



THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM

New Academic Degree Program Request for Preliminary Authorization

Institution University of North Carolina at Charlotte

Degree Program Title (e.g. M.A. in Biology) B.S.B.A. in Business Administration

Reviewed and Approved By (Provide Name and title only. No signature required in this section.)

Review	Name	Title
Provost	Joan Lorden	Provost and Vice Chancellor, Academic Affairs
Chief Financial Officer	Richard Amon	Vice Chancellor, Business Affairs
Faculty Senate Chair (Or representative)	Susan Harden	Faculty President (2021-2023)
Graduate Council (If applicable)	N/A	N/A
Graduate/Undergraduate Dean (If applicable)	Lisa Walker	Associate Provost for Undergraduate Education & Dean of University College
Academic College/School Dean	Jennifer Troyer	Dean, Belk College of Business
Department Head/Chair	N/A	N/A
Program Director/Coordinator	Natasha Randle	Associate Dean for Undergraduate Programs

New Academic Proposal Process

New academic programs are initiated and developed by faculty members. The Request for Preliminary Authorization must be reviewed and approved by the appropriate individuals listed above before submission to the UNC System Office for review.

Please provide a succinct, yet thorough response to each section. Obtain signatures from the Chancellor, Provost, and Chief Financial Officer, and submit the proposal via the PREP system to the UNC System Vice President for Academic Programs, Faculty, and Research, for review and approval by the UNC System Office. If the Request for Preliminary Authorization is approved, the institution may begin work on the formal Request to Establish a New Academic Degree Program.

NOTE: If an institution is requesting preliminary authorization for a degree program at a higher level than their current Carnegie Classification (e.g. a Master's institution proposing a doctoral degree), then a request for a mission review must first be submitted to the UNC Board of Governors Committee on Educational Planning, Programs, and Policies, through the Senior Vice President for Academic Affairs. If approved by the Board, then the institution may proceed with the Request for Preliminary Authorization.

UNC Institution Name	University of North Carolina at Charlotte
Joint Degree Program (Yes or No)? If so, list partner institutions.	No
Degree Program Title (e.g. M.A. in Biology)	B.S.B.A in Business Administration
CIP Code and CIP Title (May be found at National Center for Education Statistics)	52.0201
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Online, 100%
Proposed Term to Enroll First Students (e.g. Fall 2022)	Fall 2025

I. SACSCOC Liaison Statement: *(Provide a brief statement from the University SACSCOC liaison regarding whether the new program is or is not a substantive change.)*

The proposed curriculum comprises core courses that are part of the institution’s existing programs and therefore the new program would not constitute a substantive change. However, the final approved curriculum will determine the decision to notify or to seek approval from SACSCOC. A new program with 25-49% new content is a significant departure from the institution’s existing programs and requires notification prior to implementation. A new program with 50-100% new content is a significant departure from the institution’s existing programs and requires SACSCOC approval prior to implementation.

Dr. Christine Robinson, Executive Director, Office of Assessment and Accreditation

II. Program Summary: *(Briefly describe the proposed program and summarize the overall rationale.)* Maximum of 1,000 words. Include the following in your narrative:

a. How this program supports specific university and UNC System [missions](#).

UNC Charlotte is requesting preliminary authorization to develop a new online major in Business Administration. The addition of the new program creates a tenth major for the Belk College of Business, to complement existing offerings under the degrees of Bachelor of Science (B.S.) in Accounting, Bachelor of Science in Business Administration (B.S.B.A.), and Bachelor of Science (B.S.) in Economics.

Offering a high-quality educational program that meets the needs of North Carolinians, the program supports the missions of the College, the University and the University System. The mission of the Belk College of Business is: “We are committed to creating an inclusive culture that inspires a passion for knowledge and intellectual growth as well as a dedication to service.

We engage in research that fosters innovative business theory, policy, and practice. In strategic partnership with the Greater Charlotte region, we educate our students to become leaders who are critical thinkers, ethically informed, and globally aware.”¹ The program will be designed to support the goals in the Belk College as outlined in the 2021-2026 Strategic Plan, with one of the goals being to “ensure our undergraduate programs provide a relevant and innovative business education with an emphasis on student development and success.”² Delivering an online degree builds additional onramps for a population of working adult students that is not fully served at UNC Charlotte and supports the College’s shared value of diversity and inclusion by fostering an environment that is based on mutual respect, broadens understanding, and builds trust.

Designing an undergraduate program that includes government and industry standards of quality and meets the needs of national, state, and regional stakeholders, the proposed program supports UNC Charlotte’s mission to “offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.”³ Developing an online degree in business administration supports the university’s new 2021-2031 strategic plan of “transforming students’ lives through educational opportunity and excellence” that includes a metric of equity, accessibility, and affordability.

The UNC System’s mission is to “discover, create, transmit and apply knowledge to address the needs of individuals and society.”⁴ The program helps the UNC System to address the needs of individuals and society by drawing on partnerships with business leaders in the Charlotte area to create a dialogue that shapes the industry-relevant curriculum and provides one of the nation’s most dynamic business cities with valuable research and employable talent. The proposed new degree uniquely supports the University of North Carolina 2017-2022 Strategic Plan and the revision of the plan in all five of the key themes: access, student success, affordability and efficiency, economic impact and community engagement, and excellent and diverse institutions. The online delivery supports the goals of the College, University, and University System to provide access and affordability, and to create opportunities for underrepresented student groups to complete a bachelor’s degree.

b. Collaborative opportunities with other UNC institutions as appropriate.

The proposed new program offers opportunities to collaborate first with members of the NC Community College system by providing pathways for students to easily transfer into the

¹ <https://belkcollege.charlotte.edu/about-us>

² <https://belkcollege.charlotte.edu/sites/belkcollege.charlotte.edu/files/media/2021-2026%20Belk%20College%20of%20Business%20Strategic%20Plan10.1.pdf>

³ University vision and mission, approved on April 11, 2014, <https://chancellor.uncc.edu/about-unc-charlotte/mission-statement>

⁴ The University of North Carolina System: <https://www.northcarolina.edu/about-us/>

online program. Additionally, faculty and support staff will seek opportunities for collaboration across the UNC system on resources to support student success, internships, and sharing effective teaching strategies for the post-traditional learner.

- c. Ways in which the proposed program is distinct from others already offered in the UNC System. Information on other programs may be found on the UNC System [website](#), and all similar programs should be listed here (use the 4-digit CIP as a guide).**

The CIP Code of 52 is assigned to instructional programs in Business, Management, Marketing, and related support. The 52.02 code is Business Administration, Management and Operations. In addition to the two UNC Charlotte majors in the 52.02 CIP (Management and Operations and Supply Chain Management), UNC Charlotte offers seven other business majors: Management Information Systems (11.01); Accounting (52.03); Economics (52.06); Finance (52.08); International Business (52.11); Business Analytics (52.13); and Marketing (52.14).

To best serve the adult student target population, the proposed new program delivers a general business administration major with exposure to foundational areas of business administration that can complement established work experience and support career progression. This major is ideal for the target market of working adults who have already completed some college because for many the goal is quite simply to finish a degree. This general business administration major casts a wide net that will capture potential students with varied interests in business among a variety of business degree programs started yet not completed. While other schools may offer general business administration online degree programs, it is the Charlotte Advantage that truly sets Belk College apart. Charlotte is the number two banking center in the US, there are approximately eighteen fortune 1,000 companies located in the region, and Charlotte boasts rapid growth in finance, healthcare, advanced manufacturing, automotive, and technology industries. The Belk College of Business has strong relationships with the broader business community which will allow students earning this generalist business administration degree exposure to these varied organizations within the Belk College curriculum. Moreover, students will have access to professional development, specialized support, and opt-in events on timely and relevant business topics through this Charlotte business community engagement.

The Charlotte Advantage also presents itself relative to this program in that 75% of learners selecting an online program prefer a university within 50 miles from where they live.⁵ The combination of the general business administration curriculum, the unique relationship between the Belk College and the local Charlotte business community, and the location of the physical campus in Charlotte distinguish this program relative to the other UNC system campuses offering a program in the 52.02 CIP code group.

⁵ Magda, A. J., Capranos, D., & Aslanian, C. B., (2020). [Online college students 2020: Comprehensive data on demands and preferences](#). Louisville, KY: Wiley Education Services.

Table 1

UNC System Programs in Business Administration, Management, and Operations (52.02)					
Campus	Degree	Title	CIP Code	Online	Campus
ASU	BSBA	Management	520201	✓	✓
ASU	BSBA	Supply Chain Management	520203	✓	✓
ECSU	BS	Business Administration	520201	✓	✓
ECU	BSBA	Management	520201	✓	✓
ECU	BSBA	Supply Chain Management	520203	✓	✓
FSU	BS	Business Administration	520201	✓	✓
NC A&T	BS	Business Administration	520201		✓
NC A&T	BS	Management	520201		✓
NC A&T	BS	Supply Chain Management	520209		✓
NCCU	BBA	Business Administration	520201		✓
NCSU	BS	Business Administration	520201		✓
UNCA	BS	Management	520201		✓
UNCC	BSBA	Management	520201		✓
UNCC	BSBA	Operations & Supply Chain Management	520205		✓
UNC-CH	BSBA	Business Administration	520201		✓
UNC-CH	BA	Human and Organizational Leadership and Development	520213		✓
UNCG	BS	Business Administration	520201	✓	✓
UNCP	BS	Business Administration	520201	✓	✓
UNCW	BS	Business Administration	520201		✓
WCU	BSBA	Business Administration and Law	520201	✓	✓
WCU	BSBA	Management	520201	✓	✓
WSSU	BS	Business Administration	520201		✓

III. Student Demand: *(Provide evidence of student enrollment demand, including external estimates. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution. Maximum length 1,000 words.)*

To further draw from a pool of students not currently served by UNC Charlotte, the online business administration degree provides a new option for the million plus learners in North Carolina who have some college and no degree. ⁶The National Center for Education Statistics (NCES) reports a growing number of bachelor's degrees that have been conferred by postsecondary institutions in the field of business, including management, marketing, and related support services. Nationally, the number of degrees conferred in 2014-15 was 363,741 and grew to 390,564 in 2018-2019. ⁷ As a response to the COVID-19 global pandemic, undergraduate enrollment declined nationally for the past three years, but undergraduate enrollment in business, management, marketing and related (CIP 52) saw modest declines from 2019 to 2021 and remains the top enrolled major in the U.S. with over 1.5 million students enrolled in fall 2021. ⁸

Institutions in North Carolina ($n = 51$) report 5037 completions in business administration and management in the 2019-2020 academic year. Statewide completions increased at an annual average of 1.5% with no increase in the number of institutions reporting completions. Over 40% of institutions report completions with a 100% distance-delivery option during this reporting period (Table 2). UNC Charlotte was the seventh largest provider of degree completions in business administration and management, representing approximately 3% of the statewide market share in 2015-2016 and 2019-2020.

While the statewide completion numbers grew slightly over the past five years, local completions reported by 12 institutions declined by an average of 3.4% per year across the 2015-2016 and 2019-2020 academic years moving from 790 completions to 686 completions respectively. Only 17% of institutions report completions with a 100 percent distance-delivery option (EAB, 2022, See Appendix A). Between the 2015-2016 and 2019-2020 academic years, seven of the top 10 local institutions increased their market share, and five of the top 10 institutions increased their number of completions. In the academic years of 2015-2016 to 2019-2020, UNC Charlotte saw gains in both the number of reported completions and market share, ending with 24% of the local market share in 2019-2020 (Table 3). These trends combine with a growing state and local population and indicators that UNC Charlotte can continue to gain market share and may do this more effectively by offering a high-quality online degree.

⁶ National Student Clearinghouse Research Center, *Some College, No Degree: A 2019 Snapshot for the Nation and 50 States*, <https://nscresearchcenter.org/some-college-no-degree-2019/>

⁷ SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010 through Fall 2019, Completions component. See *Digest of Education Statistics 2020*, table 322.10.

⁸ National Student Clearinghouse Research Center, [Overview: Fall 2021 Enrollment Estimates](https://nscresearchcenter.org/wp-content/uploads/CTEE_Report_Fall_2021.pdf) https://nscresearchcenter.org/wp-content/uploads/CTEE_Report_Fall_2021.pdf

Table 2
Statewide Student Demand in Business Administration and Management

Institutions with Most Reported Completions
 2015-2016 to 2019-2020 Academic Years, Statewide Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year [¶]	Market Share, 2019-2020 Academic Year
University of North Carolina Wilmington	617	12.97%	752	14.93%
North Carolina State University at Raleigh	605	12.72%	665	13.20%
University of North Carolina at Greensboro	351	7.38%	507	10.07%
University of North Carolina at Chapel Hill	326	6.85%	358	7.11%
East Carolina University	246	5.17%	296	5.88%
Western Carolina University	83	1.74%	196	3.89%
UNC Charlotte	153	3.22%	167	3.32%
Appalachian State University	189	3.97%	152	3.02%
High Point University	212	4.46%	142	2.82%
North Carolina Central University	111	2.33%	127	2.52%

[¶] Program offered a 100 percent distance-delivery option during the 2019-2020 academic year.

Completion numbers for Tables 2 and 3 are calculated on CIP code. The total 2019-2020 undergraduate completions in the Belk College of Business is 1,100.

IV. Access, Affordability, and Student Success: *(Provide an analysis of the impact of the program on student access and affordability. Maximum length 1,000 words. Reference sources such as College Scorecard, Census postsecondary outcomes data, etc.)*

a. Analysis of the impact of the proposed program on student access, including key metrics identified in the UNC System Strategic Plan and statewide initiatives (such as myFutureNC).

The current core goals of the UNC System Strategic Plan are access, affordability and efficiency, student success, economic impact and community engagement, and excellent and diverse institutions. While the members of the Board of Governors are currently working to update the UNC System five-year plan, the proposed new degree in business administration supports the current goals and the proposed changes including on-time graduation and new opportunities for adult learners. Providing additional opportunities for postsecondary education in North Carolina’s most populated city and in one of the most populated counties will help to

Table 3
Local Student Demand in Business Administration and Management

Institutions with Most Reported Completions

2015-2016 to 2019-2020 Academic Years, Local Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year	Market Share, 2019-2020 Academic Year
Winthrop University	189	23.92%	177	25.80%
UNC Charlotte	153	19.37%	167	24.34%
Belmont Abbey College	88	11.14%	94	13.70%
Johnson C Smith University	42	5.32%	51	7.43%
Catawba College	72	9.11%	50	7.29%
Queens University of Charlotte	45	5.70%	42	6.12%
Livingstone College	26	3.29%	29	4.23%
Johnson & Wales University-Charlotte	33	4.18%	27	3.94%
Wingate University	10	1.27%	26	3.79%
University of Phoenix-North Carolina	100	12.66%	15	2.19%

Program offered a 100 percent distance-delivery option during the 2019-2020 academic year.

meet the goal of My Future NC of having two million North Carolinians achieve a high-quality credential or postsecondary degree. Twenty two percent of the 25-44 year olds in Mecklenburg County have some college but no degree and only 24% have a bachelor’s degree. Union and Cabarrus counties have similar degree attainment metrics while many of the other counties in the Charlotte region have bachelor’s degree numbers in the 10-15% range.⁹

In support of the UNC System Strategic Plan, the new proposed online degree would specifically support the priority areas for UNC Charlotte¹⁰: increased low-income enrollments, graduation rates, and student success outcomes. The goal to improve low income enrollments can be supported by recruiting efforts in Tier 2 counties near Mecklenburg, such as Gaston,

⁹ My Future NC, <https://dashboard.myfuturenc.org/county-data-and-resources/>

¹⁰ UNC Charlotte’s institution specific dashboard for tracking progress on the UNC System Strategic Plan goals. Prioritize goals: low-income completions; five-year graduation rates; undergraduate degree efficiency; critical workforce; research productivity. Improve goals: low-income enrollments; rural completions; and gaps in degree efficiency. Sustain goal: rural enrollments.

Catawba, Rowan and Stanly as well as Tier 1¹¹ counties such as Anson and Cleveland. The driving distance to the UNC Charlotte campus makes it unlikely that a prospective student would commute from a home county 50 to 100 miles away or that an adult student would relocate just for college, but an online degree delivery would allow the student to enroll and complete coursework from a low income and/or rural area.

The goals of five-year graduation rates and degree efficiency will be supported through the coordinated effort of student support from the School of Professional Studies, the Office of Adult Students and Evening Services, Charlotte's Veterans Services Office, the University Center for Academic Excellence, and the University Career Center. Additionally, the Belk College of Business offers comprehensive and transformative support for Belk College undergraduate students through the Niblock Student Center ensuring the best possible support for students on the path to graduation.

Student success outcomes will be achieved in this program by applying success measures tailored for adult students and championed by the adult-serving organization Council for Adult and Experiential Learning (CAEL) in the Ten Principles of Serving Adult Learners.¹² This will be further reinforced with a robust orientation program, peer support, and career support.

As the societal and labor market demand evidence in Section V below shows, adding credentialed workers to the region, state, and national landscape is one of the benefits of the program and can be a key indicator of student success. Of equal significance, it is where North Carolina can see a fairly quick return on the investment in this new program. The program estimates that 50-70 bachelor-level graduates will join the workforce within 24 months of the first class enrolling and can produce a similar number of graduates each subsequent year with adequate resources for teaching.

b. Analysis of student debt levels for similar programs and programs at the same academic level at the institution.

Undergraduate UNC Charlotte students who graduated in 2020-2021 had an average of \$21,668 in direct loans compared to the national average for undergraduates of \$28,800. NCES provides debt levels for similar programs in computer and information sciences, health care and business, and finds students in the undergraduate major in business borrow slightly less than majors in health care and computer science.¹³ A majority of loans by business graduates are in repayment after 12 months and the average monthly loan payment is similar to the two other selected majors.

¹¹ <https://www.ncommerce.com/grants-incentives/county-distress-rankings-tiers>

¹² CAEL's Ten Principles of Serving Adult Learners: <https://www.cael.org/lp/10-principles-of-serving-adult-learners>

¹³ NCES, Baccalaureate and Beyond (B&B:16/17: A First Look at the Employment and Educational Experiences of College Graduates, 1 Year Later, <https://nces.ed.gov/pubs2019/2019241.pdf>

Table 4
NCES Student Debt Statistics for Selected Majors

National Center for Education Statistics for 2015-2016 Bachelor's Degree Recipients					
Bachelor's degree major	Percent who borrowed federal loans	Amount borrowed in federal loans	Average ratio of amount owed to amount borrowed 12 months after graduation ¹⁴	Percentage of recipients of student loans, who were in repayment 12 months after degree completion-2017	Median monthly payment amount for recipients of student loans in repayment 12 months after degree completion - 2017
Computer and Information Sciences	65.6%	30,000	86.3	81.6%	\$220
Health care	77.0%	30,100	88.0	78.7%	\$320
Business	66.2%	27,200	90.0	82.1%	\$290

c. Provide an analysis of indebtedness, repayment, and relationship to potential earnings.

Using national averages of student loan debt and median earnings for first year, fifth year and tenth year in occupations commonly filled by graduates in the three major fields of study of computer and information sciences, health care, and business, the median loan amount at UNC Charlotte of approximately \$22K is 48% of the first year salary in business administration fields.¹⁵ The 48% of the first year salary falls well below the rule of thumb that total student loan debt at graduation should be less than one's annual income. At an interest rate of 4.66%, a loan of \$22,000 can be paid in full in 10 years with a payment of \$230 per month.¹⁶ The total amount paid would be \$27,565. With a projected first year income of \$46,018, or \$3,835 per month, the monthly payment would be approximately 6% of the gross monthly salary. The U.S. Department of Education recommends that students do not take on a student loan payment that exceeds 20% of total projected discretionary income, or 8 to 10% of total monthly income.¹⁷

¹⁴ Includes respondents who had paid off their loans as of 12 months after bachelor's degree completion and owed \$0. The ratio of amount owed to amount borrowed may be over 100 percent because the amount owed includes interest accrued while loans are in deferment, causing the borrower to owe more than the original amount borrowed. The ratio includes undergraduate and graduate loans.

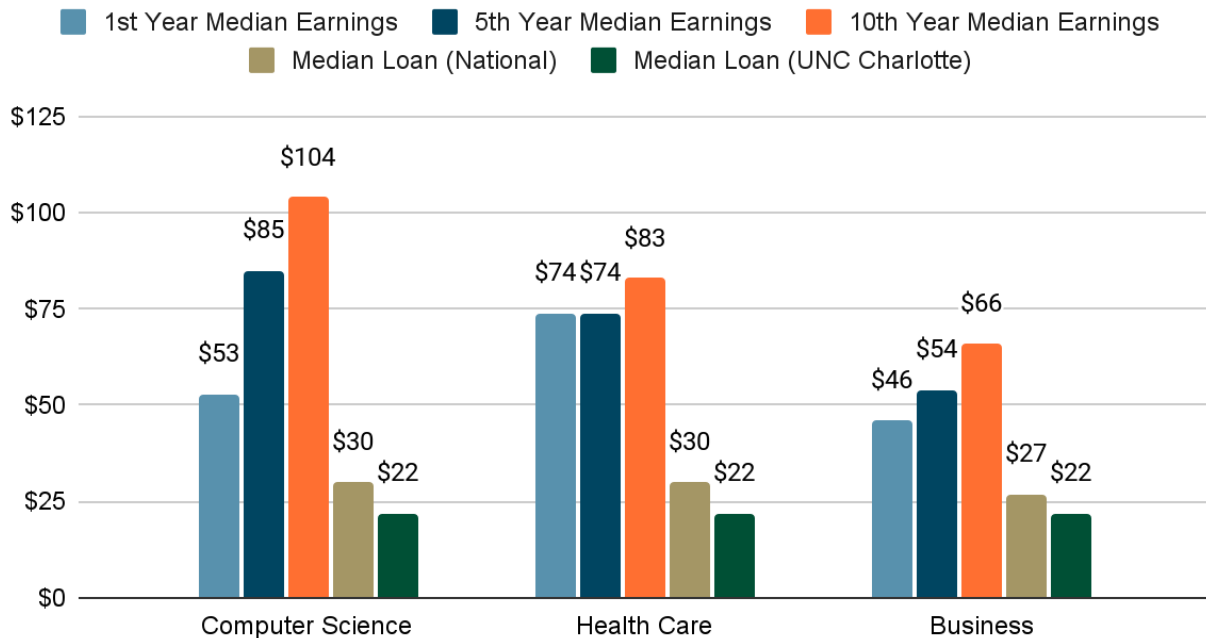
¹⁵ National median earnings data found <https://seekut.utsystem.edu/about-the-data>. Earnings are inflation adjusted to reflect 2020 dollars. The 10 year median salary for computer science professions according to PayScale. The healthcare earnings are specifically for nursing in the graph.

¹⁶ Calculations at Smart Asset - <https://smartasset.com/student-loans/student-loan-calculator#LTz76nzungui>

¹⁷ <https://thriveap.com/blog/what-percentage-your-income-should-go-toward-student-loans>

Figure 1
Average Annual Earnings and Loan Totals for Selected Majors

Average Annual Earnings and Loan Totals for Selected Majors



V. Societal and Labor Market Demand: *(Provide evidence of societal demand and employability of graduates from each of the following source types. Must include external estimates. Maximum length 1,000 words)*

a. Labor market information (projections, job posting analyses, and wages)

- i. Specific to North Carolina (such as [ncworks.gov](https://www.ncworks.gov), [nctower.com](https://www.nctower.com), or outside vendors such as [Burning Glass](https://www.burningglass.com)).
- ii. Available from national occupational and industry projections (such as the [U.S. Bureau of Labor Statistics](https://www.bls.gov)).

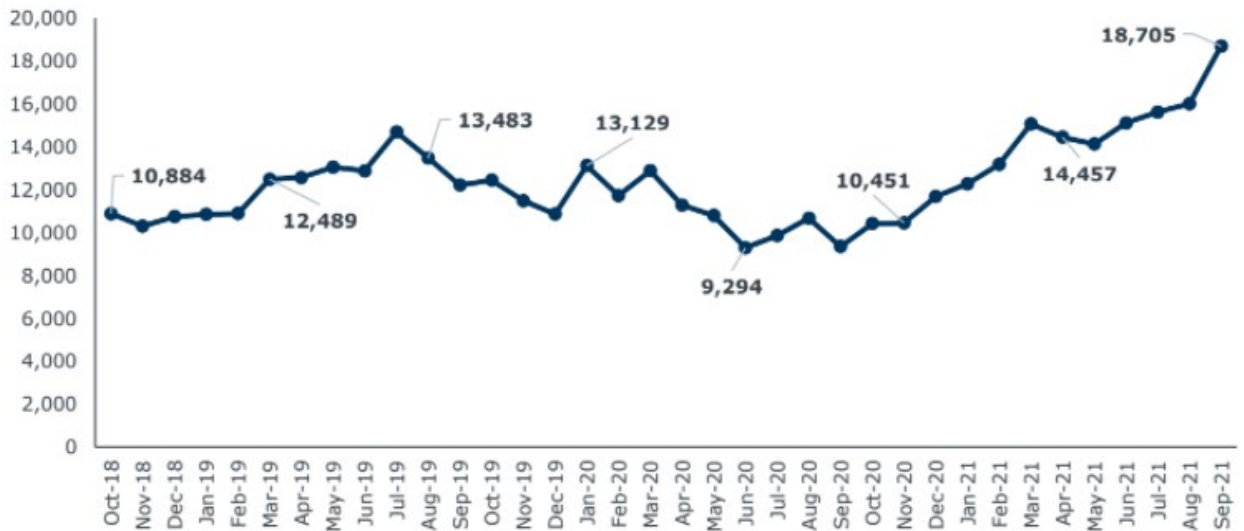
Consensus data from multiple sources projects long term and short-term growth in North Carolina for business administration professionals. The industry sector of “Management of Companies and Enterprises” is projected to add approximately 10,000 workers for a growth of 12%.¹⁸ Statewide employer demand trends suggest a strong need for program graduates. The average monthly demand growth for relevant professionals increased by an average 2.0% per month between October 2018 and September 2021, outpacing the 1.7% average monthly

¹⁸ NC Industry projections data from NC Department of Commerce for 2018-2028, <https://www.nccommerce.com/data-tools-reports/labor-market-data-tools/employment-projections#industry-projections>

demand growth for all bachelor’s-level professionals during the same time period (see Appendix A). This suggests program graduates will likely face a growing labor market with ample employment opportunities. The most common job titles in statewide data on job postings for bachelor’s level positions in business administration include business development managers, business analysts, marketing managers, product and project managers (see Appendix A). The postings are most often found in the industries of professional scientific and technical services; manufacturing; and information.

Figure 2
Statewide Job Postings from Oct 2018- September 2021

Job Postings for Bachelor’s Level Business Administration Professionals over Time
October 2018 – September 2021, Statewide Data

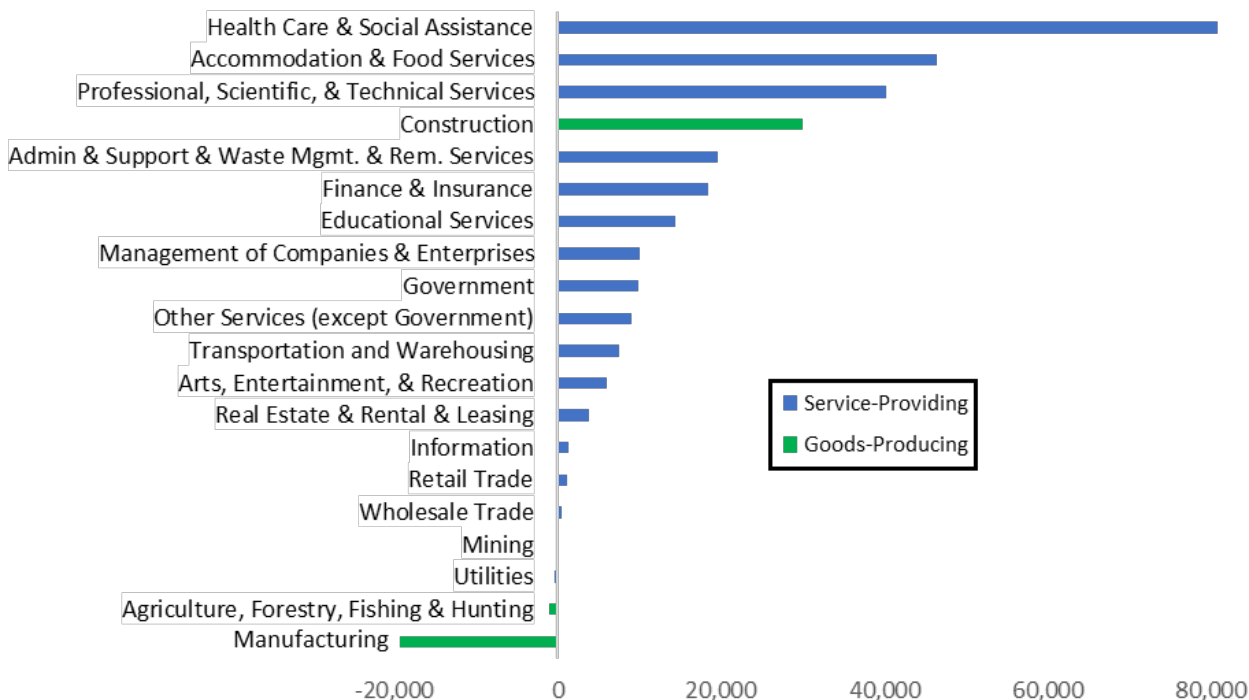


Over 224,000 people are employed in the Charlotte area in the “professional and business services” sector, which is an increase of 5.8% from December 2020 to December 2021.¹⁹ The NC Department of Commerce projects long term employment growth in the industry where graduates with a B.S. in Business Administration are likely to work: Professional, scientific, and technical services; finance and insurance; and management of companies and enterprises.²⁰

¹⁹ NC, Charlotte market data from BLS, Feb 2022, https://www.bls.gov/regions/southeast/summary/blssummary_charlotte.pdf

²⁰ <https://www.nccommerce.com/blog/2020/10/05/introducing-nc%E2%80%99s-2028-employment-projections-industry>

Figure 3
North Carolina Projected Net Growth by Industry, 2018-2028



Source: NC Department of Commerce: 2018-2028 Long Term Employment Projections

The Bureau of Labor Statistics (BLS) projects that employment in management occupations is projected to grow nationally by 9% from 2020 to 2030, about as fast as the average for all occupations, and will result in about 906,800 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations. The median annual wage for management occupations was \$109,760 in May 2020, which was the highest wage of all the major occupational groups.²¹

b. Projections from professional associations or industry reports

AACSB, the premier international organization for business school accreditation, collects data from AACSB member schools and publishes the Business School Data Guide, an annual report that highlights program, finances, faculty and staff, and student data. The 2021 data indicate job acceptance of 80.6% of undergraduates seeking full-time employment within six

²¹ BLS, national occupational outlook, <https://www.bls.gov/ooh/management/home.htm>

months after graduation, with a mean starting salary of \$54,762.²² Consistent with other data presented here, this indicates the value of this degree program.

c. Other (alumni surveys, insights from existing programs, etc.)

UNC Charlotte currently offers multiple majors with a degree of Bachelor of Science in Business Administration (BSBA) that have experienced steady growth in recent years. Five year enrollment trends in the current BSBA programs within the CIP code 52 for business management, marketing, and related services (including accounting, finance, and management information systems, and economics) shows a gain of nearly 5.5% with 213 more students in fall 2021 (4028) than in fall 2019 (3415),²³ while overall college enrollment declined in North Carolina over the past three years due to the COVID-19 global pandemic.²⁴ During that same time period UNC Charlotte Belk College graduates experienced average starting salary gains of approximately 26% (from \$49,081 in 2019 to \$61,704 in 2021).²⁵

VI. Costs, Funding, and Budget (Maximum length 1,000 words)

Adding a new degree program will cost the institution some amount of money and will potentially generate new revenues. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices (e.g., academic affairs, finance, institutional research, enrollment management) to collaborate to present an accurate estimate.

- a. Complete and attach the *UNC System Academic Program Planning Financial Worksheet* showing all costs required and revenues generated for each of the first five years of the program.

Provide a budget narrative for each year addressing the following:

- i. UNC Academic Program Costs

Faculty costs include all faculty assigned to the proposed program, including faculty serving as program directors, coordinators, department chairs, etc. funded in the 101 instructional budget code. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures should include all applicable fringe (e.g., retirement, medical). If the proposed program will hire new faculty, it is a new cost.

Graduate Assistant costs are identified either as new or reallocated, as appropriate, and should include all stipends, tuition remission, and benefits, as applicable.

EHRA Non-Faculty positions include non-instructional academic support costs directly associated with running the program, including amounts associated with the Dean's

²² AACSB 2021 Business School Data Guide, <https://www.aacsb.edu/insights/publications/data-reports/2021-business-school-data-guide>

²³ Enrollment numbers from <https://belkcollege.charlotte.edu/student-success>

²⁴ Data from National Student Clearinghouse Research Center, November 2021, <https://nscresearchcenter.org/stay-informed/>

²⁵ UNC Charlotte First Destination Survey from <https://firstdestination.charlotte.edu/data/2021>

office, research support, etc. This should include salaries and all applicable fringe.

SHRA Non-Faculty positions include all positions specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

Costs: The majority of the program costs are in the teaching positions (\$583K) needed for the 25 new sections projected in year 3 and continuing in each subsequent year. Section sizes are designed for 100 students per section for most courses in this program. One tenure track position is anticipated with the majority of the teaching responsibility to be covered with 2 full time positions and six part-time positions. With the large sections, the program will utilize professional teaching assistants as instructional support to facilitate online discussion, problem sessions, and student support. Courses for the proposed program are drawn from seven departments.

ii. UNC Academic Program Revenues

Funding sources may include enrollment growth formula funding, other state appropriation, regular tuition, tuition differential, general fees, special fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants or gifts). The total projected revenue from the above categories should allow the proposed program to become self-sufficient within five years.

When estimating funding for new programs, institutions should take into account that students switching programs do not generate additional enrollment growth formula funds. For example, if a program projects enrollment of 20 students, but 12 of them switched into the program from an existing program at the institution, then only 8 of the students would generate additional formula funding.

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding.

Revenues: Projected enrollment for the first two years is calculated to be 35 new students entering in fall and spring terms, with an increase to 50 students in year three and beyond. Revenue is based on Distance Education tuition and fees and state appropriations. Enrollment increase is projected by year two and the program is self-sustaining in year two. The tuition and appropriation revenues are determined at an institutional level. The numbers reflected may or may not reflect an actual change in the university budget.

- b. Based on the institution's estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), please describe the following:
- i. How does the institution budget and allocate enrollment growth revenues? Is this program expected to generate new enrollment growth for the institution? If so, how will funds be allocated to the proposed program or be used to further other institutional priorities?

Response: UNC Charlotte allocates enrollment growth revenues to support strategic institutional goals. The Chancellor, Provost, and Deans coordinate to discuss the academic initiatives that may need support during a ramp up phase. The proposed program is expected to generate new enrollment growth. Funds will be used to secure the resources for the program and then allocated to other institutional priorities.

- ii. Will the institution seek other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

Response: UNC Charlotte will not seek additional state appropriations to implement or sustain the proposed program.

- iii. Will the institution require differential tuition supplements or program-specific fees? If so, please elaborate.
 1. State the amount of tuition differential or program-specific fees that will be requested.
 2. Describe specifically how the campus will spend the revenues generated.

Response: UNC Charlotte will not require a differential tuition or program-specific fees to implement or sustain the proposed program.

- c. Provide a description of how the program can be implemented and sustained If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming.

Response: UNC Charlotte is not seeking additional state funding or a differential tuition.

VII. For Research Doctoral Programs Only:



Describe the following (maximum length 1,000 words):

- a. The research and scholarly infrastructure in place (including faculty) to support the proposed program.
- b. Method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.
- c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

VIII. Contact: (List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.)

Position Title	Name	E-mail Address	Telephone
Dean, Belk College of Business	Jennifer Troyer	jtroyer@uncc.edu	704-687-7599
Associate Dean for Undergraduate Programs	Natasha Randle	Natasha.Randle@uncc.edu	704-687-6015

Signatures. This Request for Preliminary Authorization has been reviewed and approved by the appropriate institutional committees and authorities and has my support.

Position Title	Signature	Date
Chancellor		11/28/22
Provost		11/21/22

Current Program Sources (if applicable)	Rate	Year 0					TOTALS
		(Start Up)	1st Year	2nd year	3rd Year	4th Year	
1 General Fund Appropriation							\$ -
2 NC Promise Appropriation							\$ -
3 Resident Enrollment (FTE)							
4 Regular Resident Tuition (Annual Rate)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5 Nonresident Enrollment (FTE)							
6 Regular Nonresident Tuition (Annual Rate)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7 Tuition Differential (Annual Rate)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8 Special Fees		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9 External Funding (In-Hand Only)							\$ -
10 Other Funding (Identify)							\$ -
11 Total Current Sources		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proposed New Program Sources							
12 Incremental Resident SCH			1,305	2,910	3,870	3,870	3,870
13 Enrollment Funding Appropriation	\$ 340	\$ -	\$ -	\$ 221,850	\$ 716,550	\$ 1,152,600	\$ 1,315,800
15 Resident Enrollment (FTE)			54	121	161	161	161
16 Regular Resident Tuition (Annual Rate)	\$ 3,812	\$ -	\$ 207,278	\$ 462,205	\$ 614,685	\$ 614,685	\$ 614,685
14 NC Promise Appropriation (Resident)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
17 Nonresident Enrollment (FTE)							
18 Regular Nonresident Tuition (Annual Rate)	\$ 747	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
14 NC Promise Appropriation (Nonresident)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
19 Tuition Differential (Annual Rate)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
20 Special Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
21 External Funding (In-Hand Only)							\$ -
22 Other Funding (Identify)							\$ -
23 Total New Sources		\$ -	\$ 207,278	\$ 684,055	\$ 1,331,235	\$ 1,767,285	\$ 1,930,485
24 Total Proposed Program Sources		\$ -	\$ 207,278	\$ 684,055	\$ 1,331,235	\$ 1,767,285	\$ 1,930,485

Calculated by dividing the SCH projection by 24 for 12 hours in fall and 12 in spring
Annual rate calculated from tuition for 12 credit hours in fall (\$1906) + same in spring

Comments

\$ 26,000	\$ 199,000	\$ 210,000	\$ 716,500	\$ 716,500	\$ 716,500	\$ 2,584,500	costs
	\$ 8,278	\$ 474,055	\$ 614,735	\$ 1,050,785	\$ 1,213,985	3,335,838	remaining income

	(Start Up)	1st Year	2nd year	3rd Year	4th Year	5th Year	TOTALS
<u>Current Program Uses (if applicable)</u>							
1 Tenure/Tenure-Track Faculty							\$ -
2 Non Tenure-Track Faculty							\$ -
3 Graduate Student Support							\$ -
4 EHRA Non-Faculty Positions				50,000	50,000	50,000	\$ 150,000
5 Student Support (Scholarships)							\$ -
6 Libraries							\$ -
7 Supplies and Materials							\$ -
8 Travel, Communications, and Fixed Charges							\$ -
9 Equipment and Technology							\$ -
# Facility Repair and Renovation							\$ -
# Other (Identify)							\$ -
# Total Current Uses	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 150,000
<u>Proposed New Program Uses</u>							
# Tenure/Tenure-Track Faculty*				236,250	236,250	236,250	\$ 708,750
# Non Tenure-Track Faculty*		83,000	83,000	319,250	319,250	319,250	\$ 1,123,750
# Graduate Student Support*							\$ -
# EHRA Non-Faculty Positions*		69,000	69,000	69,000	69,000	69,000	\$ 345,000
# Student Support (Scholarships)							\$ -
# Libraries							\$ -
# Supplies and Materials							\$ -
# Travel, Communications, and Fixed Charges		5,000	5,000	5,000	5,000	5,000	\$ 25,000
# Equipment and Technology (course dev)	16,000	32,000	16,000				\$ 64,000
# Facility Repair and Renovation							\$ -
# Facility New Construction or Expansion							\$ -
# Other (Identify) PT instruction and Program Dire	10,000	10,000	37,000	37,000	37,000	37,000	\$ 168,000
# Total New Uses	\$ 26,000	\$ 199,000	\$ 210,000	\$ 666,500	\$ 666,500	\$ 666,500	\$ 2,434,500
# Total Proposed Program Uses	\$ 26,000	\$ 199,000	\$ 210,000	\$ 716,500	\$ 716,500	\$ 716,500	\$ 2,584,500

Comments



An evaluation of employer demand for graduates from the proposed online bachelor's-level business administration program in the local and statewide regions and student demand for similar programs.

Analysis Includes:

- Job Posting Trends
- Top Skills
- Top Titles
- Top Industries
- Education Levels
- Degree Completion Trends

Options for Next Steps

Following this analysis, the requesting partner can:

- Choose to discontinue the research, if the leadership is able to make a decision based on this analysis and other institutional research.
- Continue the analysis. A final report of the continued research will address credential design and curricular recommendations.

Strong Labor Market Trends and Historical Program Strength Suggest Favorable Online Program Launch Potential

Preliminary Program Outlook

Historical and projected labor market growth suggest strong employment opportunities for program graduates. Within the last 12 months, local and statewide employers posted a high number of job postings for relevant professionals (i.e., 26,208 and 67,061 job postings, respectively). Between October 2018 and September 2021, local and statewide employer demand growth for bachelor's-level business administration professionals increased monthly, outpacing the employer demand growth for all bachelor's-level professionals (i.e., 2.49 and 2.16 percent vs 1.95 and 1.72 percent, respectively). This suggests that program graduates will likely face a favorable labor market. Additionally, the topmost relevant local and regional occupations are projected to increase faster than all occupational growth. This suggests demand for program graduates will likely increase in the next 10 years.

Strong market performance at UNC Charlotte's existing in-person program suggests a favorable online program launch, despite decreasing local student demand. While the number of local completions decreased by an annual average of 3.38 percent across the 2015-2016 to the 2019-2020 academic years, UNC Charlotte experienced an increase in both the number of reported completions and market share, ranking as the second largest program locally. This suggests local declining student demand trends may not be indicative of institutional success. Contrary to local data, statewide student demand grew and UNC Charlotte ranks at #7 in terms of both completions reported and market share for the 2019-2020 academic year. Historic program success and positive reputation may help garner student interest for a new modality, even in the presence of significant competition.

Online programming may help UNC Charlotte differentiate from top competitors. Although over 40 percent of statewide institutions offered a 100 percent distance-delivery modality in the 2019-2020 academic year, only four of the top 10 statewide institutions reporting completions offered a distance-delivery option. Further, merely 16.67 percent of local institutions offered a 100 percent distance-delivery modality, including two top local competitors.

Research Limitations

Due to the self-reported nature of data to the NCES, some comparable and competitor programs may report completions for a bachelor's in business administration program under a less relevant CIP code not included in this analysis. As a result, the reported completions under chosen CIP code "Business Administration and Management, General" (52.0201) in this report may not accurately represent the number of students who completed similar competitor programs. Further, additional online programs may exist that are not captured in NCES data as not all institutions report online completions separately from face-to-face program completions.

Local Analysis of Job Postings for Bachelor’s-Level Business Administration Professionals

Local employer demand trends suggest a strong need for program graduates. Relevant employer demand grew by an average of 2.49 percent per month from October 2018 to September 2021, outpacing the overall employer demand growth of 2.16 percent per month for all bachelor’s-level professionals. Growth in demand declined during the first months of the COVID-19 pandemic but has steadily increased since September 2020. This suggests a positive outlook for bachelor’s-level business administration program graduates.

+2.49%

Average Monthly Demand Growth

October 2018 – September 2021, Local Data

- Average monthly growth of 113 job postings.
- During the same period, demand for all bachelor’s-level professionals grew 2.16 percent.

5,208 job postings

Average Monthly Demand

October 2018 – September 2021, Local Data

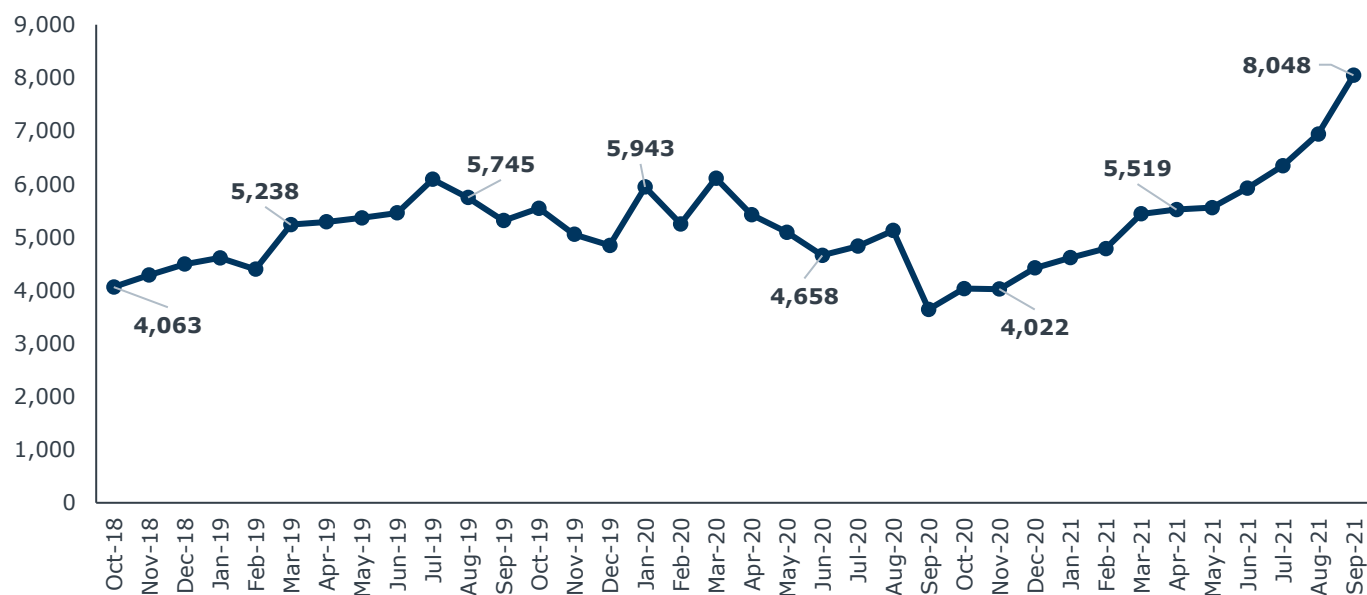
26,208 job postings

Relevant Jobs Posted in the Past Year

October 2020 – September 2021, Local Data

Job Postings for Bachelor’s Level Business Administration Professionals over Time

October 2018 – September 2021, Local Data



Source: EAB analysis. Emsi Analyst.

Statewide Analysis of Job Postings for Bachelor’s-Level Business Administration Professionals

Similar to local trends, statewide employer demand trends suggest a strong need for program graduates. The average monthly demand growth for relevant professionals increased by an average 1.95 percent per month between October 2018 and September 2021, outpacing the 1.72 percent average monthly demand growth for all bachelor’s-level professionals during the same time period. This suggests program graduates will likely face a growing labor market with ample employment opportunities.

+1.95%

Average Monthly Demand Growth

October 2018 – September 2021, Statewide Data

- Average monthly growth of 223 job postings.
- During the same period, demand for all bachelor’s-level professionals grew 1.72 percent.

12,390 job postings

Average Monthly Demand

October 2018 – September 2021, Statewide Data

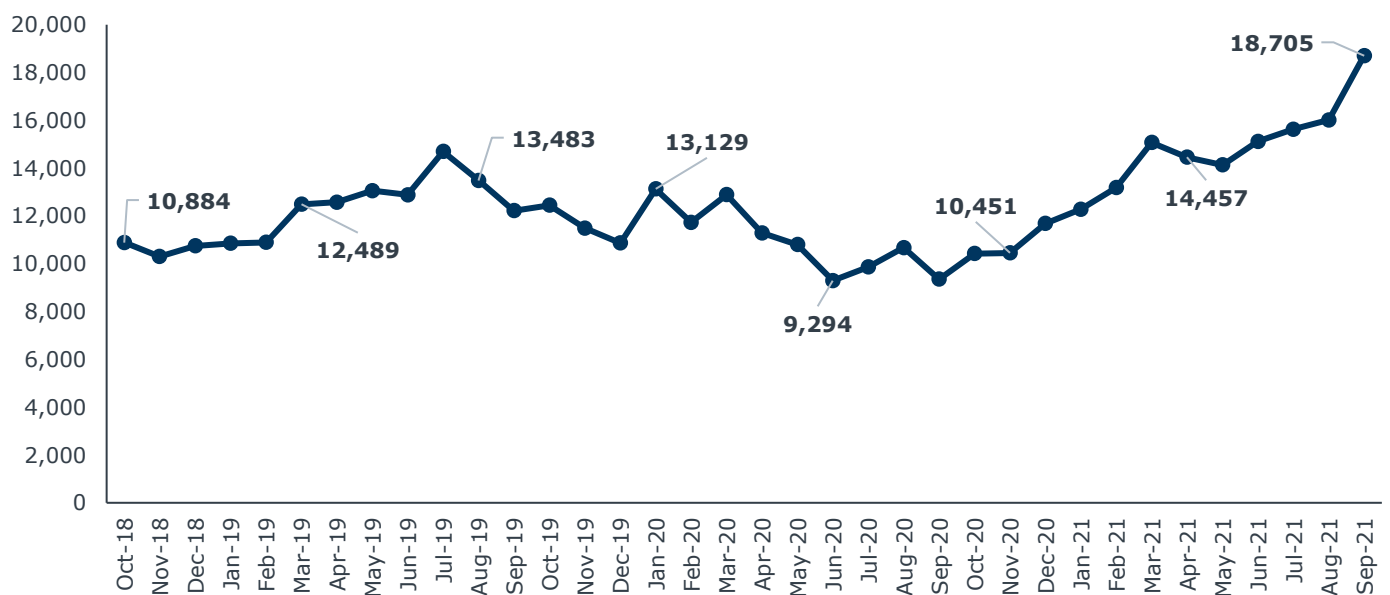
67,061 job postings

Relevant Jobs Posted in the Past Year

October 2020 – September 2021, Statewide Data

Job Postings for Bachelor’s Level Business Administration Professionals over Time

October 2018 – September 2021, Statewide Data



Source: EAB analysis. Emsi Analyst.

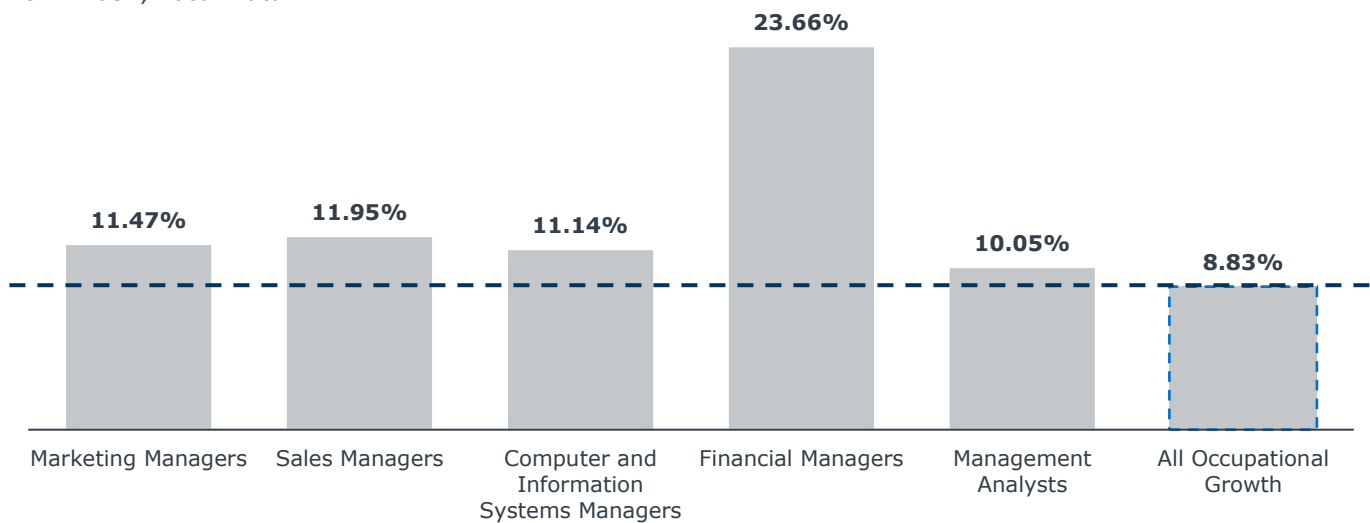
Analysis of Employment for Business Administration Professionals

In both the local and statewide regions, employment is projected to increase faster than average for all the top five relevant occupations. This indicates employment opportunities for graduates will likely increase in coming years. Administrators should note that the top five relevant occupations are different between regions.

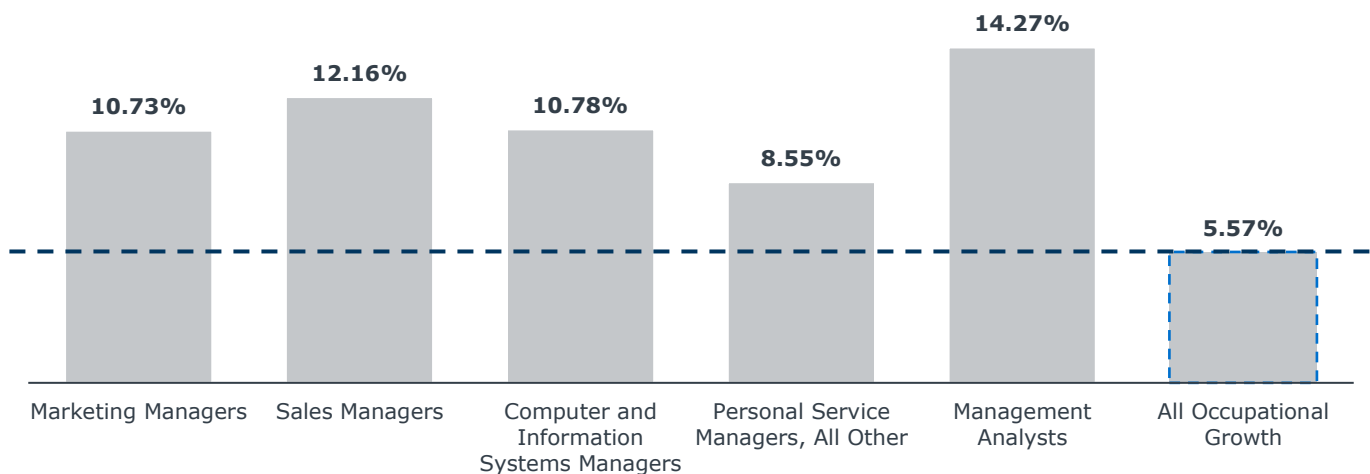
While these occupations represent the most common occupations appearing in job postings for bachelor’s-level business administration professionals, the projected employment data considers all jobs within an occupation at all degree levels.

Projected Employment in Top Occupations¹

2021-2031, Local Data



2021-2031, Statewide Data²



1) Top occupations refer to the occupations in which employers most often seek relevant professionals.
 2) "Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other" shortened to "Personal Service Managers, All Other."

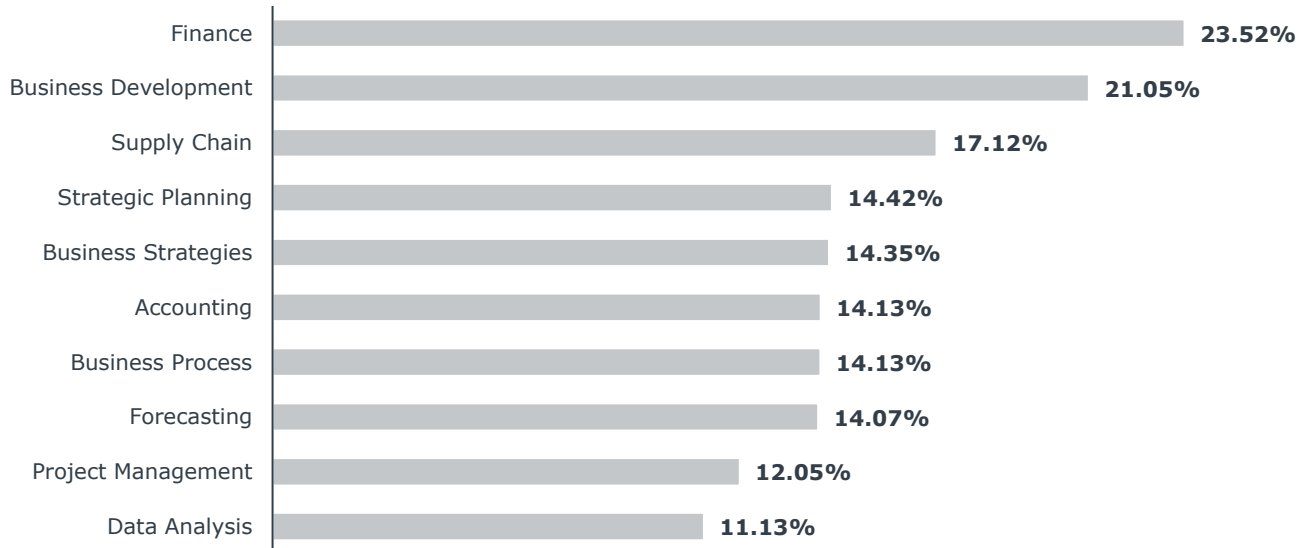
--- The dashed blue line represents the projected employment growth across all occupations from 2021 to 2031.

Source: EAB analysis. Emsi Analyst.

Top Skills Requested of Bachelor's-Level Business Administration Applicants

October 2020 – September 2021, Local Data

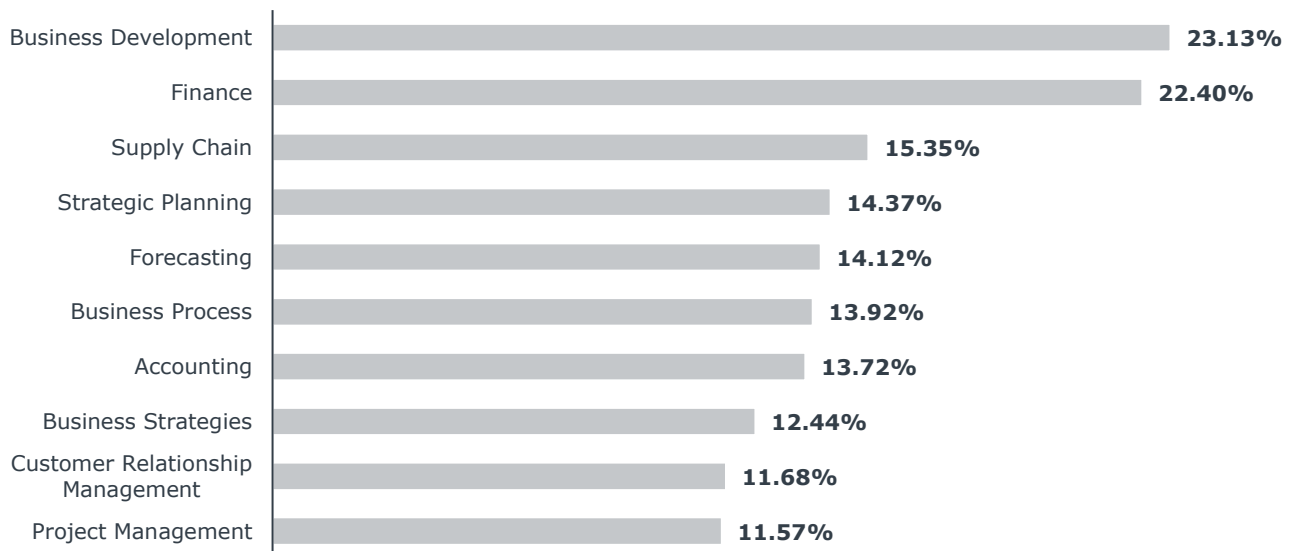
n = 26,208 job postings



Top Skills Requested of Bachelor's-Level Business Administration Applicants

October 2020 – September 2021, Statewide Data

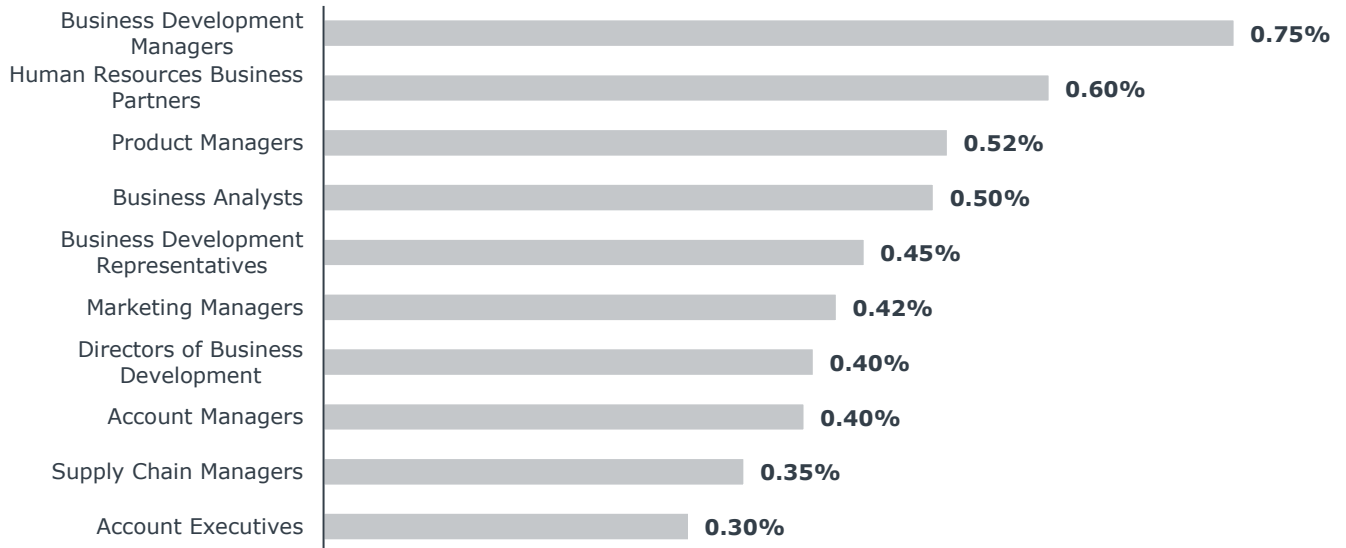
n = 67,061 job postings



Top Titles in Job Postings for Bachelor's-Level Business Administration Professionals

October 2020 – September 2021, Local Data

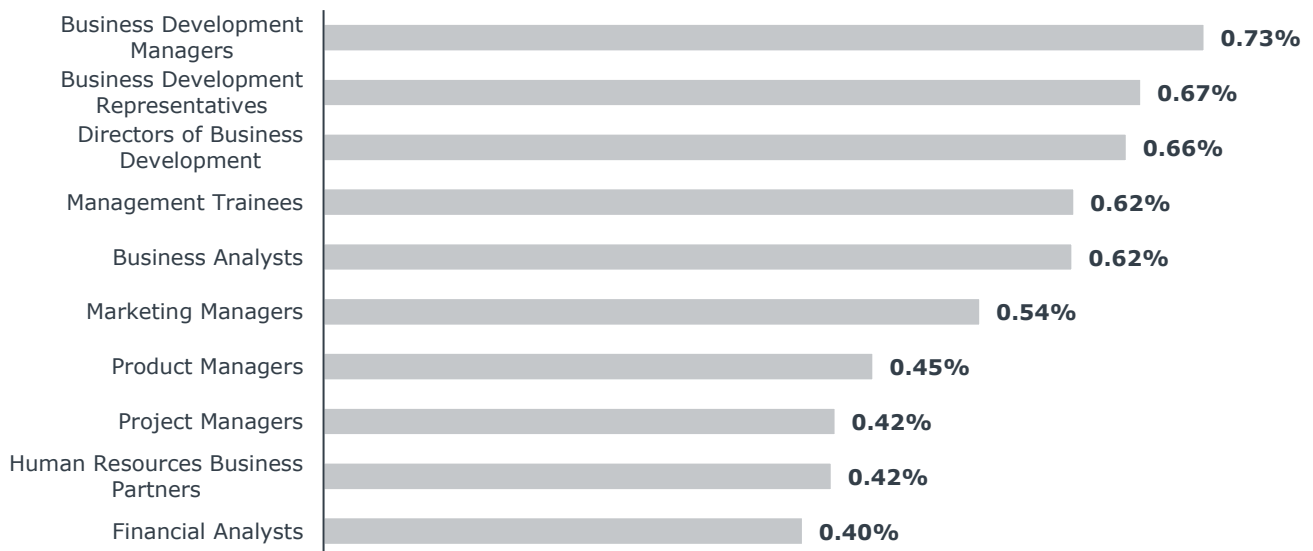
n = 26,208 job postings



Top Titles in Job Postings for Bachelor's-Level Business Administration Professionals

October 2020 – September 2021, Statewide Data

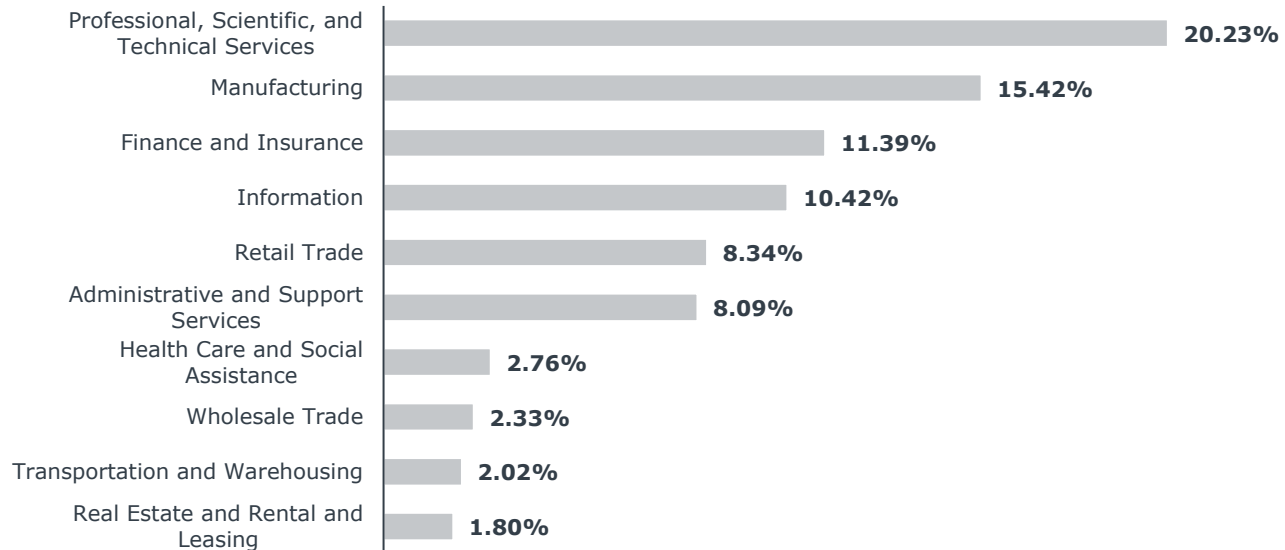
n = 67,061 job postings



Top Industries Advertising Bachelor's-Level Business Administration Job Postings¹

October 2020 – September 2021, Local Data

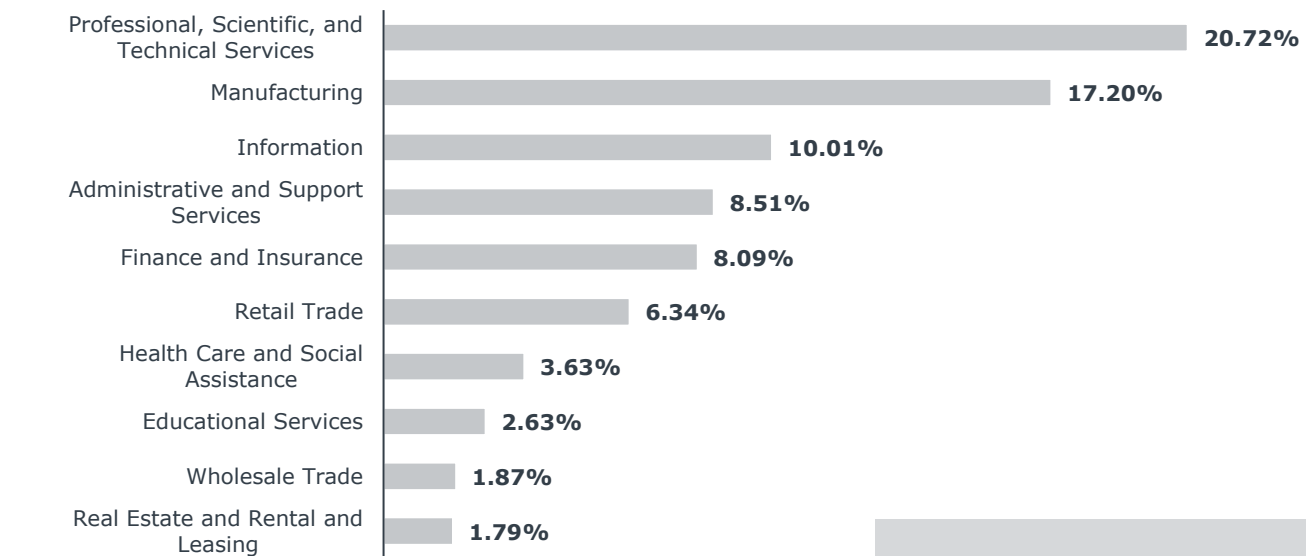
n = 26,208 job postings



Top Industries Advertising Bachelor's-Level Business Administration Job Postings

October 2020 – September 2021, Statewide Data

n = 67,061 job postings



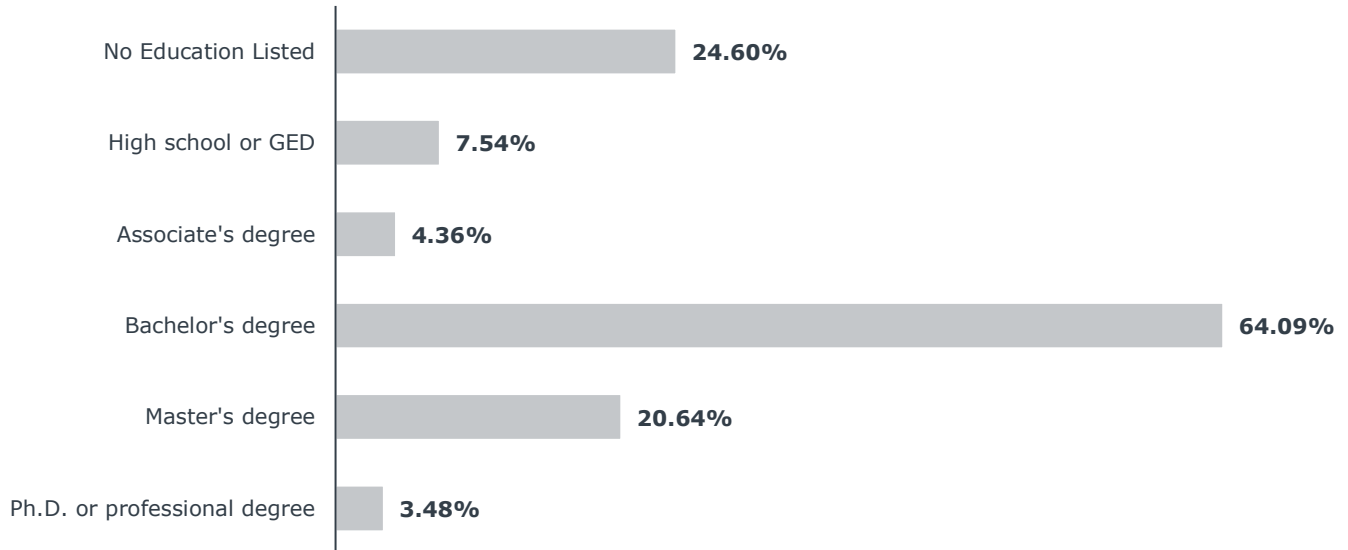
1) "Administrative and Support and Waste Management and Remediation Services" was shortened to "Administrative and Support Services"

Emsi Analyst often classifies job postings from staffing companies under the category "Administrative and Support and Waste Management and Remediation Services."

Education Levels Requested of Business Administration Applicants

October 2020 – September 2021, Local Data

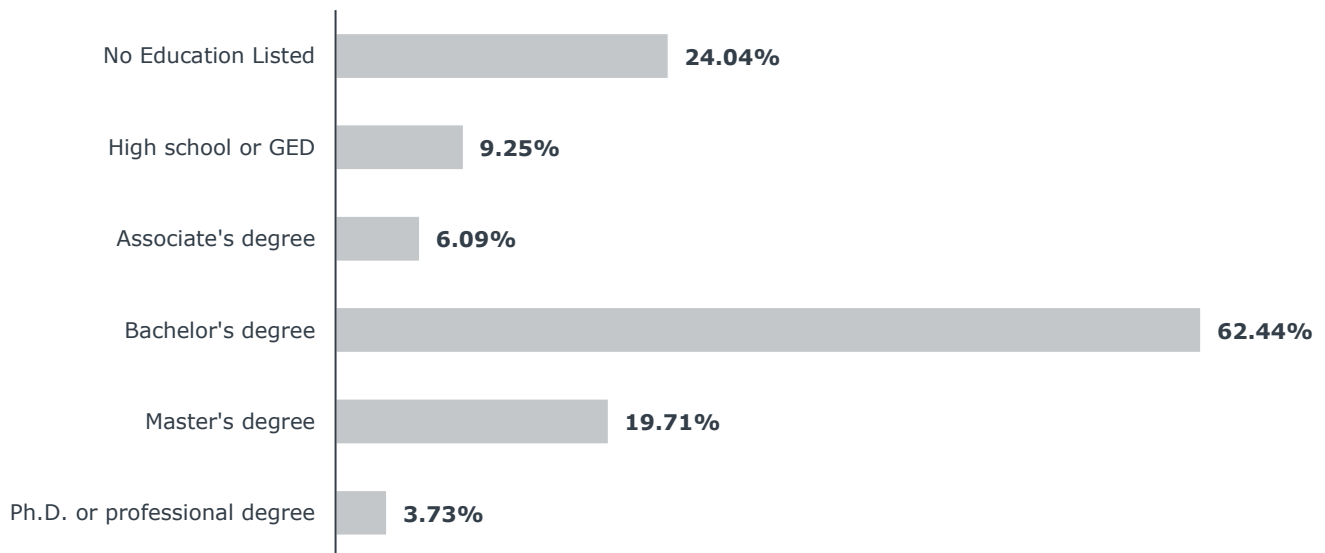
n = 40,895 job postings¹



Education Levels Requested of Business Administration Applicants

October 2020 – September 2021, Statewide Data

n = 107,396 job postings¹



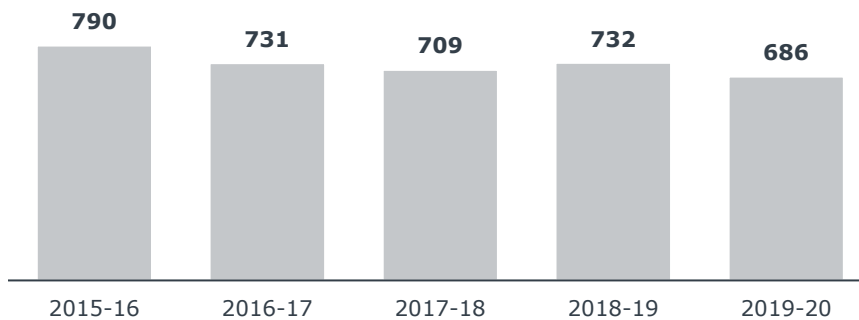
1) The n-value reflects the number of job postings requesting any degree level business administration applicants rather than the number of postings requesting bachelor's-level business administration applicants.

Local Analysis of CIP Code 52.0201 ("Business Administration and Management, General") Completions

Local completions declined by an average of 3.38 percent per year, while the number of local institutions reporting relevant completions remained consistent (i.e., 12 institutions) across the 2015-2016 and 2019-2020 academic years. This suggests an increasingly competitive environment as institutions compete for dwindling student interest. Note only 16.67 percent of institutions report completions with a 100 percent distance-delivery option.

Completions Reported over Time

2015-2016 to 2019-2020 Academic Years, Local Data



-3.38%

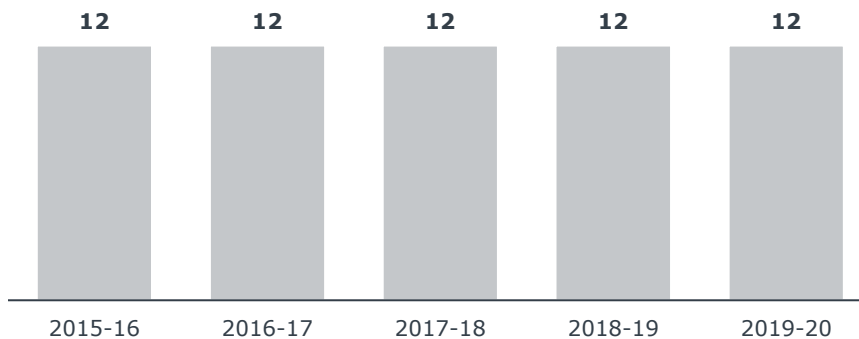
Average Annual Completions Decline

2015-2016 to 2019-2020 Academic Years, Local Data

- No change in number of institutions reporting completions in the same period.

Institutions Reporting Completions over Time

2015-2016 to 2019-2020 Academic Years, Local Data



16.67%

Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-2020 Academic Year, Local Data

57.17

Mean Completions per Institution Reporting

2019-2020 Academic Year, Local Data

- A decrease from the 65.83 mean completions reported in the 2015-2016 academic year.

35.50

Median Completions per Institution Reporting

2019-2020 Academic Year, Local Data

- A decrease from the 43.50 median completions reported in the 2015-2016 academic year.

Local Analysis of CIP Code 52.0201 ("Business Administration and Management, General") Completions

Between the 2015-2016 and 2019-2020 academic years, seven of the top 10 local institutions increased their market share, and five of the top 10 institutions increased their number of completions. During the 2019-2020 academic year, Winthrop University was the only program to report more completions than the existing in-person program at the UNC Charlotte. Further, across the 2015-2016 to 2019-2020 academic years, the UNC Charlotte increased in both the number of reported completions and market share. This suggests that while local student demand is declining, the UNC Charlotte may continue to capture a large share of the market.

Institutions with Most Reported Completions

2015-2016 to 2019-2020 Academic Years, Local Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2015-2016 Academic Year	Reported Completions, 2019-2020 Academic Year	Market Share, 2019-2020 Academic Year
Winthrop University	189	23.92%	177	25.80%
UNC Charlotte	153	19.37%	167	24.34%
Belmont Abbey College	88	11.14%	94	13.70%
Johnson C Smith University	42	5.32%	51	7.43%
Catawba College	72	9.11%	50	7.29%
Queens University of Charlotte	45	5.70%	42	6.12%
Livingstone College	26	3.29%	29	4.23%
Johnson & Wales University-Charlotte	33	4.18%	27	3.94%
Wingate University	10	1.27%	26	3.79%
University of Phoenix-North Carolina	100	12.66%	15	2.19%

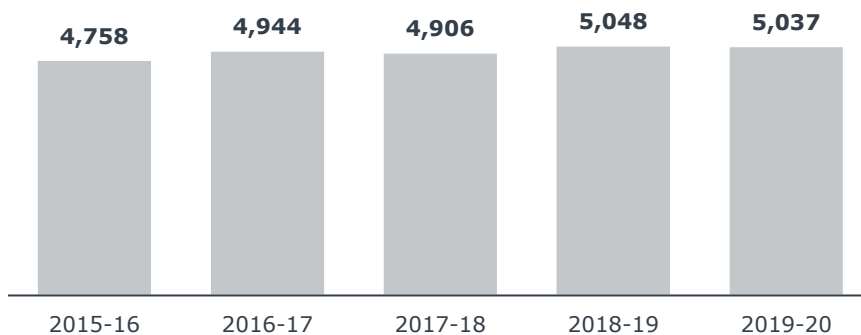
- Program offered a 100 percent distance-delivery option during the 2019-2020 academic year.

Statewide Analysis of CIP Code 52.0201 (“Business Administration and Management, General”) Completions

Unlike local completions trends, between the 2015-2016 and 2019-2020 academic years, statewide completions increased at an annual average of 1.45 percent with no increase in number of institutions reporting completions. Over 40 percent of institutions report completions with a 100 percent distance-delivery option.

Completions Reported over Time

2015-2016 to 2019-2020 Academic Years, Statewide Data



+1.45%

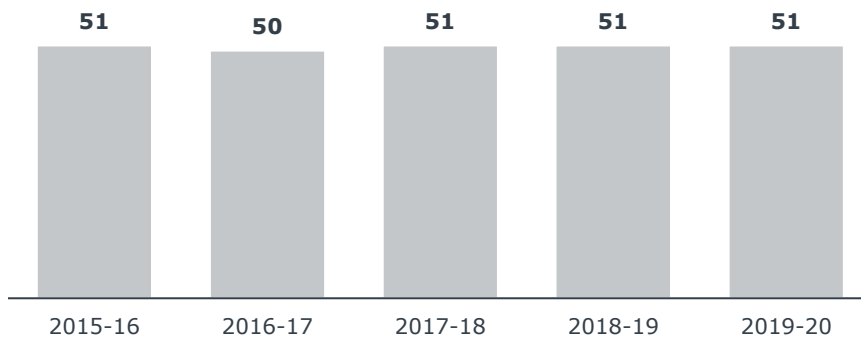
Average Annual Completions Growth

2015-2016 to 2019-2020 Academic Years, Statewide Data

- No change in number of institutions in the same period.

Institutions Reporting Completions over Time

2015-2016 to 2019-2020 Academic Years, Statewide Data



41.18%

Institutions Reporting Completions with a 100% Distance-Delivery Option

2019-2020 Academic Year, Statewide Data

98.76

Mean Completions per Institution Reporting

2019-2020 Academic Year, Statewide Data

- An increase from the 93.29 mean completions reported in the 2015-2016 academic year.

39.00

Median Completions per Institution Reporting

2019-2020 Academic Year, Statewide Data

- A decrease from the 45.00 median completions reported in the 2015-2016 academic year.

Statewide Analysis of CIP Code 52.0201 (“Business Administration and Management, General”) Completions

Between the 2015-2016 and 2019-2020 academic years, eight of the top 10 institutions increased their market share, and these same eight institutions increased their number of completions. This includes the UNC Charlotte. The current, in-person program ranks at seventh of the largest statewide institutions by reported completions and market share in the 2019-2020 academic year. A new online program at the UNC Charlotte would like benefit from the in-person program’s existing market presence.

Institutions with Most Reported Completions

2015-2016 to 2019-2020 Academic Years, Statewide Data

Institution	Reported Completions, 2015-2016 Academic Year	Market Share, 2019-2020 Academic Year	Reported Completions, 2015-2016 Academic Year	Market Share, 2019-2020 Academic Year
University of North Carolina Wilmington	617	12.97%	752	14.93%
North Carolina State University at Raleigh	605	12.72%	665	13.20%
University of North Carolina at Greensboro	351	7.38%	507	10.07%
University of North Carolina at Chapel Hill	326	6.85%	358	7.11%
East Carolina University	246	5.17%	296	5.88%
Western Carolina University	83	1.74%	196	3.89%
UNC Charlotte	153	3.22%	167	3.32%
Appalachian State University	189	3.97%	152	3.02%
High Point University	212	4.46%	142	2.82%
North Carolina Central University	111	2.33%	127	2.52%

- Program offered a 100 percent distance-delivery option during the 2019-2020 academic year.

Appendix: Research Parameters and Sources

Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

Unless stated otherwise, this report includes data from online job postings from October 2020 to September 2021. To best estimate employer demand for bachelor's-level business administration professionals, the Forum analyzed job postings for all professionals with relevant skills (e.g., "Business Economics," "Financial Management," and "Marketing Analytics").

Definitions

"CIP" code refers to the Classification of Instructional Programming code.

"Local" refers to the Charlotte-Concord-Gastonia, NC-SC MSA.

"Statewide" refers to North Carolina.

Research Questions

The requesting partner asked:

- **What skills should the program teach to prepare students to meet employer demand?**
- **In what positions do employers demonstrate the greatest need for graduates?**
- **What education level do employers most frequently request from program graduates?**
- **In which industries should the program prepare students to work?**
- **How many students graduate from similar programs, and how has this changed over time?**
- How are similar programs structured?
- How are similar programs delivered?

Bolded questions were addressed within this analysis; remaining questions will be addressed if partner pursues additional research.

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries
- Emsi Analyst, described below
- U.S. Bureau of Labor Statistics
- U.S. National Center for Education Statistics (NCES)

Labor Market Intelligence Partner: Emsi

This report includes data made available through EAB's partnership with Emsi (formerly Economic Modeling Specialists International), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

Emsi curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Emsi's proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Emsi tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics. For more complete descriptions of the Emsi tools, visit:

- <http://www.economicmodeling.com/analyst/>
- <https://www.economicmodeling.com/alumni-insight/>

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@economicmodeling.com or (208) 883-3500.



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