OCLCA ANNUAL CONFERENCE

THURSDAY | JUNE 17, 2021

From Surviving to Thriving

OCLCA — Ohio College Learning Center Association

Featuring

Keynote speaker | John N. Gardner

With a career spanning four decades, John Gardner is a global leader in educational reform, tirelessly working to increase college student success and retention.

Conference Timeline

8:15 a.m. - 2 p.m. | Event Helpdesk

8:30-9:45 a.m. | Welcome & Keynote

10-10:50 a.m. | Session 1

11-11:50 a.m. | Session 2

12:15-12:45 p.m. | Optional Lunch Chat

1-1:50 p.m. | Session 3

2-3 p.m. | All-conference Session

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Thank you to our vendors!

These supporting vendors graciously provided the following items and experiences as raffle prizes. *Connect with them and learn more about their services at the end of this event guide.*

Two gift bags from McGraw Hill ALEKS!

Two lucky attendees will each receive a gift bag containing:
- 2 ALEKS Yeti coffee mugs
- 3 ALEKS notebooks
- 4 ALEKS luggage tags
- 5 ALEKS pens

McGraw Hill ALEKS will ship each winner a gift bag following the conference.
Winners: If you are still working remotely, please send your shipping information to Tammi.Kennedy@395group.com.

Two free webinars from Innovative Educators!

Two lucky attendees will each receive a coupon
for *free admission* to any IE webinar, each valued at $425!

OCLCA will email the webinar access codes to each winner following the conference.

Professional Development Workshop from Cengage!

You and a group of your choosing from your institution will attend a private, one-hour, live professional development workshop led by Cengage and an OLC-Certified faculty partner.

You can choose from one of the topics below, centered around student success and engagement in online learning:
- Boosting Student Engagement in Remote and Online Classes
- Online Teaching Tips with a Focus on Student Engagement
- How to Reach the Unreachable Student
- Engaging Students with Mobile Learning
- Getting Students to Prepare for Class

OCLCA will connect the winner with our contact at Cengage for next steps.

OPENING SESSION: 8:30-9:45 A.M.

THURSDAY | JUNE 17, 2021

Need help? Have a question? Visit the Event Helpdesk!

Staffed from 8:15 a.m.-2 p.m. by members of the OCLCA Professional Development Committee.

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Steps for a successful conference

1. *Take this time for you!* Put your phone on silent and turn on your out-of-office message.

2. *Register for your sessions.* You will receive an email confirmation for each session so you can quickly and easily add titles and direct links to your calendar.

3. *Download and print four* OCLCA Conference Note-taking Sheets. Capture your ideas and plan how they can be implemented on your campus.

4. *Add your ideas, questions, and takeaways* to our Google Jamboards throughout the day. We will use these in our All-conference Session at 2 p.m.!

5. *Rest, recharge, and connect during lunch.* Register here for our informal lunch chat.

6. *Learn more* about our supporting vendors and how they support us as we support our students.

7. *Complete* session and conference evaluations.

8. *Plan to attend* our special follow-up Timely Topic Thursday with John Gardner! He will check in on progress and action steps to implement some of these ideas on your campus. Register here to attend from 11 a.m.-12:30 p.m. on Thursday, Aug. 5.

Opening Session

8:30 a.m. | Welcome

Lauren Hensley, OCLCA President, The Ohio State University

8:35-9:45 a.m. | Keynote

Introduction by Amanda Haney-Cech, OCLCA Marketing and Communications Chair, Marietta College

John N. Gardner, The Gardner Institute

With a career spanning four decades, John Gardner is a global leader in educational reform, tirelessly working to increase college student success and retention.

Register here for the Welcome and Keynote.

SESSION 1: 10-10:50 A.M.

THURSDAY | JUNE 17, 2021

Register for one of four concurrent sessions.

CRLA Certification: From Checking All of the Boxes to Thinking Outside the Box

Claire Crane, Academic Resource Center Assistant Director of Tutoring Services, Marietta College

Interested in College Reading and Learning Association (CRLA) certification for your tutor training program? In this session, the presenter will draw from her own experiences revamping and recertifying Marietta College's tutor training program to not only review CRLA certification requirements, but to empower attendees to think beyond the sometimes daunting process of putting together paperwork for the application. Discussion will focus on how attendees can use CRLA requirements to help them shape a tutor training program uniquely and authentically fit their tutoring program and the campus community they serve.

Register here for this session.

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Online Microaggression Training for Student Staff

- *Stephanie Walker, Associate Director, Science Learning Center, University of Michigan*
- *Santiago Bukovsky, Study Group Program Manager, Science Learning Center, University of Michigan*
- *Emily Edgerton, Tutoring Program Manager, Science Learning Center, University of Michigan*
- *Kelley Emerson, Assistant Director, Science Learning Center, University of Michigan*

Are you interested in learning ways to improve your online diversity, equity, and inclusion (DEI) training? The Science Learning Center developed an adaptable online microaggression training for student-facing student staff via the Canvas platform. This scenario-based model provides a living training that is context-specific with the ability to "plug and play" replacement scenarios based on the contextual work of alternate student staff roles, as well as evolving institutional and national DEI needs. Come join us to discover how this training may be adapted to meet your student training needs.

Register here for this session.

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Mentorship Matters: Benefits of Implementing a Mentor Position

Melissa Wanninger, Supplemental Instruction Coordinator, Ohio University

This presentation will explain the development and implementation of a SI Mentor position, its integration into the existing SI Program, and the assessment measures taken. Current challenges will be addressed and how the position was used in the UMKC institutional accreditation process. Therefore, this presentation will invite you to explore your own understanding of mentorship, its outcomes and importance, and its development and maintenance within a learning center's guidelines. This will be demonstrated through sharing personal reflection, group discussion, and the presentation of research and sample programs related to mentorship and active participation. Explore an excellent campus-job opportunity with us!

Register here for this session.

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Virtual Training is Here to Stay!

J Ravancho, Graduate Assistant, Rinella Learning Center, Miami University

COVID-19 has provided many lessons for how to adapt and stay flexible. While most of us are ready for a return to normal, what if normal was not so normal? The presenter will share information on how you can make any remote beginning-of-the-semester training program for Supplemental Instruction & Tutoring meaningful not only for you but also for your students.

Register here for this session.

Register for one of four concurrent sessions.

Using Quantitative and Qualitative Indicators to Encourage Metacognitive Skills to Foster Improvement in Academic Standing

Adam Santavy, Coordinator of Academic Development, Hiram College

The presenter will address how to incorporate quantitative indicators like cost per credit hour per class, completion ratios, degree completion, and the mechanics of reading a transcript to manually calculate GPA to support the qualitative reasoning to improve academic standing. Qualitative reasoning includes the student's ability to identify issues that have prevented them from being successful in the past and create goals to develop and implement success skills. Combined these indicators will encourage students on academic probation not only to reflect how they can be successful, but to consider the implications if they choose not to apply these success skills.

Register here for this session.

#StudyTok: Using Social Media to Provide Low-demand Learning Resources to Students

Jacqueline von Spiegel, Program Manager, Dennis Learning Center, The Ohio State University

Are your students experiencing burnout? In this session, the presenter will discuss how to engage students through the learning center's social media. Using the job demands-resources model of student burnout, participants will consider the demands on students and make a plan to create low-stress learning resources for students. The presenter will review one learning center's efforts to engage students through social media channels, including YouTube, Instagram, and TikTok. After reviewing the basics of each platform, participants will investigate how to leverage your learning center's social media to provide low-demand resources to your students. Bring your phones to this session!

Register here for this session.

Is Everything Fine? A Look into the World of Student-athlete Support

- *Taylor Thomas, Learning Specialist, The Pennsylvania State University*
- *Katy Johnson, Learning Specialist, University of Missouri*
- *Grace Wold, Learning Specialist, University of Colorado-Boulder*
- *Chelsea Iobst, Learning Specialist, University of Florida*
- *Tracey Maloney, Learning Specialist, University of Wisconsin*

This past year we have all heard the phrase "Everything is Fine", but it takes the support, conversation and transparency of those in this profession to really make everything fine. Join five learning specialists from three Division I conferences in sharing their experiences of creating and nurturing a "Think Tank" that helped them navigate through the COVID world in athletics. In this session, participants will learn about the format, topics, individual takeaways from the presenters and how to facilitate their own think tank through breakout rooms. This presentation will demonstrate the importance of building a community which stems from professional conversations and also prevents professional burnout.

Register here for this session.

Online Reading Strategies - Not so Different After All

Amy Spencer, Director, Academic Resource Center, Ohio Dominican University

Traditional reading strategies are more essential than ever as required course readings shift from hard copy textbook format to Online Educational Resources (OERs.) While our students may be "digital natives," they are frequently not strong readers and may be less so in an online learning environment. The presenter will demonstrate how to help students effectively navigate within an OER, review basic metacognitive reading strategies, and show how these are equally effective whether applied to printed pages or e-texts.

Register here for this session.

LUNCH: 11:50 A.M.- 1 P.M.

THURSDAY | JUNE 17, 2021

Rest. Recharge. Connect.

Stretch, take a walk, check your messages. Then grab your lunch and join us for conversation and connection.

Remember to:

- Add your ideas, questions, and takeaways to our Google Jamboards throughout the day. We will use these in our All-conference Session at 2 p.m.!

- Learn more about our supporting vendors and how they support us as we support our students.

- Complete session and conference evaluations.

12:15-12:45 p.m. | Informal Lunch Chat *(Optional)*

Register here to join the lunch chat.

SESSION 3: 1-1:50 P.M.

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Register for one of four concurrent sessions.

Pandemic Academic Coaching - Motivation and Mindset

Jeremy Joseph, Assistant Director, Learning Commons, Bowling Green State University

Students, during these challenging times, were struggling to successfully complete their courses. The reasons for this are plentiful, but one thing many students did do was request Academic Coaching specifically to find motivation for the coursework. The presenter will discuss this new variety of coaching request and how the Academic Coaching program at BGSU implemented an approach to improve both motivation and mindset with their clients.

Register here for this session.

Centralizing Data and Leveraging Partnerships to Improve Learning Center Capabilities

Megan Bucks, Associate Director, Learning Commons, University of Cincinnati

The Learning Commons at the University of Cincinnati offers centralized academic supports and first-year experiences, collecting usage data from thousands of student visits across ten support programs annually. The Learning Commons centralized data collection and built interactive visualizations in partnership with Institutional Research to improve services through data-driven decision making, communicate impact to stakeholders, and answer questions about student success at the institutional level. This presentation will offer strategies and tips based on the Learning Commons' data journey to encourage learning centers to create centralized data and reporting capabilities that will help them to thrive.

Register here for this session.

Time Management for Busy Learning Center Professionals

Lauren Hensley, Senior Associate Director, Dennis Learning Center, The Ohio State University

Many of us know about effective time management tools, but we often overlook implementing them in our own lives. In this practical session, participants will learn about key principles of effective time management and planning. You'll walk away with a better understanding of how to get moving on a task, utilize a planning system that supports productivity, and get more done by focusing on less. The session will also include opportunities to apply the strategies to your own tasks and goals and to contribute ideas through discussion and chat.

Register here for this session.

Building Virtual Bridges: Using Existing Resources and a Pandemic to Create New Campus Collaborations

Brook S. Edwards, Director of University Academic Support, Tiffin University

The presenter will discuss a framework for building new partnerships with on-campus entities using existing resources. These partnerships include development of online study tables for athletics, creation of online resource centers with the library, and development of online tutor training with the Universities online and IT divisions.

Register here for this session.

ALL-CONFERENCE: 2-3 P.M.

THURSDAY | JUNE 17, 2021

For all conference attendees

All-conference Session

Lauren Hensely, OCLCA President, The Ohio State University

- Engage in open discussion as we share takeaways and plan for our personal next steps.
- Raffle prizes and giveaways
- OCLCA member meeting

Register here for this session.

Save the dates!

OCLCA Timely Topic Thursday with John N. Gardner

Thursday, Aug. 5 | 11 a.m.-12:30 p.m.

Join this special T3 as John Gardner, keynote speaker from our June conference and international leader in college student success and retention, checks in on our progress and the action steps taken in the weeks since our annual conference to implement these great takeaways on your campus. Join in to share, hear suggestions, receive feedback, or just listen!

Register now to attend!

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NCLCA Annual Conference: Forging Academic Success

September 28 - October 1, 2021 | Birmingham, AL

See conference information.

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OCLCA 2022 Annual Conference

June 13-14, 2022 | Ohio Dominican University

OCLCA 2021 Professional Development Committee
- Courtney Amicon, Program Coordiinator, Learning Commons, University of Cincinnati
- Emily Edgerton, Tutor Program Manager, Science Learning Center, University of Michigan
- Brook Edwards, Director, University Academic Support, Tiffin University
- Tammi Kohl Kennedy, OCLCA Vice President, Learning Strategist, 395 Group, LLC
- Danielle McClure, Director of Student Success, University of Northwestern Ohio
- Adam Santavy, Coordinator of Academic Development, Hiram College

OCLCA 2020-2021 Board
- Stephanie Daniels, Immediate Past President, Xavier University
- Lauren Hensley, President, The Ohio State University
- Tammi Kohl Kennedy, Vice President, 395 Group, LLC
- Amanda Haney-Cech, Marketing and Communications Chair, Marietta College
- Elizabeth Fallon, Secretary, Ohio University
- Jeremy Joseph, Treasurer, Bowling Green State University

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McGraw Hill · ALEKS®

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Because learning changes everything.

Everyone starts in a different place.

With ALEKS, all students have the opportunity to finish at the same place.

ALEKS = Equity

All students have unique backgrounds and bring varied levels of preparation to the classroom. Rooted in 20+ years of research and analytics, ALEKS provides an opportunity for students to start at different places, fostering better preparation, increased motivation, and improved retention to help students reach their goals.

20
20 Million Students
20 Years of Lightbulb Moments

Personalize and Prepare to Learn

On Day 1, students take an Initial Knowledge Check that determines their unique knowledge state, giving them credit for what they already know. This provides instructors valuable insights of class preparedness. Within the course structure you have created, ALEKS then personalizes a path for each student.

Motivate & Retain

ALEKS only provides students topics they are Ready to Learn, students learn topics at an average rate of **94%** in ALEKS. They won't waste time on topics they already understand or get frustrated by topics they are not ready for.

Expedite Completion

Because ALEKS gives every student the opportunity to succeed, students **save time and money** through improved pass rates, accelerated courses and opportunities to place higher.

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Closing the Gap
How does ALEKS help promote equity?

Arizona State University

Researchers at ASU analyzed College Algebra students using ALEKS by demographic and saw gains across gender, ethno-racial, and socioeconomic groups. Average grades **increased by 2/3 of a letter grade** across all groups. In a three-year period, the department has seen a **20 point gain** in completion and more students persisting to Calculus courses, succeeding at the same rate as before.

Columbus State Community College

A promising practice at Columbus State, corequisite courses have helped all student groups perform at the same level or higher than students in the traditional course, with a **ten percentage point gain in success rates**. African-American corequisite students have experienced a 20 point gain in success compared to their peers taking the traditional College Algebra course. These results are helping to close an achievement gap as African American students are now performing equally when compared to white students in this course.

Triton College

Triton College, a Hispanic-serving institution, saw immediate gains in their developmental math lab-based model with ALEKS. The department redesigned their approach to promote a comfortable and collaborative learning experience that includes peer tutors, mini-lectures and study skills lessons. **In one year, success rates have increased by nine percentage points** and 13% of students are finishing two courses in one semester.

» **Learn more about outcomes and efficacy at: bit.ly/outcomesandefficacy**
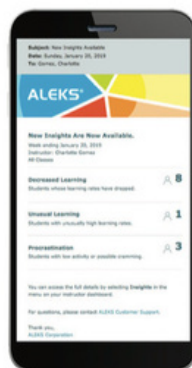
Intervene Before It's Too Late

Use your class time more effectively and help students who need extra attention with ALEKS Insights and Reports.

Insights summarize students with the following behaviors so you can take action:

- Top Failed Topics
- Decreased Learning
- Unusual Learning
- Procrastination & Cramming

"ALEKS Insights help me to understand my students and the direction they need to achieve their goals.

- Tuan Dean, Triton College"

DIGITAL EDGE 50 AWARDS ‹2019›
Winner of the 2019 Digital Edge 50 Award for Data Analytics

//CODiE// 2019 SIIA CODiE WINNER

Take a Tour »
Bit.ly/ALEKS_MHE

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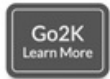OHIO COLLEGE LEARNING CENTER ASSOCIATION
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Our Vision
Working Together For Student Success

Go2O Learn More — **Go2Orientation** — Online Orientation For New Students & Specific Populations

Go2K Learn More — **Go2Knowledge** — 350+ Webinars For Faculty & Staff

TL Learn More — **TutorLingo** — 9 Online Tutor Training Videos

Onboarding Inform & Engage

Training Instruct & Elevate

Student Success

Support Inspire & Empower
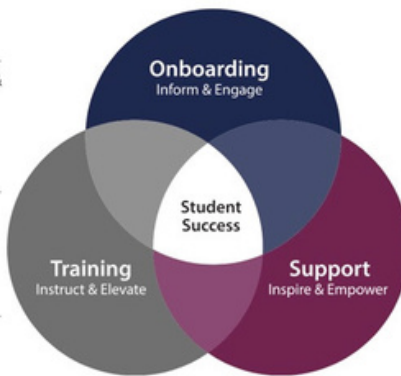
OnlineLingo — Online Learning Orientation & 20 Student Success Workshops — **OL** Learn More

StudentLingo — 50 Online Student Success Videos — **SL** Learn More

ParentLingo — Online Parent Orientation & Support Resources — **PL** Learn More

One Company: Six Great Products

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Educating Faculty, Staff & Students Online

OL OnlineLearning® — Preparing For Online Learning

SL StudentLingo® — Student Success

PL ParentLingo® — Parent Orientation

Go2K Go2Knowledge® — Professional Development

TL TutorLingo® — Tutor Training Videos
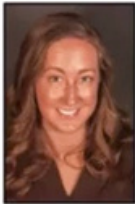
Kristen Seldon
Director Of Partner Relations

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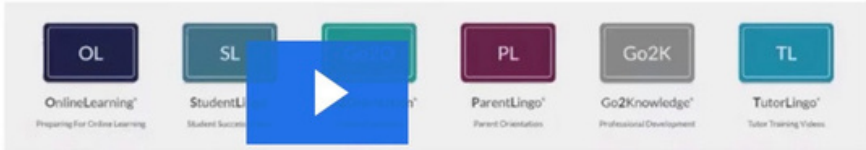
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TutorLingo Clients, Benefits and Pricing

25 Tips For Student Success

Sign up for your **free trial** today!
www.studentlingo.com/freetrial
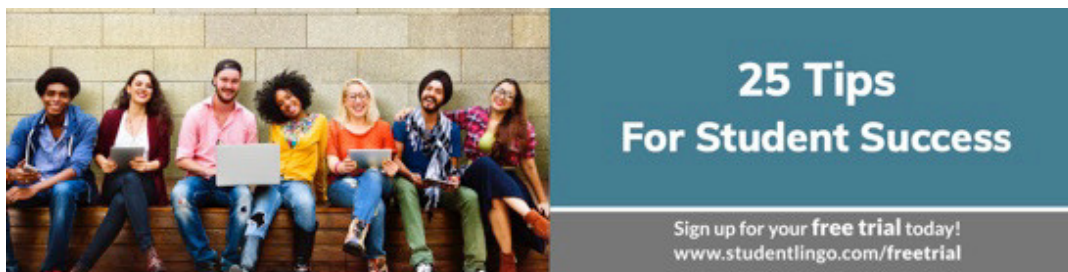
1 Set Your Educational Goals

Write down why you are going to college. What are your goals for your time in college and specifically for this term? Write those down and share with an accountability partner.

View: Setting & Accomplishing Realistic Goals Workshop

2 Identify Your Motivators

What is motivating you to do your homework? To attend class? Write those things down! And at the same time, be aware of the things that distract you, the things that get in your way of being successful. Write them down too.

View: Setting & Accomplishing Realistic Goals Workshop

3 Get Organized

3 ring binders, folders, spiral notebooks, google folders? Whatever your preference is, make sure that you have a system for keeping all of your papers and documents organized for each class. After each class review your notes and get organized.

View: Learning Strategies Every Student Should Know Workshop

4 Use A Calendar

Studies show that often what creates the most success is using a paper calendar coupled with reminders from an electronic calendar (your phone, the college's Learning Management System, an online calendar). Successful students write down their assignments and due dates.

View: Time Management: Strategies For Success Workshop

5 Create A Plan For Each Week

Each Sunday, take 10 minutes to complete your plan for your week - block time for class, work, socializing, health, time to complete your assignments. Have a "to do" list for each day.

View: Time Management: Strategies For Success Workshop

6 Use The Pomodoro Technique

Few people can pay attention for hours at a time. Break your reading or class assignment time into small manageable chunks (maybe 30 minutes) with 5-10 minute breaks in between.

View: Time Management: Strategies For Success Workshop

7 Ask For Help

Whether it is from a tutor, your teachers, an adviser, hallmate or a classmate. Successful students ask for help when they need it!

View: 10 Habits of Mind for College Success Workshop

8 Ask Questions

It is absolutely ok to ask lots of questions! In fact, it is impossible to learn without asking questions!

View: 10 Habits of Mind for College Success Workshop

9 Do All Of Your Homework

Homework is essential to reinforcing learning and is critical to success. It is also an indicator of what might be on your test and usually counts for a significant part of your grade in the class. Pay attention to due dates.

View: Classroom Expectations & Behaviors Workshop

10 Attend All Classes

Arrive on time (or early) and be prepared for your classes. Bring your supplies, any assignments you need to turn in, and arrive focused and ready to learn!

View: Improving Student-Faculty Relationships Workshop

11 Create A Note-Taking System

There are lots of ways to take notes (Outline, Cornell, Mind Mapping). Take time to find the one that works best for you.

View: Study Tips & Note-Taking Strategies Workshop

12 Take Notes

Once you have found a note-taking system that works for you, be sure to use it when you are in class, when you are reading for class, and when you are studying! Take notes. And here's a tip - research shows that handwriting notes is the best way to take notes.

View: Study Tips & Note-Taking Strategies Workshop

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13 Complete All Readings

But wait, do you have to do all of the reading for your classes? YES! Practice reading actively - highlighting main ideas and taking notes as you go.

View: Reading Comprehension Strategies Workshop

14 Study

Create study guides, notecards summarizing vocabulary or major topics, create practice tests and quizzes.

View: Exam Preparation Tips & Test-Taking Strategies Workshop

15 Avoid Cramming

Sorry - science tells us cramming doesn't work. Preparation is key.

View: Exam Preparation Tips & Test-Taking Strategies Workshop

View: How To Reduce Test Anxiety Workshop

16 Reward Yourself

Most of us have a tendency to procrastinate. Science tells us that once we start an assignment or project our brain doesn't really let that work rest until we finish it. Follow your brain to complete your work, and then when you do, reward yourself!

View: Overcoming Procrastination: Causes & Cures Workshop

17 Make Connections

Research tells us that successful students make connections to faculty, staff and fellow students.

View: Improving Student-Faculty Relationships Workshop

18 Utilize Office Hours

Faculty really do like to talk to their students outside of class. Use this time to ask questions, get assignments clarified, talk about major options, future class selection, and career networking.

View: Improving Student-Faculty Relationships Workshop

19 Get Quality Sleep

Sure there are going to be times you won't get the recommended 8 hours of sleep, but prioritize sleep! It will make it easier to learn and do well in your courses.

View: Stress Management Techniques Workshop

20 Healthy Mind & Body

Use your calendar and your weekly plan to schedule time to exercise, time to sleep, time to eat something healthy. It's super hard to ask your brain to function at 100% if all you feed it is energy drinks and chips.

View: How To Achieve Well-Being, Balance & Success Workshop

21 Reach Out

Faculty and staff are concerned about students and their health and wellness. If things are stressful, know that there are resources to help you on campus and people who care deeply about you.

View: Stress Management Techniques Workshop

22 Find An Accountability Partner

A good accountability partner is someone who you trust, who will give you good advice, who is non-judgmental, and who is dependable. Let your accountability partner know what your goals are and ask them to support you!

View: Setting & Accomplishing Realistic Goals Workshop

23 Take Responsibility

Your college education is what you make of it!

View: What It Takes To Be A Successful Student

24 Have A Growth Mindset

In the concept of Growth Mindset, Carol Dweck teaches that "failure" is really an opportunity for growth and learning. Ask yourself things like what did I learn? What is the biggest takeaway from this experience? How can I change things in order to grow and improve?

View: Handling Failure In & Out Of The Classroom Workshop

25 Take Advantage of Your College's Resources

Never again will you have access to tutoring, career services, counseling resources, advising, student clubs & activities, and professional development opportunities in the same quantity and quality as you have in college. Use them all!

View: Creating Your College Bucket List: Explore, Experience, Succeed Workshop

StudentLingo®
More Skills. More Success.

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CENGAGE

Higher Ed is changing...
in a survey of presidents and administrators after the COVID pandemic shutdown

76% are concerned about **Accessibility to online learning platforms and tools**

85% are concerned about **Accelerated rates of student attrition**

75% are concerned about **Faculty readiness to conduct online learning**

The Solution

CENGAGE UNLIMITED FOR INSTITUTIONS

Introducing Cengage Unlimited for Institutions, a scalable content license that flexes with your unique enrollment needs. This SAAS-based model provides a single sign-on experience, making it easy for your students and faculty to access all Cengage digital learning materials across 675 courses and 70 disciplines on day-one, right inside your institution's learning management system. Resources for students extend beyond course specific tools and provide access to career and college success tips, study tools and additional support services. And faculty are supported through onboarding, training, and professional development.

Together, we build a partnership action plan to support the on-going success of your institution. With Cengage Unlimited for Institutions, we're with you every step of the way.

How It Works

Identify	Create & Build	Deploy, Train, Execute	On-Going Success
Your Cengage Business Development Director will have a needs-based conversation with you to uncover how we can best help solve for key initiatives.	Our team of higher ed experts builds an access model that works with your infrastructure and optimizes current process. The team ensures all systems and integrations are go for faculty and students on day-one.	Our teams stay close as faculty and students are trained and throughout the term to address any challenges that may arise.	Your dedicated account manager works with teams across your institution to read out success metrics and suggest ways to improve and grow term over term.

Learn more about Cengage Unlimited for Institutions and how institutions are seeing results at cengage.com/institutions

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Top Savers: Ohio

CENGAGE *UNLIMITED* FOR INSTITUTIONS

### Since 2018, Cengage Unlimited has helped students across the country save $330M.

Cengage Unlimited for Institutions is an enterprise content license that flexes with your unique enrollment needs. This SAAS-based model provides a single sign-on experience, making it easy for your students and faculty to access all Cengage digital learning materials and a suite of support services to promote student success and retention.

Top Ohio Institutions for Student Savings with Cengage Unlimited

Institution	Savings
Univ of Cincinnati	$1.4M
Miami University	$620K
Univ of Dayton	$469K
Univ of Findlay	$451K
The Ohio State U	$332K

Per institution through March 2021

Ohio college students using Cengage Unlimited have saved over

$6.7 MILLION

Through March 2021
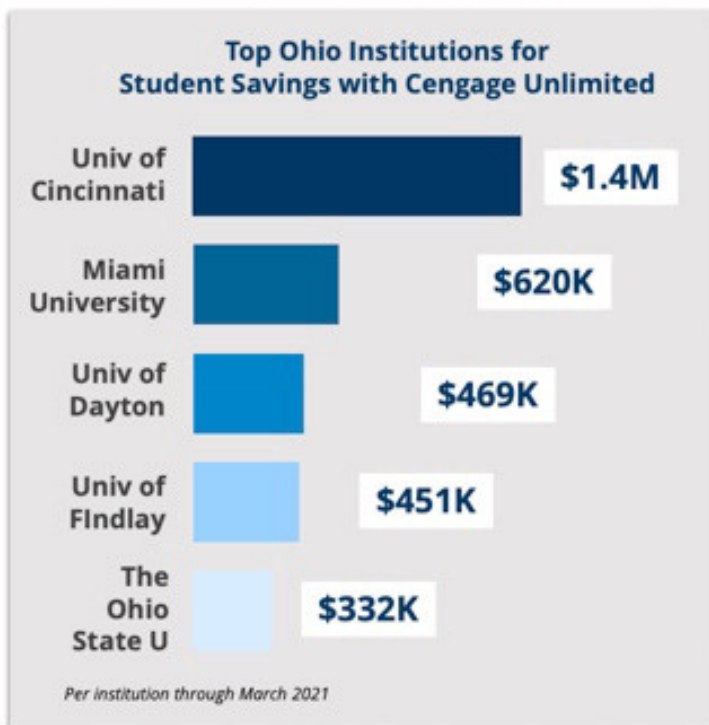
The average cost of books and supplies for students in Ohio is around

$1,568
PER YEAR[1]

137,000
Courseware activations in Ohio withing Cengage Unlimited

Ready to start saving? Let's connect and discuss.

Tom Breitenbach
Business Development Director, Ohio
513-703-7330
Tom.breitenbach@cengage.com

cengage.com/institutions