

OMIC Cover Page

Name of Lead Institution	Bowling Green State University
Project Start Date	January 1, 2014
Interns/Co-ops Start Date	May 1, 2014
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Are any of the applicants represented by a member of the Advisory Committee?	No

1) Certification by Authorized Official:

To the best of my knowledge and belief, the information contained in this application is true and correct. The document has been duly authorized to comply with the required assurances.

Signature of Authorized Official: MOGAWA
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Date: 11/13/12

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4) Educational Partners (please submit separate information for each partner) N/A

5) Other Partners (please submit separate information for each partner)

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Program Snapshot

JobsOhio Key Industry/ies – please list	Advanced Manufacturing Automotive Consulting Energy Financial Services Information Technology and Services Logistics
JobsOhio Region	Northwest Northeast Central
Amount of state money requested	\$1,000,000
Required match money committed (100% undergraduate & 150% graduate programs)	\$1,269,628
Total state money requested divided by number of co-ops or internships created (in whole dollars)	\$10,417
Total match money obtained divided by number of co-ops/ internships created (in whole dollars)	\$13,225
Total money (state plus match) divided by number of co-ops & internships created (in whole dollars)	\$23,642
Number of business partners	21
Number of education partners	n/a
Number of other partners	7

	TOTAL	Wages	Scholarships	Both Wages & Scholarships	For Credit	Not for Credit	Required	Optional	Transcribed (all)
Internships created (proposed)	49	\$475,238.00	0	\$435,738.00	15	34	10	39	49
Co-ops created (proposed)	47	\$580,438.00	0	\$619,938.00	47	0	47	0	47
TOTALS	96	\$1,055,676.00	0	\$1,055,676.00	62	34	57	39	96

*Note. These numbers do not include the 60+ potential internships from the Group Internship Program.

Abstract

Bowling Green State University (BGSU) is committed to integrating experiential education into students' academic programs. One of the University's strategic goals is to "engage undergraduate students in a unique BG learning experience that fosters engaged citizenship, global leadership and career preparedness which will lead to life-long success". To achieve this goal, the University plans to ensure there are career-related activities in all programs and all students have an opportunity for some type of experiential learning such as an internship, co-op or service learning placement, or a capstone experience.

Support received from the Ohio Means Internships and Co-ops (OMIC) grant will help BGSU achieve its goal of engaging more students, faculty, and businesses in co-op and internship programs. BGSU has developed a sustainable budget (Appendix A), and all line items either will be one-time funds needed to create foundations/infrastructure or will be self-funded through program efforts. Additionally, assessment and evaluation processes and implementation strategies are included in this proposal. The University secured more than \$1.2 million in private matching funds from employer partners (Appendices C-D), and will use some of the funds awarded to subsidize employers' cost for interns and co-op students. For the first year of the grant, BGSU will subsidize up to 50% of the students' wages and benefits followed by a 25% subsidy the second year. Employers will fully fund their interns/co-ops in the subsequent years. The rationale behind the employer subsidy is to help offset the cost of implementing intern and co-op programs and help "jump start" the recruitment process. All of the employer partners align with JobsOhio target industries, and the majority of them align with the top industries from the Bowling Green and Firelands regions (e.g., Advanced Manufacturing, BioHealth, and Energy).

BGSU's proposal is poised to build institutional capacity and capability for sustainability. The University will use the majority of the funds awarded to support infrastructure efforts (Appendix E). To continue to expand co-op and internship opportunities for BGSU students, an Employer Developer is included as a critical position. This individual will target companies aligning with JobsOhio industries, especially small businesses, and discuss the benefits of incorporating interns and co-op students into their workforce. To continue to support employer development efforts, funds from this grant will support the creation of an economic development internship model. This program will use spatial analysis models to help select potential internship opportunities in Northwest Ohio and those aligning with JobsOhio target industries.

This proposal also supports making internships and co-ops relevant in the curriculum. With BGSU being located in a rural environment, it can be helpful to "insource" employers to engage students in co-op and internship experiences. A Group Internship Program is included in this proposal to connect students and employers, and have students work in collaborative, multi-disciplinary groups to solve real-world, company problems (Appendix F). This program will provide students with an opportunity to enhance their skills and knowledge and gain experience working in JobsOhio industries. As departments are implementing internship programs, it is essential that students are prepared to obtain such experiences. This preparation can take a variety of forms ranging from out of class workshops to in-class sessions to entire courses. To support their recently required internship component, the Department of Computer Science offers an internship preparation course. Grant funding will aid in its full implementation, and this course can be used as a model for other programs. Additionally, grant funds will be used to support the start-up costs of implementing advisory boards. These boards will provide a platform for employers and faculty to connect in intentional ways. Additionally, funds will be used to evaluate the feasibility of an Advanced Manufacturing program at Firelands and investigate the incorporation of an internship component.

Proposed Program Narrative

Relevancy Criterion 1

The University recognized the need for the Career Center to have a key leadership position to manage employer relations efforts. As a result, the Center was reorganized and an Assistant Vice President (AVP) for Enrollment Management/Career Center Director was hired, replacing the vacant Career Center Director position. In addition to overseeing the Career Center and leading strategic initiatives and projects that impact job attainment, a significant portion of this new position is focused on building partnerships with private companies to address emerging workforce needs. This individual provides strategic direction for corporate/employer relations strategies and cultivates/supports relationships with high-level employers and organizations. The AVP/Career Center Director maintains positive relationships with national, regional, and local employers who regularly recruit at BGSU. This individual identifies strategic markets and evaluates recruiting trends as they relate to University majors and programs. Through targeted discussions with employers, he advises corporations and high-level executives on effective strategies to engage BGSU students. The new AVP/Career Center Director started in late April 2013, and he has already completed 30+ site visits leading to 50+ position postings. This fall the University hosted one of the largest job and internship fairs to date (187 employers registered, a 21.4% increase from the previous year and 503 recruiters participated, a 19% increase from the previous year).

The BGSU College of Business recently developed and hired a new Associate Director position for their Business Career Accelerator. A key area of focus for this position is on employer development efforts. This individual will develop relationships with businesses that lead to internships, co-ops, and post-graduation employment, as well as interact with faculty and staff to improve the links between businesses and the college through collaborative partnerships.

With support from the first Ohio Means Internships and Co-ops grant, BGSU hired an Employer Developer in June 2013. The majority of this individual's position is focused on relationship cultivation and employer relations with targeted Ohio employers through site visits, chambers of commerce interactions, industry and professional associations, etc. This individual is charged with enhancing current relationships with employers to expand the number and nature of co-ops, internships, and career positions. The Employer Developer is identifying and developing relationships with local and regional organizations that historically have had little or no interaction with the University or experience with hiring college interns and recent graduates. To address emerging workforce needs, this individual maintains a working knowledge of local and regional employment market trends and their potential impact on the hiring of college students and graduates. The Employer Developer has been intentional about building partnerships with small/medium sized businesses. As a result, a significant number of our employer partners represent such areas (Appendices B-D). She has conducted 40+ employer site visits and met with multiple chambers of commerce, workforce development groups, and professional associations resulting in 40+ internship postings. Additionally, the Employer Developer coordinated a networking event at the Firelands campus providing a platform for employers to share information about workforce needs and learn about success stories from BGSU student interns.

Relevancy Criterion 2

A key mechanism to assist faculty with program development ensuring relevancy in the curriculum are advocacy and advisory boards. At BGSU, there are college-wide advocacy

boards composed of successful alumni and other individuals representing the colleges' departments and programs. These advocacy boards share their expertise/insight and advise colleges on curricula, alumni affairs, student mentorship, internships and co-ops, job placement, and faculty engagement with industry. Advocacy boards generally meet on campus a few times per year to discuss key issues and strategize solutions. Additionally, BGSU has department level advisory boards consisting of alumni and employers that provide feedback regarding academic programming, help with career development, and enhance the department's reputation. By having advisory boards, departments recognize the value of bringing business practitioners from different aspects of the discipline into frequent contact with both faculty and students. These efforts lead to discussions of new curricula and teaching techniques, as well as job expectations and hiring practices of industry partners.

One aspect of BGSU's grant proposal is to help departments that do not have advisory boards develop and implement these groups. For example, the Department of Computer Science is interested in having an advisory board and has created a charter for such a group (Appendix G). Computer Science wants to ensure their curriculum is relevant and is seeking computer science alumni and leaders from the IT sector to provide advice on future course offerings and delivery methods.

The Department of Communication also is interested in creating an advisory board (Appendix C). The Department's mission is to generate and share knowledge about human communication in a variety of social contexts and to teach applications for ethical and effective interaction in personal and professional settings. As such, this program prepares students for careers in a variety of organizational settings. The Career Center will assist these and other departments in identifying potential members and implementing advisory boards.

The AVP/Career Center Director provides strategic direction to the Cooperative Education and Internship Program by engaging Deans, faculty, and employers to influence, promote, and integrate formal and informal applied learning into the curriculum. In collaboration with the Colleges, the AVP/Career Center Director advocates for the support, growth, and resources for co-ops and internships with the colleges. This individual assists with the coordination of networking efforts between faculty and the business community. Additionally, the Career Center coordinates programs to connect students, faculty, and employers. For example, during the fall semester, the Career Center piloted a networking event in which the College of Technology, Architecture, and Applied Engineering employers and former co-op students shared information about their experiences and recruitment needs with students, faculty, and staff. This pilot event was quite successful, and the goal is to offer this type of program on a larger-scale to provide a platform for students, faculty, and employers to discuss the impact of co-ops and internships. Another venue in which faculty connect with employers is during career fairs where faculty members meet with recruiters to learn about their company and hiring needs.

Relevancy Criterion 3

BGSU is highly connected to the regional economy. Each year the Center for Regional Development (CRD) coordinates and facilitates the State of the Region Address to highlight key regional development trends. To support this grant proposal, the CRD ran economic data models for Bowling Green and Firelands regions to help identify structures of the local economies (Appendix H) Key findings from these data illustrate that our employer partners align with the top industries from these regions (e.g., Advanced Manufacturing, BioHealth, and Energy).

To further support alignment with the regional economy, one aspect of BGSU's grant proposal is for the CRD to use its spatial analysis models to help select potential internship opportunities in Northwest Ohio. The staff in the CRD offer significant experience (Appendix I), and the models will allow the selection of firms that are in alignment with the JobsOhio target industries. The CRD will use a combination of databases in this process; Dun and Bradstreet data will be combined with state, federal, and private sources. The CRD will identify growing industries in our region that could provide internship opportunities. They also can identify opportunities within declining regions because placing interns in these areas could provide economic resources that are currently missing. The CRD has the ability to bridge the industry data to occupational data. This will allow placement of interns in a variety of occupations within the JobsOhio target industries, and help place interns in industries that may not normally be associated with academic degree programs of interns. The CRD will conduct economic impact analysis of the internships that were placed by BGSU to calculate a return on investment of the program. The impact analysis will be conducted on a quarterly basis. The Career Center and the CRD target employers for different purposes, and now they will work together to identify initial companies and economic significance to ensure regional success.

Further supporting the strengths of the regional economy, University staff have reached out to the regional Chambers of Commerce and Economic Development Centers. For example, the Career Center presented to local Chambers of Commerce about the importance of internships, increasing such experiences, and how the institution can support these companies. These Chambers of Commerce support BGSU initiatives to increase regional internships and co-ops (Appendix C). Additionally, the CRD has met with multiple regional companies to share expertise in regional economics and community development. The Center's mission is to design and implement innovative and pragmatic solutions to a wide variety of regional challenges by harnessing economic, social, cultural, and environmental resources.

Additionally, small businesses comprise a significant portion of the regional economy in Bowling Green and Firelands. To gain insight into the needs of these businesses, the Career Center participated in the Council of Smaller Enterprises Small Business Convention. There they met with more than 100 small businesses and discussed recruitment needs and how to incorporate internships into their workforce. The Career Center plans on continuing to attend such conventions to further increase connections with regional businesses.

Relevancy Criterion 4

BGSU has a rich history of supporting the assessment of student learning outcomes for program improvement. BGSU has designed, developed, and created a robust infrastructure for the assessment of student learning outcomes in academic and co-curricular programs. This infrastructure adheres to principles of best assessment as outlined by the National Institute of Learning Outcomes Assessment and the Higher Learning Commission. Several physical, organizational, and technological structures ensure that BGSU can deliver on stated metrics as outlined in RFP reporting requirements.

BGSU has clear strategic initiatives to address areas of improvement and potential advancement including the development of an infrastructure to assess the University, programs, and student learning. BGSU's commitment to assessment is reflected in the creation of an Office of Academic Assessment (OAA) within the Provost's Office. The OAA was created to guide, coordinate, and assist in assessment and evaluation activities throughout BGSU. The Director of OAA oversees and facilitates student assessment of University and programmatic

learning outcomes for both academic and co-curricular programs. This office can assist faculty members wanting to create assessment plans for their internship courses.

Two organizational structures at the University, the Student Achievement Assessment Committee (SAAC) and the University Assessment Team (UAT), guide the development of policies and practice, assist in data collection and reporting, and promote the use of data and metrics to guide improvements related to the academic success of students. One of SAAC's charges is oversight and maintenance of the University Learning Outcomes and developing and implementing established policies and procedures to guide the assessment of programmatic (academic and co-curricular, including internships/co-ops) learning outcomes. The UAT reviews and distributes assessment data obtained from national direct (e.g., the Collegiate Learning Assessment) and indirect (i.e., National Survey for Student Engagement) assessments of student learning outcomes.

The OAA also is guiding various initiatives to support the infrastructure for assessment at BGSU. The American Association of College and University (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics detail performance criteria for undergraduate students on 16 learning outcomes (Appendix J). These outcomes closely align with BGSU learning outcomes, and the VALUE rubrics will provide a foundation for the assessment of student learning outcomes at BGSU. In 2012, the OAA outlined a plan for faculty and co-curricular personnel to modify/adapt the AAC&U VALUE rubrics for use at BGSU by 2016. As rubrics are modified, undergraduate students are providing feedback on the clarity and usability of each. The rubrics can be used by faculty to assess internship/co-op experiences.

In 2013, BGSU also invested in a technological structure (Canvas – Learning Management System) to assist in the assessment of student learning outcomes. One of the particular strengths of Canvas is the ability for the institution to create and utilize University-wide learning outcomes (academic and co-curricular) for student assessment at the course, program, college, division, and University level. All AAC&U VALUE rubrics have been entered into Canvas to use as standardized assessments, collect data on learning outcomes, and efficiently extract data for reporting purposes.

Relevancy Criterion 5

BGSU is committed to integrating work-based learning opportunities into students' academic programs to bridge their career goals, and this is reflective of the University's strategic goal of "engaging undergraduate students in a unique BG learning experience that fosters engaged citizenship, global leadership and career preparedness which will lead to life-long success". The College of Technology, Architecture, and Applied Engineering Co-op Program is well established and accredited by the Accreditation Council for Cooperative Education. All students in this College are required to complete and evaluate their co-op experiences. Faculty are actively involved through site visits, mentoring, and evaluation/analysis of co-op experiences. The college co-op program office and the Career Center advise students on arranging and preparing for co-op experiences.

Another example of such integration is the Department of Computer Science's newly mandatory internship component and required internship preparation course. Computer Science not only wants to ensure their students obtain relevant work-experience, but they are deliberate in introducing students to the internship experience. Through this internship preparation course (to be taught by Career Center adjunct faculty), students learn about information technology and services through employer informational interviews, enhance internship search skills through

resume/cover letter critiques, and participate in mock interviews with I.T. employers (Appendix K).

One goal of BGSU's grant proposal is to create a group internship experience for students (Appendix F). This program will be modeled after the national Arts Enterprise program and BGSU's AGILE Software Factory. Through the Arts Enterprise, students from a variety of majors work together to solve real-world problems in a team environment. One BGSU alumna music major that participated in this program at BGSU now works at Google. She noted that experience from working on projects in a multi-disciplinary team helped her gain the skills needed to succeed in her current work environment. This individual has committed to supporting the Group Internship Program (Appendix C). The AGILE Software Factory is a program within the Department of Computer Science that provides students with real-world, hands-on learning opportunities by serving community partners in developing software systems (Appendix L). The goal of the group internship program is to link students with employers and have them work on company projects and identify solutions for real-world problems. Ideally, these student teams would encompass a variety of majors allowing them to bring different insight into the projects and then share these insights with their fellow students during class discussion. In a sense, we would be "insourcing" employers to meet their workforce needs by bringing the employers to the students.

Another goal of BGSU's grant proposal is to conduct a feasibility study for the Associate of Applied Science in Industrial Technology: Manufacturing at BGSU Firelands, which has suffered from low enrollments for the past seven years despite feedback from regional employers that they struggle to fill core positions to help their businesses grow and succeed. The goal of this study is to better understand how a college and community-based manufacturing program, with an integral internship component, could best be realized in our region.

Sustainability Criterion 1

BGSU's grant proposal is sustainable and has financial plans to support the program beyond the grant period. One aspect of the grant proposal is subsidizing employers' cost for interns and co-op students. For the first year of the grant, BGSU will subsidize up to 50% of the students' wages and benefits followed by a 25% subsidy the second year. Employers will fully fund their interns/co-ops in subsequent years, with the majority of our employer partners planning on hiring the same number of interns even with the reduction in subsidy.

The Career Center plans on funding the Employer Developer position beyond grant funding. The Assistant Vice President for Enrollment Management/Career Center Director, Employer Developer, and Coordinators for Employer Interactions/Internships are working with employers on a variety of sponsorship packages (Appendix M). Using a self-funded model, the goal is for money generated from these sponsorships and the University's career fairs to be used to cover the cost of the Employer Developer for the next 3-5 years (Appendix C).

Once the Group Internship Program is fully implemented the plan is for participating businesses to cover the cost of the salary and benefits of the Assistant Director position through employer fees (Appendix F), thus making this position self-funded. It is anticipated that employer participants will pay \$5,000 to be part of the Group Internship Program, and there will be a reduction in cost for small businesses. The graduate assistant funding is only needed for two years due to the foundational nature of the project – creation of program assessment structures and processes to be used during subsequent years. Additionally, funds for student assistants

are needed only for the first two years to support the development/implementation of the program. Further student assistant support is planned to be funded by the Career Center. The funds used for the Center for Regional Development (CRD) Model are for a one-time fee. Once the CRD model is calibrated with the internship program, the CRD will offer similar analysis to other regional workforce agencies on a fee basis. At the conclusion of the grant, the CRD will continue to offer the service to BGSU internship programs, and fee income generated from other agencies will provide revenue needed to continually fund the program.

Once the Firelands feasibility study is complete, if Firelands pursues the Advanced Manufacturing program then it will be funded by tuition dollars and SSI. Regarding the Computer Science internship preparation course, the grant will cover the instructor cost for the first two years to help the department fully implement the course, and then the Department plans on covering adjunct costs for subsequent years (Appendix C).

The funding for the advisory boards is for start-up costs and departments plan to cover costs beyond the lifecycle of the grant (Appendix C). Additionally, cost savings could occur if boards meet virtually after the first year. Funds used to market internships to employers and students will provide a foundation and future costs are anticipated be covered by the Career Center (Appendix C).

Sustainability Criterion 2

To evaluate the proposed grant program, BGSU will use Stufflebeam's CIPP Evaluation Model, which focuses on program enhancement with the goal of sustainable improvements. It uses evaluation studies aligning with context, input, process, and product. The elements of this model are both formative (improvement-focused) and summative. The context evaluation will be used to further identify/define goals and priorities through assessment. The input evaluation will consider resource allocation in terms of feasibility and cost-effectiveness. The process evaluation will assess the grant implementation and evaluate institution policies and processes. The product evaluation will focus on the overall program outcomes. To ensure a successful program assessment, grant funds will be allocated to hire a graduate assistant to manage this project. This individual will develop and implement the program assessment model with the goal of improving and growing student learning outcomes and increasing business participation while gathering data from a variety of sources. This evaluation will continue beyond the lifecycle of the grant.

The feedback loop among students, employers, and faculty is an essential component of internships and co-ops. Students registered for a COOP 50 (zero-credit transcript notation) complete self-evaluations of their internship/co-op experiences and their employment supervisors complete evaluations of the students' performance. These data in aggregate are shared with academic units to keep faculty members informed. Via the self-evaluation, students assess their personal and professional development through workplace learning on a variety of skills, knowledge, and ability areas. Supervisors complete an evaluation of each intern/co-op regarding initial and current performance. Employers also comment upon students' strengths and weaknesses and whether or not they would hire the student as a permanent, full-time employee, if resources were available. (Appendix N)

The College of Technology, Architecture, and Applied Engineering provides student, employer, and faculty evaluations for co-op experiences for academic credit. Students assess their co-op experiences by completing an evaluative report to document learning and the overall quality of the experience. Students reflect upon their employer, overall experience, accomplishments,

potential career fields, networking, course content integration, and career goals. The reports are reviewed by students' faculty co-op advisors after conducting site visits. The employer evaluation provides data about the students' work habits, initiative, application of industry knowledge, attendance/punctuality, communication, and cooperation/relationships. Feedback also is provided about the employers' interactions with faculty members. (Appendix N) This approach will serve as a model for other academic credit options.

One component of BGSU's grant proposal is a feasibility study for a manufacturing program. The study will target curricular alignment by first identifying a broad set of learning outcomes from programmatic materials and course syllabi. These will be benchmarked against industry standard proficiencies and skill-sets to identify program strengths/weaknesses. Second, regional manufacturers will be asked to participate in focus groups to assess current academic program learning outcomes. A similar model has been implemented between tourism/recreation academic programs and employers (Kalahari Resorts) with continued success, resulting in a revised curriculum, more focused skill development, and higher education/employer collaborations.

Sustainability Criterion 3

BGSU has the infrastructure to support students in their attainment of co-ops and internships. Career Center staff assist students from all majors in preparing for, identifying, and securing such experiences through individual and group interventions. The office intentionally creates multiple opportunities for students and employers to network ranging from large-scale job & internship fairs to targeted employer panels, such as the I.T. Employer Panel. Additionally, the Career Center collaborates with internship advisors throughout the colleges to support student success.

Further supporting the infrastructure for co-ops and internships at BGSU, the University has a centralized internship and co-op database, WorkNet. All BGSU students have access to this online job and internship database where they can view and apply to internships and co-ops, learn about potential employers, and sign up for on-campus interviews. Employers use WorkNet to manage their recruitment efforts at BGSU. The Career Center has dedicated staff to support employer relations.

With the implementation of the Office of Academic Assessment (OAA), BGSU has the infrastructure needed to support the assessment and evaluation of student learning outcomes. The OAA was created to guide, coordinate, and assist in the assessment/evaluation activities throughout campus. In 2013, BGSU also invested in a technological structure to assist in the assessment of student learning outcomes at BGSU – Canvas, a new Learning Management System. With Canvas, the institution can create and utilize University-wide learning outcomes (academic and co-curricular) for student assessment. All AAC&U VALUE rubrics have been entered into Canvas for use as standardized assessment purposes. BGSU is also working with Instructure, the developer of Canvas, to create programmatic learning outcome profiles to guide student attainment of academic and co-curricular learning outcomes.

The Center for Regional Development (CRD) is another office already in place to support the grant program. The CRD is an interdisciplinary research platform with expertise in regional economics and community development. The Center's mission is to design and implement innovative and pragmatic solutions to a wide variety of regional challenges. The internship model the CRD is planning on developing will provide a needed resource to identify potential internship opportunities in Northwest Ohio that will continue in usefulness beyond grant funding.

This model will become self-sustaining due to fee income generated from other agencies using the model.

Another key aspect of this grant proposal is marketing of internships/co-ops. The Career Center plans on developing an internship/co-op symposium where students can share key aspects of what they learned during their internship/co-op experiences to students, faculty, staff, and employers. This venue would be a great opportunity for individuals to learn about the JobsOhio target industries and the impact they have on the economy. Additionally, the Career Center plans on showcasing internship/co-op spotlights from both the perspectives of students and employers. Marketing and Communications already showcases student interns/co-ops on the University's home page, and the Career Center is in the process of developing such spotlights for its home page. The goal of these spotlights is to highlight the importance of internship and co-op experiences.

Sustainability Criterion 4

BGSU is intentional about developing and sustaining faculty engagement through training and faculty support. There are a variety of University and department committees to support faculty members' professional development. Additionally, BGSU is in the process of implementing a Center for Faculty Excellence (CFE). This office is blending two existing offices – Center for Teaching and Learning (CTL) and Center for Online and Blended Learning (COBL) and enhancing their offerings.

CTL is dedicated to supporting faculty, staff, and graduate student instructors who strive to achieve excellence in teaching through innovation, collaboration, and creative solutions. The office provides a variety of faculty learning communities focusing on areas such as active blended learning, innovative teaching, service-learning, and STEM. A key to the success of these learning communities is that they are comprised of faculty across a variety of disciplines focused on collaboration and learning. Additionally, the CTL offers faculty professional development workshops and individual consultations on a variety of topics focusing on learning-centered, integrative teaching. The office also creates informational newsletters to share articles and resources for teaching success, and provides grants for innovative teaching efforts.

To further enhance faculty development, the University offers an annual Teaching and Learning Fair. Here the BGSU community gathers evaluates and showcases student achievement of the University Learning Outcomes. At this event, faculty, staff, and graduate students demonstrate their teaching and learning strategies and activities, and undergraduate students share their meaningful research and creative activities in all fields of study.

COBL was established to promote distance education and assist faculty and staff with the development and design of online/web-based and blended/web-centric courses. A key component of the mission of COBL is to provide faculty with the needed training, resources, and support for the creation and implementation of online technologies and pedagogies. Staff from COBL assist faculty through planning consultations, syllabus development, course organization and design, content development/adaptation, use of online tools and technology, and Quality Matters rubric application. Quality Matters is a faculty-centered, peer review process designed to certify the quality of online courses and online components, and the rubric consists of a set of forty specific elements based on research and established standards, by which to evaluate the design of online and blended courses.

With the blending of CTL and COBL, CFE is well poised to provide workshops about incorporating internships into the curriculum, how to assess internships, etc. It also can offer

learning communities for faculty members interested in discussing internships and co-ops across the curriculum. Additionally, internship courses could incorporate online aspects, so students can continually reflect about their experience even when they are not on campus. The focus of CFE is to provide faculty development in teaching and learning, technical support for learning modalities, and growth of niched distance learning programs.

Another office on-campus that supports faculty professional development is the CRD. This office offers resident fellowships for BGSU faculty that are coordinating projects aligning with CRD regional development activities. These fellowships could be made available to fund ancillary research in the internship program.

Sustainability Criterion 5

With the implementation of an AVP/Career Center Director, job development and business participation is being coordinated to ensure success. Staff and faculty across campus collaborate on employer development efforts, and there are multiple, intentional events for student/employer interactions. During the 2012-2013 academic year, the University hosted three job and internship fairs attended by 392 employers (a 18% increase from the previous year) in which 2,271 interviews were conducted (a 33% increase from the previous year).

To increase employer engagement, BGSU staff conduct employer site visits. The goal of the AVP/Career Center Director is to visit an average of eight companies per month, and the Employer Developer has and will continue to make targeted employer site visits throughout the state. Additionally, a variety of other faculty and staff engage in employer site visits.

Further supporting job development and business participation, BGSU has invested in three Career Center Employer Interactions & Internship Coordinators. These coordinators serve as dedicated points of contact for employers to ensure they have a quality experience recruiting BGSU students. They establish and maintain relationships with hiring managers/recruiters to stay abreast of current and future recruitment needs. The coordinators monitor progress regarding employer development/relations activities and collaborate with Career Center college liaisons to increase applications. Additionally, they assess business participation and identify strategies to increase employer participation. These coordinators will close the loop between employers and students and make sure that employers' recruitment needs are met.

BGSU has strong business participation through advocacy/advisory boards and centers/institutes; and with the plan to create additional advisory boards, this engagement is expected to increase. Employers engage with the University in a variety of ways. For example, Supply Chain Management Institute business members engage in networking events, guest speaking opportunities, professional practice preparation activities, and case studies. Through the Falcon Hatchery Business Incubator, alumni entrepreneurs mentor students' start-up business ventures. Last year the alumni investors provided more than \$100,000 to four students and their start-ups. Serving as an advisory role to the department, the Construction Management Advancement Program engages construction employers, and these companies assist with acquisitions of construction management software and maintenance of accreditation standards.

To give back to the business community, BGSU's Center of Excellence: Developing Effective Businesses and Organizations (DEBO) partners with organizations to support workforce development and help improve their efficiency and competitiveness. DEBO provides conferences, workshops, consultations, and customized trainings for business. For example,

DEBO is offering a “Best Practices in Talent Acquisition” event to aid in employee selection and recruitment efforts. To further support job development and business participation, the Career Center is planning on creating resources targeted to small business owners on developing internship programs.

The Career Center, the CRD, and local economic development offices plan on collaborating to promote Northwest Ohio as an optimal site for new business growth and internship development. They intend to leverage existing relationships with companies and to develop new partnerships and field based learning opportunities. This partnership will engage more employers and help identify workforce needs.

Budget Narrative

BGSU's grant proposal is both relevant and sustainable and has financial plans to support the program beyond the grant period. BGSU will use the grant funds awarded to increase the Ohio internship and co-op opportunities available to BGSU students, and to increase the number of BGSU students who complete one or more co-op/internship experiences.

To ensure the grant is successful, part of the infrastructure funds will be used for personnel (\$410,000). Expanding our current list of employer partners is key to building a sustainable and larger-scale operation. To generate more internship and co-op opportunities for BGSU students, an Employer Development position is included in this project (\$75,000 for salary and benefits per year for two years). This individual will cultivate relationships with *new* employers in the JobsOhio industries through personal contacts, site visits, job fairs, chambers of commerce, industry and professional associations, conferences, etc. Funding for a Group Internship Program Assistant Director also is included in this project (\$75,000 for salary and benefits per year for two years). This individual will develop and implement the program and connect students with employers. These two positions will be self-funded for the years following the grant through employer sponsorships and career fair fees.

Two-year funding for adjunct faculty to teach a Computer Science internship preparation course is included to assist in the full implementation of their internship model (\$825 per semester for two years). As this course is a required component of the curriculum, it is anticipated that the department will continue the adjunct funding for subsequent years. Funds for a graduate assistant to create the program assessment foundation including structures and processes that can be used during subsequent years are budgeted for two years (\$8,800 per year). In addition, funds for student assistants to support program assessment, grant implementation, and marketing efforts is included (\$29,100). Funds for buy-out time for the Center for Regional Development (CRD) staff are included to assist with the creation of an economic development internship model (\$45,000). Additionally, consultant funds for the Firelands feasibility study are included (\$15,000).

The budget contains a variety of items aligning with the supplies line item (\$35,000). These items will support the personnel and the Group Internship Program start-up (e.g., computers, printers, tablets, paper, envelopes, business cards, postage, survey instruments, focus groups, etc.). Funding for advisory boards' start-up costs also are included. Currently, there are two department partners (Computer Science and Communication); however, funds for additional department partners will be identified and supported. Regarding purchased services/marketing (\$45,847), funds will be used to cover the cost of attendance at small business conventions and other related workforce development activities to market internships. Additionally, data purchases for the CRD model, assessment and evaluation resources, printing, communication resources, marketing materials/resources for employers and students are included under this line item. Funds for travel are budgeted for the Employer Developer, the Group Internship Assistant Director, student intern site visits, and advisory boards (\$30,000).

The matching portion of the grant is focused on employer subsidies. For the first year of the grant, BGSU will subsidize up to 50% of undergraduate student interns' wages and benefits followed by a 25% subsidy the second year. There will be \$400,000 allocated to subsidizing the cost of intern/co-op wages/benefits. Funds from employer partners (\$1.2+ million) and other partners (\$10,000) are more than adequate to cover the grant budget.

APPENDICES

APPENDIX A: PROPOSED BUDGET

Appendix A: Proposed Budget

Activity	Total	Regents Funds	Business Funds*	Applicant Funds	Education Partner Funds	Name of Education Partners	Other Partner Funds	Name of Other Partners
Personnel (Salary & Benefits for Employer Developer, Assistant Director for Group Internships, Internship Adjunct Faculty, CRD Staff, Feasibility Consultant, Graduate Assistant, and Student Assistants)	410,000	410,000						
Supplies (Office and Start-up Materials)	35,000	35,000						
Purchased Services (Data Purchases, Assessments/Evaluations, Conventions, Marketing, Promotions, & Contacts)	45,847	45,847						
Travel (Mileage, Lodging, Car Rental, etc.)	30,000	30,000						
Scholarships								
Employer Salaries (Intern/Co-op Wages/Benefits for Employer Partners)	1,055,676	399,153	656,523					
Other Employer Contributions (In-Kind and Administrative Costs)	603,105		603,105					
Other (Other Partner In-Kind Support)	10,000						10,000	
Subtotal	2,189,628	920,000	1,259,628	0	0	0	10,000	0
Indirect Costs 8% or less	80,000	80,000	0					
TOTAL	2,269,628	1,000,000	1,259,628	0	0	0	10,000	0

*Equal to or greater than 100% of requested state money for undergrad programs and 150% for grad programs

APPENDIX B: BUSINESS PARTNERS SNAPSHOT

Appendix B: Business Partners Snapshot

Employer Name	Total Intern & Co-op Wages	# of Intern Positions	# of Co-op Positions	Amount of Other Employer Contributions
Centric Consulting, LLC.	20,000	2	2	2,000
Cowlin Insurance Agency	5,000	1	1	4,000
Creative Financial Partners	6,000	4		24,000
Eaton Corporation	79,200	2	2	58,000
Freudenberg-NOK	54,000	2	2	46,000
GKN Driveline Bowling Green, Inc.	70,720	1	1	16,000
Grathwol Automation, LLC.	25,000	1	1	8,800
Lake Erie Electric of Toledo, Inc.	72,000		4	118,600
Macy's Systems and Technology	34,560	2	2	11,000
Northwestern Mutual	40,000	8		30,000
Pacer International, Inc.	48,600	5	5	77,000
Peak Electric, Inc.	35,000	1	1	20,000
RMF Nooter, Inc.	18,000		2	11,800
Rudolph Libbe	72,600	6	5	14,670
Service Spring Corp	74,880	2	2	34,480
Shoot-A-Way	6,000	2		8,000
SSOE	116,480	2	2	3,045
TH Plastics, Inc.	45,000		4	6,000
TruePoint Laser Scanning, LLC.	28,800		3	36,750
Whirlpool Clyde Operations	86,500	4	4	24,960
Whirlpool Marion Operations	117,336	4	4	48,000
21	1,055,676	49	47	603,105

APPENDIX C: LETTERS OF COMMITMENT



Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Centric Consulting, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$2,000/mo
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$1,000
Other administrative costs associated with employing BGSU co-op/internship students	\$0

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$2,000/mo
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$1,000
Other administrative costs associated with employing BGSU co-op/internship students	\$0

For Centric Consulting’s internship program we are looking for functional and technical resources to will the roles of Business Analysts, Junior Developer, or Junior Mobile Developer. The project, industry, and client will vary based on the time the student begin the internship.

We are excited for the opportunity to be a partner in the Governor’s plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Centric Consulting retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

Gwenn Denorme
 Director
 614-205-1384



October 31, 2013

Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Cowlin Insurance Agency, I am writing to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops (OMIC)** proposal for prepared by Bowling Green State University. I endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

Our agency is a small business who ordinarily could not afford to hire any interns. However, if there is a support program in place, that helps us absorb the overhead costs and the wages for the intern. We have benefited from our intern’s contributions to moving our business to the next step. Under the proposed program, it looks promising for us to continue hiring interns and we would welcome this pro-business approach.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized <i>up to 50%</i> with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (Include wage and benefits)	\$2,500
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$1,200
Other administrative costs associated with employing BGSU co-op/internship students	\$800

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized <i>up to 25%</i> with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (Include wage and benefits)	\$2,500
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$1,200
Other administrative costs associated with employing BGSU co-op/internship students	\$800

Our interns are used to support new marketing programs and create and maintain databases. They also gain valuable customer experience with our summer shows, helping staff our vendor booth.

NORTH OFFICE
 801 W. CHERRY ST., STE 123
 SUNBURY, OH 43074
 740.965.8150

SOUTH OFFICE
 7604 SLATE RIDGE BLVD.
 REYNOLDSBURG, OH 43068
 614.759.7806



We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

The Cowlin Insurance Agency retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

Chris Cowlin

Chris Cowlin
Agency Owner

NORTH OFFICE	SOUTH OFFICE
801 W. CHERRY ST., STE 123	7604 SLATE RIDGE BLVD.
SUNBURY, OH 43074	REYNOLDSBURG, OH 43068
740.965.8150	614.759.7806



October 31, 2013

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Creative Financial Partners, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops (OMIC)** proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

Creative Financial Partners, LLC is committed to assisting in enhancing the skills needed by students moving into the financial services industry. We believe in the merits of higher education and endorse internship and co-op experiences as a creative resource for students to hone their skills and education in a real world environment. This experience has proven to be invaluable for students and many times will lead directly into employment after graduation. This can be the door opener to their future success.

We endorse this program and encourage your consideration for continued support. We anticipate the following support in the upcoming years if the program is approved.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits) - \$1,500 per student	\$3,000
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships - \$5,000 per stu.	\$10,000
Other administrative costs associated with employing BGSU co-op/internship students - \$1,000 per student	\$2,000

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$3,000
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$10,000
Other administrative costs associated with employing BGSU co-op/internship students	\$2,000

We would like to explore educational internships with individuals in communication, finance, management, web design, marketing, and other related fields.

We are excited for the opportunity to be a partner in the Governor’s plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Creative Financial Partners, LLC retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dan DeVerna', with a stylized flourish at the end.

Dan DeVerna
Partner
Creative Financial Partners, LLC
1070 Commerce Drive, Bldg. #3
Perrysburg, Ohio 43537
ddeverna@cfpohio.com
c: 419.260.5526
o: 419.873.8500 x-1012
www.cfpohio.com



Eaton Corporation
 1000 Eaton Blvd.
 Beachwood, OH. 44122
 tel: (440) 523-2162
 fax: (440) 523-2162

Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Eaton, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops (OMIC)** proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

We currently recruit MIS and Computer Science students from BGSU for summer internships. Many of these students have gone on to join us after graduation in our Information Technology Leadership Development Program. We hope to participate in the BGSU grant by adding additional Co-Op and internships positions at Eaton Corporation filled with BGSU students in MIS, Computer Science, Accounting and/or Supply Chain.

Please see the number of additional opportunities we will offer to BGSU students and the financial obligation involved in the table below:

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$19,800 each or \$39,600 Total
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$22,000
Other administrative costs associated with employing BGSU co-op/internship students	\$7,000

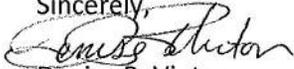
Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$19,800 each or \$39,600 Total
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$22,000
Other administrative costs associated with employing BGSU co-op/internship students	\$7,000

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Eaton retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,



Denise R. Vinton

Program Manager, Finance & IT Early Talent Programs

Eaton Corporation

Tel: 440-523-2162

Fax: 440-523-2162

Cell: 216-577-2624

denisevinton@eaton.com

<http://www.eaton.com>



Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Freudenberg-NOK, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

Since BGSU Firelands is located extremely close to our facility, it offers the best opportunity of securing local students to work at our rural location. Other universities with fields of study in our specialties are typically located 1-2 hours from our site.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$13,500 per student
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$7,500 per student
Other administrative costs associated with employing BGSU co-op/internship students	\$4,000 per student

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$13,500 per student
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$7,500 per student
Other administrative costs associated with employing BGSU co-op/internship students	\$4,000 per student

Within our organization, there are opportunities for Co-Ops and Interns in the following fields: Engineering Technology, Quality / Lean Systems, Supply Chain and Materials Planning.

We are excited for the opportunity to be a partner in the Governor’s plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Freudenberg-NOK retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Isch', written in a cursive style.

Elizabeth Isch
Human Resources Manager
419-499-6057
Elizabeth.isch@fnst.com

Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of *GKN Driveline Bowling Green*, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops (OMIC)** proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

Recently our partnership has grown with BGSU. Our employees have the luxury of utilizing the BGSU gym membership program. We also infused our recognition program to include BGSU Athletics as a recognition function by offering season tickets to all sporting events. We are also committed to a yearly community activity with BGSU Athletics Division.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$35,360
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$5,000
Other administrative costs associated with employing BGSU co-op/internship students	\$3,000

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$35,360
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$5,000
Other administrative costs associated with employing BGSU co-op/internship students	\$3,000

Interns have the opportunity to work with a leading automotive supplier. Mentored and trained by executive managers in our Finance, Operations, Quality, and Maintenance Departments.

We are excited for the opportunity to be a partner in the Governor’s plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

GKN Driveline Bowling Green retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,



Carmalita Lee, PHR
Human Resources Business Partner
carmalita.lee@gkndriveline.com
419-373-7702

Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Grathwol Automation, LLC, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops (OMIC)** proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

Last summer I was a partner in the Internship and Co-ops program with one Firelands student. This program was a huge financial help to me as a new small business. After the internship was completed the student reported to me that because of the project he was working on with my company, it made him very attractive to companies and put him first on the list to hire in with a large international company. The program proved to be a great benefit to both of us.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$12,500
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$4,400
Other administrative costs associated with employing BGSU co-op/internship students	\$

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$12,500
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$4,400
Other administrative costs associated with employing BGSU co-op/internship students	\$

If selected, the new intern will programming a world-class, cloud-based application that is first of its kind in the heavy highway construction field.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Grathwol Automation, LLC retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,



Kyle E. Grathwol

Grathwol Automation, LLC

Intelligent Telematics - [IntelliMatics™](#)

Remote Diagnostics | Heavy Equipment Diagnostic Software

Office: 419-625-1422 | Cell: 419-503-3545



Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Lake Erie Electric of Toledo, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

Over the years our company has used several students from the BGSU Construction Management program. I myself am a graduate of program. We have had positive results with the students from the program and several have been hired as full time employees after graduation. We are currently using students from the program today and will continue to use the program in the future as a resource for recruitment for our company.

We are an electrical construction contractor and are always looking young talent to add to our company as we continue to build our company for success in the future. The BGSU program has allowed us to take inexperienced students interested in the construction industry and grow them into productive employee candidates upon graduation.

Summer 2014-Spring 2015

Summer 2015-Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceed of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	36,000
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-op and internships	53,600
Other administrative costs associated with employing BGSU co-op/internship students	5,0000

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant?	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	36,000
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	55,000
Other administrative costs associated with employing BGSU co-op/internship students	5,000



We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Lake Erie Electric of Toledo retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

Ric Bonfiglio
Vice President
419-352-7141

Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of *Macy's Systems & Technology*, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

We have a strong partnership with BGSU and have hired 16 students in the past several years from their Computer Science and MIS programs. We have also given internships to BGSU students and would like to increase the number of internships we offer with this program.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$17,280
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$4,000 (for 2 interns)
Other administrative costs associated with employing BGSU co-op/internship students	\$1,500

Summer 2015 – Spring 2016

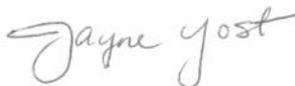
Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$17,280
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$4,000 (for 2 interns)
Other administrative costs associated with employing BGSU co-op/internship students	\$1,500

Macy's Systems & Technology offers internships in software development. Our interns are given a programming project they can complete in 10 – 12 weeks.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Macy's Systems & Technology retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,



Jayne Yost
 College Relations Recruiter
 Macy's Systems & Technology

Brian A. Kurtz
Managing Director

3950 Sunforest Ct
Ste 200
Toledo, OH 43623
419 407 8646 office
419 276 0076 cell
brian.kurtz@nmfn.com
www.nmfn.com/briankurtz

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of *Northwestern Mutual*, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

We are looking forward to building a stronger relationship with the faculty and students from Bowling Green State University. We have previously been involved in career fairs and other networking opportunities that have helped us find, hire and retain students who will stay a part of our team even after graduation. We are excited about the opportunity to be a part of this grant and hoping to recruit more talent from BGSU.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	5
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$25,000
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$10,000
Other administrative costs associated with employing BGSU co-op/internship students	\$10,000

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	3
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$15,000
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$5,000
Other administrative costs associated with employing BGSU co-op/internship students	\$5,000

In addition to the amount of interns we have agreed on through this grant we will continuously be looking for more talent at Bowling Green. With that said we are currently in the process of hiring sales and marketing interns. They are responsible for attending weekly trainings, networking with the general public, phoning and setting up meetings. We expect our interns to be in the office between 15 and 20 hours per week. The interns are also responsible for building their own clientele and helping those clients achieve financial security. Our interns are also required to be licensed in life and health insurance for the state of Ohio and to complete our training program before they are considered an intern with Northwestern Mutual.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Northwestern Mutual retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Kurtz", with a large, stylized flourish at the end.

Brian Kurtz
Northwestern Mutual, Managing Director
Office Number: 419-407-8646
E-mail: brian.kurtz@nm.com

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Pacer International, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

The relationship between Pacer International and BGSU has existed for over twenty years and the partnership we developed last year with Ohio Means Internships&Co-ops has been extremely successful in keeping talent in Ohio. Pacer is fully committed to keeping Ohio talent in Ohio and BG has been a key partner in helping us achieve this mission. Students in business, engineering, supply chain, music, education, marketing, language arts, and sports management have all gone on to become leaders through our Pacer Academy internship and co-op program. It is a vital link to Pacer’s success and we depend on the depth of talent BG develops to provide us with the leadership we need for our future.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	5
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$24,300
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$32,500
Other administrative costs associated with employing BGSU co-op/internship students	\$6,000

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	5
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$24,300
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$32,500
Other administrative costs associated with employing BGSU co-op/internship students	\$6,000



Internships will be created in Human Resources, Information Technology, Logistics, Customer Service, Operations, Marketing, Planning, Finance & Accounting and we will interview BG students pursuing degrees or have an interest in these disciplines through our partnership with BG's career center, the College of Business, the Supply Chain Management Institute, through professional and diversity associations, the athletic office, and through student organizations.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Pacer International retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

A handwritten signature in black ink that reads 'Patrick Gardner'. The signature is fluid and cursive, written over the printed name.

Patrick Gardner
Director Talent Management
Pacer International
614-923-1490
Patrick.gardner@pacer.com



Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of *Peak Electric Inc.*, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU. Peak Electric has the opportunity to increase our company size and volume with creations of a few positions using the intern program.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$17500
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$7500
Other administrative costs associated with employing BGSU co-op/internship students	\$2500

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$17500
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$7500
Other administrative costs associated with employing BGSU co-op/internship students	\$2500

We are looking for Co-ops that will have server administrator, supply chain, sales, and computer experience.

We are excited for the opportunity to be a partner in the Governor’s plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University. Peak Electric retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

Milton T McIntyre
 President

Phone 419 726 4848

Fax 419.726 6206

October 31, 2013

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of RMF Nooter, Inc., I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal prepared by Bowling Green State University. We heartily endorse BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

As RMF Nooter continues to grow, we will look to our partners at BGSU to assist us with recruiting qualified individuals who are passionate about our industry. Internships and co-op positions are, and will continue to be, an important step in identifying our next generation of engineers, project managers, and construction managers.

During the Summer 2014 – Spring 2015 time frame, we anticipate to create one new co-op / internship position, and estimate the costs associated with that position as follows:

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above	\$9,000.00
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$5,400.00
Other administrative costs associated with employing BGSU co-op/internship students: <i>payroll, sign up, computer sign up, orientation.</i>	\$500.00

During the Summer 2015 – Spring 2016 time frame, we anticipate to create one new co-op / internship position, and estimate the costs associated with that position as follows:

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above	\$9,000.00
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$5,400.00
Other administrative costs associated with employing BGSU co-op/internship students: <i>payroll, sign up, computer sign up, orientation.</i>	\$500.00

Our intern positions will be associated with our project management and engineering departments and are to be filled with students studying Construction Management. As an initial step on a career path to Construction Manager, our estimators are responsible for determining the scope, schedule, and budget of multi-million dollar construction projects.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

RMF Nooter, Inc. retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,



John Eilerman, P.E.
Director – Technical Services and Marketing
RMF Nooter, Inc.
(419) 727-1970

Rudolph/Libbe Inc.
 6494 Latcha Road
 Walbridge, Ohio 43465-9738
 Telefax: 419 837 9373
 419/241-5000

General Contractors
 Construction Managers

October 31, 2013

Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of The Rudolph/Libbe Companies I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for the Summer of 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

We currently have over 30 full-time associates that are BGSU graduates. The majority of these were first hired as co-op students while attending classes at BGSU. We have been hiring co-op students from BGSU for over 35 years. Rudolph/Libbe currently hires BGSU students throughout the calendar year, which we expect to continue not only with Construction Management Majors, but with business majors as well.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	6
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$39,600
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$6335
Other administrative costs associated with employing BGSU co-op/internship students	\$1,000

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	5
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$33,000
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$6335
Other administrative costs associated with employing BGSU co-op/internship students	\$1,000

The typical co-op student hired from BGSU is in the Construction Management Program. We utilize the co-op program to “test drive” these students prior to their graduation. The students are taught both the technical skills that we are seeking, as well as the general education they receive from the main

campus. The students that graduate from BGSU with a Construction Management Degree are well positioned to immediately become productive in our workforce as a result of the co-op experience with us.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

The Rudolph/Libbe Companies retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

RUDOLPH/LIBBE INC.

Kenetta Kay Jones

Kenetta Kay Jones, PHR
Manager, Human Resources



Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Service Spring Corporation, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

Service Spring had a student who completed her final Co-op prior to graduation and then transitioned into a full-time employee with our Corporation. BGSU has always been held in the highest regard to producing high level quality employees. Our Corporation employes many BGSU Alumni and Bowling Green citizens. It is our definite hope to further utilize this wonderful program in the future.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$37,440
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$17,240
Other administrative costs associated with employing BGSU co-op/internship students	\$

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$37,440
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$17,240
Other administrative costs associated with employing BGSU co-op/internship students	\$

We currently have one marketing intern and one IT intern. These departments are constantly expanding in our Corporation the ability for growth in these departments are unending. I have attached a job description that describes fully the role & responsibilities of the marketing intern that would be accepting the position.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Service Spring Corporation retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,



James D. Hauter
Director of Sales & Marketing
419-838-0223
jhauter@sscorp.com

Shoot-A-Way™

PROVEN BY THE NATION'S BEST

"Better Shooting Through Better Practice"

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

3305 C.H. 47
Upper Sandusky, OH 43351
Phone 800-294-4654
Fax 419-294-4029

Dear Chancellor Carey and Review Board:

www.shootaway.com

On behalf of Shoot-A-Way, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops (OMIC)** proposal for prepared by Bowling Green State University. We heartily endorse BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

In the fall of 2013, we recently experienced great success with one of your students, Cody Kern, in your internship program.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized <i>up to 50%</i> with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$3000
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$2000
Other administrative costs associated with employing BGSU co-op/internship students	\$2000

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized <i>up to 25%</i> with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$3000
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$2000
Other administrative costs associated with employing BGSU co-op/internship students	\$2000

Students will be able to experience a wide range of tasks relating to the marketing of sporting equipment.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Shoot-A-Way retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

Troy Gesier
VP – Shoot-A-Way
800 294 4654
troy@shootaway.com

November 11, 2013

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of SSOE Group, I write to express strong support for the 2014 – 2016 Ohio Means Internships & Co-ops (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for summer 2014 – spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

SSOE Group and Bowling Green State University have a strong partnership. SSOE has employed BGSU students through co-op's and student internships for over 10 years. SSOE has also recently established 2 student scholarships at BGSU to financially assist students in pursuing their degrees.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized <i>up to 50%</i> with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$58,240
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$1,500
Other administrative costs associated with employing BGSU co-op/internship students	\$

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized <i>up to 25%</i> with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$58,240
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$1,545
Other administrative costs associated with employing BGSU co-op/internship students	\$

SSOE Group is able to employ co-op students in the following discipline; Architectural, Construction Management, Accounting, Sales and Services Marketing and Supply Chain Management.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

SSOE Group retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,



Denese Adams, SPHR

Diversity Specialist

Corporate Human Resources

248.643.6222

Dadams@ssoe.com



11/5/13

Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of TH Plastics, Inc., I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

Our company has two employees that began engineering internships through BGSU and have been hired as full-time employees after graduation. Both employees have played a vital part at our new facility in Bowling Green.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$22500
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$1500
Other administrative costs associated with employing BGSU co-op/internship students	\$1500

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$22500
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$1500
Other administrative costs associated with employing BGSU co-op/internship students	\$1500

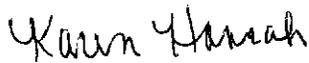
Page 2 – TH Plastics, Inc.

The engineering technology intern will be responsible for working with Supervisors, Quality and other Engineers in the development and part manufacturing process at TH Plastics, Inc .

We are excited for the opportunity to be a partner in the Governor’s plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

TH Plastics, Inc., retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

A handwritten signature in black ink that reads "Karen Hannah". The signature is written in a cursive, flowing style.

Karen Hannah

HR Manager – TH Plastics, Inc.

419-352-2770 - phone

419-352-2779 - fax

October 23, 2013

Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

As the President of TruePoint Laser Scanning, I am writing to express interest and support for the 2014-2016 Ohio Means Internships & Co-ops (OMIC) program through Bowling Green State University. We support BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014-2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU. We believe the OMIC program is a win-win-win for the State of Ohio, BGSU and small companies such as ours as it helps to keep our young talent in the state, helps BGSU students find potential employment after graduation and allows small companies such as ours to afford to hire additional personnel to continue to grow our companies (which further helps the state of Ohio and our local economy).

Starting in the summer of 2013, TruePoint had the opportunity to hire two BGSU students to work for us over the summer. At the time our firm was unaware of BGSU's co-op program and the OMIC program. We found that the students were excellent workers and were well-prepared for the working community. As such, we decided to contact BGSU to see if they could put us in touch with additional students going forward. Not only did the university put us in touch with additional students, but they educated us on the resources that were available thru them as well as other resources such as the OMIC program. We firmly believe that this relationship between BGSU and TruePoint will help us grow our company even faster while helping mold our youth into stronger, more competitive members of the working community after graduation.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	2
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$9,600 / co-op
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$12,000 / co-op
Other administrative costs associated with employing BGSU co-op/internship students	\$ 250 / co-op

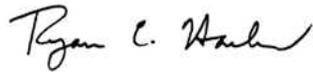
Summer 2015-Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	1
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$9,600 / co-op
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$12,000 / co-op
Other administrative costs associated with employing BGSU co-op/internship students	\$ 250 / co-op

TruePoint Laser Scanning has internships available for architecture and engineering students looking to learn about a high-tech, cutting edge technology that is becoming an integral part of the Architectural, Engineering and Construction industries. As a native of Ohio, I am excited that our firm has the opportunity to be a part of the Governor's plans to grow co-ops and internships for Ohio, as well as the opportunity to work with Bowling Green State University and its student body.

TruePoint requests the right and responsibility to increase or decrease the number of co-op students based on changes in market conditions, institutional needs and availability of eligible/qualified students.

Sincerely,



Ryan C. Hacker
President
TruePoint Laser Scanning, LLC.
6800 W. Central Ave., Suite E-1
Toledo, Ohio 43617
419-843-7226 Corporate Office
419-843-5829 Fax
rhacker@truepointscanning.com
www.truepointscanning.com



119 Birdseye Street Clyde OH 43410

October 30, 2013

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Whirlpool, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal for prepared by Bowling Green State University. We heartily endorse BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

We currently partner with BGSU on hiring of co-op, intern and full-time employment roles for the past several years across our Ohio locations. Our partnership with BGSU has grown over the past several years as our commitment to providing students with early career and leadership experiences.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	4
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$43,250
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$10,880
Other administrative costs associated with employing BGSU co-op/internship students	\$1,600

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	4
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$43,250
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$10,880
Other administrative costs associated with employing BGSU co-op/internship students	\$1,600

We employ co-ops and interns in such fields as Engineering, Quality, Accounting, Supply Chain and Environmental, Health and Safety (EHS).

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Whirlpool retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

A handwritten signature in blue ink, appearing to read 'R. Clegg', with a large, stylized flourish extending to the right.

Ryan Clegg
Sr. Human Resources Manager
419.547.2102
Ryan_j_clegg@whirlpool.com



Chancellor Carey and Review Board
 Ohio Means Internships & Co-ops
 University System of Ohio
 Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of Whirlpool Corporation, Marion Operations, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops (OMIC)** proposal for prepared by Bowling Green State University. We heartily endorse BGSU’s proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

Our relationship with BGSU has just begun this past year. We will be bringing on one supply chain co-op in the spring and potentially summer semester for 2014. By continuing to develop a relationship with BGSU and their students through campus career fairs, interviews, and co-ops, we are not only able to build our co-op program, but we are able to give students hands-on experience in the work field that will be beneficial as they graduate and enter into the workforce.

In the future, we plan to continue to recruit from BGSU for supply chain majors, and other potential majors as our co-op program continues to grow and develop.

Summer 2014 – Spring 2015

Description	Value
Number of new co-ops/internships to be created if subsidized up to 50% with proceeds of the OMIC grant:	4/year
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$58,668 (annual)
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$14,000 (annual)
Other administrative costs associated with employing BGSU co-op/internship students	\$10,000 (annual)

Summer 2015 – Spring 2016

Description	Value
Number of new co-ops/internships to be created if subsidized up to 25% with proceeds of the OMIC grant:	4/year
Total estimated earnings of students participating new in co-ops/internships listed above (include wage and benefits)	\$58,668 (annual)
Amount of in-kind support attributed to staff supervising, mentoring, and training students participating in new co-ops and internships	\$14,000 (annual)
Other administrative costs associated with employing BGSU co-op/internship students	\$10,000 (annual)



1300 MARION AGOSTA ROAD, MARION OHIO, 43302 - MARION OPERATIONS - 740.383.7122

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Whirlpool Corporation, Marion Operations, retains the right and responsibility to increase or decrease the number of opportunities/students based on changes in market conditions, institutional needs, and availability of eligible/qualified students.

Sincerely,

A handwritten signature in black ink that reads "Alexandra O. Wetzel". The signature is written in a cursive style with a large, looped 'A' and 'W'.

Alexandra Wetzel
HR Generalist
740-383-7488
Alexandra_O_Wetzel@whirlpool.com

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of The Bowling Green Chamber of Commerce, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops** (OMIC) proposal prepared by Bowling Green State University. We heartily endorse BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships with local employers. The Ohio Means Internships and Co-ops program would assist local employers fill workforce needs, while the BGSU student would earn valuable 'real-time' work experience.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships locally, and welcome the opportunity to participate with Bowling Green State University.

Sincerely,



Executive Director
E.kilpatrickdirector@bgchamber.net

163 North Main Street

PO Box 31

Bowling Green, OH 43402

Phone 419-353-7945

FAX 419-353-3693

www.bgchamber.net

Bowling Green State University

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops (OMIC)** proposal prepared by Bowling Green State University. I heartily endorse BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU. It is my intention to support the BGSU OMIC grant by providing expertise to aid in the development of the infrastructure of a "Group Internship Model". Over the next two years, I am willing to provide approximately 2 hours per month to assist with the development of the program with the goal of coaching and mentoring employers, students, faculty members, and staff. Based on the value of my time, I approximate this in-kind support amounting to \$10,000.

As a BGSU alumna and a strong supporter of interdisciplinary and experiential education, I am passionate about seeing this initiative come to fruition on BGSU's campus. Having been a benefactor of this type of program during my years at BGSU, I understand the importance of real world experiences in preparing students for a rewarding and fulfilling career. Much of my success, including my current position with Google in Mountain View, California, stems from this type of learning and I am glad to lend my ideas, support, and time to help this program succeed.

I am excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio, and welcome the opportunity to participate with Bowling Green State University.

Sincerely,
Kristen Gillespie
SMB Global Local Lead, Google
khoverman@google.com

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of the Bowling Green State University Career Center, I am writing to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops (OMIC)** proposal for prepared by Bowling Green State University. As the Assistant Vice President for Enrollment Management and Career Center Director, I heartily endorse BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

The strategic goals of the Career Center align with the University's mission and the OMIC grant with the focus on being intentional in generating internship and co-op opportunities. The office is intentional in its employer relations efforts and creates multiple venues for students, faculty, and employers to interact.

The Career Center plans on funding the Employer Developer position beyond the grant period. To generate funds, staff members from the Career Center are working with employers on a variety of sponsorship packages. Additionally, the office conducts three large-scale job and internship fairs per year, and our goal is to use the funds generated from these programs and events to cover the cost of the Employer Developer.

The Career Center currently has student assistants to support office initiatives. Grant funding will help support the development and implementation of the program, and the Career Center plans to fund needed student assistants after the grant period. Furthermore, grant funds will be used as a foundation for marketing efforts, and it is the goal of the Career Center to cover future marketing costs for internships and co-ops.

The Career Center is excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio students.

Sincerely,



Jeffery L. Jackson

Assistant Vice President for Enrollment Management and Director, Career Center

Bowling Green State University

318 Math Sciences Building

Bowling Green, OH 43403

419-372-2356

419-372-9847 (fax)

hire.bgsu.edu

November 5, 2013

Review Committee:

This is a letter of support for the BGSU proposal for the Ohio Means Internships and Co-ops program. If funded, the BGSU strategy will make a significant contribution to the internship efforts across campus. It will allow careful targeting and selection of internship opportunities and help engage faculty across a large number of disciplines.

BGSU has a rich history of co-op and internship participation. The construction management program in our College of Technology has been particularly successful. The College of Business and College of Arts and Sciences have also had significant internship activity.

Internships play a critical role in our regional development. As director of the Center for Regional Development, I am often with our local business community. It is always pleasant to hear companies describe the interns they get from BGSU. They feel the students fill important skillsets that are missing in our region. The companies also look at this as an important recruiting conduit. It is critical that our region retains these students and this new program can do just that. I give the proposal my highest recommendation.

Sincerely,



Michael C. Carroll, Director

November 7, 2013

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

Dear Chancellor Carey and Review Board:

On behalf of the Department of Communication, I write to express strong support for the **2014 - 2016 Ohio Means Internships & Co-ops (OMIC)** proposal for prepared by Bowling Green State University. Our department heartily endorses BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 - Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

We would like to form an advisory committee that would act as a liaison with local and statewide employers. The group would provide feedback on curricular outcomes relative to current skills needs, help to share information on new internship and co-op opportunities and assist faculty in understanding changing workforce expectations.

Our goal is to launch the advisory board in 2014 and continue this activity as a permanent feature of the Department beyond 2016 using Foundation account funds.

We are excited about the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio.

Sincerely,



Alberto González
Professor and Chair
302 West Hall
agonzal@bgsu.edu

Department of Communication
School of Media and Communication
302 West Hall
Bowling Green State University
Bowling Green, OH 43403 USA
Phone: 419-372-8349 (main)
Phone: 419-372-7653 (direct)
Fax: 419-372-0202
<http://www.bgsu.edu/departments/smc>

Chancellor Carey and Review Board
Ohio Means Internships & Co-ops
University System of Ohio
Ohio Board of Regents

November 8, 2013

Dear Chancellor Carey and Review Board:

On behalf of Department of Computer Science at BGSU, I write to express strong support for the **2014 – 2016 Ohio Means Internships & Co-ops (OMIC)** proposal for prepared by Bowling Green State University. Our department heartily endorses BGSU's proposal to increase the number of new co-op and internship opportunities available to BGSU students for Summer 2014 – Spring 2016, and to increase the number of BGSU students who complete one or more co-ops or internships while enrolled at BGSU.

My department has a required internship (CS 3900) course for, which the nearly 300 students in the Bachelor of Science in Computer Science program get three hours of course credit. We also offer a one-credit Internship Preparation course (CS 2900) for these students. We are hoping that the grant can support these two courses during the period of the grant. After the grant period ends, it is expected that the Career Center will continue to support the CS 2900 course, and the department is committed to support the CS 3900.

We are also on our way to create an Advisory Board for Computer Science. The department has created a charter for the advisory board, and the board is expected to play an important role in developing our programs. Such advisory boards are also very important to accreditation efforts such as the one that is underway for the department's Bachelor of Science in Computer Science program. As a past ABET Accreditation Commissioner myself, I believe in the value of the advisory board. The grant is expected to offer initial support for the board, which will later be absorbed by the departmental budget when the grant period ends.

We are excited for the opportunity to be a partner in the Governor's plan to grow co-ops and internships for Ohio.

Sincerely,



Venu G. Dasigi, Ph.D.
Professor and Chair
Department of Computer Science
419-372-8719
vdasigi@bgsu.edu

November 12, 2013

TO: The Ohio Means Internships and Co-ops Grant Review Committee

FROM: Dr. William Balzer, Vice President, Faculty Affairs and Strategic Initiatives
Dean, Bowling Green State University – Firelands College



RE: OMIC Letter of Support

I am delighted once again to be a part of BGSU's efforts to increase the number of internships and co-ops available to students in our service area. BGSU Firelands, the regional branch campus of Bowling Green State University, has nearly 2400 undergraduate students pursuing fifteen Associate Degrees awarded through BGSU Firelands and 9 Bachelor Degrees offered completely on the Firelands campus in collaboration with sister colleges on the BG campus. It is an open enrollment commuter campus with the majority of students living in surrounding Erie, Huron, and Ottawa Counties as well as a smaller number of students drawn from nearby contiguous Ohio counties. The college enrolls traditional and non-traditional students (34% of the student population is over the age of 25) in day, evening, web-based, and off-site coursework. The student body includes 14% underrepresented students.

In spite of a rebounding regional job market, the Associate of Applied Science in Industrial Technology: Manufacturing at BGSU Firelands has suffered from low enrollments for the past seven years despite feedback from regional employers that they struggle to fill core positions to help their businesses grow and succeed. We believe low enrollments can, in part, be attributed to both the misperception that jobs in the traditional manufacturing sector, especially tertiary jobs in the automotive sector, continue to decline and that the recent "boom and bust" cycle of manufacturing employment, while historically offering well-paying jobs, has become less attractive than more stable –even if lower paid – career options. The study being proposed in the OMIC grant will help us to understand how a college and community-based manufacturing program, with an integral internship component, could best be realized in our region. Additionally, an environmental scan of the regional manufacturing sector will give BGSU Firelands the information it needs in order to realign its academic program to the changing landscape of manufacturing in our region, including leveraging resources in both the private and public sectors to more efficiently deliver course work in a way that most benefits the student and employer.

The first iteration of the Ohio Means Co-ops and Internships grant suggested that internship opportunities are plentiful in the area serviced by BGSU Firelands. Follow-up meetings with industry leaders suggest that internship opportunities within advanced manufacturing are as yet untapped. Using our established and effective infrastructure that is already in place, the current study will focus on the barriers non-traditional students experience when attempting to complete internships within the relatively strict parameters of BGSU curricula and their responsibilities outside of school. Some of these barriers were addressed by students and stakeholders alike at the October 21, 2013 meeting of industry leaders on the BGSU Firelands campus. The consensus of this

meeting, as well as an earlier manufacturer's roundtable held at BGSU Firelands in partnership with the Erie County Economic Development Corporation, was that both BGSU and stakeholders must collaborate to accommodate the needs of non-traditional students in the creation of internships so that said students compete for these positions on an equal footing with their traditional-age college peers. Through follow-up meetings with stakeholders and an analysis of best practices on two and four-year colleges, this study will recommend a new structure for the creation and implementation of internships in the manufacturing sector. We anticipate that such a structure will be scalable and generalizable.

APPENDIX D: EMPLOYER PARTNER DETAILS

Appendix D: Employer Partner Details

**Employer Partners
Summer 2014 - Spring 2015**

Company	# New Intern/ Co-op	Total Earnings	Employer Match Earnings	In-kind	Other Admin. Costs	Total In-kind/ Admin Support	Total Employer Match	Target Industries
Centric Consulting	2	10,000	5,000	1,000	0	1,000	6,000	Information Technology and Services
Cowlin Insurance Agency	1	2,500	1,250	1,200	800	2,000	3,250	Financial Services
Creative Financial Partners	2	3,000	1,500	10,000	2,000	12,000	13,500	Financial Services
Eaton Corporation	2	39,600	19,800	22,000	7,000	29,000	48,800	Energy, Advanced Manufacturing
Freudenberg-NOK	2	27,000	13,500	15,000	8,000	23,000	36,500	Automotive
GKN Driveline	1	35,360	17,680	5,000	3,000	8,000	25,680	Automotive
Grathwol Automation	1	12,500	6,250	4,400	0	4,400	10,650	Information Technology and Services
Lake Erie Electric	2	36,000	18,000	53,600	5,000	58,600	76,600	Energy
Macy's Systems and Technology	2	17,280	8,640	4,000	1,500	5,500	14,140	Information Technology and Services
Northwestern Mutual	5	25,000	12,500	10,000	10,000	20,000	32,500	Financial Services
Pacer International	5	24,300	12,150	32,500	6,000	38,500	50,650	Logistics, Automotive
Peak Electric Inc.	1	17,500	8,750	7,500	2,500	10,000	18,750	Energy
RMF Nooter	1	9,000	4,500	5,400	500	5,900	10,400	Energy
Rudolph Libbe	6	39,600	19,800	6,335	1,000	7,335	27,135	Energy
Service Spring Corp	2	37,440	18,720	17,240	0	17,240	35,960	Advanced Manufacturing
Shoot-A-Way	1	3,000	1,500	2,000	2,000	4,000	5,500	Advanced Manufacturing
SSOE Group	2	58,240	29,120	1,500	0	1,500	30,620	Energy, Advanced Manufacturing, Consulting
TH Plastics, Inc.	2	22,500	11,250	1,500	1,500	3,000	14,250	Advanced Manufacturing
TruePoint Laser Scanning	2	19,200	9,600	24,000	500	24,500	34,100	Information Technology and Services
Whirlpool Clyde Plant	4	43,250	21,625	10,880	1,600	12,480	34,105	Advanced Manufacturing
Whirlpool Marion Plant	4	58,668	29,334	14,000	10,000	24,000	53,334	Advanced Manufacturing
Total Summer 2014 - Spring 2015	50	540,938	270,469	249,055	62,900	311,955	582,424	

**Employer Partners
Summer 2015 - Spring 2016**

Company	# New Intern/ Co-op	Total Earnings	Employer Match Earnings	In-kind	Other Admin. Costs	Total In-kind/ Admin Support	Total Employer Match	Target Industries
Centric Consulting	2	10,000	7,500	1,000	0	1,000	8,500	Information Technology and Services
Cowling Insurance Agency	1	2,500	1,875	1,200	800	2,000	3,875	Financial Services
Creative Financial Partners	2	3,000	2,250	10,000	2,000	12,000	14,250	Financial Services
Eaton Corporation	2	39,600	29,700	22,000	7,000	29,000	58,700	Energy, Advanced Manufacturing
Freudenberg-NOK	2	27,000	20,250	15,000	8,000	23,000	43,250	Automotive
GKN Driveline	1	35,360	26,520	5,000	3,000	8,000	34,520	Automotive
Grathwol Automation	1	12,500	9,375	4,400	0	4,400	13,775	Information Technology and Services
Lake Erie Electric	2	36,000	27,000	55,000	5,000	60,000	87,000	Energy
Macy's Systems and Technology	2	17,280	12,960	4,000	1,500	5,500	18,460	Information Technology and Services
Northwestern Mutual	3	15,000	11,250	5,000	5,000	10,000	21,250	Financial Services
Pacer International	5	24,300	18,225	32,500	6,000	38,500	56,725	Logistics, Automotive
Peak Electric Inc.	1	17,500	13,125	7,500	2,500	10,000	23,125	Energy
RMF Nooter	1	9,000	6,750	5,400	500	5,900	12,650	Energy
Rudolph Libbe	5	33,000	24,750	6,335	1,000	7,335	32,085	Energy
Service Spring Corp	2	37,440	28,080	17,240	0	17,240	45,320	Advanced Manufacturing
Shoot-A-Way	1	3,000	2,250	2,000	2,000	4,000	6,250	Advanced Manufacturing
SSOE Group	2	58,240	43,680	1,545	0	1,545	45,225	Energy, Advanced Manufacturing, Consulting
TH Plastics, Inc.	2	22,500	16,875	1,500	1,500	3,000	19,875	Advanced Manufacturing
TruePoint Laser Scanning	1	9,600	7,200	12,000	250	12,250	19,450	Information Technology and Services
Whirlpool Clyde Plant	4	43,250	32,438	10,880	1,600	12,480	44,918	Advanced Manufacturing
Whirlpool Marion Plant	4	58,668	44,001	14,000	10,000	24,000	68,001	Advanced Manufacturing
Total Summer 2015 - Spring 2016	46	514,738	386,054	233,500	57,650	291,150	677,204	
<i>Total Summer 2014 - Spring 2016 (21 employer partners)</i>	96	1,055,676	656,523	482,555	120,550	603,105	1,259,628	

APPENDIX E: IMPLEMENTATION SCHEDULE

Appendix E: Implementation Schedule

Term	Grant Activities
Spring 2014	<ul style="list-style-type: none"> • Assist employer partners with recruitment efforts for Summer 2014 interns and co-op students; identify additional employer partners • Work with the Departments of Computer Science and Communication on the development of their advisory boards
Summer 2014	<ul style="list-style-type: none"> • Assist employer partners with recruitment efforts for Fall 2014 interns and co-op students; identify additional employer partners; evaluate/assess internship/co-op programs • Hire and onboard an Assistant Director for the Group Internship Program • Create the economic development internship model • Develop internship and co-op marketing initiatives • Design the internship symposium; gather information for internship/co-op spotlights • Hire a graduate assistant to develop and implement assessment and evaluation activities
Fall 2014	<ul style="list-style-type: none"> • Assist employer partners with recruitment efforts for Spring 2015 interns and co-op students; identify additional employer partners; evaluate/assess internship/co-op programs • Implement the Departments of Computer Science and Communication advisory boards; identify additional departments • Hire student assistants to support the program • Develop the Group Internship Program • Begin the Firelands manufacturing program feasibility study • Market internships and co-ops to students, faculty, and employers; attend the Council of Smaller Enterprises Small Business Convention • Begin implementation of internship spotlights
Spring 2015	<ul style="list-style-type: none"> • Assist employer partners with recruitment efforts for Summer 2015 interns and co-op students; identify additional employer partners; evaluate/assess internship/co-op programs • Work with new departments on the development of their advisory boards • Identify employer partners and students for the Group Internship Program pilot • Market internships and co-ops to students, faculty, and employers • Pilot and evaluate the internship symposium
Summer 2015	<ul style="list-style-type: none"> • Assist employer partners with recruitment efforts for Fall 2015 interns and co-op students; identify additional employer partners; evaluate/assess internship/co-op programs • Further develop the Group Internship Program and the internship symposium • Market internships and co-ops to students, faculty, and employers • Finalize the economic development internship model
Fall 2015	<ul style="list-style-type: none"> • Assist employer partners with recruitment efforts for Spring 2016 interns and co-op students; evaluate/assess internship/co-op programs • Implement advisory boards • Implement the Group Internship Program pilot; assess and evaluate the Group Internship program; secure additional employer partners • Market internships and co-ops to students, faculty, and employers; attend the Council of Smaller Enterprises Small Business Convention • Finalize the Firelands manufacturing program feasibility study
Spring 2016	<ul style="list-style-type: none"> • Assess and evaluate the Group Internship program; secure additional employer partners; evaluate/assess internship/co-op programs • Market internships and co-ops to students, faculty, and employers • Implement the internship symposium • Finalize program activities

APPENDIX F: PROPOSED GROUP INTERNSHIP PROGRAM INFORMATION

Appendix F: Group Internship Proposed Employer Model

The mission of the BGSU Group Internship Program is to build collaborative partnerships among companies, students, faculty, and staff.

Group Internship Employer Members will pay a fee to participate in the program and benefits of participation include:

- Access to BGSU students from a variety of majors to work on employer projects
- Networking opportunities with students, faculty, and staff
- Participation in mock interviews and panel discussions
- Fees waived at Fall and Spring EXPO Job & Internship Fairs
- Recognition on campus
- Employer spotlight information on BGSU Career Center web site

Anticipated Employer Fees (per year)

Small Business: \$1,500

Large Business: \$5,000

These fees are modeled after other employer fee programs on BGSU's campus (e.g., the Supply Chain Management Institute), and employer feedback will be sought to determine a suitable level. With 15 employers paying the \$5,000 fee, the Assistant Director for Group Internships' salary and benefits would be covered. Additionally, sponsorship funding from other employers could cover part of the cost.

A BGSU alumna with experience in interdisciplinary group projects has committed to providing her expertise to aid in the development of the infrastructure of the Group Internship Program by coaching and mentoring employers, students, faculty members, and staff. For the first year of grant funding, the goal is for an Assistant Director to be hired to develop the program and identify employer partners. For the second year of grant funding, the plan is for the program to be piloted on a small scale with a few employers and a group of students. It is estimated that potentially 60+ students would engage in these group internships for the pilot year. The goal is for students to eventually receive academic credit and be paid for their experience. Modifications will then be made to implement the program on a large-scale for the years following the grant funding.

APPENDIX G: COMPUTER SCIENCE ADVISORY BOARD CHARTER

1 Approved by CS Faculty on Tuesday, April 10, 2012

2 **CHARTER**

3 **Computer Science Advisory Board**

4

5 **MISSION AND PURPOSE**

6

7 The Department of Computer Science Advisory Board (CSAB) is a diverse group composed of distinguished BGSU
8 computer science alumni and leaders from the IT sector. All CSAB members have a stake in the vitality of the
9 Department and, for that reason, work to strengthen its learning, research, and outreach programs; to improve
10 its facilities; to expand its base of support; and to serve its prospective students, existing students and alumni.
11 CSAB exists to foster a positive and productive linkage among all those constituents who have a stake in the
12 Department, both internal and external to BGSU.
13

14 **RESPONSIBILITIES**

15

16 CSAB will provide advice and assistance to the Department in a variety of areas including, but not limited to, the
17 following:

- 18
- 19 • advice on issues related to future course offerings, methods of delivery, and scheduling
- 20 • advice on issues related to program ranking and accreditation
- 21 • advice on job market trends and career trends
- 22 • assistance in planning co-curricular and extra-curricular events and activities
- 23 • assistance in providing co-op/internship and service-learning experiences for students
- 24 • assistance in securing job placement for graduates
- 25 • assistance with the assessment of existing Departmental programs and curricula
- 26 • assistance in refining the Department's strategic plans
- 27 • assistance in the development of resources for the Department through endowments, gifts,
28 scholarships, fellowships, and opportunities for faculty development
- 29 • assistance in identifying others who may be willing and able to serve on CSAB (as vacancies occur)
30

31 **STANDING COMMITTEES**

32

33 CSAB will have the following standing committees:

- 34
- 35 • Planning and Assessment
- 36 • Career Development
- 37 • Resource Development
- 38 • Collaboration and Networking

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COMMITTEE MEMBERSHIP

CSAB will have *regular* members and *departmental* members. *Regular membership* will consist of distinguished BGSU computer science alumni or leaders from the IT sector. *Departmental membership* will consist of all continuing full-time Department faculty.

The following officers are defined:

- **Academic Co-Chair**
A departmental member who (a) serves as the principal liaison between CSAB and the Department, (b) calls CSAB meetings and arranges facilities, (c) sets the initial agenda for CSAB meetings and (d) arranges for the taking and distribution of minutes of CSAB meetings.
- **External Co-Chair**
A regular member who presides at CSAB meetings
- **External Co-Chair Elect**
A regular member who assists the External Co-Chair and stands in as needed. Becomes External Co-Chair when that position is vacated.

Regular members of CSAB will be nominated by Department faculty and/or by current members of CSAB. Nominees will be ranked by the Department based on their strong commitment to the mission of the Department, their relevant experience, and their professional influence, among other factors. Selected nominees will be invited to serve for a term of three years. Terms will be staggered so that, in any given year, one-third of the regular members will be completing their term of service. Terms coincide with the beginning and end of the academic year as defined by BGSU.

MEETINGS

CSAB will meet on the campus of Bowling Green State University at least once during the fall semester of each academic year.

**APPENDIX H: CENTER FOR REGIONAL DEVELOPMENT MODELS
AND DEMOGRAPHIC INFORMATION**

APPENDIX H: Center for Regional Development Models and Demographic Information

BGSU Region

Copyright 2013 Minnesota IMPLAN Group, Inc.

Model Information

Model Year	2009
GRP	\$45,450,478,990
Total Personal Income	\$39,118,750,000
Total Employment	660,500

Number of Industries	369
Land Area (Sq. Miles)	7,353
Area Count	17

Population	1,251,716
Total Households	500,969
Average Household Income	\$78,086

Trade Flows Method	Trade Flows Model
Model Status	Multipliers

Economic Indicators

Shannon-Weaver Index	.74616
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Value Added

Employee Compensation	\$25,709,378,105
Proprietor Income	\$2,610,659,359
Other Property Type Income	\$14,219,214,801
Tax on Production and Import	\$2,911,226,726

Total Value Added	\$45,450,478,990
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Final Demand

Households	32,945,874,010
State/Local Government	\$10,819,932,870
Federal Government	\$852,694,067
Capital	\$7,619,727,503
Exports	\$58,035,924,594
Imports	-\$59,086,736,197
Institutional Sales	-\$5,736,936,384

Total Final Demand:	\$45,450,480,462
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Top Industries

Sector Description

	Employment	Labor Income	Output
115 Petroleum refineries	1,328	\$256,754,400	\$11,491,300,000
283 Motor vehicle parts manufacturing	12,957	\$963,871,700	\$4,929,200,000
397 Private hospitals	25,557	\$1,402,341,000	\$3,176,718,000
319 Wholesale trade businesses	20,677	\$1,176,136,000	\$3,126,001,000
394 Offices of physicians, dentists, and other health practitioners	18,702	\$1,375,197,000	\$2,331,085,000
413 Food services and drinking places	43,732	\$712,707,700	\$2,156,984,000
264 Household laundry equipment manufacturing	2,645	\$314,875,200	\$2,108,973,000
277 Light truck and utility vehicle manufacturing	1,043	\$103,080,000	\$1,718,640,000

Areas In the Model

Ohio	Allen County
Ohio	Crawford County

Ohio Defiance County
Ohio Fulton County
Ohio Hancock County
Ohio Hardin County
Ohio Henry County
Ohio Lucas County
Ohio Ottawa County
Ohio Paulding County
Ohio Putnam County
Ohio Sandusky County
Ohio Seneca County
Ohio Van Wert County
Ohio Williams County
Ohio Wood County
Ohio Wyandot County

Firelands Region

Copyright 2013 Minnesota IMPLAN Group, Inc.

Model Information

Model Year	2011
GRP	\$25,143,158,245
Total Personal Income	\$25,862,810
Total Employment	373,002

Number of Industries	350
Land Area (Sq. Miles)	3,524
Area Count	8

Population	775,116
Total Households	312,809
Average Household Income	\$83

Trade Flows Method	Trade Flows Model
Model Status	Multipliers

Economic Indicators

Shannon-Weaver Index	.74822
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Value Added

Employee Compensation	\$13,727,685,370
Proprietor Income	\$1,522,281,431
Other Property Type Income	\$8,101,321,117
Tax on Production and Import	\$1,791,870,326

Total Value Added	\$25,143,158,245
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Final Demand

Households	26,591,648,247
State/Local Government	\$4,521,005,572
Federal Government	\$939,318,630
Capital	\$6,303,858,188
Exports	\$31,090,295,053
Imports	-\$42,376,112,550
Institutional Sales	-\$1,926,855,233

Total Final Demand:	\$25,143,157,907
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Top Industries**Sector Description**

	Employment	Labor Income	Output
283 Motor vehicle parts manufacturing	6,864	\$403,370,700	\$3,124,536,000
277 Light truck and utility vehicle manufacturing	1,168	\$157,014,900	\$2,781,064,000
170 Iron and steel mills and ferroalloy manufacturing	2,235	\$196,251,600	\$2,460,322,000
264 Household laundry equipment manufacturing	4,036	\$301,336,200	\$2,337,372,000
319 Wholesale trade businesses	10,341	\$567,157,400	\$1,610,027,000
127 Plastics material and resin manufacturing	880	\$148,905,800	\$1,492,995,000
397 Private hospitals	11,379	\$583,764,300	\$1,324,218,000
413 Food services and drinking places	25,440	\$418,203,600	\$1,285,392,000

Areas In the Model

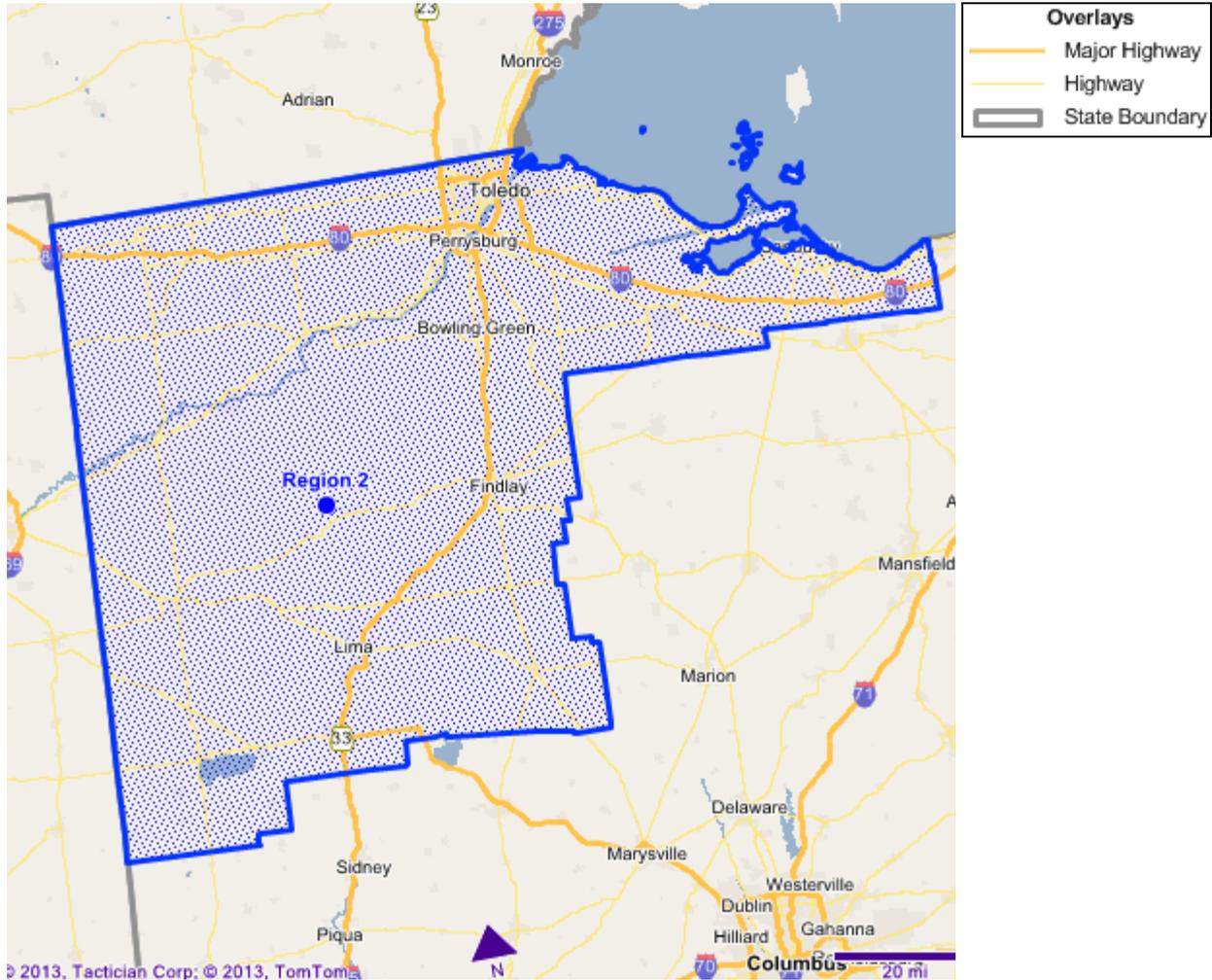
Ohio Ashland County
Ohio Huron County
Ohio Lorain County
Ohio Richland County
Ohio Seneca County
Ohio Sandusky County
Ohio Crawford County
Ohio Erie County

Detailed Demographic

BGSU Region
County Level

Analysis Level: Counties

10/25/2013



Longitude: -84.130023
Latitude: 41.043736

Region 2

Population Change		
	Trade Area built from components	
	Number	Percent Change
1980 Census	1,273,030	

1990 Census	1,273,539	0.0%
2000 Census	1,292,358	1.5%
2010 Census	1,277,137	-1.2%
2013 Projection	1,271,776	-0.4%

Households Change		
	Trade Area built from components	
	Number	Percent Change
1980 Census	445,809	
1990 Census	469,808	5.4%
2000 Census	500,797	6.6%
2010 Census	508,482	1.5%
2013 Projection	506,442	-0.4%
2018 Projection	501,371	-1.0%

Families (2013)	
	Trade Area built from components
Families	332,588
Average Household Size	2.44

Population by Race (2013)		
	Trade Area built from components	
	Number	Percent
White	1,095,411	86.1%
Black	111,264	8.7%
Asian	12,718	1.0%
Native American	3,239	0.3%
Hawaiian / Pacific Islander	330	0.0%
Two or More	28,767	2.3%
Other Race	20,047	1.6%
Total	1,271,776	100.0%

Hispanic Population (2013)		
	Trade Area built from components	
	Number	Percent
Hispanic	64,890	5.1%
Not Hispanic	1,206,886	94.9%
Total	1,271,776	100.0%

Income (2013)	
	Trade Area built from components
Median Household Income	\$45,824
Average Household Income	\$59,353
Average Family Income	\$70,317

Households by Income (2013)		
	Trade Area built from components	
	Number	Percent
Less Than \$10,000	42,589	8.4%
\$10,000-\$14,999	25,940	5.1%
\$15,000-\$19,999	24,506	4.8%
\$20,000-\$24,999	34,431	6.8%
\$25,000-\$29,999	28,177	5.6%
\$30,000-\$34,999	31,299	6.2%
\$35,000-\$39,999	35,008	6.9%
\$40,000-\$49,999	53,694	10.6%
\$50,000-\$59,999	41,133	8.1%
\$60,000-\$74,999	55,087	10.9%
\$75,000-\$99,999	59,586	11.8%
\$100,000-\$124,999	33,512	6.6%
\$125,000-\$149,999	14,940	2.9%
\$150,000-\$199,999	10,453	2.1%
\$200,000-\$249,999	4,136	0.8%
\$250,000-\$499,999	5,749	1.1%
\$500,000+	6,202	1.2%
Total	506,442	100.0%

Households by Tenure (2013)		
	Trade Area built from components	
	Number	Percent
Owner Occupied	353,711	61.7%
Renter Occupied	152,731	26.6%
Vacant	66,861	11.7%
Total	573,303	100.0%

Daytime Population (2013)	
	Trade Area built from components
Establishments	48,474
Employees	668,721

Population by Gender (2013)		
	Trade Area built from components	
	Number	Percent
Male	623,908	49.1%
Female	647,868	50.9%
Total	1,271,776	100.0%

Marital Status (2013)		
	Trade Area built from components	
	Number	Percent
Now Married	563,975	54.9%
Separated	19,514	1.9%
Divorced	76,771	7.5%
Never Married	348,935	34.0%
Widowed	18,580	1.8%
Total	1,027,775	100.0%

Household Structure (2013)		
	Trade Area built from components	
	Number	Percent
Married Couple Family with Children	97,684	29.4%
Lone Parent Male with Children	14,850	4.5%
Lone Parent Female with Children	43,164	13.0%
Married Couple Family No Children	147,526	44.4%
Lone Parent Male No Children	9,178	2.8%
Lone Parent Female No Children	20,186	6.1%
Total	332,588	100.0%

Total Population (2013)		
	Trade Area built from components	
	Number	Percent
Age 0-4	79,755	6.3%
Age 5-9	80,861	6.4%
Age 10-14	83,385	6.6%
Age 15-19	92,225	7.3%
Age 20-24	90,714	7.1%
Age 25-29	78,267	6.2%
Age 30-34	73,991	5.8%
Age 35-39	72,527	5.7%

Age 40-44	77,007	6.1%
Age 45-49	85,181	6.7%
Age 50-54	94,911	7.5%
Age 55-59	91,178	7.2%
Age 60-64	79,995	6.3%
Age 65-69	57,839	4.5%
Age 70-74	43,527	3.4%
Age 75-79	33,233	2.6%
Age 80-84	27,547	2.2%
Age 85+	29,633	2.3%
Total	1,271,776	100.0%
Median	38.9	

Total Male Population (2013)		
	Trade Area built from components	
	Number	Percent
Age 0-4	40,595	6.5%
Age 5-9	41,355	6.6%
Age 10-14	42,679	6.8%
Age 15-19	47,122	7.6%
Age 20-24	46,104	7.4%
Age 25-29	39,392	6.3%
Age 30-34	36,908	5.9%
Age 35-39	36,148	5.8%
Age 40-44	38,184	6.1%
Age 45-49	41,840	6.7%
Age 50-54	46,734	7.5%
Age 55-59	45,021	7.2%
Age 60-64	39,081	6.3%
Age 65-69	27,726	4.4%
Age 70-74	20,005	3.2%
Age 75-79	14,310	2.3%
Age 80-84	11,014	1.8%
Age 85+	9,690	1.6%
Total	623,908	100.0%
Median	37.5	

Total Female Population (2013)		
	Trade Area built from components	
	Number	Percent
Age 0-4	39,160	6.0%

Age 5-9	39,506	6.1%
Age 10-14	40,706	6.3%
Age 15-19	45,103	7.0%
Age 20-24	44,610	6.9%
Age 25-29	38,875	6.0%
Age 30-34	37,083	5.7%
Age 35-39	36,379	5.6%
Age 40-44	38,823	6.0%
Age 45-49	43,341	6.7%
Age 50-54	48,177	7.4%
Age 55-59	46,157	7.1%
Age 60-64	40,914	6.3%
Age 65-69	30,113	4.6%
Age 70-74	23,522	3.6%
Age 75-79	18,923	2.9%
Age 80-84	16,533	2.6%
Age 85+	19,943	3.1%
Total	647,868	100.0%
Median	40.3	

Population by Household Type (2013)		
	Trade Area built from components	
	Number	Percent
Family	994,950	78.2%
Non-Family	242,731	19.1%
Group Quarters	34,095	2.7%
Total	1,271,776	100.0%

Employment Status 16 Plus (2013)		
	Trade Area built from components	
	Number	Percent
In Armed Forces	848	0.1%
Employed	616,841	61.0%
Unemployed	49,589	4.9%
Not In Labor Force	343,195	34.0%
Total	1,010,473	100.0%

Educational Attainment Age 25+ (2013)		
	Trade Area built from components	
	Number	Percent
< Grade 9	23,639	2.8%

Grades 9-12	74,216	8.8%
High School	331,623	39.3%
Some College	174,383	20.6%
Associate Degree	72,280	8.6%
Bachelors Degree	106,950	12.7%
Graduate Degree	61,745	7.3%
Total	844,836	100.0%

Educational Attainment Age 25+ (2010)		
	Trade Area built from components	
	Number	Percent
No schooling completed	5,735	0.7%
Nursery-4th grade	1,929	0.2%
5th-6th grade	3,382	0.4%
7th-8th grade	12,316	1.5%
9th grade	11,569	1.4%
10th grade	20,064	2.4%
11th grade	23,205	2.8%
12th grade no diploma	14,201	1.7%
High school graduate, GED, or alternative	321,752	38.2%
Some college, < 1 year	59,626	7.1%
Some college, 1+ years, no degree	117,087	13.9%
Associate's degree	75,358	9.0%
Bachelor's degree	111,455	13.2%
Master's degree	46,004	5.5%
Professional school degree	11,243	1.3%
Doctorate degree	6,517	0.8%
Total	841,443	100.0%

Educational Attainment Male Age 25+ (2010)		
	Trade Area built from components	
	Number	Percent
No schooling completed	2,909	0.7%
Nursery-4th grade	948	0.2%
5th-6th grade	1,871	0.5%
7th-8th grade	6,171	1.5%
9th grade	5,963	1.5%
10th grade	9,964	2.5%
11th grade	11,525	2.9%
12th grade no diploma	7,737	1.9%
High school graduate, GED, or alternative	159,029	39.3%

Some college, < 1 year	28,958	7.2%
Some college, 1+ years, no degree	56,189	13.9%
Associate's degree	28,943	7.2%
Bachelor's degree	53,355	13.2%
Master's degree	19,160	4.7%
Professional school degree	7,291	1.8%
Doctorate degree	4,147	1.0%
Total	404,160	100.0%

Educational Attainment Female Age 25+ (2010)		
	Trade Area built from components	
	Number	Percent
No schooling completed	2,826	0.6%
Nursery-4th grade	981	0.2%
5th-6th grade	1,511	0.3%
7th-8th grade	6,145	1.4%
9th grade	5,606	1.3%
10th grade	10,100	2.3%
11th grade	11,680	2.7%
12th grade no diploma	6,464	1.5%
High school graduate, GED, or alternative	162,723	37.2%
Some college, < 1 year	30,668	7.0%
Some college, 1+ years, no degree	60,898	13.9%
Associate's degree	46,415	10.6%
Bachelor's degree	58,100	13.3%
Master's degree	26,844	6.1%
Professional school degree	3,952	0.9%
Doctorate degree	2,370	0.5%
Total	437,283	100.0%

Housing Value of Owner-Occupied Housing Units: (2010)		
	Trade Area built from components	
	Number	Percent
Less than \$10,000	8,834	2.5%
\$10,000 to \$14,999	5,381	1.5%
\$15,000 to \$19,999	3,603	1.0%
\$20,000 to \$24,999	3,543	1.0%
\$25,000 to \$29,999	3,117	0.9%
\$30,000 to \$34,999	3,512	1.0%
\$35,000 to \$39,999	2,505	0.7%
\$40,000 to \$49,999	8,439	2.4%

\$50,000 to \$59,999	11,112	3.1%
\$60,000 to \$69,999	15,258	4.3%
\$70,000 to \$79,999	19,691	5.5%
\$80,000 to \$89,999	25,247	7.1%
\$90,000 to \$99,999	23,056	6.5%
\$100,000 to \$124,999	50,106	14.1%
\$125,000 to \$149,999	40,021	11.3%
\$150,000 to \$174,999	38,990	11.0%
\$175,000 to \$199,999	22,935	6.5%
\$200,000 to \$249,999	29,701	8.4%
\$250,000 to \$299,999	17,426	4.9%
\$300,000 to \$399,999	12,602	3.5%
\$400,000 to \$499,999	4,551	1.3%
\$500,000 to \$749,999	3,177	0.9%
\$750,000 to \$999,999	1,049	0.3%
\$1,000,000 or more	1,255	0.4%
Total	355,111	100.0%

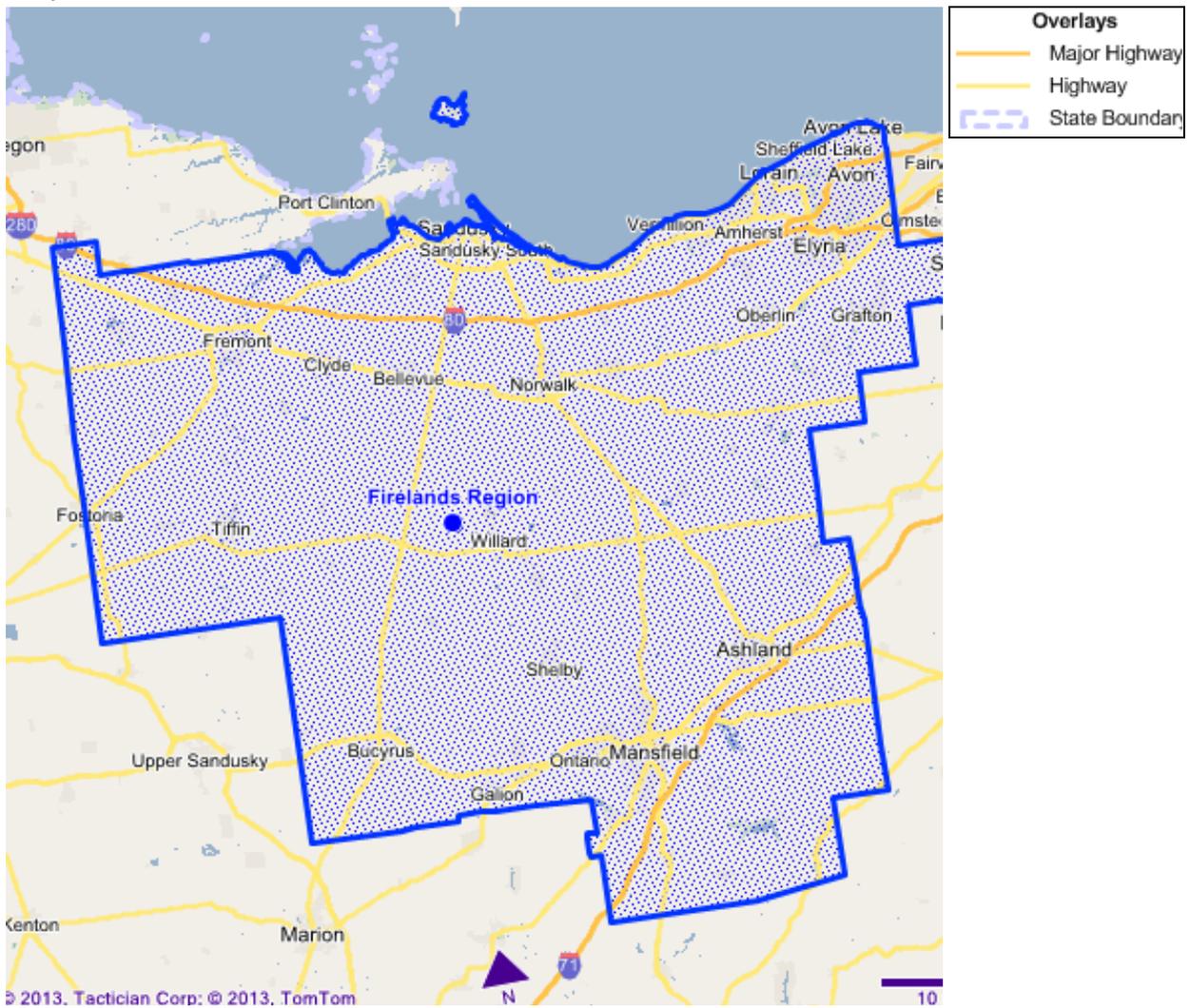
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Detailed Demographic

Firelands Region
 County Level

Analysis Level: Counties

10/25/2013



Longitude: -82.796386
 Latitude: 41.083823

Firelands Region

Population Change		
	Trade Area built from components	
	Number	Percent Change
1980 Census	755,862	
1990 Census	747,351	-1.1%
2000 Census	772,516	3.4%
2010 Census	777,148	0.6%
2013 Projection	773,087	-0.5%
2018 Projection	763,023	-1.3%

Households Change		
	Trade Area built from components	
	Number	Percent Change
1980 Census	258,204	
1990 Census	272,031	5.4%
2000 Census	293,893	8.0%
2010 Census	304,126	3.5%
2013 Projection	302,561	-0.5%
2018 Projection	299,159	-1.1%

Families (2013)	
	Trade Area built from components
Families	206,271
Average Household Size	2.47

Population by Race (2013)		
	Trade Area built from components	
	Number	Percent
White	687,159	88.9%
Black	48,431	6.3%
Asian	5,156	0.7%
Native American	1,864	0.2%
Hawaiian / Pacific Islander	166	0.0%
Two or More	18,049	2.3%
Other Race	12,262	1.6%
Total	773,087	100.0%

Hispanic Population (2013)		
	Trade Area built from components	
	Number	Percent
Hispanic	42,873	5.5%
Not Hispanic	730,214	94.5%
Total	773,087	100.0%

Income (2013)	
	Trade Area built from components
Median Household Income	\$46,840
Average Household Income	\$58,880
Average Family Income	\$68,425

Households by Income (2013)		
	Trade Area built from components	
	Number	Percent
Less Than \$10,000	20,166	6.7%
\$10,000-\$14,999	15,278	5.0%
\$15,000-\$19,999	14,552	4.8%
\$20,000-\$24,999	20,061	6.6%
\$25,000-\$29,999	17,424	5.8%
\$30,000-\$34,999	18,853	6.2%
\$35,000-\$39,999	21,793	7.2%
\$40,000-\$49,999	33,848	11.2%
\$50,000-\$59,999	24,725	8.2%
\$60,000-\$74,999	34,388	11.4%
\$75,000-\$99,999	36,829	12.2%
\$100,000-\$124,999	20,859	6.9%
\$125,000-\$149,999	8,862	2.9%
\$150,000-\$199,999	5,984	2.0%
\$200,000-\$249,999	2,302	0.8%
\$250,000-\$499,999	3,087	1.0%
\$500,000+	3,550	1.2%
Total	302,561	100.0%

Households by Tenure (2013)		
	Trade Area built from components	
	Number	Percent
Owner Occupied	217,609	64.4%

Renter Occupied	84,952	25.1%
Vacant	35,603	10.5%
Total	338,164	100.0%

Daytime Population (2013)		
	Trade Area built from components	
Establishments		25,974
Employees		357,358

Population by Gender (2013)		
	Trade Area built from components	
	Number	Percent
Male	382,254	49.4%
Female	390,833	50.6%
Total	773,087	100.0%

Marital Status (2013)		
	Trade Area built from components	
	Number	Percent
Now Married	359,119	57.2%
Separated	12,570	2.0%
Divorced	48,444	7.7%
Never Married	195,891	31.2%
Widowed	12,073	1.9%
Total	628,097	100.0%

Household Structure (2013)		
	Trade Area built from components	
	Number	Percent
Married Couple Family with Children	59,720	29.0%
Lone Parent Male with Children	8,790	4.3%
Lone Parent Female with Children	25,567	12.4%
Married Couple Family No Children	94,154	45.6%
Lone Parent Male No Children	5,633	2.7%
Lone Parent Female No Children	12,407	6.0%
Total	206,271	100.0%

Total Population (2013)		
	Trade Area built from components	
	Number	Percent
Age 0-4	45,214	5.8%
Age 5-9	48,310	6.2%

Age 10-14	51,466	6.7%
Age 15-19	53,650	6.9%
Age 20-24	47,120	6.1%
Age 25-29	42,115	5.4%
Age 30-34	44,253	5.7%
Age 35-39	45,097	5.8%
Age 40-44	49,533	6.4%
Age 45-49	54,373	7.0%
Age 50-54	59,287	7.7%
Age 55-59	56,518	7.3%
Age 60-64	51,226	6.6%
Age 65-69	37,849	4.9%
Age 70-74	28,868	3.7%
Age 75-79	21,964	2.8%
Age 80-84	17,605	2.3%
Age 85+	18,639	2.4%
Total	773,087	100.0%
Median	40.9	

Total Male Population (2013)		
	Trade Area built from components	
	Number	Percent
Age 0-4	23,065	6.0%
Age 5-9	24,697	6.5%
Age 10-14	26,411	6.9%
Age 15-19	27,718	7.3%
Age 20-24	24,617	6.4%
Age 25-29	21,651	5.7%
Age 30-34	22,537	5.9%
Age 35-39	22,839	6.0%
Age 40-44	25,057	6.6%
Age 45-49	27,302	7.1%
Age 50-54	29,303	7.7%
Age 55-59	27,831	7.3%
Age 60-64	24,885	6.5%
Age 65-69	18,050	4.7%
Age 70-74	13,297	3.5%
Age 75-79	9,590	2.5%
Age 80-84	7,094	1.9%
Age 85+	6,310	1.7%

Total	382,254	100.0%
Median	39.5	

Total Female Population (2013)		
	Trade Area built from components	
	Number	Percent
Age 0-4	22,149	5.7%
Age 5-9	23,613	6.0%
Age 10-14	25,055	6.4%
Age 15-19	25,932	6.6%
Age 20-24	22,503	5.8%
Age 25-29	20,464	5.2%
Age 30-34	21,716	5.6%
Age 35-39	22,258	5.7%
Age 40-44	24,476	6.3%
Age 45-49	27,071	6.9%
Age 50-54	29,984	7.7%
Age 55-59	28,687	7.3%
Age 60-64	26,341	6.7%
Age 65-69	19,799	5.1%
Age 70-74	15,571	4.0%
Age 75-79	12,374	3.2%
Age 80-84	10,511	2.7%
Age 85+	12,329	3.2%
Total	390,833	100.0%
Median	42.4	

Population by Household Type (2013)		
	Trade Area built from components	
	Number	Percent
Family	614,478	79.5%
Non-Family	133,601	17.3%
Group Quarters	25,008	3.2%
Total	773,087	100.0%

Employment Status 16 Plus (2013)		
	Trade Area built from components	
	Number	Percent
In Armed Forces	545	0.1%
Employed	360,566	58.4%

Unemployed	31,246	5.1%
Not In Labor Force	224,931	36.4%
Total	617,288	100.0%

Educational Attainment Age 25+ (2013)		
	Trade Area built from components	
	Number	Percent
< Grade 9	17,947	3.4%
Grades 9-12	49,645	9.4%
High School	217,500	41.2%
Some College	107,468	20.4%
Associate Degree	43,907	8.3%
Bachelors Degree	57,536	10.9%
Graduate Degree	33,324	6.3%
Total	527,327	100.0%

Educational Attainment Age 25+ (2010)		
	Trade Area built from components	
	Number	Percent
No schooling completed	3,713	0.7%
Nursery-4th grade	1,481	0.3%
5th-6th grade	2,859	0.5%
7th-8th grade	9,264	1.8%
9th grade	7,832	1.5%
10th grade	13,249	2.5%
11th grade	16,006	3.0%
12th grade no diploma	8,925	1.7%
High school graduate, GED, or alternative	211,577	40.1%
Some college, < 1 year	38,839	7.4%
Some college, 1+ years, no degree	70,792	13.4%
Associate's degree	46,317	8.8%
Bachelor's degree	61,267	11.6%
Master's degree	25,916	4.9%
Professional school degree	5,934	1.1%
Doctorate degree	3,395	0.6%
Total	527,366	100.0%

Educational Attainment Male Age 25+ (2010)		
	Trade Area built from components	
	Number	Percent

No schooling completed	2,002	0.8%
Nursery-4th grade	793	0.3%
5th-6th grade	1,546	0.6%
7th-8th grade	4,508	1.8%
9th grade	4,323	1.7%
10th grade	6,590	2.6%
11th grade	8,538	3.3%
12th grade no diploma	5,148	2.0%
High school graduate, GED, or alternative	104,545	40.9%
Some college, < 1 year	18,805	7.4%
Some college, 1+ years, no degree	34,515	13.5%
Associate's degree	17,845	7.0%
Bachelor's degree	29,608	11.6%
Master's degree	10,912	4.3%
Professional school degree	3,785	1.5%
Doctorate degree	2,033	0.8%
Total	255,496	100.0%

Educational Attainment Female Age 25+ (2010)		
	Trade Area built from components	
	Number	Percent
No schooling completed	1,711	0.6%
Nursery-4th grade	688	0.3%
5th-6th grade	1,313	0.5%
7th-8th grade	4,756	1.7%
9th grade	3,509	1.3%
10th grade	6,659	2.4%
11th grade	7,468	2.7%
12th grade no diploma	3,777	1.4%
High school graduate, GED, or alternative	107,032	39.4%
Some college, < 1 year	20,034	7.4%
Some college, 1+ years, no degree	36,277	13.3%
Associate's degree	28,472	10.5%
Bachelor's degree	31,659	11.6%
Master's degree	15,004	5.5%
Professional school degree	2,149	0.8%
Doctorate degree	1,362	0.5%
Total	271,870	100.0%

Housing Value of Owner-Occupied Housing Units: (2010)	
	Trade Area built from components

	Number	Percent
Less than \$10,000	3,899	1.8%
\$10,000 to \$14,999	2,906	1.3%
\$15,000 to \$19,999	2,173	1.0%
\$20,000 to \$24,999	1,417	0.6%
\$25,000 to \$29,999	1,209	0.6%
\$30,000 to \$34,999	1,472	0.7%
\$35,000 to \$39,999	980	0.4%
\$40,000 to \$49,999	4,774	2.2%
\$50,000 to \$59,999	6,104	2.8%
\$60,000 to \$69,999	9,100	4.2%
\$70,000 to \$79,999	11,602	5.3%
\$80,000 to \$89,999	15,365	7.0%
\$90,000 to \$99,999	14,336	6.6%
\$100,000 to \$124,999	32,132	14.7%
\$125,000 to \$149,999	26,610	12.2%
\$150,000 to \$174,999	24,133	11.0%
\$175,000 to \$199,999	15,083	6.9%
\$200,000 to \$249,999	18,734	8.6%
\$250,000 to \$299,999	11,267	5.2%
\$300,000 to \$399,999	9,235	4.2%
\$400,000 to \$499,999	2,879	1.3%
\$500,000 to \$749,999	1,928	0.9%
\$750,000 to \$999,999	618	0.3%
\$1,000,000 or more	729	0.3%
Total	218,685	100.0%

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APPENDIX I: CENTER FOR REGIONAL DEVELOPMENT BIOS



Michael C. Carroll, Ph.D.

Director

Michael C. Carroll is the Director of BGSU's Center for Regional Development and Associate Professor of Economics. Dr. Carroll's business and economics career dates from 1982 and includes service as an associate professor of economics, corporate controller, operations manager, and a corporate presidency. His research interests focus on regional economic development strategies and social economics.

Dr. Carroll is Editor-in-Chief of *Regional Science Policy & Practice* and Associate Editor of *Economic Development Quarterly*. He serves on a number of editorial boards and international advisory boards. He was a member of the Scientific Committee for the Regional Science Association International World Congress in Romania in 2012 and the 3rd Global Conference on Economic Geography in Seoul, Korea. Dr. Carroll is a past president of the Ohio Association of Economists and Political Scientists.

Dr. Carroll has published more than eighty academic articles, book chapters and policy monographs. He has delivered more than one hundred papers at academic conferences. His writings have appeared in a variety of academic journals including, the *Journal of Economic Issues*, *Annals of Regional Science*, *Review of Social Economy*, *Applied Geography*, and *Letters in Spatial and Resource Sciences*. Dr. Carroll's work has won a variety of awards including the Springer Best Paper Award in 2010, the University Economic Development Association Research Award 2009 & 2011.

Dr. Carroll's first book, *A Future of Capitalism: The Economic Vision of Robert Heilbroner* was published by Macmillan and St. Martin's Press in 1998. His recent textbook *Local Economic Development* is co-authored with CRD Visiting Scholar, John P. Blair. The book is published by Sage Publications and was released in July 2008. Dr. Carroll's current book project is the *Handbook of Regional Policy*. It is scheduled to be published by Edward Elgar in 2014.

Dr. Carroll has taught at both the undergraduate and graduate levels. He has held economics faculty positions at Colorado State University, Muskingum College, West Virginia State University, and currently, Bowling Green State University. Dr. Carroll earned his B.S. and M.S. degrees from Wright State University and his Ph.D. from Colorado State University.

Director

Center for Regional Development

Associate Professor of Economics

Bowling Green State University

Editor-in-Chief

Regional Science Policy and Practice

Associate Editor

Economic Development Quarterly

Editorial Boards

Papers in Regional Science

Industrial Geographer

Board of Directors

Regional Science Association
International

North American Regional Science
Council

Pacific Regional Science Council

Educational Association of
University Centers

Ohio Association of Economists
and Political Scientists

RSAI World Congress, 2012
Timisoara, Romania

3rd Global Conference on
Economic Geography, Seoul,
Korea

Areas of Expertise

Regional Development Strategy
Regional Development Theory
Institutional Economics

Contact

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William M. Burns

Assistant Director



Assistant Director
Center for Regional Development

Board and Community Positions

Northwest Ohio Regional
Economic Development

Northwest Ohio Development
Assistance Corporation, Chairman

Waterville Planning Commission

Board of Trustees, Browning
Masonic Home

Areas of Expertise

Regional Economic Development
Strategies

Planning and Zoning

Direct Business Technical
Assistance

Site Selection

Small Business Financing

Federal and State Economic
Development Incentives

Infrastructure Financing

Spatial analysis

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Will Burns is the Assistant Director for the Center for Regional Development. Burns, who received both his bachelor's and master's degrees from Bowling Green State University, has over 22 years' of experience working in community and economic development primarily in Northwestern Ohio. Burns previously served the Maumee Valley Planning Organization, which covers the five counties in the northwest corner of Ohio, as its Director of Community and Economic Development. Additionally, Burns was the Community Development Director for the City of Zanesville in Southeastern Ohio.

Burns brings extensive economic and community development practical experience to the CRD. Previously, he served as an Executive Board member for the Ohio Conference on Community Development, as well as being a member of both its state programs committee and federal and state training committee. He has been involved with assisting companies throughout the NW Ohio with financing packages for capital expansions and funding for infrastructure improvements to serve both existing and new industries and businesses in the region. Burns manages CRD's Economic Development Administration's University Center grant that focuses on economic development research and technical assistance. CRD was presented the University Economic Development Associations Excellence in Economic Development Research Award in both 2009 and 2011. Burns is focusing his efforts at CRD on increasing technical assistance programs and bridging the gap between the communities of our region and the University.

APPENDIX J: AAC&U VALUE RUBRICS LEARNING OUTCOMES

**Appendix J:
American Association of College and University (AAC&U)
Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics
Learning Outcomes**

- Inquiry & Analysis
- Critical Thinking
- Creative Thinking
- Written Communication
- Oral Communication
- Reading
- Quantitative Literacy
- Information Literacy
- Teamwork
- Problem Solving
- Civic Knowledge & Engagement
- Intercultural Knowledge & Competence
- Ethical Reasoning
- Lifelong Learning
- Global Learning
- Integrative & Applied Learning

APPENDIX K: COMPUTER SCIENCE INTERNSHIP PREPARATION COURSE SYLLABUS

CS 2900: Co-Op Preparation Fall 2013 Syllabus

BGSU 2013-2014 Course Catalog Description:

CS 2900. Co-Op preparation. Fall. Introduction to the internship experience, Resumes. How to work a job fair and how to interview. Job search strategies. Professional ethics and etiquette. Prerequisite or corequisite: CS 2020. Graded S/U.

Class ID: CS 2900 M 1001	Level: Undergraduate
Call Number: 72306	Location: 107 Hayes Hall
Credit Hours: 1	Meeting: Monday, Wednesday, 3:30 – 4:20 pm

Instructors: Dr. Guy Zimmerman Department of Computer Science 235 Hayes Hall 419-372-2283 gzimmer@cs.bgsu.edu	Career Center Staff BGSU Career Center Cooperative Education & Internship Program Math Science 419-372-2356
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Learning Objectives

Students who actively participate and complete this course will be able to:

- write high quality, targeted resumes and cover letters;
- access and use competently various on-line occupational and employment resources to obtain information about types of internships and co-op assignments available to Computer Science students with various employers;
- demonstrate increased skill and confidence when introducing themselves to prospective employers by initiating conversations with recruiters about their professional goals;
- communicate their understanding of employers' recruiting and hiring practices for co-ops and interns;
- connect with employers through campus recruitment programs, job listings, referrals, direct and on-line applications, and networking at job fairs;
- demonstrate increased skills and confidence in interviewing through practice;
- write learning objectives with a plan to achieve them through their internship or co-op assignment;
- identify and articulate the attitudes and behaviors that employers expect in the workplace.

Course Requirements

- Class attendance and participation. Attendance will be taken each class. More than two absences will result in an unsatisfactory grade.
- Satisfactory completion of ALL assignments.

Selected Course Assignments

1. Prepare a high quality resume.
2. Create a WorkNet account and post your resume on the system.
3. Search for an internship or co-op using WorkNet or other online job sites and develop a targeted cover letter.
4. Attend EXPO job fair and speak with a minimum of five employers. Write a summary about your experiences at the job fair and any interviews at the EXPO Interview Day.
5. Participate in one mock interview and complete self-evaluation.
6. Present career action plan through concepts learned in class (2 - 3 minutes) and complete CS 2900 evaluation.
7. Prepare and deliver a short presentation (topics to be assigned).

Some assignments will be completed during class time. Often there will be a reading assignment to be completed prior to a designated class period. Please monitor the course canvas website or adjust canvas notifications to receive timely notifications.

Course Outline

Fall Semester: August 26 – October 16, 2013

Exam Week: December 13 – 17, 2008 **no exam in CS 2900**

Last class: October 16, 2013

Tentative Schedule (version 1.0)

Date	Topic
08/26/13	Introduction & Requirements (syllabus overview, benefits of experiential education, WorkNet overview)
08/28/13	What's a Co-op like? Guest speakers.
09/02/13	Labor Day – No class
09/04/13	Skills Assessment Review
09/09/13	Introduction to Resumes, Resume Examples.
09/11/13	Interview Skills, Fish Bowls.
09/16/13	Interview Exercise
09/18/13	Guest Speaker
09/23/13	Informational Interviews
09/25/13	Working a job Fair Expo Preview
09/30/13	Co-ops: an employer perspective, Guest Speaker
10/01/13**	Fall Expo: Perry Fieldhouse, Tuesday 10 am – 3 pm
10/02/13	Expo Follow-up
10/07/13	Job Search Strategies
10/09/13	TBA
10/14/13	Writing a cover letter
10/16/13	Course Wrap-up
	<i>There is no final exam for this course</i>

Academic Honesty

The policies of academic honesty will be strictly enforced in this class. It is expected that each student will do his/her own work. See the following websites for details.

<http://www.bgsu.edu/departments/compsci/policies>

<http://www.bgsu.edu/departments/compsci/policies/honesty.html>

Additional Notes:

- If you are unable to attend class due to an emergency, please contact the instructor as soon as practical.
- Preferred attendance at one meeting of Association of Computing Machinery (ACM) – recommend prior to EXPO Job Fair.

APPENDIX L: AGILE SOFTWARE FACTORY ANNUAL REPORT



AGILE SOFTWARE FACTORY ANNUAL REPORT

Dr. Joseph Chao
Associate Professor, Department of Computer Science
Director of Agile Software Factory at BGSU

OVERVIEW

From the perspective of the University as a whole, the chief benefit of the Agile Software Factory comes from the service-learning opportunities it generates for our students. Service-learning integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. In computer software development, service learning provides students with hands-on real-world project experience that cannot be replicated in tightly controlled classroom projects.

The specific mission of the Factory is ...

- to provide software services using agile methods for in-house and community partners who are in need of software development and, through these services,
- to provide hands-on service-learning opportunities to students in the BGSU Computer Science program.

Agile methods emphasize the production of small software units that are coded every few days to facilitate speedy turn-around of reactions from clients and faster overall development paths.

The Factory serves as a clearing house for project requests from in-house and community partners. Accepted projects provide agile software development opportunities for students while, at the same time, satisfying the needs and requirements of the Factory's internal and external clients. The Factory also promotes faculty and student research in the area of agile software development, including research that compares and contrasts the agile methodology with traditional methodologies.

The Factory offers a range of software development services to its clients, including new software development, re-implementation or re-design of existing software, and maintenance of software previously delivered by the Factory.

Students benefit from the addition of a service-learning component to existing software development courses, from career-relevant part-time employment, from participation in independent research/development projects with senior faculty, and from work experiences similar to internships (co-ops).

Currently, the Factory employs a project manager, three Graduate student developers, and five undergraduate student developers. They are working on three major software projects.

For more information about the Agile Software Factory, please visit <http://agile.bgsu.edu>.

SPONSORSHIPS

In 2008, Agile Software Factory received **start-up support** from the following sources:

1. Agile Alliance awarded a \$21,000 grant for personnel, marketing, and travel.
2. BGSU's Department of Computer Science (CS) provided an office with desk equipment and space for three student employees at Factory. The College of Arts and Sciences provided one course release for the Factory's Director for the first year.
3. BGSU's Information Technology Services (ITS) provided a UNIX server, four Windows workstations, a Graduate Assistant, and high-speed Internet connectivity.

The Factory receives **continuing support** from the following sources:

- CS currently provides one office with desk equipment, limited secretarial support, telephone service, copy services, fax services, mailing services, a conference room, security systems, limited technical support, standard office supplies, along with financial services and oversight related to the administration of the Factory's budget.
- ITS continues to provide servers and workstations for the Factory, high-speed Internet connectivity, and a Graduate Assistant.
- ITS has also provided an office space (Hayes 301) large enough to house six student employees since August 2012.

MARKETING EFFORT

ASF has increased awareness of the computer science program and provided new opportunities for future projects through the use of marketing materials and promotional items. In 2008, ASF created its website, agile.bgsu.edu, and produced a marketing brochure through BGSU Marketing and Communications. Promotional items, including t-shirts and ceramic mugs were also created. Interviews conducted with various media sources, including journals, magazines and newspapers, throughout the years have resulted in the following news and magazine articles.

News Articles

Agile Software Factory was featured in the following articles:

1. Agile Alliance, "Agile Alliance Joins Bowling Green State University to Form Agile Software Factory", press release, December 15, 2008.
2. Bowling Green Sentinel-Tribune, "BGSU matches students and software," December 15, 2008.
3. Project@Work, "Agile Alliance, Bowling Green Launch Initiative", December 15, 2008.
4. InfoQ, "Bowling Green Students Build Agile Software for Non-Profit Clients", December 22, 2008.
5. Project@Work, "Big Method on Campus: Agile", January 15, 2009.
6. Agile Development Trend, "University's Agile Software Factory Aims to Fill Enterprise Demand", January 16, 2009.
7. BG News, "Students create new software", February 8, 2012, http://www.bgnews.com/campus/students-create-new-software/article_6cd147cc-521e-11e1-b64b-001871e3ce6c.html.
8. BGSU Marketing and Communications, "BGSU Students Create App for People with Disabilities", February 2012, <http://www.bgsu.edu/offices/mc/page106152.html>.

9. BGSU Magazine, "Software factory essentially a student production", Spring 2012, <http://www.bgsu.edu/offices/mc/magazine/2012/spring/page112000.html>.
10. BGSU Marketing and Communications, "BGSU releases mobile apps", April 25, 2012, <http://www.bgsu.edu/offices/mc/news/2012/news112058.html>.
11. Noodles press release, "Student engagement Web application now available worldwide", December 3, 2012, <http://www.noodles.com/view/956AD87EDF779B067DD36503C575087C5FFD65D7>.

RESEARCH PUBLICATIONS

1. Hordemann, G. and Chao, J. (2012), "Design and Implementation Challenges to an Interactive Social Media Based Learning Environment", Information, Knowledge, and Management (IJKM).
2. Chao, J. and Warnke J. (2012), "Service-Learning through Agile Software Development," in "Service-Learning in the Computer And Information Sciences," Edited by Brian A. Nejme, IEEE Press, Piscataway, NJ, USA.
3. Chao, J., Parker, K. and Fontana, A. (2011), "Developing A Social Media Interactive Learning Environment," *Informing Science and Information Technology (IISIT)*, **8**, pp. 323-334.
4. Brown, J. and Chao, J. (2010), "Collaboration of Two Service-Learning Courses: Software Development and Technical Communication," *Informing Science and Information Technology (IISIT)*, **7**, pp. 403-412.
5. Chao, J. and Brown, J. (2009), "Cross-Departmental Collaboration for the Community: Technical Communicators in a Service-Learning Software Engineering Course," *Informing Science and Information Technology (IISIT)*, **6**, pp. 001-013.
6. Pfundstein, N., Chao, J. and Kresman, R. (2009), "An Application Architecture for E-Voting," *The 2nd International Conference on Computer Science and Software Engineering (CSSE '09)*, Wuhan, China, December 11-13, 2009.
7. Chao, J. and Brown, J. (2009), "Empowering Students and the Community through Agile Software Development Service-Learning," *The Tenth International Conference on Agile Processes and eXtreme Programming in Software Engineering (XP 2009)*, Sardinia, Italy, May 26 - 30, 2009.
8. Chao, J., & Randels, M. (2009). Agile software factory for student service learning. *Proceedings of the 22nd Conference on Software Engineering Education and Training (CSEE&T '09)*, Hyderabad, India, February 17 - 19, 2009.

FALL 2008 SERVICE-LEARNING COURSE PROJECTS

In fall 2008, Dr. Chao used the service-learning software development approach in his CS4640/5640. The course encompassed projects for non-profit organizations, including:

1. A Victim Case Tracking System for Wood County Behavioral Connections.
2. An Employee Database System for Neighborhood Property.
3. A Service Reporting System for Wood County Cocoon Shelter.
4. A Service-learning Information System for the Office of Service Learning at BGSU.
5. A Student Activity Matching System for Eastwood Middle School.
6. An E-Voting System for Ohio High School Speech League.

FALL 2009 SERVICE-LEARNING COURSE PROJECTS

In fall 2009, the following three projects were developed by students:

1. A membership database for Global Connection, a non-profit organization located in Bowling Green, Ohio, that serves the international community by providing cultural events to introduce those interested to the local culture.
2. A reservation system for The Victory Center, a northwest Ohio's only independent, full service cancer wellness center.
3. A website for Bittersweet Farms in Whitehouse, Ohio provides assistance in the areas of residential communities, supported living, vocational services and specialized services.

FALL 2010 SERVICE-LEARNING COURSE PROJECTS

In fall 2010, the following three projects were developed by students:

1. TouchWeb - An Interactive Social Media Based Learning Environment for Anthony Fontana, a Learning Technologies Consultant. The system provides a social media classroom experience for interactive learning.
2. A remote coaching system for Dr. Robert Williamson from BGSU School of Intervention Services. The system assists people with autism in their daily life, in hopes of them becoming more independent upon themselves.

FALL 2011 SERVICE-LEARNING COURSE PROJECTS

In fall 2010, the following three projects were developed by students:

1. Phase II Service-Learning Web Database Systems for the Office of Service Learning. The phase-II added new features to the existing web application, which will include administrative functions such as editing course entries, produce various reports, and user friendly features such as entry validation and the reuse of existing course information entered previously.
2. A QizBox Mobile Web system for Anthony Fontana, a Learning Technologies Consultant. This project created a mobile site for an existing web application called QizBox.
3. A Computerized Test of Speech Sound Production for Department of Communication Sciences & Disorders. The system presents pictures of the target words, allows the clinician to type in the child's production, analyzes the productions in comparison to a standard, scores the child's accuracy (% of words and % of phonemes correct), and presents and analyzes additional pictures to obtain more data on problem phonemes.

FALL 2012 SERVICE-LEARNING COURSE PROJECTS

1. A membership and donor online database system for Equality Toledo.
2. A Logic Proof Program for Department of Philosophy that allowed the student to enter logical steps and the system would check each logical step for correctness and provide feedback.
3. An e-Learning web that provides useful information/tips in learning technical communication for BGSU Scientific and Technical Communication.

OTHER PROJECTS

1. BGSU Faculty Senate Online Election System for BGSU, which is currently in use for the University Standing Committee election, 2009.
2. Digital Modus Novus for Dr. Per Broman, Department of Music, 2009.
3. A research application for Dr. Carol Heckman, Department of Biology, 2009.
4. A new website for WFAL Falcon Radio, falconradio.org, 2009.
5. An online program assessment and evaluation tools for the *BGSU Office of Vice President of Student Affairs*, 2009.
6. An online assessment tool for the Center of Excellence in Science and Mathematics Education: Opportunities for Success (COSMOS), 2010-2012.
7. Falcon Phonology Profile System for Dr. Tim Brackenbury, Department of Communication Sciences & Disorders, 2011.
8. BGSU Online Survey System currently in use for various CS departmental surveys, 2011.
9. Web development for Michigan Microscopy and Microanalysis Society, 2012.
10. Web development for BGSU Ethnic Cultural Arts Program, 2012.
11. QizBox – a social media learning environment for CIO, 2011-present.
12. BGSU Mobile Applications, including BGSU Maps, BGSU News, BGSU Athletics for both Android and iOS devices, 2011-present.

Participating in Science, Engineering & Technology Gateway Ohio (SETGO) Program

1. David Giannetto, a Senior in Computer Science, was accepted into the SETGO Summer Research Program in 2012, and worked with Dr. Joe Chao in “Gamification in QizBox – A Social Learning Environment”.
2. Nick Pfundstein, a junior of Computer Science, was accepted into the SETGO Summer Research Program in 2009, and worked with Dr. Joe Chao and Dr. Ray Kresman at ASF in building secured software systems.

STUDENT EMPLOYMENT

Agile Software Factory has employed a diverse team of student developers. Details on each student’s field of study, class standing at the time of hire, and employment interval are listed in the table below.

	Student Name	Field of Study	Class Standing	Start Date	End Date
29	Katie Fazekas	Digital Art	Junior	10/2012	
28	Andrew Horner	Computer Science	Sophomore	8/2012	
27	Ryan Copley	Computer Science	Sophomore	8/2012	
26	Kendrick Lemle	Computer Science	Junior	3/2012	
25	Chris Bailey	Computer Science	Sophomore	2/2012	
24	Jinglei Lu	Computer Science	Graduate	1/2012	
23	David Giannetto	Computer Science	Senior	1/2012	12/2012
22	Arpita Singh	Computer Science	Graduate	1/2012	5/2012
21	Randall Littlejohn	Computer Science	Junior	10/2011	12/2012
20	Jacob Smith	Computer Science	Sophomore	10/2011	12/2012
19	Navarr Barnier	Computer Science	Sophomore	10/2011	12/2012
18	Paul Woidke	Computer Science	Senior	10/2011	5/2012
17	Glen Hordemann	Computer Science	Graduate	8/2011	

16	Glen Brink	Computer Science	Senior	2/2011	5/2011
15	Richard Latza	Computer Science	Junior	1/2011	12/2011
14	Soumya Vashista	Computer Science	Graduate	8/2010	5/2011
13	Prateek Moturi	Computer Science	Graduate	1/2010	5/2010
12	Benjamin Beverly	Computer Science	Junior	9/2009	5/2010
11	Jason Lyle	Computer Science	Senior	9/2009	5/2010
10	Justin Collier	Computer Science	Junior	9/2009	5/2010
9	Ryan Burk	Computer Science	Graduate	8/2009	5/2010
8	Ann Criqui	Business Administration	Graduate	8/2009	5/2010
7	Stephen Durfey	Computer Science	Senior	5/2009	8/2009
6	Nicholas Pfundstein	Computer Science	Junior	5/2009	5/2011
5	Gregory Jenkins	Visual Comm. Technology	Junior	3/2009	5/2010
4	Josh Quintana	Computer Science	Sophomore	2/2009	9/2009
3	Anthony Pietz	Computer Science	Junior	1/2009	4/2009
2	Wenxiao Hu	Computer Science	Graduate	8/2008	5/2009
1	Mark Randles	Computer Science	Graduate	8/2008	5/2010

APPENDIX M: CAREER CENTER EMPLOYER SPONSORSHIPS

Recruiting at Bowling Green State University



The BGSU Career Center offers employers a variety of recruiting options including job and internship fairs, on-campus interviews, resume referrals, and online job postings.

Bowling Green State University is a premier learning establishment. With more than 260 degree programs and more than 20,000 students from 50 states and 70 countries across the globe, recruiting at BGSU offers immense potential for hiring qualified candidates.

Career Center

BGSU

318C Math Sciences
Bowling Green, OH 43403-0150
Phone: 419-372-2356
Fax: 419-372-9847
careerservices@bgsu.edu

RECRUITING EVENTS & SERVICES

There are a variety of ways to get involved on campus, all of which can help you build name recognition and recruit students. Contact the Career Center or visit hire.bgsu.edu to learn more about the events and services listed below.

Post a Job or Internship

- » Post positions with ease by using WorkNet – a free, online recruiting database. WorkNet can connect employers with job candidates seeking internships, co-ops, career (post-graduation), or part-time/seasonal employment.
- » Access WorkNet at <http://www.bgsu.edu/offices/career/page75085.html>

Attend Job and Internship Fairs

- » Participate in proven, cost-effective events to identify and hire students for internships, co-ops, and career (post-graduation) positions; register at <http://www.bgsu.edu/offices/career/page75092.html>
- » Meet hundreds of candidates in just a few hours at Fall EXPO, Spring EXPO, or the Teacher Job Fair
- » Advertise in Job and Internship Fair publications to increase your organization's visibility on campus

Conduct On-Campus Interviews

- » Use the Career Center interview rooms to conduct interviews with BGSU candidates at no charge
- » Schedule and manage your on-campus recruiting via WorkNet

Host Information Sessions

- » Build name recognition by conducting informal presentations about your organization to student groups or in classrooms
- » Meet qualified students and field questions about your organization and positions

Volunteer for Workshops

- » Help prepare students for career fairs, interviews, and the job search process by joining our professional events (e.g., resume critique sessions, interview simulations, employer panels, etc.)

Connect with Faculty and Staff

- » Support faculty initiatives, such as service-learning projects, research, case studies, etc.
- » Engage with Career Center liaisons to target programs, and reach faculty and students in desired majors and career fields.

*Visit the Career Center website for more information
on recruiting options at hire.bgsu.edu*

EMPLOYER OPPORTUNITIES

TAKE ADVANTAGE OF SPONSORSHIP PACKAGES AND SAVE WHEN YOU RECRUIT AT BGSU

Platinum Plus _____ \$4,500

- » Special booth placement and signage. (Available to the first two companies who commit to Platinum Plus package)
- » Full page advertisement in both the Fall and Spring EXPO Guide
- » Attendance at both the Fall and Spring EXPO Job and Internship Fairs (Two representatives at each fair)
- » Two night hotel accommodations for two representatives (Two separate rooms per night)
- » Free rent-a-car for three days (Includes refueling and full size four door car)
- » Etiquette dinner table sponsorship (Two representatives at selected table)
- » Website spotlight includes company profile and direct link to company website

Platinum _____ \$3,000

- » Special booth placement and signage. (Available to the first ten companies who commit to Platinum package)
- » Full page advertisement in either the Fall and Spring EXPO Guide
- » Attendance at either the Fall and Spring EXPO Job and Internship Fair (Two representatives at fair)
- » One night hotel accommodation for two representatives (Two separate rooms)
- » Etiquette dinner table sponsorship (Two representatives at selected table)
- » Website spotlight includes company profile and direct link to company website

Gold _____ \$1,500

- » Half page advertisement in either the Fall and Spring EXPO Guide
- » Etiquette dinner table sponsorship (Two representatives at selected table)
- » Website spotlight includes company profile and direct link to company website

Silver _____ \$1,250

- » Quarter page advertisement in either the Fall and Spring EXPO Guide
- » Etiquette dinner table sponsorship (Two representatives at selected table)
- » Website spotlight includes company profile and direct link to company website

Special Recognition _____ \$700

- » Eighth page advertisement in either the Fall and Spring EXPO Guide
- » Etiquette dinner table sponsorship (Two representatives at selected table)

Unable to commit to one of the packages?

Choose only the opportunities that fit the needs of your organization.

EXPO Guide

Inside Front or Back Cover Ad _____	\$850
Full Page Ad _____	\$650
Half Page Ad _____	\$550
Quarter Page Ad _____	\$450
Eighth Page Ad _____	\$200

Web Spotlight

Academic Year 2013 - 2014 _____	\$1,000
---------------------------------	---------

Advertise your company on the BGSU Career Center website! This feature offers you an excellent portal to promote your company's personal and professional opportunities to our students, faculty, and alumni; equally important, these individuals will get to know the "story" of your company.

Job and Internship Fair

Two registrants _____	\$275
Each additional registrant _____	\$25
Fall EXPO Job and Internship Fair - October 1, 2013	
Spring EXPO Job and Internship Fair - February 11, 2014	
Teacher Job Fair - Tuesday, April 8, 2014	

Each year the BGSU Career Center hosts several large-scale job & internship fairs to provide employers an outstanding venue to meet talented BGSU students.

Social and Business Etiquette Dinner

Spring Semester 2014 _____	\$500
----------------------------	-------

The Social and Business Etiquette Dinner allows attendees to practice their dining etiquette skills and learn new business skills. Every seat is filled during this popular event. Your company can sponsor a table and meet numerous BGSU students!

Information Tables

Ongoing _____	Free
---------------	------

Get up close and personal with BGSU students, faculty, and staff, by requesting an Information Table. Placement of tables will be in high-traffic locations around campus.

On-Campus Interviews

Ongoing _____	Free
---------------	------

On-campus recruiting takes place during the fall and spring semesters, kicking-off each recruiting season with our EXPO Job & Internship Fair. The Career Center prepares BGSU students for interviews; monitor interview schedules for compliance with employer requirements; help recruiters establish relationships with key faculty members, administrators and student leaders; and consults with employers to advance their diversity recruitment efforts.

Career Center

Bowling Green State University

318C Math Sciences, Bowling Green, OH 43403-0150
Phone: 419-372-2356 • Fax: 419-372-9847 • careerservices@bgsu.edu

APPENDIX N: CO-OP AND INTERNSHIP STUDENT AND EMPLOYER EVALUATIONS

Student Evaluation of Co-op/Internship Experience
 Bowling Green State University
 Cooperative Education and Internship Program

The Career Center strives to provide rich experiential learning opportunities for BGSU students.

Please complete the following survey regarding your experience during your co-op or internship. The survey should take approximately 15 minutes to complete. The information will be used to enhance the Co-op and Internship Program.

1. Student ID Number _____
2. College _____
3. Major _____
4. Year in School
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - Graduate Student
 - Guest Student
5. Name of employing organization _____
6. Number of semesters (include this semester) you have worked for THIS organization
 - One
 - Two
 - Three or more
7. Total number of semesters (include this semester) you have completed internships
 - One
 - Two
 - Three or more
8. Gender
 - Male
 - Female
 - Transgender

This portion of the evaluation assesses your personal and professional development through workplace learning. Based on your current experience, please rate each item using the scale below.

9. Through my work experience I was able to...

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Develop my professional skills					
Identify my strengths					
Identify my opportunities for growth					

Gain practical experience					
Gain self-confidence					
Improve my written communication skills					
Improve my verbal communication skills					
Identify effective leadership skills					
Develop my ability to work with supervisors and co-workers					
Network with staff at various positions					
Develop my ability to work effectively with people from different racial/cultural groups					
Develop my teamwork skills					
Apply what I learned through coursework to my internship/co-op experience					
Gain knowledge related to my major/discipline/field					
Clarify my career goals					
Learn about careers related to my major					
Stimulate my interest in on-going professional development					

10. Please provide detailed examples of how this co-op or internship experience has developed you as a professional.

11. What have you learned about your skills, knowledge, and abilities?

12. In what area(s), do you feel you could improve?

13. What did you learn about the workplace environment?

14. What have you learned about career options available in your field of study?

Thank you for your time.

If you have any questions or additional comments, please contact the Bowling Green State University Cooperative Education and Internship Program office at 419-372-2451 or bgsucoop@bgsu.edu

318 C Math Sciences
 Career Center
 Bowling Green State University
 Bowling Green, OH 43403-0150

Employer Evaluation of Student's Co-op/Internship Experience
Bowling Green State University
Cooperative Education and Internship Program

The Career Center strives to provide rich experiential learning opportunities for BGSU students. Please complete the following survey regarding your co-op/intern's performance. The survey should take approximately 15 minutes to complete.

The information you provide in this evaluation will NOT be shared with the student. Instead, we encourage you to conduct an individual performance appraisal during a meeting with your co-op/intern.

The purpose of this evaluation is to help us enhance the Co-op and Internship Program. Please complete a separate evaluation for each student you supervise. Should you need a copy for your records, please print this evaluation before submitting.

15. Name of Organization _____

16. Student's College _____

17. Student's Major _____

In the next two sections, you are asked to rate the student's skills, knowledge, and abilities comparing the student's INITIAL PERFORMANCE to her/his CURRENT PERFORMANCE. We are interested in performance changes during the course of internships/co-ops. Please rate the student on the following items. Note that INITIAL PERFORMANCE is first.

4. INITIAL PERFORMANCE

	Excellent	Good	Fair	Poor	N/A
Knowledge of subject matter, procedures, etc.					
Performance					
Written communication skills					
Verbal communication skills					
Organizational skills					
Cooperation with others					
Flexibility					
Judgment					
Responsibility					
Initiative					
Open to feedback					
Attitude towards job and organization					
Self-confidence					
Maturity					
Quantity of work accomplished					
Quality of work accomplished					
Ability to solve problems					
Ability to work effectively on teams					
Ability to question and evaluate critically					
Ethical behavior					

5. CURRENT PERFORMANCE

	Excellent	Good	Fair	Poor	N/A
Knowledge of subject matter, procedures, etc.					
Performance					
Written communication skills					
Verbal communication skills					
Organizational skills					
Cooperation with others					
Flexibility					
Judgment					
Responsibility					
Initiative					
Open to feedback					
Attitude towards job and organization					
Self-confidence					
Maturity					
Quantity of work accomplished					
Quality of work accomplished					
Ability to solve problems					
Ability to work effectively on teams					
Ability to question and evaluate critically					
Ethical behavior					

6. If resources were available, would you hire this student as a permanent, full-time employee?
- Yes
 - No
 - N/A

7. Please describe any particular strengths the student exhibited while working with you this semester.

8. Please describe the student's weaknesses.

9. Please offer any comments, suggestions, or advice for the Career Center's Cooperative Education and Internship Program.

Thank you for your time. Please print a copy for your records before you select the SUBMIT button. To finish this evaluation please click on the SUBMIT button.

If you have any questions or additional comments, please contact the Bowling Green State University Cooperative Education and Internship Program office at 419-372-2451 or bgsucoop@bgsu.edu

318 C Math Sciences
Career Center
Bowling Green State University
Bowling Green, OH 43403-0150

College of Technology Student Co-op Report Template (TECH 2890)

Your Name
Major
CO-OP Course: TECH 2890
Job Title
Company Name
Company Address
Brief Company Description

OBJECTIVE 1: RESUME

Complete an updated resume. Since most resumes are 1 complete page, you can insert it beginning on the next page.

OPTIONAL: To submit your resume as a separate document, simply add it using the file upload.

You can find sample resumes and tips at this page on our website:

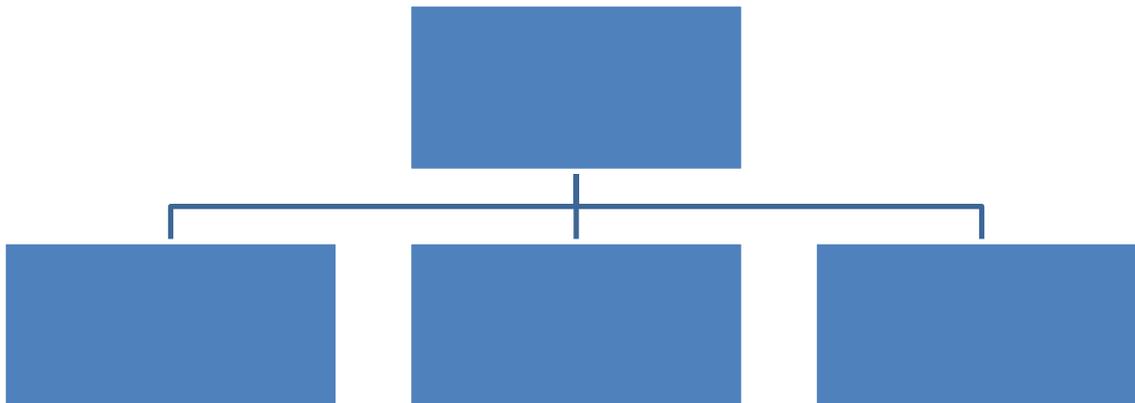
<http://www.bgsu.edu/colleges/technology/coop/students/page34902.html>

Your resume may be an employer's first impression of you. Be sure your resume represents your best effort.

OBJECTIVE 2: ORGANIZATIONAL CHART

Prepare an organizational chart that includes your current position. Hand-written or hand drawn organizational charts will not be accepted. Construct a professional looking chart that illustrates formal relationships and job functions and those people responsible for those functions. Some companies do not have an organizational chart. If this is the case, you should discover the relationships mentioned above and create your own.

Small companies are easy to depict. Large companies may be impossible to depict, and may not fit on one page. If you are completing a co-op with a large company, you need only illustrate that department of the organization which you are working. Ask your supervisor or locate company literature (e.g., Annual Stockholders Report, company manual, website, promotional materials) for assistance if needed.



**(Delete this Organizational Chart Template if do not wish to use it,
then replace with your own)**

OBJECTIVE 3: RESPONSIBILITIES & ROLES

Describe your responsibilities and the responsibilities of your supervisor and immediate co-workers. This will help you understand how to discover who to talk to when you need to accomplish a task at work, how the company is structured, etc.

Using the organizational chart you completed in Objective 2 as a guide, describe (on a separate page) the responsibilities of the individuals on the chart starting with yourself. Then work upward through your chart and explain each person's responsibilities.

OBJECTIVE 4: COMPANY BACKGROUND

Describe in detail the company background, including:

- Mission Statement
- "About Us" or brief history of company
- What is the company's relationship to its local community?

This will require research and is meant to help you understand how and why a company operates. Your company's marketing literature, annual report and/or website are good resources for answering this objective. (You must cite any information you have not written yourself if you use as a source) Be specific in your descriptions and provide examples.

OBJECTIVE 5: COMPANY CLIENTELE

Describe and provide examples of, your company's primary clientele (customers) and how they are established and served. After providing these examples, suggest methods and provide examples of how your company could improve upon their current techniques.

You should develop a response to this objective that would highlight your understanding of your employer's vital interests. If need be, see your supervisor for specific examples and ideas.

OBJECTIVE 6: MORE THAN THE STATUS QUO

Click the BGSU Office of Campus Activities link below, and do the following:

<http://bgsu.orgsync.com/home>

1. Choose an organization (any that interests you) and consider joining this semester.
2. List reasons why you feel doing this is important in developing your character.
3. If you did not find one suitable, create your own and describe its purpose.

OBJECTIVE 7: ACCOMPLISHMENTS

Describe and provide examples of a task, project or assignment you have completed during your co-op. You can do this by first stating the objectives of the project/activity followed by a description and outcomes. Be sure to include your specific role in contributing to the project, citing examples in your description.

Do not be too quick to decide this objective does not apply to your situation, you can relate many of your co-op duties to answer this question.

OBJECTIVE 8: COMPANY POLICIES

Review the company's employment policies: hiring, advancing, evaluating, firing, retiring, etc. After having done so, describe and provide detailed examples detailing your understanding of these procedures and explain if you think the policies are appropriate or need adjusting.

Possible sources to research this information:

- Supervisor(s)
- Human Resources
- Company website and/or literature

The questions to answer are:

- How does the company recruit hourly and salaried employees?
- What union considerations facilitate or complicate the process?
- Is there a "promote from within" policy?
- How frequently are employees evaluated and how?
- Is there a profit sharing plan?
- What are grounds for termination?
- What is the benefit package?
- What are retirement plan options?

OBJECTIVE 9: JOB AFTER GRADUATION

Research the current job market and find a job description that closely matches a position you wish to obtain upon graduation. Include this job description in your report (using the 'copy-paste' method), citing the source where you found the job description.

After finding this position, write about why you chose this position and if you feel you can attain such a position after graduation.

OBJECTIVE 10: PROFESSIONAL ETIQUETTE

The categories listed below are topics of professional etiquette used in the workplace. For each of these items, write what you believe your CO-OP employer's policies to be. If you do not know, consult with your employer.

1. ATTENDANCE
2. MEETING ETIQUETTE
3. COMMUNICATION
4. COMPUTER/CELL PHONE/INTERNET USE
5. PERSONAL APPEARANCE
6. REQUESTING TIME OFF

OBJECTIVE 11: CRITICAL THINKING SCENARIO

Please respond to this CO-OP search scenario: In your efforts to secure a CO-OP (which is the same process as any job search), you have completed the following:

1. Applied to 4 employer websites for jobs.
2. Sent emails to 5 employers asking about potential employment.
3. Applied to 12 positions through the CO-OP office.
4. Applied to 3 positions on monster.com.

Regarding this specific scenario, please answer these questions:

- A. Do you feel this is enough of an effort to secure a CO-OP?
- B. What additional methods and resources could you be using?

- C. Do you feel it is necessary to follow-up with employers, or should they be contacting you after your initial contact?

OBJECTIVE 12: CO-OP EVALUATION

Please respond to the following questions with

1. *Ranking (1-4)*
 - 1) *Strongly Agree*
 - 2) *Agree*
 - 3) *Disagree*
 - 4) *Strongly Disagree*
2. *Elaboration*

QUESTION 1: My CO-OP search process provided me the opportunity to learn more about my chosen industry and how to pursue a career related to my major.

1. RANKING:
2. ELABORATION:

QUESTION 2: My CO-OP employer provided me with daily supervision and feedback.

1. RANKING:
2. ELABORATION:

QUESTION 3: The CO-OP application and registration process was easy.

1. RANKING:
2. ELABORATION:

QUESTION 4: The CANVAS system was a useful tool for submitting my CO-OP report.

1. RANKING:
2. ELABORATION:

QUESTION 5: My College of Technology Representative (person grading your report and conducting the site visit) has been helpful this semester.

1. RANKING:
2. ELABORATION:

College of Technology Student Co-op Report Template (TECH 3890)

Your Name
Major
CO-OP Course: TECH 3890
Job Title
Company Name
Company Address
Brief Company Description

OBJECTIVE 1: RESUME

Complete an updated resume. Since most resumes are 1 complete page, you can insert it beginning on the next page.

OPTIONAL: To submit your resume as a separate document, simply add it using the file upload.

You can find sample resumes and tips at this page on our website:

<http://www.bgsu.edu/colleges/technology/coop/students/page34902.html>

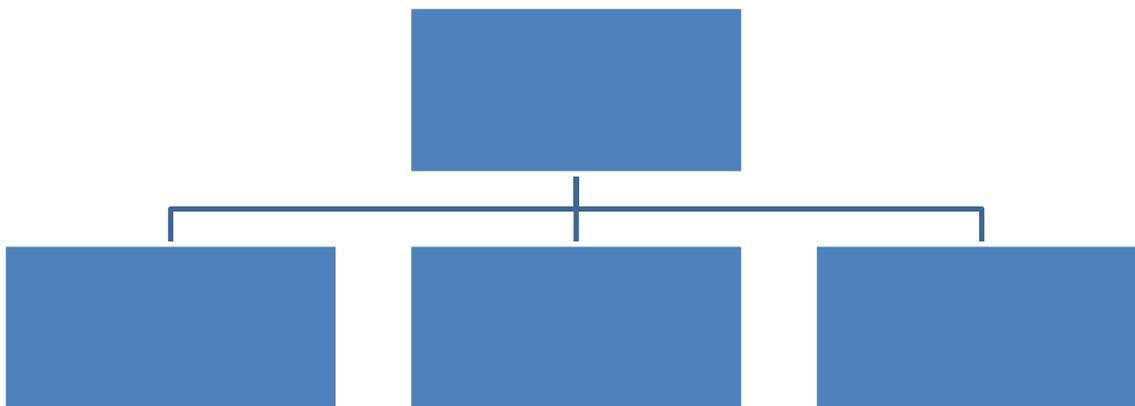
Your resume may be an employer's first impression of you. Be sure your resume represents your best effort.

OBJECTIVE 2: ORGANIZATIONAL CHART

Prepare an organizational chart that includes your current position. Hand-written or hand drawn organizational charts will not be accepted.

Construct a professional looking chart that illustrates formal relationships and job functions and those people responsible for those functions. Some companies do not have an organizational chart. If this is the case, you should discover the relationships mentioned above and create your own.

Small companies are easy to depict. Large companies may be impossible to depict, and may not fit on one page. If you are completing a co-op with a large company, you need only illustrate that department of the organization for whom you are working. Ask your supervisor or locate company literature (e.g., Annual Stockholders Report, company manual, website, promotional materials) for assistance if needed.



**(Delete this Organizational Chart Template if do not wish to use it,
then replace with your own)**

OBJECTIVE 3: RESPONSIBILITIES & ROLES

Describe your responsibilities and the responsibilities of your supervisor and immediate co-workers. This will help you understand how to discover who to talk to when you need to accomplish a task at work, how the company is structured, etc.

Using the organizational chart you completed in Objective 2 as a guide, describe (on a separate page) the responsibilities of the individuals on the chart starting with yourself. Then work upward through your chart and explain each person's responsibilities.

OBJECTIVE 4: JOB AFTER GRADUATION

Research the current job market and find a job description that closely matches a position you wish to obtain upon graduation. Include this job description in your report (using the 'copy-paste' method), citing the source where you found the job description.

Write about why you chose this position and if you feel you can attain such a position after graduation.

OBJECTIVE 5: PROFESSIONAL ETIQUETTE

The categories listed below are topics of professional etiquette used in the workplace. For each of these items, write what you believe your CO-OP employer's policies to be. If you do not know, consult with your employer for answers.

1. ATTENDANCE
2. MEETING ETIQUETTE
3. COMMUNICATION
4. COMPUTER/CELL PHONE/INTERNET USE
5. PERSONAL APPEARANCE
6. REQUESTING TIME OFF

OBJECTIVE 6: PROFESSIONAL ASSOCIATIONS & NETWORKING

An invaluable resource available to aid you in your professional career is developing contacts and industry knowledge through socializing with professional organizations and associations.

Respond with the following:

1. Research and identify a minimum of 2 professional organizations related to your industry that you plan on joining.
2. Provide a rationale for each of your choices.
3. Identify any professional organizations/associations that your CO-OP employer belongs to and list reasons why they chose those organizations.

A resource to assist you: <http://www.weddles.com/associations/index.cfm>

E.g.: VCT majors might choose the "American Institute of Graphic Arts" (AIGA).

OBJECTIVE 7: ACADEMIC PROGRAM

CONSTRUCTION MAJORS:

- Complete the spreadsheet located under the “Assignments” link titled “CONS_Work_Activities_Report”.

ALL OTHER MAJORS: *Answer the objective statement below...*

Evaluate the academic program and specific courses in relation to your current co-op experience. Upon your evaluation, state your commendations or suggestions for improvements. (Keep in mind you might not have taken certain courses yet that could impact your answers).

- Which courses were most helpful in preparing you for employment?
- Which concepts would you like to see included into the curriculum?
- What practices were used at your CO-OP that were not taught in class? (major specific)

The College of Technology Dean, department chairs and relevant faculty members will read your comments (anonymously). You should be honest, respectful and constructive in your response.

OBJECTIVE 8: YOUR NEXT CAREER MOVE

Please indicate the semester and year you expect to:

1. participate in your remaining CO-OP, full-time position (or other future plans) and
2. how you plan to search for and obtain this goal.

OBJECTIVE 9: ASSESSMENT OF CAREER RESOURCES

While searching for your co-op, you should have used several tools (listed below) which exist to find your ideal cooperative education experience. Some of these (but not limited to) include:

- Your [resume](#)
- Your [letter of introduction](#)
- Your portfolio (electronic or hard copy)
- Your academic plan (What semesters are you taking courses and co-ops?)
- [List](#) of Companies to Contact

These tools are designed to help you grow both professionally and personally.

1. Respond to each of the items listed above,
 - a. stating how you feel they have helped you (or will help if not used before),
 - b. and how you plan to continuously improve upon each throughout your BGSU degree completion.

OBJECTIVE 10: MAJOR-SPECIFIC OBJECTIVE

Respond to the objective listed below that is specific to your major.

ARCHITECTURE MAJORS:

- Does this CO-OP qualify for IDP credit? Go to www.NCARB.org to find out how this or your future co-op's can qualify.
- Research your options for signing up for IDP credit now or in the future.
- What can you do to find a CO-OP or future job which does qualify?

CONSTRUCTION MAJORS: Answer the following questions:

- What is your company's position on safety? Is it effective?
- Is the company top management serious about safety?
- What are the social ramifications of a poor safety program?
- What are the financial implications of a poor safety program?

ALL OTHER MAJORS:

- What are the technical skills specific to your industry that you must have to find a good job upon graduation?
- Are there any certifications required for your future job?
- Do you feel you know enough about your career options upon graduation? What can you do to improve this knowledge?

OBJECTIVE 11: ASSESSMENT

Written below is the College of Technology, Cooperative Education Program's Mission Statement. Reflect upon your current CO-OP and respond to each listed point in the mission statement, explaining how you feel your current CO-OP did or did not meet the mission of our program. Provide examples in your response as well as constructive suggestions for improvement.

Mission Statement

The mission is to maintain the position of College of Technology at Bowling Green State University as premier learning community, a national and international leader in the discipline of Cooperative Education of institutions of high education offering Technology Programs.

- To integrate the students' academic program with on-the-job training, enhancing classroom learning;
- To clarify the students area of study and career goals; and
- To provide students with a link to their professional markets, improving post-graduation job opportunities.

OBJECTIVE 12: CO-OP EVALUATION

Please respond to the following questions with

3. *Ranking (1-4)*
 - 5) *Strongly Agree*
 - 6) *Agree*
 - 7) *Disagree*
 - 8) *Strongly Disagree*
4. *Elaboration*

QUESTION 1: My CO-OP search process provided me the opportunity to learn more about my chosen industry and how to pursue a career related to my major.

3. RANKING:
4. ELABORATION:

QUESTION 2: My CO-OP employer provided me with daily supervision and feedback.

3. RANKING:
4. ELABORATION:

QUESTION 3: The CO-OP application and registration process was easy.

3. RANKING:
4. ELABORATION:

QUESTION 4: The CANVAS system was a useful tool for submitting my CO-OP report.

3. RANKING:

4. ELABORATION:

QUESTION 5: My College of Technology Representative (person grading your report and conducting the site visit) has been helpful this semester.

3. RANKING:

4. ELABORATION:

College of Technology Student Co-op Report Template (TECH 4890)

Your Name
Major
CO-OP Course: TECH 4890
Job Title
Company Name
Company Address
Brief Company Description

OBJECTIVE 1: RESUME

Complete an updated resume. Since most resumes are 1 complete page, you can insert it beginning on the next page.

OPTIONAL: To submit your resume as a separate document, simply add it using the file upload.

You can find sample resumes and tips at this page on our website:

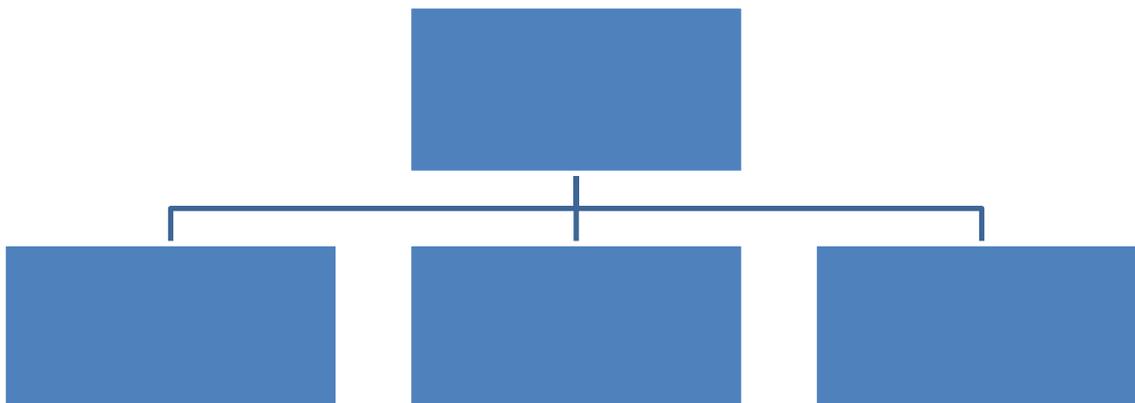
<http://www.bgsu.edu/colleges/technology/coop/students/page34902.html>

Your resume may be an employer's first impression of you. Be sure your resume represents your best effort.

OBJECTIVE 2: ORGANIZATIONAL CHART

Prepare an organizational chart that includes your current position. Hand-written or hand drawn organizational charts will not be accepted. Construct a professional looking chart that illustrates formal relationships and job functions and those people responsible for those functions. Some companies do not have an organizational chart. If this is the case, you should discover the relationships mentioned above and create your own.

Small companies are easy to depict. Large companies may be impossible to depict, and may not fit on one page. If you are completing a co-op with a large company, you need only illustrate that department of the organization which you are working. Ask your supervisor or locate company literature (e.g., Annual Stockholders Report, company manual, website, promotional materials) for assistance if needed.



**(Delete this Organizational Chart Template if do not wish to use it,
then replace with your own)**

OBJECTIVE 3: JOB AFTER GRADUATION

Research the current job market and find a job description that closely matches a position you wish to obtain upon graduation. Include this job description in your report (using the 'copy-paste' method), citing the source where you found the job description.

Write about why you chose this position and if you feel you can attain such a position after graduation.

OBJECTIVE 4: CO-OP EVALUATION

Evaluate your previous co-op experiences.

- Describe at least 2 events or lessons learned during your co-ops, providing examples.
- Explain how responsibilities increased in relationship to previous co-ops.
- What could you have done better to improve these experiences?

OBJECTIVE 5: PROFESSIONAL ASSOCIATIONS & NETWORKING

An invaluable resource available to aid you in your professional career is developing contacts and industry knowledge through socializing with professional organizations and associations.

Respond with the following:

4. Research and identify a minimum of 2 professional organizations related to your industry that you plan on joining.
5. Provide a rationale for each of your choices.
6. Identify any professional organizations/associations that your CO-OP employer belongs to and list reasons why they chose those organizations.

A resource to assist you: <http://www.weddles.com/associations/index.cfm>

E.g.: VCT majors might choose the "American Institute of Graphic Arts" (AIGA).

OBJECTIVE 6: POSITION DESIRED 5 YEARS AFTER GRADUATION

Describe the career path you expect to pursue during the next five years after graduation. List and provide examples of strategies and identify when you expect to accomplish each step needed to reach your end-goal. (E.g. What would you accomplish in one year, two years, etc. in order to reach your end-goal, using an illustration or timeline, included below, if needed.)

YEAR ONE:

YEAR TWO:

YEAR THREE:

YEAR FOUR:

YEAR FIVE:

OBJECTIVE 7: PEOPLE SKILLS

Through your co-op experience, you have observed the behavior of others at your organization and attempted to analyze why some individuals may successfully relate and socialize with co-workers and others do not. An important sociological lesson to learn in industry is how to get along with others.

Identify and list any such lessons you have personally learned thus far in your co-op experience, elaborating how you feel you have been successful and identifying where you feel you might need improvement.

OBJECTIVE 8: MANAGEMENT & LEADERSHIP

Research and define the term “management style” including and citing any resources used in your definition. Answer the following questions in your response:

- What management style or leadership behavior has your current and previous supervisors exhibited? Provide examples.
- How did your supervisor's method(s) increase or decrease you and your co-workers motivation, morale, cooperation and/or productivity? Provide examples.

Now describe which management style you would use as a supervisor. Include an explanation for your decision.

OBJECTIVE 9: ACADEMIC PROGRAM

Critique and provide examples of how your academic program (in each of the areas listed below) prepared you for your required duties during your CO-OP:

1. Your major area of study
2. General Education
3. Math/Science
4. Business

OBJECTIVE 10: LETTER TO FUTURE STUDENT

Write a letter of encouragement to a student who is searching for their first CO-OP, providing your wisdom and tips gathered throughout your personal CO-OP journey. Reflect on your experiences and offer advice in a constructive, professional manner.

(NOTE: Your response may be used—anonously—for promotional purposes.)

OBJECTIVE 11: ASSESSMENT

Written below is the College of Technology, Cooperative Education Program's Mission Statement. Reflect upon your current CO-OP and respond to each listed point in the mission statement, explaining how you feel your current CO-OP did or did not meet the mission of our program. Provide examples in your response as well as constructive suggestions for improvement.

Mission Statement

The mission is to maintain the position of College of Technology at Bowling Green State University as premier learning community, a national and international leader in the discipline of Cooperative Education of institutions of high education offering Technology Programs.

- To integrate the students' academic program with on-the-job training, enhancing classroom learning;

- To clarify the students area of study and career goals; and
- To provide students with a link to their professional markets, improving post-graduation job opportunities.

OBJECTIVE 12: CO-OP EVALUATION

Please respond to the following questions with

5. *Ranking (1-4)*
 - 9) *Strongly Agree*
 - 10) *Agree*
 - 11) *Disagree*
 - 12) *Strongly Disagree*
6. *Elaboration*

QUESTION 1: My CO-OP search process provided me the opportunity to learn more about my chosen industry and how to pursue a career related to my major.

5. RANKING:
6. ELABORATION:

QUESTION 2: My CO-OP employer provided me with daily supervision and feedback.

5. RANKING:
6. ELABORATION:

QUESTION 3: The CO-OP application and registration process was easy.

5. RANKING:
6. ELABORATION:

QUESTION 4: The CANVAS system was a useful tool for submitting my CO-OP report.

5. RANKING:
6. ELABORATION:

QUESTION 5: My College of Technology Representative (person grading your report and conducting the site visit) has been helpful this semester.

5. RANKING:
6. ELABORATION:

Please answer 1-6 below:

This evaluation should be completed by the individual in the best position to evaluate the student's performance.

Student Name

Company

Person Completing Evaluation

1. WORK HABITS

Student keeps work area organized and clean, takes pride in work. Follows company cell phone and internet policies. Maintains a professional and approachable personal demeanor and appearance (dress code, cleanliness) appropriate for the position.

	5 - EXCEEDS REQUIREMENTS	4 - MEETS REQUIREMENTS	3 - MEETS SOME REQUIREMENTS	2 - FAILS REQUIREMENTS	1 - NOT MEASURABLE
PLEASE RANK:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

2. INITIATIVE

Student applies problem-solving skills to accomplish objectives within established time frames. Is self-directed and does not require continuous monitoring to complete assigned tasks accurately.

	5 - EXCEEDS REQUIREMENTS	4 - MEETS REQUIREMENTS	3 - MEETS SOME REQUIREMENTS	2 - FAILS REQUIREMENTS	1 - NOT MEASURABLE
PLEASE RANK:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

3. APPLICATION OF INDUSTRY KNOWLEDGE

Comprehends principles and methods related to the industry required to accomplish tasks. Uses industry knowledge and terms effectively. Efforts made to increase and broaden skills and knowledge base (professional development).

	5 - EXCEEDS REQUIREMENTS	4 - MEETS REQUIREMENTS	3 - MEETS SOME REQUIREMENTS	2 - FAILS REQUIREMENTS	1 - NOT MEASURABLE
PLEASE RANK:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

4. ATTENDANCE & PUNCTUALITY

Student attends work and meetings according to schedule, is always on time and able to properly notify employer of absence or tardiness. Uses a calendar or similar method to organize and use time efficiently.

	5 - EXCEEDS REQUIREMENTS	4 - MEETS REQUIREMENTS	3 - MEETS SOME REQUIREMENTS	2 - FAILS REQUIREMENTS	1 - NOT MEASURABLE
PLEASE RANK:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

5. COMMUNICATION

Student communicates effectively with all persons (peers, clients, etc.) using verbal and written methods. Listens to others and articulates thoughts well.

	5 - EXCEEDS REQUIREMENTS	4 - MEETS REQUIREMENTS	3 - MEETS SOME REQUIREMENTS	2 - FAILS REQUIREMENTS	1 - NOT MEASURABLE
PLEASE RANK:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

6. COOPERATION & RELATIONSHIPS

Student is a productive team member showing enthusiasm, maintaining a positive attitude and is respectful of others viewpoints. Is able to process criticism and corrective actions in a mature and positive manner.

	5 - EXCEEDS REQUIREMENTS	4 - MEETS REQUIREMENTS	3 - MEETS SOME REQUIREMENTS	2 - FAILS REQUIREMENTS	1 - NOT MEASURABLE
PLEASE RANK:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Please help us evaluate our performance. Rate the effectiveness and professionalism of the BGSU Representative who visited your location, according to the scaled items listed below. Include comments if you desire.

	Exceeded Expectations	Met Expectations	Met Some Expectations	Did Not Meet Expectation
Overall professionalism and candor:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met in person with both you and the student:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spent ample time at site:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future CO-OP recruiting offered:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments and/or Sugestions:

VERIFICATION OF REVIEW:

Please check this box, acknowledging that you have, or intend to, review this evaluation with the CO-OP student. If you are unable to review this evaluation with the student prior to their departure, checking this box also indicates you understand a copy of this evaluation will be kept on file with our office (BGSU College of Technology CO-OP) for the student's review, if requested.

TO OBTAIN A PRINTED COPY:

> Choose the "Print" option from your internet browser window after submitting your answers.

> TROUBLESHOOTING: Check your individual printer settings. Failure to print is controlled locally by your individual printer, not by this website or survey page.