



**Todd A. Diacon**

*Executive Vice President and Provost*

June 15, 2018

John Carey, Chancellor  
Ohio Department of Higher Education  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey:

Pursuant to the requirements of House Bill 59, I humbly submit the updated Kent State University Complete College Ohio Campus Completion Plan and resolution as approved by the Board of Trustees on June 6, 2018.

Kent State University remains committed to improving student success while keeping true to our mission for accessible education for the citizens of Ohio and beyond.

Sincerely,

A handwritten signature in blue ink, appearing to read "Todd A. Diacon". The signature is enclosed in a blue oval.

Todd A. Diacon  
Executive Vice President and Provost

Enclosures (2)

c: Dr. Beverly Warren, President  
Dr. Charlene Reed, Vice President and University Secretary

**Executive Vice President and Provost**

**KENT STATE UNIVERSITY  
BOARD OF TRUSTEES  
June 6, 2018**

**Resolution 2018-35**

**APPROVAL OF THE UPDATED KENT STATE UNIVERSITY  
COMPLETE COLLEGE OHIO CAMPUS COMPLETION PLAN**

WHEREAS, the State of Ohio joined the Complete College America Alliance of States in 2013, creating Complete College Ohio; and

WHEREAS, the state legislature passed the Complete College Ohio Act with the primary goal to increase dramatically the number of college degrees awarded in Ohio; and

WHEREAS, the 130<sup>th</sup> Ohio General Assembly passed Amended Substitute House Bill 59 that required the university to adopt a strategic completion plan that was approved by the Board of Trustees and submitted to the Chancellor of the Ohio Board of Regents by June 30, 2014; and

WHEREAS, the board of trustees of each institution of higher education is required to update its plan at least once every two years and to provide a copy to the Chancellor upon adoption; and

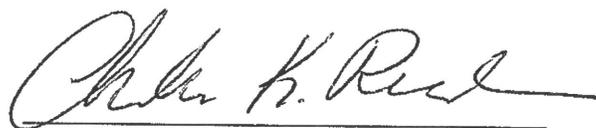
WHEREAS, Kent State University updated the Kent State University Complete College Ohio College Completion Plan in 2016; and

WHEREAS, the university seeks approval of the Board of Trustees to submit this next required updated plan to the Chancellor of the Ohio Department of Higher Education by June 30, 2018; and

WHEREAS, Kent State University remains committed to improving student success while keeping true to its mission of providing accessible education for the citizens of Ohio and beyond; and

WHEREAS, the university supports and expands the state's educational and workforce development initiatives in the broadest and most meaningful sense; now, therefore,

BE IT RESOLVED, that the Kent State University Board of Trustees hereby approves the updated Kent State University Complete College Ohio Campus Completion Plan, and the submission of the plan to the Chancellor of the Ohio Department of Higher Education by the June 30, 2018, deadline.



Charlene K. Reed  
Vice President and University Secretary

*Note: This template was developed collaboratively by IUC Provosts, OBR and IUC staff, as a recommended general framework for universities to use in completing their strategic Campus Completion Plans. The plans are to be approved by boards of trustees and forwarded to the Chancellor by June 30, 2014, and every two years thereafter.*

## **KENT STATE UNIVERSITY CAMPUS COMPLETION PLAN UPDATE**

### **Executive Summary**

Kent State University combines its historical mission of access with a commitment to the highest level of teaching and research. We are focusing major efforts on student success to provide even more Ohioans with a top-notch college education and entry into meaningful employment. Through many completion strategies, we have significantly increased our graduation and retention rates since the submission of our first Campus Completion Plan in 2014. Through our University Level Initiatives (ULIs) we have a major goal of 85 percent retention of students from freshman to sophomore and 65 percent graduation rate on the Kent campus by 2020. This 2018 Kent State University Completion Plan outlines our progress to date and highlights our most recent efforts around the University Priority “Students First”.

### **1. University Mission**

**Kent State Vision:** *To be a community of change agents whose collective commitment to learning sparks epic thinking, meaningful voice and invaluable outcomes to better our society.*

**Kent State Mission:** *We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment.*

**Kent State Core Values:** *We value ...*

- A distinctive blend of teaching, research and creative excellence;
- Active inquiry and discovery that expand knowledge and human understanding;
- Life-changing educational experiences for students with wide-ranging talents and aspirations;
- A living-learning environment that creates a genuine sense of place;
- Engagement that inspires positive change;
- Diversity of culture, beliefs, identity and thought;
- Freedom of expression and the free exchange of ideas;
- A collaborative community; and
- Respect, kindness and purpose in all we do.

### **Student Body Profile**

The Fall 2017 unduplicated headcount was 28,041 students on the Kent campus, and 11,326 students on the regional campuses. Students were counted only once at the campus at which they held a majority of their course load.

With the university focusing on retention and graduation, retention of Kent campus freshmen increased significantly from the rate of 77.6 percent (Fall 2012 cohort) that we reported in the first Campus Completion Plan. Retention increased to 82.2 percent for the Fall 2015 cohort and stood at 80.1 percent for the Fall 2016 cohort. Retention at the regional campuses also increased

significantly from the 56.1 percent (Fall 2012) reported in the first Campus Completion Plan. Retention rose to 62.2 percent for the Fall 2015 cohort and stood at 61.1 percent for the Fall 2016 cohort. Highlights from Fall 2017 enrollment data also include:

- For the seventh consecutive year, Kent State has enrolled an incoming class of more than 4,000 students on the Kent Campus.
- The Honors college had a record enrollment of nearly 1,500 students.
- The average high school grade-point-average (GPA) of the incoming class continues to increase with an average 3.4 grade point average (GPA) and an average ACT score of 23.2.
- Fall 2017 saw 2,090 international students from 104 countries registered for classes on the Kent Campus. The percentage of international students is more than twice the national norm.

The following tables are summaries of retention, persistence and graduation rates discussed in this document.

**Table 1: Kent Campus**

	FR-SO Retention*		SO-JR Persistence**		6-Yr Graduation	
	2015	2016	2014	2015	2010	2011
Cohort Beginning	2015	2016	2014	2015	2010	2011
Total Cohort	82.2%	80.1%	74.2%	75.4%	54.5%	56.3%
URS	78.4%	75.7%	68.3%	69.8%	37.4%	44.6%
Exploratory	78.5%	73.3%	69.9%	71.0%	43.9%	48.9%
International	71.3%	79.2%	72.6%	63.6%	65.6%	60.4%

**Table 2: Regional Campuses**

	FR-SO Retention*		SO-JR Persistence**		6-Yr Graduation	
	2015	2016	2014	2015	2010	2011
Cohort Beginning	2015	2016	2014	2015	2010	2011
Total Cohort	62.2%	61.1%	46.9%	49.1%	16.3%	17.7%
URS	51.9%	53.3%	34.3%	42.9%	6.9%	8.9%
Exploratory	59.8%	57.9%	41.9%	45.2%	13.7%	14.6%
International***	n/a	n/a	n/a	n/a	n/a	n/a

\* FR-SO (Freshman to Sophomore)

\*\* SO-JR (Sophomore to Junior) persistence includes students who graduated in less than 2 years.

\*\*\*2 or fewer international students per year in Regional Campus cohorts.

## 2. Barriers to Persistence and Completion

- A. The Kent State system serves a significant number of first generation students (42 percent) who experience greater difficulty navigating university processes and structures than students coming from families whose parents went to college.
- B. Students and their families struggle to meet many financial obligations given that 29 percent of our Kent campus students, and 46 percent of our regional campus students, receive Pell Grants (an indicator of extreme economic need).

**3. Progress Towards Goals in Updated Completion Plan (June 2016)**

- A. Goal: Increase the Kent campus graduation rate to 65 percent (currently 55.8 percent) and increase the Kent Campus freshman to sophomore retention rate to 85 percent (currently 81.2 percent), both by 2020.**

**Progress:** The Kent Campus graduation rate has increased by 0.9 percent to 56.3 percent between 2015 (2009 cohort) and 2017 (2011 cohort). The freshman to sophomore retention rate dropped by 1.4 percent to 80.1 percent between 2015 (2014 cohort) and 2017 (2016 cohort). Nonetheless, this was still a significant increase from 77.6 percent (Fall 2012 cohort) that we reported in the first Campus Completion Plan.

- B. Goal: Decrease the disparity between the Kent State system overall graduation rate and the graduation rates of under-represented minorities (from 9.6 percent to 8.6 percent), and students entering at age 21 or older (from 24.1 percent to 21.7 percent).**

**Progress:** The six-year graduation rate for all first-time, full-time students starting at any Kent State campus increased from 44.1 percent for the Fall 2007 cohort to 56.3 percent for the Fall 2011 cohort.

The six-year graduation rate for under-represented minority (URM) students also significantly increased from 35.2 percent (2007 cohort) to 44.6 percent (2011 cohort). While these increases are remarkable, the rate of increase was less for URM students versus non-URM students. Thus, the goal of decreasing the graduation gap has not yet been met.

The six-year year graduation rate for students that enter at age 21+ has increased by 4.6 percent to 25 percent between 2015 (2007 cohort) and 2017 (2011 cohort). Again, while this improvement is significant, the rate of increase was less for students age 21+ than for traditional students. Thus, the goal of decreasing the graduation gap has not yet been met.

- C. Goal: Decrease the number of students who are academically dismissed from the university by creating mandatory success workshops for students placed on probation.**

**Progress:** An institutional probation workshop series is available for all students on probation. The Student Success Programs unit also offers optional Save My Semester workshops that students can attend. Additionally, some colleges have their own probation workshops or mandated activities. The number of students dismissed across the system has declined significantly over the past four years (40.0 percent on Kent Campus; 32.4 percent on the regional campuses).

**Table 3: Total number of students dismissed at Kent State in spring semester**

	2013	2015	2017
Kent Campus	361	358	213
Regional Campuses	408	312	276

- D. GOAL: Increase the timeliness for declaration of majors among exploratory students and increase the number of exploratory students to declare a major within 45 credit hours.**

**Progress:** See 4A below

**The following goals were established in connection to the University Level Initiatives in the Kent State University Strategic Roadmap.**

- A. ULI GOAL 1.2: Adopt a student engagement strategy that enhances learning through increased participation in high-impact experiences.** Research supports the idea that individual effort and involvement are the critical determinants of student success. This initiative aims to intentionally develop the whole student through high-impact experiences that lead to student success and achievement of educational and personal goals.

**Outcomes:** We have significantly increased opportunities for students to participate in leadership development programs, internships, research, and study away.

- More than 200 study abroad programs exist in 60 countries
- More than 200 students are supported by the university to participate in summer research activities
- More than 5,000 students register for Internship, Practicum, Co-op, or Field Experience in a given year

- B. ULI GOAL 1.3: Align the undergraduate educational requirements to focus on purposeful and essential learning outcomes.** This initiative focuses on essential learning outcomes that address purposeful values the faculty deem essential for all Kent State graduates to possess, beginning with alignment of the 36-credit hour general education curriculum. For example, essential learning outcomes may include creative and critical thinking, ethical reasoning, social inquiry, intercultural competence, problem solving, civic knowledge and engagement, communication effectiveness, quantitative reasoning, teamwork, or scientific analysis. Discipline-specific or interdisciplinary courses would be organized by their learning outcomes rather than the academic field they represent. This approach allows faculty to emphasize not only what students need to know, but how they can use what they know to better our society.

**Outcomes:** This initiative is still in the early stages of implementation.

- C. ULI GOAL 1.4: Strengthen diversity and the cultural competence of students, faculty and staff system-wide.** Students succeed when they can live, learn, and engage in an inclusive, respectful environment that is fostered through culturally competent, equity-minded faculty and staff. It is important to strengthen our core value of diversity to ensure the Kent State community shapes an institutional culture reflective of the variety of backgrounds, voices, ideas, and perspectives that are essential ingredients for academic success and excellence. A significant component of this initiative includes the recruitment and retention of more students and faculty of color. In addition to representation, enhancement of campus climate is being assessed and programs implemented to ensure adherence to the university's core value of diversity of culture, beliefs, identity, and thought. We believe that this promotes a stronger sense of belonging for many of our students and thus can help increase retention, persistence and graduation rates.

**Outcomes:** Across all campus demographics, we have increased the availability of workshops and trainings on cultural competency. Additionally, Kent State University has hired 15 faculty of color over the last two years, and has set up partnerships with several Historically Black Colleges and Universities.

**4. Completion Strategies:**

*Current Completion Strategies*

**A. Assisting Students in Identifying a Major:** In 2010, Kent State University implemented a policy requiring students to select a major at or before they earn 45 credit hours. Parallel to this requirement, the University provided a multi-step program including coursework and career counseling to assist students in selecting a major.

**Progress:** Since the implementation of the 45-hour policy and the associated multi-step program, students have been selecting and declaring a major in a timely manner. This policy change, and the resultant student behavior change, is a primary reason for the increasing retention rate of 11.8 percent between the 2010 and 2016 cohort noted in Table 4.

**Table 4: Kent Campus Retention rates since 2010**

<b>Fall Cohort (Full-time, Kent Campus)</b>	<b>2010</b>	2011	2012	2013	2014	2015	<b>2016</b>
<b>Retention Rate</b>	<b>68.3%</b>	72.5%	71.9%	75.8%	78.5%	82.2%	<b>80.1%</b>

In 2011, Kent State University implemented the “Exploration Plan” to enrich the experience of undecided students to support their major declaration decision. A review of this plan was conducted in the summer of 2015 and showed that exploratory students with a selected concentration (area of interest) had a higher persistence rate in their fourth semester (Spring of Year 2) of 78.3 percent in 2012, up from 65.2 percent in 2009. Students who participated in linked coursework in Fall 2011 had a higher persistence rate than those not in linked coursework (90 percent versus 75 percent).

Based on feedback from the review, revisions were made to the plan for the Fall 2015 cohort. Specifically, the Exploration Plan was revised to integrate career readiness discussions, based on outcomes of the student’s Career Maturity Inventory (CMI) score, into advising rather than the First Year Experience course. Exploratory Academic Advisors receive specialized training on the CMI and interpretation of results. The initial discussion of the student’s results (four areas: curiosity, concern, confidence, and consultation, as well as an overall score) has been moved to the first advising (meet and greet) appointment in the fall. The CMI score assists the academic advisor, as well as the student, to understand the student’s career readiness and, in turn, to assist in the development of the student’s Exploration Action Plan. Based on the student’s results, at least one action item is selected to complete prior to the next advising appointment. The student’s action plan is updated during his or her following advising appointment (required), and then continues to be updated until a major is declared.

Additionally, the First Year Experience course was revised for exploratory students for Fall 2015 and included topics such as transition to college, career exploration, developing an awareness of diverse perspectives, and learning about individual personality preferences.

In Fall 2016, the Exploration Plan 2.0 was implemented and includes two additional components: (1) co-registered courses; and (2) service learning in the First Year Experience course. In review of the initial plan, it was determined that not all students participated in a co-linked course usually due to the student's area of interest and/or the size of each concentration. A solution was identified to offer co-registered courses that focus on concentration, as well as Kent Core (general education requirements). This update provides students with the opportunity to network with fellow peers and create study groups. Some of the co-registered courses include experiential learning (ELR) components that promote academic relevance, meaning, and an understanding of real-world issues.

Lastly, integration of the learning community into the Exploration Plan has been added. In addition to students living in the designated residence hall participating in the program, commuters, as well as those students in honors (living in honors housing), will be encouraged to opt-in to this experience. Students participating in the designated ELR First Year Experience courses will be included in the community and highly encouraged to live in the residence hall.

The goal is to evaluate the results from Fall 2015 for the timeliness to major declaration with the data currently being collected from the Exploration Action Plan. The review of the First Year Experience course student survey data and one-on-one interviews will also be evaluated.

In Fall 2015, the Exploration Plan was recognized with two honors for commitment to student success. The 2015 Institutional Excellence for Students in Transition Award by the National Resource Center for the First-Year Experience and Students in Transition, and *University Business* magazine, recognized the plan for assisting Exploratory students' shift to a degree-granting program and encouraging student success.

- B. Required Advising:** Required advising was implemented in Summer 2012 for all Kent State freshman and sophomore students attending all campuses.

**Progress:** New students (who began coursework in Summer 2012 or later) are blocked from registering for courses until they have met the required advising obligation. This has increased the numbers of students who see their advisor, and has contributed to the increases in our retention, persistence and graduation rates.

- C. Academic Support:** Kent State expanded academic support resources in Fall 2011.

**Progress:** This expansion led to an increase in students utilizing the services. The increase in utilization was especially notable for at-risk populations as measured by high school grade-point average and ACT/SAT scores. Students who utilize Academic Success Center (ASC) programs and services have a long-standing history of experiencing marked increased retention to second year and persistence to third year rates. On average, 37 percent of new freshman continue to utilize the ASC. Those who utilized the ASC frequently, when compared to their non-attending peers, experienced a 15-percent retention increase. The three-year persistence average of new freshman who frequently utilized the ASC was 17% higher than their non-attending peers.

**Supplemental Instruction (SI):** SI is an international, peer-facilitated academic support program for historically difficult courses with a long-standing history of increasing student success by decreasing D, F, and Withdraw (W) rates for program participants. The three-year

D, F, W rate of frequent SI participants is 20 percent lower (7% average D, F, W rate) than students who do not attend (26 percent average D, F, W rate).

***PathFinder and Early Alert:*** PathFinder and the Early Alert system are tools available to faculty and staff to provide early feedback and assistance to students experiencing academic difficulties. PathFinder is a predictive analytic tool staff use to communicate how a student is progressing, included recommended action steps. Early Alert is a tool developed at Kent State that is used by faculty to notify students of their progress in class. Both tools provide additional opportunities to reach out to students who may be at risk academically. The goal is to notify the student to suggest they connect with their faculty to receive assistance. We notify the student's hall director, academic advisor, and/or athletic advisor of the specific academic issue. They, in turn, reach out in their unique settings to offer academic assistance and resources to the student.

**D. Transfer Student Orientation**

A comprehensive orientation program is now provided to all transfer students entering Kent State University with less than 30 credit hours (Transfer Kent State) and all transfer students entering Kent State through an agreement with Cuyahoga Community College. Transfer students entering Kent State with greater than 30 hours are provided with information through an online format. These programs are designed to assist transfer students in learning more about their new institution and provide the foundation for their continued persistence through to graduation.

**E. Completion Funds**

Completion Funds have been allocated to assist students in financial need in their final year. Part of the funding comes from the Kent Completion Project, a \$50,000 micro-grant awarded by the Association of Public and Land-Grant Universities (APLU) and Coalition of Urban Serving Universities (USC). Part of the funding comes from individual Colleges.

**F. Dynamic Education and Engagement of Diverse Students (DEEDS)**

Through the Dynamic Education and Engagement of Diverse Students (DEEDS) unified commitments, the university has launched a holistic strategy focused on the retention, persistence and graduation of underrepresented students to close the graduation and retention gaps. This strategy incorporates internships, research experiences, support networks, institutional policy reviews to ensure that students graduate. KeyBank awarded Kent State University a 4-year, \$1 million grant to support the closing of the persistence and graduation gap between non-underrepresented and underrepresented students in 2017.

**G. One Stop for Student Services**

On June 5, 2017, the One Stop for Student Services opened. Conveniently located on the first floor of the Library in the center of campus, it is the one place where most students go to resolve myriad issues related to payment, financial aid, and registration. One Stop counselors are cross-trained to answer registrar, financial aid, and bursar questions, and are trained in the Disney method of exemplary customer service. The One Stop works collaboratively on retention, persistence and graduation issues.

## H. The University Degree Completion Program

The University Degree Completion Program began in May 2014. The goal is to encourage senior-level students who have earned 90 or more credit hours, have a 2.0 or higher GPA, and have stopped attending for two or more years, to return and finish their degree. This program provides hands-on, high-touch experiences for these students. The program streamlines the admissions, registrar, advising, and registration processes. Overall, this initiative has enabled students to have a “one-stop shop” approach to obtaining the majority of their academic needs. We have seen a near 70 percent increase in graduation numbers in this group the last four years. In 2017 this program received recognition as the Outstanding Advising Program by NACADA. <https://www.nacada.ksu.edu/Programs/Awards/Association-Awards/Award-Winners/2017-Award-Winners.aspx>. Additionally, in 2016, Kent State University won the Frank L. Christ Outstanding Learning Center Award was from the National College Learning Center Association (NCLCA) for the innovative approach to academic support. This award is only given to one college nationally, each year.

## 5. Workforce Development Priorities and Student Success

### Experiential Education

In 2012, Kent State University became the first Ohio public university to require experiential learning credits for graduation. Given that students must complete this requirement with activities such as undergraduate research, an internship, or service learning, we believe this requirement makes Kent State graduates better prepared to obtain that first job, or to enroll in graduate school.

Experiential learning opportunities have been enhanced greatly over the past four years due to Kent State’s participation in several funded internship programs:

1. Ohio Means Internships and Co-Ops (OMIC) programs from the Ohio Board of Regents/Ohio Department of Higher Education. The university utilized more than \$1.5 million in grant funding to incentivize regional businesses to create new internship opportunities. Over 150 students have participated in internships sponsored by the first phase of the OMIC program.
2. In early 2016, OMIC 2.5/RAPIDS and OMIC 3 efforts were funded for \$250,000. This award connects students, faculty, and employers through externships in advanced manufacturing.
3. In late 2015, Kent State University was awarded a three-year \$444,015 Career Ready Internship Grant from The Great Lakes Higher Education Guaranty Corporation. Approximately 270 paid internships have been awarded, many to low-income students, since the grants inception. The internships prepare them through career/work readiness workshops and then place the students in positions at nationally and internationally recognized companies, locally owned businesses, startups and nonprofits.

Several offices work to help connect students to experiential learning credits:

1. The Office of Career Exploration and Development helps students to find on campus employment, connects their interests and skills to careers and majors, and helps them polish and update their resume, practice interviewing, and discover internships and co-ops.

2. The Office of Community Engaged Learning (formerly the Office of Experiential Education and Civic Engagement) assists students to complete required Experiential Learning Requirements (ELR) and prepare them for careers through:
  - Non-course based ELR options – working with students, faculty and community partners to identify and create ELR opportunities;
  - Directly offering a number of non-course ELR options - alternative spring break trips, immersion trips, community-based learning opportunities, and FYE sections with ELR notations;
  - Federal Work Study opportunities in local non-profits;
  - Service and service-learning experiences;
  - Partnering with university residence halls to engage residential students in service/service-learning;
  - Encouraging participation in research through the Undergraduate Symposium on Research, Scholarship and Creative Activity and the Summer Undergraduate Research Experience.
  
3. Individual Colleges and Departments have Career Centers or Career Advisors/Placement Officers, for example:
  - The College of Business through its Careers and Internships Office, connects students to internships in businesses that have partnered with the College;
  - The College of Nursing places their students in practicums at local hospitals, and provides direct health-related career resources;
  - Stark Campus has its own Career and Internship Office that links students with local employers.
  
4. Workforce Development Offices exist on several of the regional campuses in operate in direct response to the needs of local communities. For example:
  - Geauga Campus and the Regional Academic Center offers certification in Basic Life Support and as a State Tested Nursing Assistant (STNA)
  - Trumbull Campus offers customized training packages. These include computer training (software, programming/networking, internet), real estate (pre- and post-licensure), Police Academy and correction officer training, Supervisory/Leadership training, Quality systems (ASQ, ISO/TS, Lean/SIX Sigma), Industrial courses (mechanical, electrical maintenance, PLCs, CNC, etc.), online training programs (short courses and career programs), Small Business Operations and Business Administration, healthcare programs (pharmacy technician, medical coding and more), grant writing and non-profit management, employee development (basic skills, communication, team building, customer service).

### **Expanding Career Services to Underrepresented Students**

In Spring 2016, we expanded targeted career services for underrepresented students through the McNair Scholars and the Career Service Center. The purpose of the McNair Scholars Program is to prepare first-generation, low-income, and underrepresented students to obtain their doctoral degree within 10 years. The purpose of this expanded effort is to ensure underrepresented students identify and utilize the resources and tools offered by the Career Services Center to ensure greater success upon graduation.

### **Other Specialized Workforce Development Opportunities**

Kent State University continues to excel in providing training opportunities in several specific areas of:

1. Advanced Manufacturing. This has been a workforce development priority for 50 years. The Glenn H. Brown Liquid Crystal Institute (LCI), established in 1965, is one of the world's most comprehensive research, technology transfer and education programs of its kind. Multiple start-up and spin-off companies include: AlphaMicron, Inc., Crystal Diagnostics, HANA, Kent Displays Inc., and Kent Optronics, Inc. These companies have created more than 1,000 jobs in Ohio and the United States. Multiple industry leaders including Apple, Samsung, LG, 3M, Corning, Motorola, and Kodak, have worked closely with KSU researchers providing research and internship opportunities for students. Kent State was also instrumental in the creation of the FlexMatters Consortium at NorTech, spurring the development of a cluster of 60+ northeast Ohio companies in the flexible electronics industry.
2. Aerospace and Aviation. Kent State University has the number 1 flight school in the country. The university has established bridge agreements with four regional airlines: PSA, Inc., CommutAir, ExpressJet and Envoy Air, Inc. Many of these agreements provide academic internships for flight students, and all offer some form of preferential hiring for the student. As such, Kent State is doing its part to address the looming pilot shortage, which Boeing International estimates will reach a deficit of 97,000 pilots over the next 20 years in the United States, and 498,000 worldwide.
3. Agribusiness and Food Processing. Kent State University established a Bachelor of Science degree in Agribusiness, to be offered on the Tuscarawas campus. This degree was created in direct response to farm and agricultural associations, county extension officers, Ohio farm bureaus, and agricultural implement dealers.
4. Biohealth. Students are directly trained to enter health related occupations through the Bachelor of Science in Public Health, the Master of Public Health, the PhD in Public Health, the Doctor of Podiatric Medicine, the Master of Business Administration for Healthcare Professionals, the Bachelor of Science in Nursing and the Master of Science in Nursing.
5. Financial Services. Students are trained to directly enter the field of Insurance Studies through the Bachelor of Science in Insurance Studies offered on the Salem Campus. In addition, the College of Business Administration offers financial services curriculum at the undergraduate, master's, and doctoral levels. The Bachelor of Business Administration in Finance is designed to provide students with an academic background appropriate for entry into a financial career, including financial management, investments, banking/financial institutions, risk management/insurance, real estate, and related areas.
6. Information Services and Software. Several degrees are offered to train students to directly enter careers in IS or software. For example, the Master of Science in User Experience Design trains students to excel in creating useful user interfaces, whether on the web, mobile, tablet, or any other device. The Health Informatics master's program produces graduates prepared to capture, analyze, transmit, and manage large data sets in healthcare. These programs can be completed entirely online.
7. Construction Management. Kent State University's Construction Management major prepares students to directly enter construction management careers. Since most students participate in two or three internships, they are highly employable immediately upon graduation.