

Ohio Board of Regents Meeting Minutes
Ohio Board of Regents
Columbus, Ohio
June 23, 2014

I. Welcome and Call to Order

Chair Vinod K. Gupta called the Ohio Board of Regents (BOR) Meeting to order and welcomed the Regents to Columbus.

II. Roll Call

Chair Gupta asked that the roll call be read. Secretary Timothy M. Burke stated, "the record reflects that notice of this meeting was given in accordance with provisions of the Ohio Board of Regents' Ohio Administrative Code §3333-1-14, which rule itself was adopted in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administrative Procedure Act." Secretary Burke called the roll. Those present were:

Patricia A. Ackerman (*attending via video
conference from Cleveland State
University*)
Timothy M. Burke
Vinod K. Gupta

Kurt A. Kaufman
Senator Peggy Lehner
Elizabeth P. Kessler
Lana Z. Moresky

Secretary Burke declared there was a quorum present.

III. Approval of Minutes

Chair Gupta asked if there were any additions or corrections to the draft May 8, 2014, minutes. There being none, Chair Gupta made a motion to approve the May 8, 2014, minutes as drafted and the motion was seconded by Regent Kessler. All Regents voted in favor of the motion approving the minutes as submitted from May 8, 2014.

IV. Chancellor's Report

Chancellor Carey thanked the Chair Gupta and said he appreciated the board member's hard work. He began his remarks by saying that there were special guests that were attending the BOR meeting. He first asked two interns to introduce themselves that were working with the office. The interns were Stephanie Glass, a Communications Major and Business Minor who is attending Wittenberg University and David Dziak who is Majoring in Journalism and Political Science, attending The Ohio State University. He said he thinks it is important to highlight that they are using the talent of these young people and he appreciates them being here. He mentioned this as they will highlight the topic of Co-ops and Internships in the Condition Report.

The Chancellor also introduced David Robinson and Lisa Dodge who represent Bowling Green State University and the University of Akron respectively. He welcomed them to the BOR meeting and said it was a pleasure to have them join the board today.

Chancellor Carey said that it has been a very busy spring with all the policy that was being developed. They have not only being engaged with the board, but with their partners at the Ohio Department of Education (ODE), other partners in state government, and with the Legislature. He said from their perspective it has been very successful. The Mid-Biennium Review (MBR) was divided into several pieces of legislation and those that concentrated solely on higher education passed unanimously with strong bi-partisan support. He said he was very pleased with everyone's efforts for them to have reached these results.

Chancellor Carey asked Eli Faes, Legislative Director and Laura Padgett, Policy Director, both of BOR to come forward to provide a Legislative and Policy Update.

A. Mid-Biennium Review Legislative Update – Eli Faes, Legislative Director and Laura Padgett, Policy Director

Mr. Faes and Ms. Padgett presented a PowerPoint Presentation which can be found as Attachment #1. Ms. Padgett began the legislative update by saying that the MBR process was a top-to-bottom review of all State Government Agencies in between the normal Biennial Budget processes. This legislation was originally introduced as one piece of legislation (HB 472) that was broken into five separate pieces of legislation (HB 483 General MBR and Appropriations; HB 484 Higher Education MBR; HB 486 Workforce Development MBR; HB 487 Primary and Secondary Education MBR; and HB 488 Veterans MBR). These pieces of legislation have been signed by the Governor.

Ms. Padgett summarized the following pieces of legislation:

HB 483 General MBR and Appropriations Adult Career Opportunity Pilot Program (under ODE but requires the Chancellor to consult on this program); Office of Human Services Innovation (created under the Ohio Department of Job and Family Services but requires the Chancellor to assist in leadership and organizational support); and \$3.1 appropriation for Community Colleges to transition to performance-based funding formula.

HB 484 Higher Education MBR Contained most of the higher education components of the BOR; passed unanimously in both the House of Representatives and the Senate; Ceremonial bill signing at Bowling Green State University; Community College and Ohio Technical Center Funding Formula contained in this legislation that completed the transition to performance-based funding for both of these sectors; Tuition Guarantee for Community Colleges; State Authorization Reciprocity Agreement ; Establishes the Course and Program Sharing network at the BOR; Requires the Chancellor to designate a Globalization Liaison and provide a report to the Governor and General Assembly by December 31, 2014; Online Inventory of Education and Training Programs (ongoing work with the Governor's Office of Workforce Transformation); Requires the Chancellor to convene a workgroup to evaluate financial aid programs in Ohio and submit a report to the Governor and General Assembly by December 31, 2014; and Requires the Chancellor to evaluate the new performance-based funding formulas and submit a report by December 31, 2014.

Mr. Faes summarized the following pieces of legislation:

HB 486 Workforce Development MBR Requires the Chancellor to assist the Governor's Office of Workforce Transformation to establish criteria to evaluate Ohio's Workforce Development Programs by December 31, 2014; Requires the Chancellor to collaborate with the Governor's Office of Workforce Transformation and other state agencies to develop one unified plan for federally funded workforce programs by December 31, 2014; and Requires the Chancellor to develop recommendations December 31, 2014, to increase participation and access to programs for adults that would provide a high school diploma or equivalency, along with a pathway to a career.

HB 487 Primary and Secondary Education MBR Contained the College Credit Plus recommendations.

HB 488 Veterans MBR Passed unanimously in both the House of Representatives and the Senate; Result of the Governor's Executive Order that tasked the state departments, boards, and commissions in the State of Ohio to look at ways to give credentialing and licensure to service members for their military training and experience; and Tasks the BOR and institutions to look at ways to give college credit for this same military training and experience.

Mr. Faes introduced Associate Vice Chancellor Paula Compton and other members of the Articulation and Transfer (A & T) team to provide an overview of HB 488.

B. Valuing Ohio Veterans Update – Paula Compton, Leah Dickinson, and Hideo Tsuchida

Associate Vice Chancellor Compton, Leah Dickinson Assistant Director for New Initiatives and Special Projects, and Hideo Tsuchida Director of A&T Policy provided a Valuing Ohio Veteran's Update. They presented a PowerPoint Presentation which can be found as Attachment #2. Associate Vice Chancellor Compton began her comments by saying a great deal of the work began with the Prior Learning Assessment Military Credit Working Group. She explained the process that took place before the legislation was introduced and signed into law. She said that many of the recommendations that the Chancellor submitted to the Governor are now part of HB 488. She said the thing that is wonderful about this process is the ideas came from the grassroots level and the institutions about what they believed they needed to help the service member obtain college credit for their military training and experience. Associate Vice Chancellor Compton recognized Mr. Tsuchida and said he played a key role in the coordination of these efforts. She also acknowledged Ms. Dickson who will play a role in the implementation of HB 488.

Relating to the implementation of HB 488, Associate Vice Chancellor Compton said they have both an internal and an external committee. She said the external group, the Military Strategic Implementation Team (MSIT) meets once a month and also does work outside of the formal meeting. The internal group, comprised of key BOR staff members, meets on a regular basis to keep well informed of the work that is being done. She shared the MSIT implementation timeline and said that the Chancellor will be sending a letter in approximately three weeks to institutions to bring them up to date on all of the things that need to be accomplished by December 31, 2014. They want to have a convening in the fall to assist the institutions with implementation.

Associate Vice Chancellor Compton said the BOR will also do the following: develop Military Transfer Assurance Guides (which will guarantee that when the service member is granted college credit that it will transfer throughout the University System of Ohio); a website of frequently asked questions; and a statewide training program to assist institutions with conducting the evaluations. She explained the key components of the implementation policy such as the following: no fees charged to the service member for the military training and experience evaluation for college credit; a single point of contact at the institution; a clear appeals process; and a policy on the support and assistance, etc. She said in a number of places these implementation policies mention the Board of Trustees and the reason for this is it is the board's responsibility to ensure that there are policies and procedures. She said the timeframe is very narrow as the Chancellor has to submit a progress report on December 31, 2014.

Ms. Dickson said relating to the September convening they want to send to the institutions a self-appraisal that they can complete. This is designed to assist the institutions with the following: identifying whether they are/are not doing a particular process; outlining where improvements are needed; and requesting assistance where needed. These self-appraisals will assist them in preparation for the fall convening. This will give the working groups an opportunity to talk with the institutions about the work that they have already been doing. The purpose will be to bring them together before the December 31st deadline and get them prepared in a number of ways. Associate Vice Chancellor Compton added they are hopeful that they will have a sponsor for the fall convening so there will not be a cost for the institutions to attend.

Mr. Tsuchida said there are two websites that they currently have and they each have a slightly different purpose. They want to ensure that if the institutions need assistance or need information on best practices they have the resources. The Valuing Ohio Veterans Website (https://ohiohighered.org/valuing_ohio_veterans) is for the institutions. It contains information about HB 488; recommendations from the Chancellor; and MSIT list and meeting information. The Ohio Transfer to Degree Guarantee (<https://transfercredit.ohio.gov>) is for the students. This site has four components and one of these components is where the database about Military Transfer Assurance Guides will be developed. The frequently asked questions will be on this site as well.

Chancellor Carey thanked Associate Vice Chancellor Compton for all of her work on this issue. He said this is an example of all of the great leadership they have in the State of Ohio.

C. Ohio's Postsecondary Globalization Initiative – Lauren McGarity

Lauren McGarity, Director of Special Projects Legal, Policy and Legislative Services provided an overview of the State of Ohio's Postsecondary Globalization Initiative. She presented a PowerPoint Presentation which can be found as Attachment #3. She said HB 484 outlined this initiative in law and in addition to that the State of Ohio is very interested in going beyond the legislative requirements. In 2012-2013, there were 28K international students in the State of Ohio. This represents all of the Institutions of Higher Education (IHE) within the state. This is increased 7.5% from the previous year and represents 3.5% of total enrolled students in the State of Ohio. She said at least 35% of IHE in the State of Ohio enroll at least ten international students.

Ms. McGarity said the impact of the international students is approximately \$773M per year. This amount includes tuition and fees, living expenses, dependent living expenses, etc. She shared the statewide economic benefit and said that they expect this to increase as they move forward. Ms. McGarity said the \$773M created 11K direct and indirect jobs in the State of Ohio.

Chair Gupta asked if the \$773M per year was an economic impact. Ms. McGarity replied that is a combination of tuition and fees, living expenses, and dependent living expenses. It is not a complete impact on the economy. Chair Gupta commented on a recent event he attended where the presenter gave statistics on the economic impact as it related to the number of students attending United States institutions from India. He said the statistics were staggering.

HB 484 requires the Chancellor to designate a postsecondary Globalization Liaison to work with the institutions, other state agencies, businesses, etc. and submit a report by December 31, 2014. The report will further outline what the initiative will entail.

Ms. McGarity said the policy objectives are as follows: Promote Ohio as a postsecondary destination for international students (a great deal of this work is currently being done within the State of Ohio at different public and private institutions); Encourage international students to remain in the state after postsecondary graduation (this is critical and impacted by federal immigration law); and Enhance Ohio students' educational benefits and global opportunities (enriched by the interaction with international students from around the world).

Regent Kessler asked how realistic is it that an international student will be able to remain in the State of Ohio after they graduate. Ms. McGarity replied that they can remain in the State of Ohio for eighteen months if they are doing a job that is connected to the degree that they just obtained. She is not aware of any process that will change the current H-1B law in the near future. They are exploring different ways that once that State of Ohio has a unified identity perhaps they can do data-driven pilots or other such things as a region or a state.

Chancellor Carey asked Ms. McGarity about her success with the Ohio Department of Public Safety, Bureau of Motor Vehicles. Ms. McGarity replied that current law outlines an individual's driver's license expiration is the same date as they are legally allowed to be in this country. She said however, there is 'practice' that is followed that aligns an individual's driver's license expiration with the ending of their education program. Technically they can be in the country another thirty to sixty days. She said they have identified the problem; put forth some solutions; and she has no reason to think there will not be a resolution. If this is not resolved by December 31, 2014, this will be one of the recommendations in the report.

Vice Chair Moresky asked if there was any movement on giving international students who graduated a green card to keep them in the United States Ms. McGarity replied that this was federal law and she was not aware of any. She further commented that they must first figure out how the State of Ohio can best position itself to attract the talent and be able to support the students when they are on the campuses. Chair Gupta added there is no movement on this federal initiative.

Ms. McGarity continued and said that guiding principles of this initiative were adopted by the working group. She said the workgroup has representation of many different institutional organizations, community groups, businesses and state agencies.

Ms. McGarity finished by outlining the benefits to Ohio citizens and campuses. The benefits to the citizens are as follows: Additional money for the economy; Innovation and entrepreneurship; Exposure to cultural diversity within college courses; and Opportunities for Ohio students to become more competitive in global economy. She said the direct benefits to campuses are: State-coordinated availability of Small Business Development Center, International Trade Assistance Center, and Manufacturing and Technology Small Business Development Center services to each campus to augment academic course curriculum (a direct intersection with the Development Services Agency); and the State develops a centralized web-based tool to assist prospective international students with choosing Ohio as their postsecondary destination, assist current international students with deciding to make Ohio their home, and assist international alumni with staying connected to their Ohio alma mater (will represent the State of Ohio's globalization opportunities).

Vice Chair Moresky asked about having a specific state agency that would coordinate reciprocal agreements with specific countries. Ms. McGarity replied the BOR is looking at state-level coordination of international program collaborations and reciprocal agreements. They are trying to identify all of the different delegations and offices that are representing the State of Ohio. They are trying to the best of their ability to coordinate those and make them more efficient.

Secretary Burke made comments about the University of Cincinnati Law School (UCLS) Master's Program that is intended to attract international students in the law field. His daughter who works in Administration at the UCLS was just in Paris for a week to meet with others as part of this program. She was assisted by the United States Department of Commerce. Ms. McGarity said they are in contact with United States Department of Commerce and so much of this work is about relationships.

Regent Ackerman said in the context of diversity, international students are a part of that. There is now a perception because of initiatives like this that are focusing on international students that this is now the priority and other students are not the priority or student's issues will not have the same priority as they have had in the past. Chancellor Carey thanked Regent Ackerman for raising this issue as they do want to be aware of various perspectives. He said their main focus is getting more students to graduate from two or four year institutions; vocational training or apprenticeship and to stay here in the State of Ohio and be successful. Vice Chancellor Stephanie Davidson added that she doesn't see this initiative as taking away from what they do with other students. They will coordinate with what they are doing with the international students and they will remain focused.

Chancellor Carey asked Vice Chancellor Davidson to share initiatives that the BOR is are doing with Complete College America (CCA). Vice Chancellor Davidson replied that there is a great deal going on with institutions in terms of access. They are engaged with CCA in initiatives that they know help students complete. The Guided Pathways to Success Initiative is centered on the following: intrusive advising; and embedded remediation in courses. Also each of the institutions is submitting their Completion Plans. A lot of their focus will be on the at-risk students. She sees these things as complimentary.

Regent Ackerman said that her concern is that as this initiative is rolled out that it is clarified what was said as it relates to no other group of students suffering in any way. Because the belief is that international students are now highly desirable because of the funding that isn't coming to the institutions and the belief that these students represent a cash flow that everybody wants to 'tap'. In the face of that perception she thinks it is important to clarify that they are still serving the needs of other students as they pursue this initiative. Chair Gupta said if this misconception is there it will be clarified.

Chair Gupta said no other state is doing a collective advertisement relating to globalization. He said if the State of Ohio can send a collective message this initiative can be successful. He also said something that should be recognized is that every city that is on record for innovation is directly linked to globalization and directly linked to students coming from overseas. He said he was in a meeting with the Minister of Commerce in Delhi and he commented that the United States number one strength and the only industry that doesn't have as much

competition is higher education. Chair Gupta said it is the best in the entire world. He said the State of Ohio has one of the largest comprehensive higher education systems in the United States.

Vice Chair Moresky echoed Regent's Ackerman's comments as it related to not losing focus on Ohio's current students as they focus their energy on this new initiative. Ms. McGarity responded that she completely agrees. This is a globalization initiative and therefore it is 'circular'. The post-secondary experience of Ohio students will be enriched by the influx of international students as well.

Chancellor Carey thanked everyone for participating in his update. He thanked Regent Ackerman for her comments and said it is important for them to hear that kind of feedback so they don't send an unintentional message.

Charles See, Assistant Deputy Chancellor for External and Board Relations added that the College Credit Plus (CCP) subcommittee had another charge and this was to look at the potential of post-secondary credit as it relates to the Career Technical area. He said this process is nearly complete and the Chancellor will issue these recommendations by June 30, 2014. He said the board and the General Assembly will receive copies.

Chair Gupta made final comments on this topic and said the United States feels great if the economy grows at 3%. Other country's economies grow at the rate of 8-11% and they need the American goods. He made comments about a tour he went on with the Development Services Agency and said the globalization effort is extremely important.

V. Subcommittee Updates

A. Inclusive Competitiveness Subcommittee – Regent Patricia A. Ackerman, Chair

As Chair of the Inclusive Competitiveness Subcommittee, Regent Ackerman said that they have completed their four forums of the Inclusive Competitiveness Subcommittee that were targeted to the four regions of the State of Ohio. She said people shared information with them from their perspective about what is going on. Regent Ackerman said when she shared her perspective about globalization it was because of the work they are doing with Inclusive Competitiveness she was able to hear these kinds of things.

Regent Ackerman said the forums were well attended and the summit at Ohio University (OU) in early June was very exciting. The summit was designed to highlight the previous forums again to the participants because most of them only attended the forum in their area. The presenters shared what they did at a previous forum and it was well appreciated.

Regent Ackerman said that OU hosted the Summit for many reasons for which she and the Chancellor understand as they have a history with OU. But one reason she wanted to point out in particular relates to Inclusive Competitiveness as OU has its own history with regards to this topic. She said that in 1828 the fourth African American in the United States to earn a Bachelor's Degree graduated from OU.

Regent Ackerman said the following provided presentations at the Inclusive Competitiveness Summit at OU: John Glazer, Director, TechGrowth Ohio and Lynn Gellermann, Executive Director, TechGrowth Ohio and Center for Entrepreneurship, OU; Larisa Harper, Interim Vice President for Student Services of Zane State College; Terri Sandu, Director of the Entrepreneurship and Innovation Institute of Lorain County Community College; Kenneth Simonson, Director of Academics and Director of Emerging Ethnic Engineering Program of the University of Cincinnati; Rodney Swope, Director of the Minority Business Accelerator of the Cincinnati USA Regional Chamber; Gloria Ware, Senior Advisor of Jump Start, Inc.; and Karl Parker, President and General Manager of the Parker Family of Businesses. They then gave the individuals an opportunity to have an interactive ideation session on the pipeline and how they need to proceed.

Regent Ackerman said a perception that is interesting to her about the BOR relationship to this topic is that once they did a 4th Condition Report on underrepresented groups they referenced the fact the Ohio Third Frontier Commission (OTFC) exists and that fund is targeted to do specific things in the innovation economy. But what

they did not do at the time was 'connect the dots' to the law itself that created OTFC that was very specific about underrepresented groups. The 4th Condition Report does not reference that at all. She said going forward they can make recommendations to the Chancellor about things that may be done to improve the representation of underrepresented groups in the innovation economy; and things that may improve entrepreneurship in higher education institutions.

Regent Ackerman said they are looking forward to finishing the written report with the assistance of Johnathan Holifield, Vice President Inclusive Competitiveness of NorTech. She said he has been very instrumental in this entire process and is recognized nationally on this topic. Their deadline for completion is at the end of July.

Regent Ackerman finished by showing appreciation for Vice Chair Moresky a member of the Inclusive Competitiveness Subcommittee. She also thanked Regent Lindseth, who although not a subcommittee member, attended each of the four forums. She said she appreciated their contributions.

Vice Chair Moresky added that in the past they have concentrated on Minority Business Enterprise and Female Business Enterprise to bring more individuals into the economic structures of the State of Ohio. She said they have not thought about the innovation economy. Because of technology they are producing more with fewer people and lesser jobs. The job growth is in places never imagined and if they don't include individuals that have been left out in the past they will not succeed in improving the economy. She said she believed the institutions learned a great deal from each other as they presented at the forums.

Regent Kaufman said that Regent Ackerman did an outstanding job with her leadership of the Inclusive Competitiveness Subcommittee. He said this issue has needed some attention.

Assistant Deputy Chancellor See said that the hope is that Inclusive Competitiveness Subcommittee report of recommendations will be released at the end of July. He said the BOR will be involved with reviewing the report's content prior to the release to the public.

Chair Gupta asked for clarification about when the first draft of the report of the Inclusive Competitiveness Subcommittee would be released. Assistant Deputy Chancellor See said they are still in discussions on this. He said that their hope is the end of July that the report would be released.

Chancellor Carey thanked Regent Ackerman and the subcommittee for all of their work on this issue. He said he believed that all of their efforts will be valuable and help the students that they are targeting. He said that he believes that this will not only help the minority population, but the general population of the State of Ohio as it relates to entrepreneurship. Regent Ackerman thanked everyone for their thoughts and said that there are congenital blind spots when new things are created. She said that Southeast Ohio was not originally recognized when the OTFC was established and was not added until four years later. Since that time they have created a very robust organization in Southeastern Ohio that is really helping people to be involved in the innovation economy.

Chair Gupta thanked the members of the Inclusive Competitiveness Subcommittee for doing a wonderful job. He said that they traveled across the state and did a lot of hard work. He said the board appreciates their dedication, hard work, and most of all their passion they showed this topic.

VI. Condition Report Discussion

A. Staff Overview and Full Board Discussion

Assistant Deputy Chancellor See presented a PowerPoint Presentation which can be found as Attachment #4. He started his comments by thanking the following staff members who worked with him and the subcommittee on the drafting of the Condition Report: Elizabeth Coulter, Communications Project Manager; Cheryl Hay, Deputy Chancellor for Higher Education and Workforce; John Magill, Assistant Deputy Chancellor Economic Advancement; Cheryl Hay, Deputy Chancellor for Higher Education and Workforce; and Rebecca Watts, Associate Vice Chancellor of P-16 Initiatives.

Assistant Deputy Chancellor See began with a recap of the Condition Report outline. He said in August they decided on three major areas and they were the following: How IHE are developing students for careers focusing on the advising aspect (focusing on what other aspects created for students in the areas of Co-ops and Internships, how IHEs were using labor market data to build curriculum and guiding students in the area of careers); Infrastructures in place that IHEs have that support curriculum revisions in response to changes in the economy (reaching out to industry, looking at the state level to create tools to assist the IHEs, and what has the state done around the Performance Funding System as it relates to creating accountability); and Teacher Preparation (ensuring that students have the basic fundamental skills to be able to progress through the education system, move towards higher education, and ultimately obtain a degree).

Assistant Deputy Chancellor See said the report contents are as follows: Addressing the Skills Gap through Curriculum Design and Delivery (how can IHEs better meet the needs of students and address the skills gap); Positioning Career Services as an Ohio Strategic Advantage (how it is structured at IHEs and what are some of the innovative practices occurring to better prepare students for careers); Co-ops, Internships and Apprenticeship Programs; Collaborations Designing New Tools for Education and Students (status of programs from a statewide standpoint and what can businesses do to better utilize these programs as a tool to get students ready for careers); Pre K-12 Educators and Student Success in the Economy; and Outcomes-Based Funding for Higher Education.

Deputy Chancellor Hay began her comments on Addressing the Skills Gap. She said that they wanted to define the skills gap and that there were three recommendations. She said there are things that education can respond to in the skills gap dialogue directly and then there are things that they can't address through education.

Deputy Chancellor Hay said the recommendations relate to the area of curriculum. The first recommendation relates to expanding what they are doing in a much better fashion and involving industry in the strategy. Assistant Deputy Chancellor See added that one of the thrusts about the recommendations is taking this conversation to the highest level of the institutions. The recommendations point out having these conversations with the president and provost around these strategies. The second recommendation relates to exploring the National Network of Sector Partners and how industry sector strategies are being used across states as a tool to address workforce skill gap issues. The third recommendation is the expansion of institutional support and leadership roles in support of overall state economic development and workforce activity. They are finding that their economic development partners are calling on the institutions to participate in conversations with businesses that are looking at the State of Ohio.

Assistant Deputy Chancellor See said there are nine recommendations in the area of Career Services and he asked Deputy Chancellor Hay to touch on these very briefly. Deputy Chancellor Hay summarized these nine recommendations which were: engaging students with career services; researching the feasibility of creating this service as a strategic advantage; developing and executing an Ohio Career Conversation; developing and publicizing Ohio Career Pathways; broadening the collection and reporting of employment data; positioning OhioMeansJobs as the preferred jobs marketplace for Ohio students; developing and implementing a model for Ohio job preparation curricula; integrating career services delivery into academic offerings; and defining guidelines for institutional strategic prioritization of career services.

Vice Chair Moresky asked about the ratio of Career Counselors. Deputy Chancellor Hay said the number of Career Counselors varies by institution. Associate Vice Chancellor Watts added that the K-12 School Operating Standards set aside a list of five areas and they are: Guidance Counselor; School Librarian; Physical Education Teacher; Music Teacher; and Art Teacher. A K-12 district has to meet three of the five areas under the Operating Standards. This is not to say that most districts don't have all five areas.

Associate Vice Chancellor Watts provided an overview of the report in the area of Teacher Preparation. She said they reviewed the outline and examined the following: teacher preparation programs and how they are preparing teachers to teach to current standards; and the career advising component and how well prepared all of the Teacher Preparation Programs are for contextualized learning.

Associate Vice Chancellor Watts said based on these examinations there are four basic recommendations and they are the following: P-16 Collaboration (educator preparation providers engage in collaboration with Pre K-12 partners to assure alignment with the current needs of Ohio learners and requirements of Ohio schools); Enhanced Licensure Program Standards (Chancellor enhance program standards for all Middle Childhood, Adolescence to Young Adult, and Multi-Age licensure preparation programs to include the delivery of content, access to information resources, instruction in careers, education to career pathways, and business and industry engagement strategies. Additionally, the Chancellor's requirements for principal and superintendent preparation programs be amended to include a requisite focus on resource allocation that places a priority on the advising role of the school guidance counselor); Career Counselor Conference (Chancellor and the State Superintendent of Public Instruction collaborate to hold a career counselor conference for teachers, faculty, staff and leaders across the PreK-16 continuum); and Alignment of Ohio Standards (Chancellor and the State Superintendent of Public Instruction enhance educator quality through continuous review of educator standards, school operating standards, educator preparation program standards, accountability reporting, and support and guidance for the professional community). She made a few comments about each of these recommendations and said these would appear in the report.

Regent Ackerman said the history of what happened to Career Education in K-12 is what is missing from the Condition Report. They once had a network of Career Educators who were employed by the school district for the express purpose of doing many of the things of that this report talks about doing at that level. She asked why that history was not included in the report and what happened to those individuals since they see that these services are important. Associate Vice Chancellor Watts replied that this reached beyond their initial objective which was looking at the current state of education preparation. She said they did not look deeply into K-12 policy and implementation in the State of Ohio. Assistant Deputy Chancellor See added to the extent as to how those individuals are currently being utilized that may be something they could explore adding to the report.

Assistant Deputy Chancellor Magill provided an overview of the report areas that related to Co-ops and Internships. He said that there are eight recommendations in this section. Some of these recommendations are complimentary to others outlined earlier in the report. There are also recommendations that touch on the inclusiveness issue that Regent Ackerman touched on this morning.

Assistant Deputy Chancellor Magill said the eight recommendations are as follows: Diversify student populations participating in internship opportunities (preliminary data has not shown them strong participation in the women and minority populations); Expand the majors/degree or certificate areas offering internship programming (preliminary data shows heavy participation in the Engineering area but not in the Science and Technology areas); Expand partnerships with career center adult programming (look at opportunities for individuals who are reintegrating to get work-based learning experience); Explore joint Straight A-funded grants and College Credit Plus strategies (look at where funds may be deployed for work-based learning); Utilize OhioMeansJobs as a connection platform among students and businesses (students utilizing this tool to access internship opportunities within their region); Conduct regional strategy and best practice sessions across institutions (learning and sharing what is being done with each region); Identify opportunities for supports that will cement sustainability efforts (assist institutions that need it and reinforce those that are doing well to sustain programs); and Awarding academic credit for co-ops and internships (credit for co-ops and internships over the basis of different programming).

Regent Ackerman asked about the broad use of the Straight A fund that would embrace the recommendation. She said she wasn't aware that those funds could be used in that way. Deputy Chancellor Hay replied that the Straight A fund is exploring academics through dual enrollment type options including CCP. In addition it is trying to ensure that students have career selection and exploration discussions and for those students that

know what particular career pathway they want that they have the opportunity to experience it while in high school.

Senator Lehner said she believed there would have to be a change in the way the Straight A fund use was conducted. The BOR would have to take a lead of the application of the use of the fund. Deputy Chancellor Hay agreed and used the example of Reynoldsburg High School (RHS) who is doing several different degree programs with Columbus State Community College (CSCC). She said the BOR wouldn't be part of any use of Straight A funds but for students that are using these funds, to access the community college at CSCC they would have CSCC apply for the funds as part of their internship in higher education as part of their dual enrollment strategy that they have with RHS.

Assistant Deputy Chancellor See said the fourth section chronicled the work of the BOR and the Governor's Office of Workforce Transformation around the inventory and mapping project of education and training programs in the State of Ohio. This also incorporates the 'in-demand' jobs and how this strategy is being utilized around the state. There is no set of recommendations on this section.

Assistant Deputy Chancellor See finished by saying the state has a great deal of initiatives surrounding completion, educating adults, and pathways to careers. What ties this together is the accountability systems at the institutions. The last section of the report contains one recommendation and that is to develop a set of metrics to track the impact of Ohio performance funding systems on college completion and workforce initiatives.

B. Condition Report Subcommittee – Regents Kessler and Kaufman

Regent Kessler thanked Assistant Deputy Chancellor See and the staff for their Condition Report overview. She said that the one question that she heard raised was from Regent Ackerman and it related to her desire to see some history on the Career Services area. She said the full board agreed to the Condition Report outline and she referred back to that. She said the subcommittee and staff were very careful at every meeting to be sure that the outline was their guiding force.

In observation of Regent Ackerman's comments about the adding the history on the Career Services area to the Condition Report, Regent Kessler asked the members if anyone else had any edits or comments.

Secretary Burke said while he recognized they were trying to put together a report that involves diverse topics he asked if there was a better way to create linkages between the first and last halves of the report. He said the first half of the report deals with University System of Ohio institutions and the last half deals with all institutions. Deputy Chancellor Hay said the Governor's Office of Workforce Transformation has strategies where they are trying to add all IHE. She said this is why you would see some difference in the report for initiatives that are driven by the Governor's Office of Workforce Transformation. Secretary Burke said this should be clearer in the report as to what type of institution is being referenced (public or private, two or four year).

Regent Kessler asked considering the timeline that they are faced with how they make changes to the Condition Report if they wanted to. Assistant Deputy Chancellor See replied that in the past the board has given the Chair of the subcommittee the authority to make final edits and amendments to the report. Chair Gupta said that the Chair of the subcommittee would work with the BOR staff on the final edits and amendments. The Regents will move forward with the vote if they choose to pending edits and amendments.

Regent Kessler said they can incorporate Regent Ackerman and Secretary Burke's comments into the report. They should be able to find historical data relating to Regent Ackerman's request.

Vice Chair Moresky made comments about the Condition Report processes in past years. She said testimony used to be heard before the full board and the full board provided input on the report for the entire process. She said many drafts were before the full board that they would edit. Regent Kessler replied that there were Condition Report subcommittee update presentations at each board meeting and there was also a Teacher Preparation presentation at a board meeting as well.

Chair Gupta said that the staff has done a great job on the Condition Report. He said the Regents have put a lot of work into the report as well. He asked about the plan for implementation and said that Regent Ackerman's request for historical data on Career Data may be incorporated into the implementation actions. Assistant Deputy Chancellor See said there is a process that was utilized with the Chancellor and the BOR after the 5th Condition Report to go back through the recommendations and develop and implementation plan. He asked that this process be followed with this report as well. Chair Gupta requested that an implementation plan be included in the report.

Secretary Burke said he appreciated the comments relating to teaching students how to use social media to assist them in getting jobs. He said they also need to know how to not destroy their ability to get a job with social media. He made other comments about students using critical thinking, teamwork and decision-making and students doing extra-curricular activities. He said Career Services and extra-curricular activities are both under the Student Affairs Office and businesses will look for these extra-curricular activities often on resumes. Deputy Chancellor Hay said this is an excellent point and this is another great way for students to amass their skill sets.

Regent Kessler summarized the board members edits/amendments with the Condition Report draft as the following: incorporating the history of Career Services with reference documents sited if available; clarifying what sections apply to public and/public institutions; elaborating on the soft science training and making sure that there is a piece communicated to students; and including an implementation section in the conclusion section with practical follow-ups.

Vice Chair Moresky said from what she has heard the report is excellent. Senior Vice Chancellor Cates commented that this is a Condition Report and based on the track record of the legislature and of the administration what they have stated may be addressed in legislation. He said this topic has become the central thrust of the State of Ohio government.

Senator Lehner said she believes this the report is excellent. But what is missing from the Condition Report is the bridge from K-12 and the higher education environment. Regent Ackerman said in terms of what Senator Lehner mentioned of the bridge to from K-12 to higher education, she found it interesting that the report had a 'blurred lines' effect. She said within agencies/institutions you are unsure who should be doing things. Between agencies/institutions (i.e., K-12 and the higher education) there is a need for the lines to be blurred to accomplish things.

Regent Ackerman said when there were Career Educators there was a plan for high school students to graduate high school with a portfolio. The fact that this portfolio disappeared is the reason why the history is valuable to add to the Condition Report.

As it relates to compliance, Regent Ackerman made comments about recognizing institutions as Centers of Excellence for their commitment to improving advising. This would be something that would give them recognition. She also said that the term 'outreach' as used in the report for underrepresented groups is not well defined. She is not sure who, what or how the outreach is done and believes this should be more defined.

Regent Ackerman followed up with another question and asked if guidance counselors were no longer going to test coordinators and asked if they are suggesting there will be new positions in school districts called Test Coordinators or will testing be going away. Assistant Deputy Chancellor See said that is in the jurisdiction of the Superintendent of ODE to determine the best way to accomplish this.

C. Condition Report Vote

Regent Kessler said that the board members have the Resolution in their meeting packet. The BOR staff will incorporate the edits and amendments as they have discussed today. Subject to the Resolution and the amendments and edits they will be approving the final Condition Report.

Chair Gupta made a motion to pass the Resolution approving the 7th Condition Report pending the inclusion of any final amendments and edits to the report including but limited to the drafting of a conclusion. The motion was seconded by Regent Kaufman. Secretary Burke conducted a roll call vote and all of the Regents voted in favor of the motion to pass Resolution approving the 7th Condition Report.

VII. General Discussion

Chair Gupta asked the members to email him their suggestions for the next Condition Report topic. They will discuss these topics at the next scheduled board meeting. He said they should not have any discussion (via email or telephone) on the topics as a quorum outside of the board meeting to ensure adherence to the State of Ohio's Open Meetings Act.

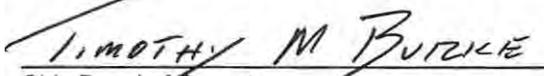
Chair Gupta asked for the following status updates at the next scheduled BOR meeting: Tobacco Free campuses; Research Portal; and Believe in Ohio. Relating to the Tobacco Free campuses he said that CSCC has declared their campus tobacco-free and this is the 20th institution to do so. He said over 50% of the public institutions has declared their campuses tobacco-free and he wants to incentivize the rest of the institutions. As it relates to Believe in Ohio, he said that he wants to ensure that the accountability is in place for this program. Assistant Deputy Chancellor See said their quarterly report is due at the end of June.

Chancellor Carey asked the board members if there were any additional areas or topics they would like covered during the Chancellor's Report. Chair Gupta asked the members to email the Chancellor to let him know if there are any additional topics or areas that they would like covered during the Chancellor's Report.

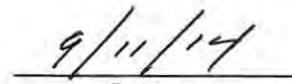
Secretary Burke asked when the next scheduled BOR meeting was. Assistant Deputy Chancellor See replied that it was September 11th. Chair Gupta said the members should consider if they want to have a meeting in the month of August.

VIII. Adjournment

Chair Gupta asked if there were any further items to be brought before the Board. There being none, Chair Gupta declared the meeting adjourned.



Ohio Board of Regents



Date



Attachment #1

Legislative Update: Mid-Biennium Review

June 2014



University System of Ohio
Board of Regents

OhioHigherEd.org



MBR Process

- After the biennial operating budget in 2011, and again in 2013, Governor Kasich initiated a top-to-bottom review of state government agencies and programs – one-year before Ohio's budget-setting process would traditionally begin.
- On March 11, 2014 the MBR was introduced as HB 472, which was divided into 14 separate bills to facilitate legislative deliberation.
- 5 of these bills affected BOR & Higher Ed:
 - **HB 483** – General MBR & Appropriations
 - **HB 484** – Higher Education MBR
 - **HB 486** – Workforce Development MBR
 - **HB 487** – Primary & Secondary Education MBR
 - **HB 488** – Veterans MBR



House Bill 483: General MBR & Appropriations

- **Adult Career Opportunity Pilot Program**
 - Allows a community college, technical college, or Ohio technical center to develop and offer a program of study that allows adults over 22 years old to obtain a high school diploma.
 - Requires the Chancellor to provide consultation with ODE on this program
- **Office of Human Services Innovation**
 - Created under the Department of Job & Family Services
 - Requires the Chancellor to assist in leadership and organizational support
- **\$3.1 million appropriation for community colleges to transition to performance-based funding formula**



House Bill 484: Higher Education MBR

- **Community College Funding Formula**

- Ohio's community college presidents came together and proposed a new funding formula, based on course completion, success points at different stages of a student's program, and completion milestones, such as completing a degree or certificate program.

- **Ohio Technical Center Funding Formula**

- Ohio Technical Centers (OTC's), or Ohio's adult career centers, also proposed a new funding formula based on student outcomes. 50% of the formula funding is based on students' placement in a job, the military or additional training. The remaining funding is based on program completion, retention, and achievement of an industry recognized credential.

HB 484 Continued...

- **Tuition Guarantee for Community Colleges**
 - Permits Ohio's community colleges to give their students a guaranteed tuition rate that would apply throughout their time on campus.
- **State Authorization Reciprocity Agreement (SARA)**
 - Allows the Chancellor to enter into distance education program reciprocity agreements with other states in the Midwestern Higher Education Compact. The reciprocity agreement would provide students with greater access to distance education programs and additionally, would allow Ohio institutions to enroll students in other states without going through the costly and time-consuming process of seeking approval in each state.
- **Program Share**
 - Establishes the Course & Program Sharing network at the Board of Regents, which will facilitate institutions sharing already established programs with other institutions in regions that have need of setting up a program quickly to meet a workforce or industry need.

HB 484 Continued...

- **Globalization**
 - Requires the chancellor to designate a Globalization Liaison to coordinate issues around international students provide a report to the Governor and General Assembly by 12/31/14
- **Online Inventory of Education and Training Programs**
 - Requires the chancellor to post on the agency's website a complete inventory of all education programs that focus on workforce development and training
- **Higher Education Student Financial Aid Workgroup**
 - Requires the chancellor to convene a workgroup to evaluate financial aid programs in Ohio and submit a report to the Governor and General Assembly by 12/31/14
- **Performance Based Funding Evaluation**
 - Requires the chancellor to evaluate the new performance-based funding formulas and submit a report by 12/31/14



House Bill 486: Workforce Development MBR

- **Workforce Program Evaluation**
 - Requires the chancellor to assist the Governor's Office of Workforce Transformation to establish criteria to evaluate Ohio's workforce development programs
- **State Unified Plan for Federal Programs**
 - Requires the chancellor to collaborate with other state agencies to develop one unified plan for federal workforce programs: ABLE, WIA & Carl D. Perkins
- **Increasing High School Diplomas & Career Pathways for Adults**
 - Requires the chancellor to develop recommendations to increase participation and access to programs that would provide a high school diploma or equivalency, along with a pathway to a career.



House Bill 487: Primary & Secondary Education MBR

- **College Credit Plus**

- Creates a clearly defined system of dual credit in Ohio with a transparent funding structure. The program will provide a no-cost option for all high school students in Ohio to receive both high school and transcribed college credit, and ensure high quality coursework and instruction.



House Bill 488: Veterans MBR

- **Credit for Military Experience, Coursework & Training**
 - Requires the Chancellor to develop a baseline set of standards and a Military Transfer Assurance Guide (MTAG) for institutions to use in evaluating and granting credit for military experience
 - Maintains no charge to the student veteran for evaluation and transfer of any military credit



Questions?

Attachment #2



Valuing Ohio Veterans

Awarding Credit Toward College & Professional Licenses
for Military Experience



Ohio

Board of Regents
University System of Ohio

From Recommendation to Legislation

PLA With a Purpose – Military Credit Working Group

Governor's Executive Order 2013-05K

- Statewide Survey
- Various institutional policies and procedures surrounding the awarding of college credit for military training, experience, and coursework

Executive Order 2013-05K Recommendation Focus Group

Publishing *Valuing Ohio Veterans* with Recommendations

House Bill 488



Military Strategic Implementation Team (MSIT)

NAME

Barbara Henry

Jean Chappel

James Favuzzi

Daniel Eakins

Ken Teter

Michael Carrell

John Haviland

Brad Myers

Karla Mugler

Beth Gerasimiak

Jared Shank

Joe Law

Paul Brown

INSTITUTION/AGENCY

Bowling Green State University

Cincinnati State Technical & Community College

Columbus State Community College

Ohio Department of Veterans Services

Ohio National Guard

The Ohio State University

The Ohio State University

The Ohio State University

The University of Akron

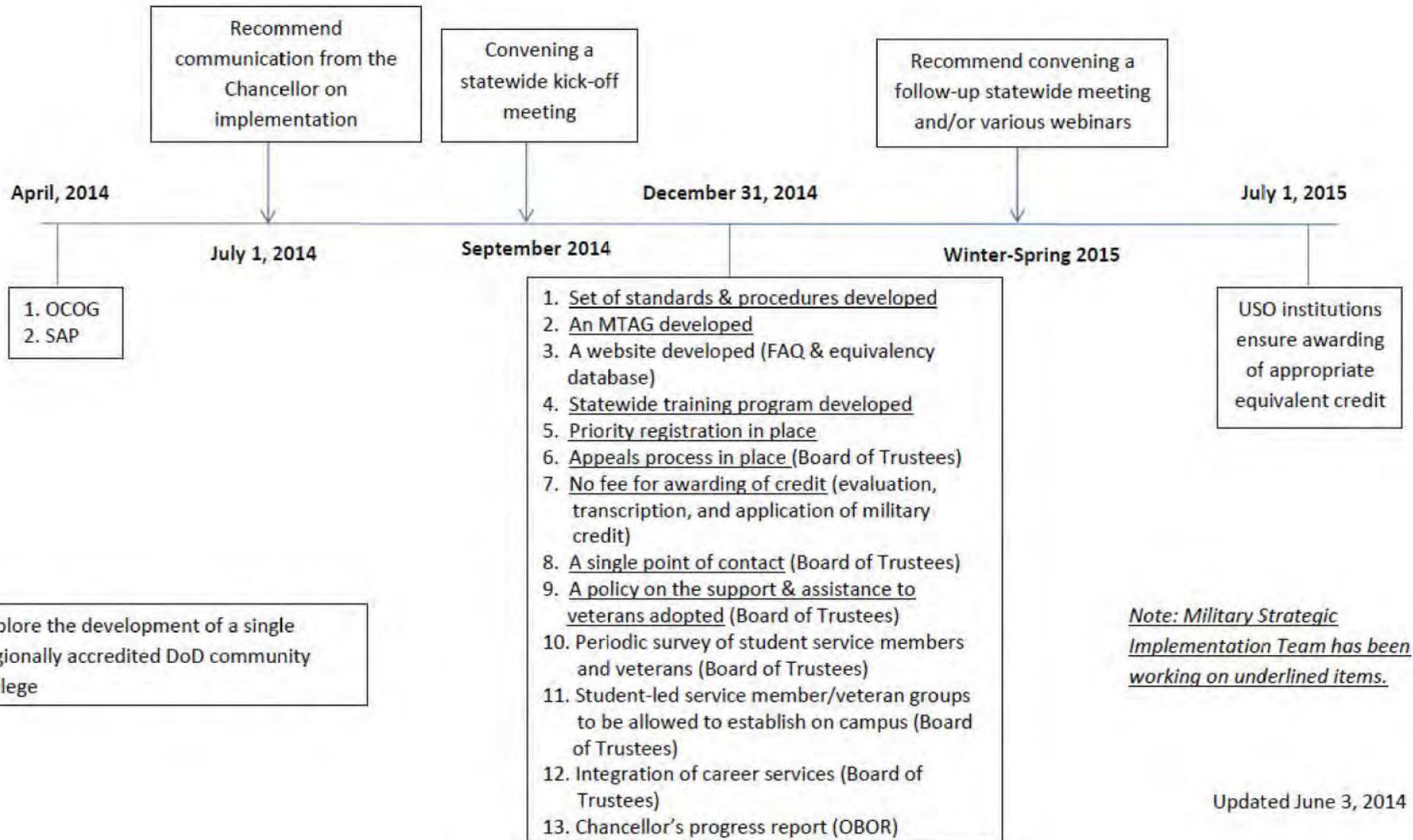
The University of Toledo

Wright State University

Wright State University

Zane State College

Military Strategic Implementation Timeline HB 488 & Chancellor's Recommendations



Military-Friendly Institutional Appraisal

Purpose: to review the current level of services/supports that an institution offers to its student service members and veterans

The appraisal is designed to assist institutions:

- Identify whether or not they are doing something
- Outline improvements where needed
- Request assistance

Valuing Ohio Veterans Convening

Purpose: to prepare Ohio's public institutions of higher education to evaluate military training, experience, and coursework and to implement the requirements of HB 488

Websites

Valuing Ohio Veterans

https://ohiohighered.org/valuing_ohio_veterans

Ohio Transfer to Degree Guarantee - Military

<https://transfercredit.ohio.gov/>

Ohio's National Connections

- Multi-State Collaborative on Military Credit
- White House Task Force

Attachment #3

Ohio's Postsecondary Globalization Initiative

Advancing the State's International Postsecondary Opportunity



28,401 international students were enrolled in Ohio during the 2012/13 academic year.

- Up **7.5%** from 2011/12
- Represents **3.5%** of total enrolled students in Ohio
- **35%** of IHEs in Ohio enrolled at least 10 international students

Sources: BOR, 2014 and IIE, NAFSA:ASSOCIATION OF INTERNATIONAL EDUCATORS and National Center for Education Statistics (NCES)



International Students' Economic Contributions

2012/13 Academic Year:

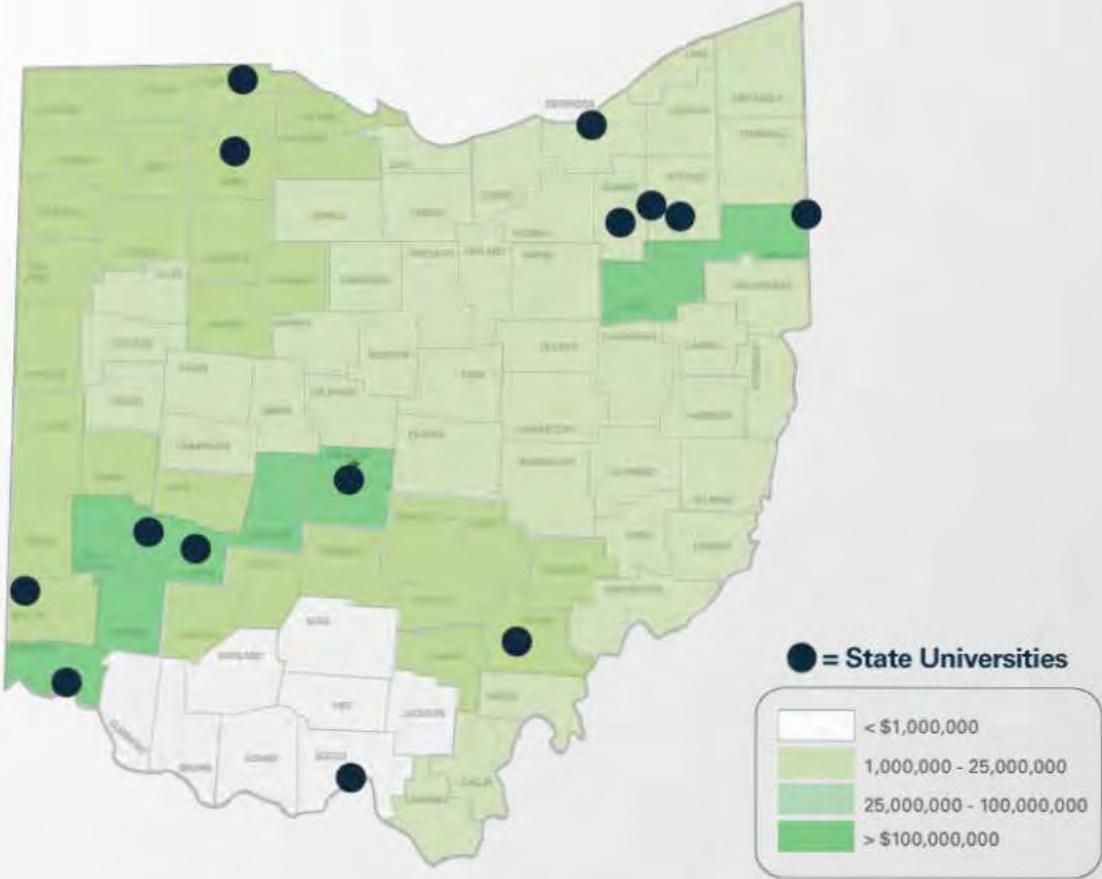
\$772.5 Million to Ohio

Includes tuition and fees, living expenses, dependent living expenses, less funding from U.S. sources.

Sources: IIE and NAFSA, the U.S. Departments of Commerce and Education's National Center of Educational Statistics Integrated Postsecondary Education Data System (IPEDS) .



Economic Benefit by U.S. Congressional District in Ohio

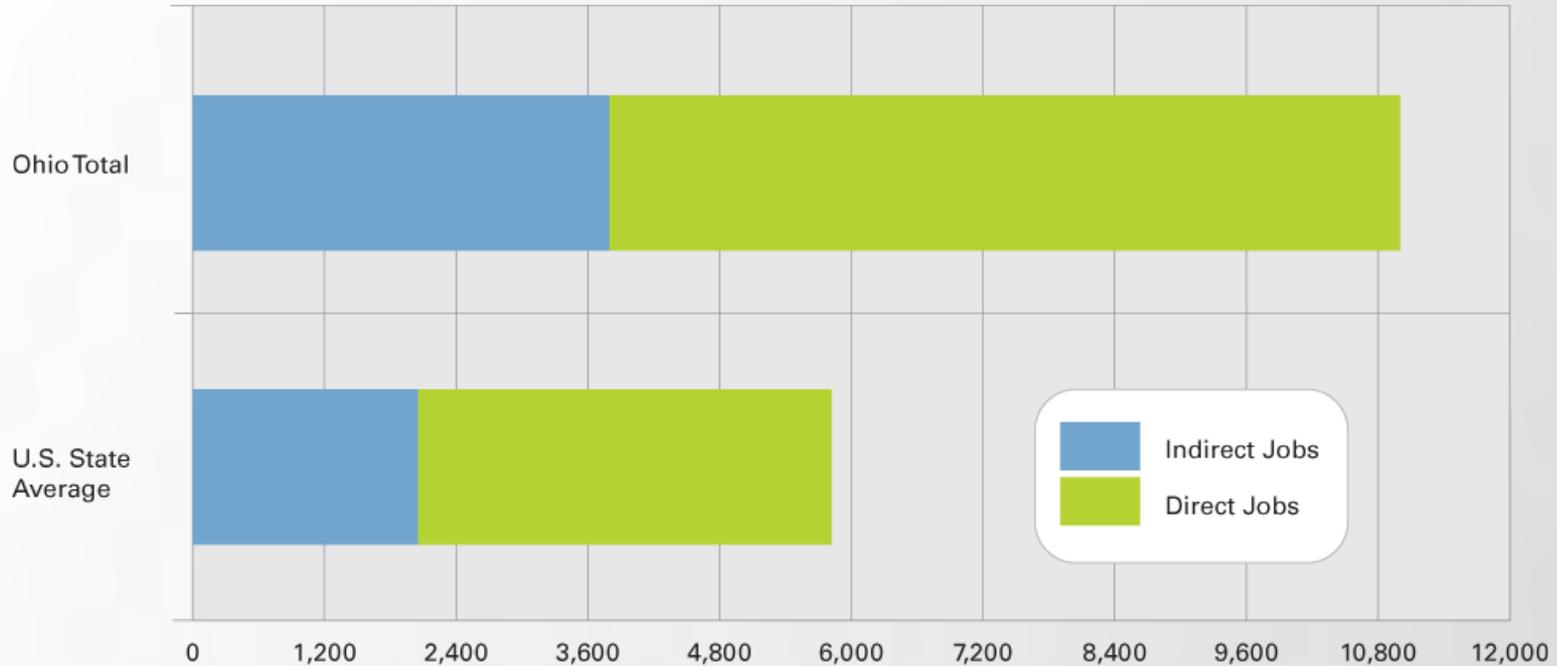


Sources: NAFA and the OBOR



Jobs Created & Supported in Ohio

2012-2013 Academic Year



State Totals: 3,696 Direct Jobs + 7,212 Indirect Jobs = 10,908 Total Jobs

Source: NAFSA



The Chancellor's Postsecondary Globalization Initiative



H.B. 484

Relevant Sections' Summary

Chancellor to:

Designate a postsecondary globalization liaison to work with

- Colleges and universities
- Other state agencies
- Business community
- Others

Submit report by December 31, 2014, on recommendations toward promoting Ohio as a postsecondary destination; encouraging international students to remain in the state after graduation, emphasizing the economic and workforce development impact and identifying state and federal law that could potentially limit the implementation of the recommendations.



Policy Objectives:

- Promote Ohio as a postsecondary destination for international students
- Encourage international students to remain in the state after postsecondary graduation
- Enhance Ohio students' educational benefits and global opportunities



Guiding Principles

- Students must always be the primary focus and beneficiary of education policy.
- Integrating academic content, research and activities with global perspectives enriches students' postsecondary education and is an important education priority for the state.
- Promoting a common statewide message and best-practice standards for sending students abroad and for recruiting, enrolling and retaining international talent is critical.
- Fostering and strengthening Ohio's education-to-workforce partnerships around the world has value for students, employers and the state.
- State and federal policy, statutory barriers and variances in statutory interpretation need to be identified and remedies proposed for consideration.
- Business interests need to be engaged to develop opportunities for international students who obtain postsecondary credentials in Ohio to remain productive in Ohio.



Workgroup

Representation of:

- Inter-University Council of Ohio (IUC)
- Ohio International Consortium (OIC)
- Association Independent Colleges and Universities in Ohio (AICUO)
- Ohio Association of Community Colleges (OACC)
- Public and Private Universities
- Community Colleges
- Ohio Development Services Agency
- Ohio Department of Education
- Chamber of Commerce
- Business
- Federal immigration law expertise

Other experts as helpful



Benefits to Ohio Citizens



- Additional money into local, regional, and statewide economies
- Innovation and entrepreneurship for business start-ups
- Exposure to cultural diversity within college courses
- Opportunities for Ohio students to become more competitive in global economy





Direct Benefits to Campuses

- State provides coordinated message for international students as to “why” Ohio is a postsecondary destination.

Coordinated message gets international students to consider Ohio and then higher education institutions can provide targeted marketing as a follow up.

- State provides platform for international counselors to visit Ohio and colleges, increasing economic efficiency for colleges.
- State-level coordination of international program collaborations and reciprocal agreements.
- State-coordinated effort toward international alumni engagement.
- Identification of state policy and legislative reform opportunities to enhance Ohio’s attractiveness to international students.



Benefits to Campuses and Ohio's Economy



- Coordinated effort to leverage resources of Ohio industry, businesses, tourism, and postsecondary institutions to increase international enrollment and investment in Ohio.
- Overseas, Ohio postsecondary and business delegations work together to recruit international undergraduates and scholars.
- State-coordinated availability of Small Business Development Center, International Trade Assistance Center, and Manufacturing & Technology Small Business Development Center services to each campus to augment academic course curriculum.
- State develops a centralized web-based tool to assist prospective international students with choosing Ohio as their postsecondary destination; assist current international students with deciding to make Ohio their home; and assist international alumni with staying connected to their Ohio alma mater.





Attachment #4

7th Condition's Report Update

Pre-K to Jobs: Higher Education's Role in Developing Students for Careers



Board of Regents
University System of Ohio

OhioHigherEd.org



Recap Condition Report Outline

A. How do Institutions Advise Students to Bridge Education and Career?

- What is the scope of the student advising function at our institutions as it relates to connecting students to career and employment opportunities?
- Explore the effectiveness of the state's Co-op, Internships and Apprenticeship programs in exposing students to skill development and experiential learning opportunities in emerging industries and high-demand job areas.
- What student postgraduate career and or employment information and local/regional job data is collected, stored and analyzed by our institutions?

Recap Condition Report Outline

B. How do Institutions develop and maintain the infrastructure and processes supporting curriculum revisions in response to changes in the economy, careers and talent development?

- Highlight the status of the project currently underway with the Governor's Office of Workforce Transformation to map education and training programs with in demand skills and jobs.
- Highlight the curriculum development and collaboration strategies institutions are implementing to respond to changes in the regional and state economy in high-demand sectors.
- Explore the effect of the state's changes to the funding formula as it relates to degree completion.

Recap Condition Report Outline

C. Are individuals in the State's Educator Preparation Programs being prepared to teach the relevant knowledge and skills students will need to advance into higher education and the workforce.

- Examine what if any systems are in place at Educator Preparation Programs to determine changes in the skills and knowledge teachers need to facilitate student learning at high levels.
- Highlight the curriculum and coursework changes programs are making to assure that their students are prepared to teach higher level learning standards i.e. common core.
- Detail program efforts to prepare guidance counselors, educators, and school/district leaders to contextualize knowledge and skills for elementary students and emphasize the specific career relevance of knowledge and skills for middle and high school students.
- Report on the increased collaboration between education faculty and content area faculty to integrate the preparation of candidates' knowledge and skills in: subject matter/content; assessment design; data analysis; planning; and pedagogy.

Report Contents

- Addressing the Skills Gap through Curriculum Design & Delivery
- Positioning Career Services as an Ohio Strategic Advantage
- : Co-ops, Internships & Apprenticeship Programs
- Collaborations Designing New Tools for Education & Students
- PreK-12 Educators and Student Success in the Economy
- Outcomes-Based Funding for Higher Education –

Addressing the Skills Gap through Curriculum Design and Delivery

In this section we identify and define the skills gap as viewed by Ohio employers and highlight methods and strategies for partnering with industry to address skills gap need, including in some instances making adjustments to curriculum.

There area contains three recommendations:

1. Envision strategies to build ongoing, systematic mechanisms to infuse curriculum with industry-identified skills and knowledge needs.
2. Explore the National Network of Sector Partners' (NNSP) work to inform efforts to create a strategic workforce delivery plan for colleges.
3. Discuss expansion of institutional support and leadership roles in support of overall state economic development and workforce joint goals.

Positioning Career Services as an Ohio Strategic Advantage

This area of the report examines all aspects of the career service function at colleges, universities and OTCs.

This area contains nine recommendations:

1. Explore the feasibility of an academic requirement for student engagement with career services
2. Research the feasibility of adding a performance metric into Ohio's performance funding formula for student engagement
3. Develop and execute an Ohio Career Conversation across industries
4. Develop and publicize Ohio Career Pathways
5. Broaden collection and reporting of employment data
6. Position *OhioMeansJobs* as the preferred jobs marketplace for Ohio students
7. Develop and implement model Ohio job preparation curricula
8. Integrate career services delivery into academic offerings
9. Define guidelines for institutional strategic prioritization of career services

Connecting Knowledge through Application: Co-op, Internship & Apprenticeship Programs

This section of the report examines state and institutional strategies regarding co-op and internship programs.

This area contains seven recommendations:

1. Diversify student populations participating in internship opportunities
2. Expand the majors/degree or certificate areas offering internship programming
3. Expand partnerships with career center adult programming
4. Explore joint Straight A-funded grants and College Credit Plus strategies
5. Utilize *OhioMeansJobs* as a connection platform among students and businesses
6. Conduct regional strategy and best practice sessions across institutions
7. Identify opportunities for supports that will cement sustainability efforts
8. Awarding academic credit for co-ops and internships

Collaborations: Designing New Tools for Education and Students

The fourth section of the report chronicles the work of the Ohio Board of Regents in conjunction with the Governor's Office of Workforce Transformation to build a comprehensive inventory of education and training programs offered in Ohio. The report outlines the potential benefits of the inventory to students, industry and institutions of higher education.

PreK-12 Educators and Student Success in the Economy

This area of the report explores what teacher preparation programs are doing to prepare educators to teach to Ohio's rigorous PreK-12 learning standards and prepare students for careers.

PreK-12 Educators and Student Success in the Economy

This area contains four recommendations:

- 1. P-16 Collaboration** - It is recommended that Ohio educator preparation providers engage in systematic collaboration with PreK-12 partners to assure alignment with the current needs of Ohio learners and requirements of Ohio schools.
- 2. Enhanced Licensure Program Standards** - It is recommended that the Chancellor enhance program standards for all Middle Childhood, Adolescence to Young Adult, and Multi-Age licensure preparation programs to include the delivery of content, access to information resources, instruction in careers, education to career pathways, and business and industry engagement strategies. In addition, it is further recommended that the Chancellor's requirements for principal and superintendent preparation programs be amended to include a requisite focus on resource allocation that places a priority on the advising role of the school guidance counselor.
- 3. Career Counselor Conference** - It is recommended that the Chancellor and the State Superintendent of Public Instruction collaborate to hold a career counselor conference for teachers, faculty, staff and leaders across the PreK-16 continuum.
- 4. Alignment of Ohio Standards** - It is recommended that the Chancellor and the State Superintendent of Public Instruction enhance educator quality through continuous review of educator standards, school operating standards, educator preparation program standards, accountability reporting, and support and guidance for the professional community.

Outcomes-Based Funding for Higher Education – A Completion Agenda Strategy

The final section of the report gives a brief snapshot of the state's outcomes based performance funding system. This section underscores the state's commitment to increase the number of Ohio citizens with degrees and professional certifications.

While the primary intent of the performance funding formula is to improve the efficiency, effectiveness and quality of Ohio's institutions of higher education, this initiatives are also an integral part of the state's overall workforce strategy to set a more integrated path between education outcomes and economic success for the state.

This final section of the report contains one recommendation:

1. Develop a set of metrics to track the impact of Ohio performance funding systems on college completion and workforce initiatives.



Questions/Comments?
