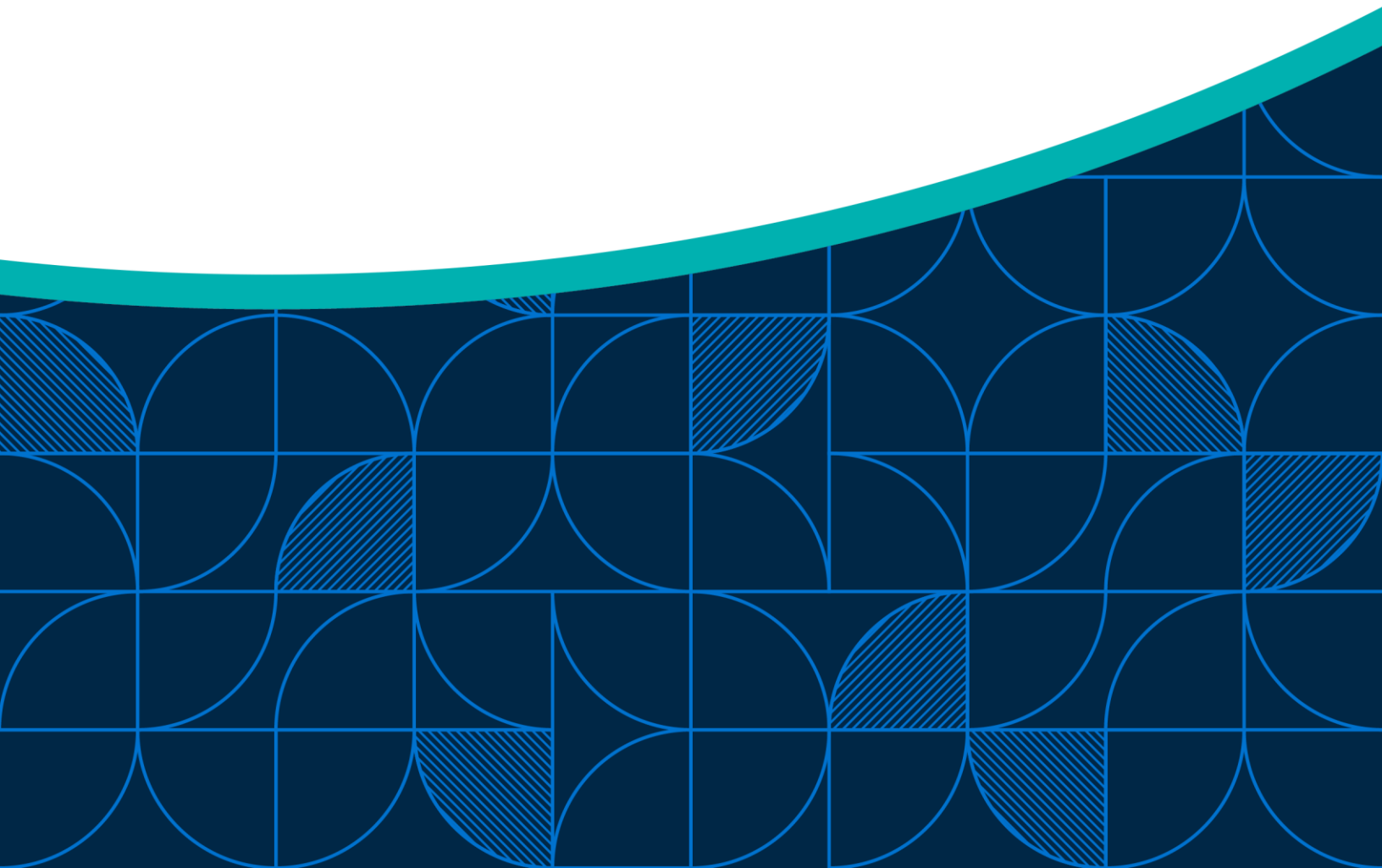




EAB MARKET INSIGHTS

Assessment of the MSc in Innovation Leadership

Course Assessment Completed for the
Requesting Institution
June 2025



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Report Introduction and Table of Contents

This report outlines opportunities to revitalise an existing course to better align with market demand and better position the course to serve prospective students.

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Executive Overview

This assessment indicates high and stable employer demand in both the United Kingdom and the United States, which suggests a favourable labour market for course graduates. However, a challenging and concentrated competitive landscape in both regions, paired with declining student demand for some relevant courses, may limit the potential for course expansion. To compete with comparator institutions, offer elective modules conferring in-demand and emerging skills. Further, promote opportunities for hands-on learning to attract career-oriented students. Enhance the course webpage by including a chatbot that collects lead information and a distinct 'Enquire here' call-to-action.

1. Labour Market and Competitive Landscape

Despite historically declining employer demand, recent stabilisation and a high number of job postings in both the United Kingdom and the United States suggest course graduates will enter a favourable job market.

Employers advertised a high number of job postings in the United Kingdom and the United States between May 2024 and April 2025, suggesting relevant professionals will find ample employment opportunities. In the United Kingdom, employer demand declined by an average of 2.06% per month between May 2022 and April 2025 but began to stabilise in December 2023. Similarly, employer demand in the United States declined by an average of 1.24% per month, starting to stabilise in September 2023. Overall, high and recently stable employer demand in both the United Kingdom and the United States bodes well for course graduates.

Strong competition paired with declining student demand for courses related to innovation leadership may challenge course expansion. However, growing student demand in the United Kingdom for postgraduate management studies courses more broadly may suggest some potential for course growth.

Student demand for Leadership (HECoS code 100088), Creative Management (HECoS code 100811) and Change Management (HECoS code 100813) courses declined by an average of 4.21% annually between the 2019-2020 and 2023-2024 academic years in the United Kingdom. In contrast, enrolments in postgraduate Management Studies courses grew by an average annual rate of 18.60%, suggesting strong student demand for general management courses. In the United States, student demand for master's-level Organizational Leadership (52.0213) and Human-Centered Technology Design (11.0105) courses increased by an average annual rate of 2.86%. The top 20% of institutions reporting enrolments for postgraduate Management Studies courses in the United Kingdom held 60.36% market share in the 2023-2024 academic year, and the top 20% of United States institutions reporting completions under Organizational Leadership (52.0213) and Human-Centered Technology Design (11.0105) CIP codes held 71.36% market share in the 2022-2023 academic year, indicating market concentration that could challenge course expansion. Although growing student demand for Management Studies courses suggests some opportunity for course growth, concentrated markets and declining student demand for Leadership (HECoS code 100088), Creative Management (HECoS code 100811) and Change Management (HECoS code 100813) courses indicate that growth potential will likely be limited.

2. Credential Design and Curriculum Analysis

Develop elective modules conferring in-demand skills to align with comparators and adapt to the changing technological landscape. Comparator courses feature several [elective modules](#) to keep pace with new developments in technology and artificial intelligence without entirely overhauling their curricula (e.g., AI Ventures at Imperial College London, Managing Artificial Intelligence at The London School of Economics and Political Science). Create elective modules that are available to all students and confer [in-demand and emerging skills](#) to align with comparators.

Create additional experiential learning opportunities (e.g., case studies, consultancy projects) that enable students to apply course material in real-world situations. All comparator courses feature hands-on, experiential learning opportunities centred on business content. Add hands-on learning opportunities that sharpen in-demand business skills (e.g., consultancy projects, case studies) to align with comparators and prepare students for the workforce. Further, prominently display existing experiential and interactive learning opportunities on the course webpage.

3. Web Optimisation

Create additional opportunities for lead generation (e.g., add a chatbot, create a distinct 'Enquire here' button) to bolster the course webpage. Reframe the 'Enquiry form' button on the course webpage to call out to prospects (i.e., 'Enquire here'). Further, add a chatbot to answer students' questions and collect lead information quickly. Offering an incentive (e.g., eBook, brochure) for filling out a request-for-information form can entice privacy-oriented prospects to share their contact information.



Action Items

Detailed next steps and supporting EAB resources and services appear on page [60](#).



Within the Requesting Institution

- Streamline your webpage to ensure prospects have easy access to decision-supporting course details.
- Refine your communication strategy for course prospects to increase the impact of prospects' interactions with recruitment staff.
- Develop resources that encourage alumni, current students and others associated with your course to serve as informal course ambassadors and promote the course through their individual networks.
- Highlight expected outcomes for course graduates in marketing materials and the course webpage.
- Align programming to fit the needs of the adult student market.



In Partnership with EAB

- Request a call with the EAB subject matter experts to review the report and discuss how EAB's best practice research can aid you in further differentiating your course from competitors and increase its alignment with student and employer needs.
- If your team is interested in pursuing additional research on a new topic, consider the following options:
 - Request a [Market Opportunity Scan](#) to evaluate your regional labour market and competitive landscape and identify new course opportunities with high growth potential.
 - Request a [Portfolio Health Check](#) to identify further growth opportunities within your existing portfolio using labour market and competitive opportunity data.
 - Request further validation of desired new course opportunities via a [Course Feasibility Study](#).



Market Pulsecheck



1



An evaluation of employer demand for graduates from the MSc in Innovation Leadership in the United Kingdom and the United States markets, and of student demand for similar courses.

Analysis Includes:

- Job Posting Trends
- Top Occupations
- Top Titles
- Top Skills
- Top Employers
- Experience Levels
- Degree Enrolment Trends in the United Kingdom
- Degree Completion Trends in the United States

This analysis considered demand in areas defined as:

- United Kingdom
- United States

Favourable Labour Market Trends Suggest Opportunity for Course Growth, But Strong Competition in Both Markets May Limit Course Potential

Preliminary Course Outlook

Recently stable employer demand paired with plentiful job opportunities suggests favourable job markets in the United Kingdom and the United States, despite a historical decline in employer demand. Employers advertised a high number of job postings in the United Kingdom (155,554) and United States (228,978) between May 2024 and April 2025, suggesting ample job opportunities for relevant professionals. In the United Kingdom, employer demand declined an average monthly 2.06% between May 2022 and April 2025 but began to stabilise in December 2023. Similarly, United States employer demand declined an average monthly 1.24% over the same period and began to stabilise in September 2023. Despite these declines, employer demand for relevant professionals remains high. Employment for all five top relevant occupations is projected to grow faster than average between 2025 and 2035 in the United States, while employment for only two of the top five occupations is projected to outpace employment growth across all occupations in the United Kingdom from 2024 to 2034. Ultimately, stable employer demand paired with a high number of job postings in both the United Kingdom and the United States suggests a healthy labour market for course graduates.

As the Common Aggregation Hierarchy (CAH) and the Higher Education Classification of Subjects (HECoS) do not include a code for innovation leadership courses, we evaluated enrolments reported under the CAH code 17-01-04 (Management Studies) as well as the HECoS codes for Leadership (HECoS code 100088), Creative Management (HECoS code 100811) and Change Management (HECoS code 100813) as the best-available indicators of related student demand.

Growing student demand for postgraduate management studies courses bodes well for course expansion, although market concentration and declining interest in courses more specific to innovation leadership could warrant caution. Student demand for Leadership (HECoS code 100088), Creative Management (HECoS code 100811) and Change Management (HECoS code 100813) courses declined an average annual 4.21% between the 2020-2021 and 2023-2024 academic years. However, enrolments in postgraduate Management Studies (CAH code 17-01-04) courses grew an average annual 18.60% between the 2020-2021 and 2023-2024 academic years, suggesting strong student demand.

Continued on page 5.

Preliminary Course Outlook (cont.)

The top 20% of relevant institutions in the United Kingdom held 60.36% market share in the 2023-2024 academic year, and the top reporting institution held 20.52% of all enrolments, indicating market concentration with a strong market leader that could challenge course expansion. Administrators should consider declining student demand trends and market concentration when evaluating course growth, but strong student demand in management studies more broadly still suggests some opportunity for course expansion.

Competition growth outpacing increasing student demand for relevant master's-level courses paired with market concentration could challenge course expansion in the United States. In the United States, student demand for relevant courses grew an average annual 2.86%, slower than the growth in institutions reporting completions (8.52%). The top 20% of United States institutions held 71.36% in the 2022-2023 academic year, with the market leader garnering 20.33% of all conferrals. Market concentration paired with competition growing at a faster rate than student demand warrants caution for expansion in United States markets.

Research Limitations

The United Kingdom data in this report does not differentiate job postings by degree level as United Kingdom employers do not typically ask for a specific degree in job postings. United Kingdom data analyses job postings for professionals with relevant skills (e.g., change management, innovation leadership) regardless of degree level.

CAH codes and HECOS codes are set by the Higher Education Statistics Agency (HESA) and individual institutions select which codes they report enrolments under for each course. We chose the best-fitting codes to assess the competitive outlook for these courses; however, the broad nature of these codes and a lack of exact matches for the proposed course may limit the accuracy of this analysis.

Labour Market Intelligence

Analysis of Job Postings for Innovation Leadership Professionals in the United Kingdom

United Kingdom employers demonstrated high demand for relevant professionals, advertising 155,554 job postings between May 2024 and April 2025. While employer demand declined an average monthly 2.06% between May 2022 and April 2025, this is likely a result of the market normalising after the job market experienced above average hiring coming out of the COVID-19 pandemic. Since December 2023, demand has stabilised and remains high, suggesting a healthy job market. Ultimately, stable employer demand paired with a high number of job postings suggests ample employment opportunities are available for course graduates.

-2.06%

Average Monthly Demand Decline

May 2022 - April 2025, United Kingdom Data

- Average monthly decline of 961 job postings.
- During the same period, demand for all professionals declined 1.74% per month.

34,591 postings

Average Monthly Demand

May 2022 - April 2025, United Kingdom Data

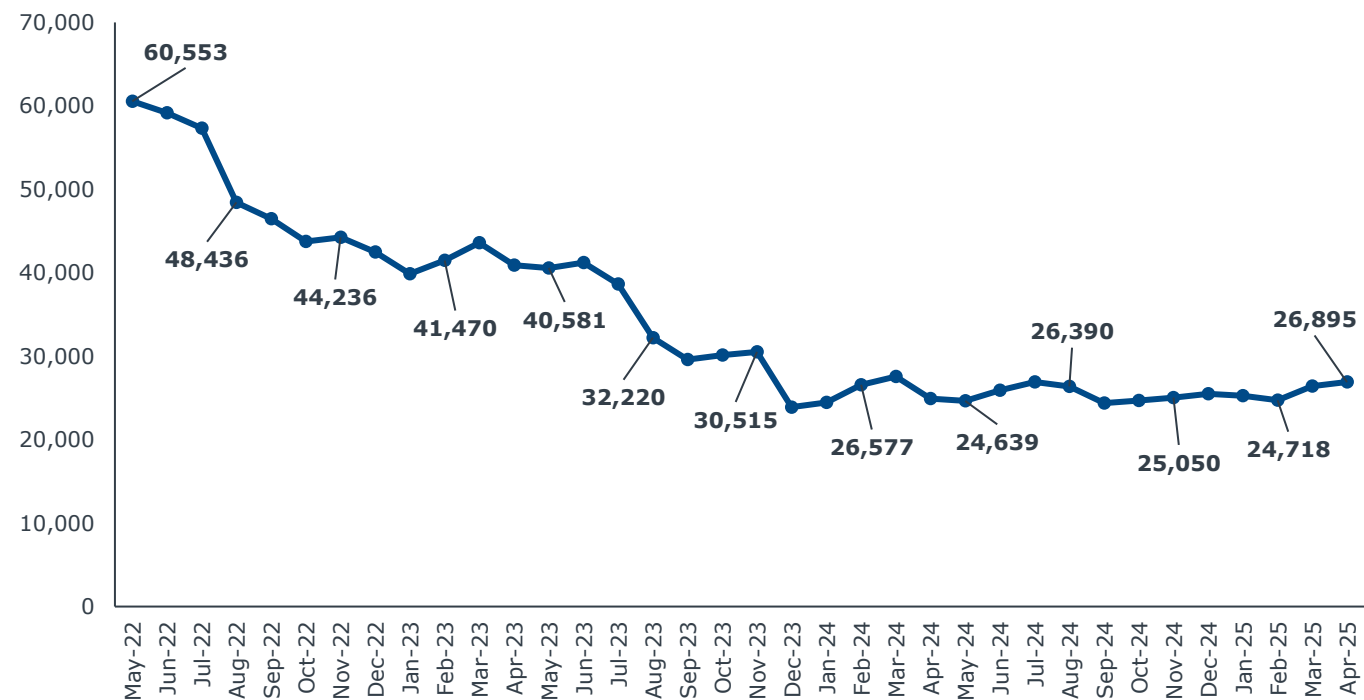
155,554 postings

Relevant Jobs Posted in the Past Year

May 2024 - April 2025, United Kingdom Data

Job Postings for Innovation Leadership Professionals

May 2022 - April 2025, United Kingdom Data



Source: EAB analysis. Lightcast.

Analysis of Job Postings for Master's-Level Innovation Leadership Professionals in the United States

Employers in the United States advertised a high number of job postings (228,978) between May 2024 and April 2025, signaling strong demand for relevant professionals. Similar to trends in the United Kingdom, employer demand in the United States began to stabilise in September 2023, despite declining an average monthly 1.24% between May 2022 and April 2025. While less robust than previous years, a high number of job postings in the last year paired with stabilising employer demand suggests a healthy labour market for course graduates.

-1.24%

Average Monthly Demand Decline

May 2022 - April 2025, United States Data

- Average monthly decline of 907 job postings.
- During the same period, demand for all master's-level professionals declined 1.14% per month.

45,654 postings

Average Monthly Demand

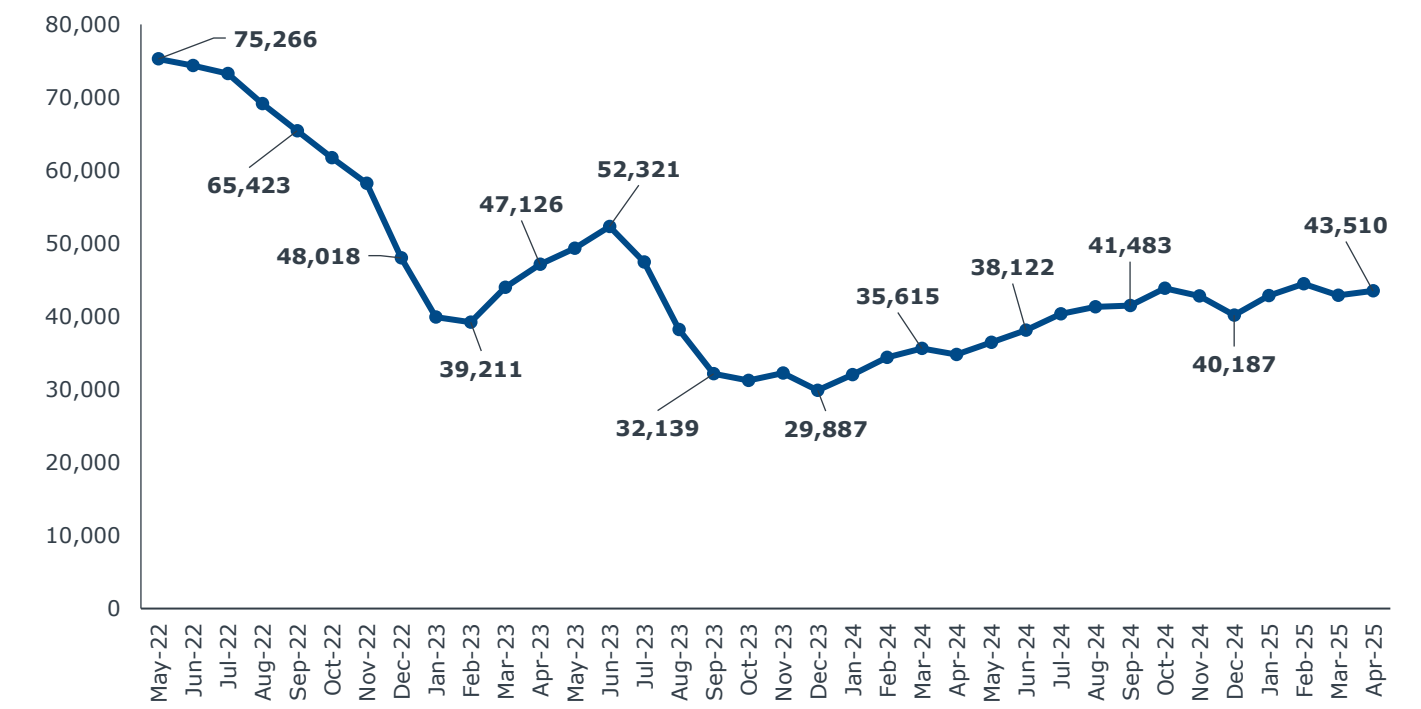
May 2022 - April 2025, United States Data

228,978 postings

Relevant Jobs Posted in the Past Year

May 2024 - April 2025, United States Data

Job Postings for Master's-Level Innovation Leadership Professionals
May 2022 - April 2025, United States Data



Analysis of Job Postings and Future Employment for Innovation Leadership Professionals in the United Kingdom

Employment is projected to increase faster than average in only two of the top five relevant occupations in the United Kingdom. Overall, this trend suggests that relevant professionals can expect mixed future growth in employment opportunities between 2024 and 2034. Professionals with skills related to project management and business analytics are likely to experience the greatest increase in employment opportunities.

Sample job titles within the top occupation, Project Support Officers, include Transformation Managers and Service Designers.

Administrators should note, the projections below are for broad occupational categories and not necessarily for jobs directly requiring innovation leadership skills. These projections provide insight into future growth for occupational categories where graduates with innovation leadership skills are likely to find employment.

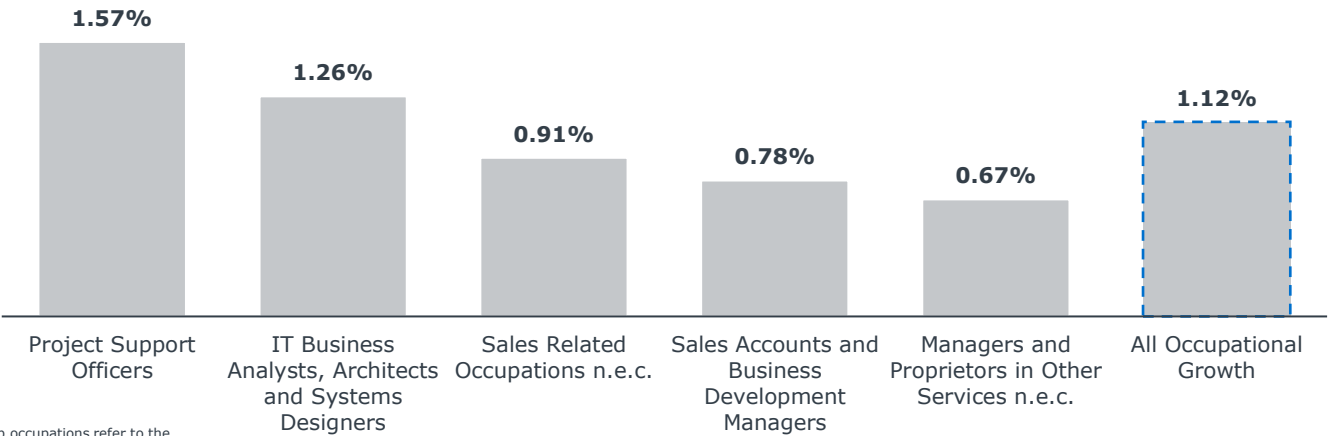
Top Occupations Across Job Postings for Innovation Leadership Professionals

May 2024 - April 2025, United Kingdom Data
n = 155,554 job postings

Occupation	Per cent of Relevant Job Postings within Occupation	Number of Relevant Job Postings within Occupation
Project Support Officers	6.90%	10,738
IT Business Analysts, Architects and Systems Designers	4.76%	7,404
Managers and Proprietors in Other Services n.e.c.	3.87%	6,016
Sales Related Occupations n.e.c.	3.64%	5,658
Sales Accounts and Business Development Managers	3.53%	5,493
Business and Financial Project Management Professionals	3.31%	5,151
Management Consultants and Business Analysts	3.18%	4,946
Marketing, Sales and Advertising Directors	3.17%	4,934
Managers and Directors in Retail and Wholesale	3.13%	4,868
IT Managers	3.05%	4,752

Projected Employment in Top Occupations¹

2024 - 2034, United Kingdom Data



1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

Analysis of Job Postings and Future Employment for Innovation Leadership Professionals in the [United States](#)

In the United States, employment in all five top relevant occupations is projected to grow faster than average between 2025 and 2035, suggesting increasing opportunities for course graduates. The most significant increase in employment is expected for professionals in computer and marketing roles.

Sample job titles in the Managers, All Other occupation include Principal Program Managers and Compliance Managers.

While these occupations represent the most common occupations appearing in job postings for master's-level innovation leadership professionals, projected employment data considers all jobs within an occupation at all degree levels.

Top [Occupations](#) Across Job Postings for Master's-Level Innovation Leadership Professionals

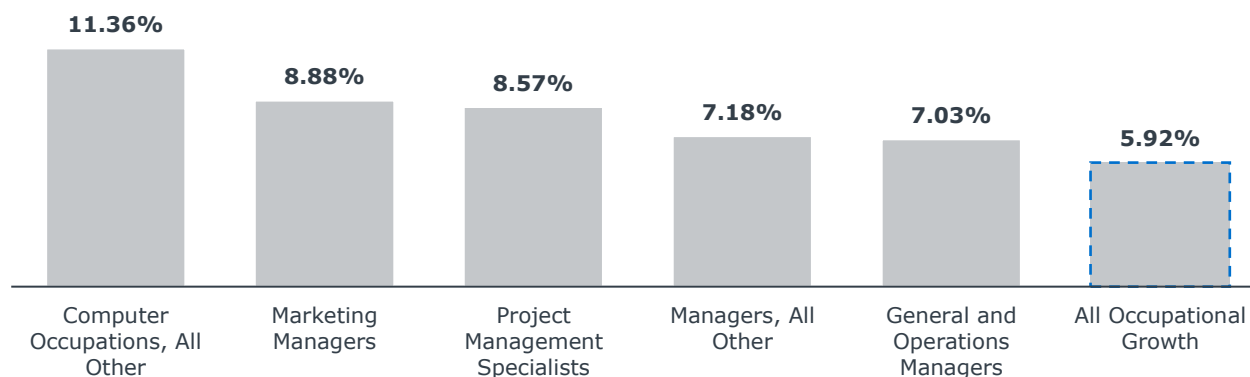
May 2024 - April 2025, United States Data

n = 228,978 job postings

Occupation	Per cent of Relevant Job Postings within Occupation	Number of Relevant Job Postings within Occupation
Marketing Managers	10.43%	23,886
General and Operations Managers	8.32%	19,052
Computer Occupations, All Other	7.26%	16,613
Project Management Specialists	5.36%	12,277
Managers, All Other	4.88%	11,185
Financial and Investment Analysts	4.33%	9,921
Sales Managers	3.57%	8,169
Architectural and Engineering Managers	3.49%	7,990
Financial Managers	3.19%	7,306
Computer and Information Research Scientists	2.48%	5,672

[Projected Employment in Top Occupations](#)¹

2025 - 2035, United States Data

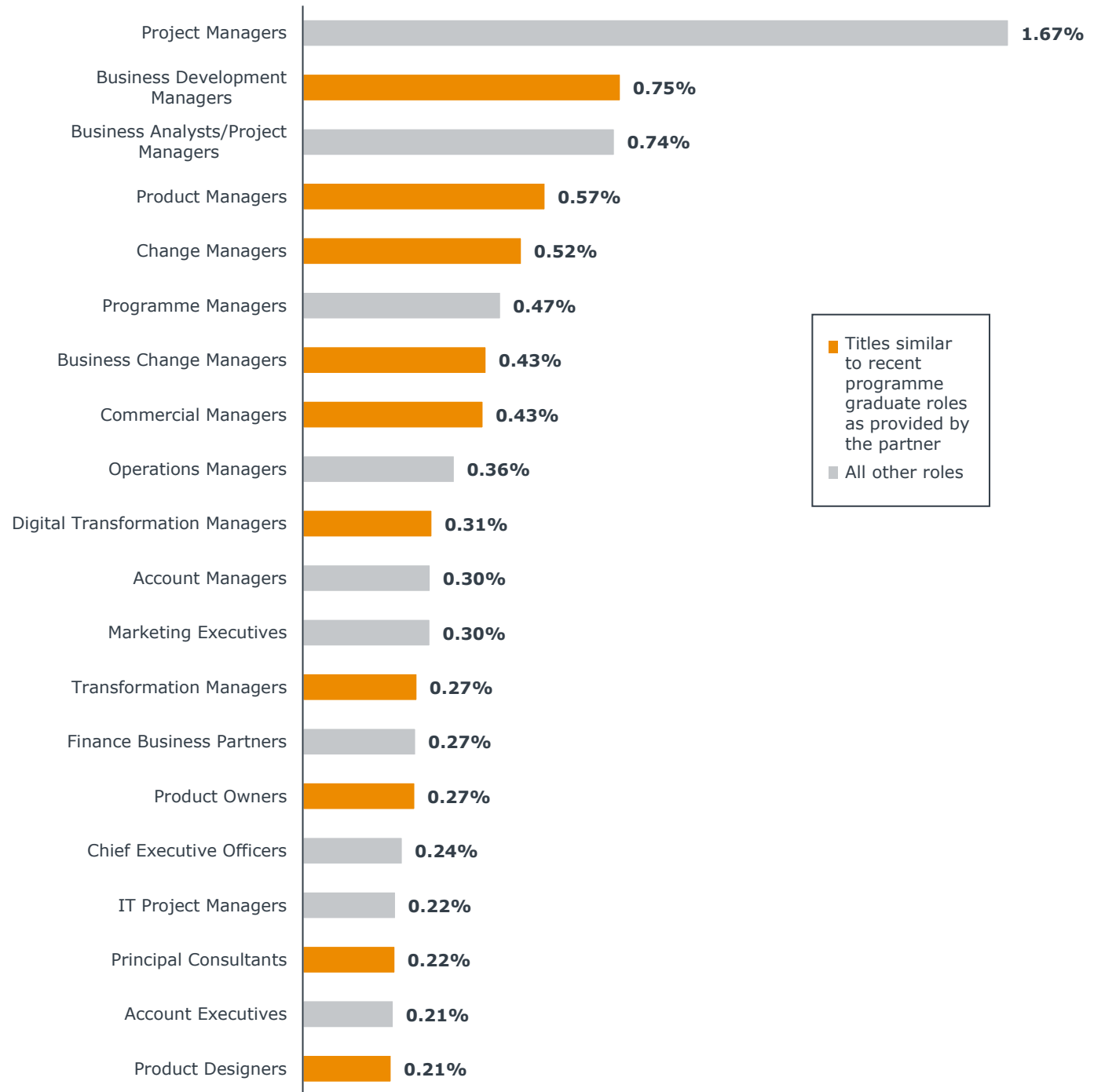


1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

Top Titles in Job Postings for Innovation Leadership Professionals

May 2024 - April 2025, United Kingdom Data

n = 155,554 job postings

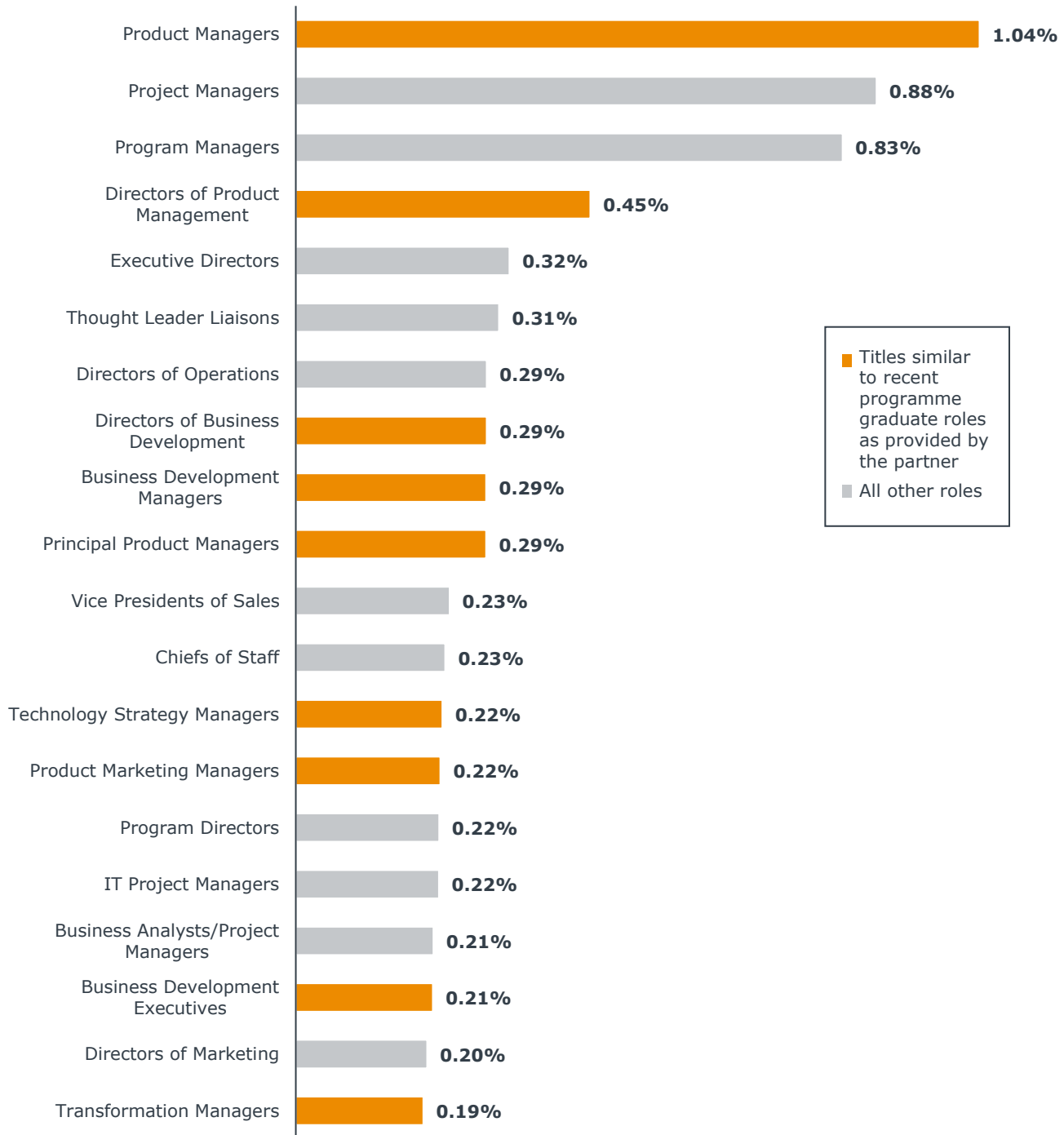


Source: EAB analysis. Lightcast.

Top Titles in Job Postings for Master's-Level Innovation Leadership Professionals

May 2024 - April 2025, United States Data

n = 228,978 job postings

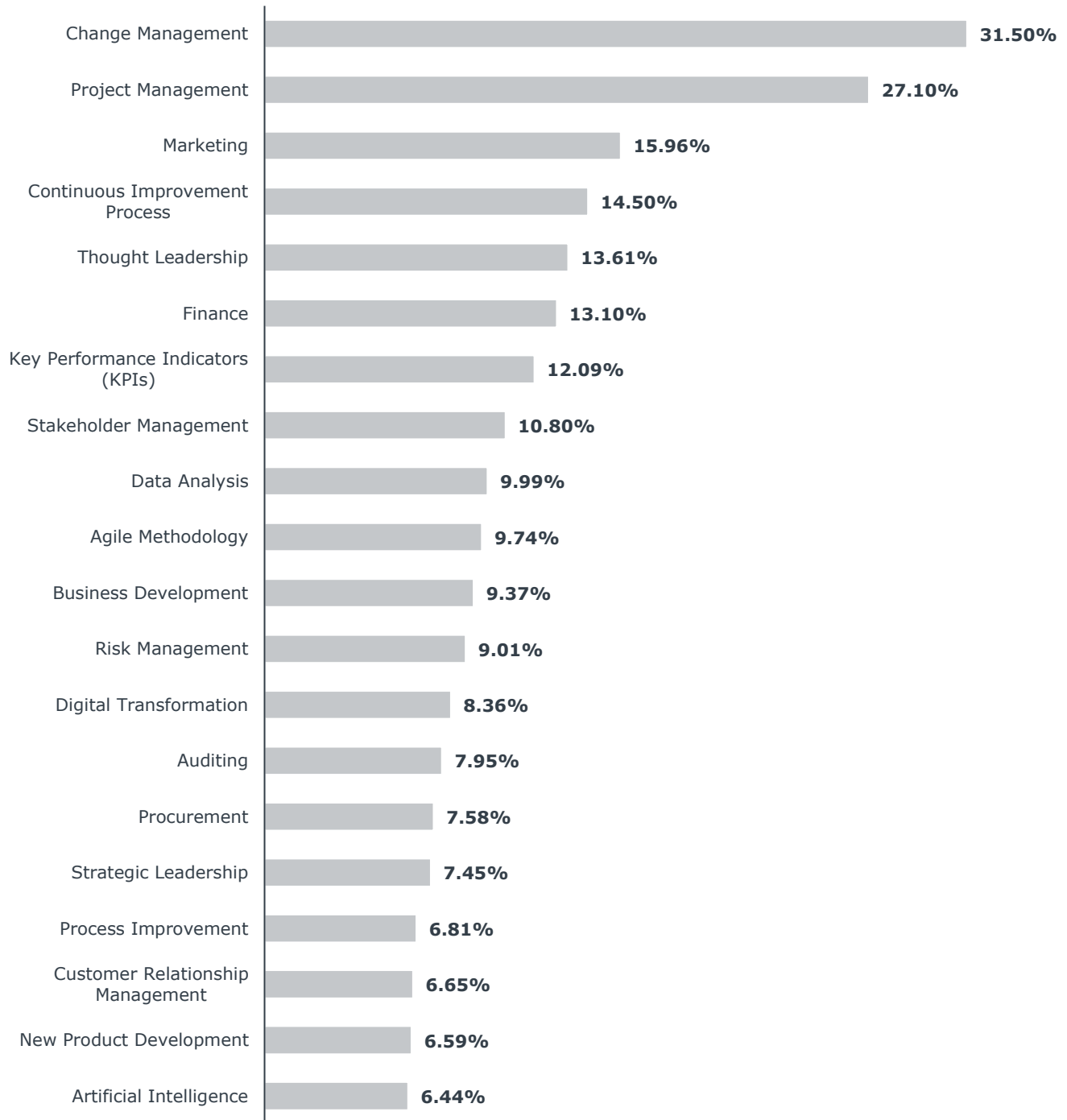


Source: EAB analysis. Lightcast.

Top Skills in Job Postings for Innovation Leadership Professionals

May 2024 - April 2025, United Kingdom Data

n = 155,554 job postings

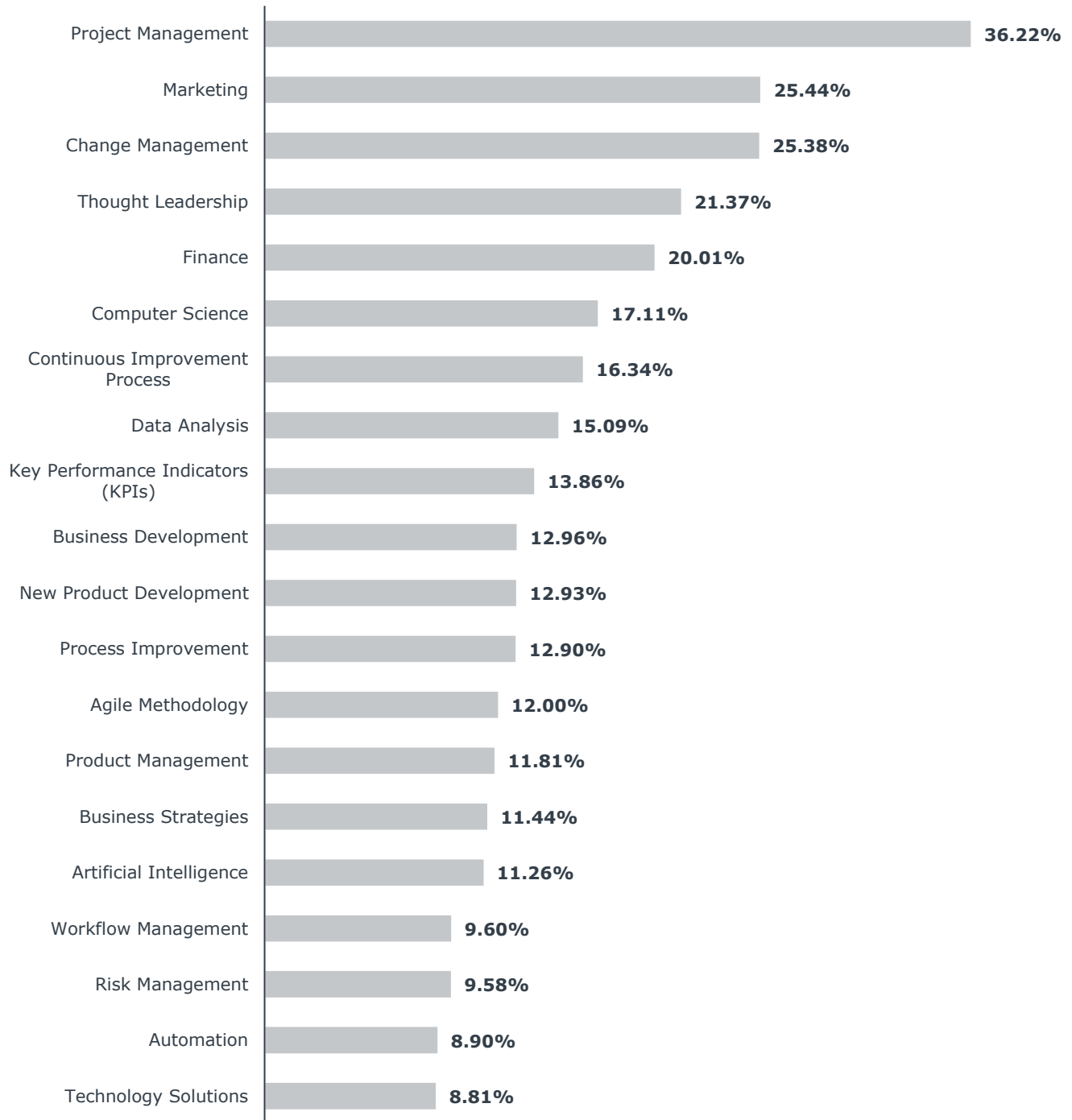


Source: EAB analysis. Lightcast.

Top Skills in Job Postings for Master's-Level Innovation Leadership Professionals

May 2024 - April 2025, United States Data

n = 228,978 job postings

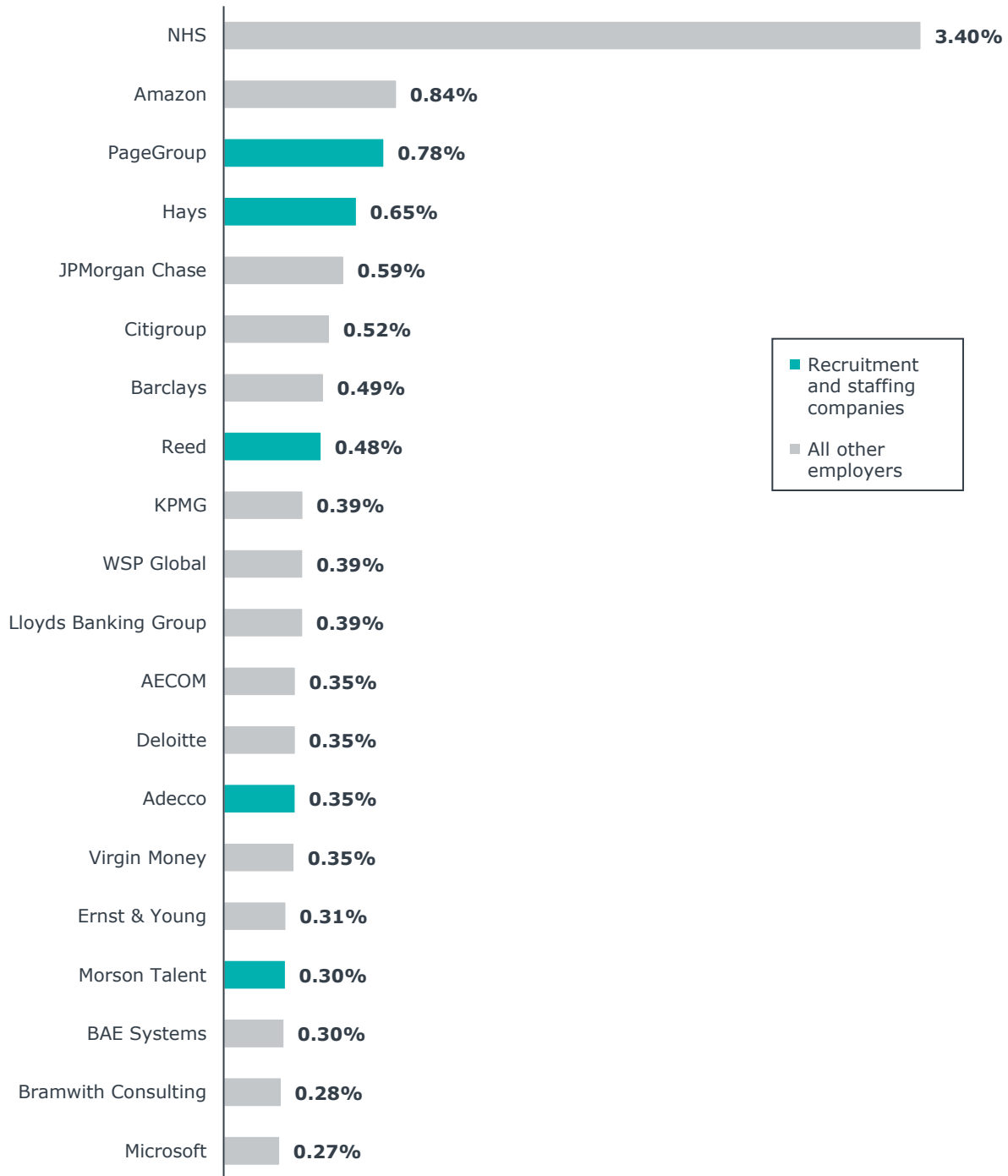


Source: EAB analysis. Lightcast.

Top Employers in Job Postings for Innovation Leadership Professionals

May 2024 - April 2025, United Kingdom Data

n = 155,554 job postings

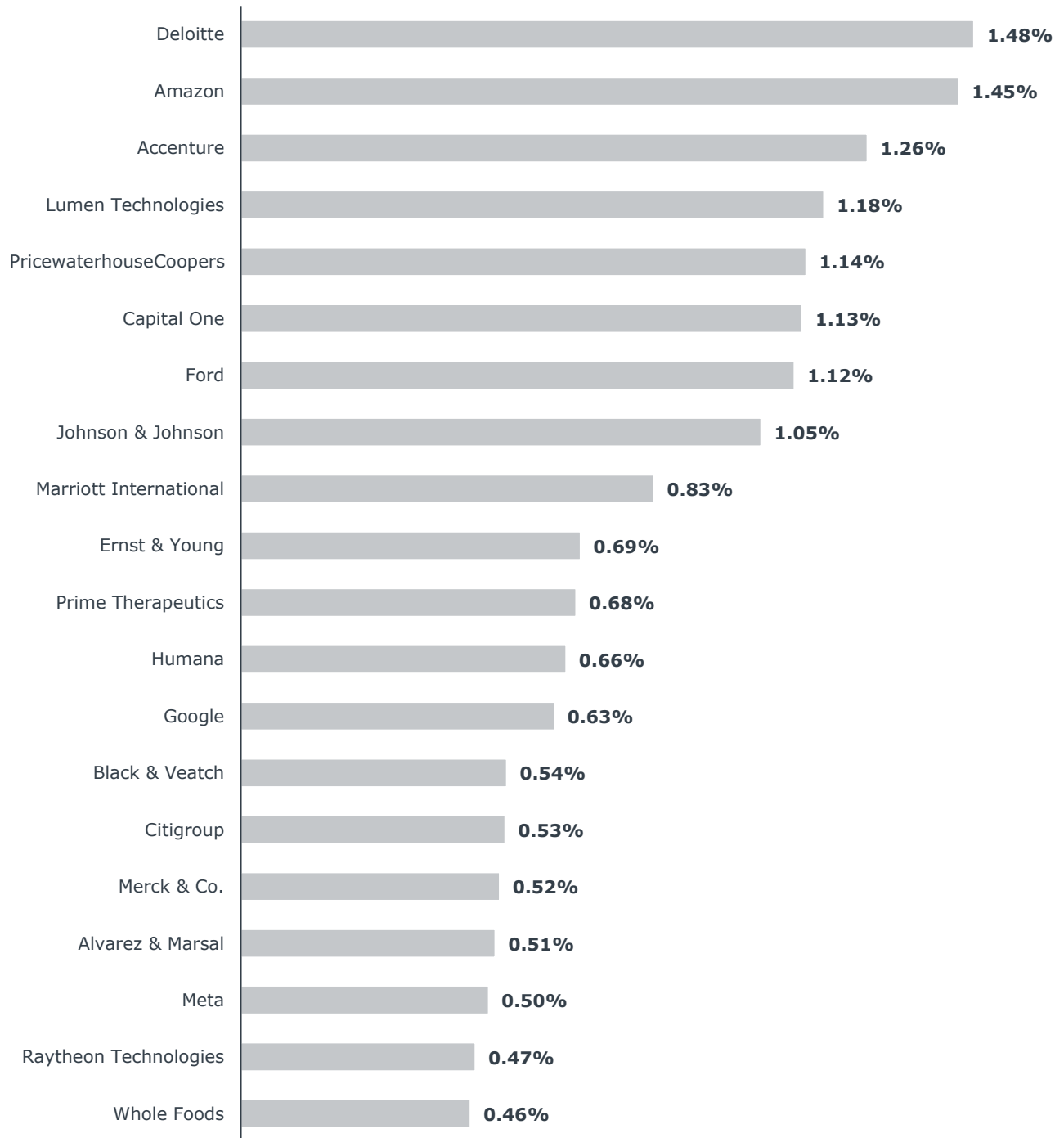


Source: EAB analysis. Lightcast.

Top Employers in Job Postings for Master's-Level Innovation Leadership Professionals

May 2024 - April 2025, United States Data

n = 228,978 job postings

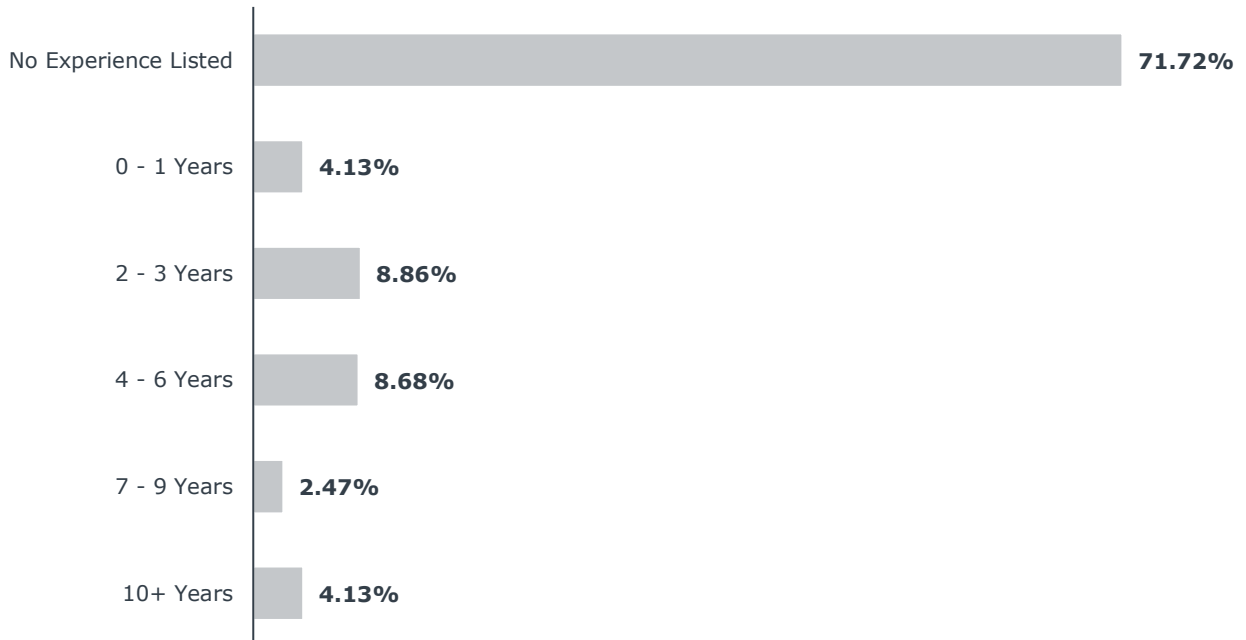


Source: EAB analysis. Lightcast.

Experience Levels Requested of Innovation Leadership Applicants

May 2024 - April 2025, United Kingdom Data

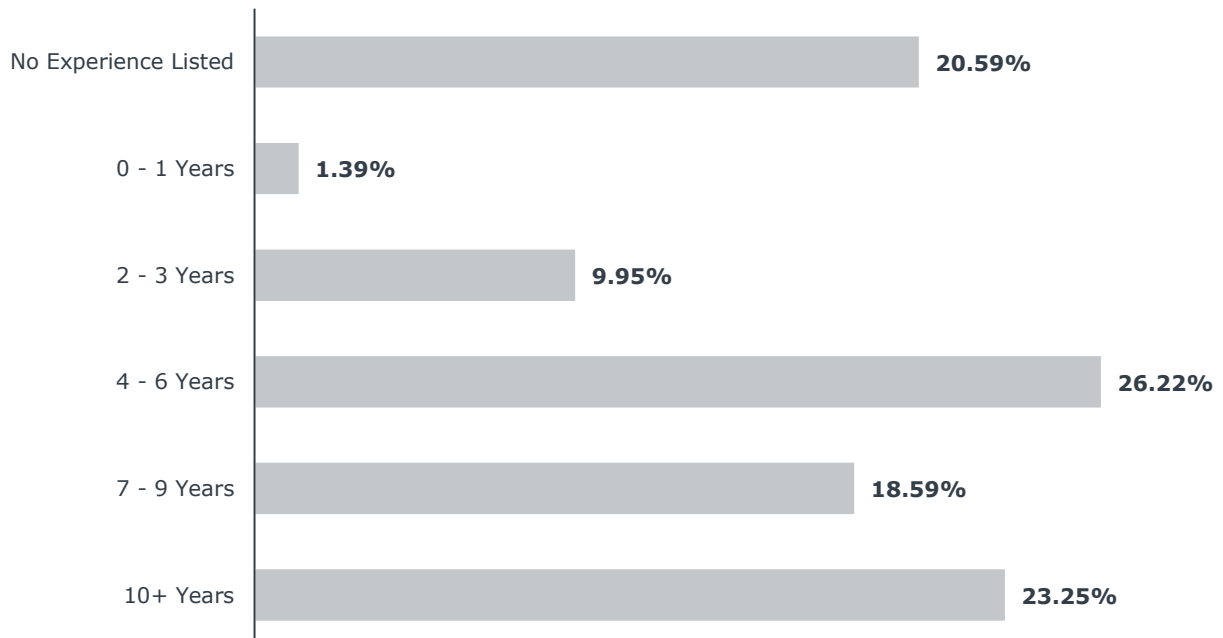
n = 155,554 job postings



Experience Levels Requested of Master's-Level Innovation Leadership Applicants

May 2024 - April 2025, United States Data

n = 228,978 job postings



Source: EAB analysis. Lightcast.

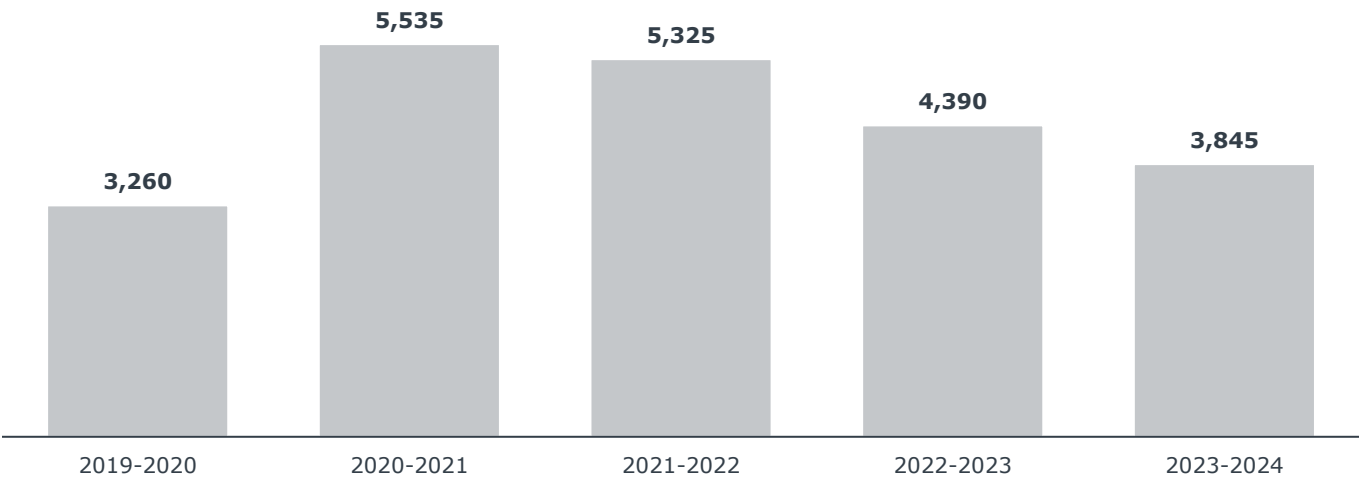
Competitive Intelligence

United Kingdom Analysis of Postgraduate Enrolments Reported Under HECoS Codes¹ Leadership (100088), Creative Management (100811) and Change Management (100813)

Postgraduate enrolments in relevant courses initially grew (an increase of 2,275 enrolments between the 2019-2020 and 2020-2021 academic years) but steadily declined over the rest of the analysed period, ultimately resulting in a net growth of just 585 enrolments and an average annual decline of 4.21%. Overall growth in enrolments may suggest some growth potential, but declining student demand in more recent years could pose a challenge to course expansion.

Enrolments Reported Over Time

2019-2020 to 2023-2024 Academic Years, United Kingdom Data



-4.21%

Average Annual Decline

2019-2020 to 2023-2024 Academic Years, United Kingdom Data

1) The aggregated enrolments data for HECoS codes Leadership (100088), Creative Management (100811) and Change Management (100813) is offered as an indicator of student trends because innovation leadership is not classified as a specific HECoS code in HESA data.

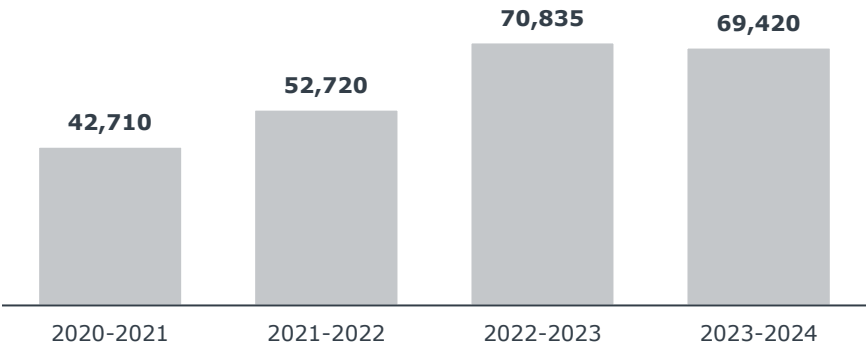
United Kingdom Analysis of Postgraduate Enrolments Reported Under CAH Code 17-01-04 (Management Studies)¹

Between the 2020-2021 and 2023-2024 academic years, postgraduate enrolments for management studies courses increased an average annual 18.60%, indicating strong student demand for relevant courses. Over the same period, the number of institutions reporting enrolments declined 0.25% on average annually (net decline of one institution). High mean and median values signal large class sizes; however, a substantial increase in mean values paired with a smaller increase in median values from the 2020-2021 to 2023-2024 academic years suggests a top-heavy market where leading courses may disproportionately capture growing student demand.

Enrolments Reported Over Time

2020-2021 to 2023-2024 Academic Years, United Kingdom Data

+18.60%



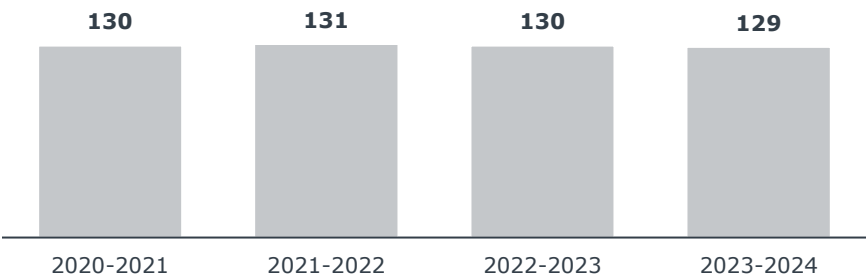
Average Annual Enrolments Growth

2020-2021 to 2023-2024 Academic Years, United Kingdom Data

- During the same period, the number of institutions reporting enrolments declined by 0.25% on average annually.

Institutions Reporting Enrolments Over Time

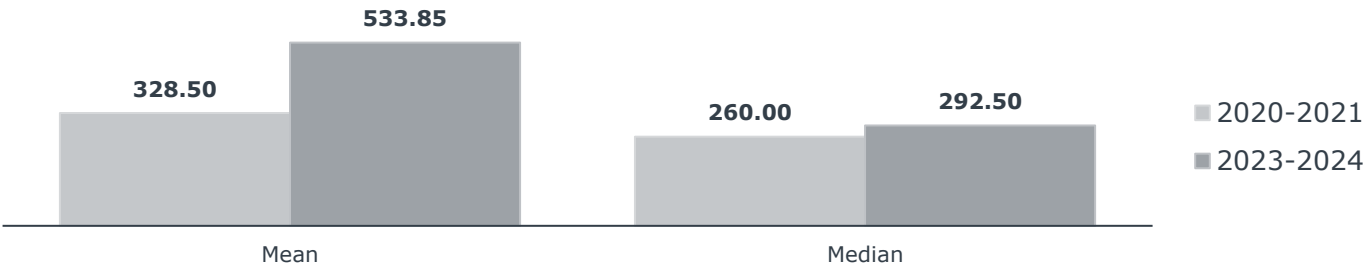
2020-2021 to 2023-2024 Academic Years, United Kingdom Data



Administrators should note, we included management studies courses to identify potential competitors in the broader field; therefore, not all listed courses would directly compete with innovation leadership courses more specifically.

Enrolments per Institution Reporting

2020-2021 and 2023-2024 Academic Years, United Kingdom Data



1) As the Common Aggregation Hierarchy (CAH) does not include a code for innovation leadership given the emerging nature of the field, we evaluated enrolments reported under the CAH code 17-01-04 (Management Studies) as the best-available indicator of related student demand.

United Kingdom Analysis of Postgraduate Enrolments Reported Under CAH Code 17-01-04 (Management Studies)¹

Between the 2020-2021 and 2023-2024 academic years, eight of the top 10 institutions and the requesting institution increased their enrolments while six increased their market share. The top 20% of institutions held a combined 60.36% market share in the 2023-2024 academic year, indicating market concentration. The same year, market leader BPP University reported 20.52% of all enrolments. Ultimately, market concentration and a strong market leader may challenge course growth.

Institutions with Most Reported Enrolments
2020-2021 and 2023-2024 Academic Years, United Kingdom Data

Institution	Reported Enrolments, 2020-2021 Academic Year	Market Share, 2020-2021 Academic Year	Reported Enrolments, 2023-2024 Academic Year	Market Share, 2023-2024 Academic Year
BPP University	410	0.96%	14,245	20.52%
The University of Hertfordshire	550	1.29%	3,865	5.57%
The University of East London	1,555	3.64%	1,780	2.56%
Leeds Beckett University	475	1.11%	1,510	2.18%
Coventry University	825	1.93%	1,350	1.94%
De Montfort University	395	0.92%	1,180	1.70%
The University of Exeter	890	2.08%	1,125	1.62%
The University of Lincoln	455	1.07%	1,120	1.61%
The University of Manchester	1,305	3.06%	1,100	1.58%
Anglia Ruskin University	1,410	3.30%	1,070	1.54%

60.36%

Enrolments by top 20% of institutions
2023-2024 Academic Year, United Kingdom Data

1) As the Common Aggregation Hierarchy (CAH) does not include a code for innovation leadership given the emerging nature of the field, we evaluated enrolments reported under the CAH code 17-01-04 (Management Studies) as the best-available indicator of related student demand.

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Source: EAB analysis. National Center for Education Statistics.

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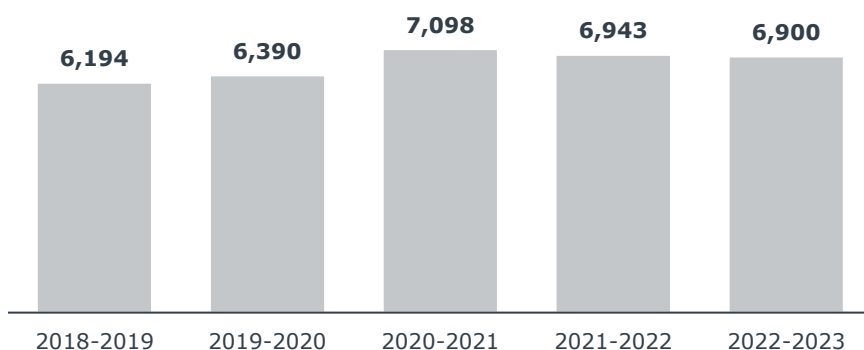
eab.com

United States Analysis of Master's-Level Completions Reported Under CIP Codes Organizational Leadership (52.0213) and Human-Centered Technology Design (11.0105)¹

Between the 2018-2019 and 2022-2023 academic years, the number of institutions reporting completions increased an average annual 8.52%, outpacing student demand growth (an average annual 2.86%). The growing number of institutions may challenge course expansion in the United States as student demand increased at a slower rate.

Completions Reported Over Time

2018-2019 to 2022-2023 Academic Years, United States Data



2.86%

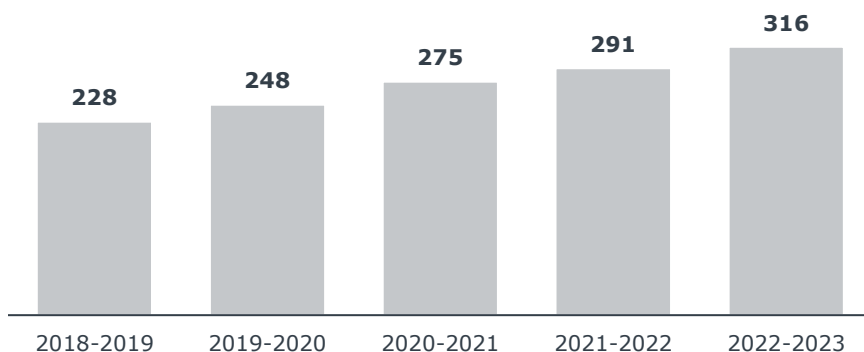
Average Annual Completions Growth

2018-2019 to 2022-2023 Academic Years, United States Data

- During the same period, the number of institutions reporting completions grew by 8.52% on average annually.

Institutions Reporting Completions Over Time

2018-2019 to 2022-2023 Academic Years, United States Data



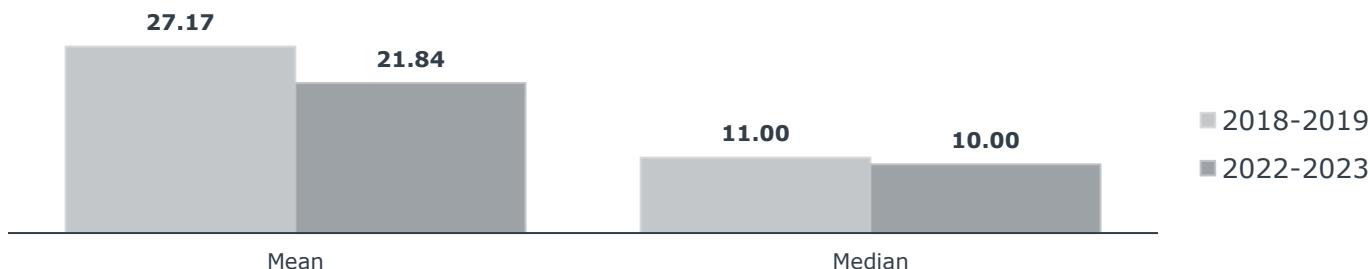
78.16%

Institutions Reporting Completions with a 100% Distance-Delivery Option

2022-2023 Academic Year, United States Data

Completions per Institution Reporting

2018-2019 and 2022-2023 Academic Years, United States Data



¹ The aggregated completions data for CIP codes Organizational Leadership (52.0213) and Human-Centered Technology Design (11.0105) is offered as an indicator of student trends because innovation leadership is not classified as a specific CIP code in NCES data.

United States Analysis of Master's-Level Completions Reported Under CIP Codes Organizational Leadership (52.0213) and Human-Centered Technology Design (11.0105)¹

Between the 2018-2019 and 2022-2023 academic years, five of the top 10 institutions increased completions, three increased their market share and two successfully entered the market. Notably, market leader Western Governors University is an online university offering courses entirely via distance education. The top 20% of institutions held 71.36% market share in the 2022-2023 academic year, indicating market concentration. Increasing competition overall paired with market concentration may challenge course growth in the United States.

Institutions with Most Reported Completions

2018-2019 and 2022-2023 Academic Years, United States Data

Institution	Reported Completions, 2018-2019 Academic Year	Market Share, 2018-2019 Academic Year	Reported Completions, 2022-2023 Academic Year	Market Share, 2022-2023 Academic Year	Completions Reported via Distance-Delivery, 2022-2023 Academic Year
Western Governors University	1,057	17.06%	1,403	20.33%	Yes
Columbia Southern University	170	2.74%	182	2.64%	Yes
University of Massachusetts Global	229	3.70%	181	2.62%	Yes
Gonzaga University	145	2.34%	159	2.30%	Yes
Waldorf University	158	2.55%	139	2.01%	Yes
Michigan State University	155	2.50%	126	1.83%	Yes
Northern Arizona University	Not Offered	Not Offered	116	1.68%	Yes
University of Colorado Boulder	35	0.57%	112	1.62%	Yes
Cleary University	9	0.15%	110	1.59%	Yes
American InterContinental University System	Not Offered	Not Offered	109	1.58%	Yes

71.36%

Conferrals by top 20% of institutions

2022-2023 Academic Year, United States Data

¹ The aggregated completions data for CIP codes Organizational Leadership (52.0213) and Human-Centered Technology Design (11.0105) is offered as an indicator of student trends because innovation leadership is not classified as a specific CIP code in NCES data.



Credential Design and Curriculum Analysis



2

Credential Design and Curriculum Analysis Overview

Section Includes:

- Profiled Course Review
- Fundamental and Emerging Skills
- Curriculum Analysis

Curriculum

Develop elective modules that help the course adapt to evolving technologies and will allow students enhanced degree personalisation. Comparator courses offer several [elective modules](#) that can be regularly updated to keep pace with new developments in technology and artificial intelligence without overhauling their curricula entirely (e.g., AI Ventures at Imperial College London, Managing Artificial Intelligence at The London School of Economics and Political Science). Elective offerings also allow students to personalise their learning, a course design feature valued by [adult learners](#) looking to align their degree with their specific career goals. When developing elective modules, [consider in-demand skill areas](#) where the requesting institution does not currently offer coursework (e.g., software development, financial management). Further, leverage resources from AI centres on campus to ensure new curricular developments confer [emerging](#) artificial intelligence skills.

Entry Requirements

Consider reducing the work experience requirement to widen the applicant pool. Across profiled courses, prospective students are required to possess an honours degree and submit transcripts, references and a personal statement or statement of purpose. Stringent [application requirements](#) can deter the interest of prospective students. To align with comparators and broaden the applicant pool, consider allowing students with less than three years of relevant work experience to apply to the course or indicate on the course webpage that administrators may offer flexibility for applicants who do not meet this requirement.

Course Flexibility

To attract working professionals balancing multiple commitments, consider delivering select modules online or offering modules during evenings and weekends. The requesting institution demonstrates a commitment to course flexibility through [incorporating online teaching and learning methods](#) into the course. [Imperial College of London](#) offers a module in the evenings, in addition to its standard daytime course offerings. Nearly [one in three Londoners](#) said work and time pressure prevented them from engaging with learning. [Flexible course features](#) (e.g., online modules) appeal to students concerned with balancing family, work-related commitments and further education. Consider adding online modules or weekend and evening sessions to maximise flexibility.

Experiential Learning Methods

Add new and detail existing opportunities for experiential learning in business scenarios (e.g., consulting project, interactive workshops) to attract career-minded students and align with comparators. Several comparator courses offer hands-on experiential learning opportunities centered around business content (e.g., the [Entrepreneurial Project](#) at the University of Westminster, the [Business Startup](#) at Imperial College London). Students who participate in experiential learning report the experience [aids in academic and career exploration, develops workplace-ready skills and helps in securing employment post-graduation](#). Prominently display experiential and interactive learning opportunities on the course webpage. Additionally, add hands-on learning opportunities that sharpen [in-demand business skills](#) (e.g., consultancy projects, case studies) to align with comparators and prepare students for the workforce.

Graduate Outcomes

To attract career-oriented prospects, prominently display employment statistics alongside the current robust graduate outcomes information on the course webpage. The requesting institution advertises several graduate outcomes on the course webpage (e.g., recent graduates' titles and employers). Advertising [graduate outcomes](#) demonstrates course value and appeals to career outcome-motivated prospects. In addition to the graduate outcomes already listed on the course webpage, include employment statistics (e.g., employment rate, sectors where graduates are employed).

Credential Design Analysis

All profiled courses are in-person. The London School of Economics and Political Science offers part-time programming. All profiled courses offer a 12-month course, although three institutions with part-time or extended options may take as long as 24 months to complete. Tuition varies among profiled courses, with Imperial College London advertising the highest price (£42,500).

Profiled Course Characteristics

Courses Similar to the MSc Innovation Leadership at the Requesting Institution

	Imperial College London MSc in Innovation, Entrepreneurship & Management	The London School of Economics and Political Science MSc in Management of Information Systems and Digital Innovation	The University of Manchester MSc in Digital Transformation	The University of Westminster MSc in Entrepreneurship, Innovation and Enterprise Development
<i>Title</i>				
<i>Modality</i>	In-person (at least one evening module)	In-person	In-person (eLearning available)	In-person
<i>Modules</i>	• 12 core modules • Two electives • One project	Four units ¹	• Eight modules² • 60-credit project	Eight core modules
<i>Course Structure</i>	Full-time	• Full-time • Part-time (Home students only)	Full-time	Full-time
<i>Duration</i>	• 12 months • 16 months (optional extended term)	• 12 months • 24 months (part-time)	12 months	12 months
<i>Advertised Tuition</i> ³	£42,500 ⁴	£38,000 ⁴	• £17,500 (United Kingdom students, per annum) • £31,500 (International students, per annum)	• £16,700 (United Kingdom students, per academic year) • £19,500 (International students, per academic year)
<i>Estimated Total Course Tuition</i> ⁵	£42,500	£38,000	• £17,500 (United Kingdom students) • £31,500 (International students)	• £16,700 (United Kingdom students) • £19,500 (International students)

1) The course is made up of eight half-unit courses, one half unit is for the dissertation and one module is non-assessed.

2) According to the postgraduate programme brochure, the eight required modules include five required modules and three elective modules.

3) Advertised tuition indicates the tuition cost as presented on the course website. Course fees are not included given the significant variance in institutional fees.

4) At [Imperial College London](#) and [The London School of Economics and Political Science](#) tuition is the same price for home and international students.

5) Estimated total course tuition calculates the tuition for full course completion (e.g., total credits awarded, total length of course time) depending on tuition unit.

Source: EAB analysis. Comparator Course Websites.

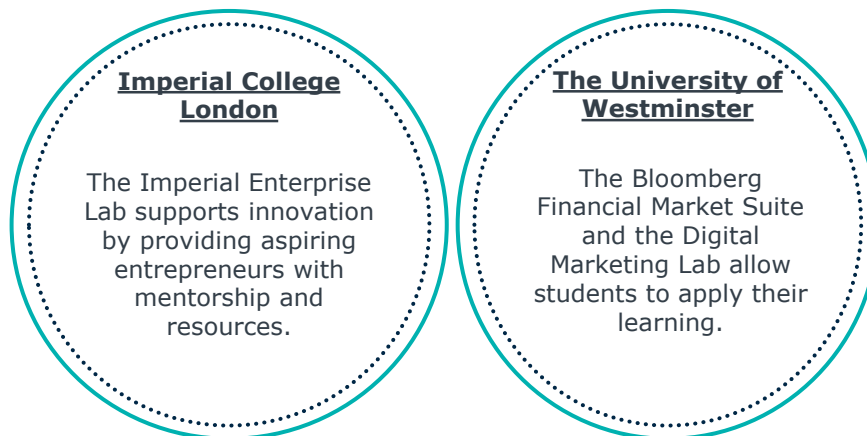
Entry Requirements

All profiled courses require an honours degree, transcripts, references and a personal statement or statement of purpose. Imperial College of London requires the highest number of application materials. Only the University of Manchester and the requesting institution specifically advertise no application fee. Eliminating or reducing extraneous [admission requirements](#) (e.g., professional experience requirements) can increase the number of applications by encouraging otherwise deterred individuals to apply. Consider reducing the work experience requirement to attract the largest pool of applicants.

<u>Imperial College London</u>	<u>The London School of Economics and Political Science</u>	<u>The University of Manchester</u>	<u>The University of Westminster</u>
- Online application (£100) - First or Upper Second Class Honours undergraduate degree (or international equivalent) - Transcripts 0-3 years of relevant work experience (recommended) - GMAT/GRE (optional¹) - CV - Two references - Three personal statement questions - Supplemental questions² - Interview (selected applicants only)	- Online application form (£95) - Upper second class honours degree (2:1) or equivalent Transcripts - GMAT/GRE (optional) - CV - Two academic references - Statement of academic purpose	- Online application (no fee) - First or Upper Second class honours degree (2:1, with 60% average) (or overseas equivalent) - Transcripts - One reference (selected applicants only) - Statement of purpose	- A minimum of a lower second class honours degree (2:2)³ - Transcripts - One reference - Personal statement

Course-Specific Facilities

Imperial College London, the University of Westminster and the requesting institution advertise facilities students can utilise while completing the course. Consider adding photos or videos of current students using course facilities to allow prospects to visualise themselves in the course.



1) GMAT or GRE is highly recommended for candidates with less quantitative degree backgrounds.

2) Career planning question, a quantitative experience statement and programming/computer software experience (if applicable).

3) Non-graduates with extensive work experience and/or significant involvement in entrepreneurial activities will also be considered.

4) Applicants who do not hold a degree may be considered on the basis of work experience alone.

Incorporating Artificial Intelligence Skills in Coursework

Profiled institutions incorporate rapid developments in artificial intelligence into their course design in various ways. [Imperial College London](#), [The London School of Economics and Political Science](#) and [the University of Manchester](#) offer elective artificial intelligence (AI) modules in addition to their core curricula. [The London School of Economics and Political Science](#) offers an optional AI in Practice summer camp after the spring term, creating a dedicated space to confer AI skills. At [the University of Westminster](#), students are encouraged to incorporate AI into their standard coursework. Integrate AI into current modular offerings and develop short-term opportunities conferring AI skills (e.g., new elective modules) to align with comparators and keep pace with the rapidly evolving AI landscape.

Ensuring Curricular Development Keeps Pace with Technological Advancement

- Creating [modular learning pathways or microcredentials](#) may enable universities to quickly adapt to the evolving technological landscape.
- [Imperial College London](#), [The London School of Economics and Political Science](#) and [the University of Manchester](#) offer AI modules in addition to their core curricula, allowing the courses to evolve rapidly alongside new data and technology.
- The London School of Economics and Political Science's AI in Practice summer camp is a non-assessed, optional week of additional learning following the spring term to enhance students' AI skills.

Prioritising Student Skill Development

- Many students in the United Kingdom express concerns over AI's potential to undermine their personal skill development; some are [increasingly expecting their universities to keep pace](#) with how fast AI is changing the labour market.
- Modules at the University of Westminster ask students to consider how they can incorporate AI into their existing or new business ideas, alongside developing other key skills (e.g., digital economy, business planning).

Expanding Upon Current AI Offerings

The requesting institution advertises some AI resources, but does not provide examples of how students in the course can engage with these resources.

Graduate Outcomes

All profiled courses advertise graduate outcomes through highlighting sample job titles and employers, providing employment statistics or promoting alumni testimonials. [Tangible evidence of a course's value](#) can turn passive interest into course enrolments. Highlight additional career information (e.g., employment placement rate) on the course webpage to align with comparators and appeal to students interested in returns-on-investment.

Employment Statistics



- Imperial College of London shares the Class of 2023's [employment placement rate](#), as well as employment by [region](#) and [sector](#).
- The London School of Economics and Political Science similarly advertises graduates' employment by [sector](#).

Testimonials



[Imperial College London](#), [The London School of Economics and Political Science](#) and [the University of Westminster](#) feature written student testimonials on the course webpage.

Job Titles and Employers



- [The University of Manchester](#) and [the University of Westminster](#) provide sample job titles and sectors relevant to course content.
- [Imperial College London](#) features recent graduates' current job titles.
- [Imperial College London](#), [The London School of Economics and Political Science](#) and [the University of Westminster](#) feature companies and organisations where recent alumni have found employment.

Teaching, Learning and Assessment Methods

Profiled courses utilise a variety of teaching, learning and assessment methods in their course design. The requesting institution aligns with comparators in several methods (e.g., online learning tools, group work, individual assessments). Still, it could also include opportunities such as case studies and workshops to engage students and provide them with real-world skill development. Further, providing more detailed information on the interactive exercises offered could entice prospective students.

Institution	Teaching and Learning Methods	Assessment Methods
<u>Imperial College London</u>	• Case studies • Equipment/technique demonstrations • Group work • Lectures and lecture recordings • Practical classes and fieldwork • Presentations and seminars • Projects • Virtual learning environment • Work placement opportunity • Workshops	• Case studies • Continuous assessments • Essays • Formal presentations • Multiple choice tests • Participation • Reports • Written exams
<u>The London School of Economics and Political Science</u>	• Case study discussions • Classes and Class exercises • Individual or group work • Lecture • Seminars • Team presentations	• Two-hour unseen examinations • Coursework assignments • Class participation • Group/individual project work
<u>The University of Manchester</u>	• E-learning • Group projects • Interactive workshops • Lectures • Self-learning	• E-learning assessments • Written assessments
<u>The University of Westminster</u>	• Classes and workshops • Computer assisted learning • External visits • Fieldwork • Individual and team coaching and learning • Practical classes • Projects development • Mentoring	• Blogs and Wikis • Business challenges • Collection of artefacts • Individual and team assessments • Pitching • Reflections from learning journals • Reports • Team reports

Course Customisation

Profiled courses allow students to customise their learning either through electives or pathways. To enable students to personalise their learning, consider allowing all students to complete offered electives.

<u>Imperial College London</u>	<u>The London School of Economics and Political Science</u>	<u>The University of Manchester</u>
ELECTIVES	ELECTIVES	PATHWAYS
• AI Ventures • Consumer Behaviour • Design Psychology • Digital Marketing • Family Business • From Data to Product • Global Immersion • Introduction to Design with Behavioural Science • Leading Social Innovation • Managing Negotiations • Management, Strategy and Innovation in Fintech • Marketing Analytics: Leading with Big Data • Project Management • Strategy and Leadership in a Digital World • Transformational Play • Wicked Problems, Systems Dynamics, and Entrepreneurial Innovation	• Data Governance: Privacy, Openness and Transparency • eHealth: Policy, Strategy and Systems • Emergencies Management: Humanitarian Intervention and Digital Innovation • Information Systems for the Public Sector: Digital Government and Service Innovation • Information Technology and Service Innovation • Managing Artificial Intelligence • Responsible Digital Innovation: Ethics at Work	• Digital Transformation • FinTech (Financial Technology)

Flexible Course Design

Profiled courses approach flexible course design by offering online learning opportunities, multiple pathways to completion and delivering modules in non-standard hours. According to the [Learning and Work Institute](#), nearly one in three Londoners reported that work and time pressure prevented them from engaging in continued learning, compared to only one in five in the rest of the United Kingdom. [Flexible course features](#) (e.g., online modules, weekend and evening scheduling) appeal to students concerned with balancing family, work-related commitments and further education. Continue offering a part-time pathway; create online modules and integrate evenings and weekends scheduling to maximise course flexibility and attract the widest pool of applicants.

Online Learning Opportunities	Pathways to Completion	Module Scheduling
Although no profiled institution explicitly advertises hybrid or online course delivery, three profiled courses feature online learning methods .	Home students at The London School of Economics and Political Science can complete the course part-time.	Students at Imperial College London attend one evening class every week in addition to the standard daytime classes.

1) Notably, the course webpage suggests only students completing the Research Methods and Small Project in Term 3 are eligible to complete these electives.

Experiential and Applied Learning Opportunities

All profiled courses offer experiential learning opportunities. While the requesting institution provides individual and small projects, information about the projects is hidden in collapsible links and may be difficult for prospects to notice. Several comparator courses offer hands-on opportunities such as consulting projects or hackathons. To align with comparators, prominently advertise experiential learning opportunities and consider adding an opportunity for students to complete a hands-on project with a team (e.g., case study, consultancy project).

		Experiential Learning	Applied Learning
Imperial College London	→	- Students can participate in Work Placement or Extended Work Placement, inside or outside of the United Kingdom, to gain hands-on experience in a specific business or industry. - The Business Startup is an opportunity for individuals or groups to apply their knowledge to a specific aspect of a startup's development. - Teams of students can complete the Consulting Project, working together to find a solution to a real-world consulting problem.	The Independent Research Report is a culminating experience primarily designed for students advancing to doctoral-level study.
The London School of Economics and Political Science	→	- The Sprint Week group project is a one-week intensive experience where teams of students engage in a simulation of a real-life technology management consultancy project. - The Summer Camp: AI in Practice is an optional week of non-assessed learning that takes place after the spring term concludes.	Students are required to complete a dissertation at the end of the course.
The University of Manchester	→	Students complete a year-long consultancy project , working together in groups to solve a complex case study.	Not advertised
The University of Westminster	→	Student work includes 48-hour hackathons and business challenges, which involve solving real business problems that range from creativity and innovation to marketing and strategic operations for real clients with real problems. - The programme webpage advertises educational simulations, workshops, local business challenges and project-based assessments. - Students learning about the Entrepreneurial Mindset can participate in social entrepreneurship and fundraising opportunities. - The programme offers opportunities for site visits and guest speakers (e.g., investors, other practitioners). - Students complete a culminating Entrepreneurial Project at the end of the course.	Not advertised

Curriculum Analysis

United Kingdom Analysis of Job Postings' Skill Requirements for Innovation Leadership Professionals

Across May 2022 to April 2025, employers demonstrated sustained demand for skills such as change management and business objectives. Emerging skills include strategic leadership and continuous improvement process; developing these skills will prepare graduates to meet today's employer needs.

Fundamental and Emerging Skills for Innovation Leadership Professionals

May 2022 – April 2025, United Kingdom Data

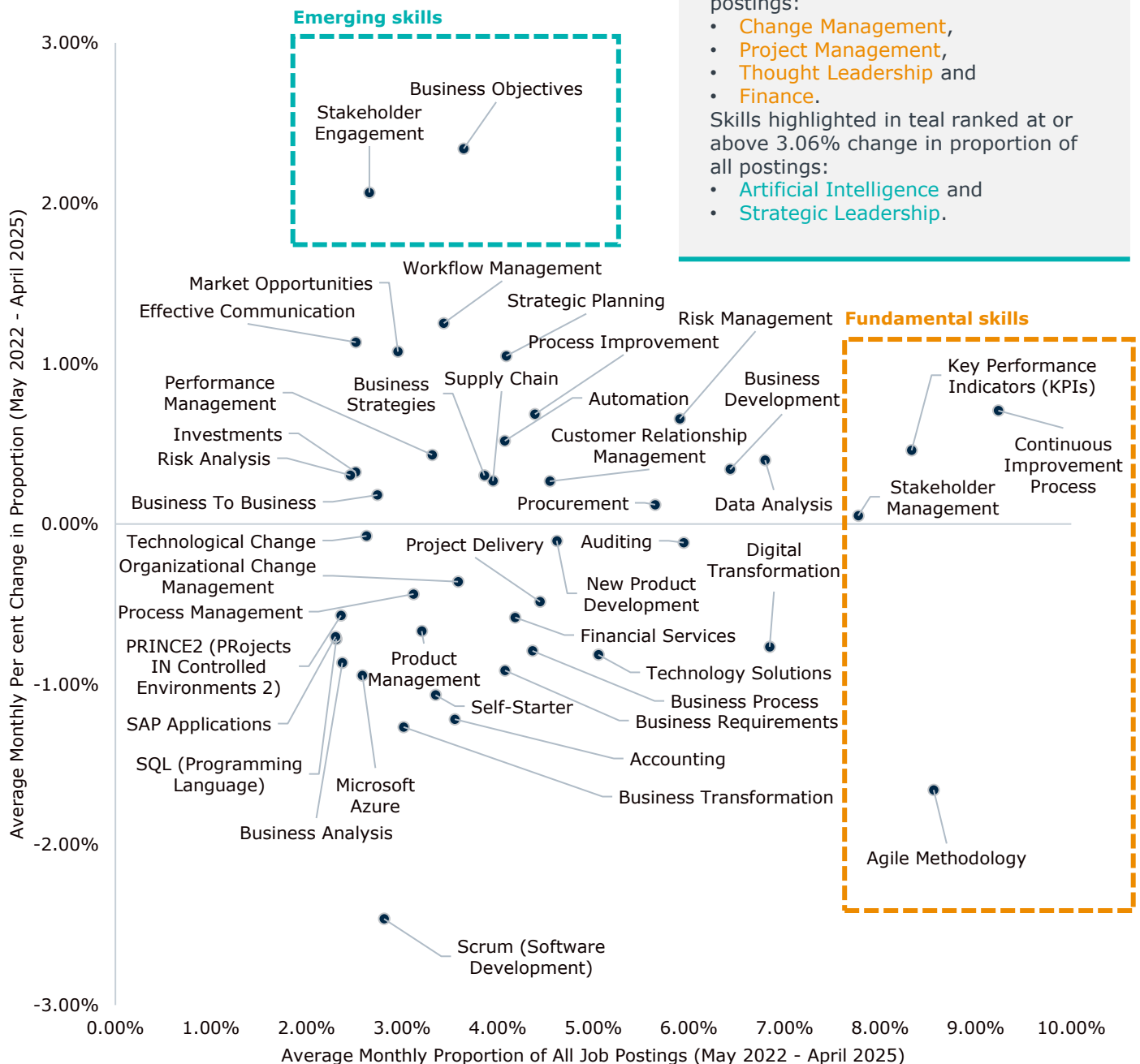
n = 549,278 job postings

We excluded the following skills from the plot to improve readability. Skills highlighted in orange ranked at or above 9.85% proportion of all postings:

- Change Management,
- Project Management,
- Thought Leadership and
- Finance.

Skills highlighted in teal ranked at or above 3.06% change in proportion of all postings:

- Artificial Intelligence and
- Strategic Leadership.



Source: EAB analysis. Lightcast Analyst.

United States Analysis of Job Postings' Skill Requirements for Master's-Level Innovation Leadership Professionals

Across May 2022 to April 2025, employers demonstrated sustained demand for skills such as project management and finance. Emerging skills include artificial intelligence and scalability; developing these skills will prepare graduates to meet today's employer needs.

Fundamental and Emerging Skills for Master's-Level Innovation Leadership Professionals

May 2022 – April 2025, United States Data

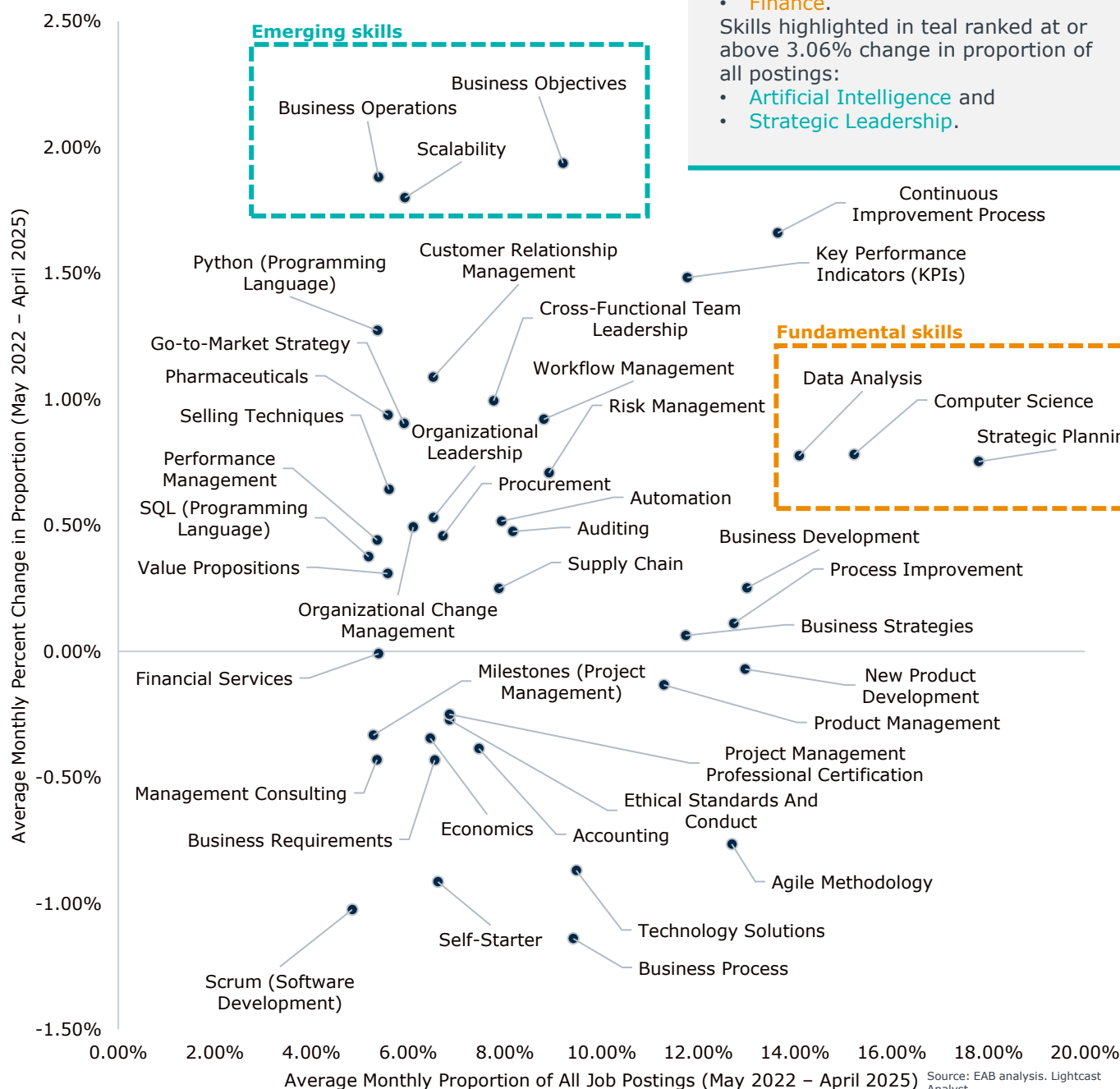
n = 677,209 job postings

We excluded the following skills from the plot to improve readability. Skills highlighted in orange ranked at or above 19.81% proportion of all postings:

- Project Management,
- Change Management,
- Master Of Business Administration (MBA),
- Thought Leadership and
- Finance.

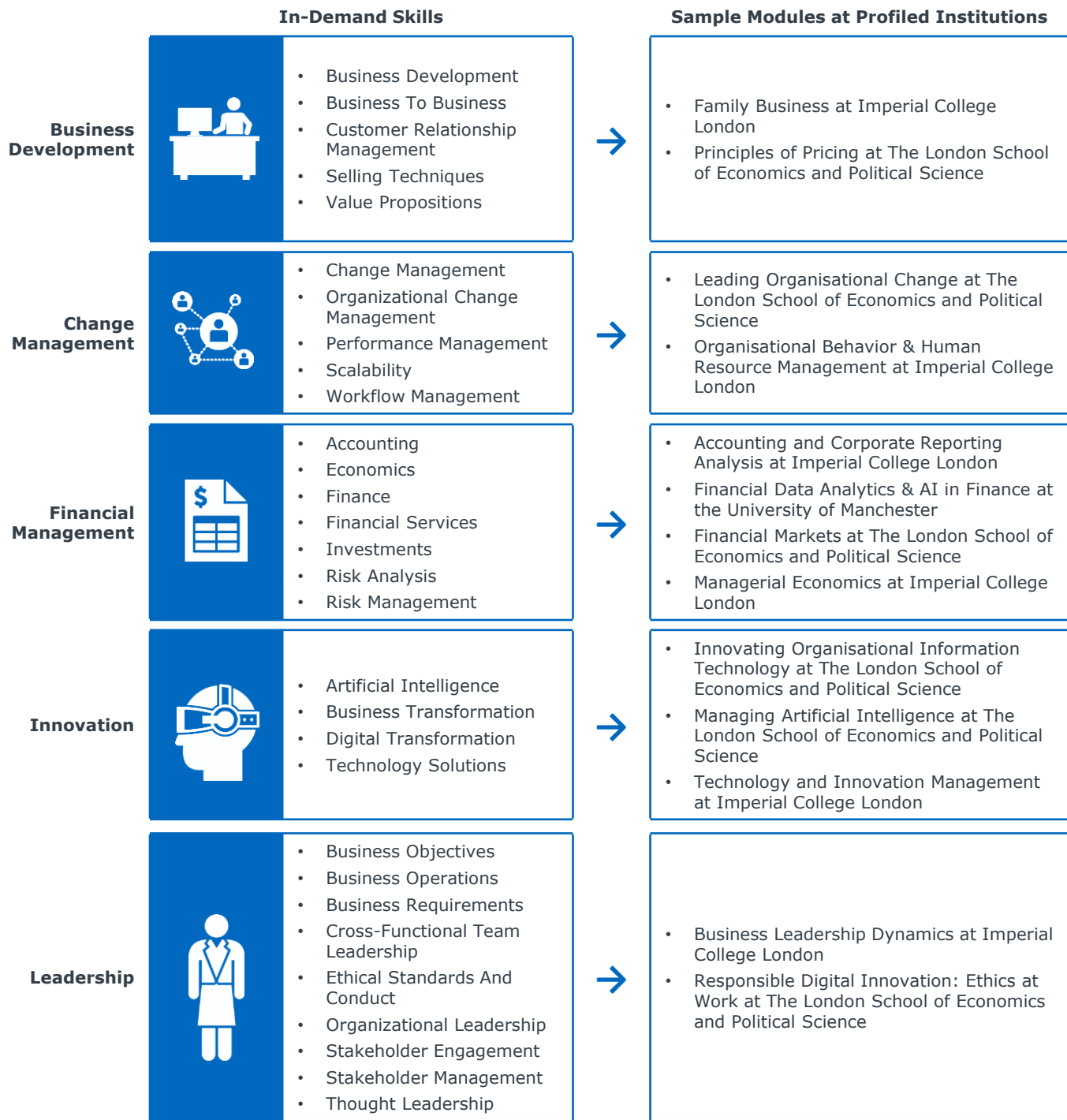
Skills highlighted in teal ranked at or above 3.06% change in proportion of all postings:

- Artificial Intelligence and
- Strategic Leadership.



Alignment of In-Demand Skills to Profiled Courses' Curricula

United Kingdom and United States Data



Alignment of In-Demand Skills to Profiled Courses' Curricula (cont.)

United Kingdom and United States Data

	In-Demand Skills		Sample Modules at Profiled Institutions
Process Improvement		- Automation - Business Process - Process Improvement - Process Management - SAP Applications - Technological Change	→ Information Technology and Service Innovation at The London School of Economics and Political Science
Project Management		- Milestones (Project Management) - PRINCE2 (Projects IN Controlled Environments 2) - Project Delivery - Project Management - Project Management Professional Certification	→ Project Management at Imperial College London
Software Development		- Computer Science - Microsoft Azure - Python (Programming Language) - Scrum (Software Development) - SQL (Programming Language)	→ Reinforcement Learning at The London School of Economics and Political Science
Strategic Vision		- Business Strategies - Go-to-Market Strategy - Management Consulting - Market Opportunities - Strategic Leadership - Strategic Planning	→ - Enterprise Development at the University of Westminster - New Venture Creation at Imperial College London - Strategic Management at Imperial College London
Supply Chain Management		- Continuous Improvement Process - New Product Development - Procurement - Product Management - Supply Chain	→ - Digitalisation of Operations and Supply Chains at the University of Manchester - Supply Chain Management at The London School of Economics and Political Science



Web and Mobile Presence Audit



3

Prospective Student Experience Audit Overview

Analysis Includes:

- Evaluation of Course Webpage: Discoverability
- Evaluation of Course Webpage: Visual Design
- Evaluation of Course Webpage: Content Strategy

Analysis Finds Course Webpage Provides a High-Quality Student Experience

Auditing the prospective student experience revealed a well-designed prospect journey.



Audited Web Presence

Recommended next steps include:

- Feature academic staff and instructor biographies and contact information on the course webpage.
- Add a chatbot to quickly answer prospects' questions and collect lead information.
- Offer prospects an incentive (e.g., an eBook, sample module information, a webinar) to fill out the enquiry form.
- Rename the 'Enquiries form' button to a distinct call-to-action, such as 'Enquire here'.

Web and Mobile Presence Audit Findings

The web and mobile presence audit yielded a strong course webpage. The course webpage is easily discoverable, adhering to Search Engine Optimisation (SEO) best practices. Further, the course webpage is visually appealing and well-designed. The most significant areas for improvement include featuring additional academic staff and instructor information (e.g., biographies, contact information) and creating more opportunities for lead generation (e.g., adding a chatbot, offering an incentive in exchange for lead information). Overall, the webpage is well optimised to engage prospective students.

Evaluation of Course Webpage: Discoverability

Evaluation of the MSc in Innovation Leadership

Your course webpage should be easy to locate and navigate, both from a search engine and from your institution’s homepage. This section audits your course webpage to ensure that prospects can easily access it. For more information about search engine optimisation, see the appendix.



Great: Students can easily access the course webpage from Google and the institution homepage.

Audit Results: Course Webpage Discoverability

Recommended Practice	Audited Practice	Score
Does the assessed webpage appear in the top five organic results when searching 'United Kingdom Postgraduate Innovation Leadership Course' on Google¹? Course administrators should ensure that the webpage is optimised for search engines by using SEO keywords and other tactics. Ensuring prospective students quickly see your webpage when searching for potential courses is vital, particularly as 68% of clicks go to the first five results on Google.	--	—
Does the webpage surface as the top organic Google result when searching 'The Requesting Institution MSc in Innovation Leadership'? Course administrators should ensure that students can easily find the course webpage when they search directly for it.	--	—
Is there an efficient and frictionless way to navigate from the main institution homepage to the course webpage? Ensuring easy navigation to your course’s webpage will help drive traffic to the course webpage and reduce the number of prospective students who abandon their search. 94% of consumers rank easy website navigation as their number one priority when browsing websites, higher than descriptions of products/services and visuals.	--	—

Section Score

-/9

Evaluation of Course Webpage: Visual Design

Evaluation of the MSc in Innovation Leadership

Your course webpage should meet modern design standards to address prospects' needs and preferences. This section audits your course against web design standards to identify areas of strength and opportunities for improvement.



Great: The course webpage is well designed, and students can quickly access key information.

Audit Results: Course Webpage Visual Design

Recommended Practice	Audited Practice	Score
Does the webpage demonstrate a connection to the institution's brand and values? The course webpage should align to the university's main branding and mission through images, logos, colors, or phrases. Demonstrating this connection signals to prospects that they will be joining a greater community and that your institution is motivated by values and a greater purpose. A Consumer Goods study found consumers are 400% more likely to select a brand with a strong social or environmental purpose, and universities can offer an inherently social purpose.	--	—
Does the webpage adhere to key principles of design? A well-designed webpage should incorporate white space, including visual breaks between sections, the use of headings and subheadings to break up text, and a consistent use of colours and fonts. Aesthetically appealing and easily navigable web design is crucial to your course's appeal, with 94% of consumers citing bad design as the main reason they distrust certain websites.	--	—
Does the webpage include multimedia assets such as images, videos, or 360° immersive photography? A well-designed course webpage should include photos and videos of real students. Studies show that real photos draw 35% more conversions than stock photos. Adding videos further elevates your webpage's appeal, as visitors spent over twice as much time on webpages with video than those without. Other types of immersive content can also help drive engagement with your website.	--	—
Is the course webpage easily viewed on a range of screen sizes, i.e., formatted for responsive design? The course webpage should be optimised for mobile viewing and viewing across different size screens; all text should be visible without zooming and all links, images, and menus should function in proportion to a smaller or larger screen. A WebFX study found that 67% of consumers are more likely to make a purchase if a website is mobile-friendly, indicating the importance of responsive design.	--	—

Source: EAB analysis.

Evaluation of the MSc in Innovation Leadership

Audit Results: Course Webpage Visual Design

Recommended Practice	Audited Practice	Score
Is the site designed to feature key information on the top of half the page? It is important to not over-crowd the top portion of your webpage, while also ensuring prospective students can immediately see key details about your course. The average adult learner only spends 90 seconds on a course webpage before navigating away, meaning your course's most essential information must be easily viewed within that timeframe.	--	—
Can students quickly skim the page or use on-page navigation to access relevant course information? Webpage visitors should be able to locate information listed at various points in the webpage without extensive scrolling or confusing links. The webpage should incorporate jump links, a collapsible menu, or an FAQ section to organise information. Information should be clearly organised under headings and subheadings, rather than all in one section. As 94% of consumers say easy navigation is the most useful feature of a website, ensuring easy navigation is key.	--	—
Are calls-to-action visually distinct and easy to identify as links? Webpage visitors should easily view calls-to-action throughout the course webpage, one of which should be visible on the top of the page. Calls-to-action may include but are not limited to: "Apply Now," "Request Information," "Access Scholarship Information."	--	—

Section Score

-/21

Evaluation of Course Webpage: Content Strategy

Evaluation of the MSc in Innovation Leadership

Your course webpage should address prospects’ key concerns such as return on investment and course quality. This is especially crucial since most prospects are stealth shoppers who will not ask questions proactively. This section audits your course webpage to ensure it includes the most important information to appeal to prospects.



Great: The course webpage features key information that will inform and convince prospective students of its quality.

Audit Results: Course Webpage Content Strategy

Recommended Practice	Audited Practice	Score
Do calls-to-action facilitate anticipated next steps and support content discoverability? Calls-to-action should be clear, specific and actionable. They should drive prospects towards a high-value action, like submitting a request for information or filling out an application.	--	—
Does the website advertise graduate career outcomes? Course webpages should prominently display information on graduate outcomes, such as graduate job titles, employers, and salaries, or BLS labour market projections for your course’s field. Adult learners ranked “successful job placement” as their top priority when making an enrollment decision.	--	—
Does the webpage include easily accessed information on tuition and any available financial aid? The course webpage should clearly advertise tuition and financial aid. Adult learners consistently rank financial information as highly important to making enrollment decisions and cite cost as their top barrier to entry.	--	—
Does the webpage include student or alumni testimonials? The webpage should feature testimonials from current or past students attesting to the course’s quality. Best practice testimonials include eye-catching images or videos. Testimonials offer a highly effective substitution for word-of-mouth marketing, with 72% of consumers only taking action after reading a positive review.	--	—

Evaluation of the MSc in Innovation Leadership

Audit Results: Course Webpage Content Strategy

Recommended Practice	Audited Practice	Score
Does the webpage feature profiles of or messages from academic staff or instructors? The webpage should clearly feature academic staff or instructors, ideally with images or video to attract student attention. Adult learners ranked 'Professional and Practitioner Faculty' as the sixth most important factor to their enrollment decisions. Featuring academic staff or instructors will also communicate your course's credibility and differentiate you from your competitors.	--	—
Does the webpage feature accreditation or a reference to industry organizations? Adult learners responding to EAB's 2021 survey ranked course accreditation as their second-highest priority.	--	—
Does the webpage clearly feature information on course length and accelerated completion options? Webpage visitors should easily see information on how fast the course can be completed and available pathways to completion, such as credit for prior learning or work experience.	--	—
Does the webpage include information on or language emphasising the course's flexibility for working adults? If applicable, the course webpage should reference the ease with which working or otherwise busy adults can complete the course. This can be demonstrated through testimonials or other language.	--	—
Does the course webpage clearly feature application information, including deadlines, requirements and a link to the application? Webpage visitors should quickly be able to see any application or admission requirements, as well as any major application or decision deadlines.	--	—
Does the course webpage include information on the next course start date? The course webpage should clearly label the next start dates for course cohorts (or clearly mark that students may begin the course at any time).	--	—

Source: EAB analysis.

Evaluation of the MSc in Innovation Leadership

Audit Results: Course Webpage Content Strategy

Recommended Practice	Audited Practice	Score
Does the course webpage advertise curriculum features, such as internships, employer visits or capstone projects? The course webpage should seek to emphasise unique or career-oriented aspects of the curriculum to differentiate from competitors.	--	—
Does the course webpage feature easy-to-find contact details? As not all students are willing to fill out a Request for Information form, the course webpage should also feature clickable, course-specific contact information (both email address and phone number).	--	—
Does the webpage include a user-friendly chatbot that provides quality content? The course webpage should offer a pop-up chatbot that easily answers prospective students' questions. Best practice chatbots ask students to submit their contact details, thus also functioning as an RFI form. Users are increasingly likely to engage with chatbots. Chatbots may be particularly helpful in engaging Gen Z students, who are far more likely than older generations to drop a product or service due to poor online response times.	--	—
Does the webpage include a Request for Information (RFI) form? The course webpage should include an RFI form that captures the prospective student's name and email address. Ideal RFI forms are easy to access and minimise the number of fields for prospects to fill out. With more students stealth shopping courses than in the past, the RFI form is one way to encourage students to identify themselves and allow you to support them through the recruitment process.	--	—
Does the RFI form offer prospects a content give in exchange for submitting their information? Providing a valuable resource in exchange for prospects' contact information is best practice. This can be a particularly effective strategy for convincing privacy-oriented prospects to share their contact information.	--	—

Section Score

-/45

Source: EAB analysis.



Appendix

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- Research Process and Sources

Research Process and Sources

EAB conducted a four-part analysis to identify opportunities to update an existing course's curriculum, positioning and recruitment practices.

All workforce demand data was collected from Lightcast, EAB's labour market intelligence partner. Competitive data was collected from the National Center for Education Statistics via the Lightcast platform for United States' completions and from HESA (Higher Education Statistics Agency) for United Kingdom enrolments. Competitive data was collected from the National Center for Education Statistics via the Lightcast platform.

1

Step One: Labour Market Analysis

This report includes an analysis of external labour market needs to determine demand for course graduates. Researchers evaluate historical job postings and future employment projections to determine if the labour market supports course growth.

2

Step Two: Competitive Landscape Analysis

The volume and growth of enrolments serves as an indicator of student demand for the course being evaluated. Researchers use enrolment data to determine if the selected course is facing a crowded market or if it may struggle to attract students due to declining student interest.

3

Step Three: Comparator Course Analysis

Researchers analyse how the design and curricula of similar courses should inform the structure and format of the existing course. The researchers collect information publicly available on profiled courses' webpages.

4

Step Four: Web and Mobile Presence Audit

To audit the course's web and mobile presence, researchers visit the course page on a laptop computer and a mobile device. The researchers compare page content and navigability to benchmarks developed by EAB.

Research Questions

The requesting partner asked:

- How has demand for graduates of my course evolved over time?
- Which employers demonstrate the greatest demand for graduates?
- What skills should the course teach to prepare students to meet employer demand?
- In what positions do employers demonstrate the greatest need for graduates?
- What experience level do employers most frequently request from graduates?
- How many students graduate from similar courses, and how has this changed over time?
- How are similar courses structured?
- How are similar courses delivered?
- What experiential or practical learning do similar courses offer?
- What accreditation do similar courses hold?
- Does the course website landing page align with best practices in marketing and web presence? How can the course landing page be improved?

Research Limitations

This report does not differentiate job postings by degree level as United Kingdom employers do not typically ask for a specific degree in job postings. This report analyses job postings for professionals with relevant skills (e.g., change management, innovation leadership) regardless of degree level.

CAH codes are set by the Higher Education Statistics Agency (HESA) in the United Kingdom and individual institutions select which codes they report enrolments under for each course. We chose the best-fitting CAH code 17-01-04 (Management Studies) to assess the competitive outlook for these courses; however, the broad nature of these codes and a lack of exact matches for the proposed course may limit the accuracy of this analysis.

Due to the self-reported nature of the NCES in the United States, some comparable and competitor courses may report completions for a master's-level innovation leadership course under a different CIP code not included in this analysis. Institutions may also report completions for courses unrelated to innovation leadership under any of the CIP codes analysed in this report. Further, additional online courses may exist that are not captured in NCES data, as not all institutions offering a distance-delivery course report it as such. Additionally, if an institution offers multiple modalities, completions data will not distinguish between the number of online completions and face-to-face completions.

Additionally, curricula and tuition information is based on publicly available information and may not be comprehensive.

Definitions

- AI refers to Artificial Intelligence.
- CAH refers to the Common Aggregation Hierarchy (2020-2021 to 2023-2024 academic years).
- CIP code refers to the Classification of Instructional Programming code.
- HECoS code refers to the Higher Education Classification of Subjects code.

Profiled Institutions

We profiled courses via secondary research at the following institutions. We profiled courses with a similar curricular focus to the analysed course at the requesting institution.

A Guide to Institutions in this Brief

Institution	Location	Approximate Institutional Enrolment
Imperial College London	London	22,400
The London School of Economics and Political Science	London	12,900
The University of Manchester	North West	46,900
The University of Westminster	London	22,000

- Profiled course webpages
 - Imperial College London, MSc in Innovation, Entrepreneurship & Management
<https://www.imperial.ac.uk/business-school/masters/innovation-entrepreneurship-management/>
 - The London School of Economics and Political Science, MSc in Management of Information Systems and Digital Innovation
<https://www.lse.ac.uk/study-at-lse/graduate/msc-management-information-systems-and-digital-innovation#programme-content>
 - The University of Manchester, MSc in Digital Transformation
<https://www.alliancembs.manchester.ac.uk/study/masters/msc-digital-transformation/course-details/#course-profile>
 - The University of Westminster, MSc in Entrepreneurship, Innovation and Enterprise Development
<https://www.westminster.ac.uk/business-and-management-courses/2025-26/january/full-time/entrepreneurship-innovation-and-enterprise-development-msc>

Data Sources



Lightcast Lightcast

<https://lightcast.io/>

This report includes data made available through EAB's partnership with Lightcast (formerly known as Emsi Burning Glass), a labour market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada, and the United Kingdom.

Lightcast curates and maintains the most comprehensive labour 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 Lightcast 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 Lightcast 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 Lightcast tools, visit:

- <https://lightcast.io/solutions/education/analyst>
- <https://lightcast.io/solutions/education/alumni-pathways>

To learn more about Lightcast and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@lightcast.io.

z



HESA Higher Education Statistics Association

<https://www.hesa.ac.uk/>



EAB

EAB Research and Insights Library

<https://eab.com/research-and-insights/>

Webpage Best Practices Examples

Key Course Information Located at Top of Page

Screen Capture of Master of Business Administration Webpage

From [the University of Aberdeen](#)

This screenshot shows the University of Aberdeen's MBA program page. The header includes the 'MBA, MBA' title and navigation links like 'Enquire Now' and 'Apply Now'. A secondary navigation bar lists 'OVERVIEW', 'WHAT YOU'LL STUDY / FEES', 'ENTRY REQUIREMENTS', 'CAREERS', 'OUR EXPERTS', and 'CONTACT US'. The main content area features a paragraph about the program's focus on real business needs. A 'Study Options' sidebar lists details like 'On Campus Learning', 'Degree Qualification', 'Duration' (12 months or 24 months), 'Study Mode' (Full Time or Part Time), and 'Start Month' (January or September). A video testimonial from Judith, an MBA student, is embedded. A chatbot icon for the University of Aberdeen is visible in the bottom right corner.

Jump links take visitors to key information like tuition, graduate outcomes and academic staff and instructor profiles

Duration, modality and start dates are easy to find

Video student testimonial appeals to viewers who value social proof and video format

Chatbot is immediately visible so students can quickly get information

An MBA is the most popular professional degree programme in the world. The University of Aberdeen MBA is a globally recognised

Screen Capture of Master of Business Administration Webpage

From [Southern New Hampshire University](#)

This screenshot shows the Southern New Hampshire University's MBA program page. The header includes the university logo and navigation links like 'Request Info', 'Apply Now', and 'Visit SNHU'. A secondary navigation bar lists 'Academic Programs', 'Admission', 'Tuition & Financial Aid', 'Student Experience', and 'About SNHU'. The main content area features a large image of students working on a laptop, with the text 'Online MBA Programs Master of Business Administration'. A testimonial from Heather Staples Lavoie, a Master of Business Administration (MBA) graduate, is displayed. A 'Contact Us' section provides information for online admission, including a phone number (888.387.0861) and an email address (MBA@snhu.edu). A chatbot icon for Southern New Hampshire University is visible in the bottom right corner.

Tuition, accreditation and time to completion all easy to find in one central location

Short student testimonial demonstrates course value

Contact information is immediately visible and clickable, an important feature for students who access your website from their phone

Online MBA Programs
Master of Business Administration

Register By: January 28 Classes Start: January 30 Apply Now

The MBA That Fits Your Life

- Under \$19K total tuition
- Earn credentials along the way
- MBA program accredited by ACBSP
- Complete in about 1 year or at your own pace
- 15+ career-focused concentrations
- Curriculum revised in 2021

Request Info Apply Now

MBA Program Overview

Heather Staples Lavoie
Master of Business Administration (MBA)

"Both my CEO and his CEO are (SNHU) graduates as well. Give our roles (and the success...), I would say that it is a very wise investment."

Contact Us

Online Admission
888.387.0861
MBA@snhu.edu

Short and Incentivised Request for Information Form

Screen Capture of MA in Counseling Webpage

From [Wake Forest University](#)

GET PROGRAM DETAILS
This will only take a moment.

1. What degree program are you most interested in?

☐ Master of Arts in Counseling – Clinical Mental Health Counseling

☐ Master of Arts in Counseling – School Counseling

NEXT STEP
We value your privacy.

GET PROGRAM DETAILS
This will only take a moment.

2. Who is this brochure for?

Full Name

Email

Phone

ZIP Code

DOWNLOAD BROCHURE
We value your privacy.

Call-to-action catches students' attention

Students see incentive, which motivates them to submit their contact details

Screen Capture of MA in Peace and Justice Webpage

From [the University of San Diego](#)

University of San Diego

Joan B. Kroc School of Peace Studies

ABOUT ▾ ACADEMICS ▾ STUDENTS & ALUMNI ▾ KROC IPJ ▾ SPARK @ USD ▾ INNOVATING PEACE BLOG ▾

Resources Search

Apply Subscribe Give

DOWNLOAD OUR EBOOK

HERE'S HOW TO MAKE PEACE AND JUSTICE YOUR FULL-TIME JOB

A Look at the Career and Education Opportunities in the Field

Building peaceful and inclusive societies does not happen overnight. It takes the commitment of dedicated peace and justice advocates to ensure equal access to justice and significantly reduce the incident and impact of violent conflict.

You can learn more about the field of peace and justice by accessing our eBook at the form below:

First name Last name

Email

READ THE EBOOK

Low-effort RFI only requires students to submit their name and email rather than a long list of personal information

Are you a prospective student searching for more information? I can help!

Strong Calls to Action

Screen Capture of Doctor of Physical Therapy Webpage

From [Hardin-Simmons University](#)

Doctor of Physical Therapy

Start making a difference in the lives and health of others with a Doctor of Physical Therapy degree. Hardin-Simmons University offers a service-focused DPT program that boasts 100% employment and 98% graduation rates.

Physical therapy is among the fastest growing occupational fields in the country. As one of the leading DPT programs in Texas and the nation, our graduates are in high demand in nearly every industry. You'll work closely with our nationally renowned, award-winning faculty, and get hands-on experience beginning your first week of classes with the clinical rotations of your choice.

Our program combines a dedication to excellence in the practice of physical therapy with Christian faith and values — preparing you to be a respected, compassionate and skilled doctor of physical therapy. When you graduate, you'll be prepared to make lasting impacts on the health of individuals and communities around the world.

Program Contact

Dr. Jill Jumper
Interim Program Director,
Assistant Professor

✉ ptoffice@hsutx.edu
☎ 325-670-1928

Calls-to-action located at both bottom and top of screen are hard for potential students to miss

APPLY TO HSU **VISIT HSU** **REQUEST INFO**

Screen Capture of Master of Business Administration Webpage

From [Walden University](#)

Master of Business Administration (MBA)

Become a role-modeling, barrier-breaking business leader and force for good with our online Master of Business Administration (MBA) program.

All three calls-to-action (Apply Now, Request Information and Chat Now) are visually distinct from the rest of the webpage, therefore attracting attention

Have a Question?
Chat with a Master of Business Administration Enrollment Specialist

Chat Now

WHY WALDEN **PROGRAM DETAILS** **TUITION AND FEES** **SPECIALIZATIONS** **PROGRAM OUTCOMES** **RESOURCES**

Student and Alumni Testimonials

Screen Capture of Master of Business Administration Webpage

From [the Ohio State University](#)

Photo draws viewer's attention



I was elected as President of two organizations during my second year, and that hands-on leadership experience not only made me feel proud to be giving something back to Fisher, but also was a big part of preparing me for the career I was about to begin. Developing new ideas that made the organizations even better and working with a team to bring those ideas to life were two important aspects that have impacted my leadership style early in my career.

Testimonial includes employment both before and after graduation to show course impact

Lindsey Lorenz
2015 MBA Alumna
Pre-MBA: Associate Merchant | Abercrombie & Fitch
Now: Brand Manager | The Wendy's Company | Columbus, OH

Screen Capture of Master of Business Administration Webpage

From [Southern New Hampshire University](#)

Testimonial shares an engaging student story and clearly details how the profiled institution helped support her and further her career goals.



Academic Staff and Instructor Profiles

Screen Capture of MS in Humanitarian Action Webpage

From [the University of San Diego](#)

OUR FACULTY

Learn from world-class experts



DISTINGUISHED PROFESSOR OF
HUMAN SECURITY AND
PEACEBUILDING

Necla Tschirgi

Re-thinking international
peacebuilding

[Read Necla's article](#)



ASSOCIATE PROFESSOR

Topher McDougal

Black markets and the COVID-
19 crisis

[Read Topher's article](#)



MEMBER, MSHA BOARD OF
ADVISORS

John Patterson

John Patterson '13 & Professor
McDougal write about the
global financial burden of
humanitarian disasters

[Read John + Topher's article](#)



ASSOCIATE PROFESSOR

Dustin Sharp

Three important conversations
for human rights professionals

[Read Dustin's study](#)

Students can see a range of academic staff and instructors with profiles and details about their research, thus indicating course quality

Screen Capture of Master of Business Administration Webpage

From [New York University](#)



NYU STERN Stern Voices: Professor Anat Lechner

Watch later Share

STERN VOICES

ANAT LECHNER
Professor

Watch on YouTube

Video format is more engaging than text or photos

FACULTY VIDEOS

Stern Voices: Anat Lechner

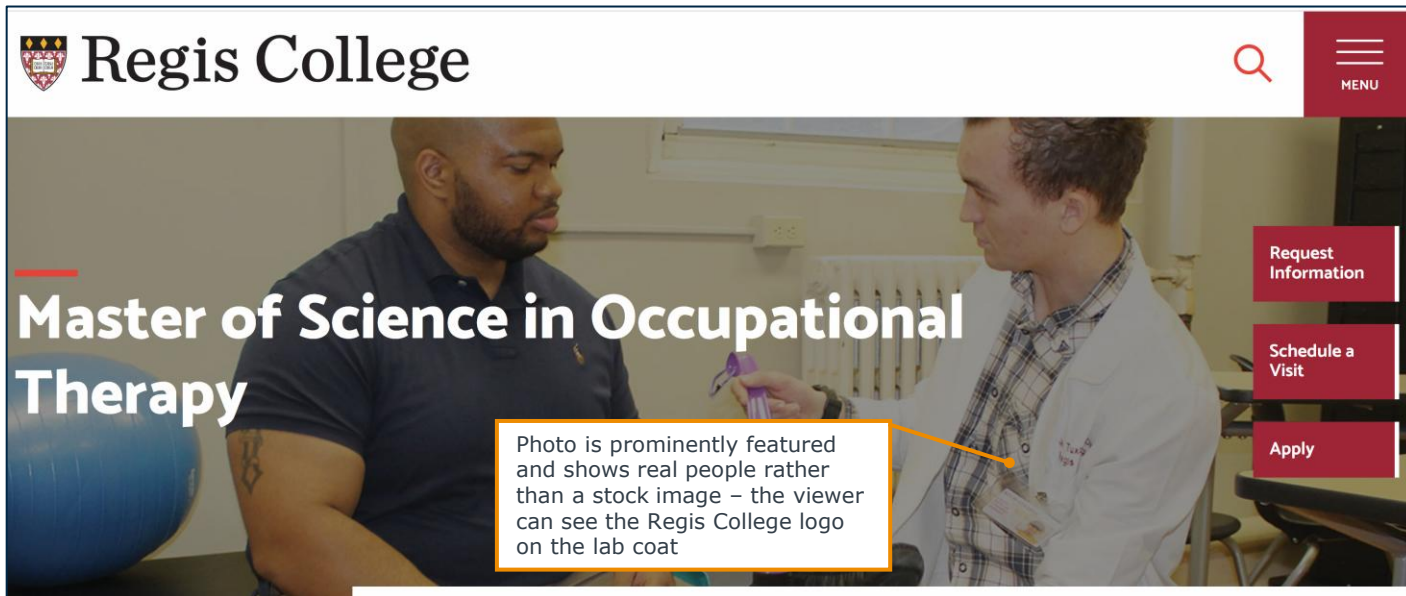
Professor Anat Lechner, Management and Organizations Department (Video length: 4.20)

[FACULTY BIO](#)

Student Images

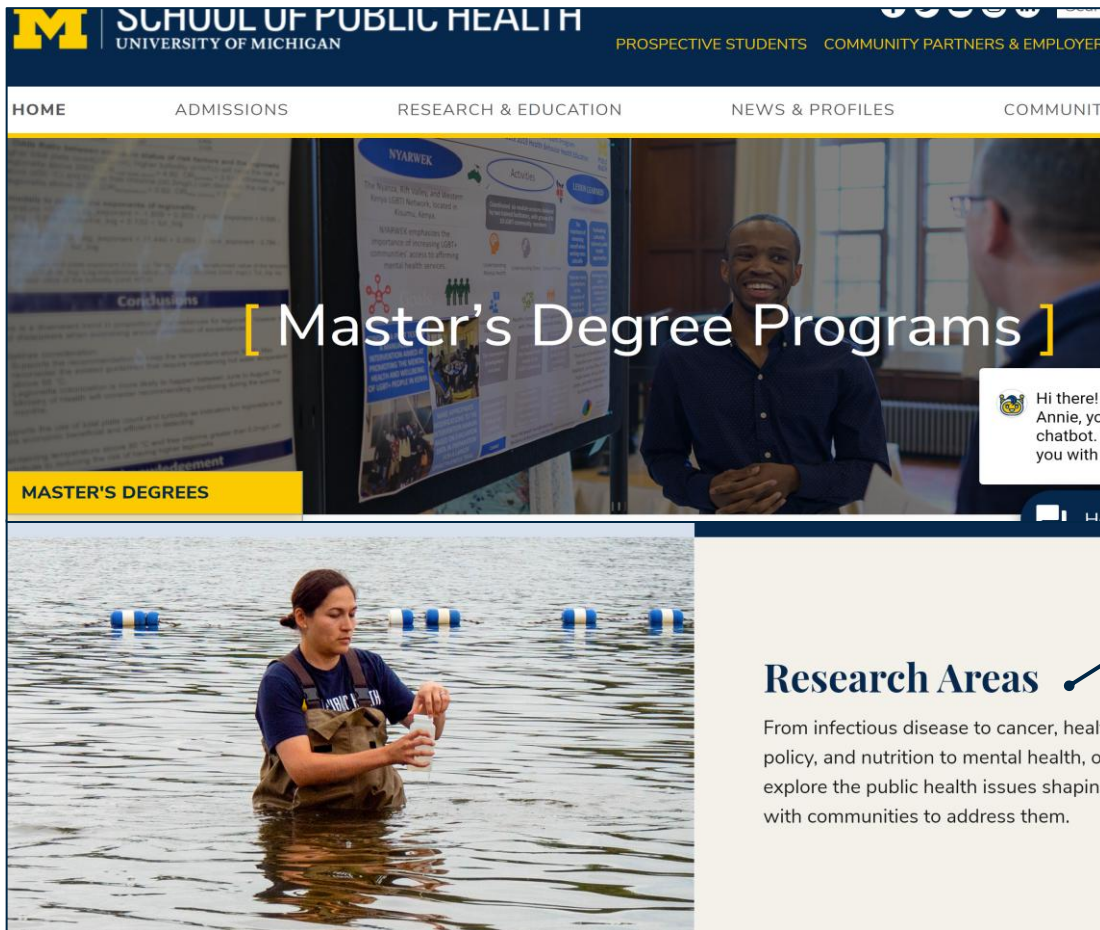
Screen Capture of MS in Occupational Therapy Webpage

From [Regis College](#)



Screen Capture of Master of Public Health Webpage

From [the University of Michigan](#)



Additional Webpage Best Practices

Ensure Course Webpage Meets Accessibility Standards

Why It's Important

Digital content should be [accessible to all users](#), including those with disabilities. [When digital content is not accessible](#), prospective students will not inquire about or apply to your institution.

What You Should Do

When creating online content, institutions should follow the World Wide Web Consortium's [Web Content Accessibility Guidelines](#) to ensure all web content is accessible and to increase webpage engagement. Build webpages that appeal to individuals with visual, auditory and other sensory needs to increase your institution's reach.

Audit Course Webpage for Search Engine Optimisation (SEO)

Why It's Important

Search engine optimisation is the process of improving your website to increase its visibility when prospective students search for potential courses. Google and other search engines use algorithms to assess a given webpage's use of [links, keywords and page structure](#) to rank it compared to other similar webpages. 56% of students search for potential courses by researching general areas of interest first. Assessing and improving your page's SEO will greatly increase the chances prospective students come across it.

What You Should Do

Your team should regularly conduct SEO audits to identify problems and ensure that your website will rank highly in search engine results. See [this article](#) for more information on how to complete an SEO audit. There are also many companies that you can partner with to complete an SEO audit. You can also see EAB's [How-To Guide for Validating Prospect Search Terms](#) and [Reading List for Staying Current on SEO Trends](#).

Solicit and Respond to Feedback to Ensure Continuous Improvement

Why It's Important

Advanced institutions update their websites based on user feedback and frequently asked questions to improve their webpages and increase engagement with both prospective and current students. Asking webpage visitors for feedback helps alert you to broken links or missing information and provides an overall understanding of the webpage user experience. Additionally, asking for feedback on your course's webpage will prove to prospective students that their experiences matter to your institution.

What You Should Do

Keep your website updated based on frequently asked questions. If prospects are asking the same questions to recruitment staff or advisors, it is likely a sign that the information was not easy to find on the website. Regularly assess the questions prospects are asking and update the website accordingly. Additionally, consider adding a popup survey to the website to solicit user feedback.

Next Steps from this Course Analysis

Follow These Steps to Begin Revitalising Your Course

Internal

Share the report with relevant leadership and faculty on campus. Use the recommended EAB resources below to guide conversations with stakeholders and make informed decisions.



Streamline your webpage to ensure prospects have easy access to decision-supporting course details. Drawing upon industry best practices from across the public and private sectors, EAB's [Web Presence Optimisation Toolkit](#) features a suite of tools focused on actionable strategies for institutional leaders to use in assessing the current performance of their site, recognising gaps in functionality and creating content that is appealing and identifying opportunities for targeted investments.



Refine your communication strategy for course prospects to increase the impact of prospects' interactions with recruitment staff. Refer to EAB's [Lead and Inquiry Management Software Toolkit](#) for guidance on developing and implementing an effective communications plan to field prospect inquiries. This toolkit is also designed to help partners understand the capabilities of the most prominent software options, assess which solution is best suited to meet their needs and prepare institutions to accelerate implementation.



Develop resources that encourage alumni, current students and others associated with your course to serve as informal course ambassadors and promote the course through their individual networks. Among the various marketing and recruitment strategies best suited for schools, word of mouth marketing remains one of the most effective, affordable techniques available. Campus admissions teams can use EAB's [Word-of-Mouth Marketing Toolkit](#) to develop a structured approach to word-of-mouth marketing in an effort to maximise its impact on recruitment.



Highlight expected outcomes for course graduates in marketing materials and the course webpage. To better attract adult learners, recruitment staff need to understand adult learners' evolving expectations as consumers and unique focus on course outcomes. EAB's [Outcomes Marketing Toolkit](#) helps you audit your current course advertisements, course webpages and unit or institutional homepage to ensure that you are communicating course outcomes clearly.



Align programming to fit the needs of the adult student market. Today's workforce requires short-format courses more than ever. However, too often campus stakeholders chase innovative-sounding credentials like badges or micro-degrees, rather than focusing their courses on the skills these courses will confer. Use EAB's [Designing Credentials to Meet Adult Student Needs Roadmap](#) to determine the audience for your course and how to best serve that market.

In Partnership with EAB



Request a project debrief call with EAB research team to review the report. Meet with members of our research team to discuss the findings of the report and potential next steps.



Evaluate the labour market and competitive landscape to identify new course opportunities with high growth potential. Request a Market Opportunity Scan to guide decision-making for new course development.



Education's Trusted Partner to Help Schools and Students Thrive



Your Imperatives Determine Ours

INSTITUTIONAL STRATEGY

Prepare Your Institution for the Future

Executive guidance rooted in research to support your strategic priorities

MARKETING AND ENROLLMENT

Achieve Your Enrollment and Growth Goals

Tailored partnerships powered by a recruitment ecosystem with unrivaled reach to enroll your future classes

STUDENT SUCCESS

Build a Student-Centric Campus

Technology trusted by 850 schools to retain, graduate, and empower more students

DIVERSITY, EQUITY, AND INCLUSION

Advance DEI on Campus and in Your Community

Technology, research, and bold initiatives to strengthen your DEI strategy and eliminate equity gaps

DATA AND ANALYTICS

Embrace Digital Transformation

Data and analytics solutions built for higher education to guide decisions and accelerate innovation

We partner with **2,500+** institutions to accelerate progress and enable lasting change.

95%+ of our partners return to us year after year because of results we achieve, together.



202-747-1000 | eab.com

 @eab  @eab_  @WeAreEAB  @eab.life

ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at eab.com.