BOT Meeting Topics

**Today**

**Policy and Graduation**
- Policy Changes
- Graduation & Retention
- Student Satisfaction

**February 2021**

**Growth**
- Progress on Plan

**June 2021**

**Plan**
- Strategic Focus
- Plan Elements

**August 2021**

**Results**
- Census
- Time and Cost to Degree
- Employment & Salaries
Today’s Agenda

- Approve minutes (see next slide)
- **Introduction** - New board member - Theresa Carter
- **Report on graduation and retention**
- **Looking ahead**: Strategic focus
- **Purdue Control and Policy Changes**
  - Conditional admission
  - Semesters
- **Update on new electronic program approval process**
- **New program approvals**
APPROVAL OF MINUTES

- August 6, 2020 Special Meeting
- August 7, 2020 Regular Meeting
New Board of Trustee Member - Theresa Carter

Education

- BS Industrial Engineering, Purdue University
- MS Industrial Engineering, University of Oklahoma
- MS National Resource Strategy, National Defense University
- Doctoral candidate Business Administration, Drexel University

Work, Military, and Board Memberships

- Leads TC3 Solutions LLC, providing strategic advisory services to the Department of Defense and corporate clients
- Distinguished military graduate of Purdue’s Air Force Reserve Officer Training Corps program
- Served 31 years active duty in U.S. Air Force, retiring rank of major general
- Served on Purdue’s Industrial Engineering Advisory Council and Board of Directors for the Purdue Alumni Association
- Served on Board of Advisors for United Water Federal Services
## Graduation Rates

### Purdue University Global Graduation Rate, 2019-2020

<table>
<thead>
<tr>
<th>Degree</th>
<th>FULL TIME</th>
<th>PART TIME</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Graduates</td>
<td>Graduation Rate</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>Associate’s</td>
<td>158</td>
<td>40%</td>
<td>1,686</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>771</td>
<td>44%</td>
<td>4,116</td>
</tr>
<tr>
<td>Master’s</td>
<td>1,133</td>
<td>54%</td>
<td>833</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,062</td>
<td>49%</td>
<td>6,635</td>
</tr>
</tbody>
</table>

Source: Purdue Global Office of Reporting and Analysis, July 2020. Conventional graduation-rate methodologies (e.g., IPEDS) focus on traditional first-time, full-time students. By contrast, Purdue Global’s student population consists chiefly of adult learners, many of whom have prior college experience and are enrolled part time. Thus, we calculate graduation rate using a period equal to 150% of normal time for all students (for example, 6 years for a 4-year degree). These data include bachelor’s degree students who matriculated in 2013–2014 and graduated within 6 years and associate’s and master’s students who matriculated in 2016–2017 and graduated within 3 years.
Graduation Rate by Cohort Year

**Associate**
- 2005-2006: 19%
- 2006-2007: 18%
- 2007-2008: 18%
- 2008-2009: 19%
- 2009-2010: 21%
- 2010-2011: 29%
- 2011-2012: 30%
- 2012-2013: 24%
- 2013-2014: 21%
- 2014-2015: 21%
- 2015-2016: 24%
- 2016-2017: 25%

**Bachelor**
- 2005-2006: 23%
- 2006-2007: 19%
- 2007-2008: 17%
- 2008-2009: 20%
- 2009-2010: 24%
- 2010-2011: 33%
- 2011-2012: 35%
- 2012-2013: 30%
- 2013-2014: 27%

**Master**
- 2005-2006: 39%
- 2006-2007: 44%
- 2007-2008: 45%
- 2008-2009: 48%
- 2009-2010: 44%
- 2010-2011: 45%
- 2011-2012: 51%
- 2012-2013: 44%
- 2013-2014: 41%
- 2014-2015: 39%
- 2015-2016: 44%
- 2016-2017: 48%
First Year Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>33%</td>
<td>46%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>34%</td>
<td>54%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>35%</td>
<td>51%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>40%</td>
<td>56%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>40%</td>
<td>54%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>48%</td>
<td>55%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>41%</td>
<td>57%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>34%</td>
<td>53%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>35%</td>
<td>53%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>36%</td>
<td>58%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>35%</td>
<td>59%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>35%</td>
<td>59%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>40%</td>
<td>62%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>41%</td>
<td>64%</td>
</tr>
</tbody>
</table>
Credentials Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Master</th>
<th>Certificate/Diploma</th>
<th>Professional Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>6.5K</td>
<td>5.8K</td>
<td>1.9K</td>
<td>7.7K</td>
<td>1.9K</td>
</tr>
<tr>
<td>2011-2012</td>
<td>6.7K</td>
<td>6.6K</td>
<td>2.8K</td>
<td>3.0K</td>
<td>3.0K</td>
</tr>
<tr>
<td>2012-2013</td>
<td>5.0K</td>
<td>5.8K</td>
<td>3.1K</td>
<td>2.8K</td>
<td>2.8K</td>
</tr>
<tr>
<td>2013-2014</td>
<td>4.8K</td>
<td>5.2K</td>
<td>3.4K</td>
<td>5.2K</td>
<td>5.2K</td>
</tr>
<tr>
<td>2014-2015</td>
<td>4.5K</td>
<td>5.3K</td>
<td>3.2K</td>
<td>3.2K</td>
<td>3.2K</td>
</tr>
<tr>
<td>2015-2016</td>
<td>4.5K</td>
<td>5.3K</td>
<td>1.2K</td>
<td>2.9K</td>
<td>2.9K</td>
</tr>
<tr>
<td>2016-2017</td>
<td>3.4K</td>
<td>5.3K</td>
<td>1.5K</td>
<td>2.6K</td>
<td>2.6K</td>
</tr>
<tr>
<td>2017-2018</td>
<td>2.4K</td>
<td>4.3K</td>
<td>1.4K</td>
<td>2.5K</td>
<td>2.5K</td>
</tr>
<tr>
<td>2018-2019</td>
<td>1.8K</td>
<td>4.0K</td>
<td>1.5K</td>
<td>2.7K</td>
<td>2.7K</td>
</tr>
<tr>
<td>2019-2020</td>
<td>1.9K</td>
<td>4.7K</td>
<td>1.4K</td>
<td>1.4K</td>
<td>1.4K</td>
</tr>
</tbody>
</table>
## Purdue University Global Capstone Survey

<table>
<thead>
<tr>
<th>SURVEY STATEMENT</th>
<th>AGREE OR STRONGLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018-2019</strong></td>
<td><strong>2019-2020</strong></td>
</tr>
<tr>
<td>Purdue Global always puts my needs, as a student, first.</td>
<td>84%</td>
</tr>
<tr>
<td>Purdue Global provides personalized support to help keep my program’s requirements in line with my life circumstances.</td>
<td>94%</td>
</tr>
<tr>
<td>I believe what I learned at Purdue Global will help me reach my personal and career goals.</td>
<td>92%</td>
</tr>
<tr>
<td>Getting a degree from Purdue Global was an efficient path to achieving my learning goals.</td>
<td>91%</td>
</tr>
<tr>
<td>I believe Purdue Global is innovative in its approach to education.</td>
<td>87%</td>
</tr>
</tbody>
</table>

Source: Purdue Global Office of Reporting and Analysis, August 2020. Data include all students in the 2019–2020 academic year who completed their capstone survey.
Purdue Global: Strategic Focus

2019-2021

Prioritization driven by:
1. Personalization
2. Census and ROI
3. Operating Income

2021 - 2024

Measurements:
1. Census and Operating Income
2. Persistence
3. Graduation

Growth

Results

Innovation
PG control and Purdue alignment - recap since May

1. Change in leadership

2. Move from Chicago and Indianapolis to West Lafayette (*approved by Board Written Consent*)

3. New program approval process

4. Policy review and recommended changes - Conditional Admissions and Semesters

5. Assessment of departmental transitions from Kaplan to Purdue under TOSA (HR, PR, legal)
Purdue Global Control: Conditional Admissions *

Recommendation: repeal of Conditional Admission policy

What is Changing?
Collection and review of unofficial transcripts (priority audit), cost estimates and financial aid eligibility to be completed prior to starting classes (as opposed to the current practice by the end of Term 1).

Kaplan’s original policy rationale: having 14 academic starts per year provides more on-ramps for students so they can quickly begin.

Why the change? Meet National Association for College Admissions Counseling (NACAC) expectations of transparency:

“Before requiring an enrollment confirmation, colleges should:

1. Provide an evaluation of their prior college-level credits that is a good faith estimate (emphasis added) of how those credits will be applied toward their degree requirements.

2. Provide a financial aid offer when applicable.”

Effective for the February 2021 catalog

* Board Action Item
Purdue Global Control: Transition to Semesters*

Recommendation: transition from quarter hour calendar to semester calendar

Rationale: alignment, student experience and efficiencies

- Interoperability with other institutions (including Purdue) to support transfer credit, partnerships and growth opportunities
- “Fix” the calendar such that the timing of terms is predictable and comparable year over year
- Create, through new term structures, more in-term flexibility for students
- Put undergraduate, graduate, and Concord Law School courses on the same calendar
- A shift to a semester calendar will be more attractive to students, as well as provide operational efficiencies.

Four proposed calendars are under review with KNA

Targeting Fall 2022 for implementation

* Board Action Item
Overview of New Process

1. Submissions are accepted from deans, faculty, marketing, or PG/KNA staff.
2. Rapid feasibility: Evaluation of growth potential, labor market and a high-level competitive review. Early stage “go - no go” decision by deans.
3. Full feasibility: Analysis of BLS and Emsi data, historical trends, and a deeper competitive review. Pipeline ranking based on tie to strategy and program potential. Formal Notice of Intent (NOI) shared with Purdue system.
5. Curriculum development begins. Final approvals by Policy Program Review Committee (PPRC), Faculty Curriculum Committee and Admin Council.
6. Proposal is submitted to the BOT for approval. ICHE application submitted.
Important Changes to the New Program Review Process

Control of Process and Final Decision - Shift from Kaplan to PG

- Shifted control of the analysis processes to PG with final approvals by the deans and the Program Steering Committee (PSC).

Speed and Efficiency - 90 days from idea to BOT approval

- Installed a rapid feasibility review to determine “go-no-go” prior to an investment in a full feasibility review.
- Moved the initial dean and PSC approval to an earlier point in the process.
- Key work streams done in parallel (vs. sequentially). This includes marketing inputs, ICHE submission, and a deeper financial analysis.
- Created new BOT electronic approval process (discussed in later slide).

Quality and Value - Contribution to strategy, growth, and student Lifetime Value

- Add job market data, KNA strategy team and PG Career Services to the market analysis process.
- Identified early breakeven thresholds and ROEI financial targets by program (20% margin and NPV positive by year 3).
New Electronic Program Approval Process

New process will be managed through the OnBoard site.

- PG uploads item and materials for approval
- Notification email sent to board members
- Board members: 5 days to review & post questions
- Board members: vote and e-sign written consent
- Confirm approval via email to all members

• Questions, comments and responses will be managed through OnBoard discussion board.
• Email alerts sent when question or comment is posted on discussion board.
• New approved programs will be listed at next regular meeting.
New Programs in the Pipeline

New Program Requests (in feasibility assessment)

1. BS & MS Digital Marketing
2. Global Business Grad Micro-credential
3. MBA - Global Business Concentration
4. Doctor of Health Science
5. BS Construction Management
6. Executive Master of Healthcare Administration
7. MS in Psych - Concentration & Graduate Certificate in Organizational Behavioral Management
8. Certificate for Peer Recovery Support Specialist

Pending Internal Approvals

10. Secure Software Development and Quality Assurance Micro-credential
11. Emergency Management Tech to ASN Pathway
12. Paramedic to ASN Pathway
14. BSCJ - Socially Responsible Leadership Concentration
15. Cyber concentrations in: Cloud, Programming, CISSP, and Data Management

Pending BOT Approval - April Catalog

16. MS in Data Analytics
17. BS Organizational Management
18. BS Health Education & Promotion
MS Data Analytics*

**Background**
- The exponential growth of data has produced an increase in demand for analytical talent
- IBM report predicts the number of analytics and data science jobs would reach 2.7M by 2020
- PG proposes to offer a Master’s degree program focused on Data Analytics building on the foundations of our existing Bachelor’s degree in Data Analytics

**Potential Appeal of the Degree**
- Help students master necessary skills to pursue a career in data analytics and data science
- Arm students with analytical, problem-solving, decision-making, and technical skills to thrive in the 21st century
- Prepare students to sit for various industry certifications (i.e., Amazon Web Services, Certified Analytics Professional, Cloudera Certified Associates, etc.)
- High wages for occupations related to this degree may lead to a strong return on educational investment for graduates

**Demand and Supply Landscape**
- 21% growth in conferrals since 2015, from 11,500 to 24,300, Master’s conferrals grew by 37%
- A quarter of the conferrals were from programs with online delivery
- Average median salary was $80,000 in 2019
- Major job posting demand was for Business Analysts, Data Analysts, and Consultants

**Labor Trends**
- Employment grew by 4% 2000 - 2020 with an expected compounded annual growth rate of 1% through 2030
- Statisticians are on the high end of the wage scale with an average salary of $91K while Survey Researchers are at the lower end with an average salary of $59K
- Major job markets are in California, Texas, New York and Florida

* Board Action Item
BS Organizational Management*

- COVID-19 is having a significant, long-term impact on the service, hospitality, and retail industries, causing high unemployment in these sectors
- These individuals have demonstrated strong skills in management but lack the college credential that will enable them to transition into management level positions in other fields
- To address this need, PG proposes to offer a highly flexible Bachelor’s degree program focused on Organizational Management

 Potential Appeal of the Degree
- Help upskill the graduate’s management and supervisory competencies
- Support students who wish to reskill away from service-oriented occupations into business-related occupations that have been closed off to these students without a Bachelor’s degree
- High wages for occupations related to this degree may lead to a strong return on educational investment for graduates

 Demand and Supply Landscape
- 3% growth in conferrals since 2015, from 2,700 to 3,000
- Over half of the conferrals were from programs with online delivery
- Average median salary was $100,000 in 2019
- Major job posting demand was for General Managers, Operations Managers, and Sales Managers

 Labor Trends
- Employment grew by 2% between 2000 and 2020 with an expected compounded annual growth rate of 1% through 2030
- Median wages have remained steady around $100K with modest growth of 1% over past 5 years
- Major job markets are in California, Texas, New York and Florida

* Board Action Item
BS Public Health Education & Promotion*

**Background**
- The Bureau of Labor Statistics indicates that Health Educators and Community Health Workers will grow at a much faster rate than the average growth rate for all occupations.
- Increased demand is likely linked to the desire of the health industry to decrease healthcare costs and improve patient outcomes through educating the public.

**Potential Appeal of the Degree**
- Prepares students to make a positive impact on communities and healthcare systems.
- Serves as an entry point for students seeking a Master of Public Health (MPH) and/or the Master of Science in Health Education.
- For military students, it enables them to gain military promotion or return to civilian life.
- Increasing wages for this occupation may lead to strong return on education investment outcomes for graduates.

**Demand and Supply Landscape**
- 7% growth in conferrals since 2015, from 3,400 to 4,500.
- A fifth of the conferrals were from programs with online delivery.
- Average median salary was $47,000 in 2019.
- Major job posting demand was for Community Health Workers, Health Educators, and Community Organizers.

**Labor Trends**
- Employment grew by 3% between 2000 and 2020 with an expected compounded annual growth rate of 1% through 2030.
- Median wages have experienced growth of 7% over the past 5 years.
- Major job markets are in California, New York, Florida, and Texas.

* Board Action Item
Informational Items

Programs reinstated in the November Catalog:
- Associate of Applied Science in Child Development
- Associate of Applied Science in Human Services

Micro-credentials in the November Catalog:
- Accounting Fundamentals Micro-credential
- Business Fundamentals Micro-credential
- Cloud Computing Fundamentals Micro-credential
- Cybersecurity Fundamentals Micro-credential
- IT Fundamentals Micro-credential
- Sports Management Micro-credentials
- Strengths-Oriented Leadership Micro-credential
- AWS Cloud Technologies Micro-credential
- Telehealth Micro-credential
- BS in Business Administration - Sports & Entertainment Mgmt Concentration
- Business Administration Micro-credentials - Discontinued