



## **Interoffice Communication**

**Date:** June 1, 2016

**To:** The President and Board of Trustees

**From:** Pamela J. Benoit, Executive Vice President and Provost

**Re:** **Ohio University Completion Plan**

At the March 14, 2014 meeting of the Ohio University Board of Trustees Resolution 2014–3399 “Resolution to Adopt Completion Plan” was approved. The University Completion Plan was designed to increase the number of degrees and/or certificates awarded. The adopted Plan was transmitted to the Chancellor of the Ohio Board of Regents.

The enabling legislation requires the board of trustees to update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption. The updated Ohio University Completion Plan 2016 – 2018 starts with the Ohio University mission and a student body profile. The subsequent sections of the plan present barriers to persistence and completion, an assessment of completion goals for 2014-2016 and updated goals for 2016-2018, current and updated completion strategies, and workforce development priorities.

Two completion goals are continued: (1) Increase the first-year retention rates and the graduation rate by 0.5% each year; (2) extension of the OHIO Guarantee Program. These two goals align with institutional goals and planning.

**RESOLUTION TO ADOPT UPDATED COMPLETION PLAN**  
**RESOLUTION 2016 -**

**WHEREAS**, Am. Sub. H. B. No. 59, adopted by the 130<sup>th</sup> General Assembly, required that “not later than June 30, 2014, the board of trustees of each institution of higher education, shall adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students; and

**WHEREAS**, the plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state’s workforce development priorities; and

**WHEREAS**, upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education; and

**WHEREAS**, the board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption.”

**NOW, THEREFORE, BE IT RESOLVED** that the Ohio University Board of Trustees adopts the “Ohio University Completion Plan 2016 – 2018” attached hereto and instructs the Secretary of the Board to provide a copy of the plan to the chancellor of higher education.



# OHIO UNIVERSITY

## Completion Plan 2016 – 2018

### **Mission**

Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines.

### **Campus Student Body Profile**

Ohio University was established in 1804 by the State of Ohio and is the oldest university in the Northwest Territory. Ohio University is designated as a Research University by the Carnegie Foundation for the Advancement of Teaching. The main campus is located in the city of Athens in the Appalachian foothills. It is a classic residential campus that serves as the major educational institution in southeastern Ohio with 23,000 students at the Athens campus. Since the mid-1940s, the campus has expanded to include regional campuses in Chillicothe, Ironton, Lancaster, St. Clairsville, and Zanesville that collectively enroll over 10,000 students. In 1976 the College of Osteopathic Medicine was established; recent expansion includes extension campuses in Dublin and Cleveland. Fall 2015 medical student enrollment was 712. There are nearly 6,000 students enrolled exclusively in eLearning courses. Of the grand total of 39,200 enrolled students, 86% are undergraduate students.

For the Ohio University Athens campus, 72% of students are in the age range of 18-24. Female students comprise 60% of undergraduates. Enrollment by ethnicity shows that of undergraduates 83% are Caucasian, 5% are African American, and 3% are Hispanic. The mean ACT score of incoming freshman is 24, 17% of whom ranked in the top ten percent of their high school class. 86% are Ohio students. There were 3,555 nonresident students and 1,826 international students.

Undergraduate student headcount on the Athens campus has increased by 4.9% from Fall 2009 to Fall 2015 to 17,965. Comparatively, the regional campuses' enrollments have increased 6.5% to 10,346 while undergraduate eCampus has grown 308% to 5,978 over the same period. Of the entering students the first-year retention rate on the Athens campus for 2013 to 2014 is 80% (compared to 79% for 2012 to 2013) and on the regional campuses is 59% for 2013 to 2014 (compared to 56% for 2012 to 2013). The retention data do not include eCampus. Ohio University awarded 8,747 degrees in 2013-2014 (compared to 7,645 degrees in 2011-2012).

### Degrees Awarded by Campus: 2011-2012

|                      | <u>Associate's</u> | <u>Bachelor's</u> | <u>Master's</u> | <u>Doctoral</u> | <u>D.O.</u> | <u>Total</u> |
|----------------------|--------------------|-------------------|-----------------|-----------------|-------------|--------------|
| <b>Athens Campus</b> | 115                | 5,465             | 1,187           | 133             | 113         | 7,013        |
| <b>Chillicothe</b>   | 211                | —                 | —               | —               | —           | 211          |
| <b>Eastern</b>       | 15                 | —                 | —               | —               | —           | 15           |
| <b>Lancaster</b>     | 101                | —                 | —               | —               | —           | 101          |
| <b>Southern</b>      | 190                | —                 | —               | —               | —           | 190          |
| <b>Zanesville</b>    | 115                | —                 | —               | —               | —           | 115          |
| <b>Grand Total</b>   | 747                | 5,465             | 1,187           | 133             | 113         | 7,645        |

### Degrees Awarded by Campus: 2013-2014

|                      | <u>Associate's</u> | <u>Bachelor's</u> | <u>Master's</u> | <u>Doctoral</u> | <u>D.O.</u> | <u>Total</u> |
|----------------------|--------------------|-------------------|-----------------|-----------------|-------------|--------------|
| <b>Athens Campus</b> | 217                | 6,341             | 1,329           | 182             | 116         | 8,185        |
| <b>Chillicothe</b>   | 160                | —                 | —               | —               | —           | 160          |
| <b>Eastern</b>       | 28                 | —                 | —               | —               | —           | 28           |
| <b>Lancaster</b>     | 128                | —                 | —               | —               | —           | 128          |
| <b>Southern</b>      | 139                | —                 | —               | —               | —           | 139          |
| <b>Zanesville</b>    | 107                | —                 | —               | —               | —           | 107          |
| <b>Grand Total</b>   | 779                | 6,341             | 1,329           | 182             | 116         | 8,747        |

For the Fall 2006 freshman cohort of 4,015 Athens campus students, 44.0% graduated in four years or less, 15.9% took 5 years and 3.6% took six years while 29.4% transferred out of the university, for a 92.9% graduation-and transfer-out rate.

For the Fall 2008 freshman cohort of 3,911 Athens campus students, 48.9% graduated in four years or less, 14.9% took 5 years and 3.3% took six years while 24.7% transferred out of the university, for a 91.8% graduation-and transfer-out rate. The Office Institutional Research prepares an annual Ohio University Fact Book. Compendium data on graduation and retention by gender and ethnicity, as well as, student right-to-know data on graduation rates by Pell Grant are also available. Additional statistical data is available through the National Center for Education Statistics.

### **Barriers to Persistence and Completion**

Ohio University has a local admissions policy for any student from Athens and the contiguous Appalachian counties, with 86% of the Athens campus students being Ohio residents. Approximately 23% of first-year students attending Ohio University are first generation, and over the last five years these students have had a 6 to 9% lower retention rate compared to non-first generation students. Additionally, 70% of freshmen receive grant or scholarship aid while 27% are Pell Grant eligible.

Entering students without a declared major have been observed to have higher academic probation rates and lower retention rates in comparison to those with a declared major. Further, as previously noted, one-seventh of new students enrolling each year at Ohio University are transfer students, some of whom enter insufficiently prepared to meet Ohio University's academic expectations. In Fall 2012 nearly 28% of all Ohio University undergraduates took remedial classes, almost exclusively taught at the regional campuses.

Within the Office of the Vice President for Student Affairs an increasing demand for mental health services has been observed. Over a five-year period from 2008-2009 through 2012-2013 individual student appointments in the Counseling and Psychological Services went from just under 4,500 to nearly 6,800. Group therapy appointments have surpassed 3,000 sessions, and psychiatry needs have tripled to 2,700 appointments.

Additionally, within the 30% of Ohio University's undergraduate student population that are age 25 and over (mostly at the regional campuses and through eCampus), there are many family support and life/personal issues, including transportation, child care, work conflicts, housing, financial issues, substance abuse, and self-confidence.

## **Analysis of Completion Goals for 2014 – 2016**

Goal 1: Increase the first-year retention rate and the graduation rate by 0.5% each year.

The first-year retention rate for students on the Ohio University Athens campus improved from 79% to 80% over the measured two-year period (Fall 2012 to Fall 2014). The greatest number of students who leave do so between the end of spring semester and the start of fall semester of the second year. The combined Ohio University regional campus retention rate in 2012 was 60% and 59% in 2014. The four-year graduation rate was 49% for the 2008 student cohort and 45% for the 2010 student cohort. In 2012, across all campuses, Ohio University granted 747 two-year degrees and 5,465 Bachelor's degrees increasing in 2014 to 779 and 6,342, respectively.

The tables below show first-year retention rates for both the Athens and Regional campuses and Athens campus 4-year graduation rates. The student cohort sizes decreased by 52 over the two-year period from 2008 to 2010. However, a key factor across all campuses is that the correlation of retention rates with high school performance metrics. The incoming freshman class high school GPA has increased from 3.42 in 2013-2014 to 3.46 in 2015-2016.

### First-Year Student Retention by Campus

| Years    | 2007 to 2008 | 2008 to 2009 | 2009 to 2010 | 2010 to 2011 | 2011 to 2012 | 2012 to 2013 | 2013 to 2014 |
|----------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Athens   | 80%          | 82%          | 81%          | 80%          | 79%          | 79%          | 80%          |
| Regional | 55%          | 57%          | 55%          | 52%          | 60%          | 56%          | 59%          |

### 4-Year Graduation Rates on Athens Campus

| Year           | 2004  | 2005  | 2006  | 2007  | 2008  | 2009  | 2010  |
|----------------|-------|-------|-------|-------|-------|-------|-------|
| Student Cohort | 3,734 | 4,078 | 4,009 | 3,970 | 3,908 | 3,961 | 3,856 |
| 4-Year Rate    | 46%   | 44%   | 44%   | 48%   | 49%   | 48%   | 45%   |

Goal 2: Implement the OHIO Guarantee Program in Fall 2015.

In Fall Semester 2015, Ohio University implemented the OHIO Guarantee Program, which is a cohort based, level-rate tuition, housing, dining, and fee model. It is designed to assure an Ohio University student of comprehensive rates while pursuing an undergraduate degree on the Athens campus. A student in the Ohio Guarantee will have 12 consecutive semesters starting with the fall or spring semester of enrollment at the level rate regardless of course load. Subsequent cohorts will have a new guarantee based upon legislative tuition caps and rolling Consumer Price Index (CPI) five-year average. Student financial aid holds value in the OHIO Guarantee and provides for predictability of college costs. The Ohio Guarantee Program will continue with continuing students and new students entering in Fall Semester 2016.

Although, the OHIO Guarantee is specific to Athens students, regional campus students are identified in a cohort during their first term, which “locks in” their rate should they decide to relocate to the Athens campus. The benefit is that all incoming Athens and regional campus freshmen are considered equally for Athens-based tuition and fee assessment.

### Updates to Completion Goals for 2016 – 2018

Increases in first-year retention and graduation rates continue to serve as completion goals for Ohio University. Attention to academic advising and academic support are particular completion strategies that are being deployed as detailed below. Also, the promise of the OHIO Guarantee is just now being realized. Fall 2016 continuing students who entered Ohio University in Fall 2015 will have the same tuition, housing, and fees as in 2015-2016. The OHIO Guarantee will extend to its second cohort of entering students in Fall 2016.

## **Current and Updated Completion Strategies**

The pathway to completion at Ohio University starts with recruitment and admissions. The “Admitted Student Guide” takes a newly admitted student (freshman, transfer, international, eCampus) through the steps leading to the start of the semester. Along the path are many excellent resources that cover all aspects of the student experience. Bobcat Student Orientation is designed for students and parents to learn how to take advantage of the resources and opportunities available during the transition into the Ohio University community. A separate orientation program, called Relocate Day, is provided for regional campus undergraduate students in transition to the Athens campus. International students are served through both an International Student Orientation program and OPIE (Ohio Program for Intensive English) Academic Orientation. Welcome Week, which precedes the start of fall semester, concludes with a convocation where new students receive a message about how to achieve academic success on the path toward timely graduation.

A Parents/Families website offers comprehensive advice and information for campus success, contact resources, and community information. Entering students are provided with a copy of “The OHIO Guide: Our Academic Experience,” a guidebook to academic success from orientation to graduation that has been nationally recognized for its quality.

The Undergraduate Catalog presents academic expectations and specifies degree requirements for each academic program. In certain disciplines, summer programs for incoming students are designed to prepare them for the rigors of academic programs. Academic advising is conducted by faculty and staff and is a central element of the educational experience.

Every undergraduate student has a Degree Audit Report (DARS) that enables the student to track progress toward degree completion. Every requirement for the degree is listed along with what is needed by the student to complete the requirements. The degree audit report is updated as the students complete courses. The student may follow the degree audit report to stay on track for graduation.

Retention, persistence, course completion, and probation rates are reported annually to all campuses. However, the data show attrition most frequently occurs during the first-year. Thus a First Year Experience Council utilizes the data, reports, and studies to make regular improvements toward improving the first-year success. On the path to graduation, Ohio University employs numerous initiatives and strategies to aid students, many of which are highlighted below. There is a practice of ensuring students are progressing successfully.

### **Learning Communities**

All students want to feel at home, get to know people easily, and do well academically. Starting in Fall 1999, learning communities have been offered to first-year students. By Fall 2013, 76% of first-year students were participating in a learning community that entails taking a set of courses together. Participants in a learning community develop a deeper understanding of the courses’ subject matter while they build relationships and learn together outside of the classroom. A seminar course is the hub of the learning community. It is thematically based and

is taught by the students' learning community instructor with a peer mentor serving as an assistant. Learning communities within Biological Sciences, Mathematics, and Chemistry areas partner a peer-led tutoring lab (PLTL) with some of the more difficult science courses. Participants evaluate their experiences through an extensive process assessment tool. In general, students who have participated in learning communities on average have higher retention rates, are more successful academically, and report higher levels of engagement than students not participating in such programs.

Though not required, incoming freshmen at the regional campuses are strongly encouraged to enroll in UC1000 – Mastering the University Experience seminar course. While not quite the same as a complete learning community, it is an intentional effort to get students acclimated to and engaged in the university and what it means to “be a college student.”

### **OHIO First Scholars**

There are many ways to define the term “first-generation”. At Ohio University we define first-generation students as those for whom neither parent/guardian have completed an associate's degree or higher. First-generation students make up approximately 25% of our first-year class each year! First-generation students may be the first in their families to attend a four-year university, or they may have older siblings who have attended college.

OHIO First Scholars provides a network of support and opportunities for Ohio University's first-generation college students. It is housed within the Allen Student Advising Center and coordinated by first-generation college graduates who understand the unique experiences and strengths of first-generation students. OHIO First Scholars support, guide, encourage, and cheer on these students as they learn to navigate the college environment and earn their degree.

### **Academic Advancement Center**

As previously mentioned, preparation for the rigors of academic programs is seen as crucial to academic success and timely graduation. University College houses the Academic Advancement Center which offers programs and services to help students meet the demands of their academic work. The Academic Advancement Center offers courses in computing skills, learning strategies, and reading skills. It is also the home of the Student Writing Center, Math and Science Center, and the Computer Learning Lab. It coordinates all tutoring services for more than 200 courses and manages the Supplemental Instruction program, which provides peer-led class review for traditionally difficult courses. The student leaders attend the course and work closely with the course instructor toward mastery of the course content. Students who regularly attend Supplemental Instruction earn on average better grades.

The College Achievement Program (CAP) is housed within the Academic Advancement Center and provides opportunities for academic development and intellectual growth, assists students with graduation requirements, and serves to motivate students toward the successful completion of an undergraduate degree.

## **Support Centers**

Focused programs for several student population groups exist to meet particular needs related to adjustment and navigating the university setting. Among these programs are: Commuter Student Services, International Student and Faculty Services, Veterans and Military Student Services Center, Student Accessibility Services, and the Student Resource and Consultation Committee. Other special student advocacy and support centers and programs include the: LGBT Center, the Office for Multicultural Student Access and Retention, and the Women's Center. For students with emotional and psychological issues, services and treatment are available through Counseling and Psychological Services, Crisis Intervention Services, the Survivor Advocacy Program, and the Psychology and Social Work Clinic. In terms of medical care and students' well-being, Campus Care is available to all enrolled students.

## **Allen Student Advising Center**

The Allen Student Advising Center (centrally located on the Athens campus) offers "guidance for students who are academically lost or have multiple concerns and aren't sure whom to ask", provides academic programs and workshops, and offers walk-in advising. Resources are available to help students succeed inside and outside the classroom. Topics include: Academic Probation; Declaring/Changing Your Major; Goal Setting; Keys to Earning Good Grades; Learning to Remember; and Tips for Success in College.

The Allen Center also provides Academic Coaching to undergraduate students to improve their academic performance. Specialized programs for First-Generation Support are available. All students who are placed on academic probation must complete an Academic Success Workshop. Also, Turning Points is a required, weekly, intensive academic support program with reinstated student contracts.

Currently, Ohio University uses MAP-Works® to identify first-year students who may be at risk early in a semester and facilitate following up with directed intervention to help these students. A MAP-Works® replacement is in progress to Starfish Retention Solutions that will provide additional support to all students, including the regional campuses, e-Campus, and graduate programs. Implementation is based on automated identification and prioritization of and outreach to at-risk students. The first phase is planned for implementation in Fall 2016 for first-year Athens students, all regional campus students and all e-Campus undergraduates.

## **Career and Leadership Development**

The Career and Leadership Development Center is available and committed to holistic preparation of all Ohio University students and alumni for active development and implementation of career and leadership skills. It can help students select programs of study by matching their abilities, interests, and aspirations with specific majors and academic opportunities. The Center offers interest and skills assessments, leadership development, and career coaching. Center and online resources are used to explore major and career opportunities. The Center's workshops such as the *21st Century Leadership Certificate* and Foundations for First-Year Students helps students discover their leadership potential. The Center assists students with their post-graduation planning through its job search guidance, résumé preparation,

mock interviews, and employer relations and annual career fairs. Career planning starts with self-assessment and uses the program, FOCUS, a self-paced, online career and education planning tool for college students.

### **Regional Campuses**

The regional campuses have a common mission to provide access to a high-quality Ohio University education for students throughout southeastern Ohio. These students can begin their studies at a regional campus and later relocate to the Athens campus to complete their chosen degree, or they can complete an entire program of study at the regional campus, graduating with an Ohio University associate or bachelor degree. The campuses' open admissions policy allows Ohio high school graduates to be admitted. All students are commuters. The regional campuses have no residence halls.

As described above the new Starfish Retention Solutions will be used on all regional campuses. Also, Supplemental Instruction is provided on some campuses. Each regional campus provides orientation to all incoming freshman, transfer, and College Credit Plus students. Each regional campus has a student learning/success center and some operate advising centers. These centers operate in a similar manner to the Athens campus by providing academic advising, counselling services, instructional software and technology support, tutoring, etc. Regional campus students placed on academic probation must complete an Academic Success Workshop and are assigned a probation advisor who helps them identify strategies that will support their academic goals. Each regional campus has a Student Accessibility Services Coordinator (some shared) and Veteran's programming has greatly expanded in the past two years, including the addition of Veteran student ambassadors.

### **eCampus**

The eCampus and eLearning provides access to academic programs beyond Ohio University's campuses which include online completion degrees, prior learning (experiential learning and credit by exam), correctional education, continuing education units, etc.

eCampus uses tools such as SmarterMeasure to assess preparedness for online modes of instruction. Further, orientation for online/distance students is required and an enhanced program has been used with all students since Spring 2014 that includes training in the Blackboard learning management system. To facilitate program completion and success, Ohio University has also piloted free 24/7 online tutoring support for eCampus students. This partnership offers students access to over 3,000 tutors that are experts in Math, English and Writing Support, Social Sciences and Computer Sciences.

### **Academic Advising**

Academic advising is an integral part of the university experience. The preface to the university's Advisor Addendum: Supplement to The OHIO Guide offers a wealth of information on the importance of the advising experience for students and on the elements of effective advising practice. Effective advising goes beyond the administrative function of course selection

and major choice by also assisting in students' academic and professional development, as well as their awareness of the relationship of education and life beyond the university. The addendum specifically asserts that "advising with an active, engaged advisor correlates strongly with student success, persistence, and satisfaction." The Academic Advising Syllabus is a faculty resource advisors use with their advisees to provide structure and expectations of this collaborative relationship. Although the Advisor Addendum and Academic Advising Syllabus are currently Athens-centric tools, regional campus editions of each are under development.

Ohio University's goal to increase retention rates, course completion rates, and graduation rates depends on providing effective advising. To support these goals, Ohio University has chosen to integrate a model called Appreciative Advising. It is a student-centered model that utilizes positive, open-ended questions to collaboratively work with students to identify their goals and them in making plans to achieve them. Also, student success advisors have been positioned in each college (except Honors Tutorial) to promote the appreciative advising model. This focused advising is more intrusive so that students in these populations receive assistance and care before the onset of academic and adjustment difficulties. During the 2015-2016 academic year, 1028 students completed an evaluation of their student success advisors. The evaluations were overwhelming positive (>4.9 on a scale of 1.0 (low) to 5.0 (high)) with regards to the two statements, "I left my advising appointment with goals and an action plan that will help me reach them" and "I am satisfied with the academic advising I have received from my advisor".

### **Academic Support**

Ohio University, as noted above, has many programs and practices in place designed to advance student success. The university has recognized the increasing demand for mental health services and has devoted additional resources to addressing this essential need. In January 2016 Ohio University received an Institute of Education Sciences grant to work with Persistence Plus in a research project to study the role of nudging in supporting students in achieving timely degree completion. Nudging focuses on the near completer student (>50% of credits completed). It is based on behavioral economics, decision science, data analytics, and mobile technologies. Near completer students at-risk of dropping out are nudged to complete by providing research-based behavioral messages (via texting) designed to help them develop the mindsets and behaviors for college success and take the critical steps on the path to degree completion.

Reference guides for transfer evaluation reports are available to aid student understanding of the transfer, articulation and credit record. Thus currently enrolled students can get ahead or catch up, as needed, at local community college partners when unexpected interruptions may threaten completion.

With this robust and ever evolving array of student support services and initiatives in place, along with the new Ohio Guarantee program, Ohio University is confident that it will be able to improve the academic success of its students by increasing their retention rates and course completion rates leading to increased graduate rates.

## **Workforce Development Priorities**

Ohio University is the largest institution of higher education in south/southeastern Ohio. It is also one of the largest regional employers with over 5,100 full-time and part time employees, including 1,160 full-time faculty. Ohio University's total economic impact on the state in 2012 was \$1.5 billion and is estimated to support 14,300 jobs in Ohio. In Athens County, 53% of total economic output is derived from the university and university-related spending.

Ohio University offers degrees ranging from associate to doctorate, as well as the only doctor of osteopathic medicine in Ohio. Academic programs distributed across 11 colleges and schools award more than 100 degrees. The university extends to five regional campuses, two medical extension campuses, three regional centers, and partners with several Ohio, Kentucky, and West Virginia community colleges. Nearly three-fifths of Ohio University's worldwide alumni reside in the state of Ohio. Each regional campus engages in some form of workforce development activity, most frequently by offering community oriented trainings and workshops. Ohio University is developing the talent to meet local, regional, state, and national economic needs by preparing a future workforce with the knowledge and skills necessary to succeed in the global marketplace.

Ohio University significantly contributes to the state and region through: talent and workforce development; research, scholarship, and creative activity, innovation and entrepreneurship; healthcare and wellness; and environment, infrastructure, and sustainability. Some brief examples are cited in the following sections.

### **Talent and Workforce Development**

Ohio University's College of Business was ranked the 38<sup>th</sup>-best undergraduate business school and 15<sup>th</sup> amongst public schools in Bloomberg Businessweek's 2016 review of the "Best Undergraduate Business Schools." According to *SportBusiness International* magazine's 2012 rankings, Ohio University is the world's top M.B.A./Master of Sports Administration program.

Experiential learning through internships, practicums, service learning, and volunteerism totaled over 1.4 million hours in 2011-2012 with a value of \$25.8 million. Working in collaboration with 135 school districts and educational institutions Ohio University is addressing students' skill gaps through opportunities to further their education and through providing teacher training for Appalachian Ohio.

In 2010 Ohio University established three Centers of Excellence that were created as economic drivers intended to generate public and private investment, attract elite talent, and develop an entrepreneurial environment designed to retain top college graduates. The three centers are: The Scripps College of Communication (Ohio's largest and most prestigious such college); Energy and the Environment; and Health and Wellness: From Translational Research to Best Practices for Rural/Underserved Populations. These centers were established in key industrial areas where future job growth was expected: advanced energy, biomedicine and health care, agriculture, food production and bio-products, advanced transportation and aerospace, advanced materials and sensors, and cultural and societal transformation. Each center has achieved significant progress.

Ohio University operates TechGROWTH Ohio, a venture development organization that serves 20 counties. TechGROWTH is funded by Ohio's Third Frontier and since its founding in 2007 has worked with more than 500 companies and has generated over \$140 million in economic measures.

### **Research, Scholarship, and Creative Activity**

Ohio University's Institute for Corrosion and Multiphase Technology is the largest of its kind in the world and works in collaboration with a consortium of oil and chemical companies to develop ways to reduce corrosion of pipelines. The Avionics Engineering Center is the only facility of its kind in the United States specializing in research, development, and evaluation of electronic navigation, communication and surveillance systems. Also, The Institute for Nuclear and Particle Physics hosts the largest and highest-energy particle accelerator in the state. Ohio University received over \$26 million in external research funding in FY2014.

According to the 2016 *U. S. News and World Report*, the Ceramics program in the College of Fine Arts now ranks third among all United States programs and the college printmaking program ranks tenth, representing examples of a robust community for artists, musicians, and theater. The Kennedy Museum of Art is the only major collecting art institution in southeast Ohio.

### **Innovation and Entrepreneurship**

The Center for Entrepreneurship is a partnership of the College of Business, the Voinovich School of Leadership and Public Affairs, and all of Ohio University's colleges and campuses. The Center coordinates the Certificate in Entrepreneurship.

Since its founding in 1983, Ohio University's Innovation Center has incubated over 100 companies and created more than 1,000 jobs. The sale of Diagnostic Hybrids, a company that graduated from the Innovation Center and created 235 jobs, generated \$35 million for Ohio University in 2010. The Technology Transfer Office has issued 110 patents and processed nearly 300 patent applications.

According to the Association of University Technology Managers (2011-present), Ohio University ranked first in the state for licensing revenue generated from research discoveries (\$10.6 million in FY 2014) and for FY 2014 ranked ninth in the United States for percent return on investment in research expenditures.

### **Innovation Strategy**

Since 2014 Ohio University has taken steps to develop a strategy – now designated the Innovation Strategy – to ensure that the institution continues to engage substantively with the challenges of the 21st century.

The Innovation Strategy Interim Report, released in September 2014, identified four broad portfolios of major challenges, each encompassing a suite of niches for possible investment. The niches represent significant problems, linked to areas in which Ohio University has existing assets or expertise, and offering the potential for investment with high-level impact.

The Innovation Strategy encompasses the full spectrum of the university's activities – including teaching and learning, research and scholarship, creative activity, and the operational functions of the university. It also aims to incentivize and leverage interdisciplinary and multi-college collaboration.

In early 2016, four major awards were made for “Diagnosis of Osteoporosis and Prevention of Fractures”, “Immersive Media”, “Preventing a Bust: Innovations for Sustainable and Enhanced Economic Outcomes from Shale”, and “Academic Innovation Accelerator”. Additional planning grants and seed grants have been awarded to allow select teams to develop their initiatives further and to make the teams competitive for future rounds of major Innovation Strategy funding.

### **Healthcare and Wellness**

One of Ohio University's goals is to educate and train the necessary workforce to ensure accessibility of quality healthcare services and promotion of healthy lifestyles, especially in the Appalachian region. Fifty-eight percent of Ohio University medical student graduates are practicing in Ohio and make up 12% of all physicians in rural communities. 31,900 patients were served through the Heritage College of Osteopathic Medicine community health programs in 2011-2012. The College of Health Sciences and Professions is home to the largest nursing school in the state.

## References

**Academic Advancement Center**

<http://www.ohio.edu/aac>

**Academic Advising Syllabus**

<https://ohio.app.box.com/s/k7uaopx3pqlpq224u35q8bams168v4ff>

**Admitted Student Guide**

<https://www.ohio.edu/admissions/admitted>

**Advisor Addendum: Supplement to The OHIO Guide**

<https://ohio.app.box.com/s/9ktbo6mv8z7410uzedx81rkcbcgf5k10>

**Allen Center**

<https://www.ohio.edu/uc/advising-center/index.cfm>

**Appreciative Advising**

<https://www.ohio.edu/uc/advising/appreciative.cfm>

**Bobcat Student Orientation**

<https://www.ohio.edu/uc/bsc>

**Career and Leadership Development Center**

<http://www.ohio.edu/careerandleadership>

**Compendium**

<https://www.ohio.edu/instres/retention/CSRDE.html>

<https://www.ohio.edu/instres/student/righttoknow/PELLSTAFFGRADRATES.html>

**eCampus**

<https://www.ohio.edu/ecampus>

**Learning Communities**

<https://www.ohio.edu/uc/learning-communities>

**National Center for Education Statistics**

<http://nces.ed.gov/collegenavigator>

**OHIO First Scholars**

<https://www.ohio.edu/uc/firstgen/index.cfm>

**The OHIO Guide: Our Academic Experience – 2015-2016.**

<https://www.ohio.edu/uc/bsc/ohio-university-experience-book.cfm>

**OHIO's Impact: Centers of Excellence play key role in University's economic impact.**

<http://www.ohio.edu/compass/stories/13-14/2/ohio-impact-centers-excellence.cfm>

**Ohio University-Economic Impact Assessment, Educating Students, Impacting Communities**

[http://www.ohio.edu/ucm/upload/Economic-Impact\\_full\\_report-2.pdf](http://www.ohio.edu/ucm/upload/Economic-Impact_full_report-2.pdf)

**Ohio University Fact Book, August 2015.**

<http://www.ohio.edu/instres/factbook.pdf>

**Parents/Families**

<https://www.ohio.edu/parents>

**Persistence Plus**

<http://www.persistenceplusnetwork.com/>

**SmarterMeasure**

<http://www.smartermeasure.com>

**Starfish**

<http://www.starfishsolutions.com>

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