



**BOARD OF
REGENTS**

STATE OF IOWA

Iowa Board of Regents

Proposal for Higher Education Needs Assessment
for the Des Moines Metro Area

October 9, 2015



THOMAS P. MILLER & ASSOCIATES



Proposal for Higher Education Needs Assessment for the Des Moines Metro Area

Contact

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1. Basic Data on Bidder

a . Name telephone number and address, including email of Bidder.

Thomas P. Miller and Associates, LLC
1630 N. Meridian Street, Suite 430
Indianapolis, IN 46202
Phone: 317-894-5508
Email: kcoffman@tpma-inc.com

b . Name and title of individual authorized to bind the Bidder and submit the proposal
Thomas P. Miller, President & CEO

c . Name, email address and telephone number of person the Board may contact during the proposal evaluation process.

Kate Coffman, Director of Higher Education
Email: kcoffman@tpma-inc.com
Phone: 317-908-2500

d . Form of business

Limited Liability Company (LLC) incorporated in the State of Indiana.

e . Whether the business is owned or controlled by a parent corporation

Not applicable

f . Whether the business is a small business or certified targeted small business as defined in Iowa Code (2015) section 15.102.

Not applicable

2. Executive Summary

a. Bidder's understanding of Regents' needs.

As employment demands and student demographics are changing, higher education is being challenged to be more responsive to these needs and to work more closely with their local community. In this dynamic environment, it is critical that institutions find fiscally responsible ways to deliver degrees and high demand certifications through channels that are accessible to a diverse student body. With this in mind, Thomas P. Miller and Associates, LLC (TPMA) will assist the Board of Regents, State of Iowa, by preparing a Higher Education Needs Assessment Report and make relevant recommendations for the Des Moines metro area. This report will identify whether or not Des Moines needs a Regents Resource Center to offer coursework through a joint partnership of the University of Iowa, Iowa State University and the University of Northern Iowa. TPMA also will identify the appropriate location for this center, including consideration of the possible use of the AIB College of Business campus being gifted to the University of Iowa.

b. Scope of services being proposed.

Thomas P. Miller and Associates will conduct both quantitative and qualitative research to determine the current and long-term demand for various undergraduate and graduate degree programs and certificate programs in the greater Des Moines area. In addition, TPMA will analyze whether the Board of Regents should create an additional Regents Resource Center (RRC) in Des Moines and if the current AIB campus or other locations would be the best suited for the new RRC.

Beginning in November 2015 and continuing through February 2016, TPMA will:

- Conduct a market analysis identifying high demand fields and skills needed in the Des Moines area;
- Conduct an environmental scan of degree and certificate programs offered in the local area, identifying gaps and opportunities for new program offerings;
- Analyze best practices in comparable markets and successes of joint higher education centers;
- Identify existing sector partnerships that would allow for usage of the RRC by current students and business and community partners;
- Analyze the ideal location for the RRC in relation to prospective students, sector partners and existing educational opportunities.

Through the proposed activities, TPMA will collect information from representatives from varied stakeholder groups, including, but not limited to:

- Representatives from the University of Iowa, Iowa State University, and the University of Northern Iowa;
- Business, Nonprofit, and Government leaders; and
- Greater Des Moines community members, including prospective students.

Additionally, TPMA will visit the existing RRCs to learn from their successes and challenges. Information from each of these stakeholder groups will inform recommendations for the Greater Des Moines degree and certificate programs and location.

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TPMA has a long history of working with higher education clients. Previous higher education clients include Saint Mary's of the Woods (IN), Purdue University (IN), Vincennes University (IN), Joliet Community College (IL) and others. TPMA's workforce development team regularly works with economic development groups and workforce investment boards to identify skills gaps, professional development needs and create sector partnerships. TPMA has assisted the business community with educational initiatives including the Indiana Chamber of Commerce's Ready Up Program—a web based resource to help K-12 educators and students connect to the training and resources they need to be work ready.

To best inform the Board of Regent's needs for this project, TPMA will assemble a team of professionals that have strong research, higher education, and economic and workforce development experience.

c . Qualifications and Experience in higher education research and needs assessments.

Established in 1989, TPMA provides opportunity and solutions services throughout the United States, working with local and state governments, workforce investment boards, higher education institutions, and industry associations to integrate workforce and economic development strategies to enhance the value of colleges and universities, companies, and communities. TPMA now has over 45 employees and offices in Indianapolis, IN; Lexington, KY; Youngstown, OH; McKinney, TX; and both Lansing and Holland, MI. We have served over 150 clients in more than 35 states.

TPMA has extensive experience collaborating with post-secondary institutions to formulate, develop, and implement plans unique to their specific needs and brings an understanding of the sensitivity needed to create a unified vision during planning and development when dealing with multiple stakeholders. Our focus is on finding solutions through partnerships with our clients using strategic leadership and action-oriented goals, helping education leaders to identify opportunities and mobilize resources for implementation. This includes strengthening academic advising services to align with the needs of business and industry.

d . Brief List and Description of Similar Projects Completed

- Joliet Junior College (Illinois): Environmental Scan and 2016-2019 Strategic Plan
- Indiana State University: Economic and Fiscal Impact Study for the Hulman Center Project
- STEM Food and Ag Council (National): Food and Agricultural Careers Market Study
- Indiana University School of Health and Rehabilitation Sciences: Market Analysis
- Palm Beach State College (Florida): Targeted Program Growth Study
- Ohio University: University-wide Economic Impact Report
- Aiken Technical College (South Carolina): Regional Environmental Scan
- Vincennes University (Indiana): Technical Assistance with Strategic Initiatives
- Saint Joseph's College (Indiana): Community Engagement Plan for Network for Indiana Community Engagement (NICE)
- Mid-South Community College (Arkansas): Mapping Career Pathways in Machining and Process Technology
- Purdue Research Park (Indiana): Economic Impact Statement
- Rose-Hulman Institute of Technology (Indiana): Economic Impact Analysis for Entrepreneurship Program

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- Indiana University: University Economic Development Strategy
- Albany State University (Georgia): University-wide Strategic Plan
- Marian University (Indiana): University-wide Strategic Plan
- Saint Mary-of-the Woods College (Indiana): University-wide Strategic Plan

TPMA currently serves as the third-party evaluator for a number of Trade Adjustment Assistance Community College and Career Training (TAACCCT) grantees including:

- Vincennes University, Indiana - Logistics Training and Education Center, TAACCCT Round 2, 2012-2016
- Three Rivers College, Missouri - Rebuilding the Missouri Bootheel, TAACCCT Round 3, 2014-2017
- Cincinnati State Technical College, Ohio - TAACCCT Round 3, 2014-2017
- Nashua Community College, New Hampshire - TAACCCT Round 3, 2014-2017
- Linn-Benton Community College, Oregon - TAACCCT Round 3, 2014-2017
- Pellissippi State College, Tennessee - Southeastern Economic and Education Leadership Consortium, TAACCCT Round 3, 2014-2017
- West Virginia Community and Technical College System, West Virginia - Bridging the Gap Consortium, TAACCCT Round 3, 2014-2017
- Cape Cod Community College, Massachusetts - TAACCCT Round 4, 2014-2018
- Texas State Technical College, Texas - TAACCCT Round 4, 2014-2018
- Miami Dade College, Florida – Training for Manufacturing Construction (TRAMCON) Consortium, TAACCCT Round 4, 2014-2018
- Bossier Parish Community College, Louisiana - TAACCCT Round 4, 2014-2018
- Delgado Community College, Louisiana - TAACCCT Round 4, 2014-2018

e . High Level Project Execution Plan

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TPMA will collect information from representatives from varied stakeholder groups. These include, but are not limited to:

- Representatives from the University of Iowa, Iowa State University, and the University of Northern Iowa;
- Business, Nonprofit, and Government leaders; and
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3. Company Background

a . How long the company has been in business.

Thomas P. Miller and Associates, LLC has been in business since 1989.

b . A brief description of the company size and organizational structure

TPMA is headquartered in Indianapolis, Indiana. Additionally, the firm maintains associate offices in Lexington, Kentucky; Holland, Michigan, Youngstown, Ohio; and McKinney, Texas. Currently, TPMA has 45 full-time employees.

The company is led by Thomas P. Miller, President & CEO. Executive staff members include:

- Jessica Borza, Chief Operating Officer
- Tom West, Senior Vice President
- Nicole Dunn, Vice President of Strategy & Research
- Mary Jane Michalak, Vice President of Higher Education Strategy
- John Carreon, Vice President of Philanthropic Services

c . How long the company has been working with 1) higher education clients; 2) government clients; 3) commercial clients performing similar services.

TPMA has been working with higher education and government clients for over 26 years.

d . Recent annual financial report or bank references for evaluation of financial capability to satisfactorily complete the requirements of this RFP.

TPMA is not a publicly held corporation. Additional information on our organizational stability and financial strength may be obtained by contacting our banking reference, Christy M. Smith, Vice President of First Internet Bank. She can be reached by email at csmith@firstib.com or by phone at 317-633-0949.

4. Qualifications and Experience

a. Additional information deemed pertinent to 2c above.

Joliet Junior College: Environmental Scan and 2016-2019 Strategic Plan, IL, 2014 – 2015



JOLIET
JUNIOR COLLEGE
1901

Joliet Junior College is a comprehensive community college in Illinois that offers pre-baccalaureate programs for students planning to transfer to a four-year university, occupational education leading directly to employment, adult education and literacy programs, workforce and workplace development services, and support services to help students succeed. Joliet, the nation's first public community college, plans to be the leader in teaching and learning as well as the first choice for post-secondary education.

TPMA started the planning process by completing an environmental scan of District 525 – a region spanning seven counties and 1,442 square miles. The scan provided projections about demographics and workforce trends in the district for 2015-2020. The report breakdowns the demographic composition of the district in terms of race/ethnicity, age, gender, geographic distributions of students, educational attainment, and labor market trends including labor force participation and occupational sector changes.

Additionally, we conducted focus groups and interviews to engage internal and external stakeholders in the development of the strategic plan. A SWOT analysis was prepared in which core themes and findings were identified as the basis for the strategic plan.

The final strategic plan emphasizes enrollment, retention, student success, and completion topics as well as emerging factors such as technology, demographic shifts, and globalization. The plan addresses the possible impact of fluctuations in the institution's sources of revenue due to enrollment, a changing economy, and state support. ***For reference, we have attached a copy of the 2015 Environmental Scan.***

Indiana State University: Economic and Fiscal Impact Study for the Hulman Center Project, IN, 2014



Indiana State
University

TPMA worked with Indiana State University and the City of Terre Haute to complete an objective, third-party analysis of the Hulman Center Arena, a multi-use sports and visitor facility owned by the University, and

the effects of a proposed renovation and expansion project. First, we performed an economic impact analysis to determine the current impact the Arena has on the region and the State. This included impacts from:

- Budgeted compensation, operations, and capital expenditures
- Spending associated with rental of the facility and events by outside organizations
- Spending by performers or teams who used the facility
- Spending by visitors and attendants of Hulman Center Arena events

Then, TPMA modeled the project's:

- Economic impact on the State of Indiana

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- Economic impact on Vigo County
- Fiscal impact on State sales tax and income tax revenues
- Fiscal impact on certain local sources of revenue, including innkeeper's tax, food and beverage tax, and local option income taxes

These analyses were calculated for a 30-year period to understand the effects of the project over a time horizon associated with long-term financing structures. Finally, TPMA modeled the fiscal impact on a hypothetical special taxing district, which would capture incremental revenue due to the project.

TPMA's analysis showed the renovation and expansion of the Hulman Center will generate new economic activity by attracting new visits to the region and the State, and the increase in spending by these visitors will have a direct fiscal impact on local and State revenues.

Based on our analysis, TPMA provided strategic guidance regarding the development potential of the site and the feasibility of financing the project through local sales and excise tax revenues. The University and the City used the results of our study to lobby the Indiana General Assembly to provide financial assistance for the project, resulting in a \$37.5 million budget increase.

STEM Food & Ag Council: Food and Agriculture Careers Market Study, National, 2014
TPMA analyzed the supply and demand for six advanced agriculture disciplines:

- Agricultural Economics
- Business and Management
- Agricultural Mechanization and Engineering
- Animal Sciences
- Plant and Soil Science
- Food Science and Technology
- Other Life Sciences



The purpose of the study was to explore the gap between talent supply and demand for business, engineering, and science careers that students may not naturally think of as "agriculture-related." The study was national in scope and was completed for the STEM Food and Ag Council, a coalition of industry, youth organizations, government, and higher education working to raise awareness and grow the talent pipeline for food and agriculture in the United States. There are approximately 30 members, including DuPont Pioneer, Pepsico, the Iowa Lieutenant Governor, National FFA, 4-H, and the Association of Public and Land-grant Universities.

The study was presented at the National Food Prize in October 2014 and is a foundational document for the STEM Food and Ag Council's second year of operation. The report examined education both supply and demand using public and proprietary data: program enrollment and completions (supply) and job growth, postings, and actual hires (demand). ***An excerpt from the final study is provided as an attachment.***

Indiana University School of Health and Rehabilitation Sciences (SHRS): Market Analysis, IN, 2014



Improving healthcare one graduate at a time!

In the spring of 2014, the School of Health and Rehabilitation Sciences at Indiana University-Purdue University Indianapolis engaged TPMA to conduct a study of the supply and demand needs of speech pathology and rehabilitation counseling programs. The final report analyzed characteristics and indicators within the state of Indiana and the broader Midwest region to provide insight into the logic of adding such programs on the SHRS Indianapolis campus.

Indicators included demand metrics such as historical and projected job growth, job growth by industry, job openings, and wage competition, along with supply metrics including the presence of competing programs and change in educational completions. Analysis also considered challenges and lessons learned from similar programs around the state.

Palm Beach State College (PBSC): Targeted Program Growth Study, FL, 2014

In order to strategically align its educational programming with the industry and occupational needs of Palm Beach County, TPMA as a subcontractor to WorkED Consulting, produced a Targeted Program Growth Study. The Study was designed to understand growth industries and occupations and evaluate PBSC's current academic portfolio to inform decisions on resource allocation within the College. TPMA's work focused on an industry and economic snapshot and a detailed analysis of projected growth in middle-skill occupations. Areas of analysis included industry composition, historical growth patterns, small business trends, and growth in demand occupations.



Ohio University: Economic Impact Report, OH, 2013



OHIO
UNIVERSITY

TPMA worked with Ohio University to demonstrate the economic impact of each of its six campuses, two University Centers, and various subsidiary operations. Ohio University's goal for the project was to describe both its overall impact and its impact on a series of mission-related foci, such as "Talent and Workforce Development" and "Innovation and Entrepreneurship." From the launch of the project, TPMA worked with University leaders to refine the scope of each mission area and identify the realm of quantitative and qualitative analyses that would best express Ohio University's value to its state, communities, and many stakeholders. This was a collaborative process: the University's needs for its impact assessment combined with TPMA's expertise in designing research programs that bind unique individual strengths into an even more persuasive whole. The result was a best-in-class proof of Ohio University's importance. It began with a core and complex economic impact assessment of:

- Budgeted compensation, operations, and capital spending for the system in total, each of the eight campuses or centers, and all subsidiary operations, reported separately.
- Spending by students and retirees
- Spending by visitors for all athletic events, from the main campus' Division I programs to satellite campuses' competitive teams; academic conferences and symposia; arts events, such as a summer-stock theater; university-related festivals; and a variety of other sources of university-related activity.

The project then told a richer story of the University's full impact, one that gives Ohio University's constituents a far deeper understanding of the University's contribution to them, even as it expands the concept of what that contribution is. For a full copy of the report, see: www.ohio.edu/impact/report.cfm. ***A chapter from the final report is provided as an attachment.***

Aiken Technical College: Environmental Scan, SC, 2011

TPMA completed an environmental scan for Aiken Technical College in South Carolina to lay the foundation for a strategic planning process that included a demographic and economic base analysis. The scan included five counties in South Carolina and ten counties in eastern Georgia. The Project Team collected data on



demographic changes as well as information about industries that are emerging, declining or remaining stable during a study period from 2002 to 2010. In addition, TPMA conducted focus groups along with meetings, interviews and a public survey to provide a clearer picture of the economic and competitive environment to assist Aiken Technical College to better position itself in the educational marketplace.

The competitive environmental scan provided college officials with guidance as Aiken Technical College entered into a new strategic planning cycle. The higher education market is ever evolving with the incorporation of new delivery methods of training, need for speed and flexibility to meet employer needs, increased competition from for-profit institutions, and increased demands on institutions with fewer resources available. The TPMA analysis advises Aiken Technical College on how to navigate this changing environment and how to capitalize on emerging opportunities.

Vincennes University: Assistance with Strategic Initiatives, 2008 – Present



TPMA has continuously been engaged in planning and implementing initiatives for Vincennes University, a primarily Associate's degree-granting postsecondary institution in Indiana, including fund development assistance, and program alignment with other regional, state, and national initiatives. TPMA helped Vincennes design and plan a program that would enhance and grow Vincennes University's multicultural enrollments and developed funding source plans for such programs including a plan of action to fund a \$5-million Multicultural Center, as authorized by statute. Currently, TPMA serves as a strategic advisor to the President of the University and continues to assist in strategic planning and implementation.

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b . A list of personnel to be assigned to this RFP, their functions in the project, length of tenure, and a detailed resume of each.

Kate Coffman, Director of Higher Education, TPMA

Role: Project Manager; On-site Meeting Facilitation; Co-author of the Needs Assessment; Final presentation



Kate has worked in higher education and college readiness for 19 years. Kate started her career at Indiana University in the Office of Student Activities, then transitioned to Admissions after receiving her Master's Degree. Kate then joined the staff of Franklin College as the Director of Admission. While at Franklin, Kate served on the Liberal Arts curriculum committee, helping to design general education requirements for all students.

In 2010, Kate transitions from higher education to Indiana Youth Institute, running a two million dollar grant funded state level college and career readiness program. Through this project, Kate worked with K-12 institutions increasing their professional development and programming around college and career readiness. Kate partnered with local work force development organizations, community colleges and k-12 institutions to create events that showcased the regions employment opportunities.

Kate serves on a variety of advisory board including the Indiana Advisory Council to the College Board. She has served as state chair for the ACT Council. Kate is a member of the National Association of College Admission Counselors, The National College Access Network and is a founding member of the Indiana College and Career Collaborative.

Education:

- **Master of Science in Higher Education Administration**, Indiana University
- **Bachelor of Arts in Telecommunications**, Indiana University

Maggie Stevens, Ed.D., Senior Project Consultant, TPMA

Role: On-site Meeting Facilitation; coordinate and gather data for the qualitative analysis; co-author of Needs Assessment; Final presentation



Dr. Maggie Stevens has focused her career on adult learning and community engagement, primarily through work in and with institutions of higher education. She views education as a transformative experience and believes that all people should have access to it.

Maggie brings over 15 years of higher education experience to her work at TPMA including work in both student and academic affairs on public and private university campuses and teaching experience that spans the higher ed experience ranging from first-year seminars to undergraduate and graduate level capstone courses in organizational leadership.

She has experience developing curriculum for and teaching traditional and non-traditional students in both face-to-face and online/hybrid environments as well as in accelerated degree programs. In addition to her work on campuses, Maggie served as the Executive Director of Indiana Campus Compact-a

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membership based organization of colleges and universities aimed at helping institutions of higher education intentionally engage with their communities.

Education:

- **Doctor of Education**, University of Cincinnati, Cincinnati, OH
- **Master of Human Resource Management**, University of Charleston, Charleston, WV
- **Bachelor of Arts, Psychology**, Saint Louis University, St. Louis, MO

Molly Chamberlin, Ed.D., Director of Research, TPMA

Role: Quantitative Research Design and Data Gathering; Insights and review of Needs Assessment



Molly Chamberlin has over 13 years of experience in K-12 and higher education. She has served as the chief assessment and accountability officer for State of Indiana and was responsible for promoting alignment across K-12, higher education, and workforce with regards to accountability, assessment, and data.

She spent two years as associate commissioner for research and information at the Indiana Commission for Higher Education, overseeing data collection, warehousing, reporting, and evaluation and analysis, and seven years as a director at the Indiana Department of Education, overseeing program evaluation; data collection, reporting, and warehousing; and policy implementation. In addition to overseeing the creation of two enterprise data warehouses and reporting systems, Molly was also a key player in the creation of Indiana's statewide longitudinal data system, which links data from K-12, higher education, and the workforce.

She was a member of both the governance and technical teams during the creation of the system, assisted the project manager in surveying stakeholders across the state to identify key questions to be answered by the longitudinal data system, and worked with the Project Manager and stakeholders at each state agency to identify data elements currently collected and needed to answer research questions. In addition, she oversaw the design of the matching algorithm used to link data across systems including testing the implementation of the algorithm. She identified key reports for creation with data linked in the system and provided training to agency staff on utilization of the reports.

Before working in state government, she spent time doing program evaluation at the Center for Evaluation and Education Policy at Indiana University and teaching English as a Second Language at Berlitz Indianapolis and in Tokyo, Japan, at the Nova Intercultural Institute.

Education:

- **Doctor of Education Educational Psychology**, Indiana University, Bloomington, IN
- **Master of Education Educational Psychology**, Indiana University, Bloomington, IN
- **Bachelor of Arts**, Middlebury College, Middlebury, VT

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Kaley Schoepf, Project Consultant, TPMA

Role: Quantitative Data Analysis, Survey Design, Distribution, and Analysis



Kaley Schoepf currently serves as a Project Consultant at TPMA. She specializes in interpreting qualitative and quantitative data to produce substantial recommendations through program evaluation and implementation, labor market analysis, stakeholder engagement, and strategic planning. She has managed and been involved in a number of projects including strategic planning, program evaluation, proposal development, and grant development. Kaley came to TPMA with over four years of experience in research and data analysis in several postsecondary institutions as well as experience in focus group facilitation, survey building, and program evaluation. Her current clients include postsecondary education institutions spanning several different states including Missouri, West Virginia, Indiana, Illinois, Michigan, and Oregon. Kaley Schoepf worked at Ivy Tech Community College (Fall Creek Parkway, Indianapolis location) under a grant-funded position tasked with development of a military crosswalk in 2012. This crosswalk worked to bridge military experience with relevant Ivy Tech courses for prior learning credits.

Selected Project Experience:

- **Joliet Junior College: 2016-2019 Strategic Plan, IL, 2014-2015** – Assisted in completing an environmental scan as well as a SWOT analysis with information collected from internal and external stakeholders through interviews and focus groups.
- **Mountwest Community and Technical College: U.S. Department of Education – Title III Grant Evaluation, WV, 2015-2019** – Leading a five-year, utilization-focused evaluation for the Department of Education-funded Attendance Pays program, incorporating qualitative methods and a focus on building institutional capacity to track and report student outcomes and use data in real time to drive policy and decision-making.
- **Three Rivers College: TAACCCT Round 3 Evaluation, MO, 2014-2017** – Conducting a four year quasi-experimental evaluation of Three Rivers College’s \$2.75 million USDOL TAACCCT Round 3 grant using a mixed-methods evaluation approach through on-going implementation assessments, comparison group analysis, and summative operational assessment.
- **Linn-Benton Community College: TAACCCT Round 3 Evaluation, OR, 2014-2017** – Conducting a four-year, quasi-experimental evaluation of Linn-Benton Community College’s USDOL TAACCCT Round 3 offering medical coding, social media, office specialist, accounting, business administration, veterinary tech, and computed tomography.
- **Macomb Community College: Skills Gap Analysis, MI, 2014-2015** – Helping assist the Michigan Coalition for Advanced Manufacturing (M-CAM) TAACCCT Grant Consortium by completing eight skills gap analysis reports, one for each of the community colleges in the Consortium. Working with each M-CAM college to determine a regional definition by producing valuable, accessible data through business demand surveys and regional input sessions.

Education:

- **Master of Arts, Sociology, Institutional Research**, Ball State University, Muncie, IN
- **Bachelor of Science, Psychology and Sociology, Interpersonal Relations, Educational Psychology**, Ball State University, Muncie, IN

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Mary Jane Michalak, Vice President of Higher Education Strategy, TPMA

Role: Strategic Advisor, Review of draft Needs Assessment



Mary Jane Michalak specializes in strategic planning and project implementation by focusing on collaboration. With a total of 10 years in Indiana state government, Michalak led the State Student Assistance Commission of Indiana, where she worked with the legislature to merge the agency with the Indiana Commission for Higher Education (ICHE), bringing all of higher education policy and operations together.

During her time with ICHE, Michalak oversaw the distribution of the state's financial aid programs, totaling nearly \$300 million per year and serving more than 85,000 students. She developed and directed strategic administrative, operational, and communications policies to support the strategic plan for higher education, which emphasized completion, productivity, and quality for students and the state's return on investment. Specifically, the Commission focused on policy changes supported by the state's higher education institutions that would increase student persistence, retention, and achievement. Mary Jane coordinated state practices and policies to align with federal regulations and created the state's financial aid legislative agenda and strategies, ensuring implementation once passed.

During her tenure, the state legislature passed the biggest state financial aid reform package in history, tying student financial aid to milestones of completion to help guide students to a four-year degree track. The legislation included a degree-mapping component requirement for public institutions. After the first year of implementation, the policy led to an increase in the number of 21st Century Scholars taking 30 credits per year by 55 percent and Frank O'Bannon Grant students taking 30 credits per year by 19 percent. Additionally, more students completed 30 credits per year as a result. The number of 21st Century Scholars completing 30 credits increased by 56 percent and number of Frank O'Bannon students increased by 21 percent. Based on her recommendation and work, the legislature revamped a state work-study program, turning into a work-based learning program for students with financial need. They also created two new student teacher stipends to assist minorities and those interested in teaching in STEM areas during their student-teaching semester of college.

Mary Jane was active in engaging the state financial aid community, working in collaboration with the Indiana State Financial Aid Association to create the administrative requirements related to these programs and to learn how these policies would affect institutional net tuition strategies. She served on the federal relations committee of the National Association of State Student Grant and Aid Programs (NASSGAP), and was selected by the NASSGAP Executive Committee to speak to White House Domestic Policy Council about financial aid reform efforts in Indiana. In January 2013, then-Indiana Governor Mitch Daniels awarded Michalak with the Governor's Distinguished Service Medal.

Education:

- **Doctor of Jurisprudence**, Indiana University Robert H. McKinney School of Law, Indianapolis, IN (in progress)
- **Master of Public Affairs, Public Management**, School of Public and Environmental Affairs, Indiana University, Indianapolis, IN (in progress)
- **Bachelor of Arts Journalism**, Indiana University, Indianapolis, IN

c . Information concerning terminations, litigation and debarment.

i. During the last five (5) years, has the Bidder had a contract for services terminated for any reason? If so, provide full details related to the termination.

Not applicable.

ii. During the last five (5) years, describe any order, judgment or decree of any Federal or State authority barring, suspending, or otherwise limiting the right of the Bidder to engage in any business, practice, or activity.

Not applicable.

iii. During the last five (5) years, list and summarize pending or threatened litigation, administrative or regulatory proceedings, or similar matters that could affect the ability of the Bidder to perform the required services. The Bidder must also state whether it or any owners, officers, or primary partners have ever been convicted of a felony. Failure to disclose these matters may result in rejection of the bid proposal or in termination of any subsequent contract. This is a continuing disclosure requirement. Any such matter commencing after submission of a bid proposal, and with respect to the successful Bidder after the execution of a contract, must be disclosed in a timely manner in a written statement to the Board.

Not applicable.

iv. During the last five (5) years, have any irregularities been discovered in any of the accounts maintained by the Bidder on behalf of others? If so, describe the circumstances of irregularities.

Not applicable.

5. Statement of Scope

TPMA will conduct both quantitative and qualitative research to determine the current and long-term demand for various undergraduate and graduate degree programs and certificate programs in the greater Des Moines area. In addition, TPMA will explore the best means and times for delivering (face to face, hybrid, online) courses and will analyze whether the Board of Regents should create an additional Regents Resource Center (RRC) in Des Moines and if the current AIB campus or other locations would be the best suited for the new RRC.

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To best inform the Board of Regents' needs for this project, TPMA will assemble a team of professionals that have strong research, higher education, and economic and workforce development experience.

6. Methodology

TPMA is committed to providing the Iowa Board of Regents with a Higher Education Needs Assessment and related recommendations for the Des Moines Metro Area. The project period will be from November 9, 2015 – February 25, 2016. By completing this project, our aim is to determine the best niche(s) and location for the University of Iowa, Iowa State University, and the University of Northern Iowa to fill in the Des Moines market. TPMA's proposed methodology for completing project work in the defined time. *Note – all dates proposed are tentative pending actual award date of the contract.*

Activity 1: Launch Call (Week of November 9-13, 2015)

TPMA will hold a conference call meeting with leadership from the Iowa Board of Regents and representatives from the University of Iowa, Iowa State University, and the University of Northern Iowa to reaffirm the goals of the project, finalize the scope of work and establish key milestones for deliverables. This will include establishing a regular schedule for bi-weekly calls/meetings to monitor progress against the scope of work. Out of this meeting, TPMA will prepare a detailed work plan with finalized tasks and deadlines.

Activity 2: Framing Session (Week of November 16-20, 2015)

TPMA will facilitate an on-site meeting in Des Moines with applicable leadership from the Board and universities to discuss goals of the project. The first part of the meeting will provide an overview of the project. TPMA will:

- Present a draft project work plan and timeline for discussion;
- Discuss major sources of data, existing plans, and organization/contacts to obtain information; and
- Define fields of data to collect on resources and initiatives.

The second part of the meeting will focus on setting the stage for the final deliverable. TPMA will facilitate a discussion determine:

- What are the current strengths of the Des Moines market?
- What gaps in education and workforce training currently exist in the Des Moines market?
- What can the University of Iowa, Iowa State University, and the University of Northern Iowa provide at the Des Moines RRC to strengthen its efforts and operations and promote economic growth in the Des Moines market? (i.e. What should be the outcomes of this project?)

TPMA will summarize key findings from the session and distribute them to Board of Regents leadership for review.

Activity 3: Quantitative Data Analysis (November 16 – December 18, 2015)

TPMA will complete a comprehensive quantitative analysis using public (e.g. US Census Bureau, US Bureau of Labor Statistics) and proprietary (e.g. EMSI Analyst) data resources to understand population trends, employment by industry, higher education attainment, and current high growth, high demand occupations. Working with the Board and universities, TPMA will utilize the defined region of study, which includes Polk County (Des Moines) and the eight contiguous counties: Boone, Story, Marshall, Jasper, Marion, Warren, Madison, and Dallas.

TPMA will identify the top fifteen highest-demand occupations. Demand will be assessed based on a combination of prevalence (total number of workers required to meet projected industry needs), historical and projected growth, and shift share, which evaluates the degree to which occupational growth can be attributed to the regional economy versus national trends.

The occupation demand analysis will be complemented by a broader labor market assessment that examines the region's current and projected talent position. Topics for analysis include industry clusters, historical and projected employment and unemployment trends, migration, projected retirement, secondary and postsecondary graduation and program trends, workforce supply, and the relationship (shortage or surplus) between job openings within the region and education program completers at regionally accredited postsecondary institutions.

In addition, TPMA will utilize job postings to identify the top 50 skills and certifications demanded by regional employers over the last 18 months. These data will allow the project team to identify the degree of alignment between skill supply and demand among current job seekers and employers. Gaps in alignment will provide valuable information about the types of undergraduate and graduate degree programs that the universities should consider offering at the RRC. It will also shed light on which programs business and industry value and where there may be opportunity to work with employers to understand the value of various credentialing programs.

TPMA will review and evaluate the program offerings of other Des Moines area institutions of higher education, including Des Moines University, Drake University, Grand View University, and Des Moines Area Community College, to ensure that programs proposed for the RRC are not duplicative.

TPMA will prepare a summary quantitative analysis to inform and develop recommended strategies.

Activity 4: Qualitative Analysis (January 4 – January 22, 2016)

Insights from Universities

TPMA will conduct a review of existing planning materials prepared by each university. TPMA will work to identify these items during the launch. Additionally, TPMA will meet on-site with key administrators and personnel relevant to this project to gather an understanding of current operations, challenges, and goals coming out of this project.

Employer Insights

TPMA will work with the Board, universities, economic development, and industry association leadership in the region (ex. Greater Des Moines Partnership, Central Iowa SHRM) to identify key employer contacts. With approval, TPMA will conduct an employer focus group to understand priority undergraduate and graduate programs at the RRC. Potential questions include:

- *Skill gaps* – What types of jobs are hardest to fill? What jobs are being eliminated by changes in technology? In what areas are job applicants most deficient?
- *Best sources for finding talent for hiring* – Universities? Job Fairs? Postings?
- *Best sources for finding training for existing workforce* – In-house training vs. external training providers? What type of training do you have difficulty obtaining?
- *Biggest needs for your growing business* – What types of support do you need to grow your business? Who currently helps the most in meeting those needs?

Proposal for Higher Education Needs Assessment for the Des Moines Metro Area



- *RRC Concept* – What are your thoughts on this concept? How could it best benefit your business?
- *What is an ideal location for the RRC?* – Is it the AIB site? Another location in Greater Des Moines?
- *Biggest needs from RRC* – Do you currently find talent from the University of Iowa, Iowa State University, and the University of Northern Iowa? Best services that they currently provides? Services we need but cannot get currently?
- *Level of your company’s involvement with the universities* – How do you rate the universities? What are they doing well? What could be improved?

TPMA will summarize key themes from the employer focus groups for use in preparing strategic recommendations.

Policymakers

TPMA will conduct one-on-one interviews with elected officials, community leaders, workforce development and economic development representatives to gather inputs on how the Board, universities, and the RRC can focus on business retention, expansion and attraction.

- *Sector Targets* – What types of education and training programs would best meet the needs of the region? Are there particular industry sectors that the RRC should target?
- *RRC Concept* – What are your thoughts on this concept? How do you envision the universities and their role with the RRC?
- *Marketing the RRC* – What is your level of knowledge about the universities? Best services that each university currently provides? How could the RRC strength their efforts in greater Des Moines?

TPMA will summarize key findings from the community/economic development interview to inform the preparation of final recommendations.

Students and Related Groups

TPMA will collect information from current and prospective students and other related constituents through an on-line survey. Questions may include:

- In your opinion, which academic programs are of greatest interest to prospective students in the region?
- Would you take classes at the RRC? Why or why not?
- What are the best days/times for classes?
- What mix of student access and success should be maintained?
- How can the RRC foster innovation in educational delivery? Online vs. in-person? Accelerated weekend and evening programs?
- What assets does Des Moines possess that the RRC should capitalize upon?

Activity 5: Draft and Final Report (January 22 – February 25, 2016)

Utilizing the quantitative and qualitative data gathered in Activities 3 & 4, TPMA will prepare the Needs Assessment and develop appropriate recommendations. From project launch, our team will have an eye toward developing actionable strategies and policy recommendations. In other words, strategy development does not start after Activity 4 is completed. Rather, as we gather quantitative data, conduct

interviews, and assess the opportunities and weaknesses in the region, we will concurrently be shaping strategies that are built on the insights and information collected.

The final format of the study will be defined by the Board and its universities. TPMA will prepare a preliminary draft of the report by January 29, 2016 to review with the Board and representatives from each university. This will provide an outline and understanding of content included in the final report. TPMA will schedule an on-site meeting to share comments, answer questions and begin the revision process the week of February 1-5, 2016. All comments and feedback will be incorporated and the report will be finalized by February 19, 2016. An electronic format and print copies of the final study including an executive summary will be prepared.

A presentation of the final study will be scheduled with the Board, universities, and other key personnel February 24-25, 2016.

7. References

1. James Serr, Chair of Strategic Planning Committee and Interim Executive Director of Information Technology, Joliet Junior College; Email: jserr@jjc.edu, Phone: 815-729-9020 x 6641; Project: Environmental Scan and 2016-2019 Strategic Plan
2. Greg Goode, Executive Director of Government Relations, Indiana State University; Email: greg.goode@indstate.edu, Phone: 812-237-7778; Project: Economic and Fiscal Impact Study for the Hulman Center
3. Mark Serrano, President, ProActive Communications; Email; serrano@proactivecommunications.com, Phone: 571-223-0042; Project: STEM Food & Ag Council: Food and Agriculture Careers Market Study

8. Sample Documents

The following documents are provided as an attachment:

- Joliet Junior College 2015 Environmental Scan District 525 Demographics and Labor Market Trends
- STEM Food & Ag Council Food and Agriculture Careers Market Study Excerpt
- Ohio University Economic Impact Report – Chapter 8: Regional Campuses and Centers

9. Cost of Services

The not-to-exceed project budget is **\$69,288.00**. Activities are broken out by estimated hours and amount below.

Task	Hours	Amount
Activity 1: Launch Call (includes prep and debrief)	14	\$1,820.00
Activity 2: Framing Session	70	\$9,656.00
Activity 3: Quantitative Data Analysis	60	\$7,208.00
Activity 4: Qualitative Data Analysis	148	\$20,780.00
Activity 5: Draft and Final Report	110	\$15,152.00
Activity 6: Final Presentation	45	\$6,272.00
Estimated Travel Costs		\$8,400.00
Project Total		\$69,288.00

The price for each activities is based on the hourly rates provided below.

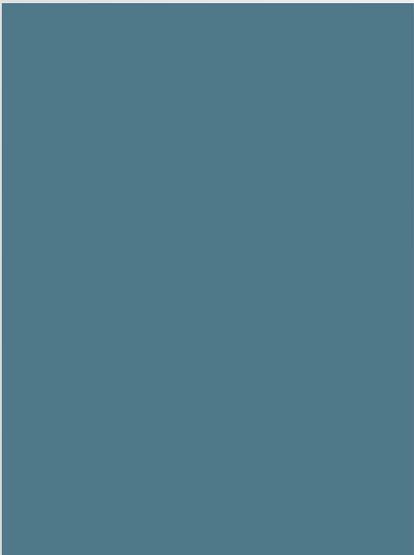
Position	Rate
Vice President	\$160/hour
Director	\$125/hour
Senior Project Consultant	\$110/hour
Project Consultant	\$100/hour

Billings will take place at the completion of key milestones/deliverables and we assume that the board will retain 10% of every invoice which would be released at the acceptance of the final deliverable.



Attachments

Proposal for Higher Education Needs
Assessment for the Des Moines Metro Area

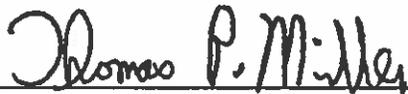


ASSURANCES, REPRESENTATIONS AND AUTHORIZATION TO RELEASE INFORMATION

The Bidder hereby assures and represents with respect to this proposal that:

1. It possesses legal authority to submit this proposal; that a resolution, motion or similar action has been duly adopted or passed as an official act of the Bidder's governing entity authorizing the submittal of this proposal, including all assurances, representations contained herein, and directing and authorizing the person signing below to act in connection with the application and to provide additional information as may be required.
2. It will comply with all applicable federal and state equal opportunity and affirmative action requirements.
3. All statements and information made or furnished to the Board are true and correct in all material respects. Bidder has not knowingly made any false statements in its proposal. Bidder acknowledges that supplying any information determined to be false, misleading or deceptive will be grounds for disqualification from consideration.
4. Bidder hereby authorizes the Board to obtain information regarding its performance on other contracts, agreements or other business arrangements, its business reputation, and any other matter pertinent to evaluation and the selection of a successful Bidder in response to this Request for Proposal. It authorizes the Board to research the company's history, make credit checks, contact the company's financial institution, contact former and current clients of the company, and perform other related activities necessary for reasonable evaluation of this proposal.
 - The Bidder acknowledges that it may not agree with the information and opinions given by such person or entity in response to a reference request. The Bidder acknowledges that the information and opinions given by such person or entity may hurt its chances to receive contract awards from the Board or may otherwise hurt its reputation or operations. The Bidder is willing to take that risk.
 - The Bidder hereby releases, acquits, and forever discharges the State of Iowa, Board of Regents, their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references obtained by the Board in the evaluation and selection of a successful Bidder in response to this Request for Proposal.
 - The Bidder authorizes representatives of the Board to contact any and all of the persons, entities, and references which are, directly or indirectly, listed, submitted, or referenced in the undersigned's proposal submitted in response to this Request for Proposal.

- The Bidder further authorizes any and all persons or entities to provide information, data, and opinions with regard to the undersigned's performance under any contract, agreement, or other business arrangement, the undersigned's ability to perform, the undersigned's business reputation, and any other matter pertinent to the evaluation of the undersigned. The undersigned hereby releases, acquits and forever discharges any such person or entity and their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references supplied to the Board in the evaluation and selection of a successful Bidder in response to this Request for Proposal.
- A photocopy or facsimile of this signed Authorization is as valid as an original.



Signature

Thomas P. Miller, President & CEO

Type or Print Name, Title

October 7, 2015

Date

This form must be signed by an authorized representative of the Bidder and submitted to the Board along with Bidder's proposal.

RFP: Higher Education Needs Assessment for the Des Moines Area
 ENTITY: Board of Regents, State of Iowa
 RFP RELEASE DATE: September 11, 2015

Thomas P. Miller
9/23/15

RFP QUESTIONS AND RESPONSES
HIGHER EDUCATION NEEDS ASSESSMENT IN THE DES MOINES METRO AREA

The following are questions sent to the Board of Regents as of Wednesday, September 23, 2015, by prospective consultants. Questions are listed in order of receipt.

- Has an assessment of this type been conducted for the board of regents or for any member school in the past? **No**
 - If so, why is the board requesting proposals for this study and has the previous supplier been invited to submit a proposal? **NA**
 - If not, has any members of the board ever commissioned a study of this type at another school? **No**
 - If so, has the vendor for that study been invited to submit a proposal for this project? **NA**
- If an assessment of this type has been completed in the past for the board, could you share a copy of the report with the potential bidders? **NA**
- There are some standard measures, format, and methodologies with this type of research. Is the board open to alternative methodologies and techniques from other industries which could better address the needs outlined in the project scope? **Yes**
- Could you share an estimate budget for the project? **The board does not have an estimated budget.**
- Does the Board of Regents (BOR) have a pre-established set of criteria used to identify an optimal location for RRCs, or will the selected consultant need to establish such criteria? The Board or Regents does not have a defined set of criteria. **The Board does not necessarily expect the consultant to designate the best location(s). The Board does expect the consultant to determine what location(s) various stakeholder groups (prospective students, business leaders, etc.) see as optimal and why. The Board also expects the consultant to consider the attractiveness of various locations based on secondary data, such as population demographics, projected population growth, ease of access (roadways, public transportation), etc.**
- RFP page 2, end of 1st paragraph: The RFP requests that the selected consultant provide “environmental scan data from comparable markets.” Has the BOR identified those markets or will the consultant need to do that? How many markets are expected? **The Board has not identified comparable markets and expects the consultant to do so. The number of comparable markets is up to the consultant.**
- RFP pages 2 & 3, Section C.1.2 List of Stakeholders: The RFP identifies a list of students and related groups, employers and related groups, and policy makers. Will the BOR be able to provide e-mail contact information for samples or full listings of each of those groups? If not, what contact information is available? **The Board will provide contact information for the employers, policymakers and education institutions. The consultant may need to go beyond the specific contacts provided to secure the information necessary from a particular company or institution and it will be up to the consultant to make those additional contacts. The consultant is responsible for securing a list of students and prospective students, students’ parents, and high school counselors.**

- Will web-based surveys for each group be acceptable to the BOR? *The methods used are up to the consultant, but the Board expects the consultant to justify the methods and the Board expects the results to be valid and reliable.*
- RFP page 3, Section C.3 Location of the RRC: The desirability of the AIB site is to be assessed against other general locations in Des Moines metro area. Have other locations been identified? If so, how detailed and specific is the identification the "other locations?" *Specific alternative sites have not been identified, so alternative sites would be defined in general terms; e.g., downtown, west suburbs, east side. The Board will work with the consultant to define the general areas.*
- RFP page 4, Section D: The RFP identifies a project duration of Nov. 9th through Feb 1st when a first draft of the needs assessment report is due. This represents a three-month project window that includes several holidays and academic breaks, making access to and inclusion of various identified stakeholders difficult. Is there any flexibility in the ending date of the study? *The Board is open to extending the deadline, but would want a clear alternative schedule with justification provided by the consultant.*
- RFP page 5, Section 3 Fee Structure: The proposer is asked to provide a cost based on time and materials "not to exceed." The RFP also states that reimbursement for travel expenses and other out-of-pocket expenses will be reimbursed with receipts per the terms of the contract. Should an estimate of travel and out-of-pocket expenses be included in the "not to exceed" cost proposal, or should these expenses be in addition to the "not to exceed" cost? *Travel and out-of-pocket expenses should be included in the "not to exceed" cost.*
- RFP page 10, Item # 8 Sample Documents: Our typical needs assessment reports are fairly lengthy. Will one hard copy suffice, or may we submit an electronic version on a flash drive? *An electronic version is adequate.*
- Is being located in Iowa a requirement? If not, is it a factor that will be considered in deciding on the award? *The Board is seeking the firm that can deliver on the project objectives at a reasonable cost. The location of the firm is not a factor.*
- Will research entities governed (directly or indirectly) by the Iowa Board of Regents be allowed to bid on this study? *No.*
- Can you confirm the geography of the Des Moines Metro Area (counties and/or ZIP codes)? *Nine counties: Polk (Des Moines), and the eight contiguous counties; Boone, Story, Marshall, Jasper, Marion, Warren, Madison, and Dallas.*
- What are the comparable markets Des Moines typically uses for benchmarking? *This is up to the consultant to determine.*
- Does the AIB site currently include any on-campus housing? *The Board does not anticipate having a traditional residential campus at RRC (AIB campus). The universities may use some of the existing dormitories for specialty populations, such as students who are doing internships in Des Moines or medical students doing rotations in at Des Moines hospitals.*
- To what extent do lists of stakeholders include email addresses? *The Board will provide contact information for the employers, policymakers and education institutions. The consultant may need to go beyond the specific contacts provided to secure the information necessary from a particular company or institution and it will be up to the consultant to make those additional contacts. The consultant is responsible for securing a list of students and prospective students, students' parents, and high school counselors.*

- We received this RFP through a notification form The Green Book. How else has the RFP been distributed? *The RFP went to consultants listed under certain categories on the Green Book site and to a few other firms.*
- Can you provide a list of vendors submitting questions? *The Board has posted all of the questions asked by consultants, along with responses. The Board will not identify these firms.*
- You mention several types of stakeholders you're interested in interviewing. Are you looking to do interview with all of them, or are some priorities over the others? *The Board expects the study to meet the objectives of the project and the stakeholders listed seem to the Board to have information that would help meet the objectives. It is, however, up to the consultant to determine the stakeholders and to provide justification.*
- Would the Board of Regents be providing us with any of the sample or would it be up to us to procure our own sample sources? *The Board will provide contact information for the employers, policymakers and education institutions. The consultant may need to go beyond the specific contacts provided to secure the information necessary from a particular company or institution and it will be up to the consultant to make those additional contacts. The consultant is responsible for securing a list of students and prospective students, students' parents, and high school counselors.*
- Would the prospective respondents be limited only to people in Des Moines or all of Iowa, or is the geography broader? *Respondents would be limited to stakeholders in nine counties: Polk (Des Moines), and the eight contiguous counties; Boone, Story, Marshall, Jasper, Marion, Warren, Madison, and Dallas.*
- As far as environmental scan data, would you clarify what you mean – do you have markets in mind, and would it be secondary or primary data that we are obtaining from other markets? *The Board does not have other markets in mind. This would be determined by the consultant. The Board expects that all or the vast majority of the data from other markets would be secondary data, but this is up to the consultant.*
- Is there a proposed sample size you're looking for, or should we propose it? *This is up to the consultant to propose.*
- What kind of deliverables are you seeing – data tables, report & full analysis, etc.? *The Board expects a report and full analysis, along with the data files for any quantitative data. The Board does not need endless summaries of data tables. Clear and incisive interpretation of the data as it relates to the study objectives are preferred.*
- Is there a particular budget in mind as we consider the logistics of the study? *No.*
- How many suppliers were sent this RFP? *The RFP went to consultants listed under certain categories on the Green Book site and to a few other firms.*
- What historical and current data do the three schools have now, e.g. students success by program and student characteristics? Does this data reside in one place or does it vary across the three schools, e.g. centralized vs decentralized? *The following are links to Board of Regents reports - <http://www.regents.iowa.gov/Meetings/DocketMemos/14Memos/October2014/enrollmenttables2014.pdf> (enrollment) and <http://www.regents.iowa.gov/Meetings/DocketMemos/15Memos/March2015/graduationandretentiontables2015.pdf> (graduation)*

- Do the schools have any data on non-matriculated students, e.g. why did they choose not to attend and where did they matriculate? ***The schools have some data from the National Student Clearinghouse on where students who applied by did not matriculate ended up going.***
- What Des Moines metro area data (employment, housing, etc.) does the Board or the schools have now? ***The Board and the schools do not have these data, but the Board can put the consultant in touch with Des Moines area agencies who have these data.***
- What stakeholder groups have decision rights on the final location of the RRC and the programs to be launched and what are their approximate numbers? ***The Board of Regents, State of Iowa. There are 9 Regents.***
- The RFP states that the period of the engagement will be from November 9-February 1 (12 weeks), yet the final presentation to the Board is on February 24-25. Does the period of performance end of February 1 or 24/25 (the latter makes the length of the project 16 weeks)? ***The Board anticipates receiving a first draft on February 1. This draft can be refined jointly by the consultant and the Board office in anticipation of having a final report to the Board of Regents at their February 24-25 meeting. The Board is open to extending the deadline, but would want a clear alternative schedule with justification provided by the consultant.***
- Have you allocated any funds for this project? ***No.*** If so, what is the intended budget for this work? ***NA***
- Do you have a state mandated rate card? ***We do not have a state rate card; we have a state per diem rate for allowable expenses.*** We do not charge our clients or staff our engagements based on number of hours overall or by phase. Instead we prefer to allocate team members to projects on a percentage FTE basis and then put in the hours that are needed to make sure that clients' needs are met and to ensure that the deliverables are excellent. Under this scenario, we would price this project with one aggregate number and provide you with a ceiling for our expenses. Is that possible here? ***Yes***
- What percentage weight do you give project fees in your vendor selection evaluation criteria? ***There is no percentage weight.***
- Should our legal counsel have any amendments to the *Assurances, Representations and Authorization to Release Information* form may we submit them to you for review prior to the RFP submission date? ***Yes***



JOLIET JUNIOR COLLEGE
—1901—

2015 Environmental Scan District 525 Demographics and Labor Market Trends

Joliet Junior College

February 2015

Institutional Research and Effectiveness

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Introduction

Environmental scanning can be viewed as a kind of radar to scan the world systematically and signal the new, the unexpected, the major, and the minor¹. Institutions scan their environment to try and understand the external forces of change, as well as, to develop effective strategies to gain a competitive advantage by identifying threats and opportunities that may influence its current and future plans. The primary purpose of this document is to provide Joliet Junior College a brief overview of key trends in the area of the district's demographics and labor market trends. The information presented in this scan is an update to the trends developed for the demographics section of the environmental scan conducted in 2010² which supported JJC's strategic plan.

The scope of this report will be to provide projections about demographics and workforce trends in the Joliet Junior College District for 2015-2020. The report will break down the demographic composition of the JJC district in terms of race/ethnicity, age, gender, geographic distributions of students, educational attainment, and labor market trends including labor force participation and occupational sector changes.

The Joliet Junior College district spans seven counties and covers 1,442 square miles. The information used for the compilation of demographics and labor market trends will be mainly calculated using zip code level data for the JJC district where available. The JJC district characteristics will be compiled based on the following zip codes:

JJC District 525 Zip Codes Utilized			
60403	60432	60446	60481
60404	60433	60447	60487
60407	60434	60448	60490
60408	60435	60450	60491
60410	60436	60451	60541
60416	60437	60460	60544
60420	60439	60467	60585
60421	60440	60468	60586
60423	60441	60470	60935
60424	60442	60474	61313
60431	60444	60479	61360

¹ Developing Environmental Scanning/Forecasting Systems to Augment Community College Planning. (Morrison and Held, 1988).

² Environmental Scan – District 525 Demographic Analysis: <http://www.jjc.edu/institutional-research/Documents/EnvironmentalScanning/2010%20ENVIRONMENTAL%20SCAN%20-%20DISTRICT%20525%20DEMOGRAPHIC%20ANALYSIS.pdf>

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Characteristics by Race/Ethnicity

The following Table is a brief analysis of all racial groups for the Joliet Junior College District. The information presented examines the characteristics aggregated from all zip codes, within the JJC district, as described in the introduction.

Note: In preparing this report, the high percent changes shown for residents with two or more races (rows 2 and 8) was observed. This is being attributed to the changes in the data collection forms.

Table 1: Projected Overall Population Change (Number, Percent, and Racial/Ethnic Group) (2015-2020)

Race/Ethnicity	2015 Population	2020 Population	# Change	% Change
Two or More Races, Hispanic	2,555	2,957	402	16%
American Indian or Alaskan Native, Hispanic	2,450	2,813	363	15%
Asian, Hispanic	934	1,050	116	12%
Black, Hispanic	3,255	3,639	384	12%
Native Hawaiian or Pacific Islander, Hispanic	197	220	23	12%
White, Hispanic	115,527	125,765	10,238	9%
Two or More Races, Non-Hispanic	10,993	12,171	1,178	11%
American Indian or Alaskan Native, Non-Hispanic	939	964	25	3%
Asian, Non-Hispanic	37,216	41,462	4,246	11%
Black, Non-Hispanic	80,634	84,620	3,986	5%
Native Hawaiian or Pacific Islander, Non-Hispanic	131	131	0	0%
White, Non-Hispanic	499,340	501,076	1,737	0%
Total	754,171	776,868	22,697	3%

Table 1 informs us over the next 5 years:

- The population for the JJC District is projected to increase by 3% or 22,697 residents.
- The population if White Hispanics is projected to increase by 9% or 10,238 residents.
- The Asian Non-Hispanic population is projected to increase by 11% or 4,246 residents.
- The Black Non-Hispanic population is projected to increase by 5% or 3,986 residents.

Possible Implications:

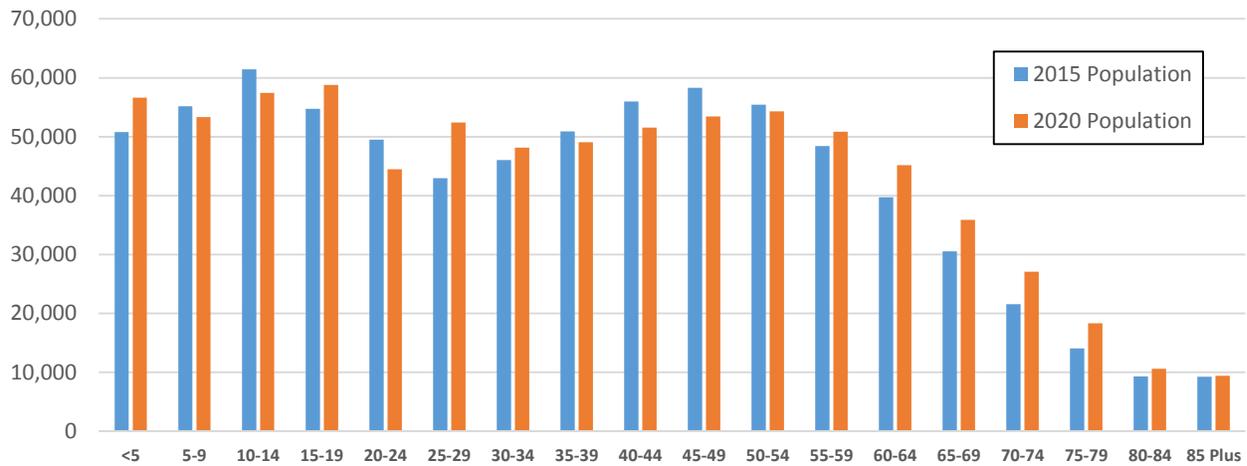
Changing educational needs of growing Hispanic population within the JJC District

Please note the Illinois Community College Board defines a White Hispanic as someone who identifies as racially white and of Hispanic descent.

Characteristics by Age

This section displays the age distribution in regards to District population estimates by age category.

Figure 1: Population by Age (2015-2020)



Age	2015 Population	2020 Population	#Change	% Change
Under 5 years	50,805	56,626	5,821	11%
5 to 9 years	55,183	53,311	-1,872	-3%
10 to 14 years	61,440	57,446	-3,994	-7%
15 to 19 years	54,745	58,807	4,062	7%
20 to 24 years	49,477	44,458	-5,019	-10%
25 to 29 years	42,949	52,419	9,470	22%
30 to 34 years	46,034	48,130	2,096	5%
35 to 39 years	50,889	49,074	-1,815	-4%
40 to 44 years	55,996	51,535	-4,461	-8%
45 to 49 years	58,308	53,419	-4,889	-8%
50 to 54 years	55,460	54,289	-1,171	-2%
55 to 59 years	48,444	50,826	2,382	5%
60 to 64 years	39,711	45,187	5,476	14%
65 to 69 years	30,534	35,906	5,372	18%
70 to 74 years	21,562	27,079	5,517	26%
75 to 79 years	14,059	18,320	4,261	30%
80 to 84 years	9,335	10,600	1,265	14%
85 years and over	9,241	9,437	196	2%
Total	754,171	776,868	22,697	3%

Figure 2: Projected Population Change by Age (2015-2020)

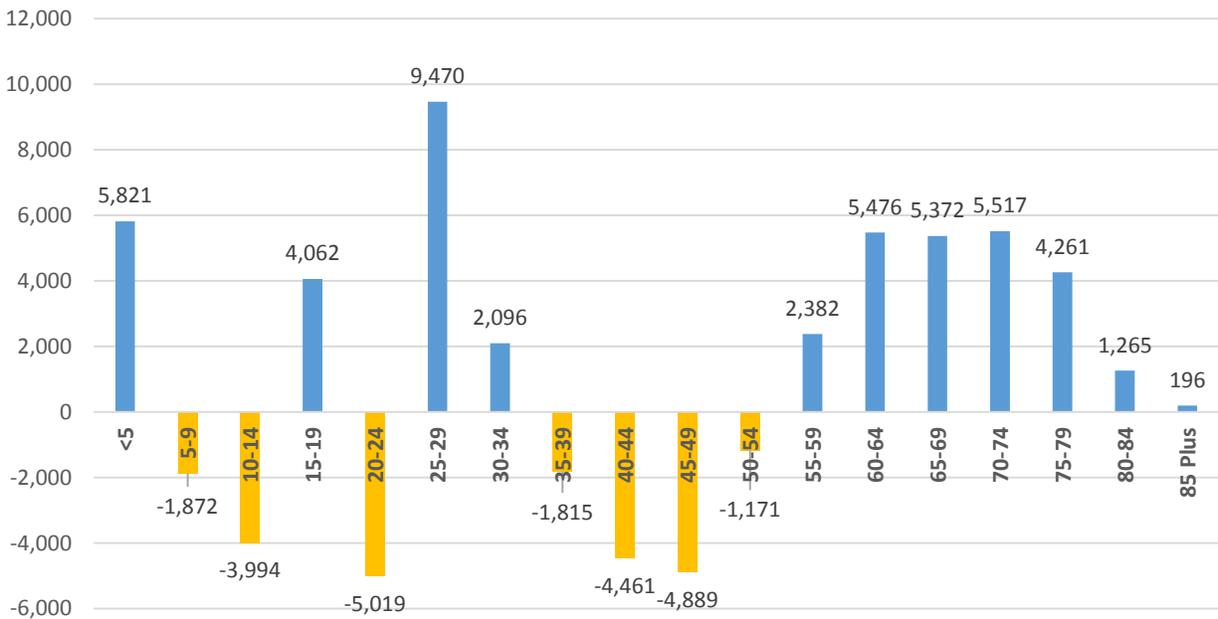


Figure 2 informs us from 2015-2020:

- Projections reflect an increase among residents in the 5 years and under age group, an increase of 5,821 individuals.
- Projections reflect an increase among residents in the age group 25-34 years, an increase of 11,556 individuals.
- Projections reflect an increase among residents in the age group 55 years and above, an increase of 24,469 individuals.
- Projections reflect a decrease among residents in the age group 5-14 years, a decrease of 5,869 individuals.
- Projections reflect a decrease among residents in the age group 20-24 years, a decrease of 5,019 individuals.
- Projections reflect a decrease among residents in the age group 35-54 years, a decrease of 12,336 individuals.

Possible Implications:

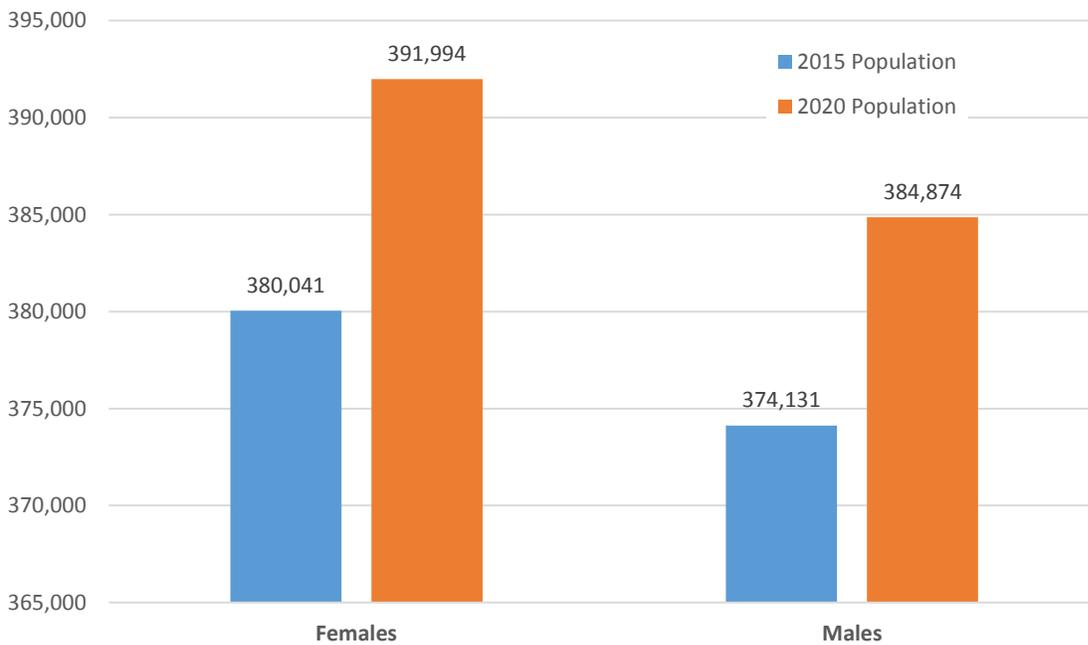
Creation of action plans for educational needs of an aging population as reflected by residents in the 35-54 age group and the age those 55 years and above.

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Characteristics by Gender

The section demonstrates the gender distribution District population estimates. The analysis reflects the projected characteristics for the next 5 years.

Figure 3: Projected Population Change by Age (2015-2020)



Gender	2015 Population	2020 Population	# Change	% Change
Females	380,041	391,994	11,953	3.1%
Males	374,131	384,874	10,743	2.9%
Total	754,171	776,868	22,697	3.0%

Figure 3 informs us from 2015-2020:

- Projections reflect an increase among residents for both genders.

Possible Implications:

Further exploration by gender and racial and ethnic areas of stakeholders (included in subsequent scanning sections).

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Geographic Distribution of Students

The section displays the geographic distribution of JJC students by zip code for the most recent Fall Census (2014). This section also demonstrates the projected percent change in the estimated population for the JJC district by zip code through 2020.

Figure 4: Geographic Distribution of JJC Student Population

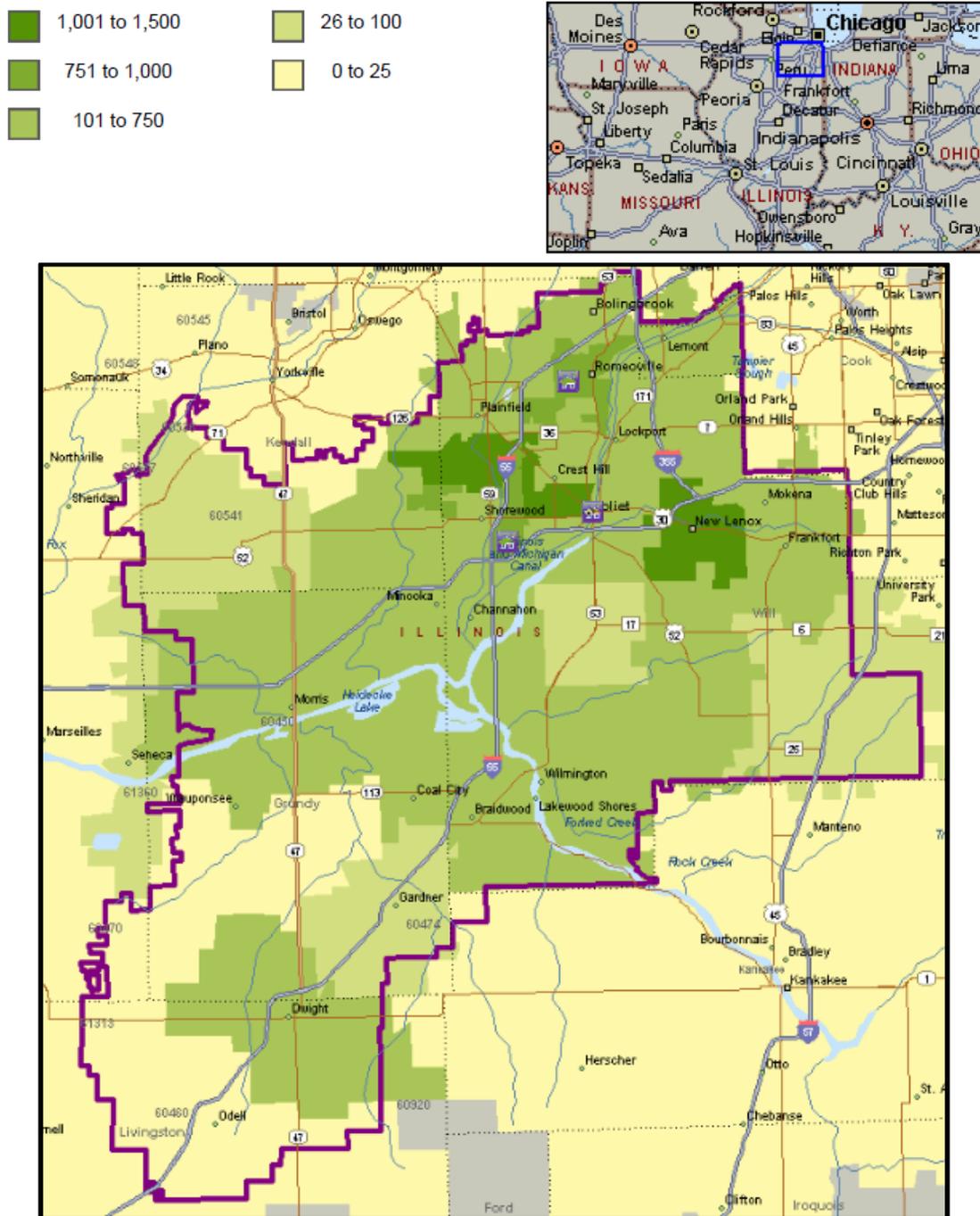
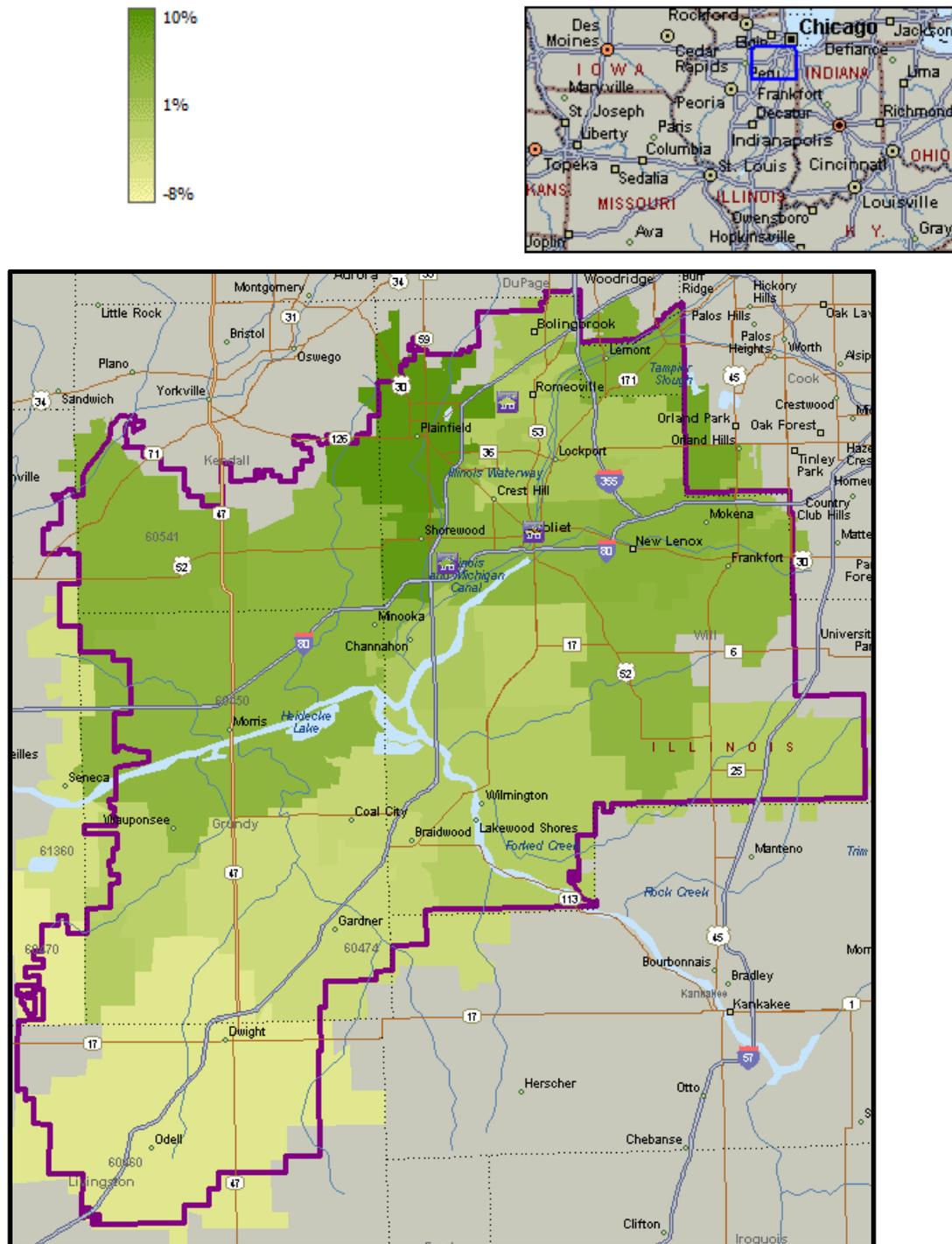


Figure 5 below represents the projected percent change in the estimated population for the JJC district by zip code (2015-2020) and was created using Microsoft MapPoint software. Please note the darker the area indicates the expected percent change is higher than projected number of residents within that zip code.

Figure 5: Projected % Change in JJC District Population (2015-2020)



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Educational Attainment

This section on Educational Attainment characterizes and describes the educational attainment of the JJC District population for adults 25 years old and above. Adult educational attainment is broken out by the following categories: (1) less than 9th grade (high school); (2) 9th to 12th grade; (3) high school diploma; (4) some college*; (5) associate’s degree; (6) bachelor’s degree; and (7) graduate degree or higher. Furthermore, educational attainment levels of the adult populations will be analyzed with a focus on associate and bachelor’s degree attainment within the JJC District by gender and race/ethnicity. This information may be useful for determining educational needs for different race/ethnic segments of the population.

**The “some college” category includes individuals who attended college but did not successfully obtain a degree and individuals who have received a post-secondary vocational award or professional certification but did not receive an associate or bachelor’s degree.*

The figures on the following pages reflect the educational attainment of the adult population over the age of 25 years. This may be utilized in identifying potential target markets and/or population segments with significant education attainment deficiencies.

Figure 6: Educational Attainment of Residents Over the Age of 25 Years (2015 Baseline 488,499)

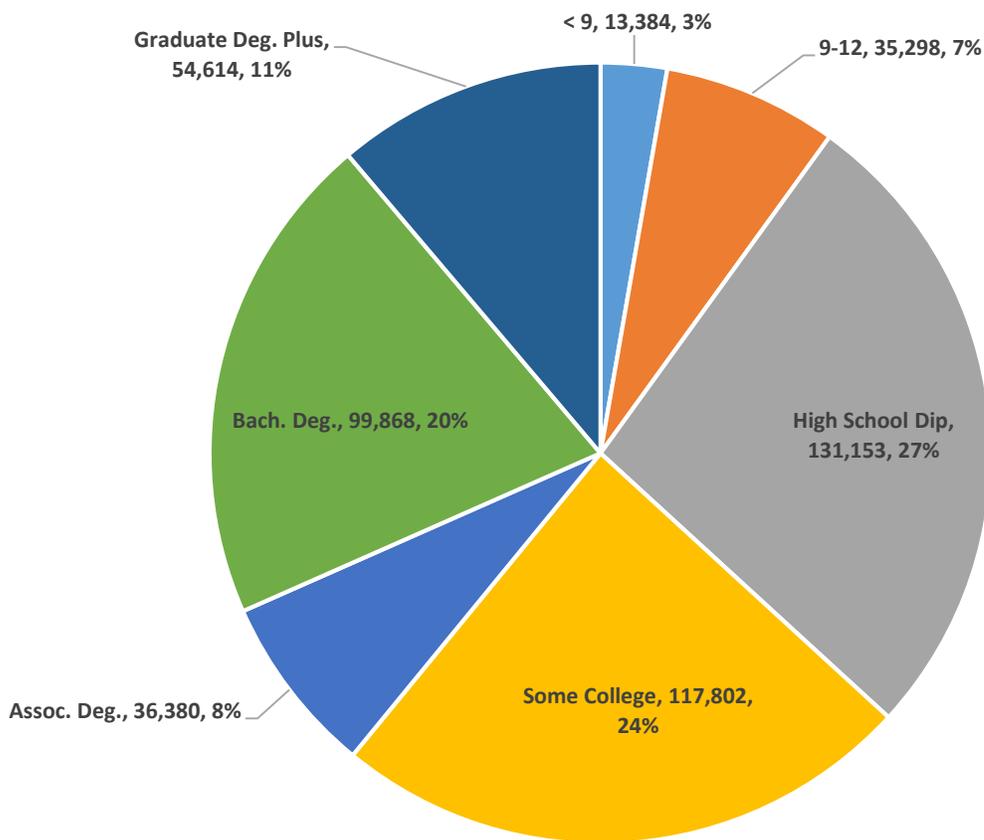


Figure 6 informs us in 2015:

- 27% of residents had attained a high school diploma.
- 24% of residents had some college*.
- 20% of residents had attained a bachelor’s degree.
- 11% of residents had graduate degree or higher.
- 8% of residents had attained an associate’s degree
- 7% of residents had between and 9-12 grade education.
- 3% of residents had less than a less than 9th grade (high school) education.

**The “some college” category includes individuals who attended college but did not successfully obtain a degree and individuals who have received a post-secondary vocational award or professional certification but did not receive an associate or bachelor’s degree*

Figure 7: Projected Change in Educational Attainment of Residents Over the Age of 25 Years (2015-2020)

Education Level	2015 Population	2020 Population	# Change	% Change
Less Than 9th Grade	13,384	12,407	-977	-7.3%
9th Grade to 12th Grade	35,298	38,812	3,514	10.0%
High School Diploma	131,153	134,117	2,964	2.3%
Some College	117,802	122,777	4,975	4.2%
Associate's Degree	36,380	37,540	1,160	3.2%
Bachelor's Degree	99,868	105,450	5,582	5.6%
Graduate Degree and Higher	54,614	58,016	3,402	6.2%
Total	488,499	509,118	20,619	4.2%

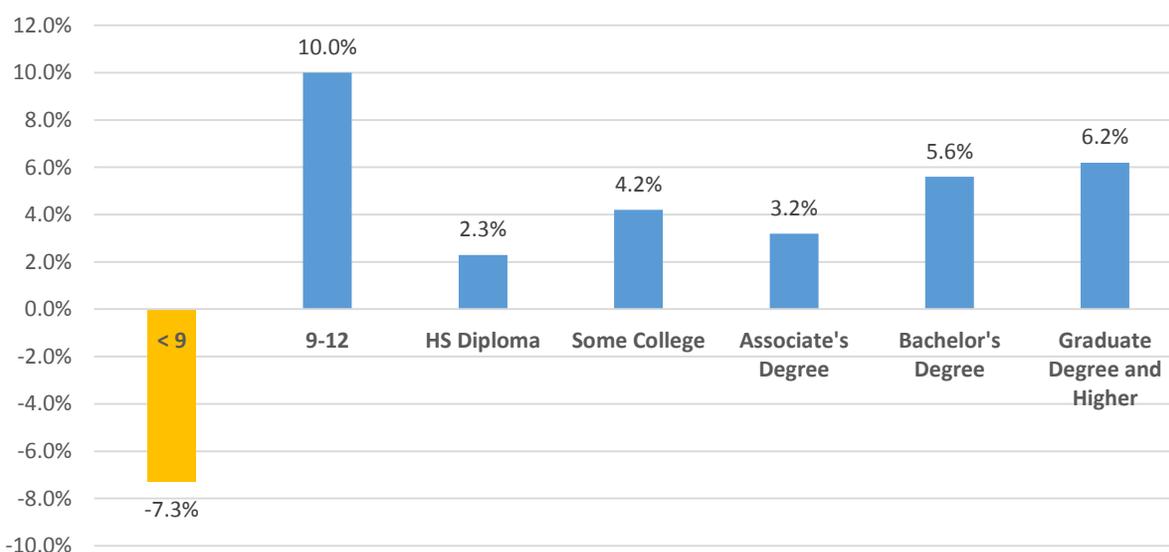


Figure 7 informs us in between 2015-2020:

- Attainment for residents' of a 9-12 grade education is projected to increase by 10.0%, suggesting more residents will advance to high school, but may not obtain a high school diploma.

Possible Implications:

Setting measurable recruitment and enrollment goals to enroll more area residents.

Setting measurable goals to increase area residents' attainment of associate's degree.

Table 2: Distribution in Educational Attainment of Residents Over the Age of 25 Years for Condensed Categories by Race/Ethnicity (2015)

Race/Ethnicity	2015 Population	2020 Population	2015 < Than HS	2015 HS Diploma	2015 College
White, Non-Hispanic	347,981	356,382	21,305	188,846	137,829
Black, Non-Hispanic	48,720	52,150	4,674	24,935	19,111
American Indian or Alaskan Native, Non-Hispanic	581	557	119	336	126
Asian, Non-Hispanic	23,966	26,780	903	4,272	18,791
Native Hawaiian or Pacific Islander, Non-Hispanic	91	83	4	24	63
Two or More Races, Non- Hispanic	3,403	3,726	395	1,535	1,473
White, Hispanic	59,586	64,612	19,892	27,107	12,587
Black, Hispanic	1,381	1,560	454	631	296
American Indian or Alaskan Native, Hispanic	1,279	1,450	430	580	268
Asian, Hispanic	465	560	156	212	98
Native Hawaiian or Pacific Islander, Hispanic	109	126	36	50	23
Two or More Races, Hispanic	938	1,131	312	428	198
Total	488,499	509,118	48,682	248,955	190,862

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Industry and Labor Market Analysis

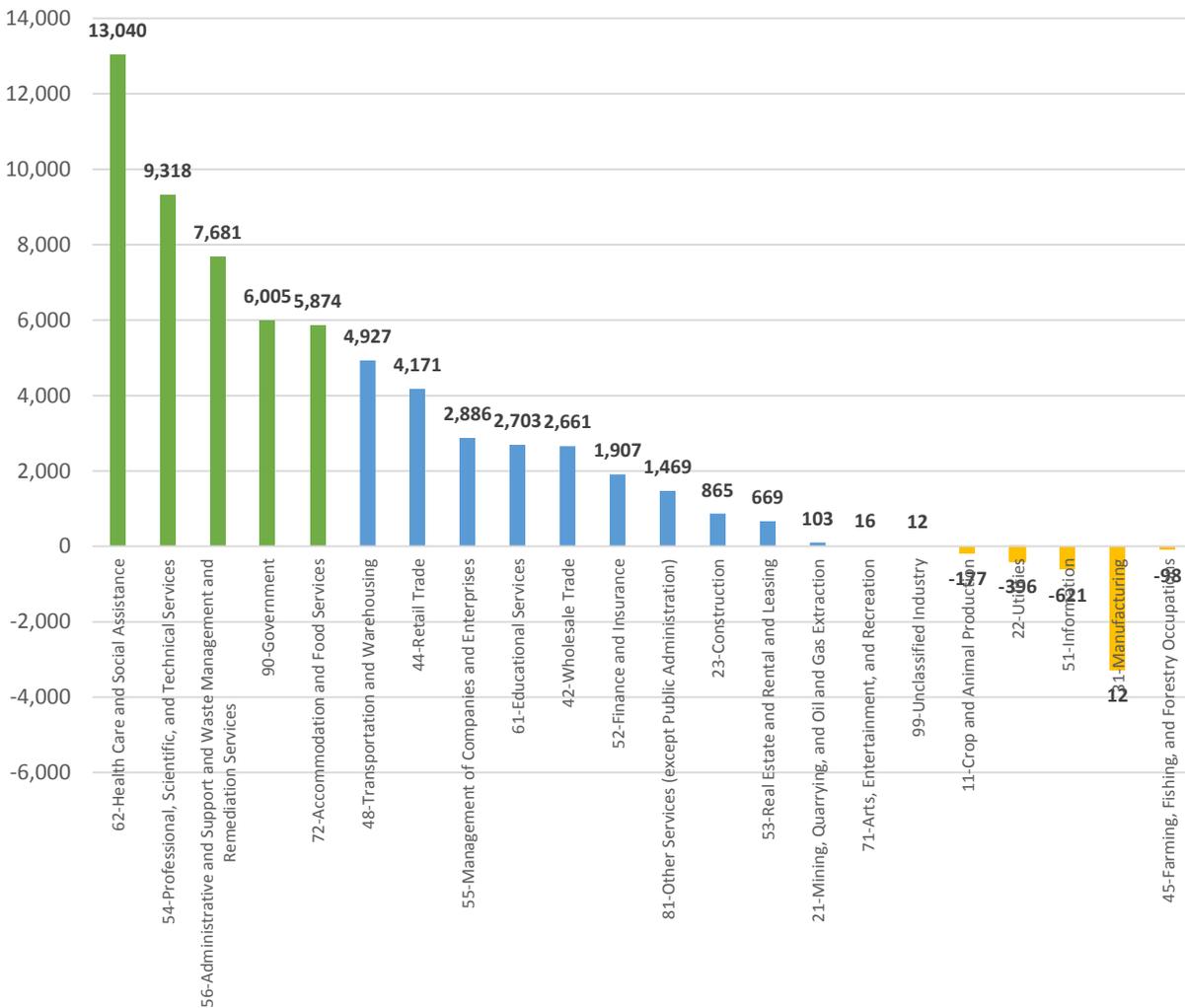
The JJC district spans seven counties including Will, Livingston, Grundy, Kendall, DuPage, La Salle, and Kankakee. The industry and occupation analysis below pulls data from these seven counties from EMSI. Although JJC may not completely encompass these counties, understanding the needs of the industry in the region is important.

The following table reflects the employment projections by the 2-Digit North American Industry Classification System (NAICS) code. The North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.

Table 3: Employment Projections by 2-NAICS Code (2015-2020)

2-Digit NAICS	Description	2015 Jobs	2020 Jobs	# Change	% Change
11	Crop and Animal Production	1,690	1,513	-177	-10.5%
21	Mining, Quarrying, and Oil and Gas Extraction	1,234	1,337	103	8.4%
22	Utilities	7,020	6,624	-396	-5.6%
23	Construction	39,180	40,045	865	2.2%
31	Manufacturing	89,432	86,160	-3,272	-3.7%
42	Wholesale Trade	72,249	74,910	2,661	3.7%
44	Retail Trade	112,369	116,539	4,171	3.7%
48	Transportation and Warehousing	46,469	51,396	4,927	10.6%
51	Information	13,159	12,538	-621	-4.7%
52	Finance and Insurance	41,215	43,123	1,907	4.6%
53	Real Estate and Rental and Leasing	12,713	13,382	669	5.3%
54	Professional, Scientific, and Technical Services	68,106	77,424	9,318	13.7%
55	Management of Companies and Enterprises	31,361	34,247	2,886	9.2%
56	Administrative and Support and Waste Management and Remediation Services	78,518	86,198	7,681	9.8%
61	Educational Services	22,611	25,314	2,703	12.0%
62	Health Care and Social Assistance	108,439	121,479	13,040	12.0%
71	Arts, Entertainment, and Recreation	10,856	10,872	16	0.1%
72	Accommodation and Food Services	74,030	79,904	5,874	7.9%
81	Other Services (except Public Administration)	30,664	32,133	1,469	4.8%
90	Government	110,902	116,907	6,005	5.4%
99	Unclassified Industry	1,156	1,168	12	1.0%
Total		973,374	1,033,214	59,840	6.1%

Figure 8: Employment Projections by 2-Digit NAICS Code (2015-2020)



Growing Industry Sector Growth > 5,000 (2015-2020)

Declining Industry Sector < or = to Zero (2015-2020)

Growing Industry Sector (2015-2020)

The following table summarizes the 2-digit NAICS categories projected to experience significant growth (greater than or equal to 5,000 jobs) expanded by 4-digit NAICS sector.

Table 4: Employment Projections by 3-Digit NAICS for 2-Digit NAICS Greater Than or Equal to 5,000 Employees (2015-2020)

3-Digit NAICS	Description	2015 Jobs	2020 Jobs	# Change	% Change
621	Ambulatory Health Care Services	48,281	55,694	7,413	15.4%
623	Nursing and Residential Care Facilities	20,071	22,277	2,206	11.0%
622	Hospitals	27,892	29,862	1,970	7.1%
624	Social Assistance	12,195	13,646	1,451	11.9%
Subtotal		108,439	121,479	13,040	12.0%
541	Professional, Scientific, and Technical Services	68,106	77,424	9,318	13.7%
Subtotal		68,106	77,424	9,318	13.7%
561	Administrative and Support Services	76,107	83,634	7,527	9.9%
562	Waste Management and Remediation Services	2,410	2,564	154	6.4%
Subtotal		78,518	86,198	7,681	9.8%
901	Federal Government	6,669	6,313	-356	-5.3%
902	State Government	10,126	9,972	-154	-1.5%
903	Local Government	94,107	100,622	6,515	6.9%
Subtotal		110,902	116,907	6,005	5.4%
721	Accommodation	6,988	7,388	400	5.7%
722	Food Service and Dining Places	67,042	72,516	5,474	8.2%
Subtotal		74,030	79,904	5,874	7.9%
Overall Greater Than or Equal to 5,000 Subtotal		439,995	481,912	41,917	9.5%

Declining Industry Sector (2015-2020)

The following table summarizes the 2-digit NAICS categories projected to experience declined growth (less than or equal to zero jobs) expanded by 4-digit NAICS sector (See Figure 8).

Table 5: Employment Projections by 3-Digit NAICS for 2-Digit NAICS Less Than or Equal to Zero Employees (2015-2020)

3-Digit NAICS	Description	2015 Jobs	2020 Jobs	# Change	% Change
111	Crop Production	1,161	969	-192	-16.5%
112	Animal Production and Aquaculture	230	247	17	7.4%
113	Forestry and Lodging	<10	<10	NA	NA
114	Fishing, Hunting, and Trapping	<10	<10	NA	NA
115	Support Activities for Agriculture and Forestry	289	289	0	0.0%
Subtotal		1,690	1,513	-177	-10.5%
221	Utilities	7,020	6,624	-396	-5.6%
Subtotal		7,020	6,624	-396	-5.6%
311	Food Manufacturing	10,108	10,236	129	1.3%
312	Beverage and Tobacco Product Manufacturing	679	703	24	3.6%
313	Textile Mills	41	29	-12	-29.4%
314	Textile Product Mills	379	424	45	12.0%
315	Apparel Manufacturing	141	154	13	9.2%
316	Leather and Allied Product Manufacturing	35	35	0	0.1%
321	Wood Product Manufacturing	794	833	39	4.9%
322	Paper Manufacturing	3,704	3,411	-293	-7.9%
323	Printing and Related Support Activities	5,560	4,637	-923	-16.6%
324	Petroleum and Coal Products Manufacturing	911	843	-68	-7.5%
325	Chemical Manufacturing	8,733	8,753	20	0.2%
326	Plastics and Rubber Products Manufacturing	7,704	7,622	-82	-1.1%
327	Nonmetallic Mineral Product Manufacturing	2,688	2,393	-295	-11.0%
331	Primary Metal Manufacturing	1,567	1,529	-37	-2.4%
332	Fabricated Metal Product Manufacturing	15,301	15,179	-122	-0.8%
333	Machinery Manufacturing	12,928	12,611	-317	-2.5%
334	Computer and Electronic Product Manufacturing	7,771	6,754	-1,017	-13.1%
335	Electrical Equipment, Appliance, and Component Manufacturing	3,012	2,845	-167	-5.6%
336	Transportation Equipment Manufacturing	2,942	3,072	130	4.4%
337	Furniture and Related Product Manufacturing	1,326	1,220	-106	-8.0%
339	Miscellaneous Manufacturing	3,108	2,877	-231	-7.4%
Subtotal		89,432	86,160	-3,272	-3.7%
511	Publishing Industries (except Internet)	3,043	2,308	-735	-24.2%
512	Motion Picture and Sound Recording Industries	1,371	1,454	83	6.1%
515	Broadcasting (except Internet)	691	820	129	18.7%
517	Telecommunications	6,093	6,385	292	4.8%
518	Data Processing, Hosting, and Related Services	1,595	1,207	-388	-24.3%
519	Other Information Services	366	364	-2	-0.5%
Subtotal		13,159	12,538	-621	-4.7%
Overall Less Than or Equal to Zero Subtotal		111,301	106,835	-4,466	-4.0%

Occupational Analysis

Analyzing the top occupations in an area helps provide a better picture of a local community, including the types of work most individuals do as well as the skills required from the local labor force. The table below describes the top occupations and median hourly wages pulled from EMSI arranged by the 5-digit Standard Occupational Classification (SOC) code. The information reflects occupations with greater than or equal to 600 projected jobs between 2015-2020 for the seven county area of Will, Grundy, Livingston, Kendall, DuPage, LaSalle, and Kankakee.

Table 5: Occupational Projections by SOC Greater Than or Equal to 600 Employees (2015-2020)

SOC	Description	2015 Jobs	2020 Jobs	# Change	% Change	Median Hourly Earnings
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	29,132	31,137	2,005	7%	\$11.88
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	16,968	18,895	1,927	11%	\$8.80
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	18,680	20,412	1,732	9%	\$11.07
41-2031	Retail Salespersons	33,990	35,588	1,598	5%	\$10.67
29-1141	Registered Nurses	14,644	16,031	1,387	9%	\$33.00
25-2021	Elementary School Teachers, Except Special Education	9,635	10,712	1,077	11%	\$25.52
43-4051	Customer Service Representatives	20,764	21,776	1,012	5%	\$16.70
15-1132	Software Developers, Applications	6,972	7,963	991	14%	\$40.54
25-1099	Postsecondary Teachers	9,915	10,905	990	10%	\$25.72
11-1021	General and Operations Managers	17,536	18,520	984	6%	\$45.56
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	12,222	13,203	981	8%	\$15.47
53-3032	Heavy and Tractor-Trailer Truck Drivers	13,126	14,091	965	7%	\$22.12
31-1011	Home Health Aides	6,604	7,563	959	15%	\$11.68
35-3031	Waiters and Waitresses	12,468	13,380	912	7%	\$8.79
39-9021	Personal Care Aides	4,707	5,562	855	18%	\$11.35
31-1014	Nursing Assistants	8,565	9,367	802	9%	\$11.65
43-9061	Office Clerks, General	22,152	22,924	772	3%	\$13.91
37-3011	Landscaping and Groundskeeping Workers	7,012	7,757	745	11%	\$11.61
35-2014	Cooks, Restaurant	6,356	7,062	706	11%	\$9.84
15-1121	Computer Systems Analysts	4,103	4,776	673	16%	\$38.71
43-3031	Bookkeeping, Accounting, and Auditing Clerks	9,691	10,355	664	7%	\$18.37
43-1011	First-Line Supervisors of Office and Administrative Support Workers	8,052	8,709	657	8%	\$24.93
25-9041	Teacher Assistants	7,364	8,011	647	9%	\$10.61
15-1151	Computer User Support Specialists	4,256	4,876	620	15%	\$24.15

Labor Force

The labor force participation rate represents the proportion of the population that is in the labor force. Labor force participation rate is sensitive to demographic change because the participation rates vary across age, gender, and race. The participation rate (EMSI data) below demonstrates the distribution of the labor force across different age groups.

The current labor force for the JJC District is estimated to be 958,985 employees. The figure below reflects the current labor force distribution participation rates by age category and race/ethnicity.

Figure 9: Labor Force Participation Rate by Age Category

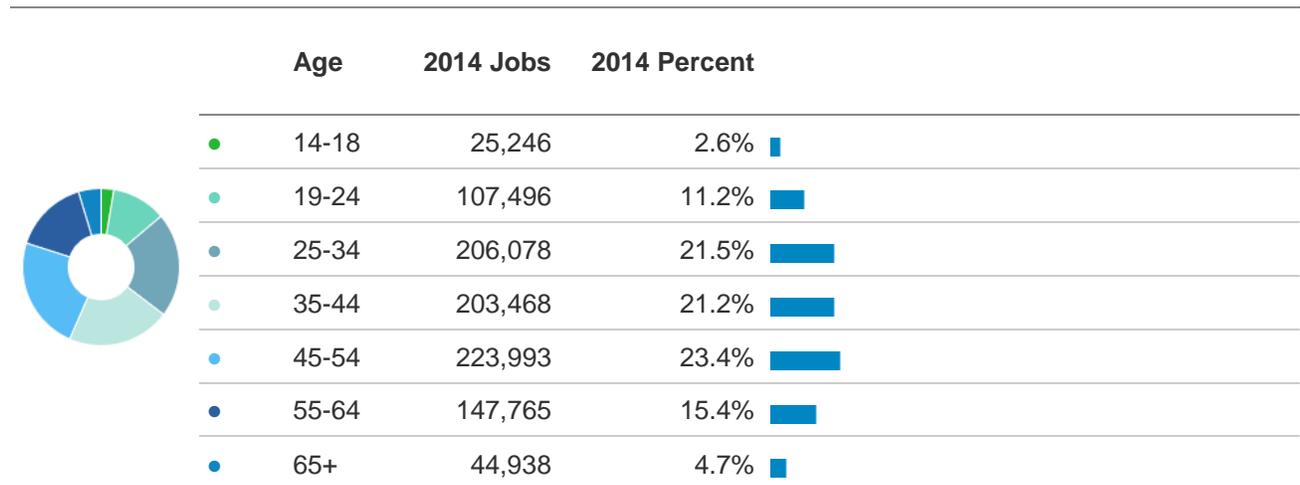
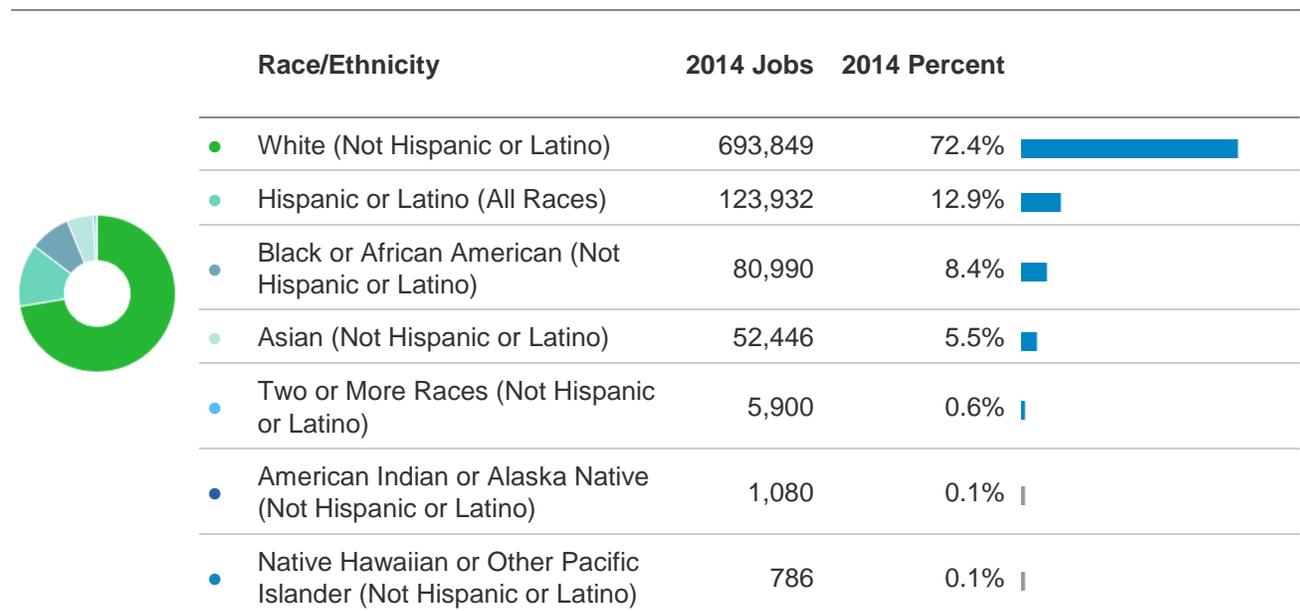
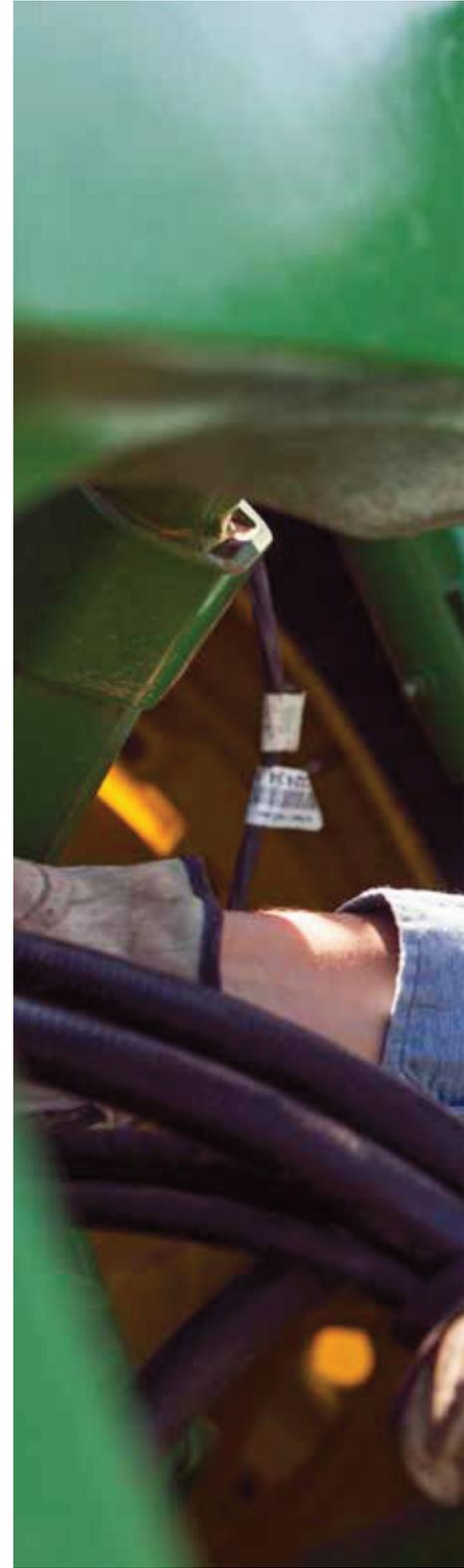


Figure 10: Labor Force Participation Rate by Race/Ethnicity



BUILDING THE FUTURE WORKFORCE

In preparing this annual report, the STEM Food & Ag Council wanted to address a key issue: the growing need for young, talented people in a variety of fields and disciplines to consider embarking on a career in the food and agriculture industry.





SEEING OPPORTUNITY

Essential to that task is showing the gap is between the number of professional level jobs that the industry will offer over the next few years, and the projected supply of graduating students from food and agriculture related disciplines.

In a word, that gap is enormous. Bad for the industry, but good for anyone who is looking for a rewarding career. This is what a hot job market looks like.

In order to develop a clearer picture of this gap, the STEM Food & Ag Council asked the research firm Thomas P. Miller and Associates LLC to analyze supply data retrieved from the Food and Agricultural Education Information System (FAEIS) by the Association of Public and Land-Grant Universities across six specific agriculture related disciplines, as well as demand data from Economic Modeling Specialists International, a labor market analyst firm.

The study focused on the following degree programs:

- Agricultural Economics, Agricultural Business and Management
- Agricultural Mechanization and Engineering
- Animal Sciences
- Plant and Soil Science
- Food Science and Technology
- Other Life Sciences

THE RESEARCH

Read the following pages, explore the job categories and you will see the same conclusion over and over again: The supply of agricultural industry professionals is not sufficient to keep up with employer demand.

Overall, the research indicates that the food and agriculture industry is brimming with opportunity for college graduates in the key disciplines we looked at. While enrollment in college-level programs is up nearly 30% over the past eight years, it appears that they are still not producing enough graduates to keep up with the need for qualified professionals at the entry level and at further career stages. Nor are they yet showing signs of being able to satisfy the projected growth in the demand for food and agricultural professionals over the next several years.

Too Many Jobs, Not Enough Professionals to Fill Them

Workforce Supply Side

Student Interest and Enrollment are Growing

In 2012, America's colleges of agriculture granted nearly 31,900 undergraduate and graduate degrees in Agricultural Economics, Agricultural Business and Management, Agricultural Mechanization and Engineering, Animal Sciences, Plant and Soil Science, Food Science and Technology, and Other Life Sciences. Student interest in these fields is rising, as enrollment grew 28.5% between 2005 and 2012, and, as of 2012, nearly 140,000 students were enrolled in these advanced agriculture disciplines.

All six disciplines have grown in both enrollment and degree completions since 2005. The fastest growing disciplines, by percent-growth, are Food Science and Technology (+61%) and Agriculture Mechanization and Engineering (+47%). Disciplines with the most degree completers are Other Life Sciences fields and Animal Science.

31,852 **871** **+ 28.5%**

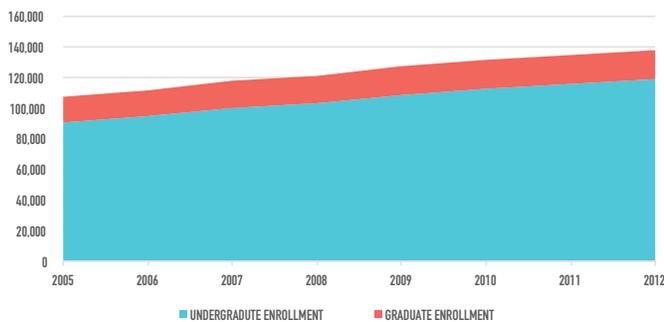
Undergraduate and Graduate Degree Completers (2013)

Ag College and Land Grant Degree Programs (2012)

Growth in Enrollment (2005-2013)

Other Life Sciences also includes degrees granted from other colleges at 1862 and 1890 land-grant universities.

ENROLLMENT GROWTH: ADVANCED AGRICULTURE DISCIPLINES (2005-2012)



Workforce Demand Side

A Steadily Increasing Need for Industry Professionals Outpaces the Supply

The six advanced agriculture fields discussed above feed into 15 occupations that have all experienced healthy growth over the last decade. Together these occupations employ more than 680,000 people throughout the United States. Employment in these fields has grown 4.2% since 2005 and is projected to grow another 4.9% in the next five years, adding 33,100 net-new jobs.

682,316 **+4.9%** **11,594** **33,860**

Jobs (2014)

% Change (Projected 2014-2019)

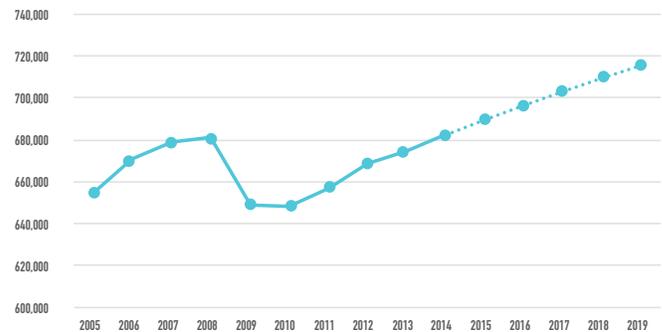
Job Postings/ Month (2014)

Average Hires/ Month (2014)

In addition to this ongoing growth, nearly a quarter of industry professionals in these disciplines are age 55 or older, meaning that nearly 160,000 workers are at or approaching retirement age. These jobs will need to be backfilled, which will create an even stronger "pull" for new graduates as existing workers move ahead in their careers.

Both new job growth and retirements help explain the large number of monthly job postings employers release each month. For occupations in these six fields, an average of 11,600 job ads were posted each month – and nearly 34,000 people were hired in these fields each month – from January to August 2014.

Job Growth: Advanced Agriculture (2005-2019, Projected)



Agricultural Economics, Agricultural Business and Management

Agricultural Business Management, General Agribusiness, Agricultural Economics, Farm and Ranch Management, Farm Supplies Retailing and Wholesaling, and Agricultural Business Technology

Workforce Supply

5,264

Undergraduate and Graduate Degree Completers (2012)

183

Ag College Degree Programs (2013)

+25.1%

Growth in Enrollment (2005-2013)

Workforce Demand

41,780

Jobs (2014)

6.5%

% Change (Projected 2014-2019)

485

Job Postings/Month (2014)

2,281

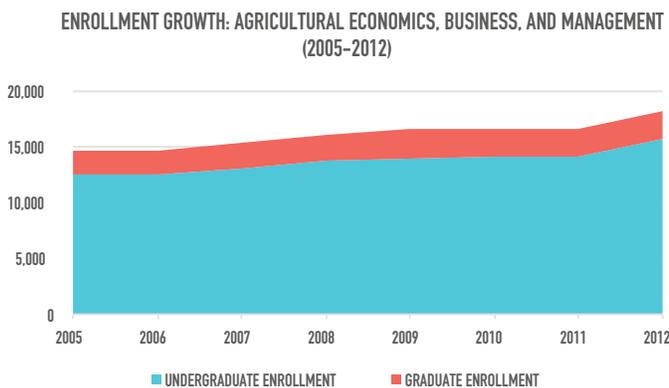
Average Hires/Month (2014)

The Opportunity

Although enrollment in this area has increased by 25% since 2005, the rate of degree completions is not sufficient to keep up with employer demand. In 2012, the most recent year for which data are available, there were 5,264 undergraduate and graduate degree completers, compared to 5,800 related job postings and 27,400 new hires each year.

Workforce Supply

Enrollment Growth Enrollment in undergraduate and graduate degree programs has increased 25% since 2005.

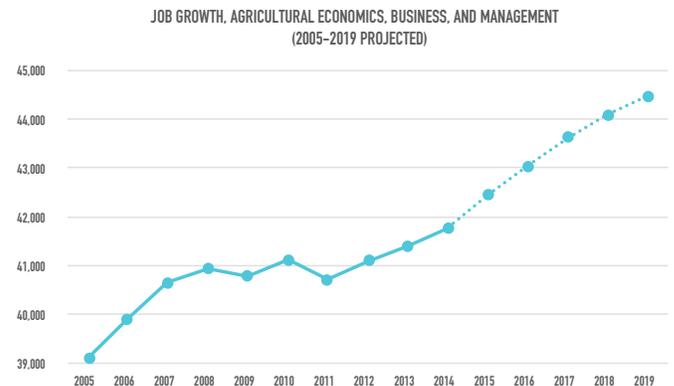


Program Completers Of the 5,264 degree completers in 2012, 4,500 were undergraduates. Like enrollment, the number of degree completers has risen since 2005, growing 23.9% between 2005 and 2012.

Workforce Demand

The programs listed on the opposite page translate to employment in the following occupations: Economists, Farm Product Buyers and Purchasing Agents, and Farm and Home Management Advisors.

Job Growth The U.S. is projected to add 2,700 jobs over the next five years, an increase of 6.5%. The largest projected growth is for Economists (+1,711 jobs) followed by Farm and Home Management Advisors (+833).



Real-time Demand While there are nearly 500 job postings per month, a healthy sign of demand, true demand is even higher. Employers have hired for more than 2,200 positions each month, on average, since the last quarter of 2011.

JILL RINGEL

Destined for a career in agriculture, but with a twist



“

I HAD NEVER THOUGHT OF MYSELF AS A SALES
PERSON. AND I DIDN'T SEE MYSELF IN SEEDS.
BUT THEY INTERVIEWED ME FOR HOURS AND
HOURS AND THEY SAID THAT THIS WOULD BE
GREAT FOR ME. AND THEY WERE RIGHT.

”

Growing up with three siblings on a livestock farm in central Indiana. Ten years in the 4-H Organization, six years in the FFA Club. President of both chapters. Up at five o'clock on summer mornings to work with the livestock on the farm.

To hear Jill Ringel tell it, her entire life has been pointing her toward a career in agricultural marketing.

“My dad is an ag teacher and my mom teaches high school biology. They instilled in us a passion for agriculture and a work ethic that still applies today,” she says.

With Purdue's agriculture school nearby, selecting a college was a no-brainer, and she decided that marketing made the most sense for her. Each year at the school's career fair, Jill landed marketing internships with Novus International, Helena Chemical and John Deere.

“During my first internship with Novus, I was able to promote livestock ag and careers in agriculture to hundreds of youth across the Midwest. With Helena Chemical, I organized field days in three states where we presented information on crops to help farmers be successful in the field. I was able to reach hundreds of growers.”

While Jill was able to select from multiple job offers from companies across the country, ultimately she was thrilled to be recruited by a large, family-owned seed company based in Indiana. Beck's Hybrids offered her a career where she could live and work at home with her soon-to-be husband.

But the job was in sales, not marketing.

As Jill now sees it, sales enables her to spend each day doing something new and challenging. She focuses on building relationships and helping farmers better their operations through seed selection, and the company supports her efforts. Jill's position in sales with Beck's Hybrids gives her the opportunity to have a successful career in the agricultural industry, which has been her ultimate goal.

REGIONAL CAMPUSES AND CENTERS

EDUCATING STUDENTS, IMPACTING COMMUNITIES

- 2 Introduction
- 3 Making College Accessible
and Affordable
- 5 Boosting the
Regional Workforce
- 7 Partnering with the Community
- 12 Enhancing Local and
Regional Quality of Life
- 18 Conclusion

19'45"



OHIO
UNIVERSITY

REGIONAL CAMPUSES AND CENTERS

\$173.9 MILLION

Annual economic impact of regional campuses in the State of Ohio

900

OHIO regional campus employees

1,600

Jobs created by regional campus and regional campus-related spending

\$5,022

Average in-state tuition per year

9,900

Students enrolled per year

*All figures from academic year 2011-2012

INTRODUCTION

Ohio University (OHIO) extends its reach and impact throughout southeast Ohio via its regional campuses and centers. Located in Chillicothe, Ironton, Lancaster, Pickerington, Proctorville, St. Clairsville, and Zanesville, OHIO's five regional campuses and two centers—in Pickerington and Proctorville, with a third soon to open in Cambridge—are uniquely positioned to provide invaluable assets to the region, offer access to affordable education, resources for community members and organizations, and hope for an advanced education to many first-generation college students.

With over 10,000 students enrolled during the 2012–13 school year, OHIO's regional campuses provide a permanent establishment for students to pursue and complete post-secondary degrees and prepare and support students interested in transferring to the Athens Campus. These students are supported by more than 900 employees, including over 140 full-time faculty.

Regional campuses are critical to the economic health, workforce preparedness, and quality of life of the communities they serve. They collaborate with employers to develop worker training programs, support community development activities, and provide arts, cultural, recreational, and entertainment opportunities to area residents.



"There are countless numbers of individuals within the community that would not have degrees had it not been for the regional campus. I couldn't imagine without the facility here, the number of people without access to higher education."

— *Ohio Strategic Training Center*

MAKING COLLEGE ACCESSIBLE AND AFFORDABLE

Ohio University’s regional campuses are strategically located to provide quality and affordable education to their communities. Without these institutions, many of these communities would have no access to higher education due to social, economic, and financial barriers.

Accessible Higher Education

The location of each regional campus was carefully chosen to capitalize on unique regional characteristics and to fulfill local needs. Without the presence of these campuses, both local communities and the state of Ohio would face significant challenges.

- Ohio University Chillicothe Campus fills the need for correctional and healthcare education within the region. Located within five miles of three correctional institutions, the region’s major medical center, and a Veterans Affairs hospital, the campus provides significant support to targeted workforce educational needs.

- Ohio University Eastern Campus is the only public liberal arts baccalaureate education institution in eastern Ohio. Degree programs in selective areas such as exercise physiology provide needed educational opportunities across the region.
- Ohio University Lancaster Campus’s and the Pickerington Center’s proximity to the Columbus market gives it an advantage in targeting the southern Columbus area. Residents also have access to master’s degree courses offered by the University at the Pickerington Center.
- Ohio University Southern Campus is the only campus created by an act of legislation that was spurred through community leadership and regional need. Located at the nexus of Ohio, Kentucky, and West Virginia, this campus is strategically positioned to support the needs of the multistate area. To serve the eastern end of the county, the Southern Campus established the Proctorville Center with \$2.5 million in community-provided funding.
- Ohio University Zanesville Campus is co-located with Zane State College, streamlining educational opportunities to provide the region with maximum educational support. In addition, the Zanesville and Eastern campuses are co-supporting the newly developing Cambridge Center, to increase and diversify University academic opportunities in the region.

FIG. 1 / THE LOCATIONS OF OHIO UNIVERSITY REGIONAL CAMPUSES AND MAIN CAMPUS

The regional campuses and their respective county locations are shown on the map in relation to the main Ohio University campus in Athens, Ohio.





REGIONAL CAMPUS ADVISORY GROUPS

Regional campuses use Advisory Groups—composed of local business owners, alumni, and community leaders—to ensure their programs and curricula align with the needs of their local communities and industries. This frequent and consistent communication between the regional campuses and their local communities allows regional campuses to quickly identify and fill skills gaps within the region.

¹ National Center for Education Statistics, IPEDS College Data 2012-2013; Division 1 schools in Ohio include: University of Akron, Bowling Green State University, University of Cincinnati, Cleveland State University, University of Dayton, Kent State University, Miami University, Ohio University, Ohio State University, University of Toledo, Wright State University, Xavier University, and Youngstown State University.

Quality and Affordable Education

Students at the regional campuses must meet the same educational standards for content and curriculum and earn the same diplomas as their peers at the Athens Campus. Students with strong ties to their communities, who are place-bound, or are unable to relocate can obtain a major university education entirely at a regional campus. Unlike other universities' regional campuses, Ohio University's regional campuses are not primarily feeder schools for a main campus; however, OHIO's regional campuses support the University by allowing students to start at a more accessible and affordable campus before relocating to Athens.

Over 10,000 students attend a regional campus or center annually. These students are supported by more than 140 full-time faculty and over 900 total employees. Many regional campus students are nontraditional: 42 percent are over the age of 25 (compared to 16 percent at Division 1 main campuses in Ohio) and 65 percent are female (compared to 52 percent at Division 1 main campuses in Ohio).¹ Many enrollees come from impoverished environments or are first-generation college students.



Regional campuses offer a variety of flexible education options, such as dual enrollment and the Post-Secondary Enrollment Options Program (PSEOP). These programs accept high school students who gain early college experiences, compress their time to degree completion, and make a cost-effective investment in their educations. Online, blended, video conferencing, evening, and Friday or Saturday classes make higher education accessible despite barriers of time or distance.

OHIO's regional campuses are significantly more affordable than the Athens Campus or other university's residential campuses. On average, in-state tuition costs \$5,022 per student per academic year at regional campuses, which is half the price of a year's in-state tuition at OHIO's Athens Campus or The Ohio State University's Main Campus.²

The mix of technical, professional, and liberal arts programming at the associate and baccalaureate levels offers a wide range of educational avenues. Working with advisory groups of employers, alumni, and community members, the regional campuses ensure that their programs and degrees meet the needs of their local communities (see sidebar).



10,000 STUDENTS

Attend a regional campus or center annually, supported by more than 140 full-time faculty and over 900 total employees. Many regional campus students are nontraditional: 42 percent are over the age of 25.

"(Ohio University) Graduating students have real skillsets, skillsets that mean something to employers."

— *Ohio Job and Family Services*

BOOSTING THE REGIONAL WORKFORCE

On Ohio University's regional campuses, students have a variety of opportunities to engage in transformational learning by combining their classroom education with practical, real-life experiences such as internships, field experiences, project-based learning programs, and research opportunities.

Most student internships are offered by local or regional organizations that have developed contracts with the University to supervise and provide experience for the students. These opportunities provide organizations with additional personnel, thus increasing their capacity, while also helping to train the next generation of employees in the knowledge and skills required to work successfully within local agencies.

The healthcare industry is a major employer around most of the regional campuses, so health sciences students can intern and volunteer in the same healthcare organizations they hope to work for after graduation. The campuses collaborate with local hospitals and healthcare providers to give students the best possible clinical experiences. At the Zanesville, Southern, and Chillicothe campuses, each bachelor of science in nursing student spends 168 hours during the final semester working one-on-one or in small groups with a nurse in a local hospital or health clinic. These transformational learning experiences enhance students' knowledge and understanding of their healthcare fields: at the Southern Campus, the associate degree in nursing program averaged a National Licensure Exam pass rate of 95 percent from 2007 to 2012.

² National Center for Education Statistics, IPEDS College Data 2012-2013



EDUCATIONAL MENTORSHIP PROGRAM

The Ohio University Lancaster Educational Mentorship program is a partnership between the University and school districts in Fairfield County to help extend and enrich student teachers' field experience. Through the program, education majors work with a mentor teacher for four hours a week over several years in a supervised clinical setting that includes coaching and co-teaching. Around 10 students a year are enrolled in the mentorship program, amassing a total of over 120 mentorship hours per student each year.

Education students have unique student teaching and observation experiences through some of the regional campuses' initiatives. Several campuses offer Child Development Centers where students gain firsthand experience in planning and implementing activities and teaching preschool children while observing professional educators. Directed mentor programs, such as the Ohio University Lancaster Educational Mentorship Program (see sidebar), guide students through the tips and techniques of teaching.

Students in other fields also benefit from transformational education opportunities. Those in the electronic media program at the Southern Campus gain firsthand experience in audio, video, multimedia, and production at the program's 24-hour Internet radio station, TV stations, and special video projects. Similarly, the Lancaster Campus offers a broad array of project-based learning opportunities for students with both for-profit and not-for-profit organizations. For example, a class of applied management students worked with the Fairfield County Department of Job and Family Services in 2012 to develop a customized leadership training program for caseworkers making critical decisions in the field.

Opportunities to Engage Students in Research

Dr. Tarig Higazi, associate professor of biological sciences at the Zanesville Campus, actively involves undergraduate students in his research of infectious agents. His Risk Assessment of Disease and Infection Undergraduate Study (RADIUS) project engages students in research related to infectious disease in collaboration with him, the community, local health departments, and other scientists. Students identify infectious agents and parasites in the public environment and work to detect trends and dynamics of

"The RADIUS [project has] been a rewarding experience for the purposes of teaching and student learning, and for community service."

— *Dr. Tarig Higazi, regional campus associate professor*

these agents over the years. The RADIUS Project gives students a holistic understanding of scientific research while exposing them to community and regional health issues.

Students also can engage in transformational learning through unique research experiences offered at regional campuses. Mark Waters, associate professor of biological sciences at the Eastern Campus, is a herpetologist—specifically, he studies snakes. Waters frequently engages undergraduate students to perform fieldwork, collect data, assist with analysis, and document their work. Two students from the Eastern Campus accompanied Waters to the Fifth World Congress of Herpetology in South Africa to present their research findings. “They put a lot of work into that research. I felt it was important for them,” Waters said.



PARTNERING WITH THE COMMUNITY

Ohio University’s regional campuses provide essential support to local and regional communities, infusing them with invaluable expertise, innovative ideas, and increased capacity. Regional campuses also engage directly with community organizations and businesses to strengthen available resources by facilitating collaboration and offering targeted training programs that align with local workforce needs.

Student, Faculty, and Staff Engagement in Their Communities

Ohio University’s regional students add capacity to local organizations through internships, field experiences, and other transformational learning opportunities. Working directly with community members, companies, and organizations, students offer innovative ideas by applying their classroom experience to the real world. Students at all campuses donate a great amount of their time and skills to community initiatives; students at the Lancaster Campus spent an estimated 45,000 hours in internships and practicums during the 2011–12 year.

“I want to engage [students] and get them excited about doing science.”

— *Dr. Mark Waters, associate professor of biological sciences, Ohio University Eastern Campus*

45,000 HOURS

Spent by students at the Lancaster Campus doing internships and practicums during the 2011–12 year. Students at all campuses donate a great amount of their time and skills to community initiatives



PORTS CLEANUP

The demolition and decontamination of the 3,777-acre site is the largest civil engineering project in the state of Ohio.

SPEARHEADING THE PORTSMOUTH GASEOUS DIFFUSION PLANT CLEANUP

"The project will benefit the public by providing information to the Department of Energy that should allow the cleanup to occur faster, better, and cheaper, so that the facility can be repurposed for other industrial use that will benefit the surrounding communities."

— *Stephanie Howe, Associate Director of Human Capital and Operations, Voinovich School of Leadership and Public Affairs*

Students at the regional campuses are also heavily involved in student groups and community organizations. At the Chillicothe Campus, over 30 students and community members are engaged in the effort to clean up the Portsmouth Gaseous Diffusion Plant (PORTS). Opened in Piketon in 1956, PORTS was one of three such diffusion plants built by the U.S. Atomic Energy Commission during the 1940s and 1950s; it closed in 2001. The demolition and decontamination of the 3,777-acre site is the largest civil engineering project in the state of Ohio. Chillicothe Campus students are among the many OHIO-affiliated individuals working on more than a dozen research and outreach activities to help expedite the cleanup and transform the site into a regional resource for research, manufacturing, and technology deployment.

Regional campus faculty and staff are also active in their communities, serving on local nonprofit boards, volunteering with community agencies, joining community organizations, serving as county/city mediators, and engaging with local elementary and high schools. They offer their knowledge and expertise to the community, such as the faculty from the Eastern Campus who developed a strategic plan for the Belmont County Fairgrounds. Additionally, Ohio University's presence on the Muskingum County Business Incubator's Board has been long standing, dating back to its inception. The vast majority of this work is offered free of charge.

"We went from a one-person operation to seven; where we are now... Being part of the Muskingum County Business Incubator helped us to gain credibility in the community. We were able to plug ourselves into existing programs and gain exposure... We are hoping to use the knowledge we learned to grow this business bigger. We already opened a second office, and the help was there."

— *Kyle McPeck, Owner of Ticketcrush and former MCBI client*

In most cases, community service also is a learning opportunity. For example, every Zanesville Campus nursing student and faculty member participates in the annual Muskingum County Flu Shot Clinic. The clinic is a low-cost, convenient way for Muskingum County residents to get their seasonal flu shots. Shots are offered free of charge to Muskingum County residents ages 3 and up. The clinic is not only affordable, but also convenient: recipients don't even have to leave their cars! The clinic administers up to 3,000 shots one day each year.

The annual event is a partnership between the Zanesville Campus and the Zanesville-Muskingum County Health Department, with support from numerous city and county organizations including law enforcement. Nursing students at the Zanesville Campus not only coordinate the one-day event, but also staff it, working for at least two hours. Nursing faculty all spend at least a half-day at the clinic. Students and faculty combined to give more than 670 hours to the clinic in 2012.

3,000 FLU SHOTS

Administered annually at the Muskingum County Flu Shot Clinic one day each year

670+ VOLUNTEER HOURS

Served by faculty and students at the Flu Shot Clinic in 2012





ROSS COUNTY/OHIO UNIVERSITY CHILlicothe CHILD DEVELOPMENT AND FAMILY SERVICE CENTER

The Ross County/Ohio University Chillicothe Child Development and Family Service Center (CDC) is both a model of best practices in early childhood education for children, families, students, and faculty and a clinical site for early childhood education students, where Ohio University students receive firsthand experience in planning and implementing activities and teaching preschool children while observing professional educators.

The CDC also is an example of how organizations can work together to better serve the community. In one location, Chillicothe families can access numerous agencies, including Head Start, Job and Family Services, Department of Developmental Disabilities, Walnut Street United Methodist Church Outreach Program, and Chillicothe City Schools. Co-location maximizes efficiency and encourages communication and collaboration among agencies.

Collaborations to Maximize Resources

Ohio University's regional campuses engage in collaborative efforts with community organizations that maximize limited resources by pooling related services, needed expertise, and available funding under a single umbrella.

The Ross County/Ohio University Chillicothe Child Development and Family Service Center (CDC) brings multiple resources for early childhood development under one roof, facilitating collaboration, cooperation, and effective use of resources (see sidebar). During the 2011–12 school year, over 300 preschool children and more than 200 Chillicothe students engaged in learning through the CDC.

Collaborations also enhance regional economic development. One example is the Ohio Strategic Training Center (OSTC), a partnership between the Southern Campus and local businesses, community organizations, and economic development professionals. Through the OSTC, the Southern Campus actively engages with area businesses to meet present and future workforce needs by creating customized training programs and business-specific solutions.

Extensive collaboration also exists between regional campuses. The Ohio University Cambridge Center, established in 2013, will be OHIO's third regional center, jointly run by Ohio University's Zanesville and Eastern campuses. The 20,000-square-foot building is undergoing renovation to provide four state-of-the-art classrooms with interactive video and lecture-capture capabilities to offer more than 20 courses per semester. Beginning in January 2014, the center will host freshmen and post-secondary high school students as well as adult and part-time cohort programs for degree completion, including a bachelor of science in applied management.

300 PRESCHOOL CHILDREN

Engaged in learning during the 2011–12 school year with more than 200 Chillicothe students through the Child Development and Family Service Center

Customized Industry and Employer Training

Many of today’s businesses must either leave jobs unfilled³ or provide employees with additional training; this is a particularly acute need in Ohio, where almost half of all adults either did not receive any education after graduating from high school, or did not complete high school at all.⁴ Ohio University’s regional campuses collaborate with local employers to train workers to fill open positions, provide resources for additional training for current employees, and offer unique training opportunities to fulfill needs within the community.

Regional campuses develop partnerships with local businesses to provide targeted experiential learning. The Chillicothe Campus takes seriously its role as a gateway to opportunity, providing students with an educational experience to prepare them for success beyond their college careers. That preparation includes an increased emphasis on internships, co-ops and other experiential opportunities that help to connect the classroom with the workplace. One example is the Bachelor of Science in Applied Management (BSAM) program, which includes an internship component of 135 hours during a given semester. Among professional fields that BSAM students have explored through internships at local and regional organizations are banking, real estate, farming, fund-raising, restaurant kitchen management and quality assurance.

The regional campuses also offer on-site training for community members who face challenges finding and maintaining employment due to cognitive or physical disabilities. The Lancaster Campus partners with Fairfield County Board of Developmental Disabilities (FCDD) to provide hands-on training to individuals with disabilities. Through the campus food service operation, individuals with disabilities gain food-service experience across a spectrum of activities: serving customers, preparing food, and maintaining a safe and clean environment. These skills are easily transferred to food service opportunities outside the University, thus preparing FCDD students for job independence.

The Chillicothe Campus takes seriously its role as a gateway to opportunity, providing students with an educational experience to prepare them for success beyond their college careers. That preparation includes an increased emphasis on internships, co-ops and other experiential opportunities that help to connect the classroom with the workplace.



³McKinsey & Company, “The Growing U.S. Jobs Challenge,” June 2011

⁴U.S. Census Bureau, 2011 American Community Survey

“I receive many requests from employees wanting to take [Ohio University] classes not only to help them with their skills here at work but also with their school work for advanced degrees... Employees who have taken the classes seem extremely pleased with their instruction and [course resources].”

— *Debra L. Palmer, MS, BSN, RN, director of Talent Development and Resources at Fairfield Medical Center*

Regional campuses also partner with industries to provide customized training for current employees. For example, more than 50 individuals have received targeted skills development training for jobs through the Chillicothe Campus since fall 2012. The physical science training is designed to give participants the knowledge necessary to understand selected concepts and successfully apply them to a job with the American Centrifuge Plant in Piketon, Ohio.

ENHANCING LOCAL AND REGIONAL QUALITY OF LIFE



400 STUDENTS

Participated in the Kids in College, a summer enrichment program across the Chillicothe, Lancaster, and Southern campuses in 2012.

A high quality of life depends on a thriving economy and a wealth of educational, recreational and cultural opportunities. Regional campuses are helping their communities develop a talent pipeline with educational opportunities for everyone from youth through senior citizens, thus nurturing the skilled workforce needed to attract employers and investment. The regional campuses also offer a variety of facilities and unique programs for community use, making them cornerstones of recreation and culture in their regions.

Youth-Focused Educational Programs

Ohio University’s regional campuses work with the community to engage local youth in hands-on learning activities. These programs allow local students to experience a college campus environment, breaking down barriers to higher education while supplementing their current schooling and preparing them for success in their school years ahead.

The Chillicothe, Lancaster, and Southern campuses offer Kids in College, a summer enrichment program for youth interested in science, sports, and a variety of educational experiences. This program allows youth to continue their education during the summer and to become acclimated

to a post-secondary campus environment. Nearly 400 students participated across the three campuses in 2012. Each summer, the Southern Campus hosts the Academy of Excellence for first- through eighth-grade students. The academy inspires intellectual and creative interest with topics such as crime scene investigation, oceanography, and outer space. Classes are offered at both the Southern Campus in Ironton and the Proctorville Center, allowing youth from throughout the Southern Region to actively engage in their education in a college setting. Over 125 students attended the academy in summer 2011.

The regional campuses also develop programs that expose high school students to higher education, such as on-campus college fairs. Representatives of 60 to 70 Ohio colleges and universities participate in College Night at the Chillicothe Campus, held each fall for high school students to learn more about the opportunities available to them.

Community-Centered Educational Programs

OHIO's regional campuses also offer general workshops and training courses for adults. During the 2011–12 school year, the Lancaster Campus offered 70 credit workshops and 21 noncredit courses to the community, on topics ranging from instruction on grant writing and proposal development to coping with and preventing bullying. The Zanesville Campus hosts a Cyber Seniors program in collaboration with the Zandex Health Care Corporation. This training course offers introductory technology lessons to senior citizens across a wide variety of topics. An average of 40 to 50 seniors participate in each class. More than 1,000 seniors have graduated from the program since its formation.

Regional campuses often respond to immediate educational needs with programs such as school safety and security training for local emergency responders and faculty and staff. The Safety and Security Department at Ohio University Zanesville hosts a series of free, hour-long training sessions for teachers, students, and school employees, including Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) training for response to critical incidents. As of December 2012, over 540 individuals have participated in ALICE training, including more than 235 community members.

125 STUDENTS

From grades 1st through 8th attended the Academy of Excellence in summer 2011 hosted by the Southern Campus

1,000 SENIORS

From the community have graduated from the Cyber Seniors program offered by the Zanesville campus in collaboration with the Zandex Health Care Corporation



Ohio University’s regional campuses also indirectly educate the community through their sustainability initiatives, such as participation in the nationwide RecycleMania competition. They also demonstrate the importance of sustainability for the environment and the financial bottom line. In 2012, Ohio University Chillicothe Campus saved 196,349 kilowatt hours of electricity and \$53,178 in gas and electric bills by implementing sustainability practices. Southern Campus has saved over \$128,000 as of 2013 as a result of operations decisions to reduce waste, save electricity, and make more efficient use of space.

Empowerment Programs for Women

Ohio University’s regional campuses actively target girls and women, empowering them with resources and encouragement to pursue their dreams.

The Women in Technology and Science program at the Lancaster Campus focuses on science, technology, engineering, and mathematics (STEM) opportunities for the area’s young women. The event offers a full day of learning and engagement for over 70 sixth- through eighth-grade girls from surrounding school districts, who meet and learn from area women in STEM careers and interact with peers who have similar interests. Each student attends three hands-on, activity-oriented workshops during the day, which concludes with a keynote speaker who addresses careers in areas that have been predominantly male-dominated.

The Women of Appalachia conference, held annually at the Zanesville Campus, celebrates Appalachian women who pursue continued scholarship and education. The free conference is open to anyone interested in celebrating women’s accomplishments and encouraging future generations of women leaders from the Appalachian region. Between 100 and 120 participants attend the conference, which focuses on a unique and interesting topic each year; in 2012, “Sisters in Science” offered tracks in healthcare, environmental sciences, and science across the disciplines and culminated with a keynote speech on the physics of NASCAR.

Nursing and health students on the Zanesville Campus host the Zanesville Women’s Health Fair to promote healthier eating habits and lifestyles for women. The fair is free to attend and highlights student and professional research in a variety of topics.



WOMEN OF APPALACHIA CONFERENCE

The Conference, held annually at the Zanesville Campus, celebrates Appalachian women who pursue continued scholarship and education.



ZANESVILLE WOMEN’S HEALTH FAIR

The fair is free to attend and highlights student and professional research in a variety of topics.

\$5.5 MILLION

Funds raised with the assistance of the Zanesville Campus to construct the Muskingum Recreational Center in partnership with the local YMCA, the Muskingum County Community Foundation, and Genesis Healthcare System

Access to Campus Facilities and Programs

Ohio University regional campuses open their doors to the public, inviting use of campus facilities and engaging residents through cultural programs. The regional campuses also offer an array of amenities—including facilities and environmental sites—that provide meeting locations for community organizations, venues for large-scale events, and places for community collaborations. Most of the amenities are offered at low or no cost to community members.

Wellness, Recreation, and Therapeutic Offerings

OHIO's regional campuses promote healthy lifestyles and wellness through programs and access to facilities. The Southern Campus is home to a unique program: the Ohio Horse Park Center for Therapeutic Riding. The only facility of its kind in southeast Ohio, the center offers unique, planned equine-assisted opportunities for individuals with disabilities. These interactions enhance and increase self-confidence, self-esteem, verbal skills, and physical abilities; encourage healthy social skills; and improve self-image for individuals with disabilities (see sidebar).

OHIO is one of only three universities in the nation approved by the Professional Association of Therapeutic Horsemanship International to certify therapeutic riding instructors.



THE CENTER FOR THERAPEUTIC RIDING

Unique in the region, the Ohio Horse Park Center for Therapeutic Riding offers goal-oriented, planned sessions to children, teens, adults, and veterans, many of whom face daily physical and/or developmental challenges. The center offers specific training classes for individuals with autism, cerebral palsy, spina bifida, traumatic brain injury, aphasia, cardiovascular accident, behavioral challenges, and other physical and mental ailments. Meeting at least an hour every week, each individualized session ranges from six to 10 weeks in length.

Equine therapy can work wonders. Mike, who suffers from traumatic brain injury, was nonverbal when he began sessions. But because riding horses stimulates the brain's speech centers, Mike has made great improvement. Mike now vocalizes "whoa" and "walk" during his lessons and has even broken into song during his ride.



CHILICOTHE SHOEMAKER CENTER

The Shoemaker Center, which holds 2,200 spectators, is used for the Chillicothe campus’ men’s and women’s basketball teams and the women’s volleyball teams as well as special events such as graduation and physical education classes and community functions. It also includes the campus’ Health and Wellness Center, classrooms and offices for Continuing Education and Workforce Development.

240 RESIDENTS

Participated in health and wellness programs at the Chillicothe Campus; 30 percent or more were senior citizens

\$260 SAVINGS

Membership in the Chillicothe Shoemaker Center is two-thirds the price of other local facilities, saving families over \$260/ year

More generally, the regional campus’s fitness centers often offer affordable health memberships as well as targeted health and fitness programs for area residents.

Over 240 residents participate in health and wellness programs at the Chillicothe Campus; 30 percent or more of them are senior citizens. The campus attracts members to the Shoemaker Center with competitive pricing: family membership costs \$35 a month, significantly lower than the \$57 per month charged by other local facilities.

The Eastern Campus sponsors Silver Sneakers, a free/ reduced rate program for older people that provides innovative health, exercise, and wellness lifestyles. On average, 50 community members participate each year. The regional campuses also invite local communities to enjoy environmental amenities such as parks, bike paths, walking paths, pavilions, and large open-air arenas. Two campuses—Eastern and Lancaster—feature restored covered bridges that are frequent backdrops for picnics and photographs.

Established in April 1999, the Ohio University Southern Nature Center is administered by the Southern Campus in partnership with the U.S. Forest Service. The Nature Center includes a classroom/laboratory/ exhibit building—constructed in 1933 by the Civilian Conservation Corps—and an office/computer lab building, all nestled in a natural wooded setting at the Lake Vesuvius Recreation Area in the Wayne National Forest. Seven miles north of the Southern Campus, the center is close to hardwood forests, lakes, streams, meadows, native wildlife, and miles of trails.

Arts and Cultural Activities

With exceptional facilities and resources, each regional campus is a cornerstone of arts and cultural activities in its region. Through hundreds of events—including theater and dance shows, musical performances, films, presentations, discussions, and festivals—the regional campuses offer each community access to a variety of rich cultural experiences that enhance quality of life.

The 10-day Lancaster Festival of music and art includes 75 events—including an Art Walk and a 5k run that attracted 230 participants in 2012. Musical performances feature nationally known artists as well as the Lancaster Festival Orchestra. The Lancaster Campus hosts three events at its outdoor auditorium and a production at its indoor theatre.



75 EVENTS

Offered during the 10-day Lancaster Festival of music and art—including an Art Walk and a 5k run that attracted 230 participants in 2012

At the Eastern Campus, the Dean’s Cultural Series offers a myriad of free arts and cultural events including plays, musical performances, and presentations. Many productions combine University and community performers; cast and crew from the 2011–12 theatrical production of *Romeo and Juliet* included six community members, making up around 30 percent of the company. Five general public performances and two matinees for high school students brought total attendance to nearly 700 individuals.

To encourage cultural awareness and creativity in the written arts, the Southern Campus hosts an annual Dr. Martin Luther King Jr. Celebration. Sponsored by the Council on Diversity and Cultural Enrichment, the event celebrating the life and achievement of the civil rights pioneer includes an essay competition for sixth- through 12th-grade students.

Not every cultural activity is an annual affair; regional campuses also host one-time events. In 2010, the Zanesville Campus hosted *Charlie in the Heartland: An International Charlie Chaplin Conference*—the first such gathering ever held on American soil. More than 100 people attended the three-day conference, which commemorated Chaplin’s first visit to the United States in October 1910. Activities included free film showings and discussions on Charlie Chaplin’s life and travels in America.

CHARLIE CHAPLIN LOOK-ALIKE CONTEST

Eric Timm, 3, and Ethan Timm, 10, pose during the Charlie Chaplin look-alike contest at Ohio University Zanesville. The brothers took the prize in the first two age categories. The contest was a kick off event for the *Charlie in the Heartland* Charlie Chaplin Conference held at the campus.

LIST OF FIGURES

- 3** **FIG. 1 / THE LOCATIONS OF OHIO UNIVERSITY REGIONAL CAMPUSES AND MAIN CAMPUS**

CONCLUSION

Ohio University's regional campuses and centers extend the reach and impact of the University throughout southeast Ohio. They are integral members of their communities and collectively, an invaluable asset to the region, offering access to affordable education, resources for community members and organizations, and hope for greater opportunities to many first-generation college students.



End Attachments

