

**Ohio**

John R. Kasich, Governor  
Jim Petro, Chancellor

University System of Ohio  
Board of Regents



COMPLETE  
COLLEGE



Ohio

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## A Message from Chancellor Jim Petro

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Few people challenge the assertion that Ohio's economic future hinges on the level of post-secondary education attained by its citizens. In our country's highly competitive and unpredictable global economy, the only certainty is that the jobs of tomorrow will flow to communities, states, and nations with the educated populations qualified to fill them. There is a clear and well-documented connection between education and economic development. Thus, the importance of the role of the Ohio Board of Regents and the University System of Ohio on the economic future of Ohio is critical. The economic growth of Ohio is certainly dependent on higher education.



Prior strategies of Ohio's University System have sought to target five- and ten-year objectives establishing higher levels of enrollment and degree completion at our universities and colleges. While targets were established there has never been the exposition of new ideas on how we will actually get there.

Ohio's proportion of adults with bachelor's degrees in the workforce, sadly, remains in the bottom quarter of the states, typically 5 percentage points below the national average. This must change, and strategies to improve on this statistic are set forth in this plan.

The mission of the University System of Ohio is to increase the percentage of Ohioans with degrees – all degrees – whether one, two, or four-year degrees. This can be best accomplished by embracing strategies that advance degree completion. The fact is, less than half of the students who enter our public colleges and universities actually complete a program which grants them a credential of value or degree. We must achieve a much higher rate of certificate and degree completion.

A student cannot enhance their employment prospects by listing courses or semesters completed on their resume. When they leave college after multiple semesters of study without a certificate or a degree they have wasted their money and the state's money. It is an economic loss and a loss of human potential that must be stopped.

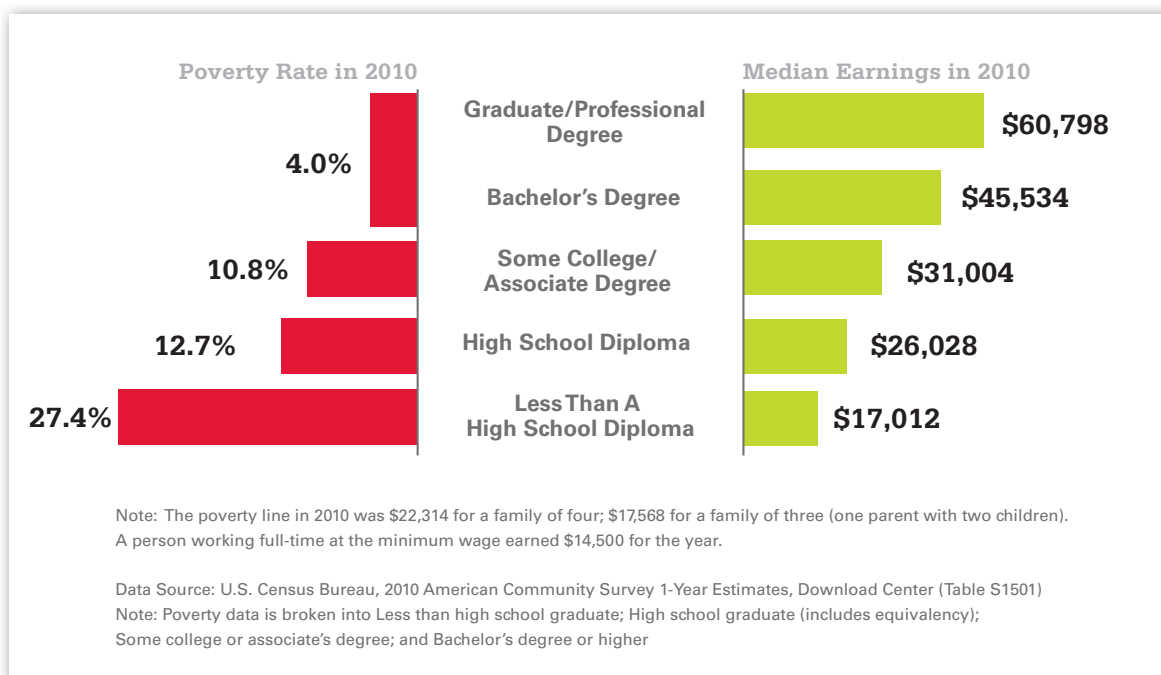
The University System of Ohio must be directed toward the goal of graduating more students and encouraging them to remain in Ohio upon graduation. The Complete College Ohio Initiative intends to provide comprehensive and bold new proposals to accomplish this goal. This document is presented to encourage consideration of new and innovative ideas to advance this cause.

A handwritten signature in black ink that reads "Jim Petro". The signature is stylized with a large, sweeping loop at the end.

Jim Petro  
Chancellor  
Ohio Board of Regents

# Executive Summary

In the knowledge economy, the journey of education to develop a flexible, knowledgeable, and skilled workforce should begin in pre-school and continue until at least an associate degree – the equivalent of a high school diploma a generation ago – is achieved. If we are to compete in a global economy, a high school diploma is not sufficient. We must dramatically increase the number of Ohioans with degrees. While 31 percent of adult Americans have a bachelor’s degree, only 26 percent of adult Ohioans have a bachelor’s degree (source: U.S. Census Bureau). The benefit of increased degrees is important to every Ohioan. We know that every one percent increase in the total number of bachelor’s degrees translates into an estimated \$2.5 billion in increased economic activity per year and every year thereafter.



In the *Complete College Ohio* Initiative, you will find a series of new and innovative strategies designed to accomplish this mission. Much time, effort, and public and private dollars have been spent enrolling students in public higher education. When education is abandoned before completion of a degree, that money is essentially wasted. The focus must be ensuring students complete their education by earning applicable certificates, degrees or other credentials which demonstrate they are qualified to fill the jobs of today and tomorrow. The pathway to increased completion lies within the following:

**Collaborate fully with the Ohio Department of Education** to promote strategies which ensure that students graduate from high school ready for success in their choice of careers or non-remedial placement in a first-year, credit-bearing course at any of Ohio’s public post-secondary institutions.

**Jointly develop with the State Superintendent of Public Instruction a new high school as-**

**assessment system that replaces the Ohio Graduation Test** with the following:

A nationally standardized college readiness assessment to be given in eighth or ninth grade, the results of which will be used to determine course-taking decisions that increase the likelihood of students being college or career-ready upon high school graduation;

A series of end-of-course exams that measure student learning in high school courses, the results of which will replace the current use of varied placement exams in determining first-year course college and career placements; and

The use of Advanced Placement (AP) exams, ACT end-of-course exams and the International Baccalaureate program as substitutions for end-of-course exams, the results of which will also be used for making first-year college and career course placement decisions.

These decisions will be reflected in rules promulgated for approval by the State Board of Education following a period of consultation with the Ohio General Assembly.

**Collaborate in providing high schools with guidance and career counseling services, including use of the on-line Individualized Academic and Career Plan program**, with recommendations for students' successful navigation of postsecondary education and strategies such as "Leadership Academies" that bring first generation college students together and create clubs based upon academic disciplines.

Collaborate with the Ohio Department of Education, the Governor's Office of 21st Century Education and the Ohio General Assembly to **make the high school senior year more meaningful** by assuring that sufficient coursework is taken either to assure the college-or career-readiness of a student upon graduation or the participation of that student in credit-bearing coursework during the senior year, either on campus, at the home high school, through digital learning, or a combination of these venues.

Expand on Ohio's uniquely comprehensive and **effective articulation and transfer credit programs**, providing even more credit transfer options for students.

**Initiate "The Success Roadmap" in our open access universities, branch campuses and community colleges.** This is designed to recognize every level of significant achievement as it is completed. A certificate of value after thirty (30) credit hours with core requirements, an Associate Degree after sixty (60) hours including core curricula, a specialized credential with specific economic value after a ninety (90) hour completion success point; and, of course a baccalaureate degree to follow after 120 credit hours. Each success point and the special recognition have the effect of encouraging the next level of significant achievement. For all of our universities and colleges an annual "Success Roadmap" progress document will be created to pinpoint where the student is and what it will take to achieve the next success point. This becomes a significant advisory function which fosters a sense of mission.

Transition all adult training programs **into specialty certificate programs** which are designed to foster recognition and to meet specific employer needs.

**Restructure delivery of degree programs to remove uncertainty in scheduling and improve retention and completion.** Frame all degree plans in major fields of study with a goal of block scheduling toward accelerated program completion, particularly in two-year degree programs. This allows the working student to attend classes during an established time block, five days a week with an acknowledged and specific completion date.

**Increase merit and need-based scholarships,** recognition of excellence programs for students, and general scholarship availability. Develop student financial incentives to promote persistence by increasing the amount of grant aid available in the second year. Increasing funds to students in their sophomore year could help improve persistence at a critical point where many students are likely to drop out.

Develop **more comprehensive programs for co-operative education and internships** for students in all Ohio colleges and universities

The University System of Ohio will **develop the framework to successfully commercialize the remarkable research** being pursued on our university campuses.

**Continue to streamline Ohio’s outstanding technology consortium in order to leverage existing strengths,** trim administrative costs, and eliminate technological and management duplication and inefficiency to ultimately improve student outcomes and completion.

Revise the **Performance-Based Funding formula** to drive attainment of degrees. Develop a revised formula for the State Share of Instruction which is the principal state appropriation supporting public colleges and universities), to a formula that is based on completion of degree programs and overall attainment. Affordability remains a significant component in degree completion. There must be a broad examination of new affordability options including a guarantee to students that keeps tuition the same for four-year degree programs, and a tuition increase approval procedure that examines operational efficiency before authorizing an increase in tuition.

If Ohio’s economy is to thrive and grow, we must provide business with a continual pipeline of highly-skilled workers. Simply put, more students must graduate and obtain their degrees in a more timely and efficient manner. I believe our Complete College Ohio Initiative will have a direct and positive impact on students – their lives – their families - our communities - and our state. We are so fortunate to have enormous talent, innovation, and resources within our K-12 and University System in Ohio. Our call to action now must be to demand these resources are best utilized to help students complete their degrees, thus providing the workforce of skilled, critical thinkers that will attract and keep business here in Ohio, and bring a new level of economic value to our University System based on recognized results.

# Collaboration

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**Goal: Collaborate fully with the Ohio Department of Education to promote strategies which ensure that students graduate from high school ready for success in their choice of careers or non-remedial placement in a first-year, credit-bearing course at any of Ohio's public post-secondary institutions.**

Every person seeking employment opportunities will need to go beyond high school to specialty training resulting in a certificate or credential of value in the workplace, an associate degree, or a baccalaureate degree and beyond. All education must be a continuum of preK-20 and beyond. The Ohio Board of Regents (OBR) and the Ohio Department of Education (ODE) will work collaboratively to ensure that today's students are prepared for life-long learning.

Historically, the relationship between the OBR and the ODE has suffered due to lack of direct and constructive engagement between the staff of the two agencies. Deeper engagement began aggressively in 2011, and will be further advanced when the OBR and the ODE share a common operational location. The ODE and OBR share responsibilities including dual-enrollment and Post-Secondary Enrollment Options (PSEO), teacher preparation programs, student teaching, federal and other grant funding, and many other functions. Physically occupying the same space would be a step in the right direction for seamless coordination. We expect the relocation to occur, with the Ohio Board of Regents moving to the Ohio Department of Education Building, in Fiscal Year 2013.

*The Ohio Board of Regents is expected to relocate to the Ohio Department of Education building at 25 South Front Street early in Fiscal Year 2013.*



## Ensuring College/Career Readiness

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**Goal: In accordance with state law, jointly develop with the State Superintendent of Public Instruction, a new high school assessment system that replaces the Ohio Graduation Test.**

Ohio must ensure high school graduates are prepared for college level or career technical training. It is no secret nationally, and in Ohio, that some of today's high school graduates are unprepared for college course work. Ohio must immediately move to assess students earlier in their high school career, and parents should be actively engaged in this process. Ohio should administer a proven college and career readiness test for each and every early high school student, and, coupled with end-of-course examinations, the school would assess the student's knowledge and place them on a high school path in each subject for either college or career readiness to help eliminate the need for remediation.

A new high school assessment test should replace the Ohio Graduation Test (OGT), which is not a good measure of college/career readiness. The OGT will be replaced with the following:

A nationally standardized college readiness assessment to be given in eighth, ninth or tenth grade, the results of which will be used to determine course-taking decisions that increase the likelihood of students being college and career-ready upon their graduation from high school;

A series of end-of-course exams that measure student learning in high school courses, the results of which will replace the current use of myriad placement exams in determining first-year course placements; and

The use of Advanced Placement exams, ACT end-of-course exams and the International Baccalaureate program as substitutions for end-of-course exams, the results of which will also be used for making first-year course placement decisions.

If the student is college-ready in the subject, the student could be directed to Advanced Placement (AP) or dual-enrollment courses to receive college credit while in high school. Additionally, students interested in entering the workforce directly could begin career technical training to earn the certificates that will guarantee their demand on the job market.





The high school assessments would not only reduce the need for remediation in higher education, but would also promote the 3-year degree plans that would see motivated students graduate with baccalaureate degrees in three years. With a solid foundation of correct placement, less remediation, and advanced placement, students can be more successful.

Remediation for young adults several years post-secondary represents 70 percent of total remediation. There is a necessary re-introduction to the delayed post-secondary students. It should be delivered, most likely, at career centers and community colleges, and attempt to lead this student to an effective re-entry. The rigor of the remediation should be based on the achievement goal of this non-traditional student.

This assessment helps students to progress and ultimately complete their degrees and certificates of training. These decisions will be reflected in rules promulgated for approval by the State Board of Education following a period of consultation with the Ohio General Assembly.



*A new high school assessment test should replace the Ohio Graduation Test (OGT) which is not a good measure of college/career readiness.*

## Development of New College and Career Counseling Assistance

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**Goal: Collaborate in providing high schools with guidance and career counseling services, including use of the on-line Individualized Academic and Career Plan program, with recommendations for students' successful navigation of postsecondary education and strategies such as "Leadership Academies" that bring first generation college students together and create clubs based upon academic disciplines.**

High school students in today's classrooms do not receive enough guidance in making choices beyond high school graduation. In many instances, students do not begin to think about a college or career path until it is too late to change their course. In conjunction with college and career readiness assessments, programs should be dedicated to examining and identifying pathways for students to follow based on their assessment and career interest. The Ohio Core specifies a number of credits that students must earn in order to be ready for success in their pursuit of a career or choice of college. Students who demonstrate that readiness before graduation should be enrolled in dual enrollment and AP courses to get a head start on earning college credit or engage in a career-based internship or apprenticeship. This would provide a vital first step to ensure that every student has a plan after high school and that no student falls through the cracks.

Proven teams include "Leadership Academies", bringing first generation college students, together and clubs established based on academic disciplines.

Community organizations dedicated to providing college and career guidance are an important resource throughout Ohio. Collaborating to broaden access to these programs can provide important direction for students.



*"Leadership Academies" would bring first-generation college students together, and create clubs based on academic disciplines.*

# Making the High School Years Count

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**Goal: Collaborate with the Ohio Department of Education, the Governor’s Office of 21st Century Education and the Ohio General Assembly to make the high school senior year more meaningful by assuring that sufficient coursework is taken either to assure the college-or career-readiness upon graduation or the participation of that student in credit-bearing coursework during the senior year, either on campus, at the home high school, through digital learning or a combination of these venues.**

The average worker with an associate’s degree earns nearly \$5,000 per year more than those with just a high school diploma. A bachelor’s degree holder earns almost \$20,000 more per year than the high school graduate. A certificate, associate degree or bachelor’s degree translates to substantially more income over the course of a career. Parents and students should begin to prepare for a college and career path as early as 6th grade. All high school students must be enrolled in courses which meet the Ohio Core curriculum standards and which lead directly into placement in a specific post-secondary field. College admissions officers look for students taking a rigorous high school class schedule.

Tests such as the PLAN® (ACT’s College Readiness Test for 10th Graders), the American College Test (ACT), the Preliminary Scholastic Assessment Test (PSAT), and the Scholastic Assessment Test (SAT) can help prequalify students for the National Merit Scholarship Program and give them an idea what subject areas they need to improve. As an eighth grader, students also may take the EXPLORE assessment test that helps them plan high school courses, prepare for the ACT, or choose a career direction.

High School students should be thinking strategically to ensure they have options to complete their college degrees in three-years if they so choose. Three-Year Degrees are accomplished in part by taking college level course work the last few years of high school. Ohio students who score at least a ‘3’ on an Advanced Placement (AP) exam are guaranteed college credit at any University System of Ohio institution. All high school students should be exposed to the specific Post-Secondary Enrollment Options Program (PSEOP) sometimes referred to as “dual enrollment. These programs allow high school students to simultaneously earn college credit and high school graduation credit through successful completion of college coursework. Students who are working in their last years of high school or who have graduated can also seek out Career-Technical Credit Transfer (CT<sup>2</sup>). This program allows high school and adult career-technical students who successfully complete specified technical programs to enter public colleges and universities with credits in-hand.

High school students should be directed to student internships and other co-op educational opportunities. Students should be introduced to people who work in a career they might be interested in pursuing so they can ask about recommended training and education. Students should be encouraged to attend college nights and college fairs to learn about different colleges and talk to friends who are already in college about their school choices, plan visits to colleges and/or career facilities.

# Advancement of Full Articulation and Credit Transfer

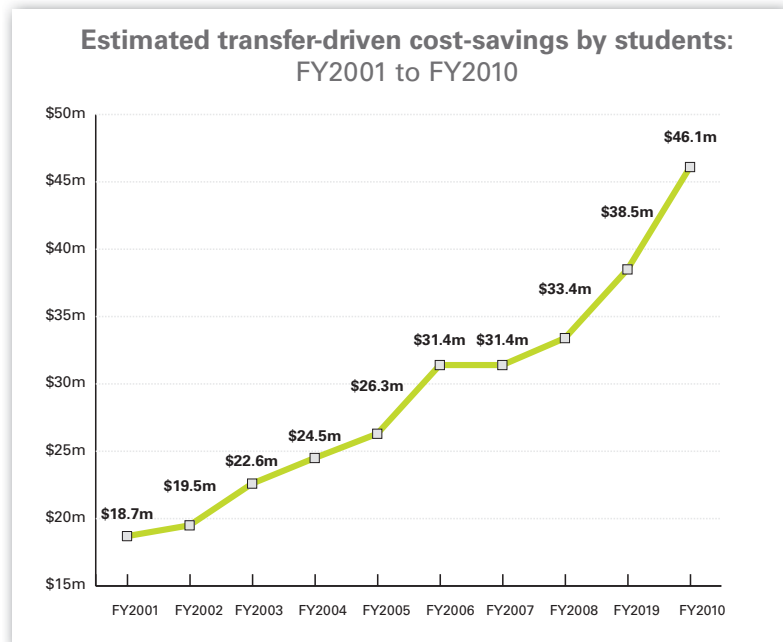
**Goal: Expand Ohio’s already advanced articulation and transfer credit system allowing students to get full equivalency of credits earned in high school, career technical, military or higher education institutions.**

One of Ohio’s greatest strengths is its comprehensive credit transfer system. More than 43,000 students transferred credit within the University System of Ohio in the last year resulting in a savings totalling \$46.1 million for students and their families. Ohio’s guaranteed degree pathways using the Ohio Transfer Module, Transfer Assurance Guides, and Career-Technical Credit Transfer initiatives have helped students increase the applicability of their previous coursework toward their majors. A state-wide Advanced Placement policy has

also helped accelerate degree attainment for high school students. Additional work must be done to achieve a complete articulation and transfer system.

- Expand course equivalencies for general education, pre-major/beginning major and career-technical programs and courses.
- Expand course equivalents with college credit for secondary career-technical programs.
- Better align and match the college-level course equivalents for military training, experience, and coursework.
- Develop a state-wide standardization policy on awarding of college credit for College Level Examination Program (CLEP).
- Form state-wide agreements for apprenticeship programs.
- Monitor the progress on and expand educational opportunities through Adult Concurrent Enrollment.

This goal will assure that every level of completion is recognized as a building block toward an ultimate degree goal.



## Establish “The Success Roadmap”: Reward Incremental Achievement at Each Stage of Completion on a Path to Degree Attainment

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**Goal: Initiate “The Success Roadmap” in our open access universities, branch campuses, and community colleges. This is designed to recognize every level of significant achievement as it is completed. A certificate of value after thirty (30) credit hours with core requirements, an associate degree after sixty (60) hours including core curricula, a specialized credential with specific economic value after a ninety (90) hour completion success point; and, of course a baccalaureate degree to follow after 120 credit hours. Each success point and the special recognition have the effect of encouraging the next level of significant achievement. For all of our universities and colleges an annual “Success Roadmap” progress document is needed to pinpoint where the student is and what it will take to achieve the next success point.**

A number of students who enroll in Ohio’s institutions of higher education end up leaving before completing their education. As a result, these students have nothing to show but debt for the work they put in while originally pursuing their degree. It is a loss not only of their time and money, but presents a significant loss of public and private funds, and dramatically slows Ohio’ ability to provide the skilled workforce it needs. This trend must be immediately and dramatically reversed in Ohio.

If a student receives clearly defined recognition of their work on the way to earning their degree, the student is more likely to ultimately complete their work. The Success Roadmap would reward each incremental level of completion, providing a defined measure of success which can give students immediate documentation of a specific marketable skill as they continue on their pathway to degree completion. Ohio’s open access universities and institutions will be directed to develop processes to award students credentials (such as certificates and associate degrees) as soon as the requirements are met—even when the student remains enrolled and is progressing toward the next credential. For example, after 30 credit hours, recognition of career readiness with a certificate that has value in the job-seeking marketplace should be awarded. After 60 credit hours and core completion, recognition of a major step toward a bachelor’s degree should be awarded with an associate degree. The same would hold true for students who attain 90 credit hours with an award of recognition upon completion as they continue on their pathway.

This will ensure that each student receives the credential that they have earned as they progress toward degree completion. The early attainment of a credential may also encourage the student to stay in school longer.

For all of our universities and colleges, an annual “Success Roadmap” progress document will pinpoint where the student is and what it will take to achieve the next success point. This becomes a significant advisory function which fosters a sense of mission.

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# Ensure Specialty Certificate Training Programs are Building Blocks to Degrees and Meet Specific Employer Needs

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**Goal: The University System of Ohio will examine the ways it counts, approves, and funds workforce credentials to promote completion, collaboration, and addressing labor market needs.**

The University System of Ohio has a network of educational providers with the capacity to offer postsecondary credentials that lead to jobs such as: apprenticeships, certificates, certifications, and associate, baccalaureate, and graduate degrees. Adult Workforce Education (AWE) at career centers, community colleges, and regional campuses provide opportunities to complete workforce credentials in less than one year that will help adults succeed in the workforce. Establishing these credentials as a building block for additional degrees will result in more effective strategies to facilitate transitions at every point along students' educational paths.

According to a recent report by the Business Alliance for Higher Education and the Economy (BAHEE), the annual workforce “hotspots” of workforce need include Computer Systems, Accounting & Financial Management, Insurance, Human Resources Management, and Computer Engineering. These programs work to address these sorts of sector needs and more. University System of Ohio providers should work together to ensure the needs of business are being met in their region as well as to avoid unnecessary duplication.



Recent data analyses demonstrate that students entering for workforce credentials can and do move successfully through the University System of Ohio's educational system, many beginning with very low skills. Efforts must be taken to reward institutions for not only increasing the number of learners who complete workforce credentials, but also for successfully transitioning students to additional credential and degree programs within the University System of Ohio.

High schools along with the college and vocational career centers must work together to ensure the seamless transition from high school to post-secondary achievement of a degree or certificate of value. ODE and the OBOR should work to integrate of efforts of the Adult Workforce Education program with K-12 career-tech - primarily through articulated curricular agreements and workforce development using community college campuses and Joint Vocational Schools.

# Restructured Delivery of Degree Programs to Improve Completion

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**Goal: Restructure delivery of degree programs in ways that remove uncertainty in scheduling and thus improve student retention and completion.**

Non-traditional students are the new majority. According to Complete College America, 75 percent of students are college commuters, often juggling families, jobs and school; this leaves only 25 percent of students fitting the traditional view of being enrolled as full-time and residing on campus. Today's students need new, shorter, and faster pathways to degrees and certificates of marketable value. As such, Ohio must provide more programming for students who are managing personal and academic lives. Also, Ohio must develop a "Finish in Four" commitment at all of our universities.

Many working students seek to enroll in whole academic programs, rather than individual courses; this puts a premium on removing the burdens and confusion of individual course selection and availability. More programs need to be offered in ways that reflect the whole program approach.

One proven tool to power success is block scheduling. These programs are taught in defined, continuous blocks of time with clearly established completion dates. Offering programs in predictable blocks of time provide students with scheduling predictability to balance jobs while attending school. This approach has been successful at Ohio's Adult Workforce Educa-

tion (AWE) programs at career centers; our **AWE programs had an average completion rate of 70 percent** in the 2010-2011 academic year. This completion rate compares favourably with Tennessee's 27 Tech centers, where a 75% completion rate has been established.

Ohio must increase the number of programs using block scheduling and other innovative approaches to delivery to ensure working students can complete their degree in a timely manner.



# Increase Merit Scholarships, Recognition of Excellence Programs for Students, and Need-based Scholarship Availability

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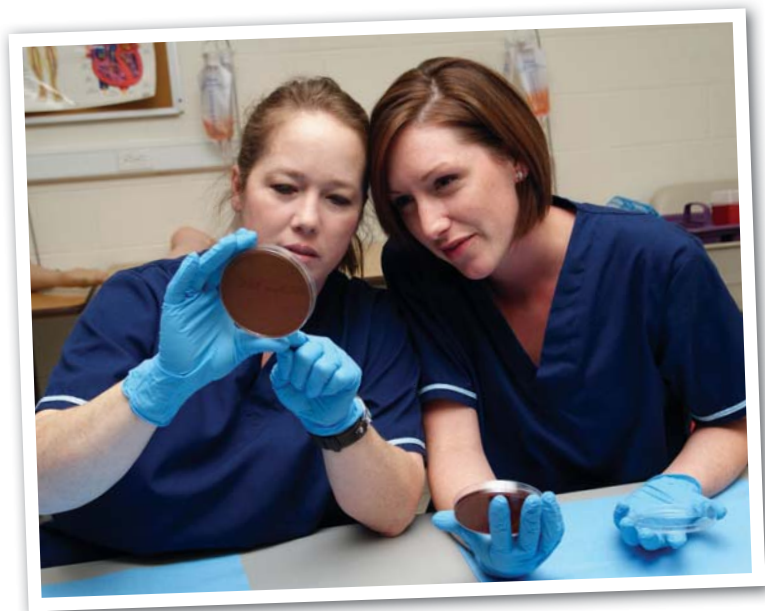
**Goal: Establish a merit-based scholarship to reward and retain Ohio's best and brightest students and advance greater access to need-based aid for qualified students.**

In order to compete with other states, Ohio must reward its best and brightest and encourage them to remain in Ohio and solidify their roots within Ohio. As such, Ohio will work to establish the Ohio Distinguished Scholars Award for our brightest performing high school students, providing a significant scholarship award to those high-achievers who attend an Ohio college or university.

States such as Arkansas have established merit-based scholarships in order to reward their strongest students by encouraging them to continue their education in state.

The Western Interstate Commission for Higher Education (WICHE) issued a report in 2007 that concludes that both the Arkansas Academic Challenge & Governor's Scholarships have been fairly successful in achieving the aims of the program.

Citing a 2004 report from the Arkansas Department of Education, WICHE claims that the Academic Challenge Scholarship "had a direct effect on closing the curriculum gap, lowering the number of high school students taking remedial courses, and encouraging participation in higher education." The state also witnessed an increase from 40 percent to 78 percent in the number of high school seniors who complete college-preparatory core curriculum. Remediation rates have dropped from 60 percent to 50 percent since the program's inception. Arkansan students continuing their education in college has risen from 48 percent to 61 percent. Furthermore, 89 percent of resident freshman who graduated the previous year elected to attend a school in Arkansas.





WICHE concludes there is also strong evidence of the success of the Arkansas merit-based scholarship. According to the same 2004 Arkansas Department of Education report, only 38 percent of Arkansas high school seniors who scored 32 or higher on their ACT attended college in-state prior to the program's enactment in 1997. That number had jumped to 84 percent by 2003.

Ohio should develop student financial incentives to promote persistence by increasing the amount of grant aid available in the second year. Increasing funds to students in their sophomore year could help improve persistence at a critical point where many students are likely to drop out.

It is clear Ohio's population of graduating seniors is on the decline. As such, it is imperative that the state aggressively work to attract and retain the best and brightest students through every avenue possible. Because Ohio cannot afford to lose this wealth of future talent, it must embark on a specific and long-term plan to fund scholarship awards and other programs.



*Ohio must develop more incentives for top students to attend college in the state.*

# Professional Development and Teacher Preparation Programs

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**Goal: Improve overall professional development for pre-K to 20 by providing more collaborative efforts to plan development programs for teachers.**

Currently, the higher education teacher preparation system is not logically and effectively connected to pre-K to 12 professional development activities. The Ohio Board of Regents, working in collaboration with the Ohio Department of Education, should determine what role higher education can play in improving professional development opportunities. There should also be an examination of requiring joint approval of teacher education programs and teacher licensure standards with each entity having approval of the other's programs and licensure standards.



## Excellence in Education

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**Goal: Integrating the Centers of Excellence in the higher education system with ODE's Office of Educational Research.**

Currently, the Ohio Board of Regents and the Ohio Department of Education separately seek out and recognize best practices. The two agencies should collaborate on best practices in a preK-20 fashion and perhaps have the budgetary and operating authorities shared in law to accomplish this important task.

## Ohio Centers of Excellence



*University of Cincinnati's Center for Design and Innovation was designated an Ohio Center of Excellence in October 2011.*



# Develop More Comprehensive Programs for Co-operative Education and Internships for Students in All Ohio Colleges and Universities

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**Goal: Develop a comprehensive state-wide system of co-operative education and internships in Ohio that can provide students with opportunities in industry and provide industry with work-ready talent.**

Students with experience in the real world have a head start on a successful career. University System of Ohio students should be better connected with business opportunities through paid and credited co-ops and internships, particularly in the high-need fields of energy, financial services, and industries with IT needs. Experiential learning increases the work-ready skills, knowledge, and experience of all students. By creating highly skilled and qualified students for businesses, a successful program will enhance the workforce talent pipeline needed in the industries that drive Ohio's economy.

Ohio is in the unique position to leverage over \$11 million in incoming casino licensing fees to help develop a comprehensive state-wide system of co-operative education and internships in mature or growing strategic industries in Ohio. This system will identify and expand learned best practices to better serve the needs of businesses and students. Ohio will provide talented University System of Ohio students with opportunities in those industries and provide the industries with a work-ready talent pipeline.

The concept of a cooperative education was broadly established at the University of Cincinnati (UC) in 1906. Now, over 100 years and 43 countries later, generations of students worldwide have been impacted by Ohio's innovative thinking. UC's co-op program is listed among the nation's best in "US News & World Report" rankings. It consistently meets the demands of students, employers and the university. Ohio must set specific targets to replicate this kind of program with specific co-op and internship enrollment targets to help encourage completion of degrees. Ohioans would be well-served if these top programs were systemically provided as part of the fabric of each student's education, rather than as a last minute or last year, short-term program. Programs like UC that are intrinsically woven into the building blocks of each degree are proven winners for the student and business.



*UC's co-op program is listed among the nation's best in "US News & World Report" rankings.*



# Develop Framework to Successfully Commercialize Remarkable Research on University Campuses

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**Goal:** The University System of Ohio will work to develop the framework to commercialize the remarkable research being undertaken on university campuses.

Ohio's universities must aspire to apply their research capacity to make life better for each Ohioan. By allowing our universities the expanded freedom and ability to hold equity in the inventions developed by faculty, our universities become even more of an economic development driver in the state.

The Ohio Board of Regents is required by Ohio law to produce the annual Report on the Condition of Higher Education to update the legislature on the status of higher education in the state. The Regents, in collaboration with the Chancellor's office, had made research commercialization the centerpiece of this report, reflecting the priority of this area within the University System of Ohio.

The "Conditions Report," which was completed June 2012, is intended to help dramatically improve research commercialization activities among Ohio's 14 research universities, 24 regional branch campuses and 23 community colleges. The Regents have assembled a Technology Transfer and Commercialization Task Force made up of higher education and industry leaders, including university presidents, corporate CEOs, financial investors, industry advocates, and entrepreneurial intermediaries.

The Commercialization Task Force will successfully implement recommendations of the Report by:

- Identifying the most important factors and practices leading to the timely and successful commercialization of university-based technologies;



*The idea of commercialization is to go from research to invention disclosure to patent to licensing or startup company as quickly as possible.*

*In 2010, total research expenditures by Ohio public universities and hospitals was \$2.26 billion, with 984 inventions recorded and 592 total patents filed, 197 licenses or options, and 34 startup companies formed.*

- Assessing current limitations, practices, and barriers regarding university-industry collaboration in Ohio;
- Defining the current state of Ohio’s productivity in terms of commercialization and establishing aspirational state-wide goals;
- Developing strategies that have the potential to increase the instances of university-industry collaboration and the execution of their commercialization activities;
- Defining the resources and incentives that could accelerate university-industry technology commercialization in Ohio; and
- Identifying opportunities for (a) infusing a culture of innovation within the University System of Ohio and (b) conveying opportunities and university-based intellectual assets to the State’s corporations.

When the University System of Ohio is successfully providing commercialization opportunities and products, it attracts the world’s top researcher academics and students – a key driver of Ohio’s economic future.



*Wright State University President Hopkins addressing the Commercialization Task Force’s Workforce Subcommittee during a public forum at Wright State University.*

# Maximize Use of Ohio's Incredible Technology Consortia

**Goal: Create a single streamlined technology consortium that leverages existing strengths, trims administrative costs, and eliminates technological and management duplication and inefficiency to ultimately improve student outcomes and completion.**

Following a careful review of all the consortia organizations under the Board of Regents authority, the Chancellor entered into an agreement with The Ohio State University regarding the operation and management of the newly formed Ohio Technology Consortium called OH-TECH which now consists of the Ohio Academic Resources Network (OARnet), Ohio Supercomputer Center (OSC), Ohio Learning Network (now called eStudent Services) and all IT personnel from OhioLINK. OH-TECH functions as the umbrella organization for OSC's cutting-edge research, and OARnet's expansion of the broadband network to Ohio higher education, K-12 schools, and state and local government. The consolidation saved an estimated \$650,000 in year one savings through personnel reductions with estimated yearly savings to top that figure.



The services of these collective technology functions better serves students from K-12 through to Ohio's top researchers provided cutting edge on-line research and development opportunities. In addition, the on-going development within our technology consortium of unprecedented broadband expansion has the potential to make Ohio's technology transmission access the most advanced in the country.

## The Columbus Dispatch

February 9, 2012

### Analysts like green light for 'data highway' upgrade

Gov. John Kasich's plan to "open the faucet" on the state's broadband access is drawing praise and a little caution — but most analysts agree that Ohio's economy will benefit from the move to higher network speeds for business and research institutions.



*Governor Kasich recently joined medical researchers from around the state to discuss how the faster network speeds will help enhance innovation and improve lives.*

# Continually Revise Performance-Based Funding Formula

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**Goal: Continually revise the Performance-Based Funding formula to drive achievement and attainment of degrees.**

Historically, the State Share of Instruction (SSI) formula allocations provided to Ohio's public colleges and universities were based on the cost of enrollments. Beginning in 2008, the University System of Ohio began to revise the SSI formula to focus funding on successful academic outcomes, such as course completions, instead of just enrollments.

A Performance-Based Funding Model was first included in the state's FY2010-2011 biennial budget. This model will be continually reviewed to ensure that funding will be proportionally distributed based on student completion of certificates and degrees.

Performance based funding has served to incentivize greater success in achieving the underlying objective of all of our public colleges and universities: true career readiness and economic success through attainment of degrees and certificates.

Keeping all of our public colleges and university programs affordable also remains significant objective. A tuition guarantee program can enhance cost effectiveness for students, and further advance timely degree completion by guaranteeing the tuition cost at a fixed level for the two-year or four-year program.

Also, a measure that would limit tuition increases to those circumstances where there is a demonstrated need combined with proven operational efficiency is a strategy worth examining.

*Historically, the SSI formula allocations were based on the cost of enrollments. Beginning in 2008, the University System of Ohio began to revise the SSI formula to focus funding on successful academic outcomes, such as course and degree completions, instead of enrollments.*





## Conclusion

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Ohio's future is inextricably linked with the success of our institutions of higher education graduating students to meet the demands of our global economy. With this in mind, Ohio must develop innovative policies whereby the maximum number of skilled graduates can be placed into Ohio jobs in as timely and as cost-effective manner as possible. The goals outlined in the preceding pages provide a framework for increased educational and degree attainment that will result in a better Ohio.

The first step must be a unified educational system for students to continue their education beyond high school. Through better communication in state government and increased assessment and guidance in secondary education, students will be better prepared for the rigors of a college education. Providing a system where students earn credit in high school and can carry their credit with them to any state institution will allow students the flexibility to earn degrees at



an accelerated pace. Restructured delivery of degree programs will serve to accelerate the pace of completion even more. Awarding degrees at each level of incremental achievement will encourage students to remain on their educational track and complete. Increased scholarships and internships will increase not only access to college, but also access to the workforce. Finally, attention to Ohioans needing the training and certificates to quickly enter the workforce and meet employer's needs will solidify the goal of educating Ohioans for the well-paying jobs they seek.

Completion is a national concern and Ohio is poised to be a leader in innovative completion strategies. Twenty years ago, the United States was #1 in the world, among academically advanced nations, in baccalaureate level degree attainment. Today, America is 15th.

In conjunction with smart fiscal oversight targeted on improving efficiency and increased degree completion, the Ohio Board of Regents pledges to work toward these attainment goals to increase the education of Ohioans. Higher levels of educational attainment yields clear economic and non-economic benefits that will positively impact Ohio and our country well into the future.



 **OhioHigherEd.org**