



**ENDORSEMENT OF THE STRATEGIC COMPLETION PLAN FOR THE OHIO STATE UNIVERSITY**

Resolution No. 2014-90

Synopsis: Endorsement of the Strategic Completion Plan for The Ohio State University, is proposed.

WHEREAS the 130th Ohio General Assembly added Ohio Revised Code 3345.81 (Strategic Completion Plan), effective September 29, 2013; and

WHEREAS ORC 3345.81 requires, by no later than June 30, 2014, the Board of Trustees at each Ohio institution of higher education adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS ORC 3345.81 states the plan shall be consistent with the mission and strategic priorities of the institution, include measureable student completion goals, and align with the state's workforce development priorities:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby endorses the Strategic Completion Plan for The Ohio State University; and

BE IT FURTHER RESOLVED, That a copy of this plan be forwarded to the Chancellor of the Ohio Board of Regents; and

BE IT FURTHER RESOLVED, That this plan be reviewed and updated at least once every two years, and that a copy of the updated plan be provided to the Chancellor upon endorsement.

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 6, 2014.

  
Blake Thompson  
Secretary



# THE OHIO STATE UNIVERSITY

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## The Ohio State University Completion Plan

### UNIVERSITY MISSION and PROFILE

The Ohio State University, founded in 1870, is a public, comprehensive university. Its 3,390-acre main campus is located in Columbus, and includes regional campuses in Marion, Newark, Lima and Mansfield, with a research campus (ATI<sup>1</sup>) affiliated with its College of Food, Agricultural and Environmental Sciences, located in Wooster. Ohio State has as its mission the attainment of international distinction in education, scholarship and public service. As the state's leading teaching and research university 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. Ohio State provides accessible, high quality, undergraduate and graduate education for qualified students who are able to benefit from a scholarly environment in which research inspires and informs teaching.

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

The autumn 2013 enrollment<sup>2</sup> in the University was nearly 64,000 students, with about 58,000 located on the Columbus campus. Approximately 45,000 of these students on the main campus were undergraduates. The average age of an (undergraduate) Ohio State student is 21, with 92% of students under the age of 25 years. The number of new first year students (NFYS) enrolled in 2013 was 7,083, 92% of who were in the top quartile of their graduating class, and another 1,519 Rank 1 or 2 students (2,513 total) transferred to the University. The student body was nearly an equal mix of male and female; 81% were residents of Ohio, and 7.5% were international students; 72% were white/non-Hispanic; 18% were minority students, with 6% African American/Black, 3.36% Hispanic, 5.5% Asian, and 2.6%

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<sup>1</sup> ATI is the associate-degree-granting unit of The Ohio State University College of Food, Agricultural, and Environmental Sciences and has a separate accreditation.

<sup>2</sup> All data from 2013 Enrollment Services reports; some program descriptions are compiled from unit websites and/or promotional material

identified as multi-racial. 1,921 students were active duty military or veterans (another 405 students were engaged in ROTC.)

Of the Columbus campus students, the average ACT score is currently 28.5, and 58% of the NFYS cohort graduated in the top 10% of their high school class. 19% of NFYS arrived with 30 or more college credits earned while still in high school, and this percentage has dramatically increased over the past few years. The September 2013 report from Enrollment Services shows an overall first to second year retention rate of 92.4%, and a second year to third year rate of 87.2%.

Ohio State's regional campus profile is quite different from that of the Columbus campus. The four regional campuses (and ATI) serve students who wish to start their college experience at a smaller Ohio State campus and then change to the Columbus campus or transfer to another institution of higher learning. Some students receive their two-year Associate degree and enter the workforce, while others choose to complete their entire bachelor's degree on the smaller campuses. The regional campuses also serve those who are returning to college to prepare for another career or who are seeking advancement in their present career.

For the 2012-13 academic year, Ohio State awarded 453 associate degrees (at the ATI and regional campuses), 806 doctorate degrees, 2,759 masters degrees, and 9,548 bachelor degrees. The four-year graduation rate for the bachelor degree recipients was 58.5%, and 83.2% completed in six years.

While the Columbus campus is a selective enrollment campus, each regional campus has an open enrollment policy. Ohio residents who apply to the Columbus campus and are not admissible may be "optioned" to a regional campus, per their application form. They can start at the regional location and campus change to Columbus after the successful completion of 30 credit hours (one year of full-time study.) The total combined academic year 2013-14 enrollment at the regional campuses was 6,350, of which, 2,685 were entering students. 17.6% were part time, 52% were female, 82% were between 18 and 24 years of age, and the majority of these students commuted to their campus. 43% of the regional campus students were Pell eligible, and 14% of the students were in need of remediation. The year-1 to year-2 retention rate on the regional campuses (collectively<sup>3</sup>) was 59.6% and the six-year graduation rate for those pursuing a baccalaureate was 42.1%.

The September 2013 *U.S. News & World Report* named The Ohio State University the state's best public university, and one of the nation's top public institutions. The University moved up two spots to rank 16 among the top 50 public national universities in the magazine's special edition on America's Best Colleges. The publication has considered Ohio State the best public university in Ohio for the past nine years. Ohio State's Fisher College of Business was ranked 18th, and its logistics program was ranked in the top five nationally. The College of Engineering was

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<sup>3</sup> Excluding ATI

ranked 26 among colleges whose highest degree is a Ph.D. Ohio State's performance in the predicted versus actual 2012 undergraduate graduation rate was seen 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 2012 six-year graduation rate of 82 percent exceeded the predicted rate of 71 percent. Ohio State is the only public university in Ohio included in the top 30. Among all universities, public and private, Ohio State was ranked 52 (the majority of the top 50 universities on that list are private).

Fisher College and OSU also finished #2 in the country in this year's rankings of *Military Times* "Best for Vets: Business Schools". Ohio State's Military and Veteran Services Office was selected as a Tillman Foundation Military Scholar University Partner in the latest national competition. Furthermore, the University was recently recognized as one of the most veteran-friendly universities in the country by *Military Times* magazine. OSU has been named one of the country's top "Military Friendly Schools" for five consecutive years by *G.I. Jobs* magazine.

## **BARRIERS TO PERSISTENCE AND GRADUATION**

First generation students are retained at a lower rate than other NFYS from year 1 to year 2. Of the 1145 first generation students enrolled in autumn 2012, only 88% returned for their second year. Of the 1265 first generation students enrolled in autumn 2011, 1029, or 81%, returned for the third year. This is right at Ohio State's average for the past seven years. The four-year and six-year graduation rates for this group are approximately 50% and 75% respectively.

Many lower income students (they are categorized for data purposes as Pell grant eligible) are in our NFYS cohort at Ohio State. These students are retained at lower rates – 87.6% from first to second year, 81.5% from second to third year – than the broader category of students. They also take longer to complete their degree – 48.3% complete in four years and 74.3% in six years.

Students transfer to the OSU Columbus campus from various sources, including other four-year institutions, community and junior colleges, campus change from our regional campuses, or from ATI. Each brings a different perspective on his or her college experience. Often, transfer students are not as prepared as students that started as NFYS. Of the 1167 students who transferred to the Columbus campus in 2010 as rank 2 students, 48.2% completed in 2013 (four-year rate), and of the 1048 transfer students in 2008, 73.2% completed in 2013 (six-year rate). Students who transfer to the Columbus campus as rank 3 students also take longer to complete their degree – 659 students transferred in 2011 and only 24.7% completed in 2013 (four-year rate), and of the 489 that transferred in 2009, only 74.2% completed in 2013 (six-year rate).

Completion rates vary by gender. Male NFYS students are retained at a lower rate than females – 91.6% vs 93.3% for year 1 to year 2, and 85.3% vs 89.2% for year 2 to year 3 – and take longer to graduate – 48.7% vs. 69% complete in four years and 81.8% vs. 84.6% complete in six years. (The four-year graduation rate for males may be influenced by a large number of males in engineering, a degree that tends to take longer to complete because of its requirements.)

Although the Columbus campus of Ohio State has been deemed remediation-free by the Ohio Board of Regents, we still have students who are in need of extra support through remedial intervention, particularly in Math and English composition. Of the 7,083 NFYS enrolled on campus in 2013, 113 (1.6%) students were recommended for remedial courses through the University placement exams administered during orientation.

## **COMPLETION GOALS FOR 2014-2016**

Ohio State will concentrate on several focus areas to have a positive impact on our completion and retention strategies in order to achieve our goals. We will capitalize on effective current completion strategies, while enhancing these strategies to:

- Raise awareness of all constituencies of the barriers to completion;
- Continue to nurture a culture of student success;
- Continue to improve institutional completion outcomes;
- Analyze current policies, procedures and faculty rules that may inhibit completion, and identify and implement effective policies and best practices.

Goal 1: Increase overall year-1 to year-2 retention by .5% each year.

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

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

## **CURRENT COMPLETION STRATEGIES AND ACTIVITIES**

### ***Orientation***

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

- Learn about resources and expectations both inside and outside of the classroom;
- Meet 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.

Orientation ramps up in the summer, before admitted students actually arrive. Not only do students come to campus with their families for a two-day informational and scheduling interaction with faculty, staff and other students, the FYE program also has several special programs for new admits that are designed to have a positive impact on the transition and retention. Many of the activities provide important community-building opportunities for the students:

- Outdoor adventures – rafting, canoeing, hiking, zip-line experiences, sustainability, team-building;
- Leadership programs – Buckeye Leadership, Leadership Collaborative, R-LEAD;
- Special eligibility programs – OSTEP STEM Bridge, Engineering PREFACE, Women in Engineering LEAP Early Arrival, Young Scholars Success, African American Male Early Arrival.

### ***First Year Experience (FYE)***

Ohio State places special emphasis on each student's first year on campus. Through research and our own observations and experiences, we know that foundations built during this year are key to a student's success. To that end, the University's First Year Experience (FYE) programs are designed to help students get acclimated to campus, connect with the University community and start to think of Ohio State as their second home. The FYE program is nationally regarded and benchmarked as a program that can have a positive impact on retention and completion. The 2013 *U.S. News & World Report* cited OSU as a university "much more determined than others to provide freshmen and all undergrads with the best possible experience, recognizing that certain enriched offerings are linked to student success." The publication named Ohio State's First Year Experience as an outstanding example of a program that can lead to student success (they also referred to our Learning Communities and Undergraduate Research programs as other outstanding examples.)

A particularly effective component of the FYE program is the required University Survey course taught within the colleges by academic advising staff. This one-credit hour course is designed as an extended introduction to the University, different majors and/or colleges, resources such as the library system or other academic and personal services, how to schedule classes, intentional degree planning, and how to conduct other University business. Many students attend the FYE Success Series events as a requirement for their survey course.

### ***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.

OSU has a wide variety of learning communities, including fifteen programs coordinated with Student Life and seventeen that are affiliated with the University Honors and Scholars Center. The Student Life learning communities include: Afrikan American; Business Honors; Engineering; Exploration; First Year Collegian; Food, Agricultural, and Environmental; Future Health Professionals; Global Business; International House; John Glenn; Nursing; Pharmacy House; SUSTAINS; Visual and Performing Arts; and Women in Engineering. The Scholars programs include: Advocates for Children and Education; Architecture; Arts; Biological Sciences; Business; Environment and Natural Resources; Green Engineering; Health Sciences; Humanitarian Engineering; Humanities; Innovation; Creativity and Entrepreneurship; International Affairs; Media, Marketing and Communication; Mount Leadership Society; Politics, Society and Law; Sport and Wellness; and STEM Exploration and Engagement.

### ***Advising Community***

Undergraduate academic advising at Ohio State's Columbus campus is provided by the colleges and/or the departments that offer the programs, that is the degree, 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 exists on the regional campuses). Through the Office of Undergraduate Education (OUE), advising activities are coordinated and there is an active community of advising professionals for purposes of training and information sharing. The distribution of disparate program knowledge ensures that a student receives advice from someone who knows a program well, rather than "generically," knows the "ins and outs" of requirements, and the particularities of courses. Advisors have a significant role in student success and retention, and often serve as a single point of contact in helping students navigate the University and connect with resources. They often serve as the "constant connection" throughout the student's academic career at OSU.

The academic advisors also coordinate and teach the FYE University Survey course, during which the freshman students are encouraged to do goal-setting and to complete two- and four-year curricular plans, so as to delineate the courses that are

necessary to be completed sequentially in order 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. A student can use the Student Information System to initiate and evaluate a DARS report with ease. A DARS report shows the requirements a student has completed and the requirements they still need to complete to graduate. They also interact with planning tools such as *AdvisingConnect* and *Schedule Planner*, which pull data from the course catalog and allows them to do overall four-year degree planning as well as speculative schedules for each semester before registration.

### ***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. They 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 postsecondary 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 OSU Counseling and Consultation Service (CCS), Career Connection, 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 over 1,000 student-athletes on 37 NCAA teams, providing OSU 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. They provide trained tutors available to help students with difficulties they are experiencing in class or with homework. In addition, they provide online resources, practice exams and workshops to help students 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 that have an impact on student completion by providing assistance to students with writing related issues are the Writing Center, and Writing Across the Curriculum. The Writing Center offers free student support, including face-to-face and online tutorials, to help with writing at any stage of the writing 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 for Disability Services (ODS)** collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to classes, labs or other academic activities. ODS offers a wide variety of legally mandated services to students who have documented disabilities. After reviewing documentation, an ODS counselor works with the student to determine appropriate academic services and accommodations, depending on the functional limitations in the academic setting. The counselor at ODS trains students in accessing the accommodations for which they are eligible. The student is responsible for requesting most accommodations from his or her faculty member in a timely manner and must follow ODS policies and procedures for accessing accommodations.

### ***Office of Military and Veterans Services***

Ohio State's Office of Military and Veteran Services assists students with educational and academic resources. Part of the OUE, the office provides military and veteran orientations, focused academic counseling, tailored support services and the education of faculty and staff on military student issues. Other Ohio State resources include a Veterans House (a housing option for students who are veterans, active-duty, reserves or National Guard), a student-veterans organization and a program to support veterans by helping them gain job readiness experiences.

### ***Economic Access Initiative***

The Economic Access Initiative is a University program to bring college preparation information to low-income and first-generation college students. The EAI staff work with faculty, staff and students to reach out to college-bound students in order to

provide awareness and directions to resources that might result in a smoother pathway to college for low-income and underserved groups.

### ***Student Wellness Services***

The mission of the Student Wellness Center is “to empower students to strive for balance and wellness, which is defined to be an active, ongoing process which involves becoming aware of and taking steps toward a healthier, happier, more successful life”. The Center uses the *9 Dimensions of Wellness*<sup>4</sup> model as a framework for exploring optimal lifestyles. Three examples of activities in the Wellness Services office that contribute to retention and completion are as follows:

- **Wellness Coaching** is a service that provides opportunities for students to better understand the life that students want to be living, both now and in the future. Typical coaching topics include relationship difficulties, adjustment to college, academic concerns, grief and bereavement, stress management, goal setting, decision-making, test anxiety, and questions related to career and identity.
- **Scarlet and Gray Financial Coaching** is a nationally recognized financial education program that uses a peer-to-peer approach – working with students on topics related to reducing debt and shaping positive attitudes towards finances. This program also works with students in financial emergencies, including offering emergency loans, to prevent the need to drop out of school.
- The **Collegiate Recovery Community (CRC)** and Recovery House at Penn Place serve students in active recovery from drug and alcohol addiction. The CRC enables students to have an authentic college experience while maintaining their recovery and helping them move toward their degree completion goals.

## **ENHANCED COMPLETION STRATEGIES**

### ***External University Partnerships***

The **University Innovation Alliance (UIA)** is a partnership program involving eleven major public universities with similar student enrollment profiles and missions to develop and share innovative ideas to help make college more affordable and to help college students succeed. The Alliance includes Ohio State, Kansas, the 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.

The UIA will accelerate and coordinate a first-of-its-kind effort by these large public research universities to improve the educational attainment and the economic prospects of students who have traditionally struggled to complete, particularly

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<sup>4</sup> The *9 Dimensions of Wellness* model encompasses the following categories: Emotional, Career, Social, Spiritual, Physical, Financial, Intellectual, Creative, and Environmental

minorities and low-income Americans. Members of the UIA will work together to develop innovative approaches to help low income students stay in college, advance at an appropriate pace, and graduate on time. UIA members will also develop 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 will set goals appropriate to its state and region. Ohio State will focus on identifying pre-college or bridge programs that can have a positive impact on retention and completion for our regional campus change students.

### ***English as a Second Language (ESL)***

ESL Programs at Ohio State provide extraordinary learning opportunities for international students and non-native speakers of English. The individual ESL programs include:

- **ESL Composition.** ESLC offers a broad spectrum of courses that assist students in development of writing skills necessary for them to perform successfully as writers in OSU courses. ESLC courses teach writing as a means of communication as well as self-expression, and focus on both the process and product of writing;
- **the Spoken English Program.** SEP screens all prospective international teaching assistants, provides coursework in classroom communication for those who require it, and administers performance tests that certify them to teach at OSU. SEP courses focus on improving spoken fluency and pronunciation, as well as the development of intercultural and pedagogical skills;
- **the American Language Program.** ALP serves both graduate and undergraduate students who are not yet proficient in English. While most intend to pursue an academic program at OSU, some will study at other universities or use the skills gained in business or commercial settings.

### ***Expanded Advising Support and Training***

An advisory committee 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 coordinate the advising processes. Other new support groups will also be taking on the issues that support adequate academic advising, including the Advising Administrators Group, the University Survey Committee, the First Year Transition and Migration Team, and a group looking at analytics in advising. Additionally, a professional advisor will work in the OUE to oversee the development and deployment of emerging technology to be used to advance the advising process and reach.

One of the most recent technology-centered tools, called *AdvisingConnect*, 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 (eg, financial aid, registrar, student advocacy), and serves as a portal for scheduling sessions. This tool will be expanded to: increase the use of and display of student-data to help advisors efficiently prepare for intentional conversations during individual student-appointments; add self-service reporting for advising administrators which will help inform decisions on student-services, staffing needs and student-programs; add self-service reporting for academic advisors so they will have a pulse on who they are serving, when, and for what reason(s); and increase filtering and functionality for student rosters so advisors can enhance proactive outreach. For example, advisors will be able to reach out to students who are starting to display a negative academic pattern before they get to a critical point that can impact their progress (intentional or invasive advising.)

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

- Provide general training topics that complement specific college/department training programs for all academic advisors;
- Provide an introduction to the advising profession and advising at Ohio State, for new advisors;
- Provide experiences for advisors who wish to participate in professional development opportunities;
- Give opportunities for increased collaboration and exchange of information between advisors, students (and staff), and support offices across campus;
- Outline and create connections to other training and professional development opportunities being offered across campus

### ***Second Year Engagement***

Ohio State has been recognized nationally for their innovative programs that focus on the first year experience and its impact on completion. The belief is that a similar focus on the second year could have a further positive impact. University leaders commissioned a study to identify the predictors of second-year student success and they were found to be:

- Participation in campus events and activities beyond the classroom;
- Living on campus;
- Interaction with student peers;
- Interaction with faculty mentors;
- Institutional commitment to student success.

Ohio State's **Second-year Transformational Experience Program (STEP)** was developed as a result of this study, with an emphasis on enhancing the engagement and education of students beyond the classroom. The STEP program targets more intensive interactions with faculty 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 student success and development and will allow students the opportunity to participate in activities that are pointed to their individual interests and academic needs. Through the interaction with faculty, students will be able to develop tools for life and build essential network connections.

At the core of STEP is a focus on enhancing the education of students beyond the classroom. The initiative will also feature a two year on-campus residency requirement (to be active in 2016) designed to lead to enhanced student success, improved student engagement and satisfaction, and to contribute to degree completion and post-graduation success. To allow this second-year experience to achieve its full potential, facilities improvements will be integrated with the STEP program innovations. The plan will create a unique living environment that is designed to incorporate the elements of student success, programmatic needs, architectural innovation, and student and faculty interaction.

### ***Expanded Use of Emerging Technology***

Ohio State's Office of Distance Education and eLearning (ODEE) is involved in several innovative approaches to postsecondary education that promise to have a significant positive influence on college completion. They have spearheaded an effort to design and develop different approaches to student learning and success that have been shown to enhance the student experience. For example, they supported (with an ODEE Impact Grant) the OSU Statistics Department to develop a "Hyflex" class—one where students can attend synchronously in person or from home, or view recorded lecture videos at whatever times are most convenient. This project began in 2011 and has received national recognition for its innovation.

In 2012, the University empowered ODEE to start the **Digital First Initiative** with a goal "to inspire innovative instruction through emerging technology." Digital First is redesigning the campus experience at Ohio State by optimizing wireless and classroom technology, inspiring instructors to offer engaging digital learning content to students, and enhancing the student experience from enrollment to graduation. This project has spawned different approaches to teaching and learning, including creative implementations of the "flipped classroom", they have used a "boot camp" process to support faculty in the development of accessible courses and digital courseware, and other examples of online and web-based approaches to student engagement, such as a blogging environment that allows and encourages students and faculty to create and share their own personal, professional experiences with their own blogs and websites.

Over the course of the next year, ODEE will work with the colleges, most notably the College of Arts and Sciences, to develop versions of the General Education

curriculum for an online or distance delivery format. This shows promise for students with different learning styles to participate in ways that can optimize their success, and for students to complete course requirements asynchronously, which can also shorten the time to degree.

### ***Address Curricular Hurdles***

There has been much discussion at a local and national level of the impact of “stumbling block courses” on the retention and progress of students in college. One of the highlighted areas is mathematics. Ohio State has been very interested in participating in these discussions, and in 2013 hosted the Ohio Mathematics Summit, a statewide meeting of mathematics faculty from all University System of Ohio (USO) schools. The purpose of the summit was to discuss and learn about the dynamics of policies that are impacting mathematics education in Ohio, student retention issues faced by colleges in Ohio, topics related to the Ohio Transfer Module (OTM) Mathematics, Statistics, and Logic guidelines, and effective quantitative pathways for STEM and non-STEM majors. As a result of the Summit, a steering committee of mathematics experts, including strong representation from Ohio State, was formed to study national trends, current initiatives, and available statewide and national data. They have been charged to make recommendations for future mathematics curricula in Ohio and to develop expectations and processes that can result in each campus offering pathways in mathematics that yield (a) increased success for students in the study of mathematics, (b) a higher percentage of students completing degree programs, and (c) effective transferability of credits for students moving from one institution to another.

### ***Student analytics***

The term “student analytics” has been discussed over the past few years in higher education as a way to mine the large stores of data that exist related to student learning and to use it to impact student success. It is sometimes also referred to as predictive analytics, performance analytics, or most often *learning analytics*. According to the Society for Learning Analytics Research (SOLAR), learning analytics is “the measurement, collection, analysis, and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs.”

In practice, Student Analytics may include tools and dashboards that allow instructors to

- Determine how often students log into Carmen (our Desire2Learn learning management system) or other University course management and resource environments to see which resources they get access to or take advantage of
- Assess whether these accesses and related downloads might correlate with course performance;
- Determine, given those correlations, which resources are effective or effectively used;

- Use class performance or profile data to predict "at-risk" students, for the purposes of providing "invasive" advising or coaching 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 established the Student Analytics Network, which consists of approximately fifty data professionals, innovative faculty, eLearning personnel, teaching/learning experts, and University administrators to evaluate OSU's status with regards 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.

Ohio State is currently looking at ways we can utilize the *Insights* module in Carmen to track student engagement, assignment completion, and student performance on tests. This information alone, though, is of no use unless instructors and student advisors can use it to engage students who might be having difficulty or who might be poised to have difficulty, and determine what kind of support they need. We're also interested in seeing this data in aggregate so that departments can identify which courses might spark an interest in students that could lead to a different major. This can help to determine whether changing elements within these courses or providing supportive pre-course materials could help the students make a studied academic decision and contribute to their academic completion success.

### ***Updated Degree Audit System***

The DARS degree audit system is scheduled to be upgraded when the Student Information System moves to the next version this summer. The new system, called u.achieve® will provide OSU students and advisors with an easy-to-read progress report that allows for "what if" degree planning and provides a mapping of the clear pathway related to the degree requirements necessary for graduation. It allows real-time data sharing, automation of degree clearance processes, and an increase in overall department-level efficiencies related to transfer credit determination, degree progress-related course planning and scheduling, and is another tool for use in keeping students on a well-defined path to completion.

## **WORKFORCE DEVELOPMENT PRIORITIES**

According to data reported for the College Portrait, 61% of last year's graduating seniors plan to move to a job (4% plan for military or volunteer service), and 31% plan to go on to graduate school. The Office of Institutional Research and Planning annually administers a survey to OSU baccalaureate graduates one year after graduation. The survey asks about career outcomes and about how their experience at Ohio State contributed to those outcomes. The population included all students who received an undergraduate degree in Spring 2010.

Over 90% of respondents reported that they were either employed or in graduate/professional school. Compared with 2009 graduates, a lower percentage of 2010 graduates reported that they were enrolled in graduate/professional school (28% compared to 32%). In contrast, a higher percentage of spring 2009 graduates were employed (61% compared to 64%). Of those who reported that they were employed, 76% said that their current position was related to their major and 67% said that they were currently employed in Ohio.

The top five occupation categories that the respondents said best described their current position were business and financial/accounting, health-care/medical, architecture and engineering, education, training and library, and marketing and sales. 76% of 2010 respondents reported that they were satisfied with the course of their career compared with 66% of 2009 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 your chosen career?" 80% of the respondents responded "Generally well" or "Very Well."

### ***Ohio Means Internships and Co-ops JobReady Program***

Ohio State partnered with several other institutions in a program sponsored by the Ohio Board of Regents 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 two-year program, called *JobReady Internships and Co-Ops for Ohio Industry (JobReady)* 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 82 Ohio employers in four industry areas of key importance to Ohio: energy, automotive, food processing, and financial services. We created 416 new, meaningful internships/co-ops for students in academic programs at varied levels: certificate, two-year, and four-year degrees. 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. Internships/co-ops were paid positions transcribed for zero credit or for a varied number of academic credit hours, dependent on academic program requirements and student choice.

The two-year *JobReady* program was extended under a new OBOR program, OMIC II, for an additional two years. Under the new program, OSU and our partners are working to institutionalize the internship program in order to sustain the progress. In addition to additional internships and co-ops in key areas, the extended program will:

- Ensure relevance through delivery of *JobReady* online education modules to students and employers. In the previous OMIC funded program, we 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).
- Ensure relevance by supporting and expanding faculty/industry partnerships.
    - In addition to our campuses’ existing industry/academic partnerships (ex: CSCC’s partnership with Central Ohio Regional Logistics Council, ATI’s Key Advisory Committee, Ohio State’s Data Analytics partnership), we will encourage faculty/employer partnerships that can influence curricular revision.
  - Ensure 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 a student steps on campus to when they leave for their first internship.

***OSU Choose Ohio First Scholarship Programs***

Led and funded by the Ohio Board of Regents, the Choose Ohio First Scholarship Program (COF) is part of Ohio’s strategic effort to bolster the state in the global marketplace of Science, Technology, Engineering, Mathematics, and Medicine (STEMM). With awards to Ohio colleges, universities and their partners, COF provides funding for innovative academic programs that attract and retain more Ohio students into STEMM fields, and contribute to their completion goals<sup>5</sup>. Through Choose Ohio First, Ohio State offers the following COF programs:

- Ohio Consortium for Bioinformatics;
- Ohio House of Science and Engineering: Success in STEM through Collaboration;

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<sup>5</sup> The overall rate at Ohio State for students who start and ultimately graduate in a STEMM related field is 83%. Students supported through the COF programs retain at over 92%.

- Choose Ohio First for Engineering Entrepreneurship (COFFEE) Scholarship;
- STEM Degrees and Careers for Ohioans with Disabilities, Including Veterans: COF Scholarships in Support of the NSF-Funded Regional Alliance in Disability (OSAA);
- Future Scientists of Ohio;
- Bachelor of Science in Pharmaceutical Science (BSPS).

### ***OSU College of Arts and Sciences STEM Initiatives Program***

The STEM Initiatives program works across the university to promote collaboration and improve the institution's efforts throughout the STEM education/career pipeline, from outreach and engagement with K-12 schools and the public, to recruitment and retention of a diverse student population, preparation of teachers, improvement of curriculum, and transition to graduate school and the workforce. In addition to a number of public outreach efforts, the initiatives include:

- Ohio House of Science and Engineering (OHSE)
  - OHSE is the science and engineering consortium within OSU funded by the OBOR Choose Ohio First scholarship program. OHSE aims to improve STEM education throughout central Ohio in grades K-20, and to contribute to STEM degree completion efforts. In addition to academic science literacy outreach efforts, OHSE brings together scientists and engineers in the private industry with Ohio's teachers to improve science and technology education in their classrooms. Over the years, companies like Battelle and Chemical Abstracts have participated heavily in these efforts.
- Women in Engineering (WiE)
  - WiE works to increase the number of women earning degrees in engineering and to help to ensure degree completion of these women. Through partnerships with alumni, corporations, and community and educational organizations, WiE develops innovative and exciting programming to introduce girls and women to the wide variety of careers and opportunities available to engineers. In creating a supportive and inclusive culture, WiE encourages students to reach their full potential as future engineering professionals.
- Minority Engineering Program (MEP)
  - The mission of MEP is to ensure that the talents of previously underrepresented ethnic minorities are included in the engineering profession so that an adequate supply of engineers is available to meet the manpower needs of our community, state and nation, and to assure that all engineering undergraduate and graduate students understand and appreciate diversity as prerequisites for optimum achievement in an increasingly diverse and global society.

### ***Technology Commercialization Office***

In 2011, Ohio State undertook a major effort toward building a new model that efficiently translates its research into emerging products and industries, with local, regional and global impact. To achieve this goal, the university created a new office of Technology Commercialization and Knowledge Transfer (TCO). The objectives of TCO are:

- Build a culture of innovation, service, responsiveness, creativity, and accountability within the University;
- Create customized initiatives that enhance the research colleges;
- Develop a robust start-up culture that drives economic development;
- Increase industry-sponsored research and long term partnerships;
- Engage students in every aspect of the commercialization process to enhance their learning experience in support of Ohio State's mission and to increase their opportunity to complete their degrees in a timely fashion;
- Make Ohio State a top five research institution in commercialization productivity.

### ***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. (OSU 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 are being developed to leverage Ohio State's special strengths to address the technological, social, and environmental stresses that define today's global world. As 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, and Food Production and Security. Over the next 10 years, OSU's investment in the Discovery Themes will provide the basis for attracting about 500 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 our contributions to problem solutions critical to Ohio and the world.

New undergraduate degrees and programs will result from the Discovery Themes emphasis. For example, a critical need clearly exists in the employment marketplace for graduates with both quantitative computational and modeling skills, and

behavioral psychology and critical thinking skills. Ohio State will help fill that need with its new Interdisciplinary undergraduate major in data analytics. The new major is structured in three parts: core subject matter (mathematical, statistical, and computing foundations), discipline-specific specializations (visual analytics and sense-making, system modeling, pattern recognition, and machine learning), and an integrative experiential education component. Ohio State will be the first university in the country to offer this undergraduate degree in data analytics.

### ***Career Connection (Office of Student Life)***

The services provided by Career Connection are focused on the career development needs of all OSU students by providing high quality and diversity-sensitive services through counseling, consultation and lasting partnerships, designed to facilitate learning and 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;
- Buckeye OnPACE is a series of self-guided career modules that can assist students in learning more about themselves and choosing a major or career, applying to grad school, and preparing to enter the workforce;
- Buckeye Careers Network is Ohio State's university-wide online resource to connect Ohio State students with employers for jobs, internships, co-ops, and career opportunities.

### ***Industry Liaison Office***

The Industry Liaison Office (ILO) in the Office of Research was launched by OSU to foster economic development opportunities in Ohio and beyond, by connecting business and industry to Ohio State faculty and student discoveries, groundbreaking research, and experts in targeted research areas. Ohio State has achieved world-class status in such areas as global climate change, materials research, electromagnetics, medical imaging, cancer, infectious and cardiovascular diseases, environmental sciences, and ag-bioproducts that feed and fuel the world.

Innovation is the key to continued economic growth for Ohio and beyond. Linking the university's immense assets to industry needs can lead to new products, improved processes, expanded services, and solutions to global challenges. The

Industry Liaison Office is well positioned to help industry collaborators build mutually beneficial relationships with Ohio State students and researchers, and gives students valuable experience by being engaged in these experiences.

## Appendix: University Student Profile

### Columbus Campus

Student Demographic	a		b		c		d		e		f		g		h	
	Entering		Returning		Transfer		Total									
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
1 Total	7,083	16.02%	34,605	78.29%	2,513	5.69%	44,201									
2 Enrolled Part Time	9	0.22%	3,975	95.07%	197	4.71%	4,181	9.46%								
3 Not Degree/Certificate Seeking	0	0.00%	1,062	100.00%	0	0.00%	1,062	2.40%								
4 Financial Need - Pell Eligible	1,290	12.52%	8,209	79.68%	803	7.79%	10,302	23.31%								
5 Remedial Education Needs	113	100.00%	0	0.00%	0	0.00%	113	0.26%								
6 Female	3,528	16.87%	16,217	77.52%	1,174	5.61%	20,919	47.33%								
7 Male	3,555	15.27%	18,388	78.98%	1,339	5.75%	23,282	52.67%								
8 Age 18-24	6,497	16.39%	30,960	78.11%	2,180	5.50%	39,637	89.67%								
9 Age 25 and Older	7	0.19%	3,392	90.94%	331	8.87%	3,730	8.44%								
<b>Race / Ethnicity</b>																
13 American Indian / Alaskan Native	11	14.86%	57	77.03%	6	8.11%	74	0.17%								
14 Asian	470	19.33%	1,855	76.27%	107	4.40%	2,432	5.50%								
15 African American /Black	296	11.01%	2,213	82.33%	179	6.66%	2,688	6.08%								
16 Hispanic	265	17.82%	1,118	75.18%	104	6.99%	1,487	3.36%								
17 International	500	14.96%	2,596	77.65%	247	7.39%	3,343	7.56%								
18 Native Hawaiian or other Pacific Islander	0	0.00%	27	100.00%	0	0.00%	27	0.06%								
19 Multi-racial	229	19.83%	829	71.77%	97	8.40%	1,155	2.61%								
20 White	4,773	14.99%	25,357	79.66%	1,702	5.35%	31,832	72.02%								
21 Race/ethnicity not reported	539	46.35%	553	47.55%	71	6.10%	1,163	2.63%								

### Regional Campuses

Student Demographic	a	b	c	d	e	f	g	h
	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
1 Total	7,083	16.02%	34,605	78.29%	2,513	5.69%	44,201	
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## ATI (Wooster)

### Data OSU's Definitions

**Note** All data is for undergraduate students as of Fall 2013 15th day count.

- 1g Total undergraduates: includes full-time and part-time, all degree-seeking and all other undergraduates enrolled in credit courses.
- 2a Total undergraduates: include only part-time, all degree and all other undergraduates enrolled in credit courses.
- 3a Total undergraduates: include full-time and part-time, only students enrolled in other undergraduate credit courses. UNON and UUSS (Reporting\_CPP) included in these numbers.
- 4a - The continuing students (column) contain continuing students from OSU, visiting undergraduates, non-degree undergraduates and pre-college students  
 '- Student can be PELL eligible from their FAFSA but not receive PELL due to other criteria.  
 E.g. has reached lifetime limit of receiving PELL, being verified, EFC is too big to get PELL.  
 '- The PELL eligibility status is based on the latest valid FAFSA. Sometimes their latest FAFSA is being verified. This means their latest FAFSA is not valid. For this situation the student will be excluded even though the student has PELL.B20
- 5a This number includes only new freshman, entering, full-time.
- 6a Includes full-time and part-time, degree seeking and all other undergraduates enrolled in credit courses, female only.
- 7a Includes full-time and part-time, degree seeking and all other undergraduates enrolled in credit courses, male only.
- 8a Includes all undergraduates. The total number is approximate based on rounding % from CDS F1
- 9a Includes all undergraduates. The total number is approximate based on rounding % from CDS F1
- 10a Includes all undergraduates, exclude international/nonresident aliens.
- 11a Total undergraduates (both degree- and non-degree-seeking). Include international students only in the category "Nonresident aliens." Report as reporting to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."
- g All but the High School GPA and Average ACT or SAT are CDS B1 numbers.
- 21a These numbers are "Other" for our data base.
- 13-21 Percentages are of row-total
- b,d,f

References:

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Undergraduate Admissions Quick Facts	<a href="http://undergrad.osu.edu/admissions/quick-facts.html">http://undergrad.osu.edu/admissions/quick-facts.html</a>
First Year Experience Summer Bridge Programs	<a href="http://fye.osu.edu/programs/index.html">http://fye.osu.edu/programs/index.html</a>
Institutional Research and Planning	<a href="http://oaa.osu.edu/irp/home.php">http://oaa.osu.edu/irp/home.php</a>
NFYS Enrollment Trend Data	<a href="http://oesar.osu.edu/pdf/admissions/NFQF_Au_15thday_web.pdf">http://oesar.osu.edu/pdf/admissions/NFQF_Au_15thday_web.pdf</a>
NFYS Graduation and Retention Rates Data	<a href="http://oesar.osu.edu/grad_rates.html">http://oesar.osu.edu/grad_rates.html</a>
Counseling and Consultation Service	<a href="http://www.ccs.ohio-state.edu">http://www.ccs.ohio-state.edu</a>
Student Athlete Support Services Office	<a href="http://www.ohiostatebuckeyes.com/sports/sasso/osu-sasso-body.html">http://www.ohiostatebuckeyes.com/sports/sasso/osu-sasso-body.html</a>
University Center for the Advancement of Teaching	<a href="http://ucats.osu.edu">http://ucats.osu.edu</a>
Mathematics and Statistics Learning Center	<a href="http://mslc.osu.edu">http://mslc.osu.edu</a>



Center for the Study of Teaching and Writing	<a href="https://cstw.osu.edu">https://cstw.osu.edu</a>
Office for Disability Services	<a href="http://ods.osu.edu">http://ods.osu.edu</a>
The Office for Military and Veterans Services	<a href="http://veterans.osu.edu">http://veterans.osu.edu</a>
Dennis Learning Center	<a href="http://dennislearningcenter.osu.edu">http://dennislearningcenter.osu.edu</a>
Academic Advising at OSU	<a href="http://advising.osu.edu/welcome.shtml">http://advising.osu.edu/welcome.shtml</a>
Office of Undergraduate Education	<a href="http://ugeducation.osu.edu/welcome.shtml">http://ugeducation.osu.edu/welcome.shtml</a>
Second Year Transformational Experience Program (STEP)	<a href="https://step.osu.edu">https://step.osu.edu</a>
Office of Distance Education and eLearning	<a href="http://odee.osu.edu">http://odee.osu.edu</a>
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ASC STEM Initiatives	<a href="http://artsandsciences.osu.edu/about/administration/stem-initiatives">http://artsandsciences.osu.edu/about/administration/stem-initiatives</a>
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Industry Liaison Office	<a href="http://ilo.osu.edu">http://ilo.osu.edu</a>
Central Ohio Compact	<a href="http://www.csc.c.edu/centralohiocompact/">http://www.csc.c.edu/centralohiocompact/</a>
JobReady Ohio (OSU's OMIC program)	<a href="http://careers.osu.edu/students/jobready/">http://careers.osu.edu/students/jobready/</a>