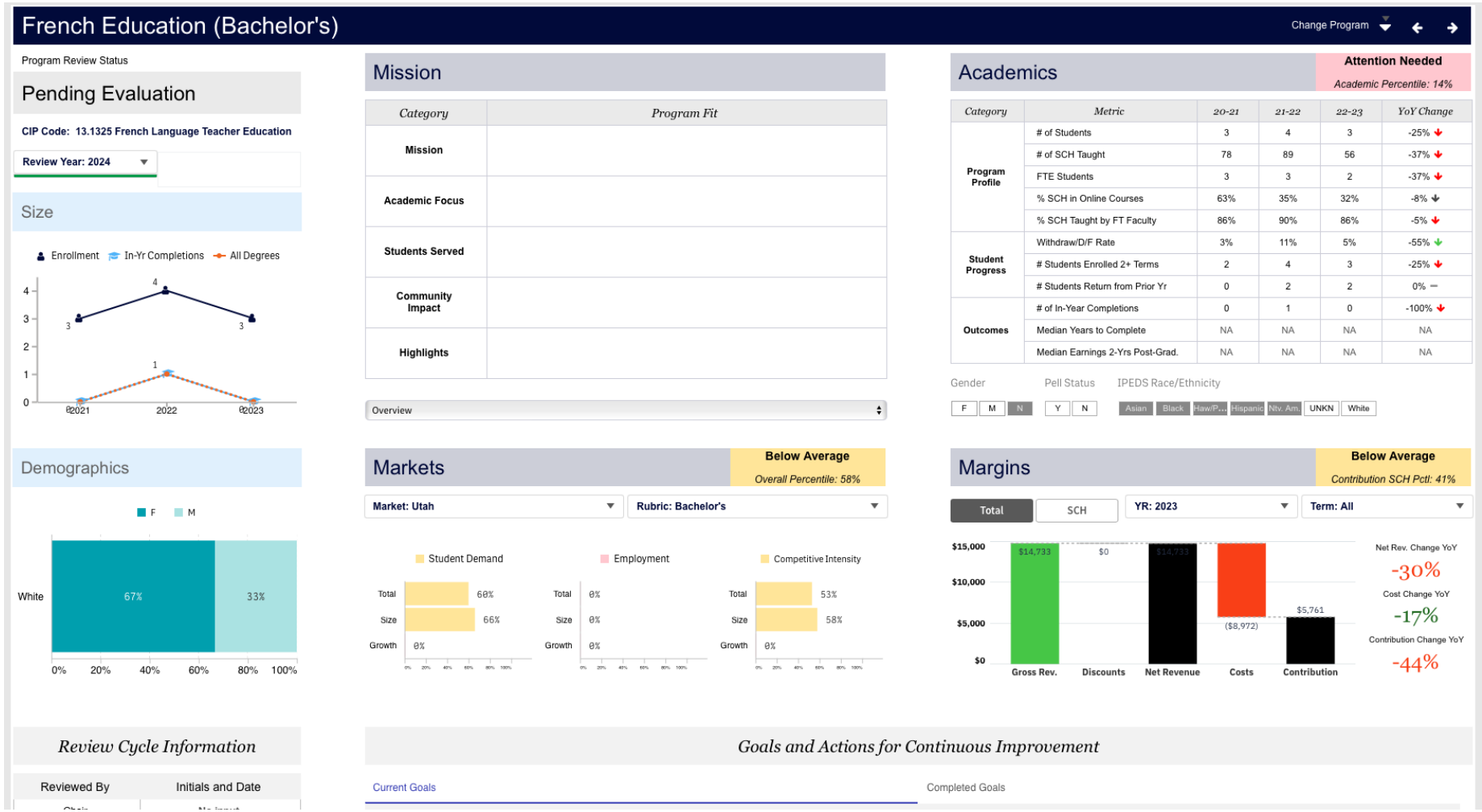
Can I Get a Quick Overview of My Program?



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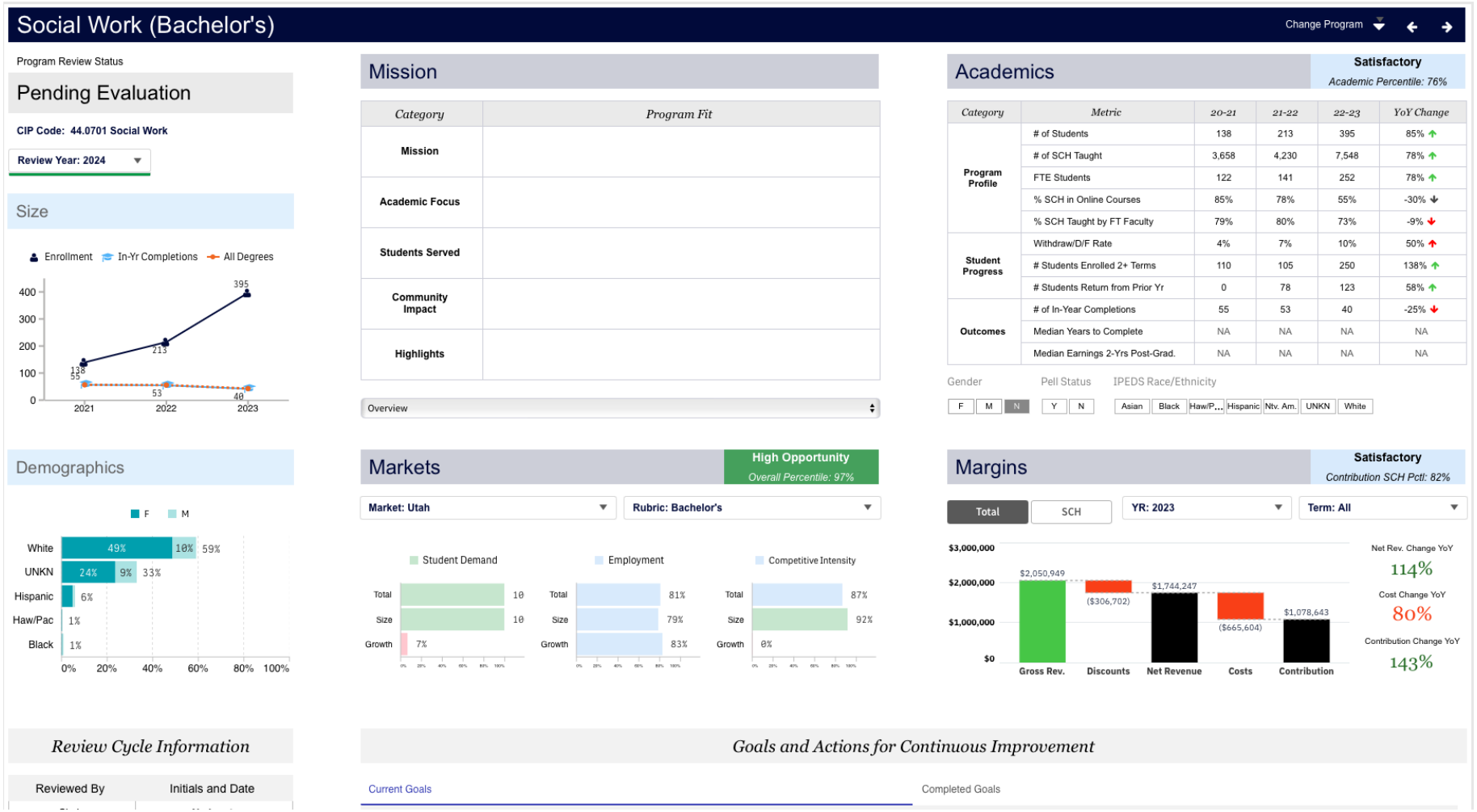

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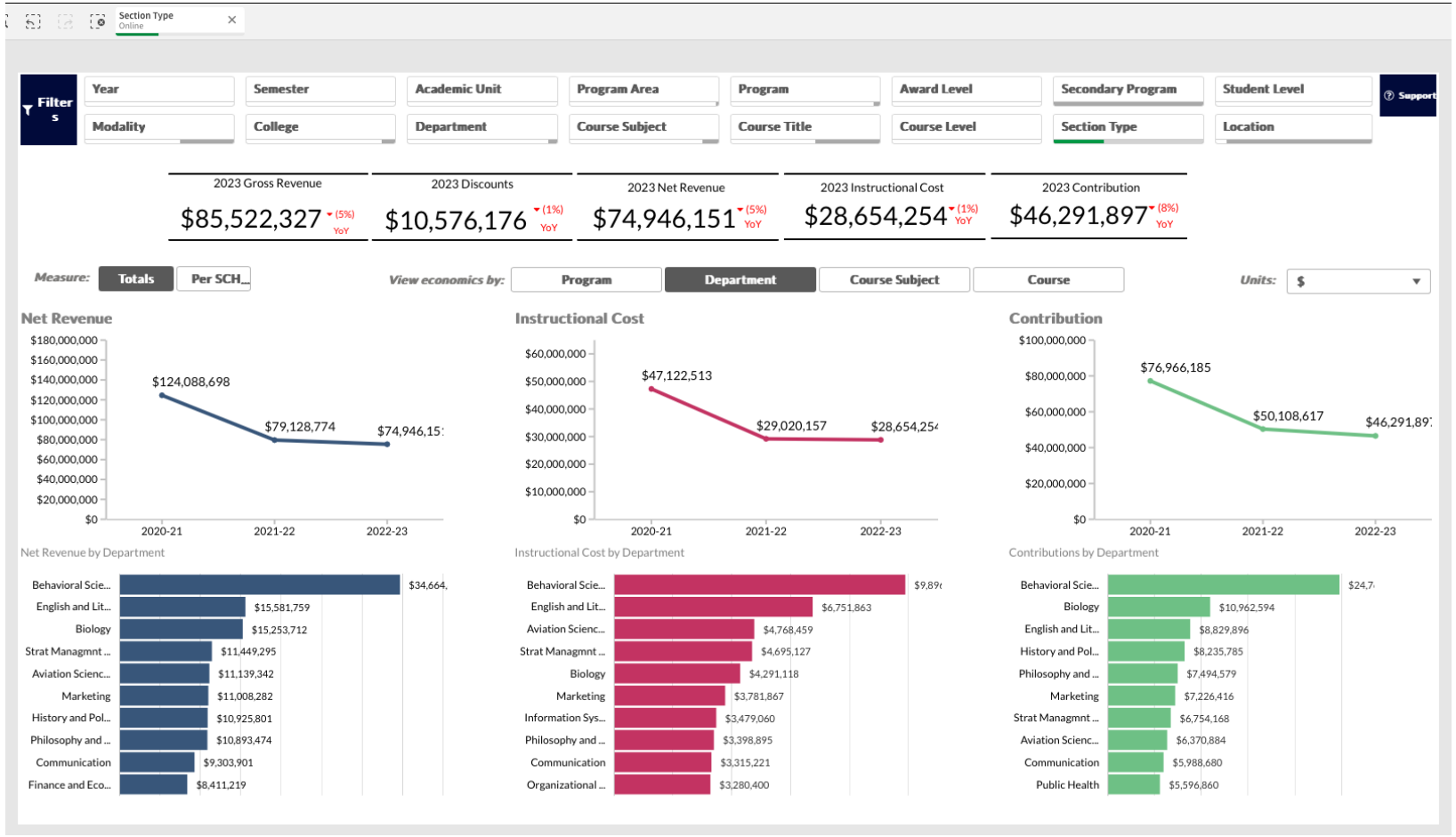
How Much Does Online Instruction Contribute to the University?



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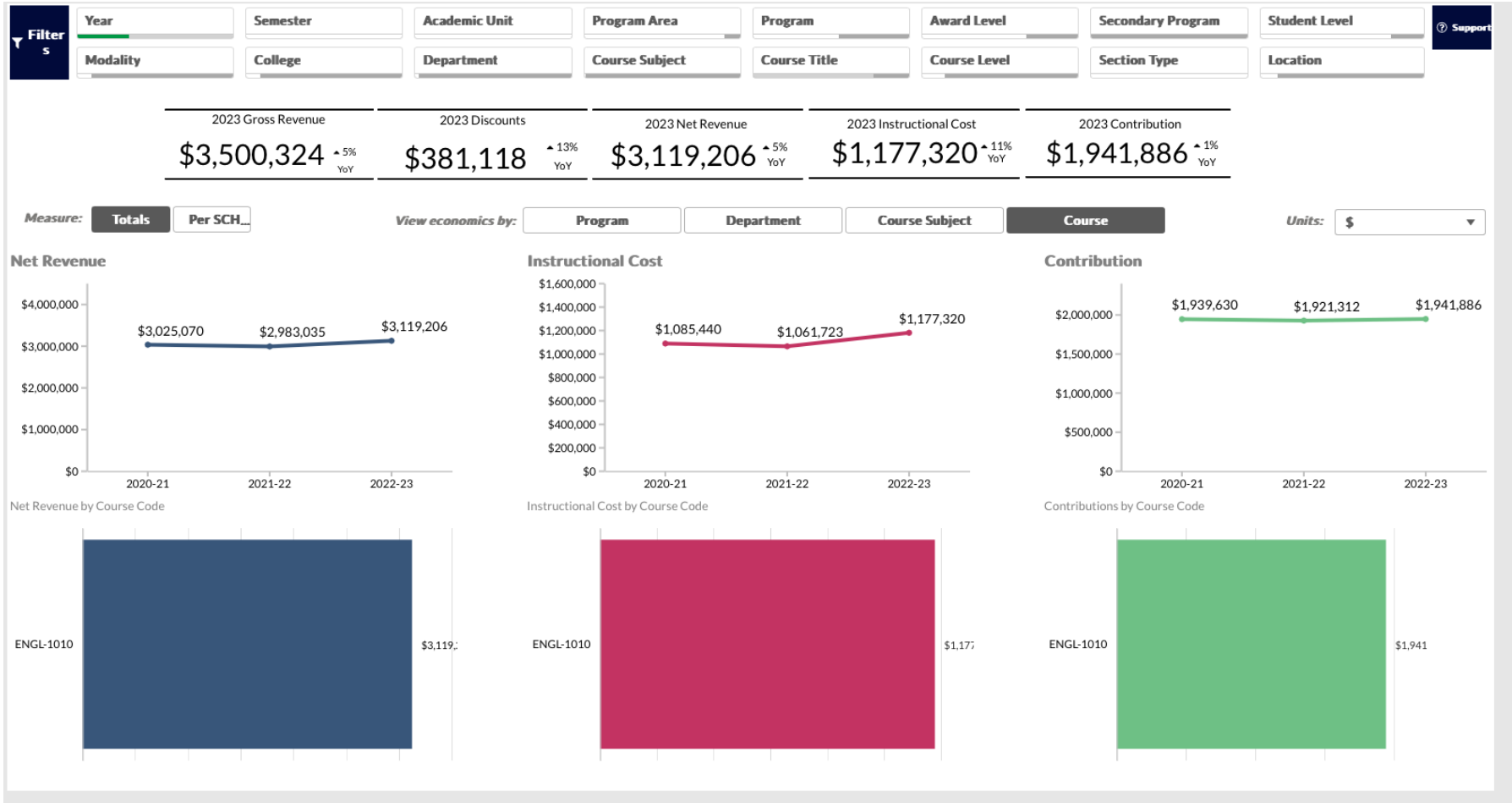
How Much Did ENGL 1010 Contribute to the University in Academic Year 2022-2023?



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Summary

- What question are you trying to answer?
- GrayDI has a lot of data. It maybe overwhelming if only consulted occasionally
- Data can be exported from GrayDI
- Office of Accreditation and Academic Assessment is available to provide group training, one-on-one consultations, custom reports, Power BI Dashboards

For Help or Questions

Contact: Dr. Quinn Koller or Dr. Sam Gedeborg

Academic Programs, Assessment, and Accreditation

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