COLUMBIA COLLEGE
PROGRAM MARKET ASSESSMENT
USA

NOTE:	Clarification of Terms
Must; Shall; Will:	These words or phrases indicate actions or activities that are *essential* or *mandatory.*
Should:	This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory.
May or Could; Can:	These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.

Program Being Assessed

INTRODUCTION

This document should be used as one of the initial assessment tools when investigating and assessing comparable programs offered by competitors, in what could become a new market location for a specific educational program. Each section of it has been designed to gather relevant information related to the various components of existing comparable programs offered by existing institutions. The main body of results of this investigation should be communicated via a profile of each competitor program. It should be followed by a list of concerns and/or recommended actions to follow.

Once the concerns and/or recommendations are attended to a decision will be made as to whether a full business plan will be developed to establish a new program in the geographical region being analyzed.

DIRECTIONS

In each section please identify what source provided the information and include in the appendix their contact number(s). Please develop a spreadsheet document that will allow a more visual and comparative analysis for the reader.

SECTION I – ECONOMIC AND POPULATION PROFILE OF REGION AND CITY OR CITIES

1.1   Economic profile of state and region of country

1.2   Five to ten year projection of economic growth in region

1.3   Population profile and historic growth of state and region of country

1.4   Five to ten year projection of population growth in state and region of country

1.5   Economic profile of city(s) being investigated

1.6   Five to ten year projection of economic growth in city(s)

1.7   Population profile and historical growth of city(s) where program may be located

1.8   Five to ten year projection of population growth in city(s)

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Page 1

SECTION II – CORPORATE HEAD OFFICE OF COMPARABLE PROGRAMS

2.1   Name of Organization

2.2   Senior Officer/Administrator

2.3   Location
       Address

2.4   Contact Numbers

2.5   History and Development for Organization

2.6   Ownership/Leadership

       Public/Private
       For Profit/Non Profit
       Name of current principle owner(s) and their background in business and education
       Current role of principle owner(s) in day-to-day operations

2.7   Financials (if available)

SECTION III– PROGRAM DESCRIPTION AS WELL AS STUDENT, FACULTY AND EMPLOYEE VIEW OF PROGRAM BEING ASSESSED

3.1   Program description

       Number of academic years of study

       Degree or diploma confined

       Specialization(s) if any

       Requirements for student entry

       Tuition and other fees per academic year

       Enrolment capacity of program

       Student attrition rate of program

       Number of graduates per year

       Number of prospects on waiting list

       Method of delivery (accelerated, semester, part-time, full-time, distance delivery (type), etc.)

       Planned changes to program over the next 3-5 years (e.g. increasing the size of enrollments)

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Page 2

3.2   Faculty

        Minimum academic requirements for employment and typical qualifications

        Industry experience requirement and how current it must be

        Permanent full-time vs. part-time

        Level of satisfaction and turnover rate

        (See Appendix #1, Columbia College Faculty Satisfaction Survey)

3.3   Current Student Views of Program
        (See Appendix #2, Columbia College Student Satisfaction Survey)

3.4   Graduates' View of Program (at least 12 months after completion)
        (See Appendix #3, Columbia College Student Satisfaction Survey)

3.5   Educational Marketing

        Methods of marketing, "quality", quantity, etc.

        Website (user-friendly, appeal, etc.)

        Program information and presentation (calendar, brochures)

3.6   Employer Views of Graduates
        (See Appendix #4, Columbia College Employer Satisfaction Survey)

3.6   Site Visit Observations

        Type and quality of website and printed material

        Curb appeal of physical setting (first impression)

        Description of physical setting of institution

        Student reception area observation

        Professionalism of Admissions personnel

        Quality of classrooms, labs, library, etc.

        Other observations and material

SECTION IV – VIEWS OF LICENSING AND ACCREDITING BODIES RELATED TO COMPARABLE PROGRAM

4.1   Name of specific program offered by competitors

4.2   Date program being assessed was approved in region (who and what approvals)

4.3   National Professional Association information on program in region

Level of satisfaction

Investigations/warning letters

Current supply of graduates in the marketplace and demand for graduates in the industry over the next 1-5 years; 10-20 years

Any significant planned changes to this occupation or profession in next 5-10 years by professional association

Any other similar programs being approved by this professional authority for this region. If so, what stage are they at?

4.4   State Professional Association Information on Program

Level of satisfaction

Investigations/warning letters

Current supply vs. demand for graduates in next 1-5 years; 10-20 years

Any significant planned changes to this profession in next 5-10 years by the state professional association

Any other similar programs being approved for this region by the state professional association? If so, what stage are they at?

4.5   Regional Accrediting Body Information on Program

Level of satisfaction

Investigations/warning letters

Current supply vs. demand for graduates in next 1-5 years; 10-20 years

Any significant planned changes to this type of professional program in next 5-10 years by the regional accrediting body

Are other similar programs being approved for this region by the regional accrediting body. If so, what stage of development are they at?

4.6 State Department of Education Information on Program

Level of satisfaction

Investigations/warning letters

Current supply vs. demand for graduates in next 1-5 years; 10-20 years

Any significant planned changes to this area of professional education in next 5-10 years

Are other similar programs being approved for this region by the state department of education? If so, what stage of development are they at?

SECTION V – PROFILE OF OTHER PROGRAMS OFFERED BY COMPETITOR(S)

5.1 Brief profile of the main educational programs offered by the competitive institution(s) and their development within the community being investigated

SECTION VI – SUMMARY AND RECOMMENDATIONS

6.1 Summary
Use spreadsheet to summarize strengths and weaknesses of the existing program(s) in the marketplace

6.2 Recommendations
Identify any other concerns or items that need to be dealt with related to this market analysis prior to the development of a business plan and making a submission(s) to accrediting authority to offer a program

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Page 5