A SHARED VISION
of the full potential
of every Ohioan through affordable access to education and research.
Accessibility to an Ohio State education is the core of the mission of Ohio State’s regional campuses. The primary ingredients in our formula for meeting that mission are open admissions and affordable tuition. This fall, the university bolstered that formula by instituting a comprehensive freeze on costs for in-state undergraduate students at all of Ohio State’s campuses. To further reduce our students’ financial burden, Ohio State Newark made available over $550,000 in scholarships and tuition grants. This represents a 15% increase over 2014-15.

The increase is tied to the success of the Next Generation Challenge scholarship campaign — a fundraising effort that generated over $21 million for Central Ohio Technical College and Ohio State Newark. Through a gift-matching challenge, local philanthropists J. Gilbert and Louella H. Reese matched $10 million in pledges to Ohio State Newark and COTC.

Such financial aid is incredibly important to our students, many of whom would not be able to attend Ohio State without it. Thanks to the generosity of our donors, the availability of financial aid for our students will continue to grow, making the Ohio State Newark experience increasingly accessible to Ohioans. I hope you enjoy reading about the aspects of that experience we cover in this edition of our Progress Report.

William L. MacDonald
Executive Dean of the Regional Campuses
Dean/Director, The Ohio State University at Newark
CONVOCATION
SHIFTS TO DOWNTOWN NEWARK TO WELCOME STUDENTS

The Ohio State University at Newark officially welcomes first year students at the annual Convocation, and the 2015 event shifted to a new downtown location. This year’s Convocation was held at downtown Newark’s Midland Theatre where nearly 250 first-year students traveled in police-escorted buses from the Newark campus to downtown.

Students arrived to an inflatable Brutus and Ohio State-themed music as they entered the historic venue. To kick off the event, students received a warm greeting from Dean/Director William L. MacDonald and Ohio State President Michael V. Drake via video. Newark Mayor Jeff Hall welcomed Ohio State students to Newark and introduced them to the many great activities and services in the community.

The theme of this year’s Convocation was service learning and giving back to the community. Students were presented with an introduction to the various service learning opportunities available at Ohio State Newark, many of which are closely connected to the Newark community. Then students watched a video documentary short that featured several service learning courses including *Corrections: An Inside-Out Course, New Orleans: Mardi Gras Indians* and a psychology course that involved working with individuals with Williams Syndrome.

MacDonald and a panel of faculty and community members discussed how students can get involved in local organizations. The panel shared positive experiences from study abroad programs and student research. After singing *Carmen Ohio*, students exited the Midland Theatre and walked to the courtyard at The Works for a catered dinner. There they mingled with community leaders, faculty and staff for a Community Welcome Reception at The Works Courtyard.
As an assistant professor of statistics, Asuman Turkmen, Ph.D. has built her career around the philosophy that learning is easier when both students and professors enjoy the process.

“I think teaching is something you can’t do without loving it. I really enjoy teaching, and research too. They belong together,” said Turkmen.

Turkmen’s love for math began at an early age. “When I was in elementary school and middle school, math was my favorite class. I really enjoyed whatever we were doing, like solving equations and trigonometry. It really kept my attention,” said Turkmen who earned her Ph.D. in Statistics from Auburn University.

In her research, Turkmen is working to develop statistical methods that are applicable to a variety of researchers to help prevent, detect and even treat diseases in the future. Turkmen’s research interests focus on multivariate (multiple variable) statistical methods, including robust estimation, outlier detection and statistical genetics, specializing in the identification of rare variant associations with complex traits. Turkmen said, “It is called genome-wide associate studies (GWAS). What that means is you are looking at a genome, and you are trying to find the locations on the genome that can cause certain diseases, like breast cancer for instance. We look at the genome data using complex statistical methods.”

GWAS have found thousands of common genetic variants to underlying diseases. Unfortunately, these variants explain only a portion of the inheritability. Turkmen is currently working on developing a statistical methodology that can relate locations on the genome with diseases. The goal is to use the statistics to identify those areas on the genome associated with certain diseases. Researchers and doctors can use the genomic location of diseases to detect, protect, prevent and treat diseases in the future.

To better teach her students, Turkmen believes integrating technology in the classroom is beneficial, and it can be crucial to improve educational strategies. Since her students are constantly using technology, Turkmen believes that they should be taught using the same technological tools. In class, Turkmen uses experiments and visualizations, including simulations, apps and games to demonstrate concepts. This helps connect statistics to a student’s everyday experiences.

Turkmen has class sizes of about 20-25 students. This allows her to know her students individually. “My goal as a teacher is to create the conditions under which students can reach their fullest potential as scholars and to communicate my enthusiasm for statistics, regardless of their majors.” Turkmen wants to stay on her current path, balancing teaching students and doing research. To her, teaching and research go hand in hand.

Turkman believes that learning can be easier when students enjoy the process.

Integrating technology in the classroom can be crucial to improve educational strategies.

Turkman’s research develops methods to help prevent, detect and even treat diseases in the future.
The Ohio State University at Newark is preparing English students for a trip to Liverpool, England this summer. The trip comes as an optional part of English 4553, an advanced upper-level class being offered Spring Semester. Students taking the class will study recent works of speculative fiction and have the option of traveling in late June with Professor Stephanie Brown and Director of Library Services Katherine Blocksidge to the University of Liverpool in England, home to the largest archive of science fiction in Europe. While there, they will receive training in archival research from University of Liverpool librarians and attend a post-graduate conference discussing speculative science fiction.

“Many students are unaware that travel costs can be partially or even fully covered by research grants, so they miss out on opportunities like this,” says Brown, who has sponsored students engaged in research activities both in the U.S. and overseas. When students travel abroad to do university-sanctioned research, they can receive grants to cover most, if not all of the costs. It is expected, for example, that students will need approximately $2000 to participate in the Liverpool trip, which will cover the cost of their airfare, lodging and meals. However, student research grants of up to $1500/student can be awarded based on a competitive application process. Other funding opportunities are also available through the Office of International Affairs, the Honors program, and the Undergraduate Research Office. “Clearly,” Brown notes, “undergraduate research is a priority at Ohio State, as are international educational experiences.”

Two students who have taken full advantage of these experiences are Nikki Cotton and Bryce Jones. Both students echo Brown’s endorsement of Ohio State Newark’s study abroad opportunities. “As a part of the Literary Locations class, we went to Berlin, Germany for nine days, and it really opened up a new world for both of us,” said Cotton.

When asked how he felt about Ohio State Newark when he returns from his many study-abroad trips, Jones replied, “You know, I feel more passionate about my studies here. I feel so grateful to the Newark campus and Licking County community. They have made these opportunities possible, and I hope other students are able to take advantage of what this campus has to offer.”

Ohio State Newark also offers trips to other destinations at reasonable prices. In recent years, students have gone to Canada, Costa Rica, Germany, and all across the United States. Ohio State subsidies ensure that student travel fees are always less than $1000, a sum that can be further reduced through merit-based grants and scholarships. These costs are merely a fraction of what students would pay while traveling to these destinations on their own.
If you ask employers the number one thing they are looking for when hiring a new employee, they will tell you they want workers with experience. This is sometimes hard to achieve for new graduates because work experience is the one thing they are lacking. Thanks to the internships available through the Office of Career Development and Experiential Learning Services, that does not have to be the case for Ohio State Newark’s students. Director of Career Development Derek Thatcher said, “We recognize the importance of experiential learning opportunities for both the educational advancement of students and the growth of host employers’ businesses and organizations.”

Brittany Henry and Emily Fischer are two students who were able to secure internships locally at Park National Bank. Through the Office of Career Development and a program called Job Ready Ohio, funded by the Ohio Board of Regents’ Ohio Means Internships and Co-ops Program, Park selected Henry and Fischer, providing them with a great learning opportunity in the form of an internship.

While Henry and Fischer both found internships at the same company, they worked on completely different projects in different departments. Henry, a business major with a specialization in finance, found herself using the computer skills learned while earning her degree. “One of the main things I’ve developed during this experience is my skill with computers, especially Excel,” said Henry. “I know we’ve learned it at Ohio State Newark, but I’ve really advanced, and I’ve seen how important it is to have solid Excel, Word, and Access skills.” Creating and analyzing Excel spreadsheets are not the only things Brittany has accomplished as an intern. “The main thing I’ve been working on is recreating and redesigning our SharePoint site, which is the main site that all of our associates use in our department,” Brittany tells us. “So, I’ve made it a little easier for people to access certain things on the site, and I’ve gotten to know a lot about the systems here at PNB.”

Henry’s work is going to have a lasting effect on Park National Bank, as many employees will use and interact with the SharePoint site for years to come. Henry said the work will have a lasting effect on her personal life as well. “It’s been a really good professional and personal experience,” she said. “I’ve really enjoyed it, and I’ve gotten to know a lot of people in the area and throughout the company. I’ve learned so much throughout the banking world, which is all so new. It’s helped me in my personal life, too. I know a lot more about how to manage my money and finances.”

For Ohio State Newark students, internships are the perfect way to get ready for the job market prior to graduation, and for recent graduates to get an exciting career opportunity.
Ohio State Newark offers unique educational experiences, and alumnus, Richard Walker, Ph.D. was lucky enough to take advantage of them all. Dr. Walker graduated from Ohio State Newark in 1993 with a Bachelor of Arts in Psychology. Walker then went on to complete his master’s and doctoral degrees at Kansas State University. He served as an Associate Professor at Winston-Salem State University in North Carolina where he taught psychology, and is now at Colorado State University as a professor and chair of the Psychology department.

Ohio State Newark is where Walker’s journey began and his initial work in psychology still influences his research today. “I found myself in an environment that was intellectually challenging. I found myself in an environment where I had role models that I could follow. Really for the first time, I was being completely challenged, and I was in a community of minds. I never had that before.”

Pell Grants helped with Walker’s tuition payments, but they did not cover it all. Employed as a bus boy and a night man at the Granville Inn, Walker worked night and day to pay the difference. “I would work as a bus boy from about 3 or 4 in the afternoon to about 10, take a break, work as a night man from 11-7, and then go to school from about 8 o’clock to about 1 or 2. I don’t know when I slept—oh, I slept on the job, that’s when I slept.” As a result of his hard work, Walker was able to complete his undergraduate degree without any student loan debt—no small feat.

What Walker remembers most about his time at Ohio State Newark is personal attention from faculty, including his biology professor, Ray Jezerinac. “Everyone took BIO 101 from him, and he was so tough that he scared everybody else off. When I took BIO 102, I was the only one in the class and he said, ‘Well, let’s go out and actually learn something.’ Rather than traditional lectures, we went into the field, and he would just stop and do a lecture.” Walker continues, “He would say, ‘Let’s look at this tree and see what we can learn from it.’ He would take off a leaf, take a sample, cut off a branch and look at that—it was neat; I learned a lot.” If you think Walker received special treatment for being the sole student in the class, think again. Walker jokes, “He gave me a B in that class even though I was the only one in there.”
While his time with Professor Jezerinac was a wonderful experience, it is another professor, John Skowronski, who Walker credits with making him the person he is today. While taking an honors psychology class with Skowronski, Walker began hanging around the psychology lab, helping out where he could. “He eventually hired me. I began coding data, and then in 1992, he asked me where I was going to graduate school. ‘What’s a graduate school?’ I asked. He explained it to me and I said, ‘I’m in!’ After that, I began studying for my Graduate Record Examination.” Walker then went on to graduate school at Kansas State University after receiving his bachelor’s at Ohio State, all the while keeping in touch with his previous mentors. “I went directly to graduate school at Kansas State University, and during that time, I continued to correspond with John and a few folks here at Newark. They kept largely hands off, letting me mature at Kansas State. I received my master’s in 1996 and my Ph.D. in 1998.”

Now, Walker is busy researching in the field of Autobiographical Memory. He explained his research, “Very simply, I look at how people remember positive and negative emotions. Most of the time, when people think of positive and negative emotions, they tend to believe that negative emotions will be longer lived and continue to plague the mind. We have found, generally speaking, that is not the case.” Walker’s work in this field can be traced directly to his time at Ohio State Newark, all the way back to those early days in the psychology lab. “One of my very first semesters coding data, I was coding diary data. It’s exactly what it sounds like, people record diaries for ten weeks. We would have them record one event per day in their diary. They’d make various writings about the event—when the event happened, how positive or negative the event was. Then we’d bring them back at the end of the semester and test for the contents of their diary.”

What is fascinating is that this research is not Walker’s only connection to Ohio State Newark. He continues to work with former and current professors, but now they are his colleagues. “Once I had my Ph.D., the gloves were off,” says Walker. “I began collaborating with my former professors again. Since that time I have published the better part of fifteen manuscripts with my colleagues here at Ohio State Newark. Mind you, I continued to make colleagues and friends with folks in other places, but a good portion of my intellectual life really started here and continues to be from here. I am talking to some professors here right now, and quite frankly, I think I want to do some work with them.”

As Walker begins his new position in Colorado, he is also pursuing another passion there. “My wife and I work with birds of prey. We rehabilitate hawks, owls, eagles—over the years, we’ve actually rehabbed just about anything you could think of, anything from venomous snakes and alligators to possums and squirrels. Every week, we go down and work at a raptor center.” Walker and his wife have already scoped out a raptor center near his new job and have gotten their feet in the door. “We’ve already been down to introduce ourselves. Actually, we are going to have our first meeting later this month; we’re probably going to be taking over the education program. My wife and I have done education programs with these birds for years, so we are really excited to bring our knowledge to their facility.”

Dr. Richard Walker is an astounding example of what kind of professionals Ohio State Newark sends into the world. It is about more than just the textbooks; it is about the experience, the people and the personal connections. Walker feels that he owes even more than his education to his origins at Ohio State Newark. “I wouldn’t be where I am now without Ohio State Newark. That is just it. There is no simpler way to say it. Ohio State Newark opened up an entire world of experience that I simply would not have been privy to – graduate school, being a professor, going to Colorado State as a professor in chair, meeting my wife. All of those things began with the first steps I took here at Ohio State Newark.”

“I wouldn’t be where I am now without The Ohio State University at Newark. That is just it. There is no simpler way to say it.”
– Dr. Richard Walker
For the first time in its history, The Ohio State University Alumni Advisory Council visited a regional campus of the university and the regional campus they chose was Ohio State Newark.

DINNER FOR 12 BUCKEYES

The Ohio State Newark Alumni Office and Dean/Director William L. MacDonald hosted a Dinner for 12 Buckeyes on April 30, 2015. The third annual dinner included 10 current students, eight Ohio State University alumni, and one Ohio State Newark faculty. The dinner is a way for alumni, students, and faculty to connect in a casual setting to inspire a life-long connection to Ohio State.

INDEPENDENCE DAY ALUMNI CELEBRATION

On July 3, 2015, Ohio State alumni enjoyed an Independence Day celebration with alumni of the co-located Central Ohio Technical College. The alumni along with family and friends enjoyed food, games and the Newark fireworks display at the end of the night.

HOMECOMING CELEBRATION

On October 8, 2015, the Ohio State Newark Alumni Office and the Office of Student Life hosted the third annual Alumni/Student Homecoming Celebration in The John Gilbert Reese Center. Guests enjoyed dinner and music. Alumnus Col. Jerry Besanceney, USA, Ret., was the special guest speaker. The Homecoming Court was recognized, and at the end of the dinner, musicians led a rousing rendition of Hang on Sloopy to celebrate the 50th anniversary of the iconic song. Immediately following the dinner, a casino event was held in The John L. and Christine Warner Library and Student Center.

Dozens of members of the Council were in attendance, including two-time Heisman Trophy winner and president and CEO of the Ohio State Alumni Association, Archie Griffin. While most of the Council had not visited the Ohio State Newark campus before, Griffin had visited the campus many times, "It's a beautiful campus," he said, "I enjoy coming here."

This visit included a welcome and overview of Ohio State Newark by William L. MacDonald, executive dean of the regional campuses and dean/director of The Ohio State University at Newark, followed by a panel discussion and questions and answers session with Ohio State Newark alumni, students and faculty. The alumni panel included Jerry Besanceney ’73, Linda James ’78, ’82, Kathy Lloyd ’99 and John Whittington ’74. The student panel was comprised of Blair Castle and Brittany Henry. Representing the faculty were Dr. Angela Bryant - assistant professor sociology, Dr. Niles Johnson - assistant professor mathematics, Dr. Mitch Lerner - associate professor history and Dr. Elizabeth Weiser - associate professor English.

The Alumni Advisory Council represents the academic and administrative breadth of Ohio State. Its mission: We are relentlessly committed to enriching lifelong relationships among the alumni body and our university.

To learn more about the Alumni Advisory Council, visit: [osu.edu/alumni/about-us/aac.html](http://osu.edu/alumni/about-us/aac.html)
SCOTT-STAArts ENDOWMENT
BENEFITS STUDENTS PAST, PRESENT AND FUTURE

Wesley Barnhart, an undergraduate student at The Ohio State University at Newark, was recently granted the $500 Scott-Staats Outstanding Psychology Student Award. Celebrating Ohio State Newark psychology students who demonstrate scholastic success and community involvement, the award was initially named The Ruth Scott Outstanding Psychology Student Award.

However, it was Sara Staats, Ph.D. who later contributed to keep the endowment going, and the fund was renamed in honor of both professors. "Back in the 1960s, Ruth Scott had the idea to start this endowment, and I thought that it would be a great idea," said Staats. "We had a high opinion of psychology, and we wanted to recognize outstanding student performance on the Newark campus."

Dr. Staats is currently an emeritus faculty member at Ohio State Newark, having taught at The Ohio State University for over 50 years. Not only were Dr. Staats and her husband graduates of OSU, but their children received degrees from The Ohio State University as well. "My adult life is very closely intertwined, almost inseparable from OSU and my years here as faculty." Staats taught at Ohio State Newark for 18 years, serving as the psychology program director from 1995-2004.

Over the years, the Scott-Staats award has helped many students alleviate their college costs, and Dr. Staats hopes that the endowment fund can find more uses in the future. "A master’s program in psychology on the Newark campus has always been my fond hope," admitted Staats. "I believe a master’s program would serve a need."

Thirty-four years later, Wesley Barnhart accepted this year’s award in recognition for his continued determination toward scholarly growth and his contributions to psychology on the Newark campus. "Studying psychology at Ohio State Newark has made me aware of my full potential," says Barnhart. "Being recognized and rewarded for my efforts motivates me even further and I am sincerely grateful."

Applications for the Scott-Staats Outstanding Psychology Student Award are available for psychology students who have taken at least three courses at Ohio State Newark and show a dedicated interest in psychology.
SERVICE LEARNING
STUDENTS GIVE BACK TO THE COMMUNITY

Ohio State Newark students are encouraged to participate in service learning courses throughout their time at the university. "Ohio State’s motto is ‘Education for Citizenship’, and students can become engaged citizens while here at Ohio State Newark by taking service learning courses," said Dean/Director William L. MacDonald, Ph.D.

New Orleans. For the last several years, faculty at Ohio State Newark have taken students to New Orleans, Louisiana to interview a group of people called Mardi Gras Indians, who are part of a parading tradition that dates back to the 19th century. "Our students have been interviewing Mardi Gras Indians and creating a documentary about this somewhat unknown culture," said Cope. The students have created a website and multiple short documentaries explaining who the Mardi Gras Indians are, what they do and why it is meaningful to them and to the New Orleans culture. The students worked closely with filmmaker and creative director Michael Yearling to create professional works for the film.

Ashley Theodore, a student at Ohio State Newark, participated in the New Orleans service learning project. "We were researching the Mardi Gras Indians, also known as the Black Indians of New Orleans," said Theodore. "The purpose of our service learning project was to create a documentary that discusses their culture and their traditions, and at the end of the project we will give it to them as a record for them to keep."

Like many other students, Theodore joined the New Orleans service learning project to experience a new culture. "I decided to do this service learning project because I wanted to see something outside of what I am use to. I wanted to learn about a new culture, a new tradition. And in the end I gained a lot more out of it than I expected."

Corrections: Inside-Out. As part of the Inside-Out program, college students and incarcerated individuals come together to develop projects that provide alternative ideas to the current criminal justice system. This experimental-based learning course meets at the Southeastern Correctional Institution, where incarcerated individuals and college students share experiences and collaborate for social change. "The project my group and I developed was a campaign that addressed the issues of the war on drugs by creating an alternative to incarceration," said Riane Paige, a criminology major at Ohio State Newark. "We called our project 'Another Way Out: Bypassing the Prison System'. Our program was for first and second time non-violent drug offenders, and would help with education, employment and treatment."
LeFevre Fellows. Students at Ohio State Newark can apply for the LeFevre Fellows. This service learning course takes place all year long. “Students learn the principles of service learning, and contribute to the various Ohio State Newark service learning projects around campus,” said Cope. The LeFevre Fellows contribute to Kid’s Tech, a college access program, by organizing a day on campus for local middle schools kids to learn college material in the STEM fields. Many LeFevre Fellows also lead Smart PE, an after-school exercise program for middle schools students.

In addition to campus programs, LeFevre Fellows participate in Service Saturdays, in which the students pick a service of their choosing. This may be cleaning up trash at a park, painting fences for the Licking County Parks District or various other service throughout the community. Each year, every LeFevre Fellow receives $1500 to go towards their tuition. They also earn two credits, one in the fall and one in spring. By the end of the year, they will contribute at least 60 hours of service, with many excelling beyond that out of their own interest.

Williams Syndrome. Through service learning, students get real life experience beyond what is taught in the classroom. “To me, service learning is a way to get hands-on with what is offered in the course,” said Rebekah Clark, who recently graduated from Ohio State Newark. “But it also gives you the ability to give back to the people you are helping during the experience.” Clark participated in a psychology course that focused on helping individuals with developmental disabilities. “I was able to participate in an event where it was a meet and greet for individuals who had Williams Syndrome. Any individual with Williams Syndrome at any age and their families were allowed to come and basically meet other individuals who had Williams Syndrome,” explained Clark. “Williams Syndrome is a rare disorder and a lot of people with it don’t know other people who have the disability, so it was neat to get them interacting. We played games and had a talent show, and basically got to hang out with them the entire afternoon.”

The Benefits. The difference between service learning and volunteer work is the effect it can have on the students. “Students who engage in this type of service combined with academic learning tend to be much more deeply engaged in the topic and learn in a much deeper, richer fashion than students who are just reading about it in a book and then talking about it in class,” said Cope.

Studies show that service learning positively affects academic performance, including higher GPAs, better writing and critical thinking skills, as well as increased leadership skills, and self-efficacy. Students who participate in service learning have a richer sense of citizenship and are more likely to continue engaging in their community after graduation. The community also benefits from students’ involvement in service learning. “As a land-grant institution, we owe a lot to the community and we wish to contribute a lot to the community,” said Associate Dean Virginia Cope.

“Ultimately, I hope for everyone getting a college degree to be motivated by the desire to make a difference in the world, to contribute to improving the human condition and the lives of others,” said MacDonald. “That means being an engaged citizen and a great way to do that is through Service Learning.”

For more information about service learning opportunities available at Ohio State Newark, contact Virginia Cope at 740.366.9293 or through email at cope.38@osu.edu.

PBS purchased a documentary created by Ohio State Newark service learning students. Students traveled to New Orleans to interview the Mardi Gras Indians in an effort to preserve their rich culture. “It’s a life changing experience, and it can change your course – it’s changed mine. I came in as a nursing student, and I’ll be leaving as a nursing/African American studies graduate,” said student Ashley Theodore.
For the past several years, members of the community have been invited to participate in an annual Community Book Club hosted by The Ohio State University at Newark and made possible through the generosity of Russell G. and Melissa Warner Bow. The Bows created an endowed fund to support an annual shared book experience in 2011 as a way to invite the community into The John L. and Christine Warner Library and Student Center, built in 2008 and named for Melissa’s parents whose generosity made the beautiful facility possible.

During the dedication of the Warner Library and Student Center on October 3, 2008, Dean/Director MacDonald said, “John Warner’s vision to combine a library and student center reinforces our goal to spread intellectual dialogue beyond the classroom. This building extends the spheres of learning; it encourages civic engagement, and broadens the community of scholars on this campus.” The annual Community Book Club furthers that mission and brings even more learners and book-lovers to the campus. It also gives community members the opportunity to see the amazing resources offered at the Newark campus, and specifically in the Warner Library and Student Center.

The Bows’ endowed fund supports the purchase of complimentary books for the first 50 participants as well as an annual reception. Participants have several weeks to read the book, and then they all gather in the Warner Center for a faculty-led discussion. This year, club members met to discuss *The Good Food Revolution* by Will Allen. Dr. Nancy Yan, lecturer of English and Comparative Studies, facilitated the discussion. *The Good Food Revolution* is the same book read by new students in Ohio State’s FYE (First Year Experience) program, making it a shared-book experience, community-wide.

For more information about the Community Book Club or to be added to the mailing list for next year’s event, contact Development Office Associate Laura Walsh at 740.364.9514 or through email at walsh.276@osu.edu.
ENROLLMENT NUMBERS:

Total Enrollment:

- 2005: 2183
- 2010: 2562
- 2015: 2476

Students under 21:

- 2005: 61%
- 2010: 68%
- 2015: 74%

72 students from 30 countries of origin

68 of Ohio’s 88 counties represented

Diversity on campus:

- 2005: 9%
- 2010: 17%
- 2015: 25%