



Todd A. Diacon
Senior Vice President and Provost

June 2, 2014

John Carey, Chancellor
Ohio Board of Regents
25 South Front Street
Columbus, OH 43215

Dear Chancellor Carey:

I humbly submit the Kent State University Complete College Ohio Campus Completion Plan, as approved by the Board of Trustees on May 28, 2014.

Kent State University is committed to keeping true to our access mission and improving student success efforts to provide even more Ohioans with a top-notch college education and entry into meaningful employment. We support and expand the state's educational and workforce development initiatives in the broadest and most meaningful sense and are committed to the highest level of teaching and research.

Sincerely,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost

Enclosure

c: Dr. Lester A. Lefton, President
Dr. Charlene 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.

KENT STATE UNIVERSITY CAMPUS COMPLETION PLAN

1. University Mission

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.

Student Body Profile:

The fall semester 2013 unduplicated headcount for the Kent campus is 28,019, and 13,872 for the regional campuses. Students are counted only once at the campus at which they hold a majority of their course load.

With the university focusing on retention and graduation, retention of Kent campus freshmen has increased to 77.6 percent, up from 77.1 last year. This represents the percentage of freshmen who continue their studies at the university for their sophomore year. Retention at the regional campuses experienced a significant increase to 56.1 percent, up from 52.5 percent last year.

Highlights from the fall 2013 enrollment numbers also include:

- Enrollment of international students is up 10.37 percent, with 2,447 total international students. The university also is seeing more diversity in countries represented by Kent State's international students, including rapidly growing numbers of students from Brazil, India, and Oman.
- Enrollment at Kent State University at Geauga is up 6.3 percent. Kent State Geauga reported 1,646 students for fall 2013 compared to 1,548 in the previous year.
- The average high school grade point average (GPA) score for the university's new AALANA (African American, Latino American and Native American) freshmen students is 3.18, up 2.0 percent from 3.12.
- The number of new AALANA freshmen also increased 1.6 percent to 668 students.
- Enrollment in Kent State's College of Business Administration has increased to 3,271 students, showing an impressive 4.2 percent growth compared to last year.
- Kent State's School of Digital Sciences and the College of Public Health also continue to grow. Enrollment in the School of Digital Sciences is up 94 percent, while the College of Public Health is up 22 percent.

Kent State also set a new all-time high in applications. The total number of applications received by the Kent campus for fall 2013 was 21,711. This represents an increase of 7,197 applications, or 49.6 percent, in a five-year span compared to 14,514 freshman applications for fall 2009. This also tops the number of applications received fall 2012, which was 21,040.

2. Barriers to Persistence and Completion

- A. The Kent State system serves a significant number of first generation students (40 percent) who experience greater difficulty navigating university processes and structures than students coming from families whose parents went to college.
- B. Students struggle to complete the current general education math requirement, which includes mastery of calculus.
- C. Students and their families struggle to meet many financial obligations given that 37 percent of our Kent campus students and 57 percent of our regional campus students receive Pell Grants (an indicator of extreme economic need).
- D. Current university academic policies were developed to provide maximum flexibility and autonomy for students. This encourages poor decision-making and progress toward degree delays especially for our beginning students.

3. Completion Goals for 2014-2016

- A. Increase the Kent campus graduation rate to 60 percent (up from the current 52.6 percent), and increase the Kent freshman to sophomore retention rate to 80 percent (up from the current 77.6 percent).
- B. Decrease the disparity between the Kent campus overall graduation rate and the graduation rates of underrepresented 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).
- C. Create an alternative general education math sequence that emphasizes the mastery of statistics, which is more appropriate for students in many of our majors.
- D. Alter current academic policies that can delay degree completion (e.g. drop/add policies, course repeat policies, majors requiring 120+ credit hours, etc.)
- E. Decrease the number of students who are academically dismissed from the university by creating mandatory success workshops for students placed on probation.

Assessment/Evaluation of Goals

Goal A: Freshman to sophomore retention rates and six-year graduation rates.

Goal B: Graduation rates for under-represented minorities and for students entering at age 21 or older.

Goal C: Alternative general education math sequence is implemented.

Goal D: Academic policies are altered, and the university tracks subsequent performance of students as a result.

Goal E: Students begin attending mandatory student success workshops; academic performance of these students is tracked.

4. Completion Strategies:

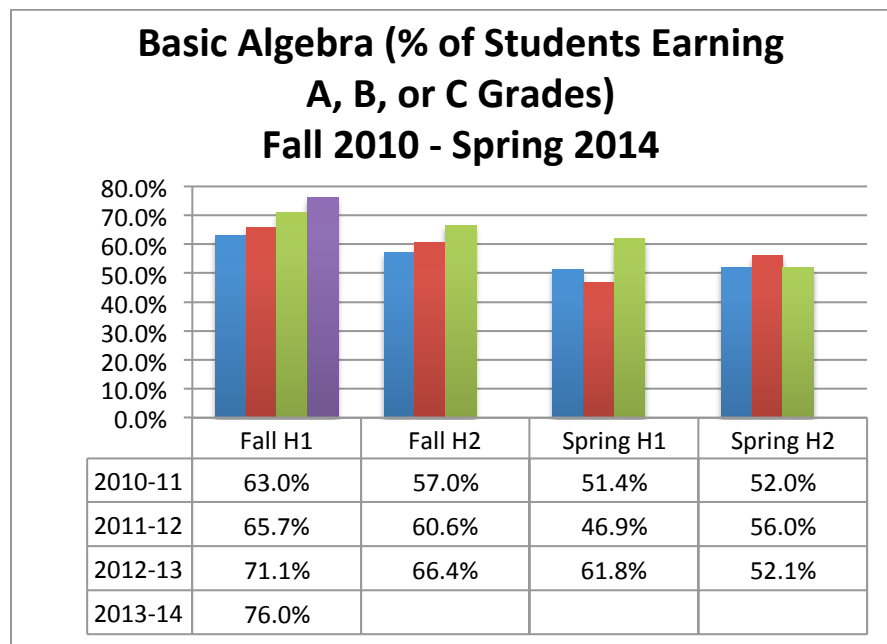
Current Completion Strategies

- 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. In addition to this new policy, the university provides a multi-step program that includes coursework and career counseling to assist students in selecting a major. Since the implementation of the 45-hour policy and the associated multi-step program, students enrolled in these programs are indeed selecting and declaring a major in a timely manner. This change in behavior is a primary reason for the three percent increase in retention from the first to the second year for exploratory students, our largest group of students subject to this policy.
- B. **Required Advising:** Required advising was implemented in summer 2012 for all Kent State students attending all campuses. New students who began coursework in summer 2012 and later are blocked from registering for courses until they meet the required advising obligation. Advisors work with students during their required advising appointment on identifying opportunities that match the students' interests and barriers that may keep them from persisting. The implementation of required advising has played a significant role in the increase in retention on the Kent and regional campuses.
- C. **Learning Communities:** Eighty-three percent of first-year Kent State, Kent campus students participate in learning communities. Learning communities provide to residential and off-campus students, enrolled in a variety of academic programs, the opportunity to build relationships with faculty and students around shared academic interests. Students participating in learning communities persist at higher rates and earn higher grade point averages than non-participants. Students who participated in learning communities in 2011-2012 returned for the following fall semester at a higher rate than non-participants.
- D. **Academic Support:** Kent State expanded academic support resources in fall 2011. The expansion of resources led to an increase in students utilizing the services. This increase in utilization was especially notable for at-risk populations as measured by high school grade point average and ACT/SAT scores. There was a 12 percent increase in the use of academic support by at-risk students from the previous year. Students who utilize academic support resources in 2012 experienced an 11 percent difference in retention when compared to students who did not.

Success Rates of New Freshmen Using the Academic Success Center (ASC) vs. New Freshmen Who Did Not Use ASC Services						
Academic Year	Percent of Freshman Class		1st Year Retention		Cumulative GPA at end of Freshman Year	
	Did not Use ASC	Did use ASC	Did not Use ASC	Did use ASC	Did not Use ASC	Did use ASC
10-11	66%	34%	71%	83%	2.68	3.04
11-12	59%	41%	72%	83%	2.77	2.97
Total	62%	38%	72%	83%	2.72	3.00

Percent of New Freshmen Utilizing the Academic Success Center, Shown By High School GPA					Percent of New Freshmen Utilizing the Academic Success Center Shown By ACT				
		10-11 Academic Year	11-12 Academic Year				10-11 Academic Year	11-12 Academic Year	
HS_GPA Range for New FR	Total Count in FR Classes	Percent Utilizing ASC	Percent Utilizing ASC	Change in Percent Utilizing from Fall 10-Fall 11 (+ means more used in Fall 11)	ACT Range for New FR	Total Count in FR Classes	Percent Utilizing ASC	Percent Utilizing ASC	Change in Percent Utilizing from Fall 10-Fall 11 (+ means more used in Fall 11)
0-2.79	1759	24%	36%	12%	9-18	1031	37%	47%	10%
2.8-3.09	1663	34%	37%	3%	19-20	1541	35%	46%	11%
3.1-3.39	1720	35%	46%	12%	21-22	1773	39%	42%	3%
3.4-3.69	1599	41%	43%	2%	23-25	1981	36%	44%	8%
>=3.7	1511	41%	45%	4%	>=26	1543	30%	35%	4%
Total	8252	34%	41%	7%	Total	7869	35%	42%	7%

Placement Assessment and Curriculum Changes: A large part of ensuring academic success for Kent State University students is our ability to assess academic proficiency and utilize this assessment information to place students into the appropriate courses. We conduct placement assessments for Mathematics, English, Reading, Foreign Language, and Chemistry. A complete overhaul of our placement procedures and an implementation of the emporium model in Mathematics using ALEKS software were completed in 2011. The institution has seen large gains in student performance as a result of this change in assessment practices and associated curriculum changes. The most significant gain was been seen in developmental mathematics courses, where pass rates have increased by 20 percent since the implementation of the new placement procedures and the emporium model. The chart below demonstrates the steady improvements for students enrolled in developmental math courses, 2010-2014.



Supplemental Instruction (SI): Supplemental Instruction, a national program, is a peer-led study session model. SI has been employed to assist students enrolled in difficult courses. In 2012, eight percent of students who participated in academic support earned a D, F, or withdrew from a course, while 26 percent of non-participants earned a D, F, or withdrew from the course.

Course Signals and Early Alert: Course Signals and the Early Alert system are tools available to faculty to provide early feedback and assistance to students experiencing academic difficulties. Course Signals is a tool faculty use with Blackboard to communicate how a student is progressing, and it recommends 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.

Enhanced Completion Strategies

- A. Create an intentional degree completion program for students who left the university with 90 or more credits earned, and who never earned a degree elsewhere.
- B. On the Kent campus, allow students to earn an associate degree on their way to the bachelor's degree, so that we create a meaningful milestone to celebrate, and so that we can encourage students who are planning to leave to stay in school at least long enough to earn a meaningful college credential.
- C. Through the Division of Diversity, Equity, and Inclusion, Kent State offers programs and services targeting African American, Latino American, and Native American (AALANA) students. These programs and services include a scholarship guild, a summer experience, support groups, and coursework. To measure outcomes and progress, the division has implemented a diversity scorecard process. The diversity scorecard process involves strategic planning within each division and an annual assessment of efforts aimed at reducing the disparity in graduation rates between all students and AALANA students.
- D. Implement a "big data" program that tracks a decade of student performance so that the university can use the power of predictive analytics to improve academic advising (Pathfinder).
- E. Create mandatory student success workshops for students on academic probation

5. Workforce Development Priorities and Student Success

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 will make Kent State graduates better prepared to obtain that first job, or to enroll in graduate school.

In addition, experiential learning opportunities have been enhanced greatly by KSU's \$1.2 million Ohio Means Internships and Co-Ops (OMIC) program from the Ohio Board of Regents. The grant incentivizes regional businesses to create new internships, mandates ongoing discussions about internship opportunities for KSU students, and creates an internship structure to track, assess, and sustain our efforts. This year, **69** students are on internships sponsored by the OMIC program. Thus far, **six** of these students have earned permanent employment as a direct result of their internships. As a result of the OMIC grant, Kent State connected with **36** new business partners targeting **nine** key industries in JobsOhio industry clusters. Kent State's *College of Business Administration* recently hired a full-time internship coordinator and Associate Director of Employer Relations to strengthen current relationships and to develop new ones with Ohio businesses.

Workforce Development

The State of Ohio (ORC Sec. 3345.81) calls for the campus plans to “align with the state’s workforce development priorities.” Below are key industries identified by the State of Ohio, and Kent State’s efforts to boost activity through academic programs and other support efforts.

Advanced Manufacturing

Kent State’s Glenn H. Brown Liquid Crystal Institute (LCI), established in 1965, is one of the world’s most comprehensive research, technology transfer and education programs. Building on their extensive research in displays, electro-optics and flexible electronics, Kent State researchers have continually expanded the frontiers of liquid crystal science and technology.

In the 1970s, a researcher at LCI demonstrated the first liquid crystal displays (LCDs), which initiated the multi-billion dollar flat panel display industry. In the 1990s, researchers at LCI began combining liquid crystals and polymers, subsequently creating the Center for Advanced Liquid Crystalline Optical Materials (ALCOM). Funded by the National Science Foundation, ALCOM created the technology used in a range of flexible electronics devices developed by spin-off companies that include: AlphaMicron, Inc., Crystal Diagnostics, HANA, Kent Displays Incorporated, and Kent Optronics, Inc.

These spin-off companies have created more than 1,000 jobs in Ohio and the United States. Kent Displays, for example, currently employs more than 130 people in Kent, Ohio, and has grown into one of the world’s leading manufacturers of displays using its own proprietary roll-to-roll manufacturing process. During the past year alone, **16** students from the LCI have been placed in our spin-off companies through the Board of Regents’ Ohio Means Internships and Co-ops Program.

Over the past two decades, well over 50 companies, including industry leaders Apple, Samsung, LG, 3M, Corning, Motorola, and Kodak have worked closely with KSU LCI researchers. 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.

Ohio now has a great opportunity to exercise global leadership in advanced materials manufacturing of devices based on flexible electronics. Accordingly, Kent State University is developing a new initiative to build a complete commercialization ecosystem for the production of such products—the *Flexible Device Manufacturing and Commercialization Consortium (FDMCC)*.

The FDMCC, an industry-led collaboration of material suppliers, device manufacturers and integrators, administered and convened by Kent State University, is focused on commercializing devices, especially in biomedical, sensing, displays and advanced energy applications. It provides a vital forum for flexible device manufacturing companies to assess their ongoing workforce needs, and works with Kent State in developing targeted curricula and training programs. Most recently, industry leaders in the FDMCC have encouraged the university to develop a Liquid Crystal Engineering undergraduate and graduate program. Such a proposal is being prepared for Ohio Board of Regents’ review.

Kent State University’s College of Applied Engineering, Sustainability and Technology (CAEST) is host to the Ohio Manufacturing and Technology Small Business Development Center (MAGNET). One of four such centers in the state, we serve 22 counties in northeast Ohio. The center provides approximately **3,500 consulting hours** a year at no cost to 50 small businesses. For 2014-2015, the center is launching a new internship program that will support up to 25 internships at \$1,500 per opening. In total, in 2013-2014, **42** CAEST students served internships, mostly in northeast Ohio.

Aerospace and Aviation

Kent State University's Aeronautics program received the award for the top collegiate aviation program in America in 2010. Some **600** students currently major in aviation studies, and the university has established bridge agreements with two regional airlines: PSA, Inc., and CommutAir. These agreements provide academic internships for flight students, and after the internships are completed, students may apply for paid co-op positions. These students may receive contingent job offers at this time, meaning they are employed upon successfully completing our aviation program and graduating from Kent State. 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. Ohio ranks fourth among all states with the highest employment level for commercial pilots, and we anticipate adding more bridge programs with regional airlines. In 2013-2014, **17** students completed internships in airport control towers, **five** students completed internships with major airlines (Delta, United, US Airways/American), and **six** students completed NASA internships. (Note: these are in addition to much larger numbers with regional airlines.)

All Kent State technology programs have advisory boards comprised of industry leaders. For example, our Aeronautics Advisory Board includes representatives from corporate flight programs, major airlines, air traffic control, and aviation management. Our advisory board members help us review and update our curriculum so that it best meets the needs of aviation employers.

Agribusiness and Food Processing

In March 2014, the Kent State University Board of Trustees approved a *Bachelor of Science degree in Agribusiness*, to be offered on the Tuscarawas campus. The degree is designed to meet the agribusiness industry's needs, which are considerable in Ohio. Nationwide, agriculture accounts for nearly one-fifth of the U.S gross national product. In Ohio, agriculture is a \$93 billion industry that supplies more jobs and contributes more to the state's favorable trade balance than any other single sector in the state. Ohio occupies a strategic location between the grain belt and the big markets of the eastern United States, and is within one day's trucking drive of 66 percent of the purchasing power of the U.S. The state is home to the largest soup plant in the world (Campbell Soup Company), the largest ketchup plant in the world (Heinz), the largest yogurt plant in the world (Dannon Company), and the largest pizza plant in the world (Pillsbury).

A survey to assess the need for the program was sent to 821 farm and agricultural associations, county extension officers, Ohio farm bureaus, and agricultural implement dealers. The results revealed a strong need for graduates with this degree in central Ohio, and respondents to the survey indicated that they would fill 60 new positions and 92 replacement positions in the next five years in central Ohio alone. A formal Agribusiness Advisory Board with industry leaders has been formed to support the program.

Automotive

Several fuel cell manufacturers are headquartered in Ohio. Honda is spending \$215 million to expand its fuel cell activities in the state. According to the U.S. Department of Energy, "There is not a fuel cell manufacturer in the U.S. that does not have Ohio components."

The *Kent State College of Applied Engineering, Sustainability and Technology (CAEST)* currently focuses its research on fuel cells not fed with hydrogen, but rather that run on natural gas, coal gas, biogas, propane, or jet fuel. Newly hired KSU professor Yanhai Du is at the forefront of this alternative fuel cell research, and he was just awarded a \$50,000 grant from the Watt Fuel Cell Company. In addition, Dr. Du is applying for further research funding, and CAEST plans to expand its fuel cell team to meet the needs of the state.

Biohealth

As part of its accreditation requirements, *Kent State's College of Public Health (CPH)* is focused on workforce development, which the Association of Schools and Programs of Public Health defines as increasing the skills of the nation's public health force. The Association estimates that nearly 50 percent of the public health workforce will be eligible for retirement within the next five years. Ohio will require 20,000 new public health workers. From its beginning as an academic college just three years ago, the College of Public Health now enrolls over **500** majors, and just graduated its first Ph.D. student.

Kent State's CPH offers an 18-credit Public Health Certificate, which opens career opportunities in the field of public health to those who have completed a bachelor's degree, but do not have formal training in public health. The certificate can be earned entirely online and, with this credential, individuals are eligible for work as sanitarians and environmental health specialists in health departments, public health and agriculture laboratories, and with environmental testing companies.

The college provides world-class training to health care workers who wish to expand their expertise into the realm of public health. To do this, the college offers the Master's of Public Health (MPH) degree not only on the Kent campus, but also at facilities in suburban Cleveland and in Trumbull County. Next fall, the college will offer an online version of the degree. Hospital administrators, nurses, public health officials seeking a graduate credential, physicians and podiatrists, and private practice managers, among others, are enrolled in the Kent State MPH program.

The Patient Protection and Affordable Care Act of 2010 requires all U.S. non-profit hospitals to conduct a community health needs assessment of their service area. In 2012, three major hospital systems in Summit County (Akron General Medical Center, Summa Health System, and Akron Children's Hospital) contracted with the Kent State CPH to conduct these assessments. In Portage County, the CPH, with funding from the Robert Wood Johnson Foundation and the State of Ohio, trains the staff and board members of three health departments. The college also offers continuing education programs, which are mandated for public health workers, in biosafety laboratory training, hazard waste handling, grant writing, and strategic planning.

Northeast Ohio is home to world-class health providers that are engaged in numerous hospital and other medical facility design and construction projects. In response to industry requests, the Kent State *College of Architecture and Environmental Design (CAED)* recently created two new workforce development programs. First, Kent State recently established a *Certificate in Health Care Facilities* (21 semester credit hours) to provide both medical personnel and designers with a deeper knowledge of health care facility development. Second, Kent State recently began offering a *Master of Health Care Design* degree (32 semester credit hours), which will provide the student, upon graduation, an employment advantage in design firms or in the facility functions of health care institutions.

The Kent State College of Podiatric Medicine (CPM), created in 2012 with the merger of the Ohio College of Podiatric Medicine, is training the next generation of podiatrists. With a growing number of foot maladies caused particularly by obesity and diabetes, Kent State's 400 podiatric medical students are in clear demand for preventative and restorative foot and ankle care. The college operates the Cleveland Foot and Ankle Clinic to both train podiatric medical students in real world surroundings, and to offer low cost quality care to northeast Ohioans. In the past year, the clinic treated **9,620** patients and trained **83** podiatric medical students.

At the undergraduate level in the *College of Business Administration*, the *Healthcare Systems Management* minor fulfills the management niche in healthcare and complements student and industry interests in healthcare systems. The minor is being extended to 100 percent online to further extend the program's

reach beyond the Kent campus (Portage County). Currently, there are **30** students enrolled in this minor. At the graduate level, the College of Business Administration has over 35 years of experience in Executive MBA programs, combining its rich EMBA history with a dynamic curriculum that prepares busy professionals for leadership positions. Kent State University offers both an *Executive MBA for Corporate Professionals* and an *Executive MBA for Healthcare Professionals*. There are currently **64** students enrolled in the EMBA program. The *Executive MBA for Healthcare Professionals* features a curriculum created to meet the demands and challenges of today's healthcare executive. The curriculum has been designed by working with a Healthcare Steering Committee representing local hospitals, medical schools, nursing schools, healthcare networks, and other healthcare service providers including University Hospitals, Summa Health System, Cleveland Clinic, and Akron Children's Hospital.

Energy

Energy research in the Kent State University *Department of Chemistry and Biochemistry* focuses on understanding and developing new photovoltaic materials for use in solar energy conversion. For 2013, three professors in this department earned a combined **\$552,000** in grants to support this activity. Currently, Kent State professors' *Energy* research amounts to **\$3.2 million** in the fields of energy conversion, light absorption, and energy storage.

Financial Services

Blackstone LaunchPad at Kent State University promotes entrepreneurship as a career path for our students. The program, which features generous financial and professional support from the Blackstone Charitable Foundation, and from the Burton D. Morgan Foundation, helps students, faculty/staff, and alumni create new businesses or grow start-ups in northeast Ohio. To date, LaunchPad has served more than **675** individuals through one-on-one venture coaching and reached more than **1,300** through events and programs. Since May 2012, LaunchPad has supported the creation of **33** new businesses and one non-profit by our Kent State clients.

Launchpad's recent "Fashion/Tech Hackathon" is an example of its business development efforts. This 24-hour event featured students from Kent State University, The Ohio State University, the University of Toledo, Case Western Reserve University, Baldwin Wallace University, and Bowling Green State University. Students gathered for 24 straight hours to develop and build wearable technology prototypes, and they were required to develop business concepts as well. The first place prize of \$2,000 went to Kent State junior physics major Mitchell Gillespie, who created the "Miracle Sole" running shoe that uses sensors imbedded in shoes to improve running form.

In 2012, the Kent State University Board of Trustees approved a *Bachelor of Science in Insurance Studies*. This development was entirely in response to the workforce needs of the state's insurance industry. After meeting with leaders of Ohio's major agencies, Kent State University at Salem created this degree, which can be completed entirely online to facilitate the training of students working full-time jobs. As of spring 2014, over **40** students are majoring in this program. Kent graduates will enter into a field that features an average hourly wage of over \$27.

An Insurance Studies Advisory Board, comprised of insurance leaders, consults with Kent State officials. The hiring needs of the industry are considerable. Ohio is home to 251 insurance companies. It is one of the state's major employers with more than 96,000 employees. Annual employment for the insurance industry in Ohio is expected to increase by 7.1 percent by 2016, resulting in the creation of approximately 16,900 new jobs. Ohio is one of the top five states in the nation with the highest concentration of insurance underwriter and claims processor jobs.

The *College of Business Administration* offers financial services curriculum at the undergraduate, master's, and doctoral levels. The *Bachelor of Business Administration (BBA)* degree program currently enrolls **466** students with a declared finance major and **71** students pursuing the finance minor. 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. The *Master of Business Administration (MBA)* degree currently enrolls **14** students who have selected finance as their concentration; and the *Ph.D. in Business Administration* degree program currently enrolls **11** students with a finance concentration and **two** students with the finance minor. Companies that have recently hired MBA graduates include PNC Bank, Timken, Nationwide Insurance, Ernst & Young, and Westfield Insurance.

Information Services and Software

The Kent State University *User Experience Design Master of Science* degree trains students to excel in creating useful user interfaces, whether on the web, mobile, tablet, or any other device. Our master's program in *Knowledge Management* provides students with the skills to manage large amounts of data. The *Health Informatics* master's program produces graduates prepared to capture, analyze, transmit, and manage large data sets in healthcare. All three programs can be completed entirely online, as can the 18 credit certificate programs. All three programs are housed in the Kent State School of Library and Information Science, which is the 18th in the nation in the current *U.S. News and World Report* ranking. Total enrollment in these three programs reached a record **815** students this year.

Health Informatics began accepting students in 2011, and currently our students serve internships at the Cleveland Clinic, Akron General Medical Center, Akron Children's Hospital, and University Hospitals. To date, **12** interns have received full-time employment at their internship hospital, or another health care provider. Industry leaders are sending their employees to study in our *Knowledge Management* program. Employers including Deloitte, the Federal Reserve Bank of Cleveland, Marathon Oil, Microsoft, and Sherwin Williams. Employees of the U.S. Departments of State, Army, Navy, Air Force, and the Coast Guard are also enrolled in the program. Similarly, students in our *User Experience Design* program have served internships and/or are now employed by The Eaton Corporation, Progressive Insurance, T.D. Ameritrade, Rockwell, Westfield Insurance, Earnst and Young, and others.

The *Kent State College of Business Administration (COBA)*, offers MBA and Ph.D. concentrations in Information Systems. Companies that have hired Kent MBA graduates with this concentration include Alliance Data, Honeywell, MRI Software, and Salesforce.com. In addition, the COBA's *Center for Information Systems (CIS)* works with an advisory board of **78** members from industry, including representatives from J.M. Smucker Company, Goodyear, Sherwin Williams, Progressive Insurance, Lubrizol, Parker Hannifin, and FirstEnergy. Along with the *Kent State Department of Computer Science* and the *Kent State School of Digital Sciences*, the CIS annually hosts the *IT Career Expo* to match Kent State informatics students with employers. In 2013, over **100** students and **40** professionals participated in the IT Career Expo.

Polymers and Chemicals

Faculty members in the *Department of Chemistry and Biochemistry* research advanced materials. New materials developed in the lab of Professor Songping Huang, used to enhance image contrast for MRI procedures, have been commercially licensed. Professor Mietek Jaroniec's research on photocatalysts and semiconductors led him to being named to the list of the top 50 materials scientists in the world.

A Final Note on Student Success, Workforce Development, and Kent State University

While the above-named workforce development areas are important to Ohio's financial future, Kent State engages in vital workforce development efforts more broadly defined. Kent State University at Tuscarawas

operates a *Performing Arts Center* that demonstrates the economic power of the arts, having \$4 million in ticket sales on 190 performances over the last three years of its existence. The center employs 40-60 students per year, and approximately **30** of these students have gone on to work for professional theatre companies and arts groups. Because of touring acts appearing on the Tuscarawas campus, more than 1,000 hotel rooms for the casts and crew of shows are rented annually, injecting more than \$90,000 into the local lodging economy. Part-time employment is provided to 20-40 community members each year, totaling nearly \$170,000 in wages. Approximately 10,000 catered meals for touring shows' casts and crew, wedding receptions, and other events are provided by local businesses.

Kent State University is committed to improving student success even while keeping true to its access mission. By extending a Kent State education to the largest swath of the population, and not just to a privileged few, Kent State University supports and expands the state's educational and workforce development initiatives in the broadest and most meaningful sense. Perhaps it is fitting, then, to conclude this section and this report with Kent State University's *Construction Management major*, a new major that replaced the Construction Management concentration last fall. Currently, more than **100** students major in this program, and each student is required to complete at least one internship. In reality, many students will complete two or three internships during their studies. Our graduates already are being hired as full-time employees following their internships by companies including the Smith & Oby Company, the Turner Construction Company, Brewer-Garrett, the John F. Gallagher Company, and Welty Building Company, Ltd.

Whether in a cutting-edge field such as advanced materials research/liquid crystal research, or in construction management, or by training pilots to serve national and international air carriers, Kent State combines its historical mission of access with a commitment to the highest level of teaching and research. We are redoubling our student success efforts to provide even more Ohioans with a top-notch college education and entry into meaningful employment. It is in this spirit that we humbly submit our *Kent State University Complete College Ohio Campus Completion Plan*.

Appendix: University Student Profile (Kent Campus)

This is the suggested data set to report; there may be additional/other data that institutions choose to include.

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	4,352	19.8%	16,445	74.7%	1,204	5.5%	22,001	--
Enrolled Part Time	38	1.4%	2,515	92.5%	165	6.1%	2,718	12.4%
Not Degree/Certificate Seeking	2	0.2%	865	99.8%	0	0.0%	867	3.9%
Financial Need - Pell Eligible								
Remedial Education Needs	2,380	49.9%	1,186	24.9%	1,204	25.2%	4,770	21.7%
Female	2,724	21.2%	9,465	73.7%	650	5.1%	12,839	58.4%
Male	1,628	17.8%	6,980	76.2%	554	6.0%	9,162	41.6%
Age 18-24	4,317	22.5%	13,924	72.5%	976	5.1%	19,217	87.3%
Age 25 and Older	35	1.3%	2,521	90.6%	228	8.2%	2,784	12.7%
Ohio Resident	3,541	19.7%	13,428	74.8%	988	5.5%	17,957	81.6%
High School-to-College Factors								
Average High School GPA	3.31		3.21		2.97		3.23	
Average ACT or SAT	22.90		22.43		21.65		22.52	
Race / Ethnicity								
<i>American Indian / Alaskan Native</i>	4	0.02%	33	0.15%	5	0.02%	42	0.2%
<i>Asian</i>	62	0.28%	198	0.90%	10	0.05%	270	1.2%
<i>African American/Black</i>	386	1.75%	1,354	6.15%	131	0.60%	1,871	8.5%
<i>Hispanic</i>	131	0.60%	454	2.06%	44	0.20%	629	2.9%
<i>International</i>	169	0.77%	1,312	5.96%	93	0.42%	1,574	7.2%
<i>Native Hawaiian or other Pacific Islander</i>	3	0.01%	14	0.06%	1	0.00%	18	0.1%
<i>Multi-racial</i>	191	0.87%	344	1.56%	31	0.14%	566	2.6%
<i>White</i>	3280	14.91%	12,227	55.57%	842	3.83%	16,349	74.3%
<i>Race/ethnicity not reported</i>	126	0.57%	509	2.31%	47	0.21%	682	3.1%

Appendix: University Student Profile (Regional Campuses)

This is the suggested data set to report; there may be additional/other data that institutions choose to include.

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	2,324	16.9%	10,171	73.8%	1,280	9.3%	13,775	
Enrolled Part Time	404	6.6%	5,129	84.2%	561	9.2%	6,094	44.2%
Not Degree/Certificate Seeking	0	0.0%	1,153	133.0%	2	0.2%	867	6.3%
Financial Need - Pell Eligible								
Remedial Education Needs	1,808	48.6%	1,451	39.0%	460	12.4%	3,719	27.0%
Female	1,383	15.8%	6,559	74.9%	811	9.3%	8,753	63.5%
Male	941	18.7%	3,612	71.9%	469	9.3%	5,022	36.5%
Age 18-24	2,127	24.5%	5,812	67.1%	729	8.4%	8,668	62.9%
Age 25 and Older	197	3.9%	4,359	85.4%	551	10.8%	5,107	37.1%
Ohio Resident	2,288	16.9%	10,025	74.0%	1,238	9.1%	13,551	98.4%
High School-to-College Factors								
Average High School GPA	2.84		2.93		2.80		2.90	
Average ACT or SAT	18.84		20.73		20.12		20.47	
Race / Ethnicity								
<i>American Indian/Alaskan Native</i>	6	0.04%	43	0.31%	5	0.04%	54	0.4%
<i>Asian</i>	18	0.13%	83	0.60%	7	0.05%	108	0.8%
<i>African American/Black</i>	178	1.29%	555	4.03%	167	1.21%	900	6.5%
<i>Hispanic</i>	63	0.46%	180	1.31%	39	0.28%	282	2.0%
<i>International</i>	2	0.01%	10	0.07%	1	0.01%	13	0.1%
<i>Native Hawaiian or other Pacific Islander</i>	3	0.02%	9	0.07%	1	0.01%	13	0.1%
<i>Multi-racial</i>	89	0.65%	164	1.19%	30	0.22%	283	2.1%
<i>White</i>	1,888	13.71%	8,816	64.00%	981	7.12%	11,685	84.8%
<i>Race/ethnicity not reported</i>	77	0.56%	311	2.26%	49	0.36%	437	3.2%