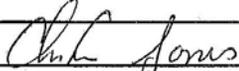


Name of Lead Institution	University of Cincinnati
Project Title:	Cincinnati Co-op and Internship Infrastructure Plan (CCIIP)
Project Start Date	1-May-14
Interns and / or Co-ops Start Date	7-May-14
Primary Contact - Individual must be authorized to sign grant contract and legally responsible as representative.	Chris Jones, Director Grants and Contracts
President / CEO Name	Santa J. Ono
Project Director/s	Kettil Cedercreutz, Associate Provost and Director
Are any of the applicants represented by a member of the Advisory Committee? See list at https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/omi/2013-14_CEIA.pdf	No
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	
Typed Name and Title	Christie Jones, Director Grants Management
Date: November 14, 2013	
2) <u>Administering Entity:</u>	
Kettil Cedercreutz	
Associate Provost and Director	
J. Steger Student Life Center, University of Cincinnati, Cincinnati, Ohio 45221	
kettil.cedercreutz@uc.edu	
3) <u>Business Partners</u>	
Co-op Employers	
See: Business Partner Snap Shot	
4) <u>Educational Partners</u>	
4.1) <u>Educational Partner</u>	
Institution Name: Cincinnati State Technical and Community College	
Contact Person: Kelly Harper	
Title: Director, Career Development Office	
Address: 3520 Central Parkway, Cincinnati, Ohio 45223	
Kelly.Harper@CincinnatiState.edu	

4.2) Educational Partner
Institution Name: College of Mount Saint Joseph
Contact Person: Maggie Davies
Title: Assoc. VP, Academic Affairs
Address: 5701 Delhi Rd. Cincinnati, Ohio 45233
Maggie_Davis@mail.msj.edu
4.3) Educational Partner
Institution Name: Shawnee State University
Contact Person: Eric Andrew Braun, JD
Title: Executive Director
Address: 940 2nd St, Portsmouth, OH 45662
ebraun@shawnee.edu
4.4) Educational Partner
Institution Name: University of Rio Grande / Rio Grande Community College
Contact Person: Zaki J. Sharif, Ph.D.
Title: Dean
Address: University of Rio Grande, Rio Grande, Ohio 45674
zsharif@rio.edu
4) Educational Partners
Institution Name: Xavier University
Contact Person: Jen Franchak
Title: Director, Career Development Office
Address: 3800 Victory Parkway, Cincinnati, Ohio 45207
jfranchak@xavier.edu
5) Other Partners
5.1) Other Partner
Institution: Cincinnati USA Chamber of Commerce
Contact Person: Erin Walker
Development Director
Address: 441 Vine St., Suite 300, Cincinnati, Ohio 45202
ewalker@cincinnati-chamber.com
5.2) Other Partner
Institution: Ohio Aerospace Institute
Contact Person: Ann Heyward
Title: Vice President for Research and Educational Programs
Address: 22800 Cedar Point Drive, Cleveland, Ohio 44142
annheyward@oai.org

<u>Program Snapshot</u>	<u>Name, Number or Amount</u>
JobsOhio key industry/ies – please list:	(1) Bio Health; (2) Finance, Insurance, & IT; (3) Advanced Energy; (4) Consumer Products, Brand Development & Creative Services; (5) Food Processing & Agriculture; and Advanced Manufacturing, (6) Polymers, Automotive, and Aerospace.
JobsOhio region	Southwest & Southeast
Amount of state money requested	\$991,165
Required match money committed (100% undergrad & 150% grad programs)	\$1,506,034
Total state money requested divided by number of co-ops or internships created (in whole dollars)	\$4,632
Total match money obtained divided by number of co-ops/internships created (in whole dollars)	\$7,038
Total money (state plus match) divided by number of co-ops/internships created (in whole dollars)	\$11,669
Number of business partners (see	1300
Number of education partners	4
Number of other partners (NGO:s)	2

	<u>TOTAL</u>	<u>Wages</u>	<u>Scholar-ships</u>	<u>Both wages & scholarships</u>	<u>For credit</u>	<u>Not for credit</u>	<u>Requi-red</u>	<u>Optional</u>	<u>Transcribed</u>
<u>Internships proposed</u>	77	\$ 187,226	0	\$ 187,226	77	0	0	77	77
<u>Co-ops proposed</u>	137	\$ 1,273,600	0	\$ 1,273,600	137	0	100	37	137
<u>TOTALS:</u>	214	\$ 1,460,826	0	\$ 1,460,826	214	0	100	114	214

2. Abstract

The Cincinnati Co-op and Internship Infrastructure Plan (CCIIP) will be filed by the University of Cincinnati as a lead institution. The grant includes UC's College of Engineering and Applied Science, College of Design, Architecture, Art and Planning, Lindner College of Business, College of Arts and Sciences, College of Education, Criminal Justice, and Human Services, UC Blue Ash, and the Division of Professional Practice and Experiential Learning.

The consortium includes partner institutions as follows: The Cincinnati USA Chamber of Commerce, the Ohio Aerospace Institute, The College of Mt. St. Joseph, Cincinnati State Technical and Community College, University of Rio Grande / Rio Grande Community College, Shawnee State University, and Xavier University.

The goal of the grant is to develop sustainable structures “to prepare students who are work-ready when they graduate, engage businesses in the higher education system as ‘talent investors and assist institutions of higher education to be responsive to the needs of students and businesses’”. The grant is structured in three focal areas having specific goals as follows:

The goal of the *Business Relations* focal area is to create sustainable partnerships through the development of 214 jobs in the following industry clusters: (1) Bio Health, (2) Finance, Insurance, and IT, (3) Advanced Energy, (4) Consumer Products, Brand Development & Creative Services, (5) Food Processing & Agriculture, (6) Advanced Manufacturing, Polymers, Automotive, and Aerospace

The jobs will be developed through (1) active participation in Chamber events/cluster meetings and networking through the Ohio Aerospace Institute as well as numerous other professional organizations related to these areas, (2) outreach efforts targeted at the 1,300 employers from these clusters which currently hire co-op/interns and conducting employer focus groups to determine needs, (3) thorough analysis of cluster trend data, (3) interview days specific to businesses in these areas and (4) by offering incentives for 1st time employers as well as students working within applicable clusters. 45% of the jobs will be developed by partner institutions, and 36% of the positions are planned to be internships.

The goal of the *Infrastructure Development* focal area is to significantly develop and enhance the quality of co-op and internship infrastructure and processes at each participating institution. The work includes (1) an assessment of each institution's existing co-op and internship infrastructure and processes, (2) establishment of institution-specific goals related to infrastructure and processes, and (3) development and implementation of action plans to achieve these goals within each institution. The initial assessment will include benchmarking the colleges in key areas related to a six point infrastructure hierarchy established in the grant. Participants will commit to enhancing their infrastructure processes by 1-2 levels throughout the duration of the grant based on these criteria.

The goal of the *Learning Outcomes* focal area is to (1) uncover teaching/instructional practices and curricular components within participating colleges which contribute to strong student workplace performance, (2) develop curricular interventions to address identified areas of weak student performance, (3) to provide faculty with a structured forum to share best practices, (4) develop a plan to integrate curricular components and teaching methods into programs where they do not currently exist, (5) implement the plan within each institution, and (6) determine success of these curricular changes based on employer/supervisor assessment data.

The execution of the grant relies on a three tier structure: a Partners Group (oversight), a Core Group (day to day administration) as well as three Focal Area Groups (Business Relations, Infrastructure and Learning Outcomes). The requested funds total \$991,165. The matching funds rely largely on student wages totaling \$1,506,034 and will be verified through pay stubs.

3. Proposed Program Narrative

The Cincinnati Co-op and Internship Infrastructure Plan (CCIIP) is filed by the University of Cincinnati (UC) involving the following Colleges and Divisions: The Division of Professional Practice and Experiential Learning (ProPEL), UC Blue Ash (UCBA), College of Engineering and Applied Science (CEAS), College of Design, Architecture, Art and Planning (DAAP), Lindner College of Business (LCB), College of Arts and Sciences (A&S), and the College of Education, Criminal Justice, and Human Services (CECH).

Additionally the consortium includes the following *partner institutions*: Cincinnati USA Chamber of Commerce, the Ohio Aerospace Institute (OAI), the College of Mt. St. Joseph (MSJ), Cincinnati State Technical and Community College (Cinci State), University of Rio Grande / Rio Grande Community College (Rio Grande), Shawnee State University (Shawnee State), and Xavier University (Xavier) [See Letters of Commitment].

The Goal of the Grant is to develop sustainable structures for the preparations of *students, who are work-ready when they graduate, engage businesses in the higher education system as ‘talent investors and assist institutions of higher education to be responsive to the needs of students and businesses’*. The grant focuses on three areas: *Business Relations, Infrastructure Development, and Learning Outcomes*. The goals of the focal areas are presented below:

Goal and Overview of the Business Relations focal area is to create sustainable partnerships through the development of 214 jobs in the following industry clusters:

Bio Health: Southwest Ohio is home to over 200 businesses involved in research, testing and production of pharmaceuticals, medical devices, equipment, and agricultural products.

Finance, Insurance, and IT: The region is home to more than 3,500 businesses employing 62,000 residents in this important cluster.

Advanced Energy: The region is poised to take advantage of fast-growing alternative and renewable energy industry.

Consumer Products, Brand Development, and Creative Services: Cincinnati’s driving force is its strong core of global companies such as Procter & Gamble, Kroger, Macy’s, and LPK (the world leading brand-development company).

Food Processing and Agriculture: The area is considered a hub for the over \$20 billion worldwide flavor industry.

Advanced Manufacturing, Polymers, Automotive, and Aerospace: SW Ohio belongs to the top 15 aerospace manufacturing areas in the US, hosts 25% of tier-one automotive suppliers & 300 advanced polymer manufacturing companies.

The jobs will be developed through close cooperation with the Cincinnati Chamber and will specifically involve participation in Chamber events and cluster meetings. Additional efforts will include networking through numerous other professional organizations related to these industry clusters (such as the Ohio Aerospace Institute) and through analysis of cluster trend data to identify emerging workforce needs. Targeted outreach efforts will focus on the 1,300 present employers [see Additional Material] already operating within these clusters. The colleges will further conduct employer focus groups and organize cluster specific interview days. The program will offer new employers up to \$3k incentives to encourage hiring, as well as student incentives to cover commuting costs. Tab. 1 details the placement goals associated with these efforts.

Table 1. Breakdown of co-op and internship placement goals.

Institution	Co-op	Intrnsh.	Institution	Co-op	Intrnsh.	
UC (Main & BA):	100	20	Rio Grande:	18	0	
Cenci State:	6	0	Shawnee State:	5	4	
MSJ:	8	9	Xavier:		44	Gr. Tot.
			Total:	137	77	214

These placement numbers are based on hiring data specific to these industry clusters from summer and fall 2013 and spring 2014 at each partner institution.

Goal and overview of the Infrastructure focal area: The goal is to facilitate the development of infrastructure and processes that support and enhance co-op / internship programs within each partner institution. Specifically this entails conducting an infrastructure assessment to determine where each institution stands currently (baseline) and to establish goals related to infrastructure development that outline where they want to be at the end of the two-year grant period. The objective is to allow each institution to develop up 1-2 levels based on the criteria outlined below (each institution's current standing is also noted below):

- a) *Student placement processes* (functioning preparatory, placement, and assessment processes as well as transcription in place at Xavier (partly-automated), Rio Grande, & UC Blue Ash).
- b) *Student preparation processes* (Introductory co-op/internship course offered to all students enrolled in co-op and internships at UC Uptown Campus, Cincinnati State, and MSJ).
- c) *Organizational support* (Co-op/Internship program included in administrative bylaws of institution at UC Uptown Campus, Cincinnati State, and MSJ).
- d) *Employer and student marketing and training processes* (relevant materials for employers and students available for distribution at UC, Cincinnati State, and MSJ).
- e) *Assessment/feedback processes* (generation of statistics on student work term performance at UC Uptown Campus).
- f) *Curricular integration processes* (systematic improvement of curricula based on student work performance not yet fully applied on any campus).

Goal and overview of the Learning Outcomes focal area: The goal is to identify teaching practices and curricular components that contribute to strong professional student performance and to provide a structured forum to share these practices between participating institutions and the state. The goal is also to identify areas of weak student performance and develop curricular interventions to address these areas. A number of the institutions already have processes in place which would well-position them to help partner institutions meet these goals:

- a) UC-developed assessment loop as part of FIPSE funded project (Cates/Cedercreutz 2004-2008) allows for the measurement of student work term performance based on employer feedback. This methodology allows for the identification of areas of high student performance as well as low student performance.
- b) Cincinnati State – Established process of co-op advisor visits to student work sites during work terms. This process contributes to a solid understanding of the working environment and employer needs which can then be communicated back to the educational institution.

- c) MSJ – Established policy to incentivize faculty to visit work sites and to become familiar with work in the field and incorporate this knowledge into their teaching to make coursework more relevant.

The project will focus on all colleges that have more than ten student placements annually (on a one program per college basis) and will entail:

- a) Analyzing student performance data from participating programs related to the following areas: student communication skills, conceptual /analytical ability, ability to learn, ability to integrate theory and practice, professionalism, teamwork ability, leadership ability, technical skills, understanding of work culture, and organizational skills.
- b) Determining areas of strong and weak student performance.
- c) Investigating/analyzing programs to identify curricular components and teaching methodologies which contribute to areas of strong and weak performance.
- d) Providing structured forum for faculty to share best practices and contribute to b) and c)
- e) Development and implementation of plan to incorporate components and methodologies which contribute to strong student performance in programs where they do not exist.
- f) Development and implementation of plan to address areas of weak student performance including development of curriculum specifically to address these areas.
- g) Assessing effectiveness of these efforts through analysis of employer feedback.

Project outcomes will be presented to a wider audience at the Ohio Cooperative Education association (OCEA) conference in May of 2016.

3.1 RELEVANCY

3.1.1. How is the institution building partnership with private companies to address emerging workforce needs?

This grant includes institutions with widely different levels of experience in regard to co-op and internships. The proposal includes the founding university of co-op with over 5,000 placements per year as well as institutions which are in the process of starting their first experiential learning programs. Given this, only a proposal that includes several modes of job development and employer relations will be successful. The grant uses the following methodologies to address emerging workforce needs:

- a) Leveraging the relationship with the Cincinnati USA Chamber of Commerce in order to attract companies in growing industry clusters to participate in the program by (1) systematically networking at monthly Bio Health, Finance, IT, Advanced Manufacturing, and Consumer Products Cluster Meetings (2) systematically monitoring and attending Chamber events for referral of leads (3) joint organization of semi-annual interview days specific to these industry clusters (4) annual analysis of industry cluster trend data will be used to direct job development efforts [See Chamber Commitment Letter].
- b) In coordination with the Cincinnati USA Chamber of Commerce, survey the needs of small-medium size businesses in terms of their development of a talent pipeline. Determine how these needs can best be addressed by the partner institutions.
- c) Surveying the roster of 1,300 present co-op and internship employers, already active within the clusters, to determine their emerging needs [See Additional Material: Business Partners].
- d) Cooperating and Partnering with professional organizations with connections to industry such as the Ohio Aerospace Institute [See Letter of Commitment], Tech Solve [See

- Letter of Support], Cincinnati Tech [See Letter of Support], and Brand HUB [See Letter of Support] and encouraging associated companies to participate in the program.
- e) Inviting and incentivizing employers to participate in annual employer focus groups to monitor workforce needs and ensure implementation of best practices. These focus groups will support the *Business Relations* and the *Learning Outcomes* projects.
 - f) New employers will be incentivized to participate and will receive up to 3,000 stipend (one per organization) for the establishment of new position(s).
 - g) Students may be incentivized by the grant partially covering commuting costs associated with the co-op or internship placement (typically no more than \$300 per work term).

Letters of support show that the grant is supported by large, midsize and small companies in relatively even proportions.

3.1.2. What steps will be taken to assist faculty with program development to ensure relevancy in the curriculum?

Faculty from each partner institution will be asked to participate in the development of curricula based on employer needs utilizing the two main approaches outlined below. The development cycle is also presented in detail in section 3 as well as the enclosed Implementation Schedule.

Targeted Approaches: The grant engages an external assessor with substantial expertise in statistics [See Commitment Letter, Dr. Dong-Gil Ko] for the identification of strong and weak student performance areas based on employer assessment data. Once determined these areas will become the focus of targeted curricular enhancements which will help develop an awareness of outcomes-oriented assessment in participating colleges. This process forms the heart of the *Learning Outcomes* project. College team leads are incentivized by the grant absorbing 0.05 FTE of their annual effort. The applied development cycle is described in greater detail in section 3 (Learning Outcomes) as well as the Implementation Schedule. The cycle involves ample industry involvement as well as cross-fertilization of ideas between faculty members responsible for different majors as well as for student advising.

Measures based on existing processes: As co-op faculty members and practitioners interview and reflect with hundreds of students each year they develop expertise on the requirements of the workplace. By participating in curriculum development they can significantly contribute to the design of state-of-the-art programs which address the needs of employers in the defined industry clusters. At UC Our Co-op faculty routinely serve on departmental and college level curriculum committees. The grant encourages co-op faculty and practitioners to be involved in the curriculum development process by making the team responsible for curricular enhancement. [See Letters of Support: Prof. Sharp].

The dual approach to program development has been designed to support a rapid intervention producing measureable results as well as to ensure that the feedback process becomes sustainable by becoming a part of the institutional culture.

3.1.3. How is the proposal integrated into the strengths of the regional economy?

The grant builds on collaboration with the Cincinnati USA Chamber of Commerce [<http://www.cincinnati-chamber.com>] utilizing their connections to a membership of 5,000 companies, commission surveys on industry cluster development, as well as regional initiatives such as Agenda 360 and the Partnership for Competitive Workforce. The cluster trend data in conjunction with the expertise of the Chamber will be used to identify

emerging needs in southern Ohio. The project builds on marketing the program through monthly cluster meetings, chamber events, direct emails, etc.

Participating institutions will use needs assessment inquiries [see Additional Material: Business Partners] each semester to register employer needs/positions in the targeted clusters.

The objective of the cooperation between colleges and employers is to prepare students for in-demand jobs. By reaching the goals of this grant, we will assist the regional in reaching its goals that 45% of adults hold an Associate's degree or higher and 90% of workers are gainfully employed by 2020 in more than 100,000 new jobs emerging in the area (<http://www.regional-indicators.org/>). Preliminary data shows an abundance of trends that support the proposal at hand as follows [Cincinnati Chamber, 2013]:

Advanced Manufacturing has long traditions in Southwest Ohio employing in excess of 40,000 people. The clusters include companies such as GE, General Tool, Makino, Intelligrated, and RA Jones. Data generated by Tech-Solve reveals a consistent demand for talent by companies operating in this cluster. The range of skills requested is wide and can be met by an array of programs offered on UC's main campus, Cincinnati State, and Clermont College.

Financial Services employ in excess of 50,000 individuals in the region. The growth-rate of the cluster has over the past six years been in excess of 2% / year.

BioHealth is a rapidly growing local industry cluster having workforce needs that grow by more than 3% per year. The evolution of the cluster is supported by business accelerators such as the Brandery, Cintrifuse, Innov8 for Health, Up-Tech TM, and Bio-LOGIC. The cluster has strong upward mobility and is assumed to add in excess of 1,500 skilled employees over the course of this grant [Cincinnati Chamber, 2012].

The presence of companies such as Macys, P&G, and LPK has grown Cincinnati into a world renowned brand hub. The cluster is closely related to consumer marketing that employs over 20,000 people in the area. The growth rate of this cluster is approximately 2% per year [Cincinnati Chamber, 2012].

As described in section 3.3.1 c, the program involves cooperation with a large number of NGOs. Letters of endorsement and commitment filed by the Ohio Aerospace Institute, CinciTech, TechSolve, and Brand HUB give a good picture of the level of support provided by these institutions. Employer and student connections will further be fostered through semiannual cluster-specific interview days open to students from all partner institutions and all employers from the industry clusters [See Commitment Letter: Chamber of Commerce].

3.1.4. What steps will the institution take to regularly assess and improve student learning outcomes?

The University of Cincinnati uses a three party assessment system to determine student progress during a co-op semester: (1) the employers assess the students (2) the students assess themselves and the job and (3) the faculty assess the students [for instruments see Additional Material]. In addition UC students participate in return interviews during which faculty help students reflect on their learning and guide them in terms of their professional progress. Additionally, these interviews include discussion specific to the areas of ethics, social responsibility, organizational culture, and problem solving [for list of learning outcomes see Additional Material].

The UC Academic Internship Program further requires students to reflect on their learning during the actual internship assignment. This reflection is directed by a faculty member having content knowledge in the field [for list of learning outcomes see Additional Material].

Cincinnati State's assessment cycle requires co-op advisers to perform site visits. MSJ applies an incentive program to encourage classroom faculty to visit employers. UC co-op programs are subject to a statistical analysis [for sample of statistical report see Additional Material] that maps the evolution of entire student cohorts through out their academic program.

3.1.5. How will work-based learning opportunities be integrated into students' academic programs to bridge to their career?

The Division of Professional Practice and Experiential Learning (ProPEL) at UC facilitates all co-op and academic internship program throughout the university. ProPEL is a part of the academic branch of the institution which ensures that co-op and academic internships are integrated on multiple levels with the academic programs as follows:

Coursework: Co-op is a formal part of academic programs offered by colleges in engineering, business, and design at UC. All enrolled students take a one credit hour *Intro to Co-op* course [for learning outcomes see Additional Material] during their freshman year. The course helps prepare the student personally and professionally for co-op and starts them on a path of career planning and professional development.

The UC Academic Internship Program supports students in numerous majors. Students are required to participate in a three credit hour *Exploring Academic Internships* course [for learning outcomes see Additional Material] in the semester prior to their part-time work assignment. The program helps guide students into the professional environment.

At MSJ the curricular focus has been enhanced through the development of two novel 3000 and 4000 level courses focused on professional development.

Advising (one-on-one instruction) is divided into three distinct categories:

Prior to their co-op work term students meet with their co-op faculty advisor for in-depth discussions on career objectives and aspirations. These discussions typically result in the sharpening of the students' professional goals. Faculty-members further help students prepare resumes, portfolios, cover letters and support the students in their application and interviews process.

During the work term faculty members are on stand-by to help students navigate their professional environment as needed.

Upon return from a co-op work term students engage with co-op faculty in a post co-op interview during which students reflect on what they have learned from the experience and plan for their next co-op term.

Classroom culture: In co-op programs, the reoccurring exposure to industry effectively allows students to bring industrial knowledge and culture into the classroom. This is especially true for students in the mandatory UC co-op colleges. The mandatory co-op component has contributed to making the College of Design, Architecture, Art and Planning the number three Design College in the World [Business Insider, 2012]. The college further offers the number one Industrial Design Program in the country [DesignIntelligence, 2012].

Statistical feedback: Since 2008 the University of Cincinnati has applied a statistical methodology to aggregate data on student co-op performance and has provided this data to classroom faculty. This feedback principle was developed at UC and published in *Leveraging Cooperative Education to Guide Curricular Innovation: The Development of a Corporate Feedback System for Continuous Improvement*, Cates & Cedercreutz [Eds] in 2008. While the data is readily available the challenge has been to get faculty to use it on an ongoing basis for curricular decisions.

Service on Curriculum Committees: Co-op faculty members are continuously exposed to employer needs and tend to develop a strong understanding of employer values and sentiments. The service of UC co-op faculty on college and department curriculum committees routinely brings an industry voice to the curricular development process [see Letters of Support Professor Michael Sharp].

The above processes are characteristic for UC and are available for benchmarking by all partner institutions.

3.2 SUSTAINABILITY

3.2.1. What is your financial plan and budget to support the program beyond the grant period?

All participating Institutions are committed to supporting the program beyond the grant period [see Commitment Letters]. The institutions will utilize a variety of mechanisms to do so. The letters show that in a majority of the cases this is done by a reallocation of internal resources.

At UC the commitment to sustainability is expressed on a variety of levels. In the spring of 2012 the UC Board of Trustees decided that all undergraduate students will be required to participate in experiential learning [see Commitment Letters, Provost Davenport]. This signals a strong imperative to the development of co-op and internships. Over the past ten years UC's student enrollment has increased from 30,000 to 43,000 students. The growth is estimated to continue throughout the present decade. Considering a Board level commitment and the growth in enrollment, the university has been pursuing an extensive inventory of all experiential learning opportunities over the past sixteen months [See Letters of Commitment, Provost Davenport and Professor Sharp].

UC's performance based budgeting system (PBB) provides the mechanisms for growth as \$465 per co-op placement and \$720 per internship placement is allocated directly towards ProPEL [see Letters of Commitment, Provost Davenport]. Assuming that UC grows by more than 5,000 students by 2019 and assuming 25% of these students will participate in co-op, ProPEL's co-op earnings will grow by \$465,000/year and will allow UC to invest 4.0 FTE in advisor/job developer salaries and \$130,000 in infrastructure development. The projected increase of academic internships to 600 placements per year over the next three years would increase ProPEL's budget by an additional \$252,000 which will also offset the 3.0 FTE in advisor positions required to reach this goal.

The University of Cincinnati is well positioned and committed to growing its co-op and internship programs over the next five years. The grant at hand will provide a ramp up of these efforts. The letter from President Ono and Provost Davenport strongly confirm this notion.

Support letters from partner institutions suggest a strong commitment to the institutionalization of adequately funded co-op and internship programs on their individual campuses.

3.2.2. What program assessment actions will be taken to improve and grow learning outcomes for students, business participation, and overall program success?

In order to understand program assessment actions, we need an overview of the organization of the project. The CCIP project will be managed as follows:

The Partners Group, with representatives from each partner school, will meet monthly. The Partners Group will oversee the grant and will be responsible for the generation of a coherent approach.

The Core Group consisting of the PI, the grant's business manager, and focal area project leads will meet weekly to manage operational issues related to the grant.

The Three Focal Groups responsible for Business Relations, Learning Outcomes, and Infrastructure will work continuously and will meet regularly (with the frequency execution of individual projects requires).

These three levels of organization will help the Principal Investigator (PI) to ensure that the objectives of the grant are met in relationship to the goals and the implementation schedule. The stated goals will be broken down with more granularity over the summer of 2014 and revised for the second year of the project in the summer of 2015.

The responsibilities of the Business Relations and Learning Outcomes focal groups are presented below. (For an outline of the responsibilities of the Infrastructure focal group see section 3.2.3)

The Business Relations Group will be responsible for targeting student placement numbers each semester. The level of engagement will be determined based on transcribed co-op / academic internship opportunities (see Implementation Schedule, column 1), as well as on received salary verifications from employers. Whenever projected numbers are behind actual placement numbers the business relations strategy will be reassessed.

The Learning Outcomes Group will be in charge of executing the development cycles presented in goal overviews in section 3. The assessment of best practices is data driven, based on student co-op performance. The data will be collected using a variety of qualitative and/or quantitative methods [see assessment instruments in Additional Materials]. The responsibility of the learning outcomes group is to identify curricular components and teaching practices that contribute in strong professional performance and to share these practices between participating institutions as well as with the state AND to identify areas of weak student performance and develop curricular interventions to address these areas which will also be shared. Initial presentation is planned to be held at the OCEA conference in the spring of 2016.

As covered in section 3.1.2 the assessment data will be analyzed by an external assessor [see Letters of Commitment, Professor Dong-Gil Ko]. The objective of the analysis is to assess student performance specific to program in the areas of communication, conceptual/analytical ability, learning theory and practice, professionalism, teamwork, leadership, technical skills, work culture understanding, and organizational skills. The analysis will be based on the 200,000 student work performance data points collected by

ProPEL each year. The baseline will be generated through a sample of the 2 million data points collected by ProPEL over the period of 2004-2013. [For statistical reports see Additional Material].

3.2.3. What are the plans to support the program through infrastructure, advising and data management?

A successful co-op/internship program requires a strong infrastructure. The participating colleges are on very different levels in this regard: Shawnee State is in a start up phase with regard to co-op and internships, Rio Grande, UC Clermont, Xavier, and UC Blue Ash rely on a partly paper-driven placement and assessment process; Cincinnati State and MSJ harbor second generation placement and assessment systems; and UC is (in Jan. 2014) planning to implement a novel third generation placement and assessment system named PAL 2.0.

UC has further developed a statistical feedback methodology that can be used to communicate the performance of entire co-op or internship programs. The criteria presented in section 3 give a snap shot of the present infrastructure levels at the different partner institutions. The objective of the grant is to allow each partner institution to move up one to two levels in terms of these criteria. The grant covers the resources required to map the needs. Resources required for systems implementation will have to be individually provided by each partnering institution. At the University of Cincinnati performance based budgeting (PBB) will supplement the infrastructure budget by \$150,000 per year as the UC 2019 strategic goals are met.

Besides systems, all participating institutions employ a varying number of co-op and internship advisors. (For an overview of the advising procedure see section 3.1.5.). Each UC co-op faculty advisor is responsible for generating approximately 250 employment opportunities per year. For academic internships the number is approximately 150 employment opportunities per advisor.

In January 2014 UC co-op data management will take a quantum leap with the launch of the new Professional Assessment and Learning System PAL 2.0. The system has been under development for several years and is customized to fit the UC co-op process. Once the system has been thoroughly tested ProPEL is looking at revising it to meet the demands of external stakeholders. This will require the development of a business model and the design of additional reporting modules.

The principles developed by Cates and Cedercreutz in the 2004-2008 FIPSE Project "Development of an employer feed back system for curricular reform" will serve as a solid base for the project. Additionally, the process will provide valuable insight on how PAL 2.0 can be further developed to meet the goals of multiple constituents and potentially allow for its launch as an independent product.

3.2.4. How will the institution develop and sustain its faculty engagement?

UC co-op faculty members are required in their Reappointment, Promotion, and Tenure Criteria to engage in teaching, professional & scholarly activity and service. The relationship between theory and practice is a focal point for both the mission of UC as well as that of ProPEL and thus these faculty members are very engaged. Additionally, Propel will broadly distribute student performance data to other academic departments on a semi-annual basis so that this data becomes a routine consideration. UC's College of Engineering is currently investing strongly in the integration of theory and practice as evidenced by the teaching and

learning center established at the college in 2010 as well as the Visions of the Future of Engineering Education (VFEE) team active in the College [see Letters of Support: Professors Heikenfelt and Straka].

The letter from the Provost Davenport shows that the university is committed on both a strategic and operational level to support the integration of theory and practice. The letters from all partner institutions reflect very similar sentiments.

The goal of the Learning Outcomes Group (see Section 3) has been designed to foster faculty engagement. A goal of this group, having participation from eight colleges, is to identify and develop educational content and methodologies that support effective instruction.

The goal of the grant is to make outcomes oriented assessment [see letter Provost Davenport, and Professor Clare] of student learning an embedded operating procedure of UC. The grant further aims at introducing the concept at partner institutions. Whenever this is the case, and whenever faculty is assessed in relation to the real life performance of their students they will be motivated to sustain effective integration of theory and practice in the classroom. The integration of theory and practice is a part of the ProPEL mission and will be included in the annual training of faculty as well as reoccurring educational retreats.

The letter from Professor Michael Sharp, chair of the Professional Council Professional Council for best practice in experiential learning further supports institutionalization of the assessment of experiential learning in the context of work.

3.2.5. How will the institution develop and sustain its capacities in job development, and business participation

The experience of working with the Cincinnati Chamber of Commerce has strongly invigorated the job development effort at the University of Cincinnati. The communication gives members of the grant access to employers that have traditionally not participated in co-op or internship programs.

At the same time UC has, through the 2013 OMIC/CCIP grant, been able to bring two additional job developers on board. Grant funding has allowed UC to reach an employment rate of 98%. The goal is that this grant will move the needle at UC to 99%. Once we can assure that 99 out of every 100 students have a co-op or internship position our next step will be to increasingly focus on enhancing the quality of the positions. The methods described in 3.3.1 including the processes produced in cooperation with the Chamber of Commerce, the needs assessments of present employers, the cooperation with the NGO mentioned in sections 3.3.1 c and 3.2.1 can all be continued as the organization is sustained [see Letters of Commitment, Provost Davenport]

4. Budget Narrative

The total grant budget is \$991,165 requested from OBR. Matching funds total \$1,597,233, out of which \$8,500 comes from the Shawnee State Foundation, \$9,072 from the Ohio Aerospace Institute, and \$26,136 from the Cincinnati Chamber. The balance of the matching funds consists of student salaries that will be verified by a collection of pay stubs.

Activities common for all partners: Business Relations and the Infrastructure focal area are closely intertwined, and generally involve the same project members (for activities see sect. 3). All partners provide employer incentives to a value of up to \$3,000 per joining employer. Students may be incentivized for commuting expenses (typically no more than \$300 per work term). *Learning Outcomes* projects are conducted by faculty at a compensation of 0.05 FTE per major. Budgets are detailed in commitment letters, and in budget spreadsheet. UC's internal budget form, giving a more specific description on budget allocation (2 pages), may be found in Additional Items.

The tally below shows a break down of funds between institutions:

INSTITUTION / DESCRIPTION	INCENTIVES	OBR	MATCH
University of Cincinnati Total:	200	\$635,936	\$1,140,000
Business Relations & Infrastructure:	200	\$496,885	
Learning Outcomes:		\$139,051	
College of Mount St. Joseph Total:	18	\$96,850	\$99,000
Business Relations / Infrastructure:	18	\$87,165	
Learning Outcomes		\$ 9,685	
Shawnee State University Total:	3	\$29,484	\$29,500
Business Relations / Infrastructure	3	\$29,484	
Start up program; no participation in Learning Outcomes			
University of Rio Grande Total:	18	\$93,798	\$97,200
Business Relations / Infrastructure:	18	\$84,418	
Learning Outcomes:		\$ 9,380	
Xavier University Total:	45	\$91,110	\$91,125
Business Relations / Infrastructure:	45	\$81,999	
Learning Outcomes:		\$9,111	
Cincinnati State Total:	0	\$13,868	\$14,000
Business Relations: (Printed Material)	0	\$2,119	
Learning Outcomes:		\$11,749	
Cincinnati Chamber of Commerce Total:	0	\$21,954	\$26,136
Business Relations: (see 3.3.1): Networking Cluster Meetings + events, semi-annual interview days, analysis of industry cluster trend data	0	\$21,954	
Cincinnati Aerospace Institute Total:	0	\$8,165	\$9,072
Business Relations: Development of employer relations the aerospace industry	0	\$8,588	
Total:	214	\$991,165	\$1,506,034

The documentation in section 3.2.1 discusses sustainability at length. At the University of Cincinnati grant outcomes will be sustained through performance based budgeting that allocates \$465 per co-op placement and \$720 per internship placement towards the Division. Partner institutions attest to the sustainability in the partner institutions in their commitment letters.

University of Cincinnati - Total Project

Activity	Total	Regents Funds	Business Funds*	Applicant Funds	Education Partner Funds	Name of Education Partners	Other Partner Funds	Name of Other Partners
Personnel	\$363,438	\$363,438						
Supplies								
Purchased Services								
Travel								
Scholarships								
Employer Salaries (to Students)	\$1,140,000		\$1,140,000					
Other Employer Contributions								
Other (New Employer Incentives)	\$202,000	\$202,000						
Other (Employer Recruitment Fairs)	\$12,120	\$12,120						
Subawards(Grant Partners)	\$721,262	\$355,229	\$322,325		\$8,500		\$35,208	
Subtotal	\$2,438,820	\$932,787	\$1,462,325		\$8,500		\$35,208	
Indirect Costs 8% or less	\$58,378	\$58,378		\$0				
TOTAL	\$2,497,198	\$991,165	\$1,462,325	\$0	\$8,500		\$35,208	

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

Ohio Aerospace Institute

Activity	Total	Regents Funds	Business Funds*	Applicant Funds	Education Partner Funds	Name of Education Partners	Other Partner Funds	Name of Other Partners
Personnel	\$16,632	\$7,560					\$9,072	
Supplies								
Purchased Services								
Travel								
Scholarships								
Employer Salaries								
Other Employer Contributions								
Other (Describe)								
Subtotal	\$16,632	\$7,560					\$9,072	
Indirect Costs 8% or less	\$605	\$605					\$0	
TOTAL	\$17,237	\$8,165					\$9,072	

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

Cincinnati Chamber of Commerce

Activity	Total	Regents Funds	Business Funds*	Applicant Funds	Education Partner Funds	Name of Education Partners	Other Partner Funds	Name of Other Partners
Personnel	\$46,464	\$20,328					\$26,136	
Supplies								
Purchased Services								
Travel								
Scholarships								
Employer Salaries								
Other Employer Contributions								
Other (Describe)								
Subtotal	\$46,464	\$20,328					\$26,136	
Indirect Costs 8% or less	\$1,626	\$1,626					\$0	
TOTAL	\$48,090	\$21,954					\$26,136	

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

Cincinnati State

Activity	Total	Regents Funds	Business Funds*	Applicant Funds	Education Partner Funds	Name of Education Partners	Other Partner Funds	Name of Other Partners
Personnel	\$9,240	\$9,240						
Supplies								
Purchased Services								
Travel								
Scholarships								
Employer Salaries (to Students)	\$14,000		\$14,000					
Other Employer Contributions								
Other (Promotional Material)	\$3,600	\$3,600						
Subtotal	\$26,840	\$12,840	\$14,000					
Indirect Costs 8% or less	\$1,028	\$1,028						
TOTAL	\$27,868	\$13,868	\$14,000					

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

College of Mount St. Joseph

Activity	Total	Regents Funds	Business Funds*	Applicant Funds	Education Partner Funds	Name of Education Partners	Other Partner Funds	Name of Other Partners
Personnel	\$70,876	\$70,876						
Supplies								
Purchased Services								
Travel								
Scholarships								
Employer Salaries(to Students)	\$99,000		\$99,000					
Other Employer Contributions								
Other (Student Incentives)	\$5,000	\$5,000						
Other (Marketing Materials)	\$8,400	\$8,400						
Other (Promotional Events)	\$5,400	\$5,400						
Subtotal	\$188,676	\$89,676	\$99,000					
Indirect Costs 8% or less	\$7,174	\$7,174						
TOTAL	\$195,850	\$96,850	\$99,000					

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

Shawnee State

Activity	Total	Regents Funds	Business Funds*	Applicant Funds	Education Partner Funds	Name of Education Partners	Other Partner Funds	Name of Other Partners
Personnel	\$27,300	\$27,300						
Supplies								
Purchased Services								
Travel	\$1,500				\$1,500			
Scholarships								
Employer Salaries(to Students)	\$21,000		\$21,000					
Other Employer Contributions								
Other (Employer Incentives)	\$3,000				\$3,000			
Other (Marketing Materials)	\$2,500				\$2,500			
Other (Promotional Events)	\$1,500				\$1,500			
Subtotal	\$56,800	\$27,300	\$21,000		\$8,500			
Indirect Costs 8% or less	\$2,184	\$2,184						
TOTAL	\$58,984	\$29,484	\$21,000		\$8,500			

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

Rio Grande

Activity	Total	Regents Funds	Business Funds*	Applicant Funds	Education Partner Funds	Name of Education Partners	Other Partner Funds	Name of Other Partners
Personnel	\$68,850	\$68,850						
Supplies								
Purchased Services								
Travel								
Scholarships								
Employer Salaries (to Students)	\$97,200		\$97,200					
Other Employer Contributions								
Other (Employer Incentives)	\$18,000	\$18,000						
Subtotal	\$184,050	\$86,850	\$97,200					
Indirect Costs 8% or less	\$6,948	\$6,948						
TOTAL	\$190,998	\$93,798	\$97,200					

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

Xavier University

Activity	Total	Regents Funds	Business Funds*	Applicant Funds	Education Partner Funds	Name of Education Partners	Other Partner Funds	Name of Other Partners
Personnel	\$65,861	\$65,861						
Supplies								
Purchased Services								
Travel								
Scholarships								
Employer Salaries (to Students)	\$91,125		\$91,125					
Other Employer Contributions								
Other (Incentives to Students)		\$1,500						
Other (Employer Incentives)	\$17,000	\$17,000						
Subtotal	\$173,986	\$84,361	\$91,125					
Indirect Costs 8% or less	\$6,749	\$6,749						
TOTAL	\$180,735	\$91,110	\$91,125					

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

Business Partner Snap Shot based on FY11, FY12, and FY13 employer relations. Cluster fit will be checked at the point of employment. Below list is a sample of the total roster of 47 pages. Complete list available upon request. Student hourly wages reported. Typical semester wages calculated based on hourly earnings and a conservative estimate of 36 paid hours per week.

Major_Description	Company Name	Average Student reported Wage	Per Semester (approximation)
Mechanical Engineering BS/MBA	NSF Center for Intelligent Maintenance Systems	\$ 9.50	\$6,587
Biomedical Engineering	3D Engineering Solutions	\$ 16.00	\$11,093
Aerospace Engineering	3D Engineering Solutions	\$ 16.40	\$11,371
Mechanical Engineering	3D Engineering Solutions	\$ 18.00	\$12,480
Computer Science	3E COMPANY	\$ 12.00	\$8,320
Graphic Design	Abercrombie & Fitch	\$ 14.50	\$10,053
Mechanical Engineering Technology-BS	Accubuilt	\$ 15.00	\$10,400
Biomedical Engineering - Engineering Track	Accutek Testing Laboratory	\$ 15.00	\$10,400
Mechanical Engineering	Accutek Testing Laboratory	\$ 17.00	\$11,787
Digital Design	ACG Multimedia	\$ 14.33	\$9,938
Mechanical Engineering Technology-BS	Advanced Handling Systems	\$ 12.70	\$8,805
Computer Engineering Technology-BS	Advanced Mechanical Products	\$ 11.50	\$7,973
Electrical Engineering Technology-BS	Advanced Mechanical Products	\$ 14.00	\$9,707
Computer Science	ADVICS North America	\$ 14.00	\$9,707
Operations Management	ADVICS North America	\$ 14.00	\$9,707
Computer Science/Computer Science ACCEND	Aegida Group	\$ 12.00	\$8,320
Computer Science	Aegida Group	\$ 13.00	\$9,013
Mechanical Engineering Technology-BS	Aeronca Inc.	\$ 15.00	\$10,400
Aerospace Engineering	AFRL - Space & Missile Propulsion	\$ 17.52	\$12,147
Aerospace Engineering ACCEND	AFRL - Space & Missile Propulsion	\$ 17.71	\$12,281
Mechanical Engineering	AIM, Inc.	\$ 13.00	\$9,013
Biomedical Engineering	AIM, Inc.	\$ 13.83	\$9,591
Aerospace Engineering	AIM, Inc.	\$ 14.11	\$9,784
Aerospace Engineering ACCEND	AIM, Inc.	\$ 14.33	\$9,938

Aerospace Engineering	Airborne Maintenance & Engineering Services	\$ 15.00	\$10,400
Mechanical Engineering	Airborne Maintenance & Engineering Services	\$ 15.00	\$10,400
Mechanical Engineering Technology-BS	Airborne Maintenance & Engineering Services	\$ 15.00	\$10,400
Aerospace Engineering	AK Steel Corporation	\$ 16.00	\$11,093
Electrical Engineering	AK Steel Corporation	\$ 17.57	\$12,183
Computer Science	AK Steel Corporation	\$ 17.67	\$12,249
Mechanical Engineering	AK Steel Corporation	\$ 18.39	\$12,748
Mechanical Engineering ACCEND	AK Steel Corporation	\$ 18.67	\$12,942
Chemical Engineering	AK Steel Corporation	\$ 19.00	\$13,173
Materials Engineering	AK Steel Corporation	\$ 19.30	\$13,381
Mechanical Engineering Technology-BS	AK Steel Corporation	\$ 20.00	\$13,867
Industrial Design Transportation Option	Akron Brass	\$ 16.00	\$11,093
Mechanical Engineering	Alexander and Associates	\$ 13.83	\$9,591
Electrical Engineering	Alexander and Associates	\$ 14.00	\$9,707
Mechanical Engineering Technology-BS	Alexander and Associates	\$ 14.00	\$9,707
Electrical Engineering Technology-BS	Alexander and Associates	\$ 15.33	\$10,631
Chemical Engineering	Alkermes	\$ 16.00	\$11,093
Graphic Design	Alliance, a Division of Rock-Tenn Company	\$ 13.00	\$9,013
Industrial Design	Alliance, a Division of Rock-Tenn Company	\$ 13.84	\$9,597
Industrial Design Transportation Option	Alliance, a Division of Rock-Tenn Company	\$ 14.50	\$10,053
Mechanical Engineering	Ally PLM Solutions, Inc.	\$ 15.80	\$10,955
Mechanical Engineering ACCEND	Ally PLM Solutions, Inc.	\$ 15.80	\$10,955
Graphic Design	AM Design	\$ 16.00	\$11,093
Industrial Management	Amend	\$ 17.33	\$12,015
Finance	American Financial Group	\$ 15.65	\$10,851
Accounting	American Financial Group	\$ 16.95	\$11,752
Electrical Engineering Technology-BS	American Industrial Metrology Inc.	\$ 15.17	\$10,516
Information Technology	American Micro Products	\$ 12.00	\$8,320
Master of Science Information Systems	American Modern	\$ 22.00	\$15,253

Finance	Comptroller of the Currency	\$ 16.58	\$11,495
Electrical Engineering Technology-BS	Control Interface, Inc.	\$ 11.50	\$7,973
Mechanical Engineering Technology-BS	Control Interface, Inc.	\$ 11.63	\$8,060
Master of Science Information Systems	Convergys	\$ 18.00	\$12,480
Digital Design	Cooper Design	\$ 20.00	\$13,867
Mechanical Engineering	Cooper Tire & Rubber Company	\$ 16.00	\$11,093
Chemical Engineering	Cooper Tire & Rubber Company	\$ 16.22	\$11,247
Information Technology	Corbus	\$ 20.00	\$13,867
Mechanical Engineering	Core Composite Cincinnati	\$ 13.00	\$9,013
Industrial Management	Cornerstone Consolidated Services Group Inc.	\$ 15.00	\$10,400
Operations Management	Cornerstone Consolidated Services Group Inc.	\$ 15.00	\$10,400
Electrical Engineering	Cornerstone Research Group	\$ 16.43	\$11,394
Aerospace Engineering	Cornerstone Research Group	\$ 17.45	\$12,099
Chemical Engineering	Cornerstone Research Group	\$ 17.78	\$12,330
Digital Design	coupsmart	\$ 10.00	\$6,933
Graphic Design	coupsmart	\$ 10.67	\$7,396
Finance	CR Architecture + Design	\$ 13.00	\$9,013
Accounting	CR Architecture + Design	\$ 14.00	\$9,707
Aerospace Engineering	Crane Aerospace - Elyria	\$ 15.00	\$10,400
Digital Design	Creative Department	\$ 16.00	\$11,093
Industrial Design	Crosley Radio	\$ 18.00	\$12,480
Aerospace Engineering	Crown Battery	\$ 10.00	\$6,933
Industrial Design	Crown Equipment Corporation	\$ 15.13	\$10,487
Electrical Engineering	Crown Equipment Corporation	\$ 16.00	\$11,093
Mechanical Engineering	Crown Equipment Corporation	\$ 16.00	\$11,093
Industrial Design Transportation Option	Crown Equipment Corporation	\$ 16.13	\$11,180
Mechanical Engineering BS/MBA	Crown Equipment Corporation	\$ 16.25	\$11,267
Digital Design	Crown Equipment Corporation	\$ 17.75	\$12,307
Industrial Design	Crown Equipment Interactive group	\$ 17.50	\$12,133

\Biomedical Engineering - Engineering Track	Fecon Inc.	\$ 14.00	\$9,707
Mechanical Engineering	Fecon Inc.	\$ 15.00	\$10,400
Mechanical Engineering	Federal Equipment Co.	\$ 20.00	\$13,867
Mechanical Engineering Technology-BS	Feintool	\$ 11.50	\$7,973
Graphic Design	FERNO	\$ 15.50	\$10,747
Mechanical Engineering	FERNO	\$ 17.00	\$11,787
Finance	Fidelity Investments	\$ 14.00	\$9,707
Finance	Fifth Third Bank	\$ 14.03	\$9,730
Accounting	Fifth Third Bank	\$ 14.14	\$9,806
Information Systems	Fifth Third Bank	\$ 16.00	\$11,093
Digital Design	Fifth Third Bank	\$ 16.11	\$11,170
Graphic Design	Fifth Third Bank	\$ 16.25	\$11,267
Mechanical Engineering	Finn Corporation	\$ 17.63	\$12,220
Chemical Engineering	First Energy	\$ 15.85	\$10,989
Mechanical Engineering	First Energy	\$ 17.80	\$12,341
Industrial Design	First Years	\$ 13.50	\$9,360
Finance	FirstGroup America, Inc.	\$ 13.67	\$9,476
Accounting	FirstGroup America, Inc.	\$ 14.46	\$10,029
Master of Science Information Systems	FirstGroup America, Inc.	\$ 18.00	\$12,480
Operations Management	FirstGroup America, Inc.	\$ 18.00	\$12,480
Graphic Design	Fitch	\$ 13.00	\$9,013
Chemical Engineering	Flint Group	\$ 15.00	\$10,400
Materials Engineering	Flowserve Corporation	\$ 15.75	\$10,920
Chemical Engineering	Flowserve Corporation	\$ 16.67	\$11,556
Accounting	Flynn and Company PSC, Inc.	\$ 11.50	\$7,973
Finance	Flynn and Company PSC, Inc.	\$ 12.00	\$8,320
Computer Engineering	ForceOne Armor	\$ 9.00	\$6,240
Mechanical Engineering	Forest Pharmaceuticals	\$ 17.50	\$12,133
Chemical Engineering	Forest Pharmaceuticals	\$ 17.91	\$12,417
Chemical Engineering	Formica Corporation	\$ 15.00	\$10,400
Materials Engineering	Formica Corporation	\$ 15.33	\$10,631

\	Formica Corporation	\$ 15.55	\$10,778
Information Technology	Fosdick & Hilmer	\$ 15.00	\$10,400
Mechanical Engineering	Fosdick & Hilmer	\$ 15.50	\$10,747
Electrical Engineering	Fosdick & Hilmer	\$ 16.50	\$11,440
Mechanical Engineering	Franklin Brazing & Metal Treating	\$ 11.00	\$7,627
Information Technology	FRCH Design Worldwide	\$ 14.00	\$9,707
Graphic Design	FRCH Design Worldwide	\$ 14.11	\$9,781
Industrial Management	Fresh Sausage Specialists	\$ 15.00	\$10,400
Operations Management	Fresh Sausage Specialists	\$ 15.00	\$10,400
Biomedical Engineering	Freundenberg-NOK	\$ 16.00	\$11,093
Computer Science	Frost Brown Todd, LLC	\$ 15.00	\$10,400
Digital Design	Gardner Publications, Inc.	\$ 8.00	\$5,547
Digital Design	Gaslight Software	\$ 15.00	\$10,400
Information Technology	GBBN	\$ 13.16	\$9,123
Industrial Management	GE Energy Asset Management	\$ 16.25	\$11,267
Information Technology	General Cable Corporation	\$ 12.25	\$8,493
Finance	General Cable Corporation	\$ 13.50	\$9,360
Operations Management	General Cable Corporation	\$ 13.50	\$9,360
Chemical Engineering	General Cable Corporation	\$ 15.50	\$10,747
Mechanical Engineering	General Cable Corporation	\$ 15.50	\$10,747
Electrical Engineering	General Cable Corporation	\$ 15.75	\$10,920
Accounting	General Electric Aviation	\$ 16.43	\$11,388
Operations Management	General Electric Aviation	\$ 16.87	\$11,698
Industrial Management	General Electric Aviation	\$ 16.91	\$11,724
Finance	General Electric Aviation	\$ 17.00	\$11,787
Mechanical Engineering Technology-BS	General Electric Aviation	\$ 18.14	\$12,579
Computer Engineering	General Electric Aviation	\$ 18.33	\$12,711
Information Systems	General Electric Aviation	\$ 18.49	\$12,819
Information Technology	General Electric Aviation	\$ 18.57	\$12,877
Electrical/Electrical Engineering ACCEND	General Electric Aviation	\$ 18.75	\$13,000
Mechanical Engineering ACCEND	General Electric Aviation	\$ 18.95	\$13,140

Computer Engineering	Intelligrated Systems	\$ 15.33	\$10,631
Electrical Engineering Technology-BS	Intelligrated Systems	\$ 15.34	\$10,638
Electrical Engineering	Intelligrated Systems	\$ 15.42	\$10,689
Computer Science	Intelligrated Systems	\$ 15.50	\$10,747
Electrical/Electrical Engineering ACCEND	Intelligrated Systems	\$ 16.00	\$11,093
Information Technology	Intelligrated Systems	\$ 16.17	\$11,209
Industrial Design	Intellimed Systems	\$ 16.00	\$11,093
Information Systems	INTERalliance of Greater Cincinnati	\$ 15.00	\$10,400
Digital Design	Interbrand	\$ 13.00	\$9,013
Graphic Design	Interbrand	\$ 13.43	\$9,310
Digital Design	Interbrand Design Forum	\$ 13.00	\$9,013
Graphic Design	Interbrand Design Forum	\$ 13.37	\$9,268
Digital Design	International Technegroup Inc. (ITI)	\$ 15.00	\$10,400
Information Technology	International Technegroup Inc. (ITI)	\$ 15.50	\$10,747
Biomedical Engineering	International Technegroup Inc. (ITI)	\$ 15.88	\$11,007
Computer Science	International Technegroup Inc. (ITI)	\$ 15.94	\$11,055
Computer Engineering	International Technegroup Inc. (ITI)	\$ 16.19	\$11,225
Computer Engineering Technology-BS	International Technegroup Inc. (ITI)	\$ 17.00	\$11,787
Mechanical Engineering ACCEND	Inteva Products	\$ 14.00	\$9,707
Mechanical Engineering	Inteva Products	\$ 15.83	\$10,978
Aerospace Engineering	INVOTEC	\$ 8.00	\$5,547
Computer Science	iSqFT (Construction Software Technology)	\$ 14.00	\$9,707
Information Technology	iSqFT (Construction Software Technology)	\$ 14.00	\$9,707
Information Technology	ITE	\$ 15.50	\$10,747
Mechanical Engineering	ITE	\$ 17.50	\$12,133
Mechanical Engineering BS/MBA	ITW Air Management	\$ 19.00	\$13,173
Electrical Engineering Technology-AAS	ITWFood Equipment Group	\$ 13.45	\$9,325
Industrial Design	J & J Consumer Products	\$ 25.00	\$17,333
Industrial Design	Jack Rouse Associates	\$ 13.77	\$9,549
Graphic Design	Jack Rouse Associates	\$ 15.16	\$10,509
Chemical Engineering	Jacobs Engineering Group, Inc.	\$ 17.96	\$12,453

Chemical Engineering	Membrane Specialists LLC	\$ 15.00	\$10,400
Finance	Merrill Lynch, Pierce, Fenner & Smith Inc.	\$ 11.83	\$8,204
Industrial Design	Mertz Design	\$ 12.00	\$8,320
Digital Design	Mertz Design	\$ 14.67	\$10,169
Mechanical Engineering	Messer Construction Company	\$ 13.88	\$9,620
Mechanical Engineering Technology-BS	Messer Construction Company	\$ 15.00	\$10,400
Graphic Design	Messer Construction Company	\$ 15.18	\$10,526
Biomedical Engineering	Metropolitan Sewer District of Greater Cincinnati	\$ 16.03	\$11,116
Chemical Engineering	Metropolitan Sewer District of Greater Cincinnati	\$ 16.04	\$11,121
Mechanical Engineering	Metropolitan Sewer District of Greater Cincinnati	\$ 16.04	\$11,122
Electrical Engineering	Metropolitan Sewer District of Greater Cincinnati	\$ 16.57	\$11,489
Information Technology	Metropolitan Sewer District of Greater Cincinnati	\$ 18.04	\$12,508
Finance	Meyer Capital Management	\$ 13.00	\$9,013
Computer Engineering	Meyer Tool Inc.	\$ 13.59	\$9,419
Aerospace Engineering	Meyer Tool Inc.	\$ 13.88	\$9,620
Mechanical Engineering	Meyer Tool Inc.	\$ 15.17	\$10,516
Mechanical Engineering Technology-BS	Meyer Tool Inc.	\$ 16.11	\$11,168
Electrical Engineering	Meyer Tool Inc.	\$ 17.00	\$11,787
Mechanical Engineering	M-I SWACO (formally SWECO)	\$ 16.00	\$11,093
Graphic Design	Michael Schuster Associates (MSA)	\$ 13.50	\$9,360
Graphic Design	Michelman Incorporated	\$ 10.19	\$7,067
Chemical Engineering	Michelman Incorporated	\$ 15.33	\$10,631
Industrial Management	Midmark Corporation	\$ 14.18	\$9,834
Digital Design	Midwest New Media	\$ 12.50	\$8,667
Mechanical Engineering Technology-BS	Midwestern Plumbing	\$ 12.00	\$8,320
Information Technology	Milacron Inc.	\$ 13.56	\$9,403
Mechanical Engineering	Milacron Inc.	\$ 15.00	\$10,400

Accounting	Western & Southern Financial Group	\$ 14.00	\$9,707
Computer Engineering	Whatifsports.com	\$ 13.10	\$9,083
Electrical Engineering Technology-BS	Whirlpool Corporation	\$ 18.00	\$12,480
Digital Design	Wilker Design Group	\$ 10.00	\$6,933
Mechanical Engineering	Wood, Herron & Evans, LLP	\$ 20.00	\$13,867
Materials Engineering	Worthington Cylinders	\$ 13.33	\$9,244
Mechanical Engineering	Worthington Steel Company	\$ 15.17	\$10,516
Electrical/Electrical Engineering ACCEND	Worthington Steel Company	\$ 15.90	\$11,024
Aerospace Engineering	Wright Motorsports	\$ 12.00	\$8,320
Electrical/Electrical Engineering ACCEND	Xetron Corporation	\$ 15.50	\$10,747
Electrical Engineering Technology-BS	Xetron Corporation	\$ 17.67	\$12,249
Computer Science	Xetron Corporation	\$ 18.40	\$12,757
Mechanical Engineering BS/MBA	Xetron Corporation	\$ 19.00	\$13,173
Computer Engineering	Xetron Corporation	\$ 19.45	\$13,483
Electrical Engineering	Xetron Corporation	\$ 19.50	\$13,520
Electrical/Computer Engineering ACCEND	Xetron Corporation	\$ 22.00	\$15,253
Information Technology	Xtek Incorporated	\$ 13.70	\$9,499
Mechanical Engineering Technology-BS	Xtek Incorporated	\$ 13.88	\$9,620
Industrial Design Transportation Option	Yellow Track Suit	\$ 12.00	\$8,320
Mechanical Engineering	ZF Steering Systems	\$ 17.50	\$12,133
Biomedical Engineering	Zimmer, Inc.	\$ 19.00	\$13,173
Biomedical Engineering	Zin Technologies Inc	\$ 12.00	\$8,320
Digital Design	Zipscene	\$ 14.00	\$9,707
Information Systems	ZoomSpring SEO	\$ 10.50	\$7,280
Industrial Design Transportation Option	Zukun Plan	\$ 15.00	\$10,400

IMPLEMENTATION SCHEDULE

	Business Relations	Learning Outcomes	Infrastructure Development
SP 14	Project organization Establishing job base lines for all colleges and job development	Project organization	Project organization
SU 14	Cluster specific regional interview day 1 Placement target: +35 Jobs	Data analysis and identification of areas of strength and weakness in student workplace performance. Faculty from eight colleges participate	Assessment of existing infrastructure/processes at participating colleges.
AU 14	Cluster specific regional interview day 2 Employer focus groups Placement target: +36 Jobs	Research effective programs and identify effective content and methodologies. Faculty and employer event/focus group to allow for sharing of best practices	Establishment of goals that move colleges 1-2 steps ahead of current position and creation of plans to achieve these goals.
SP 15	Business relations development. Placement target: +35 Jobs	Develop plan to incorporate effective content and methods and to address areas of student weakness including creation of learning outcomes/courses	Finalize plans and begin implementation.
SU 15	Cluster specific regional interview day 3 Placement target: +36 Jobs	Implementation of effective methodologies and curricular interventions in 1 program / college	Continued implementation.
AU 15	Cluster specific regional interview day 4 Employer focus groups Placement target: +35 Jobs	Assessment of results through supervisor evaluations Employer focus groups	Implementation and assessment of results.
SP 16	Business relations development. Placement target: +37 Jobs	Identifying pros and cons of different implementations. Presenting results at OCEA.	Assessment of results in comparison to project goals.

OMIC / CCIP Grant Letters of Commitment

November 5, 2013

Sponsored Research Services
University of Cincinnati
Goodman Drive
Suite 530
PO BOX 210222
Cincinnati, Ohio 45221-0222

Attn: Ms. Mary Ucci, Director
Re: Ohio Means Internships and Co-op (OMIC) grant named Cincinnati Co-op and Internship Integration Project (CCIIP)
Funding Period: Spring Semester, 2014 – June 30, 2016

Dear Ms. Ucci,

Please consider this our letter of commitment to serve as a partner institution on the Ohio Means Internships and Co-op (OMIC), Cincinnati Co-op and Internship Integration Grant (CCIIP) filed by the University of Cincinnati. On the grant UC will serve as the lead institution whereas Cincinnati State Technical and Community College (Cincinnati State) will hold the role as a partnering institution.

We are delighted to be a partner on this grant and look forward to building our co-op and internship capabilities. Cincinnati State hereby commits to:

SCOPE OF WORK:

1. Cincinnati States contribution to the grant aims at the development of sustainable high quality cooperative education and internship programs by focusing on the following two areas:
 - a. In the area of Business Relations / Job Development our institution is committed to the development of jobs as specified in the budget below.
 - b. In the area of Learning Outcomes / Integration of Theory and Practice our institution will participate in a process in which the consortium will develop and implement teaching methods that better match employer needs.
2. Maintain a record of matching funds by collecting evidence of salaries paid to students.
3. Maintain a base line database of all co-op and internship activities offered by the institution.

PROPOSED BUDGET:

Cincinnati State				
Learning Outcomes & Infrastructure / Faculty Incentive	0.10	\$70,000	1.32	\$9,979
Faculty will participate in mapping best teaching practices in relation to work term performance, implementing these practices, and assessing the results. Objective: Generate list of best practices.				
Promotional Materials				\$3,888
				\$13,867

Budget includes 8% overhead.

PROPOSED MATCHES

\$14,000 made up of 4-5 student co-op wages estimated at \$3,500 each.

Cincinnati State is convinced that the proposed grant will be beneficial to the College, the consortium, and the region as a whole. Please remain assured that Cincinnati State is committed to the program. We appreciate the opportunity to collaborate on this proposal and look forward to hearing from you.

Sincerely,



O'dell M. Owens, MD, MPH
President
Cincinnati State Technical & Community College

November 8, 2013

Sponsored Research Services
University of Cincinnati
Goodman Drive
Suite 530
PO BOX 210222
Cincinnati, Ohio 45221-0222

Attn: Ms. Mary Ucci, Director
Re: Ohio Means Internships and Co-op (OMIC) grant named
Cincinnati Co-op and Internship Infrastructure Plan (CCIIP)
Funding Period: Spring Semester, 2014 – June 30, 2016

Dear Ms. Ucci,

Please consider this our letter of commitment to serve as a partner institution on the Ohio Means Internships and Co-op (OMIC) grant filed by the University of Cincinnati.

We are delighted to be a partner on this grant and look forward to building our regional supply of co-ops and interns to enhance our regional competitiveness. We believe that this wide consortium that includes the University of Cincinnati, the College of Mt. St. Joseph, Cincinnati State Technical and Community College, University of Rio Grande / Rio Grande Community College, Shawnee State University, and Xavier University is well positioned to enhance the availability of co-ops and interns for key industries in the region.

The Cincinnati USA Regional Chamber is committed to a level of participation described below:

SCOPE OF WORK

1. The objective of the grant is to enhance the quality and quantity of students participating in the following regional industry clusters:
 - a. BioHealth
 - b. Finance, Insurance, and IT
 - c. Advanced Energy
 - d. Consumer Products, Brand Development, and Creative Services
 - e. Food Processing and Agriculture
 - f. Advanced Manufacturing, Polymers, Automotive, and Aerospace
2. The Cooperation more specifically covers:
 - a. Systematic networking with the Chamber liaison specific to cluster developments in the Bio Health, Finance, IT, Advanced Manufacturing, and Consumer Products Cluster Meetings. Leads will be given to the CCIP group as appropriate.

300 Carew Tower
441 Vine Street
Cincinnati, Ohio 45202-2812
phone 513.579.3107
fax 513.579.3101

- b. Systematic monitoring of Chamber Events for referrals.
- c. Joint organization of semiannual grant specific interview days / job fairs, at the expense of the CCIP grant.
- d. Annual analysis of industry cluster trend data in order to direct job development effort.
- e. Chamber liaison's participation in monthly grant meetings.
- f. Direct communication with employers within the clusters regarding events, availability of co-ops and needs assessments.

The work at the Chamber will be pursued by Erin Walker. Adam Singer, Tammy Riddle, Nicole Ball and Stacie Dastoor will participate in the project as cluster specialists.

PROPOSED BUDGET:

0.10 FTE Commitment for Erin Walker for Employer Relations Coordination at the total annual cost \$10,977/year equivalent to \$21,954 over the period of the grant. The cost is based on a \$77,000 salary, and a benefits factor of 1.32. Budget includes 8% overhead.

PROPOSED MATCHES:

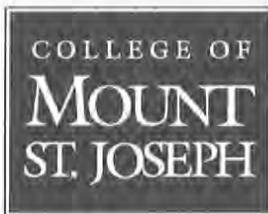
0.03 FTE Commitment for Adam Singer, Tammy Riddle, Nicole Ball and Stacie Dastoor each at the total annual cost \$13,068 / year equivalent to \$26,136 over the period of the grant. The cost is based on a \$330,000 of combined salaries, and a benefits factor of 1.32. Match does not include overhead.

The Cincinnati USA Regional Chamber is delighted to participate in the CCIP project. We are convinced that the proposed grant will be beneficial to the region. A functioning talent pipeline is an increasingly more important factor in the regional portfolio of assets. We are convinced that the grant will result in a robust system to support our member institutions and will be both economically viable as well as sustainable.

Sincerely,



Matt Davis
Interim Executive Director
Cincinnati USA Partnership



OFFICE OF THE PRESIDENT

5701 DELHI ROAD, CINCINNATI, OHIO 45233-1670
(513) 244-4232 • FAX (513) 244-4654
tony_aretz@mail.msj.edu

Sponsored Research Services
University of Cincinnati
Goodman Drive
Suite 530
PO BOX 210222
Cincinnati, Ohio 45221-0222

November 5, 2013

Attn: Ms Mary Ucci, Director
Re: Ohio Means Internships and Co-op (OMIC) grant named
Cincinnati Co-op and Internship Infrastructure Plan (CCIIP)
Funding Period: Spring Semester, 2014 – June 30, 2016

Dear Ms. Ucci,

Please consider this our letter of commitment to serve as a partner institution on the Ohio Means Internships and Co-op (OMIC), Cincinnati Co-op and Internship Integration Grant (CCIIP) filed by the University of Cincinnati. On the grant UC will serve as the lead institution whereas The College of Mount St. Joseph (MSJ) will hold the role as a partnering institution.

We are delighted to be a partner on this grant and look forward to building our co-op and internship capabilities. MSJ hereby commits to:

SCOPE OF WORK:

1. The grant aims at the development of sustainable high quality cooperative education and internship programs by focusing on the following three areas:
 - a. In the area of Business Relations / Job Development our institution is committed to the development of jobs as specified in the budget below. Job development will include communicating with employers, cooperating with the Cincinnati USA, Chamber of Commerce, distributing employer incentives, participating in employer events, and promotional activities.
 - b. In the area of Learning Outcomes / Integration of Theory and Practice our institution will participate in a process in which the consortium will develop and implement teaching methods that better match employer needs.
 - c. In the area of Infrastructure Development our institution is committed to making a thorough inventory of our present co-op / Internship processes as well as to strengthen our present processes by methods detailed in the grant.
2. Maintain a record of matching funds by collecting evidence of salaries paid to students.

3. Maintain a base line database of all co-op and internship activities offered by the institution.

PROPOSED BUDGET:

Mount Saint Joseph	FTE*	Base	Benf	Total
Employer Relations Coordinator / Instructor: Responsible for teaching introductory professional course, co-op and intern advising, as well as alignment of class room teaching with professional needs.	1.00	\$40,000	1.26	\$54,432
Program Director: Management of CCIP program at MSJ	0.25	\$65,000	1.26	\$22,113
Events: Promotional events at MSJ				\$5,832
Marketing Material:				\$9,072
Incentives (Gas Cards):				\$5,400
			Tot:	\$96,849

Budget includes 8% overhead.

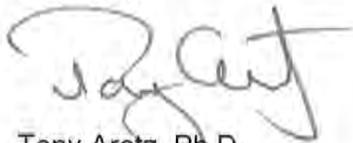
PROPOSED MATCHES:

Program	Jobs	Salary	Total
INT:	8	\$6,300	\$50,400
CO-OP:	9	\$5,400	\$48,600
Total:	17		\$99,000

MSJ is convinced that the proposed grant will be beneficial to the College, the consortium, and the region as a whole. Please remain assured that MSJ is committed to the program. The grant supports our long term planning, and we have resources set aside to sustain the developed infrastructure over a foreseeable future.

We appreciate the opportunity to collaborate on this proposal and look forward to hearing from you.

Sincerely,



Tony Aretz, Ph.D
President
College of Mount St. Joseph



Sponsored Research Services
University of Cincinnati
Goodman Drive
Suite 530
PO BOX 210222
Cincinnati, Ohio 45221-0222

November 8, 2013

Attn: Ms Mary Ucci, Director
Re: Ohio Means Internships and Co-op (OMIC) grant named Cincinnati Co-op and Internship Infrastructure Plan (CCIIP)
Funding Period: Spring Semester, 2014 – June 30, 2016

Dear Ms. Ucci,

Please consider this our letter of commitment to serve as a partner institution on the Ohio Means Internships and Co-op (OMIC), Cincinnati Co-op and Internship Infrastructure Grant (CCIIP) filed by the University of Cincinnati. On the grant UC will serve as the lead institution whereas Ohio Aerospace Institute will hold the role as a partnering institution.

OAI hereby commits to providing the level of effort specified below, to be directed toward placing UC Students with OAI partner companies in the aerospace and aviation industries throughout the State of Ohio.

SCOPE OF WORK: OAI's Internship Program Manager will work closely with designated personnel at UC to match the qualifications of student candidates with the internship/co-op employment needs of OAI partner companies during the period specified. The level of effort specified below is for each full year of the grant period.

PROPOSED BUDGET:

Ohio Aerospace Institute	FTE*	Base	Benf	Total
Employer Relations Coordinator / Instructor:	0.05	\$60,000	1.26	\$4,082

Budget includes 8% overhead.

PROPOSED MATCHES:

Ohio Aerospace Institute	FTE*	Base	Benf	Total
Employer Relations Coordinator / Instructor:	0.06	\$60,000	1.26	\$4,536

OAI is convinced that the proposed grant will be beneficial to consortium Colleges, as well as the region as a whole. OAI is committed to the program. The grant supports our long term planning, and we have resources set aside to sustain the developed infrastructure over a foreseeable future. We appreciate the opportunity to collaborate on this proposal and look forward to hearing from you.

Sincerely,

Ann O. Heyward
VP, Research and Educational Programs



Sponsored Research Services
University of Cincinnati
Goodman Drive
Suite 530
PO BOX 210222
Cincinnati, Ohio 45221-0222

November 5, 2013

Attn: Ms Mary Ucci, Director
Re: Ohio Means Internships and Co-op (OMIC) grant named
Cincinnati Co-op and Internship Integration Project (CCIIP)
Funding Period: Spring Semester, 2014 – June 30, 2016

Dear Ms. Ucci,

Please consider this our letter of commitment to serve as a partner institution on the Ohio Means Internships and Co-op (OMIC), Cincinnati Co-op and Internship Integration Grant (CCIIP) filed by the University of Cincinnati. On the grant UC will serve as the lead institution whereas Rio Grande University and Community College (Rio Grande) will hold the role as a partnering institution.

We are delighted to be a partner on this grant and look forward to building our co-op and internship capabilities. Rio Grande hereby commits to:

SCOPE OF WORK:

1. The grant aims at the development of sustainable high quality cooperative education and internship programs by focusing on the following three areas:
 - a. In the area of Business Relations / Job Development our institution is committed to the development of jobs as specified in the budget below. Job development will include communicating with employers, cooperating with the Cincinnati USA, Chamber of Commerce, distributing employer incentives, participating in employer events, and promotional activities.
 - b. In the area of Learning Outcomes / Integration of Theory and Practice our institution will participate in a process in which the consortium will develop and implement teaching methods that better match employer needs.
 - c. In the area of Infrastructure Development our institution is committed to making a thorough inventory of our present co-op / Internship processes as well as to strengthen our present processes by methods detailed in the grant.

2. Maintain a record of matching funds by collecting evidence of salaries paid to students.
3. Maintain a base line database of all co-op and internship activities offered by the institution.

PROPOSED BUDGET:

Rio Grande	FTE	Base	Benefits	Total
Employer Relations Coordinator / Instructor	0.80	\$55,000	1.35	\$64,152
Responsible for teaching introductory professional course, co-op and intern advising, alignment of class room teaching with professional needs, as well as infrastructure development.				
Learning Outcomes & Infrastructure / Faculty Incentive	0.10	\$70,000	1.35	\$10,206
Faculty will participate in mapping best teaching practices in relation to work term performance, implementing these practices, and assessing the results. Objective: Generate list of best practices.				
Incentives				\$19,440
Incentives for participating employers at the level of \$1.3k.				
Total:				\$93,798

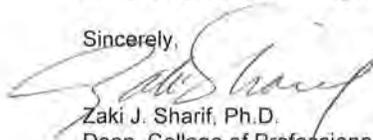
Budget includes 8% overhead.

PROPOSED MATCHES:

\$97,200 equivalent to 18 work terms at a salary of \$5,400 per work term

Rio Grande is convinced that the proposed grant will be beneficial to the College, the consortium, and the region as a whole. Please remain assured that Rio Grande is committed to the program. We appreciate the opportunity to collaborate on this proposal and look forward to hearing from you.

Sincerely,



Zaki J. Sharif, Ph.D.
 Dean, College of Professional and Applied Studies
 University of Rio Grande/Rio Grande Community College
 Office: 740.245.7407



Sponsored Research Services
University of Cincinnati
Goodman Drive
Suite 530
PO BOX 210222
Cincinnati, Ohio 45221-0222

November 8, 2013

Attn: Ms Mary Ucci, Director
Re: Ohio Means Internships and Co-op (OMIC) grant named
Cincinnati Co-op and Internship Infrastructure Plan (CCIIP)
Funding Period: Spring Semester, 2014 – June 30, 2016

Dear Ms. Ucci,

Please consider this our letter of commitment to serve as a partner institution on the Ohio Means Internships and Co-op (OMIC), Cincinnati Co-op and Internship Integration Grant (CCIIP) filed by the University of Cincinnati. On the grant UC will serve as the lead institution whereas Shawnee State University (Shawnee State) will hold the role as a partnering institution.

We are delighted to be a partner on this grant and look forward to building our co-op and internship capabilities. Shawnee State hereby commits to:

SCOPE OF WORK:

1. The grant aims at the development of sustainable high quality cooperative education and internship programs by focusing on the following three areas:
 - a. In the area of Business Relations / Job Development our institution is committed to the development of jobs as specified in the budget below. Job development will include communicating with employers, cooperating with the Cincinnati USA, Chamber of Commerce, distributing employer incentives, participating in employer events, and promotional activities.
 - b. In the area of Infrastructure Development our institution is committed to making a thorough inventory of our present co-op / Internship processes as well as to strengthen our present processes by methods detailed in the grant.
2. Maintain a record of matching funds by collecting evidence of salaries paid to students.
3. Maintain a base line database of all co-op and internship activities offered by the institution.

PROPOSED BUDGET:

Shawnee State	FTE	BASE	Benefits	Total
Employer Relations Coordinator	0.50	\$42,000	1.3	\$29,484

Responsible for co-op and intern advising, alignment of class room teaching with professional needs, as well as infrastructure development.

Budget includes 8% overhead.

PROPOSED MATCHES:

The matching funds equal \$29,500 built up as follows:

Employer Funds:

5 FT work terms at a salary of \$3,000 per work term: **\$15,000**
 4 PT work terms at a salary of \$1,500 per work term **\$6,000**

Shawnee State Funds:

Events: **\$1,500**
 Marketing Material **\$2,500**
 Travel to employers: **\$1,500**
 Employer Incentives **\$3,000**

Shawnee State is convinced that the proposed grant will be beneficial to the College, the consortium, and the region as a whole. Please remain assured that Shawnee State is committed to the program. The grant supports our long term planning, and we have resources set aside to sustain the developed infrastructure over a foreseeable future. We appreciate the opportunity to collaborate on this proposal and look forward to hearing from you.

Sincerely,

Dr. Elinda Boyles
 Vice President for Finance and Administration
 Shawnee State University



Beverly Davenport
Senior Vice President for Academic Affairs
and Provost
2614 McMicken Circle
210 Van Wormer Hall
Cincinnati, OH 45221-0097
(513) 556-2588

November 5, 2013

Ohio Board of Regents
University System of Ohio
30 East Broad Street, 36th Floor
Columbus, Ohio 43215

Attn: Chancellor John Carey

Re: *Cincinnati Co-op and Internship Infrastructure Plan (CCIIP) /*
Ohio Means Internships and Co-op (OMIC)

Dear Chancellor Carey,

I am writing in support of the CCIIP-grant (*Cincinnati Co-op and Internship Infrastructure Plan*) filed by the University of Cincinnati (UC) in cooperation with the Cincinnati USA Chamber of Commerce, the College of Mt. St. Joseph, Cincinnati State Technical and Community College, Rio Grande Community College and University, Shawnee State University, and Xavier University.

The grant focuses on enhancing co-op and internship participation in the following industry clusters: Bio-Health, Finance, Insurance, IT, Advanced Energy, Consumer Products, Brand Development, Creative Services, Food Processing, Advanced Manufacturing, Polymers, Automotive industry, and Aerospace industry. The grant is projected to develop in excess of 200 paid working opportunities for students throughout the state.

The Office of the Provost sees a great value in this project as it directly supports the University's Strategic Plan UC2019. The UC Board of Trustees in the spring of 2012 approved that experiential learning be included in the graduation requirements of all Baccalaureate level students. This grant very much supports our institutional aspirations to grow both the quality and quantity of co-op and internships throughout the institution.

Besides employer relations, the grant focuses on finding best practices of educating students with regard to their functioning on a professional multi-disciplinary team, presentation skills, team work skills, etc. The focus on developing a well-rounded graduate very much supports UC's educational aspirations. Over the years we have developed a work supervisor driven assessment system which we plan on putting to work in the context of this grant. As the founding institution of Co-op, UC is committed to developing this industry-oriented methodology of assessment to ever higher levels. The OMIC-grant is an important initiative in this direction, as it allows us to do so in a very straight forward manner. It will support our goal of making outcomes-oriented assessment based on work performance a standard operating procedure of the University.

The grant further supports the development of the economic development of Southern Ohio which indeed supports the competitiveness of the region. The fact that the project focuses on the development of a sustainable infrastructure in five partner institutions supports the notion that the grant will have a profound impact on the evolution of local industry. This is very important for us as experiential learning makes the community a part of our classroom.

Additionally, the grant is well supported by the Performance Based Budgeting (PBB) system applied by the University of Cincinnati. Once the proposed measures result in increased co-op enrollment, performance based budgeting will redirect \$465 per co-op placement and \$720 per internship placement to the Division of Professional Practice and Experiential Learning (ProPEL), responsible for facilitating experiential education at UC. These resources, together with existing funds in the Division, will be enough to sustain the operation on the projected level in perpetuity.

In summary, I would like to state that I see the grant Dr. Cedercreutz is writing as forming an excellent fit with the strategy of the University of Cincinnati. Once the infrastructure is built using grant funding, the program will certainly be sustainable through performance based budgeting.

Sincerely,

A handwritten signature in cursive script that reads "Beverly Davenport".

Beverly Davenport
Senior Vice President for Academic Affairs and Provost



College of Engineering and Applied Science
Dept. of Elect. Engineering and Computing Systems
University of Cincinnati
PO Box 210030
Cincinnati, OH 45221-0030

824 Rhodes Hall
Fax (513) 556-7326
Phone (513) 556-4763

Tuesday, November 5, 2013

Dr. Kjetil Cedercreutz
University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Dear Kjetil,

We are writing this letter to express our support of and participation in the Cincinnati Co-op and Internship Infrastructure Plan (CCIIP) grant. This project provides an exciting opportunity for collaboration within the University of Cincinnati and across the state to build employer relations, strengthen student learning outcomes, and establish sustainable co-op and internship infrastructure.

Professor Straka and I are leading an internal committee focused on the Visions of the Future of Engineering Education (VFEE) that began meeting informally to brainstorm and identify goals to improve undergraduate engineering education at the University of Cincinnati. The goals we have set as a group align closely with the grant's priority to merge theory and practice based on analysis of employer and student assessment data. Specifically, our group aims to engage our faculty in pervasive, assessment driven professional development to improve teaching.

Additionally, Professor Straka is leading a pilot project in partnership with faculty in the Division of Professional Practice and Experiential Learning (ProPEL) and the Department of Electrical Engineering and Computing Systems to explore innovative teaching methods intended to integrate theory and practice for students participating in the cooperative education program. This project will include outcome oriented assessment measures, with the primary goal of enhancing student learning and more effectively integrating industry, faculty and students.

Collectively, we are committed to participate in this effort for the duration of the two year CCIIP project and are confident in our ability to contribute to the sustainability of the project.

Thank you for the opportunity to participate in this exciting initiative!

Sincerely,

A handwritten signature in black ink that reads 'Jason Heikenfeld'.

Jason Heikenfeld
Director, Novel Devices Laboratory
Director, Ohio Center for Microfluidic Innovation
Professor of Electrical Engineering

A handwritten signature in black ink that reads 'Annie Straka'.

Annie Straka
Assistant Professor, ProPEL



8 November 2013

Dr. Kjetil Cedercreutz
University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Dear Kjetil,

I am writing this letter to express my support of and participation in the Cincinnati Co-Op and Internship Infrastructure Plan (CCIIP) grant. Given my research and analytical expertise, I would welcome an opportunity to assist in discovering new findings, identifying best practices, developing assessment tools for understanding intervention strategies, and improving academic curriculum within the University of Cincinnati.

To date, I have performed preliminary analyses of student and employer co-op data spanning a nine-year period. These preliminary analyses only involved simple correlation and linear regression approaches. This grant would assist me in performing sophisticated analyses including but not limited to Structured Equation Modeling (SEM), Time-Series, and Panel Data analyses – very powerful approaches that can be used given our rich student and employer data.

Given the preliminary results, I am confident in my ability to contribute to the sustainability of the project which will be beneficial to the University of Cincinnati and the state of Ohio. Thank you, and I look forward to analyzing, learning, and strategizing for the greater good of our students, the employers, and the community.

Sincerely,



Dong-Gil Ko, Ph.D.
Associate Professor of Information Systems
Lindner College of Business Research Fellow



Office of the President
University of Cincinnati
PO Box 210063
Cincinnati OH 45221-0063
Phone (513) 556-2201
Fax (513) 556-3010
Email president@uc.edu

November 12, 2013

Ohio Board of Regents
University System of Ohio
30 East Broad Street, 36th Floor
Columbus, Ohio 43215

Attn: Chancellor John Carey

Re: *Cincinnati Co-op and Internship Infrastructure Plan (CCIIP) /
Ohio Means Internships and Co-op (OMIC)*

Dear Chancellor Carey,

I am pleased to offer my wholehearted support to the Ohio Means Internships and Co-op (OMIC) Initiative and to my institution's grant proposal titled "The Cincinnati Co-op and Internship Infrastructure Plan (CCIIP)".

I am thrilled that the State has chosen to focus on the development of co-op and internships through yet another OMIC RFP. The goals of the program are in perfect alignment with UC's community oriented agenda. The goal of the program, to prepare work-ready graduates, further aligns with my personal sentiments. The power of the grant is reflected in employer enthusiasm. A consortium of eleven colleges (including five partner institutions) makes a difference; it builds a critical mass that is easily recognized by our industrial partners. The goal of the grant to build a coherent co-op and internship infrastructure, resonates with the community.

Good employer relations are especially important to UC, as an abundance of student learning takes place in an industrial setting. While the classroom can and does impact the development of the students' minds, we recognize the power of real world experience through co-op and internships as a unique way to impact the development of the heart. This is at the core of our strategic plan, UC2019. We are dedicated to transforming education through a commitment to integrated academic experiences emphasizing purposeful student development, rich in contextual learning such as research, co-op, study abroad, industrial collaboration, service learning, internships, and practicum / clinical experiences.

At UC we have a history of innovation dating back to 1906 when we turned the paradigm of higher education on its ear by introducing the idea that the theory of the classroom should be alternated with the realities of the workplace in order to create a better educated

engineer. That innovation is still relevant as universities today strive to introduce into the curricula a way to interpret the classroom didactic within a framework of real-world experience. UC remains a national and international leader in this real-world approach to education.

Within a co-op model there is a natural alignment of what they learn in the real-world situation with the theory of the classroom. At UC our students' skills are constantly being assessed as they are simultaneously being developed. That assessment is being fed back into the educational process creating a curriculum that is more relevant and timely. We understand that this model creates a workforce with the skills that employers need most and applaud the state's efforts to enable students to participate in meaningful work-based learning experiences.

Because of this relevant work experience, students have more success landing a job at the end of their college career. Our recent graduation survey showed that 97% of engineering students who were gainfully employed at the time had accepted an offer from a co-op employer. The corresponding number for design students was 91%. Not only do our students secure employment upon graduation, but they also earn money to pay for school. Our co-op students earn in excess of \$45 million in aggregate, with an average income of \$11,000 per student per semester. This helps us to meet another goal in the UC2019 strategic plan, the creation of aggressively inclusive pathways of access to affordable university programs. As such we have set a high goal of 6,500 students engaged in internships and co-ops by 2019. This grant proposal will help us to jump-start our progress towards meeting this objective for the near future as we build toward UC's bicentennial celebration.

Universities are remarkably powerful social engines and can create through our students, game changing economic shifts. It is through the power of the university student, that Ohio can become the state to watch as we harness the power of cooperative education and internships. We are pleased to offer our guidance to the Southwest Ohio region as a worldwide leader in experiential education. The University of Cincinnati is pushing boundaries and reimagining what's possible with respect to co-op and internships as we help to transform the lives of young people in our region. There is a keen sense of purpose, pride and progress that emanates from every corner of our campus. We are proud of our cooperative education and internship programs, and this gives us an even greater sense of pride to be able to share that expertise with our fellow institutions in Southwest Ohio.

Sincerely,

A handwritten signature in blue ink, appearing to read "Santa J. Ono".

Santa J. Ono, PhD
President
Professor of Pediatrics & Biology



November 11, 2013

Sponsored Research Services
University of Cincinnati
Goodman Drive
Suite 530
P.O. BOX 210222
Cincinnati, Ohio 45221-0222
Attn: Ms Mary Ucci, Director

Re: Ohio Means Co-op and Internship Grant named
Cincinnati Co-op and Internship Infrastructure Plan (CCIIP)
Funding Period: Spring Semester, 2014 – June 30, 2016

Dear Ms. Ucci:

Please consider this our letter of commitment to serve as a partner institution on the Ohio Means Internships and Co-op, Cincinnati Co-op and Internship Innovation Grant (CCIIP) filed by the University of Cincinnati. On the grant, UC will serve as the lead institution whereas Xavier University (Xavier) will hold the role as a partnering institution.

We are delighted to be a partner on this grant and look forward to building our co-op and internship capabilities. Xavier hereby commits to:

SCOPE OF WORK:

1. The grant aims at the development of sustainable high quality cooperative education and internship programs by focusing on the following three focal areas a) Business Relations/Job Development, b) Learning Outcomes/Integration of Theory and Practice, and c) Infrastructure/Systems Development.
2. In the area of Business Relations / Job Development our institution is committed to the development of jobs as specified in the narrative below. Job development will include communicating with employers, cooperating with the Chamber of Commerce, distributing employer incentives, participating in employer events and promotional activities.
3. In the area of Learning Outcomes / Integration of Theory and Practice our institution will participate in a two year process in which the consortium will develop and implement teaching methods that better match employer needs.

4. In the area of Infrastructure Development our institution is committed to making a thorough inventory of our present co-op / Internship processes as well as to strengthen our present processes by methods detailed in the grant.
5. Maintain a record of matching funds by collecting evidence of salaries paid to students if applicable.
6. Maintain a base line database of all co-op and internship activities offered by the institution.

PROPOSED BUDGET

Xavier		Amount	Benf	Total
	Assistant Director of Internships (Part-time for 2 years)	\$52,200	.18	\$61,596
	Responsible for intern advising, alignment of classroom teaching with professional needs, employer relations and outreach, as well as infrastructure development. Total salary dollars awarded will be distributed across 2 year duration of grant. Part-time position (.58% of \$45,000) for 2 years.	Salary is total over period of grant (2 years)	Part-time position benefits (18% of salary or \$5,568 over 2 years)	
	Learning Outcomes & Infrastructure / Faculty Incentive	\$4,265		\$4,265
	Faculty will create internship courses for credit when they don't exist, participate in mapping best teaching practices in relation to work term performance, implementing these practices, assessing the results, and sharing data with Career Development Office. Total amount will be distributed across 2 year duration of the grant.			
	Incentives to Employers	\$17,000		\$17,000
	Incentives for participating employers at the level of \$1-3k per added position. Total amount will be distributed across 2 year duration of the grant.			
	Incentives to Students	\$1,500		\$1,500
	Incentives (gift card drawing) to students as encouragement to submit pay stubs for grant accounting purposes.			
	Subtotal:			\$84,361
	Overhead (8%)			\$6,749
	TOTAL:			\$91,110

Above Budget includes 8% overhead.

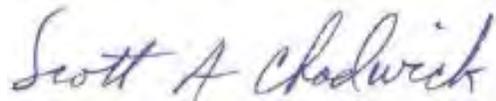
Ms Mary Ucci, Director
November 11, 2013

PROPOSED MATCHES

The match will be derived from a combination of student salaries paid for by employers and private (non-public) funds by Xavier University. \$91,125 is equivalent to 45 student work terms at \$2,025 per term.

Xavier is convinced that the proposed grant will be beneficial to the University, the consortium and the region as a whole. Please remain assured that Xavier is committed to the program. The grant supports our long term planning, institutional goals, and we have resources set aside to sustain the developed infrastructure over a foreseeable future. We appreciate the opportunity to collaborate on this proposal and look forward to hearing from you.

Sincerely,

A handwritten signature in blue ink that reads "Scott A. Chadwick". The signature is written in a cursive style with a light blue circular highlight behind it.

Scott A. Chadwick, Ph.D.
Provost & Chief Academic Officer

SAC:nd

OMIC / CCIP Grant Letters of Support



THE MANAGEMENT OF MOTION™

4861 Duck Creek Road
Cincinnati, OH 45227
513-351-6500
800-891-5504
www.ahs1.com

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kettil Cedercreutz

Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.

Date: November 5, 2013

Dear Kettil,

We are very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part our talent pipeline. We further very much value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mt. St. Joseph. We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns offered by UC.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over the next few years.

Sincerely,

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

Lisa Glennon
Human Resources Manager



**AMP Holding Inc.
AMP Electric Vehicles, Inc. * AMP Trucks Inc.
100 Commerce Drive Loveland, OH 45140
513-360-4704 * ampelectricvehicles.com**

**University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
PO Box 210115
Cincinnati, OH 45221-0115**

11/6/2013

**Attn: Kettil Cedercreutz
Associate Provost & Director**

RE: Ohio Means Co-op and Internships Grant filed by the University of Cincinnati

Dear Kettil,

AMP Electric Vehicles has greatly benefited from staffing our company with well qualified UC Co-Op students. We strongly support UC's efforts to assist other universities and colleges to build and grow their co-op programs. This will be a win/win for these local universities and colleges and the business community.

Furthermore, we strongly support aligning class offerings with industrial needs. We look forward to hiring students that are better prepared to enter the professional business environment and able to hit the ground running. The co-op has an important role in our staffing plans at present and for years ahead into the future.

Sincerely,

**David L. Willig
Human Resources Director**

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kettil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the
University of Cincinnati as lead institution.
Date: November 6, 2013

Dear Kettil,

Thank you for allowing us to support your program and endorse your application for the Ohio Means Co-op and Internship grant.

We have been actively partnering with the University of Cincinnati in the Engineering co-op program and are very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Ohio.

The areas of the grant, as we understand it are applicable to our business needs.

- Identification of programs that produce students with strong interpersonal skills such as team work skills, leadership skills, presentation skills, and the ability to work within a multidisciplinary team.
- Opportunity to transfer applicable teaching methodologies between programs.

We certainly support efforts that infuse methodologies between programs, and believe that co-ops and graduates having a wide skill set will make them highly competitive in the industry and highly productive to companies such as ours.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,



Christine Cousineau, SPHR
Human Resource Generalist
Airborne Maintenance & Engineering Service

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kjetil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.
Date: November 5, 2013

Dear Kjetil,

We are very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part of our talent pipeline. We further value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, University of Rio Grande, and Mt. St. Joseph. We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns offered by the University of Rio Grande.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio. In addition, we plan to continue our support of this program beyond 2016.

We plan to attend career events jointly organized by the grant and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,



Aaron C. Michael
COO/General Counsel
711 Beaver Creek Rd. Piqueton, OH 45661
Ph. 800-652-2328 ext 1275 Fax 740-289-5068
amichael@2mycu.com

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

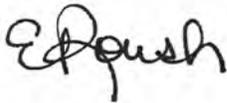
Attn: Associate Provost and Director Kettil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.
Date: November 7, 2013

Dear Kettil,

AtriCure is proud to partner with the University of Cincinnati's Co-Op program. We have been privileged to work with some of your finest students over the years and have brought many in to our organization as full-time employees. AtriCure supports UC as you apply for state funds to increase the talent pool in Southern Ohio. As we grow, your co-ops will be a vital source for finding the best professionals to help us continue this growth. Enhancing this program in collaboration with Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mt. St. Joseph will be highly beneficial to AtriCure, the state of Ohio, and our community.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16

Sincerely,



Erin Roush
Corporate Recruiter



6217 Centre Park Drive
West Chester, Ohio 45069
Office 513.644.4201
Fax 513.644.1304
eroush@atricure.com

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kjetil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the
University of Cincinnati as lead institution.
Date: November 5, 2013

Dear Kjetil,

We are very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part of our talent pipeline. We further value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, University of Rio Grande, and Mt. St. Joseph. We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns offered by the University of Rio Grande.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio. In addition, we plan to continue our support of this program beyond 2016.

We plan to attend career events jointly organized by the grant and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,



Clint R. Lautenschleger
Vice President, Human Resources & Talent Management
Bob Evans Farms, Inc.
(614) 492-4995

Attn: Kettil Cedercreutz, Associate Provost & Director

RE: Ohio Means Co-op and Internships Grant filed by the University of Cincinnati

Dear Kettil,

I'm pleased to express Cincinnati BrandHUB's support for UC's OMIC grant application with this letter. We see Cincinnati as the consumer products and branding capital of the world, thanks to the hundreds of brands from 200+ consumer product companies are created and cultivated in our region. The long list of *FORTUNE*[®] 500 companies with headquarters here can rely on our region's branding and marketing talent to turn their brands into household names; much of this talent can no doubt be attributed to the strength of graduates and student co-op and interns from our world-class universities like UC.

UC's proposal to build infrastructure and increase the number of co-op and internship opportunities will certainly be a benefit to the many BrandHUB companies already participating in these programs, and to companies who have not yet taken advantage of their strength. The Cincinnati USA Regional Chamber has already shown its support of this grant by being included as a partner, and I'm happy to show my support specifically on behalf of BrandHUB. Programs like those at UC are an outstanding asset to our region's economic development and growth – thank you for continuing to build into and strengthen them. I wish you the best in pursuing this grant opportunity and the opportunities it will provide.

Sincerely,



Nicole Ball
Director, Cincinnati BrandHUB
513-579-3160

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, OH 45221

Attn: Associate Provost and Director Kettil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the
University of Cincinnati as lead institution.
Date: November 8, 2013

Dear Kettil,

We are very pleased to hear that the University of Cincinnati is applying for state funds in order to increase the supply of talent in Southern Ohio. We are renewing our work force on a consistent basis and see cooperative education and internships as an instrumental part of our talent pipeline. We are fully committed to taking part in this grant by interviewing, and potentially hiring co-ops and interns in the future that are offered by UC.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014-16.

Sincerely,



Heather M. Bucher



CGI Federal Inc.
1001 Lakeside Avenue
Suite 800
Cleveland, Ohio 44114
Tel. 216-687-1480
Fax. 216-687-6738
www.cgi.com

November 5, 2013

Kettil Cedercreutz, Ph.D.
Associate Provost and Director
Professor of Mechanical Engineering Technology
University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Re: Ohio Means Co-op and Internships (OMIC) grant named Cincinnati Co-op and Internship Infrastructure Plan (CCIIP)

Dear Kettil:

I very much appreciated meeting you and Aaron Bradley at the University of Cincinnati on Friday. We covered a lot of ground in a short time. The co-op program looks like a very good opportunity for CGI to increase its candidate pipeline. Our operations are growing rapidly and we are searching for talented individuals that can hit the ground running.

During our discussions, you mentioned that UC, together with Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mt. St. Joseph, is filing for a state grant with the goal of enhancing co-op related systems, better preparing students, and widening the supply of graduates. We certainly very much appreciate UC's goal of creating a program that aspires to match classroom instructions with employer needs on an unprecedented level.

We wholeheartedly support this Ohio Means Co-op and Internships Grant and look forward to interviewing students for our operations in Ohio.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Robert Rolf', written over a light blue horizontal line.

Robert Rolf
Vice President
Healthcare Compliance

November 8, 2013

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
P.O. Box 210115
Cincinnati, OH 45221

Attn: Associate Provost and Director Kjetil Cedercreutz

Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.

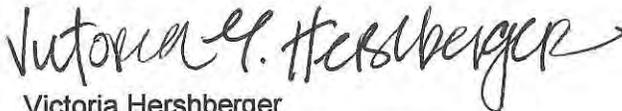
Dear Kjetil,

We are delighted to learn that the University of Cincinnati is applying for state funds to increase the stream of talent in Southern Ohio. We view cooperative education and internships as an instrumental part of our workforce. We are committed to participate in this grant by continuing to interview and potentially hire future UC co-ops and interns.

We also understand that in addition to building a permanent supply of talented co-ops and interns, the grant will also prepare those students for the work force as well as retaining that talent in Ohio.

We plan to continue to attend events jointly organized by the grant and the Cincinnati USA Chamber of Commerce. We look forward to hiring an expanding number of talented co-ops and interns over 2014-2016.

Sincerely,



Victoria Hershberger
Sr. Human Resources Coordinator

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kjetil Cedercreutz

Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.

Date: November 6, 2013

Dear Dr. Cedercreutz:

Chute Gerdeman has enjoyed a very rewarding relationship with the University of Cincinnati and its co-op program for many years. As a co-op partner, we are excited to write this letter of support as ProPEL submits a grant proposal with the goal of increasing the supply of creative talent in Ohio. Cooperative education and internships have been and will continue to be an instrumental part of our talent pipeline.

We currently employ five former UC co-ops. In fact, Chute Gerdeman's very first intern was a UC student and is still with us today, running the company as our Executive Vice President and Chief Operating Officer.

We appreciate that your grant proposal aims to enhance the co-op and internship programs of fellow Southern Ohio institutions – Cincinnati State, Xavier University, Shawnee State, University of Rio Grande and the College of Mount Saint Joseph. Your efforts to build a permanent supply of talent, prepare a more employment ready work force, and retain talent in Ohio are admirable and we are happy to support you in your effort to obtain state funding to aid in your meaningful work.

We are committed to participating in this grant by interviewing, and potentially hiring, co-ops and interns from the University of Cincinnati in the fields of branding, consumer products and creative services. We have found the students in the UC program to be engaged, enthusiastic, flexible and hard-working. In our co-op hiring experience, the UC candidates are consistently the stand-outs.

We would also be willing to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and will look forward to employing an increasing number of high caliber co-ops and interns over 2014–16.

Sincerely,

Steve Boreman
Senior Designer, Brand Communications



The Cincinnati Insurance Company ■ The Cincinnati Indemnity Company
The Cincinnati Casualty Company ■ The Cincinnati Specialty Underwriters Insurance Company
The Cincinnati Life Insurance Company ■ CFC Investment Company ■ CSU Producer Resources Inc.

Kenneth W. Stecher
Chairman of the Board

November 6, 2013

Ms. Maggie Davis
Associate Vice President for Academic Support
College of Mount St. Joseph
5701 Delhi Road
Cincinnati, Ohio 45233

RE: Ohio Means Co-op and Internships (CCIP) grant filed by the
University of Cincinnati as lead institution – November 7, 2013

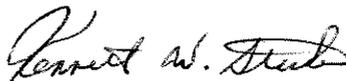
Dear Maggie:

We are very pleased to hear that the College of Mount St. Joseph is a partner institution applying with the University of Cincinnati for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part our talent pipeline. We further very much value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mount St. Joseph. We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns offered by MSJ.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014-16.

Sincerely,


Kenneth W. Stecher

KWS/alg

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kettil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filled by the University of Cincinnati as lead institution
Date: November 8, 2013

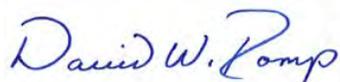
Dear Kettil,

On behalf of Clark Schaefer Hackett, we are very pleased to hear that the University of Cincinnati is applying for State funds to increase the supply of talented students to the work force in Southern Ohio. As an Ohio based employer, we rely on colleges and universities to provide the human capital that allow us to grow as an employer. We are consistently increasing our work force and see cooperative education and internships as an instrumental part our talent pipeline. We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns in the future that are offered by UC.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -2016.

Sincerely,
David W. Romp



Manager, Strategic Staffing and Recruiting

1 east fourth street, ste. 1200
cincinnati, oh 45202

www.cshco.com
p. 513.241.3111
f. 513.241.1212



November 6, 2013

Attn: Associate Provost and Director Kettil Cedercreutz

Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati

Dear Kettil,

We are very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Ohio. We are growing and consistently renewing our work force, and we see cooperative education and internships as instrumental components of our talent pipeline. We are committed to participating in this grant by interviewing and potentially hiring co-ops offered by UC.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We hope to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce. We also look forward to employing high caliber co-ops over 2014 and beyond.

Sincerely,

A handwritten signature in blue ink, appearing to read "Nathen P. Wenning". The signature is fluid and cursive.

Nathen P. Wenning, P.E.
Engineering Manager
Coldwater Machine Company

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kjetil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the
University of Cincinnati as lead institution.
Date: November 5, 2013

Dear Kjetil,

We are very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part our talent pipeline. We further very much value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mt. St. Joseph. We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns offered by UC.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,



Shawn Pierce
Employment Manager
Cornerstone Services Inc.

November 7, 2013

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221
USA

RE: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.

Dear Associate Provost and Director Kjetil Cedercreutz:

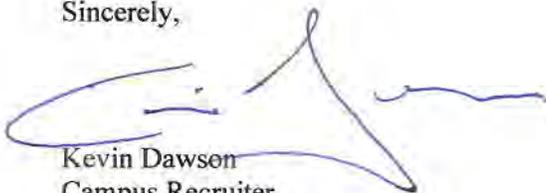
We are excited to hear the University of Cincinnati has begun the application process for state funds with the intention of increasing the talent pool for Southern Ohio. Here at Deloitte Cincinnati we have continued to partner with the University of Cincinnati on an annual basis to hire talent which continuously replenishes our work force. Through that partnership we have enjoyed success with cooperative education and internships playing an instrumental role in the development of our talent pipeline. We have committed to continuing that as a vital part of our talent acquisition strategy and look to maintain our participation in interviewing and hiring future co-op's and interns offered by UC through the help of this grant.

As we look to continue our relationship with UC, we value the fact that this grant not only will aid in the increased supply of talent, but also looks to help in the preparation of a more polished and equipped work force while investing in the retention of local Ohio talent.

We understand this grant, along with the Cincinnati USA Chamber of Commerce, will organize various events to allow exposure for co-op and intern opportunities for UC students and we look forward to participating in those events with the intention of identifying and converting more UC talent.

Please feel free to reach out and let me know if you have any questions and/or if there's anything else I can be of assistance.

Sincerely,



Kevin Dawson
Campus Recruiter
Talent Acquisition



University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kjetil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the
University of Cincinnati as lead institution
Date: November 5, 2013

Dear Kjetil,

We are very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio. We deem cooperative education and internships as a very important part of our talent strategy. We also appreciate the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mt. St. Joseph. We are happy to extend our commitment to and support of this grant by interviewing, and potentially hiring co-ops and interns offered by UC.

In addition to building a permanent supply of talent, we appreciate the fact that the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

As our business in southwest Ohio continues to grow, we look forward to maintaining or increasing the number of high caliber co-ops and interns well into the future.

Sincerely,

Stan Adams
Human Resources
DimcoGray / DG Medical

University of Cincinnati
Division of Professional Practice and Experiential Learning
Joseph A Steger Student Life Center
PO Box 210115
Cincinnati, OH 45221

Dear Dr. Cedercreutz,

Genesis Engineering is glad to hear that UC is working with other area schools to apply for funds to improve training and preparation for its future college graduates. Our company has relied on the University of Cincinnati co-operative education program to locate and train talented young individuals to fill our employment needs.

Being a product of the University of Cincinnati cooperative education program myself, I cannot begin to express the value that my co-op experience had in not only finding a job out of school, but also having the skills in place to minimize training effort.

We are excited to know that with the help of grants like this, we will be able to continually rely on schools in the area to produce well-trained and knowledgeable employees.

Sincerely,

Michael Storms
Genesis Engineering, Inc.



Advanced Commercial Engine Systems

One Neumann Way
Mail Drop G326
Cincinnati, OH 45215
Phone: (513) 243-4632
Fax: (513) 243-4632
Cell: (513) 470-6714

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

copy: James Tappel

Date: November 8, 2013

Subject: Ohio Means Co-op and Internships (OMIC) grant filed by the
University of Cincinnati as lead institution

To: Associate Provost and Director Kjetil Cedercreutz
=====

Dear Kjetil,

Thank you for allowing us to support your program and endorse your application for the Ohio Means Co-op and Internship grant. We have been actively partnering with the University of Cincinnati in the Engineering co-op program and are very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Ohio. The areas of the grant, as we understand it are applicable to our business needs.

- Identification of programs that produce students with strong interpersonal skills such as team work skills, leadership skills, presentation skills, and the ability to work within a multidisciplinary team.
- Opportunity to transfer applicable teaching methodologies between programs.

We certainly support this notion of cross-fertilizing methodologies between programs, and believe that co-ops and graduates having a wide skill set will make them highly competitive in the industry.

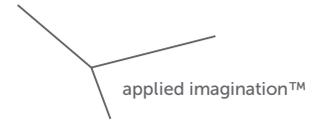
We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Steven A. Ross

Steven Ross,

Manager, GE9X Systems Engineering
University of Cincinnati Corporate Recruiting Leader
Aircraft Engines Engineering Division





November 5, 2013

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kettil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.

Dear Dr. Kettil Cedercreutz:

Haney is excited to submit a letter of support as ProPEL at the University of Cincinnati applies for state funds to increase the supply of talent in Southern Ohio. We are consistently seeking out new talent and are committed to hiring co-ops or interns as a way to grow our business while giving back to the design community in Cincinnati.

We are committed to participating in this grant and supporting ProPEL by interviewing and hiring co-ops or interns from the University of Cincinnati in 2014-16.

ProPEL's commitment to aiding in the growth of co-op and internship programs at Cincinnati State, Xavier University, Shawnee State, Rio Grande and Mount Saint Joseph is admirable. In addition to developing a permanent supply of talent, the grant also aims at preparing a more employment ready work force and retaining talent in Ohio. Haney is proud to be a Cincinnati-based business and retaining local talent is a goal we strongly support.

We will gladly participate in career events jointly organized by the OMIC grant and the Cincinnati USA Chamber of Commerce as a means for supporting both our partners at ProPEL and the next generation of Ohio-based designers.

Sincerely,
William Rabe IV
Senior Design Director



November 4, 2013

College of Mount St. Joseph
5701 Delhi Road
Cincinnati, Ohio 45233

Attn: Associate Vice President for Academic Support Maggie Davis

Re: Ohio Means Co-op and Internships (CCIP) grant filed by the University of Cincinnati as lead institution.

Dear Maggie,

We are very pleased to hear that the College of Mount St. Joseph is a partner institution applying with the University of Cincinnati for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part our talent pipeline. We further very much value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mount St. Joseph. We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns offered by MSJ.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,

David T. Glassmeyer, Controller
The Home City Ice Company
P.O. Box 111116
Cincinnati, OH 45211
(513) 598-3186
dglassmeyer@HomeCityIce.com



University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kettil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.
Date: November 5, 2013

Dear Kettil,

Intelligrated very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio. Intelligrated has utilized top talent every semester from the Co-op program at UC and plan to do so for the foreseeable future. We further very much value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mt. St. Joseph.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,

Sam Russell

A handwritten signature in black ink, appearing to read 'S Russell', written over a light blue horizontal line.

Recruiting Specialist at Intelligrated.

University of Cincinnati

Division of Professional Practice and Experiential Learning (ProPEL)

Joseph A. Steger Student Life Center

PO Box 210115

Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kjetil Cedercreutz

Re: Ohio Means Co-op and Internships (OMIC) grant filed by the
University of Cincinnati as lead institution.

Date: November 5, 2013

Dear Dr. Cedercreutz,

Kao Brands is pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part our talent pipeline.

We appreciate that your grant proposal aims at enhancing the co-op and internship programs of fellow Southern Ohio institutions – Cincinnati State, Xavier University, Shawnee State, University of Rio Grande and the College of Mount Saint Joseph. Your efforts to build a permanent supply of talent, prepare a more employment ready work force, and retain talent in Ohio are admirable and we are happy to support you in your effort to obtain state funding to aid in your meaningful work.

We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns from the University of Cincinnati in the fields of branding, consumer products and creative services.

We would also be willing to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and will look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,

Robin Horvath

Senior Graphic Designer

November 7, 2013

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
PO Box 210115
Cincinnati, OH 45221-0115

Attn: Kettil Cedercreutz
Associate Provost & Director

RE: Ohio Means Co-op and Internships Grant filed by the University of Cincinnati

Dear Dr. Cedercreutz,

Cooperative education is in the forefront of integration between education and the workplace. It allows for students to seamlessly transition from educational material learned to real world experience. This opportunity allows for an experience that is difficult to achieve by any other method. The University of Cincinnati creates the possibility for students to expand their professional outlook and achieve exposure in the workplace through one of the nation's top cooperative educational experiences. Kinetic Vision is in full support of UC applying for the Ohio Means Co-op and Internship (OMIC) Grant to help build upon the existing success of the program.

At Kinetic Vision, we strive to create industry leading product and process development. We work with companies throughout the tri-state and provide services to many of the region's major corporations. Through cooperative education, we are able to expose students to fields that include, but are not limited to, BioHealth, Consumer products, Brand Development, Creative Services, Advanced Manufacturing and Aerospace. Key areas of focus are research and development and product development.

Kinetic Vision has been a proud partner of the University of Cincinnati's cooperative education for over 20 years. Through ongoing participation, we have experienced numerous benefits throughout our time working with the University of Cincinnati. The cooperative education program focuses on the importance of quality and organization. The students that we have had the pleasure of working with have displayed these key values and have directly corresponded to the success of our company. The University of Cincinnati holds cooperative education to the highest of standards and is reflected in the program, and in the students alike.

The University of Cincinnati's cooperative education is one of the most advanced and established cooperative educations in existence. Since the development of the cooperative education system in 1906, the program has led to astounding success in the region. In Ohio alone, the cooperative education accounted for 3,707 placements (based on FY2011 data). Cooperative education creates opportunity for retention of federal investment in public institutions. The University of Cincinnati's cooperative education facilitates the transition of knowledge from student to a working employee through job placement in real world, regional experience.

Through the University of Cincinnati and the cooperative education program, we have been able to expand and benefit directly. We hope to continue this partnership through the implementation of coops into our program and full time workforce. Through the years, it has been a pleasure working with the University of Cincinnati and look forward to hearing more and participating in Career Events sponsored through the Grant.

Please feel free to contact me by phone at (513) 729 6981 or by email at jtopich@kinetic-vision.com if you have any questions. Thank you for your time and support.

Sincerely,



Jim Topich
Director of Engineering and Design
Kinetic Vision
www.kinetic-vision.com
(513) 729-6981



November 1, 2013

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
PO Box 210115
Cincinnati, OH 45221-0115

Attn: Kjetil Cedercreutz
Associate Provost & Director

RE: Ohio Means Co-op and Internships Grant filed by the University of Cincinnati

Dear Kjetil,

Makino is a world leader in metal cutting and manufacturing technology, and we are devoted to developing the latest and greatest innovative technologies. We understand that partnering with local colleges' and universities' cooperative education programs allows us to utilize students' fresh ideas and provide them with valuable experiences in return. Makino is working to further our relationship with the University of Cincinnati by strengthening our co-op program.

In support of the University of Cincinnati Ohio Means Internships & Co-ops Team, Makino is committing to create new co-op positions starting in 2014. A co-op position may be filled by more than one student as students alternate terms.

Cooperative education does not only provide work experience for the students, it allows Makino to know and grow potential full-time employees. We are appreciative to the instructive background the University of Cincinnati provides, and for their cooperative education program that enables Makino to engage students that may be a perfect fit for our organization.

Sincerely,

Elizabeth Glover
Talent Acquisition Team Leader
Makino, Inc.
elizabeth.glover@makino.com



11359 Grooms Road, Blue Ash, OH 45242
Phone: (513) 469-9919 Fax: (513) 247-2452
Website: <http://www.maverickmolding.com>

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kettil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the
University of Cincinnati as lead institution.
Date: November 6, 2013

Dear Mr. Cedercreutz,

Thank you for allowing us to support your program and endorse your application for the Ohio Means Co-op and Internship grant.

We have been actively partnering with the University of Cincinnati in the Engineering co-op program and are very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Ohio.

The areas of the grant, as we understand it are applicable to our business needs.

- Identification of programs that produce students with strong interpersonal skills such as team work skills, leadership skills, presentation skills, and the ability to work within a multidisciplinary team.
- Opportunity to transfer applicable teaching methodologies between programs.

We certainly support this notion of cross-fertilizing methodologies between programs, and believe that co-ops and graduates having a wide skill set will make them highly competitive in the industry.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,

Jack Dinh

Sr. Engineer
Maverick Molding Company



Messer Construction Co.
2495 Langdon Farm Road
Cincinnati, OH 45237-4950
(513) 672-5000 Phone
(513) 672-5001 Fax
www.messer.com

College of Mount St. Joseph
5701 Delhi Road
Cincinnati, Ohio 45233

Attn: Associate Vice President for Academic Support Maggie Davis
Re: Ohio Means Co-op and Internships (CCIP) grant filed by the University of Cincinnati as lead institution.
Date: November 7, 2013

Dear Maggie,

We are very pleased to hear that the College of Mount St. Joseph is a partner institution applying with the University of Cincinnati for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part of our talent pipeline. We further very much value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mount St. Joseph. We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns offered by MSJ.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,

Lori Rolfes

Senior Project Accountant



Attn: Associate Provost and Director Kettil Cedercreutz

Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as Lead Institution.

Date: November 6, 2013

To Whom It May Concern:

The Ohio Cooperative Education Association, OCEA, is pleased that institutions such as the University of Cincinnati, University of Cincinnati – Blue Ash, Xavier University, Cincinnati State and Technical College, Rio Grande College, Shawnee State University and The College of Mount Saint Joseph have come together to partner for a shared effort in developing a quality grant proposal.

A grant positioned to develop employer relations, student learning outcomes as well as create and strengthen campus infrastructure to support high quality co-op and internship programs is certainly very positive for higher education and experiential learning in the state of Ohio.

OCEA looks forward to and will encourage parties to present their findings from the OMIC grant at the 2015 and 2016 annual conferences. Additional opportunities to share information through other forums OCEA hosts such as workshops, webinars and roundtable discussions are also possible. A variety of platforms will allow for grant findings to be shared with the widest audience possible. The deep connections that the partner institutions have with business, industry, academia and community in Ohio will help to drive involvement in these forums.

The Ohio Cooperative Education Association is proud to have board members that serve as educators at several of the partner institutions – providing connection between this organization, industry and the colleges and universities participating in this grant.

Sincerely,

Stacey Hummeldorf

Stacey L. Hummeldorf
Ohio Cooperative Education Association (OCEA)
President, 2013/2014

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kettil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the
University of Cincinnati as lead institution.
Date: November 5, 2013

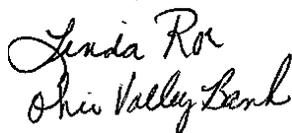
Dear Kettil,

We are very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part of our talent pipeline. We further value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, University of Rio Grande, and Mt. St. Joseph. We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns offered by the University of Rio Grande.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio. In addition, we plan to continue our support of this program beyond 2016.

We plan to attend career events jointly organized by the grant and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,



Linda Ror
Ohio Valley Bank

OHIO VALLEY BANK
143 3RD Avenue
Gallipolis, Ohio
Phone: 441-1038



University of Cincinnati

Division of Professional Practice and Experiential Learning (ProPEL)

Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

November 5, 2013

ATTN: *Associate Provost and Director Kettil Cedercreutz*

RE: Ohio Means Co-op and Internships (OMIC) grant
filed by the University of Cincinnati as lead institution.

Dear Dr. Kettil Cedercreutz:

Powerhouse Factories, a brand-building agency, has just begun our relationship with ProPEL at the University of Cincinnati by hiring two graphic communication design students for the upcoming Spring 2014 co-op term. We are committed to hiring co-ops or interns as a way to grow our business while giving back to the design community in Cincinnati/Ohio.

We are pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio and actively support this effort. We are committed to participating in this grant and supporting ProPEL by interviewing and hiring co-ops and interns from the University of Cincinnati in 2014-16, and beyond.

Powerhouse Factories appreciates ProPEL's commitment to aiding in the growth of co-op and internship programs at Cincinnati State, Xavier University, Shawnee State, Rio Grande and Mount Saint Joseph.

In addition to developing a permanent supply of talent, the grant also aims at preparing a more employment ready work force and retaining talent in Ohio. Powerhouse Factories is proud to be a Cincinnati-based business and retaining local talent is a goal we strongly support.

Powerhouse Factories will gladly participate in career events jointly organized by the OMIC grant and the Cincinnati USA Chamber of Commerce as a means for supporting both our partners at ProPEL and the next generation of student designers.

Sincerely,
Neal Mabee
Strategy Practice Leader



Attn: Kettil Cedercreutz, Associate Provost & Director

RE: Ohio Means Co-op and Internships Grant filed by the University of Cincinnati

Dear Kettil,

I'm pleased to write this letter of support for the Cincinnati Co-op and Internship Infrastructure Plan being filed by UC. As both a graduate of the program, and a current co-op employer, I can personally attest to the value of this specific program, and others like it.

Priority Designs utilizes co-op students on a year round basis. Each student is in direct support of our ongoing, day to day, client-based work load. We look to these students: 1) to provide fresh, unhindered perspectives and creative energy that is extremely valuable to our team and clients. And, 2) to provide them with valuable experience and learning opportunities that cannot be achieved in the classroom alone. Each student is given the opportunity to grow their core competencies founded in the classroom, but to also experience Team Development and Product Definition and Implementation, all within a professional environment. I truly believe that any business can benefit from the opportunity to incorporate UC Students into their curriculum while giving back experience and skills unique to each co-op opportunity.

Thank you and the University of Cincinnati for supporting Priority Designs by connecting us with highly skilled design co-ops; we look forward to continuing this relationship, and we wish you success with your grant application.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Tom Africa', written over a light blue horizontal line.

Tom Africa

Sr. Industrial Designer | Co-Op Advisor

Priority Designs
501 Morrison Road
Columbus, OH 43230
1-614-337-9979
www.prioritydesigns.com



November 6, 2013

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kettil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.
Date: November 5, 2013

Dear Kettil,

Rolled Alloys fully supports the University of Cincinnati and its co-op and internship program. We're encouraged to hear about the application for a grant to increase funding for students looking to enhance their talents and prepare for real-world positions. We have had multiple co-ops over the years join our team as full-time employees, and would like to continue the initiative with UC.

We are committed to participating in the program through interviewing, and potentially hiring students in multiple fields, including mechanical engineering, aerospace engineering, and operations management. We further find value that the proposal enhances cooperation between multiple universities and colleges in the Cincinnati and surrounding areas.

We plan to continue our relationship with the University through participation in career fairs, employment of co-ops and interns, all in an effort to retain talent in Ohio.

Sincerely,

A handwritten signature in black ink that reads "Adam Schwartz".

Adam Schwartz
Director of Quality and Continuous Improvement
Rolled Alloys



College of Mount St. Joseph
5701 Delhi Road
Cincinnati, Ohio 45233

Attn: Associate Vice President for Academic Support Maggie Davis
Re: Ohio Means Co-op and Internships (CCIP) grant filed by the University of Cincinnati as lead institution.
Date: November 7, 2013

Dear Maggie,

We are very pleased to hear that the College of Mount St. Joseph is a partner institution applying with the University of Cincinnati for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part our talent pipeline. We further very much value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mount St. Joseph. We are committed to participating in this grant by interviewing, and potentially hiring co-ops and interns offered by MSJ.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,


Sheryl Loving-Layfield
Human Resources Director

OFFICE
6156 Wesselman Road
Cincinnati, Ohio 45248

TELEPHONE
1.800.345.8966
1.513.574.8500

FACSIMILE
1.513.574.2220

WEB SITE
www.sur-seal.com





4650 Wilmer Court | Cincinnati, Ohio | P: 513-871-1222 | F: 513-871-4222 | sweatybands.com

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kettil Cedercreutz
Re: Ohio Means Co-op and Internships (OMIC) grant filed by the
University of Cincinnati as lead institution.
Date: November 6, 2013

Dear Dr. Cedercreutz,

Sweaty Bands has been a co-op partner of the University of Cincinnati since our inception and we are happy to submit this letter of support as ProPEL pursues a grant proposal with the goal of increasing the supply of creative talent in Ohio. Cooperative education and internships have been and will continue to be an instrumental part our talent pipeline.

ProPEL's efforts to prepare the creative work force of the future and to keep talent in Ohio are admirable and we are happy to support you in your effort to obtain state funding to aid in your meaningful work. We appreciate that your grant proposal aims at enhancing the co-op and internship programs of fellow Southern Ohio institutions – Cincinnati State, Xavier University, Shawnee State, University of Rio Grande and the College of Mount Saint Joseph.

Sweaty Bands is willing to participate in this grant by interviewing, and potentially hiring co-ops and interns from the University of Cincinnati in the fields of branding, consumer products and creative services.

We would also be willing to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and will look forward to employing an increasing number of talented creative co-ops and interns over 2014 -16.

As a graduate of the University of Cincinnati's DAAP program, I was fortunate enough to participate in the Cooperative Education program. I know, first hand, how valuable the coop experience is for students. The knowledge I took away from my internships prepared me to excel in the workforce after I graduated. As the Lead Designer for Sweaty Bands, I am now on the other side of the program, hiring coop students to work for me. The coop program has been extremely beneficial for Sweaty Bands and we will continue to use their services for the unforeseeable future.

Thank you for your time,

Allison Hibner
Lead Designer | Sweaty Bands
Allisonhibner@sweatybands.com



Attn: Associate Provost and Director Kettil Cedercreutz

Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.

Date: November 6, 2013

Dear Kettil,

Tata Consultancy Services is very pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio. We are consistently renewing our work force and see cooperative education and internships as an instrumental part of our talent pipeline. We further very much value the fact that the proposal aims at enhancing co-op and internship programs of Cincinnati State, Xavier University, Shawnee State, Rio Grande, and Mt. St. Joseph. TCS is committed to participating in this grant by interviewing, and potentially hiring co-ops and interns offered by UC.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment ready work force, as well as retaining talent in Ohio.

We plan to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michaela Barbour', with a long, sweeping horizontal line extending to the right.

Michaela Barbour
Campus Recruiter
Tata Consultancy Services



Division of Professional Practice and
Experiential Learning
University of Cincinnati
PO Box 210115
Cincinnati, OH 45221-0115

7th Level Joseph A. Steger Student Life Center
Phone: (513) 556-4636

www.uc.edu/propractice/

November 8, 2013

Dear Kettil,

Experiential educators know that when theory is effectively combined with practice, the whole is greater than the sum of the parts; the results are students who are highly educated, highly poised for success in their careers and are extremely well-positioned to make a meaningful contribution to organizations and communities.

As an experiential learning educator and as the chair of ProPEL's curriculum committee, I am extremely excited about the Cincinnati Co-op and Internship grant, specifically the Learning Outcomes focal area. The ProPEL curriculum committee and the ProPEL faculty at large are extremely committed to helping students grow and develop and the project outlined in the learning outcomes focal area will enhance our current efforts significantly. By uncovering curricular content and teaching practices which contribute to student workplace success, we will be in a better position as educators to develop and implement these strategies to help our students learn what they need to learn to be successful. Additionally, this project will allow us the opportunity to more systematically improve curriculum and make it more relevant for the students while meeting employer needs.

In my role, I'm committed to working with faculty from both within ProPEL and from other academic units to help make them aware of and help train them on the best teaching practices uncovered through this project. I feel strongly that both co-op faculty and faculty from related academic departments will be equally enthusiastic about this project. I very much look forward participating.

Sincerely,

Michelle Clare, MA
Assistant Professor
Chair, Curriculum Committee
Division of Professional Practice and Experiential Learning
513-556-5020/michelle.clare@uc.edu



Center for Service-Learning and Civic Engagement

Division of Professional Practice

Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati OH 45221-0115

513-556-1533 (office)
513-368-1198 (mobile)
513-556-5061 (Fax)

November 13, 2013

University of Cincinnati,
ProPEL, J Steger Student Life Center
Cincinnati, OH, 45221

Attn: Dr. Kjetil Cedercreutz, Associate Provost
Re: UC OMIC Grant Application

Dear Kjetil,

This letter is being written in support of the University of Cincinnati's pursuit of the OMIC grant titled Cincinnati Co-op and Internship Infrastructure Grant (CCIIP).

I am writing this letter as the chairperson for the University of Cincinnati's Professional Council of Best Practice for Experiential Learning, which is an interdisciplinary and cross-college organization charged with establishing the university's preeminence in the world of experiential learning. Building upon the legacy of Herman Schneider and the University of Cincinnati's history of founding of the cooperative educational curricular model, this group's specifically aims to promote and support the integration of theory and practice within all UC undergraduate colleges and professional schools, and we are certain that receiving this grant will support the work of this group in the following ways:

1. Respond to the university's aim to systematize the pedagogy of experiential learning and to penetrate the entire university organization with the experiential learning approach;
2. Support the experiential learning pursuits of faculty members and academic offices from every university college and professional school;
3. Refine student learning outcomes from these respective units in such a way that experiential learning becomes central curricular approach;
4. Further develop outcome assessment tools and protocols that will further refine the experiential learning approach and will demonstrate the value of experiential learning to campus and community stakeholders;
5. To expand the campus-community dialogue in such a way that employer voice is central to the development and refinement of the experiential learning model.

For these reasons, we hope that you will consider the University of Cincinnati's bid for the 2014 OMIC grant. I am convinced that it will have a sustainable impact on the educational culture at the university, and help us educate the talented work force that will help attract high tech industries to the region. The *Professional Council of Best Practice for Experiential Learning* is glad to provide any additional information would you so desire.

Respectfully,

Michael J. Sharp

A handwritten signature in black ink that reads 'Michael J. Sharp'.

Chair, Professional Council of Best Practice for Experiential Learning
Director, Center for Service Learning and Civic Engagement
Assistant Professor of Experiential Learning
Division of Professional Practice and Experiential Learning (ProPEL)

November 6, 2013

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kjetil Cedercreutz

RE: Ohio Means Co-Op and Internships (OMIC) Grant
Filed By the University Of Cincinnati as Lead Institution

Dear Kjetil:

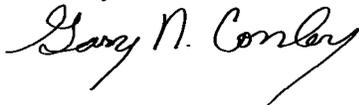
TechSolve is pleased to hear that the University of Cincinnati is applying for state funds to increase the supply of talent in Southern Ohio. TechSolve's manufacturing member companies are constantly renewing their workforce and view cooperative education and internships as an instrumental part of their talent pipeline.

We further appreciate the fact that the proposal is focused on enhancing co-op and internship programs at several institutions including Cincinnati State and Technical College, Xavier University, Shawnee State, Rio Grande, and Mt. St. Joseph. TechSolve is committed to participating in this grant by sharing information with our manufacturing member companies that could interview, and potentially hire, co-ops and interns offered by the University of Cincinnati.

We also appreciate that in addition to building a permanent supply of talent, the grant also aims at preparing a more employment-ready workforce, as well as retaining talent in Ohio.

It is our plan to encourage our member companies to attend career events jointly organized by the grant and the Cincinnati USA Chamber of Commerce, and look forward to employing an increasing number of high caliber co-ops and interns over 2014 -16.

Sincerely,



Gary N. Conley
President



A PCB Group Company

3149 E. Kemper Road Cincinnati, Ohio 45241-1516 USA (513) 351-9919 FAX (513) 458-2172 1-800-860-4TMS

University of Cincinnati
Division of Professional Practice and Experiential Learning (ProPEL)
Joseph A. Steger Student Life Center
PO Box 210115
Cincinnati, Ohio 45221

Attn: Associate Provost and Director Kettil Cedercreutz

Re: Ohio Means Co-op and Internships (OMIC) grant filed by the University of Cincinnati as lead institution.

Date: November 5, 2013

Thank you for giving us the opportunity to endorse the Ohio Means Co-op and Internships grant. As I know you are well aware, The Modal Shop, Inc. has been with the UC co-op program ever since our start up in Norwood in the early 1990's. Today 14 of our 56 team members are alumni of the program. The sales of our accelerometers and other sound and vibration test products, which certainly fit into the aerospace and product design clusters as defined by the Cincinnati Chamber of Commerce, have steadily increased over the past fifteen years.

From my perspective, it is a terrific idea to extend internships and co-ops beyond the traditional fields of Engineering, Applied Science, Business, and Design. I can see that there might be a lot of room for law, STEM, and liberal arts students to be gainfully employed as part-time interns commuting at a distance from campus.

In your proposal, you plan to identify programs that produce students with strong interpersonal skills such as team work skills, leadership skills, presentation skills, and the ability to work within a multidisciplinary team. You are additionally looking at the opportunity to transfer applicable teaching methodologies between programs. We certainly support this notion of cross-fertilizing methodologies between programs, and believe that co-ops and graduates having a wide skill set will make them highly competitive in the industry.

Rest assured that we very much appreciate the UC co-op program, and look forward to participating in hiring co-ops over the next two years.

Sincerely,

Richard W. Bono
Vice President of Sales and Marketing
The Modal Shop, Inc.
A PCB Group Company
www.modalshop.com
+1 513 351 9919 office
+1 513 470 4543 cell
rick.bono skype



November 4, 2013

Dr. Kettil Cedercreutz
Associate Provost and Director
Division of Professional Practice and Experiential Learning (ProPEL)
University of Cincinnati
PO Box 210115
Cincinnati, OH 45221

RE: Letter of Support for OMIC Cincinnati Co-op and Internship Infrastructure Plan (CCIIP).

To Whom It May Concern:

I am delighted to provide this Letter of Support for the Division of Professional Practice and Experiential Learning (ProPEL) at the University of Cincinnati. I have served as CEO of WACE, the only international association dedicated to advancing cooperative and work-integrated education, for 19 years and have the pleasure of working with the University of Cincinnati, as well as 1,000 other global institutions from 23 countries. WACE and the University of Cincinnati have enjoyed a long and successful professional relationship for over 20 years. I consider the Professional Practice and Experiential Learning Program to be one of the best in the world. It continually leads the experiential education world in developing and implementing new practices and strategies that provide the best possible opportunities for its students, both present and future. The University of Cincinnati program is a recognized global leader in the assessment of learning outcomes for their experiential education programs. In a time when all stakeholders want to know the value of an educational program, the University of Cincinnati's Division of Professional Practice and Experiential Learning can truly demonstrate the long term value and positive impact of their program.

The leadership of the Division of Professional Practice and Experiential Education has shown over the years their ability to fully understand the needs of their constituents and to the broader field of experiential education. They were among the first in the world to develop research around their co-op program which has significantly benefited the field in general and their program. They constantly employ a continuous improvement model of operation thus ensuring that their program is run by the latest and best practices. As already mentioned, they have an outstanding global reputation which has been earned through hard work to develop and maintain an outstanding program and set of services. I fully endorse their application for the grant. I am firmly convinced that the goals set forth in their application will not only be met but exceeded based on my knowledge of the leadership of the program.

Please do not hesitate to contact me if you would like more information.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Stonely".

Paul Stonely, PhD
CEO

OMIC / CCIP Grant Additional Material

KETTIL CEDERCREUTZ. Ph.D.

Associate Provost and Director,

Division of Professional Practice and Experiential Learning (ProPEL)

University of Cincinnati

Kettil.Cedercreutz@uc.edu

I. EDUCATION

Helsinki University of Technology

Manufacturing & Industrial Mngmnt

MSc, 1984

Helsinki University of Technology

Computers in Manufacturing

Doctoral Minor, 1995

Union Institute and University

Educational Leadership

Ph.D. 2007

II. EMPLOYMENT HISTORY

2001-Present: Associate Provost and Director, Division of Professional Practice, University of Cincinnati

1995-Present: Professor, Mechanical Engineering Technology, University of Cincinnati

2000-2001: Head of Department, Mechanical Engineering Technology, University of Cincinnati

1989-1995: Head of Department, Mechanical Engineering, Swedish Institute of Technology, Helsinki

1986-1987: Manager, After-Sales Services, Neles Oy, Helsinki Works

1984-1986: Project Engineer, Production, Neles Oy, Helsinki Works

III. SELECT PUBLICATIONS

2010: K. Cedercreutz, C. Cates, **Cooperative Education at the University of Cincinnati, A Strategic Asset in Evolution**, *Peer Review: A Publication of the Association for American Colleges and Universities*, Vol. 12, No 4. Fall 2010 (pg 20-23)

2008: K. Cedercreutz, C. Cates, J. Hoey, R. Miller, C. Maltbie, M. Lewis, A. Todd, T. Newbold, **Internal Consistency and Factor Analysis of a Work Performance Measurement Instrument** *Journal of cooperative Education and Internships*, Vol. 42. (pg 59-75)

2007: K. Cedercreutz, C. Cates, A. Todd, **Educating for the Real World: The Use of Employer Assessment Data in Curricular Reform**, World Association for Cooperative Education (WACE) World Conference, Proceedings, Singapore June 2007.

2007: C. Cates, K. Cedercreutz **The Use of Cooperative Education in Curricular Reform: The ABET Feedback Cycle Realized**, Conference Proceedings of the American Society for Engineering Education, Honolulu, Hawaii, 2007.

IV. TEXTBOOKS

2009: **Leveraging Cooperative Education to Guide Curricular Innovation: The Development of a Corporate Feedback System for Continuous Improvement**, (co-editor), Center for Cooperative Education Research and Innovation (136 pages), 2009, ISBN: 987-0-615-25136-3.

1999: K. Cedercreutz, **Sätt Styrsystemen i system**, textbook on flexible Manufacturing Systems (159 pages), Studentlitteratur, Lund, 1994, audiocassette.

V. SELECTED PRESENTATIONS

2007: **Unbiased Accountability of Higher Education through the Assessment of Student Work Performance**, K. Cedercreutz, C. Cates the Coalition for Urban and Metropolitan Universities, Baltimore, October 2007

2007: **Cooperative Education as a Strategic Advantage in Higher Education**, *Key Note Speaker* University - Industry - Government Tripartite Cooperation in higher Education in Asia and the Pacific Region, Arranged by Suranaree University of Technology (SUT), and the Association for Universities of Asia and the Pacific (AUAP), Nakhon Ratchasima, Thailand. July 2007.

M. MICHELLE CLARE, Assistant Professor

Division of Professional Practice and Experiential Learning
University of Cincinnati
Michelle.clare@uc.edu/(513) 556-5020

Steger Student Life Center
P.O. Box 210115
Cincinnati, OH 45221-0115

Professional Experience

- Jan. 2008 – Present **Assistant Professor**, Division of Professional Practice and Experiential Learning, University of Cincinnati
- Responsible for all aspects of the Chemical Engineering Cooperative Education Program beginning in January 2012.
 - Responsible for all aspects of the Architectural Engineering Technology, Culinary Arts & Science and Hospitality Management Cooperative Education Programs starting January 2010.
 - Responsible for all aspects of the Marketing and Communication Cooperative Education Programs from January 2008 through December 2009.
 - Teach and advise cooperative education students helping them learn, grow and develop personally and professionally through work experiences and reflection.
 - **Classroom instruction covering the following topics:** Theory of experiential learning, resume writing, interviewing skills, student self-assessment and analyses, and professional skill development.
 - **Professional Practice instruction takes place in one-on-one meetings between student and faculty after each work semester. Topics covered include:** Understanding ties between theory and practice; knowledge and understanding of organizational culture, professional ethics, and social responsibility; skills acquired and honed through work experiences; development/clarification of academic and career goals.
 - **Market the cooperative education program to potential and existing employers.** Maintain ongoing, clear communication with current and prospective employers. Identify valuable cooperative education field opportunities for students and work with employers to place students in these positions.
 - Chair of Division Curriculum Committee since 2012.
 - Primary member of PAL 2.0 – System Development and Implementation Committees.
 - Served as chair of the Assessment Sub-Committee. Took the lead in the revision of assessment instruments and teaching tools to meet semester course learning outcomes.
 - Elected by colleagues to serve as Division representative on Faculty Senate 2009-2011.
 - Have served as active member on numerous other committees including the Professional Council of Best Practice for Experiential Learning, UC Forward Transcriptability, Division Director’s Committee.
- May 2007 - Dec. 2007 **Marketing**, Division of Professional Practice and Experiential Learning, University of Cincinnati
- Developed and implemented marketing projects including updating print and web materials, writing articles to positively represent the co-op program in publications and planning of special events.
 - Coordinated logistics of on-campus interviews, providing excellent customer service to employers and serving as liaison between multiple constituents including employers, faculty and students.
 - Presented information about cooperative education program to College of Business students, highlighting academic benefits and explaining eligibility guidelines and program expectations.
- May 2003 - May 2007 **Community Outreach**, Hoxworth Blood Center, University of Cincinnati, Cincinnati, Ohio
- Established and cultivated relationships with local companies and community organizations, identifying and presenting partnership opportunities.
 - Successfully created, planned and carried-out marketing plan resulting in an increase in number of blood donors including:

- Direct mail campaign resulting in 33% return rate among lapsed donors.
- Development of donor loyalty programs and various promotions resulting in increased donor frequency rate.
- Created and redesigned persuasive and educational communication pieces.
- Served as primary customer service point of contact for donors and organizational partners.
- Managed high school donor program including planning and hosting committee meetings and annual luncheon and evaluation and selection of scholarship recipients.

April 2004 - April 2005 **Business Development Instructor**, Gateway Community and Technical College, Covington, Kentucky

- Developed, prepared and presented courses aiding corporate participants in sharpening communication, customer service, teambuilding, problem-solving and time management skills.
- Facilitated open discussion of course philosophies to develop atmosphere of trust and cooperation.
- Engaged diverse group of individuals, helping them relate course content to specific employment situations and advocated for the development of professional skills.

Sept. 2001- June 2002 **Graduate Assistant-Public Speaking Instructor**, University of Cincinnati, Cincinnati, Ohio

- Prepared and presented course lectures helping students develop proficient speech writing, outlining and presentation skills
- Mentored students outside of the classroom, helping them overcome fear of public speaking and improve presentation skills.
- Provided relevant examples of how course teachings could be applied to help achieve success in student and professional career situations.
- Evaluated, tracked and reported student progress.

Education

March 2003 **Master of Arts in Communication**, University of Cincinnati, Cincinnati, Ohio
Received University Graduate Scholarship

May 2000 **Bachelor of Arts in Journalism**, Northern Kentucky University, Highland Heights, Kentucky
Graduated Cum Laude

Professional Affiliations, Accomplishments and Community Service

2011-Present Mebs & Associates, LLC

- **Member of Board of Directors**
- Board oversees and advises operations
- Organization provides counseling, therapeutic support and case management services in 13 Kentucky counties. Focus primarily on neglected and abused children.

2009-Present Member of the World Association for Cooperative Education (WACE)

2008-Present Cooperative Education and Internship Association (CEIA)

- Member from 2008-present.
- **Board member from January 2011-present.**
- **Editor of Experience Magazine, a national publication (trade journal) which serves as a valuable resource for over 700+ practitioners' in the field of cooperative education.**
 - **Develop all educational content for 40+ page publication**
- **Listed as expert in area of assessment. Mentor members from various colleges/universities.**

- 2008-Present Midwest Cooperative Education Association (MCEIA)
- Member from 2008-present.
 - Member of 2010 Conference Planning Committee.
 - **Member of the Board of Governors. Elected by the membership to a three-year term 2009-2012.**
- 2007-2011 Ohio Cooperative Education Association (OCEA)
- Member from 2007-2011.
 - **Member of Executive Board as Conference Chair 2008-2009. Compiled and led conference committee in planning, organizing and implementing the organizations 2009 annual conference. Increased conference attendance by 35% from previous year.**
 - **Member of Executive Board as Secretary 2009-2011. Elected to this position by membership.**
- 2005 Completed Management Advancement Program, University of Cincinnati Organizational Development
- 2004-2006 Member of Leukemia & Lymphoma Society Marketing Committee

Publications and Presentations

- Cedercreutz, K., Clare, M., & Todd, A. (2013). Starting Its Second Century: Cooperative Education at the University of Cincinnati. In J.L. DeVitis (Ed.), *The College Curriculum: A Reader* (pp. 379 – 394). New York: Peter Lang Publishing
- Cates, C., Cedercreutz, K., Clare, M., Hall, A., Sharp, M., & Straka, A. (2012). *Co-op, Internship & Service Learning: Assessment Practices & Possibilities*. Session presented at World Association for Cooperative Education (WACE) International Symposium, Atlanta, GA.
- Cates, C., Cedercreutz, K., Clare, M., Elliott, G. (2011). *Becoming globally engaged citizens through cooperative education, internships or other forms of work integrated learning: An Assessment Strategy*. Session presented at World Association for Cooperative Education (WACE) conference, Philadelphia, PA.
- Cates, C., Cedercreutz, K., Clare, M. (2011). *Advancing scholarship in co-op, internships and WIL through publishing in our scholarly and trade journals*. Session presented at World Association for Cooperative Education (WACE) conference, Philadelphia, PA.
- Clare, M. (2011). *A Beginner's Guide: Enhancing your career and contributing to your field through research & publication in the field's academic and trade journals*. Session presented at Midwest Cooperative Education and Internship Association (MCEIA) conference, Milwaukee, WI.
- Clare, M., Osborne, Z. (2009). *Cool Co-op Competition—Cultivating Collective Value*. Session presented at the 2009 World Association for Cooperative Education (WACE) Conference, Vancouver, BC, Canada.
- Clare, M., Osborne, Z. (2009). *Cool Co-op Competition—Cultivating Collective Value*. Session presented at the 2009 Cooperative Education and Internship Association (CEIA) Conference, Portland, OR.
- Clare, M., Collet, J. (2008). *The University of Cincinnati's Commitment to the Metropolitan Area: A Close Look at Cooperative Education and its Impact on Students*. Session presented at the 2008 Coalition of Urban and Metropolitan Universities (CUMU) conference, Covington, KY.
- Clare, M., Osborne, Z. (2008). *Cool Co-op Competition—Cultivating Collective Value*. Session presented at the 2008 Midwest Cooperative Education and Internship Association (MCEIA) Conference, Detroit, MI.

Curriculum Vitae

Dong-Gil Ko

Operations, Business Analytics & Information Systems
507 Lindner Hall, Carl H. Lindner College of Business
University of Cincinnati, Cincinnati, OH 45221

Cell: (513) 417-6971
Email: donggil.ko@uc.edu

EDUCATION

Ph.D. 2002, University of Pittsburgh, Management Information Systems
M.B.A. 1993, George Washington University, International Business/Finance
B.S. 1988, University of Maryland at College Park, Electrical Engineering

EXPERIENCE

University of Cincinnati, Carl H. Lindner College of Business, Cincinnati, OH. [Sept 2007 – present]
Associate Professor, Operations, Business Analytics, & Information Systems (July 2011 – present)
Associate Professor, Information Systems (Sept 2010 – July 2011)
Assistant Professor, Information Systems (Sept 2007 – Aug 2010)

Indiana University, Kelley School of Business, Bloomington, IN. [Aug 2001 – July 2007]
Assistant Professor, Operation and Decision Technologies (June 2006 – July 2007)
Assistant Professor, Information Systems (Jan 2003 – May 2006)
Assistant Professor, Accounting and Information Systems (June 2002 – Dec 2002)
Convertible Lecturer, Accounting and Information Systems (Aug 2001 – May 2002)

Carnegie Mellon University, The H. John Heinz III School of Public Policy and Management,
Pittsburgh, PA. [May 2000 – Aug 2001]
Visiting Assistant Professor, Information Systems

University of Pittsburgh, Katz Graduate School of Business, Pittsburgh, PA. [Aug 1996 – Apr 2000]
Instructor, Information Systems (Jan 1999 – Apr 2000)
Research Assistant, Information Systems (Aug 1996 – Apr 2000)

Accenture (formerly Andersen Consulting), Seattle, WA. [Aug 1993 – July 1996]
Consultant Manager

Science Applications International Corporation, Falls Church, VA. [June 1991 – July 1993]
LAN Manager

AMA Systems, Inc., Alexandria, VA. [Oct 1990 – June 1991]
Systems Consultant

United States Patent and Trademark Office, Alexandria, VA. [Apr 1990 – Oct 1990]
Patent Examiner

Advanced Research Corporation, Reston, VA. [June 1988 – Apr 1990]
Systems Analysts/Programmer

Publications in Refereed Journals

Ko, Dong-Gil and Alan Dennis. "Profiting from Knowledge Management: The Impact of Time and Experience," *Information Systems Research*, 22(1), March 2011, 134-152.

Ko, Dong-Gil. "Consultant Competence Trust Doesn't Pay Off, But Benevolent Trust Does! Managing Knowledge with Care," *Journal of Knowledge Management*, 14(2), March 2010, 202-213.

Kirsch, Laurie, **Dong-Gil Ko** and Mark Haney "Investigating the Antecedents of Team-Based Clan Control: Adding Social Capital as a Predictor," *Organization Science*, 21(2), Mar/Apr 2010, 469-489.

Ko, Dong-Gil, Laurie Kirsch and William King. "Antecedents of Knowledge Transfer from Consultants to Clients in Enterprise System Implementations," *MIS Quarterly*, 29(1), March 2005, 59-85.

Lyytinen, Kalle, Jane Prey, Matt Germonprez, Balasubramaniam Ramesh, and **Dong-Gil Ko.** "Grant Proposal Writing in Information Systems," *Communications of the Association for Information Systems*, 16(22), 2005.

Ko, Dong-Gil and Alan Dennis. "Sales Force Automation and Sales Performance: Do Experience and Expertise Matter?" *The Journal of Personal Selling and Sales Management*, 24(4), Fall 2004, 311-322.

Kirsch, Laurie, V. Sambamurthy, **Dong-Gil Ko**, and Russell Purvis. "Controlling Information Systems Development Projects: The View from the Client," *Management Science*, 48(4), April 2002, 484-498.

- Received "1st Runner-Up" award for "Best Published Paper of 2002" from *The Academy of Management*, Organizational Communication and Information Systems Division.

Camillus, John and **Dong-Gil Ko.** "Managing the Future: Planning Paradigms and Scenario Development," *General Management Review*, 3(1), April-June 2001, 21-31.

King, William and **Dong-Gil Ko.** "Evaluating Knowledge Management and the Learning Organization: An Information/Knowledge Value Chain Approach," *Communications of the Association for Information Systems*, 5(14), May 2001, 1-27.

Peer-Reviewed Papers Under Review

Clay, Paul, Alan Dennis, **Dong-Gil Ko** and Xuequn Wang. "Predicting the Loyal Use of an Established Knowledge Management System: Moving from System Features to Individual and Social Factors," initial submission to *Journal of Management Information Systems*.

Ko, Dong-Gil, Gwanhoo Lee, Mark Keil, and Weidong Xia. "The Mediating Role of Coordination in the Relationship between Control and Performance of Outsourced IS Projects," initial submission to *Information Systems Research*.

Ko, Dong-Gil. "The Mediating Role of Knowledge Transfer and the Effects of Client-Consultant Mutual Trust on the Performance of Enterprise Implementation Projects" initial submission to *Journal of Information Technology*.

Working Papers

Ko, Dong-Gil and Laurie Kirsch. "Enjoying Project Success by Overcoming Uncertainties: The Power of Knowledge" in preparation for submission to *IEEE Transactions on Software Engineering*.

Dennis, Alan, Paul Clay, and **Dong-Gil Ko**. "From Individual Cognition to Social Ecosystem: A Structuration Model of Information Systems Use" in preparation for submission to *European Journal of Information Systems*.

Working Projects

Ko, Dong-Gil. Business School Training vs. Recruiters' Needs: A Gap Analysis. Literature review completed; data analysis of 9 IT & Business Manager interviews.

Ko, Dong-Gil, Jeffrey Camm, and Wei Xiong. Optimizing students-to-recruiters fit (model, algorithm and simulation). Completed initial version of software application. Data gathering completed.

Ko, Dong-Gil, Nelson Vincent, and Mary Adams. Assessing the IT "ecosystem," skills, supply/demand, and future needs. Qualitative interviews with 13 Executives completed. Developing questionnaire surveys.

Research Funding and Grants

2012-2013 **University of Cincinnati, Faculty Development Council. \$4,000**.
Individual Grant Proposal.

2008-2011 **University of Cincinnati, Office of the Vice President for Research. \$6,500**.
Competitive. University Research Council's Faculty Research Support Program Award.

2007-2008 **University of Cincinnati, Faculty Development Council. \$4,000**.
Individual Grant Proposal.

2003 **Indiana University, Office of the Vice President for Research. \$1,000**.
Grants-in-Aid of Research.

1998 **Samsung Korean Petrochemical. \$4,500**.
Competitive. Research examining "Organizational Learning and Transformation: Experiences of Korean 'Chaebols'." ('Chaebols' means conglomerates)

1998 **University of Pittsburgh, Katz School of Business Center for International Business Research. \$5,525**.
Competitive. Research examining "Organizational Learning and Transformation: Experiences of Korean 'Chaebols'."

Book Chapters

Dennis, Alan, **Dong-Gil Ko**, and Paul Clay. "Building Knowledge Management Systems to Improve Profits and Create Loyal Users: Lessons from the Pharmaceutical Industry," AMIS research monograph volume *Knowledge Management: An Evolutionary View of the Field* 2008.

Conference Proceedings

Clay, Paul, Alan Dennis, and **Dong-Gil Ko**. "Factors Affecting the Loyal Use of Knowledge Management Systems." Hawaii International Conference on System Sciences, Hawaii, January 2005.

Ko, Dong-Gil and Alan Dennis. "Who Profits from Knowledge Management?: A Case of Experience versus Expertise." Hawaii International Conference on System Sciences, Hawaii, January 2004.

Existing Job Descriptions by Industry Cluster
UC Co-op Program
PAL database, Oct 3, 2012

Advanced Energy:

Duke Energy - Cincinnati Ohio

Company Description: Duke Energy is one of the largest electric power companies in the United States. We supply and deliver energy to approximately 4 million U.S. customers. We have approximately 35,000 megawatts of electric generating capacity in the Midwest and the Carolinas, and natural gas distribution services in Ohio and Kentucky. In addition, we have more than 4,000 megawatts of electric generation in Latin America.

Job Description: Assist in obtaining field information and measurements by use of various data gathering equipment (electronic main finder, surveying equipment, etc.) and safely obtaining this information within areas such as construction sites, vehicle or mechanical equipment presence, adverse weather conditions, and natural terrain dangers. Assist in preparing and updating construction drawings, bill of materials, charts and diagrams where the information is provided by others. Assist in preparing and updating record maps on a variety of mediums based on information supplied by construction drawings, job control forms and other data. Assist in the plotting of gas facilities record information on prints for use in analysis or planned construction. Gather gas record information to supply Gas Operations personnel which is required to design and maintain gas distribution systems as assigned. Contact other utilities and agencies to acquire record information or construction prints as required. Utilize CADD, AM/FM, computer systems, and other manual systems in the development and maintenance of company construction drawings, maps and records. Obtain data from computer files using data retrieval languages, database queries and spreadsheet sorts. Participate in Company or department training programs or other formal training. Gain exposure to potential career opportunities by assisting employees in jobs of a higher classification.

First Energy - Oak Harbor, OH

Company Description: FirstEnergy is a diversified energy company headquartered in Akron, Ohio. Its subsidiaries and affiliates are involved in the generation, transmission and distribution of electricity, as well as energy management and other energy-related services. Its seven electric utility operating companies comprise the nation's fifth largest investor-owned electric system, serving 4.5 million customers within 36,100 square miles of Ohio, Pennsylvania and New Jersey; and its generation subsidiaries control more than 14,000 megawatts of capacity. Our Corporate Vision is to become a leading regional energy provider. FirstEnergy continues to explore a wide range of technologies to improve customer service, reduce costs and increase revenues. We've enhanced customer service through a redesigned Customer Service Web site and implementation of an interactive voice recognition system. FirstEnergy Solutions Corp., an unregulated subsidiary of FirstEnergy Corp., offers a wide range of energy and related products and services, including the generation and sale of electricity and energy planning and procurement. It supplies electricity to numerous customers in Illinois, Maryland, Michigan, New Jersey, Ohio, and Pennsylvania and manages the energy and procurement needs for over 120,000 accounts.

Job Description: This is an open position with the FirstEnergy Nuclear Operating Company, a subsidiary of FirstEnergy Corp. As a Computer Science Engineering Co-op at FirstEnergy's Davis-Besse Nuclear Plant, you will participate in the Co-op/Intern Professional Development Program, which is designed to cultivate professional skills and provide professional-level work experience. You will receive a personalized development plan, on-the-job training and challenging assignments to refine skills and round out competencies. Based on the department

and specific projects assigned, as well as planned maintenance schedules at the various facilities, responsibilities may include:

- Supporting qualified program engineers in developing new computer science engineering programs, including revising and developing procedures, performing field walk downs and verifying inputs to the new programs.
- Supporting the qualified Equipment Qualification (EQ) Engineer in revisions to the EQ maintenance packages.
- Performing equipment reviews in support of the Maintenance Rule Program owner and of the Maintenance Rule Program improvement actions.
- Supporting National Fire Protection Associate (NFPA)-805 fire protection implementation project engineers.
- Assisting qualified engineers in developing design modification packages.
- Supporting qualified system engineers in the continued effort to maintain the station's current maintenance strategy.
- Providing support to system engineers with single point vulnerability reviews.
- Assisting in the development of life cycle management plans for large capital equipment.
- Supporting the conversion of engineering test procedures into operations test procedures and maintenance test procedures

Cobasys / Ovonic Energy Products – Springboro, Ohio

Company Description: Nickel Metal Hydride (NiMH) is the technology of choice for today's hybrid electric vehicles. Cobasys' patented NiMH energy storage systems offer many advantages: High energy, High power, Long life cycles, Reliability, Outstanding performance, Low maintenance, Small size and mass, Safe and environmentally friendly

Job Description: continuous improvement, scrap reduction and problem solving in manufacturing environment, data collection and analysis, simple fixture designs, modifications to machine functionality

Advanced Manufacturing, Polymers, Automotive and Aerospace:

General Electric Aviation – Cincinnati Ohio

Company Description: GE - Aviation is the world's leading producer of large and small jet engines for commercial and military aircraft. We also supply aircraft-derived engines for marine applications and provide aviation services. GE - Aviation's technological excellence, supported by continuing substantial investments in research and development, has been the foundation of growth, and helps to ensure quality products for customers.

Job Description: GE Aviation's technical co-op's gain broad exposure to varied areas of the Aircraft Engine business. Areas of opportunities include Design/Development Engineering, Engine Services, and Manufacturing, Materials, Sourcing and Other miscellaneous assignments. Experienced managers mentor co-op contributions and development during their assignments. Co-op's build leadership and functional skills through structured hands-on and class room training that complements challenging work experience. *Position Description:* Design/Development Eng. roles include component design and testing, life mgt., aerodynamic and thermodynamic design, performance, stress analysis, vibration analysis, and engine tests. Most projects rely on PCs or workstations to utilize modeling techniques. Engine Services roles provide the unique experience of working hands-on with engine components and component repair processes. Most projects require constant interaction with engineering and customer support staff. Mfg. roles include cycle time reduction, product flow, workstation design and tooling, materials handling, and environ. health and safety. Materials roles provide opportunities to evaluate and characterize materials and processes for use in aircraft engines. Sourcing roles include preparing request for quote pg's, purchase orders, negotiating contracts, and developing

and growing international suppliers. Other roles include environ. affairs and safety, operations management, supply chain, tech. sales and e-business.

Hartzell Propeller – Piqua Ohio

Company Description: Hartzell Propeller is the leading manufacturer of aircraft propeller systems for general aviation, supplying propeller systems for aircraft manufacturers and modifiers around the world. We are a small, team-oriented company where individual contributions are encouraged and recognized. We are located in Piqua, Ohio, approximately 25 miles north of Dayton - the birthplace of aviation. Piqua is a community of 22,000 which offers a friendly, small-town atmosphere yet is still an easy drive to Dayton, Columbus and Cincinnati.

Job Description: involved in the design of a new product, researched, applied, and tested new technology, compose a manual for the continuation of this new technology, assisted other engineers in various projects they were working on (i.e. ran de-ice thermal tests, designed miscellaneous parts, organized part vendors, updated existing parts, and assist in calculations)

Kraton Polymers – Belpre Ohio

Company Description: At KRATON™ Polymers, we produce a comprehensive range of materials which manufacturers can use in their own compounds and formulations to make better products. As the original inventors of styrene block co-polymers (SBCs), our products are the vital ingredient that improve performance in a wide variety of applications. This is why we have seen a steady increase in global demand for KRATON polymers and consolidated our position as the world's leading manufacturer and supplier of SBCs. We have a leading position in the market place and our global capacity is almost double that of our closest rival. We have production sites in six countries, major research and development centers in Belgium, Japan, Holland and USA, and we employ some 1000 people. Our R&D activities focus on supporting the needs of industry and in helping our customers respond to changing market trends. It is this on-going commitment which ensures we remain in touch with the marketplace, and our customers can be confident of benefiting from access to the latest advances in this field.

Tailoring our services to our customers' needs is the keystone of KRATON Polymers success. We put great effort into customer service and support, to ensure that every customer that uses KRATON Polymers gains maximum benefit from working with us. Throughout the world our experienced team of regional sales managers is on hand to provide in-depth knowledge of local markets and give customers expert advice to help their operations run smoothly. In Europe, a distributor network has been established to further improve the level of support and market knowledge we can provide. We're confident the built-in benefits of comfort, convenience and safety that KRATON provides will continue to be enjoyed on a daily basis by more and more people around the world.

Job Description: Co-op Assignment for Chemical Engineers KRATON Polymers is the world's leading producer of styrene block copolymers. The company is global with manufacturing facilities in six different countries, R&D in Houston, Amsterdam, and Belgium, and business headquarters in Houston, TX. The United States manufacturing facilities are located on the scenic Ohio River in Belpre, OH (near Marietta, OH and Parkersburg, WV. The KRATON Polymers Coop program for chemical engineers will include manufacturing assignments at the Belpre plant that will typically rotate each term through some of the following areas: Process Engineering - Responsible for test runs for new product and new process development, process design support for capital projects, specialized technical support to production. Production Support - Responsible for direct process technical support within production teams, which can include working on issues related to safety, quality, environmental, or production rate improvement. Control Systems Engineering - Responsible for the design and technical support of both DCS and PLC types of process control systems including control hardware as well as various process control related computer and software applications. Quality Assurance - Technical support to plant quality systems and procedures as well as support to analytical

laboratory capabilities. Environmental - Technical support for the control and monitoring of emissions to air, water, and land. Responsible for environmental related work processes and the implementation of new regulations.

Honda R&D Americas Inc – Raymond Ohio

Company Description: Honda knows about making things go, especially careers. Get on the fast track to success at Honda R&D Americas, Inc., located in Raymond, OH. Play a key role in developing automobiles and motorcycles produced exclusively in the Americas for domestic and export markets. As an engineer, you'll have your hands all over product engineering, as well as prototype development and testing. You'll also work alongside our suppliers and provide technical assistance to manufacturing teams. The best people produce the best products. That's why we're always seeking bright, ambitious team players who have a strong commitment to improving society, the environment and, most importantly, themselves. Our corporate culture centers around people who successfully work together to produce technologically advanced and environmentally conscious products. Our state-of-the-art facilities are close to Honda's automobiles, engine and motorcycle plants as well as the Transportation Research Center. We're within reach of the vital economy of Columbus, OH, which offers a high quality of life supported by a strong work ethic, outstanding schools and affordable housing.

Job Description: Develop working knowledge and experience in finite element modeling as applied to automotive development Assist engineers in the construction and analysis of increasingly complex finite element models Develop a basic understanding of the many systems and components comprising a complete vehicle and their interactions Other tasks to be assigned as needed related to emerging automotive development needs Engineer body system for performance in frontal crash, side impact and rear impact Engineer restraint systems, airbags, seat belt, seat and knee bolsters Perform crash tests/component tests Collect and analyze acceleration data, crush measurements and crash film Simulation - mesh parts, submit crash models, collect results Support development project test and documentation activity Support special project related activities including research project activities Support problem and data analysis as well as countermeasures Support test set-up, data acquisition, monitor and record activities Design of next generation ATV or M/C parts. Design in terms of computer layout, part drawings, cost estimating, strength analysis, and prototyping support Primary responsibility will be in support of prototype builds based on 2D part drawings created. Supplier interaction Localization support, procurement of parts for MPMake layout and drawings using CATIA Building simulation models for formability using FTI Build simulation models for stress and strain using Ansolid and Nastran Support database development such as the parts list and layout checklist Main focus will be the effect of specific damping force characteristics on ride comfort. Will involve taking actual measurements, summarizing effects and creating final reports Training will be provided in the areas of: driving training, test equipment and data analysis tools Interest in SAE formula or BVaja projects or vehicle dynamics helpful Competitor dynamic performance analysis using high temperature chassis dyno and reporting results Conduct field tests for competitor investigations Assist design engineers in developing/designing future models Activities may include (but not limited to: CAD design, creating Excel spreadsheets, creating PowerPoint documents, cost and weight calculations, attending meetings, working with other design/test groups, suppliers, factory, etc.

BioHealth:

AtriCure – Cincinnati Ohio

Company Description: AtriCure was established in November 2000 to focus on developing new technologies that provide doctors alternative, more-expedient methods to ablate tissue during

surgical procedures. The technology developed by AtriCure enables doctors to make transmural (or full thickness) lines that electrically isolate the tissue in just seconds. The device can be used as an adjunct to an existing procedure or as a stand-alone minimally invasive procedure. AtriCure has developed a technology that can create the necessary transmural lines of electrical blockage in tissue both safely and simply in open and minimally invasive procedures. The AtriCure technology, allows a clinician to perform a procedure in 15 minutes as an adjunct to an open procedure, or in one hour as a stand-alone minimally invasive procedure.

Job Description: Co-op students work in areas of quality, manufacturing, product development, and clinical/regulatory. *Product development:* Responsible for testing, following guideline described in the AtriCure Quality system, including test report writing, Perform research for engineering as assigned by supervisor, Writes process validation/qualification protocols, performs qualification activities, and analyzes and documents the results, Designs test protocols, equipment and systems as assigned by supervisor, Responsible for supporting engineering activities and other company functions as assigned by supervisor, Documents and installs process equipment, Identifies assembly process or equipment improvements, Supports pilot build activities including production association training, component and assembly flow, root cause analysis and inspection data organization and collection, Debugs assembly processes and determines /proposes issues and resolutions, Document all work in compliance with AtriCure Quality System requirements, Adhere to AtriCure corporate policies and procedures. *Manufacturing:* Support new product assembly process design, development, and qualification, Document all work in compliance with AtriCure Quality System requirements, Write process validation/qualification protocols, perform qualification activities, and analyze and document the results, Document product assembly processes clearly and concisely, Debug assembly processes and determine/propose issues/resolutions, Document and install process equipment, Identify assembly process or equipment improvements, Support pilot build activities including production association training, component and assembly flow, root cause analysis and inspection data organization and collection, Adhere to AtriCure corporate policies and procedures. *Quality:* Document all work in compliance with AtriCure Quality System requirements, Support Quality engineers with conducting, following up with, and closing internal audits, Protocol and report writing for Process Capability Studies, Gage Repeatability and Reproducibility Studies and Design of Experiments Studies, Develop Quality Inspection documents for incoming and finished goods, Assist in acquiring inspection fixtures/gauging and any associated qualification activities, Support Quality engineers with testing/inspection of returned goods along with completing appropriate documentation, Maintain external standards, Understand and interpret engineering drawings and specifications for inspection methods, Perform material and functional inspections on incoming and final assembly components, Review non-conforming materials with the Materials Review Board and complete follow up activities, Support in investigation and closure of CAPA, Interface with suppliers in support of supplier quality-related activities, Adhere to AtriCure corporate policies and procedures

Ethicon Endo Surgery Inc. – Cincinnati Ohio

Company Description: Johnson and Johnson, through its operating companies, is the world's most comprehensive and broadly based manufacturer of health care products, as well as a provider of related services, for the consumer, pharmaceutical, and medical devices and diagnostics markets. The more than 200 Johnson and Johnson operating companies employ approximately 122,000 men and women in 57 countries and sell products throughout the world. Headquartered in New Brunswick, New Jersey, J and J has a strong history of financial success: sales have increased each year for 73 consecutive years and earnings have increased at a double digit pace for 21 straight years. Ethicon Endo-Surgery, Inc. (EES) an operating company in the Medical Devices & Diagnostics segment, is located in Cincinnati, Ohio. Originally a subsidiary of Ethicon Inc., EES became an independent company in 1991 and is

currently a market leader in field of minimally invasive products for use in open and laparoscopic procedures. We work w/surgeons and clinicians around the world to develop innovative medical devices that advance the medical industry. Our passion: Reducing the pain and scarring related to surgery, lowering patient anxiety, working w/doctors to develop less invasive products, improving the quality of life for people around the world, transforming patient care through innovation. Students who are referred must also go online and apply at www.jnj.com/careers/undergraduate.

Job Description: As a co-op in the Advanced Packaging Systems department at Ethicon Endo-Surgery, you will have the opportunity to use state of the art tools and take advantage of training courses offered on-site. You will be assigned to a specific project under the supervision of a packaging engineer to perform a variety of duties including, but not limited to, packaging selection, design, validation, supplier selection, and prototype development. We offer a competitive wage and subsidized, furnished housing for non-local students.

Integra Life Sciences – Cincinnati Ohio

Company Description: Integra is a market-leading, innovative medical device company focused on helping the medical professional enhance the standard of care for patients. Integra provides customers with clinically relevant, innovative and cost-effective products that improve the quality of life for patients. We focus on cranial and spinal procedures, peripheral nerve repair, small bone and joint injuries, and the repair and reconstruction of soft tissue.

Job Description: The Product Development Co-Op works on a short term basis as a member of the Product Development team to develop orthopedic implants and associated instrumentation from the concept phase through market launch. Primary responsibilities are to work as part of a team to develop orthopedic implants and associated instrumentation from concept phase through market launch, following design control procedures, provide hands-on technical support for new product initiatives and for existing products in the field, provide support for testing and characterization of prototype products, competitive devices, and materials, complete other tasks as designated by Product Development Management, attend surgeries when availability permits

Consumer Products, Brand Development, and Creative Services:

LPK – Cincinnati, OH

Company Description - Large international design firm specializing in branding; package design corporate identity and print collateral. National and international clients.

Job Description - There are two different levels of positions: entry level and jr. designer. Entry level co-op is responsible for pre-design and post design tasks i.e. scanning and comping for internal and client presentations. Also assist designers with concepts and layouts. Student will be assigned to a mentor and design team. Jr. designer position will be assigned to a team and have project responsibility.

Landor – Cincinnati, OH

Company Description - Landor is the world's most accomplished and internationally recognized branding and design consultancy. We offer a wide range of brand strategy, package design and corporate identity services, for clients world-wide.

Job Description - Graphic Designer – Explore and conceptualize design options, including designs for new brand identities, print promotional pieces and packaging. Participate in strategy review sessions and explore design options that reflect client strategies. Prepare prototypes and designs for client presentations.

Coho Creative – Cincinnati, OH

Company Description – We are award-winning designers, experienced brand thought leaders, and a highly collaborative, enthusiastic team. Despite our big brand experience, we leave out the big agency attitude. Whether naming and creating new brands or evolving current ones, Coho delivers refreshingly smart & compelling solutions. We create brand experiences that delight consumers, transform your business, and are sure to get your heart racing. Our Branding Capabilities : Strategy and Innovation : Consumer Insights : Naming and Brand Vocabulary : Brand Identity : Package Design : Web, Print and In-Store

Job Description- We're a small, big brand innovation, strategy, and design company. While just under 20 people, our team consists of experienced talent, averaging 15+ years in the Consumer Packaged Goods (CPG) industry. Think: "Big agency talent and expertise, without the big agency attitude." *What we do.* Projects often begin as "package design," but what we really do is create, name, and design appropriately unexpected brand experiences that delight consumers and grow businesses. We do this through: Brand Identity, Strategy, Innovation, Consumer Insights, Package Design, and sometimes other brand touch points such as Online, Digital, Print, and In-Store. *How we do it.* We immerse ourselves in our client's category, competition and consumer. This enables us to turn insights into *appropriately unexpected* ideas for their brands. *What does that mean if you get the opportunity to co-op with us?* Within the course of a week you could be involved in helping to develop a retail audit for women's body washes, participate in a naming session for a new alcoholic beverage, and developing concepts for on-the-go lunch kits, stylish cleaning tools, gourmet soups, computer peripherals, or Greek yogurt. Whew! You'll get to witness and learn about all aspects of a project from initial briefing, strategy, design, through to production. The role of the Digital Design co-op: We're looking for a confident, self-motivated Digital Designer who can contribute great ideas on how to integrate the power of digital into our regular workflow. Through the course of the co-op you could be shooting & editing video with consumers for a Vlog about food trends, reinventing the ho-hum PowerPoint by taking it to the next level as a full multi-sensory video presentation, and helping us discover new & different ways to leverage the power of digital. *Who we do it for.* Our valued clients have included Fortune 500 companies from across the country: Smithfield, 3M, Lowe's, Verbatim, Hanes Brands, Campbell's, Vitasoy International, Starbucks, Target, Frito-Lay, NPR, Advanced Beauty Systems, and Beam Global Spirits & Wine. *Why Coho?* We are passionate. We know we're only as good as our last project, so we go above & beyond every step of the way for our clients ... and sometimes even pull off the impossible. *Who we're looking for:* So, if you're energetic, hungry to learn, keep a fresh perspective when challenged, and go the extra mile, we'd love to talk with you!

Finance, Insurance and IT:

Fifth Third Bank – Cincinnati, Ohio

Company Description: Fifth Third Bank traces its origins to the Bank of the Ohio Valley, which opened its doors in Cincinnati in 1858. In 1871, the Bank was purchased by the Third National Bank. With the turn of the century came the union of the Third National Bank and the Fifth National Bank, eventually to become known as the Fifth Third Bank. In 1975, Fifth Third Bancorp was incorporated. The Company has \$ 70 billion in assets, operates 17 affiliates with 974 full-service Banking Centers, including 148 Bank Mart locations open seven days a week inside select grocery stores and 1,930 Jeanie ATMs in Ohio, Kentucky Indiana, Florida, Arizona, Michigan and Illinois. A leader in e-commerce, Fifth Third was named #1 e-business innovator by PC Week. The financial strength of Fifth Third's affiliate banks continues to be recognized by rating agencies with deposit ratings of AA-and Aa2 from Standard & Poor's and Moody's respectively. Additionally, Fifth Third Bancorp continues to maintain the highest short-term ratings available at A-1+ and Prime-1 and was recently recognized by Moody's with one of the highest senior debt ratings for any U.S. bank holding company of Aa3. Fifth Third operates four

main businesses; Retail Commercial, Investment Advisors and Midwest Payment Systems, the Bank's data processing subsidiary. Investor information and press releases can be viewed at www.53.com.

Job Description: The Investment Advisors (IA) Associate Program provides an opportunity for college students to gain exposure to Fifth Third Bank's Investment Advisors Division. Associates will learn about the roles within IA, their respective responsibilities, and key business practices. Associate responsibilities include working on projects tied to one or more of the key initiatives for the IA Line of Business. The Program is designed to provide Associates with meaningful work experiences in the IA Division and develop future organizational leaders. Hands-on client relationship management training, professional development opportunities, and personal development opportunities are woven into the content of the program. Associates are paired with a Private Bank Employee Sponsor to guide them through their time in the Program. The Private Bank Employee Sponsor will act as the primary mentor to the Associate throughout their experience. As part of the IA Associate Program, participants will be exposed to the various businesses within the IA Division, including Trust, Private Banking, Portfolio Management, and our Wealth Advisory Group. Individual rotations follow a collaborative approach, ensuring an Associates' current and potential skill set are maximized.

Great American Insurance – Cincinnati Ohio

Company Description: Founded by Carl H. Lindner in 1955, American Financial Group, Inc. ("AFG") is a New York Stock Exchange traded company with over \$35 billion in assets and \$4 billion in revenues. Our principal subsidiaries are Great American Insurance Company, with over \$8 billion in assets and \$2 billion in revenues, and Great American Financial Resources, Inc., with over \$19 billion in assets and \$1 billion in revenues. Through these companies, we offer property and casualty insurance, focusing on specialized commercial products for businesses, retirement annuities and various forms of supplemental insurance. For over thirty years, the University of Cincinnati co-op program has been a pipeline for potential leaders and support staff for our organization. In fact, many of the current executives throughout the Great American Financial Division, AFG and related companies started their careers as co-ops.

Job Description: Great American IT Division co-ops will become an integral part of our IT Services team. Responsible for gathering and documenting reporting or analytical requirements. Responsible for development and testing of reporting or analytical solutions. Responsible for maintaining or modifying web content for use in the customer knowledge base. Responsible for conducting and communicating research on data or reporting issues. Responsible for collaborating and contributing to internal customer user group meetings

Seapine Software – Cincinnati Ohio

Company Description: Established in 1995, Seapine Software has emerged into a proven leader in providing advanced cross-platform defect/issue tracking solutions. Backed by market-leading technical support, a rapidly growing community of TestTrack Pro users in over 40 countries, an unmatched combination of flexibility, and speed and ease of use, there isn't a better choice than TestTrack Pro. Automate your bug tracking process with TestTrack Pro--improve product quality, reduce time to market, and lower your customer support costs. TestTrack Pro gives you a distinct advantage over your competition.

Job Description: Are you looking for a cutting edge software development co-op opportunity that will expose you to the real world of software development? You don't need to look in the Silicon Valley—the perfect opportunity may be waiting for you at Cincinnati-based Seapine Software. Seapine has a long track record of software co-op success. We provide our co-op engineers with meaningful work experience, not just busy work. A co-op position with Seapine will give you experience with software development tools that are widely used throughout the industry – and that is valuable experience you can take with you after graduation. We're introducing new commercial software products to the market and our software development team is expanding.

We use a wide range of technologies, operating systems, and third-party tools so this position is ideal for the co-op student looking to expand their knowledge. Key Responsibilities • Work with experienced software professionals as part of a team of developers. • Perform testing on software products which includes developing tests, reporting found problems, and helping the development team fix problems. • Learn and use Seapine's defect tracking (TestTrack Pro), test case management (TestTrack TCM, version control (Surround SCM), and automated testing (QA Wizard Pro) tools. • Maintain existing software products by fixing bugs. • Develop software for Windows, Mac OS X, Linux, Solaris, and the Web, under the supervision of the development staff. The co-op program at Seapine provides a structured learning experience that will prepare you for a career in software development. You will start in a testing role to learn the Seapine product suite and the technologies we use. After you have demonstrated knowledge of our products, you'll move on to more challenging assignments such as fixing bugs or developing new features for existing software products.

Food Processing and Agriculture:

Kroger Company – Cincinnati Ohio

Company Description: The Kroger Company was founded by Barney Kroger in 1883. Since 1883, The Kroger Company has grown from a small store in downtown Cincinnati to become America's largest grocery retailer. Headquartered in Cincinnati, the company now operates more than 2,401 supermarkets and multi-department stores across the United States. Kroger also operates convenience stores, jewelry stores, supermarket fuel centers and processing plants. This provides for a wide variety of career opportunities both at the headquarters and at the divisional level. Our mission is to be a leader in the distribution and merchandising of food, pharmacy, health and personal care items, seasonal health and personal care items, seasonal merchandise, and related products and services. The Kroger Co is headquartered in Cincinnati, Ohio and had fiscal 2005 sales of \$60.6 billion. Kroger is one of the nation's largest grocery retailers. The Company currently operates 2,057 supermarkets and multi-department stores across 31 states and 791 convenience stores, 428 fine jewelry stores, 579 supermarket fuel centers and 42 manufacturing plants producing a wide variety of private label products. Kroger employs approximately 290,000 full and part-time associates. The maintenance and energy engineers are responsible for improving the existing facilities while managing a maintenance or energy organization. A co-op student would assist one of the permanent engineers in whatever manner possible. Kroger engineers may travel a significant portion of their time. They need to visit job sites for overseeing the productivity and quality of the project. They also coordinate the construction activities with merchandising and operation in order to minimize customer impact. Along with a competitive salary and generous employee benefit package, including a 401(k) plan, cash balance pension plan, full medical coverage, a stock purchasing plan, educational assistance and many other benefits, the Facility Engineering Department provides an individual with the experience needed for advancement both within the department and throughout the company. Former engineers now hold positions as V.P. of Engineering, Director of Engineering, Regional Directors of Engineering, and Division Managers of Engineering. If interested, it is possible to move into non-engineering parts of our organization. Kroger also provides employees with monetary support by assisting them in achieving and maintaining professional certification.

Job Description: The primary function of the Network Solutions team is to provide design, monitoring, and support of Kroger's network security infrastructure. This includes the Kroger DMZ, DNS, remote access, firewalls, IPS/IDS, Extranets, and Internet hosting environments. Support DNS adds and changes. Scripting to help automate log maintenance and reporting. Remote Access setups and changes. Evaluate and implement new network services and features. Working with firewalls, intrusion detection/prevention systems, risk analysis, security

Additional Item: UC Job Descriptions by Industry Cluster / Co-op
10 (10)

policies and procedures. To develop a good working knowledge of common TCP and UDP application protocols. Gain knowledge of common Linux, Unix, and Windows system administration. Learn how to develop and deploy Information Security policies; gain knowledge of corporate business controls and industry best practices. Experience assessing and implementing security mechanisms and monitoring systems. Develop skills writing ACLs and Regular Expressions with a strong familiarity of the terminology and concepts involved. Communication skills, both written and oral. Develop customer support skills with ability to interact effectively with both technical and non-technical personnel & customers.

J. M. Smucker Company LLC – Cincinnati Ohio

Company Description: The J. M. Smucker Company, headquartered in Orrville, OH has continually ranked by *Fortune* Magazine as one of "The 100 Best Companies to Work for in America," The Company is the leading marketer and manufacturer of fruit spreads, peanut butter, shortening and oils, ice cream toppings, sweetened condensed milk and health and natural foods beverages in North America. The Company remains rooted in the Basic Beliefs of Quality, People, Ethics, Growth and Independence established by its founder and namesake more than a century ago.

Job Description: This is a paid co-op and will provide opportunities ranging from business unit support to traditional accounting functions, this individual will be responsible for Prepare monthly journal entries, Perform account reconciliations, Inventory variance analysis and tracking, Assist with the development of the financial plan, Preparation and analysis of financial reports, Being responsible for daily reconciliation of inventory balances, Reviewing the change in stock balances on a daily basis and investigated variances

Academic Internship Program
Course Descriptions and Learning Outcomes
Division of Professional Practice and Experiential Learning
September 1, 2012

PD 3001 – Exploring Academic Internships

Course Description:

This course is designed to prepare students to maximize learning through a career related internship. It will acquaint students with employer performance expectations and assist in the development of the strategies and skills for effective participation in the employment process. The course helps students close the gap between the academic application of business concepts and their pragmatic utilization in the workplace. Students will participate in the site selection for their internship experience. Professionals will discuss career options, goals/planning, and internships.

Learning Outcomes:

Students will be able to create an effective resume or portfolio that effectively communicates their capabilities to potential employers. Students will gain insights into the employment interview process and the types of behaviors that are most likely to elicit a job offer. Students will have gained insight into the types of behaviors that are most likely to lead to success in the workplace. Students will have developed an understanding of the career paths related to a specific career interest both in relation to their potential internship, as well as, to their career after graduation. Students gain the ability to research the job market, to identify potential employers, to assess their own ability to attract employment, to apply for positions, and to close the employment deal effectively.

INT 3001 Academic Internship (First Semester)

Course Description:

This course is designed for students who are participating in the Academic Internship Program. Learning outcomes will be applicable to situations in a multidisciplinary mix of businesses, organizations, and agencies. The academic internship experience allows students to investigate the applicability of their studies in relationship to the requirements of an employer in the format of a 10 - 15 hour/week field experience. The course is reflective in nature, relies on communication with an on-site mentor, as well as distance learning based communication with faculty. Students will participate in limited projects and complete tasks that build on skills learned in the classroom. This course can be considered a mid-collegiate experience as it provides for ongoing student reflection, reinforces first year learning, increases disciplinary proficiency, provides contextual learning and allows

students to more effectively prepare for their capstone experience. Students will have the ability to complete multiple internships during the course of the UC Academic Internship Program; therefore, additional progressive learning outcomes will be achieved during each semester.

Learning Outcomes:

Students will use the knowledge gained on their internship to test and clarify career interests and aptitudes. Students will acquire valuable hands on skill development and learning. Students will be able to explain the expectations that their supervisor has of them with regard to performing work responsibilities. Students will be able to explain how their particular activities relate to departmental goals. Semester One - Learning Outcomes
Organization Culture - Students will demonstrate an understanding of workplace culture by articulating the basic facts of the firm's mission statement. Students will be able to analyze how the organization's culture impacts company or department productivity. Students will be able to apply knowledge of their organization's culture by developing a plan for success during their academic term at the organization. Social Responsibility- Students will be able to identify issues in their employer's ability to be a corporate citizen. Students will be able to describe activities of corporate citizenship. Students will be able to analyze the impact of corporate citizenship on their employer and on society. Professional Ethics - Students will be able to identify a code of conduct governing their profession. Students will be able to create and resolve hypothetical situations that require ethical decision making. Students will be able propose a course of action that best reflects what an ethical professional would choose in a hypothetical situation.

INT 3002 Academic Internship (Second Semester)

Course Description:

This course is designed for students who are participating in the Academic Internship Program. Learning outcomes will be applicable to situations in a multidisciplinary mix of businesses, organizations, and agencies. The academic internship experience allows students to investigate the applicability of their studies in relationship to the requirements of an employer in the format of a 10 - 15 hour/week field experience. The course is reflective in nature, relies on communication with an on-site mentor, as well as distance learning based communication with faculty. Students will participate in limited projects and complete tasks that build on skills learned in the classroom. This course can be considered a mid-collegiate experience as it provides for ongoing student reflection, reinforces first year learning, increases disciplinary proficiency, provides contextual learning and allows students to more effectively prepare for their capstone experience. Students will have the ability to complete multiple internships during the course of the UC Academic Internship Program; therefore, additional progressive learning outcomes will be achieved during each semester.

Learning Outcomes:

Students will use the knowledge gained on their internship to test and clarify career interests and aptitudes. Students will acquire valuable hands on skill development and learning. Students will be able to explain the expectations that their supervisor has of them with regard to performing work responsibilities. Students will be able to explain how their particular activities relate to departmental goals. Semester Two - Learning Outcomes

Communication Skills - Students will illustrate their ability to develop written communication skills in the workplace. Students will document how their interpersonal skills were effectively used to communicate with co-workers, customers, and clients in a business environment. Students will develop effective presentation skills.

Teamwork - Students will develop a clear and comprehensive understanding of working with and for others in a professional environment. Students will have the ability to discuss examples of working effectively to achieve team goals. Students will develop the ability to work effectively in a multi-cultural or multi-disciplinary environment.

Technology - Students will be able to identify current technology that has a significant current impact on their workplace as well as the potential for growth and development. Students will be able to analyze how technology affects the day to day operations of the workplace. Students will be able to forecast possible future uses of technology.

INT 3003 Academic Internship (Third Semester)

Course Description:

This course is designed for students who are participating in the Academic Internship Program. Learning outcomes will be applicable to situations in a multidisciplinary mix of businesses, organizations, and agencies. The academic internship experience allows students to investigate the applicability of their studies in relationship to the requirements of an employer in the format of a 10 - 15 hour/week field experience. The course is reflective in nature, relies on communication with an on-site mentor, as well as distance learning based communication with faculty. Students will participate in limited projects and complete tasks that build on skills learned in the classroom. This course can be considered a mid-collegiate experience as it provides for ongoing student reflection, reinforces first year learning, increases disciplinary proficiency, provides contextual learning and allows students to more effectively prepare for their capstone experience. Students will have the ability to complete multiple internships during the course of the UC Academic Internship Program; therefore, additional progressive learning outcomes will be achieved during each semester.

Learning Outcomes:

Students will use the knowledge gained on their internship to test and clarify career interests and aptitudes. Students will acquire valuable hands on skill development and learning. Students will be able to explain the expectations that their supervisor has of them with regard to performing work responsibilities. Students will be able to explain how their particular activities relate to departmental goals. Semester Three Learning Outcomes

Initiative/Motivation - Students will learn to seek information and ask questions when appropriate. Students will develop the ability to take initiative in their job responsibilities. Students will develop a clear and comprehensive

understanding of how initiative can be rewarded. Project/Task Management - Students will recognize and articulate appropriate processes to effectively and efficiently complete projects/tasks. Students will develop the ability to and illustrate strategies to effectively manage tasks and/or projects. Students will demonstrate an understanding of the meaning and relevance of technology and methodology processes. Leadership - Students will be able to compare and contrast leadership styles that they have observed in the workplace. Students will be able to identify skill sets of effective leaders in their organization. Students will be able to assess their own leadership styles and skills.

INT 3004 Academic Internship (Fourth Semester)

Course Description:

This course is designed for students who are participating in the Academic Internship Program. Learning outcomes will be applicable to situations in a multidisciplinary mix of businesses, organizations, and agencies. The academic internship experience allows students to investigate the applicability of their studies in relationship to the requirements of an employer in the format of a 10 - 15 hour/week field experience. The course is reflective in nature, relies on communication with an on-site mentor, as well as distance learning based communication with faculty. Students will participate in limited projects and complete tasks that build on skills learned in the classroom. This course can be considered a mid-collegiate experience as it provides for ongoing student reflection, reinforces first year learning, increases disciplinary proficiency, provides contextual learning and allows students to more effectively prepare for their capstone experience. Students will have the ability to complete multiple internships during the course of the UC Academic Internship Program; therefore, additional progressive learning outcomes will be achieved during each semester.

Learning Outcomes:

Students will use the knowledge gained on their internship to test and clarify career interests and aptitudes. Students will acquire valuable hands on skill development and learning. Students will be able to explain the expectations that their supervisor has of them with regard to performing work responsibilities. Students will be able to explain how their particular activities relate to departmental goals. Semester Four Learning Outcomes: Professional Expectations- Students will give examples of appropriate professional interaction with both internal and external constituents. Students will learn to seek and use resources effectively. Students can effectively utilize the appropriate technology of the field. Self-Reflection and Career Planning- Students will be able to identify their own strengths and weaknesses and describe how their strengths allow them to deal more effectively with situations as well as how they could take steps to reduce their weaknesses. Students will be able to describe their own career interests. Students will analyze how various career paths might satisfy their interests and draw upon their strengths. Integration of Theory and Practice - Students will be able to document and analyze classroom learning that is applied in the workplace. Students will be able to document and analyze workplace

learning that enhances their classroom learning. Students will complete development of their professional and academic portfolio.

INT 3005 Academic Internship (Fifth Semester)

Course Description:

This course is designed for students who are participating in the Academic Internship Program. Learning outcomes will be applicable to situations in a multidisciplinary mix of businesses, organizations, and agencies. The academic internship experience allows students to investigate the applicability of their studies in relationship to the requirements of an employer in the format of a 10 - 15 hour/week field experience. The course is reflective in nature, relies on communication with an on-site mentor, as well as distance learning based communication with faculty. Students will participate in limited projects and complete tasks that build on skills learned in the classroom. This course can be considered a mid-collegiate experience as it provides for ongoing student reflection, reinforces first year learning, increases disciplinary proficiency, provides contextual learning and allows students to more effectively prepare for their capstone experience. Students will have the ability to complete multiple internships during the course of the UC Academic Internship Program; therefore, additional progressive learning outcomes will be achieved during each semester.

Learning Outcomes:

Students will use the knowledge gained on their internship to test and clarify career interests and aptitudes. Students will acquire valuable hands on skill development and learning. Students will be able to explain the expectations that their supervisor has of them with regard to performing work responsibilities. Students will be able to explain how their particular activities relate to departmental goals. Semester Five Learning Outcome: Professional Career Knowledge - Students will be able to research and recognize major career field segments. Student will be able to research and report on major industry trends and conditions. Students will develop strategies to follow a specific career path within the company or the professional field. Success Drivers - Students will begin to understand nuances of organizational relationships including how power and influence achieve goals. Students will build a professional network of contacts. Students will develop competencies such as knowledge of the field, interpersonal skills and positive work attitudes. Lifelong Learning - Students will be able to demonstrate their ability to engage in lifelong learning through learning on the job. Students will describe the emerging trends that will affect their chosen career fields. Students will forecast how emerging trends will impact their need to engage in lifelong learning.

Professional Practice Instruction

Course Descriptions and Learning Outcomes of COOP 2001 / 4001

Applicable to Baccalaureate level Curricula offered by CEAS, DAAP, and CoB.

Approved by the Division of Professional Practice: February 24, 2010

COOP 1001 – Introduction to Cooperative Education

Course Description:

This course is designed to introduce students to the cooperative education (co-op) learning model and how it is executed through the Professional Practice Program. It will prepare students to maximize learning through and develop the strategies and necessary skills for effective participation in the Professional Practice Program. Completion of this course is required for participation in the Professional Practice Program.

Learning Outcomes:

Students will be able to describe the history and key concepts of Cooperative Education.

Students will be able to explain the appropriate policies and procedures as stated in the Division's textbook and student handbook.

Students will be able to explain the theory and practice foundation underlying the Prof Practice Program as well as some of the tools used to assess learning within this Program.

Students will be able to apply the concepts of self-assessment as a tool for learning.

Students will be able to use strategies and behaviors that lead to successful employer interviews and to success in the work place.

Students will be able to create a resume and/or portfolio in preparation for the co-op referral process.

COOP 2001 (First Semester)

Course Description:

An individualized, progressive course of study utilizing cooperative education to facilitate and focus the process of integrating theory and practice through faculty-guided, discipline-related learning experiences. In addition the course develops and applies students' observation, reflection, and evaluation skills related to specific learning objectives. Cooperative education learning objectives include topics and assignments designed to support increasing levels of professional knowledge and skills in the workplace, and enhance students' ability to critically analyze the learning gained through workplace experiences. The student will build a body of work that will be assessed from the student, employer and faculty perspective and that gives evidence of successful accomplishment of the learning outcomes. Focused learning objectives topics will include reflection, communication, initiative/motivation, and organizational culture.

Learning Outcomes:

Students will be able to practice a method of reflection as well as professional-communication skills.

Students will demonstrate strategies for taking initiative in a professional environment.

Students will be able to describe, define, and analyze an example of an organization culture.

COOP 2002 (Second Semester)

Course Description:

An individualized, progressive course of study utilizing cooperative education to facilitate and focus the process of integrating theory and practice through faculty-guided, discipline-related learning experiences. In addition the course develops and applies students' observation, reflection, and evaluation skills related to specific learning objectives. Cooperative education learning objectives include topics and assignments designed to support increasing levels of professional knowledge and skills in the workplace, and enhance students' ability to critically analyze the learning gained through workplace experiences. The student will build a body of work that will be assessed from the student, employer and faculty perspective and that gives evidence of successful accomplishment of the learning outcomes. Focused learning objectives topics will include teamwork, professionalism, and professional ethics. Student learning outcomes will be progressive and build on previous co-op semesters.

Learning Outcomes:

Students will demonstrate their ability to practice teamwork and professional behavior in a professional environment.

Students will define, apply, and analyze professional ethics in the workplace and profession.

COOP 3001 (Third Semester)

Course Description:

An individualized, progressive course of study utilizing cooperative education to facilitate and focus the process of integrating theory and practice through faculty-guided, discipline-related learning experiences. In addition the course develops and applies students' observation, reflection, and evaluation skills related to specific learning objectives. Cooperative education learning objectives include topics and assignments designed to support increasing levels of professional knowledge and skills in the workplace, and enhance students' ability to critically analyze the learning gained through workplace experiences. The student will build a body of work that will be assessed from the student, employer and faculty perspective and that gives evidence of successful accomplishment of the learning outcomes. Focused learning objectives topics will include project management, task management and social responsibility. Student learning outcomes will be progressive and build on previous co-op semesters.

Learning Outcomes:

Students will practice task and/or project management.

Students will be able to define and analyze organizational social responsibility.

COOP 4001 (Fourth Semester)

Course Description:

An individualized, progressive course of study utilizing cooperative education to facilitate and focus the process of integrating theory and practice through faculty-guided, discipline-related learning experiences. In addition the course develops and applies students' observation, reflection, and evaluation skills related to specific learning objectives. Cooperative education learning objectives include topics and assignments designed to support increasing levels of professional knowledge and skills in the workplace, and enhance students' ability to critically analyze the learning gained through workplace experiences. The student will build a body of work that will be assessed from the student, employer and faculty perspective and that gives evidence of successful accomplishment of the learning outcomes. Focused learning objectives topics will include critical thinking, self assessment and career planning. Student learning outcomes will be progressive and build on previous co-op semesters.

Learning Outcomes:

Students will be able to apply workplace decision-making and problem-solving methodology.

Students will be able to explain, analyze, and evaluate their own strengths and weaknesses in terms of their career goals.

COOP 4002 (Fifth Semester)

Course Description:

An individualized, progressive course of study utilizing cooperative education to facilitate and focus the process of integrating theory and practice through faculty-guided, discipline-related learning experiences. In addition the course develops and applies students' observation, reflection, and evaluation skills related to specific learning objectives. Cooperative education learning objectives include topics and assignments designed to support increasing levels of professional knowledge and skills in the workplace, and enhance students' ability to critically analyze the learning gained through workplace experiences. The student will build a body of work that will be assessed from the student, employer and faculty perspective and that gives evidence of successful accomplishment of the learning outcomes. Focused learning objectives topics will include professional career knowledge and integration of theory and practice. Student learning outcomes will be progressive and build on previous co-op semesters.

Learning Outcomes:

Students will be able to define career options and goals and the necessary or required professional development and qualifications to obtain them.

Students will be able to define, apply, and analyze the integration of classroom theory and workplace practice.



DIVISION OF PROFESSIONAL PRACTICE

PO Box 210115
 Cincinnati, OH 45221-0115
 (513) 556-5027 (Voice) (513) 556-5061 (Fax)
 www.uc.edu/propractice/

EMPLOYER ASSESSMENT OF PROFESSIONAL PRACTICE STUDENT

For the student to receive maximum benefit from the work experience and receive an appropriate co-op grade, completion of this form is essential.

PURPOSE

The Professional Practice Program extends the students' education beyond the limitations of classroom teaching and curriculum. By providing a structured sequence of progressively challenging lessons learned on assignment and in direct association with practicing members of the profession, students are provided the most comprehensive and professional preparation available.

The person who supervises the student on practice assignments assumes the important responsibility of guiding student learning as well as assessing their performance, growth, potential, and developmental needs. The professional practice employer thus cooperates with the University of Cincinnati's faculty in planning the student's program and in providing guidance to enhance the individual's professional development. The employer assessment information will be used for guidance and instructional purposes only and will become a part of the student's academic record.

Employer: _____

Assignment Location: _____
(Number) (Street)

(City) (State) (Zip Code)

Web Address: _____

Department or work unit: _____

Current quarter employment dates: From _____ To _____

Please describe the essential functions of your department or work unit: _____

Please describe the student's work assignment for the current quarter: _____

Please assess the student's work assignment from the following two perspectives:

The above position provides important skill development and learning for anyone majoring in this student's specific discipline. *Please check one choice:*

Consistently	Most of the Time	Frequently	Occasionally	Never

The above position provides important skill development and learning directly related to this student's current professional goals, regardless of major field of study. *Please check one choice:*

Consistently	Most of the Time	Frequently	Occasionally	Never	Not Discussed

PERFORMANCE SKILLS ASSESSMENT

Specific comments, examples, and observations to support the ratings should be included. The performance skills should be rated using the following scale. Please check the appropriate box below.

- 5 Excellent (the best or one of the best in this category)
- 4 Good (above average but not excellent)
- 3 Satisfactory (average when compared to others in this category)
- 2 Poor (lacking in some important aspects or less than satisfactory)
- 1 Unsatisfactory (lack of ability, failure to use it, or any other cause)
- N/A Not applicable or no opportunity to observe

PERFORMANCE SKILLS	RATING						COMMENTS	EXAMPLES	OBSERVATIONS
COMMUNICATION <ul style="list-style-type: none"> • Speaks with clarity and confidence • Writes clearly and concisely • Makes effective presentations • Exhibits good listening and questioning skills 	Scale								
	5	4	3	2	1	N/A			
CONCEPTUAL/ANALYTICAL ABILITY <ul style="list-style-type: none"> • Evaluates situations effectively • Solves problems/makes decisions • Demonstrates original and creative thinking • Identifies and suggests new ideas 	5	4	3	2	1	N/A			
LEARNING/THEORY AND PRACTICE <ul style="list-style-type: none"> • Learns new material quickly • Accesses and applies specialized knowledge • Applies classroom learning to work situations 	5	4	3	2	1	N/A			
PROFESSIONAL QUALITIES <ul style="list-style-type: none"> • Assumes responsibility/accountable for actions • Exhibits self-confidence • Possesses honesty/integrity/personal ethics • Shows initiative/is self-motivated • Demonstrates a positive attitude toward change 	5	4	3	2	1	N/A			
TEAMWORK <ul style="list-style-type: none"> • Works effectively with others • Understands and contributes to the organization's goals • Demonstrates flexibility/adaptability • Functions well on multidisciplinary team 	5	4	3	2	1	N/A			
LEADERSHIP <ul style="list-style-type: none"> • Gives direction, guidance and training • Motivates others to succeed • Manages conflict effectively 	5	4	3	2	1	N/A			
TECHNOLOGY <ul style="list-style-type: none"> • Uses technology, tools, instruments and information • Understands complex systems and their interrelationships • Understands the technology of the discipline 	5	4	3	2	1	N/A			
DESIGN AND EXPERIMENTAL SKILLS <ul style="list-style-type: none"> • Displays ability to design a component, system or process • Demonstrates ability to design and conduct experiments • Analyzes and interprets data efficiently 	5	4	3	2	1	N/A			

GROWTH & FUTURE DEVELOPMENT

To assist the student in the upcoming quarter, please complete the following section:

What are your goals for the student for the next co-op term? _____

What suggestions would you make to help the student become more successful? _____

What courses or specific training would you suggest to help the student develop professionally? _____

Has this report been discussed with the student? _____ yes _____ no
Rate of Pay: _____ Per Hour
Do you recommend this student for continued co-op employment with your organization? _____ yes _____ no
If NO, please explain: _____

List all individuals who have had input in this evaluation:
Name: _____ Name: _____
Name: _____ Name: _____
Evaluator's Signature: _____ Position: _____ Date: _____
Program Administrator's Signature: _____ Position: _____ Date: _____
Student's Signature: _____ Date: _____



Student Report – COOP 2001 (First Semester)



Report is 10% complete

PART 1: BEGINNING OF CO-OP TERM

- ✓ Set and review learning goals

PART 2: MID-POINT OF CO-OP TERM

Track progress toward learning goals

PART 3: END OF CO-OP TERM

Complete learning goals

Describe your learning experience

Evaluate your skill development

Evaluate your discipline specific learning and skill development

Evaluate your position

Describe your international experiences / exposures

Plan for the future

PART 1: BEGINNING OF CO-OP TERM

Set and review learning goals *Step 1 of 2*

An important part of learning through co-op is establishing learning goals and developing a plan to achieve these goals.

Your co-op advisor has set the following learning goals for you.

By the end of the co-op term:

- You will be able to practice a method of reflection as well as professional communication skills.
- You will be able to demonstrate strategies for taking initiative in a professional environment.
- You will be able to describe, define, and analyze an example of an organization culture.

During the first two weeks of the co-op term, meet with your supervisor to discuss these goals and describe how these goals may be achieved.

Date of meeting with supervisor:

Co-op Learning Goal 1: Professional Communication Skills

Projects, tasks, activities, assignments which will support Co-op Learning Goal 1

Co-op Learning Goal 2: Taking Initiative

Projects, tasks, activities, assignments which will support Co-op Learning Goal 2

Co-op Learning Goal 3: Understanding Organizational Culture

Projects, tasks, activities, assignments which will support Co-op Learning Goal 3



Student Report – COOP 2001 (First Semester)


Report is 20% complete

PART 1: BEGINNING OF CO-OP TERM

- ✓ Set and review learning goals

PART 2: MID-POINT OF CO-OP TERM

- ✓ Track progress toward learning goals

PART 3: END OF CO-OP TERM

- Complete learning goals
- Describe your learning experience
- Evaluate your skill development
- Evaluate your discipline specific learning and skill development
- Evaluate your position
- Describe your international experiences / exposures
- Plan for the future

PART 2: MID-POINT OF CO-OP TERM

Track progress toward learning goals

Please meet with your supervisor to discuss and record progress toward your learning goals. Communicate any issues or concerns you may have. For example, take this time to discuss issues concerning the amount and/or quality of your work, the level/quality of feedback you've received. This may also be the time to express an interest in taking on increased responsibility (if you're ready to do so) or become involved in new/different projects.

Date of meeting with supervisor:

Co-op Learning Goal 1

Professional Communication Skills

Please provide specific explanation and/or examples to support your assessment

Co-op Learning Goal 2

Taking Initiative

Please provide specific explanation and/or examples to support your assessment



Co-op Learning Goal 3

Organizational Culture

PROFICIENT

PROGRESSING

LIMITED PROGRESS

N/A

Please provide specific explanation and/or examples to support your assessment

Personal Learning Goal 1

Personal goal 01 as entered by student for COOP 2001 will display

PROFICIENT

PROGRESSING

LIMITED PROGRESS

N/A

Please provide specific explanation and/or examples to support your assessment

Personal Learning Goal 2

Personal goal 02 as entered by student for COOP 2001 will display

PROFICIENT

PROGRESSING

LIMITED PROGRESS

N/A

Please provide specific explanation and/or examples to support your assessment

Return to Previous

Save and Close

Save and Continue



Student Report – COOP 2001 (First Semester)


Report is 30% complete

PART 1: BEGINNING OF CO-OP TERM

- ✓ Set and review learning goals

PART 2: MID-POINT OF CO-OP TERM

- ✓ Track progress toward learning goals

PART 3: END OF CO-OP TERM

- ✓ Complete learning goals

Describe your learning experience

Evaluate your skill development

Evaluate your discipline specific learning and skill development

Evaluate your position

Describe your international experiences / exposures

Plan for the future

PART 3: END OF CO-OP TERM

Complete learning goals *Step 2 of 4*

At the beginning of your co-op term, we asked you to review these learning goals set for you by your co-op advisor and discuss these goals with your supervisor:

- You will be able to practice a method of reflection as well as professional communication skills.
- You will be able to demonstrate strategies for taking initiative in a professional environment.
- You will be able to describe, define, and analyze an example of an organizational culture.

Please evaluate your performance in relation to these learning goals using the scale below. PLEASE NOTE: Responses are confidential and will only be reviewed by your co-op faculty advisor.

Taking Initiative

5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree and N/A

I take initiative in the workplace by seeking out work and/or volunteering for projects.



I seek out opportunities to interact and network with professionals inside and outside of my department/organization.



I assume responsibility for my actions.



Please explain and/or provide examples.



Student Report – COOP 2001 (First Semester)


Report is 30% complete

PART 1: BEGINNING OF CO-OP TERM

- ✓ Set and review learning goals

PART 2: MID-POINT OF CO-OP TERM

- ✓ Track progress toward learning goals

PART 3: END OF CO-OP TERM

- ✓ Complete learning goals

Describe your learning experience

Evaluate your skill development

Evaluate your discipline specific learning and skill development

Evaluate your position

Describe your international experiences / exposures

Plan for the future

PART 3: END OF CO-OP TERM

Complete learning goals *Step 3 of 4*

At the beginning of your co-op term, we asked you to review these learning goals set for you by your co-op advisor and discuss these goals with your supervisor:

- You will be able to practice a method of reflection as well as professional communication skills.
- You will be able to demonstrate strategies for taking initiative in a professional environment.
- You will be able to describe, define, and analyze an example of an organizational culture.

Organizational Culture

After a review of [PAL resource materials](#), type your responses to the following essay questions in a separate document. When complete, please upload this document (PDF or Word) below.

1) In your own words, define the term “organizational culture.”

2) In 300-500 words (1) describe and (2) analyze the culture of your current organization. Please consider the following questions and your own observations and experiences. You are NOT required to respond to every one of these questions however, you are required to consider them. We are looking for responses that are thoughtful and show you have actively explored this topic.

- *What does the organization say about itself through its mission statement and/or official statement?*
- *How would you describe employee morale?*
- *Do employees understand the purpose of their work and are they working toward a common goal?*
- *What do the leaders of your department/organization value?*
- *How is information formally communicated within the organization?*
- *How is information informally communicated within the organization?*
- *Describe the business environment in which the organization is operating.*

– Describe the business environment in which the organization is operating.

UPLOAD DOCUMENT

Must be PDF or Word doc. Size limit is ????

Has your understanding of organizational culture grown during this co-op semester?

 Y N

I believe that my current level of understanding of organizational culture can be primarily attributed to:

 % co-op % classroom % other

Optional comments

Return to Previous

Save and Close

Save and Continue



Student Report – COOP 2001 (First Semester)


Report is 40% complete

PART 1: BEGINNING OF CO-OP TERM

- ✓ Set and review learning goals

PART 2: MID-POINT OF CO-OP TERM

- ✓ Track progress toward learning goals

PART 3: END OF CO-OP TERM

- ✓ Complete learning goals
- ✓ Describe your learning experience
- Evaluate your skill development
- Evaluate your discipline specific learning and skill development
- Evaluate your position
- Describe your international experiences / exposures
- Plan for the future

PART 3: END OF CO-OP TERM

Describe your learning experience

Reflection is a critical part of learning through experience. Through this process you will develop a greater understanding of the value of your co-op experience and realize what you have learned. **Please answer the following open-ended questions.** PLEASE NOTE: Responses to these questions are confidential and will only be reviewed by your co-op faculty advisor.

Please describe your responsibilities during this co-op semester. Be specific.

How did you contribute to your department's/organization's goals?

What have you learned during this co-op semester professionally and personally?

How can you apply what you have learned?



Student Report – COOP 2001 (First Semester)


Report is 90% complete

PART 1: BEGINNING OF CO-OP TERM

- ✓ Set and review learning goals

PART 2: MID-POINT OF CO-OP TERM

- ✓ Track progress toward learning goals

PART 3: END OF CO-OP TERM

- ✓ Complete learning goals
- ✓ Describe your learning experience
- ✓ Evaluate your skill development
- ✓ Evaluate your discipline specific learning and skill development
- ✓ Evaluate your position
- ✓ Describe your international experiences / exposures
- ✓ Plan for the future

PART 3: END OF CO-OP TERM

Plan for the future

STRENGTHS:

As you grow as a student and as a professional it is important you identify your professional strengths and realize how these strengths can be used to help you succeed during co-op and beyond. Additionally, when you know your strengths and realize their value, you are in the best position to make informed career choices and to explain to future employers what you will bring to their organization. **Please answer the questions below.**

Please identify two professional strengths that you exhibited during this co-op term. Examples: *Organized, Detail-oriented, Learn quickly, Resourceful, Good communicator, Technologically skilled, Problem-solver*

How have you used these strengths to be successful during your co-op term?

AREAS FOR IMPROVEMENT:

As you grow as a student and as a professional it is important you are able to identify areas for development and/or improvement and implement a plan to address these areas. When you do this, you are engaging in an important professional development process which will help you achieve success during co-op and beyond. **Please answer the questions below.**

AREAS FOR IMPROVEMENT:

As you grow as a student and as a professional it is important you are able to identify areas for development and/or improvement and implement a plan to address these areas. When you do this, you are engaging in an important professional development process which will help you achieve success during co-op and beyond. **Please answer the questions below.**

Please identify two areas for professional development and/or improvement.

Examples: Taking initiative, Asking for more work, Asking questions, Professional writing, Presentation skills, Interpersonal skills, Exhibiting professional confidence, Use of technology

What actions will you take to improve and/or develop in these areas?

Be specific.

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Save and Close

Save and Continue

UC Forward Represents a Fundamental Change in the Preparation of Our Students

Evolved from the Passion of Students, Faculty and Staff



What is UC Forward?

UC Forward is an exciting new teaching and learning initiative—pairing students, faculty and external experts, each from differing perspectives—to create innovative and transformative answers to problems and uniquely develop tomorrow’s workforce.

This initiative differentiates and positions both the university and our students as leaders in transforming the landscape of 21st century education and in creating social and economic value for our local, regional and global communities. University of Cincinnati is uniquely positioned to do this well and to be THE leader in the field.

Composed of common elements, UC Forward brings students from dissimilar fields together to work with at least 2 mentors (faculty, students, external experts, or other partners) also from diverse areas of expertise to create new solutions, knowledge, or products. These experiences include a variety of methods such as innovation studios, field experiences, emerging technologies (i.e., video conferencing, social media) and labs to harbor an environment of collaboration between students. Students gain the capacity to effectively collaborate, self-organize, and create meaningful and sustainable connections between individuals, disciplines, institutions and communities. Through transformative solution-oriented outcomes, UC Forward expands the educational model, to leverage corporate and community partnerships to create innovative products, solutions, and new ideas that provide value.

UC Forward represents a fundamental change in the preparation of our students—to be unafraid to meet tomorrow’s challenges—by structuring a variety of interdisciplinary collaborative educational experiences today.

Why UC?

University of Cincinnati is uniquely positioned to do this well and to be THE leader in the field:

- Range of our disciplinary competencies and colleges
- Commitment to real-world learning
- Partnership with the city and commitment to solving urban challenges
- A tradition of value-adding corporate partnerships
- Integrated Core Learning (ICL), UC’s shared undergraduate vision that calls for a purposefully linked curricula rich in interdisciplinary real world experiences
- Institutional structure that can support innovation

UC Forward Experiences

- [Niehoff Urban Studio](#)
- [Livewell Collaborative](#)
- [Integrated Core Learning \(ICL\) Capstones](#)
- Interdisciplinary Certificates ([UC3](#), [Critical Visions](#))
- Medical Device Innovation and Entrepreneurship Program
- Quaternary and Anthropocene Research Group
- Academic Information Technology Studio
- U.S. Department of Energy Solar Decathlon
- Design + Nursing Community Health Collaborative
- Introductory Collaborative Courses, Studios and Seminars, as well as select Honors Programs

To learn more about our programs and activities, please visit the Office of the Senior Vice President for Academic Affairs and Provost [website](#) or the UC Forward [website](#).

<http://www.uc.edu/provost/ucforward.html>

UC/ Feedback report / Aerospace Engineering Learning ranked by student cohort growth / May 2011

		N ENTRY	Mean ENTRY	STDEV ENTRY	N ENTRY	Mean ENTRY	STDEV ENTRY	Difference mean	T-Test One tailed	T-Test Two tailed	difference_std	F-Test Significance One tailed
H3	Data Analysis	64	4.20	0.84	62	4.60	0.56	0.39	99.7%	99.4%	-0.28	95%
A2	Writing	73	4.01	0.79	64	4.39	0.68	0.38	99.6%	99.2%	-0.11	
H2	Exp. Design Ability	49	4.29	0.82	44	4.66	0.57	0.37	98.8%	97.5%	-0.25	95%
H1	Comp. Design Ability	55	4.24	0.79	56	4.59	0.56	0.35	99.1%	98.2%	-0.23	95%
F2	Motivates Others	38	4.13	0.62	47	4.47	0.62	0.34	98.3%	96.5%	0.00	
J3	Task Management	72	4.25	0.82	61	4.59	0.59	0.34	99.3%	98.5%	-0.23	95%
G3	Underst. of Tchnlgy	77	4.22	0.70	67	4.54	0.53	0.32	99.6%	99.1%	-0.17	95%
J2	Goal Setting	71	4.20	0.80	64	4.52	0.59	0.32	99.0%	98.0%	-0.21	95%
F1	Gives Direction	34	4.12	0.64	45	4.42	0.58	0.30	96.8%	93.6%	-0.06	
G2	Systems Understanding	73	4.23	0.74	66	4.53	0.59	0.30	98.9%	97.9%	-0.15	95%
A1	Speaking	78	4.19	0.84	66	4.48	0.66	0.29	98.2%	96.4%	-0.18	95%
B2	Problem solving	74	4.24	0.74	67	4.54	0.61	0.29	98.8%	97.7%	-0.13	90%
D2	Self Confidence	77	4.27	0.82	67	4.57	0.56	0.29	98.8%	97.5%	-0.26	95%
D4	Self Motivation	77	4.48	0.70	67	4.75	0.53	0.27	98.7%	97.4%	-0.17	95%
A3	Presenting	45	4.24	0.68	59	4.49	0.60	0.25	95.4%	90.7%	-0.08	
C2	Appl.Spec. Knwldg	74	4.30	0.77	67	4.55	0.56	0.25	97.7%	95.3%	-0.21	95%
E4	Mutidisciplinary Team Fct	68	4.47	0.68	58	4.71	0.53	0.24	97.0%	94.0%	-0.15	95%
J1	Project Management	70	4.24	0.82	59	4.47	0.68	0.23	94.3%	88.5%	-0.15	90%
E2	Goal Orientation	75	4.45	0.64	65	4.68	0.59	0.22	96.8%	93.6%	-0.05	
J4	Time Allocation	71	4.30	0.76	65	4.51	0.62	0.21	94.4%	88.8%	-0.15	95%
K3	Work Volume	75	4.44	0.70	66	4.64	0.57	0.20	94.5%	89.0%	-0.13	95%
OV	OVAL	77	4.58	0.59	66	4.79	0.54	0.20	96.5%	93.1%	-0.05	
C3	Appl. Classrm Lrng	62	4.23	0.80	62	4.42	0.59	0.19	91.5%	83.0%	-0.21	95%
E3	Flexibility	76	4.53	0.64	67	4.72	0.62	0.19	94.1%	88.3%	-0.02	
K4	Attendance	77	4.58	0.69	66	4.77	0.55	0.19	94.2%	88.4%	-0.15	95%
B4	Idea Generation	74	4.36	0.67	66	4.55	0.64	0.18	92.4%	84.9%	-0.04	
A4	Listening	78	4.42	0.71	67	4.60	0.58	0.17	92.3%	84.6%	-0.13	95%
G1	Use of Technology	77	4.53	0.64	67	4.70	0.46	0.17	93.9%	87.9%	-0.18	95%
K2	Work Quality	77	4.55	0.57	66	4.71	0.49	0.17	94.1%	88.3%	-0.09	90%
B3	Creative Thinking	74	4.32	0.74	67	4.48	0.66	0.15	87.7%	75.5%	-0.08	
D3	Integrity	77	4.68	0.52	67	4.82	0.46	0.15	92.7%	85.4%	-0.07	
C1	Learning	78	4.60	0.59	67	4.73	0.45	0.13	89.3%	78.7%	-0.14	95%
K5	Punctuality	74	4.58	0.68	65	4.71	0.61	0.13	84.6%	69.3%	-0.08	
D5	Positive Attitude	77	4.51	0.64	67	4.63	0.67	0.12	83.4%	66.8%	0.03	
I1	Work Culture Und.	76	4.53	0.60	62	4.65	0.60	0.12	84.2%	68.4%	0.00	
D1	Accountability	77	4.47	0.66	67	4.58	0.70	0.11	81.5%	63.1%	0.04	
E1	Works with others	76	4.57	0.57	67	4.67	0.64	0.11	81.7%	63.4%	0.06	
K1	Professional Attitude	77	4.61	0.57	66	4.70	0.63	0.09	77.2%	54.4%	0.07	
I2	Respects Diversity	77	4.61	0.57	62	4.69	0.59	0.08	76.6%	53.2%	0.02	
B1	Evaluates Situations	75	4.27	0.64	67	4.31	0.68	0.05	64.6%	29.1%	0.04	
F3	Conflict Management	30	4.27	0.64	40	4.25	0.87	-0.02	53.3%	6.7%	0.23	95%
I3	Rec. Political Impl.	67	4.54	0.61	57	4.51	0.68	-0.03	58.5%	17.1%	0.07	

UC Budget Narrative

Grant Funded Budget

Salaries – Senior Personnel Salary & Benefits: \$116,866

The proposal request funding to support 5% effort of a faculty representative from the College of Engineering and Applied Science, the College of Design, Architecture, Art, And Planning, the Lindner College of Business, the College of Arts & Sciences, and UC Blue Ash. These faculty will participate in a process in which a group will help develop teaching methods that better match employer needs. This funding represents a total of \$54,352 in salary and benefits.

The proposal also requests funding to support 5% effort of four faculty in the Division of Professional Practice and Experiential Learning(ProPEL). These faculty will work closely with the faculty from the UC Colleges participating in the grant to help develop teaching methods that better match employer needs. This funding totals to \$29,521 in salary and benefits.

The proposal also requests funding to support 8% effort of an associate professor from the Lindner College of Business. His effort will be to analyze formal feedback data gathered from employers. This data will be provided to the faculty from the colleges and ProPEL (see two previous paragraphs), and will be used as a basis for efforts to develop the teaching methods that better match employer needs as indicated above. This requested funding is for \$32,993 in salary and benefits.

Other Personnel Salary & Benefits: \$246,572

The proposal requests funding to support 25% of a Program Coordinator's effort to help administer grant activity. Felecia will help coordinate the record keeping and payment of incentives to new employers, tracking of new student positions, grant communication, etc. Over the two year period of the grant, this will amount to \$28,357 in salary and benefits.

The proposal requests funding to support 30% of three Manager of Job Development positions effort. Their effort will be in finding new co-op and internship positions in the State of Ohio in the industries targeted in the grant. These industries were specified in the Ohio Board of Regents RFP. Over the two year period of the grant, this funding will amount to \$140,040 in salary and benefits.

The proposal requests funding to support 20% effort of a Director Academic's position in the College of Arts & Sciences. Her efforts will be in coordinating grant efforts in placing students into internship positions fitting the grant guidelines for students in the College. She will also help in grant administration with respect to determining eligibility of new positions for grant benefits and employer incentives. Over the two year period of the grant, this funding will amount to \$31,640 in salary and benefits.

The proposal requests funding to support 40% effort of a Coordinator of Special Projects/Programs position at UC Blue Ash. Her efforts will be in coordinating grant efforts in placing students into internship positions fitting the grant guidelines for students in the College. Over the two year period of the grant, this funding will amount to \$46,535 in salary and benefits.

Supplies and Other Direct Costs

The proposal requests \$12,120 over the two year grant period to be used by the University of Cincinnati to hold industry specific employer recruitment events to attract new employers into the co-op/internship program. Companies in the industry clusters specified in the OBR RFP will be targeted.

The proposal also requests funding for incentives to new employers and participating students to make the hiring of students financially more possible and attractive. This funding request was for \$202,000 over the two year grant period.

Subcontracts: Total: \$355,229

UC has several partners in this grant, both educational institutions as well as other entities. The educational partners will be pursuing the objectives of the grant at their institutions, while the other partners will help in connecting the Colleges and Universities with businesses in the target industries to help establish co-op/internship positions for students. These grant partnerships will be facilitated through subcontracts. The partners and their subaward amounts for the grant period are shown below:

Cincinnati USA Partnership for Economic Development: \$21,954
The Ohio Aerospace Institute (OEI): \$8,165
The College of Mount St. Joseph: \$96,850
Shawnee State University: \$29,484
University of Rio Grande and Rio Grande Community College: \$93,798
Xavier University: \$91,110
Cincinnati State Technical and Community College: \$13,868

These amounts are comprised of salary and benefits of university personnel participating in the grant, money for incentives to employers/students, money for events to recruit employers/students to the program, as well as F&A costs. In the case of non-university partners these dollars represent partial salary and benefit dollars of persons working on the grant, helping to link employers with the Universities (Cincinnati USA, .10 FTE & OEI, .05 FTE).

F&A Costs \$58,378

The allowable F&A cost, as specified by the OBR RFP, was set at a maximum of 8%. University of Cincinnati F&A costs for the proposal totals to \$58,378 over the two year grant period.

Cost Share Budget

Supplies and Other Direct Costs

The OBR RFP was very specific in stating that matching funds could not be provided from Institutional funds of colleges and universities participating in the grant. As a result, college/university matching funds to the grant (with the exception of Shawnee State University) will be provided from the salaries provided by employers to students while they are working in their co-op and internship positions. OBR has approved these dollars as matching funds. These matching amounts are shown below for each grant partner.

University of Cincinnati: \$1,140,000

Subcontracts:

The College of Mount St. Joseph: \$99,000

Shawnee State University: \$21,000 (employer salaries), \$8,500 (Shawnee State Foundation)

The University of Rio Grande and Rio Grande Community College: \$97,200

Xavier University: \$91,126

Cincinnati State: \$14,000

Cincinnati USA Partnership for Economic Development: The matching dollars are provided by .03FTE effort of four employees working to link employers from the grant targeted industries to the Colleges and Universities participating in the grant. The total match is for \$26,136 in salary and benefit dollars.

Ohio Aerospace Institute: The matching dollars are provided by .06 FTE effort of an employee working to link employers from the grant targeted industries to the Colleges and Universities participating in the grant. The total match is for \$9,072 in salary and benefit dollars.

F&A Costs \$91,200

As a result of the matching funds above, the University of Cincinnati will also provide F&A cost matching of \$91,200 dollars.