



STRATEGIC PLANNING PROCESS
WORK TEAM MEETING SUMMARY

Demographic & Labor Market Forces Work Group

Meeting Date: 2-22-13		Start Time: 1:00 p.m.	End Time: 2:30 p.m.
Members:			
<input type="checkbox"/> Ron Burse	<input type="checkbox"/> Leo Calderon	<input checked="" type="checkbox"/> Amy Danzo	<input type="checkbox"/> Joan Ferrante
<input checked="" type="checkbox"/> Sandi Gillilan	<input checked="" type="checkbox"/> Janet Harrah	<input type="checkbox"/> Dennis Honabach	<input checked="" type="checkbox"/> Gail Messmer
<input checked="" type="checkbox"/> Dannie Moore	<input checked="" type="checkbox"/> Erin Mulligan	<input checked="" type="checkbox"/> Paul Orscheln	<input type="checkbox"/> Randy Pennington
<input checked="" type="checkbox"/> Kristine Pfendt	<input checked="" type="checkbox"/> Shirl Short	<input checked="" type="checkbox"/> Lori Southwood	<input checked="" type="checkbox"/> Diane Sticklen-Jordan
Meeting Location : AC 722			
Invited Guests:			

Items for discussion/decisions *(attach supporting documents as necessary)*

Item	Presenter
1. Review of the agenda	Lori Southwood
2. Subgroup presentations on draft summaries	Subgroup chairs
Group 1: What is the size of the pool of NKU's potential student body? How does it compare to our current pool Q&A from full work group	Paul Orscheln Work Group
Group 2: Q2: What is the readiness of that potential pool of students? How does it compare to our current pool? Q&A from full work group	Dennis Hornbach Work Group
Group 3: What is the market demand for NKU graduates? Q&A from full work group	Janet Harrah Work Group
3. Group discussion of the gaps in and flow of summaries	Work Group
4. Other area of consideration for the Strategic Planning Committee	Work Group
5. Review of timeline and next steps	Lori Southwood
6. Meeting Recap/Review	Lori Southwood

Action Items *(attach supporting documents as necessary)*

Item	Outcome	Responsible Person	Due Date
Subgroups continue to revise draft summaries	Action needed	Subgroups	Mar. 1
Reading of all subgroup draft summaries and discussion	Action needed	Work group	Mar. 1
Final draft of subgroup summaries	Action needed	Subgroups	Mar. 8

Notes:

Presentations of draft summaries were made by representatives of the three subgroups:
Group 1: Defining NKU Students and Market (Paul Orscheln/Erin Mulligan)
The NKU Student: A snapshot of all fall 2012 NKU students was presented, including such factors as ethnicity, on-campus and off-campus first-time, full-time students, age, and veteran status. Half of current graduate students are NKU graduates who returned to pursue graduate work at NKU one to two years after graduation. Eighty percent of NKU students receive financial aid. The fall 2012 freshman profile included the average ACT score and high school GPA; gender distribution; ethnicity; tri-state (KY-OH, IN) breakdown; financial aid, and breakdown of English, math, and reading deficiencies. Most transfer students come from the Kentucky Community & Technical College System (KCTCS) and most of those are from Gateway Community and Technical College. However, 40 percent of transfers come from four-year institutions. (They seek us; we don't seek them. Why? If cost and location are key factors, is this a marketing tool?) There are 400 students at NKU receiving veteran educational benefits. Recruiting strategies for NKU are determined by specific metrics defined by the CPE.



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NOTE: Diane Sticklen-Jordan the Strategic Planning Committee liaison to our work group noted that there is a decline in student enrollment of more than 30 percent between the freshmen and sophomore years. President Mearns is interested in why this happens and where these students go.

The NKU Region: NKU's region as defined by the Council on Post-secondary Education (CPE) includes, Boone, Kenton, Campbell, Carroll, Gallatin, Pendleton counties. For fall 2012, 91 percent of undergraduates came from Kentucky and Ohio with the top Kentucky counties being Kenton, Boone, Campbell, Jefferson, Grant, Fayette, Pendleton, Oldham, Gallatin, and Mason. The majority of fall 2012 freshmen came from Northern Kentucky and the Cincinnati metro area.

Market Realities: The number of high school graduates in Kentucky, Ohio, and Indiana has been in decline and is expected to continue to remain in decline for some time. In Kentucky the number of high school graduates is not expected to rebound to 2010-11 levels until 2023-24. In Ohio, the number of high school graduates is not expected to increase until 2015-16 but then only slightly before going into another decline until 2027-28. The pool of high school graduates in Indiana will have a shorter wait for a rebound from 2014-15 to 2018-19 and then fluctuate through 2024-25.

The pool of African American high school graduates in Kentucky is expected to decline over the next 15 years; the number of Hispanic high school graduates is expected to grow. In Ohio and Indiana, the number of African American high school graduates is expected to be stable for the next 15 years; the number of Hispanic graduate will grow.

As noted earlier, transfer students come mostly from the KCTS institution, led by Gateway; Cincinnati State and Technical College is another key student feeder. Student veteran enrollment is expected to rise while international student enrollment is expected to decline. Graduate student enrollment has declined because of local competition and fewer employers offering tuition reimbursement.

Remaining Questions: What are the institutional goals for enrollment at all levels and what is the capacity for enrollment? Should NKU consider expanding housing to broaden its market? What is the right mix of resident, Metro, Indiana Rate, non-resident/international, and online students to meet NKU budget goals? How do we assess and market to the emerging adult/non-traditional population? Who are our competitors and who will they be in the future?

Draft items to address: Define acronyms; cite data with specifics; discuss freshman to sophomore loss; why do transfer choose to come to NKU?

Group 2: Readiness of the Current Student Pool and Validity of Student Readiness Metrics (Kris Pfendt)

College Readiness Indicators or Benchmarks: The Kentucky Council on Post-secondary Education has established that ACT, SAT, COMPASS, and KYOTE scores are to be used by Kentucky post-secondary schools to determine a student's readiness for college work. Students not making the designated scores in English, reading and math must take remedial classes in those subjects. National initiatives are in progress to standardize student readiness for college is measured. These initiatives take into account what a student needs to know to succeed in college. However, some argue that the term "college readiness" should be replaced by "academic preparedness" and include non-academic indicators such as maturity, creativity, critical thinking, self-efficacy, and time management to determine student college readiness. Further, it has been suggested that expectations of college faculty be impressed upon junior and senior high school students, particularly among low-income and ethnically diverse groups. (NKU has several partnerships in place with P-12 schools to address some of these issues.) The need to better inform high school students about the college admission process and financial literacy, viz., financial aid and personal budgeting was also put forward. Persistence to graduation is often impeded by lack of such knowledge.

The most recent results of the National Survey of Student Engagement (NSSE) indicates that NKU students: spend less time studying; have more off-campus jobs and work more hours; have unrealistic expectations of college, and have difficulty with time management, motivation, and balancing their workload. Research on the current cohort of students, often referred to as the "millennials," suggests they are impatient, have an aversion to reading, and want experiential, hands-on learning. Many of these students have not experienced failure until reaching college and lack resiliency. In addition, the strong intervention of parents in their lives has led to a lack or slow development of locus of control. All of these factors may have a negative impact on a student's ability to reach graduation. In fact, students may not even visualize success in college as graduation. College success demands not only academic success but also a whole range of skills and behaviors that allow the individual to adapt to change in college and ultimately in the workplace. Yet for the latter, how do you quantify and predict human behavior?

NOTE: Diane Sticklen-Jordan said that this was groundbreaking information for the Strategic Planning Committee as no other group had brought it forward.

Subsequent discussion: Kris Pfendt noted that the studies suggest leadership and the development of emotional intelligence are necessary byproducts of a college education. Are these qualities mutually exclusive from what is taught in the classroom? Janet Harrah asked if we are more focused on getting students to graduation than in preparing them for work after graduation.



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It was suggested that what is taught to get students to graduation may not be mutually exclusive from the qualities and skills employers expect of new graduates. Instead, there may be a disconnection between academics and employers because the two are using different terminology to describe what is being taught and what is expected at work. Several group members observed that students may not seek assistance that is available on campus because they view the assistance with suspicion. Rather than seeing university safety needs as designed to help them succeed as a student and in life, they view the assistance as a means to reach university graduation rate goals.

Group 3: What is the market demand for NKU graduates and how do they succeed (Janet Harrah)

Job Growth by Occupation and Educational Attainment: According to the Bureau of Labor Statistics (BLS), job growth in the Cincinnati Metropolitan Statistical Area (MSA) between 2010 and 2020 is expected to be 1.1 percent per year which is close to the national growth rate of 1.4 percent per year. For the Cincinnati MSA that means approximately 34,000 jobs annually. Of high pay, new jobs, 93 percent will require post-secondary education, on-the-job training, or work experience. The jobs that will be the fastest growing, best paying, and largest in numbers will be among healthcare practitioners, education, training and library occupations, and computer and mathematical occupations. Specific occupational groups expected to experience talent shortages are industrial engineers, software developers and programmers, computer systems analysts, computer support specialists, physicians and surgeons, medical scientists, and diagnostic related technologists and technicians. Do our universities have the capacity to meet these needs? In the STEM (Science, Technology and Mathematics) areas, the answer is no.

It was noted that not all bachelor degrees are equal, and in depressed economic times, these graduates of certain programs may have difficulty finding full-time professional jobs immediately after graduation. This underemployment is sometimes referred to as the “barista factor.”

While education is necessary for career success, the degree alone is not enough. According to a survey by the National Association of Colleges and Employers, hiring managers also take into account G.P.A. and a variety of skills and attributes. In fact, leadership is the top attribute employers seek with more than 80 percent indicating that they want to see evidence of leadership on the resume. Communication is the number one skill wanted with the ability to work as part of a team running a close second. Skills in problem-solving, organization, research, and analysis are not far behind. While employers for the most part are satisfied with the level of these skills possessed by new candidates, the writing skills, work ethic, and initiative of new hires were all ranked low. Experience is also important to employers when making hiring decisions. More than 70 percent prefer candidates with related work experience, and 20 percent will consider any type of work experience relevant or not. Of employers wanting work experience, nearly 57 percent said they prefer experience gained through an internship or co-op.

NKU’s campus environment provides various avenues for developing the earlier referenced skills and attributes: school sponsored programs e.g. Norse Leadership Society (990 students); student organizations (5,300 students) and fraternities/sororities (842 students), and alternative education programs such as internships, co-ops, practicum learning, etc. Numbers for these programs are hard to find, but recent numbers for co-ops at NKU are forthcoming.

Subsequent discussion:

Gail Messmer noted that she presents a workshop to her students in the Kentucky Transitional Assistance Program (KTAP) based on a 3-credit course for underserved students in Ohio. She asked if there was any correlation between student retention and student poverty level. Paul said not that it is across the board.

Sandy Gillilan, Kris Pfindt and Amy Danzo all mentioned campus-wide initiatives that are in progress to address many of the issues presented. Sandy spoke of revisions to the UNV 101 course; Kris noted a Mapping through the Curriculum project that will commence once the new Strategic Plan is launched, and Amy talked about the work she is doing with the PACE program to assess prior learning through portfolios to award credit and reduce student matriculation fees.

Janet Harrah said that the downturn in the economy led to a lot of retraining of the current workforce often adding value to certificate programs.

The group discussed what format the final report of the group’s findings should take.

Lori Southwood directed the subgroups were directed to refine their documents for review at the next meeting.

Next Meeting:

Date: March 1, 2013	Location: AC 615
Beginning Time: 2:30 p.m.	Ending Time: 4:30 p.m.