

APPROVAL OF THE 2018-2020 STRATEGIC COMPLETION PLAN

Resolution No. 2018-124

Synopsis: Approval of the 2018-2020 Strategic Completion Plan, is proposed.

WHEREAS the 2018-2020 Strategic Completion Plan has been reviewed and approved by the vice provost for Undergraduate Studies and dean of Undergraduate Education and all other appropriate individuals and committees:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the 2018-2020 Strategic Completion Plan.

CERTIFIED

This is to certify that the foregoing is a true and accurate excerpt from the minutes of the Board of Trustees meeting held June 8, 2018.


Blake Thompson
Secretary



THE OHIO STATE UNIVERSITY

Completion Plan

Updated 2018

Prepared by the Office of Undergraduate Education

undergraduate@osu.edu

The Ohio State University Completion Plan

Updated 2018

Table of Contents

UNIVERSITY MISSION AND PROFILE	4
Mission	4
Profile	4
BARRIERS TO PERSISTENCE AND COMPLETION	7
PROGRESS TOWARD GOALS FOR 2016-2018 COMPLETION PLAN	8
UPDATED COMPLETION GOALS	10
CURRENT AND ONGOING COMPLETION STRATEGIES AND ACTIVITIES	10
Orientation Activities	10
First Year Experience	11
Second Year Engagement.....	11
Learning Communities.....	12
Advising Community	12
External University Partnerships.....	14
Curriculum Reform.....	16
Expanded Use of Emerging Technology.....	17
Online Learning	18
University Institute of Teaching and Learning.....	19
Learning Support Services	19
The Office of Student Life Disability Services.....	20
Office of Military and Veterans Services.....	21
Access and Success Initiatives: Admissions and First Year Experience	21
Student Wellness Services	22
UPDATED COMPLETION STRATEGIES.....	24
Academic Advising.....	24
Predictive Analytics.....	25
Academic Intervention Efforts	26
Academically Dismissed Students.....	27
WORKFORCE DEVELOPMENT PRIORITIES	28

Lightweight Innovations For Tomorrow.....	29
Ohio Means Internships and Co-ops JobReady Program	29
Ohio State Choose Ohio First Scholarship Programs	32
Center for Design and Manufacturing Excellence.....	32
The Office of Economic and Corporate Engagement and the Technology Commercialization Office.....	33
Central Ohio Compact.....	35
Discovery Themes	35
Buckeye Careers.....	36
Career Counseling and Support Services	36
Industry Liaison Office	37
Appendix: University Student Profiles.....	38
Columbus Campus.....	38
Regional Campuses (excluding ATI Wooster)	39
Agricultural Technical Institute (ATI) – Wooster Campus	40
References and Web Links:	41

UNIVERSITY MISSION AND PROFILE

Mission

Ohio State is a comprehensive public university founded in 1870. Its largest campus, 1,665-acres, is in Columbus, with regional campuses in Marion, Newark, Lima, and Mansfield. It also has a research campus in Wooster — the Agricultural Technical Institute (ATI)¹ — for a total of 16,145 acres. The university’s mission is to attain international distinction in education, scholarship, and public service. As the state’s leading university focused on teaching and research, Ohio State combines a responsibility for the advancement and dissemination of knowledge with a land-grant heritage of public service. It offers an extensive range of academic programs in the liberal arts, sciences, and the professions. Guided by a strategic vision of access, affordability, and excellence,² Ohio State provides accessible, high quality, undergraduate and graduate education for academically qualified students who can benefit from a scholarly environment in which research inspires and informs teaching.

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

Profile

The university’s total autumn 2017 enrollment³ was 66,444 students, with 59,837 on the Columbus campus. Of the Columbus students, 45,946 were undergraduates. The average age of an undergraduate Ohio State student is 21, with 93% of students under 25. The number of new first year students (NFYS) enrolled in 2017 was 7,136, 95% of whom were in the top quartile of their graduating class. Another 1,568 students of Rank 1 or 2 (2,634 total transfer students) transferred to the university from two- and four-year colleges. In addition, 1,348 students, called campus-change students, moved from the regional campuses to the Columbus campus. The overall student body on all campuses was nearly an equal mix of male and female (194 more males); 75.2% were residents of Ohio and 9.47% were international students; 67.4% were white/non-Hispanic; 19.7% were minority students, with 6.0% African American/black, 4.1% Hispanic, 6.1% Asian, and 3.3% identified as multi-racial. 866 students were active duty military or veterans.

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

² president.osu.edu/strategicplan/.

³ All data from 2017 Enrollment Services reports; some program descriptions are compiled from unit websites and/or promotional material.

Additionally, 257 students were engaged in the Reserve Officer's Training Corps (ROTC).

For Columbus campus students, the average ACT score is currently 29.2, and 65% of the NFYS cohort graduated in the top 10% of their high school class. 85% of NFYS arrive with accepted credit (75% was from test credit, such as Advanced Placement, International Baccalaureate, College Level Examination Program, or language proficiency); 32% arrive with dual enrollment credit; 25% of NFYS arrive with 30 or more college credits earned while still in high school, and this percentage has increased over the past few years (up from 22% in 2015.) The September 2017 report from Enrollment Services shows an overall first to second year retention rate of 94.2%, and a second year to third year rate of 91.1%.

For the 2016-17 academic year, Ohio State awarded 16,752 degrees and certificates: 1073 associate degrees at the regional campuses and ATI, 818 doctorate degrees, 2,830 master's degrees, and 11,244 bachelor's degrees. The average time to a bachelor's degree was 4.22 years. The four-year graduation rate for bachelor's degree recipients was 62.4%, and 82.5% completed a degree in six years (2.7% completed a degree in three years or fewer.)

Ohio State's regional campus profile differs from that of the Columbus campus. The four regional campuses and ATI serve many students who prefer to start their college experience at a smaller university campus and then change to the Columbus campus or transfer to another institution of higher learning. Other students receive their two-year associate degree and enter the workforce, while still others choose to complete their entire bachelor's degree on one of the smaller campuses. The regional campuses serve those who are returning to college to prepare for another career or who are seeking advancement in their present career. The regional campuses also differ from the Columbus campus in that they have an open enrollment policy, while Columbus has selective enrollment. Ohio residents who apply to the Columbus campus but are not admitted may be given the option to start at a regional campus, changing to Columbus after the successful completion of 30 credit hours (one year of full-time study).

The autumn 2017 enrollment at the regional campuses was 6,571, of which 2,842 were new first-year students. For this population, 15.6 % were part time; 51.7% were female; 83.6% were 18 to 24 years old; and the majority of these students commuted to their campus. The average ACT score for NFYS on the regional campuses was 22.2. Further, approximately 37.9% of the incoming regional campus students were Pell-

eligible⁴ (Columbus campus= 16.9%) and 34.3% of the students were in need of remediation in math and/or English (Columbus campus= 1.5%). The year-one to year-two retention rate on the regional campuses (collectively, excluding ATI) was 67.7% and the six-year graduation rate for those pursuing a baccalaureate was 39.0%. For Pell-eligible and first-generation students, the retention numbers were slightly lower: for Pell-eligible students, first-year retention was 59.3% and six-year graduation rate was 28.1% (compared to 90.2% and 74.4%, respectively, for the Columbus campus.) For first-generation students, the rates were 63.9% and 30.2%, respectively (compared to 91.2% and 75.1% on the Columbus campus.) As mentioned above, 1,348 students moved from a regional campus to the Columbus campus. The six-year graduation rate for those changing to Columbus within the first two years was 71.4%.

Ohio State's strong commitment to teaching and learning has earned the university national recognition. In its 2018 "Best Colleges" guidebook, *U.S. News & World Report* lists the university among those with an unusually strong commitment to undergraduate teaching. Ohio State was ranked 8th among public universities and 17th nationally for best undergraduate teaching.

The September 2018 *U.S. News & World Report* named Ohio State the state's best public university, and one of the nation's top public institutions. The university ranked 17th among the top 50 public national universities (54th overall) in the magazine's special edition "America's Best Colleges." The publication has considered Ohio State the best public university in Ohio for more than a decade. Moreover, Ohio State's Fisher College of Business was ranked 21st, and its logistics program was ranked third nationally. The College of Engineering was ranked 30th among colleges whose highest degree is a PhD.

U.S. News & World Report's "Best Colleges" guidebook evaluated Ohio State's performance in the predicted versus actual 2016 undergraduate graduation rate as one of the best in the nation. The measure, which uses characteristics of the incoming class to predict a six-year graduation rate, gives credit to schools that have a higher-than-expected rate. Ohio State's six-year graduation rate of 84% exceeded the predicted rate of 78%.

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

Ohio State was also listed as one of the top military-friendly schools in the nation on CollegeRecon.com, a college choice and ranking tool designed specifically to target the military and veterans. In addition, Ohio State was ranked the best 4-year college or university in the nation for veterans in the 2017 and 2018 *College Factual* guide. Their data take into account the quality of teaching, graduation and retention rates, student loan default rates, and graduate earnings.

BARRIERS TO PERSISTENCE AND COMPLETION

Students with lower rates of retention and graduation typically come from one or more of the following under-served populations: first-generation, Pell-eligible, transfer/campus-change. As noted below, male students also have slightly lower rates.

First-generation students are retained (from first year to second year) at a lower rate than other NFYS (compared to a 94.2% rate for all students). Of the 1,540 first-generation students enrolled in autumn 2016, 1,404 (or 91.2%) returned for their second year (compared to 94.2% for all students). Of the 1,510 first-generation students enrolled in autumn 2015, 1,312 (or 86.9%) returned for the third year (compared to 91.1% for all students). The four-year and six-year graduation rates for this group are 53.9% and 75.1%, respectively (compared to 62.4% and 82.5%, respectively).

Many lower income students (they are categorized for data purposes as Pell Grant recipients) are in our NFYS cohort at Ohio State. These students are also retained at lower rates – 90.2% (94.2% for all students) from first to second year, 88.1% from second to third year (91.1% for all students) – than the broader category of students. They also take longer to complete their degree – 52.5% complete in four years (62.4% for all students) and 74.4% complete in six years (82.5% for all students).

Students transfer to the Ohio State Columbus campus from various schools, including other four-year institutions, and community and junior colleges. Students also change to the Columbus campus from our regional campuses and ATI. Of the 1,160 Rank 2 transfer students who started at Columbus campus in autumn 2013, 69.9% completed in spring 2017 (four-year rate), compared to 62.4% of all students, and of the 1,181 transfer students in 2011, 74.3% completed in 2017 (six-year rate), compared to 82.5% of all students. Of the Rank 3 students who transferred to the Columbus campus, 675 students transferred in 2015 and 72% completed in 2017 (four-year rate), compared to 62.4% of all students, and of the 659 who transferred in 2013, 72.7% completed in 2017 (six-year rate), compared to 82.5% of all students.

Completion rates also appear to vary by gender in that male NFYS students are retained at a slightly lower rate than females: 93.6% vs. 94.8% for year 1 to year 2, and 90.0% vs. 92.1% for year two to year three. The data also suggest that males take longer to graduate: 53.8% vs. 71.1% complete in four years, and 78.4% vs. 86.7% complete in six years. (The four-year graduation rate for males may be influenced by a larger number of males in engineering, a degree that tends to take longer to complete because of its accreditation requirements.)

Although the Columbus campus has been deemed remediation-free by the Ohio Department of Higher Education (ODHE), acting according to Section 3345- 061(H) of the Ohio Revised Code, Ohio State still has students who are in need of extra support through remedial intervention, particularly in math and English composition. Of the 7,136 NFYS enrolled on campus in 2017, 105 (1.5%) students were recommended for remedial courses through the university placement exams administered during orientation (23 students needed remediation in composition, and 93 in math).

PROGRESS TOWARD GOALS FOR 2016-2018 COMPLETION PLAN

The following were goals for the 2016 plan. Progress for each is provided.

- **Goal 1:** Increase overall year-1 to year-2 retention from 93.8% to 95% by 2020.

Progress: Ohio State moved the first-year retention rate from 93.8% to 94.2%, for a .4% increase over the two-year period, on track to achieve the goal of a 95% retention rate by 2020.

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

Progress: The four-year graduation rate increased on Columbus campus from 58.5% in 2013 to 62.4% in 2017, an increase of 3.9% over four years.

- **Goal 3:** Continue implementation of the ODHE recommendations and requirements for three-year degree pathways, Prior Learning Assessment and College Credit Plus.

Progress: All activities related to this goal continue.

Retention and Graduation Rates- Columbus Campus*

	2017	2015
First Year Retention - All Students	94.2%	93.8%
Second Year Retention - All Students	91.1%	89.7%
Four-Year Graduation - All Students	62.4%	58.5%
Six-Year Graduation - All Students	82.5%	83.1%
First Year Retention – First-Generation	91.2%	90.1%
Second Year Retention - First-Generation	86.9%	84.5%
Four-Year Graduation - First-Generation	53.9%	49.2%
Six-Year Graduation - First-Generation	75.1%	74.6%
First Year Retention - Pell-Eligible	90.2%	90.1%
Second Year Retention - Pell-Eligible	88.1%	83.7%
Four-Year Graduation - Pell-Eligible	52.5%	48.9%
Six-Year Graduation - Pell-Eligible	74.4%	74.3%

** First year retention rates are based on 2014 and 2016 NFYS. Second year retention rates are based on 2013 and 2015 NFYS. Four-year graduation rates are based on 2010 and 2013 NFYS. Six-year graduation rates are based on 2009 and 2011 NFYS, respectively.*

UPDATED COMPLETION GOALS

Ohio State's updated goals continue to aim at increasing the retention and graduation rates of all students. In addition, and consistent with the strategic plan *Time and Change*, the university will increase its efforts to enhance the college experience for under-served populations.

Goal 1: Increase overall year-1 to year-2 retention from 94.2 to 95% by 2020.

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

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

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

These goals will be achieved by capitalizing on current effective completion strategies (see below), in addition to continuing to:

- Raise awareness of all constituencies to completion barriers.
- Nurture a culture of student success.
- Remove institutional retention/completion barriers.
- Study and analyze current policies, procedures, data, and best practices in order to enhance Ohio State students' academic journey from first point of contact to alumni status.

CURRENT AND ONGOING COMPLETION STRATEGIES AND ACTIVITIES

Orientation Activities

A comprehensive orientation for NFYS, transfer students, and special populations (for example, veterans) is important for students (and families) so that they can begin to focus on college life and experiences and start the transition to life as an Ohio State student. Ohio State's student orientation sessions have proven to provide an effective transition, and contribute to a good first-year retention rate, by providing an opportunity for students to:

- Learn about resources and expectations both inside and outside of the classroom.
- Meet their assigned First Year Experience (FYE) Peer Leader, engage in success coaching and ongoing support (NOTE: An FYE Peer Leader is an

upper-class student assigned for the entirety of the first year to each new first-year student who participates in a two-day orientation in preparation for enrollment in autumn semester).

- Meet one-on-one with academic advisors to learn about academic areas of study.
- Schedule classes.
- Complete university business (e.g., consult with financial aid).
- Complete any necessary placement testing.

First Year Experience

Ohio State places special emphasis on each student's first year on campus. Through research as well as observations and experiences, the university knows that foundations built during this year are key to a student's academic success. To that end, the university's FYE programs are designed to help students become acclimated to campus, connect with resources and the university community, and to start to think of Ohio State as their second home.

First Year Experience utilizes data-informed outreach to provide programming and services to under-served students who may be less likely to persist at the university. The entire FYE team, including professional staff and undergraduate students (i.e., FYE Peer Leaders), engage in synergistic efforts, and contribute to the development of solutions to ensure that resources are aligned with strategic priorities. Needs-assessment, and data collection, and data analysis ensure the continual improvement of FYE's success strategies.

New students attend innovative **First-Year Success Series** sessions as a requirement of the university survey course taught within the colleges by academic advising staff. The one-credit hour survey course is designed as an extended introduction to the university, different majors and/or colleges, how to schedule classes, intentional degree planning, how to conduct other Ohio State business, and resources such as the library system or other academic and personal services. The Success Series sessions reinforce content provided in the survey course and focus on helping students overcome common challenges during the transition to college.

Second Year Engagement

Ohio State's **Second-year Transformational Experience Program (STEP)** targets more intensive interactions with faculty outside of the classroom, and a living experience that integrates academic achievement, self-awareness, and the development of life and leadership skills. The program offers individual development modules with applications for career growth and global citizenry, increased faculty engagement and mentorship, and a stipend program to increase student participation in experiential education opportunities. Additionally, the program contains a financial

wellness mandate, addressing both the need for financial education and financial planning during a student's experience.

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

Learning Communities

A learning community is a group of students who live together on a residence hall floor with common major, career, and/or personal interests. Through partnerships with a variety of academic departments, faculty, and staff, students have exclusive access to activities that tie directly into their academic success at Ohio State. Each Learning Community is unique in the goals and events offered, but all have:

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

Ohio State has a wide variety of learning communities, including 18 programs coordinated with Student Life⁵ and 17 that are affiliated with the university Honors and Scholars Center.⁶

Advising Community

High-quality academic advising is critical to supporting the academic success of students. Advisors help students devise optimal academic plans, suited to each individual's goals in seeking an education. They guide students in their transitions into and out of the university and connect them to appropriate university resources to help them stay on track along the way.

Undergraduate academic advising at Ohio State's Columbus campus is provided by the colleges and/or the departments that offer the pathway to the degree, the major, and/or the minor a student is pursuing. Where a student goes to seek academic advice will vary by student and by academic program. The Columbus campus does not have a central academic advising office for students to seek advice (this centralization does exist on the regional campuses). These distributed advising activities are coordinated

⁵ Examples include: Business Honors, Engineering House, Exploration, First Year Collegian, Future Health Professionals, Global Business, Nursing and Wellness Innovations, Visual and Performing Arts, and Women in Engineering.

⁶ Examples include: Arts, Biological Sciences, Sport and Wellness, Environment and Natural Resources, Green Engineering, Humanitarian Engineering International Affairs, Health Sciences, and Innovation, Creativity and Entrepreneurship.

through the Office of Undergraduate Education (UE), which promotes training and sharing of information through an active community of advising professionals.

The academic advisors also coordinate and teach the **University Survey course**, in which first-year students are encouraged to set goals, to complete two- and four-year curricular plans, and to delineate courses that must be taken sequentially to complete the degree on time. One of the most important tools students and advisors use in this degree planning process is the *Degree Audit Reporting System (DARS)*, which also includes the Transfer Credit Report. Students can use the Student Information System to initiate and evaluate a DARS report that shows which requirements they have completed and those they still need to complete to graduate.

Advisory committees comprised of academic advisors from across the university, including the regional campuses and non-academic support services, meet regularly to provide input to the Undergraduate Dean and to help coordinate advising processes. Other groups also address concerns related to academic advising, including the Advising Administrators, a University Survey committee, the Student Retention and Success Committee, and staff looking at the research and application of predictive analytics in advising. Additionally, an Advising Resource Consultant in UE oversees the development and deployment of emerging technology to be used to advance the goals and reach of advising.

Our most recent technology-centered tool, *OnCourse*, a product of the Education Advisory Board (EAB), allows documentation of student/advisor sessions to be communicated to advisors across different academic programs and campuses, serves as a communication tool for advisor-advisor and advisor-student interactions, provides input for university business functions (financial aid, registrar, and student advocacy, for example), and serves as a portal for scheduling advising appointments. This tool has also:

- Increased the use of student data, to help advisors efficiently prepare for intentional conversations during student appointments.
- Added self-service reporting for advising administrators, to help inform decisions on student services, staffing needs and student programs.
- Added self-service reporting for academic advisors, so they know who they are serving, when, and for what reason(s).
- Increased filtering and functionality for student rosters, so advisors can enhance proactive outreach.

Using *OnCourse*, advisors can reach out, for example, to students starting to display a negative academic pattern before those students reach a critical point that can impact their progress (a practice known as “intentional” or “engaged” advising).

UE also is expanding advising training for academic advisors on campus. The goals of this effort are to:

- Provide general training for all academic advisors on topics that complement specific college/department training programs.
- Introduce new advisors to both the profession of advising and advising at Ohio State.
- Provide experiences for advisors who wish to participate in opportunities for professional development.
- Foster collaboration and exchange of information among advisors, students, and staff, and support offices across campus.
- Create connections to other training and professional development opportunities being offered across campus.

External University Partnerships

The **University Innovation Alliance (UIA)** is a partnership program involving 11 large public research universities to develop and share innovative ideas to help make college more affordable and to help college students succeed. The Alliance includes Ohio State, the University of Kansas, University of Texas at Austin, University of Central Florida, University of California Riverside, Iowa State, Michigan State, Arizona State, Georgia State, Oregon State, and Purdue.

These large public research universities are working to accelerate and coordinate a first-of-its-kind collaboration to improve the educational attainment and the economic prospects of students who have traditionally struggled to complete their degrees particularly minorities and low-income Americans. Members of the UIA are working together to develop innovative approaches to help low-income students stay in college, advance at an appropriate pace, and graduate on time. UIA members have developed new models for scaling innovations from one campus to others, breaking down barriers that often prevent good ideas from being implemented more broadly.

In addition to the UIA common goal of improving outcomes for low-income students, each institution has set goals appropriate to its state and region, focusing on issues of retention and graduation.

First in the World (FITW) is a federal grant program of the U.S. Department of Education, Fund for the Improvement of Postsecondary Education. The FITW program is designed to support the development, replication, and dissemination of innovative solutions and evidence for what works in addressing persistent and widespread challenges in postsecondary education for students who are

predicted neither to persist in nor to complete postsecondary programs, including, but not limited to, adult learners, working students, part-time students, students from low-income backgrounds, students of color, students with disabilities, and first-generation students. The program is designed to “validate” interventions that have been shown by previous research to be effective in helping these traditionally under-served student populations succeed in college. Both the study proposed for the grant and the study on which it is based must meet federal “What Works Clearinghouse” standards, meaning that the study must be conducted using a randomized control trial and meet other standards for research rigor.

Ohio State is a partner in this funded research endeavor, which our collaborative research team calls **MAAPS: Monitoring Advising Analytics to Promote Success** and is the FITW project of the University Innovation Alliance. Funded at \$8.9M, the project is tracking the impact of a series of analytics-informed proactive interventions on 10,000 low-income and/or first-generation students across the 11 UIA universities; current funding is available through September 2019. For our part, the focus at Ohio State is on a longitudinal study monitoring the value of predictive analytics in the academic success, retention, and completion of students who are first-generation and/or Pell-eligible, regardless of whether they began at Columbus or a regional campus.

The American Talent Initiative is a collaborative effort to enroll an additional 50,000 highly talented, low- and moderate-income students at top colleges and universities across the United States. The initiative is a partnership between Bloomberg Philanthropies, the Aspen Institute, Ithaka S+R, and a diverse array of public and private member institutions working to enhance access and support, share innovative best practices, and contribute to research that will help expand opportunity. Ohio State is a founding member of the initiative, which has grown to 100 schools (and counting) since its launch, with President Michael V. Drake serving on the steering committee.

Bridging the Gap from Education to Employment (BGEE) is a Strada Education Network-funded college-to-career project implemented by the UIA. This effort is being led by the Office of Student Life’s Buckeye Careers. It is a three-year program that goes through December 2020 and has three primary goals:

- To reimagine how graduates communicate marketable job skills.
- To capture best practices for building and maintaining strategic University-employer partnerships.
- To enhance campus career services to meet unique needs of all students.

Additionally, Strada sponsors research that offers insights to inform higher education and workforce development policies and practices. Its groundbreaking partnership with Gallup will deliver a stream of survey research results, offering the perspectives of hundreds of thousands of higher education consumers. Since 2014, Strada Education has advanced its mission of post-secondary program completion. For more information, see stradaeducation.org/news/strada-education-network-launches-to-improve-college-career-connection/.

Ohio Strong Start to Finish (OhioSSF) is a collaboration between the Ohio Department of Higher Education (ODHE), the Inter-University Council (IUC), the Ohio Association of Community Colleges (OACC), and the 18 community colleges and 12 universities in Ohio that have committed to the project. The goal of OhioSSF is to significantly increase the number of students completing gateway mathematics and English courses as part of a guided pathway within their first academic year. Currently, slightly more than 20,000 (33%) first-time students at participating colleges and universities complete college-level mathematics and English in their first year; OhioSSF is committed to increasing that number to just over 31,000 (50%) by 2021. OhioSSF is also committed to reducing equity gaps for economically disadvantaged students (48% by 2021), students of color (51% by 2021), rural students (51% by 2021), and students over age 25 (37% by 2021).⁷

Curriculum Reform

The university has invested in the redesign of several key science, technology, engineering, and mathematics (STEM) courses that have proven to be historically difficult courses for undergraduates. Ohio State is in the process of modifying five of these “stumbling block” courses offered in the general education curriculum and adding resources that will reduce the need for not-for-credit remediation. After completing these revisions, similar problems will be addressed with four other high-enrollment courses.

For example, the Department of Mathematics is redesigning the calculus sequence Math 1151–1152 to increase the quality of learning, the success rate of students, and retention in STEM disciplines. Their approach includes:

- Enhanced training of instructional staff.
- The development of a data analysis plan.
- The incorporation of methods of active learning.

⁷ Data provided by ODHE Strong Start to Finish.

Further, the **Center for Life Sciences Education (CLSE)** is engaged in the redesign of Biology 1113, Biological Sciences: Energy Transfer and Development. This is an introductory course for students majoring in the natural sciences and fulfills a general education requirement in the Natural Sciences category. The center also will look at:

- Flipped classrooms.
- Active learning strategies.
- Instructor training.
- The use of **Peer-Led Team Learning (PLTL)**, which has long been used to support student learning, especially among traditionally under-served populations.

Expanded Use of Emerging Technology

The Office of Distance Education and eLearning (ODEE) and the Office of the Chief Information Officer (OCIO) have several strategic technology initiatives that contribute to successful degree completion. Some examples of these efforts are:

- The integration of a **new Learning Management System**, powered by Instructure's Canvas. Ohio State is taking advantage of this to provide instructors and students with the best possible design, performance, support, mobile access, and data analytics. Canvas is available on a mobile app, and the calendar tool helps students stay organized by displaying assignments and due dates across all active courses.
- The university's **Affordable Learning Exchange (ALX)** continues to create and expand digital resources to help offset textbook prices for students, which have risen at three times the level of inflation over the past three decades. ALX has selected more than 20 grant recipients that will complete projects during the 2017-2018 academic year. The projects cover a wide range of academic areas and include a variety of tools aimed at providing an affordable experience for students. These projects are projected to save students between \$900,000 and \$1,200,000 annually.
- In October 2017, Ohio State, in collaboration with Apple, launched **Digital Flagship**. It is a comprehensive, university-wide digital learning initiative that will support educational innovation to benefit students and economic development opportunities for campus and the broader community. It includes:
 - A **student success initiative** to integrate learning technology throughout the university experience — both inside and outside the classroom — and help provide universal access to a common set of learning technologies.

- **An iOS design laboratory** offering technological training and certification to faculty, staff, students, and members of the community interested in developing apps in Swift, the Apple programming language.
 - **University-wide training for students to learn coding skills** that will help enhance their career-readiness in the app economy.
 - **Apps Designed for Ohio State** developed in collaboration with the Apple Enterprise Design Lab. A new app to connect students with university resources and share personalized orientation materials will be released in May 2018.
- We are bolstering the **academic integrity toolkit** through the addition of resources like *Proctorio* and an improved integration with *Turnitin*.
 - Getting to class is one of the key components of student success, and the Ohio State **Mobile App** has been redesigned to take advantage of new technology in helping students navigate their campus experience. From live bus route information to up-to-the-minute parking availability, we are working to help students efficiently navigate campus.
 - With the dramatic increase of wireless devices on campus and the need to teach and learn anywhere, **indoor and outdoor wireless networking will be expanded** to meet student expectations for their campus experience and to enable student success and enhanced learning.

Online Learning

Distance Education has enhanced the access and affordability of an Ohio State education.

- The university met its goal of 25 approved online programs in Academic Year 17-18 and is on pace to meet its goal of 35 approved programs by 2020. All students pay in-state tuition and do not pay many campus-based associated fees, thus reducing the total cost-to-credential, which is made available at: online.osu.edu/tuition-and-fees.
- Ohio State connected expert faculty with online instructional designers to redesign 34 popular GE courses. These courses were redesigned to meet expectations of our students and to support access to our College Credit Plus students. These offerings provide students with an exemplary learning experience and add flexibility in the path to a degree.
- As students from outside of the geographic area enroll in Ohio State programs, ODEE staff are partnering with academic and administrative units to ensure that the university infrastructure serves these nontraditional students effectively.

- Further, studies around student persistence and time to degree will include delivery mode as part of the analysis.

University Institute for Teaching and Learning

In his March 2015 investiture address, President Michael Drake asked that The Ohio State University "be as highly regarded for world-class teaching and learning as we already are for world-class research." This goal aligns clearly with the national-level conversation on student learning outcomes, retention, persistence, and timely graduation. In May, the President and Provost's Teaching and Learning Summit, led by the Office of Academic Affairs, brought together a group of faculty members from across the institution to discuss ideas for improving the quality of teaching and learning at the university. The discussion at the summit clearly demonstrated that Ohio State has many outstanding and highly committed teachers, who have a desire to:

- Regularly engage in productive conversations about teaching and learning.
- Learn about and share effective, innovative, evidence-based pedagogy.
- Improve their teaching practices.
- Support students in achieving academic success.
- Develop and implement a research agenda on the characteristics and effectiveness of teaching.

Participants in the summit helped shape the formation of a University Institute for Teaching and Learning as a way to help achieve the president's goal. The institute will help coordinate and lead efforts to improve the learning experience for students and position the university to lead on a topic central to the ongoing national dialogue on accountability.

Learning Support Services

The **Dennis Learning Center**, located in the Younkin Success Center, was established to provide academic learning services and support to Ohio State students through courses, workshops, appointments, and online student resources. Center affiliates assist in the development of study skills, time management, test-taking strategies, learning from texts, note-taking, and self-regulation strategies. Additionally, they collaborate with Ohio State academic departments, other institutions, and the scholarly community on research and practice that promote post-secondary student success. They provide an online resource with videos and materials related to note-taking, test-taking, procrastination, cognitive learning, and self-assessment resources for students.

Also in the Younkin Success Center are the Ohio State **Counseling and Consultation Service (CCS)**, **Student-Athlete Support Services Office (SASSO)**, and the **University Center for the Advancement of Teaching (UCAT)**. The CCS provides comprehensive mental health services to students to promote personal well-being and

academic success, with a culturally diverse professional staff of licensed psychologists, social workers, counselors, and psychiatrists available for students. SASSO serves more than 1,000 student-athletes on 37 NCAA teams, providing Ohio State student-athletes with assistance in academic, athletic, personal, and professional development, such as advising, tutoring, and study tables. Counselors and other staff help foster growth in decision-making, planning, and the fulfillment of academic, career, and life goals for all student-athletes, so that they can meet their individual degree completion goals. UCAT exists to assist all those who teach at Ohio State to excel in teaching and to support student learning and progress. They promote a university culture that puts student success first by valuing a scholarly approach to teaching and learning, and focuses on faculty success by providing information, consultation, and events related to successful teaching strategies.

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

The **Center for the Study and Teaching of Writing (CSTW)** is an interdisciplinary support and research unit in Ohio State's College of Arts and Sciences. CSTW was established to provide resources to students and faculty who might have needs related to negotiating the complex rhetorical demands of writing in a variety of settings and media. Two programs in CSTW, the Writing Center and Writing Across the Curriculum, provide assistance to students with writing related issues and have a direct impact on student completion. The Writing Center offers free student support, including face-to-face and online tutorials, to help with writing at any stage of the process, including research papers and lab reports. The Writing Across the Curriculum program works with instructors to develop and assess writing activities, and to design and develop these activities to meet student and curricular needs.

The Office of Student Life Disability Services

The Office of Student Life Disability Services (SLDS) partners with students, faculty, and staff to design accessible environments and to provide academic accommodations and support services. The Office recognizes that "disability" is a broad term that

includes, but is not limited to, mental health conditions, chronic health conditions, temporary injuries, physical/learning disabilities, and ADHD. Students register with SLDS to be approved for accommodations, and the office reviews their documentation. Registration is confidential. When students' documents are approved, students work with an Access Specialist to discuss academic barriers to success and accommodations. Students notify their instructors about accommodations only if they want to utilize them in that instructor's course. SLDS also provides coaching and disability awareness to instructors, as well as captioning, transcription, and American Sign Language (ASL) interpretation for eligible students in their classes, or at events around campus where those services are needed.

Office of Military and Veterans Services

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

Access and Success Initiatives: Admissions and First Year Experience

Undergraduate Admissions works to bring college preparation information to low-income and first-generation college students. (This effort was formerly referred to as the Economic Access Initiative.) Admissions staff and a team of student Diversity Ambassadors engage faculty, staff, and students in outreach to college-bound students to provide awareness and directions to resources that might result in a smoother pathway to college for low-income and under-served groups. First Year Experience then provides streamlined support to enrolled first-generation and low-income students through opportunities like early arrival and pre-enrollment programs, Peer Leader outreach and success coaching, and First Year Success Series sessions tailored to meet their unique needs.

First Year Experience oversees the **Land Grant Opportunity Scholarship (LGOS)** program that provides financial assistance covering the full cost of attendance for up to four years of college for selected Ohio residents who demonstrate both academic merit and financial need. The office of First Year Experience oversees the selection of recipients and communication of the awards, and then provides streamlined support to the LGOS recipients through opportunities like early arrival programs, Peer Leader outreach and success coaching, and First Year Success Series sessions tailored to meet their unique needs.

Student Wellness Services

The Student Life Student Wellness Center (SWC) serves as a resource for information on various wellness topics, provides online and in-person programs and services to individuals and groups, and contributes to the development of a more healthy and supportive campus community. The SWC embraces a holistic approach to well-being, utilizing *9 Dimensions of Wellness*⁸ as the foundation for programs and services, understanding that wellness is interconnected. The SWC complements and supports the academic mission of the university by assisting students in obtaining optimal levels of health, growth, and well-being. All services are provided free of charge to currently enrolled Ohio State Students. Examples of activities in the SWC that contribute to retention and completion are as follows:

- **Alcohol and Other Drug Prevention Services**

The Alcohol and Other Drug (AOD) Prevention area within the Student Life Student Wellness Center supports the goals of improving student wellness and reducing risky student behavior as it relates to alcohol and other drugs. To do so the AOD Prevention area provides one-on-one and group educational intervention services (BASICS / CASICS, and Freedom From Smoking), online Screening, Brief Intervention, and Referral to Treatment (SBIRT) services (ScreenU), and educational outreach to students, via emails, presentations, and workshops (21st Birthday Emails, Standards of Excellence presentations, etc.).

- **Collegiate Recovery Community**

The Collegiate Recovery Community (CRC) allows individuals in or seeking recovery to achieve academic success while simultaneously receiving peer support to maintain their recovery. The program operates in two locations, a student drop in center (1230 Lincoln Tower) as well as a 28-bed recovery residence hall (Pennsylvania Place). The program also focuses on student leadership development, professional development, and service to the

⁸ The 9 Dimensions of Wellness model encompasses the following categories: Emotional, Career, Social, Spiritual, Physical, Financial, Intellectual, Creative, and Environmental.

community. Scholarships for students in recovery are also awarded each semester.

- **Financial Education**

As a leader in collegiate financial well-being, the Financial Wellness (FW) team at Ohio State seeks to help students with their financial knowledge, stress, and self-efficacy. The Scarlet and Gray Financial (SGF) program reaches over 7,500 students via one-on-one financial coaching, on and off campus presentations/seminars, and online financial literacy programming and resources. In addition, the FW team leads the national conversation around financial well-being by co-hosting an annual national conference about Collegiate Financial Well-Being with NASPA,⁹ and by actively engaging in the previously mentioned national financial wellness study.

- **Nutrition Education**

Nutrition education within the Student Wellness Center consists of: (1) Nutrition Coaching, which is available and free of charge to all currently enrolled Ohio State students. Initial sessions are 60 minutes and entail a nutrition assessment, education and goal setting; follow-up appointments are 30 minutes without a session limit and (2) Body Image and Eating Disorder Initiatives, including the *Eating Disorder Treatment Team* (EDTT), comprised of therapists from Counseling and Consultation Service, physicians from Student Health Services, and a dietitian from the Student Wellness Center; the *Body Image and Health Task Force*, comprised of students, faculty and staff who provide outreach events throughout the year; and *The Body Project*, an evidence-based peer-led program designed to challenge the “thin ideal” and improve body satisfaction and acceptance.

- **Safer Sex Initiatives**

Safer Sex Initiatives serve to support student success and the promotion of healthy lifestyles by providing education, resources, and skills necessary to practice safe and healthy sexual behaviors. The Safer Sex Initiatives in the SWC consists of three main programs: HIV/STI testing (provided free of charge to Ohio State students), the Condom Club (which exists to provide barriers to Ohio State students at a discounted rate), and Safer Sex Outreach Initiatives, (via presentations and campus events).

⁹ [naspa.org/events/2018scfwb](https://www.naspa.org/events/2018scfwb)

- **Wellness Ambassadors**

Wellness Ambassadors serve to educate the Ohio State student body on wellness resources, how to live healthy lifestyles, and ways to achieve their goals through educational presentations and campus events. Wellness Ambassadors are undergraduate student volunteers who commit three hours per week to developing and implementing wellness programs. As Wellness Ambassadors, students have the opportunity to specialize in one of the following topic areas: alcohol education, nutrition, safer sex, other drugs, stress, sleep, and career wellness. The Wellness Ambassador program serves as the main outreach branch of the Student Wellness Center.

- **Wellness Coaching**

Wellness Coaching provides opportunities for undergraduate, graduate and professional students to increase their capacity to create the life they want to live, both now and in the future. Wellness coaching takes a positive approach to personal development, focusing on strengths and using a holistic wellness model as a framework for generating individual goals that are meaningful to the student. By engaging with students in this manner, coaching supports students' ability to flourish through enhancing capacities for resilience and self-acceptance while promoting happiness, health, and success. The three main elements of Wellness Coaching include: (1) Individual Wellness Coaching, which are one-on-one sessions offered for students to explore holistic wellness, personal strengths, and goal setting; (2) Group Wellness Coaching, an initiative that partners with pre-existing cohorts, classes, organizations, or groups that have relationships with one another with the goal of creating a culture of care where students learn to take care of themselves and each other; and (3) Outreach and Presentations for students faculty, and staff across the university on topics including holistic student success, positive psychology, resiliency, coaching techniques, etc.

UPDATED COMPLETION STRATEGIES

Academic Advising

During the summer and autumn of 2017, as part of Ohio State's Enterprise Project to transform its business practices while implementing a new enterprise system, a group of representative advisors and other staff who help to support student success worked with consultants from Accenture to redesign the processes associated with academic advising and to address problems identified in the President's 2016 summit on academic advising. The recommendations of that group are now being incorporated into a project plan, with timelines and estimates of the work involved (yet to be presented for

approval by university leadership). Although some of those recommendations will not be realized until the university goes live with *Workday*, a new, more integrated student information system, they have informed our discussions with Workday as it continues to build its student system.

Our broad goals in all of this are to provide students a clearer, more consistent and streamlined experience in navigating what can seem to them to be a tangled administrative web. Under these redesigned processes, supported by better technology, students will find it easier, to, for example, declare or change major, initiate requests for exceptions, know when they will be eligible to graduate, etc. An interactive online academic plan, which all students will be required to create, will help students to stay on track and notify a student's advisor when that student departs from the plan in ways that will compromise time to degree. A detailed compilation of the courses students plan to take with the semesters in which they plan to take them will also better enable departments to plan to meet demand for their courses.

Predictive Analytics

Ohio State has implemented an enterprise-level predictive analytics system, called *OnCourse*, powered by **EAB's Student Success Collaborative Campus** platform (EAB-SSC). This approach provides a way to mine the large stores of data that exist related to student learning and to use it to impact student success.

The EAB SSC system provides tools and dashboards that allow advisors to:

- Use class performance or profile data to identify traditionally under-served students for the purposes of providing proactive advising or coaching engagement to improve retention, student performance, and success.
- Use data from these large data stores to make evidence-based modifications to teaching/learning techniques, policies, curriculum, etc.

We have also established the Student Analytics Network, which consists of approximately 50 data professionals, innovative faculty, eLearning personnel, teaching/learning experts, and university administrators to evaluate Ohio State's status with regard to the integration of this promising technology advancement, and to oversee implementation of relevant toolsets. A smaller group, the *Analytics in Advising* group, will look at how we might take advantage of rich data to impact the advising process. Part of the goal of this group is to conduct student analytics and retention research, which will look at a student retention analytics initiative to create a predictive model of a student "risk" profile, supported by research and assessment. Approaches to the use of analytics will be shared with advisors and faculty in order to track students more closely.

Ohio State has convened a standing committee on Student Success and Retention to identify strategies and tactics for addressing the objectives related to student progress

toward completion. The committee is made up of representatives from the Office of Undergraduate Education, Office of Student Life, Office of Diversity and Inclusion, Enrollment Services, Office of Distance Education and eLearning, and various support units, such as institutional research, advising, wellness, marketing and communications, and the Dennis Learning Center. Faculty, students, and administrators representing the colleges are also involved.

In addition, a **Student Success Intervention Team (SSIT)** has been proposed that will be comprised of front-line staff who will coordinate the outreach and intervention efforts for supporting traditionally under-served students, who are identified and contacted through the newly installed EAB-SSC system. Centrally trained and coordinated peer mentors will then engage in sustained outreach, coaching and referral through the University Survey Course and Supplemental Instruction (see below). A strategic communication plan for student success, especially early in the first year will be mounted, focusing on pre-enrollment messaging to traditionally under-served students and campus marketing campaigns to promote successful behaviors/programs related to this effort.

To follow up on this extended communication, additional pre-enrollment and early arrival programs are being created to increase participation of traditionally under-served student populations in pre-enrollment and residential early arrival programs in the Office of Student Life's Residential Learning Communities. Ohio State will waive normal pre-enrollment program and early arrival fees and offer travel grants for Pell-eligible out-of-state students. In addition, Ohio State has created **Summer Bridge** programs focused on this population of students.

Academic Intervention Efforts

Supplemental Instruction (SI) is an academic assistance program that utilizes regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. We have implemented this strategy in sections of Biology 1113 and 1114, and will consider doing it in other critical STEM courses. Some other intervention efforts we are piloting include the following:

- Early-semester grade initiative: This involves conducting early-graded assessments in select “stumbling block” or historically difficult courses, or for specific groups of students. Early performance information is currently being collected and utilized for approximately 1,000 students on all campuses as part of our participation in the First in the World project, and for all students on the Newark campus.

- Coordinated enrollment window outreach: Our First-Year Experience office contacts students who have missed their course enrollment window, determines the cause, and helps to remedy the situation, if that is possible. We are currently doing this for first-year students and plan, as we continue to enhance academic advising, to do it for all students.
- Identify registration blocks: these include, for example, holds for non-payment (bursar holds), to intervene with resources that can keep a student progressing on a path to completing a degree. The office of Student Financial Aid is currently connecting with students who are within a term or two of completion, have a GPA at or above a 2.0, and have registered and paid most of their bill, but still have a moderate outstanding balance (more than \$100 and less than \$1,000) that would otherwise result in their being dropped for non-payment.
- Provide additional aid packages: starting this autumn, Ohio State will ensure that all new and continuing in-state students who qualify for Pell grants and are enrolled full time on the Columbus campus receive an aid package that covers the full cost of tuition and mandatory fees. The university will provide institutional aid to close any gap that remains after Pell grants, Ohio College Opportunity grants and other gift aid awarded to qualified students.

Coordinated Course Availability: Departments and the Office of Enrollment Services Analysis and Reporting work to ensure that courses are available to meet projected demand, so that students stay on track in course sequencing requirements, especially in STEM areas. A new student information system (in 2022) will better enable Ohio State to project course demand further in advance.

Academically Dismissed Students

One population of students being targeted for intervention consists of students on University Probation or Special Action Probation at the end of their first term. Unless their performance significantly improves, these students are at risk of academic dismissal at the end of the academic year. “**Spring Forward**,” a program piloted last year and continuing this year, engages these students during the spring and summer. Students in the program are required to take a seven-week academic recovery course as part of their spring enrollment (the university pays for the cost of the book) and must live on campus. They are required to take two courses during an eight-week session in summer, when they must again live on campus, check in with their instructors at mid-term, and attend weekly academic coaching sessions. The program also provides a few recreational events. During the summer, the university pays for their tuition and fees, books, housing, and meals.

We continue to review the effects of policies and policy changes that might impact first-year retention, and coordinate messaging about policy changes using relevant channels and outreach.

Parallel with our review of Ohio State's general education program, we are coordinating course content, instruction, and delivery methods in the university survey course, to ensure that we are effectively informing new students of policies and procedures, along with providing advice on study skills, curriculum planning, and choice of a major.

WORKFORCE DEVELOPMENT PRIORITIES

According to data from the 2016-2017 Graduation Survey, 71.3% of last year's graduating seniors plan to move to a job either full- or part-time, 1% plan for military or volunteer service, and 24.7% plan to go on to graduate school. The Center for the Study of Student Life annually administers a survey to Ohio State students who are graduating with a baccalaureate degree. The survey asks about career goals and about how their experience at Ohio State may contribute to those goals. The population included all students who received an undergraduate degree summer, autumn or spring 2016-2017.

In the survey results, 96.0% of respondents reported that they were either employed or accepted to graduate/professional school. Compared with previous graduates, a higher percentage of 2016-2017 graduates reported that they were enrolled in graduate/professional school (24.7% compared to 24.3%). In contrast, a lower percentage of 2016-2017 graduates were employed (71.3% compared to 71.7%). Of those who reported that they were employed, 70.8% said that their current position was related to the chosen major (and/or minor) and 71.8% said that they were currently employed in Ohio.

The top five occupation categories that the respondents said best described their current position were education, business and financial/accounting, sports industries, retail, and marketing and sales. 76% of respondents reported that they were satisfied with the direction of their career, compared with 66% of previous respondents. 83% said they would use the services of an alumni career services offices. When asked, "How well do you think The Ohio State University prepared you for the job market?" 77.3% of the respondents responded "Generally well" or "Very Well."

Based on results from the 2015 Ohio State Alumni Survey in partnership with Gallup, fully 90% of recent Ohio State graduates (i.e., those who received their bachelor's degrees between 2010 and 2014) who aim to work full time are doing so. Of these graduates who were seeking employment immediately upon graduation, 77% report that they obtained not just a job, but a "good job" within six months, including 49% who say this job was waiting for them.

Over 61% of respondents agreed that they had an internship or job that allowed them to apply what they learned in the classroom while attending Ohio State, and 72% agreed that Ohio State had provided them with the necessary skills and training to obtain a good job after completing their undergraduate education. Just over 67% of recent Ohio State graduates reported that they held an executive, professional, or managerial position. Another 11% are office workers, and 8% work in sales and services. 92% said that they were satisfied with their personal lives, and 82% see their career as a way to contribute to society.

Lightweight Innovations For Tomorrow

Lightweight Innovations For Tomorrow (LIFT) is a public-private partnership that began in 2014 to develop and deploy advanced lightweight materials manufacturing technologies and programs to prepare the workforce. The LIFT region includes five states: Michigan, Ohio, Indiana, Kentucky, and Tennessee. LIFT is operated by the American Lightweight Materials Manufacturing Innovation Institute (ALMMII) and was selected through a competitive process led by the U.S. Department of Defense under the Lightweight and Modern Metals Manufacturing Innovation (LM3I) solicitation issued by the U.S. Navy's Office of Naval Research.

ALMMII was founded by Ohio-based manufacturing technology non-profit EWI, the University of Michigan, and The Ohio State University. LIFT is one of the founding institutes in the National Network for Manufacturing Innovation, a federal initiative to create regional hubs to accelerate the development and adoption of cutting-edge manufacturing technologies.

Ohio Means Internships and Co-ops JobReady Program

OMIC

Ohio State partnered with several other institutions in a program sponsored by the Ohio Department of Higher Education under the Ohio Means Internships and Co-ops (OMIC) program to offer paid internships to students to work with local and regional companies in key employment areas defined by state needs. The first round of the program, which began in 2012, was a two-year program, called JobReady Internships and Co-Ops for Ohio Industry (JobReady). It was a multi-institution collaboration of The Ohio State University (Columbus, Lima, Mansfield, Newark, and Wooster campuses), Columbus State Community College, and North Central State College. The consortium worked to attract 54 Ohio employers in four Ohio workforce development industry areas of key importance to the state: energy, automotive, food processing, and financial services. Approximately 150 new, meaningful internships/co-ops for students in academic programs at varied levels (certificate, two-year, and four-year degrees) were created. Benefits included stronger workplace preparation for students, and the ability to earn stipends while attending school – both of which are documented as contributing to

higher rates of college completion. For industry, the internships result in higher engagement in achieving a JobReady workforce in JobsOhio areas. Internships/co-ops were paid positions that were transcribed for zero credit, or for a varied number of academic credit hours, dependent on academic program requirements and student choice. In-demand jobs connected with the OMIC program can be found at omj.ohio.gov/omjresources/masterlist_education.stm.

OMIC 2

The two-year OMIC JobReady program was extended under a new program, OMIC 2, for an additional two years, ending in June 2016. Under the new program, Ohio State and its partners worked to institutionalize the internship program in order to sustain the progress started under OMIC. In addition to more internships and co-ops in key JobsOhio areas, the extended program:

- Ensured **relevance** through delivery of *JobReady* online education modules to students and employers. In the previous OMIC funded program, the team worked with employers, faculty, and Moresteam, Inc. to identify necessary skills and to develop and deliver a collection of online modules (to match these skills) from which employers could choose, depending on the background of the intern. A key element in ensuring relevance across all industries, these modules address a central concern of employers — the skills gap between what is learned in the classroom and what is required in the workplace. These modules included:
 - Soft skills, such as communication, problem solving, leadership through influence (some developed by Columbus State’s Twenty-First Century Skills program funded by OBOR);
 - Industry-specific skills, such as project management, design of experiments, and voice-of-the-customer analysis (Yellow Belt Six Sigma).
- Ensured **relevance** by supporting and expanding faculty/industry partnerships and relationships:
 - Provided academic input to industry activities;
 - In addition to our campuses’ existing industry/academic partnerships (for example: CSCC’s partnership with Central Ohio Regional Logistics Council, ATI’s Key Advisory Committee, Ohio State’s Data Analytics partnership), we encouraged faculty/employer partnerships that influence academic curricular decisions.

- Ensured **sustainability** by expanding/creating “a culture of internships” (34.5% of all students currently participate in an internship or co-op) on our campuses through:
 - Expanding Ohio State’s Buckeye Careers Network to all regional campuses;
 - Working with students, staff, and faculty to educate them on the value of student internships, through messaging and events;
 - Partnering with units across our campuses (Orientation, First-Year Experience, Second-Year Transformational Experience Program, Office of Diversity and Inclusion, Office of Military and Veterans Services, etc.) to create and deliver messages about the value of internships from the first day students step on campus to when they leave for their first internship.

OMIC 2.5

Manufacturing is the largest sector of Ohio’s economy at 18% GDP, producing more than \$52 billion in products sent to 216 countries. Approximately 97% of Ohio manufacturing firms employ fewer than 500 workers, and almost 50% of firms only have 1-4 employees. At the same time, demand for workers in manufacturing is at record levels. Manufacturing employers posted over 275,000 online ads for workers in Ohio during 2014 alone. The need for skilled workers in advanced and lightweight manufacturing is expected to grow exponentially. In response to the need for more on-the-job and work-based learning, the Ohio Department of Higher Education funded OMIC 2.5, the LIFT Ohio Means Internships & Co-ops 2.5 Program (LIFT OMIC).

OMIC 2.5 is a partnership between The Ohio State University and its academic and industry partners to build a co-located internship program that trains students for in-demand lightweight manufacturing technologies. The goal is to bolster a workforce proficient in the application of advanced lightweight metal alloys, manufacturing technologies, and design methods important to advanced manufacturing. LIFT and Ohio State assembled a team to develop this novel educational approach to manufacturing education involving real-world industry projects with close involvement by faculty and students. LIFT OMIC is headed by The Ohio State University. Other academic, industry, and technology partners include Columbus State Community College, Tolles Career and Technical Center, C-TEC Career & Technology Education Centers of Licking County, Tri-Rivers Career Center, Marion Technical College, Metro High School, Columbus School for Girls, Honda, and Whirlpool, JobsOhio, Ohio Manufacturers’ Association, and EWI.

Ohio State Choose Ohio First Scholarship Programs

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

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

Center for Design and Manufacturing Excellence

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

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

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

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

The Office of Economic and Corporate Engagement and the Technology Commercialization Office

- **Corporate Engagement Office**

Corporate Engagement facilitates strategic, mutually beneficial relationships between the university and outside businesses and organizations through four main functions: strategic partnerships, technology commercialization, economic development, and smart cities. The university established Corporate Engagement to streamline its external business relations to make the process

simpler for corporate partners and university researchers to work together through the university's greatest assets: talent, knowledge, and brand. The office provides best-in-class customer service to clients through a central point of coordination to access the right subject matter experts throughout the university.

- **Strategic Partnerships**

The office serves as both connector and translator to facilitate collaborative partnerships that benefit the university and businesses alike. The strategic partnerships team serves as the single point of contact, connecting industry to subject matter experts throughout the university. The team supports faculty, staff, and students as well as our corporate partners across several domains, including research and innovation, student recruitment, philanthropy, sponsorship, affinity groups, technology transfer, and executive education.

- **Technology Commercialization**

The office advances the university's research by translating innovations into business opportunities and startups in the global marketplace. The technology commercialization team is the first resource for disclosing innovations at the university. The team engages with faculty and staff to build a pipeline of innovation to help evaluate, protect, and ultimately find the right market for intellectual property. The impact Ohio State inventions have in the marketplace can further drive research and discovery at the university through continued investment in research.

- **Economic Development**

The office collaborates with local economic development partners to show the immense value Ohio State brings to the central Ohio region. It works with these local agencies to bring businesses to the area, demonstrating how relationships with Ohio State can enhance their organizations, which can ultimately benefit the university through innovative partnerships.

- **Smart Cities**

The office also works with the collaborative Smart Cities team, comprised of numerous government and business entities to coordinate Ohio State's role in transforming central Ohio into the nation's premier transportation innovation region. Ohio State is the primary research partner for the Smart City grant, a \$40 million award that aims to reinvent mobility in Columbus.

Central Ohio Compact

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

Discovery Themes

The Discovery Themes were launched in 2012 to leverage Ohio State’s special strengths to address the technological, social, and environmental stresses that define today’s global world. As one of the nation’s largest and most comprehensive public university, Ohio State can focus an unmatched breadth of expertise on the issues of Health and Wellness, Energy and Environment, Food Production and Security, and Humanities and the Arts. Over the next ten years, Ohio State’s investment in the Discovery Themes will provide the basis for attracting about 200 research- and teaching-active, tenured/tenure-track faculty working in Discovery Themes areas. These will be individual scholars, as well as groups or clusters of faculty in critical areas. Their work will complement the research, teaching, and outreach of our existing faculty. Thus, they will spur transformational breakthroughs in solving problems critical to Ohio and the world. Starting in 2013, the inaugural request for proposals created a focus around data analytics, the outcomes of which included the Data Analytics Collaborative, and the Data Analytics interdisciplinary undergraduate major, the first of its kind in the nation.

In 2017, following the success of the data analytics focus, the university proposed an inclusive, campus-wide process to develop a framework for the delivery of **environmental and sustainability education**, a much-needed effort considering the essential need for educated citizenry with the tools to tackle modern local, state, regional, and global sustainability challenges. This new focus will allow for the coordination and communication of content and programs related to sustainability; the exploration of new sustainability science modules, courses, and programs that integrate cross-university collaboration and interdisciplinary dialogue; the identification and rectification of curricular gaps in sustainability areas, including the development of new programs; and the improved coordination and expansion of co-curricular offerings related to sustainability.

Faculty from multiple colleges and academic units will be involved in the development of this framework, and they will also get feedback and input from a variety of stakeholders, including other faculty, students, student services, public and private sector employers, and other avenues of external support. They will review existing opportunities around the university and at other universities to incorporate into the sustainability focus, establish benchmarks relative to Ohio State peer institutions, and develop degree or certificate programs that would benefit students and professionals.

Buckeye Careers

Career services at Ohio State are decentralized, which means each college hosts its own career services office with its own set of recruiting policies and procedures. However, Ohio State centrally shares a job or internship posting system called **Buckeye Careers Network** that serves as Ohio State's university-wide online resource to connect Ohio State students with employers for jobs, internships, co-ops, and career opportunities. It connects the posting services of Engineering (ECS CareerEngine), Arts and Sciences (FutureLink), Food, Agricultural and Environmental Sciences (Hireabuckeye), and Fisher College of Business (FisherConnect), as well as systems used in other colleges and the regional campuses.

In May 2018, all the college career services offices and Buckeye Careers are migrating to a new career resource management system for internship and job postings. This new system is called *Handshake*.

The **Buckeye Careers** program at Ohio State offers career development assistance, support, and resources - from selecting a major to starting a career - for all Ohio State students. It also is home for the Buckeye Internships program, Ohio State's university-wide resource connecting Ohio State students with employers for internships and co-op positions. Buckeye Careers utilizes *Buckeye OnPACE*, a series of self-guided career modules that can assist students in learning more about themselves and choosing a major or career, applying to graduate school, and preparing to enter the workforce.

Career Counseling and Support Services

The services provided by Career Counseling and Support Services (formerly Career Connection) are focused on the career development needs of Ohio State students (undergraduate, graduate, professional, regardless of college of enrollment). These high-quality and diversity-sensitive services through counseling, consultation, and lasting partnerships are designed to facilitate learning and to advance well-being, purpose, identity development, and citizenship. In particular, the services include:

- Connecting students' interests, values, skills, and personality with the world of employment.

- Aiding development of students' interests by exploring various majors and careers.
- Encouraging students to test their ideas with internships, informational interviews, volunteering, and extracurricular activities.
- Providing customized attention to resumes, vitas, job search letters, and interviewing skills.
- Listening and helping with personal concerns that relate to career decisions.
- Assisting students' implementation of decisions by learning how to conduct a job search or plan for graduate or professional school.
- Informing students about the university's employment assistance services, distributed throughout the colleges.

Industry Liaison Office

The mission of the Industry Liaison Office (ILO), led by Dan Kramer of the Office of Research, is to cultivate and foster mutually beneficial relationships with corporate partners worldwide by aligning their aspirations and needs with Ohio State students, faculty, innovations and assets.

ILO works with our corporate partners to identify areas of mutual interest and to connect them with the Ohio State resources that will collaborate in creating mutually beneficial outcomes. Student engagement is a primary interest of our corporate partners, realized across a wide variety of pathways, including scholarships; engagement with student organizations; curricular contributions; speaking engagements; capstone projects; internships; co-ops; student supported sponsored research; other forms of experiential learning; and part and full-time hiring. ILO considers the big picture when structuring corporate relationships in order to leverage synergies with our internal partners across the university/industry engagement continuum.

Throughout this process, ILO is committed to:

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

Appendix: University Student Profiles

Columbus Campus

Autumn 2017

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	7136	15.9	35086	78.2	2634	6.17	44853	100
Enrolled Part Time	7	0.2	2778	91.70	244	8.1	3029	100
Not Degree/Certificate Seeking	--	--	--	--	--	--	1093	100
Financial Need – Pell-Eligible	1225	12.8	7615	79.5	741	7.7	9581	100
Remedial Education Needs	105	4.7	1987	88.6	151	6.7	2243	100
Female	3675	17.1	16711	77.7	1113	5.2	21499	100
Male	3461	14.8	18372	78.7	1521	6.5	23354	100
Age 18-24	6583	15.9	32453	78.5	2301	5.6	41337	100
Age 25 and Older	7	0.2	2615	88.6	330	11.2	2952	100
Ohio Resident	5001	14.7	26922	79.1	2124	6.24	34047	100
High School–to-College Factors								
Average High School GPA	NR		NR		NR		NR	
Average ACT or SAT	29.2		--		--		--	
Race / Ethnicity								
<i>American Indian / Alaskan</i>	4	8.5	39	83.0	4	8.5	47	100
<i>Asian</i>	570	18.9	2331	77.2	118	3.9	3019	100
<i>African American /Black</i>	346	13.4	2020	78.5	207	8.0	2573	100
<i>Hispanic</i>	342	18.5	1375	74.4	131	7.1	1848	100
<i>International</i>	588	16.3	2759	76.7	252	7.0	3599	100
<i>Native Hawaiian or Other Pacific</i>	1	3.8	23	88.5	2	7.7	26	100
<i>Two or More Races</i>	279	18.4	1122	73.9	118	7.8	1519	100
<i>White</i>	4711	15.3	24333	79.1	1713	5.6	30757	100
<i>Unknown</i>	295	20.1	1081	73.8	89	6.1	1465	100

Regional Campuses (excluding ATI Wooster)
Autumn 2017

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	2553	46.4	2683	48.7	268	4.9	5504	100
Enrolled Part Time	66	10.2	529	81.8	52	8	647	100
Not Degree/Certificate Seeking	--	--	--	--	--	--	360	100
Financial Need – Pell-Eligible	1010	43.3	1190	51.0	132	5.7	2332	100
Remedial Education Needs	876	47.4	925	50.1	46	2.5	1847	100
Female	1185	41.5	1549	54.3	120	4.2	2854	100
Male	1368	49.9	2204	45.9	204	5.6	2650	100
Age 18-24	2394	49.9	2204	45.9	204	4.2	4802	100
Age 25 and Older	12	2.2	478	86.3	64	11.6	554	100
Ohio Resident	2480	45.87	2634	48.72	292	5.4	5406	100
High School–to-College Factors								
Average High School GPA	NR		NR		NR		NR	
Average ACT or SAT	22.3		--		--		--	
Race / Ethnicity								
<i>American Indian / Alaskan</i>	3	23.1	9	69.2	1	7.7	13	100
<i>Asian</i>	111	62.4	58	32.6	9	5.1	178	100
<i>African American /Black</i>	310	56.1	219	39.6	24	4.3	553	100
<i>Hispanic</i>	104	53.3	84	43.1	7	3.6	195	100
<i>International</i>	5	50.0	5	50.0	0	0.0	10	100
<i>Native Hawaiian or Other Pacific</i>	0	0	2	100.0	0	0.0	2	100
<i>Two or More Races</i>	119	54.3	91	41.6	9	4.1	219	100
<i>White</i>	1802	43.4	2136	51.5	211	5.1	4149	100
<i>Unknown</i>	99	53.5	79	42.7	7	3.8	185	100

Agricultural Technical Institute (ATI) – Wooster Campus
Autumn 2017

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	289	43.0	361	53.7	22	3.3	672	100
Enrolled Part Time	3	6.3	44	91.7	1	2.1	48	100
Not Degree/Certificate Seeking	--	--	--	--	--	--	35	100
Financial Need – Pell-Eligible	99	48.5	101	49.5	4	2.0	204	100
Remedial Education Needs	127	45.2	148	52.7	6	2.1	281	100
Female	146	43.8	178	53.5	9	2.7	333	100
Male	143	42.2	183	54.0	13	3.8	339	100
Age 18-24	282	44.3	337	53.0	17	2.7	636	100
Age 25 and Older	2	6.5	24	77.4	5	16.1	31	100
Ohio Resident	285	42.8	360	54.1	21	3.2	666	100
High School–to-College Factors								
Average High School GPA	NR		NR		NR		NR	
Average ACT or SAT	21.2		--		--		--	
Race / Ethnicity								
<i>American Indian / Alaskan</i>	0		0		0		0	
<i>Asian</i>	1	33.3	2	66.7	0	0.0	3	100
<i>African American /Black</i>	1	16.7	5	83.3	0	0.0	6	100
<i>Hispanic</i>	5	45.5	5	45.5	1	9.1	11	100
<i>International</i>	0		0		0		0	
<i>Native Hawaiian or Other Pacific</i>	0	0.0	1	100.0	0	0.0	1	100
<i>Two or More Races</i>	6	75.0	2	25.0	0	0.0	8	100
<i>White</i>	268	42.9	338	54.2	18	2.9	624	100
<i>Unknown</i>	8	42.1	9	42.1	3	15.8	19	100

Data Definitions for above tables

Note All data is for undergraduate students as of autumn 2017 fifteen-day count.

NR – Not reported

Average ACT is only relevant for NFYS

Remedial Education Needs includes students who scored a six on the English placement test or S or T on the Math placement test.

References and Web Links:

Ohio State College Portrait	oaa.osu.edu/institutional-data
Enrollment Services – Analysis and Reporting	oesar.osu.edu/
Undergraduate Admissions Quick Facts	undergrad.osu.edu/majors-and-academics/quick-facts
First Year Experience Summer Bridge Programs	fye.osu.edu/programs/index.html
Institutional Research and Planning	oaa.osu.edu/irp
NFYS Enrollment Trend Data	oesar.osu.edu/pdf/admissions/nfqf_au_15thday_web.pdf
NFYS Graduation and Retention Rates Data	oesar.osu.edu/grad_rates.html
Counseling and Consultation Service	ccs.osu.edu/
Student Athlete Support Services Office	ohiostatebuckeyes.com/sports/sasso/osu-sasso-body.html
University Center for the Advancement of Teaching	ucat.osu.edu/
Mathematics and Statistics Learning Center	mslc.osu.edu/

Center for the Study of Teaching and Writing	cstw.osu.edu/
Office of Student Life Disability Services	slds.osu.edu/
Office of Military and Veterans Services	veterans.osu.edu/
Dennis Learning Center	dennislearningcenter.osu.edu/
Academic Advising at Ohio State	advising.osu.edu/welcome.shtml
Office of Undergraduate Education	ugeducation.osu.edu/welcome.shtml
Second Year Transformational Experience Program (STEP)	step.osu.edu/
Office of Distance Education and eLearning	odee.osu.edu
First In the World (FITW)	https://www2.ed.gov/programs/fitw/index.html
ASC STEM Initiatives	stemoutreach.osu.edu/
Discovery Themes	discovery.osu.edu
Ohio State's Choose Ohio First Programs	ugeducation.osu.edu/chooseohiofirst.shtml
Career Connection	ccss.osu.edu/
Industry Liaison Office	ilo.osu.edu/
Central Ohio Compact	centralohiocompact.org/
JobReady Ohio	undergraduateeducation.esue.ohio-state.edu/jobready