



STRATEGIC COMPLETION PLAN

Resolution No. 2021-04

Synopsis: Approval of the 2020-2022 Strategic Completion Plan, is proposed.

WHEREAS Ohio Revised Code 3345.81 requires the Board of Trustees of each Ohio institution of higher education every two years to adopt a strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS The Ohio State University Board of Trustees approved the 2018-2020 strategic completion plan on June 8, 2018; and

WHEREAS the university has updated the strategic completion plan through 2022:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the 2020-2022 Strategic Completion Plan.

CERTIFIED

This is to certify that the foregoing is a true and accurate excerpt from the minutes of the Board of Trustees meeting held August 27, 2020.

Jessica A. Eveland
Secretary



THE OHIO STATE UNIVERSITY

**Completion Plan
Updated August 2020**

*Provided to the Chancellor of the Ohio Department of Higher Education
in accordance with Ohio Revised Code 3345.81*

**Prepared by OSAS Research & Program Assessment
OSAS_RPA@osu.edu**

The Ohio State University Completion Plan
Updated August 2020

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EXECUTIVE SUMMARY

The Ohio State University is a comprehensive public university founded in 1870. It consists of a selective-admission campus in Columbus; four open-access regional campuses in Marion, Newark, Lima and Mansfield; and the Agricultural Technical Institute research campus in Wooster. *U.S. News & World Report* has ranked Ohio State as one of the nation's top public institutions for more than a decade.

Over the past five years, the university has made substantial investments in strategies designed to further improve its already-strong retention and graduation rates, including: dramatically expanding the provision of need-based financial aid; creating at-scale data-driven supports for first-year students; implementing at-scale enrichment opportunities for second-year students; building a data-driven “coordinated care” model of advising; coordinating, highlighting, and scaling teaching improvement efforts across the university; providing iPads to all incoming first-year students and eligible transfer students; focusing more strongly on the success of identified groups of traditionally underserved students, including underrepresented minority, first-generation, Pell-eligible, campus-change, and community college transfer students; and creating infrastructures to promote evidence-based practices for student success. As a result, in autumn 2019 the Columbus campus showed very strong rates of retention and graduation (94.1% first-year retention rates and 85.8% six-year graduation rates).

The COVID-19 pandemic, which reached Ohio in spring 2020, will pose a number of challenges for student persistence and completion. For example, an internal survey of Ohio State undergraduates found that during the initial lockdown in April-May 2020, about a quarter of students experienced food insecurity, about a quarter had computer hardware or an Internet connection that was inadequate for online learning, and about half suffered a serious erosion in their identity as a student. However, Ohio State is working hard to support all its students through this pandemic and is committed to ongoing and new strategic initiatives to support student success, including a redesign of the university's General Education curriculum.

This report first lays out the university's **Current and Ongoing Completion Strategies and Activities**, many of which have been in place for several years. Next the report summarizes **Additional or Updated Completion Strategies**, which include those launched in 2019-20 or planned for launch in 2020-21. The latter section includes information regarding the university's response to the COVID-19 crisis and how it plans to support students through the unprecedented context of the 2020-21 academic year. Finally, the report describes how the university is responding to the state's **Workforce Development Priorities**.

UNIVERSITY MISSION AND PROFILE

Mission

Ohio State is a comprehensive public university founded in 1870. Its largest campus, 1,665 acres, is in Columbus, with regional campuses in Marion, Newark, Lima and Mansfield. It also has a research campus in Wooster — the Agricultural Technical Institute (ATI)¹ — for a total of 16,145 acres. The university's mission is dedicated to:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.
- Understanding that diversity and inclusion are essential components of our excellence.

With 15 colleges, Ohio State offers an extensive range of academic programs in the liberal arts, sciences, and the professions. Guided by a strategic plan focused on teaching and learning; access, affordability and excellence; research and creative expression; academic health care; and operational excellence and resource stewardship,² Ohio State is focused on uplifting the well-being of the state, the nation and the global community through the dissemination of knowledge. The university provides accessible, high quality, undergraduate, graduate and professional education for academically qualified students who can benefit from a scholarly environment in which research inspires and informs teaching.

Ohio State celebrates and learns from diversity and values individual differences. Academic freedom is defended within a community of civility, tolerance and mutual respect. In the area of teaching and learning, the goal is to provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body.

¹ ATI is the associate-degree-granting unit of The Ohio State University College of Food, Agricultural and Environmental Sciences.

² president.osu.edu/strategicplan/

Profile

The university's total autumn 2019 enrollment³ was 68,262 students, with 61,391 on the Columbus campus. Across campuses, the overall student body was a balanced mix of male and female (50.8% female); 74.6% were residents of Ohio and 9.6% were international students; 64.7% were (non-international) white/non-Hispanic; 22.4% were (non-international) minority students, including 6.8% who identified as African American/black, 4.8% Hispanic, 6.8% Asian, and 3.8% who identified as multi-racial. The student body included 875 students who were active duty military or veterans, and an additional 411 in the Reserve Officers' Training Corps (ROTC).

Among Columbus campus students in autumn 2019, 46,818 were undergraduates, and their average age was 21 (with 94% under age 25). Most new students entering the Columbus campus were new first-year students (or "NFYS") with no prior college experience outside of high school dual enrollment (7,630 students). These students' average ACT score was 29.5, with 94% in the top quartile of their graduating class and 61% in the top 10%. Most (86%) arrived with accepted credit: 75% arrived with test credit (such as Advanced Placement, International Baccalaureate, College Level Examination Program, or language proficiency), and 37% arrived with dual enrollment credit. Overall, 28% of NFYS earned 30 or more college credits while still in high school, up from 22% in 2015. In addition to NFYS, the Columbus campus also welcomed 2,415 new transfer students from other two- and four-year colleges, as well as 1,372 "campus-change" students who moved from Ohio State regional campuses to the Columbus campus.

Ohio State's regional campus profile differs from that of the Columbus campus. The four regional campuses and ATI have an open enrollment policy and serve many students who prefer to start their college experience at a smaller university campus. A limited range of degrees can be completed on the regional campuses (including both associate and bachelor's degrees), but most bachelor's degrees require students to change to the Columbus campus to complete advanced coursework. Ohio residents who apply to the Columbus campus but are not admitted have the option to start at a regional campus and are eligible to change to Columbus after the successful completion of 30 credit hours (one year of full-time study). In autumn 2019, Ohio State's regional campus enrollment was 6,851, of which 3,049 were new first-year students. Regional campus students were more likely than Columbus students to be non-traditional: 14.9% were part time; 84.6% were 18 to 24 years old; and the majority commuted to campus.

³ All data from 2019 Enrollment Services reports; see Appendix A for details. Some program descriptions are compiled from unit websites and/or promotional material. See Appendix C for a list of relevant Ohio State websites.

Regional NFYS students were also more likely to be Pell-eligible⁴ (34.6%, compared to 18.2% on the Columbus campus). The average ACT score for NFYS regional students was 21.9, and 47.5% needed remediation in math or English or both (compared to 1.7% on the Columbus campus).⁵

For the 2018-19 academic year, Ohio State awarded 17,145 degrees, including 1,159 associate degrees at the regional campuses, 11,478 bachelor's degrees, 2,750 master's degrees, 886 doctoral degrees and 802 advanced professional degrees. The average time to a bachelor's degree was 4.21 years.

Ohio State has earned national recognition for the quality of its programs and teaching. *U.S. News & World Report* has ranked Ohio State as one of the nation's top public institutions for more than a decade; in 2020, Ohio State was ranked No. 7 among public universities nationwide, was recognized in the Best Undergraduate Teaching and Most Innovative Schools categories, had 15 graduate programs ranked in the nation's top 10, and was ranked No. 1 for online undergraduate education.

BARRIERS TO PERSISTENCE AND COMPLETION

The autumn 2019 report showed high rates of retention and graduation for Columbus NFYS students, with first-year retention at 94.1% and 85.8% graduating in six years with a bachelor's degree. Success rates were lower on the regional campuses (collectively, excluding ATI); first-year retention was 68.7% and the six-year graduation rate was 42.7%.

Students with lower rates of retention and graduation have typically come from one or more of the following underserved populations: Pell-eligible, first-generation, underrepresented minority or transfer/campus-change. Male students also experience extended time-to-degree compared to female students. The most recent success metrics for these students are included below.

⁴ Students eligible for Pell Grants meet federal guidelines for low and moderate incomes. Pell eligibility is used to measure financial need in student populations.

⁵ Although the Columbus campus has been deemed remediation-free by the Ohio Department of Higher Education (ODHE), acting according to Section 3345- 061(H) of the Ohio Revised Code, the Columbus campus still has students who are in need of extra support through remedial intervention, particularly in math and English composition. Of the 7,630 NFYS entering Columbus in Autumn 2019, 132 students were recommended for remedial courses through the university placement exams administered during orientation (107 of whom were referred for remediation in math, 10 in English, and 15 in both subjects).

For Pell-eligible Columbus NFYS, first-year retention was 91.5% and six-year graduation was 78.3%; for Pell-eligible regional campus NFYS, the respective rates were 62.6% and 32.2%. For first-generation Columbus NFYS, first-year retention was 91.4% and six-year graduation was 79.8%; for first-generation regional campus NFYS, the respective rates were 64.3% and 34.9%. For Columbus NFYS who identify with a racial/ethnic group that is underrepresented, first-year retention was 91.8% and six-year graduation was 76.5%.

Success rates for transfer and campus-change students are calculated based on student “rank” (credit accrual at the point of entry into the Columbus campus). For example, students who transfer with fewer than 30 credits are Rank 1, and those who transfer with more than 90 credits are Rank 4. Transfer and campus-change students typically enter Columbus at Rank 2 or 3, and the pattern of outcomes among Rank 2 transfer students are representative of the broader group. According to autumn 2019 reports, among Rank 2 transfer students, 70.9% graduated within two more years and 76.4% graduated within four more years. These rates were similar to those of regional campus students who changed to Columbus within their first two years; they had a six-year graduation rate of 74.0%.

Although male students were retained at a similar rate to female students, they had lower four-year graduation rates, which may be due to extended time-to-degree. Among Columbus NFYS, the most recent reports show that one-year retention was 93.4% for men and 94.8% for women. A wide gender gap appeared at four-year graduation, with a 58.5% four-year graduation rate for men and a 75.2% rate for women; however, the gap narrowed at six-year graduation, with a 82.6% six-year graduation rate for men and a 89.2% rate for women. The four-year graduation rate for males may be influenced by a larger number of males in engineering, a degree that tends to take longer to complete because of its accreditation requirements.

The COVID-19 pandemic will also pose a number of challenges for student persistence and completion. For example, an internal survey of Ohio State undergraduates found that during the period in April-May 2020 when the university transitioned to virtual teaching and learning, about a quarter of students experienced food insecurity, about a quarter had computer hardware or an Internet connection that was inadequate for online learning, and about half suffered a serious erosion in their identity as a student. According to a May-June 2020 survey of students at major research universities similar to Ohio State, 9% of continuing students were still unsure whether they would re-enroll in the fall.⁶ Moving into the 2020-21 academic year, economic uncertainties and health risks associated with the pandemic are likely to be exacerbated among Pell-eligible,

⁶ *Will students come back?: Undergraduate students’ plans to re-enroll in Fall 2020.* SERU COVID-19 Survey Policy Brief, cshe.berkeley.edu/seru

first-generation, and other groups of traditionally underserved students. However, Ohio State is working hard to support all its students through this pandemic and is aiming to maintain strong retention numbers this fall.

PROGRESS TOWARD GOALS FROM 2018-2020 COMPLETION PLAN

The following were goals for the 2018 plan. Progress for each is provided.

- **Goal 1:** Increase Columbus NFYS first-year retention from 94.2% to 95.0% by 2020.

Progress: After small but steady increases in prior years, Ohio State's retention rate stabilized and is now at 94.1%.

- **Goal 2:** Increase the overall number of degrees completed in four years by 1% each year.

Progress: The four-year graduation rate increased on Columbus campus from 62.4% in 2017 to 67.0% in 2019 – more than double the goal of increasing four-year graduation rates by 1 percentage point per year.

- **Goal 3:** Continue to increase the completion and retention rates of underserved populations, including first-generation, Pell-eligible, transfer/campus-change, and African-American/black students.

Progress: As the table below shows, the university continues to make progress on first-year retention and four-year graduation rates for these subpopulations, although retention from the second to third year (“second-year retention”) is down for some subpopulations.

- **Goal 4:** Enhance college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

Progress: Ohio State is strengthening existing strategies and has launched new strategies related to this goal, as detailed later in the report.

Retention and Graduation Rates - Columbus Campus*

	2017	2019
First Year Retention - All Students	94.2%	94.1%
Second Year Retention - All Students	91.1%	90.6%
Four-Year Graduation - All Students	62.4%	67.0%
Six-Year Graduation - All Students	82.5%	85.8%
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First Year Retention – First-Generation	91.2%	91.4%
Second Year Retention - First-Generation	86.9%	85.2%
Four-Year Graduation - First-Generation	53.9%	59.9%
Six-Year Graduation - First-Generation	75.1%	79.8%
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First Year Retention - Pell-Eligible	90.2%	91.5%
Second Year Retention - Pell-Eligible	88.1%	86.7%
Four-Year Graduation - Pell-Eligible	52.5%	58.1%
Six-Year Graduation - Pell-Eligible	74.4%	78.3%
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First Year Retention – African American / Black	90.6%	93.0%
Second Year Retention – African American / Black	85.9%	87.4%
Four-Year Graduation – African American / Black	44.0%	49.5%
Six-Year Graduation – African American / Black	73.4%	73.8%

** First year retention rates are based on 2016 and 2018 NFYS. Second year retention rates are based on 2015 and 2017 NFYS. Four-year graduation rates are based on 2012 and 2015 NFYS. Six-year graduation rates are based on 2011 and 2013 NFYS.*

UPDATED COMPLETION GOALS

In light of the critical challenges that the COVID-19 pandemic poses for Ohio State students, instructional faculty and student support staff, the university will seek to maintain its gains in terms of student retention and completion over the 2020-21 academic year. The economic consequences of the pandemic for students and their families will likely resonate through 2021-22 as well. Despite these challenges, the university is committed to maintaining its recent retention and graduation gains through 2022, particularly for traditionally underserved students who may be affected most negatively by the pandemic.

Goal 1: Maintain NFYS Columbus retention at 2019-20 levels.

Goal 2: Maintain NFYS Columbus four-year and six-year graduation rates at 2019–20 levels.

Goal 3: Maintain 2019-20 levels of completion and retention for traditionally underserved populations, including first-generation, Pell-eligible, transfer/campus-change, and African-American/black students.

Goal 4: Continue to enhance and build college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

In the following sections, the report first lays out the university's **Current and Ongoing Completion Strategies and Activities**. These activities reflect the university's ongoing processes to strengthen completion, many of which have been in place for several years. Next the report summarizes **Additional or Updated Completion Strategies**, which include strategies that were launched in 2019–20 or are planned for launch in 2020–21. The latter section includes information regarding the university's response to the COVID-19 crisis and how it plans to support students through the unprecedented context of the 2020–21 academic year. Finally, the report describes how the university is responding to the state's **Workforce Development Priorities**.

CURRENT AND ONGOING COMPLETION STRATEGIES AND ACTIVITIES

The university's completion strategies are implemented in partnership between the Office of Student Academic Success (OSAS), the Office of Student Life, the Office of Diversity and Inclusion (ODI), the Drake Institute for Teaching and Learning, the Office of Distance Education and e-Learning (ODEE), University Libraries, and the university's academic colleges and campuses. Below, the university's ongoing completion activities are organized by function, with most representing a collaboration across multiple units. Such collaborations are coordinated through key strategic initiatives and infrastructures (such as the rollout of the new framework for General Education, discussed later in this report).

Undergraduate Admissions

Undergraduate Admissions provides robust outreach to historically underrepresented students of color, first-generation, and limited-income students through proactive outreach, partnerships and individual engagement. Working closely with community based organizations, such as I Know I Can, the Cincinnati Youth Collaborative, College Now Greater Cleveland, KIPP Columbus, Strive for College, and Chicago Scholars, admissions staff work with high school counselors throughout the state, especially in urban and rural areas, to educate counselors on the OSU admissions process. Ohio State's unique Buckeye Student Leadership Academy helps to prepare selected rising seniors from underrepresented backgrounds in Ohio for the application process, free to participants. Student telecounselors, faculty, and staff conduct outreach through phone call and email campaigns to build individual relationships with prospective students.

After admission, Undergraduate Admissions provides travel grants for targeted admitted students to help defray the cost of coming to campus for admitted student programs. Specialized programming to help build community for underrepresented students takes place at off-campus programs in Cincinnati and Cleveland, as well as during admitted student visits on campus.

Need-Based Financial Aid

Over the past five years Ohio State has significantly expanded its portfolio of institutional need-based aid in order to remove financial barriers to student success and completion. In 2015, Ohio State launched the President's Affordability Grant Program to provide new need-based aid to low- and middle-income students on the Columbus campus; the program was expanded to the regional campuses in 2016–17. In autumn 2018, the university launched the Buckeye Opportunity Program on the Columbus

campus, which supports students from Ohio who qualify for a Federal Pell Grant; each recipient receives enough student financial aid to cover the full cost of undergraduate tuition and mandatory fees. The program was expanded to the regional campuses in spring 2019.

Orientation and First Year Experience

A comprehensive orientation for NFYS, transfer students and special populations (for example, veterans) is important for students (and families) so they can begin to focus on college and start the transition to life as an Ohio State student. In addition to managing logistical tasks such as placement testing, course scheduling and financial aid consultation, Ohio State's student orientation sessions contribute to first-year retention by ensuring that students:

- Learn about resources and expectations both inside and outside of the classroom.
- Engage with their Peer Leader, who provides support during orientation and throughout the first year.
- Meet one-on-one with academic advisors to learn about academic areas of study.

After arriving at Ohio State, all new first-year students participate in university First Year Experience (FYE) programs designed to help students become acclimated to campus, connect with resources and the university community, and to start to think of Ohio State as their second home.

First Year Experience uses predictive modeling to help identify students who may need more intensive support. On the Columbus campus, a key piece of the intensive support strategy is implemented by Peer Leaders: every new first-year student is assigned a specific Peer Leader, an upper-class student who leads the new student's two-day summer orientation, maintains connections with that student through the entirety of the first year, and helps provide or coordinate more intensive or sustained support for students who need it most.

Across all campuses, every new first-year student enrolls in the **University Survey course**, a one-credit hour course taught by academic advisors in their own major or college, in which students are encouraged to set goals, complete two- and four-year curricular plans, and delineate courses that must be taken sequentially to complete the degree on time. The course is designed as an extended introduction to the university. It covers majors and colleges, how to schedule classes, intentional degree planning, how to conduct other Ohio State business, and using resources such as the library system and other academic and personal services.

As part of Survey course requirements, students attend **First Year Success Series** sessions, which reinforce content provided in the survey course and focus on helping students overcome common challenges during the transition to college. A special track, **Buckeye START**, has been created in the Success Series for populations of students who often navigate additional barriers to success throughout their first year; specifically, these populations include first generation students, students who commute, students from limited-income backgrounds, and students of color (particularly men of color). This opportunity is only for students who are identified by FYE through a data-informed approach or referred to FYE by a campus partner, in order to ensure the students who can most benefit have the chance to take advantage of this experience and support. Buckeye START sessions are intended to help these students recognize and normalize the transition to college, connect new students to campus resources that can most appropriately support their success, and foster peer connections among new students and with FYE Peer Leaders.

Learning Communities

All first- and second-year Columbus NFYS are required to live on campus unless they are granted a waiver. This residential requirement allows the university to integrate a variety of supportive programming across the first two years of the student experience. For interested students, Ohio State's 26 residential Learning Communities offer an integrated and holistic approach to student support and/or enhanced experience. Students in a particular Learning Community live together on a residence hall floor with common major, career, and/or personal interests. Through partnerships with a variety of academic departments, faculty and staff, students have exclusive access to activities that tie directly into their academic success at Ohio State. Each Learning Community is unique in the goals and events offered, but all have:

- A direct connection to the classroom experience.
- Intentional events and opportunities for participants.
- Dedicated staff members to ensure the success of the students within the community.

Ohio State has a wide variety of learning communities, including 19 programs coordinated with Student Life⁷ and 17 affiliated with the university Honors and Scholars Center.⁸

⁷ Examples include: Business Honors, Engineering House, Exploration, First Year Collegian, Future Health Professionals, Global Business, Nursing and Wellness Innovations, Visual and Performing Arts, and Women in Engineering.

⁸ Examples include: Arts, Biological Sciences, Sport and Wellness, Environment and

Diversity and Inclusion

Ohio State's Office of Diversity and Inclusion (ODI) supports the recruitment, retention and success of students, faculty and staff who enhance the diversity of The Ohio State University. ODI oversees a wide range of access, scholarship, mentoring and retention programs. ODI has long provided generous scholarships that have need-based requirements, like the Young Scholars Program scholarship, as well as merit-based programs like the Morrill Scholars Program. ODI offers several different early arrival programs for admitted students from targeted populations, including the Bell National Resource Center Early Arrival program (for any male student admitted to the university who identifies as African American, some of whom are limited-income and first generation), the NSF LSAMP three-week bridge program (for underrepresented minorities in STEM), the Morrill Scholars Early Arrival program (focused on students who have demonstrated a commitment to diversity and social justice, many of whom are limited-income, first-generation, and/or students from underrepresented groups), and the Latinx Early Arrival Program. To assist with student pathway decisions, many ODI programs include success coaching where students meet one-on-one with staff to do education and career planning. ODI's Tutoring and Study Skills Services supports the successful completion of gateway courses through one-on-one and group tutoring, supplemental instruction, and study skills and testing resources.

ODI supports non-traditional student-parents through the ACCESS program and CCAMPIS childcare grants. In autumn 2019, ODI launched the new Dr. James L. Moore III Scholars Program, which supports students transferring from Columbus State Community College (CSCC). The Women's Place also serves as the administrative home for the Critical Difference for Women Scholarship Program, which provides grants to students who have disrupted their education due to unforeseen circumstances; most of the students receiving this grant are students over the age of 25, but it also serves other non-traditional student populations including veterans and parents.

Campus-Change and Transfer

In 2018-19 the university kicked off an initiative to diagnose challenges within its campus-change and transfer processes and implement improvements. The initiative's university-wide working group began its work with a landscape review of the university's current practices, and found that the university had many clear and useful 2+2 program maps with Columbus State Community College (the university's largest transfer feeder), and that a large array of university services and supports were open and welcoming to both campus-change and transfer students. However, prospective and current campus-

Natural Resources, Green Engineering, Humanitarian Engineering International Affairs, Health Sciences, and Innovation, Creativity and Entrepreneurship.

change and transfer students were not necessarily aware of the resources and services available to them, and the nature of these supports varied widely across colleges and majors; websites that faced the campus-change and community college transfer populations were not always well designed for the needs and interests of these students; and prospective campus-change and community college transfer students did not have a formal and reliable way to indicate interest in change/transfer to OSU-Columbus well in advance of application, which limited the university's ability to proactively reach out to students.

As a first step to address the needs of campus-change and transfer students, in spring 2019 the university implemented several improvements to the change/transfer process: university advisors created a more consistent and streamlined process for campus-change approval; the university invested in an advisor who spends half its time at Columbus State Community College in order to improve transfer processes from that end of the pipeline; and the Dr. James L. Moore III Scholars Program was launched to provide wrap-around support for selected CSCC transfers. Please see the "Updated Completion Strategies" section of this report for additional improvements implemented in 2019-20 and planned for 2020-21 and beyond.

Second Year Engagement

Ohio State's Second-year Transformational Experience Program (STEP) is now integrated into the experience of second-year residential students on the Columbus campus as well as second-year students on the regional campuses. More than 3,100 students participated during the 2019–20 academic year. STEP faculty mentors are assigned up to 16 students, whom they meet with regularly throughout the academic year. STEP creates intensive interactions with faculty outside of the classroom, combined with a living experience that integrates academic achievement, self-awareness, and the development of life and leadership skills. The program offers individual development modules with applications for career growth and global citizenry, and mandates completion of a financial wellness component.

During the spring semester, each student works closely with his or her STEP faculty member to create a written proposal for a STEP Signature Project, which falls into one of six categories: undergraduate research, education abroad, service learning and community service, leadership, internships, or creative and artistic endeavors. Students who complete all STEP requirements are eligible to receive a fellowship of up to \$2,000 to use towards a STEP Signature Project they might otherwise not be able to do.

STEP is designed to focus on students' success and development and allows them the opportunity to participate in activities that are pointed to their individual interests and academic needs. Through their interaction with faculty, students can develop tools for life and build essential network connections.

Advising Community

In 2016, Ohio State began to more closely coordinate and support its decentralized network of advisors, a process that was highlighted with the President's Advising Summit in 2016. Below are key advising initiatives that have moved forward since that time.

First, during the summer and autumn of 2017, as part of Ohio State's Enterprise Project to transform its business practices while implementing the Workday enterprise system, advisors from across the university worked with consultants from Accenture to conduct an Advising Business Process Transformation, which pinpointed problems and inefficiencies within advising business processes. Several of these key issues have now been addressed with new policies or guidelines. (For example, in 2019 the university implemented a new process to coordinate campus-change, which has improved identification of and outreach to prospective campus-change students, timeliness of campus-change approval, and delivery of targeted programming.) Addressing the remaining process issues will require technological improvements, which will be integrated into the rollout of Workday Student in 2023.

Second, the university has upgraded the infrastructures that support high-quality advising across a decentralized campus. In 2018, an advising career ladder was created and by early 2019 all advisors had been placed into the new career levels and received equity adjustments to their pay based on market value and cross-campus comparisons. Increasing advisors' salaries and standardizing across areas have helped to recruit and retain quality academic advisors, which in turn increases student access to and satisfaction with advising. The university has also developed systematic professional development opportunities for new and experienced advisors in order to create stronger consistency across student experiences. To further facilitate the dissemination of accurate policy information, the university's advising website has been redesigned and updated, increasing advisors' use of the site. These efforts to enhance both quality and efficiency have increased advisors' capacity to engage in additional support efforts, such as reaching out to students who are not enrolled for future terms or assisting in the university's new Complete Ohio State effort. (See a later section of the report for more information.)

Third, in 2016 Ohio State piloted EAB's Navigate tool (re-branded as OnCourse), a student success platform that provides predictive analytics modeling to support advising. In the past four years, use of the platform to document and inform advising sessions has markedly increased. In 2019, the university hired three FTE to support the platform as use increased to over 22,000 student users. Every regional campus and nearly every advising unit now uses OnCourse to schedule appointments, document meetings, add notes in the student record regarding their academic progress, or notify students regarding progress, special events, and other opportunities. Advisors also use OnCourse predictive analytics and reporting to assist with targeted student outreach and the assessment of new intervention programs. Ohio State's use of OnCourse has created a student support network beyond advising and allowed the growth of timely and intentional intervention through predictive analytics, proactive advising and coordinated care. The OnCourse advising platform also easily integrates with remote appointments, which has been essential to support students during the COVID-19 emergency, and will continue to be valuable as students continue to reach for flexible, responsive, virtual support.

Fourth, after analyses suggested that increasing the already-strong retention rate for the Columbus campus would require decreasing the rate of academic dismissal, in 2016 the university piloted an academic recovery program known as SpringForward. In 2019, results of the three-year pilot program led the university to invest in program institutionalization and expansion, and it is now staffed with two advising FTE. The program focuses on NFYS who fall into academic difficulty during their first autumn semester, and requires participants to take an academic skill and self-efficacy building course, as well as engage in academic coaching and advising. For in-state participants, there is an option to apply for scholarship funding and extended support through the summer. Extensive planning is underway to provide expanded support to SpringForward students throughout their undergraduate academic career. This includes creating cohorts to engage in other high-impact opportunities at Ohio State, such as STEP.

Teaching and Learning

In 2016, then-President Michael V. Drake outlined a vision for The Ohio State University to "be as highly regarded for world-class teaching and learning as we are for world-class research." To meet that vision, the university founded the University Institute for Teaching and Learning (renamed the **Michael V. Drake Institute for Teaching and Learning** in 2020). The Drake Institute advances at-scale professional learning, evidence-based instructional strategies, and research and policy that elevate, across the university, the work of all who teach. Its goals are to:

- Achieve the broadest possible participation in high-quality, high-impact, evidence-based professional learning programming for those who teach.
- Scale and deepen professional learning through strategic partnerships and collaborations.
- Recognize and reward teaching that promotes student learning.
- Design and sustain an innovative online presence and communications portfolio.
- Lead in educational development and teaching and learning research.

The Drake Institute helps coordinate, highlight and scale teaching improvement efforts that are led by multiple offices and programs across the university, including the **Office of Distance Education and e-Learning (ODEE)** and **University Libraries**. Each of these partners provides student-facing resources that are integrated into many of the student supports already discussed. For example, University Libraries provides programming related to library resources and information literacy as part of New Student Orientation, University Survey, First Year Success Series, STEP and the Young Scholars Program. In addition, these partners work together to strengthen the quality of teaching and other support that students receive wherever and however they receive instruction. Below are key initiatives that these partners have piloted and scaled since the establishment of the teaching and learning institute in 2016.

First, the university has markedly expanded the scale and depth of its professional learning opportunities for instructors. Like most colleges, the university traditionally provided voluntary one-on-one consultations or workshops for interested faculty. To scale these opportunities more broadly, the university began by launching an in-depth **New Faculty Orientation (NFO)** program in 2016; the Drake Institute also began direct support of **Graduate Teaching Orientation (GTO)** in 2018. These programs encourage participants to take a customized “health and wellness” approach to professional learning to promote career-long cultivation of expertise and achieve success in teaching and learning. Over 700 individuals participated in NFO and GTO in 2019-20, including 107 new faculty who participated in a formal year-long mentoring component led by 37 senior faculty. The university also developed 19 different **Teaching Endorsements**, or credentials, that faculty can earn through participation in in-depth professional learning experiences in a specific area, such as inclusive teaching, digital humanities, teaching with technology, course design, meaningful inquiry, or teaching ethics and human values. In 2019-20, more than 150 endorsements were awarded to Ohio State instructors. Based on the Teaching Endorsement framework, the university also developed a large-scale **Teaching Support Program**. The TSP is an extended professional learning opportunity for faculty that involves a tool to inventory instructional practices, a five-module online course on evidence-based pedagogy, and exposure to recommended literature on scholarly teaching. After completing these elements, faculty

are encouraged to redesign, implement and assess evidence-based instructional strategies. Since the program launched in October 2018, 3,529 faculty have participated in at least one part of the program, and 2,726 completed all the activities required to engage in redesign. The Drake Institute continues to support and incentivize faculty to redesign and assess instruction in their courses to improve student learning outcomes and enhance the student experience.

Second, in 2017 the university launched a collaboration with Apple known as **Digital Flagship**. This comprehensive, university-wide digital learning initiative aims to integrate learning technology throughout the university experience — both inside and outside the classroom — and provide universal access to a common set of learning technologies. Since autumn 2018, all NFYS have received their own iPad at orientation, and have immediately begun learning how to use them for academic purposes; thus by 2019-20, Digital Flagship had provided more than 23,000 undergraduate students (46% of the undergraduate student body) across all campuses with free iPads, keyboards, Apple Pencils and a suite of apps for learning. To further promote innovative uses of the iPad in classrooms, faculty who teach introductory courses can apply to be a Digital Flagship Educator. Each participating instructor selects one course section to be designated as a "Digital Flagship Immersion" course in the following year's course catalog. This designation allows instructors to plan activities and assignments with an established knowledge of student tools and centralized resources to support their skill development. When each student in the class has the same device, the instructor can better navigate how to incorporate active learning strategies. Students then are able to make greater strides in developing their own digital literacy and workforce readiness.

Third, the university's textbook affordability initiative (the **Affordable Learning Exchange**, or ALX) continues to create and expand digital resources to offset textbook prices for students. Over the past 5 years, ALX has worked with more than 100 faculty across all the university's campuses to replace traditional commercial textbooks with high-quality affordable options, saving students a total of \$10.9 million. In 2018 ALX also launched a pilot of CarmenBooks, a program to provide digital textbooks at approximately 80% off list price. The program expanded in the following year and has now reached more than 100 courses and saved students \$2.25 million. ALX has also helped lead the statewide Ohio Open Ed Collaborative with a grant from the Ohio Department of Higher Education. Beginning in January 2018 and ending in August 2019, three cohorts worked to develop content for 20 shared high enrollment, General Education courses and three high level math courses. Ohio State Columbus, Lima, Marion, and Newark faculty and librarians served as part of the group of 119 participants from 36 additional institutions across the state. Savings to date for the grant project, as self-reported by partner institutions, total nearly \$4 million.

Fourth, the university has continued to grow its high-quality **online offerings**, thus offering flexibility and affordability to students who need it.⁹ In 2019-20, the university met and exceeded its goal of offering 35 approved fully-online programs, with many of the newest programs in alignment with the state’s workforce development priorities. Ohio State also connected expert faculty with online instructional designers in order to redesign 34 popular GE courses for the online context. To ensure quality, these online course sections are designed to meet internal standards that not only include Quality Matters standards (a widely-used course design rubric geared to continuous improvement in student learning for online offerings), but also captures university policies, scholarship on student success, feedback from Ohio State faculty collaborators, and regulatory requirements to ensure quality design for online and hybrid courses. As noted in the introduction of this report, Ohio State’s support for online quality resulted in a No. 1 ranking in *U.S. News & World Report* for online undergraduate education.

Finally, the university is engaging in a wholesale re-imagining of its General Education experience; please see a later section of the report for further details.

Learning Support Services

Ohio State offers a suite of learning support services to all students, including the **Dennis Learning Center**, the **Mathematics and Statistics Learning Center** and the **Center for the Study of Teaching and Writing**. As noted earlier in the report, the Office of Diversity and Inclusion provides specialized learning support for students in its programs. In addition, the university offers specialized learning support services for athletes (**SASSO**), military and veteran students (**MVS**), and disabled students (**SLDS**).

The **Dennis Learning Center** was established to provide academic learning services that support Ohio State students from entry through graduation. Services include courses, workshops, individual academic coaching and online learning resources. The center’s college-success courses provide elective credit toward students’ degrees and are offered on multiple Ohio State campuses. Through group workshops and individual academic coaching, center affiliates work directly with students to develop strategies for effective studying, time management, learning from text, note taking, test taking and self-regulation. They collaborate with Ohio State academic departments, other institutions, and the scholarly community on research and practice that promote postsecondary student success. In addition to offering all services both face-to-face and

⁹ All fully-online program students pay in-state tuition and do not pay campus-based associated fees, thus reducing the total cost-to-credential.

online, the center provides an online resource with videos and materials related to note taking, test taking, procrastination, motivation and cognitive learning.

The **Mathematics and Statistics Learning Center (MSLC)** is a resource center for students and instructors in mathematics and statistics courses at Ohio State. The center's goal is to create and implement an efficient and effective model of support services for student learning in mathematics and statistics and to provide training and support to tutors and instructors of lower-division mathematics and statistics courses. The center provides trained tutors available to help students with difficulties they are experiencing in class or with homework. In addition, it provides online resources, practice exams and workshops to help a student progress through the challenging quantitative courses, which often are "stumbling block" courses that impact student completion.

The **Center for the Study and Teaching of Writing (CSTW)** is an interdisciplinary support and research unit in Ohio State's College of Arts and Sciences. CSTW was established to aid students, faculty and staff in becoming more effective writers in a variety of contexts and media. Two programs in CSTW, the Writing Center and Writing Across the Curriculum Initiative, provide assistance to writers of all abilities and levels. The Writing Center offers face-to-face and online tutorials to students to assist with writing in progress; the Writing Across the Curriculum program works with instructors to develop and assess writing activities, and to design and develop these activities to meet student and curricular needs. A third program, the Writing Associates, invites faculty to embed an undergraduate tutor into their writing courses to provide additional support for those students. Each of these programs favorably impacts student success, retention and degree completion. Undergraduate and graduate students employed by these programs also gain valuable experience and transferable skills.

The **Student Athlete Support Services Office (SASSO)** serves more than 1,000 student-athletes on 36 NCAA teams, providing Ohio State student-athletes with assistance in academic support including academic counseling, instructional support services, tutorial services, student-athlete engagement, and many other skill-building services and units. Academic counselors work in conjunction with academic advisors within each college to provide accurate academic information and planning related to a student-athlete's college progress and degree program. SASSO's learning specialists provide academic skill-building and monitoring of student progress, while mentors and professional tutorial support staff offer subject-specific assistance as well as time management, organizational strategies and techniques. SASSO's Student-Athlete Engagement unit provides student-athletes opportunities to engage in experiential learning, high-impact practices, community service, student leadership initiatives, educational internship opportunities and other programming. Together they help foster

growth in decision-making and academic planning, so that they may fulfill their academic, degree completion, and personal and professional development goals.

Ohio State's **Military and Veterans Services (MVS)** provides assistance for military-connected students with academic and educational support resources. The office focuses on building trust and guiding these students to academic success and graduation. The office provides military and veteran orientations; focused academic advising, counseling and tutoring; VA education benefit navigation; peer mentoring; tailored support services; and the education of faculty and staff on military student issues. It also provides long-term continuity for the Tri-Service ROTC units and collaborates with the Office of Government Affairs on any local, state or federal legislation and policies concerning this cohort. The Office of Military and Veterans Services has been rated the top program for veterans in higher education for the last two years by *USA Today* and *College Factual*. Other Ohio State resources include a student-veteran housing option for veterans, active-duty, reserves or National Guard; three student-veteran organizations; and comprehensive programming and services that assist the Buckeye Military Family in securing internships and post-graduation employment.

Student Life Disability Services (SLDS) partners with students, faculty and staff to design accessible and inclusive instruction and environments, and to provide academic and co-curricular accommodations and services. The office recognizes that "disability" is a broad term that includes, but is not limited to, mental health conditions, chronic health conditions, temporary injuries, physical/learning disabilities, and ADHD. Students register with SLDS to be approved for accommodations that students can then request from faculty and university units. All materials pertaining to a student's disability are confidential. Students work with an access specialist to discuss academic barriers to success and accommodations. Students notify their instructors about accommodations only if they want to use them in that instructor's course. SLDS also provides consultation services and disability awareness training to the campus community. SLDS provides services for more than 4,000 students, including accommodations, accessible media, assistive technology, Braille, captioning, live transcription, exam services and career resources. The office serves undergraduate, graduate, professional, Program 60, and College Credit Plus students. SLDS also provides workshops on inclusive instruction and disability access for university instructors, staff, and students. SLDS has an on-going collaboration with the Americans with Disabilities Act (ADA) Coordinator's office within the Office of Institutional Equity in order to ensure legal and policy compliance.

Student Wellness Services

The university provides a comprehensive array of services to support student wellness, which in turn promotes academic success and persistence, including the **Student Wellness Center**, the **Counseling and Consultation Service** and the university's **Wellness app**.

The Student Life **Student Wellness Center (SWC)** serves as a resource for information on various wellness topics, provides online and in-person programs and services to individuals and groups, and contributes to the development of a more healthy and supportive campus community. All services are provided free to currently enrolled Ohio State students. Examples of activities in the SWC that contribute to retention and completion include: alcohol, tobacco, and other drug prevention services; the Collegiate Recovery Community; financial education; nutrition education; and safer sex initiatives. The SWC also provides overall wellness coaching, which takes a positive approach to personal development, focusing on strengths and enhancing capacities for resilience and self-acceptance while promoting happiness, health and success. Each of SWC's services engages in educational outreach to students and includes options for one-on-one coaching and group education. Wellness Ambassadors are a key component of SWC's outreach strategy. These are undergraduate student volunteers who commit three hours per week to developing and implementing wellness programs. As Wellness Ambassadors, students have the opportunity to specialize in one of the following topic areas: alcohol education, nutrition, safer sex, other drugs, stress, sleep, and career wellness.

For students in need of mental health services, the Student Life **Counseling and Consultation Service (CCS)** provides individual counseling, group counseling, psychological testing, crisis debriefing, and other services to students to promote personal well-being and academic success. Their culturally diverse professional staff of licensed psychologists, social workers, counselors and psychiatrists can help students with stress management, anxiety, depression and many other mental health issues that could otherwise derail student success.

To help connect students to wellness services from any location, in January 2020 the university rolled out its free **Wellness app**, which connects students to help in a crisis, and provides tools and support avenues to help navigate stress management, relationships, anxiety, depression, alcoholism and more. During the development process with Apple in 2019, Ohio State students were involved in the design from start to finish, and their user experiences were incorporated to ensure that student needs were met, from design to ease of use to quality of content. The app, which is available

on iOS and Android, was automatically pushed to all Digital Flagship iPads in January, and by June 2020 it had more than 13,000 active users with nearly 200,000 screen views.

Promoting Evidence-Based Practice

The university's ongoing improvements in student success, persistence and graduation are rooted in evidence-based practice. In order to learn more from other institutions about effective practices, implement those practices at Ohio State, and contribute new research on these practices to the field, the university is engaged in several research initiatives and external partnerships.

First, to engage research faculty in the conversation around and research on student success, generate new evidence about student success, and incubate related practice on campus, the university launched two new faculty research grant programs in 2018-19. The Drake Institute's **Research and Implementation Grant** program provides grants of up to \$7,500 to faculty to either (1) implement and assess research-based instructional methods and materials to undergraduate students, or (2) conduct new research on student learning or instructional best practices. Thus far the program has awarded 21 grants to 39 instructors, and directly impacted instructional practice for 7,851 students. The **Student Academic Success Research** grant program provides seed funding (\$10,000 to \$30,000) to support faculty research on Ohio State student access, academic excellence, retention, and graduation, with a particular focus on underserved students. Funded projects must focus on creating clear practical recommendations for OSU courses, programs, or services, and ensure that relevant OSU practitioners are kept "in the loop" on project design, results and implications. Thus far the program has awarded \$195,000 to eight research projects on topics ranging from student childcare needs to supporting the success of students of color in STEM fields. In addition to these grant programs, as part of the university-wide initiative to improve campus-change and transfer, three studies were launched in 2019-20 to build a research-based foundation for improving the success of campus-change and transfer students.

Second, in 2014 Ohio State joined with 10 other large public universities to found the **University Innovation Alliance (UIA)**, which works to accelerate and coordinate efforts across universities, in order to improve the educational attainment and economic prospects of students who have traditionally struggled to complete their degrees, particularly limited-income students, first generation students, and students of color. UIA members have developed new models for scaling innovations from one campus to others, breaking down barriers that often prevent good ideas from being implemented more broadly. Since the UIA began, its 11 member institutions have produced 29.6% more limited-income bachelor degree graduates per year and 16.1% more overall. Ohio

State's membership in UIA has helped launch several of the student success strategies discussed throughout this report, including the use of predictive analytics within OnCourse and a redesign of the college-to-career pathway.

Third, in 2016 Ohio State was a founding member of the **American Talent Initiative**, a collaborative effort to enroll and graduate an additional 50,000 highly talented, limited-income students at top colleges and universities across the United States by 2025. The initiative is a partnership between Bloomberg Philanthropies, the Aspen Institute, Ithaka S+R, and a diverse array of public and private member institutions working to enhance access and support, share innovative best practices, and contribute to research that will help expand opportunity. Ohio State's former President Michael V. Drake served on the steering committee of the initiative from its beginnings, and the university helped serve as a leader as the initiative grew from its initial 30 colleges to more than 100 today. Ohio State's membership in the initiative has helped increase the graduation rates of the university's Pell-eligible students by focusing attention and strategic planning around the success of this population, including the rollouts of the President's Affordability Grant and Buckeye Opportunity Program.

UPDATED COMPLETION STRATEGIES

The previous section discussed the university's ongoing completion strategies and activities, many of which have been in place for several years. This section lays out the university's updated completion strategies, which include strategies that were launched in 2019–20 or are planned for launch in 2020–21. This section includes information regarding the university's response to the COVID-19 crisis and how Ohio State plans to support students through the unprecedented context of the 2020–21 academic year.

After moving all operations online in mid-March 2020, in June the university announced that students and faculty would return to campus for the autumn 2020 semester. The resumption of full operations on Ohio State campuses will include a combination of the use of appropriate face coverings, physical distancing, hand hygiene, limited density in indoor spaces, control of traffic into and around buildings, continued employee teleworking when possible, testing, symptoms tracking and contact tracing. To support de-densification, many student support programs and services will offer limited physical interaction in combination with live online or "synchronous" video meetings, and also provide updated, engaging and robust "asynchronous" online content.

New Student Orientation and First Year Experience

In observance of safety protocols in response to COVID-19, NFYS orientation programs are being offered in an online format during summer 2020, using Carmen Canvas (the Ohio State Learning Management System) and the Ohio State mobile app to provide a high quality and informative two-day orientation program. The orientation experience begins three weeks prior to the two-day program, when NFYS are instructed to log on to their **Get Started at Ohio State** course on CarmenCanvas and work through their pre-orientation items including placement testing. The two-day orientation experience includes working with an academic advisor to register for autumn semester classes, learning about important campus offices and resources that students will use throughout their time at Ohio State, connecting with their FYE Peer Leader, and meeting other first-year students. To keep new students connected through the summer, the orientation experience is extended with opportunities for new students and their families to virtually connect with First Year Experience and other campus partners across the university.

For transfer students, orientation has also moved online in response to COVID-19. These students register for a one-day orientation offering synchronous and asynchronous information about campus offices and resources, and meetings with academic advisors to register for classes. In designing and implementing both the NFYS and transfer online orientation experiences, First Year Experience is attentive to students in different time zones and with varying technology restrictions and recognizes the importance of approaches that keep students engaged when they are not physically on campus.

In observance of safety protocols in response to COVID-19, the **First-Year Success Series** sessions (including Buckeye START) for autumn 2020 will use both synchronous and asynchronous online formats. To ensure instructional quality and student engagement, training on effective pedagogy to facilitate instructor-student and student-student connections will be provided to all instructors and presenters.

Student Advising and Support

In response to COVID-19, in mid-March 2020 all the university's advising and student support functions (such as counseling services) pivoted to online support services, including one-on-one consultations with students using synchronous video meetings, and synchronous online webinars and group meetings. Most advising and support services will continue to offer these online services throughout the autumn 2020 semester, along with a limited set of physical services and supports.

As part of the emergency transition to online learning in spring 2020, advisors assisted students in evaluating their options, including whether to select the Pass/Non-Pass (P/NP) grading option, which the university made available for spring 2020 classes only. The P/NP option allowed a greater number of students to complete coursework despite delivery mode challenges, which will reduce course re-taking behaviors in the future.

This summer, OnCourse is also piloting a unified progress report mechanism to provide an early alert to advisors and staff supporting students in certain key groups. The mechanism will alert advisors and staff when a faculty member marks a student as not achieving at a level consistent with success in their courses and will help promote coordination between support staff and advisors reaching out to these students to help them succeed in the course. The regional campuses have already adopted this “coordinated care” model using OnCourse, and the Columbus campus advising community is adopting it as well. In general, across the spring and summer 2020 terms, advisors have engaged in more proactive advising efforts to support students who face academic difficulty as a result of COVID-19.

More broadly, the university is continuing to move forward with efforts to shorten students’ time-to-degree by providing more transparent information regarding degree planning. In particular, in 2019-20 the university launched the “Fifteen to Finish” communications campaign, which clarifies the benefit of enrolling in at least 15 credit hours per semester (or 30 credits per year). The university is also launching Complete Ohio State, a three-year pilot program focused on students who are within 30 semester hours of graduation but have stopped-out of the university. Advisors will reach out to these students and provide intensive advising support, including personalized degree plans and assistance with enrollment and financial aid issues.

Strengthening the Focus on Campus-Change and Transfer

As part of the university’s initiative to improve campus-change and transfer, in 2019-20 the university worked to create more clear and consistent definitions of these groups and metrics for their success, and to incorporate these definitions and metrics into the university’s reporting frameworks and tools. For example, the university’s scorecards for the American Talent Initiative and Board of Trustees now include metrics specific to transfer and campus-change students, and informational pamphlets about the university’s student population now highlight transfer and campus-change students as a key part of the university community.

In the coming year, the Dennis Learning Center will implement targeted outreach to help incoming transfer and campus change students develop strong study skills to help them

succeed at Ohio State. It is also developing a workshop geared toward first-generation students (who overlap with the transfer and campus-change populations) to help them understand the academic expectations of Ohio State courses and develop confidence in their learning. In general, in 2020-21 the university will continue its current research and strategic planning efforts around campus-change and transfer in order to prepare additional strategies and tactics for execution in future years.

Teaching and Learning

The university's ongoing improvements in teaching technology and faculty professional learning were critical to the university's successful pivot to remote learning in spring 2020. Two years ago, the university upgraded its learning management system to Instructure's Canvas, and since that time has been working to ensure that almost all instructors use its basic functions for both online and face-to-face courses. The university also recently upgraded to Zoom to support remote meetings for academic and business purposes. With this infrastructure in place, the university was able to provide a consistent and accessible virtual learning environment for all students and saw significant increases in toolsets, including a 209% increase in Mediasite recordings, a 333% increase in use of Canvas, and a 2,350% increase in Zoom usage.

To support teachers and learners in the immediate transition, Ohio State launched a series of websites (including keepteaching.osu.edu and keeplearning.osu.edu) which provided instructional and student learning practices that support student success in the remote learning environment. For example, keeplearning.osu.edu included guidance so students could access free Internet services from local providers and access free wifi in the university's wireless-equipped parking lots on each regional campus. At the same time, the Drake Institute hosted 120 open online office hours for instructors and increased one-on-one consultations by 61% compared to the same period in 2019. The Drake Institute also created seven Communities of Practice (CoPs) to extend and amplify the resources available through keepteaching.osu.edu. All seven CoPs were built around three critical instructional themes: assessment and evaluation of student learning, inclusivity and access, and quality of student engagement and experience in online settings. The seven CoPs are constructed around instructional modality (lab and field, clinical teaching, and large lecture courses) and by instructor cohort (graduate teaching associates, associated faculty, regional campus faculty, and mid- and late-career faculty). CoPs are co-facilitated by Drake Institute staff and faculty and staff from across colleges (e.g., EHE, Pharmacy, OSU-Marion, ASC).

Both in continuing response to the foundational shifts in teaching and learning created by the COVID-19 pandemic and in furthering the mission and reach of the Drake

Institute at Ohio State and beyond, the university is developing both short- and long-term sustainable online professional teaching and learning programming to scale and enrich engagements with instructors, including: a series of workshops in summer and autumn 2020 on online teaching practices that enhance student success; the Teaching and Learning Resource Center, an interactive web-based resource that will serve as both a repository of resources and dynamic site for 24/7 access to teaching and learning assets; the Teaching and Learning Collaborative, which will network teaching and learning champions from across colleges, divisions and offices to develop and share resources beneficial across units, facilitate necessary change and increased opportunity associated with enhancing student learning, and elevate teaching and learning at Ohio State; and an Affiliates and Alliance Network, which will network departments, faculty, and staff dedicated to elevating, supporting and promoting instructional excellence in their own units with the university's offices focused in teaching, learning, equity and student success (the Drake Institute, the Office of Distance Education and e-Learning, University Libraries, Office of Diversity and Inclusion, Office of Student Academic Success). Among the network members are five designated regional faculty liaisons who collaborate and advise on professional learning needs of their colleagues and deepen connections to ATI, Lima, Mansfield, Marion, and Newark campuses.

The university will also continue its efforts to increase the proportion of courses that use affordable learning materials. Another cohort of affordable learning adopters will begin projects in 2020-21, and dedicated affordable learning support staff will begin to partner at the college, department and/or campus level in order to scale affordable materials within the partnering unit. This collaborative approach will support new programming opportunities, such as creating additional open educational resources like test banks, textbooks, lab manuals and instructor support materials, as well as faculty professional learning and integrated support from librarians.

General Education Redesign

In Spring 2019, all of the university's undergraduate-serving colleges approved a plan to dramatically revise the undergraduate General Education (GE) curriculum. The GE redesign plan was developed by a team of faculty, staff and students from across the university. It was approved by the Board of Trustees in summer 2019 and goes into effect for all incoming students in autumn 2022.

To help smooth the pathway for students who change majors while at the university, and to provide a common foundation for success for all students, the redesigned GE will provide a single set of curricular requirements for students in all programs and colleges

that are congruent with the statewide Ohio Transfer Module. The new curriculum includes a set of foundational introductory courses as well as focused coursework in key topics such as Citizenship, and it incorporates Higher Learning Commission recommendations regarding the importance of explicit and assessable program goals for general education that are implemented through foundational coursework. Highlights of the new GE include an ePortfolio requirement, which will showcase academic and co-curricular achievements; required foundational coursework in race, gender, and ethnic diversity; and explicit inclusion of “High Impact Practices” (HIPs).

HIPs are designed to promote deep learning via certain characteristics (e.g., meaningful interactions between faculty and students, feedback that can be used for development, interactions with diverse others). Emerging national research suggests that HIPs have a particularly strong impact on the academic success and persistence of traditionally underserved students. In 2019-20, the university convened a team to examine Ohio State’s current HIP practices. Initial assessments suggested that traditionally underserved student groups were underrepresented in terms of their participation in six core HIPs at Ohio State (i.e., study abroad, service-learning, undergraduate research, living learning communities, work experiences and capstone experiences). To expand access and equity for HIP participation, the university established a High-Impact Practices subcommittee under the General Education redesign implementation, which is working to incorporate access to and participation in HIPs as part of the GE rollout.

In parallel with the GE redesign and rollout, units across campus are working to redesign programs and services to integrate and support the new curriculum. For example, advisors across the university are working to coordinate course content, instruction and delivery methods in the university’s one-credit “survey course” (which introduces new students to the university) to ensure that it effectively informs new students about policies and procedures while providing advice on study skills, curriculum planning and choice of a major. The Writing Center is planning an expanded instructor support program for the GE implementation and will be collaborating with the Drake Institute and other campus units to create a “Writing at Ohio State” professional training program. At the same time, University Libraries is reimagining its traditional reference service to provide more in-depth academic coaching related to research assignments and information literacy. The newly formed Research & Learning Collaborative will continue working with the Writing Center and Dennis Learning Center within a transformed service model to collaboratively develop students’ information literacy, critical thinking and research skills — all of which are designed to help them become self-regulated learners through inclusive and supportive coaching and the creation of accessible just-in-time help materials.

Enhanced Support for Students with Disabilities

In 2019-20, SLDS implemented a number of enhancements for Ohio State students with disabilities. For example, students can now go online to send accommodation letters to instructors and to schedule exam proctoring accommodations, thereby eliminating in-person form requirements. Also, as part of a statewide initiative, a vocational rehabilitation career counselor from the state agency Opportunities for Ohioans with Disabilities (OOD) is embedded within SLDS for 40 hours per week to provide career resource and advising support for students seeking internships and current and post-graduation employment. And SLDS worked with the regional campuses to bring their offices onto a shared Accessible Information Management (AIM) system.

In 2020–21, SLDS plans further enhancements:

- Regional AIM registration applications, case management notes, and course accommodations letters will be online for autumn 2020, eliminating required student in-person or e-mail requests after their registration meetings are held. Additional online services will be implemented on regionals as resources and student registrants allow.
- By spring 2021, a shared database system will allow students to complete a campus change without having to complete the registration process with their new campus.
- Students will be able to request approved accessible media accommodations within their online portal in autumn 2020 (Columbus).
- A notetaking accommodation is being planned as part of an online AIM module to streamline student interface and access to class notes. In addition, changes are planned to the Attendance and Deadline Modification accommodation process to increase student and faculty support.
- College model-based partnerships for instructor development workshops are being planned as new connections are established to further support inclusive culture toward students with disabilities.

In addition, SLDS is working with colleges and units across the university to establish guidelines and coordinate implementation of accommodations related to the COVID-19 pandemic.

WORKFORCE DEVELOPMENT PRIORITIES

According to Ohio State's 2018-19 Graduation Survey, 71% of last year's graduating seniors planned to move to a job either full- or part-time, 2% planned for military or volunteer service, and 26% planned to go to graduate school. Of graduating seniors, 75% said Ohio State prepared them very well or generally well for the job market. Of those who reported they were employed, 84% said their job was related to their chosen major (and/or minor) and 70% reported they would be employed in the state of Ohio.

The 2019-20 Graduation Survey was fielded in late April 2020 as students were reeling with uncertainty from the COVID-19 pandemic. Students still believed the university had prepared them very well or generally well for the job market (76%). However, 55% reported that their job situation (including job searches, job offers or internship plans) had changed due to the COVID-19 pandemic, and 16% said their graduate or professional school plans had changed due to the pandemic. Among those who reported that their job situation had changed, 44% said they had to restart or alter a job search, 23% lost a previously-held job, and 12% had lost a job offer.¹⁰ Among those who reported that their graduate/professional school plans had changed, 37% said they were postponing attendance and 21% had to re-start or alter their school search.¹¹ As the State of Ohio weathers and recovers from the economic fallout of the COVID-19 crisis, the university will continue to build and strengthen the workforce development strategies discussed below.

Below, this report first describes the **Choose Ohio First** program, which aims to attract students into academic programs associated with high-demand fields and support their success in those majors; next, it describes the university's creation, expansion and strengthening of academic programs and curricula that build high-demand skills and career opportunities (including **Coding Skill Development**, the new **BS in Engineering Technology**, the university's growing list of **Certificate Programs**, and the **Center for Design and Manufacturing Excellence**); next, it describes **Student Career Resources**, which connects students to internships and jobs; next, it describes Ohio State's participation and leadership in regional and statewide partnerships to further strengthen state and local employment and economic health, the **Ohio Means Internships and Co-Ops** and the **Central Ohio Compact**; and finally, it describes the university's infrastructure for incubating entrepreneurship, industry innovation and economic growth through its **Corporate Engagement Office** and **Industry Liaison Office**.

¹⁰ Students could select multiple options from a list of 9.

¹¹ Students could select multiple options from a list of 7.

Ohio State Choose Ohio First Scholarship Programs

Choose Ohio First is a program of the University System of Ohio (USO). **Choose Ohio First Scholarships** are awarded to students studying in the fields of science, technology, engineering, math and medicine (STEMM) with the objective of increasing graduates in these fields and retaining them within the Buckeye state.

Choose Ohio First scholarship opportunities at Ohio State are offered through various departments, programs and campuses. Eligible applicants include students majoring in Middle Childhood STEM Education at Ohio State's regional campuses in Lima, Mansfield, Marion and Newark and active participants in Ohio's STEM Ability Alliance (OSAA). The Future Scientists of Ohio (FSO) COF Scholarship is particularly designed to encourage community college students to transfer to Ohio State to complete their four-year STEM degrees. The Ohio House of Science and Engineering (OHSE) COF Scholarship is open to STEM majors on the Ohio State Columbus campus. The COF for Bioinformatics scholarship supports students interested in the application of computation to biological, chemical, environmental, mathematical and health sciences, biomedical engineering, and science education. The Bachelor of Science in Pharmaceutical Science (BSPS) COF program supports students interested in a career in pharmacy or any of the areas in the health sciences.

Coding Skill Development

As part of the university's Digital Flagship partnership with Apple, last year Ohio State launched a university-wide coding curriculum, which is offered free online for all students, faculty, staff and alumni. This four-part series teaches students Swift Coding and app development skills, leads to two Ohio State certificates, and prepares students for the Apple Swift Coding Certificate. Already more than 2,400 students have enrolled in at least one of these courses. Ohio State is working with the governor's office to align the university's Swift Coding and App Development Certificate programs with the state's Tech Cred program, allowing employees across the state of Ohio to take certification and be reimbursed by their place of employment.

In order to bring together students and local technology entrepreneurs to learn about coding, design thinking and marketing, Ohio State is also partnering with the Columbus-based co-working space, CoHatch, to launch a shared technology and entrepreneurship space at the South Campus Gateway in Columbus. This location will include shared space for workshops, events and job fairs, and will yield internships, practicums, partnerships and other job opportunities for current and graduating Ohio State students.

Bachelor of Science in Engineering Technology

In autumn 2020, Ohio State will launch a new four-year Bachelor of Science in Engineering Technology (BSET) degree program. The BSET program was developed in response to the growing needs of Ohio manufacturers for highly skilled college graduates who excel in engineering technology leadership roles. This groundbreaking interdisciplinary program highlights the integration of math, science and engineering curricula that incorporates recommendations from regional industries to develop the skills required to produce a diverse and prepared workforce. A collaborative approach between higher education and industry allowed Ohio State to create a program designed to emphasize project-based coursework, hands-on skills and technological know-how in mechanical and electrical processes, industrial robotics and project and change management. Initially, the BSET program will be offered at three of the Ohio State regional campuses – Mansfield, Marion and Lima – with the Newark campus offering the program beginning in 2023. The new degree program seeks to provide access to an engineering-based degree that was previously unavailable to traditionally underserved and underrepresented students.

Academic Certificates at Ohio State

The Ohio State University offers a variety of academic certificate programs that are intended to allow students to pursue specific topics in order to supplement their current degree program, gain knowledge in a chosen field of employment, earn credit or continuing education units (CEUs) for workforce development, prepare for exams for professional certification, or to acquire professional licensure. Certificate programs may be offered as credit or non-credit, and may be stand-alone (they do not require a student to be enrolled in an undergraduate or graduate degree program in order to complete the certificate) or embedded (they require a student to be enrolled in an undergraduate or graduate degree program to complete the certificate). Over the past two years, the university has worked to identify, develop and approve certificate programs in a variety of high-demand skill areas. Please see Appendix B for a list of all currently approved programs at Ohio State.

Ohio State's for-credit certificates include the following categories:

- Post-secondary Undergraduate Academic Certificate programs (category 1a or 1b). Intended for post-high school students seeking to earn a credential in a select topic area. These programs are either stand-alone (1a) or embedded in an undergraduate degree program (1b).
- Post-baccalaureate Undergraduate Academic Certificate programs (category 2). Intended for post-bachelor's degree students seeking to earn a credential in a

select topic area to supplement their undergraduate degree program. These are stand-alone programs.

- Graduate Academic Certificate programs (category 3a or 3b). Intended for post-baccalaureate students seeking to earn a graduate credential in a select topic area. These programs are either stand-alone (3a) or embedded in a graduate degree program (3b).
- Professional Certification programs (category 5b). Intended for individuals seeking to meet requirements and/or eligibility for licensure or certification in a specific technical or professional area. These are stand-alone programs.

The university's non-credit certificates include the following categories:

- Workforce Development programs (category 4). Intended for individuals seeking to earn a workforce development Certificate of Completion in a specific area. These are stand-alone programs.
- Technician/Professional Certification programs (category 5a). Intended for individuals seeking to meet requirements and/or eligibility for licensure or certification in a specific technical or professional area. These are stand-alone programs.

Center for Design and Manufacturing Excellence

Established in 2014 and launched in late 2015, the Center for Design and Manufacturing Excellence (CDME) operates within the College of Engineering and the Office of Research. CDME was established to provide the manufacturing industry access to the resources of the university by establishing an applied engineering collaborative working space staffed by industry-experienced leadership and support staff. The Center is housed in a west campus 100,000 square-foot, mixed-use design and manufacturing building with facilities and equipment supporting rapid prototyping capabilities for electrical and mechanical systems, including integrated power systems, electronic controllers, systems, packaging, circuit board design, board fabrication, stamping, injection molding, casting, additive manufacturing, milling, welding and other relevant manufacturing capabilities. CDME also has the latest digital mechanical and electrical design and simulation software packages to seamlessly hand off designs to prototyping and manufacturing teams. Since its launch, CDME has successfully completed over 158 projects with value in excess of \$17.8 million.

In 2016, CDME was chosen by the Ohio Development Services Agency (ODSA) to support the National Institute of Standards and Technology's (NIST) Manufacturing Extension Partnership (MEP). This program is a logical extension of the university's land grant mission and provides support and access to resources for the small and

medium-sized manufacturing entities within the central and southeastern portions of the Ohio. The MEP program is a national program that CDME leverages to fully understand and address the needs of manufacturing clients of the center. Since the center's inception, student engagement and workforce development of future and incumbent workforce has been a driving motivator of the center. The MEP program allowed CDME to solidify these motivations in an industry-student-workforce engagement and training model. Students receive the benefit of paid employment to work on real world industry projects under the mentorship and direction of CDME's experienced engineering and business staff. Clients of the center receive the benefit of a pool of highly skilled students to recruit upon graduation. As the center has grown, CDME has begun to develop certification programs for equipment and processes that will positively impact the center's student employees. These certifications will be open to Ohio incumbent workforce for additional professional development allowing these programs to serve a dual purpose. CDME is currently working with partners such as National Instruments, Lincoln Electric, FANUC, Haas, Rockwell Automation, ABB and others.

In 2017, with a goal of significantly strengthening student experiential learning at Ohio State, CDME launched the **Experiential Entrepreneurship Education (E3) Program**. This program -- enabled by the generosity of the Claugus family and bequest of Ed Claugus, an Ohio State College of Engineering alumnus -- is the first in the nation to combine state-of-the-art educational programs in product design, manufacturing, commercialization and business modeling with advanced on-site prototyping capabilities and real-time, industry-sponsored research and development projects. This includes a Student Innovation Lab with design, rapid prototyping and light manufacturing capabilities. The Experiential Entrepreneurship Educational (E3) Program prepares students to be future business leaders and high achievers, in industry or start-ups, while having direct interaction and collaboration with other students and colleges from a diverse set of majors. The program has the initial goal of employing more than 150 student "Claugus Scholars" at CDME while implementing additional programs that positively impact over 1,000 students annually.

Student Career Resources

Ohio State uses a comprehensive, decentralized career services model in that each of its colleges and campuses provides a career services office for its students. In addition, Student Life's **Buckeye Careers** and **Career Counseling and Support Services** offices are available to help all students, regardless of major, on their career journey. Colleges work in coordination with these centralized offices to provide one-on-one support and connections to employers, with the support of Handshake, the university's

online tool for students to explore career employment, internships and other opportunities.

Buckeye Careers is a university-wide initiative designed to support students' professional development and career exploration, with a strong focus on connecting them to internships and career employment opportunities. Buckeye Careers has three components: Buckeye Internships, Buckeye OnPACE (Personalized Actionable Career Experience), and Handshake. **Buckeye Internships** is a university-wide resource that connects students with employers for internships and co-op positions and helps hiring organizations craft rewarding internship experiences. **Buckeye OnPACE** is a series of self-guided online career modules covering topics such as choosing a major or career, applying to graduate school, and preparing for entry into the workforce. These modules assist students in learning more about themselves. **Handshake** is a unified career management and job posting system adopted by Ohio State in May 2018. All Ohio State students, including the regional campuses and graduate and professional students, have access to this online resource. Handshake uses an algorithm (like Netflix or Spotify) to help students find jobs specific to their interests. Students can explore job opportunities across the nation and world, and read reviews of other students' experiences in internships, co-ops and jobs to help decide if an opportunity is a good fit. Handshake grows with students throughout their time at Ohio State: they can use Handshake to find a job on campus during their first year, explore internships and co-ops as they gain more experience in their major, and find their first job after graduation.

Buckeye Careers also manages the university-wide Fall Career and Internship Fair, connects employers with university resources, consults on recruiting best practices at Ohio State, and leads the university's **Bridging the Gap from Education to Employment (BGEE)** effort. BGEE is a three-year initiative of the University Innovation Alliance, implemented with funding from the Strada Education Network, which aims to reimagine how graduates communicate marketable job skills; capture best practices for building and maintaining strategic university-employer partnerships; and enhance campus career services to meet the unique needs of first-generation students, students of color, and students from low socio-economic backgrounds. BGEE was planning a summer 2020 career development pilot, which was quickly revised in light of COVID-19. The pilot program was moved completely online and now includes a series of online and virtual workshops and webinars that introduce students to a variety of career exploration and development topics and resources, as well as financial wellness and peer networking activities. Students will also interact virtually with employers from a range of fields and industries. Micro-interns, recruited through the Parker Dewey platform, assist in the planning and administration of the pilot program. Program assessment will be completed in fall 2020 and will inform future programming.

For students in need of career-focused coaching and education, **Career Counseling and Support Services** provides career exploration, job search preparation (including customized attention to resumes, vitas, job search letters and interviewing skills), and other forms of career counseling and support (for example, listening and helping with personal concerns that relate to career decisions, or helping students plan for graduate or professional school). Services are provided through individual appointments, walk ins/drop ins, programming/workshops, targeted outreach programs to particular groups (for example, first-generation, international, transfer or ethnically diverse students), and an academic class career development class (Education and Human Ecology). These services are available for all Ohio State students regardless of their college of enrollment. In addition, students' college-specific career offices are available for more specialized support and services.

Ohio Means Internships and Co-ops JobReady Program

Since 2012, Ohio State has co-led the state's Ohio Means Internships and Co-ops (OMIC) program, including the original OMIC (2012-14), OMIC 2 (2014-16), OMIC 2.5 (2015-18), OMIC 3 (2016-19), and now OMIC 4, with funding from the Ohio Department of Higher Education. Under the original OMIC, Ohio State collaborated with Columbus State Community College and North Central State College to attract 54 Ohio employers in energy, automotive, food processing and financial services in order to create approximately 150 new, meaningful internships/co-ops for students. Under subsequent iterations of OMIC, Ohio State continued to ensure the relevance and sustainability of past efforts; widen its academic, industry, and technology partnerships; and expand the number and types of internships and co-ops for key JobsOhio areas, including in-demand lightweight manufacturing technologies. OMIC's advanced manufacturing internship and co-op hub approach has now been extended to the OMIC 4 grant program. As with OMIC 2.5 and 3, the Central Ohio OMIC 4 internships and co-ops program focuses directly on the complementary JobsOhio priorities in advanced manufacturing, including aviation/aerospace, automotive, logistics, information technology, and transportation industries.

The institutions participating in OMIC 4 have agreed to contribute to a fourth hub, the Institute for Materials Research Innovation Lab Externship Program, known as Innovate-O-Thons, at Ohio State. The Materials Innovation Lab expanded an externship pilot to engage more community college and undergraduate students in real-world challenges provided by regional industry partners. This allows students from a wider variety of academic programs and experiential learning backgrounds to collaborate on solving advanced manufacturing issues. Companies can identify potential intern and co-

op candidates from students participating in externship events based on observed leadership, problem solving, and communication skills to help address skill gaps and occupational shortfalls in their industry sector. Students gain real-world, experiential learning experiences through weekend and weeklong externships. Students also become more experienced in interdisciplinary collaborations and innovation methods while receiving professional mentoring by participating in Ohio State-facilitated externship events. The intent is to better prepare and motivate students to address real-world problems within in-demand industry sectors. Overall, 38 students have been placed under the OMIC 4 grant.

In response to COVID-19, many employers have become hesitant to engage in internships and co-ops at this time. While OMIC partners expect the lag in placements to be temporary, the university is channeling remaining funding from OMIC 3 and 4 to prepare students to be “work ready” once companies restart programming. Working with the Ohio Department of Higher Education and partner institutions, the university is investigating virtual hands-on learning to provide students with those experiences prior to being placed onsite at regional manufacturing firms.

Central Ohio Compact

Ohio State participates, along with other regional postsecondary institutions, in the Central Ohio Compact. The Compact is a partnership comprised of school districts, adult career-technical centers, colleges and universities, and area business and civic leaders “who are united in their support for developing the region’s enormous talent pool into a globally competitive workforce – one that will position Central Ohio for future growth and prosperity.” The Compact partners are working together on issues related to public policy and affordability of higher education, community awareness and communications, and workforce alignment and employment placement strategies. (Ohio State also is involved in the Higher Education Compact of Greater Cleveland, which has similar goals for that region of the state.)

Ohio State’s Corporate Engagement Office

The Corporate Engagement Office helps the university make the right connections with businesses and organizations by forming mutually beneficial relationships that positively impact society by advancing innovation, developing talent and driving economic success. The office works closely with inventors, companies, entrepreneurs, investors and other organizations by connecting the right people and resources to fill gaps and solve complex problems.

Through corporate business development, the office facilitates mutually beneficial relationships to help advance the objectives of both the university and businesses. Though each relationship is unique, there are five key avenues for engagement:

- Access to talent, including students, staff and faculty
- Opportunities for sponsored research partnerships
- Licensing university intellectual property
- Opportunities for philanthropic support
- Access to continuing education

The Corporate Engagement Office helps advance the university's research to impact lives by translating Ohio State innovations into business opportunities in the global marketplace through technology commercialization, including engaging faculty and staff to help evaluate, protect and ultimately find the right market for intellectual property—through licensing or creating a start-up company.

The Tim and Kathleen Keenan Center for Entrepreneurship has recently become aligned with the Corporate Engagement Office. The center connects students, faculty and staff with resources to support the creation of startup companies and the development of entrepreneurial skillsets through access to capital, venture creation, talent development and programming. The center's goal is to create a coordinated, collaborative ecosystem across the university to maximize entrepreneurship by providing students, faculty, staff and alumni opportunities to engage with the rapidly growing start-up community in central Ohio and beyond.

The Corporate Engagement Office actively works with development partners such as OneColumbus and JobsOhio to grow the economy by bringing new companies to the state, helping businesses increase their value, and creating new jobs through economic development. Through active engagement in the region's economic development, the team drives more opportunities to faculty, staff and students and helps create a growing and thriving economy.

The university-wide strategic plan for Corporate Engagement was recently approved and has moved into the implementation phase. It outlines the goals, initiatives and tactics to help bring the plan's ambition to life: Ohio State will be a preferred partner for corporations, cultivating a modern workforce, advancing discovery and innovation for societal impact and fostering economic success. The goals include:

- Engage in partnerships of highest mutual value for corporations and Ohio State faculty, students and staff.
- Foster a culture and environment that accelerates corporate partnerships and revenue generation and empowers our faculty, staff, and students to collaborate with industry.

- Develop the talent and differentiated capabilities that corporations seek from university partnerships.
- Create a structure and key processes that promote alignment, responsiveness, efficiency and accountability.

Industry Liaison Office

The Industry Liaison Office (ILO) connects Ohio State's research enterprise with business and industry. ILO ensures that the company, the researcher and the university all realize a positive return from their mutual investment in each relationship. ILO cultivates Ohio State's reputation as a progressive, collaborative partner across all industries and seeks to eliminate hurdles in order to capture corporate projects and relationship opportunities in the shortest time possible, with the least complications and with the greatest mutual value.

Student engagement is a primary interest of the university's corporate partners, realized across a wide variety of pathways, including scholarships, engagement with student organizations, curricular contributions, experiential learning, and part and full-time hiring. ILO considers the big picture when structuring the university/industry engagement continuum. Throughout this process, ILO is committed to:

- Nurturing trusting, collaborative relationships that result in win-win engagement.
- Establishing unique differentiators that enhance the attractiveness of partnering with Ohio State, including the unique interests, passion, motivations and capabilities of our students.
- Ensuring experiences that consistently meet or exceed the highest expectations of collaborators.

Appendix A: University Undergraduate Student Profiles

All Appendix A data are for undergraduate students as of Autumn 2019 fifteen-day count. NR – Not reported. Average ACT is only relevant for NFYS. Remedial Education Needs includes students who scored a six on the English placement test or S or T on the Math placement test.

Columbus Campus

Autumn 2019

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	7630	16.7	35612	78.0	2415	5.3	45657	100
Enrolled Part Time	8	0.3	2801	91.2	262	8.5	3071	100
Not Degree/Certificate	--	--	--	--	--	--	1161	100
Financial Need – Pell-Eligible	1432	15.6	7020	76.5	724	7.9	9176	100
Remedial Education Needs	132	5.8	1972	86.2	184	8.0	2288	100
Female	3918	17.6	17155	77.1	1164	5.2	22237	100
Male	3712	15.8	18457	78.8	1251	5.3	23420	100
Age 18-24	7010	16.7	33021	78.5	2019	4.8	42050	100
Age 25 and Older	8	0.3	2573	86.6	391	13.2	2972	100
Ohio Resident	5162	15.1	27100	79.1	1994	5.8	34256	100
High School-to-College Factors								
Average High School GPA	NR		NR		NR		NR	
Average ACT or SAT	29.5		--		--		--	
Race / Ethnicity								
<i>Hispanic</i>	447	20.7	1598	73.9	117	5.4	2162	100
<i>American Indian / Alaskan</i>	5	13.9	27	75.0	4	11.1	36	100
<i>Asian</i>	694	20.0	2636	76.0	140	4.0	3470	100
<i>African American /Black</i>	466	15.5	2330	77.5	210	7.0	3006	100
<i>Native Hawaiian or Other Pacific Islander</i>	2	7.7	19	73.1	5	19.2	26	100
<i>Two or More Races</i>	323	18.0	1360	75.8	112	6.2	1795	100
<i>White</i>	4734	15.8	23649	78.9	1599	5.3	29982	100
<i>International</i>	673	17.5	3013	78.4	158	4.1	3844	100
<i>Unknown</i>	286	21.4	980	73.1	70	5.2	1336	100

Regional Campuses (excluding ATI Wooster)

Autumn 2019

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	2802	48.0	2753	47.2	277	4.7	5832	100
Enrolled Part Time	84	13.9	473	78.2	48	7.9	605	100
Not Degree/Certificate							425	100
Financial Need – Pell-Eligible	1072	47.4	1075	47.5	115	5.1	2262	100
Remedial Education Needs	969	47.5	1013	49.6	59	2.9	2041	100
Female	1343	44.5	1530	50.6	148	4.9	3021	100
Male	1459	51.9	1223	43.5	129	4.6	2811	100
Age 18-24	2639	50.6	2357	45.2	219	4.2	5215	100
Age 25 and Older	17	3.6	395	84.2	57	12.2	469	100
Ohio Resident	2796	48.1	2747	47.2	271	4.7	5814	100
Academic Performance								
Average High School GPA		NR		NR		NR		NR
Average ACT or SAT		21.9		--		--		--
Race and Ethnicity								
<i>Hispanic</i>	135	53.4	107	42.3	11	4.3	253	100
<i>American Indian / Alaskan</i>	1	20.0	3	60.0	1	20.0	5	100
<i>Asian</i>	153	63.0	78	32.1	12	4.9	243	100
<i>African American /Black</i>	380	57.4	257	38.8	25	3.8	662	100
<i>Native Hawaiian or Other Pacific Islander</i>	1	50.0	1	50.0	0	0.0	2	100
<i>Two or More Races</i>	151	54.3	116	41.7	11	4.0	278	100
<i>White</i>	1906	45.1	2111	49.9	213	5.0	4230	100
<i>International</i>	3	50.0	3	50.0	0	0.0	6	100
<i>Unknown</i>	72	47.1	77	50.3	4	2.6	153	100

Agricultural Technical Institute (ATI) – Wooster Campus

Autumn 2019

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	247	43.3	305	53.4	19	3.3	571	100
Enrolled Part Time	3	6.0	45	90.0	2	4.0	50	100
Not Degree/Certificate							23	100
Financial Need – Pell-Eligible	82	49.4	76	45.8	8	4.8	166	100
Remedial Education Needs	120	48.4	125	50.4	3	1.2	248	100
Female	123	43.5	150	53.0	10	3.5	283	100
Male	124	43.1	155	53.8	9	3.1	288	100
Age 18-24	241	45.0	279	52.1	16	3.0	536	100
Age 25 and Older	0	0.0	26	89.7	3	10.3	29	100
Ohio Resident	241	43.2	298	53.4	19	3.4	558	100
High School-to-College Factors								
Average High School GPA		NR		NR		NR		NR
Average ACT or SAT		20.6		--		--		--
Race / Ethnicity								
<i>Hispanic</i>	5	35.7	9	64.3	0	0.0	14	100
<i>American Indian / Alaskan</i>	1	100.0	0	0.0	0	0.0	1	100
<i>Asian</i>	0	0.0	1	100.0	0	0.0	1	100
<i>African American /Black</i>	4	57.1	2	28.6	1	14.3	7	100
<i>Native Hawaiian or Other Pacific Islander</i>	0	0.0	1	100.0	0	0.0	1	100
<i>Two or More Races</i>	6	42.9	8	57.1	0	0.0	14	100
<i>White</i>	226	43.5	276	53.1	18	3.5	520	100
<i>International</i>	1	100.0	0	0.0	0	0.0	1	100
<i>Unknown</i>	4	33.3	8	66.7	0	0.0	12	100

Appendix B: Approved Certificate Programs

To be approved, certificate program proposals are reviewed by the Council on Academic Affairs, a standing committee of the University Senate. The Council reviews and makes recommendations regarding all proposals for the establishment, alteration and abolition of all the university's curricula and courses, degrees and certificates, colleges, divisions, departments, and schools, and centers and institutes. The following are approved credit-bearing certificates offered by The Ohio State University as of May 13, 2020:

- Assistive Rehabilitative Technology (Undergraduate Stand-Alone)
- Assistive Rehabilitative Technology (Graduate Stand-Alone)
- Bilingual Education (Graduate Stand-Alone)
- Bioenergy (Undergraduate Stand-Alone)
- Biomedical Informatics (Graduate Stand-Alone)
- Business Education Teacher Licensure (Graduate Stand-Alone)
- Career and Technical Education Licensure (Graduate Stand-Alone)
- Certificate in Advanced Chemistry Knowledge for Educators (Graduate Stand-Alone)
- Certificate in Analytics (Graduate Stand-Alone)
- Certificate in Business Leadership (Graduate Stand-Alone)
- Certificate in Translation and Interpretation (Undergraduate Stand-Alone)
- Certificate in Wellness (Undergraduate Embedded)
- Certificate of Achievement in Floral Design (Undergraduate Stand-Alone)
- College and University Teaching (Graduate Embedded)
- Computer Technology Endorsement (Graduate Stand-Alone)
- Core Practices in World Language Education (Graduate Stand-Alone)
- Criminal Justice Administration (Graduate Stand-Alone)
- Dairy (Undergraduate Embedded)
- Diversity, Equity, and Inclusion (Undergraduate Stand-Alone)
- Early Childhood Generalist Endorsement (Graduate Stand-Alone)
- Educational Ethics (Graduate Stand-Alone)
- Environmental Public Health Risk Assessment (Graduate Stand-Alone)
- Essential Skills for Travel and Business in Russia (Undergraduate Stand-Alone)
- Family and Consumer Sciences Education Licensure (Graduate Stand-Alone)
- Food, Culture, and Society (Undergraduate Embedded)
- Fundamentals of Hospitality Services (Undergraduate Stand-Alone)
- Geographic Information Science and Technology (Graduate Stand-Alone)
- Global Engineering Leadership Certificate (Graduate Stand-Alone)
- Graduate Bridge Certificate (Graduate Stand-Alone)
- Graduate Business Leadership (Graduate Stand-Alone)
- Graduate Certificate in One Health (Graduate Embedded)
- Health Education Licensure (Graduate Stand-Alone)
- Health Information Management and Systems (Undergraduate Stand-Alone)

- Health and Wellness Coaching (Graduate Stand-Alone)
- Healthcare Environmental and Hospitality Services (Undergraduate Stand-Alone)
- Healthcare Leadership and Innovation (Graduate Stand-Alone)
- Histotechnology (Undergraduate Stand-Alone)
- Hospitality and Retail Leadership (Undergraduate Stand-Alone)
- Hydraulic Service and Repair (Undergraduate Stand-Alone)
- Interprofessional Healthcare Graduate Certificate (Graduate Stand-Alone)
- Leadership (Undergraduate Embedded)
- Mechanical Design and Simulation (Graduate Stand-Alone)
- Medical Laboratory Science (Undergraduate Stand-Alone)
- Medieval and Renaissance Studies (Graduate Embedded)
- Middle Childhood Generalist Endorsement (Graduate Stand-Alone)
- Nurse Coaching Graduate Certificate (Graduate Stand-Alone)
- Nurse Educator (Graduate Stand-Alone)
- Nursing in School Health Services (Undergraduate Stand-Alone)
- Ohio Alternative Licensure Professional Development Institute for Visual Impairment Education (Graduate Stand-Alone)
- Ohio Alternative Licensure Professional Development Institute for World Language Education (Graduate Stand-Alone)
- Orientation and Mobility Licensure (Graduate Stand-Alone)
- P-6 Mathematics Specialist Endorsement (Graduate Stand-Alone)
- Planetary Science (Undergraduate Embedded)
- Post-Baccalaureate Licensure in Music Education (Undergraduate Stand-Alone)
- Primary Care Academic Certificate (Undergraduate Embedded)
- Principal Licensure (Graduate Stand-Alone)
- Public Management (Graduate Stand-Alone)
- Public Safety Leadership Academy (Undergraduate Stand-Alone)
- Reading Endorsement (Graduate Stand-Alone)
- Registered Nurses in Primary Care (Graduate Stand-Alone)
- School Nurse Professional Pupil Services (Undergraduate Stand-Alone)
- School Nurse Wellness Coordinator (Graduate Stand-Alone)
- Special Education - Early Childhood Intervention Specialist Licensure (Graduate Stand-Alone)
- Special Education - Mild/Moderate Intervention Specialist Licensure (Graduate Stand-Alone)
- Special Education - Moderate Intensive Intervention Specialist Licensure (Graduate Stand-Alone)
- Special Education - Pre-K Special Needs Endorsement (Graduate Stand-Alone)
- Superintendent Licensure (Graduate Stand-Alone)
- Teacher Leader Endorsement (Graduate Stand-Alone)
- Teaching English to Speakers of Other Languages Endorsement (Graduate Stand-Alone)
- Teaching Visual Impairment Licensure (Graduate Stand-Alone)
- Turfgrass Equipment Manager (Undergraduate Stand-Alone)

Appendix C: References and Web Links

Ohio State College Portrait Report	oaa.osu.edu/institutional-data
Enrollment Services – Analysis and Reporting	oesar.osu.edu
Undergraduate Admissions Quick Facts	undergrad.osu.edu/majors-and-academics/quick-facts
Office of Student Academic Success	osas.osu.edu
Office of Student Life	studentlife.osu.edu
Office of Distance Education and e-Learning	odee.osu.edu
University Libraries	library.osu.edu
Need-Based Financial Aid (OSAS)	sfa.osu.edu
Orientation and First Year Experience (OSAS)	fye.osu.edu/orientation.html fye.osu.edu
Office of Diversity and Inclusion	odi.osu.edu
Campus Change and Transfer (OSAS)	campuschange.osu.edu undergrad.osu.edu/apply/transfer
STEP (OSAS)	step.osu.edu
Academic Advising (OSAS)	advising.osu.edu
Drake Institute for Teaching and Learning	drakeinstitute.osu.edu
Digital Flagship (ODEE)	digitalflagship.osu.edu

Affordable Learning Exchange (ODEE)	affordablelearning.osu.edu
Ohio State Online (ODEE)	online.osu.edu
Dennis Learning Center (College of Education and Human Ecology)	dennislearningcenter.osu.edu
Mathematics and Statistics Learning Center (College of Arts and Sciences)	mslc.osu.edu
Study of Teaching and Writing (College of Arts and	cstw.osu.edu
Student Athlete Support Services (OSAS)	ohiostatebuckeyes.com/sasso
Military and Veterans Services (OSAS)	veterans.osu.edu
Disability Services (Student Life)	slds.osu.edu
Student Wellness Center (Student Life)	swc.osu.edu
Counseling and Consultation Service (Student Life)	ccs.osu.edu
Undergraduate Education Redesign	oaa.osu.edu/general-education

Workforce Development Priorities	<p>Choose Ohio First: ugeducation.osu.edu/choose-ohio-first</p> <p>Coding Skill Development (ODEE): digitalflagship.osu.edu/swift-coding-and-app-development-certificate</p> <p>Bachelor of Science in Engineering Technology: go.osu.edu/bset</p> <p>Academic Certificates at Ohio State: registrar.osu.edu/certificates</p> <p>Center for Design and Manufacturing Excellence (College of Engineering): cdme.osu.edu</p>
Student Career Resources	<p>Buckeye Careers (Student Life): careers.osu.edu</p> <p>Career Counseling and Support Services (Student Life): ccss.osu.edu</p>
Ohio Means Internships and Co-ops JobReady Programs	omi.osu.edu/internships
Central Ohio Compact	centralohiocompact.org
Ohio State's Corporate Engagement Office	ceo.osu.edu
Industry Liaison Office	ilo.osu.edu
Institutional Research and Planning	oaa.osu.edu/irp
NFYS Enrollment Trend Data	oesar.osu.edu/pdf/admissions/nfqf_au_15thday_web.pdf
Graduation and Retention Rate Data	oesar.osu.edu/grad_rates.html