University of Louisville
New Academic Program Proposal Template

Certificate Programs

After approval of the Letter of Intent, certificate programs are to complete the New Academic Certificate Program Proposal template.

All forms are available at:
http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

Send the following materials to the
Program Approval Service Account (PROGAPPR@louisville.edu):

- Completed Proposal Template
- Proposed Program Curriculum (complete the table found in Appendix A of this proposal template)
- Course syllabi for any new course offerings
- SACSCOC Faculty Roster Form
- Gray Associates Program Evaluation System Regional Scorecard
- CV for Program Director/Coordinator
- Proposal Budget Form
- Letter of Support from the unit Dean
- Letter of Support from the UofL Libraries
- Letter(s) of Support from any units, departments, or internal or external entities that will be supporting the certificate program
- Notice of Intent to Offer a Certificate Program Eligible for Financial Aid (Stand-alone Certificates Only – See Section D.5) – Optional

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

General Program Information	
Date:	June 15, 2022
Program Name:	Franchise Management Certificate
Degree Level:	Undergraduate: ____x_ Graduate (select one of the following): Post-Baccalaureate _____ Post-Master's _____ Post-Professional _____
Minimum and Maximum Number of Credit Hours required:	12
Accreditation or Licensure Requirements (if applicable):	N/A
CIP Code:	52.0702
Department and Department Chair:	Management & Entrepreneurship, Ryan Quinn, Ph.D.
School/College:	College of Business
Program Director and Contact (if different); (please also include title):	Kathleen Gosser, Ph.D., Yum! Asst. Professor of Franchise Management
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
Proposed Implementation Date for Program (semester and year):	Spring, 2023
Program Length (1 semester, 1 year or Average time to Completion)	1 year
Anticipated Date for Granting First Degree:	Fall, 2023
Identify whether the program is 100% online, 100% face-to-face, or a combination of the two:	100% online
If the program plans to offer the certificate program as a stand-alone credential eligible for Title IV Financial Aid – See Section D.5	We do not plan to offer certificate as eligible for financial aid.

A. Centrality to UofL's Mission and Strategic Plan

The certificate program is to adhere to the role and scope of the University of Louisville as set forth in its mission statement and as complemented by UofL's strategic plan.

1. Provide a brief description of the program (copy the abstract provided in the program's Letter of Intent here).

The College of Business proposes to create an undergraduate certificate in Franchise Management. The program has been designed to align with franchising industry needs. The certificate program will be taught online by a combination of College of Business faculty and industry experts serving

in an adjunct faculty capacity. The certificate will require students to complete 12 credit hours of undergraduate course work, taught asynchronously online.

2. Provide a brief description of the program with its estimated date of implementation.

The Franchise Management Certificate curriculum is designed to prepare students to work in franchising, whether that involves becoming a franchisee, working for a franchisee, working for a franchisor, or working in the industry in an ancillary role such as for a service provider who assists the industry. This curriculum provides a strong overview and understanding of the franchise model and how it can be leveraged to be a successful professional in this growing field. The coursework includes learning of the model itself, the legalities involved, building and leading franchise teams, financial aspects germane to franchising and how the relationships of franchising are critical to the model. This proposed certificate will provide a special certificate designation that can be used on resumes to emphasize this additional expertise, alone with a degree from the CoB at UofL.

The content is a 400-level curriculum that leverages open educational resource content including podcasts, articles, case studies, and guest speakers. There are four courses with the last course being a capstone experience. Three of the four classes are already being taught (Mgmt 409, Mgmt 410, and Mgmt 413); we are requesting to package them with the fourth experiential (Capstone) class as a certificate program. All four classes are online and asynchronous, and guest speakers are included through podcasts and virtual roundtables. A partnership with the International Franchise Association (IFA) ensures the curriculum remains up-to-date and aligned with "real world" industry needs. This undergraduate certificate will be an added credential for those earning an undergraduate degree, allowing a stacked credential with employer interest. The franchise industry is growing with year-end projections (by the IFA) of 792,000 outlets and employment of 8.5 million. Additionally, the certificate will be awarded educational credits toward the IFA's credential, the Certified Franchise Executive.

The estimated date of certificate implementation is Spring, 2023, though students are currently taking the curriculum, so could finish as early as Fall, 2023.

3. Explain how the proposed program relates to the institutional mission and academic strategic plan.

The 2022-2025 draft Strategic Plan defines the "Learn" strategy with two key components including attracting, retaining, and graduating students to a structured and meaningful commitment to student success and preparing students for work (paraphrased). This certificate aligns with both strategic goals according to the action steps:

- This is a program driven by industry demand as the franchise world is growing and there are limited higher educational programs teaching the franchise model thoroughly.
- The curriculum is 100% online, asynchronous, which increases the ability of non-traditional students (students who are not earning any other major/degree at the University of Louisville) to enroll.
- The focus of our program is on the historically underrepresented, aligning with the third action under the first strategy of Learn. The Yum! Center for Global Franchise Excellence

(still working on Center approval) has a mission to provide franchise education and research particularly to underrepresented populations.

- There is an engaged learning experience at the end, either an internship or a group project focused within a franchise company.
- The students will gain essential work skills to be successful in franchising.

4. List the objectives of the proposed program.

The objective of the Franchise Certificate is to deliver comprehensive and practical knowledge that is needed to be successful while working in franchising. The certificate will deliver knowledge and skills that are not available in many universities and will provide graduates with a competitive advantage in the marketplace (with companies in franchising). The content focuses on all elements of the franchise model that are not taught within the industry such as legalities, the relationships, funding models growing a franchised business, and building and HR infrastructure for a franchised business. This certificate addresses a gap in higher education as defined by many senior leaders in franchising (qualitative data gathered through interviews). Other universities are identifying this gap and creating franchising centers; in the past year, Babson, UT Knoxville, and the University of Denver have received endowments to support franchising (as well as UofL). This certificate will allow UofL to remain a leader of franchise education as we have a certificate at the graduate level as well as a non-credit offering through Executive education.

This certificate will recruit a small number of new students as well as provide an enhanced credential for our existing CoB students – a stackable credential. It will also help us recruit for our newly established BBA as the courses are available for that degree.

5. Clearly state the admission, retention, and degree completion standards designed to encourage high quality.

This will be open to University of Louisville students in good standing. Enrollment in the University of Louisville is required for admission. There remains the possibility for UofL students in other schools and colleges to earn the certificate. If other schools or colleges incorporate the certificate into their majors or degrees, or if other reasons for revenue-sharing arise, we will work out agreed-upon revenue-sharing agreements with them. To receive the certificate, students must achieve a minimum 2.0 grade point average in the certificate courses, which is the standard at the CoB.

Note: If it makes sense in the market and we can expand our capacity at some point, we will consider opening the program to students who are not earning any other major/degree at the University of Louisville, but for now the certificate will only be open to University of Louisville students.

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

- Student Learning Outcome 1 (SLO1): Certificate recipients will be able to describe the franchise model including a discussion of the legalities, advantages, disadvantages, and infrastructure required to buy a franchise.
- Student Learning Outcome 2 (SLO2): Certificate recipients will demonstrate the ability to apply their knowledge of the franchise model and communicate effectively, whether they are working with a franchisor, franchisee, or supplier in the industry.

2. Describe how each program-level student learning outcome will be assessed (including when data will be collected and how assessment results will be used to improve the program.

SLO1: There are three assessments for this SLO:

- Students will complete a project exploring the full Franchise Disclosure Document that details what a Franchisor provides to a Franchisee, demonstrating their knowledge of the important legal documents governing the franchise model.
- Knowledge assessments are throughout the curriculum ensuring learning has met the objectives.
- Students will create a proposal detailing the most effective funding model for their franchise, demonstrating financial acumen achieved.

SLO2: This Learning Outcome will be measured in the final course, the practicum, by the following:

- This will either be an internship or a small group of students working on a defined issue within a franchise; both will require a defined, clear charter of expectations and end result. The final project will be assessed through a client rubric and course rubric, based upon the charter.
- The capability to communicate their knowledge will be assessed through the project/internship results as measured by the client and their peers (a rubric will be created for both assessments)

3. For each learning outcomes, provide direct indicators (and indirect, where possible) of achievement of the outcome, target(s) for the outcome, and frequency of data collection.

SLO1: Indicators will be progress in the three core courses and data collection takes place during the semester with weekly assessments. These will be direct indicators.
SLO2: Direct indicators of success will be the completion of the charter for the practicum. Indirect indicators will include organizational feedback from the sponsoring organization as well as peer feedback.

4. Course Delivery Methods.

Please answer the following:

a) Will this be a 100% distance learning program? Yes ☒ No ☐

b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes ☒ No ☐

If yes, please check all that apply below.

Additional details: The courses have been designed leveraging two engaging modes: eLearning modules and podcasts. Each course has 10 eLearning modules that contain readings, videos, and assessments that engage the student and teach the concepts. The readings are from current material with current information in franchising. Podcasts are added for guest speakers (since asynchronous) who provide real-life examples of the material. For example, there are a total of five podcasts with attorneys during the second half of the first course, which is focused on law. Students have weekly assignments applying what they have learned.

This content is updated twice a year to ensure relevancy and that all materials are still accessible. This is important in this constantly evolving field.

- ☑ Distance Learning
- ☑ Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- ☑ Technology-enhanced instruction
- ☐ Evening/weekend/early morning classes
- ☐ Accelerated courses
- ☑ Instruction at nontraditional locations, such as employer worksite
- ☐ Courses with multiple entry, exit, and reentry points
- ☐ Courses with "rolling" entrance and completion times, based on self-pacing
- ☑ Modularized courses

5. Is there a specialized accrediting agency related to this program? Yes ☒ No ☐

The certificate and its courses will undergo the same accreditation processes as all of the other programs in the college, which is AACSB accreditation.

6. Describe the library resources available to support this program.

The library has agreed to purchase a few books to support franchising at a minimal cost that is included in the budget form. The letter of support is attached.

C. Program Demand/Unnecessary Duplication

1. Provide the projected enrollment and graduation numbers for the first five years.

This program will provide an enhanced credential for many of our students. We also estimate modest new enrollments that scale up over time, generating a new revenue stream as well. We are already offering three of four of the courses that are included in this certificate. The cap is set at 40 students, and we are already meeting the max enrollment numbers. However, those are our existing CoB students. When we open the courses to non-CoB students, and they learn that they may be credentialled in addition to getting the knowledge, that should increase enrollment even further. Also, we now have the Yum! Center for Global Franchise Excellence, which gives us network, reputational, financial, and human resources that we can devote to promoting this program as needed. Lastly, we will be the first university to offer an undergraduate certificate in Franchise Management.

Thus, we believe that the projections are a *conservative* estimate for the growth of the program. The table below accounts only for new students, beyond those that will earn the certificate as part of existing degrees such as the Bachelors of Business Administration, the management major or minor, or the entrepreneurship minor. Our CoB students are accustomed to online curriculum and enrollments indicate a strong desire for this modality. The numbers below are for expectations of NEW certificate students, not current students in the College of Business. We believe we will recruit new students to the CoB for a management major or minor with this stackable certificate.

The courses are available now; however, the earliest we will confer a certificate is Fall of 2023, but that will be to existing students, so not represented below. The expectation for the certificates for those already enrolled in the CoB is much higher; this is not represented below in order to demonstrate only **growth** in new enrollments. This certificate will enhance existing students and also attract a conservative number of new students shown below. We are also assuming a 75% retention rate from students, meaning 75% of those who start will finish the certificate.

Academic Year	Degrees Conferred	Headcount Enrollment (Fall term individual courses)
2023/2024	0	8
2024/2025	6	10
2025/2026	8	12
2026/2027	9	16
2027/2028	12	20

2. Indicate any efforts to address student educational and workforce needs or to maximize student success, for both traditional and non-traditional students.

Franchise Education is a new discipline starting in several universities. Babson, Palm Beach Atlantic, University of Tennessee, and the University of Denver are examples of colleges that have received large grants from franchisors to establish franchise education. At UofL, we are the recipients of an endowment from Yum! Brands, the largest franchisor in the world. We established

the Yum! Center for Global Franchise Excellence to focus on education and research. As more universities adopt franchise education, it is our desire to continue to remain the leader with our offerings; the undergraduate certificate in Franchise Management would be the first of its kind. By being online asynchronous, we have the ability to provide a broader access to our courses. This modality appeals to non-traditional students and even to many traditional students due to the nature of their work lives; it has also proven to appeal to traditional students in providing options for them within their studies. Our recent experience with these courses demonstrates that our students are open to this modality (e.g., MGMT 410 for the Fall was full in April).

The emergence of franchise education at universities is evidence of the need for this growing field. The franchise industry continues to demonstrate growth in number of units and employees as noted above. Knowledge of the franchise model provides important information for those seeking employment in this field.

3. Specify/highlight any distinctive qualities of the proposed program.

The first distinct quality of the program is the actual content. There are no other universities that have an Undergraduate Certificate in Franchise Management. There is only one other university that has a Franchise Management minor (Palm Beach Atlantic); others only have one class. This alone is a distinctive quality.

Another distinct quality of this program is the currency/relevancy of the content. Textbooks are not used; only open resource documents are leveraged. This content is updated annually as a whole, but there are capabilities to add current events in franchising throughout the course. There are podcasts included with key leaders in the industry as well as virtual roundtables with key franchise leaders. This interaction with franchise business leaders is distinctive as is the use of podcasts. FranchiseU is a national podcast produced by the College of Business and included in this curriculum.

The last distinction is the accessibility of the content as it is 100% online and asynchronous. No other university has their content packaged this way for franchise education; note that there are several universities considering this approach, but none executed at this time. The BBA at the CoB has shown that students are enrolling in online, asynchronous courses, so this modality is not only accepted, but desired.

4. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs?

Being online opens up many opportunities to reach students, both traditional and non-traditional. At this juncture, we are focused within the College of Business and the new BBA that was launched. This program will allow for more choices within that degree.

5. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes ☒ No ☐

This certificate is an enhancement to the Management major and minor, and to the Bachelor of Business Administration program by offering a robust set of electives. This applies to the Entrepreneurship minor as well. These courses have been approved by the Management and Entrepreneurship Department as electives. The certificate provides a stackable credential, similar to the certificates in the MBA program.

6. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

As mentioned above, these courses are approved to be electives within the Management and Entrepreneurship tracks and in the Bachelor of Business Administration degree. There is potential for other programs to use the courses in this certificate as electives; for example, the completer degree at the College of Education would be a logical place to collaborate. These types of collaborations have not been initiated at this time.

7. Describe the proposed program's relationship with programs at other institutions or external organizations (if applicable).

The only external relationship at this juncture is with the International Franchise Association. These courses provide credit toward their credential, the Certified Franchise Executive.

D. Cost

1. Will this program require additional resources? Yes ☒ No ☐

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years. Document the expected cost/expenditures in the table below.

Yum! Brands provided a $3.5 million endowment (paid in full in 2021) to establish the Center. This Center provided funding for the Center director, who is also the director of the graduate certificate and this proposed UG certificate. The funding also provided an endowed chair. Kathleen Gosser serves in both capacities and will lead this curriculum and certificate. Therefore, no additional resources are needed for the leadership, development, and support of this program.

As the courses grow, there will be a need to fund adjunct professors. With the current enrollment, two courses each year will require an adjunct at the cost of $3600 (approximate). The leadership of the CoB has agreed that if the courses are full and another section is warranted, 8 additional students is the minimum threshold to open a second section. Eight students would more than cover the additional expenses within the College and has been approved by Interim Dean, Jeff Guan.

Project revenue expected from UG Certificate in Franchise Management

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year total
Tuition Revenue - New	$29,870	$38,405	44,806	$59,741	$74,676	$247,498

Annual Expenses for the UG Certificate in Franchise Management

	Year 1	Year 2	Year 3	Year 4	Year 5	5-year total
Total Additional Expenses (Adjuncts)	$7,631	$10,800	$10,800	$10,800	$10,800	$50,400

2. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal.

Found at:
http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval
Also submit a copy of the program director's CV.

Please find both documents attached.

3. Are new or additional faculty needed? Yes ☒ No ☐

The current director of the Graduate Franchise Certificate program developed the courses, is responsible for revisions, hires adjunct instructors, and ensures the instruction is aligned with the university requirements. Because these classes are already being taught, there will not be any immediate new impact on College of Business resources. However, as the program grows there will be a need to hire instructors or find other support. Therefore, a minimum of 8 additional students is required before creating additional sections of the courses, to cover any costs to the College of paying instructors for new sections, as agreed upon by the Interim Dean, Jeff Guan.

4. Will this program impact existing programs and/or organizational units within UofL?
Yes ☐ No ☒

We know of no way in which this would affect other programs in the university.

- Complete the New Program Budget Spreadsheet.

Attached

Found at:
http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an "internal reallocation" in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as "allocation" in both the Funding Sources and Expenses sections of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the "cost" of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won't let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*
70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar's website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*
Graduate: 75% (net of mandatory student fees) of tuition review revenue allocated according to a student's home academic program.
Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine) programs allocated to the student's home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of "existing" funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as "existing" funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The goal is to have more funding than expenses.

5. Financial Aid for Certificate Programs

Does the unit plan to offer this program as a stand-alone certificate eligible for Title IV Financial Aid?

Yes ☐ No x

If yes, please review the following information:

Effective July 1, 2020, University of Louisville (UofL) students enrolled (half-time or more) in stand-alone certificate programs designated as financial aid eligible can be awarded funds. In order for a UofL certificate program to be deemed eligible for Title IV federal aid, it must:

- be one academic year in duration;
- be at least 24 credit hours for undergraduate certificates; be at least 9 credit hours for graduate certificates; and
- prepare students for gainful employment in a recognized occupation.

Academic units offering certificate programs must certify these credentials as Title IV eligible programs by submitting a Notice of Intent to Offer a Certificate Program Eligible for Financial Aid. See the Gainful Employment Policy website for the intent form and other information - http://louisville.edu/oapa/gainful-employment-policy

Appendix A
Program Curriculum

In the table below, provide the program curriculum and any options; indicate total number of credit hours required for degree completion.

- Include full course names and course descriptions.
- Where they exist you should report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type of course(s) required in the "course title" column and the number or range of credit hours required.
- Provide a copy of the course syllabus for any new courses developed.

Prefix & Number	Course Title	Course Description	Credits	Required?	New	Existing	Revised	Offered Online?
MGMT 410	Franchise Fundamentals & Legal	This course explores the basics of franchising from the franchisee point of view and provides a deep understanding of the requirements and opportunities regarding this growing industry. This course covers legal concepts that are fundamental to franchising, such as the application of trademark and trade secret principles to franchise relationships. Because franchising is a regulated form of business, students will study important regulatory laws: federal disclosure law, disclosure and relationships laws. Course will include application of contracts and tort principles to franchise disputes.	3	Yes		X		Yes
MGMT 409	Franchise HR & Leading Teams	Franchising continues to gain momentum as an avenue to own your own business with the support of an established brand. That support is limited when it comes to HR Infrastructures and how to lead your teams. That is due to laws that limit the franchisor's ability to provide direction in running the day-to-day operation (joint employer). This course will provide the basics of creating your own HR infrastructure including job descriptions, job roles, recruitment, selection, onboarding, and performance management. The course also provides strategies on how to lead franchise teams to high performance as well as retain the top talent.	3	Yes		x		Yes
MGMT 413	Franchise Growth & Support	There are many opportunities to grow a franchise business as well as different avenues to growth. This course explores the types of growth available in	3	Yes		x		Yes

		franchising, financial considerations, and other variables that need to be considered. The second half of the course focuses on relationships with your franchisor, and what it takes to be successful in this industry.						
MGMT 414	Franchise Management Practicum	Application of the principles learned in a real-world scenario is the objective of this final course. The Yum! Center for Global Franchise Excellence Board of Advisors will serve as the source for real issues in franchising that the students can research and provide consultancy to solve. This course will include a charter that is agreed upon by the stakeholders and a clear schedule of milestones to accomplish throughout the semester. It will culminate in a presentation to the leaders of the company seeking the advice.	3	Yes	x			Yes
TOTAL CREDITS			**12**					

Appendix B. Employer Demand.

1. If the program is designed for students to enter the workforce immediately, please complete the following table (see resources below the table)

2. Please provide source of employer demand information and time frame for the projections:

Type of Job	Regional Avg Wage	Regional # of openings	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Avg Wage	National # of openings	National Growth Projections (%)
52.07 Entrepreneurship and Small Business Management	$82,287	29	1%	$81,069	33	1%	$94,356	3,033	1%
59.1910 Hospitality and Recreation Marketing	$63,221		1%	$61,380		1%	$62,326	89.3	1%
59.0901 Hospitality Admin/Mgmt, General	$56,223	163	1%	$55,630	189	1%	$65,409	15,410	1%
52.0205 Operations Management / Supervision	$71,181	1,081	0%	$70,299	128	0%	$72,960	70,943	0%
52.1001 Human Resources Management, General	$72,558	130	1%	$73,828	137	1%	$76,412	12,919	1%
52.0906 Resort Management	$50,337	3	1%	$51,395	3	1%	$60,489	262	1%

CIP: 52.0702 Franchising & Franchise Operations | **Market: Regional** | **Total Score: 5** | **Percentile: 89**

Student Demand
Score: 3 Percentile: 50

Categ...	Pctl	Criterion	Value	Score
Size	0	Inquiry Volume (12 Months)	0	0
	0	Int'l Page Views (12 Months)	0	NS
		Google Search Volume (3 Months)*	NA	NS
	0	On-ground Completions at In-Market Institutions	0	0
	0	Online Completions by In-Market Students	0	0
	0	Sum of On-ground and Online Completions	0	NS
Growth	98	Inquiry Volume YoY Change (Units)	0	2
		Google Search YoY Change (Units)*	NA	NS
	94	Completion Volume YoY Change (Units)	0	1
		Inquiry Volume YoY Change (%)	NA	NS
		Google Search YoY Change (%)*	NA	NS
		Completion Volume YoY Change (%)	NA	NS

Competitive Intensity
Score: 2 Percentile: 50

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	0	Campuses with Graduates**	0	2
	97	Campuses with Grads YoY Change (Units)**	0	0
	0	Institutions with Online In-Market Students**	0	NS
In-Market Program Sizes		Average Program Completions	NA	NS
		Median Program Completions	NA	NS
		YoY Median Prog. Compl. Change (Units)	NA	NS
		YoY Median Prog. Compl. Change (%)	NA	NS
In-Market Saturation		Average Cost per Inquiry**	NA	NS
		Google Search * Cost per Click**	NA	NS
		Google Competition Index**	NA	NS
National Online Competition	0	National Online Institutions (Units)**	0	NS
		Nat'l Online % of Institutions	NA	NS
		Nat'l Online % of Completions	NA	NS

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	-59	-21	-15	-2	6	9	14	67

Employment*
Score: 0 Percentile: 86

Category	Pctl	Criterion	Value	Score
Size: Direct Prep		Job Postings Total (12 Months)*	NA	NS
		BLS Current Employment*	NA	NS
		BLS Annual Job Openings*	NA	NS
Size: Bachelors with ACS		Job Postings Total (12 Months)*	NA	NS
		BLS Current Employment*	NA	NS
Growth (Direct Prep)		BLS 1-Year Historical Growth*	NA	NS
		BLS 3-Year Historic Growth (CAGR)*	NA	NS
		BLS 10-Year Future Growth (CAGR)*	NA	NS
Saturation (Direct Prep)		Job Postings per Graduate*	NA	NS
		BLS Job Openings per Graduate*	NA	NS
Wages (Direct Prep)		BLS 10th-Percentile Wages*	NA	NS
		BLS Mean Wages*	NA	NS
American Community Survey Bachelor's Degree Outcomes		Wages (Age < 30)	NA	NS
		Wages (Age 30-60)	NA	NS
		% with Any Graduate Degree	NA	NS
		% with Masters	NA	NS
		% with Doct/Prof Degree	NA	NS
		% Unemp. (Age <30)**	NA	NS
		% Unemp. (Age 30-60)**	NA	NS
		% in Direct Prep Jobs	NA	NS

CIP Description:
A program that prepares individuals to manage and operate franchises. Includes instruction in legal requirements, set-up costs and capitalization requirements, financing, and applications to specific franchise opportunities.

** Color Scale in Reverse

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

Degree Fit:
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

National Completions by Level
Score: 0

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	0%	0%	NA
Associates	0%	0%	NA
Bachelors	33%	0%	NA
Postbaccalaureate Certificate	67%	100%	NA
Masters	0%	0%	NA
Post-masters Certificate	0%	0%	NA
Doctoral	0%	0%	NA
Unknown	0%	0%	NA

National Workforce Ed. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College	NA
Some College	NA
Associates	NA
Bachelors	NA
Masters	NA
Doctoral	NA

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
** - Color scale in reverse.
NA - No data available/not currently tracked.
NS - Not Scored in Rubrics (values = 0).
2-Yr - Associates & certificate programs only.
PCTL - Percentile

GRAY ASSOCIATES