



Designing Programs for the Millennial Workforce

Prepared for Cleveland State University

Session Two

COE Forum



Today's Undergrads More Challenging to Reach

Declining Demographics

36

States will see slower growth or declines in high school graduation rate (2016-2031)

A More Demanding "Shopper"

Attending Multiple Orientations to Decide

22%

Increase in withdrawn deposits from 2007-2015

New Marketing Approaches Needed

87%

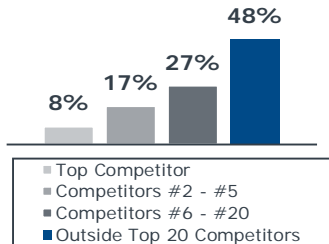
Percentage of prospects who say they don't trust university websites, seeking validation from externals source

A Long Tail of Competitors

108%

Increased applications from 2001—2014 with just an 11.6% increase in prospects

Where Admitted Students Who Did Not Deposit Went
(n = 81,827)



Increasingly Price Sensitive

25%

Percentage of families who **would have enrolled elsewhere for less than \$5k** in additional grant or scholarship assistance from second choice

NACUBO-Reported Discount Rate for FTFT Freshmen

38.6%

in 2006-2007

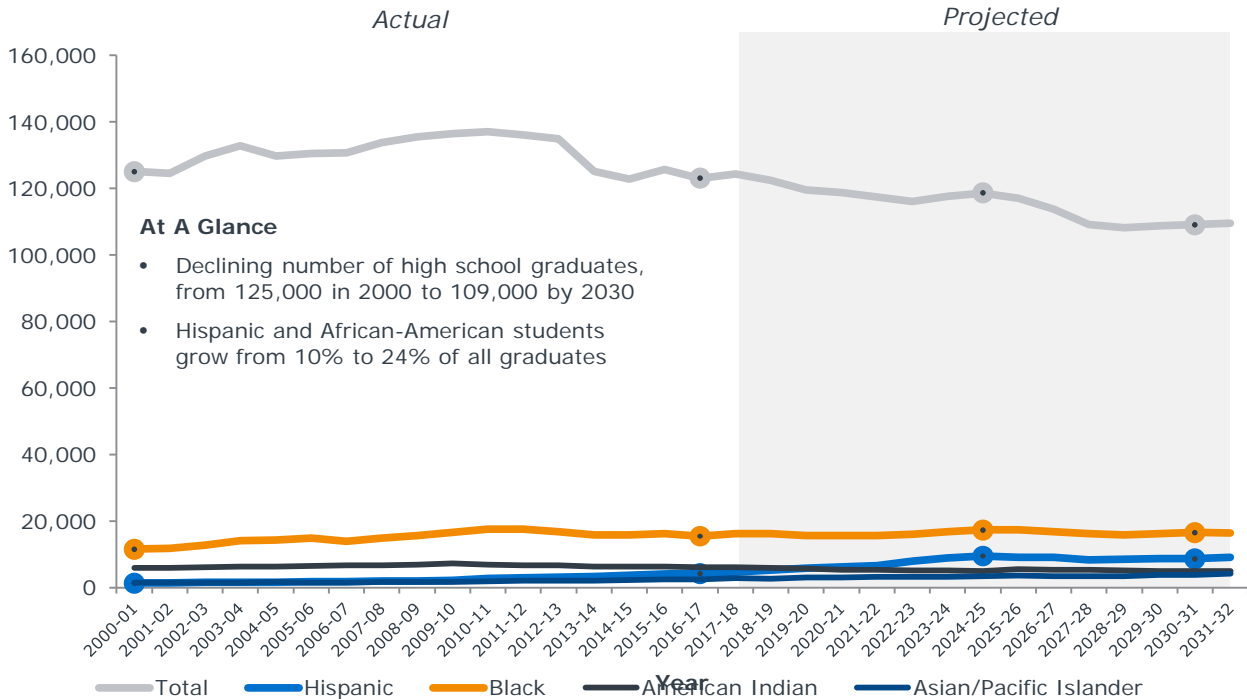
49.1%

in 2016-2017

Spotlight on Ohio



High School Graduates, By Year and Race/Ethnicity



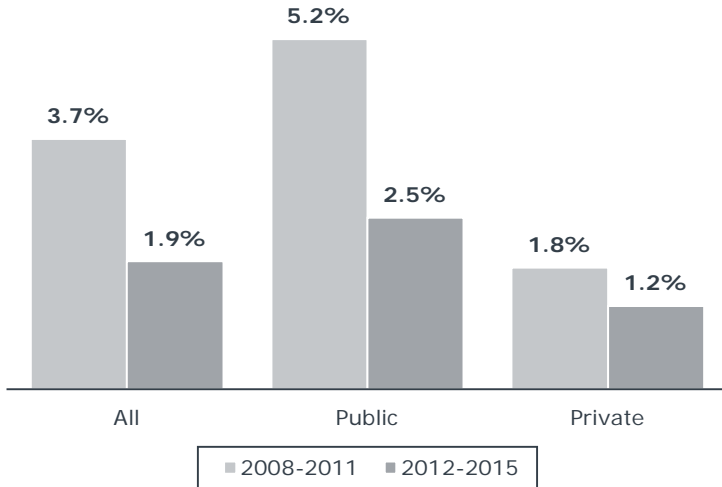



Tuition Not Growing at Required 3% Per Year Rate

Tuition Revenue Growth Slows Across Sectors

Slow Tuition Revenue Growth Continues

Net Tuition Revenue Growth Rates, 2008-2015

Proportion Facing Tuition Revenue per Capita Declines from 2010-2016

37%
of **private** four-years

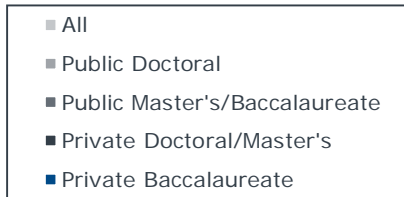
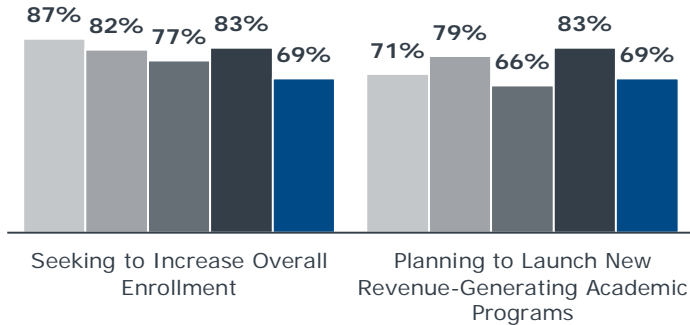
21%
of **public** four-years



Growth the Top Institutional Imperative for Most

Key Focus Across Different Campus Leaders and Segments

CBOs with Strong Growth Aspirations¹ by Segment



Leaders Across Campus Affirm Growth Imperative



Provosts agree¹ that financial concerns prevalent in institutional discussions about launching new programs



Online education administrators indicate plans to launch new online programs in next 3 years

Source: *Inside Higher Ed*, "The 2016 Inside Higher Ed Survey of College and University Business Officers," July 2016; *Inside Higher Ed*, "2017 Survey of College and University Chief Academic Officers," January 2017; Straumsheim, C., "Signs of a Ceiling in Online Ed Market," *Inside Higher Ed*, May 22, 2017; EAB interviews and analysis.

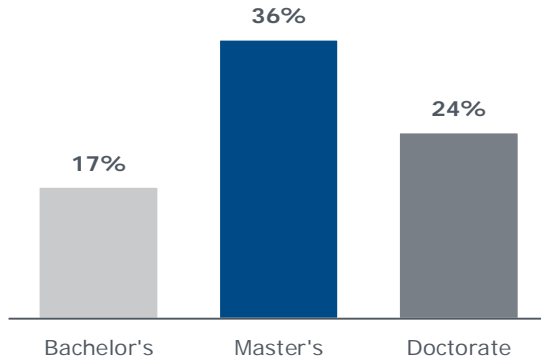
1) Agreeing or strongly agreeing with survey statement.

Master Surpasses the Student

Graduate and Professional Programs Growing Faster than Baccalaureate

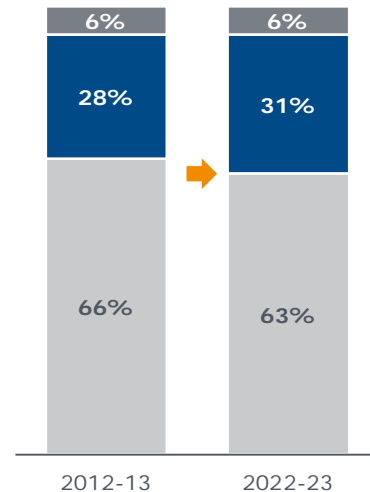
Projected Growth by Award Level

2012–2013 to 2022–2023



1,934 Number of graduate programs added between 2011-2013

Current and Projected Degree Completions by Award Level

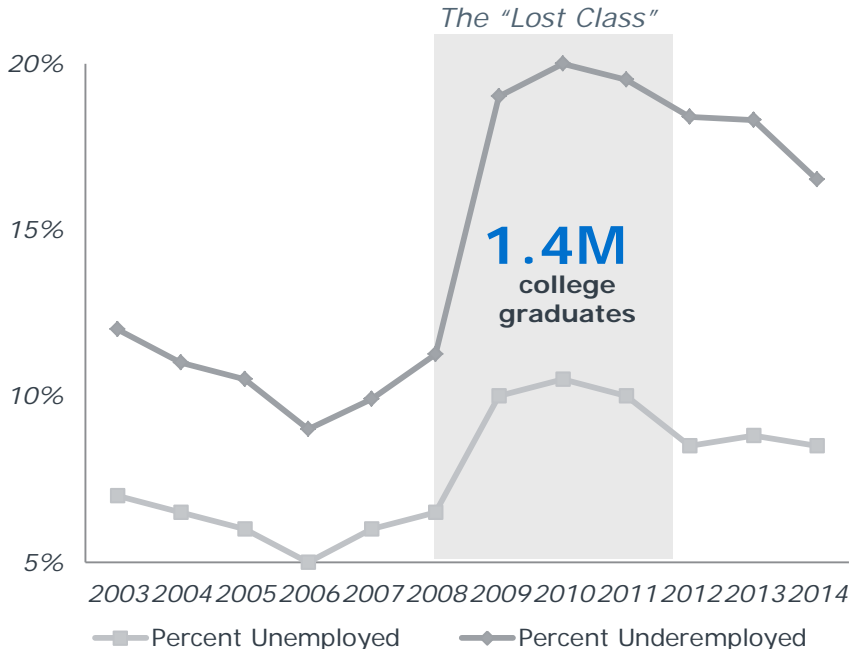


■ Bachelor's ■ Master's ■ Doctoral

Adults Going Back to School Earlier

Enrollments Skewing Younger as Underemployment Persists

Un- and Underemployment by Graduation Year



In Search of Marketable Skills

3-5

Years of underemployment Millennials typically endure before seeking retraining opportunities

26

Average age of COE students in large urban centers

33

Average age of online graduate student

Source: Alyssa Davis, Will Kimball, and Heidi Shierholz, "The Weak Economy Is Idling Too Many Young Graduates," Economic Policy Institute, May 2014; Gould, Elise, "Job Seekers Ratio Holds Steady at 2-1," Economic Policy Institute, November 2014; Nicholas Fino, Heidi Shierholz, and Natalie Sabadish, "The Class of 2013: Young Graduates Still Face Dim Job Prospects," Economic Policy Institute, April 2013; Online College Students 2016, The Learning House, Inc., and Aslanian Market Research.

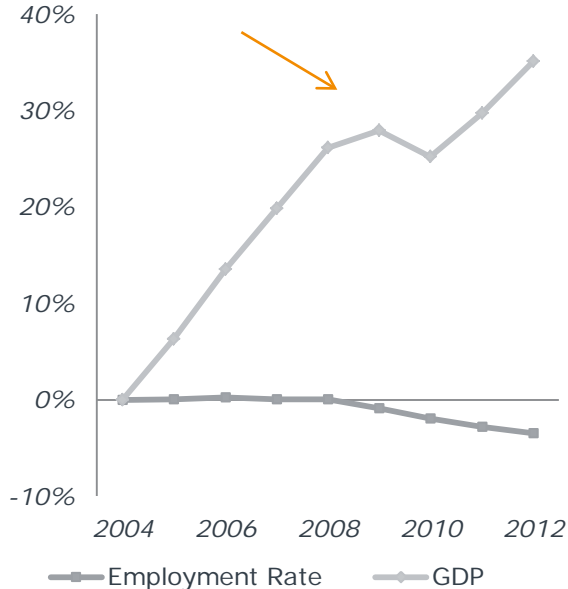
http://www.learninghouse.com/ocs2016/?utm_source=dynamic&utm_medium=pressrelease&utm_campaign=OCS_2016

Training Burden Shifted to College

“Training Gap” Masquerades as a “Skills Gap”

Employers Doing More with Less

US GDP vs. Employment Rate, 2004-2012



Employers Reluctant to Train Hires

“A generation ago you would never expect that somebody could come into a reasonably skilled, sophisticated position in your organization and immediately make a contribution. That’s a brand new demand...[A] huge part of the so-called skills gap actually springs from the weak employer efforts to promote internal training for either current employees or future hires...”

*Peter Cappelli,
Wharton School of Business*

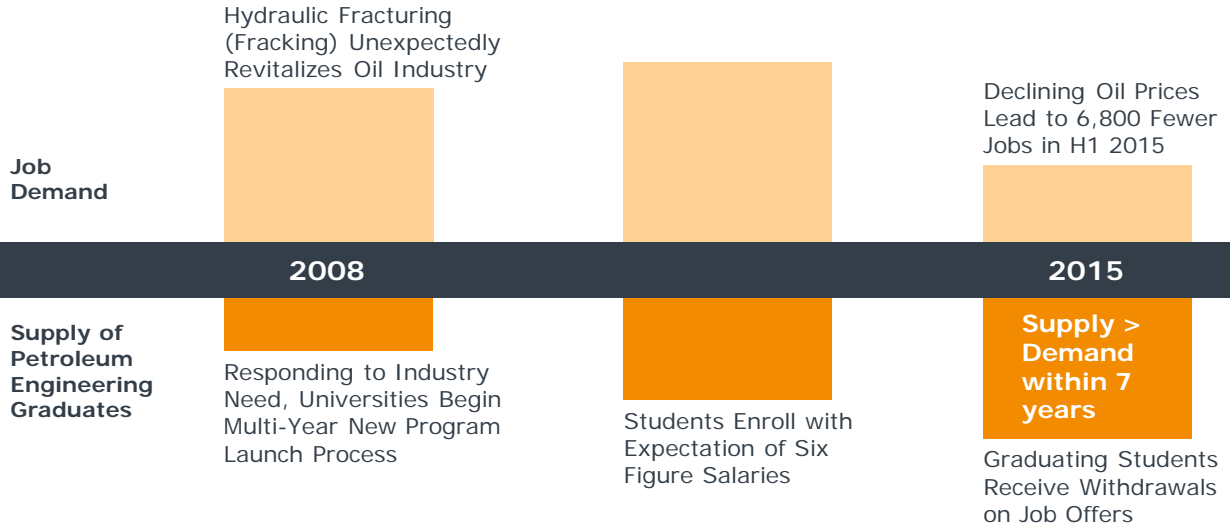
Signs of the Times

- Federal training expenditures declined from **\$2.1 B** in 2000 to **\$1.2 B** in 2012
- Only **21%** of US employees received any formal workplace training in a five-year period (Accenture)
- While **57%** of employers offer employee reimbursement, spending per employee has declined

Source: Bersin J, “Millennials Will Soon Rule The World: But How Will They Lead?”, September 12, 2013; Cappelli P, *Why Good People Can’t Get Jobs*, 2012; Rich M, “Federal Funds to Train the Jobless are Drying Up”, *The New York Times*, April 8, 2012; EAB interviews and analysis.

The Difficulty of Chasing “Hot Jobs”

The Case of Petroleum Engineers in the U.S.



“The economy bounces all over the place in terms of jobs that we hear are ‘hot’ all the time, like tech jobs. The reason that they’re hot is precisely because you can’t predict them.”

Peter Cappelli, Professor, Wharton School of Business



**B.A.
Lundvall**
Danish
Economist

Knowledge Economy

Economic value from knowledge of a topic, skill, or process not held by others



Learning Economy

Economic value from gathering, adapting, and applying knowledge from diverse sources



Constant skill and information acquisition needed



Traditional siloes of knowledge less relevant



Networks even more important—for individuals and organizations



A Lifelong Partnership

Potential to Serve Students Across a Career and a Lifetime

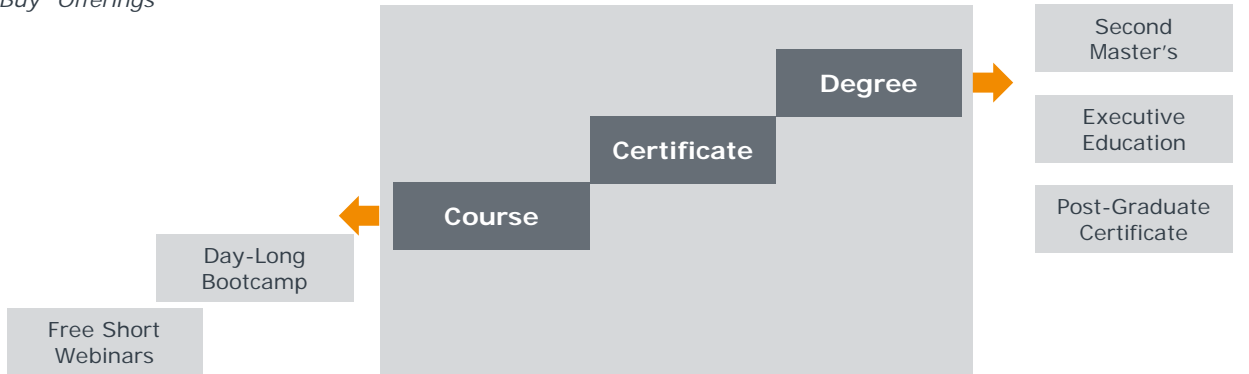
The Promise: "Institution of Choice"

"Try Before You Buy" Offerings

Low Commitment Paid Offerings

Certificate-to-Degree Stacks

Post-Degree Add-Ons

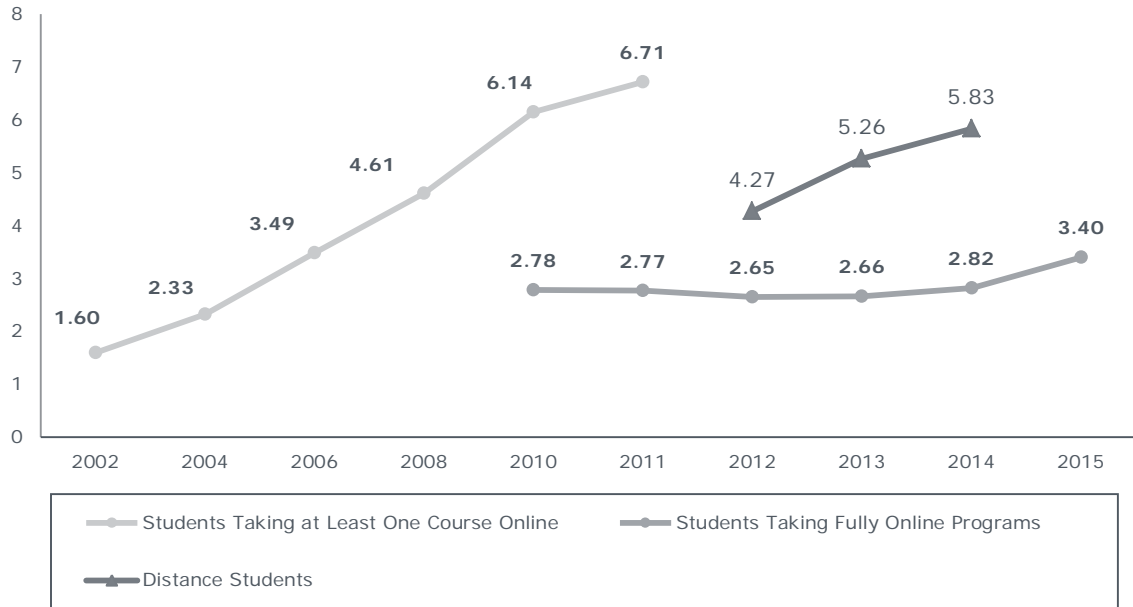


The “O” Word

Online Courses and Academic Programs Now Pervasive

Evolution of Online Programming

Number of students in online courses and programs 2002-2014 in millions



From “Whether” to “How” We Will Go Online

Rising Above Misconceptions and Semantic Debates

Modality Debate Misses Important Distinctions

Online is **not a market**



Online is **neither more nor less effective**



Online is **neither more nor less profitable**



Online **will not replace your campus**



Online is **not a strategy**



Key Lessons in Starting a Productive Conversation

Different populations require different programmatic strategies

Wrap-around services and design standards critical to student success

Costs and revenues driven primarily by instructional model and class size

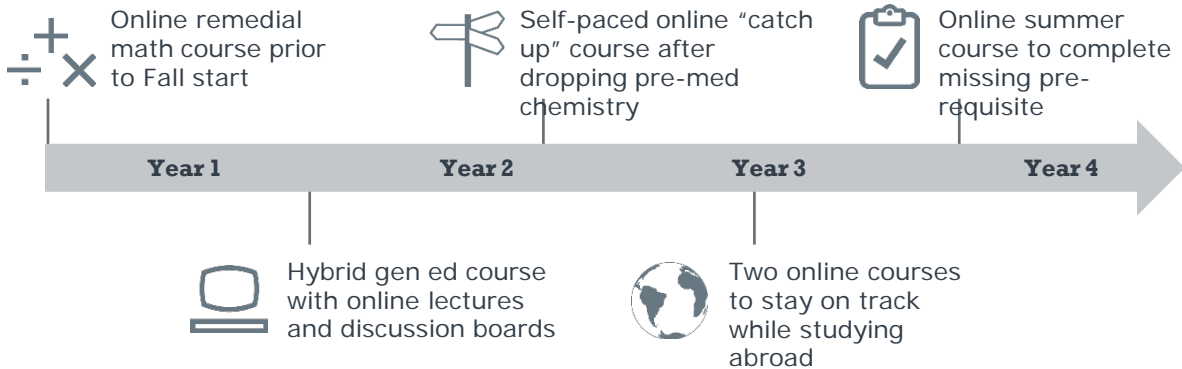
Instruction and services will be delivered in multiple modalities

Institutional priorities and goals should drive decisions about technology

Relevance to Core Becoming Clearer

Technology Will Enhance, Not Replace, Undergraduate Experience

Path to Graduation Eased by Online and Blended Coursework



Even Yale



“Yale College students in New Haven, subject to the approval of their DUSs and their residential college deans, may take one (but not more than one) online course for credit during their fall and spring academic semesters.”

Report of the Committee on Online Education, Dec. 2012

Even Elites Embrace Online Programs

2U Partners With Elite Universities to Launch Online Master's

Yale SCHOOL OF MEDICINE
PA Online


 UNC
 KENAN-FLAGLER
 BUSINESS SCHOOL
 MBA@UNC

GEORGETOWN UNIVERSITY
 School of Nursing & Health Studies

Berkeley SCHOOL OF INFORMATION
 datascience@berkeley

USC Social Work

17k undergraduates
 20k graduate students
 \$600M in annual research expenditures
 60+ online graduate programs
 \$110M in annual revenue from online graduate programs


 NYU | STEINHARDT
 COUNSELING@NYU


 Washington
 University in St. Louis
 SCHOOL OF LAW
 @WASHULAW


 SCHOOL of INTERNATIONAL SERVICE
 AMERICAN UNIVERSITY • WASHINGTON, DC
 International Relations Online

But Online Ed Not the Out-of-State Solve

Online Students Still Local

Online Student Distance from Institution, 2017¹

1) Eight percent of respondents indicated that they were not sure how far they lived from the closest campus/service center of the college/university in which they enrolled



Access to In-Person Services Valued

75%

Proportion of Students Who Visited Campus or a Campus Center at Least Once During Program

Sudden Generational Shift Unlikely

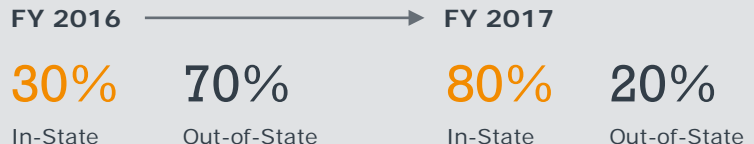
83%

Percentage of Gen Z preferring face-to-face connection—despite sending 100 texts per day.

Online Leader Pivots Marketing Spend Back Home



Proportion of Online Marketing Budget Spent In- vs. Out-of-State

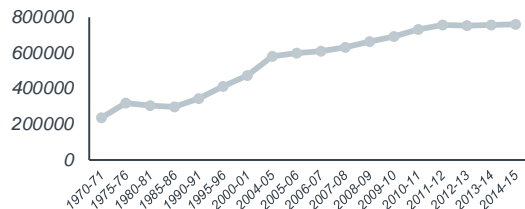


Online and Graduate Markets Increasingly Crowded



Conferrals Plateauing

Number of Master's Degrees Conferred by Year



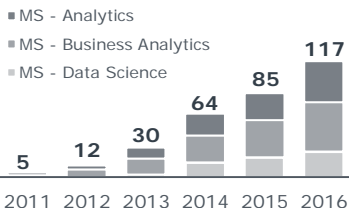
Increasingly Expensive to Recruit



Competition Even in "New" Fields

Fast Growth in New Data Science and Analytics Degrees...

...And More on The Way



57% ↑

Increase in COE market research requests on data analytics opportunities, 2015-2016

Favorable Climate for New Entrants

126% vs. **57%**

Growth in post-bacc certificates awarded from 2001 to 2015, compared to master's degrees (conservative estimate)

Support for Alternative Short Format Providers



Source: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1970-71 through 1985-86; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C: 91-99); and IPEDS Fall 2000 through Fall 2015, Completions component. NCES; "Master Degree Programs in Analytics and Data Science,"

- 1 Emerging Fields, Formats, and Credentials
 - 2 Case Studies: Accelerated Programs
 - 3 Case Studies: Modular and Stackable Programs
 - 4 Case Studies: Employer Partnerships
-

Growth Driven Both by Supply and Demand

Why Professional Master's Degrees Are Increasingly Popular

Ready Supply from Universities



Generates enrollment revenue as core markets stagnate



Protects selectivity and brand of core programs, including bachelor's



Not subject to caps on undergraduate tuition



Makes use of lower cost, more flexible instructors

Growing Demand from Students, Employers



Delivers specialized skills for increasingly technical roles



Provides practical experience that eases entry into workforce



Allows midcareer professionals to keep pace with upskilling



Offers shorter, less costly alternatives to traditional graduate degrees

The Rise of the Professional Master's Degree



A Contrast To Traditional Master's Programs



Traditional Master's

Full-time, residential
Thesis
Path to PhD
Designed around faculty
research interests
Taught exclusively by
tenure stream faculty
Housed within single
department
Financial aid available
Younger, less experienced
students



Professional Master's

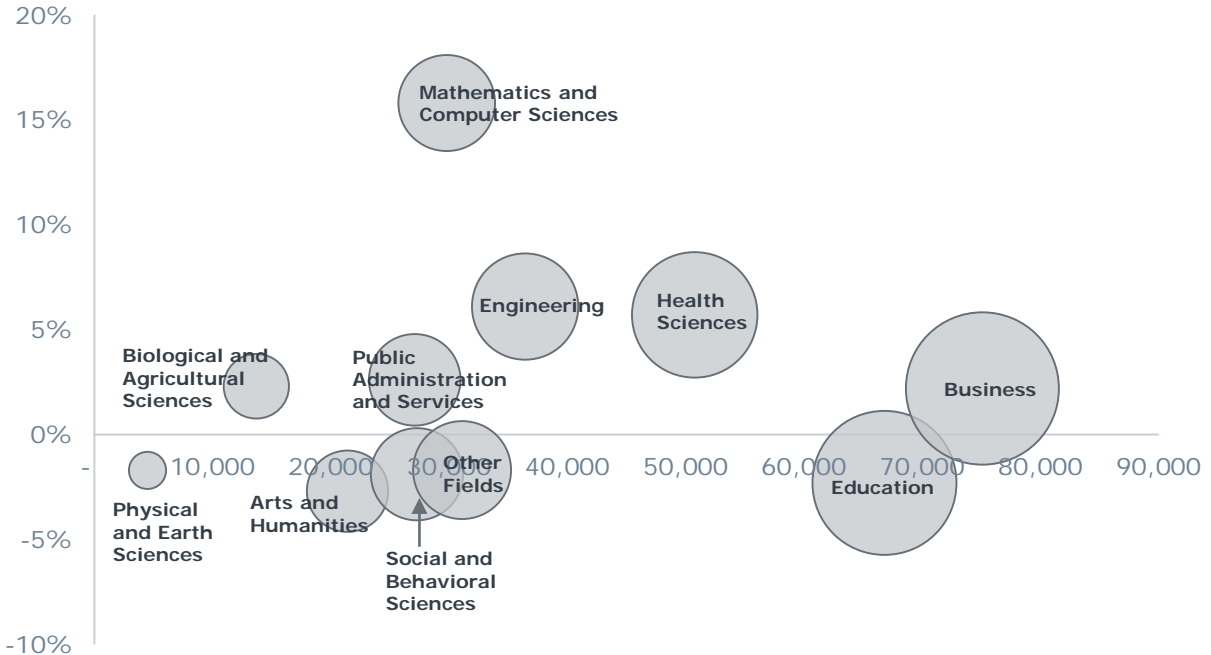
Part-time, low residence
Project or work experience
Path to employment
Designed around employer
hiring interests
Taught by tenure stream
faculty and adjuncts
Cross-disciplinary/ multiple
departments
Typically self-pay
Often older students with
work experience



Masters Driven More by Professional Goals

Math and Computer Science, Engineering and Health Lead Master's Growth

First Time Enrollment in MASTER'S Degree Programs by Broad Field (2015) and Percentage Change 2010-2015



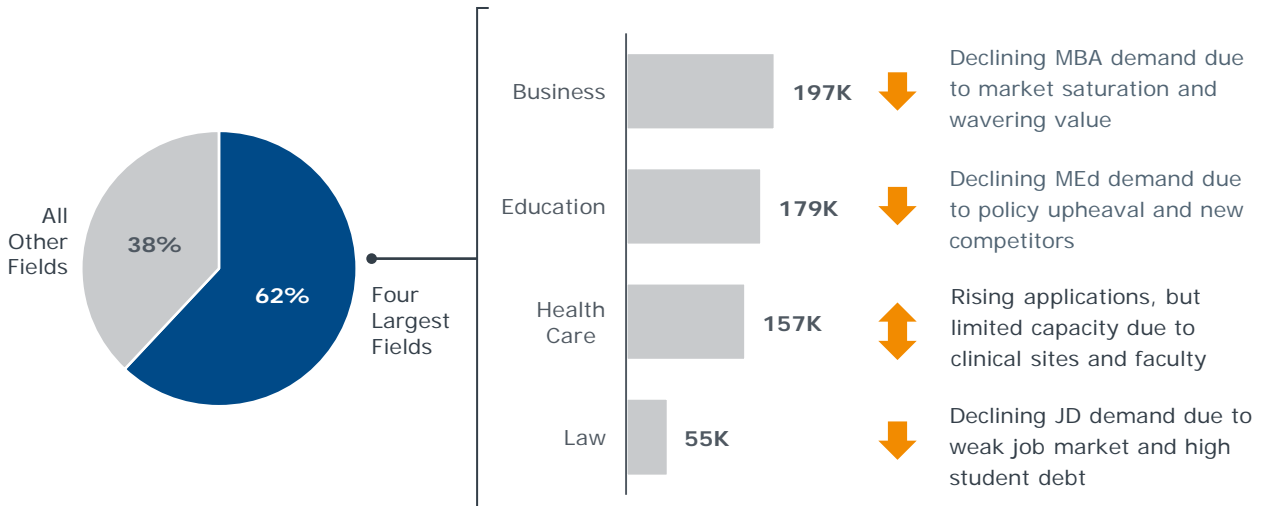
1) Masters enrollment numbers also include graduate level certificate and education specialist programs

Yesterday's Opportunities

Historically Popular Programs Face Falling Demand or Growth Obstacles

Graduate Degree Completions by Discipline in U.S.

2012–2013

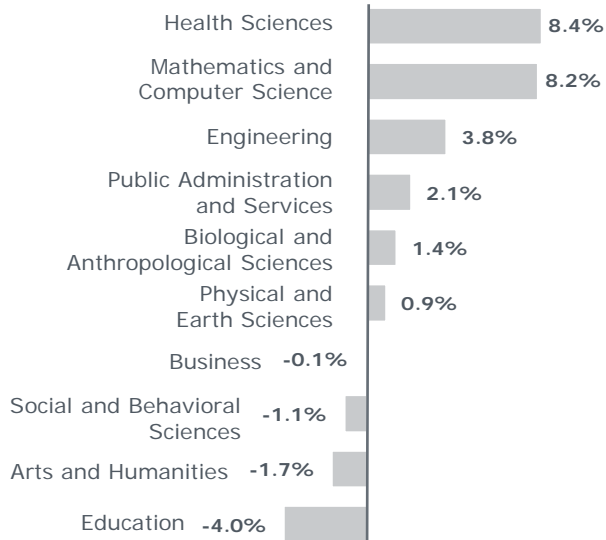




Where The Growth Is

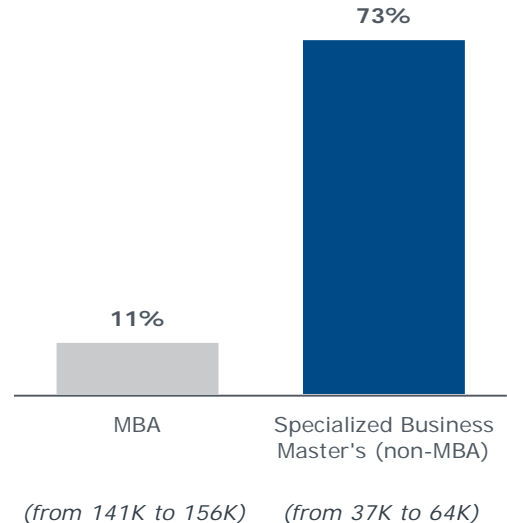
The Future is Specialized

Average Annual Change in Total Graduate Enrollment, 2009-2014



Growth in MBA versus Specialized Master's, 2007-2008 to 2011-2012

Enrollments Reported by US Institutions to AACSB



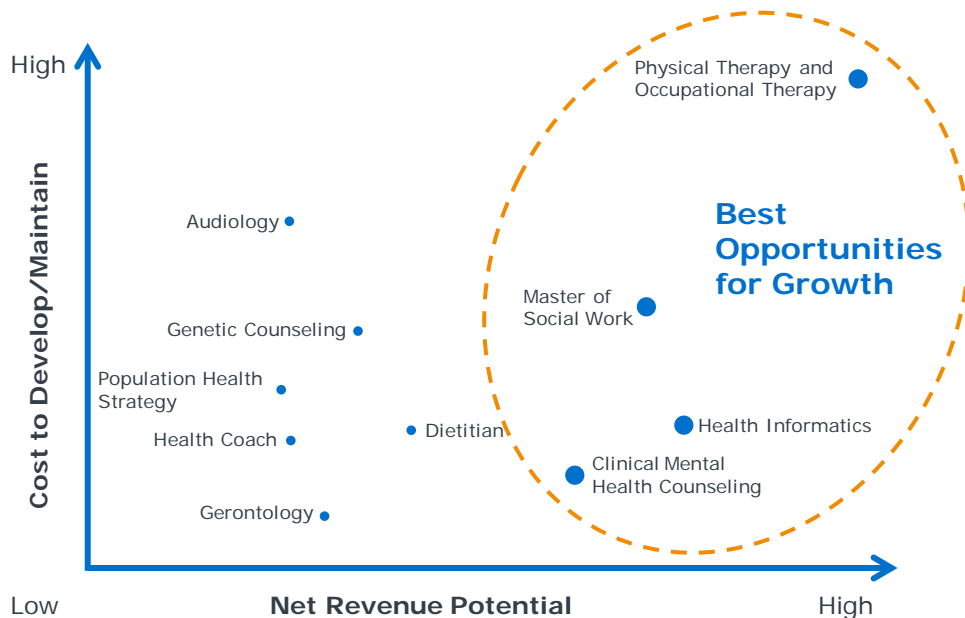
Sources: "Graduate Enrollment and Degrees," CGS, <http://cgsnet.org/graduate-enrollment-and-degrees>; Source: Association to Advance Collegiate Schools of Business, "Business School Data Guide 2014," "Business School Data Trends 2013," and "Business School Data Trends 2009 and List of Accredited Schools"; National Center for Education Statistics, IPEDS Data Center; Education Advisory Board interviews and analysis.

A Look at Healthcare



Four Opportunities in Health Meriting Particular Investigation

Health Portfolio Assessment Results



“All Other Fields”

Examples of Niche Programs

Agricultural Communications

Aging Services and Gerontology

Actuarial Science

Biodefense

Bioinformatics

Computational Linguistics

Construction Management

Cyber-Physical Systems
Engineering

Cybersecurity

Data Analytics

Design Thinking

Digital Fabrication

Emerging Media

Geodesign

Geographical Information
Science

Geospatial Intelligence

Health Care Analytics

Health Informatics

Human-Computer Interaction

Intelligence Analysis

Mechatronic Engineering

Nursing Informatics

Online Education

Quality Engineering

Regulatory Affairs

Renewable Energy Engineering

Social Media Management

Sustainability Management

Technical Writing

Faster, Please

Speed to Launch Critical in Fast-Moving Online Professional Market

Most Institutions Take 1-2 Years to Approve New COE Programs

Approval Process Length	Public (n = 67)	Private (n = 36)
1-5 months	3.5%	24.4%
6-11 months	31%	27.3%
1-2 years	58.6%	45.5%
3-5 years	6.8%	3%

Privates disproportionately represented in fastest-to-market group

Activities Correlated with Faster Program Launch



Allow approval committees to meet as needed, rather than waiting for monthly or quarterly scheduled meetings



Conduct governance body voting by email or electronic survey



Use a dedicated governance body

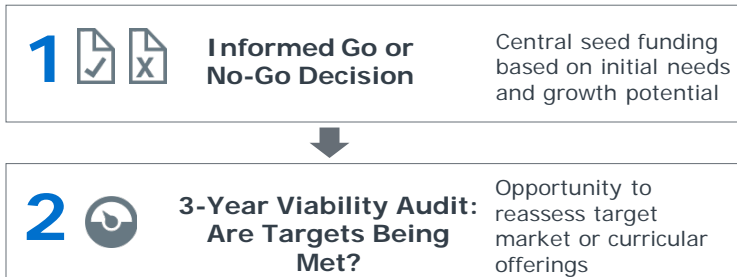
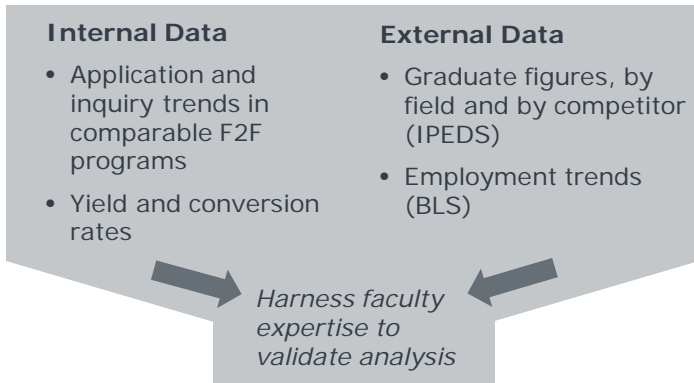


Programs with fast approval turnarounds best positioned to seize early market share in growing fields

If We Build It, Will They Come?

Ensuring Sufficient Demand Before Program Launch

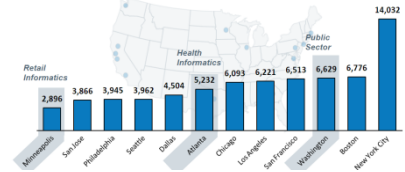
Require Data-Driven Market Analysis Before Launch



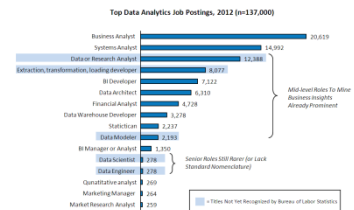
Next-Generation Employer Data



Highlighting Hot Markets



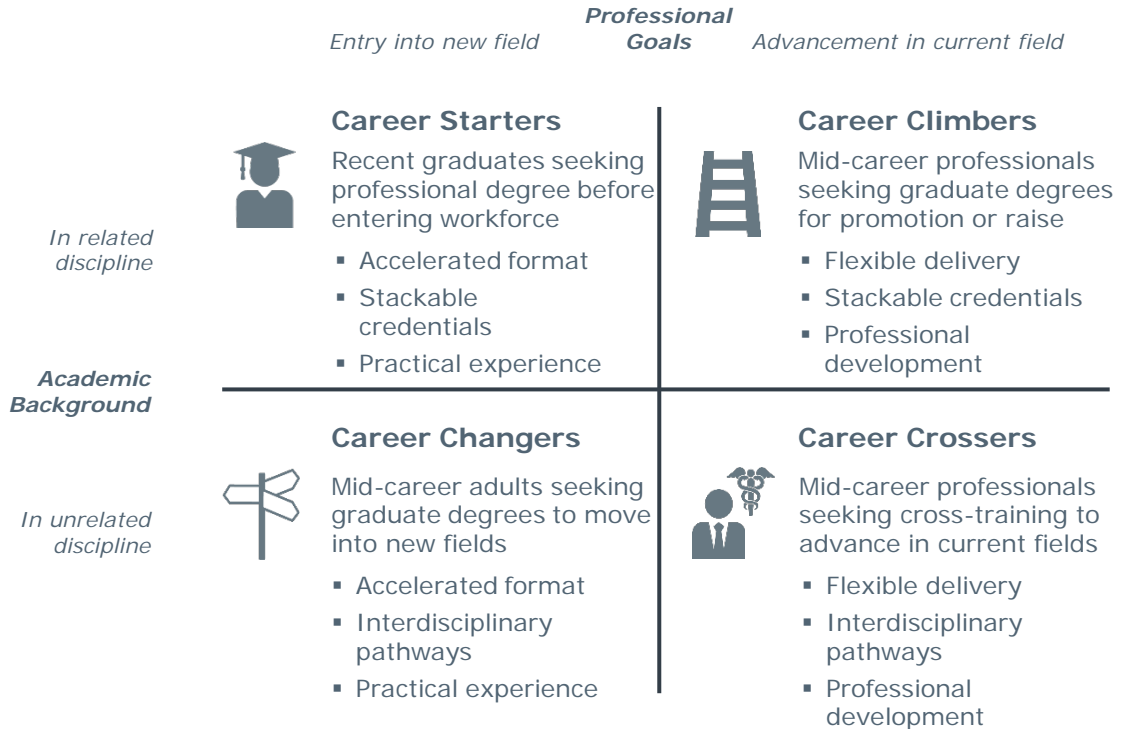
Mining for Emerging Job Titles and Skills





Disaggregating “Working Professionals”

Designed to Serve Distinct Market Segments



What Questions Should We Ask When Designing Programs?



Microtargeting Your Market



Industries and Employers

- In what fields should this program prepare graduates to work? Who might hire them?
- What employers might seek contract training?



Required Skill Sets

- What specialized skills should our program teach to match employer needs?
- What general skills (e.g., leadership) do roles in this field typically require?



Occupations and Roles

- To what types of positions should we target our program?
- What level of education and specialized training do these positions require?



Geographic Markets

- What metropolitan areas demonstrate the strongest demand for this program?
- What industries or employers are driving demand within the hottest markets?

Format Increasingly Essential for Program Success

A Tour of Emerging Program Design Options



Accelerated

Shorter than a typical academic program



Modular and Stackable

Short modules that combine into credentials



Employer Partnerships

Integrated opportunities to build skills

1

Emerging Fields, Formats, and Credentials

2

Case Studies: Accelerated Programs

3

Case Studies: Modular and Stackable Programs

4

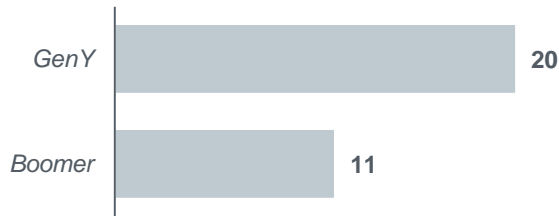
Case Studies: Employer Partnerships

Preparing for a Portfolio Career

But Certificates Poised to Be Credential of Choice as Average Tenure Shrinks

Job Loyalty Is a Thing of the Past

Number of Jobs Held Over Lifetime



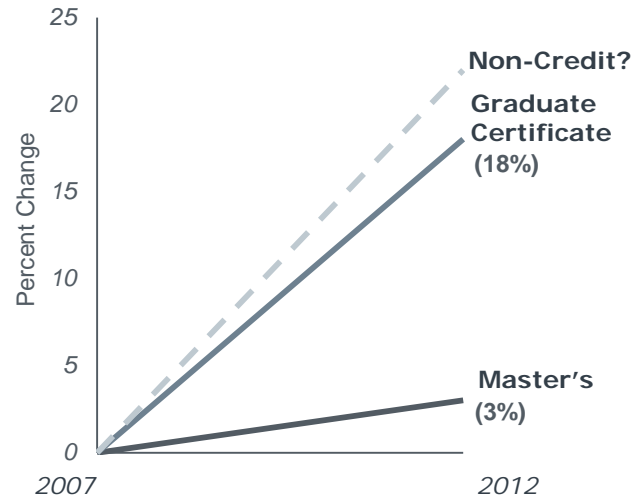
"The Birth of an Uber Learning Economy"

It's always been assumed that disruption of traditional higher education would begin at the undergraduate level. But if disruption is going to happen, the trends [...] point to it starting with graduate and professional education."

- Jeff Selingo, August 2015

Already Influencing Education Decisions

Certificate vs. Degree Conferral, 2007-2012



Source: "Number of Jobs Held in a Lifetime," Bureau of Labor Statistics, 2014; Jeanne Meister, 'Job Hopping Is the 'New Normal' for Millennials: Three Ways to Prevent a Human Resource Nightmare,' Forbes, 2012; 2013 Employee Benefits, Society for Human Resource Management, 2013; Degrees Conferred by Public and Private Institutions, Integrated Postsecondary Education Data System (IPEDS); 'The Birth of an Uber Learning Economy,' Ithaka S+R, August 31, 2015.

MBA Basics in a Fraction of the Time

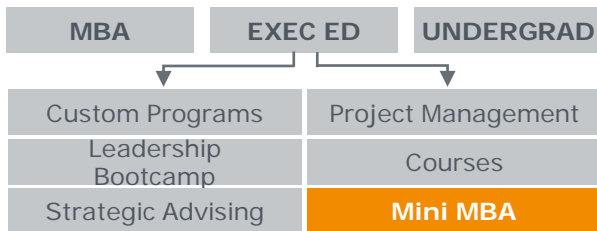
Condensed Format Offers Critical Skills to New Audiences

High-Need Skills for Underserved Markets



The Mini MBA®

University of Richmond
Robins School of Business
\$3,575; 14 Weeks



Launched
in 2002



Targets
students with
little interest
in MBA



Taught by full-
time MBA
faculty

Courses Condensed for Maximum Impact

Week 1

Orientation



Marketing
Strategic
Human
Resources

Project
Management
Accounting

Finance

Negotiation
Strategy



Week 2-13

Four-hour
modules of
12 core
MBA
courses

Week 14

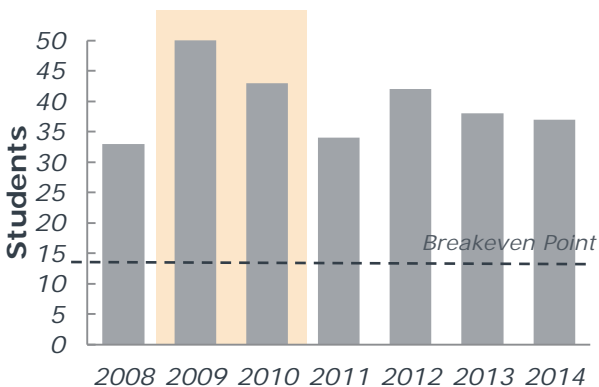
Case
Presentations

Impact Across the Portfolio

Large Alumni Network Feeds Range of Professional Programming

Stable Enrollments Even in Hard Times

Mini MBA® Enrollment, 2008-Present



Record Interest at Height of Recession

- Fast, affordable training option for laid-off workers with limited severance packages
- Marketed via LinkedIn, online banner ads, and local newspapers

Target Population and Beyond



Late Millennial Career Advancers

Right MBA audience, no time or interest



Career Starters

Marketable skills for first post-grad job



Self-Starters

No bachelor's degree required for entry



Building a Lasting Legacy

\$2.1M in revenue from **600** alumni

50% of students receive employer reimbursement

25-35% enroll in other executive education programming

National Online CS Post-Baccalaureate

Oregon State Launches Program Expressly to Meet Computing Workforce Needs

Post-Baccalaureate B.S. in Computer Science



Flexible Program Structure

- 60 quarter-credits
- 1-year intensive and 2- to 4-year part-time tracks
- 15-minute online modules, mixed in with summative activities



Start-Up Costs: \$450,000

- Seed funding from Associate Provost; 20% of tuition revenue returned to central budget
- Tenured faculty paid \$15,000 to develop each course
- 10 teaching assistants and 1 advising FTE in first year



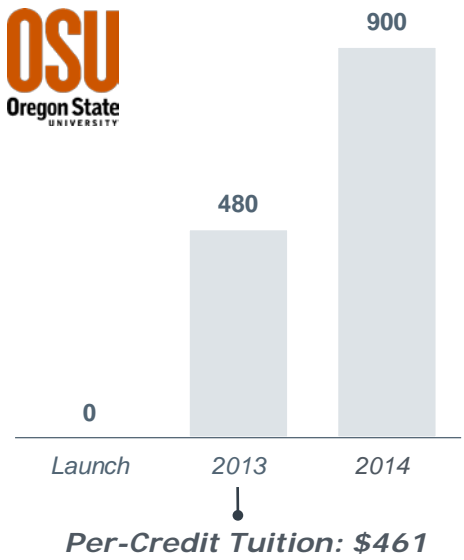
Minimal Marketing

- Google keyword SEO, perhaps hub airport ads
- County workforce agencies for financial aid assistance
- Alumni notified in newsletters and social media

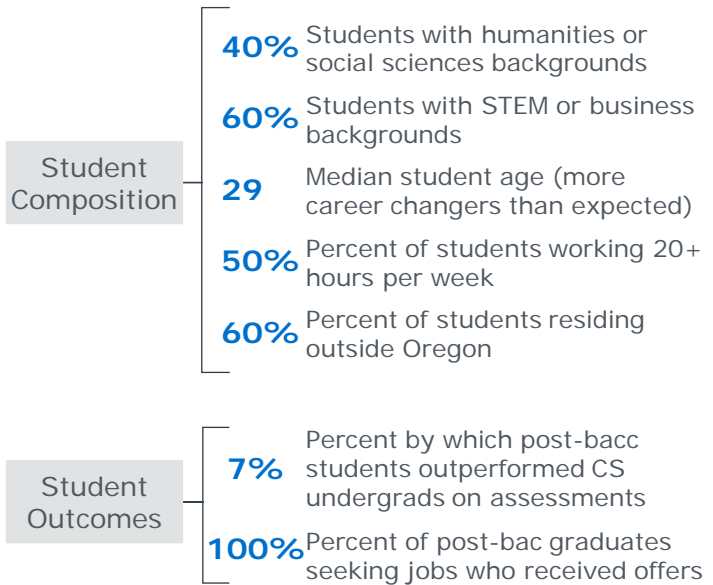
Upside Surprises Across the Board

Post-Baccalaureate Reaches Graduates with Diverse Backgrounds

Doubling Enrollment Expectations *CS Post-Baccalaureate Enrollment*



Appeal Beyond the Target Demographic



Embracing the Millennial Consumer

Fast-Growing For-Profit Competitor Offers All-Inclusive Experience



GENERAL ASSEMBLY

- Founded in **2009** as community for entrepreneurs
- Immersive courses in web design, UX, digital marketing, data science, and more
- **150,000+** students served in **29+** offices across **4+** countries



Building a Community, Not a Training Center



Vast majority of courses offered F2F



No courses longer than 12 weeks



\$49/month access to streaming content



Open social events supplement courses

To the Revolution!

Try to Beat Them...Or If you Can't, Join Them

Northeastern University LEVEL

Advance Your Career.

- Two options: Full-time, in-person, 9-5 weekday, two month program or 20 week hybrid course with one evening weekday course and five weekend courses
- Costs ~\$7,995
- Launched October 2015 with 5 industry partners who sponsor experimental learning projects and gain access to hiring program grads

Rutgers Coding Bootcamp

Become a Web Developer in less than 24 weeks.

- Part-time, evening program in web development; launched fall 2015
- Combination of F2F and online courses

Bridging Bootcamp-Degree Divide

LYNN
UNIVERSITY



Lynn undergraduates study abroad at four domestic and international General Assembly locations



galvanize

Master's of Data Science offered at GalvanizeU's San Francisco campus

1

Emerging Fields, Formats, and Credentials

2

Case Studies: Accelerated Programs

3

Case Studies: Modular and Stackable Programs

4

Case Studies: Employer Partnerships

Responding to Calls for Customization

Seemingly Endless Permutations Possible from Existing Content

“Design It Yourself” Programs Taking Off



Benefits to Students

- Engages students in creating their own learning experience
- Addresses student demands for personalization

Benefits to COE

- Quick to develop
- Drawn from existing coursework
- Reduces overall marketing cost

Easier Said Than Done

Meeting Emerging and Custom Needs Not Without Challenge

Confounding to Customers

Model 1: Hyper-Customized Combinations



- Demand ≠ supply (too ahead of market?)
- Unclear career value proposition

At Odds With Completion

Model 2: "Design Your Own" Programs



- No built-in community for persistence, completion
- Exaggerates demand for personalization

”In meeting emerging market needs, how do we ensure we’re not too far ahead of what students search for and employers recognize?”

Dean, COE Unit

”Students start out eager but many quickly lose focus, choosing to switch programs or drop out. Too much choice can do more harm than good.”

Program Director, COE Unit

Best of Both Worlds?

Niche Interdisciplinary Components Form Credential Valued and Understood by Employers



Modular Master's of Education (M.Ed)

30 Credits

Two Certificates
24-27 total credits

Applied Behavior Analysis

ESL Program Specialist

Autism Education

Infant-Toddler Mental Health

Connected Learning

Special Education

Curriculum Studies

STEM

Urban Education

Two Foundational Courses

Required courses vary depending on combination of certificates selected

Faculty-Led Seminar

Capstone project that combines both focus areas

72

Student career paths (working with **infants with autism**, teaching **ESL in urban schools**)

0

New courses required for development; material drawn from 21 existing certificates



Minimal marketing required; designed to attract greater share of "search and shop" market

Stackable and Customizable

Unbundling a Cybersecurity Education Into Stages

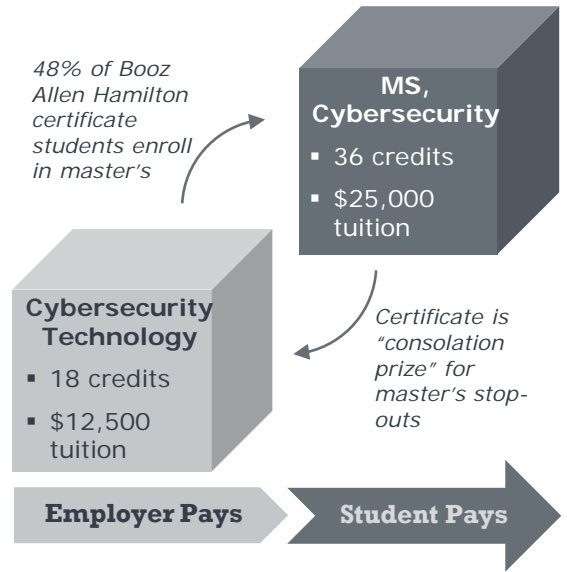
"Versioning" Core Cybersecurity Content



	Technical	Policy
Master's	<ul style="list-style-type: none"> MS, Cybersecurity MS, Information Assurance MS, Digital Forensics 	<ul style="list-style-type: none"> MS, Cybersecurity Policy MS, Homeland Security Specialization
Graduate Certificate	<ul style="list-style-type: none"> Cybersecurity Technology Information Assurance Digital Forensics 	<ul style="list-style-type: none"> Foundations of Cybersecurity Cybersecurity Policy Homeland Security Management



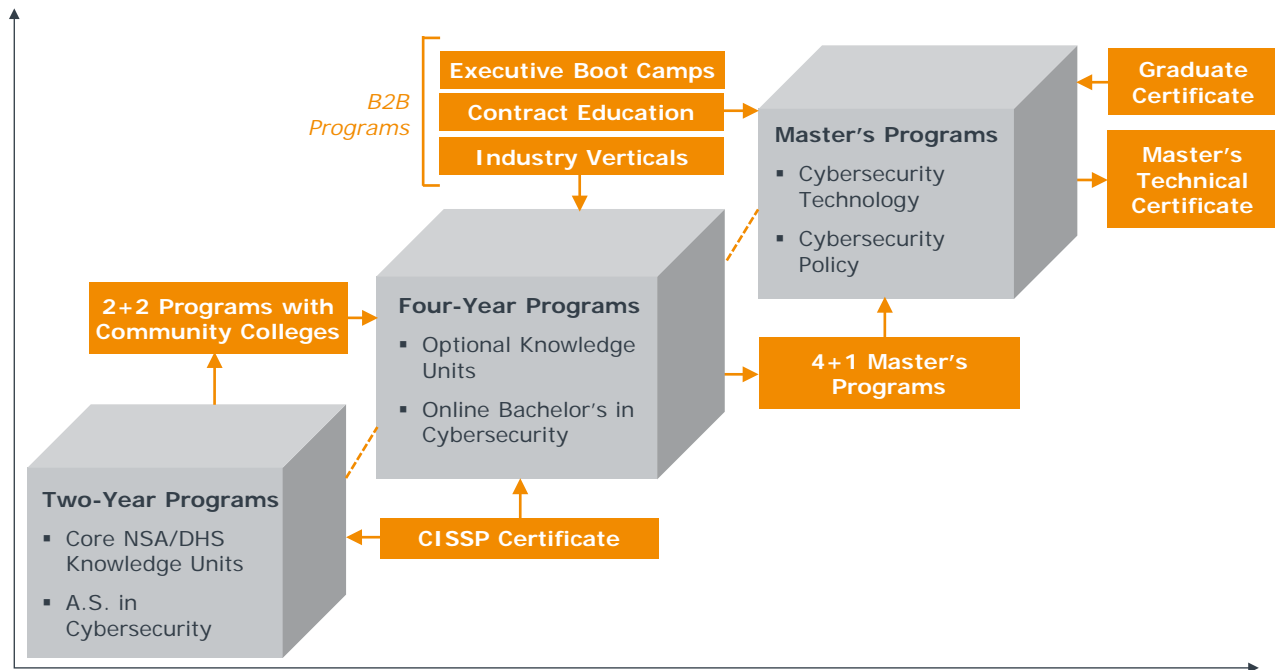
Stackability Reduces Students' Cost and Risk



Source: "Master's Degrees in Cyber Security," University of Maryland University College; "Graduate Certificates in Cyber Security," University of Maryland University College; Education Advisory Board interviews and analysis.

No Wrong Way To Package Shared Curricula

Institutions Able to “Chunk” Programs so Students Enjoy Many Points-of-Entry



Splitting the Cost Between Employer and Student

Employer-Funded Certificate Pushes Students Towards Full Degree Program

Employer Shoulders Burden for Certificate



Business Fundamentals Certificate

- 5 course certificate delivered onsite at local IBM facility
- Courses include IBM-specific cases
- Courses mapped to existing KSU MBA

Employer Responsibilities

- Promote program to eligible employees
- Select candidates and fund each student
- Assist faculty over one day to identify case studies

Students Incentivized to Self-Pay for MBA

40-50

Employees completing certificate program

80%

Certificate students opting to self-pay for MBA



Better educated workforce at lesser cost than full customized degree









Retention of high-potential staff

- 1 Emerging Fields, Formats, and Credentials
 - 2 Case Studies: Accelerated Programs
 - 3 Case Studies: Modular and Stackable Programs
 - 4 Case Studies: Employer Partnerships**
-

Multiple Roadblocks on the Path to Partnerships

Custom Trainings Harder to Source, Renew Than Anticipated

Barriers to Entry

-   *No B2B Staff*
-   *Gaps in Content Area Expertise*
-   *No Proof of Concept*

“We spent months developing our first custom engagement, but we’re not making any money on this. Without any prior partnerships, we have to give this one away almost for free.”







Dean, Continuing Education Unit, Private Master’s College



Barriers to Renewability

“After an in-depth six month engagement, it’s really hard to get an employer to come back to us for a follow up. It’s like there’s a hangover after the partnership ends.”

Dean, Continuing Education Unit, Private Research University

-   *No Consistent Enrollment Pipeline*
-   *Unsustainable Demands on Employer Time*
-   *Susceptible to Budget Cuts*

What's In It for Me?

Employer and Employee Interests at Odds in Most Partnerships

Discrete Outcomes Sought By Employers and Employees

Concerns from Each about Assuming Too Much Risk



- Training specific to internal training needs
- Skill acquisition and cases specific to internal roles and challenges



Don't want to pay for employees to acquire skills suited for other companies



- Skills to help secure next job, internally or externally
- Training to switch careers or industries entirely

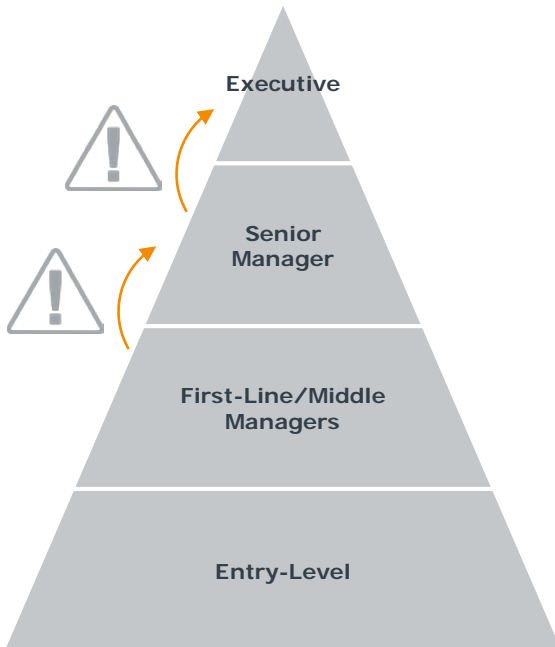


Don't want to pay for programs without potential for personal development and career advancement

How can COE foster partnerships benefitting employers and employees?

Cultivating the Next Generation of Leadership

2011: Pathways to Senior Roles Most Urgent Need?



Urgency at the Top

Mass exodus of Baby Boomers expected; will the next generation be up to the task?

Focus on long-term retention—training and reimbursement with strings attached keeps employees



Stability Throughout Rest of Organization

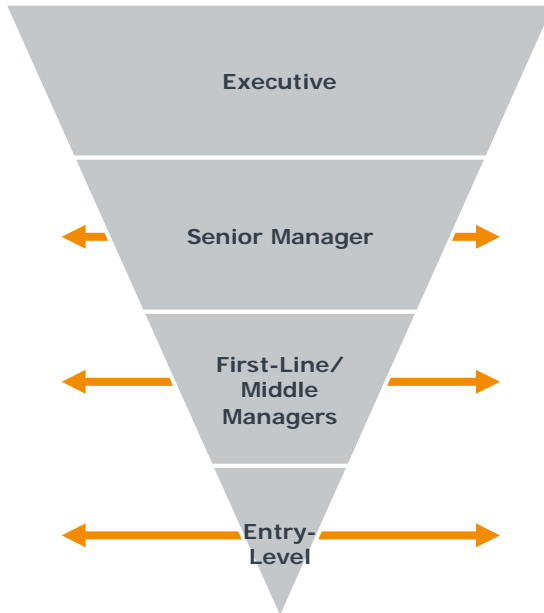
Tough job market produces stable base of entry-level staff

Any open positions filled with overqualified hires

A New Employer Urgency

2017: Smarter Hiring Seen as Best Response to Employer Turnover Problem

Eliminating “On the Job” Learning



- Boomers stay put, by force or choice
- Frequent turnover decimates productivity; retention measured in months, not years
- Filling empty seats > training adequate staff

\$1,169 Cost to train new staff (1)

\$3,300 Cost to hire new staff (1)



Hiring “Productive on Day One” Staff

- 1) Project-Based Work for Freelancers
- 2) Well Vetted New Hires

Can You Give Us a Few Years?

Generous Benefits Worth the Cost of Improved Part-Time Staff Retention

Institutions Provide Prominent Employer With Part-Time Staff



UNIVERSITY OF
LOUISVILLE



UPS Metropolitan College

- \$10.10/hour and 100% tuition costs in exchange for third shift work
- Any course of study
- Up to \$25,000 over 5 years

Additional Benefits

Students	Academic bonuses and career coaching
University	Fewer financial barriers to student completion
Employer	Improved retention for high-turnover role

Dramatic Increases in Employee Retention and Student Enrollment

8 → 147

Number of weeks UPS retains overnight employees, before and after MC launch

4,830

Credentials awarded at two- and four-year partners since 1998

Adapting the UPS Model



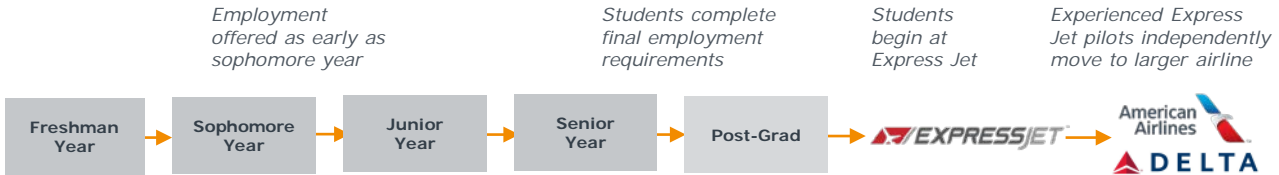
- \$13.25/hour, 50% tuition in exchange for weekend shifts at Akebono Brake Corporation
- Attracts adult students working traditional 9-5 jobs

Securing New Hires in Hard-to-Fill Roles

Conditional Employment Partnerships Secure Pipeline of Qualified Talent



Conditional Hire Partnership Eastern Kentucky University and ExpressJet Airlines



Pre-Interview Requirements

- 60 credits, flight instrument rating
- 1st Class Medical Certificate

Post-Interview Requirements

- 1000 Flight Hours, flight licenses
- Bachelor's Degree, 3.0 Program GPA, 2.75 Cumulative GPA

Removing Barriers to Completion



Scheduling assistance



250 flight hours embedded in curricula



Financial assistance for certifications



Finding the Next Managerial Cohort

Long-Term Partnerships Help Employers Hire and Retain Future Leaders

“Test-Driving” Potential Talent



Contract-to-Full Time Student Pipelines

- Aeronautics firms pay WSU students for contract projects (\$25/hour, \$15K/year)
- WSU sources and trains students; retains 25% of contract revenue
- One faculty advisor assigned to 20-30 students; 200-300 participants at any time



Keeping Talented Students Local

83% Students accepting jobs in Wichita after completion

35% Contract students hired as full-time staff

Building a Management Pipeline



Apprentice School Partnerships

- Students concurrently enroll in ODU bachelor's and Newport News Shipbuilding Apprenticeship
- Apprentices paid \$16/hour plus free tuition in ODU; shipbuilders receive pipeline of management-ready apprentices



Elite Group Primed for Success

10 Students selected for ODU program annually

\$55K Starting salary of apprentices with bachelor's degree

Marketing Students as an Asset

COE Students – Cheaper Than Full-Time Staff, More Reliable Than Freelancers – Complete Employer-Embedded Capstone Projects

Addressing Company Problems or Opportunities



Team Master's Projects

- \$57,500 fee
- One year in length

Student Expectations and Responsibilities

- 3-6 students per project
- 1/3 time dedicated to project in final year of study (reserved time on Wednesdays)
- Pre-project summer internship option
- 2,000 hours/team
- One faculty advisor assigned to project (counts for teaching credit)

RECOMMENDATIONS FOR A GLOBALLY COMPLIANT QUALITY MANAGEMENT SYSTEM FOR COBRUS MISCENES

Sponsor Company: Cobrus Miscenes
Students: [List of student names]
Faculty Advisor: [Faculty name]



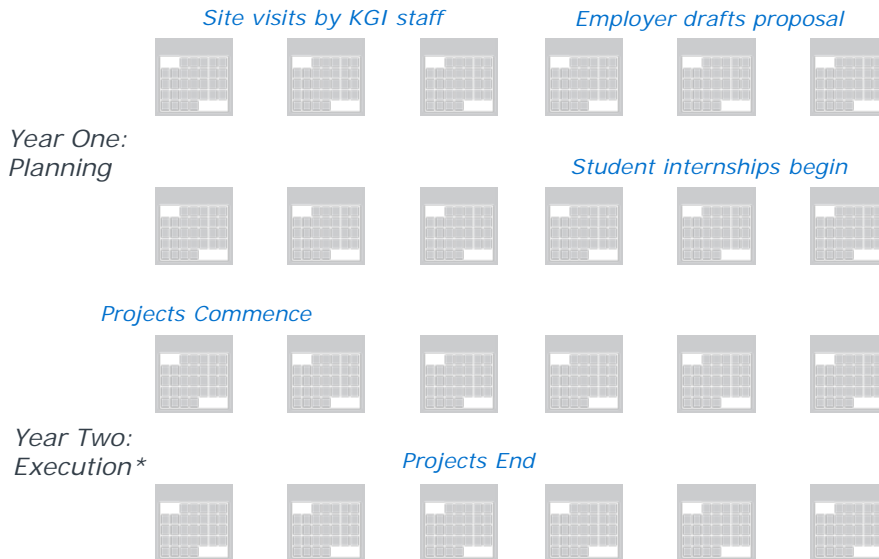
"Asians: you get students who are learning, they will generate and draw unique conclusions. Their conclusions and being so precise, you may not have thought of otherwise. They're in a different paradigm, than people who are in the company and looking down a corporate path because that path is disabled on."
 -Ramon Isidoro, CEO and co-founder, Nitrocity, Inc.
 "KGI makes the greatest asset, just the connecting, and the students get coming from a different perspective, developing creative new ideas we haven't thought of before."
 -Tom Lantz, RiskMaster



- 1 Profiles highlight students' education, skills, and professional experience
- 2 FAQs and diagnostic tools prime employers for partnership
- 3 Employer testimonials and sample projects convey credibility

Worth the Wait

Long Development and Planning Cycle Pays Off



25-30

Annual projects

40%

Employers seeking repeat engagements

20%

Students employed by project sponsor

**Fast track, one-semester option available at half price to companies with shorter timeframes*



EAB

2445 M Street NW, Washington DC 20037
P 202.266.6400 | F 202.266.5700 | eab.com