



Northeastern University

College of Professional Studies

New Degree Proposal **M.Ed. in Higher Education Administration**

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M.Ed. in Higher Education Administration program proposal Executive Summary

Higher education, like much of the economy, is experiencing a shift towards specialization amid constraints and disruptions unimaginable 20 years ago. The transformation of the current online M.Ed. concentration in higher education to a standalone online M.Ed. in Higher Education Administration allows for a curriculum expansion to address the unique and difficult challenges facing the next generation of higher education professionals. A standalone program allows the flexibility to build upon these skills in a customized manner unique to higher education through cross-domain course availability, a focus on practical skills, and course designs firmly ground in experiential learning. Therefore, a redesign into a standalone program is necessary and required. **Two primary goals** for the M.Ed. in Higher Education Administration program will guide the redesign.

Today, it's not enough to just be experiential and practical in higher education. As President Aoun and Northeastern 2025 recognize, education must develop foundational skills to allow students to thrive in a constantly changing world. Therefore, the **first goal** of the redesign is to create an experiential program that integrates vital disciplinary content and skills with the three literacies and four cognitive capacities outlined by President Aoun and Northeastern 2025. For example, all leaders in higher education need to be aware of the accreditation and assessment process. Approaching this content from the perspective of data literacy, systems thinking and critical thinking provides a unique opportunity to consider how to build the competencies of students to engage in current accreditation and assessment processes. Most importantly, it equips our students and alumni to become leaders who usher in the future of these processes. The redesign process will integrate specific literacies and cognitive capacities into each signature assignment and an emphasis on the capstone. This redesign will force to continue to rethink of the program from a programmatic goal standpoint rather than a course-based perspective. Redesigning our program to focus on content through the humanics lens creates incredibly valuable educational experiences for our students and will set the M.Ed. program apart.

The **second goal**, the creation of micro-certificates able to integrate into the robust curriculum or stand alone, creates opportunities for specialization for current students and provides an opportunity to create life-long learning opportunities for our alumni. Consisting of 4 elements which representing 8 credit hours, these specializations combine experiential and theoretical education attractive to employers – demonstrated entry level expertise with a relevant software, an XN project, a significant exploration of the theoretical and historical background of the specialization and a student reflection on their learning growth. Three sub-populations can benefit from the micro-certificates. First, current students can swap two electives for the micro certificate. Second, alumni and others with earned advanced degrees are eligible to enter the micro certificate experience as a standalone process. Lastly, non-alumni, enrolled in the micro-certificates, can apply credit towards the M.Ed. in Higher Education Administration program. Micro-certificates will be offered in fields that are constantly evolving, such as Title IX and international student regulations, thus offering a pathway for life-long learning for alumni and others not currently connected with Northeastern. The development of micro-certificates will begin in Fall 2020.

The redesign and establishment of the M.Ed. in Higher Education Administration coupled with practical applied focus of Northeastern positions the program to remain competitive. It creates a stronger program that better positions our current main demographic of students – currently employed professionals – to immediately assume leadership roles. Furthermore, the opportunity to specialize and gain practical experience desired by employers, will expand our two additional categories of students – career changes and recent undergraduates – who require both specialized knowledge and practical experience to break into higher education. Furthermore, the micro certificate provides an opportunity for alumni and other professionals who wish to stay current in their fields and opportunity to engage with Northeastern in a meaningful fashion. This creates a new avenue for potential students supported by the M.Ed. program.

Program Overview:

Purpose:

The College of Professional Studies proposes to develop a standalone The Master of Education in Higher Education Administration degree program to prepare working professionals with the knowledge to understand the structure, governance, and operation of various higher education organizations. The re-design of this program from a concentration into a standalone degree allows for a curriculum expansion to address the unique challenges facing the next generation of mid-level higher education administration professionals. A standalone program allows the flexibility to build upon these skills in a customized manner unique to higher education.

Program Distinction:

Institutions of higher education around the world are facing considerable pressures that range from changing demographics to financial strain. Administrators must develop foundational skills to create conditions that allow their students to thrive in a constantly changing world. This proposal is to transition the current Higher Education Administration concentration in the Master of Education program into a standalone M.Ed. in Higher Education Administration. The redesign process will integrate specific NU2025 literacies and cognitive capacities into each signature assignment and an emphasis on the capstone. This redesign will envision program from a programmatic goal standpoint rather than the current course-based perspective. Redesigning our program to focus on content through the humanics lens creates incredibly valuable educational experiences for our students, setting the M.Ed. program apart from others, and further the mission of Northeastern University.

Unique Aspects:

This program is unique due to:

- Within the context of classes, students develop solutions to real world problems drawn from their work environment which can be readily deployed. The two credit classes are designed to function as professional labs for students. In these project-based classes, students will come to the course with a problem of practice. They will engage with faculty on their problem of practice, designing a solution which can be implemented immediately upon the end of the quarter.
- The ability to complete the program 100% online while accessing and contributing an extensive professional network – critical in the world of higher education
- Northeastern Faculty who are currently meaningfully engaged in the field, bringing their practical expertise to our students.
- The integration of XN projects within several courses allowing students to develop practical skills, such as budgeting and supervision.

Program Learning Outcomes:

Graduates of our program will be able to:

- Identify local, national, and global disruptions and their impact on higher education policy and practice to participate in and lead change within the higher education sector.
- Analyze problems in higher education and recommend innovative solutions grounded in historical awareness, applied theory and driven by data.
- Integrate principles of social justice and inclusion into various functional areas within higher education.

- Engage in lifelong learning to continuously hone and improve their skills, specifically in areas of technology proficiency and the ability interpret federal, state and institutional laws, regulations and policies to design and implement policies and procedures ensuring compliance
- Apply key higher education competencies, such as budgeting, crisis management, collaboration, change agency, problem-solving, technology literacy, data-driven decision making, through experiential learning opportunities.

Specifically, we expect students to develop and apply the following competencies drawn from the Learning Domain, NU 2025, our industry validation process, and SAIL:

Meta Category - Intellectual Agility

- Competencies – Inquiry, employ and value multiple perspectives, information literacy, situational use of knowledge, generate innovative solutions, connect old knowledge with new, context-aware knowledge deployment, systemic thinking, adaption of technology to solve problems

Meta Category - Personal and Professional Effectiveness

- Competencies – lifelong learning, demonstrate flexible knowledge, confliction prevention and resolution, reflection, network, explore and acknowledge bias, leadership, coaching and mentoring, seeking new skills, organizational skills, global awareness, create inclusive environments

Meta Category - Data Driven Decision-Making

- Competencies – problem-solving, decision-making, data analysis, data fluency, problem identification, strategic planning, strategic decision-making, leadership, evaluate and apply, analyze and recommend, technology tool selection and use, budget development, supervision, interpret and apply laws, regulations and policies, cultural agility in decision-making

Meta Category - Inquiry

- Competencies – actively seek new ideas, problem identification, synthesis, non-traditional explorations, persistence, perseverance, investigate, distill information for actionable purposes, lifelong learning, seek and identify technological solutions for efficiency gains, lifelong learning

Meta Category - Communication

- Competencies – networking, coaching, mentoring, advising, counsel, verbal communication, public speaking, presentation, written communication, persuasion, interpersonal communication, collaboration, establish and maintain professional relationships, supervision and management, communication with diverse audiences, effectively communicate in a global world

Student Applicant Profiles:

The M.Ed. in Higher Education Administration is designed to accommodate working professionals from colleges and universities; and other career fields. The online program is geared towards U.S. domestic students.

Envisioned students are:

Higher education professionals: Individuals looking to expand their practice and move into mid-level leadership roles within the field.

Career changers: Individuals looking to transition into the pre-college or higher education field from another career.

Recent Graduates: Individuals with a bachelors who plan to enter the pre-college field or higher education administration after completion of graduate studies.

What’s the distinction of the M.Ed. in Higher Education Administration and M.S. in College Student Development and Counseling programs?

The M.Ed. in Higher Education Administration (M.Ed.) is similar to the Master of Science in College Student Development and Counseling (CSDC) program. CSDC is a program offered within the Bouve College of Health Sciences. The only similarity is both programs prepare students to pursue careers in higher education. However, there are differences:

- 1) CSDC is a counseling, student affairs, higher education-based program.
- 2) CSDC learners must enroll as a full-time student. M.Ed. offers students to complete the degree on a part-time and full-time basis. Students complete their CSDC degree within 2-3 years, whereas M.Ed. students may complete it between 1.5-2 years.

The CSDC program is a “brick and mortar”, Boston-based program. The M.Ed. program is online, which provides an opportunity for learners to establish networks globally. All campus-wide Deans, including Dr. Susan Parish, Dean of Bouve College of Health Sciences, received the M.Ed. in Higher Education Administration program proposal and expressed “no concerns” regarding the document.

Market Analysis Summary

Professional Demand/Career Relevance:

The job market for graduates of higher education administration master’s degrees is strong with a large employment base and faster than average growth expected into the next decade. Nationally, there were ~143,000 individuals employed as Postsecondary Education Administrators in 2018 and over ~158,000 projected in 2028, a growth rate of 11%. This is faster than the average growth rate of 9% expected across all occupations over this time period.

Among Northeastern’s campus regions, the Boston metro is by far the most robust job market for Postsecondary Education Administrators with nearly ~8,200 individuals employed. After Boston, the Bay Area (including San Francisco and San Jose) is likely the strongest job market for CPS’ proposed MEd in Higher Administration with ~2,600 employment in 2018 and a 10% average growth rate into 2028. Seattle offers a potentially viable job market as well, but Charlotte’s market is relatively small.
(Source: Appendix: Lifelong Learning Network-Office of Strategic Research and Analytics, Market Analysis: Master’s in Higher Education Administration)

Industry Validation Partners

The Higher Education Administration faculty members engaged in numerous conversations with higher education practitioners, with at least 10 years of professional experience, seeking feedback on the proposed curriculum. The discussions focused on what are the required professional competences to ensure that our graduates are marketable and employable. The practitioners represent the following institutions:

- Northeastern University (private, research university)
- Mount Holyoke College (private, women’s liberal arts college)
- Massachusetts College of Liberal Arts (public, residential, liberal arts college)

Mount Wachusett Community College (public, community college)
Clark University (private, research university)
Tufts University (private, research university)
University of Texas-Austin (public, research university)

Level of Degree Required:

Over the last year (January 1, 2018-December 31, 2018), there were 74,014 job postings for Postsecondary Education Administrators. Of the job postings listing a desired education credential for candidates, nearly half (23, 868 postings) preferred or required a master's level degree. Compared to average education level preferences across all occupations, a very high proportion of Postsecondary Education Administrator job postings seek doctoral level candidates, 4% vs. 19%. A Master's in Higher Education which allows participants to transfer credits to a doctoral level program such as Northeastern's Ed.D. could be attractive to prospective students. *(Source: Appendix: Lifelong Learning Network-Office of Strategic Research and Analytics, Market Analysis: Master's in Higher Education Administration)*

Occupations and Employers:

Occupations include admissions, financial aid, academic affairs, program managers, financial services, academic operations, student accounts, service learning, advising, international student affairs, graduate student affairs, multicultural/intercultural student affairs and other job titles in higher education organizations located within the United States.

Employer Suggestions:

The newly proposed curriculum and classes have been reviewed by industry professionals and, in many cases, reflects their direct input. The industry validation encompassed market research, job advertisement analysis, and interviews with industry professionals. As part of the interview process, industry partners reviewed current curriculum and syllabi, identified gaps as well as out of date material, and suggested needed competencies. In addition, during the interview process, industry partners workshopped the new course descriptions and worked with us to define global learning goals for the new classes.

Job Required Competencies:

An analysis of over 200 job advertisements revealed that most mid-level positions (i.e. Directors, Associate Directors) and above required a Master's Degree. These jobs most often required the ability to analyze situations, make recommendations, employ strategic thinking skills, develop and implement process, negotiate conflict, resolve high stress situations in a collaborative manner, engage in independent continued professional learning and the ability to interpret and ensure compliance to various federal, state, and institution laws, regulations, and policies. The curriculum well prepares students to develop and employ these skills.

Proposed M.Ed. in Higher Education Administration Overview

The Total number of quarter hours – 45

Proposed implementation-Fall 2019

Program start date and length-The average student takes 12-24 months to complete M.Ed. in Higher Education Administration. This new program aligns with the structure existing Graduate School of Education programs in a 12-week modular format.

Total number of courses: 11-14

Course Format: Online

Curriculum Structure: General Higher Education Administration Courses (9 quarter hours)

Higher Education Administration Requirements (20 quarter hours)

Contemporary Issues Capstone (4 quarter hours)

Electives (12 quarter hours)

Modular Course Design: The curriculum redesign creates a strong broad foundation of applied theory and practical skill development applicable to all higher education practitioners. Recognizing that higher education is not a monolith of occupations, this curriculum intentionally includes elective courses from multiple domains, allowing students to explore content most applicable to their unique professional context and aspirations. Additionally, at the course and module level, the potential opportunity for re-use and efficient customization, especially within the Graduate School of Education, Leadership/Project Management, Communication/Human Resource Management and Non-Profit Management, exists. Course level design will include these priorities.

General Higher Education Administration Courses

Course Number and Title	Credit Hours	New or Existing Course
EDU 6217 The Foundations of Higher Education	5 Quarter Hours	New
EDU 6051 Culture, Equity, Power and Influence	4 Quarter Hours	Existing

Higher Education Administration Required Courses

Course Number and Title	Credit Hours	New or Existing Course
EDU 6204 The History of Colleges and Universities	4 Quarter Hours	New
EDU 6230 Program Evaluation, Assessment and Accreditation in Higher Education	4 Quarter Hours	New
EDU 6205 The Demographics of the New College Student	4 Quarter Hours	New
EDU 6218 Money Matters: Financial Management in the Academy	4 Quarter Hours	New
EDU 6219 Higher Education Law and Policy	4 Quarter Hours	New

Capstone

Course Number and Title	Credit Hours	New or Existing Course
EDU 6222 Contemporary Issues Capstone	4 Quarter Hours	New

Electives

Course Number and Title	Credit Hours	New or Existing Course
EDU 6319 How People Learn	4 Quarter Hours	Existing
EDU 6223 Change Agency	4 Quarter Hours	New
EDU 6329 Connecting Theory and Practice	4 Quarter Hours	Existing
EDU 6202 Faculty, Curriculum and Academic Community	4 Quarter Hours	Existing
EDU 6209 Data Decision-Making in Higher Education	4 Quarter Hours	New
EDU 6216 The College Student Experience	4 Quarter Hours	New
EDU 6224 Strategic Leadership and Enrollment Management	4 Quarter Hours	New
EDU 6226 Budget Development	2 Quarter Hours	New
EDU 6227 The New Supervisor	2 Quarter Hours	New
EDU 6228 Supervising through Change	2 Quarter Hours	New
EDU 6229 Challenges in Supervision	2 Quarter Hours	New
EDU 6231 Crisis Management	2 Quarter Hours	New
EDU 6232 Mid-Level Strategic Planning	2 Quarter Hours	New
EDU 6233 Survey Design	2 Quarter Hours	New
LDR 6100 Developing Your Leadership Capability	3 Quarter Hours	Existing
LDR 6110 Leading Teams	3 Quarter Hours	Existing
CMN 6050 Crisis Communication	3 Quarter Hours	Existing
CMN 6045 Leveraging Digital Technologies: Strategy Assessment and Government	3 Quarter Hours	Existing
CMN 6065 Implementation and Management of Social Media Channels and Online Communities	3 Quarter Hours	Existing
NPM 6110 Legal and Governance Issues in Nonprofit Organizations	3 Quarter Hours	Existing
NPM 6120 Financial Management for Nonprofit Organizations	3 Quarter Hours	Existing

NPM 6130 Fundraising and Development for Nonprofit Organizations	3 Quarter Hours	Existing
NPM 6140 Grant and Report Writing	3 Quarter Hours	Existing

Course Descriptions and Rationale of New Courses

EDU 6217 The Foundations of Higher Education-5 quarter hours

This course provides a foundation to understand the structure, governance and operations of institutions of higher education in the United States. Students will examine peer-reviewed articles, learn the rules and methods through which scholarly works are developed, and begin to apply research findings to real problems and issues in higher education. Through critical evaluation, interpretation and uses of published research, students will assess higher education’s complex organizational structure. Students will also examine how these constructs are subject to today’s environmental, financial, technological and competitive pressures, consider how higher education may implement innovation, and design strategies for adaption. Students will learn to use an ePortfolio to document their development as scholar-practitioners.

Rationale: This course replaces EDU 6050 and EDU 6201. We wanted to provide an opportunity for students to engage in critical evaluation, interpretation and usage of published research within a higher education context.

Pre-requisites: None

EDU 6204 The History of Colleges and Universities-4 quarter hours

This course explores the historical origins of higher education in the U.S., from the colonial era to present day. The course will focus on an array of topics including liberal arts, graduate education, community colleges, historically black colleges and universities, Hispanic serving institutions, study abroad, international students, online education, religious-affiliated institutions and professional higher education associations.

Rationale: To fully understand contemporary higher education and the challenges it faces, students should have a strong knowledge base on the historical origins of U.S. higher education. They should have an understanding of why particular colleges and universities were built, such as women’s colleges and historically black colleges and universities.

Pre-requisites: None

EDU 6230 Program Evaluation, Assessment and Accreditation in Higher Education-4 quarter hours

The course examines the purpose and goals of program evaluation. The course will allow students to explore the different methodologies of program evaluation and the application of results for continuous improvement at their workplace. Students will review various assessment tools, such as NSSE surveys and campus climate surveys. Secondly, this course explores the role and purpose of accreditation associations and the impact on colleges and universities.

Rationale: Many colleges and universities participate in campus-wide assessments, including campus climate surveys. Not only should students be aware of these various assessments, but also understand how to utilize the results. Lastly, institutions of higher education must participate in an accreditation process. Who are the associations? What is their accreditation criteria? Who is involved? What does the process entail?

Pre-requisites: None

EDU 6205 The Demographics of the New College Student-4 quarter hours

This course offers students the opportunity to understand the changing demographics of who matriculates such as, first-generation college students, veterans, international students and adult-learners, to college. This course will also discuss strategies and theories for college student access and success.

Rationale: Expansion of access to higher education has resulted in new challenges and opportunities for administrators to consider. As a result, it became impossible to explore the issues in one course. We replaced EDU 6447 with this course and EDU 6216 College Student Experience. This course focuses on student demographics and the transition to college.

Pre-requisite: EDU 6051

EDU 6219 Higher Education Law and Policy-4 quarter hours

Offers an overview of the major aspects of the legal and political environments that impact institutions of higher education, which range from access, affordability, readiness, and completion to gainful employment. Provides students an opportunity to learn multiple approaches for addressing these requirements, for understanding and influencing policy development at all levels, both internal and external.

Rationale: As a result of the “industry validation” process, higher education practitioners stressed the need to provide a standalone finance/budgeting course. More employers are looking for this skillset among higher education professionals. Therefore, we split this course from the EDU 6203 Education Law, Policy and Finance. In addition, the “Higher Education Law and Policy” content can solely focus on how law and policy affects the field of higher education.

Pre-requisite: EDU 6204 and EDU 6217

EDU 6218 Money Matters: Financial Management in the Academy-4 quarter hours

Developing both a conceptual and practical understanding of the financial management strategies employed within today’s changing landscape of higher education is critical to professional success. Students will develop the practical skills and competencies necessary to build and manage budgets, advocate for and allocate both human / financial resources, and effectively articulate how strategic initiatives translate into budget requests. Linking theory to practice, students will develop core financial managements competencies while also being exposed to how colleges / universities approach critical fiduciary responsibilities.

Rationale: In the current curriculum, EDU 6203 Education Law, Policy and Finance covered finance over a 3-4 week time period. Since learners must acquire the knowledge of the various aspects of financial management, the new curriculum will offer a standalone course on this topic.

Pre-requisites: EDU 6217

EDU 6222 Contemporary Issues Capstone – 4 quarter hours

Offers students the opportunity to reflect on their development as scholars, practitioners and leaders in the field of higher education. Students apply knowledge developed throughout the program to various contemporary issues, such as sexual assault, travel bans, mental health, academic freedom, and funding stream, in higher education. Requires students to demonstrate mastery of content through a significant project and present their final ePortfolios to showcase their work.

Rationale: Students will have the opportunity to explore contemporary issues in higher education as a culmination project.

Pre-requisites: All General and HEA required courses must be completed.

EDU 6223 Change Agency-4 quarter hours

This course explores strategies for individuals to use to stimulate change within their own environment. This course will examine change management theories and strategies across disciplines. Students will apply coursework to their own unique contexts. In this course, students will identify a change they wish to make in their own environment and explore strategies they can utilize as individuals. Students will articulate and implement a plan to create change in their workplace.

Rationale: With the GSE's commitment to social justice and developing change agents, we must provide students with the knowledge of change agency and provide opportunities for them to hone these skills.

Pre-requisites: None

EDU 6209 Data Decision-Making in Higher Education-4 quarter hours

How should data inform decision-making? What story does data tell and how is it told? What does data reflect and omit? In this course, students will be introduced to descriptive data analysis and data visualization techniques. Students will examine ethical considerations, communication around data and effective uses of data through an equity lens.

Rationale: In addition to data literacy comprising one of the main components of humanics, education reform has firmly rooted data driven decision-making as the main vehicle for decision-making.

Pre-requisite: EDU 6230

EDU 6216 The College Student Experience-4 quarter hours

This course explores how various student development theories can be leveraged to positively impact learners' social and academic success in higher education.

Rationale: Expansion of access to higher education has resulted in new challenges and opportunities for administrators to consider. As a result, it became impossible to explore the issues in one course. We replaced EDU 6447 Demographics in Higher Education with this course and developed EDU 6205 The Demographics of the New College Student. This course focuses on the application of student development theories. This course examines how various student development theories can be leveraged to positively impact learner's social and academic success in higher education.

Pre-requisite: EDU 6205

EDU 6224 Strategic Leadership and Enrollment Management-4 quarter hours

Taught from a systems-thinking perspective, this course examines the multifold strategies in student enrollment, including predictive analytics models, branding and marketing, access and affordability, and communication with internal and external constituents.

Rationale: As a result of the "industry validation" meeting, it was recommended that the course focuses on enrollment management. The current course was too broad and not reflective of the current context within this particular sub-field. This course narrows the focus to enrollment management and update the content significantly to reflect the current issues in the field. Practitioners must be aware of how predictive analytics,

branding and marketing and communication affects enrollment management. According to NACAC and seasoned practitioners, new employees should develop this knowledge and skill-set.

Pre-requisites: EDU 6217

EDU 6226 Budget Development-2 quarter hours

In this course, students will select a focus area, identify and articulate a vision for a new initiative/department, and create a plan for implementation. Students will engage in a budget development process, students will design, build, and defend a budget proposal in order to fund their initiative.

Rationale: The need for this type of applied experiential learning emerged during the industry validation process.

Pre-requisites: EDU 6218

EDU 6227 The New Supervisor – 2 quarter hours

In this course, students navigate the challenge of establishing themselves as a supervisor in a new environment, with a focus on motivating their staff.

Rationale: The need for this type of applied experiential learning emerged during the industry validation process.

Pre-requisites: None

EDU 6228 Supervising through Change – 2 quarter hours

In this course, students will navigate the challenge of motivating their staff through an identified change.

Rationale: The need for this type of experiential learning emerged during the industry validation process.

Pre-requisites: None

EDU 6229 Challenges in Supervision – 2 quarter hours

In this course, students will navigate the challenge of working with an under-performing employee.

Rationale: The need for this type of experiential learning emerged during the industry validation process.

Pre-requisites: None

EDU 6231 Crisis Management – 2 quarter hours

Crisis can occur in any job function in higher education administration. Students will identify a potential crisis relevant to their work place or engage in a simulated crisis experience. Students will develop and implement a table top exercise to stress test their crisis management plan.

Rationale: The need for this type of experiential learning emerged during the industry validation process.

Pre-requisites: EDU 6206

EDU 6232 Mid-Level Strategic Planning – 2 quarter hours

In this course, students will develop departmental strategic plans, such as Admissions and Academic Advising. They will identify goals, objectives, and forms of assessments, and develop a multi-pronged approach towards achieving departmental goals.

Rationale: The need for this type of experiential learning emerged during the industry validation process.

Pre-requisites: EDU 6217, EDU 6230

EDU 6233 Survey Design-2 quarter hours

In this class, students will explore utilizing qualtrics or survey monkey to build a survey. Topics will include logic, branching, customization and writing better survey questions.

Rationale: The need for this type of experiential learning emerged during the industry validation process.

Pre-requisites: EDU 6230

LDR 6100 Developing Your Leadership Capability-3 quarter hours

Begins with the premise everyone is capable of exercising leadership. Establishes this premise by exposing students to a series of alternative perspectives of leadership, including some contemporary collaborative models. Offers students an opportunity to demonstrate a holistic perspective of leadership by gaining an appreciation for the self and how it relates to the greater world around them. Students take a series of professional and leadership assessments/instruments designed to increase their self-awareness. This information allows students to think critically about their own leadership abilities and determine where they fit within the leadership continuum. Offers students an opportunity to build a personal model of leadership that can be put to immediate use in their workplace.

Rationale: As a result of industry validation and job ad analysis, higher education practitioners are seeking this knowledge/skill set among HEA graduates.

LDR 6110 Leading Teams-3 quarter hours

Offers students an opportunity to lead teams through all stages of team development, learn and overcome team challenges, and determine the principles of building high-performing teams while nurturing the cohesion and bonding of team members. The team is the unit of an organization where most leaders begin to develop influence skills. Leading teams involves managing different personalities, cultures, and varying skill levels, while simultaneously securing resources and managing expectations of stakeholders. In this course, students also have an opportunity to learn effective techniques for working with virtual teams, managing conflict in teams, and facilitating team problem solving.

Rationale: As a result of industry validation and job ad analysis, higher education practitioners are seeking this knowledge/skill set among HEA graduates.

CMN 6050 Crisis Communication-3 quarter hours

Examines crisis communication from the perspective of practitioners as well as academics. Both groups have examined accommodation as well as avoidance strategies for crisis communication. Crises are a fact of life in organizations. Natural disasters, sexual harassment charges, psychopathic acts, and product callbacks are a few situations that require intelligent communication to internal and external stakeholders. Includes analysis of

several crisis-communication studies, including recommendations for “what I would have done instead.” Reviews the elements of an effective crisis communication plan and development of communication tactics for a range of stakeholder audiences.

Rationale: As a result of industry validation and job ad analysis, higher education practitioners are seeking this knowledge/skill set among HEA graduates.

CMN 6045 Leveraging Digital Technologies: Strategy Assessment and Governance-3 quarter hours

Focuses on the initial stages of social media initiatives: strategy identification, assessment, and governance considerations. Offers students an opportunity to learn the importance of establishing goals and objectives to guide subsequent development and implementation efforts, how to evaluate the potential for digital technologies to enable the pursuit of those goals and objectives, and how to conduct a comparative assessment of current and potential tools and practices to identify the most efficient and effective approaches. Also offers an opportunity to develop an appreciation for the governance issues that have to be considered once a commitment to leveraging new technologies has been made.

Rationale: As a result of industry validation and job ad analysis, higher education practitioners are seeking this knowledge/skill set among HEA graduates.

CMN 6065 Implementation and Management of Social Media Channels and Online Communities-3 quarter hours

Focuses on the implementation and management stages of social media initiatives. Offers students an opportunity to learn how to establish/expand an organization’s initial presence on multiple platforms, define metrics for measuring success in both the short and longer terms, develop training for community managers and others, evaluate the performance of social media activities and revise strategies/tactics to adapt to feedback, and determine logical approaches for expanding a digital community and developing specific campaigns based on community activity.

Rationale: As a result of industry validation and job ad analysis, higher education practitioners are seeking this knowledge/skill set among HEA graduates.

Pre-requisites: CMN 6045

NPM 6110 Legal and Governance Issues in Nonprofit Organizations-3 quarter hours

Examines the U.S. federal and state laws under which nonprofit organizations operate and considers their effect on the establishment and operation of nonprofit organizations. Offers students an opportunity to learn about incorporation and tax-exempt status, general liability, regulatory compliance/reporting, and contracts. Emphasizes the roles, responsibilities, processes, and powers of boards of directors.

NPM 6120 Financial Management for Nonprofit Organizations-3 quarter hours

Introduces students to the major financial management concepts and techniques required for effective management of nonprofit organizations. Managing one’s budget well is an essential skill for the nonprofit manager because the organization’s core mission cannot be served if the financial health of the organization is in jeopardy. Offers students an opportunity to learn about nonprofit accounting, budget management, revenue forecasting, financial statements and reports,

tax issues, grant compliance, internal expenditure control, audits, cash flow management, long-term financial planning, endowment management, and capital financing.

Rationale: As a result of industry validation and job ad analysis, higher education practitioners are seeking this knowledge/skill set among HEA graduates.

NPM 6130 Fundraising and Development for Nonprofit Organizations-3 quarter hours

Examines sources of funding and strategies for development planning, including donor profiles, proposals and case statements, foundation and corporate philanthropy, government grant and contract programs, special events, marketing and public relations functions, direct mail and membership campaigns, planned giving, major gifts, and capital campaigns. Fundraising and development are essential skills for managers because nonprofit organizations depend upon individual, government, and foundation resources to fulfill their mission.

Rationale: As a result of industry validation and job ad analysis, higher education practitioners are seeking this knowledge/skill set among HEA graduates.

NPM 6140 Grant and Report Writing-3 quarter hours

Introduces grants and grant proposal writing. Knowledge of the grant writing cycle allows nonprofit professionals to use their time productively. Topics include effective research, creating a plan for the program, elements of a good proposal, components of the proposal package, and strategies for getting a proposal read by a foundation or corporation. Offers students an opportunity to research an RFP or identify a foundation, write a grant proposal, and ready it for submission to a funding source.

Rationale: As a result of industry validation and job ad analysis, higher education practitioners are seeking this knowledge/skill set among HEA graduates.

Program Assessment:

Assessment will be done on routine basis in consultation with the Director of Assessment. Initially, lead faculty for each course will map the signature assignment to an SLO/competency. The annual review process for direct evaluation will randomly sample student work, which will then be assessed against the designated competencies.

Alumni, industry veterans, and students will also provide indirect assessment on a yearly basis. Methods will include surveys and focus groups to assess the success of the program. In addition, enrollment and persistence will also serve as indirect methods of assessment. Faculty will utilize the results of these assessments to evaluate the curriculum, competencies and efficiency of the program, making adjustments as appropriate.

Every five years, faculty will assess the program as a whole utilizing alumni, industry partners, current students, course evaluations, and market research. The five-year assessment will include a review of the professional standards from relevant higher education professional associations.

These methods will allow us to ascertain emerging trends and make adjustments to the curriculum as appropriate.

Program Contributions to the University Mission

University Mission:

This degree program creates opportunities for working professionals to build their skills in the field of higher education. The re-design of the program draws heavily from humanics. The field of higher education has become more assessment driven, requiring managers to become adept at handling and understanding data to drive decisions. At the same time, higher education is a distinctly human based field. While higher education administrators need to be able to devise and understand data, the context of the decisions they make is uniquely human. Thus, this program contributes to the mission of Northeastern by delivering an applied learning experience to working professionals guided by the field of humanics.

Admission criteria and process:

Prospective students must submit the following materials for admission consideration:

- Online application
- Statement of purpose (500–1000 words): identifies educational goals and expectations of the program
- Professional resume
- Unofficial undergraduate transcripts (Official transcripts required at the time of admission)
- Two letters of recommendation: from individuals who have either academic or professional knowledge of students' capabilities such as a faculty member, colleague, or mentor, preferably one from the current employer
- English Language Proficiency Proof: students for whom English is not their primary language must submit one of the following:
 - a. Official associate or bachelor's degree transcript from an accredited college or university in the U.S, stating degree conferral and date
 - b. TOEFL, IELTS, or NU Global Exam scores

The criteria reflect our current, admission requirements for the HEA concentration and other CPS' Master-level programs. Students must submit a transcript with degree conferral listed on their undergraduate transcripts. Once the application packet is complete, the Lead Faculty for the M.Ed. in Higher Education Administration, will review all materials and submit a decision. If students are completing their bachelors while applying they can submit their transcripts with their up-to-date grades listed. During the first term of classes they will need to submit official transcripts with degree conferral listed to remain an active student in the program. For admissions, students are encouraged to have a 3.0 or higher but will accept 2.5 with an academic condition if they have work experience. An academic condition requires the student to receive a B or better in their first two courses in the program to remain an active student. Applications are reviewed on a rolling basis.

Time to Degree Completion:

Students may enroll in 1-2 courses per quarter so that they can complete the program between 1.5-2 years. All courses will be offered online.

Degree requirements: Students must complete 45 quarter hours to graduate from the program. The breakdown is as follows: General Higher Education Administration Courses (9 qtr hours), Higher Education Administration Required Courses (20 qtr hours), Contemporary Issues Capstone (4 qtr hours) and Electives (12 qtr hours).

Resources:

The proposed program would seek additional two, full-time faculty members with experience in finances and admissions during AY 2020. They can also serve as dissertation chairs and potentially teach in the Ed.D. program. Since the program will offer 18 new courses, current part-time, half-time and full-time faculty will need to be compensated for course development between years 1-3, as well.

As a result of the industry validation process, we are exploring strategies to incorporate CRM software within the curriculum, such as the enrollment course.

Market Survey of Existing M.Ed. in Higher Education Administration

Competitor Landscape:

The number of providers conferring higher education administration master's degrees has grown significantly over the past five years – from 112 providers in 2013 to 145 in 2017. Alongside this growth has been a decline in the conferral per growth ratio – from 21.5 conferrals per provider to 17.4 in 2017 - signaling an increasingly crowded market. Growth of educational leadership and administration programs has been more incremental over this time period. There are considerably more educational leadership and administration programs compared to higher education specific programs.

The number of higher education administration programs offered in an online format increased from 23% in 2013 to 34% in 2017, according to IPEDS data. Similarly, the proportion of educational leadership offered online increase from 27% to 38% over this same period.

All of the top 5 higher education master's providers offer 100% online or hybrid delivery formats. Stony Brook is the leading provider of higher education master's market with 101 conferrals as of 2017 and has experienced phenomenal growth over the past 5 years. Stony Brook is followed by the for-profit, Walden University, with 82 conferrals and Kaplan University, which has been acquired by Purdue Global. Interestingly, these top three programs all target student affairs professionals through their core curriculum offering or through available concentrations. Further, they have program titles with 'MA' vs. 'MS' rather than 'MED', which is the typical program title for the majority of providers. A program title such as *MS in Higher Education Administration* may differentiate Northeastern in the market. (Source: Appendix: Office of Strategic Research and Analytics, Market Analysis: Master's in Higher Education Administration)

Top 5 Providers Higher Education	State	Sector	Program Title	Delivery Mode
Stony Brook University	NY	Public	MA in Higher Education Administration	Online, Hybrid or Face-to-Face
Walden University	MN	Private for Public	MS in Higher Education	Online
Kaplan University-Davenport Campus	IA	Private for Public	MS in Higher and Postsecondary Education	Online
Arizona State University-Tempe	AZ	Public	MEd in Higher and Postsecondary Education	Hybrid

Georgia Southern University	GA	Public	MEd in Higher Education Administration	Hybrid
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Two of the top five education leadership providers, Grand Canyon University and Concordia University, only focus on K- 12. Lamar University, American College of Education, and the University of Texas at Arlington experienced 5-year declines, but performances since 2016 have been stronger. The curriculum of the largest provider, Lamar, is designed to appeal to both K-12 and higher education administrators. American College of Education offers a low-cost program with total tuition and fees just under \$9,000. ACE also offers an extensive list of concentrations in high-demand areas such as *Enrollment Management*, and *Student Development and Affairs*. (Source: Appendix: Office of Strategic Research and Analytics, Market Analysis: Master’s in Higher Education Administration)

Regional Trends - Boston

Student demand in Boston for higher education administration related master’s degrees is robust with conferrals increasing from 176 in 2013 to 261 in 2017 (note: this excludes key competitors such as Harvard who only report to a general Education CIP Code and Northeastern’s data). Providers with hybrid and/or 100% online offerings have generally performed stronger than programs with just face-to-face delivery formats.

The Boston higher education master’s market is crowded including the presence of strong brands such as Boston University, Boston College, and Harvard University. Despite a relatively saturated market, CPS has performed well against competitors; as noted above, there were over 200 students enrolled in the higher education administration specialization as of FY18. Most providers offer a full master’s in higher education, but Boston University offers a higher education administration specialization within its *MEd in Educational Leadership & Policy Studies*. Boston College offers three related programs, an *MA in Higher Education* with multiple specializations, an *MA in International Higher Education*, and an *MEd in Educational Leadership and Policy*. Salem State offers a unique program tailored to student affairs professionals.

(Source: Appendix: Office of Strategic Research and Analytics, Market Analysis: Master’s in Higher Education Administration)

Institution	Program Title	Concentration	Delivery Format
Boston University	MEd in Educational Leadership and Policy Studies	Higher Education Administration	Online, Hybrid or Face-to-Face
Merrimack College	MEd in Higher Education	None	Face-to-Face with FT or PT options
Boston College	MA in Higher Education	-Student Affairs -Administration -Spirituality, Faith and Formation	Face-to-Face with FT or PT options
Salem State University	MEd in Higher Education in Student Affairs	None	Hybrid or Face-to-Face in Evenings

Endicott College	MEd in Higher Education Leadership	None	Online
University of Massachusetts-Lowell	MEd Education Administration: Higher Education	None	Hybrid
Boston College	MEd in Educational Leadership and Policy	None	Online or Hybrid
Suffolk University	MEd in Administration of Higher Education	None	Face-to-Face with FT or PT options
Eastern Nazarene College	MEd in Higher Education Administration	None	Hybrid
Harvard University	Ed.M. in Higher Education	None	Face-to-Face
Lesley University	MA International Higher Education and Intercultural Relations	None	Face-to-Face with FT or PT options

Regional Trends - Charlotte

There is a lack of competitors in Charlotte. All of Charlotte’s educational administration programs appear to target K-12 administrators only. (Source: Appendix: Office of Strategic Research and Analytics, Market Analysis: Master’s in Higher Education Administration)

Regional Trends - San Francisco Bay Area

After Boston, the Bay Area is the most competitive market out of Northeastern’s campus metros. University of San Francisco offers two relevant programs an *MA in Higher Education and Student Affairs* and an *MA in Organization & Leadership*. Mills College’s *MA in Educational Leadership* is the only program offered in a flexible online format but it is not fully dedicated to higher education. This presents an opportunity for Northeastern to be the only provider with a program offered in a flexible delivery format specifically designed for higher education administrators. (Source: Appendix: Office of Strategic Research and Analytics, Market Analysis: Master’s in Higher Education Administration)

Bay Area Providers	Program Title	Concentration	Delivery Format
University of San Francisco	MA in Higher Education and Student Affairs	None	Face-to-Face on evenings/weekends
	MA in Organization and Leadership	None	
Mills College	MA in Educational Leadership	None	Online or Face-to-Face
San Francisco State University	MA in Education, Adult Education Concentration	None	Face-to-Face
Stamford University	MA in Policy, Organization and Leadership Studies	None	Face-to-Face

Regional Trends – Seattle

The University of Washington’s *MEd Leadership in Higher Education* would most directly compete

with CPS’ proposed offering. There are two other adult education programs offered by Seattle University and City University of Seattle. Similar to the Bay Area, there are not any offerings fully dedicated to higher education administration which are also offered in a flexible online format. (Source: Appendix: Office of Strategic Research and Analytics, Market Analysis: Master’s in Higher Education Administration)

Seattle Metro Providers	Program Title	Concentration	Delivery Format
University of Washington-Seattle	MEd Leadership in Higher Education	None	Face-to-Face Cohort Format
Seattle University	MA or MEd in Adult Education and Training	Adult Basic Education	Online
City University of Seattle	MEd in Adult Education	TESOL	Online

The total tuition of CPS’ MEd Higher Education Administration specialization is priced relatively competitively compared to both national and regional providers, particularly Boston College, Harvard University, and Suffolk University. CPS is priced slightly higher than BU, Salem State, and Penn State World Campus; these are schools that CPS accepted students most frequently attend after declining their offers. (Source: Appendix: Office of Strategic Research and Analytics, Market Analysis: Master’s in Higher Education Administration)

The distinction between M.Ed. vs. MS degrees:

A MS degree usually requires students to complete several research-based courses to develop this particular skill set and applies to scientific disciplines. A M.Ed. degree is designed to prepare practitioners for their respective professional field by offering courses to develop their competencies. The curriculum focuses on evidence-based research to develop recommendations on how to improve practitioners’ work, which is aligned with the Graduate School of Education’s mission.

Accreditation

Since the M.Ed. in Higher Education Administration program falls under NECHE (New England Commission of Higher Education), the program will adhere to the guidelines and requirements necessary to maintain good standing. (<https://cihe.neasc.org>)

Proposal Submission Context:

We sought advice on various sections of the proposal from the following CPS stakeholders: Dr. Cherese Childers-McKee, Assistant Teaching Professor, Learning Domain Co-Lead; Dr. Tova Sanders, Associate Teaching Professor, GSE; Dr. Margaret Gorman, Associate Teaching Professor, GSE; Dr. Carl Zangerl, Faculty Director, Communication and Human Resource Management Portfolio, Associate Teaching Professor, and Lead Faculty, MS in Corporate and Organizational Communication; Dr. Mary Ludden, Assistant Teaching Professor, Project Management; Dr. Lori Ashline, Assistant Teaching Professor, Nonprofit Management Program; Amy Stratman, Senior Fellow and Director of Field Placement, GSE; Thiana Ferry, Senior Director of Academic Operations, CPS; Davina Danian, Director of Academic Operations, GSE; Jackeline Mitchell, Assistant Director, Academic Advising, GSE; Michael Gladstone, Senior Associate Dean for Administration, Finance and Business Planning



Appendix

Market Analysis: Master's in Higher Education Administration

January 18, 2019

Overview

The College of Professional Studies is seeking to offer a new *Master of Education (MEd) in Higher Education Administration*. Currently, CPS offers a Higher Education Administration specialization as part of its Master of Education. This market analysis assesses national and regional employer and student demand, in addition to the competitor landscape to support CPS' decision-making.

Summary

It is recommended that CPS proceed with the launch of a new, full master's degree in higher education administration. The job market in key Northeastern regions such as Boston and the Bay Area is strong and continued employment growth is expected. While the Boston market is especially crowded, there are opportunities for Northeastern to differentiate from competitors such as by developing robust experiential learning experiences, and designing its curriculum to appeal to large segments of the prospective student market such as student affairs and enrollment management professionals.

Key Findings

Professional Demand

- The job market for graduates of higher education administration master's degrees is strong with a large employment base and faster than average growth expected into the next decade. Nationally, there were ~143,000 individuals employed as Postsecondary Education Administrators in 2018 and over ~158,000 projected in 2028, a growth rate of 11%. This is faster than the average growth rate of 9% expected across all occupations over this time period.
 - Among Northeastern's campus regions, the Boston metro is by far the most robust job market for Postsecondary Education Administrators with nearly ~8,200 individuals employed as of 2018 and a location quotient of 3.14.¹ After Boston, the Bay Area (including San Francisco and San Jose) is likely the strongest job market for CPS' proposed MEd in Higher Administration with ~2,600 employment in 2018 and a 10% average growth rate into 2028. Seattle offers a potentially viable job market as well, but Charlotte's market is relatively small.
- Compared to average education level preferences across all occupations, a very high proportion of Postsecondary Education Administrator job postings seek doctoral level candidates, 4% vs. 19%. A Master's in Higher Education which allows participants to transfer credits to a doctoral level program such as Northeastern's EdD could be attractive to prospective students.
- The most requested job titles among Postsecondary Education Administrator job postings are related to admissions, registrar, student affairs/financial services, and other administrative roles pertaining to academics which range from coordinator positions to senior leadership such as deans. These hiring trends suggests admissions and student services tracks in a master's in higher education degree could be attractive for professionals in these roles.

Student Demand

- There has been strong momentum for higher education administration master's programs with a 20% growth in conferrals over the last 5 years - from 2,600 conferrals in 2013 to 3,100 in 2017.

- Student demand in Boston for higher education administration related master's degrees is robust with conferrals increasing from 176 in 2013 to 261 in 2017 (note: this excludes key competitors such as Harvard who only report to a general Education CIP Code and Northeastern's data). Providers with

¹ Location quotients show how concentrated demand is within a particular geography. US-wide average demand equals 1.0; an LQ of 1.2, for example, indicates 20% higher demand than the US average (or 1.2 times the US concentration)

hybrid and/or 100% online offerings have generally performed stronger than programs with just face-to-face delivery formats.

- Student interest in CPS' MEd in Higher Education Administration specialization has decreased overall in the last 5 years, but headcount has been on a positive trajectory since 2016. As of FY18, headcount was over 200 suggesting it is a popular offering with potential to scale.

Competitor Landscape

- The number of providers conferring higher education administration master's degrees has grown significantly over the past five years – from 112 providers in 2013 to 145 in 2017. Alongside this growth has been a decline in the conferral per growth ratio – from 21.5 conferrals per provider to 17.4 in 2017 - signaling an increasingly crowded market.
- The top three programs based on 2017 conferrals all target student affairs professionals through their core curriculum offering or through available concentrations, suggesting a popular area of study. Further, they have program titles with 'MA' vs. 'MS' rather than 'MED', which is the typical program title for the majority of providers. A program title such as *MS in Higher Education Administration* may differentiate Northeastern in the market.
- The total tuition of CPS' MEd *Higher Education Administration* specialization is priced relatively competitively compared to both national and regional providers, particularly Boston College, Harvard University, and Suffolk University. CPS is priced slightly higher than Boston University, Salem State, and Penn State World Campus; these are schools that CPS accepted students most frequently attend after declining their offers.
- The Boston higher education master's market is crowded including the presence of strong brands such as Boston University, Boston College, and Harvard University. Despite a relatively saturated market, CPS has performed well against competitors.
 - After Boston, the Bay Area is the most competitive market out of Northeastern's campus metros. University of San Francisco offers two relevant programs an *MA in Higher Education and Student Affairs* and an *MA in Organization & Leadership*. Mills College's *MA in Educational Leadership* is the only program offered in a flexible online format but it is not fully dedicated to higher education. This presents an opportunity for Northeastern to be the only provider with a program offered in a flexible delivery format specifically designed for higher education administrators.
 - In Seattle, the University of Washington's *MEd Leadership in Higher Education* would most directly compete with CPS' proposed offering. There are two other adult education programs offered by Seattle University and City University of Seattle. Similar to the Bay Area, there are not any offerings fully dedicated to higher education administration which are also offered in a flexible online format.
 - There is a lack of competitors in Charlotte. All of Charlotte's educational administration programs appear to target K-12 administrators only.

Professional Demand

The job market for graduates of higher education administration master's degrees is strong with a large employment base and faster than average growth expected into the next decade. Nationally, there were ~143,000 individuals employed as Postsecondary Education Administrators in 2018 and over ~158,000 projected in 2028, a growth rate of 11%. This is faster than the average growth rate of 9% expected across all occupations over this time period.

Among Northeastern's campus regions, the Boston metro is by far the most robust job market for Postsecondary Education Administrators with nearly ~8,200 individuals employed as of 2018 and a location quotient of 3.14.² While employment growth of Postsecondary Education Administrators in Boston is expected to be slower than average into 2028, the region should still add more positions than any other Northeastern region. Boston also has the largest gap in regional completions relative to job openings suggesting unmet employer needs. After Boston, the Bay Area (including

² Location quotients show how concentrated demand is within a particular geography. US-wide average demand equals 1.0; an LQ of 1.2, for example, indicates 20% higher demand than the US average (or 1.2 times the US concentration)

San Francisco and San Jose) is likely the strongest job market for CPS' proposed MEd in Higher Administration with ~2,600 employment in 2018 and a 10% average growth rate into 2028.

MSA Rank by 2018 Employment	Education Administrators, Postsecondary (SOC 11-9033) <i>Source: Emsi Analyst/BLS</i>	2018 Employment	2028 Employment	% Change 2018 - 2028 (U.S. Avg. = 9%)	2018 Location Quotient	Regional Completions (2017)	Annual Job Openings
---	United States	142,704	158,022	11%	1.00	37,470	12,908
#2	Boston-Cambridge-Newton, MA-NH	8,176	8,708	7%	3.14	461	679
#11	San Francisco-Oakland-Hayward, CA	1,630	1,648	1%	0.69	245	126
#15	Seattle-Tacoma-Bellevue, WA	1,361	1,452	7%	0.70	286	113
#27	San Jose-Sunnyvale-Santa Clara, CA	924	1,166	26%	0.87	54	102
#33	Charlotte-Concord-Gastonia, NC-SC	823	867	5%	0.73	244	68

Employment of Postsecondary Education Administrators is expected to rise due to increasing student enrollment in colleges and universities. As more people enter colleges and universities to accomplish their career goals, more postsecondary education administrators will be necessary to serve the needs of these additional students.³ Postsecondary Education Administrators oversee student services, academics, and faculty research at colleges and universities, according to the Bureau of Labor Statistics' Occupational Outlook Handbook. Their job duties vary depending on the area of the college they manage, such as admissions, student affairs, or the registrar's office.⁴

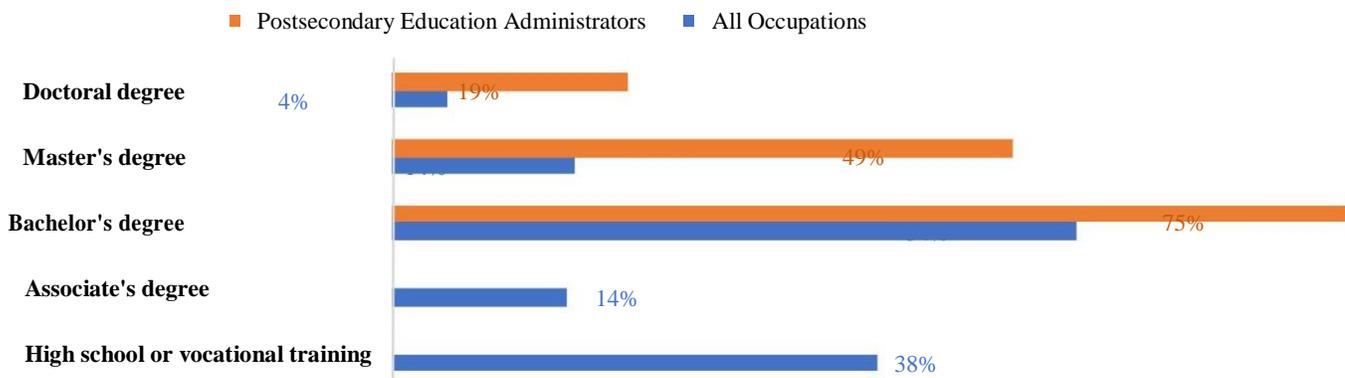
Postsecondary Education Administrators typically need at least a master's degree. However, at smaller colleges or community college, a bachelor's degree may be sufficient. Degrees can be in a variety of disciplines, such as social work, accounting, or marketing. Provosts and deans often must have a Ph.D. Some provosts and deans begin their careers as professors and later move into administration. These administrators have doctorates in the field in which they taught. Other provosts and deans have a Ph.D. in higher education or a related field.⁵

Real-Time Hiring

Over the last year (Jan. 01, 2018 - Dec. 31, 2018), there were 74,014 job postings for Postsecondary Education Administrators. Of the job postings listing a desired education credential for candidates, nearly half (23,868 postings) preferred or required a master's level degree. Compared to average education level preferences across all occupations, a very high proportion of Postsecondary Education Administrator job postings seek doctoral level candidates, 4% vs. 19%. A Master's in Higher Education which allows participants to transfer credits to a doctoral level program such as Northeastern's EdD could be attractive to prospective students.

Requested Education Level among Job Postings in 2018

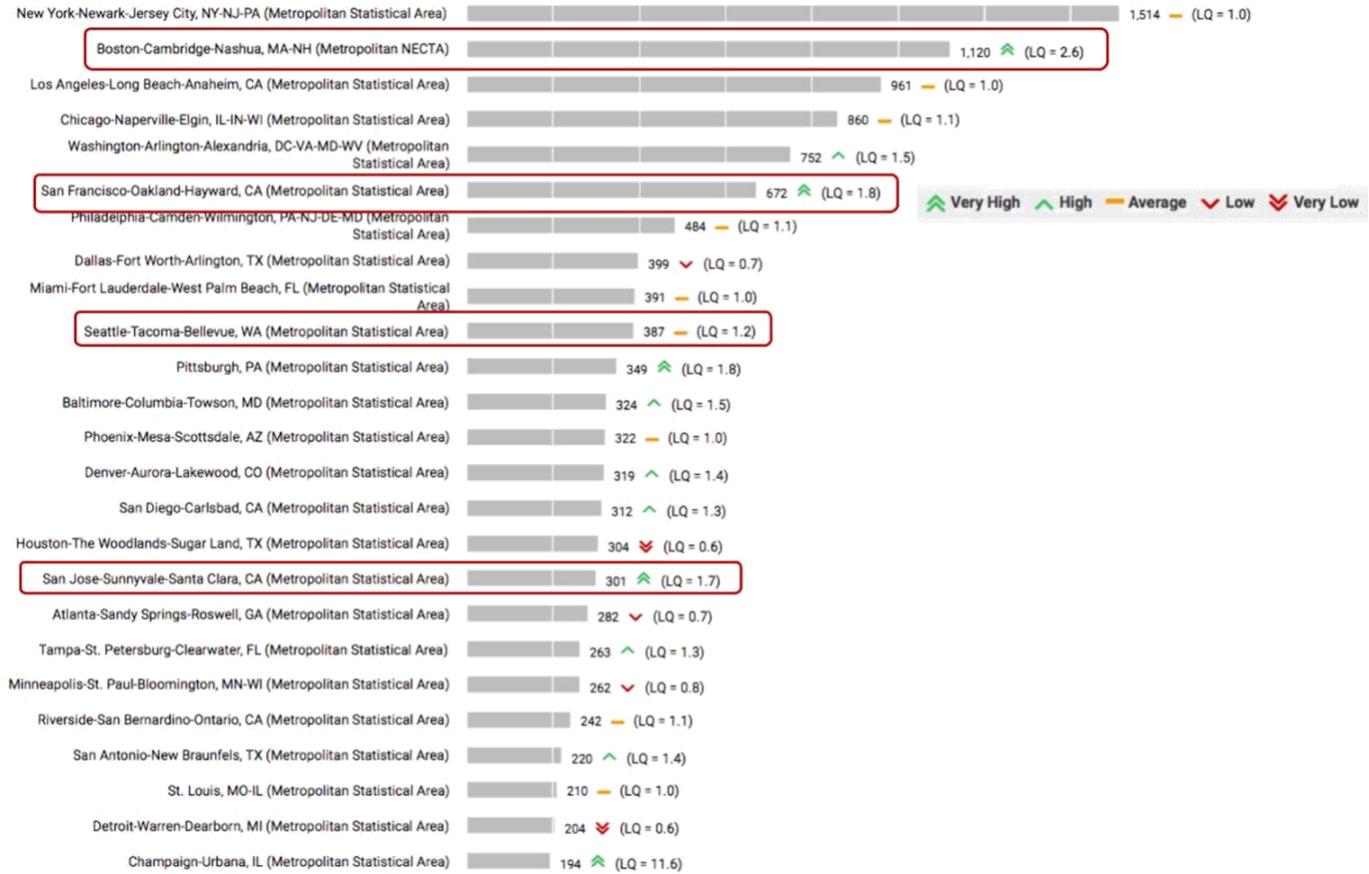
Source: Burning Glass' LaborInsight Database (14,561,761 postings in total across all occupations and 48,985 postings for Postsecondary Education Administrators which include information on preferred edu



³ <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-6>

⁴ <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-1>

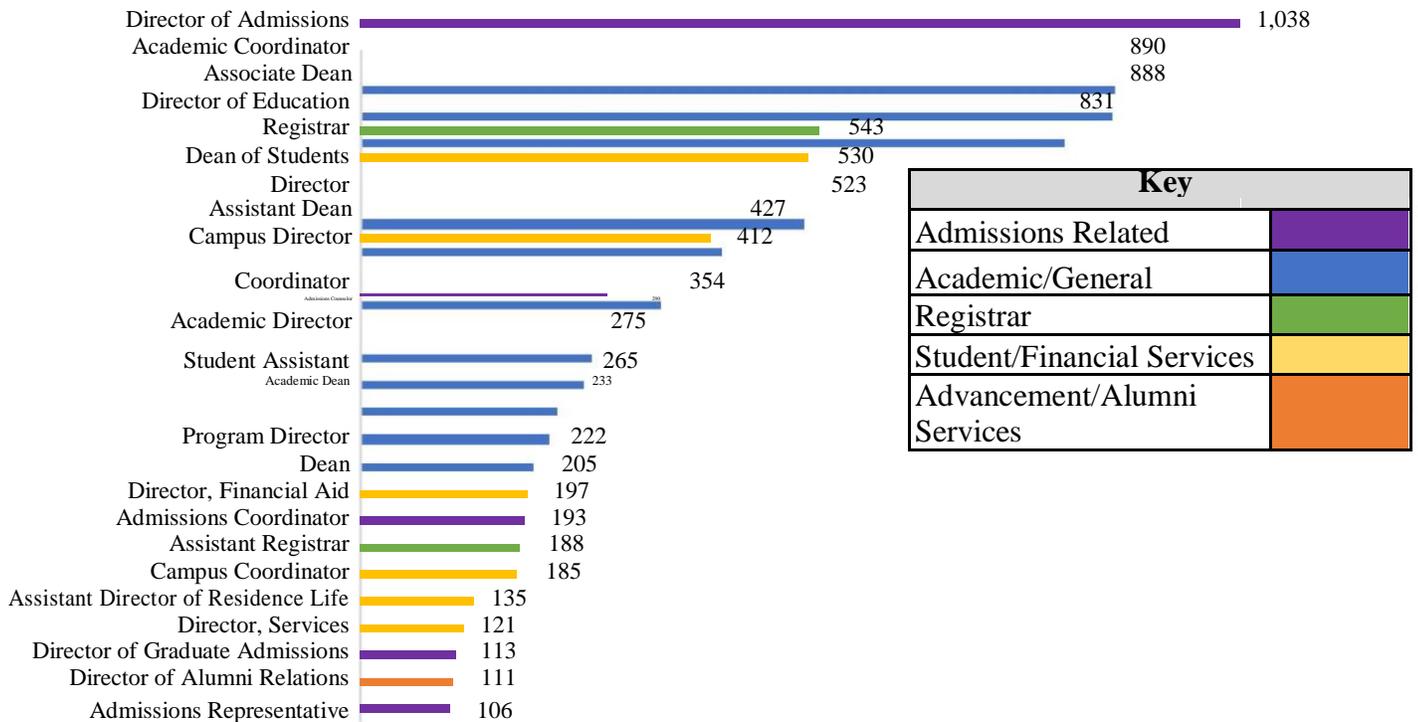
⁵ <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-4>



The most requested job titles among Postsecondary Education Administrator job postings are related to admissions, registrar, student affairs/financial services, and other administrative roles pertaining to academics which range from coordinator positions to senior leadership such as deans. These hiring trends suggests admissions and student services tracks in a master’s in higher education degree could be attractive for professionals in these roles.

Top Job Titles among Postsecondary Education Administrator Job Postings in 2018

Source: LaborInsight Database (23,868 master’s level postings)

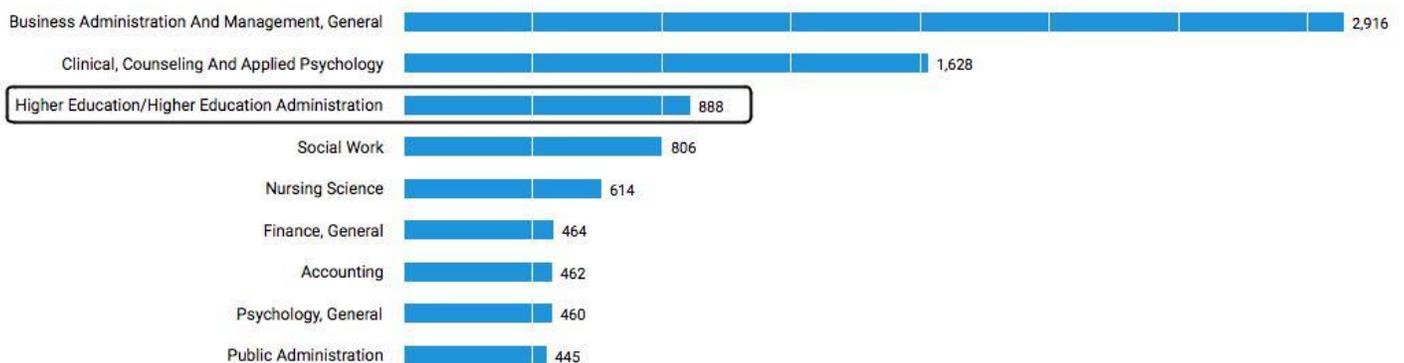


Worker Supply: Postsecondary Education Administrator worker profiles also showcase the high proportion of admissions and student services roles within this occupation. According to the over 57,000 master’s level worker profiles of Postsecondary Education Administrators (updated since 2016) in Emsi’s Alumni Insight database, the top 3 job titles include *Director of Student Services* (10% of profiles), *President* (9%) *Director of Admissions* (7%). Emsi’s Alumni Insight database holds more than 63 million professional profiles (updated since 2016) built from resume’s submitted to CareerBuilder, and information scraped from the open web, which includes all the major professional profile sites (e.g., LinkedIn). *Note: This data is self-reported by individuals and provides point-in-time information only.*

Notably, employers most commonly seek job candidates with degrees in general *business administration and management* fields, followed by *clinical, counseling, and applied psychology* and *higher education/ higher education administration* (the field most aligned with CPS’ proposed program). This signals that CPS’ proposed ME in Higher Education Administrations would not only compete with offerings in this specific discipline, but with programs such as MBA’s which can serve as alternatives.

Top Education Credentials Sought by Employers Postsecondary Education Administrators Job Postings in 2018

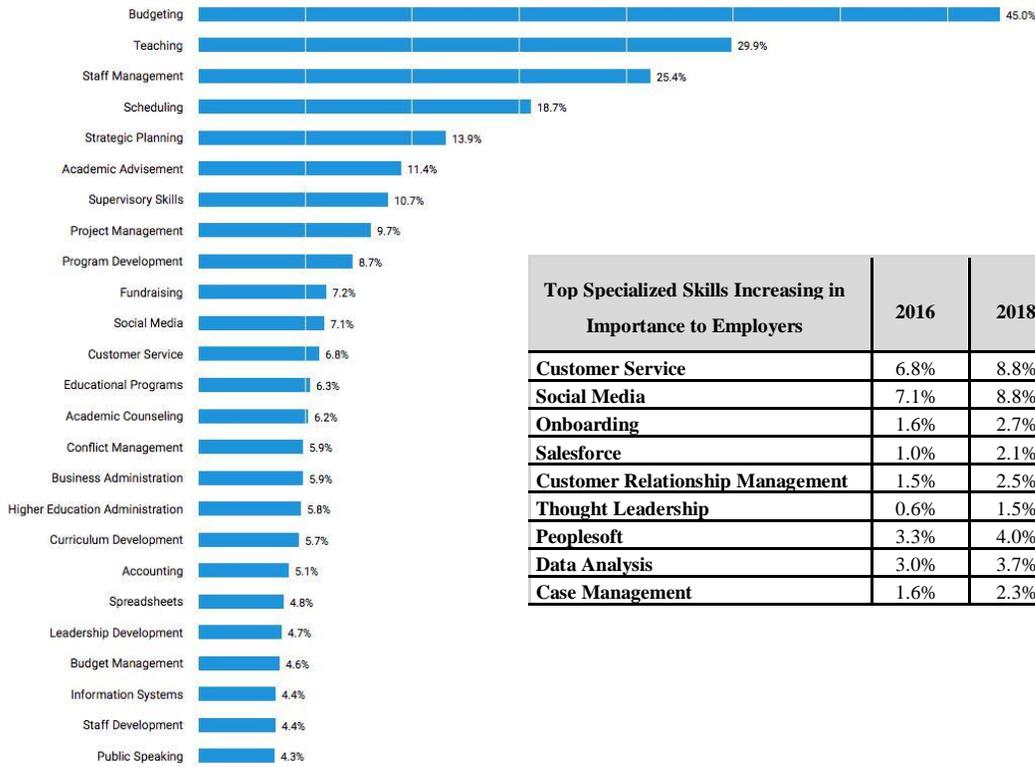
Source: LaborInsight Database (23,868 master’s level postings)



Budgeting (45% of postings), *Teaching* (30%), and *Staff Management* (25%) are the top skills requested among Postsecondary Education Administrator job postings. *Strategic Planning* (14%) and *Academic Advisement* (11%) are the top education-oriented skills. Employers hiring for Postsecondary Education Administrators are increasingly seeking candidates with skills related to customer relationship management, social media, and data analysis. Based on these trends, CPS should consider including coursework related to data-driven decision-making, enrollment management, and student services.

Top Skills Requested among Postsecondary Education Administrator Job Postings in 2018

Source: LaborInsight Database (23,868 master’s level postings)



Top Specialized Skills Increasing in Importance to Employers	2016	2018	Change 2016 to 2018
Customer Service	6.8%	8.8%	2.0
Social Media	7.1%	8.8%	1.7
Onboarding	1.6%	2.7%	1.1
Salesforce	1.0%	2.1%	1.1
Customer Relationship Management	1.5%	2.5%	1.0
Thought Leadership	0.6%	1.5%	0.9
Peoplesoft	3.3%	4.0%	0.7
Data Analysis	3.0%	3.7%	0.7
Case Management	1.6%	2.3%	0.7

Student Demand

Northeastern Enrollments

Student interest in CPS’ MEd in Higher Education Administration specialization has decreased overall in the last 5 years, but headcount has been on a positive trajectory since 2016. While the proportion of MEd enrollments in the higher education administration specialization has decreased slightly over recent years, it still is by far the most popular MEd specialization.

Northeastern Headcount	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019 YTD
Graduate Certificate in Higher Education Administration	17	21	14	22	15	9
MEd Total	485	386	348	356	370	306
Higher Education Administration Specialization	312	251	208	213	221	172
% HEA Specialization / Total MEd	64%	65%	60%	60%	60%	56%

National Demand Trends

There are a large number of students in the U.S. participating in educational administration related master’s degrees suggested a scalable market opportunity for CPS’ MEd in Higher Education Administration. Providers generally offer two

types of programs: programs that serve current or aspiring educational administrators working *at any level of education*, or programs that serve current or aspiring educational administrators working *specifically in higher education* - similar to

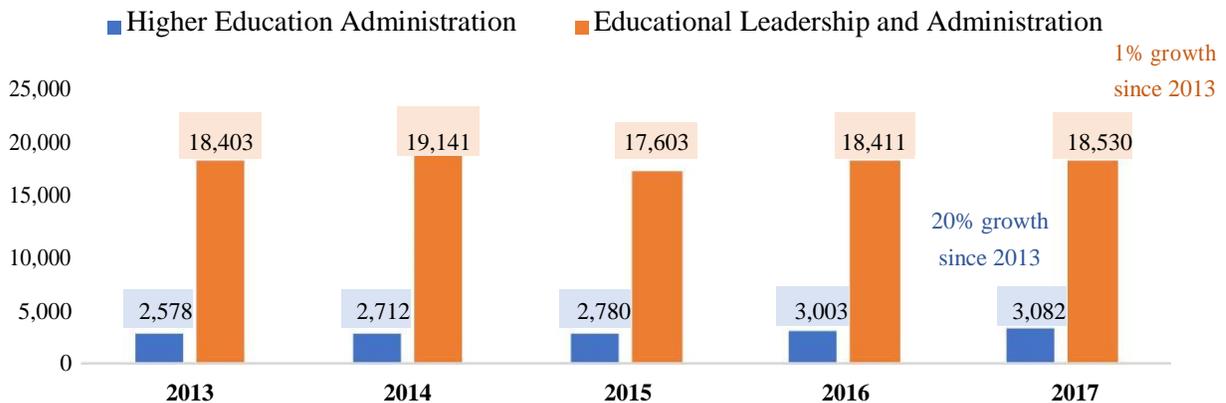
CPS' master's offering. Relatedly, competitors most often self-report conferrals to two separate 6-digit CIP Codes in NCES' IPEDS database. Both codes are examined in this analysis to provide a more comprehensive picture of demand and because certain competitors with higher education specific programs opt to report conferrals to the *Educational Leadership and Administration, General* code instead of the *Higher Education/Higher Education Administration* code.

- **Educational Leadership and Administration, General** (CIP Code 13.0401) - A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level, and that may prepare individuals as general administrators and supervisors.
- **Higher Education/Higher Education Administration** (CIP Code 13.0406) - A program that focuses on the principles and practice of administration in four-year colleges, universities and higher education systems, the study of higher education as an object of applied research, and which may prepare individuals to function as administrators in such settings. Includes instruction in higher education economics and finance; policy and planning studies; curriculum; faculty and labor relations; higher education law; college student services; research on higher education; institutional research; marketing and promotion; and issues of evaluation, accountability and philosophy.

There are far more graduates in general education leadership master's programs compared to higher education administration, 18,530 vs. 3,082 in 2017, respectively. While general education leadership programs have greater scale, their growth has been relatively stagnant since 2013. There has been stronger momentum for higher education administration master's programs with a 20% growth in conferrals over the last 5 years. Notably, the higher education administration market is dominated by domestic students, only about 2% of all 2017 educational administration conferrals were from international students.

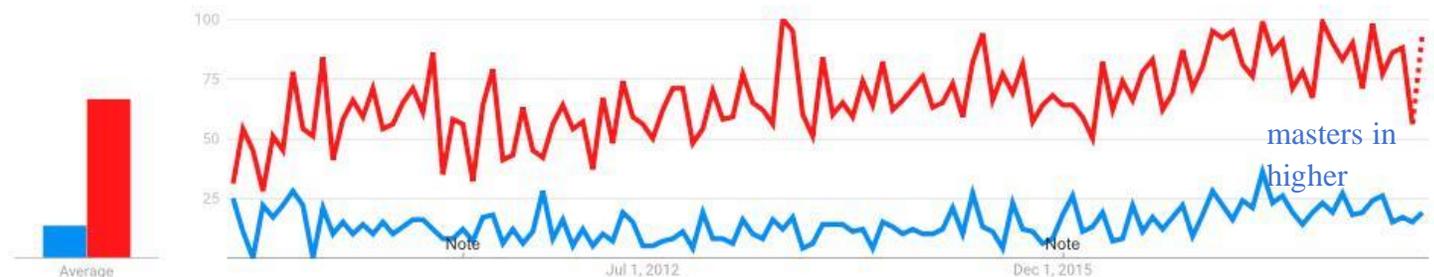
Master's Degree Conferrals in Education Administration Fields

Source: NCES' IPEDS Database



Google Search Trends

Based on a rough estimation of search volume, prospective student interest levels in 'masters in higher education' and 'masters in higher education online' programs have been growing over the last 5 years. Search volume for MEd in Higher Education Administration is not large enough to display trends. Average monthly search volume data in Google Ads keyword planner tool further showcases that searches are typically the highest for 'masters in higher education' compared to other terms such as 'master of education in higher education administration' or 'ma higher education'. A number of individuals are also specifically searching for student affairs specific offerings.



January 2009

January 2019

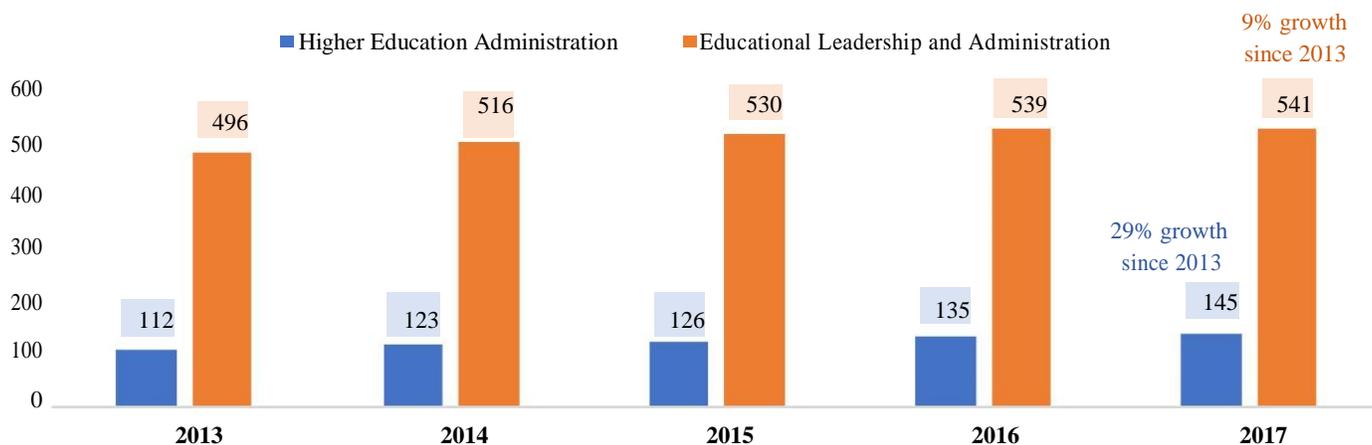
Competitor Landscape

The number of providers conferring higher education administration master’s degrees has grown significantly over the past five years – from 112 providers in 2013 to 145 in 2017. Alongside this growth has been a decline in the conferral per growth ratio – from 21.5 conferrals per provider to 17.4 in 2017 - signaling an increasingly crowded market. Growth of educational leadership and administration programs has been more incremental over this time period. There are considerably more educational leadership and administration programs compared to higher education specific programs.

The number of higher education administration programs offered in an online format increased from 23% in 2013 to 34% in 2017, according to IPEDS data. Similarly, the proportion of educational leadership offered online increase from 27% to 38% over this same period.

Master's Degree Providers in Education Administration Fields

Source: NCES' IPEDS Database



All of the top 5 higher education master’s providers offer 100% online or hybrid delivery formats. Stony Brook is the leading provider of higher education master’s market with 101 conferrals as of 2017 and has experienced phenomenal growth over the past 5 years. Stony Brook is followed by the for-profit, Walden University, with 82 conferrals and Kaplan University, which has been acquired by Purdue Global. Interestingly, these top three programs all target student affairs professionals through their core curriculum offering or through available concentrations. Further, they have program titles with ‘MA’ vs. ‘MS’ rather than ‘MEd’, which is the typical program title for the majority of providers. A program title such as *MS in Higher Education Administration* may differentiate Northeastern in the market.

Top 5 Providers Higher Education	State	Sector	Program Title	Concentrations	Delivery Format	Master’s Conferrals					% Change 2013-2017
						2013	2014	2015	2016	2017	
Stony Brook University <i>School of Professional Development</i>	NY	Public	MA in Higher Education Administration <i>Also offers digital badges</i>	<i>Targeted to student affairs</i>	Online, Hybrid, or Face-to-face	23	57	72	96	101	339%
Walden University	MN	Private for-profit	MS in Higher Education	<ul style="list-style-type: none"> General Program Adult Learning College Teaching and Learning Enrollment Management and Institutional Marketing Global Higher Education Leadership for Student Success Online and Distance Learning 	Online	139	136	124	110	82	-41%

Kaplan University-Davenport Campus <i>Now part of Purdue University Global</i>	IA	Private for-Profit	MS in Higher Education	<ul style="list-style-type: none"> • College administration and leadership • College teaching • Student affairs 	Online	169	196	136	131	79	-53%
Arizona State University-Tempe <i>Mary Lou Fulton Teachers College</i>	AZ	Public	MEd in Higher and Postsecondary Education	None	Hybrid	54	67	63	42	64	19%
Georgia Southern University <i>College of Education</i>	GA	Public	MEd in Higher Education Administration	None	Hybrid	51	60	65	58	63	24%

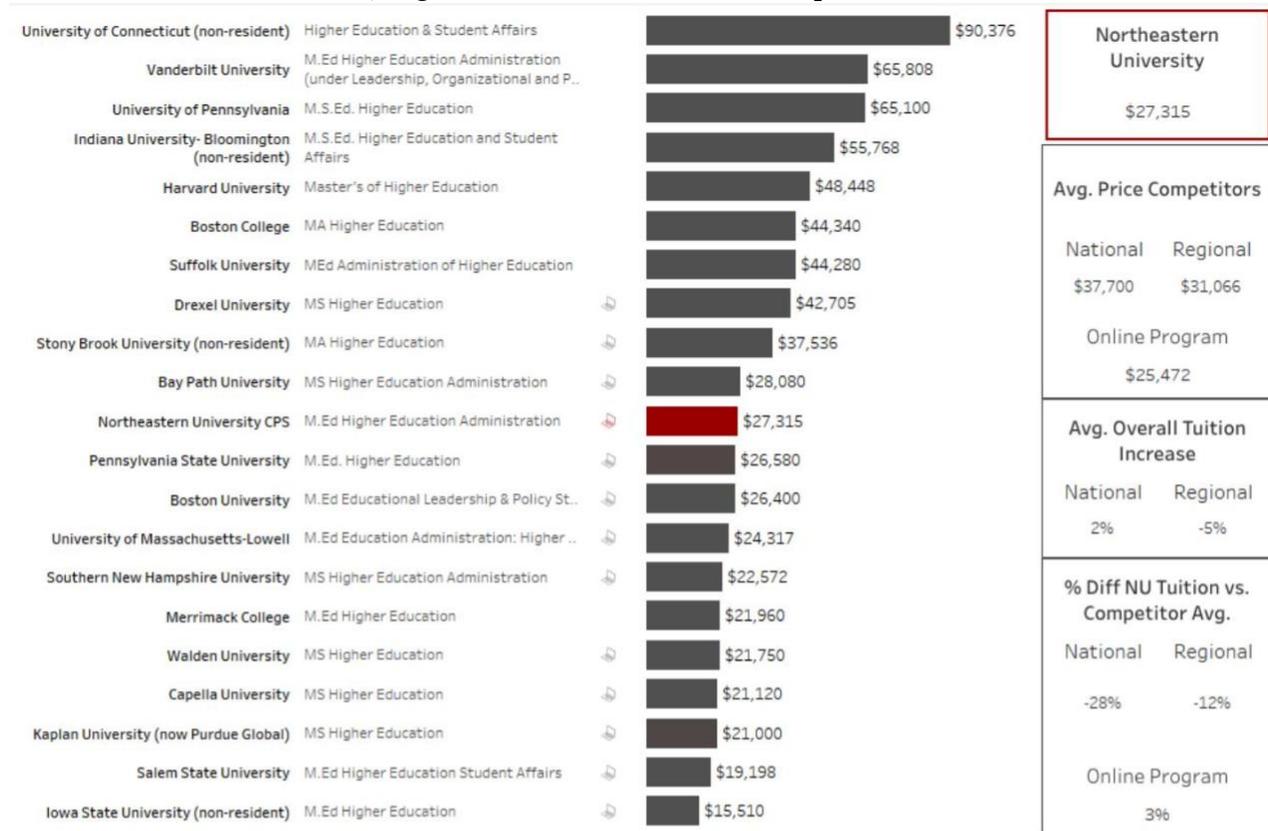
Two of the top five education leadership providers, Grand Canyon University and Concordia University, only focus on K-12. Lamar University, American College of Education, and the University of Texas at Arlington experienced 5-year declines, but performances since 2016 have been stronger. The curriculum of the largest provider, Lamar, is designed to appeal to both K-12 and higher education administrators. American College of Education offers a low-cost program with total tuition and fees just under \$9,000. ACE also offers an extensive list of concentrations in high-demand areas such as *Enrollment Management*, and *Student Development and Affairs*.

Top 5 Providers Education Leadership	State	Sector	Program Title	Concentrations	Delivery Format	2013	2014	2015	2016	2017	% Change 2013-2017
Lamar University <i>College of Education and Human Development</i>	TX	Public	MEd in Educational Administration	<i>For Principal, School Superintendent, and Administrator careers in Public schools, Private and preparatory schools, or Colleges and universities</i>	Online	846	791	751	799	707	-16%
American College of Education	IN	Private for-profit	MEd in Higher Education	<ul style="list-style-type: none"> • Community College Leadership • Enrollment Management • Institutional Research and Planning • International Education • Leadership • Student Development and Affairs 	Online	781	888	502	583	601	-23%
Grand Canyon University <i>College of Education</i>	AZ	Private for-profit*	MEd in Educational Administration*	<i>*Only focuses on K-12</i>	Online	74	80	416	572	528	614%
The University of Texas at Arlington <i>College of Education</i>	TX	Public	M.Ed. in Educational Leadership and Policy Studies	<ul style="list-style-type: none"> • M.Ed. with Higher Education Administration Emphasis • M.Ed. with Principal Certificate 	Online, Hybrid, or Face-to-face	404	209	307	328	390	-3%
Concordia University-Irvine	CA	Private not-for-Profit	MA in Education: Educational Administration*	<i>*Only focuses on K-12</i>	Online or Hybrid	245	228	226	314	339	38%

*Converted to non-profit

The total tuition of CPS' MEd Higher Education Administration specialization is priced relatively competitively compared to both national and regional providers, particularly Boston College, Harvard University, and Suffolk University. CPS is priced slightly higher than BU, Salem State, and Penn State World Campus; these are schools that CPS accepted students most frequently attend after declining their offers.

FY18-19 Total Tuition Competitor Pricing MEd, Higher Education Administration Specialization



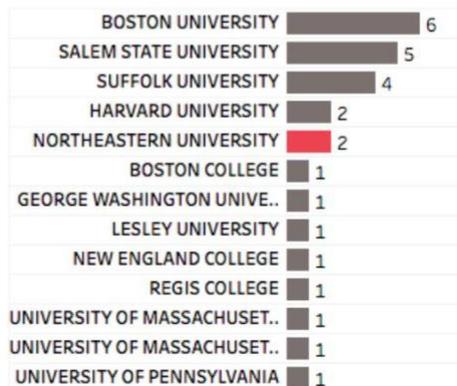
Top Schools Selected by MEd, Higher Education Administration Specialization Decliners

Source: National Student Clearinghouse, Winter 2014-Fall 2018

Competitor Institutions:

Students from MA

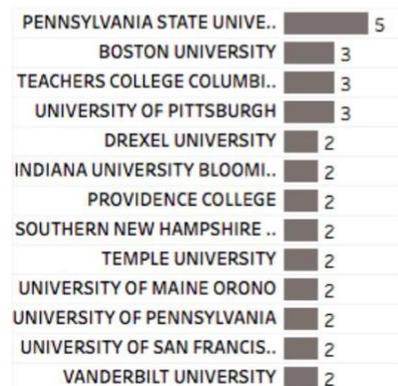
Number of Records: 27



Competitor Institutions:

Students Outside MA (in U.S.)

Number of Records: 64



Trends across Key Northeastern Competitors

BU's MEd in Educational Leadership & Policy Studies with a concentration in Higher Education is likely CPS strongest competitor in Boston. BU's program appears to lack dedicated experiential learning experiences for students which offers

Northeastern with a differentiation opportunity. Other key Northeastern competitors, however, offer experiential learning experiences such as optional internships (Penn State World Campus and Columbia) and required field experiences (Salem State and Suffolk).

In addition to its *MEd in Higher Education*, Penn State World Campus offers an *MEd in Lifelong Learning and Adult Education* allowing prospective students to further specialize based on their interests. In general, concentrations are not frequently offered by competitors signaling another differentiation opportunity for CPS. Profiled key competitors commonly offer core courses related to research and foundational higher education courses. Unique courses include BU’s strategic planning course and innovation courses, and Salem State’s college student development course.

Key CPS Competitors	Program Title / Credit Requirements	Experiential Learning	Target Audiences and Concentrations	Delivery Format	Select Core Courses
Boston University <i>Wheelock College of Education & Human Development</i>	MEd in Educational Leadership & Policy Studies 36 credits	Does not appear to Offer	Higher Education Administration concentration “...current and future roles as administrators involved in areas including student life, financial aid, admissions, career advisement, pre-college advisement, development, and alumni relations.”	Offers a part-time, 100% online, with asynchronous classes and flexible live sessions option over 2 years; and a FT face-to-face option over 1 year	<ul style="list-style-type: none"> Strategic Planning and Administration Legal Issues in Higher Education Introduction to Research Governance and Decision Making in Higher Education Student Affairs in Higher Education Innovations in Higher Education Diversity and Justice in Higher Education
Teachers College of Columbia	MA in Higher and Postsecondary Education 32 points	Optional internship	Specializations: <ul style="list-style-type: none"> Academic & Developmental Analysis Organizational & Institutional Analysis Social/Cultural & Civic Analysis 	PT and FT options, mostly face-to-face courses in evening with select courses online	<ul style="list-style-type: none"> Introduction to research methods in education or equivalent with advisor Approval Purposes and policies of higher education Curriculum and instruction in higher Education The American college student Advanced professional seminar: College student development theories
	EdM in Higher and Postsecondary Education 60 points <i>Advanced degree for applicants who have professional experience</i>	Does not appear to offer	(1) Professional Practices in Higher Education track (2) Practices of Research in Higher Education track	PT and FT options, mostly face-to-face courses in evening with select courses online	
Penn State World Campus	MEd in Higher Education 30 credits Also offers an MEd in Lifelong Learning and Adult Education with an <i>Adult Basic Education and Literacy Option</i> and a <i>Global Online and Distance Education Option</i>	Optional internship	<ul style="list-style-type: none"> Administration Student Engagement Institutional Research Fundraising Leadership 	Online	<ul style="list-style-type: none"> Foundations in Higher Education and Student Affairs Foundations of Institutional Research Pro-Seminar in U.S. Higher Education Administrative Leadership in Higher Education College Students and Their Success
Salem State University	MEd in Higher Education in Student Affairs 42 credits	Practicums (supervised field experiences)	“...graduates work in a variety of student affairs administrative areas, including admissions, financial aid, academic advising, multicultural affairs, residence life, student activities and more.”	General cohort: Mostly face-to-face with some hybrid courses Executive cohort: Online and hybrid courses	<ul style="list-style-type: none"> Student Affairs: Theory, Research and Practice Theories of College Student Development The History of Higher Education Administration and Organization in HE Research in Student Affairs Multicultural Issues in Student Affairs Assessment & Evaluation in Student Affairs
Suffolk University <i>College of Arts & Sciences</i>	MEd in Administration of Higher Education 36 credits	Practicum (supervised field experience)	“...designed to prepare [for].. higher education resources, including academic advising, admissions, alumni affairs, development, college unions, athletics, career planning and placement, residence life, orientation, student activities, financial aid, international student services, multicultural affairs, registrar offices...”	Face-to-face with FT or PT options	<ul style="list-style-type: none"> Organization & Administration of Higher Education Legal Aspects Higher Education Financial Aspects Higher Education Research in Higher Education

Regional Trends - Boston

Student demand in Boston for higher education administration related master’s degrees is robust with conferrals increasing from 176 in 2013 to 261 in 2017 (note: this excludes key competitors such as Harvard who only report to a general Education CIP Code and Northeastern’s data). Providers with hybrid and/or 100% online offerings have generally performed stronger than programs with just face-to-face delivery formats.

The Boston higher education master’s market is crowded including the presence of strong brands such as Boston University, Boston College, and Harvard University. Despite a relatively saturated market, CPS has performed well against competitors; as noted above, there were over 200 students enrolled in the higher education administration specialization as of FY18. Most providers offer a full master’s in higher education, but Boston University offers a higher education administration specialization within its *MEd in Educational Leadership & Policy Studies*. Boston College offers three related programs, an *MA in Higher Education* with multiple specializations, an *MA in International Higher Education*, and an *MEd in Educational Leadership and Policy*. Salem State offers a unique program tailored to student affairs professionals.

	Program Title	Concentrations	Delivery Format	2013	2014	2015	2016	2017	% Change 2013-2017
Boston University <i>Whelock College of Education & Human Development</i>	MEd in Educational Leadership & Policy Studies	Higher Education Administration	Online, Hybrid or Face-to-face	23	44	38	45	52	126%
Merrimack College <i>School of Education and Social Policy</i>	MEd in Higher Education	None	Face-to-face with FT or PT options	32	34	44	46	47	47%
Boston College <i>Lynch School of Education and Human Development</i>	MA in Higher Education	<ul style="list-style-type: none"> • Student Affairs • Administration • Spirituality, Faith, and Formation <p><i>Also offer an MA International Higher Education</i></p>	Face-to-face with FT or PT options	53	43	37	44	43	-19%
Salem State University	MEd in Higher Education in Student Affairs	None	Hybrid or Face-to-face in evenings	13	18	27	35	33	154%
Endicott College <i>Van Loan School</i>	MEd in Higher Education Leadership	None	Online	N/A	N/A	N/A	30	25	N/A
University of Massachusetts-Lowell <i>College of Education</i>	M.Ed. Education Administration: Higher Education	None	Hybrid	16	28	24	25	25	56%
Boston College <i>Lynch School of Education and Human Development</i>	MEd in Educational Leadership and Policy	None	Online or Hybrid	12	16	19	13	17	42%
Suffolk University <i>College of Arts & Sciences</i>	MEd in Administration of Higher Education	None	Face-to-face with FT or PT options	18	18	17	31	16	-11%
Eastern Nazarene College <i>Adult and Graduate Studies</i>	MEd in Higher Education Administration	None	Hybrid	9	3	12	5	3	-67%
Harvard University <i>Graduate School of Education</i>	Ed.M. in Higher Education	None	Face-to-face	N/A	N/A	N/A	N/A	N/A	N/A
Lesley University	MA International Higher Education & Intercultural Relations	None	Face-to-face with FT or PT options	N/A	N/A	N/A	N/A	N/A	N/A

Regional Trends - Charlotte

There is a lack of competitors in Charlotte. All of Charlotte’s educational administration programs appear to target K-12 administrators only.

Regional Trends - San Francisco Bay Area

After Boston, the Bay Area is the most competitive market out of Northeastern’s campus metros. University of San Francisco offers two relevant programs an *MA in Higher Education and Student Affairs* and an *MA in Organization & Leadership*. Mills College’s *MA in Educational Leadership* is the only program offered in a flexible online format but it is not fully dedicated to higher education. This presents an opportunity for Northeastern to be the only provider with a program offered in a flexible delivery format specifically designed for higher education administrators.

Bay Area Providers	Program Title	Concentrations	Delivery Format	2013	2014	2015	2016	2017	% Change 2013-2017
University of San Francisco <i>School of Education</i>	MA in Higher Education and Student Affairs	None	Face-to-face on evenings/weekends	23	24	35	17	27	17%
	MA in Organization & Leadership	None	Face-to-face on evenings/weekends	N/A	N/A	N/A	32	19	N/A
Mills College <i>School of Education</i>	MA in Educational Leadership	None	Online or Face-to-face	22	39	23	12	18	-18%
San Francisco State University <i>Graduate College of Education</i>	M.A. in Education, Adult Education Concentration	None	Face-to-face	N/A	N/A	19	0	0	N/A
Stanford University <i>Graduate School of Education</i>	MA in Policy, Organization, and Leadership Studies	None	Face-to-face	N/A	N/A	N/A	N/A	N/A	N/A

Regional Trends – Seattle

The University of Washington’s *MEd Leadership in Higher Education* would most directly compete with CPS’ proposed offering. There are two other adult education programs offered by Seattle University and City University of Seattle. Similar to the Bay Area, there are not any offerings fully dedicated to higher education administration which are also offered in a flexible online format.

Seattle Metro Providers	Program Title	Concentrations	Delivery Format	2013	2014	2015	2016	2017	% Change 2013-2017
University of Washington-Seattle Campus <i>College of Education</i>	MEd Leadership in Higher Education	None	Face-to-face, cohort format	51	41	44	38	41	-20%
Seattle University <i>College of Education</i>	MA or MEd in Adult Education and Training	Adult Basic Education	Online	36	33	26	29	24	-33%
City University of Seattle	MEd in Adult Education	TESOL	Online	2	0	2	0	0	-100%

