

Report of the President's Task Force on Economic and Workforce Development

Presented to
Dr. H. Ray Hoops, President
University of Southern Indiana

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EXECUTIVE SUMMARY

In October 2006, University of Southern Indiana President H. Ray Hoops appointed a University Task Force on Economic and Workforce Development to study economic and workforce trends and to assess institutional programs to serve regional employers and the regional economy.

The charge to the Task Force was:

- Audit existing curriculum, education and training programs, and community engagement activities, and recommend needed changes.
- Study the existing and newly emerging economic and social trends in the regional economy to identify gaps between the existing program offerings and the changing needs of area employers.
- Conduct a study of USI's economic impact on the regional economy.
- Mount a regional effort to generate awareness of these issues and to solicit feedback on the role of the University as an agent for economic development.

He cited the mission of the Task Force as “to examine the University's leadership and responsiveness in regional economic development and to recommend academic and training programs that will meet the future workforce and economic development needs of the region.

USI has played a role historically in educating students for the regional workforce and remains committed to do so in the future. USI also has been an economic engine for the southwestern Indiana and tri-state region, working with employers and regional leaders to facilitate economic development. To adapt to changing economic and employment conditions and to meet the needs of employers for well-educated employees, USI uses the task force study process as input to University long-range planning. The first Presidential Task Force on Economic and Workforce Development was conducted in 1999-2000.

This 2007 Task Force used a model similar to the study completed in 2000. Four subcommittees comprised of faculty and staff of the University, addressed each of the President's charges. They used existing and new sources of data, personal interviews with employers and regional leaders, and compared their findings with those of governmental agencies interested in economic development and employment patterns.

Trends relevant to this study are:

- Regional employers have an increasing need for college-educated employees with half of the 30 fastest growing occupations nationwide requiring a bachelor's degree, a doubling of the percentage since the 2000 report. USI's plans for new programs through 2011 closely parallel those that regional employers say they

need. The fact that an overwhelming percentage of USI graduates remain in the region for employment bodes well for meeting the needs of employers. There is a high level of satisfaction expressed by employers with USI graduates, showing that the University is meeting its mission to provide the region with a well-educated workforce.

- There is a greater need for access to postsecondary educational programs via alternative delivery methods. More flexibility is needed in delivery of graduate programs for employed professional in the region.
- People are expressing a desire for USI to assume a broader role in developing an entrepreneurial culture in southern Indiana.
- There is an increasing expectation for USI to be a significant driver of economic and workforce development in the region. The trend is to call on USI for greater assistance in regional issues.

Among Findings:

The findings of the 2007 study, as in the findings of the 2000 study, reinforce the University's strong emphasis on a core curriculum which is intended to meet the University's mission of "preparing students to live wisely". Through the core, students strengthen their ability to communicate clearly, think critically, exercise leadership, and work collaboratively. These are the skill sets that regional employers in this study indicated to be the most important.

USI has made measurable progress in implementing the recommendations from the 2000 report, adding 12 of the 13 academic programs, steady development of co-op and internship opportunities, increasing noncredit and workforce training offerings, developing a regional leadership program, and offering alternate delivery of programs through distance education. Among programs implemented, the baccalaureate program in engineering is having high impact, with enrollments exceeding projections and employer demand continuing.

The economic impact of USI, through its construction projects, business acquisitions, and spending by students, employees, and visitors is a boost to the regional economy, with direct spending of nearly \$150 million annually and a total employment impact of nearly 2,600 jobs. The total economic impact on business activity is estimated to be just over \$218 million, suggesting an output multiplier of 1.48.

Recent economic growth literature has given attention to the role of human creativity and the development of a creativity index. At the heart of the creativity index is the notion of a Creative Class, consisting of individuals whose occupations place a greater demand on their creative abilities. This study revealed that a significant portion of USI's graduates is joining the ranks of the Creative Class in the region, and enhancing the region's high-end growth potential.

USI's employees are making important contributions to the region through their volunteerism. As a result of their civic engagement, USI employees make a difference in improving lives, strengthening communities, and creating value within the region. In a survey of employees, in which 324 (100 support staff, 108 administrative staff, 100 full-time and 45 part-time faculty, and 13 temporary staff) responded, there were 32,652 volunteer hours reported annually. Calculated at the national volunteer wage of \$18.77 per hour, the annual monetary value of volunteer activity is \$612,878. With an average of 88 volunteer hours per year, USI employees contribute almost double the average volunteer hours of 44.2 per year in the state of Indiana.

Highlights of the Task Force Recommendations:

- Regional employers need specialties within the Bachelor of Science in Engineering program.
- Employers continue to express a need for employees who are collaborative, demonstrate leadership, and communicate well. It is recommended that USI continue to review curriculum components to ensure that these skill sets are stressed.
- USI should assume regional leadership in promoting STEM- (science, technology, engineering, and mathematics) related education. Much could be accomplished by a closer link between USI and K-12 to ensure compatible curricula and closer interaction between K-12 teachers and USI faculty.
- USI should continue to have as its top priority providing educated citizens for the regional workforce.
- The University should continue to expand its role of regional economic driver through expanded leadership of economic and workforce development initiatives.
- The University should continue to pursue the best ways to encourage a culture of entrepreneurship across the curriculum and in the regional economy.
- This study supports the need for graduate-level studies in sales management, communications, maintenance management, clinical nursing, and other health-related programs.
- The University should seek ways to link with the regional plastics industry.

- Because of the increasing significance of logistics, transportation, and distribution to the regional and national economies, USI should consider developing programs in these areas.
- Many people in the region are unaware of the breadth of USI's programs. USI should strengthen its regional communication efforts, using radio and newspapers in the regional communities.
- Regional healthcare professionals have expressed a need for USI to assist with several issues, key among them the development of a health informatics program. USI also can play a role in the continuing strong demand for registered nurses.
- Given the regional hospitality industry, USI should examine opportunities to partner with other institutions for hospitality management, and study the possibility of USI's nutrition program as a foundation for a baccalaureate program in hospitality.
- The University should expand alternate delivery systems for both credit and noncredit programs.
- The University should examine the feasibility of creating philanthropy and nonprofit management programs.

REPORTS OF THE SUBCOMMITTEES

COMMUNITY RELATIONS SUBCOMMITTEE REPORT

The Community Relations subcommittee convened a region-wide Community Advisory Panel comprised of 18 people from a range of occupational, cultural, and interest areas. Nine focus groups were conducted throughout the southwestern Indiana, southern Illinois, and western Kentucky region. To supplement information gathered from these focus groups, data also were included from a healthcare forum held in fall 2006, and from a meeting with the advisory council of the Center for Applied Research and Economic Development.

To ensure information was collected from the Crane Naval Surface Warfare Center in Crane, Indiana, a four-person team from USI met with NSWC Crane representatives in June. A major southern Indiana employer, NSWC Crane has almost 5,000 civilian, military, and contractor personnel on the base. NSWC Crane has a need for engineers (electrical, mechanical, and industrial) and sees an emerging need for people trained in logistics. Crane would be well served by more distance learning programs.

Based on frequency of response and other data gathered from the focus groups and other special groups, these observations are offered:

1. A need exists for specialties within the USI Bachelor of Science in Engineering degree program.
2. A baccalaureate major in criminal justice/law enforcement should be expedited.
3. Continuing linkage with K-12 faculty and students is needed, particularly in STEM (science, technology, engineering, and mathematics) areas.
4. The University should expand its role of regional economic driver through additional leadership of economic and workforce development initiatives.
5. The University should continue to pursue the best ways to encourage entrepreneurship across the curriculum.
6. The University should seek ways to link with the regional plastics industry.
7. Because of the increasing significance of logistics, transportation, and distribution to the regional and national economies, USI should consider developing programs in these areas.
8. Because many people are unaware of the University's program, the University should strengthen its regional communication efforts, using radio and newspapers in the communities throughout the region, with a goal of raising awareness of the University's range of programs, size and reputation of the institution, and its regional service mission.
9. The University should consider a major in health informatics to meet the needs of regional healthcare.
10. Given the regional hospitality industry, the University should examine opportunities to partner with other institutions for hospitality management and examine the possibility of USI's nutrition program as a foundation for a baccalaureate program in hospitality.
11. The University should create alternate delivery systems for both credit and noncredit programs, particularly for employed professionals seeking graduate degrees.
12. The University should examine the feasibility of creating philanthropy and nonprofit management programs.

Appreciation is expressed to the following Community Advisory Panel members:

Dan Ahrens, businessman and entrepreneur, Warrick County
Jeff Deig, Industrial Contractors, Vanderburgh County
Nancy Eckerle, Jasper Chamber of Commerce, Dubois County
Jim Edwards, Spencer Industries, Spencer County
Cathlin Gray '85, Evansville Vanderburgh School Corporation, Vanderburgh County
Pam Hendrickson, Mayor of Boonville, Warrick County
Sally Lambert, Alcoa Warrick Operations, Warrick County
Chris Melton '72, Ohio Valley National Bank, Henderson, Kentucky
Marlene Obert, Gibson Southern School Corporation, Gibson County
Kent Parker, businessman and entrepreneur, Posey County
George Rehnquist, attorney, Gibson County
Maura Robinson, Hospitality and Outreach for Latin Americans (HOLA), Vanderburgh County

Gary Shelley, Duke Energy, Pike County
Daniela Vidal, GE Plastics, Posey County
David Wagner, Carver Community Organization, Vanderburgh County
Greg Wathen, formerly Perry County Development Corporation, Perry County
Joe Wellman, People's Bank, Daviess County
Connie Wellmeyer '84, Toyota Motor Manufacturing Indiana (TMMI), Gibson County
After participating in the first focus group on campus in January, the Panel members assisted in identifying eight more locations for focus groups:

Boonville, Indiana (Warrick and Spencer counties)
Evansville, Indiana (Vanderburgh County)
Jasper, Indiana (Dubois County)
Washington, Indiana (Daviess and Pike counties)
Toyota/Princeton, Indiana (Gibson County)
Tell City, Indiana (Perry County)
Henderson, Kentucky (Western Kentucky)
New Harmony, Indiana (Posey County and Southern Illinois)

The Panel members also identified community leaders in their counties who received personalized letters inviting their participation and giving them background information on the University's credit and noncredit programs, plans for adding future programs, and a report on the progress made since the first Task Force report in 2000.

Subcommittee members: Sherrienne Standley, Chair; Joyce Hamon, Scott Gordon, Kathy Funke, Michael Aakhus, Ed Jones, Charmaine McDowell, Sue Ellspermann

ECONOMIC DEVELOPMENT AND BUSINESS TRENDS SUBCOMMITTEE REPORT

According to a survey of over 200 regional employers, from healthcare organizations to major manufacturing plants, there is an increasing need for college-educated employees. Though the supply of potential college graduates is unlikely to increase through 2016, the number of jobs requiring a college-educated workforce has increased dramatically since the first President's Task Force on Economic and Workforce Development made its report in 2000, and the trend is expected to continue.

Among findings:

- Half of the 30 fastest growing occupations nationwide now require a bachelor's degree, double the percentage of occupations requiring that level in 2000.
- Nationally, statewide, and regionally, the demand for registered nurses is predicted to continue its rapid growth.
- Teaching positions at postsecondary and elementary/kindergarten levels also are at the top of the list in terms of growth in new job openings.
- Fortunately, the top major preferences for college-bound seniors tend to mirror the demands of employers, with healthcare services as the most popular choice and education the sixth most popular choice.

- USI’s plans for new programs through 2011 match those that regional employers are expressing interest in, i.e., undergraduate programs in physical therapy, health informatics, business economics, a blended business/engineering degree, manufacturing technology, environmental sciences, and graduate programs in communications, food and nutrition (dietetics), and medical records/health informatics.

<i>Undergraduate Degree Programs</i>	<i>Percentage</i>	<i>N</i>
Business Economics*	31%	65
Business & Engineering (combined)*	25%	51
Manufacturing Technology*	18%	37
Health Informatics	13%	26
Advanced Manufacturing	14%	28
Environmental Sciences*	12%	24
Logistics / Transportation	11%	22

**indicates programs currently slated to be developed by 2011.*

- There is strong interest among employers for USI to consider developing bachelor’s degrees in advanced manufacturing, health informatics, and logistics/transportation and for graduate-level studies in sales management, maintenance management, and clinical nursing.

<i>Graduate Degree Program</i>	<i>Percentage</i>	<i>N</i>
Sales Management	34%	70
Communications*	25%	51
Maintenance Management	16%	32
Nursing - Clinical	15%	31
Food and Nutrition (Dietetics)*	12%	25
Medical Records and Health Informatics*	10%	21

**indicates programs currently slated to be developed by 2011.*

- USI is a primary source for college-educated employees for organizations of all types in the region. Among recent graduates, three-fourths remain in Indiana and of those, 85 percent reside and work in Southwest Indiana.
- Employers indicate the most critical skill sets needed of college graduates are written and verbal communication, analytical problem solving, and critical thinking, followed by teamwork and collaboration, and they rate USI graduates as “above average” in these skill sets, as well as in skills such as computer applications, reading comprehension, and creativity.

<i>Most Important Skill Sets – Current Need</i>	<i>Percentage</i>	<i>N</i>
Written / Verbal Communication Skills	91%	189
Team Work / Collaboration Skills	83%	172
Analytical Problem Solving	83%	172
Critical Thinking	74%	154
Organizational Skills	73%	151
Leadership Skills	68%	140
Computer Applications	61%	126
Creativity / Innovative	61%	126

- Recent graduates report success in the workplace, feel their education at USI has been critical to their career accomplishments, and say they would choose USI again for their undergraduate preparation.

<i>USI Recent Graduates: Assessment of their USI educational experience in developing key skill sets</i>	<i>Percentage*</i>
Team Work / Collaboration Skills	83%
Written / Verbal Communication Skills	83%
Critical Thinking	82%
Reading Comprehension	79%
Organizational Skills	79%
Analytical Problem Solving	78%

**Percentage of respondents rating their educational experience at USI for developing a particular skill set as a '1' or '2' on a scale of one to five, with one being 'extremely well' and five being 'not at all well'.*

<i>USI Graduates: Level of competence in key skill sets</i>	<i>Above average competence</i>	<i>Average Competence</i>	<i>Less than average competence</i>	<i>Total N (# able to rate skill)</i>
Computer Applications	66%	31%	3%	121
Team Work / Collaboration Skills	54%	43%	3%	125
Reading Comprehension	51%	46%	3%	118
Creativity / Innovative	50%	38%	12%	119
Written / Verbal Communication Skills	48%	52%	10%	124
Analytical Problem Solving	45%	22%	13%	115
Critical Thinking	44%	47%	9%	117

Scale of 1 to 5, with 1 to 2 being 'not at all to less than average competence', 3 'average competence' and 4 to 5 being 'above average competence'.

- Of recent alumni surveyed, one quarter already has or is currently pursuing graduate degrees, and another 30 percent indicate they plan to enter graduate school.

Overall, the subcommittee study provides strong evidence that regional employers are very satisfied with the graduates USI produces. The core mission of USI to provide the region with a well-educated workforce should continue to be USI's top priority.

Subcommittee members: Katherine Draughon, Chair; Nadine Coudret, Sue Ellspermann, Herman Thomas, Phil Parker, Ed Jones

CURRICULAR AUDIT SUBCOMMITTEE REPORT

The Curricular Audit Subcommittee reviewed program development since the first Task Force report in 2000, conducting an inventory of all current credit and noncredit programs and documenting programs developed since the 2000 report, including expansion of distance education and internship opportunities.

Findings include:

- Of the 13 suggestions for program development in the 2000 report, only one program has yet to be implemented – physical therapy, currently in the academic plan for future implementation.
- The high-demand engineering program, identified in the 2000 report, has exceeded enrollment projections, graduated its first two classes, and is awaiting final approval of accreditation from the Accreditation Board of Engineering and Technology. Accreditation will be awarded at the earliest possible time following graduation of the first class.
- There has been a steady development of internship opportunities in recent years, with over 1,600 internships served since the 2000 report.
- There has been a rapid expansion of noncredit offerings since the 2000 report, with annual enrollments exceeding 15,000. Many of these offerings are in direct response to expressed needs of employers for continuing education of employees.
- The USI Center for Applied Research and Economic Development has responded to more than 80 requests for assistance from businesses and other agencies since its inception in 2006.
- A regional leadership program – Connect with Southern Indiana – is involving citizens in community problem solving.
- Distance education enrollments have grown by 180 percent since the first report. Alternative forms of program delivery continue to draw interest.

The data and materials prepared by the Curricular Audit Subcommittee were instrumental in informing regional leaders who participated in the Community Relations Subcommittee focus groups.

Subcommittee members: Linda Bennett, Chair; Charmaine McDowell, Christy Baker, Scott Anderson

ECONOMIC IMPACT SUBCOMMITTEE REPORT

The Economic Impact Subcommittee assessed quantifiable and non-quantifiable economic contributions of the University. The quantifiable dimension is associated with expenditures that support the instructional and administrative activities of the University in Vanderburgh County, the Evansville Metropolitan Statistical Area (MSA), and 11 counties in southwestern Indiana (SWI). The non-quantifiable dimension is examined in terms of the University’s contribution to define the community through various continuing, nontraditional education programs, research expertise/facilities, and activities that promote arts, sports, and recreation. These data are provided for information regarding the impact of USI on the regional economy.

For the year 2005-2006, the University spent \$32.8 million on utilities, supplies, and other services necessary for its operation. This spending has a direct impact on job creation and on sales.

In the 11-county region, the total employment impact from spending by the University, students, employees, and visitors is estimated to be 2,589 jobs. Based on annual direct spending of \$147.6 million by the University, its employees, students, and visitors, the impact on business sales in the 11-county region is estimated to be \$218.2 million. In comparison to the 1999 data used in the 2000 task force study, the employment and sales impacts associated with the existence of the University were, respectively, 2,411 jobs and \$138 million.

<i>The Economic Impact of USI’s Operations</i>	<i>1999</i>	<i>2006</i>
USI-Related Direct Spending (millions of dollars)	\$84.9	\$147.6
Total Business Volume Impact (millions of dollars)	\$137.9	\$218.2
Total Employment (number of jobs)	3,582	4,015

More than 70 percent of the spending was made to businesses and households located in the Evansville MSA and the 11-county region.

Other findings include:

- The annual average University construction spending for the years 2001-2006 amounted to \$10.2 million.

- During fiscal year 2005-2006, USI students spent an estimated \$104.8 million on goods and services such as housing, food, transportation, clothing, health services, and supplies.
- Over 150,000 people participate in USI activities other than classes each year, with a relatively high proportion of them from within the 11-county region. Of those visitors coming from outside the region, it is estimated that they spent nearly \$6 million on food, gas, lodging, and other goods and services.

Recent economic growth literature has given attention to the role of human creativity and the development of a creativity index. At the heart of the creativity index is the notion of a Creative Class, consisting of individuals whose occupations place a greater demand on their creative abilities. These occupations are grouped into categories:

- [1] Computer and mathematical occupations
- [2] Architecture and engineering occupations
- [3] Life, physical, and social science occupations
- [4] Education, training, and library occupations
- [5] Arts, design, entertainment, sports, and media occupations
- [6] Management occupations
- [7] Business and financial occupations
- [8] Legal occupations
- [9] Healthcare practitioners and technical occupations
- [10] High-end sales and sales management

The subcommittee used data from annual alumni surveys to measure USI’s contribution to the Creative Class, revealing that a significant proportion of USI’s graduates is joining the ranks of the Creative Class in the region and enhancing the region’s high-end growth potential. An expansion of the Creative Class in a region can be expected to significantly boost its economic growth.

<i>Creative Class and Income Data (Based on 2005 Data)</i>	<i>U.S.</i>	<i>Indiana</i>	<i>Evansville MSA</i>
Creative Class			
Workers	33,700,000	741,340	40,880
% of the workforce	31.00%	25.77%	23.66%
Average Salary	\$62,403.56	\$52,603	\$51,751
% of Total regional wages	49%	39.90%	37%
Service Class			
Workers	50,000,000	1,198,000	69,320
% of the workforce	46%	41.65%	40.12%
Average salary	\$26,180	\$23,262	\$22,401
% of Total regional wages	31%	28.50%	27%

Working Class			
Workers	25,500,000	934,000	62,340
% of the workforce	23%	32.50%	36.08%
Average salary	\$33,333	\$32,940	\$32,835
% of Total regional wages	20%	31.50%	36%
Source: Kevin Stolarick, Carnegie Mellon University (kms@andrew.cmu.edu)			

Subcommittee members: Sudesh Mujumdar, Chair; Mohammed Khayum, David Schultz, Scott Gordon, Phil Parker

FINAL REPORT OF THE COMMUNITY RELATIONS SUBCOMMITTEE PRESIDENT'S TASK FORCE ON ECONOMIC AND WORKFORCE DEVELOPMENT

Members: Sue Ellspermann, Kathy Funke, Scott Gordon, Joyce Hamon, Annie Krug, Charmaine McDowell, Sherrienne Standley (chair)

The Community Relations subcommittee was charged with the responsibility to convene regional leaders in an effort to gain their perspective on the University's role in economic and workforce development, to assess public perception of the University's performance, and to discover what is needed from the University in terms of its credit and noncredit programs and its outreach efforts. The subcommittee also sought to increase understanding of the University's mission through information disseminated to regional leaders.

The initial plan developed by the subcommittee included these actions:

- appointing a Community Advisory Panel with representation from throughout the southwestern Indiana, western Kentucky, and southern Illinois region
- drawing on the Community Advisory Panel for feedback and for further outreach into their communities
- spreading the message during the Task Force study
- announcing the results of the Task Force study

A public announcement of the appointment and first meeting of the Community Advisory Panel was released to regional media. There were subsequent media notices regarding the regional focus groups.

Community Advisory Panel members were drawn from a range of occupational and interest areas. They are:

- *Dan Arens, businessman and entrepreneur, Warrick County
- *Jeff Deig, Industrial Contractors, Vanderburgh County
- *Nancy Eckerle, Jasper Chamber of Commerce, Dubois County
- Jim Edwards, Spencer Industries, Spencer County
- *Cathlin Gray '85, Evansville Vanderburgh School Corporation, Vanderburgh County
- Pam Hendrickson, Mayor of Boonville, Warrick County
- Sally Lambert, Alcoa Warrick Operations, Warrick County
- *Chris Melton '72, Ohio Valley National Bank, Henderson County, Kentucky
- Marlene Obert, Gibson Southern School Corporation, Gibson County
- Kent Parker, businessman and entrepreneur, Posey County
- *George Rehnquist, attorney, Gibson County

- *Maura Robinson, HOLA, Vanderburgh County
- *Gary Shelley, Duke Energy, Pike County
- *Daniela Vidal, GE Plastics, Posey County
- David Wagner, Carver Community Organization, Vanderburgh County
- *Greg Wathen, Perry County Development Corporation, Perry County
- *Joe Wellman, People's Bank, Daviess County
- *Connie Wellmeyer '84, Toyota, Gibson County

- * *attended the January 23, 2007 meeting of the Community Advisory Panel and participated in first focus group on that date.*

Several members of the Community Advisory Panel participated in a meeting and focus group discussion on January 23, 2007, assisting in testing the focus group questions and making suggestions for conducting the regional focus groups with a broader range of people throughout the USI service area. The notes from the January 23, 2007 meeting and focus group are appended.

Community Advisory Panel members assisted in identifying people in the communities where subsequent focus group discussions were held. Personalized letters were sent inviting the identified community leaders to the meetings and giving them background information on the University's current degree programs/majors, noncredit and training programs, and the ten-year plan for future academic programs. A checklist showing progress on recommendations of the 2000 Task Force also was included along with an "At a Glance" brochure containing an overview of the University and demographic data on students and the service region.

Appended are the notes from the regional focus groups:

- Boonville, Indiana (Warrick and Spencer counties)
- Evansville, Indiana (Vanderburgh County)
- Jasper, Indiana (Dubois County)
- Washington, Indiana (Daviess and Pike counties)
- Toyota/Princeton, Indiana (Gibson County)
- Tell City, Indiana (Perry County)
- Henderson, Kentucky (Western Kentucky)
- New Harmony, Indiana (Posey County and Southern Illinois)

In addition, Task Force members Sue Ellspermann and Ed Jones conducted a focus group with the members of the Advisory Committee of the Center for Applied Research and Economic Development. This committee includes a representative sample of CEOs from the region's businesses and nonprofits. These notes also are appended.

The Community Relations subcommittee was assisted in conducting its focus groups by the chair of the Task Force (Dr. Ed Jones), the staff of Extended Services (Sue Ellspermann and Charmaine McDowell), and the staff of Institutional Research (Michelle

White). We are grateful to our Community Advisory Panel members in each of these communities for their help in identifying focus group participants, urging their attendance, and serving as our local hosts in this outreach.

News releases were sent by subcommittee member Kathy Funke to localized media announcing the focus group dates and locations. Copies of news stories are included in this report.

Extended Services staff member Markay Doane transcribed the focus group notes and tabulated frequency of responses. Task Force member Dr. Sudesh Mujumdar reviewed the notes of all the focus group discussions and prepared an analysis by frequency of response. It follows:

Question 1. How do you view the role of USI in regional Economic and Workforce Development?

The three most frequently ranked categories of responses, based on mean rank:

Provide quality, accessible education
Advocate/facilitate/conduit for information
Collaboration with other higher education institutions

The three most consistently heard comments across focus groups:

Career/Professional development
Training center for company needs
Provide quality, accessible education

Question 2. Future Programs – After reviewing USI’s current programs and program planning for the next decade, what other programs and improvements would you like to suggest to address economic/workforce development needs in the region?

The three most frequent categories of responses, based on mean rank:

Expand engineering curriculum to specific majors -- mechanical, civil, and electrical
Logistics
Career transition support

The three most consistently heard comments across focus groups:

Degree in community development/economic development
Philanthropic training
Criminal justice/law enforcement

Question 3. Noncredit. USI also provides many educational resources beyond credit programs. After reviewing the sample list of noncredit programs and services, what other needs might USI address in the region?

The three most frequently ranked categories, based on mean rank:

Arts, leisure, and personal interest education (including investment planning, finances, etc.)

Certificate courses

Programs to fill CEUs, CPEs, etc.

The three most consistently heard comments across focus groups:

Certificate courses

Conservation/Energy efficiency

Computer courses

Question 4. Delivery Methods. What delivery methods (i.e. online courses) would you like USI to consider to better serve the region?

The three most frequently ranked categories, based on mean rank:

Satellite offices/locations in each community, possibly at area high schools

Online courses and degree programs

Nights and weekend classes

The three most consistently heard comments across focus groups:

Books on tape/CD

Portable/modular IT training center

Satellite offices/locations in each community, possibly at area high schools

Question 5. USI communication. Given the variety of communication channels today (newspaper, USI website, word of mouth, USI students and alumni, personal interaction).

(a) How do you stay current with USI?

The three most frequently ranked categories, based on mean rank:

Newspaper
USI faculty/staff/representatives
USI students and alumni

The three most consistently heard comments across focus groups:

Radio
Newspaper
E-mail

(b) What communication channel would reach more folks in the region?

The three most frequently ranked categories, based on mean rank:

Local Newspaper
Youth recruitment/camps
USI Event Day in each community
E-mail

The three most consistently heard comments across focus groups:

Local newspaper
Local radio station
USI Event Day in each community

Question 6. What other feedback/suggestions would you like to offer?

The three most frequently ranked categories based on mean rank:

Market USI to the region
Work with area schools to raise aspirations for postsecondary education and assist in understanding affordability of college
USI students- recruitment/retention

The three most consistently heard comments across focus groups:

Promote internships
Gauge USI vs. other schools
More frequent focus groups

In addition to the focus groups, the subcommittee also has drawn on data gathered from the USI Healthcare Initiative Project Finding Session held in October 2006. This material provided more input from the healthcare community than was gathered in the focus groups. The healthcare initiative involved 24 healthcare stakeholders who discussed challenges regarding healthcare and possible projects with which USI might help regionally. A summary of the healthcare initiative meeting is appended to this report. The theme that emerged from this meeting was that healthcare issues affect economic development and regional leaders believe the University can plan a vital role in addressing healthcare problems that are important to the community. Three projects were identified for USI to examine and pursue:

- Electronic data transfer and connectivity (health informatics to share common records, etc.)
- Incentives for healthy indicators (wellness programs that can be measured and shared)
- Childhood obesity (creating incentives and marketing those incentives to youth)

Many good ideas were generated in the focus groups, and the subcommittee members would like to advance additional ideas that they believe have merit, regardless of how frequently the topic was mentioned.

- The University can play a major role as a regional convener for topics of interest and can be a neutral third party, bringing the expertise of faculty and staff to discussions. This role might be expanded with USI helping to link with international markets.
- Law enforcement and criminal justice programs are needed.
- There is a need for higher education to have more involvement in K-12. There are several avenues which might be pursued: leadership programs for high schools, youth summer camps with an academic focus, summer seminars and professional development for K-12 teachers (particularly in STEM areas), partnering with 21st Century Scholars in middle school years to focus on value of postsecondary education, and programs for improving parenting skills.
- Entrepreneurship programs are on the minds of many people and there are opportunities to blend business/engineering/entrepreneurship to fuel economic growth.
- There is a regional need to link better with the plastics industry; specialty faculty will be needed.
- USI should invest more resources in communicating its message regionally. Few people know of the range of programming, size and reputation of USI's programs, etc. A USI Event Day, perhaps at county fairs, might be a good way to begin raising visibility. Local alumni could be involved. Expanding Access USI (a weekly television news program produced on campus) to a wider audience also was discussed
- There is a need for a program in health informatics.

- Alternative delivery of programs continues to be a concern with weekend programming and satellite locations an attractive idea, and using online instruction and webinars (especially at the master's level for employed professionals who need alternative class meeting times).
- Hospitality management is a growing career area as tourism grows throughout the region, including the French Lick area. There may be opportunities to build two-plus-two programs with Ivy Tech and Vincennes University. This is especially relevant given USI's outreach through Historic Southern Indiana and Historic New Harmony.
- There was a recurring theme that noncredit programs in parenting and social skills are badly needed.
- There is a growing need for educational programs for people working with youth groups, perhaps leading to a certificate or formal degree program.
- The construction of I-69 will create a demand for construction managers, transportation planners, design managers, safety managers, and logistics managers.
- A tie with the Indiana Fund Raising School could help meet the regional need for philanthropy education. Related to this is a need for educational programs to meet the needs of nonprofit board members and managers. This might be addressed in the USI Master of Public Administration program. The environment of Historic New Harmony lends itself to programming for nonprofits, which could be conducted in a retreat format.
- There is a need for leadership programming to prepare more educators for roles as school principals and superintendents.
- More paraprofessionals are being used in the public schools. A certificate program might address educational and training needs.
- A weekend program, or some customized informational program, would help regional employers recruit employees and their spouses to southern Indiana. USI's network of faculty, staff, students, and alumni would be a valuable resource, especially when people of other cultures are being recruited.

The subcommittee members make these recommendations as priorities for the University to consider:

13. The Bachelor of Engineering degree program should be expanded with specialties.
14. A baccalaureate major in criminal justice/law enforcement should be expedited.
15. Continuing linkage with K-12 faculty and students is needed, particularly in STEM (science, technology, engineering, and mathematics) areas.
16. The University should continue to pursue the best ways to encourage entrepreneurship across the curriculum.
17. The University should seek ways to link with the regional plastics industry.
18. The University should strengthen its regional communication efforts, using radio and newspapers in the communities throughout the region, with a goal of raising

awareness of the University's range of programs, size and reputation of the institution, and its regional service mission.

19. The University should consider a major in health informatics to meet the needs of regional healthcare.
20. Given the regional hospitality industry, the University should examine opportunities to partner with other institutions for hospitality.
21. The University should examine alternative delivery of both credit and noncredit programs, particularly for employed professionals seeking graduate degrees.
22. The University should examine the feasibility of creating philanthropy and nonprofit management programs.

These focus group discussions have been an excellent way for USI and its staff to engage in positive outreach with employers, economic development specialists, elected officials, and opinion leaders in southwestern Indiana and the tri-state. Many community members expressed the idea that it would be helpful for USI to have an organized effort to undertake this outreach on a more systematic basis. The community leaders we spoke with were pleased to have representatives of the public university in their region listen to their ideas. The staff of the Office of Extended Services and Advancement also made some new contacts that will be helpful in their work.

Upon completion of the Task Force report, the Community Relations subcommittee will work with Dr. Jones and President Hoops to design an event during which the President will announce what was learned in the overall study. All Community Advisory Panel members will be invited to the event along with regional community leaders and employers. We also will provide an executive summary of the study to all focus group participants, with a cover letter from President Hoops.

REPORT OF THE 2006-2007 ECONOMIC DEVELOPMENT AND BUSINESS TRENDS SUBCOMMITTEE

Members: Nadine Coudret, Katherine A. Draughon (Chair), Sue Ellsperman, Ed Jones, Mohamed Khayum, Philip Parker, Herman Thomas, Michelle L. White

Introduction

The Economic Development and Workforce Trends Subcommittee was charged with assessing the existing and newly emerging economic and social trends in the regional economy and identifying gaps between existing USI degree program offerings and the changing needs of Tri-State area employers. To complete this assessment, a variety of data sources were used including national and state census and other sources of workforce demographics, the development and implementation of a survey of Tri-State area employers, and a survey of recent USI alumni regarding their career experiences.

Background

In 1999, Dr. H. Ray Hoops, president of the University of Southern Indiana, appointed a Task Force on Economic and Workforce Development to study economic and workforce trends in the region for the purpose of planning the institutional transition toward becoming more engaged and responsive to regional economic development needs. The Economic Development and Business Trends Subcommittee was charged with the responsibility of collecting data on local, state, and national trends and conducting focus group discussions with a cross-section of area business human resource directors and employers.

The 2000 Task Force Report examined occupation projections for 1996 – 2006 and identified six rapidly growing occupations, requiring postsecondary education programs not offered at USI at that time. These occupations included food service and lodging managers, computer scientists, special education teachers, correction officers, vocational education teachers; and physical therapy assistants. The need for an engineering program was also identified.

As a result of the 2000 Task Force report and recommendations, several undergraduate programs were developed to meet the needs of the changing workforce. These undergraduate programs included applied computer science, engineering, food and nutrition, and special education. A criminal justice program is currently in the planning stages. In addition, two master's level programs were developed in public administration and health administration.

In 2006, a new Economic and Workforce Development Task Force was charged with examining the changes since 2000 and providing new insight into how USI can best serve the economic region. The first part of this report is an update of labor market supply and demand trends based on national, state, and regional population projections and flow of high school graduates as well as occupational growth projection data, followed by the results of the Tri-State area Employer and Recent USI Alumni surveys.

LABOR TRENDS

Occupational Trends - National, State and Region 11

Labor Market “Supply” Trends

Population Growth in Indiana and Region 11

In 2000, the population in Southwestern Indiana (Region 11¹) was increasing but at a slower rate than the state of Indiana and the nation. According to the U.S. Census Bureau, Region 11 grew five percent between 1990 and 2000, whereas the state of Indiana saw a population increase of almost 10 percent over the same period. Despite this significant rate of growth during the 1990s, current estimates indicate that Region 11 grew only slightly (1.6 percent) between 2000 and 2005 and the State of Indiana had a reduced growth rate of only 2.9 percent. The latest population estimates as of 2005 approximate that 421,400 individuals currently live in Region 11, which represents 6.7percent of the Indiana’s total population. (Source: U.S. Census Bureau).

Flow of High School Graduates

Current projections of high school enrollment for grade 12 in Indiana as well as Region 11 indicate little significant change in total enrollment over the next 10 years, as shown in Table 1. This suggests that the pool of potential college applicants will also remain the same over the next several years.

Table 1. High School Grade 12 Enrollment Projections	2007-2008	2008-2009	2009-2010	2010-2012	2012-2014	2014-2016
Region 11	5,107	5,020	4,943	<i>4,999</i>	<i>5,023</i>	<i>5,032</i>
Indiana	70,848	71,568	71,081	70,413	70,745	70,867
Percentage of state	7.2	7.0	7.0	<i>7.1</i>	<i>7.1</i>	<i>7.1</i>

For 2010 through 2016, enrollments are estimated for Region 11 - these enrollment estimates are italicized and based on mean ‘percent of state’. Source: Indiana Department of Education

College Majors: Preferences of High School Students

Students’ choice of field of study not only affects the supply of graduates prepared to meet the requirements of the workforce, it also is a reflection of a changing marketplace. Table 2 provides an overview of college major preferences of U.S. students in 2000 and 2006 and the percent change in interest between the reporting years.

¹ Region 11 includes Daviess, Dubois, Gibson, Knox, Perry, Pike, Posey, Martin, Spencer, Vanderburgh, and Warrick counties.

Table 2. College Major Preferences of U.S. Students	2000	2006	Change
Health and Allied Services	15.2%	18%	2.8%
Business and Commerce	11.9%	15%	3.1%
Social Sciences and History	9.4%	9%	-0.4%
Arts: Visual and Performing	6.2%	9%	2.8%
Engineering and Engineering Technologies	7.9%	8%	0.1%
Education	7.7%	8%	0.3%
Biological Sciences	5.0%	6%	1.0%
Communications	3.7%	4%	0.3%
Computer or Information Sciences	5.1%	4%	-1.1%
Architecture or Environmental Design	2.2%	3%	0.8%
Public Affairs and Services	2.2%	3%	0.8%
Undecided	5.1%	3%	-2.1%
Language and Literature	1.1%	2%	0.9%
Physical Sciences	1.3%	2%	0.7%
Technical and Vocational	-	1%	1.0%
Agriculture or Natural Resources	1.3%	1%	-0.3%
Mathematics	-	1%	1.0%
Foreign or Classical Languages	0.4%	1%	0.6%
Philosophy, Religion, or Theology	-	1%	1.0%
Military Sciences	-	1%	1.0%

Source: CollegeBoard SAT, 2006 College Bound Seniors Total Group Profile Report

Since 2000, there has been continued significant interest in college majors in the areas of 'Health and Allied Services,' 'Business and Commerce,' and 'Social Sciences and History'. In addition, majors in 'Arts: Visual and Performing' experienced a large growth in interest between 2000 and 2006, becoming the fourth most popular college major among high school seniors.

Labor Market "Demand" Trends

National Occupational Outlook

Job openings are created by both replacement and growth. According to the U.S. Department of Labor's *Occupational Outlook Handbook*, between 2004 and 2014, approximately 55 million jobs will open nationally. During this time, more than 60 percent of these openings will be created by *replacement* needs. This high replacement projection indicates occupations expected to experience slower or even a decline in new growth may still offer significant numbers of job openings.

The U.S. Department of Labor organizes all jobs into 10 major occupational groups. The major occupational group 'professional and related occupations' is projected to grow faster than all other major occupation groups, adding six million *new* jobs by 2014. According to the *Occupational Outlook Handbook* (2006-2007 edition), three-fourths of the job growth in the 'professional and related occupation' group is primarily from three occupational categories: 1) computer and mathematical occupations; 2) healthcare practitioners and technical occupations; and 3) education, training, and library occupations.

Of the 30 greatest growing occupations in the nation, 30 percent require an associate's degree as the most significant source of postsecondary education or training and 50 percent require at least a bachelor's degree. This a significant change from the 2000 to 2006 national occupation projections in the 2000 Task Force report, where only a quarter of occupations required a bachelor's degree and 22 percent required an associate's degree.

Table 3 provides an overview of the 25 occupations requiring postsecondary education that are expected to have the largest projected growth in terms of *new* openings between 2004 and 2014. Topping the list is registered nurses with over 700,000 new job openings projected between 2004 and 2014 nationwide, followed by postsecondary teachers, managers, and primary school teachers. USI currently offers degree programs for 18 of the 25 occupations on this list.

Table 3. National (U.S.) Occupational Projections – Largest Occupation Growth by Number of New Openings	2004-2014	USI related program
Registered Nurses	703,000	<i>Nursing</i>
Post-secondary teachers	524,000	<i>Pre-Professional²</i>
General and Operations Managers	308,000	<i>Business Administration; Management</i>
Teachers, Elementary and Kindergarten	303,000	<i>Elementary Education</i>
Accountants and Auditors	264,000	<i>Accounting</i>
Computer Software Engineers, Applications	222,000	<i>Computer Information Systems; Computer Science</i>
Computer Systems Analysts	153,000	<i>Computer Information Systems</i>
Computer Software Engineers, Systems Software	146,000	<i>Computer Information Systems; Computer Science</i>
Preschool Teachers, except special education	143,000	<i>Early Childhood; Elem. Ed.</i>
Network Systems & Data Communications Analysts	126,000	<i>Computer Information Systems</i>
Dental Assistants	114,000	<i>Dental Assisting</i>
Network & Computer Systems Administrators	107,000	<i>Computer Information Systems</i>
Dental Hygienists	68,000	<i>Dental Hygiene</i>
Paralegals and Legal Assistants	67,000	<i>Political Science</i>
Physical Therapists	57,000	No USI Program
Employment, Recruitment, & Placement Specialists	55,000	<i>Business Administration; Management</i>
Database Administrators	40,000	<i>Computer Information Systems</i>
Physician Assistants	31,000	No USI Program
Occupational Therapists	31,000	<i>Occupational Therapy</i>
Physical Therapist Assistants	26,000	No USI Program
Medical Scientists, except epidemiologists	25,000	No USI Program
Veterinary Technologists and Technicians	21,000	No USI Program
Diagnostic Medical Sonographers	15,000	<i>Imaging Scientist</i>
Cardiovascular Technologists and Technicians	15,000	No USI Program
Environmental Engineers	15,000	No USI Program

Source: United States Department of Labor, Occupational Outlook Handbook, 2004-2014

Indiana Occupation Outlook

At the state level, registered nurses and postsecondary teachers also top the list of projected new job openings, with over 15,000 new nursing positions and more than 9,000 new college-level teaching positions expected to be created by 2014 in Indiana (Table 4). There is also expected to be a significant number of new positions for elementary teachers, as well as accountants and computer system analysts, as are expected to be nationwide.

Currently USI has academic programs that meet the undergraduate educational requirements for the majority of the occupations expected to be the fastest growing in Indiana between 2004 and 2014. Of the 10 occupations that USI does not currently have applicable programs, three are currently being developed and are expected to be added by 2011. These include associate's degree programs for pharmacy technicians and physical therapists assistants, and a master's level program in physical therapy.

² *Pre-Professional* refers to the undergraduate degree necessary for advancement to the graduate degree program required for employment in this field.

Table 4. Indiana Occupational Projections – Occupation Growth by Number of New	2004-2014	USI Related Program
Registered Nurses	15,400	<i>Nursing</i>
Post-secondary Teachers	9,150	<i>Pre-Professional</i>
Teachers, Elementary and Kindergarten	5,420	<i>Early Childhood; Elem. Ed.</i>
Accountants and Auditors	2,900	<i>Accounting</i>
Computer Systems Analysts	2,250	<i>Computer Information Systems</i>
Social Workers	2,090	<i>Masters Social Work</i>
Dental Assistants	1,980	<i>Dental Assisting</i>
Computer Software Engineers, Applications	1,750	<i>Computer Science</i>
Management Analysts	1,750	<i>Management</i>
Dental Hygienists	1,660	<i>Dental Hygiene</i>
Medical and Health Services Managers	1,580	<i>Health Services</i>
Network and Computer Systems Administrators	1,490	<i>Computer Information Systems</i>
Property, Real Estate, & Community Assoc. Managers	1,450	<i>Business Administration</i>
Construction Managers	1,380	<i>Engineering</i>
Computer Support Specialists	1,380	<i>Computer Information Systems</i>
Preschool Teachers, except special education	1,380	<i>Early Childhood; Elem. Ed.</i>
Lawyers	1,260	<i>Pre-Professional</i>
Pharmacy Technicians	1,190	No USI Program
Computer Software Engineers, Systems Software	1,180	<i>Computer Information Systems</i>
Computer and Information Systems Managers	1,170	<i>Computer Information Systems</i>
Medical Records & Health Information Technicians	1,170	<i>Health Service</i>
Network Systems & Data Communications Analysts	1,090	<i>Computer Information Systems</i>
Radiologic Technologists and Technicians	1,090	<i>Imaging Science</i>
Industrial Engineers	1,070	<i>Engineering</i>
Employment, Recruitment, & Placement Specialists	1,050	No USI Program
Dentists	970	<i>Pre-Professional</i>
Physical Therapists	960	No USI Program
Paralegals and Legal Assistants	930	No USI Program
Medical and Clinical Laboratory Technicians	930	No USI Program
Cost Estimators	910	<i>Accounting</i>
Medical and Clinical Laboratory Technologists	880	No USI Program
Legal Secretaries	820	No USI Program
Respiratory Therapists	740	<i>Respiratory Therapy</i>
Special Education Teachers, Preschool, Kindergarten,	740	<i>Elem. Ed., Special Educ.</i>
Surgical Technologists	710	No USI Program
Occupational Therapists	670	<i>Occupational Therapy</i>
Educational, Vocational, & School Counselors	670	No USI Program
Public Relations Specialists	640	<i>Public Relations</i>
Training and Development Specialists	610	<i>Business Administration</i>
Database Administrators	600	<i>Applied Computer Science</i>
Family and General Practitioners	590	<i>Pre-Professional</i>
Surgeons	540	<i>Pre-Professional</i>
Physical Therapist Assistants	500	No USI Program
Civil Engineers	500	<i>Engineering</i>
Social and Community Service Managers	500	<i>Masters Public Administration</i>
Marketing Managers	430	<i>Business Admin.; Management; Marketing</i>
Clinical, Counseling, and School Psychologists	420	<i>Masters Social Work</i>
Market Research Analysts	410	<i>Business Admin.; Management; Marketing</i>
Dietitians and Nutritionists	320	<i>Food and Nutrition</i>
Special Education Teachers, Secondary School	310	<i>Special Education</i>

Source: Indiana Workforce Development Agency, Long-Term Indiana Occupational Projections, 2004-2016

Region 11 Occupational Outlook

The Indiana Department of Workforce Development also creates ten-year projections of occupational growth for the economic regions of the state. Vanderburgh County is part of Economic Region 11, along with Daviess, Dubois, Gibson, Knox, Martin, Perry, Pike, Posey, Spencer, and Warrick. The most recent projections available are for the 2002 – 2012 period.

As shown in Table 5, the demand for registered nurses and teachers at the postsecondary and elementary levels is very high, as they are across the state and the nation. But unlike the state and national projections, the demand for workers to fill new positions as medical records and health information technicians is also great, with 500 new positions projected in this area by the year 2012. Currently USI is developing undergraduate and graduate programs in ‘health informatics’ that would meet the educational requirements for such positions.

Table 5. Region 11 Occupational Projections – Occupation Growth by Number of New Openings	2002 - 2012	USI Related Program
Registered Nurses	1,160	<i>Nursing</i>
Medical Records and Health Information Technicians	500	<i>Health Service</i>
Teachers, Elementary and Kindergarten	430	<i>Early Childhood; Elem. Ed.</i>
Post-secondary Teachers	400	<i>Pre-Professional</i>
General And Operations Managers	220	<i>Business Administration</i>
Secondary School Teachers, Except Special and Vocational Education	200	<i>Secondary Education</i>
Medical and Health Services Managers	140	<i>Health Services</i>
Social Workers	140	<i>Social Work, MSW</i>
Radiologic Technologists and Technicians	130	<i>Imaging Science</i>
Computer Support Specialists	130	<i>Computer Information Systems</i>
Accountants and Auditors	120	<i>Accounting</i>
Physical Therapist Assistants	110	No USI Program
Pharmacy Technicians	100	No USI Program
Physical Therapists	100	No USI Program
Pharmacists	90	<i>Pre-Professional</i>
Preschool Teachers, Except Special Education	90	<i>Early Childhood; Elem. Ed.</i>
Dental Assistants	80	<i>Dental Assisting</i>
Management Analysts	80	<i>Management</i>
Network and Computer Systems Administrators	80	<i>Computer Information Systems</i>
Computer and Information Systems Managers	70	<i>Computer Information Systems</i>
Public Relations Specialists	70	<i>Public Relations</i>
Rehabilitation Counselors	70	<i>Social Work</i>
Surgical Technologists	70	No USI Program
Industrial Engineers	60	<i>Engineering</i>
Respiratory Therapists	60	<i>Respiratory Therapy</i>
Sales Managers	60	<i>Business Administration</i>
Training and Development Specialists	60	<i>Business Administration</i>
Lawyers	60	<i>Pre-Professional</i>
Special Education Teachers, Preschool, Kindergarten, and Elementary	60	<i>Elem Ed.; Special Educ.</i>
Computer Systems Analysts	60	<i>Computer Information Systems</i>
Dental Hygienists	60	<i>Dental Hygiene</i>
Occupational Therapists	60	<i>Occupational Therapy</i>
Chief Executives	50	<i>Business Administration, MBA</i>
Middle School Teachers, Except Special and Vocational Education	50	<i>Secondary Education</i>
Medical and Clinical Laboratory Technicians	50	No USI Program
Education Administrators, Elementary and Secondary School	50	<i>Business Administration</i>
Computer Software Engineers, Applications	50	<i>Applied Computer Science</i>
Family and General Practitioners	50	<i>Pre-Professional</i>
Physician Assistants	50	No USI Program
Network Systems and Data Communications Analysts	50	No USI Program
Insurance Sales Agents	40	<i>Business Education</i>
Construction Managers	40	<i>Engineering</i>
Financial Managers	40	<i>Finance, MBA</i>
Cost Estimators	40	<i>Accounting</i>
Educational, Vocational, and School Counselors	40	No USI Program
Loan Officers	40	<i>Finance</i>
Broadcast Technicians	40	<i>Radio/Television Broadcasting</i>
Surgeons	40	<i>Pre-Professional</i>
Social and Community Service Managers	40	No USI Program
Database Administrators	40	<i>Computer Information Systems</i>

Source: Indiana Region 11 Workforce Development Agency, Long-Term Indiana Occupational Projections, 2002-2012

Entrepreneurship and the Tri-State area

Entrepreneurship and new business start-ups are essential to economic growth in the Tri-State region. Increased entrepreneurial activity in a geographical region results not only in economic growth but also higher wages for all workers as well as increased productivity. Regions of the country with significant levels of entrepreneurial activity typically have very high levels of research and development expenditures, a well-educated workforce, readily available financial capital, and technological resources³.

Although not specifically addressed by the research for this study, Southwest Indiana is currently working to increase the number of new business start-ups through the development of a high-tech business incubator focusing on entrepreneurship and commercialization, implementation of a federal WIRED grant targeting the development of an entrepreneurial culture as a key component, and expanded research and technical assistance opportunities through the new USI Center for Applied Research and Economic Development (CARED). In addition, the College of Business at USI is considering the development of a bachelor's level program that is designed specifically to address the need for increased entrepreneurialism in the region.

Summary - Labor Trends

Over the next several years, the number of jobs that require a college-educated workforce will continue to significantly increase as it has since 2000. Currently 50 percent of the fastest growing occupations require a bachelor's degree, double the percentage of occupations requiring that level of education in 2000. The 'supply' of potential college graduates is unlikely to increase because enrollment in high school grade 12 across the state and in Region 11 is predicted to remain the same through 2016.

Across the nation, the State of Indiana as well as Region 11, the demand for registered nurses is predicted to continue its dramatic growth. Postsecondary and elementary/kindergarten teacher positions also top the list in terms of growth in new openings. There is also evidence of increasing growth of new positions in management, computer support/analysts, as well as other medical fields such as physical therapy and health informatics. The top major preferences for college-bound high school seniors tend to mirror the demands of employers, with health and allied services as the most popular choice, followed by business and commerce. Education is currently the sixth most popular major among high school seniors. Of some concern is the fact that interest has declined slightly among college-bound seniors in computer science since 2000 and is ninth among college major preferences as of 2006.

USI already has plans to develop several new degree programs to meet the increasing demand for college-educated workers, including programs in physical therapy, health informatics, and business economics, among others. The occupational trends data presented here along with the results of the Tri-State Employer and Alumni surveys discussed in the next two sections provide strong support for the development of even more undergraduate and graduate programs to satisfy the needs of the Region 11 employers.

³ "The Innovation – Entrepreneurship and Regional Economic Growth and Development" report by Advanced Research Technologies, LLC. April 2005.

TRI-STATE AREA EMPLOYER SURVEY

Introduction and Methodology

The Tri-State Area Employer survey was designed to assess the existing and newly emerging economic and social trends in the regional economy and identify gaps between existing program offerings at USI and the changing needs of Tri-State area employers. The questionnaire was developed as a web survey and approximately 600 organizations were invited to participate via an email invitation. The survey was fielded between February 12 and April 5, 2007. A total of 207 participated for a response rate of over 33 percent.

Demographics

A wide variety of Tri-State area employers participated; among the many types of employers were 26 manufacturing companies, 24 health care organizations, 23 organizations providing professional and scientific services, 20 social service organizations, and 18 finance and insurance companies. Table 6 provides an overview of the organizations which participated.

Table 6. Types of Tri-State Area Organizations participating	Percentage	N
Manufacturing	13%	26
Health Care	12%	24
Professional and Scientific services	11%	23
Social Services	10%	20
Finance and Insurance	8%	18
Communications and Information	7%	14
Education	5%	11
Construction	4%	9
Other services (personal care, automotive, etc.)	4%	8
Transportation & Warehousing	4%	8
Wholesale Trade	3%	7
Arts & Entertainment	3%	7
Real Estate	3%	6
Government / Governmental Services (city, police, etc.)	3%	6
Utilities	2%	4
Retail Trade	2%	4
Consulting	1%	3
Food Service	0.3%	1
Mining	0.3%	1
Agriculture / Forestry	0.3%	1
Did not specify	3%	6
Total	100%	207

The majority (71 percent) of the organizations responding to this survey reported that their primary Tri-State area location is in Vanderburgh County, with more than one-quarter within the Evansville city limits. In addition, the headquarters of most of the organizations are in the Tri-State region and the majority of the organizations participating in this study have annual sales over \$1 million, with almost a third reporting annual sales of more than \$10 million.

Very few Tri-State area employers do not have any positions at their organizations that require an education of at least an associate’s degree or higher. Furthermore, over a third of the employers responding to this survey require some college education for at least half of the positions at their organization.

Workforce Skill Sets – Current and Future Needs

Tri-State area employers, regardless of business type, overwhelmingly (91 percent) feel written and verbal communication is one of the most important skill sets to be possessed by their employees who are in positions requiring at least some college education to possess. The majority also believe team work and collaboration skills (83 percent), analytical problem solving (83 percent), critical thinking (74 percent), and organizational skills (73 percent) are crucial for positions requiring some college education. Table 7 provides a complete list of the skill sets and the percentage of employers who indicated a particular skill was in their top-ten list for positions requiring some college-level education at their organization.

Table 7. Most Important Skill Sets – Current Need	Percentage	N
Written / Verbal Communication Skills	91%	189
Team Work / Collaboration Skills	83%	172
Analytical Problem Solving	83%	172
Critical Thinking	74%	154
Organizational Skills	73%	151
Leadership Skills	68%	140
Computer Applications	61%	126
Creativity / Innovative	61%	126
Project Management	50%	103
Reading Comprehension	45%	94
Job Specific Technical Skills	44%	91
Business Processes	35%	73
Mathematics / Numeric Skills	32%	66
Public Speaking	27%	55
Entrepreneurship / Risk-Taking	14%	29
Bilingual Skills / Multilingual Skills	9%	19

Written and verbal communication is also the most frequently indicated skill set that Tri-State area employers find job applicants deficient in. Analytical problem solving (42%), leadership (41 percent), critical thinking (38 percent), and organizational skills (34 percent) are also frequently mentioned as skills lacking in college-educated applicants (Table 8).

Table 8. Skill sets applicants are typically lacking	Percentage	N
Written / Verbal Communication Skills	52%	107
Analytical Problem Solving	42%	86
Leadership Skills	41%	85
Critical Thinking	38%	79
Organizational Skills	34%	70
Creativity / Innovative	28%	54
Team Work / Collaboration Skills	27%	53
Project Management	25%	52
Public Speaking	20%	41
Job Specific Technical Skills	17%	36
Bilingual Skills / Multilingual Skills	16%	33
Business Processes	16%	32
Computer Applications	16%	32
Reading Comprehension	10%	21
Entrepreneurship / Risk Taking	10%	20
Mathematics / Numeric Skills	7%	15

Even as industry standards and technologies change, Tri-State area employers continue to see the same skill sets considered essential now as being increasingly critical in the future. Again, written and verbal communication (71 percent) top the list as the most crucial skill set for future employees to possess, followed closely by analytical problem solving (68 percent), critical thinking (67 percent), computer application skills (63 percent), and teamwork and collaboration (61 percent). Table 9 presents a complete breakdown of the skill sets Tri-State employers foresee as being of increasing importance.

Table 9. Skill sets that will be increasingly critical in the future	Percentage	N
Written / Verbal Communication Skills	71%	146
Analytical Problem Solving	68%	140
Critical Thinking	67%	139
Team Work / Collaboration Skills	61%	127
Computer Applications	63%	131
Leadership Skills	56%	115
Organizational Skills	55%	114
Creativity / Innovative	53%	109
Project Management	46%	95
Job Specific Technical Skills	37%	77
Reading Comprehension	36%	74
Business Processes	35%	73
Bilingual Skills / Multilingual Skills	28%	58
Mathematics / Numeric Skills	27%	55
Public Speaking	19%	40
Entrepreneurship / Risk-Taking	18%	38

Concerns regarding the retirement of the ‘Baby Boom’ generation

Almost half of Tri-State area organizations are concerned about losing significant numbers of employees with particular skill sets or college degree backgrounds not common among younger workers. Project management, institutional memory, leadership, and interpersonal skills were frequently mentioned as skill sets to be lost with the retirement of this generation of workers. Many also expressed concerns that the younger generation of workers has neither the work ethic of the ‘Baby Boom’ generation nor its loyalty to employers. As one respondent put it:

“...we stand to lose that depth of commitment that folks from the Baby Boom generation seem to bring to our organization. They bring a solid commitment to serving others and self sacrifice.”

USI Graduates – Perception of Competence in Key Skill Sets

Almost 80 percent of the organizations responding to this study have employed USI graduates within the past five years. Most have hired between one and five USI graduates during this time period, but seven reported hiring between 26 and 50 USI graduates and five said they had hired more than 50. Based on their experience interviewing and hiring USI graduates during the past five years, the overall perception is that USI graduates are above average in terms of competence in a number of critical skills sets. For a complete breakdown of employer impression of USI graduates on various skill sets, see Table 10.

Table 10. USI Graduates: Level of competence in key skill sets	Above average competence	Average Competence	Less than average competence	Total N (# able to rate skill)
Computer Applications	66%	31%	3%	121
Team Work / Collaboration Skills	54%	43%	3%	125
Reading Comprehension	51%	46%	3%	118
Creativity / Innovative	50%	38%	12%	119
Written / Verbal Communication Skills	48%	52%	10%	124
Analytical Problem Solving	45%	22%	13%	115
Critical Thinking	44%	47%	9%	117
Mathematics / Numeric Skills	43%	49%	8%	106
Organizational Skills	43%	46%	11%	118
Job Specific Technical Skills	41%	46%	13%	110
Leadership Skills	36%	43%	21%	110
Public Speaking	32%	45%	23%	100
Business Processes	35%	47%	18%	104
Project Management	32%	50%	18%	94
Entrepreneurship / Risk-Taking	26%	46%	28%	83
Bilingual Skills / Multilingual Skills	9%	24%	67%	54

Scale of 1 to 5, with 1 to 2 being 'not at all to less than average competence', 3 'average competence' and 4 to 5 being 'above average competence'.

USI Degree Programs and needs of Tri-State Area Employers

USI plans to continue the expansion of its undergraduate and graduate degree program offerings to meet local and regional employer needs. The results of this survey reaffirm the immediate need for several programs already being developed by the USI Academic Planning Council as well as some not yet considered.

Across all types of Tri-State organizations, interest in USI graduates with a business economics or business/engineering combination degree is very high. Almost a third indicated interest in hiring recent graduates of a business economics undergraduate program and a quarter expressed interest in graduates of a combined business/engineering program. Table 11 provides a complete list of the undergraduate degree programs included as options in the survey.

Table 11. Undergraduate Degree Programs	Percentage	N
Business Economics*	31%	65
Business & Engineering (combined)*	25%	51
Manufacturing Technology*	18%	37
Health Informatics	13%	26
Advanced Manufacturing	14%	28
Environmental Sciences*	12%	24
Logistics / Transportation	11%	22
Physical Therapist Assistant (Associate degree)*	8%	17
Homeland Security / Public Safety Management	8%	17
Pharmacy Technician (Associate degree)*	7%	15
Hospitality Management	7%	14
Materials / Plastics Science	7%	14
Culinary Arts	6%	12
Biochemistry*	4%	9
Criminal Justice*	3%	7
Arts and Heritage Management*	1%	3
Forensic Science*	1%	3
Geology*	1%	2

**indicates programs currently slated to be developed by 2011.*

Although not listed as a potential program, four different organizations stated that an undergraduate program in construction management is needed in the region.

Sales management and communications top the list of graduate degree programs Tri-State area organizations of all types would like USI to provide. Sales management graduates are of particular interest to area financial institutions, manufacturing companies, and communications organizations. Interestingly, in the Tri-state area, graduates of a master's level communications program are sought after by not only communications organizations, but also several local finance institutions and most of the transportation and warehousing companies that responded to this survey.

Other popular graduate programs included clinical nursing, maintenance management, and food and nutrition (dietetics). In addition, two organizations expressed interest in an engineering/computer science combination degree. Table 12 provides a complete list of graduate programs included as options in the survey.

Table 12. Graduate Degree Program	Percentage	N
Sales Management	34%	70
Communications*	25%	51
Maintenance Management	16%	32
Nursing - Clinical	15%	31
Food and Nutrition (Dietetics)*	12%	25
Medical Records and Health Informatics*	10%	21
Physical Therapy*	8%	16
Environmental Science*	7%	15
Speech Pathology	7%	14
Chemistry	7%	14
Pharmacy	5%	11
Special Education / Exceptional Needs*	5%	10
Imaging Sciences*	3%	6

**indicates programs currently slated to be developed by 2011.*

It was also clear that many area employers do not realize that degree programs in areas of interest to them are already available at USI. When asked what additional degree programs they would like to see, various respondents suggested programs USI already has including accounting, social work, public administration, nursing, physical therapy, exercise sciences, marketing, communications and computer science.

Educational Needs of Major Employer Types in the Tri-State Area

Health Care Organizations

Health care organizations are major employers in the Tri-State area and have particular needs when it comes to employees and their educational backgrounds. Twenty-four different health care organizations participated in this study and more than half indicated an interest in hiring USI graduates with associate degree in physical therapy and slightly less than half would hire graduates of a pharmacy program. In addition, 15 of the 24 health care organizations are interested in hiring individuals with undergraduate degrees in health informatics.

Almost all of the Tri-State region health care organizations participating in this survey are seeking employees with master's degree-level training in clinical nursing. There is also high demand for graduates with master's-level training in medical records and health informatics as well as several other health-care related degrees. Table 13 provides a complete list of undergraduate and graduate degree programs and the numbers of Tri-State area health care organizations are interested in hiring graduates from such programs.

Table 13. Tri-State Area Health Care Organizations – Degree Programs of Interest			
<i>Undergraduate Degree Programs</i>	<i>N</i>	<i>Graduate Degree Programs</i>	<i>N</i>
Health Informatics	14	Clinical Nursing	22
Physical Therapist Assistant*	13	Medical Records & Health Informatics	15
Pharmacy Technician*	12	Physical Therapy	13
Biochemistry	3	Speech Pathology	12
Culinary Arts	4	Food and Nutrition (Dietetics)	11
Business Economics	4	Pharmacy	10
Homeland Security / Public Safety Management	1	Imaging Sciences	5
Environmental Sciences	1	Chemistry	2
Forensic Science	1	Sales Management	2
Hospitality Management	1	Communications	2
		Special Ed. / Exceptional Needs	1
		Maintenance Management	1

*Associate Degree

Manufacturing Companies

Over three-fourths of the 26 manufacturing companies in this study indicated they would like to see USI provide an undergraduate degree in manufacturing technology and more than two-thirds said they would hire USI graduates from a combined business/engineering and advanced manufacturing undergraduate degree programs. In addition, half reported they would likely hire individuals with graduate degrees in maintenance management and a third expressed interest in employees with master's degrees in sales management.

Financial Institutions and Insurance Companies

The Tri-State area is also home to many finance institutions and insurance companies; 16 of them participated in this study. Of those, most expressed particular interest in USI developing an undergraduate degree program in business economics and a graduate degree program in sales management. In addition, almost half indicated interest in a communications graduate degree program.

Globalization of the Tri-State Market Place

Slightly less than one-third of Tri-State area organizations, which responded to this survey, are currently engaged in the global marketplace (Table 14). The vast majority of Tri-State organizations who are not currently engaged in the global marketplace do not foresee becoming engaged in the next five years.

Table 14. Current Globalization Status	Percentage	N
Engages in sales of products and/or services to organizations	17%	36
Purchases raw materials or other products and/or services	14%	28
Has operations (manufacturing, subsidiaries, etc.) in other countries	14%	28
Has business partners in other countries	16%	34
Is a supplier to other organizations that use or re-sell our products/services in other countries	13%	27
Does not directly or indirectly sell or purchase products and/or services to or from organizations outside of the US	68%	140

A total of 40 Tri-State organizations, which responded, are directly involved in international trade. Of those, eight are manufacturing companies, seven are professional services companies and four are financial institutions.

Among those, global trade does not make up a large percentage of these organizations' gross sales, with 15 of the 40 indicating that less than 10 percent of their gross sales are from international trade and only four indicating 10 to 25 percent of their gross sales are from international trade.

The organizations involved in international trade are doing business in a variety of countries around the world, from Brazil to Vietnam. The top three countries where Tri-State area organizations are doing business are Mexico (23 organizations), China (21 organizations) and Canada (20 organizations).

USI Priorities -- Tri-State Area Employer Impressions

USI has a long history of excellence in teaching – delivering high quality degree programs and preparing our students for leadership roles in the workplace and society remains its core mission. As USI matures, the University is carefully transitioning to a more broadly-based institution with an expanded focus on economic development assistance, quality research, and community engagement.

To better understand the perception of USI and its role in economic development, Tri-State area employers were asked to rank eight of USI's current priorities in terms of perceived importance. The vast majority of Tri-State organizations believe USI's primary priority should be provider of undergraduate degree programs targeted to area workforce needs. In addition, over half believe that providing graduate programs should also be a top priority. There are also strong feelings that developing partnerships with area businesses needs to be high on USI's priority list. At this time, area employers do not see basic or applied research as a main focus for USI (Table 15).

Table 15. Top Priorities for USI	Percentage rating as a top priority*	N
Undergraduate programs targeted to area workforce needs	85%	176
Graduate programs targeted to area workforce needs	55%	113
Partnerships with area businesses / employers	50%	103
Workforce training / contract training (non-degree)	41%	85
Expert problem solving / Consulting services by faculty	19%	40
Community partnerships for economic development, such as Innovation Pointe	18%	38
Outreach to community / governmental agencies	16%	32
Basic research	8%	17
Applied research	8%	17

**Top priority is defined as being ranked one, two, or three out of the eight responses.*

Summary - Tri-State Area Employer Survey

Written and verbal communication, analytical problem solving and critical thinking, as well teamwork and collaboration are the skill sets Tri-State area employers view as most critical for their current and future workforce, regardless of the type of industry. USI has and will continue to focus on these skill areas in its Core Curriculum and throughout the entire educational experience USI students receive.

In addition, it is clear that Tri-State employers see USI as a true resource for quality entry-level employees. This is evidenced by the fact that Tri-State employers rate USI graduates they have hired as 'above average' in terms of competence in a variety of key skill sets, especially computer applications, team work, reading comprehension and creativity.

USI continues to successfully identify undergraduate and graduate programs that will serve regional employers well. Several of the degree programs already scheduled for development in the near future match the reported needs of Tri-State employers. In particular, there is strong interest in undergraduate programs in business economics, a combined business /engineering degree, and manufacturing technology as well as a master's-level degree in communications, all of which are slated for development by 2011. Although not currently being considered at USI, over a third of the area employers also have strong interest in a sales management graduate program.

USI's core mission has always been to provide the region with a well-educated workforce. This study provides strong evidence that Tri-State employers are very satisfied with the graduates USI produces and concur that undergraduate education designed to support the needs of the regional employers should continue to be USI's top priority.

SURVEY OF RECENT USI ALUMNI: USI 2002-2004 GRADUATES

Introduction

To better understand the ‘flip-side’ of the employment coin, i.e. the experience of recent USI graduates in the workforce, a survey of such graduates was conducted. This survey was designed to elicit information from USI graduates about their employment experiences and reflections on how their USI undergraduate degrees have affected their career paths.

Methodology

USI alumni who graduated with an undergraduate degree between 2002 and 2004 were asked to participate in a web-based survey. This group was chosen because, although they are recently out of college, they have been in workforce long enough to understand the impact their USI education has had on their career paths.

Initially, postcard invitations were sent to one-half (1,750) of those who graduated with a bachelor’s degree between 2002 and 2004. Later, invitations were sent via email to all 3,346 of the ‘02 – ‘04 graduates. A total of 234 completed the survey.

Because most of the email addresses on file with the Alumni Association are USleagles student accounts, which are kept active regardless of use, and the number of current postal mail addresses is unknown (many have not been updated since graduation), it is unclear how many actually received an email or post card invitation, thus a true response rate is not possible to calculate. Despite the relatively low number of responses, there is strong evidence that those who did participate are representative of the entire class cohort for those years. As shown in Table 16, the distribution of respondents by the college of their major is very similar to distribution of the entire cohort of ‘02 through ‘04 graduates.

Table 16. USI Undergraduate Degree - College Received From	Survey Respondents	N	USI ‘02-‘04 Bachelor Degree Graduates	N
Business	27%	61	23%	588
Education and Human Services	19%	42	19%	469
Liberal Arts	32%	73	29%	742
Nursing	12%	27	23%	578
Science and Engineering	10%	22	5%	125
Extended Services (General Studies Degree)	0%	1	1%	20
<i>Total*</i>		226		2502

** 8 survey respondents did not indicate their major and are not included in this table.*

In addition, the percentage of respondents was evenly distributed across the graduation cohort years.

Employment Status and Educational Preparation

Almost all (95 percent) of the USI '02 – '04 graduates are currently employed. Almost three-fourths are working in a job related to the degree they received at USI, although slightly less than half said it was easy to find a job in their field after graduation. Those who graduated with degrees in business, education and nursing are more likely than liberal arts or science and engineering majors to be working in a position directly related to the undergraduate degree they received at USI.

In general, USI '02 – '04 graduates feel that the undergraduate education they received at USI, regardless of major, prepared them well for their current position, with 25% indicating they felt very well prepared and over 55 percent well prepared. Across all majors, most also believe the course work required by their particular major prepared them well for their current career, especially those who received degrees from the College of Science and Engineering with 55 percent indicating they *strongly* agree the course work required by their major prepared them for their current career.

Currently, two-thirds of these graduates have salaries in the range of \$25,000 to \$50,000, with another 20 percent reporting annual salaries of \$51,000 to \$100,000. In addition, most of those who responded to this survey indicated they continue to reside in Indiana with almost two-thirds still in the Southwest Indiana area.

The USI Experience

The majority (84 percent) of the USI '02 - '04 graduates would again choose USI for their undergraduate education if they had to do it again and almost two-thirds said they would choose the same major. Of the 48 alumni who said that a different major would have better prepared them for their current career, over half believe a degree from the College of Business would have been a better choice.

Almost all of the USI '02 – '04 graduates (94 percent) had a positive experience at USI. Practical job-related skills and experience is the one thing that many feel they did not get but would have liked from their USI undergraduate college experience. As one graduate put it *“There is only so much you can learn from a textbook”*. Another would have liked more instruction based on *“...actual situations typical of a workplace, including interactions with bosses and co-workers as well as actual problem solving skills”*.

The development of critical skill sets for employment

The majority of USI '02 – '04 graduates rate highly their educational experience in terms of developing critical job skills sets. In particular, over 80 percent feel USI prepared them well in the areas of team work and collaboration, written and verbal communication, and critical thinking. Furthermore, almost as many feel USI provided more than adequate development of their abilities in the areas of reading comprehension, organizational skills and analytical problem solving (Table 17). Notably, these are the same skill sets that regional employers feel are most critical for their employees to possess, but are also the skills employers feel college-educated applicants are most frequently lacking.

These graduates feel that USI was least effective in preparing them with job-specific technical skills, mathematics/numeric skills, business processes and entrepreneurship/risk-taking. Interestingly, these are also the skill sets that Tri-State area employers indicated as less critical for their college educated applicants to have.

Table 17. USI Recent Graduates: Assessment of their USI educational experience in developing key skill sets	Percentage*
Team Work / Collaboration Skills	83%
Written / Verbal Communication Skills	83%
Critical Thinking	82%
Reading Comprehension	79%
Organizational Skills	79%
Analytical Problem Solving	78%
Leadership Skills	71%
Creativity / Innovative	70%
Public Speaking	69%
Project Management	63%
Computer Applications	60%
Mathematics / Numeric Skills	60%
Job Specific Technical Skills	59%
Business Processes	49%
Entrepreneurship / Risk-Taking	43%

**Percentage of respondents rating their educational experience at USI for developing a particular skill set as a '1' or '2' on a scale of one to five, with one being 'extremely well' and five being 'not at all well'.*

Post-Baccalaureate Education

One-quarter of the USI '02 – '04 graduates who responded to this survey are currently enrolled in or have completed a graduate degree program and another 30 percent of this cohort are currently considering graduate school. Many of those who are currently considering graduate school are interested in master's level programs in education or business. Similarly, those who are currently in graduate school or have completed a master's or other graduate degree also indicated their degrees are or will be in education or business. Table 18 provides a complete list of the graduate degree majors the respondents to this study are considering or are currently pursuing/have completed.

Table 18. Graduate Degree	Considering	Current pursuing or already completed
Anthropology	1	0
Business Administration	7	7
Communications	3	1
Counseling	1	0
Dental School	1	0
Education	11	11
Fine Arts	1	0
Health Care Administration	1	2
Information Assurance	1	0
Law School	1	1
Liberal Arts	2	3
Liberal Studies	1	0
Library Science	1	1
Management	0	1
Marketing	1	1
Medical School	0	1
Nursing	3	3
Occupational Therapy	0	2
Pharmacy (Doctorate)	1	0
Physics	0	1
Psychology	2	1
Public Administration	0	4
Public Policy	0	1
Pulmonologist	1	0
Social Work	3	1
Sociology	1	0
Spanish	2	0
Student Affairs in Higher Education	1	0

Other Comments

When asked to provide general comments about their USI experience and how it has influenced their career path, the responses were overwhelmingly positive. The following quotes provide a feel for the sentiments provided.

“I believe that the Core Curriculum that all USI students are required to take is an excellent part of the USI program. It has enough options that students can still make choices but at the same time it makes sure that all students are exposed to a broad range of fields and ideas and keeps you from only taking classes in your field and broadens your horizons.”

“I felt like coming right out of college, I was well prepared to start in my career field. I had multiple experiences to practice my new skills while still in college.”

“... I will be forever indebted to USI for the preparation that its undergraduate programs gave me. I feel that I was able to step out into the workplace with a mass of knowledge that assists me every day in my profession as a teacher. I am proud to say that I am an alumnus of USI.”

Summary – Survey of Recent USI Alumni

Overall, the survey revealed that recent USI graduates are typically employed in relatively well-paying positions and most in positions that are directly related to the undergraduate degree received at USI. Many have continued or are considering continuing their education at the graduate level. It is clear graduates feel the USI education experience provides them with the skills and knowledge necessary to succeed in the workforce.

2007 Economic Development and Business Trends Subcommittee Report: Executive Summary and Conclusions

Southwest Indiana and surrounding counties, better known as the “Tri-State area”, is home to a wide variety of employers, from health-care organizations to major manufacturing plants, all of which have an increasing need for college-educated employees. Although the supply of potential college graduates is unlikely to increase as enrollment in high school grade 12 across Southwest Indiana is predicted to remain steady at approximately 5,000 students per year through 2016⁴, the number of jobs that require a college-educated workforce has increased dramatically since 2000 and the trend is expected to continue. In fact, one-half of the 30 fastest growing occupations nationwide now require a bachelor’s degree, double the percentage of occupations requiring that level of education in 2000⁵.

Across the nation, the State of Indiana, as well as in the Tri-State area, the demand for registered nurses is predicted to continue its dramatic growth. Teaching positions at both the postsecondary and elementary/kindergarten level also top the list in terms of growth in new job openings⁶. Fortunately, the top major preferences for college-bound high school seniors tend to echo the demands of employers, with health care services as the most popular choice⁷. Education is currently the sixth most popular major among high school seniors. USI continues to successfully identify and develop undergraduate and graduate programs that regional employers express significant interest in hiring graduates from, such as undergraduate degrees in physical therapy, health informatics, business economics, and an innovative combination business/engineering degree, as well as graduate programs in communications, and food and nutrition (dietetics). All of these programs are currently slated for implementation at USI by 2011. There is also strong interest among Tri-State area employers for USI to consider the development of a bachelor of science degree in advanced manufacturing and master’s degree programs in sales management, maintenance management, and clinical nursing.

⁴ Indiana Department of Education

⁵ U.S. Department of Labor, *Occupational Outlook Handbook, 2004-2014*

⁶ U.S. Department of Labor, *Occupational Outlook Handbook, 2004-2014*

⁷ CollegeBoard SAT, *2006 College Bound Senior Total group Profile Report*

At the University of Southern Indiana, three-fourth of our graduates remain in Indiana after graduation and of those, over 85 percent reside and work in Southwest Indiana. As a result, USI is a primary source for college-educated employees for organizations of all types in the region. When hiring college-educated graduates, Tri-State area employers feel written and verbal communication, analytical problem solving and critical thinking, as well teamwork and collaboration are the skill sets most critical for their current and future workforce, regardless of the type of industry⁸. In fact, Tri-State employers rate their employees who are USI graduates as 'above average' in terms of competence in these skill sets, as well as other skills, in particular computer applications, reading comprehension, and creativity.

Recent USI graduates report success in the workplace and believe their educational experience at USI has been critical to their career accomplishments⁹. The vast majority of recent graduates are currently employed and most are working in areas directly related to their college major. In addition, many have either continued their education beyond the bachelor's degree level or are seriously considering graduate school in the near future. The fact that almost all say if they had to do it again, USI would still be their choice for their undergraduate degree, is a testament to the quality educational experience USI provides.

The University of Southern Indiana's core mission has always been to provide the region with a well-educated workforce. Overall, the results of the 2007 Economic Development and Business Trends Subcommittee study provides strong evidence that Tri-State employers are very satisfied with the graduates USI produces and undergraduate education designed to support the needs of the regional employers should continue to be USI's top priority.

⁸ *Tri-State Area Employer Survey (Winter 2007), University of Southern Indiana - Office of Institutional Research and Assessment*

⁹ *Alumni Survey of '02-'04 Graduates (Spring 2007) – University of Southern Indiana – Office of Institutional Research and Assessment*

Appendix A

Recruitment of Employees

Understanding how area organizations recruit employees is also important. Direct contact/personal networking, internship programs, and employee referrals are considered to be very effective recruitment methods by the majority of Tri-State area companies (Table A1). USI has been working to increase the number of internship and co-op opportunities for its students and this suggests even more emphasis should be put into those efforts.

<i>Table A1. Very Effective Recruitment Strategies</i>	<i>Percentage</i>	<i>N*</i>
Direct contact / personal networking	68%	134 (196)
Organization's internship program	57%	90 (158)
Employee referrals	52%	104 (200)
Organization's co-op program	37%	40 (108)
Company web site	30%	55 (184)
On-campus recruiting	26%	40 (152)
Internet job postings (ex. Hot Jobs)	27%	46 (173)
Newspaper advertisements	26%	51 (195)
College campus career services	15%	25 (172)
Career / Job Fairs	11%	18 (162)

**The first number is the number who indicated that particular recruitment strategy was very effective for their organization and the number in parenthesis is the total number who indicated they used this particular type of recruitment method.*

**Report of the Curricular Audit Subcommittee
of the President's Task Force
on Economic and Workforce Development**

*Members: Scott Anderson, Christy Baker, Linda Bennett (Chair), Carey Franks,
Charmaine McDowell, Brian Posler, Saxon Reasons, Wendy Turner*

The Curricular Audit Subcommittee (CAS) was charged with reviewing program development that has occurred since the 2000 Task Force on Economic and Workforce Development. This review was essential in communicating to community members the responsiveness of USI to the task force process of listening through a series of focus group interviews. It will also inform the campus community of progress in program development in recent years. The review was focused on cataloging program development and changes in the following areas:

- An inventory of all degree programs currently offered at USI;
- Programs developed in the wake of the 2000 Task Force;
- Distance education expansion; and
- Expansion of internship opportunities.

After an initial organization meeting CAS members began gathering the needed information in preparation for focus group sessions early in spring 2007. A summary of CAS findings are:

1. A review of the 2000 Task Force Report yielded more than a dozen suggestions for program development. Of the thirteen that could be clearly identified, only one program has yet to be implemented: physical therapy, which is in the Academic Planning pipeline for future implementation. Most noteworthy was the establishment of the Engineering program in 2002, a program that has exceeded enrollment projections since classes were first offered in 2004. USI is awaiting final approval from the Accreditation Board for Engineering and Technology (ABET), a decision which should be final by September 2007. See Attachment "Curricular/Program Changes in Response to 2000 Task Force."
2. There has been steady development of internship opportunities in recent years. More than 2,100 internships were offered through Career Services and Placement since the last task force report in 2000; this count does not include internships developed through major programs in departments. Internships were offered in multiple locations (almost 600) and ranged from local attorneys' offices, Disney World in Orlando, Florida, to working on national political campaigns. One USI student was recognized in 2007 by the Indiana State House Democratic Caucus as "Intern of the Year."
3. There has been a rapid expansion of noncredit offerings since 2000. New programs include:

- Certificate in Factory Physics
- Tri-State Industrial Safety Council partnership and the series of workshops on safety in the workplace
- Nursing Leadership Conference
- Certified Management Accountant Learning Series
- On-site training at Alcoa, Alcan, Bristol-Myers Squibb, BWX Technologies, General Mills, Courier & Press, Kimball International, Lucent Polymers, Toyota, Red Spot, and other companies in the region.

The Center for Applied Research and Economic Development (CARED) began operation in 2006 and has responded to more than 70 requests for assistance from business and non-profit agencies in the region.

With support from the Lilly Endowment, a regional leadership program was developed (Connect with Southern Indiana) and is now in its second year of operation. Each year at least two dozen individuals from the nine-county Southwest Indiana region participate in a series of workshops designed to sharpen their critical-thinking skills and leadership potential. The program was developed in direct response to input from an advisory board with representation from the nine-county region.

See Attachment "Extended Services: New Programs/Offerings Since 2000"

4. Distance education opportunities were important in 2000 and will likely continue to draw interest. With a 180 percent growth in distance education course enrollment from 2000-2001 to 2005-2006, this will continue to be an area USI will look to develop. A full report of growth in distance education is in the Attachment, "Distance Education Information" at the end of this report.

In addition, USI began offering classes in the National Guard Armory on Evansville's east side in 2005. Dubbed "USI Nearby," the program at the Armory focuses on Core Curriculum offerings and draws strong enrollments for the 10-12 courses offered on a regular basis.

The work of the CAS was concluded early in the Task Force process in order to provide information that would assist in conducting focus groups. Agendas for the two meetings and minutes for the first meeting wherein assignments were given are included in this report.



UNIVERSITY OF SOUTHERN INDIANA

Curricular/Program changes in response to 2000 Task Force

Community Suggestions/Needs:

USI Response:

Engineers/Mfg. Sector programs	<input checked="" type="checkbox"/>	B.S. Engineering (2002)
Information Technology training	<input checked="" type="checkbox"/>	CIS certificate (2000) B.S. Applied Computer Science (2000) Expanded computer training
Special education teachers	<input checked="" type="checkbox"/>	B.S.-B.A. Special Education (2001) B.S.-B.A. Early Childhood Education (2003)
Corrections Officers programs	<input checked="" type="checkbox"/>	Criminal Justice minor (2001)
Programs in hospitality sector	<input checked="" type="checkbox"/>	B.S.-B.A. Food & Nutrition (2005)
Health services leadership	<input checked="" type="checkbox"/>	M.A. Health Administration (2001) M.S. Occupational Therapy (2001) M.S. Nursing (2001) Distance education delivery for all
Physical Therapy	<input type="checkbox"/>	Associate degree in Physical Therapy Assistant in planning stages
Public administration program	<input checked="" type="checkbox"/>	M.P.A. (2002)
Leadership Skills	<input checked="" type="checkbox"/>	Connect with Southern Indiana (2005) O'Daniel Academy
Workforce Training	<input checked="" type="checkbox"/>	10,788 employees participated in non-credit workshops in 2005-2006
Cultural and arts offerings	<input checked="" type="checkbox"/>	Proposed McCutchan Art Gallery Proposed fall repertory theatre program.
Diversity Training/Awareness	<input checked="" type="checkbox"/>	B.A. International Studies (2003) T.H.R.E.A.D.S. / Multicultural Center
Students need practical experience	<input checked="" type="checkbox"/>	2,100+ Internships in 585+ locations (Does not include program internships) Center for Applied Research & Economic Development (2006)

Distance Education Information For Curricular Audit Subcommittee Task Force on Workforce and Economic Development

Programs Offered:

The University received approval from the Indiana Commission for Higher education to offer the following seven programs via distance education on the dates listed below:

- Bachelor of Science in Health Services**, 2/24/1998 (degree completion)
- Bachelor of Science in Nursing Program**, 2/24/1998 (degree completion)
- Bachelor of Science in Radiologic and Imaging Sciences**, 12/13/2000 (degree completion)
- Master of Science in Health Administration**, 12/13/2000
- Master of Science in Nursing**, 12/13/2000
- Master of Science in Occupational Therapy**, 12/13/2000 (undergraduate/graduate degree combined with graduate degree being offered via DE)
- Master of Social Work**, 9/17/2004 (cohort-based, Terre Haute)

The University has no immediate plans to offer additional graduate or undergraduate degree programs via distance education; however, departmental and college discussions regarding potential distance education program development are part of the academic planning process.

Detailed information about programs offered via distance education is online at <http://www.usi.edu/distance/programs.asp>.

Courses Offered:

Most of USI's distance education courses are offered by the College of Nursing and Health Professions and support the degree programs offered at a distance. The other academic colleges have also developed distance education courses that offer USI students an alternative to campus-based courses. If a course is not part of an approved distance education degree program (those listed above), then a distance education course application must be completed and approved by the Distance Education Advisory Committee.

The Distance Education Office tracks the number of distance education courses offered by term and academic year. Academic year tallies are below.

DE Course Counts by Academic Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Total Duplicated (counts all course sections)	246	324	367	408	338	338
Total Unduplicated (counts each course once, regardless of how many sections offered)	83	133	158	183	178	188

Additionally, USI is a member of the Indiana College Network, a collaborative effort by Indiana colleges and universities that make up the Indiana Partnership for Statewide Education. Each semester, USI joins the other partner institutions to create the [Indiana College Network Database of Courses](#) available online. USI students can enroll in these courses as direct equivalents of USI courses pending advisor approval.

Term-specific course listings can be found on the Distance Education Website at <http://www.usi.edu/distance/courses.asp>.

Distance Education Plans:

The five academic colleges and University Division have submitted their five-year (2006-2011) plans which identify targeted courses and programs for future distance education development.

Technologies Utilized:

Distance education technologies at USI include the following delivery and reception methods: Internet, including Blackboard course management software and Breeze Web conferencing software; videostreaming and audiostreaming; IHETS two-way interactive television; videotape; and CD-ROM and DVD.

Course sections are coded to indicate type of delivery mode: NO1 (Internet only); NC1 (Internet plus class time); NV1 (Internet plus videotape); NM1 (Internet plus another medium, such as CD or DVD); NR1 (Internet plus a remote site).

Student Enrollment Information:

The Distance Education Office tracks enrollment in distance education courses by total enrollment (counts every course enrollment), by unduplicated headcount (each student taking one or more distance education courses is counted once), and by distance education-only headcount (each student taking ONLY distance education courses is counted once).

USI Enrollment Growth in Distance Education				
	Fall	Spring	Summer	Total
2000-01	1,074	1,051	539	2664
2001-02	1,440	1,467	647	3,554
2002-03	1,819	2,332	807	4,958
2003-04	2,467	2,586	876	5,929
2004-05	2,444	2,874	1428	6,746
2005-06	2,867	2942	1668	7,477
2006-07	2,792			2,792

Unduplicated Head Count -- Students Taking DE Courses				
	Fall	Spring	Combined Summer	Academic Year Totals
2000-01	640	636	483	1196
2001-02	826	879	537	1538
2002-03	1,004	1,329	648	2009
2003-04	1,447	1,491	742	2421
2004-05	1,564	1,808	1,063	2,815
2005-06	1,734	1,878	1,212	3,101
2006-07	1,817			1,817

USI Students Enrolled in DE Courses Only				
	Fall	Spring	Combined Summer	Academic Year Totals
2000-01	273	242	310	321
2001-02	405	337	334	426
2002-03	426	471	446	503
2003-04	532	541	553	642
2004-05	595	643	752	723
2005-06	638	711	846	807
2006-07	681			681

Distance Education Office

FA 41, ITS Office Suite

<http://www.usi.edu/distance>

distance@usi.edu

812/465-7182 or 800/813-4238

Two Coordinators – Linda Fletcher, Vicki Bierley

Extended Services

New Programs/Offerings since 2000

- Certificate in Factory Physics
- MS Industrial Management
- Maintenance Management Certificate
- Tri-State Industrial Safety Council Partnership
 - Basic Orientation Plus®
 - Basic Orientation Plus® Refresher
- Nursing Leadership Conference
- USI Preschool
- Connect with Southern Indiana
- Center for Applied Research and Economic Development (CARED)
- Southwest Indiana STEM Partnership
- Expansion of College Achievement Program
- USI Nearby—Armory Location
- USI Partner for Certified Technology Park/Innovation Pointe
- Certified Management Accountant Learning Series
- OSHA Host Site for Northern Illinois University
- Expansion of On-Site Contractual Training (partial list)
 - Alcoa Warrick Operations
 - Alcan Primary Metal Group
 - Bristol-Myers Squibb
 - BWX Technologies
 - Courier & Press
 - General Mills
 - Gibbs Die Casting
 - Kight Home Center
 - Kimball International
 - Lucent Polymers
 - Memorial Hospital and Health Care Center
 - Red Spot
 - Stewart Warner South Wind
 - Toyota
 - Traylor Brothers

The Economic Impact of the University of Southern Indiana on Southwest Indiana

Prepared by: Sudesh Mujumdar, Philip Parker, Mohammed Khayum

I. INTRODUCTION

The economic contribution of the University has quantifiable as well as non-quantifiable dimensions. The quantifiable dimension is associated with expenditures that are undertaken to support the instructional and administrative activities of the University. This quantifiable contribution is examined for Vanderburgh, the Evansville MSA (comprising of the following counties: Gibson, Posey, Vanderburgh, Warrick, Henderson and Webster), and a group of Southwestern Indiana counties referred to as SWI Region (Daviness, Dubois, Gibson, Knox, Martin, Perry, Pike, Posey, Spencer, Vanderburgh, and Warrick).¹⁰ The non-quantifiable dimension is examined in terms of the university's contribution to:

- (i) the 'creative' human capital of the community.
- (ii) the community through various continuing/non-traditional education programs, research expertise/facilities, and activities that promote arts, sports and recreation.

I. QUANTIFIABLE CONTRIBUTION

The quantifiable contribution can be traced to spending by the university on its operations, the spending of its employees, its expenditures on capital projects, the spending of students and visitors. The main revenue sources that make possible these expenditures are state appropriations, and student tuition and fees. For the year 2005-06, state appropriations amounted to nearly \$41 million (accounting for 36 percent of the University's total revenue) and (net) student tuition and fees amounted to \$32.4 million (accounting for about 29 percent of university revenue).

A dollar of spending on an item benefits the immediate seller of the item (the direct effect) as well as the entities involved in producing and supplying the item to the seller (the indirect effect). The spending generated by the change in household income that occurs as a result of the direct and indirect effects yields additional economic benefits – the induced effect. The direct and secondary (indirect + induced) effects for each category of spending listed above are summarized below:

¹⁰ One important reason for the choice of these geographic regions is that they account for a substantial portion (over 70 percent in many cases) of USI's expenditures.

A. UNIVERSITY OPERATIONS (excluding payroll)

For the year 2005-06, the University spent \$32.8 million on utilities, supplies, and other services necessary to run its operations. The employment and sales effects of this spending (for 2007) are summarized below:

Table 1: Employment Impact (Number of jobs) of University Operations

	Direct Impact	Secondary Impact	Total Impact
Vanderburgh	228	98	326
Evansville MSA	314	128	442
SWI Region	331	133	464

The employment is expectedly largest in the SWI Region since it has 30 percent more industries than Vanderburgh and about 6 percent more industries than the Evansville MSA.

Table 2: Sales Impact of University Operations (in millions)

	Direct Impact ¹¹	Secondary Impact	Total Impact
Vanderburgh	\$30.5	\$9.4	\$39.9
Evansville MSA	\$30.5	\$12.5	\$43.0
SWI Region	\$30.5	\$12.8	\$43.3

Based on Table 2, \$1 of spending by the University on its operations generates \$1.42 in total sales for the SWI Region, \$1.41 in total sales for the Evansville MSA, and \$1.31 in total sales for Vanderburgh.

B. EMPLOYEE SPENDING

The university employed 622 full-time and part-time faculty members, 704 administrators and staff, and 779 student workers in the year 2005-06. Salaries and wages of the employees amounted to \$42.5 million. Employee spending on goods and services generated the following employment and sales effects (for 2007).¹²

Table 3: Employment Impact (Number of jobs) of Employee Spending

	Direct Impact	Secondary Impact	Total Impact
Vanderburgh	126	56	182
Evansville MSA	151	72	223
SWI Region	154	73	227

¹¹ The direct impact numbers are similar across the different regions owing to 'rounding off'. Further, the direct impact of \$30.5 million is less than the amount (\$32.8 million) spent by the University on its operations since some portion of the spending occurs outside these regions.

¹² Based on a spendable income of \$34.1 million (using an average tax rate of 20 percent).

Table 4: Sales Impact of Employee Spending (in millions)

	Direct Impact ¹³	Secondary Impact	Total Impact
Vanderburgh	\$31.2	\$5.5	\$36.7
Evansville MSA	\$31.2	\$7.4	\$38.6
SWI Region	\$31.2	\$7.5	\$38.7

Based on Table 4, \$1 of spending by University employees generates \$1.24 in total sales for the SWI Region, \$1.23 in total sales for the Evansville MSA, and \$1.17 in total sales for Vanderburgh.

Further, compared to 1999 (the year of the previous study), the sales impact of employee spending is larger by about \$11 million for Region 11. However, the employment impact is smaller by 122 jobs, indicating that the industries which account for employee spending have become less labor intensive over the past seven years.

C. CAPITAL PROJECTS

The annual average University construction spending for the years 2001-2006 amounted to \$10.2 million, which represents about 70 percent of the annual average capital spending for this time period. The employment and sales effects of the spending on construction for the 2007 are summarized below.

Table 5: Employment Impact (Number of jobs) of Construction Spending

	Direct Impact	Secondary Impact	Total Impact
Vanderburgh	97	56	153
Evansville MSA	102	63	165
SWI Region	103	63	166

Table 6: Sales Impact of Construction Spending (in millions)

	Direct Impact	Secondary Impact	Total Impact
Vanderburgh	\$9.7	\$5.2	\$14.9
Evansville MSA	\$9.7	\$6.4	\$16.1
SWI Region	\$9.7	\$16.4	\$16.1

Based on Table 6, \$1 of spending on construction by the University generates \$1.66 in total sales for the SWI Region, \$1.66 in total sales for the Evansville MSA, and \$1.54 in total sales for Vanderburgh.

¹³ The direct impact numbers are similar across the different regions owing to 'rounding off'. Further, the direct impact of \$31.2 million is less than the amount (\$34.1 million) spent by employees since some portion of the spending occurs outside these regions.

D. STUDENT SPENDING

Average non-tuition expenditures by students vary depending on their status and whether they live on or off campus. In 2005-06, on average, a student living on campus is estimated to have spent \$9,702, while the estimated expenditure for a student living off campus is \$13,086.¹⁴

During the fiscal 2005-06 year, USI students spent an estimated \$104.8 million on goods and services such as housing, food, transportation, clothing, health services, and supplies.

Table 7: Employment Impact (Number of jobs) of Student Spending

	Direct Impact	Secondary Impact	Total Impact
Vanderburgh	709	139	848
Evansville MSA	1,208	389	1,597
SWI Region	1,271	400	1,671

Table 8: Sales Impact of Student Spending (in millions)

	Direct Impact ¹⁵	Secondary Impact	Total Impact
Vanderburgh	\$70.8	\$13.8	\$84.6
Evansville MSA	\$70.8	\$40.8	\$111.6
SWI Region	\$70.8	\$41.5	\$112.3

Based on Table 8, \$1 of spending by USI students generates \$1.59 in total sales for the SWI Region, \$1.58 in total sales for the Evansville MSA, and \$1.19 in total sales for Vanderburgh.

Further, compared to 1999 (the year of the previous study), the sales impact of student spending is larger by about \$44 million for the 11-county region. The employment impact is also larger by 537 jobs.

E. VISITOR SPENDING

More than 150,000 people participate in activities other than classes each year at the University. These visits were made for a variety of reasons such as cultural and athletic events, campus tours, commencement, and other special events. A relatively high proportion of these visitors are from within the region. During year 2005-06, with visitor events occurring on 351 days, it is estimated that visitors to the University coming from outside the region spent nearly \$6 million on food, gas, lodging, and other goods and services in the region. The employment and sales impacts associated with these expenditures are shown in Tables 9 and 10.

Table 9: Employment Impact (Number of jobs) of Visitor Spending

	Direct Impact	Secondary Impact	Total Impact
Vanderburgh	109	21	130
Evansville MSA	120	25	145

¹⁴ This represents spending for nine months. Source: USI Student Financial Aid Office.

¹⁵ The direct impact numbers are similar across the different regions owing to 'rounding off'. Further, the direct impact of \$31.2 million is less than the amount (\$34.1 million) spent by employees since some portion of the spending occurs outside these regions.

SWI Region	134	27	161
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Table 10: Sales Impact of Visitor Spending (in millions)

	Direct Impact ¹⁶	Secondary Impact	Total Impact
Vanderburgh	\$5.3	\$1.9	\$7.2
Evansville MSA	\$5.3	\$2.4	\$7.7
SWI Region	\$5.3	\$2.6	\$7.9

Based on Table 10, \$1 of spending by visitors generates \$1.49 in total sales for the SWI Region, \$1.45 in total sales for the Evansville MSA, and \$1.36 in total sales for Vanderburgh County.

F. TOTAL ECONOMIC IMPACT

The total employment impact in the 11-county region of annual spending by the University, students, University employees, and visitors is estimated to be 2,589 jobs. Based on annual direct spending by the University, its employees, students, and visitors amounting to \$147.6 million, the impact on business sales in the 11-county region is estimated to be \$218.2 million. In comparison, in a 1999 study for the same 11-county region, the employment and sales impacts associated with the existence of the University were respectively, 2,411 jobs and \$138 million.

II. NON-QUANTIFIABLE CONTRIBUTIONS

A. THE CREATIVE HUMAN CAPITAL OF THE COMMUNITY

In the economic growth literature, much empirical attention, of late, has been given to the role of human creativity, following the now well-known work of Richard Florida (2002). Creativity, according to Florida, “is a matter of sifting through data, perceptions and materials to come up with combinations that are new and useful,” (pg. 31) and he makes this notion of creativity operational through the development of a creativity index. Florida and other researchers (see, e.g., Rushton; 2007 and, Mellander and Florida; 2006) find that improvements in a region’s creativity index can significantly spur economic growth. An important underlying basis for this link lies in Romer’s (1990) theory that unlike many other inputs into the growth process (such as natural resources) which experience diminishing returns, creativity is associated with increasing returns.

At the heart of the creativity index is the notion of the Creative Class. This Class consists of individuals whose occupations place a relative greater demand on their creative abilities. These occupations are classified into the following categories (using descriptions of the U.S. Bureau of Labor Statistics):

- [1] Computer and mathematical occupations
- [2] Architecture and engineering occupations

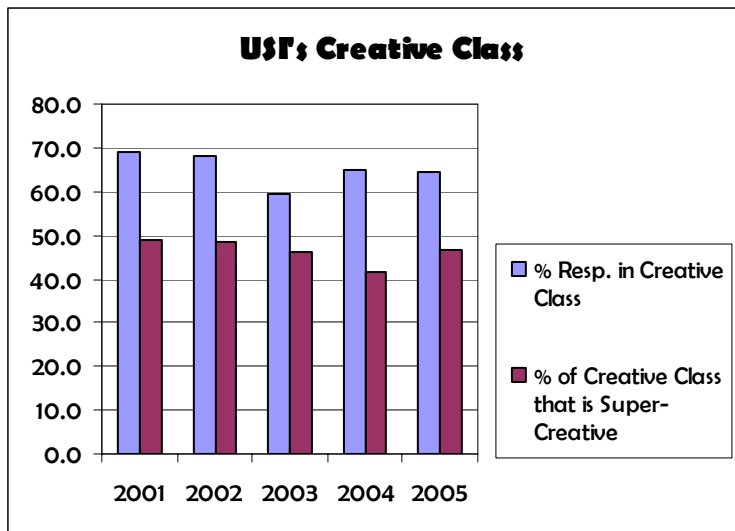
¹⁶ The direct impact numbers are similar across the different regions owing to ‘rounding off’. Further, the direct impact of \$31.2 million is less than the amount (\$34.1 million) spent by employees since some portion of the spending occurs outside these regions.

- [3] Life, physical, and social science occupations
- [4] Education, training, and library occupations
- [5] Arts, design, entertainment, sports, and media occupations
- [6] Management occupations
- [7] Business and financial occupations
- [8] Legal occupations
- [9] Healthcare practitioners and technical occupations
- [10] High-end sales and sales management

Of the 10 occupational categories, the first five form what is called the Super-Creative Core of the Creative Class. Based on the above discussion, then, an expansion of the Creative Class in a region can be expected to significantly boost its economic growth.

The contribution of USI to the Creative Class is examined by drawing on data from surveys of its graduates over various years.¹⁷ Sifting through the occupational information using the above list of categories reveals:

Figure 1



¹⁷ The surveys are conducted annually by the USI Career Services and Placement office.

Figure 2

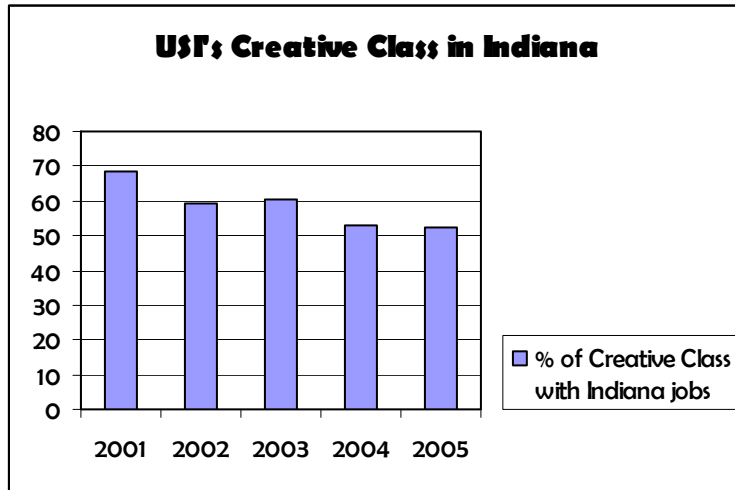


Figure 1 indicates that over the time period under consideration the proportion of survey respondents in the Creative Class has consistently remained over 50 percent, and the fraction of the Creative Class that is in the Super-Creative core has been close to 50 percent for all but one of the years under consideration. Further, while the proportion of the respondents in the Creative Class experienced a decline for some time, it has been rising of late. This latter trend is expected to persist as the recently (2001) launched engineering degree program shows enrollment growth.

Figure 2 indicates that while there has been a slight declining trend in the proportion of survey respondents in the Creative Class with jobs in Indiana, this proportion has consistently remained over 50 percent for the time period under consideration.

Thus a significant proportion of USI's graduates is joining the ranks of the Creative Class in the region enhancing, thereby, its 'high-end' growth potential.¹⁸

¹⁸ The high-end nature of the growth potential is reflected in the fact that for the Evansville MSA, the average wage of Creative Class members (\$51,751) is almost two times larger than the average wage for those not part of the Creative Class (personal communication from Kevin Stolarick, Carnegie Mellon University).

<i>Creative Class and Income Data (Based on 2005 Data)</i>	<i>U.S.</i>	<i>Indiana</i>	<i>Evansville MSA</i>
Creative Class			
Workers	33,700,000	741,340	40,880
% of the workforce	31.00%	25.77%	23.66%
Average Salary	\$62,403.56	\$52,603	\$51,751
% of Total regional wages	49%	39.90%	37%
Service Class			
Workers	50,000,000	1,198,000	69,320
% of the workforce	46%	41.65%	40.12%
Average salary	\$26,180	\$23,262	\$22,401
% of Total regional wages	31%	28.50%	27%
Working Class			
Workers	25,500,000	934,000	62,340
% of the workforce	23%	32.50%	36.08%
Average salary	\$33,333	\$32,940	\$32,835
% of Total regional wages	20%	31.50%	36%
Source: Kevin Stolarick, Carnegie Mellon University (kms@andrew.cmu.edu)			

B. OTHER OUTREACH AND COMMUNITY CONTRIBUTIONS

▪ ***CONTINUING/NONTRADITIONAL EDUCATION***

Comprehensive Continuing Education

USI Extended Services complements the University's traditional role by providing and facilitating quality educational, research, and technical services for people, groups, and organizations in Indiana and the Tri-State.

Historic Southern Indiana

As a community outreach program of the University of Southern Indiana, HSI hosts workshops, produces publications, conducts visitor research, and facilitates and coordinates with many groups and agencies with the goal of preserving southern Indiana's heritage and creating a sense of regional identity and pride.

Distance Education

USI Distance Education enables students to enroll in courses that fit their circumstances or lifestyle. Distance Education courses at USI utilize technologies such as the Internet, videotape, CD-ROM, DVD, and interactive television.

Library and Government Census Depository

The David L. Rice Library supports the mission of the University of Southern Indiana by assisting the instruction and research efforts of the university's students and faculty through the provision of appropriate collections and services. The library is a selective depository for federal documents with about 44 percent of all federal government documents available.

Center for Economic Education

The Center for Economic Education, one of 13 regional centers throughout Indiana, provides elementary and secondary teachers with programs and materials to get economics and personal finance education into the classroom and to help students apply in their lives what they learn in school.

Historic New Harmony

The University of Southern Indiana, in cooperation with the Indiana State Museum, manages programs and properties in nearby Historic New Harmony, the home to two historic communal societies of the early 19th century.

Center for Communal Studies

The Center for Communal Studies is a clearinghouse for information, a research facility, and a sponsor of activities related to historic and contemporary intentional communities.

Children's Summer Camps

USI's Summer Enrichment Camp (SECamp) is a summer day camp for school-age children 7-11 years and Kindergarten Camp (KCamp) is for children entering kindergarten or first grade.

Athletic and Youth Camps

USI offers summer athletic camps, in sports such as basketball, baseball, cross country, soccer; and volleyball, for youths in various age groups. USI also hosts summer conferences for other organized youth groups.

Annual Conferences

?????

- ***USI RESEARCH CONTRIBUTIONS***

Water Purification, Environmental Control

Historic Preservation

USI maintains a strong focus on historic preservation through both Historic New Harmony and Historic Southern Indiana.

New Harmony History and Art

The University of Southern Indiana, in cooperation with the Indiana State Museum, manages programs and properties in Historic New Harmony, the home to two historic communal societies of the early 19th century. In addition, the New Harmony Gallery of Contemporary Art is a not-for-profit exhibition space, dedicated to the promotion of contemporary art and artists of the Midwest.

National Art Exhibits

Communal Studies Center

The Center for Communal Studies is a clearinghouse for information, a research facility, and a sponsor of activities related to historic and contemporary intentional communities.

- ***COMMUNITY SERVICE***

Historic Southern Indiana

As a community outreach program of the University of Southern Indiana, HSI hosts workshops, produces publications, conducts visitor research, and facilitates and coordinates with many groups and agencies with the goal of creating a sense of regional identity and pride.

Economic Development (Fact Book, Innovation Pointe, Impact Studies)

The University's College of Business routinely conducts economic impact studies, as well as publishes The Evansville Factbook, which presents demographic, economic, and social information on the City of Evansville, Evansville Metropolitan Statistical Area, and Indiana Region 11. In addition, The University of Southern Indiana is the university partner of downtown Evansville's certified technology park, Innovation Pointe.

Center for Applied Research and Economic Development

CARED partners with businesses and other regional organizations to address problems affecting competitiveness and productivity. It provides expert consulting services in assessing needs and providing training and organizational development assistance.

Library Facilities

The David L. Rice Library supports the mission of the University of Southern Indiana by assisting the instruction and research efforts of the university's students and faculty through the provision of appropriate collections and services.

Free Public lectures

The University hosts a wide range of free public lectures which bring nationally renowned speakers to USI to discuss topics of interest.

Workshops and Conferences

USI Extended Services sponsors and/or hosts a variety of conferences and workshops designed to improve professional and career performance, quality of life for individuals, and to invigorate and improve organizations for professionals and members of the community.

Noncredit Courses

USI Extended Services offers a wide variety of noncredit courses for the residents of the region. Many noncredit courses are available for Continuing Education Units (CEUs), an internationally-recognized standard awarding one CEU for each ten (10) hours of class time.

▪ **AREA SPORTS AND RECREATION**

Nationally ranked Men's basketball team

Nationally ranked Women's basketball team

National ranked Men's baseball team

Nationally ranked Men's soccer team

Nationally ranked Men's and Women's cross country teams

Theatre (New Harmony and Evansville)

The New Harmony Theatre, a professional theatre managed by USI, produces three plays each summer in historic New Harmony, providing the audiences of southwestern Indiana and the Tri-State region with first-rate professional theatre experiences.

USI Theatre regularly produces performances at two difference facilities, providing students with opportunities to perform.

Art Exhibits

The College of Liberal Arts regularly displays student and faculty artwork, and produces the USI Juried Student Art Exhibition, an annual presentation of selected student art works. The New Harmony Gallery of Contemporary Art is a not-for-profit exhibition space operated by USI and dedicated to the promotion of contemporary art and artists of the Midwest.

Public Spaces and Nature Walks

Many people use the campus for outside recreation – walking, biking, tennis, running.

Free Movies

During fall and spring semester, USI offers a free film series. It also hosts a foreign film series each year

Physical Activities Center

The PAC is the site of many intramural games and other recreational activities, provides classrooms and playing courts for physical education and is the home for Screaming Eagles' Athletics.

Frisbee Golf

A free Frisbee golf course on campus is open to the public.

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