

**Ohio Board of Regents Meeting Minutes
University of Toledo
Driscoll Alumni Center
2800 W. Bancroft Street
Schmakel Room, Second Floor
Toledo, OH 43606**

May 12, 2016

I. Welcome and Call to Order

Chair Vinod K. Gupta called the May 12, 2016, Ohio Board of Regents (BOR) Meeting to order and thanked the University of Toledo (UT) for hosting the meeting. He also thanked the Ohio Department of Higher Education (ODHE) staff for their coordination of the meeting as well.

II. Roll Call

Chair Gupta asked that the roll call be read by Secretary Virginia M. Lindseth. Secretary Lindseth 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 Lindseth called the roll. Those present were:

Vinod K. Gupta
Thomas M. Humphries
Kurt A. Kaufman

Elizabeth P. Kessler
Virginia M. Lindseth

Secretary Lindseth declared there was a quorum present.

III. Approval of Minutes

Chair Gupta asked if there were any additions or corrections to the draft February 10, 2016, BOR minutes. There being none, Regent Kessler made a motion to approve the February 10, 2016, minutes as drafted and the motion was seconded by Chair Gupta. All voting members of the board voted in favor of the motion approving the minutes as submitted from February 10, 2016.

IV. Institution Welcome and Presentation – University of Toledo

Chair Gupta introduced Dr. Sharon L. Gaber, President of UT by way of reading her biography and said he was glad she chose to come to the great State of Ohio. Dr. Gaber presented a PowerPoint presentation "A University on the Move" which can be found as Attachment #1. She began her presentation by welcoming the BOR and ODHE staff to UT and said it was very exciting to have everyone on campus.

Dr. Gaber said that she was going to discuss the following during her presentation: the new foundation for UT; some of UT's strategies for success; and the vision for UT's future. She said that she began at UT last July and she is nearing her one year anniversary and upon her arrival she spent some time doing an environmental assessment to make sure that she understood if UT was living up to their mission of advancing knowledge through excellence. She said in doing this it has given her an overview of the great programs, people and information about the tremendous growth opportunities to help them move forward.

Dr. Gaber said that UT, established in 1872, has a rich history with the City of Toledo; its namesake. She said they have an intimate connection with the community and it is important to recognize how much they contribute to it. She said every student that attends UT can earn a world-class education on multiple campuses.

Dr. Gaber continued and said that based on her environmental assessment she established five key priorities all of which are inter-connected to help move UT forward and they are: Elevate UT's reputation nationally and globally while recognizing student, faculty and clinical achievements; Improve academic preparedness while increasing enrollment (she said their enrollment will be up this fall due to proactive recruitment strategies); Increase externally funded research to discover new knowledge in collaboration with students; Increase fundraising for student scholarships,

endowed professorships and new/renovated facilities (she said UT will be conducting another capital campaign in the next year); and Ensure cost of UT degrees remains affordable by reducing administrative overhead.

Dr. Gaber said that UT has launched three plans and will be started the fourth and they are: Facilities Master Plan (this plan has been started and they are looking at some of the efficiencies that can be done with the various campuses); Enrollment Plan (they have embarked on this plan and they are reviewing enrollment from different options. She said having a plan and following it is critically important); Diversity Plan (began this plan in November and will complete it this in June – comprehensive draft posted on UT's website for feedback); and Strategic Plan (will begin work on this plan in the Fall). She said that with these foundational strategies in place they are building momentum through key strategies for success which are: Collaboration; Accountability; and Diversity.

Expanding on collaboration initiatives, Dr. Gaber said that they will strengthen their current relationships and forge new relationships with local, state, national, and global partners. She said that UT supports Prior Learning Assessment (PLA) and provide their students with institutional PLA credits. She said that last April UT was chosen 1 of only 14 Institutions of Higher Education (IHE) in the U.S for the Council for Adult and Experiential Learning through Competency-Based Education (CBE) Jump Start Program sites. She discussed their academic affiliation agreements and said that they provide shared services to other IHE. As part of the UT and Promedica Health System collaboration, she said this will bring together their work as an academic medical center with Toledo Hospital and Toledo Children's Hospital. She said that they believe that this collaboration will further the economic driver in this community.

Dr. Gaber began to discuss UT Students. She said that their students are proud members of the community and perform a number of community service (RockeTHON, Food Drives, Race for the Cure 5K, Arbor Day tree-planting, etc.). She said global collaboration increases their diversity and that UT's international students represent 10.22% of the total student body (approximately 1,927 students). She said that over 84 different countries are represented (top countries are: Saudi Arabia, China, and India) and they have student exchanges as well.

Expanding on accountability initiatives, Dr. Gaber said that they have to be accountable for managing the budget and for being good stewards of their resources. She said as they may be aware UT has worked through budget cuts and other things. She said they are working on areas where they can find synergies or realize there are best practices to help UT reduce costs. She said their goal is to maximize efficiencies, reduce costs, and enhance the student experience.

Dr. Gaber said that UT's philanthropic efforts involve them making sure that they are connecting with their alumni and they are thinking about giving back to the university. She said really successful universities make sure they are connected with their alumni. With this, she has traveled all across the country to reengage with UT's alumni and their alumni's giving has recently increased by one percent.

Dr. Gaber said that UT's research is a major priority. She said that the Dean of the College of Medicine's goal is to double their research funding in the next ten years. She said that their affiliation with the Promedica Health System will assist them and will increase the number of physicians and faculty. She said recently they have had four FDA approvals on three different cardiovascular stents. She said they are also conducting promising research on Parkinson's and Alzheimer's Diseases. As it relates to grants, she said UT received \$10M from the National Aeronautics and Space Administration to develop a project-based curriculum in K-12 STEM and UT and The Ohio State University recently received \$1.9M in the area of water quality.

As it relates to campus safety, Dr. Gaber said that they recognize that they have to be accountable for safeguarding their students. She said they have recently hired a new Title 9 Officer and they have spent a great deal of time on ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training to prepare individuals to handle the threat of an active shooter. She said they recently launched Rave Guardian, a safety phone app for students, faculty, and staff, so they can receive alerts.

Dr. Gaber said that they have the following programs at UT that keep their degrees affordable: College Credit Plus (CCP); 3-plus-2 programs; and Increased financial literacy through the SALT program. She said that they are committed to maintaining tuition and fees at a reasonable level for the long-term value of a university education.

Dr. Gaber began to discuss UT Students in general. She said that UT has less expensive out-of-state tuition and fees than many other universities and gave an overview of the top ten states with students at UT. She said that UT has a robust Graduate Degree Program and compared the statistics at both UT and Bowling Green State University (BGSU) in both Undergraduate and Graduate Degree Programs. She said the percentage of graduates with advanced degrees at UT was 39.28% and BGSU 18.54%. She said that UT is contributing to the economy in a different way.

Regent Kessler asked why BGSU was used as a comparison university; was it because it was a state institution and it was in close proximity. Dr. Gaber replied that it is in proximate and a lot of people in this region think about the two universities when making a decision about what institution to attend. She suggested that they are both different institutions and wants to work together on each institution's strengths.

Dr. Gaber said that UT's Greater Degrees require greater resources and they are working on the following: Additional stipends to recruit the best graduate students; More endowments; Increased externally funded research, with faculty/student collaboration; the Best students and faculty; Updated facilities and laboratories; and Experiential learning requirements. She said that they have to close the gap between traditional and non-traditional students as they have a very diverse campus in terms of race and ethnicity. She said some of the initiatives that UT has undertaken have been the following: Supportive ethnic programs; Bridge programs; Scholarships; Intrusive retention monitoring; and Success Coaches.

Dr. Gaber said in order to move UT forward Diversity is a major initiative. She said that relative to diversity of thought, culture, ethnicity and social status UT's focus is on ensuring a safe, welcoming and inclusive community. As she said before, UT has a draft plan for Equity, Inclusion and Diversity and is available online. She said they held over eight different open forums with faculty, staff, students, and the community to develop this plan and they also conducted an online survey. She said they typically have a Diversity Week in April and this year it was expanded to Diversity Month; every week during that month that had different activities and events for their campus.

Dr. Gaber finished by saying that UT shareholders have a shared vision and they are the following: to reinforce a vibrant academic core; to recruit the best students, faculty, clinicians, and researchers; and to strongly commit to research and the creation of new knowledge. She said UT uses a participatory planning model engaging all of their primary constituents to help move UT forward. She said they believe they are a university on the move. She thanked the BOR and ODHE staff for visiting UT; for their interest in UT; and their ongoing support of the institution.

Secretary Lindseth asked who the Success Coaches were and if they were specially trained. Dr. Gaber replied that the Success Coaches were faculty who were specifically trained. She said when a UT freshman student begins then are paired with a Success Coach and this coach stays with them until they graduate. Chancellor Carey asked if the Success Coaches involved the Career Services area as well. Dr. Gaber replied that the Success Coaches can direct them to Career Services and they have built this area up as well.

Secretary Lindseth followed up with another question and asked what percentage of UT students were residential. Dr. Gaber replied that unless a UT freshman student resides within fifty miles of the campus they must reside on campus; there are approximately 4,000 UT residential students at this time. She said this will increase when their policy changes for the 2016-2017 academic year to require students (unless they reside within fifty miles of the campus) to reside on campus for their freshman and sophomore years.

Regent Kessler asked if UT had a 'Greek life' presence and if so what the percentage was. Dr. Gaber responded that the percentage of Greek life on UT's campus is approximately 16%; Diane M. Miller, Associate Vice President for Federal Relations at UT added that 8% belong to fraternities and 8% belong to sororities. Dr. Gaber said that the 'Greek Life' is very active about philanthropic efforts and they participate in other campus activities as well.

Chair Gupta asked a question relating to the university as the economic driver of the City of Toledo and he asked Dr. Gaber for examples of her local involvement. Dr. Gaber replied that as a member of the Chamber of Commerce Executive Committee and the Regionally Growths Partnerships Executive Committee UT is involved in a number of things.

Chair Gupta followed up and said based on Dr. Gaber coming from the state of Arkansas to the state of Ohio he asked if she had any changes in policy recommendations. Dr. Gaber responded that what they want to think about

doing is strengthening what they have; there are many great institutions and they should look at the missions and purposes of these institutions and strengthen them and build upon those.

Chancellor Carey thanked Dr. Gaber for and the campus community for hosting the BOR and ODHE staff. He said that he has really been impressed by her leadership. He said he thinks the future of higher education is very bright, specifically at UT under her leadership. Regent Kessler added that the presentations last evening were very informative and all of the presenters were outstanding. She said that the students were spectacular and all equally impressive in their own way. Chair Gupta thanked Dr. Gaber and the Board of Trustees for hosting the BOR and ODHE staff. He said it is good to see a vibrant, passionate, and dedicated president at UT.

V. Serving International Students

Chair Gupta introduced Raj Mehta, Vice Provost of International Services at the University of Cincinnati (UC) by reading an overview of his bio. He thanked the Vice Provost Mehta for appearing before the board and said that when he read about some of the student's stories he again realized how blessed the students of the U.S. were. Vice Provost Mehta presented a PowerPoint presentation "International Student Experiences" which can be found as Attachment #2. He began his presentation by saying that as an international student himself he feels as if he has empathy for the students and the program is driven through strategy.

Vice Provost Mehta said there are three UC students that have joined him today and they have very unique experiences and he introduced: Anjani Lahane from India, Abdullah Bdaiwi from Iraq and Prerna Gandhi from India. He said that the students reflect UC's main strategies which are: Global Scholarships; Student Centric Services; and Regional Strategy Groups. He said that as it relates to Global Scholarships UC has nearly 3,500 international students and he strongly believes that all institutions have a social responsibility with what they do with international students and how they engage with other students who might not be afforded the opportunity to come to the U.S. He said the student experiences will reflect on the other two areas of UC's strategies.

Anjani Lahane thanked everyone for giving her the opportunity to speak this morning. She provided an overview of her background and she said: she was born and raised in a small village in India; she has a total of nine members in her family; her father is a farmer (the only breadwinner) and mother is a housewife; She went to high school and studied at Mangaon Junior College in India; and she just graduated from UC with a Bachelor of Business Administration degree in Information Systems and International Business. She continued by describing her journey from India to the U.S.; her Achievements which included making the Dean's lists and multiple studying abroad experiences; and reflections including graduate school and future employment in the U.S.. She thanked Vice Provost Mehta, UC and others for the opportunity she has been afforded. She said she has plans to help other international students when she returns to India.

Vice Provost Mehta continued with his presentation and said that the purpose of these scholarships is strategic in the sense that it is a social responsibility. He said for domestic students it is important for them to see students that are diverse and students from rural counties can succeed when given the right opportunities. He said the scholarship covers full tuition and fees.

Regent Kessler asked Ms. Lahane what her plans were now that she has graduated from UC. Ms. Lahane replied that she wants to continue her education at UC and obtain her Master's Degree and then she intends to return to India. Chancellor Carey asked if there were any barriers if she wanted to stay in the U.S. Ms. Lahane replied that she can apply for an Optional Practical Training (OPT) status and stay in the U.S. for three years and study for her Master's Degree after that period.

Abdullah Bdaiwi thanked everyone for inviting him to speak today and introduced himself. He provided an overview of his background and he said the following: He was from Baiji, Iraq; His family consisted of his mother, four siblings (his father passed away when he was two years old) and he is the youngest; He is the recipient of the 2012 Iraq Government Scholarship to study Physics at UC; and He arrived at UC in December of 2013. He continued by describing his challenges and dreams which included never speaking English before and completing his Master's Degree in order to make his family proud of his achievements. He said that through his studies at UC he had to deal with the challenges of his family being displaced by the July 2014 ISIS takeover of his home city and the knowledge that the home he knew was completely destroyed. He said that thanks to his strong faith he carried on with a

message of hope. He said thanks to the incredible support of the UC "family" he continued on and has a 'never give up' attitude. He said no matter how hard times get, they will come to pass, and believes he will make it.

Vice Provost Mehta said that they do a great deal to get their students to learn from each other. He said if the international students do not interact with the domestic students he believes they are losing teachable moments. He said part of UC's Strategy of Student Centric Services are some of the following: Airport pickups/drop offs; Retreats/dinners/weekly activities; Cultural and recreational events; Study Abroad U.S.A. funds (visits to other U.S. cities); Establishing an International student resource center; Special seminars for International students; Emergency funds; and Social media (how they were able to recruit some of their international students; specifically Ms. Gandhi).

Perna Gandhi is currently a pre-business student at the UC Blue Ash Campus. She provided an overview of her background and she said: She is from Rothak, Northern Indiana and is Acid Attack Survivor; and Her host family is a UC Bearcat family. She spoke about her June 2011 Acid Attack incident that disfigured her face and the challenges she encountered after it happened. She said through the process of the application, acceptance and journey to UC and she said she has slowly found herself again. She said that UC has provided her with an excellent academic program that has allowed her to achieve her dreams and she now has dreams of assisting those who have been in the same situation as she was. She said the attack has made her into the woman she is today a strong, independent woman who wants to make a difference. She thanked Vice Provost Mehta and her host family for everything they have done to assist her with achieving all of her dreams of studying in the U.S. She also thanked Shriners Hospital in Cincinnati for all of her surgeries; she said they have helped her build all of the confidence that she has today.

Vice Provost Mehta finalized his remarks by saying that other parts of UC's strategies are seven regional strategy groups and they are heavily engaged in these efforts. He said these are amazing students with great life experiences. He said they have to be much more engaged in the community they live in whether that is Cincinnati or the world. He said he believes they owe it to the other students to see those that have gone through unbelievable life experiences and they are still able to succeed.

Secretary Lindseth thanked all the students for sharing their stories. She said that she was very moved by all of them. She thanked Vice Provost Mehta for his remarks as well; she thanked him for all of his work with the students and said he was a good mentor.

Chair Gupta asked the students how they have interacted with domestic students as it relates to the cultural exchange on UT's campus. Ms. Gandhi responded that she interacts with the students through International Partners and Leadership (IPAL). She said IPAL gives both the international and domestic students an opportunity to interact with each other. Ms. Lahane replied that she interacted with students after her second year and they seemed really intrigued by her background; they asked her questions about her background and her experiences. Mr. Bdaiwi replied that he works a lot with the International Office and they provided assistance. He said that students were also interested by his country's background; he tries to educate them based on reality vs. what they see in the media.

Chancellor Carey asked Mr. Bdaiwi what were his future plans. Mr. Bdaiwi replied that he was not sure beyond finishing his Master's Degree. Chair Gupta said that with his background that there would be plenty of job opportunities available for him and all of the students speaking today.

Vice Chair Humphries said that their stories are very inspiring and he appreciated the students sharing them. He said this helps emphasize the importance of International Centers on campuses and the way they shared their experiences underscores the importance of why it is necessary to have an international component in higher education for the diversity of opinions to come together.

Chair Gupta thanked UC President Ono for the International Program and said he is very dedicated to not only this program but the work of the university as a whole. He thanked Vice Provost Mehta for his work on the International Program and for presenting before the BOR along with the students. He encouraged him to share these stories with the other IHEs.

Chair Gupta asked what the BOR could do to assist UC's International Program. Vice Provost Mehta replied that he strongly believes that IHE have a responsibility to make their entire population more global and if they do not bring students together from many different parts of the world this will never happen. He said that he would like for the

presentations and discussions like today's to be a higher forum – to make the international students the ambassadors so they can educate other students about the challenges the international students face.

Chair Gupta thanked Vice Provost Mehta and the students again for appearing before the BOR.

VI. Attainment Goal Update

Dr. Stephanie Davidson, Vice Chancellor of Academic Affairs, ODHE provided an Attainment Goal Update. She presented a PowerPoint presentation "Attainment Goal 2025" which can be found as Attachment #3. She began her presentation by saying that Lumina has provided grant funding for this project and they have also received funding from Philanthropy Ohio. She said that they have been working on this initiative and the need for Ohio specific post-secondary attainment goals for several months; she said they have been in discussions with IHEs for several years.

Vice Chancellor Davidson said they took a big step on this initiative this past Monday when they held the Attainment Summit. She said Vice Chair Humphries attended the summit as a member of the working group and a number of ODHE staff members attended the summit as well. She said they not only had representatives from the Universities, Community Colleges, and Ohio Technical Centers (OTC), but the private universities, the for-profit sector, and the K-12 system as well. She said there were over 250 attendees and they spent some time discussing how they arrived at their attainment goal. She said there is an economic imperative for the State of Ohio to make sure that the business and industry has the workers' that it needs now and in the future otherwise it will be stagnated.

Vice Chancellor Davidson shared data from the Lumina Foundation's annual Report *The Stronger Nation* based on the most recent American Community Survey data. She said that 43% of working-age Ohioans are reporting that they have a post-secondary certificate (validated labor market value) or above (Associates Degree, Bachelor's Degree, or Graduate or Professional Degree). She said to put this in content the national average of individuals in this category is 45%; The highest state with individuals in this category is Massachusetts and their percentage is 55%; and The lowest state with individuals in this category is West Virginia and their percentage is just below 33%. She said the State of Ohio compares very closely to its neighboring states (Kentucky, Indiana, Michigan and Pennsylvania) with individuals in this category who all have percentages ranging from 41% to 44%.

Vice Chancellor Davidson said the Governor's Office of Workforce Transformation has researched extensively the credentials that are needed for Ohio's 'in-demand jobs' (these are a subset of all of the jobs that are available in the state). She said 56% of Ohioans need post-secondary certificates or above to meet the needs for Ohio's 'in-demand jobs'. She said that the Georgetown University Center on Education and the Workforce is projecting that by 2020 64% of jobs in the State of Ohio will require some form of post-secondary education. With this, she said they spent a great deal of time in steering committees and working group meetings discussing this data. She said the result is Ohio's attainment goal which is 65% of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value by 2025; the purpose of the Attainment Summit was for the stakeholders to begin actively working on this initiative.

Vice Chancellor Davidson said there are strategic priorities in place. She said they have to not only continue what they have been doing but they also have to consider things they have not. The strategic priorities are the following: Aligning credentials to "In-Demand Jobs" (working very closely with the Governor's Office of Workforce Transformation to ensure that these are aligned); Identifying, validating and counting all levels of credentials (they have not done a good job of counting labor market value certificates – earned by attending six months or more); Achieving attainment rates with greater parity among people of all races (Ohio demographics are changing and they need to focus on these factors); Educating more adults (Ohio has an aging population and this population needs to be focused on); Rethinking systems (to make it easier and more affordable to complete) Acting in local communities (partnering with businesses and philanthropy at the local level); and Monitoring and measuring progress (some of the leading indicators of completion rates).

Vice Chancellor Davidson continued and provided an overview of the speakers and presentations (Plenaries: Ohio's Goal 2025; Community Partnerships for Attainment; and Regional Conversations) that were at the Attainment Summit. She said that they also had concurrent sessions on various topics (The State Has a Goal, Now What? Learning How to Use Data to Close the Achievement Gap; Priming the Pump: College and Career Readiness from the K-12 Pipeline; Effectively Serving Adult Learners to Reach Postsecondary Attainment Goals; and An Ultimate Goal: Jobs of the Future). Vice Chair Humphries added that he attended the College and Career Readiness from the K-12 Pipeline

session and there was a great deal of information shared and the engagement and participation was very strong. He said the session relating to the Regional Conversation that separated participants up by their JobsOhio region by county was a very meaningful discussion as well.

Vice Chancellor Davidson finished her remarks by saying that the end of the Attainment Summit concluded by them coming together to discuss their next steps. She said that the working group is scheduled to meet again on June 17th to discuss more specifically the things that they need to be measuring going forward that will help them get a sense of whether they are making progress.

Chancellor Carey said that the Paolo DeMaria was selected this week as the next State of Ohio's Superintendent of Public Instruction. He provided a bit of Mr. DeMaria's professional background and said that he was excited about building upon the partnership between the Ohio Department of Education and ODHE.

Vice Chancellor Davidson said that they need to do a better job of involving business and industry in this process and they have tasked their stakeholders with this at their regional meetings. She said she is excited with how philanthropy will be involved with this initiative. Regent Kaufman asked how involved the Ohio Chamber of Commerce (COC) and other related entities were as they are a great grassroots organization. Vice Chancellor Davidson replied that they need to get the COC more involved and said if the BOR had any ideas for them to do this better please let them know. Vice Chair Humphries added that the Metro COC meets every other month and the Ohio COC is present. He said that he shares education data with them and also told them about Ohio's 65% Attainment Goal. He said the group's next meeting is in June and he plans to share Ohio's information from the annual Report *The Stronger Nation* based on the most recent American Community Survey data with them.

Chair Gupta asked if attainment based at the county level was related to GDP per capita at the county. Vice Chancellor Davidson replied that this was not reflected in this particular report. Chair Gupta said that studies show that GDP per capita is a direct correlation to attainment. Vice Chair Humphries said that he is having his staff person pull the data by counties so that he can share it with his all of his colleagues.

VII. Presentation - Western Governors University (Competency- Based Education)

Chair Gupta introduced Allison Barber, Ph.D., Chancellor of Western Governors University (WGU), Indiana. Dr. Barber presented a PowerPoint presentation "WGU: We Help People Achieve Their Dream of Degree Attainment and Career Success" which can be found as Attachment #4. She began her presentation by thanking the BOR and ODHE for the opportunity to appear before them today. She said that she is responsible for WGU Indiana the state's online university for the State of Indiana. She said that she wanted to share what CBE was for WGU, a national, non-profit, on-line university.

Dr. Barber said that WGU was created twenty years ago by 19 Governors who were members of the Western Governors Association. She said it was created at a time in our nation where there was a need for an educated workforce in a quick way and the Governors began a new university focused on young adults. She said that they built the model with the following characteristics: aimed at working adults; being affordable; being flexible and on-line; and demonstrated competencies. She said that WGU helps people achieve their dream of degree attainment and career success. She said in the U.S. approximately 37M have some college and no degree. She said that this compromises their career success; this compromises them being able to take care of their families; and this compromises our national security.

Dr. Barber said that CBE has been around since the 1970's and it comes in many different models. She said that she intended to discuss some of WGU best practices today. She said that WGU has students in all fifty states and it is one of the top ten largest universities in the U.S. with over 70K adult students enrolled. She shared the student profile of Rachel Ingram who was a full-time nurse, married, with seven children. She said that Ms. Ingram cannot get promoted and was at risk of losing her employment because she did not have a Bachelor's Degree. Dr. Barber said with Ms. Ingram's profile her options were limited; she needs an online, CBE-based, affordable program. Dr. Barber said that the average student at WGU is: 36 years old; 74% work full-time; 60% female; 40% male; 47% first generation college students; and 74% are classified as underserved. She said their average student graduates in two years.

Dr. Barber said that WGU offers Bachelor's and Master's Degrees in four areas and they are the following: Business; Teaching; Information Technology; and in the Health Professions. She said they do not offer Associates Degrees but they partner with a number of two-year institutions all around the country.

Regent Kessler asked how much traditional academic credit a WGU student arrives with. Dr. Barber replied that 80% of WGU students transfer in some credits; the average amount of credit they transfer in is 15-16 credits. She said what they find is that their students will transfer in credits from multiple institutions.

Chair Gupta asked if they offered credit for PLA. Dr. Barber replied that they did not give PLA credit; however they have found that students that have prior learning can accelerate through CBE courses at a much faster rate. She said in order for WGU to maintain their rigorous approach they must have students demonstrate that they can master the competencies.

Vice Chair Humphries asked what WGU's graduation rate was. Dr. Barber responded that WGU's graduation rate is 40%; their goal is 50%. She said the average graduation rate for adults is 28%.

Secretary Lindseth asked if WGU employed faculty members. Dr. Barber replied yes; they employ approximately 600 faculty members across the country; they have no adjunct faculty. She said every WGU student is assigned a faculty member who calls them every week and they assist them with every piece of their academic persistence. Dr. Barber said that all faculty work from home and this is how they keep their tuition from rising which is \$6K per year (they have not raised tuition in eight years).

Regent Kessler asked if WGU's tuition was a flat fee. Dr. Barber replied yes; WGU has six-month semesters and the tuition is \$3K for six-months. She said within each semester a student is able to complete as many classes as they can. She said textbooks are included in the tuition; this was an \$8M investment many years ago.

Dr. Barber shared that in the State of Indiana six years ago there were approximately 250 adults enrolled in WGU Indiana. She said then the former Governor of Indiana Daniels endeavored to make WGU the state's online university and within the first year they grew to over 1,400 adults enrolled; and currently within five years they now have enrolled over 4,500 adults enrolled. She said more importantly 3,400 adult students have graduated from WGU Indiana and 98.1% still live in the State of Indiana. Dr. Barber then shared WGU's online video that provided an overview of WGU's CBE definition and concepts.

Regent Kessler asked if WGU chose to limit their degrees that were offered because of their population and job attainment; or was the focus based on the fact that CBE is only appropriate in these types of degreed programs. Dr. Barber replied that it was a bit of both; the drivers of the philosophical approach to WGU it to help a student achieve their dream of a degree and career success. She said in that there are certain job markets that do not lend itself to an online space. She said they have four colleges; but offer 52 degrees. She said they work with industry and academic leaders to understand the job market needs and to design their curriculum.

Secretary Lindseth asked if WGU students interacted with each other and if so in what way. Dr. Barber responded that the students interact with each other in various ways i.e. virtual projects with other students, communities with students studying the same subject, and in other non-typical ways.

Dr. Barber introduced WGU student Charlie Palmer, an Ohio resident from Tiffin who received his Bachelor's of Science in Nursing from WGU. Mr. Palmer provided comments on his experience while attending the university. He said that he works at a skilled nursing facility. He said he found six other individuals that were enrolled as WGU students and through an accountability group they found out they were working on the same projects. He said he has been in the healthcare industry for approximately six years and his manager wanted him to get his Bachelor's Degree. He said during the process of getting his Bachelor's Degree, which took him a year, his family grew and he wanted to pursue other career opportunities. He said that his WGU mentor assisted him every step of the way, even with his resume and looking for other jobs, and he has gotten a promotion to a Director of Nursing. He said he is currently beginning WGU's Master's Degree Program. He said he felt a great deal of support at WGU and this enabled him to be successful.

Dr. Barber shared the National and WGU Gallup Survey results that relate to WGU graduates and those that hire WGU graduates. She said that as new models emerge they invite universities to come to their headquarters and they show them the WGU 'playbook' as they need more institutions in this space.

Secretary Lindseth asked if WGU could accept gifts since they were a non-profit entity. Dr. Barber replied yes they have received scholarships endowment funding from foundations; however, they have never asked their alumni for money. She said they are contemplating options for alumni to invest in scholarships for other students.

Dr. Barber continued with her presentation by saying that the profile of WGU in the State of Ohio is the following: 1,448 students enrolled and; 1,644 alumni. She said they have students enrolled in all four colleges.

Secretary Lindseth asked if WGU offers their programs in other countries. Dr. Barber replied no; WGU is pursued by other countries; however, they are committed to their current mission.

Dr. Barber shared the employer's satisfaction of WGU students. She said this is the 2015 Harris Poll survey results of 305 employers. She said that they hire Gallup to do research on their alumni to find out how they are doing after they graduate. She said that WGU employees are more engaged than the national average.

Chair Gupta asked if WGU was eligible for State Share of Instruction (SSI) in the State of Ohio. Dr. Barber replied that WGU is not eligible for SSI in the State of Ohio.

Dr. Barber outlined WGU's U.S. student population as of February 2016 which was approximately 68K and showed a map depicting each state's representation. She said that WGU delivers significant economic benefits to the U.S. She said it was more than \$1.2B in income growth, social savings, and public education expenses.

Dr. Barber finished her comments by saying that WGU's promise is to help their students achieve their dreams for a degree and career success by providing a personal, flexible, and affordable education based on real world competencies. She said that CBE at its simplest level is about measuring your learning not your time. She said Bill Gates said if you are measuring success by how long your student is sitting in a seat you are probably measuring the wrong end of your student.

Chancellor Carey thanked Dr. Barber for appearing before the BOR. He said as WGU advances CBE, their view is that it does not preclude Ohio's traditional two-year and four-year institutions from being involved in CBE in different areas. He asked if there were opportunities for Ohio institutions to learn from what WGU was doing in the state when WGU becomes a public institution. Dr. Barber replied that it depends on the leadership of the institutions and she gave examples of their experiences in Indiana. She said WGU had to show the "traditional" institutions that they were not taking students or funding away from them in the State of Indiana – WGU was value-added. She said they have found it very collaborative in the Indiana and it challenges the 'traditional' universities to step up in certain areas.

Senior Vice Chancellor Cates asked if WGU has considered adapting its model for students pursuing their GED in the State of Ohio; he said this is an untapped market. Dr. Barber replied that it is a formula for success for those that are in that situation; they are working with the community colleges to provide a better online experience for those that may come to WGU through that pathway.

Secretary Lindseth asked if they WGU had considered their program(s) for the prison environment. Dr. Barber replied that as much as they would love to do this, she said with the students' necessary communication with the mentors and need for full access to the internet, the prison environment would not fit within their model.

Charles See, Assistant Deputy Chancellor, ODHE asked if they conducted exit interviews when students did not finish the WGU program successfully and what was the most common cause. Dr. Barber replied that yes, WGU conducts exit interviews with unsuccessful students and the most common cause of not finishing the WGU program is family crisis of some type.

Chair Gupta thanked Dr. Barber for her presentation and appearing before the BOR. She said it was her pleasure and thanked the BOR and ODHE staff for the invitation.

VIII. Chancellor's Report

A. Regionally Aligned Priorities in Delivering Skills (RAPIDS) UPDATE

John Magill, Assistant Deputy Chancellor, Economic Advancement, ODHE provided a brief RAPIDS update. He said this program is an \$8.5M investment by the General Assembly through leadership of Chancellor Carey to invest in workforce development equipment in the regions of the state. He said the regions of the state were divided into the six JobsOhio regions, and then recognizing the complexity and density of economic activity in Northeast Ohio this region was divided into three regions. He said this has resulted in three large scale equipment projects and one pilot project around Telemedicine. He said that all of this is dedicated to strengthening the regional economy.

Assistant Deputy Chancellor Magill said that hopefully with the approval of the Controlling Board on Monday they will receive the approval for the last of these investments. He said they are thankful for their support throughout the process.

After many months of implementation, Assistant Deputy Chancellor Magill made five general observations about the RAPIDS program and they were the following: the six regional meetings hosted by the Chancellor with Executive Leadership involvement were compelling; a common theme was identified across the consortium – advanced manufacturing; the program included a role for the OTC and Adult Learners; there was a strong business commitment relating to the business equipment; and the contribution of JobsOhio was tremendous as they shared their staff and resources.

Assistant Deputy Chancellor Magill said that the successes in the region were numerous. He said the following: Northern Appalachia - in the area of Oil and Gas shared curriculum with a shared facility at Zane State – Cambridge; Northwest Ohio - they made investments in two mobile units which will be stored at the Scott Park Campus, these will be used in the area of advanced manufacturing, mechatronics, etc.; Southwest Ohio – Three D Printing with polymers (OTC and Cincinnati State, University of Cincinnati and Miami); West Ohio – Dayton – Additive Manufacturing in the area of Three D Printing; and Northeast Ohio – Telemedicine pilot lead by NEOMED and Kent State University to train nursing students and others in the tools around telemedicine.

Assistant Deputy Chancellor Magill finished his remarks by saying that looking toward the next round with the support of the Chancellor and the Governor's office the ODHE has requested additional capital funding to do this for a second year. He said that they have learned the following five things that they will continue to focus on: what is a regional approach; emphasizing the importance of the consortium; promoting access and opportunity; integration into curriculum – how the equipment will lead to learning outcomes; and promoting site visits and technical assistance. He said it has been a pleasure to work on the RAPIDS program and the institutions did a great job and were a joy to work with.

Chancellor Carey said he was proud of the project and the work that has been done. He said if it were not for Assistant Deputy Chancellor Magill they would not have gotten this done. He said his coordination and periodic updates on this project were invaluable. He thanked him for his leadership on the RAPIDS project.

Chair Gupta asked if the RAPIDS funds were line item funds. Chancellor Carey replied that this was line item funding over a two year period. Assistant Deputy Chancellor Magill added this funding is for purchase of equipment placed at a higher education facility.

B. Mid-Biennium Review and Capital Bill Updates

Chancellor Carey began his remarks on the budget by calling forward Vice Chancellor Davidson and Jim Bennett, Vice Chancellor of Finance and Data Management to join the discussion. He said that the Governor and the legislature are very focused on college affordability and at the latest cabinet meeting higher education was one of the topics. He said they want to think of better ways to serve their students, their families, and meet the economic development needs with attainment. He said they value the traditional four-year institutions a great deal and want to promote and assist them in any way; however they have to do things differently than how they have done them before to meet the needs of higher education. He said the barriers are the following: cost; time to degree; and access. He said when they introduced House Bill 474 they tried to address these issues. He said that House Bill 474 recognizes WGU as a public institution and this gives them the opportunity to partner with Ohio's community colleges.

Relating to CCP, Chancellor Carey said that Mid-Biennium Review (MBR) had language relating to this program. He said they have learned some things in the first year of CCP. He said that; dual enrollment has doubled from 16K to 32K students; and they estimate that families have saved over \$60M within the first semester. He said as they move forward they will concentrate on providing both traditional and non-traditional students the opportunity to be successful. He said as they move forward they are going to continue to do things better.

Vice Chancellor Bennett began his Capital Budget update by saying they are nearing the final stages of the process of this biennial occurrence. He said that Senate Bill 310 is the vehicle for the Capital Budget this cycle and it has passed through both the Senate, the House, and is now awaiting the Governor's signature. He thanked the Governor and General Assembly for their support of higher education which was included in the Capital Bill; approximately \$430M (an increase from \$405M in the last budget bill) in capital support for the 37 public IHE and an additional \$56M for ODHE. He said the following: \$56M is the source through which the RAPIDS program is appropriated; over \$7M was appropriated for the Higher Education Information System; and there were appropriations for OhioLINK, Ohio Academic Resources Network, Ohio Super Computer, and the Regional Library Depository. He said the Capital Bill will become effective ninety days after the Governor's signature. He said all in all everyone was pleased with the budget process and looks forward to putting the funding to use.

C. College Credit Plus and I-CORPS Updates

Assistant Deputy Chancellor See provided a CCP and I-CORPS Update. He began with the CCP update and said that as Chancellor Carey mentioned they are coming to the end of the first academic year of the program and are seeing some positive things in terms of enrollment and estimated college savings. He said that they promised to collect the types of data that would give them an indication about what was happening with the program. He said this would be done in order to make recommendations on how to improve the program going forward. He said as they move forward they plan to review things such as text books costs borne by the districts and credit accumulation.

Assistant Deputy Chancellor See said they are in the process of collecting comprehensive programmatic data relating to actual first year. He said this data will be compiled, shared and analyzed as part of their work with an Advisory Committee that is statutorily required to be created by the Chancellor. He said that the committee has been identified and they are targeting the initial meeting of this committee to be held in June of this year.

Assistant Deputy Chancellor See said the MBR has three categories that relate to CCP in the bill and they are the following: Creating a co-requisite remediation model in CCP targeted at the current population of seniors (higher education students partnering with the high school who would be integral in identifying the students); Giving the Chancellor the authority through rule to define the eligible courses that students can participate in within the CCP program (state resources should be prioritized for courses that lead to certificates or degrees); and the Chancellor being able to create rules to indicate the circumstances under which a student can continue to participate in the CCP program if they do not perform well in CCP (they do not want students to participate in the program if it has a detrimental effect on both their high school and college careers).

Chair Gupta asked about the funding of the CCP program. Assistant Deputy Chancellor See replied that CCP provisions clearly define how the economic transfer of funds operates. He said they spent a great deal of time ensuring there was a fair and equitable model in place. Chair Gupta followed up with another question and asked what the costs were for a CCP course taught at the high school by a college instructor. Assistant Deputy Chancellor See replied that this cost is capped at \$80 per credit hour under the current model.

Regent Kaufman asked how young a student can be to participate in CCP. Vice Chancellor Davidson replied that the legislation allows any student in 7th grade or above able to participate in CCP if they are deemed college-ready by the institution.

Chancellor Carey said a lot of the pushback that they have received as they have discussed legislative initiatives with the general assembly has related to quality and he said unless they maintained quality of the CCP Program it does not do them any good to provide students credits. Vice Chancellor Davidson said they have the Guidelines and Standards for Program Approval that are in place that relate to faculty credentials, assessing students, curriculum etc. She said all of the higher education programs are held to the same set of standards.

Relating to the I-CORPS Update, Assistant Deputy Chancellor See said that he provided an update at the last BOR meeting as they might recall. He said that this program is one that Chair Gupta championed along with leaders from the University of Akron to get an Ohio-based I-CORPS program. He said that this program assists the universities with validating technology that originates in their institution in an effort to attract more investment capital as it relates to this technology. He said they are in the process of conducting the second phase of the initial pilot and they have selected the next twenty teams of the second cohort. He said the program is getting a great deal of national attention as they are the first state to have a statewide program. He said the program is governed by the state and six of the founding institutions. He said they are working with the Governance Committee on a sustainability plan; and has had discussions with the institutions so they understand the need for them to invest so this project can continue, as the state has funded this project for the initial three years.

Chair Gupta thanked him for all of his work on the I-CORPS program and said that this was one of the recommendations of the Commercialization Report. He explained briefly the history behind the I-CORPS program in the State of Ohio. He said both he and Assistant Deputy Chancellor Magill worked very hard on the Commercialization report.

D. Adult Basic and Literacy Education (ABLE) Update

Gary Cates, Senior Vice Chancellor, ODHE provided an ABLE Update. He said that the GED spring commencements are beginning and he will attend some of those. He said that it is always very rewarding to hear the stories of those who have overcome great obstacles to obtain their GED diploma. He said that they are about two years out from the GEDs that were offered by Pearson and they are seeing an increase in students both take and pass the test. He said that they received a special mention by Governor Kasich at the State of the State address when he awarded the Governor's Award for Courage to Margo Hudson, a Cleveland citizen being recognized for being the National Adult Learner of the Year. He said it was the first time the ABLE program was recognized on that level.

Senior Vice Chancellor Cates said he is coming up on his fifth year with ODHE and there have been a number of presidential turnovers at the IHE's. He said the following institutions will have upcoming leadership changes: Miami University; Ohio University; and Wright State University. He said there is only one president that will be at a university longer than he has been at ODHE and that is Dr. Berkman, the president at Cleveland State University. He said there have been fifteen new presidents at the community colleges as well since he has been at ODHE. He said in context of the Capital Bill and public policy what has really been critical to the success of higher education is the ability of the public institutions to come together for the common good of the citizens and students of this state.

IX. New Business/Open Discussion

A. Topic One – Rule 14 - Notice of Meetings Five Year Rule Review – BOR Vote

Chair Gupta opened the floor for discussion on this topic. Assistant Deputy Chancellor See explained that this was the five year rule review of Administrative Rule 3333-1-14 - Notice of meetings. He said that the revisions to rule were administrative in nature. He said that the passage of the rule would require acceptance of the changes through a voice vote.

Secretary Lindseth asked why board of regents was not capitalized in the rule. Assistant Deputy Chancellor See replied that certain verbiage is not capitalized in rule structure and he believes this is one of them.

There being no further discussion Regent Kaufman made a motion to approve the passage of amended Administrative Rule 3333-1-14 that was before the BOR and the motion was seconded by Regent Kessler. There was a voice vote taken and all voting Regents voted in favor of the motion approving the passage of amended Administrative Rule 3333-1-14.

X. 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

9/15/2016
Date

Attachment #1

WELCOME TO THE UNIVERSITY OF TOLEDO, OHIO BOARD OF REGENTS



A UNIVERSITY ON THE MOVE

DR. SHARON L. GABER, 17th PRESIDENT

UNIVERSITY OF TOLEDO / OVERVIEW

- Established in 1872.
- Today 1 of 14 public universities in Ohio.
- 1 of 27 Most Comprehensive Universities in the U.S.
- Student-centered, community-engaged
- Regional economic impact -> in excess of \$1B
- Institutional budget -> \$900M annually
- Total gross wages -> \$362M annually
- Local city taxes -> \$8M (payroll)
- Approx. 7,000 employees
- More than 21,000 students, including ...
 - 17,000 undergraduate and 4,600 graduate
 - From 26 states and 84 countries

UT PROVIDES A RICHLY DIVERSE, WORLD-CLASS EDUCATION ON MULTIPLE CAMPUSES



ESTABLISHED KEY PRIORITIES

1. Elevate UT's **reputation** nationally and globally while recognizing student, faculty and clinical achievements.
1. Improve **academic preparedness** while increasing **enrollment**.
1. Increase externally funded **research** to discover **new knowledge** in collaboration with students.
1. Increase **fundraising** for student scholarships, endowed professorships and new/renovated facilities.
1. Ensure cost of UT degree remains **affordable by reducing administrative overhead**.

LAUNCHING 4 MAJOR PLANS



1. Facilities Master Plan
2. Enrollment Plan
3. Diversity Plan
4. Strategic Plan



BUILDING THROUGH STRATEGIES FOR SUCCESS

1. Collaboration
2. Accountability
3. Diversity



PROGRESS WITH INSTITUTIONAL PLA CREDITS*

2014 – 2015 AY

Credit Hours Posted	Credit Hours Attempted	Number of Courses	Number of Students**
110	122	36	22

2015 – 2016 AY

Credit Hours Posted	Credit Hours Attempted	Number of Courses	Number of Students**
132	138	43	28

*Summary includes students who gained credit through Portfolio and Credit by Exam.

**Some students pursued PLA in more than one course.

ACADEMIC AFFILIATION AGREEMENTS

Owens Community College

Northwest State Community College

Terra State Community College

Bowling Green State University

Rhodes State College

Lorain County Community College

Cuyahoga County Community College

Lourdes University

Lakeland Community College

Monroe County Community College

Columbus State Community College

Cincinnati St. Community and Tech. College

University of Findlay

Wright State

As outgrowth of RAPIDS grant, UT also is part of Northwest Ohio Educ. Partners:

Rhodes State College

Owens Community College

Northwest State Community College

Terra State Community College

Penta Career Center

Bowling Green State University

UT & PROMEDICA ACADEMIC AFFILIATION will:

- Transform clinical education, research and biomedical development in northwest Ohio.
- Net an import of residents.
- Build a top medical center in U.S.
- Become *major* driver of area revitalization.



UT STUDENT COMMUNITY SERVICE

- Food drives
- The Big Event
- Camp Med
- Pizzas for the Poor
- RockeTHON
- McKinley Elem. School mentors
- AHA Heart Walk
- CommunityCare 5k
- STEMM Day for high school students
- Read for Literacy volunteers
- Race for the Cure 5k
- Arbor Day tree-planting
- And MUCH more

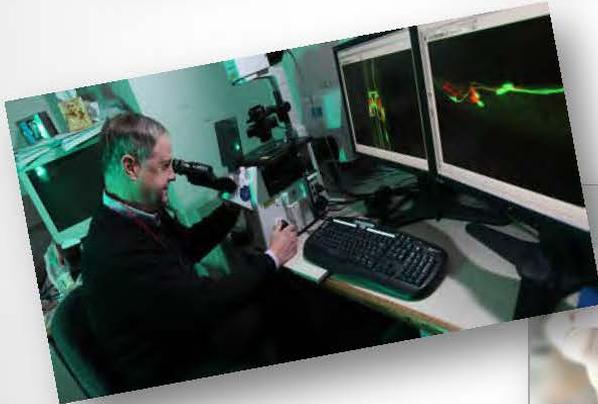


UT INTERNATIONAL STUDENTS



- 1,927 students = 10.22% of total student body
- 84 countries represented from around the world
- Top countries with largest UT enrollment:
 - Saudi Arabia, 674
 - China, 391
 - India, 310
- Some other countries include: Nepal, Iran, South Korea, Bangladesh, Nigeria, Sri Lanka, Jordan, Vietnam, Canada, Venezuela, Egypt, Malaysia, Lebanon, Thailand, Taiwan, Germany, Guatemala, Belgium, Guyana, Chile, Denmark, Australia, Finland, Kazakhstan, Czech Republic, Peru, Benin, France, Senegal, Uganda, El Salvador ...

UT RESEARCH: 4 RECENT FDA APPROVALS



UT CAMPUS SECURITY / SAFEGUARDING STUDENTS



KEEPING A UT DEGREE AFFORDABLE

- College Credit Plus
- 3+2 programs
- Financial literacy
- SALT program
- Commitment to maintain tuition & fees at a reasonable level for the long-term value of a university education



OUT-OF-STATE STUDENTS

- UT has less expensive out-of-state tuition & fees than many other universities.
- These students represent 25 states outside Ohio.
- Other than Ohio, the top 10 states with students at UT:

MI, 610

CA, 6

IN, 21

NC, 6

IL, 19

MD, 5

PA, 14

WI, 5

DC, 7

FL, 4



UNIVERSITY OF TOLEDO: "TO A GREATER DEGREE"

Degree Level	BGSU	UT
Associate's	76	45
Bachelor's	1,768	1,464
Doctorate	20	187
Educ. Specialist		16
Graduate Certificate		31
Juris Doctorate		55
Master's	404	579
Medical Doctorate		108
TOTAL:	2,268	2,485

Percentage of Graduates with Advanced Degrees:

BGSU 18.54%
UT 39.28%

Graduates (Assoc. degrees):

- Terra St. Comm. College 265
- Northwest St. Comm. College 389
- Owens Comm. College 743

UT'S GREATER DEGREES REQUIRE GREATER RESOURCES

- Additional stipends to recruit best grad. students
- More endowments
- Increased externally funded research, with faculty/student collaboration
- Best students and faculty
- Updated facilities and laboratories
- Experiential learning requirements

UT STUDENT BODY PROFILE*

- First-generation students, 28.2%
- PELL-eligible, 41.6%
- Race / Ethnicity
 - Amer. Indian/Alaskan Native 0.2%
 - Asian/Pacific Islander 1.8%
 - Black, Non-Hispanic 13.3%
 - Hispanic 5.0%
 - White, Non-Hispanic 67.4%
 - Two or More Races 3.9%
 - Race Unknown 4.7%



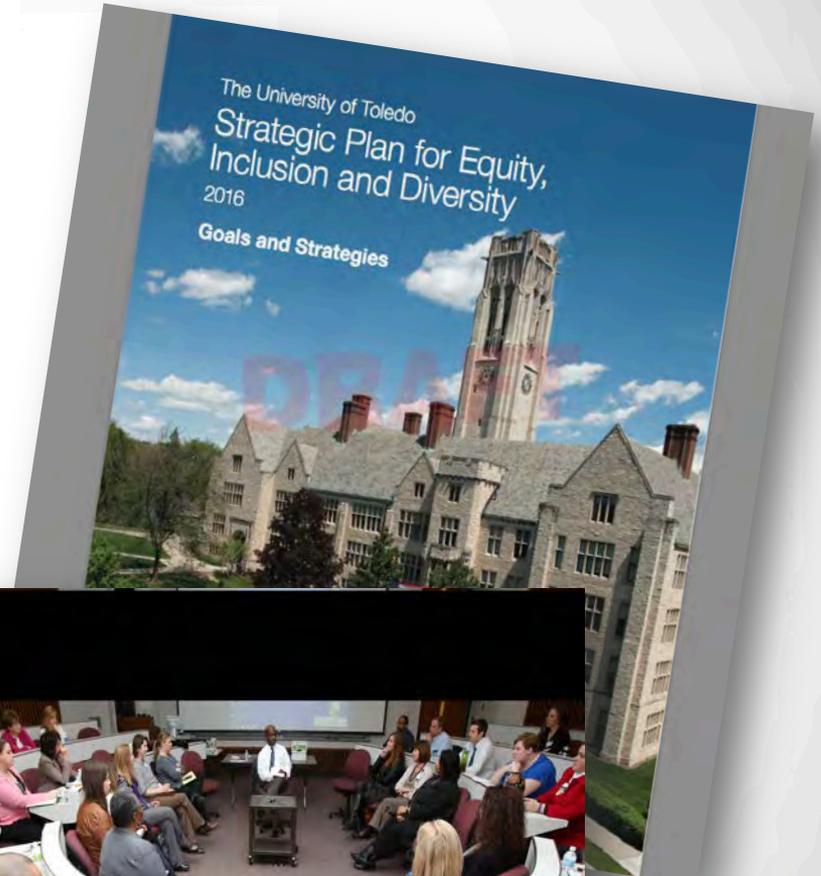
** Based on Fall 2015 data.*

CLOSING THE GAP AMONG TRADITIONAL vs. NON-TRADITIONAL STUDENTS

- Supportive ethnic programs (e.g., for Latinos)
- Bridge programs
- Numerous scholarships
- Intrusive retention monitoring
- Success Coaches (from Day One until graduation)

DIVERSITY INITIATIVE

- Ensure safe, inclusive and welcoming community.
- Appointed Special Assistant to the President for Diversity, Dr. Willie McKether.
- Held open forums/survey.
- Drafted comprehensive plan.



UT STAKEHOLDERS HAVE A SHARED VISION



THE UNIVERSITY OF TOLEDO / QUESTIONS?



University of Cincinnati

International Student Experiences

OBR Presentation

May 12th, 2016

UC'S STRATEGIES

- Global Scholarships
 - Social Responsibility
- Student Centric Services
- Regional Strategy Groups
 - Community Connections
 - Social Media for Social Good

ABOUT ME- ANJANI LAHANE

- Born and raised in a small village from India, Mangaon
- Total 9 members in my family
- Father is a farmer and mother is a housewife
- Studied at Mangaon Junior College
- Just graduated from the University of Cincinnati



JOURNEY FROM A SMALL INDIAN VILLAGE TO THE USA

- Used to walk 90 minutes (about 4 miles) to get from home to school
- Identified by Lend-A-Hand India, a non-profit organization that helps the poor
- Recipient of University of Cincinnati Global Scholarship
- Student from rural India with demonstrated excellence in academics
- Cultural Shocks and challenges
 - Language
 - Weight gain
 - Fitting in
 - Academics



ACHIEVEMENTS

- Made Dean's list
- 3 Internships- Interned with Johnson & Johnson and Paycor Inc.
- 2 Study abroad experiences- attended two study abroad programs, in France, Spain, Germany, and Czech Republic (Visited 7 countries)
- Successfully graduated from UC with BBA in Information Systems and International Business



REFLECTIONS

- Changes in me
 - Looking at some of colleagues from my village
 - Travel
 - Confidence
- Thanks to UC
 - So many people to thank but wouldn't be possible without UC
- Future Goals
 - Work for a few years to get some experience
 - Graduate School at the University of Cincinnati



UC STRATEGY

GLOBAL SCHOLARSHIP

- Two International Students
 - First two from India
 - Next two from Nepal
- Scholarship covers full tuition and fees
- Social Responsibility
- Learning from Anjani's and Karishma's example



UC STRATEGY

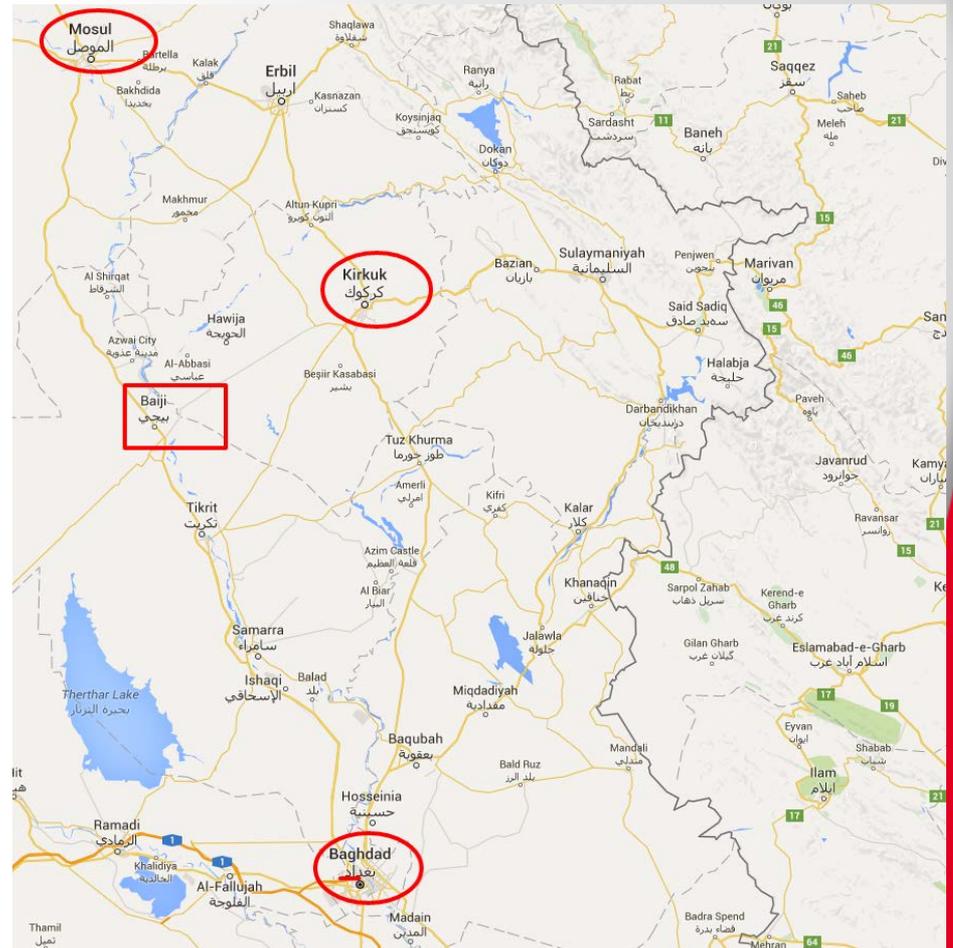
GLOBAL SCHOLARSHIP

- Profile of the new students from Nepal
- Pranita will be studying Chemistry
- Sudarshan will be studying Astrophysics
- Both have SAT scores of 1400+
- Both will be in Honors
- Both will be arriving in August 2016



ABOUT ME- ABDULLAH BDAIWI

- From Baiji in Iraq
- Mother and 4 siblings
- Am the youngest
- Recipient of 2012 Iraq Government Scholarship to study physics at UC
- Arrived in Cincinnati December 2013



ARRIVAL - DREAMS AND CHALLENGES

- Never spoke English before
- 8 months of intense English training
- Started on Masters in Physics in Spring 2015
- Goals
 - Complete Masters degree from prestigious UC
 - Make my family proud of my achievements



DISPLACED “REFUGEE” FAMILY

- June 2014, ISIS took over my city
- Family had to flee ISIS
- Fled to Kurdistan
 - No language – no work
 - Meagre belongings
 - Used all savings and relied on UN handouts
- Early 2016, Iraqi army took back my city
 - ISIS destroyed the whole city as it fled
 - Here are some pictures of the city



ISIS DESTROYED MY CITY



HARDSHIPS HAPPEN BUT DON'T GIVE UP

- Fear for Family
- Cried many times
- Funding challenges
- But learned to pick myself up
- Thanks to
 - My faith in God
 - UC and its incredible support
 - Professors and Faculty members
- Message of Hope
 - Hope
 - Don't ever give up



UC STRATEGY

STUDENT CENTRIC SERVICES

- Full service international student services
- Airport pickups/drop offs
- Retreats/dinners/weekly activities
- Cultural and recreational events
- “Study Abroad in the US” funds
- International student resource center
- Special seminars for International students
 - Financial literacy, safety and police, etc.
- Emergency funds
- Social media

ABOUT ME- PPRERNA GANDHI

- From Rothak, Northern Indian
- Now in pre-business at UC Blue Ash
- Acid Attack Survivor
- Here because of
 - A Cincinnati Host Family
 - People at UC
 - Shriners's Hospital
- But let's go back to 2011
 - Here is what I looked like when I was 13



2011 AND SOME AWFUL FOLLOWING YEARS

- 2011 Incident
- 25 surgeries in India
- Disfigured face
- Die?



JOURNEY TO UC AND SOME REFLECTION

- Journey to UC
- Learn to dream again
- Give back like people gave to me
- Lessons from my short life



UC STRATEGY

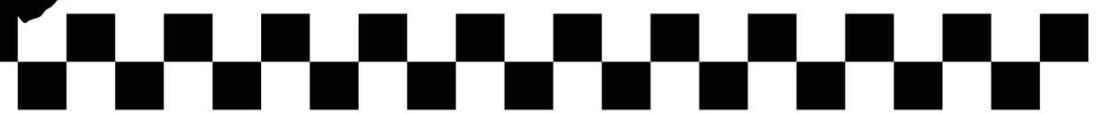
REGIONAL STRATEGY GROUPS

- Seven regional strategy groups
 - Europe, China, India, Rest of Asia, Latin America and Canada, Middle East and Northern Africa, and Sub Saharan Africa
- Participants from colleges and the community
- Network effects
- Social media and social good.

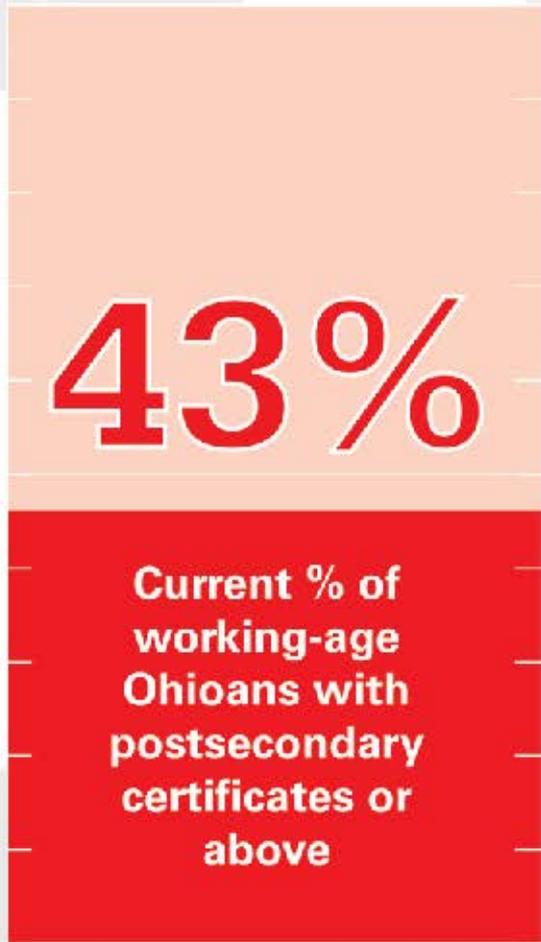
QUESTIONS?



ATTAINMENT GOAL 2025



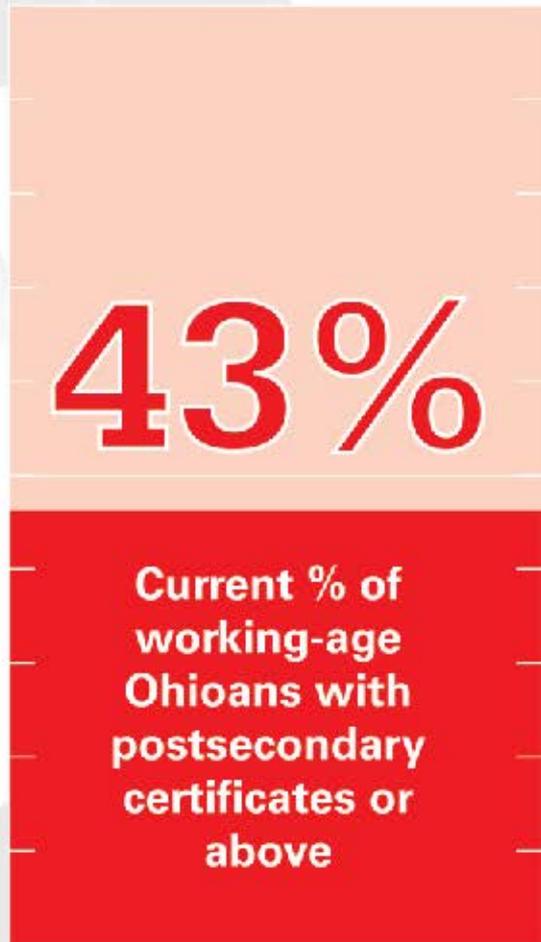
Ohioans Must Increase Education Attainment Levels



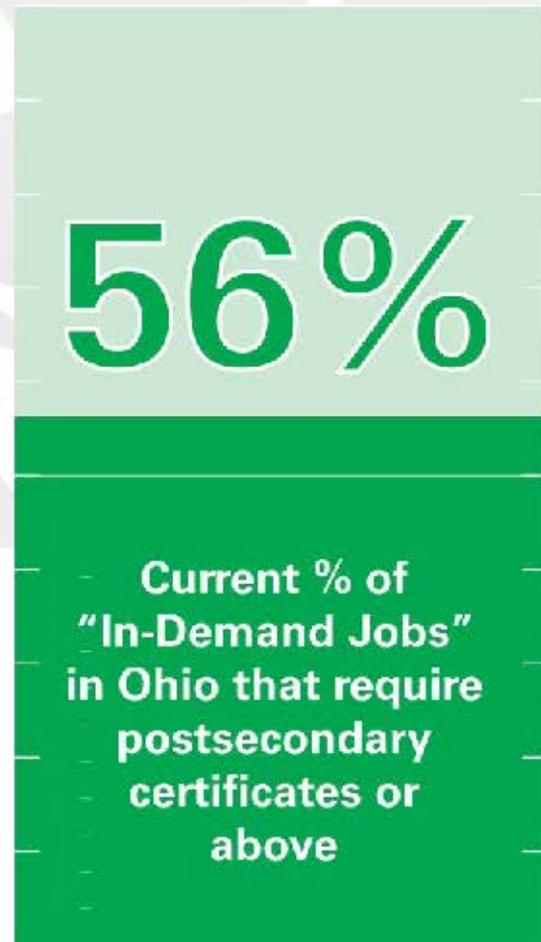
American Community Survey



Ohioans Must Increase Education Attainment Levels



American Community Survey



Governor's Office of Workforce Transformation



Ohioans Must Increase Education Attainment Levels

43%

Current % of working-age Ohioans with postsecondary certificates or above

American Community Survey

56%

Current % of "In-Demand Jobs" in Ohio that require postsecondary certificates or above

Governor's Office of Workforce Transformation

64%

Projected % of jobs in Ohio in 2020 that will require postsecondary education, including certificates or above

Georgetown University Center on Education and the Workforce



Ohio's Attainment Goal

65% of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value by 2025.



Strategic Priorities

- **Aligning credentials to “In-Demand Jobs”**
- **Identifying, validating and counting all levels of credentials**
- **Achieving attainment rates with greater parity among people of all races**
- **Educating more adults**
- **Rethinking systems**
- **Acting in local communities**
- **Monitoring and measuring progress**



**WGU: WE HELP PEOPLE
ACHIEVE THEIR DREAM OF
DEGREE ATTAINMENT AND
CAREER SUCCESS**

RACHEL INGRAM



**Average age is
36**

**74% of students
work full time**

60% are female

40% are male

MELVIN BOLDEN: BSN and MSN



"Growing up we never talked about college but it was something I always wanted to do. The competency based model really worked for me because it applied immediately to my job and helped me be a better nurse and a better communicator."

47% are first generation college students.

74% are classified as underserved

WGU GRADUATES HAVE GREAT JOBS AND GREAT LIVES

GALLUP SURVEY RESULTS

	National	WGU
My university was the perfect school for people like me.	65%	92%
I had a mentor who encouraged me.	53%	89%
My university is passionate about the long-term success of its students.	59%	80%
I was challenged academically.	77%	83%
My education was worth the cost.	65%	91%

SEAN COPELAND: B.S. Business Management



"WGU Indiana is designed with you in mind. You are unique, your life is unique, and **your educational experience should be unique** too. Not to mention the cost... **the value is unmatched.** Pursuing my WGU Indiana degree **will improve my self-confidence and overall value** to my employer."

**88% are 26
years of age
or older**

**Students in
76 Ohio
counties.**

WGU IN OHIO

College Enrollment

- Business – 502 (35%)
- Teachers – 377 (26%)
- Health Professions – 316 (22%)
- I.T. – 253 (17%)



1,448 Enrolled

1,644 Alums

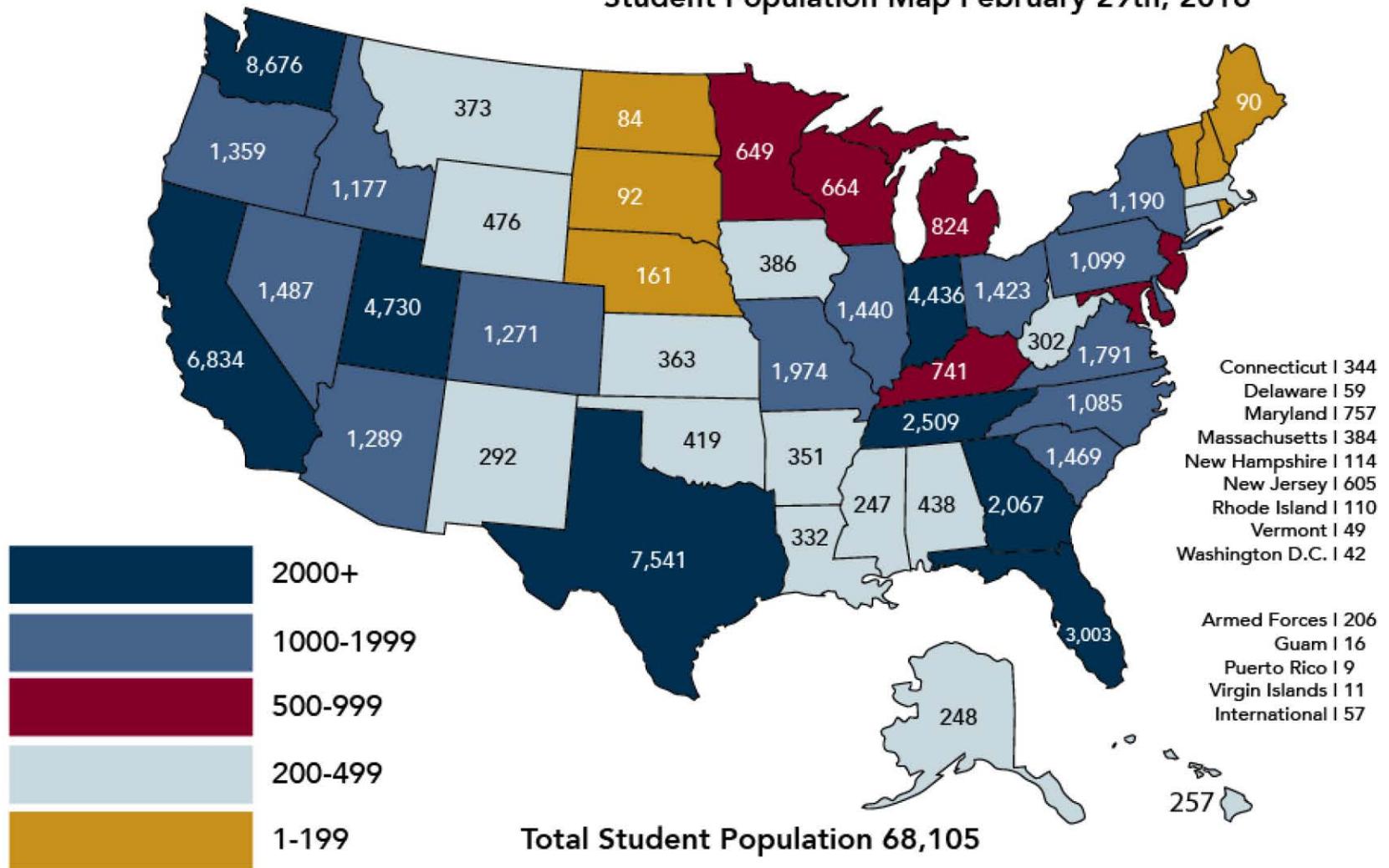
EMPLOYER SATISFACTION

205 SURVEY OF 305 EMPLOYERS BY HARRIS POLL

- 100% said that their WGU graduates were prepared for their jobs.
- 98% said that WGU graduates meet or exceed expectations; 92% said WGU graduates exceed expectations.
- 93% rated the job performance of WGU graduates as excellent or very good.
- 94% of employers rated the “soft skills” of WGU grads as equal to or better than those of graduates from other institutions.

WGU alumni report higher levels of engagement at work – 21% higher than the national average. –WGU-Gallup 2015 Report

Student Population Map February 29th, 2016



ECONOMIC IMPACT

- WGU delivers significant economic benefits to the U.S. – more than \$1.2 billion in income growth, social savings, and public education expenses.

WGU PROMISE

We help our students achieve their dreams for a degree and career success by providing a personal, flexible, and affordable education based on real world competencies.